

7585 Belmont High School Strategic Plan 2018-2021

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Sandra Eglezos..... 21/11/2017[name].....[date][name].....[date]
School council: Andrew King 21/11/2017[name].....[date][name].....[date]
Delegate of the Secretary: [name] [date][name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Belmont High School is a learning community. 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.</p>		<p>Belmont High School is one of the coeducational schools in Geelong. It was built in the heart of Belmont in 1955, and still has some of the original buildings.</p> <p>Student learning is our core educative purpose with our motto “Strive for the Highest” underpinning our work to achieve this.</p> <p>In 2017 we had a total of 1263 students enrolled with the overall socio-economic profile registered “Mid” (Middle) on a 5 section scale. Enrolments continued to be very strong and the school is at capacity in most year levels. The school’s Year 7 & 8 Middle Years structure provides an innovative program and the school has a Year 9 “Strive” program which focuses on community links. There are 10 students with Aboriginal or Torres Strait Islanders background. The school’s onsite English Language Centre and its Accredited International Student Program attracts overseas students. We also have a growing number of locally enrolled students requiring English as an Additional Language (EAL) support. There are 30 students with English as an additional language background and 19 Full Fee Paying overseas students all requiring EAL support. We enrolled and supported 6 unaccompanied minors (Refugee Status) at our school. Our school’s Acceleration and Enrichment Program provides a wide range of opportunities for students including our Select Entry Accelerated Learning Program (SEALP), which continues to grow, and is in its Fourteenth year, and together with a strong program of support for students with learning difficulties, we cater well for students of all abilities.</p> <p>The school’s vertical House System, provides strong support to students together with the Student Wellbeing Officer, the School Chaplain, the school based Network Psychologist and the Health Centre School Nurse that all contribute to providing outstanding services and support to our students. Students have an extensive co-curricular program to engage them, including a highly acclaimed Music program, together with sporting, camping, debating, performance and leadership opportunities. There is significant interest in our post compulsory programs and pathways, with strong enrolments in VET and VCAL. The school is a Registered Training Organisation (RTO) for the delivery of a variety of VET courses.</p> <p>In 2016, the appointment of the new principal occurred in term two. The leadership structure is made up of 3 assistant principals and 12 Leading Teachers, which is 14% of the staffing. 62% of the teaching staff is at Classroom Teacher 2 level and 87% of the Highly Accomplished teachers at the top of the classification have been employed at the school for more than 15 years. The majority of all staff have been at the school for more than five years, resulting in a very stable working environment. The staff are of a mix of experienced and graduate level teaching staff. 40% of the teaching staff are part time. There is a very strong induction program, ensuring the continuation of the positive culture of the school.</p>	<p>Belmont High School has a strong reputation in the Geelong community and we are proud of the way we have worked with our students, staff and the wider community. Our results in the past three years demonstrate clearly that our students are performing higher than similar schools and the State in many of the areas of literacy and numeracy across Year 7 to 10 in teacher judgements and NAPLAN tests. Our relative growth from years 7 to 9 show that the student high relative growth has improved over time in all areas except for writing where it has declined to lower than state. Certainly, writing will be a continued priority in all learning areas across the school.</p> <p>Our Mathematic results in VCE do not reflect the number of students who potentially could do very well in Mathematics in senior level. This mismatch will be addressed as we prioritise the building of confidence in mathematics and improve the classroom engagement at each year level.</p> <p>The work on developing a Guaranteed and Viable Curriculum has been consistent throughout the length of the strategic plan and has helped set the “what needs to be taught”, in each of the year levels. The documentation of key skills, knowledge and understandings, of essential learnings, and of formative and tiered summative assessments has occurred across all learning areas. A priority will be the continued auditing of curriculum and assessment tasks to align with the Victorian Curriculum.</p> <p>The Attitude to School Survey results suggest that our students feel connected to school and feel safe at the school. The components of teaching and learning have, however, declined over the three years as our agreed teaching and learning practices are not yet being consistently utilised by all teaching staff. In 2017, we have focused on building a professional learning community, and staff are working collaboratively in professional learning teams. The BHS Teaching and Learning Strategy has helped focus all teams on embedding effective teaching and learning practices. We will continue our efforts to embed practices through implementing an Observing to Learn model that includes mentoring and coaching programs. Effective teaching and learning in every classroom will be a priority over the length of the next strategic plan.</p> <p>In addition, the development of a data plan with a focus on developing data literacy in all of our teachers will be a priority going forward. In particular, we will ensure that teachers at the year 9 and 10 levels have time and support to develop skills in the use of data to develop instructional groups within their classes for effective differentiation.</p> <p>Our student survey results highlight the need to focus on developing a consistent approach to classroom management. This is evident in the lower positive responses to student behaviour over the three years. Our continued work on building practice excellence will help improve this, as well as developing and implementing an agreed Lesson Framework and continuing our promotion of high expectations. A consistent approach to lesson structure and student management will be further work in the future.</p> <p>The timetable review that commenced in 2016 highlighted the need to focus on the Year 10 program in particular. This assumption has been strengthened by the lower ATSS results in year 10 students compared to other year levels over the four years. We will investigate models and implement a new timetable structure that better meets the needs of our school community.</p>

		<p>In 2016, the school received a \$5.2 Million Capital Works Grant. The school prioritized the planning of a Performing Arts Centre and VCE Study Centre. The Victorian Bioscience Education Centre (BioLAB) is located on site as a State wide resource and delivers specialist bioscience, health and sports science programs. BioLAB is in partnership with Deakin University and the Geelong Football Club.</p>	<p>The Attitude to School Survey results indicate a significant decline in the areas of student morale and distress. Our wellbeing team also report a marked increase in the number of students suffering from anxiety. Resilience will be a focus in our next strategic plan, through a strategic approach that will include implementation of a growth mindset strategy within our school community.</p> <p>VCE improvement was a high priority in the 2014- 2017 SSP and the results significantly improved in 2016. It will be important to continue the work for VCE improvement in the new plan to ensure that we maintain our results and steadily increase over time. The work on the GVC, high expectations and growth mindset through the new SSP should support further improvement in this area.</p>
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Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>To ensure that highly effective teaching and learning practices are evident in every classroom.</p>	<p>Excellence in teaching and learning Building practice excellence</p>	<p>Enhance the Professional Learning Community (PLC) culture to focus on teacher collaboration, effective practice, feedback and support.</p> <p>Collaboratively generate trial and refine a Belmont HS Lesson Framework.</p> <p>Re-establish a consistent whole school approach to improved student engagement and classroom management.</p>	<p>Student Attitudes to School By 2021, will have <i>Effective teaching practice for cognitive engagement framework factors</i></p> <ul style="list-style-type: none"> • Effective teaching time - 80th percentile or above. • Stimulated Learning - 80th percentile or above. <p>Staff Survey: <i>School Climate:</i></p> <ul style="list-style-type: none"> • Collective efficacy - principal/teachers mean above 75. • Teacher collaboration - principal/teachers mean above 70.
<p>To improve the learning growth of every student especially in Literacy and Mathematics.</p>	<p>Excellence in Teaching and Learning</p> <ul style="list-style-type: none"> • Building practice excellence. • Evidence-based high impact teaching strategies. 	<p>Build the capability of teachers to use a range of data sources to differentiate learning, set formative assessment tasks, and provide quality feedback to students and moderate final assessments.</p>	<p>Reading NAPLAN Relative Growth Year 7 to Year 9 High Growth >32% Low Growth < 15% More than 32% of Year 9 students will be in the top 2 Bands for Reading Fewer than 10% of Year 9 students will be in the bottom 2 Bands for Reading by 2021</p> <p>VCE:</p> <ul style="list-style-type: none"> - All-Study mean will be at least 30 by 2020. - Further Mathematics mean will be at least 30 by 2020. - English mean will be at least 31 by 2020. - More than 8% of VCE students awarded 40+ scores by 2020 <p>Staff Opinion Collective Focus on Student Learning - overall mean for principal/teachers above 80</p> <p>VCAL By 2020 VCAL 95% of students have either successfully completed their VCAL or transitioned into a positive pathways (employment/further education).</p> <p>Attitude to School Survey</p> <ul style="list-style-type: none"> - Sense of confidence - 85th percentile or above - Differentiated learning challenge - 65th percentile or above. - High expectations for success - 82nd percentile or above - International Student feedback on school experience. <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> - Teacher communication - more than 65% positive - Student motivation and support - more than 65% positive

		Develop and implement a whole school writing strategy.	Writing NAPLAN Relative Growth Year 7 to Year 9 High Growth >25% Low Growth < 25% More than 25% of Year 9 students will be in the top 2 Bands for Writing Fewer than 25% of Year 9 students will be in the bottom 2 Bands for Writing by 2021
		Build the engagement, rigour and achievement in Mathematics across all levels through differentiation and teaching to students' point of need.	Numeracy NAPLAN Relative Growth Year 7 to Year 9 High Growth >28% Low Growth < 15% More than 28% of Year 9 students will be in the top 2 Bands Numeracy by 2021. Fewer than 7% of Year 9 students will be in the bottom 2 Bands for Numeracy by 2021
To build the resilience and intrinsic motivation of students and their ability to become self-regulating learners.	FISO Priority Positive Climate for Learning FISO Initiatives • Empowering students and building school pride. • Intellectual engagement and self-awareness. Setting expectations and promoting inclusion	Develop a growth mindset culture within the school community. <hr/> Develop a culture that aligns Year 10 students with the senior school. <hr/> Create/build opportunities for the development of positive and nurturing relationships with all students in particular, newly arrived students and International Students through their program	Student Attitudes to School <ul style="list-style-type: none"> - Student voice and agency – Percentile to be more than 75%. - Self-regulation and goal setting - Percentile to be more than 75% - Resilience- Percentile to be more than 90% - Motivation and interest - more than 75% positive - Effective Classroom behaviour - Percentile to be more than 85% - Teacher Concern – Percentile to be more than 68% Attendance Absence rate for Year 7-12 students is less than 12 days/student by 2021. Real Retention <ul style="list-style-type: none"> - More than 85% of students who started at BHS in February 2017 will be retained at the school in Year 10 by August 2020. - More than 68% of Year 7 students at BHS in February 2015 will be retained in Year 12 by August 2020. Parent opinion Survey <ul style="list-style-type: none"> - Managing bullying to be more than 85% positive - Promoting positive behaviour to be more than 80% - School Connectedness – to be above 90%