



2020

Annual Report

BELRIDGE SECONDARY EDUCATION
SUPPORT CENTRE



School Vision

Belridge Secondary Education Support Centre's vision is to encourage all of our students to be life-long learners and provide them with the best educational opportunities to achieve their individual educational needs, dreams and aspirations. We work with students and their families to pursue their short term and long term goals and aspirations during their schooling career. We support students and their families as they prepare for the transition to Life Beyond School. Communication and positive relationships with our parental and school community is pivotal to student success. The staff at Belridge SESC are professional, proud, passionate and committed to our students who are at the forefront and centre of our school. Our "Two Schools, One Community" ethos celebrates the diversity and inclusivity of all and the wider community embraces and acknowledges the contributions and value that our students bring.

School Overview

Belridge Secondary Education Support Centre is a proud Independent Public School which has an outstanding reputation within the local and wider community for providing an excellent education for students with disabilities in Years 7 – 12. Belridge Secondary ESC aims to develop a life-long learning approach by developing each student's level of independence in a holistic manner through the provision of a specialised curriculum that addresses their individual needs, goals and aspirations. Our school crest and motto aligns with Belridge Secondary College of "Learn, Achieve, Succeed" and both schools set the standard for mutual respect, collaboration and inclusivity on co-located sites. Our students are dynamic and valued participants in all school and community based activities.

Our Middle School program for students in Years 7 – 9 continues to focus on the continued development and, improvement of literacy, numeracy and social and emotional skills with an integrated learning approach that encompasses and implements the Western Australian Curriculum. All aspects of the curriculum are covered and students are supported to strengthen and further develop their skills and knowledge in an appropriate, meaningful and challenging way. Health and Wellbeing also continues to be a large foci and Positive Behaviour in Schools (PBS) and Protective Behaviours programs and approaches encourage our students to be "Safe, Respectful and Responsible" members of our community.

Years 10 -12 encompasses our Senior School Program and during these final years of formal schooling our students and their families are supported as they prepare for 'Life Beyond School'. Our students continue to focus on literacy and numeracy in a functional manner that link to many social, recreational and employment pathways. Many of our students in Senior School participate in a variety of nationally recognised and endorsed training that includes the achievement of Certificate I and Certificate II qualifications. Independent, practical and sustainable work and life skills are addressed through the provision of ASDAN endorsed programs and Workplace Learning.

Our School Business Plan for 2020 – 2022 focuses on Four Key Areas that align with the Department of Educations' 'Every student, every classroom, every day Directions for Public Schools, 2020 – 2024'.

Priority 1: Provide every student with a pathway to a successful future.

Priority 2: Strengthen support for teaching and learning excellence in every classroom.

Priority 3: Build the capability of our principals, our teachers and our allied professionals.

Priority 4: Support increased school autonomy with a connected and unified system.

Priority 5: Partner with families, communities and agencies to support the educational engagement of every student.

Priority 6: Use evidence to drive decision-making at all levels of the system.

Our Business Plan Key Focus areas are:

Key Focus Area 1: Student Success

Key Focus Area 2: Excellence in Teaching

Key Focus Area 3: School Development and Wellbeing

Key Focus Area 4: Strengthening School Community Partnerships

Principals Report

2020 has been a year that has been like no other ever experienced here in Western Australia due to COVID-19 and it provided many challenges at a school, local, state, national and international level. Despite this our students and staff rose to the challenge and a meaningful, positive and consistent educational program provided the stability and routine that many of our students require and retained a sense of normality within the school environment. Staff worked tirelessly to provide alternative work packages during the initial stages of uncertainty within the COVID arena as we prepared for a potential online learning environment in Term 2, 2020. Hard copy work packages were created to address individual learning styles and needs and our 'Connect' community was established to support students and their families. The work packages were delivered by staff on our school buses and all staff remained in contact with families via Connect, our School Star app and telephone. Thankfully school returned as normal in Term 2 and students arrived eager and enthusiastic to recommence their learning.

Congratulations to all of the students and staff on their outstanding efforts throughout the 2020 school year. Our school community worked tirelessly to continue to provide 'Exceptional Opportunities for our Amazing Students' and delivered a wide range of programs that focus on the social, emotional, intellectual and physical development of our students. The 2020 school year was a year filled with some challenges but far more success stories and I commend all of the achievements made by individuals, groups and classes. Our students continued to develop and extend their unique skills and abilities within the school environment and were able to further extend these skills into the wider community when restrictions eased during the latter half of the school year. These activities included swimming lessons with our trained swimming instructors on staff, our annual 'Market Day', the combined 'Belsurf' beach carnival, athletics carnivals, Workplace Learning opportunities, DFES cadet modules with our trained instructors on staff and specific VET Certificate courses that are completed on-site or at TAFE and of course the highly anticipated Year 12 School Ball and Graduation ceremony.

Our School Board worked in partnership to review school progress and achievement in line with the Delivery and Performance Agreement and I extend my thanks to the members of our School Board for being so generous with their time as well as their continued commitment, contribution and dedication to Belridge Secondary Education Support Centre.

I would like to extend my congratulations to all of the students here at Belridge Secondary Education Support Centre on their extensive achievements in 2020. I would also like to acknowledge and sincerely thank all of the staff here at BSESC for their continued enthusiastic and dedicated approach and they are to be congratulated on making a difference to the lives of our students.



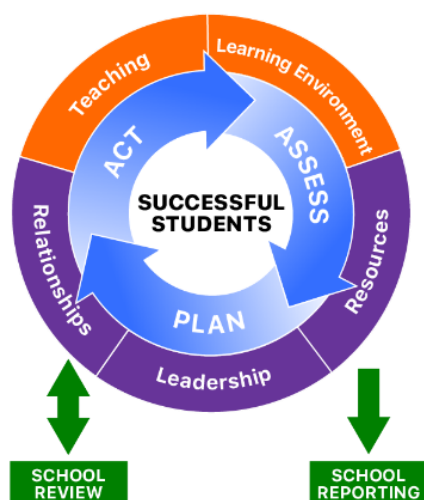
Student numbers

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	21	14	27	17	18	18	–	115

	2016	2017	2018	2019	2020
Lower Secondary	74	74	83	76	79
Upper Secondary	31	30	39	37	36
Total	105	104	122	113	115

School Self-Assessment

As a part of our school self-assessment process Belridge Secondary Education Support Centre collects and analyses data from a range of sources to assist in the tracking and monitoring of student academic and non-academic progress and to make judgements on our effectiveness to inform an improvement driven process. The school utilises a “What Works Well” and an “Even Better if” approach to optimising student and school performance. BSESC has a number of Operational Plans that are based around school priorities and teaching strategies and resourcing for a number of learning areas. These are developed after reviewing data collected in different learning areas across the course of the year. The data and evidence collected to establish and identify progress in the operational plans is gathered from the Operational Plan coordinators, whole school achievement data, behaviour management data, parent and staff surveys and professional judgements made by teachers. These Plans identify strategies, resourcing, timelines and methods of planning, monitoring and assessment that will enable Belridge Secondary ESC to effectively plan for improving student outcomes.



Progress against 2020 - 2022 Business Plan Targets

<p>Key Focus Area</p>	<p>Broad Targets/Progress</p> <p>Our Priority- To further encourage independence and ensure success for all students.</p>
<p>Student Success</p>	<p>1.1 The overall achievement rate of IEP targets for literacy and numeracy will show an upward trend during 2020-2022.</p> <p>Overall student IEP achievement rate in Literacy in 2020 was 91%.</p> <p>Overall student IEP achievement rate in Numeracy in 2020 was 90%.</p> <p>1.2 Mathematics data to show an upward trend in student IEP numeracy achievement during 2020 – 2022.</p> <p>The 2020 overall achievement rate of Mathematics IEP goals was 90%. Achievement comparisons between Semester 1, 2020 and Semester 2, 2020 was difficult as IEP grade/achievement scales and information was impacted by the COVID pandemic in Semester 1.</p> <p>1.1 & 1.2: Recommendation: Further data comparisons will be able to be made in 2021 and beyond. Staff have all utilised the Special Education Needs Assessment Tool (SENAT) and Abilities Based Learning Education Western Australia (ABLEWA) to determine current student performance, immediate and long term need whilst supporting teachers to select individual priorities. Feedback from teachers indicated some challenges in consistently aligning the SENAT with the WA curriculum and extensive moderation sessions were required to confirm teacher judgement. Again the COVID-19 Pandemic influenced the ability for these sessions to be conducted. A focus in 2021 will be to use an additional assessment tool that is aligned with the WA curriculum, such as the Progress Achievement Test (PAT) will be investigated for implementation in Semester 2 to assess mathematical ability and measure individual growth over time. The data will not only provide further information about individual student skills and understanding but also inform methods to improve and inform mathematics pedagogy and teaching and learning programs. Further moderation will also be planned to validate teacher judgements.</p>
	<p>1.3 Whole School Attendance Data to exceed State Averages</p> <p>Belridge Secondary ESC recognises that regular attendance is pivotal to student success and our dedicated Student Services Team ensures that any attendance concerns are addressed and that any additional supports are provided to students and their families. Due to the COVID-19 Pandemic, 2020 attendance rates are not available as these rates may have been adversely affected during the year</p>
	<p>1.4 Provide Senior School students with appropriate and successful Beyond School Pathways</p> <p>Students in Senior Secondary School are provided with a learning environment and ethos that promotes their individual success in appropriate programs that equip them with knowledge, skills and opportunities required for Life Beyond School. Year 10, 11 and 12 students studied either Vocational Education Training (VET) courses, ASDAN Endorsed programs or a combination of both. The pathway provided is dependent on individual students needs to enable success in establishing community connections and meaningful pathways to employment.</p> <ul style="list-style-type: none"> • 100% of participating Year 11 students achieved a Certificate I in Transport and Logistics • 100% of participating Year 11 students are on track to successfully complete a Certificate II in Skills for Work and Vocational Pathways. • 100% of participating Year 12 students achieved a Certificate II in Skills for Work and Vocational Pathways. • 100% of participating Year 11 and Year 12 students achieved a variety of ASDAN endorsed programs and further detail is provided on these programs and qualifications in this report.

Key Focus Area

Broad Targets/Progress

Our Priority- To increase competency and further build capacity in the utilisation of curriculum and school based programs

Excellence in Teaching

2.1, 2.2, 2.3: To increase competency and further build capacity in the utilisation of curriculum and school based programs.

Teachers now demonstrate increased confidence with using the Special Education Needs Assessment Tool (SENAT) to plan, assess and report on student achievement. In 2020 a new approach to the Reporting System that was trialled and due to the COVID-19 impact on Semester 1 reporting further exposure and review will be undertaken in Semester 1, 2021. Several challenges in aligning the SENAT and the WA Curriculum were noted. As restrictions were in place whole group collaboration and Professional Learning was hampered however, teachers have invested more time and taken a more in-depth approach to improving teaching and learning practices, sourcing resources, strategies and supports across all learning areas with a continued focus on strengthening teacher's abilities in assessing students against the ABLEWA Personal and Social Capabilities. Shayne Hutchings, our Curriculum Co-ordinator provided in depth mentoring to staff on curriculum modification as well as strategies and supports to address student needs within the ESC but also provided additional support to BSC mainstream teachers who taught our student in Design and Technology, The Arts and Home Economics. Further emphasis will continue to investigate and streamline literacy and numeracy evidence based programs and standardised assessment tools to redefine a whole school literacy and numeracy framework that is relevant to the needs of our students.

Some of the biggest challenges came as teachers prepared for online learning and resources were created, adapted and modified for students to work on from home. A Connect community was born to support this online learning to support students and staff worked tirelessly to update information, create lesson plans and support interactions through the use of videos to continue to engage with our students in a meaningful and relevant manner.



2.2 To increase our Aboriginal Culture awareness and improve our cultural responsiveness

Aboriginal Cultural Awareness has been extended at BSESC during 2020 and will continue to be a key focus as staff develop further awareness and confidence in delivering Aboriginal Cultural studies. Despite the challenges presented during 2020 we were fortunate enough to experience whole staff training provided by the Swan-West Network Aboriginal Coordinator who presented the "Blanket Activity" which focuses on assisting increasing the capacity of Teachers to use their knowledge of the History, Culture, Languages and experiences of Aboriginal people to use in classroom practice. As the name suggests the '**Blanket Activity**' begins with blankets arranged on the floor to represent Australia before the arrival of European explorers and settlers. The activity lead staff on an immersive exploration of the nation-to-nation relationship with Aboriginal people, working towards reconciliation and empowering people to build bridges of understanding and respect. It was an experiential teaching tool to share the historical and contemporary relationships between Aboriginal and non-Aboriginal people of Australia and this PL had a significant impact on staff and provided them with extensive historical information and experiences of our Aboriginal people. Our students also participated in an incursion conducted by Derek Nannup who provided further insight into our Aboriginal Culture through the use of Aboriginal symbols, dance and dreamtime stories which not only promoted further insight into our local Noongar history, culture and beliefs but was also thoroughly enjoyed by all and further consolidated knowledge whilst making explicit links to the purpose of NAIDOC Week celebrations which were jointly conducted with Belridge Secondary College. Collectively we celebrated NAIDOC Week and staff "Dandjoo" shirts were created that were representative of the Belridge culture, seasons and story. Dandjoo means together which is also representative of two schools working together. Further PL on Aboriginal Cultural Awareness, events and opportunities have been planned for implementation in 2021 with explicit links to our PBS journey.



Key Focus Area

Targets/Progress

Our Priority- To create a positive culture that is embedded in our school practice to support students and staff

3.1 A school culture of positive behaviour support will scaffold students to learn socially appropriate behaviours that are conducive to learning, improve student access to the curriculum and promote both student and staff safety and well-being.

At Belridge SESC our PBS values are ‘Safe, Respectful and Responsible’ and this ethos is extensively promoted across all aspects of school life. Positive Behaviour Support (PBS) at Belridge Secondary ESC is well established and continue to be a vital framework across the school where consistent, evidence-based strategies are implemented to engage students and assist them in moderating their behaviours positively.

The PBS committee meets fortnightly to have regular opportunities to build school pride by organising activities that build connectedness. Examples of these include the: the design of the PBS logo, design and acquisition of the school’s PBS Flags and the attendance of PBS specific training to help consolidate team member skills in supporting staff across the school with PBS practice. The PBS team represents a range of roles across the school community including Education Assistants, teachers, the school psychologist and Admin staff members. The team collaboratively created a document called the Positive Behaviour Support Staff Handbook aimed to support teachers with various skills that are important in developing self-regulation abilities and to utilise support strategies based accurately on the students’ developmental needs and learning levels. These guidelines are linked across the curriculum including the Personal and Social Capabilities and Health objectives. Since implementing visual support and raffles, the school has seen a decrease in overall misbehaviour in tier one, two and three levels.



School Development and Wellbeing

3.2 To develop a whole-school approach to implementing and promoting health and wellbeing.

Many initiatives were sought to be undertaken in 2020 to increase health and wellness for all BSESC students and staff, including events, resources and awareness raising initiatives.

BSESC actively commenced our “Be You” journey, providing the school community with knowledge, resources and strategies for building staff, families and students’ mental health and wellbeing. We acknowledge that 2020, particularly with COVID-19, everyone’s mental health, education and learning have been affected. Thus, the BeYou Action Team met on a regular basis to plan and organise ways to promote and raise awareness to support and encourage personal wellbeing as well as looking after one another, as a whole school community. Student activities (badge making, mindful colouring, crafts, movement activities), competitions, staff morning tea and staff mindful walk were held for the R U OK day and Mental Health Week. The Action Team will continue to engage in professional learning, consultation and planning to enhance mental health and wellbeing of the school community. The PBS initiative overarches into the ongoing School Development and Wellbeing focus with “Staff Shout-Outs” acknowledging staff members who implement PBS strategies and supports. All students earn raffle tickets for displaying PBS behaviours.



<p>Key Focus Area</p>	<p>Broad Targets/Progress Our Priority- To continue to develop new and existing partnerships within our school and wider community</p>
<p>Strengthening school community Partnerships</p>	<p>4.1 Continue to facilitate and promote the Belridge Two Schools, One Community' ethos through a shared focus on students and staff.</p> <p>The “Two Schools, One Community” continues to be the ethos that is adopted here at Belridge and the relationship between the two schools is outstanding with both schools continuing to focus on student centred outcomes for all students regardless of placement. The Belridge community is rich in diversity with all student acknowledged and respected regardless of placement and our school environment is reflective of the real world whilst still being able to address individual needs. This sense of community is pivotal to our student success and Belridge culture and ethos. The administration team from both schools consult frequently to ensure positive and successful outcomes for all students regardless of their educational placement. Students from the ESC participate in Design and Technology and Home Economics with their peers and are taught by BSC specialist teachers. Our relationship is built on mutual respect and trust and regular formal and social interaction ensures a collective responsibility for all onsite. The Belridge school community holds shared events such as the Graduation, Year 12 School Ball, Athletics Carnival, Year 11 River Cruise and ‘Belsurf which continue to form many of our school highlights.’ Despite the challenges associated with COVID-19 all of these much valued events were able to be held and the shared collective responsibility of all students on site as well as the opportunity for natural inclusion is second to none. Opportunities for ‘reverse’ inclusion also further enables increased curriculum support to students regardless of placement.</p> <p>4.2 Continue to provide and extend opportunities for social and community inclusion for all students.</p> <p>The relationship between the school and community work environments and service providers is testament to the opportunities that are provided for our students. Our Workplace Learning and Vocational Education Training (VET) programs, continued to provide amazing opportunities for our students to generalise their knowledge and skills into the broader community whilst preparing our young adults for life beyond school. Whilst our Workplace Learning programs were interrupted by COVID-19, a range of simulated work environments and programs were provided here at school and our regular WPL program resumed in Term 3. The range of programs and opportunities that occur here at Belridge Secondary ESC is rich and diverse with a future focussed direction providing opportunities that are delivered on and off the school site. Students participate in courses that increase employability skills, confidence and knowledge in all areas of beyond school life. Some students attend courses off the school site in collaboration with their parents/carers on an individual basis. In 2020, students had opportunities to access a rich array of courses which are intended to develop their potential skill sets. All students in Year 10-12 completed ASDAN Endorsed Programs and/or VET Courses, including Certificate courses as well as Workplace learning.</p> <p>Students in Years 10 and 11 participate in specifically planned Community Access Programs to support and enhance their skills and knowledge as it provides an opportunity for students to generalise these into the broader community. Our Year 11 Transport and Logistics students took responsibility for all of the school recycling bins and our Year 9-2 students became known as the ‘Environ-mentals’ as they participated in the ‘Containers for Change’ process and raised awareness about the importance of recycling to reduce the impact on our environment. BSESC were approached by the Mullaloo Beach Community Group to ‘adopt’ a garden that will be accredited to our school. The native garden incorporates the six aboriginal seasons and our students assist in protecting the coastline by visiting weekly and maintaining the garden area. It is hoped that this will continue in 2021.</p> <p>Our Annual Market Day continues to be a highlight for students, parents and staff from both Belridge Schools. Our students are actively involved in setting up class stalls and tables selling Christmas items that they have produced and sourced whilst showcasing and highlighting their skill. These include handmade Christmas Cards, decorations, wooden breadboards and cheeseboards, plants and biscuits to name just a few! This event is well attended by families, therapists, Belridge Secondary College staff as well as our local Education Support Primary school communities who also attend with the incoming Year 7 students and are actively involved in running a stall of their own.</p>

4.3 Prepare students and their families for pivotal transition into and beyond Secondary School,

Belridge Secondary Education Support Centre continues to have an outstanding relationship with many educational and Community service providers. Our Year 7 transition program continued to go from strength to strength with twenty-six students attending the transition program. Parents were invited to an information afternoon tea to hear about the programs offered here at BSESC followed by a tour of the facilities. Our transition program occurs over the course of Semester 2 which enables incoming students to experience student life at BSESC over 4 days. Feedback from parents regarding the transition program continues to indicate that the length and type of transition that is offered here at BSESC is pivotal in helping individual students and their families adjust to the changes associated with attending Secondary School.

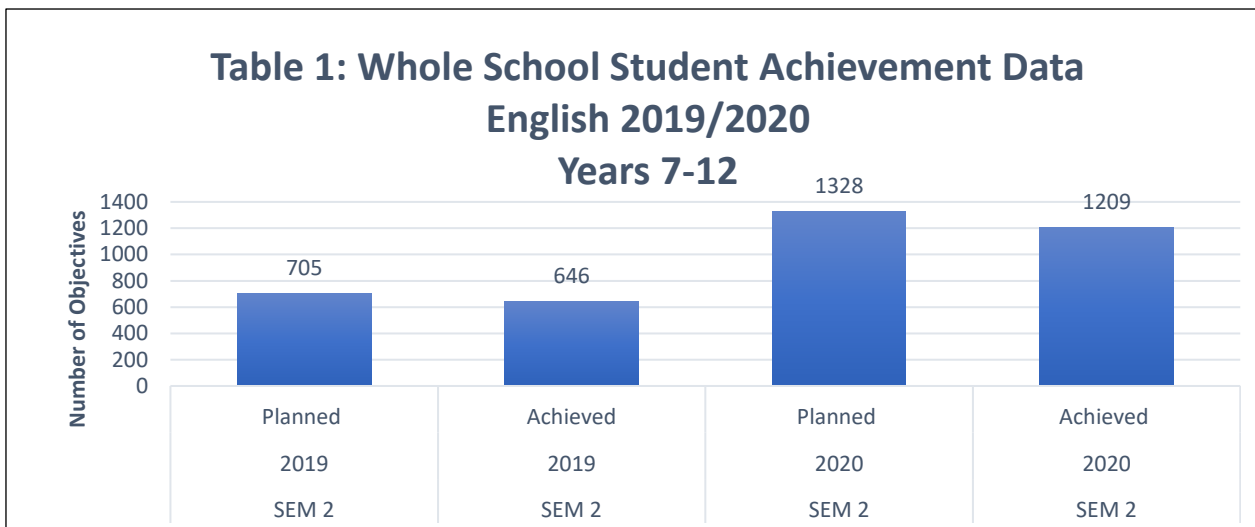
Conversely, a Beyond School information evening is also held each year enabling families to be presented with relevant information from a variety of service providers as well as NDIS representatives enabling parents to consider all options as their young adult moves into 'Life Beyond School'.



Student Success – 2020

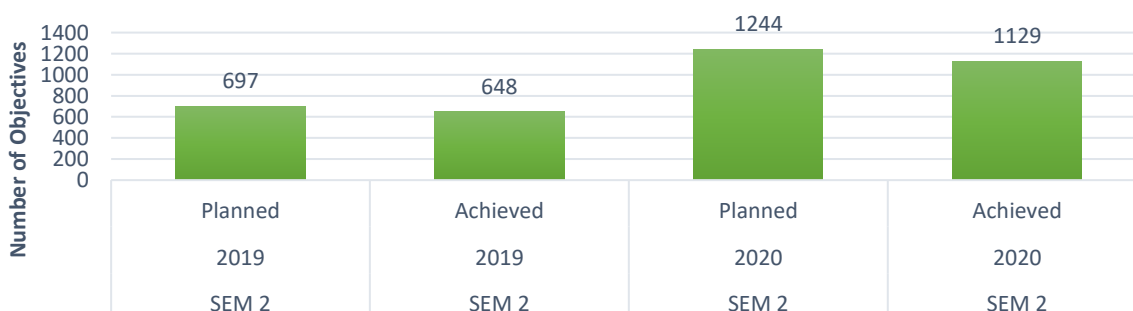
Across Year levels and learning areas students made some learning gains since the *COVID-19 pandemic* started in Term 1, 2020, though the majority of gains were smaller in 2020 compared to the gain's students made in Semester 2, 2019. Belridge Secondary Education Support Centre aims to provide a curriculum that ensures all students achieve to their potential across all learning areas. A focus in 2020 was improved assessment and reporting in English and Mathematics. Students underwent a range of pre- and post-assessments throughout 2020 and were assessed against the Special Educational Needs Assessment Tool (SENAT). Standardised testing in reading, spelling and mathematics was also a priority to ensure that teachers were confident to compare students' progress against specific benchmarks or chronological aged student achievements. Assessment also allows us to monitor student progress along a trajectory of increasing skills over time and to support teachers to set more specific student achievement targets.

Table 1 indicates the number of IEP goals that were planned and achieved by students in years 7-12 in English across 2019 and 2020. The number of goals that were planned in Semester 2, 2019 has increased in Semester 2, 2020 with an increase in student enrolments. There was also a carryover of IEP goals from Semester 1, 2020 to Semester 2, 2020 due to educators not having to provide a grade/achievement scale in semester 1 due to the interruption to learning due to COVID. The overall achievement rate in 2019 was 91% while the 2020 overall achievement rate was also 91%.



In 2018 and 2019 teachers participated in targeted Professional Learning (PL) around SENAT moderation that was directly related to the ENGLISH (2018) and MATHEMATICS (2019) Special Education Needs (SEN) Assessment Tool. In 2019 and 2020 this PL was applied to both English and Mathematics to improve student performance and monitoring in these learning areas. Table 2 indicates the number of IEP goals that were planned and achieved by students in years 7-12 in Mathematics across 2019 and 2020. Again, the number of goals that were planned in Semester 2, 2019 increased in Semester 2, 2020 due to the COVID pandemic. The overall achievement rate in 2019 was 92% while the 2020 overall achievement rate was 90%.

**Table 2: Whole School Student Achievement Data
Mathematics 2019/2020
Years 7-12**



Student Success – 2020

Table 3 and 4 provides an overview of student achievement across the school in Semester 2, 2020. Achievement was high and generally over 90% for all learning areas in Semester 2.

**TABLE 3: ACHIEVEMENT AGAINST IEP OBJECTIVES
ENGLISH SEMESTER 2, 2020**

Learning Area	Number of Objectives Planned	Number of Objectives Achieved	Percentage Achievement
Year 7	246	161	65%
Year 8	178	166	93%
Year 9	409	409	100%
Year 10	143	143	100%
Year 11	187	183	97%
Year 12	81	63	77%
MAG	84	84	100%
Total	1328	1209	91%

**TABLE 4: ACHIEVEMENT AGAINST IEP OBJECTIVES
MATHEMATICS SEMESTER 2, 2020**

Learning Area	Number of Objectives Planned	Number of Objectives Achieved	Percentage Achievement
Year 7	243	160	65%
Year 8	188	167	88%
Year 9	371	371	100%
Year 10	182	181	99%
Year 11	128	124	96%
Year 12	61	55	90%
MAG	71	71	100%
Total	1244	1129	90%

Student Success – 2020

Table 5 provides an overview of student achievement across Years 7-10 in Semesters 2, 2019 and Semester 2, 2020. Achievement was generally high with above 80% of all objectives being achieved for all learning areas in Semester 2, 2020.

Table 5: No. of Objectives and Percentage of IEP Objectives Planned & Achieved by Learning Area (Semester 2, 2019 and Semester 2, 2020) Years 7-10 including MAG students in Years 7-10

Learning Area	SEMESTER 2, 2019 Planned	SEMESTER 2, 2019 Achieved	Percentage %, 2019 Achieved	SEMESTER 2, 2020 Planned	SEMESTER 2, 2020 Achieved	Percentage %, 2020 Achieved
ENGLISH	584 (Total)	533 (Total)	91%	1043 (Total)	946 (Total)	90 %
• Speaking & Listening	165	145	87%	334	307	91 %
• Reading	223	208	93%	378	351	92 %
• Writing	196	180	91%	331	288	87 %
MATHEMATICS	560 (Total)	525 (Total)	93%	1038 (Total)	933 (Total)	89 %
• Number and Algebra	264	248	93%	469	428	91 %
• Measurement and Geometry	187	176	94%	368	328	89 %
• Statistics and Probability	109	101	92%	201	177	88 %
HEALTH AND PE	942 (Total)	871 (Total)	92%	1170 (Total)	1113 (Total)	95 %
• Physical Education/ Movement	271	259	95%	302	292	96 %
• Protective Behaviours	168	160	95%	253	235	92 %
• Personal, social, Community	274	246	89%	434	413	95 %
• Swimming	229	206	89%	181	173	95 %
SCIENCE	298	287	96%	563	546	96 %
HASS	322	310	96%	571	528	92 %
THE ARTS (Dance, Music, Visual Arts etc.)	282	205	72%	381	287	75 %
TECHNOLOGIES	696 (Total)	509 (Total)	73%	854 (Total)	769 (Total)	90 %
• D & T, Home Economics	578	394	68%	559	478	85 %
• Digital Technologies	118	115	97%	295	291	98 %

Belridge Secondary Education Support Centre delivers the Senior School program according to student capacity and needs. Students from Year 10, 11 and 12 studied either VET qualifications, ASDAN Endorsed programs or a combination of both. The course of study offered is dependent on individual students needs to enable the successful achievement of the programs offered.

VET (Vocational Education and Training)

VET courses were delivered either by auspice, under the Vet in Schools profile agreement, or as a fee for service.

Auspicings involves engaging with a registered training organisation (RTO) who provide the training package, moderate assessment tasks and issue the qualification certificate if all Units of Competency (UOC) have been achieved. These RTOs provide packages that are in line with industry current practices and are checked for compliancy through the Department of Education Employment and Training WA. Belridge Secondary ESC was able to auspice with RTOs utilising two teachers who met the updated requirements for Certificate IV in Training and Assessment.

The VET in Schools profile training is an opportunity for students to attend a TAFE institute to study a qualification over one or two years.

Fee for Service is an arrangement between the school and an RTO where the trainer comes to the school and delivers the qualification.

2020 VET Delivery Summary

Year Level	RTO	RTO Code	Arrangement for Delivery	Qualification Code	Qualification
11	Activ Pathways	51960	Auspice	TL10115	Certificate I Transport and Logistics
11 12	iVet Institute P/L	40548	Auspice	FSK20113	Certificate II Skills for Work and Vocational Pathways
11	North Metropolitan TAFE	52786	Vet in Schools Profile	AHC20416	Certificate II Horticulture

Senior School Achievements 2020

Year Level	VET Certificate	Number of Students Enrolled	% Achievement
11	Certificate 1 Transport and Logistics	9	100%
11	FSK20113 (1st year) Certificate II Skills for Work and Vocational Pathways	7	100%
12	FSK20113 Certificate II Skills for Work and Vocational Pathways	9	100%
12	AHC 20416 Certificate II Horticulture	2	100%
	Endorsed Programs		
11	ASDAN Towards Independence <ul style="list-style-type: none"> Horticulture Out in the Community Personal Safety The Environment Citizenship Meal Preparation Introduction 	1 10 17 10 8 9	100% 100% 100% 100% 100% 100%
11	ASDAN Short Course Volunteering	8	100%
11	ASDAN WorkRight	10	100%
11	Leeuwin Adventure	1	100%
12	ASDAN Towards Independence <ul style="list-style-type: none"> Business Enterprise Meal Preparation Progression Money Progression 	8 8 8	100% 100% 100%
12	ASDAN WorkRight	8	100%
11	ADWPL	7	100%
12	ADWPL	9	100%

Endorsed Programs

An endorsed program is a significant learning program that has been developed for senior secondary students. The program may have been developed by the School Curriculum and Standards Authority, or it may have been developed by a private provider or a school and subsequently endorsed by the Authority.

Each endorsed program consists of a series of lessons, classes and/or activities designed to lead to the achievement of a common goal or set of learning outcomes. Endorsed programs can be delivered as part of the school curriculum or as extra-curricular activities.

All endorsed programs successfully completed and reported to the Authority by the school are listed on the student's Western Australian Statement of Student Achievement.

Programs are endorsed in three categories:

1. Authority-developed endorsed programs
These endorsed programs are developed by the Authority to provide WACE recognition for students undertaking activities of a similar nature and for which no quality-assured certificate or award is issued.
2. Provider-developed endorsed programs
These endorsed programs are developed by a private provider such as a university, community organisation or training institution. Provider-developed endorsed programs recognise structured learning programs that result in the attainment of a quality-assured certificate or award.
3. School-developed endorsed programs
These endorsed programs are developed by individual schools in response to a particular need which cannot be met through a WACE course, a VET qualification or another endorsed program.

2020 Endorsed Program Delivery Summary

Results:

Year Level	Program Name	Category of Program (1, 2, 3 above)	Courses	Modules
11	ASDAN	Provider Developed (2)	Towards Independence	<ul style="list-style-type: none"> • Meal Preparation Introduction • Out in the Community • The Environment • Personal Safety • Citizenship • Horticulture
11	ASDAN	Provider Developed (2)	Workright	Units 1 and 2
11	ASDAN	Provider Developed (2)	Short Course	Volunteering
11	ADWPL	Authority Developed (1)	Work Place Learning	–
12	ASDAN	Provider Developed (2)	Towards Independence	<ul style="list-style-type: none"> • Meal Preparation Progression • Money Progression • Business Enterprise
12	ADWPL	Authority Developed (1)	Work Place Learning	–
12	ASDAN	Provider Developed (2)	Workright	Units 3 and 4

School Highlights

- Continued excellent student achievement in VET
- Excellent student achievement in Work Place Learning
- Outstanding student achievement of ASDAN Certificates
- DFES
- Cobra Café
- Graduation
- WPL
- Belsurf
- Athletics carnival
- Year 12 School Ball
- Annual Market Day
- Year 7 Transition Program
- Swimming



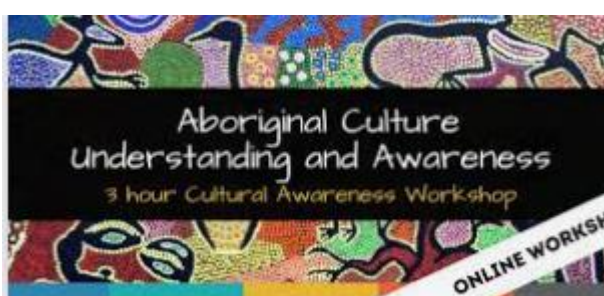
School Staff

Belridge Secondary ESC has experienced and dedicated teaching and non-teaching staff who are committed to making a difference to the lives of our students.

Teacher FTE:	17.6
Education Assistants FTE:	55.8
Administrative staff FTE:	4.0
Psychologist FTE:	0.7
Clerical/Administrative FTE:	2.8

An additional Teaching FTE is provided to Belridge Secondary College to contribute towards specialist teacher provision as our students participate in Home Economics, Design and Technology and Dance. Additional funding within our MOU is allocated based on the SCFM and One Line Budget requirements. All teachers meet the requirements necessary to teach in government schools and are registered with the Teachers Registration Board. Our teaching staff already have or, are working towards the completion of further studies in special education which further enhances their knowledge and expertise. All of our staff are to be congratulated on and thanked for their continuing dedication and efforts with all students at Belridge. The staff all work as a team to maximise learning outcomes for students. All staff participated in a wide range of professional learning in 2020 including:

- Positive Behaviour in Schools
- Joondalup Learning Community Network Conference
- TEACCH- Organisation and Structure to Support SEN
 - Team Teach –review of processes
- Aboriginal Cultural Awareness Training-online
 - Connect Community Development
 - Diabetes training
 - Reporting to Parents-SEN
 - Blanket Activity

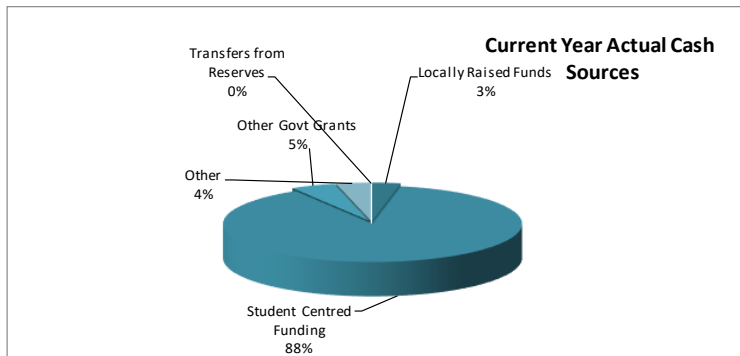
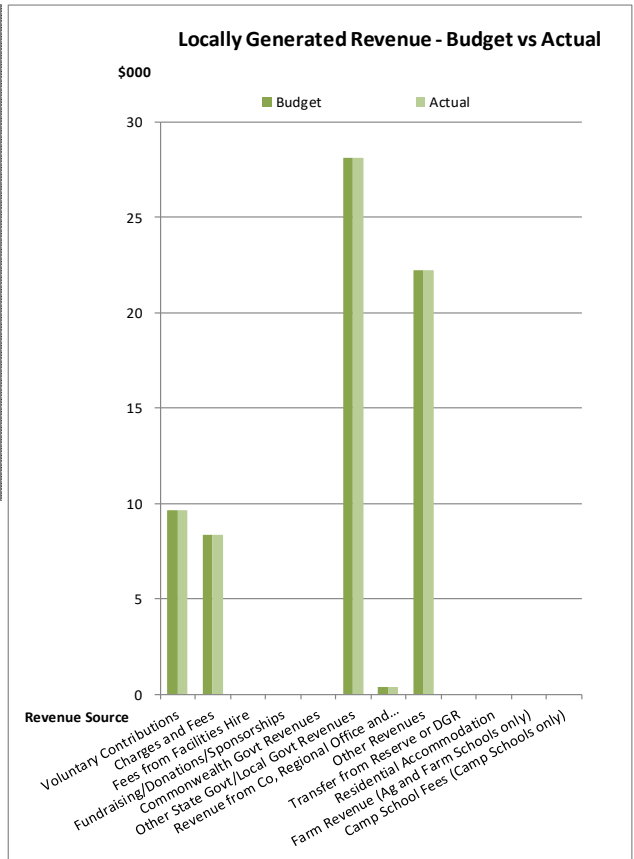




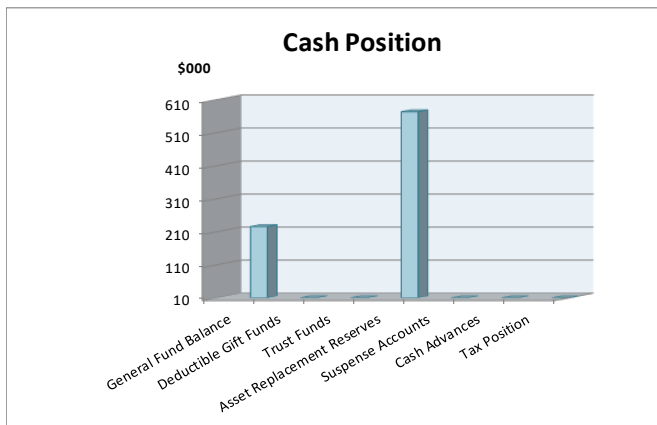
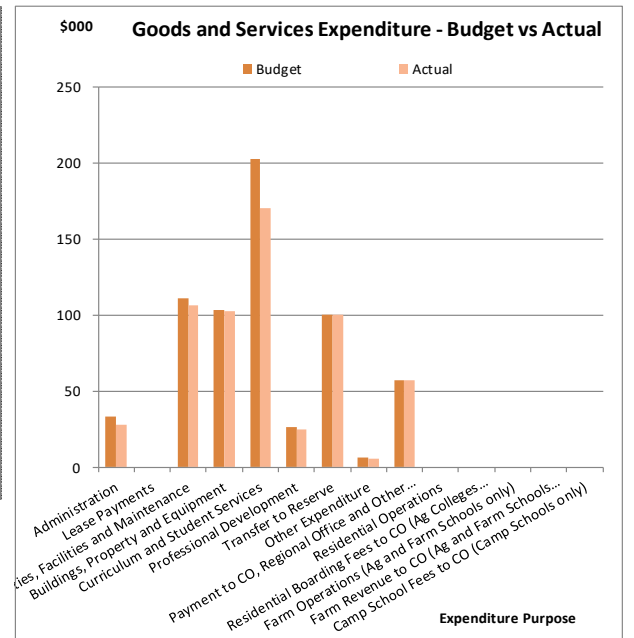
Belridge Secondary ESC Financial Summary as at 31 December 2020



Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 9,634.50	\$ 9,634.50
2	Charges and Fees	\$ 8,390.00	\$ 8,389.44
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ -	\$ -
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 28,123.00	\$ 28,122.50
7	Revenue from Co, Regional Office and Other Schools	\$ 356.00	\$ 356.00
8	Other Revenues	\$ 22,211.50	\$ 22,211.09
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 68,715.00	\$ 68,713.53
Opening Balance		\$ 228,102.00	\$ 228,102.32
Student Centred Funding		\$ 520,907.30	\$ 520,907.60
Total Cash Funds Available		\$ 817,724.30	\$ 817,723.45
Total Salary Allocation		\$ 8,404,739.00	\$ 8,404,739.00
Total Funds Available		\$ 9,222,463.30	\$ 9,222,462.45



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 32,705.30	\$ 28,009.75
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 111,022.00	\$ 105,850.09
4	Buildings, Property and Equipment	\$ 102,967.00	\$ 102,074.94
5	Curriculum and Student Services	\$ 202,154.00	\$ 169,670.85
6	Professional Development	\$ 25,990.00	\$ 24,369.84
7	Transfer to Reserve	\$ 100,000.00	\$ 100,000.00
8	Other Expenditure	\$ 6,108.00	\$ 5,299.49
9	Payment to CO, Regional Office and Other Schools	\$ 56,778.00	\$ 56,778.09
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 637,724.30	\$ 592,053.05
Total Forecast Salary Expenditure		\$ 5,807,278.00	\$ 5,807,278.00
Total Expenditure		\$ 6,445,002.30	\$ 6,399,331.05
Cash Budget Variance/ Carry Over		\$ 180,000.00	\$ 225,671.00



Cash Position as at:	
Bank Balance	\$ 795,317.53
Made up of:	\$ -
1 General Fund Balance	\$ 225,670.40
2 Deductible Gift Funds	\$ 5,308.25
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 573,233.52
5 Suspense Accounts	\$ (3,211.64)
6 Cash Advances	\$ (500.00)
7 Tax Position	\$ (5,183.00)
Total Bank Balance	\$ 795,317.53

