

Annual Implementation Plan - 2026

Beaumaris Secondary College (7566)



Beaumaris
Secondary
College

Submitted for review by Stephen Bourbon (School Principal) on 06 February, 2026 at 02:05 PM

Endorsed by Rachel George (Senior Education Improvement Leader) on 19 February, 2026 at 11:33 AM

Define actions, evidence of change and tasks

Goal 1	To maximise student learning outcomes	
KIS 1.b	Develop teacher capacity to differentiate teaching to individual students' point of need	
Actions	We will build teacher understanding and capacity to effectively implement the Victorian Teaching and Learning Model 2.0 (VTLM 2.0). Teachers will consistently and effectively check for student understanding. Teachers will learn about Responsive Teaching and begin implementing Responsive Teaching strategies with their students.	
Evidence of change	Learning walks will provide evidence of teachers consistently and effectively Checking For Understanding (CFU). Coaching conversations and pulse survey data will provide evidence of our consistent coaching model, aligned to Victorian Teaching and Learning Model 2.0 (VTLM 2.0) priorities CFU and Responsive Teaching (RT). By the end of Term Three, at least 75% of teachers will have completed a Coaching Cycle. Professional Learning Team (PLT) meeting agendas and Coaching Conversations will provide evidence of teacher learning and understanding of RT. Learning Area documentation will provide evidence of regular CFU strategies built into Semester 2 timelines and actions across all learning areas, and the commencement of the embedding of RT strategies in learning actions. PLT meeting agendas and Leadership Team participation in Semester Two PLT meetings will provide evidence of teacher understanding of Maestro data dashboard as a tool for better understanding their students.	
Tasks		People responsible
We will develop our Beaumaris Coaching Framework to introduce to staff our coaching culture, and commence building the Beaumaris Coaching Model.		☒ KLA leader ☒ Leadership team ☒ Leading teacher(s) ☒ Learning specialist(s)

We will provide professional learning for all Learning Area Coaches (LACs) and all staff, engaging with Education Excellence Australia, to build and implement our Beaumaris Coaching Model.		☒ Assistant principal ☒ Leading teacher(s) ☒ Principal
We will collaborate with staff and Analytics For Schools to build the Maestro data dashboard, to provide a highly usable and effective platform for the use of data to improve student learning and wellbeing outcomes.		☒ All staff ☒ Assistant principal ☒ Data leader ☒ Principal
We will provide professional learning for staff to develop their understanding and capacity in using the Maestro data dashboard to target improvement in student learning and wellbeing outcomes.		☒ All staff ☒ Assistant principal ☒ Data leader ☒ Principal
We will provide professional learning for teachers on Responsive Teaching.		☒ Assistant principal ☒ Leading teacher(s) ☒ Learning specialist(s)
School Improvement Team and Learning Area Coaches will collaborate with PLTs to build a teacher toolkit for Responsive Teaching, adaptable for implementation in all learning areas.		☒ Leading teacher(s) ☒ Learning specialist(s)
Goal 3	To ensure every student will thrive and flourish	
KIS 3.a	Embed and promote a holistic framework to proactively support student wellbeing.	
Actions	We will develop staff understanding of how the Beaumaris wellbeing framework aligns all of our wellbeing practices. We will build staff capacity to effectively and confidently implement and use the full suite of wellbeing practices, as best serves student/s wellbeing needs to support student flourishing and thriving.	

Evidence of change	Learning walks will provide evidence of school-wide implementation of learning space routines and Positive Classroom Management Strategies (PCMS), or indicate whether further professional learning is required. Compass Chronicle posts will provide evidence of consistent and confident staff implementation of our Fair Response Continuum, or will indicate whether further refinement and development of the FRC is required. Professional conversations between staff and Heads of House and Leadership, and School Staff Survey data, will provide evidence of improved clarity and coherence in the alignment and implementation of wellbeing practices, or will highlight whether further collaboration with staff is required. Improved attendance data, AToSS positive endorsements related to belonging and connectedness and strengthened Parent Opinion Survey data will provide evidence of improved school culture and connection. All data sources, including Compass Chronicle posts and Bullying Button data, will provide evidence of a safer, more welcoming and more inclusive learning environment.
Tasks	People responsible
In collaboration with teachers, we will develop, refine and explicitly teach a number of agreed school-wide routines that support engagement, calm learning environments, and predictable expectations. These routines will be aligned to the Victorian Wellbeing Framework and SEARCH, ensuring consistency across classrooms and year levels.	☑ Assistant principal ☑ House leaders ☑ Leading teacher(s) ☑ Teacher(s)
We will create and publish one-page visual guides outlining agreed routines, Positive Classroom Management Strategies (PCMS), and key wellbeing practices. We will ensure these artefacts are consistently displayed in learning spaces and used as reference points in professional learning and coaching conversations.	☑ Assistant principal ☑ House leaders ☑ Leading teacher(s)
We will provide ongoing professional learning focused on the holistic wellbeing approach, including PCMS, the Fair Response Continuum, and the alignment between behaviour, engagement, and wellbeing. We will provide professional learning to explicitly connect our practice to the Department's "Respectful, safe, engaged: shared expectations to support student behaviour" guidance, as well as VWB and SEARCH.	☑ Assistant principal ☑ House leaders ☑ Leading teacher(s)

We will strengthen school culture and connection through purposeful use of house structures, peer support programs, and targeted wellbeing initiatives (including enhancing the Beaumaris girls' experience). We will build teacher understanding and engagement with these initiatives.	☑ All staff
We will refine and strengthen mentoring and communication processes in collaboration with staff, so that every student is known, supported, and guided to thrive academically, socially, and emotionally.	☑ Assistant principal ☑ Homegroup teachers ☑ House leaders ☑ Leading teacher(s) ☑ Teacher(s)
We will develop and implement a Fair Response Continuum that supports calm, consistent, and fair responses to student behaviour. We will provide professional learning for teachers to embed the FRC within their teaching practice ensuring that expectations are taught, reinforced, and responded to consistently across the school.	☑ Assistant principal ☑ House leaders ☑ Leading teacher(s)