



Baldivis
Secondary College

Annual Report **2016**



STUDENT NUMBERS

Year 7	325
Year 8	289
Year 9	297
Year 10	264
Year 11	292
Total	1,467

SENIOR SCHOOL

Year 11 ATAR	24%
Year 11 Non-ATAR	76%

Welcome

All public schools are accountable to the community in which it serves. As such, all public schools, including Independent Public Schools such as ours, 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 Baldivis Secondary College can also be found on the college website.

The 2016 school year was a significant one for Baldivis Secondary College. The college continues to rapidly grow and expand which continues to be a significant aspect to manage. With the introduction of Year 7 students into high schools across Western Australia and the inclusion of a Year 11 cohort, Baldivis Secondary College went from approximately 1100 Year 7 to Year 10 students in 2015 to 1450 students across Years 7 to 11 in 2016. In commencing the 2016 school year, the college recruited a further 60 staff members ranging from administrators to teachers to school support staff. Whilst our college has state of the art

facilities, the most important asset we have in our college is our people. 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.

The college's heart and soul is our culture of respect and a sense of community. We continue to explicitly teach, demonstrate and provide opportunities to practise working together and building a harmonious sense of community. We will always strive to maintain high expectations and standards for every member of our community. In doing so, we strive to attain our mission of providing every opportunity for members of our community to reach their full potential and to be their best.

We present our annual report to you and hope you gain a full and accurate impression of Baldivis Secondary College.

Keith Svendsen
Principal



STUDENT ETHNICITY

Country of Birth

Australia	69%
New Zealand	10%
United Kingdom	10%
South Africa	4%
All Other	7%

INDIGENOUS STATUS

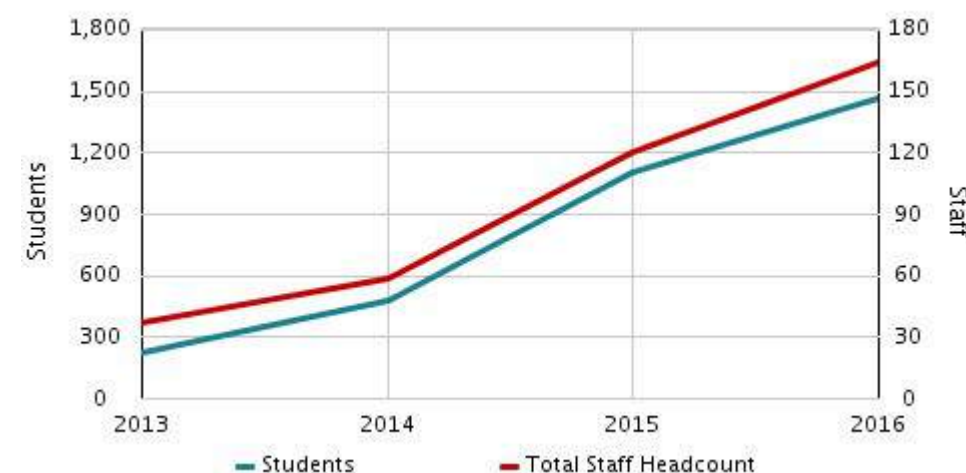
Aboriginal	3%
Non-Aboriginal	97%

Our purpose is to ensure that all students achieve personal success in their learning

- Business Plan 2016-2018

2016 ... ANOTHER YEAR OF RAPID GROWTH

2016 was a busy and productive year as the college continued to grow both in size and in the development of programs and initiatives to support the learning of our young people.





STUDENT ATTENDANCE

Year 7	92%	91%*
Year 8	90%	88%*
Year 9	89%	87%*
Year 10	89%	86%*
Year 11	83%	87%*

* WA Public Schools

OVERALL

Baldivis Secondary College	89%
WA Public Schools	88%

College Priority Areas

ACADEMIC RIGOUR AND SCHOLARLY BEHAVIOUR

We have regularly reviewed and monitored student attendance and the strategies that enable accurate parent communication and compliance.

We monitored the attendance of identified groups of students and implemented improvement strategies where required.

We have developed and maintained close curriculum links with our partner primary schools through the establishment of formal learning links, cross sector collaboration and sharing.

We frequently communicated and reiterated our high expectations with staff and students and modelled high standards across all classrooms.

We conducted a review of cohort, class and individual student performance data to inform the

planning processes in curriculum areas.

We conducted rigorous reviews of performance against state, “like-school” and national benchmarks and implemented and monitored a range of mechanisms to recognise and acknowledge staff and student achievement and success.

We assisted all students to undertake Individual Pathway Planning in Years 7 to 10, with an increasing focus on career development in Years 9 and 10.

As a college, we have continued to implement a college-wide teaching and learning methodology in the critical areas of Writing, Inquiry, Collaboration, Organisation, Reading to Learn (WICOR) and Numeracy.

HIGH QUALITY TEACHING, LEARNING AND LEADERSHIP

Throughout 2016, all staff participated in professional learning which was:

- Embedded in or directly related to the work of teaching;
- Grounded in the content of teaching;
- Organised around collaborative problem solving; and
- Integrated into a comprehensive improvement process.

We began incorporating classroom observation into ongoing self-improvement reflective practice.

Our performance and development processes have been aligned to the AITSL Standards and the Education Department’s Performance Management and Staff Development policies.

We have and continue to provide incumbent and aspirant staff with training opportunities to develop leadership skills, knowledge and understand-

ings as typified in the AITSL standards for teachers and principals.

We have continued to implement a college-wide approach to teaching and learning using evidence based instructional strategies and skills.

Teaching staff have incorporated specific engagement strategies into their daily teaching practices.

The AVID Site Team has implemented a range of evidence based literacy and numeracy initiatives.

The teaching staff have explored and continue to identify and utilise digital technologies and tools in innovative ways to improve learning, communication and to provide meaningful and timely feedback to students and parents.

Teaching staff have explored and used methodologies which integrate new and developing technologies into curriculum delivery and enhance the development of twenty-first century skills.



STAFF PROFILE

Leadership	5
Curriculum Team Leaders /Managers	13
Teachers	79
Education Assistants	17
Administration	16
Cleaners	9
Gardeners	2
Other	14
Total	155





STUDENTS WITH SPECIAL NEEDS

In 2016, the college received additional funding to support the learning of 37 students with a diagnosed disability:

Autism Spectrum Disorder	26
Intellectual Disability	4
Physical Disability	4
Hearing Impaired	2
Severe Mental Disorder	1

College Priority Areas

CURRICULUM DIFFERENTIATION AND ACCESS

Staff used student achievement data to develop differentiated teaching programs that are locally relevant, accessible to all students, value diverse backgrounds and build on existing knowledge.

Staff engaged in special needs and inclusive practice training, and professional learning specific to “students at educational risk”, including but not limited to low literacy, gifted and talented, indigenous and disabled students.

The college developed and implemented targeted programs providing students with opportunities to develop personal and social capabilities, including leadership skills.

Staff at BSC used the Special Educational Needs tools in Reporting to Parents for planning Individual Education Plans and reporting student progress where appropriate.

The college supported students with special needs through tailored support programs and resourcing.

The College continued to use research-based frameworks for designing curricula—that has clear and specific educational goals, methods, materials, and assessments—that will enable all individuals to engage in the learning process and gain knowledge, skills, and enthusiasm for learning.

A CULTURE OF COLLABORATION AND CO-OPERATION

Baldivis Secondary College continues to support and encourage community use of college facilities by community agencies and organisations.

The College has established communication, marketing and promotion strategies around educational partnerships and classroom successes within the community and established regular and timely parent communications.

The College continued to review our course offerings across Years 7 to 11 to ensure appropriateness to student needs.

The College has fostered a distributed leadership model which provides all staff members with the opportunity to lead and participate in multiple aspects of the college through participation in site teams, committees and professional learning sessions.

The College has maintained and further developed authentic, genuine partnerships with tertiary institutions, corporate entities, government agencies and community organisations.

RESPONSIBLE MANAGEMENT OF COLLEGE RESOURCES

The college has effectively and efficiently managed the Student Centred Funding and the requirements of a one-line budget through sound financial operations and practices.

We have been working on increasing the range of Sustainability and Carbon Neutral projects and

activities across the College.

The college continues to enhance the physical aspects of the classroom learning environment which promotes excellence in learning and teaching.



OUR DEFENCE FORCE STUDENTS

In 2016, 22 of our college students had at least one parent serving as a member of the Australian Defence Force.

Through ADF funding, the College was able to employ a Defence Transition Mentor (DTM) for the first time.

The DTM provided support to students of ADF members with their educational journey, especially students transitioning into and out of the College.





SUPPORT FOR OUR INDIGENOUS STUDENTS

Our indigenous students were supported in their educational journey through access to both the *AIME Program* and *Follow the Dream* tutoring. In partnership with the University of Notre Dame all of our indigenous students also had the opportunity to access the support of mentors and tutors.



2016 Snapshots

THE ARTS

Nightmare before Christmas College Production
 YOH Fest
 WA Government Schools Festivals
 Music Showcase
 Dance Showcase
 Curtin University and Point Peron Excursion
 Transperth Bus Safety Film

ENGLISH

Gestalt Comics workshop for Year 7 students.
 Winner of the Murdoch MESH short story competition.
Book in a Day competition.

CRICKET ACADEMY

The Year 7 to 10 Cricket Academy students played fixtures in Term One against Dalyellup, Kent St, John Forrest, Halls Head, Tranby and Belridge.
 Year 10-11 students participated in the Graeme Wood Shield, Geoff Marsh and Peta Verco Shield.
 Bunbury Big Bash
 BASSA Primary School T20 Blast Carnivals at Lark Hill
 Off-season fitness training at the Point Peron

ANZAC Day Service
 Central TAFE ATAR workshop
 Skate Park Mural
 Drone Footage for Cedar Woods
 Baldivis Film Academy Selection Day
 Lion King Excursion

Organised *Book Character Day* as part of Literacy Week.
 Consolidated *ReadTheory* online reading comprehension program to all year groups.

Staircase, Rockingham Foreshore and Lark Hill Sports Complex
 WACA Umpiring Workshops
 WACA Excursion
 Professional county cricketer Kieran Bull, Glamorgan Cricket Club provided specialised coaching during a visit to WA
 Impact Cricket Cup in Brisbane winning 3 out of 4 games



THE AIME PROGRAM

Our AIME students gained a reputation for providing excellent participation on both the AIME days at university and also during the Tutor times at school. Two students completed the Mentor program and another two were selected as role models during the AIME days at UNDA.



SUSTAINABLE URBAN DESIGN

The Sustainable Urban Design program engaged students and industry leaders in developing ideas and strategies for future urban development within the Perth metropolitan area.

Using existing urban growth strategies students developed a broad understanding of industry trends and how key concepts of sustainable urban design are being put into practice in Perth and around the world.

2016 Snapshots

HUMANITIES AND SOCIAL SCIENCES

National Capital Tour (Canberra and Sydney) involving 34 Year 9 and 10 students

Year 8 Bendigo Bank 'How Would You Improve Your Community' local school competition

Year 8 Local Councillor Community presentation

Year 8 Point Peron excursion [Sustainable Coastal Management]

Year 7 Walking Tours 'Liveability' in Rivergums

Year 10 Urban Design Workshops with Perth Urban Designer

Year 10 Sustainable Design workshop excursion at Stockland Shopping Centre

Year 10 Rivergums Sustainable Design walking tours with Cedar Woods

Year 10 Urban Sustainable Design Competition, supported by local industry including Stockland Shopping Centre and Cedar Woods

Year 11 Career and Enterprise 'Careers Week Expo'

Year 11 ATAR Modern History 'Holocaust Institute' excursion

Year 11 ATAR Geography 'Alcoa' fieldtrip

Year 11 General Geography 'Shoalwater Eco-tour' and 'Peel Tourism [Peel Zoo]' fieldtrips

Year 7 Liveability 'Perth City' tour excursion

Year 7 Market Day [Small Business] incursion with Rivergums PS

Year 7 Archaeological Dig incursion

Year 9 and 10 ANZAC mobile 'Light Horse' museum showcase incursion

Year 9 Community Market Garden project

Year 9 Australian History competition 'Triumph or Tragedy'

Year 7-10 Bring Your Own Device (BYOD) Pledge Trial

Year 9 Kids Teaching Kids 'Food Security' at Baldvis Children's Forest

Year 9 Poppy Commemoration Wall

HASS Week



BALDIVIS CRICKET ACADEMY

Year 7	19
Year 8	20
Year 9	14
Year 10	17
Total	70

Initial discussions were held with the Department of Education and the WACA to waive the freeze on new specialist programs being established.



HEALTH AND PHYSICAL EDUCATION

Interschool Swimming Carnival D Division – First Place

Multiple Champion Swimmers for the Interschool Carnival

Interschool Athletics Carnival Division D – First Place

Multiple Champion Individual Athletes

School Sport WA competitions across 25 sports

Baldivis Cricket Academy (BCA) Inaugural Brisbane Cricket Tour

Champion School T-20 Cricket Blast

Lead school state-wide for *Keys for Life* Parent Information Conference Year 10

Consolidated VET cohorts for the Certificate II in Outdoor Recreation and Certificate II in Sport Coaching





BUSH RANGER CADETS UNIT

In 2016 a Bush Ranger Cadets unit was established. Bush Ranger Cadets is a school and community based program supported by the Western Australia Department of Parks and Wildlife (DPAW) and offers school and community members alike to partake in the environmental conservation of their local area.



2016 Snapshots

MATHEMATICS

Statistics Project in conjunction with CSIRO - project-based learning activity involved teams of 2 to 5 students creating an informative poster presentation based on the collection and interpretation of data towards addressing a practical research question.

National commendation for students who participated in the Statistics Poster Competition and entry into International competition

Established Year 7 Foundation class

Academic Alliance Mathematics commenced with a minimum of 80 students attending for additional Mathematics tuition

Participated in CSIRO Mathematicians-in-Schools program

Engaged with SciTech STEM Hubs Program trialing programs developed by the STEM Symposium Team

Trialed use of Back-to-Front Maths to catch up students on key content they have missed



AUSTRALIAN SCIENCE OLYMPIADS

The Australian Science Olympiads are a national extension program for high achieving Year 10 and 11 students to extend themselves beyond school science through challenging exams, stimulating residential programs and international competitions.

In 2016, our Year 11 Earth and Environmental students participated, with plans to extend the opportunity to 54 students across Years 10 and 11 in 2017.

SCIENCE

Year 11 Integrated Science - AQWA and local wetlands and estuarine systems field trips

Year 7 Zoo excursion

Year 7 and 11 Kings Park Botanical Centre excursion

Year 7 students participated in native planting to establish the schools own botanical gardens and totem.

Year 8 Point Peron Field Study

Year 11 Earth and Environmental Science - Geological Fieldwork

National BIG SCIENCE Olympiads

Year 10 Police Visit

The four top Year 10 Science students participated in the Kwinana Industry Council Science project

Seven top female students were given the opportunity to participate in the Women in Science Conference

Year 11 Physics Adventure World excursion

UWA Science Café excursion

Two-day intensive STEM workshop – Year 8

Annual College Science Fair

TECHNOLOGIES

Launching Certificate II Courses in Hospitality, Construction Pathways, Engineering Pathways and Visual Arts CAD Focus.

Official Opening of our Hospitality restaurant - Stillwater

Barista Training Program

'Kitchen Gardens' with Stephanie Alexander

Hospitality students catering for various functions

Aurecon Bridge Building Competition

RAC Pedal Prix with the Stuart Peterson

Design an Urban Shade Project

Young Men's Shed

International Design Competition



2016 Snapshots

SENIOR SCHOOL

- Careers Expo week
- Parenting Ideas news bulletin through Connect
- Tuesday Study group
- Tuart Fellowship membership grew from 7 to 58 over the year.
- Year 13 guest speakers at Parent Information evenings

- Senior School Good Standing Policy initiative
- Funded exam preparation sessions conducted during weekends leading up to exams
- Year 10 pre-apprenticeship programs awarded
- One to one counselling sessions for Year 11 students, supporting student best performance



OLNA

The OLNA is an online literacy and numeracy assessment. It is a multi-choice computer based test designed to assess students for a minimum standard required for higher education and the workforce and is designed to enable students to successfully meet the Western Australian Certificate of Education (WACE) requirement of demonstrating the minimum standard of literacy and numeracy.

VOCATIONAL EDUCATION AND TRAINING (VET)

- All Year 11 VET students had WPL placements
- VET Induction Day at the Cruising Yacht Club of WA
- ‘Provide First Aid’ Training to all students in the VET Program
- Students had access to School Based Traineeships, Full-time Apprenticeships and Pre-apprenticeship opportunities
- Students had accessed to a range of courses at TAFE through Profile funding and Fee for Service
- Try-a-Trade opportunities were provided across the year

- Nursing placements for Year 10 applicants
- ‘Eyes on VET’ - regular article in the College Newsletter
- Information Evenings for parents and students
- Successful partnership with Wormall Civil established
- Joined the Education Partnership with Kwinana Industries
- Students participated in Kwinana Industries Council iProjects – iWomen, iMen, iScience, iDiversity
- Wormall Civil Site Tour for future Construction Pathways students

OLNA

Students who have already met the WACE minimum standard of literacy and numeracy:

Year 11	
Literacy Reading	88%
Literacy Writing	85%
Numeracy	83%
Year 10	
Literacy Reading	71%
Literacy Writing	67%
Numeracy	60%

STUDENT SERVICES

- Year 7 Activity Day
- Student of the Month morning teas
- Pink Stumps Day
- ANZAC Service
- Surf Online Safe Presentations
- African Beat Performance
- The Work Readiness Day

- Celebration Assemblies
- Rewards Day
- Year 7 Camp
- Year 10 River Cruise
- Year 11 Dinner Dance
- Offered Positive Parenting Program
- Student Leadership Training Program





VET @ BSC

In 2016, 40% of Year 11 students were enrolled in **VET industry specific courses**.

These courses include a full AQF qualification, mandatory workplace learning and contribute to the Certificate II requirement for WACE.

2016 Snapshots

STAFF PROFESSIONAL LEARNING

Utilizing whole school meeting time as a third formal avenue, in addition to Individual Professional Learning and Curriculum Team Professional Learning. A whole school approach commenced as the BSC Professional Learning Community (PLC) was established. It began with staff defining the intent and beliefs that has constituted our Baldivis Professional Learning Charter. The charter is articulated around the values of the school and conveys how we will identify, design, enact, engage, apply, review and evaluate Professional Learning.

Executive devised topics for strands of PL and groups of staff rotated through various discrete workshops. These included Incorporating Numeracy, Flipped Classroom, Sustainability, Peer Observation and Feedback, Digital Technologies, Literacy and The Big Picture. One outcome of a strand was the input from every staff member on the conditions and protocols they would prefer for Peer Observation. This information was collated and shared back to the staff and is ready to be condensed when Peer Observations are used more formally in 2017 and beyond.

In addition to the PLC, other separate PL opportunities included the CMS program for 19 Early Years Teachers. Endorsed DOE content was delivered which focuses on Individual Classroom Management and skills for on task student behaviour

(Behavioural Engagement Skills). Connections to interventions beyond the classroom were also highlighted. A unique feature of the program was its use of swivel instead of a tradition conferencing method, where a consultant sits in the classroom and takes notes, teachers videoed themselves demonstrating particular skills and reflected on these moments prior to a conference. This enhanced transfer of learning and empowered teachers to own their behaviour and have a better opportunity to genuinely reflect on their practice and the skills they were using.

Other Professional Learning occurred through Curriculum and Site Team meetings, external providers to targeted groups, e.g. Data Champions and self-organised groups.

Based on the feedback from 2016, the goal in 2017 has been to consider strengthening the coherence and clarity of every professional learning opportunity. In doing so, also ensuring that any focus on performance and development is enhancing career wellbeing for staff. The aim being to outline an efficient and evidence based framework that leverages existing processes, such as Performance Management. This will help not only to meet the needs of teachers and students but maximise the impact on student progress.



INDUSTRY PLACEMENTS

110 employers provide workplace experience for VET students across the following 16 industry areas, including:

Construction	36
Hospitality	20
Teacher Assistant/ Child Care	14
Retail	13
Sports Coaching, Automotive	5
Plumbing	
Hairdressing	4
Engineering, Electrical	3
Music, Business, Retail Cosmetics, Animal Research	2
Media	1

Professional Learning in 2016 continued to translate the College priorities into enhanced teacher practice.



ADVANCING AVID

The development of AVID Leaders within the College was a major initiative in 2016. **AVID Instructional Coaches** were selected mid-year and provided with specialised training through AVID Australia to

enable them to work shoulder to shoulder with their Curriculum Team Leader and colleagues to embed and implement AVID strategies at the Curriculum Area level.





ABOUT NAPLAN

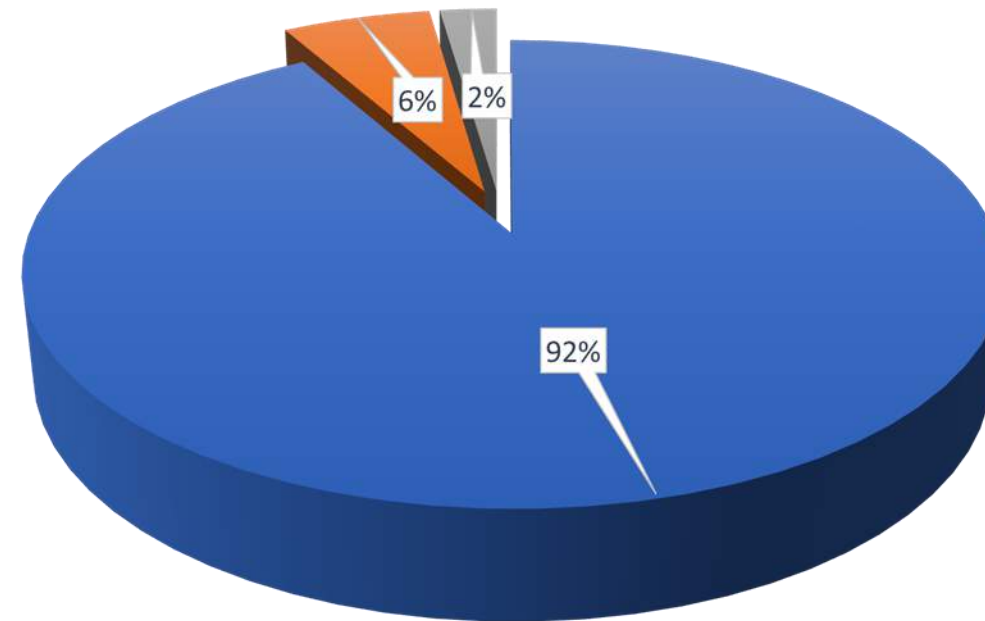
NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling, grammar and numeracy.

It is important to remember that NAPLAN tests are not pass/fail tests. At the classroom level it is one of a number of important tools used by teachers to measure student progress

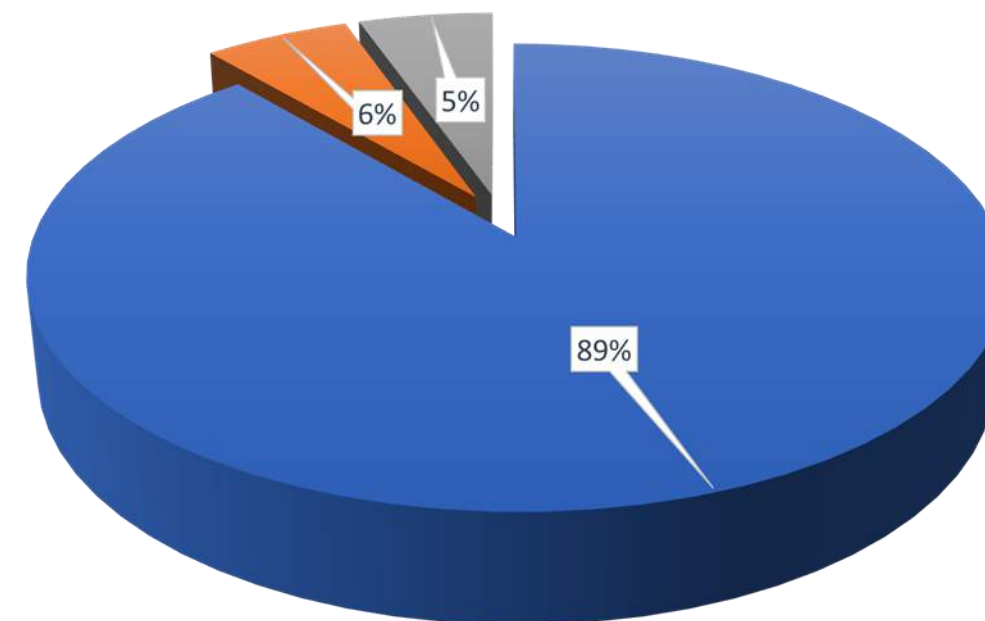


NAPLAN

YEAR 7 NUMERACY



YEAR 7 READING



■ Above

■ At

■ Below



YEAR 7 NUMERACY

98% of our Year 7 students are either at or above the national minimum standard for Numeracy.

YEAR 7 READING

95% of our Year 7 students are either at or above the national minimum standard for Reading.



NAPLAN RESULTS

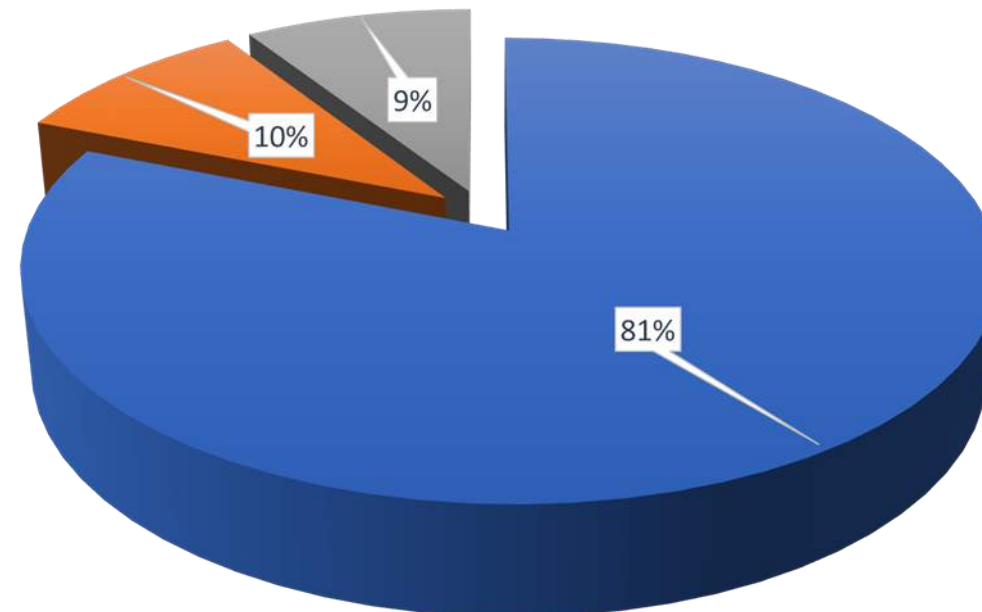
Each year from mid-August to mid-September the College receives NAPLAN reports for each of our students who sat the test.

Reports are given to students to bring home. Parents are advised via text message and email when the reports are being sent home. The same report format is used for every student in Australia.

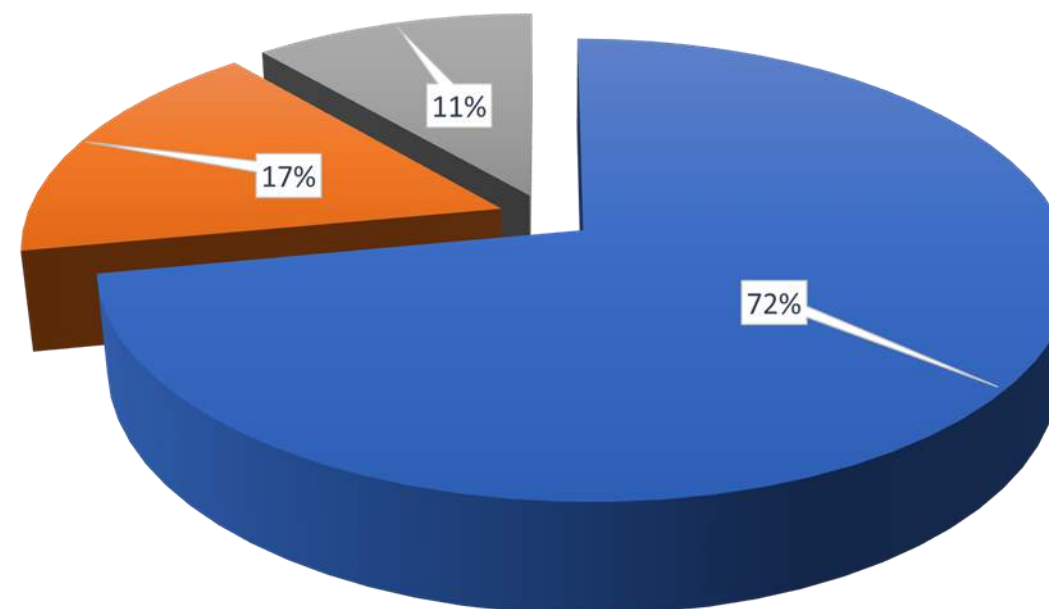


NAPLAN

YEAR 7 SPELLING



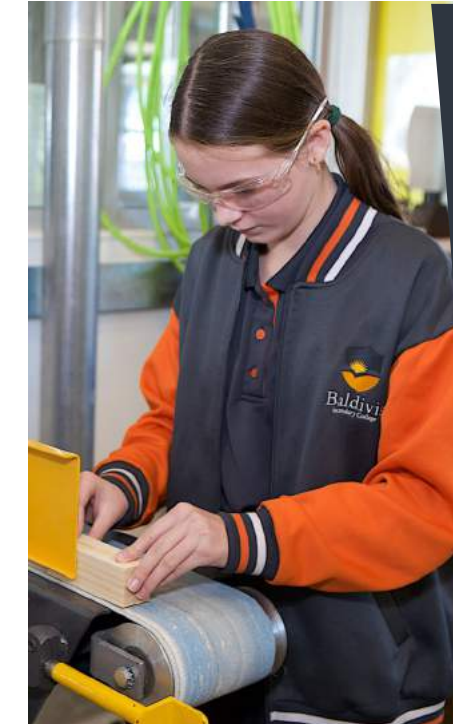
YEAR 7 GRAMMAR & PUNCTUATION



■ Above

■ At

■ Below



YEAR 7 SPELLING

91% of our Year 7 students are either at or above the national minimum standard for Spelling.

YEAR 7 GRAMMAR & PUNCTUATION

89% of our Year 7 students are either at or above the national minimum standard for Grammar and Punctuation.



YEAR 7 WRITING

82% of our Year 7 students are either at or above the national minimum standard for Writing.

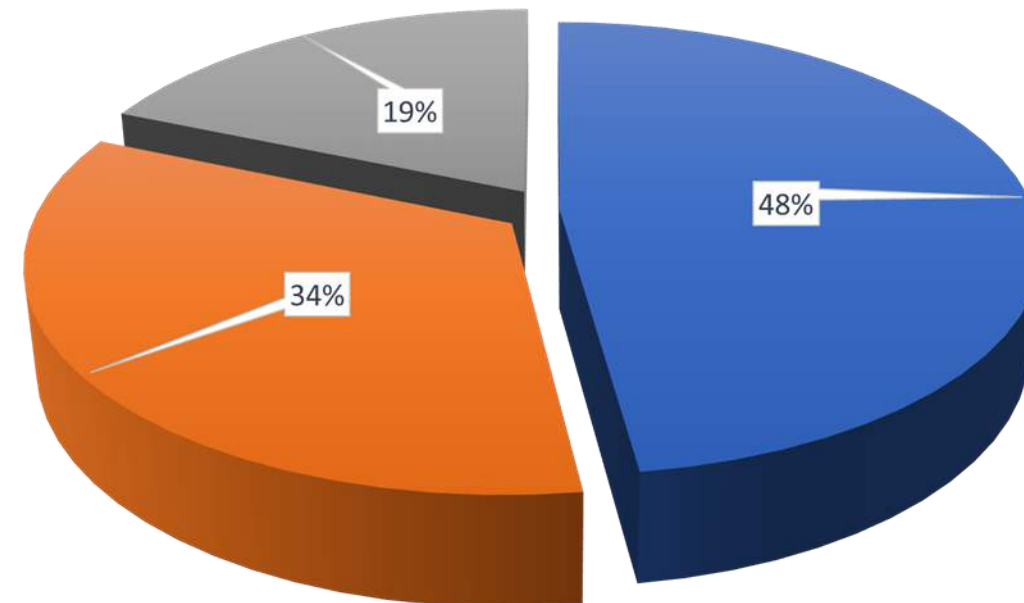
YEAR 9 WRITING

71% of our Year 9 students are either at or above the national minimum standard for Writing. Similarly to our Year 7 students, writing is a major focus area in 2017.

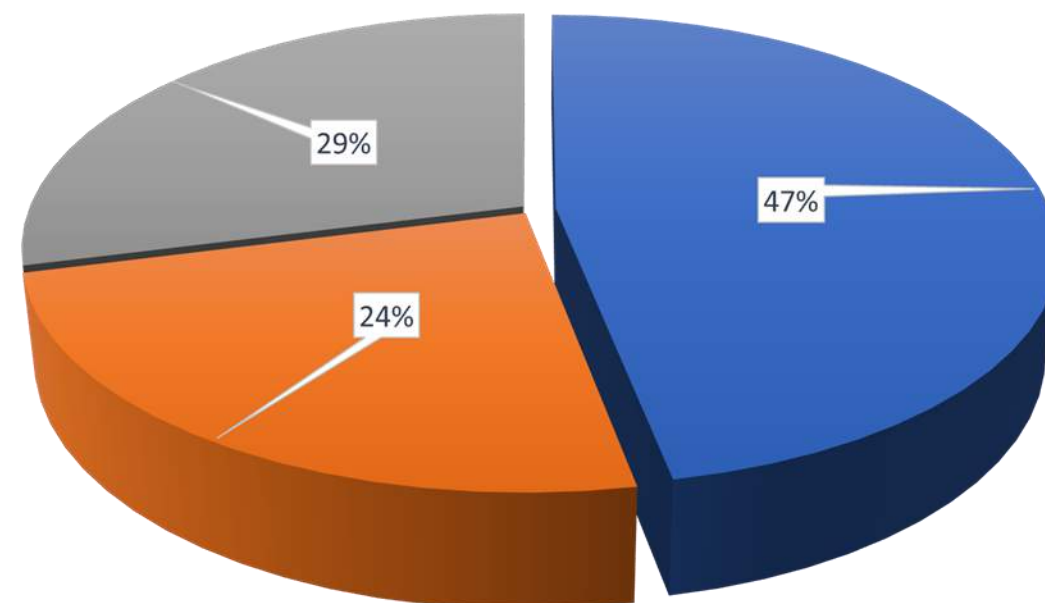


NAPLAN

YEAR 7 WRITING



YEAR 9 WRITING



■ Above

■ At

■ Below



CNAP TRAINING FOR STAFF

College staff were provided with training in the use of the Customised NAPLAN Analysis Platform (CNAP). CNAP provides teachers with an online portal where they can analyse a cohort or student's strengths and weaknesses and build WA Curriculum linked learning plans from this data.

Improving students performance in writing is a major focus across all year groups.



ABOUT NATIONAL MINIMUM STANDARDS

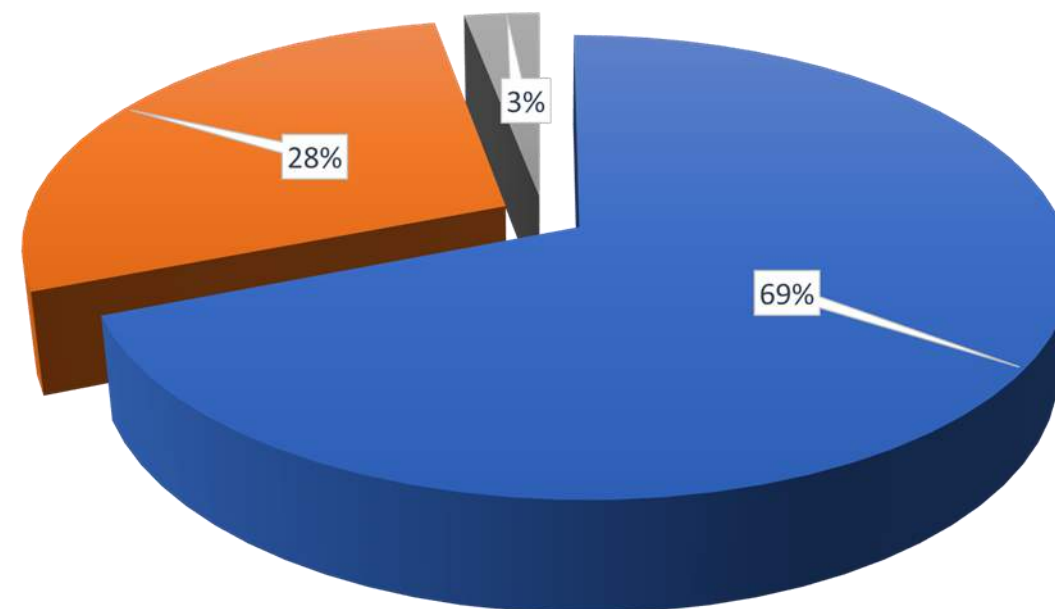
The national minimum standards at Years 3, 5, 7 and 9 represent increasingly challenging skills and understandings as students move through the years of schooling from Year 3 to Year 9.

Students within a minimum standard band will typically be able to display skills in that band and in the band below and display some of the skills in the bands above the minimum standard.

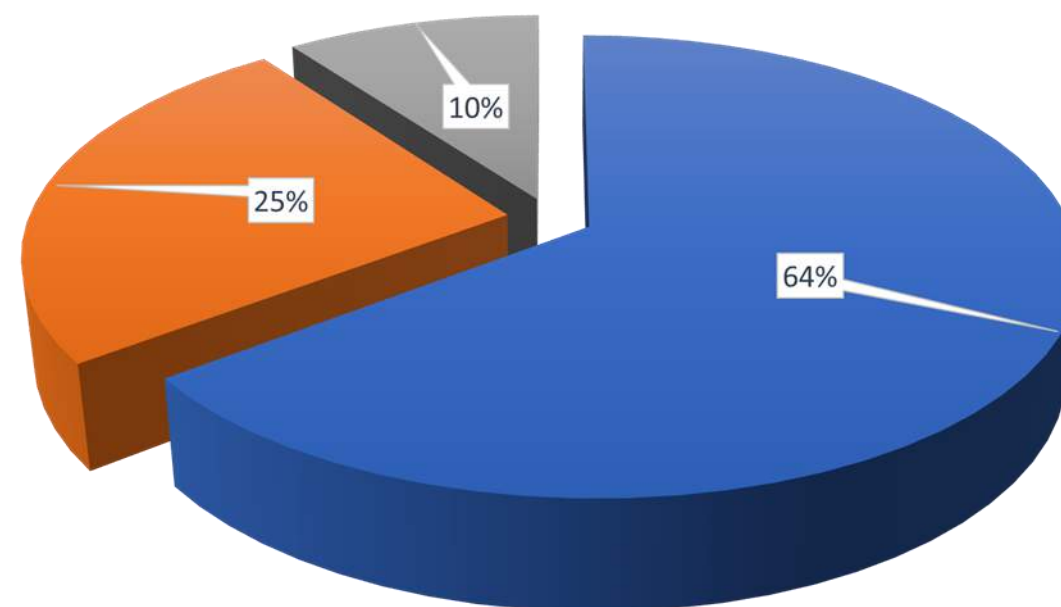


NAPLAN

YEAR 9 NUMERACY



YEAR 9 READING



■ Above

■ At

■ Below



YEAR 9 NUMERACY

97% of our Year 9 students are either at or above the national minimum standard for Numeracy.

YEAR 9 READING

89% of our Year 9 students are either at or above the national minimum standard for Reading.



ABOUT NATIONAL MINIMUM STANDARDS

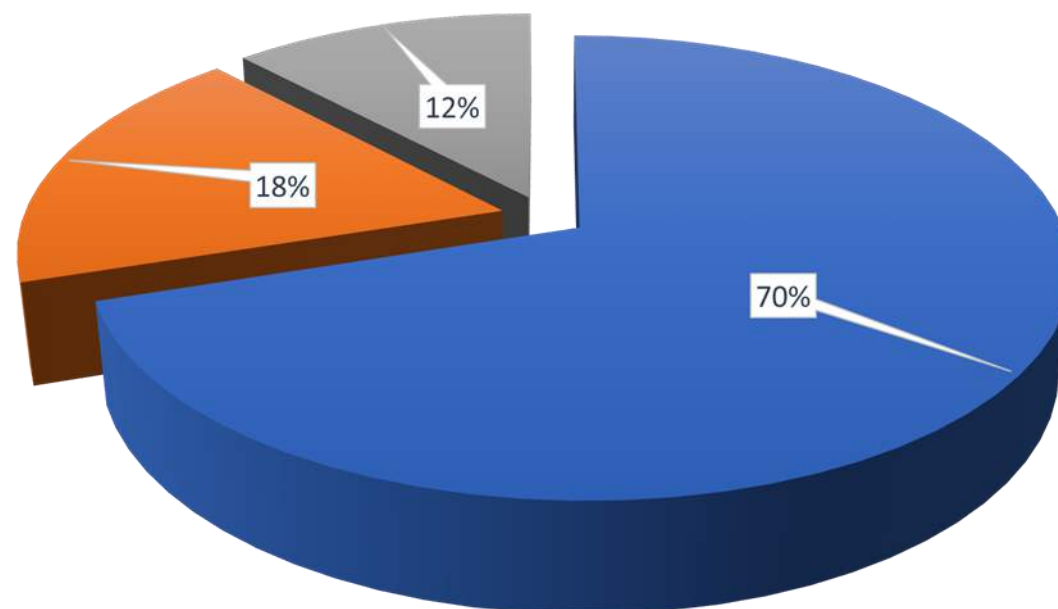
The NAPLAN assessment scale is divided into ten bands to record student results in the tests. Band 1 is the lowest band and band 10 is the highest band.

The national minimum standards encompass one band at each year level and therefore represent a wide range of the typical skills demonstrated by students at this level.

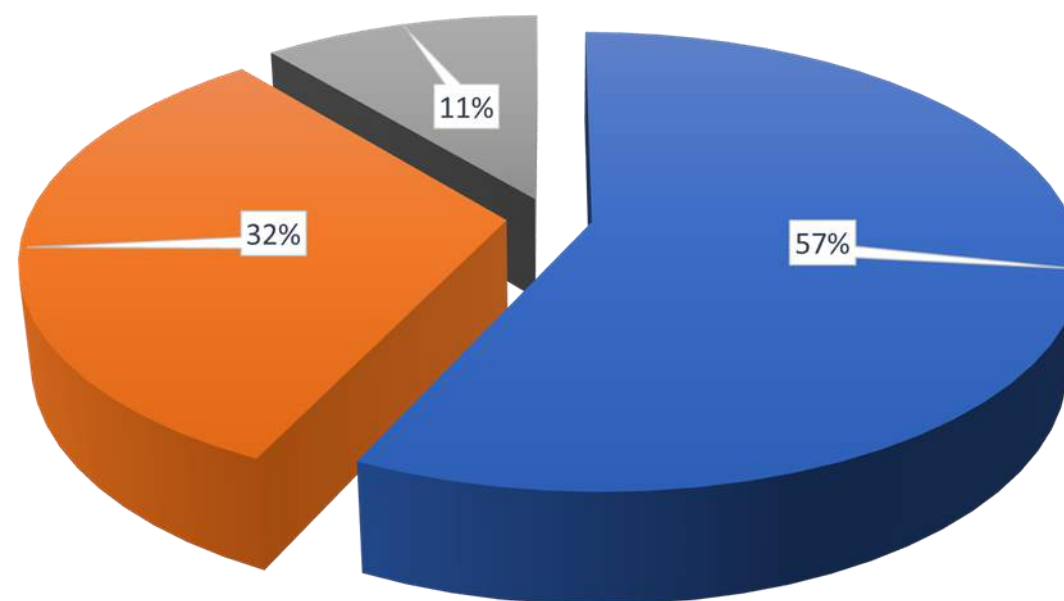


NAPLAN

YEAR 9 SPELLING



YEAR 9 GRAMMAR & PUNCTUATION



■ Above

■ At

■ Below



YEAR 9 SPELLING

88% of our Year 9 students are either at or above the national minimum standard for Spelling.

YEAR 9 GRAMMAR & PUNCTUATION

89% of our Year 9 students are either at or above the national minimum standard for Grammar and Punctuation.



Finance

INCOME

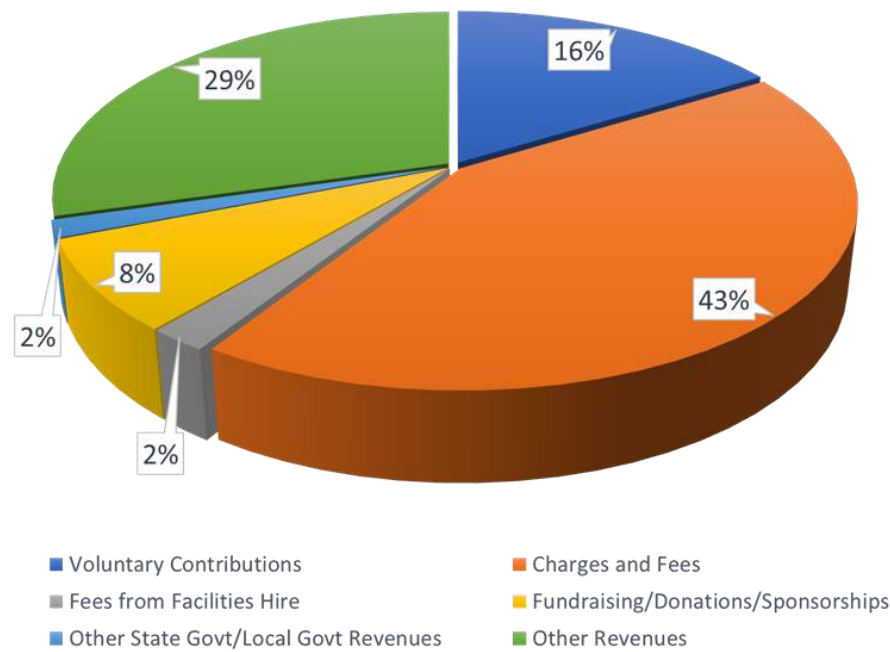
	Amount (\$)
Carry Forward (Cash)	\$227,775.40
Carry Forward (Salary)	\$447,779.05
Student-Centred Funding	\$14,298,532.74
Transfers and Adjustments	-\$8,494.82
Locally Raised Funds (Revenue)	\$1,216,698.00
TOTAL	\$16,182,290.37

EXPENDITURE

	Amount (\$)
Salaries	\$13,291,971.58
Goods and Services (Cash Expenditure)	\$2,487,396.51
TOTAL	\$15,779,368.09



LOCALLY RAISED FUNDS (REVENUE)



GOODS & SERVICES (CASH EXPENDITURE)

