

# 2022 Annual Report

## Belridge Secondary Education Support Centre



## Foreword

The 2022 Belridge Secondary Education Support Centre Annual Report provides an informative overview of our celebrations, achievements, and student success.

Our students have continued to develop and extend their unique skills and abilities within the school environment and due to the impact of the deepening COVID pandemic globally the opportunity for our students to extend their skills into the broader community was delayed until Semester 2. The challenges brought about the COVID pandemic required a flexible approach to all aspects of school operations and programming requirements. Students and staff adapted and adjusted the many changes in an innovative and positive manner. Although there were many special events that were postponed due to COVID, our Year 12 students were excited to attend the much-anticipated School Ball in Term 3. Thankfully our Year 11 River Cruise, Annual 'Market Day', Combined Athletics Carnival and Workplace Learning opportunities were all able to resume in the latter half of the school year.

Our School Board continued to work in partnership to review school progress and achievement in line with the Delivery and Performance Agreement regardless of whether these meetings were conducted online or in person in line with the social distancing requirements. I genuinely extend my thanks to the members of our School Board as the time that is given along with their dedication, commitment and support for our Belridge Secondary ESC School community is second to none.

Our School Business Plan for 2020 – 2022 focused on Four Key Areas that align with the Department of Educations' 'Every student, every classroom, everyday 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

Despite these many challenges and complexities during the 2022 school year it was a year filled with many success stories, understanding, kindness and innovative ideas. I would like to acknowledge all of our exceptional students for all of their continual hard work and persistent efforts during the year. Your patience and resilience during these uncharted times was extraordinary congratulations to you all!

The wonderful staff here at Belridge Secondary ESC strive for student success daily and they continually show commitment and desire to make a difference to the education of our students every day, in every classroom. The level of flexibility required during this extraordinary year was second to none as staff collaborated to ensure that the high level of education continued despite changes to programs and staffing shortages. The professional manner in which our staff met the many challenges and demonstrated care for each and every student and other staff in our school is what makes Belridge Secondary ESC the very special place that it is. I would also like to acknowledge our two incredible Deputy Principals, Ms Wendy Hughes, and Mrs Shayne Hutchings, who worked above and beyond in supporting students, their families, and staff during 2022-thank you! The front office team and our marvellous MCS who always provide a supportive, empathetic, and caring welcome for all – thank you!

We hope that you enjoy celebrating the success of our students just as much as we do.

Jenine Wall  
**PRINCIPAL**



## 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 future ambitions 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 and purposeful, innovative, and exceptional educational programs with disabilities in Years 7 – 12. Our school was established in 1994 and is co-located with Belridge Secondary College and the two schools share a philosophy of "Two Schools, one Community." Both schools work alongside each other to provide the best educational opportunities and experiences for all students and the community continues to be unanimous in its support of this exciting vision. Our school crest and motto align 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.

Belridge Secondary ESC continues to develop and strengthen its strong reputation for the quality of our teaching and learning programs, the commitment and professionalism of its staff, the innovative and motivating physical environment and, above all, a constant focus on the individual child. Our school enrolment is in excess of 120 students with a diverse range of educational needs and we promote the development of a life-long learning approach by increasing each student's level of independence within all aspects of their education. This strong focus on the needs of individual students ensures success for all. Fundamental to the whole school pedagogy is the belief that successful student achievement occurs when the curriculum addresses student academic and non-academic needs and, social and emotional well-being. We motivate student learning by focusing on high expectations and positive engagement. The positive tone and culture of Belridge Secondary ESC is underpinned by a strong values foundation and positive behaviour support with the processes focusing on motivating student dispositions towards learning and life beyond school. This is embedded in the belief structure here at Belridge Secondary ESC and is demonstrated through all interactions and communications with students, staff, parents, and wider community.

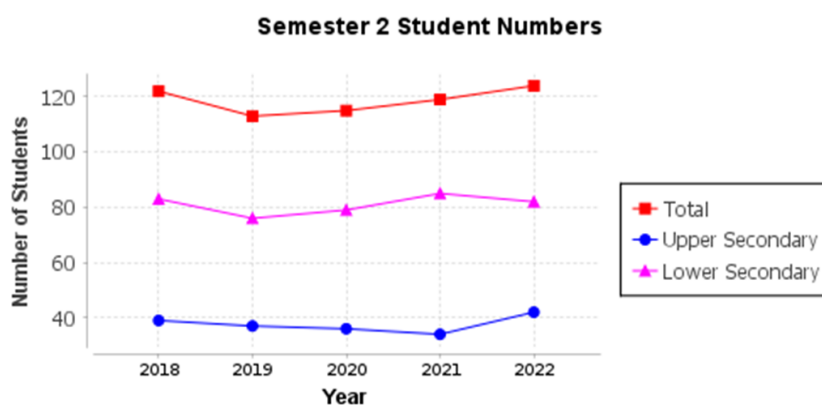
Our Middle School program for students in Years 7 – 9 continues to focus on the continued development and, improvement of literacy, numeracy and social and emotional skills with an integrated learning approach that encompasses and implements the Western Australian Curriculum. All aspects of the curriculum are taught, 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.



## Student Enrolments

Belridge Secondary Education Support Centre continues to be a highly sought-after placement for students with disabilities as demonstrated by the increasing enrolment trends below. Our Years Seven, Eight and Nine, 8 and 9 are referred to as the 'Middle School' which is overseen by Deputy Principal, Mrs Shayne Hutchings. Year 10, 11 and 12 are referred to as the Senior School and overseen by Deputy Principal Ms Lauren Thompson.



	2018	2019	2020	2021	2022
Lower Secondary	83	76	79	85	82
Upper Secondary	39	37	36	34	42
Total	122	113	115	119	124

## Student Attendance

The impact of COVID-19 affected regular student attendance due to families keeping their child at home when symptomatic, mandated isolation requirements and/or medical concerns relating to COVID, and this was evidenced in all schools across the state.

### Attendance Overall Secondary

	Attendance Category			
		At Risk		
		Indicated	Moderate	Severe
2020	73.0%	15.6%	10.7%	0.8%
2021	64.0%	21.6%	14.4%	0.0%
2022	40.2%	38.6%	16.5%	4.7%
WA Public Schools	40.0%	29.0%	19.0%	12.0%

## Staff Information

No	FTE	AB'L
----	-----	------

Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
<b>Total Administration Staff</b>	<b>3</b>	<b>4.0</b>	<b>0</b>

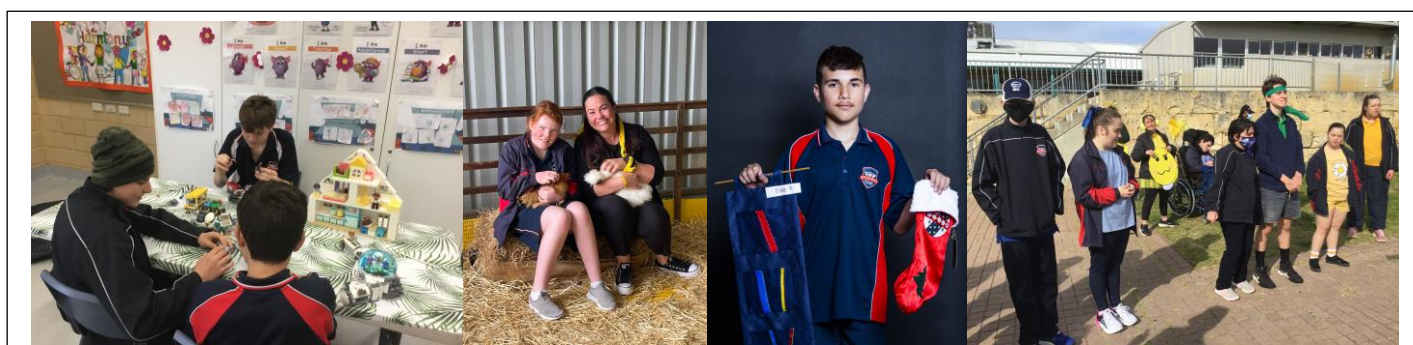
Teaching Staff			
Other Teaching Staff	22	17.0	0
<b>Total Teaching Staff</b>	<b>22</b>	<b>17.0</b>	<b>0</b>

School Support Staff			
Clerical / Administrative	4	3.5	0
Other Allied Professionals	56.6	55.3	0
<b>Total School Support Staff</b>	<b>66</b>	<b>58.8</b>	<b>0</b>

<b>Total</b>	<b>89</b>	<b>81.5</b>	<b>0</b>
--------------	-----------	-------------	----------

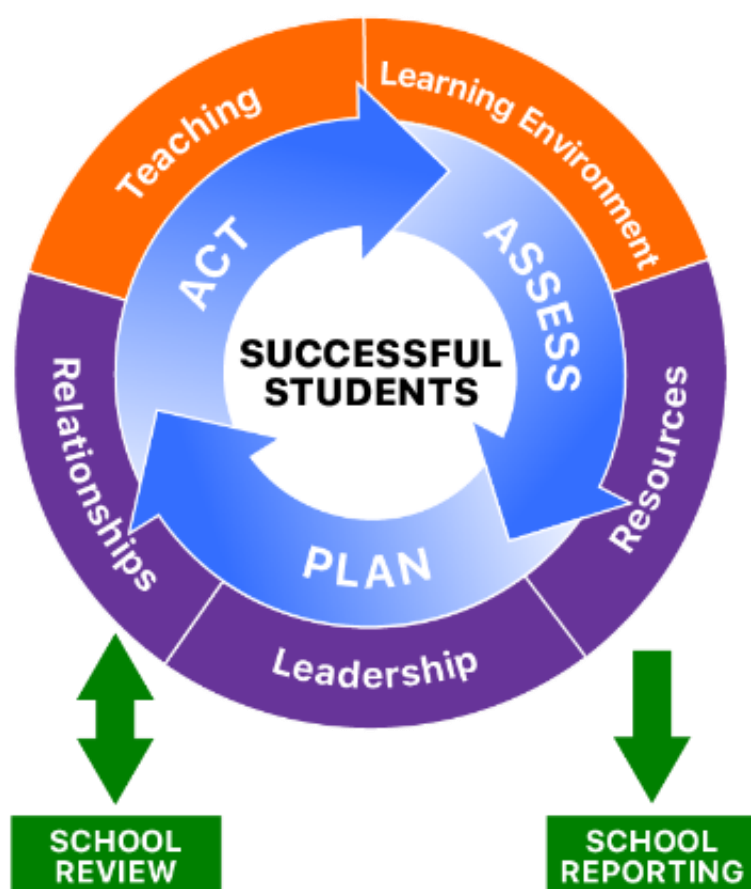
Additional Teaching FTE is provided to Belridge Secondary College to contribute towards specialist teacher provision as our students participate in Home Economics, Design and Technology, Art, and Dance. Additional funding within our MOU is allocated based on the SCFM and One Line Budget requirements. 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 2022 including

- Paul Swann-Mathematics
- Wellbeing and Stress Reduction
- Trauma Informed Practice
  - Boardmaker
  - Manual Handling
- Mindfulness and Meditation
- MultiLit Reading Tutor Program
- 



## 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



Key Focus Area	<b>Broad Targets/Progress</b> <b>Our Priority- To further encourage independence and ensure success for all students.</b>
<b>Student Success</b>	<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 2022 was 91%.</p> <p>Overall student IEP achievement rate in Numeracy in 2022 was 87%.</p> <p>1.2 Mathematics data to show an upward trend in student IEP numeracy achievement during 2020 – 2022.</p> <p>The 2022 overall achievement rate of Literacy and Numeracy IEP achievement figures demonstrate a slight decrease of 1% in Literacy and 3% in Mathematics in comparison to the 2021 school year. Achievement comparisons between Semester 2, 2021 and Semester 2, 2022 was difficult as IEP grade/achievement scales and information was impacted by the COVID pandemic and subsequent student attendance and achievement. Further achievement and analysis of IEP achievement is provided within this Annual report.</p> <p><b>Future Focus:</b></p> <ul style="list-style-type: none"> <li>• Continue to establish and embed the Numeracy Framework approach created with Paul Swann to further develop teaching and learning practices aligned with the WA Curriculum.</li> <li>• Continue collaborative moderation sessions against RTP-SEN, Literacy and Maths and IEP goals to support teachers to make professional judgements around specific individualised SMART goals.</li> </ul>
	<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. We acknowledge and understand the complexities of students within our context and the associated impact on attendance during the COVID pandemic. Despite these challenges our school exceeded the Public-School State Average for 2022.</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. The pathway provided is dependent on individual students needs to enable success in establishing community connections and meaningful potential pathways to employment. In Senior Secondary years 10-12 we aim to prepare and transition students into appropriate and relevant secondary pathways in collaboration with students, parents, and the local community to maximize meaningful and productive opportunities post school. To support this process information relating to plans for the student's life beyond school form part of the IEP discussion. A Person-Centred approach is taken in relation to transition planning. Information is collated about agencies families are connected to, their social connections and plans for living arrangements beyond school. The COVID pandemic impacted on the ability of our students to participate in Workplace Learning opportunities during Semester One, however, an innovative approach was taken here on school site to deliver meaningful and relevant Business Enterprise and Work Skills pathways. One of Year 11 students was successful in gaining full time employment through his Work Placement.</p> <p>Students are engaged in qualifications through VET certificate courses and/or, Endorsed Programs that develop skills for work, social connection, and independent living.</p> <p><b>Future Focus:</b></p> <ul style="list-style-type: none"> <li>• Consider extending and further developing a Work Skills/Business Enterprise program at school to encompass the needs of individual students as well as to potentially address the shortage of suitable work placements.</li> </ul> <div data-bbox="288 1899 1433 2078" style="text-align: center;"> </div>

## Progress against 2020 - 2022 Business Plan Targets

<b>Key Focus Area</b>	<b>Broad Targets/Progress</b> <b>Our Priority- To increase competency and further build capacity in the utilisation of curriculum and school-based programs</b>
<b>Excellence in Teaching</b>	<p><b>2.1, 2.2, 2.3: To increase competency and further build capacity in the utilisation of curriculum and school-based programs.</b></p> <p>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 2022 was to continue enhanced assessment and reporting in Literacy and Numeracy. A broad range of pre and post assessments were utilised throughout 2022 and students were assessed against the Special Educational Needs Assessment Tool (SENAT) and Ability Based Learning Education, Western Australia (ABLEWA). Standardised testing in reading, spelling and mathematics were also undertaken to enable a comparison against explicit benchmarks and chronological age achievements. This allows individual student progression to be scrutinized whilst supporting to prepared specific individual student achievement goals.</p> <p><b><u>Teaching and Learning Practices:</u></b></p> <p>Teachers utilise the SENAT, ABLEWA, standardised assessments, evidence-based programs, parent input, therapy input and their own skills and knowledge to:</p> <ul style="list-style-type: none"><li>• Gather information</li><li>• Plan individual student outcomes (IEP's)</li><li>• Make professional judgments</li><li>• Report student achievements</li></ul> <p><b><u>Assessment and Reporting:</u></b></p> <p>Teachers explore and are familiar with:</p> <ul style="list-style-type: none"><li>• SCSA's Assessment &amp; Reporting guidelines and requirements (RTP-SEN)</li><li>• Department of Education Curriculum, Assessment &amp; Reporting Policy</li><li>• Disability Discrimination Act 1992 and Disability Standards for Education 2005</li><li>• Upper School teachers delivering VET and Endorsed Programs are aware of the assessment, moderation and reporting requirements of the courses and programs they are delivering</li></ul> <p>Teachers provide:</p> <ul style="list-style-type: none"><li>• individual students with feedback on their learning (visuals, verbals, reward systems, assessment outcomes etc)</li><li>• use student achievement information to inform planning for future learning programs</li><li>• make judgments of student achievement in relation to expected standards</li><li>• administer both standardised and professional judgment base assessments</li><li>• communicate with parents about student achievement and progress</li><li>• Plan Secondary Pathways for students in Year 11 and 12.</li></ul> <p><b><u>Future Focus:</u></b></p> <ul style="list-style-type: none"><li>• Continue to redefine a Whole School Literacy Framework that encompasses Years 7 – 12.</li><li>• Further develop the Whole School Numeracy Framework.</li></ul> <div data-bbox="336 1749 1434 2085"></div>



## Progress against 2020 - 2022 Business Plan Targets

Key Focus Area	<p><b>Targets/Progress</b></p> <p><b>Our Priority- To create a positive culture that is embedded in our school practice to support students and staff</b></p>
<p><b>School Development and Wellbeing</b></p>	<p>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.</p> <p>At Belridge SESC our PBS values are ‘Safe, Respectful and Responsible’ and this ethos is extensively promoted across all aspects of school life and is firmly embedded within our school. 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. Our PBS values are embedded in all aspects of our school and student success in demonstrating these values are acknowledged and celebrated through our Whole School Reward system at each fortnightly student assembly. Staff are also acknowledged and celebrated through a staff acknowledgement process that occurs weekly.</p> <div style="text-align: right;">  </div>
	<p>3.2 To develop a whole-school approach to promote student and staff health and wellbeing. Many initiatives were sought to be undertaken in 2022 to increase health and wellness for all BSESC students and staff, including events, resources and awareness raising initiatives. We continued to be aware of, and explore knowledge, resources, and strategies for building staff, families and students’ mental health and wellbeing. We acknowledge that 2022 particularly with the anxiety of COVID-19 affected the mental health, education and learning of many. 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. The challenges of 2022 meant that the opportunity for staff and students to come together as a whole was significantly reduced due to social distancing requirements. Despite this we endeavoured to remain connected through the use of ‘Web-Ex’ Assemblies and School Development Days.</p> <p>Extensive School Development was undertaken to ensure a deep and meaningful understanding of the diverse nature of our student cohort and the associated strategies and supports that our students and staff require moving forward. These Professional Development Days included Paul Swann-Mathematics Frameworks, Trauma Informed Practice, Boardmaker, manual handling and Staff Wellbeing and Stress Reduction.</p> <div style="text-align: center;">  </div>

## Progress against 2020 - 2022 Business Plan Targets

Key Focus Area	<p><b>Broad Targets/Progress</b></p> <p><b>Our Priority- To continue to develop new and existing partnerships within our school and wider community</b></p>
<p><b>Strengthening school community Partnerships</b></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 students 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.</p> <p>Students from the ESC participate in Design and Technology, Art, 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, and the Year 11 River Cruise 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.</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. 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 2022, 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 on school site and within the broader community in Semester 2.</p> <p>In Semester 2, students in Years 10 and 11 were able to once again 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. BSESC continued to work with the Mullaloo Beach Community Group to continue to nurture a garden that is accredited to our school on the foreshore at Mullaloo Beach. 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 the years to come.</p> <p>Our Annual Market Day was thankfully able to proceed 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 always 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, organised by Mrs Shayne Hutchings, Middle School Deputy Principal, continued to go from strength to strength with twenty 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. A survey was conducted to assess the effectiveness of our BSESC transition days program and these results are presented in this Annual Report.

Despite having to change the dates to later in the school year, a number of Post School Information evenings were organised including the Annual BSESC Beyond School Evening which enabled 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'. In addition, Ms Wendy Hughes (Deputy Principal) organised Gaelan Williams from APM to facilitate two-hour Workshops with parents from our Year 10, 11 and 12 cohorts. The workshops are designed to increase the understanding of the types of employment supports available inside and outside of NDIS to assist families and school staff to plan and discuss employment support options for students whilst at school and beyond. The workshops focussed on Employment supports (DES and ADE), NDIS Employment Support Funding, Finding and Keeping a Job and School Leaver Employment Supports (SLES). These information evenings are pivotal in helping encourage and prepare students and their families for life after Belridge SESC. Information from families on these evenings indicated that COVID-19 had had a significant impact on their NDIS Plans as many of their child's plans had simply 'rolled-over' without additional funding to support students out of school. As such the submission of a Change of Circumstances was required in order to access additional funding. Gaelen was able to discuss this with families and support them further through the process.

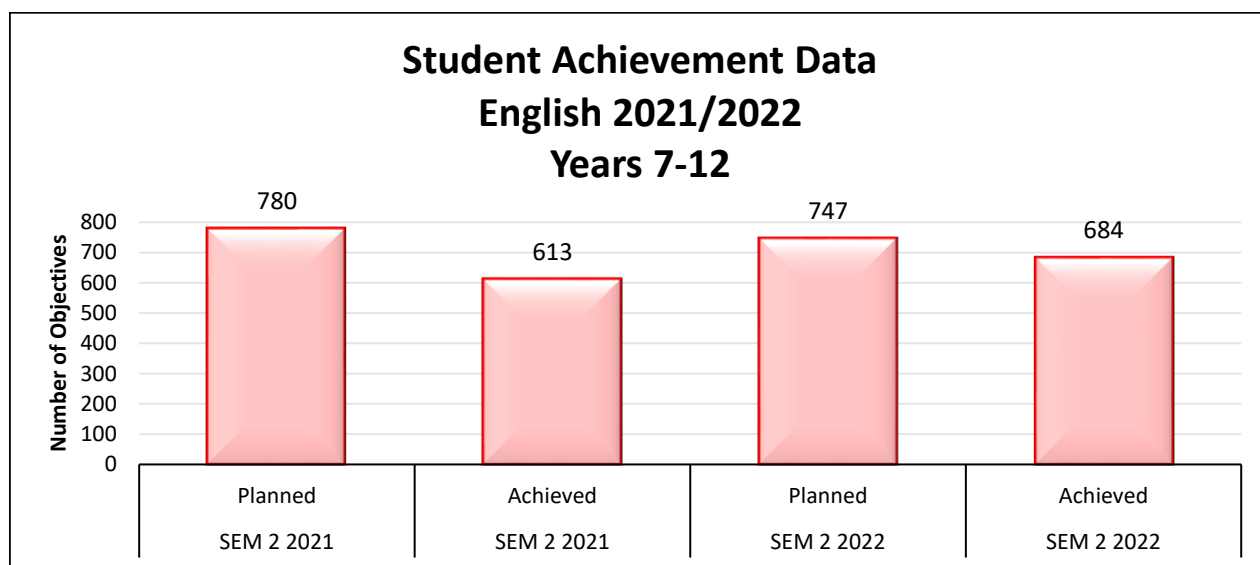


## Curriculum, Assessment and Reporting Data Collection 2022

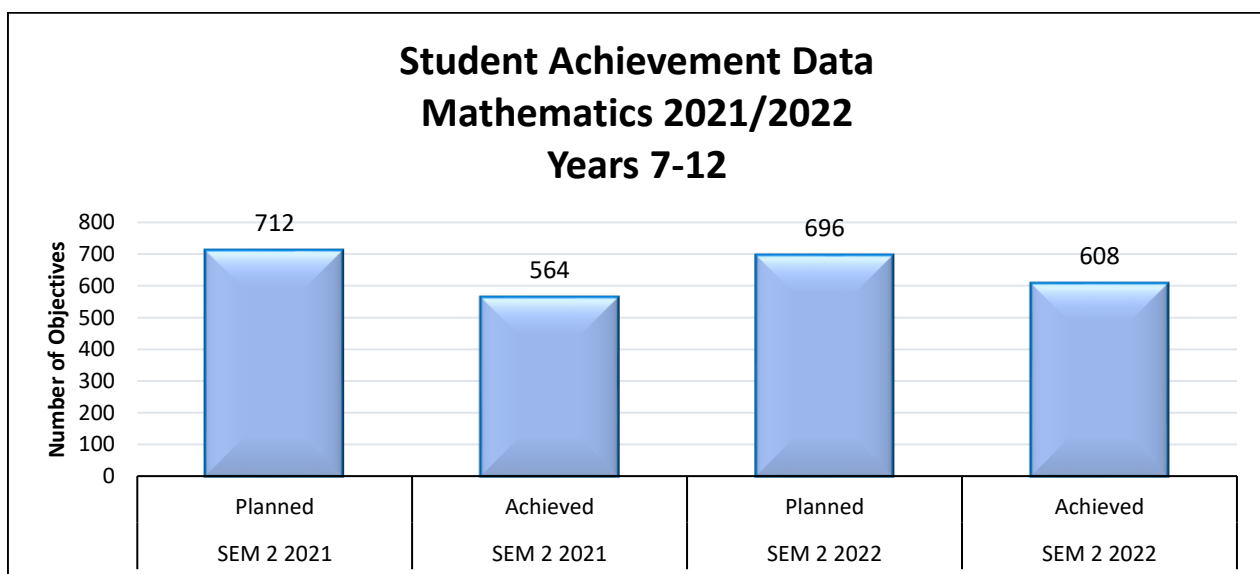
### Priority One: Provide every student with a pathway to a successful future.

Curriculum data demonstrates that there is steady growth in a number of areas with a general steady upward trend over the last few years, which is a healthy trajectory to have. Beldridge Secondary Education Support Centre aims to provide a curriculum that ensures all students achieve to their potential across all learning areas. A focus in 2022 was to continue improved assessment and reporting in English and Mathematics. Students underwent a range of pre and post assessments throughout 2022 and were assessed against the Western Australian Curriculum and Ability Based Learning Education, Western Australia (ABLEWA). 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.

Figure 1 indicates the number of IEP goals that were planned and achieved by students in years 7-12 in English. The number of goals that were planned were comparable in Semester 2, 2021 and Semester 2, 2022 and overall achievement increased from 78% to 91% from the 2021 school year to the 2022 school year.



In 2022 teachers participated in ongoing professional learning with Paul Swan with several targeted workshops to develop Mathematics specific teaching and learning practices that specifically aligns with the Western Australian Curriculum and meet individualised goals for students across all year groups. Functional hands-on Mathematics continues to be a core component of focus for 2021, 2022 and 2023. Figure 2 indicates the number of IEP goals planned and achieved and overall achievement rates in Mathematics in 2021 and 2022. Achievement rates increased from 78% in 2021 to 89% in 2022.



The Belridge Secondary Education Support Centre Business Plan identified several targets and strategies aimed at 'providing every student with a pathway to a successful future' which included improving student achievement in Literacy and Numeracy and supporting families to increase the attendance rate of students identified at risk. Table 3 and 4 provides an overview of student achievement across the school in 2021 and 2022. Achievement rates decreased slightly across both English and Mathematics learning areas by 1% for English when we compare data from 2021 and 2022 and less than 8% when we compare the 2021 and 2022 mathematics student achievement data. Overall, achievement data demonstrates a high rate of achievement against education goals.

**TABLE 3: ACHIEVEMENT AGAINST IEP OBJECTIVES**  
**ENGLISH SEMESTER 2, 2021**

Learning Area	Number of Objectives Planned	Number of Objectives Achieved	Percentage Achievement %
Year 7	213	189	88%
Year 8	136	125	91%
Year 9	106	103	97%
Year 10	169	169	100%
Year 11	51	47	92%
Year 12	54	45	83%
MAG1/2	50	42	86%
<b>Total</b>	<b>779</b>	<b>720</b>	<b>92%</b>

**TABLE 4: ACHIEVEMENT AGAINST IEP OBJECTIVES**  
**ENGLISH SEMESTER 2, 2022**

Learning Area	Number of Objectives Planned	Number of Objectives Achieved	Percentage Achievement %
Year 7	167	152	93%
Year 8	191	182	95%
Year 9	146	122	83%
Year 10	96	93	96%
Year 11	64	60	93%
Year 12	31	26	83%
MAGS (1 & 2)	57	49	85%
<b>Total</b>	<b>747</b>	<b>684</b>	<b>91%</b>

**TABLE 5: ACHIEVEMENT AGAINST IEP OBJECTIVES**  
**MATHEMATICS SEMESTER 2, 2021**

Year Group	Number of Objectives Planned	Number of Objectives Achieved	Percentage Achievement %
Year 7	169	109	64%
Year 8	145	127	87%
Year 9	105	67	63%
Year 10	155	150	96%
Year 11	51	42	82%
Year 12	49	46	93%
MAG1/2	38	23	60%
<b>Total</b>	<b>712</b>	<b>564</b>	<b>79%</b>

**TABLE 6: ACHIEVEMENT AGAINST IEP OBJECTIVES**  
**MATHEMATICS SEMESTER 2, 2022**

Learning Area	Number of Objectives Planned	Number of Objectives Achieved	Percentage Achievement %
Year 7	142	128	90%
Year 8	164	152	92%
Year 9	133	115	86%
Year 10	97	70	72%
Year 11	87	79	90%
Year 12	30	27	90%
MAGS (1 & 2)	43	37	85%
<b>Total</b>	<b>696</b>	<b>608</b>	<b>87%</b>

**Table 7** provides an overview of comparable student achievement data across Years 7-10 in Semester 2 2021 and 2022. Achievement was generally higher in 2022 when we compare student achievement data in 2021. Data demonstrates an overall achievement rate above 80% of all objectives being achieved for all learning areas in Semester 2, 2022. Due to the COVID-19 Pandemic the BSESC Swimming Program was cancelled in 2022 and therefore there is no comparable data. Protective Behaviour goals are mandatory for all students enrolled at Belridge SESC however teachers have relocated these goals to the 'Social and Personal Capabilities' learning area and under the 'Health, Social and Community Health and PE Curriculum strand depending on the type of goal.

**TABLE 7: No. of Objectives and Percentage of IEP Objectives Planned & Achieved by Learning Area (Semester 2) 2021 / 2022**

Learning Area / Strand	2021 SEM 2 Planned	2021 SEM 2 Achieved	Percentage % Achieved	2022 SEM 2 Planned	2022 SEM 2 Achieved	Percentage % Achieved
<b>ENGLISH</b>	<b>671</b>	<b>519</b>	<b>77%</b>	<b>637</b>	<b>585</b>	<b>91%</b>
• Speaking & Listening	208	169	81%	183	170	92%
• Reading	254	197	77%	255	234	91%
• Writing	214	158	73%	199	181	90%
<b>MATHEMATICS</b>	<b>605</b>	<b>470</b>	<b>77%</b>	<b>568</b>	<b>493</b>	<b>86%</b>
• Number and Algebra	287	243	81%	278	242	87%
• Measurement and Geometry	217	159	73%	187	153	81%
• Statistics and Probability	101	77	76%	103	98	95%
<b>HEALTH AND PE</b>	<b>645</b>	<b>541</b>	<b>83%</b>	<b>523</b>	<b>479</b>	<b>91%</b>
• Physical Education/ Movement	168	134	79%	208	194	93%
• Protective Behaviours	160	140	87%	-	-	-
• Personal, Social, Community	293	244	83%	315	285	90%
• Swimming (Year 7 only)	55	54	98%	-	-	-
<b>PERSONAL AND SOCIAL CAPABILITIES</b>	<b>244</b>	<b>210</b>	<b>86%</b>	<b>276</b>	<b>261</b>	<b>94%</b>
<b>SCIENCE</b>	<b>337</b>	<b>329</b>	<b>97%</b>	<b>387</b>	<b>370</b>	<b>95%</b>
<b>HASS</b>	<b>343</b>	<b>297</b>	<b>86%</b>	<b>330</b>	<b>305</b>	<b>92%</b>
<b>THE ARTS</b> (Dance, Music, Visual Arts)	<b>258</b>	<b>214</b>	<b>82%</b>	<b>199</b>	<b>161</b>	<b>80%</b>
<b>TECHNOLOGIES</b>	<b>466</b>	<b>382</b>	<b>81%</b>	<b>591</b>	<b>556</b>	<b>94%</b>
• D & T, Home Economics	318	253	79%	464	443	95%
• Digital Technologies	148	129	87%	127	113	89%
<b>DFES</b> (YR 10 only)	<b>77</b>	<b>48</b>	<b>62%</b>	<b>14</b>	<b>1</b>	<b>7%</b>
<b>COMMUNITY ACCESS</b> (YR 10 only)	<b>91</b>	<b>64</b>	<b>70%</b>	<b>14</b>	<b>11</b>	<b>78%</b>

Report compiled by Mrs Shayne Hutchings, Deputy Principa, Middle School.



## Senior School Student Success – 2022

Belridge Secondary Education Support Centre delivers Senior School Pathways according to student capacity and needs. Students in Year 10, 11 and 12 studied either VET Qualifications, 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 Qualifications were delivered either by Auspice or as a Fee for Service. Registered Training Organisations (RTOs) must be listed on the Panel of Private RTOs and provide packages that are in line with current industry practices and are checked for compliancy through the Department of Education.

Auspice involves engaging with a Registered Training Organisation (RTO) who provides the Training Package and moderates assessment tasks. The auspice mode of delivery requires the school to provide a school-based trainer and assessor. Belridge Secondary ESC was able to auspice with an RTO utilising one teacher who met the updated requirements for Certificate IV in Training and Assessment.

Fee for Service is an arrangement between the school and an RTO where the trainer and assessor are provided by the RTO who delivers the qualification and conducts assessment tasks on the school site.

For both Auspice and Fee for Service arrangements, the RTO must be listed on the Panel of Private RTOs and provide packages that are in line with current industry practices and are checked for compliancy through the Department of Education. At the end of each assessment period, the RTO issues a Statement of Attainment for each enrolled student listing the units which have been assessed as competent and Qualification Certificates if all Units of Competency (UoC) have been achieved.

### 2022 VET Delivery Summary

Year Level	RTO	RTO Code	Arrangement for Delivery	Qualification Code	Qualification
12	iVet Institute P/L	40548	Auspice	FSK20119	Certificate II Skills for Work and Vocational Pathways (Final Year)
11	iVet Institute P/L	40548	Auspice	FSK20119	Certificate II Skills for Work and Vocational Pathways (First Year)
11	North Metropolitan TAFE	52786	Fee For Service	AHC10216	Certificate I AgriFood Operations



## 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.

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"> <li>• Business Enterprise</li> <li>• Horticulture</li> <li>• Meal Preparation and Cooking Introduction</li> <li>• Meal Preparation and Cooking Sensory Experience</li> <li>• Myself and Others</li> <li>• Relationships</li> <li>• Work Awareness</li> </ul>
11	ASDAN	Provider Developed (2)	Workright	N/A – onsite programs due to COVID
11	ASDAN	Provider Developed (2)	Short Course	<ul style="list-style-type: none"> <li>• Careers and Experiencing Work</li> <li>• Enterprise</li> <li>• Personal, Social, Health and Economic Education (PSHE)</li> </ul>
11	ADWPL	Authority Developed (1)	Work Place Learning	N/A – onsite programs due to COVID
12	ASDAN	Provider Developed (2)	Towards Independence	<ul style="list-style-type: none"> <li>• Business Enterprise</li> <li>• Meal Preparation and Cooking Progression</li> <li>• Meal Preparation and Cooking Sensory Experience</li> <li>• Multi-Sensory Experiences</li> <li>• Myself and Others</li> <li>• Relationships</li> <li>• Work Awareness</li> </ul>
12	ASDAN	Provider Developed (2)	Workright	<ul style="list-style-type: none"> <li>• N/A – onsite programs due to COVID</li> </ul>
12	ASDAN	Provider Developed (2)	Short Course	<ul style="list-style-type: none"> <li>• Citizenship</li> <li>• Personal, Social, Health and Economic Education (PSHE)</li> </ul>
12	ADWPL	Authority Developed (1)	Work Place Learning	<ul style="list-style-type: none"> <li>• Unit 1 (55 hours)</li> <li>• Unit 2 (110 hours)</li> </ul>
10-12	DFES	Provider Developed (2)	Cadet Recruit Level	Recruit Level program delivered over 3 years

*Note: ASDAN Workright was not delivered in 2022 due to COVID restrictions making completion of this course unattainable.*



## 2022 Endorsed Program Delivery Summary

Year Level	Senior Secondary Program	Number of Students Enrolled	% Achievement
	<b>VET Certificates</b>		
11	AHC10216 Certificate I in Agri Food Operations	16	93.75%
11	FSK20119 (1 <sup>st</sup> year of two-year program) Certificate II Skills for Work and Vocational Pathways	16	N/A
12	FSK20119 (2 <sup>nd</sup> year of two-year program) Certificate II Skills for Work and Vocational Pathways	10	70%
	<b>Endorsed Programs</b>		
11	ASDAN Towards Independence <ul style="list-style-type: none"> <li>Business Enterprise</li> <li>Horticulture</li> <li>Meal Preparation and Cooking Introduction</li> <li>Meal Preparation and Cooking Sensory Experience</li> <li>Myself and Others</li> <li>Relationships</li> <li>Work Awareness</li> </ul>	8 6 6 1 1 6 6	100% 100% 100% 100% 100% 100% 100%
	<b>TOTAL</b>	<b>34</b>	<b>100%</b>
11	ASDAN Short Course <ul style="list-style-type: none"> <li>Careers and Experiencing Work</li> <li>Enterprise</li> <li>Personal, Social, Health and Economic Education (PSHE)</li> </ul>	8 8 8	100% 100% 100%
	<b>TOTAL</b>	<b>24</b>	<b>100%</b>
12	ASDAN Towards Independence <ul style="list-style-type: none"> <li>Business Enterprise</li> <li>Meal Preparation and Cooking Progression</li> <li>Meal Preparation and Cooking Sensory Experience</li> <li>Multi-Sensory Experiences</li> <li>Myself and Others</li> <li>Relationships</li> <li>Work Awareness</li> </ul>	5 5 1 1 1 5 5	100% 100% 100% 100% 100% 100% 100%
	<b>TOTAL</b>	<b>23</b>	<b>100%</b>
12	ASDAN Short Course <ul style="list-style-type: none"> <li>Citizenship</li> <li>Personal, Social, Health and Economic Education (PSHE)</li> </ul>	8 8	100% 87.5%
	<b>TOTAL</b>	<b>16</b>	<b>93.75%</b>
12	ADWPL (Authority Developed Workplace Learning) <ul style="list-style-type: none"> <li>1 Unit Completed (55 Hours)</li> <li>2 Units Completed (110 Hours)</li> </ul>	4 4	100% 100%
	<b>TOTAL</b>	<b>8</b>	<b>100%</b>
12	DFES Cadets Recruit Level (Department of Fire and Emergency Services)	13	100%



## Workplace Learning Delivery Summary

Our Workplace Learning Program resumed in Semester Two and we would like to extend our thanks and appreciation to all of the Community businesses that supported our students. Two types of work experience were delivered according to year group, and individual student capacity and needs. Most placements provided work experience for two students with an Education Assistant to provide supervision and support.

### 1. Work Experience

For all students in Year 10 where they are introduced to workplace learning by attending one day of work experience a week for a period of five weeks.

For selected students in Year 11 and 12 where they complete group or 2:1 work experience one day a week each a semester.

### 2. Authority Developed Workplace Learning (ADWPL)

For selected students in Year 11 and 12 where they complete group or 2:1 work experience one day a week each a semester. Four units are available to be completed consisting of 55 hours and 10 Skills Journals Questions per unit.

Students are required to provide specific examples to demonstrate their application of a range of work skills, knowledge and understandings based on the Core Skills for Work Developmental Framework.

*Note: the third work experience type: ASDAN Workright was not delivered in 2022 due to COVID restrictions making completion of this course unattainable.*

Academic Year	Employer	Number of Students	Attended Placement Days	Total Completed Hours
10	Beldon Primary School (Garden)	2	8	24
10	Beldon Primary School (Library)	1	3	12
10	Coles Beldon	2	8	28
10	IKEA (Shop Floor)	2	8	24
10	Pet City	1	4	12
10	Petstock Joondalup	2	8	24
10	Salvos Stores Butler-Brighton	2	8	24
10	Scouts WA Recycling	2	8	16
11	Australia Post Joondalup	3	34	87
11	CNW Electrical	1	19	97.5
11	Coles Whitfords	2	29	87
11	Craigie Heights Primary School	2	32	95
11	Fencemakers	2	31	90
11	Good Samaritan Industries Butler	2	33	92.5
11	Mullaloo Beach Community Group	8	118	352
11	Petstock Joondalup	2	34	87
11	Salvos Stores Butler-Brighton	2	10	27
11	Vinnies Joondalup Shop	2	27	77
12	Belridge SC Canteen	2	11	45.5
12	City of Stirling (Nursery)	2	32	92
12	Coles Beldon	2	28	109
12	Eddystone Primary School	3	26	74
12	IKEA (Cafeteria)	2	24	66
12	IKEA (Shop Floor)	1	17	48
12	Scouts WA Recycling	2	34	68
12	SuperCheap Auto Butler	2	31	82
12	Trentech Automotive	2	23	44

*Report compiled by Ms Lauren Thompson, Deputy Principal, Senior School.*

## Year 7 Parent Transition Survey-2022

There are many pivotal transition points for our young people and, undoubtedly the move into a Secondary School environment can be a stressful time not only for our students, but, also for their families. Belridge Secondary ESC is a school of choice and as such we dedicate our time to each individual family to ascertain the best way forward to set each student up for success. Our Transition program is conducted over 4 days in Terms 3 and 4 to enable our prospective Year 7 students to be immersed in our school community in the most supported manner. Each year we survey our prospective families to determine what elements have worked well and how any improvements could be made. The data clearly indicated that our dedicated Transition Program is **Highly Valued** by **92%** of our families and that **76%** of the families also believed that it is a **Highly Valued** and worthwhile activity to help prepare our students for their secondary schooling here at Belridge Secondary ESC.

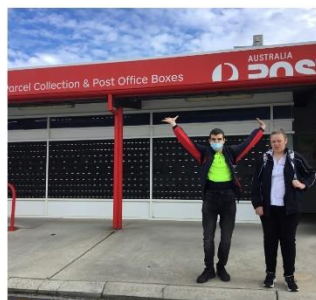
### Transition to High School Survey Data 2022-2023

<b>How much do you value the importance of a transition program for your child transiting from primary school to high school?</b>			
Don't value 0%	Slightly value 0%	Value 7%	<b>Highly value</b> <b>92%</b>
<b>Did your child enjoy the activities on these visits to Belridge Secondary ESC?</b>			
Didn't enjoy 0%	Slightly enjoyed 0%	Enjoyed 30%	<b>Highly enjoyed</b> <b>69%</b>
<b>Did you feel that your child felt more prepared to begin High School as a result of this transition program?</b>			
Wasn't prepared 7%	Felt slightly prepared 0%	Prepared enough 38%	<b>Highly prepared</b> <b>53%</b>
<b>How do you feel your child felt at the beginning of the year, with the commencement of high school?</b>			
Not confident 14%	Slightly confident 28%	<b>Confident</b> <b>42%</b>	Very confident 14%
<b>Do you feel that any fears/anxiety that your child may have felt about attending High School was reduced as a result of the transition visits?</b>			
Not reduced 0%	Slightly reduced 15%	Reduced 38%	<b>Highly reduced</b> <b>46%</b>
<b>I felt more confident and less anxious about my child attending High School.</b>			
Not confident 7%	Slightly Confident 15%	<b>Confident</b> <b>46%</b>	Very Confident 30%
<b>I believe that the transition program provided was a valuable and worthwhile activity</b>			
Don't value 0%	Slightly value 0%	Value 23%	<b>Highly Value</b> <b>76%</b>
<b><u>Parent Feedback = How the Transition to High School Program benefited your child and your family:</u></b>			
He was happy and confident on his first day, He was comfortable with the surroundings, Introduced him to an unfamiliar environment well, By visiting the school and doing some activities inside the classroom gave my child and our family more confidence in accomplishing a goal and that is a new environment for my child, Helped ease feelings of nervousness, Greater perspective of what to expect, Met some of his new staff, Being Autistic means change is always hard for my child. So, for my child to not only see the environment but also make connections with staff, was very important.			
<b><u>Parent Feedback = Suggestions that may improve the BSESC transition program?</u></b>			
No, the program was excellent and made for an easy transition for our family – Thank you, Maybe a video message from the school before the first transition day, To make sure all information of student's previous school is received by new teacher and staff, I think allowing primary EA's to come to transition days initially, is imperative. My child was allowed to do this and I feel that's how he was able to overcome initial anxiety, More transition days, A couple of days at the start of high school terms and transition with familiar EA's, Students who have late enrolments should have the opportunity to visit the school, have a social story, meet with the teacher etc. School tours should be open to all parents, Perhaps a week before school starts send an updated email to year 7 parents with what to expect on first day like drop off process, no sport polo required, time of drop off.			
<b><u>Other suggestions/comments:</u></b>			
Extremely important for new staff to have info on new students.			



## School Highlights

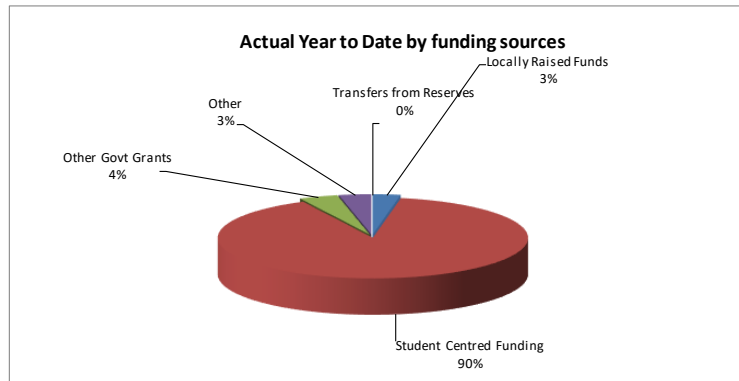
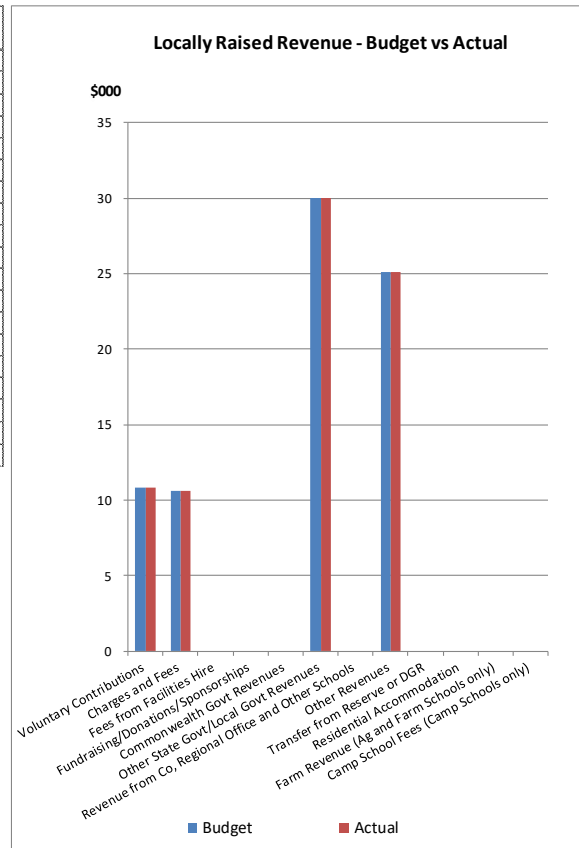
- Continued excellent student achievement in VET
- Excellent student achievement in Work Place Learning
- Outstanding student achievement of ASDAN Certificates
  - DFES Cadet program
    - Cobra Café
    - Graduation
    - WPL
  - Athletics carnival
  - Year 12 School Ball
  - Year 12 Graduation
  - Annual Market Day
  - Book Week celebrations
  - Year 7 Transition Program
  - Year 12 2022 Farewell Assembly



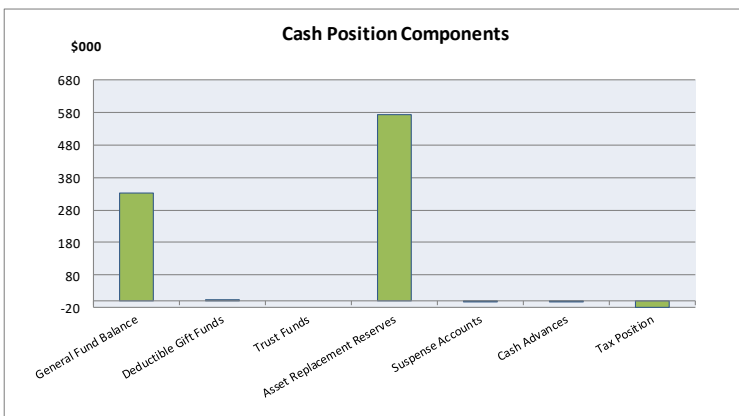
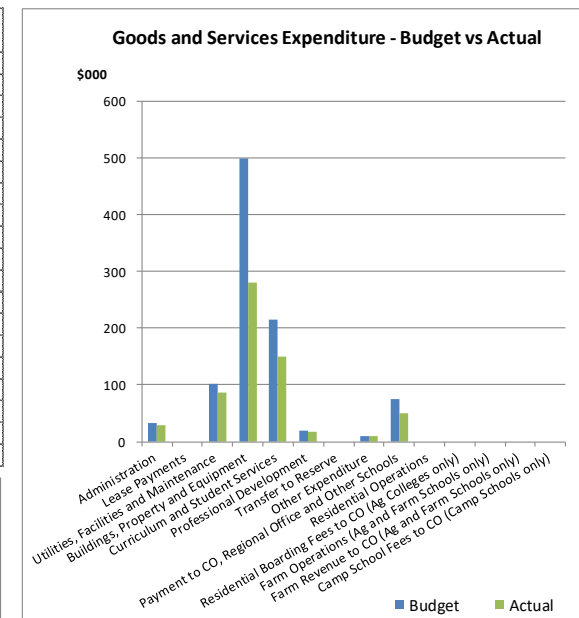


**Belridge SESC**  
Financial Summary as at  
31st December 2022

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 10,850.00	\$ 10,850.00
2	Charges and Fees	\$ 10,648.00	\$ 10,648.83
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ -	\$ -
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 29,990.00	\$ 29,990.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 25,078.00	\$ 25,077.07
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 76,566.00</b>	<b>\$ 76,565.90</b>
Opening Balance		\$ 210,079.00	\$ 210,079.10
Student Centred Funding		\$ 663,310.00	\$ 663,309.82
<b>Total Cash Funds Available</b>		<b>\$ 949,955.00</b>	<b>\$ 949,954.82</b>
Total Salary Allocation		\$ 8,850,025.00	\$ 8,850,025.00
<b>Total Funds Available</b>		<b>\$ 9,799,980.00</b>	<b>\$ 9,799,979.82</b>



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 32,663.00	\$ 28,664.37
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 101,316.00	\$ 85,853.82
4	Buildings, Property and Equipment	\$ 497,773.00	\$ 279,669.32
5	Curriculum and Student Services	\$ 214,808.00	\$ 149,758.18
6	Professional Development	\$ 19,511.00	\$ 16,683.47
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 9,657.00	\$ 9,001.28
9	Payment to CO, Regional Office and Other Schools	\$ 74,227.00	\$ 49,227.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 949,955.00</b>	<b>\$ 618,857.44</b>
Total Forecast Salary Expenditure		\$ 6,561,000.00	\$ 6,322,587.00
<b>Total Expenditure</b>		<b>\$ 7,510,955.00</b>	<b>\$ 6,941,444.44</b>
Cash Budget Variance		\$ -	\$ -



Cash Position Components	
<b>Bank Balance</b>	<b>\$ 890,599.72</b>
Made up of:	
1 General Fund Balance	\$ 331,097.38
2 Deductible Gift Funds	\$ 5,358.77
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 573,233.52
5 Suspense Accounts	\$ (487.95)
6 Cash Advances	\$ (500.00)
7 Tax Position	\$ (18,102.00)
<b>Total Bank Balance</b>	<b>\$ 890,599.72</b>

