



2025

ANNUAL REPORT



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CONTENTS

FOREWORD.....	1
PRINCIPAL'S MESSAGE.....	2
COLLEGE CONTEXT	4
2025 HIGHLIGHTS.....	4
PRIORITY 1: SUCCESSFUL STUDENTS	8
PRIORITY 2: EXCELLENCE IN TEACHING & LEARNING	18
PRIORITY 3: BUILDING CAPACITY, WELLBEING AND LEADERSHIP	24
PRIORITY 4: COMMUNITY ENGAGEMENT & PARTNERSHIPS.....	30
2025 FINANCIAL POSITION & BUDGET	36

GLOSSARY

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

FOREWORD

This Annual Report captures the successes and achievements of Belridge Secondary College throughout the 2025 school year. In preparing this report, we have analysed significant data on student performance and engagement through a rigorous self-assessment process, ensuring a strong commitment to continuous improvement.

The 2025 Annual Report aligns with our College Business Plan “Creating the Future Together”, and focuses on our four priority areas:

- Successful Students
- Excellence in Teaching and Learning
- Building Capacity, Wellbeing, and Leadership
- Community Engagement and Partnerships

Guided by the Department of Education’s Strategic Direction and our commitment to “Every student, every classroom, every day”, we have worked tirelessly to provide every student with a pathway to success.

Our highly skilled staff have delivered quality learning experiences through diverse curricular and extracurricular programs. Our award-winning Specialist Programs in Cricket, Fashion & Design, Netball, Music, Dance, and our Academic Enrichment Program (AEP) in STEM and Humanities continue to attract and inspire students.

Belridge Secondary College’s strong culture of respect and inclusion ensures students learn in a safe, supportive environment. Our wrap-around Student Services model places student wellbeing at the centre of everything we do.

In 2025, we strengthened leadership capacity across the College, embedding evidence-based practices and supporting staff through targeted professional learning. Initiatives such as the Future Leaders Framework (FLF) and the formalisation of Senior Teacher roles have enhanced our leadership pipeline and improved operational efficiency.





PRINCIPAL'S MESSAGE

Looking back on 2025, I feel an immense sense of pride in the progress and achievements that have shaped our college community. This year has been a celebration of creativity, collaboration, and a shared commitment to helping every student succeed. Together, we've embraced new ideas, strengthened partnerships, and created opportunities that truly make a difference in the lives of our students.

This report is filled with stories and snapshots that bring our year to life. You'll find data, graphs, and tables that show our progress, alongside vibrant photos capturing the energy of our classrooms and the excitement of our events. From academic milestones to sporting triumphs and creative showcases, these pages reflect the heart of our college. None of this would be possible without the incredible dedication of our staff, who continually go above and beyond to create opportunities that inspire and engage our students. From STEM competitions and cultural celebrations to sporting events and leadership camps, these experiences have enriched student learning and strengthened our sense of community.

We are delighted to report significant improvements in 4 key areas:

Student Achievement: Our WACE and OLNA success rates exceeded State averages and like schools, supported by targeted interventions and expanded pathways.

Attendance: Our attendance rates surpassed State benchmarks, reflecting the success of initiatives such as the Positive Incentive Program (PIP) and proactive family engagement.

Teaching Excellence: The RLEARNERS framework and Berry Street strategies were embedded across classrooms, supported by the publication of our Teaching & Learning Toolkit and data received from our comprehensive classroom audits.

Leadership Development: Staff participation in leadership programs increased, with three new members confirmed for the 2026 FLF intake.

These successes reflect the incredible commitment of our staff, students, and families. Together, we've built a vibrant learning community where ambition is encouraged, resilience is nurtured, and every student is supported to thrive.

Sharon Lyon
PRINCIPAL

VISION

“CREATING THE FUTURE TOGETHER”

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

MISSION

At Belridge Secondary College we aim to:

- Deliver a high-quality, holistic education built on care.
- Promote curiosity, ambition, and resilience.
- Empower students as lifelong learners equipped for future success.
- Celebrate individual and collective achievements within our community.

VALUES

RESPECT

Consideration for the rights of self and others.

COMMITMENT

Dedication to goals and positive choices.

RESILIENCE

Perseverance through challenges and continuous improvement.

CURIOSITY

Confidence to explore and grow.



BELRIDGE SECONDARY COLLEGE CONTEXT

Belridge Secondary College continues to thrive as a dynamic learning community with enrolments stabilising just under 1,000 students. Our diverse student population represents over 50 cultural backgrounds, enriching our college culture.

Our Specialist Programs in Cricket and Fashion Design, alongside AEP streams in STEM and Humanities, remain highly sought after. Elite programs in Netball (Endorsed

by Netball WA Tier 1 Specialist School), Dance, and Music provide additional opportunities for talent development.

Our wrap-around Student Services model ensures comprehensive wellbeing support, complemented by strong partnerships with families and external agencies. Belridge Secondary College maintains a high graduation rate, with students successfully transitioning to university, TAFE, and employment pathways.

As part of the Joondalup Learning Community (JLC), we continue to lead collaborative initiatives that enhance K–12 education across the region. Our partnership with Belridge Education Support Centre reflects our ethos of “Two schools, one community”, promoting inclusion and shared learning experiences.

2025 HIGHLIGHTS

EVENTS & CELEBRATIONS

- Netball WA Tier 1 status awarded for Specialist Netball Program 2025
- Jamie Moir (Year 11) Winner of COJ Youth School Award and recipient of \$1,000 towards VET TAFE Cert IV Sports Development course. Awarded for achievements in school education and commitment to local community
- Extracurricular Clubs
- Governor of WA visit and Paraplegic Benefit Fund road safety presentation
- Publication of Teaching & Learning toolkit and completion of whole-school audits
- Expansion of STEM initiatives and career taster programs for Year 7-10
- Record participation in leadership programs and professional learning

STAFF HIGHLIGHTS

- Scott Ogilvie - School Sport Australia - 10 Year Service Award presented at Adelaide National Champs
- Tarryn Hunt - Advanced Netball Coaching Accreditation

ACADEMIC ENRICHMENT PROGRAM

- AEP Showcase Evening
- 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
- Year 9 Australian History Competition
- Year 10 Australian Geography competition
- Year 7-9 Australian Maths competition
- Year 9 ECU CREATE Program
- Perth Zoo Sunset Safari
- Tournament of Minds (English)
- 8Sci1 Adopt a Beach Coastal Erosion and Planting
- Herdsman Lake Biodiversity Year 9 Science
- Engineers Without Borders (Year 7-9 HASS)
- Terracotta Warriors WA Museum Year 7
- WASSEC Year 7-9 Western Australia Space Science Education Centre (Mission to Mars, Cybersecurity, Plants in Space).
- Year 8 HASS Francis Burt Law Education Programme: Supreme Court excursion

ABORIGINAL EDUCATION

- Follow the Dream Program: Weekly group sessions with ATSI students, Careers Expo, Cervantes and Gingin Camp
- NAIDOC Week celebrations and strengthened Aboriginal cultural initiatives
- ECU Pathways Cultural Camp

THE ARTS

- Drama production Mean Girls
- Fashion End of Year Showcase. First stand-alone fashion show at College - every fashion student exhibited a garment on the runway
- Fashion – 2nd place in Wool4School Design national competition
- Fashion -REmida Steam Punk Hat design incursion
- Fashion - TAFE screen printing and printing press incursion
- Dance and Fashion ballet excursion, West Australian ballet production of Cinderella
- Two Year 11 students work experience WA Ballet – costuming/hair and makeup
- Visual Arts - Kayla Passmore Highly Commended prize artwork entered in the Celebrating Joondalup Art Competition, Councillor Pizzey presented certificate at assembly
- Visual Arts - Chelsea Ribeiro, 2nd place in Year 10-12 category Shaun Tan Award for Young Artists
- Visual Arts - Chelsea Ribeiro, Salma Swidan and Ruby Byrne artworks exhibited at the St Georges Cathedral annual exhibition
- DanceLife Unite Competition (Technique Award)
- School to Stage
- Illuminate Dance Showcase
- Legally Blonde the Musical - Mercedes College
- Cinderella WA Ballet Excursion
- Cultural Dance Incursions Term 4 (Brazilian Hip hop with Julio Lima & Bollywood with Ram Seewooruthun)

- Music Concert and Visual Art Exhibition, Term 3
- Elite Music - WA Classical Guitar Festival achieved outstanding grade

CAREERS, VET and WORKPLACE LEARNING

- Year 9 Career Tasters: Construction Futures, Song Factory, Fashion and Letterpress, Construction Futures (female and non-binary), Cybersecurity, Pretty Little Cakes, Pinhole Photography, Skillswest Careers and Employment Expo, Cooking Up a Storm, Let's Get Technical for Neurodiverse students, Plants in Space, AQWA Insider, Rail Infrastructure, Taste of Thai, Hairstyling, Healthcare, Nursing, Explore STEM at ECU
- After school career development activities: My Future Workshop, Resume Writing, Construction Networking, ADF and VETDSS Pathways
- Australian Business Community Networking (ABCN) events: Future Thinkers, Find Your Purpose, Emerging Leaderships
- AHEAD Events: non-bias uni pathways info and experience: Jobs of the Future, Campus Experience, ATAR Refreshers, TISC and Scholarships information.
- Vocational Education and Training (School based VET) and VET Delivered to Secondary School Students (VETDSS)
- Over 100 Year 12 students achieved at least one Certificate II or III qualification across automotive, business, childcare, hospitality, IT, sport and workplace skills.
- |65+ students undertook off site vocational training across diverse industries while balancing school commitments.
- Key completions included Certificate IV School Based Education Support (8 students) and Certificate III Allied Health (10 students) and 1 student completed the Certificate IV Sport Development
- 39 students offered VETDSS places for 2026 through NM TAFE and other RTO partners

White Card Training

- 42 students completed construction White Card training in 2025 (following 89 completions in 2024).

Try-A-Trade Program

- 32 students participated in NM TAFE's Try-A-Trade program with Construction Training Funding - hands on experience in bricklaying, tiling, plumbing and plastering

Workplace Learning Program (WPL)

- Over 100 work placements secured across 26 industries
- Notable Work Placements include the Optus Stadium – Ozone Tourist Centre and WA Ballet.

- Employer feedback highlighted student initiative, professionalism and work ethic, with many job offers extended

School Based Traineeships

- Two Year 12 students completed traineeships in Hospitality and Sport, Aquatics and Recreation.
- One student commenced a First Nations traineeship with ANZ Bank in Workplace Skills

Certificate IV in School Based Education Support

- First cohort of Year 12 students completed a fully funded Certificate IV, earning 6 WACE credits.
- Qualification supports employment as an Education Assistant and university pathway entry
- Strong partnerships with local primary schools supported practical placement requirements

DESIGN & TECHNOLOGIES

- Try-A-Trade program
- White Card nationally recognised training
- Dragster CO2 competition
- Upgrade/replacement of equipment to ensure safety and industry standard equipment and PPE
- Improve facilities for Automotive pathways
- Introduction of more electronics applications into Mechatronics courses
- Re-development of Building and Construction program
- More collaboration with other schools and industry professionals to ensure students gain updated learning opportunities and content
- New content in Materials Design and Technology (Wood and Metal) to increase student engagement and better utilise our facilities
- Increased external contacts for donations of materials for students to use
- Upgraded power tools, providing students with current industry standard equipment

ENGLISH

- Celebration of Reading Week
- Tournament of Minds (AE and English collaboration)
- Book Week whole school collaboration Where's Wally dress-up, book swap, book spine poetry, photo booth fun

HASS

- Year 7 and 11 Terracotta Warriors excursion
- Year 7 Parliament House excursion
- Year 8 Supreme & District Court excursion

- AEP Showcase
- Engineers Without Borders
- Year 9 History Competition Year 9
- Year 7 Water Corp "Waterwise Experience"
- Upper School AUS Geography Competition Entries
- Visit of Dr Julian Cooper Egyptologist for Year 7 and Senior School Ancient History students
- Year 10 Joondalup Library Incursion
- Year 10 Geography Fieldwork Joondalup
- Bushfire Fieldwork Year 11 & 12

HOME ECONOMICS

- Year 11 Food Science and Technology Cupcake charity fundraiser \$500

ICT

- New STEM/IT classes
- Computer Science Club
- 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 and Cert III in Business Courses
- Improved the Powering Careers in Energy (PCIE) Curriculum
- 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
- H2GP World Finals in Germany

MATHS

- Pi Day success as a whole-school initiative, including Kahoot competitions, the Pi Recitation and the Mintie Wrapper Challenges
- Year 7-8 'Have Sum Fun' competition at Churchlands SHS, showcasing student collaboration and problem-solving in a competitive setting
- Numeracy Week with coordinated activities across all year levels
- Australian Mathematics Competition with several students attaining Distinctions and Best in School recognition. Placed Top 20% nationally

- Ongoing academic support, extension and enrichment through Homework Club and LEGO Club

SCIENCE

- Excursions: including new coursework at Harry Perkin's Institute, Year 9 AEP Herdsman Lake, Year 8 AEP Waterman's Bay Coastal Erosion, Year 12 Electrophoresis incursion
- Weekly Science Club 2025
- Science Week 2025
- Year 11 Rat dissection and heart dissection
- Weekly ATAR 'Drop in' Science
- Successful implementation of new courses GTHBY and GTSIP
- Implementation of the new programs of study to support the delivery of the new Science Curriculum
- Support of pre-service teachers in the department in beginning their teaching and learning career
- Strengthening of literacy skills within science curriculum

HEALTH & PHYSICAL EDUCATION

- Belsurf Carnival
- Athletics Carnival
- 2025 Cricket and Netball academies numbers increased
- Basketball: 2nd place at the SSWA Senior Boys basketball tournament
- Champion Schools Volleyball – entered 5 teams and won 4 divisions
- Interschool Athletics Division 3 – 3rd Place – Winners of Meritorious Shield
- Years 7 - 10 Lightning Carnivals fun and enjoyable events
- Year 10 Boys and Girls AFL 9's competition
- Year 10 OED trials a success
- Year 11 Moore River/Lancelin camps
- Year 11 OED bodyboarding excursion
- Year 12 Dwellingup OED camps
- Year 12 Rottneest Island OED camps

SPECIALIST NETBALL

- Butler Cup 6 teams - 4 first place, 2 second place (lost to Belridge)
- High School Cup North Years 7, 9, 10 (2 teams undefeated)
- High School Cup South Years 8, 11/12 and Boys (4 teams through to Elimination Carnival)
- Fast 5 Cup involving 100 academy students mixed teams Year 7-12
- Elimination Carnival – all teams made cross over finals.

- Year 8 Boys – State Champions
- Year 10 Girls – Placed 3rd in State
- West Coast Fever Cup – Year 8 Boys undefeated and Year 10 girls undefeated
- Specialist Netball presentation night at the WACA

SPECIALIST CRICKET

- Kim Hughes Shield Champions for 2025
- Cooper Connolly former Belridge SC Specialist Cricket student presented with baggy green cap number 471
- Scott Ogilvie Boys Coach for Interstate Cricket 15s for 2025-2026
- Top level coaching from staff
- Year 7 Indoor Cricket Camp
- Year 9 Cricket Camp
- Cricket Awards Night at the WACA
- Last Man Standing Cricket competition

SPORTING STATE AND NATIONAL STUDENT REPS

- Jayden Van Vuuren (Year 11) U18s WA Indoor Cricket
- Ronan Doherty (Year 11) U18s WA Indoor Cricket
- Jamie Moir (Year 11) U18s WA Indoor Cricket Team
- Finlay Workman (Year 9) U15s WA State Cricket Team
- Beau Rebeira (Year 9) U15s WA State Cricket Team
- Rutva Patel (Year 10) U15s WA State Cricket Team
- Jake Bolton (Year 10) U15s WA State Cricket Team
- Camdyn Jenner (Year 10) U15s and U16s WA State Netball Team Emeralds Team Junior Nationals
- Ella Ngarimu-George (Year 8) U12s WA State Netball Team Rubies Team Junior Nationals
- Luna Smith (Year 7) U12s WA State Netball Team - Rubies Team Junior Nationals
- Tianna Burton (Year 8) U12s WA State Netball Team - Rubies Team.
- Tianna Burton (Year 8) Player of Series for 7-a-side competition and place in All Australian Team Junior Nationals
- Myla Mendrik (Year 7) U12s WA State Netball Team Rubies Team Junior Nationals
- Isla O'Leary (Year 7) U12s WA State Netball Team Rubies Team Junior Nationals
- Declan O'Leary (Year 10) 16 & Mixed WA State Netball Team Junior Nationals
- Layla Atchinson (Year 11) SSWA Athletics Triathlon Team
- Trent Yates (Year 10) Western Suns Pathway Ocean/Beach State Team
- Alivia Wilkie (Year 11) Calisthenics Association of Western

Australia's State Team

- Tara Diersen (Year 10) U15s State Netball Team
- Ryleigh Richardson (Year 9) U15s State Netball Team
- Elara Beltran (Year 7) WA State Team - Sport Climbing National Youth Climbing Championships
- Rachel Kelly (Year 8) Cricket 15's Girls State Team - School Sport Australia National Championships
- Sophie Williams (Year 11) Athletics - National Track & Field Championships – Golds: U17 Triple Jump, U17 Long Jump, Silvers: U17 Heptathlon, U18 High Jump, U18 x4100m Relay, Bronze: U17 100m Hurdles, 4th place U20 Long Jump Perth - Nationals
- Olivia Williams (Year 12) Athletics - National Track & Field Championships - Bronze U20 Javelin Perth Nationals
- Craig Jones (Year 8) U15s WA State Hockey Team 2025 School Sport Australia National Champs
- Craig Jones (Year 8) International Hockey Tournament
- Aymilon Fuimaono (Year 11) NRL WA Under 16 Schoolgirls State Team 2025 2025 ASSRL Secondary Schools Rugby League Championships
- Alice Wardlaw (Year 7) Highland Dancing - Intermediate Category. Results - 2 second place medals, 2 fourth place medals and the fourth-place trophy from her 7 dances. International Highland Dancing Festival
- Kingston Moor (Year 7) WA State Team Cricket 12s
- Zac Page (Year 7) WA State Team Cricket 12s
- Charli Hynes (Year 11) U17's State Team National Netball Championships 2025
- Miller Stephenson (Year 8) U14's Indoor State Cricket (Wolves) Nationals
- Lucas Keyes (Year 8) U14's Indoor State Cricket (Wolves) Nationals
- Cooper Robinson (Year 8) U14's Indoor State Cricket (Wolves) Nationals
- Nikola Kabelka (Year 8) U13's Gymnastics State Team
- Tate Raynsford (Year 10) U16's Boys State Team Nationals
- Rafe Williamson (Year 11) AFL State Team U16's AFL National Championships
- Hannah Boyland (Year 11) WA Wolves - State Indoor Cricket

STUDENT COUNCIL

- Meet & Greet of VIP's and support of whole school events/ assemblies/open board meeting
- ANZAC Service
- Remembrance Day Service
- City of Joondalup Youth Forum
- GRIP Leadership Conference

- Containers for Change
- Student Led Projects for school improvements
- Year 5's Student Leadership Day
- Student Leadership Camp

STUDENT SERVICES

- Breakfast Club
- Positive Incentive Program (PIP) increase in total points allocated by 36%
- PIP Rewards expanded with new recognition strategies. Ice cream van, PIP stalls, Perth Wildcats coaching session
- Year 12 Ball and Graduation, Year 11 River Cruise, Year 10 Dinner Dance.
- Year 7 Disco
- Year 8 Camp
- Belridge Festival end of year student reward day

STUDENT SUPPORT AND WELLBEING

- House competitions at lunchtime
- Principal's Cup 2025 Staff vs Students competitions
- Inclusive Education Breakfast
- Year 6 Transitions and Orientation Day
- Triple P Positive Parenting workshops
- Social Emotional Learning Classes
- Responding to school reluctance and refusal parent support session
- RUOK? Day



*Specialist
Netball
Program*

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.

In 2025, Belridge Secondary College strengthened its focus on improving student achievement through targeted interventions aligned with the School Business Plan. Building on the 2024 recommendations, the College maintained a strong focus on Writing in preparation for NAPLAN. Small Group Tuition provided targeted intervention for Year 8 students requiring additional support, while literacy mapping and the use of the Elastik platform supported classroom delivery across Years 7-9.

OLNA and NAPLAN preparation was embedded into classroom practice across all year levels, ensuring that essential skills were reinforced throughout the learning cycle. Online tools and platforms were used strategically to strengthen reading, writing and numeracy fluency, and PAT testing was employed to benchmark progress and inform instructional adjustments. Increased promotion of online NAPLAN support tools to parents ensured that both students and families were better equipped to engage with skill building resources throughout the year.

In 2025 NAPLAN, Reading and Grammar were areas of comparative strength, while Writing and Numeracy results fell below the state mean, reinforcing and validating the College's continued emphasis on these areas.

Moderation processes held during General Staff Meetings (GSM) ensured alignment with SCSA standards and consistency of judgments. The RLEARNERS framework was integrated into daily teaching practice, promoting high expectations, productive engagement, and clear learning routines. Focus classes were formed based on NAPLAN

data to provide intensified support where needed, and the AEP program was expanded to extend high achieving students.

Collectively, these actions, contributed to steady improvement trends across the stable cohort which is reflected in our comparative performance data and internal assessments.

HIGHLIGHTS

- 7-9 High Progress and High Achievement in Spelling, Reading and Grammar
- Percentage distribution of students in top 20% of NAPLAN equal or better than like schools.
- DoE funding received for Small Group Tuition Teacher (SGT)
- Merit selection process ran for SGT, staff member appointed and implementing program

RECOMMENDATIONS

1. Continue use of targeted small group interventions with expansion to other year groups
2. Strengthen data-driven teaching by integrating PAT and NAPLAN analytics into planning
3. Enhance teacher capacity through ongoing PL focused on evidence-based literacy and numeracy strategies.
4. Literacy Lead Team to coordinate a whole school approach to Literacy.
5. Explore digital tools to provide personalised learning pathways for students requiring additional support.

*Year 9 AEP
Science
excursion
Herdsman Lake*





PERCENTAGE OF STUDENTS - PROFICIENCY LEVELS (SCHOOL)

Proficiency Level	YEAR 7 READING								
	School		Like Schools			WA Public Schools			
	2024	2025	2024	2025	2024	2025	2024	2025	
Exceeding	14%	9%	16%	14%	15%	16%			
Strong	51%	51%	49%	48%	44%	44%			
Developing	21%	29%	24%	27%	24%	24%			
NAS	13%	12%	11%	10%	15%	14%			

Proficiency Level	YEAR 7 WRITTING								
	School		Like Schools			WA Public Schools			
	2024	2025	2024	2025	2024	2025	2024	2025	
Exceeding	9%	9%	12%	11%	15%	14%			
Strong	49%	44%	50%	49%	43%	42%			
Developing	31%	35%	29%	31%	26%	27%			
NAS	11%	12%	9%	10%	14%	15%			

Proficiency Level	YEAR 9 READING								
	School		Like Schools			WA Public Schools			
	2024	2025	2024	2025	2024	2025	2024	2025	
Exceeding	12%	15%	17%	14%	17%	16%			
Strong	57%	57%	53%	55%	47%	48%			
Developing	27%	20%	24%	24%	25%	25%			
NAS	5%	7%	6%	7%	10%	10%			

Proficiency Level	YEAR 9 WRITTING								
	School		Like Schools			WA Public Schools			
	2024	2025	2024	2025	2024	2025	2024	2025	
Exceeding	14%	17%	19%	17%	20%	19%			
Strong	42%	43%	46%	44%	38%	38%			
Developing	34%	34%	28%	32%	28%	28%			
NAS	11%	6%	7%	7%	12%	13%			

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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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.

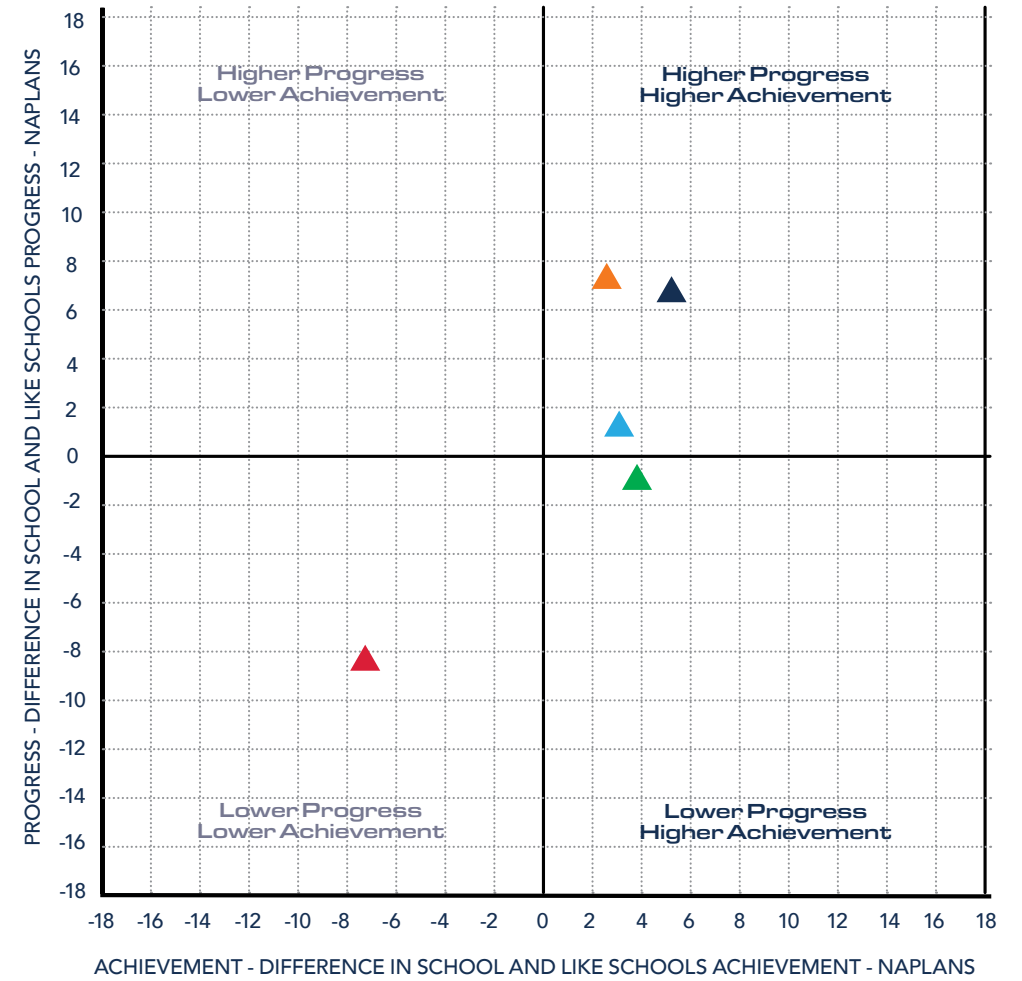
PRIORITY 4 COMMUNITY ENGAGEMENT AND PARTNERSHIPS	
OUR FOCUS: HARNESS SUPPORT FROM FAMILIES, AGENCIES AND THE COMMUNITY TO STRENGTHEN PARTNERSHIPS THAT ENHANCE STUDENT LEARNING.	
4.1	Strengthen collaborative partnerships across JLC and Intake partner primary schools to increase profile of the school across 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. <ul style="list-style-type: none"> • Parents can talk to staff about their concerns. • Students learning needs are being met. • I would recommend this school to others.

PERCENTAGE OF STUDENTS - PROFICIENCY LEVELS (SCHOOL)

Proficiency Level	YEAR 7 NUMERACY								
	School		Like Schools			WA Public Schools			
	2024	2025	2024	2025	2024	2025	2024	2025	
Exceeding	6%	6%	8%	10%	11%	13%			
Strong	61%	59%	57%	55%	49%	48%			
Developing	22%	22%	26%	24%	24%	23%			
NAS	11%	13%	9%	11%	13%	15%			

Proficiency Level	YEAR 9 NUMERACY								
	School		Like Schools			WA Public Schools			
	2024	2025	2024	2025	2024	2025	2024	2025	
Exceeding	3%	6%	8%	7%	9%	11%			
Strong	63%	66%	63%	62%	55%	52%			
Developing	27%	24%	23%	24%	25%	23%			
NAS	8%	4%	6%	7%	10%	11%			

NAPLAN YEAR 7 2023 - YEAR 9 2025



KEY

- ▲ Spelling
- ▲ Numeracy
- ▲ Reading
- ▲ Grammar & Punctuation
- ▲ Writing

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.

In 2025, Belridge Secondary College implemented a targeted and systematic approach to support Year 12 students in meeting the minimum literacy and numeracy standards. Key strategies included dedicated OLNA preparation sessions during Period 5 on Wednesdays, supported by Senior Teachers who provided one on one assistance to students requiring additional support. OLNA skill development was embedded into curriculum programs across Years 10–12, ensuring students received consistent and meaningful practice within their regular learning areas.

The use of OLNA.com at home provided further opportunities for timely personalised skill development, while carefully planned timelines for OLNA assessment windows ensured timely intervention for students needing multiple attempts. Cross curricular collaboration through Lead Teams strengthened whole school, long term planning to improve literacy and numeracy outcomes.

These coordinated actions throughout the year contributed to improved student success rates, with several students achieving the required standard in later assessment rounds, as reflected in progress tracking data and SAIS reports.

HIGHLIGHTS

- 98% of WACE eligible Year 12 students passed all three categories of OLNA. (92.1% of whole student cohort) – better than Like Schools
- Higher percentage of students qualifying for OLNA in Year 10 (37.6% compared to 32% in 2024)
- Student attendance at OLNA support sessions remains high
- OLNA revision classes continue to be supported by Senior Teachers

RECOMMENDATIONS

1. Continue targeted OLNA preparation sessions and expand access to online resources for home practice.
2. Strengthen early intervention by embedding OLNA skill-building activities into Year 9 programs.
3. Provide additional PL for staff on integrating literacy and numeracy strategies across all learning areas via General Staff Meetings and School Development Days.
4. Monitor student progress closely using data dashboards to identify at-risk students earlier.

YEAR 10 STUDENTS - QUALIFIED IN			
	YEAR 9	YEAR 10	NOT QUALIFIED
2025	49	77	79
	23.9%	37.6%	38.5%
Like schools	22.6%	35.0%	42.4%

YEAR 11 STUDENTS - QUALIFIED IN				
	YEAR 9	YEAR 10	YEAR 11	NOT QUALIFIED
2025	29	41	38	27
	21.5%	30.4%	28.1%	20.0%
Like schools	19.8%	33.6%	17.3%	29.3%

YEAR 12 STUDENTS - QUALIFIED IN					
	YEAR 9	YEAR 10	YEAR 11	YEAR 12	NOT QUALIFIED
2025	25	65	28	11	11
	17.9%	46.4%	20.0%	7.9%	7.9%
Like schools	23.3%	37.4%	17.7%	8.2%	13.4%

Specialist Cricket Program
- Kim Hughes Champions for 2025



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

In 2025, Belridge Secondary College implemented a strategic approach to support Year 12 students in achieving WACE and meeting the Year 12 Metric Threshold. This included an update to our Course Counselling processes which was refined to align more closely with metric requirements, ensuring students were supported to select pathways that were more suited to their potential and maximised their chances of success.

Main achievements include: 97% of eligible students achieved WACE, of these students:

- 100% achieved breadth and depth.
- 98% achieved the C grade achievement standard.
- 100% English completion and 98% Literacy and Numeracy competency.
- OLNA - Reading 100%, Writing 98%, Numeracy 98%.
- ATAR - Double the number of students achieving in the Medium and High Triciles

126 students enrolled in a VET course, of these students:

- 103 students achieved Certificate II or higher.
- 83 students achieved Certificate III or higher.

Additional certificate courses and traineeships were introduced to provide flexible options for students at risk of not meeting requirements. WACE SAER meetings and data reviews were conducted regularly, enabling early identification of students requiring intervention.

Follow the Dream (FTD) and mentoring programs continued to provide targeted support, while Individual Career Counselling sessions with our Pathways Coordinator and Career Practitioner helped students make considered and informed decisions.

Revision seminars, Aspire breakfasts, and ATAR support sessions during Period 5 further reinforced academic readiness. These initiatives contributed to improved engagement and progress toward WACE achievement, as reflected in SAIS and SIRS data.

HIGHLIGHTS

- Outstanding WACE achievement
- High engagement and attendance during Aspire Breakfast sessions
- FTD tutoring continued support to our Aboriginal and Torres Strait Islander (ATSI) students
- Updated course counselling process aligned to individual student profiles.

RECOMMENDATIONS

1. Continue refining course counselling processes to ensure alignment with updated WACE requirements.
2. Expand access to certificate courses and traineeships to provide diverse pathways for Senior School students.
3. Strengthen mentoring and academic support programs, including targeted workshops for ATAR students.
4. Continued use of predictive analytics to identify at-risk students and tailor interventions.

WACE ACHIEVEMENT			
	School - WACE Eligible	Like Schools %	State - DOE
2022	115 (89%)	90	89
2023	102 (94%)	93	90
2024	109 (97%)	89	90
2025	120 (97%)	89	90



1.4 OPPORTUNITIES FOR ALL STUDENTS TO DEVELOP A CAREER PATHWAY THROUGH CONTEMPORARY CURRICULUM DEVELOPMENT AND EXTRACURRICULAR ENGAGEMENT WILL BE PRIORITIZED.

In 2025, Belridge Secondary College prioritised providing all students with opportunities to develop clear and meaningful career pathways through contemporary curriculum design and diverse extracurricular engagement. The STEM Lead Team played a central role in driving whole school STEM skill development, supported by upgraded facilities and additional resources that strengthened the quality of teaching and learning. Student engagement in programs such as H2GP (Hydrogen Grand Prix) and FLL (First Lego League) further enhanced hands on problem solving, teamwork, and real world application of STEM skills. Individual Pathway Planning was embedded across Years 7–9, ensuring students began exploring future study and employment options early. Career taster programs for Year 9 and “Try a Trade” events for Year 10 provided practical, experiential opportunities, while attendance at career expos and industry led events broadened students’ understanding of vocational, tertiary, and emerging career fields.

Workplace Learning saw an increase in uptake from senior school students, enabling more students to build employability skills and gain meaningful exposure to industry environments. Partnerships with external providers, including training organisations, local businesses, and tertiary institutions, expanded the range of opportunities available and strengthened alignment with contemporary workforce needs.

Collectively, these initiatives enhanced student readiness for post school destinations and ensured that career development remained a core component of the College’s approach.

HIGHLIGHTS

- Successful participation in H2GP (hydrogen powered model car competition) and First Lego League
- New STEM classrooms fully utilised by the Technologies Department
- Increased use of laser cutting and 3D printers to design and produce STEM projects
- PCIE (Powering Careers in Energy) Chevron endorsed program in place, Year 10 option selected by 16 students
- Increase in students undertaking Workplace Learning





ANZAC DAY CEREMONY 2025



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

Belridge's overall attendance rate in 2025 was 80%, down 5% from 2024. This decrease could be reflective of tightened recording of X-code (unacceptable) absences for students and a more accurate recording of attendance overall, due to a change in platform to the new Compass system.

The Positive Incentive Program (PIP) continued to reward students for consistent attendance, complemented by small ongoing incentives and end-of-term events such as ice-cream stalls, Burgers and Board games, PlayStation and Pizza, and Movie Nights. Attendance tracking was strengthened through daily SMS notifications to parents and the use of Compass for real-time monitoring.

Allocation of our Student Support Officer provided targeted support for students with chronic absenteeism and those on Attendance Plans. Alongside this, the use of our Student Youth Worker provided support for students experiencing a range of issues and hardship, assisting them with return their to school.

Attendance promotion strategies included regular communication via Facebook, Connect, and assemblies, reinforcing the importance of school attendance. Parent seminars addressing school refusal and engagement strategies were introduced to build family capacity. These initiatives contributed to improved attendance rates and stronger connections between school and home.

HIGHLIGHTS

- Range of reward strategies to encourage high attendance
- Effective use of SAR to ensure integrity of data tracking and analysis
- Introduction of School Refusal Seminars delivered to parents via the School Psychologist
- Triple P – Positive Parenting Program delivered to the school community
- Attendance champion certificates were given to students with 90%+ attendance during end of term assemblies
 - o 36 Year 7 students at 99-100%, 15 Year 8 at 99-100%
 - o 23 Year 9 students at 99-100%, 26 Year 10 at 99-100%
 - o 16 Year 11 students at 99-100%, 20 Year 12 at 99-100%

RECOMMENDATIONS

1. Continue expansion of PIP initiatives and explore additional recognition strategies for high attendance.
2. Strengthen early intervention processes by using predictive data to identify students at risk of disengagement.
3. Increase collaboration with families through targeted workshops and personalised communication plans.
4. Embed attendance improvement strategies into the whole-school wellbeing framework
5. Closely monitor Compass/SAR attendance data to investigate the 5% drop.



ATTENDANCE OVERALL SECONDARY

	NON-ABORIGINAL			ABORIGINAL			TOTAL		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	86%	84.4%	84.9%	73.5%	66.9%	59.2%	85.6%	83.6%	82.5%
2023	86.3%	85.1%	84.7%	63.4%	69.1%	57.6%	85.7%	84.5%	82.2%
2024	81%	83.8%	84.5%	55.3%	68.9%	55.6%	80%	83.2%	81.7%

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, our work continues to be guided by the principle that expert teaching is intentional, not by chance. In alignment with the Department of Education’s Quality Teaching Strategy and Teach for Impact, the College remains committed to strengthening excellence in teaching and learning across every classroom. In 2025, we continued to build on the strong foundations established in 2024 with the Berry Street Education Model, maintaining a sustained focus on fostering positive relationships through restorative practices and demonstrating unconditional positive regard.

The publication of our RLEARNERS Teacher Toolkit at the end of the year marked a significant milestone for our T&L Lead Team. This resource will be an asset for all staff and will set the standard for T&L at Belridge. The use of the Toolkit will form the basis of our Teaching and Learning professional learning program in 2026 and will be introduced to new staff as part of the College induction process.

The BSC Triad Model was updated to include greater flexibility and a more streamlined approach, strengthening teacher reflection, accountability, and professional growth. The introduction of a teacher journal provided a central location for

recording reflections, progress, and learnings from colleagues, while also serving as a method of accountability for the Trade off process at the end of the year.

Our whole school **Teaching and Learning Audit** captured baseline data that informed targeted feedback for individual Learning Area growth and provided comparative data to track whole school progress over time. A snapshot of these findings can be seen in the graphic below.

The Teaching and Learning Lead Team delivered professional learning to staff to ensure a shared understanding of expected practices and greater consistency across classrooms. The team also expanded the Teaching & Learning TEAMS page, adding a wider range of resources aligned to our framework and improving access and collaboration for staff.

Belridge SC continued to lead the **Joondalup Learning Community Teaching & Learning Hub**, sharing best practice across the network. Sessions included topics such as Beginning Teacher Tips, Survival Skills, and Developing Resources for Inclusive/SEN Learning.

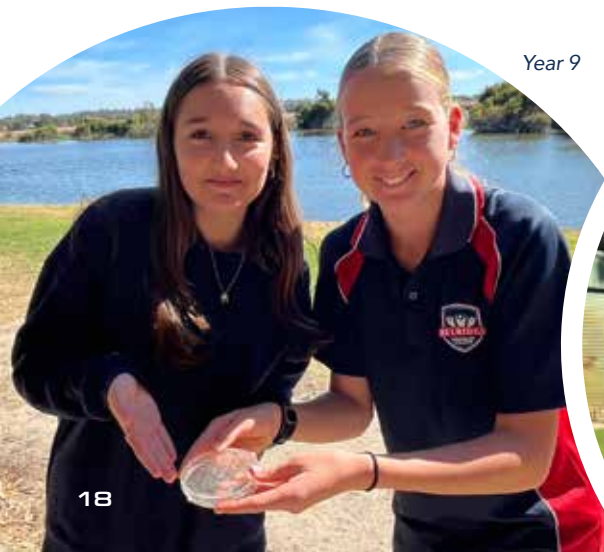
The College continued to **fund 0.2 FTE** (one day per week equivalent) for the Teaching and Learning Coordinator role. This role has been vital in driving the implementation of the Teacher Toolkit and sustaining momentum towards achieving our Teaching and Learning goals.

HIGHLIGHTS

- Publication of the RLEARNERS Teacher Toolkit
- Modification of the Triad model to provide greater flexibility
- T&L Audits showed positive trends in classroom practice
- T&L Hub showed sustained attendance and engagement across the JLC

RECOMMENDATIONS

1. Strengthen the induction process for new staff aligned with the new Teacher Toolkit.
2. Update the Triad model to include self-reflection components.
3. Continue whole-school Teaching & Learning audits to monitor consistency, progress, and the ongoing implementation of the RLEARNERS Framework.
4. Expand the TEAMS space with resources aligned to the toolkit for easier access
5. Construct systems for all staff to receive feedback and engage in professional learning.



Year 9



Athletics Carnival

RLEARNERS	2024 %	2025 %
Lesson and resources ready to go	85	100
Evidence of consistent routines	98	98
Welcomes Students into the classroom	96	97
Thoughtful lesson design - chunking	84	93
MLOs shared with students / displayed on board	80	91
Planned hook or starter to engage	80	86
Link to real world/ relevant examples/ STEM	76	78

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

In 2025, Belridge Secondary College advanced its commitment to trauma informed practice by aligning the Teaching & Learning Toolkit with Berry Street Education Model strategies. The Toolkit includes a range of resources aligned to the Berry Street Education Model to support staff in embedding trauma informed practices in their daily teaching.

The Student Services team delivered professional learning refresher sessions during School Development Days, along with additional termly PL, ensuring staff understood and consistently applied trauma informed approaches in the classroom. New staff induction processes were refined to include Berry Street practices, ensuring a consistent approach across the College.

The use of student planners during form time containing wellness activities and brain breaks was embedded to support classroom routines and develop student self regulation skills.

Collaboration was further strengthened through Learning Area meetings, where Berry Street strategies were included as a standing agenda item. This promoted a shared responsibility for student wellbeing across the College. These initiatives contributed to improved engagement and a more supportive learning environment, as reflected in student survey data. (68% of students – I know where to go to get support) (96% of students - I know which house I belong to) (4.4/5 – I have friends at school)

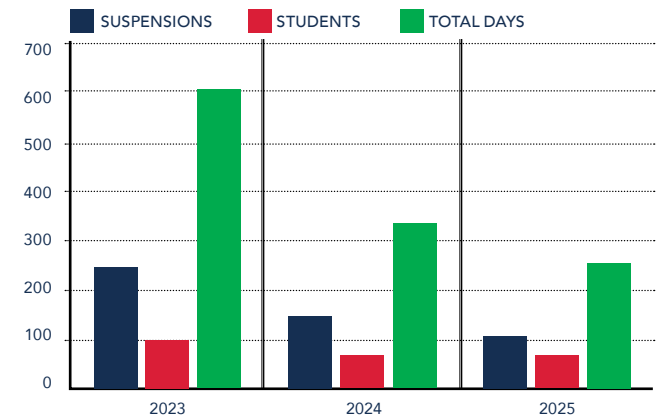
HIGHLIGHTS

- Increase in allocation of student PIP points
- Decrease in student suspensions across all year groups
- Teacher toolkit aligned to Berry Street trauma-informed practices.
- Refresher sessions delivered by Student Services to upskill staff in trauma-informed practice
- Use of student planners in form time to support social emotional learning.

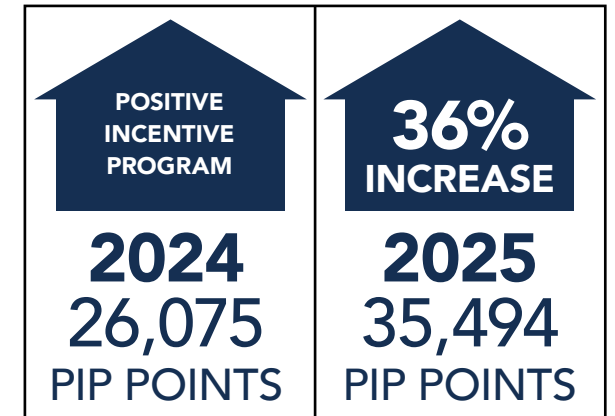
RECOMMENDATIONS

1. Expand coaching and peer observation to monitor the fidelity of Berry Street strategies in practice.
2. Integrate trauma-informed approaches into formal induction programs for all new staff.
3. Develop student voice mechanisms to evaluate the impact of wellbeing strategies on learning outcomes.
4. Continue to embed Berry Street principles into curriculum planning and assessment to ensure sustainability.

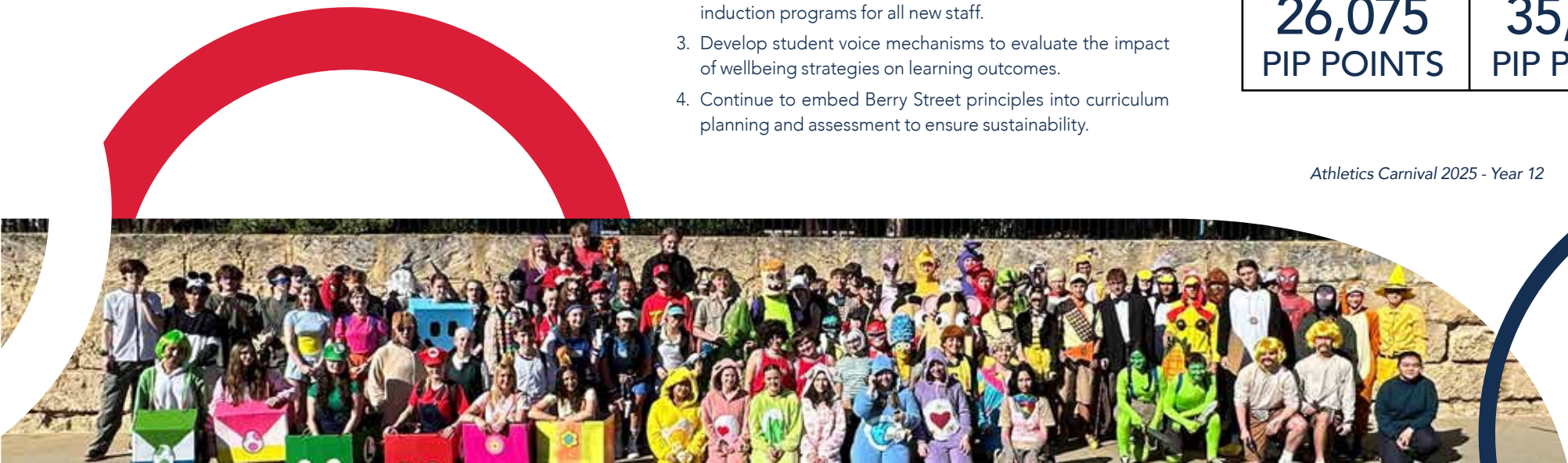
BELBRIDGE SC SUSPENSIONS DATA (2023-2025)



POSITIVE INCENTIVE PROGRAM – INCREASE IN STUDENTS RECEIVING POINTS FROM TEACHERS



Athletics Carnival 2025 - Year 12





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

In 2025, Belridge Secondary College strengthened the alignment between teacher judgement data and system assessment measures. Scheduled data reviews in Semesters 1 and 2 enabled staff to analyse judgement patterns, while targeted meetings with Deputy Principals supported review of moderation processes and ensured alignment with system expectations.

The use of Belridge curriculum templates and SCSA judging standards contributed to greater consistency in assessment design and grading across Learning Areas.

Staff engaged in professional learning on SCSA resources during School Development Days, and dedicated moderation time was incorporated into GSM meetings to support accurate and consistent grading practices. Additional professional learning focused on data informed practice, particularly RTP and SAIS, was provided to staff, and formed a key component of the Future Leaders Program within the Joondalup Learning Community.

Improved staff capacity to interpret and apply data was evident through increased participation in curriculum professional learning and the integration of data discussions into regular team meetings. These actions contributed to greater reliability of teacher judgements, reflected in moderation outcomes and strengthened comparative performance data.

To promote ongoing parent engagement and transparency around assessment, the College introduced a new process in which electronic task mark reports were emailed home after each assessment, with printed hard copies provided to students at the end of each term. This ensured consistent communication and supported families in monitoring student progress.

HIGHLIGHTS

- 12/13 ATAR courses scaled within 1 Standard Deviation
- ATAR course differentials in line with normalised trends
- 76% of all Year 12 General Courses were closely aligned to the recommended Judging standards for EST assessments

RECOMMENDATIONS

1. Continue embedding data literacy through targeted PL and coaching to deepen staff confidence in using assessment data.
2. Expand cross-curricular moderation practices to further strengthen consistency.
3. Implement digital tools to streamline data analysis and feedback processes.
4. Monitor correlation trends between teacher judgement and system data to identify areas requiring additional support.



STEM
Studies

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

In 2025, Belridge Secondary College strengthened its approach to supporting students with additional needs through a comprehensive and structured case management system. Central to this work was the continuation of a dedicated **Inclusive Education Coordinator (0.6 FTE)**, ensuring oversight of processes, support plans, and staff capability across the College. Individual Education Plans (IEPs) were developed for all students identified through Individual Disability Allocations (IDAs) as requiring documented adjustments, with timely communication provided to parents via Compass to maintain transparency and consistency.

The introduction of **Elastik** in Semester 2 enhanced the college's capacity for data driven decision making, allowing staff to track progress, identify learning gaps, and implement targeted interventions. The increased use of **Compass flags** also improved staff awareness of student needs by providing clear, visible indicators that supported responsive teaching practices.

A tiered case management model was embedded across the college, ensuring that students received support proportional to their level of need, and enabling more efficient coordination between teachers, Student Services, and external providers. Collaboration with external agencies including **SSEN:BE**, **SSEN:MH**, and **CAMHS**, further strengthened the college's ability to support students with complex needs. These partnerships ensured timely access to specialist advice and enhanced the quality of adjustments provided in the classroom. As a result, the college achieved improved documentation, stronger communication systems, and more consistent support

for students, as reflected in both survey feedback and attendance data.

Additionally, **Group Education Plans (GEPs)** were implemented for small groups of students requiring targeted support. These plans incorporated social and emotional learning programs delivered by the Student Support Officer and were further enhanced through the transition to **SEN reporting** for selected students, ensuring more accurate monitoring of progress and engagement.

To maintain compliance and accuracy in reporting, all staff participated in the **annual NCCD audit**, contributing to improved understanding of evidence requirements and strengthening whole school consistency in identifying and supporting students with disability.

HIGHLIGHTS

- Continued high-quality of care and support for students with an Individual disability allocation (IDA)
- Group Education Plans in place to support those engaging with social-emotional programs
- Strong relationships with external agencies to support students with complex needs
- Completion of the NCCD audit and moderation by all staff.

RECOMMENDATIONS

1. Continue refining the tiered case management system to ensure timely interventions.
2. Expand staff training on the use of Elastik and Compass for proactive communication and planning, including SEN reporting.
3. Strengthen partnerships with external agencies to provide holistic support for students with complex needs.
4. Embed regular review cycles for IEPs to monitor progress and adjust strategies effectively.



Belridge End of Year Reward Festival

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**

In 2025, Belridge Secondary College focused on improving student perceptions of teaching quality, engagement, and overall classroom experience through the consistent application of the RLEARNERS framework and the Triple 3 approach. These whole school strategies reinforced clear expectations for learning behaviours, built stronger routines, and promoted greater consistency in instructional practices across classrooms.

The Positive Incentive Program (PIP) continued to be a major success, recording a 36% increase in points allocated compared with 2024. This growth demonstrated strong engagement from both staff and students and reflected the positive impact of a reward focused culture. The introduction and expansion of smaller, more frequent rewards were particularly well received by students, contributing to increased motivation and recognition of positive behaviours.

Weekly Year Group Assemblies strengthened student connection and belonging by providing regular opportunities for communication, celebration, and reinforcement of school expectations. The explicit promotion of school values, both during assemblies and through ongoing school communications, ensured consistent messaging and helped sustain a positive learning culture. Increased communication with families through Compass further supported strong school-home partnerships and contributed to improved relationships and shared expectations.

The Teaching and Learning Audit provided valuable insights into classroom practices and identified areas for targeted improvement across the Learning Areas. Feedback loops

were strengthened through the enhanced use of Compass and Connect, allowing staff to provide timely updates on student progress, attendance, and behaviour. This transparency supported a more responsive approach to addressing student needs and encouraged greater student reflection and ownership of learning.

Professional learning throughout the year focused on strategies that motivate learners, build engagement, and provide actionable, meaningful feedback. These sessions reinforced high impact teaching practices and supported staff in maintaining consistency across year levels and learning areas. School wide assemblies and the ongoing promotion of the College's vision and values further reinforced high expectations and contributed to a positive, future focused school culture.

Collectively, these initiatives led to measurable improvements in student engagement and feedback culture, as reflected in NSOS survey data, classroom audit results, and internal measures of participation and behaviour. The strengthened consistency in teaching practice, combined with enhanced communication and recognition systems, has contributed to a more positive and cohesive learning environment across the college.

HIGHLIGHTS

- NSOS survey data from students show positive feedback in relation to three target questions.
- Year group assemblies have provided a predictable routine and assisted with consistency and timely communication
- Increase in PIP points is evident in the positive culture at the college.
- Teaching audits show high levels of implementation of RLEARNERS and high levels of classroom engagement from students.

RECOMMENDATIONS

1. Continue embedding feedback strategies into daily practice, ensuring all students receive timely and constructive input (including termly hard copies of task mark reports)
2. Expand student voice initiatives to gather qualitative feedback on teaching effectiveness.
3. Provide targeted PL on differentiation and engagement strategies to maintain high expectations for all learners.
4. Monitor NSOS data closely and implement responsive actions to address any emerging gaps

Leadership Camp



PRIORITY 3: BUILDING CAPACITY, WELLBEING AND 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.

In 2025, Belridge Secondary College strengthened its commitment to building staff leadership capacity and supporting career progression through a targeted and strategic approach to workforce development. Engagement in the Future Leaders Framework (FLF) continued to grow, with 17 staff actively participating in the program and four additional staff accepted into the 2026 intake. This reflects the College’s strong culture of aspiration and its focus on developing emerging leaders across all Learning Areas.

Leadership opportunities were expanded across the College, with increasing numbers of staff taking on roles such as Lead Team Chair, Second in Charge (2IC) positions, and project leadership responsibilities. The College remains committed to a transparent and fair process for filling internal vacancies, with Expressions of Interest consistently offered to ensure equitable access to leadership pathways. This distributed leadership model provides authentic opportunities for staff to develop their capability, contribute meaningfully to school improvement initiatives, and gain experience aligned with future promotional positions.

Workforce planning processes were further strengthened through the completion of the annual Workforce Survey and gap analysis, enabling the College to strategically align staffing needs with professional learning priorities and succession planning. These planning tools supported the identification of potential leadership opportunities and helped guide targeted mentoring and support for aspiring leaders.

Professional learning was expanded to include targeted sessions on application writing, particularly for staff

seeking progression to Level 3 Classroom Teacher (L3CT) or applying for full teacher registration. Funding continued to be allocated for staff professional learning aligned with individual performance development goals, demonstrating the College’s commitment to personalised growth and career advancement.

The formalisation of Senior Teacher roles enhanced operational effectiveness across the College and provided an additional layer of leadership, mentoring, and curriculum support. This structure strengthened day-to-day operations while simultaneously offering emerging leaders opportunities to develop the skills required for higher-level positions.

Collectively, these initiatives contributed to a more robust leadership pipeline, increased staff engagement in career development, and reinforced Belridge Secondary College’s commitment to cultivating a skilled, future-focused workforce.

FTE AND HEADCOUNT OF STAFF FOR OCCUPATION GROUPS 2025

Occupation Group	Total Headcount	Total FTE
Leadership	5	5
HOLA/Coordinator	12	12
Teacher	66	61.2
EAs	8	6.2
Admin	10	10
Cleaner	11	6.3
Gardener	1	4
Other	8	6.3
Total	121	108.0

HIGHLIGHTS

- 17 staff (4 2026) engaged in the Future Leader’s program
- Evidence of career progression – 2 staff progressing from Level 3 positions to Level 4
- Increase in engagement with the Senior Teacher second role
- High staff engagement in Triads and Performance Management processes with a goal of self-improvement.

RECOMMENDATIONS

1. Continue promoting FLF and leadership opportunities across all levels of staff to sustain engagement.
2. Expand mentoring and coaching programs to support aspiring leaders in navigating career pathways.
3. Strengthen succession planning by aligning workforce analysis with projected leadership needs.
4. Support staff performance development plans with funding for specific PL aligned to goals.



2025
Leadership Camp

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.**

The National School Opinion Survey (NSOS) indicated strong levels of staff satisfaction at the College in 2025, with ratings of 3.6 or higher across 19 of the 22 key indicators. These results reflect the College's ongoing focus on staff wellbeing, collaboration, and professional growth. Data can be seen in the table below.

Belridge Secondary College prioritised staff wellbeing through a proactive and coordinated approach led by the Health and Wellbeing Lead Team. Initiatives such as Wellness Week, whole staff social events, regular coffee catch ups, and informal check ins contributed to a positive staff culture and strengthened collegial relationships across the school. These initiatives played an important role in building connections and supporting staff morale throughout the year.

The College continued to refine the Triad model, with an increased emphasis on self reflection, collegial observation, and ongoing feedback. This approach supported a culture of professional enquiry, enabling staff to engage in meaningful learning conversations and strengthen their instructional practice. RLEARNERS audits were completed in Semester 1 and Semester 2 in all learning areas. Feedback was provided to staff in the form of anonymous combined LA data, which was used to set goals specific to the Learning Area context.

Performance Management observations were conducted with a focus on constructive, actionable feedback, ensuring alignment with the RLEARNERS framework and school wide priorities. Staff were provided with multiple avenues for professional learning, including targeted sessions during GSM meetings, School Development Days (SDDs),

and through participation in the Joondalup Learning Community (JLC) professional learning hubs. These opportunities supported staff in developing skills aligned with their performance development goals and promoted consistent, evidence based practice across the College.

Operational processes were strengthened through the streamlining of compliance requirements and the introduction of formalised checklists to support staff in meeting deadlines and reporting expectations. Updates to induction procedures improved support for new staff, ensuring they were equipped with the knowledge, tools, and connections needed to thrive in their roles.

The school actively sought opportunities for improvement by encouraging staff input through Learning Area projects that involved both teachers and students. Funding was also available for staff to request additional resources to support teaching and learning in the classroom. This included new furniture, whiteboards, pin-up boards, and window blinds.

Collectively, these actions contributed to positive NSOS survey outcomes and reinforced a culture of trust, collaboration, and continuous improvement among staff at Belridge Secondary College.



*The Arts 'Mean Girls'
2025 Production*

HIGHLIGHTS

- 19/22 areas at or above Business Plan targets from staff NSOS
- Thorough School Development and meeting schedule
- Health and Wellbeing Lead Team in place identifying and supporting staff needs
- Teacher Toolkit in place to support teacher development in the classroom
- Audits and Triads providing quality feedback to staff
- Updated induction process to support new staff

RECOMMENDATIONS

1. Expand wellbeing initiatives to include targeted mental health support and resilience training.
2. Strengthen feedback mechanisms by incorporating peer observation and coaching cycles.
3. Continue refining induction and compliance processes to ensure clarity and consistency.
4. Provide additional PL opportunities focused on leadership development and instructional practice.
5. Monitor staff survey data and respond proactively to emerging needs. (NSOS).

NSOS – STAFF SURVEY 2025 (5-POINT SCALE - 5 =EXCELLENT – 1= POOR) BUSINESS PLAN TARGET 3.6

SURVEY QUESTIONS	2023	2025
PARENTS AT THIS SCHOOL CAN TALK TO TEACHERS ABOUT THEIR CONCERNS	4.3	4.4
TEACHERS CARE ABOUT STUDENTS	4.3	4.3
TEACHERS TREAT STUDENTS FAIRLY	4.2	4.3
TEACHER EXPECT THE BEST	4.2	4.2
STUDENTS CAN TALK TO TEACHERS ABOUT THEIR CONCERNS	4.1	4.1
TEACHERS PROVIDE FEEDBACK	4.1	4.1
TEACHERS ARE GOOD TEACHERS	4.2	4
TEACHERS MOTIVATE STUDENTS TO LEARN	4.1	4
THE SCHOOL WORKS WITH PARENTS TO MEET STUDENT NEEDS	4	4
STUDENT LEARNING NEEDS ARE MET BY THE SCHOOL	3.6	3.9
THIS SCHOOL LOOKS FOR WAYS TO IMPROVE	3.9	3.8
STUDENTS LIKE BEING AT SCHOOL	3.4	3.8
STUDENTS FEEL SAFE	3.2	3.8
SCHOOL HAS A STRONG RELATIONSHIP WITH THE LOCAL COMMUNITY	3.6	3.7
SATISFACTION WITH OVERALL STANDARD OF EDUCATION	3.4	3.7
THE SCHOOL IS WELL LED	3.3	3.7
RECOMMEND SCHOOL TO OTHERS	3.3	3.7
STAFF RECEIVE USEFUL FEEDBACK ABOUT THEIR WORK	3.6	3.6
STUDENT BEHAVIOUR IS WELL MANAGED AT THIS SCHOOL	2.7	3.6





Thank you Cove family for racing car experience for students.

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 2025, Belridge Secondary College strengthened student voice and collaborative decision-making through a range of initiatives designed to foster belonging and engagement. This included a review and enhancement of the Student Services structure to support stronger student engagement and connection. Weekly year group assemblies were introduced to promote belonging, provide consistent communication, and give students a platform to share achievements and feedback. The House system was expanded to include structured competitions and additional leadership roles, enabling more students to participate in and contribute to the College community.

Student leadership pathways were broadened through streamlined application and selection processes. This included applications to two pathways – Student Council and House Leader. The establishment of an annual Student Leadership Camp, and regular 'Meet the Principal' sessions, provided direct avenues for students to raise ideas, concerns, and suggestions. These opportunities ensured students had meaningful influence on decision making and school improvement planning.

The Student Council played a central role in advancing student voice, leading projects across the College, consulting with peers, and presenting updates and proposals at School Board meetings. This strengthened the culture of shared responsibility and increased the visibility of student perspectives in whole school decision making. A

key initiative they led in 2025 was the update of the College grounds. This included painting the existing seating and improving the landscaping.

Wellbeing was further supported through the use of Wellbeing Planners embedded in form classes, helping students develop resilience, self management skills, and a positive outlook. The allocation of a dedicated Student Wellbeing Officer, Student Youth Worker, and an Inclusive Education Coordinator, provided targeted support for students with additional needs and improved access to early intervention.

Collectively, these initiatives contributed to improved student perceptions of care, involvement, and influence within the College, reflected in NSOS survey data, Student Council feedback, and increased participation in leadership roles.

HIGHLIGHTS

- Student-led projects via School Board and Student Council to improve the college grounds
- Student Leadership Camp initiated for all student leaders
- Increase in applications for student leadership positions
- Use of form time and Wellbeing Planners
- Improved Student Services structure – House Coordinators (0.4FTE) to provide greater support

RECOMMENDATIONS

1. Expand student-led initiatives and projects to strengthen authentic voice in school improvement planning.
2. Formalise feedback loops between Student Council and leadership teams to ensure ideas translate into action.
3. Increase opportunities for collaborative decision-making through forums and digital platforms.
4. Continue embedding wellbeing strategies into daily routines and monitor their impact on engagement and achievement.



Belridge End of Year Reward Festival 2025

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.

In 2025, Belridge Secondary College strengthened its commitment to supporting student wellbeing through a comprehensive, multi layered approach designed to foster belonging, engagement, and inclusion for students with a wide range of needs. A key enhancement was the expansion of the Student Youth Worker position to three days per week, enabling more frequent and targeted intervention for students at risk of disengagement. This role provided mentoring, check ins, re engagement planning, and practical support for students experiencing social, emotional, or behavioural challenges.

Small group interventions led by the Student Support Officer offered personalised, skills based programs aimed at developing emotional regulation, social skills, confidence, and resilience. These targeted supports ensured that students requiring additional assistance received timely and individualised attention.

The development and implementation of an expanded House structure significantly strengthened students' sense of community and belonging. House Captains and student leaders played a role in events such as the Principal's Cup, Belridge World Cup, Athletics Carnival, and Belsurf, which promoted teamwork, pride, and positive peer connections across year groups.

The College further enhanced wellbeing provision through the introduction of the evidence based social emotional program, Aussie Optimism, which supported students in building resilience, coping skills, and a positive mindset. These programs were embedded across selected year

levels and complement existing pastoral care structures.

Collaboration with external agencies - such as SSEN:BE, SSEN:MH, CAMHS, and CPFS - continued to be a critical component of the College's support model. These partnerships enabled access to specialist expertise and ensured coordinated responses for students with complex and diverse needs.

Operationally, student support systems were strengthened through regular SAER (Students at Educational Risk) meetings, triage processes involving the School Psychologist and School Nurse, and improved case management protocols. These processes supported early identification, timely referral, and a consistent, team based approach to managing student wellbeing concerns.

The ongoing use of the Positive Incentive Program (PIP) reinforced positive behaviour and engagement, contributing to improvements in attendance, classroom participation, and student motivation. PIP continued to serve as a visible and accessible tool for acknowledging students who consistently demonstrated the College's values. Collectively, these initiatives created a safer, more inclusive, and more supportive learning environment for all students.

HIGHLIGHTS

- The introduction of a new 'House' structure, with Manta Rays, Marlins and Sharks each having a HOSS and 2IC, along with student leaders in each House
- Whole school events such as Belsurf, Athletics Carnival, House competitions, the Principal's Cup and Belridge World Cup were extremely popular with students in 2025
- Funding grants were received to pilot the introduction of Aussie Optimism, and for the development of an Action Respect Project
- Introduction of Student Council Form Group to assist with decision making and enhanced regular engagement

RECOMMENDATIONS

1. Expand the delivery of social-emotional learning programs to strengthen resilience and wellbeing.
2. Continue to refine the House structure and increase opportunities for student-led events and House events.
3. Strengthen partnerships with external agencies and explore additional community-based supports for high-needs students.
4. Implement data-driven monitoring of wellbeing initiatives to measure impact and inform future planning.
5. Provide targeted PL for staff on trauma-informed and restorative practices to support diverse student needs.

*Belridge
End of Year
Reward
Festival 2025*





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 2025, Belridge Secondary College strengthened its collaborative partnerships within the Joondalup Learning Community (JLC) and with local intake primary schools to enhance the College's profile and support seamless transitions for students entering secondary education. A range of initiatives were implemented to increase community engagement and promote awareness of the College's programs, values, and opportunities.

Transition support was enhanced through targeted orientation programs, including on site transition days, extended enrolment tours, and successful twilight information sessions, which provided flexible options for families. Specialist programs such as those in Cricket, Netball, Fashion and the Arts were promoted through targeted advertising, information sessions, and direct communication with partner schools, contributing to strong enrolment interest.

Belridge Secondary College staff attended primary school assemblies, events, and parent information evenings,

reinforcing relationships with local schools and ensuring clear communication around transition processes. The College continued its leadership role within the JLC by hosting Teaching & Learning Hub meetings, Future Leaders professional learning sessions, and collaborative planning opportunities across schools in the network. These actions strengthened continuity of learning and demonstrated Belridge Secondary College's commitment to shared educational improvement.

The College also increased its online engagement through strategic use of social media platforms, particularly Facebook, to showcase student achievements, community events, specialist program updates, and school highlights. This boosted visibility and strengthened the College's profile within the local community.

While staffing constraints at the Primary Schools limited the delivery of some planned outreach activities such as the 2025 Primary Science Challenge, the overall partnership strategy remained strong. Positive feedback from primary school leaders, families, and students, along with strong attendance at transition events, reflected improved community confidence and growing recognition of Belridge Secondary College as a valued and active contributor within the JLC.

HIGHLIGHTS

- BSC continues to lead the JLC T&L Hub
- All Future Leader events across the JLC were hosted at the College
- Increased engagement of school community through attendance at transition events
- Increased use of social media to reach into the community
- Strong attendance at twilight tours and specialist program events

RECOMMENDATIONS

1. Expand transition programs to include additional taster days and interactive workshops for Year 5 and 6 students.
2. Increase collaboration with primary schools through joint curriculum projects and shared professional learning opportunities, particularly in Science and Arts.
3. Enhance marketing strategies by leveraging digital platforms and community events to showcase specialist programs.
4. Explore opportunities for student ambassadors to participate in primary school visits, promoting peer-to-peer connections.

TRENDS IN STAFF AND STUDENT NUMBERS

YEAR	TOTAL STAFF HEADCOUNT	TEACHING STAFF HEADCOUNT	SCHOOL SUPPORT STAFF HEADCOUNT	STUDENTS
2021	124	87	37	1043
2022	121	85	36	1032
2023	125	88	37	987
2024	123	88	35	1000
2025	120	82	38	1000



Year 6
Transition
Day

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

In 2025, Belridge Secondary College strengthened its approach to promoting safe, respectful behaviours by deepening engagement with families and the wider school community. The College reviewed and refined its Behaviour Management Plan, ensuring full alignment with updated Compass templates to provide greater clarity, consistency, and transparency in behaviour processes.

Clear and accessible communication remained a key focus. Consequences for violence and inappropriate behaviour were explicitly communicated through the Department’s Connect and Respect resources and reinforced through school assemblies, newsletters, and parent communications. These messages emphasised the shared responsibility between school and home in maintaining a safe learning environment.

The Emergency Response Team (ERT) continued to operate effectively, providing timely, coordinated intervention for critical incidents. Their work ensured that responses were not only swift but also supported by strong follow-up processes focused on restoration, safety, and reintegration.

To further build community awareness, the College used visual reminders, including posters prominently displayed in the front office and shared digitally via Connect, outlining key expectations, processes, and supports available. This ensured ongoing visibility of behaviour expectations for families, students, and visitors.

Belridge Secondary College also invested in capacity-building opportunities for parents, offering seminars on topics such as Positive Parenting Program (PPP), adolescent behaviour, and school refusal, helping families strengthen strategies to support their children at home. These sessions contributed to stronger relational

trust and more collaborative partnerships between parents and the school.

These combined initiatives resulted in increased community understanding of behaviour expectations, more consistent application of policy, and strengthened collaboration between the school and families. Improvements were reflected in parent feedback and reductions in repeat incidents for students receiving targeted intervention / suspensions.

HIGHLIGHTS

- Decrease in student suspensions for violent incidents
- Clear processes in place using Connect and Respect resources
- Clear behaviour management policy aligned with an effective ERT approach
- Quality seminars available for parents to support their child.

RECOMMENDATIONS

1. Expand parent engagement through targeted workshops on restorative practices and conflict resolution.
2. Enhance communication by creating online resources for families.
3. Continue refining behaviour management processes to ensure alignment with DoE guidelines and Compass functionality.
4. Monitor incident data and parent feedback to evaluate the effectiveness of engagement strategies.
5. Strengthen partnerships with external agencies to provide additional support for families and students.

*Joondalup Learning
Community Year 5
Leadership Day*





*ATSI Fallen Soldier Project
- Plaque honouring
Aboriginal servicemen.*

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

In 2025, Belridge Secondary College continued to prioritise cultural inclusivity and the success of Aboriginal students through strong partnerships with families, community organisations, and key stakeholders. The Aboriginal and Torres Strait Islander (ATSI) Lead Team played a pivotal role in guiding actions across the College and ensuring that culturally responsive practices were embedded in daily teaching and learning. Their work ensured ongoing representation of Aboriginal perspectives in planning, decision-making, and school improvement initiatives.

NAIDOC Week remained a significant cultural event, featuring traditional foods, cultural performances, storytelling, and activities delivered in collaboration with community members. Through the FTD program, students participated in the ATSI Fallen Soldier Project, providing meaningful opportunities for students to learn about and honour the contributions of Aboriginal servicemen and women. This work resulted in 9 Indigenous soldiers being acknowledged and honoured in Kings Park.

These celebrations deepened cultural understanding, strengthened relationships, and enhanced staff and student appreciation of Aboriginal histories and cultures. The involvement of families and local partners contributed to a strong sense of connection and pride.

Academic engagement was further enhanced through the continued delivery of the Follow the Dream (FTD) program, providing Aboriginal students with targeted tutoring, mentoring, and goal-setting opportunities. This program supported improved attendance, academic progress, and confidence, ensuring students were equipped to pursue future pathways as successful Aboriginal people.

Additional efforts were made to incorporate Aboriginal language, cultural symbols, and artwork across the College

environment, reflecting a commitment to promoting visibility and cultural safety. This can be seen on our College steps, on Learning Area block signage and painted onto seating blocks. Curriculum planning across learning areas also demonstrated sustained effort to embed Aboriginal histories, cultures, and perspectives in meaningful and authentic ways.

Family partnerships remained a key focus. Communication through Compass, family engagement at events, and involvement in transition processes ensured families were included, informed, and able to contribute to their children's educational journey. Collectively, these initiatives contributed to a stronger sense of belonging for Aboriginal students, greater cultural responsiveness among staff, and improved engagement and achievement, as reflected in attendance data, FTD participation, and feedback from families and students.

HIGHLIGHTS

- ATSI events – NAIDOC Week, Transition BBQ
- Follow the Dream program well attended and supported by staff and students
- Involvement in the 2025 Fallen Soldier Project
- College grounds updated to reflect Aboriginal culture
- Update to House shirts to include Aboriginal design

RECOMMENDATIONS

1. 1ATSI Lead Team to expand cultural learning opportunities for all students, including excursions and partnerships with local Aboriginal organisations.
2. Continue embedding Aboriginal perspectives across all learning areas and assessment practices.
3. Formalise monitoring processes to track academic progress and wellbeing of Aboriginal students.
4. Actively encourage use of Compass with ATSI families.
5. Provide targeted PL for staff on culturally responsive pedagogy and reconciliation initiatives.

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

In 2025, Belridge Secondary College continued to strengthen its partnerships with tertiary institutions, training providers, and local industry to enhance student achievement and expand pathway opportunities. The College maintained productive working relationships with TAFE, Edith Cowan University (ECU), The University of Western Australia (UWA) and a range of Registered Training Organisations (RTOs), enabling both on site and off site delivery of certificate courses and vocational programs. These partnerships ensured that students had access to diverse, industry aligned training options that supported their future aspirations. This included successful partnerships for 11 senior students to complete CHC40221 Certificate IV in School-Based Education Support, and 10 students to complete HLT33021, Certificate III in Allied Health Assistance.

The College further expanded Workplace Learning (WPL) opportunities, placing 73 Year 11 and 12 students in authentic work environments during the June break. This hands on experience allowed students to develop employability skills, gain industry insights, and make informed decisions about their post school pathways whilst securing an apprenticeship or part-time job along the way.

Belridge Secondary College sustained strong collaborations with community organisations such as Rotary, the Australian Business and Community Network (ABCN), and APEX, which provided mentoring, leadership development, and career focused programs that enriched the student experience. Partnerships with sporting bodies, including Netball WA and the WACA, further broadened opportunities for student engagement

through specialised programs and extracurricular activities.

To support early career exploration, the College took part in over 20 different Career Taster sessions for Year 9 students in areas such as Construction, Fashion, Cyber Security, Photography, Rail, Hairstyling and Cupcake Making. A range of Try A Trade events for Year 10 students also offered a range hands on exposure to industry pathways. These initiatives helped students identify strengths and interests, while equipping them with the knowledge required to make informed subject and pathway selections.

Collectively, these partnerships and programs strengthened student readiness for post school destinations, increased engagement with vocational and tertiary pathways, and reinforced the College's commitment to providing high quality learning and transition opportunities for all students.

HIGHLIGHTS

- Careers Hub (Kooloot) fully operational
- L3 Pathways Co-ordinator and Career Practitioner in place to support individual pathway planning
- Successful partnerships with BSC on-site delivery by RTO trainers
- Over 20 Career Taster courses completed with Year 9 students
- Try-A-Trade program success with Year 10 students.

RECOMMENDATIONS

1. Increase the number of industry partnerships to diversify student opportunities across emerging sectors.
2. Formalise agreements with local businesses to ensure sustainable WPL placements and mentoring programs.
3. Develop targeted Career Taster programs tailored to student needs.
4. Strengthen collaboration with tertiary institutions to provide early access programs and campus experiences.
5. Monitor student participation and feedback to refine programs and align them with workforce trends.





AEP Annual Showcase 2025

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 2025, Belridge Secondary College strengthened its engagement with parents and carers through a range of initiatives designed to improve communication, build trust, and enhance partnership in supporting student learning and wellbeing. These efforts contributed to strong results in the National School Opinion Survey, where parents rated key indicators—including being able to talk to staff about concerns, satisfaction with the support of student learning needs, and willingness to recommend the school to others, all above our Business Plan target of 3.6 on a 5 point scale.

The College delivered a series of parent seminars focused on relevant and practical topics such as Bring Your Own Device (BYOD), cyber safety, and positive parenting strategies. These sessions equipped families with tools to support their children's learning and wellbeing and reinforced the shared responsibility between home and school.

Communication systems were strengthened through consistent use of Connect, Compass, Facebook, and the College newsletter, ensuring families had timely access to updates, reminders, celebrations, and important information. This multi platform communication approach supported greater transparency and kept parents well informed about school programs, achievements, and student progress.

Belridge Secondary College continued to prioritise strong relationships with families of students requiring additional support. Inclusive Education meetings, including breakfast sessions and personalised case conferences, provided

opportunities for collaborative planning and built confidence in the College's support structures. These meetings enhanced communication and strengthened partnerships with parents of students receiving adjustments.

The College also refreshed its marketing and promotional materials to better showcase student achievements, specialist programs, and school culture. This not only supported enrolment interest but also helped families develop a deeper understanding of the breadth of opportunities available at Belridge Secondary College.

In addition, the continuation of open School Board meetings encouraged community participation and allowed parents to contribute to decision making processes. This transparent approach fostered a sense of shared ownership and reinforced the school's commitment to listening and responding to parent perspectives. Collectively, these initiatives led to improved parent satisfaction and stronger partnerships between the College and its community.

STEM students at work



HIGHLIGHTS

- Engagement and attendance of parents at Parent Information Evenings and special events
- Attendance of parents and community members at open Board events
- The range of seminars delivered by the College to support learning
- Improved communication channels between parents and the College through Compass
- Strong positive feedback from parents in the 2025 National School Opinion Survey.

RECOMMENDATIONS

1. Expand parent engagement opportunities through interactive workshops and digital webinars.
2. Continue refining communication strategies to ensure accessibility and responsiveness for all families.
3. Strengthen feedback loops by implementing parent surveys and feedback from forums to inform school improvement. (NSOS / Wellbeing surveys)
4. Enhance visibility of student achievements through multimedia platforms and community events including updates to the newsletter and College prospectus.



*Athletics
Carnival
2025*

*Year 9 AEP Science
excursion to
Herdsman Lake*

*Music
Concert
2025*

2025 FINANCIAL POSITION & BUDGET

BELRIDGE SECONDARY COLLEGE
FINANCIAL SUMMARY AS AT 31 DECEMBER 2025

Operational One Line Budget Statement

Issued on 18 February 2026

School: Belridge Secondary College School Year: Dec 2025 (Verified Dec Cash)

Region: North Metropolitan Region Aria: 0
Distance to Perth (km): 22.23

One Line Budget – Dec 2025

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 251,093	251,093	
Carry Forward (Salary):	\$ 704,264	704,264	
INCOME			
Student-Centred Funding (including School Transfers & Locally Raised Funds):	\$ 13,141,535	13,141,535	
Total Funds:	\$ 14,994,979	14,994,979	
EXPENDITURE			
Salaries:	\$ 11,649,469	11,649,469	
Goods and Services (Cash):	\$ 2,196,792	2,196,792	
Total Expenditure:	\$ 13,846,261	13,846,261	
Variance:	\$ 1,148,718	1,148,718	

Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$251,092.92	\$251,093.00	\$-.08
Carry Forward (Salary)	\$704,264.40	\$704,264.40	\$0.00
Student-Centred Funding (including School Transfers & Department Per Student	\$13,141,534.99	\$13,141,534.99	\$0.00
School and Student Characteristics	\$10,913,184.00	\$10,913,184.00	\$0.00
Disability Adjustments	\$1,486,714.27	\$1,486,714.27	\$0.00
Targeted Initiatives	\$-94,223.42	\$-94,223.42	\$0.00
Operational Response Allocation	\$593,741.70	\$593,741.70	\$0.00
Regional Allocation	\$30,131.98	\$30,131.98	\$-0.00
School Transfers – Salary	\$0.00	\$0.00	\$0.00
	\$-1,071,792.70	\$-1,071,792.70	\$0.00

School Transfers - Cash	\$1,336,849.63	\$1,336,849.63	\$.00
Department Adjustments	\$-53,070.47	\$-53,070.47	\$.00
Locally Raised Funds (Revenue)	\$898,086.55	\$898,086.55	\$.00
Voluntary Contributions	\$67,067.55	\$67,067.55	\$.00
Charges and Fees	\$347,518.62	\$347,518.62	\$.00
Fees from Facilities Hire	\$37,481.60	\$37,481.60	\$.00
Fundraising/Donations/Sponsorships	\$66,722.67	\$66,722.67	\$.00
Commonwealth Govt Revenues	\$.00	\$.00	\$.00
Other State Govt/Local Govt Revenues	\$5,000.00	\$5,000.00	\$.00
Revenue from CO, Regional Office and Other schools	\$103,969.89	\$103,969.89	\$.00
Other Revenues	\$113,932.24	\$113,932.24	\$.00
Transfer from Reserve or DGR	\$156,393.98	\$156,393.98	\$.00
Residential Accommodation	\$.00	\$.00	\$.00
Farm Revenue (Ag and Farm Schools only)	\$.00	\$.00	\$.00
Camp School Fees (Camp Schools only)	\$.00	\$.00	\$.00
Total	\$14,994,978.86	\$14,994,978.94	\$-.08

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	\$11,649,469.11	\$11,649,469.11	\$.00
Appointed Staff	\$10,846,963.73	\$10,846,963.73	\$.00
New Appointments	\$.00	\$.00	\$.00
Casual Payments	\$777,438.58	\$777,438.58	\$.00
Other Salary Expenditure	\$25,066.80	\$25,066.80	\$.00
Goods and Services (Cash Expenditure)	\$2,196,791.61	\$2,196,791.82	\$-.21
Administration	\$66,313.40	\$66,313.40	\$.00
Lease Payments	\$.00	\$.00	\$.00
Utilities, Facilities and Maintenance	\$616,465.08	\$616,465.08	\$.00
Buildings, Property and Equipment	\$520,333.44	\$520,333.44	\$.00
Curriculum and Student Services	\$708,487.55	\$708,487.55	\$.00
Professional Development	\$24,652.79	\$24,652.79	\$.00
Transfer to Reserve	\$190,464.57	\$190,464.57	\$.00
Other Expenditure	\$66,979.78	\$66,979.99	\$-.21
Payment to CO, Regional Office and Other schools	\$3,095.00	\$3,095.00	\$.00
Residential Operations	\$.00	\$.00	\$.00
Residential Boarding Fees to CO (Ag Colleges only)	\$.00	\$.00	\$.00
Farm Operations (Ag and Farm Schools only)	\$.00	\$.00	\$.00
Farm Revenue to CO (Ag and Farm Schools only)	\$.00	\$.00	\$.00
Camp School Fees to CO (Camp Schools only)	\$.00	\$.00	\$.00
Total	\$13,846,260.72	\$13,846,260.93	\$-.21



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