

BELRIDGE SECONDARY EDUCATION SUPPORT CENTRE



2024  
ANNUAL  
REPORT



# Acknowledgement to Country

*Nidja Whadjuk noongar boodja nidja Joondalup.*

*We are here on Whadjuk Noongar country, here in Joondalup.*

*This land was first cared for by the Mooro people. It is significant to Aboriginal people as a place to meet, hold celebrations, dance, and hunt. Lake Joondalup is known as "the lake that glistens", and on nights with a full moon its said that you can see the spirit woman's long white hair floating on the surface. Our boodja has many unique plants and animals. The Balga tree can be used to kindle fires, pulped for medicine, and the resin used to make glue for tools and weapons.*

*Kangaroo, or yongka, is plentiful. Skins were used for cloaks in the winter and blankets for the young. Kangaroo tail and rump is good eating.*

*We acknowledge the contributions of Aboriginal and non-Aboriginal Australians to the education of all children and people in this country which we live in and share together.*

*We pay our respects to the Mooro people and all of the Noongar elders, past and present.*

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# Forward

**Belridge Secondary Education Support Centre (ESC) is committed to providing a transformative educational experience for students in Years 7-12. Throughout the 2024 school year, the unwavering support of our school community has been instrumental in further solidifying Belridge Secondary ESC's reputation as a leader in student achievement and educational excellence. We continue to foster an environment where high-quality teaching, innovation, and a student-centered approach are at the heart of all that we do.**

Our students represent a broad spectrum of abilities and educational needs, and we are dedicated to cultivating a lifelong love of learning through the promotion of independence in all aspects of their education. The success of every student is paramount, and our personalised approach ensures that each learner is supported in a way that aligns with their individual goals and aspirations. At Belridge Secondary ESC, we firmly believe that success is achieved when both academic and non-academic needs are addressed, alongside fostering students' social and emotional well-being.

This holistic approach is grounded in our high expectations, which serve to inspire motivation, positive outcomes, and sustained achievement. By establishing a culture of respect and support, we create an environment where students are empowered to take ownership of their learning and their future. Our commitment to fostering strong dispositions toward learning and life beyond school is reinforced through Positive Behaviour Support and is evident in every interaction within our school community.

Our 2023–2025 Business Plan is a dynamic guide that articulates our strategic direction and aligns with the 'Every Student, Every Classroom, Every Day' initiative outlined in the Strategic Directions for Public Schools 2020–2024. The Business Plan focuses on the following key areas:

**Key Focus Area 1: Student Success**

**Key Focus Area 2: Teaching Excellence**

**Key Focus Area 3: School Development and Wellbeing**

**Key Focus Area 4: Community and Family Partnerships**

The ongoing collaboration with our School Board ensures that our progress and achievements are continually reviewed and aligned with the Delivery and Performance Agreement. I would like to extend my sincere gratitude to the members of our School Board for their dedication, commitment, and invaluable support for the Belridge Secondary ESC community. Their contributions are vital in shaping the future of our students.

The success of our students is made possible by the exceptional staff at Belridge Secondary ESC. Our teachers, administrative team, leadership, and support staff are the driving force behind our students' daily achievements. Their dedication to creating an

inclusive and motivating environment is evident in the countless hours they invest to ensure that Belridge Secondary ESC remains a special place for all. Our Deputy Principals, MCS, Office team, Student Services Co-ordinator and School Psychologist work collaboratively to provide unwavering support to students and staff alike, embodying professionalism, care, and a commitment to excellence.

As we celebrate the success of our students, we invite you to share in the pride we feel in the accomplishments of our school community. The collective efforts of students, staff, and families create an environment where every learner can thrive.



# School Board

Dear Friends and Family of our School Community,

I am very honoured to present the 2024 annual report on behalf of Belridge Secondary ESC School Board.

I am the appointed Chairperson of the Belridge Secondary ESC School Board - we work towards good school governance to ensure the school continues to run effectively and efficiently with financial accountability whilst maintaining our vision towards an exciting and progressive future of all our staff and students.

I am fortunate to be surrounded in my role by a dedicated and supportive team of parents, community members, staff and a remarkable senior management team.

If the measure of a schools' success is the long-term retention of excellent teaching and support staff alongside a recurring over-subscription of students wanting to attend from areas beyond our catchment boundary, then Belridge Secondary ESC is indeed outstanding.

Here's a few of our highlights in 2024:

- Welcomed new members in Term 4 to continue our support and governance roles as a school board
- Endorsed the concept and financial commitment to the new chill out/low stimulus space to meet student needs
- Reviewed and endorsed the 2025 Personal Items List and Voluntary Contributions and charges
- Promoted the role of the school board and actively canvassed for new school board staff
- Endorsed ongoing expenses for the development of staff through Professional Development events held each term
- Reviewed the Operational Plan, including areas of progressive excellence such as Positive Behaviour Support, Senior Secondary Pathways, Wellbeing of Staff and Students and Sustainability
- Endorsed the planning and financial support for the refurbishment of the staff study
- Conducted a comprehensive review of the annual budget to ensure appropriate and accountable financial performance
- Reviewed and endorsed the strategic direction and planning for Belridge Secondary ESC moving into 2025.

On behalf of the board members from 2024, I would like to extend

my deepest thanks to our substantive Principal Jenine Wall and our Acting Principal Shayne Hutchings. Together they lead the Belridge Secondary ESC teaching and administrative team to maintain the highest standards of professionalism and achievement.

Thanks to their dedication and intrinsic drive, Belridge Secondary ESC remains a flagship centre as a special education establishment. Their management style, acknowledgment and appreciation of their exceptional teaching staff and educational assistants, vision to achieve the very best for our students and a genuine care of every member of our school is inspiring. I see past students return year and again to the annual Market Day event to see staff and catch up with old friends. Thanks to their leadership, Belridge Secondary ESC is not just about education and individual development, but also about the creation of a local and enduring community providing our students with connections, friendships and support that will last well beyond graduation in Year 12. You have made Belridge Secondary ESC a very special place to be. Thank you.

**Trish Butler**  
**Board Chair**





# School Context

Belridge Secondary ESC is a distinguished Independent Public School, highly regarded within both the local and broader community for delivering exceptional education to students with disabilities in Years 7–12. We take great pride in fostering an inclusive and supportive learning environment where our students are valued, dynamic participants in school and community activities.

At Belridge Secondary ESC, our vision is to empower students to become lifelong learners by providing them with the best possible educational opportunities tailored to their unique needs, aspirations, and goals. We work in close partnership with students and their families to support both their immediate academic growth and long-term ambitions. As students progress through their schooling journey, we are committed to guiding and preparing them for a seamless transition to life beyond school. Strong communication and positive relationships with parents, caregivers, and the wider school community are fundamental to student success.

Our dedicated staff are professional, passionate, and deeply committed to placing students at the heart of everything we do. Our ethos, Two Schools, One Community, celebrates diversity and inclusion, fostering a strong sense of belonging where every student's contributions are valued and recognized within the broader community.

## Middle School Program (Years 7–9)

In Middle School, our focus is on nurturing literacy, numeracy, and social-emotional development through an integrated learning approach aligned with the Western Australian Curriculum. We provide a well-rounded educational experience, ensuring students develop essential skills in a way that is meaningful, challenging, and supportive. Health and wellbeing remain central to our approach, with Positive Behaviour Support (PBIS) and Protective Behaviours programs reinforcing our core values of being Safe, Respectful, and Responsible members of the community.

## Senior School Program (Years 10–12)

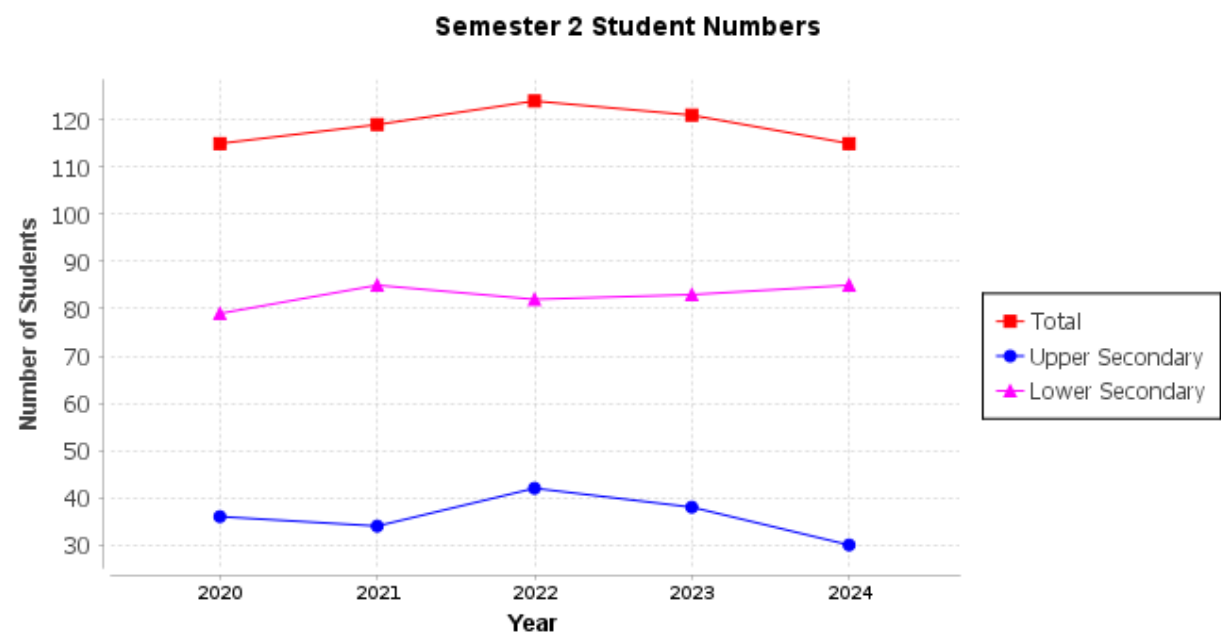
During their final years of schooling, students continue to develop functional literacy and numeracy skills, linking their learning to social, recreational, and employment pathways. Our Senior School program equips students with the tools they need for independent and fulfilling futures. Many students participate in nationally recognised training programs, achieving Certificate I and Certificate II qualifications. Additionally, practical work and life skills are reinforced through ASDAN-endorsed programs and Workplace Learning opportunities, ensuring that students leave school with confidence, independence, and the skills needed to navigate life beyond the classroom.

At Belridge Secondary ESC, we believe in the potential of every student. Through unwavering support, high expectations, and meaningful opportunities, we strive to prepare them for bright and successful futures.



# Student Enrolments

The 2024 school year concluded with a total of 115 students and our enrolment base continues to remain stable. With a total of 121 students in the previous year in 2023.



**Our Student Attendance rate for 2024** was 85%, which was above the Secondary WA Public Schools Rate of 82%. This reflects our ongoing commitment to fostering a supportive and engaging learning environment that encourages regular attendance. Our initiatives, including student engagement programs, pastoral care support, and collaboration with parents, have contributed to maintaining strong attendance rates. We will continue to prioritise student well-being and participation to further improve attendance in the coming years.

Year	Y07	Y08	Y09	Y10	Y11	Y12
2022	86%	85%	81%	86%	87%	76%
2023	84%	83%	89%	84%	88%	88%
2024	82%	89%	88%	85%	85%	85%
WA Public Schools 2024	87%	83%	81%	79%	81%	82%

# Staff Information

Belridge Secondary ESC is allocated additional Teaching FTE to support the provision of specialist teachers, ensuring that our students have access to enriched learning experiences in areas such as Home Economics, Design and Technology, Art, and Dance. This supplementary funding, as outlined in our Memorandum of Understanding (MOU), is distributed according to the Student-Centred Funding Model (SCFM) and the One Line Budget, which enables us to expand the range of educational opportunities available to our students.

All teachers at Belridge Secondary ESC meet the stringent requirements for teaching in government schools and are registered with the Teachers Registration Board. A significant number of our educators have either completed or are actively pursuing advanced studies in special education, thereby deepening their expertise and enhancing their ability to meet the diverse learning needs of our students.

We express our sincere gratitude to our dedicated staff, whose commitment and collaboration are pivotal in delivering exceptional learning outcomes for our students. Their passion, professionalism, and teamwork are truly commendable. In 2024, all staff participated in a broad array of professional learning opportunities, further refining their skills and enriching the educational experiences for every student at Belridge Secondary ESC.



Administration Staff	No	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Program Coordinators	1	0.9	0
Total Administration Staff	4	3.9	0

Teaching Staff	No	FTE	AB'L
Other Teaching Staff	18	17.1	0
Total Teaching Staff	18	17.1	0

Allied Professionals	No	FTE	AB'L
Clerical / Administrative	4	3.6	0
Other Allied Professionals	60	52.9	0
Total Allied Professionals	64	56.5	0

Total	86	77.4	0
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# Business Plan Report 2024

## Progress Against 2023—2025 Plan Targets

### Broad Targets/Progress: Student Success

**Our Priority:** To provide every student with a pathway to a successful future

- 1. Deliver an Integrated Curriculum Relevant to Student Needs and Pathways** Ensure that students are achieving year-on-year progress and success.
- 2. Consolidate Whole School Mathematics Practices, Activities, and Resources** Establish a Year 7-10 Numeracy Framework to support consistent practices.
- 3. Explore and Establish a Whole School Approach to Teaching Literacy in Years 7-10** Develop a unified approach to literacy across the school.
- 4. Improve Whole School Attendance Rates** Ensure the attendance rate meets or exceeds state school averages.

Our school committed to delivering an integrated curriculum in 2024, tailored to the needs and future pathways of students with disabilities, ensuring year-on-year progress and success. We achieved this through personalised individual education plans, differentiated instruction and adjustments, and a strong focus on functional literacy and numeracy. By integrating life skills, vocational training, and community-based learning, we equipped students with the knowledge and confidence to transition successfully into life beyond school including employment, and independent living. Regular assessments and individualised support ensured that each student was progressing at their own pace while achieving meaningful academic and personal milestones.

### NUMERACY

The rollout of the new mathematics program faced initial challenges due to union restrictions, which prevented teacher meetings where various stages of the implementation could have been introduced through structured workshops. Despite these obstacles, the trial of both the Oxford Maths books and Matific has been well received by staff and students. Teachers have particularly noted that the Oxford Maths books have supported lesson planning and sequencing effectively.

The use of Paul Swan manipulatives and games have provided a more hands-on approach and supports student engagement. Meanwhile, the implementation of Bond Blocks has been largely successful, with most teachers conducting assessments and applying interventions for students requiring additional support. One-on-one discussions with teachers helped clarify the distinctions between pre-foundation, foundation, and primary

interventions, ensuring appropriate use of Bond Blocks to support numeracy development.

A survey conducted in Term 3 provided insight into the program's progress. Among nine lower secondary teachers who participated:

- 7 out of 9 are actively using Oxford Maths student workbooks and Bond Blocks.
- 6 out of 9 are incorporating Paul Swan games and manipulatives.
- 9 out of 9 are utilizing the Matific online program.
- Only 3 out of 9 are accessing the Oxford Owl teacher dashboard resources.

Notably, teachers highlighted a need for additional time and support to build confidence in using some of the mathematics resources effectively. Addressing these concerns will be key to ensuring long-term success and consistency in mathematics instruction across the school.



## LITERACY

The 2024 school year was a period of trial and evaluation, with significant efforts dedicated to researching and gathering teacher feedback to identify areas requiring support in English instruction at Belridge Secondary ESC. However, challenges emerged, including difficulties in aligning schedules for the two English coordinators and the complexity of implementing changes across a diverse teaching cohort, where some educators are reluctant to adopt new approaches.

Despite these challenges, several successes were achieved:

- The English storeroom was significantly improved, with resources and books now well-organised and easily accessible.
- A new spelling program was identified for roll out across Years 7–10 in 2025, with a whole-school presentation planned for the Staff Development Day to provide insight into the rationale behind selecting the Diana Rigg PLD program.
- A school-wide survey provided valuable insights into existing gaps and areas for development in English instruction.
- The establishment of an English Committee fostered collaboration among dedicated teachers, facilitating regular discussions and shared decision-making.

Moving forward, there is a strong desire for increased opportunities to collaborate with colleagues and exchange ideas on English curriculum strategies. Additionally, further professional learning and training are sought, including engagement with local universities to align with current best practices in English education for new graduates.

## ATTENDANCE

Our school is actively implementing strategies to improve attendance rates for students with disabilities by fostering an even more inclusive and supportive learning environment. Key initiatives include personalised attendance plans, strengthened communication between teachers and families, and additional in-class support to accommodate individual student needs. We have also introduced flexible learning options and to address barriers to attendance. Through these efforts, we are seeing increased student engagement and a more consistent presence in the classroom, ensuring that all students have the opportunity to thrive academically and socially.

Our Student Attendance rate for 2024 was 85%, which was above the Secondary WA Public Schools Rate of 82%. This reflects our ongoing commitment to fostering a supportive and engaging learning environment that encourages regular attendance. Our initiatives, including student engagement programs, pastoral care support, and collaboration with parents, have contributed to maintaining strong attendance rates. We will continue to prioritise student well-being and participation to further improve attendance in the coming years.





**Broad Targets/Progress:** Enhancing Student Learning and Success Through Highly Effective Teaching

**Our Priority:** To enhance student learning and success through highly effective teaching

**1. Development of a Shared School Understanding of Highly Effective Instruction** Establish a common understanding of what constitutes highly effective teaching across the school.

**2. Implementation of a Whole School Approach to Strengthen Teaching Practice** Support and strengthen highly effective teaching practices throughout the school.

**3. Provision of Opportunities to Enhance Leadership Skills** Offer opportunities for staff to develop their leadership skills and knowledge within the community.

At Belridge Secondary ESC, we are committed to enhancing student learning and success through the continuous improvement of our teaching practices. Our priority is to ensure that every student benefits from highly effective instruction, delivered by a dedicated and well-equipped teaching staff. To achieve this, we have set broad targets that focus on the development of a shared understanding of what constitutes highly effective teaching, the implementation of school-wide strategies to strengthen teaching practices, and the provision of professional development opportunities for staff.

A key focus is the establishment of a common understanding across the school of what makes instruction highly effective. This ensures that all educators are aligned in their approach to teaching and are equipped with the tools to drive student success. Additionally, we are committed to strengthening teaching practices school-wide through a whole school approach, ensuring consistency and excellence in instruction at every level. Furthermore, we aim to provide ample opportunities for staff to enhance their leadership skills and knowledge, fostering a culture of growth and collaboration that benefits both our teachers and students.

These initiatives are designed to ensure that our teaching practices remain dynamic, responsive, and focused on the needs of our students, empowering them to achieve their highest potential.

Our school has made significant progress in strengthening teaching practices and leadership development through targeted strategies and professional learning initiatives. We continue to build on these improvements by fostering collaboration, utilising data-driven instruction, and embedding reflective teaching practices.

### **1. Development of a Shared School Understanding of Highly Effective Instruction**

- We have established a common understanding of highly effective teaching through a number of processes including moderation opportunities, implementing the Quality Teaching Strategy (QTS) with staff, and a handful of teachers have engaged in professional learning at the Joondalup Teaching and Learning Hub Network sessions.

- Staff were encouraged to reflect on their teaching through professional learning opportunities on Staff Development days and at teacher meetings and instructional coaching was provided to teachers who require more support to ensure best practices are applied.

- We provided ongoing training on evidence-based teaching strategies and differentiated instruction to support diverse student needs throughout the year at teacher meetings and staff development days.

### **2. Implementation of a Whole-School Approach to Strengthen Teaching Practice**

- Graduate and new teachers received a mentor and targeted support to identify and achieve their teaching goals and identify further areas of need.

- Staff participated in peer observations and collaborative lesson planning to refine instructional approaches and share best practices.

- Regular data analysis supported teachers to track student progress, adapt teaching strategies, and implement intervention programs where needed.

- Our teacher meetings focused on teachers upskilling teachers, ensuring that staff leverage internal expertise to enhance instructional quality.

### **3. Provision of Opportunities to Enhance Leadership Skills**

- We actively supported two staff in developing leadership capabilities through participation in the Future Leaders Program. We also had two teachers begin the very early stages of working towards Level 3 Classroom Teacher accreditation.

- Staff were encouraged to lead professional learning sessions to their colleagues. Most of our teachers are operational plan coordinators and set targets at the beginning of every school year to ensure we prioritise school improvement initiatives to foster a culture of leadership at all levels and improve student achievement.

- We ensured that operational plans set clear targets for improving student achievement and school-wide accountability, reinforcing our commitment to high-quality teaching and learning.

Through these targets and initiatives, we continued to foster a culture of collaboration, innovation, and continuous improvement to enhance teacher effectiveness, strengthen leadership capacity, and drive student success.





**Broad Targets/Progress:** School Development and Wellbeing

**Our Priority:** Maintain a Positive School Culture to Support Our Students and Staff

**1. Invigorate the Positive Behaviour in School Approach**

**(PBiS)** Extend training, knowledge, and understanding of the PBiS framework across the school.

**2. Promote and Protect Positive Wellbeing Within Our School Community**

Foster a strong focus on wellbeing to support the health and success of all members of the school community.

**3. Provide Safe, Effective, and High-Quality Learning**

**Environments** Ensure that learning spaces are conducive to both student and staff success.

At Belridge Secondary ESC, maintaining a positive and supportive school culture is at the heart of our commitment to student and staff wellbeing. Our priority is to create an environment where every member of our school community feels valued, safe, and supported in their learning and personal growth. To achieve this, we have set broad targets that focus on invigorating the Positive Behaviour in School (PBiS) approach, promoting and protecting positive wellbeing, and ensuring high-quality learning environments.

A key initiative is to extend training and deepen the understanding of the PBiS framework across the school, ensuring that positive behaviour is consistently reinforced and integrated into our school culture. Additionally, we are committed to fostering a strong focus on wellbeing, providing support for the health and success of all members of our community, and promoting a balanced and inclusive approach to mental and emotional wellbeing. Lastly, we are focused on providing safe, effective, and high-quality learning environments that are conducive to both student and staff success, ensuring that every learning space supports the goals of academic and personal achievement.

**Positive Behaviour in Schools**

PBiS in 2024 began with the establishment of the leadership team. The team consists of the principal, both deputy principals, the school psychologist, student services coordinator, 5 teaching

staff, and 3 education assistants. Training with SSEN Behaviour and Engagement was attended throughout the year by most of the team members. In addition, the team ran professional learning for all school staff. Professional learning included self-awareness of beliefs and attitudes, revision of PBiS including the 3-tier model and elements of the framework, ecology of the classroom, and teaching expected behaviours. Through a collaborative approach, the matrix which describes the expected behaviours, and out of classroom procedures, which together will help students be safe, respectful and responsible, were reviewed and revised.

There have been many highlights of 2024. This has included the progress made with the preparation of PBiS including staff training and revisions of the expected behaviours and procedures, an overall reduction in behavioural escalation, and increase in the use of preventative and de-escalation strategies by staff. Although the use of physical guides with students was minimally used in 2023, this approach has been used even less in 2024. Collaboration with parents and therapists, and the willingness of all staff to make curriculum and environmental adjustments to support our students has also continued to be a strength of our school. It has been wonderful to see the continued shift towards pro-active and preventative solutions at Belridge Secondary ESC. The highlights of 2024 have contributed to not only student wellbeing and improved learning outcomes, but also to staff wellbeing.

Despite the successes, some challenges continue to be evident. Time for collaboration with staff can be difficult, and we have noticed that some students have difficulties with generalising social and emotional skills during unstructured times, such as breaks. Mostly, behavioural challenges beyond the school's control, for example, a student's need for medical care, high levels of anxiety, or medication side effects and changes, have continued to impact on student's regulation within the school environment.

By the end of 2025 we aim to be fully implementing Tier 1 strategies of the PBiS framework. This includes the implementation of a whole school approach to teaching and acknowledging expected behaviours and ensuring classroom management strategies and individual student adjustments and supports are in place for all our students.

# School Psychology Service

## New Appointment

Dr Beau Gamble joined the Student Services Team as the new School Psychologist (Provisional Registration) at the beginning of 2024. He currently works at Belridge Secondary ESC three days per week (Monday, Tuesday, Friday), with his FTE set to increase from Term 3 of 2025.

Beau has a background in clinical psychological research, having worked as a researcher and lecturer at universities in New Zealand and Sweden. His research has focused on wellbeing, goal-setting, and novel interventions for trauma. Since moving back home to Australia, he has worked with clients at Murdoch Psychology Clinic and the Perth Voices Clinic, before joining the Department of Education in 2024.

## 2024 Highlights

The School Psychologist provides support across 3-tiers of service at Belridge Secondary ESC (see image).

At **Tier 3**, Beau delivered direct services to 15 students at Belridge Secondary ESC, including around 60 individual counselling sessions and risk assessments. The School Psychologist is not the primary mental health provider for students, but often provides interim or complementary support, alongside external practitioners.

At **Tier 2**, Beau consulted with families and staff to support students, working closely with the Student Services Coordinator, Deputy Principals, and Principal. He made referrals for several students to further external services, such as GPs, paediatricians, clinical psychologists, CAMHS, and Headspace.

At **Tier 1**, Beau delivered professional learning for all staff on 'Collaborative and Proactive Solutions' (CPS), a new framework for supporting student behaviour. CPS emphasises working closely together with each student to find solutions to underlying problems. This approach complements the school's existing focus on Positive Behaviour Support (PBIS).

Beau has also focused on evaluating and supporting staff wellbeing, in line with the Department's *2023-2027 Staff Health and Wellbeing Strategy*.



# 01

## Tier 3 | Direct

Individual student counselling, risk assessments, safety planning, diagnostic assessments.

# 02

## Tier 2 | Consultative

Collaborate with staff to support positive behaviour, liaise with families and teams, refer to external agencies.

# 03

## Tier 1 | Whole-School

Support school to embed universal evidence-based practices that promote student and staff mental health and wellbeing.

*Three tiers of support provided by the School Psychology Service.*



# Staff Wellbeing

Understanding and improving staff wellbeing is a top priority at Belridge Secondary ESC. Wellbeing is more than just physical health—it includes psychological, social, spiritual, and environmental aspects. Importantly, staff wellbeing also directly affects student wellbeing, leading to a more positive experience for students at school. We aim to foster a school culture that is positive, safe and supportive for all our staff.

The **2024 Staff Wellbeing Survey** at Belridge Secondary ESC was developed by the School Psychologist to assess wellbeing of staff members across five key dimensions (see image). The survey aimed to identify strengths, areas for improvement, and actionable steps to enhance staff wellbeing within the school environment.

We were delighted by the response rate, with **65 staff members participating**, including 41 Education Assistants (EAs), 15 Teachers, and 9 Leadership/Admin personnel, representing approximately 80% of available staff. The results revealed important insights into how staff perceive their wellbeing and the factors that contribute to or hinder their overall experience at work.

**1. Physical Wellbeing:** Staff generally feel that their work allows them to remain physically active, but there are concerns about student aggression and workplace safety. While most staff report a strong team culture for ensuring safety, there is a call for increased leadership support in this area.

**2. Psychological Wellbeing:** While staff feel competent and effective in their roles, many experience emotional exhaustion and workplace stress, particularly teachers. There is a strong desire for more structured support, social engagement, and work-life balance initiatives to reduce post-work stress.

**3. Social Wellbeing:** Staff report strong team support and positive interactions with students and colleagues. However, there is room for improvement in fostering a more inclusive and connected workplace culture, with additional opportunities for team bonding and meaningful social engagement.

**4. Spiritual Wellbeing:** Staff generally feel that the school respects diverse cultural and spiritual backgrounds. However, spiritual wellbeing is not seen as a primary focus, with a few staff expressing interest in more inclusive events and opportunities for personal reflection.

**5. Environmental Wellbeing:** Staff appreciate the school's outdoor spaces and commitment to sustainability but highlight areas for improvement, including better-maintained facilities, increased access to relaxation areas, and efforts to reduce environmental stressors such as noise.

Overall, the survey highlights many strengths within the school, including a highly supportive team culture, strong professional relationships, a positive connection with students, and staff confidence in their roles. At the same time, the findings indicate the need for a proactive approach to staff wellbeing, emphasising leadership involvement, improved communication, and workplace adjustments to foster a healthier, more supportive environment. Results of the survey will help to inform a new operational plan to improve staff wellbeing at Belridge Secondary ESC in 2025 and beyond.

*The five dimensions of wellbeing (Department of Education WA).*



## Progress Against 2023—2025 Plan Targets

**Broad Targets/Progress:** Community and Family Connectedness

**Our Priority:** To continue to develop and explore partnerships within our school and wider community

### 1. Continue to Provide and Extend Social and Community

**Inclusion for All Students** Ensure that all students have access to opportunities for social and community engagement.

### 2. Strengthen Partnerships with Families, Community

**Organisations, and Agencies** Maximise educational opportunities by building stronger relationships with families and external partners.

At Belridge Secondary ESC, we recognise the essential role that community and family connections play in enhancing the educational experience of our students. Our priority is to continue to develop and explore partnerships within both our school and the broader community, fostering an inclusive and supportive environment for all students. By strengthening these connections, we aim to maximise the opportunities available to our students, helping them to thrive both academically and socially.

Our targets focus on ensuring that all students have access to opportunities for social and community engagement, promoting a sense of belonging and connection within the wider community. Additionally, we are committed to strengthening partnerships with families, community organisations, and external agencies, recognising that collaborative relationships are key to maximising educational outcomes and broadening opportunities beyond the school. Through these efforts, we aim to create a network of support that extends beyond the classroom, enriching the overall educational experience and supporting the success of every student.

Our school remains committed to fostering social and community inclusion for all students by strengthening partnerships with families, community organisations, therapists, and external agencies. These connections create meaningful educational opportunities that extend beyond the classroom, preparing students for life after school.

Our Workplace Learning and Vocational Education and Training (VET) programs continue to provide invaluable hands-on experiences, allowing students to develop practical skills and increase their confidence in real-world settings. In 2024, all students in Years 10–12 successfully completed ASDAN Endorsed Programs and/or VET courses, including industry-recognised Certificate qualifications and Workplace Learning placements both on-site and within the broader community. Some students also accessed external training courses tailored to their individual needs, developed in collaboration with parents and carers.

Community engagement remains a priority, with community surveys guiding our approach to improving student outcomes and ensuring our programs align with student and family needs. Our Annual Beyond School Information Evening provided invaluable insights into post-school pathways, featuring multiple service providers offering guidance on employment opportunities, community-based programs, and independent living supports. We were also privileged to host Gaelen Williams, Community Capacity Building Project Manager from APM Communities, who presented essential employment support information to families of students in Years 10–12.

In addition to career-focused initiatives, our school fosters a strong sense of community through shared events. Our Annual Market Day continues to be a highlight, reinforcing our “Two Schools, One Community” ethos. This event allows students to showcase their enterprise skills by creating and selling handmade products such as Christmas cards, decorations, wooden breadboards, plants, and baked goods. Families, therapists, and staff from both Belridge schools, along with students from our feeder Education Support Primary Schools, actively participate, further strengthening community ties.

To enhance teaching and learning practices, we maintain strong connections with network hubs and collaborate with external education networks to exchange knowledge and improve instructional strategies. Our staff actively engage in professional development by networking with colleagues, sharing best practices, and participating in training opportunities that directly benefit student learning.



Furthermore, our school provides students with access to a wide range of external learning experiences. In 2024, external companies delivered educational incursions on-site, enriching classroom learning with hands-on activities. Additionally, students participated in community excursions, broadening their educational experiences and strengthening their connection to the wider community.

It is essential to ensure that all students, regardless of background or ability, have meaningful access to opportunities for social and community engagement. In 2024, students participated in a variety of interschool Kickability carnivals, including those for Education Support Schools across the Perth Metropolitan and regional areas. Notably, the Kalability All Stars Sport Carnivals stand out as the largest interschool sporting events for students with disabilities in Western Australia, attracting schools from as far as Joondalup, Rockingham, Byford, and Swan View. Belridge Secondary ESC students have consistently participated in these events, but 2024 marked a particularly remarkable achievement, with Belridge Secondary ESC students excelling in their division for both AFL and basketball. This success exemplifies the positive outcomes of fostering inclusivity through sports, where students not only enhance their athletic abilities but also build valuable social connections within a supportive community.

Through these initiatives, we continue to enhance inclusion, collaboration, and engagement, ensuring every student has the opportunity to develop essential skills, build meaningful relationships, and achieve success both during and beyond their school years.



# Curriculum, Assessment and Reporting Data Collection 2024 Years 7—12

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

Curriculum data reflects consistent growth across multiple areas, demonstrating a steady upward trajectory over the past several years—an encouraging indicator of sustained progress. At Belridge Secondary ESC, our commitment is to delivering a curriculum that empowers all students to reach their full potential across all learning domains. In 2024, a key initiative was the introduction of Oxford Maths and Bond Blocks, alongside the implementation of assessments aligned with these programs. Additionally, standardised testing in reading and spelling remained a focal point, ensuring educators had the necessary tools to measure student progress against established benchmarks and chronological age expectations.

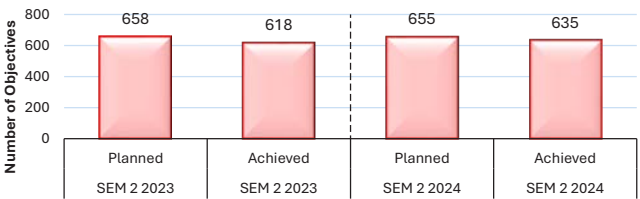
**Table 1** illustrates the number of Individual Education Plan (IEP) goals set and achieved by students in Years 7–12 for English. The number of planned goals remained consistent between Semester 2 of 2023 and Semester 2 of 2024, while overall achievement increased from 93% to 96% in 2024—a testament to the effectiveness of targeted instructional strategies and student support systems.

In 2024, educators implemented targeted teaching and learning strategies derived from professional development undertaken in 2023. These practices were strategically aligned with the Western Australian Curriculum to support individualised student goals across all year levels. A continued emphasis was placed on functional, hands-on Mathematics as a key area of focus for 2024. **Table 2** illustrates the number of Individual Education Plan (IEP) goals set and achieved in Mathematics for 2023 and 2024. Notably, overall achievement rates increased from 92% in 2023 to 95% in 2024, reflecting the impact of these refined instructional approaches.



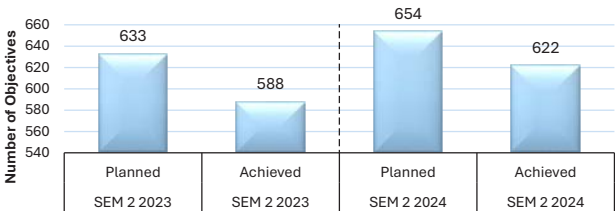
**Table 1**

**Student Achievement Data  
ENGLISH 2023/2024  
Years 7-12**



**Table 2**

**Student Achievement Data  
MATHEMATICS 2023/2024  
Years 7-12**





The Belridge Secondary ESC Business Plan established key targets and strategies to fulfill its commitment to “providing every student with a pathway to a successful future.” These initiatives focused on enhancing student achievement in Literacy and Numeracy while also supporting families in improving attendance rates for at-risk students.

**Tables 3 to 6** provide a comparative overview of student achievement across the school in Semester 2 of 2023 and 2024. Notably, achievement rates in both English and Mathematics

increased by 3% between the two years. This upward trend underscores the effectiveness of targeted interventions and reinforces the school’s ongoing commitment to academic growth and student success.

**TABLE 3: ACHIEVEMENT AGAINST IEP OBJECTIVES**  
*ENGLISH SEMESTER 2, 2023*

Learning Area	Number of Objectives Planned	Number of Objectives Achieved	Percentage Achievement %
Year 7	119	104	87%
Year 8	152	150	98%
Year 9	155	139	89%
Year 10	86	85	98%
Year 11	49	48	97%
Year 12	58	56	96%
MAGS (1 & 2)	39	36	100%
<b>Total</b>	<b>658</b>	<b>618</b>	<b>93%</b>

**TABLE 4: ACHIEVEMENT AGAINST IEP OBJECTIVES**  
*ENGLISH SEMESTER 2, 2024*

Learning Area	Number of Objectives Planned	Number of Objectives Achieved	Percentage Achievement %
Year 7	141	134	95%
Year 8	118	118	100%
Year 9	142	142	100%
Year 10	119	112	94%
Year 11	44	44	100%
Year 12	28	25	89%
MAG T8	63	60	95%
<b>Total</b>	<b>655</b>	<b>635</b>	<b>96%</b>

**TABLE 5: ACHIEVEMENT AGAINST IEP OBJECTIVES**  
*MATHEMATICS SEMESTER 2, 2023*

Learning Area	Number of Objectives Planned	Number of Objectives Achieved	Percentage Achievement %
Year 7	123	105	85%
Year 8	132	122	92%
Year 9	157	150	95%
Year 10	90	89	98%
Year 11	47	43	91%
Year 12	46	44	95%
MAGS (1 & 2)	38	35	92%
<b>Total</b>	<b>633</b>	<b>588</b>	<b>92%</b>

**TABLE 6: ACHIEVEMENT AGAINST IEP OBJECTIVES**  
*MATHEMATICS SEMESTER 2, 2024*

Learning Area	Number of Objectives Planned	Number of Objectives Achieved	Percentage Achievement %
Year 7	142	136	95%
Year 8	105	101	96%
Year 9	165	165	100%
Year 10	119	105	88%
Year 11	47	47	100%
Year 12	27	25	92%
MAG T8	49	43	87%
<b>Total</b>	<b>654</b>	<b>622</b>	<b>95%</b>



**Table 7** presents a comparative analysis of student achievement data for Years 7-10 in Semester 2 of 2023 and 2024. Overall, achievement levels were higher in 2024, with data indicating that more than 90% of all learning objectives were successfully met across all subject areas.

Additionally, Protective Behaviour goals, which are mandatory for all students at Belridge Secondary ESC, have been strategically

relocated. Depending on their specific focus, these goals are now categorized under the Social and Personal Capabilities learning area or integrated within the Health, Social and Community Health, and Physical Education curriculum strands. This refinement ensures a more structured and purposeful alignment with the broader educational framework.

**TABLE 7: No. of Objectives and Percentage of IEP Objectives Planned & Achieved by Learning Area for years 7-10. (Semester 2) 2023 / 2024**

Learning Area / Strand	2023 SEM 2 Planned	2023 SEM 2 Achieved	Percentage % Achieved	2024 SEM 2 Planned	2024 SEM 2 Achieved	Percentage % Achieved
<b>ENGLISH</b>	<b>535</b>	<b>509</b>	<b>95%</b>	<b>588</b>	<b>571</b>	<b>97%</b>
• Speaking & Listening	164	155	94%	170	165	97%
• Reading	210	207	98%	237	229	96%
• Writing	161	147	91%	181	177	97%
<b>MATHEMATICS</b>	<b>542</b>	<b>493</b>	<b>90%</b>	<b>570</b>	<b>538</b>	<b>94%</b>
• Number and Algebra	213	195	91%	233	220	94%
• Measurement and Geometry	182	156	85%	197	189	95%
• Statistics and Probability	147	142	96%	140	129	92%
<b>HEALTH AND PE</b>	<b>394</b>	<b>361</b>	<b>91%</b>	<b>358</b>	<b>330</b>	<b>92%</b>
• Physical Education/ Movement	191	172	90%	160	139	86%
• Personal, social, Community	203	189	93%	198	191	96%
<b>PERSONAL AND SOCIAL CAPABILITIES</b>	<b>220</b>	<b>205</b>	<b>93%</b>	<b>264</b>	<b>254</b>	<b>96%</b>
<b>SCIENCE</b>	<b>317</b>	<b>301</b>	<b>94%</b>	<b>292</b>	<b>284</b>	<b>97%</b>
<b>HASS</b>	<b>260</b>	<b>228</b>	<b>87%</b>	<b>303</b>	<b>299</b>	<b>98%</b>
<b>THE ARTS (Dance, Music, Visual Arts)</b>	<b>194</b>	<b>178</b>	<b>91%</b>	<b>254</b>	<b>222</b>	<b>87%</b>
<b>TECHNOLOGIES</b>	<b>398</b>	<b>365</b>	<b>91%</b>	<b>206</b>	<b>204</b>	<b>99%</b>
• D & T, Home Economics	278	254	91%	96	95	98%
• Digital Technologies	120	111	92%	110	109	99%



# Senior School Pathways and Curriculum

Belridge Secondary ESC adopts a student-centered approach to delivering Senior School Pathways, ensuring that educational programs are customised to meet the unique needs of each student. For students in Years 10 through 12, there are various options available, including Endorsed Programs, Vocational Education and Training (VET) Qualifications, Workplace Learning Programs, and School-Based Programs. Students may have the opportunity to engage in a combination of these pathways tailored to their individual goals and requirements. This personalised strategy not only facilitates the successful completion of the offered programs but also equips students with essential knowledge, skills, and strategies necessary for their lives beyond school. Belridge Secondary ESC is dedicated to fostering an environment where students can thrive and prepare effectively for their future endeavours.

## Endorsed Programs

Endorsed Programs are educational initiatives designed specifically for Senior Secondary Students. These programs are developed by various entities, including the School Curriculum and Standards Authority, private providers, or individual schools, and subsequently receive endorsement from the Authority. Each Endorsed Program consists of a structured series of lessons and activities, meticulously crafted to achieve specific learning outcomes and overarching educational goals. These programs are designed to seamlessly integrate into the existing school curriculum, enhancing and complementing traditional academic offerings. Upon successful completion of an Endorsed Program, and following the school's official reporting to the Authority, the achievement is formally recognised and recorded on the student's Western Australian Statement of Student Achievement. This official documentation serves to validate the student's diverse educational experiences and accomplishments beyond standard coursework.

Endorsed Program	No of Students Enrolled	Achievement
<b>Year 10</b>		
ASDAN Towards Independence <ul style="list-style-type: none"> <li>Work Awareness</li> </ul>	25	88%
<b>Year 11</b>		
Authority Developed Workplace Learning <ul style="list-style-type: none"> <li>1 Unit Achieved (Up to 55 hours)</li> </ul>	9	88%
Department of Fire and Emergency Services (DFES) Cadets	14	Ongoing
ASDAN Workright	7	Ongoing (Units 1 and 2 achieved)
ASDAN Towards Independence <ul style="list-style-type: none"> <li>Baking: Introduction</li> <li>Independent Living: Introduction</li> <li>The Environment</li> <li>Future Choices</li> </ul>	2 7 12 12	100% 100% 100% 100%
ASDAN Short Course <ul style="list-style-type: none"> <li>Personal, Social, Health and Economic (PSHE)</li> </ul>	8	87%
Keys4Life Driver Education	5	80%
<b>Year 12</b>		
Authority Developed Workplace Learning <ul style="list-style-type: none"> <li>1 Unit Achieved (Up to 55 hours)</li> <li>2 Units Achieved (56-110 hours)</li> </ul>	1 3	100% 100%
Department of Fire and Emergency Services (DFES) Cadets	14	100%
ASDAN Workright	7	100%
ASDAN Towards Independence <ul style="list-style-type: none"> <li>Business Enterprise</li> </ul>	7	71%
<ul style="list-style-type: none"> <li>Meal Preparation: Progression</li> <li>Money: Progression</li> </ul>	7 10	100% 70%
ASDAN Short Course <ul style="list-style-type: none"> <li>Personal, Social, Health and Economic (PSHE)</li> </ul>	5	80%
Keys4Life Driver Education	6	66%

# VET Qualifications

VET Qualifications can develop employability skills, Gain work experience, Understand the world of work, Explore and plan career options, and gain a head start in other nationally recognised qualifications. Belridge Secondary ESC employs four distinct delivery methods for Vocational Education and Training (VET) Qualifications: Auspice, Fee for Service, VETdSS and Student-Based Traineeships.

In the Auspice model, Belridge Secondary ESC collaborates with a Registered Training Organisation (RTO) from the approved Panel of Private RTOs. The RTO provides the Training Package and moderates assessment tasks, while our school supplies a school-based trainer and assessor. This individual must meet the current requirements for Certificate IV in Training and Assessment.

The Fee for Service model involves a contractual arrangement between Belridge Secondary ESC and an RTO, North Metropolitan TAFE. In this scenario, the RTO provides both the trainer and assessor, who conducts their duties on the school premises.

The Vocational Education and Training delivered to Secondary Students (VETdSS) program offers Year 10, 11, and 12 students the opportunity to integrate their academic studies with vocational education at North Metropolitan TAFE. Students accepted into these courses typically attend TAFE one day per week, allowing them to develop industry-specific and employability skills while earning a nationally recognised VET qualification.

School-Based Traineeships (SBTs) provide another avenue for vocational education. SBTs allow students to work as paid employees while simultaneously completing their Year 10, 11, or 12 studies and undertaking on-the-job training. This arrangement typically requires a minimum of 7.5 hours of paid work per week. Belridge Secondary ESC has students participating in traineeships at GMS Training Academy and Good Sammy's. These opportunities enable students to gain practical work experience, earn a wage, and work towards a VET qualification, all while continuing their secondary education.

For all delivery methods, the RTO is obligated to adhere to current industry practices and comply with Department of Education regulations. Upon completion of each assessment period, the RTO issues a Statement of Attainment for competent units and Qualification Certificates for students who have successfully achieved all Units of Competency. These approaches, ensure students have access to high-quality vocational education that aligns with industry standards and educational requirements.





# Workplace Learning

The Workplace Learning Program at Belridge Secondary ESC offers three distinct types of work experience, tailored to students' year levels, individual capacities, and needs. These placements typically involve two students per site, with an Education Assistant providing supervision, support, and training.

## Work Experience for Year 10

Year 10 students participate in practical work experience one day per week for one term. Each class engages in a group-based learning experience at Landsdale Farm School, providing valuable hands-on exposure to a working environment.

## ASDAN Workright for Years 11 and 12

The ASDAN Workright program offers a structured framework for developing fundamental, transferable employability skills. Students in Years 11 and 12 have the opportunity to complete four Workright Units over two years. Concurrently, they participate in work experience placements one day per week, with placements changing each semester. This approach allows students to develop essential employability skills through varied practical experiences.

## Authority Developed Workplace Learning (ADWPL)

ADWPL is available for selected Year 11 and 12 students. This program involves:

- Group or 2:1 work experience one day a week each semester
- Completion of up to four units, each comprising 55 hours of work experience
- Completion of 10 Skills Journal Questions per unit

Students are required to provide specific examples demonstrating their application of various work skills, knowledge, and understanding based on the Core Skills for Work Developmental Framework. This

comprehensive Workplace Learning Program ensures that students at Belridge Secondary ESC gain valuable real-world experience, develop essential employability skills, and are well-prepared for their transition beyond school.

In the Year 11 and 12 Workplace Learning Program, Belridge Secondary ESC had 28 students engaged across 21 different workplaces, collectively completing a total of 1,770 hours of work experience.



Vocational Education and Training Course	Number of Students Enrolled	Achievement
Year 11		
Certificate I in Horticulture (Fee for Service NMTAFE)	13	92%
Certificate II in Hospitality (VETDSS)	2	Ongoing
Certificate II in Retail (Student Based Traineeship)	1	Ongoing
Certificate II in Skills for Work and Vocational Pathways	8	Ongoing
Year 12		
Barista Skillset	5	100%
Certificate II in Supply Chain Operations (Student Based Traineeship)	4	50%



Workplace Provider	Year Groups	Number of Students	Average Hours per Student
Anytime Fitness Beldon	11, 12	2	25
Australia Post Wangara	11	4	61.5
Australia Post Wangara (Courier)	12	1	54
Beldon Primary School (Kindy)	12	1	24.5
Canteen Kings	11	2	67
Duncraig Public Library	12	1	35
Endeavour Childcare	12	1	35
Good Sammy's Balcatta	12	2	21
IKEA (Cafeteria)	11	3	39
IKEA (Shop Floor)	11	2	33
Jaycar Electronics	11	1	6
Mobius Gym	11	1	60.5
Mullaloo Beach Community (Coastal Care)	11, 12	14	30
Paraquad Industries	12	4	19
Pet Stock Joondalup	11, 12	3	35
Swan Valley Cuddly Animal Farm	12	3	17
Trentech Automotive	11	1	32.5
Vinnies Joondalup Store	11, 12	2	34.5
Wanneroo Plant Farm	12	2	42
Workpower Osborne Park	11, 12	3	28



# Year 7 Parent Transition Survey 2024 - 2025

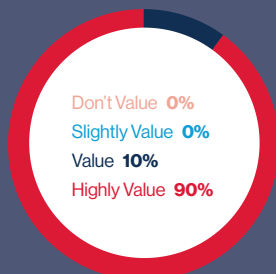
The transition into secondary school is a significant milestone for young people and can often be a challenging period not only for students but also for their families. At Belridge Secondary ESC, we recognise the importance of this transition and are committed to providing a supportive and structured experience tailored to each individual student. As a school of choice, we work closely with families to determine the most effective strategies for ensuring student success. Our comprehensive Transition Program spans three days across Terms 3 and 4, allowing prospective Year 7 students to engage with our school community in a highly supportive environment. Each year, we actively seek feedback from participating families to assess the effectiveness of the program and identify areas for enhancement.

The survey data from the 2024-2025 Transition to High School program at Belridge Secondary ESC highlights the overwhelmingly positive impact of the initiative. A remarkable 90% of families highly valued the importance of the transition program, with an additional 10% recognising its value. Similarly, 90% of respondents

also deemed the program a valuable and worthwhile activity. The student experience was equally positive, with 80% of students highly enjoying the transition activities. Furthermore, the program played a crucial role in preparing students for high school, as 60% of families felt their child was adequately prepared, while 40% believed their child was highly prepared.

The program also significantly contributed to easing students' anxiety and boosting confidence levels. Importantly, 90% of families reported that their child's fears and anxieties about high school were either reduced or highly reduced due to the transition program. This positive impact extended to parents, with 70% feeling confident and 30% very confident about their child attending high school. These findings reinforce the importance of structured transition programs in ensuring a smooth and supportive adjustment to secondary education.

How much do you value the importance of a transition program for your child transiting from primary school to high school?



Did your child enjoy the activities on these visits to Belridge Secondary ESC?



Did you feel that your child felt more prepared to begin High School as a result of this transition program?



How do you feel your child felt at the beginning of the year, with the commencement of high school?



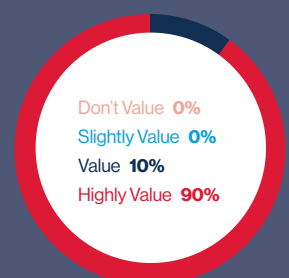
Do you feel that any fears/anxiety that your child may have felt about attending High School was reduced as a result of the transition visits?



I felt more confident and less anxious about my child attending High School.



I believe that the transition program provided was a valuable and worthwhile activity



**Please let us know how the Transition to High School Program benefited your child and your family**

- Familiarity of buildings, teachers etc. Fun activities made the school appealing
- By taking away the pre high school nerves, being able to get used to the new school made the first day a lot easier!!!
- Being able to visit the school and meet the staff helped my daughter so much. I am so grateful that her transition to high school has been so wonderful- Thank you!
- Helped familiarise the kids with the layout, teacher and EA's. Reduced anxiety of the unknown.
- Unfortunately, due to the late acceptance into the school and illness my child only had 1 day of transition. If he had been able to attend all days, it would have been more beneficial.

**Do you have any suggestions that may improve our transition program?**

- Release class list prior to school starting. My child was asking constantly
- No! The job you all do is amazing, keep up the great work you all do
- Go to ILC, Talked about Lego club. Being talked to about higher year experiences
- Being told about the student council

**Other suggestions/comments**

- Not sure ours was a unique situation but luckily, he was familiar with the school due to a sibling and other visits over the years.





# Financial Report 2024

The school budget for December 2024 shows total funds available of 9,490,918, with a total expenditure of \$7,238,499. This results in a variance of \$2,252,418, reflecting a positive financial position for the start of the 2025 School Year.

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	140,215	140,215
Carry Forward (Salary):	2,372,726	2,372,726
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	6,881,741	6,881,741
Locally Raised Funds:	96,236	96,236
Total Funds:	9,490,917	9,490,917
EXPENDITURE		
Salaries:	6,609,982	6,609,982
Goods and Services (Cash):	667,034	628,517
Total Expenditure:	7,277,016	7,238,499
VARIANCE:	2,213,901	2,252,418

The total **INCOME** to December 2024 was **\$6,977,977**, which when combined with funds carried over from previous years provided total school funding available for 2024 of **\$9,490,917**.

- 1. **Carried Forward Funds:**
  - o Cash: \$140,215
  - o Salary: \$2,372,726
- 2. **Student-Centred Funding: \$7,151,741** made up of per student funding, school characteristics, targeted initiatives and Disability Resource Funding. From these funds an amount of \$270,000 was paid to Belridge Secondary College for provision of Specialist teaching, IT Support, Cleaning and Gardening as and sundry shared projects.
- 3. **Locally Raised Funds: \$96,236**
  - o Includes voluntary contributions and charges, Government Grants, Bank Interest and miscellaneous project income.

The total **EXPENDITURE** to December 2024 was **\$7,238,499**, broken down as follows:

- 1. **Salaries:** \$6,609,982
- 2. **Goods and Services:** \$628,517
  - o **Administration:** \$26,183
  - o **Utilities & Maintenance:** \$135,688
  - o **Buildings & Equipment:** \$78,791
  - o **Curriculum & Student Services:** \$202,708
  - o **Professional Development:** \$19,154
  - o **Transfer to Reserve:** \$100,000
  - o **Other Expenditure:** \$9,993
  - o **Belridge Secondary College for consumables and shared events:** \$56,000



Belridge Secondary ESC aims to provide an exceptional educational program that maximizes learning opportunities to prepare our students as they transition into adulthood beyond school.

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