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 an increase of 52 in the number of students represented within the top ICSEA quartile. 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 stabilise around 1000 students.

Belridge SC has a 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, a 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.

<table>
<thead>
<tr>
<th>Semester 2 Student Numbers</th>
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<tbody>
<tr>
<td>Year</td>
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<tr>
<td>------</td>
</tr>
<tr>
<td>2011</td>
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<tr>
<td>2012</td>
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<td>2013</td>
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<tr>
<td>2014</td>
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<tr>
<td>2015</td>
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</tbody>
</table>

Belridge Secondary College, Gwendoline Drive, Beldon, WA 6027
Tel: 08 9408 8000
Email: school@belridgecollege.wa.edu.au
www.belridgecollege.wa.edu.au
Teaching 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 outcomes outside 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.

School Values

VISON 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.

- **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

- **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 learning success

- **PRIORITY 3: EFFECTIVE LEADERSHIP**
  1. The high expectations and standards of the college are articulated to all new staff
  2. An effective performance management process based on the Australian Professional Standards for Teachers is provided
  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 learning success

Self Assessment Targets

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<tr>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>College attendance rates to be above the state mean and rising to match like schools.</td>
<td>91.8%</td>
<td>92.7%</td>
<td>93.5%</td>
</tr>
<tr>
<td>Students achieving &gt; 90% (Regular Attendance) to be &gt; 65%</td>
<td>89%</td>
<td>90%</td>
<td>92%</td>
</tr>
<tr>
<td>Increase the ratio of positive entries in NS to negative entries in NS by 5% each year</td>
<td>46%</td>
<td>50%</td>
<td>55%</td>
</tr>
<tr>
<td>80% of Parents and 70% of students satisfied with the management of student behaviour</td>
<td>7-7.5</td>
<td>8 - 8.5</td>
<td>8 - 9</td>
</tr>
<tr>
<td>70% of Parents and 90% of students satisfied with the quality of teaching</td>
<td>8-9</td>
<td>8.5 - 9</td>
<td>8.5 - 9</td>
</tr>
<tr>
<td>Percentage of classes where teacher fully utilize Connect to rise to 100%</td>
<td>80%</td>
<td>85%</td>
<td>90%</td>
</tr>
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</table>

**SCHOOL VALUES**

- **RESPECT YOURSELF**
  - This can be demonstrated by:
    - Care of others
    - Valuing individuality and diversity
    - Displaying manners
    - Celebrating the success of others
    - Community mindfulness
    - Sustainable practices
    - Conservation of the environment

- **RESPECT OTHERS**
  - This can be demonstrated by:
    - Care of the environment
    - Care of the facilities

- **RESPECT THE SPACE**
  - This can be demonstrated by:
    - Being a global citizen

**SCHOOL VALUES**

- **SCHOOL VALUES**
  - **TEACHER VALUES**
    - Celebrating success
    - Self-acceptance
    - Engaging in the love of learning
    - Reaching for personal best
  - RESPECT YOURSELF RESPECT OTHERS RESPECT THE SPACE
  - This can be demonstrated by:
    - Teachers are committed to building positive relationships by fostering the values of the school community of which they are an integral part.
    - 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.

**SELF ASSESSMENT TARGETS**

- **PRIORITY 4: EFFECTIVE LEADERSHIP**
  1. The Workforce Plan and recruitment priorities 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 plan 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

**KEY DOCUMENTS (2016 - 2018)**

- **Whole School Numeracy Plan**
- **ICT Plan**
- **Operational Planner**
- **Learning Areas’ Report / Plan**
- **BSC School Business Plan**
- **Learning Areas analyse their performance and implement necessary changes, reporting progress to the Principal via the annual Learning Areas Report / Plan**

**REVIEW PROCESS**

- **The College works on an annual cycle**
- **Administrative staff provide accurate, timely and validated data, compared to targets in the SBP and present information to the whole staff**
- **Learning Areas analyse their performance and implement necessary changes, reporting progress to the Principal via the annual Learning Areas Report / Plan**
- **The Principal reports progress to the College Board**
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
  - Making the most of opportunities
  - Celebrating success

**RESPECT OTHERS**
- This can be demonstrated by:
  - Care of others
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  - Displaying manners
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  - Community mindfulness
  - Social and civic responsibility

**RESPECT THE SPACE**
- This can be demonstrated by:
  - Care of the environment
  - Care of the facilities
  - Sustainable practices
  - Conservation of the environment

Belridge SC believes the quality pedagogy in the classrooms are our most important assets.

**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 learning and the achievement of outcomes

**PRIORITY 3: EFFECTIVE LEADERSHIP**
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**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 teacher quality has the highest impact on student learning outside

**VISION STATEMENT**

**SCHOOL VALUES**

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TEACHER VALUES

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

PRIORITY 1: SUCCESS FOR ALL STUDENTS

1. Students attend school more often
2. More students are engaged more of the time
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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 SIP is available to all staff
4. Data is used to analyse the impact of the teaching at the college and interventions made for greater learning and the achievement of outcomes

5. Teachers at Belridge have embraced the following values:

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

6. The college has an effective leadership strategy

7. The College Board is effective and well informed

PRIORITY 3: EFFECTIVE LEADERSHIP

1. The Workforce Plan and recruitment priorities 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. Maintain sound financial management so that College programmes are sustainable

5. Encourage greater interest and competence in science, technology, engineering and mathematics, STEM subjects

6. Students achieving ≥ 90% (Regular Attendance) to be ≥ 65%

7. Programmes of work are tailored to meet the needs of all students

TEACHER VALUES

Belridge SC believes that 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 inside and outside the home environment.

By Belridge SC, we believe that:

- 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 resilience 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 success.
- Teachers are committed to building positive relationships by fostering the values of the school community of which they are an integral part.

SCHOOL VALUES

KEY DOCUMENTS (2016 - 2018)

- BSC Delivery and Performance Agreement
- BSC School Business Plan
- BSC Operational Plan
- Success for all Students Operational Plan
- High Quality Teaching/ Learning Plan

- Whole School Numeracy Plan
- Whole School Literacy Plan
- Learning Area Report/ Plan
- Operational Plan
- 'Effective Leadership' Operational Plan
- Performance Agreement
- ICT Plan
- Operational Planner
- Performance Agreement
- 'Effective Leadership' Operational Plan

- The College works on a plan/ sheet and assesses annual cycle
- Administration staff analyse hard data, compares results for targets in the SIP and present this information to the whole staff
- Learning Area analyse their performance and implement necessary changes, reporting progress to the Principal via the Whole School Numeracy Plan

- Operational Plan
- 'Effective Leadership' Operational Plan
- Performance Agreement
- ICT Plan
- Whole School Numeracy Plan
- Whole School Literacy Plan

- The Principal reports progress to the College Board

SELF ASSESSMENT TARGETS

<table>
<thead>
<tr>
<th>TARGET</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students achieving a P-8 (Regular Attendence) to be ≥ 65%</td>
<td>65%</td>
<td>65%</td>
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<tr>
<td>Increase the ratio of positive entries in SIS to negative entries in SIS by 5% each year</td>
<td>57%</td>
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<tr>
<td>80% of Parents and 70% of students satisfied with the management off student behaviour</td>
<td>P=70</td>
<td>S=50</td>
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<td>80% of Parents and 90% of students satisfied with the quality of teaching</td>
<td>N=90</td>
<td>S=90</td>
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<tr>
<td>Percentage of classes where teachers fully utilise Connect to rise to 100%</td>
<td>100%</td>
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<tr>
<td>Parents using Connect to increase to 90%</td>
<td>90%</td>
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<tr>
<td>Percentage of students bringing their own device to increase by 100% each year</td>
<td>100%</td>
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<tr>
<td>Percentage of students in Y9 above the national standards in NAPLAN writing</td>
<td>70%</td>
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<td>Percentage of students in Y9 above the national standards in NAPLAN reading</td>
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<tr>
<td>Percentage of students in Y9 above like schools in numeracy</td>
<td>75%</td>
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<td>100%</td>
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<td>Participation of students in STEM subjects</td>
<td>100%</td>
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</tbody>
</table>
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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 a steady increase in median ICSEA across the years. There are 55 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 Program), and the BSC Netball Academy. Students from any area in Western Australia can apply to join these successful and prestigious programs.

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SEMESTER 2 STUDENT NUMBERS

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Upper Secondary</th>
<th>Lower Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>1000</td>
<td>500</td>
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</tr>
<tr>
<td>2012</td>
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<td>2013</td>
<td>800</td>
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</table>
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, Currumbine, 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 an increase in the number of students from the top ICSEA quartile at Belridge SC. 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%. 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 stabilise 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 to 10, the BSC Cricket Academy, the BSC Fashion A Design program (WA Department of Education approved Specialist Program), 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 Heads Of Student Services, a Learning Support Coordinator, a 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

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
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<th>Lower Secondary</th>
</tr>
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<tbody>
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</tr>
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<td></td>
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<td></td>
</tr>
<tr>
<td>2015</td>
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<td></td>
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</table>

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