

# GOALS

<b>Vision:</b>	GOALS aims to widen the life choices and aspirations of students in their middle years of high school. It is also designed to encourage the completion of high school.		
<b>Description:</b>	The focus of this program is to help students build their confidence, learn about the importance of setting goals and to assist them in continuing their education to Year 12 and beyond. Students are matched with a corporate mentor and they work in groups on activities that include setting goals, communication, personal brand and preparation for the workforce. A key feature of the GOALS program is the mentoring provided by industry professionals throughout each session.		
<b>Impact Areas:</b>	Enterprise and employability	<b>Key Skills &amp; Mindsets:</b>	Goal-setting, self-management and critical thinking
<b>Years:</b>	Year 9	<b>Duration:</b>	<b>Face to face program:</b> 9.5 hours <b>Digital program:</b> 8 hours
<b>Australian Curriculum General Capabilities:</b>	<p>Literacy</p> <p>Numeracy</p> <p>Information Communication and Technology</p> <p>Capability</p> <p>Critical and Creative Thinking</p> <p>Personal and Social Capability</p> <p>Ethical Understanding</p> <p>Intercultural Understanding</p>	<b>Student Wellbeing Framework: Key Elements</b>	<p><b>Leadership:</b> Visible leadership to inspire positive school communities</p> <p><b>Inclusion:</b> Inclusive and connected school culture</p> <p><b>Student Voice:</b> Authentic student participation</p> <p><b>Partnerships:</b> Effective family and community partnerships</p> <p><b>Support:</b> Wellbeing and support for positive behaviour</p>
<b>Australian Curriculum Achievement Standard:</b>	<p><b>English:</b></p> <ul style="list-style-type: none"> <li>Understand how to use a variety of language features to create different levels of meaning</li> <li>Make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues</li> </ul> <p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>Describe and interpret data</li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>Refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time</li> <li>Analyse the causes and effects of events and developments and make judgments about their importance</li> <li>Explain the motives and actions of people at the time</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>Analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments</li> </ul> <p><b>Health and Physical Education:</b></p> <ul style="list-style-type: none"> <li>Critically analyse contextual factors that influence identities, relationships, decisions and behaviours</li> <li>Apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing</li> </ul> <p><b>Work Studies:</b></p> <ul style="list-style-type: none"> <li>Understand the importance and components of self-directed and lifelong learning</li> </ul>		

- Investigate the skills and personal qualities associated with a range of occupations and explain the importance of teamwork and collaboration
- Explain the relationships between self-awareness and career planning resources
- Describe formal and informal recruitment processes

Session Outcomes	Australian Curriculum General Capabilities	Wellbeing Framework
<b>Program Launch</b> <ul style="list-style-type: none"> <li>● Establish relationships with mentors</li> <li>● Develop an awareness of corporate sectors and the nature of work</li> </ul>	(Digital GOALS ONLY) <b>Communicating with ICT:</b> Select and use a range of ICT tools efficiently and safely to share and exchange information, and to collaboratively and purposefully construct knowledge	<b>(L)</b> Actively seek and incorporate students' perspectives about safety and wellbeing in order to promote positive learning outcomes
<b>1. Goal Setting</b> <ul style="list-style-type: none"> <li>● Recognise the diversity of success and failure of accomplished professionals</li> <li>● Recognise principles of a growth mindset</li> <li>● Recognise the importance of goal setting</li> <li>● Develop an understanding about GROW goals</li> <li>● Develop personal goals using GROW model</li> </ul>	<b>Generating ideas, possibilities and actions:</b> Assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action  <b>Reasoning in decision making and actions:</b> Evaluate diverse perceptions and ethical bases of action in complex contexts	<b>(I)</b> Respect the diversity of the school community and implement proactive strategies in order to build a cohesive and culturally safe school
<b>2. Building Relationships and Confidence</b> <ul style="list-style-type: none"> <li>● Establish a willingness to explore new challenges</li> <li>● Reflect critically on the value of exploring new challenges</li> <li>● Recognise the importance of building relationships to achieve goals</li> </ul>	<b>Composing texts through speaking, writing and creating:</b> Use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts	<b>(SV)</b> Provide opportunities for authentic student decision-making over matters that affect them
<b>3. Communication</b> <ul style="list-style-type: none"> <li>● Understand the impact of non-verbal communication in creating positive impressions</li> <li>● Identify different styles of communication and apply these to different contexts and challenging situations</li> <li>● Develop confidence in their communication skills</li> </ul>	<b>Social management:</b> Formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks  <b>Interacting and empathising with others:</b> Analyse the complex relationship between language, thought and context to understand and enhance communication  <b>Reflecting on intercultural experiences and taking responsibility:</b> Recognise the challenges and benefits of living and working in a culturally diverse society and the role that cultural mediation plays in learning to live together	<b>(SV)</b> Explicitly teach social and emotional skills using evidence-informed practices related to personal safety, resilience, help-seeking and protective behaviours across the curriculum

<p><b>4. Realising Your Strengths</b></p> <ul style="list-style-type: none"> <li>● Develop an awareness of personal qualities and the value of diversity</li> <li>● Identify the importance of core skills crucial to future employment</li> <li>● Recognise the value of seeking ongoing improvement of skills</li> <li>● Understand how to use their strengths in the most effective ways</li> <li>● Develop confidence in themselves and their abilities</li> <li>● Critically reflect on personal GROW goals</li> </ul>	<p><b>Interpreting statistical information:</b> Evaluate media statistics and trends by linking claims to data displays, statistics and representative data</p> <p><b>Self-awareness:</b> Assess their strengths and challenges and devise personally appropriate strategies to achieve future success</p> <p><b>Recognising culture and developing respect:</b> Understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world</p>	<p><b>(P)</b> Develop strategies to sustain culturally respectful partnerships with families and communities that are welcoming and inclusive</p> <p><b>(S)</b> Embed wellbeing and positive behaviour support strategies that are evidence-informed, promote resilience and align with the needs of the school community</p>
<p><b>5. The Working World</b></p> <ul style="list-style-type: none"> <li>● Recognise the changing nature of work and careers globally</li> <li>● Recognise different pathways to achieving a successful career</li> <li>● Develop confidence in interview processes with effective use of verbal and non-verbal communication skills</li> <li>● Evaluate progress of personal GROW goals</li> </ul>	<p><b>Analysing, synthesising and evaluating reasoning and procedures:</b> Evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified</p> <p><b>Self-management:</b> Establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes</p>	