

Strategic Improvement Plan 2021-2024

Belmont High School 8203



School vision and context

School vision statement

Belmont High School strives to be a school of excellence with strong connections to our community. Our core values of Respect, Responsibility and Resilience foster our inclusive and supportive school culture.

School context

Belmont High School is a comprehensive, co-educational secondary school located in the eastern suburbs of Lake Macquarie. The school was established as the first high school outside of Newcastle in 1953 and draws its enrolments from the Belmont, Belmont North, Floraville and Jewells communities. Belmont High School is a proud member of the Belmont Learning Community and Minimbah AECG, working in partnership to improve student outcomes. In 2021, the school recorded 826 students, including 80 Aboriginal students and 5 Special Education classes.

Belmont High School has a culture of success in sport and creative and performing arts with high expectations for student academic achievement. The school provides an enrichment stream in Years 7-10 and a Senior Learning Hub operates daily providing support for students in the completion of assessment tasks and study. Students also receive extensive support in accessing School-based Apprenticeships and Traineeships and transition to local-industry and tertiary study post-school pathways. The Positive Behaviour for Learning program focuses on developing the qualities of respect, responsibility and resilience in our students.

The school has recently been transformed through a \$30 million upgrade completed in 2019, incorporating new student and staff facilities, special education, hospitality and technology learning spaces and administration areas, providing a modern, future focused learning environment.

The Strategic Improvement Plan was developed following an extensive Situational Analysis involving consultation and collaboration with school staff, P&C, Minimbah AECG and School Community surveys.

Looking forward, the school is focused on improving academic growth and achievement, student wellbeing and belonging, with stronger connections to our local community.

Strategic Direction 1: Student growth and attainment

Purpose

Improve student performance in literacy, numeracy and HSC attainment through data driven strategies to implement quality learning programs and assessments.

Improvement measures

Target year: 2022

Increase the percentage of students in the Top 2 Bands for Numeracy in NAPLAN to 4.95% uplift from baseline.

Target year: 2022

Increase the percentage of students in the Top 2 Bands for Reading in NAPLAN to 5.62% uplift from baseline.

Target year: 2022

The percentage of students achieving in the Top 3 Bands in the HSC increases by 5.8% from baseline.

Target year: 2023

Increase the proportion of Aboriginal students attaining Year 12 by 50%, while maintaining their cultural identity. This includes a combined network uplift of 24% from baseline data.

Target year: 2023

Increase the percentage of students achieving expected growth in numeracy by 5% uplift from baseline.

Target year: 2023

Increase the percentage of students achieving expected growth in reading by 4.7% uplift from baseline.

Initiatives

Assessment, support and feedback

Staff collaboratively and explicitly plan, refine and implement consistent, effective assessment and feedback practices, with a focus on HSC.

- Embed Learning Hub senior support strategies including explicit assessment task support, feedback and tuition, assistance to achieve HSC Minimum Standards, and enhance study skills.
- Collaboratively develop and implement rigorous HSC Monitoring, NESA compliance and Assessment practices.
- Review and develop Formative Assessment practices.
- Align resources on Canvas to assist in equitable access to all students, with specific alignment to Stage 6.
- Celebrate student HSC achievement and model HSC teacher best practice.

Explicit teaching - Literacy and Numeracy

Explicit teaching practices identify evidence based programs about how students learn and succeed.

- Deliver High Impact Professional Learning (HIPL) in quality Literacy and Numeracy programs.
- Implement the QuickSmart Literacy and QuickSmart Numeracy programs for targeted Year 7 and 8 students.
- Develop Year 7 academically selective (B), CAPA (E) and literacy and numeracy (L) class teaching and learning programs and processes focusing on differentiation of learning.
- Implement programs in Sustained Writing, Focus on Writing and Focus on Reading.
- Develop school literacy and numeracy support programs including the Minimbah Literacy and Numeracy Program, Mathematics Growth Strategy and Reading Groups.

Success criteria for this strategic direction

Students are actively engaged and supported through the Learning Hub.

School internal and external data demonstrates strong student growth and achievement.

Students in targeted literacy and numeracy classes and programs demonstrate above expected growth and attainment.

Increase in students achieving Top Bands in comparison to similar schools.

Teachers expertly using data to inform class and program selection, teaching, learning and assessment.

Increased number of students able to engage in writing extended response answers across all KLAs.

Teachers demonstrate high level ability to differentiate and use formative assessment practices to highly engage students in their learning.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose in student growth and attainment through explicit teaching, assessment, feedback and data informed practice, and can demonstrate impact and improvement in student outcomes in Reading and Numeracy?

Data:

A combination of data sources will be used. These will include external performance measures (NAPLAN, RAP, SCOUT) Internal performance measures (teaching programs, classroom observations), School Excellence Framework (SEF assessment).

Analysis:

Strategic Direction 1: Student growth and attainment

Initiatives

- Coordinate and implement technology, including laptops, BYOD and interactive panels to support teaching and learning.
- Targeted support for identified students under the Learning and Wellbeing and Integration Funding Support Caseloads.

Data to inform practice

Effective use of data helps teachers understand student progress and guide further instruction to meet their learning needs.

- Embed HIPL to engage staff in use of external and internal data including SCOUT, RAP and PAT and school-based formative and summative assessment.
- Embed teacher data use and analysis in planning, programming and assessment.
- Implement formative and summative assessment to measure effectiveness of teaching and targeted learning programs.

Evaluation plan for this strategic direction

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications:

The findings of the analysis will inform future actions and will be documented through the annual report.

Strategic Direction 2: Whole school wellbeing and belonging

Purpose

To enable all students to engender a strong sense of wellbeing and belonging.

Improvement measures

Target year: 2022

Student Attendance improves by 6.7% or above from baseline data.

Target year: 2024

Student TTFM Data improves by 4.5% from baseline data.

Target year: 2024

PB4L student and staff survey responses improve in 10 or more questions from baseline data.

Initiatives

High expectations wellbeing - PB4L

To create a positive school culture based on respect, responsibility and resilience, which supports social, emotional behavioral and intellectual engagement, and by fostering positive relationships across the school community.

- Develop the explicit promotion of the Belmont High School PB4L core values of Respect, Responsibility and Resilience in: assemblies and meetings, school events and communication.
- Embed PB4L initiatives and events in support of student voice, advocacy, wellbeing and belonging.
- Alignment of PB4L and school reward structure.

Strengthening wellbeing systems

Deliver exemplary wellbeing and learning support systems through proactive reporting, monitoring and referral processes.

- Provision of effective support for all students targeting explicit intervention through expanded senior executive team, Student Support Officer, Girls' Advisor and Learning and Wellbeing Team.
- Consultatively review and develop all Wellbeing-related policies and processes.
- Facilitate the formation of the Belmont High School Wellbeing Hub where staff, students and community will collaborate on preventative, triage and support processes.

Data supporting Attendance and Wellbeing

Effective analysis of wellbeing data is used to support and drive improved student outcomes across the school.

- Data is reviewed weekly to proactively identify and support student attendance, behaviour and wellbeing.
- A whole school team including Executive, Year Advisors and Learning and Wellbeing staff provide

Success criteria for this strategic direction

PB4L signage promoting co-developed common language is displayed throughout the school.

The school uses PB4L embedded common language in all lessons, communication and policies.

PB4L lessons are regularly integrated at a classroom and whole school level.

The school identifies and engages relevant staff and external stakeholders in support of whole school wellbeing programs and activities.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose in whole school wellbeing and belonging through high expectations wellbeing processes, strengthening wellbeing systems and data to support attendance and wellbeing? To what extent can we demonstrate impact on whole school wellbeing and belonging?

Data:

A combination of data sources will be used. These will include TTFM, PAT testing - social and emotional, attendance data and SENTRAL data.

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications:

The findings of the analysis will inform future actions and will be documented through the annual report.

Strategic Direction 2: Whole school wellbeing and belonging

Initiatives

targeted support to students and families in the improvement of attendance, behaviour and wellbeing.

- Head Teacher Administration and Senior Executive liaise with HSLO weekly to monitor data and support whole school attendance.
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Strategic Direction 3: Stronger Community Connections

Purpose

To strengthen the public perception of, and confidence in, Belmont High School throughout the broader learning community.

Improvement measures

Target year: 2024

22.5% increase in students transitioning into Year 7 from Belmont High partner primary schools from 2020 baseline to 2024.

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) indicates improvement from a baseline of delivering to excelling in Transitions and continuity of learning.

Target year: 2024

Increase TTFM Parent Survey results in key areas:

Parents are Informed to 6.6 or above

School Supports Learning to 7.3 or above

Safety at School to 7.4 or above

Inclusive School to 6.7 or above

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) improves from a baseline of delivering to excelling in Collaborative Practice, and a baseline of sustaining and growing to excelling in the Learning Domain of Learning Culture.

Target year: 2024

Continuous improvement in school Public Perception Survey from 2021 baseline data.

Initiatives

Promoting a strong school culture

Improve the culture and public profile of Belmont High School, strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the community.

- Strategic management of the school's digital profile and proactive communication of significant programs and events.
- Rebranding and refreshing the Belmont High School signage, stationery, logo and promotional materials.
- Develop the school environment through expanded grounds maintenance providing a presentable and welcoming learning space.
- Build positive relationships with all school community stakeholders and agencies.

Excellence in transition and enrolment

Supporting continuity of learning for all students at all transition points.

- Ensure successful transition and enrolment for every student with emphasis on that they are known, valued and cared for.
- Enhance primary to high school transition programs in consultation with the Belmont Community of Schools.
- Develop effective partnerships between parents, students and the community to promote Belmont High School as the school of choice.
- Improve Stage 5 to 6 subject selection processes to enhance students' post school tertiary, trade and vocational post school options.

Celebrating Student Success and Supporting Cultural Diversity

To publicly recognise student success and celebrate a diverse and inclusive culture across the Belmont Community of Schools:

Success criteria for this strategic direction

Community, students and staff recognise Belmont High School as a school of excellence in academic achievement, student welfare and wellbeing, sport and creative and performing arts education.

School data reflects increased enrolments from Years 6 to 7, and successful transition to post-school tertiary and vocational opportunities.

The school celebrates student learning, cultural and social diversity and inclusiveness at all assemblies and events.

Student representation within the school and the community is visibly increased with greater opportunities for student leadership, extra-curricular, community service and cultural activities.

Cultural diversity and inclusiveness are visible throughout the school and excelling in the areas of learning culture and collaborative practice.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose in building stronger school communities through the promotion of a strong school culture, provision of excellence in transition and enrolment, and celebrating student success, and supporting cultural diversity? To what extent can we demonstrate our impact on building stronger community connections?

Data:

A combination of data sources will be used. These will include retention rates, local enrolments, TTFM, Internal merit and achievement data, HSC results -value added.

Analysis:

Data is analysed and triangulated regularly to determine

Strategic Direction 3: Stronger Community Connections

Initiatives

- Provide relevant curriculum and extra-curricular opportunities to enable success for all students.
 - Increase opportunities to celebrate student success, cultural and social diversity.
 - Promote Aboriginal culture and heritage, and share this with all families and students across the school community.
 - Develop strong links with the Belmont Community of Schools in the areas of academic, leadership, sporting and cultural excellence.
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Evaluation plan for this strategic direction

the extent to which the purpose and improvement measures have been achieved.

Implications:

The findings of the analysis will inform future actions and will be documented through the annual report.