

Baldyvis
Secondary College

Annual Report

2015

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.





WELCOME

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As an Independent Public School Baldivis Secondary College an external review was conducted by the Department of Education Services in 2015, the final year of our first Delivery and Performance Agreement. The report generated from that process is published

and accessible to the public on our college website. Every three years the college will produce a Business Plan which sets targets and key performance indicators based on the established college priorities.

The 2015 school year was a significant one for Baldivis Secondary College. The rapid growth and expansion of the college was a significant aspect to manage. With the introduction of Year 7 students into high schools across Western Australia, Baldivis Secondary College went from approximately 575 Year 8 and 9 students in 2014 to 1100 students across Year 7 – 10 in 2015. This meant that we also recruited an additional 52 staff members. We also experienced the conclusion of the permanent building program and took possession of the remaining buildings in the final stage of the building program. Apart from our state of the art facilities the most important asset we have in our college is the 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 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 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.



COLLEGE OVERVIEW

“In the establishment phase of Baldivis Secondary College, the principal goal of the Board and the leadership team has been the establishment of a strong culture within the college, based on the fundamental principle of respect, supported by the concepts of excellence, knowledge, integrity and unity.”

Independent Review Findings Report, 2015

At Baldivis Secondary College our purpose as a community is to ensure that all students achieve personal success in their learning and become responsible and productive citizens.

The curriculum and programs, partnerships, staffing, resourcing and facilities at Baldivis Secondary College are designed and used to support each individual to perform to the best of their ability and in doing so attain their personal level of excellence.

*We believe that all individuals in our community should have every opportunity extended to them to assist them to achieve personal excellence in all they do and **be the best that they can be.***

By providing opportunities for intellectual, physical, creative and social development through high quality teaching, strong pastoral care relationships and a deep belief that all students have the capacity to learn we are confident our students will be well prepared for the increasingly complex life and work environments in the 21st century.

A successful student at Baldivis Secondary College will;

- come to school (and class) prepared, having their own device and all equipment, correct books, pens, pencils etc.;
- take pride in their work are always looking for ways to improve;
- use subject-specific language;

- accept responsibility for their learning and use the Cornell Way to review and revise class-work;
- reflect on progress and set personal achievement targets to do better than they did last time;
- be attentive in class and participate fully in the learning program being provided and are respectful to other members of the class community - listen, think, contribute; and
- accept new challenges and thrive on the opportunities provided or those they discover for themselves

The design of educational programs, underpinned by our beliefs about teaching and learning provide all members of our community the opportunity to become confident, innovative and successful learners and realise their potential.

The pillars upon which we have built our culture are:

- Respect
- Excellent
- Knowledge
- Integrity
- Unity



HIGHLIGHTS

FEBRUARY Baldivis Cricket Academy launched

MAY The College took part in our first external review as part of the Independent Public School Initiative.

MAY Students participated in the creation of the Community Youth Art Mural at the Stockland Baldivis, working with Mural artist Paul Deej. The theme was 'Baldivis Life'.

AUGUST The Hon. Peter Collier, Minister for Education opened the new facilities Stage 2 facilities which included 16 general classrooms, fitness centre, cricket nets, an inclusive education classroom, digital media laboratory, a dedicated arts building with studios for television and audio recording, dance and music, along with space for ceramics, visual arts and printmaking

AUGUST Aurecon Engineering Challenge - Bridge Building at SciTech 1st and 3rd place in Western Australia; 2nd in the International event

AUGUST - DECEMBER Over 100 students participated in Beacon Foundation Prepare (Years 7 and 8) and Polish (Year 10) workshops

Winner of AIA Architecture Award – Public Architecture category and selected as a finalist in the Completed Schools category of the World Architecture Festival

OCTOBER \$10,000 Aquaponics Centre and Botanical Garden infrastructure thanks to support from BP Australia officially opened by the Chief Scientist of Western Australian, Professor Peter Klinken.

OCTOBER Winner Year 7 to 10 Athletics Carnival (Gold) – three individual champions Year 7 Girls; Year 8 Girls and Boys.



COLLEGE CONTEXT

Baldivis Secondary College opened at the start of 2013 with 220 Year 8 students and added an additional 50 students throughout the year. In 2014 a second Year 8 cohort joined the college and by the end of the year student enrolment numbers reached 500. By the end of 2015, the college had grown to include 1119 students across Years 7 to 10. In that same period, staff numbers also increased from 30 in 2013 to 91 in 2015.

Baldivis Secondary College offers a broad curriculum based on the Western Australian Curriculum. Students from Year 7 onwards are given opportunities to access specialist teachers and facilities. Mathematics, English, Science and Humanities and Social Sciences are a mainstay of the balanced curriculum. Additionally, 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.

Partnerships and initiatives with universities, local business, industry and local community organisations have been established. These strategic partnerships provide a variety of opportunities which enrich the learning experiences of students and staff including access to physical and human resources that are not normally available in schools. Our rich community partnerships enable us to provide tangible links to the 'real world' and provide opportunities for students to apply what they learn at school in a practical sense; creating opportunities for innovation, engagement and deeper understanding.

Baldivis Secondary College values the essential partnership between students, teachers and parents. We have established broad reaching systems and processes to ensure each person feels valued and is communicated with in a timely manner.

At Baldivis Secondary College we are constantly seeking an effective teaching and learning environment where all community members feel valued and supported. The learning environment is characterised by;

- the explicit use of collaborative learning methods to build a sense of community and a safe learning environment;
- clearly articulated learning goals;
- explicit teaching and state success criteria; and
- the use of digital technologies and instructional practices that are appropriate for the learners' level of prior knowledge, cognitive abilities, and their learning and thinking strategies.

The AVID (Advancement Via Individual Determination) systematic instructional system is the 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.

At Baldivis Secondary College, classroom teachers are responsible for developing a subject specific Individual Education Plan for all student in receipt of Schools Plus funding. IEP's enable us to demonstrate our obligation to be accountable for providing an appropriate

The college leadership is committed, professional and highly energised, with a clear direction planned for a demanding growth environment.

Independent Review Findings Report, 2015

educational program for all students as required by the School Education Act 1999; and plan for and provide teaching and learning adjustments for students with disabilities as required by the Disability Discrimination Act 1992 and Disability Standards for Education 2005.

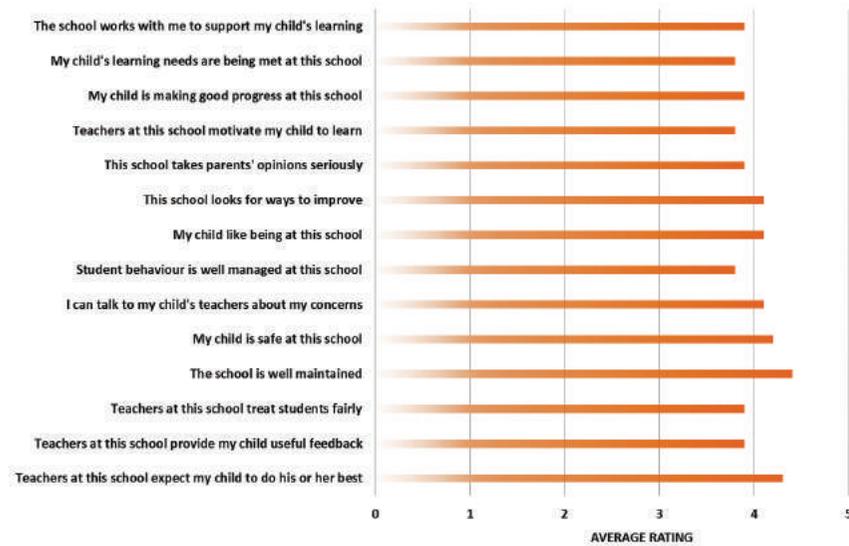
The level of accommodations and modifications will vary from course to course depending upon the specific skills or difficulties of the individual student concerned. Where significant accommodations and/or modifications are required, the SEN Reporting tool will be used for reporting student achievements.

PARENT SATISFACTION

The College conducted several online and internal surveys of parents, staff and students in 2014 - 2015. The overall feedback from the surveys indicated a very high level of satisfaction with the College. Parents have a belief that teachers at this school expect their children to do their best and had a high degree of confidence in the college's capacity and delivery of positive outcomes.

Using the following scale parents were asked to respond to fourteen statements;

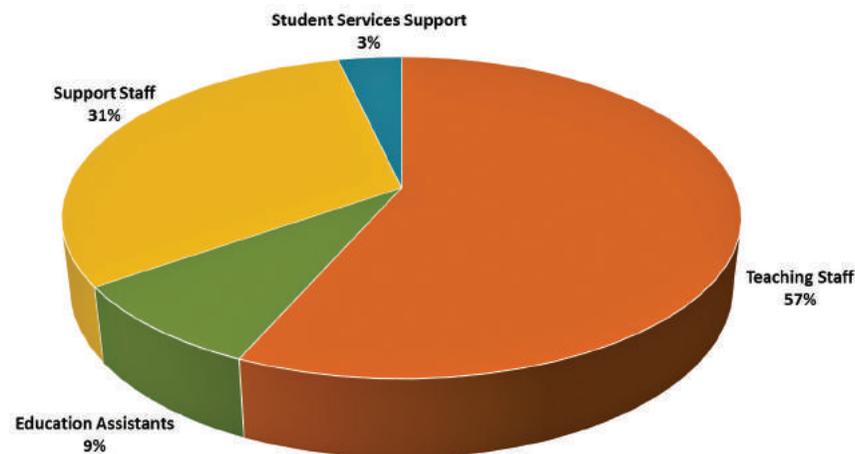
- 5 Strongly Agree
- 4 Agree
- 3 Neither agree nor disagree
- 2 Disagree
- 1 Strongly disagree



Through its workforce planning and profile management the college has established a team with a culture of cooperation and contribution towards continued improvement.

2015 Independent Review Findings Report, 2015

COLLEGE STAFF



In 2015, our academic staff comprised 39% male and 61% female members. Of these the age profile is approximately 13% aged 25 years or under, 40% aged 26-35, 22% aged 36-45, 24% aged 46-55.

Teaching staff with Full Registration with the Teacher Registration Board of Western Australia comprise 57% with 43% holding Provisional Registration.

All full-time teaching staff have engaged in a minimum of seven days professional learning. Professional learning and professional development activities for 2015 included the following:

- Autism 101;

- Curriculum – Data Analysis;
- Curriculum – On Line Marks Books;
- Data Literacy – Using Data to Guide Planning;
- Inclusive Teaching Practices (Accommodating Students with Special Needs);
- Literacy;
- Peer Observation and Performance Management;
- Student Success;
- Teaching and Learning Strategies; and
- Using Connect.

In addition, staff have been able to select from the following professional learning workshops:

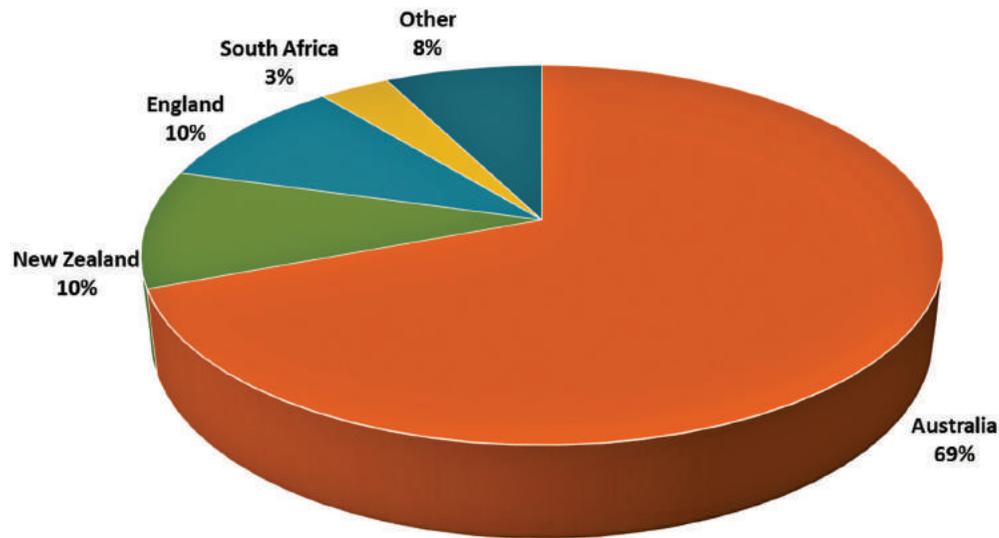
- AVID Summer Institute;
- AVID WICOR Training;
- Classroom Management Strategies;
- Cooperative Learning Programs;
- Graduate Teacher Modules and In Class Coaching;
- First Aid Training;
- Implementing Digital Technology in the Classroom - Digital Leaders Program;
- Induction Programs for new staff;
- Instructional Skills for Engagement;
- Team Teach;
- Tribes;
- Instructional Leadership;
- Tony Attwood Autism PD;
- Barrie Bennett Beyond Monet;
- Classroom Observation and Teacher Practice ;
- Improving Teacher Quality through Feedback;
- Digital Leaders Program;
- GateKeeper Training; and
- Student Support Network Program – curriculum development, assessment and reporting for Students with Special Educational Needs (Disability).



STUDENT PROFILE

“In 2015, 31 per cent of our students were born overseas. This is slightly above the national percentage of Australia’s estimated resident population born overseas, which is 28.2%”

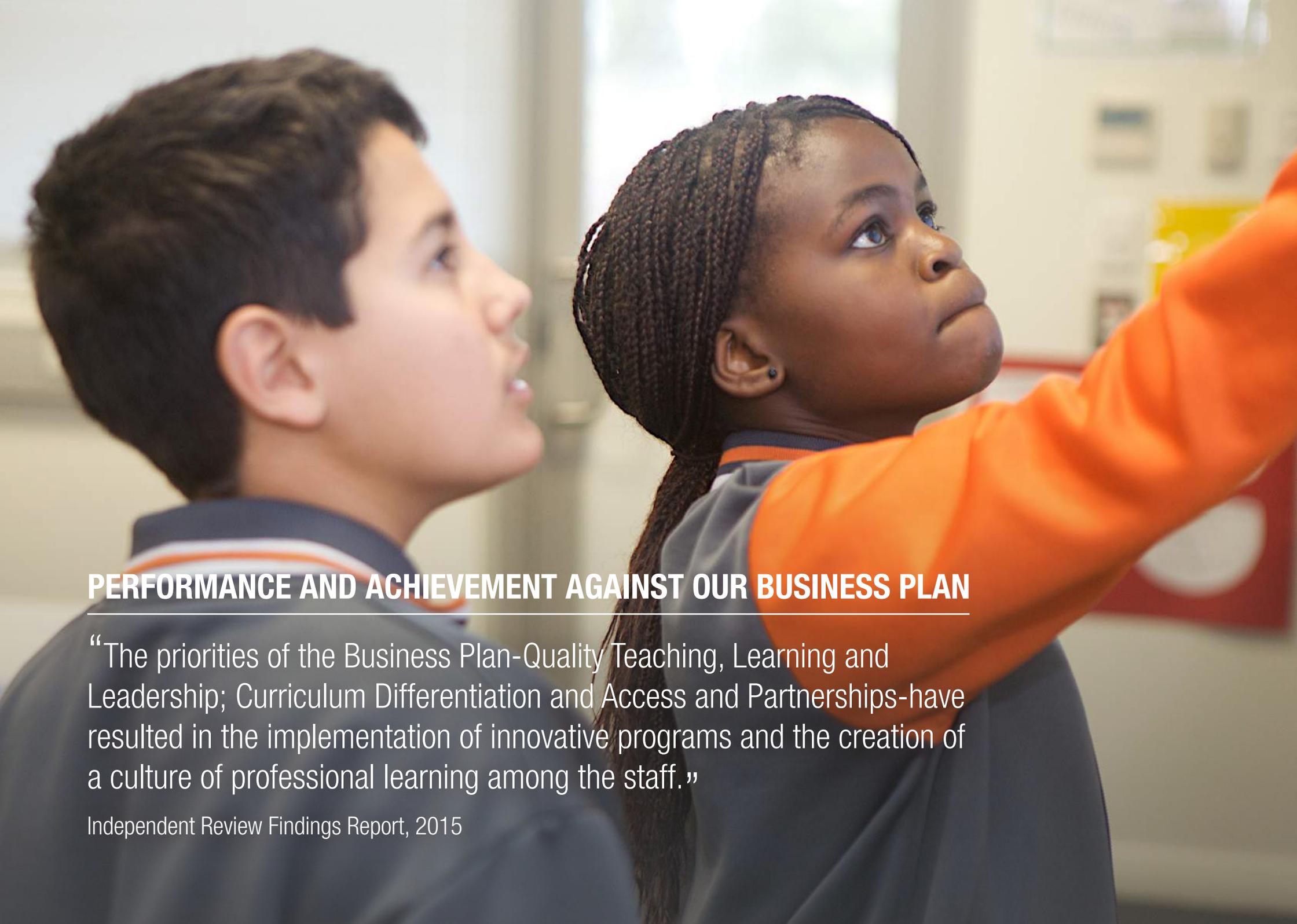
Independent Review Findings Report, 2015



Baldivis Secondary College caters for a diverse range of students by addressing their individual learning needs.

Diversity Snapshots:

- Approximately 10 per cent of our student population consider English as their second language;
- Apart from Australia our student population is drawn from 31 nations;
- Three per cent of our students are not Australian citizens
- Two per cent of our student population identify as indigenous
- 17 per cent of our students are categorised as having a disability (NCCD Data, 2015) and require adjustments or incorporated support within quality differentiated teaching practice to support their learning.

A photograph of two students, a young man and a young woman, looking upwards and to the right. The young man is on the left, wearing a dark blue jacket with orange and white stripes on the collar. The young woman is on the right, wearing a grey jacket with orange sleeves and has her hair in braids. They are in a classroom setting with a window and a bulletin board in the background.

PERFORMANCE AND ACHIEVEMENT AGAINST OUR BUSINESS PLAN

“The priorities of the Business Plan—Quality Teaching, Learning and Leadership; Curriculum Differentiation and Access and Partnerships—have resulted in the implementation of innovative programs and the creation of a culture of professional learning among the staff.”

Independent Review Findings Report, 2015

1. Quality Teaching, Learning & Leadership

- Continuing to develop and implement strategies to ensure that Student Achievement Information System (SAIS) results for the whole school are comparable or higher than like-schools by focusing on up-skilling teacher understanding of teacher judgements using judging standards exemplars and establishment of regular, formal moderation processes to ensure consistent teacher judgements.
- 98% of Year 7 students and 97% of Year 9 students are at or above the National Minimum Standard in Numeracy; 96% of Year 7 students and 89% of Year 9 students are at or above the National Minimum Standard in Reading; 82% of Year 7 students and 71% of Year 9 students are at or above the National Minimum Standard in Writing; 91% of Year 7 students and 88% of Year 9 students are at or above the National Minimum Standard in Spelling; 89% of Year 7 students and 89% of Year 9 students are at or above the National Minimum Standard in Grammar and Punctuation.
- Established positive trends of participation and success in state, national and international competitions.
- Attained secondary attendance rates above state average.
- Student and community survey data on teaching and learning reflect positive satisfaction ratings.

2. Curriculum Differentiation and Access

- Development of learning pathways into Years 11 and 12 developed which will enhance students' educational opportunities and outcomes.
- Curriculum Area and Student at Educational Risk (SAER) Plans indicate curriculum differentiation.
- Positive trends in performance and progress in college identified cohorts.
- High participation and performance in extra-curricular activities and events including state, national and international competitions.
- Staff and student access to digital information and learning technology enhanced through upgrades to college infrastructure and development of Digital Leaders across the college. As a result, the use of appropriate digital and learning technology throughout the teaching and learning program and across all curriculum areas has increased
- Educational Assistants provided with extensive special needs and inclusive practice training and professional learning specific to "at risk" students.

3. Partnerships

- Further development of the Baldvis Schools Network through transition and sporting relationship (BASSA) has been expanded to include formal learning links being established.
- Formal partnerships and agreements with local and international schools, the local business and industry, Registered Training Organisations, tertiary institutions, local, state and federal government agencies, social and civic organisations, sporting organisations and community agencies have been expanded.
- Student and staff connections with the local and international community expanded through participation in national and international competitions and conferences and the establishment of links with schools in Indonesia, Malaysia and India.
- Student and community satisfaction survey data indicate that parents have a belief that the teachers expect their children to do their best and that they have a high degree of confidence in the college's capacity and delivery of positive outcomes for students.

In particular, the college has demonstrated a commitment to meeting the educational needs of all students in a most impressive manner.

Independent Review
Findings Report, 2015

INDEPENDENT REVIEW

In 2015, the college completed its first External Review as part of the Independent Public School Initiative. This three-yearly Independent Review was conducted in May by three reviewers from the Department of Educational Services (DES).

The purpose of the independent review is to provide assurance to the school and its community, the Director General of Education and the Minister for Education on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan.

During the review, the team spoke with staff, parents, students and community members as well as conducting a thorough analysis of our academic and non-academic performance data. At the conclusion of the review visit, the team prepared a comprehensive report for the Director General which is available on the college web-site.

The Review Team made the following conclusions and commendations.

1. Significant progress has been made in embedding the desired culture, based on the fundamental principle of respect, supported by the concepts of excellence, knowledge, integrity and unity in school practice.
2. The priorities of the Business Plan; Quality Teaching, Learning and Leadership; Curriculum Differentiation and Access and Partnerships have resulted in the implementation of innovative programs and the creation of a culture of professional learning among the staff.
3. The college is well-placed to integrate the senior school programs with the current programs and to continue to focus on the creation of a shared culture to promote student learning.
4. The model of distributed leadership reinforces the college culture at all levels and fosters enthusiasm and commitment among the growing staff and student populations.
5. The engagement with the community through the provision of services and the sharing of facilities in order to establish Baldivis Secondary College as a hub for the local community.





PROGRAMS AND INITIATIVES

A number of curriculum initiatives and programs have been established to complement the teaching and learning being implemented by classroom teachers in their day to day work.

AVID and Career Development

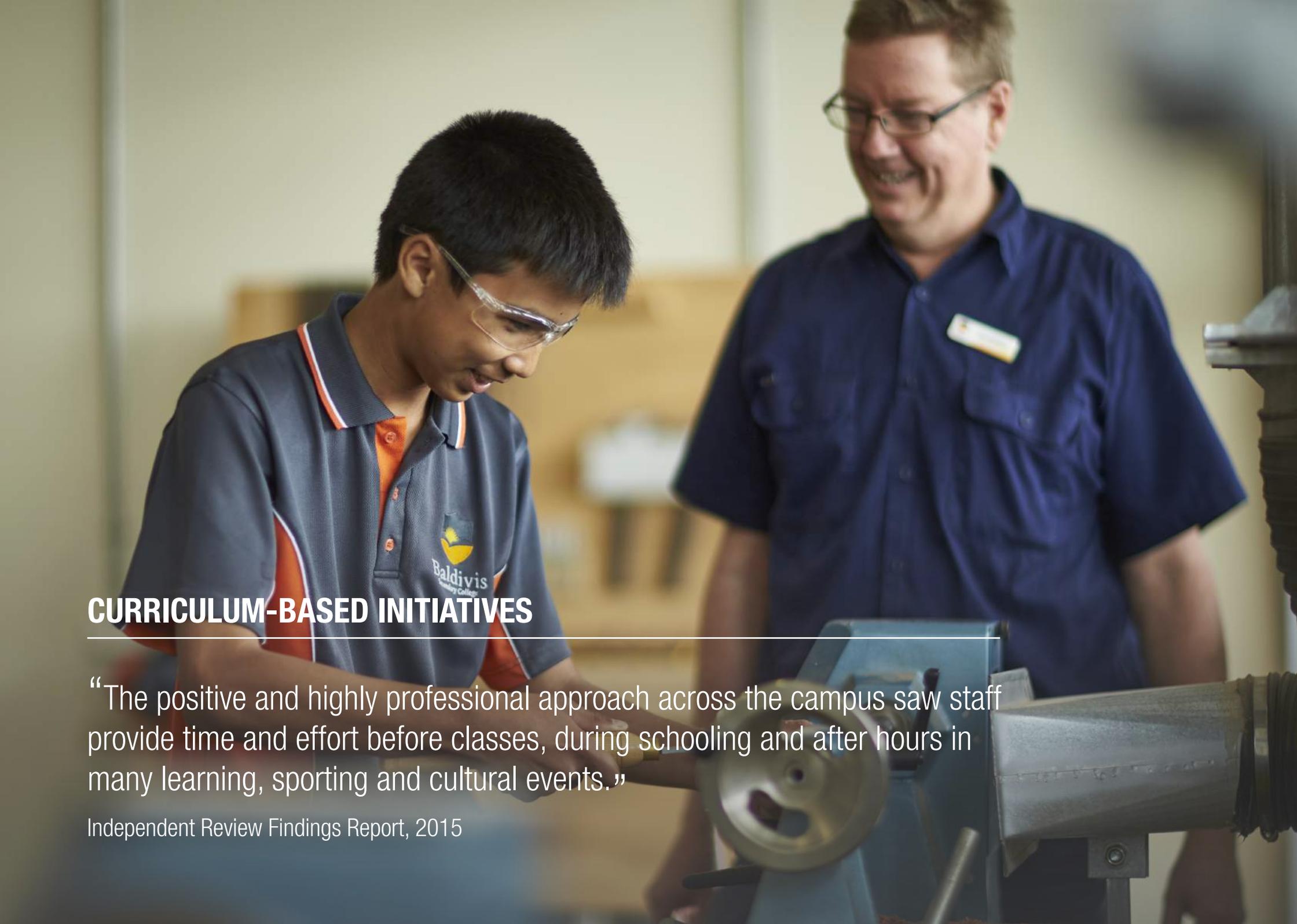
AVID is an essential strategy for closing the achievement gap, making university and TAFE access and success available to all Baldi Secondary College students. Students are exposed to AVID in two fundamental ways;

1. Immersion

In the delivery of their curriculum, class teachers use several key AVID strategies to explicitly teach skills and behaviours for academic success.

2. The AVID Class

The AVID teacher explicitly teaches students a range of skills which reinforce and enhance those skills being used in their classes and exposes students to additional 'learning' skills and techniques. The embedding of a strong career development program within the AVID class ensures that all Baldi Secondary College students are developing the skills and knowledge that will enable them to plan and make informed decisions about their education, training and career choices.



CURRICULUM-BASED INITIATIVES

“The positive and highly professional approach across the campus saw staff provide time and effort before classes, during schooling and after hours in many learning, sporting and cultural events.”

Independent Review Findings Report, 2015

Class teachers have incorporated participation in numerous excursions, incursions competitions and challenges into their teaching and learning programs.

Mathematics

- Australian Mathematics Competition – 5 distinctions; 25 credits; 17 proficiency and 3 participation awards.
- 41 students participated in the Australian Mathematics Trust Euler Enrichment Series.
- Ranked in the top 50 schools in the Mangahigh Competition.
- Introduced Mathspace across Years 7 to 10.
- Extension classes introduced in Years 8 to 10.
- Chess competition run as part of Numeracy Week.
- Participated in Year 8 cross-curricular Point Peron excursion.

English

- ‘Book in a Day’ Workshop.
- Year 10 Oracy Examination.
- Extension and remediation programs introduced across Years 8 to 10.
- Read Theory introduced across Years 7 to 10.

Humanities and Social Sciences

- National Capital Tour (Canberra / Sydney) involving 29 students, including participation in the 2015 Remembrance Day Service at The Australian War Memorial, Parliament House (hosted by Senator Wang), The National Electoral Education Centre, Museum of Australian Democracy, National Capital Exhibition, Telstra Tower, Royal Australian Mint, National Museum of Australia, Government House, National Portrait Gallery, Anzac Parade, Australian Institute of Sport (Wheel Chair Basketball), National Film and Sound Archive, High Court of Australia, Questacon, Circular Quay (Sydney) and Sydney Opera House.
- Sustainable Urban Design Competition:
 - Sustainable Urban Design Competition Showcase;
 - Urban Design Competition Expert Panel (Anna Ohrman; Matt Rogers, Perth Urbanist; Melissa Osterhage and Kathleen Brown; Councillor Matt Whitfield);
 - Workshop program facilitated by David Beyer, Sustainable Urban Design Consultant;
 - Stockland Shopping Centre fieldtrip facilitated by Industry Specialists; and
 - Walking fieldtrip of Rivergums by Anna Ohrman, Cedar Woods Designer.
- Year 10 Civics – Oaktree Workshops.
- Sustainable Water Conservation at Home Project (Year 7)
- Cohort interviews of executive team on the pillars of the school (e.g. Respect)
- Medieval Museum Display (Year 8)
- Year 9 Food Security Program
 - Establishment of Food Security Gardens (Year 9)
- Year 8 Bendigo Bank Competition:
 - Bendigo Bank Competition - Finalists;
 - Year 8 Guest Speaker – Role of the Local Council: Councillor Whitfield; and
 - Bendigo Bank Coaching by Business Consultant and Board Member Kendall Drew.
- Year 8 Point Peron ‘Coastal Landscape and Impact’ fieldtrip.

Science

- Baldivis Secondary College Science Fair with over 100 projects being presented.
- \$10,000 Aquaponics Centre and Botanical Garden infrastructure thanks to support from BP Australia officially opened by the Chief Scientist of Western Australian, Professor Peter Klinken.
- Q&A with the Chief Scientist of Western Australian, Professor Peter Klinken.
- Students involved in Baldivis Children's Forest community book.
- Year 9's visit to the Naked Scientist lecture at Murdoch University.
- National Science Week – Students Science Café USA, Beyond the Beaker Presentation
- STEM Fest Science excursion
- Year 10's attending genetic identification workshops at Murdoch University as part of their Biological Sciences study.
- Visit from WA Traffic Police to discuss with students how speed cameras work as part of the physics programme with Year 10's
- Year 8 students investigating intertidal zones at Point Peron

Technologies

Food Science and Technology

- Cake Decorating Competition.
- Ministers Morning Tea (Stage 2 Opening) – food preparation and service.
- International Tea Appreciation Event.
- Kangaroo stew for NAIDOC week.

Design & Technology

- Ride to School Day.
- Bike Maintenance Club.
- Aurecon Engineering Challenge – Bridge Building at SciTech 1st and 3rd place in Western Australia; 2nd in the National event.
- Design and 3D Printing of Solar Passive Home Design for Land Developer.

Arts

- YoH Fest Dance – 4 Certificates of Merit.
- Dance End of Year Concert.
- WA Government Schools Music Society Concert – Music Excellence Award.
- Baldivis Country Fair Performance.
- Annual Music Concert.
- Affinity Village Christmas Dinner Concert.
- 'Baldivis Life' Community Youth Art Competition – Stockland Baldivis.
- PMH Christmas Carols, Baldivis.
- Hosted School of Instrumental Music Primary Schools Band Workshop.
- Year 10 Design Curtin University Excursion.
- Photography/Media Students – Rockingham Remembrance Day Service, November 11.
- Artist in Residence Program.

Health and Physical Education

- School Sport WA
 - 25 school sporting teams across 11 sporting disciplines; and
 - Winners of the Interschool Athletics Carnival E Division.
- State representatives in Rugby Union, Rugby League, BMX, Martial Arts, Boxing, Basketball, National representative in Gridiron.
- Inaugural Abseiling Excursion to Stathams Quarry exposing 60 students to natural surfaces roping activities.
- Outdoor Education Camps to Margaret River.
- The establishment of Baldivis Cricket Academy for Years 7 – 10.
- BASSA - students led, coordinated, umpired and planned carnivals, strengthening school and community links.
- RAC B Street Smart Presentation.

AVID

- Post School Pathway Planning and preparation for course selection.
- Beacon Foundation Prepare (Years 7 and 8) and Polish (Year 10) workshops.

Student Services

- Pastoral Care program –Mentor Program.
- Cyber Ethics Program across the whole college, including sessions on Safe Texting and ACMA workshops for parents, students (Middle School Years 8 and 9) and teachers.
- Individual student case management of students identified as at risk (SAER) and referral and liaison with external services, e.g. Youth Focus; Department of Education – Behaviour and Attendance / Participation team liaison and support.
- Chaplaincy Program - Knitting Club, Meals for Mates, High-school 101! (Girls Group), Cycle for Life.
- Bully Busters Year 7.
- Breakfast Club.
- Student Leadership Team induction and training program.
- Year 7 and Year 8 Camps.
- Foodbank Annual Appeal.
- Pink Stumps Day raising \$6,000 for McGrath Foundation.
- Endorsements for City of Rockingham Scholarship applications.
- Year Group social functions – Year 10 Dinner Dance; Boomers Beach Day, Reward Excursions – Years 7 to 10.

- Women in Leadership Program – eminent speakers including Ms Christina Matthews, CEO WA Cricket Association, Dr Lynn Milne, Mrs Judith Hill.
- Year 10 Individual Student Course Counselling Sessions
- ANZAC Commemorative Assembly.
- GRIP Leadership Conference.
- Cybersmart Sessions.
- Freddo Frog Cup.

Curriculum Support

- Educational Support Services – Therapy Focus, SEND (Special Educational Needs Disability Services Consulting Teacher Support, Autism intervention Team, Team Teach.
- Individual Education Plans (IEPs) for students to support their learning.
- Introduction of sensory room and home room to support the social emotional needs of students with autism.
- SEN Reporting Workshops and mentoring.



“Today has helped me think about school work in a different way. It has also helped me to think about companies differently”

Year 8 participant in *Prepare* Workshop

SUPPLEMENTARY PROGRAMS

The college has implemented a number of supplementary programs which are designed to augment with classroom programs to extend, remediate and enhance student learning and engagement. These include:

- Academic Alliance and Maths Support
- AIME
- Breakfast Club
- Toe by Toe
- Cricket Academy
- Kids Teaching Kids Conference:
 - 54 Baldivis Secondary College students participated as presenters and workshop facilitators;
 - Kids Teaching Kids Interview by ABC Landline; and
 - Music students performed at Opening Ceremony and Conference Dinner.
- Sustainability Initiative:
 - The Green Team - 2013 -2015 (ongoing);
 - Garden Club - 2014 -2015 (ongoing);
 - Kitchen Garden – 2013 -2015 (ongoing); and
 - Castaways Recycling Art competition – 2013 - 2015.
- Young Men’s Shed - 16 male students constructed native bird boxes for Baldivis Children’s Forest alongside representatives from Masters and the Baldivis Lions Club.





PLANNING FOR SENIOR SCHOOL

The planning for the first cohort of senior students gained considerable momentum in 2015 with the;

- Establishment of timetabling model (all students completing Cert, VET 3 day program)
- Establishment of formal relationship with Wormall Civil and ABN for Construction students' 2 days in workplace
- Establishment of Memorandums of Understanding with Registered Training Organisations.
- Training of all necessary staff in Certificate IV Training and Assessment and Industry Qualification they will be delivering
- Establishment of Parent Information Evening arrangements for Senior School
- Appointment of VET Manager, Support Officer and Senior School Manager
- Establishment of the Pathway Centre

“It will be important to integrate the new programs with the current programs and to continue to focus on the creation of a shared culture to promote student learning. The reviewers are of the opinion that the college is well placed to achieve this.”

Independent Review Findings Report, 2015

STUDENT PERFORMANCE DATA

Attendance					
2015	Year 7	Year 8	Year 9	Year 10	Total
Baldivis Secondary College	92.0%	91.0%	88.0%	85.0%	89.0%
State	91.0%	89.0%	87.0%	85.0%	87.9%

The college places a significant emphasis on internal analysis by the curriculum teams of student performance to assess the effectiveness of teaching and learning programs.”

Independent Review Findings Report, 2015

Standardised Assessment Results – Student Performance Year 7 NAPLAN – 2015		
Numeracy	Baldivis Secondary College	All Australian Schools
Above National Minimum Standard	74%	20%
At National Minimum Standard	24%	60%
Below National Minimum Standard	2%	20%
Reading	Baldivis Secondary College	All Australian Schools
Above National Minimum Standard	73%	20%
At National Minimum Standard	23%	60%
Below National Minimum Standard	4%	20%
Writing	Baldivis Secondary College	All Australian Schools
Above National Minimum Standard	48%	20%
At National Minimum Standard	34%	60%
Below National Minimum Standard	19%	20%
Spelling	Baldivis Secondary College	All Australian Schools
Above National Minimum Standard	81%	20%
At National Minimum Standard	10%	60%
Below National Minimum Standard	9%	20%
Grammar & Punctuation	Baldivis Secondary College	All Australian Schools
Above National Minimum Standard	72%	20%
At National Minimum Standard	17%	60%
Below National Minimum Standard	11%	20%

Standardised Assessment Results – Student Performance Year 9 NAPLAN – 2015

Numeracy	Baldivis Secondary College	All Australian Schools
Above National Minimum Standard	69%	20%
At National Minimum Standard	28%	60%
Below National Minimum Standard	3%	20%

Reading	Baldivis Secondary College	All Australian Schools
Above National Minimum Standard	64%	20%
At National Minimum Standard	25%	60%
Below National Minimum Standard	10%	20%

Writing	Baldivis Secondary College	All Australian Schools
Above National Minimum Standard	47%	20%
At National Minimum Standard	24%	60%
Below National Minimum Standard	29%	20%

Spelling	Baldivis Secondary College	All Australian Schools
Above National Minimum Standard	70%	20%
At National Minimum Standard	18%	60%
Below National Minimum Standard	12%	20%

Grammar & Punctuation	Baldivis Secondary College	All Australian Schools
Above National Minimum Standard	57%	20%
At National Minimum Standard	32%	60%
Below National Minimum Standard	11%	20%



STUDENT PERFORMANCE DATA

Grade Distribution – Years 7 to 10

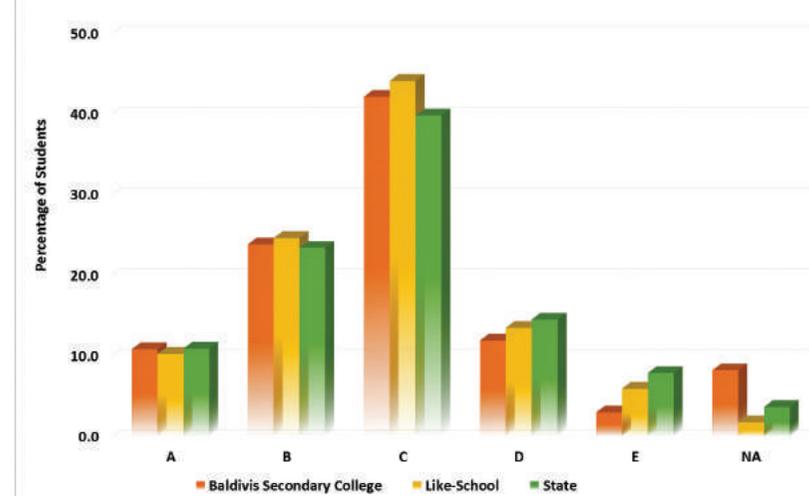


Figure 3: English: Grade Distribution, Years 7 to 10

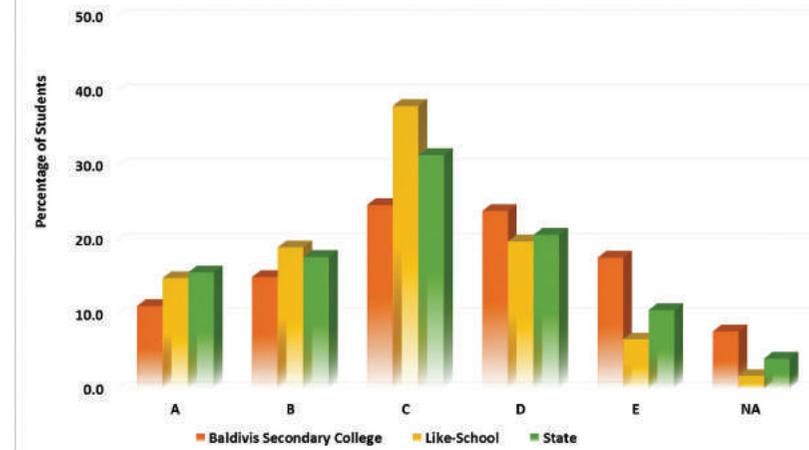


Figure 4: Mathematics: Grade Distribution, Years 7 to 10



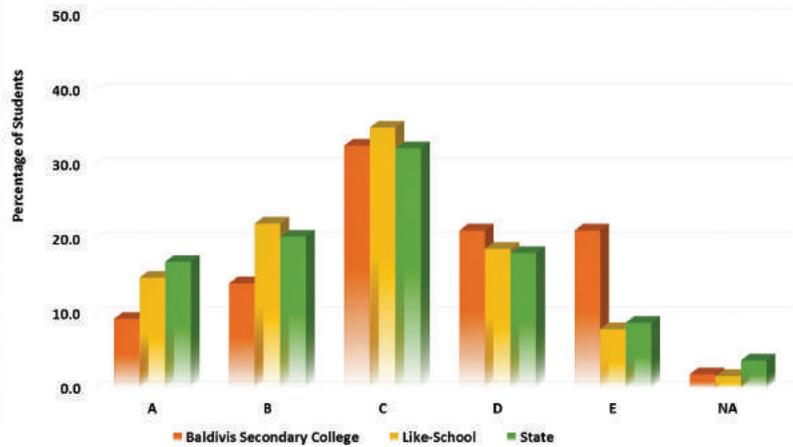


Figure 5: Science: Grade Distribution, Years 7 to 10

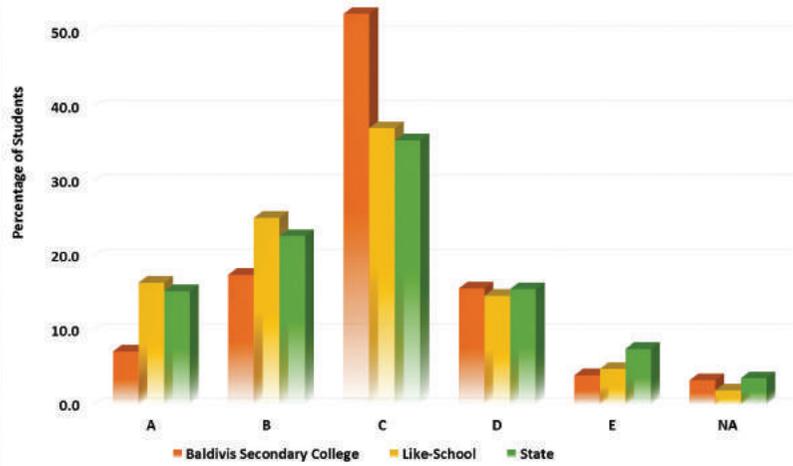


Figure 6: Humanities & Social Sciences: Grade Distribution, Years 7 to 10



A group of four young men, likely students or staff at Baldivis Secondary College, are gathered outdoors on a grassy field. They are all wearing grey polo shirts with orange accents and the Baldivis Secondary College logo. They are smiling and looking at a tablet computer held by one of them. In the background, there is a modern building with a white facade and a red metal structure, possibly a sports facility or school building.

FINANCIAL

“The infrastructure provided at the college is state-of-the-art, well designed and has impressed the local community.”

Independent Review Findings Report, 2015

2015 saw the implementation of the new student-centred funding model. The college continued to operate with a one-line budget which was comprised of the following;

1. Cash carried forward from 2014
2. Salaries carried forward 2014
3. 2015 student-centred funding allocation
4. 2015 locally raised funds which includes funds collected by the school from sources other than the Department of Education.

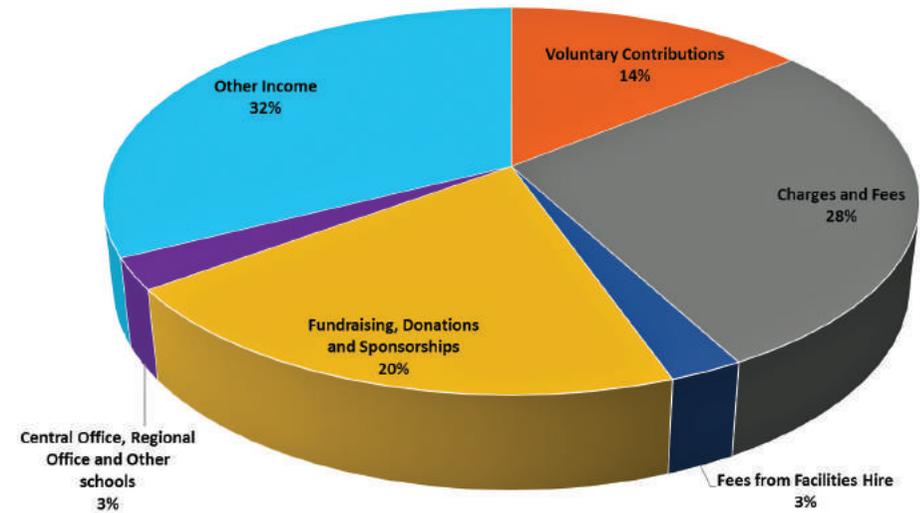
Summary

Income	Amount (\$)
Student-Centred Funding	\$11,481,218.89
Transfers and Adjustments	\$54,192.73
Locally Raised Funds (Cash)	\$966,371.00
Total Funds	\$ 12,500,470.74

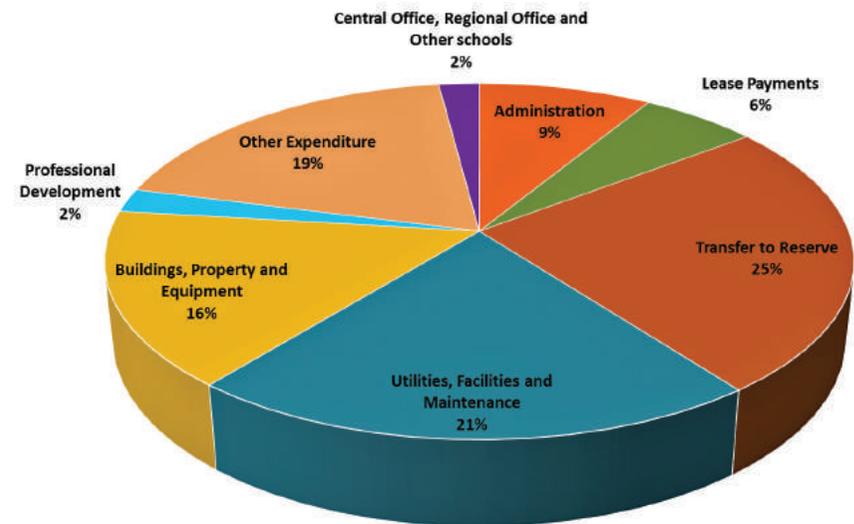
Expenditure	Amount (\$)
Salaries	\$9,397,739.46
Goods and Services (Cash)	\$2,639,427.55
Total Funds	\$ 12,037,167.01

The control environment is considered to be at best practice, and compliant with the Departmental policies and procedures promoting the achievement of system objectives.

Locally Raised Funds (Revenue)



Goods and Services (Cash Expenditure)





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