



2021

ANNUAL REPORT



# LEARN ACHIEVE SUCCEED

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## GLOSSARY

AEP	Academic Enrichment Program	NAPLAN	The National Assessment Program – Literacy and Numeracy (Year 7 and 9)
ATAR	Australian Tertiary Admission Ranking	NMERO	North Metropolitan Education Region Office
ATSI	Aboriginal and Torres Strait Islander	NSOS	National School Opinion Survey
CMS	Classroom Management Strategies	OLNA	Online Literacy and Numeracy Assessment (Year 10-12)
ESL	English as a Second Language	PIP	Positive Incentive Program
FLF	Future Leaders Framework	RTP	Reporting to Parents
HASS	Humanities and Social Science (Subject)	SAIS	Student Achievement Information System
HOSS	Head of Student Services	SCSA	School Curriculum and Standards Authority
ICSEA	The Index of Community Socio-Educational Advantage <i>ICSEA is the statistical level of a school's educational advantage, and takes into account parent occupation, parent education, geographical location and proportion of indigenous students.</i>	SDD	School Development Day
IEP	Individual Education Plan	SMG	Senior Management Group
JLC	Joondalup Learning Community	STEM	Science Technology Engineering and Maths
LA	Learning Area	TISC	Tertiary Institutions Service Centre
Like Schools	Schools that are statistically similar in terms of the ICSEA	VET	Vocational Education and Training
		WACE	West Australian Certificate of Education

Front Cover: Bindi Bindi Garden officially opened July 2021

## FOREWORD //

This Annual Report captures our successes and achievements across the 2021 college year. In the collation of this annual report, significant information about student performance is considered and analysed. This analysis occurs at all levels across the college through the lens of self-assessment and a commitment to ongoing improvement. Throughout the report you will see a strong focus on celebrating our success and an equal focus on the identification of areas for future development. With the added complexities of COVID-19 in 2021 and the complex start of 2022, this report has been slightly compressed compared to previous years. The option of a generic template was offered to all schools due to current circumstances, however as a College we feel that we would like to present the 2021 Annual report in our usual format against our Business Plan targets, to share with our community.

The 2021 Annual Report is aligned to our Business Plan “Building Excellence in Self and Others” and focuses on our four priority areas:

1. Successful students
2. Excellence in teaching and learning
3. Building capacity in self and others
4. Community engagement and educational partnerships

As part of the Department of Education’s strategic direction 2020-2024, the College is committed to achieving the outcomes set in Focus 2021. A clear focus, on “Every student, Every classroom, Everyday”, ensures our students are supported in the best possible way to reach their full potential and achieve success. Our highly qualified and experienced staff provide a quality learning environment for all students through a variety of curricular and extracurricular learning experiences. With award winning Specialist Programs in Cricket, Fashion Design,

school-based Elite Programs in Netball, Music, Dance and an Academic Enrichment Program (AEP) in STEM and Humanities, there is something for everyone.

At Belridge, our strong culture of respect for self, others and the environment ensures that our students are able to develop as learners in a safe, supportive environment. Our wrap-around student services model provides the highest possible care, placing the student at the centre of everything we do.

A clear leadership strategy aims to build the capacity of our staff, developing our leaders to deliver effective and evidence-based practices at the highest level. The college engaged in a number of leadership development programs throughout 2021 to ensure our staff and students are provided with the support they need to be at their best.

Sharon Lyon

PRINCIPAL



# VISION

Belridge aims to develop a school community which encourages personal, social and environmental responsibilities. The college is committed to providing a caring and supportive environment that challenges students to achieve personal excellence in all endeavours and to be active citizens of the local and global community.

# VALUES

## RESPECT YOURSELF //

This can be demonstrated by:

- Reaching for personal best
- Setting high ethical standards
- Engaging in the love of learning
- Self-acceptance
- Self-responsibility
- Making the most of opportunities
- Celebrating success

## RESPECT OTHERS //

This can be demonstrated by:

- Care of others
- Valuing individuality and diversity
- Displaying manners
- Celebrating the success of others
- Community mindedness
- Social and civic responsibility
- Being a global citizen

## RESPECT THE SPACE //

This can be demonstrated by:

- Care of the environment
- Care of the facilities
- Sustainable practices
- Conservation of the environment



## BELRIDGE SECONDARY COLLEGE CONTEXT //

Belridge Secondary College opened in February 1991 as Belridge Senior High School. The college is located 27 kilometers north of the Perth Central Business District in Western Australia; between the two suburbs of Beldon and Heathridge.

The cultural background is diverse, with over 50 nationalities represented within the students enrolled at the College. In recent years student numbers have grown and stabilised around 1000 students.

Belridge SC has two successful, intensively resourced Department Approved Specialist Programs; BSC Cricket Academy and the BSC Fashion Design Program. Students from across the state can apply to join these prestigious

programs via our competitive entry processes. The College also has an Academic Enrichment Program (AEP) across years 7-9, with specialist streams in STEM and Humanities. A number of school-based Elite Programs are also available in Netball, Dance and Music.

Belridge SC prides itself on the level of support it provides to its students. A wrap around care model from a dedicated Student Services team provides a multi-layer approach to pastoral care. High academic standards enable the college to have a high graduation rate, with those students seeking placements into university and/or TAFE being successful.

Strong links with the community are reflected in a very progressive and supportive School Board. The Board provides feedback, advice, and support on the strategic direction of

the College. Belridge SC is part of the Joondalup Learning Community (JLC) and is committed to strengthening this partnership as the sole mainstream secondary school. This partnership continues to enhance opportunities for students in K-12 across the Joondalup schools.

Belridge SC is co-located with Belridge Education Secondary Support Centre. There is a respectful and supportive relationship with the Belridge Education Support Centre. "Two schools, one community" is the underlying ethos for the relationship between the staff and students. Integration happens at a meaningful, authentic level with the schools sharing teachers, facilities and students over the course of the school day. This environment models to all members of the community the importance of inclusion and partnership.

## 2021 HIGHLIGHTS //

### EVENTS & CELEBRATIONS

- College tours for prospective parents
- Open day course tasters in our specialist and school-based programs for prospective students
- Year 12 Celebrations: School Ball, Breakfast, Final Assembly, Big Day Out and Graduation
- Harmony Day
- BELSURF Beach Carnival
- Inter-School Athletics Carnival
- ANZAC Day Service
- Student achievement assemblies
- Year 8 Camp
- Christmas Hamper Appeal
- Completion of new Performing Arts Centre facility and opening night celebration
- 30th Anniversary celebrations (1991-2021)
- Fundraising Footy Colours and Jeans for Genes
- EA Appreciation Day

- Wear it Purple Day
- Hon Mark McGowan and Hon Sue Ellery MLC Minister for Education STEM visit
- Student Voice: Ask the Principal sessions

### ARTS

- Music Concert
- Dance Showcase
- Helena Mazzurra (Year 12) design of new faction flags
- Guitar masterclass incursion delivered by Jonathon Paget, Head of Guitar WAAPA

### FASHION DESIGN

- Three state finalists for Wool4School Competition
- Norah Flaherty (Year 8) Wool4School finalists and 3rd place in Junior Category Nationwide
- Graphic Design Artist visit for Art students
- Fashion Design students - Mandurah Wearable Art competition.

- Showcase Awards Night; Assieyah Brightman (Year 9) with entry 'Filipinana Soft Reed Broom' and Maddy Constable (Year 12) with 'The Beauty of Ningaloo'. Maddy Constable entry judged as 'Best First Time Entrant' which is judged across all categories.
- Lily Mangan (Year 10) 1st place and Gemma Spiers (Year 10) 2nd place in APEX Teenage Fashion Festival

## **ENGLISH**

- Inaugural Spelling Bee Competition (Years 7-9)
- Book Fair - raising funds for charity
- Book Week celebrations, 2 Schools, 1 Community
- OLNA success in Year 12
- Increased number of A and B grades in Years 10-12

## **HEALTH AND PHYSICAL EDUCATION**

### **SPECIALIST CRICKET PROGRAM**

- Kim Hughes Shield Champions for 2021
- Lower school cricket camps still running providing cricket students with further development
- Cooper Connolly (Year 12) numerous state and national representations; representing Australia as Captain in U19s World Cup playing in West Indies, signed Perth Scorchers squad for 2021 season and Western Australia Warrior rookie contract for 2021/22/23.
- Ben Furlong (Year 7) U12s State Team.
- Lower school team successes with win rate of 80%
- Amalgamation of Netball Academy with the Cricket Academy annual presentation night at the WACA

### **NETBALL PROGRAM**

- High School Cup record number of teams through to the Elimination Finals
- Belridge Cup competition
- Lightning carnival finalists in all divisions
- Record number of students selected for state development programs
- Increase in prospective students attending course taster open day
- Record number of applications for entry into the program
- Student participation in coaching local primary school programs
- Student participation in umpiring local primary school programs
- Netball WA Multicultural carnival - champions

- Inaugural Boys netball team
- Arwen Deans (Year 11) U17 WA state squad
- Zjana Herangi (Year 12) U19 WA state squad
- Teagan Sawatzky (Year 12) U19 WA state squad
- Sophie Williams (Year 7) U12 WA state squad
- Declan Mensing (Year 10) West Coast mixed and Men's U17 State Squad

## **HEALTH AND PHYSICAL EDUCATION**

- Lightning Carnival participation (Years 7-10)
- Physical Education ATAR performance
- Recruitment and selection of additional Specialist Netball staff
- Girls Footy AFL
- Certificate II Outdoor Recreation Camp
- Improvement in ATAR Health results
- Inaugural Rugby team representing Belridge
- Volleyball High School Cup Champions for 2021
- Alivia Wilkie (Year 7) and Jade Dafel (Year 10) State representatives for Champion Calisthenics Association of WA Frangipani Challenge Team
- Ella Harbison (Year 7) U14 Javelin Champion gold medal. Ranked Number 1 in Australia
- Ella Harbison (Year 7) WA All Schools Championships Bronze Discus 3m personal best and 5th in Shotput
- Jett Reiss (Year 8) U15 state squad for Southern Cross Challenge Basketball
- Liam Carstairs school rep WA All Schools Championship, Gold Hammer Throw, Bronze in Discus and Shot Put. Selected to National Teams.

## **HUMANITIES AND SOCIAL SCIENCES**

- Year 8 SciTech Workshop
- Year 7 Judge (Civics) talk
- Year 9 High Tech Farming
- Geography Excursions to the City and McDonalds
- Modern History excursion to US Consulate visit
- Year 7 Pyramid building, Mummification, Mummify apples
- Ancient History Year 11 hieroglyphic tattoos
- Year 7 Incursion to Water Corp
- Nearer to Nature incursions with Year 7 classes

## **MATHEMATICS**

- Year 9 Numeracy score at expected range, within one standard deviation off the predicted school score.
- All Year 9 students achieved above national minimum standard in numeracy.
- Year 9 student progress and achievement compared with Like Schools continue to improve
- 97% of Year 12 students met the standard in OLNA, achieving WACE
- ATAR Year 12 Methods and Specialist subjects final average scaled score are greater than like schools' final average scaled score
- ATAR Year 12 Applications subject correlation of school score vs. exam score is greater than 2020
- Australian Mathematics Competition - 11 students achieving distinctions
- Junior Mathematical Olympiad first time participation. 12 students participated with one student achieving a credit achievement.
- Year 6 transition planning
- ABCN Future Thinkers program well supported by the BSC Maths Team.

## **SCIENCE**

- Science Week
- Excursions; including Harry Perkin's Institute, Neil Hawkins Park, Fisheries Department, AQWA and PARTY program
- AEP Showcase evening
- Continuing development of the Bindi Bindi Garden and the gardening volunteers program
- International Chemistry Quiz
- Car construction activities with Year 7 students

## **TECHNOLOGIES: BUSINESS AND INFORMATION TECHNOLOGY**

- STEM Taster for invited Year 6 feeder primary students (session run by Alex Winch)
- Digital Technologies sessions for orientation
- Interview to Impress excursions with ABCN for Year 11-12 students
- PeCan+ cyber security challenge at ECU - Year 10/11 team
- ClickView professional learning - Making an Interactive Video
- ClickView professional learning - Making an Interactive Video
- Microsoft Teams 1:1 assistance for BSC staff on demand) Term 4
- Year 10 \$20 Boss Entrepreneur stall (profit from stalls \$420 used to purchase items for BSC

Christmas Hamper Appeal)

- Connected Learning professional learning - 1-1 Assisting with class creation and file uploading on Teams
- Connected Learning professional learning - 1-1 extended support for staff re use of Teams
- Year 7 STEM class trial and skill building using Microsoft Teams in Terms 3 and 4 - including "virtual student" attendance in class activity for students unable to attend school.

## **TECHNOLOGIES: HOME ECONOMICS**

- New Year 8 Textiles Hemp dying task
- Student fundraising for community groups
- 100% completion of certificates in Hospitality & Community Services
- Catering of school events; opening night of Performing Arts Centre, open board meeting and Bindi Bindi Bush Tucker Garden official opening fro student currency
- Belridge Playgroup sessions

## **TECHNOLOGIES: DESIGN AND TECHNOLOGY**

- Try-a-Trade successful participation
- White Card nationally recognised training
- Successful incorporation of indigenous projects in to D & T coursework
- Participation in 30th school anniversary celebrations
- First year of using the DT workbooks for lower school classes.
- Solar Car Challenge 2 student entrants and 2 staff participation. One entry won 'Best Eco-Friendly Car'

## **ABORIGINAL EDUCATION**

- Zoom conference Dr Anne Poelina- Nyikina Warrwa Traditional Custodian from Mardoowarra
- Follow the Dream program - weekly group sessions with ATSI students.
- Howie Eades (Year 10) awarded Cultural and Endeavour awards.
- Shyne Callow (Year 11) awarded Endeavour Award
- The 'Big Canvas' reconciliation banner project
- Embedding Aboriginal Histories and Cultures across various curriculum areas
- Official opening of Bindi Bindi Native Garden with traditional smoking ceremony and supported by Sharon Wood-Kenney 100.9 Noongar FM Radio
- Dandjoo group re-established



### **ACADEMIC ENRICHMENT PROGRAM (AEP)**

- Australian History Competition (Year 9)
- Australian Geography Competition
- Bindi Bindi Garden QR codes project (Year 7-9)
- STEM ECU morning tea (Year 9-10)
- SciTech excursion
- Charlie and the Chocolate Factory (Year 7)
- Australian Mathematics Competition (Year 7-9)
- Math Olympiad (Year 7)
- Optus Stadium Tour (Year 9)
- Engineers without Borders (Year 7-9)
- Girls in STEM (Year 9)
- GROK Learning
- Lab Rats (Year 9)
- MIAPP ECU Study (Year 7-9)
- AEP Open Night (Year 7-9)
- Resources Technology Showcase (Year 8-9)
- Youth Writers Collective (Year 8-9)

### **STUDENT SUPPORT & WELLBEING**

- Peer Support Years 7 and 10
- Grandparents Morning Tea
- Harmony Day
- Inclusive Education Lunches
- Kindness Initiative (BBQ Lunch)
- Attendance Improvements and High Percentage Rewards (Morning Teas)
- Year 6 Transitions and Orientation Day
- Triple P Positive Parenting and Partnerships
- Year 7 Movie Afternoon
- Year 7-8 Reward Day Inflatables
- Year 8 Camp
- Year 9-10 Reward Day to Adventure World
- Year 11 River Cruise

- Year 12 Ball
- Compass Chronicle - improved communication
- Armed for Life presentation (Years 7-10)

### **STAFF ACHIEVEMENTS**

- Steve O'Neil Education Leader for groups of educators in the Adobe APAC conference September for Australia Pacific region
- Dean Cox completed Cert II with Engineering students in one year.

### **MISCELLANEOUS**

- Jazzmyne Gatt (Year 12) placement Inaugural Future Women Be the Difference Program
- Questions to the Principal from Student Council
- 5 students competed in Lego League competition (Year 7-8)

**Our 2020-2022 Business Plan "Building Excellence in Self and Others"** is committed to providing a caring and supportive environment that challenges students to achieve personal excellence in all endeavours and to be active citizens of the local and global community. The targets we are working towards are outlined below:

<b>PRIORITY 1 SUCCESSFUL STUDENTS</b>	
<b>OUR FOCUS: A BLUEPRINT FOR SENIOR SCHOOL SUCCESS AND CLEAR STRATEGIES ALIGNED TO ACHIEVING NAPLAN BAND 8</b>	
1.1	In the NAPLAN, the progress achieved by the stable cohort will equal or exceed like schools in each test area.
1.2	Students n Year 7-10 cohorts will equal or exceed like school performance in all learning areas.
1.3	Students in Year 12 achieving the minimum standard in Literacy & Numeracy (via the NAPLAN or the OLNA) will equal or exceed like schools and/or the state average.
1.4	Year 12 WACE achievement rate and median ATAR will equal or exceed like schools.
1.5	Increase participation in STEM projects and subjects across the school – Target 85% by 2024.

<b>PRIORITY 3 BUILDING CAPACITY, WELLBEING &amp; LEADERSHIP</b>	
<b>OUR FOCUS: CONTINUATION OF OUR TRIPLE 3 EXPECTATIONS FOR STAFF AND STUDENTS, INCLUSION OF STUDENT VOICE AND CO-DESIGN APPROACHES TO SCHOOL DEVELOPMENT</b>	
3.1	The whole school attendance rate and regular attendance rate will equal or exceed secondary state and like school averages
3.2	Workforce development plan will sustain or increase the number of staff engaging in career progression opportunities
3.3	Staff: National School Survey rates the following attributes at 3.6 or higher: <ul style="list-style-type: none"> <li>• Staff are well supported</li> <li>• Useful feedback about my work</li> <li>• School looks for ways to improve</li> </ul>
3.4	Student: National School Survey rates the following attributes at 3.6 or higher: <ul style="list-style-type: none"> <li>• Students can talk to teachers with their concerns</li> <li>• I feel safe at school</li> <li>• I like being at school</li> </ul>
3.5	College spending is aligned with departmental policy

<b>PRIORITY 2 EXCELLENCE IN TEACHING AND LEARNING</b>	
<b>OUR FOCUS: ADOPTION OF A SCHOOL WIDE APPROACH TO TEACHING AND LEARNING AND IMPLEMENTATION OF A STEM SPECIALIST PROGRAM</b>	
2.1	School wide approach to teaching and learning is adopted by the majority of staff to enhance student achievement.
2.2	Teacher judgement data has a strong correlation to system assessment data in both NAPLAN and WACE.
2.3	Documented plans in place and actively reviewed for relevant students.
2.4	Student: National School Survey rates the following attributes at 3.6 or higher: <ul style="list-style-type: none"> <li>• My teachers expect me to do my best</li> <li>• Behaviour is well managed</li> <li>• My teachers provide useful feedback about my work</li> </ul>
2.5	Implementation of an Additional Specialist program with Academic STEM focus.

<b>PRIORITY 2 EXCELLENCE IN TEACHING AND LEARNING</b>	
<b>OUR FOCUS: HARNESS SUPPORT FROM FAMILIES, AGENCIES AND THE COMMUNITY TO FORM PARTNERSHIPS THAT ENHANCE STUDENT LEARNING</b>	
4.1	Maintain or increase the retention of students from local intake primary schools.
4.2	Maintain or increase partnerships with families and external agencies to support learning and student wellbeing.
4.3	Parent: National School Survey rates the following attributes at 3.6 or higher: <ul style="list-style-type: none"> <li>• Parents can talk to staff about their concerns</li> <li>• Students learning needs are being met</li> <li>• I would recommend this school to others</li> </ul>



# PRIORITY 1: SUCCESSFUL STUDENTS //

## 1.1 IN THE NAPLAN, THE PROGRESS ACHIEVED BY THE STABLE COHORT WILL EQUAL OR EXCEED LIKE SCHOOLS IN EACH TEST AREA.

Success for all students continues to be a priority at Belridge Secondary College. Our 2020–2022 Business Plan – “Building Excellence in Self and Others” outlines clear targets for student achievement across Years 7 to 12. Our progress against these targets can be seen in this section of the report.

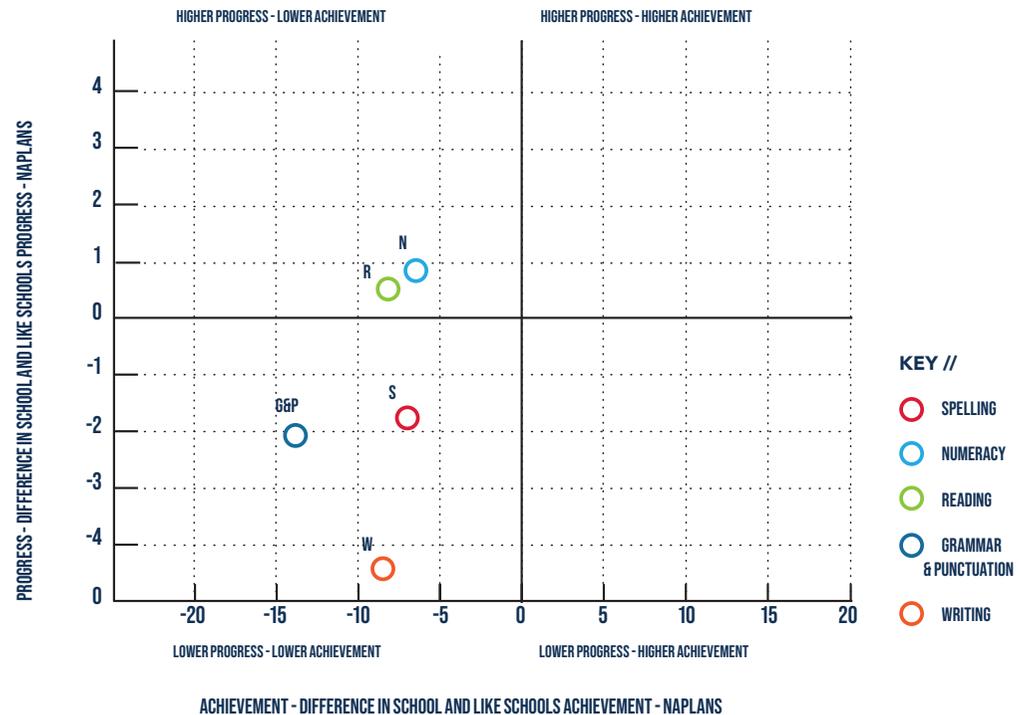
Our 2021 NAPLAN show high progress in both Reading and Numeracy from Year 7 to 9. Comparable achievement can be seen with like schools in Year 7 Numeracy and Writing. An increase in achievement in Year 7 Writing is also evident with only 10% below benchmark compared to 11% in like schools.

Closing of the gap with like schools is also evident in these areas in the Year 9 cohort. Writing progress in Year 9 has shown a decrease in 2021, with Numeracy comparable just below/on par with like schools.

### PREVIOUS YEARS DATA:

NAPLAN 2019 - 2021

○ YEAR 7-9



## YEAR 7 LONGITUDINAL SUMMARY 2021

Results for each of the NAPLAN assessment domains are reported on a common scale. Each domain has an average score of 500. The higher the NAPLAN score, the higher the achievement. Progress can be seen for example, when comparing the achievement of the Year 7 group in 2019 to the Year 9 group of 2021 (as they are the same cohort). Progress is similar to like schools across the 3 strands shown, however, Belridge SC started from a lower base point in 2019.

### READING

YEAR	YEAR 7	
	School	Like Schools
2016	533	533
2017	519	542
2018	525	535
2019	531	543
2021	514	535

### WRITING

YEAR	YEAR 7	
	School	Like Schools
2016	502	512
2017	486	514
2018	475	505
2019	510	517
2021	520	527

### NUMERACY

YEAR	YEAR 7	
	School	Like Schools
2016	546	547
2017	544	556
2018	531	548
2019	547	553
2021	540	547

## YEAR 9 LONGITUDINAL SUMMARY 2021

### READING

YEAR	YEAR 9	
	School	Like Schools
2016	583	576
2017	575	580
2018	587	586
2019	574	584
2021	575	581

### WRITING

YEAR	YEAR 9	
	School	Like Schools
2016	561	547
2017	544	552
2018	540	548
2019	551	558
2021	553	559

### NUMERACY

YEAR	YEAR 9	
	School	Like Schools
2016	595	590
2017	595	597
2018	599	597
2019	603	594
2021	588	592

## HIGHLIGHTS

- High progress achieved in Year 7 to 9 Reading and Numeracy
- Closing the gap in Year 9 Reading and Writing compared to like schools
- MacqLit trial introduced at the end of 2021 for students below benchmark
- Functional Literacy Lead Team.
- Literacy and Numeracy week 2021

## RECOMMENDATIONS

- Continuation of Literacy Lead Team focusing on whole school approaches
- Introduction of MacqLit program through inclusive Education team for students below benchmark. Additional 0.2 FTE allocated.
- Realignment of Literacy Coordinator role – Focus on data analysis and student progress. Small group withdrawal focusing on individual strengths and weaknesses
- Use of Education Perfect to target learning activities to address areas of concern.

## 1.2 STUDENTS IN YEAR 7-10 COHORTS WILL EQUAL OR EXCEED LIKE SCHOOL PERFORMANCE IN ALL LEARNING AREAS.

Strong data analysis processes across the College ensure all learning areas are equipped with the knowledge and skills to make accurate teacher judgements and comparisons of student achievement in their learning area to like and state schools. SAIS dashboard and reports are used as prompts to aid these discussions and identify areas for improvement. Moderation processes take place within learning areas to ensure consistency of assessment and grading. Line management meetings are held between HOLAs and their Line Managers to discuss grade distributions and any issues that may arise. Grade distribution comparisons (data) are made between MESH LAs and discussed at a senior management level.

Achievement in Mathematics is currently out-performing like schools in Year 9 and 10. English is outperforming like schools across Year 7 to 10 at the top end, with fewer D's and E's across Year 8 to 10. Science performance is strong in Years 7 and 8, however, shows decline in Years 9 and 10. HASS outperforms like schools in Years 7 to 9 and maintains similar achievement in Year 10.

Addition of new courses in 2021 and the ability to choose options across the ARTS and ICT areas had a significant effect on student engagement. New courses added in the area of Visual Arts such as 2D Art – Printing and Painting, 3D Art – Ceramics and Dimensional and Digital Media and Photography and Drama (previously Performing Arts) showed an increase in Attitude, Behaviour and Effort (ABE) attributes across these courses, demonstrating an increase in student engagement in the subject

Extensive use of the Diamond Planner has assisted in supporting all students to be successful using clear differentiation processes. This is particularly evident in our 7.6 and 7.7 classes which require a highly scaffolded and sometimes modified curriculum. This is supported through our SAER team and Inclusive Education Coordinator. This has seen a decrease from 15% to 10% of students in Year 9 below benchmark, both below like schools in NAPLAN writing.

2021 saw the continued rollout of our BYOD program. This now includes Year 7 and 8 students with latest data showing approximately 70% of students having a device. Of the Year 7 cohort around 90 students purchased a device through CDM (preferred supplier) with a round 40 others choosing a private purchase. To ensure all students were prepared for Day 1 2022, induction processes and configuration of device is planned prior to the start of term. This reduces disruption across the first week and ensures students are able to use their device straight away.

In 2021, the school continued its partnership with Elevate Education.

As part of this program Year 7 were involved in the Junior Time Management & Study Skills sessions as part of their curricular time in Term 1. A follow up parent seminar was held after school which was well attended by parents and received positive feedback.

Year 10 Engagement Program through NMREO to support disengaged students saw 19 students participate/engage with the program.

## HIGHLIGHTS

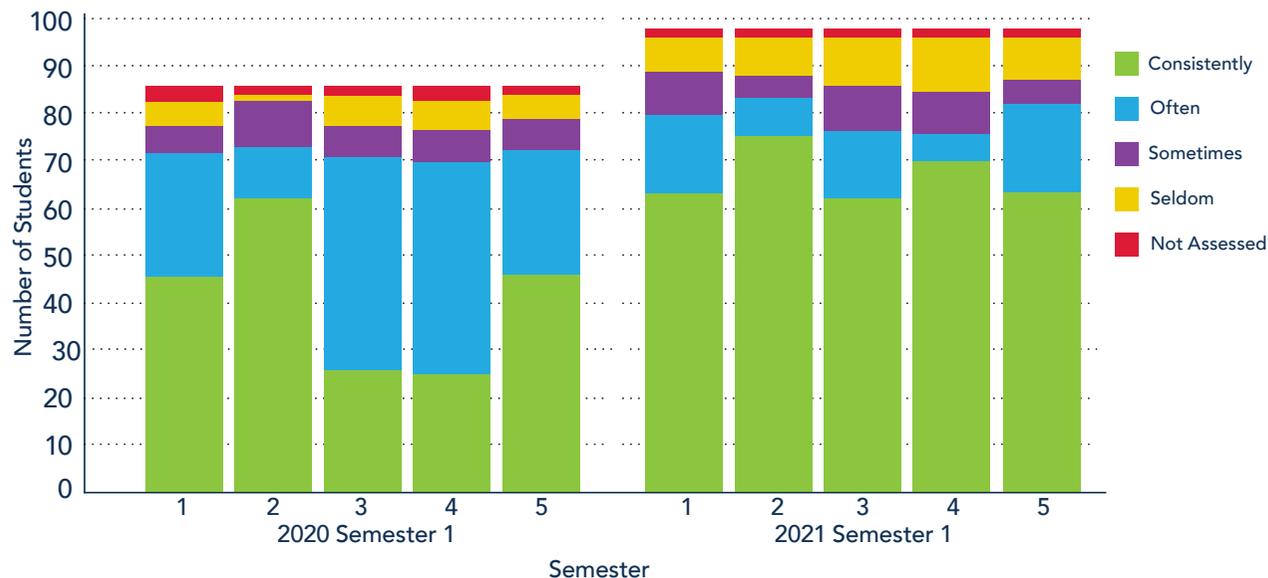
- Successful strategies implemented for students in the Year 10 Engagement program to engage in their education
- Strong performance in English compared to like schools
- Successful roll out of BYOD in two year groups.

## RECOMMENDATIONS

- Continue to adapt curriculum programs in Year 7 to 10 in line with new SCSA resources
- Individual student intervention in Literacy to improve student progress and attainment in NAPLAN
- Intervention to increase achievement in line with like schools in Year 9 and 10 Science and HASS.

### BELBRIDGE SECONDARY COLLEGE

#### Attitude, Behaviour and Effort Year 9 The Arts (AC) - Visual Arts ABE - Senior



# BINDI BINDI GARDEN OFFICIAL OPENING JULY 2021



### 1.3 STUDENTS IN YEAR 12 ACHIEVING THE MINIMUM STANDARD IN LITERACY & NUMERACY (VIA THE NAPLAN OR THE OLN) WILL EQUAL OR EXCEED LIKE SCHOOLS AND/OR THE STATE AVERAGE.

At Belridge Secondary College we have a strong focus on literacy and numeracy across the curriculum. We believe it is essential that our students are equipped with the knowledge and skills that enable them to become informed global citizens able to function and contribute to the world in which they live and the society to which they belong.

Analysis of our OLN data indicates that as a school we are comparable or above like schools in getting our students to achieve their OLN. This is despite starting at a lower 'pre-qualified' base in Year 10.

In 2021 the school purchased site licences for OLN.com.au to provide additional support for our students. This provides all students with 24/7 access to a range of support and revision materials online. Additional face to face support is provided to students who are yet to pass their OLN on Wednesdays P5. The School WACE eligible rate is 95% and exceeds state average.

The table to the right shows qualification rates for our Year 12 cohort as they progressed from Year 9. 25.4% of the cohort pre-qualified for OLN in Year 9 by achieving Band 8 or higher in their NAPLAN. This is lower than like schools. With sustained effort and a focus on literacy and numeracy, the Year 12 achievement rate outperformed that of like schools.

YEAR 12 STUDENTS - QUALIFIED IN						
	YEAR 9	YEAR 10	YEAR 11	YEAR 12	NOT QUALIFIED	QUALIFIED
2021	42	50	30	7	7	129
	25.4%	40.8%	13.4%	3.5%	9.2%	<b>91.8%</b>
Like schools	29.3%	41.8%	13.2%	6.2%	9.5%	91.5%

In Year 10 2021, 68% of our cohort have qualified for OLN compared to 71% in like schools; however, by Year 11, 82.8% of our cohort have qualified for OLN, outperforming our like schools at 81.9%. Data analysis shows that Belridge students are performing strongly in all strands of OLN by the time they reach Year 12, outperforming like and state school measures.

YEAR 10 STUDENTS - QUALIFIED IN				
	YEAR 9	YEAR 10	NOT QUALIFIED	QUALIFIED
2021	72	48	57	120
	40.7%	27.1%	32.2%	67.8%
Like schools	43.8%	27.2%	29.0%	71%

YEAR 11 STUDENTS - QUALIFIED IN					
	YEAR 9	YEAR 10	YEAR 11	NOT QUALIFIED	QUALIFIED
2021	45	69	26	29	169
	26.6%	40.8%	15.4%	17.2%	<b>82.8%</b>
Like schools	25.4%	40.7%	15.7%	18.1%	81.9%

## HIGHLIGHTS

- Outperforming Like Schools in OLN qualification rates
- Outperforming Public Schools in OLN qualification rates
- Use and take up of online support tools
- Use of Period 5 Wednesday for additional/personalised support

## RECOMMENDATIONS

- Increase awareness of parents of online tools to support OLN
- Continued use of OLN online support materials for Year 11 and 12 on Wednesdays Period 5.
- Provide additional FTE 0.1 to 0.2 to Literacy Coordinator
- Use of HOSS to support tracking and attendance



#### 1.4 YEAR 12 WACE ACHIEVEMENT RATE AND MEDIAN ATAR WILL EQUAL OR EXCEED LIKE SCHOOLS.

Success for all students continues to be a priority at Belridge Secondary College. For our senior school students their achievement and success is directly linked to future opportunities in the workforce, further training or access to University. "Building Excellence in Self and Others", our 2020-2022 Business Plan, outlines clear targets for senior school students and our progress against these targets is outlined below.

The Western Australian Certificate of Education (WACE) is awarded to senior secondary students who satisfy its requirements. This qualification is recognised by Universities, industry and other training providers and nationally through the Australian Qualifications Framework (AQF). All senior secondary students at Belridge Secondary College are working towards this qualification and minimum achievement levels must be met in literacy, numeracy, courses completed, grades achieved and an ATAR of 55+ and/or completion of a nationally recognised Certificate II.

Good student tracking and mentoring strategies occurred across Year 11 and 12 in 2021. Additional support was provided with after school ATAR course seminars organised across a range of subjects. These seminars showed strong student buy in demonstrated by attendance uptake. Identifiable improvement in exam performance for these courses was evident in our 2021 WACE achievement report.

The Senior School Team continued the counselling of students for career pathways with different exit points throughout the year. WACE achievement of 93% was achieved, which is well above like schools of 90%.

Median ATAR of 64.88 was below like schools. This was caused mainly by a heavy ATAR tail which affected the median score. Students with an ATAR of 60 to 60.95 were still eligible for front door entry to ECU due to ECU Access Program. Others were eligible for portfolio or bridging course entry into university. Students from Belridge SC will receive an automated ATAR adjustment of up to 10 selection ranks to support the entry of students from areas with educational disadvantage:

- Students with an ATAR of 60 to 69.95 will receive a selection rank adjustment to 70; and
- Students with an ATAR of 70 and above will receive a selection rank adjustment of 5 to a maximum ATAR of 90

WACE Achievement rates over the last 5 years can be seen below.

WACE ACHIEVEMENT RATE					
	2021	2020	2019	2018	2017
<b>Belridge SC</b>	<b>93%</b>	<b>93%</b>	<b>98%</b>	<b>90%</b>	<b>95%</b>
Like Schools	90%	92%	90%	90%	90%
Public Schools	89%	89%	88%	89%	88%

#### WACE ATTAINMENT STANDARD AND VOCATIONAL EDUCATION TRAINING (VET) ACHIEVEMENT

WACE Attainment is measured by the number of students who completed Year 12 at Belridge Secondary College with an ATAR score of 55+ and/or full completion of Certificate II qualification or above. The Attainment Standard is the foundation to ensure our students are best placed to access post-school training, education and employment. This has dropped from previous years as students no longer need a Certificate course to achieve their WACE. Falls are also evident across Like and Public schools.

ATTAINMENT STANDARD					
	2021	2020	2019	2018	2017
<b>Belridge SC</b>	<b>83%</b>	<b>96%</b>	<b>96%</b>	<b>98%</b>	<b>100%</b>
Like Schools	88%	98%	97%	97%	97%
Public Schools	82%	96%	95%	96%	96%

#### MEDIAN ATAR AND ATAR PARTICIPATION RATE

Belridge Secondary College is committed to building and providing strong foundations that lead to senior school success. Guiding our students' aspirations to gain entry into university is one component of this. The most common pathway to this destination for secondary school students is the ATAR (Australian Tertiary Admission Rank) with students studying a minimum of four ATAR courses in senior school. Our 2021 Business Plan target in this area was to equal or exceed like school performance in our Median ATAR. 2021 saw significant drop in this area reaching a Median ATAR of 64.88. This was due to a heavy ATAR tail however students who attained an ATAR between 60–69.95 were still eligible for entry into ECU due to the on-going partnership between Belridge SC and ECU.

ATAR PERFORMANCE: MEDIAN ATAR					
	2021	2020	2019	2018	2017
<b>Belridge SC</b>	<b>64.88</b>	<b>72.55</b>	<b>66.38</b>	<b>68.45</b>	<b>68.45</b>
Like Schools	77.7	74.6	73.55	76.65	76.30
Public Schools	80.25	79.25	78.20	79.50	78.55

In 2021 we were awarded one Certificate of Distinction and six Certificates of Merit by SCSA. Our strongest performing subjects were Modern History and Physics where school averages were above state averages. Our highest performing student, William Johnstone achieved an ATAR of 96.25. We had five other students achieving a final ATAR score above 90.

ATAR PARTICIPATION					
	2021	2020	2019	2018	2017
<b>Belridge SC</b>	<b>26% (40)</b>	<b>26% (39)</b>	<b>26% (44)</b>	<b>24% (39)</b>	<b>21% (34)</b>



## VOCATIONAL EDUCATION AND TRAINING

Our comprehensive VET program is one of which we are proud of. In 2021 we had 47% of our students complete two or more VET qualifications and of these 14% completed three or more qualifications. This success places our students in a strong position for entry into the competitive TAFE sector and employment. Percentage of students enrolling in Certificate courses has reduced due to changes by SCSA regarding WACE.

VET PARTICIPATION					
	2021	2020	2019	2018	2017
<b>Belridge SC</b>	<b>71%</b>	<b>86%</b>	<b>85%</b>	<b>84%</b>	<b>83%</b>

VET – HIGHEST LEVEL OF QUALIFICATION ACHIEVED					
	2021	2020	2019	2018	2017
Certificate IV	2%		-	-	-
Certificate III	35%	31%	28%	30%	37%
Certificate II	56%	57%	53%	61%	57%

## HIGHLIGHTS 2021

- WACE achievement continues to be higher than like and public schools.
- Increase in percentage of students achieving Certificate III and 2% of students achieving a Certificate IV
- 1 student achieved Certificate of Distinction
- 6 students achieved Merit certificates by SCSA

## RECOMMENDATIONS 2022

- Commence mentoring of ATAR students earlier
- Assign mentors to Year 11 students
- HOSS Years 11 and 12 and Career Practitioner involved in the tracking and counselling of students. Use predicted ATARs and goal setting to monitor Year 12 student progress.
- Encourage subject teachers to distribute progress reports to students and parents after each assessment. This promotes self-directed goal setting and a continual realistic overview of progress and achievement
- HOSS Years 11 and 12 to coordinate Follow the Dream Program

### 1.5 INCREASE PARTICIPATION IN STEM PROJECTS AND SUBJECTS ACROSS THE SCHOOL – TARGET 85% 2024.

Belridge SC saw the addition of a new STEM Academic Enrichment Program at the start of 2021. Program entry was very competitive with a full class starting the 2021 school year. With a clear focus on the development of STEM skills whilst travelling as a cohort through Science, Maths and Digital Technology, students were able to explore their creative side working on a number of real-life problems and projects. The work of the students across the year cumulated in an inaugural AEP showcase in Term 4. Parents and community members were invited to the after school event, supported by our wonderful AEP staff, students showcased and presented their project to a very large audience. Feedback from the event was very positive from all involved.

Students across the College competed in the First Lego League competition and Solar Car Challenge in 2021. Belridge had been a strong competitor in the Solar Car challenge in the past, however had not entered the competition for a long time. The College was very happy to see our students represented once again with a fantastic performance. Although we did not win, it was a learning journey for all involved and we will be back bigger and stronger in 2022.

### IT IS AN ONGOING COMMITMENT FROM THE COLLEGE THAT WE WILL INVEST IN THE UPGRADE OF OUR TECHNOLOGY.

In 2021, the school has invested in a suite of new E-boards for the HASS department. This compliments the E-Board additions in the Maths learning area in 2020. Two new trolleys of laptops were also purchased for the library to provide access to classes using that facility. Upgrades of our WAPs and switches has also taken place across the year to ensure connectivity across the school.

In 2021, the College was approved for \$1.5M funding from the Government to upgrade our STEM facilities. With the current market situation, the Department of Education has confirmed

that our planning and works will commence in 2023.

Marketing our specialist programs to the community has been common practice of the College. In 2021 a STEM taster session was added to specialist program taster days to promote our new program. Within a matter of a week, the session was fully booked out by prospective students, with a wait list being required. Following the taster sessions and marketing campaign, testing processes were completed which ensured a full cohort ready for the start of 2022.

In 2021 the College changed the subject selection process for Year 9 students, giving students the opportunity to choose their electives across the optional areas. This also brought about a change and update to our current course delivery to include new courses in ICT and Business, such as Cyber Security, Apps and Multimedia, Computer Science and Money Sense. Across the Arts we introduced 3D Art, Theatre Arts, Exploring Painting and Print Making, Ceramics and Dimensional Art, Music Performance and Composition and Graphic Photography.

## HIGHLIGHTS

- Implementation of new Academic Enrichment Program STEM and HASS
- Planning for AEP Year 8 2022
- Subject selection process in place for Year 10, 2022 with STEM focus.
- New subject offerings on Grid for Year 9 in 2021 with STEM focus
- Entry into Solar Car Challenge
- AEP Showcase evening
- Addition of Careers Practitioner
- Purchase of technology for HASS and Library

## RECOMMENDATIONS

- Form STEM focus group - look at development of whole school STEM skills.
- Expand places available to STEM Taster Day
- Commence preliminary planning for STEM upgrades
- Refinement of Year 9 and 10 course offerings in the STEM spaces for 2023
- Combined STEM/ Science competition with local primary schools



## PRIORITY 2: EXCELLENCE IN TEACHING AND LEARNING //



At Belridge SC, there is a clear focus that “Expert Teaching should be by design not chance”. In line with Focus 2020/2021 the college has worked hard to strengthen support for teaching and learning excellence in every classroom. With a clear target to achieve this goal, the Teaching & Learning Focus Group was formed in Semester 2 2020. Throughout 2021, the Teaching and Learning Focus Group (T&L) worked hard to start the implementation of the RLEARNERS T&L framework at the College. With a clear focus of Routines and Learning Objectives in Semester 1, the group supported staff to implement these aspects of the framework into their daily practice. This took place at various times across GSM meetings and School Development Days. In Semester 2 the College progressed to E – Explore, which focused on hooking students into learning and wanting to know more. Staff took part in several professional development sessions which exposed them to a variety of sample activities aligned to the Explore section, this included games, puzzles, cooperative tasks and other starter type activities to engage students in the learning. Time was provided to staff during sessions to allow them to adapt these examples to suit the needs of their students and contexts,

In 2021, our Triple 3 policy was updated through a consultation process with our SMG and the staff body. This document had been in place since 2018/2019 and required an update. The new document aimed to align our policy with our T&L framework with a stronger focus on our school values of Respect of self, Respect of others and Respect of the environment.

The continuation of our commitment to the Classroom Management Strategies (CMS) Program continued, ensuring the majority of staff had completed the program. Plans have been put into place to ensure staff requiring accreditation in the program will be enrolled over the next 12 months. A number of staff have also now engaged in the Instructional Strategies for Engagement (ISE) Program, further enhancing their effectiveness in the classroom.

A strong and diverse professional learning schedule was put into place for 2021, this focused on building capacity of staff across a range of school-based topics to support T&L and staff growth. The schedule was shared with all staff at the start of the year which ensured all staff were aware of the topics and allocated dates and times.

Seeking the support of our Student Services Team and Inclusive Education Coordinator ensures we have the information we need to support our students in the best possible way. Knowing our students and gaining as much information on how they learn, really makes a difference to the success we see

### 2.1 A SCHOOL WIDE APPROACH TO TEACHING AND LEARNING IS ADOPTED BY THE MAJORITY OF STAFF TO ENHANCE STUDENT ACHIEVEMENT.

in the classroom. Across 2021, several interventions and supports were put into place to support our students with additional needs. All students with a diagnosis were provided with a clear IEP (Individual Educational Plan) to support their learning in the classroom. The allocations of Education Assistants ensured all students were given the additional support they needed, allowing them to achieve success aligned to their own individual targets and goals.

In 2021, the Joondalup Learning Community (JLC) continued to work collaboratively on our common goals as part of our strategic plan. As identified in 2020 through analysis on NAPLAN data, the under-performance of students at the higher band levels, was a common feature. The 2021 JLC Conference event was built around “Progressing Gifted Students”. The day was well attended by staff across the schools involved and received some positive feedback.

OVERALL RATING OF JLC CONFERENCE:				
	POOR	SOUND	GOOD	EXCELLENT
2020	9%	29%	43%	19%
2021	10%	17%	54%	19%

PREFERRED VENUE:		
	2020	2021
Rendezvous, Scarborough	47%	19%
Crown, Burswood	36%	23%
No comment	18%	11%
Belridge Secondary College	Not an option	48%

## HIGHLIGHTS

- Implementation of RLEARNERS – RLE
- Review of Triple 3 and Behaviour Management procedures
- Professional learning aligned to Framework
- Inclusive Education Morning Tea
- Trial reading program for low ability students
- JLC Conference held at Belridge – Engaging Gifted Students.

## RECOMMENDATIONS

- Implementation A, R and N of RLEARNERS framework
- Formation of Triads to promote self-reflection and sharing of best practice.
- Further professional learning linked directly to later stages of the framework
- Continue enrolment of staff on CMS courses
- Expansion of FTE release time for Inclusive Education Coordinator
- Expansion of reading program for low ability students – targeted support

## 2.2 TEACHER JUDGEMENT DATA HAS A STRONG CORRELATION TO SYSTEM ASSESSMENT DATA IN BOTH NAPLAN AND WACE

Our college self-assessment processes, including Learning Area (LA) reporting requirements, have a strong focus on teacher judgements and comparison against like and state schools. SAIS reports are used as prompts and discussion occurs within LA. All LAs have moderation processes in place to ensure consistency of assessment and grading.

Teacher judgements are reviewed each semester at a LA level with Year 10 data reviewed at an executive level, due to implications for senior school course selection and timetabling. Where anomalies and/or lines of enquiry are identified HOLAs/Executive discuss findings and formulate strategies for future success.

During 2021, staff engaged in numerous moderation and grade alignment workshops, using SAIS and NAP dashboard data to analyse results. Senior management staff attending a Webex session, which walked them through the Year 12 report, with the assistance of Cassie Bussell from Statewide Services. A focus on using SCSA's 'Judging Standards' ensured grade alignment was within acceptable bands, in comparison to like schools and NAPLAN scores.

### NAPLAN Alignment to Grade Allocations

Students / (%) of students with alignment results	2019 (2)				2021 (2)				
	Alignment Result		Results not Aligned		Students / (%) of students with alignment results	Alignment Result		Results not Aligned	
	WA Public School (WAPS) Mean and (SD)	School Compared to WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *		WA Public School (WAPS) Mean and (SD)	School Compared to WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *

#### Year 7

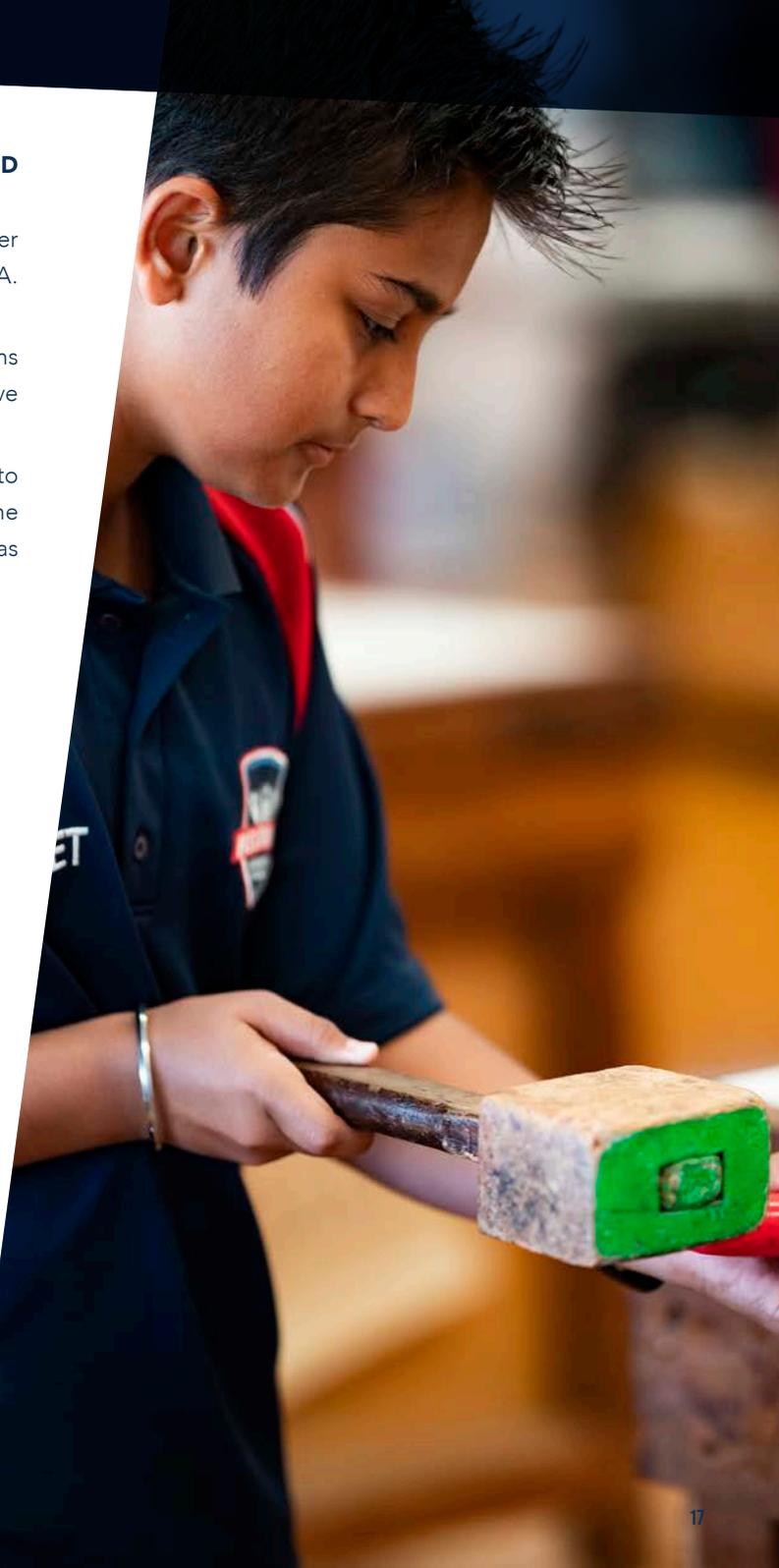
Subject	WA Public School (WAPS) Mean and (SD)	School Compared to WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *	Students / (%) of students with alignment results	WA Public School (WAPS) Mean and (SD)	School Compared to WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *	
Mathematics / Numeracy	195 (92%)	64% (10%)	71% (7% Above)	20%	9%	177 (90%)	65% (9%)	62% (3% Above)	16%	22%
English / Reading	195 (94%)	61% (7%)	62% (1% Above)	17%	20%	177 (93%)	59% (8%)	70% (11% Above)	19%	10%
English / Writing	195 (93%)	58% (8%)	66% (8% Above)	19%	15%	177 (95%)	58% (8%)	57% (1% Above)	28%	15%

#### Year 9

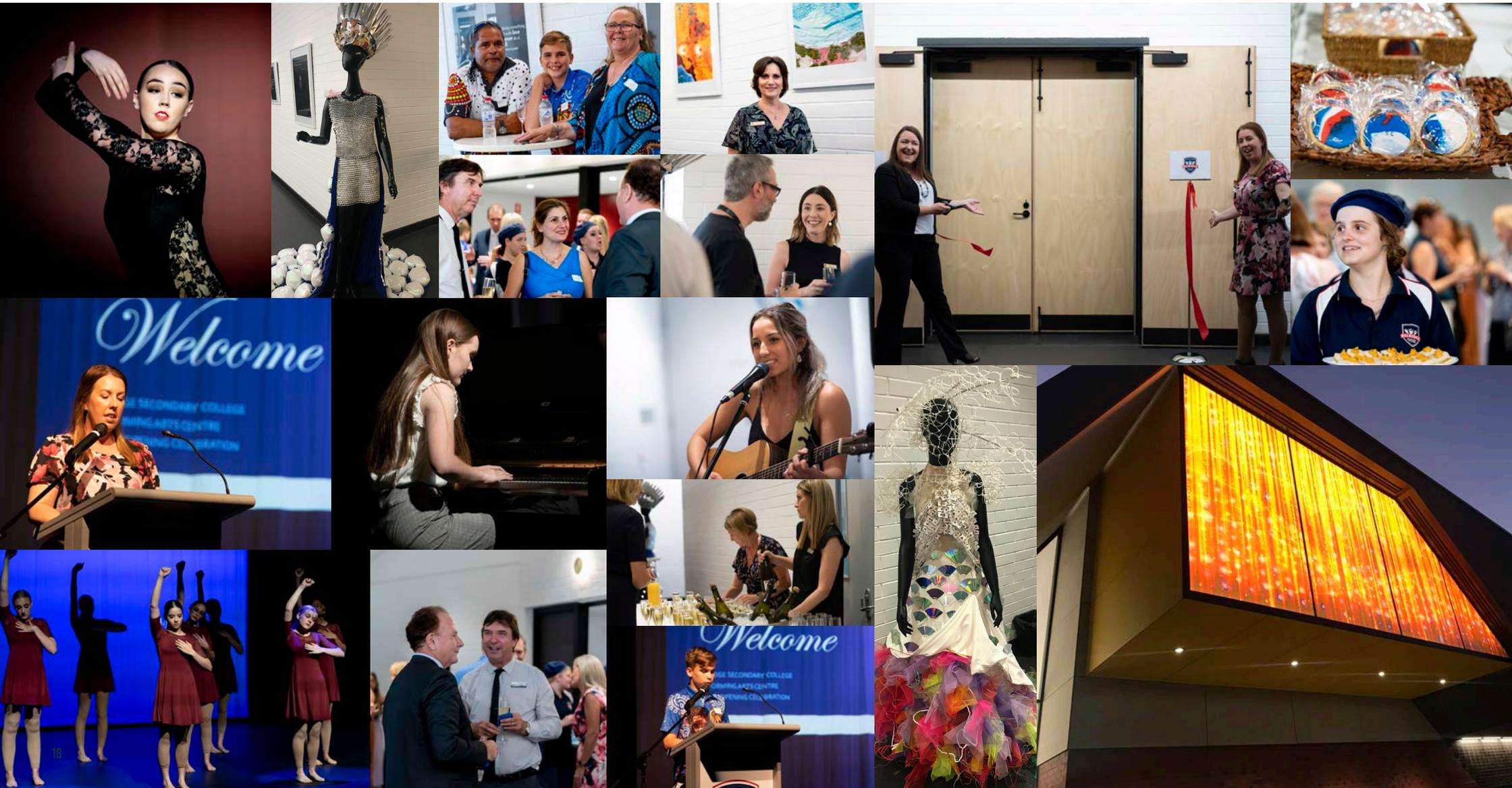
Subject	WA Public School (WAPS) Mean and (SD)	School Compared to WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *	Students / (%) of students with alignment results	WA Public School (WAPS) Mean and (SD)	School Compared to WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *	
Mathematics / Numeracy	175 (93%)	62% (3%)	62% (3% Above)	17%	22%	186 (92%)	59% (9%)	60% (1% Above)	10%	30%
English / Reading	175 (96%)	57% (8%)	74% (17% Above)	13%	13%	186 (95%)	58% (8%)	69% (11% Above)	18%	13%
English / Writing	175 (95%)	56% (9%)	63% (7% Above)	29%	7%	186 (96%)	56% (8%)	56% (At)	39%	5%

## RECOMMENDATIONS

- Use the RLEARNERS (Review) Framework to increase the timeliness and frequency of feedback to students
- Increased use of Task Mark Reports to lift achievement in ATAR courses
- Continue developing staff capacity to use SAIS and RTP data analysis to adjust assessments and teaching points



# GRAND OPENING PERFORMING ARTS CENTRE FEBRUARY 2021



### 2.3 DOCUMENTED PLANS IN PLACE AND ACTIVELY REVIEWED FOR RELEVANT STUDENTS.

In 2021 the College continued to provide funding to support the presence of an Inclusive Education Coordinator. Our Inclusive Education Coordinator made significant progress in 2021 providing effective support for our students with additional learning needs. IEPs were written for all students with a diagnosed or imputed disability and strong communication channels formed with parents and carers. IEPs were regularly reviewed alongside teachers and parents forming extensive individual support structures.

Our Inclusive Education Lead Team led by our School Psychologist were involved in numerous initiatives throughout the year. This included separate examination provisions to accommodate rest periods and extra time, Inclusive Morning Tea's to gain student feedback on support, Grandparents Networking Morning Tea and Professional learning for staff. Staff were also allocated time during SDD (Terms 1 & 3) to review SAER lists and complete Diamond Planners to support differentiation in the classroom.

### HIGHLIGHTS

- All students requiring IEP have plan in place that is regularly reviewed
- Inclusive Education Morning Tea – feedback received from students
- Grandparents Morning Tea
- Trial Reading Program Term 4
- Professional Learning delivered by Inclusive Education Lead Team

### RECOMMENDATIONS

- Inclusive Education Coordinator increase of FTE release to 0.6
- Appointment of a third HOSS
- Continue to expand Inclusive Education Lead Team portfolio and the number of students they access
- Formation of Reading Program from trial data
- Inclusion of Dandjoo/Follow the Dream into our documented plans for ATSI students

### 2.4 STUDENT: NATIONAL SCHOOL SURVEY RATES THE FOLLOWING ATTRIBUTES AT 3.6 OR HIGHER

- **MY TEACHERS EXPECT ME TO DO MY BEST.**
- **BEHAVIOUR IS WELL MANAGED**
- **MY TEACHERS PROVIDE USEFUL FEEDBACK ABOUT MY WORK**

The student NSOS was carried out during Term 3 of 2020. From The student NSOS was carried out during Term 3 of 2020. From all three surveys conducted, the student survey shows the least positive feedback from the three. There were, however, some positive signs with most attributes across the College making small improvements.

Students indicated positively that teachers expected the best from them, with a rating of 4.2 on a 5-point scale. This compared to 4.3 from parents and 4.4 from Staff.

The question regarding teachers providing feedback sees a gap between students' perception and that of teachers and parents. The same outcome occurred for the question 'Student behaviour is well managed at this school'. This disparity indicates that work needs to be done with the students around their perceptions, feelings and interpretation of the question to greater understand their concerns.

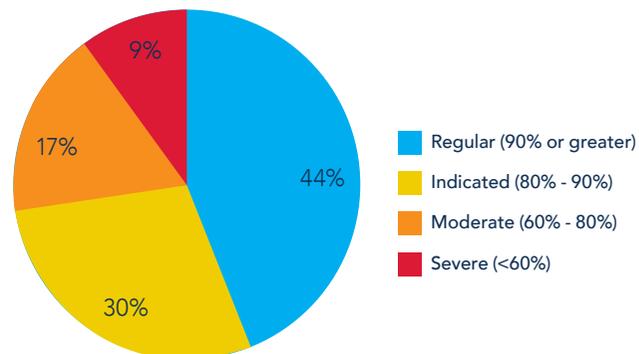
The RLEARNERS framework introduced throughout the school in 2021 showed a positive uptake from staff. With clear steps aligned to the focus questions above, we are hoping to show further progression when students are surveyed again in 2022.

Introduction of a school wide Positive Incentive Program in 2021 showed 1134 positive entries were made for individual students across the year. The introduction of the kindness initiative

NATIONAL SCHOOL OPINION SURVEY COMPARISON AGAINST BUSINESS PLAN TARGET 3.6				
	2018	2019	2020	2021
QUESTION FOCUS	STUDENT	STUDENT	PARENTS	STAFF
Teachers expect the best	4.1	4.2	4.3	4.4
Teachers provide feedback	3.4	3.5	4.0	4.1
Student behaviour is well managed at this school	2.6	2.8	3.9	4.2

resulted in a large number of students being rewarded with a sausage sizzle, large outdoor games or a movie for their displays of kindness to others. End of term reward days also took place for all year groups to reward those students who maintained good standing.

### Attendance Profile 2021 Semester 2



COVID 19 continued to impact our attendance rates in 2021. With only 44% of students maintaining regular attendance (above 90%). With many students staying at home when displaying mild symptoms (as per government advice) many students dropped into the indicated category. Some students also were involved in periods of isolation due to medical factors directly aligned to self or a person in the household.

### HIGHLIGHTS

- Strong teacher efficacy/expectations of students
- Reduction in suspension data – specifically senior school
- P.I.P. roll out and kindness initiative
- Progress made against all SBP target areas
- Successful rollout of a whole school management platform to record student behaviour

### RECOMMENDATIONS

- Further implementation of Compass as a school management platform to include parents
- Continue to implement RLEARNERS Teaching and Learning Framework



## 2.5 IMPLEMENTATION OF AN ADDITIONAL SPECIALIST PROGRAM WITH ACADEMIC STEM FOCUS.

The planning of a new STEM Specialist Program commenced in 2020 with entry testing processes being conducted during Terms 3 and 4. Mid-term four places were confirmed and communicated with families. The STEM program hit the ground running in 2021 with a full cohort of students. Our AEP Coordinator ensured a variety of extension and acceleration activities were in place for our AEP students throughout the year. This included excursions to ECU, SciTech and Optus Stadium. Our AEP students were also involved in a range of competitions such as the Math Olympiad and the Australian Maths competition to put their abilities to the test.

The involvement our AEP students in the development and creation of the Bindi Bindi Garden was a highlight of the year. Also, the AEP Parent Showcase at the end of the year, provided the perfect opportunity for our students to share their talents and learning journey with the community. The evening was well attended with some fantastic projects on show.

The College Board has a clear direction to develop STEM at the College. The addition of our newest two board community members - Michelle Austin (ECU Science Engagement Team) and Kush Jalota (Rio Tinto Engineer) have brought a fresh and innovative perspective to the group. Their addition to the team has already brought many opportunities our way. The Principal and the Board will be looking to source more STEM opportunities as the year progresses.

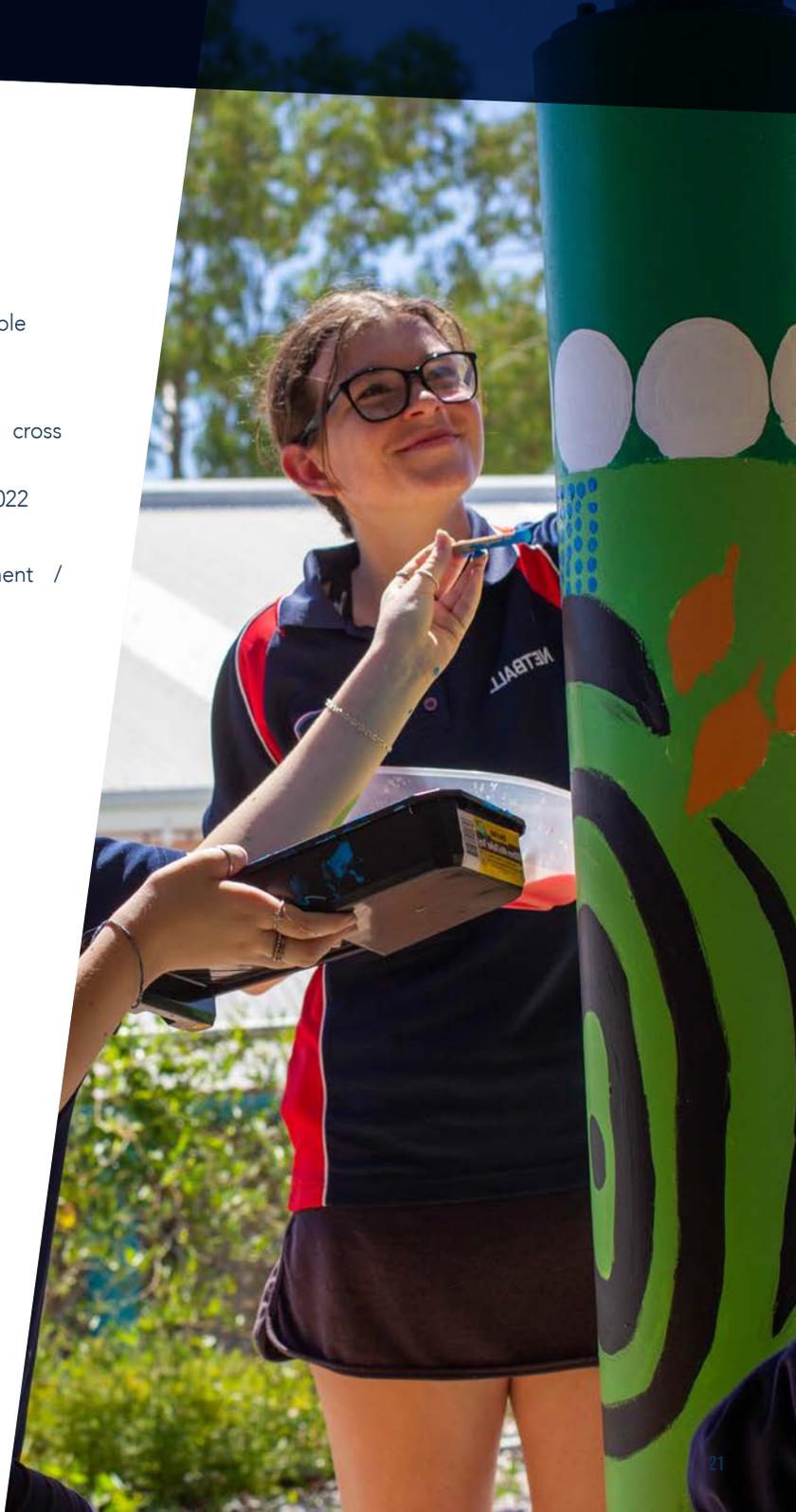
The progression of new courses into Year 10 will commence in 2022 following the addition of Year 9 subject selection in 2021. This backward mapping and development of new courses will help to provide a stronger foundation in the middle school leading to success in senior school courses.

## HIGHLIGHTS

- Program in place for start of 2021
- AEP classes running at full capacity
- Addition of two board members in the STEM field
- Addition of new STEM courses across the Year 9 timetable

## RECOMMENDATIONS

- Implementation of STEM focus group to develop cross curricular skill framework
- Planning of new STEM courses across for Year 10 grid 2022
- Development of new STEM space
- Further update and addition of STEM equipment / infrastructure



# PRIORITY 3: BUILDING CAPACITY, WELLBEING AND LEADERSHIP //

## 3.1 THE WHOLE SCHOOL ATTENDANCE RATE AND REGULAR ATTENDANCE RATE WILL EQUAL OR EXCEED SECONDARY STATE AND LIKE SCHOOL AVERAGES

The whole school attendance rate for 2021 was 84% compared to 85.9% in 2020. This can be partially attributed to COVID 19 with some students not attending school on a regular basis due to health reasons associated with the pandemic.

The regular attendance rate was 42% with 429 students attending more than 90% of the time. There are 163 students identified as at risk moderate and 86 at risk severe. The percentage of authorised absences was 59% compared to 58% in 2020. The percentage of unauthorised absences was 41% compared to 42% in 2020.

Across 2021, the College made the change to use COMPASS as our school management system for attendance and behaviour. This has been a positive change, with vast amounts of information now available for teachers. Tracking and monitoring processes are much more efficient and accessible using the new tools available. The use of our Connect Page, School Website and Facebook page have all been involved in the promotion of attendance.

	NON-ABORIGINAL			ABORIGINAL			TOTAL		
	SCHOOL	LIKE SCHOOLS	WA PUBLIC SCHOOLS	SCHOOL	LIKE SCHOOLS	WA PUBLIC SCHOOLS	SCHOOL	LIKE SCHOOLS	WA PUBLIC SCHOOLS
2019	88.3%	88.7%	88.8%	70.6%	75.4%	65.8%	87.9%	88.3%	86.5%
2020	90.2%	89.5%	89.2%	73.3%	76.9%	65.9%	89.6%	89.0%	87.3%
2021	84.8%	86.0%	86.5%	65.8%	71.1%	62.6%	84.2%	85.5%	84.4%

## HIGHLIGHTS

- Senior School attendance rate strong
- Attendance rate recovered quickly after COVID
- Initial roll out of Compass
- Increased use of Facebook to promote attendance and positive messages

## RECOMMENDATIONS

- Student Services promotion of 'Everyday Matters'
- Fortnightly recognition of students with increased attendance rates
- On-going small rewards rather than an end of Semester reward
- Attendance of the month reward - form groups/ individual students
- Promotion of attendance on Facebook and Connect

	ATTENDANCE CATEGORY			
	REGULAR	AT RISK		
		INDICATED	MODERATE	SEVERE
2019	62.5%	20.3%	9.8%	7.5%
2020	67.9%	19.0%	8.1%	5.0%
2021	40.8%	36.6%	14.9%	7.6%
Like Schools 2021	50.8%	27.5%	14.4%	7.3%
WA Public Schools 2021	51.0%	26.0%	14.0%	9.0%

### **3.2 WORKFORCE DEVELOPMENT PLAN WILL SUSTAIN OR INCREASE THE NUMBER OF STAFF ENGAGING IN CAREER PROGRESSION OPPORTUNITIES.**

Staffing at Belridge Secondary College consists of 14 administration staff, 65 teaching staff and 36 school support staff, giving a total of 115 staff with a salary bill of \$11 million. The salary component is the college's biggest expenditure, with this in mind it is important that we grow and develop our greatest assets. Ensuring our staff are prepared to take on leadership roles as they arise, whether that be at Belridge or across the DoE is an important aspect of building strength in our system. Building leadership capacity will ensure our workforce plan has less gaps and that our workforce is prepared for opportunities that may lie ahead

In 2021 the opportunity arose for a 6 month backfill in one of our Deputy Principal positions at the College. Following an EOI process, the college was able to use the existing capacity within the College to fill this position. Two of our existing HOLAs were successful in sharing the position – one term each - demonstrating the capacity and depth we have available at the College. The position was filled successfully for the Semester and was advertised permanently at the end of the year. The temporary position of the Principal, Sharon Lyon was extended for a further 9 months, bringing stability in leadership to the school.

The Future Leader Framework (FLF) continued in 2021, with a yearlong professional learning program put in place for all members of the program. In Term 4 the next round selections continued with five additional staff members from Belridge SC being successfully added into the program. With these new additions, this gives a total of 17 staff across 3 cohorts representing Belridge SC in the program. The College also has 12 staff members acting as mentors to Belridge SC staff and staff across the Joondalup Learning Community (JLC). The success of the JLC FLF was huge across 2021. The delivery of two Professional Learning sessions per term, held at the College was well attended. Staff involved in the program will progress to the second year of the program with a new suite of professional learning available.

Lead Teams will continue into 2022, with the addition of a Teaching & Learning (T&L) Hub across the JLC hosted by Belridge SC.

In 2021 the College Executive Team worked to develop our School Development and Meeting Schedule to have a clear focus on developing staff capacity. This highlights our commitment in this area and is strongly aligned with the School Business Plan. The college also continued its use of the Business Plan Tracker. Staff and HOLAs were involved in the planning and tracking of progress within their own areas using their Learning Area Trackers. Their progress was collated and is reflected in the whole school tracker. By involving our leaders in this strategic planning and reflection process, has built their capacity as a leader, and assisted in the identification of future goals and targets.

As part of the College's commitment to the development of future leaders, the college embarked on a 12-month program to develop the capacity of our Senior Leadership Team. Through conversations at Senior Management Group (SMG) and Performance Management discussions, key themes were identified, around having "difficult conversations" with colleagues. To address this concern, the College invested in the services of human resource consultants Integral, who delivered a suite of sessions across the areas of People Management, Difficult Conversations, and Coaching. The first session of four was delivered in Term 4, 2020, with the other 3 occurring in Term 1, 2 and 3 in 2021. The sessions occurred after school and were well attended by all staff involved, showing commitment to professional growth. Feedback received from the sessions was very positive.

The College has six lead teams focusing on Literacy, Teaching & Learning, ICT (Information and Communications Technology), Inclusive Education, Health and Wellbeing and ATSI (Aboriginal Education). Each Lead Team is led by a Coordinator who has the responsibility of leading the planning and direction for the school in this area. Many of the staff at the College are a part of one of these Lead Teams and have a responsibility of progressing initiatives within their Learning Area and supporting staff development. Many gains have been made in each of these teams, adding value to both the capacity of staff and opportunities for students.

In Term 3 the workforce plan was reviewed, and a gap analysis was completed to ensure preparations were put in place to identify future short fall and areas that may require attention moving forward. This process identified the need for a possible new Deputy Principal in 2022 as well as the need to expand our Student Services team to include a third HOSS.

### **HIGHLIGHTS**

- Increase number of participants in FLF – new round completed
- Professional learning delivered for staff – expand leadership capacity
- Support of Aspirant Leaders - Integral/FLF
- School development schedule aligned to priorities in place
- All staff positions had expression of interest process
- Role of Lead Teams in delivering professional learning and providing opportunities for staff
- Addition of third HOSS in Student Services

### **RECOMMENDATIONS**

- Continuation of the FLF at the College
- Continue to use expression of interest process for all new positions
- Support provided for those staff wanting to pursue L3 Classroom Teacher
- Support of Professional Learning aligned to Performance Management

### **3.3 STAFF: NATIONAL SCHOOL SURVEY RATES THE FOLLOWING ATTRIBUTES AT 3.6 OR HIGHER**

- **STAFF ARE WELL SUPPORTED**
- **USEFUL FEEDBACK ABOUT MY WORK**
- **SCHOOL LOOKS FOR WAYS TO IMPROVE**

Strong Performance Management processes are a critical component to staff professional development and growth. Belridge SC follows a strong Performance Management process that is clearly aligned to the National AITSL standards for teachers and school leaders. This process involves reflection and goal setting, observing professional practice and feedback/ review. There are clear expectations and timelines for completion of this process that are shared across the college.

Our detailed school operational planner, which has been in place at the college for several years, ensures staff are aware of our operational requirements and systematic deadlines across the year. This document is shared with all staff and referred to regularly to inform our decision making and planning.

The Triple-3 expectations were reviewed during Term 1 2021 to align with our current directions and policy. The process involved full consultation with staff and was then implemented school wide. The use of Compass later in the year allowed staff to enter positive behaviour entries into Compass. This data was then analysed and was built into our Positive Incentives Program (P.I.P.). This process saw a number of our students being rewarded for their positive behaviours displayed across the year.

Belridge SC endeavours to support staff health and wellbeing. Throughout 2021 the College undertook several initiatives to support staff in this area. Initiatives such as Meditation Mondays, Yoga and use of the HPE Fitness Centre were well received. A 'Thrive' program run through Student Services, to improve opportunities to support staff wellbeing was also put into place.

The College is proud to have a very active Staff Association at the College. Although hampered by COVID, many staff events such as the Autumn Wine Tour, End of Term drinks at Whitfords Brewery and the Christmas party were able to go ahead. As part of the Staffroom redesign and upgrades, space in the staffroom was also made to highlight events and work being done by the Staff Association and a planning space for future staff wellbeing initiatives.

A comprehensive maintenance plan and updates to facilities continued throughout the year. Major upgrades to Student Services and resurfacing the courts were two of many upgrades completed around the college.

A highlight of the year was the College's 30-year celebrations. This was well attended by staff and the wider community and provided a perfect opportunity to celebrate the successes of the College. It was wonderful to see so many items of memorabilia and fond memories shared with the community.

In 2020, the college surveyed staff as part of the National School Opinion Survey. Feedback received from staff was very positive with all but one statement "I receive useful feedback about my work" reaching our business plan target of 3.6 or higher. In 2021 the Teaching and Learning focus group implemented the RLEARNERS framework which saw an increase in the feedback and collaboration in place aligned with the model. Feedback with regards to effective MLOs and Explore activities were common practice across the college. Further planning is in progress to implement a classroom observation and feedback model for 2022.

The comment "Staff are well supported" equalled our Business Plan target of 3.6. This is still lower than what would have been expected as this is usually a strength of our practice. The college has strong leadership structures and support mechanisms for staff in place; however, the isolation and loss of collegiality during COVID may have impacted this area. In 2021, update of our Triple 3 and Behaviour Policy, along with

the future addition of a third HOSS aims to provide further support for staff.

Professional learning at the College is well funded and clearly aligned to the School Business Plan. A strong focus on Classroom Management Strategies (CMS) and Team Teach has ensured our teachers are well equipped with the best possible strategies to promote positive classroom management. The College will continue to fund the CMS program and encourages all new staff to be accredited in the program.

The target "The school looks for ways to improve" reached a very high 4.2 on a five-point scale. There have been many initiatives and updates to the College that have occurred over the last year. A comprehensive maintenance plan and updates to facilities have made a significant difference to the physical environment. Painting across many blocks, classroom furniture in Science, painting of Gym, refurb of staffroom and the addition of shade sails and Pagoda outside the Library have helped to enhance the aesthetics of the college. The addition of new E-boards across the HASS learning area, 2 New laptop trolleys in the Library, conversion of PE storage room into classroom and the addition on 75" Screens in Fashion and the Music has enhanced the technical teaching capabilities across these learning areas.

<b>NATIONAL SCHOOL OPINION SURVEY COMPARISON AGAINST BUSINESS PLAN TARGET 3.6</b>	<b>2018</b>	<b>2020</b>
<b>QUESTION FOCUS</b>	<b>STAFF</b>	<b>STAFF</b>
Teachers receive useful feedback	3.4	3.3
This school looks for ways to improve	4.1	4.2
Staff are well supported by at this school	3.5	3.6

## HIGHLIGHTS

- College 30 Year celebrations
- Staffroom upgrades and area to showcase events and work of Staff Association
- Staff wellbeing sessions – Meditation and Yoga
- Executive Teams ‘walk throughs’ initiative provided visible leadership and support of staff
- Introduction of RLEARNERS contributed to a shared approach and sense of collegiate support
- 17 staff part of FLF program in 2021 – suite of professional learning available
- SMG professional learning through Integral continued – building capacity of leaders
- Short term appointments filed within the College with expression of interest sought for all appointments

## RECOMMENDATIONS

- Continued support for social events and whole school team events (COVID protocols permitting)
- Maintain positive feedback from parents, students and staff in the National School Opinion Survey in 2022.
- Triad observations to provide timely and effective feedback on teaching practice
- Continue to develop leadership programs and professional learning opportunities across the Joondalup Learning Community and Senior Management Group





### 3.4 STUDENT: NATIONAL SCHOOLS SURVEY RATES THE FOLLOWING ATTRIBUTES AT 3.6 OR HIGHER

- **STUDENTS CAN TALK TO TEACHERS WITH THEIR CONCERNS**
- **I FEEL SAFE AT SCHOOL**
- **I LIKE BEING AT SCHOOL**

At Belridge SC we aim to develop and support the whole child and understand the crucial role we play in supporting our students through the academic, personal, social and emotional difficulties they face. Our Student Services Team provides holistic and wrap around care for our students across Years 7 to 12. Led by two Heads of Student Services – Senior School and Middle School, the team comprises six Year Coordinators, a school Psychologist, Inclusive Education Coordinator, Chaplain, school Community Health Nurse and two Admin Officers.

Although the College did not conduct a National School Survey in 2021, we were one of the schools selected to participate in the WA Commissioner for Children and Young People’s Speaking Out Survey. This involved around 50% of our students participating via their English classes. The survey results showed that our students report being mentally and physically healthy, their basic material needs are met and they like school. Many children and young people also say their relationships with family, friends and teachers are positive, that they feel loved and supported by the people around them and feel connected to their school and community. The survey asked detailed questions about student perception of safety. Although well below the overall state results, a number of our students continue to say they do not always feel safe at home, at school or in their community. In response to the growing demand for social and emotional support services, the College Executive Team have decided to create a third Head of Student Services position in 2022.

The College’s Inclusive Education Lead Team surveyed our students with additional needs in November 2021. 100% of surveyed students agreeing or strongly agreeing with the statement ‘My Teacher cares about me’, 83% agreeing or strongly agreeing with ‘I can talk to my teachers about schoolwork concerns’, 72% agreeing or strongly agreeing to ‘I can ask my teacher for help when I am struggling, confused, or don’t understand’, and 94% agreeing with the statement ‘My teacher helps me when I ask for it’.

Student Voice was a focus for the school in 2021, and other than the surveys mentioned, the Student Council met each term for ‘Questions for the Principal’ where councillors provided student views and made suggestions around issues raised by students. The Principal also held whole school ‘Ask the Principal’ sessions each term where students were able to informally chat about their concerns and ideas for school improvement. As a result of student concerns, additional resources were made available to renovate student toilet blocks, re-surface the netball courts, improve the positive incentive reward program and provide more lunch time activities.

During 2021, the College completed and officially opened the ‘Bindi Bindi’ native plant garden and renovated the area behind the garden with newly painted flooring and a new shade sail

(see front cover photo). This area has since been used for lunchtime music and dance activities, provided by Mr. O’Neil and his trainee DJs, the ‘Belridge Beats’. A new gazebo was installed on the library lawn, and this was also used for lunchtime entertainment by the Belridge Beats.

2021, despite Covid restrictions, saw students from the College participate in a number of programs and initiatives supporting student leadership, with student councillors attending the GRIP Leadership Conference, City of Joondalup Youth leadership, and a number of programs with the Australian Business Community Network (ABCN) and their corporate partners, including Chevron, Ernst & Young, KPMG and WSP Engineering,

The 2020 NSOS (National School Opinion Surveys) responses linked to our business plan targets can be seen below. 662 students completed the survey in 2020, ranging from Years 7 to 11. (Not completed in 2021)

NATIONAL SCHOOL OPINION SURVEY COMPARISON AGAINST BUSINESS PLAN TARGET 3.6		
	2018	2020
QUESTION FOCUS	STUDENT	STUDENT
Students feel safe	3.4	3.3
Students like being at school	3.1	3.2
Students can talk to teachers about their concerns	3	2.9

**“I like being at school”** As with the previous two questions student rating were less than that of staff and parents. Students responded at 3.2, slight increase from 2018, whilst parents responded at 4.2 and staff at 4.0.

## HIGHLIGHTS

- Opening of Bindi Bindi Garden
- Update of Positive Incentive Reward Program (P.I.P.)
- Positive feedback gained from Speaking Out Survey
- Continuation of student leadership programs – ABCN
- Planning for third HOSS (Head of Student Services)
- Update of Triple 3 in place
- Implementation of student voice – Ask the Principal and Questions with the Principal

## RECOMMENDATIONS

- Further development to Student Voice
- Leadership program specifically for Student Council
- Incorporation of further reward activities and events
- Implementation of new behaviour procedures

### 3.5 COLLEGE SPENDING IS ALIGNED WITH DEPARTMENTAL POLICY.

Ensuring our financial status is strong and in line with departmental policy is key to running an effective school. When managing our school funding through the Student-Centred Funding Model and One-line Budget, it is imperative that school resources (Human, Physical and Financial) are applied in a targeted and strategic manner to meet the learning needs of the school community.

Across 2021, school-wide policies and practices have been put into place to support the needs of students both on an individual level and as a whole. The directed application of resources has enabled the school to respond appropriately to the needs students providing the best possible environment for success.

#### A SNAPSHOT OF OUR FUNDING CAN BE SEEN BELOW:

Total number of students funded = 1043 slightly up from 2020

Total Student-Centred Funding = \$11,239,310

Total Salary Expenditure 2021 = \$10,469,655

#### AN OVERVIEW OF EXPENDITURE ACROSS 2021 INCLUDES:

Laptop x33 for the Library and 10 iPads for the use of French Eboards in HASS x4

Staff room and Conference room refurbishment

Gym storage area converted into a classroom (painting, carpet, furniture, projector, aircon)

Performing Arts area converted into a classroom (painting, carpet, furniture, eBoard)

Replacement x30 WAPS

Storage shed for Phys Ed

75" screens for music, fashion and the library

Classroom furniture for Science and HASS

2 new wall mounted projectors in the library

Blinds to Performing Arts building and photography room

Painting of the gym entrance and toilets/changerooms

Shade structure and seating outside of library area

Installation of security cameras

Belridge commenced with COMPASS a school management system at the end of 2020 and due to an increase in demand for online learning, invested heavily in the learning platform Education Perfect.

#### COLLECTION RATES:

Total Charges Collection Rate Year 7-10 = 75%

Total Charges Collection Rate Year 11-12 = 78%

Total Voluntary Contributions Collection Rate Year 7-10 = 68%

## HIGHLIGHTS

- Opening of the new \$5 million performing arts centre
- Funding committed by Labour Government for \$1.5million STEM funding
- Funding committed by Labour Government for \$106,000 for resurfacing of basketball courts
- Tender process for new school bus completed

## RECOMMENDATIONS

- Continued upgrade of ICT infrastructure and equipment and ensure future planning is maintained to ensure our students are using the most up to date technologies.
- Continued improvement of school facilities and learning areas to engage our students.
- Continued investment in online learning platforms
- Continued investment in STEM programs



Year 12 Athletics Carnival Day

## PRIORITY 4: COMMUNITY ENGAGEMENT AND PARTNERSHIPS //

### 4.1 MAINTAIN OR INCREASE THE RETENTION OF STUDENTS FROM LOCAL INTAKE PRIMARY SCHOOLS.

Positive school climates, good relationships with communities and strong parent support are powerful influences in school success. Being a part of the Joondalup Learning Community (JLC) provides us with a unique opportunity to build a K-12 environment for our families that supports their child on each step of their learning journey. A shared strategic plan and focus on key priorities ensures all schools are connected and working towards similar goals. JLC Principals meet twice per term to forward priorities outlined in the JLC strategic plan across our schools. In 2021 JLC Principals provided support and development opportunities to our staff in many forms. This included the facilitation of Learning Hubs, the planning and delivery of the JLC Annual Conference and the Future Leaders Professional Learning program.

Belridge SC has strong relationships with our partner primary schools. Despite some minor setbacks regarding government protocols, the 2021 School Open Day was a huge success. With 94 students attending taster sessions across our specialist and elite programs and 120 parents completing a tour of the school, cohort numbers for 2022 are expected to increase on 2021 figures. Partial release of the incoming Year 7 Year Coordinator in Semester 2 allows for a smoother transition for students and families. Frequent exchange of information occurs between partner primaries and the College ensuring we are fully prepared for our incoming students. This enables a smooth start at the beginning of the year and a more supportive environment for the student.

With a focus on our Marketing and Communication, updated enrolment flyers were produced to showcase our specialist programs at the college. The addition of a parent information evening to enhance community understanding of our

programs was also a first in 2021. The event was well attended by parents from our local catchment area and beyond.

The Executive Team at the College are frequent attenders at our partner primary events. These have included occasions such as Year 6 Graduations, sports carnivals and cultural celebrations. Taking the time to build these partnerships and forming relationships with our community is vital to the foundation of our future success.

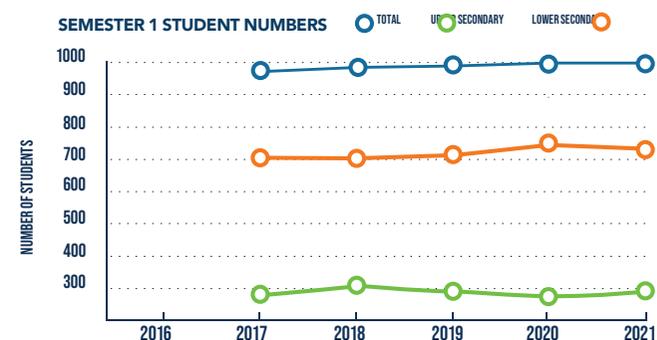
As a College we pride ourselves on our ability to keep our community informed. The use of Connect, Facebook and school website, along with the new addition of Compass ensures we have the platforms in place to keep our lines of communication open at all times.

In 2021 the College began to use Compass as our learning management platform, At this point this is only used internally within the college, however this will be rolled out to parents in 2022.

Belridge SC is co-located with Belridge Secondary Education Support Centre. The Principals of both schools have a strong and collaborative working partnership that ensures students of both schools receive the best possible educational outcome. As a blended campus, students of both schools share facilities and some teaching staff. All students wear the same uniform and participate in shared school events such as Belsurf, Athletics Carnival, Year 11 River Cruise, Year 12 Graduation and the Year 12 School Ball. The motto "Two Schools, One Community" has set a culture of inclusion and acceptance and has set the tone for the "Belridge" learning environment.

### STUDENT NUMBERS 2017 -2021 SEMESTER 1 CENSUS

SEMESTER 1	2017	2018	2019	2020	2021
Lower Secondary	708	732	732	760	733
Upper Secondary	289	308	292	280	310
<b>Total</b>	<b>997</b>	<b>1020</b>	<b>1024</b>	<b>1040</b>	<b>1043</b>



### HIGHLIGHTS

- Increased engagement with Facebook/Connect in the community
- Updated marketing material for specialist programs
- Expansion of transition program and events – half day plus full day
- Increase in total student numbers
- Increased retention of students across senior school

### RECOMMENDATIONS

- Rollout use of Compass as a school communication platform to parents as a method of communication
- Continue to build partner primary links through expansion of primary programs to support transition



#### **4.2 MAINTAIN OR INCREASE PARTNERSHIPS WITH FAMILIES AND EXTERNAL AGENCIES TO SUPPORT LEARNING AND STUDENT WELLBEING.**

Belridge SC are constantly seeking ways to enhance student learning and wellbeing by partnering with parents and families, training institutions, local businesses, and community organisations. Across 2021, Belridge SC established and maintained several important partnerships to support student learning and wellbeing. As an ABCN partner school, we were lucky enough to participate in five separate ABCN programs across the year. This included sessions with industry mentors from a range of corporations including KPMG, WSP Engineering and Chevron. In addition, over 75 Senior School students were involved in a variety of work placements with local trades and businesses as part of the ADWPL program.

Our dedicated and experience staff maintain close links with relevant curriculum and sporting associations keeping them at the forefront of their practice. Many of our staff also volunteer as a Pre-service Teacher mentor, providing numerous opportunities for student placements from ECU and UWA across the year.

At Belridge SC our parents and families are recognised as integral members of the school community and partner in their children's education. With the addition of new programs and initiatives at the College, along with a COVID-19 pandemic, the use of our communication platforms saw a rapid increase in use during 2021. The Belridge team did a fantastic job keeping our community informed. This was achieved using multiple platforms such as our school website, Facebook page and Connect. The College has received many messages of thanks and positive feedback regarding our communications throughout the pandemic. Parent events such as Parent Information Evening, VET (Vocational Education Training)/ADWPL Information Evening, Year 10 Subject Selections information and Elevate Parent session (study skills) still went ahead and were well attended.

Student Services have developed and maintained strong relationships with extensive outside agencies to support students when their needs are beyond the capacity of the team. This support includes system support from North Metro Education Region in the form of the Engagement and Transition Team, SSENBE, SEN-D, Participation, and external agencies such as Mercy Care, Mercy Reconnect, Centre Care, Headspace, CAMHS. These referrals often extend beyond the student to include family support.

Corporate partnerships underpin the success of our Workplace Learning Program and include a formal partnership with over 150 local businesses. These partnerships have been critical in providing placement, future employment opportunities and advocacy for our students. Community partnerships include WAPOL, WACA, Hillary's', Northbridge and Joondalup Rotary Clubs, Belridge Shopping Centre, Joondalup Library and City of Joondalup Youth Services. The relationships formed have provided an opportunity to collectively work on local challenges to benefit not only the College but also the community. University partnerships are currently in place with Curtin University, Edith Cowan University and UWA (University of Western Australia).

### **HIGHLIGHTS**

- Increased partnerships – online
- Increase number of pre-service teacher placements
- Several community events still managed to run despite COVID-19
- Increased partnerships across the STEM fields

### **RECOMMENDATIONS**

- Greater use of the Bindi Bindi Garden and Auditorium by community groups
- Continue to develop relationships with Noongar FM 109 and East Metro Health Service to support ATSI students
- Continue support for 'Follow the Dream' and after school tutoring

### 4.3 PARENT: NATIONAL SCHOOL SURVEY – RATES THE FOLLOWING ATTRIBUTES AT 3.6 OR HIGHER

- PARENTS CAN TALK TO STAFF ABOUT THEIR CONCERNS
- STUDENTS LEARNING NEEDS ARE BEING MET
- I WOULD RECOMMEND THIS SCHOOL TO OTHERS.

With NSOS only occurring every two years, the school implemented other ways of gaining feedback from students. The first of these being the start of "Ask the Principal" sessions. During Terms 2, 3 and 4 the Principal engaged in sessions in the yard in which students were invited to provide feedback to the Principal on various school issues. One of the issues that was identified was the lack of student rewards or incentives. Students liked the idea of smaller short-term rewards rather than one big award at the end of the year. The Student Services team worked with this information to formulate a plan for providing smaller shorter-term incentives to our students, this included special lunches, a BBQ and games and a movie afternoon. Feedback from students after the event was very positive. They appreciated being noticed. Attendance of students was also rewarded with smaller more frequent rewards. Due to COVID-19, the Year 7 Parent BBQ was cancelled. The College switched to telephone interviews to ensure clear lines of communication with our community. E-learning and BYOD inductions all took place in 2021 and were well received.

School board relationships have gone from strength to strength with the addition of new members in 2021. The board is proactive and supportive of the school and has helped to provide several opportunities for our staff and students throughout the year. This has included visits to ECU for specialist courses and excursions, as well as providing professional assistance in delivering an incursion to our students. Board training is undertaken annually, and board development is built in as part of each meeting. A board effectiveness survey is undertaken annually, and each meeting has a reflective component of self-review

Our ATSI (Aboriginal & Torres Strait Islanders) program saw significant gains with the opening of our Bindi Bindi Garden and the re-launch of Dandjoo group which now takes place during school time, rather than after school. This has led to much greater uptake and attendance. Our partnerships with Polly Farmer Foundation have led to many opportunities for students including an Aboriginal Health program and a variety of cultural incursions.

Compass has been rolled out and it is hoped to be released to parents in 2022. The school has used Compass effectively in 2021 to record attendance and positive comments. In 2022, the hope is to expand to full pastoral care with the addition of parent visibility. The College website and Connect pages are updated regularly. Connect is our main forum for parent communication, along with our twice termly newsletter.

The NSOS (National School Opinion Surveys) for parents was completed in Term 2 2020 with 113 responses. This will be repeated in 2022. The 2021 results were incredibly positive with all areas showing improvement from 2018. With all responses falling between 3.8 and 4.3 this is a great outcome for the school.

"Parents can talk to staff about their concerns" reached an average score of 4.3 on a five-point scale. "Students learning needs are being met" reached a score of 4 and "I would recommend this school to others" averaged at 4.2. All results scoring way above our Business Plan target of 3.6 on a 5-point scale. This is testament to our strong communication channels between staff and parents at the College. The regular feedback from staff via Connect, emails and phone calls have ensured parents are informed and involved in their child's education. This includes regular communication with our Inclusive Education Coordinator to ensure all students learning needs are being met regardless of their disability or adjustment required.

NATIONAL SCHOOL OPINION SURVEY COMPARISON AGAINST BUSINESS PLAN TARGET 3.6	2018	2020
QUESTION FOCUS	PARENT	PARENT
Parents at this school can talk to teachers about their concerns	4	4.3
Student learning needs are met by the school	3.6	4
Recommend school others	3.6	4.2

### HIGHLIGHTS

- Positive Parent survey feedback (2020)
- Updated Positive Incentive Program (P.I.P.)
- Improved and updated marketing and communication processes in place
- Implementation of Compass
- Expansion of ATSI programs
- Development of School Board

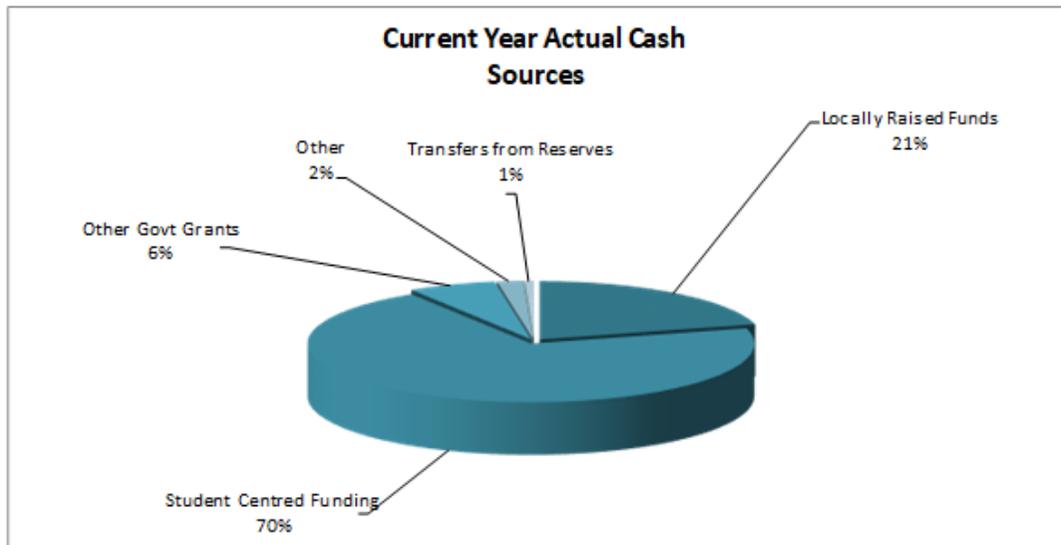
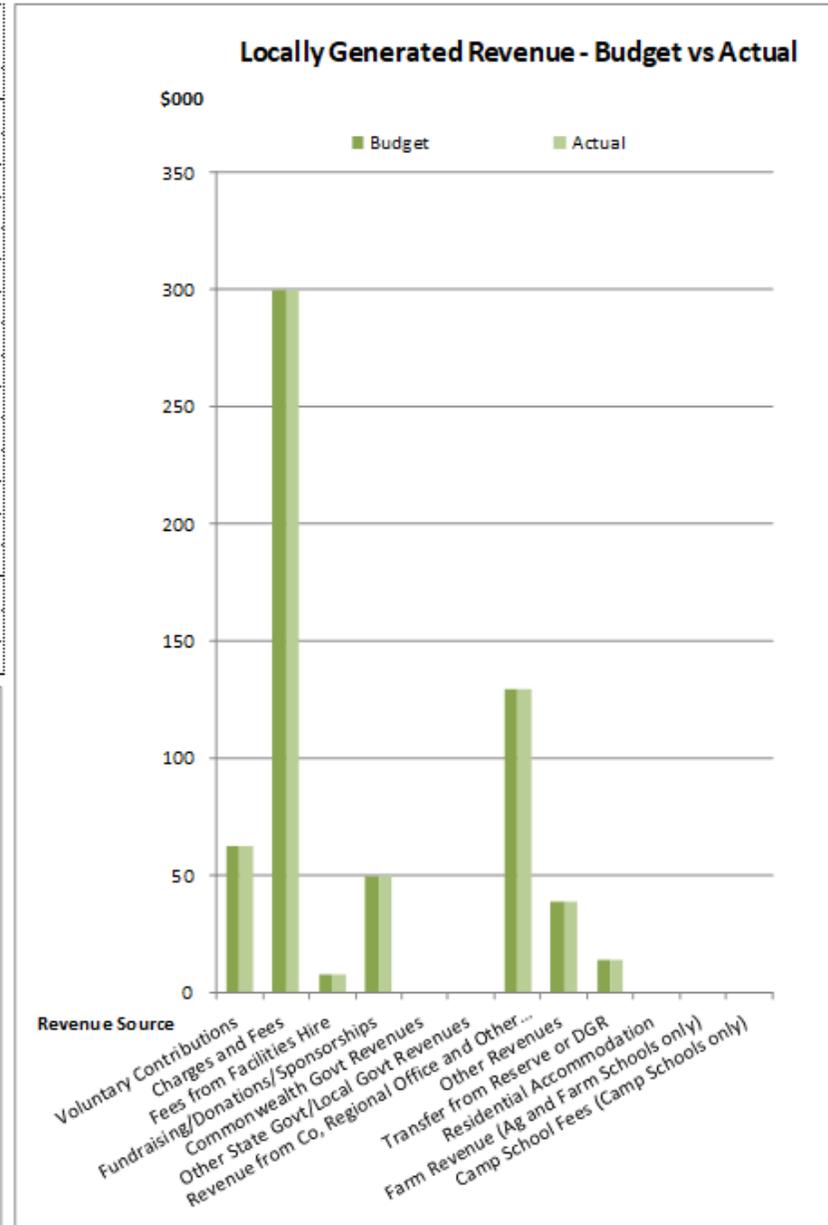
### RECOMMENDATIONS

- Increase attendance of staff at Year 7 Welcome BBQ
- JLC community workshops to be held at the College
- Continue development of college website
- Investigate Facebook marketing

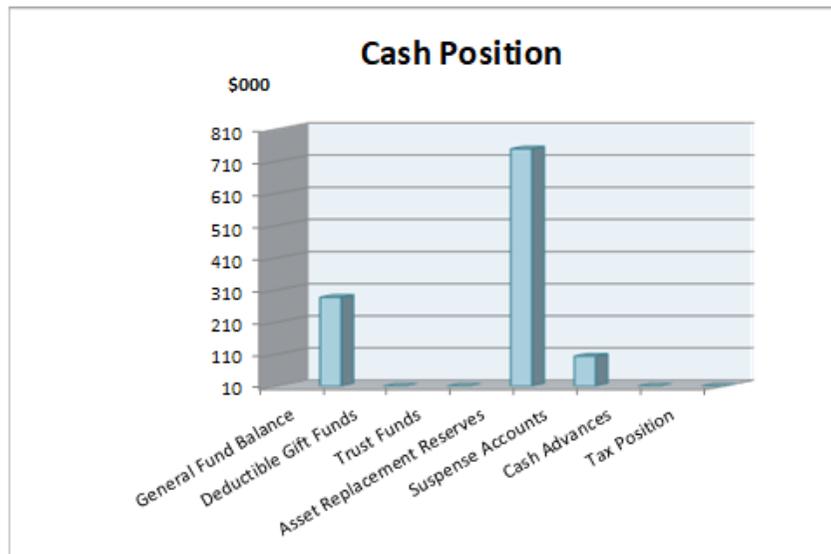
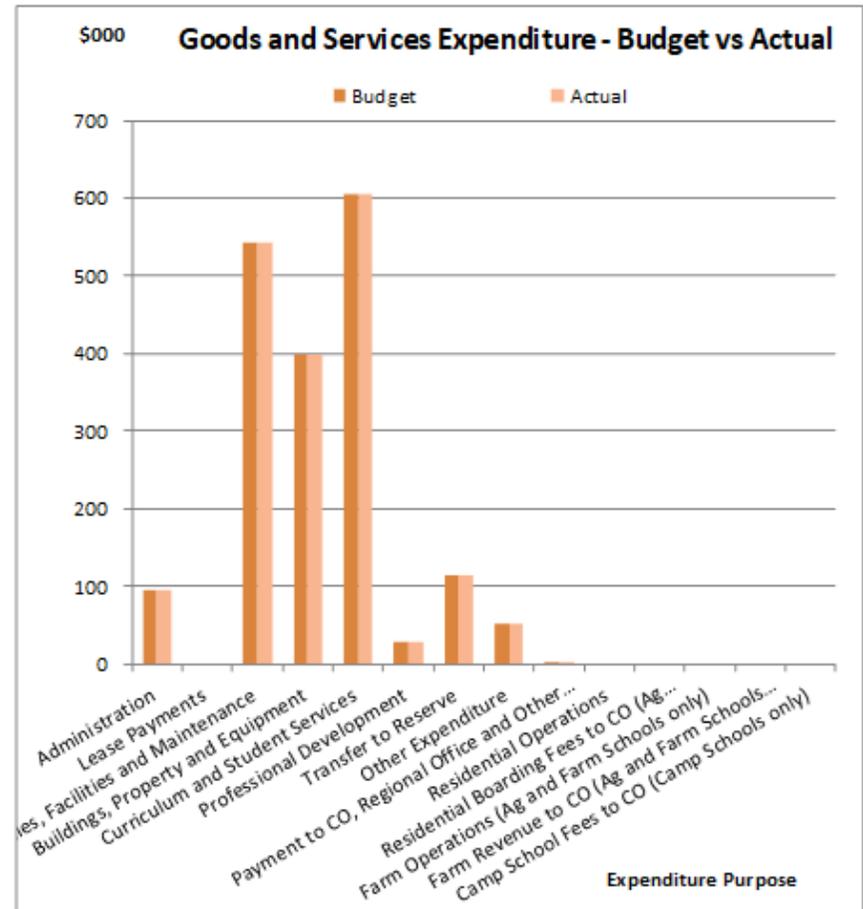
# 2021 FINANCIAL POSITION & BUDGET //

BELRIDGE SECONDARY COLLEGE  
FINANCIAL SUMMARY AS AT 31 DECEMBER 2021

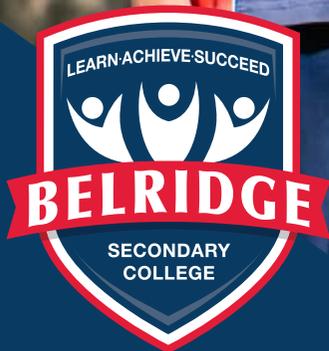
Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 62,108.00	\$ 62,108.00
2	Charges and Fees	\$ 299,302.34	\$ 299,302.34
3	Fees from Facilities Hire	\$ 7,818.18	\$ 7,818.18
4	Fundraising/Donations/Sponsorships	\$ 49,394.70	\$ 49,394.70
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 128,868.07	\$ 128,868.07
8	Other Revenues	\$ 38,705.61	\$ 38,705.64
9	Transfer from Reserve or DGR	\$ 13,745.00	\$ 13,745.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 599,941.90</b>	<b>\$ 599,941.93</b>
Opening Balance		\$ 109,289.09	\$ 109,289.09
Student Centred Funding		\$ 1,413,288.92	\$ 1,413,288.92
<b>Total Cash Funds Available</b>		<b>\$ 2,122,519.91</b>	<b>\$ 2,122,519.94</b>
Total Salary Allocation		\$ 11,239,310.00	\$ 11,239,310.00
<b>Total Funds Available</b>		<b>\$ 13,361,829.91</b>	<b>\$ 13,361,829.94</b>



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 93,870.52	\$ 93,870.52
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 543,340.60	\$ 543,340.60
4	Buildings, Property and Equipment	\$ 399,164.11	\$ 399,164.11
5	Curriculum and Student Services	\$ 604,217.78	\$ 604,217.78
6	Professional Development	\$ 27,521.19	\$ 27,521.19
7	Transfer to Reserve	\$ 115,153.00	\$ 115,153.00
8	Other Expenditure	\$ 52,211.12	\$ 52,211.12
9	Payment to CO, Regional Office and Other Schools	\$ 330.00	\$ 330.00
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure:</b>		<b>\$ 1,835,808.32</b>	<b>\$ 1,835,808.32</b>
<b>Total Forecast Salary Expenditure:</b>		<b>\$ 10,469,655.00</b>	<b>\$ 10,469,655.00</b>
<b>Total Expenditure:</b>		<b>\$ 12,305,463.32</b>	<b>\$ 12,305,463.32</b>
<b>Cash Budget Variance:</b>		<b>\$ 286,711.59</b>	



Cash Position as at:	
<b>Bank Balance</b>	<b>\$ 1,125,137.75</b>
Made up of:	
1 General Fund Balance	\$ 286,711.62
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 748,387.56
5 Suspense Accounts	\$ 103,552.57
6 Cash Advances	\$ (700.00)
7 Tax Position	\$ (12,814.00)
<b>Total Bank Balance</b>	<b>\$ 1,125,137.75</b>



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