



BELMONT CITY COLLEGE

*bold . caring . creative*

# ANNUAL REPORT

2018



# INTRODUCTION

This year, the final year of our third Business Plan 2016 - 2018, saw Belmont City College consolidate and build on the work that began with our first Independent Public School Business Plan back in 2011. A summary of our achievement against our Business Plan 2016 – 2018 targets is provided at the end of this report.

We have worked diligently in developing a culture of reflective practice using data to regularly review what we do and accordingly guide changes to programs and practice. This has enabled us to develop a range of education and pastoral care programs that meet the diverse needs of the young people in our community. Our success in doing this has been reflected in the strong educational outcomes of our students as well as increasing student numbers over the past few years.

The Belmont Instructional Model, an explicit approach to teaching that comprises the use of the Monroe Board configuration and a gradual release model for the teaching of reading and writing, is now well embedded in all classrooms and allows our students to have consistency across all learning areas. The success of this approach is reflected in the trend over the last five years which shows a substantial increase in both progress and achievement of our NAPLAN results. These improvements in literacy and numeracy have formed the building blocks for student success in senior school.

Our 2018 Senior School results highlight this success and include:

- » A median ATAR of 74.9 which was above expected performance and higher than like schools
- » 100% of our students achieved an ATAR of 55+ and/or completed a VET Certificate II or higher. The attainment rate for our like schools was 95% and 96% for all public schools
- » Seven students received School Curriculum and Standards Authority Awards
- » The school mean for many of our ATAR subjects were higher than the state mean.

2018 was the fourth year in the implementation of the Positive Behaviour Support (PBS) framework at the College. Our PBS approach, based on the premise that behaviours, like academic skills are learnt, involves the explicit teaching and promoting of expected positive behaviours across all aspects of school life. These expected behaviours are based on what we call the 3P's – Positivity, Participation and Preparedness. The PBS leadership team comprising student services staff and representatives from all learning areas have worked enthusiastically over the last four years to ensure fidelity in the implementation phase. The framework is now part of the Belmont Instructional Model with a renewed focus on developing the whole person in preparation for life beyond school.

Finally, I would like to commend the outstanding staff at Belmont City College and I trust that our Annual Report reflects their dedication to improving student learning and wellbeing.

On behalf of the Belmont City College staff and the College Board it is my pleasure to present to you our Annual Report.

**DARREL LE MERCIER**  
Principal

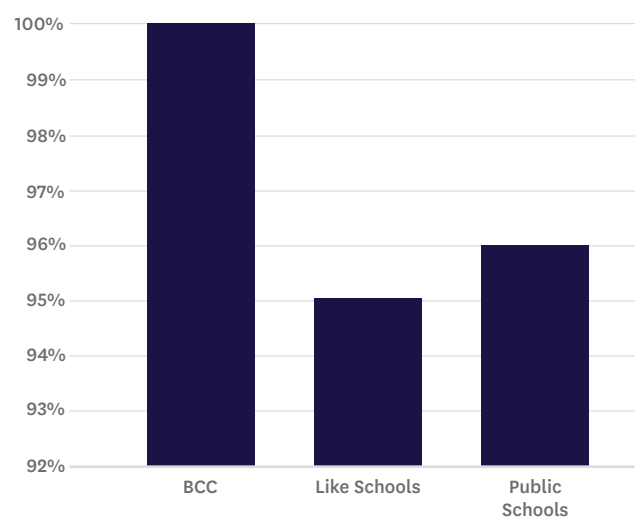
# SENIOR SCHOOL HIGHLIGHTS

There was a 20% increase in the number of Senior School students at Belmont City College in 2018. The WACE Achievement rate decreased by 3%; however, an increasing number of students are studying ATAR courses and the College's ATAR results continue to be very strong. Six students were awarded School Curriculum and Standards Authority Certificates of Merit and one student achieved a VET Certificate of Excellence.

78% of eligible students at Belmont City College achieved their Western Australian Certificate of Education (WACE) in 2018. This was slightly lower than the achievement rate for like schools, which was 84%, while the achievement rate for public schools was 89%. Of the 19 students who did not achieve WACE, 18 did not pass OLNA and one did not meet the C grade achievement standard.

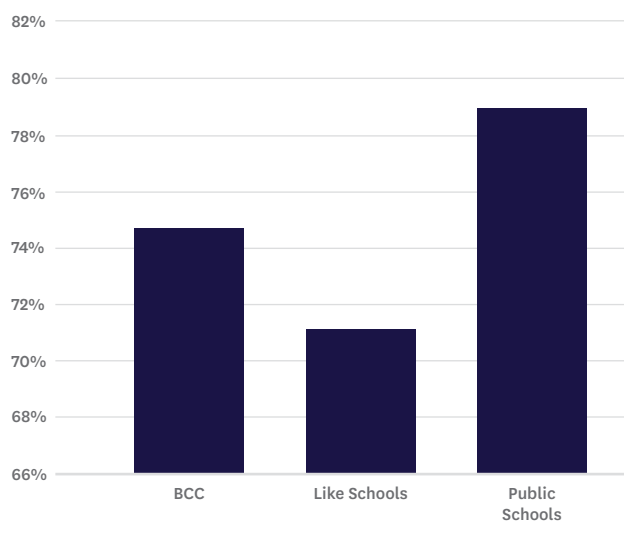
Once again, all of our students achieved attainment: an ATAR of 55+ or a Certificate II or higher. This 100% attainment rate has been maintained for the last two years. Belmont City College typically performs very well due to a high number of VET enrolments and once again, the College's attainment rate exceeds that of both like and public schools.

Belmont City College's ATAR results are consistently higher than like schools. The College's median ATAR was 74.9. This was above expected performance and higher than that of like schools. Once again the College placed in the First Fifty Performance Table for our ATAR results.

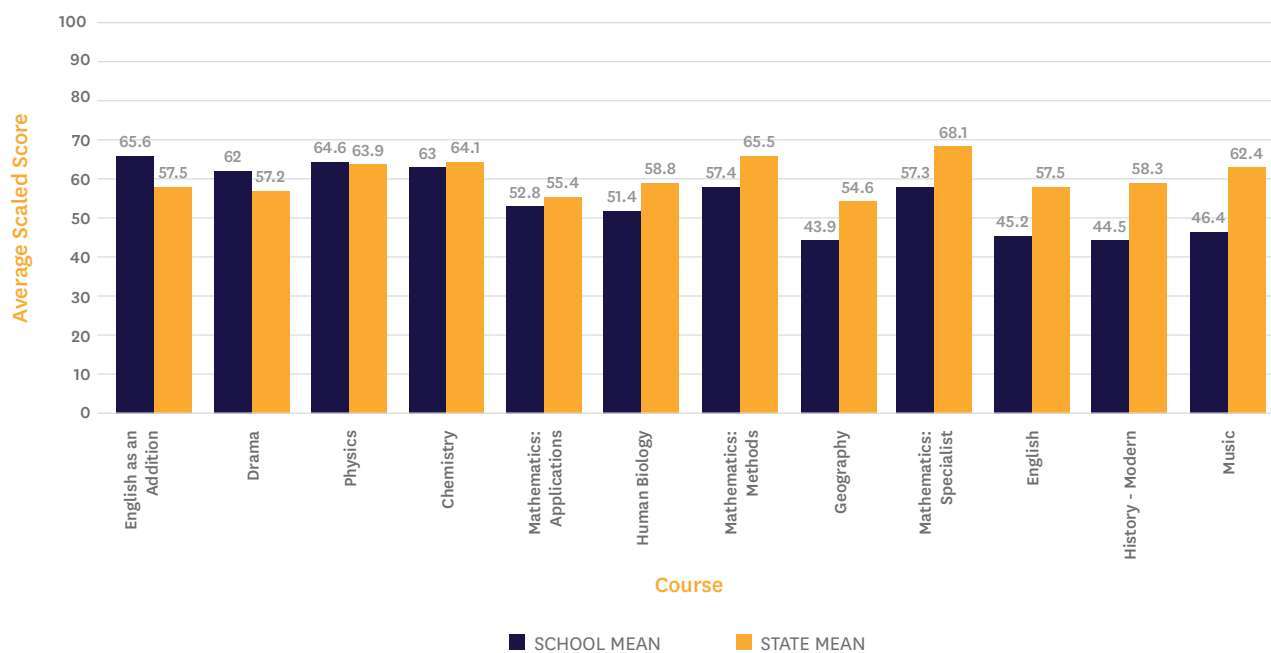


Twenty-five students (20%) were ATAR candidates and of these students 20% achieved an ATAR of over 90.

The school mean for some of the College's ATAR subjects was higher than the state mean. EALD and Drama results have continued to be very strong and the school's mean was eight marks and five marks higher than the state mean. The mean result in Physics was one mark higher than the state mean while Chemistry results were comparable.



### Comparison of School and State Average Scaled Scores 2018



# NAPLAN

The trend of improved progress and achievement in literacy and numeracy at Belmont City College continued during 2017 and 2018. Belmont City College students in Year 9 made more overall progress and achieved more highly than students in like schools in the Grammar and Punctuation, Numeracy, Reading and Writing assessments (Table 1).

Our Year 7 students had similar overall achievement to like schools for Reading and Writing and Numeracy in the higher bands, but lower achievement in bands 1 to 5 (see Table 2). The challenge for 2019 will be to improve the rates of achievement and progress for our Year 8 students (tested in Year 9, 2020) in the areas of Reading and Writing, particularly students in the lower bands for Writing.

Year 9 students had similar achievement to like schools in Spelling but made more progress than students in like schools. Moreover,

the Year 9 results show higher progress than like schools in all five NAPLAN categories and higher achievement in four NAPLAN categories (Table 1).

The continuation of higher than expected progress rates for Year 9 students is a good result for Belmont City College. This demonstrates the considerable effort in developing programs to meet the needs of our students and skills of teaching staff in delivering these programs.

**Table 1 - Student Progress and Achievement Compared With Like Schools**

NAPLAN Year 7 - 2016 to Year 9 - 2018

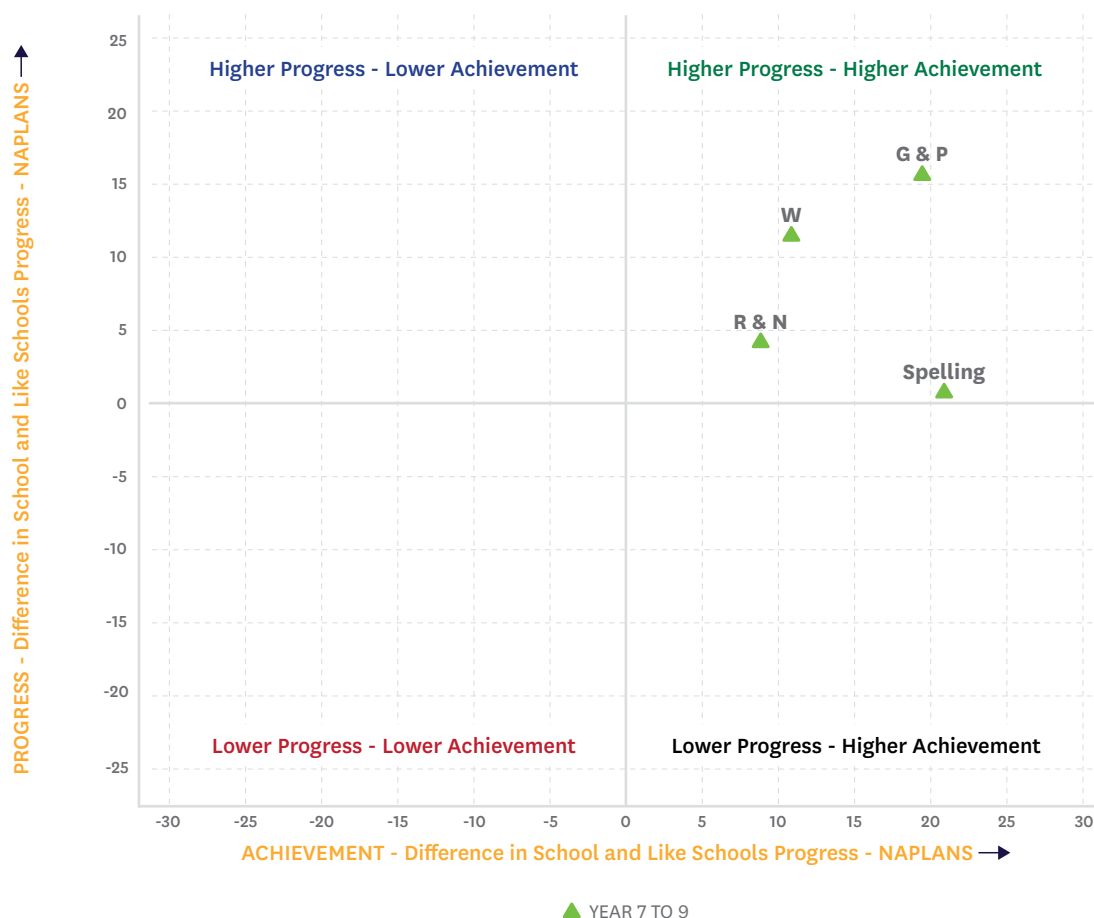




Table 2 - NAPLAN band comparison to like schools 7-9 for 2018

Writing		YEAR 7		YEAR 9	
Band	School	Like Schools	School	Like Schools	
10-9	3%	1%	11%	5%	
8	4%	8%	20%	19%	
7	12%	15%	15%	22%	
6	22%	23%	21%	26%	
5 Standard	34%	33%	32%	28%	
1-4	24%	19%	0%	0%	

Numeracy		YEAR 7		YEAR 9	
Band	School	Like Schools	School	Like Schools	
9-10	5%	6%	22%	17%	
8	17%	12%	32%	25%	
7	20%	26%	26%	36%	
6	29%	33%	14%	19%	
5 Standard	24%	19%	8%	4%	
1-4	5%	4%	0%	0%	

Reading		YEAR 7		YEAR 9	
Band	School	Like Schools	School	Like Schools	
10-9	3%	5%	17%	13%	
8	12%	13%	25%	29%	
7	22%	26%	32%	31%	
6	30%	28%	18%	20%	
5 Standard	21%	20%	7%	17%	
1-4	12%	9%	0%	0%	

# SPECIALIST AND EXCELLENCE PROGRAMS

Belmont City College offers a selection of high quality Specialist and Excellence programs. All programs are reviewed annually to ensure they are exceeding the needs of our students and to inform planning into the future. The College is always seeking new and challenging opportunities for students enrolled in these programs

## A Plus Academic Enrichment Program

The A Plus Academic Excellence Program has been offered for Year 7 to 10 students at Belmont City College since 2014 and is now in the sixth year of operation. Students are selected for the program based on academic performance, in conjunction with exemplary attitude, behaviour and effort. Students in the program participate in A Plus classes for the MESH subjects, with the aim of assisting academically capable students to progress at a high level relative to the WA Curriculum and to then select and achieve in an ATAR pathway in Year 11 and 12.

Testing and program promotion processes are carried out with Year 6 students in our local intake primary schools during Term One. All students in Year 6 are tested using ACER Progressive Achievement Tests for Mathematics and Reading Comprehension. This data is then used to identify possible candidates for the program, who are then offered further testing in Abstract Reasoning and Writing. Final selections for the program are made in conjunction with NAPLAN data and primary school reports. Application forms for the program

are available on the College website, providing opportunities for students from beyond the BCC intake area to apply for entry.

There were 120 students enrolled in the A Plus Program, Year 7 to 10 in 2018. As a result of increasing student numbers at BCC and increasing aspirations to ATAR pathway selection, a second stream of ATAR aspirant students is run for Year 9 and 10 students separate to A Plus, to provide more students with opportunities for ATAR selection in Year 11 and 12. Excellent results were achieved by students across year groups in the program in 2018.

In its six years of operation, the A Plus Academic Excellence Program has met its aim of skilling and encouraging students towards ATAR pathway selection in senior school. The percentage of BCC students selecting four or more ATAR subjects at the end of Year 10 was 33% in 2018, a similar level to 2017.

In 2018, our first cohort of A Plus students completed Year 12, and achieved excellent ATAR results. Students who participated in the A Plus program in lower school made up 95% of the ATAR cohort



at Belmont City College, and the median ATAR for students from the A Plus cohort was 78.7. Twenty percent of the A Plus cohort achieved an ATAR of over 90.

Students in the A Plus program were offered a variety of opportunities for extension and enrichment in 2018, including participation in the Australian National Chemistry Quiz and the MAWA Have Sum Fun Competition, with some students achieving High Distinctions. Students in the A Plus program are also offered priority entry to the STEM elective offered from Year 7 to 10, and enrichment opportunities through our relationship with UWA, as part of the UWA Aspire Program, and the UWA Girls in Engineering Program.

### Girls in Engineering

Girls in Engineering is a program run by UWA, aimed at engaging girls and women in Engineering as a career pathway, as well as promoting Senior School mathematics and science subjects suitable for Engineering studies at university.

In 2018, Belmont City College students in Years 7 to 10 were involved in excursions to UWA for a range of Engineering activities.

### UWA Aspire

Year 7 to 10 students in the A Plus program along with Year 11 ATAR pathway students participated in the UWA Aspire Program. The program is designed to increase student aspiration towards university entry and includes a range of activities and excursions designed to create familiarity with university pathways and experiences.

In 2018, students participated in:

- » Year 7 Footsteps to Your Future incursion
- » Year 8 Peacock Mystery incursion
- » Year 9 Race Around the Campus excursion
- » Year 10 UniDiscovery
- » Year 11 Aspire Camp to UWA
- » Year 12 The Next Step Incursion
- » Free WACE Revision Seminars
- » Aspire Advocates – a selected group of students who participate in leadership opportunities on UWA campus.

### EPIC-Science (Year 5 & 6 Extension Program)

Our EPIC-Science program, launched in 2011, continues to provide Year 5 and 6 students from our local intake primary schools with opportunities to engage in Science based activities that are both fun and challenging.

Three Year 5 students are nominated by their teachers to participate in a hands on program with a general science focus. A showcase for parents takes place in the final session.

The Year 6 program is offered to students accepted into the A Plus program for Year 7.

Our EPIC-Science program enables the College to engage with the wider community and feedback on the value of the program from our primary school administrators, students and their parents has been excellent.



### STEM – Science Engineering Program

2018 was the third year of our STEM – Science Engineering program which is offered as a two period a week elective to students in Year 7 to 10. The STEM elective is reported against the Australian Curriculum – Technologies, Context: Design and Technologies, Engineering Principles and Systems, and students in the A Plus program are encouraged to select it as one of their electives.

The program, through our links with UWA, ECU, Curtin University, ReEngineering Australia, and the School Pathways Program, provides students with high interest, hands on, project based learning which integrates MESH and Technologies understandings.

In 2018, our students participated in a variety of learning projects, competitions and other activities. Competition highlights included:

Subs in Schools Competition where our team placed first in the miniRov category

Synergy Solar Car Challenge where our team placed second in the regional semi- final and progressed to the grand final for the second year running.

Aurecon Bridge Building Competition where our team won the state award in the Most Innovative Bridge Design category

### Specialist Contemporary Drama Program

Specialist Contemporary Drama continues to be a thriving program at the college, boasting strong academic results and increasing opportunities for student participation in extra-curricular productions and performances. In Lower School, enrolments in Specialist classes grew from 122 in 2017 to 141 in 2018. Upper School saw the introduction of both General and ATAR pathways across Year 11 and 12, as well as the introduction of a new VET Certificate II in Creative Industries, where enrolments reached the maximum class size early in the school year.

Performance events and opportunities for Year 7 to 12 Specialist Contemporary Drama students in 2018 were significant, including:

- » The Year 7 and 8 variety showcase of original class performances and scripted plays performed to two sell out shows
- » Two community performances of the Year 9 Drama production The Brothers Grimm Spectaculathon



- » The annual Arts Gala over three shows
- » Annual Arts Week celebrations and classroom performance showcases
- » Nine specially selected Drama, Music and A Plus students created an original puppetry performance to tour local primary schools
- » The leadership program for twelve specially selected upper school students
- » The annual drama camp, where 84 students from Years 8 to 12 attended
- » The Master Class original performance 'I AM', staged to approximately 1500 school and community members
- » Volunteer Master Class students working with and assisting the delivery of after school Drama classes to Year 5 students from local intake schools
- » School excursions to a number of performances, including; the Annual Performing Arts Perspectives, Assassins and Summer of the Seventeenth Doll at the State Theatre Centre of Western Australia and Binjareb Pinjarra at the Octagon Theatre UWA
- » An artist in residence program where a professional actor worked with the Year 12 Drama ATAR students in the preparation of contemporary physical theatre performances
- » The annual Drama festival for primary schools, where Roald Dahl's The Twits was performed to over 2400 local primary school students over a 15 show season.

The senior school Master Class continues to provide student-centred, contemporary performance opportunities for select Year 10, 11 and 12 Drama students, as well as forge tertiary pathways for aspirational students. In 2018, a former Specialist Contemporary Drama student successfully graduated from the prestigious West Australian Academy of Performing Arts (WAAPA); and at the end of the school year, another student was accepted into WAAPA's Certificate IV in Aboriginal Performance.

### Combined Primary Schools Drama Club

The Combined Primary Schools' Drama Club continues to provide an integrated program of performance opportunities to eight local intake and surrounding area primary schools. In 2018, 81 students participated in the after-school program, of which 44 successfully gained entry into Specialist Contemporary Drama at the college for 2019. Drama Club students enjoyed an integrated program exploring acting skills and techniques, as well as the use of lighting,

sound, costume, set and other specialist effects equipment; culminating in an end of semester open classroom for parents and friends.

A formal review of the Drama Club program occurred in early Term 4, seeing an additional 0.1 FTE allocated for a new 'Centre Stage' program, that will be launched in primary schools at the commencement of 2019.

### Music Excellence Program

In 2018 the Music Excellence program had both ATAR and General Music streams in upper school and continues to sustain healthy numbers in lower school classes. In addition to the music course and weekly instrumental lessons, Music Excellence students performed in at least one of the six ensembles provided by the College and Instrumental Music Schools Services (IMSS). Staff facilitated these ensemble rehearsals outside school hours, totalling seven hours each week.

The Senior Concert Band, Fusion Band and Belmont Combined Schools Junior band participated in the annual State festivals hosted by IMSS. Each ensemble performed to the highest level and were ranked as Outstanding or Excellent (the highest grades) by adjudicators with valuable feedback for further improvement.

The Belmont Combined Schools Junior Concert band is a unique ensemble for the Belmont and wider area involving instrumental students from Belmont PS, Belmay PS, Carlisle PS, Lathlain PS, Kewdale PS, Cloverdale PS, Gibb Street PS, Millen PS, East Victoria Park PS and Belmont City College. This ensemble delighted primary school audiences during their annual tour of participating primary schools over two days in Term 4.

The Music Excellence performance calendar has now established a variety of performances involving the school community such as RUOK? Day, Health and Physical Education week, Volunteer Thank You Morning Tea, and the College Awards Ceremony held at the end of the year. Parents and friends attend the Music Showcase and Twilight Tunes each year and the program also reaches out to the wider community with performances at ANZAC Day and Remembrance Day commemorations hosted by the Belmont RSL.



# VOCATIONAL EDUCATION AND TRAINING (VET)

## Belmont City College students had the opportunity to complete the following certificates in 2018:

- » SIT20116 Certificate II in Tourism
- » SIT30116 Certificate III in Tourism
- » SIS20115 Certificate II in Sport and Recreation
- » SIS30115 Certificate III in Sport and Recreation
- » SIT10216 Certificate I in Hospitality (Year 10 only)
- » SIT20316 Certificate II in Hospitality
- » ICT20115 Certificate II in Information, Digital Media and Technology
- » MEM20413 Certificate II in Engineering Pathways
- » SIT20416 Certificate II in Kitchen Operations
- » CUA20215 Certificate II in Creative Industries
- » CHC22015 Certificate II in Community Services
- » AHC20416 Certificate II in Horticulture

Of the 301 students in Years 10,11 & 12 enrolled in a VET qualification at Belmont City College in 2018, 65% achieved a Certificate III, 37% achieved a Certificate II and 85% achieved a Certificate I. It should be noted that,150 of these students were in Year 11 and will be continuing with their qualification in 2019, as qualifications are typically delivered over a two-year period.

Year 12 students were successful with 91% of the cohort achieving a Certificate II whilst 92% achieved a Certificate III, ensuring they were well equipped to take on the next stage of their career pathway whether it be entering University, TAFE or securing employment.

We also experienced an increase in students signing up for School Based Traineeships enabling them to gain industry training whilst completing a qualification within their chosen career pathway.

Two Year 11 students secured positions in the Construction Training Fund (CTF) Schools2Skills Pilot Scholarship Program for the 52824WA Certificate II in Building and Construction at Skill Hire facility in Forrestfield.

The year was capped off with Year 12 VET student, Kaelan Corpus being the recipient of a 2018 VET Certificate of Excellence for his BSB20115 Certificate II in Business School Based Traineeship where he completed over 900 hours in his workplace BHP Billiton Perth. On top of this he also achieved a SIT20116 Certificate II in Tourism, and SIT20316 Certificate II in Hospitality as part of his Year 11 & 12 studies.





# STUDENT ENGAGEMENT

2018 saw the Student Services team consolidate and refine existing supports for students while simultaneously expanding the team. The College added three new Student Support Officer positions in Term 3 2018, one of whom worked within the team specifically on attendance while the other two worked in learning areas to support student behaviour in classrooms.

Students At Educational Risk (SAER) processes continued to operate at a very high level, ensuring that all vulnerable and at-risk students got the support that they needed. Further refinements are in progress to have one member of the team be a primary contact for each at-risk student, in order to minimise occasional double-handling and miscommunications.

Significant improvements have been made to attendance processes. The new School Support Officer has conducted a thorough audit of existing processes and made some recommendations which will be implemented in 2019. These adjustments will focus responses to attendance issues and enable the College to meet Business Plan targets into 2019 and beyond.

Aboriginal education goes from strength to strength as one of our Aboriginal and Islander Education Officers (AIEOs) pursues accreditation as an Aboriginal Languages Teacher. Lessons in Noongar language have already commenced through the College's Aboriginal Ambassadors program and the College is thrilled to support the preservation and proliferation of Noongar language for our young people.

The College's relationship with the YMCA continues to grow as we not only continued collaborating on support programs for students but partnered on the innovative Positive Engagement Program for at-risk young people in 2019. This program has also had extensive support from the City of Belmont and the College will commit significant resources to try and re-engage at-risk students in their education.

The Student Council continues to provide leadership opportunities for our best and brightest students and 2018 was no exception. The Council continued to support College events and fundraisers, as well as engaging with the wider community at events such as our Prospective Year 7 Parents' information evening and at the GRIPP Leadership excursion. The Council continued to develop innovative ideas throughout 2018 and we look forward to seeing what they can achieve in 2019.

Positive Behaviour Support (PBS) continued to be a whole-school focus in 2018. Staff worked collaboratively on developing PBS resources as the College completed its fourth year of implementation. The PBS Leadership Team worked tirelessly on revamping graphics and badging for the College House system and plans to expand the system significantly in 2019.

The Student Services team endeavours to connect BCC students to their school through positive relationship-building and care. The aim is to encourage students to feel included, valued and acknowledged for all of the contributions that they make to the College. Involvement of Student Services team members with sporting events and excursions provided opportunities to encourage and support students in a wider context than the classroom. Student Services also planned and supported immunisations and photo day as well as Harmony Week, which culminated in a grand parade of over 50 different nationalities. Attendees to our Harmony Week celebrations included City of Belmont councillors and local members of parliament.



# ATTENDANCE

Whole school attendance decreased by 1% from 2017 to 2018. During this same time period regular attendance rates also decreased by 4.8%. Analysis of individual year group data revealed that attendance rates for students in Years 11 and 12 was equal to that of WA Public Schools.

Further analysis of our attendance data indicates a decline in the attendance rates of our Aboriginal students. Minimising the difference in attendance rates for our Aboriginal and non-Aboriginal students will continue to be a strong focus of the college.

In an attempt to improve whole school attendance rates the college will launch our new Attendance Improvement Plan in 2019. This plan will focus strategically on improving “whole school attendance and engagement” with the clear message that improving the attendance and engagement of students is the responsibility of all staff at the college.

Whole school strategies will be implemented across the college to ensure attendance rates improve in 2019 and beyond.

## Attendance Overall Secondary

	NON-ABORIGINAL			ABORIGINAL			TOTAL		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
<b>2016</b>	88.3%	86.8%	89.5%	68.6%	71.3%	67.4%	85.3%	84.5%	87.7%
<b>2017</b>	88.4%	87.2%	89.7%	61.7%	71.7%	66.6%	84.8%	85.4%	87.8%
<b>2018</b>	87.1%	87.1%	89.6%	60%	70.7%	66%	83.8%	85.4%	87.6%

## Attendance Category

	REGULAR		AT RISK		
			Indicated	Moderate	Severe
<b>2016</b>	58.9%		19.4%	10.6%	10.9%
<b>2017</b>	58.2%		18.5%	11.4%	11.8%
<b>2018</b>	53.0%		20.6%	13.7%	12.7%
<b>Like Schools 2018</b>	53.9%		22.6%	14.1%	9.4%
<b>WA Public Schools</b>	62.0%		20.0%	11.0%	7.0%

# FOLLOW THE DREAM: PARTNERSHIPS FOR SUCCESS

**Follow the Dream** is a voluntary program for aspirational Aboriginal secondary school students. The program assists and supports students to continue to succeed at school, graduate from year 12 and successfully transition to university, training or meaningful employment. Follow the Dream students pride themselves in striving for academic, personal and cultural excellence. Students enrolled in the program continually engage in an ongoing process of goal setting, reflection and pathway planning.

As well as being a Department of Education endorsed program, Follow the Dream shares partnerships with the Graham (Polly) Farmer Foundation and BHP. These partnerships enable the program to:

- » Provide high quality education and tuition which leads to meaningful careers for Aboriginal students.
- » Set meaningful academic, personal and cultural goals with Aboriginal students in a safe and supporting environment.
- » Enrich the knowledge, skills and potential of Aboriginal students and inspire positive aspirations in Aboriginal students.

During 2018, 46 students from years 7 to 10 participated in the Follow the Dream program and continued support was provided to eligible students at two other secondary schools.

Our eight year 12 students represented the programs largest number of graduating students at BCC; all students graduated with a WACE. These graduating students also achieved the following:

- » Certificate II qualification; two students achieving more than one qualification
- » Australian Super Westscheme Excellence in Vocational Education & Training Award
- » School Curriculum & Standards Authority Certificate of Excellence in Vocational Education & Training
- » Vocational Education & Training Dux Award
- » BHP Indigenous Trainee of the Year Award
- » Gold plaque in the Royal Australian Chemical Institute Titration Stakes
- » Slater-Gartrell Sports person of the Year Award
- » City of Belmont Award for Positive Role Modelling
- » Belmont Forum Participation Award
- » City of Belmont Student NAIDOC Award
- » Caltex All-Rounder Award (outreach student)
- » Year 12 Vice President on the Student Council
- » Indigenous Australian Engineering Summer School (IAESS) financial scholarship
- » Pallotine financial scholarship
- » KRED Enterprises financial scholarship



## Top student awards in:

- » ATAR Geography
- » Mathematics Essentials
- » English General
- » Career and Enterprise General
- » Certificate II in Tourism

At the end of 2018 all eight graduating students had enrolled in further education or training or had secured full time employment.

2018 Follow the Dream students maintained an average school attendance of 90%, with 68% of students achieving an average attendance of over 90%.

Excluding our graduating student achievements, Follow the Dream students also featured prominently in both school and community award ceremonies and programs, including:

- » Sport & Recreation Traineeship Certificate II - Year 11 student
- » Early Childhood Education & Care Traineeship Certificate III - Year 11 student





- » Indigenous Australian Engineering School Camp at Curtin University - Year 9 student
- » Navy Immersion Camp - Year 10 student

#### Top student awards in:

- » Health Studies
- » Physical Education
- » Certificate II in Community Services
- » English Foundations
- » Career and Enterprise Foundations

Students in the Follow the Dream program participated in a range of learning and cultural experiences during 2018. Some of these included a trip to Camp Kalbarri, a day with Price Waterhouse Coopers Chartered Accountants, University of Western Australia Discovery Day, Dreaming at Edith Cowan University, Deadly Dreaming at Murdoch University, City of Belmont Youth Strategy Conference, Bindjareb Pinjarra theatre play and walking the Karda Bidi Noongar Network Trail. Highlights of these, as well as other excursions and achievements, were featured in our quarterly newsletter Koondarm.

### Aboriginal Ambassadors Program

The Aboriginal Ambassador Program engages our Aboriginal Students across many curriculum areas in a context both meaningful and relevant to them. Students participate in a range of learning activities designed to incorporate Aboriginal perspectives across Science, Mathematics, English, History, Geography, Civics, Politics, Art and Sport. Students also have the opportunity to practice being positive role models for other students at BCC as well as in the wider community. Our leaders and future leaders in the Program are encouraged to create good habits, take responsibility for their own actions, set an example

for others, strive to be the best versions of themselves and be proud to be Aboriginal.

During 2018, the Ambassador program consolidated educational outcomes and a value of Aboriginal Culture. More consultation was undertaken with Aboriginal community members and our own Aboriginal Islander Education Officers, Frances Ramsey and Christine Humphries, to enhance the links between other curriculum areas and Aboriginal Culture. Each class participating in the Aboriginal Ambassador Program worked on their own special projects to explore aspects of Aboriginal culture that they were interested in.

Throughout 2018, students in the program participated in a range of activities that developed and celebrated Aboriginal Culture both within the College and in the wider community. This year we were lucky enough to have didgeridoo and dance workshops and mentoring with Tim Kelly for our male students and Noongar dance workshops with Rickeeta Walley, from Aboriginal Productions and Events, for our female students. Students also participated in further cultural workshops in conjunction with the Edith Cowan University (ECU) Cultural Awareness Officer Jason Barrow, where he linked “water in the world” to the water systems of Noongar country for Year 7 students.

By Term 2, the preparations for NAIDOC week were well underway with students planning and understanding their own Acknowledgement of Country in Noongar Language, as well as some other Aboriginal Languages. Students explored the theme of NAIDOC for 2018, “Because of her we can”, and spent time interviewing and writing about important female role models in their lives. These heartfelt explorations were shared at the NAIDOC Assembly. Following the assembly our photography teacher kindly volunteered her time and expertise to photograph our students with their female role models allowing them to have a memento of the occasion.

Students further built on their language experience from last year with Yirra Yaakin Theatre Company by participating in Noongar Language lessons with Frances Ramsey. She has been teaching students greetings, as well as the names of many animals and sentence patterns and structure of Noongar Language.

Ambassador students were part of the nationwide Australian Indigenous Mentoring Experience (AIME) program in 2018 and had the opportunity to experience several incursions and excursions during the year with AIME mentors. The AIME program encourages Ambassador students to have the belief and confidence to finish school and connect with post-Year 12 opportunities, including further education, training and employment. AIME’s commitment to our Ambassador Program will continue in 2019. As a culturally responsive school, the College prides itself on recognising and acknowledging the skills, knowledge and experiences that Aboriginal people bring to our learning environment. In 2019 we will continue to work, in conjunction with members of the Aboriginal community, on developing resources to enhance the curriculum with relevant local Aboriginal knowledge and perspectives.

# DEAF EDUCATION PROGRAM

The **Deaf Education Program** supports Deaf and hard of hearing students to access mainstream classes and provides specialised programs for students who require more intensive support with core subjects. The College employs two Teachers of the Deaf, nine Auslan Interpreters and a Deaf Mentor to support Deaf and hard of hearing students. To assist students to manage their hearing assistive technology, an Audiologist from Australian Hearing visits the college once a term.

In 2018, thirteen students were enrolled in the program including one Aboriginal student from the Kimberley. Nine students were immersed in mainstream classes supported by Auslan interpreters and note takers. Four students were provided individualised, intensive support by Teachers of the Deaf and a Deaf Mentor. Two Year 11 students commenced their Certificate II in Construction with Skill Hire supported by an educational interpreter. The students accessed work placement in the construction industry with the City of Swan and Hanson Construction. A Year 10 student became the first profoundly Deaf student to successfully complete a Certificate I in AgriFoods Operations at Hillside Farm Education Centre. This was a valuable experience providing a language rich environment and growth in confidence.

Three students graduated in 2018 from Belmont City College and each student completed at least one Certificate II and two students were recognized for their academic achievement. The 2018 Long Tan award, sponsored by the Australian Defence Force was awarded to a Deaf graduate, recognising her leadership and contribution to the school and wider community. The Deaf education program has established a new partnership with local employment agency 'Maxima Joblink' to support Year 11 and 12 students' transition into the workforce. This partnership has proven to be successful with one student gaining employment at the City of Belmont.

Belmont City College prides itself on being an inclusive education environment and Deaf students have actively participated in a

range of college activities including a Deaf student being elected onto the 2018 Student Council. In the Arts, students participated by dancing in the Arts Gala Week and in conjunction with the Arts department presented Auslan interpreted performances of Roald Dahls 'The Twits' for Mosman Park School for the Deaf. Deaf students participated in a range of interschool sporting activities including netball, basketball, soccer, volleyball and AFLW.

The Deaf Education Program continues to build relationships with the wider Deaf community including contributing ideas for the new name and logo for Access Plus, formerly known as the WA Deaf Society. Students attended Auslan Day hosted by Central TAFE and an Auslan interpreted performance of the "World Festival of Magic" at the Perth Convention and Exhibition Centre. Belmont City College hosted an afternoon tea for ex-students and Deaf support agencies to celebrate National Week of Deaf People which provided an opportunity for our students to connect with young successful Deaf and hard of hearing adults.

A focus for 2018 has been the development of a plan to implement a Deaf curriculum in 2019. This has seen the Deaf Education Program adopt the Expanded Core Curriculum from the School of Special Education Needs: Sensory. The purpose of this curriculum is for students to develop a greater understanding of their hearing loss, develop their expressive and receptive language, social skills and their emotional wellbeing. It aims to develop their independence in managing their hearing loss in preparation for adulthood.



# INCLUSION EDUCATION CENTRE

The Inclusive Education program continued to thrive in 2018 as opportunities to improve students' academic and social outcomes were abundant.

Student wellbeing was a focus for Inclusive Education with both staff and students engaging in daily guided meditation to improve self-regulation and prepare students for the learning activities after breaks. Yoga was also introduced as a mindfulness strategy to encourage good health in body and mind.

To improve student progress in reading, staff were inducted into the Macqlit remediation program, developed by Macquarie University. Small groups work with education assistants several times per week with the research based materials and noticeable progress was made.

The Horticulture program continued to attract positive feedback when Premier Mark McGowan visited accompanied by the Minister of Education, Sue Ellery and our local member, Cassie Rowe. The Premier held his weekly media conference at the College and prior to doing so he planted seedlings and was introduced to the resident chickens, later posting on his social media pages and raising the profile

of the College and our programs. It was fascinating for our students to witness the complexities of the media from behind the scenes.

Senior students were once again invited to camp at the end of term 3 and travelled to Camp Quaranup in Albany, where they were able to apply to the life skills learnt in their ASDAN Food classes. Prior to camp students collaborated to plan nutritious meals then utilised online ordering to obtain the ingredients. The group also demonstrated the social skills that they had been targeting during the popular Friyay sessions run throughout the year.

One of those Friyay experiences that was enjoyed by students was the visit from a guest artist whose work was a part of the popular Sculptures by the Sea exhibition. Andrea Vinkovic spent the day teaching students how to create sculptures that mimicked natural shapes such as seeds and the group then made additional sculptures with the new skills that they had learnt in subsequent sessions.

## STAFFING AND ENROLMENT

### Staff Numbers

ADMINISTRATION STAFF	No	FTE	AB'L
Principals	1	1.0	0
Deputy Principals	4	3.0	0
Heads of Departments and Learning	5	5.0	0
Program Coordinators	5	4.6	0
<b>TOTAL ADMINISTRATION STAFF</b>	<b>15</b>	<b>13.6</b>	<b>0</b>

### TEACHING STAFF

Level 3 Teachers	1	1.0	0
Other Teaching Staff	62	57.3	0
<b>TOTAL TEACHING STAFF</b>	<b>63</b>	<b>58.3</b>	<b>0</b>

### SCHOOL SUPPORT STAFF

Clerical / Administrative	16	14.6	0
Gardening / Maintenance	3	2.6	0
Instructional	2	2.0	2
Other Non-Teaching Staff	27	22.1	0
<b>TOTAL SCHOOL SUPPORT STAFF</b>	<b>48</b>	<b>41.3</b>	<b>2</b>

<b>TOTAL</b>	<b>126</b>	<b>113.2</b>	<b>2</b>
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### Student Numbers (as at 2019 Semester 1)

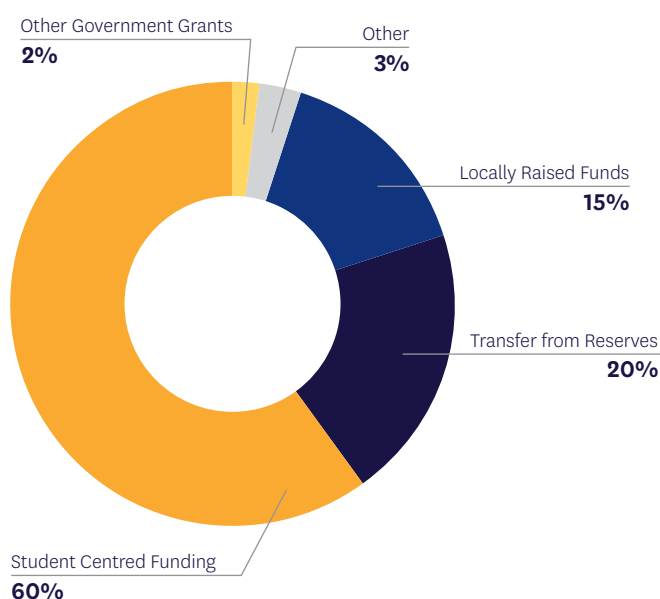
	2015	2016	2017	2018	2019
Lower Secondary	528	582	640	630	626
Upper Secondary	217	171	205	262	257
<b>TOTAL</b>	<b>745</b>	<b>753</b>	<b>845</b>	<b>892</b>	<b>883</b>

# FINANCES

Refurbishment to Gym Toilets and Change Rooms (\$80,000 provided by State Government as part of their local jobs initiative)	\$156,000.00
Replacement of shelves in canteen	\$7,400.00
Replacement of countertops in canteen	\$16,000.00
Classroom Upgrade – STEM	\$15,300.00
Replacement of exhaust fans in Gym toilets	\$10,700.00
Replacement of Maths/Science kitchen	\$20,400.00
Refurbishment to M block toilets	\$38,000.00
Upgrade to the College Library	\$6,400.00
Car park signs	\$3,800.00
Computer Equipment	\$191,000.00
Photocopier purchase	\$16,000.00
Overhead hutches for HASS office	\$4,785.00
Library furniture and shelving	\$8,500.00
Classroom furniture	\$23,000.00
Gardening equipment	\$11,000.00
Music equipment	\$7,000.00
T&E equipment	\$6,850.00
General Furniture	\$13,000.00
Lawn Mowers (2) and Lawn Trailer	\$21,000.00
<b>TOTAL</b>	<b>\$ 576,135.00</b>

## Financial Summary as at 31st December 2018

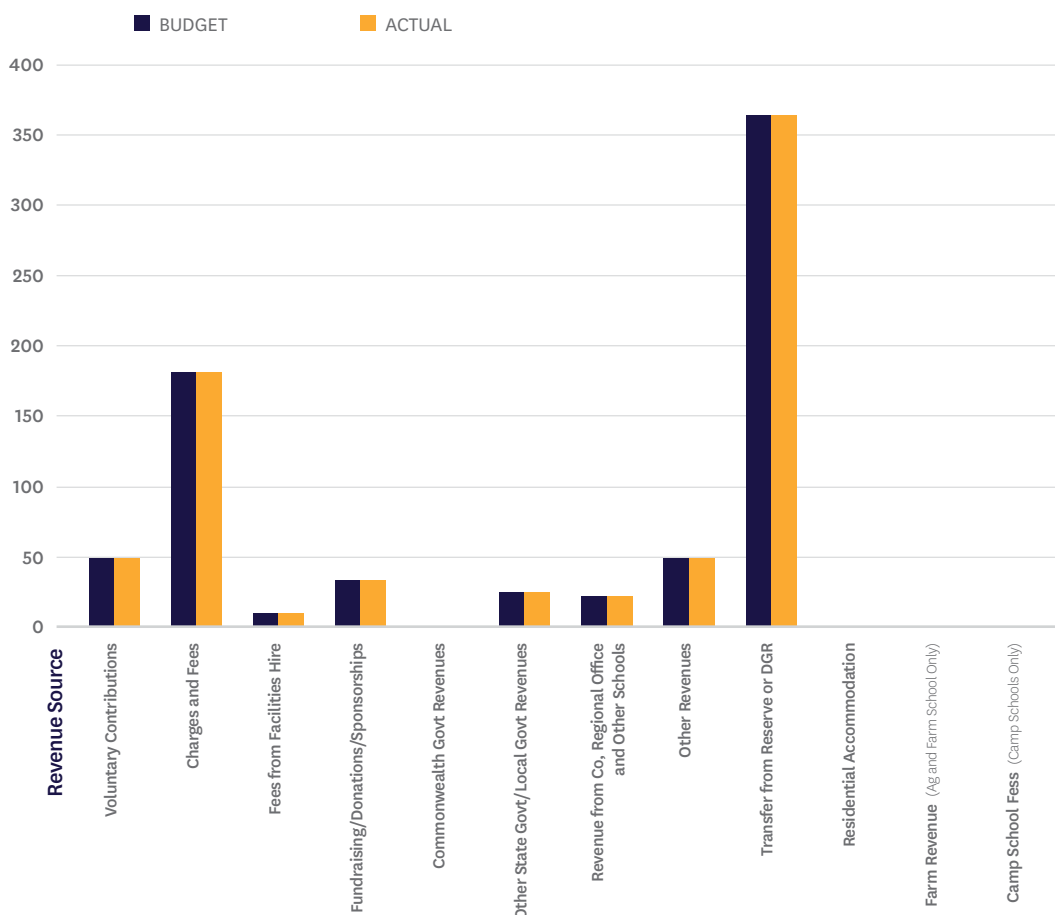
### Current Year Actual Cash Sources



# Financial Summary as at 31st December 2018

REVENUE - CASH & SALARY ALLOCATION	Budget	Actual
Voluntary Contributions	\$50,438.00	\$50,438.16
Charges and Fees	\$181,444.00	\$181,442.35
Fees from Facilities Hire	\$10,082.00	\$10,082.27
Fundraising/Donations/Sponsorships	\$33,799.00	\$33,797.93
Commonwealth Govt Revenues	-	-
Other State Govt/Local Govt Revenues	\$25,000.00	\$25,000.00
Revenue from Co, Regional Office and Other Schools	\$21,949.00	\$21,949.43
Other Revenues	\$49,777.00	\$49,777.29
Transfer from Reserve or DGR	\$363,983.00	\$363,983.20
Residential Accommodation	-	-
Farm Revenue (Ag and Farm School Only)	-	-
Camp School Fess (Cam Schools Only)	-	-
<b>TOTAL LOCALLY RAISED FUNDS</b>	<b>\$736,472.00</b>	<b>\$736,470.63</b>
<b>OPENING BALANCE</b>	<b>\$399,88.00</b>	<b>\$389,887.91</b>
<b>STUDENT CENTRED FUNDING</b>	<b>\$1,107,876.00</b>	<b>\$1,107,876.22</b>
<b>TOTAL CASH FUNDS AVAILABLE</b>	<b>\$2,234,236.00</b>	<b>\$2,234,234.76</b>
<b>TOTAL SALLARY ALLOCATION</b>	<b>\$190,853.00</b>	<b>\$190,853.00</b>
<b>TOTAL FUNDS AVAILABLE</b>	<b>\$2,425,089.00</b>	<b>\$2,425,087.76</b>

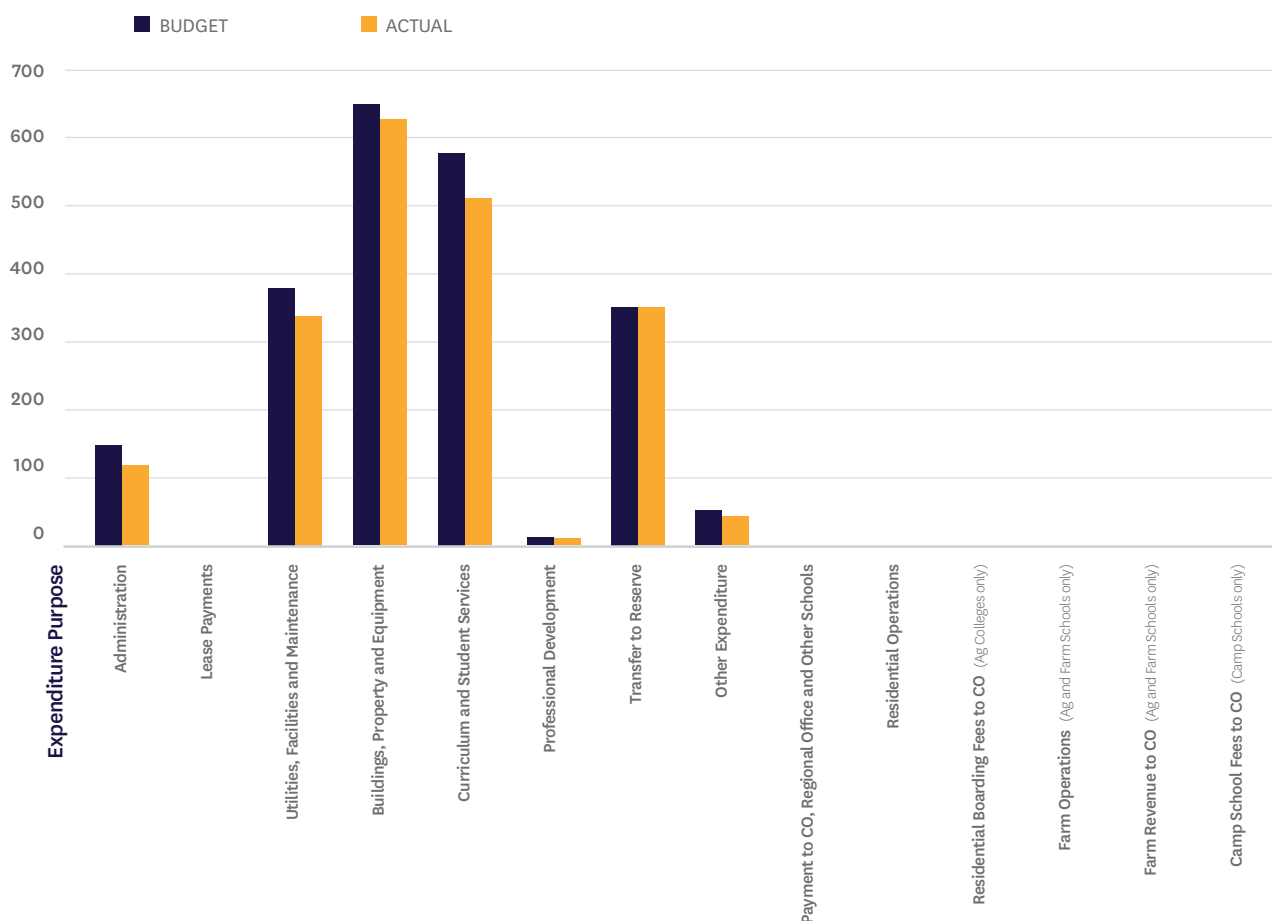
## Locally Generated Revenue - Budget vs Actual - \$'000





EXPENDITURE - CASH AND SALARY	Budget	Actual
Administration	\$149,174.00	\$117,644.19
Lease Payments	-	-
Utilities, Facilities and Maintenance	\$379,024.00	\$338,970.83
Buildings, Property and Equipment	\$647,893.00	\$625,862.53
Curriculum and Student Services	\$577,749.00	\$511,171.31
Professional Development	\$14,000.00	\$11,615.11
Transfer to Reserve	\$351,000.00	\$351,000.00
Other Expenditure	-	-
Payment to CO, Regional Office and Other Schools	-	-
Residential Operations	-	-
Residential Boarding Fees to CO (Ag Colleges only)	-	-
Farm Operations (Ag and Farm Schools only)	-	-
Farm Revenue to CO (Ag and Farm Schools only)	-	-
Camp School Fees to CO (Camp Schools only)	-	-
<b>TOTAL GOODS AND SERVICES EXPENDITURE</b>	<b>\$2,170,836.00</b>	<b>\$1,998,730.74</b>
<b>TOTAL FORECAST SALARY EXPENDITURE</b>	<b>\$11,380,033.00</b>	<b>\$1,593,668.00</b>
<b>TOTAL EXPENDITURE</b>	<b>\$13,550,869.00</b>	<b>\$3,592,398.74</b>
<b>CASH BUDGET VARIANCE</b>	<b>\$63,400.00</b>	

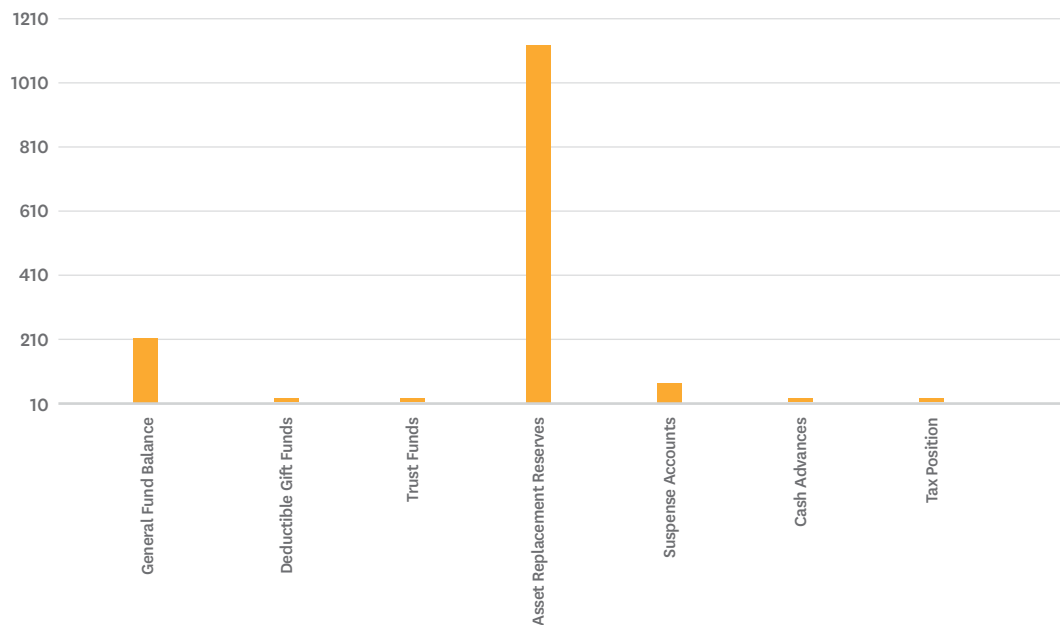
### Goods and Services Expenditure - Budget vs Actual - \$000



**CASH POSITION AS AT:**

<b>BANK BALANCE</b>	<b>\$1,451,227.43</b>
Made up of:	
<b>General Fund Balance</b>	\$235,504.02
<b>Deductible Gift Funds</b>	–
<b>Trust Funds</b>	–
<b>Asset Replacement Reserves</b>	\$1,163,917.07
<b>Suspense Accounts</b>	\$56,050.34
<b>Cash Advances</b>	\$2,100.00
<b>Tax Position</b>	\$2,144.00
<b>TOTAL BANK BALANCE</b>	<b>\$1,451,227.43</b>

**Cash Position - \$'000**



# SCHOOL SURVEY

At Belmont City College we survey our staff, parents and students on an annual basis in order to collect and analyse data to inform our strategic planning. In particular, our survey data informs us on the progress of two of our business plan targets including:

1

**Maintain positive student, parent and staff satisfaction with the management student behaviour.**

2

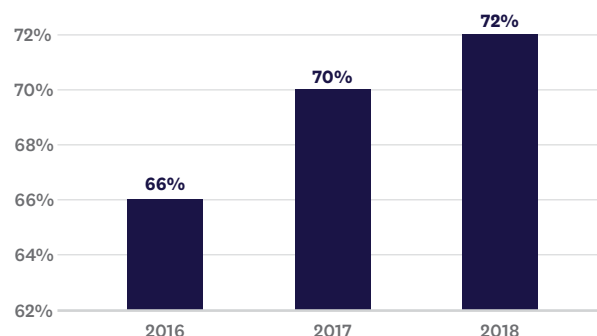
**Staff receive useful feedback about their work at this school.**

The following graphs indicate a high level of parent and staff satisfaction in the management of student behaviour and also represents a considerable increase in the level of satisfaction from 2016 through to 2018. In comparison, student levels of satisfaction in relation to the management of behaviour have decreased from 2016 through to 2018. Further analysis of this data will be undertaken in 2019.

Providing useful feedback to Staff at Belmont City College about their professional practice has been and will continue to be a priority in 2019 and beyond.

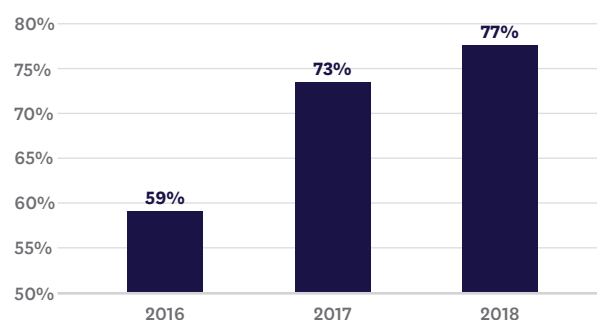
## Maintain Positive Parent Satisfaction

Management of Student Behaviour



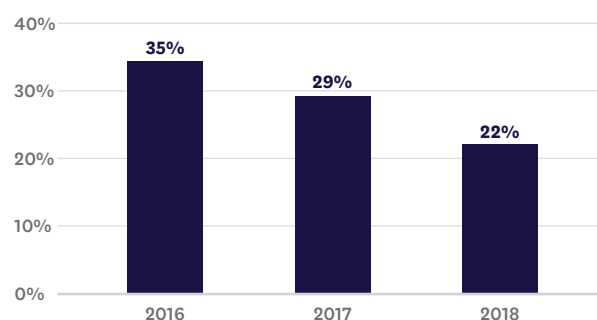
## Maintain Positive Staff Satisfaction

Management of Student Behaviour

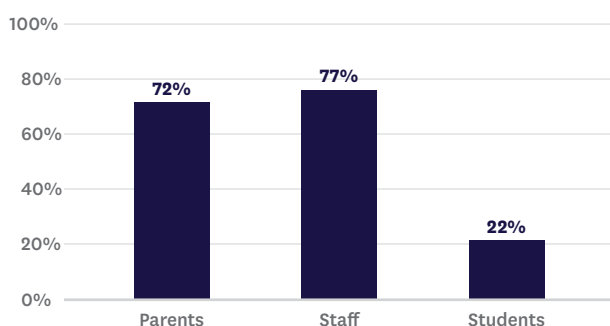


## Maintain Positive Student Satisfaction

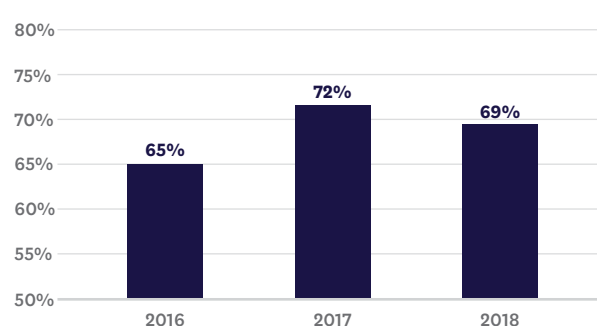
Management of Student Behaviour



## Student Behaviour is Well Managed - 2018



## Staff Receive Useful Feedback About Their Work





Student Sadhana Anniruth  
receives **The Cassie Rowe Dux**  
**Award** from Alison Woodman

# 2018 YEAR 12

## Course Awards

### The Arts

Dance - General	Natalie Poon
Design Graphics - General	Alexandria Flores
Design Photography - General	Muskan Patel
Drama - General	Karnika Chhon
Drama - ATAR	Sadhana Anniruth
Music - ATAR	Elisha Priscilla

### Deaf and Inclusive Education

ASDAN	Ramla Noor Abdirisak
-------	----------------------

### English

English as an Additional Language/Dialect - ATAR	Qing He
English - Foundation	Marie Aliphon
English - General	Kaelan Corpus
English - ATAR	Sadhana Anniruth

### Humanities and Social Sciences

Career and Enterprise - General	Kaelan Corpus
Geography - ATAR	Cate Hollingsworth
Modern History - ATAR	Sarah Lennon

### Mathematics and Science

Human Biology - ATAR	Hamna Khan
Integrated Science - General	Toorab Ali
Mathematics Foundation	Brittany Toy
Mathematics Essential - General	Kaelan Corpus
Mathematics Applications - ATAR	Alexandria Flores
Mathematics Methods - ATAR	Hamna Khan
Mathematica Specialist - ATAR	Khoa Le
Physics - ATAR	Michael Hou
Chemistry - ATAR	Michael Hou

### Health and Physical Education

Health, Physical and Outdoor Education - Foundation	Brittany Toy
Health Studies - General	Shanique Luckens
Physical Education Studies - General	Aadish Jayakumar



### Technology and Enterprise

Materials Design & Technology: Wood - General	Tawheri Funnell
Materials Design & Technology: Metal - General	Campbell Newton

### Vocational Education and Training

Certificate II Community Services	Michael Hou
Certificate II in Horticulture	Irish Malaran
Certificate II in Hospitality	Emily Gorman
Certificate II Information, Digital Media and Technology	Qing He
Certificate II in Kitchen Operations	Chezca Gelvoligaya
Certificate II Sport and Recreation	Vince Vilena
Certificate II Tourism	Kaelan Corpus
Certificate III in Sport and Recreation	Tawheri Funnell
Certificate III in Tourism	Ingrid Meneses
Certificate II in Engineering Pathways	Campbell Newton

## Special Awards

Award	Recipient
Long Tan Leadership & Teamwork Award	Brittany Toy
Caltex Best All Rounder Award	Alex Wekesa
Award for Excellence in the Performing Arts	Sadhana Anniruth
Slater-Gartrell Sports person of the Year Award	Malati Angus
HGT Hospitality Vocational Program Award	Emily Gorman
Cassie Rowe Award for College Citizenship	Sarah Lennon
Donna Faragher Award for College Leadership	Eunice Dela Cruz
Samantha Rowe Positivity Award	Holly Pitham
Sue Lines Service to the College Award	Shahzaib Khan
Ascot Rotary Club Award for Integrity	Isaac Pampling
Belmont Forum Award for Participation	Charmaine Mallard
Ben Wyatt MLA Award for Service to the Community	Breahna Taylor
City of Belmont Award for positive Role Modelling	Malati Angus
Steve Irons Award - Active Involvement in Interschool Sports	Breahna Taylor
Teresa Turnbull Award for Harmony	Hassan Carlos
Belmont Rotary 'Stan Perron' Club Legend Award	Qing He
Edith Cowan University - Personal Excellence Scholarship	Kimberly Manuel

## High Achiever Awards

AustralianSuper Westscheme Division Award for Excellence in VET	Kaelan Corpus
The Cassie Rowe Dux Award	Sadhana Anniruth

# BUSINESS PLAN REVIEW

PRIORITY AREA 1- BCC STUDENTS ARE SUCCESSFUL STUDENTS

TARGETS/MILESTONES	2018 PROGRESS
School Achievement	Making Progress
<ul style="list-style-type: none"> <li>» English &amp; Math's grade alignment is within 15% of NAPLAN results</li> <li>» BCC grade distribution shows an improvement in the % of students achieving a C grade or higher</li> </ul>	<ul style="list-style-type: none"> <li>» English &amp; Maths grade alignment is not within 15% of NAPLAN results. There has been improvement from 2016.</li> <li>» 2016 – 66.8% achieved C grade or higher</li> <li>» 2017 – 66.7% achieved C grade or higher</li> <li>» 2018 – 66.2% achieved C grade or higher</li> </ul>
NAPLAN	Achieved
<ul style="list-style-type: none"> <li>» BCC student results match or exceed those of like schools (in achievement and progress)</li> </ul>	<ul style="list-style-type: none"> <li>» Overall (Year 7 2016 – Year 9 2018) results are very good with higher progress and achievement against like schools in all assessments.</li> </ul>
OLNA	Achieved
<ul style="list-style-type: none"> <li>» 70% of BCC students pass all OLNAs by the end of year 12</li> </ul>	<ul style="list-style-type: none"> <li>» 2016 – 71% pass rate</li> <li>» 2017 – 78.7% pass rate</li> <li>» 2018 – 78% pass rate</li> </ul>
Attainment	Achieved
<ul style="list-style-type: none"> <li>» Student attainment rates are maintained at 90% or higher</li> </ul>	<ul style="list-style-type: none"> <li>» 2016 – 98%</li> <li>» 2017 – 100%</li> <li>» 2018 – 100%</li> </ul>
ATAR	Achieved
<ul style="list-style-type: none"> <li>» BCC median ATAR results match or exceeds that of like schools</li> <li>» Maintain a trend where BCC's median ATAR continues to increase</li> </ul>	<ul style="list-style-type: none"> <li>» 2016 – BCC ATAR 72.2 / Like Schools 65.6</li> <li>» 2017 – BCC ATAR 72.6 / Like Schools 67.5</li> <li>» 2018 – BCC ATAR 74.9 / Like Schools – 71.5</li> <li>» 2017 – Increase of 0.4</li> <li>» 2018 – Increase of 2.3</li> </ul>
VET	Achieved
<ul style="list-style-type: none"> <li>» The % of students achieving a Certificate II or higher is maintained at 90%</li> <li>» The % of eligible VET students achieving a Certificate III or higher increases</li> </ul>	<ul style="list-style-type: none"> <li>» 2016 – 99.2% achieved a Certificate II or higher</li> <li>» 2017 – 98.8% achieved a Certificate II or higher</li> <li>» 2018 – 91.6% achieve a Certificate II or higher</li> <li>» 2016 – 71 % completion rate for Certificate III</li> <li>» 2017 – 67% completion rate for Certificate III</li> <li>» 2018 – 92% completion rate for Certificate III</li> </ul>
Graduation	Making Progress
<ul style="list-style-type: none"> <li>» BCC WACE graduation rate matches or exceeds like schools</li> </ul>	<ul style="list-style-type: none"> <li>» 2016 – 70% / Like Schools – 84%</li> <li>» 2017 – 81% / Like Schools – 82%</li> <li>» 2018 – 78% / Like Schools – 84%</li> </ul>
Attendance	Making Progress
<ul style="list-style-type: none"> <li>» BCC whole cohort regular attendance rates will match or exceed like schools</li> </ul>	<ul style="list-style-type: none"> <li>» 2016 – Regular attendance 58.9% / Like schools 52.6%</li> <li>» 2017 – Regular attendance 58.2% / Like Schools 54%</li> <li>» 2018 – Regular attendance 53% / Like Schools 53.9%</li> </ul>
<ul style="list-style-type: none"> <li>» BCC regular attendance rates for Aboriginal students continue to improve and match or exceed WA Public Schools</li> </ul>	<ul style="list-style-type: none"> <li>» 2016 – Regular attendance 21.5% / WA Public Schools 36.1%</li> <li>» 2017 – Regular attendance 18.4% / WA Public Schools 26%</li> <li>» 2018 – Regular attendance 21.4% / WA Public Schools 26%</li> </ul>
<ul style="list-style-type: none"> <li>» The % of unexplained absences at BCC decreases</li> </ul>	<ul style="list-style-type: none"> <li>» 2016 – 66%</li> <li>» 2017 – 66.5%</li> <li>» 2018 – 62%</li> </ul>

TARGETS/MILESTONES		2018 PROGRESS	
Behaviour		Making Progress	
» Downward trend in the number of students suspended		» 16.7 % of students were suspended in 2017. This is a decrease of 4.2% from 2016.	
		» 16% of students were suspended in 2018. This is a decrease of 0.7% from 2017	
Student Numbers		Making Progress	
» Enrolment numbers for incoming year 7's are maintained and there is evidence of an upward trend in student numbers		» 2016 – 150 Year 7 enrolments Total Students - 748	
		» 2017 – 162 Year 7 enrolments Total Students - 820	
		» 2018 – 162 Year 7 enrolments Total Students - 879	
Specialist Programs		Achieved	
» Outcomes for students involved in BCC Specialist Programs improve (attendance, achievement and extra-curricular opportunities)		<b>A PLUS ACADEMIC EXCELLENCE PROGRAM</b> <b>Achievement (MESH A &amp; B Grades)</b> » 2016 (Year 7) – 86%      » Cohort – 30% » 2017 (Year 8) – 91%      » Cohort – 33% » 2018 (Year 9) – 85%      » Cohort – 29%  <b>Attendance</b> » 2016 (Year 7) – 96%      » Cohort – 82% » 2017 (Year 8) – 95%      » Cohort – 85% » 2018 (Year 9) – 91%      » Cohort – 82%  <b>CONTEMPORARY DRAMA PROGRAM</b> <b>Achievement (MESH A &amp; B Grades)</b> » 2016 (Year 7) – 54%      » Cohort – 30% » 2017 (Year 8) – 51%      » Cohort – 33% » 2018 (Year 9) – 52%      » Cohort – 29%  <b>Attendance</b> » 2016 (Year 7) – 92%      » Cohort – 82% » 2017 (Year 8) – 92%      » Cohort – 85% » 2018 (Year 9) – 98%      » Cohort – 82%  <b>MUSIC EXCELLENCE PROGRAM</b> <b>Achievement (MESH A &amp; B Grades)</b> » 2016 (Year 7) – 45%      » Cohort – 30% » 2017 (Year 8) – 57%      » Cohort – 33% » 2018 (Year 9) – 49%      » Cohort – 29%  <b>Attendance</b> » 2016 (Year 7) – 94%      » Cohort – 89% » 2017 (Year 8) – 95%      » Cohort – 85% » 2018 (Year 9) – 93%      » Cohort – 82%	

TARGETS/MILESTONES		2018 PROGRESS	
School Processes		Making Progress	
» Maintain positive student, parent and staff satisfaction with the management of student behaviour as evidenced in survey data		<b>STAFF</b> » 2016 – 59% agreed that student behaviour is well managed » 2017 – 73% agreed that student behaviour is well managed » 2018 – 77% agreed that student behaviour is well managed  <b>PARENTS</b> » 2016 – 66% agreed that student behaviour is well managed » 2017 – 70% agreed that student behaviour is well managed » 2018 – 72% agreed that student behaviour is well managed  <b>STUDENTS</b> » 2016 – 35% agreed that student behaviour is well managed » 2017 – 29% agreed that student behaviour is well managed » 2018 – 22% agreed that student behaviour is well managed	
Performance Development		Making Progress	
» Staff receive useful feedback about their work at this school		» 2016 – 65% of staff agreed that they received useful feedback » 2017 – 72% of staff agreed that they received useful feedback » 2018 – 69% of staff agreed that they received useful feedback	
Formal Recognition		Making Progress	
» Increased number of awards/formal recognition of students and staff		» Kaelan Corpus received the 2018 BHP Indigenous Trainee of the Year. » Cameron Fosbery received the award for Most Outstanding Multicultural AFL Program from the WA Football Commission. » 2018 Subs in Schools Competition – state champions miniRov category. » 2018 Synergy Solar Car Challenge – Year 8 team placed second in the regional semi-final and progressed to the grand final for the second consecutive year. » Aurecon Bridge Building Competition – winner of the state award in the category of Most Innovative Bridge Design. » Kienan Davis received the 2017 Rob Riley Memorial Prize for being the highest performing Aboriginal VET student in WA. » 2017 Royal Australian Chemical Institute (RACI) Titration Stakes – the BCC team was placed fourth at the national level, making us the highest ranking WA Public School and the second highest ranking Australian Public School. » Year 8 STEM students won the regional final of the Solar Car Challenge and competed in the national final. » Year 9 STEM students won the Edith Cowan University Drones in Schools competition. » Year 7 to 11 Awards Night. » Semester One Lower/Senior School Awards Assembly. » 100% Attendance Certificates. » Top ViVo award winners.	



**BELMONT CITY COLLEGE**

*bold . caring . creative*

106 Fisher Street, Belmont, 6104 WA

Phone: 08 9479 2200

Fax: 08 9479 1996

Email: [belmontcc@belmontcc.wa.edu.au](mailto:belmontcc@belmontcc.wa.edu.au)

[www.belmontcc.wa.edu.au](http://www.belmontcc.wa.edu.au)