



Department of
Education

Shaping the future

Belridge Secondary College

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Opened in 1991 as Belridge Senior High School the school changed its name to Belridge Secondary College in 2013. The College is located approximately 27 kilometres from the Perth central business district in the North Metropolitan Education Region.

The college has an Index of Community Socio-Educational Advantage rating of 1013 (decile 4) and currently enrolls 987 students from Year 7 to Year 12. It became an Independent Public School in 2013.

Belridge Secondary College has the support of the School Board and a Parents and Citizen Association (P&C).

The first Public School Review of Belridge Secondary College was conducted in Term 3, 2019. This 2023 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Electronic School Assessment Tool (ESAT) submission provided a transparent account of the school's context and operations in addressing its improvement agenda.
- A broad selection of contextually relevant evidence was submitted, including the use of annotations to highlight key information for the attention of the review team.
- In preparation for the review, staff and school leaders had opportunities to collaboratively reflect on the school's performance against the Standard, including two-way feedback opportunities made available at the learning team level.
- A culture of reflection and the collaborative engagement of staff in school self-assessment has been embedded through clear structures and processes.
- Staff, parents, students and community members engaged enthusiastically in validation visit discussion adding value to the college's submission.

The following recommendation is made:

- In future ESAT submissions, ensure clear alignment between the evidence and analysis and the planned actions for improvement.

Public School Review

Relationships and partnerships

Positive staff, student, family and community relationships and partnerships are a central focus for the college contributing to a positive school climate and enhanced student outcomes.

Commendations

The review team validate the following:

- Informed by the belief, 'two schools one community', a flourishing partnership with co-located Belridge Secondary Education Support Centre is providing optimal opportunities for students to be successful. By drawing on the strengths of both schools, the partnership is positively impacting the school community.
- The school has developed positive family partnerships that are well supported through sound communication and coordinated, proactive, wraparound support for students with additional needs, which is valued highly by parents.
- Feedback is actively sought from staff, parents and students through the National School Option Survey, meetings and focus groups, with the school's commitment to responding to feedback evident in planning.
- College Board members are skilled and well informed, contributing to effective school governance. The utilisation of Board members' specific skill sets, to enhance school priorities, is demonstrated in the provision of information and research on future workforce skills requirements, VET¹ information and delivery of professional learning in differentiation.
- A number of specialist programs including netball, cricket, fashion and academic enrichment are positively enhancing family connections, community engagement and educational opportunities.
- The Joondalup Learning Community (JLC) partnership with local intake schools is significantly enhancing student transition and staff professional development through hubs hosted by each of the schools to support professional learning.

Recommendation

The review team support the following:

- Continue to build connections with Aboriginal families and local Aboriginal community members.

Learning environment

The school's student-centred and inclusive learning environment is characterised by high levels of individualised support, tailored pathway planning and targeted support for student engagement and wellbeing.

Commendations

The review team validate the following:

- Clear strategies and processes for monitoring and supporting positive attendance include attendance tracking by year coordinators, termly reviews by heads of student services and student rewards/incentives.
- A strong team including 3 heads of student services, a school psychologist, chaplain and an inclusive education coordinator, has been effectively structured to provide wraparound support to meet the diverse needs of students across the college. A further layer of strategic oversight of students at educational risk is provided by the student services leadership team, comprising the Principal, deputy principals and key student services staff.
- The ATSI² Lead Team is supporting the school's ongoing engagement with the Aboriginal Cultural Standards Framework and the embedding of Aboriginal histories and perspectives across the curriculum.
- Support for positive student behaviour is provided through the school's Triple 3 agreed behaviour expectations, the Positive Incentive Program (PIP) and targeted clubs and programs such as the DJ program and LEGO club.
- A commitment to trauma-informed practice is evident in engagement with the Berry Street Education Model professional learning.

Recommendations

The review team support the following:

- Continue to implement a whole-school approach to support student's social and emotional wellbeing.
- Continue to build consistent practices to support positive student behaviour including reward processes.

Leadership

The Principal models professional, trusting and respectful relationships, which is enhancing staff collegiate and collaborative interactions. This is contributing to a shared understanding of school improvement and to setting the conditions for student success.

Commendations

The review team validate the following:

- School self-assessment processes are well-embedded and include regular reflection by the senior leadership team on business plan targets and the monitoring of strategies via comprehensive tracking processes.
- Staff clearly articulate the school's vision and demonstrate a shared belief that every child can be successful. They understand the strategic alignment of the business and operational plans to classroom planning giving rise to strategic clarity.
- An embedded, distributed leadership structure encompasses a number of leadership roles and lead teams focused on literacy, teaching and learning, science, technology, engineering, mathematics (STEM), inclusive education, health and wellbeing and Aboriginal education. This drives the school's strategic agenda underpinned by staff consultation and collaboration.
- As part of the JLC partnership, the Western Australian Future Leaders Framework is creating opportunities for the development of aspirant leaders including 12 mentor roles for college staff. Additionally, the school hosts and leads the Teaching and Learning Hub which is valued by college and JLC partner school staff.
- Performance management and staff professional learning are evident including the development and implementation of the RLEARNERS teaching and learning Framework to guide classroom practice across the college. A professional learning team triad model supports collaboration and staff reflection on their professional practice.

Recommendations

The review team support the following:

- Continue to develop the coaching to support low variance teaching aligned to the RLEARNERS Framework.
- Continue to develop the leadership of whole-school processes for the collection, analysis and sharing of student achievement and progress data and evidence.

Use of resources

Financial planning processes are clearly defined and collaborative in nature. This ensures sound oversight of financial management and resource allocation decision-making by the Principal and Finance Committee.

Commendations

The review team validate the following:

- The allocation of resources is evidence-based and aligned to business plan priorities, student, staff and school needs. This includes additional resourcing for STEM, the Seasons for Growth Program, Berry Street Trauma-Informed Practice professional learning and additional teaching and learning support for targeted groups of students.
- Prudent workforce planning is evident in the allocation of funds for leadership roles across the school including the student services team. Additional school psychologist time has also been prioritised.
- To ensure students with Special Educational Need (SEN) are sufficiently catered for, the school has deployed funds for education assistants and an inclusive education coordinator.
- The school has prioritised the funding of elite programs and the allocation of resources to the specialist cricket program, encompassing the management of turf requirements and equipment replacement.
- Effective ICT replacement planning is supporting the sustainable allocation of devices and data access across the school.

Teaching quality

Drawing on the commitment of a knowledgeable and reflective staff, the college has prioritised the development of teaching and learning excellence. This is evident in the development of shared beliefs and agreed expectations, as well as the engagement of staff in Professional Learning Communities.

Commendations

The review team validate the following:

- The RLEARNERS Teaching and Learning Framework is being implemented across the school through professional learning and an audit carried out by the executive team to measure implementation levels.
- The inclusive education team have delivered a range of professional learning focused on the NCCD³ and differentiation including the diamond planner to guide the making of adjustments for students with additional needs.
- Student Individual Education Plans are created in collaboration with families, students, and other key stakeholders. Further planning to support students with additional needs is evident in ready to learn plans, about me profiles, self-monitoring checklists and escalation profiles.
- ATAR⁴ students have access to an assigned mentor teacher, study periods and targeted workshops to support their sustained progress towards learning goals and success.
- The school has expanded curriculum offerings in areas such as STEM and is engaging students in school-based elite programs such as netball, music and dance and a specialist cricket program.

Recommendations

The review team support the following:

- Continue to engage staff in professional learning, classroom observation and reflection to further embed the implementation of the RLEARNERS Framework.
- Proceed to develop effective differentiation across classrooms supported by the inclusive education coordinator.

Student achievement and progress

The school's shared vision of success for all students underpins a focus on identifying and supporting students' individual needs and the linkage of student achievement and success to future opportunities in the workforce, or further education for senior school students.

Commendations

The review team validate the following:

- Pathway planning is a school focus, evident in course counselling, student progress tracking and engagement by the executive and senior leadership team in the analysis of the senior metrics data.
- Professional learning on Student Achievement Information System data analysis has been accessed by the senior leadership team to support and progress data analysis. Data is reviewed in each learning area at the end of the semester with information used to inform learning area planning.
- The identification of the learning needs of students who are transitioning from Year 6 is facilitated through the year coordinator's primary school visits, discussion with primary school staff and information gathering including ACER⁵ Progressive Achievement Tests, diagnostic assessments and school report data.
- Engagement in research and the trialling of literacy and numeracy support programs such as MacqLit is focused on targeting the specific learning needs of identified students.

Recommendations

The review team support the following:

- Continue intentions to review students' documented plans and explore the use of SEN reporting.
- Progress targeted intervention through the implementation of MacqLit.
- Continue to build staff capacity to effectively use data to identify students' needs, target learning gaps and monitor the efficacy of teaching and learning programs on student achievement.
- Progress plans to further embed processes for staff engagement in moderation teacher judgements using the School Curriculum and Standards Authority Judging Standards.

Reviewers

Kim McCollum
Director, Public School Review

Ken Perris
Director, Public School Review
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is to be scheduled for 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 Vocational Education and Training
- 2 Aboriginal and Torres Strait Islander
- 3 Nationally Consistent Collection of Data on School Students with Disability
- 4 Australian Tertiary Admission Rank
- 5 Australian Council *for* Educational Research