



BELMONT CITY COLLEGE

bold . caring . creative

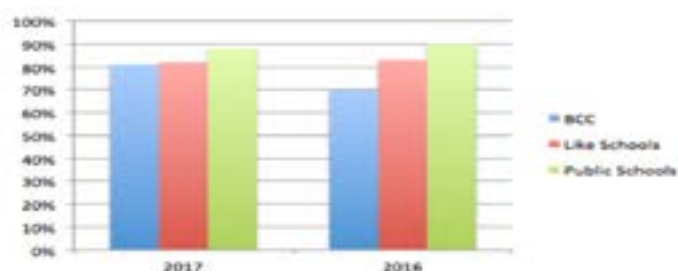
2017

ANNUAL REPORT

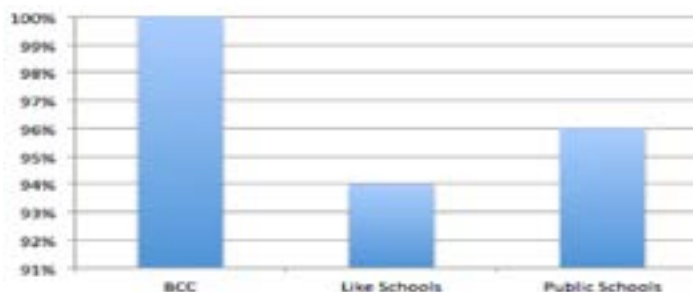


SENIOR SCHOOL HIGHLIGHTS

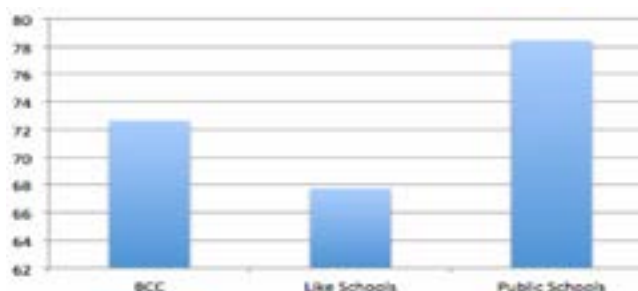
81% of eligible students at Belmont City College achieved their Western Australian Certificate of Education (WACE) in 2017. This was very similar to the achievement rate for like schools, which was 82%, and slightly lower than that of public schools, at 88%. The 19% who did not achieve their WACE represented 14 students. Of the 14 students who did not achieve their WACE, 12 did not pass the OLN and two did not sit their ATAR EALD exams as planned and thus did not receive credit for the subject.



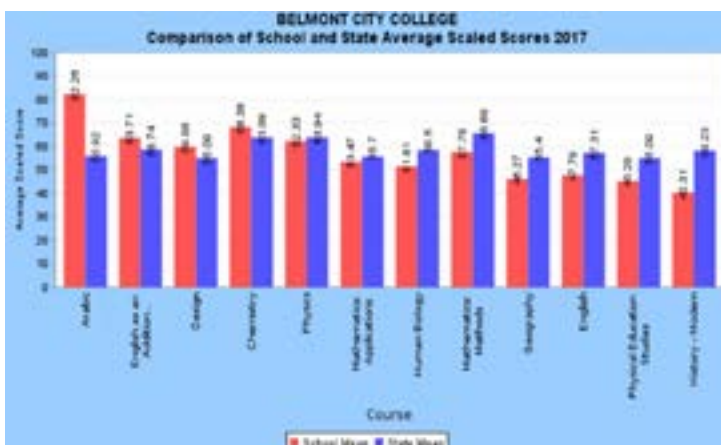
All our Year 12 students achieved attainment: an ATAR of over 55 or a Certificate II or higher. This is a 2% increase from last year (attainment rate of 98%). Belmont City College typically performs very well due to high VET enrolments and once again, the College's attainment rate exceeds that of both like and public schools.



The College's median ATAR was 72.65. This was above expected performance and higher than that of like schools. 18 students (17%) were ATAR candidates and of these students 22% achieved an ATAR of over 90. The 2017 College Dux, Denis Liu Shiu Cheong, was the highest achiever with an ATAR of 98.20.

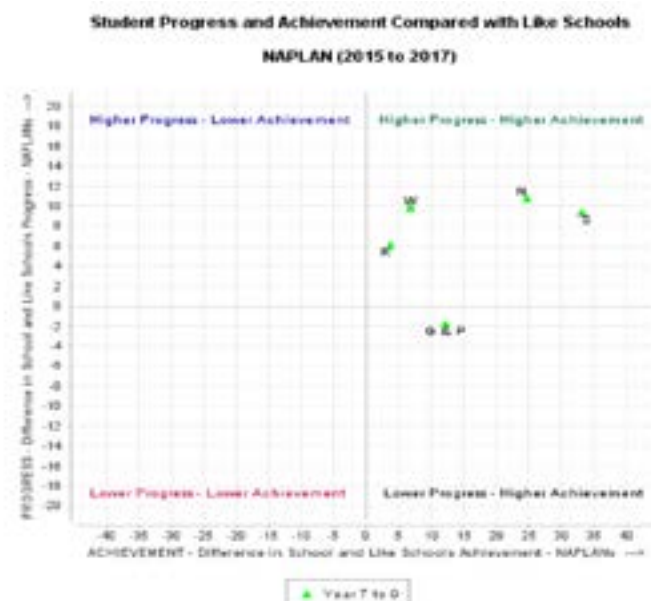


The school mean for many of our ATAR subjects was higher than the WA state mean. EALD and Chemistry results have continued to be very strong with the school means being five marks and four marks higher than the state means for these courses. Arabic results were outstanding with the school mean being 26 marks higher than the state mean.



The progress and achievement in literacy and numeracy at Belmont City College seen in the 2016 Annual Report has continued. Belmont City College students (Years 5 - 7 and Years 7 – 9) made more progress and achieved more highly than students in like schools and WA public schools in the Numeracy, Reading, Writing and Spelling assessments. Students in Year 9 had greater achievement in Grammar and Punctuation than like schools. This is an outstanding result for Belmont City College. Year 9 results show higher achievement than like schools in four NAPLAN categories. These students also show greater progress than like schools in three categories. This demonstrates the considerable effort and skills of teaching staff in regards to meeting the needs of our students.

The results were particularly strong in Numeracy with 80% of Year 7 students and 73% of Year 9 students achieving above the Standard. The Year 9 cohort also achieved highly in Spelling, with 81% of students achieving above the NMS.



NAPLAN band comparison to like schools Year 7 and 9

Writing				
Band	Year 7		Year 9	
	School	Like Schools	School	Like Schools
10-9	1%	5%	11%	7%
8	13%	15%	25%	17%
7	15%	25%	20%	20%
6	29%	27%	15%	27%
5 Standard	22%	27%	30%	30%
1-4	20%	0%	0%	0%
Numeracy				
Band	Year 7		Year 9	
	School	Like Schools	School	Like Schools
9-10	5%	5%	22%	9%
8	12%	9%	28%	23%
7	30%	25%	23%	35%
6	34%	33%	24%	30%
5 Standard	19%	21%	3%	2%
1-4	1%	7%		
G and P				
Band	Year 7		Year 9	
	School	Like Schools	School	Like Schools
10-9	4%	4%	17%	11%
8	11%	7%	20%	19%
7	27%	25%	26%	29%
6	27%	27%	17%	22%
5 Standard	18%	18%	20%	20%
1-4	12%	18%		

Our students exceeded like schools in the top bands of Year 9 Writing (36% compared to 24%), but achieved lower results in the top bands of Year 7 Writing (14% compared to 20%). The College again had higher percentages of Year 9 students in the top bands of Numeracy compared to like schools (50% compared to 31%).

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 fifth 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.

There were 120 students enrolled in the A Plus program Year 7 to 10 in 2017. As a result of increasing student numbers at BCC and increasing aspirations to ATAR pathway selection, a second stream of ATAR aspirant students was run for Year 9 and 10 students in 2017, 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 2017.

In its five years of operation, the A Plus Academic Excellence Program has met the aim of skilling and encouraging students towards ATAR pathway selection. Over the past five years, the percentage of BCC students selecting four or more ATAR subjects at the end of Year 10 has more than doubled, moving from an average of around 15% in the three years prior to the first A Plus cohort selecting ATAR subjects to 35% when the Year 10 A Plus and ATAR aspirant students selected subjects in 2017.

As the first cohorts of A Plus students have selected ATAR pathways, a far greater percentage of students are selecting more challenging ATAR courses. In 2014, 9% of BCC students selected ATAR Physics at the end of Year 10. This has risen to 17% in 2017, all of whom were students in our A Plus program. Similarly, Chemistry has risen from 9% in 2014 to 11% in 2017, Mathematics Methods has risen from 3% in 2014 to 11% in 2018, and we are now able to offer Mathematics Specialist and Modern History, neither of which were regularly offered prior to A Plus students selecting subjects for Year 11.

Students in the A Plus program were offered a variety of opportunities for extension and enrichment in 2017, including participation in the Australian National Chemistry Quiz, with some students achieving High Distinction; and the MAWA Have Sum Fun Competition. 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.



SPECIALIST AND EXCELLENCE PROGRAMS

EPIC-Science

(Year 5 & 6 Extension program):

Epic Science is a ten-week extension program offered to Year 5 and 6 students in our local intake primary schools.

Year 5: Three students per school nominated by their teachers

- o General Science focus
- o Hands on, Science curriculum based activities
- o Showcase for parents in final session

Year 6: Offered to students accepted into the A Plus program for Year 7

- o STEM focus: Lego robotics
- o Showcase for parents in final session

- o Engagement with wider community via Primary School newsletter articles, BCC FB page, local newspaper articles.
- o Excellent feedback from primary school administration, students and their parents about the value of the program.

STEM Science Engineering Program

2017 was the second 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 A Plus students are encouraged to select it as one of their electives.

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

In 2017, our students participated in a variety of learning projects, competitions and other activities including:

- o Lego Robotics
- o 3D printing technologies
- o Civil engineering challenges
- o Individual STEM projects
- o Arduino microprocessor programming
- o ECU Drones in Schools Program – *our team gained first place*
- o REA Subs in Schools Program – *our team was placed second in the Senior Mini-Rov competition*
- o Solar Car Challenge – *our students won the regional semi-final*
- o University of NSW Programming Competition

Music Excellence Program

In 2017 the Music Excellence program established our first ATAR class in the Western Art Music context and continues to sustain healthy numbers in lower school. In addition to the music course and weekly instrumental lessons, Music Excellence students performed in at least one of six ensembles culminating in seven hours of after school rehearsal time facilitated by College and Instrumental Music Schools Services (IMSS) staff.

In 2017 the Senior Concert Band, Vocal Ensemble 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 and given valuable feedback for further improvement. Performance standards continue to develop through improved attendance, ability and student numbers.

The Senior Concert band now has 30 students, the largest it has been in over a decade and the Belmont Combined Schools Junior Concert band maintained its ensemble size of over 50 students.

This young band involved students from Belmont PS, Belmay PS, Carlisle PS, Lathlain PS, Kewdale PS, Cloverdale PS, Gibb St PS, Millen PS and Belmont City College. The Junior Concert Band delighted primary school audiences during their annual tour to participating primary schools over two days in Term 4.

The Music Excellence performance calendar has now established annual concerts including the Winter Music Showcase and Twilight Tunes for the school community as well as local community performances such as the RSL Belmont Anzac service and the Senior Week Musical Memories and Moments hosted by the City of Belmont.

Specialist Contemporary Drama Program

The Specialist Contemporary Drama program continues to move from strength to strength, both in class size and academic results. In lower school, enrolments in Specialist classes grew from 81 students in 2016, to 122 in 2017.

The senior school Drama Master Class is the college's flag ship program, providing a number of unique leadership and performance opportunities for select Year 10, 11 and 12 students. In 2017, this class ran after school each week, providing an additional 2.5 hours of challenging and intensive contemporary performance skill building workshops.

Performance events and opportunities for Specialist Contemporary Drama students in 2017 included:

- a new leadership program for nine specially selected upper school students
- the annual drama camp, which in 2017 was our largest to date with 92 students attending
- the Master Class Curtain Raiser Event, showcasing four original scripted productions created by ex-students, over two sell out community performances
- a Year 9 scripted production of the play *Where in the World is Frank Sparrow* by Angela Betzien
- the Year 7 and 8 Drama Showcase, where 7 original play-built productions were performed to two sell out shows

- theatre excursions to the State Theatre Centre of Western Australia, Perth Concert Hall and the Subiaco Arts Centre
- the annual Drama festival for primary schools where *Charlie and the Chocolate Factory* was performed to 13 schools from the Belmont intake and surrounding areas.

In 2017, the Specialist Contemporary Drama program formed two significant partnerships that resulted in large scale community productions. Belmont City College signed a Memorandum of Understanding (MOU) with the youth sector of the Constable Care Group for the third year, establishing a theatrical intensive program addressing social issues in the local community. This powerful and interactive theatrical experience was created with a group of Year 10 Drama students in collaboration with both the Constable Care Group and City of Belmont youth services staff. Belmont City College's ongoing MOU with the City of Belmont, once again funded the 'main event' of the Specialist Contemporary Drama program; the annual Drama Festival for Primary Schools. 2017 saw the ninth Drama Festival of its kind, booking 15 performances where over 2000 students attended from 14 local primary schools.

Combined Primary Schools Drama Club

The Combined Primary Schools' Drama Club continues to provide an integrated curriculum of performance and production opportunities, as well as an introduction to theatrical design and technologies, including the use of costume, set, sound, lighting and special effects equipment.

Belmont City College allocated an additional 0.1FTE teaching staff to the program, increasing numbers from 62 students in 2016, to 82 in 2017. All seven of Belmont's local intake schools signed up for auditions to participate in the program, as well as an additional five schools from the foothills and surrounding Belmont community. The additional increase in teacher allocation enabled a large-scale production to be performed to family and community members

at the end of the year. As a result, 43 members of Drama Club successfully gained entry into the College Specialist Contemporary Drama program for Year 7 in 2018.

The Combined Primary Schools' Drama Club, the EPIC-Science and our Specialist Programs are an important part of our community engagement strategy for making Belmont City College the 'School of Choice' for our community.



SPECIALIST AND EXCELLENCE PROGRAMS

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 2017, Year 7 to 10 students at Belmont City College were involved in excursions to UWA for a range of Engineering activities, and incursions including:

- Irrigo Minesite challenge
- Biomimcry Investigation
- Irrigo minesite challenge
- Careers in Engineering Activity

Belmont City College students also appeared in the audio-visual component of a report made by UWA to Rio Tinto, the program sponsor.

UWA Aspire

Students in the A Plus program Year 7 to 10, and 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 2017, students participated in:

- Year 8 Geology and Medicine excursion, with Campus Scavenger Hunt
- Year 9 Race Around The Campus excursion
- Year 7 Footsteps to Your Future

- Year 8 Peacock Mystery Incursion
- Year 12 The Next Step Incursion
- Year 10 Uni Discovery
- Year 11 Aspire Camp to UWA
- Free WACE Revision Seminars
- Aspire Advocates – selected students participate in leadership opportunities on UWA campus.

The A Plus Academic Excellence Program continued to offer high quality educational opportunities to students in 2017. In 2018 our first cohort of A Plus students will complete Year 12 and this will provide future opportunities for program review through the analysis of ATAR completion rates and other success indicators.



VOCATIONAL EDUCATION AND TRAINING (VET)

Belmont City College students had the opportunity to complete the following certificates in 2017:

o	Certificate II and Certificate III in Tourism
o	Certificate II and Certificate III in Sport and Recreation
o	Certificate II and Certificate III in Hospitality
o	Certificate II in Engineering Pathways
o	Certificate II in Building and Construction
o	CII in Kitchen Operations
o	Certificate II in Business
o	Certificate II in Retail Services
o	Certificate II in Horticulture
o	Certificate II in Applied Language

Of the 80 students who achieved a VET qualification at Belmont City College in 2017, 45% achieved a Certificate III while 32% achieved a Certificate II. 17% of VET students graduated with three or more qualifications and 38% completed two qualifications.

Certificate III in Tourism had the greatest number of enrolments, with 30 students completing the qualification. This was followed by Certificate II in Business and Certificate III in Sport and Recreation which were completed by 17 and 16 students respectively.

Completion rates were strongest in Certificate II Engineering Pathways, Certificate II Kitchen Operations, Certificate II in Retail Services, Certificate III in Hospitality and Certificate II Horticulture with all students enrolled in these certificates completing the qualification.

A Belmont City College VET student, Kienan Davis, was the recipient of the Rob Riley Memorial Prize. This prize is named in honour of the late Aboriginal human rights advocate and is awarded to the top performing Aboriginal students in public schools. Kienan was Western Australia's highest performing Aboriginal student in Vocational Education. Kienan achieved a Certificate I, II and III in Tourism, a Certificate II in Business and a Certificate III in Sport and Recreation. In addition to this he completed 928 hours of Workplace Learning throughout 2016 and 2017.



STUDENT ENGAGEMENT

In 2017 significant changes were made to the Student Services team with the view to increasing pastoral care to our increasing student numbers. In addition to the new name, a second Level 3 program coordinator was added and alignment of the two program coordinators with lower school associate principals streamlined case management and attendance processes. The continued support of Aboriginal and TSI students by two Aboriginal and Islander Education Officers led to improved family engagement and student attendance as well as a new relationship with PEEDAC.

The college's relationship with the YMCA allowed programs such as 'Keeping Ourselves Safe' to continue as well as the 'Drumbeat' program in term 3. Other programs run by college staff included SHINE and Peer Support. Our Student Council has continued to develop and Councillors are increasingly engaged in a range of College activities such as whole-school assemblies and fundraisers.

Councillors regularly take on leadership roles within the College community and we look forward to expanding the possibilities for the Student Council in 2018.

Positive acknowledgement of students' behaviour and efforts were given using our Vivo reward points system, which is closely linked to Positive Behaviour in Schools (PBS) across the college. PBS is now in its third year of implementation and has focussed on improved student feedback and staff engagement in teaching prosocial behaviours in response to whole school behaviour data. The PBS activity day was well received by all year groups and the partnership with Bluearth has strengthened with their continued facilitation of the event.

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

Attendance continues to be a core focus at Belmont City College. We recognise the importance of regular attendance to the overall success of our students. In 2017, the attendance rate of our non-Aboriginal students increased to 88.4%. This was 1.2% higher than non-Aboriginal students in comparison to like schools.

In 2017, 58.2% of all our students attended school regularly (percentage attendance above 90%). This was 4.2% higher than our like schools. Our Year 11 attendance rate of 88% in 2017 was 1% higher than WA Public Schools. Our Year 12 attendance rate of 88% in 2017 was on par with WA Public Schools.

In 2018 we will launch our Positive Student Attendance Support Plan with a particular focus on improving the attendance rates for students in Years 7-10 and our Aboriginal students

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2015	85.2%	87.9%
2016	85.3%	87.7%
2017	84.8%	87.8%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2015	58.1%	18.7%	10.9%	12.2%
2016	58.9%	19.4%	10.6%	10.9%
2017	58.2%	18.5%	11.4%	11.8%
Like Schools 2017	54.0%	22.3%	13.7%	10.0%

WA Public Schools	62.0%	20.0%	11.0%	7.0%
-------------------	-------	-------	-------	------

	Non-Aboriginal			Aboriginal		Total			
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2015	88.8%	87%	89.7%	65.5%	73.4%	68%	85.2%	85.1%	87.9%
2016	88.3%	86.8%	89.5%	68.6%	71.3%	67.4%	85.3%	84.5%	87.7%
2017	88.4%	87.2%	89.7%	61.7%	71.7%	66.6%	84.8%	85.4%	87.8%

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2015	86%	88%	85%	77%	88%	88%
2016	89%	84%	84%	83%	84%	88%
2017	87%	85%	83%	80%	88%	88%
WA Public Schools 2017	91%	89%	87%	85%	87%	88%

Follow the Dream: Partnerships for Success

Follow the Dream is a voluntary program for aspirational Aboriginal secondary school students. The program 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 cycle through 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 Billiton. 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 2017, 43 students ranging from Years 7 to 12 participated in the Follow the Dream program and continued outreach support was provided to eligible students at two other secondary schools. Our two graduating students achieved the following:

- Both students achieved WACE.
- Both Students achieved a Certificate II qualification; one student also completed a Certificate III qualification.
- One student completed a business traineeship, participating in 928 workplace hours.
- Both students were recognised at the College graduation ceremony; one receiving the College Citizenship Award; the other student receiving the Australian Super West scheme Excellence in Vocational Education & Training Award and the Certificate III in Tourism Award.
- One student was awarded the Rob Riley Memorial Prize for being the top WA public school Aboriginal Vocational Education & Training student. He was presented with the award by the Minister for Education and Training, The Hon. Sue Ellery, MLC.

2017 Follow the Dream students maintained an average school attendance of 90%, with 69% of these students achieving an average attendance of over 90%. Our members also attended an average of 880 after-school tutoring hours per term during 2017. Follow the Dream students featured prominently in both school and community award ceremonies and programs, achieving:

- City of Belmont NAIDOC Award (Year11 student)
- The Hon. Samantha Rowe MLC Citizenship Award (Year10 student)
- ANZAC RSL Scholarship (Year10 student)
- Indigenous Australian Engineering Summer School (IAESS) financial scholarship (Year11 student)
- ATAR Geography Award (Year11 student)
- Mathematics Essentials Award (Year11 student)
- Physical Education Studies Award (Year11 student)
- Career & Enterprise Award (Year11 student)
- Certificate III in Tourism Award (Year11 student)
- Business Administration Traineeship with QANTAS (Year12 student)
- Business Administration Traineeship with BHP (Year11 student)

A clear highlight for the Follow the Dream students during 2017 was our camp to Cairns in far north Queensland. Students were exposed to a number of new opportunities including snorkelling on the Great Barrier Reef, walking through the UNESCO heritage listed Daintree Tropical Rainforest, and swimming in the beautiful waterfalls and waterholes of the Atherton Tablelands. Additionally and most importantly, students were able to share culture and learn from the local Aboriginal people during meetings with the Tjapukai and Kuku Yalanji peoples. Highlights of this camp, as well as other excursions and achievements, were featured in our quarterly newsletter "Koondarm".



Aboriginal Ambassadors

The Ambassadors 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 develop good habits, take responsibility for their own actions, set an example for others, be the best they can be and be proud to be Aboriginal.

The 2017 year saw some significant and exciting changes in the Ambassadors Program when it became an elective subject timetabled twice a week for students in Years 7 to 10. This meant that, in comparison to the previous year, 2017 students had more minutes timetabled for the Ambassadors Program and were able to participate in a wider variety of exciting initiatives.

Throughout 2017, 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. These included didgeridoo and dance workshops and mentoring from a local elder, cultural workshops in conjunction with the Edith Cowan University (ECU) Cultural Awareness Officer, NAIDOC Week planning and performance, participation in the WA Sorry Day event, Mathematics and Coding excursions to ECU, as well as a Science Extravaganza presented by the Old Ways/New Ways Outreach team at ECU, with a visiting science engagement specialist from the UK. Students also participated in an amazing language and cultural workshop with Yirra Yaakin Theatre Company, where over a series of days, students were able to recite Shakespeare fluently in Nyoongar language. Students visited the Gravity Discovery Centre where they listened to local elders tell the Nyoongar Dreaming stories of the stars in the sky.

In 2017 our Ambassadors also expanded their own outreach into the community when they performed at both Shenton College and Perth Modern School as part of NAIDOC week.

During the April school holidays Professor Peter Klinken, Chief Scientist of Western Australia, kindly provided us with many Jarrah Saplings from his rural property, which he cut down himself, so that our students could make their own tapping sticks and walking sticks during class time. Ambassador students were also part of the nationwide Australian Indigenous Mentoring Experience (AIME) program 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 2018.

Other Initiatives

- A dedicated space for the Aboriginal Ambassador Program has meant that students have been given the opportunity to connect with the outside environment, with a large verandah providing an outdoor working space adjoining our new edible garden.
- Students participated in two days of after school tutoring per week in the new Aboriginal Ambassadors Room. As the year progressed there was greater engagement in this initiative and teachers reported additional progress with student work. Furthermore, at least three of our Aboriginal Ambassador students were recommended for entry into the Follow the Dream program as their results had improved significantly and they displayed a greater commitment to their education.
- In 2017 work continued on the implementation of the Aboriginal Cultural Standards Framework at the College. As a culturally responsive school, the College prides itself on recognising and acknowledging the skills, knowledge and experiences Aboriginal students bring to our learning environment. This work will continue in 2018 when resources will also be developed in conjunction with Aboriginal community members to enhance the curriculum with relevant local Aboriginal knowledge and perspectives.

Future Initiatives

- In 2018 tutoring will continue after school, with the possibility of expanding to three days per week.
- Boomerang Club will run every second Tuesday morning before school, in conjunction with a member of the Western Australian Boomerang Association. We would like to see the first BCC Boomerang Team become competitive.
- Our engagement with the Old Ways/New Ways Outreach Program at ECU will expand in 2018 with two Old Ways incursions and two New Ways excursions each term.

During these visits, students will participate in traditional science activities, such as glue making, as well as using expert science equipment and techniques on the university campus. The focus of the program is to promote respect for, and understanding of, the link between Aboriginal Cultural practices of 60,000 years and modern science.

- Nyoongar Language classes will be integrated in to the Aboriginal Ambassador Program, along with an appreciation for the diverse cultural and language backgrounds of all Aboriginal People in Australia.

INCLUSION EDUCATION PROGRAM

In 2017, the Inclusive Education team focussed on improving social outcomes for students. A targeted program, entitled 'Friyay', ran throughout the year. Activities such as excursions to local cultural and leisure locations alternated with a café run by groups of students. Team work and communication skills were learned through collaboration and the need to care for each other.

To support many of our students with Autism, regular yoga practice took place; particularly before activities such as OLNA and NAPLAN testing. Students reported feeling calmer and staff were able to observe its effect throughout the day following the practice. Teaching self-regulatory behaviours is a key aspect of the work done by the Inclusion team and the addition of yoga to the program was beneficial to many of our students.

The senior Horticulture students implemented their grand design for the food forest in the open space along Abernethy Road. The theme of the garden was recycling, meaning that the garden furniture and borders were all reclaimed and reused. An opening ceremony of 'The Paddock' was attended by City of Belmont representatives and the local newspaper reported on the event. BCC was also delighted to be given an opportunity to be featured on the well known ABC television program Gardening Australia. The host of Gardening Australia, Josh Byrne visited the College and built some composting bins in one of our garden areas. The students were excited to be interviewed and to work alongside such a well-known horticulturist. The episode featuring our Inclusion program students will go to air in early 2018 and is a wonderful testimony to the outstanding work of teacher Melissa Gray in engaging her students in valuable real life learning.

A change in approach to curriculum led to our senior students enrolling in ASDAN courses for English, Food and Mathematics. These courses allowed students to explore concepts related to their life and to record their learning journeys using an iPad based program. As well as this, students attended a workplace for one day a week to learn and rehearse employability skills.



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, eight Auslan interpreters and a Deaf Mentor to support Deaf and hard of hearing students. In order to support students to manage their hearing assistive technology, an Audiologist from Australian Hearing visited the college once a term.

In 2017, fifteen students were enrolled in the program. Eight students were immersed in mainstream classes supported by Auslan interpreters and note takers. Seven students were provided individualised, intensive support by Teachers of the Deaf and the Deaf mentor.

Two students graduated in 2017 from Belmont City College. One was awarded a Certificate II in Hospitality and is currently continuing studies at TAFE and is being supported by Deafinite in gaining employment. One year 12 student is employed in a family business and a year 11 student found employment with Australia Post. Our two Year 11 students were both enrolled in two Certificate II VET qualifications.

Belmont City College is an inclusive education environment and Deaf students actively participated in a range of college activities. Two Deaf students were elected onto the student council. In the Arts, students participated in a dance performance as part of the Arts Gala Week. Deaf Education staff collaborated with The Arts department in presenting two Auslan Interpreted performances of the end of year drama production of Charlie and the Chocolate Factory. Deaf students participated in a range of interschool sporting activities including netball, basketball, soccer, touch rugby and volleyball.

The sporting highlight of the year was the selection of three Deaf female students in the BCC Girls Football team who participated in the inaugural AFL Women's carnival.

The Deaf Education program engaged with the wider Deaf community by celebrating Auslan Day at Central TAFE and one year 11 student presented to an audience of 100 people at the WA Foundation for Deaf Children on the topic of 'Growing Up with Deafness'. Students participated in National Week of Deaf People hosting activities for staff and students at the college and celebrated with the Deaf community by exploring the history of House on the Hill in Cottesloe a former Deaf education institution.

Outcomes from the implementation of Go Maths and the Key Links reading programs eighteen months ago has seen an improvement in the 2017, Year 9 NAPLAN reading and numeracy results for Deaf and hard of hearing students. A new initiative for 2017 was ASDAN courses being taught to Year 11 and 12 students. This allowed two Deaf students to achieve two credits towards their WACE. Using Connect, the Deaf Education Program supported mainstream teachers by providing individual student profiles with recommended teaching strategies and classroom adjustments for each Deaf and hard of hearing student. The accessibility of this allowed mainstream teachers to prepare documented plans for each student more efficiently.



STAFFING & ENROLMENT

Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	4	3.0	0
Heads of Department and Learning Areas	5	5.0	0
Program Coordinators	4	4.0	0
Total Administration Staff	14	13.0	0
Teaching Staff			
Level 3 Teachers	2	2.0	0
Other Teaching Staff	52	51.0	0
Total Teaching Staff	54	53.0	0
School Support Staff			
Clerical / Administrative	11	9.3	0
Gardening / Maintenance	4	3.4	0
Instructional	2	2.0	1
Other Non-Teaching Staff	25	20.7	0
Total School Support Staff	42	35.4	1
Total	110	101.4	1

Student Numbers (as at 2017 Semester 2)

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	175	158	133	164	111	79		820

FINANCES

Belmont City College Expenditure on Goods and Building Fabric and Infrastructure for 2017

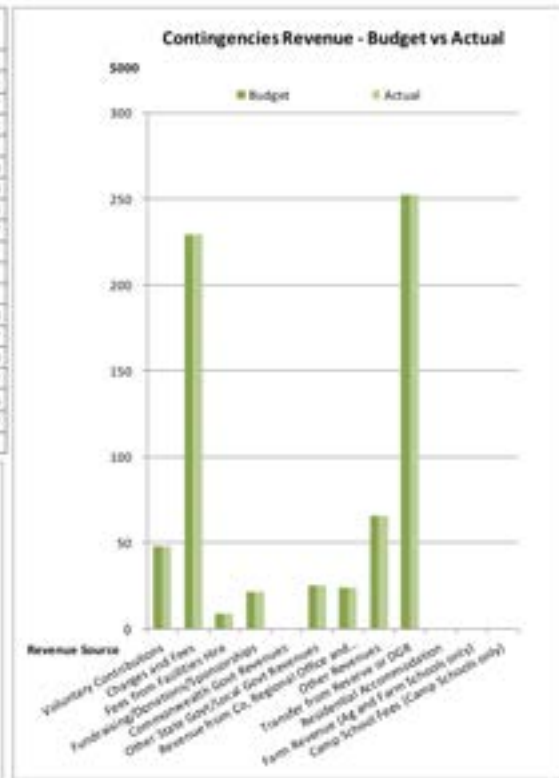
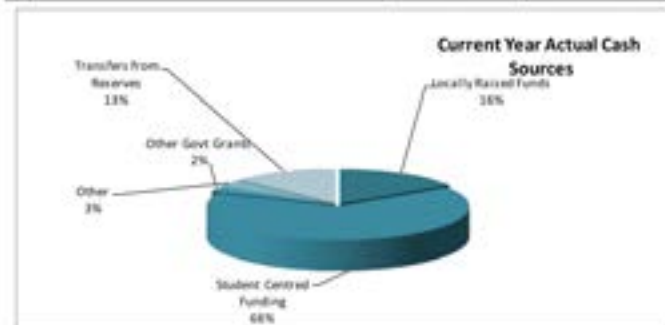
Network Switch Equipment	\$ 15,500.00
Refurbishment of General Toilet Blocks	\$ 89,200.00
Interactive Projectors	\$ 8,400.00
Installation of Projectors	\$ 11,200.00
Guillotine Industrial Workshop	\$ 6,300.00
Projector and Whiteboard	\$ 16,000.00
Canteen Storage Shelving	\$ 33,400.00
Security Camera	\$ 2,200.00
TV's and Smartboards	\$ 16,300.00
Coin Sorter Machine	\$ 3,000.00
Photocopier	\$ 4,900.00
Student Desks and Chairs	\$ 25,000.00
Library Furniture, Shelving and Tables	\$ 31,000.00
Security Cupboards STEM	\$ 2,500.00
Computer Software and Equipment	\$ 125,000.00
Photocopier	\$ 27,000.00
TOTAL	\$ 416,900.00



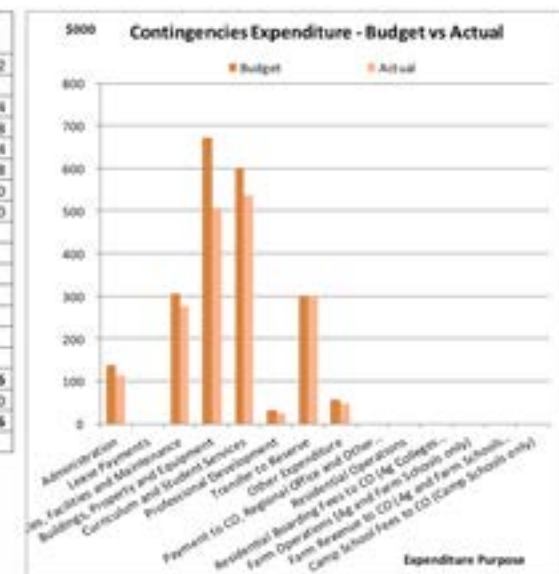
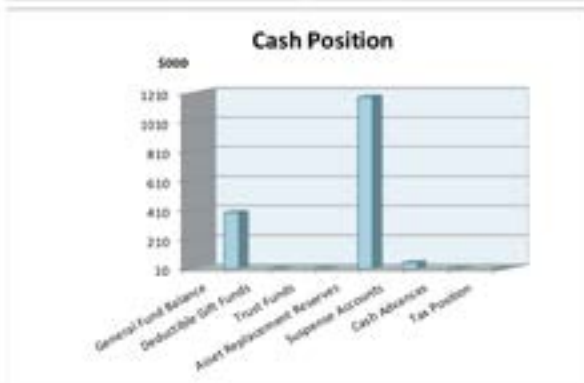
FINANCES

Belmont City College Financial Summary as of December 31st 2017

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 48,141.00	\$ 48,141.11
2	Charges and Fees	\$ 229,029.00	\$ 229,028.62
3	Fees from Facilities Hire	\$ 8,997.00	\$ 8,997.27
4	Fundraising/Donations/Sponsorships	\$ 21,820.00	\$ 21,820.84
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 25,000.00	\$ 25,000.00
7	Revenue From Co, Regional Office and Other Schools	\$ 23,885.00	\$ 23,884.60
8	Other Revenues	\$ 65,783.00	\$ 65,783.89
9	Transfer from Reserve or DGR	\$ 252,313.00	\$ 252,312.87
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 674,968.00	\$ 674,969.20
	Opening Balance	\$ 224,458.00	\$ 224,458.17
	Student Centred Funding	\$ 1,293,344.00	\$ 1,293,344.30
	Total Cash Funds Available	\$ 2,192,770.00	\$ 2,192,771.67
	Total Salary Allocation	\$ 9,767,071.00	\$ 9,767,071.00
	Total Funds Available	\$ 11,959,841.00	\$ 11,959,842.67



	Expenditure	Budget	Actual
1	Administration	\$ 137,588.00	\$ 112,391.32
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 305,000.00	\$ 275,095.74
4	Buildings, Property and Equipment	\$ 671,734.00	\$ 505,925.08
5	Curriculum and Student Services	\$ 600,935.00	\$ 536,055.44
6	Professional Development	\$ 31,498.00	\$ 25,272.48
7	Transfer to Reserve	\$ 301,000.00	\$ 301,000.00
8	Other Expenditure	\$ 57,415.00	\$ 47,293.70
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 2,305,170.00	\$ 1,802,885.76
	Total Forecast Salary Expenditure	\$ 9,439,066.00	\$ 9,439,066.00
	Total Expenditure	\$ 11,544,236.00	\$ 11,241,949.76
	Cash Budget Variance	\$ 87,600.00	



Cash Position as at:	
Bank Balance	\$ 1,611,968.86
Made up of:	
1/General Fund Balance	\$ 389,883.91
2/Deductible Gift Funds	\$ -
3/Trust Funds	\$ -
4/Asset Replacement Reserves	\$ 1,176,900.27
5/Suspense Accounts	\$ 48,370.68
6/Cash Advances	\$ 2,100.00
7/Tax Position	\$ 2,090.00
Total Bank Balance	\$ 1,611,968.86

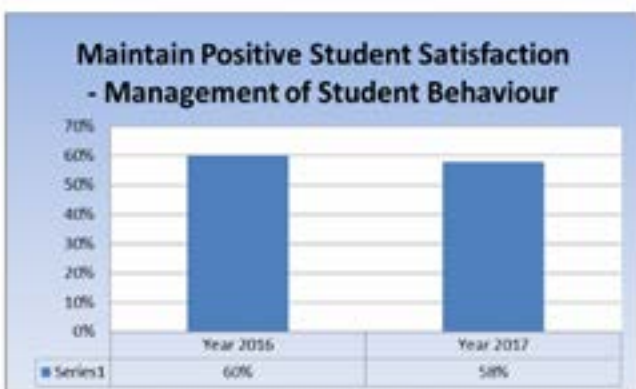
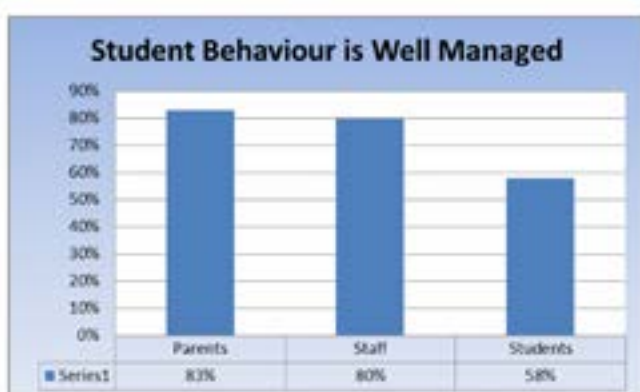
SCHOOL SURVEY

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 of student behaviour.
2. Staff receive useful feedback about their work at this school.

The following graphs indicate a high level of staff and parent satisfaction in the management of student behaviour and also represent a considerable increase in the level of satisfaction from 2016 to 2017. Student levels of satisfaction in relation to the management of behaviour have remained consistent between 2016 and 2017.

Staff at Belmont City College receive ongoing feedback about their work and 80% of staff have indicated that the feedback they receive is useful. This represents a 20% increase from 2016.



Course Awards

The Arts

Dance General	Shay Miller
Drama General	Constance Clair
Design General	Jon Edgel Bilugan
Design Graphics ATAR	David Psaila
Visual Arts General	Trinity Bantay

Humanities

Career and Enterprise General	Denise Agrioli
Geography ATAR	David Psaila
English as an Additional Language/Dialect ATAR	Mary Joy Donoso
English Foundation	Daniel Roberts
English General	Kayla Rumford
English ATAR	David Psaila
Modern History ATAR	Mary Joy Donoso

Mathematics and Science

Human Biology ATAR	Denis Liu Shiu Cheong
Integrated Science General	Hala Abu-Qamar
Mathematics Foundation	Leila Agudo
Mathematics Essential General	Jerrald Just Cape
Mathematics Applications ATAR	Eman Mohamed
Mathematics Methods ATAR	Denis Liu Shiu Cheong
Physics ATAR	Denis Liu Shiu Cheong
Chemistry ATAR	Denis Liu Shiu Cheong

Health and Physical Education

Physical Education Studies ATAR	Isaac Townsend
Physical Education Studies General	William Nishimwe

Technology and Enterprise

Materials Design & Technology: Wood General	Nikita Powell
Materials Design & Technology: Metal General	William Nishimwe

Vocational Education and Training

Certificate II in Horticulture	Barry Tame
Certificate II in Hospitality	Rainelle Ramos
Certificate II in Kitchen Operations	Argaux Alagon
Certificate III in Applied Language: Japanese	Li Quan
Certificate III in Sport and Recreation	Nikita Powell
Certificate III in Tourism	Kienan Davis
Certificate II in Business	Zakary Walker
Certificate II in Engineering Pathways	Taonga Thomas

Special Awards

Award	Recipient
Long Tan Leadership & Teamwork Award	Asmi Boodhun
Caltex Best All Rounder Award	Isaac Townsend
Award for Excellence in the Performing Arts	Owen Hasluck
Slater-Gartrell Sportsperson of the Year Award	Jerrald Just-Cape
HGT Hospitality Vocational Program Award	Argaux Alagon
Cassandra Rowe Award for College Citizenship	Michella May Chadd
Donna Faragher Award for College Leadership	Constance Clair
Samantha Rowe Positivity Award	Kayla Rumford
Ascot Rotary Club Award for Integrity	Merinda Walker
Belmont Forum Award for Participation	Mary Joy Donoso
Ben Wyatt MLA Award for Service to the Community	Crystal Heo
City of Belmont Award for Initiative	Danica Pilmer
Steve Irons Award – Active Involvement in Interschool Sports	Nikita Powell
Belmont Rotary 'Stan Perron' Club Legend Award	David Psaila
Edith Cowan University - Personal Excellence Scholarship	Kimberly Manuel

High Achiever Awards

Award	Recipient
AustralianSuper Westscheme Division Award for Excellence in VET	Kienan Davis
VET Dux	Argaux Alagon
Dux Award	Denis Liu Shiu Cheong



Priority Area 1- BCC students are successful students	Targets/Milestones	2017 Progress
	School Achievement	Making Progress
	<ul style="list-style-type: none"> English & Math's grade alignment is within 15% of NAPLAN results BCC grade distribution shows and improvement in the % of students achieving a C grade or higher 	<ul style="list-style-type: none"> English & <u>Maths</u> grade alignment is not within 15% of NAPLAN results. There has been improvement from 2016 In 2015 50.6% achieved C grade or higher. In 2016 55.2% achieved C grade or higher. In 2017 57.4% achieved C grade or higher.
	NAPLAN	Achieved
	<ul style="list-style-type: none"> BCC student results match or exceed those of like schools (in achievement and progress) 	Overall (7 2015 – 9 2017) results are very good with higher progress and achievement in all assessments except G&P (high achievement there, but lower progress)
	OLNA	Achieved
	<ul style="list-style-type: none"> 70% of BCC students pass all OLN assessments by the end of year 12 	2016 – 71% pass rate 2017 – 79% pass rate 2017 Reading – 86.4% Writing – 83.3% Numeracy – 78.8%
	Attainment	Achieved
	<ul style="list-style-type: none"> Student attainment rates are maintained at 90% or higher 	BCC – 100% Like Schools – 94% (Public Schools – 96%)
	ATAR	Achieved
	<ul style="list-style-type: none"> BCC median ATAR results match or exceeds that of like schools Maintain a trend where BCC's median ATAR continues to increase 	<ul style="list-style-type: none"> BCC – 72.6 ATAR Like Schools – 67.75 (Public Schools – 78.45) 2015 – 62.2, 2016 – 72.25, 2017 – 72.65
	VET	Achieved
	<ul style="list-style-type: none"> The % of students achieving a Certificate II or higher is maintained at 90% The % of eligible VET 	<ul style="list-style-type: none"> 98.8% achieved a Certificate II or higher 2016 – 71 % completion rate for Certificate III

Priority Area 2 – BCC will be the school of choice for families within the intake area	students achieving a Certificate III or higher increases	<ul style="list-style-type: none"> 2017 – 67% completion rate for Certificate III
	Graduation	Making Progress
	<ul style="list-style-type: none"> BCC WACE graduation rate matches or exceeds like schools 	BCC - 81% Like Schools – 82% (Public Schools – 88%) 2016 – 70%, 2017 – 81%
	Attendance	Making Progress
	<ul style="list-style-type: none"> BCC whole cohort regular attendance rates will match or exceed like schools BCC regular attendance rates for Aboriginal students continue to improve and match or exceed WA Public Schools The % of unexplained absences at BCC decreases 	<ul style="list-style-type: none"> Regular attendance 58.2%, Like schools 54% Regular attendance rates - Aboriginal students = 61.7%, Like schools 71.7% Unexplained decreasing
	Behaviour	Making Progress
	<ul style="list-style-type: none"> 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.
	Student Numbers	Making Progress
	<ul style="list-style-type: none"> Enrolment numbers for incoming year 7's are maintained and there is evidence of an upward trend in student numbers 	175 Year 7 students as of Semester 2 2017 820 students as of Semester 2 2017 (up from 748 in 2016)
	Specialist Programs	Making Progress
	<ul style="list-style-type: none"> Outcomes for students involved in BCC Specialist Programs improve (attendance, achievement and extra-curricular opportunities) 	In line with students' agreement of participation they must maintain their attendance at or above 90% Contemporary Drama Program Achievements <ul style="list-style-type: none"> 82 students in the Primary School Drama Club from 12 different schools including five school outside our local intake area 47 Year 7 students gained entry to our Specialist Contemporary Drama Program Total of 122 students in our Specialist Contemporary Drama Program. An increase of 41 students from 2016 We staged our ninth Drama Festival for primary

		<p>school students from 14 schools in our intake and surrounding areas.</p> <ul style="list-style-type: none"> One Year 12 graduate gained entry to WAAPA <p>Music Excellence Program Achievements</p> <ul style="list-style-type: none"> Our first ATAR cohort studying the Western Art Music course Our Music students performed in at least one of six music ensembles Combined Schools Junior Band - over 50 students Senior Concert Band has grown to 30 members, the largest it has been in over a decade Annual Junior Concert Band Tour – performing to primary school audiences over two days Senior Concert Band, Vocal Ensemble and Belmont Combined Schools Junior Band participated in the annual state festivals – all received the highest ranking of outstanding or excellent Well established performance calendar including the Winter Music Showcase and Twilight Tunes <p>A Plus Academic Excellence Program Achievements</p> <ul style="list-style-type: none"> 120 students enrolled in Years 7 to 10 Introduction of a second stream of ATAR aspirant students – Years 9 and 10 Excellent achievement results across year groups Increase in the percentage of students selecting 4+ ATAR courses. 35% of our 2017 Year 10 cohort selected an ATAR pathway compared to 15% in 2014 Increase in the percentage of students selecting more challenging ATAR courses. Continued participation in the UWA Girls in Engineering program. Participation in a wide range of activities as part of the UWA Aspire program. Annual showcase of student work EPIC Science program for select students from local primary schools.
Priority Area 3 - BCC staff will excel	School Processes	
	<ul style="list-style-type: none"> Maintain positive student, parent and staff satisfaction with the management of student <u>behaviour</u> as evidenced in survey data 	<p>Making Progress</p> <p>Staff 2016 – Average response 3.6 out of 5 2017 – Average response of 2.8 out of 3.5</p> <p>Parents</p>

		2016 – Average response 3.7 out of 5 2017 – Average response of 2.9 out of 3.5 .
	Performance Development <ul style="list-style-type: none"> Staff receive useful feedback about their work at this school 	Making Progress 2016 – Average response of 3.6 out of 5 2017 – Average response of 2.8 out of 3.5
	Formal Recognition <ul style="list-style-type: none"> Increased number of awards/formal recognition of students and staff 	Making Progress <ul style="list-style-type: none"> Kienan Davis received the 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