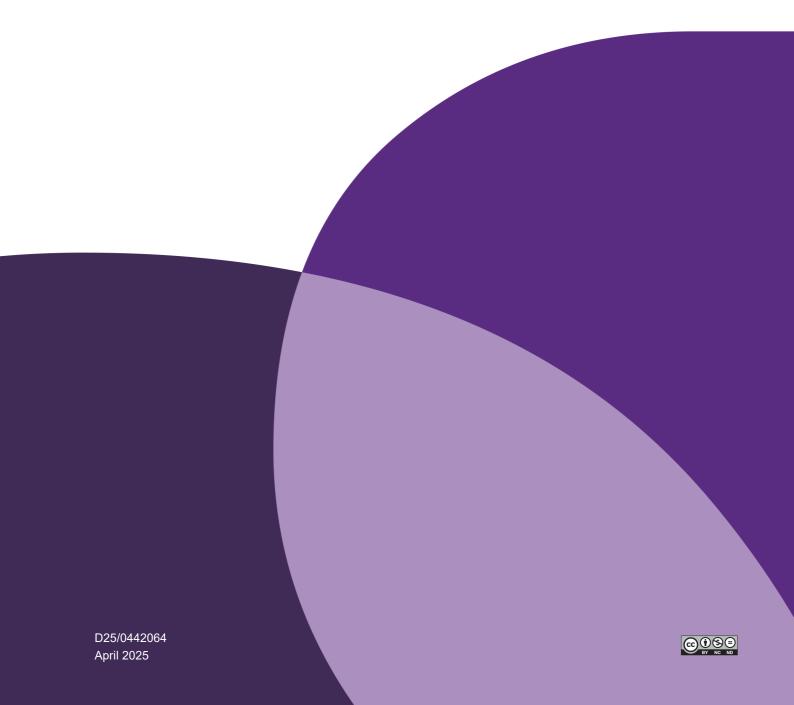Shaping the future

Belmont City College

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact
PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Belmont City College first opened in 1957 as Belmont Senior High School. In 1999, Kewdale Senior High School closed and merged with Belmont Senior High School to become Belmont City College in 2000. Located within the South Metropolitan Education Region, the college is approximately 10 kilometres east of the Perth central business district.

The college gained Independent Public School status in 2010.

There are 1010 students enrolled from Year 7 to Year 12.

The college has an Index of Community Socio-Educational Advantage of 962 (decile 7).

The School Board and the Parents and Citizens Association (P&C) provide support to the school.

The first Public School Review of Belmont City College was conducted in Term 2, 2021. This 2025 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are 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.

Relationships and partnerships

The commitment to provide a range of opportunities through programs and academic pathways, founded on strong community and network relationships is appreciated and enthusiastically participated in by students.

Commendations

The review team validate the following:

- Specialist and extension programs in music and drama are further supported by programs that outreach to primary students in the Belmont Schools Network in drama, Epic Science and Instrumental Music School Services.
- Partnerships and programs with the Clontarf, Polly Farmer and Stars Foundations provide a place to belong and pathways to post-school options, highly valued by Aboriginal students and their families.
- Support for students learning with EAL/D[1] is accommodated in the college timetable from Years 7-12 while families are encouraged to engage with staff through interpreters and linguistically accessible events.
- Community partners report that the college is open to and prioritises a strong connection to its community, exemplified by the extensive formal agreements with the City of Belmont and UWA[2].
- Committed P&C members partner with the college to support themed events and fun days, enriching student and staff wellbeing. Families enjoy the college's strengthened communication channels that provide timely event and academic progress information.
- The College Board is informed and included when providing governance support to the college. Board members receive training in their roles and regularly discuss strategy and student academic results.

Recommendation

The review team support the following:

- Seek to increase parent survey participation, particularly among Aboriginal and EAL/D families, supported by events that engage families with staff and provide continued momentum toward a Reconciliation Action Plan.

Learning environment

Woven seamlessly into the fabric of the college is an unwavering commitment to develop, provide and nurture a culturally safe and responsive environment for Aboriginal students and cultural engagement for all.

Commendations

The review team validate the following:

- An extensive student services structure supports students through a team of program and year coordinators, invested in leveraging college approaches to improve the lives and engagement of students.
- The visible and embedded Positive Behaviour Support (PBS) approach is further supported by learning area staff representation on the leadership committee, professional learning (PL) in classroom management strategies and alignment between the PBS values and matrix, reporting to parents on attitude, behaviour and effort.
- Wraparound support is provided to students to improve their attendance. Staff engagement with attendance data leads to the establishment of ambitious targets supported by strategies to lift rates of regular and overall college attendance.
- The students at educational risk committee maintains strong records of meeting actions and outcomes, ensuring follow through for students requiring support and clear workstreams for staff tasked to deliver it.
- In addition to regular whole-college wellbeing events, communally enjoyed by staff and students, Youth Focus, MercyCare Youth Services and The Y provide onsite wellbeing support to students.
- Students enjoy leadership roles which are provided through the student council.

Recommendations

The review team support the following:

- Consider a review and restructure of the year level responsibilities of student services staff to maximise the efficient deployment of human resources that support students.
- Continue to pursue an increase in the regular attendance rate of Aboriginal students to match that of like schools, aligned to the college's existing student services operational plan target.

Leadership

Led by the Principal, a broad ranging consultation process has successfully established a shared and accessible community vision for the college and laid the foundation for the current cycle of business planning.

Commendations

The review team validate the following:

- Extensive opportunities to contribute to the college's direction in areas of passion and expertise are provided to staff through committees and professional learning communities (PLC).

- Participation in the college's Future Leaders Framework program allows aspirant leaders to access development, mentoring and coaching when planning their desired future career trajectories.

- At learning area level, the development of operational plans aligned to the business plan assist staff to set goals through their performance and development agreements in conjunction with line managers. Staff additionally have the option of incorporating goals based on Classroom Climate Questionnaire feedback provided by students.

- Instructional leadership is provided to staff through observations and feedback on instruction, supported by informative templates and partnership norms between peers and line managers.

- The empowerment of the college's highly valued allied professional staff is demonstrated through the timetabling, mentoring and PL provided by the lead education assistant.

Recommendations

The review team support the following:

- Redesign the learning area operational plan template in alignment with changes to the structure of the 2025 to 2027 Business Plan.

- Seek to expand the network of Future Leaders Framework mentors at the college to cater for the growing number of aspirant leaders and engage middle leaders with the AITSL[3] Middle Leaders Framework.

Use of resources

A recent seamless transition between managers corporate services occurred through strategic coaching and PL, assuring consistency in delivering resources for students that support college priorities.

Commendations

The review team validate the following:

- A robust governance structure is evident, featuring transparent financial reporting to the Board, a Finance Committee representative of all staff and a quarantined weekly operations and finance executive meeting. Future spending needs are planned for through an established and monitored suite of reserve accounts.

- Finance and executive committee decision making on ad hoc and discretionary funding requests is based on student achievement data. This is exemplified in the provision of the comprehensive student services structure and additional timetabling resources to support students in preparing for their OLNA[4].

- The college purchases information and communications technology devices for students that support classroom learning. Replacement of devices using a cyclical plan, technical support provided by an onsite technician and PL for staff on utilising devices in the curriculum through a PLC are features of the strategic approach.

- A survey that collects staff intentions for leave and career progression is the annual starting point of the college's workforce planning process, ensuring early identification of emerging needs and potential gaps.

- Identified student needs are met through the provision of deaf mentors and interpreters for the deaf and hard of hearing program provided by SSEN:S[5]. The establishment of a college funded inclusive education program caters for up to 20 enrolled students at a time.

Recommendation

The review team support the following:

- Provide opportunities for associate principals to complete the introduction to student-centred funding model PL to increase their understanding of annual budgeting.

Teaching quality

Entering its second year as a participant in the Leading Cultures of Teaching Excellence PL, the college is working strategically to embed and strengthen teaching practice, aligned to shared beliefs.

Commendations

The review team validate the following:

- The college's instructional model underwent a review and update in 2023, ensuring alignment of the model to the Department's Quality Teaching Strategy and Teaching for Impact statement, supported by PL for staff.
- Indicative of collective staff efficacy is a recent complex collaborative problem solving process undertaken to identify actions and solutions supporting improvement in the OLNA performance of EAL/D students.
- The suite of PLCs includes taskforces for teaching and learning, ATAR[6], and growth mindset. The ATAR PLC has focused on building students' confidence in examinations and timed assessments, supported by data gathering that has identified the task types and questions found most challenging for students.
- Classroom observation templates ensure strong support for teachers to align their practice to the college's instructional model through the personal identification of model elements for growth and development.
- Student agency in learning is provided through student assessment reflection and feedback coversheets about teaching and classroom climate questionnaire survey responses, reviewed directly by staff.

Recommendations

The review team support the following:

- Develop a staff and student survey to reliably collect evidence of the effective and consistent implementation of the Belmont City College Instructional Model.
- Analyse and share with staff the feedback provided by students via the Classroom Climate Questionnaire on differentiation to more closely align students' actual and preferred classroom learning environments.

Student achievement and progress

Staff ownership of each student's long term educational journey, from their later primary school years through to supporting them in their post-school destinations, is established through rigorous data analysis and collaboration with nearby schools and providers to provide seamless transitions and access to opportunities.

Commendations

The review team validate the following:

- The effective Belmont Schools Networks established for mathematics and science (Einstein First) and EAL/D demonstrate the power of cross-school collaboration in delivering shared curriculum related languages and drawing consistent understandings among staff on the standards of student achievement.
- Aboriginal students receive academic support that complements their learning through the Follow the Dream program. Cohesion between programs and staff who work with Aboriginal students ensures a shared focus on learning though wellbeing and engagement support.
- The college-wide literacy focus prioritises building staff confidence in using the EAL/D Progress Map to improve the learning of students in mainstream classrooms.
- Students in Years 7 and 9 have demonstrated that they meet the performance standard of their peers in similar schools through the 2023 and 2024 NAPLAN[7] assessments.
- Families feel well-informed on levels of student academic progress through the provision of task mark reports at the middle and end of each term via Connect.

Recommendations

The review team support the following:

- Monitor WACE[8] and ATAR achievement to ensure maximum student achievement through future pathway planning and continued peer moderation of teacher judgements.
- Plan and resource additional academic supports for identified students in the current Year 10 cohort to ensure they meet minimum standards in literacy and numeracy via the OLNA by the end of Year 12.

Reviewers	
Rohan Smith **Director, Public School Review**	Eloise Kyneur **Principal, Dalyellup College** **Peer Reviewer**

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is to be scheduled for 2028. You will be formally notified in the 2 terms leading up to your school's scheduled review.

Steven Watson
Deputy Director General, Schools

References
1   English as an Additional Language or Dialect
2   University of Western Australia
3   Australian Institute for Teaching and School Leadership
4   Online Literacy and Numeracy Assessment
5   School of Special Educational Needs: Sensory
6   Australian Tertiary Admission Rank
7   National Assessment Program – Literacy and Numeracy
8   Western Australian Certificate of Education