



BELMONT CITY COLLEGE

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ANNUAL REPORT

2020



Introduction

It is with great pleasure that I present to you the 2020 Belmont City College School Report. In what was a difficult year because of the impacts of the COVID-19 pandemic, Belmont City College provided a supportive, effective and responsive secondary education for our students.

Highlights for the year, include:

- » the continued improvement in Senior School participation, performance and progress including an 8% improvement in WACE achievement; a mean ATAR of 80.5 and a 5% increase in the VET participation rate.
- » the continued improvement in literacy and numeracy attainment as reflected in our 2020 OLNA results.
- » expansion of the *A Plus* program and other enrichment programs such as: EPIC Science, STEM Science Engineering, Specialist Contemporary Drama and the Music Excellence program.



Connection with the local community and external organisations has provided excellent opportunities for our students and staff to develop new skills and build positive relationships. Our Parent and Citizens Association was reconvened in 2020 and, despite the impacts of the COVID-19 pandemic, provided valuable parent input into College activities. I would also like to acknowledge members of the College Board who gave their time so generously to provide, not only governance support, but also attend events throughout the year.

The Vocational Education and Training program expanded and saw 100% of Year 12 students achieve a minimum of a Certificate II qualification; students from years 10 to 12 engaged in traineeships, work experience and programs such as Try a Trade. The Follow the Dream program and the Ambassadors program were very successful in providing support and driving improved outcomes for our Aboriginal students who participated in these programs.

Challenges for 2021 include improving OLNA Numeracy results, improving student engagement and retention, continuing to foster the development of the P&C and continuing to embed literacy improvement strategies across the College.

The continued improvements at Belmont City College are testimony to effective leadership and strategic planning by senior leaders and staff members who are committed to a culture of continuous improvement and a strong belief in supporting young people into positive and productive pathways.

Darrel Le Mercier
Principal



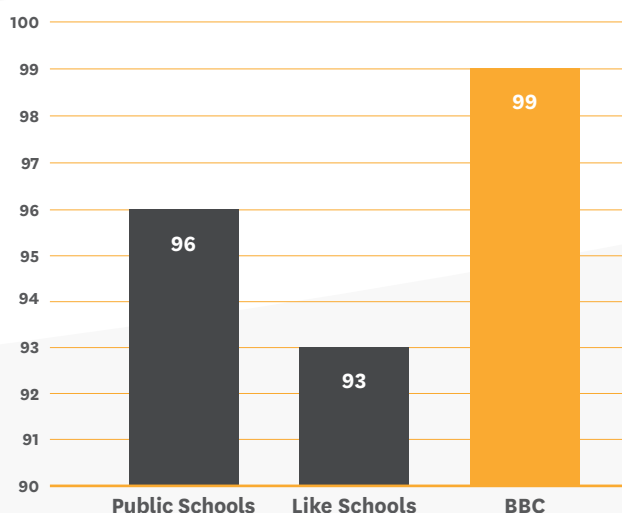
Senior School Highlights

Our 2020 Year 12 cohort comprised 99 students who performed above expectation in their WACE, ATAR and VET achievement. The College WACE achievement rate increased by 8%; and the College's ATAR results were nearly two standard deviations above expected results, with a mean ATAR of 80.5. Additionally, the College's ATAR participation rate was above the expected rate for like schools. Two students were awarded School Curriculum and Standards Authority Certificates of Merit and one student awarded a certificate of Distinction. 80% of the ATAR cohort received front door entry to the university of their choice, through early offers during the COVID period and through the TISC process.

99% of the Year 12 cohort met the Youth Attainment Target requirement of an ATAR of 55+ and/or an Australian Qualification Framework Certificate II or higher. This was 3% above Public Schools and 6% above like schools.

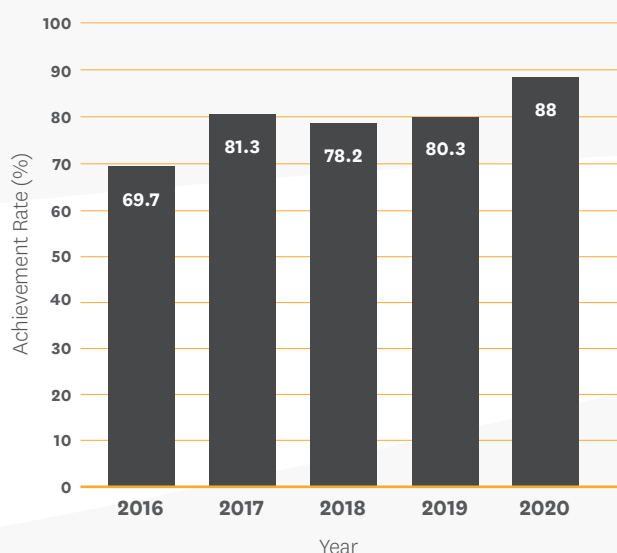
The participation rate for VET courses was 86%, a 5% increase on 2019. Additionally, students completing two or more STEM subjects increased by 15%, putting them in a better position to secure emerging jobs in the STEM sector.

Attainment



In 2020, the improvement in our Western Australian Certificate of Education (WACE) achievement continued with 88% of eligible students at Belmont City College achieving their WACE. This was 8% higher than the previous year. Of the 7 students who did not achieve WACE, 4 did not pass all Categories in the Online Literacy and Numeracy Assessment (OLNA) and three did not meet the C grade achievement standard.

Belmont City College
5 Year WACE Achievement Rate



Belmont City College's ATAR results are consistently higher than like schools. The College's median ATAR was 80.5. This was above expected performance and 11% higher than that of like schools and 2% above all public schools.

26 students, comprising 19% of the Year 12 cohort, were ATAR candidates and of these students 19% achieved an ATAR of over 90. The cohort performed consistently with 23% achieving in the high tricile and 42% in the mid tricile (see *Table One*).

Table One

ATAR Triciles Hi/Mid/Low. Count%

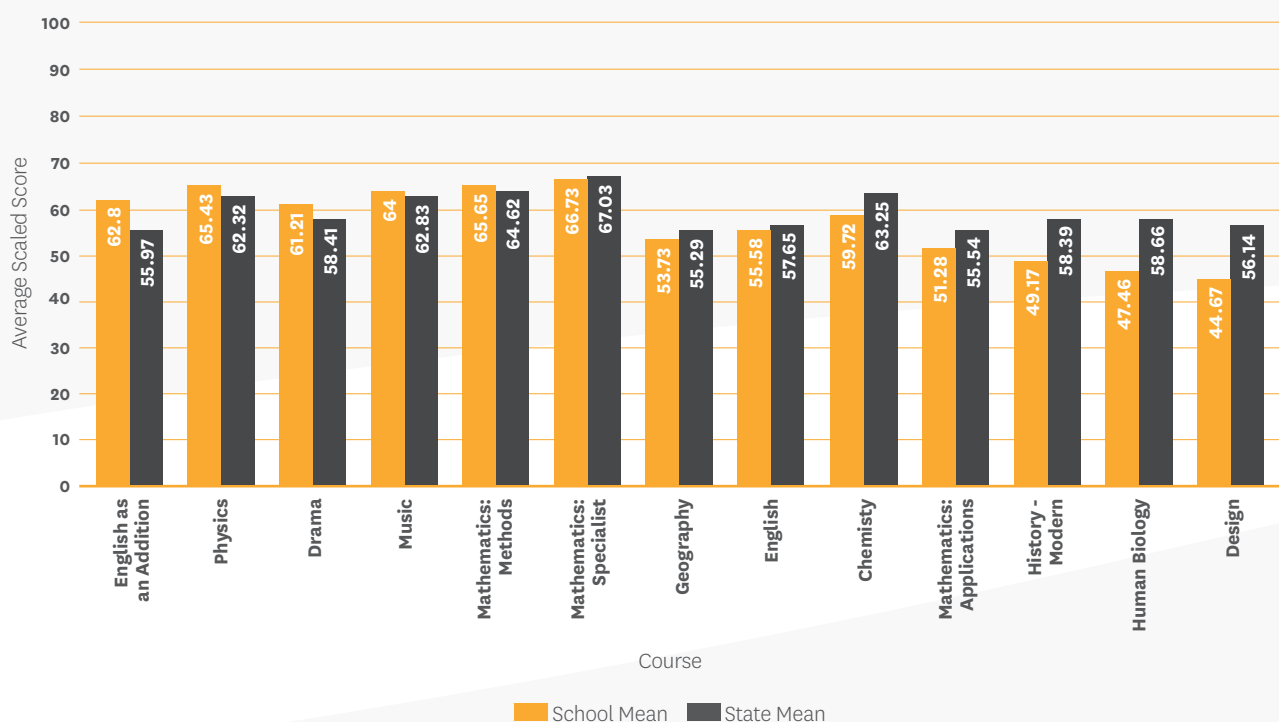
Source: TISC

	2020	2019	2018	2017	2016
High	6 (23%)	3 (10%)	6 (24%)	4 (22%)	3 (18%)
Mid	11 (42%)	14 (47%)	7 (28%)	5 (28%)	5 (29%)
Low	9 (35%)	13 (43%)	12 (48%)	9 (50%)	9 (53%)

The overall scaled score mean for the College's ATAR subjects was higher than state scaled score means in five subjects (although the cohort was small). EALD, Physics, Drama, Music and Mathematics Methods were higher. Results in Maths Specialist, Geography, English and Chemistry were comparable (see Table Two).

Table Two
Belmont City College

Comparison of School and State Average Scaled Scores 2020



Teachers of ATAR subjects have been mentored effectively and have engaged in productive moderation groups.

Focus areas for 2021 will be ensuring increased WACE achievement through improving OLNA results, expanding the VET offering to include more Traineeships and Certificate III and IV qualifications where viable; continuing to increase ATAR participation rates and improving moderation of General and Foundation Courses.

Literacy and Numeracy

NAPLAN and OLNA

With the cancellation of 2020 NAPLAN and data therefore not being available as a consequence of the impacts of COVID-19, we were not able to accurately verify the trend of improved progress and achievement in Reading and Writing at Belmont City College for 2018 and 2019 with equivalent data sets for 2020. The Online Literacy and Numeracy Assessment (OLNA), however, was offered to Year 9 students in Term 3 2020 and the positive trends identified in 2019 can be seen in the 2020 Year 9 OLNA data. For the Year 9 students who reached the OLNA standard (approximately Band 8 for NAPLAN) the following data applies:

Year 9 comparison 2019 NAPLAN Pre Qualifiers with 2020 OLNA Category 3

	NAPLAN 2019	OLNA 2020
Reading	40%	56%
Writing	31%	46%
Numeracy	34 %	54%

An improvement in Reading and Numeracy achievement between 2019 and 2020 can be seen in the data. Lower school English and HASS programs were revised to include a stronger focus on Reading during 2020. Maths teachers revised lower school Maths

programs and provided targeted approaches to students who were not reaching the OLNA standard in Numeracy. Professional Development also focused on the needs of EALD learners. The later time frame for the OLNA may also have contributed to the higher percentage of students reaching the standard (approximately Band 8). The fact that Writing achievement is lower in both sets of data indicates that a focus on Writing in 2021 is required.

Improved rates of literacy attainment in Senior School are reflected in our OLNA data for 2020. Of the WACE eligible Year 12 cohort:

- » 96% achieved Category 3 for OLNA Reading, 4% higher than 2019; and
- » 97% achieved the OLNA standard for Writing, 4% higher than 2019; and
- » 93% achieved the OLNA standard for Numeracy, 8% higher than 2019.

The continuation of an upward trend in literacy and numeracy is a good result for Belmont City College. This demonstrates the considerable effort in developing programs to meet the needs of our students and skills of teaching staff in delivering these programs. Our challenge in 2021 will be to support and manage improvements in student Writing across the curriculum.

We also need to continue our focus on whole school approaches to improving academic literacy for EALD, including ATSI students.



Specialist and Excellence Programs

Belmont City College offers a selection of high quality Specialist and Excellence programs. All programs are reviewed annually to ensure they are exceeding the needs of our students and to inform planning into the future. The College is always seeking new and challenging opportunities for students enrolled in these 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 eighth 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 their 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 Years 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 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 in Abstract Reasoning and Writing. Final selections for the program are made in conjunction with NAPLAN data and primary school reports.

There were 126 students enrolled in the *A Plus* program Year 7 to 10 in 2020. 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 Years 11 and 12. In 2020, 64 students participated in these aspirant classes in Years 9 and 10. Excellent results were achieved by students across year groups in the program in 2020. One student from Year 7 was successful in applying for and receiving a Harding-Miller Scholarship, a national scholarship awarded to high achieving students which provides recipients with financial and tutoring support through to the end of Year 12.

In its eight year of operation, the *A Plus* Academic Excellence Program has met the aim of skilling and encouraging students towards ATAR pathway selection. The percentage of BCC students selecting four or more ATAR subjects at the end of Year 10 was

28% in 2020. All of the students selecting four or more ATAR subjects were in the *A Plus* or aspirant classes.

In 2020, the third cohort of *A Plus* students entered Year 12, and achieved excellent ATAR results. Students who participated in the *A Plus* program in lower school made up 85% of the ATAR cohort at Belmont City College, and the median ATAR for students from the *A Plus* cohort was 81.85, just above the BCC overall median of 80.85, and a significant increase on previous years.

Students in the *A Plus* program were offered a variety of opportunities for extension and enrichment in 2020, including enrichment opportunities through our relationship with UWA, as part of the UWA Aspire Program. 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.

EPIC-Science

Epic Science is a ten-week extension program offered to Year 5 and 6 students in our local intake primary schools.

For the Year 5 program, three students per school are nominated by their teachers. The focus is on General Science and students participate in a variety of hands on Science curriculum activities. The ten-week program culminates with a parent showcase in the final session.

The Year 6 program is offered to students accepted into the *A Plus* program for Year 7. The program has a STEM focus primarily using Lego robotics with a showcase for parents in the final session.

The programs provide the College with opportunities for engagement with the wider community via Primary School newsletter articles, the BCC Facebook page and local newspaper articles.

The College consistently receives excellent feedback about the value of the program from our local intake primary schools, their students and their parents.

STEM Science Engineering Program

2020 was the fifth year of our STEM – Science Engineering program which is offered as a two period a week elective to students in Years 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, ReEngineering Australia, and the School Pathways Program, provides students with high interest, hands on, project based learning which integrates MESH and Technologies understandings.

In 2020, our students participated in a variety of learning projects, competitions and other activities, as COVID-19 related cancellations would allow. Our main highlight included the Subs in Schools Competition. Related projects were implemented across all years of lower school, with Year 10 designing and building an ROV, and a Year 8 extra-curricular team competing in the ROV Professional Class Trials.

In addition, BCC STEM teacher and coordinator Mr Bruce Bromley was part of the judging panels for the state final of the School Pathways Program mini-ROV competition.

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.

In 2020, students participated in:

- » Year 7 Footsteps to Your Future incursion
- » Year 8 Peacock Mystery incursion
- » Year 9 Race Around the Campus excursion
- » Year 10 UniDiscovery
- » Year 11 Aspire Day on Campus
- » Year 12 The Next Step incursion
- » Free WACE Revision Seminars
- » Aspire Advocates – selected students participate in leadership opportunities on UWA campus

UWA Girls in Engineering (GiE)

UWA once again offered Girls in Engineering in 2020, after a one-year hiatus. Girls in Years 8 and 10 at Belmont City College participated in excursions to the UWA Campus to meet with industry leaders and participate in engineering activities.

Specialist Contemporary Drama Program

The unprecedented events of COVID-19 saw the focus for Specialist Contemporary Drama being brought back to classroom teaching and learning. The majority of Drama events, including the annual Drama Festival for primary schools, the Arts Gala and most of the Drama showcases and excursions were postponed or cancelled.

The new theatre began construction at the beginning of 2020 and was completed at the beginning of 2021. The new facility boasts a 247 seat auditorium, bio box, extensive backstage and storage facilities, as well as state of the art lighting, sound and 3D mapping technology.

Belmont City College continued its annual collaboration with the Theatrical Response Group and the City of Belmont, shedding light on the issues relevant to young people and their families in our community. Despite the limitations of renovations in the building and limited audience capacity, the event was highly successful and the feedback from audiences and City of Belmont representatives was overwhelmingly positive.

The Specialist Contemporary Drama Program saw another successful year of strong ATAR scores, with the top practical mark being 91.1% and a median practical mark of 80.3%.

Primary School Program Centre Stage

The *Centre Stage* drama program for primaries continues to provide curriculum based performance opportunities to eight local intake and surrounding area primary schools. All primary schools that participated in the program were given a 10-week drama intensive class where students workshopped communication and performance skills. 52 students successfully gained entry into the Specialist Contemporary Drama program at Belmont City College for 2021.

Music Excellence Program

In 2020, the Music Excellence program continued to sustain healthy numbers in lower school classes. In addition to the music course and weekly instrumental lessons, Music Excellence students participated in at least one of the six ensembles provided by the College and Instrumental Music Schools Services (IMSS). Staff facilitated these ensemble rehearsals outside school hours, culminating in seven hours each week. College ensembles include the Senior Concert Band; the Belmont Combined Schools Junior Band; Junior and Senior Fusion Bands; a Vocal Ensemble and a Percussion Ensemble.

The performance calendar was significantly impacted by restrictions on public gatherings due to COVID-19, within the College and the community. Despite this challenge, one of the highlights of our reduced performance schedule was a performance by our Year 12 ATAR Music students as part of the

Instrumental Music School Services (IMSS) Jazz Showcase at the Ellington Jazz Club. Students were selected to perform solo features and were accompanied by a jazz big band consisting of staff from IMSS.

The Belmont Combined Schools Junior Concert band is a unique ensemble for the Belmont and wider area involving instrumental students from Belmont PS, Belmay PS, Carlisle PS, Lathlain PS, Kewdale PS, Cloverdale PS, Gibb St PS, Millen PS, East Vic Park PS and Belmont City College. This ensemble delighted primary school audiences during their annual tour to participating primary schools over two days in Term 4.

The Music Excellence performance calendar concluded with parents and friends attending the annual Twilight Tunes concert in the college amphitheatre. This performance involved all the college ensembles, including the Belmont Combined Schools Junior Concert band bringing primary school families together from our local area intake schools.



Vocational Education and Training (VET)

In 2020, Belmont City College students had the opportunity to complete the following VET qualifications that are delivered on campus by our Industry approved teachers:

- » SIT20116 Certificate II in Tourism
- » SIS20115 Certificate II in Sport and Recreation
- » SIS30115 Certificate III in Sport and Recreation (Traineeship only)
- » SIT10216 Certificate I in Hospitality (Year 10 only)
- » SIT20316 Certificate II in Hospitality
- » ICT20115 Certificate II in Information, Digital Media and Technology
- » MEM20413 Certificate II in Engineering Pathways (Year 10 Taster Course)
- » MEM20413 Certificate II in Engineering Pathways (Year 11 & 12)
- » AHC20416 Certificate II in Horticulture
- » BSB20115 Certificate II in Business
- » 52773WA Certificate I in Leadership (Year 10 Aboriginal and Torres Strait Islander Students)

Of the 396 students in Years 10, 11 & 12 enrolled in a VET qualification at Belmont City College in 2020:

- » 75% of students enrolled in a Certificate III achieved the qualification – this involved 5 students in total, 3 of whom achieved the qualification and 2 who are continuing in 2021
- » 93.8% of the 286 students enrolled in a Certificate II achieved the qualification – this being 246 students. It should be noted that all Certificate II qualifications, except for BSB20115 Certificate II in Business are delivered over a two-year duration and this means that 127 Year 11 students will be continuing their qualification in 2020.
- » 100% of the 94 students enrolled in a Certificate I achieved the qualification.

Year 12 students were successful with 100% of the cohort achieving a Certificate II ensuring they were well equipped to take on the next stage of their career pathway whether it be entering university, TAFE or securing employment. Students were also provided with the opportunity of attending a workplace, ensuring they developed practical knowledge and skills in the industry sector of their choice whilst continuing with their studies.

Registered Training Organisation - Partnerships

Belmont City College also experienced an increase in students signing up for School Based Traineeships allowing students to gain industry training with an external Registered Training

Organisation (RTO) whilst completing a qualification within their chosen career pathway. Students were enrolled in qualifications in Early Childhood Education and Care, Hospitality, Retail, Sport and Recreation, and Business whilst undertaking work experience at Belmont Oasis Leisure Centre, McDonalds, Kentucky Fried Chicken, BHP, Westpac Bank, and Young Smarties Childcare Centre.

Several partnerships with external RTO's allowed students to attend their facilities to complete qualifications which included:

- » Two Year 12 students successfully achieving 52824WA Certificate II in Building and Construction as part of the Construction Training Fund (CTF) Schools2Skills Pilot Scholarship Program delivered at the Skillhire.
- » One student achieving the MEM20105 Certificate II in Engineering qualification at ITWS with a mechanical focus.
- » One student achieving the UEE 22011 Certificate II in Electro-technology at CET in Jandakot.
- » One Year 11 student achieving TLI32416 Certificate III in Logistics.

Aboriginal Traineeships

A successful funding application allowed the school to deliver 52773WA Certificate I in Leadership to our Year 10 Aboriginal student cohort. Students from Kalamunda, Thornlie and Canning Vale High Schools attended Belmont one day per week with our students and completed a wide range of activities developing a proposal for a mural to recognise NAIDOC and their culture. This required each of them to liaise with the Principal to seek permission, develop costing reports and project timelines. At the end of the qualification, all students were looking into traineeship opportunities for 2021 with enthusiasm and confidence.

Try a Trade

The three day 'Try A Trade' course focusing on brick paving was held in November with eighteen Year 9 and 10 students participating. The course is sponsored by CTF (Construction Training Fund) and enables students to gain hands on experience working with an experienced tradesperson to complete construction projects around the College. The sense of achievement at the completion of the project is immense for the students involved and an important stimulus for thinking about career choices for the future.

Student Engagement

The Student Services team structure underwent a change at the commencement of 2020. As well as retaining the two Student Support Officer roles, additional staffing was allocated in recognition of the breadth and scope of the supports offered to students and their families. Five new Year Coordinator positions were created to improve attendance processes and provide support for minor behaviours and compliance with College expectations around uniform and punctuality. Program Coordinators were also given additional time to complete their specialist roles within the team; Transition to High School, Engagement, Aboriginal Education, Teaching and Learning Wellbeing, and Inclusive Education.

The College House System was further expanded in 2020, with House Captains being elected by students and staff. The role of the House Captain is to support College events in a similar manner to the Student Councillors. This gives leadership experience to a group of students who may not otherwise have the opportunity and the role will continue to expand over time.

The Aboriginal Education Focus Group alongside the Reconciliation Action Plan team continued to interrogate classroom practice and whole school policies to articulate areas of need and promote necessary changes to improve equity for Aboriginal students. Using the Aboriginal Cultural Framework staff professional learning has commenced and will inform further learning into the future.

Young people at BCC were able to access social-emotional support programs in 2020 delivered both by College staff and workers from the YMCA. Programs such as SHINE, Rainbows and Drumbeat offered support for self-esteem, anger management and coping with grief events. Students reported improved wellbeing following participation. Students were also able to access mentor support with the YMCA youth worker, who also participated in the City of Belmont funded Hip Hop program and supported the Bike Rescue program.

Other events coordinated and supported by the Student Services team included sports carnivals, excursions to UWA, visits to training organisations to prepare students for trade courses and work experience, student council leadership events, camps and whole school events such as R U OK? Day and National Day of Action Against Bullying.

Processes to support Students At Educational Risk (SAER) continued to strengthen as the additional staffing allowed for increased capacity to identify and work with students and their families. With the impact on families caused by the stresses associated with the COVID-19 pandemic and the period of school closure for most students, the Student Services team were busy providing advice and support for parents and staff; following up on referrals and contacting students that were identified as requiring

additional wellbeing reinforcement. In addition, there was intensive planning in collaboration with the City of Belmont and YMCA in preparation for an engagement program that is expected to commence in 2021.

While there was extensive tracking and communication with families, due to the disruption caused by the pandemic, student attendance data is unavailable for 2020.

Follow the Dream: Partnerships for Success

Follow the Dream is a voluntary program for aspirational Aboriginal and Torres Strait Islander (TSI) secondary school students. The program assists and supports students to continue to succeed at school, graduate from Year 12 and successfully transition to 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.

As well as being a Department of Education endorsed program, Follow the Dream shares partnerships with the Graham (Polly) Farmer Foundation and BHP. These partnerships enable the program to:

- » provide high quality education and tuition which leads to meaningful careers for Aboriginal and TSI students.
- » set meaningful academic, personal and cultural goals with Aboriginal and TSI students in a safe and supporting environment.
- » enrich the knowledge, skills and potential of Aboriginal and TSI students and inspire positive aspirations in Indigenous students.

During 2020, 73 students participated in the Follow the Dream program and continued support was provided to eligible students at two other secondary schools. Students included:

- » fifteen Year 7 students
- » twenty Year 8 students
- » eight Year 9 students
- » ten Year 10 students
- » ten Year 11 students, and
- » ten Year 12 students.

Our ten graduating students achieved the following:

- » Eight students achieved WACE.
- » All students achieved a Certificate II qualification.
- » One student completed competencies towards a Certificate III in Business at Westpac.
- » Formal awards presented at the Year 12 Graduation Ceremony:
 - Top student Award Certificate II Sport and Recreation
 - City of Belmont Role Model Award
 - Samantha Rowe MLC Positivity Award
 - Top student award General English
 - Indigenous Endeavour Award
- » All students were enrolled in tertiary study, TAFE, employment or an apprenticeship going into 2021.

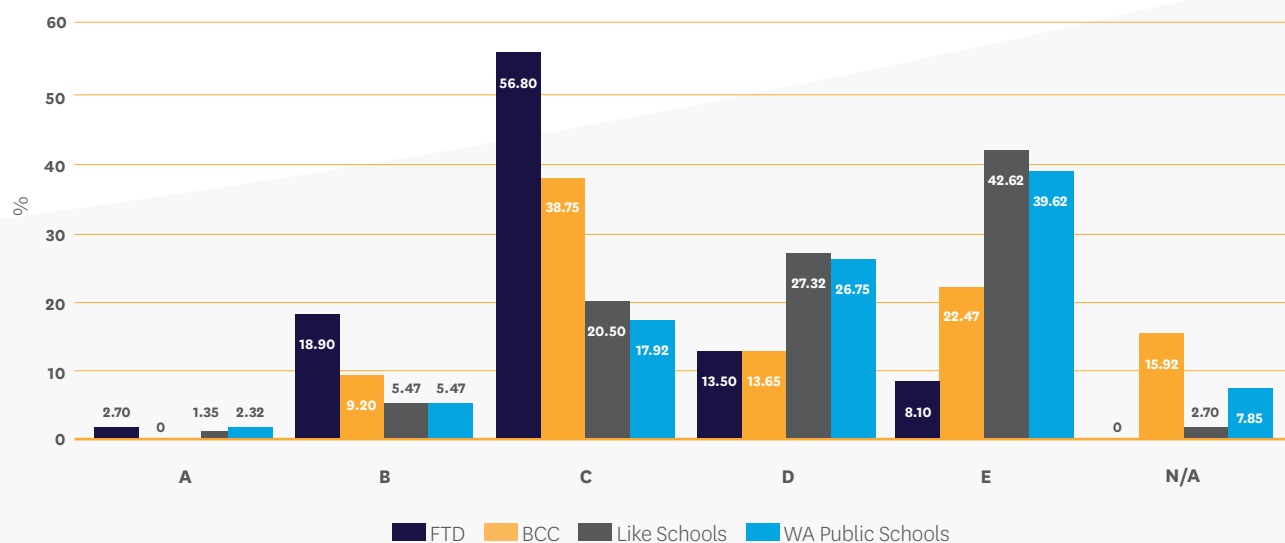
Follow the Dream students maintained an average school attendance of 81% and our members also attended an average of 1170 tutoring hours per term during 2020. Follow the Dream students participated in a range of programs and activities throughout the year including:

- » Polly Farmer Foundation rebranding workshops with Peter Farmer Designs
- » Indigenous Australian Engineering Program at Curtin University
- » Young Indigenous Women's STEM Academy
- » Noongar Radio
- » WA Police Academy
- » Young women's AFL
- » Djerabiny D-jin D-jin Koolankas Health & Wellbeing Conference
- » NAIDOC, Reconciliation and Harmony weeks

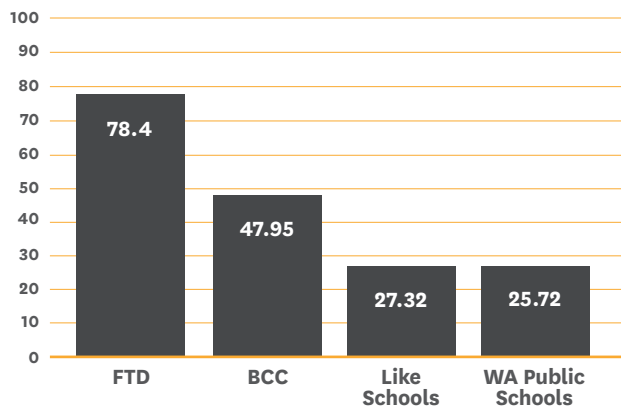
In 2020, Follow the Dream students in Years 7 and 8 also attended a camp to Point Peron on Whadjuk Noongar country; students in Years 9 to 11 camped in Dwellingup on Pindjarup Noongar country. There they participated in cultural experiences with local Elders as well as learning about the unique natural features of the areas. With a focus on health and wellbeing in 2020, students participated in a range of activities focussed on promoting mental, physical and spiritual wellbeing which supported their personal and academic growth.

Grade Distribution Comparisons for Follow the Dream Students

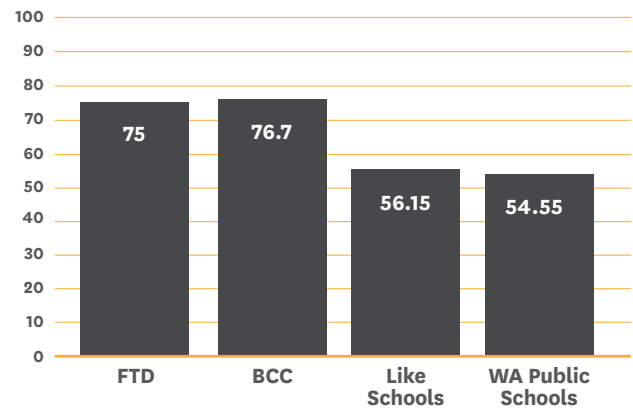
Year 7-10 Mathematics Semester 2 2020



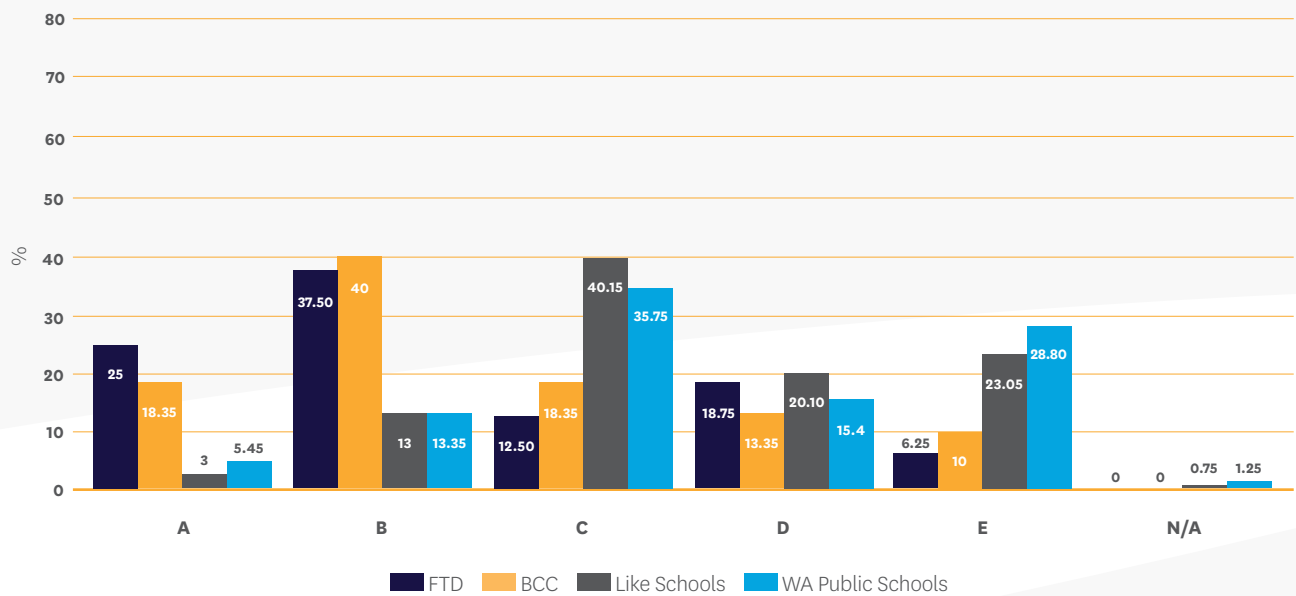
C or Better Year 7-10 Maths Semester 2, 2020



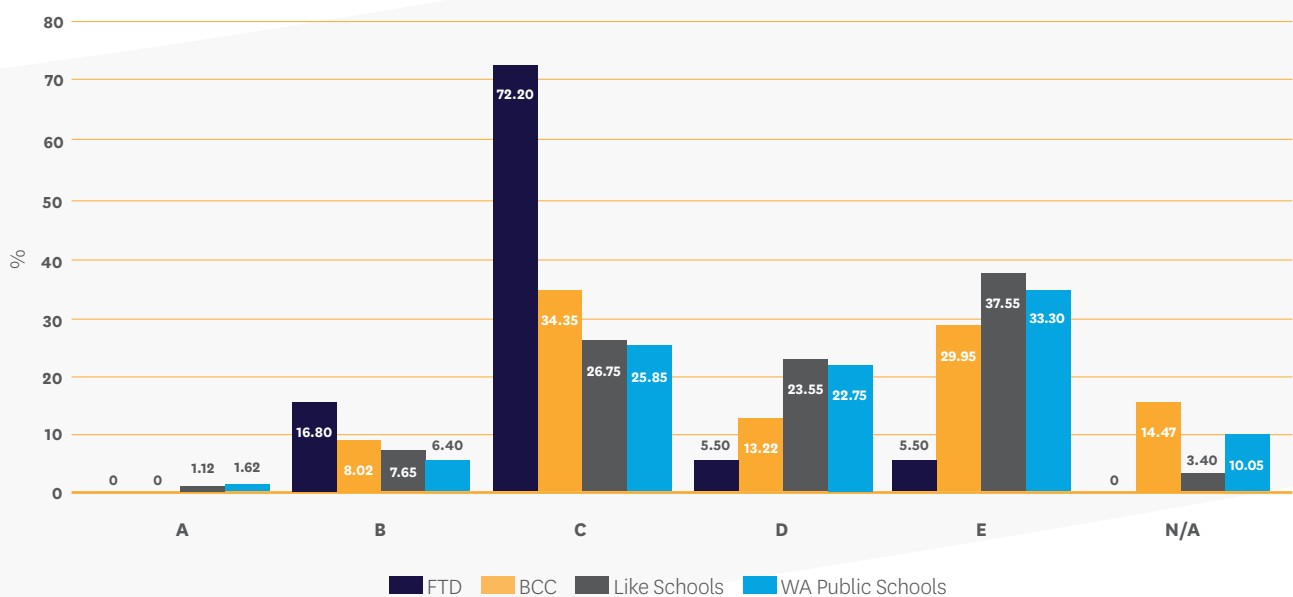
Year 11/12 C or Better Maths Semester 2, 2020



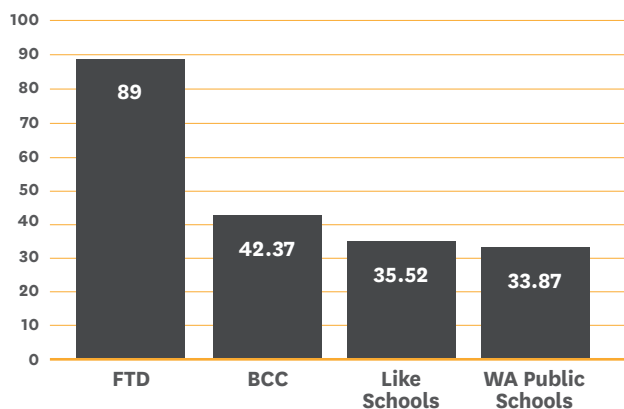
Year 11/12 Mathematics Semester 2 2020



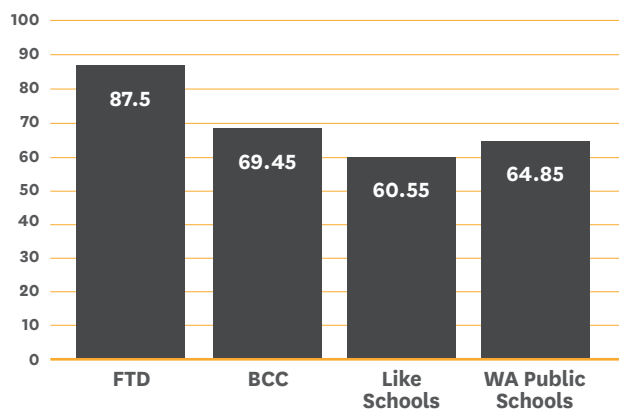
Year 7-10 English Semester 2 2020



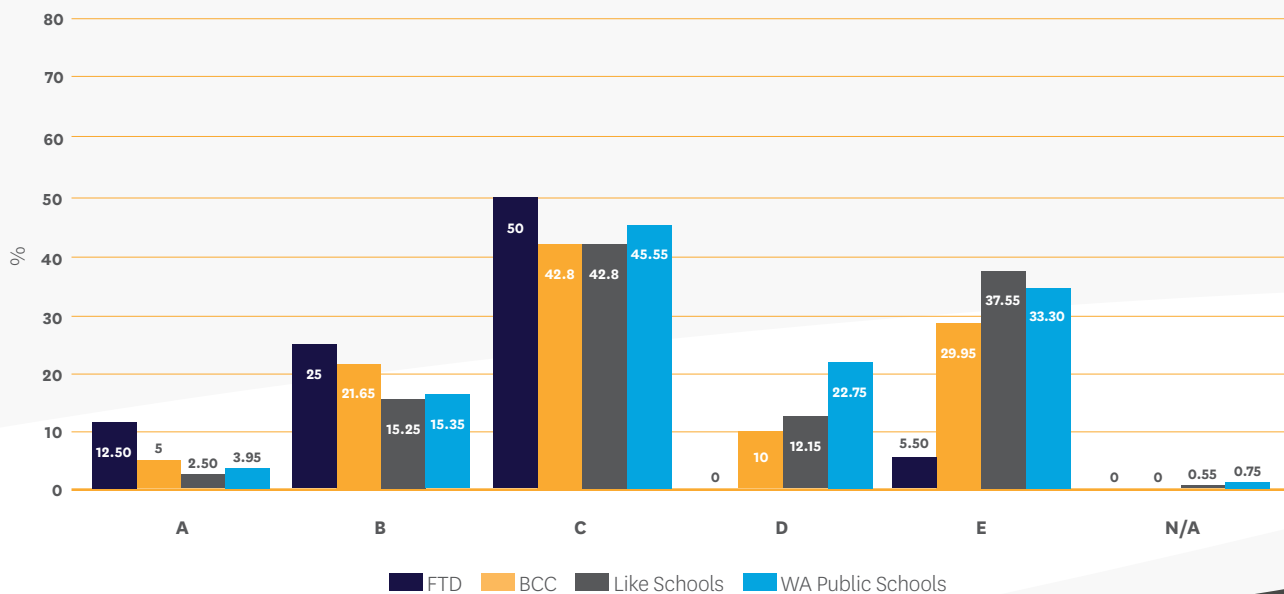
C or Better Year 7-10 English Semester 2, 2020



C or Better Year 11/12 English Semester 2, 2020



Year 11/12 English Semester 2 2020

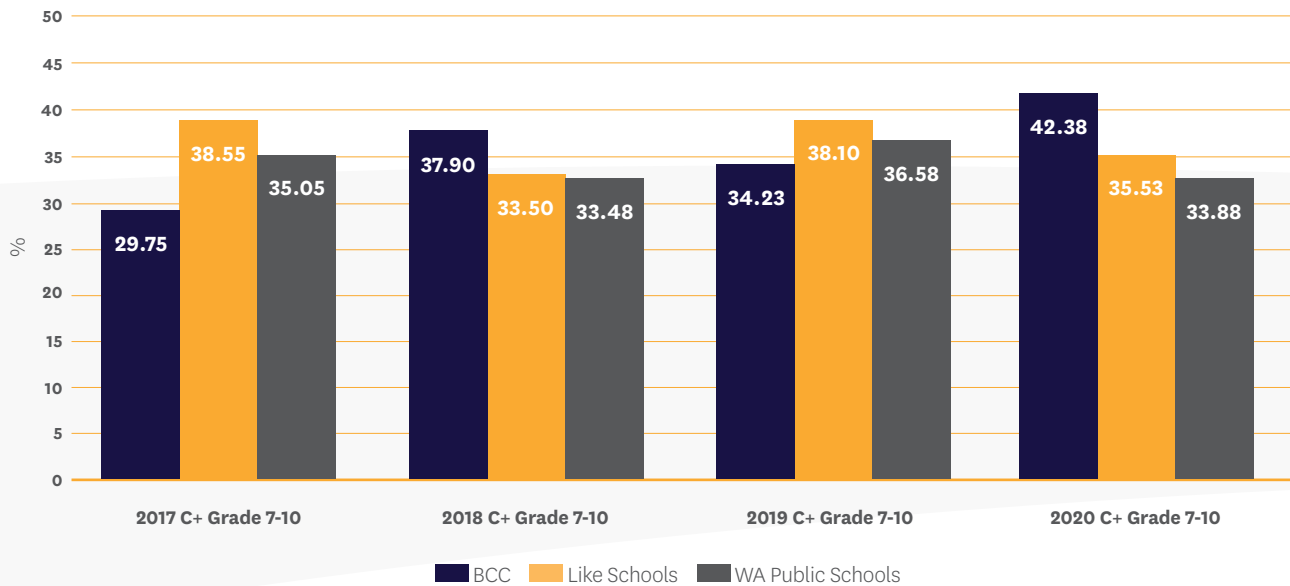


Aboriginal Student Achievement Data – English & Mathematics

1. Year 7-10 English Grade Distribution Data

- 42.38% of Aboriginal students achieved a C grade or higher in Semester 2 2020. This is an increase of 12.63% from Semester 2 2017.
- In comparison, 35.53% of Aboriginal students in Like Schools and 33.88% in WA Public Schools achieved a C grade or higher in Semester 2 2020.

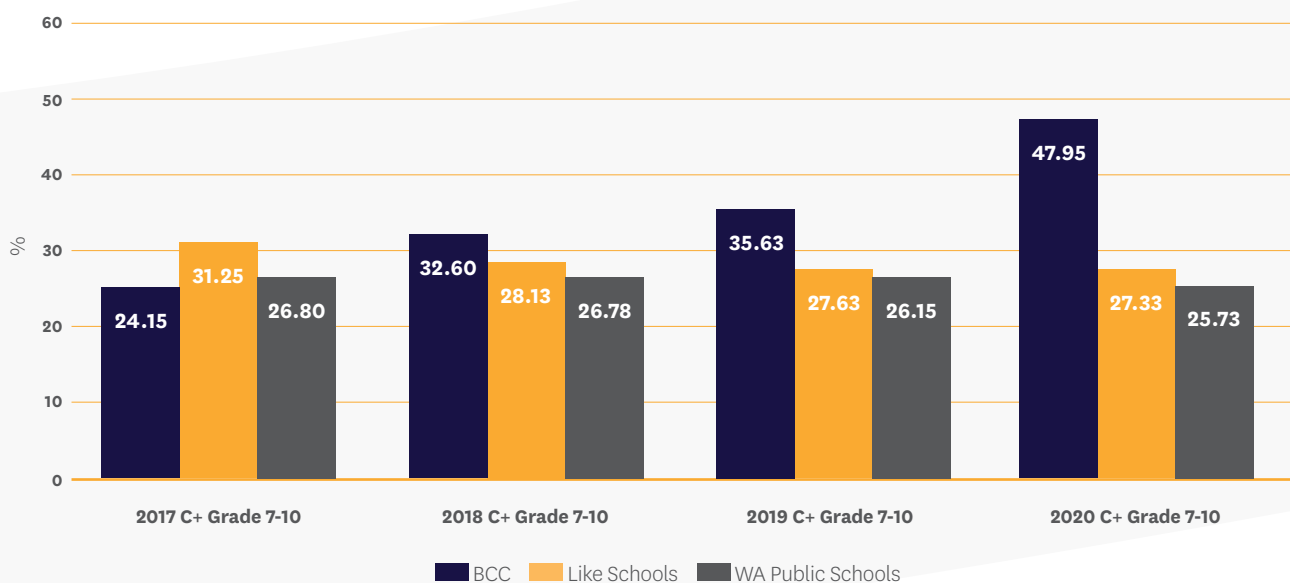
Aboriginal Students C Grade or Higher 2017-2020
Year 7-10 English



2. Year 7-10 Mathematics Grade Distribution Data

- 47.95% of Aboriginal students achieved a C grade or higher in Semester 2 2020. This is an increase of 23.8% from Semester 2 2017.
- In comparison, 27.33% of Aboriginal students in Like Schools and 25.73% in WA Public Schools achieved a C grade or higher in Semester 2 2020.

Aboriginal Students C Grade or Higher 2017-2020
Year 7-10 Maths

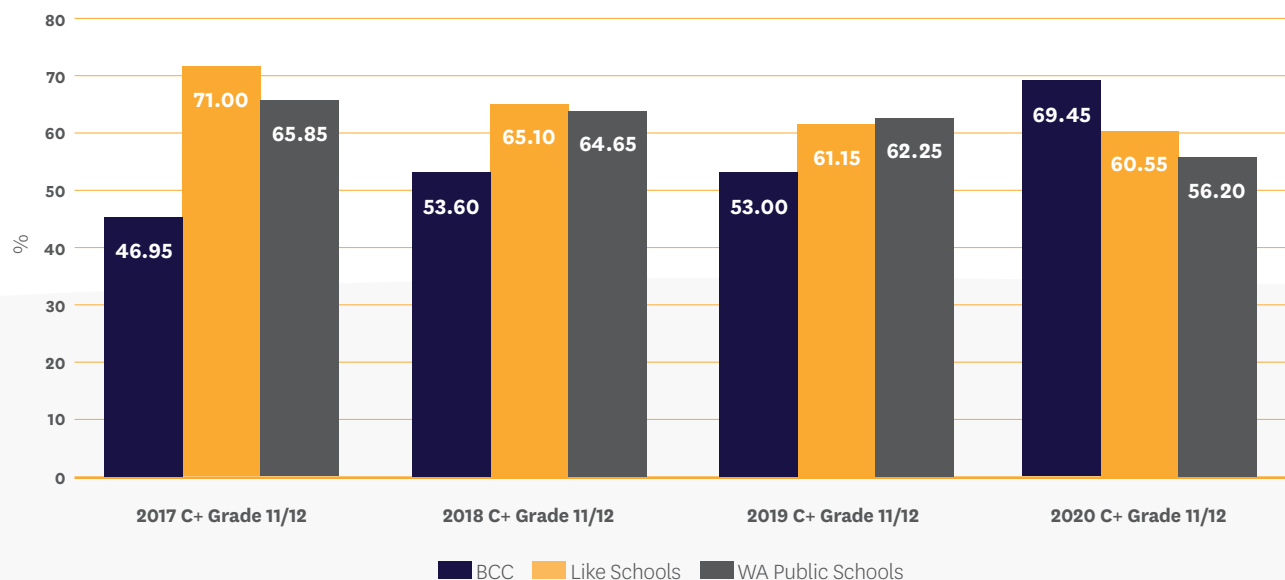


3. Year 11 and 12 English Grade Distribution Data:

- 69.45% of Aboriginal students achieved a C grade or higher in Semester 2 2020. This is an increase of 22.5% from Semester 2 2017.
- In comparison, 60.55% of Aboriginal students in Like Schools and 56.20% in WA Public Schools achieved a C grade or higher in Semester 2 2020.

Aboriginal Students C Grade or Higher 2017-2020

Year 11/12 English

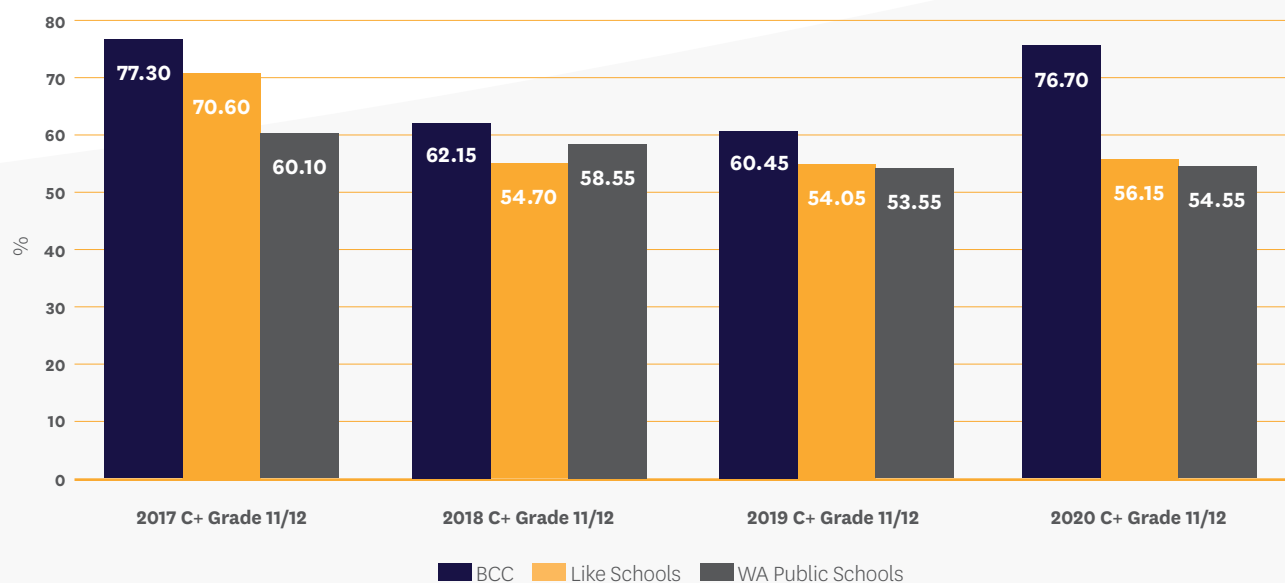


4. Year 11 and 12 Mathematics Grade Distribution Data:

- 76.70% of Aboriginal students achieved a C grade or higher in Semester 2 2020. This is on par with 2017 data however is an increase of 16.25% from Semester 2 2019.
- In comparison, 56.15% of Aboriginal students in Like Schools and 54.55% in WA Public Schools achieved a C grade or higher in Semester 2 2020.

Aboriginal Students C Grade or Higher 2017-2020

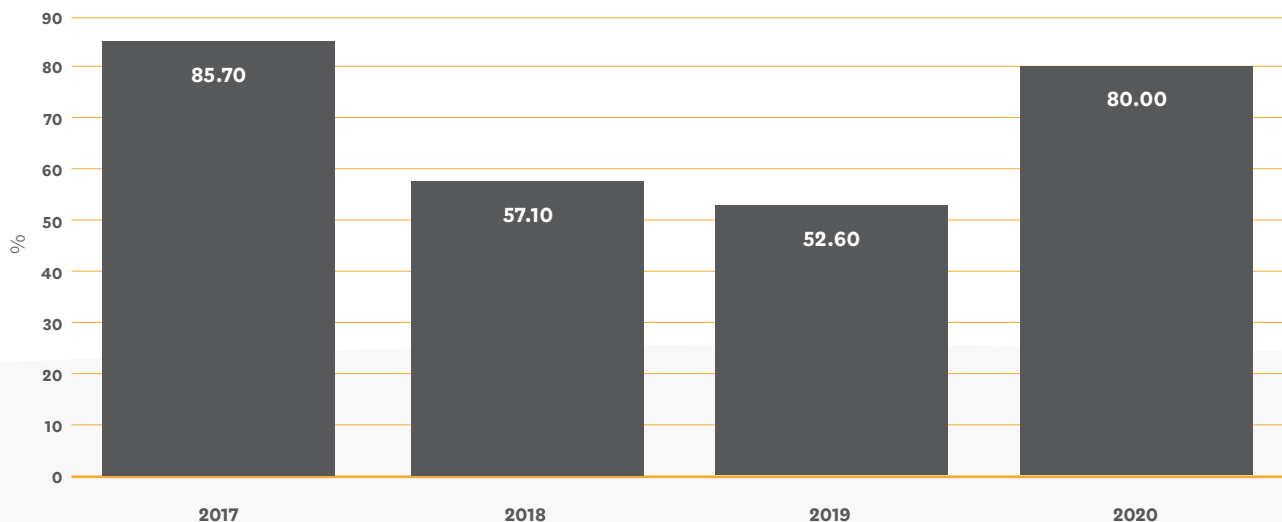
Year 11/12 Mathematics



5. Youth Attainment Target

- a. 80% of our Year 12 Aboriginal students completed a Certificate II or higher and therefore met the YAT.
- b. This is similar to 2017 and an increase of 27.4% from 2019.

Youth Attainment Target



Deaf Education Program

The Deaf Education Program supports Deaf and hard of hearing (D/HH) students to access mainstream classes and provides specialised programs for students who require more intensive support with core subjects. The College employs two Teachers of the Deaf, nine Auslan interpreters and a Deaf mentor to support Deaf and hard of hearing students academically and socially. To assist students manage their hearing assistive technology, an audiologist from Australian Hearing visits the College throughout the year.

In 2020, BCC enrolled one new D/HH student, increasing the number of students enrolled in the program to eleven. All students were integrated into mainstream or Inclusive Education classes and supported by Auslan interpreters and a Deaf Mentor. A Year 10 student successfully completed a Certificate I in Agrifoods through Kelmscott Senior High School at Hillside Farm. Two Year 11 students were provided with individualised, intensive support by Teachers of the Deaf to develop their literacy. The Deaf Mentor provided weekly support to all students to develop their Auslan.

All Year 11 and 12 Students were enrolled in a combination of ASDAN, Foundation, General and Certificate II courses aligned to their needs and future aspirations. Although OLNA continues to be difficult for all Deaf students, one Year 10 student passed all OLNA assessments and two Year 12 students successfully passed Numeracy. A highlight for 2020 was the graduation of three profoundly Deaf students and it was a celebration of their achievements over the previous six years. Two of the graduates completed Certificate II courses in Tourism and Hospitality and one student completed a Certificate II in Horticulture and a Certificate I in Agrifoods.

A focus for 2020 has been the implementation of the School of Special Educational Needs: Sensory (SSEN: S) Expanded Core Curriculum. This curriculum supports students to develop a greater understanding of their hearing loss, develop their expressive and receptive language, social skills and to enhance their emotional

wellbeing. With the support of the SSEN: S, a Teacher of the Deaf provided students with weekly Expanded Core Curriculum lessons tailored to student needs.

During the COVID -19 lockdown, the Deaf Education Program modified its focus to supporting students to access their curriculum remotely. Mainstream staff were asked to consider the different challenges that online learning brings for Deaf and hard of hearing students and the Deaf Education Program supported teachers to ensure that online material was captioned and accessible. The Deaf Education program extensively used Connect to maintain friendship connections between Deaf and hard of hearing students and a useful source of information for families to assist their children access the curriculum.

Disappointingly, the number of whole school community activities and the wider Deaf community events were impacted by COVID-19 for the first half of the year. Deaf Education Program students participated in NAIDOC celebrations, RUOK Day, lunchtime dance performances and the annual Visual Art Exhibition. Deaf and hard of hearing students participated in interschool soccer, basketball and touch rugby often requiring Auslan Interpreters to support students out of school hours to train with their team. Students connected with the wider Deaf community including ex-students to celebrate Auslan Day at Central TAFE. Three Year 12 students visited Access Plus WA Deaf to provide information on available services and support that they can access as independent young adults.

Inclusion Education Centre

Staff and students were busy in 2020 both academically and in working with community and business on projects linked to their learning.

The work of our teaching and support staff in 2020 led to success and improved future outcomes for all students. Targeted literacy support continued for students using the Macqlit program that was implemented in 2018. There was continued improvement in reading and numeracy and sound OLNA progress was demonstrated by students.

Due to the impact of the pandemic on Workplace Learning placements additional time was allocated to the Certificate II in Horticulture program. Students completed their work hours on site and were tasked with moving garden beds from the location near Abernethy Road, making way for new buildings. With hard work and dedication, the newly modelled garden was ready for display for the Garden Open Day. Students had propagated a variety of plants for sale and had prepared a delicious range of food to share with their families and BCC staff.

As well as continuing to grow zoo fodder for Perth Zoo, Inclusive Education staff and students continued the community partnership

with the popular Sculptures By The Sea. A visit to the exhibition was not possible, however a session delivered at school by one of the featured artists saw students learning how to crochet rope.

In Term 4 our team was approached by the City of Belmont to participate in the World Week of the Disabled Person. A creative display of art and plants was installed at the City of Belmont function *The Glasshouse*, featuring a 'selfie' backdrop. Our students once again conducted themselves admirably; giving talks about gardening and demonstrating how the program works.

In addition to literacy and numeracy, personal and social capabilities are key components of the curriculum in the Inclusive Education program. The confidence and success of our students when meeting members of the public and welcoming their families to school events is evidence that the learning activities offered are supporting our students in becoming independent and work ready as they complete their secondary education.



Staffing and Enrolment

Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Heads of Departments and Learning	5	5.0	0
Program Coordinators	6	6.0	0
Total Administration Staff	14	14	0
Teaching Staff			
Level 3 Teachers	3	3	0
Other Teaching Staff	53	50.4	0
Total Teaching Staff	56	53.4	0
School Support Staff			
Clerical / Administrative	15	12.8	0
Gardening / Maintenance	2	1.6	0
Instructional	2	2.0	2
Other Non-Teaching Staff	28	21.5	0
Total School Support Staff	47	37.9	2
Total	120	107.4	2

Student Numbers (as at 2019 Semester 2)

	2016	2017	2018	2019	2020
Lower Secondary	582	630	634	642	662
Upper Secondary	166	190	245	249	246
Total	748	820	879	891	908

Finance

Belmont City College Expenditure on Goods and Building Fabric and Infrastructure for 2020

\$

Computers and Technology	204,239
Office and Classroom Furniture	34,316
Classroom Carpeting	3,600
Music Equipment	3,100
Garden Maintenance Equipment	3,490
Other Equipment	6,310
Total	255,055

High Priority Maintenance and Minor Works Program - State Government Funded Funding Allocation \$78,000

\$

Paint External Doors	30,000.00
Shade Area – Inclusive Education Horticulture Program	11,590.00
Basin and Plumbing Works – Inclusive Education	1,397.00
Gymnasium White Boards	1,290.00
Bathroom Renovation	18,768.00
Emergency Phone for Lift	4,650.00
Fix Gating Near Gym	2,350.00
Carpet Tiles	7,000.00
Eyewash Station for Design & Technology	1,000.00
Total	78,045.00

High Priority Maintenance and Minor Works Program - State Government Funded Funding Allocated in 2nd Gateway \$162,000

\$

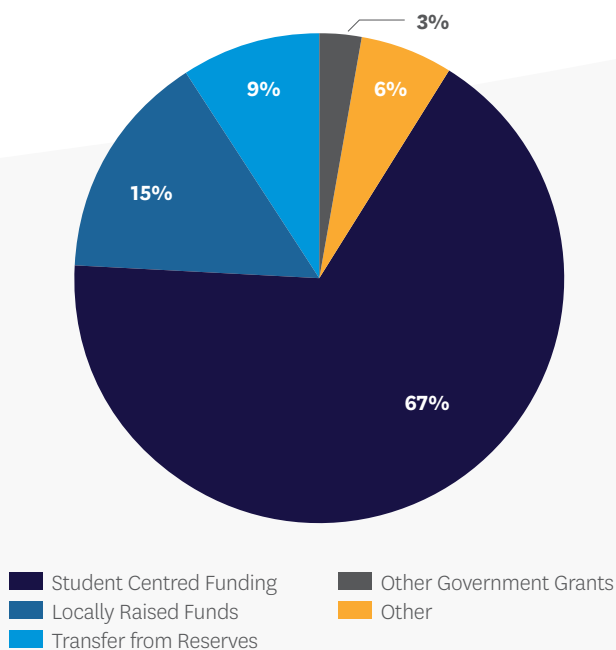
Roof Safety - Fixing Leaks	8,000.00
Electrical Upgrades	923.00
Structural Integrity (1)	78,380.00
Roof Replacements	63,232.00
Structural Integrity (2)	20,000.00
Total	170,535.00

Financial Summary

As at 31 December 2020

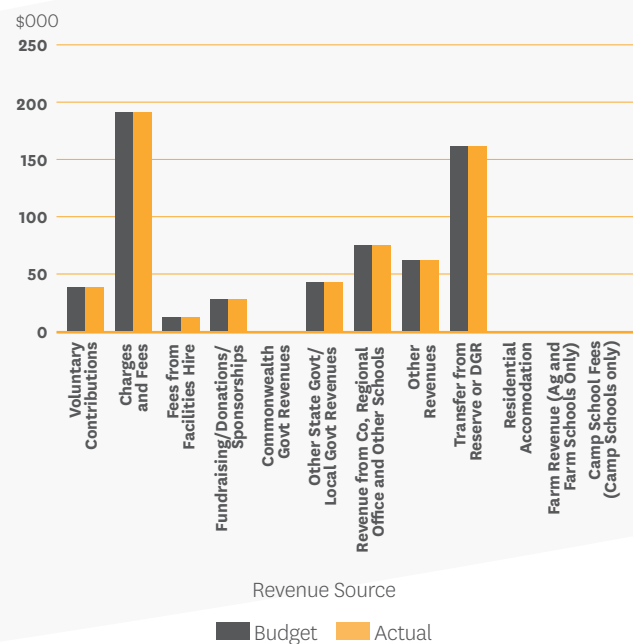
Revenue – Cash and Salary Allocation		Budget (\$)	Actual (\$)
1	Voluntary Contributions	40,860.00	40,859.57
2	Charges and Fees	192,905.00	192,903.34
3	Fees from Facilities Hire	5,318.00	5,318.18
4	Fundraising/Donations/Sponsorships	25,721.00	25,720.50
5	Commonwealth Government Revenues	-	-
6	Other State Government/Local Government Revenues	42,200.00	42,200.00
7	Revenue from Co, Regional Office and Other Schools	70,545.00	70,545.09
8	Other Revenues	53,206.00	53,207.26
9	Transfer from Reserve or DGR	154,691.00	154,691.83
10	Residential Accommodation	-	-
11	Farm Revenue (Ag and Farm Schools only)	-	-
12	Camp School Fees (Camp Schools only)	-	-
Total Locally Raised Funds		585,446.00	585,445.77
Opening Balance		236,066.00	236,066.46
Student Centred Funding		1,187,312.00	1,187,312.43
Total Cash Funds Available		2,008,824.00	2,008,824.66
Total Salary Allocation		11,334,334.00	11,334,334.00
Total Funds Available		13,343,158.00	13,343,158.66

Current Year Actual Cash Sources



Locally Generated Revenue

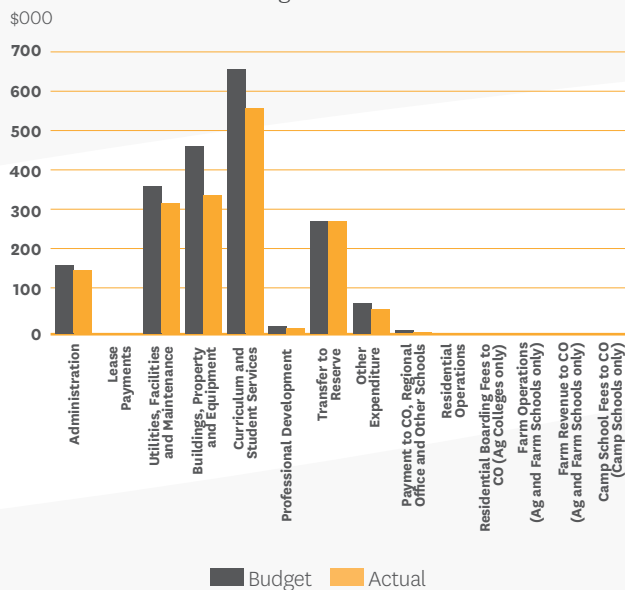
Budget vs Actual



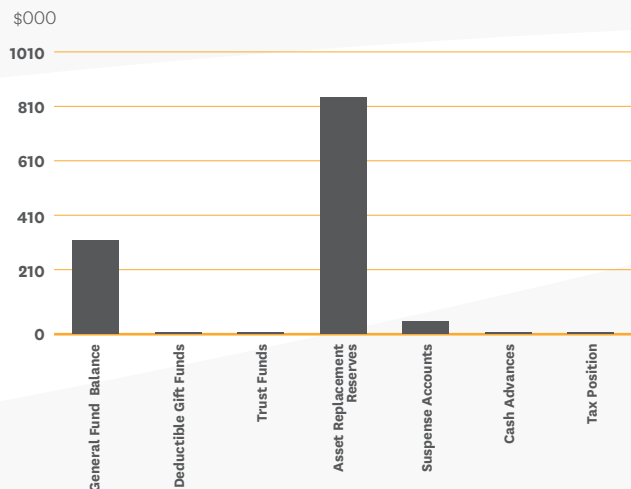
Expenditure – Cash and Salary		Budget (\$)	Actual (\$)
1	Administration	144,036.00	133,541.64
2	Lease Payments	-	-
3	Utilities, Facilities and Maintenance	360,375.00	319,174.12
4	Buildings, Property and Equipment	445,499.00	342,340.31
5	Curriculum and Student Services	657,268.00	557,320.49
6	Professional Development	7,500.00	3,762.13
7	Transfer to Reserve	267,000.00	267,000.00
8	Other Expenditure	59,383.00	50,793.91
9	Payment to CO, Regional Office and Other Schools	1,000.00	668.00
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		1,942,061.00	1,674,600.60
Total Forecast Salary Expenditure		10,980,202.00	10,980,202.00
Total Expenditure		12,922,263.00	12,654,802.60
Cash Burdget Variance		66,763.00	

Locally Generated Revenue

Budget vs Actual



Cash Position



Cash Position as at:

(\$)

Bank Balance	1,241,816.44
Made up of:	
1 General Fund Balance	334,224.06
2 Deductible Gift Funds	-
3 Trust Funds	-
4 Asset Replacement Reserves	867,881.37
5 Suspense Accounts	47,088.01
6 Cash Advances	(2,100.00)
7 Tax Position	(5,277.00)
Total Bank Balance	1,241,816.44

School Survey

At Belmont City College we survey our staff, parents and students on an annual basis in order to collect and analyse data to inform our strategic planning.

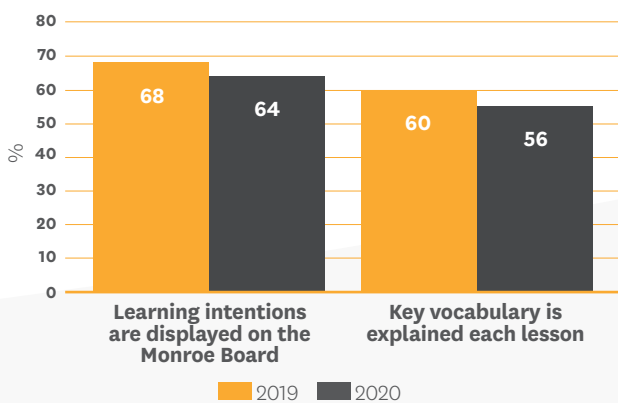
In particular, our survey data informs us on the progress of a number of our business plan targets including:

1. The implementation of the Belmont Instructional Model.
2. Staff engagement/participation in Performance Development processes including classroom observation.
3. Our relationship with the local community.

Target 1 – The implementation of our Instructional Model

Two questions were asked of students in their annual student survey in relation to the Belmont Instructional Model. In 2020 data indicates that the learning intentions of each lesson are being displayed in classes 64% of the time and that key vocabulary is explained to students each lesson 56% of the time. This represents a 4% decrease from 2019. Specific targets have been written into learning area operational plans so this data can be addressed and strategies developed so the implementation of our Instructional Model is occurring regularly in all classrooms.

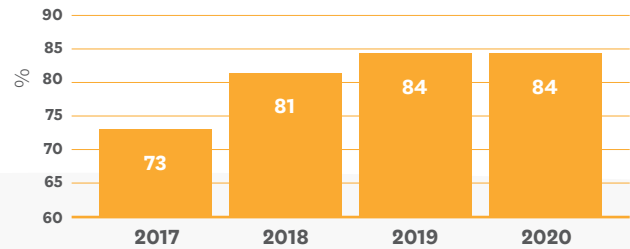
Implementation of Instructional Model



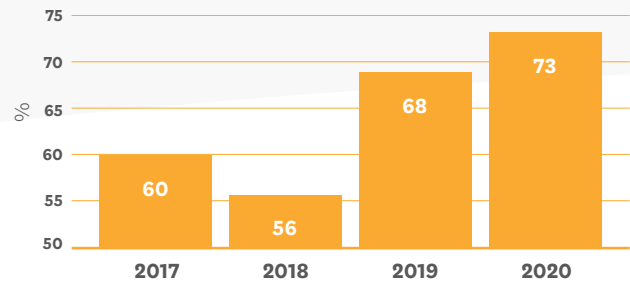
Target 2 – Staff engagement/participation in Performance Development processes including classroom observations

It has been a strong focus at the College for a number of years to ensure all staff are participating in, and receiving valuable feedback about their teaching practice, as part of the College's performance development and improvement framework. Data over a number of years has indicated that performance development meetings and the use of classroom observations has provided teachers with feedback that has helped improve their teaching practice.

Improving Teacher Practice using Performance Development



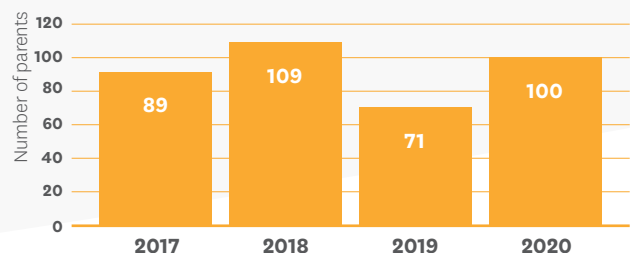
Improving Teacher Practice using Classroom Observations



Target 3 – Our relationship with the local community

The College introduced a new priority area, Parent/Community Engagement as part of our 2019–2021 Business Plan. A key area of focus for the College was to increase the number of parents completing the annual school survey each year. In 2020 we were able to survey 100 parents, which was an increase from the 71 parents surveyed in 2019. Survey distribution methods will be reviewed in 2022 to ensure parents have increased opportunities to complete the survey.

The number of parents completing the National Opinion Survey will increase to 200



2020 Year 12 Course Awards

Course Awards

The Arts

Dance – General	Joyful Tsanzimana
Design Graphics – General	Samantha Primo
Design – ATAR	Anika Tenedero
Drama – General	Meek Cape
Drama – ATAR	Gift Mendoza
Music – ATAR	Ray Prasetya
Visual Arts – General	Joveann Monique Dolot

Deaf and Inclusive Education

Inclusion Award	Shelby Lam
Certificate II in Horticulture	Michael Glisenti

English

English as an Additional Language/Dialect – ATAR	Genevie Gail Caraan
English – Foundation	Riamae Perez
English – General	Dustin Nguyen
English – ATAR	Stella Hill

Humanities and Social Sciences

Career and Enterprise – General	Joveann Monique Dolot
Geography – ATAR	Kyla Ramos
Modern History – ATAR	Stella Hill
Modern History – General	Camille Francia
Certificate II in Business	Camille Francia

Mathematics and Science

Chemistry – ATAR	Justin Arat
Human Biology – ATAR	Corey Ohn-Khin
Integrated Science – General	Jeremy Carlon
Mathematics – Foundation	Kathrine Cassandra Pangilinan
Mathematics – Essential	Dylan McClarence
Mathematics Applications – ATAR	Stella Hill
Mathematics Methods – ATAR	Justin Arat
Mathematics Specialist – ATAR	Justin Arat
Physics – ATAR	Justin Arat

Health and Physical Education

Health Studies – General	Gabrielle Ang
Physical Education Studies – General	Randell Ardeza
Certificate II in Sport and Recreation	Khodi Prouse

Technologies

Materials Design and Technology: Wood – General	Samantha Primo
Certificate II in Engineering Pathways	Meek Cape
Certificate II in Hospitality	Shaylee Brown (Peterson)
Certificate II in Information, Digital Media and Technology	Joveann Monique Dolot

Special Awards

Award	Recipient
Long Tan Leadership & Teamwork Award	Hana Byrne
ADF Future Innovators Award for STEM & Innovation	Katrina Ocampo
Caltex Best All Rounder Award	Gift Mendoza
Award for Excellence in the Performing Arts	Ray Prasetya
Slater-Gartrell Sportsperson of the Year Award	Dylan McLarence
HGT Hospitality Vocational Program Award	Tahlia Woolnough
Donna Faragher Award for Citizenship	Sanal Sujit
Ascot Rotary Club Award for Integrity	Sarai Nuryatno
Steve Irons Award – Active Involvement in Interschool Sports	Montana Nichols
Belmont Forum Award for Participation	Lochlan Curtis
Cassie Rowe Award for College Leadership and Service	Emma Caccetta
Ben Wyatt MLA Award for Service to the Community	Brodie Luckens
Samantha Rowe Positivity Award	Zac Hindmarsh
City of Belmont Award for Positive Role Modelling	Khodi Prouse
Sue Lines Award for Service to the College	Ethan Lam
Belmont Rotary Award for Resilience and Persistence	Tacinta Garrett
Edith Cowan University - Personal Excellence	Sanjula Gamalathge

High Achiever Awards

Award	Recipient
The 2020 Tony Cooke VET Dux Award	Tarnishia Peisley
The 2020 Dux Award	Justin Arat

2019-2021 Business Plan Review

Priority Area 1 Student Achievement

Targets/Milestones

2020

Grade Distributions

Learning Area Grade Distribution

1.2 By the end of 2021, the percentage of students in Years 7 – 10 who achieve a D or E learning area grade to reduce to reduce by 5%.

- **Progressing – 0.5% reduction in D and E learning area grades for Year 7-10 students since 2018.**

OLNA

1.3 By the end of 2021, the percentage of students achieving the OLNA standard in Reading, Writing and Numeracy will improve as specified in our learning area operational plans.

Mathematics

Target – Increase in students achieving OLNA Numeracy by the end of Year 12.

- **Not Achieved – Decrease of 1% in students achieving OLNA Numeracy by the end of Year 12.**

English

Target – Increase the number of Year 11 and 12 Category 1 and 2 OLNA students achieving a Category 3 in Reading and Writing.

- **Achieved – 8.3% increase in the number of Year 11 and 12 students a Category 3 in Reading and Writing.**

Attainment

1.4 In each year of the Business Plan, student attainment (achievement of an ATAR score of 55+ and/or a AQF Certificate or higher) will be maintained at or above 90%.

- **Achieved – 99%.**

WACE Achievement

1.5 In each year of the Business Plan, 80% of eligible students will achieve a WACE.

- **Achieved – 88%.**

ATAR

1.6 In each year of the Business Plan, BCC students enrolled in four or more ATAR courses, will achieve a median ATAR of 75 or higher.

- **Achieved – Median ATAR of 80.85%.**

Priority Area 2
High Quality
Teaching

Targets/Milestones

2020

BCC Instructional Model

2.1 In each year of the Business Plan, all teachers have implemented the Belmont Instructional Model. Changes to teacher practice will be measured by a combination of:

» Participation in CMS training

● **Progressing – 85% of teaching staff have completed CMS training.**

» Surveys of teacher/students about changes to classroom practice

● **Progressing – 56% of students indicate key vocabulary are explained each lesson.**

● **Progressing – 60% of students indicate learning intentions are displayed each lesson.**

» Classroom observation – peer and/or superordinate

● **Progressing – 85% (25% increase from 2018) of staff have engaged in classroom observation.**

» Performance Development

● **Progressing – 83% (10% increase from 2017) of staff identified Performance Development has improved their practice.**

Level 3 Classroom Teacher numbers

2.2 By the of 2021, a minimum of three Level 3 classroom teachers will have qualified whilst employed at BCC.

● **Progressing - Two teachers successfully completed classroom teacher portfolios in 2020.**

Priority Area 3
Student
Engagement

Targets/Milestones

2020

Attendance

3.1 By the end of 2021, at least 60% of students will attend school regularly. (Regular attendance is defined as students who have attendance of 90% or higher).

Attendance Data N/A due to COVID-19.

Suspensions

3.2 In each year of the Business Plan, the percentage of students suspended will be sustained at or below 15% of all students.

● **Achieved – 11.9% of students suspended.**

**Priority Area 4
Parent &
Community
Engagement**

Targets/Milestones

2020

4.1 By the end of 2021, the number of parents completing the National School Opinion Survey (NSOS) will increase to 200.

● **Progressing – 100 parents completed the 2020 survey (up from 71 in 2019).**

4.2 By the end of 2021, the percentage of parents responding positively to the NSOS question “This school has a strong relationship with the local community” will have increased to 95% or above.

● **Progressing – 87% of parents responded positively.**

4.3 By the end of 2021, the collection rate of voluntary school contributions will increase to 50%.

● **Not Achieved – 37.40% collection rate.**





BELMONT CITY COLLEGE

bold . caring . creative

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