



Baldivis
Secondary College



Annual Report

2014



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About this Annual Report



Public schools are accountable to the community in which it serves. As such all public schools, including Independent Public Schools such as ours, must provide parents and community members with clear, concise and transparent information about the college and our students' performance. Important information about the college, its programs and focus areas, reports, student numbers, student attendance and achievements as well as staff information is also freely available on the Western Australian Department of Education Schools Online website. In addition further information about Baldi Secondary College can also be found on the college website www.baldivissc.wa.edu.au

Welcome



2014 was Baldivis Secondary College's second year as a school community. In our first year we achieved a great deal and began establishing our college as a school of choice for the local community. 2014 was a year of further growth in student numbers as well as staff numbers. We also consolidated college policy and process and further enhanced the college culture. The second stage of our building program commenced and separable portion one was handed over to the college community in December, in time for the introduction of Year 7 students to the secondary school context. While we are extremely proud of our facilities and resources, we are most proud of the people in our community. Students and their parents together with staff are what make Baldivis Secondary College a vibrant and engaging community in itself as well as providing a hub for the wider Baldivis community.

Our genuine creation of a culture of respect and a sense of community has meant that all of the initiatives and strategies, programs and processes have had these embedded. We continue to explicitly teach, demonstrate and provide opportunities to practise working together and building a harmonious sense of community. This is what creates our college's heart and soul.

BSC staff and parents continue to work together to generate and refine important policies and procedures to ensure effective and efficient operations and to have every conceivable opportunity made available to achieve great outcomes. We continue to maintain high expectations and standards of and for every member of our community and in doing so we strive to attain our mission of providing every opportunity for members of our community to reach their full potential.

As an Independent Public School Baldivis Secondary College will have an external review in the final year of its Delivery and Performance Agreement and the report generated from that process will be published and accessible to the public. Every three years the college will produce a Business Plan which sets targets and key performance indicators based on the college priorities. These reports and plans will be published on the college website.

Once again we present our annual report to you and trust you will gain a further insight into Baldivis Secondary College.

Keith Svendsen
Principal

Tim O'Keeffe
College Board Chair

College Context and Intentions

Baldivis Secondary College is a new and vibrant learning community and the first public secondary school established in the area. Students and staff are expected to achieve personal excellence in all they do. Our mission is to provide individuals in our community every opportunity to assist them in achieving their full potential.

Baldivis Secondary College offers a broad curriculum based on the Australian Curriculum. Students from Year 7 onwards are given opportunities to access specialist teachers and facilities needed for the Australian Curriculum. Mathematics, English, Science and Humanities and Social Sciences are a mainstay of the balanced curriculum. Students have access to a diverse range of learning experiences from Integrated Arts, Digital Media to Robotics/Mechatronics, Woodwork, Metalwork, Food Technology and Outdoor Education. The college staff provide exciting learning opportunities ensuring that all student needs are met.

As a new and cutting edge college we have an information technology rich teaching and learning environment and continue to enhance our digital initiatives.

As an integral part of the Baldivis community, we are constantly seeking to enhance our partnerships and links with

the community. We have developed a strong collaborative partnership with our partner primary schools. Partnerships and initiatives with universities, local business and industry and local community organisations have been established. We have initiated our program, Baldivis United, which together with community agencies and local businesses seeks to work with and assist members of the Baldivis community who are in need of assistance or to complete projects to enhance our community.

Baldivis Secondary College values the essential partnership between students, teachers and parents. Systems and processes have been established to ensure each person is valued and communicated with in a timely manner. The learning environment for our young people is designed to create a sense of belonging and an enjoyable and productive learning experience. Baldivis Secondary College is an AVID college. AVID (Advancement Via Individual Determination) is a systemic instructional system for students in kindergarten through to higher education (K-12). This instructional system is a catalyst for developing a school culture that closes the expectation and opportunity gaps many students face, and prepares all students for success in a global society.



The college facilities are state of the art and designed to provide the best learning environments for students and staff. New and innovative designs and resources allow for dynamic interaction amongst our community members and are established to meet the needs and interests of all. The partnerships, staffing, resourcing, facilities, curriculum and programs at Baldivis Secondary College are designed and provided to facilitate each individual performing to the best of their ability and in doing so attain their level of excellence.

College Values and Ethos



Baldivis Secondary College is a new and vibrant learning community. It is founded on the basic principle of respect. Respect underpins each initiative and interaction within our community.

The pillars upon which we build our culture are;

EXCELLENCE

Students and staff are expected to achieve personal excellence in all they do. Each individual will perform to the best of their ability and in doing so attain their level of excellence.

KNOWLEDGE

Students will aim to become informed and positive contributors to our world. Our students will be provided with an opportunity to draw upon a wealth of knowledge to enjoy and share with others.

INTEGRITY

To be the best that one can be requires a high level of honesty and to approach learning and life having strong moral principles.

UNITY

Our learning community is dynamic and exciting. Each individual has strengths to share and works positively together to achieve greater outcomes.

Annual Report

Focus Areas

QUALITY TEACHING, LEARNING AND LEADERSHIP

Baldivis Secondary College provides learning for students that is meaningful and engaging so that students readily participating and do so happily with a sense of fulfilment.

In order to facilitate this, teaching is engaging and thought provoking. The learning environment is respectful. Leadership is visionary, shared and ethical. Staff are supported through professional learning and development. This is facilitated through collegiate and collaborative practices, allowing for professional growth to extend into the classroom.

CURRICULUM ACCESS AND DIFFERENTIATION

We cater for all students irrespective of their individual learning needs and styles to enable them to reach their full potential. We employ a wide range of strategies and methods so that all students are able to access the curriculum in the most appropriate ways



PARTNERSHIPS

We also acknowledge the importance of maintaining a sense of community.

Partnerships with other schools and universities, community based agencies and organisations, local government and the business sector are highly valued. Each has a role to play in our community and we can all benefit by working together.

When comparing schools, it is important to compare like with like. The Australian Curriculum Assessment and Reporting Authority (ACARA) has developed an Index of Community Socio-Educational Advantage (ICSEA) which enables meaningful comparisons to be made between 'like' schools across Australia. The ICSEA takes into account key factors in students' family backgrounds such as parents' occupation, school education and non-school education, as well as the geographical location of the school and proportion of Indigenous students.

As a new school, Baldivis Secondary College ACARA was unable to provide the college with an ICSEA and as a result it has not been possible to make comparisons against so-called 'like schools'. Consequently, in the absence of comparative or 'like' school data, college data has been compared with state averages.

Key Performance Indicators Continued

QUALITY TEACHING, LEARNING AND LEADERSHIP

- Student Achievement Information System (SAIS) results for the whole school to be comparable or higher than like-schools. **(ACHIEVED with ongoing development and implementation)**
- Establish positive trends in Year 9 system testing:
 - Increasing the number of students above the state average in national benchmarks;
 - Increasing the proportion of students in the top 20%;
 - Decreasing the proportion of students in the bottom 20%;
 - Comparable or higher than like-school score for Reading, Writing, Grammar and Punctuation, Spelling and Numeracy. **(ACHIEVED with ongoing development and implementation)**
- Establish positive trends of participation and success in state, national and international competitions **(ACHIEVED)**
- Attain secondary attendance rates above state average; **(ACHIEVED)**
- Increased numbers of staff working towards/or attaining Level 3 and/or Senior Teacher status; **(ACHIEVED with further progression anticipated)**
- Student and community survey data on teaching and learning to reflect positive satisfaction ratings. **(ACHIEVED)**

CURRICULUM ACCESS AND DIFFERENTIATION

- Develop learning pathways to enhance students' educational opportunities and outcomes; **(ACHIEVED with ongoing development and implementation)**
- Curriculum Area and Student at Educational Risk (SAER) Plans are evident and indicate curriculum differentiation; **(ACHIEVED with ongoing development and implementation)**
- Establish positive trends in performance and progress in college identified cohorts; **(ACHIEVED with ongoing development and implementation)**
- Establish positive trends in participation and performance in extra-curricular activity events including state, national and international competitions; **(ACHIEVED with ongoing development and implementation)**
- Establish positive trends in the appropriate use of digital and learning technologies in the teaching and learning program across all learning areas; **(ACHIEVED with ongoing development and implementation)**
- Educational Assistants provided with special needs and inclusive practice training and professional learning specific to "at risk" students within 12 months of appointment. **(ACHIEVED)**

PARTNERSHIPS

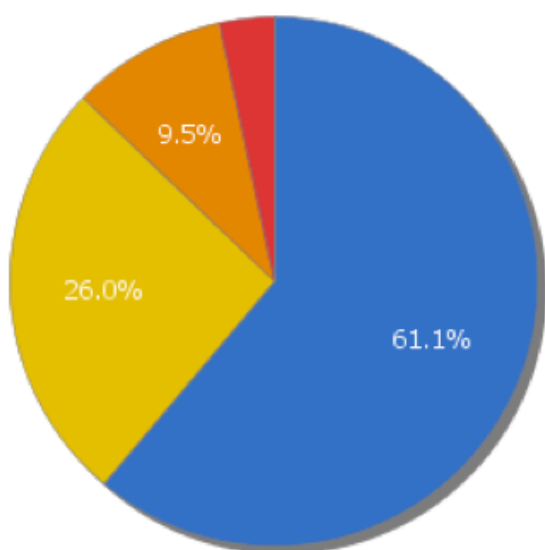
- Provide opportunities for engagement in programs that develop understanding of international issues and global perspectives; **(ACHIEVED with ongoing development and implementation)**
- Provide opportunities for student and staff to participate in interstate and overseas exchanges and tours; **(ACHIEVED with ongoing development and implementation)**
- Develop student and staff connections with the local and international community; **(ACHIEVED with ongoing development and implementation)**
- Develop and expand our formal partnerships and agreements with:
 - Partner primary schools;
 - Local and international schools;
 - Local business and employers;
 - Industry;
 - Universities;
 - Private training providers; **(ACHIEVED with ongoing development and implementation)**
- Achieve positive student and community satisfaction survey data in relation to communication and partnerships. **(ACHIEVED with ongoing development and implementation)**

Student Attendance

We firmly believe that regular attendance at school is fundamental to successful learning outcomes for students. As a college we set very clear attendance targets, specifically to maintaining attendance rates above state average. We achieved attendance figures which reflect well on our students' approach to learning and their level of engagement in our wider school community and the support from their parents but we are looking for further improvement in our attendance figures.

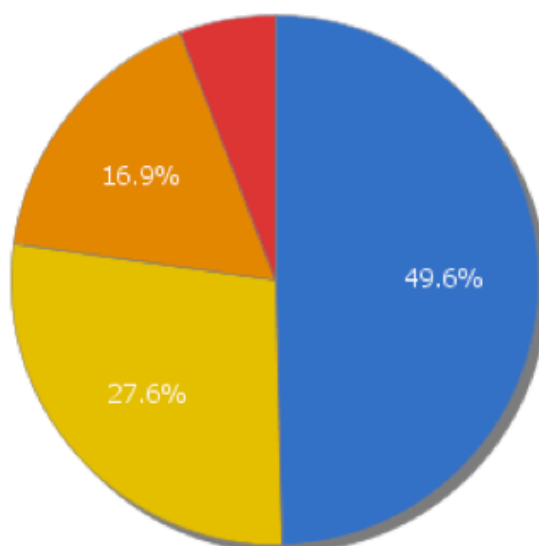
Attendance Profile 2014 Semester 1 Compulsory

- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)



Attendance Profile 2014 Semester 2 Compulsory

- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)



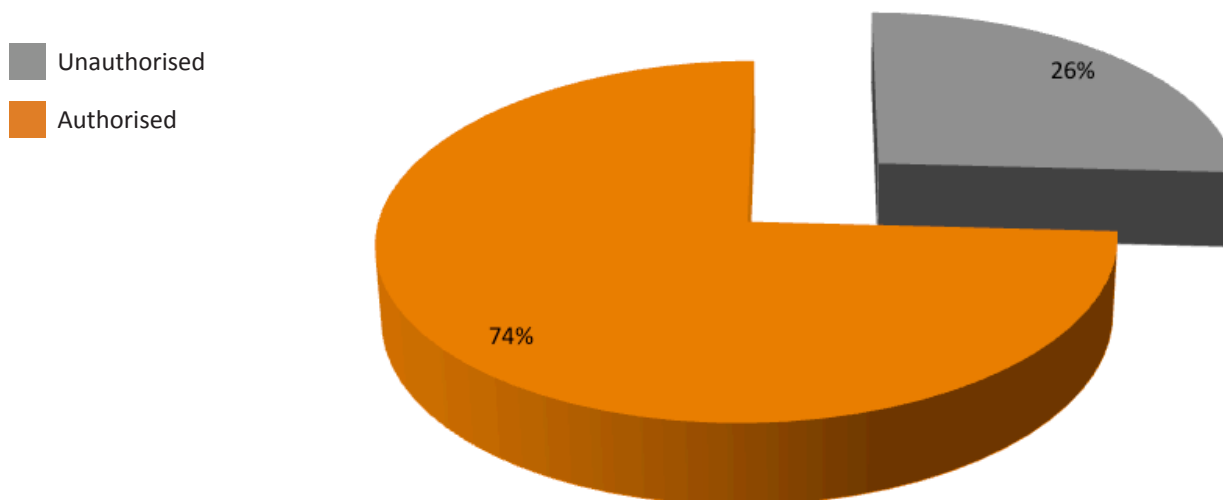
SECONDARY ATTENDANCE RATES

	Attendance Rate	
	School	WA Public Schools
2013	90.7%	87.4%
2014	89.2%	86.9%

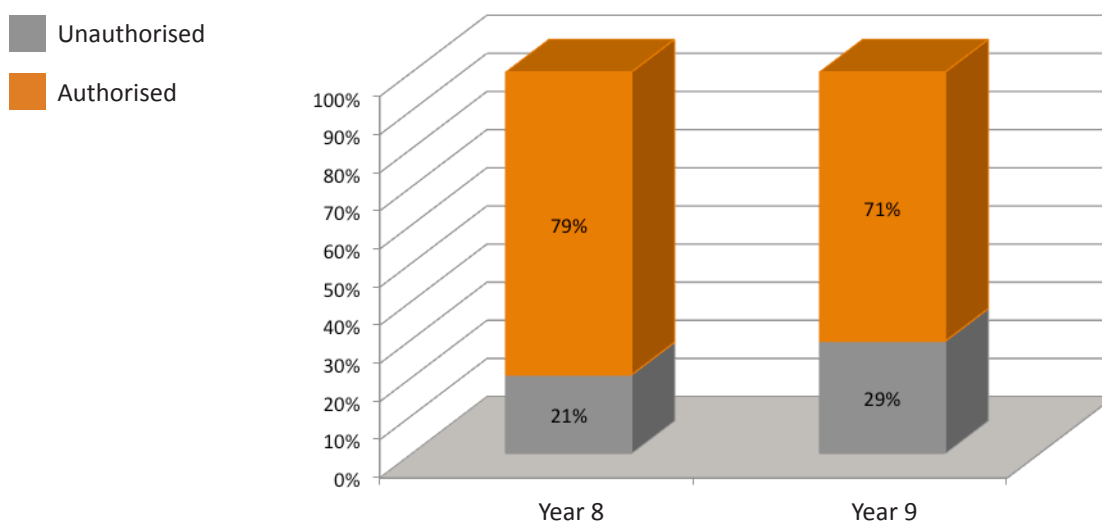
ATTENDANCE % - SECONDARY YEAR LEVELS

	Attendance Rate	
	Year 8	Year 9
2013	91%	
2014	91%	88%
WA Public Schools 2014	89%	86%

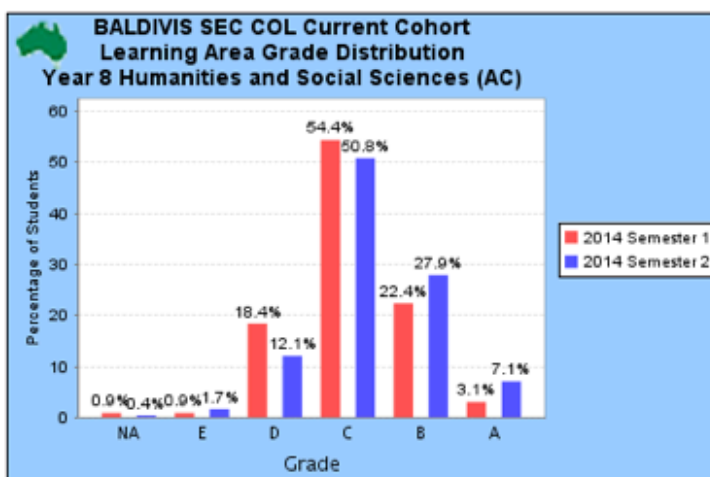
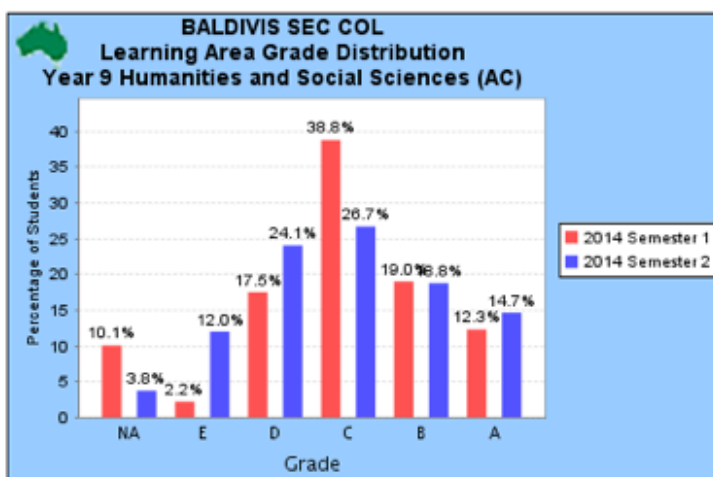
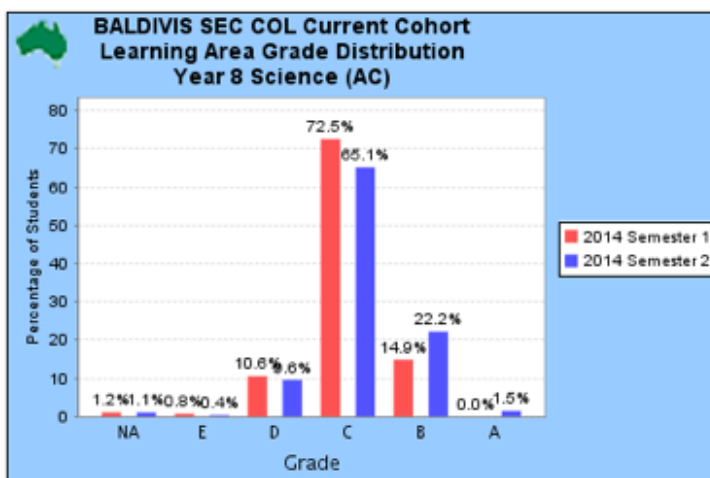
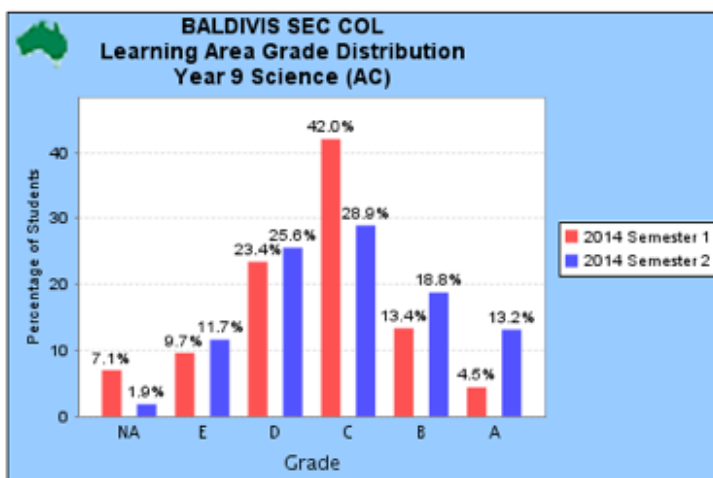
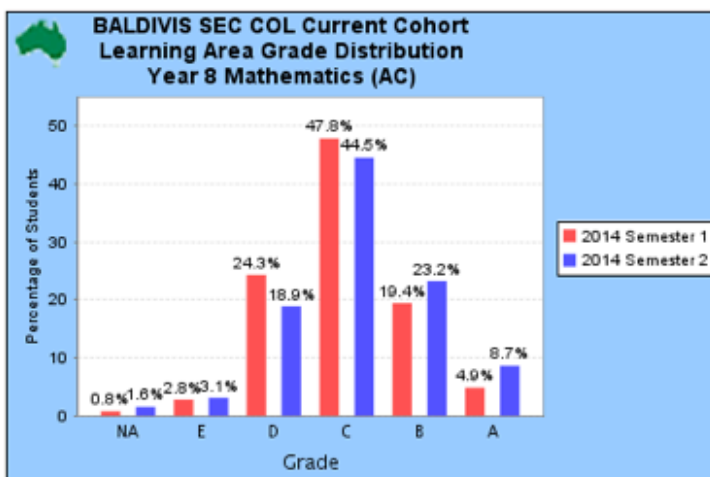
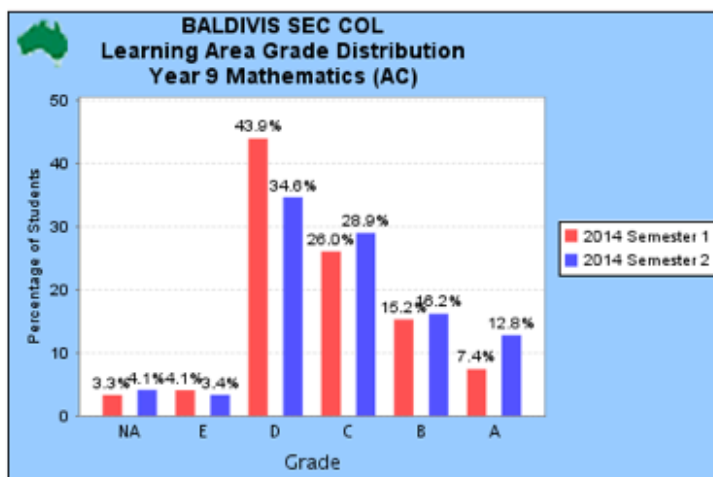
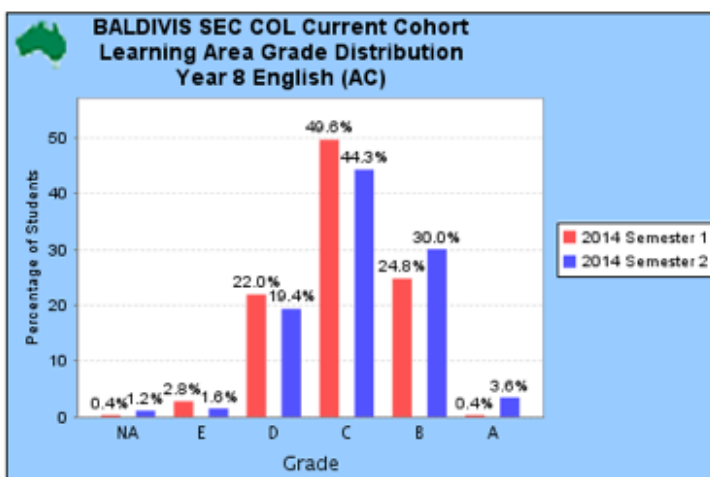
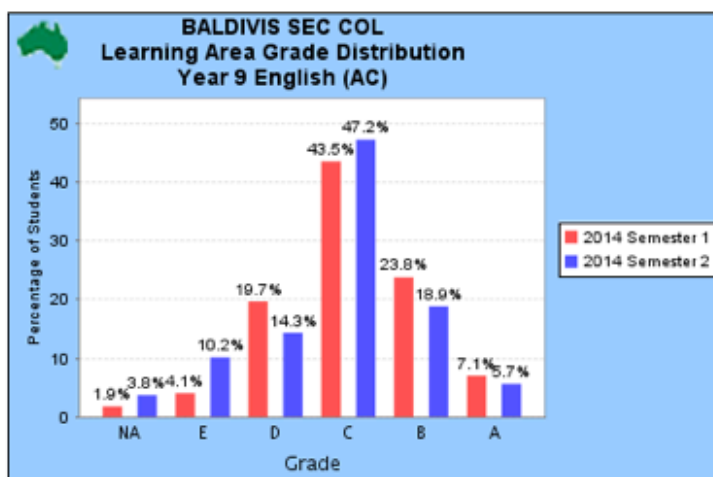
STUDENT ATTENDANCE SUMMARY

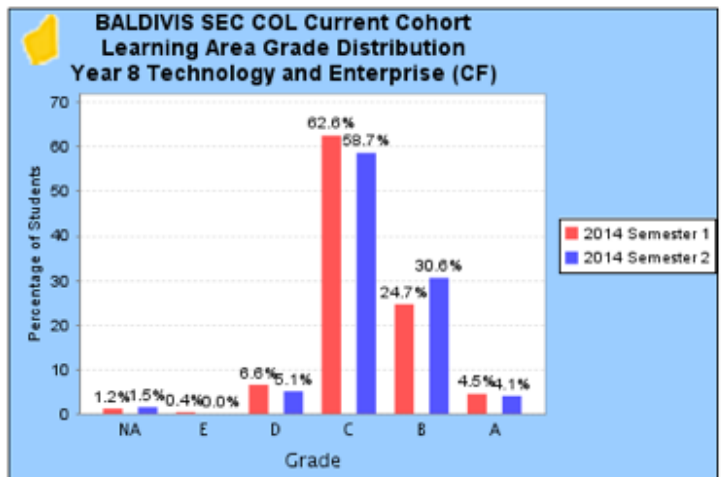
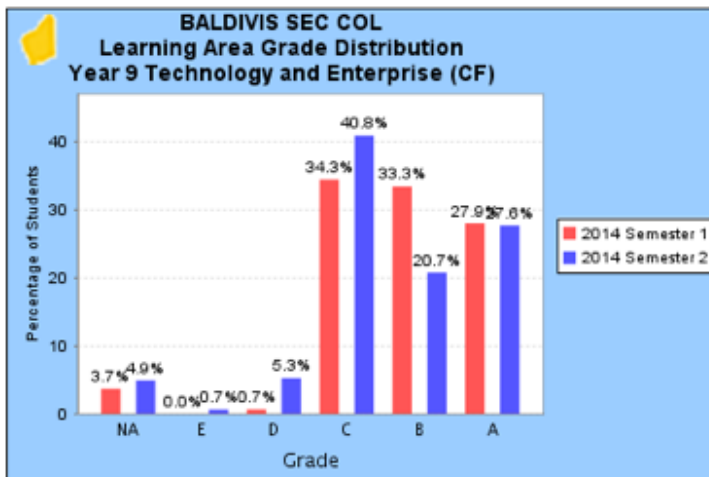
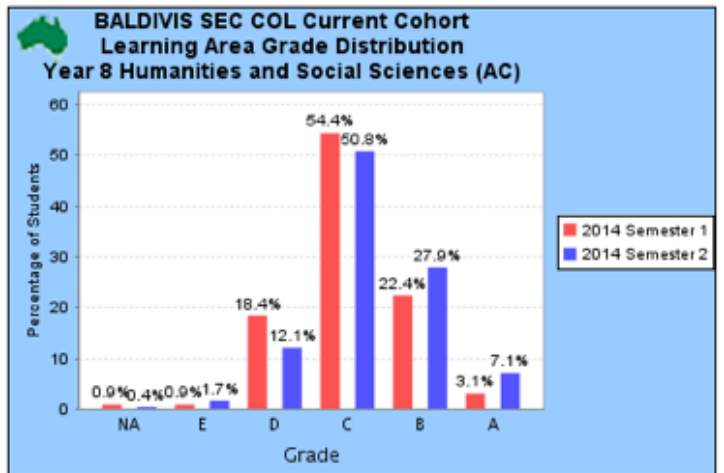
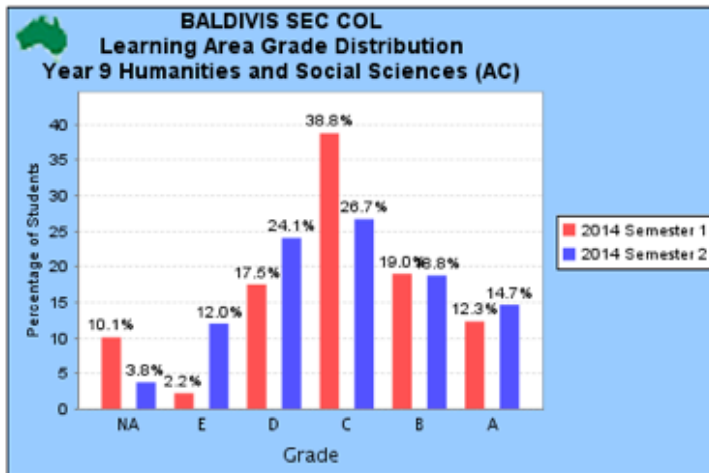
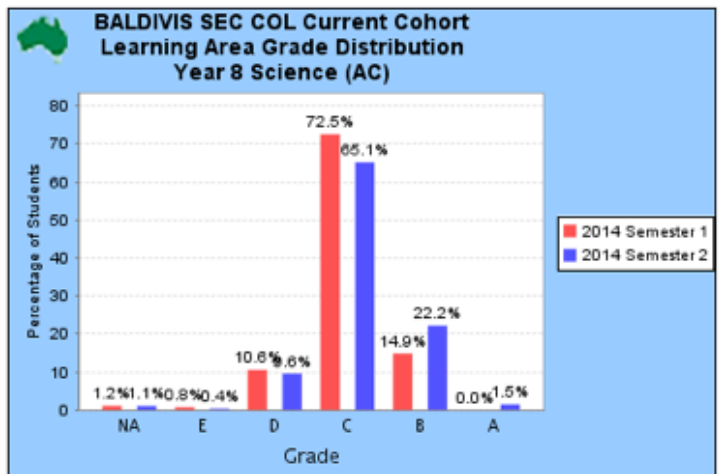
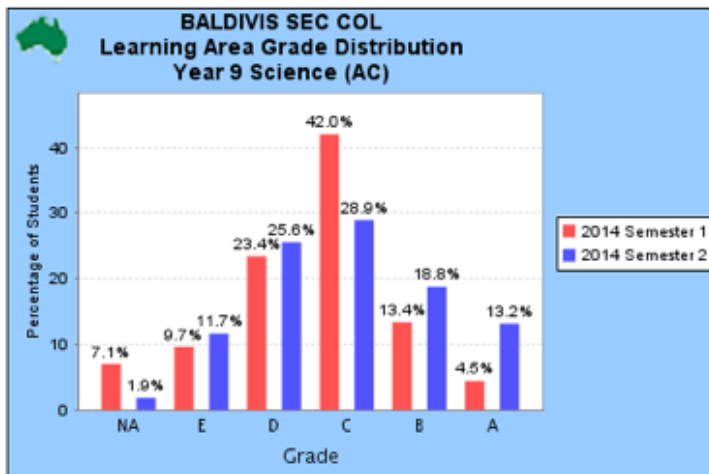


GRAPH SHOWING PERCENTAGE OF AUTHORISED AND UNAUTHORISED ABSENCES (by year group)



Student absences fall under two categories; Authorised and Unauthorised. Authorised absences refers to absences regarded as 'reasonable', for example attending a family funeral, medical appointment or illness. Unauthorised absences refers to absences where the cause has not yet been established or truancy.

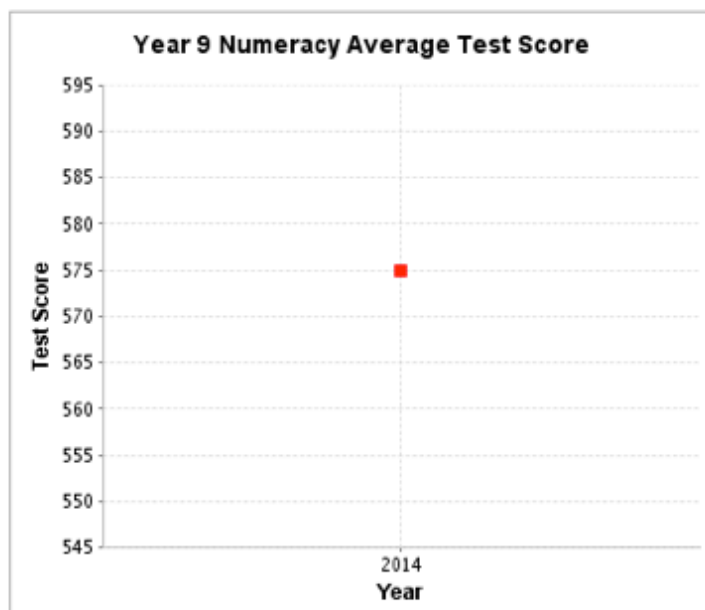




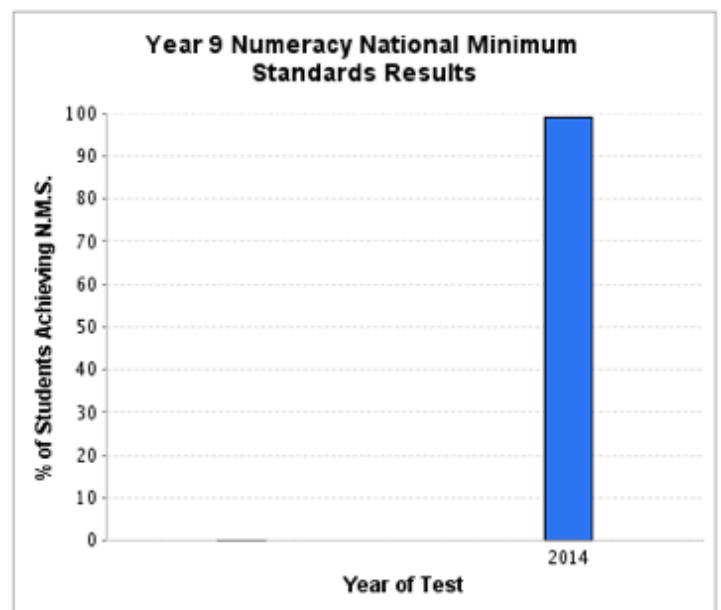
NAPLAN

In 2014 we entered into our first foray with NAPLAN testing at Baldvis Secondary College. This has now begun our journey in ensuring we are value adding to our students literacy and numeracy skills and making judgements via national standards and comparisons. Into the future we will be able to make comparisons with 'like schools' which will allow us to make better judgements in our reflections and more informed decisions about strategies and initiatives in seeking improved student outcomes.

Average Test Score Standards

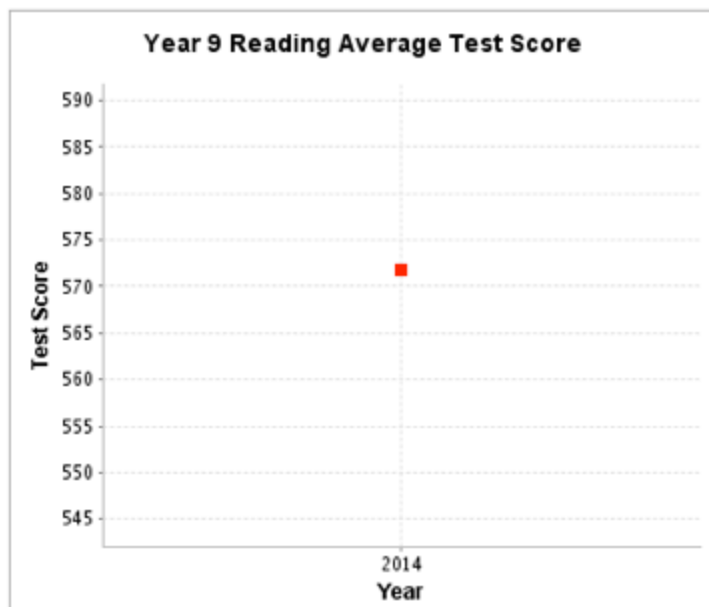


Percentage At or Above National Minimum Standards

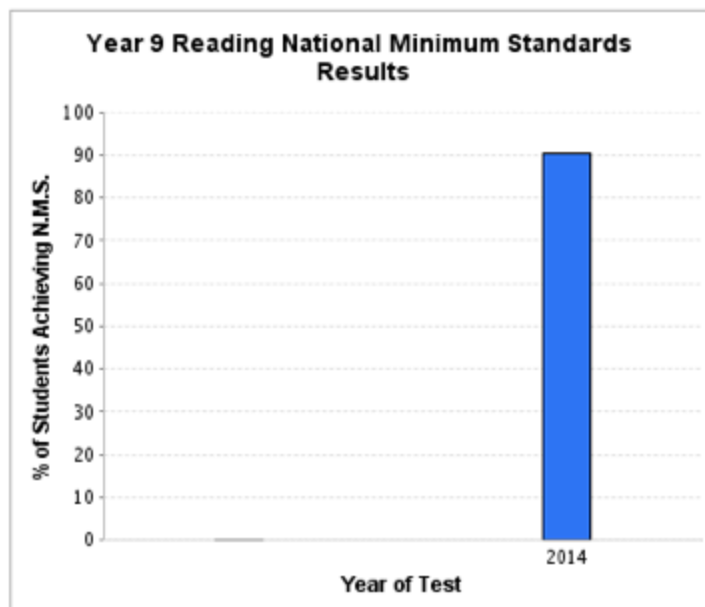


WA Public Schools National Minimum Standards Percentages:
2014 - 92.4%

Average Test Score Standards

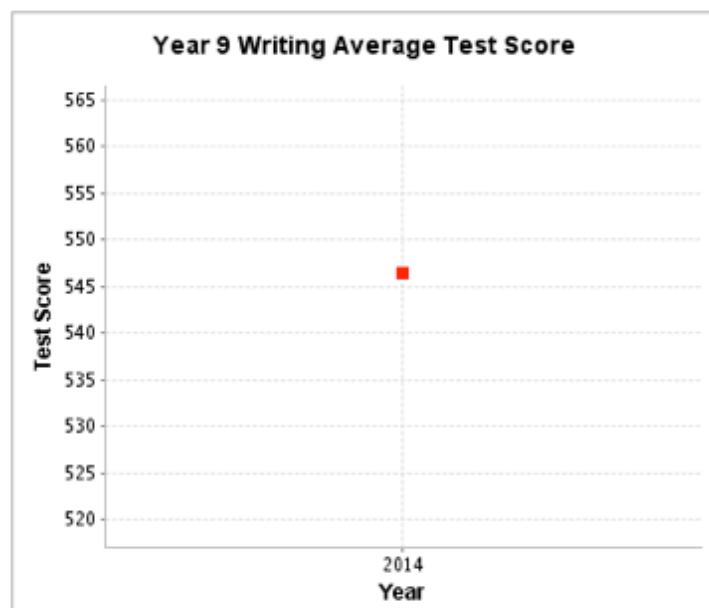


Percentage At or Above National Minimum Standards

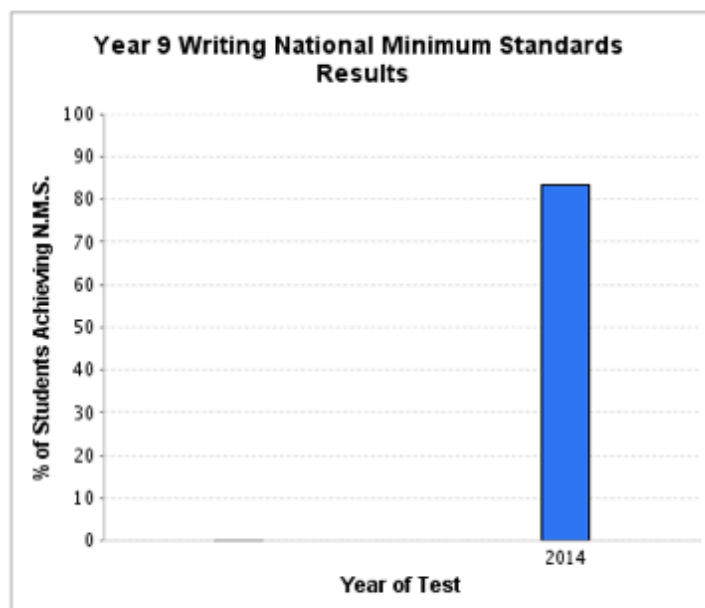


WA Public Schools National Minimum Standards Percentages:
2014 - 89.8%

Average Test Score Standards



Percentage At or Above National Minimum Standards



WA Public Schools National Minimum Standards Percentages:
2014 - 80.2%

Note

The national minimum standard is a nationally agreed standard below which a student has not demonstrated the basic skills of literacy and/or numeracy expected of students at that year level.

The data are derived from the National Assessment Program - Literacy and Numeracy (NAPLAN) undertaken by years 3, 5, 7 and 9 students in May.

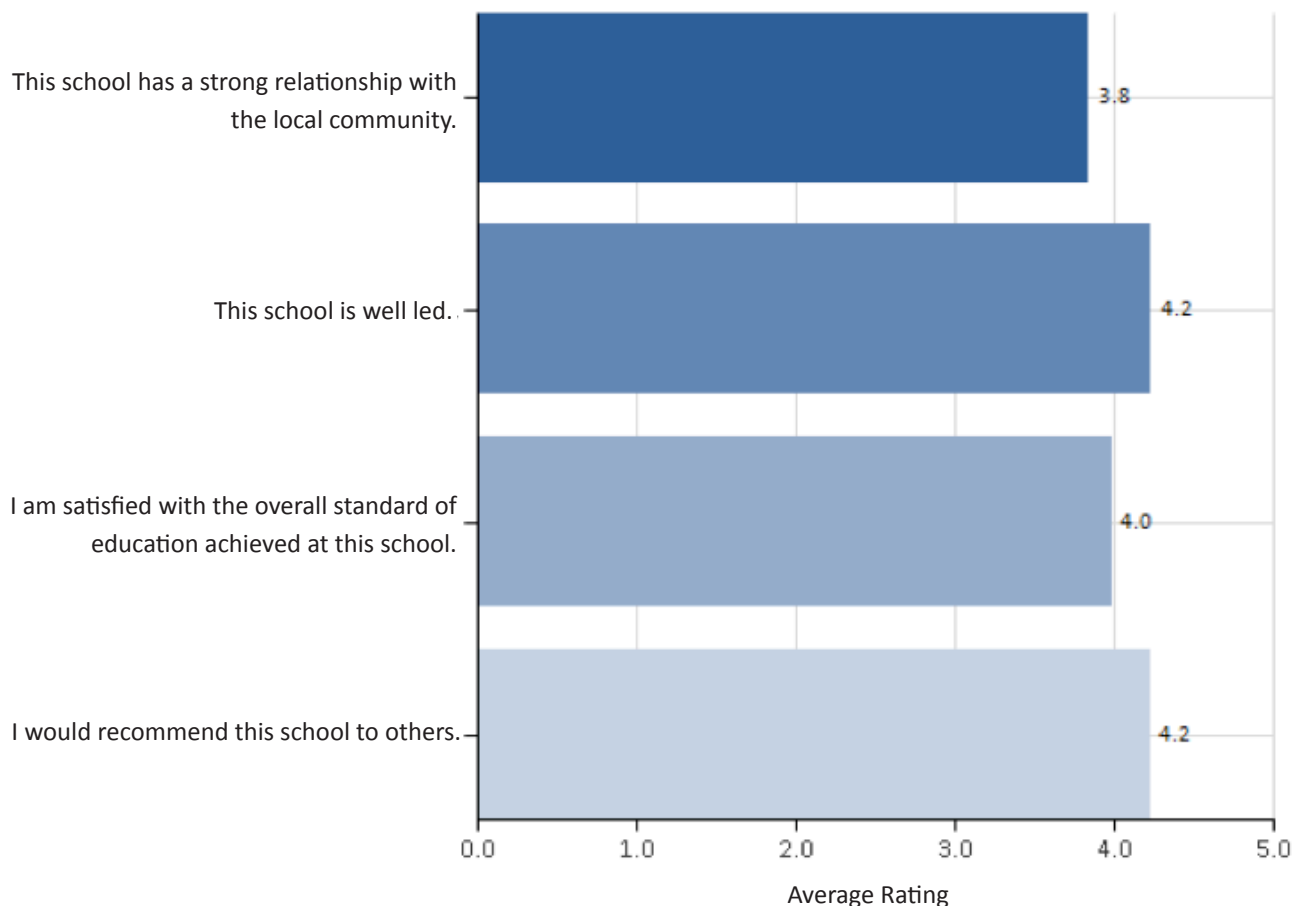
The WA Public School percentages are based on data for all students from public schools. Calculations for individual schools exclude exempted students and any students identified with an intellectual disability who sat the test.

Surveys

Baldivis Secondary College conducts regular survey work to compile feedback from our key stakeholders and to ensure we are able to respond appropriately and seek positive outcomes. The results of the most recent surveys indicate a level of satisfaction across students and their parents.

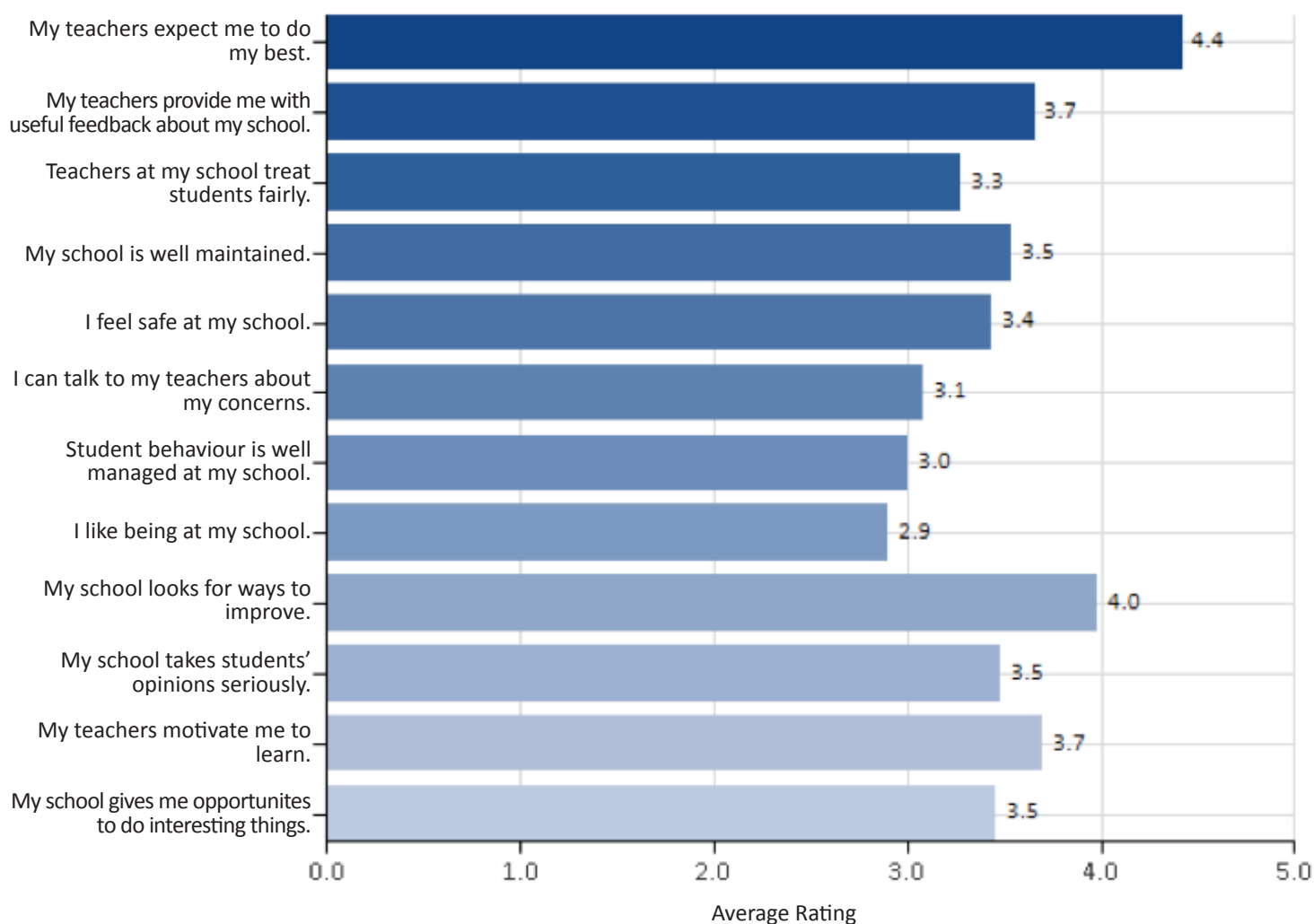
Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1
N/A	Null

PARENT SATISFACTION SURVEY (Respondent rate 24%)



Continued.. Surveys

STUDENT SATISFACTION SURVEY (Respondent Rate 12%)



Activity Snapshot

In our first year of operation our students and staff were involved in a variety of activities and learning opportunities both in and out of the classroom environment. These opportunities not only enhanced the learning journey of our students but also supported the emphasis on developing a sense of community.

- Swimming Carnival
- Athletics Carnival
- Up-cycle project
- Netball Tournament
- Rugby Tournaments
- Cross Country Competition
- AFL Boys and Girls Competition
- Cricket Competitions
- Soccer Boys and Girls Competition
- HASS Week
- Tree Planting
- YoHfest
- Garden Club
- Food Revolution Day
- Foodbank Winter Appeal
- Young Men's Shed
- Australian History Tour - Canberra
- Kids Teaching Kids International Conference
- Kids Teaching Kids Baldivis Children's Forest
- Remote Control Club
- End of Year excursions
- Academic Alliance
- Breakfast Club
- Student Leadership Training Day
- Bell Shakespeare Performance
- Cyber smart Presentations
- Harmony Week
- Sydney or the Bush presentation
- Year 8 Point Peron Field Excursion
- Bully Busters Presentation
- Music Showcase Evening
- WA Government Schools Music Society Concert
- ANZAC Ceremony
- Society and Environment Week
- Science Expo
- Clean Up Australia Day
- Movie Night
- New Parent Welcome Evening
- Premier's ANZAC Day competition
- Engineering Bridge Building Competition
- Year 8 Camp at Forest Edge



Baldivis Secondary College Staff

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

The staff at Baldivis Secondary College are committed to providing an appropriate environment in which all members of the college community can succeed and thrive. The following values underpin this commitment;

- We encourage and support the use of new ideas and innovative strategies and continue to learn and develop new skills and use these to enhance learning.
- We deliver quality material in a quality manner to our students, parents and colleagues.
- We deliver consistent and dependable services that support our college community in meeting identified priorities in the college Business Plan.
- We display high personal standards of respect, integrity and honesty and encourage a working environment that is respectful, safe, supportive and engaging.
- We work collaboratively and share our skills, talents and good practice.
- We treat all college members honestly, openly and fairly and create a work environment that encourages involvement and a sense of satisfaction and fulfilment.
- We recognise and reward the achievements and the valued behaviour and effort of college members.
- We give timely and honest feedback to students, parents and staff to support growth and improved performance.

At Baldivis Secondary College the establishment of Collegiate Teams and an active, engaging and meaningful Professional Learning Community are central components to school improvement. Collegiate Teams facilitate collaboration amongst staff, build trust between colleagues, share, problem solve and assist in finding and/or maintaining our enjoyment of teaching and professional fulfilment.

Our improvement culture is underpinned by;

- Commitment, motivation and ownership of improvement;
- Willingness to develop as a learning organisation;
- Willingness to develop as reflective practitioners;
- Collegial collaboration;
- Leadership; and
- Shared vision

Continued.. Staff

Staff at Baldvis Secondary College believe that teaching and learning must be:

ENGAGING

The teaching and learning process is most effective when all community members interact and learn from one another. The technologies and instructional practices must be appropriate for the learners' level of prior knowledge, cognitive abilities, and their learning and thinking strategies.

RELEVANT AND MEANINGFUL

The teaching and learning process is most effective when it is applicable to the real world and prepares individuals for life at and beyond school.

ORGANISED, INCLUSIVE AND SAFE

The teaching and learning environment is most effective when all community members have developed and established a structured and trustful learning environment. The sharing of ideas and active participation in the learning process creates the learning community.

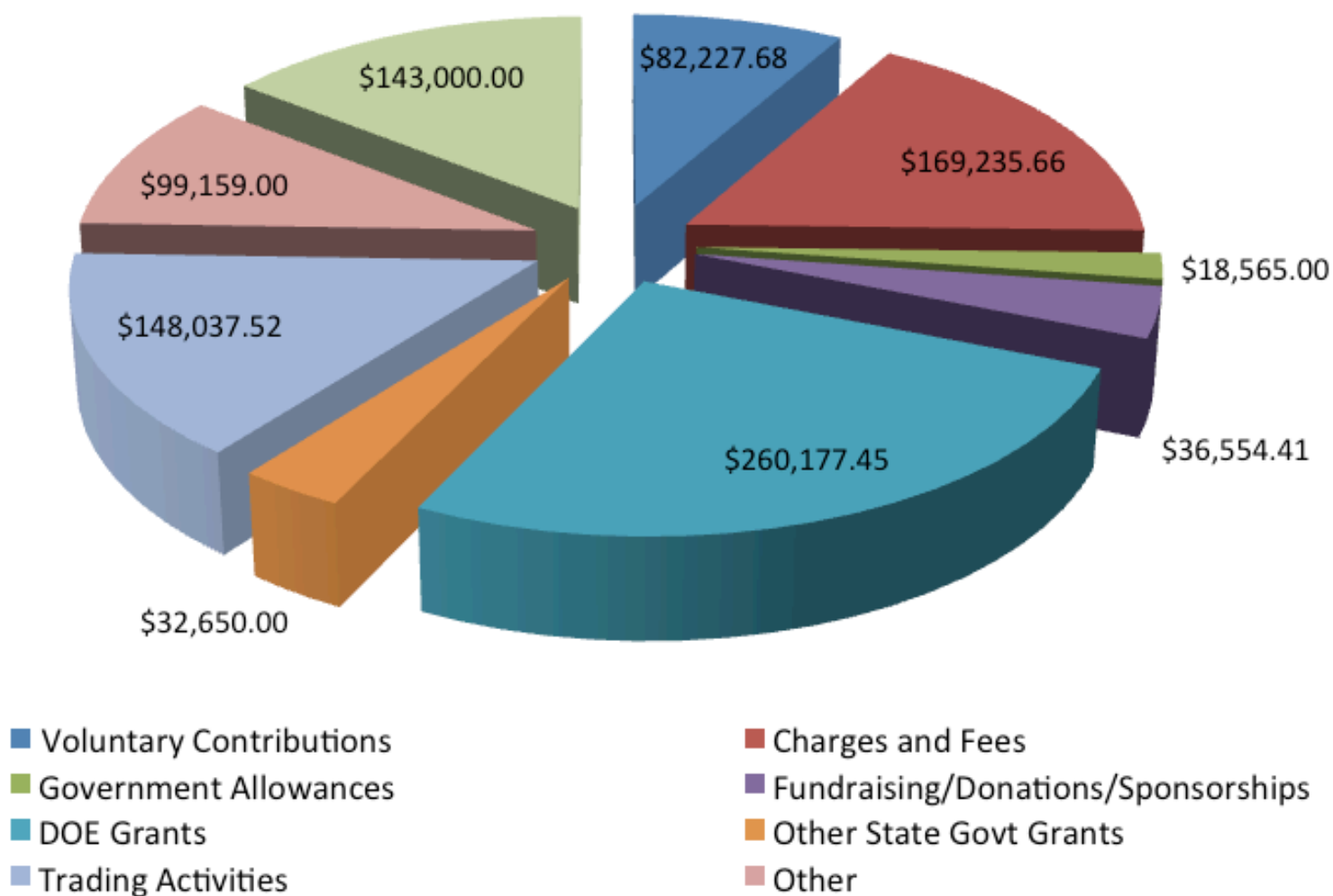
RESPECTFUL

The teaching and learning environment is most effective when all community members accept responsibility for their own actions and progress, and consequently are courteous, cooperative, and non-threatening in their relationships with others.

Administration Staff	Number	FTE
Principal	1	1
Associate Principal	1	1
Deputy Principal	1	1
Program Coordinators	4	4
Total Administration Staff	7	7
Teaching Staff	Number	FTE
Teaching Staff	28	25.15
Total Teaching Staff	28	25.15
School Support Staff	Number	FTE
Clerical / Administrative	8	7.8
Garden / Maintenance	6	5.5
Other / Non-Teaching Staff	9	7.3
Total School Support Staff	23	20.6
Total	58	52.75

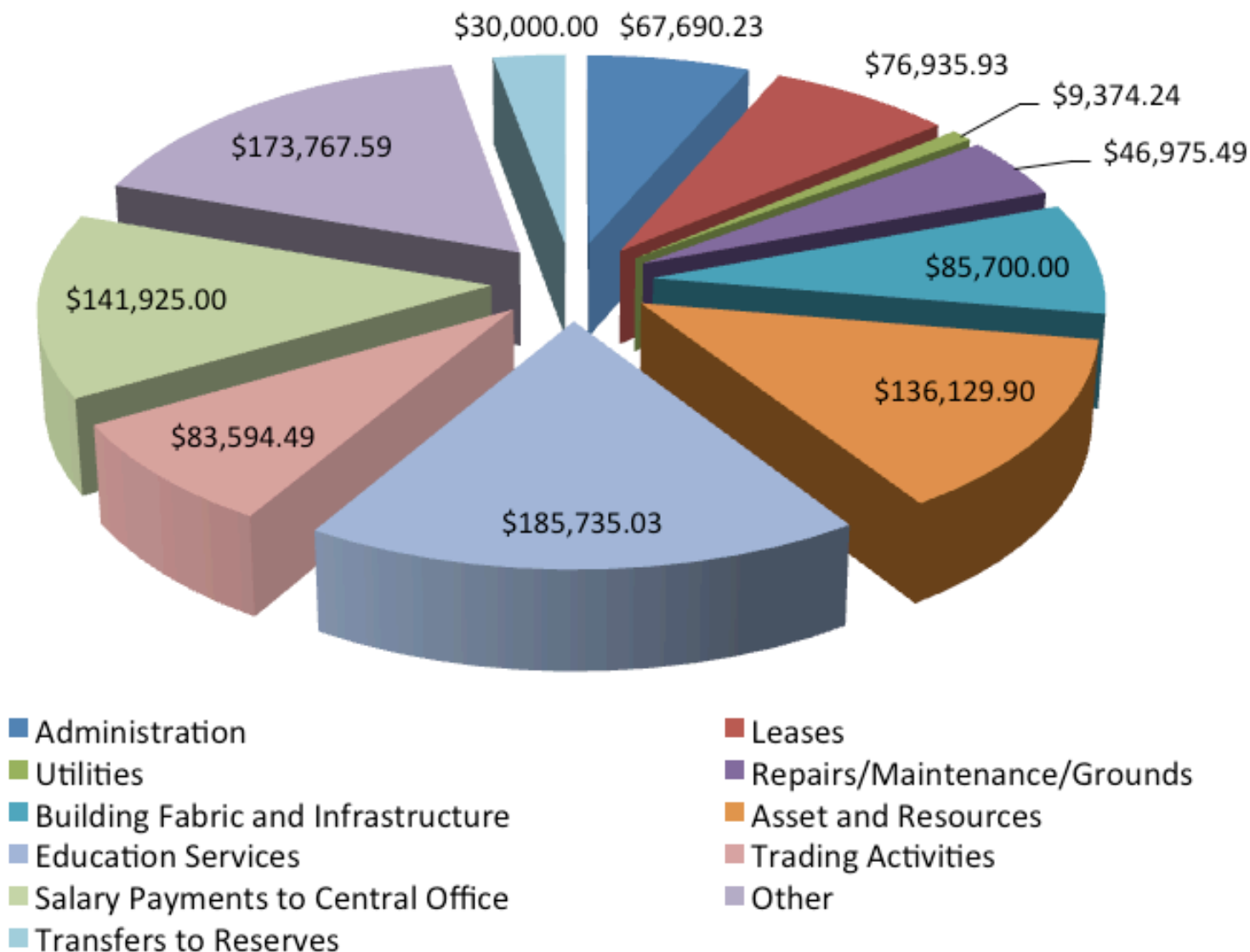
Financial Statement

REVENUE



	Revenue - Cash	Actual
1	Voluntary Contributions	\$ 82,227.68
2	Charges and Fees	\$169,235.66
3	Government Allowances	\$18,565.00
4	Fundraising/Donations/Sponsorships	\$36,554.41
5	DOE Grants	\$260,177.45
6	Other State Govt Grants	\$32,650.00
7	Trading Activities	\$148,037.52
8	Other	\$99,159.00
9	Internal Transfers	\$143,000.00
10	Total	\$989,606.72
	Opening Balance	\$76,727.00
	Total Contingency Funds Available	\$1,066,333.72
	Total Salary allocation	\$1,115,000.00
	Total Funds Available	\$2,181,333.72

EXPENDITURE



	Expenditure	Actual
1	Administration	\$67,690.23
2	Leases	\$76,935.93
3	Utilities	\$9,374.24
4	Repairs/Maintenance/Grounds	\$46,975.49
5	Building Fabric and Infrastructure	\$85,700.00
6	Asset and Resources	\$136,129.90
7	Education Services	\$185,735.03
8	Trading Activities	\$83,594.49
9	Salary Payments to Central Office	\$141,925.00
10	Other	\$173,767.59
11	Transfers to Reserves	\$30,000.00
	Total	\$1,037,827.90
	Total Contingency Funds Available	\$1,037,827.90
	Total Salary allocation	\$992,068.00
	Total Funds Available	\$2,029,895.90





Baldivis Secondary College

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