BELMONT CITY COLLEGE

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Belmont City College Business Plan

2016 - 2018

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

The College priorities of successful students, staff that excel and the College being the school of choice are underpinned by the four key priorities as outlined in the Strategic Plan for WA Public Schools 2016-2019.

Our strategic direction on how we address our school priorities will be driven by the Focus 2016, 2017 and 2018 Directions for Schools and will be consistent with the Directors Generals Classroom First Strategy. 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. Students interested in Science & Technology have access to the College's STEM program in Years 9 & 10.

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 has introduced a number of targeted programs and initiatives to improve the literacy and numeracy of students across the College. Curriculum in English and Mathematics is streamed in Years 7-10 to allow greater access for all students to engage with work and improve their levels in preparation for senior school. Alternative Learning Classes operate in Years 7-9 for high attending students who require additional support in literacy and numeracy.

This model creates an inclusive learning environment that not only allows for the explicit teaching of literacy and numeracy skills it also fosters student self-esteem through increased success.

Literacy Extension classes in Years 7-9 and OLNA preparation classes in Year 10 provide additional literacy and numeracy support for identified students.

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 use of data to drive school improvement is fundamental to Belmont City College achieving our school priorities. The Positive Behaviour Support (PBS) framework underpins the College's vision and values on the teaching of expected behaviours. The explicit values underpinning PBS are The 3 P's: Participation, Positivity and Preparedness. Behaviour and attendance data is collected and used strategically by all members of the College to inform decision making and drive change both at a whole school level and within individual classrooms

to improve behaviour, attendance and engagement. The College recognises the importance of explicitly teaching behaviour expectations and also rewarding students who are good citizens and positive role models at the College.

Heads of Department work closely with teachers in the analysis and interpretation of student data including learning area grades, and NAPLAN & OLNA results. Student achievement data is used to inform curriculum development and teaching and learning programs at the College to ensure all students have the best opportunity to progress both academically and socially. The health and wellbeing of both staff and students is a top priority at the College.

Students can access pastoral care support through the school psychologist, chaplain and/or student support worker. A rigorous pastoral care curriculum is also delivered to all students in years 7-10. The College has also implemented a Health and Wellbeing Committee in 2016 to plan and organise regular events for staff to support their general wellbeing.

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 seventh year of operation as an Independent Public School and as such, had its second independent review at the commencement of 2016. The reviewers made numerous commendations that reinforced the College's achievements across a variety of areas. These commendations included:

•   The very thorough self-review summary that outlines the college's processes and details the extent to which targets have been achieved

•   That student achievement and progress continues to be the highest priority

•   The willingness of staff to engage in whole-school improvement for providing students with the best educational opportunities

•   The sustained progress of students in Year 7 to Year 9

•   The successes in Year 12 attainment and graduation rates

•   The success in VET achievement and the depth and breadth of programs available to students

•   The establishment of a secure and inclusive learning environment that nurtures teaching and learning.

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 deliver an appropriate balance of academic and extracurricular programs that are carefully chosen to enable students to have success and develop a set of skills that will enable them to seek employment or pursue further education.

Student results reflect these high standards and the strength of the programs that the College has implemented to support them. From 2013 to 2015, Year 7 and 9 students exceeded like-school progress in all NAPLAN domains except writing. The Attainment rate for Belmont City College was 100% in 2013 and 2014 and 97% in 2015. From 2013 to 2015 the Year 12 graduation rate was 100%. The Colleges median ATAR form 2013 to 2015 exceeded like schools with results closely matching the median of all WA public schools.

The College's commitment to whole school improvement was reinforced in the independent review findings, and reviewers identified the *Principal and Executive Team provide instructional leadership with clear and strategic direction. Distributed and aspirational leadership is encouraged and supported. Staff work together collegially and demonstrate a high level of commitment to providing students with appropriately challenging learning opportunities in a caring and inclusive learning environment.*

Belmont City College Business Plan 2016-2018

DET Strategic Plan Priorities

Success for all students	High Quality Teaching	Effective Leadership	Strong Governance & Support

Belmont City College School Priorities

BCC students are successful students	BCC staff will excel at their jobs	BCC will be the school of choice for families within the intake area

HOW WE DO THIS

BCC students are successful students

- Implementation of a whole school Behaviour Management Policy focussing on student support and engagement
- Continued implementation of the Positive behaviour in schools (PBS) program
- Case management approach to improving NAPLAN and OLNA results using individual student profiles
- Learning area data analysis tabled and discussed at Senior Staff
- Documented plans for all DCFS, Aboriginal and SAER students
- Behaviour support plans for identified students
- Attendance: Consolidation of strategies; school process for managing students with severe attendance issues developed (RPA, panel etc)
- Allocating additional Level 3 administrator to student services to provide further pastoral care support for students health and wellbeing
- Continue to grow the APlus Academic extension program
- Streamed curriculum in English & Maths to allow all students greater access to the curriculum
- Alternative Learning Classes in years 7-9 for high attending low achieving students
- US support: 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: Consolidate courses; start career planning in Year 9 and 10. Expand Certificate III offerings
- Advocacy Program to be delivered within Learning Areas. Curriculum to be addressed will include mental health, protective behaviours, cyber safety, career planning and study skills
- Consolidation of the house system
- OLNA preparation classes for Year 10
- Literacy extension classes for Years 7-9
- Differentiation of curriculum and assessments
- Building effective partnerships with parents

BCC staff will excel at their jobs

- Belmont Model:
    - Comprehension instruction across the curriculum promoted through professional learning sessions
    - Gradual release writing models (genre approach) promoted through professional learning sessions
    - Monroe Board
- Learning area sessions focussed on moderation and standards
- Learning area data analysis used to inform learning area professional learning, class groupings and case management
- Classroom focus on setting high expectations and work completion
- A whole school approach to classroom observation and peer reflection linked to collaborative learning teams
- AITSL teacher standards used to inform professional learning as well as performance development
- Use of the AITSL classroom practice continuum
- Provision of FTE for teacher support programs (graduate mentoring, CMS etc)
- Staff qualified in CMS conference training
- Data including learning area grades, standardised tests and PAT testing is accessed and informs the development of curriculum and pedagogy within both learning areas and individual classrooms
- Focus on assessment processes (formative, common assessment tasks, reflection on best teaching practice)
- All teachers to use Connect as the primary way of communicating academic progress to parents
- Use of detailed teaching and learning programs including assessment outlines and rubrics that clearly define expected student outcomes, enhance student feedback and encourage student reflection
- Full Implementation of the Western Australian Curriculum
- Provide leadership opportunities for aspirant staff
- Use of the welfare module in Academy to streamline behaviour data entry and analysis
- Use of technology in classrooms to create relevant and meaningful learning tasks for students
- Develop and grow the skills and abilities of staff by providing in-house professional development
- Continue to provide opportunities for teachers to maintain currency and gain qualifications to enable delivery of VET qualifications under Auspice agreement.
- Whole school approach to the development of Literacy and Numeracy

BCC will be the school of choice for families within the intake area

- Transition programs in literacy mapped from Year 5 to 8 across feeder primary schools
- Marketing and engagement strategies reviewed and new marketing plan developed and linked to transition plan
- Continue to build relationships (schools, community, families) through college functions and relationship with the City of Belmont
- The College is promoted to the community through the school website (up to date information), College News, BCC Facebook page, electronic sign and local newspaper
- 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
- A whole school approach to supporting Aboriginal students in attendance and engagement that is linked to the Aboriginal Cultural Framework
- 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
- Annual audit and review of specialist programs
- Introduction of STEM program through A Plus
- Provision of FTE for coordination of school programs
- Expansion of SIM program
- Full school uniform
- Expansion of interschool sporting opportunities
- STEM primary school program
- Explicit teaching of behaviour
- Use of restorative justice process to develop students social skills and understandings
- Positive Behaviour in Schools Programs
- Continue to develop partnerships with local businesses to provide workplace learning opportunities for students
- Deaf Education Unit that provides targeted curriculum for dead and

SCHOOL TARGETS

School Achievement:

- English and Mathematic grade alignment is within 15% of NAPLAN results
- BCC grade distribution shows an improvement in the percentage of students achieving a C grade or higher

NAPLAN:

- BCC student results match or exceed those of like schools (in achievement and progress)

OLNA:

- 70% of BCC students pass all OLNA assessments by the end of Year 12

Attainment:

- Student attainment rates are maintained at 90% or higher

ATAR:

- BCC median ATAR result matches or exceeds that of like schools
- Maintain a trend where BCC's median ATAR continues to increase

VET:

- The percentage of students achieving a Certificate II or higher is maintained at 90%
- The percentage of eligible VET students achieving Certificate III or higher increases

Graduation:

- BCC WACE graduation rate matches or exceeds like schools

Attendance:

- BCC whole cohort regular attendance rates will match or exceed like schools
- BCC regular attendance rates for Aboriginal students continue to improve and match or exceed WA Public Schools
- The percentage of unexplained absences at BCC decreases

Behaviour:

- Downward trend in the number of students suspended

School Processes:

- Maintain positive student, parent and staff satisfaction with the management of student behaviour as evidenced in survey data

Performance Development:

- Staff receive useful feedback about their work at this school.

Formal recognition:

- Increased number of awards/formal recognition of students and staff

Student Numbers:

- Enrolment numbers for incoming Year 7s are maintained and there is evidence of an upward trend in student numbers.

Specialist Programs:

- Outcomes for students involved in BCC Specialist Programs improve (attendance, achievement and extra-curricular opportunities)

Belmont City College Priorities

Academic achievement

Academic support

BCC students are successful students

Graduation and Attainment rates

Attendance

Behavioural support

Professional development

Collaborative learning

School processes

BCC staff will excel at their jobs

Formal recognition

Primary school programs

BCC will be the school of choice for families within the intake area

Specialist programs

Transition programs