

Belmont City College



Achieve Excellence



2013 Annual Report



2013 Highlights

2013 was a successful year for Belmont City College students, staff and community. Year 12 students achieved very well in their final year of study and all completed a Certificate II and/or achieved an ATAR of 55 or greater. This saw students well placed for university entrance and 98% of our ATAR students were offered places in the first round of offers. For the fourth year in a row, 100% of students achieved WACE graduation. University bound students performed very well with 20% of the group achieving in the top third of the state and 67% of students being offered places at the University of Western Australia.

Follow The Dream students also achieved excellence in 2013, with the Belmont City College centre topping the state average in both tutoring hours and attendance. Students in the Follow The Dream program averaged 130 hours of tuition (with the top student accumulating 195.5 hours) and the average school attendance rate was 91%.

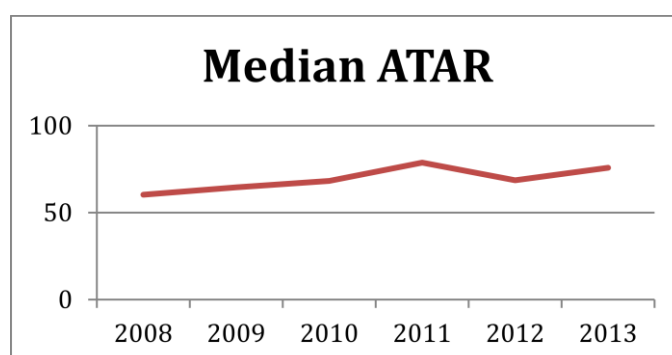
Our Deaf Education Program was launched in 2013 and has been very successful in its first year in providing a curriculum that addresses the academic, language and social and emotional needs of our Deaf students.

The Aboriginal Ambassadors program also began. Initially consisting of 8 students the program now has 35 members and aims to encourage leadership, confidence, cultural identity and community. By taking responsibility for their own personal actions, students promote and encourage positive attendance, behaviour and respectful behaviours throughout the College. Students in the program are involved in a range of activities that will develop and celebrate Aboriginal culture in the college and wider community. Students are involved in mentoring younger Aboriginal students in the College and in local primary schools.

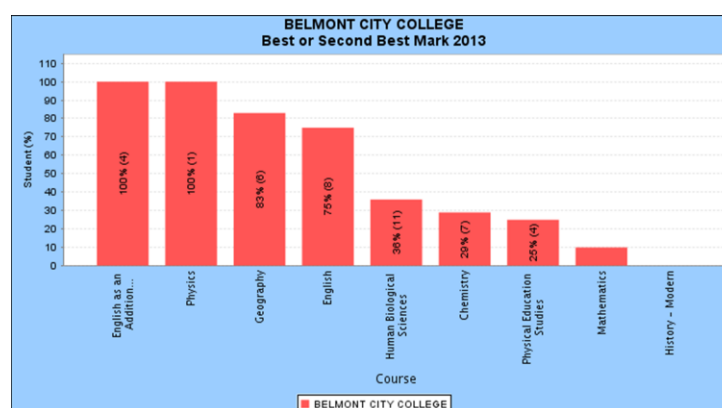
Belmont City College joined the Department of Education's Aussi-WA initiative and a horticulture program was developed in 2013. The college's vision for sustainability saw students conducting waste audits and working in the new garden space to repurpose old materials, care for plants and develop an aquaponics system.

Senior School

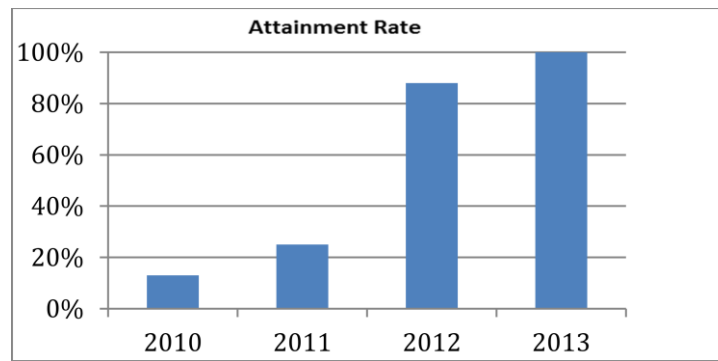
Belmont City College students continue to achieve excellent results in Year 12. ATAR students performed well in their WACE exams achieving a median ATAR of 75.8. Of these candidates, three achieved final ATAR results over 88, with the college dux achieving an ATAR of 93.75. In addition to strong overall results, students performed well in individual courses with one student achieving a scaled mark of 96 in Stage 3 EALD, while a Stage 3 Physics student achieved a scaled mark of 83. Such outstanding performance saw Sharra Lozaga awarded a Certificate of Distinction for achieving in the top 0.5% of the state in her Stage 3 EALD exam.



Due to very strong course results, both Stage 3 EALD and Stage 3 Physics were included as the best mark for all candidates enrolled in the courses. Stage 3 Geography students also performed well and 83% of students achieved their top result in this course.



Belmont City College attainment figures were once again above those of the state. In 2013, not only did 100% of students achieve graduation, all achieved attainment; every Year 12 student at the college achieved their WACE and completed a Certificate II or gained an ATAR of 55 or higher. The state average for such a benchmark was 74.9% (in 2012 the average attainment rate for public schools was 65.5% while BCC's attainment rate was 88%).



Senior School students at Belmont City College have the opportunity to undertake a number of Certificate II courses and/or access specialist study support in order to ensure that they succeed in their studies, are competitively placed for university entry and can complete AQF (VET) certificates aiding STP (TAFE) entry or employment. The college offered a range of certificates for students to complete. Those available for general selection were Certificate II in Applied Language, Business, Sport Coaching or Sport and Recreation. Students in the college's PAiS (Pre-Apprenticeship in Schools) program could choose from a Certificate II in Automotive Vehicle Servicing, Construction or Engineering while Specialist Hospitality students completed a Certificate II in Hospitality and Tourism.

Once again Belmont City College achieved a place in both the SCSA First 50 VET Tables. The college was ranked sixth in the state for VET participation, with 97.3% of students completing 220 hours or more of VET in Year 12. Additionally, Belmont City College was ranked nineteenth in the state for VET achievement; 98.61% of students completed a Certificate II or higher.

Belmont City College is fortunate to have very supportive links with the University of WA. UWA staff members have worked closely with Belmont City College staff and students in what has been a highly productive relationship. This year, ten Belmont City College students gained entry to UWA. Five Belmont City College Year 12 students were participants in the Fairway program. These students completed an intensive study skills course during two residential camps at the UWA Campus. Our Fairway students also received mentoring and tutoring throughout the program. The program culminated in our students, their families and friends attending the Fairway award ceremony at the school of Business at the University of Western Australia.

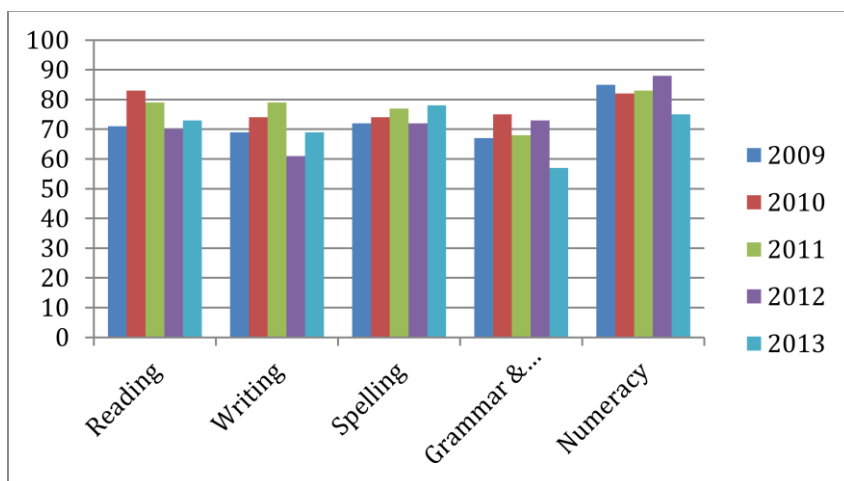
Graduation awards were presented by Independent Member of Parliament Dr Liz Constable and the Director of Student Services at UWA, Dr Judy Skeene.



NAPLAN

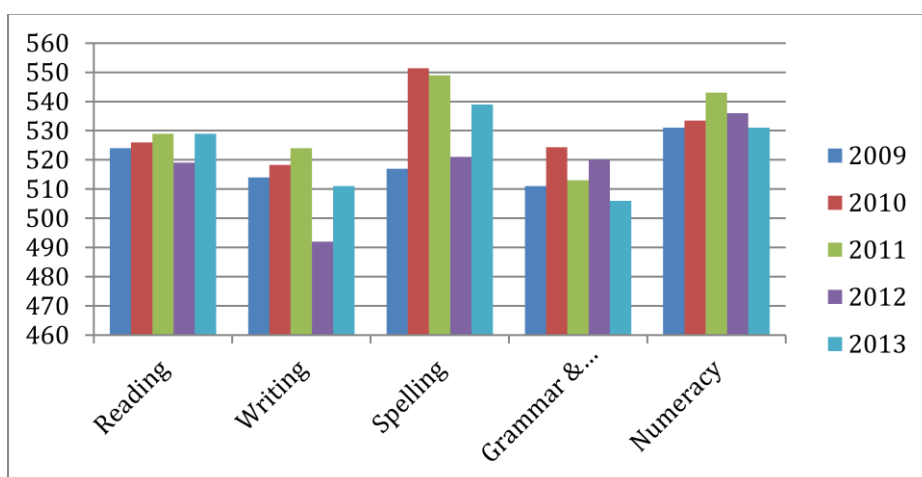
The percentage of students achieving at or above the national benchmark improved in three of the five NAPLAN assessments in 2013. Students' results in the Reading, Writing and Spelling assessments show an increase of up to 8% of students reaching the national benchmark (and higher). Along with this, however, was a drop in the percentage of students reaching this benchmark in Numeracy as well as Grammar and Punctuation.

**Students Performing At or Above the National Benchmark
in NAPLAN 2009-13**

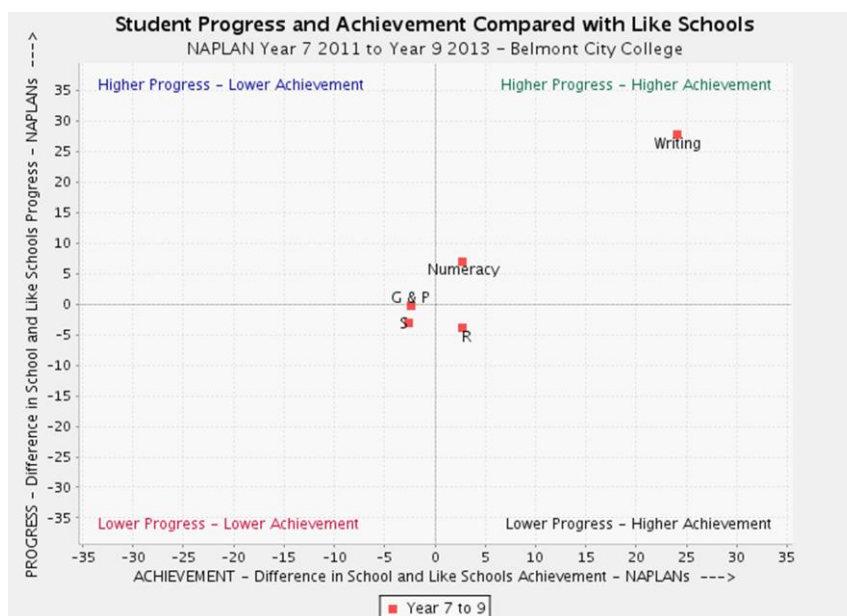


In addition to an improvement in the percentage of students meeting the minimum standard, the standardised mean result for three assessments also increased. Reading, Writing and Spelling results showed an improvement of up to 19 points higher than the mean results in 2012. While Numeracy results were not as strong this year as previous years, the difference in achievement was very slight (down 5 marks).

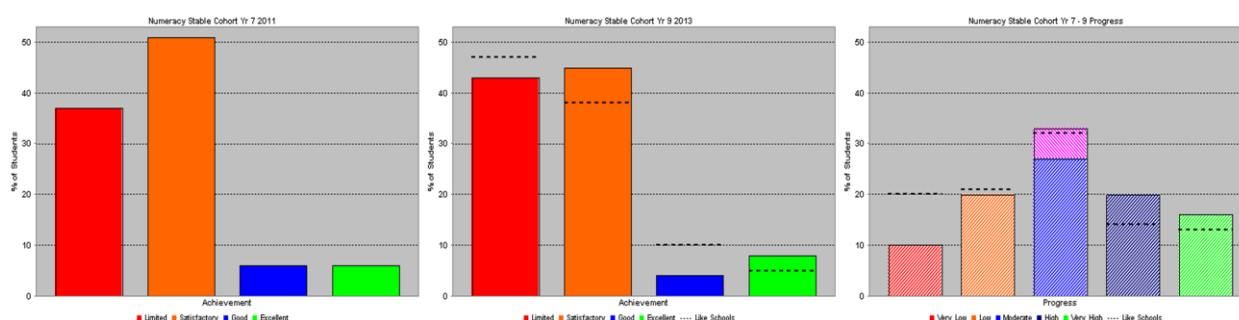
NAPLAN Standardised Mean 2009-2013



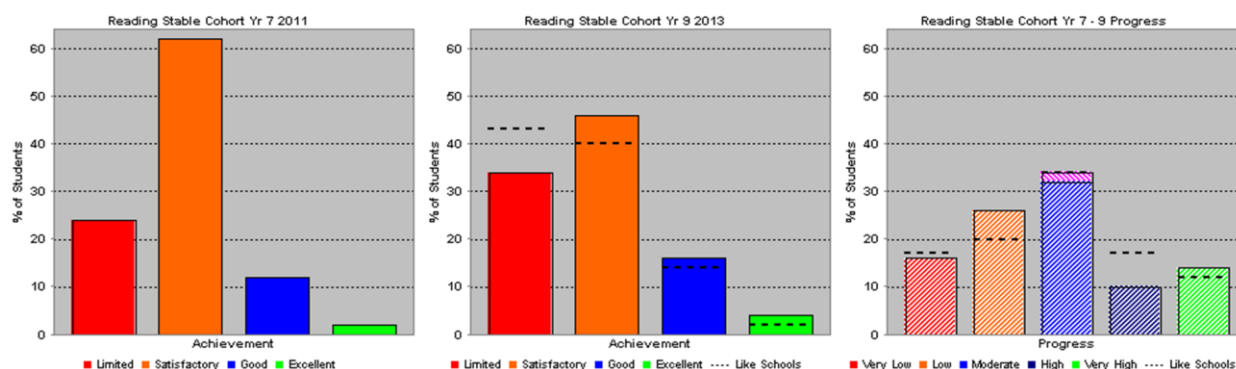
The college's progress data once again shows that students' NAPLAN achievement has improved by the time they sit their Year 9 assessments. Both the Writing and Numeracy assessments demonstrate high progress and achievement, thus students have improved on their Year 7 result and in turn, demonstrated higher achievement (more so than students at like schools).



Numeracy results showed a similar trend in the 2012 assessments, and once again students demonstrated higher progress and achievement than like schools. The most impressive aspect of the college's progress data, however, is that all student groups have demonstrated strong progress, and in most cases, stronger than like schools. Male, Female, Aboriginal and students whose first language is not English, have all made outstanding progress demonstrating that the strategies employed have benefitted all Belmont City College students.



Numeracy progress results show that since their Year 7 assessment, students have made more progress at the very high and high end, and considerably less at the very low end compared to like schools.



Reading results are also positive, where more BCC students have made very high progress and less have made very low progress compared to like schools.

Specialist Contemporary Drama Program

In 2013, the Belmont City College Specialist Drama program was delivered to six schools in the Belmont Network area.



Primary Program

The primary program had a strong emphasis on vocal and non-verbal communication skills as well as team building activities, stimulating creativity in problem solving. The program aimed to challenge students' perceptions about their world and their community. Specialist Primary Drama provided a safe atmosphere, where actions and consequences were discussed and explored 'in role' without the dangers and pitfalls that such experimentation would lead to in the 'real' world. At the end of Term 4, parents and friends were invited to an open day at Belmont City College where they watched students perform in a series of workshops centred around communicating through movement as well as rehearsed improvisations.

Secondary Program

In 2013, Specialist Contemporary Drama at Belmont City College aimed to create a well balance program of intellectual, emotional, social and communication skills with three key areas in mind:

- learning for life,
- willingness to serve the wider community,
- nourishing the artistic development of aspirational young performers.

Year 8 Contemporary Drama ran for the first time in 2013, as well as Year 9 and 10 Contemporary Drama. Students were exposed to a number of professional performances at various theatres across Perth. A number of successful performances emerged from these classes, including a variety showcase evening, a comedy evening as well as the annual Drama Festival for Primaries, which was performed for over 2000 local primary students.

Specialist Hospitality Program

Belmont City College offers the only Specialist Hospitality Program in a WA Public School. The Hospitality Specialist Program provides excellent opportunities to:

- learn from experienced hospitality-trained teachers
- start professional training while still at school
- undertake a School Based Traineeship, gain valuable work experience and earn a training wage
- complete a Certificate I in Hospitality, a Certificate II in Kitchen Operations and work towards a Certificate III in Commercial Cookery in 2014
- complete requirements for the WACE.

Students are also given the opportunity to participate in ongoing workshops presented by a number of high profile and award winning West Australian chefs as well as opportunities to participate in competitions and showcases through our affiliation with Group Training Providers.

Belmont City College Trade Training Centre

Belmont City College's Specialist Hospitality program continued to grow in 2013 and in addition to senior students accessing specialist training, master classes were offered to Year 9 and 10 students interested in the field of Hospitality. The college's Trade Training Centre hosted a number of specialist workshops for students as well as events for Belmont City College students and Department of Education staff.

Years 10, 11 and 12 were involved in the Prepare, Produce, Provide project throughout Term 2. The project saw this group of students produce 500 meals towards the grand total of 6701 meals donated to Foodbank WA for those less fortunate in our community. Students worked with apprentices, food distributors and some of Perth's best chefs throughout the challenge and achieved credits towards their studies.

In September the Year 9 and 10 Masterclass students were involved in providing lunch for their peers who were recognised by the college for their academic achievement at the Principal's Lunch. The groups catered for 80 students and staff with the Year 9s cooking the lunch and the Year 10s providing the front of house duties.

Involvement with outside agencies has allowed us to bring authentic learning experiences to our students. In October of 2013 we were treated to the FutureNow Hospitality Ambassador Program which brings young, qualified, successful and energetic chefs straight from their kitchens into secondary schools in Western Australia. This program was developed in conjunction with the Industry Leisure Council and is an entertaining face to face cooking demonstration along with promoting 'Hospitality and Tourism' as an exciting career path for young people.

The final cook-off for the Hospitality Group Training “Taste of the Future” competition – open to Year 11 and 12 students across WA Schools, was also held in the Trade Training Centre in October. The competition assisted in raising awareness and promoting chef apprenticeships to secondary school students in responding to labour and skills shortages in the hospitality and tourism industry.



Deaf Education

Belmont City College was fortunate in 2013 to be able to introduce a new faculty; the Deaf Education Program opened with 9 students, 1.5 teachers of the Deaf, 7.6 interpreters and 0.4 Deaf Mentors participating in the Deaf Education program.

The Deaf Education program involves deaf students being withdrawn from mainstream English classes and being taught English by a Teacher of the Deaf in small groups or one to one. It also involves Deaf students accessing all other subjects via mainstream classes, with the support of an Auslan interpreter. Teachers of the Deaf support mainstream teachers by assisting them with curriculum differentiation. Teachers of the Deaf also go into mainstream classes that have Deaf students. This provides extra 'hands on' in class support for mainstream teachers.

In 2013, all Deaf students were provided with the opportunity to take their recess and lunchtimes in a common room. This was done to engender a sense of 'community' and belonging between the Deaf students. During these times students engaged in a variety of activities for developing cooperative and age appropriate social skills. These included short-term activities like playing Uno and long-term cooperative activities like completing a 1000 piece jigsaw puzzle which took many weeks to complete and generated a lot of cooperation and a fine sense of achievement when it was completed.

Students were also provided with the opportunity to be involved in the Deaf Speaker Program. Very often, Deaf children from hearing families often never meet Deaf adults. This can be unnerving for them as they move into adolescence and young adulthood. They suffer anxiety from not knowing what an 'Adult Deaf Life' looks like. Every fortnight a Deaf person would visit the college and talk to all the Deaf students about their own school days, growing up, getting work, travelling, raising families and so on. This was a wonderful program that the students greatly enjoyed; they looked forward to these fortnightly events and met many Deaf people, which provided them positive links into the wider Deaf community.



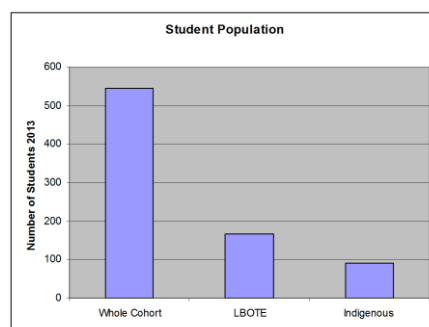
A 'Deaf Drumming' group was also introduced in 2013. Students were offered the opportunity to learn drumming from a Deaf instructor who had learnt drumming in his school in Japan. Nobu Hara visited the college once a week to run a 45 minute drumming session with the students.

Enrolments and Attendance

Enrolments

Secondary	Total	Y08	Y09	Y10	Y11	Y12
Full Time	505	101	118	124	78	84
Part Time						
Total	505	101	118	124	78	84

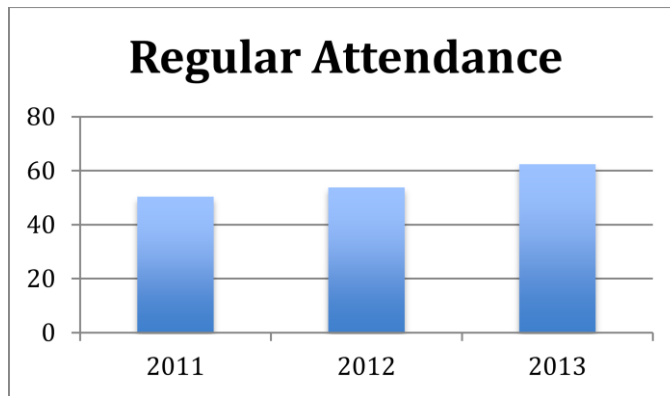
Belmont City College's student population is quite varied and is comprised of 30% LBOTE students (from over 24 countries) and 17% Indigenous students. The majority of our LBOTE students are from the Philippines. Such variation in students' educational experiences and language acquisition has presented challenges in terms of curriculum delivery (especially for provision of ESL classes) and student achievement (in particular, NAPLAN results in reading and writing). The college has endeavoured to accommodate for the needs of LBOTE students by designating specific Humanities classes as ESL and providing teacher training on teaching ESL students in the mainstream.



Attendance Rates

	Non - Aboriginal			Aboriginal		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2011	88.30%	86.30%	89.00%	63.90%	72.10%	67.10%
2012	87.40%	86.20%	89.30%	63.50%	71.10%	67.90%
2013	88.40%	86.10%	89.10%	65.60%	72.60%	67.20%

Regular attendance rates for Belmont City College students have continued to improve over the last three years and the 2013 figures were higher than the state average; 62.4% of Belmont City College's students attended school regularly (attendance greater than 90%) compared to the average of 60% for WA public schools. This improvement in regular attendance was also achieved by Aboriginal students; regular attendance for Aboriginal students was at 30.8% while the average for WA public schools was 24%.



Such improvements in attendance data were recognised by the Regional Executive Director for the South Metropolitan Education Region. Not only were the college's regular attendance rates higher than the state average, we achieved the highest improvement in the percentage of students who attend school regularly across all secondary schools in the region.

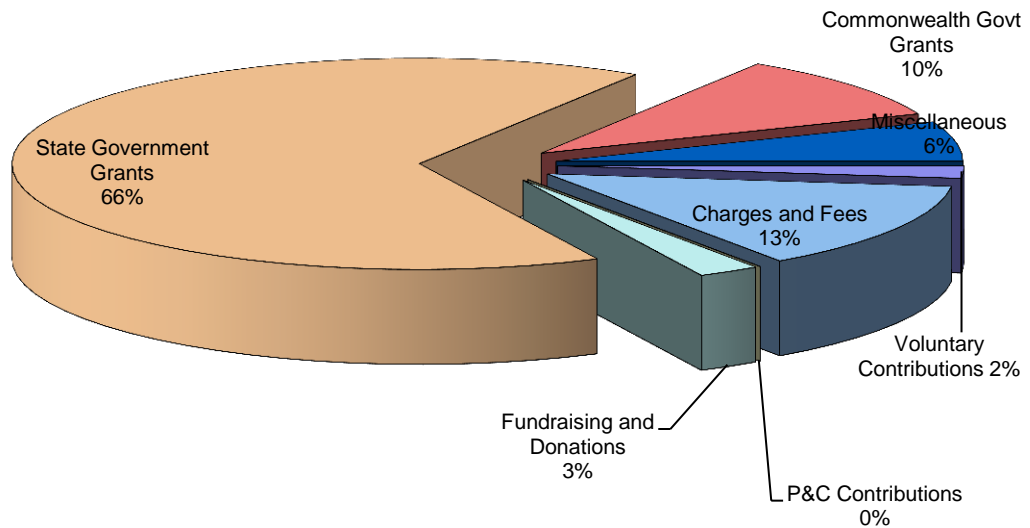
Staff



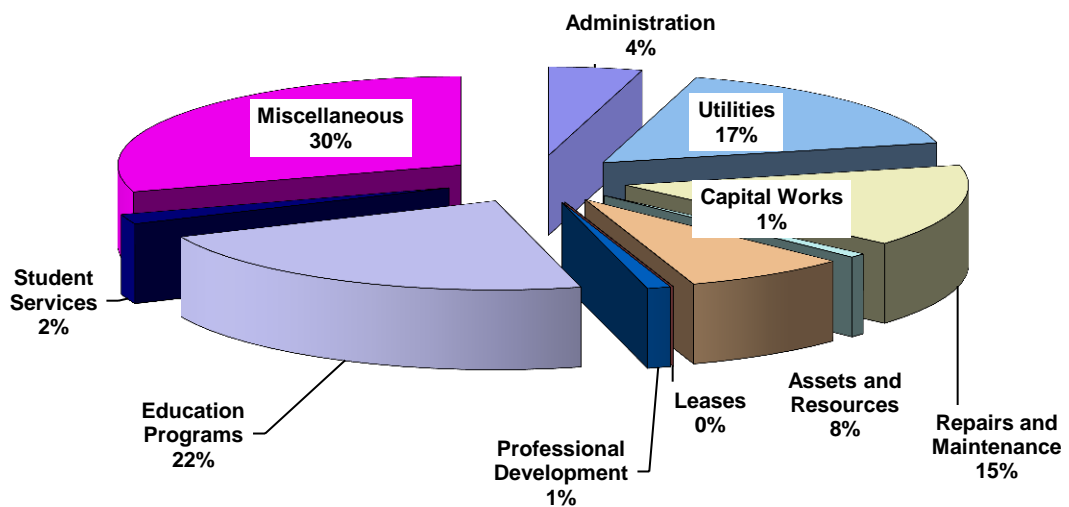
	No	FTE	ATSI No
Administration Staff			
Principals	1	1.0	0
Deputy Principals	3	3.0	0
Program Coordinators	4	4.0	0
Total Administration Staff	8	8.0	0
Teaching Staff			
Other Teaching Staff	43	38.9	0
Total Teaching Staff	43	38.9	0
School Support Staff			
Clerical / Administrative	8	7.2	0
Gardening / Maintenance	3	3.0	0
Other Non-Teaching Staff	25	20.8	0
Total School Support Staff	36	31.0	0
Total	87	77.9	0

Finance

Annual Income



Annual Expenditure



IPS Update

School Review

Belmont City College is in its fourth year of operation as an Independent Public School and as such, had its first independent review in 2013. The reviewers made numerous commendations that reinforced the College's achievements across a variety of areas. These commendations included:

- the purposeful and meaningful engagement in learning in all classrooms
- the commitment of teachers to effective teaching and to high standards of behaviour and learning
- the embedding of literacy in all areas of the curriculum
- the inclusivity which is evident in all aspects of the College's operations, including hearing impaired, Educational Support and multi-cultural acceptance.

The college's commitment to whole school improvement was reinforced in the independent review findings. Reviewers identified that at Belmont City College the *IPS model has facilitated a strong culture of excellence with high expectations in terms of academic standards. There is a sense of an enquiring school which regularly monitors the quality of its learning environment measured in terms of student progress. The reviewers observed a collaborative and determined commitment to improvement throughout the College.*

Belmont City College strives to ensure that students succeed, and in order to meet the learning needs of all students, the school has a variety of processes in place to monitor student achievement. The review highlighted the many ways in which the College uses this information *to develop and implement strategies to improve student outcomes and provide a positive and consistent educational environment which supports a culture of high expectations for student achievement. Belmont City College presents an environment in which there is great commitment to addressing the diverse learning needs and aspirations of all students. The College promotes an expectation of high outcomes.*

Future Directions

As Belmont City College moves in to a new planning cycle, many of the strategies and initiatives introduced in IPS Phase One will continue to be refined and implemented. School priority areas of ensuring that our students are successful, our staff excel at their work and our school is the school of choice, have shaped our new 2013 – 2015 Business Plan.

School Priorities

