



2020 VISION | Belmont State School's 2016-2019 School Strategic Plan

Vision



Inspired. Innovative. Involved.

School Improvement Priorities

I Am Critical & Creative | The 21st Century Learner

Leading and Learning in the 21st Century



I Am Me | Individual Pathways for Success

Differentiating Opportunities for Everyone's Future

I Am Connected | Local and Global Partnerships

Connected citizens on the global stage.

Six Elements

Thinking (Higher Order Thinking, Creative and Critical, Design, Visible)

Technology

The Whole Person – Academic, Arts, Culture, Sport, Wellbeing

Professional Learning Communities

Global Learners (& Language)

Partnerships/Relationships

Motto

"Strive to Excel"

The Belmont State School motto reflects the high standards and expectations we hold for all members of the school community.

Mr Anthony Palmer
Principal
Belmont State School

Mr Steven Bosiljevac
School Council Chair
Belmont State School



School Profile

Belmont State School, located in the South Eastern Brisbane suburb of Carindale, Queensland provides quality education for boys and girls in the primary school years (from Prep to Year 6). Belmont State School was first opened in 1876, and in 2013 was selected as one of the first schools in Queensland to become an Independent Public School. This has allowed our school to explore initiatives and innovations that will further improve outcomes for our students. Belmont State School has a proud history and tradition, but also has a “future” focus with students and their learning at the centre.

Belmont State School strives to ensure all students are provided with the opportunity to learn, succeed, achieve and improve. Academic success and achievement are coupled with a wide range of arts, cultural and sporting opportunities. Learning activities are purposeful, cumulative, challenging and fun. Enthusiastic students, a professional staff and a school community strongly supportive of student achievement embrace these experiences and programs.

With high expectations, our aim at Belmont State School is clear and simple – to provide the best quality education and to ensure that every student is given every opportunity to be and do the best they can – during their time at Belmont State School and beyond. As a learning community, we all continue to “Strive to Excel”.

Values

Belmont State School builds on a proud tradition and ensures a commitment to, and a belief in, each and every student and their learning. Our four “Belmont Star” values of “Be Safe”, “Be a Learner”, “Be Responsible” and “Be Respectful” are at the foundation of our strong school culture and promote a safe, supportive, inclusive and vibrant learning environment.

As a staff, Belmont State School values “Consistency”, “Ownership” and “Feedback” as three important enablers.

Mission Statement

Belmont State School ensures a focus on critical and creative higher order thinking skills to promote the development of learners who ask questions, seek answers, solve problems and can apply skills and knowledge in a diverse range of situations and environments. Personalised learning goals are designed and developed collaboratively between teachers, parents and the student. Learning happens across a range of settings and situations, enabled and enhanced by the use of digital technologies.

At Belmont State School, balance, context and purpose are given to learning. The focus is on the “whole child”, with opportunities provided for, nurtured and valued across “pillars” of education: Academic; Arts; Community; Cultural; Sporting and Wellbeing. Students are encouraged and challenged to take calculated risks in their learning, set personal goals and learn from mistakes. Excellence, success and achievement is acknowledged and celebrated at all levels.

Belmont State School ensures effective partnerships are built and maintained both within and beyond the school community. These partnerships encompass a range of leadership opportunities: for staff, for students and for parents. Students, staff and community actively participate in global learning and citizenship activities. Parents and carers are highly valued partners in the learning process. There is clear, timely and open communication, along with meaningful opportunities for active participation and consultation. The school embraces a culture of reflection, conversation and feedback, where all opinions are valued and considered.

Our school will inspire students to become:

Lifelong Learners who are knowledge creators, technology savvy, problem solvers, innovators and effective communicators who share ideas with others and respond positively to change.

Global Citizens who have relationships based on fairness and tolerance, are culturally competent and able to connect locally and globally.

Successful people who set goals, are resilient, able to create opportunities and are confident in pursuing their passions.

Our 2020 vision not only aligns to [Advancing Education](#), but also the “Every Student Succeeding” [State Schools Strategy 2016-2020](#) - the system-wide improvement agenda that identifies key strategies to lift performance across the system to ensure every student succeeds.



Our strategies, our timelines, our success indicators:

Each of the following **Guiding Processes** will have different timelines and varying levels of impact on school resources as we move towards achieving our individual **Success Indicators**. The heat map timelines are used to give a visual representation of this impact and the expect time frame of that impact.

Not yet impacting school resources.	Minimal impact on school resources. <i>Typically a research, trial or planning phase.</i>	High impact on school resources. <i>Typically a training and implementation phase.</i>	Moderate impact on school resources. <i>Typically an embedding phase following implementation.</i>	Minimal impact on school resources. <i>Typically a maintenance phase following a successful implementation and embedding.</i>

Guiding Processes

Place thinking, innovation and inquiry at the forefront of teaching, learning and engagement.	2016	2017	2018	2019
Success Indicators: <ul style="list-style-type: none"> Ongoing increase in percentage of students performing in AGAT in the upper 3 stanines. Clear and enacted pedagogical framework as to what thinking, innovations, inquiry looks like at school (e.g. Philosophy, Visible Thinking in Early Years) 				
Create and cultivate a culture of creativity.	2016	2017	2018	2019
Success Indicators: <ul style="list-style-type: none"> Design a culture and language of divergent thinking rather than convergent thinking. Track school progress using the Australian Curriculum Critical and Creative Thinking Learning Continuum (e.g. Google Hour, Maker Spaces). 				
Enhance and embed digital technologies as language for communication.	2016	2017	2018	2019
Success Indicators: <ul style="list-style-type: none"> Infrastructure in place to provide for and promote "anywhere, anytime" access and learning. Design and implement a school tool to align pedagogy and communication with the Australian Institute for Teaching and School Leadership. The Australian Curriculum: Information and Communication Technology Capability Learning Continuum is used as a tool to inform, enhance and embed digital technologies. Parent survey results demonstrate improvement in "provides useful information on-line" greater than 95%. All teachers use e-newsletters as a primary form of communication. 				
Recognise and celebrate the diversity within our school community and each person's uniqueness, building cultural awareness and respect for all.	2016	2017	2018	2019
Success Indicators: <ul style="list-style-type: none"> School wide acknowledgement of diversity through days of recognition with regularity. Embedding diversity in units of work as indicated in the Productive Pedagogies <i>Recognition of Difference</i> and the Australian Curriculum's Intercultural understanding. 				



Continue to shape and deliver the Australian Curriculum in a way that is engaging, guaranteed and viable.	2016	2017	2018	2019
Success Indicators: <ul style="list-style-type: none"> Unit planning extends to become the furnishings and features rather than the house frame. Non-negotiables form part of the Professional Learning Communities reflection process including successful pedagogy. Student survey results demonstrate sustained achievement in "my schoolwork challenges me to think" – above 98%. 				
Embed, enact, review and revise pedagogical frameworks to ensure teaching and learning is student centred, purposeful and provides opportunities for all students to succeed.	2016	2017	2018	2019
Success Indicators: <ul style="list-style-type: none"> Staff "Walk the Talk" and use common language as outlined in the Line of Sight. Unit planning extends to become the furnishings and features rather than the house frame. Student survey results demonstrate sustained achievement in "my schoolwork challenges me to think" above 98%. 				
Trial and implement a range of STEAM (Science, Technology, Engineering, Arts, Mathematics) classes to provide, harness and promote a diverse range of learning opportunities.	2016	2017	2018	2019
Success Indicators: <ul style="list-style-type: none"> Curriculum is designed with alternative learning pathways. Student survey results demonstrate improvement in "my school gives me opportunities to do interesting things" 95% and above. All areas in STEAM are offered in an inclusive and sustained model. 				
Provide and promote a focus on wellbeing and mental health for students, staff and parents/carers.	2016	2017	2018	2019
Success Indicators: <ul style="list-style-type: none"> Implementation of the KidsMatter Framework. Parent survey results demonstrate improvement in "the school is respectful and sensitive to families experiencing social, emotional and behavioural difficulties" at or above 90%. Clear definition and understanding of 'well-being'. 				
Excellence, success and achievement is supported and celebrated through individual goal setting whereby everyone works on developing their strengths.	2016	2017	2018	2019
Success Indicators: <ul style="list-style-type: none"> All staff's Annual Performance Review plans are clearly aligned to the National Standards for Teachers or relevant development framework with goals linked to key indicators. Recognition of achievement occurs regularly across a range of forums and modes of communication. Learning goals are an embedded and sustained practice based on a guaranteed and viable curriculum. 				



Continue the development of professional learning communities (PLCs) across year level teams to achieve greater outcomes and success for all.	2016	2017	2018	2019
Success Indicators: <ul style="list-style-type: none"> Teachers are competent and proficient in data analysis in "Putting Faces on the Data". All staff are engaged in conversations that promote best pedagogical practices based on data and a guaranteed and viable curriculum through the use of learning scales. 				
Identify and utilise opportunities to connect with global programs and develop real world learning products/projects.	2016	2017	2018	2019
Success Indicators: <ul style="list-style-type: none"> Investigating opportunities and trialling global programs to develop and enhance learning outcomes. 				
Develop and continue alliances and partnerships with other educational institutions, businesses, agencies and networks to build school and broader community capacity, particularly in programs that align with the school's improvement agenda, including cross-cultural relationships.	2016	2017	2018	2019
Success Indicators: <ul style="list-style-type: none"> Becoming a Queensland Academy: Science, Mathematics and Technology (QASMT) Partnership School. Pursue and maximise opportunities to partner with Moreton Bay Environmental Education Centre (MBEEC). School Council initiatives in further developing partnerships from outside the school. 				
Develop and strengthen active participation of families in school life.	2016	2017	2018	2019
Success Indicators: <ul style="list-style-type: none"> Design an 'Apex Framework' to increase engagement. Parent survey results demonstrates improvement in "the school encourages me to take an active role in my child's education", with satisfaction at 95% or greater. Parent survey results demonstrates improvement in "the school encourages me to participate in school activities", at 95% or greater. 				
Develop and implement a Prep transition program that builds and strengthens relationships with local early childcare centres, Early Childhood Education and Care (ECEC) and other service providers.	2016	2017	2018	2019
Success Indicators: <ul style="list-style-type: none"> 100% of immediate local childcare centres are active participants in our Prep transition program. Prep transition programs and activities are continued and extended. Key school staff and local child care providers meet regularly for curriculum feedback and shared professional development. Local kindergartens and school have jointly established agreed indicators for Prep readiness and provide support to achieve these. 				
Create global connections through languages.	2016	2017	2018	2019
Success Indicators: <ul style="list-style-type: none"> All students from Prep to Year 6 are engaged in learning at least one language other than English. A variety of languages are offered and taught through on-line platforms. 				