



# SUCCESS THROUGH PLANNING

**SCHOOL  
BUSINESS  
PLAN  
2016 TO 2018**

## COLLEGE CONTEXT

Belridge Secondary College opened in February 1991 as Belridge Senior High School. The school is located 27 kilometres north of the Perth Central Business District in Western Australia; between the two suburbs of Beldon and Heathridge, hence the name. Belridge SC's intake area includes Beldon, Connolly, Craigie Heights, Currambine, Edgewater, Eddystone, Heathridge, Joondalup, Poseidon and Springfield schools.

The attention of the staff has been on developing a culture of high expectations, with the values "Respect Yourself, Respect Others, Respect the Space" underpinning student, teacher and staff relationships.

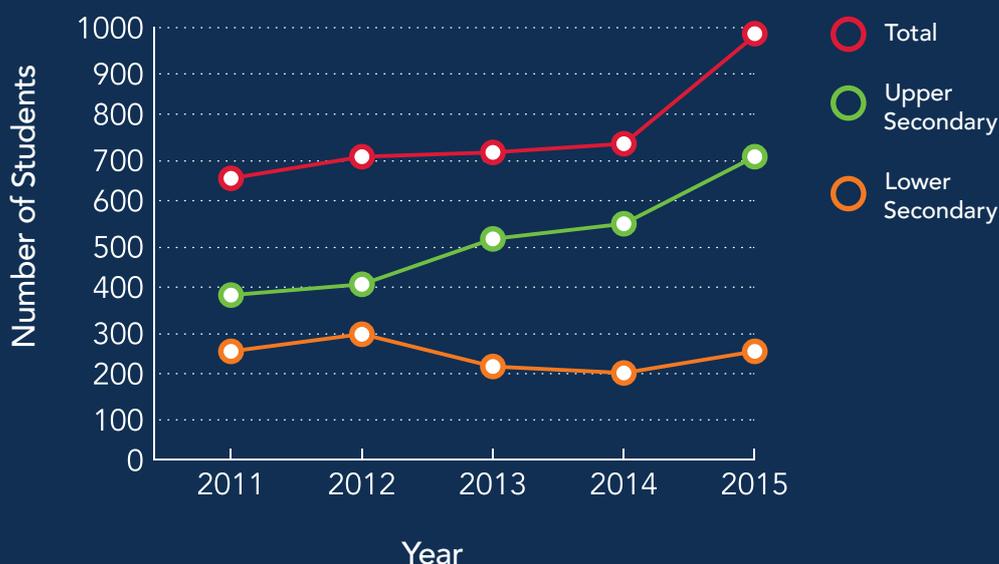
Belridge SC has an ICSEA of 1024, which is the median ICSEA of all Australian schools. In 2010 there were 5% of students in the top ICSEA quartile: in 2015, this percentage was 17%. There has been 52 nationalities represented within the 1004 students enrolled at the College. There is an Aboriginal enrolment of 17 students (approximately 2%). Student numbers have increased in 2015 with the commencement of Year 7 students and the exit of the half cohort as Year 12 graduates. Student numbers are likely to stabilize around 1000 students.

Belridge SC has successful, intensively resourced specialist programs. These include the Academic Extension Program for gifted and talented students from Year 7-10, the BSC Cricket Academy, the BSC Fashion & Design program (WA Department of Education approved Specialist Programs), and the BSC Netball Academy. Students from any area in Western Australia can apply to join these successful and prestigious programs.

Students receive support from a dedicated Student Services Team, including two Heads Of Student Services, a Learning Support Coordinator, 6 Year Coordinators, a Psychologist, Community Health Nurse and a Chaplain. High academic standards enable the school to have a high graduation rate with most students gaining placements into university and/or TAFE.

Belridge SC's strong links with the community are reflected in a very progressive and supportive School Board. There is a respectful and supportive relationship with the on-site Education Support Centre with the integration of students into mainstream programs.

## SEMESTER 2 STUDENT NUMBERS



# VISION STATEMENT

Belridge aims to develop a school community which encourages personal, social and environmental responsibilities. The school is committed to providing a caring and supportive environment that challenges students to achieve personal excellence in all endeavours and to be active citizens of the local and global community.

## SCHOOL VALUES

### RESPECT YOURSELF

This can be demonstrated by:

- Reaching for personal best
- Setting high ethical standards
- Engaging in the love of learning
- Self-acceptance
- Self-responsibility
- Making the most of opportunities
- Celebrating success

### RESPECT OTHERS

This can be demonstrated by:

- Care of others
- Valuing individuality and diversity
- Displaying manners
- Celebrating the success of others
- Community mindedness
- Social and civic responsibility
- Being a global citizen

### RESPECT THE SPACE

This can be demonstrated by:

- Care of the environment
- Care of the facilities
- Sustainable practices
- Conservation of the environment

## TEACHER VALUES

At Belridge SC we believe the capacity of teaching staff and quality pedagogy in the classrooms are our most important assets. Research has established that teacher quality has the highest impact on student learning outside of the home environment.

Teachers at Belridge have embraced the following values:-

- All teachers work together to foster the growth of students enabling them to embrace learning, strive for excellence, demonstrate the values of respect, fairness and tolerance and to develop a commitment to meeting the needs of others.
- Every teacher is accountable for providing opportunities for student learning and the achievement of outcomes.
- Teachers are committed to building positive relationships by fostering the values of the school community of which they are an integral part.



## **PRIORITY 1: SUCCESS FOR ALL STUDENTS**

1. Students attend school more often
2. More students are engaged more of the time
3. Digital Technologies are utilised to enhance learning and engage parents
4. Establish and implement a Whole School Literacy Plan
5. Establish and implement a Whole School Numeracy Plan
6. Encourage greater interest and competence in science, technology, engineering and mathematics, (STEM) subjects
7. Programmes of work are tailored to meet the needs of all students

## **PRIORITY 2: HIGH QUALITY TEACHING**

1. The high expectations and standards of the college are articulated to all new teachers
2. An effective performance management process based on the Australian Professional Standards for Teachers and including classroom observations is implemented
3. Targeted professional learning that reflects the SBP is available to all staff
4. Data is used to analyse the impact of the teaching at the college and interventions made for greater success
5. Provide opportunities for relief staff to engage in professional development

## **PRIORITY 3: EFFECTIVE LEADERSHIP**

1. The Workforce Plan and recruitment practices reflect the priorities of the College
2. The college has an effective leadership strategy
3. Professional development is valued, well-resourced and targets the priorities of the college
4. The college has an effective operational planner for the school community
5. Maintain sound financial management so that College programmes are sustainable
6. Support the physical, mental and social welfare of staff
7. Establish, maintain, and strengthen links with community groups
8. The College Board is effective and well informed



# SELF ASSESSMENT TARGETS

SELF ASSESSMENT TARGETS	2015	2016	2017	2018
College attendance rates to be above the state mean and rising to match like schools	College 88.2% State 89.7% Like Schools 89.9%			
Students achieving $\geq 90\%$ (Regular Attendance) to be $\geq 65\%$	49%			65%
Increase the ratio of positive entries in SIS to negative entries in SIS by 5% each year	42%			57%
80% of Parents and 70% of students satisfied with the management of student behaviour	P=75% S=55%			P=80 S=70
90% of Parents and 95% of students satisfied with the quality of teaching	P=87 S=90			P=90 S=95
Percentage of classes where teachers fully utilise Connect to rise to 100%	Baseline Established			100%
Parents using Connect to increase to 90%	20%			90%
Percentage of students bringing their own device to increase by 100% each year	Baseline Established			TBA
Y9 NAPLAN Comparative Performance to be positive and aspiring to be above expectations in Reading, Writing and Numeracy	R= 0.1 W=-0.6 N=-0.2			R= 0.7 W=0.5 N=0.6
Progress achieved on NAPLAN by our stable cohort is at and aspiring to be 10 points above like schools in reading	+4			+10
Progress achieved on NAPLAN by our stable cohort is at and aspiring to be 5 points above like schools in writing	+1			+5
Progress achieved on NAPLAN by our stable cohort is at and aspiring to be 10 points above like schools in numeracy	+4			+10
Percentage of students in Y9 above the national standards in NAPLAN writing to be 70%	59%			70%
Percentage of students in Y9 above the national standards in NAPLAN reading to be 80%	72%			80%
Percentage of students in Y9 above the national standards in NAPLAN numeracy to be 85%	81%			85%
90% of students to have passed OLN testing by Y12	NA			90%
90% of students achieving the new WA Certificate of Education	NA			90%
Attainment Rate, (ATAR $\geq 55\%$ or Certificate 2), $\geq 95\%$ aspiring to be 100%	92%			95%
Median ATAR $\geq 72$ and aspiring to be 75	66.8			75
Aspire to 100% of staff being satisfied with leadership at the college	95%			100%

## KEY DOCUMENTS (2016 - 2018)

- BSC Delivery and Performance Agreement
- BSC School Business Plan
- Workforce Plan
- 'Success for all Students' operational plan
- 'High Quality Teaching' operational plan
- 'Effective Leadership' operational plan
- Learning Areas' Report / Plan
- Operational Planner
- ICT Plan
- Whole School Literacy Plan
- Whole School Numeracy Plan

## REVIEW PROCESS

- The College works on a plan, teach and assess annual cycle
- Administration staff analyse hard data, compare results for targets in the SBP and present this information to the whole staff
- Learning Areas analyse their performance and implement necessary changes, reporting progress to the Principal via the annual Learning Area Report / Plan
- The Principal reports progress to the College Board



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