Belmont City College offers a range of educational programs and pathways for students in Years 8 through to 12. The College attracts students from the Belmont area and surrounding suburbs including Carlisle, Kewdale, Cloverdale and Redcliffe. We are one of four schools to offer a Specialist Drama Program and have recently extended our facilities with the development of a Trade Training Centre.

**Programs Offered**

The curriculum program for students in Years 8 to 10 is centred on the Curriculum Framework where students are assessed against the grade related descriptors as published by the Department of Education in 2009.

Upper school students have multiple options available to them regarding pathways; the College offers Stage 2 and Stage 3 courses for tertiary bound students, Stage 1 and Stage 2 courses and Certificates I, II or III for students wishing to enter TAFE, employment or an apprenticeship as well as vocational programs in Hospitality and Tourism and the School Apprenticeship Link Program.

Students' academic achievement is supported through the College's Teaching and Learning Support (TLS) Department. TLS allows students access to specialised study, homework and support programs in order to build on their achievement whilst at the College.

2011 saw the completion of the College's Trade Training Centre. Belmont City College is WA's only secondary school offering a Specialist Program in Hospitality. The College has also been granted specialist status for its Drama program, and is one of four schools in the state to offer such training.

**2011 Achievements**

Year 12 students achieved excellent results at Belmont City College in 2011. Every Year 12 student secondary graduation and all university bound students were offered a place at university in first round offers.

In addition to exceptional all round performance, three students achieved ATAR results over 90. The median ATAR of 78.7, with the exception of one private school, exceeded that of all public and private secondary schools in the surrounding area. These students are:

- Anthony Lim (ATAR - 96.35)
- Rose Hasegawa (ATAR - 95.25)
- Arnon Onthanma (ATAR - 93.45)

6 of our Year 11 students were granted UWA Fairway scholarships in 2011 which will enable them access to a residential summer school on the university campus and undertake mentoring from UWA students. In addition to this the program ensures students are offered places in a variety of undergraduate degrees provided students meet basic eligibility criteria. Successful completion of the Fairway program makes students much more competitive when seeking admission to UWA.
Year 12 Performance Data

As per 2010, 100% of Year 12 students achieved secondary graduation. Only one other local high school achieved this result.

Since 2008 there has been a steady upward trend in the median ATAR result of students at Belmont City College. The 2011 median ATAR result of 78.7 was higher than the state median. The average scaled scores of 6 subjects were also higher than the state mean. A very significant achievement was university eligibility; every ATAR student achieved university entry and was offered a university placement in first round offers.

In addition to a strong median ATAR, three students achieved an ATAR of over 90, outperforming a large percentage of students throughout the state. Anthony Lim, on 96.35, was in the top 8.8% of the state while Rose Hasegawa, 95.25, achieved in the top 11.4%. Our third student who achieved a significantly high ATAR was Arnon Onthanma, on 93.45, who achieved in the top 15.7% of WA.

The percentage of students achieving WACE course scores of over 75 and over 65 was greater than the College’s like schools and comparative in regards to many of the schools in close vicinity.

75% of Year 12 students completed at least one unit of competency. Certificate completion was lower than that of previous years, where 87% of students completed a Certificate I while 10% completed a Certificate II.
There has been a general upward trend in Year 9 students’ NAPLAN achievement over the last three years as can be demonstrated by Graph 2.

Results in comparison to like schools show that BCC generally tended to outperform like schools in Writing and Spelling and achieve comparable results in Numeracy. Results in Reading and Grammar and Punctuation assessments are lower than those of like schools.

Supporting students’ literacy and numeracy continues to remain a priority at the College with numerous programs and supports being implemented to support students’ achievement.
Value Adding and Progress

While the progress of students in the Reading and Numeracy assessments is similar to if not lower than that of like schools, progress in the Writing, Spelling and Grammar and Punctuation assessments is greater than that of like and WA schools. In fact, progress data for Spelling and Grammar and Punctuation at Belmont City College is also greater than that of the country as a whole.

Progress in the Writing assessment was 16 marks higher than that of like schools and 11 marks greater than the state.

Progress in the Spelling assessment was 9 marks greater than that of like schools and 7 marks greater than both the state and country’s average progress.

Progress data for the Grammar and Punctuation assessment shows Belmont City College to be 8 marks greater than like schools and 10 marks greater than both the state and national progress averages.
Staffing

<table>
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<tr>
<th>Staffing 2011</th>
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<tbody>
<tr>
<td>Administration Staff</td>
</tr>
<tr>
<td>Teaching Staff</td>
</tr>
<tr>
<td>Support Staff</td>
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</tbody>
</table>

Teacher of the Year Finalist

The College's LOTE teacher, Mr Jaeik Jeong, was nominated and short listed for Teacher of the Year.

Teacher Scholarship

The College awarded its first teacher scholarship in 2011. The successful applicant, Ms Jessica Bromley, used the scholarship to attend a specially designed NIDA course during the mid-year break.

Masters in Educational Leadership Program

One staff member, Mr Theo Gummery, was successful in his application for a scholarship in the Masters of Education Leadership program which begins in 2012.

Student Participation

Semester Two Enrolments 2011

<table>
<thead>
<tr>
<th>Secondary</th>
<th>Total</th>
<th>Y08</th>
<th>Y09</th>
<th>Y10</th>
<th>Y11</th>
<th>Y12</th>
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<tbody>
<tr>
<td>Full Time</td>
<td>500</td>
<td>115</td>
<td>59</td>
<td>140</td>
<td>121</td>
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Attendance

Overall attendance data has improved each year and 2011 saw only a 2% difference in the College’s total attendance when compared to state data. This is an improvement on the almost 5% difference that existed three years ago.

Regular attendance has also improved where over half of the College's cohort fall in this range. Students severely at risk due to non-attendance has also fallen over the same three year period with 8.9% of the College’s students falling in this range in 2011. This is 2% higher than the state average.

<table>
<thead>
<tr>
<th></th>
<th>Non-Aboriginal Attendance</th>
<th>Aboriginal Attendance</th>
<th>Total Attendance</th>
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<tbody>
<tr>
<td></td>
<td>School</td>
<td>State</td>
<td>School</td>
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<tr>
<td>2009</td>
<td>85.7%</td>
<td>89.3%</td>
<td>65.8%</td>
</tr>
<tr>
<td>2010</td>
<td>87.3%</td>
<td>89.2%</td>
<td>63.9%</td>
</tr>
<tr>
<td>2011</td>
<td>88.3%</td>
<td>89.0%</td>
<td>64.0%</td>
</tr>
</tbody>
</table>
College Finance

Total College Revenue by Area 2011

College Total FTE Allocation

December 2011

College Expenditure 2011 - Major Areas of Operation

[Pie charts and bar graphs illustrating financial breakdowns and allocations]
School Priorities

In line with the College’s business plan and the Department’s Focus, the following areas remain whole school priorities:

- Literacy
- Numeracy
- Attendance
- VET Attainment
- TER Achievement
- Graduation
- Aboriginal Education

Much work has been done in all priority areas and growth can be demonstrated in the figures provided in previous sections.

Professional development on whole school literacy strategies continues to be a key feature of staff development days and exceptional work is occurring in learning areas across the school.

2011 saw Belmont City College embark on the development of an Aboriginal Community Partnership Agreement and work in this area continues in to 2012.

Strategies to continue the exceptional achievement in TER achievement and graduation results from 2011 are in place for 2012 and include a focus on study skills and examination technique as well as programs such as UWA’s Fairway in order to ensure that Belmont City College students continue to achieve excellence in TER pathways.

The College’s VET offerings were also reviewed over the course of 2011 resulting in new Certificate II courses being offered in 2012.