



BELMONT CITY COLLEGE

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BUSINESS PLAN

2019-2021



BELMONT CITY COLLEGE BUSINESS PLAN 2019 - 2021

Our Vision and Purpose

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

We have high expectations of our students and staff who embrace our ethos to demonstrate pride in themselves, their school and their community. We seek to inspire each student to be brave, challenge themselves and set targets that are aspirational, yet achievable and support our staff to maintain the highest standards of professionalism through ongoing training, mentoring, collaboration and exposure to educational innovations.

We have strong behavioural expectations and encourage all our students to demonstrate a commitment to their learning and personal development. We believe a consistent and supportive approach to the achievement of these standards ensures a cohesive educational environment that best prepares young people for their life ahead.

Context

Belmont City College is a phase one Independent Public School located seven kilometres from the Perth CBD within the City of Belmont. Our Index of Community Socio-Educational Advantage (ICSEA) has steadily increased over time and our 2018 ICSEA is 968, which is below the national mean of 1000.

We are a diverse community with students from over fifty different cultural backgrounds. In response to this, the College offers a wide range of programs designed to meet the diverse needs of our students. These include specialist programs in Contemporary Drama and Music, academic extension programs as well as literacy support to enable students to develop the knowledge and skills required for success at school and beyond.

Belmont City College offers students access to our specialist Contemporary Drama Program. Students who are accepted into this program benefit from working with teachers who have exceptional training and experience as well as access to acclaimed facilities, both of which allow our students to develop their talents in drama and theatre production.

The A Plus academic excellence program offers select students' enrichment and extension coursework in the areas of English, Mathematics, Science and Humanities and Social Science along with supported pathways to university through the College's partnership with the University of Western Australia. In addition, the College offers a STEM program and Follow the Dream tuition for aspirant 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 College also has an Inclusive Education program that provides students with an intellectual disability access to individualised curriculum and supports.

Belmont City College is a Positive Behaviour Support (PBS) school 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.

Overview of Self-Assessment

Over many years Belmont City College has developed a culture of reflective practice at senior leadership, learning area and individual teacher levels using available data to review what we do and accordingly guide changes to programs and practice.

Some successes from our 2016 - 2018 Business Plan cycle include:

- » Excellent overall NAPLAN results which indicate both higher progress and achievement against like schools in all assessments
- » An improvement in the percentage of students achieving a C grade or higher in Years 7 to 10 MESH subjects
- » An improvement in our OLNA pass rate from 71% in 2016 to 78% in 2018
- » In both 2017 and 2018, 100% of our Year 12 students achieved an ATAR of 55+ and/or completed a VET Certificate II or higher
- » Maintaining a trend where our median ATAR continued to increase and was well above our like schools
- » Over 90% of our students achieving a VET Certificate II or higher
- » A significant increase in the percentage of students achieving a VET Certificate III - 71% in 2016 and 92% in 2018
- » Excellent overall attendance and achievement for students involved in our Specialist and Academic Programs (A Plus, Specialist Contemporary Drama, Music Excellence)
- » Increased the number of awards/formal recognition of students and staff
- » An increase in the percentage of staff that are satisfied with the management of student behaviour from 59% in 2016 to 77% in 2018
- » An increase in the percentage of staff that are satisfied with the feedback they receive about their work.

Our Priorities

Priority 1 – Student Achievement

Everything we do at the College is directly linked to improving student achievement. We have high expectations of our students and believe that all young people have the capacity to become successful and independent lifelong learners.

Priority 2 – High Quality Teaching

The continual growth and development of our teachers and support staff is essential in ensuring high educational outcomes for our students. A culture of professional improvement is embedded across the College and underpins our performance development framework.

Priority 3 – Student Engagement

Our aim at the College is to create a learning environment that is rich, diverse and supportive so students positively engage with the school community.

Priority 4 – Parent/Community Engagement

Our focus is on developing relationships with parents, the local community and key stakeholders (including universities, local government, business, state government and other agencies) to deliver a connected educational experience that leads students on a pathway to success.



Belmont City College Business Plan Targets 2019 - 2021

PRIORITY AREAS	TARGETS
1. Student Achievement Lower Secondary a. Grade Distributions Senior Secondary 1. ATAR 2. OLN 3. Attainment 4. WACE Achievement	1.1 By the end of 2021, the grade allocation percentages will improve as specified in our learning area operational plans. 1.2 By the end of 2021, the percentage of students in Years 7 – 10 who achieve a D or E learning area grade to reduce to reduce by 5%. 1.3 By the end of 2021, the percentage of students achieving the OLN standard in reading, writing and numeracy will improve as specified in our learning area operation al plans. 1.4 In each year of the Business Plan, student attainment (achievement of an ATAR score of 55+ and/or a AQF Certificate or higher) will be maintained at or above 90%). 1.5 In each year of the Business Plan, 80% of eligible students will achieve a WACE. 1.6 In each year of the Business Plan, BCC students enrolled in four or more ATAR courses, will achieve a median ATAR of 75 or higher.
2. High Quality Teaching a. BCC Instructional Model b. Level 3 Classroom Teacher numbers	2.1 In each year of the Business Plan, all teachers have implemented the Belmont Instructional Model. Changes to teacher practice will be measured by a combination of: » Participation in CMS training » Surveys of teacher/students about changes to classroom practice » Classroom observation – peer and/or superordinate » Performance Development 2.2 By the end of 2021, a minimum of three Level 3 Classroom Teachers will have qualified whilst employed at BCC.
3. Student Engagement a. Attendance b. Suspensions	3.1 By the end of 2021, at least 60% of students will attend school regularly. (Regular attendance is defined as students who have attendance of 90% or higher). 3.2 In each year of the Business Plan, the percentage of students suspended will be sustained at or below 15% of all students.
Parent/Community Engagement a. Parent engagement b. Fee collection	4.1 By the end of 2021, the number of parents completing the National School Opinion Survey (NSOS) will increase to 200. 4.2 By the end of 2021, the percentage of parents responding positively to the NSOS question “This school has a strong relationship with the local community” will have increased to 95% or above. 4.3 By the end of 2021, the collection rate of voluntary school contributions will increase to 50%.



HIGH PERFORMANCE – HIGH CARE: STRATEGIC PLAN FOR WA PUBLIC SCHOOLS 2016 – 2019 PRIORITIES

Success for all Students	High Quality Teaching	Effective Leadership	Strong Governance & Support
BELMONT CITY COLLEGE PRIORITIES			
Student Achievement	High Quality Teaching	Student Engagement	Parent/Community Engagement
HOW WE DO THIS			
Teaching practices across the college reflect the belief that, all students are capable of learning successfully if motivated and given appropriate learning opportunities and necessary support	Belmont Instructional Model operating in all classes: » The Monroe board » The gradual release model » Goal setting and feedback » Guided reading and writing » Behaviour management » Essential classroom practice	The philosophies of the Positive Behaviour in Schools Program (PBS) are embedded into the culture of the school Behaviour support plans for identified students	Implementation of our Community Engagement Plan Re-launching of our P&C Newly designed college website
Professional learning at the college is clearly linked to system and school priorities and the improvement of student outcomes	Learning Area Operational Plan targets and strategies are linked to whole school priorities	Attendance Improvement Plan outlining clear school processes for Improving student attendance	Regular promotion of college news on Facebook Belmont Network utilised to promote BCC as school of choice for all feeder primary schools
Student achievement and behaviour data is used to differentiate curriculum at an individual, group and class level	Learning area data analysis used to inform learning area professional learning, class groupings and case management	Behaviour Management Policy outlining clear structures and processes for improving student behaviour	MoU with the University of Western Australia provides pathways to tertiary study for students at Belmont
Individual education plans are developed for identified students so they can be provided with extra support in class to access the curriculum	A whole school approach to classroom observation and peer reflection linked to staff performance development	Whole school approach to the delivery of STEM curriculum Student Services support staff are strategically allocated to specific classes, groups and individual students	MoU with the City of Belmont supports the college to run a number of pastoral care and academic programs
NAPLAN data is compared to Learning area grades and where misalignments are evident further analysis is undertaken by teachers	AITSL teaching standards and classroom practice continuum used to inform performance development and professional learning	Student wellbeing data (attendance & behaviour) is analysed by the student services team and documented plans are developed for identified students	Continue to pursue a range of partnerships with local businesses/organisations to strengthen opportunities and outcomes for students
Provide a number of different curriculum pathways, both in Years 7-10 and Years 11 and 12 to cater for all academic abilities	Data including learning area grades, standardised tests and PAT testing is accessed and informs the development of curriculum, teaching & learning programs and pedagogy	The Aboriginal Cultural Standards Framework guides the delivery of the intercultural understanding general capabilities curriculum.	Continue to develop partnerships with local businesses to provide workplace learning opportunities for students
Offer a number of Vocational & Education Training courses for students in senior school	Induction processes in place for all new staff members	Cultural celebrations including Harmony and NAIDOC weeks. Consolidation of the House System.	Regular communication with parents through SMS and Connect
Dedicated classes and programs to improve student outcomes including: » Literacy Extension, » OLNA Prep, » Homework Club, » Ambassadors, » Follow the Dream	Mentoring and ongoing professional learning provided to all graduate teachers Student surveys used by teachers as a self-reflection tool Ongoing professional learning delivered to all staff by the college's literacy and numeracy teams.		Continue to provide community access to school facilities and resources to support local community organisations.
Student work is assessed in a timely manner and students are provided with written feedback.			



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