



# Belmont City College Annual Report 2014

# Message from the Principal



Belmont City College is a phase one Independent Public School and we are currently in the last year of our second three year Business Plan cycle. Our first independent school review took place in 2013 and included a number of commendations that reinforced the College's achievements across a variety of areas. We strive to ensure that students succeed, and in order to meet the learning of all students, the College has a variety of processes in place to monitor student achievement.

The extensive range of specialist facilities that support our teaching and learning programs includes specialist classrooms for Science, Home Economics, Art, Drama, Dance, Music, Design and Technology, a state of the art Trade Training Centre which includes a commercial kitchen and restaurant, a Gymnasium, a Library Resource Centre and a number of fully networked computer laboratories.

The College offers an extensive range of learning opportunities including specialist programs and extension opportunities. These include:

- Our *A Plus* Academic Extension program in partnership with the University of Western Australia for students in Years 7 to 10
- Approved Specialist Programs in Contemporary Drama and Hospitality
- Enrichment programs in Music, Visual Arts, Dance, Graphics and Photography
- An extensive Workplace Learning Program providing work placements for 180 Year 11 and 12 students
- Access to a wide variety of Senior School courses including ATAR and Vocational Education and Training pathways.
- Our Follow the Dream and Aboriginal Ambassadors programs
- Access to a vibrant sporting program both at school and interschool level
- Targeted support in the areas of literacy and numeracy
- Extensive support for students with

a disability through our Deaf Education Program and our Inclusion Centre

Pastoral care support is provided by our Teaching and Learning Support team using a wrap around, case management based approach which caters to the needs of each student. The introduction of Positive Behaviour Support for the explicit teaching of expected behaviours, aligned with our new House system and the use of the Vivo online rewards system will further enhance the provision of pastoral care at the College.

Once again our 2014 Year 12 students experienced great success and highlights include:

- 100% achievement of the West Australian Certificate of Education
- A median ATAR of 76.3 – 1.6 standard deviations above expected
- 98% Attainment – 98% of our students graduated with an ATAR of 55+ and/or completed a Certificate II or higher
- 70% of university pathway students achieving an ATAR higher than was predicted
- Three students receiving School Curriculum and Standards Authority awards

Belmont City College is an inclusive, respectful and productive educational environment where students achieve success in their academic, social and community endeavors.

Through strong links with the local business community and Memoranda of Understanding with the University of Western Australia and the City of Belmont we further enhance the educational opportunities for Belmont City College students.

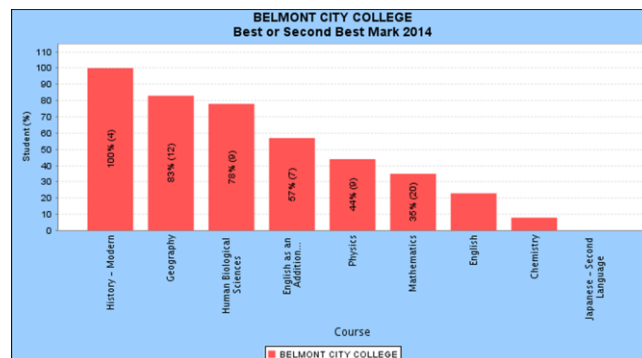
Darrel Le Mercier

Principal

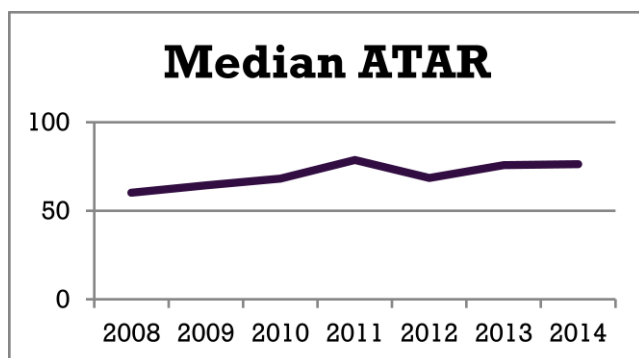
# Senior School Highlights

	Eligible Year 12 Students	Percentage achieving WACE
2012	66	100%
2013	74	100%
2014	64	100%

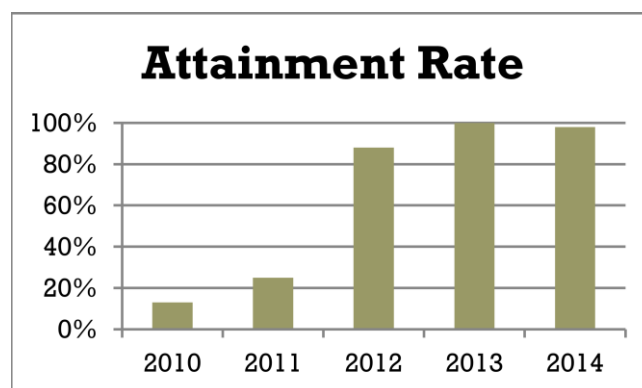
Year 12 students at Belmont City College achieved 100% WACE graduation once again in 2014. Of the Year 12 cohort, 31% were ATAR candidates; this is a significant rise in the number of students on direct university pathways. ATAR results for these students were strong. The median ATAR was 76.3 which is higher than the median ATAR for public schools (75.6) and close to the median ATAR for all students (78.95). Belmont City College Dux for 2014, Alicia Nguyen, achieved an ATAR of 90.9.



The attainment rate, as measured by the number of students who achieved a Certificate II and/or an ATAR of 55 or higher, was 98% in 2014. There was only one student who did not achieve either of these benchmarks. This student was enrolled in, and completing a traineeship, at Certificate III level; however, she deferred her traineeship until after completing her Year 12 studies due to competing extra-curricular involvement.



Students have consistently performed well in Stage 3 Geography over a number of years. This was the best or second best course mark for 83% of students enrolled in the course, and it was also the subject with the highest individual scaled mark (74.8). Student achievement in Modern History was very impressive; it was the highest mark for all students in the course as well as the highest average scaled score of all WACE courses at the College (63.29).







## UWA Partnership

BCC is an Aspire UWA partner school. This allows our students to access additional support through the university in order to promote and support tertiary pathways. The support for senior students that the Aspire program provided has been of great value; our students have had access to general study skills sessions, specialist WACE revision sessions as well as a Year 11 study and faculty exploration camp.

Through the Aspire partnership, our students are also able to automatically access the Broadway scheme. The Broadway scheme offers two categories of ATAR adjustment for eligible students; students who have achieved an ATAR of 75 to 79.95 will have their ranking adjusted to 80, while students who have achieved an ATAR of 80 or higher will have an additional positive adjustment made to their selection rank.

Seven of our ATAR candidates were also fortunate enough to have been accepted into the Fairway program in 2014. This program provides additional support for students on tertiary pathways in Year 12.

25% of our ATAR cohort were offered places at UWA for the start of 2015.



## VET

Year 12 students completed a number of certificate courses over the course of their senior school studies. These certificates included:

- Certificate I in Business
- Certificate II in Hospitality
- Certificate II in Applied Language
- Certificate II in Business
- Certificate II in Engineering
- Certificate II in Horticulture
- Certificate II in Information, Digital Media and Technology
- Certificate II in Retail Services
- Certificate II in Sport Coaching
- Certificate II in Sport and Recreation
- Certificate II in Tourism

SCSA awards one student a VET Beazley Medal each year as well as 10 VET exhibition awards on offer in different disciplines. This year only five were awarded across the state and the Sport and Recreation VET Exhibition went unawarded. There are, however, also Certificates of Distinction awarded and two were on offer in Sport and Recreation. A Certificate of Distinction in VET is awarded to an eligible student who is in the top 0.5 per cent of candidates who complete an Australian Qualification Framework Certificate II or higher in each national industry area in their final WACE year. Only one of these Certificates of Distinction was awarded in 2014 and this was to a BCC graduand, Nicky Dawe. This student was the only person awarded recognition in this VET discipline across the state, effectively making him the State's Top Achiever in VET Sport and Recreation.

# Year 9 NAPLAN

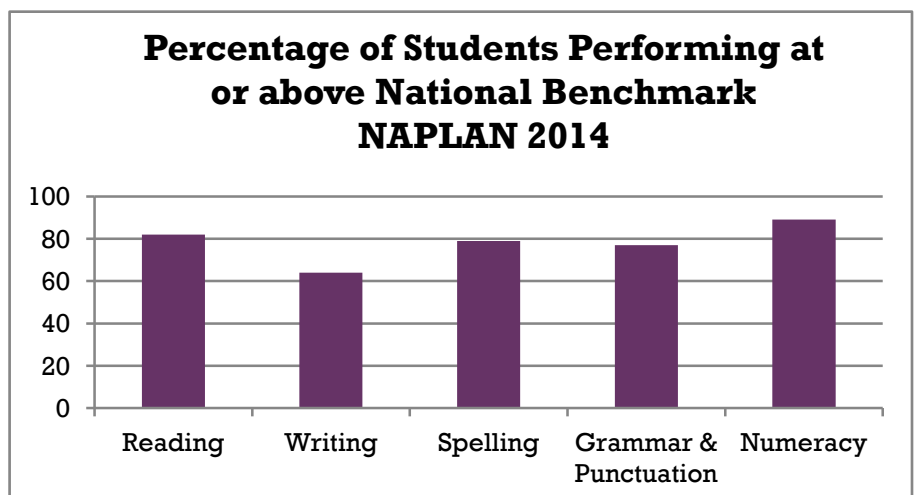
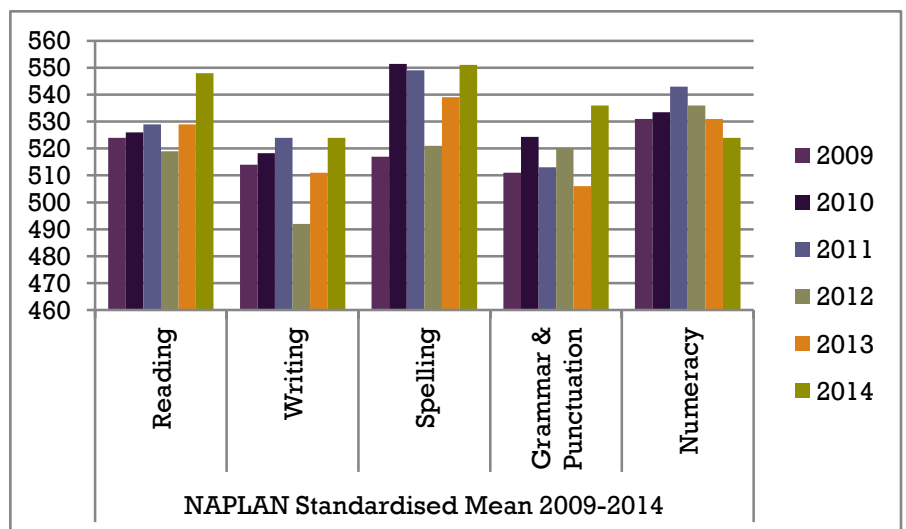
Year 9 student achievement in the 2014 NAPLAN assessments fell within the expected school mean for Numeracy, Reading and Spelling, while performance in Grammar and Punctuation as well as Writing was above expected.

In four of the five assessments, there was an improvement in the standardised school mean, with the greatest increases in Reading and Grammar and Punctuation. The strongest result was in the Spelling assessment while the standardised mean for Writing and Numeracy was the same (524).

Student achievement at or above the national benchmark was strongest in Numeracy (89%) and closely followed by Reading (82%). The greatest number of students performing below the national benchmark was in Writing (36%). While BCC students have made more progress in their writing achievement than like schools, the number of students whose achievement was limited is of concern.

	Performance	Students
Year 9	2014	2014
Numeracy	2	84
Grammar & Punctuation	1	86
Reading	2	85
Spelling	2	86
Writing	1	86

1	<b>Above Expected</b> - more than one standard deviation above the predicted school mean
2	<b>Expected</b> - within one standard deviation of the predicted school mean
3	<b>Below Expected</b> - more than one standard deviation below the predicted school mean



# Specialist Programs



## A Plus

The A Plus program at Belmont City College is an Academic Enrichment program with enrolments from local area primary schools and beyond. Students are selected for the program via an entry test in reading comprehension, logical thinking, numeracy and written expression.

The program works in partnership with the University of Western Australia Aspire Program, which includes regular excursions and incursions relating to university courses, culture and entry, as well as the UWA Broadway and Fairway programs, which provide scholarships and concessions to eligible Year 12 students from Belmont City College.

Students in the A Plus program participate in specialised Maths, Science, English and Society & Environment classes, where content is designed to enrich and extend student understandings in these areas. Students also participate in an A Plus elective, where individualised projects and cross-curricular extension work can take place.

The program catered to Year 8 students only in 2014, but is expanding to include students from Year 7-10, with an associated primary school extension program, in 2015.

2014 was the first year in which the A Plus program was offered at Belmont City College. The program included Year 8 students in 2014.



Key initiatives and achievements included:

- Managing testing processes for prospective students and promotion of the program.
- Delivery of the A Plus elective, with students completing open-ended, individualised projects.
- A parent showcase of student work.
- Student participation in a UWA Aspire program excursion to the UWA campus, with activities in a variety of faculty areas.
- Successful grant application to Perth Airport Corporation for a revegetation project and Indigenous heritage activities at Munday Swamp.
- Excursion to Scitech in partnership with KUFPEC (Kuwait Foreign Petroleum Exploration Company).
- Participation in the Young Writers' competition.
- Participation in the Storylines Literature Festival.
- Excellent academic results obtained by students across learning areas.
- Acknowledgement of student achievements and progress via presentations, certificates and celebrations.



## Contemporary Drama

The Contemporary Drama program is comprised of a primary program as well as a secondary program.

The upper school Specialist 'Master Class' commenced in 2014, with 22 Year 10, 11 and 12 students. These students workshoped contemporary and emerging theatrical forms, culminating in a final, self-devised performance entitled "We are 22". The performance was essentially about the students in it. They used quantitative and qualitative ways of researching themselves through interviews, personal stories, confessions and anonymous surveys. The result was a contemporary theatrical 'play built' performance, unique to BCC's specialist program.

The Drama Festival for primary schools continued again in 2014. This is a cross-community event and almost 2500 local primary school students from public and private schools watched the performance *Once Upon a Grime*.

Students involved in the primary program have full access to BCC facilities including the backstage area, access to costumes and use of theatre lights, sound and special effects equipment. Family, principals, teachers and friends attended a combined primary schools workshop which showcased the program and the skills students have developed as a result.



## Student Engagement



Much work took place in 2014 investigating, designing and implementing strategies designed to improve student engagement. In this context, engagement refers to attendance, behaviour and achievement. There are three main strategies that were introduced in 2014 and will be further developed in 2015. These are Positive Behaviour Support (PBS), VIVO Rewards and a new House system. There has been a significant amount of effort put into each of them by a variety of stakeholders including the Executive team, the Teaching and Learning Support team (TLS), staff and students. There will be opportunities for staff to support and participate in each of these initiatives over the course of 2015 and beyond.

### Positive Behaviour Support (PBS)



PBS is an effort to explicitly teach behaviours expected of students at school and in the community. It is led primarily by the PBS leadership team, which consists of nine members of staff drawn from a variety of departments across the College; however, all staff are invited and expected to be involved. The PBS leadership team formed in 2014 and has done a lot of work developing a 'behaviour curriculum'. This curriculum will be taught explicitly through the Advocacy program and through all classes across the College in 2015.

### VIVO rewards

VIVO rewards is an online-based rewards program through which students earn VIVOs (points) for exhibiting positive behaviour. It is intended to support the PBS initiative and to encourage both staff and students to focus on the copious positive behaviour we see in the College, rather than getting hung up on undesirable behaviour all the time. VIVOs will also form the basis of the intra-school House scoring system, and will contribute to House awards. VIVO rewards was introduced to staff in Term 4 2014 and will be launched to the students in 2015.



### House system

BCC will be launching a brand new House system in 2015. Staff and students participated in a consultative process in Term 4 2014 in order to choose names and mascots for our new Houses. These will be launched in 2015 with the intention of expanding intra- and interschool sports competitions, community engagement and positive behaviour support at the College. TLS, the Physical Education Department, the PBS leadership team and the Executive team have all played a role in this.



These initiatives are intended to support students to achieve to the best of their ability while studying at Belmont City College. The aim is to encourage students to feel included, valued and acknowledged for all of the contributions that they make to the College.



## Specialist Hospitality

### VET Course Offerings

2014 saw the introduction of a VET nationally recognized training qualification in Year 10 - Certificate I in Hospitality. Completion of this qualification leads seamlessly for students to continue into the Senior Specialist Hospitality Program in 2015.

Certificate II in Hospitality (2013) was replaced with Certificate II in Kitchen Operations in 2014. This qualification is more specific to industry requirements and makes greater use of the Trade Training Centre facility. As many schools do not have adequate access to trade facilities, the implementation of this specialist course differentiates BCC. The rigour of the course has increased and the delivery of this two year course will provide more post-secondary schooling opportunities for graduates.

### Trade Training Centre Partnership

In Term 1, negotiations commenced to set up a community partnership to provide support to the Specialist Hospitality Program.

The goal of the partnership is to form sustainable relationships with key industry stakeholders to ensure the long-term viability of the specialised program and financial stability for the facility.

The following partnership members have committed to support BCC:

- Four Points by Sheraton
- Accor
- Australian College of Applied Education
- Hospitality Group Training

The partnership will:

- provide support in curriculum to ensure currency and industry standards are met;
- develop short and long term career and transition pathways for program students;
- maximise opportunities for real life and meaningful industry experiences for students;
- provide opportunity for teaching staff to maintain and upgrade industry skills and knowledge;
- create and encourage enrolment opportunities with feeder schools, youth agencies and the community;
- explore options for revenue stream complimentary to the course offerings;
- provide business intelligence as needed by the school.

In its initial year the following outcomes have been achieved:

- Six days of Teacher Industry Placement at Four Points by Sheraton.
- One student work experience placement (2014) – Four Points by Sheraton.
- Commitment to provide 8 further places in 2015 reserved for Indigenous students. These placements include the appointment of Hospitality industry Indigenous mentors to each student – Accor.
- Industry site visit to Ibis Perth, for all Aboriginal Ambassador students – Accor.
- MOA signed agreeing to a 30% rate reduction in Certificate II in Tourism costs –HGT.
- Commitment to provide multiple guest speakers to classrooms during 2015 – HGT, ACAE, Four Points by Sheraton, Accor.



# Aboriginal Education



## Follow The Dream

The “Follow The Dream” program is a voluntary program that primarily targets high-achieving Aboriginal students who have university aspirations and demonstrate the appropriate school results, attendance and behaviour to achieve such ambitions.

The program provides after-school tuition, individualised mentoring, support and case management to assist and support these students to continue achieving excellent outcomes at school. The program helps students to constantly strive for excellence, set challenging goals and take the necessary steps to achieve them.

Members who completed the 2014 school year in the Follow The Dream program consisted of three Year 8 students, two Year 9 students, four Year 10 students and four Year 11 students.

These 12 students achieved an average school attendance rate of 90% with 8 of the 12 students achieving an attendance rate above 90%.

Our 12 members also completed on average 112 hours of individualised tutoring each.

## Aboriginal Ambassadors

As part of the creation of our Aboriginal Community Partnership, our Aboriginal Parent Advisory Group made suggestions that have resulted in the creation of our Aboriginal Ambassadors Group. The program targets and supports Belmont City College Aboriginal students who have been identified as having the potential to be positive ambassadors. The group aims to have a positive impact on the culture of the school and the wider community.

By taking responsibility for their own personal actions, students will be promoting and encouraging 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 school and wider community. Students are involved in mentoring other younger Aboriginal students in the College and in local primary schools. Members of the group are also part the nationwide Australian Indigenous Mentoring Experience (AIME) program. AIME provides a dynamic educational program that gives Indigenous high school students the skills, opportunities, belief and confidence to finish school at the same rate as their peers. AIME has proven to dramatically improve the chances of Indigenous kids finishing school. AIME also connects students with post Year 12 opportunities, including further education and employment.

During 2014 our Aboriginal Ambassadors were involved in many mentoring and cultural activities. Some of these activities included: participation in a West Coast Eagles leadership course; cultural didgeridoo, dance and culture workshops; NAIDOC celebration planning and performance; AIME mentoring excursions; leading a transition program for Aboriginal students in primary schools who were joining Belmont City College in 2015; and participating in a Primary School mentoring program where our Ambassadors would encourage reading at primary schools by reading to younger students.

# Inclusive Education



## Deaf Education

The Deaf Education Program at BCC supports deaf and hard of hearing students access mainstream classes and provides specialised programs for students who require more intensive support with core subjects. BCC employs Teachers of the Deaf, Auslan interpreters and Deaf Mentors to support Deaf and hard of hearing students.

The program has continued to grow since it was launched in 2013. Enrolments have increased from 9 in 2013 to 10 in 2014. At the start of 2015, 11 students were enrolled in the program.

Through targeted professional development and recruitment processes, over 50% of interpreters are now NAATI (National Authorisation for Accreditation of Translators and Interpreters) qualified.

The highlight of 2014 was the introduction of LOTE Auslan for Year 8 hearing students. The LOTE Auslan program was run as an 'immersion' learning environment and was taught by a Deaf mentor, Marie Ware. Marie was supported in class by Teacher of the Deaf, Richard Gray. This program will be extended in 2015 to include LOTE Auslan classes for students in years 7, 8 and 9. Marie also ran Auslan classes for students during recess, for teachers after school and for parents of Deaf students during the day.

## Inclusion Centre

The Inclusive Education Centre (IEC) had a busy and productive year in 2014.

Year 9 IEC students demonstrated very good progress in their NAPLAN testing, with one student achieving a Band 8 for Reading.

The student enterprise project 'Veggies R Us' invited staff to become members and to purchase freshly harvested produce. These students work as a business and each of them have a role to play such as a garden manager or communications officer.

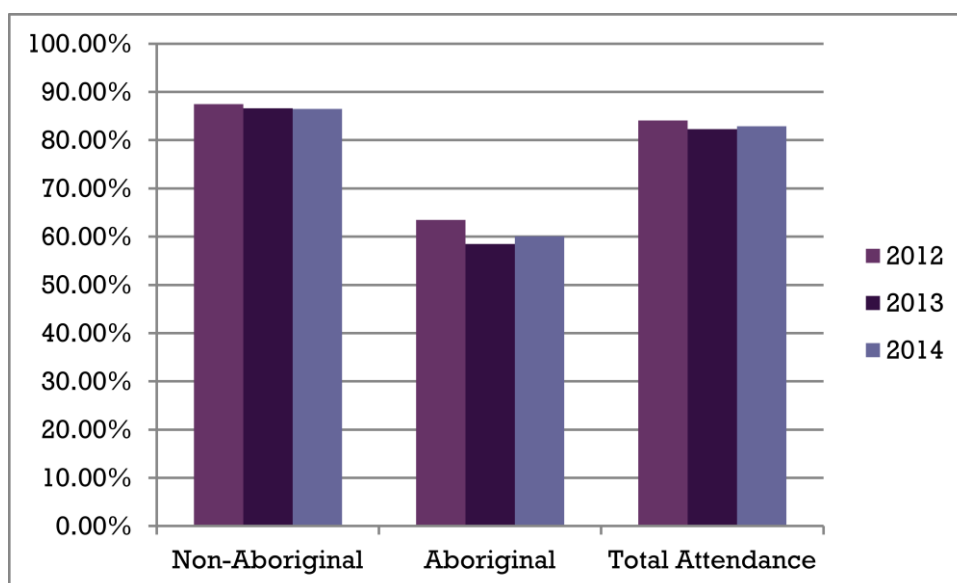
The IEC applied for, and were awarded a Wastewise grant that was used to develop a composting program. Students began composting food scraps from the Home Economics classes and this will expand to include the canteen in 2015.

Students learnt to prepare the vegetables they grew in the IEC vegetable garden. In order to expand this program, the IEC applied for a \$5000 grant from the More Support for Students with Disabilities initiative. This allowed a new kitchen to be installed as the existing one was very old and not accessible for some students.

# Attendance

	Attendance Rate	
	School	WA Public Schools
2012	84.1%	87.7%
2013	85.1%	87.4%
2014	84.5%	86.9%

The decrease in attendance rates over the course of 2014 at BCC (down 0.6%) was similar to the decreases in attendance rates across the state (down 0.5%). There continues to remain a 2% difference between attendance rates for the College in comparison to WA public schools.



Some gains were made in attendance rates for Aboriginal students in 2014, following a drop of 5% between 2012 and 2013; however, minimising the difference in attendance rates for Aboriginal and non-Aboriginal students continues to be a focus of the College.

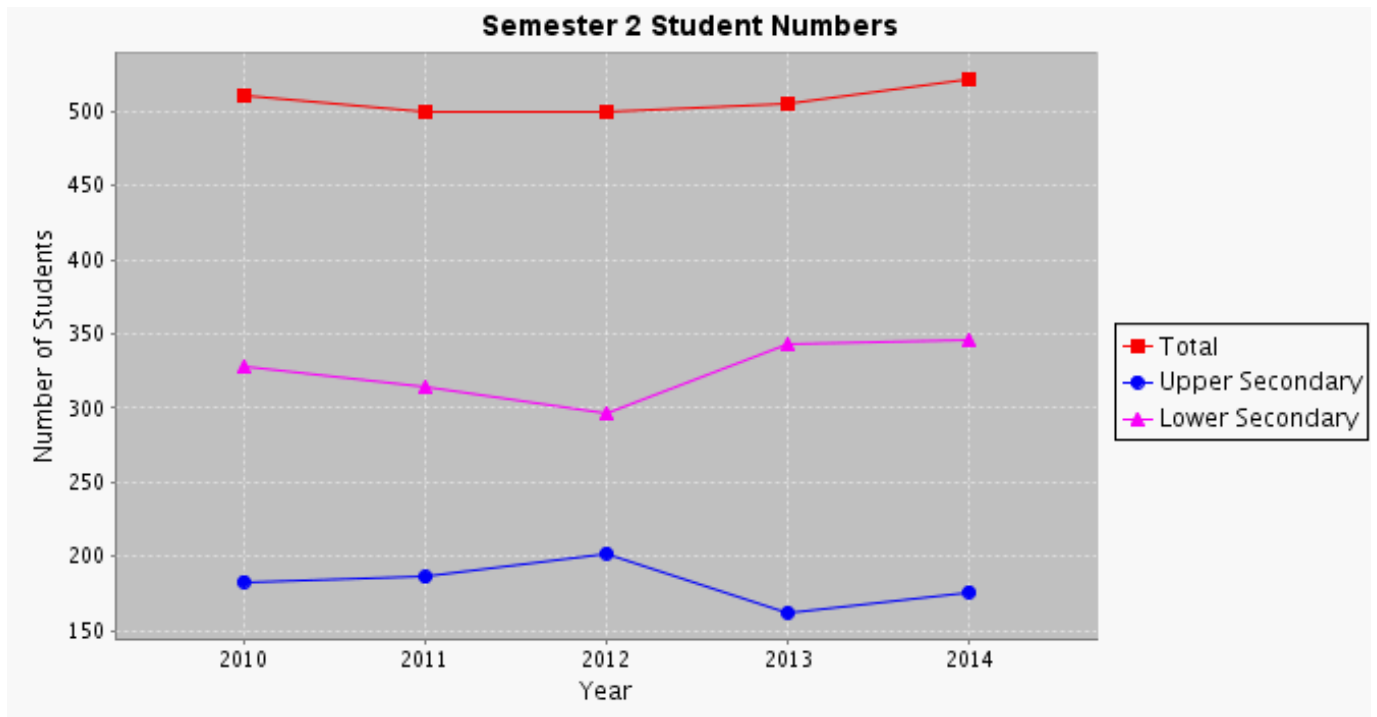
	Attendance Rate				
	Y08	Y09	Y10	Y11	Y12
2012	84%	83%	85%	81%	90%
2013	87%	81%	81%	91%	89%
2014	90%	78%	80%	86%	88%
WA Public Schools 2014	89%	86%	85%	87%	88%

Attendance rates for Year 8 students were 1% higher than WA public schools, while Year 12s were on par and Year 11s 1% lower. The greatest disparity in attendance rates were for the Year 9 cohort.



# Staffing and Enrolments

	No	FTE	ATSI No
<b>Administration Staff</b>			
Principals	1	1.0	0
Deputy Principals	3	3.0	0
Program Coordinators	5	5.0	0
<b>Total Administration Staff</b>	9	9.0	0
<b>Teaching Staff</b>			
Other Teaching Staff	48	46.2	0
<b>Total Teaching Staff</b>	48	46.2	0
<b>School Support Staff</b>			
Clerical / Administrative	8	6.5	0
Gardening / Maintenance	3	2.4	0
Instructional	1	1.0	0
Other Non-Teaching Staff	27	22.8	0
<b>Total School Support Staff</b>	39	32.7	0
<b>Total</b>	96	87.9	0



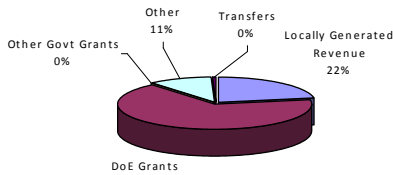
BCC enrolments were higher in 2014 than they have been in the previous four years. Total enrolments were 522, which is 17 students greater than the number enrolled in 2013. Lower secondary numbers have continued to grow. The dip in upper secondary enrolments, beginning in 2013, is due to the half cohort, who were in Year 12 in 2014. It is anticipated that upper school figures for 2015 will reflect this.

# Finance

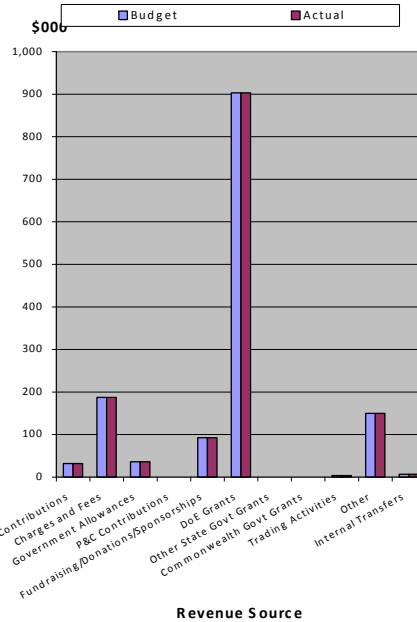
## Belmont City College Financial Summary as at 26 February 2015

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 31,808.00	\$ 31,807.57
2	Charges and Fees	\$ 187,219.00	\$ 187,217.60
3	Government Allowances	\$ 35,959.00	\$ 35,959.00
4	P&C Contributions	\$ -	\$ -
5	Fundraising/Donations/Sponsorships	\$ 92,238.00	\$ 92,238.98
6	DoE Grants	\$ 902,824.00	\$ 902,823.94
7	Other State Govt Grants	\$ -	\$ -
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ 3,444.00	\$ 3,443.65
10	Other	\$ 149,523.00	\$ 149,674.42
11	Internal Transfers	\$ 6,538.00	\$ 6,537.84
	<b>Total</b>	<b>\$ 1,409,553.00</b>	<b>\$ 1,409,703.00</b>
	<b>Opening Balance</b>	<b>\$ 398,659.00</b>	<b>\$ 398,658.94</b>
	<b>Total Contingency Funds Available</b>	<b>\$ 1,808,212.00</b>	<b>\$ 1,808,361.94</b>
	<b>Total Salary Allocation</b>	<b>\$ 1,115,000.00</b>	<b>\$ 1,115,000.00</b>
	<b>Total Funds Available</b>	<b>\$ 2,923,212.00</b>	<b>\$ 2,923,361.94</b>

Current Year Actual Contingencies Revenue Sources

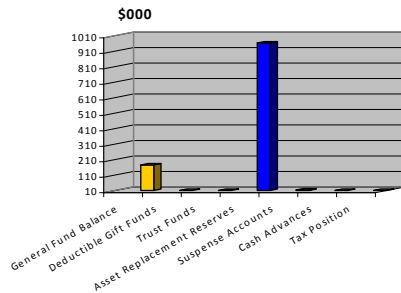


Contingencies Revenue - Budget vs Actual

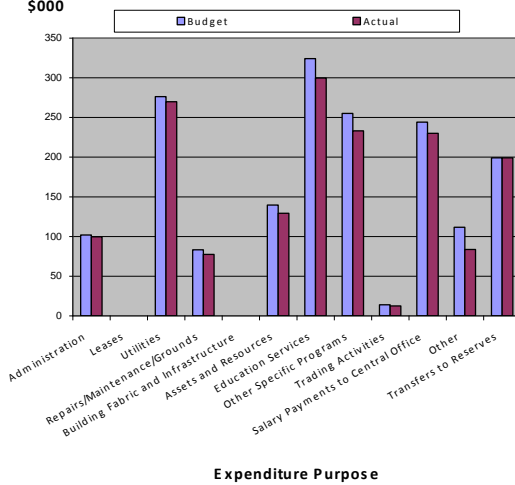


	Expenditure	Budget	Actual
1	Administration	\$ 101,749.00	\$ 99,556.24
2	Leases	\$ -	\$ -
3	Utilities	\$ 276,122.00	\$ 269,806.67
4	Repairs/Maintenance/Grounds	\$ 83,151.00	\$ 77,354.77
5	Building Fabric and Infrastructure	\$ -	\$ -
6	Assets and Resources	\$ 139,585.00	\$ 129,262.13
7	Education Services	\$ 324,003.00	\$ 299,608.70
8	Other Specific Programs	\$ 255,136.90	\$ 233,032.34
9	Trading Activities	\$ 13,931.00	\$ 12,458.18
10	Salary Payments to Central Office	\$ 244,032.00	\$ 230,000.00
11	Other	\$ 111,606.00	\$ 83,615.20
12	Transfers to Reserves	\$ 198,971.00	\$ 198,971.00
	<b>Total Contingencies Expenditure</b>	<b>\$ 1,748,286.90</b>	<b>\$ 1,633,665.23</b>
	<b>Total Salary Expenditure</b>	<b>\$ 1,115,000.00</b>	<b>\$ 992,068.00</b>
	<b>Total Expenditure</b>	<b>\$ 2,863,286.90</b>	<b>\$ 2,625,733.23</b>

Cash Position



Contingencies Expenditure - Budget vs Actual



Cash Position as at:

Bank Balance	\$ 1,139,736.81
Made up of:	\$ -
1 General Fund Balance	\$ 174,696.71
2 Deductible Gift Funds	\$ 3,310.96
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 962,467.60
5 Suspense Accounts	\$ 13,661.54
6 Cash Advances	\$ 2,100.00
7 Tax Position	\$ 12,300.00
<b>Total Bank Balance</b>	<b>\$ 1,139,736.81</b>



# Business Plan Review

School Priorities	School Targets	Progress
BCC students are successful students	<b>School Achievement:</b> - BCC student achievement continues to improve and the College's grade allocation moves towards the state grade distribution	Not progressing
	<b>NAPLAN:</b> - BCC student results match or exceed those of like schools (in achievement and progress)	Some progress: achievement targets not met however progress data has improved
	<b>Attainment:</b> - Student attainment rates continue to improve: 2013 = 90%; 2014 = 95%; 2015 = 100%	Target met
	<b>ATAR:</b> - BCC median ATAR result matches or exceeds that of like schools. - Maintain a trend where the percentage of students achieving 55+ ATAR results continue to increase.	Target to be reviewed Making progress
	<b>VET:</b> - VET achievement rate is maintained at 90%	Target met
	<b>Graduation:</b> - BCC graduation rate is maintained at 98% or higher.	Target met
	<b>Attendance:</b> - BCC whole cohort regular attendance rates will match or exceed like schools. - BCC regular attendance rates will move towards those of South Metro - BCC regular attendance rates for Aboriginal students will continue to improve: 2013 = 25%; 2014 = 28%; 2015 = 30%	Making progress Some progress Some progress: target met in 2013, but not 2014
BCC will be the school of choice for families within the intake area	<b>Student Numbers:</b> Enrolment numbers for incoming Year 8s are maintained and there is evidence of an upward trend in student numbers.	Making progress and target will be achieved in 2015
	<b>Specialist Programs:</b> BCC's Specialist Programs are innovative, attract an increasing number of students and are recognised through awards/formal recognition	Making progress
BCC staff will excel at their jobs	<b>Professional Development:</b> This school has effective procedures for meeting the professional needs of its staff	Targets to be reviewed due to changes in the school survey
	<b>School Processes:</b> This school has effective internal communication and staff are involved in school decision making	
	<b>Collaborative Learning:</b> Teachers frequently discuss and share teaching methods and strategies with each other	
	<b>Formal recognition:</b> Increased number of awards/formal recognition of students and staff	Not progressing

