



2020-2022



SCHOOL BUSINESS PLAN

BUILDING EXCELLENCE
IN SELF AND OTHERS



FOREWORD

At Belridge, our strong culture of respect for self, others and the environment ensures that our students are able to develop as learners in a safe, supportive environment. Our wrap-around student services model provides the highest possible care, placing the student at the centre of everything we do.

A clear focus, on *“Every student, Every classroom, Every Day”* ensures our students are supported in the best possible way to reach their full potential and achieve success. Our highly qualified and experienced staff provide a quality learning environment for all students through a variety of curricular and extra-curricular learning experiences. With award winning Specialist Programs in Cricket, Netball and Fashion Design and an Academic Enrichment Program (AEP) across our MESH subjects, there is something for everyone.

At Belridge we pride ourselves on our ability to form strong relationships with our families and the community, setting the foundations that support and nurture our young people.

VISION

“BUILDING EXCELLENCE IN SELF AND OTHERS”

Belridge Secondary College aims to develop a college community which encourages personal, social and environmental responsibilities. The College 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.

VALUES

A priority of the College 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.

RESPECT YOURSELF	RESPECT OTHERS	RESPECT THE SPACE
<p>This can be demonstrated by:</p> <ul style="list-style-type: none"> - Aim for personal best - Setting high ethical standards - Engaging in the love of learning - Self-acceptance - Self-responsibility - Making the most of opportunities - Celebrating success 	<p>This can be demonstrated by:</p> <ul style="list-style-type: none"> - Care of others - Valuing individuality and diversity - Displaying manners - Celebrating the success of others - Community mindedness - Social and civic responsibility - Being a global citizen 	<p>This can be demonstrated by:</p> <ul style="list-style-type: none"> - Care of the environment - Care of the facilities - Sustainable practices - Conservation of the environment



OUR TARGETS 2020-2022

PRIORITY 1: SUCCESSFUL STUDENTS

OUR FOCUS: A BLUE PRINT FOR SENIOR SCHOOL SUCCESS AND CLEAR STRATEGIES ALIGNED TO ACHIEVING NAPLAN BAND 8

- 1.1 In the NAPLAN, the progress achieved by the stable cohort will equal or exceed like schools in each test area
- 1.2 Students in Year 7 -10 cohorts will equal or exceed like school performance in all learning areas
- 1.3 Students in Year 12 achieving the minimum standard in Literacy & Numeracy (via the NAPLAN or the OLNA) will equal or exceed like schools and/or the state average
- 1.4 Year 12 WACE achievement rate and median ATAR will equal or exceed like schools
- 1.5 Increase participation in STEM projects and subjects across the school – Target 85% by 2024

PRIORITY 2: EXCELLENCE IN TEACHING AND LEARNING

OUR FOCUS: ADOPTION OF A SCHOOL WIDE APPROACH TO TEACHING AND LEARNING AND IMPLEMENTATION OF A STEM SPECIALIST PROGRAM

- 2.1 A school wide approach to teaching and learning is adopted by the majority of staff to enhance student achievement
- 2.2 Teacher judgement data has a strong correlation to system assessment data in both NAPLAN and WACE
- 2.3 Documented plans in place and actively reviewed for relevant students
- 2.4 Student: National School Survey rates the following attributes at 3.6 or higher:
 - My teachers expect me to do my best
 - Behaviour is well managed
 - My teachers provide useful feedback about my work
- 2.5 Implementation of an Additional Specialist program with Academic STEM focus



PRIORITY 3: BUILDING CAPACITY, WELLBEING AND LEADERSHIP

OUR FOCUS: CONTINUATION OF OUR TRIPLE 3 EXPECTATIONS FOR STAFF AND STUDENTS, INCLUSION OF STUDENT VOICE AND CO-DESIGN APPROACHES TO SCHOOL DEVELOPMENT

- 3.1 The whole school attendance rate and regular attendance rate will equal or exceed secondary state and like school averages
- 3.2 Workforce development plan will sustain or increase the number of staff engaging in career progression opportunities
- 3.3 Staff: National School Survey rates the following attributes at 3.6 or higher:
 - Staff are well supported
 - Useful feedback about my work
 - School looks for ways to improve
- 3.4 Student: National School Survey rates the following attributes at 3.6 or higher:
 - Students can talk to teachers with their concerns
 - I feel safe at school
 - I like being at school
- 3.5 College spending is aligned with departmental policy

PRIORITY 4: COMMUNITY ENGAGEMENT AND PARTNERSHIPS

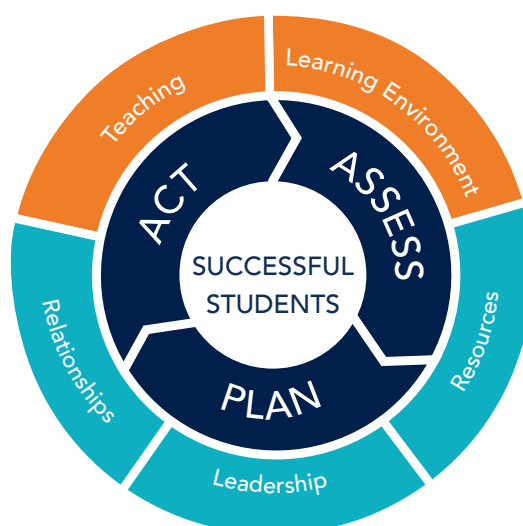
OUR FOCUS: HARNESS SUPPORT FROM FAMILIES, AGENCIES AND THE COMMUNITY TO FORM PARTNERSHIPS THAT ENHANCE STUDENT LEARNING

- 4.1 Maintain or increase the retention of students from local intake primary schools
- 4.2 Maintain or increase partnerships with families and external agencies to support learning and student wellbeing
- 4.3. Parent: National School Survey rates the following attributes at 3.6 or higher:
 - Parents can talk to staff about their concerns
 - Students learning needs are being met
 - I would recommend this school to others

SELF ASSESSMENT

Our self-assessment cycle focuses on gathering and evaluating relevant data from a variety of sources throughout the year. This involves analysis of systemic data, school performance data and a wide spectrum of other tools to gain insight to the effectiveness of our school processes and operations. These findings then inform our planning and provide targets for future improvement.

School self-assessment is an integral part of maintaining and improving the performance of the 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.

The cultural background is diverse, with over 50 nationalities represented within the students enrolled at the College. In recent years' student numbers have grown and stabilised around 1000 students.

Belridge SC has two successful, intensively resourced specialist programs (WA Department of Education approved Specialist Programs) the BSC Cricket Academy and the BSC Fashion Design program. Students from across the state can apply to join these prestigious programs. The College also has a school based academic extension program for Gifted and Talented students in Years 7-10 and a Netball Academy.

Students receive support from a dedicated Student Services Team, providing a multi-layer approach to student support. High academic standards enable the school to have a high graduation rate, with those students seeking placements into university and/or TAFE being successful.

Belridge SC's strong links with the community are reflected in a very progressive and supportive School Board. The Board provides feedback, advice and support on the strategic direction of the College.

Belridge SC is co-located with Belridge Education Secondary Support Centre. There is a respectful and supportive relationship with the Belridge Education Support Centre. "Two schools, one community" is the underlying ethos for the relationship between the staff and students. Integration happens at a meaningful, authentic level with the schools sharing teachers, facilities and students over the course of the school day. This environment models to all members of the community the importance of inclusion and partnership.

Belridge SC is part of the Joondalup Learning Community (JLC), and is committed to strengthening this partnership as the sole mainstream secondary school. This partnership continues to enhance opportunities for students in K-12 across the Joondalup schools.

The College offers an extensive suite of ATAR and VET programs and has established solid working partnerships with a range of tertiary education providers.

In 2019 the College was reviewed by the Department of Education's Public Schools Accountability directorate. This Public School Review rated the College's performance as EFFECTIVE. The College was deemed as demonstrating effective practice in creating the conditions required for student success.



7 STEPS TO SUCCESS

1. BLUEPRINT FOR SENIOR SCHOOL SUCCESS
2. A FOCUS ON WRITING YEARS 7-12 AND NAPLAN BAND 8 SUCCESS
3. CREATION OF AN ADDITIONAL SPECIALIST PROGRAM WITH AN ACADEMIC FOCUS
4. IMPLEMENT A SCHOOL-WIDE APPROACH TO TEACHING PRACTICES WITH THE INCLUSION OF STEM/FUTURE READY SKILLS
5. EMBED TRIPLE 3 EXPECTATIONS FOR STUDENTS AND STAFF
6. IMPLEMENT STUDENT VOICE AND CO-DESIGN APPROACHES TO SCHOOL DEVELOPMENT INCLUDING USE OF TOOLS TO MEASURE STUDENT WELLBEING
7. HARNESS SUPPORT FROM FAMILIES, AGENCIES AND THE COMMUNITY



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