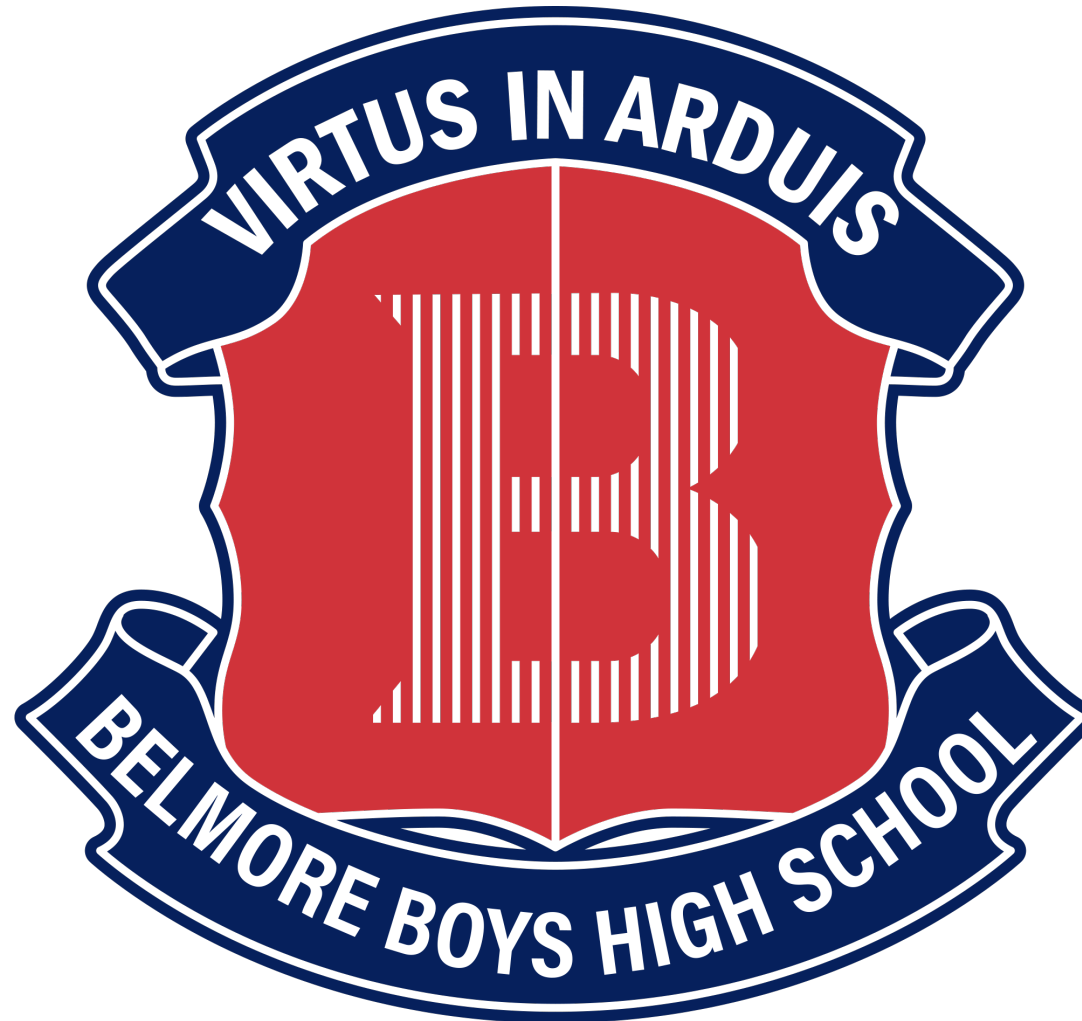


Strategic Improvement Plan 2021-2025

Belmore Boys High School 8804



School vision and context

School vision statement

Belmore Boys' High School's vision is to ensure that every student is valued, celebrated and cared for. Our school is committed to equipping learners with the intellectual, social and emotional skills and resources required for future success. Students are guided, challenged and inspired to be the best version of themselves and become tomorrow's leaders and informed citizens.

Our school provides a culture of inclusion and celebration where staff, students, parents and community partners are effective contributors to whole school success.

School context

Belmore Boys' High School is a family of approximately 492 students and 60 teaching and non-teaching staff, located in Southwest Sydney. Our diverse student population represents 34 languages with 98% of students from language backgrounds other than English. Our FOI is 134 and ICSEA is 949, leading our school to being identified as a socio-economically disadvantaged setting.

Our school specialises on boys' education, focusing on the academic, social and emotional growth of our students. Our boys enjoy positive relationships with their teachers and peers, which allows them to be creative and confident learners who recognise the importance of learning and well-being. Our learning environment provides students with tailored learning experiences through planned, explicit and differentiated learning activities. Our school also offers a wide curriculum allowing students to successfully transition into a diverse range of future learning and employment opportunities.

A comprehensive and vigorous situational analysis was conducted in 2020, leading to the development of the 2021-2024 School Plan. The analysis resulted in the identification of three main focus areas. The areas are:

- Student Growth and Attainment
- Empowering Staff and Students
- Community Engagement and Learning

The focus areas revolve around building student capacity in literacy and numeracy through explicit and remedial strategies to improve student access to curriculum. Building teacher capacity will empower staff and ensure a long-term wider impact on student outcomes as students work towards achieving the requirements of their HSC. Our school takes pride in being an inclusive community, working closely with local partners to ensure success for our students. We aim to excel in our level of responsiveness and service delivery over the next planning phase.

Strategic Direction 1: Student growth and attainment

Purpose

Our school aims to create a culture of reflective learners where students are empowered academically to successfully transition to future learning and employment through planned, explicit and systematic differentiated learning activities.

Improvement measures

NAPLAN top 2 bands - Reading

Achieve by year: 2022

Maintain a minimum standard of 10.1% of students at top two bands in Reading and work towards 12.5% of students in the top two bands

NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

Maintain a minimum standard of 17% of students at top two bands in numeracy and work towards 18% of students in the top two bands.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be 67.6%

NAPLAN expected growth - Reading

Achieve by year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be 66.9%.

Initiatives

Building effective learning support practices

This initiative reinforces a culture that enables students to have a personalised learning experience at all levels. This is done through:

- Refined processes and structures that use data to inform planning, delivery and review.
- The provision of PL activities to enhance staff understanding of student support strategies.
- The adaptation of teaching and learning programs to reflect strategies of support.
- Refined assessment strategies that incorporate a range of formative and summative tasks to inform teaching and learning.

Data driven Teaching and Learning to improve literacy and numeracy and HSC achievement

- Implement reading program for students in 7 - 10 using ongoing data collection processes involving, NAPLAN, YARC, Best Start as well as internal school data.
- Extensive PL in the areas of Literacy/Numeracy progressions to enhance practice. Explicit support for Early Careers Teachers.
- Whole school adoption of writing strategies using learning from progressions.
- Implementing Numeracy program.

Success criteria for this strategic direction

- LST teams are collaborative, build the capabilities of all teaching and non-teaching staff and are an integral component of whole improvement.
- Professional learning is differentiated and its impact on the quality of teaching and learning is analysed and evaluated. Findings drive further school planning.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.
- Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school planning (focus group is Yr. 11).
- The school meets a range of targets in relation to Literacy, Numeracy, Wellbeing and HSC achievement.
- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.
- The school has identified expected growth for students and is explicitly teaching Literacy and Numeracy to meet growth. This is reflected in internal school progress and achievement data.
- Regular faculty and whole school meetings review and analyse student performance data against system- negotiated target intervention that will have the greatest impact on student growth
- Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure learning outcomes are being met.

Evaluation plan for this strategic direction

Building effective learning support practices

Question

Are LST staff actively involved in whole school planning, delivery and review of school processes?

Data

- LST data embedded in activities during year.
- ILPs and strategies evident in T&L programs.
- Student and staff surveys twice a year.

Analysis

LST data is collated, analysed, reviewed and communicated with staff.

Implications

LST data embedded in activities in teaching and learning programs, lessons and assessments. Student achievement improves and reflects support provided.

Data driven Teaching and Learning to improve literacy and numeracy and HSC achievement

Question

Are staff committing to Literacy and Numeracy focus areas as per identified timeline? Are staff implementing strategies delivered by the Literacy and Numeracy Team?

Data

Staff PL, survey feedback

YARC, Best Start and NAPLAN data.

Analysis

Review of PL data and adjust PL Plan.

Review student data and prioritise areas of need.

Evaluation plan for this strategic direction

Implications

Literacy and Numeracy strategies embedded into planning, delivery and assessment. Student data clearly reflects embedded strategies.

Strategic Direction 2: Empowering Staff and Students

Purpose

At Belmore Boys' High School, our well-being approach focuses on creating a safe, supportive and welcoming school environment where every member of our school community is celebrated, valued and cared for. Our staff engage in planning and implementing a whole school well-being approach based on empowering students and staff socially and emotionally. Staff are committed to their own well-being and aware of care strategies that can be implemented towards self and others.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

- Attendance data reflects 66.6% of students attending 90% of time is achieved

HSC achievement - top 2 bands

Achieve by year: 2023

Results in the HSC top two bands are at 18.3 % or above.

HSC achievement - top 3 bands

Achieve by year: 2023

HSC top 3 bands at 47.4% or above.

Wellbeing

Achieve by year: 2023

- An increase to 74% achieved in students reporting expectations for success, advocacy and sense of belonging at school

Staff wellbeing

Achieve by year: 2023

- The school is seen as responsive to staff social, emotional and mental wellbeing needs. Internal school survey results reflect an increase in staff happiness and sense of belonging.

Initiatives

Empowering Students

Attendance

- Embed a culture of responsibility where students, parents and staff recognise the importance of attendance to enhance student achievement and wellbeing.
- Establish whole school processes for ongoing monitoring and support of student attendance.
- Analyse attendance data to reflect on practice, identify areas of celebration and those requiring further improvement.

PBL

- Embed a whole school wellbeing culture that focuses on creating an effective and supportive learning environment through a relaunch of Positive Behaviour for Learning practices.
- Establish whole school processes for ongoing monitoring and support of the effectiveness of PBL practices.
- Analyse PBL (suspension, rewards, Sentral) data to reflect on practices, identify areas of celebration and those requiring further improvement.

Student voice and leadership

- Embed a school culture that supports the education and wellbeing needs of students from culturally diverse backgrounds.
- Recognise and celebrate positive student achievement demonstrated through positive social and interpersonal skills.

Empowering Staff

Building staff capacity through PL

- Staff reflect on their current practice against the WWB themes and identify areas for improvement.

Success criteria for this strategic direction

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- The implementation of whole school practices that facilitate measurable improvements in wellbeing and engagement that support student learning.
- Widespread positive and respectful relationships are evident among students and staff, promoting student wellbeing and ensuring optimum learning conditions.
- Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement.
- There is a high functioning professional learning community which is focused on continuous improvement of teaching and learning. Teaching staff demonstrate and share their expertise within their school and with other schools.
- Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students. This is done through explicit systems for collaboration and feedback to sustain quality teaching practice.
- Non-teaching staff are able to identify their own learning needs to support the school in achieving sound educational outcomes for students and addressing implications of educational reform.
- School leaders model effective leadership practices in supporting staff wellbeing initiatives through targeted professional learning, mentoring and coaching opportunities and shoulder-to-shoulder support. There is a culture of support, acknowledgement and celebration reflected in the participation of staff social events.

Evaluation plan for this strategic direction

Empowering Students

Strategic Direction 2: Empowering Staff and Students

Initiatives

- Staff receive ongoing PL around the themes of WWB document.
- Staff track improvement in practice through the use of WWB and SEF surveys. This involves the collection of evidence from all stages and KLAs.

Building staff capacity through collaboration

- Engage in PL activities to reinforce understanding of collaborative practices.
- Implement built-in structures that prioritise and facilitate collaborative planning.
- Use collegial observation to improve professional knowledge and practice.
- Share feedback to drive ongoing, school-wide improvement in teaching practice and student results.

Building capacity - Non-Teaching

- Identify their own learning needs through PDPs utilising SMART goals.
- Engage in targeted PL related to role.
- Share learning through collegial and supervisory feedback.
- Celebrate and recognise achievements.

Staff Wellbeing

- Embed practices to enable staff to take a proactive approach to support their own wellbeing.
 - Establish a culture of support where professional learning communities work collaboratively to support health, wellbeing and develop a positive mindset.
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Evaluation plan for this strategic direction

Questions

Are students from diverse language and socioeconomic backgrounds supported, known, valued and cared for?

Is there evidence of positive, respectful relationships widespread among students and staff?

Do relationships promote student wellbeing to ensure optimum conditions for student learning across the whole school?

Data

TTFM surveys Internal staff and student surveys

Community feedback

Suspension data

Reward system data

Analysis

Does the data reflect an improved sense of belonging and positivity about school?

Have attendance structures improved student outcomes?

Is student voice utilised in school planning?

Implications

What student wellbeing initiatives can be celebrated?

What adjustments need to be made for future planning?

Empowering Staff

Question

Has staff knowledge improved through the explicit PL activities on WWB, Literacy/Numeracy, assessment and feedback? How do we know?

Strategic Direction 2: Empowering Staff and Students

Evaluation plan for this strategic direction

Data

Programs, classroom observations, student samples, staff and student surveys, beginning teacher induction, internal and external school data (NAPLAN/HSC)

Analysis - 3 levels

Whole school analysis

Faculty analysis

Senior Exec. analysis

Implications

Have targets been met?

What celebrations need to be made?

What adjustments need to be made for further improvement?

Strategic Direction 3: Community Engagement and Learning

Purpose

Our school aims to reinforce its position as a community hub that is responsive to community needs by providing an inclusive environment that welcomes, involves and works in partnership with its community. Our school is committed to cross-community collaboration to ensure optimum outcomes for our students.

Improvement measures

Achieve by year: 2025

- TTFM Parents survey reflects at least 95% of parents recommend the school and 95% believe that P&C activities help in improve the school.

Achieve by year: 2025

- Increase in enrolments from local PS to a total of 74%.
- An increase in total enrolment by at least 6% from 2020 figures.

Initiatives

Collaboration with schools

School works closely with primary partners to develop outcome-based transition activities that empower students in both settings and ensure a smoother transition process.

Collaboration with families - learning and communication

The school provides opportunities for families and community partners to contribute to student learning and growth through structured support and feedback mechanisms.

Collaboration with service providers

Effective collaboration with service providers allows for greater learning opportunities for students reflecting an improvement in academic, social and emotional growth.

Success criteria for this strategic direction

- The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of, and improvement in, other schools.
- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolments.
- The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.
- Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.
- The school engages families in a parent curriculum aimed at upskilling parents to improve living conditions and promote lifelong learning. This will happen through a range of term by term courses planned with TAFE as well as awareness sessions through the P&C.
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.
- The school embeds a culture of high expectations which seeks to celebrate achievements, raise awareness and cater for the range of equity issues in the school.
- School supports community needs by building and utilising effective partnerships with organisations and service providers.

Evaluation plan for this strategic direction

Collaboration with schools

Evaluation plan for this strategic direction

Question

What has been the impact of primary and high school collaboration on the transition of students from primary to high school? Does teacher collaboration support smoother transition from stage 3 to 4?

Data

Student and staff surveys.

Parent satisfaction survey.

TTFM survey

Enrolment data from local primary schools.

Analysis

Analyse data and address achievement of anticipated outcomes. Feedback is reflected in future planning.

Implications

Has there been an increase in enrolments from local primary schools? Where do we go from here? How do we build on success and drive further improvement?