School Strategic Plan for Belmont High School #7585 2014-2017

Endorsements

Endorsement by School Principal	Signed *Gschultz -* Name Garry Schultz Date August 2015
Endorsement by School Council	Signed Name Andrew King Date August 2015 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed………………………………………… Name……………………………………………. Date…………………………………………………

School Profile

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)
Values	**Belmont High School is a 'values driven school'** Our core values: • Promote learning growth • Drive school improvement • Inform our actions and behaviours • Promote our wellbeing ➕ **RESPECT** ➕ **INNOVATION AND CREATIVITY** ➕ **OPPORTUNITY AND PARTICIPATION** ➕ **ACCEPTANCE OF DIVERSITY (INCLUSION)** ➕ **HIGH EXPECTATIONS AND PERSONAL EXCELLENCE** ➕ **COMMUNITY** ➕ **WELLBEING**

Environmental Context	Belmont High School is a large coeducational government secondary school 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 of the city and beyond • has seen a steady increase in enrolments in recent years (currently around 1200 students) • has maintained its student male/female ratio of around 54% boys to 46% girls • has an increasing number of students requiring EAL support for which funding has been accessed. Together with this funding and that from an increasing number of Fee Paying international students, an English Language Centre and EAL teachers are provided • 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 • 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. We are an RTO for delivery of VET programs • sees consistently strong VCE and NAPLAN results, and a Languages program (Indonesian and Italian) through to Year 12 • continues to have high interest in its accredited Select Entry Accelerated Learning Program • maintains a strong focus on its Learning Support program for students experiencing difficulties in literacy and numeracy • has little trouble filling teaching vacancies in most areas • operates a unique Middle Years (Year 7 and 8) program and Year 9 'Strive' Program that supports personal development, community engagement and career planning • has a strong community focus, and extensive co-curricular program that includes debating and tournament of minds, as well as an extensive student leadership program and training • has the BioLAB (Victorian BioScience Education Centre) on site • has extensive and attractive gardens and grounds • has in recent years seen the development of a new Administration and Student Services Centre as well as the construction of Learning Centres for Middle Years students • conducts an extensive International Travel Program (Language Study Tours; Sister School relationships; World Challenge; Cultural and Curriculum Tours), as well as owning our school camp (Tanybryn) in the Otway Ranges • has formal educational links with community and tertiary partners • has very successful programs in sport, the performing arts, music, camping and outdoor education

Service Standards	Belmont High School:
	- fosters close links with parents and the broader school community through its commitment to open and regular communication
	- commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan
	- guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life
	- provides a safe and stimulating learning environment to ensure all students can achieve their full potential
	- provides a broad range of co-curricular programs and experiences for students
	- teachers deliver instruction that is adapted to individual student needs
	- will respond promptly to all communication by parents and caregivers
	- will engage parents appropriately when their child does not behave in a socially acceptable manner
	- students will play an active part in the development and review of the school's student management policies
	- teachers will provide timely and targeted feedback to students on their work

Strategic Direction

	Goals	Targets	Key Improvement Strategies

ACHIEVEMENT
 	
Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.
 	
While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.
	To improve student learning outcomes across all learning areas	Year 12 study scores (for all subjects) of 35 and above are at or above regional schools and moving towards all schools state averages by 2017
		
		2014 all school study score percentages of 35 and above:
		
		     BHS – 12.1%
		     Region – 15.6%
		     State - 26.3%
		
		NAPLAN Writing, Reading and Numeracy for Years 7 – 9 to be greater than the State Mean and 2014 BHS results:
		
		          Writing Reading Numeracy
		
		Year 7 522.7 565.2 556.0
		Year 9 562.9 604.1 608.3
		
		'Stimulating Learning' and 'Teacher Effectiveness' measures (SASS) demonstrate improvement over the previous 3 year average:
			Provide a guaranteed and viable curriculum
			
			Build the instructional practice of every teacher
			
			Ensure a whole school approach to the use of evidence and data to track the learning and growth of every student

		Teacher Effectiveness 3.94 Stimulating Learning 3.40 'Reporting' and 'Homework' (Parent Survey) scores to be at or above the State average	
ENGAGEMENT Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.	**To improve student engagement in their learning with a special focus on student voice**	By 2017 the Student Attitudes to School Survey will show improvement in the following dimensions • School Connectedness: Achieve a score above the previous 3 year average of 3.97 • Learning Confidence: Achieve a score above the previous 3 year average of 3.90 • Stimulating Learning: Achieve a score above the previous 3 year average of 3.40 • Teacher Effectiveness: Achieve a score above the previous 3 year average of 3.94 • Teacher Empathy: Achieve a score above the previous 3 year average of 3.90	Professional development for teachers focussed on improved use of data Full implementation of the DayMap Learning Management System Implementation of student voice initiatives

WELLBEING	To build a positive learning environment to improve student resilience and wellbeing	By 2017, Student Attitudes to School survey data will show annual improvement across all year levels in the following dimensions:	Teacher professional development focussed on student resilience and wellbeing
Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.		• Student morale: achieve a score above the previous 3 year average of 5.08 • Student distress: achieve a score above the previous 3 year average of 5.22 • School connectedness: achieve a score above the previous 3 year average of 3.97 • Learning confidence: achieve a score above the previous 3 year average of 3.90 • Teacher empathy: achieve a score above the previous 3 year average of 3.90 • Connectedness to peers: achieve a score above the previous 3 year average of 4.19 • Student safety: achieve a score above the previous 3 year average of 4.37	Building into the curriculum 'resilience education' Rewriting the school's Student Wellbeing Policy
		Improvement in DET Parent Opinion Survey data in the areas of: • Student Safety: Achieve a score above the previous 3 year average of 5.73 • Connectedness to Peers: Achieve a score above the previous 3 year average of 5.82 • Social Skills: Achieve a score above the previous 3 year average of 5.64	

		• School Connectedness: Achieve a score above the previous 3 year average of 4.89	

PRODUCTIVITY	To maximise the use of resources to achieve the best possible outcomes for students	All learning spaces in the school are safe, comfortable, appropriate for the type of learning conducted in that space and technology enabled	Improve the coordination and integration of our learning management system
Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.		Completion of the school facilities master-plan that includes a performing arts facility	Improve timetabling and student selection processes
Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.		Move from a deficit environment to a surplus by 2017	Develop a five year plan related to the physical environment

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies	Actions		Achievement Milestones
ACHIEVEMENT Provide a guaranteed and viable curriculum Build the instructional practice of every teacher Ensure a whole school approach to the use of evidence and data to track the learning and growth of every student	Year 1	• Key curriculum leadership positions established • Curriculum Mapping of Year 7-10 • Introduction to, and beginning development of, Common Assessment Tasks and Instructional Rubrics • Daymap LMS upgrade • Engage a curriculum consultant • Plan professional development (whole days and meeting schedule) • Establish Leading Learning Groups	• School curriculum budget in place • Data Manager and assistant position established and filled • School data plan finalised • Curriculum meetings having a strong teaching and learning focus as evidenced by meeting minutes • Establishment of the Daymap curriculum hub to store curriculum documentation and student learning data • Terms 1 and 4 curriculum maps and common assessment tasks stored in hub • Reporting system moved to the Daymap platform (with new reporting manager) • Collaborative practice evident in curriculum planning and teaching • Professional development undertaken by key curriculum personnel as well as whole staff • A plan for reorganisation of the meeting schedule in place • Leading Learning Groups in place with LT's as facilitators
	Year 2	• Curriculum Mapping of Year 7-10 • Develop Daymap LMS leadership and team for curriculum, reporting and student management • Data focus – student learning professional development • Reflection on and improvement on Common Assessment Tasks and	• Terms 2 and 3 Curriculum maps and common assessment tasks stored in hub • Professional development and resources provided for staff in the areas of literacy, critical and creative thinking, feedback and formative assessment, Daymap and Data • Daymap LMS leadership in place

		Instructional Rubrics	• All student learning data uploaded onto Daymap • Formative assessment focus at VCE • Staff observing others teaching new curriculum
	Year 3	• Review curriculum documentation • Review of student data processes	• All curriculum documentation finalised and stored on Daymap curriculum hub • Evidence of student learning data within teacher performance and development plans • Action research work evident amongst Leading Teachers performance and development plans based on data sets • Auditing of Common Assessment Tasks across the learning areas having taken place
	Year 4	• Review the outcomes of the curriculum redesign experience • Fully integrate the Daymap LMS into practice	• Reporting and summative assessment available on the Daymap parent portal
ENGAGEMENT **To improve student engagement in their learning with a special focus on student voice**	Year 1	• Create a Data Manager role description and appoint leadership • Mandate that at least one goal in teacher Performance & Development Plans include the use of student data • Formation of a Daymap Team and with Daymap Consultants, develop workflow procedures on the Daymap Learning Management System for:	• Teachers being confident in utilizing data to cater for their students' individual learning needs • Teachers being able to easily access student reports on Daymap • Year 7and 8 students using their own data to set learning goals (ACER test data and Learning to Learn data)

Professional development for teachers focussed on improved use of data		Classification and recording Analysis of student wellbeing data Analysis of student Learning data • Transition student reports onto Daymap	• Have in place a series of new opportunities and programs that action student voice
Full implementation of the DayMap Learning Management Platform		• House Leaders and the Wellbeing Team analyse Daymap data and undertake action research projects • Develop policies, systems, professional development and procedures to support teachers to use data to develop purposeful and improved teaching practices	• A Data Manager appointed and working with the Data Management Team • Professional Development sessions having taken place related to teacher use of student learning data
Implementation of student voice initiatives		• Enable teachers to have access to student reports on Daymap. • Have systems in place on Daymap to collates data that will be accessible by Careers Counsellors, Pathways Manager and House Leaders	• Teachers having at least one goal related to using student data as part of their Performance and Development Plan. • Teachers completing and storing student reports onto Daymap
		• Establish a team to develop a series of new opportunities and programs that action student voice in curriculum, assessment and reporting • Investigate and develop programs that enable students to be involved in more leadership opportunities, student led initiatives, personal development and community involvement • Investigate the appropriateness of creating a new position of responsibility for student voice	• Data entered into Daymap being used for subject selection/course and pathways counselling • Student voice is evident with regular structured student forums / focus groups

		• Develop regular structured student forums and focus groups	
	Year 2	• Designated Officers review and analyse teachers' use of data in their Performance and Development Plans • House Leader/wellbeing team to analyse Daymap data and develop action research projects based this information • Provide access to past student reports on Daymap to teachers • House Leaders and Careers Counsellors use data on Daymap to assist students in subject selection and pathways counselling • Continue with the structured student forums / focus groups which action student voice	• Goals on the use of student data to improve teaching practices are embedded in all teachers Performance and Development Plans • House Leader/wellbeing team implement action research projects • Teachers have access to and using past student reports to assist in planning to cater for students' individuals learning needs • Continued evidence of data use on Daymap for subject selection and course / pathways counselling • Some recommendations and actions flowing from student forums
	Year 3	• Analyse the use of student data by teachers as a goal in their Performance and Development Plans • House leader/wellbeing team analyse the action research projects • Allow new students to join in the student Forums / Focus groups to action student voice	• Continued evidence that teachers are using data within their Performance and Development Plans • Recommendations are made on the continuation and direction of the action research projects • Evaluate the access and use of student reports on Daymap • Student Attitudes to School data has

			been analysed to determine if the targets in the area of engagement have been met and recommendations are made for future improvement of programs
WELLBEING **To build a positive learning environment to improve student resilience and wellbeing** Teacher professional development focussed on student resilience and wellbeing Building into the curriculum 'resilience education' Rewriting the school's Student Wellbeing Policy	Year 1	• Audit curriculum in relation to 'resilience' • Develop, conduct and analyse student and parent surveys to collect data on resilience and bullying • Develop processes to enable the school to categorise absenteeism data on DAYMAP • Utilise DAYMAP to facilitate the collection of data related to resilience related issues and bullying incidences • House Leaders, wellbeing staff and AP's to undertake high quality professional learning on resilience and bullying • Develop a process to review the Student Wellbeing policy in relation to issues of resilience and bullying • Develop a resilience strategy • Review the current Year 7 survey on bullying and refine if necessary • Conduct surveys at Year 7-10 on bullying and resilience • Attain eSmart status . • Develop programs for parents and students related to resilience	• The Year 7-12 program is audited and opportunities for the teaching and promotion of resilience strategies are identified • Collection and analysis of appropriate and useful data has occurred • High quality professional learning on resilience strategies and bullying policy has been undertaken and shared with the leadership/wellbeing team • The Student Wellbeing policy has been reviewed • eSmart accreditation has occurred

		• Work with students to develop and promote a Positive Behaviours Code of Conduct	
	Year 2	• Develop and implement processes and programs that support resilience in students, including a parent information evening • Continue the collection of data on resilience and bullying • Develop an active group to enable 'student voice' that includes representatives from Year 7-10 to begin developing a Positive Behaviours Code of Conduct • Complete the rewrite of the Student Wellbeing Policy • Meet eSmart annual benchmarks.	• A whole-school resilience strategy has been developed and budgeted for • Processes and programs to support resilience in students have been developed and delivered • Bullying policy and processes have been implemented • Student voice group on bullying have developed a Positive Behaviours Code of Behaviour and have and implemented initiatives • eSmart annual benchmarks are met and the school is at implementation status • Improvement in BHS resilience and bullying survey data across all year levels. • The Student Wellbeing Policy has been reviewed and rewritten to include explicit policy statements and processes for dealing with resilience and all forms of bullying • Resilience education programs are documented and embedded across the curriculum, and parent information sessions occuring
	Year 3	• Analyse the effectiveness of building resilience initiatives across the curriculum • Continue the delivery of student and	• BHS survey and SATS data has been analysed and recommendations made for future improvement to programs that teach and promote resilience strategies

		• parent programs targeting resilience • Analyse the effectiveness of the anti-bullying strategies • New students join the student voice group to review and deliver initiatives	• BHS survey data and SATs data has been analysed and recommendations are made for future improvement of student management processes to deal with bullying • Student voice group on bullying have reviewed the Positive Behaviours Code of Behaviour and have and implemented initiatives • A decrease in student absence data across all year levels related to bullying is evident • A reduction in the number of days individual students are absent related to issues of resilience is evident • Students reporting that they feel empowered to help reduce the incidences of bullying and cyberbullying • A Positive Behaviours program has been developed by students for students • eSmart accreditation has been achieved annual benchmarks met, and the school is at sustaining status
PRODUCTIVITY **To maximise the use of resources to achieve the best possible outcomes for students**	Year 1	• Explore additional features of DayMap • Appoint key staff to lead DayMap and develop a DayMap team • With the Business Manager, develop a budget for full implementation of the LMS in line with the timeline developed • Continue the training of staff, particularly	• DayMap (LMS) fully integrated into school operations including: Attendance Reporting Lesson plans Student records, management and alerts Student learning data Curriculum documentation Parent portal

Improve the coordination and integration of our learning management system (DayMap) Improve timetabling and student selection processes Develop a five year plan related to the physical environment		focussing on those new to the school • Pathways Manager and Timetabler the review current student online subject selection process • Develop a secure online student selection checking process in place • Curriculum Leaders review Year 9 and 10 courses and organisation and align with VCE Studies • The Consultative Committee review the class size thresholds at Years 10 – 12 • Bring together key staff in facilities planning to begin the development of a five year plan and the resourcing of this • Involve School Council and key staff in meetings with local parliamentary members and Regional Office staff in relation to facilities planning • Leadership team investigates the school deficit environment	Messaging Student diary • Student course selections are appropriate, linked to individual pathways, reviewed and agreed • Subject offerings and organisation at Years 9 and 10 provide pathways to VCE subjects • Improved student knowledge of subjects and pathways to VCE • Elimination of small class sizes in Years 10 – 12 • A secure online student selection checking process in place • Curriculum Leaders review Year 9 and 10 courses and organisation and align with VCE Studies • Course counselling process reviewed and enhanced • Through the consultation process, agreement reached on class sizes at Years 10 – 12 and implementation of such • Through the consultation process, agreement reached on class sizes at Years 10 – 12 and implementation of such • PD with the DayMap organisation completed with key staff skilled and confidently training staff • Staff confidently using the attendance, student records, management and alerts, and reporting components of DayMap

			• Recommendations available for implementation for 2016 regarding an improved student online subject selection process • Recommendations made in relation to Year 9 and 10 subject offerings and organisation • Class size thresholds determined and communicated to staff
	Year 2	• Implement stage 2 of Daymap • Continue the training of staff, particularly focussing on those new to the school • A coordinated 'curriculum expo' event for Year 9 and 10 students • Continue discussions with the local State government member to improve facilities • Continue discussions with Regional Office personnel to improve facilities and identify funding opportunities • Strategies identified to move the school from a deficit environment to a surplus	• Staff confidently using Stage 2 components of DayMap including curriculum documentation, lesson plans, student learning data and parent portal • A coordinated 'curriculum expo' event for Year 9 and 10 students • A five year plan developed to improve all learning spaces • A budget developed to support this plan • Review conducted in relation to the impact of changes to Year 9 and 10 subject offerings and organisation
	Year 3	• Achieve full implementation of the DayMap LMS • Continue the training of staff, particularly focussing on those new to the school	• Full implementation of Daymap Recommendation from the DayMap review available

		• Begin the review process of effectiveness of Daymap	
	Year 4	• Consider outcomes of the review process of DayMap	• Improvements planned for in future years