



BELMONT CITY COLLEGE

Belong . Collaborate . Create



2022-2024 SCHOOL PLAN

Vision

Belmont City College has a culturally responsive and inclusive learning environment where staff work together to provide opportunities for all students to achieve success in their academic, social and community endeavours.



Values

Diversity

- » Celebrating difference
- » Promoting cultural awareness and understanding

Academic Performance

- » Growth mindset - every student progresses
- » Promoting academic excellence

Working Together

- » Being an active member of the school community
- » Supporting each other to work towards common goals

Motto

Belong, Collaborate, Create

Ethos

Learn Together, Value Each Other



Our College

At Belmont City College we pride ourselves on being able to give individualised care and attention to help each student reach their potential; developing their self-confidence, independence, knowledge and skills to take advantage of increasing opportunities beyond school. Our focus is on providing a safe and caring learning environment that encourages students to become self-motivated, independent learners who demonstrate pride in themselves, their school and their community. A strong pastoral care program supports the social and emotional needs of the students, whilst the diverse range of academic and life skills programs nurture academic excellence for all students.

Overview of Self-Assessment

The college participated in an extensive external review in 2021 using the Electronic School Assessment Tool. The following was validated by the Department of Education's review team:

- » The college values the extent to which positive and respectful relationships and partnerships enhance the learning experiences and outcomes for students
- » Providing students an inclusive, respectful, and productive learning environment drives the commitment for all students to achieve their academic potential and supports their social and emotional wellbeing
- » Leaders have fostered a culture where leading school improvement exists at every level. There is staff willingness to engage in focus groups that drive college priorities and initiatives
- » Financial and resource decisions are aligned to the targets outlined in strategic and operational plans, which give considerable insight into the future needs of the college
- » The provision of high-quality teaching is prioritised, with structures, processes and procedures ensuring teachers are supported in providing consistency of practice across the college
- » College leaders engage staff in the planning for assessment and analysis of student achievement data, utilising systemic and school-based data to monitor the progress of individual students and programs.

Priority Area 1 - Learning Environment

The college promotes and maintains a safe and inclusive learning environment where student and staff wellbeing is a key focus. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. The college appreciates and values diversity and works to build the cultural awareness and understanding of staff.

Targets

Target 1.1 - In each year of the school plan, the percentage of students attending school regularly (regular attendance is defined as students who attend school 90% or higher) will increase as specified in our Student Services Operational Plan.

Target 1.2 - By the end of the 2024, the percentage of staff who feel supported when requesting assistance with minor student behaviour (as identified through the National Schools Opinion Survey) will increase to 85% or higher.

Target 1.3 - In each year of the school plan, 75% of students in Years 7-10 will demonstrate positive classroom Attitude, Behaviour and Effort as reported in RTP.

Strategies

Continue to provide programs, pathways and pastoral care supports that cater for the diverse needs of all our students

- » Strengthen our connections with local Aboriginal histories and cultures to support the academic, engagement and wellbeing of our Aboriginal students.
- » Review the implementation of PBS to ensure fidelity of process and the alignment of behaviour management policies and processes.

Priority Area 2 – Teaching Quality

The college is committed to employing, retaining and developing staff through targeted professional learning and performance & development processes that are aligned to our college vision. There is a clear focus on high quality, differentiated curriculum delivery, pedagogy and staff working together and learning from each other to improve their own practice.

Targets

Target 2.1 - In each year of the school plan, the percentage of staff that receive useful feedback about their work (as identified through the National Schools Opinion Survey) will be at 70% or higher.

Target 2.2 - In each year of the school plan, the percentage of staff that believe performance development has improved their practice (as identified through the National Schools Opinion Survey) will increase to 85% or higher.

Target 2.3 - By the end of 2024, the percentage of students that identify the following in the National Schools Opinion Survey will be 70% or higher:

- » What I am learning in each lesson is displayed so I can see it.
- » My teachers explain key vocabulary needed for each lesson.
- » My teachers provide me with useful feedback about my work.

Strategies

- » Review our Performance Development processes and documentation with a focus on how we provide meaningful feedback to staff about their practice.
- » Increase opportunities in our professional learning plan for teachers to share best practice with their colleagues.
- » Continue to track and review the implementation of our Instructional Model.



Priority Area 3 – Leadership

The college leadership team is committed to a clear improvement agenda that is expressed in measurable student outcomes. All staff actively participate in school improvement planning to ensure the pre-conditions for quality teaching are evident in all classrooms. Leadership at the college is distributed. There is a clear focus on developing leaders and providing opportunities for staff to take on leadership roles at the college.

Targets

Target 3.1 - By the end of 2024, a minimum of three staff will have been successful in winning a promotional position.

Target 3.2 - In each year of the school plan the percentage of staff that believe the school is well led will increase to 90% or higher.

Target 3.3 - In each year of the school plan, the percentage of staff that believe their opinions are taken seriously (as identified through the National Schools Opinion Survey) will increase to 75% or higher.

Strategies

- » Continue to use the Future Leaders Framework to identify, develop, support and provide leadership opportunities to staff.
- » Set clear and measurable school improvement targets, milestones and strategies across all our school plans.
- » Review the purpose and structure of our Workload Advisory Committee.



Priority Area 4 – Use of Resources

The college applies its human, financial, and physical resources in a strategic manner to ensure the learning needs of all students are being met. The sustainable use of resources will continue to be a key focus area of our college as we look to reduce our environmental footprint.

Targets

Target 4.1 - By the end of 2024, the collection rate of voluntary school contributions will increase to 50%.

Target 4.2 - By the end of 2024, the college will have reduced its energy consumption by 10%.

Target 4.3 - In each year of the school plan, a minimum of 7% of our annual budget will be allocated to the comparative budget.

Strategies

- » Review our current fee collection processes, with a particular focus on educating our school community on the importance of paying fees.
- » Develop a School Environmental Management Plan in consultation with the college's Sustainability Committee.
- » Develop a 2022-2024 Workforce Plan that ensures our staffing profile allows for appropriate funds to be allocated to our comparative budget.

Priority Area 5 – Relationships & Partnerships

Fostering positive relationships with our school community is crucial in providing a learning environment where the views of students, staff and parents are listened to and valued. Parents are essential partners in student learning and are encouraged to actively participate in the school community. The establishment of community partnerships is integral to ensure our students have access to services and programs that add value to what they are learning in the classroom.

Targets

Target 5.1 - By the end of 2024 the percentage of students enrolling from our feeder primary schools will be 70% or higher.

Target 5.2 - In each year of the school plan, the percentage of parents that identify the following in the National Schools Opinion Survey will increase to 90% or higher:

- » The school is well led
- » The school has a strong relationship with the local community.

Target 5.3 - In each year of the school plan, the number of parents completing the National Schools Opinion Survey will increase by a minimum of 10%.

Strategies

- » Review our Transition to High School program in consultation with our feeder primary schools.
- » Use the Working with your Community Framework to develop a Community Engagement Plan to strengthen our relationship with the local community.
- » Pursue greater opportunities to work collaboratively with families from our local Aboriginal community.

Priority Area 6 – Student Achievement & Progress

A growth mindset and a no deficit model underpin our philosophy at the college that all students will progress in their learning relative to the Western Australian curriculum. Students are challenged academically and are provided with opportunities to demonstrate their knowledge and understanding in a variety of ways.

Targets

Target 6.1 - By the end of 2024, 90% of eligible students will achieve a WACE.

Target 6.2 - In each year of the school plan, a minimum of 70% of students in Years 7 - 10 will achieve a C grade or higher in all subjects.

Target 6.3 - In each year of the school plan, our median ATAR will exceed both Like Schools and neighbouring public schools.

Strategies

- » Continue to utilise the expertise of our Literacy/ Numeracy Committee to lead the implementation of EALD teaching strategies across the college.
- » Continue to analyse student achievement data to drive pedagogical change.
- » Review all teaching and learning programs in line with the release of the new Western Australian curriculum.



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