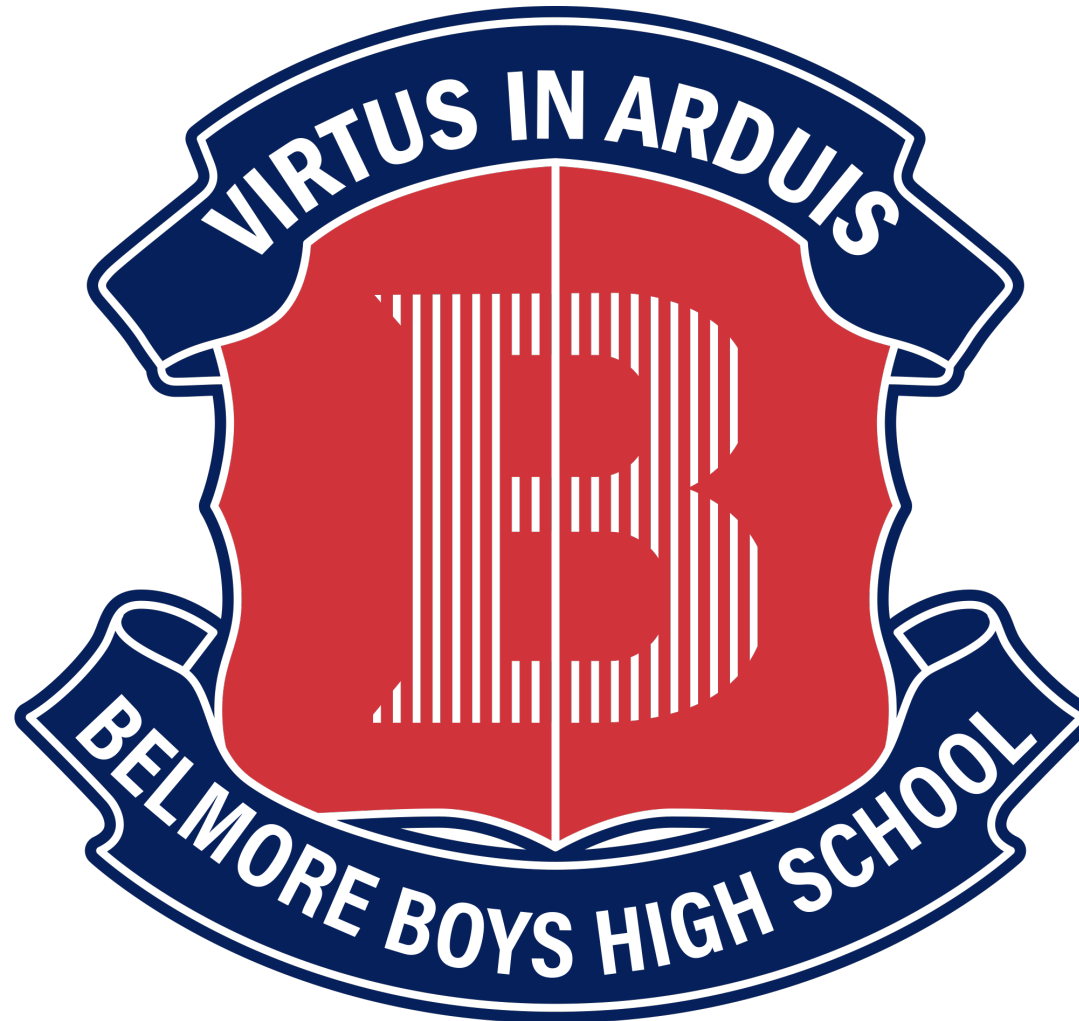# Strategic Improvement Plan 2024-2027

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.

Our school motto is Nurturing Minds, Empowering Community

School context

Belmore Boys' High School is a family of approximately 550 students and 70 teaching and non-teaching staff, located in Southwest Sydney. Our diverse student population represents 35 languages with 98% of students from language backgrounds other than English. Our FOI is 142 and ICSEA is 948, leading our school to being identified as a socio-economically disadvantaged setting.

Our school specialises in 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
- Staff Engagement and Learning
- 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

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

School attendance rate at 81.7%

Student Wellbeing

Achieve by year: 2027

There is an embedded school-wide and data-informed approach to support student wellbeing. Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.

Reading

Achieve by year: 2027

An increase in Check-in Assessment mean scaled score for reading in Years 7 to 9 cohorts compared to previous year.

Numeracy

Achieve by year: 2027

An increase in Check-in Assessment mean scaled score for numeracy in Years 7 to 9 cohorts compared to previous year.

Initiatives

Attendance Monitoring

- 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.
- Conduct fortnightly complex case management meetings to support students and families.
- Analyse attendance data to reflect on practice, identify areas of celebration and those requiring further improvement.

Supporting Student Wellbeing

- Embed a whole school wellbeing culture that focuses on creating an effective and supportive learning environment through focusing on positive relationships across the whole school comunity
- Refine 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.
- 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.

Supporting Literacy and Numeracy

- Implement reading program for students in 7 - 10 using ongoing data collection processes involving, NAPLAN, YARC, Check in as well as internal school data.
- Extensive PL in the areas of Literacy/Numeracy to enhance practice. Explicit support for Early Careers

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.
- 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.
- Widespread positive and respectful relationships are evident among students and staff, promoting student wellbeing and ensuring optimum learning conditions.
- 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

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?
- Are students from diverse language and

Strategic Direction 1: Student growth and attainment

Improvement measures

Meaningful post-school pathways

Achieve by year: 2027

All students transition into meaningful post-school pathways, including knowing the post-school destination of every student.

An increase of 5% in the proportion of HSC students in the top three achievement bands in 2027 compared to 2023.

Initiatives

Teachers.

- Whole school adoption of SSS strategy by staff to systematically promote and implement the most effective strategies, derived from targeted professional learning.
- Implementing whole school Numeracy strategy through action research and the employment of a numeracy tutor.

Pathways to success

- Provide an adaptive Stage 6 curriculum that supports ATAR/NONATAR student transition into tertiary education and employment.
- Analyse Stage 5 student performance data to inform successful Stage 6 pathways.
- A whole school approach for career education and supporting students into diverse post-school pathways is developed.
- Improved engagement with parents and carers in career conversations.
- Teachers have the knowledge and skills to support student engagement in programs that are best suited to their chosen pathways.

Evaluation plan for this strategic direction

socioeconomic backgrounds supported, known, valued and cared for? Is there evidence of positive, respectful relationships widespread among students and staff?

- Is there a shared responsibility where students, parents and staff recognise the importance of attendance to enhance student achievement and wellbeing?
- Do relationships promote student wellbeing to ensure optimum conditions for student learning across the whole school?

Data

TTFM surveys Internal staff and student surveysCommunity feedbackSuspension dataReward system data

Naplan/Check in/YARC/HSC/Minimum standards/post-school destination

Analysis

Does the data reflect an improved sense of belonging and positivity about school?Have attendance structures improved student outcomes and successful transition into post-school destinations?

Is student voice utilised in school planning?

How has the implementation of literacy and numeracy strategies supported student achievement?

Implications

- Student wellbeing initiatives are celebrated
- Literacy and Numeracy strategies embedded into planning, delivery and assessment. Student data clearly reflects embedded strategies.

Strategic Direction 2: Staff engagement and learning

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

Empowering staff through learning

Achieve by year: 2027

There are school wide explicit systems for collaboration and feedback to sustain quality teaching practice.

Positive Staff Wellbeing Practices

Achieve by year: 2027

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 staff through learning

- Develop a whole staff understanding of moral purpose by interpreting a range of perspectives and theories of action.

- Personal, faculty and whole school statements are constructed to articulate the school's moral purpose.

- Establish a whole school academic culture inspired by David Hopkins' Theories of Action. These will include: establishing high expectations through authentic relationships, inquiry focused teaching using consistent classroom protocols, and incorporating LISCs, narrative and pace to improve and sustain student engagement.

- Staff track improvement in practice through the use of WWB and SEF V3. This involves a process of self reflection at an individual, faculty and whole school level.

- Aspiring and middle leaders engage in learning that builds capacity and promotes excellence.

Positive Staff wellbeing Practices

- 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.

Success criteria for this strategic direction

- 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

Question

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

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

Strategic Direction 2: Staff engagement and learning

Evaluation plan for this strategic direction

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

Parental collaboration and learning

Achieve by year: 2027

The school is recognised for its strong culture of inclusion that reflects the richness and diversity of the wider school community. There is a shared commitment to school priorities which enable the success of every child.

Transition

Achieve by year: 2027

The school engages in comprehensive collaboration with Primary Schools to inform and support continuity of learning for students. An increase in total enrolment by at least 8% from 2023 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 support for families and carers. This is done through the provision of a parental curriculum and wellbeing resources to improve the living conditions of families.

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

Strategic Direction 3: Community Engagement and Learning

Evaluation plan for this strategic direction

Questions

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?

Does the school measure community satisfaction at events? Does the feedback reflect positive partnerships between families and schools?

Data

Student and staff surveys.

Parent satisfaction survey.

TTFM survey

Enrolment data from local primary schools.

Analysis

Does data analysis reflect achievement of anticipated outcomes?

Is feedback 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?