2024
Annual Report

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BELRIDGE

SECONDARY COLLEGE

LEARN ACHIEVE SUCCEED

CONTENTS //

GLOSSARY

AEP	Academic Enrichment Program
ATAR	Australian Tertiary Admission Ranking
ATSI	Aboriginal and Torres Strait Islander
CMS	Classroom Management Strategies
ESL	English as a Second Language
FLF	Future Leaders Framework
HASS	Humanities and Social Science (Subject)
HOSS	Head of Student Services
ICSEA	The Index of Community Socio-Educational Advantage
	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.
IEP	Individual Education Plan
JLC	Joondalup Learning Community
LA	Learning Area
Like Schools	Schools that are statistically similar in terms of the ICSEA

NAPLAN	The National Assessment Program – Literacy and Numeracy (Year 7 and 9)
NMERO	North Metropolitan Education Region Office
NSOS	National School Opinion Survey
OLNA	Online Literacy and Numeracy Assessment (Year 10-12)
PIP	Positive Incentive Program
PLT	Professional Learning Team
RTP	Reporting to Parents
SAIS	Student Achievement Information System
SCSA	School Curriculum and Standards Authority
SDD	School Development Day
SMG	Senior Management Group
STEM	Science Technology Engineering and Maths
TISC	Tertiary Institutions Service Centre
VET	Vocational Education and Training
WACE	West Australian Certificate of Education

FOREWORD //

This Annual Report captures our successes and achievements across the 2024 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 successes and an equal focus on the identification of areas for future development.

The 2024 Annual Report is aligned to our College Business Plan "Creating the Future Together" and focuses on our four priority areas:

1. Successful Students
2. Excellence in Teaching and Learning
3. Building Capacity, Wellbeing and Leadership
4. Community Engagement and Partnerships

As part of the Department of Education's Strategic Direction 2020-2024, the College is committed to achieving the outcomes in Focus 2024. 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, Netball, Music, Dance and an Academic Enrichment Program (AEP) in STEM and Humanities, there is something for everyone.

At Belridge Secondary College, our strong culture of respect for self, others and the environment ensure 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 several leadership programs throughout 2024 to ensure staff and students are provided with the support and development they need to be their best.

Sharon Lyon
PRINCIPAL

PRINCIPAL'S MESSAGE //

As we reflect on the past year at Belridge Secondary College, we are proud to highlight the remarkable efforts and achievements that have shaped our community. As I write this report, I am filled with immense pride and deep appreciation for the role that every person has played in making Belridge Secondary College the outstanding school it is. Our dedicated staff, committed students, and supportive families have all played a crucial role in making this year a resounding success.

Throughout this report, you will find numerous articles, data sets, graphs, and tables. You will see a variety of photos and references to many curricular and extra-curricular events. Our staff's unwavering dedication to supporting extra-curricular events has been truly inspiring. From organising sports competitions and cultural festivals to leading clubs and special interest groups, our teachers and support staff have gone above and beyond to provide enriching experiences for our students. These activities not only enhance students' skills and interests but also foster a sense of belonging and community within the College.

We are delighted to report a significant increase in positive behaviours among our students. The implementation of the Positive Incentive Points (P.I.P.) system has encouraged students to strive for excellence in both academic and social settings. This year, we have seen a marked rise in the number of students receiving P.I.P. awards, reflecting their commitment to maintaining a respectful and supportive school environment. Additionally, there has been a notable decrease in suspensions and negative behaviours compared to previous years.

Our focus on creating a welcoming and engaging learning environment has led to a significant improvement in student attendance. For the first time in over five years, our attendance rates have surpassed the state average. This achievement is a testament to the efforts of our staff, who work tirelessly to ensure that every student feels valued and motivated to attend school regularly. The positive impact of this increased attendance is evident in our students' academic performance and overall well-being.

We are proud to announce that our students' achievements in the Western Australian Certificate of Education (WACE) and Online Literacy and Numeracy Assessment (OLNA) have reached new heights. Our WACE achievement and OLNA certification rates for this year are higher than those of "like schools" and the state average.

These positive changes and acknowledgements are a testament to the hard work and dedication that goes on each and every day, making Belridge Secondary College the fantastic place it is. The Executive Team extend our heartfelt gratitude to everyone who has contributed to our success, and we look forward to building on these accomplishments in the coming year.

Sharon Lyon
PRINCIPAL

VISION

"CREATING THE FUTURE TOGETHER"

To provide a safe and inclusive learning environment in which all students are supported with the knowledge, skills and mindset to achieve a successful future.

MISSION

At Belridge Secondary College we aim to:

- Provide each and every student with a high-quality, holistic education, built on the foundation of care.

- Seek opportunities that promote curiosity, build ambition and develop resilience.

- Empower our students to be active lifelong learners, equipped with the skills and knowledge.

- To be successful in the future world.

- Celebrate individual and collective successes and share this with the community.

VALUES

RESPECT	Being considerate of the rights of self and others.
COMMITMENT	Dedication to goals and choices that positively impact myself and the school.
RESILIENCE	To overcome setbacks, persevere with challenges and look for ways to improve.
CURIOSITY	The desire to learn, the confidence to explore, the tools to grow.

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 Secondary College 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 Secondary College 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 Secondary College is part of the Joondalup Leaning 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 Secondary College is co-located with Belridge Secondary Education Secondary Support Centre. There is a respectful and supportive relationship with the Education Support Centre with our "Two schools, one community" being 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.

2024 HIGHLIGHTS //

EVENTS & CELEBRATIONS
- ANZAC Service
- Premiers Reading Challenge
- 7 – 10 Lightning Carnivals
- Belsurf Carnival
- Athletics Carnival
- Interschool Athletics Carnival
- bstreetsmart– Road Safety Event
- Numeracy Week
- Literacy Week
- Science Week
- R U OK? Day
- Wear it Purple Day
- Harmony Day
- NAIDOC Week
- JLC Science Week Challenge – Joondalup PS winners in 2024
- Year 5 Leadership Day

- Year 7 Transition Program
- Year 8 Camp and sausage sizzle fundraiser
- Year 11 Outdoor Education Camp (Moore River)
- Year 12 Graduation
- Year 12 Outdoor Education Camp (Rottnest and Dwellingup)
- World Teachers Day
- Community Christmas Hamper Appeal

ACADEMIC ENRICHMENT PROGRAM
- AEP Showcase Evening
- To the Moon excursion WA Museum
- Lab Rats event ECU
- Year 7 Bunsen Burner licences
- Year 7 AEP Parliament House excursion
- Year 7 AEP participation Premier's Reading Challenge
- Year 7 MS365 masterclass, plan a museum exhibit
- Year 8 3D Design and printing, biographical profiles, landscapes and landforms, renewables, and non-renewables
- Year 9 Industrial Revolution

- Youth Writers online
- Australian History Competition Year 9
- Australian Geography competition Year 10
- Australian Maths competition Year 7-9
- ECU CREATE program Year 9
- Perth Zoo Sunset Safari
- Tournament of Minds (English)
- Scitech workshop excursion Year 7 & 8
- River & wetland ecosystem excursion, Neil Hawkins Park Year 8 Science
- ABCN Innovate excursion Year 8 STEM
- Biodiversity in the Bush Year 9 Science

ABORIGINAL EDUCATION
- Follow the Dream Program, weekly group sessions with ATSI students
- Yanchep Cultural Day
- Wheatbelt Cultural Camp
- ECU Futures Camp

- NAIDOC Week celebrations
- Reconciliation Week sand mural
- Year 7 Follow the Dream Transition Day
- PALS 'True Colours' project
- Fallen Soldiers Project
- Embedding Aboriginal history and culture across curriculum areas

THE ARTS
- Fashion & Dance End of Year Showcase
- Fashion - 3rd place in Wool4School Design national competition
- Fashion - REmida Steam Punk Hat design incursion
- Fashion - TAFE silk screen printing incursion
- Dance and Fashion ballet excursion, West Australian ballet productions Romeo & Juliet and Sleeping Beauty
- Visual Arts - Young Original Exhibition held at Edith Cowan University, students selected to exhibit from both Visual Arts and Fashion
- Visual Arts - Mindscape Exhibition organised by the Western Australian Society of Arts, the work of Year 12 Visual Arts student selected for exhibition
- Dance - Guest Dance choreographers over Terms 2 and 3.
- Dance - Winners of Dance Life Unit Highschool All ages troupe
- Dance, Placed 2nd and 3rd in Lyrical and Contemporary Dance routines in 2025 Elite Eisteddfod
- Music Matinee Concert for Primary schools, with over 200 primary students in attendance.
- Music Concert and Visual Art Exhibition, Term 3.
- Elite Music - WA Classical Guitar Festival

CAREER TASTERS
- Year 9 Career Tasters: Construction Futures Centre, Female only Construction Futures Centre, AQWA, Career Expos, Cooking, Photography
- Whole of school afternoon sessions: My Future, resume writing, Australian Business and Community Networking x 3 programs/excursions
- Year 9 AEP LabRats excursion ECU – Careers in Science
- Year 10's Careers Expo, Get into Resources/Mining and Resources Technology Showcase
- Year 10 Career Education using My Future tool (whole cohort)
- Year 11 & 12 incursions from ADF, ECU, UWA, Curtin,

Murdoch, Notre Dame, NMTAFE, Brick and Block Careers
- Try-A-Trade Program
- National Careers Week
- Workplace Learning

DESIGN & TECHNOLOGIES
- Try-A-Trade program
- White card nationally recognised training
- Dragster CO_2 competition
- Introduction of Year 9 Jewellery for 2024
- Introduction of CAD
- Acquired EV chassis for future development
- Upgrade/replacement of equipment to ensure safety and industry standard equipment and PPE
- Introduction of Cert II Automotive
- Introduction of more electronics applications into the Mechatronics courses
- Re-development of Building and Construction program
- More collaboration with other schools and industry professionals to ensure students have updated learning opportunities and content

ENGLISH
- Celebration of Reading Week
- Kate McCaffrey – author visit
- Curtin English and Literature Conference
- Tournament of Minds (AE and English collaboration)
- Year 7 student success in Tim Winton Creative Writing competition

HASS
- WACE Revision Seminars by external presenter for Modern History and Geography
- History Competition Year 7 to 9
- Geography Competition Year 8, 10 and 11 ATAR
- Year 11 and 12 Geography excursions - McDonalds, City/ Swan River
- Ancient History incursion with Spanish Egyptologist
- Year 11 Students participating in HTAWA Revision seminars in person and online
- AEP Showcase with Sustainability and STEM focus incorporating HASS content
- Year 11 and 12 CAE Careers Expos
- Year 10 Career Education Program Term 2
- Year 7 AEP excursion to Parliament House

- Year 7 Water Corporation 'Waterwise Experience'
- Career Taster events Year 9 to 10 and Senior School
- Year 11 ATAR Geography excursion to UWA Geospatial Technologies
- Year 9 and 10 Travel Talks Presentations
- AEP Year 9 and 10 Canberra Trip

HOME ECONOMICS
- Incorporation of Cake Top Printer into Year 10 Programs
- Certificate II 'Food Hall' lunch service
- Cupcakes for Charity
- Coffee and catering carts set-up to extend senior student's experience

ICT
- Computer Science Club
- New STEM/IT classes
- Prototype LEGO Robotics implementation into curriculum
- Ozobots used to introduce students to basic robotics and programming
- Use of online applications to increase typing skills
- Successful implementation of Certificate II in Workplace Skills
- New courses for 2024 - PCiE and Cert III in Business
- Review of courses to streamline offerings to maximise learning opportunities and pathways
- After school First Lego League (FLL) after school program
- FLL Competition
- Hosts of FLL competition at BSC
- Introduction and successful implementation of the H2GP program afterschool

MATHEMATICS
- Australian Mathematics Competition. Seven students achieved Distinction, and 51 students achieved Credit.
- Role in Year 6 Transition
- Homework Club
- Lego Club and display at Bricktober
- Pizza reward day

SCIENCE
- Excursions including Harry Perkin's Institute, Herdsman Lake, Neil Hawkins Park, Fisheries Department, AQWA and PARTY Incursion program
- Maintenance of the Bindi Bindi garden

- Science Week events
- Science & Engineering Challenge Day Year 10
- Successful implementation of new courses GEHBY and GESIP.

SPECIALIST CRICKET

- Cricket Australia Indoor National Championships - 12 student selected as state reps across Years 7-12
- Ex Student Cooper Connolly named 2024 Big Bash player of the tournament and made T20 Australia Debut
- Two students – WA Australia Cricket Under 15s championships
- Cricket and Netball Presentation night at the WACA received record attendance
- Senior School International Cricket Tour to Malaysia

SPECIALIST NETBALL

- Janneke Markovic Advanced Coaching accreditation
- Butler Cup winners all divisions
- High School Cup zone winners 7.1, 9.1, 10.1, 11/12s, 2x boys' teams
- Fast 5 House competition
- Multicultural Carnival – 4 winning teams
- West Coast Fever Cup – (specialist netball schools) Year 7, 8 and Year 10 teams' winners
- Springfield Primary School Athletics days

- Belridge Cup – all academy students
- Cricket and Netball Presentation night with record attendance
- Tara Diersen State 15s School Sport WA
- Charli Hynes state representative
- WANL representatives
- TACT and futures represented well.

STATE/SPORTING ACHIEVEMENTS

- Australian National Youth Surf Life Saving Championships: Achieving Gold U14 Youth Beach Sprint, Gold U14 Youth Flag Sprint
- Gold U13/14 Youth Beach Relays, Bronze U13/14 Youth Cameron Relay
- Student selected 2024 WA Trampoline Gymnastics State Team
- Student achieved 2024 Gold Heptathlon - breaking U16's national record of 33 years.
- Student competed 2024 Touch Football 15s Boys Championship
- Student achieved 2024 Touch Rugby State Championships at UWA
- Athletics Australia - 2024 Oceania Athletics Champs - AU U18 Team - Javelin throw
- Student selected U16's Schoolgirls State Rugby League tournament
- Student selected for State Footy Team 2024 second year running.
- Junior (U23 Male) National Wheelchair Basketball Championships
- 4th top scorer, 7th top rebounder, 3rd in assists, 5th in steals and 4th ranked athlete overall. Best performing 2.5 Point U23 Baller in Australia.
- Student selected for State WA Baseball U16s Junior Girls - Bronze Place
- Student selected for State WA Hockey 12s Boy Championships and Vice-Captain
- Student selected for State WA Hockey U14s
- Representatives in U16's Schoolgirls State Rugby League tournament
- Australia vs. County School - Cricket tour to UK (Bowler and Keeper)
- U15s Ladies Division - Indoor Netball Australia to rep Australia at World Indoor Netball Association (WINA) Tri-

Series. Competing against Australia, South Africa, and NZ
- Student competed in 2024 Touch Football 12s Girls Championship
- Student achieved WA State Karting Series Champion for KA3 Junior Heavy for 2024
- Student selected for WA Team 2024 Australian Cross Country Championships

STUDENT COUNCIL

- Whole School Assemblies
- ANZAC Service
- City of Joondalup Youth Forum
- Footy Colours Day
- Annual Open Board meeting
- Containers for Change
- Wear What You Wish Day fundraisers.

STUDENT SERVICES

- Belridge Festival – end of year reward day
- Breakfast Club
- PIP Stalls – Positive Incentive Program student rewards
- PIP Rewards - Ice cream van
- Year 12 Ball, Year 11 River Cruise, Year 10 Dinner Dance.
- Year 7 Disco
- Year 8 Camp

STUDENT SUPPORT AND WELLBEING

- Cricket, basketball and volleyball house competitions at lunchtime
- Inclusive Education Breakfast
- Year 6 Transitions and Orientation Day
- Triple P Positive Parenting workshops
- Social Emotional Learning Classes
- R U OK? Day

STAFF HIGHLIGHT

- Scott Ogilvie – Under 15s SSSWA Cricket Coach
- Janneke Markovic – Advanced Netball Coach accreditation
- Brent Jarvis Spinks – WA state over 35 Cricket Team – Australian Masters

Our 2024-2027 Business Plan **"CREATING THE FUTURE TOGETHER"** is committed to provide a safe and inclusive learning environment in which all students are supported with the knowledge, skills and mindset to achieve a successful future.

PRIORITY 1 SUCCESSFUL STUDENTS

OUR FOCUS: TO PROVIDE EVERY STUDENT A PATHWAY TO A SUCCESSFUL FUTURE.

1.1	In NAPLAN testing, progress achieved by the stable cohort will equal or exceed like schools in each test area.
1.2	Eligible students in Year 12 achieving the minimum standard in Literacy & Numeracy (via NAPLAN or OLNA) will equal or exceed like schools and/or the state average.
1.3	90% of eligible students in Year 12 will achieve the WACE and the school will attain the Year 12 Metric Threshold.
1.4	Opportunities for all students to develop a career pathway through contemporary curriculum development and extracurricular engagement will be prioritised.
1.5	The whole school attendance rate and regular attendance rate will equal or exceed secondary state and like school averages.

PRIORITY 2 EXCELLENCE IN TEACHING AND LEARNING

OUR FOCUS: RLEARNERS T&L FRAMEWORK TO BE EMBEDDED ACROSS THE COLLEGE TO SUPPORT TEACHING AND LEARNING EXCELLENCE IN EVERY CLASSROOM.

2.1	A school wide approach to teaching and learning is embedded through use of the RLEARNERs framework and DoE Quality Teaching Strategy.
2.2	The school will implement the Berry Street Education Model - Trauma Informed Practice to support student wellbeing and achievement.
2.3	Teacher judgement data has a strong correlation to system assessment data in both NAPLAN and WACE
2.4	Evidence based, targeted support is in place for identified students through use of documented planning and effective case management.
2.5	Student: National School survey rates the following attributes at 3.6 or higher • My teachers expect me to do my best. • My teacher motivates me to learn • My teachers provide useful feedback about my work

PRIORITY 3 BUILDING CAPACITY, WELLBEING & LEADERSHIP

OUR FOCUS: TO BUILD THE CAPACITY AND WELLBEING OF STAFF AND STUDENTS TO DEVELOP LEADERSHIP CAPABILITY AND PROMOTE ENGAGEMENT IN SCHOOL BASED DECISION MAKING.

3.1	Engagement in the Future Leaders Program and Workforce Planning will sustain or increase the number of staff engaging in career progression opportunities.
3.2	Staff: National School Survey rates the following attributes at 3.6 or higher • Staff are well supported • I receive useful feedback about my work • The school looks for ways to improve
3.3	Opportunities for Student voice and collaborative decision making will be expanded at the College, this will be demonstrated via National Schools Survey rating the following attributes at 3.6 or higher. • Students can talk to teachers with their concerns. • My school looks for ways to improve. • My teachers care about me.
3.4	The Student Services team will focus on developing programs to support student wellbeing, sense of belonging and school engagement to cater for a range of complex and diverse needs.

PRIORITY 4 COMMUNITY ENGAGEMENT AND PARTNERSHIPS

OUR FOCUS: HARNESS SUPPORT FROM FAMILIES, AGENCIES AND THE COMMUNITY TO STRENGTHEN PARTNERSHIPS THAT ENHANCE STUDENT LEARNING.

4.1	Strengthen collaborative partnerships across JLC and Intake partner primary schools to increase profile of the school across the local community.
4.2	Use of effective strategies to engage families and the school community in supporting the Connect and Respect and Violence in Schools policies.
4.3	Work in partnership with the school community to strengthen decision making to support Aboriginal students succeed as Aboriginal People.
4.4	Develop and maintain effective working partnerships with training providers, tertiary education and local workplaces to support student achievement.
4.5	Parents and carers feel connected and supported by the school. 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.

PRIORITY 1: SUCCESSFUL STUDENTS //

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

Belridge Secondary College employs a variety of tools and strategies to assess the literacy and numeracy needs of its students, fostering the development of essential competencies. Significant strides have been made in utilising data to identify at-risk students, providing teachers with comprehensive diagnostic information through detailed NAPLAN reports. All curriculum planning documents at Belridge Secondary College integrate literacy and numeracy skills as deliberate focus areas, alongside the use of the RLEARNERS Framework to support the delivery of effective lessons.

The College has established two Lead Teams dedicated to addressing key priorities in these areas: the Literacy Lead Team and the Numeracy Lead Team. These teams contribute to the strategic approach, resulting in positive outcomes across the NAPLAN strands.

Students requiring additional support in Literacy and Numeracy are identified through teacher consultations, ACER PAT diagnostic assessments, and analysis of school report data. NAPLAN data is utilised to analyse both group and individual performance, subsequently enabling the development of personalised and targeted learning programs.

The tables below show the number of students categorised into each proficiency level, ranging from Exceeding to Needing Additional Support. A higher percentage of Year 7 students in 2024 - 42% - are identified as Developing or Needing Additional Support in Writing.

Senior School Visual Art

PERCENTAGE OF STUDENTS - PROFICIENCY LEVELS (SCHOOL)

NAPLAN NUMERACY		
2024	**YEAR 7**	**YEAR 9**
Exceeding	6%	3%
Strong	61%	63%
Developing	22%	27%
Needs Additional Support	11%	8%

NAPLAN READING		
2024	**YEAR 7**	**YEAR 9**
Exceeding	14%	12%
Strong	51%	57%
Developing	21%	27%
Needs Additional Support	13%	5%

NAPLAN WRITING		
2024	**YEAR 7**	**YEAR 9**
Exceeding	9%	14%
Strong	49%	42%
Developing	31%	34%
Needs Additional Support	11%	11%

HIGHLIGHTS

- Curricular programs contain clear focus on Literacy and Numeracy
- Embedding of RLEARNERS framework into lessons
- Successful Literacy and Numeracy Weeks to support engagement
- 69% of Year 9 Students – Strong or Exceeding in Reading
- 66% of Year 9 students – Strong or Exceeding in Numeracy

RECOMMENDATIONS

- Continued whole school focus on writing – emphasis on Year 8 in 2025
- Literacy and Numeracy intervention plans to be implemented for identified students
- Increase parental awareness of online tools to support NAPLAN
- Continued use of Online Literacy Support platforms

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

Belridge Secondary College provides ongoing intervention strategies for students who have yet to achieve their OLNA. Dedicated staff work closely with these students to assist and monitor their progress through online practice sessions and teacher feedback. Online platforms were utilised to support these students, offering targeted assistance in the weeks leading up to their final two assessment attempts.

Despite the students' commendable efforts, two Year 12 students did not achieve their OLNA (Numeracy). Although the table below indicates eight Year 12 students as not qualified, six of these students were not enrolled at Belridge Secondary College during Year 12. The two remaining students will have the opportunity to return and sit the assessment in 2025.

We are incredibly proud of our high OLNA achievement rate, which surpasses both like schools and the state average. Moving forward, we aim to increase the number of students pre-qualifying for OLNA by achieving higher results in their Year 9 NAPLAN. This will necessitate enhanced support and focused priorities throughout Year 8 and the early part of Year 9.

HIGHLIGHTS

- 98% of eligible students achieved their OLNA, exceeding both Like Schools and the State average
- Wednesday Period 5 OLNA Support sessions
- OLNA practice test platform utilised well to support students and help families engage in OLNA practice
- The majority of students achieved their OLNA by the end of Year 10
- Intense work by staff to support students to reach literacy and numeracy standards

RECOMMENDATIONS

- Incorporate Literacy and Numeracy support staff to engage with individual students prior to OLNA testing
- Testing windows to be considered to reflect optimal time for students to achieve success
- Update OLNA support program for Wednesday Period 5 and use student diagnostic tool to identify support plans
- Explore online platforms to support OLNA revision and preparation leading up to OLNA testing

YEAR 10 STUDENTS - QUALIFIED IN			
	YEAR 9	YEAR 10	NOT QUALIFIED
2024	33	54	81
	19.6%	32.1%	48.2%
Like schools	20.0%	36.1%	37.1%

YEAR 11 STUDENTS - QUALIFIED IN				
	YEAR 9	YEAR 10	YEAR 11	NOT QUALIFIED
2024	28	70	29	30
	17.8%	44.6%	18.5%	19.1%
Like schools	22.1%	35.7%	16.0%	26.1%

YEAR 12 STUDENTS - QUALIFIED IN					
	YEAR 9	YEAR 10	YEAR 11	YEAR 12	NOT QUALIFIED
2024	28	55	27	7	8
	22.4%	44.0%	21.6%	5.6%	6.4%
Like schools	28.5%	37.2%	15.0%	7.0%	12.3%

2024
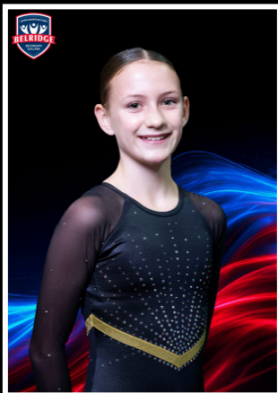
Nikola Kabelka (Year 7)
Trampoline Gymnastics State

Trent Yates (Year 9)
Aust Life Saving Champion

Sophie Williams (Year 10)
Heptathlon National Record

Olivia Williams (Year 11)
Aust Oceania Athletics
Championships

Jordan Mouritz (Year 12)
National Wheelchair Basketball

Ruby Mooney (Year 10)
WA Baseball

Sam Hill (Year 11)
State Football Team

Beau Rebeira (Year 8)
U14 Indoor Cricket Nationals

Josh O'Hare (Year 8)
U14 Indoor Cricket Nationals

**Cameron Houghton (Year9) U15
& U16 Indoor Cricket Nationals
& WA State Cricket.**

Shaan Darji (Year 9)
U16 Indoor Cricket Nationals

Eliza O'Connor (Year 10)
U16 Indoor Cricket Nationals

Jamie Moir (Year 10)
U16 Indoor Cricket Nationals

Joshua Hendry (Year 11)
U18 Indoor Cricket Nationals

Jayden Rotham (Year 12)
U18 Indoor Cricket Nationals

Deliah Haggas (Year 10)
U16 Indoor Cricket Nationals

Rachel Kelly (Year 7)
WA Cricket Junior Pace Bowling
Academy

Tara Diersen (Year 9)
Netball 15s Championships

BELRIDGE
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1.3 90% OF ELIGIBLE STUDENTS IN YEAR 12 WILL ACHIEVE THE WACE AND THE SCHOOL WILL ATTAIN THE YEAR 12 METRIC THRESHOLD

This target has been exceeded, with only three eligible students not achieving their WACE. Of these, two students did not pass the OLNA, and one did not meet the achievement standard. The percentage of eligible students achieving their WACE was 97% in 2024.

In 2024, the College introduced a student subsidy payment to support the purchase of resources for ATAR students. However, only 13 students utilised the Senior School Subsidy, a relatively low uptake that will need greater promotion next year. The Senior School Enrichment Program was effective in providing students with development opportunities, information from guest speakers, and study strategies.

The ASPIRE breakfast program aimed to motivate and inspire Year 12 students to achieve their ATAR goals by connecting them with alumni who shared similar journeys and personal stories. Survey data from the ASPIRE program was overwhelmingly positive, with students appreciating insights from successful individuals and identifying exam revision as their key method of support.

The College funded various revision seminars and provided financial support for individualized tutorials. However, attendance at revision seminars offered by external providers was limited. In contrast, attendance at learning area-specific revision sessions showed significant improvement.

The course counselling process was formalised with WACE Students At Educational Risk (SAER) documentation and course change request forms, ensuring students were placed in appropriate classes as early as possible. Eleven Year 11 students banked individual semesters/course units to secure their WACE achievement while transitioning between subjects.

Continued early intervention through WACE SAER meetings, the introduction of Certificate III Allied Health onsite (leading to Certificate IV), and the inclusion of Year 11 students in the ASPIRE Breakfast in Semester 2 were designed to support student achievement in 2025. Course counselling process documentation was updated, and efforts to market and communicate available support to students were enhanced. A new platform for monitoring metric achievement was also implemented.

In 2024, 28% of students met their metric target, compared to an early target of around 30% set by the Department of Education. However, this measure can be misleading. Sixteen Year 12 students who achieved their WACE and a Certificate III qualification are not recognised as achieving success under the metric target. Similarly, 14 students who achieved an ATAR are excluded because their scores were not high enough, and 19 students undertaking an NOA are also not included. This measure is challenging as it does not distinguish between students who have progressed into valuable apprenticeships with further training and those who have entered the workforce directly.

HIGHLIGHTS

- Outstanding WACE achievement rate of 97%
- Establishment of Certificate IV Education Assistant course
- Implementation of a Pathways Coordinator role to support students in Career Development and Vocational Education opportunities
- Established the ASPIRE Program to support ATAR students to maximise their results
- Senior School Enrichment Program established to support and provide valuable opportunities for students
- Formalised process for identifying and managing WACE SAER students

RECOMMENDATIONS

- Continue early intervention strategies to ensure students are in the right courses for their success
- Utilise new Metrics platform to identify WACE SAER students
- Investigate new opportunities for students to experience alternative pathways to success, e.g.: Traineeships and Certificate courses.

WACE ACHIEVEMENT		
	Eligible Year 12 Students	Percentage achieving WACE
2022	129	89
2023	109	94
2024	112	97
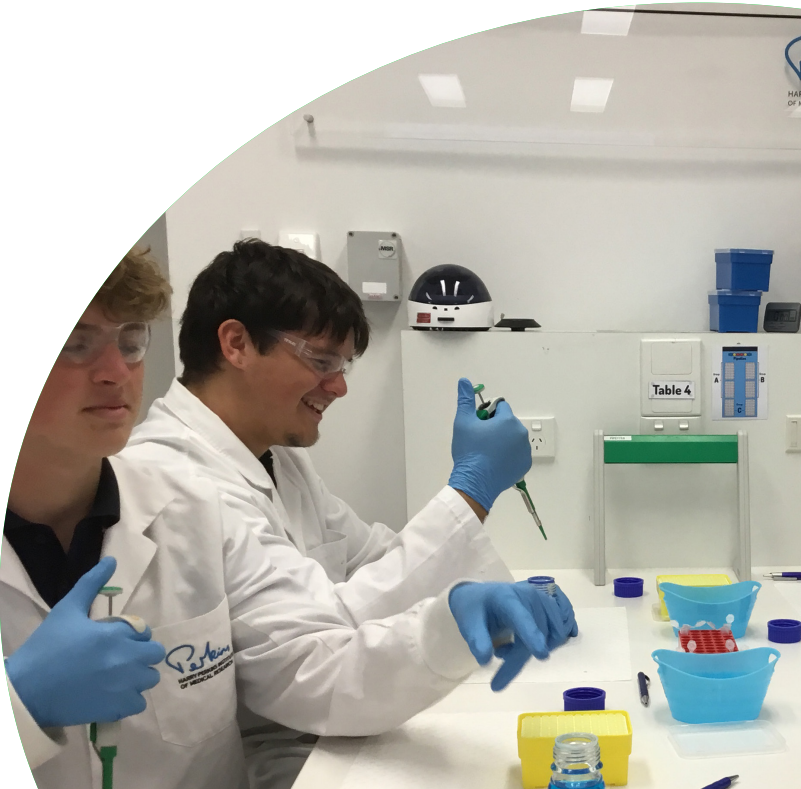
1.4 OPPORTUNITIES FOR ALL STUDENTS TO DEVELOP A CAREER PATHWAY THROUGH CONTEMPORARY CURRICULUM DEVELOPMENT AND EXTRA CURRICULAR ENGAGEMENT WILL BE PRIORITIZED

The College adopts a collaborative approach to supporting students in developing their Individual Pathway Planning (IPP) and career pathways. We continuously seek ways to enhance pathways for students to enter the workforce or pursue further studies. Our aim is to equip students with the skills and capabilities required to thrive in the contemporary work environment.

IPP sessions are conducted for all students from Year 7 to Year 9 and are personalized for students in Years 10 to 12. The College actively participates in the Year 9 Career Taster Program (CTP), which has achieved outstanding engagement and success. Through the CTP, students have enhanced their awareness of career options and built confidence in identifying pathways for their chosen careers. During 2024, a total of 365 places were taken up by students on various career taster sessions. The majority of students participated in 1 to 4 different Career Taster sessions.
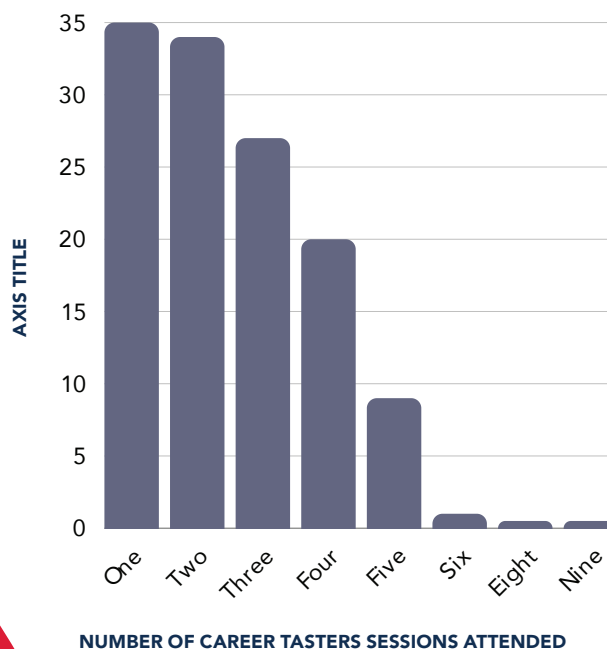
Year 10 students engaged in various "Try-A-Trade" opportunities throughout 2024, with many securing apprenticeship positions or full-time employment. Year 11 and 12 students were offered the opportunity to enrol in Workplace Learning programs across both Semester 1 and Semester 2. This program once again opened doors of opportunity for many students, providing them with post-Year 12 pathways. Belridge Secondary College received numerous accolades and positive feedback from local employers, who noted that our students are some of the best they have had.

Additionally, the completion of a new STEM building at the end of the year will significantly enhance the delivery of the STEM curriculum across the College and help build the skill capacity of our students onsite.

HIGHLIGHTS
- Regular meeting times for the STEM Lead Team
- Construction of STEM classrooms
- Refurbishment of existing Science classrooms
- Individual Pathway Planning run through Learning Areas for Years 7-10
- Participation in external career expos and events
- Large numbers of students participating in the Year 9 Career Taster Program, Year 10 Try-A-Trade, and enrolled in Workplace Learning
- Collaborative approach towards career pathways

RECOMMENDATIONS
- Formalised processes for Individual Pathway Planning for Years 7-12
- Use of new facilities and resources to enhance STEM delivery, and student engagement in curriculum
- Continued participation in the Year 9 Career Taster Program and Year 10 Try-A-Trade
- Additional staff to support the growing number of students enrolled in Workplace Learning

YEAR 9 CAREER TASTER ENROLMENT 2024

AXIS TITLE (y-axis: 0, 5, 10, 15, 20, 25, 30, 35)
Categories (x-axis): One, Two, Three, Four, Five, Six, Eight, Nine

NUMBER OF CAREER TASTERS SESSIONS ATTENDED

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

Overall attendance in 2024 saw Belridge Secondary College achieve an attendance rate of 85.7%, above Like Schools at 84.5% and WA Public Schools at 81.1%. Regular attendance increased from 51.4% in 2023 to 56.3% in 2024, exceeding Like Schools (48.2%) and WA Public Schools (48.0%).

The College employs a range of strategies and initiatives to increase attendance and engage students in learning. The positive impact of regular school attendance is promoted through multiple forums, including Year Assemblies, social media platforms such as Facebook, and the Connect platform. Additionally, the College organises positive incentive rewards for regular attendance, such as invitations to Good Standing Excursions, the Belridge Festival, the Term 1 ice cream van, and Positive Incentive Points (P.I.P.) with prizes at the end-of-term PIP stalls.

The College continues to operate its long-standing Breakfast Club to support students in need by providing them with a nutritious start to the day. This initiative encourages regular school attendance and prepares students for learning.

Student attendance is monitored by Heads of Student Services (HOSS) and Student Services staff, who implement support and intervention strategies as necessary. Parent communication regarding attendance is facilitated through regular seminars, Compass notifications, home visits, and case conferences.

The Follow the Dream program continues to positively engage Aboriginal students in the curriculum, extra-curricular events, and participation in the wider community. This engagement is reflected in attendance data for Aboriginal students, with a rate of 63.4%, surpassing the WA Public Schools average of 57.6%.

HIGHLIGHTS

- Overall attendance has increased year on year
- Overall attendance is greater than WA Public Schools
- Each individual cohort has attendance rates greater than WA Public Schools
- 44% of our students regularly attend school (attending greater than 90% of the time)
- All students in the Severe category of attendance are being supported and case managed
- High participation in the Follow the Dream Program
- Student engagement with P.I.P. reward stalls.
- Positive trends seen in Teaching and Learning audit data

RECOMMENDATIONS

- Continue on-going small rewards for students as per student feedback
- Enhanced and regular promotion of attendance on all social platforms
- Focus on students with attendance in the range of 70-85%
- Continued use of a Student Support Officer to support SAER students
- Continued delivery of parent seminars and information evenings to support attendance and school refusal
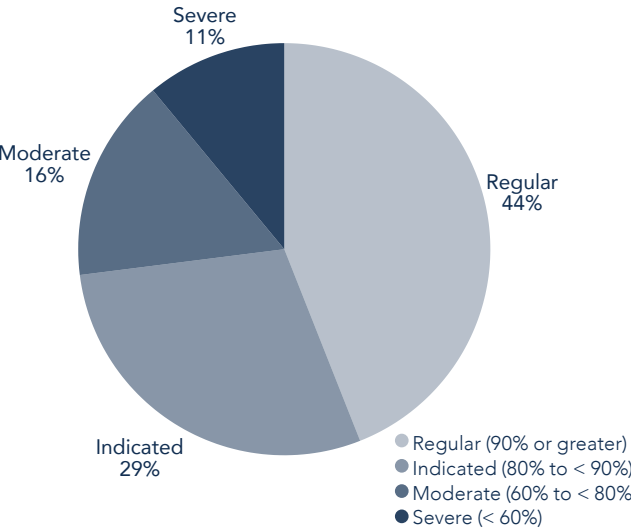
SECONDARY ATTENDANCE RATES

ATTENDANCE RATE		
	School	WA Public Schools
2022	82.9%	80.4%
2023	85.6%	82.5%
2024	85.7%	82.2%

ATTENDANCE % - SECONDARY YEAR LEVELS

ATTENDANCE RATE						
	Y07	Y08	Y09	Y10	Y11	Y12
2022	85%	81%	81%	80%	86%	86%
2023	88%	84%	83%	83%	89%	92%
2024	91%	85%	84%	80%	88%	88%
WA Public Schools 2024	87%	83%	81%	79%	81%	82%

ATTENDANCE PROFILE 2024 SEMESTER 2

Severe 11%
Moderate 16%
Indicated 29%
Regular 44%

- Regular (90% or greater)
- Indicated (80% to < 90%)
- Moderate (60% to < 80%)
- Severe (< 60%)

PRIORITY 2: EXCELLENCE IN TEACHING AND LEARNING //

2.1 A SCHOOL-WIDE APPROACH TO TEACHING AND LEARNING IS EMBEDDED USING THE RLEARNERS FRAMEWORK AND DOE QUALITY TEACHING STRATEGY

At Belridge Secondary College, there is a clear focus on the principle that "Expert teaching should be by design, not chance." In alignment with the DoE Quality Teaching Strategy and Teach for Impact, the College has worked diligently to strengthen support for teaching and learning excellence in every classroom. In 2024, there has been a significant emphasis on building relationships through restorative practices and unconditional positive regard. The final sessions of professional learning with the Berry Street Education Model (BSEM) were delivered at the start of Term 1, setting the foundation for the implementation of the E, R, and S components of the framework. This has positively impacted classrooms throughout the year.

In Term 1, 2024, the Executive Team conducted an audit of Teaching and Learning (T&L) across the school to measure the implementation level of the framework. Key strengths identified included:

- 100% of observed classes welcoming students into the classroom,
- 98.6% providing clear task instructions,
- 96% showing evidence of clear routines, and
- 96% demonstrating active engagement.

Following the audits, the Executive Team distributed a survey to staff to gather feedback on their experiences with the process and identify areas for improvement. Of the 42 staff who responded, only 6 reported feeling somewhat uncomfortable. None of the staff stated they felt very uncomfortable, while 19 reported feeling very comfortable. The findings were reviewed at the Executive level, and adjustments were made to the process, including allowing staff to choose the observed class (day and time), specify their preference for interaction with the observer, and set an observation duration of 30 minutes.

The Professional Learning Teams (PLT) model continued to support staff growth and development. This included a TRIAD model, where three staff members observed and provided feedback on components of each other's lessons, creating opportunities for reflection and improvement. Trade-off time was allocated, and documented journals were introduced to assist with self-reflection. The Teaching and Learning Lead Team supported the implementation of the TRIAD model and worked towards developing a Whole School T&L Toolkit to support classroom practices, targeted for completion by the end of Term 1, 2025.

The College allocated time during School Development Days and staff meetings to focus on teaching and learning. Opt-in sessions were held for staff to enhance their practices in alignment with the RLEARNERS Teaching and Learning Framework and Berry Street strategies. As part of the JLC Network, the College participated in a School Development Day Network event in Term 2. The event featured a keynote address from Adam Voigt of Real Schools, who shared valuable insights into building school culture and fostering meaningful relationships with students.

Throughout 2024, Belridge Secondary College led the Teaching and Learning Hub across the Joondalup Learning Community (JLC), which comprises 10 schools, with Belridge Secondary College as the sole secondary school. The hub supports T&L across the network, offering practical, hands-on strategies for engaging students. Professional learning sessions were delivered each term, focusing on active learning strategies such as cooperative learning, group work, questioning techniques, and the use of technology. Attendance and feedback for these sessions were overwhelmingly positive.

HIGHLIGHTS

- Positive trends in T&L audits
- Progress on the T&L Toolkit
- School Development Day focus on T&L, featuring Adam Voigt
- Leadership of the JLC T&L Hub, delivering professional learning opportunities.

RECOMMENDATIONS

- Finalise and publish the teacher toolkit in both print and electronic formats,
- Provide RLEARNERS refresher sessions for new staff,
- Begin development of a T&L digital space on the school intranet,
- Continue T&L audits to identify learning area-specific focus areas
- Refine the TRIAD self-reflection and feedback process.

2.2 THE SCHOOL WILL IMPLEMENT THE BERRY STREET EDUCATION MODEL - TRAUMA INFORMED PRACTICE TO SUPPORT STUDENT WELLBEING AND ACHIEVEMENT

In 2024, Belridge Secondary College fully implemented the Berry Street Education Model (BSEM), a trauma-informed practice designed to support student wellbeing and achievement. This evidence-based approach fosters a positive, predictable, and trauma-sensitive learning environment.

To encourage widespread adoption of BSEM strategies, the College issued a weekly "Belridge Bulletin" to all staff, featuring practical tips, staff spotlights, and suggestions for brain breaks to use in classrooms. Approximately 25% of staff utilised the BSEM Teacher Planner, which included resources to enhance student engagement and wellbeing.

BSEM strategies, such as positive primers, were integrated into staff meeting agendas to model best practices and promote consistent use across classrooms. The goal was to equip all staff with tools to create supportive learning environments, ensuring both academic success and student wellbeing.

While the majority of staff completed the four-day BSEM training in 2023, the Heads of Student Services offered termly refresher sessions throughout 2024 to support new staff and deepen understanding among existing staff. These sessions will continue in 2025 to reinforce the College's commitment to trauma-informed practices.

Operational adjustments were also made to support BSEM implementation. The student planners were updated to include Berry Street Ready to Learn Plans, providing students with consistent strategies for self-regulation and learning preparation. Additionally, the College adjusted its bell times for 2025, ensuring all classes run for one hour each school day.

The alignment of the Berry Street Education Model (BSEM) with the College's Teaching and Learning (T&L) framework has been a key focus. Teaching and Learning audits conducted in Semester 2 revealed a significant increase in the use of BSEM strategies, such as brain breaks and ready-to-learn scales, in classrooms. These changes have led to higher levels of student engagement and greater consistency across the school.

The impact of BSEM on student wellbeing in 2024 has been profound. Data from 2024 shows a dramatic reduction in student behaviour records, highlighting the positive influence of trauma-informed practices. Furthermore, the number of suspensions decreased by 50%, demonstrating the effectiveness of these strategies in improving both academic and behavioural outcomes.

Overall, the integration of the Berry Street Education Model into everyday practice at Belridge Secondary College has created a more supportive and consistent learning environment. These efforts have positively influenced student engagement, wellbeing, and achievement, laying the groundwork for continued success in the future.

HIGHLIGHTS

- Use of Ready to Learn plans as tools for student self-regulation in classrooms
- Reduction in negative behaviour records and suspensions across all year levels
- Increase in P.I.P. points awarded to students
- Introduction of a weekly Belridge Bulletin for all staff, featuring Teaching and Learning tips, BSEM strategies, and positive staff shout-outs.

RECOMMENDATIONS

- Implement an updated professional learning program for new staff covering Department of Education policies and school priorities as part of the induction process
- Provide refresher professional learning sessions for staff focusing on school priorities, including BSEM strategies
- Establish Teaching and Learning as a standing agenda item at all learning area meetings to share best practices
- Develop and distribute a Belridge Teaching and Learning toolkit, making RLEARNERS strategies accessible to all staff.

Athletics Carnival 2024

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

In Terms 2 and 3 of 2024, the Executive Team at Belridge Secondary College conducted a comprehensive audit of Teaching and Learning (T&L) across the school to assess the implementation of the RLEARNERS framework. This audit aimed to evaluate how effectively the framework has been embedded into everyday practice. Based on staff feedback, it was clear that teachers preferred longer audits - lasting approximately 30 minutes - and during a lesson of their choosing. In response, the audit schedule was adjusted to accommodate these preferences. Additionally, with the recent incorporation of Berry Street Education Model strategies, such as Brain Breaks and Positive Primers, into the RLEARNERS framework, these elements became the focus of the Semester 2 audit. The audit results were overwhelmingly positive across all learning areas and most components. However, the College identified areas for improvement, including linking lesson objectives to Bloom's Taxonomy and refining the use of "Ready to Learn" scales, which will be a focus in 2025.

Teacher judgments are reviewed each semester at the Learning Area (LA) level, with additional meetings held between the Head of Learning Area and the Deputy Principal to ensure consistency and alignment. Year 10 data, in particular, is reviewed at the Executive level due to its implications for Senior School course selection and subsequent timetabling. The College is dedicated to aligning teacher judgment data with external assessments, such as NAPLAN, External Set Tasks (ESTs), and ATAR exam results. To support this alignment, the College has allocated time during General Staff Meetings and School Development Days for staff to moderate grades across year levels, ensuring consistent and accurate assessment practices.

In WACE courses, EST results and grade alignment were within acceptable tolerance bands across all subjects, although there was an over-representation of students in the lower bands in some courses. Despite this, teacher judgment data closely correlated with external assessments in the majority of both ATAR and General courses, demonstrating the reliability of internal assessments. To enhance staff capability further, significant time has been allocated during staff meetings and development days to upskill teachers in the use of data and the SCSA judging standards. This ensures staff can provide timely and constructive feedback to students. Additionally, staff across all learning areas engage in external professional development to deepen their expertise and improve curriculum delivery.

In 2024, the College transitioned to the removal of no subject report comments in Semester 2. Instead, feedback is provided through task mark reports following each assessment, enabling more immediate and specific feedback. This shift underscores the importance of teachers conducting regular reviews during lessons to ensure students are aware of their progress and how to improve. This continuous feedback loop is designed to help students remain on track and actively engage with their learning.

Belridge Secondary College places a strong emphasis on self-assessment processes, particularly in relation to Learning Area (LA) reporting requirements. Teacher judgments are regularly compared with those from Like Schools and State Schools using SAIS (School Administration and Information System) reports. These reports serve as tools to prompt discussion and reflection within each LA. All Learning Areas have established moderation processes to ensure consistency in assessment and grading, reinforcing the College's commitment to providing fair and accurate evaluations of student progress.

These comprehensive approaches to assessment, feedback, and professional development ensure that Belridge Secondary College continues to uphold high standards of teaching and learning, with a strong focus on data-driven decision-making and continuous improvement.

HIGHLIGHTS

- Two cycles of Teaching and Learning audits completed, process slightly amended in Semester 2 based on staff feedback
- Teacher judgment data was aligned to external assessments (NAPLAN, ESTs, and ATAR exams) through dedicated moderation sessions during General Staff Meetings and School Development Days, ensuring consistency and accuracy
- The school transitioned to providing task-specific feedback instead of subject report comments, fostering regular student reviews and an ongoing feedback loop to enhance engagement and learning outcomes

RECOMMENDATIONS

- Streamlined approach to use of task mark reports for all students to promote ongoing parent communication
- Professional development sessions for staff on DoE platforms for student analysis such as RTP and SAIS
- Development of one Relief template for all staff to support student engagement and support when teachers are absent
- Introduction of group education plans for Social Emotional learning through SEN planning.

2.4 EVIDENCE-BASED, TARGETED SUPPORT IS IN PLACE FOR IDENTIFIED STUDENTS USING DOCUMENTED PLANNING AND EFFECTIVE CASE MANAGEMENT

In 2024, Belridge Secondary College continued to implement evidence-based, targeted support for identified students, ensuring that each student received the necessary academic and pastoral care. The College utilises a range of individualised student plans to address specific needs, including Individual Education Plans (IEPs), Ready to Learn Plans, Chill Cards, and Individual Behaviour Management Plans. These plans are carefully documented and form the foundation of effective case management for students. The College remains committed to staying up-to-date with educational research and follows Department of Education processes to ensure the support provided is both relevant and effective.

The College's inclusive education practices are supported by the work of the Inclusive Education Coordinator, who is available 0.4 FTE to meet with families, support students, and oversee the work of the eight Education Assistants (EAs) who provide support across the school. The Inclusive Education Coordinator also collaborates with a range of external agencies to address students' individual needs. Additionally, the Coordinator conducts regular SAER (Students at Educational Risk) meetings with relevant staff members to discuss and plan support for students at risk of falling behind.

In 2024, the College hosted another Inclusive Education Breakfast to further strengthen these partnerships. The event provided families with the opportunity to meet and engage with Inclusive Education staff and other key members of the school community, including Education Assistants (EAs), Heads of Student Services (HOSSs), and members of the Leadership Team. This informal gathering allowed families to ask questions, gain a deeper understanding of the support available, and build stronger connections with the staff supporting their children.

The continued use of the Compass platform has significantly enhanced communication and case management at Belridge Secondary College. This system allows for the timely sharing of information about students, and the introduction of flag identifiers ensures that staff are aware of specific student needs, making case management more streamlined and efficient.

In 2024, the College also conducted a Learning Needs Audit as part of its ongoing commitment to the Nationally Consistent Collection of Data (NCCD). This audit was planned as part of the school's development and meeting schedule, with all staff members contributing by recording data related to the support they provide to students in their classrooms. This data is essential for moderating the NCCD submission and ensuring that all students receive the appropriate level of support. The information gathered from this audit strengthens the College's ability to provide targeted interventions and ensures that no student's needs are overlooked.

Feedback from families in 2024 highlighted the positive impact of the College's approach to student support. Families expressed appreciation for the responsiveness of staff to individual student needs and the clear, relevant communication regarding the support provided. This feedback underscores the importance of maintaining strong partnerships with families to ensure the success and well-being of students.

Overall, Belridge Secondary College remains committed to providing targeted, evidence-based support for all students, ensuring that their individual needs are met and that they have every opportunity to succeed academically and personally.

HIGHLIGHTS

- Continued evidence-based individualised support for identified students to support success through IEP's, Ready to Learn Plans and safety planning
- Effective use of the Inclusive Education Coordinator to oversee Education Assistants and liaise with external agencies
- Whole staff moderation for NCCD ensuring all students received the appropriate support, while positive family feedback highlighted the impact of targeted interventions and communication.

RECOMMENDATIONS

- Utilise more of the individual flags on Kaartdijin to provide individual support for students
- Continued use of Kaartdijin as a platform for timely communication to parents for academic and pastoral needs
- Increase the FTE of the Inclusive Education Coordinator to 0.6 FTE in 2025.

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

- **MY TEACHERS EXPECT ME TO DO MY BEST**
- **MY TEACHER MOTIVATES ME TO LEARN**
- **MY TEACHERS PROVIDE USEFUL FEEDBACK ABOUT MY WORK**

As a College, we are dedicated to achieving teaching and learning excellence in alignment with the Department of Education's Quality Teaching Strategy – Teach for Impact. To ensure consistency across all Learning Areas, the College has implemented a common template for all programs, which has streamlined curriculum delivery and supported teachers in their classroom planning.

Our commitment to excellence in teaching and learning includes establishing the preconditions for effective learning. This involves creating a safe and welcoming environment where students feel a strong sense of belonging. Each classroom greets students with organised seating plans and clear routines tailored to the specific Learning Area.

The E.R.S. elements of the RLEARNERS framework are reinforced through the Berry Street Education Model's trauma-informed practices and our Positive Incentive Program (P.I.P.). Students are rewarded with P.I.P. points for positive behaviours observed in classrooms and the schoolyard. Points accumulated by students can be exchanged for a variety of prizes at the end of each term, including gifts, snacks, and experiences.

As a College, we encourage active learning and strive to motivate students through the RLEARNERS framework. This includes:

- Exploration: Promoting curiosity and engagement in learning,
- Extra-Curricular Activities: Offering excursions, events, showcases, and competitions to enrich the student experience, and

- Career Focus: Providing pathways for all students to explore their future careers.

Our student well-being survey has highlighted several positive outcomes, reinforcing our vision and values. In 2024, we engaged in a whole-school consultation to develop a new Business Plan for 2024–2027 that reflects our collective targets and goals as a College. As part of this plan, our school values were updated. The new values have been emphasised during assemblies and communicated with our community through platforms such as Compass and Connect. By fostering a supportive and structured environment, we aim to ensure that every student can thrive and achieve their full potential.

HIGHLIGHTS

- Berry Street Trauma Informed Practice PL completed and implemented with all staff
- P.I.P. points and P.I.P. stalls highly attended
- Incorporation of camps, excursions and extra-curricular activities to motivate learning
- A range of Career Tasters and WPL activities to engage trade focused students
- New Business Plan and update of school values.

RECOMMENDATIONS

- Complete NSOS survey or equivalent with School Community
- Review P.I.P. reward program – effectiveness of events
- Introduce weekly Year group assemblies
- Promotion of new school values at weekly assemblies
- More detailed communication provided to parents via Compass – use of additional modules

PRIORITY 3: BUILDING CAPACITY, WELLBEING & LEADERSHIP //

3.1 ENGAGEMENT IN THE FUTURE LEADERS PROGRAM AND WORKFORCE PLANNING WILL SUSTAIN OR INCREASE THE NUMBER OF STAFF ENGAGING IN CAREER PROGRESSION OPPORTUNITIES

Belridge Secondary College employs 126 staff members, with a salary expenditure of $11.8 million. This includes 89 teaching staff and 37 support staff. Given that staff salaries are the College's largest expenditure, it is crucial to invest in our greatest assets through quality professional learning and targeted support.

By providing access to individualised professional learning programs linked to Performance Management and development plans, we ensure our staff are supported in achieving their development goals and leadership aspirations. Building leadership capacity at the College is essential for a sustainable workforce plan and effective succession planning. Investing in staff growth and development not only strengthens the College but also enhances the profession and our public education system.

Throughout the year the College supports staff professional development through various school-based programs along with access to external workshops and events. The JLC Future Leaders Program continued in 2024 with its fourth cohort, holding all events at Belridge Secondary College. The College

Principal collaborated with the JLC Executive Officer and JLC Principals to plan and implement the program. This included the identification of professional learning opportunities along with entry processes for the program. In 2024, four new staff members were added to the Future Leaders Program making 16 staff in total from Belridge Secondary College.

In 2024, several new leadership opportunities emerged at the College, including three roles as 2IC Student Services. These positions were filled through internal EOIs, with early planning ensuring prompt appointment. Other key initiatives to support leadership development at the college included:

- A yearlong Professional Learning for the Senior Leadership Team.
- Expressions of Interest (EOIs) for all positions at the College.
- Opportunity to be a mentor in the JLC Future Leaders Program.
- Lead Team Leaders -Leadership opportunities across lead teams.

- Support for staff to apply for Senior Teacher status.
- Support and development for staff applying for L3 Classroom Teacher.
- Staff provided the opportunity to upskill in TAE (Training & Assessment) qualifications to deliver Certificate courses.
- 23 staff qualified for First Aid.

The College has developed a detailed Workforce Plan by identifying gaps in the workforce and aligning strategies to address these gaps. This involves analysing current staffing levels, forecasting future needs, and implementing targeted professional development and succession planning to ensure a sustainable and effective workforce. Staff are supported through a detailed Performance Management process to identify their development needs and set future goals.

HIGHLIGHTS

- 3 new leadership roles as 2IC student services put in place, one per House
- Termly Future Leaders PL as part of the JLC leadership program
- 4 new BSC staff added into the Future Leaders Program for 2025
- 23 newly trained first aid staff across the College

RECOMMENDATIONS

- Development of HOSS's as House Leaders – expand expertise in a variety of contexts
- Continue to promote Future Leaders' program for next cohort
- Formalise the Senior Teacher role with transparency to enhance school operations and staff development
- EOI for all internal vacancies

3.2 STAFF: THE NATIONAL SCHOOL SURVEY RATES THE FOLLOWING ATTRIBUTES AT 3.6 OR HIGHER

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

In 2024, the NSOS was not available to the school; therefore, alternative tools and data were sourced to help achieve this target. Belridge Secondary College prioritised professional growth and effective collaboration among its teaching staff through the Professional Learning Team's TRIAD Model. This model has served as a key platform for self-reflection and professional development, fostering a culture of continuous improvement. A central goal of the School Business Plan and the RLEARNERS framework remains the commitment to developing a highly capable, knowledgeable, and reflective staff who work together with a shared moral purpose.

Throughout the year, the Teaching and Learning Lead Team (TLLT) played a vital role in supporting staff in planning, delivering, and assessing student learning in ways that were both engaging and effective. In line with the College's ongoing commitment to professional development, the RLEARNERS framework was updated to include the Berry Street Education Model following comprehensive professional learning sessions for all staff in 2024. This update further strengthened the focus on creating a positive and inclusive learning environment for all students.

In 2024, the College welcomed several new staff members due to retirements, promotions, and maternity leave. To ensure a smooth transition, the College organised a new staff morning tea and information sessions to induct these members into its processes, fostering a welcoming and supportive environment from the outset.

In alignment with the College's commitment to ongoing professional development, all staff participated in reflection and performance management activities during the second semester of 2024. Following the consultation and delivery of updated performance management documents in 2023, these sessions provided staff opportunities to reflect on their practice, identify areas for growth, and seek support in achieving their professional goals. Staff also received timely feedback on their performance to ensure continuous improvement.

To support staff in their roles, the College consistently seeks ways to improve and streamline processes. Staff are encouraged to provide feedback through various formal and informal channels, including general staff meetings, the Work Advisory Committee, the Finance Committee, and lead teams. These avenues ensure staff voices are heard and contribute to the ongoing improvement of the school.

Recognising the importance of staff well-being, the Health and Wellbeing Lead Team implemented several initiatives in 2024 to support mental health. One noteworthy initiative was the introduction of a weekly staff exercise group, which meets before school. This program promotes physical health and well-being, fostering a supportive environment for staff to engage in regular exercise and connect with colleagues outside of the classroom.

Through these efforts, the College continues to cultivate a culture of professional growth, collaboration, and well-being, ensuring that both staff and students thrive in a supportive and dynamic learning environment.

HIGHLIGHTS

- Staff wellbeing events held throughout the year were well attended. This included a weekly morning exercise group
- Refinement of the school TRIAD model for teacher reflection and growth. Over 90% of staff participated in this as part of their trade off activities
- All staff participated in Performance Management as an avenue for ongoing improvement and utilised external professional development to support growth
- Successful integration of the Berry Street Education Model (BSEM) strategies into the schools RLEARNERS framework

RECOMMENDATIONS

- Use the new NSOS platform or a similar DoE approved platform in Term 2, 2025 to seek feedback from all stakeholders at the school
- Review of current TRAID model to incorporate staff feedback from 2024 – with a focus on learning for self and self-reflection
- Publication of RLEARNERS instructional toolkit to support professional growth
- Formalised compliance checklist for staff to meet DoE requirements

3.3 OPPORTUNITIES FOR STUDENT VOICE AND COLLABORATIVE DECISION-MAKING WILL BE EXPANDED AT THE COLLEGE, THIS WILL BE DEMONSTRATED VIA THE NATIONAL SCHOOLS SURVEY RATING THE FOLLOWING ATTRIBUTES AT 3.6 OR HIGHER.

- **STUDENTS CAN TALK TO TEACHERS ABOUT THEIR CONCERNS.**
- **MY SCHOOL LOOKS FOR WAYS TO IMPROVE.**
- **MY TEACHERS CARE ABOUT ME.**

In 2024, the NSOS was not available to the school; therefore, other tools and data were sourced to help achieve this target. The Student Leadership structure was revised to align with the new House system, focusing on strengthening student voices within the College through a variety of student groups. This change enabled the expansion of leadership opportunities across the College. Nominations were opened for College Captains, no longer restricted to members of the Student Council, and required endorsements from staff and students. Three students were interviewed by a panel, and two were selected for 2025. These successful candidates will lead the student leaders in implementing initiatives within the College and promoting student voices across all cohorts. Throughout the term, the College Captains met regularly with the Principal to discuss student concerns and receive guidance on leading activities and initiatives. These meetings acted as a conduit between staff and students, ensuring College-led projects align with the Business Plan priorities.

The Student Council identified three key projects to focus on, partnering with a School Board member to help drive these initiatives. The projects include:

- Improving facilities across the school
- Providing healthier food options at the canteen
- Refurbishing student bathrooms

During the Open Board meeting, student leaders presented vignettes outlining their key projects and events, along with the progress they had made. This presentation was well received by a large parent audience and demonstrated the College's commitment to continuously improving the school environment.

The role of House Captains will be determined early in 2025 through a nomination process and will extend across all year groups. The goal is to identify student leaders within each cohort and develop their leadership skills throughout their journey at the College.

HIGHLIGHTS

- Student Leaders presentations at the Open Board meeting
- New selection process for our Student Leaders and College Captains
- Student led projects have identified issues and sought solutions for ways to improve our school
- Implementation of additional time for our three 2IC's in 2024 has led to an increase in care structures provided to students via increased availability of staff and support structures

RECOMMENDATIONS

- Expansion of Student Leadership opportunities
- Implement a Student Leadership Camp to develop our Student Leaders
- Streamline the application process for entry into leadership positions
- Continue presentation of student vignettes at College Board open meetings outlining student led projects
- Increase the opportunities for Student Leaders to collaborate throughout the year, by establishing a Student Council Form, led by a Student Council Coordinator

3.4 THE STUDENT SERVICES TEAM WILL FOCUS ON DEVELOPING PROGRAMS TO SUPPORT STUDENT WELLBEING, SENSE OF BELONGING AND SCHOOL ENGAGEMENT TO CATER FOR A RANGE OF COMPLEX AND DIVERSE NEEDS.

The College is committed to fostering a safe and orderly environment that enhances student wellbeing, optimism, resilience, confidence, and self-efficacy. Under the leadership of Student Services, the College has developed and implemented a comprehensive, school-wide plan with specific targets aimed at improving student achievement, attendance, and retention.

A key initiative in promoting a sense of belonging and connectedness has been the introduction of a vertical House system. Key foundations were established in 2024 in preparation for a full launch in 2025. These preparations included House challenges and competitions, the purchase of staff House shirts, and the design and acquisition of new House banners.

On a day-to-day basis, all staff adhere to the principles of the Berry Street Education Model, ensuring that students learn in safer and healthier environments. The Follow the Dream program provides both academic and emotional support to Aboriginal and Torres Strait Islander students through various strategies, including tutoring, excursions, cultural experiences, mentoring, career development, work experience, and opportunities for awards and scholarships.

Student Services collaborates with external agencies, such as the School of Special Educational Needs (SSEN), Child and Adolescent Mental Health Services (CAMHS), and the North Metropolitan Education Regional Office (NMERO). Additionally, the College works closely with internal specialists, including the School Psychologist, Community Health Nurse, Support Worker, and Inclusive Education Coordinator, to address the mental, social, behavioural, and academic needs of its students. The Positive Incentive Program encourages and rewards students for positive behaviour, fostering both intrinsic and extrinsic motivation.

HIGHLIGHTS

- Implementation of Year 7-12 House structure
- Student Services case management of students at education risk (SAER)
- Engagement with external agencies such as SSEN, CAMHS, Engagement and Transitions Program, Follow the Dream, and Community Health
- Use of Positive Incentive Program to support students at educational risk and those with a disability

RECOMMENDATIONS

- Addition of a Student Youth Worker to work with disengaged and SAER students
- Continued use of small group intervention programs through Student Support Officer
- Development and implementation of student House Captains to further enhance the House structure
- Investigate the feasibility of incorporating evidence based social emotional learning programs to support all students e.g.: Aussie Optimism

PRIORITY 4: COMMUNITY ENGAGEMENT & PARTNERSHIPS //

4.1 STRENGTHEN COLLABORATIVE PARTNERSHIPS ACROSS THE JOONDALUP LEARNING COMMUNITY (JLC) AND INTAKE PARTNER PRIMARY SCHOOLS TO INCREASE THE PROFILE OF THE SCHOOL ACROSS THE LOCAL COMMUNITY.

In 2024, a comprehensive Year 7 Transition Program was designed for incoming students. This program included two events at the end of 2023: a half-day Transition Day for each feeder primary school and a full-day event for the entire cohort at the end of the year. During these Transition Days, students met key staff members, toured the school, and participated in various fun activities. This was complemented by a new induction program at the start of 2024, which supported students in their transition to high school life with inductions into the Library, assistance with accessing ICT and the College network, as well as Peer Mentoring sessions and Team Building activities.

During Terms 2 and 3, the Deputy Principal visited all nine feeder primary schools to promote the College and encourage future enrolments. Taster sessions were held for primary students in Years 4 to 6, allowing them to experience the College's Specialist Programs in Cricket, Netball, Academic Enrichment, Dance, Fashion Design, and Music. These sessions were complemented by a parent tour and an evening presentation, both of which were well-attended.

Throughout 2024, the Executive Team conducted parent tours for prospective families, which were also well-attended. Feedback from the 2023 transition events led to the introduction of twilight tours, which have continued in 2024 with great success. The College has invested time in updating Specialist Program flyers and social media content to better highlight each program for prospective students.

The annual Primary Science Week Challenge saw strong participation from JLC primary schools, culminating in a showcase at the College featuring finalists from Years 4 to 6. Joondalup Primary School won the 2024 event for the second time in three years. The event was attended by various primary school staff and had a strong community feel. Members of the College Student Council supported the event by assisting with set-up, logistics, and judging. The College received positive feedback from all involved and aims to continue the initiative in 2025.

Throughout 2024, the College supported its network of primary schools by umpiring several sporting events. Having students help with umpiring at primary schools has been a fantastic way to support the community. This initiative has not only benefited younger students but has also provided a valuable learning experience for College students.

In 2024, the College held its second Arts Showcase, featuring talents from the Fashion Design, Visual Arts, Music, and Dance programs. This two-day event brought together staff and community members to celebrate students' skills across all year groups.

Improving the College's marketing profile using platforms such as Facebook and Connect has been a highly effective strategy for strengthening community partnerships. The College regularly uses Facebook to share updates, events, and student achievements, helping keep the community informed and engaged. Connect serves as the primary information system for parents, streamlining communication and ensuring efficient sharing of important information, such as student achievement data, reports, and reminders. By leveraging these platforms, the College has enhanced its community engagement and overall marketing profile, creating a more connected and informed school community.

HIGHLIGHTS

- Comprehensive transition program across Term 4 for all incoming students
- Relationships with partner primaries to support smooth transition and prepare for students with diagnosis or those requiring extra support
- JLC Primary Science challenge
- 2024 ARTS Showcase event – well attended by the community
- Increased marketing profile of the College

RECOMMENDATIONS

- Continue to host and promote T&L JLC Hub, Future Leaders program and the network conference
- Look for further opportunities to engage primary schools - e.g. curriculum access, use of science labs etc
- Continue with Primary Science Challenge and look for further opportunities to engage
- Continuation of twilight tours to reach a greater target audience
- Increase marketing profile of BSC on social media

4.2 USE OF EFFECTIVE STRATEGIES TO ENGAGE FAMILIES AND THE SCHOOL COMMUNITY IN SUPPORTING THE "CONNECT AND RESPECT" AND "VIOLENCE IN SCHOOLS" POLICIES.

The College has established and maintained ongoing working relationships with external agencies, including Youth Services (Mercy Care), Multiple Systemic Therapy (MST), Child and Adolescent Mental Health Services (CAMHS), and Child Protection and Family Services (CPFS). At Belridge Secondary College, we have a well-resourced Student Services team to lead student wellbeing initiatives and identify students and families requiring additional support. Students identified as being at risk have detailed Management Plans, which are created in consultation with guardians, support services, and our Student Services team to assist both staff and students. Relevant staff receive weekly communication about students requiring additional care and support. This is achieved through the weekly staff Muster, direct emails, conversations with staff, Compass communication, and the updating of lists of students on Management Plans. Students who engage in violence are mentored by the Student Services team to help them re-engage with the school setting through parent meetings and reflective practices.

The College regularly engages with families, not only to provide feedback on student progress but also to offer opportunities for support. In 2024, we offered several programs for families to participate in, including the Positive Parenting Program (PPP) delivered by our School Psychologist. This evidence-based program equips parents/guardians with the knowledge and skills to assist their children as they navigate High School.

At Belridge Secondary College, 'Respect' is one of our four key values. This value is integrated into the Health curriculum, classroom expectations, the Wellbeing Planner, Behaviour Management processes, and school assemblies.

HIGHLIGHTS

- Presentation of the PPP program (Positive Parenting Program) to community
- Full implementation of the Berry Street Education Model to assist staff with Trauma informed practices
- Significantly reduced suspension data and number of incidents involving violence
- Reduction in frequency of ERT radio calls for assistance

RECOMMENDATIONS

- Greater marketing of Connect and Respect resources to our families and community
- Update College website with support page with links to resources and common referral processes
- Continued integration of 'Respect' as a part of our four key college values in events and processes
- Continued commitment to the Minister's statement "Lets Stand Together" to address violence in schools

4.3 WORK IN PARTNERSHIP WITH THE SCHOOL COMMUNITY TO STRENGTHEN DECISION-MAKING TO SUPPORT ABORIGINAL STUDENTS SUCCEED AS ABORIGINAL PEOPLE.

Belridge Secondary College is a leading school in the Follow the Dream (FTD) program across Western Australia. FTD runs weekly on Tuesdays after school and provides Aboriginal and Torres Strait Islander students with the opportunity to engage in specialised tutoring from external tutors. Students also receive individual mentoring from both College staff and FTD leaders, aimed at promoting and supporting Aboriginal and Torres Strait Islander people.

During 2024, the program embarked on a number of excursions and camps to provide meaningful experiences for Aboriginal and Torres Strait Islander students. This included a career exploration camp to Edith Cowan University (ECU) to explore pathways and opportunities as students' progress through their Senior School years.

FTD students collaboratively wrote the script for a Belridge Acknowledgement of Country, which was filmed in locations around the school. This initiative created a sense of belonging, as the new script holds significant meaning for Aboriginal and Torres Strait Islander people at the College.

Aboriginal and Torres Strait Islander students at the College take on leadership roles in guiding decision-making for Aboriginal and Torres Strait Islander events and programs. This includes numerous activities and celebrations surrounding Reconciliation Week and NAIDOC Week. Students proudly showcased their culture and traditions to members of the wider community. Some highlights included sand art displays, performances by the Dream Dance Academy, and presentations from past and present Aboriginal and Torres Strait Islander students to the entire school.

Belridge Secondary College strives to promote Aboriginal and Torres Strait Islander culture and support Aboriginal and Torres Strait Islander students. The new House system incorporates Aboriginal and Torres Strait Islander designs in the College shirts and uniforms, acknowledging and celebrating local Aboriginal and Torres Strait Islander artists. These designs are proudly worn by all staff and students each week and during major House events at the College.

HIGHLIGHTS

- ECU Pathways Camp for Senior School Aboriginal and Torres Strait Islander students.
- Wheatbelt Cultural camp to Yarrigan Rock (Dr Noel Nannup)
- Reconciliation week and NAIDOC week celebrations
- Commissioned a local Aboriginal / Torres Strait Islander Artist to create designs for school House System. (True Colours Project)
- Forgotten Soldiers Project
- Started the Didgeridoo group (six young men learning from Phil Farmer)
- Cultural excursions to Yanchep National Park, Point Walter and Wireless Hill

RECOMMENDATIONS

- Incorporate ATSI Orientation into our transition processes
- Engagement with ATSI camps and excursions
- Addition of new curriculum Aboriginal language onto steps near learning areas to promote inclusion
- Establish a Reconciliation Action Plan for the College
- Actively encourage parent use of Compass

4.4 DEVELOP AND MAINTAIN EFFECTIVE WORKING PARTNERSHIPS WITH TRAINING PROVIDERS, TERTIARY EDUCATION AND LOCAL WORKPLACES TO SUPPORT STUDENT ACHIEVEMENT.

The College continues to actively pursue industry and business partnerships to enhance educational opportunities for students. Our professional relationships with tertiary institutions remain strong. Throughout 2024, we hosted and supported pre-service teachers from ECU, UWA, and Curtin, providing our students with the opportunity to benefit from presentations, seminars, workshops, and campus tours, both on-site and off-campus.

This year, 45 students completed their White Card training, enhancing their prospects for workplace learning, further studies, and employment opportunities. Our partnership with Registered Training Organisations (RTOs) remains promising, with several Certificate courses being delivered both on-site and externally. These include Automotive Vocational Pathways, Hospitality, Workplace Skills, Business, Community Services, Sport Aquatics and Recreation, and Information Technology. This enables the College to offer a broad range of VET Certificate II and III courses. Some courses are delivered externally, primarily through North Metropolitan TAFE VETDSS, further expanding our service scope.

Seven students in this year's Year 11 cohort will complete a Certificate IV in School-Based Education Support, while the 2025 cohort will have the opportunity to commence a Certificate III in Allied Health for the first time. Through various initiatives, we have strengthened partnerships with organisations such as TAFE, ECU, UWA, RTOs, JLC, Rotary, ABCN, APEX, IMSS, Dream Dance Company, Netball WA, WACA, and Woodside.

The Career Practitioner initiative continues to provide Year 9 students with 'Career Taster' industry-based

excursions, broadening their horizons and encouraging exploration of potential career pathways. Workplace Learning participation has increased compared to previous years, with 106 students successfully completing at least one placement.

The Follow the Dream (FTD) program has attracted a growing number of Aboriginal and Torres Strait Islander students, offering weekly tutoring sessions every Tuesday after school as well as cultural excursions.

HIGHLIGHTS

- Effective working relationships with TAFE, ECU, UWA, RTO's, JLC, Rotary, ABCN, APEX, IMSS, Dream dance company, Netball WA, WACA and Woodside
- Certificate courses being delivered on site as timetabled classes and externally delivered courses
- Approval of a Certificate III in Allied Health to be delivered on site in 2025
- Large numbers of students participating in the Year 9 Career Taster Program, Year 10 Try-A-Trade, and enrolled in Workplace Learning
- White Card training being offered to students to increase employability

RECOMMENDATIONS

- Continue to pursue industry and business partnerships that enhance educational opportunities for students. Continued relationship with universities and training providers
- Maintain partnerships with TAFE, ECU, UWA, RTO's, JLC, Rotary, ABCN, APEX, IMSS, Dream dance company, Netball WA, WACA, Woodside
- Develop strategies to increase the number of Pre-Service teachers completing their practicums at Belridge Secondary College.

4.5 PARENTS AND CARERS FEEL CONNECTED AND SUPPORTED BY THE SCHOOL. 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**

In 2024, Belridge Secondary College faced challenges in collecting external feedback due to the unavailability of the NSOS survey portal for schools. As a result, the usual cycle of surveys for parents, students, and staff could not be conducted. Despite this, internal surveys were carried out for students, and feedback from parents and staff was continuously encouraged throughout the year. Their insights remain highly valued as the College strives to enhance the experience at Belridge Secondary College.

A significant development in 2024 was the introduction of the Compass platform for parents, granting them immediate access to academic and pastoral feedback regarding their child's progress. This included updates on student engagement with the Positive Incentive Program, keeping parents informed and involved in their child's learning journey.

Throughout the year, the College explored various avenues to gather community feedback. Recognising the importance of ongoing communication and engagement, a variety of platforms were utilised to connect with parents and the broader community. These included the twice-termly newsletter, social media, the school website, and Connect. Regular communication ensured parents were kept up to date with key information, events, and developments at the College.

In addition to general updates, staff provided detailed reports on student achievement after each assessment. Task Mark Reports were sent home, and the Senior School

team carefully tracked the progress of senior students using WACE and SAER data to ensure they stayed on the right pathways. This system of monitoring and communication ensured students received the necessary support to succeed.

The College's relationship with the College Board continued to strengthen, providing valuable opportunities for students. This year's Open Board meeting featured student vignettes showcasing the remarkable projects and experiences they had undertaken throughout the year, highlighting the collaborative efforts between the Board and the school.

The College's connection with the JLC (Joondalup Learning Community) also grew stronger, particularly through the successful continuation of the Teaching and Learning Hub. Delivered by the College, this Hub provided professional learning for staff from all JLC schools on a termly basis. It remained the most well-attended initiative across the JLC, consistently receiving positive feedback from participants.

Community engagement was a cornerstone of 2024. Key events, such as the 'Meet the Teachers' BBQ in Term 1, offered a relaxed environment for parents to meet staff and establish vital communication channels. Other valuable parent seminars, including Elevate Education and Triple P, provided tips and advice to help parents support their child's learning journey.

Two Parent/Teacher evenings were held in Term 1 and Term 3, allowing parents to schedule appointments to discuss their child's progress with teachers. These evenings provided an opportunity for parents to voice concerns and engage in meaningful discussions about their child's education.

Additional community engagement events included information evenings for Year 10 subject selection, specialist program presentations, an Academic Extension Program (AEP) showcase, and enrolment information sessions. The College also hosted multiple school tours throughout the year, allowing parents to explore the facilities and meet with the Principal and Leadership Team. These tours saw increased attendance and received overwhelmingly positive feedback from participants.

Supporting students with additional needs remained a key priority for the College. The Inclusive Education team, led by the Inclusive Education Coordinator, ensured that students with disabilities or learning needs received the necessary support. This included the development of Individual Education Plans and the assignment of Education Assistants to provide targeted assistance. In 2024, the team hosted an Inclusive Breakfast for families, offering an opportunity to meet the staff who support their children. The well-attended event provided a valuable platform for building stronger connections within the inclusive education community.

The College's Positive Incentive Program (P.I.P.) continued to thrive, with the Student Services Team recognising and celebrating positive student behaviour. Highlights included special events such as High Tea, Pizza and PlayStation, a free ice cream van, prizes at the P.I.P. reward stalls, and the Term 4 Belridge Carnival. The Carnival was a tremendous success, with many students recognised for their good standing and contributions to the school community.

These initiatives, along with continuous feedback mechanisms, demonstrate the College's dedication to maintaining strong communication with the community and fostering an inclusive, positive environment for all students.

HIGHLIGHTS

- Launch of the Compass platform to parents providing immediate access to academic and pastoral feedback about their child's progress. This has provided enhanced parental engagement and a lot of positive feedback from parents
- The Positive Incentive Program (P.I.P.) continued to be well valued by both staff and students. Highlights included special events such as High Tea, Pizza and PlayStation, a free ice cream van, and the highly anticipated Belridge Carnival
- Community engagement through various events including Triple P seminars, parent teacher evening and Inclusive Education Breakfast was well attended

RECOMMENDATIONS

- Promotion of Connect and Respect Resources with the school community
- NSOS surveys during Term 2, 2025 (or alternative if not available)
- Review parent seminar schedule and identify gaps in understanding
- Re-design of College newsletter - focus on improvement headlines
- New Year group assemblies each week led by HOSS House Leaders

School: Belridge Secondary College

School Year: Dec 2024 (Verified Dec Ca

Region: North Metropolitan Region

Aria: 0

Distance to Perth (km): 22.23

One Line Budget – Dec 2024

		Current Budget	Actual YTD
Carry Forward (Cash):	$	233,962	233,962
Carry Forward (Salary):	$	643,715	643,715
INCOME			
Student-Centred Funding (including School Transfers &	$	12,702,406	12,702,406
Locally Raised Funds:	$	870,830	870,830
Total Funds:	$	14,450,913	14,450,913
EXPENDITURE			
Salaries:	$	11,318,463	11,318,463
Goods and Services (Cash):	$	2,177,093	2,177,093
Total Expenditure:	$	13,495,556	13,495,556
Variance:	$	955,357	955,357

Income

	Current Budget	Actual YTD
Carry Forward (Cash)	**$233,961.98**	**$233,962.00**
Carry Forward (Salary)	**$643,715.31**	**$643,715.31**
Student-Centred Funding (including School Transfers & Department	**$12,702,405.54**	**$12,702,405.54**
Per Student	$10,611,640.00	$10,611,640.00
School and Student Characteristics	$1,259,187.92	$1,259,187.92
Disability Adjustments	$38,190.36	$38,190.36
Targeted Initiatives	$566,143.79	$566,143.79
Operational Response Allocation	$21,968.07	$21,968.07
Regional Allocation	$.00	$.00
School Transfers – Salary	$-946,195.28	$-946,195.28

School Transfers - Cash	$1,216,836.16	$1,216,836.16
Department Adjustments	$-65,365.48	$-65,365.48
Locally Raised Funds (Revenue)	**$870,830.12**	**$870,830.32**
Voluntary Contributions	$68,076.34	$68,076.34
Charges and Fees	$442,760.33	$442,760.33
Fees from Facilities Hire	$14,390.91	$14,390.91
Fundraising/Donations/Sponsorships	$63,874.75	$63,874.75
Commonwealth Govt Revenues	$.00	$.00
Other State Govt/Local Govt Revenues	$3,000.00	$3,000.00
Revenue from CO, Regional Office and Other schools	$108,211.89	$108,211.89
Other Revenues	$128,881.99	$128,882.19
Transfer from Reserve or DGR	$41,633.91	$41,633.91
Residential Accommodation	$.00	$.00
Farm Revenue (Ag and Farm Schools only)	$.00	$.00
Camp School Fees (Camp Schools only)	$.00	$.00
Total	**$14,450,912.95**	**$14,450,913.17**

Expenditure

	Current Budget	Actual YTD
Salaries	**$11,318,462.75**	**$11,318,462.75**
Appointed Staff	$10,574,787.39	$10,574,787.39
New Appointments	$.00	$.00
Casual Payments	$713,247.76	$713,247.76
Other Salary Expenditure	$30,427.60	$30,427.60
Goods and Services (Cash Expenditure)	**$2,177,093.08**	**$2,177,093.08**
Administration	$60,004.74	$60,004.74
Lease Payments	$.00	$.00
Utilities, Facilities and Maintenance	$556,826.64	$556,826.64
Buildings, Property and Equipment	$447,239.21	$447,239.21
Curriculum and Student Services	$771,761.27	$771,761.27
Professional Development	$28,855.67	$28,855.67
Transfer to Reserve	$240,551.50	$240,551.50
Other Expenditure	$68,604.05	$68,604.05
Payment to CO, Regional Office and Other schools	$3,250.00	$3,250.00
Residential Operations	$.00	$.00
Residential Boarding Fees to CO (Ag Colleges only)	$.00	$.00
Farm Operations (Ag and Farm Schools only)	$.00	$.00
Farm Revenue to CO (Ag and Farm Schools only)	$.00	$.00
Camp School Fees to CO (Camp Schools only)	$.00	$.00
Total	**$13,495,555.83**	**$13,495,555.83**

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)

	Current Budget ($)	Actual YTD ($)
Carry Forward (Cash):	233,962	233,962
Carry Forward (Salary):	643,715	643,715
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	12,702,406	12,702,406
Locally Raised Funds:	870,830	870,830
Total Funds:	**14,450,913**	**14,450,913**
EXPENDITURE		
Salaries:	11,318,463	11,318,463
Goods and Services (Cash):	2,177,093	2,177,093
Total Expenditure:	**13,495,556**	**13,495,556**
VARIANCE:	**955,357**	**955,357**

INCOME - Dec 2024 (Verified Dec Cash)

	Current Budget ($)	Actual YTD ($)
Carry Forward (Cash)	**233,962**	**233,962**
Carry Forward (Salary)	**643,715**	**643,715**
STUDENT-CENTRED FUNDING		
Per Student	10,611,640	10,611,640
School and Student Characteristics	1,259,188	1,259,188
Disability Adjustments	38,190	38,190
Targeted Initiatives	566,144	566,144
Operational Response Allocation	21,968	21,968
Total Funds:	**12,497,130**	**12,497,130**
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(946,195)	(946,195)
School Transfers - Cash	1,216,836	1,216,836
Department Adjustments	(65,365)	(65,365)
Total Funds:	**205,276**	**205,276**
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	68,076	68,076
Charges and Fees	442,760	442,760
Fees from Facilities Hire	14,391	14,391
Fundraising/Donations/Sponsorships	63,875	63,875
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	3,000	3,000
Revenue from CO, Regional Office and Other schools	108,212	108,212
Other Revenues	128,882	128,882
Transfer from Reserve or DGR	41,634	41,634
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	**870,830**	**870,830**
TOTAL	**14,450,913**	**14,450,913**

EXPENDITURE - Dec 2024 (Verified Dec Cash)

	Current Budget ($)	Actual YTD ($)
SALARIES		
Appointed Staff	10,574,787	10,574,787
New Appointments	0	0
Casual Payments	713,248	713,248
Other Salary Expenditure	30,428	30,428
Total Funds:	**11,318,463**	**11,318,463**
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	60,005	60,005
Lease Payments	0	0
Utilities, Facilities and Maintenance	556,827	556,827
Buildings, Property and Equipment	447,239	447,239
Curriculum and Student Services	771,761	771,761
Professional Development	28,856	28,856
Transfer to Reserve	240,552	240,552
Other Expenditure	68,604	68,604
Payment to CO, Regional Office and Other schools	3,250	3,250
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	**2,177,094**	**2,177,094**
TOTAL	**13,495,557**	**13,495,557**

Goods and Services vs Salary expenditure

Dec 2024 (Verified Dec Cash)
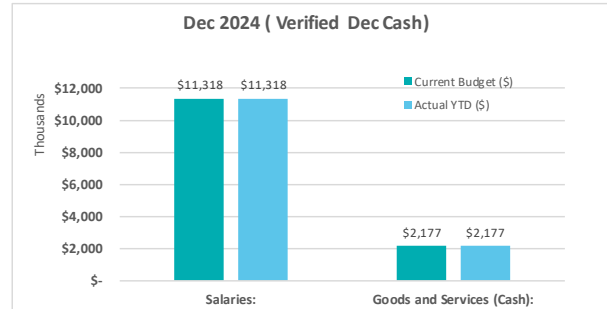
Locally Generated Revenue - Budget vs Actual

Dec 2024 (Verified Dec Cash)
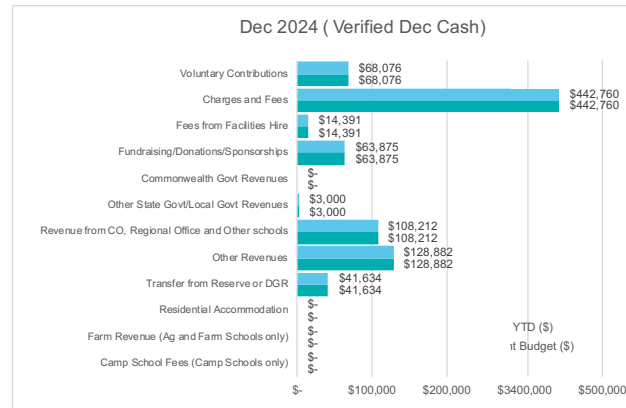
Goods and Services Expenditure - Budget vs Actual

Dec 2024 (Verified Dec Cash)
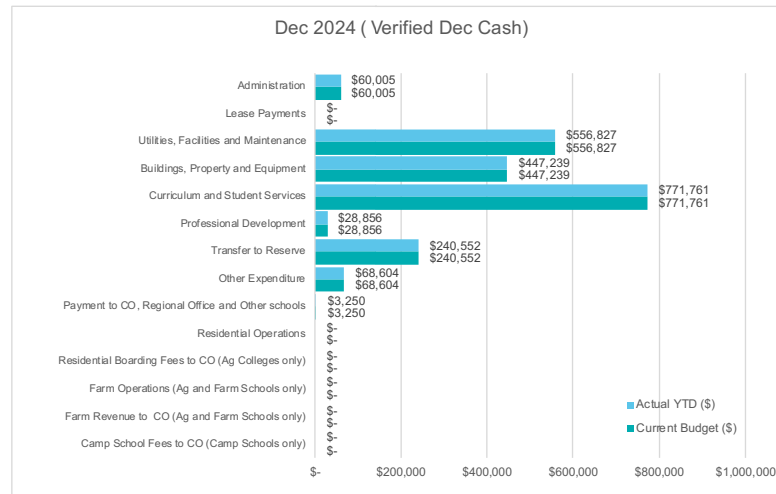
Gwendoline Drive
Beldon
WA 6027

T: 08 9408 8000
E: belridge.sc@education.wa.edu.au
www.belridgecollege.wa.edu.au