



BELMONT CITY COLLEGE

Belong . Collaborate . Create

ANNUAL REPORT

2021

Introduction

This was the final year of our 2019 - 2021 Business Plan and saw Belmont City College continue to 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 2019 - 2021 Business Plan 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.

Our 2021 Senior School results highlight this success and include:

- » A median ATAR of 83.8 which ranked us 39th in the Top 50 ATAR schools and the 9th highest WA public school. Our median ATAR was more than two standard deviations above expected performance and higher than both like schools and all public schools
- » 94% of our students achieving an ATAR of 55+ and/or completing a VET Certificate II or higher. The attainment rate for our like schools was 79% and 82% for all public schools



Following an extensive self-assessment process across the domains of the School Improvement and Accountability Framework, the college participated in an external Public School Review in June 2021. The Department of Education’s review team made the following validations about our performance against these domains:

- » Relationships and partnerships - the college values the extent to which positive and respectful relationships and partnerships enhance the learning experiences and outcomes for students
- » Learning environment - providing students an inclusive, respectful and productive learning environment drives the commitment for all students to achieve their academic potential and supports their social and emotional wellbeing
- » Leadership - leaders have fostered a culture where leading school improvement exists at every level. There is staff willingness to engage in focus groups that drive college priorities and initiatives
- » Use of resources - financial and resource decisions are aligned to the targets outlined in strategic and operational plans, which give considerable insight into the future needs of the college
- » Teaching quality - the provision of high quality teaching is prioritised, with structures, processes and procedures ensuring teachers are supported in providing consistency of practice across the college
- » Student achievement and progress - college leaders engage staff in the planning for assessment and analysis of student achievement data, utilising systemic and school-based data to monitor the progress of individual students and programs.

On a personal note, I would like to acknowledge the work of Steve Smethurst who was the college Principal during my absence in Terms 3 and 4. Steve did an outstanding job in this role, including working with all staff to revise our vision and values statements and then lead the development of our new 2022-2024 School Plan.

In closing, we would like to thank our College Board and our Parents and Citizens Association for their support and advocacy and acknowledge the outstanding work of our dedicated staff who work tirelessly in improving student learning and wellbeing. Our successes are a reflection of this work.

On behalf of our staff and the College Board it is our pleasure to present to you our 2021 School Report.

Darrel Le Mercier
Principal

Alison Woodman
Chair - College Board



Senior School Highlights

The 2021 Year 12 cohort comprised 132 students. This cohort performed above expectation in terms of their attainment and ATAR and more students achieved the WACE than in the six years previous. The College’s ATAR results were more than two standard deviations above expected results, with a median ATAR of 83.8. This meant that the College’s ATAR results were published in the state’s Top 50 Schools rankings, at number 39. Fifteen students achieved an ATAR of 80 or more. One student was awarded a School Curriculum and Standards Authority Certificate of Merit and one student was awarded a Certificate of Distinction. The vast majority of students received front door entry to the university of their choice, through early offers during the COVID period and through the TISC process.

94% of the Year 12 cohort met the attainment requirement of a Certificate II or an ATAR of 55 or above. This was 12% above Public Schools and 15% above like schools.

The participation rate for VET courses was 87% and continues to be a strength for the College. Additionally, students completing two or more STEM has continued to increase over the last three years to 82% in 2021, putting students in a better position to secure emerging jobs in the STEM sector.

In 2021, WACE achievement was 81% with one hundred Belmont City College students achieving their Western Australian Certificate of Education (WACE). Of the 34 students who did not achieve WACE, 33 did not pass all Categories of the Online Literacy and Numeracy Assessment (OLNA) and one did not meet the C grade achievement standard. Meeting the literacy and numeracy standard continues to be a priority for the College and we continue to provide a variety of supports for students who have difficulty achieving this requirement.

Belmont City College’s ATAR results are consistently higher than like schools. The College’s median ATAR was 83.8. This was significantly above expected performance due to high quality teaching and a strong cohort. The Median ATAR was 18% higher than that of like schools and 3.6% above all public schools.

28 students (16%) were ATAR candidates and of these students 11% achieved an ATAR of over 90. The cohort performed consistently with 18% achieving in the high tricile and 54% in the mid tricile. The proportion of students in the low tricile is declining over time, indicating that students are benefiting from high quality instruction and course counselling, see *Table One*.

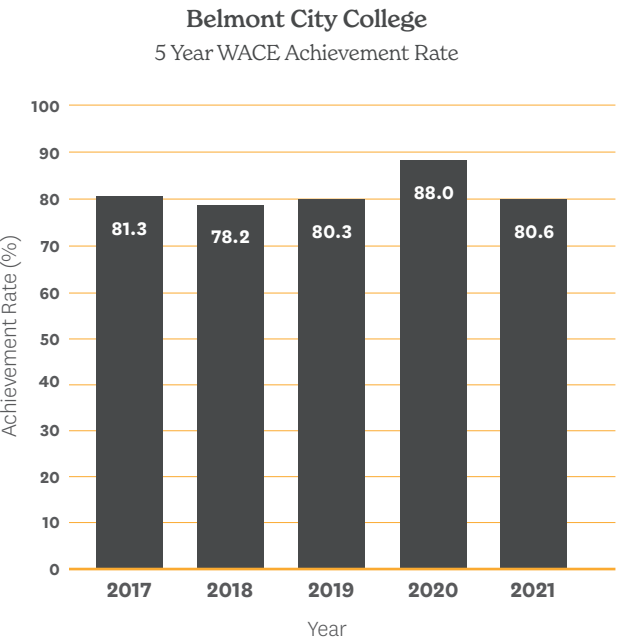
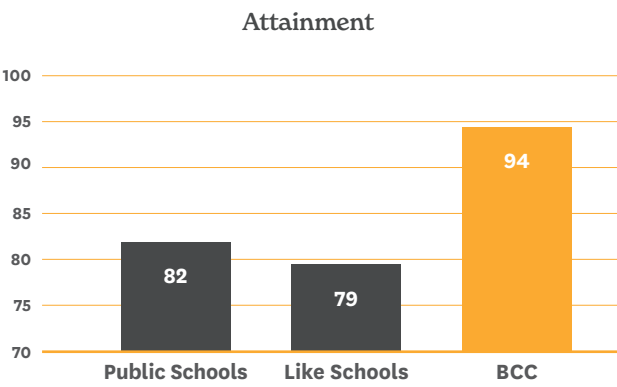


Table One

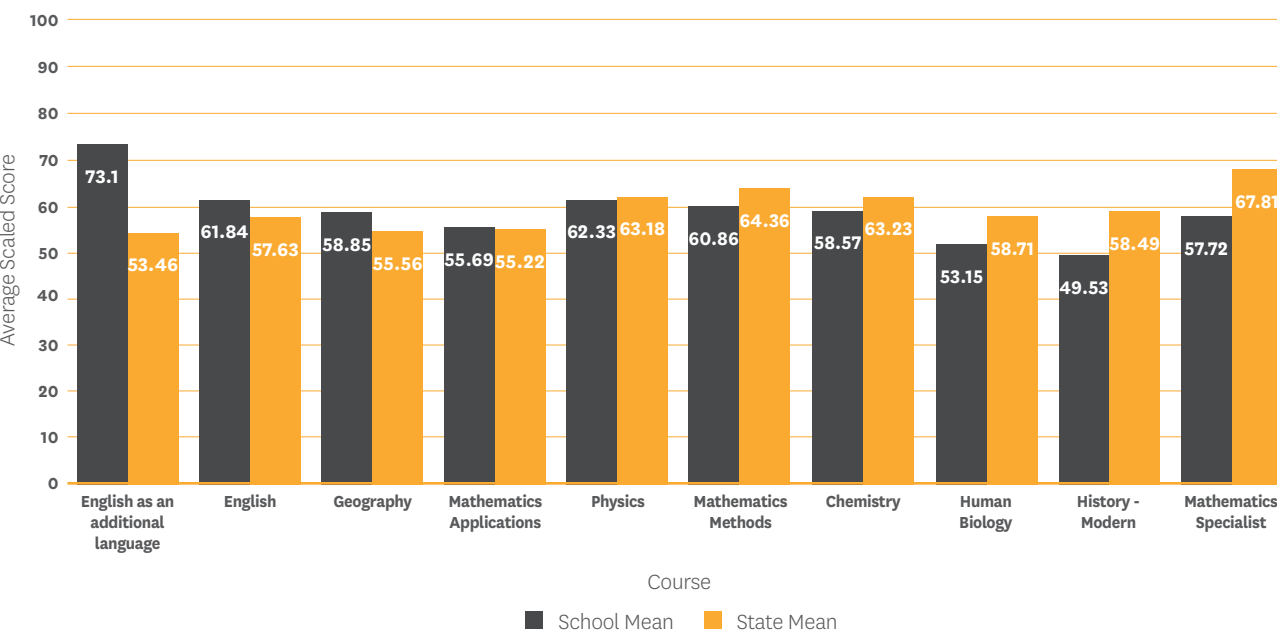
ATAR Triciles Hi/Mid/Low. Count%

Source: TISC

	2021	2020	2019	2018	2017
High	5 (18%)	6 (23%)	3 (10%)	6 (24%)	4 (22%)
Mid	15 (54%)	11 (42%)	14 (47%)	7 (28%)	5 (28%)
Low	8 (29%)	9 (35%)	13 (43%)	12 (48%)	9 (50%)

The overall scaled score mean for the College’s ATAR subjects was higher than state scaled score means in three subjects: EALD; English and Geography, see *Table Two*.

Table Two



Teachers of ATAR subjects use this data to reflect on their marking and moderation processes, in collaboration with their colleagues, Heads of Department and Small Group Moderation Partnership schools.

Focus areas for 2022 will be ensuring increased WACE achievement through improving OLNA results, particularly for students for whom English is a second language and Aboriginal students; continuing to increase ATAR participation rates and ongoing improvement of moderation processes.

Literacy and Numeracy

NAPLAN and OLNA

The trend of improved progress and achievement in Reading and Numeracy at Belmont City College continued during 2020 and 2021. Year 9 students made more progress and achieved more highly from Year 7 to 9 than students in like schools for Reading. Our students achieved more highly and made slightly more progress in Numeracy than like schools. Year 9 students’ achievement in Writing was high but progress was very low. This is a departure from previous years’ steady progress in Writing.

Closer analysis of student test results in Writing, revealed that our students scored well below state means on punctuation. This combined with lower relative scores for the Spelling and Grammar and Punctuation tests indicate that a whole school focus on punctuation and proof reading is required for 2022. Additionally, the Writing prompt for 2021 was creative - a departure from the persuasive prompts of the past four years.

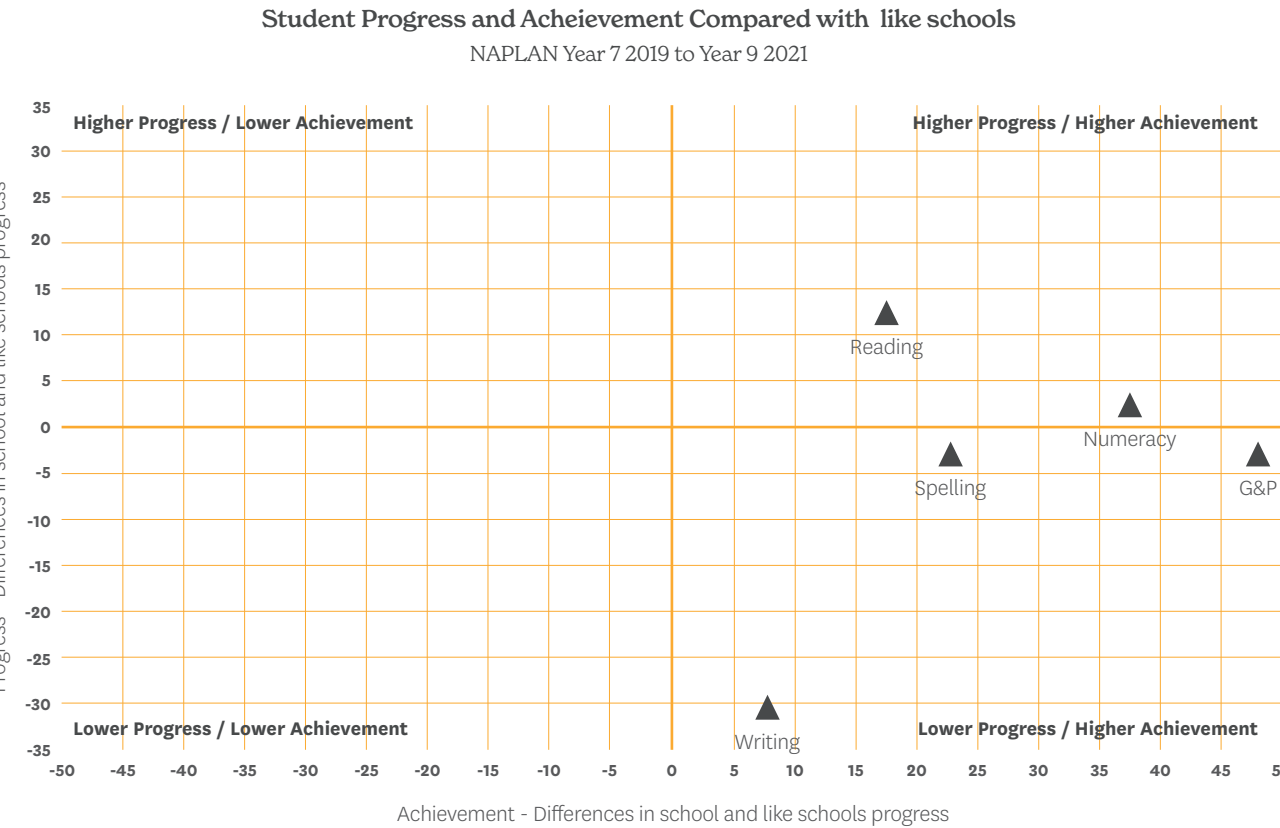
The school has registered in the Brightpath program which provides learning progressions, teaching points and assisted marking for creative writing, information and persuasive texts. Teachers will focus on using the program to moderate creative writing assessments in English.

Our focus on comprehension (close reading) and vocabulary in 2021 likely contributed to improved results in our Reading. Similarly, a revision of the Maths curriculum and a teacher focus on worded problems has seen a continued improvement in Numeracy results.

Our Year 7 data showed that 2021 Year 7 students achieved within expected range for Writing, Reading and Numeracy.

Of the WACE eligible Year 12 cohort, 92 % achieved Category 3 for OLNA Reading and 90% OLNA Writing, whilst 90% achieved Category 3 for OLNA Numeracy. These results were slightly lower than the previous year. Most students who did not achieve the OLNA standards were recently arrived EALD students. Literacy and the needs of EALD learners will continue to be a focus area for 2022.

The continuation of high progress rates for Year 9 students in Reading and Numeracy is a good result for Belmont City College. It is also clear, however, that a whole school focus on writing conventions and creative writing is required for 2022, along with continued support for EALD students in the form of guided writing, vocabulary development and guided reading. This represents a considerable but achievable challenge for staff and students.



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 Excellence 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 its ninth 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 126 students enrolled in the *A Plus* program Year 7 to 10 in 2021. 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. In 2021, 64 students participated in these aspirant classes in Year 9 and 10. Excellent results were achieved by students across year groups in the program in 2021. One student from Year 7 was successful in applying for and receiving a Harding-Miller Scholarship, a national scholarship awarded to high achieving students which provides recipients with financial and tutoring support through to the end of Year 12.

In its nine years of operation, the *A Plus* Academic Excellence Program has met the aim of skilling and encouraging students towards ATAR pathway selection. The percentage of BCC students

selecting four or more ATAR subjects at the end of Year 10 was 26% in 2021, a total of 43 students. All of the students selecting four or more ATAR subjects were in the *A Plus* or aspirant classes.

In 2021, the fourth cohort of *A Plus* students, and the first cohort of Aspirant students were in Year 12, and achieved excellent ATAR results, once again, with students who participated in the *A Plus* program in Year 7-10 achieving a median ATAR of 84.77, above the school median of 83.80 and well above the state median of 81.75.

Students in the *A Plus* program were offered a variety of opportunities for extension and enrichment in 2021, including enrichment opportunities through our relationship with UWA, as part of the UWA Aspire Program. Students in the *A Plus* program are also offered priority entry to the STEM elective offered from Year 7 to 10, and opportunities to participate in a variety of academic competitions.

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 and was in its ninth year of operation in 2021.

- Year 5: Three students per school nominated by their teachers
- » General Science focus
 - » Hands on, Science curriculum-based activities
 - » Showcase for parents in final session
- Year 6: Offered to students accepted into the *A Plus* program for Year 7
- » STEM focus: Lego robotics
 - » Showcase for parents in final session
 - » Engagement with wider community via Primary School newsletter articles, BCC FB page, local newspaper articles.
 - » Excellent feedback from primary school administration, students and their parents about the value of the program.

STEM Science Engineering Program

2021 was the sixth 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, and the School Pathways Program, provides students with high interest, hands on, project-based learning which integrates MESH and Technologies understandings.

In 2021, our students participated in a variety of learning projects, competitions and other activities, as COVID-19 related cancellations would allow. Our main highlight was a win in the Subs in Schools Competition. Three Year 7 students competed in the mini-ROV competition and placed first overall. The team, named “Subsize” were also the top performers in the verbal presentations and sea trials.

Other projects across year groups included:

- » A bridge-building competition with the strongest bridge holding 12 kg
- » Electronics Introduction building an extension circuit involving 555 timer circuit components
- » Building and testing model aircraft prototypes using the flight power anchor
- » Design and building a thermal thermometer using a diode as the main component
- » A catapult project, with the winning design throwing a projectile over 5 metres
- » An electric vehicle unit which will complement the Solar Car Challenge, on hiatus due to COVID-19
- » Year 10 students attended the BiG Day In IT Careers Conference at UWA, which provided an insight into a variety of ICT based careers from industry professionals

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 for university entry and includes a range of activities and excursions designed to create familiarity with university pathways and experiences.

In 2021, students participated in:

- » Year 7 Biomimicry incursion
- » Year 8 Megalodon incursion
- » Year 9 Race Around the Campus excursion, Engineering Island incursion
- » Year 10 UniDiscovery incursion
- » Year 11 Aspire Day on Campus excursion
- » Year 12 The Next Step incursion

UWA Girls in Engineering (GiE)

UWA once again offered Girls in Engineering in 2021, after a one-year hiatus. Girls in Year 8 at Belmont City College participated in an excursion to the UWA Campus to meet with industry leaders and participate in engineering activities.

Specialist Contemporary Drama Program

Specialist Contemporary Drama continues to be an engaging and vibrant program at the College, providing Drama students with a rigorous academic program and a versatile extra-curricular calendar of performances and events. The highlight of the year was the opening of a new \$5 million purpose built theatre. The end stage space boasts a 247 seat auditorium, bio box, extensive backstage and storage facilities, as well as state of the art lighting, sound and 3D mapping technology.

There was a significant increase in performances, proceeding the postponement of a number of events due to Covid-19 restrictions the previous year. The two theatre spaces were once again active, with community performances and shows booking out, in some occasions, months in advance.

Drama Camp remains a highlight in the school calendar each year and provides our lower school Specialist Contemporary Drama and upper school Master Class students an opportunity to develop and refine their performance skills. Ten camp leaders were selected for the ‘Back to Reality’ themed camp, where they were able to develop their creativity through directing and choreographic roles.

The annual Drama Festival for Primaries experienced significant growth in audience size, with over 3000 primary school children, teachers and parent helpers attending. Thirteen out of the fifteen shows were booked three months before the opening show, proving the Festival to be a highly anticipated and valued community event across the City of Belmont.

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. At the end of 2021, one Specialist Contemporary Drama alumni graduated from the prestigious West Australian Academy of Performing Arts (WAAPA) and was also successful in gaining entry to the Bachelor of Fine Arts program at the National Institute of Dramatic Arts (NIDA) in Sydney commencing 2022

Primary School Program
Centre Stage

The Centre Stage drama program for primary schools continues to provide curriculum-based performance opportunities to eight local intake primary schools. All primary schools that participated in the program were provided with a specialist drama teacher for a 10-week drama intensive class, where students workshoped

communication and performance skills. 48 students successfully gained entry into the Specialist Contemporary Drama program at Belmont City College for 2022. In 2021, several students from across the metropolitan area successfully auditioned for the program.

Music Excellence Program

In 2021, the Music Excellence program introduced its first year of a Certificate II in Music Industry. The new course focused on composition, digital music and live production. Students across all year groups we able to access music through the classroom curriculum, individualised instrument lessons via the Instrumental Music School Services (IMSS) and at least one of the college’s ensembles. College ensembles in 2021 included:

- » Senior Concert Band
- » Belmont Combined Schools Junior Band
- » Vocal Ensemble
- » Percussion Ensemble
- » Junior Fusion Band
- » Senior Fusion Band
- » Year 8 Contemporary Band (new in 2021)
- » Year 10 Contemporary Band (new in 2021)

The Music Excellence calendar of performances was extensive in 2021, showcasing a wide range of musical events for the school and wider community. The opening of a new state of the

art multi-million dollar performing arts facility launched with a musical focus and all ensemble groups performing. With the use of new 3D mapping projectors, state of the art wireless audio and lighting, digital audio desks, intercom systems and a professional front/back of house spaces and procedures, the opening wowed audiences with a contemporary edge on music and live production.

Other highlights for 2021 included:

- » The Annual Music Showcase involving all College ensembles. These musical performances were supported with items from our Specialist Contemporary Drama program, providing a strong cross curricular performance opportunity for students within the programs
- » Primary School Band Tour - students participated on a two-day tour, performing in front of all local primary schools in the City of Belmont
- » Twilight Concert - performed in the newly refurbished amphitheatre and seated over 100 audience members
- » Churchlands Concert Band Festival - students in the combined schools Concert Ensemble participated in the annual festival run by IMSS
- » Canning Vale College Contemporary Band Festival - Students in the Contemporary Ensembles participated in the annual festival run by IMSS.



Vocational Education and Training (VET)

Vocational Education and Training (VET) in schools enables our senior students to gain nationally recognised industry skills whilst completing secondary school. VET is offered as part of the Western Australian Certificate of Education (WACE).

In 2021, Belmont City College provided students with opportunities to complete a range of VET qualifications that were delivered on campus by our industry approved teachers or at an external training facility by Registered Training Organisations (RTO). Students were able to choose courses to suit their individual needs for future career goals and post-school options and pathways.

The following courses and programs were offered:

- » 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
- » CUA20615 Certificate II in Music Industry
- » MEM20413 Certificate II in Engineering Pathways (Year 10 Taster Course)
- » MEM20413 Certificate II in Engineering Pathways (Year 11 & 12)
- » AHC20416 Certificate II in Horticulture
- » BSB20115 Certificate II in Business
- » BSB30115 Certificate III in Business
- » CHC22015 Certificate II in Community Services
- » 52773WA Certificate I in Leadership (Year 10 Aboriginal and Torres Strait Islander Students)

Of the 445 enrolments in VET qualifications, students in Years 10, 11 & 12 achieved the following:

- » 90.91% of Year 12 students enrolled in a Certificate III achieved the qualification - this involved 36 students in total. Another 31 Year 11 students will be continuing in 2022
- » 99.29% of Year 12 students enrolled in a Certificate II achieved the qualification - this being 140 students. Another 123 Year 11 students will be continuing with their Certificate II qualification in 2022
- » 100% of the 45 students enrolled in Certificate I Hospitality, achieved the qualification.

Year 12 students were successful with 99.31% of the cohort achieving a Certificate II or higher ensuring they are well equipped

to take on the next stage of their career pathway whether it be entering University, TAFE or securing employment. Students were provided with the opportunity of attending a workplace to further develop their practical knowledge and skills in the industry sector of their choice whilst continuing with their studies.

Registered Training Organisation - Partnerships

Belmont City College continues to expand opportunities for our students by supporting their career pathway opportunities in releasing students to outside partners who are delivering qualifications of interest to them. These are in the form of School Based Traineeships, VETdSS (VET qualifications delivered to Secondary Students) and other external RTO's. Numerous School Based Traineeships were endorsed to allow students to undertake a qualification whilst working in a particular sector or linked to their part time employment. Students were enrolled in qualifications such as Sport and Recreation, Retail, Hospitality, Community Services and Business whilst attending organisations such as Belmont Oasis Leisure Centre, McDonalds, Kentucky Fried Chicken, BHP, Westpac, and Young Smarties Childcare Centre.

Thirty four students were successful in securing places at South Metro TAFE and North Metro TAFE as part of the VETdSS (VET delivered to Secondary Students) program. This program is fully funded through the Department of Training and Workforce Development (DTWD) providing Year 11 and 12 students the opportunity to attend a TAFE campus each week. Below is a list of some of the qualifications:

- » Ce52831WA Certificate IV in Preparation for Health and Nursing Studies
- » SIT30516 Certificate III in Events
- » CUA30915 Certificate III in Music
- » FNS30317 Certificate III in Accounts Administration
- » ICT30120 Certificate II in Information Technology
- » MEM20105 Certificate II in Engineering (Heavy Fabrication)
- » AUR20716 Certificate II in Automotive Vocational Preparation (Light Vehicle Preparation)

- » MSF20313 Certificate II in Furniture Making
- » SHB20216 Certificate II in Salon Assistant

In addition to these opportunities, partnerships with independent external RTO's also allowed students to attend their facilities to complete qualifications which included:

- » Two (2) Year 12 students successfully achieving 52824WA Certificate II in Building and Construction as part of the Construction Training Fund (CTF) Schools2Skills Pilot Scholarship Program delivered at Skillhire in Forrestfield
- » One (1) student achieving the MEM20105 Certificate II in Engineering qualification at ITWS with a mechanical focus
- » One (1) student achieving the UEE 22011 Certificate II in Electrotechnology at CET in Jandakot; and
- » One (1) Year 11 student achieving TLI32416 Certificate III in Logistics.

In some circumstances, work experience hours are a requirement to achieve some qualifications and this led to several students being offered full time apprenticeships in 2022 in the Automotive, Electricity & Gas and Carpentry industries.

Workplace Learning

Students are provided with the opportunity to engage in workplace learning, giving them a realistic insight into the roles and responsibilities of employees in their chosen sector.

This has been challenging with COVID-19 restrictions but has been a valuable tool for students to experience a variety of pathways whilst still at school. All hours are accumulated and can earn units towards their WACE.

In 2021, 63 students participated in the program attending a variety of businesses for a total of 1722 placement days and completing over 4875 hours of work.

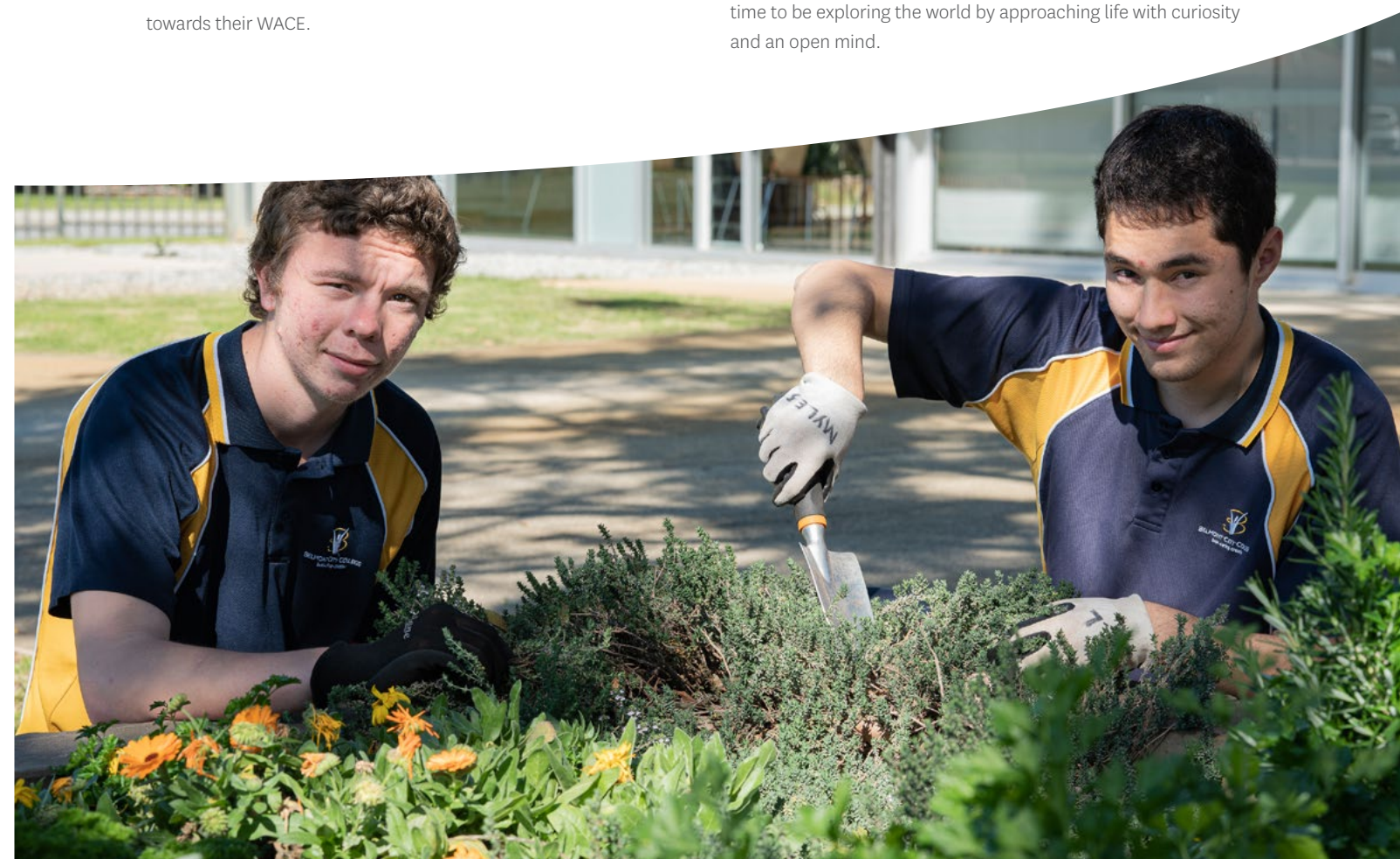
Try A Trade

A three day 'Try A Trade' course focused on brick paving was held in November with eighteen Year 9 and 10 students participating. The course is sponsored by Construction Training Fund (CTF) and enables students to gain hands on experience working with an experienced tradesperson to complete construction of an outdoor paved area with block pavers for seating. The sense of pride and achievement at the completion of the project was immense for all involved and engaged the students in thinking about future career options.

CAREER Expo "Insights 2021"

Year 10 students were involved in a Career Expo in our new Performing Arts Theatre where they were addressed by representatives from TAFE, Universities, Electrical Training, Construction Training Fund, Australian Defence Force and Westrac on opportunities they offer and what employers look for. Several former students who have gone on to university or employment also spoke about their journeys.

Students also participated in a mini-expo which enabled them to discuss their pathway and the best way of getting started. To conclude the Career Expo, Kai Lovel a young entrepreneur who created four businesses whilst still in high school engaged students with his presentation outlining that there was no better time to be exploring the world by approaching life with curiosity and an open mind.



Student Engagement

The Student Services team built on the success of the restructure in 2020. Our Student Support Officers (SSO) continued to deliver high-quality support to students. The lower school SSO focussed on academic, behavioural and pastoral wellbeing while the senior school SSO focussed on pathway planning, early university offers and pastoral care support. The Year Coordinators refined processes around minor behaviour management, Good Standing and compliance with college expectations around uniform and punctuality.

The college House system continued to develop and is increasingly being aligned with the whole-school Positive Behaviour Support framework. House Captains got their first taste of leadership experience and these roles will continue to be developed over time.

The Aboriginal Education Focus Group alongside the Reconciliation Action Plan team continued to refine the college’s RAP. Work done on the RAP supports work already in progress on the Aboriginal Cultural Standards Framework which is aimed at promoting equity for Aboriginal students within the school system.

Young people at BCC were able to access social-emotional support programs in 2021 delivered both by college staff and workers from the YMCA. Programs such as SHINE, Rainbows and Drumbeat offered support for self-esteem, anger management and coping with grief events. Students reported improved wellbeing following participation. Students were also able to access case worker support with the YMCA and onsite mental health support through the Youth Focus outreach program.

Other events coordinated and supported by our Student Services team included sports carnivals, excursions to UWA, visits to training organisations to prepare students for trade courses and work experience, student council leadership events, camps and whole school events such as R U OK? Day and National Day of Action Against Bullying.

Students At Educational Risk (SAER) continued to enjoy high quality support from the Student Services team. The ongoing impacts of the COVID-19 pandemic continued to be a stressor for many families, as did many issues facing our community in these challenging times. Student mental health continues to be an issue for young people and lots of work was done linking them in with appropriate supports.

The college’s relationships with the YMCA and the City of Belmont continue to grow as we collaborated on a new and improved Engagement Program, which was named Cultural Rivers by its student participants. Students from years 7 to 9 with particularly

complex needs were given an opportunity to have individually planned educational programs in a safe and small-scale environment designed to meet their particular needs. Feedback from students and their parents was overwhelmingly positive and the college is pleased to have been able to link many of these students into further educational pathways.

Attendance

Whole school attendance decreased 3.6% from 2020 to 2021, according to Schools Online data. Regular attendance decreased 12% according to Schools Online, however the Student Attendance Reporting system indicates an increase of 21.5% in regular attendance from 2020 to 2021. This disparity is likely a result of the fact that COVID-19 and lockdown related data has been treated differently in each system. Regardless, the 2021 regular attendance rate of 52.5% is only 2.2% lower than the pre-COVID-19, 54.7% of 2019. This indicates that despite the rise of COVID-19, we have been working hard to mitigate its impact on students.

Even though COVID-19 was not prevalent in the community in 2021, attendance was significantly impacted by parent anxiety. Many parents chose to keep students home at various points in the year. Unauthorised non-attendance rose significantly in 2021 and this was because there was a high volume of COVID-19 related non-attendance which was often not reported. Despite best efforts, attendance follow up was very challenging through this period and recently appointed year co-ordinators faced significant challenges in managing communication and data through this time.

Despite the arrivals of a Clontarf Academy and Deadly Sista Girls program, Aboriginal students’ attendance decreased 6.2% from 2020 to 2021. The Aboriginal community was particularly concerned about COVID-19 as many community members are in high-risk categories. It is therefore understandable that many Aboriginal families were very cautious through what was an intense period of uncertainty and perceived danger. Aboriginal students’ attendance has been and continues to be a notable challenge for the college and this will be addressed with specific attendance targets for Aboriginal students in our 2022-2024 School Plan.

Regular attendance was above 50% for students in Years 7 and 8. It dropped to approximately 40% for Year 10 students and closer to 30% for Year 12 students. This is an alarming trend and is something that will be specifically targeted in 2022.

Despite some of these concerning statistics, it is worth noting that Belmont City College students’ regular attendance rate is 9.4% higher than that of Like Schools and 1.5% higher than the WA State School average. This shows that while times have been challenging and there are certainly problems that can be addressed, BCC

continues to perform well in supporting our students to be at school as much as possible.

We continue to set ambitious targets for student attendance and even though the spectre of COVID-19 has not yet passed, we refuse to accept that student attendance cannot be improved. We will continue to make use of all the resources at our disposal to improve regular attendance, particularly that of our Aboriginal students.

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
2019	88.0%	86.5%	88.8%	66.3%	69.9%	65.8%	85.5%	84.9%	86.8%
2020	89.1%	88.5%	89.2%	74.6%	70.9%	65.9%	87.6%	86.7%	87.3%
2021	85.9%	84.6%	86.5%	68.5%	66.3%	62.6%	84.0%	82.8%	84.4%

		Attendance Category			
		Regular	At Risk		
			Indicated	Moderate	Severe
2019	54.7%	22.8%	13.6%	8.9%	
2020	64.5%	15.9%	11.4%	8.2%	
2021	52.5%	20.5%	15.3%	11.7%	
Like Schools 2021	43.9%	28.0%	16.7%	11.4%	
WA Public Schools 2021	51.0%	26.0%	14.0%	9.0%	

Follow the Dream: Partnerships for Success

Follow the Dream is a voluntary program for aspirational Aboriginal and Torres Strait Islander (ATSI) secondary school students. The program assists and supports students to continue to succeed at school, graduate from year 12 and successfully transition onto 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 through Individual Learning Plans.

Follow the Dream shares partnerships with the Polly Farmer Foundation and the Department of Education. These partnerships enable the program to:

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

During 2021, 101 students participated in the Follow the Dream program at Belmont City College, Bob Hawke College, Como Secondary College and Kent Street Senior High School. Students included:

- » Forty four year 7 students
- » Fifteen year 8 students
- » Twelve year 9 students
- » Nine year 10 students
- » Twelve year 11 students and
- » Nine year 12 students.

Our nine graduating students achieved the following:

- » 100% WACE achievement
- » All students achieved a Certificate II qualification
- » One student achieved a Certificate III in Business at BHP; another completed a Certificate III in Sport and Recreation at Belmont Oasis/Blue Fit
- » One student attained a traineeship with Peter Farmer Designs, completing a 30 metre mural for the City of Fremantle
- » All students were recognised at their graduation ceremony, achieving:
 - » Top student award in Visual Arts
 - » Indigenous Endeavour Award
 - » Australian Institute of Geoscientists - Award for Geological Science
- » All students were enrolled in tertiary study, TAFE, employment or an apprenticeship for 2022.

Follow the Dream students maintained an average school attendance of 82% and our members also attended an average of 1460 tutoring hours per term during 2021. Follow the Dream students participated in a range of programs and activities throughout the year including:

- » Aboriginal Youth Health - Moorditj Wirin Koolangkah Program
- » Indigenous Australian Engineering Program at Curtin University
- » Young Indigenous Women's STEM Academy
- » WA Museum Boola Bardip
- » Days for Girls volunteering
- » University of WA Year 8 Discovery Day and Djinanginy Day
- » Year 7 Yanchep Day with Derek Nannup
- » Edith Cowan University visits
- » Centre for Aboriginal Studies at Curtin University
- » Epiroc Australia tour
- » NAIDOC, Reconciliation and Harmony weeks.

In 2021, Follow the Dream students in years 8, 9 and selected seniors also attended a camp to Busselton on Wadandi Noongar country; students in years 10, 11 and 12 camped along the ancient songlines through Ballardong Noongar country guided by Uncle Noel Nannup. There they participated in cultural experiences with local Elders as well as learning about the unique natural features of the areas. With a focus on health and wellbeing in 2021, students participated in a range of activities focused on promoting mental, physical and spiritual wellbeing which supported their personal and academic growth.



Deaf Education Program

The Deaf Education Program supports Deaf and hard of hearing (D/HH) students to access mainstream classes and provides specialised programs for students who require more intensive support with core subjects. In 2021, the College had two Teachers of the Deaf, eight Auslan Educational Interpreters and a Deaf Mentor to support Deaf and hard of hearing students academically and socially. To assist students manage their hearing assistive technology, an audiologist from Australian Hearing visits the college throughout the year.

In 2021, BCC enrolled four new D/HH students, increasing the number of students enrolled in the program to twelve. All students were integrated into mainstream or Inclusive Education classes and supported by Auslan Interpreters and a Deaf Mentor. Two year 10 students successfully completed a Certificate I in Hospitality. One year 12 student successfully completed a Certificate II in Sport and Recreation. One year 11 student commenced a Certificate II in Hospitality and a Certificate II in Sport and Recreation; both of these certificates are anticipated to be successfully completed in 2022.

Two Year 12 students were provided with individualised, intensive support by Teachers of the Deaf and Educational Interpreters to develop their literacy. The Deaf Mentor provided weekly support to all students to develop their Auslan skills, self-identity and cultural understanding.

All Year 11 and 12 Students were enrolled in a combination of ASDAN, Foundation, General and Certificate II courses aligned to their needs and future aspirations. OLN continues to be difficult for all Deaf students, and work continues to develop literacy and numeracy skills of all students. A highlight for 2021 was the graduation of two students in the Deaf Education Program, and it was a celebration of their achievements over the previous six years.

A focus for 2021 has been the implementation of the School of Special Education Needs: Sensory (SSEN: S) Expanded Core Curriculum. This curriculum supports students to develop a greater understanding of their hearing loss, develop their expressive and receptive language, social skills and to enhance their emotional wellbeing. With the support of the SSEN: S Teacher of the Deaf, students were provided weekly Expanded Core Curriculum lessons tailored to student needs.

During the year, the Deaf Education Program continued its focus to support students and advocating for access to their curriculum. Mainstream staff were educated to consider the different challenges that audiovisual learning brings for D/HH and the Deaf Education Program supported teachers to ensure that all visual material was captioned and accessible. The Deaf Education Program used Connect to maintain connections with families of D/HH students and as a useful source of information for families to assist their children access the curriculum and extra-curricular events.

Throughout 2021, Deaf Education Program students participated in NAIDOC celebrations, RUOK Day, lunchtime dance performances and the Visual Art Exhibition. The Deaf Education Program celebrated National Week of Deaf People to advocate for and raise the profile of deafness and Auslan across the school. This was achieved via a display in the library, video streams in various locations around the school, activities and posters across the school and a morning tea hosted for all staff. 2021 also saw D/HH students participating in school and interschool soccer, athletics, basketball and football, at times requiring Auslan Interpreters to support them out of school hours, to train with their team.

Students connected with the wider Deaf community including ex-students visiting throughout the year, a visit from the Access Plus CEO to provide information on available services and support that they can access as independent young adults and a visit from the Community Officer at the Foundation for Deaf Children. Two students were also connected with an external employment support service provider to support them through workplace, skill development and further learning options after they had finished year twelve.

Inclusion Education Centre

Despite restrictions imposed by the Covid-19 pandemic, the Inclusive Education team planned and executed a range of excursions to provide curriculum enrichment throughout 2021. In term 1 students across Years 7 to 12 participated in a cross-curricula excursion to Perth Zoo, where they covered content relevant to Horticulture, Science and Mathematics while practicing their social skills in a public setting.

The lower school community access program included a number of excursions, among them a visit to the cinema. Prior to the day, students prepared for this excursion using a simulated environment complete with a ticket booth and popcorn.

Our annual visit to Sculptures By The Sea was not possible, however Denise Pepper visited the college and students practised sculptural weaving, using recycled plastics to create giant fishing traps.

Horticulture students focused on learning to propagate native species in partnerships with APACE and the Trillion Trees Project. Students visited the APACE site in North Fremantle and enjoyed a tour of the facilities and a propagation workshop. On return to school, students used their new skills to collect seeds for future propagation.

Involvement in International Day of Disabled Persons continued in 2021 in collaboration with the City of Belmont. Students staged

a display and plant stall in Belmont Forum and interacted with members of the public.

Our teaching team was revitalised in 2021 as we welcomed two new staff members and this allowed us to deliver more scaffolded learning for all students. In response to student needs, staff developed new skills in communication, using the PODD system and accessed additional curriculum to support students' sensory needs and development.

Students also started a paper delivery service to departments across the school, giving them the opportunity to interact with staff and feel a sense of achievement while developing work skills.

Another highlight of the year was the career expo for parents of education support students. This event was held in our Trade Training Centre and representatives from TAFE, Activ Industries, Good Samaritan Industries and employment agencies attended to provide guidance and information.



Staffing and Enrolment

Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	3	2.0	0
Heads of Departments and Learning	6	6.0	0
Program Coordinators	5	5.0	0
Total Administration Staff	15	14	0
Teaching Staff			
Level 3 Teachers	3	3.0	0
Other Teaching Staff	58	55.3	0
Total Teaching Staff	61	58.3	0
School Support Staff			
Clerical / Administrative	12	10.7	0
Gardening / Maintenance	2	1.6	0
Instructional	2	2.0	2
Other Non-Teaching Staff	27	21.5	0
Total School Support Staff	43	35.8	2
Total	119	109.4	2

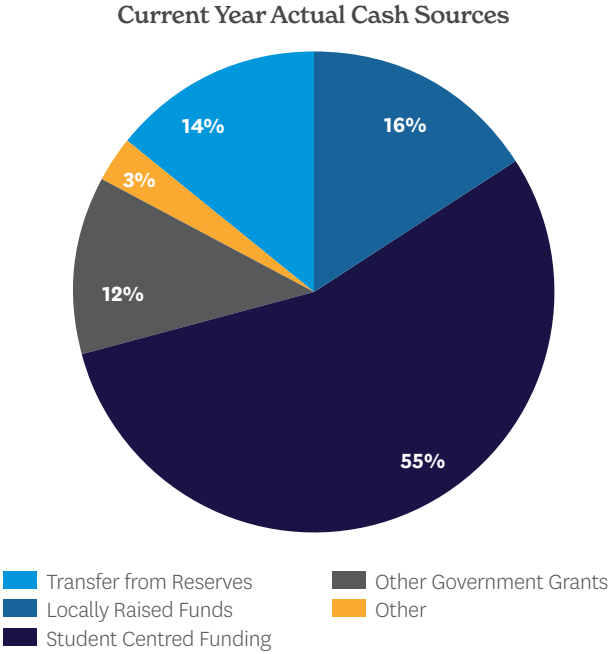
Student Numbers

	2017	2018	2019	2020	2021
Lower Secondary	630	634	642	662	666
Upper Secondary	190	245	249	246	274
Total	820	879	891	908	940

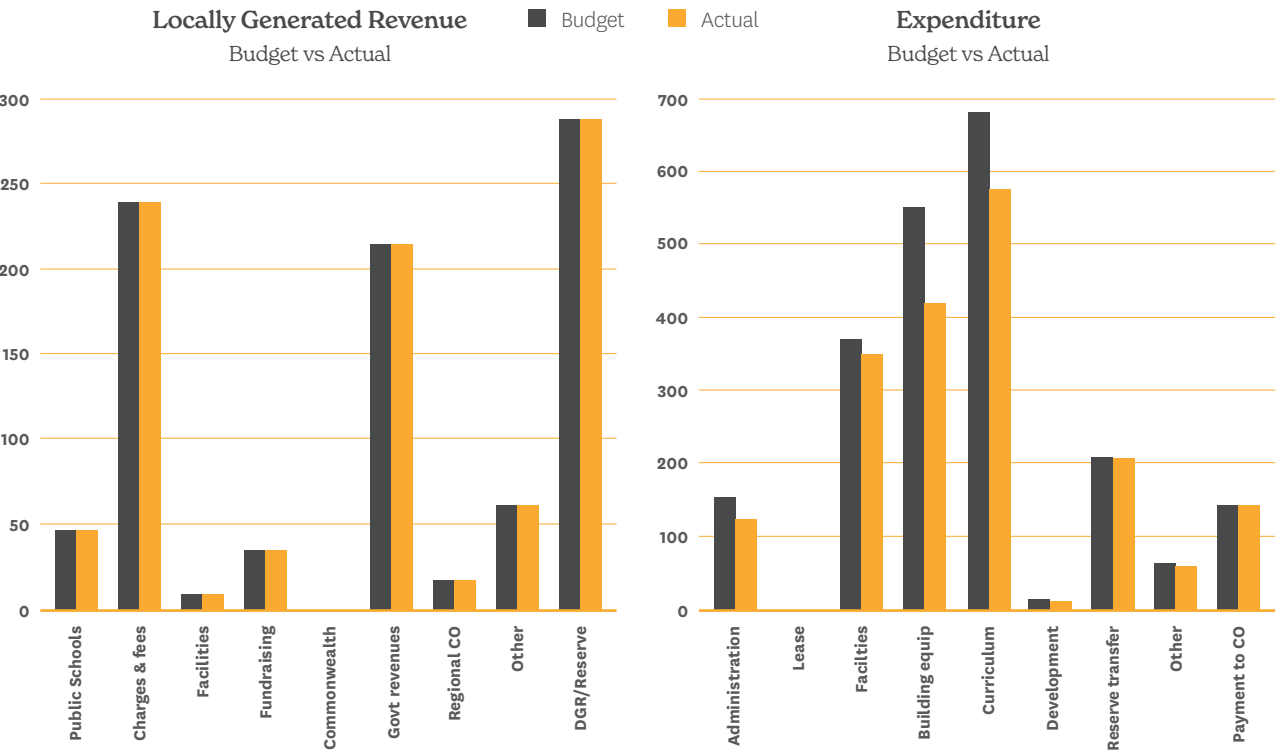
Finance

Revenue - Cash & Salary Allocation	Budget (\$)	Actual (\$)
Voluntary contributions	46,324.00	46,323.66
Charges and fees	238,183.00	238,181.24
Fees from facilities hire	4,949.00	4,949.09
Fundraising, donations and sponsorships	34,207.00	34,207.00
Commonwealth Govt revenue	-	-
Other State Govt/Local Govt revenue	213,198.00	213,197.68
Revenue from CO, regional office and other schools	16,724.00	16,724.00
Other revenues	59,923.00	59,924.25
Transfer from reserve or DGR	280,023.00	280,023.14
Residential accommodation	-	-
Farm revenue (Ag and farm schools only)	-	-
Camp school fees (Camp schools only)	-	-
Total locally raised funds	893,531.00	893,530.49
Opening balance	334,224.00	334,224.06
Student centred funding	1,075,589.00	1,075,588.77
Total cash funds available	2,303,344.00	2,303,343.32
Total salary allocation	11,528,767.00	11,528,767.00
Total funds available	13,832,111.00	13,832,110.32

Cash position as at:	\$
Bank balance	1,225,381.98
Made up of:	-
General fund balance	381,174.52
Deductible gift funds	-
Trust funds	-
Asset replacement reserves	798,858.23
Suspense accounts	58,013.23
Cash advances	(2,100.00)
Tax position	(10,564.00)
Total bank balance	1,225,381.98



Expenditure - Cash & Salary	Budget (\$)	Actual (\$)
Administration	149,693.00	125,182.55
Lease payments	-	-
Utilities, facilities and maintenance	371,566.40	356,993.43
Buildings, property and equipment	551,834.22	422,408.10
Curriculum and student services	680,801.00	572,623.21
Professional development	12,416.00	10,737.06
Transfer to reserve	211,000.00	211,000.00
Other expenditure	59,529.00	51,224.45
Payment to CO, regional office and other schools	172,000.00	172,000.00
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 (Camp schools only)	-	-
Total goods and services expenditure	2,208,839.62	1,922,168.80
Total forecast salary expenditure	11,180,675.00	11,180,676.00
Total expenditure	13,389,514.62	13,102,844.80
Cash budget variance	94,504.38	



School Survey

At Belmont City College we survey our staff, parents and students on an annual basis to collect and analyse data to inform our strategic planning.

Three of our business plan targets are directly linked to our national school opinion surveys. They include:

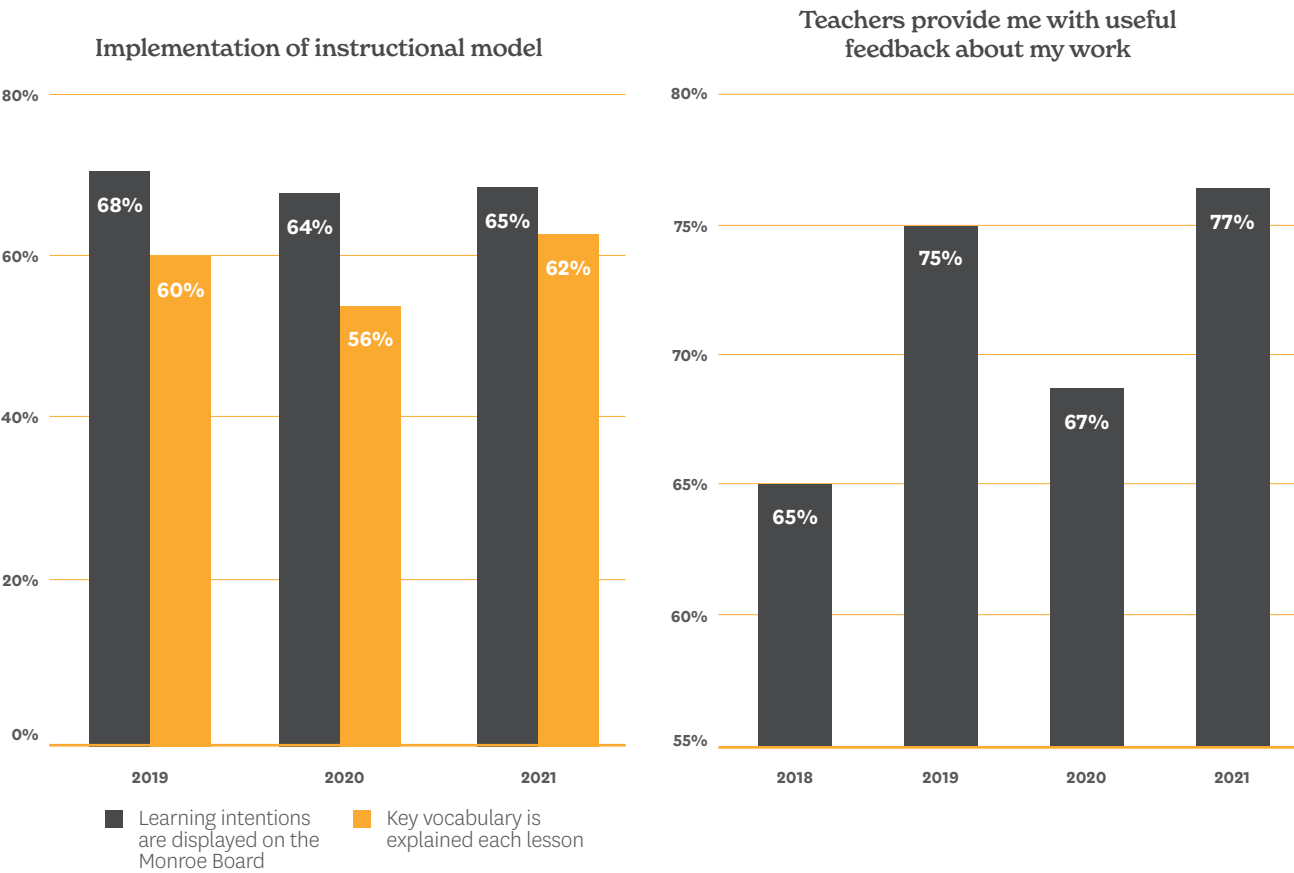
- 1. The implementation of the Belmont Instructional Model.
- 2. Staff engagement in performance development and classroom observation
- 3. Our relationship with our local community

Target 1 - The implementation of our Instructional Model

The following three questions were asked of students in their annual student survey in relation to the Belmont Instructional Model:

- 1. Is what I am learning in each lesson displayed so I can see it?
- 2. Do my teachers explain the key vocabulary needed for each lesson?
- 3. Do my teachers provide me with useful feedback about my work?

In 2021 data indicates that learning intentions are being displayed in classes 65% of the time. This has remained relatively consistent since 2019. Data also indicates that key vocabulary is explained to students each lesson 62% of the time. This represents a 6% increase from 2020. It has been pleasing to note the 10% increase between 2020 and 2021 in the percentage of students who have identified they are receiving useful feedback about their work.

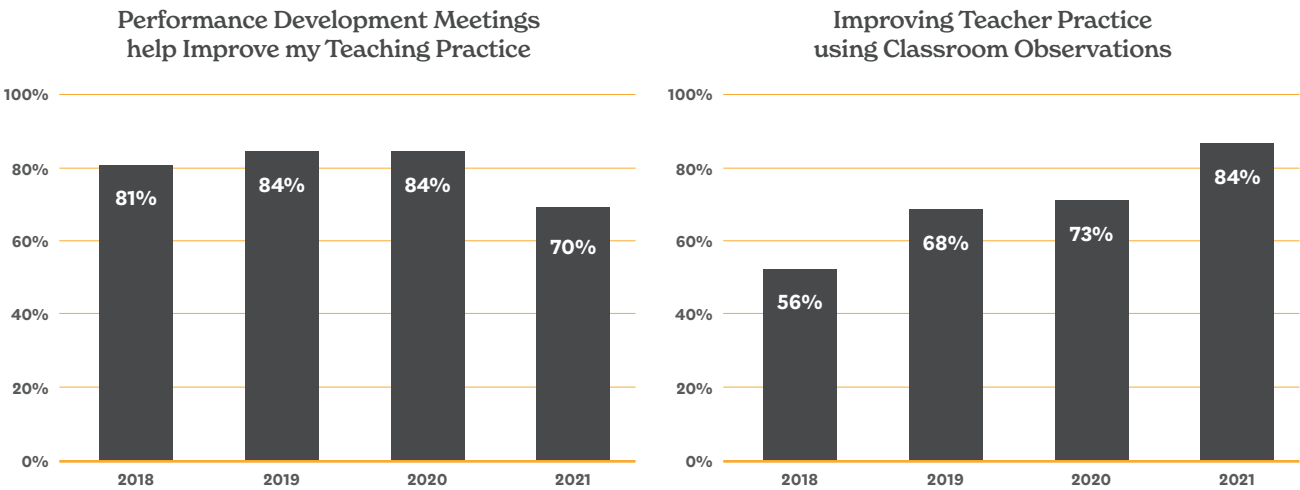


Target 2 - Staff engagement in performance development and classroom observation

The following two questions were asked of teachers in their annual teacher survey in relation to performance development meetings and classroom observation.

- 1. Have performance development meetings provided you with feedback that has helped improve your practice?
- 2. Have classroom observations provided you with feedback that has helped improve your practice?

In 2021 data indicates there has been a 14% decrease in the percentage of staff that believe performance development meetings have helped improve their teaching practice. The college will unpack this data in more detail at the beginning of 2022 and will undertake a full review of our performance development processes and documentation. Classroom observations continue to be a valuable tool for teachers with 84% indicating their practice had improved as a direct result of feedback received from classroom observations. This represents an 11% increase from 2020 and a 28% increase since 2018.

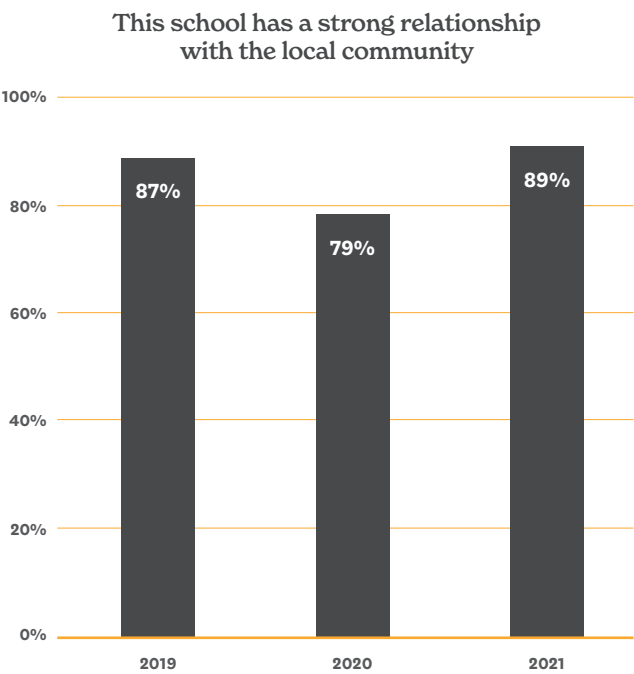


Target 3 - Our relationship with our local community

Increasing parent and community engagement has been a strong focus of our 2019-2021 Business Plan. The following question was asked of parents in their annual parent survey in relation to our relationships with our local community:

- 1. Does the school have a strong relationship with the local community?

In 2021 data indicates there has been a 10% increase in the percentage of parents who believe the school has a strong relationship with the local community. Our 2022-2024 School Plan will continue to prioritise developing positive relationships and partnerships with our local community. In 2022 the college will use data and evidence collected from the Engaging and Working with your Community Toolkit parent survey in order to develop a Community Engagement Plan that will guide our work in this area.



2021 Year 12 Course Awards

The Arts

Design Graphics - General	Anne Envina
Drama - General	Tia Riley
Visual Arts - General	Kayley Emery

Deaf and Inclusive Education

Inclusion Award	Ameer Almusawi
Certificate II in Horticulture	Ashley Kop

English

English as an Additional Language/Dialect - ATAR	Althea Contreras
English - Foundation	Maia Harrison
English - General	Dima Hannouf
English - ATAR	Carmel Jade Hecto

Humanities and Social Sciences

Career and Enterprise - General	Dima Hannouf
Geography - ATAR	Paris Beatson
Modern History - ATAR	Mandela Maniquis
Modern History - General	Pervin Basdeo
Certificate II in Business	Kyle Cornfield
Certificate III in Business	Kyara Graham
Certificate II in Community Services	Dima Hannouf

Mathematics and Science

Chemistry - ATAR	Mandela Maniquis
Human Biology - ATAR	Tia Riley
Integrated Science - General	Reina Tabora
Mathematics - Foundation	Mohamed Abdrabu
Mathematics - Essential	Kyle Cornfield
Mathematics Applications - ATAR	Brady Hazell
Mathematics Methods - ATAR	Dan Bebbington
Mathematics Specialist - ATAR	Dan Bebbington
Physics - ATAR	Dan Bebbington

Health and Physical Education

Health Studies - General	Dima Hannouf
Physical Education Studies - General	Samantha Newton
Certificate II in Sport and Recreation	Zoe Townsend

Technologies

Applied Information Technology - General	Brady Hazell
Materials Design and Technology: Wood - General	Kayne Eeles
Certificate II in Engineering Pathways	Kyle Gourlay
Certificate II in Hospitality	Tia Riley

Special Awards

Award	Recipient
Long Tan Leadership & Teamwork Award	Carmel Hecto
Ampol Best All Rounder Award	Tia Riley
ADF Future Innovators Award for STEM and Innovation	Dan Bebbington
Fair Play Sportsperson of the Year Award	Rachel Horne
Donna Faragher MLC Award for Citizenship	Samantha Newton
Rotary Club of Ascot Award for Integrity	Pervin Basdeo
Steve Irons Award for Active Involvement in Interschool Sports	Nathan McPherson
Belmont Forum Award for Participation	Bradley Abraham
Cassie Rowe Excellence Award for Performing Arts	Zoe Townsend
Cassie Rowe Award for College Leadership and Service	Beth Runciman
Samantha Rowe Award for Service to the Community.	Cheilona Mendoza
City of Belmont Award for Perseverance	Naznin Nayebi
Sue Lines Award for Service to the College	Albert Nicolas
Belmont Rotary Award for Resilience	Faith Forward
Rotary Club of Belmont LEAP Award	Paris Beatson

High Achiever Awards

Award	Recipient
Tony Cooke VET Dux Award sponsored by BCC P&C and Rotary Club of Belmont	Kyara Graham
Dux Award sponsored by BCC P&C and Rotary Club of Belmont	Dan Bebbington

Business Plan Review

Priority Area 1 Student Achievement

Targets/Milestones

2021

Grade Distributions

Learning Area Grade Distribution

1.2 By the end of 2021, the percentage of students in Years 7 - 10 who achieve a D or E learning area grade to reduce by 5%.

● **Progressing - 2.9% reduction in D and E learning area grades for Year 7-10 students since 2018**

OLNA

1.3 By the end of 2021, the percentage of students achieving the OLNA standard in reading, writing and numeracy will improve as specified in our learning area operational plans

Mathematics

Target - Increase in the percentage of students achieving OLNA Numeracy by the end of Year 12 compared to 2020.

● **Not Achieved - Decrease of 3% in students achieving OLNA Numeracy by the end of Year 12 compared to 2020**

English

Target - Increase the percentage of Year 10 students achieving the OLNA standard in both Writing and Reading

● **Achieved - 5% increase in the percentage of Year 10 students achieving the OLNA standard, in Writing**

● **Not Achieved - 1% decrease in the percentage of Year 10 students achieving the OLNA standard, in Reading**

Attainment

1.4 In each year of the Business Plan, student attainment (achievement of an ATAR score of 55+ and/or a AQF Certificate or higher) will be maintained at or above 90%)

● **Achieved - 94%.**

WACE Achievement

1.5 In each year of the Business Plan, 80% of eligible students will achieve a WACE

● **Achieved - 81%.**

ATAR

1.6 In each year of the Business Plan, BCC students enrolled in four or more ATAR courses, will achieve a median ATAR of 75 or higher

● **Achieved - Median ATAR of 83.8%**

Priority Area 2
High Quality
Teaching

Targets/Milestones

2021

BCC Instructional Model

2.1 In each year of the Business Plan, all teachers have implemented the Belmont Instructional Model. Changes to teacher practice will be measured by a combination of:

- » Participation in CMS training
 - » Surveys of teacher/students about changes to classroom practice
 - » Classroom observation - peer and/or superordinate
 - » Performance Development
- Achieved - 100% of permanent teaching staff have completed CMS training
 - Progressing - 62% of students indicate key vocabulary are explained each lesson
 - Progressing - 65% of students indicate learning intentions are displayed each lesson
 - Progressing - 90% (30% increase from 2018) of staff have engaged in classroom observation
 - Not Progressing - 70% of staff identified Performance Development meetings have improved their practice

Level 3 Classroom Teacher numbers

2.2 By the end of 2021, a minimum of three level 3 classroom teachers will have qualified whilst employed at BCC.

- Achieved -Three teachers have successfully achieved level 3 classroom teacher status since 2018

Priority Area 3
Student
Engagement

Targets/Milestones

2021

Attendance

3.1 By the end of 2021, at least 60% of students will attend school regularly. (Regular attendance is defined as students who have attendance of 90% or higher).

- Achieved - 64% of students attended school regularly

Suspensions

3.2 In each year of the Business Plan, the percentage of students suspended will be sustained at or below 15% of all students.

- Achieved - 9.6% of students suspended

Priority Area 4
Parent &
Community
Engagement

Targets/Milestones

2021

4.1 By the end of 2021, the number of parents completing the National School Opinion Survey (NSOS) will increase to 200.

- Not Achieved - 139 parents attempted the survey with only 77 submitting their final responses

4.2 By the end of 2021, the percentage of parents responding positively to the NSOS question "This school has a strong relationship with the local community" will have increased to 95% or above.

- Progressing - 89% of parents responded positively

4.3 By the end of 2021, the collection rate of voluntary school contributions will increase to 50%.

- Progressing - 42.12% collection rate





BELMONT CITY COLLEGE

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