Annual Report
2013

Annual Report
Contents

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 Baldivis Secondary College can also be found on the college website www.baldivissc.wa.edu.au

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.

Welcome

Baldivis Secondary College has completed its inaugural year as a school in the community of Baldivis. In our first year we have achieved much and have already begun to establish itself as a school of choice. Stage one of the building program is now complete. Our facilities are second to none and this provides a terrific learning environment for our young people and a wonderful work environment for college staff. We have made our facilities available to the community of Baldivis to help support the growth of a vibrant and active community. We uphold the notion that a school should be one of the fundamental hubs of a local community. This is but one of our aspirations. As great as our facilities are in our learning environment the most important asset is our people. Students and their parents together with staff are what make Baldivis Secondary College a vibrant and engaging community.

The staff and parents have worked tirelessly together to generate those important policies and procedures that any organisation must have to ensure effective and efficient operations and to have every conceivable opportunity made available to achieve great outcomes. We have been very conscious and explicit in setting high expectations and standards of and for every member of our community. In doing so we aim to provide every opportunity for members of our community to reach their full potential.

We can have all the expectations set high and our standards set equally so but if we are genuine in our creation of a culture of respect and a sense of community then all of the initiatives and strategies, programs and processes must have these embedded. We need 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.

We commend this report to you and trust you will gain a useful insight into Baldivis Secondary College.

Keith Svendsen   Tim O'Keeffe
Principal   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.

Individuals in our community will have every opportunity extended to them to assist them in achieving their full potential. Irrespective of an individual's learning needs, we work towards meeting those needs and seek to gain the appropriate resources to do so. Baldivis Secondary College offers a broad curriculum based on the Australian Curriculum.

As a new and cutting edge college we have an information technology rich teaching and learning environment. We are currently developing specialist programs for Department of Education approval.

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.

Key Performance Indicators

QUALITY TEACHING, LEARNING AND LEADERSHIP

- Student Achievement Information System (SAIS) results for the whole school to be comparable or higher than like-schools. **(DEVELOPING)**

- 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.
  (DEVELOPING- 2014 will be the first year of NAPLAN testing for BSC)

- Establish positive trends of participation and success in state, national and international competitions:
  – Attain secondary attendance rates above state average; **(ACHIEVED)**
  – Increased numbers of staff working towards/or attaining Level 3 and/or Senior Teacher status; **(DEVELOPING)**
  – Student and community survey data on teaching and learning to reflect positive satisfaction ratings.
  (ACHIEVED and DEVELOPING continued efforts being applied for further increases in satisfaction ratings and Parent Survey in 2014)

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; **(DEVELOPING)**

- 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.
 **(Ongoing development and implementation with survey in 2014)**

Intake
Area

The following defines the local-intake area of this school:

From the junction of Mandurah Road and Stakehill Road, north along Mandurah Road to Millar Road West (along which is located the local government boundary of the Town of Kwinana and the City of Rockingham), east along the local government boundary of the Town of Kwinana and the City of Rockingham to Duckpond Road, south east along Duckpond Road (south west side included) to Mundijong Road and the local government boundary between the City of Rockingham and the Shire of Serpentine - Jarrahdale, south west along this local government boundary to its junction with the Serpentine River, south from this junction to Karnup Road, east along Karnup Road (south side included) to Yangedi Road, south along Yangedi Road (west side included) to Henderson Road West, west along Henderson Road West (north side included) to the local government boundary between the City of Rockingham and the Shire of Serpentine - Jarrahdale, south along this local government boundary to the local government boundary between the City of Rockingham and Shire of Murray, west along this local government boundary to the Serpentine River, north along the Serpentine River to the locality boundary between Baldivis and Karnup, west along this locality boundary to the junction of Stakehill Road and Baldivis Road and west along Stakehill Road (north side included) to Mandurah Road.
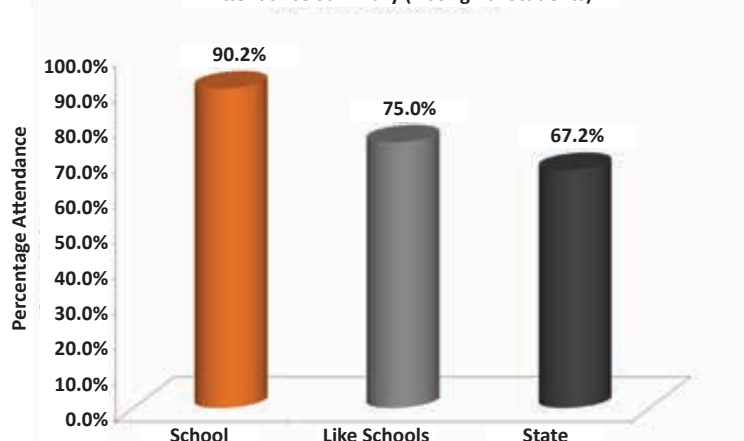
In 2013, 60 per cent of students came from our partner primary schools of Baldivis Primary School and Settlers Primary School. As part of an extensive transition process, Year 7 students from our partner primary schools (now also including Makybe Rise Primary School) relocated to the college for extended periods of time in Term 4.
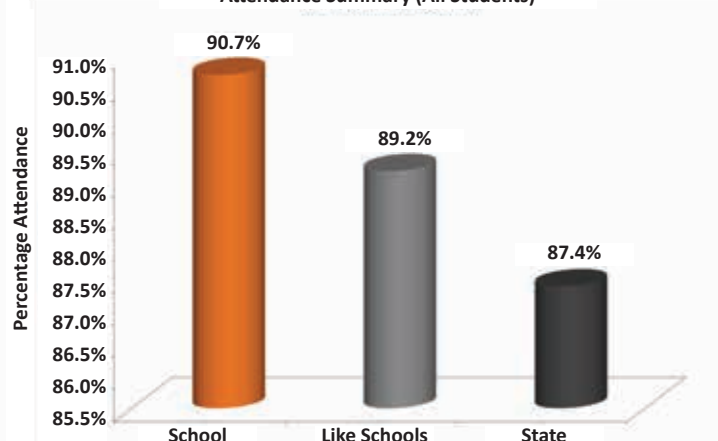

Previous Primary School (By Number) - 2013

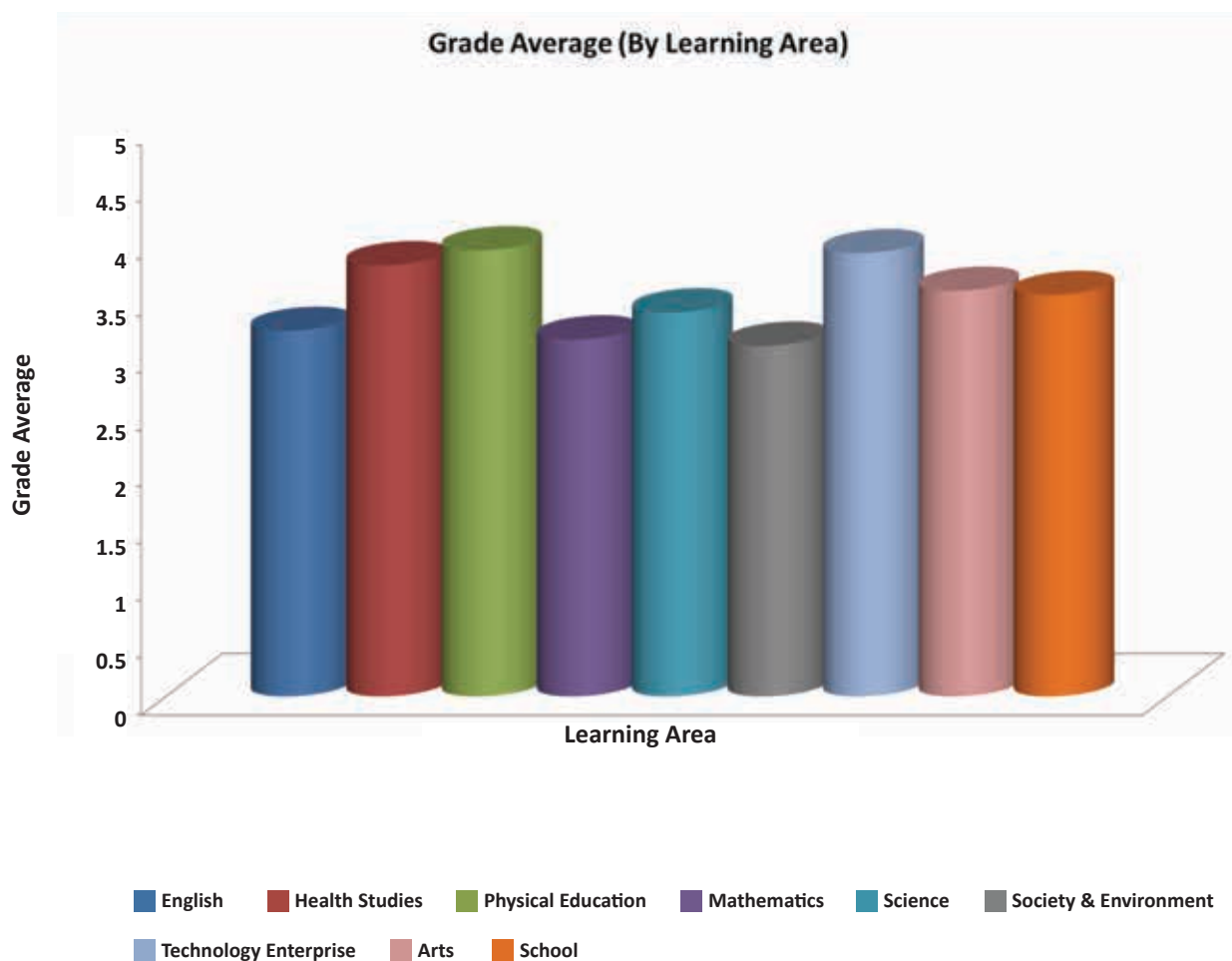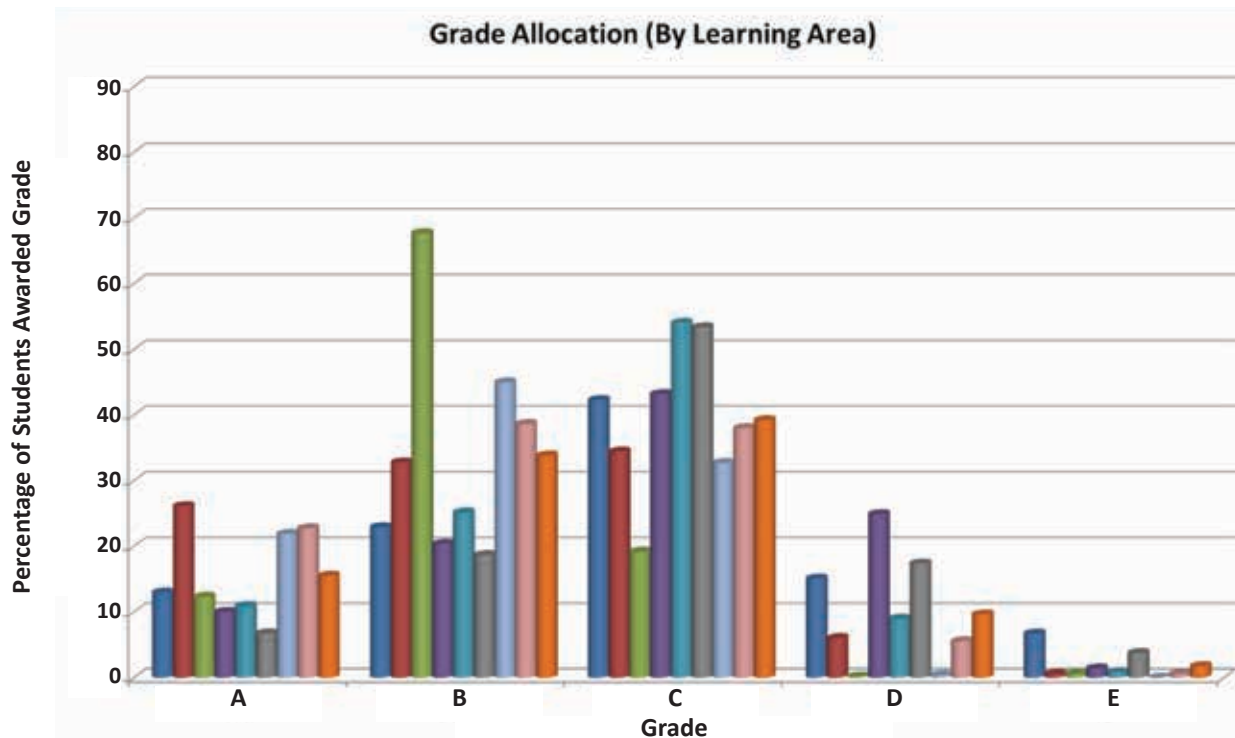Previous School By Sector - 2013
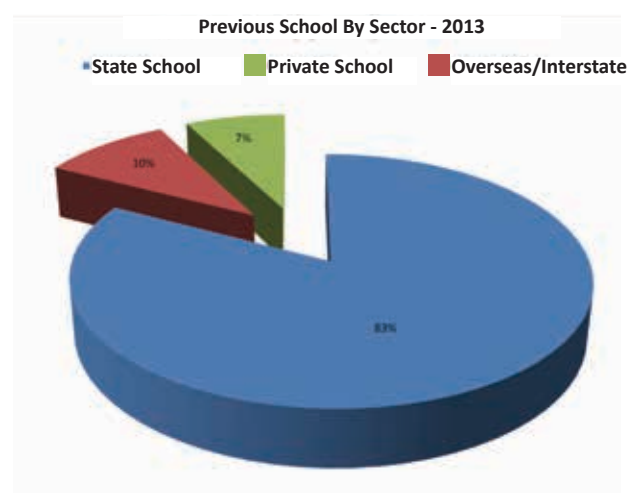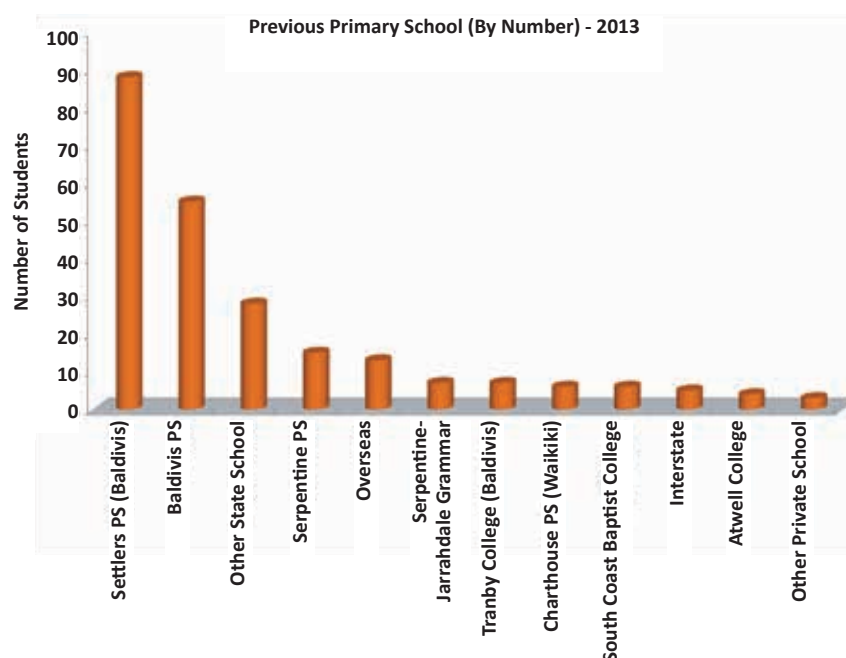
Student
Attendance

We firmly believe that regular attendance at school is fundamental to successful learning outcomes for students. As a new college we set very clear attendance targets, specifically to maintaining attendance rates above state average. We achieved pleasing overall 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.

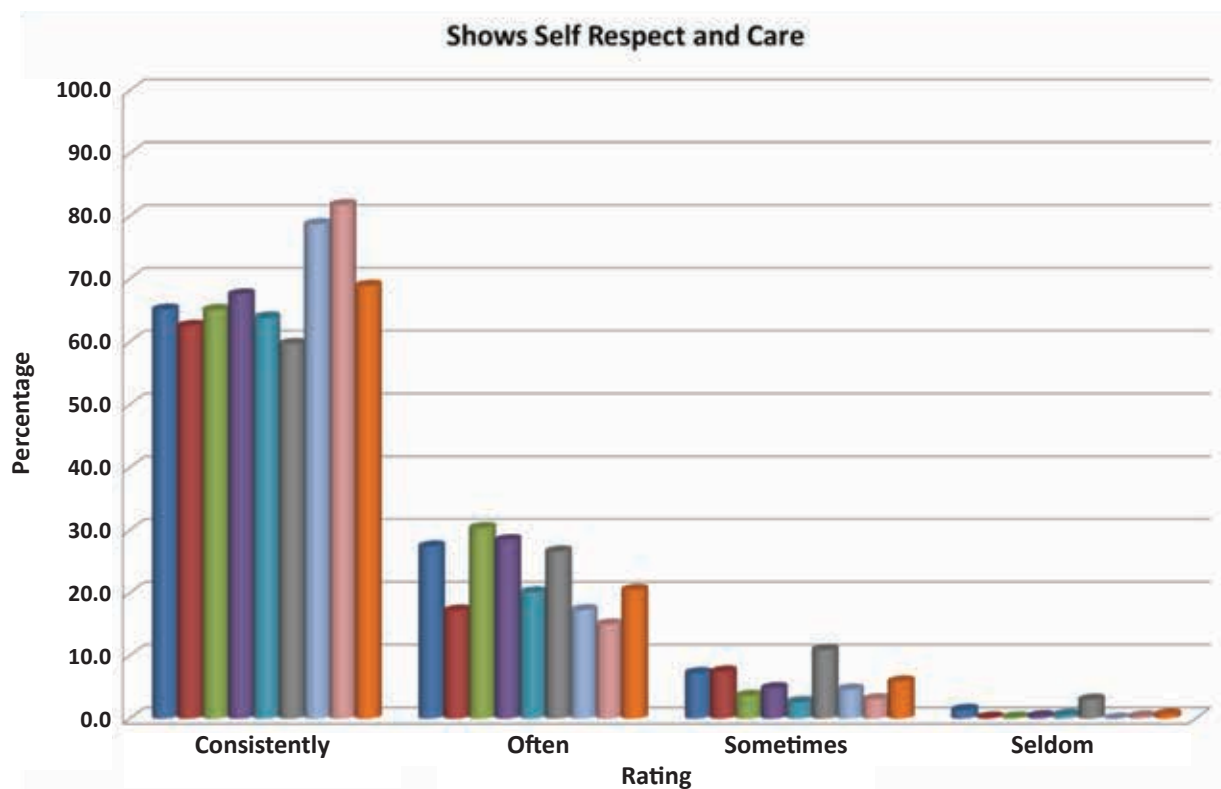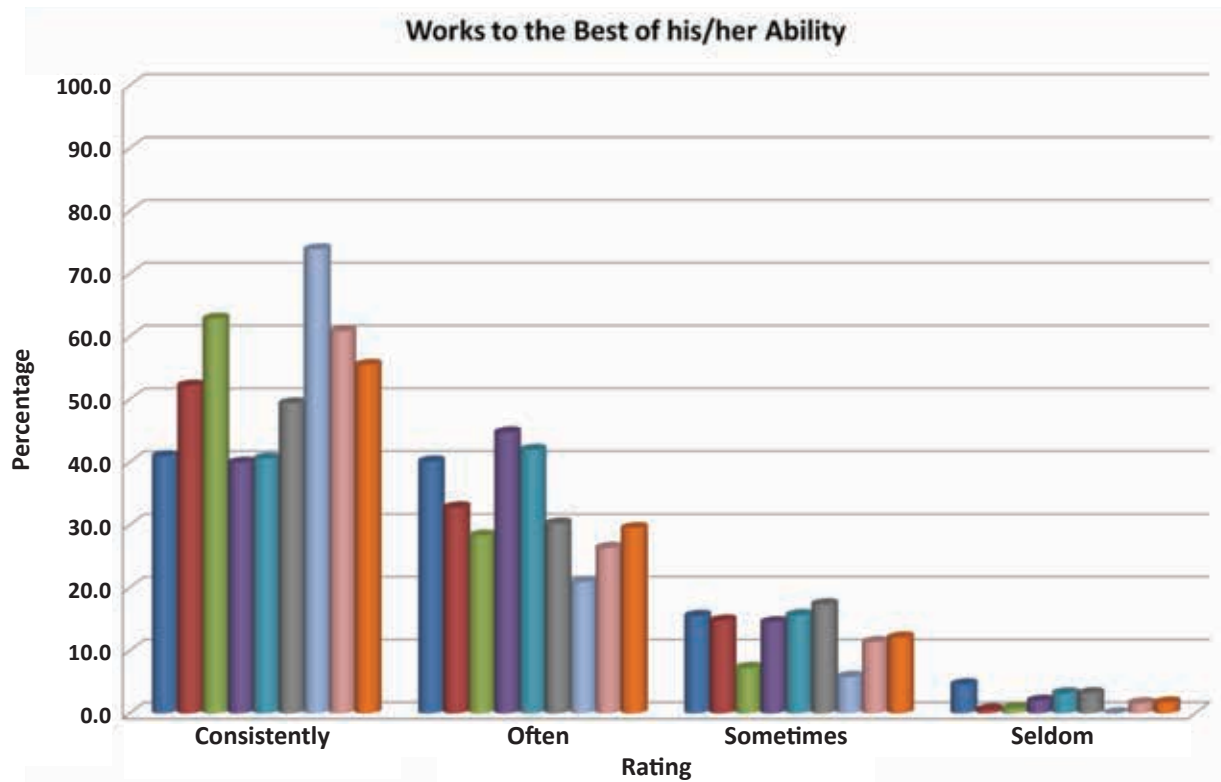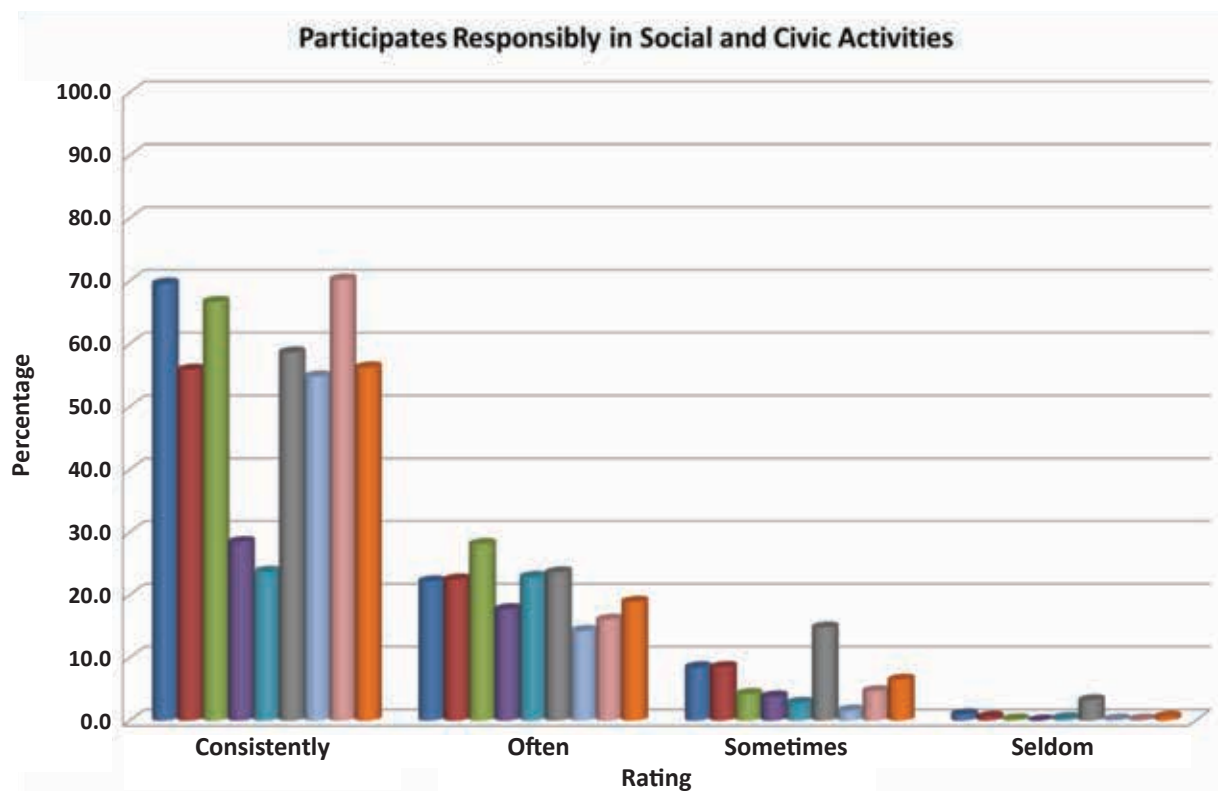Attendance Summary (Aboriginal Students)

School: 90.2%
Like Schools: 75.0%
State: 67.2%

Attendance Summary (All Students)

School: 90.7%
Like Schools: 89.2%
State: 87.4%

Grade Allocation (By Learning Area)

Grade Average (By Learning Area)

Legend: English, Health Studies, Physical Education, Mathematics, Science, Society & Environment, Technology Enterprise, Arts, School

Works to the Best of his/her Ability

Shows Self Respect and Care

Legend: English, Health Studies, Physical Education, Mathematics, Science, Society & Environment, Technology Enterprise, Arts, School

Shows Courtesy and Respect for the Rights of Others

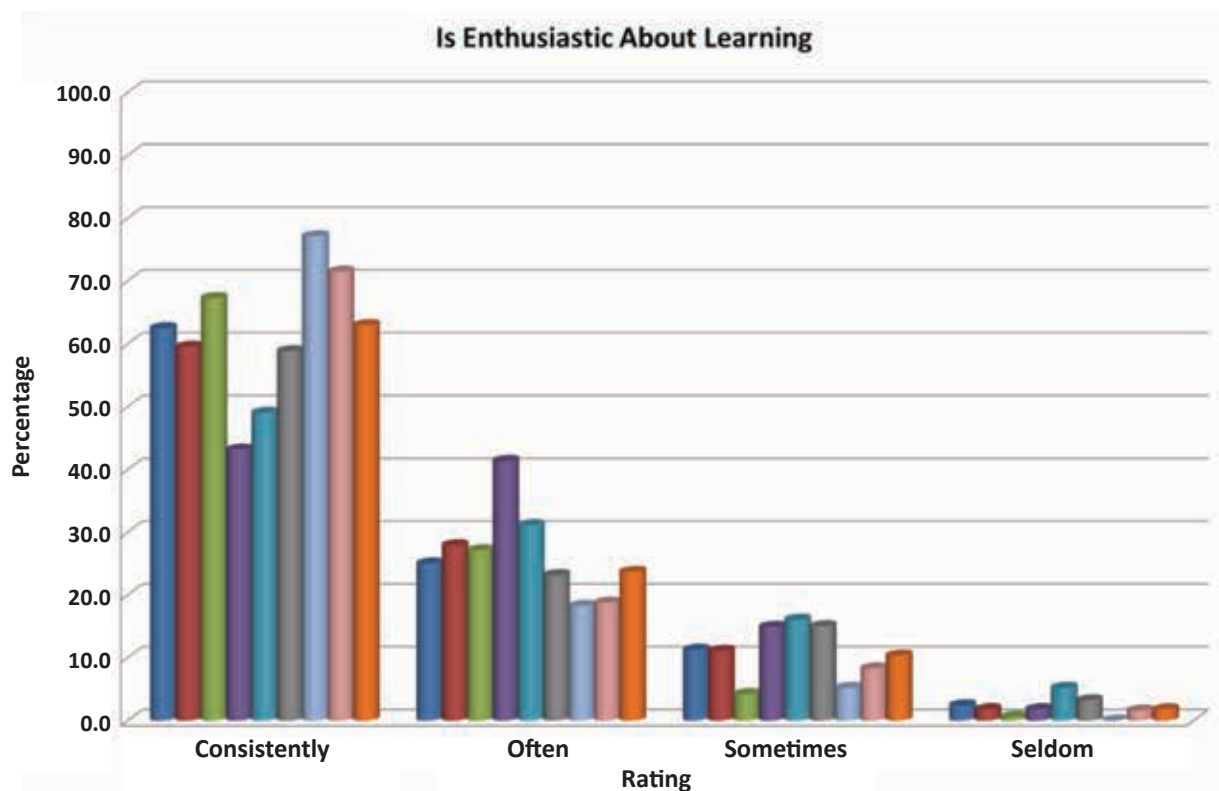## Participates Responsibly in Social and Civic Activities

Legend: English, Health Studies, Physical Education, Mathematics, Science, Society & Environment, Technology Enterprise, Arts, School

Cooperates Productively and Builds Positive Relationships with Others

Is Enthusiastic About Learning

Legend: English | Health Studies | Physical Education | Mathematics | Science | Society & Environment | Technology Enterprise | Arts | School

Sets Goals and Works Towards Them With Perseverance

Shows Confidence in Making Positive Choices and Decisions
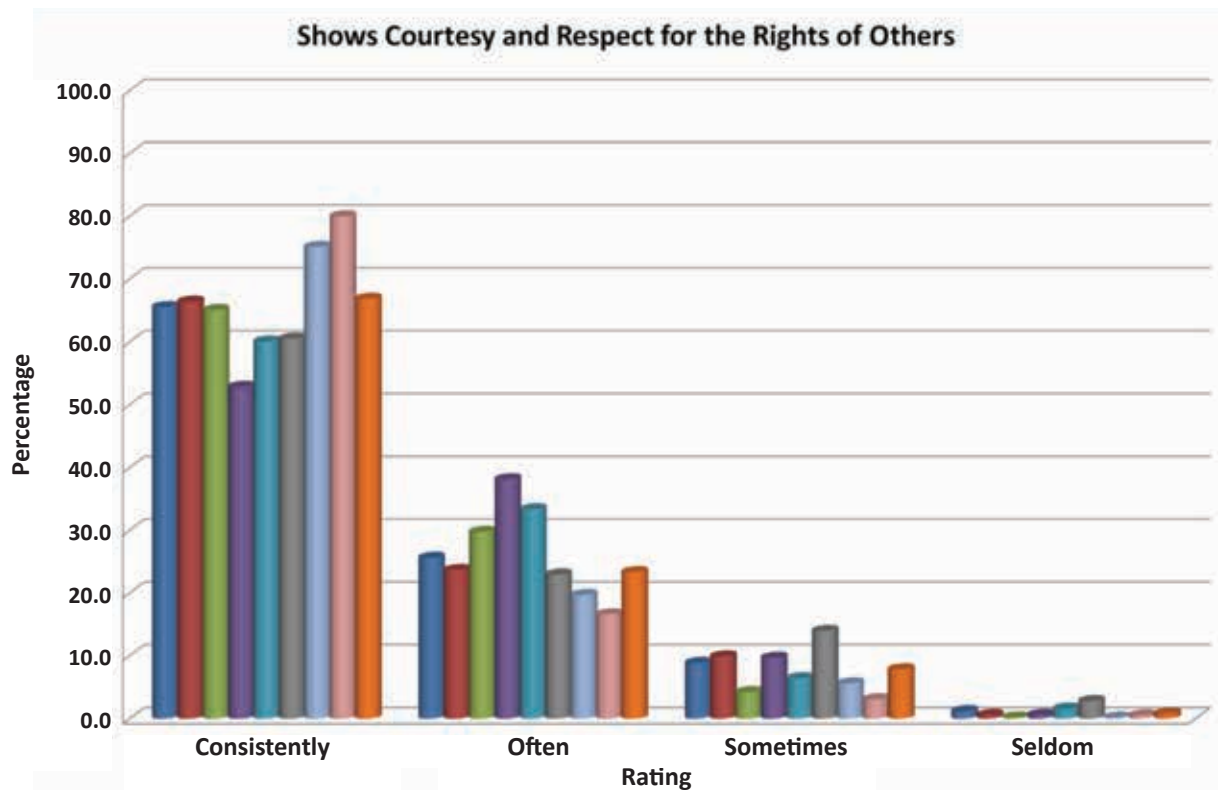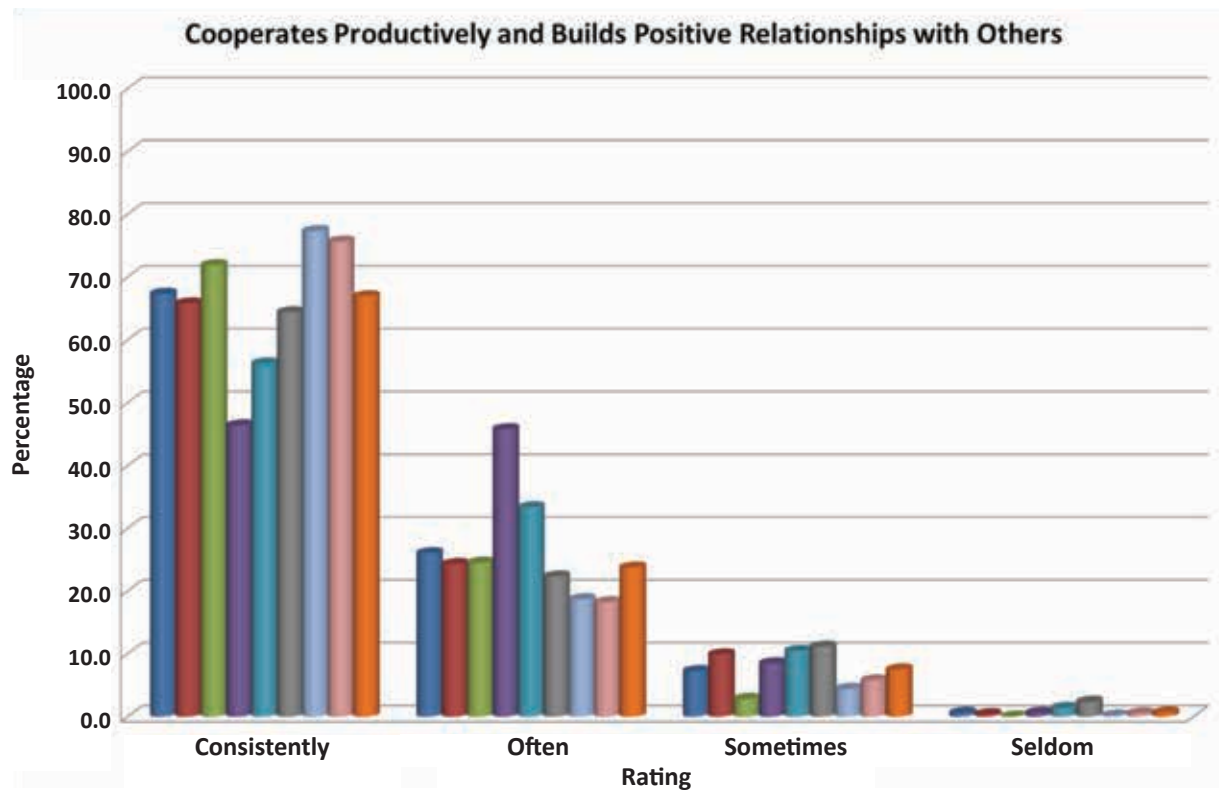
Legend: ■ English ■ Health Studies ■ Physical Education ■ Mathematics ■ Science ■ Society & Environment ■ Technology Enterprise ■ Arts ■ School

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
- Wild West Photograph Competition
- Castaways Sculpture Competition
- Netball Tournament
- Rugby Tournaments
- Cross Country Competition
- AFL Competition
- Academic Alliance
- Breakfast Club
- Beach Vegetation Planting
- Clean Up Australia Day
- Movie Night
- Bully Busters Presentation
- Music Showcase Evening
- WA Government Schools Music Society Concert
- ANZAC Ceremony
- Opening Ceremony
- Society and Environment Week
- Science Week
- Engineering Bridge Building Competition
- Year 8 Camp at Forest Edge
- Cybersmart Presentations
- Bell Shakespeare Performance
- 'Baldivis Has Talent'

'What's Happening in this School' Survey

For anyone who has visited a school, it is clear that each has its own culture. A person can feel the climate each time they enter a school, watch how staff members and students interact with each other or observe how difficult issues are resolved. It is generally agreed that the school culture is a group phenomenon based on the quality and character of school life based on patterns of people's experiences. A positive school climate has the potential to create an environment in which students can become productive members of society. The WHITS questionnaire is designed to assess the school climate from the students' perspective using the following determinants:

TEACHER SUPPORT: Students perceive that teachers at the school are supportive and helpful.

PEER CONNECTEDNESS: Students feel that there is contact and friendships between students.

SCHOOL CONNECTEDNESS: Students perceive that they are part of a community.

AFFIRMING DIVERSITY: Students with differing cultural and language backgrounds, interests and experiences and preferred learning styles feel that they are acknowledged and valued

RULE CLARITY: Students perceive the school rules to be clear and promote a safe environment.

REPORTING AND SEEKING HELP: Students are aware of procedures, and feel safe, to report incidents of harassment, bullying and prejudice.

The survey was administered to students at Baldivis Secondary College in August, 2013. Profiles depicting students' perceptions of the school climate are included below. Generally speaking anything in the range of 3 or higher is regarded as positive.

Student Perception of School Climate
Whole School n+211

Determinants - Average Item Means
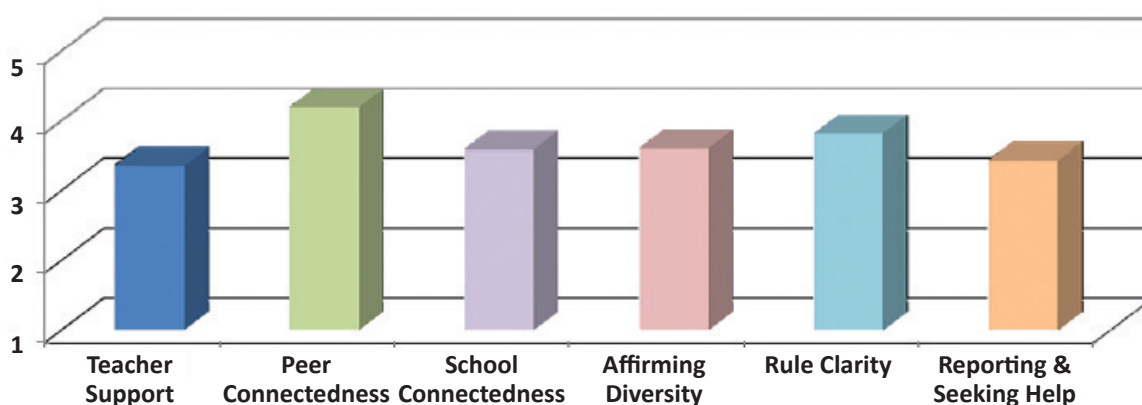
Baldivis Secondary College
Staff

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. 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

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.

To facilitate improvement processes at Baldivis Secondary College, teachers work together with their colleagues to participate in the;

- Assessment of improvement needs

- Diagnosis of improvement needs

- Phrasing of improvement goals

- Evaluation

- Reflection

Continued..
Staff

Staff at Baldivis 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.

Continued..
Staff

	Number	FTE
ADMINISTRATION		
Principal	1	1
Associate Principal	1	1
Program Coordinators	3	3
Total Administration Staff	5	5

	Number	FTE
TEACHING STAFF		
Teaching Staff	15	14.8
Total Teaching Staff	15	14.8

	Number	FTE
SCHOOL SUPPORT STAFF		
Clerical / Administrative	6	5.4
Gardening / Maintenance	1	1
Other Non-Teaching Staff	5	4.3
Total School Support Staff	12	10.7

	Number	FTE
Total	32	30.5

Financial Statement

REVENUE
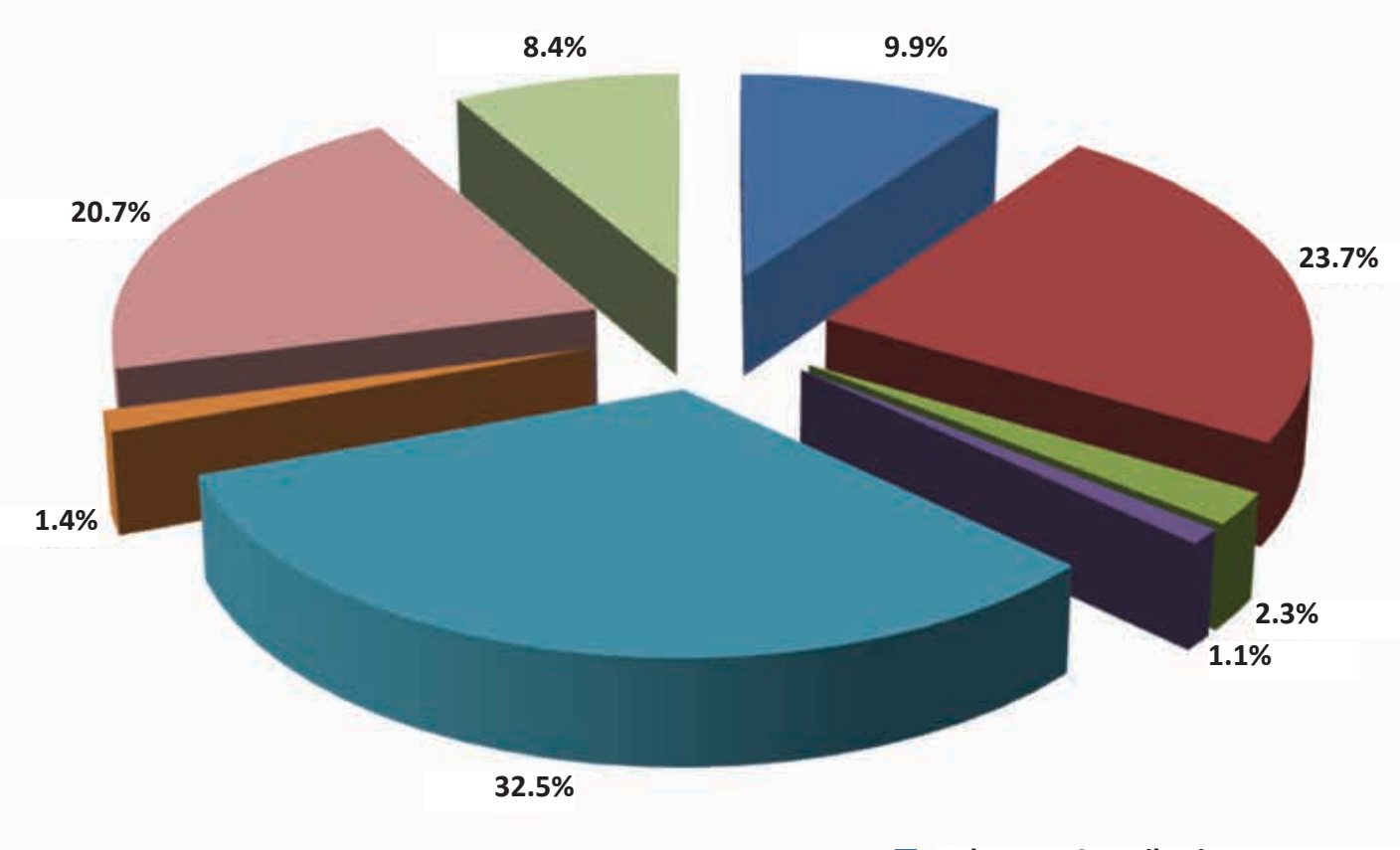
Pie chart with the following values:

- 8.4%
- 9.9%
- 20.7%
- 23.7%
- 1.4%
- 2.3%
- 1.1%
- 32.5%

Legend:
- **Voluntary Contributions**
- **Charges and Fees**
- **Government Allowances**
- **Fundraising/Donations/Sponsor**
- **DoE Grants**
- **Other State Govt Grants**
- **Commonwealth Govt Grants**
- **Trading Activities**
- **Other**

EXPENDITURE

- 10.1%
- 6.4%
- 1.1%
- 0.8%
- 6.9%
- 7.0%
- 18.9%
- 1.2%
- 3.8%
- 43.8%

Legend:
- ■ Voluntary Contributions
- ■ Charges and Fees
- ■ Government Allowances
- ■ Fundraising/Donations/Sponsor
- ■ DoE Grants
- ■ Other State Govt Grants
- ■ Commonwealth Govt Grants
- ■ Trading Activities
- ■ Other