

2025 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.

A summary of our achievement against our School Plan 2025-2027 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 2025 School Report.

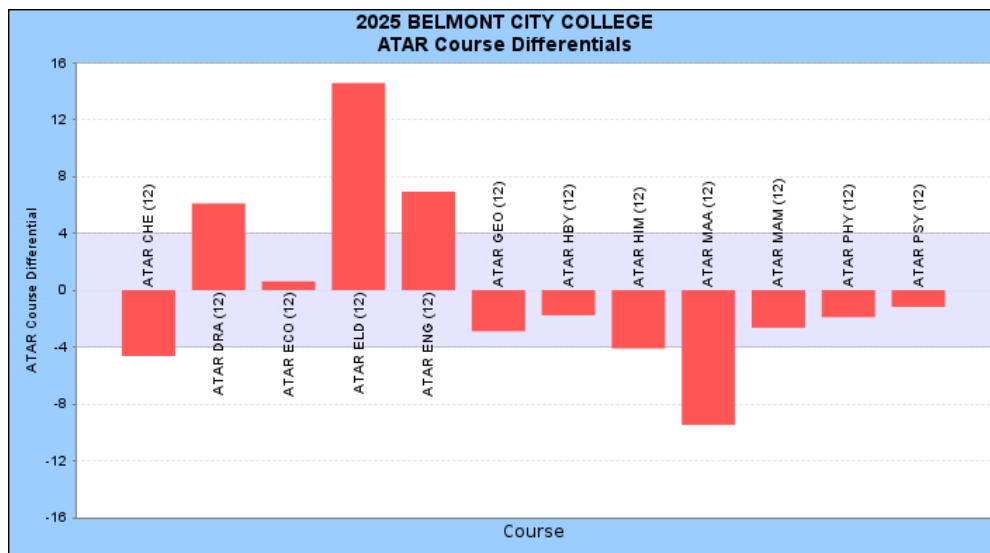
Steve Smethurst
Principal

Glen Dickson
Chair - College Board

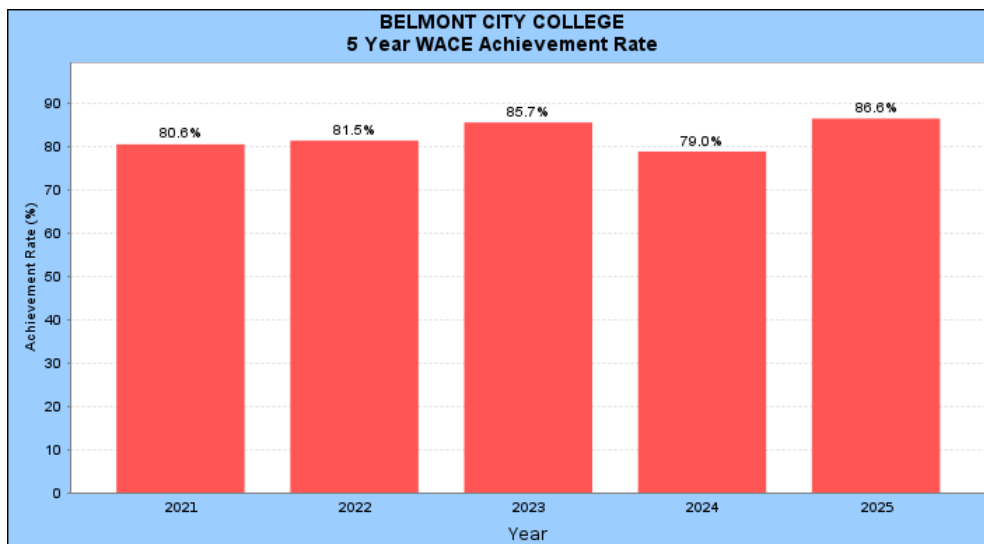
Senior School Highlights

The 2025 Year 12 cohort comprised 145 students. 47% of ATAR students achieved scores in the Mid or High triles. Fifteen students achieved an ATAR of 80 or more. Ten students were awarded a School Curriculum and Standards Authority Certificates of Merit, which is the highest number in the past five years. ATAR results in 2025 were generally very good and were a significant improvement in comparison to 2024.

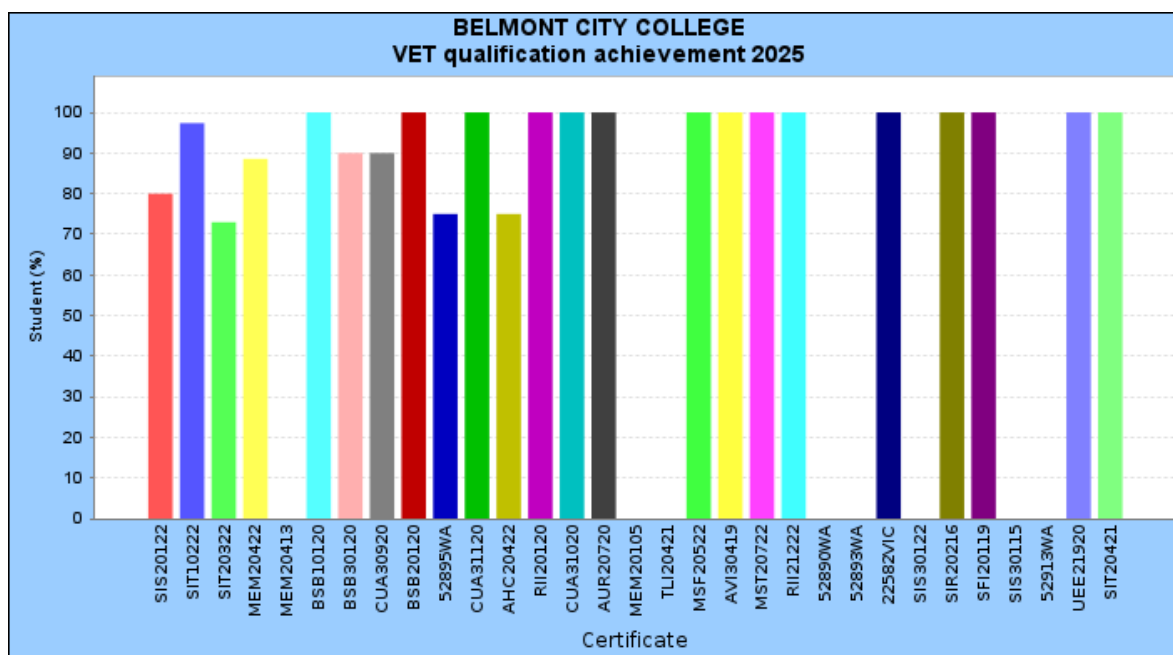
ATAR course differentials in 2025 indicate high quality teaching and assessment practices in the ATAR teacher cohort.



In 2025, WACE achievement was 87% with 110 eligible Belmont City College students achieving their Western Australian Certificate of Education (WACE). This is the highest achievement rate the college has had for the past five years. For students who did not achieve the WACE, the main reason was an inability to complete all three OLN tests. OLN completion continues to be a priority for the college, and we are expanding initiatives to support our students who have difficulty meeting this requirement. OLN achievement in 2025 was 89%, which continues a trend of positive, incremental improvement in this metric.



The participation rate for VET courses in 2025 was 78%, which is comparable to 2024. BCC offers a broad range of VET qualifications that most students successfully complete. This enhances students' confidence, employability and post-school pathway options.



The Senior Secondary Metrics use Year 9 NAPLAN data to predict outcomes for Year 12 students. In 2025, 37% of students met the prediction threshold, which is much higher than the 30% suggested minimum and comparable to the 2024 figure. The college continues to explore the possibility for more students to achieve Certificate III-level VET qualifications.

Focus areas for 2026 will continue to include supporting EALD students to achieve the OLNA and the WACE, supporting all ATAR students to achieve to the best of their capabilities, maintaining the Curtin UniReady program and further developing course offerings to enhance student achievement and post-secondary pathway options

Literacy and Numeracy

NAPLAN and OLNA

Year 7 NAPLAN - Literacy

Year 7 reading results in 2025 were strong when compared to Like Schools, with Belmont City College demonstrating a higher proportion of students achieving in the Exceeding and Strong bands. A total of 9.1% of students achieved Exceeding compared to 7.2% at Like Schools, while 52.7% reached the Strong band, surpassing the like-school figure of 40.4%. Additionally, fewer students were identified in the Developing and Needs Additional Support categories than Like Schools. These outcomes indicate a cohort with well-established reading foundations and fewer students performing at the lowest proficiency levels.

Year 7 spelling results showed a particularly strong performance relative to Like Schools. A significantly greater proportion of students achieved Exceeding (21.8% compared to 13.0%) and slightly more achieved Strong (51.5% vs 49.8%). In comparison to Like Schools, fewer students fell into the Developing (18.2% vs 24.1%) and Needs Additional Support (8.5% vs 12.2%) categories. These results position spelling as a clear strength within the cohort and reflect the effectiveness of explicit instruction in foundational literacy skills.

Grammar outcomes were similarly favourable, with a larger Strong cohort (41.8% compared to 35.7%) and fewer students in Developing and Needs Additional Support than Like Schools. However, the Exceeding band remains relatively small at 6.7%, indicating an opportunity to further extend capable students. Approximately one quarter of students continue to require additional support, highlighting the need for ongoing explicit teaching of sentence construction, punctuation, and language conventions. This is being addressed through the development of explicit, discreet teaching resources related to grammar and language conventions that teachers in English use during their Do Now activities.

Year 7 writing proficiency was also more favourable than Like Schools across most categories. Belmont City College recorded higher proportions of students achieving Exceeding (7.3% vs 5.8%) and Strong (46.1% vs 41.7%), alongside fewer students in Developing (32.1% vs 36.1%) and Needs Additional Support (14.5% vs 16.4%). These results suggest that students possess a solid foundational understanding of writing conventions.

Analysis of marking criteria for writing identifies spelling as an area of strength, with the college mean of 4.00 slightly exceeding the national average of 3.98. In contrast, students performed below national means in several higher-order writing domains, including text structure, ideas, vocabulary, cohesion, sentence structure, and audience. These trends suggest that students require greater support in organising and sustaining their writing, as well as developing more sophisticated expression.

Overall, the Year 7 cohort of 2025, current Year 8, demonstrate strong literacy foundations, particularly in reading and spelling. However, the size of the Developing cohorts across reading and writing indicates a need for continued targeted instruction to prevent stagnation and promote upward movement into higher proficiency bands. This is currently being addressed through the Small Group Literacy initiative once a week for targeted students sitting in Needs Additional Supports

Year 7 NAPLAN - Numeracy

Of the student population of 181, 157 Year 7 students sat their Numeracy NAPLAN test.

The trend of Year 7 students achieving above Like Schools continued in 2025. Fewer students were achieving Needs Additional Support: 12.1% compared to 19.7% in Like Schools. Students who achieved Exceeding results achieved a slightly higher percentage compared to Like Schools, 6.4% to 5.4%, respectively. Students who achieved Strong illustrated a 9.5% increase over Like Schools, 54.8% compared to 45.3% respectively.

Student progress data based on the assessment proficiency levels, when compared to Like Schools, illustrated that 36.5% of students made high to very high progress, as compared to 26.8%, 25.5% of students made very low to low progress, compared to 40.0%, and 38.1% of students made satisfactory progress, as compared to 33.2% of Like Schools. This data indicated that the Year 7 students at BCC have made solid progress.

With the continued revision of the Mathematics curriculum, especially with the implementation of the new curriculum in 2026, together with a teacher-directed focus on explicit instruction, frequent mental computation practice, and the use of a variety of numerical strategies in teaching, student numerical skill development continues to improve, resulting in strong overall student performance in the Year 7 cohort.



Year 9 NAPLAN – Literacy

Year 9 reading results in 2025 were very strong compared to Like Schools, with Belmont City College outperforming Like Schools across all favourable proficiency categories. A higher proportion of students achieved Exceeding (13.5% compared to 8.2%) and Strong (48.9% vs 47.2%) results, while fewer students were identified in the Developing (26.2% vs 31.3%) and Needs Additional Support (11.3% vs 13.4%) categories. These outcomes indicate that most students are reading at or above the expected standard, with fewer requiring intervention than in comparable schools.

Progress data further highlights this positive trajectory. Belmont City College recorded significantly more students in the Exceeding band (21.1% vs 13.9%) and Strong band (22.0% vs 18.0%), alongside substantially fewer students in the Developing category (23.9% vs 32.2%). However, the Very Low cohort remains sizeable at 18.3%, mirroring Like Schools and representing an ongoing equity focus for the college. Despite this, this data indicates that teachers and programs at the college add significant value to students reading.

Year 9 spelling results continue to reflect a strong foundation in core literacy skills. A markedly higher proportion of students achieved Exceeding (23.5% compared to 13.1%), while fewer students fell into the Developing (16.9% vs 22.9%) and Needs Additional Support (9.6% vs 10.7%) categories. Although the Strong band was slightly lower than Like Schools (50.0% vs 53.3%), approximately half of the cohort is performing at a high level, positioning spelling as a clear strength within Year 9.

Grammar outcomes were similarly favourable overall, with Belmont City College recording higher proportions of students in both the Exceeding (9.6% vs 7.2%) and Strong (40.4% vs 34.5%)

categories, alongside fewer students in Developing (30.9% vs 38.0%) and Needs Additional Support (19.1% vs 20.3%). Despite this, there is a minority of students who remain below the expected standard, highlighting the need for continued explicit instruction in sentence construction, punctuation, and language conventions, particularly as students prepare for OLNA.

Year 9 writing proficiency was broadly comparable to Like Schools, with slightly more students achieving Exceeding (11.3% vs 10.2%) and similar proportions in the Strong (37.6% vs 38.7%) and Developing (36.2% vs 38.4%) categories. However, the percentage of students requiring Needs Additional Support was higher than Like Schools (14.9% compared to 12.7%), indicating a cohort that would benefit from targeted instructional support. This is a focus within the English department and will be considered in the Literacy PLC

Analysis against national marking criteria indicates that spelling remains close to the national average (4.26 vs 4.33). However, students performed below national means across several higher-order domains, including text structure, cohesion, vocabulary, ideas, punctuation, and paragraphing. These results reveal a consistent pattern in which students demonstrate technical accuracy but have trouble organising and sustaining ideas within extended writing.

Progress data reinforces writing as a key development priority. Belmont City College recorded fewer students achieving Very High (6.5% vs 8.4%) and High (13.0% vs 17.1%) progress, while a substantial proportion of students remained in the Moderate band (48.1% vs 39.1%). Of greater concern is the proportion of students in Very Low progress (16.7% compared to 14.4%), meaning that more than 30% of the cohort is progressing below the desired rate. These patterns suggest that while students are developing foundational skills, growth is not yet sufficient to consistently move learners into higher achievement bands.

Overall, the Year 9 cohort demonstrates strong reading capability and well-established foundational skills in spelling and grammar. Writing, however, remains the primary area for improvement. Future instructional priorities will focus on explicit teaching of text structure, cohesive devices, and idea development, alongside opportunities for guided writing and targeted feedback. In support of this, the English department is also engaging all students in class reading; designed to develop an appreciation for longer-form narrative. Strengthening these areas will support improved progress and ensure students are well prepared for the literacy demands of senior school and OLNA. This is currently being supported through the literacy extension, and OLNA Prep elective at the college, the introduction of grammar and language conventions resources being used as Do Now activities, and Small Group Literacy intervention.

Year 9 NAPLAN – Numeracy

Of a Year 9 2025 student population of 165, 132 sat their Numeracy NAPLAN test.

The trend for the Year 9 cohort above, Like Schools, in Numeracy continued in 2025. Fewer students were achieving Needs Additional Support: 11.4% compared to 13.0% respectively. Students who achieved Exceeding results showed a 1.7% increase above Like Schools (6.1% compared to 4.4% respectively). In addition, students who achieved Strong illustrated a 7.1% increase over Like Schools: 58.3% compared to 51.2%.

Student progress data based on the assessment proficiency levels, when compared to Like Schools, illustrated that 24.8% of students at BCC made high to very high progress compared to 30.8%, 49.5% of students made very low to low progress compared to 36.5%, and 25.8% made moderate (satisfactory) progress, compared to 32.7% of Like Schools. These results indicate a need for targeted

support to boost assessment proficiency levels. As part of this process, a continued revision of the Mathematics curriculum and student assessments with the focus on the implementation of the new curriculum in 2026 was undertaken. Explicit instruction focusing on the breakdown of worded questions and the building of commonality and familiarity between Primary and Secondary Mathematics through work carried out in conjunction with the Belmont Numeracy Network has been implemented to improve the Numeracy results.



Year 10-12 OLNA – Literacy

The college's 2025 OLNA results show a notable improvement from the year prior. Whilst 2024 was characterised by a decline in reading and writing performance for WACE-eligible students compared to 2023, 2025 is characterised by a return to higher achievement. In Reading, 94% of WACE-eligible student met the standard. In Writing, 95% achieved the standard. In 2023, 91% met either.

In the year ending 2025, 60% of Year 10 students have met the OLNA standard for reading, and 57.4% had met the standard for writing. This is an improvement over the performance of last year's Year 10 student outcomes; there were 12 more category 3 students represented in reading, and 3 more in writing. The cohort for the year prior was also larger. This demonstrates that the current Year 10 cohort is a strong cohort than the current Year 11s. In senior school, at the time of this writing, the Reading standard has been met by 60.6% of Year 11 students, and 74% of Year 12 students. The Writing standard has been met by 57.4% of Year 11 students, and 72.7% of Year 12 students.

There are several, interrelated initiatives in place to support students' literacy as they progress through senior school and towards achieving the WACE. These have been in place since the start of 2025 and will continue to support students and be reviewed for effectiveness. These include primary: An OLNA 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 OLNA and the student cohort. Students are given access to learning resources that directly link to the skills assessed in reading and writing OLNA, and the overall structure of the test. This is supported in Year 9 and 10 by OLNA/NAPLAN based literacy extension electives that are run by a Level 3 Literacy Specialist.

Year 10-12 OLNA - Numeracy

Of the WACE-eligible Year 12 cohort, 91% achieved *Category 3* for Numeracy. These results are 3% lower than 2024, and only 1% lower than 2023. Targeted OLNA preparation sessions in Mathematics classes continued in 2025, focusing on Mathematical literacy, fundamental skills such as timetables, and decoding worded questions. The teaching program of Year 11/12 Essentials classes was modified to cater to one lesson per fortnight for teachers to focus on OLNA preparation. Small group support was also provided during study sessions and in class, focusing on the use of OLNAWA and Ready Set OLNA resources. This work will continue in 2026.

At the start of 2025, Year 9 and Year 10 OLNA preparation classes were implemented. These classes cater specifically to students who require additional support in Numeracy. The data after intervention in Year 9 showed a reduction in Category 1 and Category 2 achievements (14% and 7% respectively) and a 21.4% increase in Category 3 achievements. Overall, 64.3% of the students showed a visible improvement in their Mathematical skill development. The Year 10 data showed a significant reduction in Category 1 data (60% to 13% - more students attaining Category 2). 33% achieved Category 3. The Year 10 OLNA preparation class also benefited from additional in-class help in the form of an Ed Connect volunteer who provided one-on-one support throughout the lesson.

The selection of students for these respective classes was based on grades, teacher recommendations, strong attendance, and OLNA diagnostics. To further improve selection processes, Progressive Achievement Tests (PAT) were introduced towards the end of 2025 in Year 8 Math's classes to identify which students (going into 2026) need additional support and to identify specific learning needs.

In semester 2 of 2025, the Small Group Tuition program was established for Numeracy. This evidence-based intervention program catered to a small group of students in Years 7 and 8. Students were identified based on their Numeracy data, which included past NAPLAN scores and current student grades. The focus of the program was to build on students' understanding of basic numerical skills such as odd or even numbers, strategies to use when adding or subtracting, converting words to numbers, and so forth. Students achieved varied success in this program. Unfortunately, this program will not continue in Mathematics in 2026.

Literacy PLC

In 2025, Belmont City College introduced a Literacy Professional Learning Community (PLC); this PLC replaced the Literacy Committee.

The PLC developed a large bank of resources that were broadly organised into reading and writing. These were accompanied by a flow chart to create a whole-school understanding of how reading and writing are to be modelled and taught to students at the college. This flow-chart contained clickable links that allowed staff to access different teaching resources, as well as additional Professional Learning (PL), depending on what part of the reading or writing process they were working on with their students. The writing models is informed by the Australian Education Research organisation (AERO) writing instruction model and many linked professional learning documents and videos are also AERO materials.

In 2026, the Literacy PLC intends to continue its work of supporting the college through accessible resources for all staff. It will also seek to explore the PL available through AERO and rewrite the school's formal Literacy Plan so that it aligns with the learning area operation plans, and the college's current strategic plan.

EAL/D Courses and Pathways

Belmont City College is now in its third year of implementing lower-school vertical EAL/D classes across year 7-9, configured as a Year 7/8 class, and Year 9/10 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 EAL/D 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 119 students enrolled in the A Plus program Year 7 to 10 in 2025. 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 2025, 30 students

participated in these aspirant classes in Year 9 and 10. Excellent results were achieved by students across year groups in the program in 2025.

In its thirteen years of operation, the A Plus Academic Excellence Program has met the aim of skilling and encouraging students towards opportunities for university entry, including ATAR. The percentage of BCC students selecting four or more ATAR subjects at the end of Year 10 was 24% in 2025, a total of 39 students. All the students selecting four or more ATAR subjects were in the A Plus or “Pathway A” aspirant classes.

In 2025, the eighth cohort of A Plus students, and the fifth cohort of Aspirant “Pathway A” students were in Year Twelve. 37 students in the overall BCC cohort achieved an ATAR score. 28 students achieved an ATAR score of over 70, and of these 12 achieved an ATAR score of over 85. Almost all these students participated in A Plus or Pathway A in lower school.

Students in the A Plus program were offered a variety of opportunities for extension and enrichment in 2025, 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.

PIC-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 twelfth year of operation in 2025. Staffing of the program changed, with both Year 5 and Year 6 programs running in Term 4, staffed by teachers whose Year 12 classes had concluded.

A science program was run for both groups, with a STEM focus in the Year 6 program. A showcase is held for parents in the final session of the program and there is engagement with the wider community via BCC social media.

EPIC- Science consistently receives excellent feedback from primary school administration, students and their parents about the value of the program. Parents in the wider Belmont community whose children are in the Catholic Education sector for primary school regularly enquire about the program and whether it is available to their children.

STEM Science Engineering Program

2025 was the tenth 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 2025, our new STEM facility at Belmont City College was built, providing students with state-of-the-art, purpose-built spaces and equipment, broadening the range of engaging projects possible.

This year, Year 10 students participated in the Murdoch University Fauna at Schools Project, working with researchers from Murdoch University to construct camera traps to record animals present on BCC grounds over time

STEM students participated in class projects that included:

- Designing, building and testing a model airplane using a SkyLap power-anchor and data logger
- Designing, building and testing a speedboat, using practical construction skills such as soldering.
- Designing, building and testing a bridge using balsa wood and string
- Building and testing the efficiency of a windmill
- Using Python coding to make a PC game
- Designing and building and testing a solar car
- Building and testing an energy efficient house
- Sphero robot coding project
- Lever arm construction project



Turner and Townsend Mentored STEM Program

This year, Belmont City College partnered with Turner & Townsend, an international project management company, to offer a mentored STEM program to selected students in Year 10. Belmont City College is the first school in Western Australia to be approached by Turner and Townsend to participate in the program, which included visits to the corporate offices as well as a project site at Perth Airport.

Pairs of students were allocated industry mentors and developed a short list of ideas to solve problems of sustainability and inclusivity and then pitch one of these ideas to a corporate panel, who then assessed and provided feedback.

Staff at Belmont City College are collaborating with the outreach team at Turner & Townsend to further develop the program into an Endorsed Program to provide participating students with formal recognition towards their WACE requirements

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.

UWA Girls in Engineering

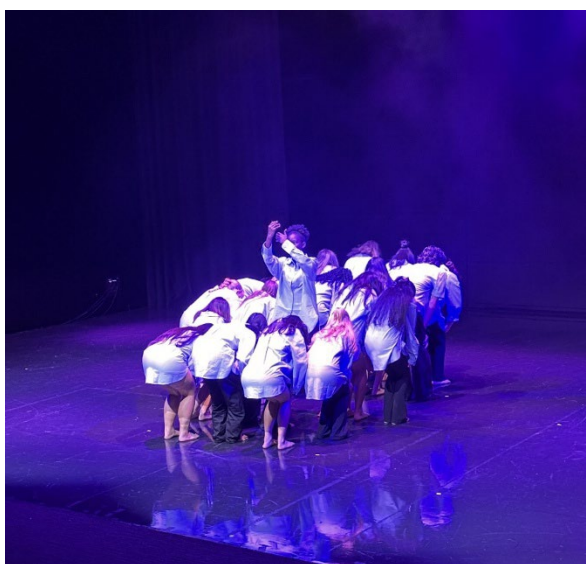
UWA once again offered Girls in Engineering in 2025. Girls in Year 8 and 10 A Plus at Belmont City College participated in excursions to the UWA Campus to meet with industry leaders and participate in engineering activities, and A Plus students in Years 8-10 participated in several incursions.

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 2025, there was one larger Drama Camp involving over 100 students from Years 9 to 12. Twelve camp leaders were selected for the 'Virtual Reality' themed camp, where they were able to develop their creativity through directing and choreographic roles.

The senior school Master Class continues to provide student-centred, contemporary performance opportunities for select Year 10, 11 and 12 Drama students, as well as forge tertiary pathways for aspirational students. In 2025, a Year 7 and 12 school survey was delivered that collated quantitative and qualitative information on how students viewed growing up in the current world climate of increasing technology, social pressure, the cost-of-living crisis and geopolitical unease. Along with their teacher, Master Class wrote an original verbatim play that encapsulated both the data and confidential 'confessions' of how students view the challenges of growing up. 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 2025, including:

- Year 9 to 12 Drama Camp
- Teaching artists from the Black Swan State Theatre Company gave our Year 7 and 8 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

Community Partnerships

In 2025, 0.2 FTE was allocated to establishing a Community Partnerships role, acknowledging the time and effort to create and sustain community partnerships to benefit our students and connect them to industry experience, immersion in the arts and engagement. Several arts community partnerships were built because of this and include:

- **The Perth Festival Partnership**, where groups of students from Follow the Dream, Specialist Contemporary Drama, Visual Arts students and Dance students were granted free access to internationally acclaimed performances, including transport. Teachers were given free Professional Development from Barking Gecko's Luke Kidgell.
- **Belmont City Arts and Culture and Ricochet Circus Partnership**, where students were trained by professional circus performers and then assisted in the facilitation of workshops for the public, followed by a free circus performance.
- **Black Swan State Theatre Company Partnership** which saw our Year 9 Specialist Contemporary Drama students attend a free day-long improvisation masterclass.
- **Barking Gecko Theatre Company Partnership** which allowed 81 students to attend performance of "Hoods" by Barking Gecko Theatre Company for free.
- **WAYTCO and Healthway Partnership** which saw the expansion of our "after school Drama Hub" led by industry professionals and professional teaching artists for lower school students as well as primary school students from feeder primary schools. Integrating them into the college and giving them a positive experience with Belmont before Year 7.
- **Partnership with Rachel McMurray through Black Swan State Theatre Company**, where the Year 10.1 English class explored "Macbeth" through Drama pedagogy to enhance engagement and understanding of the text.

Primary School Program - *Centre Stage*

The *Centre Stage* drama program for primaries continues to provide curriculum-based performance opportunities to 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 short scenes in front of their classmates. 61 students successfully gained entry into the Specialist Contemporary Drama program at Belmont City College for 2026, which was an increase of 11 students from the 2025 cohort. Students came from primary schools including Cloverdale, Rivervale, Kewdale, Belmay, Redcliffe, Belmont, Gibbs Street, Helena Valley, Lathlain and Mundaring. An increasing number of foothills schools are enrolled for the Centre Stage program in 2026.

Music Excellence Program

In 2025, 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 2025 included:

- Senior Concert Band
- Belmont Combined Schools Junior Band
- Vocal Ensemble
- Percussion Ensemble
- Junior Fusion Band
- Year 10 Contemporary band
- Three student driven bands
- Senior School Jazz Ensemble

The Music Excellence calendar of performances was extensive in 2025, 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.

Other performance highlights for 2025 included:

- R U Okay Day – school bands and guest performances
- Jeans for Genes Day
- Twilight Concert in the amphitheatre
- Arts week lunchtime gigs
- Music Showcase 2025 involving school and IMSS ensembles and solos
- Belmont City College Combined Schools Band Annual Music Tour to all feeder primary schools.
- Contemporary Band Festival Performance which was hosted for the first time at Belmont City College
- Concert Band Festival
- The Annual Arts Gala over 6 shows.

At the end of 2025, an additional IMSS ensemble called Junior Jazz Combo was approved for funding for 2026 and beyond.

School Sport

The 2025 Belmont City College Sport Program stands as one of our most successful and vibrant years in recent memory. Across an extensive range of carnivals, interschool competitions and specialist programs, our students consistently displayed exceptional skill, determination, leadership and sportsmanship, qualities that translated into a series of outstanding results.

Participation remained strong across all year levels, and our culture of unity, belonging and connection through sport continued to thrive. The enthusiasm and pride shown by our students have strengthened the role of sport as a cornerstone of the Belmont City College experience.

Year 7–10 Swimming Carnival

The Year 7–10 Swimming Carnival once again proved to be one of the highlights of the school year. Strong competition was evident across all age groups, with numerous tightly contested races and impressive individual performances. The novelty events brought energy and laughter to the pool deck, particularly the crowd-favourite “Killer Whale Race.” The carnival provided an excellent opportunity for our Certificate II / III Sport and Recreation program students to demonstrate their leadership prowess, as they marshalled races, time kept and helped coordinate events across the carnival to ensure the day ran smoothly. Kwilla were fittingly crowned winners on the day, with their house mascot (the Shark) proving an ominous omen.

Year 7–10 Lightning Carnivals

Throughout the year, students from Years 7–10 proudly represented the college in lightning carnivals across Basketball, Netball, Soccer and Volleyball. Strong results were achieved particularly in Netball and Soccer, with students relishing the opportunity to put their skills to the test against our local rivals. The carnivals also played a vital role in providing students with the opportunity to build friendships, confidence and community pride.

AFL Program

Australian Rules Football remains a cornerstone of sport at Belmont City College, and 2025 was a fantastic year across all levels. Our Year 7 boys and girls competed strongly in small-sided day carnivals, impressing WA Football officials with their skill, athleticism and sportsmanship. The Lower School Girls team showcased remarkable growth and impressive athleticism in a triangular series against Kent Street Senior High School, highlighted by the inaugural NAIDOC Week fixture with Clontarf Aboriginal College and the exchange of a commemorative football with a special indigenous design signifying the bond between the two colleges. Meanwhile, the Lower School Boys Eagles Cup team produced one of its strongest seasons in recent years, beating multiple local schools to reach the district final against Chisholm Catholic College, with several players receiving recognition from WA Football Officials. Our coaches were continually impressed by the boy’s high performance, leadership, grit and determination that always seems to underpin our college sides.

Senior Sport

Senior Sport in 2025 reflected both competitiveness and growth across multiple codes. Our Senior Girls and Boys Basketball teams competed strongly at the SSWA day carnival while our Senior Netball teams represented the college proudly at the Fremantle Netball Association, including the introduction of our inaugural Boys Netball team in the Intermediate Year 9–10 division. The Senior Soccer team enjoyed an impressive campaign, recording strong victories over Applecross, Leeming (8–0) and Halls Head before narrowly falling short in a decisive final match against Safety Bay, with

notable growth shown by our Year 11 students throughout the competition. Senior Volleyball also delivered an excellent performance at the day carnival hosted at Arena Joondalup, representing the college with the infectious enthusiasm that we have come to expect from how senior volleyballers.

College Athletics Carnival

Our annual whole-school Athletics Carnival, held on campus, was a fantastic celebration of participation, competition and House spirit. Students competed enthusiastically across track and field events, contributing to an energetic and inclusive atmosphere throughout the day. Congratulations to Kwilla, who were crowned overall shield winners, demonstrating that they can do it both in the water and on the track.



Interschool Athletics Carnival

Following consecutive promotions in previous years, our Interschool Athletics team stepped up another division in 2025 — a testament to the dedicated efforts of our college PE staff and sustained growth of our program. A team of 77 students proudly represented the college at the WA Athletics Stadium, competing strongly against high-quality opposition. Despite the challenge of a higher division, our students remained competitive across track and field events and represented the college with strong sense of pride self-belief.

2025 – A Year of Growth, Excellence and Opportunity

The 2025 Belmont City College Sport Program has been characterised by:

- Whole-school participation and strong house pride
- Competitive success across multiple sports
- Continued growth and promotion in interschool athletics
- Outstanding student leadership
- Talent identification recognition in AFL pathways
- Inclusive opportunities across a broad range of sports
- Exceptional sportsmanship and school pride

Sport continues to play a vital role in shaping confident, resilient and connected young people at Belmont City College. The success of 2025 reflects the dedication of our students, staff and wider community, and provides a strong foundation for continued growth in the years ahead.

Vocational Education and Training (VET)

Vocational Education and Training recorded a strong 83% achievement rate in 2025, with many students graduating with two or more qualifications. The program focused on expanding external offerings to meet diverse student interests and strengthening community and industry links to support Workplace Learning placements.

The college offers a range of vocational qualifications that challenge students academically and support progression in specialised areas. Engineering and Hospitality pathways enable students to complete vocational training in Year 10, allowing for credit transfer and further skill development in upper school.

Aspiced qualifications were offered to upper school students at Certificate I, II and III levels. These included Engineering Pathways, Hospitality, Horticulture, Sport & Recreation, Sampling & Measurement and Workplace Skills, with higher-level offerings in Business, Music, Visual Arts and Sport, Aquatics & Recreation.

To access individual interest pathways students enrolled in a range of external VETDSS qualifications including Integrated Technologies, Community Health & Wellbeing, Animal Care, Automotive, Community Services, School Based Education Support, Screen & Media, Furniture Making, Sampling & Measurement, Apparel, Fashion & Textiles, Autonomous Workplace Operations, Aquaculture, Retail Services, Fitness, Hospitality, Cookery, Preparation for Health & Nursing Studies and Electrotechnology.

A strong focus was placed on providing individual course counselling aligned to student aspirations and goals. This was supported through a range of incursions and excursions that built students' understanding of career pathways, opportunities and core employability skills, including TAFE Career Taster Days, Career Expos and industry professional workshops. Teachers also engaged in industry currency processes and professional development to strengthen links between course content and career outcomes.

Achievements of note:

Year 10:

- 31 students achieved a Certificate I in Hospitality, utilising our specialised Trade Training Centre
- 28 students completed the Engineering Pathways skill set
- 5 students achieved a Certificate I in Agriculture via Hillside Farm
- 1 student achieved a Certificate II in Community Services
- 1 student achieved a Certificate II in Apparel, Fashion and Textiles
- 1 student achieved a Certificate II in Cookery
- 1 student completed a School Based Traineeship
- 4 students attended a workplace, completing 245 hours of work experience combined

Year 11:

- 4 students completed a School Based Traineeship
- 13 students commenced a School Based Traineeship
- 7 students achieved a qualification through TAFE, including a Certificate III in Events and a Certificate III in Screen and Media
- 11 students successfully completed work experience

Year 12:

- 2 students completed a School Based Traineeship
- 26 students achieved a Certificate II in Hospitality, utilising our specialised Trade Trading Centre
- 31 students achieved a Certificate II in Engineering Pathways
- 9 Students achieved a Certificate III in Business
- 8 Students achieved a Certificate III in Visual Arts
- 8 Students achieved a Certificate III in Music
- 7 students successfully achieved a Certificate IV, including 6 in Preparation for Health and Nursing Studies
- 11 students achieved a qualification through TAFE, including a Certificate II in Autonomous Workplace Operations and a Certificate II in Furniture Making Pathways
- 13 students completed work experience



Student Engagement

In 2025, the college continued to demonstrate a strong commitment to improving student attendance, engagement, and wellbeing through a coordinated Student Services approach. Our team worked collaboratively with, staff, families, and external agencies to provide targeted support that meets the diverse needs of our students.

In 2025, the college's overall attendance rate was 76.9%, reflecting a slight decline from 2024 (78.3%). Regular school attendance remains a key priority, underpinning both academic success and positive wellbeing outcomes. Since 2023 the college's regular attendance rate has increased from 40.7% to 43.1%.

In 2025 the attendance rate of our Aboriginal students was 49.5%. This remains below that of Like Schools (59%) and all WA public schools (55%). Improving attendance outcomes for Aboriginal students will be a key priority in 2026, with a continued focus on culturally responsive teaching practices, targeted support, and strengthened engagement with families and the local community.

BCC also continued its commitment to supporting Aboriginal and Torres Strait Islander students through culturally responsive programs. In 2025, the college strengthened partnerships with local Elders to deliver workshops for Indigenous female students and their families. These sessions provided culturally safe spaces to build identity, connection, and wellbeing, while strengthening relationships between school and community.

In 2025, the school also increased the Full-Time Equivalent (FTE) allocation of staff within the Student Services team to strengthen support for attendance, behaviour, and pastoral care and wellbeing. This additional resourcing has enabled a more targeted and responsive approach to student support, ensuring earlier intervention and more consistent follow-up for students requiring additional assistance.

Pastoral care continues to be central to the culture of BCC. In 2025, the Student Services team strengthened its Multi-Tiered Systems of Support (MTSS) in collaboration with external agencies, ensuring that students receive appropriate support at the right level. A significant focus this year was the expansion of Tier 2 Social and Emotional Learning (SEL) programs, which provided targeted small group interventions for students requiring additional support.

- **Rock and Water** - supports students to develop resilience, self-regulation and confidence.
- **Life Skills** - supports independence and everyday skills for personal growth.
- **Drumbeat** - uses drumming to build emotional control, teamwork, and communication.
- **Friendship** - teaches students how to build and maintain positive peer relationships.
- **Wise Minds** - promotes mental health awareness and coping skills.

BCC continued to strengthen its Positive Behaviour Support (PBS) framework in 2025, promoting consistent expectations for student behaviour both within the classroom, during break times and in the wider community. A strong focus was placed on explicitly teaching and reinforcing positive behaviours and supporting students to engage respectfully and safely. Students were regularly recognised and celebrated for demonstrating these behaviours using house points, canteen vouchers, merit certificates, and a variety of reward-based events held throughout the year. These initiatives have contributed to a positive and inclusive school culture, where student success is acknowledged and valued. As a highlight, students from the winning House were rewarded for their ongoing commitment to positive behaviour, celebrating the end of 2025 with a mini golf excursion.

A key highlight of 2025 was the celebration of Harmony Week, which brought together the school community through a vibrant series of events recognising and celebrating the cultural diversity of BCC. Students showcased their cultural identities through traditional dress and an international food festival, alongside a range of student cultural performances. A highlight was the student flag parade, where students proudly represented their cultural backgrounds, creating a strong sense of pride and belonging across the school.



Attendance Data

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
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%
2025	81.6%	80.9%	84.5%	49.5%	59.3%	55.6%	76.9%	78.7%	81.7%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	40.7%	24.5%	19.3%	15.5%
2024	41.6%	23.2%	17.4%	17.7%
2025	43.1%	22.1%	14.7%	20.1%
Like Schools 2025	39.7%	25.9%	17.6%	16.8%
WA Public Schools	48.0%	24.0%	15.0%	13.0%

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 2025, 100 students participated in the Follow the Dream program at Belmont City College (42 students), Bob Hawke College (17 students), Como Secondary College (18 students) and Kent Street Senior High School (23 students). Enrolments included:

- 15 yr7 students,
- 20 yr8 students,
- 13 yr9 students,
- 15 yr10 students,
- 24 yr11 students, and
- 13 yr12 students.

Our yr12 graduating students achieved the following:

- 69.2% students achieved a Certificate II or III qualification
- One student achieved an ATAR score of 91.7
- All students were recognised at their graduation ceremony; with two students achieving the Samantha Rowe MLC Award for Positive Role modelling and the Indigenous Endeavour Award
- Going into 2026, 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 80.2% attendance. Belmont Follow the Dream average attendance by year group was significantly higher than ATSI state-wide average and FTD state-wide programs during 2025:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Belmont FTD	81.99	80.41%	82.3%	79.95%	80.77%	80.42%
FTD State-wide	80.13%	77.91%	78.31%	76.16%	72.57%	74.35%
ATSI overall	63.72%	54.27%	49.69%	45.23%	41.66%	40.78%

Collectively, members also attended over 4,400 hours of tuition during 2025.

Follow the Dream students participated in a range of programs and activities throughout the year. Some of the activities FTD students participated in during 2025 were –

- Yr8 Discovery Day & Yr9 Djinanginy Day at UWA
- Yr11 Wellbeing Day & Cultural Workshop
- Yr12 Graduation Breakfast
- City of Belmont Art Workshop with Noongar artist
- Walk for Reconciliation
- Polly Farmer Foundation Careers Expo
- Cultural Incursions with Noongar mentor
- “No Name, No Blankets” performance
- Chemistry incursions with UWA
- Teambuilding days
- Djarlgarra Yarning
- Djinda Ngardak Culinary Experience
- Unlocking the Power of Business at UWA

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 2025.

Enrolment & Participation:

The Academy finished the year with 35 actively participating students, attendance was a standout achievement, with an average rate of 82% 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
- Monday Munchies where all boys are invited to come and have lunch and sit and have a yarn together
- Good Bunch Lunch is on Fridays for the boys that have been at school for 90% and above for the week

Outcomes for Year 12 Students:

In 2025, four Year 12 students graduated from the program, two graduates have since transitioned into full-time employment, and one has 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 55 Participants, Averaging 63% 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



Deaf Education Program

Throughout 2025, the Belmont City College Deaf Education Program continued to deliver high-quality educational and wellbeing support to ten Deaf and Hard of Hearing students. The dedicated team comprising of Program Coordinator, two Teachers

Deaf, six Education Assistant Auslan (Interpreters), and a Deaf Mentor (now Auslan Language Model), ensured every Deaf or Hard of Hearing student could access the curriculum, participate fully in school life, and develop strong communication and self-advocacy skills. The newly appointed Deaf Mentor provided weekly support to Auslan-using students, helping them strengthen their language skills, self-identity, and cultural understanding. The program maintains a strong focus on student wellbeing, engagement, and achievement, ensuring all Deaf Education students are recognised as valued members of the wider school community.

This year marked a significant milestone as the program underwent a full rebrand for the first time in 36 years. Students and staff collaborated to create a new logo, learning materials, and continued working on the mural celebrating the history and identity of Deaf Education at Belmont City College. The refreshed branding has strengthened the program pride, visibility, and community presence.

Community engagement remained a core focus. Students took part in a wide range of events with Deaf community organisations, including the WA Deaf Recreation Association (WADRA) Multi-Sports Day, Deaf Connect transition presentations, the WA Association for the Deaf (WAAD) Community Market, and the Australian Deaf Golf Championships opening ceremony. These opportunities supported social development, cultural connection, and positive Deaf role modelling.

Through our partnership with North Metropolitan TAFE's Northbridge campus, we were invited to present to Auslan students on their Orientation Day and later hosted students from the Certificate III, IV and Diploma Auslan courses throughout the year. These visits provided trainees with a valuable insight into the role of an Educational Interpreter in a school setting. TAFE students shadowed our professional interpreters across a range of classes, gaining firsthand experience of the responsibilities involved and the many career pathways available beyond community interpreting. In total, we welcomed 18 TAFE students who were eager to explore educational interpreting. We were pleased to offer them a supportive environment to practise their developing skills, and they appreciated the opportunity to learn from our experienced team, who generously shared their knowledge and professional insights.

A priority of the Deaf Education Program in 2025 was to raise awareness regarding post schooling options as well as support students to explore meaningful post-school pathways, through hands-on vocational experiences. Students participated in a range of programs designed to build their confidence, develop employability skills, and broaden their understanding of future study and work options. We hosted several TAFE presentations and visited TAFE campuses to highlight various courses and strengthen student's subject choices at school, as well as readiness for employment and further education.

Two senior students (Years 11 and 12) attended South Metropolitan TAFE Thornlie for a full year. Both students achieved a Certificate II in Painting and Decorating, providing a solid entry pathway into further trades training after school.

Two Year 9 students engaged in the TAFE/CTF Try-A-Trade program. Students explored multiple trades, including bricklaying, carpentry, plastering, and tiling, helping them identify potential areas of interest for future training.

Two senior students completed a nine-week placement at Domus, a large-scale wholesale nursery in Hacketts Gully. They gained practical skills in plant care, workplace communication, and general employability, while experiencing real workplace expectations.

The program introduced a new Deaf Education Elective aligned with the SEN: Sensory Expanded Core Curriculum. Several students participated in the national *MorThemes* literacy intervention trial with promising results. Staff continued to advocate for accessible learning, ensuring captioned materials and appropriate support across all classrooms.

Deaf Education students contributed fully to whole-school life, including Harmony Week, NAIDOC Week and sporting events. The program also strengthened partnerships with the WA Foundation for Deaf Children and continued to welcome prospective families through Open Afternoon tours.

The Deaf Education team remains committed to creating an inclusive, safe, and culturally rich learning environment. The achievements of 2025 reflect the strong collaboration between students, families, staff, and the wider Deaf community, and we look forward to building on this success in 2026.



Inclusion Education Centre

The Inclusive Education program is dedicated to creating a secure, nurturing, and encouraging learning environment in which students are supported to reach their full social, emotional, and academic potential. The program promotes a culture of inclusion where all students are valued, learn at a pace appropriate to their individual needs, and are encouraged to participate meaningfully in the life of the school community.

Teaching and learning within Inclusive Education is underpinned by purposeful, explicit instruction delivered through both individualised and small-group learning opportunities. This is complemented by targeted feedback that supports skill development, consolidation, and the independent application of learning. Classroom teachers are further supported through the expertise of Education Assistants, as well as guidance from literacy and numeracy coordinators, ensuring a collaborative and well-resourced approach to student learning.

All staff are trained in, and actively deliver, Award Scheme Development and Accreditation Network (ASDAN) courses, providing students with access to a practical and engaging curriculum tailored to Inclusive Education settings. In addition, students are offered the opportunity to complete a Certificate II in Horticulture, which integrates theoretical learning with hands-on experiences through the Inclusive Education greenhouse and aquaculture facilities.

As a Positive Behaviour Support (PBS) school, Inclusive Education places a strong emphasis on student wellbeing and proactive behaviour management. Skilled teachers work closely with experienced Education Assistants to identify individual student needs, strengths, triggers, and sensory considerations. This collaborative approach enables staff to implement appropriate tiered Positive Behaviour interventions that support positive engagement and behavioural success.

Through a student-first, solution-focused, and tiered framework, Inclusive Education continues to foster a strong culture of care, high expectations, and inclusive practice, contributing positively to the overall ethos of Belmont City College.



Parents & Citizens Association

In 2025, the Belmont City College Parents & Citizens Association continued its work in strengthening connections between families and the school, and in supporting initiatives that enhance student wellbeing and learning. This year, the P&C allocated just over \$23,000 towards resources and projects that sit outside the school's operational budget.

Key contributions included:

- New canteen equipment
- A cricket pitch cover
- Science learning posters
- PPE for the Containers for Change program
- Resources to support Positive Behaviour Support (PBS)
- Dux and Graduation awards

The P&C acknowledges and thanks the parents and carers who contributed through attendance, feedback, volunteering, or financial support. Their involvement played an important role in enhancing student opportunities and strengthening our school community.

The Association remains committed to ensuring families feel welcomed and engaged, and to continuing its practical support of Belmont City College for the benefit of all students.



Staffing and Enrolment

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	3.0	0
Heads of Departments and Learning Areas	7	7.0	0
Program Coordinators	6	6.0	0
Total Administration Staff	17	17.0	0
Teaching Staff			
Level 3 Teachers	4	3.6	0
Other Teaching Staff	57	52.2	1
Total Teaching Staff	61	55.8	1
Allied Professionals			
Clerical / Administrative	15	12.5	0
Gardening / Maintenance	5	4.1	0
Other Allied Professionals	22	18.4	0
Total Allied Professionals	42	35.1	0
Total	120	107.8	1

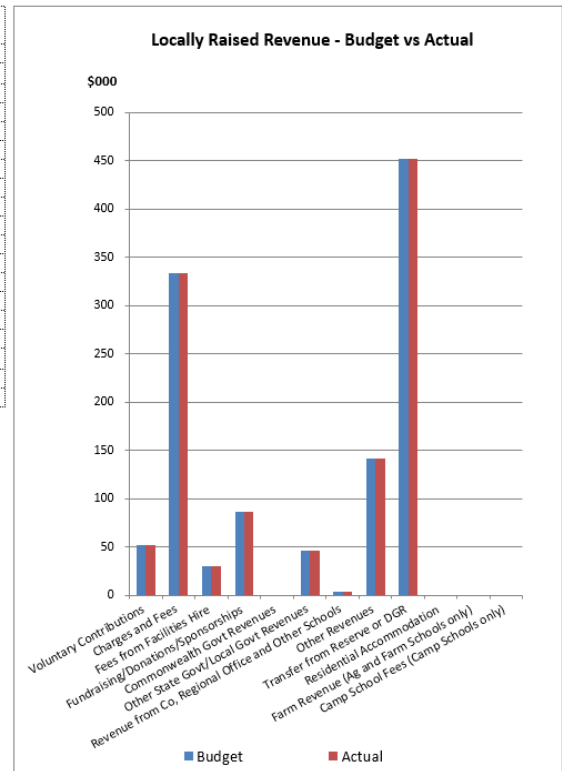
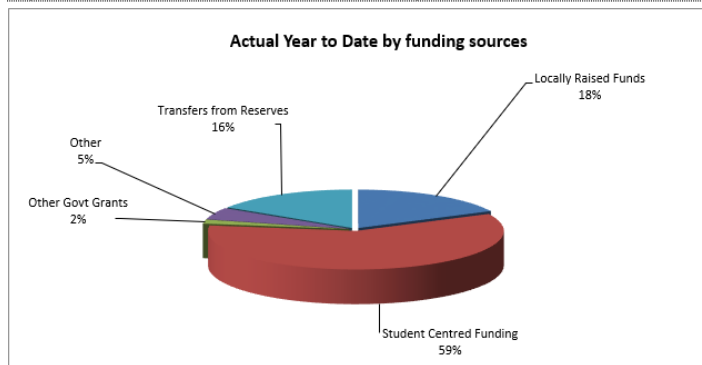
Student Numbers

Semester 2	2021	2022	2023	2024	2025
Lower Secondary	666	639	668	670	693
Upper Secondary	274	268	284	275	311
Total	940	907	952	945	1004

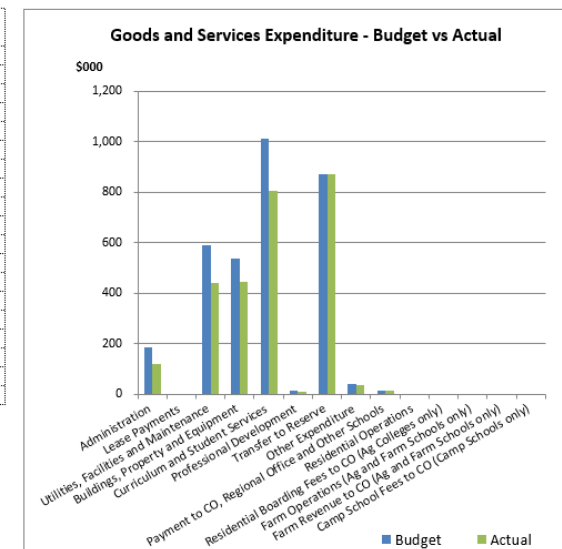
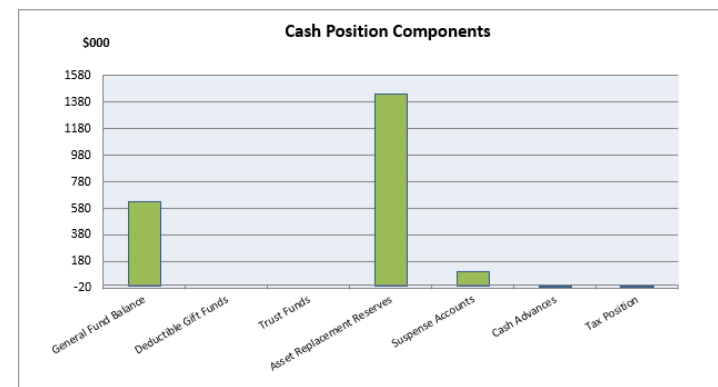
Finance

Belmont City College
Financial Summary as at
31-December-2025

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 52,124.35	\$ 52,124.35
2	Charges and Fees	\$ 333,281.09	\$ 333,281.26
3	Fees from Facilities Hire	\$ 29,763.46	\$ 29,763.19
4	Fundraising/Donations/Sponsorships	\$ 86,094.62	\$ 86,094.62
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 45,500.00	\$ 45,500.00
7	Revenue from Co, Regional Office and Other Schools	\$ 3,334.00	\$ 3,334.00
8	Other Revenues	\$ 141,680.72	\$ 141,681.13
9	Transfer from Reserve or DGR	\$ 452,000.00	\$ 452,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 1,143,778.24	\$ 1,143,778.55
	Opening Balance	\$ 545,903.00	\$ 545,903.02
	Student Centred Funding	\$ 1,682,273.66	\$ 1,682,273.66
	Total Cash Funds Available	\$ 3,371,954.90	\$ 3,371,955.23
	Total Salary Allocation	\$ 14,140,751.00	\$ 14,140,751.00
	Total Funds Available	\$ 17,512,705.90	\$ 17,512,706.23



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 186,548.63	\$ 120,193.74
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 590,931.86	\$ 439,711.26
4	Buildings, Property and Equipment	\$ 539,588.39	\$ 447,020.95
5	Curriculum and Student Services	\$ 1,011,741.79	\$ 805,190.62
6	Professional Development	\$ 16,115.00	\$ 11,811.19
7	Transfer to Reserve	\$ 870,000.00	\$ 870,000.00
8	Other Expenditure	\$ 39,765.74	\$ 36,036.83
9	Payment to CO, Regional Office and Other Schools	\$ 14,027.00	\$ 14,027.00
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	\$ 3,268,718.41	\$ 2,743,991.59
	Total Forecast Salary Expenditure	\$ 13,323,951.00	\$ 13,323,951.00
	Total Expenditure	\$ 16,592,669.41	\$ 16,067,942.59
	Cash Budget Variance	\$ 103,236.49	



Cash Position Components	
Bank Balance	\$ 2,160,927.74
Made up of:	
1 General Fund Balance	\$ 627,963.64
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,437,252.02
5 Suspense Accounts	\$ 104,023.08
6 Cash Advances	\$ (700.00)
7 Tax Position	\$ (7,611.00)
Total Bank Balance	\$ 2,160,927.74

Survey Data & Feedback

The college used modified versions of the Leading Cultures of Teaching Excellence surveys in 2025. The number of questions were reduced significantly, and some were re-written to ensure clarity of understanding. These new surveys will be used in 2025, 2026 and in 2027 so longitudinal data can be collected and analysed.

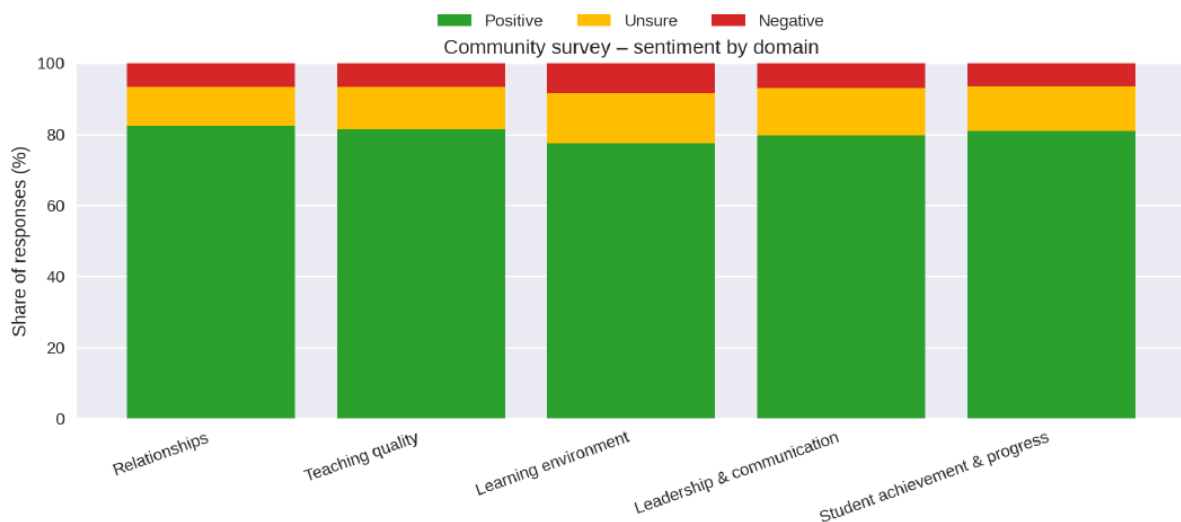
Parent Survey Results

Survey snapshot:

- Respondents: 189 (complete: 171, partial: 17, comments-only: 1).
- Fielding window: 01 Dec 2025 – 13 Dec 2025.
- Median completion time: 198 seconds (~3.3 minutes).
- Overall sentiment (all items): 80.6% positive, 12.3% unsure, 7.1% negative; mean 3.97/5.

1. Domain results (sentiment by domain)

Domain	Mean score (1-5)	% positive	% unsure	% negative
Relationships	4.04	82.4	11.0	6.60
Teaching quality	4.01	81.5	11.8	6.70
Learning environment	3.89	77.3	14.3	8.40
Leadership & communication	3.91	79.8	13.2	7.0
Student achievement & progress	3.95	81.0	12.6	6.40



Highest-rated items (Top 5 by % positive)

Item	n	Mean (1-5)	% positive	% unsure	% negative
I am comfortable to approach the school to discuss my children's needs and progress.	187	4.20	88.8	5.30	5.90
I feel welcome when I am in the school.	187	4.12	88.8	6.40	4.80
Teachers provide me with feedback about my children's achievement and progress.	186	4.15	87.1	5.90	7.0
Teachers at our school are professional, committed and enthusiastic.	188	4.12	84.6	10.6	4.80
I feel well informed about the activities of the school.	188	4.0	84.0	5.30	10.6

Lowest-rated items (Bottom 5 by % positive)

Item	n	Mean (1-5)	% positive	% unsure	% negative
There are effective pastoral care processes in our school.	187	3.72	63.1	30.5	6.40
Staff and students at this school respect each other.	188	3.77	68.1	21.8	10.1
The school staff create learning experiences that are culturally responsive.	186	3.88	74.2	19.4	6.50
Our school is a safe and caring place to be.	185	3.87	78.4	10.8	10.8
The whole school communication processes are well established.	187	3.90	78.6	15.0	6.40

Key takeaways

- Overall parent sentiment is strongly favourable; the main opportunity is reducing uncertainty ("Unsure") through clearer visibility of processes and supports.
- Strongest domain: Relationships — families report feeling welcome and comfortable approaching the school.
- Priority domain for improvement: Learning environment — higher uncertainty and higher negative responses relative to other domains.
- Pastoral care processes show the highest uncertainty; opportunity here to improve communication around pastoral care supports.

Student Survey Results

Respondents by Year

Year	Responses
7	131
8	110
9	87
10	87
11	159
12	54

Overall Positive Rates (Agree + Strongly agree)

Question	Positive %
I feel safe at my school	75.6%
I can talk to an adult (teacher, EA or student services) about my concerns	67.0%
I like being at my school	63.2%
My school takes student opinions seriously	59.9%
What I am learning in each lesson is on the board so I can see it	84.6%
My teachers display and explain the key words I need for each lesson	80.6%
My teachers provide me with verbal or written feedback on my work	75.6%
My teachers go through examples of the work I am expected to do	83.8%
My teachers review what we have learnt at the end of each lesson	64.2%

Key takeaways

- Clear lesson intent & modelling: learning goals on the board (84.6% positive) and worked examples (83.8%) are strong and consistent across years.
- Safety: 75.6% positive overall, increasing to 79–91% in Years 11–12.
- Feedback & vocabulary routines: 75.6% and 80.6% positive, respectively
- Student voice: 59.9% positive overall, with lower results in Years 9–10 (46–40%).
- Help-seeking: 67.0% overall positive, with dips in Years 8–10 (58–56%).
- Belonging (“I like being at my school”): 63.2% overall; softer in Years 8–10 (55–59%).

Staff Survey Results

Three versions of our annual staff survey (Teaching, Non-Teaching and Senior Leadership Team) were developed in 2025 and with staff completing the most appropriate survey depending on their role in the school.

	Teachers % Positive	Non-Teaching % Positive	SLT % Positive
Our school has a culture of high expectations of student achievement and progress.	81.1	93.3	92.3
Our school has a culture where mutually respectful relationships are promoted and valued.	94.3	80	100
Our school has whole-school pastoral care processes that are consistently implemented.	84.9	86.7	100
Our school provides a safe, orderly and inclusive learning environment.	88.7	86.7	76.9
Our whole school communication processes are well established.	83	71.4	92.3
Positive Behaviour Support (PBS) approaches are applied consistently across our school.	73.6	86.7	84.6
School wide processes identify and support specific student needs.	79.2	93.3	92.3
Staff collaboration is a priority.	83	78.6	92.3
Staff collaboration is resourced appropriately.	71.7	86.7	84.6
Student wellbeing and care is a priority at our school.	96.2	100	92.3
There is a strong culture of belonging and pride in our school.	83	100	84.6
We have a whole-school pedagogical framework designed to help achieve the learning outcomes that we intend for our students.	96.2	93.3	100

Key takeaways

- Overall staff sentiment is strongly favourable
- Student wellbeing and care is a clear priority: 96% positive overall
- The importance our whole school pedagogical framework; 96% positive overall
- Providing time for staff to collaborate shows the highest uncertainty; 81% positive. Biggest area of concern for teachers.

2025 YEAR 12 COURSE AWARDS**The Arts**

Dance - General	Tuainance Gwizhi
Design Graphics – General	Isabella Platts
Drama - ATAR	Madison Knight
Drama – General	Rhian Mendoza
Visual Arts – General	Rita Kennedy
Certificate III in Music	Caragh McIlroy
Certificate III in Visual Arts	Naura Maliha

Deaf and Inclusive Education

ASDAN Award	Sierra Adams
Certificate II in Horticulture	Cooper Crouchley

English

English as an Additional Language/Dialect - ATAR	Glaysiaenne Quainkaezxle Canarez
English as an Additional Language/Dialect - General	Zaeenah Argarin
English - ATAR	Hayley Jedlicka
English – General	Maiya Grimm

Humanities and Social Sciences

Career and Enterprise - General	Hannah Jansen
Economics – ATAR	Jeffery Wan
Geography – ATAR	Glaysiaenne Quainkaezxle Canarez
Modern History - ATAR	Suveera Rayamahji
Modern History – General	William Allmark
Certificate II in Workplace skills	Suchanat Songrat
Certificate III in Business	Olivia Martell-Groves

Science

Chemistry – ATAR	Mochamad Razzan Prasetya
Human Biology – ATAR	Mochamad Razzan Prasetya
Human Biology - General	Gayatri Karthik
Physics - ATAR	Mixay Oudomvilay
Psychology - ATAR	Suveera Rayamajhi

Mathematics

Mathematics Essential - General	Emma Lewis
Mathematics Applications – ATAR	Keshav Tewari
Mathematics Methods – ATAR	Mixay Oudomvilay

Health and Physical Education

Health Studies – General	Gloria Danquah
Physical Education Studies - General	Evan Kirkman
Certificate II in Sport and Recreation	Vivian Naeem

Technologies

Food Science Technology – General	Mixay Oudomvilay
Materials Design and Technology: Wood – General	Cameron Britten
Certificate II in Engineering Pathways	Michael Jansen
Certificate II in Hospitality	Gloria Danquah

Special Awards

Award	Recipient
ADF Long Tan Leadership and Teamwork Award	Rhian Mendoza
ADF Future Innovators Award for STEM and Innovation	Mixay Oudomvilay
Darrel Le Mercier Award for Excellence in the Performing Arts	Nathan Hampson
Fair Play award for Active Involvement in Interschool Sport	Martikacherrie Weaver
Zaneta Mascarenhas Award for Service to the College	Minn Kha Naing
Phil Twiss MLC Award for Citizenship	Isabella Platts
Cassie Rowe Award for Leadership and Service	Dede Sokpo
Samantha Rowe Award for Service to the Community.	Tyrell Ryan
City of Belmont Mayors Award for Perseverance	Hannah Jansen
Belmont Forum Award for Positive Behaviour in School	Naura Maliha
Rotary Club of Ascot Award for Integrity	Cohen Jones
Rotary Club of Belmont Award for Resilience	Jessica Dean
Rotary Club of Belmont LEAP Award	Medwin Lacsa
Rotary Club of Belmont Award for Growth Mindset	Gayatri Karthik
Creative Excellence in Visual Communication	Rita Kennedy
Edith Cowan Creative Thinking Award	Takula Mafuleka
SSTUWA Student Scholarship	Stella McCullough

High Achiever Awards

Award	Recipient
Tony Cooke VET Dux Award sponsored by the P & C	Oliver Themistokleous
Dux Award sponsored by Cassie Rowe	Mochamad Razzan Prasetya

Business Plan Review

TARGET 1 - IN EACH YEAR OF THE SCHOOL PLAN THE COLLEGE'S OVERALL ATTENDANCE RATE WILL INCREASE

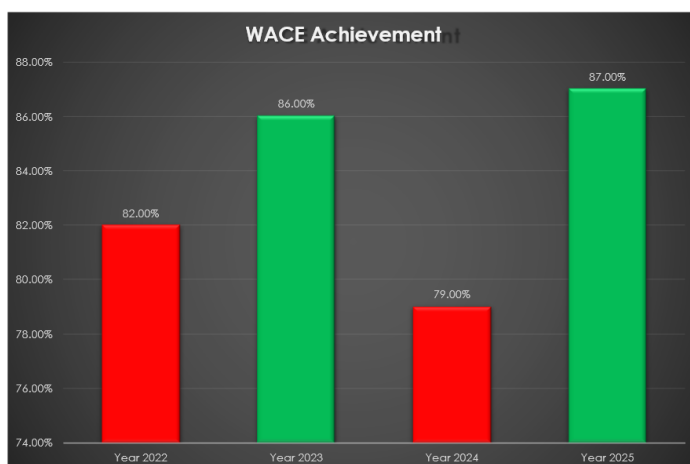
	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	81.8%	82.8%	84.9%	62.8%	64.7%	59.2%	79.4%	81%	82.5%
2024	81.4%	81.8%	84.7%	58.2%	64.6%	57.6%	78.3%	79.9%	82.2%
2025	81.6%	80.9%	84.5%	49.5%	59.3%	55.6%	76.9%	78.7%	81.7%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	40.7%	24.5%	19.3%	15.5%
2024	41.6%	23.2%	17.4%	17.7%
2025	43.1%	22.1%	14.7%	20.1%
Like Schools 2025	39.7%	25.9%	17.6%	16.8%
WA Public Schools	48.0%	24.0%	15.0%	13.0%

FOCUS 2026:

- Continue our work on implementing culturally responsive pedagogies in every classroom. We know that Aboriginal students have a better chance of experiencing success when teaching is responsive to their cultural, linguistic and community backgrounds and when curriculum is enriched with local Aboriginal perspectives, histories and cultures across all learning areas for all students

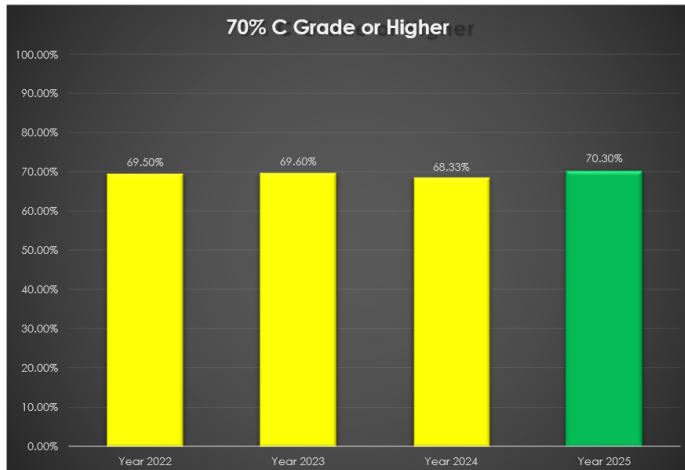
TARGET 2 - IN EACH YEAR OF THE SCHOOL PLAN THE SCHOOL'S WACE ACHIEVEMENT RATE WILL BE 85% OR HIGHER



FOCUS 2026:

- Supporting students to achieve their respective standards in literacy and numeracy, in particular their OLNA
- Continue to provide additional supports for our EAL/D students

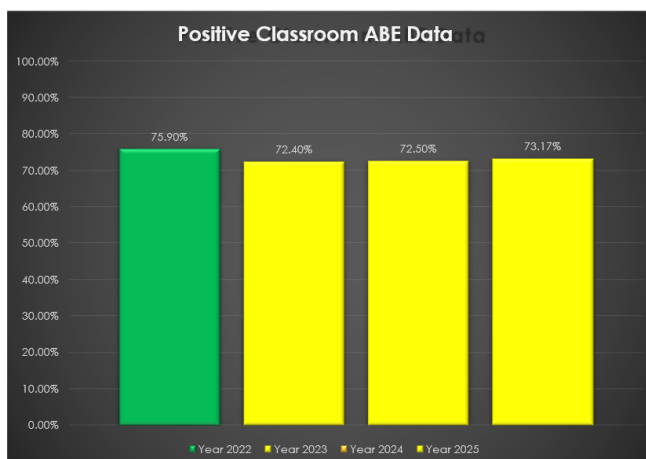
TARGET 3 - IN EACH YEAR OF THE SCHOOL PLAN 70% OF STUDENTS IN EACH YEAR LEVEL ACHIEVE C, B OR A GRADES.



FOCUS 2026:

- Full implementation of our Instructional Model with a clear focus on explicit teaching and differentiated teaching practices based on identified learning needs
- Deepen our understanding of Inclusion to better support students with a disability

TARGET 4 - 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 REPORTING TO PARENTS



FOCUS 2026:

- Setting high expectations of student behaviour through PBS ensuring consistency of practice in all classrooms
- Continue to support staff in the management of student behaviour within the new student services structure

OFFICIAL

TARGET 5 - IN EACH YEAR OF THE SCHOOL PLAN THE AVERAGE STUDENT YEAR 9 NAPLAN RESULTS IN ALL FIVE TEST AREAS WILL BE CLOSE TO OR ABOVE STUDENTS WITH A SIMILAR BACKGROUND.

	2023	2024	2025		
				<<	>>
Compare to	☒ Students with similar background		☐ All Australian students		
	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	511	514	539	499	516
Year 9	554	550	571	538	557

FOCUS 2026:

- Strengthen students literacy & numeracy development by continuing to embed the Literacy and Numeracy General Capabilities across all learning areas for all students. Supported through PLC's.