

# 2020 Annual Implementation Plan

## for improving student outcomes

Beaumaris Secondary College (7566)



Beaumaris  
Secondary  
College

# Self-evaluation Summary - 2020

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	Evolving	
	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	Evolving	
	Building communities	Evolving	
	Building communities	Evolving	
	Global citizenship	Emerging	

Enter your reflective comments	
Considerations for 2020	
Documents that support this plan	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Maximise student learning outcomes	Yes	<p>The percentages of students who achieve results in the top two bands in NAPLAN at Year 9 to 45 percent in Reading, to 30 percent in Writing and to 50 percent in Numeracy for 2023*.</p> <p>*Note – no benchmark data available as no Year 9 students until 2021</p>	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Our school is preparing for the crucial phase of senior schooling. We needed to continue on this pathway even with remote learning.1a. Maximize curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning. Our PLTs have further developed the Year 9&amp; 10 specialism program with the offering of 5 VCE units. We also focussed on the development of a range of pathways which would support students to be successful in further education, training and employment beyond school. through active student voice, agency and leadership as well as building relationships within students, families and the College.</p>
		Students achieving above benchmark growth in NAPLAN in Reading, Writing and Numeracy to be at 30 percent high growth in 2023.	<p>Our school is preparing for the crucial phase of senior schooling. We needed to continue on this pathway even with remote learning.1a. Maximize curriculum curation and</p>

			<p>implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning. Our PLTs have further developed the Year 9&amp; 10 specialism program with the offering of 5 VCE units. We also focussed on the development of a range of pathways which would support students to be successful in further education, training and employment beyond school. through active student voice, agency and leadership as well as building relationships within students, families and the College.</p>
		<p>Increase the staff measures of Academic emphasis from 63 percent, and Guaranteed and viable curriculum from 75 percent to be at 80 percent in 2023.</p>	<p>Our school is preparing for the crucial phase of senior schooling. We needed to continue on this pathway even with remote learning.1a. Maximize curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning. Our PLTs have further developed the Year 9&amp; 10 specialism program with the offering of 5 VCE units. We also focussed on the development of a range of pathways which would support students to be successful in further education, training and employment beyond school. through active student voice, agency and leadership as well as building</p>

			relationships within students, families and the College.
		<p>The percentages of students who achieve results in the top two bands in NAPLAN at Year 9 to 45 percent in Reading, to 30 percent in Writing and to 50 percent in Numeracy for 2023*.</p> <p>*Note – no benchmark data available as no Year 9 students until 2021</p>	<p>Our school is preparing for the crucial phase of senior schooling. We needed to continue on this pathway even with remote learning.1a. Maximize curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning. Our PLTs have further developed the Year 9&amp; 10 specialism program with the offering of 5 VCE units. We also focussed on the development of a range of pathways which would support students to be successful in further education, training and employment beyond school. through active student voice, agency and leadership as well as building relationships within students, families and the College.</p>
		Students achieving above benchmark growth in NAPLAN in Reading, Writing and Numeracy to be at 30 percent high growth in 2023.	<p>Our school is preparing for the crucial phase of senior schooling. We needed to continue on this pathway even with remote learning.1a. Maximize curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning. Our PLTs have further developed the Year 9&amp; 10 specialism program with the offering of 5 VCE units. We also</p>

			focussed on the development of a range of pathways which would support students to be successful in further education, training and employment beyond school. through active student voice, agency and leadership as well as building relationships within students, families and the College.
		Increase the staff measures of Academic emphasis from 63 percent, and Guaranteed and viable curriculum from 75 percent to be at 80 percent in 2023.	Our school is preparing for the crucial phase of senior schooling. We needed to continue on this pathway even with remote learning.1a. Maximize curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning. Our PLTs have further developed the Year 9& 10 specialism program with the offering of 5 VCE units. We also focussed on the development of a range of pathways which would support students to be successful in further education, training and employment beyond school. through active student voice, agency and leadership as well as building relationships within students, families and the College.
Maximise student engagement with learning.	Yes	Increase student opinion measures of <ul style="list-style-type: none"> <li>• Motivation and interest from 64 per cent at Year 7, and 60 per cent at Year 8 in 2019 to be at an average of 75 percent in 2023,</li> </ul>	

		<ul style="list-style-type: none"> <li>• Student voice and agency from 44 per cent at Year 7, and 51 per cent at Year 8 in 2019 to be at an average of 60 percent in 2023.</li> </ul>	
		<p>Increase parent opinion survey results in the areas of</p> <ul style="list-style-type: none"> <li>• Positive transitions from 78 per cent positive endorsement in 2019 to be at 80 percent in 2023</li> <li>• Teacher communication from 59 per cent positive endorsement in 2019 to be at 70 percent in 2023.</li> </ul>	
		<p>Improve the average days of student absence to be below 15 days by 2023.</p>	
		<p>Increase student opinion measures of</p> <ul style="list-style-type: none"> <li>• Motivation and interest from 64 per cent at Year 7, and 60 per cent at Year 8 in 2019 to be at an average of 75 percent in 2023,</li> <li>• Student voice and agency from 44 per cent at Year 7, and 51 per cent at Year 8 in 2019 to be at an average of 60 percent in 2023.</li> </ul>	
		<p>Increase parent opinion survey results in the areas of</p> <ul style="list-style-type: none"> <li>• Positive transitions from 78 per cent positive endorsement in 2019 to be at 80 percent in 2023</li> <li>• Teacher communication from 59 per cent positive endorsement in 2019 to be at 70 percent in 2023.</li> </ul>	



		Improve the average days of student absence to be below 15 days by 2023 .	
Embed wellbeing at the College based on the shared values and vision.	Yes	<p>Increase student opinion measures of</p> <ul style="list-style-type: none"> <li>• Teacher concern from 40 per cent positive endorsement in 2019 to be at 50 percent in 2023,</li> <li>• Sense of connectedness from 65 per cent positive endorsement in 2019 to be at 70 percent in 2023.</li> </ul>	<p>A focus on wellbeing of our students to be known throughout their journey through the school along with maintaining the connection with school, teachers and classmates. The college is committed to sustaining a positive climate for learning as we embed our students' wellbeing based on the shared values and vision. This leadership role includes leadership in the development of a robust House based system that ensures that students to be known throughout their school journey. This can be achieved through active student voice, agency and leadership as well as building relationships within students, families and the college. The proactive support is designed to ensure students grow, thrive and excel. We have developed leadership roles for 4 Head of House leaders to embed wellbeing working hand in hand with GOAL mentor and the Head of Wellbeing.</p>
		Increase the parent opinion survey measures in the Safety domain from 78 percent in 2019 to be at 83 percent in 2023.	<p>A focus on wellbeing of our students to be known throughout their journey through the school along with maintaining the connection with</p>

			<p>school, teachers and classmates. The college is committed to sustaining a positive climate for learning as we embed our students' wellbeing based on the shared values and vision. This leadership role includes leadership in the development of a robust House based system that ensures that students to be known throughout their school journey. This can be achieved through active student voice, agency and leadership as well as building relationships within students, families and the college. The proactive support is designed to ensure students grow, thrive and excel. We have developed leadership roles for 4 Head of House leaders to embed wellbeing working hand in hand with GOAL mentor and the Head of Wellbeing.</p>
		<p>Increase the staff opinion survey measures for Teacher Collaboration from 71 percent in 2019 per cent positive endorsement to be at 85 percent in 2023.</p>	<p>A focus on wellbeing of our students to be known throughout their journey through the school along with maintaining the connection with school, teachers and classmates. The college is committed to sustaining a positive climate for learning as we embed our students' wellbeing based on the shared values and vision. This leadership role includes leadership in the development of a robust House based system that ensures that students to be known throughout their</p>

			<p>school journey. This can be achieved through active student voice, agency and leadership as well as building relationships within students, families and the college. The proactive support is designed to ensure students grow, thrive and excel. We have developed leadership roles for 4 Head of House leaders to embed wellbeing working hand in hand with GOAL mentor and the Head of Wellbeing.</p>
		<p>Increase student opinion measures of</p> <ul style="list-style-type: none"> <li>• Teacher concern from 40 per cent positive endorsement in 2019 to be at 50 percent in 2023,</li> <li>• Sense of connectedness from 65 per cent positive endorsement in 2019 to be at 70 percent in 2023.</li> </ul>	<p>A focus on wellbeing of our students to be known throughout their journey through the school along with maintaining the connection with school, teachers and classmates. The college is committed to sustaining a positive climate for learning as we embed our students' wellbeing based on the shared values and vision. This leadership role includes leadership in the development of a robust House based system that ensures that students to be known throughout their school journey. This can be achieved through active student voice, agency and leadership as well as building relationships within students, families and the college. The proactive support is designed to ensure students grow, thrive and excel. We have developed leadership roles for 4 Head of House leaders to embed</p>

			wellbeing working hand in hand with GOAL mentor and the Head of Wellbeing.
		Increase the parent opinion survey measures in the Safety domain from 78 percent in 2019 to be at 83 percent in 2023.	A focus on wellbeing of our students to be known throughout their journey through the school along with maintaining the connection with school, teachers and classmates. The college is committed to sustaining a positive climate for learning as we embed our students' wellbeing based on the shared values and vision. This leadership role includes leadership in the development of a robust House based system that ensures that students to be known throughout their school journey. This can be achieved through active student voice, agency and leadership as well as building relationships within students, families and the college. The proactive support is designed to ensure students grow, thrive and excel. We have developed leadership roles for 4 Head of House leaders to embed wellbeing working hand in hand with GOAL mentor and the Head of Wellbeing.

<b>Goal 1</b>	<b>Maximise student learning outcomes</b>
---------------	---

<b>12-month target 1.1</b>	<p>Our school is preparing for the crucial phase of senior schooling. We needed to continue on this pathway even with remote learning.</p> <p>1a. Maximize curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning.</p> <p>Our PLTs have further developed the Year 9&amp; 10 specialism program with the offering of 5 VCE units. We also focussed on the development of a range of pathways which would support students to be successful in further education, training and employment beyond school.</p> <p>through active student voice, agency and leadership as well as building relationships within students, families and the College.</p>
<b>12-month target 1.2</b>	<p>Our school is preparing for the crucial phase of senior schooling. We needed to continue on this pathway even with remote learning.</p> <p>1a. Maximize curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning.</p> <p>Our PLTs have further developed the Year 9&amp; 10 specialism program with the offering of 5 VCE units. We also focussed on the development of a range of pathways which would support students to be successful in further education, training and employment beyond school.</p> <p>through active student voice, agency and leadership as well as building relationships within students, families and the College.</p>
<b>12-month target 1.3</b>	<p>Our school is preparing for the crucial phase of senior schooling. We needed to continue on this pathway even with remote learning.</p> <p>1a. Maximize curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning.</p> <p>Our PLTs have further developed the Year 9&amp; 10 specialism program with the offering of 5 VCE units. We also focussed on the development of a range of pathways which would support students to be successful in further education, training and employment beyond school.</p> <p>through active student voice, agency and leadership as well as building relationships within students, families and the College.</p>
<b>12-month target 1.4</b>	<p>Our school is preparing for the crucial phase of senior schooling. We needed to continue on this pathway even with remote learning.</p> <p>1a. Maximize curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning.</p>

	<p>Our PLTs have further developed the Year 9&amp; 10 specialism program with the offering of 5 VCE units. We also focussed on the development of a range of pathways which would support students to be successful in further education, training and employment beyond school.</p> <p>through active student voice, agency and leadership as well as building relationships within students, families and the College.</p>
<b>12-month target 1.5</b>	<p>Our school is preparing for the crucial phase of senior schooling. We needed to continue on this pathway even with remote learning.</p> <p>1a. Maximize curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning.</p> <p>Our PLTs have further developed the Year 9&amp; 10 specialism program with the offering of 5 VCE units. We also focussed on the development of a range of pathways which would support students to be successful in further education, training and employment beyond school.</p> <p>through active student voice, agency and leadership as well as building relationships within students, families and the College.</p>
<b>12-month target 1.6</b>	<p>Our school is preparing for the crucial phase of senior schooling. We needed to continue on this pathway even with remote learning.</p> <p>1a. Maximize curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning.</p> <p>Our PLTs have further developed the Year 9&amp; 10 specialism program with the offering of 5 VCE units. We also focussed on the development of a range of pathways which would support students to be successful in further education, training and employment beyond school.</p> <p>through active student voice, agency and leadership as well as building relationships within students, families and the College.</p>
<b>Key Improvement Strategies</b>	
	Is this KIS selected for focus this year?
<b>KIS 1.a</b> Building practice excellence	Develop and embed a whole school approach to the generation, analysis and use of student data and evidence.
<b>KIS 1.b</b> Building practice excellence	Develop and embed a whole school approach to the generation, analysis and use of student data and evidence.

<b>KIS 1.c</b> Curriculum planning and assessment	Maximise curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning.	Yes
<b>KIS 1.d</b> Curriculum planning and assessment	Maximise curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning.	Yes
<b>KIS 1.e</b> Setting expectations and promoting inclusion	Equip students to have a voice to be active global citizens through a breadth of experiences and opportunities, and high expectations.	No
<b>KIS 1.f</b> Setting expectations and promoting inclusion	Equip students to have a voice to be active global citizens through a breadth of experiences and opportunities, and high expectations.	No
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 are developing our pathways into the senior years of schooling. This is to provide a guaranteed and viable curriculum from Year 7 to Year 12.	
<b>Goal 2</b>	<b>Maximise student engagement with learning.</b>	
<b>12-month target 2.1</b>		
<b>12-month target 2.2</b>		
<b>12-month target 2.3</b>		
<b>12-month target 2.4</b>		

<b>12-month target 2.5</b>		
<b>12-month target 2.6</b>		
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Building practice excellence	Ensure students have access to guaranteed and meaningful learning pathways which support transition.	No
<b>KIS 2.b</b> Building practice excellence	Ensure students have access to guaranteed and meaningful learning pathways which support transition.	No
<b>KIS 2.c</b> Vision, values and culture	Ensure the teachers have the capability to enact the College vision to authentically engage students in their learning.	No
<b>KIS 2.d</b> Vision, values and culture	Ensure the teachers have the capability to enact the College vision to authentically engage students in their learning.	No
<b>KIS 2.e</b> Setting expectations and promoting inclusion	Enhance whole school approaches to include opportunities for student agency in the co-construction of learning both inside and outside of the learning spaces.	No
<b>KIS 2.f</b> Setting expectations and promoting inclusion	Enhance whole school approaches to include opportunities for student agency in the co-construction of learning both inside and outside of the learning spaces.	No



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.	
<b>Goal 3</b>	<b>Embed wellbeing at the College based on the shared values and vision.</b>
<b>12-month target 3.1</b>	<p>A focus on wellbeing of our students to be known throughout their journey through the school along with maintaining the connection with school, teachers and classmates. The college is committed to sustaining a positive climate for learning as we embed our students' wellbeing based on the shared values and vision. This leadership role includes leadership in the development of a robust House based system that ensures that students to be known throughout their school journey. This can be achieved through active student voice, agency and leadership as well as building relationships within students, families and the college. The proactive support is designed to ensure students grow, thrive and excel.</p> <p>We have developed leadership roles for 4 Head of House leaders to embed wellbeing working hand in hand with GOAL mentor and the Head of Wellbeing.</p>
<b>12-month target 3.2</b>	<p>A focus on wellbeing of our students to be known throughout their journey through the school along with maintaining the connection with school, teachers and classmates. The college is committed to sustaining a positive climate for learning as we embed our students' wellbeing based on the shared values and vision. This leadership role includes leadership in the development of a robust House based system that ensures that students to be known throughout their school journey. This can be achieved through active student voice, agency and leadership as well as building relationships within students, families and the college. The proactive support is designed to ensure students grow, thrive and excel.</p> <p>We have developed leadership roles for 4 Head of House leaders to embed wellbeing working hand in hand with GOAL mentor and the Head of Wellbeing.</p>
<b>12-month target 3.3</b>	<p>A focus on wellbeing of our students to be known throughout their journey through the school along with maintaining the connection with school, teachers and classmates. The college is committed to sustaining a positive climate for learning as we embed our students' wellbeing based on the shared values and vision. This leadership role includes leadership in the development of a robust House based system that ensures that students to be known throughout their school journey. This can be achieved through active student voice, agency and leadership as well as building relationships within students, families and the college. The proactive support is designed to</p>

	<p>ensure students grow, thrive and excel.</p> <p>We have developed leadership roles for 4 Head of House leaders to embed wellbeing working hand in hand with GOAL mentor and the Head of Wellbeing.</p>	
<b>12-month target 3.4</b>	<p>A focus on wellbeing of our students to be known throughout their journey through the school along with maintaining the connection with school, teachers and classmates. The college is committed to sustaining a positive climate for learning as we embed our students' wellbeing based on the shared values and vision. This leadership role includes leadership in the development of a robust House based system that ensures that students to be known throughout their school journey. This can be achieved through active student voice, agency and leadership as well as building relationships within students, families and the college. The proactive support is designed to ensure students grow, thrive and excel.</p> <p>We have developed leadership roles for 4 Head of House leaders to embed wellbeing working hand in hand with GOAL mentor and the Head of Wellbeing.</p>	
<b>12-month target 3.5</b>	<p>A focus on wellbeing of our students to be known throughout their journey through the school along with maintaining the connection with school, teachers and classmates. The college is committed to sustaining a positive climate for learning as we embed our students' wellbeing based on the shared values and vision. This leadership role includes leadership in the development of a robust House based system that ensures that students to be known throughout their school journey. This can be achieved through active student voice, agency and leadership as well as building relationships within students, families and the college. The proactive support is designed to ensure students grow, thrive and excel.</p> <p>We have developed leadership roles for 4 Head of House leaders to embed wellbeing working hand in hand with GOAL mentor and the Head of Wellbeing.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Empowering students and building school pride	Ensure students are known and there is proactive support for the student to thrive, grow and excel.	Yes
<b>KIS 3.b</b> Empowering students and building school pride	Ensure students are known and there is proactive support for the student to thrive, grow and excel.	Yes

<b>KIS 3.c</b> Building communities	Enhance opportunities for student voice, agency and leadership to support them to be active members of the College and wider community.	Yes
<b>KIS 3.d</b> Building communities	Enhance opportunities for student voice, agency and leadership to support them to be active members of the College and wider community.	Yes
<b>KIS 3.e</b> Parents and carers as partners	Embed the partnerships between students, families and the College.	Yes
<b>KIS 3.f</b> Parents and carers as partners	Embed the partnerships between students, families and 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.	The school vision of Belong, Believe, Become needs to be embedded in our wellbeing practices across the college. This is important as we grow and student numbers grow each year.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Maximise student learning outcomes
<b>12-month target 1.1 target</b>	<p>Our school is preparing for the crucial phase of senior schooling. We needed to continue on this pathway even with remote learning.</p> <p>1a. Maximize curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning.</p> <p>Our PLTs have further developed the Year 9&amp; 10 specialism program with the offering of 5 VCE units.</p> <p>We also focussed on the development of a range of pathways which would support students to be successful in further education, training and employment beyond school.</p> <p>through active student voice, agency and leadership as well as building relationships within students, families and the College.</p>
<b>12-month target 1.2 target</b>	<p>Our school is preparing for the crucial phase of senior schooling. We needed to continue on this pathway even with remote learning.</p> <p>1a. Maximize curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning.</p> <p>Our PLTs have further developed the Year 9&amp; 10 specialism program with the offering of 5 VCE units.</p> <p>We also focussed on the development of a range of pathways which would support students to be successful in further education, training and employment beyond school.</p> <p>through active student voice, agency and leadership as well as building relationships within students, families and the College.</p>
<b>12-month target 1.3 target</b>	<p>Our school is preparing for the crucial phase of senior schooling. We needed to continue on this pathway even with remote learning.</p> <p>1a. Maximize curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning.</p> <p>Our PLTs have further developed the Year 9&amp; 10 specialism program with the offering of 5 VCE units.</p> <p>We also focussed on the development of a range of pathways which would support students to be successful in further education, training and employment beyond school.</p> <p>through active student voice, agency and leadership as well as building relationships within students, families and the College.</p>

<b>12-month target 1.4 target</b>	<p>Our school is preparing for the crucial phase of senior schooling. We needed to continue on this pathway even with remote learning.</p> <p>1a. Maximize curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning.</p> <p>Our PLTs have further developed the Year 9&amp; 10 specialism program with the offering of 5 VCE units.</p> <p>We also focussed on the development of a range of pathways which would support students to be successful in further education, training and employment beyond school.</p> <p>through active student voice, agency and leadership as well as building relationships within students, families and the College.</p>
<b>12-month target 1.5 target</b>	<p>Our school is preparing for the crucial phase of senior schooling. We needed to continue on this pathway even with remote learning.</p> <p>1a. Maximize curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning.</p> <p>Our PLTs have further developed the Year 9&amp; 10 specialism program with the offering of 5 VCE units.</p> <p>We also focussed on the development of a range of pathways which would support students to be successful in further education, training and employment beyond school.</p> <p>through active student voice, agency and leadership as well as building relationships within students, families and the College.</p>
<b>12-month target 1.6 target</b>	<p>Our school is preparing for the crucial phase of senior schooling. We needed to continue on this pathway even with remote learning.</p> <p>1a. Maximize curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning.</p> <p>Our PLTs have further developed the Year 9&amp; 10 specialism program with the offering of 5 VCE units.</p> <p>We also focussed on the development of a range of pathways which would support students to be successful in further education, training and employment beyond school.</p> <p>through active student voice, agency and leadership as well as building relationships within students, families and the College.</p>
<b>KIS 1</b> Curriculum planning and assessment	Maximise curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning.
<b>Actions</b>	

<b>Outcomes</b>				
<b>Success Indicators</b>				
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
		<input type="checkbox"/> PLP Priority		<input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Curriculum planning and assessment	Maximise curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning.			
<b>Actions</b>				
<b>Outcomes</b>				
<b>Success Indicators</b>				
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
		<input type="checkbox"/> PLP Priority		<input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Embed wellbeing at the College based on the shared values and vision.			

<b>12-month target 2.1 target</b>	A focus on wellbeing of our students to be known throughout their journey through the school along with maintaining the connection with school, teachers and classmates. The college is committed to sustaining a positive climate for learning as we embed our students' wellbeing based on the shared values and vision. This leadership role includes leadership in the development of a robust House based system that ensures that students to be known throughout their school journey. This can be achieved through active student voice, agency and leadership as well as building relationships within students, families and the college. The proactive support is designed to ensure students grow, thrive and excel. We have developed leadership roles for 4 Head of House leaders to embed wellbeing working hand in hand with GOAL mentor and the Head of Wellbeing.
<b>12-month target 2.2 target</b>	A focus on wellbeing of our students to be known throughout their journey through the school along with maintaining the connection with school, teachers and classmates. The college is committed to sustaining a positive climate for learning as we embed our students' wellbeing based on the shared values and vision. This leadership role includes leadership in the development of a robust House based system that ensures that students to be known throughout their school journey. This can be achieved through active student voice, agency and leadership as well as building relationships within students, families and the college. The proactive support is designed to ensure students grow, thrive and excel. We have developed leadership roles for 4 Head of House leaders to embed wellbeing working hand in hand with GOAL mentor and the Head of Wellbeing.
<b>12-month target 2.3 target</b>	A focus on wellbeing of our students to be known throughout their journey through the school along with maintaining the connection with school, teachers and classmates. The college is committed to sustaining a positive climate for learning as we embed our students' wellbeing based on the shared values and vision. This leadership role includes leadership in the development of a robust House based system that ensures that students to be known throughout their school journey. This can be achieved through active student voice, agency and leadership as well as building relationships within students, families and the college. The proactive support is designed to ensure students grow, thrive and excel. We have developed leadership roles for 4 Head of House leaders to embed wellbeing working hand in hand with GOAL mentor and the Head of Wellbeing.
<b>12-month target 2.4 target</b>	A focus on wellbeing of our students to be known throughout their journey through the school along with maintaining the connection with school, teachers and classmates. The college is committed to sustaining a positive climate for learning as we embed our students' wellbeing based on the shared values and vision. This leadership role includes leadership in the development of a robust House based system that ensures that students to be known throughout their school journey. This can be achieved through active student voice, agency and leadership as well as building relationships within students, families and the college. The proactive support is designed to ensure students grow, thrive and excel. We have developed leadership roles for 4 Head of House leaders to embed wellbeing working hand in hand with GOAL mentor and the Head of Wellbeing.

<b>12-month target 2.5 target</b>	A focus on wellbeing of our students to be known throughout their journey through the school along with maintaining the connection with school, teachers and classmates. The college is committed to sustaining a positive climate for learning as we embed our students' wellbeing based on the shared values and vision. This leadership role includes leadership in the development of a robust House based system that ensures that students to be known throughout their school journey. This can be achieved through active student voice, agency and leadership as well as building relationships within students, families and the college. The proactive support is designed to ensure students grow, thrive and excel. We have developed leadership roles for 4 Head of House leaders to embed wellbeing working hand in hand with GOAL mentor and the Head of Wellbeing.			
<b>KIS 1</b> Empowering students and building school pride	Ensure students are known and there is proactive support for the student to thrive, grow and excel.			
<b>Actions</b>				
<b>Outcomes</b>				
<b>Success Indicators</b>				
Activities and Milestones	Who	Is this a PL Priority	When	Budget
		<input type="checkbox"/> PLP Priority		<input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Empowering students and building school pride	Ensure students are known and there is proactive support for the student to thrive, grow and excel.			
<b>Actions</b>				
<b>Outcomes</b>				



<b>Success Indicators</b>				
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
		<input type="checkbox"/> PLP Priority		<input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Enhance opportunities for student voice, agency and leadership to support them to be active members of the College and wider community.			
<b>Actions</b>				
<b>Outcomes</b>				
<b>Success Indicators</b>				
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
		<input type="checkbox"/> PLP Priority		<input type="checkbox"/> Equity funding will be used
<b>KIS 4</b> Building communities	Enhance opportunities for student voice, agency and leadership to support them to be active members of the College and wider community.			
<b>Actions</b>				
<b>Outcomes</b>				

<b>Success Indicators</b>				
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
		<input type="checkbox"/> PLP Priority		<input type="checkbox"/> Equity funding will be used
<b>KIS 5</b> Parents and carers as partners	Embed the partnerships between students, families and the College.			
<b>Actions</b>				
<b>Outcomes</b>				
<b>Success Indicators</b>				
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
		<input type="checkbox"/> PLP Priority		<input type="checkbox"/> Equity funding will be used
<b>KIS 6</b> Parents and carers as partners	Embed the partnerships between students, families and the College.			
<b>Actions</b>				

<b>Outcomes</b>				
<b>Success Indicators</b>				
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
		<input type="checkbox"/> PLP Priority		<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 2020	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
--------------------------------	-----	------	--------------------------------------	--------------------------	--------------------	-------