

2021 Annual Implementation Plan

for improving student outcomes

Beaumaris Secondary College (7566)



Beaumaris
Secondary
College

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	Happy Healthy Students	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal			
12 Month Target 1.1	Happy Healthy Students			
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority			
Actions	<p>Students would receive learning, catch up and extension through a range of supports including the tutor program, MYLNS, EAGLE Program and High Abilities program.</p> <p>To promote student voice and agency within curriculum curation.</p>			
Outcomes	<p>At least 12 months growth across all learning areas for students receiving support in the Tutor, MYLNS and EAGLE Programs. Highly able students would be completing deeper learning activities within the actions provided across learning areas. Building staff capacity to use and implement data when planning for student needs within all learning areas. Learning area student leaders to work with curriculum critique teachers to refine curriculum. Students writing their own Learning Intentions and Success Criteria for some Actions within their notebooks.</p>			
Success Indicators	<p>We use the PAT M and PAT R at the start and the end of each year. Students receiving additional support will also be assessed through...</p> <p>Deeper Learning audit</p> <p>Student generated learning intentions and success criteria evident in notebooks.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	
Students identified for the various programs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	

	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s)			
Students participating in competitions related to extension.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Review and refine deeper learning activities.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	
Developing an evidence based approach to learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	
Increasing staff capacity to use student data and evidence to meet the learning needs of students.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	

			to: Term 4	
Implement moderation program to use as a form of evidence in supporting the learning growth of students.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>Beaumaris will develop a comprehensive co-curricular and micro-credential program that ensures all students thrive and grow. We will continue to promote School Wide Positive Behaviours as a growing school. This will also involve the introduction and implementation of Restorative Practice across the college.</p>			
Outcomes	<p>The College is committed to developing the whole person and providing an environment that supports the physical, social, intellectual and emotional engagement of every student. Through the development of a range of opportunities, that cocurricular and microcredentials provide, we will build a school community that nurtures and respects individual skills and talents in a safe and supportive environment and celebrates those achievements. We expect young people to be lifelong learners that possess a multitude of skills that can be generalised to a range of roles within an organisation. This new approach to learning and engagement is personalised and generally transferrable for students within the school and beyond. We want to build on this during a young person's secondary schooling and believe that this can be done through clarity and coherence across the college community of what activities are co-curricular and micro-credentials.</p> <p>This will:</p> <ul style="list-style-type: none"> • Ensure each student have recognition for all learning and experience in and out of the school setting. • Develop skills in a variety of areas • Build relationships that foster learning and engagement within the community <p>Goal mentors will connect students with cocurricular and micro-credential programs that are based on their needs and interests. SWPB is visible across the college for students, staff and parents. Stronger sense of inclusion of all students. Building staff capacity and skills in restorative practice. Students feeling heard and understood.</p>			
Success Indicators	<p>Every student is involved in some co-curricular and micro-credential program which is documented. There are a breadth of offerings responding to the needs and interests of all students.</p>			

	Increase in positive chronicle entries on COMPASS. ATSS -improvement with Teacher concern			
Activities and Milestones	Who	Is this a PL Priority	When	
Ensure students are known by the college. We would put up a system where teachers would have the opportunity to share what they know about students. This would identify who is known and who is not known. Year 8	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	
Ensure students are known by the college. We would put up a system where teachers would have the opportunity to share what they know about students. This would identify who is known and who is not known. Year 9	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	
Ensure students are known by the college. We would put up a system where teachers would have the opportunity to share what they know about students. This would identify who is known and who is not known. Year 7	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	
Ensure students are known by the college. We would put up a system where teachers would have the opportunity to share what they know about students. This would identify who is known and who is not known. Year 10	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	
Determine a house point system linked to SWPB.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	
Implement House point system.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	

			to: Term 4	
Staff trained in restorative practice.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	
Teachers use the incident report form which uses restorative language. Form available on Compass.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Building staff capacity in SWPB. This includes professional learning activities.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
KIS 3 Building communities	Connected schools priority			
Actions	Beaumaris Secondary College will maintain strong communication links with parents, the local community and our school networks.			
Outcomes	We will have higher levels of attendance from students and parents for school activities. We will have parent voice and agency to inform our decisions for improving student learning and wellbeing outcomes. We will use the community connections to promote the college values and vision across Beaumaris.			
Success Indicators	Our Parent Opinion Survey results will be a strong measure of the voice and agency our parents feel is happening. The attendance of parents and students at school activities will be recorded. Compass chronicle communications records with parents will provide insight into the effectiveness of our communication. Community connections that lead to work experience and internship opportunities for our students. The number of students involved in community programs outside of the school.			
Activities and Milestones	Who	Is this a PL Priority	When	

Parent Voice through Curriculum Working Group- parents provide insight into meaningful feedback to support student learning at home. They provide feedback on the assessment and reporting program at the college. Review reports and information provided to parents.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	
Parent Communication Working Group will look at the most meaningful and useful communication to parents. We will look at timelines and expectations of the types of communication used by the college.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Provide parent support workshops exploring issues particularly wellbeing needs of families.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
GOAL Mentor Conferences with parents and students to look at the development of the whole person.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	
Connections with the community to build career pathways for students particularly for work experience.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	
Community and school art show	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	
Parent representation as part of the Respectful Relationships Working Group.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 3	

	<input checked="" type="checkbox"/> Wellbeing Team		to: Term 4	
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