

2023 Annual Report



BELMONT CITY COLLEGE
Belong . Collaborate . Create



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.

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Our core 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* establish 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. This model was reviewed in 2023 in line with the Department of Education’s Quality Teaching Strategy to ensure best practice in all classrooms. The success of this approach is reflected in the academic achievement of our students.

Our 2023 Senior School results highlight this success and include:

- 86% of eligible students achieved their Western Australian Certificate of Education
- A median ATAR of 77.55 which was 1.08 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 76% and 80% for all public schools
- Six 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.

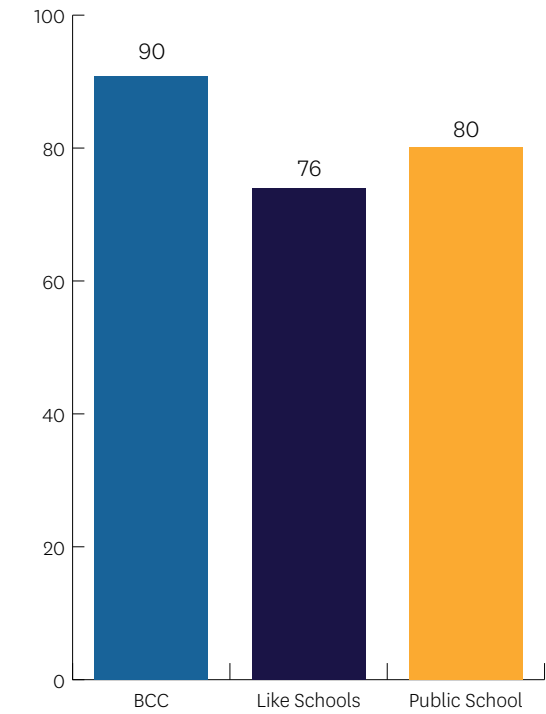
On behalf of our staff and the College Board it is our pleasure to present to you our 2023 School Report.

Steve Smethurst
Principal

Alison Woodman
Chair - College Board

Senior School Highlights

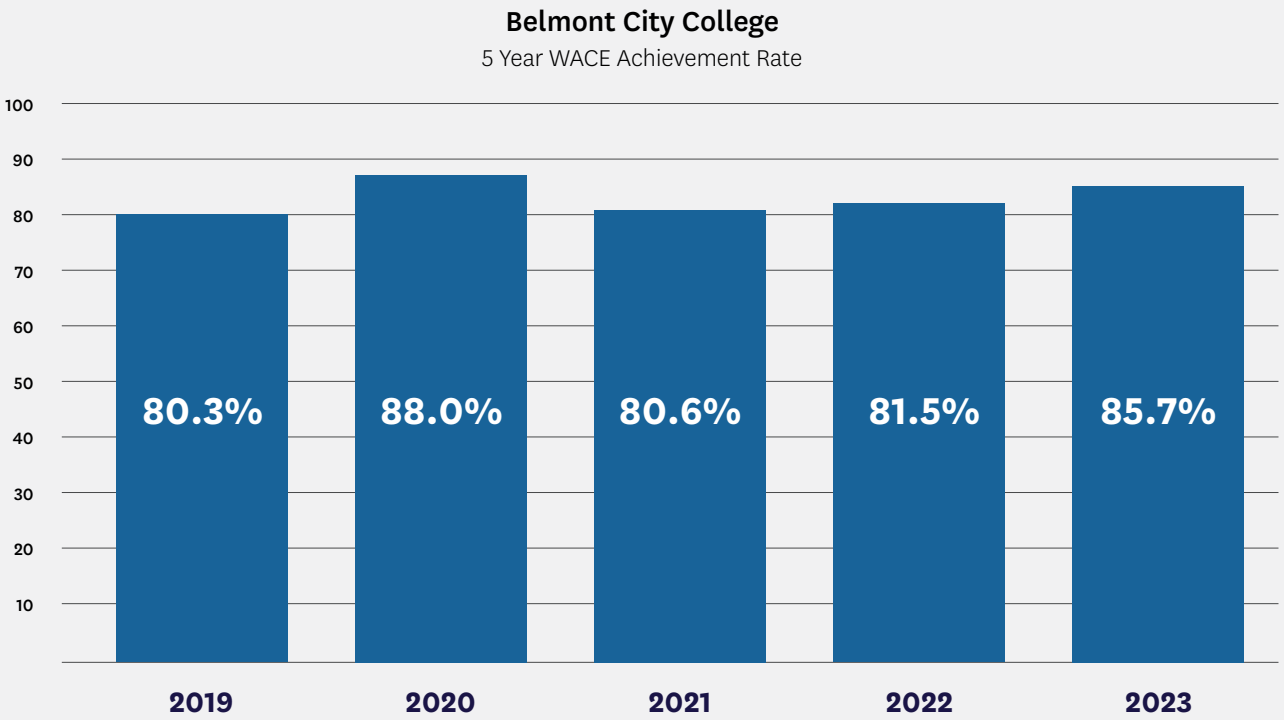
The 2023 Year 12 cohort comprised 135 students. The attainment rate of 90% was slightly lower than last year (91%) but was still well above both like and public schools. BCC has now performed above expectations in terms of median ATAR for more than 5 consecutive years and exceeded last year’s WACE achievement. The College’s ATAR results in 2023 were 1.1 standard deviations above expected results, with a median ATAR of 77.55. Thirteen students achieved an ATAR of 80 or more. Five students were awarded a School Curriculum and Standards Authority Certificates of Merit. One student received a Certificate of Distinction. Most students received front door entry to the university of their choice, through early offers during the COVID period and through the TISC process.



90% of the Year 12 cohort met the attainment requirement of a Certificate II or an ATAR of 55 or above. This was 10% above Public Schools and 14% above like schools.

The participation rate for VET courses was 82% and continues to be a strength for the College. Additionally, students completing two or more STEM was 79% in 2023, putting students in a better position to secure emerging training opportunities and jobs in the STEM sector.

In 2023, WACE achievement was 86% with 108 eligible Belmont City College students achieving their Western Australian Certificate of Education (WACE). For students who did not achieve the 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 support our students who have difficulty meeting this requirement. OLNA achievement in 2023 was 87%, an improvement on 85% in 2022 and 81% in 2021.

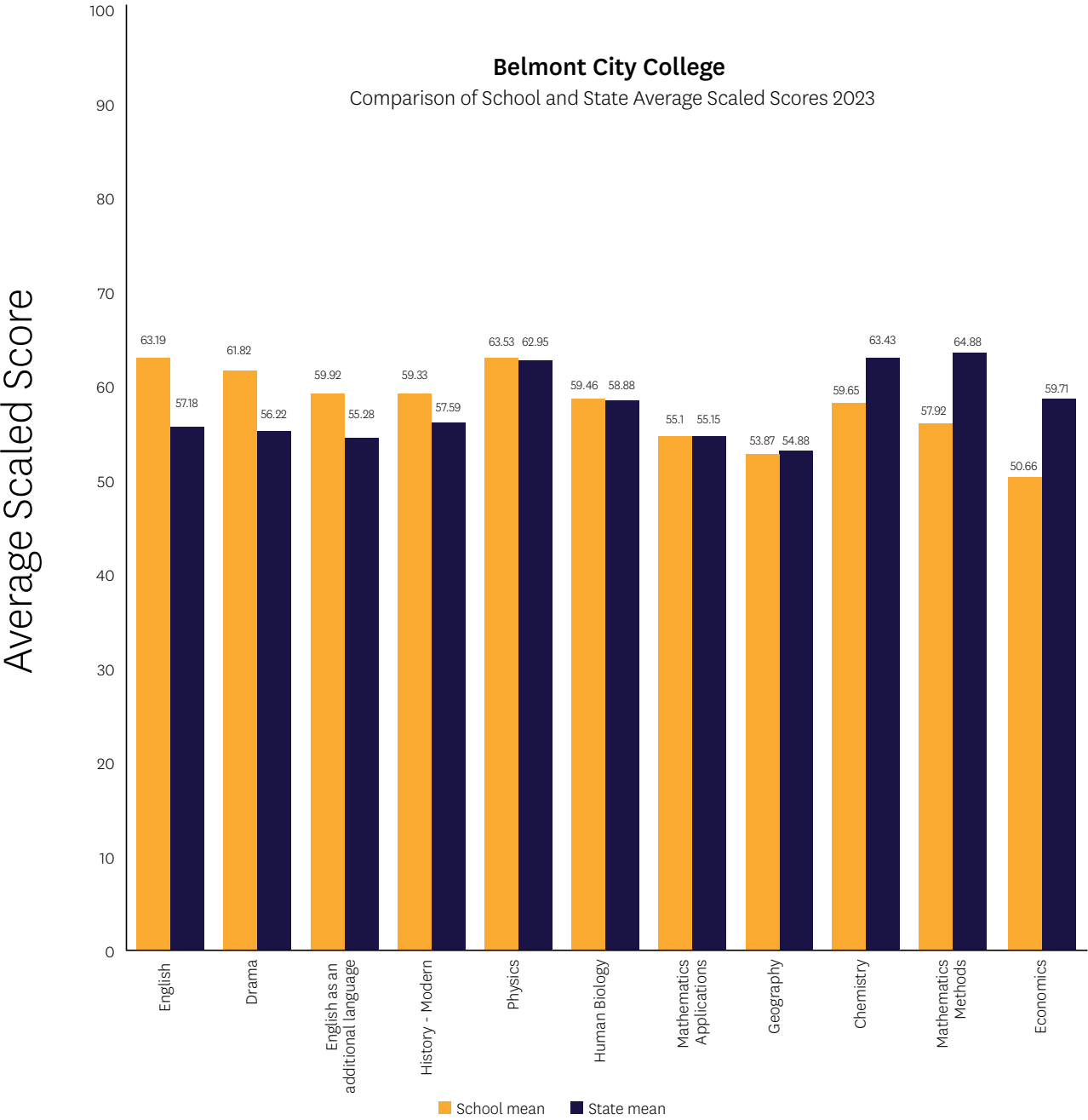


Belmont City College’s ATAR results are consistently higher than like schools. The College’s median ATAR was 77.55. This was significantly above expected performance and has continued to be so for the last five years, reflecting very well on the teaching, and learning programs at BCC. The Median ATAR was 9.5 points higher than that of like schools and is comparable with all public schools. 28 Year 12 students (17%) were ATAR candidates and of these students 5 achieved an ATAR of over 90, which is outstanding.

The overall scaled score mean for the College’s ATAR subjects was higher than state scaled score means in six subjects: English, Drama, EALD; Modern History, Physics and Human Biology.

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 2024 will be ensuring increased WACE achievement through ongoing improvement of 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 progress data is not available due to the change of scales.

The trend of Year 9 students achieving above like schools in Reading continued in 2023. There were fewer students achieving Needs Additional Support: 13.6% compared to like schools’ 17.1%. Further, students that achieved Strong results were reasonably comparable to like schools 44.2% compared to 43.6%, respectively. Belmont students who achieved Exceeding were over 4% higher than like schools: 12.3% compared to 8%.

Closer analysis of student test results in Writing, revealed that our Year 9 students, once again, compared well to like schools. There were fewer students who achieved Needs Additional Support (13% compared to 16.6%). There were also fewer students achieving the Developing descriptor (37% compared to 39.9%). As with reading, there were also more students at Belmont achieving Strong results (41.8% compared to 35.4%). 8.2% of Year 9 students achieved at the Exceeding level compared to 7.8% at like schools. The results for spelling and grammar were higher than the writing scores, and 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.

Our Year 7 data showed that in 2023 Year 7 students achieved good results compared to like schools for Reading. There were fewer students who achieved Needs Additional Support: 16.6% compared to 19.7% at like schools. At the Developing stage our scores were almost the same as like schools (29.9%). There were more students who achieved at the Strong level (44.6% compared to 41.9%). At the Exceeding scale, the results were comparable (8.9% compared to 8.3%).

The results for Year 7 Writing were solid when compared to like schools. There were fewer students who achieved Needs Additional Support (23.8%) and fewer students at the Developing stage (31.3%). At the higher levels Belmont students achieved better at the Strong level (33.8%) but did not achieve as well as like schools at the Exceeding level (11.3%). As with Year 9 students, the results for spelling and grammar are higher than the writing scores, and 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.

The trend of Year 7 students achieving above like schools in Numeracy continued in 2023. There were fewer students achieving



Needs Additional Support: 10.3% compared to like schools' 16.9%. Further, students that achieved Exceeding results were reasonably comparable to like schools 5.8% compared to 4.2%, respectively. Belmont students who achieved Strong were over 9% higher than like schools: 54.2% compared to 45.8%. Revision of the Mathematics curriculum and a teacher focus on mental computations and numeracy strategies has seen a continued improvement in Numeracy results.

The trend of Year 9 students achieving above like schools in Numeracy continued in 2023. There were fewer students achieving Needs Additional Support: 10.1% compared to like schools' 13.5%. Further, students that achieved Strong results were reasonably comparable to like schools 48.3% compared to 49%, respectively. Belmont students who achieved Exceeding were over 7% higher than like schools: 11.4% compared to 3.7%. 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, 94% achieved Category 3 for OLNA Reading and 92% for OLNA Writing, whilst 92% achieved Category 3 for OLNA Numeracy. These results were slightly higher than the previous year for Reading and Numeracy, but slightly lower for Writing. 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 2024. 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. Class sizes in both General and ATAR EALD have significantly increased in 2024. This indicates that the upper school course counselling processes have been effective in identifying and supporting EALD students to enrol in courses most suited to their literacy needs.

In 2023, senior school students received targeted learning for OLNA preparation within Mathematics and English classes and during specialist OLNA sessions. This included but was not limited to, in-depth diagnostic testing, one-on-one/small group teacher support, and a focus on mathematics literacy for Numeracy, vocabulary building for Reading and the correct use of cohesive devices, syntax, and paragraph structure for Writing.

The teaching program of Year 11/12 Mathematics Essentials classes was altered to cater to one lesson per fortnight focusing on OLNA Numeracy preparation. During this time students received small group support from the Head of Learning Area of Mathematics. This work will continue in 2024.

In 2023, the Literacy Committee, provided ongoing whole school professional learning with a focus on guided reading. The Literacy Coordinator provided individualised assistance for teachers to support the implementation of the gradual release model for writing in all classrooms. This work will continue in 2024. A whole school focus on writing conventions, creative writing, vocabulary, and guided reading was implemented in 2023, along with continued support for EALD students in the form of guided writing, vocabulary development and guided reading. This work will continue into 2024.

In 2023, Belmont City College introduced a Professional Learning Committee (PLC) focusing on the Western Australian Curriculum general capability of Numeracy. This PLC consists of teaching staff from several curriculum areas and focuses on implementing numeracy strategies into all classrooms across the college. Further to this, the Belmont Schools Network has convened a Numeracy Focus Group to implement strategies across both primary and secondary schools as a focus to improve student outcomes at all year levels. This work will continue in 2024.

In 2023, The Fast Track reading program was established. The program catered for students in Year 7 who required additional literacy support. Selection was based on data from primary schools, NAPLAN data and PAT testing data. The focus of the program was to improve students reading and comprehension of written texts. In Semester 2 of 2023, 53% of students achieved a C grade or higher. Of the 47% of students who achieved below the benchmark, 50% had been absent for 100 half days or more.

Planning for a Year 7 and 8 Vertical EALD class began in 2023 and will commence in 2024. The Head of Learning Area English will teach this class and the EALD Education Assistant will assist in all lessons. The EALD Education Assistant will continue to support the Year 11 and 12 General EALD classes and will run small group tutoring sessions for EALD students in Years 9 and 10. A Teacher in Charge – EALD has been employed to oversee the EALD learning area and will commence in this role in 2024.

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 eleventh 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 Adaptive 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 via the ACER General Ability Test and a written response to a prompt. Final selections for the program are made in conjunction with NAPLAN data and primary school reports.

There were 118 students enrolled in the A Plus program Year 7 to 10 in 2023. 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 2023, 38 students participated in these aspirant classes in Year 9 and 10. Excellent results were achieved by students across year groups in the program in 2023.

In its eleven 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 29% in 2023, a total of 48 students. All of the students selecting four or more ATAR subjects were in the A Plus or "Pathway A" aspirant classes.

In 2023, the sixth cohort of A Plus students, and the third cohort of Aspirant "Pathway A" 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 80.95, above the school median of 77.55 and just below the state median of 82.8

Students in the A Plus program were offered a variety of opportunities for extension and enrichment in 2023, including enrichment opportunities through our relationship with UWA, as part of the UWA Aspire Program and UWA Girls+ in Engineering. 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 2023.

Year 5: Staffing issues prevented Year 5 EPIC-Science from running in 2023.

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.

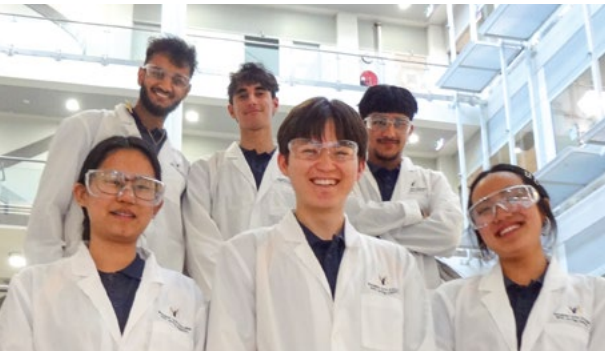
STEM Science Engineering Program

2023 was the eighth 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, Murdoch University, and other industry stakeholders, provides students with high interest, hands on, project-based learning which integrates MESH and Technologies understandings.

In 2023, our students participated in a variety of learning projects, competitions and other activities including:

- Designing and Building a Solar Car
- Coding including Sphero robots and Lego Mindstorm Robots
- Building a prototype trebuchet
- Bridge building design and in-school competition
- Designing and testing small model aircraft using the Power Anchor



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 2023, students participated in:

- Year 7 It is all about U, WA incursion
- Year 9 Race Around the Campus excursion, Engineering Island incursion
- Year 10 UniDiscovery incursion.

UWA Girls in Engineering

UWA once again offered Girls in Engineering in 2023. Girls in Year 8 and 10 A Plus at Belmont City College participated in excursions to the UWA Campus to meet with industry leaders and participate in engineering activities, and A Plus students in Years 8-10 participated in several incursions.

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 upper school Master Class students an opportunity to develop and refine their performance skills. In 2023, both an upper and lower school camp was organised given the increasing numbers within the program. Twelve camp leaders were selected for both ‘The Rich and Famous’ themed camps, 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. In 2023, a whole school survey was delivered that collated quantitative and qualitative information on how students used social media. Master Class, along with their teacher, wrote an original verbatim play that encapsulated both the data and confidential ‘confessions’ of how students use social media. The result was a highly immersive and thought-provoking play about the audience who came to watch it: BCC students and their parents. The six-show season was performed as part of the annual Arts Gala along with Dance and Music.

Several other significant school and community events occurred in 2023, including:

- Upper and lower school Drama Camp
- A year 11 production Tredding Water written by local Perth playwright Donna Hughes
- Teaching artists from the Black Swan State Theatre Company gave our Year Seven Specialist Contemporary Drama students clowning and improvisation training, enhancing their circus performances and giving them an opportunity to work with professionals in the theatre industry.
- Year 9 Drama students performed an original playback theatre performance in collaboration with the Constable Care Theatrical Response group and the City of Belmont.
- Upper school excursion to the annual Performing Arts Perspectives at the Perth Concert Hall

Primary School Program - Centre Stage

The Centre Stage drama program for primaries continues to provide curriculum-based performance opportunities to nine 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, and performed a short scene in front of their classmates. 50 students successfully entered the Specialist Contemporary Drama program at Belmont City College for 2024.



Music Excellence Program

In 2023, 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 2023 included:

- Senior Concert Band
- Belmont Combined Schools Junior Band
- Vocal Ensemble
- Percussion Ensemble
- Junior Fusion Band
- Year 10 Contemporary band
- Two student driven bands
- All Girl Senior Band
- Jazz Ensemble (New in 2023).

The Music Excellence calendar of performances was extensive in 2023, 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.

Using up-to date programs were used in classes, including Ableton and FL Studio, which were used to record, create, and prepare musical compositions from students. This software was generously funded by the City of Belmont.

Other performance highlights for 2023 included:

- R U Okay? Day – school bands and guest performances
- Jeans for Genes Day
- Arts week lunchtime gigs
- Music Showcase 2023 – All bands performed in a three-and-a-half-hour performance
- Belmont City College Combined Schools Band Annual Music Tour to all feeder primary schools.
- Contemporary Band Festival Performance – receiving an adjudicated result of ‘Excellent’
- Concert Band Festival – receiving an adjudicated result of ‘Excellent’
- The Annual Arts Gala over 6 shows.

Vocational Education and Training (VET)

The 2023 VET focus was to stabilise the school offerings, Registered Training Organisation partnerships and quality of teacher delivery. The participation rate for VET courses was 82% and continues to be a strength for the college. An area of development was the community and industry links for Workplace Learning.

What we offered:

- A range of Vocational qualifications that allowed students to be challenged academically and progress their knowledge in specialised areas. Engagement options included Auspiced qualifications within the school, external VET in schools’ profile, school-based traineeships, and fee for service opportunities.
- Year 10s could choose to complete a Certificate I in Hospitality or a skill set of units from the Certificate II in Engineering Pathways.
- Inclusion education students enrolled in a Certificate II in Horticulture.
- Qualifications offered at the Certificate II level within the school included Engineering Pathways, Hospitality, Music Industry, Horticulture, Sport & Recreation and Workplace Skills.
- Qualifications offered at the Certificate III level within the school included Business, Visual Arts and Sport & Recreation.

Achievements of note:

Year 10

- 42 students completed the Certificate I in Hospitality, utilising our specialised Trade Trading Centre.
- 26 students completed the Engineering Pathways skill set.
- 6 students successfully completed over 125 hours of work experience in the local community.

Year 11

- Students enrolled in a range of external vocational qualifications including Electronics, Retail services, Education Support, Automotive Servicing, Integrated Technologies, Supply Chain Operations and Preparation for Health and Nursing Studies.
- 25 students successfully completed 1380 hours of work experience.

Year 12

- 29 students achieved a Certificate II in Hospitality
- 31 students successfully completed a Certificate II in Engineering Pathways
- 21 students completed the Certificate III in Business
- 12 students achieved a Certificate III in Visual Arts
- 4 students completed the Certificate IV Preparation for Health and Nursing Studies
- 20 students completed 1580 hours of work experience.

What we did:

Quality teaching leading to high achievement and high student engagement:

- Individual course counselling that targeted student aspirations and goals
- VET teachers proactively tracked student progress and implemented strategies such as extra classes and holiday workshops to assist in student achievement
- Teachers engaged with industry currency processes and professional development that allowed them to make links between course content and careers outcomes for the students
- VET teachers worked together in a professional learning community to swap ideas and generate strategies that would improve their own practice and student outcomes.

Fostered strong relationships and partnerships with community:

- Strong support from the local community and industry meant a diverse range of students engaged with industry relevant work experience allowing for authentic demonstrations of their learning.
- Students participated in a range of incursion and excursions to build their knowledge of career pathways, opportunity, and the core skills for work. These included TAFE career taster days, Career Expos, and Industry professional workshops.

Student Engagement

Our Student Services team played a pivotal role in fostering student attendance, engagement, and inclusivity throughout the academic year. With a commitment to student success, the team implemented a range of initiatives aimed at enhancing student attendance and engagement both inside and outside the classroom.

Each year group engaged in presentations on a range of topics such as cyber safety, study skills, mental health, and emotional intelligence. Student Services continued to prioritise the social and emotional well-being of students, catering to the diverse needs of the student body. Through collaborative efforts, the team actively tracked student attendance, worked closely with teaching staff to support positive classroom behaviours, made regular contact with parents/carers, facilitated connections with external support agencies, and helped families with alternative pathway options.

In the commitment to fostering an inclusive and supportive educational environment, our engagement programs, including Follow the Dream, Clontarf, and Deadly Sister Girlz, continued to support the academic, social, and emotional needs of our Aboriginal and Torres Strait Islander students. The annual NAIDOC assembly marked the commencement of NAIDOC Week celebrations, featuring a range of activities designed to celebrate the rich culture and heritage of Aboriginal and Torres Strait Islander communities. The theme for the year 2023, “For Our Elders,” provided a meaningful focus, emphasising the importance of honouring the contributions of our Elders to the community.

Throughout the year student engagement was elevated through a range of school and community events, such

as Harmony Week, R U Okay? Day, Jeans for Genes Day, and Wear it Purple Day, which not only celebrated diversity but also encouraged meaningful conversations and support for important causes. A highlight of 2023 was the inaugural BCC Whole School Athletics Carnival, where the entire school community came together to celebrate student athleticism and House pride in an inclusive and spirited atmosphere. This event not only promoted student participation but also fostered a sense of unity and camaraderie among students and staff.

The Positive Behaviour Support (PBS) team remained dedicated to fostering a positive and inclusive atmosphere within the college. Students actively participated in cultivating a positive environment by consistently working towards earning house points to contribute to their respective house totals. Reward events were held at the end of each semester, encouraging students to uphold commendable conduct by demonstrating Preparedness, Participation and Positivity, our 3Ps. The PBS team worked diligently to enhance its visibility by placing banners around the college, creating a visual reminder of the expected behaviours, and fostering a culture of respect and responsibility.

Our continued partnership with the Y at the Belmont Base has been instrumental in elevating student engagement and support within our school community. The integration of youth workers into our Student Services team has expanded our capacity to offer additional support to students. The Y offered one-on-one mentoring, facilitated small group programs, and actively participated in recess and lunchtime activities. This collaborative effort helped to address the diverse needs of our students and create an inclusive and supportive atmosphere for students to succeed.

Attendance Data

Secondary Attendance Rate

	Attendance Rate	
	School	WA Public School
2021	84.0%	84.4%
2022	78.0%	80.0%
2023	79.4%	82.5%

Attendance % - Secondary Year Levels

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2021	86%	87%	82%	78%	85%	86%
2022	81%	75%	79%	76%	79%	78%
2023	83%	81%	75%	75%	81%	82%
WA Public School 2023	87%	83%	81%	80%	82%	83%

Source: Schools Online

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 WA. This partnership enables 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 2023, 116 students participated in the Follow the Dream program at Belmont City College (52 students), Bob Hawke College (15 students), Como Secondary College (19 students) and Kent Street Senior High School (30 students). Students included:

- 21 yr7 students,
- 24 yr8 students,
- 33 yr9 students,
- 18 yr10 students,
- 13 yr11 students, and
- 7 yr12 students.

Our 7 graduating students achieved the following:

- All students achieved a Certificate II qualification
- One student completed 115 work experience hours at DCS WA which led to an electrical apprenticeship; 4 other students completed workplace learning with John Hughes, Truck Centre WA, Diverse Project Group and Leeman's Auto Electrics



All students were recognised at their graduation ceremony, achieving:

- Cassie Rowe MLA Award for Leadership & Service
- City of Belmont Award for Participation
- Going into 2024, 2 students were accepted offers at Edith Cowan University, 1 student enrolled in the Defence Force (Army), 1 student accepted an electrical apprenticeship, and 3 students began full-time employment.

65% of Follow the Dream students maintained a school attendance of over 80%. Our members also attended over 4750 hours of tuition during 2023, averaging nearly 40 hours of after-school tuition per student.

Follow the Dream students participated in a range of programs and activities throughout the year, with the highlight being a camp to Melbourne. In Melbourne, Follow the Dream students attended workshops at the University of Melbourne and RMIT University, Richmond Football Club's Korin Gamadji program, Clothing the Gaps; as well as visiting the Melbourne Museum, The Lume's Connection exhibition, Melbourne Skydeck, MCG and Australian Sports Museum and enjoying a NBL game.

Some of the activities Follow the Dream students participated in during 2023 were –

- Djinda Ngardak Culinary Experience; non-alcoholic beverage project with Produce, Prepare, Provide
- Deadly Dreaming at Murdoch University, ECU's Indigenous LabRats, UWA's Discovery Day and Djinanginy Day
- Aboriginal Health Strategy with Health Department WA
- Polly Farmer Foundation Careers Expo
- South Metro TAFE exhibition day
- Art project with City of Belmont
- Art workshops with Noongar artist Shane Hansen
- Collaborations with Bankwest, Rio Tinto, and Coles



Clontarf Foundation

The Clontarf Foundation uses a unique, innovative, and highly successful approach to target one of the most at risk groups in contemporary Australian society – young Aboriginal and Torres Strait Islander men.

Using the existing passion that these boys have for sport allows Clontarf to initially attract them to school, and then keep them coming. It is, however, not a sporting programme – it's about developing the values, skills and abilities that will assist the boys to transition into meaningful employment and achieve better life outcomes.

The Foundation partners with schools and communities to create 'Clontarf academies' which are embedded within the school grounds and education programme.

The Belmont Clontarf Academy was established in 2021 and has been a place of growth, learning, joy, and adventure for our boys. We currently have over 40 boys enrolled in the program striving for an average academy school attendance of 80%. From the camps in Carnarvon, Kalbarri, Busselton, Gold Coast, and Brisbane to the football and basketball carnivals, early morning trainings, worksite visits, and partner visits, our boys have had the chance to explore, learn, and build valuable life skills and relationships that will serve them well in the years to come.

Two full-time, locally based Clontarf staff mentor and counsel our students on a range of behavioural and lifestyle issues. Any Aboriginal and Torres Strait Islander male enrolled at the college is eligible to participate in the Belmont Clontarf Academy.

The Belmont Clontarf Academy provides a supportive environment that allows the boys to develop positive relationships and improve their self-esteem and confidence which enables them to participate in education, employment, and society in a more positive way.

Academy activities are planned within the focus areas of education, leadership, employment, well-being, life skills and sport. The Belmont Clontarf Academy has been very successful, not only in attracting young men to school and retaining them but also in having them embrace more disciplined, purposeful, and healthy lifestyles.

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 2023, 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 2023, BCC enrolled one new DHH student, with the total number of enrolments in the program reaching eleven. All students were integrated into mainstream or Inclusive Education classes and supported by Auslan interpreters and a Deaf Mentor. Two year 12 students successfully completed Workplace Learning Endorsed Programs.

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 students who use Auslan to further develop their 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. OLNA continues to be difficult for all Deaf students, but this year OLNA Numeracy and Writing has been passed by our year 11. A highlight for 2023 was the graduation of two of our students, and it was a celebration of their achievements over the previous six years.



A continued focus for 2023 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 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 2023, Deaf Education Program students participated in NAIDOC celebrations, Harmony Week, and lunchtime dance performances. They participated in interschool sporting events and enjoyed the Arts Gala. Students were invited to test and feedback on the Smart Rider Upgrade Validator Pilot Testing through the Public Transport Authority of WA. 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. The school community, past and present students enjoyed a morning tea, where our Deaf Role Model and a Deaf student presented to the group.

Students connected with the wider Deaf community including ex-students visiting throughout the year. A visit to the Circus Quirkus at the Astor Theatre was a highlight as the 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, continued support from the WA Foundation for Deaf Children and Hearing Australia will continue into 2024.

Inclusion Education Centre

In 2023, our Inclusive Education program continued to thrive, providing students with diverse and enriching experiences that contribute to their holistic development. The year was marked by various events and initiatives that showcased the students' talents, skills, and commitment to learning.

Year 11 and 12 students were invited to participate in an inspiring art initiative organised by Sculptures by the Sea. This initiative included individualised art sessions at the beach, allowing students to explore their creativity in a unique and natural setting. Additionally, the program featured a visit from the esteemed artist Henning Meeves, who guided students in the creation of clay sculptures. This artistic endeavour not only encouraged self-expression but also fostered a connection between students and the broader artistic community.

All students had the opportunity to participate in a memorable day at the zoo, engaging in various educational activities. A highlight of the experience was a hands-on session with a zookeeper, where students had the unique opportunity to handle reptiles. This interactive and educational encounter not only sparked interest in the animal kingdom but also allowed students to overcome fears and develop a deeper understanding of wildlife.

A key feature of the year was a simulated workplace experience where students took on the challenge of setting up and running their micro-enterprise. This hands-on project involved planning, designing logos, advertising, and manufacturing products, ultimately selling them at the Garden Open Day. This practical experience empowered students with valuable entrepreneurial skills and a sense of accomplishment.

Certificate II in Horticulture students were engaged in specialised learning about native gardens and seeds, which included participating in onsite lectures from the experts responsible for maintaining the Optus Stadium gardens and Burswood Park. This unique opportunity not only provided valuable insights into professional horticultural practices but also allowed students to actively contribute to the preservation and promotion of local biodiversity. Through hands-on experiences in collecting and propagating native plants, students gained a deeper understanding of sustainability and environmental stewardship, reinforcing the practical application of their horticultural knowledge.

Our students excelled in the ASDAN awards, particularly in short courses. We are proud to report that we had the highest number of students receiving awards in various categories, including animal care, independent living, Towards Independence (offering seven different courses), and Key Steps. These achievements underscore the dedication of our students and the effectiveness of our tailored educational approach.

The events and initiatives of 2023 not only enriched the educational experience of our students but also reinforced the values of inclusivity, creativity, and practical skill development within the Inclusive Education program. The success of these endeavours is a testament to the hard work and commitment of both students and educators alike.



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	1	1.0	0
Other Teaching Staff	61	56.8	1
Total Teaching Staff	62	57.8	1
School Support Staff			
Clerical/Administrative	13	11.9	0
Gardening/Maintenance	5	4.0	0
Instructional	2	1.1	2
Other Allied Professionals	22	17.1	0
Total Allied Professionals	42	34.0	2
Total	119	106.8	3

Student Numbers

Semester 2	2019	2020	2021	2022	2023
Lower Secondary	642	662	666	639	668
Upper Secondary	249	246	274	268	284
Total	891	908	940	907	952

Finance

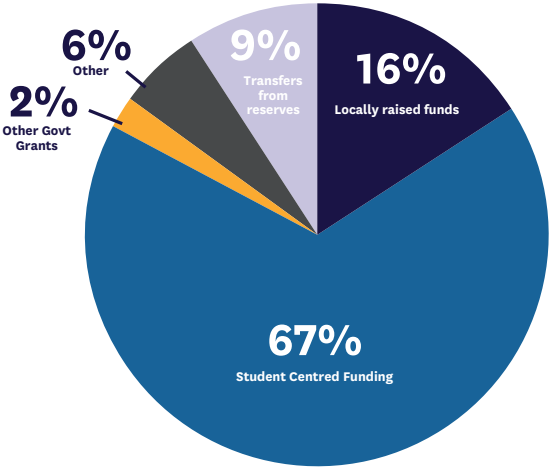
#	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$49,521.00	\$49,520.61
2	Charges and Fees	\$244,093.00	\$244,092.00
3	Fees from Facilities Hire	\$17,630.00	\$17,630.00
4	Fundraising/Donations/Sponsorships	\$41,431.00	\$41,429.70
5	Commonwealth Govt Revenues	\$-	\$-
6	Other State Govt/Local Govt Revenues	\$40,000.00	\$40,000.00
7	Revenue from Co, Regional Office and Other Schools	\$-	\$-
8	Other Revenues	\$129,722.00	\$129,723.18
9	Transfer from Reserve or DGR	\$195,907.00	\$195,906.66
10	Residential Accommodation	\$-	\$-
11	Farm Revenue (Ag and Farm Schools only)	\$-	\$-
12	Camp School Fees (Camp Schools only)	\$-	\$-
Total Locally Raised Funds		\$718,304.00	\$718,302.76
Opening Balance		\$340,799.00	\$340,789.69
Student Centred Funding		\$1,439,155.82	\$1,439,156.10
Total Cash Funds Available		\$2,498,258.82	\$2,498,257.55
Total Salary Allocation		\$12,575,812.00	\$12,575,812.00
Total Funds Available		\$15,074,070.82	\$15,074,069.55

Cash Position as at:

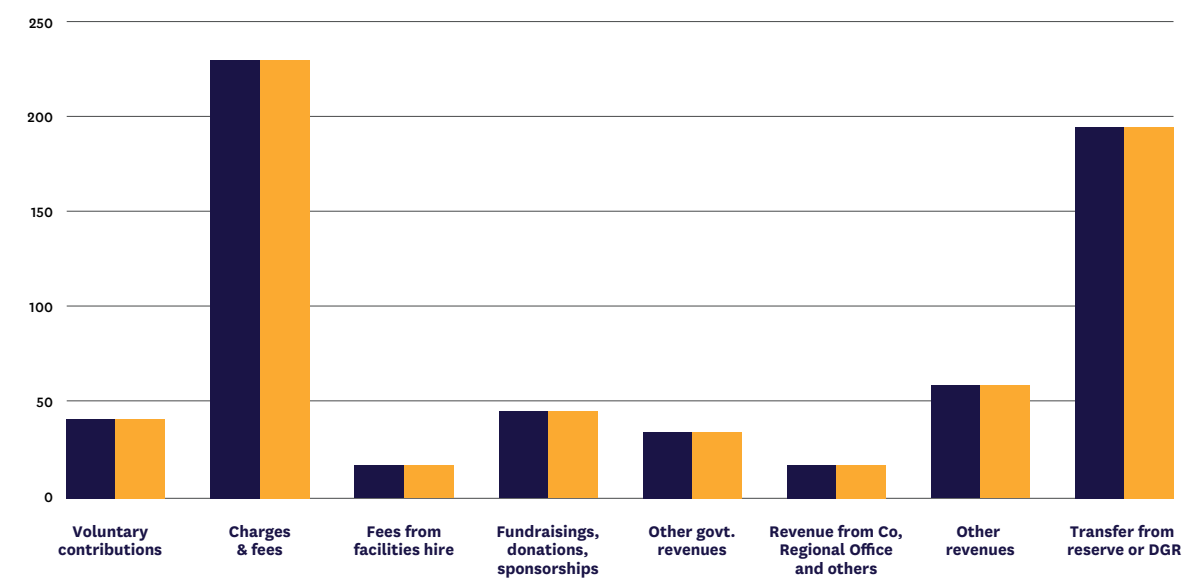
Bank Balance		\$1,528,571.90
Made up of:		\$-
1	General Fund Balance	\$735,287.43
2	Deductible Gift Funds	\$-
3	Trust Funds	\$-
4	Asset Replacement Reserves	\$982,019.02
5	Suspense Accounts	\$97,333.33
6	Cash Advances	\$(700.00)
7	Tax Position	\$(285,367.88)
Total Bank Balance		\$1,528,571.90

#	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$169,119.00	\$143,940.67
2	Lease Payments	\$-	\$-
3	Utilities, Facilities and Maintenance	\$431,989.00	\$341,940.27
4	Buildings, Property and Equipment	\$349,329.00	\$317,627.70
5	Curriculum and Student Services	\$632,664.47	\$507,837.72
6	Professional Development	\$18,789.00	\$12,737.07
7	Transfer to Reserve	\$397,067.00	\$397,067.00
8	Other Expenditure	\$44,381.00	\$41,783.69
9	Payment to CO, Regional Office and Other Schools	\$-	\$-
10	Residential Operations	\$-	\$-
11	Residential Boarding Fees to CO (Ag Colleges only)	\$-	\$-
12	Farm Operations (Ag and Farm Schools only)	\$-	\$-
13	Farm Revenue to CO (Ag and Farm Schools only)	\$-	\$-
14	Camp School Fees to CO (Camp Schools only)	\$-	\$-
Total Goods and Services Expenditure		\$2,043,338.47	\$1,762,970.12
Total Forecast Salary Expenditure		\$12,148,260.00	\$12,148,260.00
Total Expenditure		\$14,191,598.47	\$13,911,230.12
Cash Budget Variance		\$454,920.35	

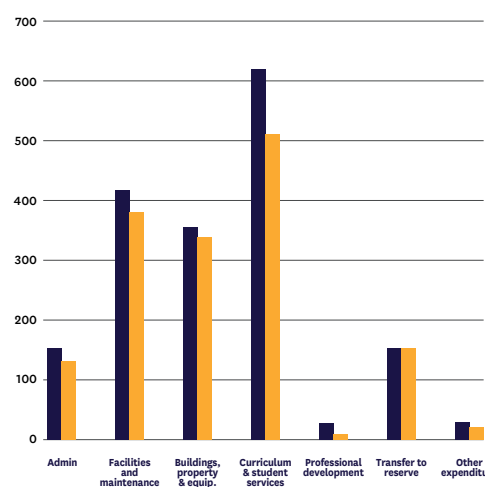
Current year actual cash sources



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

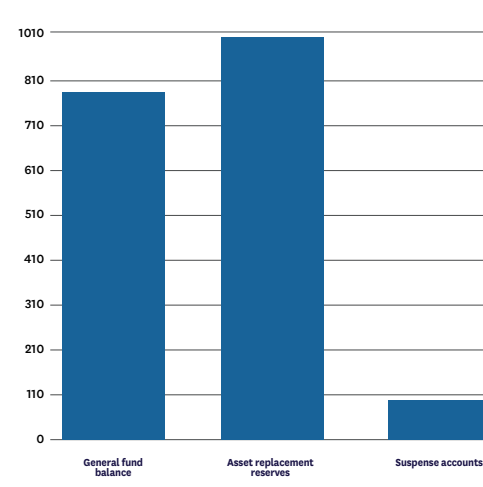


Locally generated revenue:
Budget vs actual (\$000)



■ 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.

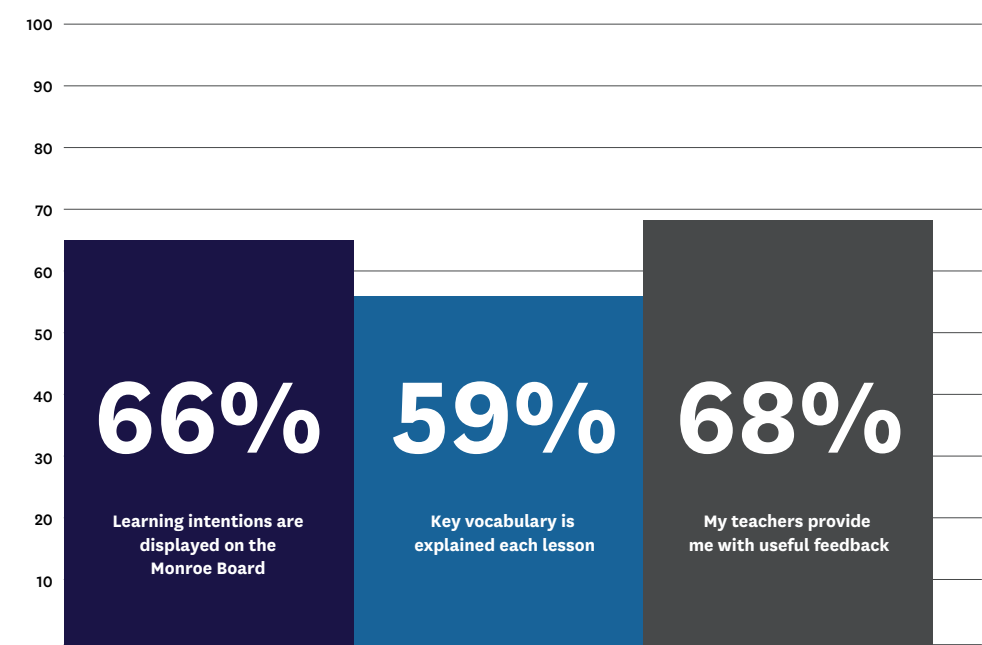
Target 1 – The implementation of our Instructional Model

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 2023 data indicates that learning intentions are being displayed in classes 66% of the time. This is a slight increase from the previous year. Data also indicates that key vocabulary is explained to students each lesson 59% of the time. This is also a slight increase from 2022. Students receiving useful feedback about their work remained the same at 68%. The college undertook a full review of our instructional model in 2023 in line with the Department of Education’s Quality Teacher Strategy and this will be implemented in all classrooms in 2024. The target for all three questions is to increase them to 70% by the end of 2024.

Implementation of
instructional model 2023



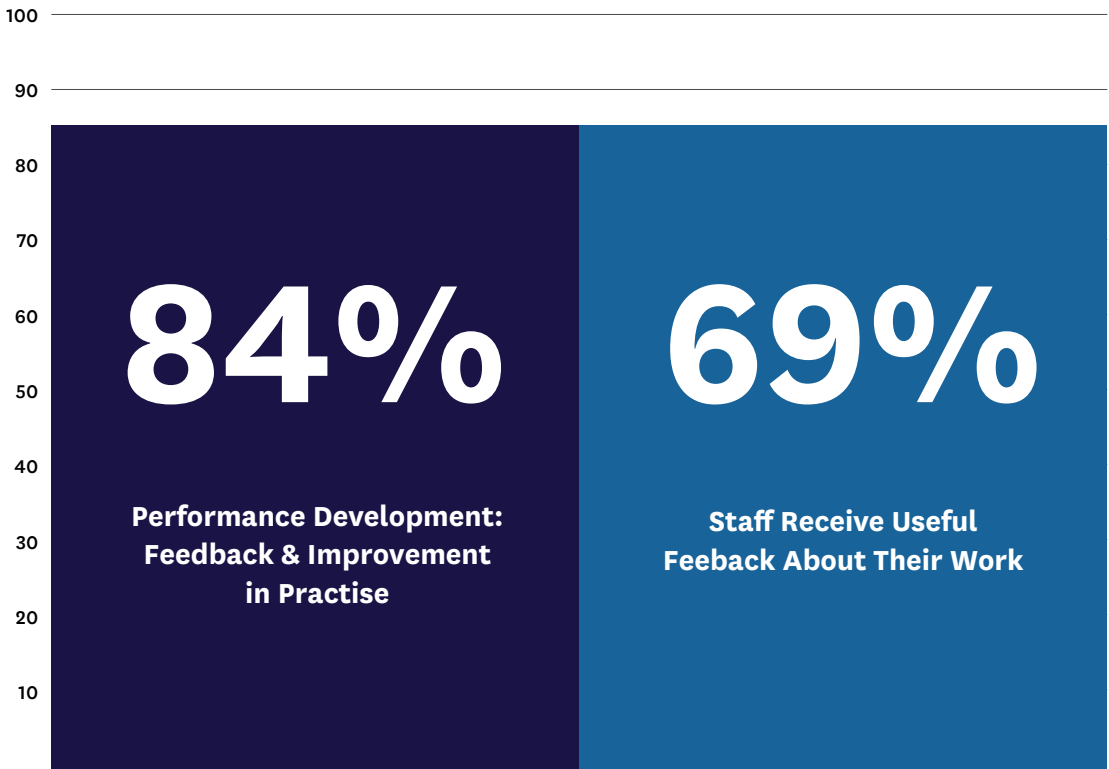
Target 2 – Staff feedback about their work

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 2023 the percentage of staff that believe performance development meetings have helped improve their teaching practice has remained high. This contrasts with the percentage of staff that believe they are receiving useful feedback about their work where there has been a decrease of 16% from 2022. This will be further investigated in 2024 to identify what types of feedback staff find useful about their work. Classroom observations continue to be a valuable tool for teachers with 80% indicating their practice had improved as a direct result of feedback received from classroom observations.

Staff survey 2023



Target 3 – Our relationship with our local community

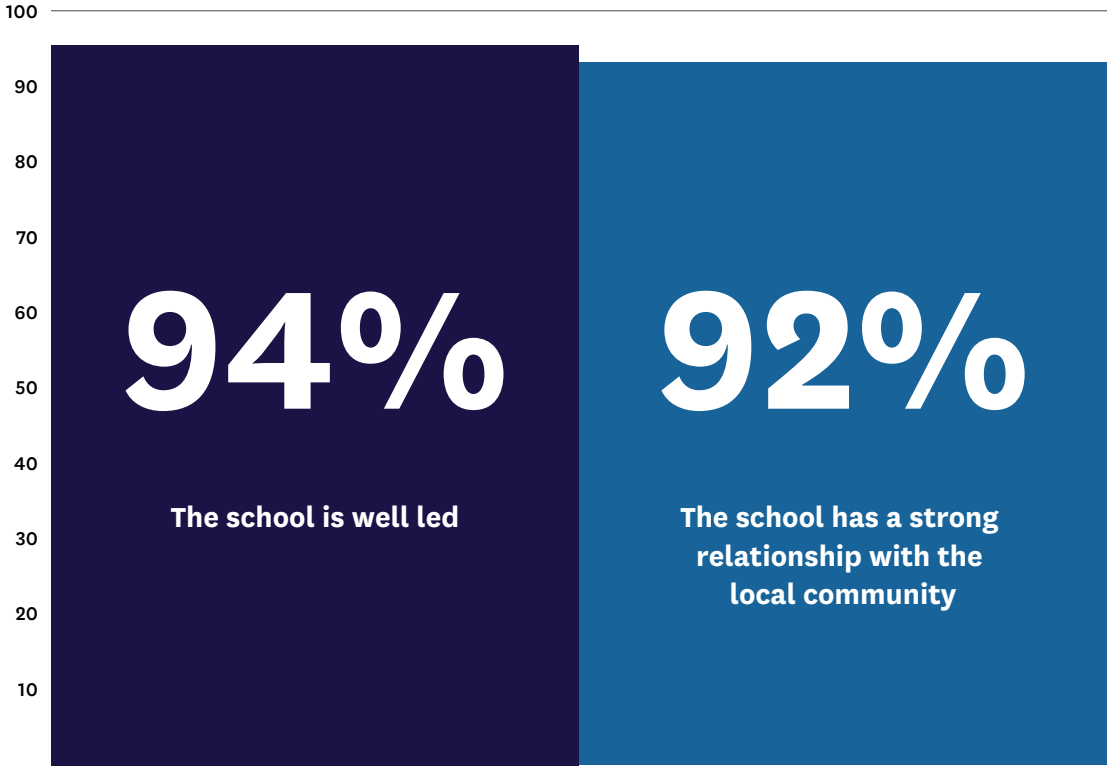
Increasing parent and community engagement is again a priority area strong of our 2022-2024 School Plan. The following questions were asked of parents in their annual parent survey in relation to our relationships with our local community:

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

Data from 2023 indicates parent support of the college is high. 94% of parents believe the school is well led, this represented a 9% increase from 2022. 92% of parents also acknowledge that the school has a strong relationship with the community. This is consistent with previous years.

In 2023 we also surveyed out parent community using the surveys from the Department of Education’s Engaging and Working with your Community Toolkit. This information provided the college with specific data on how we can further engage and work with our parent community in 2024 to support positive outcomes for students.

Parent survey 2022



2023 Year 12 Course Awards

The Arts

Dance – General	Siphe Gagela-Farooq
Drama – ATAR	Bella Meloncelli
Design Graphics – General	Amra Saric
Visual Arts – General	Elizabeth Poihipi-Murray
Certificate II in Music	Alicia Curtis
Certificate III in Visual Arts	Tian Tremeer

Deaf and Inclusive Education

ASDAN Award	Makayla Fairweather
Certificate II in Horticulture	Luka Tomic

English

English as an Additional Language/Dialect – ATAR	Samuel Sanabria Saenz
English as an Additional Language/Dialect - General	Francheska Pangilinan
English - ATAR	Bella Meloncelli
English – General	Kade Lyon

Humanities and Social Sciences

Career and Enterprise - General	Tully Freeman
Economics – ATAR	Santhi Arya
Geography – ATAR	Alice Porter
Modern History - ATAR	Bella Meloncelli
Modern History – General	Sahar Gemaredhin
Certificate II in Workplace skills	Ethan Ballard
Career and Enterprise - General	Paige Forward

Science

Chemistry – ATAR	Amr Shalaby
Human Biology – ATAR	Bella Meloncelli
Integrated Science - General	Aaliyah Critchell
Physics - ATAR	Amr Shalaby

Mathematics

Mathematics Essential - General	Bella Meloncelli
Mathematics Applications – ATAR	Liliana Gugliotta
Mathematics Methods – ATAR	Amr Shalaby

Health and Physical Education

Health Studies – General	Kate Selmo
Physical Education Studies - General	Satta Dumbuya
Certificate II in Sport and Recreation	Alicia Curtis

Technologies

Food Science Technology – General	Ricki Sondermeyer
Materials Design and Technology: Wood – General	Amra Saric
Certificate II in Engineering Pathways	Kade Lyon
Certificate II in Hospitality	Lucy McCaig

Special Awards

Award	Recipient
ADF Long Tan Leadership and Teamwork Award	Abigail Masih
ADF Future Innovators Award for STEM and Innovation	Zayaan Akkas
Darrel Le Mercier Award for Excellence in the Performing Arts	Alicia Curtis
Fair Play award for Active Involvement in Interschool Sport	John Agudo
Zaneta Mascarenhas Award for Service to the College	Shanea Jace Hecto
Donna Faragher MLC Award for Citizenship	Carolyn Momoh
Cassie Rowe Award for Leadership and Service	Sataiya Grey
Samantha Rowe Award for Service to the Community.	Alicia Curtis
City of Belmont Mayors Award for Perseverance	William Dinh
Belmont Forum Award for Positive Behaviour in School	Isabelle Rosalia
Rotary Club of Ascot Award for Integrity	Kate Selmo
Rotary Club of Belmont Award for Resilience	Visya Ngendakumana
Rotary Club of Belmont LEAP Award	Siphe Gagela-Farooq
Carl Reidel Award for Growth Mindset	Leo Lam
Belmont Forum Award for Participation	Mikaela Hindmarsh
Creative Excellence in Visual Communication	Tian Tremeer

High Achiever Awards

Award	Recipient
Tony Cooke VET Dux Award sponsored by the P &C	Alicia Curtis
Dux Award sponsored by Cassie Rowe	Bella Meloncelli

Business Plan Review

Target 1.1

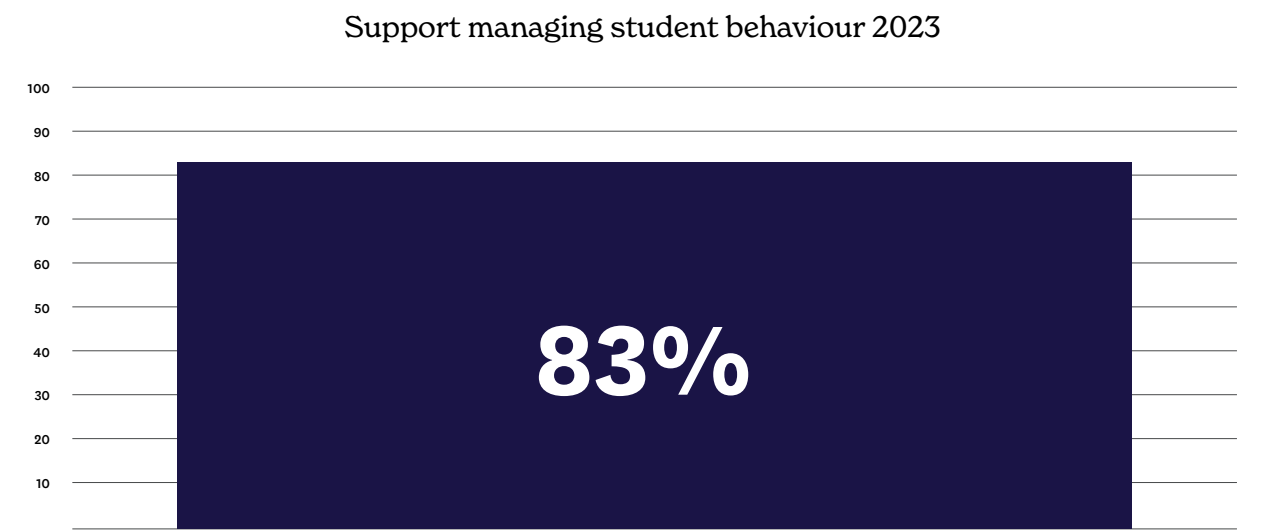
In each year of the school plan, the percentage of students attending school regularly (regular attendance is defined as students who attend school 90% or higher) will increase as specified in our Student Services Operational Plan.

	Attendance Category			
	Regular	At risk		
		Indicated	Moderate	Severe
2021	52.5%	20.5%	15.3%	11.7%
2022	33.1%	29.2%	20.1%	17.6%
2023	40.7%	24.5%	19.3%	15.5%
Like Schools 2022	39.9%	28.0%	19.8%	12.4%
WA Public Schools 2022	47.0%	26.0%	16.0%	11.0%

	Non-Aboriginal			Aboriginal			Total		
	School	Like School	WA Public School	School	Like School	WA Public School	School	Like School	WA Public School
2021	85.9%	84.6%	86.5%	68.5%	66.3%	62.6%	84.0%	82.8%	84.4%
2022	80.6%	81.6%	83.0%	59.5%	66.1%	55.2%	78.0%	80.0%	80.4%
2023	81.8%	82.8%	84.9%	62.8%	64.7%	59.2%	79.4%	81.0%	83.5%

Target 1.2

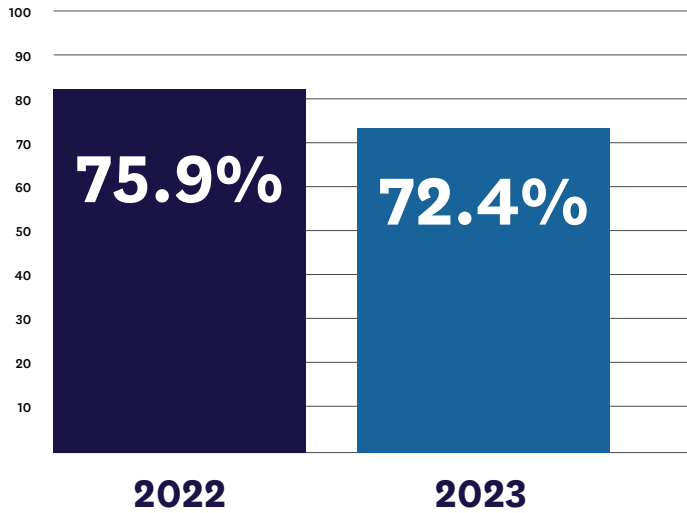
By the end of the 2024, the percentage of staff who feel supported when requesting assistance with minor student behaviour (as identified through the National Schools Opinion Survey) will increase to 85% or higher.



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.

Positive Classroom ABE Data



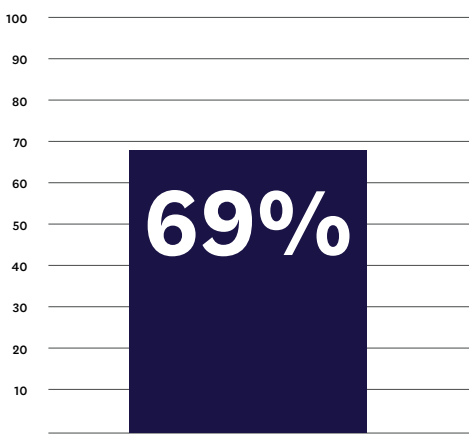
Target 2.1

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.

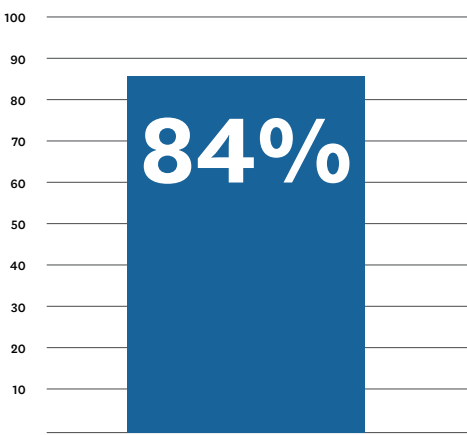
Target 2.2

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 2023



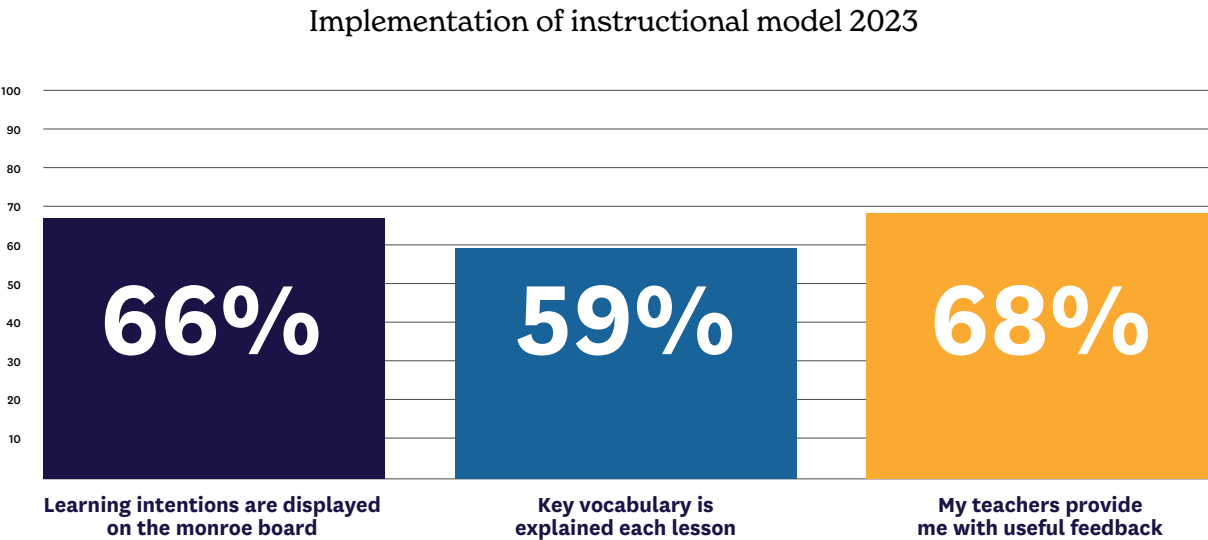
Performance development: Feedback and improvement in practise 2023



Target 2.3

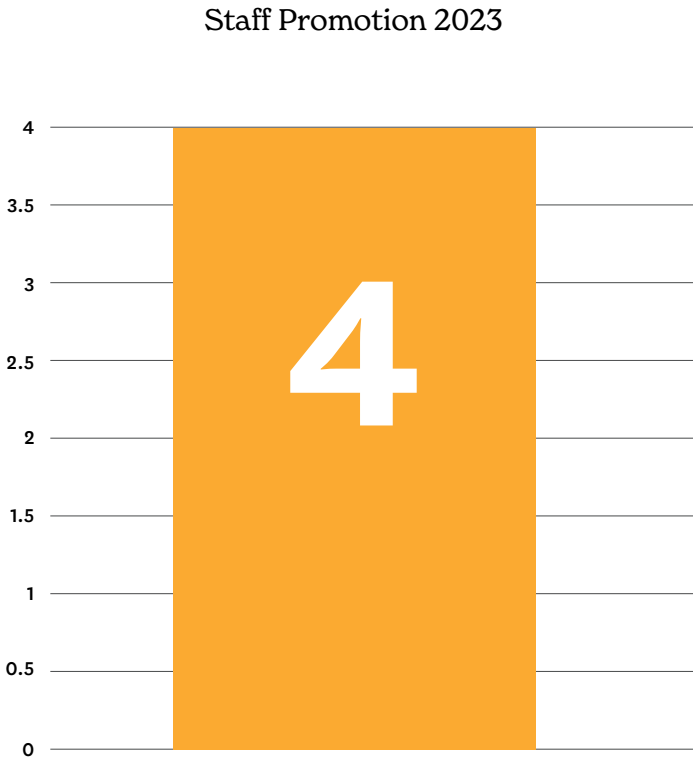
By the end of 2024, the percentage of students that identify the following in the National Schools Opinion Survey will be 70% or higher:

- 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.



Target 3.1

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

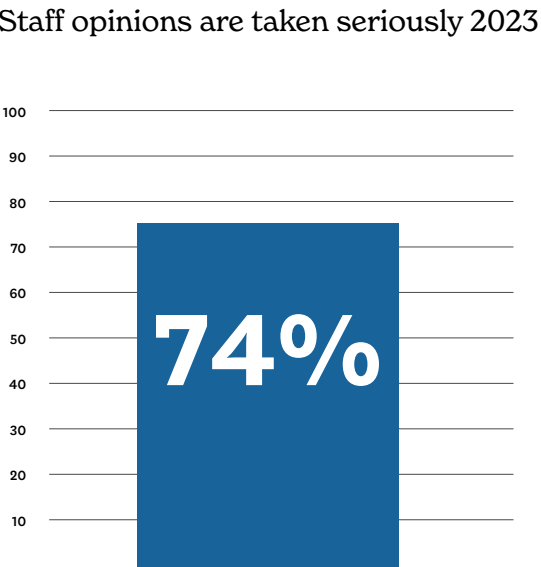
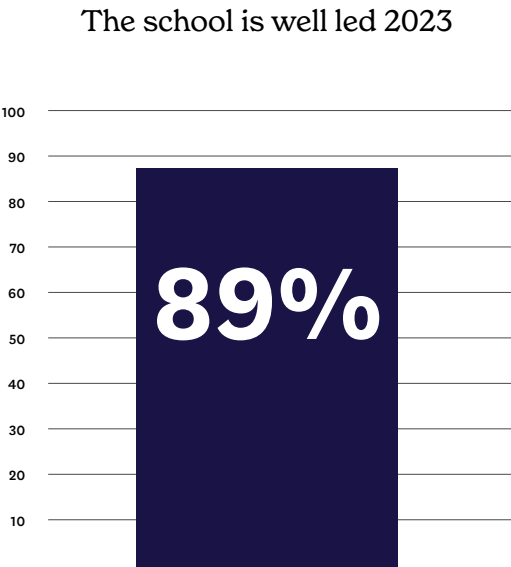


Target 3.2

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

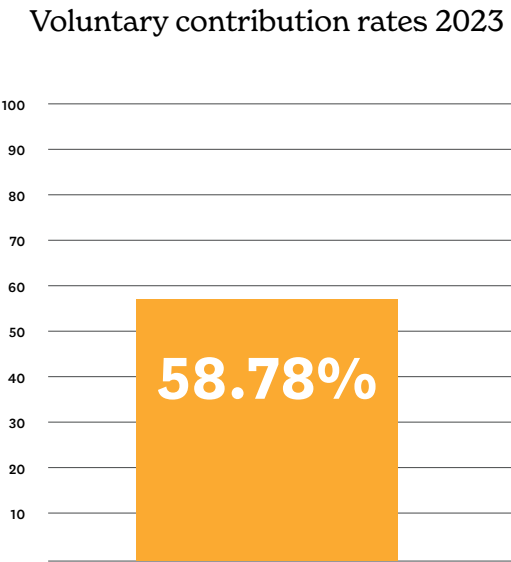
Target 3.3

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.



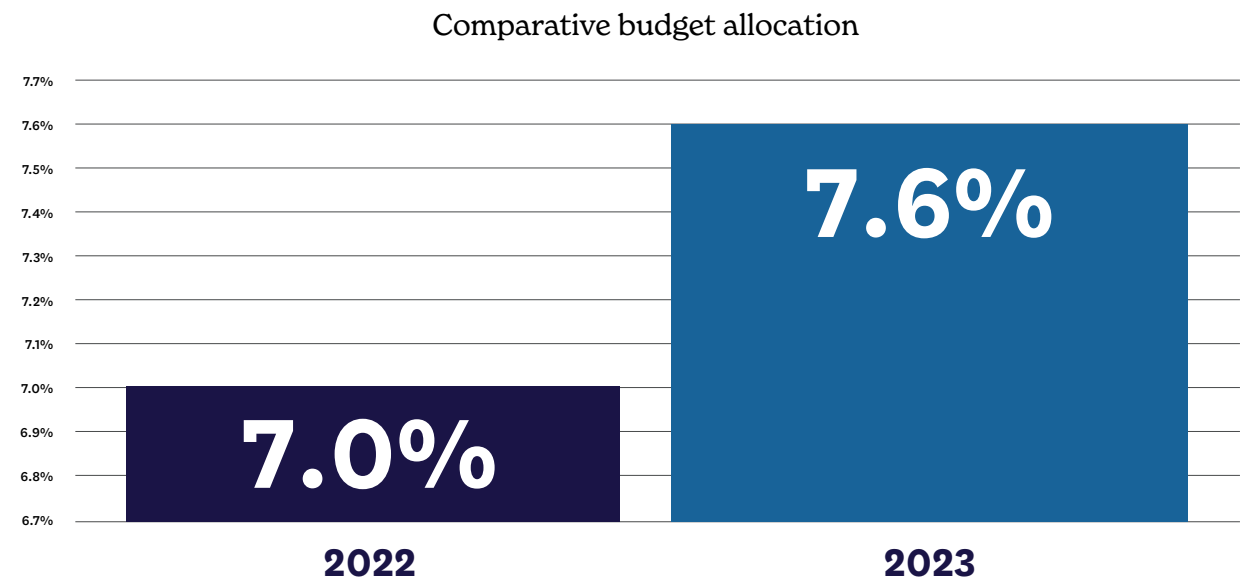
Target 4.1

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



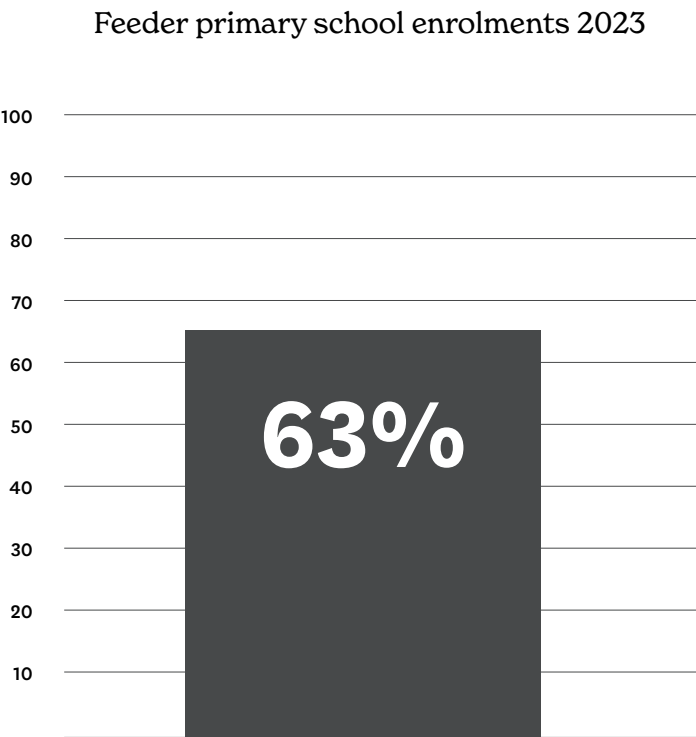
Target 4.3

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

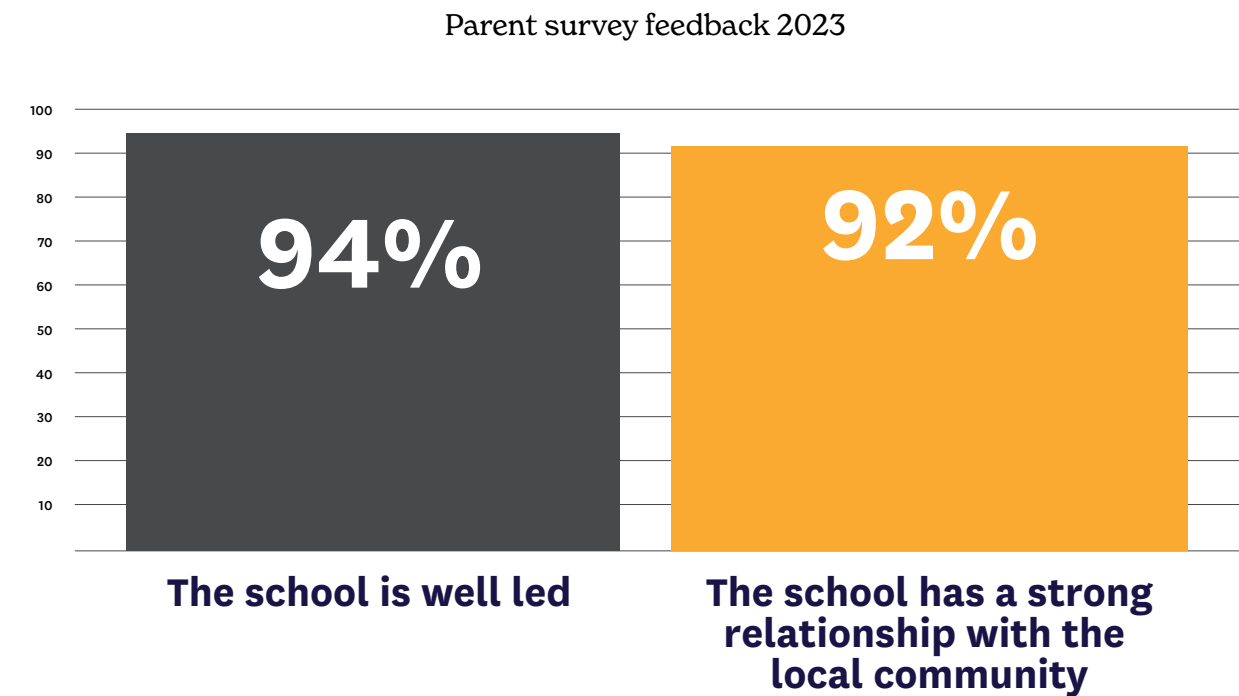
By the end of 2024, the percentage of students enrolling from our feeder primary schools will be 70% or higher.



Target 5.2

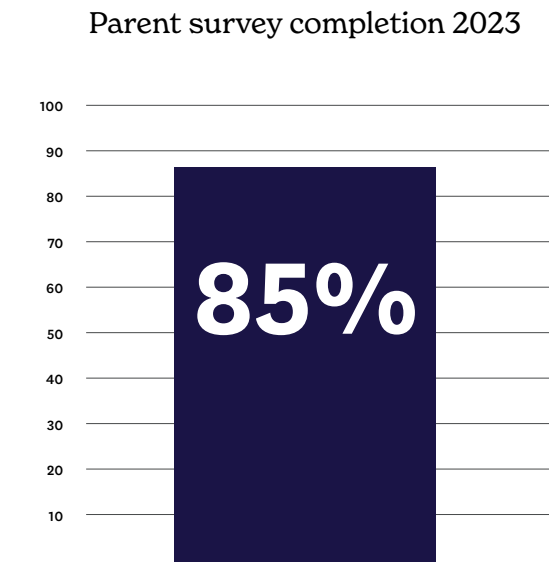
In each year of the school plan, the percentage of parents that identify the following in the National Schools Opinion Survey will increase to 90% or higher:

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



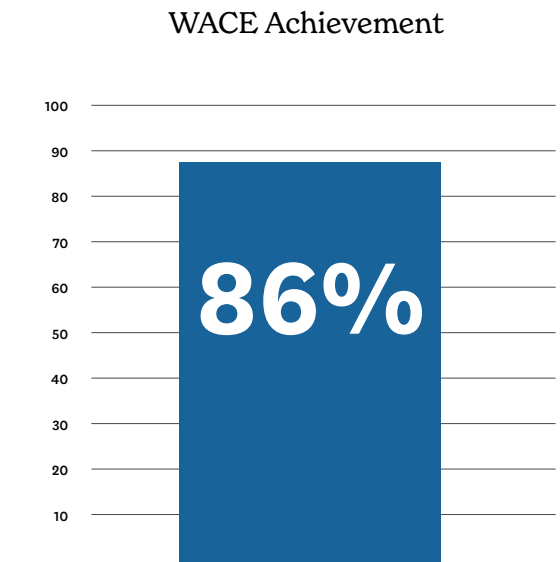
Target 5.3

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



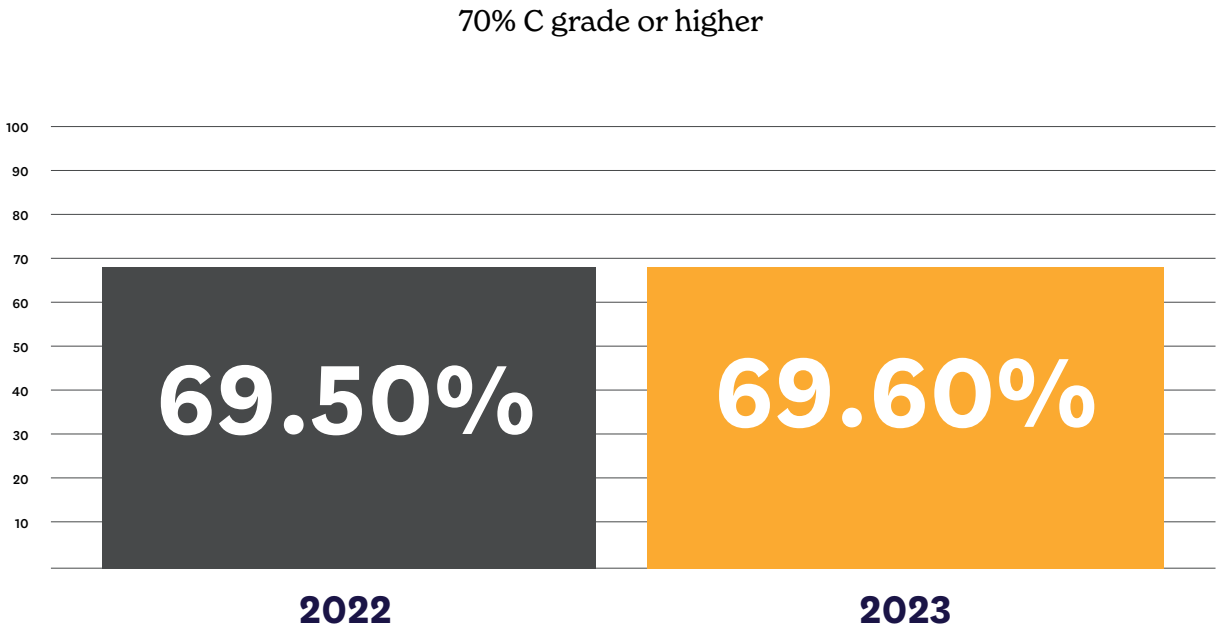
Target 6.1

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



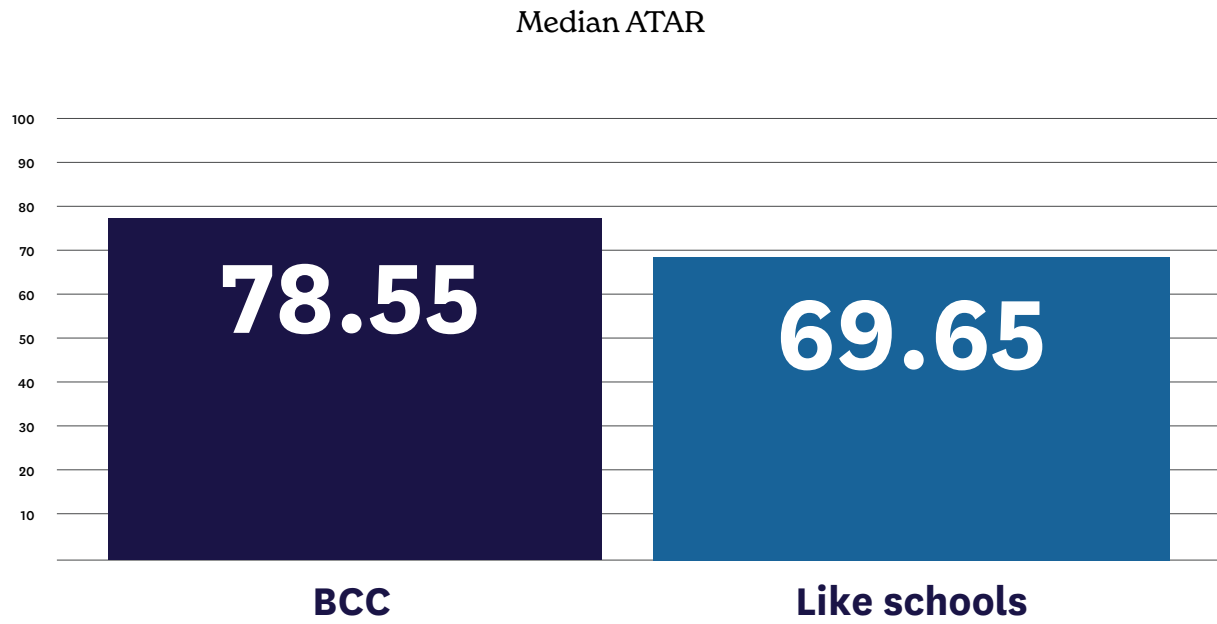
Target 6.2

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.



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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