

2025

Annual Report



**BELRIDGE
SECONDARY
EDUCATION
SUPPORT CENTRE**

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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Introduction

The 2025 school year has been a year of significant achievement, growth, and strengthened community partnerships at Belridge Secondary Education Support Centre (Belridge Secondary ESC). Our commitment to delivering an innovative educational experience for students in Years 7–12 remains central to our mission. As a school, we continue to enhance our reputation as a leader in student achievement, individualised learning, and inclusive education.

Principal’s Statement

As Principal of this school, I am incredibly proud of the many achievements—big and small—that take place each, and every day. The highlight of each day for me personally is greeting our students at the school gates upon arrival and basking in their enormous smiles, enthusiastic greetings, and their sheer willingness to be at school, even on those days that may be a little more challenging. Their positivity and resilience continually reinforce the importance and purpose of the work we do.

Our Students

Belridge Secondary ESC supports a diverse cohort of learners with a wide range of abilities, strengths, and educational needs. We are dedicated to fostering a lifelong love of learning through the promotion of independence and the tailoring of learning experiences to individual goals and aspirations. We believe that genuine student success encompasses academic progress, social development, emotional wellbeing, and personal growth. Our comprehensive approach ensures that every student is supported to reach their potential in a safe, respectful, and inclusive environment.

Teaching and Learning

High-quality teaching, innovation, and evidence-based practice remain at the core of our school culture. Staff across all learning areas consistently demonstrate their commitment to excellence and inclusivity, ensuring that teaching is responsive, engaging, and aligned with student needs.

Positive Behaviour Support underpins daily practice, promoting consistency, motivation, and high expectations. This framework enhances student wellbeing, strengthens learning dispositions, and supports meaningful preparation for life beyond school.

Strategic Direction: 2023–2025 Business Plan

Our 2023–2025 Business Plan provided a clear and structured framework to guide school improvement and aligns with the ‘Every Student, Every Classroom, Every Day’ initiative.

Our four strategic focus areas are:

- Student Success
- Teaching Excellence
- School Development and Wellbeing
- Community and Family Partnerships

These priorities ensured that our work remained purposeful, transparent, and focused on improving outcomes for all learners.



Public School Review 2025

In Term 4 2025, Belridge Secondary ESC participated in our scheduled Public-School Review. The Review Team validated numerous commendations, recognising the dedication and passion of our staff, our strong and consistent whole-school practices, and the effectiveness of our processes for monitoring student progress and achievement. Commendations also highlighted our sound financial management and our unwavering commitment to ensuring student success. The Review process further strengthened our reflective practice and provided valuable guidance for the next phase of our school improvement journey. Suggested initiatives and identified priorities will inform the development of our next cycle of Business Planning and continue to support sustained growth and improvement across all areas of the school.

School Board

The support and guidance of the School Board play an essential role in shaping the future direction of Belridge Secondary ESC. Their oversight ensures alignment with the Delivery and Performance Agreement and our Strategic Operational and Business Plans. I extend my sincere appreciation to all Board members for their commitment, insight, and continued support of our school community.

Our Staff

The achievements of 2025 are a testament to the exceptional professionalism and dedication of our staff. Our teachers, education assistants, student support staff, and allied professionals consistently demonstrate their commitment to building an inclusive, engaging, and high-performing educational environment. Every member of staff in every classroom worked tirelessly to provide a nurturing, dynamic and high-quality learning environment for all students. I acknowledge the outstanding efforts of our Deputy Principals- Mrs Shayne Hutchings and Ms Lauren Thompson, our Manager Corporate Services Mrs Stephanie Camkin, and our amazing front office team, Ms Mandy Brown, Ms Darcie Fricker and Ms Monica Sgambelluri. Their collaborative approach ensures that the needs of students and staff are met with consistency, care, and unwavering professionalism.

Community and Partnerships

Strong and collaborative partnerships with families, external agencies, and the broader Belridge community continue to enrich the learning experiences of our students. These relationships underpin effective transition planning, support student wellbeing, and reinforce our shared commitment to ensuring every learner has the opportunity to thrive.

Reflecting on the successes and milestones of 2025, our collective pride in the achievements of our students, staff, and community is immense. Belridge Secondary ESC continues to be a school where every student is known, valued, supported, and encouraged to grow. The entire school community looks forward to building on this year's achievements and continuing to strengthen an environment where every learner can continue to flourish.

School Board

Belridge Secondary ESC provides specialised educational programs for secondary students with identified additional needs. In 2025, the school supported 109 enrolled students across 15 classes from Years 7 to 12. Our focus remains on creating an inclusive, student-centred environment grounded in wellbeing, evidence-informed practice and strong partnerships with families and the wider community.

Student support and wellbeing sat at the heart of our work in 2025. A positive development was the increase in psychological services, with Dr Beau Gamble expanding his time at the school in Semester 2. This strengthened our capacity to respond to the diverse and evolving needs of our students. The introduction of Therapy Service Agreements further strengthened collaboration with external providers, ensuring coordinated support aligned with students' Individual Education Plans (IEPs).

Student leadership also remained an important focus, with the Student Council contributing to school initiatives and events. Student voice continued to be valued through representation by two students from each year group. Throughout the year, the school maintained a clear focus on planning, improvement and accountability in line with Department of Education Western Australia expectations. Operational Plan processes were refined to strengthen alignment between whole-school priorities and classroom practice, and participation in the Public-School Review in August 2025 provided an opportunity to reflect on progress and identify areas for continued growth. Internal moderation processes, including Year 12 Internal Moderation and ASDAN External Moderation, supported the integrity and quality of our programs.

Staff professional growth and a positive organisational culture remained priorities. Professional learning included Team Teach training and collaborative planning aligned to school priorities. In Term 3, the refurbishment of the Staff Study created a welcoming space that supports staff wellbeing and collaboration.

Community engagement continued to strengthen during 2025. The launch of the school's official Facebook page provided another way to celebrate achievements and share information with families. The development of a whole-school

Acknowledgement to Country video reflected our commitment to respect and cultural understanding. Events such as the Whole School Parent Night, Employment Supports Evening and Cyber Safety Parent Information Evening provided opportunities for partnership and shared learning.

Students participated in a wide range of enrichment and community-building activities including Belsurf, Middle School Adventure Day, Harmony Day, the Year 12 School Ball, World Autism Awareness Day, Belridge Has Got Talent, the ESNN Performing Arts Concert, Book Week, the Kalability Basketball Carnival, the Athletics Carnival and Year 7 Transition Days. These opportunities supported social connection, wellbeing and preparation for life beyond school.

The School Board continued to provide guidance and support throughout 2025. In Term 4, the Board acknowledged the significant contribution of Stephanie Camkin, who has served the school community since 2008 and as a Board member since 2011.

We celebrated the achievements of our graduating Year 12 students and wish them every success in the next chapter of their lives. Belridge Secondary ESC remains committed to ongoing improvement and ensuring every student feels supported, valued and empowered to achieve their best.

Trish Butler, Board Chair



School Context

Belridge Secondary ESC is a proud Independent Public School that is widely respected within the local and broader community for the quality education it provides to students with disability in Years 7–12. Our school is committed to creating a welcoming, inclusive environment where students feel valued, supported, and actively engaged in both school life and the wider community.

At Belridge Secondary ESC, our vision is to support students to become confident, capable, and lifelong learners. We strive to provide high-quality educational opportunities that recognise each student's individual strengths, interests, and future aspirations. Working in partnership with families is central to this approach. Through strong communication and collaboration with parents and caregivers, we support students not only in their academic development but also in preparing for their future pathways beyond school.

Our staff are dedicated professionals who demonstrate genuine care and commitment to ensuring that students remain at the centre of all decision-making and planning. The guiding principle of “Two Schools, One Community” reflects our strong partnership with Belridge Secondary College and reinforces our shared commitment to inclusion, belonging, and respect. This ethos encourages students to participate meaningfully in the broader school community while celebrating diversity and recognising the contributions of every individual.

Middle School Program (Years 7–9)

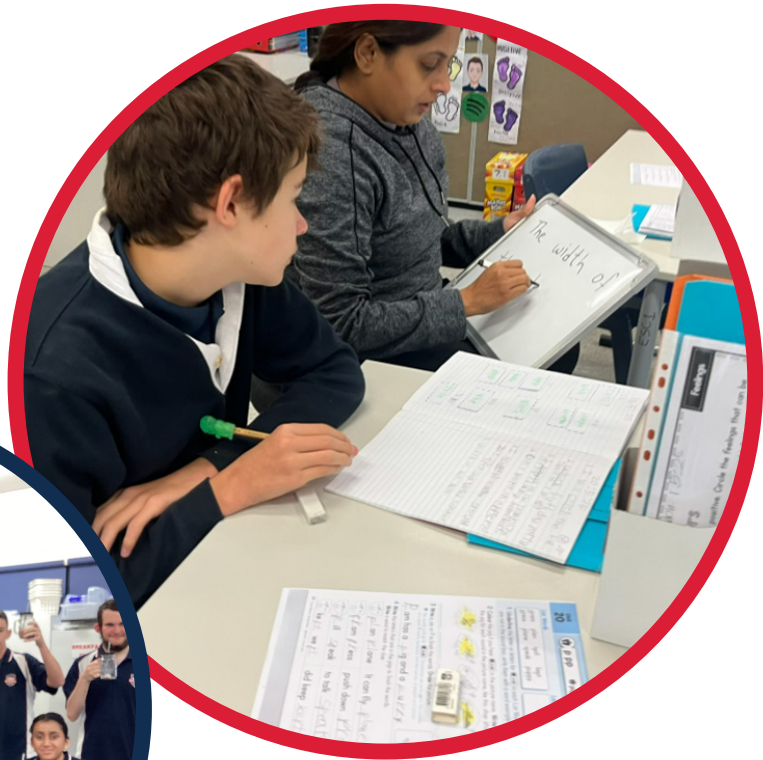
During the Middle School years, the focus is on building strong foundations in literacy, numeracy, and social development. Teaching and learning programs are aligned with the Western Australian Curriculum and are delivered through an integrated and supportive approach that meets the diverse needs of our students. Student wellbeing remains a key priority, with Positive Behaviour Support (PBS) and the Protective Behaviours program embedded across the school. These initiatives support students to develop the skills needed to be safe, respectful, and responsible members of the community.

Senior School Program (Years 10–12)

In Senior School, learning becomes increasingly focused on preparing students for life beyond secondary school. Students continue to strengthen their functional literacy and numeracy skills while engaging in learning experiences that support independence, community participation, and future employment opportunities.

Many students participate in nationally recognised vocational education and training programs, working towards Certificate I and Certificate II qualifications. These opportunities are complemented by ASDAN programs and Workplace Learning experiences, which help students develop practical life skills, confidence, and real-world experience. Through these programs, students are supported to transition successfully into further training, employment, or community pathways.

At Belridge Secondary ESC, we remain committed to nurturing the potential of every student. Through high expectations, personalised support, and meaningful learning opportunities, we work to ensure that all students are well prepared for positive and successful futures.





Student Enrolments:

Student enrolment data from 2020 to 2025 indicates that Belridge Secondary ESC has maintained a stable and consistent student population, reflecting the ongoing demand for specialist education support placements across the secondary years. Overall enrolments increased slightly between 2020 and 2022, reaching a peak of 127 students, before gradually stabilising at 112 students in 2025. These variations reflect normal cohort movement as students progress through the school and transition to post-school pathways.

The majority of students are enrolled in the lower secondary years (Years 7-10), where enrolment numbers remained relatively consistent across the review period. Lower school enrolments ranged from 82 to 86 students between 2020 and 2024, demonstrating a stable intake of students transitioning from primary school into secondary education support settings. In 2025, this number reduced slightly to 74 students, reflecting natural cohort progression and variations in Year 7 intake.

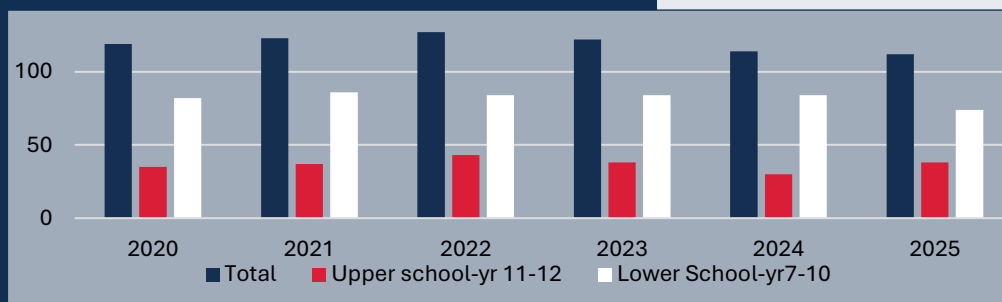
Enrolments in the senior secondary years (Years 11-12) show more variation over time, which is typical as students transition into supported employment, vocational education and training (VET), or other post-school options. Senior enrolments increased from 35 students in 2020 to 43 students in 2022, before fluctuating across the following years and sitting at 38 students in 2025.

Overall, the data demonstrates that Belridge Secondary ESC continues to maintain balanced enrolment patterns across the school, with consistent demand for places in the lower secondary years and strong participation in senior school programs. The stable enrolment trends reflect the school's important role in supporting students with diverse learning needs through Years 7-12 and preparing them for successful post-school pathways.

Student Enrolments Numbers 2020-2025

year	Total	Upper school-yr 11-12	Lower School-yr7-10
2020	119	35	82
2021	123	37	86
2022	127	43	84
2023	122	38	84
2024	114	30	84
2025	112	38	74

Semester 2 Student Numbers



Student Attendance

Student attendance data from 2022–2025 demonstrates strong and improving attendance patterns across Belridge Secondary ESC. Overall, attendance rates across most year levels are comparable to or above the Western Australian Public-School averages, particularly in the most recent year of data. Attendance in 2022 ranged between 76% and 87%, with the lower figure recorded in Year 12. In 2023 and 2024, attendance remained relatively stable across the school, generally sitting in the low to high 80% range, which is consistent with the attendance patterns often seen in specialist education support settings. During these years, several cohorts demonstrated strong engagement, particularly in Years 9–11 where attendance frequently exceeded 85%.

The most notable improvement can be seen in 2025, where attendance increased across most year levels. Year 9 recorded particularly strong engagement with an attendance rate of 93.6%, while Years 10 and 11 also demonstrated high attendance at 88.2% and 88.8% respectively. These results are significantly above the WA Public School averages for those year levels. When compared with Western Australian Public-School data, Belridge Secondary ESC demonstrates positive attendance trends, particularly in the middle and upper secondary years. WA Public School attendance averages range from 79% to 87% depending on year level, while Belridge Secondary ESC cohorts

frequently perform at or above these benchmarks.

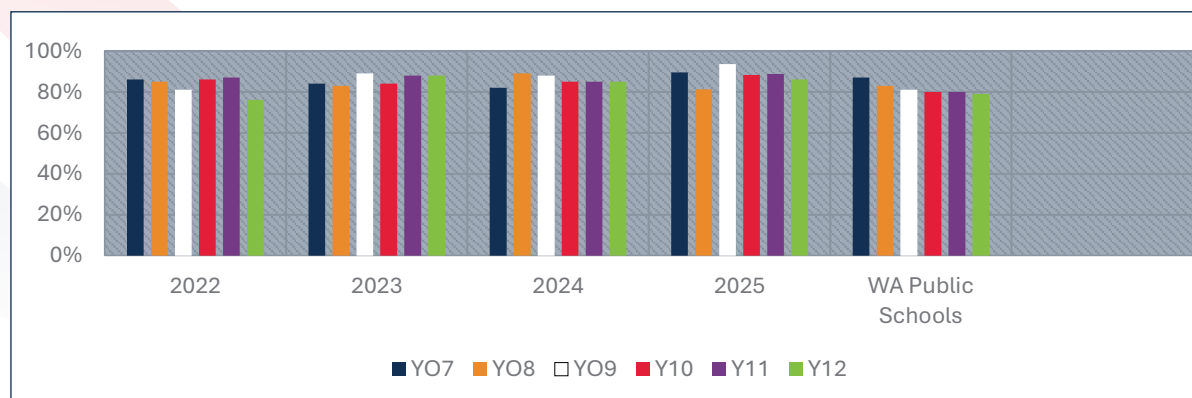
Overall, the data indicates strong student engagement and consistent attendance growth over time. The upward trend in 2025 suggests that the school's targeted attendance strategies, strong student support structures, and focus on wellbeing and engagement are contributing to improved participation in learning. Continued monitoring and support will ensure these positive attendance patterns are maintained across all year levels.



Student Attendance Date 2022-2025

YEAR	YO7	YO8	YO9	Y10	Y11	Y12
2022	86%	85%	81%	86%	87%	76%
2023	84%	83%	89%	84%	88%	88%
2024	82%	89%	88%	85%	85%	85%
2025	89.5%	81.2%	93.6%	88.2%	88.8%	86%
WA Public Schools	87%	83%	81%	80%	80%	79%

Student Attendance Rate



Staff Information

Belridge Secondary College provides additional Teaching FTE to support the delivery of specialist learning programs for students at Belridge Secondary ESC. This allocation enables our students to access a range of enriched learning opportunities, including Home Economics, Design and Technology, Visual Arts, and Dance. The additional resourcing is outlined in the Memorandum of Understanding (MOU) between the two schools and is managed in accordance with the Student-Centred Funding Model (SCFM) and the One Line Budget. Through this arrangement, we are able to broaden the range of learning experiences available to students and ensure access to engaging and meaningful curriculum programs.

This collaborative approach reflects the strong partnership between Belridge Secondary ESC and Belridge Secondary College, guided by our shared commitment to "Two Schools, One Community." This partnership strengthens opportunities for inclusion and allows our students to participate in a wider range of educational and school community experiences.



All teachers at Belridge SESC meet the professional requirements for teaching in Western Australian public schools and are registered with the Teachers Registration Board of Western Australia. Many of our teachers have completed, or are currently undertaking, further study in special education, further strengthening their capacity to support the diverse learning needs of our students.

We would like to acknowledge the dedication and professionalism of our staff, whose collaborative efforts are central to the success of our students. Their commitment to creating supportive and engaging learning environments ensures that students are provided with the opportunities they need to grow and succeed. Throughout 2025, staff continued to participate in a range of professional learning opportunities aimed at strengthening teaching practice and enhancing outcomes for all students 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	1.0	0
Total Administration Staff	4	4.0	0
Teaching Staff			
Other Teaching Staff	18	15	0
Total Teaching Staff	18	15	0
Allied Professionals			
Clerical / Administrative	4	3.6	0
Other Allied Professionals	59	44	0
Total Allied Professionals	63	47.6	0
Total	85	66.6	0

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.

1. Deliver an Integrated Curriculum Relevant to Student Needs and Pathways

Target: Ensure students achieve year-on-year progress and success.

Progress and Achievements

Belridge Secondary ESC continues to deliver a highly individualised curriculum that supports the diverse needs and future pathways of students with disability. Teaching programs align with the Western Australian Curriculum and are adapted using ABLEWA and the SEN Planning Tool to ensure learning is accessible while maintaining age-appropriate contexts.

Individual Education Plans (IEPs) guide teaching and include personalised SMART goals developed with families, therapists and staff. Progress is monitored regularly and reported to families, ensuring student achievement is measured through meaningful individual growth.

The curriculum places a strong emphasis on functional life skills, including self-regulation, consent and respectful relationships, cyber safety, hygiene, and community participation. Programs such as community access excursions, travel training and independent living skills help students build confidence and independence.

Senior school pathways continue to expand through ASDAN Endorsed Programs, Vocational Education and Training (VET), DFES Cadets, workplace learning and community partnerships, providing authentic learning experiences that support transition to employment, training and community participation.

2. Consolidate Whole School Mathematics Practices, Activities and Resources

Target: Establish a Year 7-10 Numeracy Framework to support consistent practices.

Progress and Achievements

Belridge Secondary ESC has strengthened its whole-school numeracy approach through the implementation of a structured mathematics framework across Years 7-10.

The introduction of Oxford Maths provides a sequential program aligned with the WA Curriculum and suitable for a wide range of ability levels. This program is supported by assessment and teaching tools including Bond Blocks, Elastik, Mathific and hands-on mathematics resources.

Teachers use multiple sources of data—including ABLEWA levels, class assessments and numeracy assessment tools—to identify entry points, monitor progress and plan targeted instruction. Regular staff collaboration and moderation ensures greater consistency in mathematics teaching and strengthens the school's capacity to analyse numeracy data at the individual, class and whole-school level.

3. Explore and Establish a Whole School Approach to Teaching Literacy (Years 7-10)

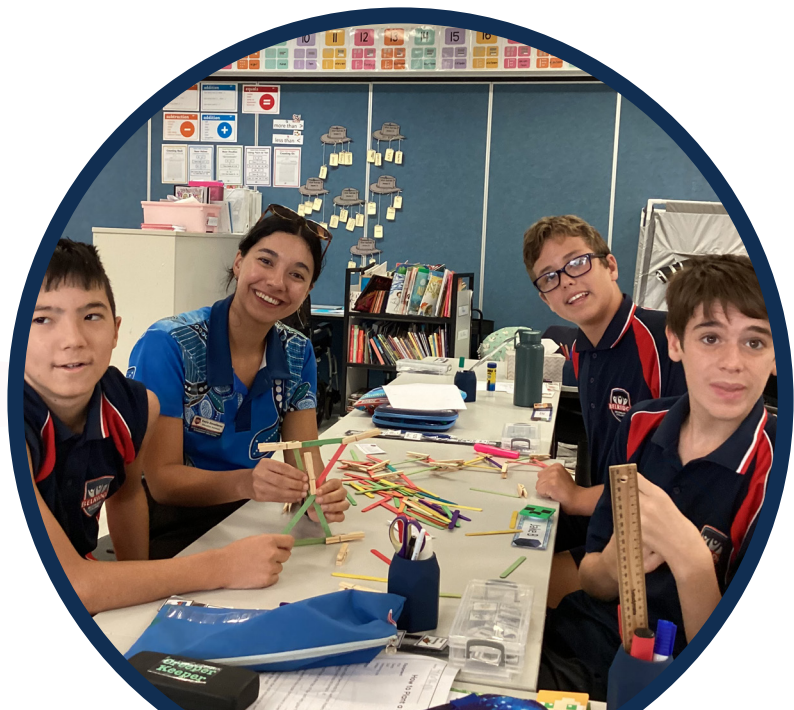
Target: Develop a unified approach to literacy across the school.

Progress and Achievements

Belridge Secondary ESC has made important progress toward establishing a consistent whole-school literacy approach. In 2025, the school introduced the PLD Literacy program to support structured teaching of phonological awareness, decoding, spelling and early writing skills.

PLD complements existing literacy supports including MultiLit and teacher-developed assessment tools, providing teachers with a clearer framework for identifying literacy entry points and monitoring small-step progress.

Literacy instruction is supported through explicit teaching, visual supports, structured routines and differentiated instruction, ensuring students with diverse learning needs can access literacy learning. Teachers collaborate regularly to analyse literacy data and refine teaching strategies.



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.

Our Priority: To enhance student learning and success through highly effective teaching practices across the school.

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

Belridge Secondary ESC has continued to strengthen a shared understanding of what constitutes highly effective teaching for students with disability. This work has been guided by the Department of Education's Teaching for Impact – Quality Teaching Strategy, which has supported staff to develop consistent approaches to lesson design, explicit instruction and reflective teaching practice.

Teachers have engaged in professional learning and collaborative discussions to build a common understanding of effective instructional strategies that support student engagement and learning. These strategies include structured teaching routines, explicit instruction, visual supports, scaffolded tasks, and hands-on learning experiences that respond to the diverse learning needs of our students.

Staff also participate in professional networks through the Joondalup Learning Community Teaching and Learning Hub, where teachers collaborate with neighbouring schools to explore evidence-based instructional practices and share strategies that improve student engagement and achievement. These opportunities strengthen professional dialogue and support staff to reflect on their practice in line with current research and system priorities.

A clear example of the school's shared instructional approach is the whole-school Health and Protective Behaviours program, which ensures students receive explicit teaching around personal safety, relationships, emotional wellbeing and independence. This program is delivered consistently across Years 7–10 and reinforced through incursions and partnerships with external organisations. For senior students, learning continues through ASDAN programs and transition-focused courses that support independence and life skills development.

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

Belridge Secondary ESC has implemented a whole-school approach to strengthen teaching practice through collaborative planning, consistent curriculum alignment and the use of evidence-based data to inform teaching.

Teaching programs are aligned with the Western Australian Curriculum, with adjustments made through ABLEWA and the SEN Planning Tool to ensure learning experiences are meaningful and achievable for every student. Teachers use Individual Education Plans (IEPs) to guide instruction and monitor progress, with each student having SMART goals that are regularly reviewed and developed in collaboration with families and allied health professionals.



The school has also strengthened its Curriculum, Assessment and Reporting (CAR) processes, ensuring staff have a consistent approach to planning, assessment and reporting. Teachers participate in moderation activities and professional learning to build confidence in identifying student needs, designing learning programs and making reliable judgements about student progress.

A range of school-based data is used to inform teaching and track student growth. These include:

- Literacy data such as PLD assessments and MultiLit progress tracking
- Numeracy data including Oxford Maths, Bond Blocks and Elastik assessments
- Class and cohort assessment data to identify trends and support moderation
- Student wellbeing and engagement data, including attendance, behaviour and self-regulation tracking

Teachers use this data to identify entry points for learning, monitor progress and adapt instruction to meet individual needs. This approach allows the school to measure progress in meaningful ways for students who may not be able to access traditional assessment programs such as NAPLAN or OLNA.

Differentiated teaching is a central feature of classroom practice. Lessons are adapted using visual supports, assistive technologies, structured routines, flexible grouping and practical learning experiences to ensure students can access the curriculum at their level. In the senior school, differentiation supports transition pathways including ASDAN courses, Workplace Learning, VET programs and community-based learning, helping students develop employability skills, independence and confidence.

3. Provision of Opportunities to Enhance Leadership Skills

Belridge Secondary ESC has continued to build leadership capacity among staff by providing opportunities for teachers and education assistants to contribute to school improvement, lead programs and engage in professional networks.

Leadership opportunities exist through committee membership and operational planning groups, including teams focused on literacy, PBS, communication and student services. Staff are encouraged to contribute to the development and review of operational plans and participate in school improvement initiatives aligned with the Business Plan.

Teachers also engage in professional networks and collaborative partnerships across the region. Participation in networks such as the Joondalup Learning Community Teaching and Learning Hub, Education Support networks and VET moderation groups provides opportunities for staff to share expertise, learn from colleagues and contribute to system-wide improvement.

Within the school, leadership is encouraged through mentoring, coaching and collaborative planning structures. Class teams consisting of teachers and education assistants work together to plan and monitor student progress, ensuring shared responsibility for student learning outcomes. Staff are also supported to undertake specialised training, including VET qualifications and ASDAN moderation processes, strengthening the school's capacity to deliver high-quality programs for senior students.

Through these distributed leadership opportunities, staff develop greater confidence in leading programs, supporting colleagues and contributing to whole-school improvement. This collaborative culture continues to strengthen teaching practice and ultimately enhances learning outcomes for students.

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.

1. Invigorate the Positive Behaviour in Schools (PBS) Approach

Belridge Secondary ESC continues to strengthen and extend the Positive Behaviour in Schools (PBS) framework to promote consistent expectations, improved engagement and positive student behaviour. The PBS values of Safe, Respectful and Responsible are embedded across the school through explicit teaching, classroom displays, visual supports and whole-school reinforcement systems. Each classroom maintains a PBS display wall that includes the behaviour matrix and the current behaviour focus.

A fortnightly behaviour focus is taught across all classes using shared resources such as lesson plans, videos and differentiated activities to explicitly model expected behaviours in a way that is accessible to all students. Assemblies are used to reinforce these expectations and celebrate student success. Positive behaviours are recognised through the PBS raffle ticket system, where students receive tickets for demonstrating expected behaviours and participate in fortnightly prize draws. Parents are notified through Compass to celebrate these achievements.

Staff capacity continues to grow through coaching and professional learning led by the Student Services Coordinator, who provides modelling, observation and classroom support to strengthen behaviour strategies. Tiered supports aligned with the PBS pyramid ensure students receive the level of support they need, ranging from universal classroom strategies through to individualised behaviour plans.



2. Promote and Protect Positive Wellbeing Within Our School Community

The health and wellbeing of both students and staff remains a central focus at Belridge Secondary ESC. A broad range of initiatives support social connection, engagement and belonging across the school. Students participate in inclusive events such as Harmony Week, Wear It Purple Day, RUOK? Day, Talent Show Day, Adventure Day and Belsurf excursions, which build community and celebrate diversity. Students are also supported to participate in structured social opportunities such as Lego Club, Music Club and inclusive play activities on the ninja playground, strengthening social skills and peer connections.

Wellbeing supports include Breakfast Club, the Chillout Room (established in 2024), classroom social-emotional learning programs and individual wellbeing plans where required. Student engagement and wellbeing are closely monitored through Compass, with attendance patterns, behaviour data and case management processes informing targeted support. The school psychologist provides counselling, consultation, mental health assessments and links with external services such as CAMHS and Headspace.

Staff wellbeing is also prioritised through the implementation of a whole-school wellbeing survey, which informed the creation of a Staff Wellbeing Working Group. This group has implemented strategies including improved post-incident support processes, the creation of quiet spaces for staff to reset after challenging incidents and professional learning in staff resilience and wellbeing.

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.

1. Continue to Provide and Extend Social and Community Inclusion for All Students

Belridge Secondary ESC has continued to provide and extend meaningful social and community inclusion opportunities for students through a wide range of school, community and transition-based experiences. A strong feature of this work is the school's commitment to ensuring students are not only included within the life of the school but are also supported to actively engage in the wider community in ways that build confidence, independence and belonging. This is evident through the school's strong "Two Schools, One Community" partnership with Belridge Secondary College, where students participate in shared assemblies, Harmony Week, NAIDOC Week, athletics carnivals, Belsurf, Big Day In, graduation events and other whole-campus celebrations. These opportunities strengthen inclusion, promote peer connection and reinforce a culture where all students are valued members of the broader school community.

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

Belridge Secondary ESC is committed to providing learning environments that are safe, inclusive and culturally responsive. Whole-school initiatives celebrate diversity and ensure students feel valued and connected. Aboriginal cultural education is embedded across the curriculum with year-level learning themes linked to Noongar culture, histories and perspectives. The school also celebrates key events such as NAIDOC Week, Reconciliation Week and Sorry Day, supported by community partnerships with local elders and cultural presenters.

In 2025, we introduced a whole-school Acknowledgement of Country video, developed in consultation with community partners and launched at assembly to reinforce cultural respect and connection to Whadjuk Noongar Boodja.

We also promote inclusion through initiatives such as Wear It Purple Day, inclusive signage across the campus and collaborative events with Belridge Secondary College under the "Two Schools, One Community" partnership. This partnership enables shared assemblies, community events, and collaborative activities that strengthen belonging across both schools.

Strong partnerships with families, therapists and external agencies further support safe learning environments. The school hosts large numbers of therapy sessions each fortnight and works closely with NDIS providers to ensure therapy aligns with student learning goals. Interagency meetings involving school staff, families and external professionals ensure coordinated support for students with complex needs.

Beyond the school gates, students are supported to build real-world skills and participate meaningfully in community life through structured community access programs and excursions. From Year 10 onwards, students engage in experiences designed to strengthen independence and prepare them for life beyond school. This includes weekly access to local shops such as Coles Beldon, where students develop practical skills including road safety, shopping routines, self-checkout use and managing purchases. Students also extend their confidence through visits into the Joondalup community using public transport, learning how to use the Transperth Journey Planner, identify bus stops, tag on and off with a SmartRider and engage safely and respectfully in public settings. Students also participate in broader community experiences linked to curriculum and pathways, including museums, sustainability centres, sites of Aboriginal significance, gyms and leisure venues. These programs provide authentic contexts for students to develop independence, social competence and participation in community life.

We have also created inclusive opportunities through student leadership, volunteering, performing arts, sport and cultural activities. Students have participated in WA All Abilities Kalability Carnivals, the Minister's Running Challenge, Student Council youth workshops, Lego League, writing competitions, performing arts events, Market Day and school-based talent and arts celebrations. Student Council initiatives have extended inclusion beyond the school by connecting students with the Perth Homeless Support Group and Mercy Care

Residential Home, allowing students to contribute positively to the wider community while building empathy, responsibility and a sense of purpose. These opportunities demonstrate that social inclusion at Belridge Secondary ESC is not viewed as an add-on, but as an important part of student development, citizenship and transition planning.

2. Strengthen Partnerships with Families, Community Organisations, and Agencies

Belridge Secondary ESC has significantly strengthened partnerships with families, community organisations and external agencies in ways that maximise educational opportunities for students both at school and as they transition beyond school. Families are increasingly engaged as genuine partners in planning, review and decision-making. This is reflected in the co-design of Individual Education Plans (IEPs), the use of parent questionnaires, regular case conferences, twice-yearly IEP meetings, home-school diaries, emails, photo updates, newsletters and parent information evenings. The school has worked hard to ensure communication is proactive, respectful and accessible, using both personalised approaches and whole-school systems such as Compass to strengthen communication with families. This includes the use of attendance notifications, excursion planning through the Events Module, bulk parent messaging and PBS commendation communication, all of which support more timely and consistent home-school engagement.

We have also shown strong growth in its partnerships with families during key transition points. The Year 7 Transition Program has become a particularly important example of this, with a structured three-day transition process shaped by parent feedback and ongoing consultation with feeder schools. Parents have reported reduced anxiety and increased confidence in their child's readiness for high school, and this work has contributed to growing enrolments and strong community confidence in the school. Similarly, the Beyond School Expo, NDIS Employment Supports Parent Information Evening and Developmental Disability WA presentations have strengthened partnerships with families by equipping them with knowledge, services and support related to adulthood, employment, funding and post-school pathways. These initiatives demonstrate that the school values families not only as participants in school life, but as key partners in long-term student planning and success.

Partnerships with agencies, therapists, businesses and community organisations are also a major strength. We have established strong working relationships with therapists and NDIS providers, supported by therapy agreements, regular communication and collaborative planning. More than 170 therapy visits occur each fortnight, highlighting the scale and coordination of this work. Staff also play an active role in helping families navigate NDIS processes, communicate with providers and access appropriate supports. For students and families with more complex needs, the school facilitates interagency meetings involving Student Services, school psychologists, SSEND, NDIS coordinators, advocacy organisations and North Metropolitan Regional Office staff, ensuring a coordinated and wraparound approach. These partnerships strengthen consistency between home, school and external services and ensure that families feel supported when navigating complex systems.

The school's partnerships with local businesses and community organisations have also expanded educational and transition opportunities for students. Local employers and organisations support workplace learning, VET and Certificate pathways in areas such as hospitality, retail, horticulture, administration and customer service. Community partners including IGA and Brumby's Bakery have contributed directly to student wellbeing and learning by supporting school initiatives and donating to programs such as Breakfast Club. The school's connection with APM has strengthened beyond-school planning, including having an APM Communities representative involved at School Board level. In addition, the School Board itself has grown into an important partnership forum where families, staff and community members contribute to school improvement, review data, celebrate achievements and help shape future directions. Collectively, these partnerships reflect a highly connected school community that works together to improve outcomes for students and ensure families are supported, respected and meaningfully involved.





Beau Gamble,
School Psychologist

School Psychology Service

Dr Beau Gamble continued to support Belridge Secondary ESC as the School Psychologist in 2025, having started with the Department of Education WA in 2024. Beau's capacity increased to a full-time role (1.0 FTE) at Belridge Secondary ESC across Terms 3 and 4.

2025 Highlights

The School Psychologist provides support across 3-tiers of service at Belridge Secondary ESC:

- **Tier 3:** Beau delivered direct services to 22 students at Belridge Secondary ESC. This included around 80 individual counselling sessions and formal assessments, encompassing suicide risk, psychometric, and non-psychometric tools. The primary focus areas for direct student support involved mental health concerns, intensive behaviour support, emotional resilience, educational planning, and navigating gender or sexual identity. The School Psychologist is not the primary mental health provider for students, but often provides interim or complementary support, alongside external practitioners.
- **Tier 2:** Beau collaborated with staff to support positive behaviour and liaised with families and teams. He provided regular consultative support to classroom teachers and Student Services regarding specific student support strategies, particularly for students with complex clinical presentations. His work involved critical incident debriefing, including supporting Teachers, EAs and Leadership following incidents (e.g., with 'mental health first aid'). Beau supported family engagement by directly liaising with parents and coordinating with external professionals and agencies (e.g. CAMHS, headspace, external clinical psychologists, paediatricians), supporting comprehensive wrap-around care for students.
- **Tier 1:** Beau supported whole-school planning and operations. He dedicated significant time to the school's Public School Review, specifically on the Wellbeing and Learning Environment sections. He also supported the Principal with the School Board Self-Review and delivered staff workshops for the Social and Emotional Skills Program ('Next Level Collaboration'). At a regional level, he provided clinical input into the Non-Suicidal Self-Injury (NSSI) and Suicidal Behaviour Response Guidelines, and Student Support Documentation Guidelines, providing voice from an education support perspective.



3

Tier 3 | Direct

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

2

Tier 2 | Consultative

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

1

Tier 1 | Whole-School

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

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

Staff Wellbeing

The 2025 Staff Wellbeing Survey at Belridge Secondary ESC builds on the work of 2024 to track and enhance staff experiences across five key dimensions: physical, psychological, social, spiritual, and environmental wellbeing.

A total of **71 staff members** participated in the 2025 survey (up from 65 in 2024), representing strong engagement from Education Assistants (EAs), Teachers, and Leadership/Admin. The results indicate a positive upward trend in environmental wellbeing appreciation and the sense of connection among staff. However, persistent challenges remain regarding workload, physical safety with aggressive students, and the need for fair staff rotation.

Key Findings:

- **Physical Wellbeing:** Staff feel physically active but concerns regarding student aggression and safety protocols remain the primary issue. There is a strong call for consistent consequences for physical student behaviours.
- **Psychological Wellbeing:** Emotional exhaustion is still prevalent. Staff value supportive colleagues but continue to report high levels of stress related to workload and the mental load of "taking work home."
- **Social Wellbeing:** This remains a strength of the school. Staff feel highly connected to students and generally supported by their immediate teams. There is a strong desire for more whole-staff social events to bridge the gap between different classroom "silos."

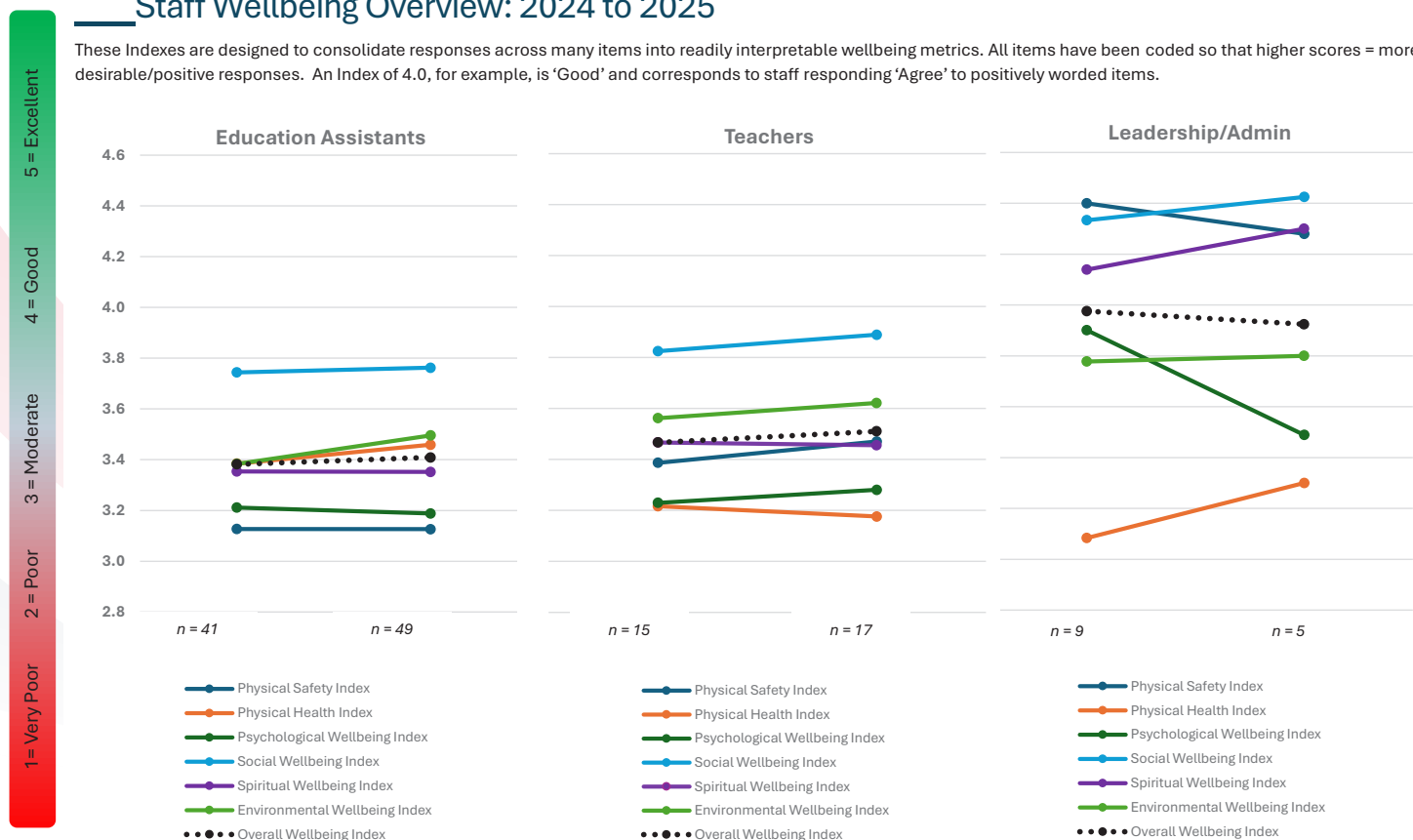
- **Spiritual Wellbeing:** While not a high priority for many, staff feel generally safe expressing their identity. However, there is a notable request for more inclusive cultural celebrations that reflect the diversity of the staff body.
- **Environmental Wellbeing:** This area saw the most polarised engagement. Staff deeply appreciate the outdoor spaces (gardens, ninja course) but identified urgent maintenance issues (toilets, staff room distance) and a desire for dedicated "staff-only" outdoor relaxation zones.

Staff Wellbeing Recommendations:

1. **Safety & Behaviour:** Review current approaches to student aggressive behaviours to identify how staff confidence and safety can be best supported. This may involve clarifying existing behaviour support principles (e.g., providing clear rationale for a non-punitive approach) or ensuring staff frustrations are heard and acknowledged regarding the management of complex behaviours.
2. **Fairness & Rotation:** Investigate potential strategies to mitigate burnout in high-needs classes. This could involve exploring the feasibility of making the rotation system more transparent or other mechanisms to ensure workload distribution is perceived as equitable.
3. **Facilities:** Address concerns regarding the maintenance of staff amenities (toilets, break areas) and explore the viability of creating accessible break spaces closer to classrooms, subject to site constraints.
4. **Social Connection:** Explore sustainable and cost-effective opportunities to foster whole-school connection and bridge the gap between classroom teams.

Staff Wellbeing Overview: 2024 to 2025

These Indexes are designed to consolidate responses across many items into readily interpretable wellbeing metrics. All items have been coded so that higher scores = more desirable/positive responses. An Index of 4.0, for example, is 'Good' and corresponds to staff responding 'Agree' to positively worded items.



Positive Behaviour Support (PBS)

PBS has continued to progress through 2025 at Belridge Secondary ESC. This year's successes include the role out of whole school teaching of expected behaviours, outside classroom procedures have been developed and are displayed around the school, and evidence-based practices, for example classroom management strategies, disability support strategies, and engagement in learning are widely implemented alongside PBS. During 2025, there has also seen an increased use of whole school data collection which will further enhance monitoring of PBS throughout the school.

Tier 1 Supports – Whole School

Whole School Progression in PBS Implementation

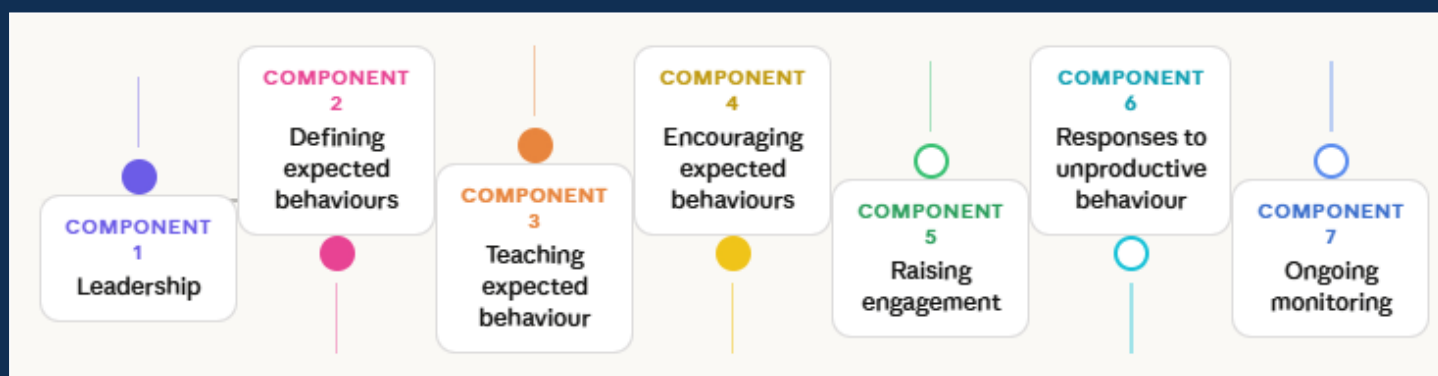
Tier 1 supports are expected to be implemented across the whole school with the aim of prevention. The following data illustrates progress made during 2025 relating to PBS. Please note, that components 5-7 of Tier 1 implementation are well established across the school, however; formal implementation is yet to occur.

Teaching Expected Behaviours

Teaching of expected behaviours occurred on a fortnightly basis. Power point presentations were made and shared by staff including staff videoing of expected and unexpected behaviours. Each lesson was supported by visuals and modifiable to the needs of the class. Lessons were selected based on whole school priorities. Teaching expected behaviours will continue in 2026.

Encouraging Expected Behaviours

Students are recognised for demonstrating the school's three core expected behaviours: Safe, Respectful, and Responsible. Recognition takes the form of raffle tickets, which students earn from staff and enter into fortnightly prize draws, creating a tangible and motivating link between the school expectation and student behaviour. Data was collected throughout the year, although was incomplete for Term 4. The table below shows the number of raffle tickets distributed across the school.



Behaviour Pillar	Term 1	Term 2	Term 3	T1–T3 Total
Safe	1,717	1,176	1,354	4,247 (20%)
Respect	2,835	2,030	2,288	7,153 (34%)
Responsible	4,066	2,758	2,753	9,577 (46%)

Key Findings: Across Terms 1–3, the Responsible pillar consistently attracted the most raffle tickets — accounting for 46% of all tickets awarded. Respect represented 34% and Safe 20%. This pattern was consistent across all three terms, suggesting students most frequently demonstrate and are recognised for responsible behaviour. Safe had the lowest ticket count, which may reflect the nature of recognising safety behaviours or could be a focus area for staff engagement.

Strengths

- The PBS program reached all 15 class groups across all year levels (Years 7–12) throughout the 2025 school year, demonstrating whole-school implementation.
- Over 23,000 raffle tickets were issued across the year, representing a substantial volume of positive recognition interactions between staff and students.
- Term 2 demonstrated the most consistent fortnightly engagement of any term, with steady incremental growth in average tickets per student — a marker of embedded, sustained practice.
- Term 3 showed recovery after a mid-term dip, indicating resilience in the program and staff capacity to re-engage students with PBS.
- The Responsible pillar is strongly embedded, consistently accounting for nearly half of all ticket recognition events.

Areas for Focus

- The significant drop in average tickets per student from Term 1 (62.5) to Terms 2 and 3 (43–45) suggests that the high engagement seen at the start of the year is difficult to sustain. This is a common challenge in PBS programs and may benefit from targeted mid-year re-launch activities or staff reflection on recognition frequency.
- The Safe pillar consistently receives the fewest tickets across all terms and all class groups. A focused review of how Safety expectations are defined, modelled, and recognised at Belridge Secondary ESC may help lift this area.
- The Term 3 mid-term dip (global average dropping from 9.27 at Week 4 to 2.41 at Week 6) requires investigation. Understanding the cause will inform whether this is a data collection issue, a programmatic lull, or a response to specific school events.
- Term 4 data collection was incomplete. Establishing a clear process for completing and submitting Term 4 data before the end of the school year is recommended for future reporting cycles.

Tier 2 Supports – Small Groups

Progression for Targeted Intervention:

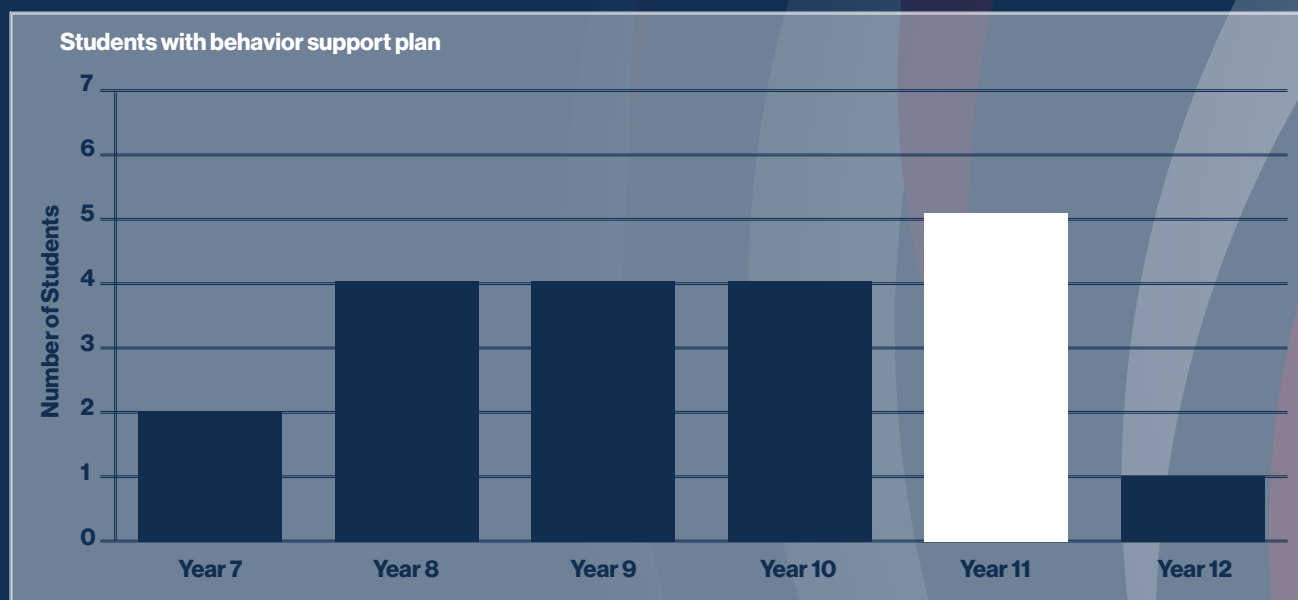
As part of the school curriculum, each class is expected to run Social and Emotional Learning (SEL) programs. 2025 saw the introduction of one targeted SEL program: Level Up VR program run by school psychologist and trialled with year 9 and 10 students. It is anticipated that this program will expand in 2026 and further SEL programs will be identified.



Tier 3 Supports – Individual Students

Progression for Individualised Intervention:

Tier 3 represents individual students who require a more individualised behaviour support plan and/or escalation profile or wellbeing plan. A total of 20 (18%) students required individualised wellbeing or behavioural supports in 2025. The year group breakdown for the number of students on individualised behaviour or wellbeing plans is as follows:



Teacher Self-Assessment Survey

This is a **PBS Tier 1** self-assessment survey, completed anonymously by teaching staff in **Term 2, 2024** and **Term 4, 2025** across six key practice domains, rated on a scale of 0 (No), 1 (Partially/Sometimes), and 2 (Yes). There was a reduction in response rate in 2024 in which only 12 teachers completed the survey compared to 18 in 2025 making direct year-on-year numerical comparisons somewhat limited. This was possibly due to the lateness in the year the survey was completed in 2025. Overall, the data tells a **positive story of improvement** from 2024 to 2025, with a strong baseline of PBS Tier 1 practices.

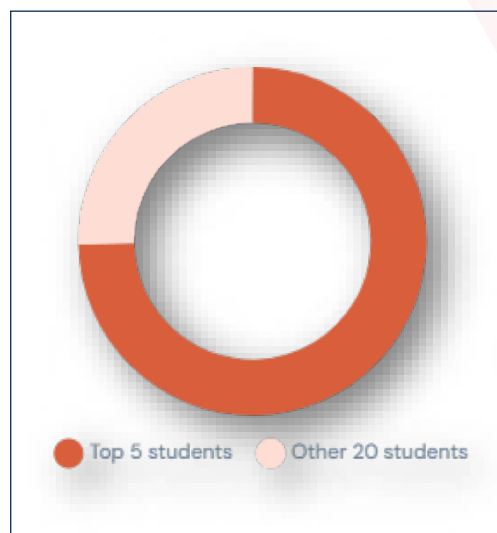
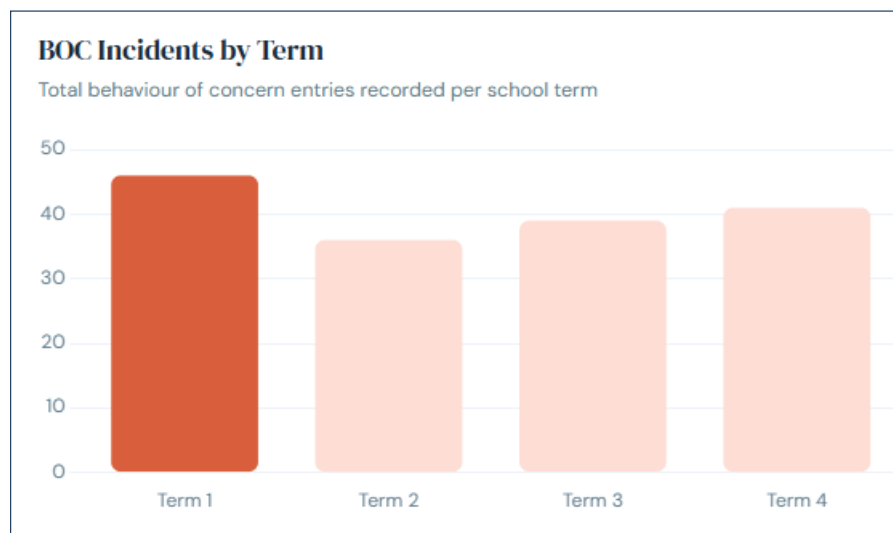
Domain-by-Domain Summary of 2025 Data:

- 1. Structure and Predictability in the Classroom** The 2025 data showed a mixed picture of strategies used, with most teachers displaying classroom routines and explicitly teaching classroom procedures. Items around using a pre-signal and explicitly teaching/pre-correcting students in using a pre-signal were the weakest. This will be a priority focus for 2026.
- 2. Posting, Teaching, and Reinforcing Positively Stated Expectations** Displaying school-wide expectations and prompting/pre-correcting students were strong, but explicitly teaching and reviewing expectations weekly was the weakest. This domain remains a focus area for 2026, particularly around weekly reviews of expectations.

- 3. Active Supervision** This was a clear strength area in 2025, as all teachers reported using the strategies of proximity to students, making eye contact with students, and frequent positive interactions with students. 2026 will focus on continually embedding these practices in the classrooms, especially randomised proximity to problem areas and regular scanning, as ongoing priorities.
- 4. Actively Engaging Students in Observable Ways** Strategies including physical movement awareness, use of games, and use of humour were strong strategies used. However, providing academic choice and growth mindset language were more variable. For 2026, the focus is on increasing student response opportunities, variety of instructional methods, and use of growth mindset language.
- 5. Acknowledging Appropriate Behaviour** In 2025, providing specific positive feedback and using a variety of winning over strategies were strong. Providing free and frequent and short and long term continuum of strategies for encouraging social behaviour in the classroom was the weakest closely followed by using a 4:1 positive to corrective feedback ratio. This remains a 2026 priority, with the reinforcement that education support staff are expected to aim for a 7:1 ratio.
- 6. Responding to Unproductive Behaviour** The 2025 data show this as a relative strength area: Providing clear choices if behaviours continue and using redirection/error correction were high. Responding consistently each time a behaviour error occurs was weakest. These two items are flagged as 2026 focus points.

Behaviour Incident Reports

Behaviour incidents involving aggression towards staff or other students, property destruction, intimidation of staff or students, self-injury, or absconding are recording in Compass as behavioural incidents. The following graphs show the number of incidents per term followed by student concentration of behavioural incidents. Care needs to be taken in interpretation of this data as not all incidents may have been reported, and some staff members were more likely to record incidents than others.



Identified Strengths in 2025:

- Overall PBS progression
- Whole school explicit teaching of expected behaviours
- Classroom routines prominently displayed
- Use of proximity and scanning
- Positive interactions with students
- Use of evidence-based instructional methods
- Data collection commenced for positive behaviours and behaviour incidents
- Documented plans for Tier 3 students

Priority Focus Areas for 2026

- Upskilling staff in classroom management strategies – Priorities based on teacher survey
- Refine and improve data collection – E.g., behaviour incidents through Compass
- Expand Tier 2 supports
- Modelling and coaching for staff in PBS and disability supports for Tier 3 students
- Explore options/strategies for reducing behavioural incidents, e.g., collaboration with parents and external agencies
- Increase reinforcement of 'safe' behaviour expectations
- Staff reflection tools for behavioural incidents.
- Identify minor and major behaviours with whole school

Improvement Plan Strategies

- Providing exemplars of classroom management strategies (CMS)
- Micro-PD sessions of PBS and CMS strategies at staff meetings
- Modelling and coaching staff
- Fortnightly email quick-reference guides (shared with EAs)
- Peer drop-in sessions
- Self-audit checklists
- Targeted support follow-up
- Celebrating improvements
- Refreshers
- Streamlined and accessible documentation (e.g., individual behaviour support plans, escalation profiles, checklists of strategies)



Curriculum, Assessment and Reporting

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

Student Achievement Analysis – 2025

Belridge Secondary ESC remains committed to its strategic priority of providing every student with a pathway to a successful future. Due to the diverse learning needs of students at here at Belridge Secondary ESC, we measure achievement through Individual Education Plan (IEP) objectives, which provide personalised learning targets aligned with the Western Australian Curriculum and ABLEWA frameworks. These individualised measures allow staff to track meaningful progress for students across a wide range of academic, social, and functional learning areas.

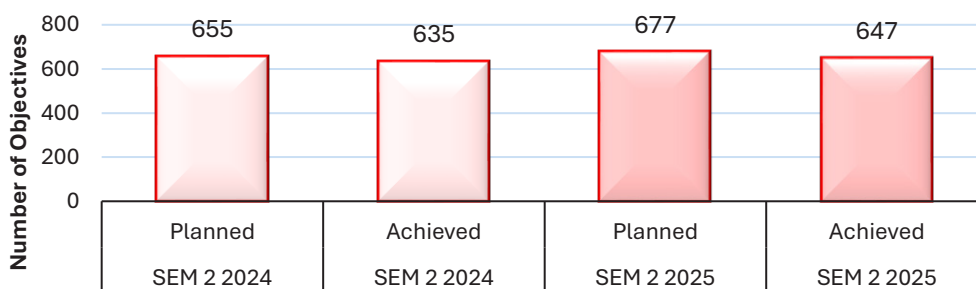
Analysis of the 2025 data indicates that students continued to demonstrate strong achievement across the curriculum, with consistently high rates of IEP objective completion. In English, the school planned a total of 677 objectives in Semester 2 of 2025, with 647 objectives successfully achieved, resulting in an overall achievement rate of 95 percent. This compares



closely with 2024 results, where 655 objectives were planned and 635 were achieved, resulting in a 96 percent achievement rate. While the overall percentage decreased slightly, the number of objectives planned increased, indicating that staff are setting increasingly ambitious and targeted learning goals for students.

Student achievement across year levels remained strong. Senior school outcomes were particularly positive, with both Year 11 and Year 12 students achieving 100 percent of their English IEP objectives in 2025. Year 10 students also demonstrated notable improvement, achieving 98 percent of their learning goals. These results reflect the impact of targeted teaching strategies and structured literacy approaches being implemented across the school. A key initiative in 2025 was the introduction of PLD Literacy across Years 7-10, which focuses on explicit instruction in phonological awareness, reading comprehension, writing structure and oral language development. Early indicators suggest that this program is strengthening literacy foundations for students and supporting improved engagement in learning.

**Table 1: Student Achievement Data
English 2024/2025
Years 7-12**



**TABLE 3: 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%
Total	655	635	96%

TABLE 4: ACHIEVEMENT AGAINST IEP OBJECTIVES
ENGLISH SEMESTER 2, 2025

Year Group/Cohort	Number of Objectives Planned	Number of Objectives Achieved	Percentage Achievement %
Year 7	97	83	85%
Year 8	139	131	94%
Year 9	102	97	95%
Year 10	209	206	98%
Year 11	62	62	100%
Year 12	68	68	100%
Total	677	647	95%

Mathematics achievement also remained strong across the school. In Semester 2 of 2025, 598 mathematics objectives were planned, with 552 achieved, resulting in an overall achievement rate of 92 percent. In comparison, 654 objectives were planned in 2024, with 622 achieved, representing a 95 percent achievement rate. While there was a slight decrease in the overall percentage, this reflects the introduction of more complex and functional numeracy goals aligned with everyday life skills and independent living.

Mathematics programs in 2025 placed a strong emphasis on **functional and applied numeracy**, supporting students to develop

practical skills relevant to community participation and employment pathways. Learning programs increasingly incorporated real-world applications such as money management, time concepts, measurement, and problem solving within authentic contexts. Senior students again demonstrated strong outcomes, with Year 12 students achieving 100 percent of their mathematics objectives. Year 8 students also maintained consistently high achievement levels. These results demonstrate the effectiveness of hands-on, differentiated teaching approaches in supporting student success.

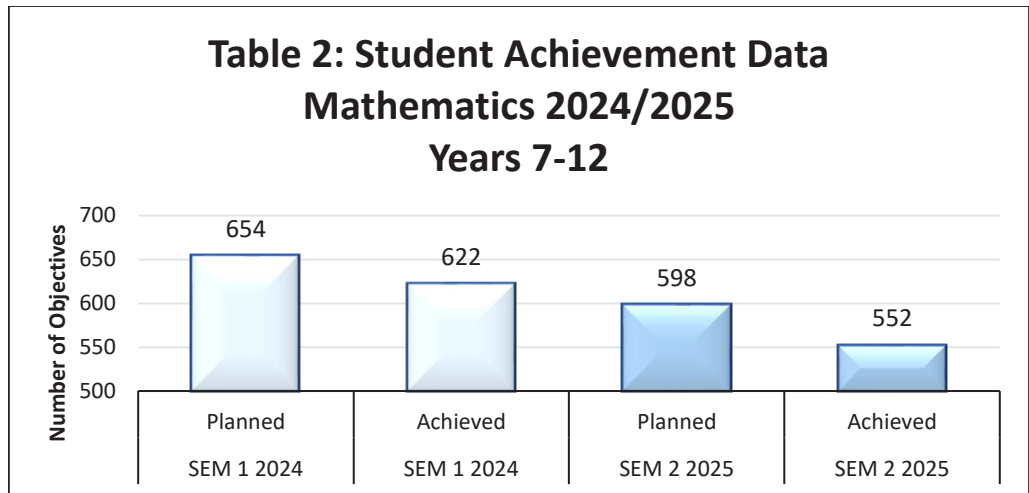


TABLE 5: ACHIEVEMENT AGAINST IEP OBJECTIVES
MATHEMATICS SEMESTER 2, 2024

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%
Total	654	622	95%

TABLE 6: ACHIEVEMENT AGAINST IEP OBJECTIVES

MATHEMATICS SEMESTER 2, 2025

Year Group/Cohort	Number of Objectives Planned	Number of Objectives Achieved	Percentage Achievement %
Year 7	93	81	87%
Year 8	150	145	96%
Year 9	101	92	91%
Year 10	121	111	91%
Year 11	65	55	84%
Year 12	68	68	100%
Total	598	552	92%

Table 7: Across all learning areas, student achievement remained consistently high. Science recorded particularly strong outcomes, with 99 percent of objectives achieved in 2025, reflecting high levels of engagement in practical and investigative learning experiences. Humanities and Social Sciences (HASS) also demonstrated strong performance, with 98 percent of objectives achieved. The Arts saw significant improvement in achievement rates, increasing to 97 percent in 2025, highlighting the positive impact of creative and experiential learning opportunities. Technologies continued to demonstrate strong results, with approximately 95 percent of objectives achieved across Design and Technologies, Home Economics, and Digital Technologies programs.

Health and Physical Education programs continued to support student wellbeing and physical development, maintaining strong achievement outcomes across both movement and social participation strands. In addition, the school refined the way Protective Behaviours objectives are recorded. These goals are now embedded within the Personal and Social Capabilities learning area or integrated within Health and Physical Education curriculum strands. This adjustment ensures a clearer alignment with curriculum frameworks and recognises the importance of explicitly teaching social, emotional and community participation skills for students with disability.

TABLE 7: No. of Objectives and Percentage of IEP Objectives Planned & Achieved by Learning Area (Semester 2) 2024 / 2025

Learning Area / Strand	2024 SEM 2 Planned	2024 SEM 2 Achieved	Percentage % Achieved	2025 SEM 2 Planned	2025 SEM 2 Achieved	Percentage % Achieved
ENGLISH	588	571	97%	547	518	94%
• Speaking & Listening	170	165	97%	143	135	94%
• Reading	237	229	96%	247	238	96%
• Writing	181	177	97%	157	145	92%
MATHEMATICS	570	538	94%	466	429	92%
• Number and Algebra	233	220	94%	197	188	95%
• Measurement and Geometry	197	189	95%	156	140	89%
• Statistics and Probability	140	129	92%	111	103	92%
HEALTH AND PE	358	330	92%	480	445	92%
• Physical Education/ Movement	160	139	86%	156	145	92%
• Personal, social, Community	198	191	96%	196	187	95%
PERSONAL AND SOCIAL CAPABILITIES	264	254	96%	239	215	89%
SCIENCE	292	284	97%	345	342	99%
HASS	303	299	98%	262	257	98%
THE ARTS (Dance, Music, Visual Arts)	254	222	87%	214	208	97%
TECHNOLOGIES	206	204	99%	211	201	95%
• D & T, Home Economics	96	95	98%	90	87	96%
• Digital Technologies	110	109	99%	121	114	94%

Senior School Pathways and Curriculum

Overall, the 2025 achievement data highlights several key strengths across the school. Students continue to demonstrate strong progress against individualised learning goals, with overall achievement rates consistently above 90 percent across most learning areas. Senior school programs remain highly effective in supporting students to achieve meaningful outcomes as they prepare for transition to adulthood. Programs such as Vocational Education and Training (VET), Workplace Learning, ASDAN and DFES Cadets continue to provide valuable opportunities for students to develop practical life skills, independence and community participation.

The data also reflects the effectiveness of the professional learning undertaken by staff in recent years. Teachers have implemented targeted teaching strategies aligned with evidence-based programs and school priorities, resulting in strong student outcomes. The school will continue to build on these foundations by further strengthening literacy and numeracy instruction, improving data collection processes, and enhancing systems to track student progress across academic, behavioural and communication domains.

In conclusion, the 2025 data demonstrates that Belridge Secondary ESC continues to deliver **high-quality, individualised educational programs** that support meaningful student growth and achievement. The consistently strong outcomes across the curriculum reflect the dedication of staff to inclusive teaching practices, personalised learning pathways, and supportive learning environments. These efforts ensure that every student is supported to achieve their personal best and develop the skills needed for a successful transition to adulthood.

Senior School Achievement

At Belridge Secondary ESC, we focus on personalised learning pathways that help every student work toward their individual goals. For students in Years 10 to 12, a range of Senior School Pathways are available, including Endorsed Programs, VET Qualifications, Workplace Learning, and School-Based Programs. Classes combine these options to suit cohort interests and future plans. This flexible and supportive approach helps students finish school with the skills, confidence, and experience they need for life beyond Belridge Secondary ESC.

Endorsed Programs

Endorsed Programs offer senior students structured learning experiences outside traditional classroom subjects. These programs—developed by the School Curriculum and Standards Authority, schools, or private providers—are officially recognised by the Authority once completed. Each program includes planned lessons and activities that support clear learning outcomes and complement students' regular studies. On completion, the achievement appears on each student's Western Australian Statement of Student Achievement (WASSA), recognising their efforts and successes beyond standard coursework.



Year Group	Endorsed Program	Enrolment	Achieved	% Achieved
	ASDAN Towards Independence			
10	Work Awareness	20	19	95%
11	Horticulture	6	5	83%
11	Independent Living: Introduction	23	22	95%
11	Environment	17	16	94%
12	Meal Preparation and Cooking: Progression	7	7	100%
12	Money: Progression	7	6	85%
12	Personal Safety	15	15	100%
	ASDAN Short Course			
11	PSHE	17	15	88%
12	Living Independently	9	9	100%
	DFES Cadets			
12	DFES Cadets Recruit Level	14	14	100%
	Authority Developed Workplace Learning			
11	1 Unit Completed	17	11	64%
11	2 Units Completed	-	-	-
11	3 Units Completed	1	1	100%
12	1 Unit Completed	14	9	64%
12	2 Units Completed	1	1	100%
12	3 Units Completed	-	-	-

Vocational Education and Training (VET)

Our VET programs help students develop real-world skills, gain practical experience, and explore future career options. Belridge Secondary ESC delivers VET through four main models:

- **Auspice:** The school partners with a Registered Training Organisation (RTO) that provides training materials and moderation, while qualified school staff deliver and assess the program.
- **Fee for Service:** North Metropolitan TAFE provides trainers who teach and assess students at our school.

- **VET Delivered to Secondary Students (VETdSS):** Students attend North Metropolitan TAFE one to two days per week to complete nationally recognised training alongside their school courses.

- **School-Based Traineeships (SBTs):** Students gain paid employment while completing their studies and on-the-job training, typically working 7.5 hours per week. Our current traineeship partner is Good Sammy's.

All VET programs meet Department of Education and industry standards. Students receive Statements of Attainment or Qualification Certificates upon successful completion, giving them a strong start toward future employment or further training.

Year Group	Qualification	Enrolment	Achieved Qualifications	% Achieved
11	Certificate I Horticulture	15	14	93.33%
11	Certificate II Horticulture	1	1	100%
11	Certificate II Construction Pathways	1	1	100%
12	Certificate II in Skills for Work and Vocational Pathways	5	5	100%
12	Certificate II in Retail Services	1	1	100%
12	Certificate II in Hospitality	1	1	100%

Workplace Learning

Workplace Learning at Belridge Secondary ESC provides practical work experience opportunities suited to each student's stage of schooling and abilities. Most placements feature small groups supported by an Education Assistant.

- Year 10 Work Experience: Students participate in one day a week of practical work during one term or semester, with all classes completing a group-based program at Landsdale Farm School.

- Authority Developed Workplace Learning (ADWPL): Year 11 and 12 students complete up to four units, each requiring 55 hours of work experience and reflection on the Core Skills for Work Developmental Framework.

In 2025, 54 Belridge Secondary ESC students took part in the Year 10-12 Workplace Learning Program across 25 different sites, completing a total of 2350 hours of hands-on experience. These opportunities help students develop independence, build confidence, and prepare for future work or further study.

Employer	Academic Year	Number of Students	Number of Placements	Total Completed Hours
Australia Post Joondalup	12	3	5	112
Australia Post Wangara	11	2	2	26
Beldon Primary School (Kindy)	11	2	3	44
Beldon Primary School (Library)	11	1	2	27.5
Belridge SC Canteen (Rayfield PTY LTD)	12	2	2	46.5
Bunnings Joondalup	11, 12	3	3	42
City of Stirling (Nursery)	11	4	5	145
Dunns Herbal Clinic	11	1	1	13.5
Durham Road School	11	2	2	55.5
Endeavour Early Learning	11	2	2	48
Hardware Cafe Quinns Rock	12	1	2	93
IKEA (Cafeteria)	11	4	4	130
IKEA (Shop Floor)	11	2	2	69
Jaycar Electronics	12	1	1	20
Kaleidoscope Painting Company	11	1	2	107
Landsdale Farm	10	20	20	553
Officeworks Joondalup	11	4	5	98
ParaQuad Industries-Alinea Inc	12	2	4	88
Rebel Sport Butler	12	4	4	86
Red Dot Joondalup	11	4	6	120
Scouts WA Recycling Malaga	12	2	2	35
Scouts WA Recycling Wangara	11, 12	6	6	184.5
Supercheap Auto Butler	11	1	1	16
Trentech Automotive	11	2	2	17.5
Volgren Australia Pty Ltd	11	1	1	91
Wanneroo Plant Farm	12	6	6	82
TOTAL:			95	2350



Year 7 Parent Transition Survey 2024 - 2025

The 2024–2025 Year 7 Parent Transition Survey highlights the strong impact and success of the Transition to High School Program at Belridge Secondary ESC. Transition to secondary school can be a significant milestone for students and their families, and the feedback gathered demonstrates that the program plays a critical role in supporting students to feel confident, prepared, and connected to their new school environment.

Survey results show overwhelmingly positive feedback from families. All respondents (100%) indicated that they highly value the importance of a transition program when moving from primary school to high school. In addition, 88% of families considered the transition program to be a highly valuable and worthwhile activity, reflecting strong parent confidence in the school's approach to supporting students during this important stage.

Student engagement during the transition visits was also very positive. Two thirds of families (66%) reported that their child highly enjoyed the transition activities, with the remaining respondents indicating that their child enjoyed the experience. Importantly, the program also helped prepare students for the move to secondary school, with 77% of families reporting that their child felt highly prepared to begin high school as a result of the program.

The transition program was particularly effective in supporting student wellbeing. Families reported that the visits significantly reduced fears and anxiety associated with starting high school, with 88% stating that their child's anxiety was reduced or highly reduced through participation in the program. This positive impact extended to families as well, with 99% of parents reporting that they felt confident or very confident about their child starting high school following the transition experience.

Qualitative feedback from parents further reinforced these findings. Families highlighted the value of students becoming familiar with the school environment, meeting teachers and classmates, and understanding routines before beginning the school year. Many parents noted that the transition days greatly reduced anxiety and helped their child feel excited and confident about starting secondary school.

Overall, the survey results demonstrate that the Belridge Secondary ESC Transition Program is highly valued by families and plays an important role in supporting students with disability to successfully transition into secondary education. The program provides students with familiarity, confidence, and reassurance, helping to ensure a smooth and positive start to their high school journey.

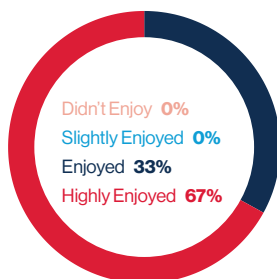


Transition to High School Survey Data 2024-2025

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?



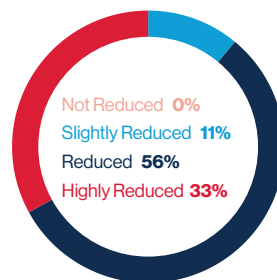
Did you feel that your child felt more prepared to begin High School as a result of this transition program?



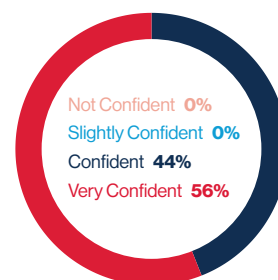
How do you feel your child felt at the beginning of the year, with the commencement of high school?



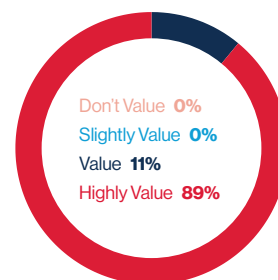
Do you feel that any fears/anxiety that your child may have felt about attending High School was reduced as a result of the transition visits?



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 the school environment, classroom, routines, staff and students. An amazing opportunity to reduce my child's anxiety and help with his confidence.
- My child absolutely enjoyed it. He was still very anxious about starting High School but a sort of 'scared but excited' anxious vs just 'scared and unsure'.
- Excellent – reduced anxiety.
- It helped us as a family to prepare our child for transition. It took a big weight of our shoulders. He came back from transition days so positive and excited!
- He was ready for starting High School and knew what was happening and he also knew where to go to his classroom.
- My child was able to meet her classmates and teachers. It was a wonderful idea, and I think it works really well.
- Let my child see where he would be going, who he would be with and who his teacher would be. All questions he would have been asking me, had he not been able to see.

• My child has a lot of anxiety around changes due to his disability and the transition program helped him so much. He was happy and excited to start High School because he was familiar with the staff and the environment.

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

- No! The transition program was well structured and very supportive. Appreciated the opportunity for multiple visits.
- No! we found the transition program very helpful.
- I feel like an extra day or two would assist extra anxious kids, probably an extra day?
- There is no need for improvement, everything was explained clearly and perfectly on the transition days.
- I think it works well the way it is. Great job done by all the staff, thank you!
- Possibly an extra few days to really get a grip of things, but on the whole was pretty good.
- Do a bus trial run before the first day for kids on the bus, so they can go with their parents the first time.

Other suggestions/comments:

- Nothing but positives to say about this school, absolutely amazing in many ways.
- The problem we had was organising time to take off, to bring my child on transition day, there should have been a bus organised first.

Financial Report 2025

With the end of 2025 school year, the school financials were finalised on 31st December 2025.

Total funds available - \$9,410,679

Total expenditure for the year - \$7,813,823

This results in a variance - \$1,596,857

Reflecting a solvent and positive financial position for the commencement of the 2026 school year.

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	208,516	208,516
Carry Forward (Salary):	2,043,902	2,043,902
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	6,737,328	6,737,328
Locally Raised Funds:	420,935	420,933
Total Funds:	9,410,681	9,410,679
EXPENDITURE		
Salaries:	6,908,151	6,908,151
Goods and Services (Cash):	935,076	905,671
Total Expenditure:	7,843,227	7,813,823
VARIANCE:	1,567,453	1,596,857

The total INCOME to December 2025 was \$7,158,261 when combined with carry over funds from the previous year, provided total school funding available for 2025 of \$9,410,679.

1. Carry Forward Funds:
 - o Cash: \$208, 516
 - o Salary: \$2, 043, 902
2. Student Centred Funding: \$6,737,328 comprised of per student funding, school characteristics, targeted initiatives and Disability Resource Funding. From these funds both school site Principals negotiated an agreed amount and was remitted to Belridge Secondary College for the provision of Specialist teaching, IT Support, Cleaning and Gardening, covering salaries and sundry shared projects.
3. Locally Raised Funds: \$420,933
 - o \$95, 933 this included collection of voluntary contributions and charges, government grants ie DFES Cadets, additional bank interest, and successful student projects & activities such as Cobra Café & Market Day.
 - o \$325, 000 Transferred from school reserves for planned building land and infrastructure improvements and services upgrades.

The total EXPENDITURE to December 2025, \$7, 813, 823, break down as follows

Salaries Expenditure: \$6, 908, 151.46

Cash Expenditure: \$ 905, 671.16

- o Administration: \$ 23, 814.84
- o Utilities & Maintenance: \$ 95, 816.54
- o Buildings and Equipment: \$436, 225.23
- o Curriculum & Student Services: \$193, 709.59
- o Professional Development: \$ 27, 657.48
- o Transfer to Reserves: \$ 75, 000.00
- o Other expenditure: \$ 8, 447.48
- o Belridge SC – shared events \$ 45, 000.00

TOTAL: \$905, 671.16

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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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