

Belmont City College Business Plan 2013 - 2015

Belmont City College is an inclusive, respectful and productive educational environment where students achieve success in their academic, social and community endeavors.

An Independent Public School, Belmont City College supports the academic needs of all students. The College offers specialist programs, academic extension programs as well as literacy support in order to allow students to develop the knowledge and skills required for success at school and beyond. As part of an established school network, Belmont City College ensures that a high quality, seamless K-12 curriculum is available to all students in the City of Belmont.

Belmont City College students are provided with support in order to achieve to their best potential. The *A Plus* academic extension program offers select students enrichment and extension coursework in the areas of English, Mathematics, Science and Society and Environment as well as supported pathways to university through the College's partnership with the University of Western Australia. In addition to this, Belmont City College currently offers specialist Humanities classes for second language learners and Follow the Dream tuition for university bound Aboriginal students. The College's Deaf Education program ensures that students with hearing loss have access to quality curriculum as well as the language support they require to succeed in high school. The campus also has an Inclusive Education Centre where students with identified learning difficulties are able to access individualised curriculum programs in order to develop their skills and knowledge.

The College's priority areas of ensuring students are successful, staff excel and the College is the school of choice are reflected in the many innovative programs on offer. In addition to the variety of curriculum based programs students can access to ensure they achieve academic success at the College, our teaching staff run a number of programs in our network primary schools, allowing student access to elements of specialist programs at a younger age.

Belmont City College offers students access to specialist programs in the areas of Contemporary Drama and Hospitality. Students who are accepted into the programs benefit from working with teachers who have exceptional training and experience in their field as well as access to acclaimed facilities, both of which allow our students to develop their talents in their chosen field.

The Belmont City College teacher scholarship is an innovative program that has been operating since 2011 whereby teaching staff have the opportunity to apply for professional learning grants in order to develop specific projects in the College. This initiative ensures that our teachers have the opportunity to continue to develop their skills and knowledge as educators as well as promoting continuous investigation and application of best practice models in education within the BCC community.

Through strong links with the local business community and Memoranda of Understanding with the University of Western Australia and the City of

Belmont we further enhance the educational opportunities for Belmont City College students allowing each and every student to “Do Better at Belmont.”

Overview of Self-Assessment

Belmont City College is in its fourth year of operation as an Independent Public School and as such, had its first independent review in 2013. The reviewers made numerous commendations that reinforced the College’s achievements across a variety of areas. These commendations included:

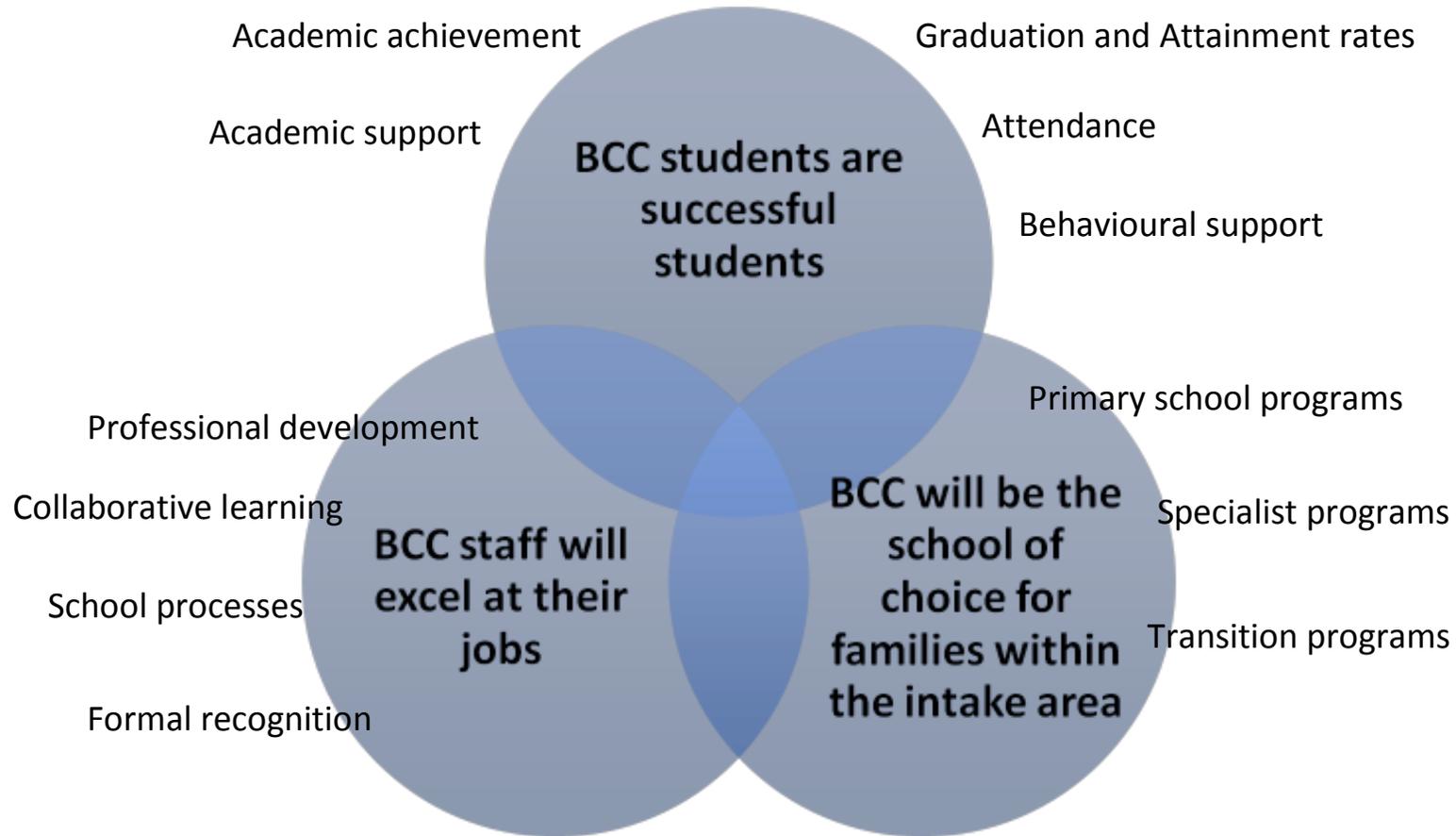
- the purposeful and meaningful engagement in learning in all classrooms
- the commitment of teachers to effective teaching and to high standards of behaviour and learning
- the embedding of literacy in all areas of the curriculum
- the inclusivity which is evident in all aspects of the College’s operations, including hearing impaired, Educational Support and multi-cultural acceptance.

Belmont City College strives to ensure that students succeed, and in order to meet the learning needs of all students, the College has a variety of processes in place to monitor student achievement. The review highlighted the many ways in which the College uses this information *to develop and implement strategies to improve student outcomes and provide a positive and consistent educational environment which supports a culture of high expectations for student achievement. Belmont City College presents an environment in which there is great commitment to addressing the diverse learning needs and aspirations of all students. The College promotes an expectation of high outcomes.*

Student results reflect these high standards and the strength of the programs that the College has implemented to support them. In both 2011 and 2012 all eligible Year 12 students attained university entrance and in 2011 the College placed 14th in the state for Australian Tertiary Admission Ranking (ATAR) results. The College’s median ATAR was considerably higher than like schools in both of these years. The attainment rate for Belmont City College in 2012 was 88%; this is over 20% higher than the state average. NAPLAN results have also shown improvement, where in 2011 students performed at the expected level in all assessments bar one, where results were greater than the predicted school mean (Spelling). 2012 saw similar results, where all achievement was within one standard deviation of the predicted school mean.

The College’s commitment to whole school improvement was reinforced in the independent review findings, and reviewers identified that the *IPS model has facilitated a strong culture of excellence with high expectations in terms of academic standards. There is a sense of an enquiring school which regularly monitors the quality of its learning environment measured in terms of student progress. The reviewers observed a collaborative and determined commitment to improvement throughout the College.*

Belmont City College Priorities



Business Plan Targets

| DET Strategic Plan Priorities | Focus 2013 | School Priority | School Targets | Strategies |
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| 1. Success for All Students | Raise standards of student achievement | BCC students are successful students | <p>School Achievement: - BCC student achievement continues to improve and the College's grade allocation moves towards the state grade distribution.</p> <p>NAPLAN: - BCC student results match or exceed those of like schools (in achievement and progress)</p> <p>Attainment: - Student attainment rates continue to improve: 2013 = 90%; 2014 = 95%; 2015 = 100%</p> <p>ATAR: - BCC median ATAR result matches or exceeds that of like schools. - Maintain a trend where the percentage of students achieving 55+ ATAR results continue to increase.</p> <p>VET: - VET achievement rate is maintained at 90%</p> <p>Graduation: - BCC graduation rate is maintained at 98% or higher.</p> <p>Attendance: - BCC whole cohort regular attendance rates will match or exceed like schools. - BCC regular attendance rates will move towards those of South Metro - BCC regular attendance rates for Aboriginal students will continue to improve: 2013 = 25%; 2014 = 28%; 2015 = 30%</p> | <ul style="list-style-type: none"> • TESM teaching/learning cycle continues to be promoted through PL sessions • Comprehension instruction promoted through PL sessions • Gradual release writing models (genre approach) promoted through PL sessions • NAPLAN preparation scoped and sequenced across learning areas • Learning area data analysis used to inform learning area planning • Learning area data analysis tabled and discussed at Senior Staff • Documented plans for all Aboriginal and SAER students • Positive behaviour in schools program to be trialled in 2012 • Attendance: Consolidation of 2012 strategies; school process for managing students with severe attendance issues developed (RPA, panel etc) • US support: Continue strategies to build parent understanding about senior school (through information sessions /parent nights); Case management focus on academic achievement/progress required in lower school; backward mapping of study skills program from Year 12 through to lower school; utilisation of long contact for lower school skills focus • VET: Increased time for Cert courses on Upper School grid; consolidate courses; start career planning in Year 9 and 10; improve data entry systems |
| | Improve student engagement, behaviour & attendance | | | |

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| <p>2. Distinctive Schools</p> | | <p>BCC will be the school of choice for families within the intake area</p> | <p>Student Numbers: Enrolment numbers for incoming Year 8s are maintained and there is evidence of an upward trend in student numbers.</p> <p>Specialist Programs: BCC's Specialist Programs are innovative, attract an increasing number of students and are recognised through awards/formal recognition</p> | <ul style="list-style-type: none"> • Transition programs mapped from Year 5 to 8 across feeder primary schools • Strategic review of primary school programs and primary committee established • Marketing and promotion strategies reviewed and new marketing plan developed and linked to transition plan • Continue to build relationships (schools, community, families) through Aboriginal Parent Group, CaLD workshops and WPL • The college is promoted to the community through the school website (up to date information supplied), College News, local newspaper and School Matters • Implementation of the Community Partnership Agreement: staff presentations exploring how teachers can fulfil the role of the school; parent & student meetings to focus on strategies pertinent to their roles/responsibilities • Continue Aboriginal parent group and aim to build numbers of regular attendees (include network schools also) • Belmont Network utilised in order to promote BCC as school of choice for all feeder primary schools • UWA Partnership and MoU with City of Belmont reviewed, further utilised and promoted |
| <p>3. High Quality Teaching and Leadership</p> | <p>Demonstrate high quality teaching and leadership</p> | <p>BCC staff will excel at their jobs</p> | <p>Increased staff satisfaction in the following areas:</p> <p>Professional Development: This school has effective procedures for meeting the professional needs of its staff</p> <p>School Processes: This school has effective internal communication and staff are involved in school decision making</p> <p>Collaborative Learning: Teachers frequently discuss and share teaching methods and strategies with each other</p> <p>Formal recognition: Increased number of awards/formal recognition of students and staff</p> | <ul style="list-style-type: none"> • Instructional rounds trialed T1 2013 • AITSL teacher standards used to inform PL as well as PM • Team planning time made available for Australian Curriculum • AC documents collated for all phase one courses • AC General Capabilities addressed through PLCs • Data is accessed and informs teaching and program planning • Focus on assessment processes (formative, CATS, reflection on best teaching practice) |
| <p>4. A capable and responsive workforce</p> | | <p>BCC will be fully prepared for the Year 7 transition to high schools</p> | <p>See Workforce Plan</p> | |