

School Strategic Plan 2026-2030

Bellbrae Primary School (0319)



Submitted for review by Adrian Waters (School Principal) on 26 May, 2026 at 02:26 PM
Endorsed by Brendan Bush (Senior Education Improvement Leader) on 15 June, 2026 at 12:40 PM
Awaiting endorsement by School Council President

School Strategic Plan 2026-2030

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School vision	A community of critical thinkers and innovative learners. Bellbrae Primary School values a strong sense of community and belonging, which enables our students to develop and grow in a unique environment that empowers students to be life-long learners.
School values	Bellbrae Primary School encourages children to be independent thinkers and life-long learners. Through embedding our school values of aspire, respect, responsibility and resilience our school community collaborates to create a caring and nurturing environment. We are committed to developing resilient and critical thinkers who can reach their full potential. Bellbrae Primary School has an important place in the community, local environment and history. The school's unique geographic context and progressive curriculum, coupled with a dedicated and committed staff, helps promote values that are central to social, civic and environmental responsibility.
Context challenges	Bellbrae Primary School has limited equity funding which significantly impacts on the potential to deliver some programs. The school has an active school council who drives locally raised revenue through fundraising events and grant applications. The predominantly monocultural makeup of our student population impacts on cultural perspectives and understandings which requires purposeful planning and delivery of programs to address. Student wellbeing and the specific needs of Tier 2 and 3 students can impact on school attendance, wellbeing programs and resources. Our attendance data has also traditionally been negatively impacted by parent approved absences for extended family travel and overseas vacations. The management of a high percentage of contracted staff makes continuity and consolidation of existing and new initiatives challenging; this is coupled with added stress for staff related to employment security.
Intent, rationale and focus	What are we trying to achieve? - Consistent delivery of classroom lessons and programs through pedagogical models, scope and sequence documentation and collaborative planning and the implementation of VTLM 2.0 - Strengthening differentiation of learning opportunities that cater for all intellects including support, intervention and extension. - Streamlining effective communication with parents and families through appropriate channels and platforms. Why is this important? Our most recent self evaluation and review highlighted minor deficiencies that can be addressed through the priorities listed below. Through addressing these findings we aim to develop consistent practices, enhance wellbeing and engagement and deliver stimulating and intellectually challenging programs. What are you prioritising? Over the next four years our priorities are: - Consistency in practice including engagement norms - Differentiation - Reading comprehension - Extension of high achieving students - Developing pedagogical models specific to year levels - Ensuring that the curriculum capabilities are explicitly taught and integrated into diverse learning areas and opportunities. - Ensuring the needs of Tier 1,2 and 3 students are catered for in learning, engagement and wellbeing.

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Goal 1	Improve student learning outcomes				
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the consistent use of VTLM 2.0 and agreed pedagogical practices to support instructional consistency and continuous improvement.				
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment					
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review and refine the whole school approach to Literacy to strengthen teacher practices.				
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment					
Target 1.1	By 2030, increase the percentage of students achieving Strong and Exceeding NAPLAN proficiency levels for:				
	Cohort	Focus or factor	Baseline	Year	Target
	Year 3	Writing	88%	2025	89%
	Year 3	Reading	64%	2025	75%
	Year 3	Numeracy	73%	2025	78%
	Year 5	Writing	74%	2025	78%
	Year 5	Reading	80%	2025	83%
	Year 5	Numeracy	72%	2025	76%
Target 1.2	By 2030, maintain the percentage of students achieving at and above age expected level according to teacher judgements, against the Victorian Curriculum 2.0 for:				
	Cohort	Focus or factor	Baseline	Year	Target
	F-6	Reading and Viewing	92%	2025	92%
	F-6	Writing	92%	2025	92%
	F-6	Mathematics	91%	2025	91%

Target 1.3	By 2030, increase the percentage positive endorsement to the School Staff Survey factors:				
	Cohort	Focus or factor	Baseline	Year	Target
	School staff	Peer Observations	63%	2025	65%
	School staff	Understanding how to analyse data	73%	2025	78%
Target 1.4	By 2030, maintain the percentage of students achieving at or above the expected level in the Year 1 Phonics Check				
	Cohort	Focus or factor	Baseline	Year	Target
	Year 1 students	Phonics Check	82%	2025	82%
Goal 2	Improve student wellbeing outcomes				
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen tiered supports using data-informed adjustments and targeted interventions to meet the full range of student learning needs.				
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school					
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs					
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school	Deepen staff, student and community understanding of VC 2.0 capabilities to build student capacity to contribute constructively to society.				
Target 2.1	By 2030, increase the percentage positive endorsement to the Attitudes to School Survey factors:				
	Cohort	Focus or factor	Baseline	Year	Target
	Year 4-6	Sense of confidence	71%	2025	79%
	Year 4-6	Sense of connectedness	79%	2025	82%
	Year 4-6	Emotional regulation and awareness	71%	2025	75%
	Year 4-6	Perseverance	77%	2025	80%
	Year 4-6	Managing bullying	73%	2025	77%
	Year 4-6	Respect for Diversity	76%	2025	78%

	Year 4-6	Teacher Concern	58%	2025	75%
Target 2.2	By 2030, increase the student attendance rate for:				
	Cohort	Focus or factor	Baseline	Year	Target
	F-6	Attendance rate	88%	2025	90%