



Belmont High School

School Strategic Plan

2006 – 2009

Part 1 – School Profile

Values and Purpose

Belmont High School is a learning organisation for both students and adults. We organise learning according to developmental needs, and provide learning experiences, wellbeing, a positive set of values and attitudes, and outstanding opportunities and experiences. On leaving school, our young people are equipped for the challenges of the 21st century, and have enjoyed their time with us.

‘What we want for our children we should also want for our teachers -that schools be a place of learning for both of them and that such learning be suffused with excitement, engagement, passion, challenges, creativity and joy’

(Professor Andy Hargreaves)

Student learning is our core educative purpose. The following values inform our actions and behaviours, and promote effective learning:

- RELATIONSHIPS
- TEAMWORK and COOPERATION
- RESPECT
- EXCELLENCE and HIGH EXPECTATIONS (‘Strive for the Highest’)
- WELLBEING AND HUMOUR
- COMMUNITY

Environmental Context

SCHOOL CONTEXT

SOCIAL (Community and Demographics)

Belmont High School is located south of the Barwon River in the city of Geelong and is one of three government secondary schools in the area. The school:

- draws students from its immediate area as well as a large number from other areas in the city
- has a range of family occupation groups with 33 % represented in Group A and B (senior management and qualified professionals, business managers and other associate professionals)
- has an SFO Index of 0.3262 with 18% of families receiving EMA
- has maintained enrolments at an optimum level over recent years and is looking at an increase of around twenty five students in 2006 to approximately 1090
- has increasing numbers of students opting to pursue pathways in VET and VCAL
- has maintained its student male/female ratio of around 56% boys to 44% girls (the Matthew Flinders Girls Secondary College effect)
- has a high age/experience level of teachers that has contributed to being in staffing deficit. This profile however is changing with retirements and the employment of graduates
- has a large number of students requiring ESL support for which funding has been accessed. Together with this funding and that from a small number of Full Fee Paying students, an English Language Centre and ESL teacher are provided
- has little trouble filling teaching vacancies in most areas

ENVIRONMENT (Grounds and Facilities)

Belmont High School:

- has attractive gardens and grounds
- released in 2004 a portion of land excess to our needs for the construction of a new Barwon Valley School (Special Needs). As a result, we were able to immediately complete Master Planning for a significant part of the school. This work will take place through 2006/07 (\$ 5.5 million)
- anticipates that the completion of the school (Performing Arts) will follow from the 2006/07 construction
- has many of its classrooms and buildings in a poor state at present which has contributed to a related rating on the Parent Opinion Survey significantly below all other variables

EDUCATIONAL

Belmont High School continues to be able to offer a broad and comprehensive program at all year levels with both parents and students having very high expectations of academic outcomes. The school:

- has the ability to offer a significant range of studies and pathways for senior students because of the large number of students. This includes VCE, VET and VCAL with several VET programs being conducted from the school, with more planned over the next few years
- has maintained very good VCE results (above state wide means)
- will implement a new Year 7 program in 2006 based on a reformed pedagogy, with Year 8 to follow in 2007
- has planning in place for a reformed Year 9 program with a community focus for 2007
- continues to have high interest in its Select Entry Accelerated Learning Program which will be into its fourth year in 2006
- maintains a strong focus on its Learning Support program for students experiencing difficulties in literacy and numeracy
- is pursuing closer and more formal educational links with community and tertiary partners
- will continue in cooperation with its key feeder Primary Schools through the Schools for Innovations and Excellence Program until the end of 2006
- is part of the Leading Schools Fund program receiving three additional teachers for three years as well as \$520,000 for facilities. This resource concludes at the end of 2007
- will continue to be involved in the School Innovation in Teaching (SIT) program
- has three teams of teachers with Teacher Professional Leave (Year 7 and 8 reform, Year 9 reform and Career Education integration through the curriculum) and one teacher in the Masters and Young Leaders Program
- will work toward Performance and Development accreditation by 2008
- has a very powerful co curricular program in sport, the performing arts, camping and outdoor education

TECHNOLOGICAL

Belmont High School has outstanding ICT facilities and infrastructure. The school:

- has a computer ratio of 1:4
- has a mix of 5 computer labs, 7 pods and computers in classrooms
- will include innovative ICT, including electronic whiteboards and class sets of laptops in its new Learning Centres
- will undergo a review of its Learning Technologies Plan in 2006.

Part 2 – Strategic Intent

Student Learning Outcomes

Goals

1. To improve student literacy and numeracy in the Middle Years
2. To develop in Middle Years students a culture of achievement and personal excellence, and the learning skills to ensure success in post compulsory education

Targets

1. Each student in the Middle Years to have a personal learning plan by 2009 beginning with Year 7 in 2006
2. The matched cohort of each learning area assessed by AIM at Year 9 to show an increment of at least 1.0 CSF Level over the life of the Plan
3. Improvement in the VCE All Study Score to 32, and the percentage of students in the 40+ category to better than the State Mean of 6.0
4. Have in place a reformed Year 9 program by 2007

Student Engagement and Wellbeing

Goals

1. To improve student engagement in their studies and connectedness to school at Year 8 and Year 10
2. To ensure a safe and secure learning environment for all students

Targets

1. Absence rates in the Later Years to be at the 25th percentile by 2007
2. Improvement from 2005 scores in the Student Attitudes to School Survey for boys and girls in:
 - all areas in Year 8 in 'Teachers and Teaching' and 'Feelings About Yourself and School'
 - Year 10 in all areas of 'Teachers and Teaching' (with the exception of 'High Expectations'), and 'Connectedness – Teachers' and 'Connectedness – School' in 'Feelings About Yourself and School'.

Student Pathways and Transitions

STUDENT PATHWAYS AND TRANSITIONS

Goals

1. To provide a range of learning pathways and transitions that will motivate students to be actively involved in their learning and facilitate access to appropriate post school destinations

Targets

1. By 2007 to have at least 10% of Year 12 students taking part in Extension Studies
2. To have a 10% increase in student participation in, and successful completion of VET programs by the end of this Plan from:

% of students undertaking at least one study	25.1
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% of students with satisfactory completion	76.1
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3. To have two additional VET programs offered at BHS by 2007.

Key Improvement Strategies

IMPROVEMENT STRATEGIES

Improve assessment practices with a greater focus on formative approaches:

- the development of personalised learning plans for students in Year 7 – 8
- establish baseline data in literacy and numeracy through the 'Pat Maths' and 'Torch' testing programs and implement an agreed testing regime
- implementation of a 'Student Led Interview' approach to monitor and assess student progress and achievement

Focus on learning and teaching:

- introduction of a sequenced and integrated approach to Thinking, and Habits of Mind programs in the Middle Years
- fully integrate eLearning into the Middle Years curriculum
- a Library Review team in place to make recommendations about complementing Middle Years learning
- enhance the role of the camping program in the Middle Years
- a reconfiguration of learning spaces into sub schools (Middle Years, Year 9 and Later Years)
- implement the Principles of Learning and Teaching

A focus on teacher professional learning:

- enhance teacher capacity in Middle Years literacy and numeracy
- Performance and Development Culture accreditation by 2008

Implement programs that promote pastoral care and enhance student wellbeing:

- Restorative Practices
- alternative pathways for students with varying learning needs

Implement programs and processes that maximise the effectiveness of:

- Career Education in the Middle Years program
- access to pathways and careers counselling
- the Learning Support Program and Belmont Certificate of Applied Learning (Year 10 BCAL) during 2006
- the VCE Improvement Working Party
- transition structures for continued interaction with Primary Schools post Schools for Innovations and Excellence Program (2007)

Part 3 – Signatures

SIGNED by the Principal

Name [INSERT NAME]

Date/...../.....

SIGNED by the School Council President

Name [INSERT NAME]

Date/...../.....

SIGNED by the Regional Director (or nominee)

Name [INSERT NAME]

Date/...../.....