

2021

Annual Report

BELRIDGE SECONDARY EDUCATION

SUPPORT CENTRE



Foreword

The 2021 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 as well as in the wider community. Each year level participates in a diverse range of activities on our school site as well as specific programs within the local and wider community. These include Physical Education activities such as swimming lessons with our trained swimming instructors on staff, our annual 'Market Day', '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

Despite the challenges and complexities of the 2021 school year it was a year filled with many success stories and, I would like to acknowledge all of our talented students for all of their continual hard work and persistent efforts during the year. You are all true champions and should be incredibly proud-well done to one and all!

Our School Business Plan for 2020 – 2022 focuses on Four Key Areas that align with the Department of Education's '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

Our School Board continued to work 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 as the time that is given along with their dedication, commitment and support for our BSESC School community is second to none. The staff here at Belridge SESC are outstanding

Our amazing staff are the drivers of 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. It is seen in the extra hours that our teachers, administrative and leadership team all put into making Belridge SESC the very special place that it is. Our Deputy Principals, MCS and Office team are at the core of the team at Belridge SESC and so many people go above and beyond in the call of duty. The professional manner in which our staff meet the many challenges and care unconditionally for each and every student and other staff in our school without exception is second to none.

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 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.



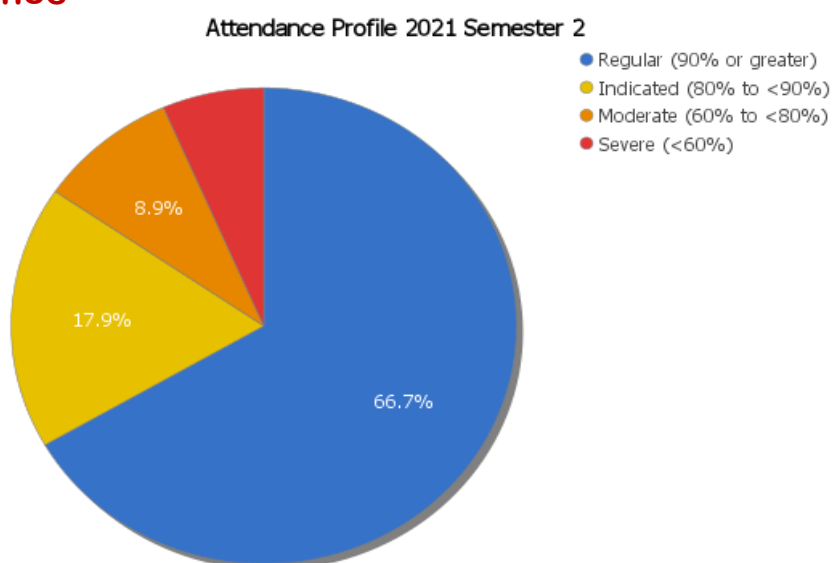
Student Enrolments

Semester 1

	2018	2019	2020	2021
Lower Secondary	83	80	83	87
Upper Secondary	41	37	37	36
Total	124	117	120	123

Year 7, 8 and 9 are referred to as the Middle School overseen by Deputy Principal Mrs Shayne Hutchings and Year 10, 11 and 12 are referred to as the Senior School and overseen by Deputy Principal Ms Wendy Hughes.

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.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2019	72.9%	14.4%	11.0%	1.7%
2020	73.0%	15.6%	10.7%	0.8%
2021	64.0%	21.6%	14.4%	0.0%
Like Schools 2021				
WA Public Schools	51.0%	26.0%	14.0%	9.0%

Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Program Coordinators	1	1.0	0
Total Administration Staff	4	4.0	0
Teaching Staff			
Teaching Staff	19	17.6	0
Total Teaching Staff	19	17.6	0
Other Teaching Staff –allocated through FTE provided to Belridge Secondary College	3	1.28	0
School Support Staff			
Clerical / Administrative	4	3.5	0
Other Non-Teaching Staff	62	56.1	0
Total School Support Staff	66	59.6	0
Additional Staffing Level 4 Technical Support Officer (Cleaning and Library staff contributions are provided to Belridge Secondary College)	1	04	
Total (not including additional allocations)	89	81.2	0

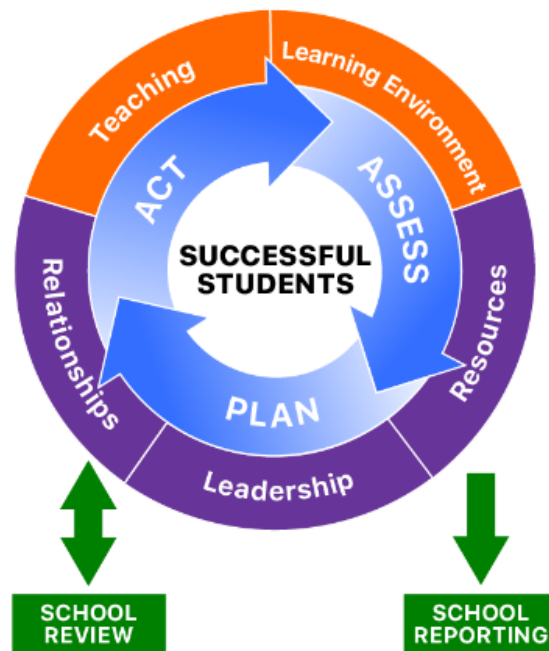
All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

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, Media, 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
 - Team Teach Training
 - Gender Diversity
 - Tourettes Syndrome
- Noongar Swan River River Cultural Awareness Acitivity
 - Paul Swann-Mathematics

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	Broad Targets/Progress Our Priority- To further encourage independence and ensure success for all students.
Student Success	<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 2021 was 92%.</p> <p>Overall student IEP achievement rate in Numeracy in 2021 was 90%.</p> <p>1.2 Mathematics data to show an upward trend in student IEP numeracy achievement during 2020 – 2022.</p> <p>The 2021 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>Future Focus:</p> <ul style="list-style-type: none"> Continue to explore and investigate further literacy and numeracy frameworks suitable for our school context that provide research based progression targets and standardised assessments. Continue collaborative moderation sessions against RTP-SEN, English and Maths and IEP goals to support teachers to make professional judgements around specific individualised SMART goals
	<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. Despite the challenges of the COVID-19 Pandemic, our school exceeded the Public School State Average for 2021.</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 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.</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>Future Focus:</p> <ul style="list-style-type: none"> Give consideration to developing a database reflecting the destination of students following their graduation from our school.
	  

Progress against 2020 - 2022 Business Plan Targets

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	<p>2.1, 2.2, 2.3: To increase competency and further build capacity in the utilisation of curriculum and school based programs.</p> <p>Some of the biggest challenges came as staff prepared for online learning as resources were created, adapted and modified for students to work on from home at the beginning of a new school year where staff and students were still familiarising each other with a new classroom environment <u>and</u> each other. The beginning of the 2021 school year was delayed as the state went into lockdown with a delay in beginning Term 1. Staff collaboratively created individual hard work packages for each and every child as our Connect community once again 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.</p> <p>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. 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 2021 was to continue improved assessment and reporting in English and Mathematics. Students underwent a range of pre and post assessments throughout 2021 and 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 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.</p> <p><u>Teaching and Learning Practices:</u></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"> • Gather information • Plan individual student outcomes (IEP's) • Make professional judgments • Report student achievements <p><u>Assessment and Reporting :</u></p> <p>Teachers explore and are familiar with:</p> <ul style="list-style-type: none"> • SCSA's Assessment & Reporting guidelines and requirements (RTP-SEN) • Department of Education Curriculum, Assessment & Reporting Policy • Disability Discrimination Act 1992 and Disability Standards for Education 2005 • 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 <p>Teachers provide:</p> <ul style="list-style-type: none"> • individual students with feedback on their learning (visuals, verbals, reward systems, assessment outcomes etc) • use student achievement information to inform planning for future learning programs • make judgments of student achievement in relation to expected standards • administer both standardised and professional judgment base assessments • communicate with parents about student achievement and progress • Plan Secondary Pathways for students in Year 11 and 12. <p><u>Future Focus:</u></p> <ul style="list-style-type: none"> • The key to improvement will be the development of evidence-based mathematics pedagogy for Belridge SESC. • Redefine and implement a whole school literacy framework. We have a suite of strategies and programs but not a consistent and relevant framework that encompasses all of our different learning needs across Year 7 – 12. • Ongoing Professional Development

Progress against 2020 - 2022 Business Plan Targets

Key Focus Area	Targets/Progress
<p style="text-align: center;">School Development and Wellbeing</p>	<p>Our Priority- To create a positive culture that is embedded in our school practice to support students and staff</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. 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. This continues to be an ongoing focus at our school and our Term One 2021 DES Review acknowledged the following;</p> <ul style="list-style-type: none"> • Students are valued and their individual voice supported through the authentic development of communication skills and a range of leadership and feedback opportunities • The school has a robust behaviour emphasis that supports students to develop behavioural and social skills for life. • Aboriginal cultural perspectives and understandings are a priority. The Aboriginal Cultural Standards Framework is being scaffolded for all students, staff and community. • Implementation of Positive Behaviour Support identifies behaviour expectations and supports the collection of behaviour data and monitoring of individual student progress.
	<p>3.2 To develop a whole-school approach to promote student and staff health and wellbeing.</p> <p>Many initiatives were sought to be undertaken in 2021 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 2021, particularly with the anxiety of COVID-19 and lock downs that occurred 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. All students earn raffle tickets for displaying PBS behaviours and despite not being able to consistently gather together for Assemblies and School Development Days, our students and staff became very adept and creative at using ‘WebEx’ as a means of continuing our community connectedness.</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 Gender Diversity, Tourettes Syndrome, Paul Swann-Mathematics Frameworks and Team Teach.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>



Key Focus Area

Broad Targets/Progress

Our Priority- To continue to develop new and existing partnerships within our school and wider community

4.1 Continue to facilitate and promote the Belridge Two Schools, One Community' ethos through a shared focus on students and staff.

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

Strengthening school community Partnerships

4.2 Continue to provide and extend opportunities for social and community inclusion for all students.

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 2021, 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.

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. BSESC continued to work with 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 2022.

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.



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-five 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.

Conversely, a Beyond School information evening was also held in May 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 the school 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 focused on Employment supports (DES and ADE), NDIS Employment Support Funding, Finding and Keeping a Job and School Leaver Employment Supports (SLES).

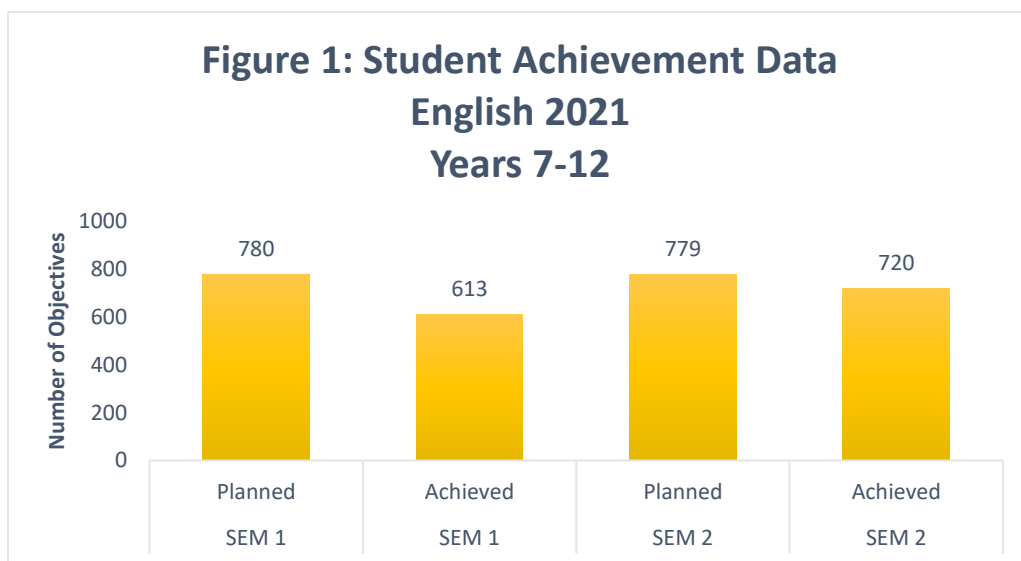


Curriculum, Assessment and Reporting Data Collection 2021

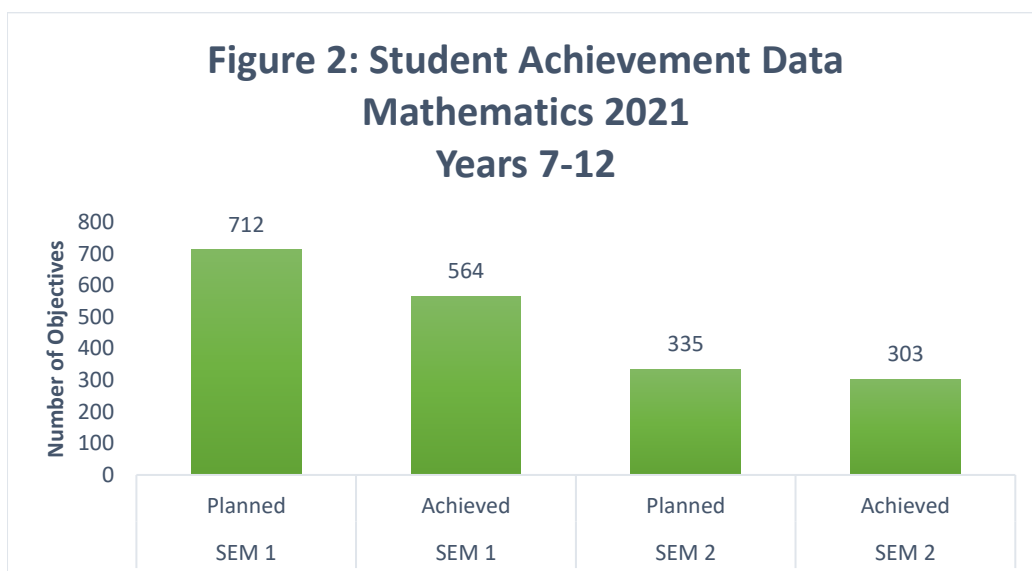
Priority One: Provide every student with a pathway to a successful future.

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 2021 was to continue improved assessment and reporting in English and Mathematics. Students underwent a range of pre and post assessments throughout 2021 and 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 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 1 and 2 and overall achievement increased from 78% to 92% from Semester 1 to Semester 2.



In 2021 teachers participated in workshops and targeted professional learning to develop a context specific whole school framework designed to specifically align with the Western Australian Curriculum and meet individualised goals for students across all year groups. Functional Mathematics continues to be a core component of addressing student outcomes and this is overarched into the learning areas. Figure 2 indicates the number of IEP goals planned and achieved and overall achievement rates in Mathematics in 2021. The number of planned IEP goals clearly decreased in semester 2 due to the Covid 19 pandemic and student attendance. Achievement rates increased from 79% in Semester 1 to 90% in Semester 2.



The Belridge Secondary Education Support Centre Business Plan identified a number of 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, 4, 5 and 6 provides an overview of student achievement across the school in Semester 1 and 2. Achievement was high and generally over 90% for all learning areas by Semester 2.

TABLE 3: ACHIEVEMENT AGAINST IEP OBJECTIVES
ENGLISH SEMESTER 1, 2021

Year Group	Number of Objectives Planned	Number of Objectives Achieved	Percentage Achievement
Year 7	209	136	65
Year 8	136	120	88
Year 9	121	81	66
Year 10	167	165	98
Year 11	51	42	82
Year 12	49	43	87
MAG 1/2	47	26	93
Total	780	613	78%

TABLE 4: 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%
Total	779	720	92%

**TABLE 5: ACHIEVEMENT AGAINST IEP OBJECTIVES
MATHEMATICS SEMESTER 1, 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
Total	712	564	79%

**TABLE 6: ACHIEVEMENT AGAINST IEP OBJECTIVES
MATHEMATICS SEMESTER 2, 2021**

Learning Area	Number of Objectives Planned	Number of Objectives Achieved	Percentage Achievement
Year 7	64	57	89%
Year 8	44	40	90%
Year 9	34	32	94%
Year 10	54	54	100%
Year 11	59	50	84%
Year 12	42	39	92%
MAGS	38	31	81%
Total	335	303	90%

Table 7 provides an overview of student achievement across all learning areas and learning area strands for students in years 7-10 in Semesters 1 and 2, 2021. Achievement was generally high with above 80% of all objectives being achieved for core learning areas in Semester 2.

Table 7: No. of Objectives and Percentage of IEP Objectives Planned & Achieved by Learning Area (Semester 1 & 2) 2021						
Learning Area / Strand	SEMESTER 1 Planned	SEMESTER 1 Achieved	Percentage % Achieved	SEMESTER 2 Planned	SEMESTER 2 Achieved	Percentage % Achieved
ENGLISH	671	519	77%	665	619	93%
• Speaking & Listening	208	169	81%	188	178	94%
• Reading	254	197	77%	268	249	92%
• Writing	214	158	73%	209	192	92%
MATHEMATICS	605	470	77%	644	591	91%
• Number and Algebra	287	243	81%	277	247	89%
• Measurement and Geometry	217	159	73%	218	203	93%
• Statistics and Probability	101	77	76%	149	141	94%
HEALTH AND PE	645	541	83%	619	554	89%
• Physical Education/ Movement	168	134	79%	189	160	84%
• Protective Behaviours	160	140	87%	143	130	90%
• Personal, social, Community	293	244	83%	209	193	92%
• Swimming (Year 7 only)	55	54	98%	78	71	91%
PERSONAL AND SOCIAL CAPABILITIES	244	210	86%	229	211	92%
SCIENCE	337	329	97%	286	266	93%
HASS	343	297	86%	298	281	94%
THE ARTS (Dance, Music, Visual Arts)	258	214	82%	188	182	96%
TECHNOLOGIES	466	382	81%	459	428	93%
• D & T, Home Economics	318	253	79%	304	282	92%
• Digital Technologies	148	129	87%	155	146	94%
DFES (YR 10 only)	77	48	62%	59	27	45%
COMMUNITY ACCESS (YR 10 only)	91	64	70%	66	34	51%



Student Success – 2021

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. Auspicing 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.

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.

2021 VET Delivery Summary

Year Level	RTO	RTO Code	Arrangement for Delivery	Qualification Code	Qualification
12	iVet Institute P/L	40548	Auspice	FSK20113	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 Agrifoods

2021 Endorsed Program Delivery Summary

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 Personal Safety Developing Communication Sensory Personal Care Personal Safety
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 Personal Care
12	ADWPL	Authority Developed (1)	Work Place Learning	–
12	ASDAN	Provider Developed (2)	Workright	Units 3 and 4
10, 11, 12	DFES	Provider Developed (2)	Cadet Recruit Level	Recruit Level program delivered over 3 years

Senior School Achievements 2021

Year Level	VET Certificate	Number of Students Enrolled	% Achievement
11	FSK20119 (1st year) Certificate II Skills for Work and Vocational Pathways	10	80%
12	FSK20113 Certificate II Skills for Work and Vocational Pathways	6	75%
12	AHC 20416 Certificate II Horticulture	17	83%
Endorsed Programs			
10	ASDAN Towards Independence <ul style="list-style-type: none"> Developing Number Introduction Developing Communication Introduction Out in the Community Personal Care 	1 1 1 1	100% 100% 100% 100%
11	ASDAN Towards Independence <ul style="list-style-type: none"> Out in the Community Meal Preparation Introduction Developing Communication – Sensory Out in the Community Personal Care Personal Safety 	8 8 1 1 1 17	100% 100% 100% 100% 100% N/A
11	ASDAN Short Course Volunteering	9	90%
11	ASDAN WorkRight	8	100%
12	ASDAN Towards Independence <ul style="list-style-type: none"> Business Enterprise Meal Preparation Progression Money Progression Personal Care 	10 10 10 1	100% 100% 100% 100%
12	ASDAN WorkRight Units 3 and 4	9	100%
11	ADWPL	9	100%
12	ADWPL	6	100%

Year 7 Parent Transition Survey-2021

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 results of this survey is indicated below:

Transition to High School Survey Data 2021-2022

How much do you value the importance of a transition program for your child transiting from primary school to high school?			
Don't value	Slightly value	Value	Highly value
0%	0%	7%	93%
Did your child enjoy the activities on these visits to Belridge Secondary ESC?			
Didn't enjoy	Slightly enjoyed	Enjoyed	Highly enjoyed
0%	7%	21%	71%
Did you feel that your child felt more prepared to begin High School as a result of this transition program?			
Wasn't prepared	Felt slightly prepared	Prepared enough	Highly prepared
0%	7%	21%	71%
How do you feel your child felt at the beginning of the year, with the commencement of high school?			
Not confident	Slightly confident	Confident	Very confident
7%	21%	50%	21%
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?			
Not reduced	Slightly reduced	Reduced	Highly reduced
0%	14%	28%	57%
I felt more confident and less anxious about my child attending High School.			
Not confident	Slightly Confident	Confident	Very Confident
7%	7%	28%	57%
I believe that the transition program provided was a valuable and worthwhile activity			
Don't value	Slightly value	Value	Highly Value
0%	0%	7%	93%

The data clearly indicated that our dedicated Transition Program is **Highly Valued** by 93% of our families and that 93% 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.

Survey comments attributed to 'How our Transition to Secondary School Program benefitted your child and Family'.

- Unfortunately, our daughter was only able to attend one transition day, but was thoroughly enjoyed, all the same! She was anxious and nervous about high school. After attending the transition day, she expressed how much she loved it and couldn't wait to start high school, now she doesn't want to miss any school. She is very happy to attend her high school 😊
- Transition day was a great benefit allowing my child to have some familiarity of the new environment. I think it is extremely beneficial
- Good to see old friends from previous years
- Became familiar with staff and surroundings
- Met new friends
- Understood the expectations of the new school
- Very beneficial however the information specific to each child from primary school to high school could be better
- Less anxiety, gave home something to look forward to as it was familiar
- The transitioned helped my son so much, as it helped with confidence and allowed him to better see and understand what was going to happen. Because of the transition, he felt at ease when the first day arrived. And because he was happy, we as a family were happy and stress free! The transition also helped us as parents to better understand the process.
- Great opportunity for our son to meet classmates. Very important as he didn't anyone else going there.
- Was good to become familiar with the layout of the school





School Highlights

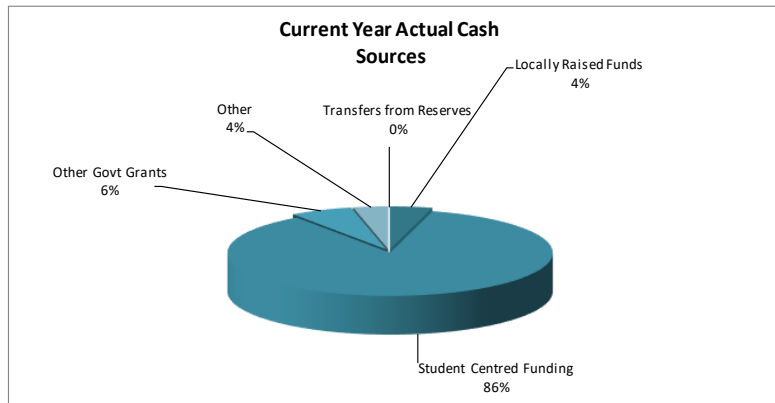
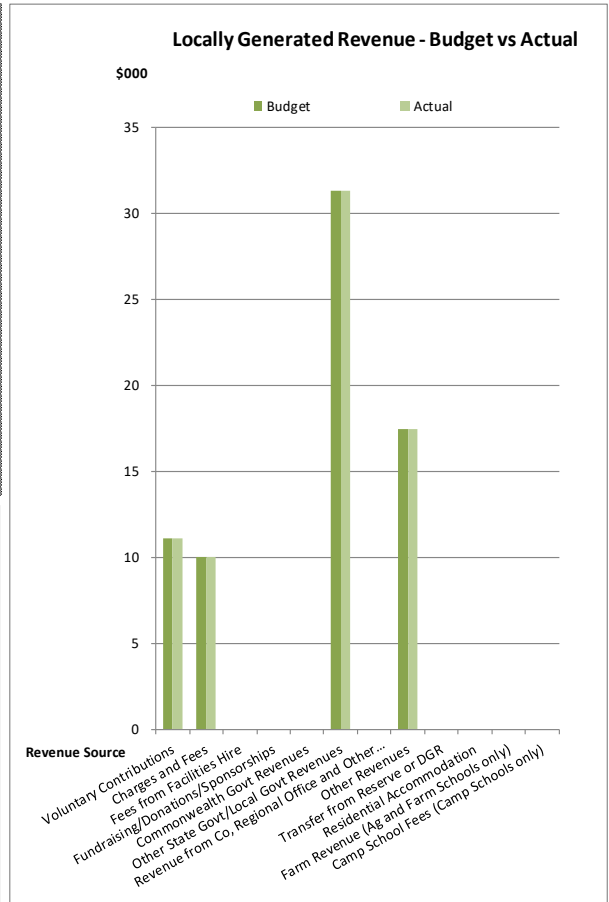
- Continued excellent student achievement in VET
- Excellent student achievement in Work Place Learning
- Outstanding student achievement of ASDAN Certificates
 - DFES
 - Cobra Café
 - Graduation
 - WPL
 - Belsurf
- Athletics carnival
- Year 12 School Ball
- Annual Market Day
- Year 7 Transition Program
 - Swimming
- 30th Anniversary Celebrations



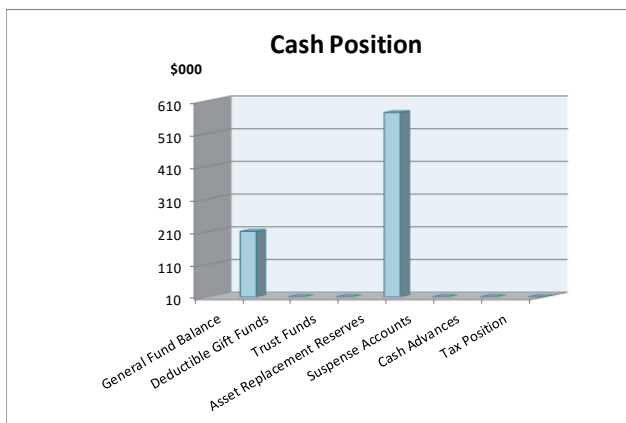
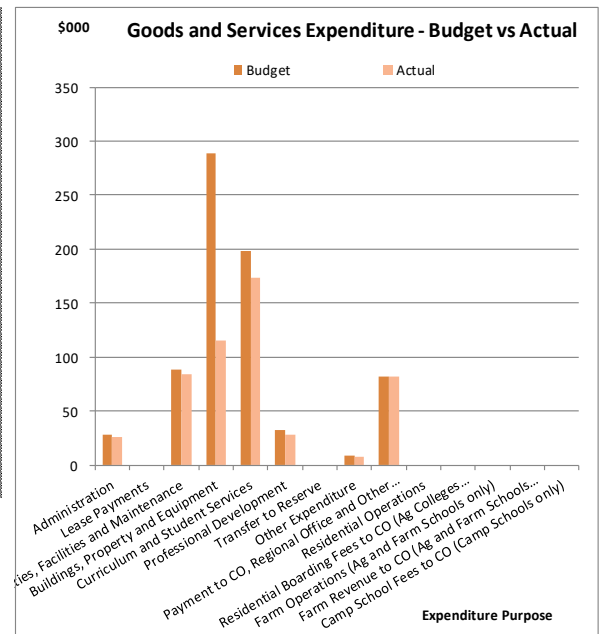


Belridge Secondary ESC Financial Summary as at 31st December 2021

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 11,090.00	\$ 11,090.00
2	Charges and Fees	\$ 10,022.00	\$ 10,022.02
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ -	\$ -
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 31,300.00	\$ 31,300.23
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 17,471.00	\$ 17,470.23
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		\$ 69,883.00	\$ 69,882.48
Opening Balance		\$ 225,670.00	\$ 225,670.40
Student Centred Funding		\$ 430,552.00	\$ 430,552.22
Total Cash Funds Available		\$ 726,105.00	\$ 726,105.10
Total Salary Allocation		\$ 8,849,390.00	\$ 8,849,390.00
Total Funds Available		\$ 9,575,495.00	\$ 9,575,495.10



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 28,303.00	\$ 26,107.75
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 88,118.00	\$ 83,819.48
4	Buildings, Property and Equipment	\$ 288,646.00	\$ 115,135.88
5	Curriculum and Student Services	\$ 198,189.00	\$ 173,360.17
6	Professional Development	\$ 32,561.00	\$ 28,293.41
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 8,318.00	\$ 7,355.05
9	Payment to CO, Regional Office and Other Schools	\$ 81,970.00	\$ 81,954.26
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		\$ 726,105.00	\$ 516,026.00
Total Forecast Salary Expenditure		\$ 6,396,000.00	\$ 6,220,094.00
Total Expenditure		\$ 7,122,105.00	\$ 6,736,120.00
Cash Budget Variance		\$ -	\$ -



Cash Position as at:	
Bank Balance	\$ 784,599.48
Made up of:	
1 General Fund Balance	\$ 210,079.10
2 Deductible Gift Funds	\$ 5,309.31
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 573,233.52
5 Suspense Accounts	\$ 206.55
6 Cash Advances	\$ (500.00)
7 Tax Position	\$ (3,729.00)
Total Bank Balance	\$ 784,599.48

