

# 2019 Annual Implementation Plan

## for improving student outcomes

Beaumaris Secondary College (7566)



Submitted for review by Debby Chaves (School Principal) on 21 December, 2018 at 10:22 AM  
Endorsed by Sarah Burns (Senior Education Improvement Leader) on 30 January, 2019 at 01:25 PM

# Self-evaluation Summary - 2019

Beaumaris Secondary College (7566)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>	<b>Evidence and Analysis</b>
Excellence in teaching and learning	Building practice excellence	Evolving	
	Building practice excellence	Evolving	
	Building practice excellence	Emerging	
	Building practice excellence	Evolving	
Professional leadership	Building leadership teams	Evolving	
	Building leadership teams	Evolving	
	Building leadership teams	Excelling	
	Instructional and shared leadership	Embedding	

Positive climate for learning	Empowering students and building school pride	Evolving	
	Empowering students and building school pride	Evolving	
	Empowering students and building school pride	Embedding	
	Empowering students and building school pride	Embedding	

Community engagement in learning	Building communities	Emerging	
	Building communities	Emerging	
	Building communities	Emerging	
	Global citizenship	Emerging	

Enter your reflective comments	<p>The building of a culture and school community takes time. Our aim has been to be outward facing and connect with the community in a variety of ways. We have created structures that support the curriculum development and planning that develops the whole learner. We have developed a distributive approach to our leadership and there is a strong sense of collective responsibility. We have developed our CORE values working closely with students and parents to identify language that supports a school wide positive behaviour approach. Our values and vision are displayed throughout learning spaces supporting the learning that contributes to the student engagement and success. Our goal to have a teaching and learning vision and a project based learning vision will for the foundation of our instructional model.</p>
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<b>Considerations for 2019</b>	We double in size for students and staff next year so it will feel like a new school again. The challenge for the school is to maintain a visible culture with the values evident throughout the school. We also need to continue to develop structures and protocols to manage the growth and change. Most importantly, we will be developing our Year 9 and 10 curriculum program as we apply for Senior School Registration.
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To develop a culture that is based on shared values and a strong vision.	Yes	Our ATS, Staff Opinion Survey and Parent Opinion survey are in the top quartile for school.	Maintain data in top quartile as the school doubles in size.
Develop a deep learning pedagogy with rigour and challenge that allows for a strong educational experience and growth for each student.	Yes	<ul style="list-style-type: none"> <li>• Learning Intentions and Success Criteria – important that some are predetermined but important that students also have a chance to set their own.</li> <li>• High growth for students in the top 2 bands in the PATR and PATM along with NAPLAN Data as it becomes available.</li> </ul>	Increase growth of students in top 2 bands through PAT M and PAT R
To establish shared instructional leadership that empowers all learners.	Yes	Horizontal shared leadership model Instructional model that is used across the college Visible culture of high expectations Values of Curiosity, Optimism, Respect and Excellence are used to engage within the school and community.	Develop and implement instructional model and shared leadership model.

Goal 1	To develop a culture that is based on shared values and a strong vision.	
12-month target 1.1	Maintain data in top quartile as the school doubles in size.	
Key Improvement Strategies		Is this KIS selected for focus this year?

<b>KIS 1.dg</b> Vision, values and culture	To define and promote the CORE values of the school of Curiosity, Optimism, Respect and Excellence with the students, staff, parents and community.	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.	The development of a school culture takes time and needs to sustain significant growth and changes. In 2019, we are doubling in size for students and staff and therefore need to continue to focus on promoting our CORE values.	
<b>Goal 2</b>	<b>Develop a deep learning pedagogy with rigour and challenge that allows for a strong educational experience and growth for each student.</b>	
<b>12-month target 2.1</b>	Increase growth of students in top 2 bands through PAT M and PAT R	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.hc</b> Setting expectations and promoting inclusion	Students should have an input into what deeper learning looks like at the school. They will be part of PBL curriculum critique.	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.	Our school community has very high academic expectations of the school. We need to ensure that we provide the rigour and challenge required to promote high levels of growth in our students. Our school has a large number of highly able students who will need to be engaged in learning that takes them above and well above the level.	
<b>Goal 3</b>	<b>To establish shared instructional leadership that empowers all learners.</b>	
<b>12-month target 3.1</b>	Develop and implement instructional model and shared leadership model.	

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 3.ky</b> Building leadership teams	Co-design an instructional model that incorporates the philosophy of the college.	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.	We have developed our teaching and learning vision along with our PBL vision. These form the foundations of our instructional model at the college.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To develop a culture that is based on shared values and a strong vision.			
<b>12-month target 1.1 target</b>	Maintain data in top quartile as the school doubles in size.			
<b>KIS 1</b> Vision, values and culture	To define and promote the CORE values of the school of Curiosity, Optimism, Respect and Excellence with the students, staff, parents and community.			
<b>Actions</b>	The induction of new staff and students into our school culture through the values. The language will be central to all the learning, communication and connections within the school and with the community in general.			
<b>Outcomes</b>	Our school culture underpinned by our CORE values will be visible to students, parents, teachers and the community.			
<b>Success Indicators</b>	Students, parents and teachers use the language to describe the learning, relationship and school.			
Activities and Milestones		Who	Is this a PL Priority	Budget
GOAL program focus for Year 7 2019. Induction Program for new staff.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Develop a deep learning pedagogy with rigour and challenge that allows for a strong educational experience and growth for each student.			
<b>12-month target 2.1 target</b>	Increase growth of students in top 2 bands through PAT M and PAT R			
<b>KIS 1</b> Setting expectations and promoting inclusion	Students should have an input into what deeper learning looks like at the school. They will be part of PBL curriculum critique.			



<b>Actions</b>	Developing a whole school literacy and numeracy policy. Professional learning programs that further enhances the rigour and challenge within PBLs. Curriculum critique protocol involving students. Students to use the rubrics to identify higher levels of achievement particularly with the general capabilities.			
<b>Outcomes</b>	We would expect that the PBL modified based on student feedback. There would be a refining of the formative tasks as well. Students would have understanding of the depth within a learning area and demonstrate their understanding of the content, knowledge and skills in a variety of ways.			
<b>Success Indicators</b>	Student outcomes will demonstrate a higher level of achievement based on the rubrics and how they approach challenging curriculum.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional learning as part of a Network of School with University of Melbourne Developing a process for student feedback on curriculum Staff review and revision of PBLs Moderation of PBLs	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To establish shared instructional leadership that empowers all learners.			
<b>12-month target 3.1 target</b>	Develop and implement instructional model and shared leadership model.			
<b>KIS 1</b> Building leadership teams	Co-design an instructional model that incorporates the philosophy of the college.			
<b>Actions</b>	Implement a professional learning program that incorporates the design of our new instructional model.			
<b>Outcomes</b>	Teachers will implement the instructional model in their practice. The school will share the instructional model with students and parents.			

<b>Success Indicators</b>	We will have consistency across the college and minimal teacher variation. Students will have a clear understanding of what learning looks and feels like within the college.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Co-Design of instructional model with teachers. Implementation of instructional model across all learning areas	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$0.00	\$0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$0.00</b>	<b>\$0.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Professional learning as part of a Network of School with University of Melbourne Developing a process for student feedback on curriculum Staff review and revision of PBLs Moderation of PBLs	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants  University of Melbourne Network of Schools	<input checked="" type="checkbox"/> On-site
Co-Design of instructional model with teachers. Implementation of instructional model across all learning areas	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site