



BELMONT CITY COLLEGE

Belong . Collaborate . Create



2022
Annual
Report

Introduction

Belmont City College is located on the ancestral lands of the Wadjuk Noongar people. We acknowledge the Wadjuk Noongar people as the traditional custodians of the land on which we are assembled and pay our respect to elders’ past, present and emerging.

2022 was the first year of our new 2022-2024 School Plan. This plan launched our new college vision, values, motto, and ethos. Our values of Diversity, Academic Performance and Working Together along with our motto of Belong, Collaborate, Create and our ethos of Learn Together, Value Each Other established a clear college vision where staff work together to provide opportunities for all students to achieve success in their academic, social and community endeavours.

A summary of our achievement against our School Plan 2022-2024 targets is provided at the end of this report.

At Belmont City College, we pride ourselves on being able to give individualised care and attention to help each student reach their potential; developing their self-confidence, independence, knowledge, and skills to take advantage of increasing opportunities beyond school.

Our focus is on providing a safe and caring learning environment that encourages students to become self-motivated, independent learners who demonstrate pride in themselves, their school, and their community.

A strong pastoral care program supports the social and emotional needs of the students, whilst the diverse range of academic and life skills programs nurture academic excellence for all students.

The Belmont Instructional Model, an explicit approach to teaching that comprises the use of the Monroe Board configuration and a gradual release model for the teaching of reading and writing, is embedded in all classrooms and allows our students to have consistency across all learning areas. The success of this approach is reflected in the academic achievement of our students.

Our 2022 Senior School results highlight this success and include:

- A median ATAR of 78.55 which was 1.5 standard deviations above expected performance and higher than like schools
- 91% of our students achieved the Youth Attainment Target: an ATAR of 55+ or a Certificate II. The attainment rate for our like schools was 74% and 80% for all public schools
- Five students received School Curriculum and Standards Authority Awards

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

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 reflect this work.

On behalf of our staff and the College Board it is our pleasure to present to you our 2022 School Report.

Steve Smethurst
Principal

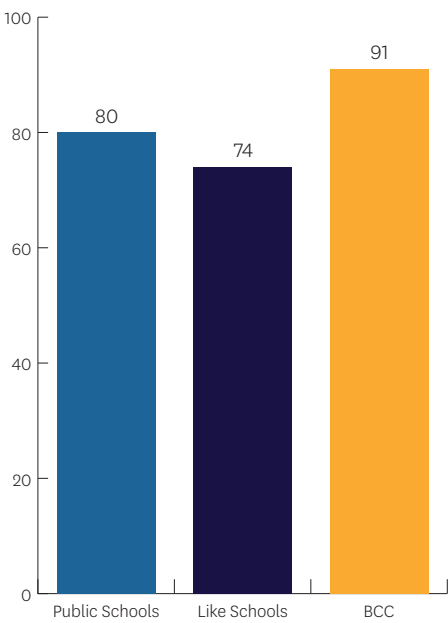
Alison Woodman
Chair - College Board

Senior School Highlights

The 2022 Year 12 cohort comprised 126 students. While the attainment rate was slightly lower this year, it was still well above both like and public schools. This cohort once again performed above expectations in terms of their median ATAR and equalled last year’s WACE achievement. The college’s ATAR results were 1.5 standard deviations above expected results, with a median ATAR of 78.55. Ten students achieved an ATAR of 80 or more. Five students were awarded a School Curriculum and Standards Authority Certificate of Merit. Many students received front door entry to the university of their choice, through early offers during the COVID-19 period and through the TISC process.

91% of the Year 12 cohort met the attainment requirement of a Certificate II or an ATAR of 55 or above. This was 11% above public schools and 16% above like schools.

The participation rate for VET courses was 83% and continues to be a strength for the college. Additionally, students completing two or more STEM has continued to increase over the last four years to 89% in 2022, putting students in a better position to secure emerging training opportunities and jobs in the STEM sector.



In 2022, WACE achievement was 82% with 97 Belmont City College students achieving their Western Australian Certificate of Education (WACE). For students who did not achieve their WACE, the main reason was not completing all three OLNA tests. OLNA completion continues to be a priority for the college and there are several supports in place to assist our students who have difficulty meeting this requirement.

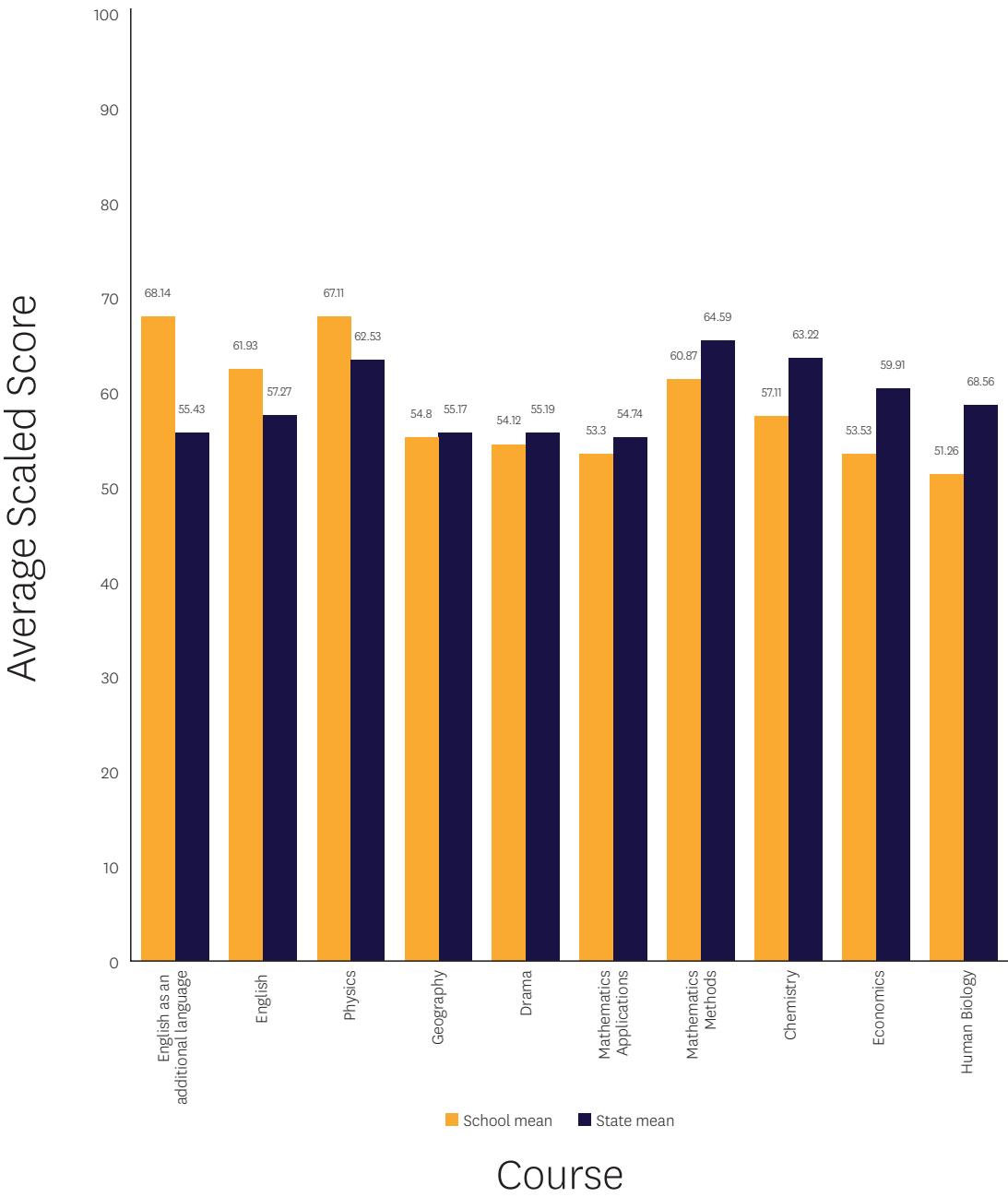
Belmont City College’s ATAR results are consistently higher than like schools. The college’s median ATAR was 78.55. This was significantly above expected performance and has continued to be so for the last five years, reflecting very well on the teaching, and learning programs at Belmont City College. The median ATAR was 8.9 points higher than that of like schools and is comparable with all public schools.

22 Year 12 students (13%) were ATAR candidates and of these students 27% achieved an ATAR of over 90, which is outstanding. The cohort performed consistently with 27% achieving in the high tricile and 36% in the mid tricile, reflecting a consistent improvement in higher-achieving students. The proportion of students in the low tricile is declining over time, indicating that students are benefiting from high quality instruction and course counselling.

ATAR Triciles High/mid/Low: Count %					Source: TISC
	2022	2021	2020	2019	
High	6 (27%)	5 (18%)	6 (23%)	3 (10%)	6 (24%)
Mid	8 (36%)	15 (54%)	11 (42%)	14 (47%)	7 (28%)
Low	8 (36%)	8 (29%)	9 (35%)	13 (43%)	12 (48%)

The overall scaled score mean for the college’s ATAR subjects was higher than state scaled score means in three subjects: EALD; English and Physics.

Belmont City College
Comparison of School and State average scaled score 2022



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

Focus areas for 2023 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

Please note that Year 7 to 9 NAPLAN progress data is not available due to the cancellation of NAPLAN in 2020 because of COVID-19.

The trend of Year 9 students achieving above like schools in Reading continued in 2022 with our average reading score of 563 seven higher than that of our like schools whose average Reading score was 556. 75% of our students in Year 9 achieved Band 7 or higher in Reading placing them above the National Minimum Standard. In comparison 69% of students in our like schools achieved Band 7 or higher.

Closer analysis of student test results in Writing, revealed that although our students outperformed their peers in our like schools, they scored below the state mean in this area (565 to 535 respectively). In comparison our mean scores for Spelling and Grammar are very comparable to the state mean. This would suggest that students need further support with the construction of different text types and the relevant conventions for these text types. This is being addressed through the Literacy Committee, ensuring that the gradual release model of instruction is implemented across the curriculum, and professional learning is provided to staff on how to scaffold extended written texts.

Year 9 students continued to show positive achievement and progress in Numeracy testing. Belmont City College students scoring a Band 7 or higher, 81.7% of Year 9 students, compared similarly with the state mean. Notably 9.5% of students achieved within the Excellent category (676 and above), which is 5.6% higher than the state mean. Revision of the Mathematics curriculum and a teacher focus on worded problems has seen a continued improvement in Numeracy results.

Of the WACE eligible Year 12 cohort, 92% achieved Category 3 for OLNA Reading and 93% for OLNA Writing, whilst 91% achieved Category 3 for OLNA Numeracy. These results were slightly higher 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 2023. An EALD education assistant is now working full time in the English department to support EALD learners and both General and ATAR EALD courses are offered in Year 11 and 12.

Our Year 7 data showed that in 2022 Year 7 students achieved below the expected range for Numeracy, Writing and Reading.

A whole school focus on writing conventions, creative writing, vocabulary, and guided reading is required for 2023, 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.

In 2022, Year 12 students required to re-test in ONLA Numeracy received targeted intervention sessions consisting of teacher support and access to online learning platforms. On reflection, this intervention will have a greater impact if implemented earlier in the OLNA testing cycle. From 2023, senior school students will receive targeted learning for OLNA preparation within Mathematics classes and during specialist OLNA sessions. This includes but is not limited to, in-depth diagnostic testing, one-on-one/small group teacher support, and a focus on mathematics literacy.

Specialist and Excellence 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 the tenth 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 their 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 1. 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 117 students enrolled in the A Plus program Year 7 to 10 in 2022. As a result of increasing student numbers at Belmont City College 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 2022, 87 students participated in these aspirant classes in Year 9 and 10. A second class was added to the Year 9 aspirant stream in addition to the A Plus class in 2022 due to the strength of the cohort. Excellent results were achieved by students across year groups in the program in 2022.

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 21% in 2022, a total of 33 students. All the students selecting four or more ATAR subjects were in the A Plus or aspirant classes.

In 2022, the fifth cohort of A Plus students, and the second 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 83.15, above the school median of 78.55 and above the state median of 81.9.

Students in the A Plus program were offered a variety of opportunities for extension and enrichment in 2022, 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 an extension program offered to Year 5 and 6 students in our local intake primary schools and was in its tenth year of operation in 2022.

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 and the Belmont City College Facebook page.
- Excellent feedback from primary school administration, students, and their parents about the value of the program.

STEM Science Engineering Program

2022 was the seventh 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 2022, our students participated in a variety of learning projects, competitions, and other activities, with the Year 10 Subs in Schools ROV team winning the Best Verbal Presentation award in competition with schools from around the state, and a Year 7 student winning a Special Certificate of Outstanding Merit in the Subs in Schools competition.

Other projects across year groups included:

- Designing and building a solar car
- Coding including Sphero robots, arduinos and Lego Mindstorm Robots
- Building a prototype trebuchet
- Bridge building design and in-school competition.

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 2022, 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 12 The Next Step incursion.

One Year 11 student was successful in gaining a place in the Fairway program for Year 12 2023. Fairway UWA is an admission entry pathway and comprehensive support program for students completing Year 12 under challenging circumstances. The program provides academic, financial, and personal support, and it is responsive to individual student needs, throughout their final year of secondary school and during their university studies.

UWA Girls in Engineering

UWA once again offered Girls in Engineering in 2022. 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

Specialist Contemporary Drama continues to be an engaging and vibrant program in the college, providing Drama students with a rigorous academic program and a versatile extra-curricular calendar of performances and events.

Drama Camp remains a highlight in the school calendar each year and provides our lower school Specialist Contemporary Drama and senior school Master Class students an opportunity to develop and refine their performance skills. Twelve 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 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.

Several school and community events occurred in 2022, including:

- The annual Drama Camp
- Excursion to the State Theatre Centre of Western Australia
- A year 9 production of The Trolleys, directed by Brenn Hislop and Sabrina Hafid
- A year 10 self-devised production titled The Election.

Primary School Program - Centre Stage

The Centre Stage drama program for primaries continues to provide curriculum-based performance opportunities to eight local intake and surrounding area 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 workshopped communication and performance skills. 45 students successfully gained entry into the Specialist Contemporary Drama program at Belmont City College for 2023.



Music Excellence Program

In 2022, students across all year groups in Music were able to access music through the classroom curriculum, individualised instrument lessons via the Instrumental Music Schools Services (IMSS) and at least one of the college’s musical 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 2022, showcasing a wide range of musical events for Belmont City College and the wider community. Many performances were showcased in the College’s state of the art multi-million dollar performing arts facility for the school and wider community. 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, hundreds of audience members enjoyed the contemporary approach to music and live production.

Other highlights for 2022 included:

- R U Okay Day - School bands and Guest Performance.
- Guest Performance with the Hip-Hop Ed program supported by the City of Belmont
- Music Showcase 2022 - All bands performed in a three-and-a-half-hour performance, including guest performances
- Belmont City College Combined Schools Band Annual Music Tour to all feeder primary schools
- Graduation Ceremony Performance
- Contemporary Band Festival Performance - Excellent Result (Canning Vale College)
- Concert Band Festival - Excellent Result (Churchlands).



Vocational Education and Training (VET)

Year 12 students completed several VET qualifications over the course of their senior school studies. In 2022 the qualifications delivered within the school included:

- Certificate I in Resources and Infrastructure
 - Certificate II in Engineering (Pathways)
 - Certificate II in Horticulture
 - Certificate II in Hospitality
 - Certificate II in Workplace Skills (formerly Business qualification)
- Certificate II in Music
 - Certificate II in Sport and Recreation
 - Certificate III in Sport and Recreation
 - Certificate III in Business
 - Certificate III in Visual Arts
 - Certificate III in Events.

The Belmont City College VET Dux in 2022 Alexis Linton successfully achieved a number of VET qualifications including, a Certificate I in Hospitality, Certificate II & III in Retail, Certificate II & III in Business, Certificate III in Events, and a Certificate III in Accounts Administration as part of her WACE studies. Throughout her senior years, Alexis demonstrated a comprehensive understanding of relevant Vocational Education and Training by completing over 118 hours in Authority Developed Workplace Learning in the Hospitality industry. Post Year 12, Alexis secured employment at a Medical Clinic in Subiaco where she is still working today.

2022 saw the delivery of Certificate III in Events for the first time on school grounds as well as 30 students attending TAFE one day per week as part of the VET In Schools program. This program provides secondary students with the opportunity of undertaking a TAFE delivered qualification that schools are unable to provide as part of the school curriculum. These qualifications provide students with clear pathways after high school and give them practical skills and understanding of what to expect from the workplace. Overall, 93.13% of our Year 12 students completed an Australian Qualification Framework qualification at level II or III.

Belmont City College ran a comprehensive workplace learning/traineeship program for our Year 10, 11 & 12 students which is an Endorsed Program recognised as a contributor to WACE by the School Curriculum and Standards Authority. The students involved were hosted by 35 different employers and collectively attended 1479 working days, totalling 2469.50 hours of work experience achieved. The ADWPL experience assisted students in identifying career and education pathways and developing core skills required for employment post school. Highlights from this program were the success of numerous students securing fulltime Apprenticeships with their host employer in trades such as Carpentry, Heavy Diesel Mechanic, and Auto Electrician.

Recognising the strength in Belmont City College’s approach to Vocational Education and Training and the Workplace Learning program, Belmont City College is now becoming the first point of call when local businesses are looking to increase their employee base.

Student Engagement

2022 was another busy year at Belmont City College and the Student Services team was active in supporting students and families as COVID-19 interrupted the beginning of the school year. Year coordinators were focussed on contacting home and ensuring that students could access their course work to keep up with their studies while they were in isolation. Throughout the year the Student Support Officers provided support for pathway planning and worked with individual students who presented with social & emotional concerns to improve their engagement with school.

Student wellbeing continued to be a priority for the Student Services team and the Activity Room-Breakfast Club, managed by our school chaplain, provided a place for students to socialise and access the leisure and kitchen equipment. Students at educational risk were well supported by the lower and senior school teams, comprised of year managers, year coordinators, student support officers, Aboriginal and Islander Education Officer, chaplain, education assistant and the school psychologist.

The Aboriginal Education Focus Group continued to implement initiatives to improve personal and educational outcomes in collaboration with the Clontarf Academy and Deadly Sista Girlz programs. A smoking ceremony conducted by local elders and family members on the school oval invited staff to join the dance and Year 12 students to walk through the cleansing smoke. NAIDOC activities were well received and ended with our student led assemblies featuring two key community members who addressed the 2022 theme of “Get Up! Stand Up! Show Up!”.

Through the efforts of the PBS team responsible for the House system, reward activities were enjoyed by students from the winning House each term. School staff awarded House points in recognition of students who demonstrated the positive behaviours outlined on the school behaviour matrix displayed in every classroom. Students also received canteen vouchers for being the top points winner in Year 7 to 10 at assemblies held in week 7 of each term.

The college partnership with the Belmont Youth Centre continues to flourish in 2023. Youth workers initially supported the offsite Positive Engagement Program and assisted with the transition of students back to mainstream education when the program finished in term 3. Youth Centre staff attended school each day to provide support to young people in the Student Services building and attended the Activity Room to support social opportunities for disengaged students.



Follow the Dream: Partnerships for Success

Follow the Dream is a voluntary program for aspirational Indigenous 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 Education Department of WA. These partnerships enable the program to:

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

During 2022, 104 students participated in the Follow the Dream program from Belmont City College, Bob Hawke College, Como Secondary College, and Kent Street Senior High School. Students included:

- 21 Year 7 students,
- 40 Year 8 students,
- 16 Year 9 students,
- 9 Year 10 students,
- 8 Year 11 students, and
- 10 Year 12 students.

Our ten graduating students achieved the following:

- One student achieved an ATAR score of 92.15 & was accepted into medicine at UWA
- All students achieved a Certificate II qualification
- One student achieved a Certificate II in Business at Spotless; one student completed at Certificate II in Community Services at Manning Primary School; another completed a Certificate III in Early Childcare & Education at Coolabaroo Neighbourhood Centre, which led to an offer of a traineeship
- One student completed over 100 work experience hours at General Motors and Bruce Rock Engineering; this led to an apprenticeship with the latter

- All students were recognised at their graduation ceremony, achieving:
 - 2022 City of Belmont NAIDOC Award
 - Cassie Rowe MLA Award for Leadership & Service
 - City of Belmont Award for Participation
 - Indigenous Endeavour Award.

All students were enrolled in tertiary study, TAFE, employment, or an apprenticeship going into 2023.

Follow the Dream students maintained an average school attendance of 75.5% and our members also attended over 4700 hours of tuition during 2022. 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
- Physiotherapy & Nursing at the University of Notre Dame
- Royal Australian Air Force tour at Pearce Base
- Veterinary & Biological Studies at Curtin University
- Police Academy tour
- Wizard of Oz performance at the Heath Ledger State Theatre
- Aboriginal Health Strategy Team Youth Forum
- Young Indigenous Women’s STEM Academy
- Days for Girls volunteering
- University of WA Year 8 Discovery Day
- Edith Cowan University visits
- Centre for Aboriginal Studies at Curtin University
- Polly Farmer Foundation Student Conference
- NAIDOC, Reconciliation and Harmony weeks.

Deaf Education Program

The Deaf Education Program supports Deaf and Hard of Hearing (DHH) students to access mainstream classes and provides specialised programs for students who require intensive support with core subjects. In 2022, the college had two Teachers of the Deaf, six Auslan Educational Interpreters and a Deaf Mentor to support DHH hearing students academically and socially. To assist students manage their hearing assistive technology, an audiologist from Hearing Australia visits the college throughout the year.

In 2022, Belmont City College enrolled three new DHH students, with the total number of enrolments in the program reaching ten. All students were integrated into mainstream or Inclusive Education classes and supported by Auslan interpreters and a Deaf Mentor. Two Year 11 students successfully completed ASDAN Endorsed Programs in Making Pictures, Meal Preparation and Cooking, Performing Arts and Sports Studies.

All students enrolled in the program were provided with individualised, intensive support by Teachers of the Deaf and Educational Interpreters to access the curriculum and progress in all learning areas. The Deaf Mentor provided weekly support to all students to develop their Auslan skills, self-identity, and cultural understanding.

Year 11 and 12 students were enrolled in a combination of ASDAN, Preliminary, General and Certificate II courses aligned to their needs and future aspirations. OLN continues to be difficult for all Deaf students, however this year out Year 12 student successfully completed their OLN Numeracy and Writing. A highlight for 2022 was the graduation of one of our students, and it was a celebration of their achievements over the previous six years.

A continued focus for 2022 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 their needs.

During the year, the Deaf Education Program continued its focus on supporting students and advocating for access to the curriculum, while developing individual student’s self-advocacy skills. Mainstream staff were informed of the challenges that audiovisual learning brings for DHH students and the Deaf Education Program supported teachers to ensure that all audio-visual material was captioned and accessible. The Program used Connect to maintain communication with families of students and as a useful source of information for families to assist their children access the curriculum and extra-curricular events.

Throughout 2022, Deaf Education Program students participated in NAIDOC celebrations, Harmony Week, and lunchtime dance performances. The Deaf Education Program celebrated National Week of Deaf People to advocate for and to raise the profile of deafness and Auslan across the school. This was achieved through activities and a lunch hosted for all staff. 2022 also saw DHH students participating in in-school and interschool soccer, volleyball, athletics, and football.

Students connected with the wider Deaf community including ex-students visiting throughout the year. A visit to the WA Museum Boola Bardip to view the event Auslan: Now and Then, which celebrated 100 years of the Deaf community in Western Australia was a highlight. This excursion gave students the chance to meet with other DHH students from other schools, with opportunities for networking and community growth amongst the Deaf Education student population. In addition to the excursion, a visit from Deaf Sports Australia, and continued support from the WA Foundation for Deaf Children and Hearing Australia will continue into 2023.



Inclusion Education Centre

Inclusive Education students were proactive around the school with their enterprise programs in 2022. In addition to their ‘Paper Express’ delivery service to all departments across the school, students also continued to collect and deliver freshly laid eggs to staff from the chickens they keep as part of the Horticulture program. Students promoted their services by emailing staff and practiced their communication and money skills during deliveries.

Our Horticulture students went on an excursion to Perth Zoo where they met with the horticultural staff to discuss growing plants for animals at the zoo. On return to school, they continued to cultivate plants to contribute to the Zoo Fodder program. The annual Garden Open Day focussed on the importance of local flora and propagating endemic species of plants. Students met their families and conducted garden tours before enjoying refreshments and purchasing plants.

It was another creative year in Inclusive Education with Sculptures by The Sea resident artist Denise Pepper and students co-creating a sculpture using wire and plastic bags. During Book Week City of Belmont’s Ruth Faulkner Library resident author and artist, Sean Avery, completed a literacy and drawing session with our students. Students also created a display in the school library for International Day of the Disabled Person.

The Community Access program included an incursion by Constable Care in the form of a virtual reality youth choices program. Students also enjoyed a cinema incursion experience at the Bilya Theatre. Independent Living Skills developed over the course of their schooling at Belmont City College were put into practice at the annual Senior School Camp held at Woodman Point. Students participated in a range of activities such as archery, bushwalking, team building, escape room and worked in teams to self-cater and maintain the camp.

Students were able to access a wider range of Award Scheme Development Accreditation Network (ASDAN) courses in 2022, covering content supporting improved communication and sensory baking. The animal care program allowed students to become familiar with caring for exotic pets as they hosted stick insects and axolotl in the classroom. There were 32 gold or silver awards earned by students this year.

Staffing and Enrolment

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate/Deputy/Vice Principals	2	2.0	0
Heads of Department and Learning Areas	7	7.0	0
Program Coordinators	5	5.0	0
Total Admin Staff	15	15.0	0
Teaching Staff			
Level 3 Teachers	2	2.0	0
Other Teaching Staff	56	53.1	0
Total Teaching Staff	58	55.1	0
Allied Professionals			
Clerical/Administrative	12	10.8	0
Gardening/Maintenance	4	3.4	0
Instructional	1	0.8	1
Other Allied Professionals	20	17.2	0
Total Allied Professionals	37	37.2	1
Total	110	102.3	1

Student Numbers

Semester 2	2018	2019	2020	2021	2022
Lower Secondary	634	642	662	666	639
Upper Secondary	245	249	246	274	268
Total	879	891	908	940	907

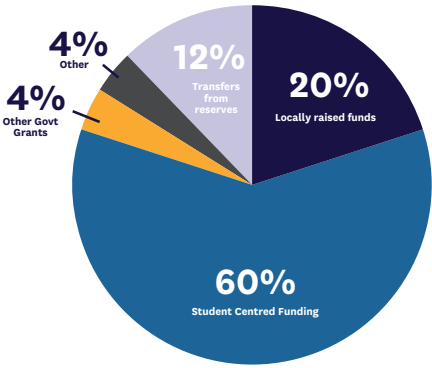
Finance

#	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$45,302.00	\$45,301.83
2	Charges and Fees	\$221,943.00	\$221,943.21
3	Fees from Facilities Hire	\$6,251.00	\$6,251.23
4	Fundraising/Donations/Sponsorships	\$48,390.00	\$48,389.15
5	Commonwealth Govt Revenues	\$-	\$-
6	Other State Govt/Local Govt Revenues	\$40,000.00	\$40,000.00
7	Revenue from Co, Regional Office and Other Schools	\$15,500.00	\$15,500.00
8	Other Revenues	\$56,536.00	\$56,537.48
9	Transfer from Reserve or DGR	\$193,294.55	\$193,294.55
10	Residential Accommodation	\$-	\$-
11	Farm Revenue (Ag and Farm Schools only)	\$-	\$-
12	Camp School Fees (Camp Schools only)	\$-	\$-
Total Locally Raised Funds		\$627,216.55	\$627,217.45
Opening Balance		\$381,174.00	\$381,174.52
Student Centred Funding		\$942,870.00	\$942,870.09
Total Cash Funds Available		\$1,951,260.55	\$1,951,262.06
Total Salary Allocation		\$11,853,688.00	\$11,853,688.00
Total Funds Available		\$13,804,948.55	\$13,804,950.06

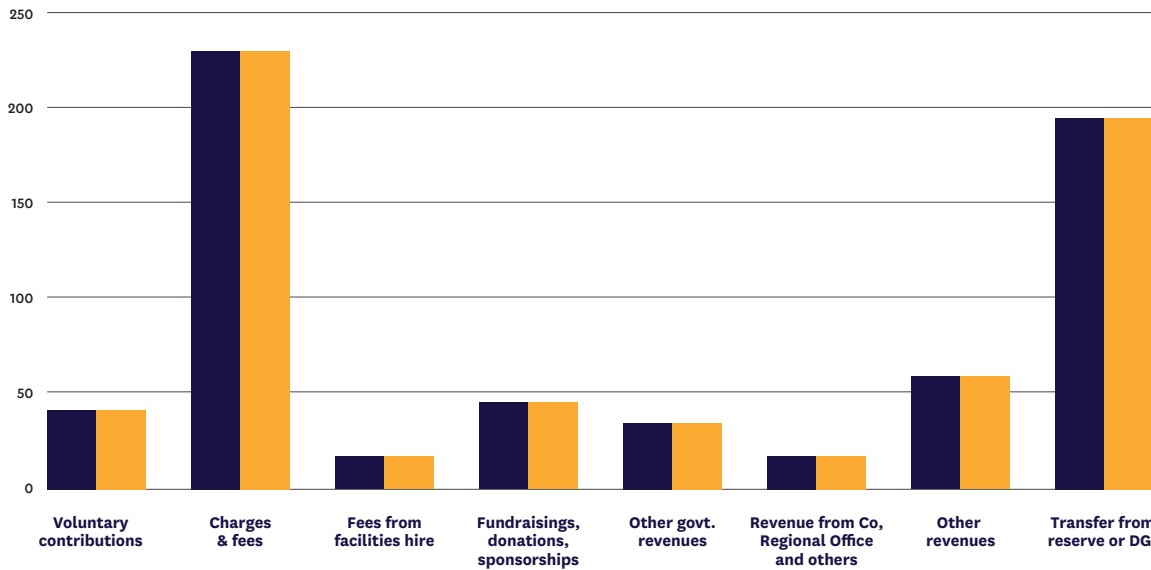
Cash Position as at:		
Bank Balance		\$1,188,657.43
Made up of:		\$-
1	General Fund Balance	\$385,634.68
2	Deductible Gift Funds	\$-
3	Trust Funds	\$-
4	Asset Replacement Reserves	\$780,858.68
5	Suspense Accounts	\$74,807.06
6	Cash Advances	\$(2,100.00)
7	Tax Position	\$(50,542.99)
Total Bank Balance		\$1,188,657.43

#	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$146,755.00	\$117,383.64
2	Lease Payments	\$-	\$-
3	Utilities, Facilities and Maintenance	\$420,998.35	\$375,142.66
4	Buildings, Property and Equipment	\$360,155.71	\$345,449.40
5	Curriculum and Student Services	\$631,592.97	\$516,371.00
6	Professional Development	\$27,500.00	\$10,135.31
7	Transfer to Reserve	\$175,294.55	\$175,295.00
8	Other Expenditure	\$33,337.09	\$25,850.37
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		\$1,795,633.67	\$1,565,627.38
Total Forecast Salary Expenditure		\$11,139,113.00	\$11,139,113.00
Total Expenditure		\$12,934,746.67	\$12,704,740.38
Cash Budget Variance		\$155,626.88	

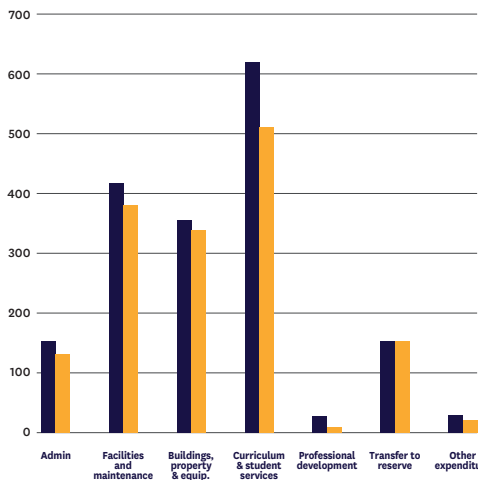
Current year actual cash sources



Locally generated revenue: Budget vs actual (\$000)

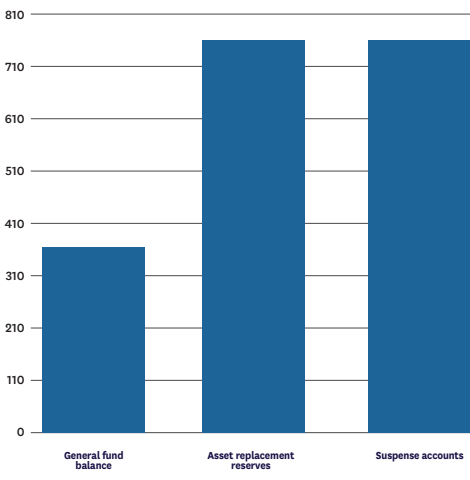


Locally generated revenue: Budget vs actual (\$000)



Budget Actual

Cash Position (\$000)



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.

Several of our 2022-2024 School Plan priority areas and targets are directly linked to our national school opinion surveys. The three targets below are linked to Priority Area 2 - Teaching Quality and Priority Area 5 - Relationships & Partnerships. They include:

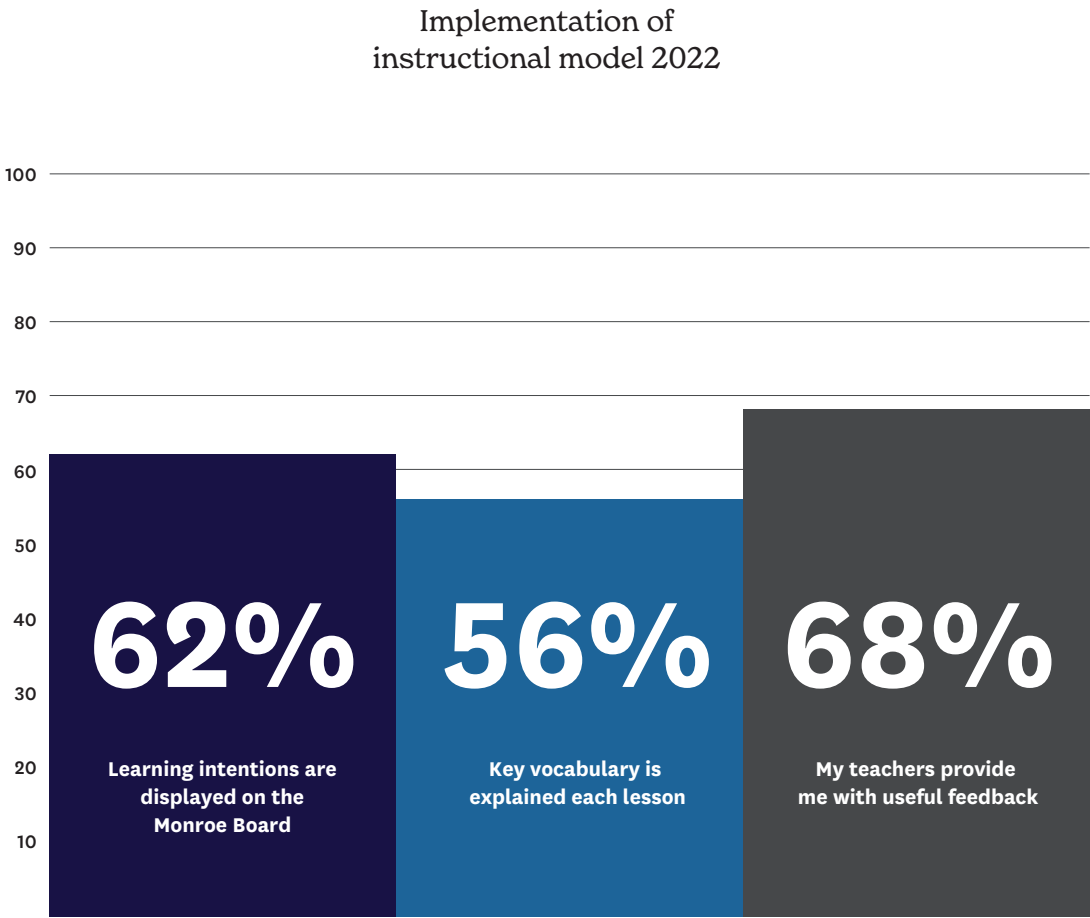
- 1. The implementation of the Belmont Instructional Model.
- 2. Staff feedback about their work
- 3. Our relationship with our local community

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 2022 data indicates that learning intentions are being displayed in classes 62% of the time. This has remained relatively consistent since 2019. Data also indicates that key vocabulary is explained to students each lesson 56% of the time. This will be an area of focus in 2023 with a target of increasing this to 70% by the end of 2024. The college will undertake a full review of our instructional model in 2023 in line with the Quality Teacher Strategy and the Teaching for Impact statement.



Target 2 – Staff feedback about their work

The following two questions were asked of teachers in their annual teacher survey in relation to performance development and the feedback they receive about their work.

- 1. Have performance development meetings provided you with feedback that has helped improve your practice?
- 2. Do you receive useful feedback about your work?

In 2022 data indicates there has been a 15% increase in the percentage of staff that believe performance development meetings have helped improve their teaching practice and a 21% increase in the percentage of staff that have received useful feedback about their work. This increase can be attributed to the improvements we made to our performance development processes in 2022. Classroom observations continue to be a valuable tool for teachers with 83% indicating their practice had improved as a direct result of feedback received from classroom observations.



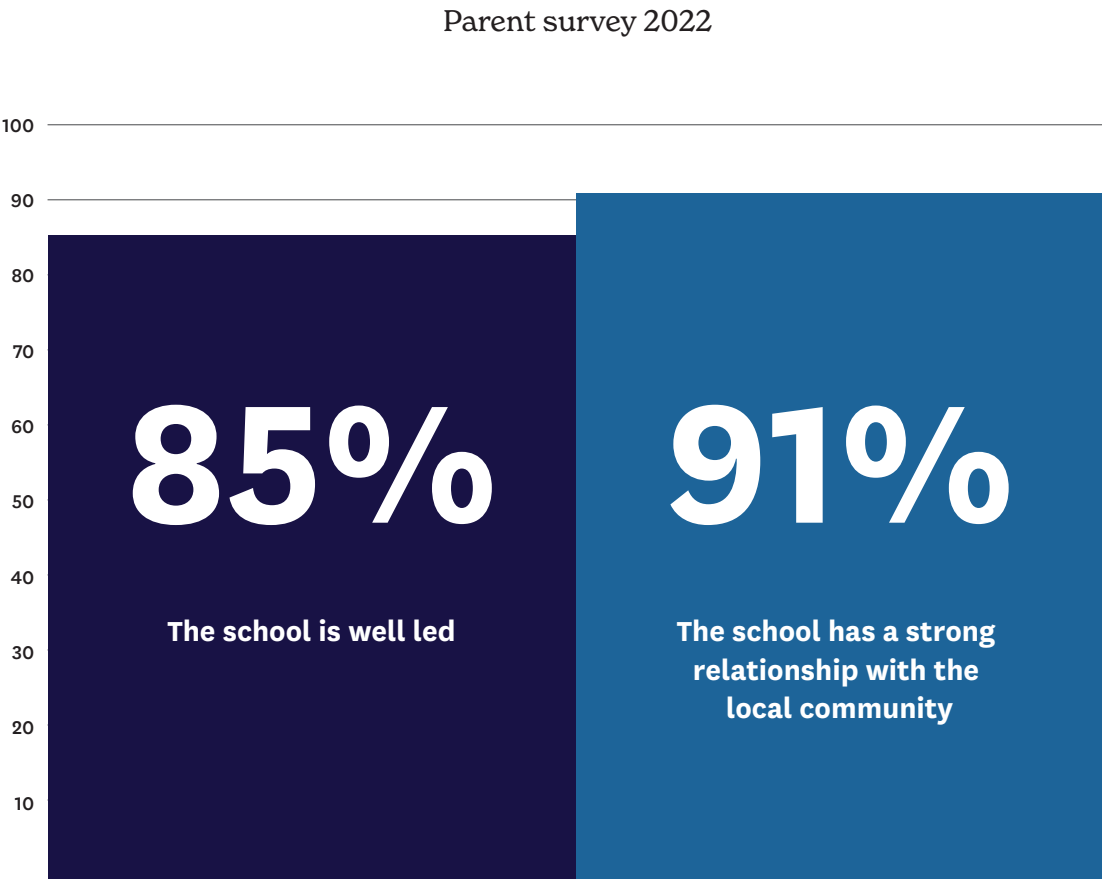
Target 3 – Our relationship with our local community

Increasing parent and community engagement is again a priority area of our 2022-2024 School Plan. The following questions were asked of parents in their annual parent survey in relation to our relationships with our local community:

- 1. Is the school well led?
- 2. Does the school have a strong relationship with the local community?

In what was a challenging year due to the impact of COVID-19 it was pleasing to see that 91% of our parents who completed the survey identified that we had a strong relationship with our community. This is the first time in several years this has been above 90%. 85% of parents identified that the school is well led. This is consistent with previous years.

We will survey our parent community again in Term 1 2023 using the Department of Education’s Engaging and Working with your Community Toolkit. This will provide us with specific data on how we can further engage and work with our parent community to support positive outcomes for students.



2022 Year 12 Course Awards

The Arts

Dance – General	Pammela Comedia
Drama – ATAR	Jesse Vakatini
Drama – General	Talia Wynn
Certificate II in Music	Harry Carlon
Design Graphics - General	Krystelle Ramos
Visual Arts - General	Desiree Baxter

Deaf and Inclusive Education

Inclusion Award	Elijah Valles
Certificate II in Horticulture	Amy Mann

English

English as an Additional Language/Dialect – ATAR	Genna Lynn Caraan
English as an Additional Language/Dialect - General	Krystelle Ramos
English - ATAR	Daniella Maniquis
English – General	Jade Bottrell

Humanities and Social Sciences

Career and Enterprise - General	Saniya Sujit
Economics – ATAR	Jaxon Lee Tong
Geography – ATAR	Daniella Maniquis
Modern History – General	Dylan Wade
Certificate II in Workplace skills	Talia Wynn
Certificate III in Business	Carter Kirkland

Science

Chemistry – ATAR	George Ang
Human Biology – ATAR	Saniya Sujit
Integrated Science - General	Anshita Sonone
Physics - ATAR	George Ang

Mathematics

Mathematics - Foundation	Jezzamay Jane Becera
Mathematics Essential - General	Peyusha Devi Bunsy
Mathematics Applications – ATAR	Jesse Vakatini
Mathematics Methods – ATAR	George Ang

Health and Physical Education

Health Studies – General	Kaela Mercer
Physical Education Studies - General	Kaela Mercer
Certificate II in Sport and Recreation	Billy Knathny
Certificate III in Sport and Recreation	Nina Jankovic

Technologies

Food Science Technology – General	Srishti
Materials Design and Technology: Wood – General	Joshua Webster
Certificate II in Engineering Pathways	Davis Obegi
Certificate II in Hospitality	Amanda Gabriel

Special Awards

Award	Recipient
Long Tan Leadership and Teamwork Award	Isabel Masih
ADF Future Innovators Award for STEM and Innovation	Jaxon Lee Tong
Specialist Contemporary Drama Award for Excellence	Lexi Nevins
Award for Excellence in the Performing Arts	Jesse Vakatini
Fair Play Sportsperson of the Year Award	Desiree Baxter
Fair Play Award for Active Involvement in Interschool Sports	Jade Macpherson
Zaneta Mascarenhas Award for Service to the College	Peyusha Bunsy
Donna Faragher MLC Award for Citizenship	Jesse Vakatini
Cassie Rowe Award for Leadership and Service	Daniel Dang-Tran
Samantha Rowe Award for Service to the Community.	Kyeira Beattie
City of Belmont Mayors Award for Perseverance	Amarjot
City of Belmont Positive Behaviour Award	Billy Knathny
Rotary Club of Ascot Award for Integrity	Jada Fassom
Rotary Club of Belmont Award for Resilience	Lucas Pietropaolo
Rotary Club of Belmont LEAP Award	Braydon de Bruyn
Belmont Forum Award for Participation	Jon Prouse

High Achiever Awards

Award	Recipient
Tony Cooke VET Dux Award sponsored by the P & C	Alexis Linton
Dux Award sponsored by Cassie Rowe	George Ang

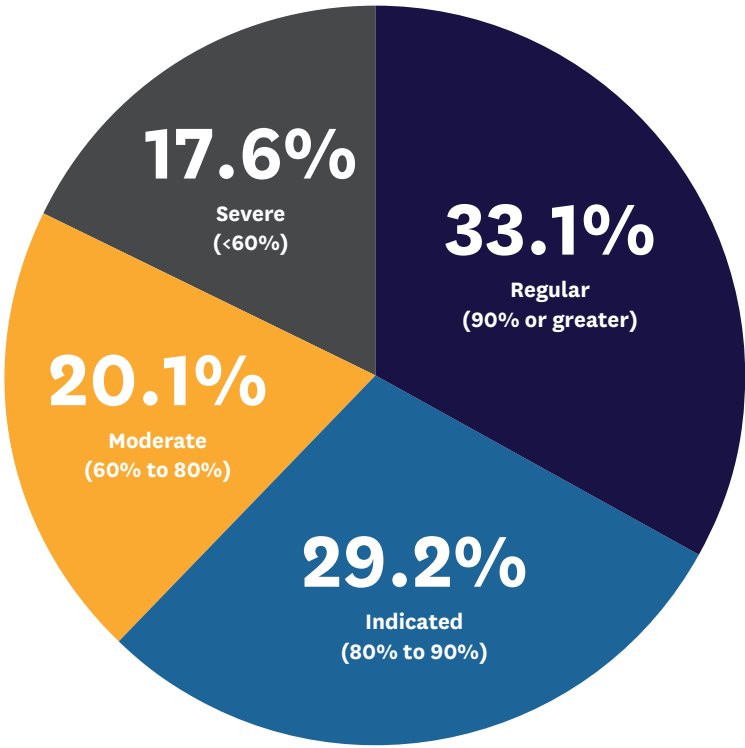
Business Plan Review

Target 1.1

In each year of the school plan, the percentage of students attending school regularly (regular attendance is defined as students who attend school 90% or higher) will increase as specified in our Student Services Operational Plan.

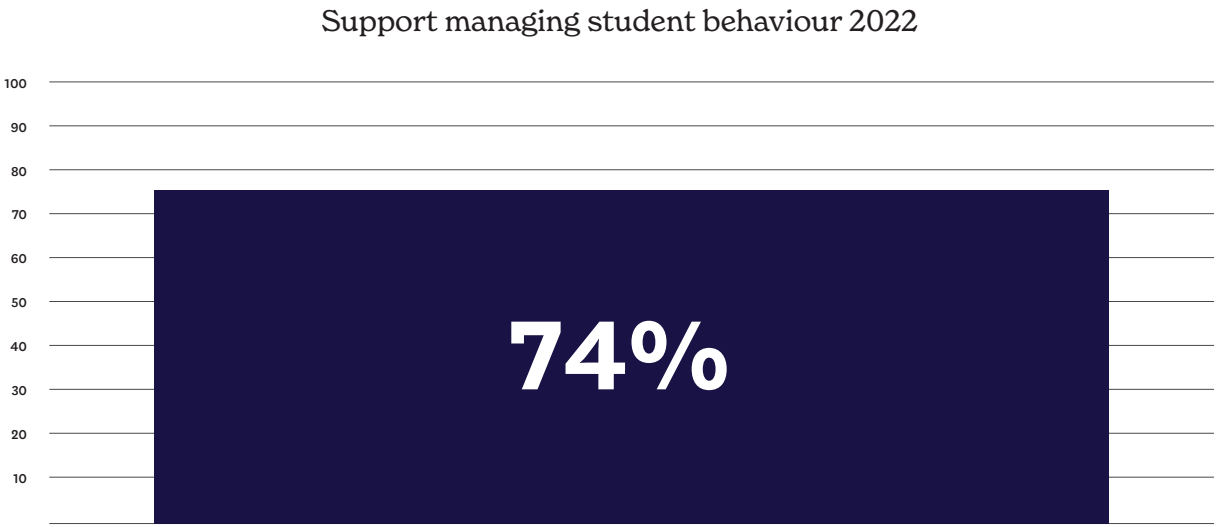
	Attendance Category			
	Regular	At risk		
		Indicated	Moderate	Severe
2020	64.5%	15.9%	11.4%	8.2%
2021	52.5%	20.5%	15.3%	11.7%
2022	33.1%	29.2%	20.1%	17.6%
Like Schools 2022	34.7%	30.9%	21.14%	13.1%
WA Public Schools 2022	40.0%	29.0%	19.0%	12.0%

Attendance profile 2022
Semester 1 Compulsory



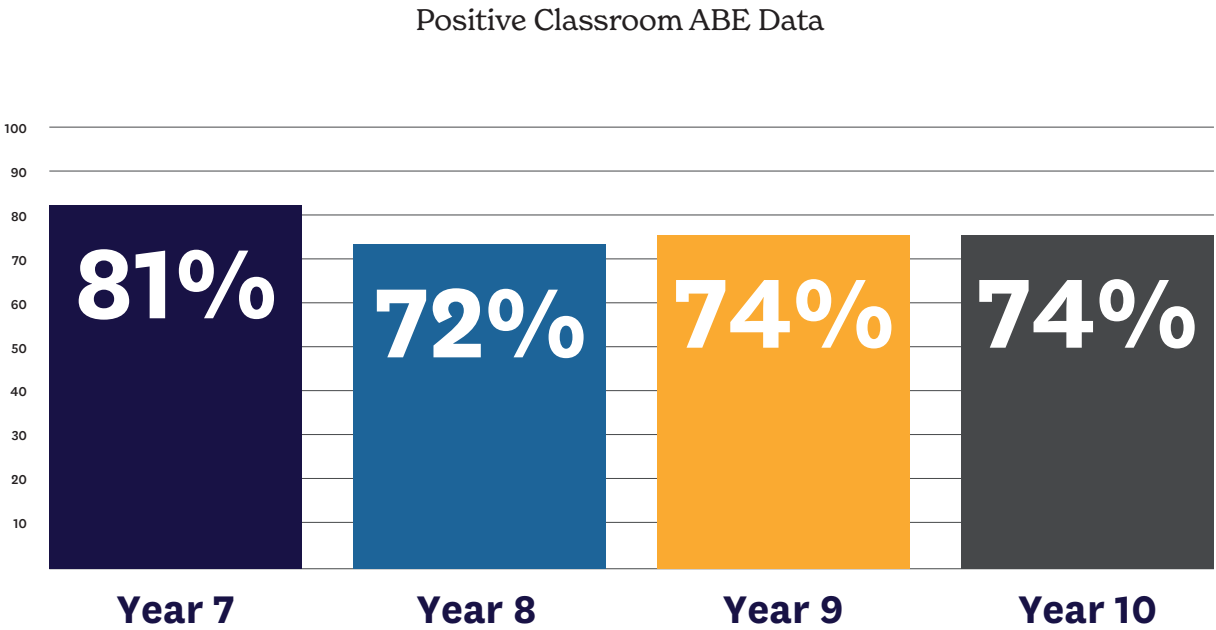
Target 1.2

By the end of the 2024, the percentage of staff who feel supported when requesting assistance with minor student behaviour (as identified through the National Schools Opinion Survey) will increase to 85% or higher.



Target 1.3

In each year of the school plan, 75% of students in Years 7-10 will demonstrate positive classroom Attitude, Behaviour and Effort as reported in RTP.



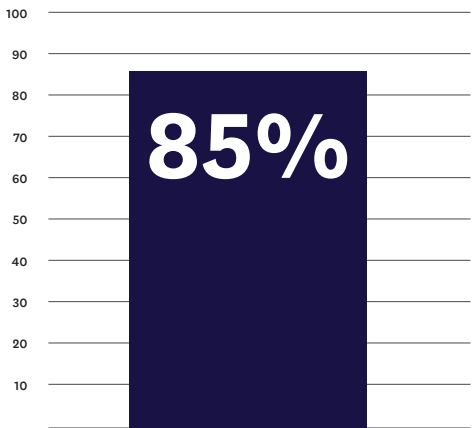
Target 2.1

In each year of the school plan, the percentage of staff that receive useful feedback about their work (as identified through the National Schools Opinion Survey) will be at 70% or higher.

Target 2.2

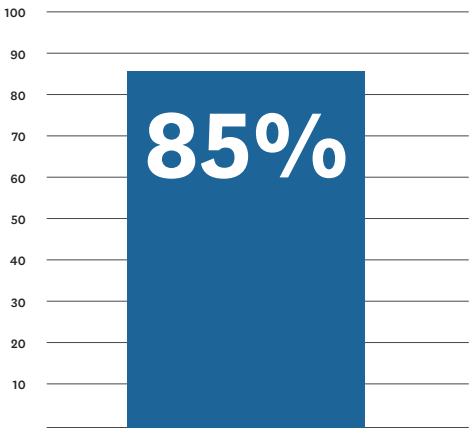
In each year of the school plan, the percentage of staff that believe performance development has improved their practice (as identified through the National Schools Opinion Survey) will increase to 85% or higher.

Staff receive useful feedback about their work 2022



NOTE: This was 64% in 2021

Performance development: Feedback and improvement in practise 2022



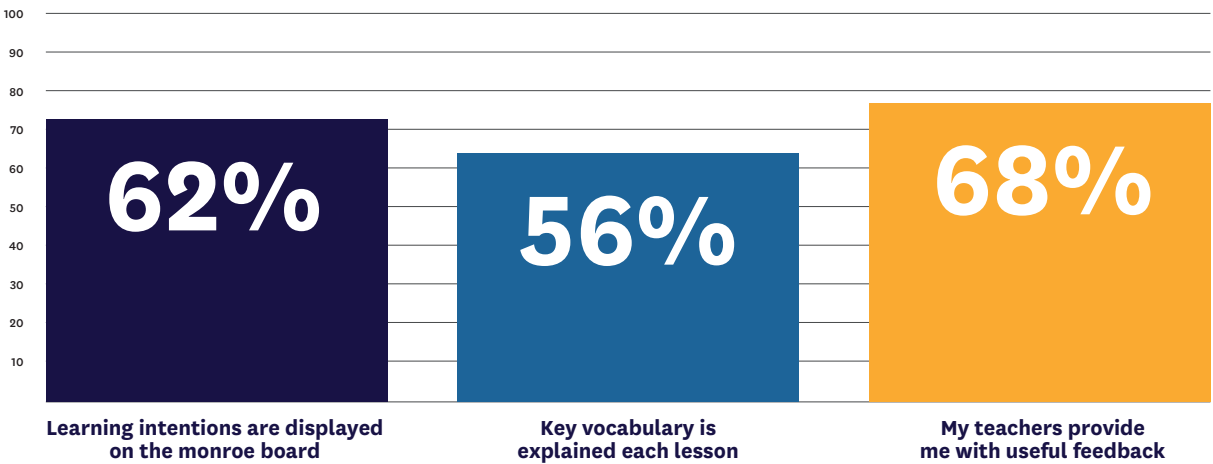
NOTE: This was 70% in 2021

Target 2.3

By the end of 2024, the percentage of students that identify the following in the National Schools Opinion Survey will be 70% or higher:

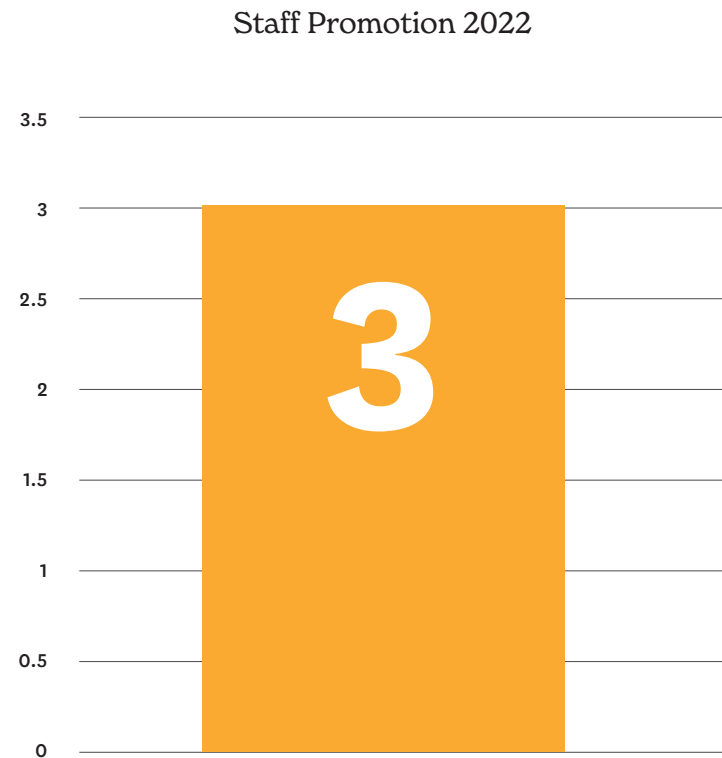
- What I am learning in each lesson is displayed so I can see it.
- My teachers explain key vocabulary needed for each lesson.
- My teachers provide me with useful feedback about my work.

Implementation of instructional model 2022



Target 3.1

By the end of 2024, a minimum of three staff will have been successful in winning a promotional position.

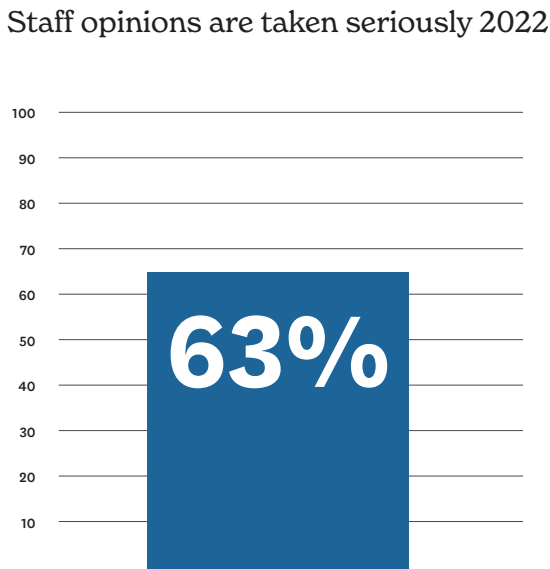
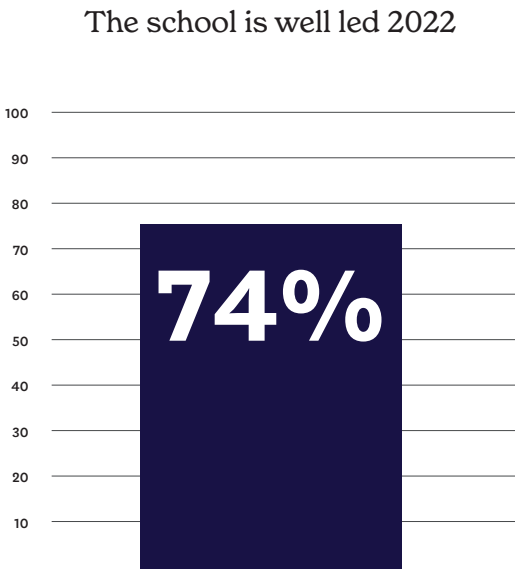


Target 3.2

In each year of the school plan the percentage of staff that believe the school is well led will increase to 90% or higher.

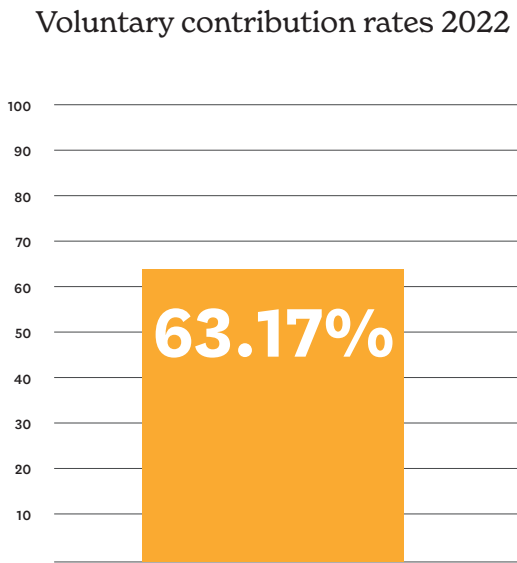
Target 3.3

In each year of the school plan, the percentage of staff that believe their opinions are taken seriously (as identified through the National Schools Opinion Survey) will increase to 75% or higher.



Target 4.1

By the end of 2024, the collection rate of voluntary school contributions will increase to 50%.



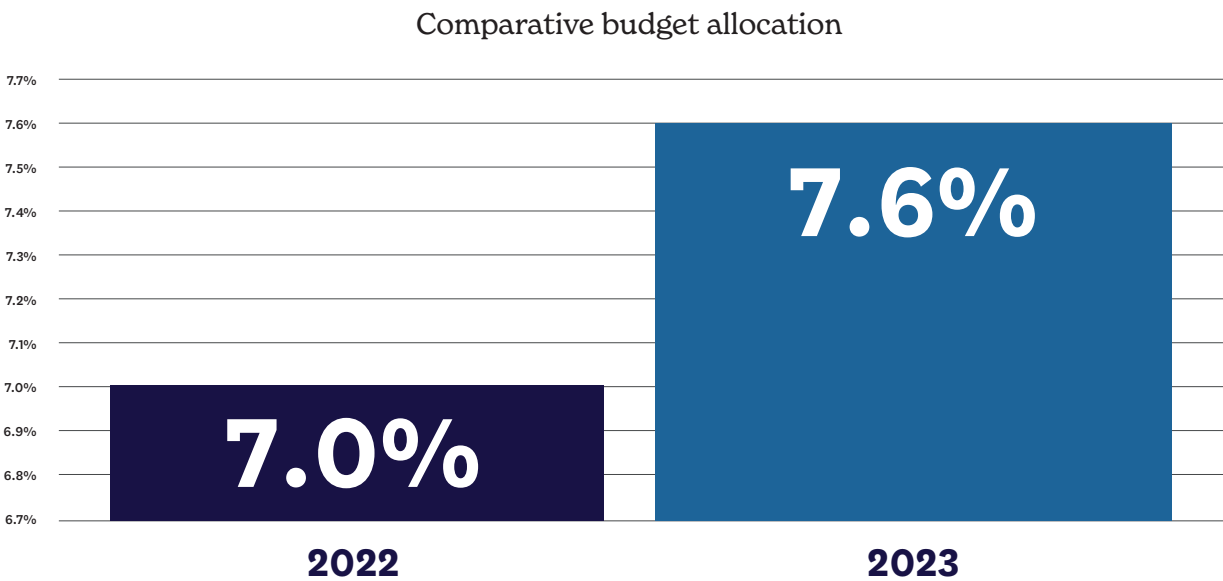
Target 4.2

By the end of 2024, the college will have reduced its energy consumption by 10%.

Target held over due to covid-19 operational requirements

Target 4.3

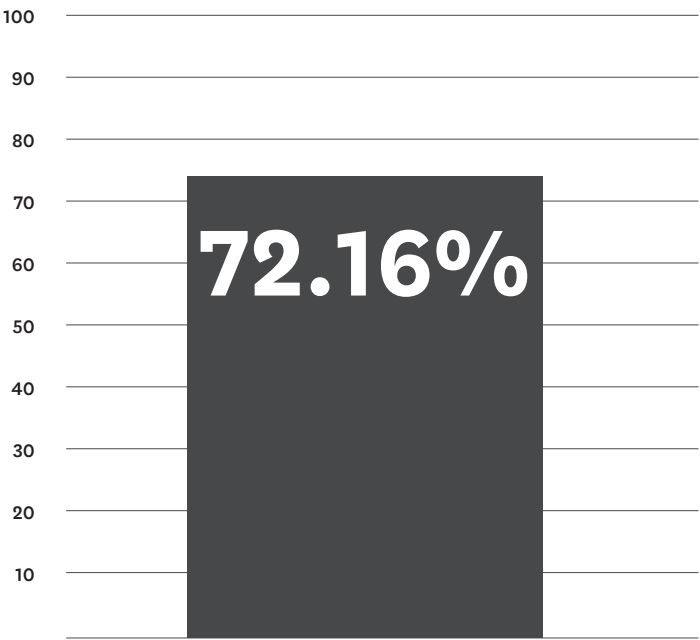
In each year of the school plan, a minimum of 7% of our annual budget will be allocated to the comparative budget.



Target 5.1

By the end of 2024, the percentage of students enrolling from our feeder primary schools will be 70% or higher.

Feeder primary school enrolments 2022

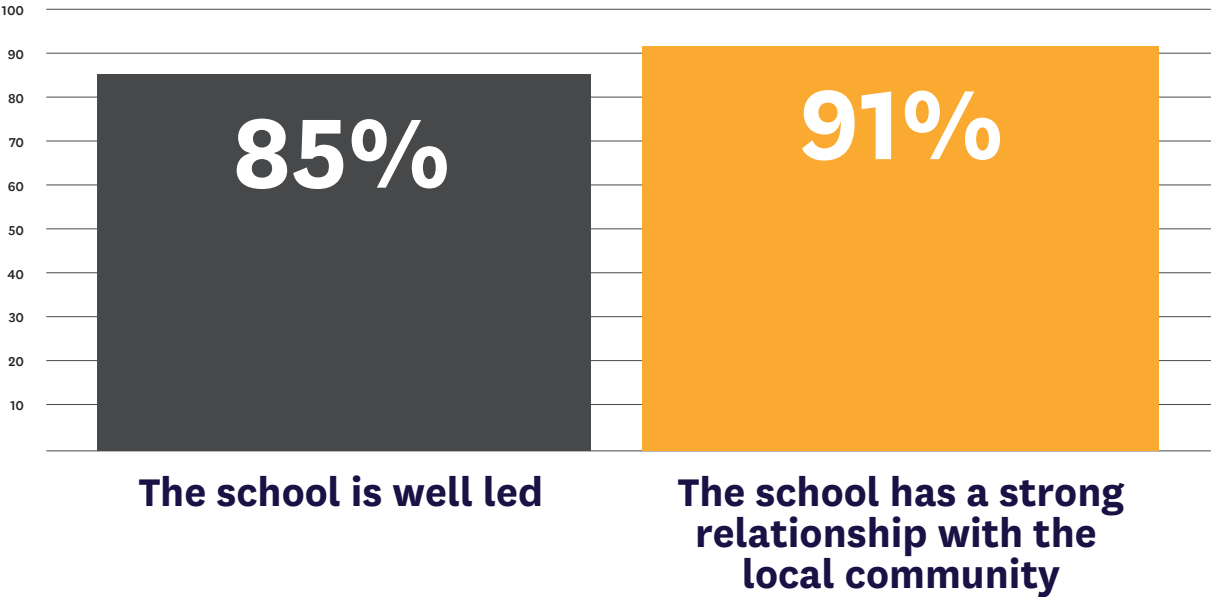


Target 5.2

In each year of the school plan, the percentage of parents that identify the following in the National Schools Opinion Survey will increase to 90% or higher:

- The school is well led
- The school has a strong relationship with the local community.

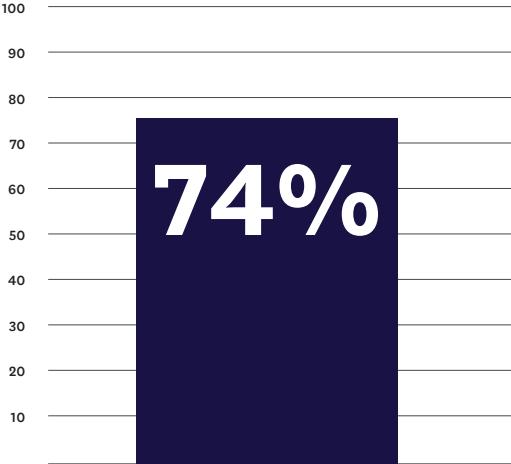
Parent survey feedback 2022



Target 5.3

In each year of the school plan, the number of parents completing the National Schools Opinion Survey will increase by a minimum of 10%.

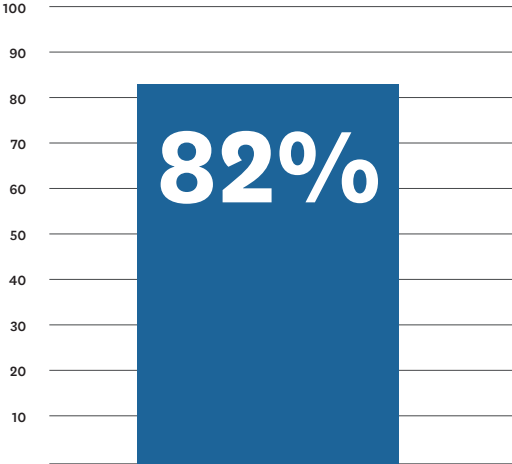
Parent survey completion 2022



Target 6.1

By the end of 2024, 90% of eligible students will achieve a WACE.

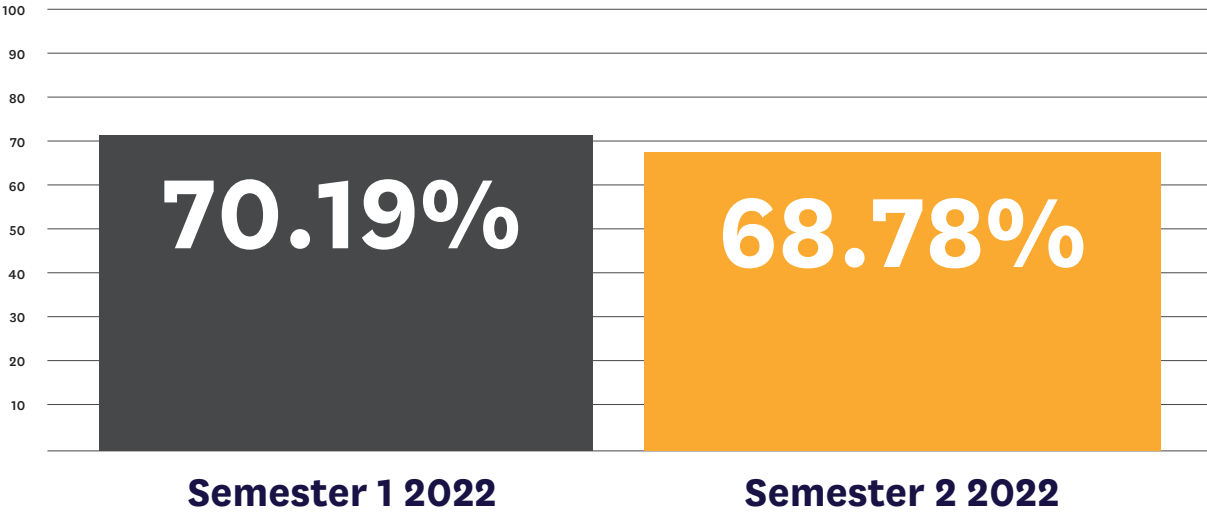
WACE Achievement



Target 6.2

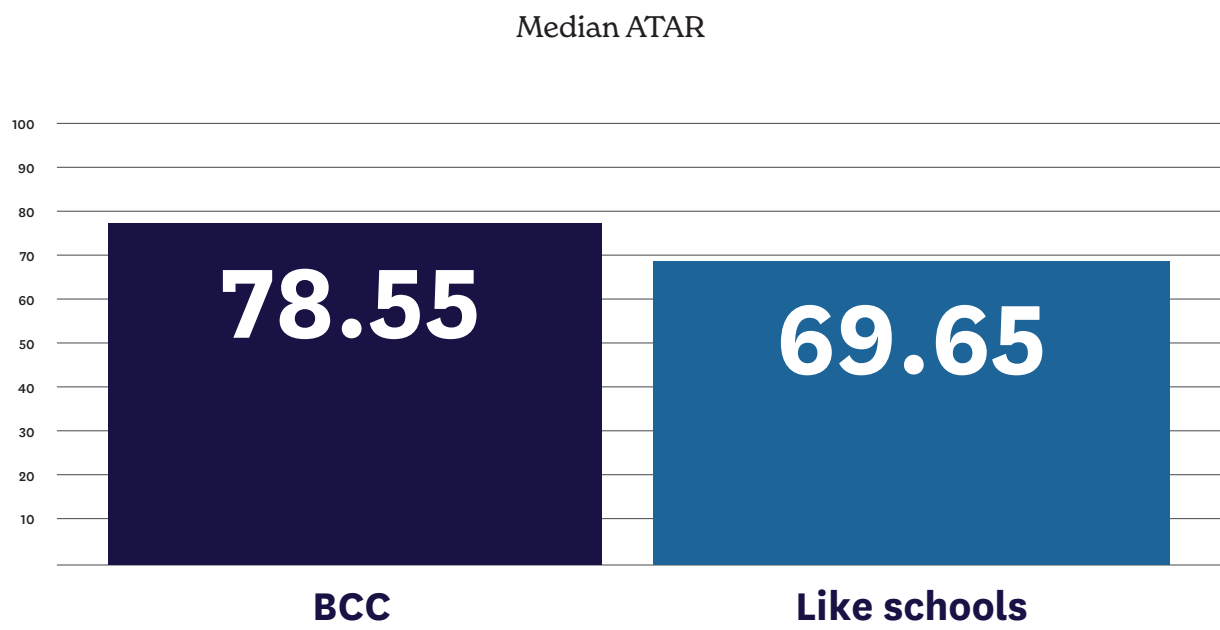
In each year of the school plan, a minimum of 70% of students in Years 7 - 10 will achieve a C grade or higher in all subjects.

70% C grade or higher



Target 6.3

In each year of the school plan, our median ATAR will exceed both Like Schools and neighbouring public schools.





BELMONT CITY COLLEGE

Belong . Collaborate . Create

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