



BELMONT CITY COLLEGE

Belong . Collaborate . Create



2024 Annual Report

Introduction

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

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.

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 is embedded in all classrooms and allows our students to have consistency across all learning areas. This model has been reviewed and updated 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.





The college undertook a comprehensive and rigorous school self-assessment in Term 1 2025 as part of the Department of Education's Public School Review Process. This self-assessment was for the period commencing January 2022 to December 2024.

The following aspects of the school's self-assessment process were confirmed:

- The process of self-assessment commenced with leaders and was shared throughout the college's extensive distributed leadership network
- There was alignment between the college's Electronic School Assessment Tool (ESAT) submission and the Standard
- The structure of the ESAT was thoughtfully curated, ensuring clarity of the self-assessment presentation through executive summaries for each domain, referencing annotated evidence
- Staff and leaders demonstrated a strong understanding of the Standard and broad knowledge of the ESAT submission, leading to robust discussions during the validation process
- The opportunity to meet with students and student leaders deepened the understanding of the college for the review team, and the participation of a cross-section of committed and invested community partners and family members strengthened the team's ability to validate the school's self-assessment.

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

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 2024 School Report.

Steve Smethurst
Principal

Glen Dickson
Chair — College Board

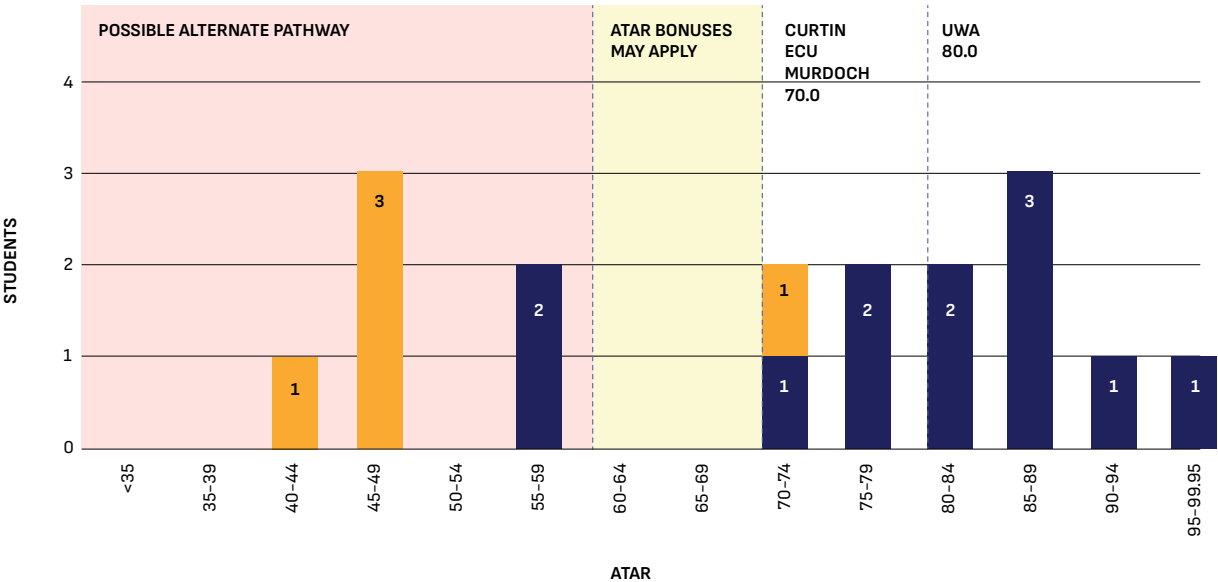
Senior School Highlights

The 2024 Year 12 cohort comprised 126 students. Attainment and median ATAR are no longer reported in the WACE report and the Department of Education's new Secondary Metrics will be used by the college to measure student achievement from the 2025 school report onward. 45% of ATAR students achieved scores in the Mid or High tritiles. This is lower than previous years and has been a line of inquiry for follow up with college leadership. Nine students achieved an ATAR of 80 or more.

Eight 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. ATAR results in 2024 were marginally lower than in previous years with a range of possible explanations, including the impact of early offers being considered.

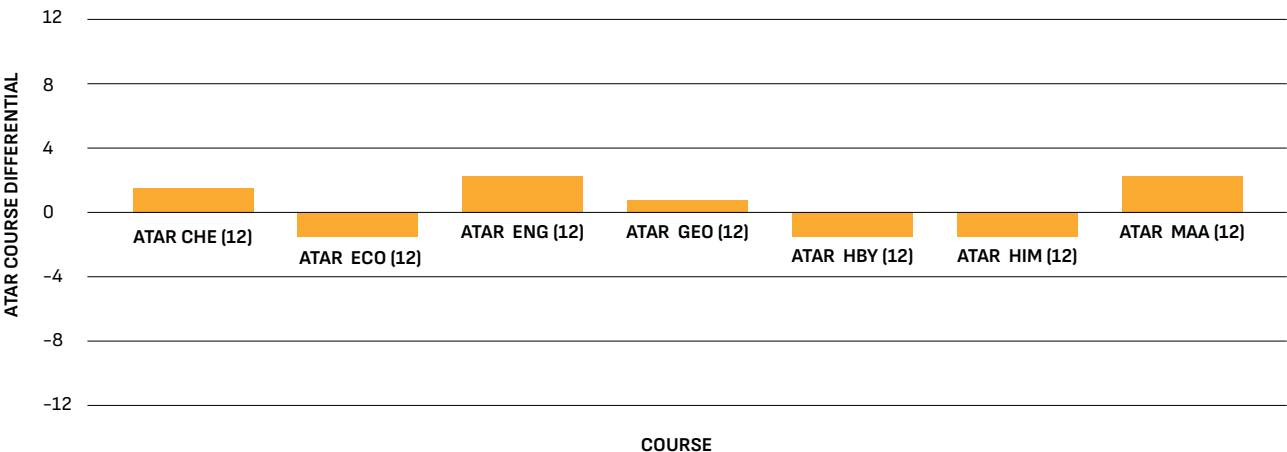
University Eligibility – TISC Applicants

This graph provides the ATAR students' university eligibility arranged by ATAR. The graph only includes those students who applied for university entry through TISC using their ATAR.



ATAR course differentials in 2024 were excellent, indicating high quality teaching and assessment practices in the ATAR teacher cohort.

ATAR Course Differentials

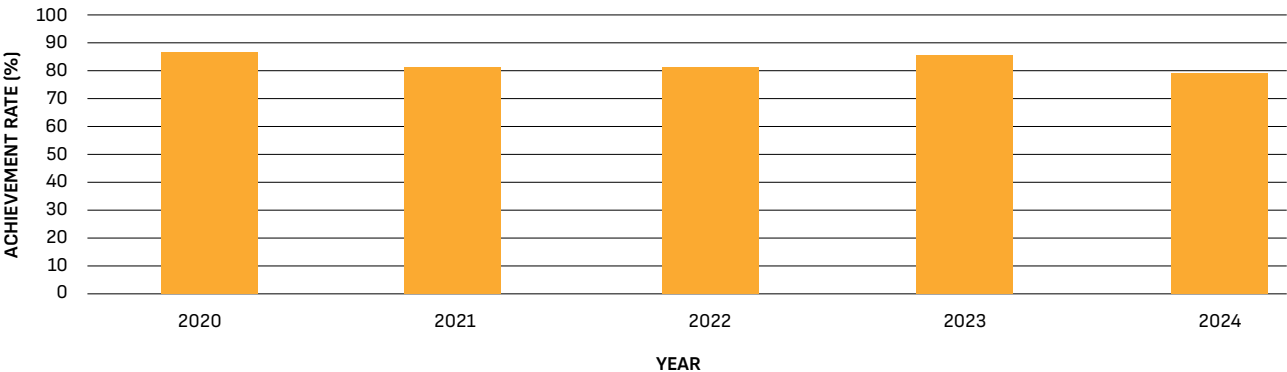


In 2024, WACE achievement was 79% with 94 eligible Belmont City College students achieving their Western Australian Certificate of Education (WACE). This is slightly lower than previous years and immediately became a line of inquiry. For students who did not achieve the WACE, the main reason historically been an inability to complete all three OLNA tests but in 2024 there were also several students who failed to meet the achievement standard.

This will be further investigated by school leaders and staff. OLNA completion continues to be a priority for the college, and we are extending initiatives to support our students who have difficulty meeting this requirement. OLNA achievement in 2024 was 86%, which continues a trend of positive, incremental improvement in this metric.

5 Year WACE Achievement Rate (WACE Eligible Students)

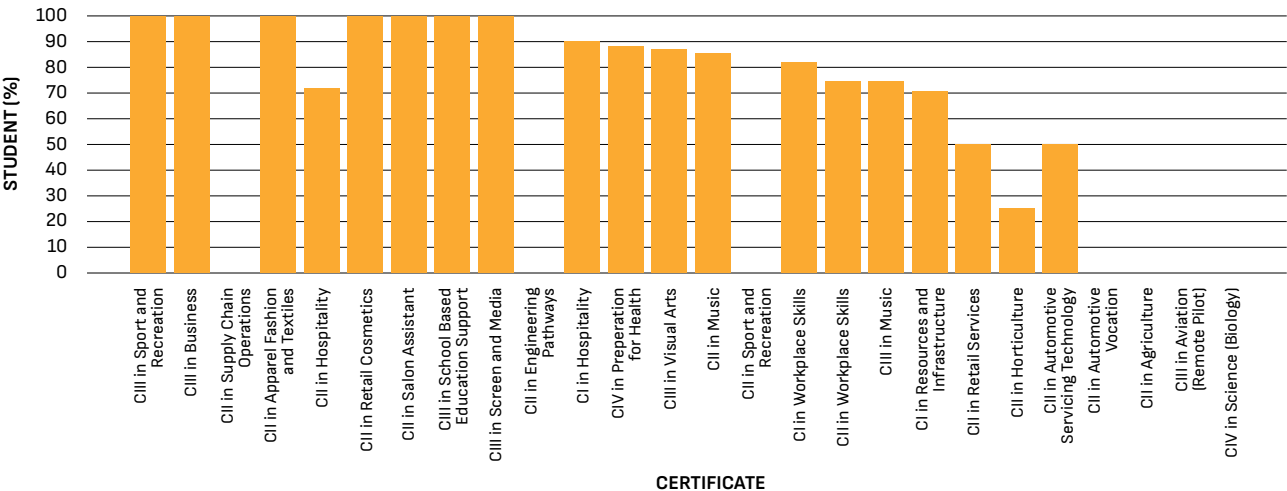
This graph provides the WACE achievement rate for WACE eligible students over the last 5 years.



The participation rate for VET courses in 2024 was 78%. This is slightly lower than previous years but continues to be a strength for the college. Students completing two or more STEM courses was 76% in 2024. This is comparable to previous years and puts students in a better position to secure emerging training opportunities and jobs in the STEM sector.

BCC offers a broad range of VET qualifications that most students successfully complete. This enhances students' confidence, employability and post-school pathway options.

VET Qualification Completion



A new feature of the WACE report in 2024 is the Senior Secondary Metrics. This tool uses Year 9 NAPLAN data to predict outcomes for Year 12 students. In 2024, 38% of students met the prediction threshold, which is higher than the 30% suggested minimum. A potential area for improvement is to support more students to achieve Certificate III-level VET qualifications and this is being explored.

Focus areas for 2025 will be a continuing focus on supporting EALD students to achieve the OLNA and the WACE, supporting all ATAR students to achieve to the best of their capabilities, implementing the Curtin UniReady program for the first time and further developing course offerings to enhance student achievement and post-secondary pathway options.

Literacy and Numeracy

NAPLAN and OLNA

Year 7 NAPLAN

Year 7 writing results in 2024 were strong compared to like schools. There were also some improvements over the prior year's Year 7 cohort. A greater proportion of students achieved Exceeding results (11.5% compared to 6.3%) and this, against the prior year's cohort (11.3%), indicates a Year 7 cohort with a solid foundational knowledge of writing conventions. There were significantly more students who reached the Strong level in comparison to like schools; with the college at 56.8% compared to 41.2%. Fewer students were at the Developing level (28.8% compared to 36.1%), and fewer landed at Needs Additional Support (12.8% compared to 16.4%). These results indicate that students have a solid foundation in writing. Overall, The college achieved a mean of 525.06; this is above the like school mean of 505.87 and closer to the national mean of 540.

Year 7 Spelling results showed a strong performance relative to like schools. More students achieved Exceeding (24.2% compared to 13.6%) and Strong (49.0% compared to 47.9%) results. Additionally, fewer students were in the Developing (17.6% compared to 24.2%) and Needs Additional Support (9.2% compared to 14.3%) categories. Grammar results for Year 7 were, generally, more comparable to like schools.

A slightly higher percentage of students achieved Exceeding (9.8% compared to 6.7%) and Strong (40.5% compared to 37.0%) results. The Developing category was similar (31.4% compared to 30.8%), while fewer students required Needs Additional Support (18.3% compared to 25.4%).

Year 7 Reading results in 2024 were also strong, with 11.5% of students achieving Exceeding compared to 7.2% at like schools and 46.5% reaching Strong, surpassing the 40.6% in like schools. The College mean was 507.82; above like schools at 491.94. Fewer students were in the Developing category (23.6% compared to 29.6%), while those needing Additional Support (18.5%) were also lower than like schools (22.6%). These results indicate solid reading comprehension skills. However, the Year 7 English programme at the school, along with all others, is revised at the end of each semester to ensure that there are a range of tasks that go across the language, literature, and literacy strands of the curriculum and allow students to engage with these in diverse ways. Currently, the English department is involved in the roll-out of a cross-curriculum STEM project that will allow students to create links between their literacy and STEM.

Year 9 NAPLAN

The trend of Year 9 students achieving above like schools in writing shifted in 2024. More students required Needs Additional Support: 22.7% (13% in 2023) compared to like schools' 13.9% (16.6% in 2023). Students achieving strong results were slightly lower than like schools, at 36.9% compared to 39.5%. Additionally, fewer students achieved Exceeding, with 6.4% compared to like schools' 11.6%. These results indicate a need for targeted support in writing in the current Year 10 cohort. This is being addressed through the Year 10 OLNA Preparation classes running as electives in 2024 and taught by a Level 3 Literacy Specialist who holds a comprehensive understanding of the student cohort of the college. The Year 9 mainstream English programme was previously taught. Test results in spelling revealed that Year 9 students compared well to like schools. There were slightly more students who achieved Needs Additional Support (13.1% compared to 12.1%) but a slightly lower percentage at the Developing level (22.1% compared to 24.9%). This, along with the number of students achieving Strong results being higher than like schools (55.9% compared to 52.4%) suggests that the cohort has a strong foundation in spelling. The college will continue to support students' understanding of spelling by focussing on students who typically achieve lower in this area; namely, EALD students. Students in the Year 9/10 EAL/D vertical class will complete weekly work dedicated to spelling conventions in the Standard Australian English (SAE).

Results for Year 9 grammar were mixed. The college had a greater number of students across strong, developing and needs additional support. The comparably low number of students achieving exceeding in grammar at both the college and like schools suggests that this is an area of literacy in which there is a deficit that goes beyond the college. Therefore, the number of students at the strong level being higher than like schools (37.9% compared to 35.3%), is evidence of some success of explicit teaching of grammar conventions with the English department. However, a greater proportion of students fell into the Developing and Needs Additional Support categories (33.8% and 22.8%, respectively) compared to like schools (36.2% and 21.9%). These results suggest that explicit instruction on grammar strategies may benefit students. This is something that the English Department seeks to maintain and builds off the prior year's PL on grammar in English, as well as school-wide PL by the literacy coordinator and committee.

Year 9 reading results indicate that additional support may be required to strengthen student performance. A higher percentage of students required Needs Additional Support (17.5%) compared to like schools (14.6%). The Developing category was analogous to like schools (32.2% compared to 32.5%), while the percentage of students in the Strong category was slightly lower (42.7% compared to 43.8%). Notably, fewer students achieved at the Exceeding level (7.2%) than like schools (9.2%). This is being addressed by literacy PLC which will seek to develop school-wide reading strategies that are based in EAL/D teaching practices to meet as many students at their point of need in reading as possible.

OLNA

The college's 2024 OLN results show a decline in Reading and Writing performance for WACE-eligible students compared to 2023. In Reading, 91% of WACE-eligible students met the standard, in comparison to 94% in 2023. Writing showed less of a decline at 91%, just below 92% in the previous year. When measured as a whole cohort, 72% met the reading standard and this is consistent with the previous year. Writing was analogous; 73% in 2024, 72% in 2023.

There are several, interrelated initiatives in place to support students' literacy as they progress through senior school and towards achieving the WACE. These include primary: An OLN support session that is run every Tuesday for an hour; Year 11s and 12s alternating weeks. These sessions provide students with supervision and bespoke tutoring from the Head of Learning Area: English. They are also attended by EAL/D education assistant who is both familiar with OLN and the student cohort. Students are given access to learning resources that directly link to the skills assessed in reading and writing OLN, and the overall structure of the test. This is supported in Year 9 and 10 by OLN/ NAPLAN based literacy extension electives that are run by a Level 3 Literacy Specialist.

Literacy PLC

This year, Belmont City College has introduced the Literacy Professional Learning Community (PLC); this PLC replaces the Literacy Committee. The PLC is led by the Head of Learning Area: English, and Literacy Coordinator. The PLC delivered early PL to the whole school about understanding progress maps. This PLC will meet throughout the year to develop and present whole-school PL. The broad focus of PLC is currently EAL/D practices for reading but this may develop as the needs of the school are reflected upon in the PLC. The PLC will develop a more specific understanding of EAL/D and literacy teaching practices across the entire college.

The PLC will seek to develop resources that can be utilised in all learning areas; these will be built up teachers across the school develop their strategies for supporting EAL/D students, and Literacy more broadly.

EAL/D Courses and Pathways

Due the continued presence and growth of the EAL/D student cohort, The English department has developed an EAL/D pathway. This includes the following:

In lower school, a Year 7/8 and Year 9/10 EAL/D vertical class. These classes run in place of a mainstream English and students are chosen for this class after assessment by the Head of Learning Area: English, The Associate Principal in charge of the year groups, and in consultation with the caregivers of students. The tools used to assess these students include (if available): enrolment data from primary school, EAL/D progress maps, NAPLAN data, P-10 analysis data, feedback from prior-teachers, consultation with the EAL/D education assistant, and YARC testing. These classes are taught by literacy specialists who develop learning scope and sequences that are then assessed using the progress maps and the ABEs. Students in these courses are also expected to maintain a level of good standing, and the class size is kept small to ensure that the specific needs of EAL/D students can be met, and an understanding of SAE can be developed.

In upper school, EAL/D courses that teach the Western Australian Curriculum are offered in both general and ATAR pathways. Entry into both pathways is facilitated through early course counselling in Year 10 by the Head of Learning Area: English and the Associate Principal in charge of the year groups. Entry into either pathway is also determined by data from students' WACE tracker, including their current standing for the Online Literacy and Numeracy Assessment (OLNA), as well as their own plans for post-school study/work.

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 115 students enrolled in the A Plus program Year 7 to 10 in 2024. 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 2024, 55 students participated in these aspirant classes in Year 9 and 10. Excellent results were achieved by students across year groups in the program in 2024.

In its twelve 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 17% in 2024, a total of 32 students. All the students selecting four or more ATAR subjects were in the A Plus or "Pathway A" aspirant classes.

In 2024, the seventh cohort of A Plus students, and the fourth 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 84.5, above the school median of 75.4.

Students in the A Plus program were offered a variety of opportunities for extension and enrichment in 2024, 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 eleventh year of operation in 2024 .

Year 5: Three students were selected by each of our Belmont Network of Schools primary schools to participate

- Focus on practical activities with a broad Science focus
- Students attend BCC for 90 minutes once a week for a term
- Showcase for parents and carers in final session.

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

- Broad Science focus with engaging practical activities
- Showcase for parents in final session
- Engagement with wider community via Primary School newsletter articles and the BCC FB page
- Excellent feedback from primary school administration, students, and their parents about the value of the program.



STEM Science Engineering Program

2024 was the ninth 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 2024, our students participated in a variety of learning projects, competitions and other activities including:

- Designing and Building a Solar Car
- Coding including Sphero robots
- Designing and testing an energy efficient model house
- Designing and building a model speed boat
- Bridge building design and in-school competition
- Designing and testing small model aircraft using the Power Anchor
- Designing and testing a hydroponics system for plant growth.

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 2024, students participated in:

- Year 7 It's 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 2024. 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 2024, both an upper and lower school camp was organised given the increasing numbers within the program. Over thirty camp leaders were selecting for the two camps as part of our Drama leadership program. These specially selected leaders provided mentorship as well as creative direction to students from Years 7 to 12.

BCC developed a partnership with the West Australian Youth Theatre Company (WAYTCO) where professional actors and creative teachers visited each week to extend drama opportunities for Year 7s, 8s and 9s. At the beginning of the year, 12 students were selected for the program. Given its success and the wide interest, it drew, this program now has over 50 students across two classes. In 2025, Belmont City College will also host the program for Year 6 students from our network schools, giving our Year 7 Specialist students an opportunity to develop leadership and mentoring skills to transitional students in drama. Additionally, industry professionals from Black Swan State Theatre Company visited our Year 7 Specialist classes for one term as guest artists to enhance their mime and improvisation skills.

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 2024, an original 90-minute production was developed and performed in a Drama Festival for network primary schools. The community engagement in the drama festival was strong, with 11 schools and over 3000 primary school children attending. The drama festival continues to be a highlight on network schools' calendar that is generously supported and paid for in part through a City of Belmont Memorandum of Understanding.



Several other significant school and community events occurred in 2024, including:

- Upper and lower school Drama Camp
- A year 9 production "Girl Asleep" by Matthew Whittet over two performance evenings with a rotating cast of over 40 students
- 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.

Several community partnerships were established with the Drama department last year including:

- The West Australian Youth Theatre Company
- Black Swan State Theatre Company
- The Constable Care Theatrical Response Group
- Perth Festival
- Published Perth Playwrights.





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 2024, 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 2024 included:

- Senior Concert Band
- Belmont Combined Schools Junior Band
- Vocal Ensemble
- Percussion Ensemble
- Junior Fusion Band
- Senior Fusion Band
- Year 11/12 Contemporary band
- Two student driven bands
- Jazz Ensemble.

The Music Excellence calendar of performances was extensive in 2024, 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 performance highlights for 2024 included:

- R U Okay Day – school bands and guest performances
- Arts week lunchtime gigs
- Music Showcase 2024 – 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.
- The Hip Hop Ed program who ran a school holiday rap event and workshop with our students
- A sunset concert on the school oval with the support of the P&C who supplied food trucks and a free BBQ for family, friends and the wider Belmont community who attended
- Contemporary Band Festival Performance – receiving an adjudicated result of 'Excellent'
- Concert Band Festival – receiving an adjudicated result of 'Excellent'
- A two day, 8 show Junior Band tour with over 60 band members from BCC and our network schools.



Vocational Education and Training (VET)

Vocational Education and Training had a strong 78% participation rate in 2024 with many students exiting with 2 or more qualifications. There was a focus on external offering applications to cater for the diverse interests of the students and developing community and industry links for Workplace Learning placements.

The school offers a range of vocational qualifications that allowed students to be challenged academically and progress their training in specialised areas. There are Engineering and Hospitality pathways where students complete vocational training in year 10 that allows for credit transfer and greater skill development in upper school.

Auspicious qualifications for upper school were offered at the Certificates I, II and III level. These included Engineering Pathways, Hospitality, Horticulture, Sport & Recreation and Workplace Skills. At the higher level were Business, Music, Visual Arts and Sport & Recreation.

Students access individual interest pathways and our enrolled in a range of external VETDSS qualifications including Apparel Fashion and Textiles, Aquaculture, Automotive Servicing, Automotive Vocational Preparation, Community Health, Cookery, Integrated Technologies, Resources and Infrastructure, Retail Cosmetics, Retail Services, Sport – Developing Athlete, School Based Education, Screen and Media, Preparation for Health and Nursing Studies.

A focus was to ensure that there was Individual course counselling that targeted student aspirations and goals. This was supported by students participating 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. Teachers also engaged with industry currency processes and professional development that allowed them to make links between course content and careers outcomes for the students.

Achievements of note:

Year 10:

- 32 students completed the Certificate I in Hospitality, utilising our specialised Trade Trading Centre
- 29 students completed the Engineering Pathways skill set
- 5 students successfully completed a Certificate I in Agriculture via Hillside Farm
- 2 students completed the Certificate II in Sport – Developing Athlete
- 12 students attended a workplace, completing 125 hours of work experience.

Year 11:

- 8 students started a School Based Traineeship
- 3 students achieved a Certificate III in Screen and Media
- 3 students completed the Certificate II in Resources and Infrastructure
- 16 students successfully completed work experience.

Year 12:

- 10 students completed a School Based Traineeship
- 29 students achieved a Certificate II in Hospitality
- 23 students successfully completed a Certificate II in Engineering Pathways
- 9 students completed the Certificate III in Business
- 14 students achieved a Certificate III in Visual Arts
- 6 students completed a Certificate III in Music
- 9 students completed the Certificate IV Preparation for Health and Nursing Studies
- 15 students completed work experience.

Student Engagement

In 2024, Belmont City College demonstrated significant growth and a continued commitment to student attendance and engagement. The Student Services team worked collaboratively throughout the year to provide tailored support and strategies that addressed the diverse academic, social, and emotional needs of our student body.

We recognise regular school attendance as a key driver of student achievement and wellbeing. The overall student attendance rate for the year was 78.3%, reflecting a slight decrease from the previous year. While this remains an area for ongoing improvement, it is encouraging to note that 41.6% of students achieved regular attendance, a figure that exceeds the average of our like schools.

Pastoral care is fundamental to our mission of fostering a safe, inclusive, and respectful learning environment. The wellbeing of our students remains central to our school culture. Individually students have been able to access outreach counselling through our partnered agencies. In 2024, we expanded our delivery of social and emotional learning (SEL) through our Multi-Tiered Systems of Support. Working in partnership with external agencies such as the Y, Mercy Care and the SHQ, the team facilitated a range of targeted programs to meet the social and emotional needs of our students. Through small group sessions, the SEL covered topics such as healthy relationships, effective communication and emotional regulation. These skills help to support students in all facets of their lives.

The partnership between Belmont City College and The Y was further strengthened throughout 2024, welcoming two new youth workers into the Student Services team. In collaboration with the Health and Physical Education team, the youth workers continued to facilitate the Positive Choices program to all Year 7 students. Their addition has significantly enhanced the pastoral care offered at the college, providing dynamic and holistic support to students both at school and beyond the school gate.

The youth workers play an active role in fostering positive student engagement, particularly during break times, where they have successfully coordinated activities such as soccer and chess competitions. These initiatives have been instrumental in building student connections, promoting inclusivity, and creating a supportive school environment.

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 2024 was our annual 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.

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.

Belmont City College continued its strong commitment to supporting Aboriginal and Torres Strait Islander students through a range of culturally responsive engagement programs. These programs foster effective personal management and wellbeing for our young Indigenous students. A key highlight of the year was the successful launch of the STARS Foundation program, which provided dedicated mentoring and support for Indigenous girls, in a safe and empowering environment. This program complemented the ongoing success of the well-established Follow the Dream and Clontarf programs. Together, these three programs offered a range of enriching opportunities, including mentoring, excursions, camps, leadership development, and academic support—strengthening student engagement and connection to culture.

Secondary Attendance Rates

| | Attendance Category | | | |
|----------------------|---------------------|-----------|---------------------|--------|
| | Regular | Indicated | At Risk Moderate | Severe |
| 2022 | 33.1% | 29.2% | 20.1% | 17.6% |
| 2023 | 40.7% | 24.5% | 19.3% | 15.5% |
| 2024 | 41.6% | 23.2% | 17.4% | 17.7% |
| Like Schools 2024 | 37.9% | 28.4% | 18.6% | 15.0% |
| WA Public Schools | 48.0% | 25.0% | 15.0% | 12.0% |

Attendance Overall Secondary

| | Attendance Rate | |
|------|-----------------|-------------------|
| | School | WA Public Schools |
| 2022 | 78.0% | 80.4% |
| 2023 | 79.4% | 82.5% |
| 2024 | 78.3% | 82.2% |

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 2024, 106 students participated in the Follow the Dream program at Belmont City College (46 students), Bob Hawke College (17 students), Como Secondary College (17 students) and Kent Street Senior High School (26 students). Enrolments included:

- 19 yr7 students,
- 15 yr8 students,
- 17 yr9 students,
- 27 yr10 students,
- 16 yr11 students, and
- 12 yr12 students.



Our yr12 graduating students achieved the following:

- 11 students achieved a Certificate II or III qualification
- 71.5% of students achieved their WACE
- All students were recognised at their graduation ceremony, achieving:
 - VET DUX
 - Cassie Rowe MLA Award for Leadership
 - Donna Faragher MLC Award for Citizenship
 - Indigenous Endeavour Award
- Going into 2025, all students were engaged in further study and training, or employment including university offers, traineeships and apprenticeships.

Students in our Follow the Dream program averaged 82% attendance: significantly higher than the ATSI state-wide average of 56%. Collectively, members also attended nearly 4,800 hours of tuition during 2024.

Follow the Dream students participated in a range of programs and activities throughout the year:

- Indigenous Futures Challenge at Curtin Uni (3-day event; our team won!)
- Yanchep National Park & Aboriginal Cultural Connections activities
- Bankwest laptop presentation & tour
- BCC teambuilding day
- Yr12 graduation lunch
- University of Notre Dame tour
- BCC & BHC hosted Japanese students visit, sharing of cultures.

- Strike Bowling teambuilding day
- Ern Halliday teambuilding activities
- AQWA
- Bilya Koort Cultural Centre Northam
- ECU Bilang Bilang camp – 1 student selected
- National Indigenous Business Summer School – 2 students – University of Melbourne
- Indigenous Australian Engineering School – 2 students selected: Bob Hawke Capacity for Leadership Award
- University of Melbourne Experience – 1 student selected
- Polly Farmer Foundation mural – alumni & student
- Polly Farmer Foundation “Polly’s House” launch
- BHC trip to Europe – 2 senior students attended
- Shane Yondee Hansen workshops City of Belmont – art & story displayed in CoB library
- Perth Lynx Women’s basketball team visit
- City of Subiaco Reflect Reconciliation Action Plan
- Perth Wildcats basketball game hosted by Rio Tinto
- Reconciliation Walk
- NAIDOC Week activities at schools
- Yr12 – students applying for bridging course – Curtin Uni meet up
- Optus Stadium & Warrang Bridil’s Cultural Tour
- Yirra Yaakin’s “Sista Girl” performance
- Polly Farmer Foundation careers breakfast & Convention Centre careers expo
- UWA yr8 & yr9 Discovery Days.

Clontarf Foundation

Focus Areas:

The Belmont Clontarf Academy staff have maintained a strong focus on the key outcomes of attendance, retention, completion, and post-school employment for all participants throughout 2024.

Enrolment & Participation:

The Academy finished the year with 37 actively participating students, attendance was a standout achievement, with an average rate of 80% across all year groups.

Engagement & Program Delivery:

Staff upheld Clontarf's non-negotiable engagement practices, which continue to be the cornerstone of the program's success.

These included:

- Morning training sessions (held twice weekly)
- After-school activities promoting social and personal development
- Up to three camps per term, offering students valuable life skills outside of school
- Free health checks to support physical well-being
- Participation in sports carnivals, building teamwork and confidence.

Outcomes for Year 12 Students:

In 2024, five Year 12 students graduated from the program, two graduates have since transitioned into full-time employment, and two others have secured part-time positions, marking a strong post-school pathway outcome.



STARS Foundation

Stars Foundation at Belmont provides a holistic program that supports Indigenous girls and young women to attend and remain engaged at school, complete year 12 and move into work or further study. The Values for the program are Respect, Honesty, Commitment and Pride.

The Stars plan, underpinned by four pillars of personal development and is the foundation of our program:

- Education, Training and Employment
- Healthy Lifestyles
- Wellbeing
- Community, Culture and Leadership.

Enrolment and Participation

At Belmont City College the Stars Foundation finished with 51 Participants, Averaging 74% attendance.

The Program Features:

- Full-time Stars Mentors
- Stars Room
- Personal Development Activities
- Camps and Excursions
- Stars Sports Carnivals
- Extra-curricular activities.

- Transition support for year 12's
- Career Expos/Employment Forums
- Work readiness support
- Stars alumni
- Alumni events
- Year 12 Trip
- End of Year Celebration Events.

The Highlight for 2024 Stars Program

In Week 8 of Term 3 the year 8-9 Stars students attended the annual Kalgoorlie Netball Carnival. For Belmont City College students, this was the first time some of the students went on a high school camp and the students represented the school and stars program with pride. The camp including a day playing netball with other stars schools. Then the following day the students got to go out on country and learn from the Kalgoorlie Elders on the importance of looking after the land and finding Honey Ants, their Traditional Food in the region.

Deaf Education Program

The Belmont City College Deaf Education Program supports Deaf and hard of hearing students with accessing mainstream classes and provides specialised programs for students who require intensive support with core subjects.

In 2024, BCC enrolled three new Deaf and hard of hearing students, with the total number of enrolments reaching twelve. All students were integrated into mainstream or Inclusive Education classes and supported by Education Assistant (EA Auslan interpreters) and a Deaf Mentor.

During 2024, students enrolled in the Deaf Education Program were supported academically and socially by the Deaf Education team (Program Coordinator, two Teachers of the Deaf, six Educational Assistant [Auslan Interpreters] and a Deaf Mentor). Students participated in individualised, intensive support lessons with the Teachers of the Deaf and EA Auslan (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. Our holistic program has a strong focus supporting the wellbeing, engagement, and achievement of each individual student, with all the Deaf Education program students considered valued members of the larger school community.

During 2024, the Deaf Education team reinvigorated the Deaf Education space, creating a warm environment, not only for lessons, but for the students to gather, establishing a feeling of belonging. As part of the reinvigoration plans, a proposal was put forward to create a mural that highlights Deaf Education and to further acknowledge Deaf Education proudly being part of Belmont City College for over 30 years. The Deaf Education team received some financial support from the local Bunnings to create this mural (not yet completed), hoping to involve past and present students.

The Deaf Education program offers personal development activities, including excursions, where students can socialise with other children with hearing loss from other educational settings around the state, as well as other D/deaf adults and families. These activities support students to establish connections and build friendships within the D/deaf community in preparation for life beyond school. During 2024, the Deaf Education team visited South Perth Foreshore for a range of games, after catching buses and the ferry (transport training); visited Carousel Hoyts for an Open Captioned movie event; visited Mosman Park School for Deaf Children for their Auslan celebrations term three.

Our 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. We are excited for 2025 work placement and TAFE course opportunities, after sourcing locations and conversing with administrators that can cater for the Deaf Education students interests and needs.

During 2024, the Deaf Education Program rolled out a trial Deaf Education Elective that they created, targeting aspects of the School of Special Education Needs: Sensory (SSEN: S) Expanded Core Curriculum. This program has been developed to provide targeted support in a variety of topics, often missed during earlier years of schooling, that also develop their expressive and receptive language, social skills and to enhance their emotional wellbeing. The students received the elective well.

Throughout 2024, the Deaf Education Program students participated in a variety of whole school community events and celebrations, including Harmony Week, NAIDOC week and the sports carnival. Students participated in interschool sporting events and enjoyed the Arts Gala. 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, as well as past and present students, and dignitaries from the School of Special Educational Needs: Sensory enjoyed a luncheon.



To assist students, manage their hearing assistive technology, the program had a visit from a Hearing Australia audiologist. Devices were checked and audiograms updated, with students able to independently advocate for their own auditory needs.

The Deaf Education Program received a school sporting grant that enabled the WA Deaf Recreation Association to provide specialised sporting activities fostering connections with other students with hearing loss and providing mentoring opportunities to the year 10 to 12 students.

We reestablished connections with the WA Foundation for Deaf Children, with the *President of WAFDC visiting the school numerous times, opening discussions for exciting possibilities in 2025 and beyond. One of our students was a teen role model for WAFDC throughout 2025. He participated in many events (e.g., Deaf youth Camp; Deaf Community markets) supporting younger children and teens and even flew to Canberra and Sydney as part of his role.

The Deaf Education Program prides itself on their collaborative relationships with other learning programs within the school, such as the Inclusive Education Centre. These program partnerships allow best placement of students with a hearing loss, and a collaborative review of progress and meeting student need.

During 2024 the program offered Open Afternoon tours, where prospective families visited the school and learned about the program. The team and students were able to liaise with those visiting, with some families with students with a hearing loss thinking ahead to 2026 and beyond for enrolments.

Inclusion Education Centre

Our Inclusive Education program is committed to providing a safe, caring, and supportive environment for our students, so they are empowered to achieve their social, emotional and academic potential. We foster an inclusive environment that provides opportunities for all students to develop at their own pace and actively contribute to their school community.

Our teaching staff consistently implement explicit individual and small group instruction. The teaching practice is followed by specific feedback that guides consolidation and the independent use of acquired skills. Teaching staff also utilise in school support from EAs and expertise from literacy and numeracy coordinators. All staff are trained and are leading the way with Award Scheme Development and Accreditation Network (ASDAN) courses which provide a comprehensive and practical curriculum in Inclusive Education. Our program also offers our students the opportunity to complete a Certificate II in Horticulture which balances the theoretical and practical components of the course at school in our Inclusive Education Greenhouse and aquaculture enclosure.

As a Positive Behaviour Support School (PBS) the effective management of behaviour and wellbeing in Inclusive Education was supported by passionate teachers who worked with dedicated and experienced EAs to identify student need, strengths, triggers, and sensory support requirements. This enabled our staff to implement the appropriate Positive Behaviour tiered interventions to achieve our expected behavioural outcomes.

Our tiered approach and solution focused/student first practices have ensured that a culture of high student care exists in Inclusive Education and at Belmont City College.

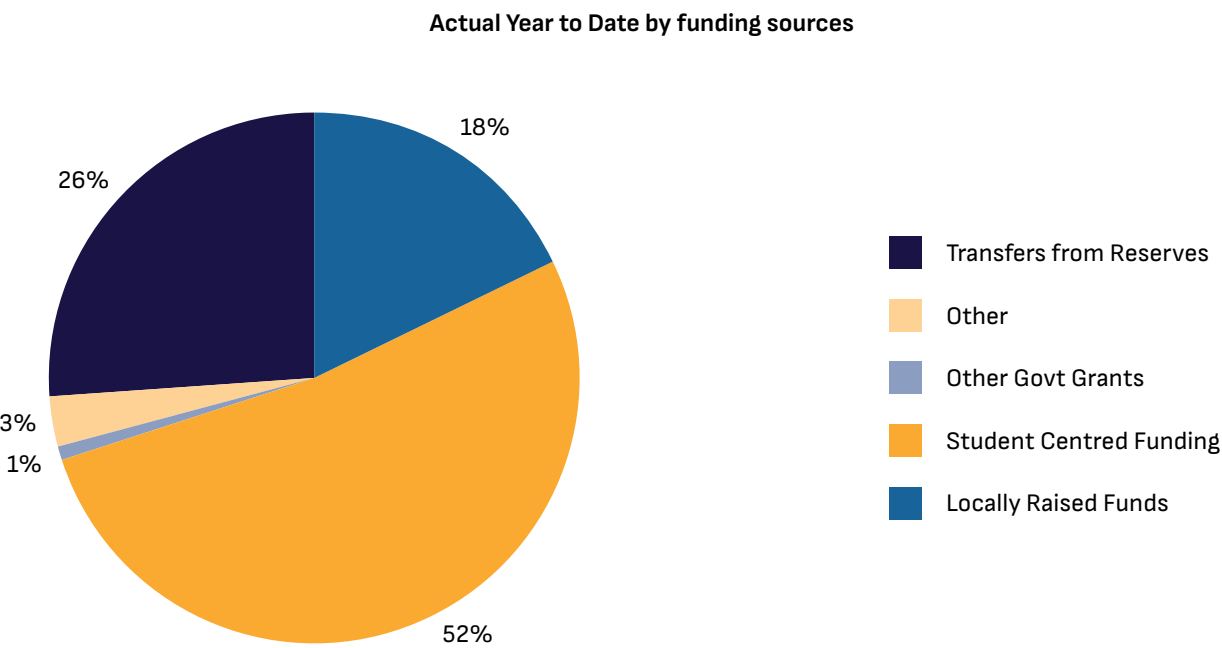
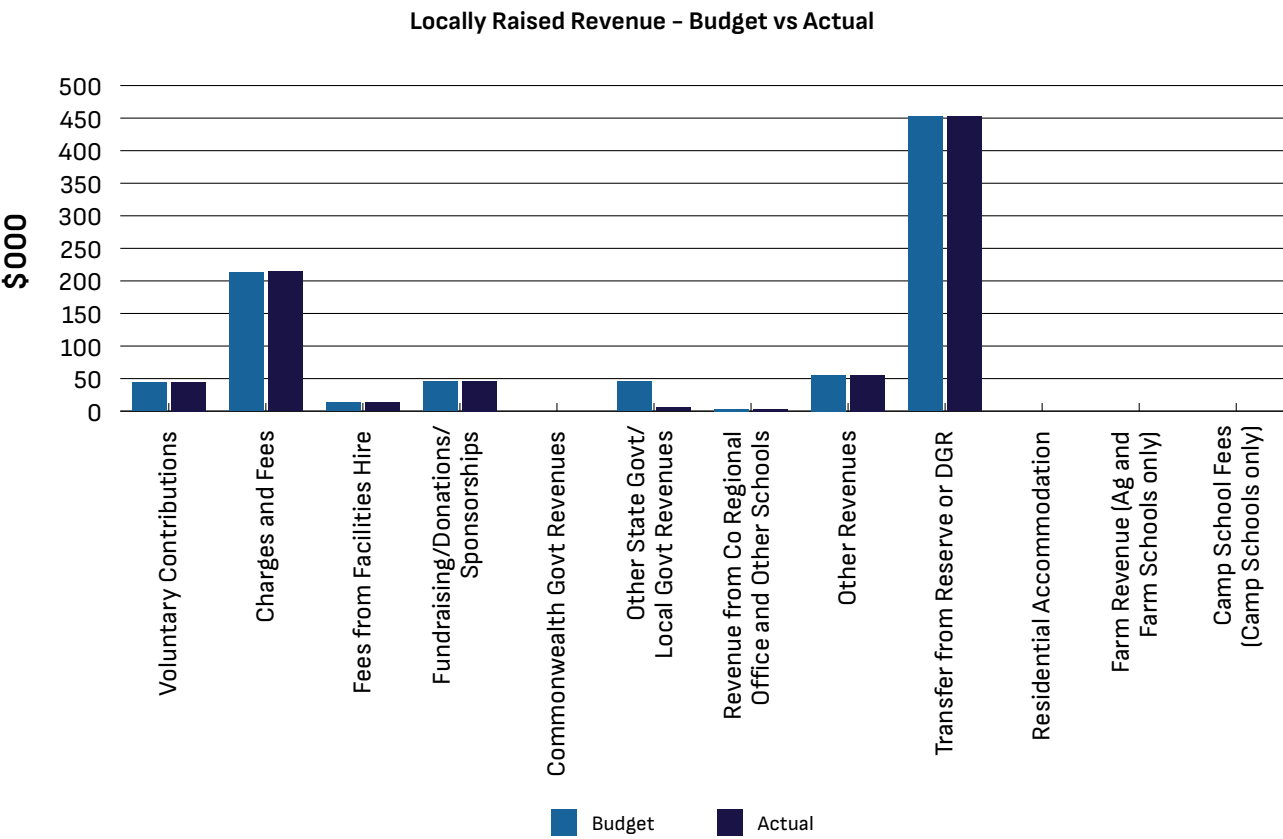


Staffing and Enrolment

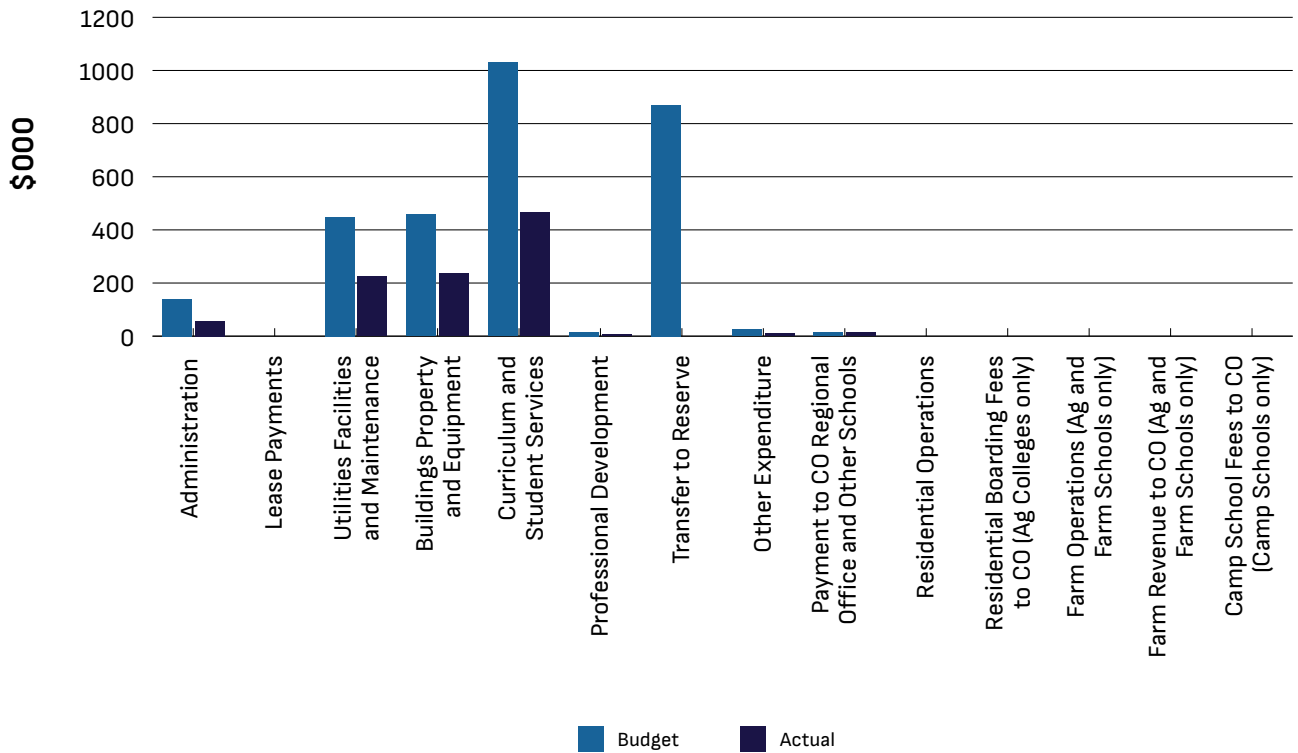
| | | No | FTE | AB'L |
|-----------------------------------------|------|------|------|------|
| Administrative Staff | | | | |
| Principals | | 1 | 1.0 | 0 |
| Associate/Deputy/Vice Principals | | 3 | 3.0 | 0 |
| Heads of Departments and Learning Areas | | 6 | 6.0 | 0 |
| Program Coordinators | | 4 | 4.0 | 0 |
| Total Administration Staff | | 14 | 14.0 | 0 |
| Teach Staff | | | | |
| Level 3 Teachers | | 2 | 1.4 | 0 |
| Other Teaching Staff | | 60 | 55.4 | 1 |
| Total Teaching Staff | | 62 | 56.8 | 1 |
| Allied Professionals | | | | |
| Clerical/Administrative | | 14 | 11.4 | 0 |
| Gardening/Maintenance | | 5 | 3.9 | 0 |
| Instructional | | 1 | 0.4 | 1 |
| Other Allied Professionals | | 23 | 19.0 | 0 |
| Total Allied Professionals | | 43 | 34.7 | 1 |
| Student Numbers | | | | |
| Semester 1 | 2021 | 2022 | 2023 | 2024 |
| Lower Secondary | 670 | 649 | 668 | 670 |
| Upper Secondary | 286 | 283 | 292 | 298 |
| Total | 956 | 932 | 960 | 968 |

Finance

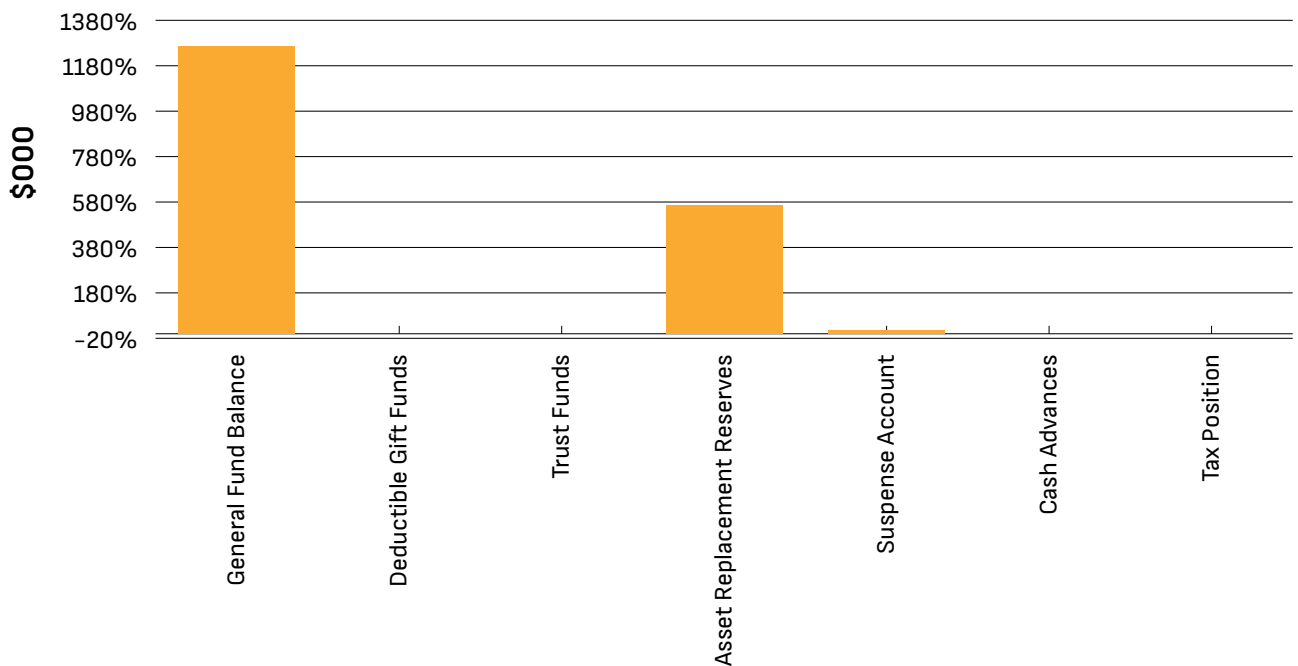
Financial Summary as at 31 December 2024



Goods and Services Expenditure - Budget vs Actual



Cash Position Components



School Survey

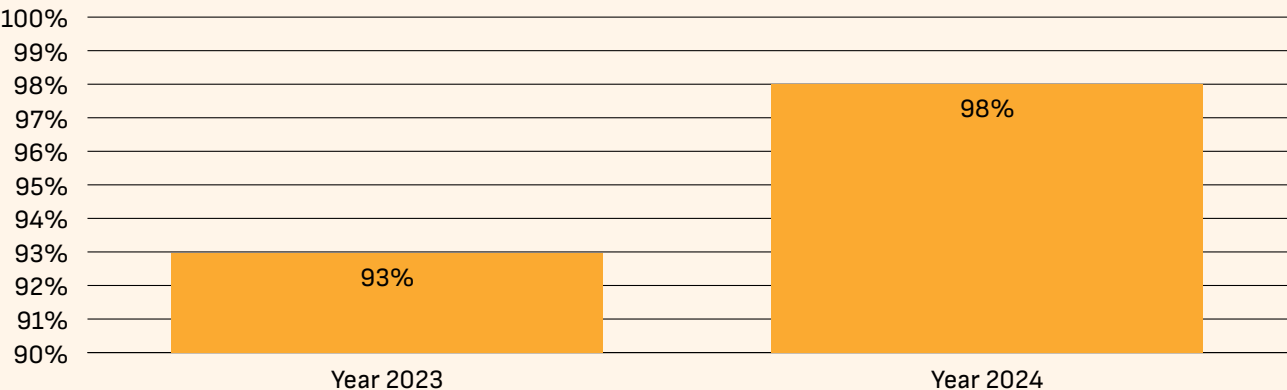
Building positive relationships with staff where staff feel valued and listened to is essential in creating a culture of reflective practice and school improvement. In 2024 the college used both an internal survey and the Leading Cultures of Teaching Excellence culture surveys to survey staff. This has provided us with a clear picture of how our staff feel about the level of support they receive from the college's executive and senior leadership team. The following questions function as a guide to help determine the levels of satisfaction staff are feeling about the college:

- The school is well led
- Staff opinions are taken seriously
- Staff feel supported in managing minor student behaviour
- Staff receive useful feedback about their work.

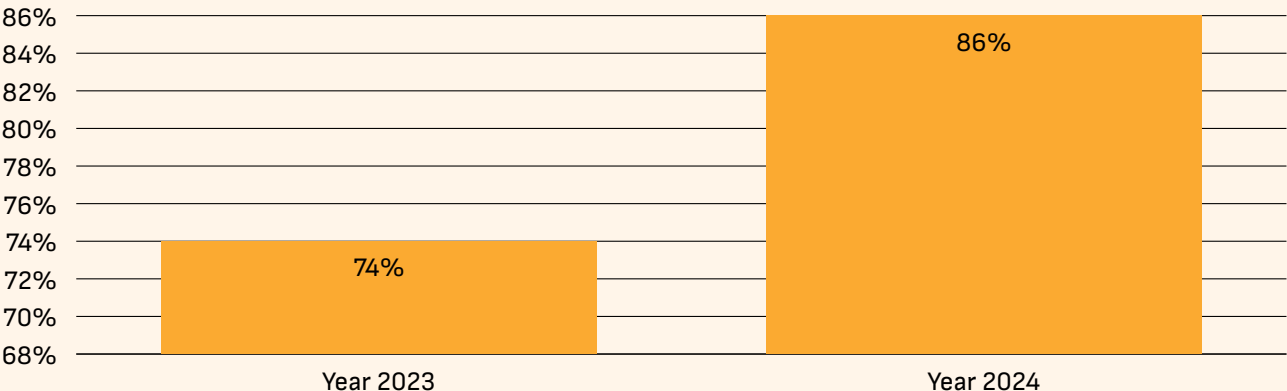
Annual survey data indicates a significant increase in the following:

1. The number of staff who believe the school is well led has increased from 93% in 2023 to 98% in 2024
2. The number of staff who believe their opinions are taken seriously has increased from 74% in 2023 to 86% in 2024
3. The number of staff who believe they are supported in managing minor student behaviour has increased from 83% in 2023 to 86% in 2024
4. The number of staff who receive useful feedback about their work has increased from 69% in 2023 to 84% in 2024.

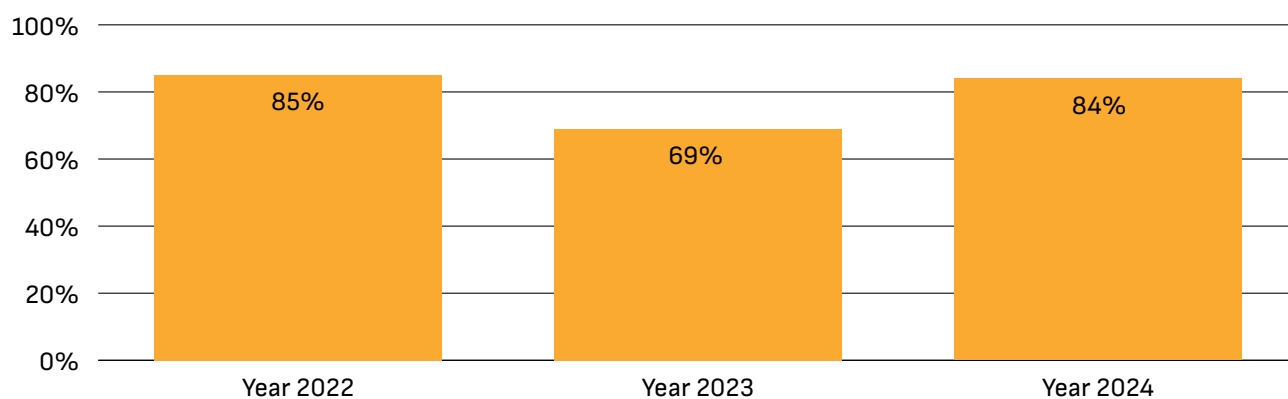
The School is Well Led



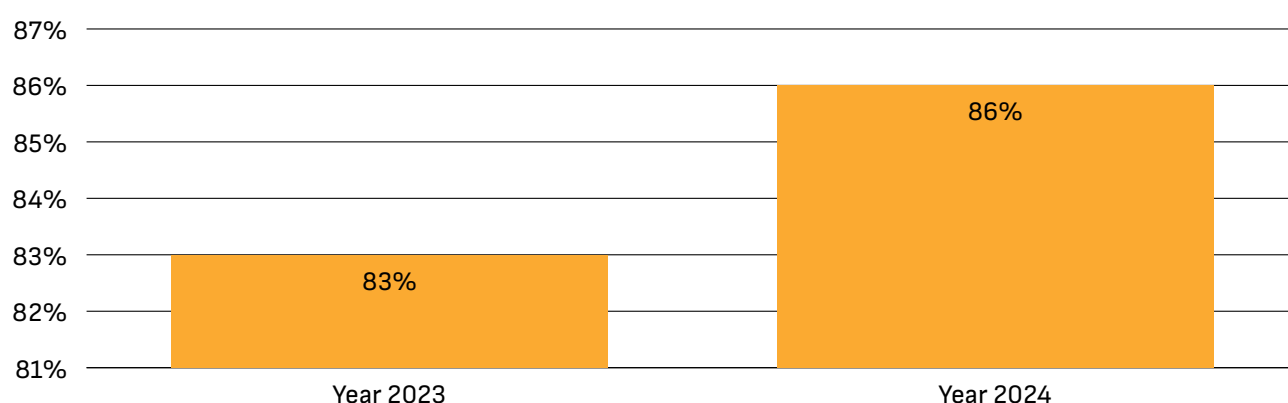
Staff Opinions are Taken Seriously



Staff Receive Useful Feedback About Their Work



I feel supported when I have requested help managing students's minor behaviours



One of our 2022–2024 business plan targets was to increase the number of parents completing our annual school survey to ensure the feedback we are receiving is representative of a cross section of parents. In 2024 we surveyed parents using the Leading Cultures of Teaching Excellence community survey due to the Department of Education decommissioning the school survey platform.

As a college we value the feedback we receive from our parents as this provides us with an indication of the success of the relationships we have with our community and the level of support they and their child feel they receive from the college.

The Leading Cultures of Teaching Excellence community survey was completed by parents in 2024 and whilst the questions were slightly different to the school survey questions used in 2022 and 2023 the data collected has reinforced the strong relationship that exists between the school and the community. In particular, the following questions and responses reflect this.

1. I am comfortable to approach the school to discuss my children's needs and progress – 96%
2. I feel welcome when I am at the school – 96%
3. The school values the role of parents as partners in education – 89%.

2024 Year 12 Course Awards

The Arts

| | |
|--------------------------------|----------------------|
| Drama – ATAR | Lucy Fiorini |
| Design Graphics – General | Syafina Naura Putri |
| Visual Arts – General | Fabrice Fam |
| Certificate II in Music | Joshua Kidd |
| Certificate III in Visual Arts | Jann Mikaela Potutan |

Deaf and Inclusive Education

| | |
|--------------------------------|-------------|
| ASDAN Award | Katie Maher |
| Certificate II in Horticulture | Katie Maher |

English

| | |
|---------------------------------------------------------|---------------------------|
| English as an Additional Language/ Dialect – General | Princessylia (Cessy) Foeh |
| English – ATAR | Lothlorien Claisse Merano |
| English – General | Bea Marie Caguiat |

Humanities and Social Sciences

| | |
|------------------------------------|---------------------------|
| Career and Enterprise – General | Kyra Pilmer |
| Economics – ATAR | Lucas Vladich-McKenzie |
| Geography – ATAR | Lothlorien Claisse Merano |
| Modern History – ATAR | Lauren (Jayden) Kraft |
| Modern History – General | Tyler Bland |
| Certificate II in Workplace skills | Chloe (Comet) Wooten |
| Certificate III in Business | Phuong An Vu |

Science

| | |
|------------------------------|---------------------------|
| Chemistry – ATAR | Amirsam Ghaemmaghmi |
| Human Biology – ATAR | Lothlorien Claisse Merano |
| Integrated Science – General | Kyra Pilmer |
| Physics – ATAR | Amirsam Ghaemmaghmi |

Mathematics

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

Health and Physical Education

| | |
|--------------------------------------------|---------------|
| Health Studies – General | Bea Caguiat |
| Physical Education Studies – General | Kyra Pilmer |
| Certificate II in Sport and Recreation | Aislinn Dundo |
| Certificate III in Sport and Recreation | Caleb Hawkins |

Technologies

| | |
|----------------------------------------------------|-----------------------|
| Food Science Technology – General | Sheza Khan |
| Materials Design and Technology: Wood – General | Masooma Muhammad Raza |
| Certificate II in Engineering Pathways | Sangay Lhamo |
| Certificate II in Hospitality | Fabrice Fam |

Special Awards

| Award | Recipient |
|---------------------------------------------------------------|-----------------------|
| ADF Long Tan Leadership and Teamwork Award | Ava Warren |
| ADF Future Innovators Award for STEM and Innovation | Lucy Fiorini |
| Darrel Le Mercier Award for Excellence in the Performing Arts | Joshua Kidd |
| Fair Play award for Active Involvement in Interschool Sport | Kyra Pilmer |
| Zaneta Mascarenhas Award for Service to the College | Amirsam Ghaemmaghami |
| Donna Faragher MLC Award for Citizenship | Brett Raye |
| Cassie Rowe Award for Leadership and Service | Raykaya Ryder |
| Samantha Rowe Award for Service to the Community. | Harley Cornfield |
| City of Belmont Mayors Award for Perseverance | Ella-Rose Settle |
| Belmont Forum Award for Positive Behaviour in School | Harry Whelan |
| Rotary Club of Ascot Award for Integrity | Sheza Khan |
| Rotary Club of Belmont Award for Resilience | Tyler Crossland |
| Rotary Club of Belmont LEAP Award | Jueun (Anna) Lee |
| Carl Reidel Award for Growth Mindset | Masooma Muhammad Raza |
| Creative Excellence in Visual Communication | Fabrice Fam |

High Achiever Awards

| Award | Recipient |
|-----------------------------------------------|----------------------|
| Tony Cooke VET Dux Award sponsored by the P&C | Indianna Vincent |
| Dux Award sponsored by Cassie Rowe | Amirsam Ghaemmaghami |

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.

Secondary Attendance Rates

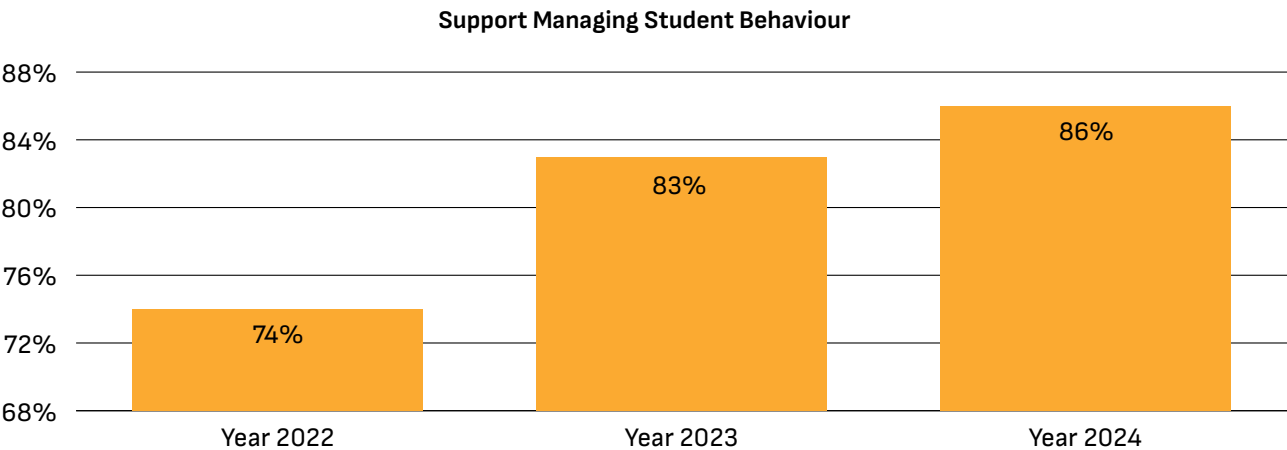
| | Attendance Category | | | |
|-------------------|---------------------|-----------|----------|--------|
| | Regular | At Risk | | |
| | | Indicated | Moderate | Severe |
| 2022 | 33.1% | 29.2% | 20.1% | 17.6% |
| 2023 | 40.7% | 24.5% | 19.3% | 15.5% |
| 2024 | 41.6% | 23.2% | 17.4% | 17.7% |
| Like Schools 2024 | 37.9% | 28.4% | 18.6% | 15.0% |
| WA Public Schools | 48.0% | 25.0% | 15.0% | 12.0% |

Attendance Overall Secondary

| | Non-Aboriginal | | | Aboriginal | | | Total | | |
|------|----------------|--------------|-------------------|------------|--------------|-------------------|--------|--------------|-------------------|
| | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| 2022 | 80.6% | 81.6% | 83% | 59.5% | 66.1% | 55.2% | 78% | 80% | 80.4% |
| 2023 | 81.8% | 82.8% | 84.9% | 62.8% | 64.7% | 59.2% | 79.4% | 81% | 82.5% |
| 2024 | 81.4% | 81.8% | 84.7% | 58.2% | 64.6% | 57.6% | 78.3% | 79.9% | 82.2% |

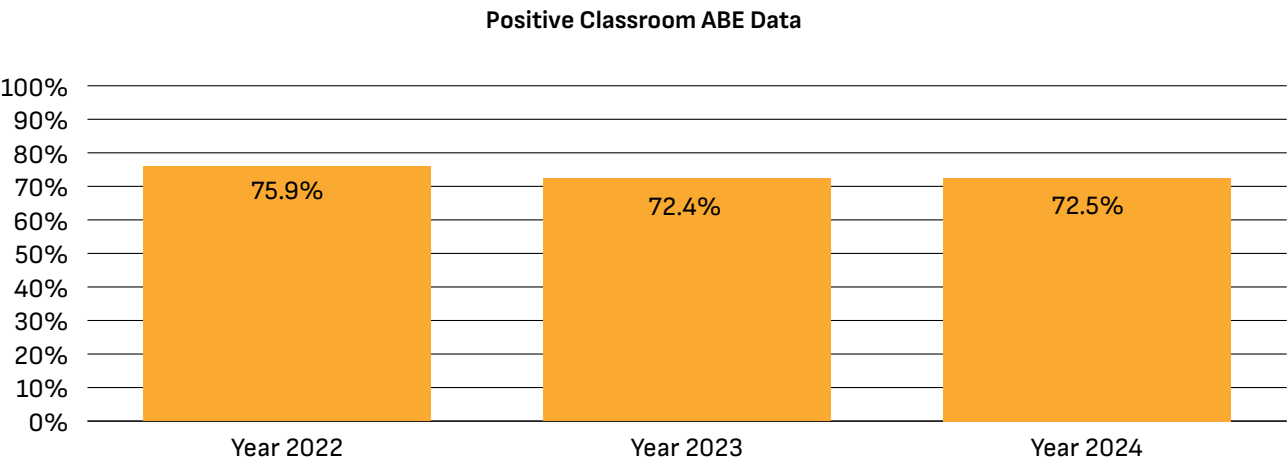
Target 1.2

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.



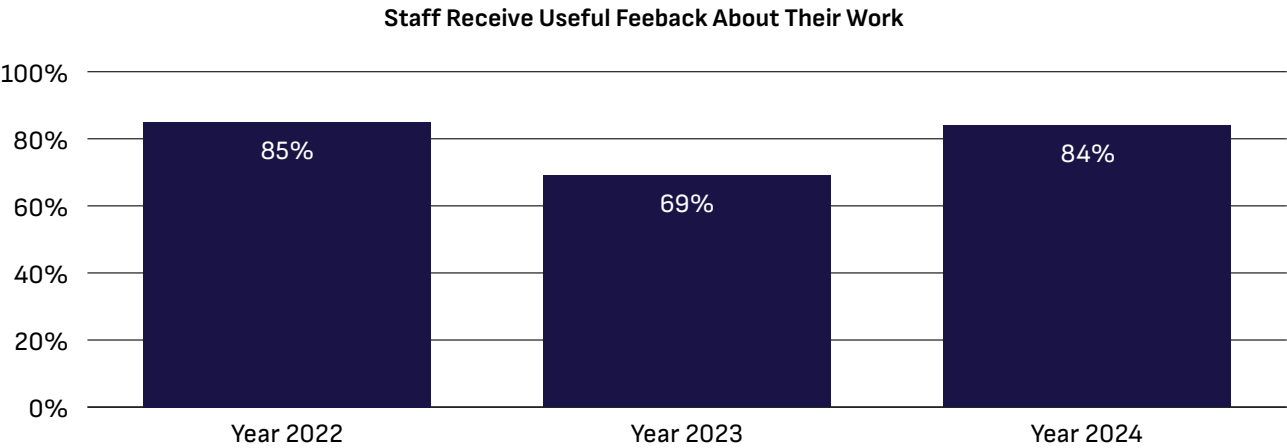
Target 1.3

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.



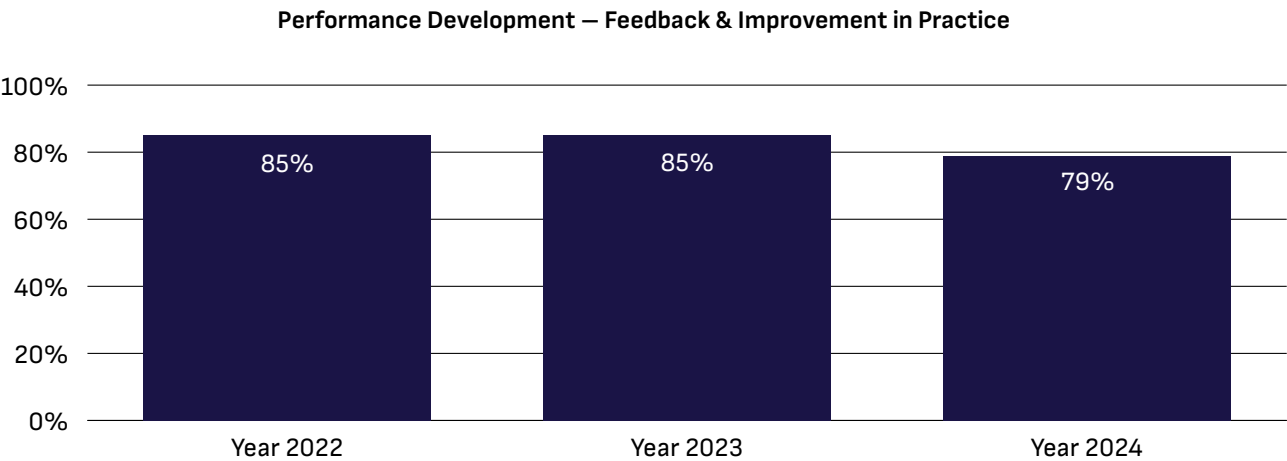
Target 2.1

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.



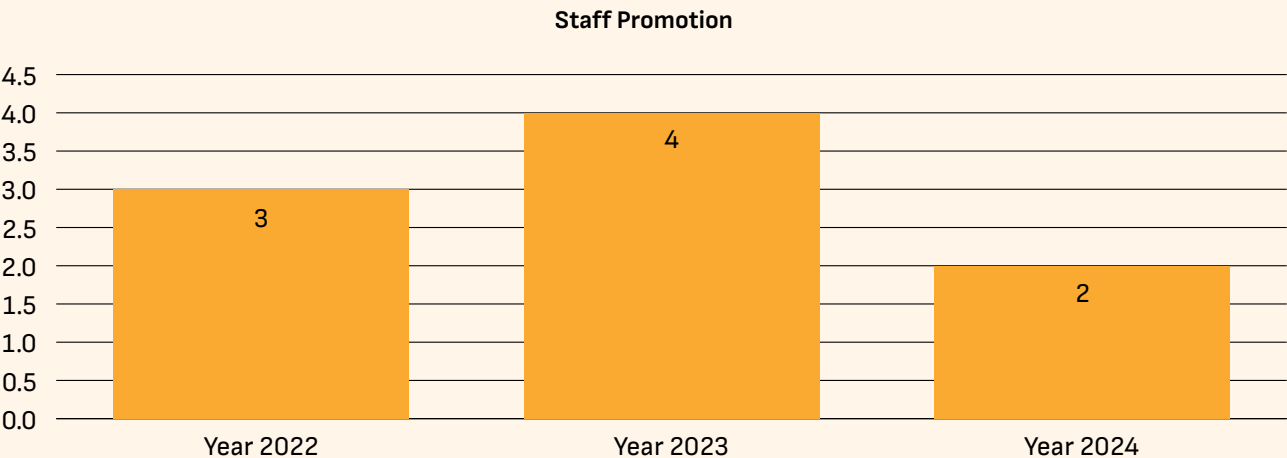
Target 2.2

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.



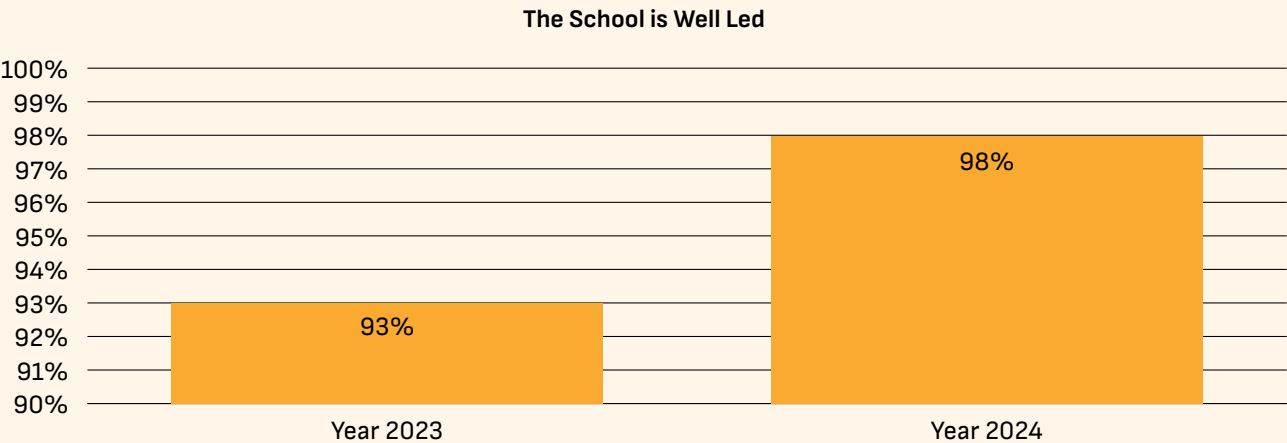
Target 3.1

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



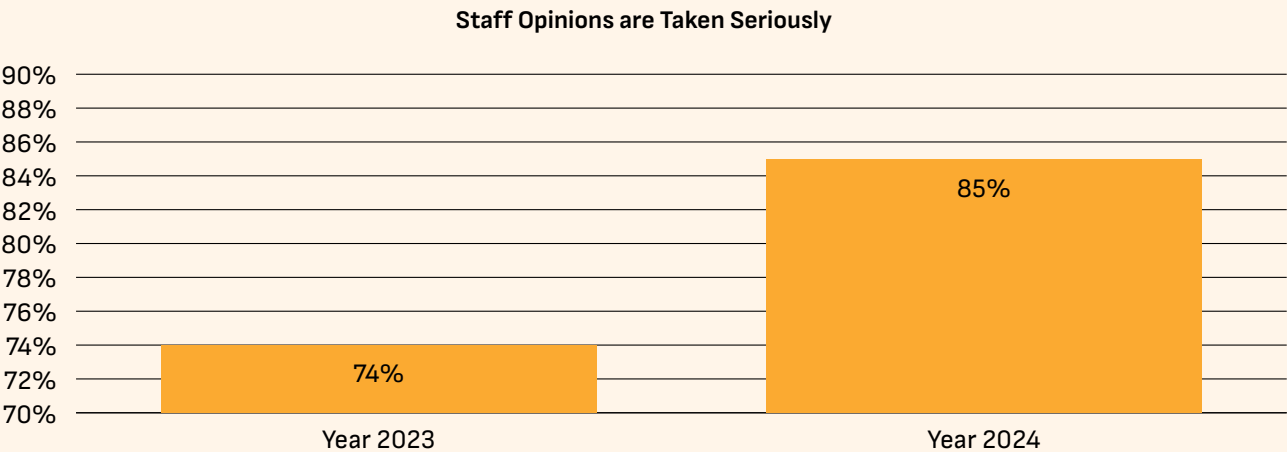
Target 3.2

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



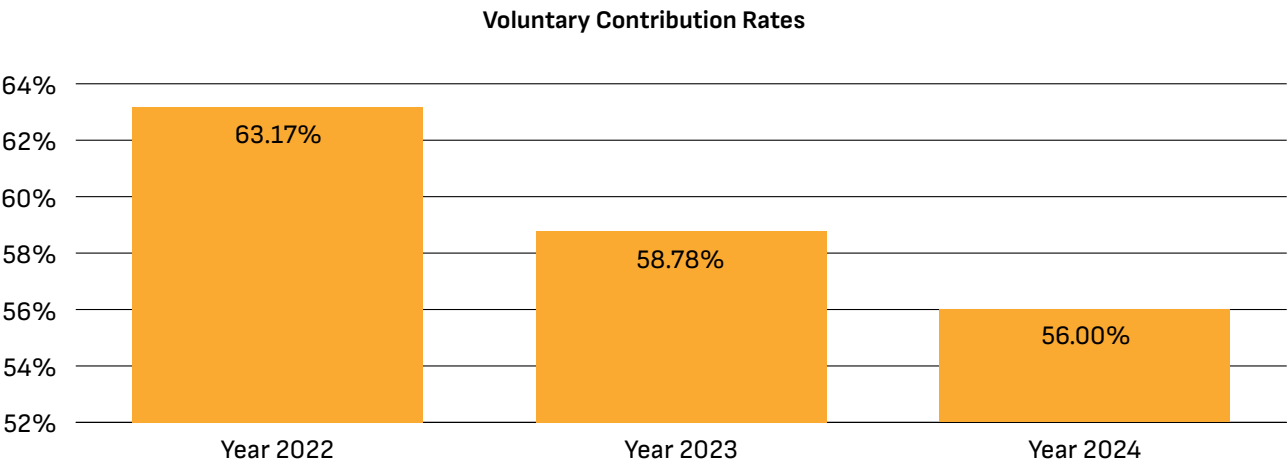
Target 3.3

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.



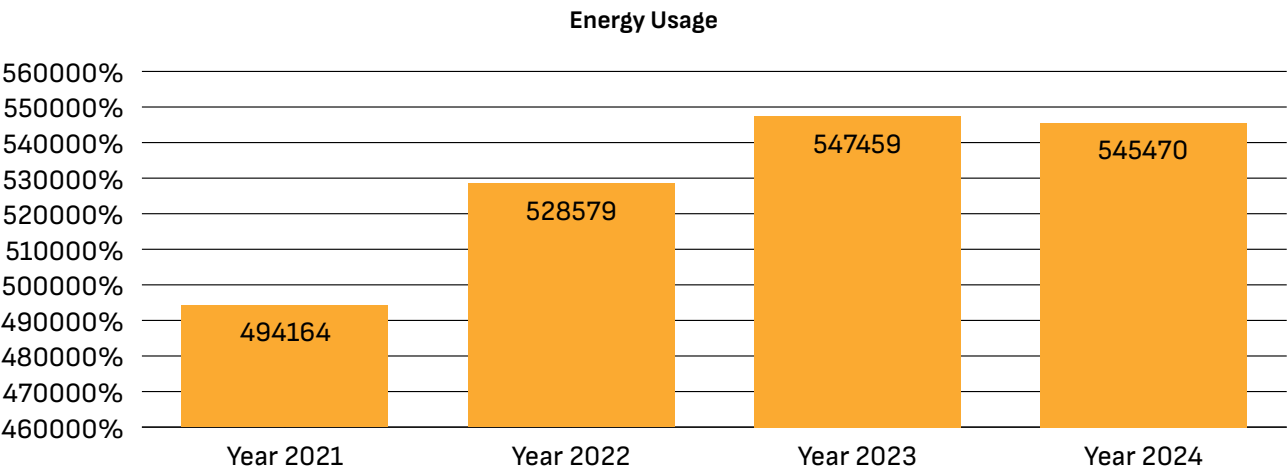
Target 4.1

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



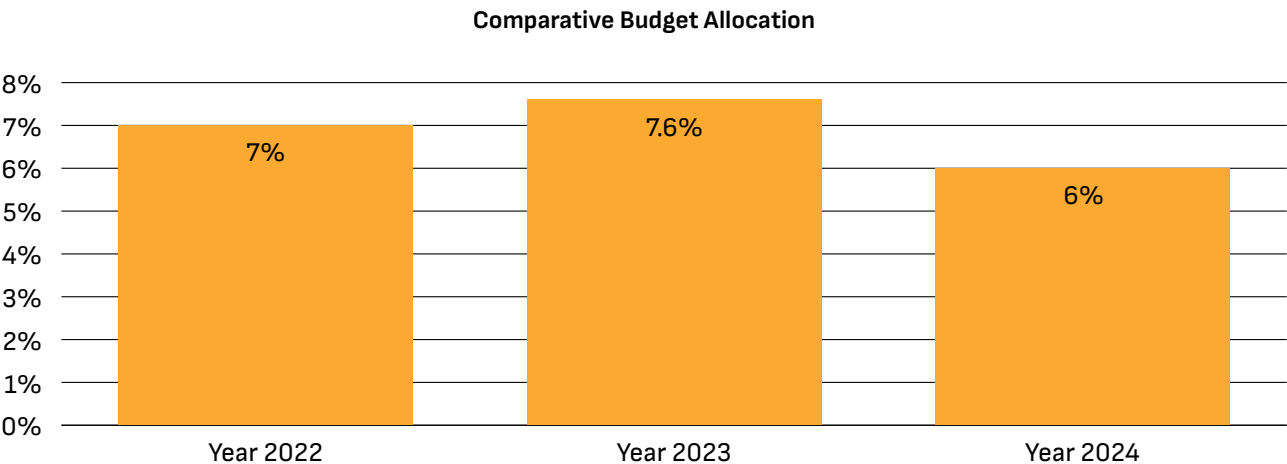
Target 4.2

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



Target 4.3

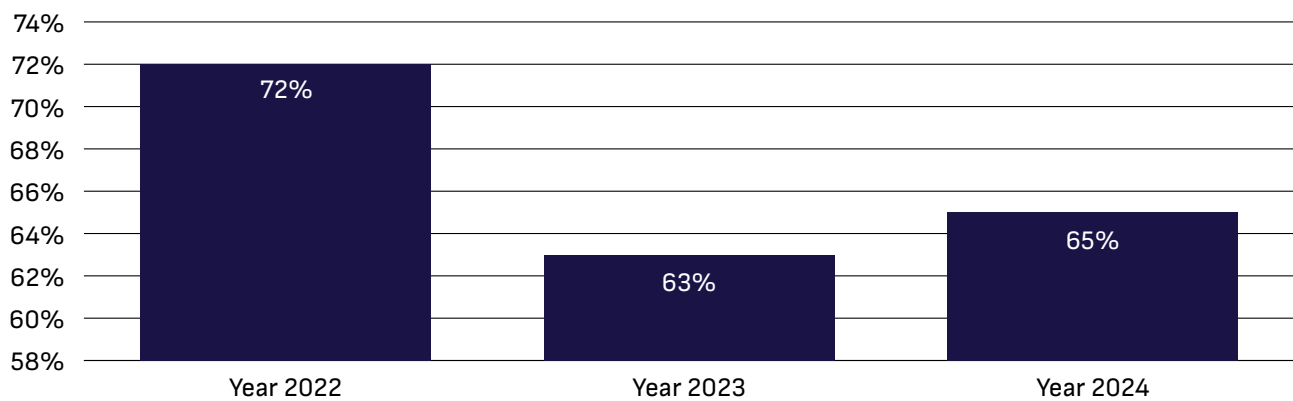
In each year of the school plan, a minimum of 7% of our annual budget will be allocated to the comparative budget.



Target 5.1

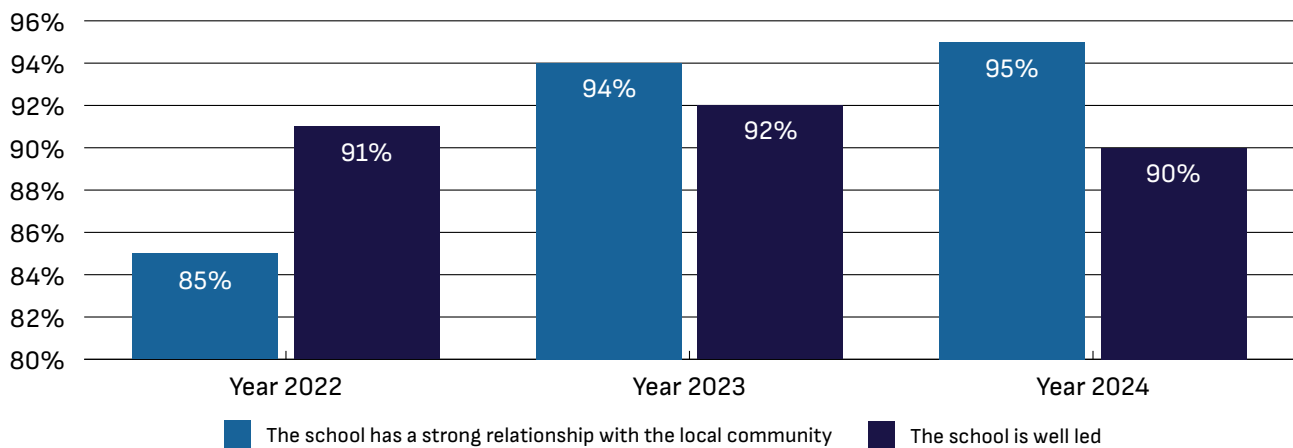
By the end of 2024, the percentage of students enrolling from our feeder primary schools will be 70% or higher.

Feeder Primary School Enrolments



Target 5.2

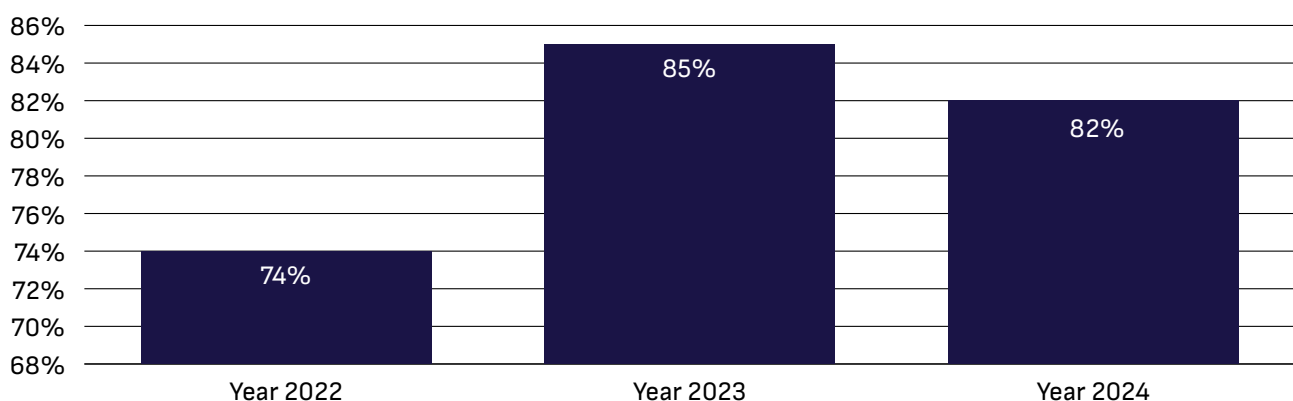
In each year of the school plan, the percentage of parents that identify the following in the National Schools Opinion Survey will increase to 90% or higher.



Target 5.3

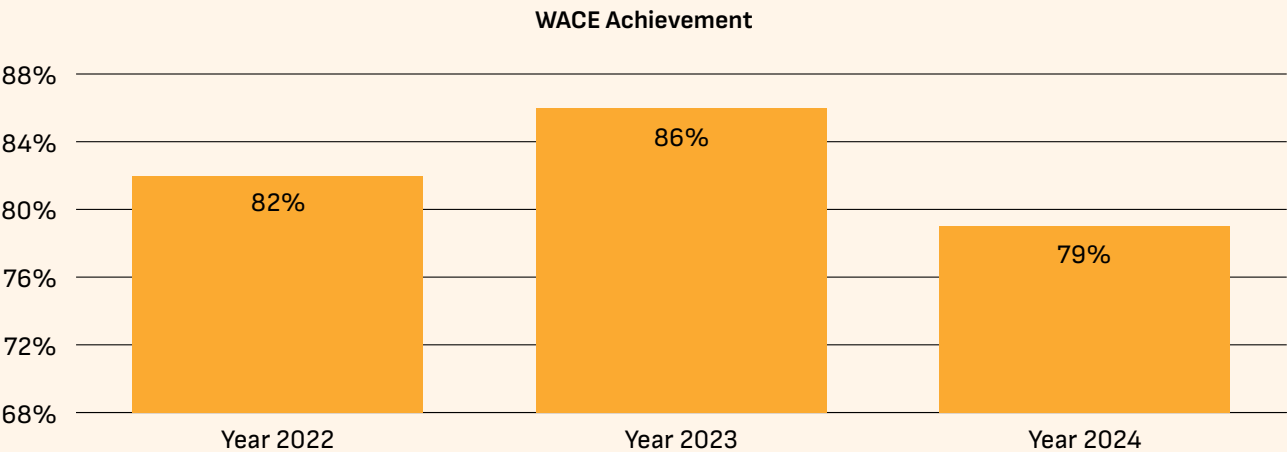
In each year of the school plan, the number of parents completing the National Schools Opinion Survey will increase by a minimum of 10%.

Parent Survey Completion



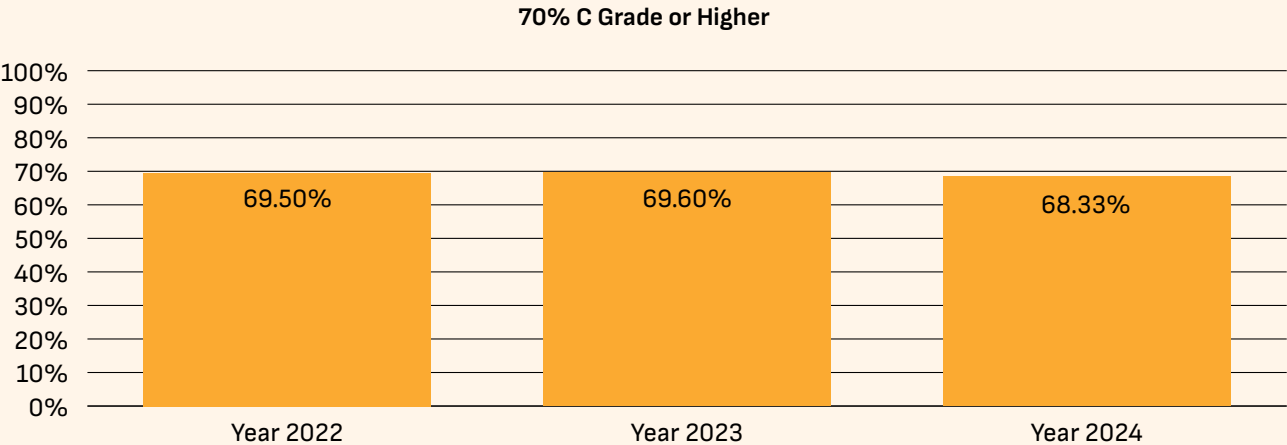
Target 6.1

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.





BELMONT CITY COLLEGE

Belong . Collaborate . Create

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