



Baldivis
Secondary College

ANNUAL REPORT - 2019

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Principal's Message

Baldivis Secondary College continues to consolidate on the foundation work completed since our opening in 2013. The 2019 school year was filled with a rich and diverse range of programs and initiatives developed for and provided to our young people. The Western Australian Curriculum and the Senior School courses as established by the School Curriculum and Standards Authority are implemented and delivered in a high-quality manner. Excursions and incursions which support the curriculum remain one of the features of our culture of providing opportunities for students to grow and develop as positive young citizens. Our students' learning journeys continue to be enhanced through an array of learning activities and instructional strategies provided by our College staff.

Our college staff continue to engage in professional learning and collaboration to enhance the quality of their teaching. Baldivis Secondary College continues to maintain high expectations and standards for every member of our community. We strive to provide opportunities and learning experiences for all members of our college community to reach their full potential and to be the best that they can be.

Baldivis Secondary College remains accountable to the community it serves. We continue to provide parents and community members with clear and concise information regarding our student performance and the way in which we conduct our business of providing a learning environment and experience for our students to thrive and grow as positive young people.

The 2019 Annual Report is provided to ensure that our community is well informed as to the programs and student performance. Additional information can be attained through our college website and through the Western Australian Department of Education Schools Online website.

We present the 2019 Annual Report for your information and trust that an insightful accurate perspective of Baldivis Secondary College is gained from it.

Keith Svendsen
Principal



College Board 2019

The College Board comprises of;

Steph McDonald	Parent Representative, Board Chair
Delia Makking-Robinson	Parent Representative, Vice Board Chair
Keith Svendsen	Principal
Karen Illich	Corporate Services Manager
Rita Lusted	Parent Representative
Simon Miller	Parent Representative
Warren Drake	Parent Representative
Ali Kiswani	Parent Representative
Louise Reich	Parent Representative
Paul Johnston	Staff Representative
Alison Parolo	Staff Representative
Sarah Smith	Staff Representative
Aidan De Marco	Student Representative
Keshav Naicker	Student Representative
Chloe Purchase	Student Representative

From the Board Chair

There was much for our community to celebrate in 2019. Exemplary schools are created by exemplary leaders and teachers and in 2019, we were delighted to see our principal, Keith Svendsen, acknowledged as Secondary Principal of the Year, and teacher, Tam Sheldon acknowledged as Secondary Teacher of the Year! Keith's vision for student success and unrelenting dedication to excellence in public education is beautifully complemented by Tam's passion for creating opportunity and achievement for every child in our College. Our children are indeed fortunate to be educated by such outstanding leaders. The Public School Review Team's report acknowledged the pivotal governance role played by the Board in all facets of College improvement. I would like to acknowledge and thank the parent, community, staff and student Board representatives for their active support of the College's improvement agenda, and on behalf of the Board, I would like to thank all the College staff for their hard work and efforts in educating the students of Baldivis Secondary College.

Steph McDonald
Board Chair

About Us

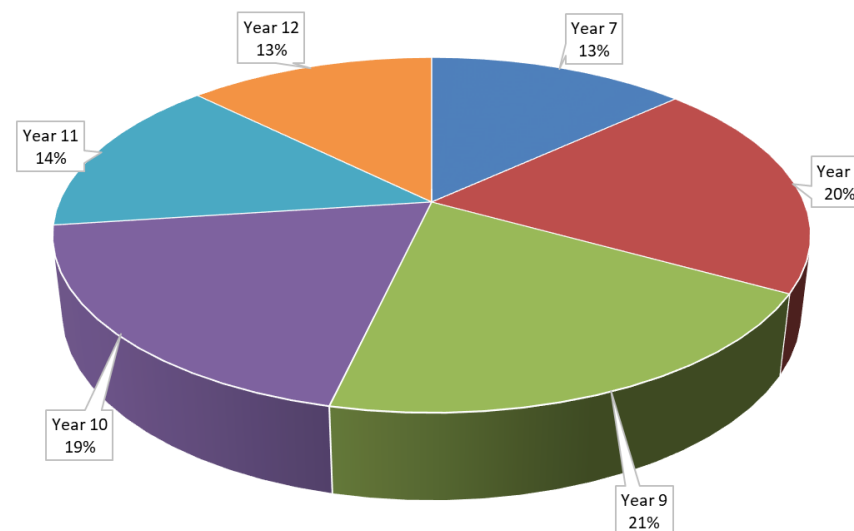
Baldivis Secondary College was established in 2013 with a single cohort of Year 8 students totalling 220 with 32 teaching and support staff. In 2019 we have grown to almost 1,750 students from Years 7 to 12 and continues to be one of the fastest growing secondary schools in Western Australia.

2019 Baldivis Secondary College consolidated the teaching practice and further developed a range of community, industry and educational partnerships to augment our practises. Further improvements in student performance have been attained and we have established self-assessment and review practises to enable our college to further grow, develop and seek improvement when and where possible. Baldivis Secondary College promotes ethical practice and appropriate standards of conduct and behaviour and is committed to work and learning environments where all individuals are treated with respect and dignity. The pillars upon which we build our culture are:

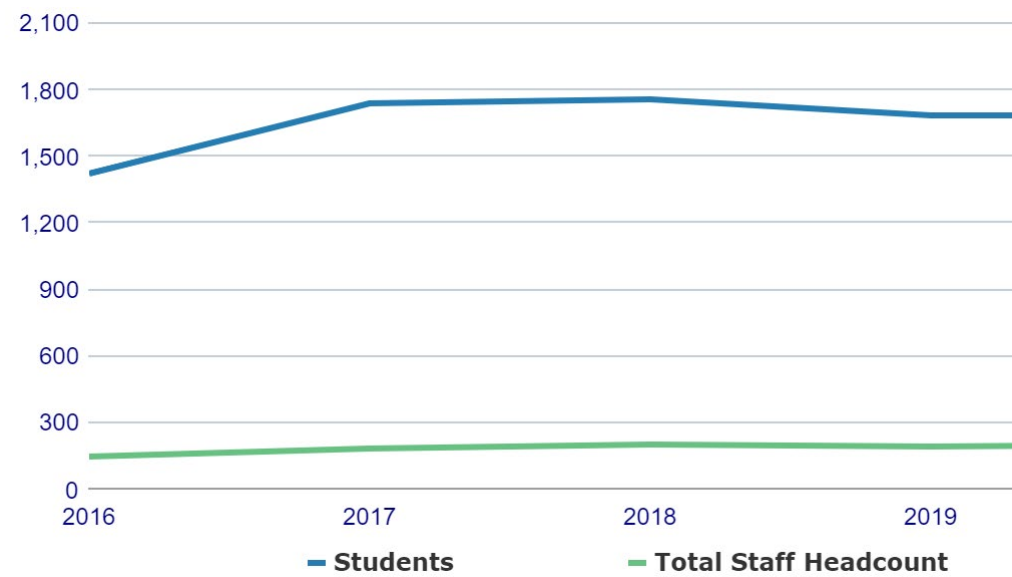
- Respect
- Excellence
- Knowledge
- Integrity; and
- Unity

Student Numbers

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
228	345	355	334	251	218	1,741



Student and Staff Trend



The graph above presents the student and staff numbers (teaching and school support) for each year since 2016.



2019 ... A Year of Highlights



Kwinana Industry Arts Awards

3D Visual Arts Category - 1st Place and Runner-up – Chris Luffram (*above*)



Bendigo Bank Community Competition - 1st Place –Radhi Patel, Ella Graham and Ella Jeon with teachers Todd Brennan and Amy Brown (*above*)



Aurecon Bridge Building Competition - Strength award – for the bridge that can hold the most load
Meagan Tong (*above*) designed and built a bridge which was able to hold a whopping 65kg!



Your Move Program

Lead by the Green Team, BSC are the top secondary school in WA. We received a grant for two repair stations *(above)* due to reaching Platinum accreditation



Bush Ranger Cadets - Created wildlife corridors at Lake Toolibin Reserve and along the Serpentine River *(above)*



Pink Stumps

We have raised upwards of \$10,000 for the McGrath Foundation since our first Pink Stumps Day in 2013. *(above)*



Difference *Makers*

Student volunteers support programs at Rivergums Primary School (*left*) and at the Mary Davies Library (*below*)





School Based Traineeship Program

Claire Halliday (*above*) completed a School Based Traineeship in Government as well as passing a Certificate II in Business and a Certificate IV in Community Services



Interschool Athletics Carnival Division E Champions

Winners are grinners! (*above*)
Individual Champions – Kyle Poppert (Year 7), Ethan Donaghy (Year 10), Rhiann Hargreave (Year 10), Mackenzie Ibbotson (Year 12)



School-based Trainee of the Year

Tyson Lillimagi (*above*) was awarded the 2019 Hospitality Group Training School-based Trainee of the Year



RU Ok? Day

Hospitality students (*left*) showed their true colours supporting R U Ok? Day 2019

Arts Showcase

BSC students (*below left*) performing at the annual Arts Showcase - Dance

National Book Week – Book in a Day

The Write a Book in a Day incursion (*below right*) provided a creative and challenging experience for our young writers.





Sustainable Urban Design Competition

The challenge was for students to work in groups and create a plan for a neighbourhood or facility that would help Baldyvis meet the Directions 2031 plan laid out by the State Government (*above*)



Science Fair

A total of 106 investigations and poster reports from 200 students were displayed in the Performing Arts Centre as part of National Science Week. (*above*)



Channel 9 Visit

Crew from the Channel 9 Today show visited the College's Stillwater Restaurant to showcase our wonderful VET Hospitality program (*above*)

WA Education Awards

Just seven years after opening its doors, Baldivis Secondary College took out two of the top categories at the 2019 WA Education Awards. The WA Education Awards recognise inspiring teachers, outstanding principals, excellent support staff and successful schools. Hospitality teacher, Tam Sheldon and Principal, Keith Svendsen took out the Secondary Teacher and Secondary Principal of the Year, respectively.



WA Secondary Principal of the Year 2019

Keith (*pictured left*) was described as an exemplary principal who brings the school and community together, is well respected by his colleagues and guides staff and students with insight and inspiration. He was recognised as a passionate, committed, and inspirational instructional leader with highly developed skills and attributes that he has used to great effect in establishing Baldivis Secondary College as a dynamic and inclusive learning community which is perceived positively by the community.



WA Premier's Secondary Teacher of the Year 2019

Tam (*pictured right*) was described as a talented, highly skilled, dedicated, and inspirational teacher, who has a proven history of establishing positive, respectful relationships with her students and designing and delivering award winning programs that provide meaningful and engaging pathways for students at Baldivis Secondary College. Tam was recognised as leader in the establishment of Baldivis Secondary College's positive college-wide culture that celebrates excellence.



Public School Review

In May 2019, a visit by representatives from the Department of Education's Public-School Accountability directorate gave assurance to the local community, the Minister for Education and Training and the Director General that Baldivis Secondary College is operating effectively and delivering high quality education to its students.

The final report provides the following commentary with respect to the College's capacity to analyse and evaluate the range of available qualitative and quantitative evidence to inform their overall performance in relation to the desired improvements, plan for continued growth and development and hold itself to the highest possible standards in all facets of its operations.

Relationships and Partnerships

Leaders have facilitated high levels of organisational trust, consistently promoting supportive relationships. The focus on the health and wellbeing of all staff and students is a primary driver for student success and has provided the foundation for the strong collegiate staff culture.

Learning Environment

The 'Baldivis Way' is embedded and reflects a caring and supportive learning environment, which is reinforced by a well-resourced, compassionate staff.

Leadership

A shared and unifying vision underpins the college's strategic direction. The leadership team works collaboratively with staff and the college community to develop and implement clear, evidence-based improvement plans and policies to improve learning opportunities for students.

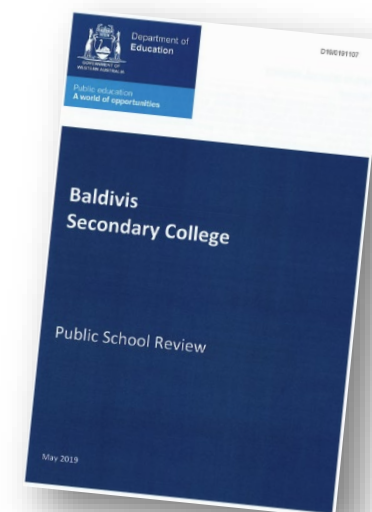
Teaching Quality

Staff demonstrate a shared ownership for student success with professional and personal responsibilities understood and apparent. College-wide beliefs about teaching and learning are evident and supported through the AVID model of instructional leadership.

Students achievement and progress

Staff analyse systemic and college-based data to determine areas for improvement. College literacy and numeracy plans further support ongoing student progress and achievement.

A full copy of the report is available on the College website.



College Priority Areas

Opportunity and Achievement

Students' academic progress is without doubt the most important measure of success of an individual, program and school. However, we also believe that Baldivis Secondary College offers students opportunities across a range of endeavours, that significantly contribute to their physical, social and emotional development and greatly enhance their 'school experience'. This report will focus on achievements across all aspects of schooling during 2019.

Attendance

The nature of the relationship between absence from school and achievement, across all subgroups of students, strongly suggests that every day of attendance in school contributes towards a child's learning, and that academic outcomes are enhanced by maximising attendance in school.

Promoting school attendance, building a positive College climate, monitoring attendance, and supporting students and families to address barriers that negatively impact school attendance are all key elements in the College's plan to support students to improve their attendance and maximise their educational attainment.

New initiatives to promote a strong culture of regular school attendance in 2019 included:

- Appointed a Workplace Learning Officer - Workplace Learning engagement and ensuring department policy and compliance is adhered.
- Met with Regional Office to review our Attendance Panel process and review all activity on our Severe Non-Attendees.
- Introduced a Registration reward initiative to reduce the amount of unexplained absences.

By Year Group

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Baldivis Secondary College	90%	90%	88%	87%	88%	87%
WA Public Schools	90%	87%	85%	85%	86%	87%

Overall

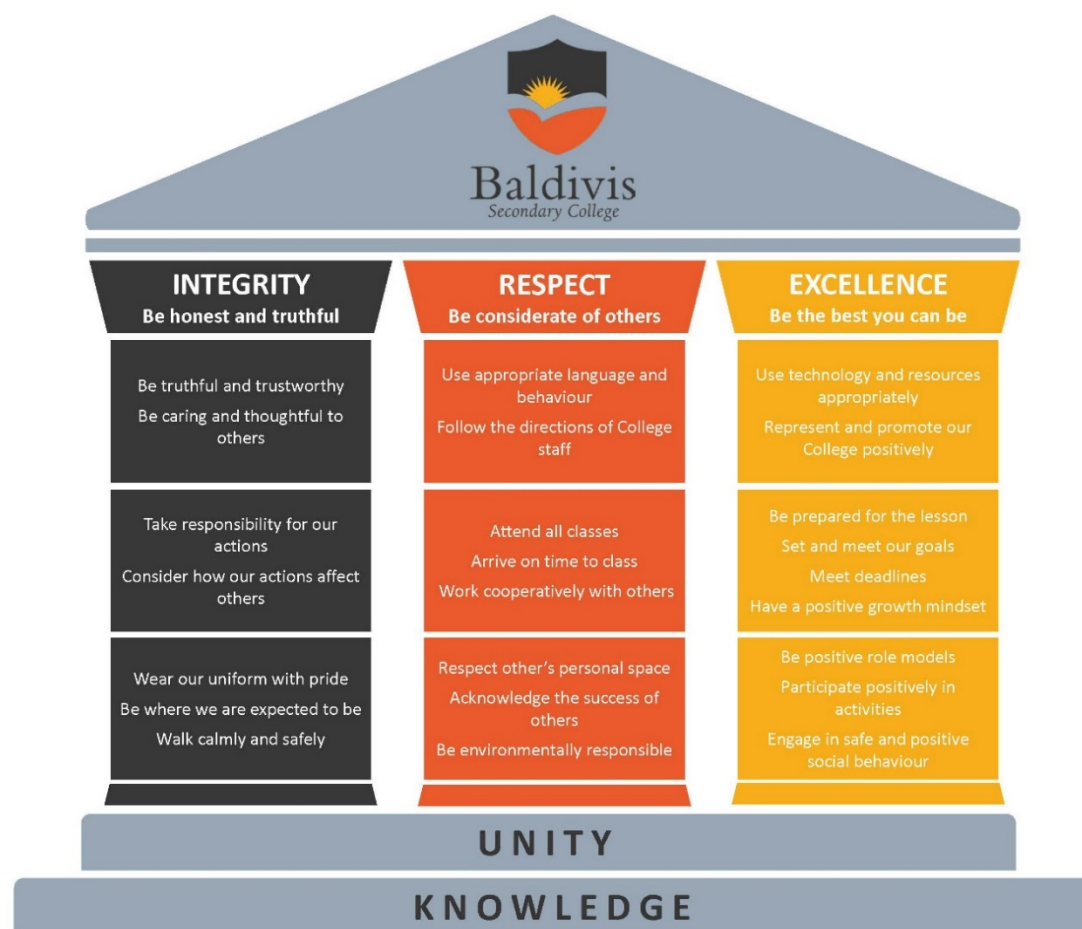
Baldivis Secondary College	88.3%
Like Schools	87.7%
WA Public Schools	86.8%

Positive Behaviour Support (PBS)

2019 saw a continuation of reviewing our processes and procedures and deliberately approaching this from a positive perspective and shifting away from a deficit or negative one.

There has been further development in our Positive Behaviour Support program. Through consultation and collaboration with staff and the PBS site team we have trialled and distributed to all staff teaching plans for school-wide expectations. All staff actively teach and review expected behaviours, and integrate across curricula. As a result, the PBS Site Team have revised and condensed the behaviour matrix which forms the foundation for our approach to managing behaviour and importantly what positive behaviours we explicitly teach our students. An annual plan has been developed for the on-going teaching of all expectations and a PBS launch day has occurred to celebrate positive behaviour in our school and to promote the behaviour matrix and expectations for all students.

The PBS site team continues to lead the development and implementation of positive behaviour support to represent the culture, views and expectations of all areas of the college community. By using an explicit and consistent approach, we aim to improve, model and teach appropriate behaviours to produce responsible, respectful and productive citizens. This shared by all and owned by all method represents the 'Baldivis Way'.



Performance Reviews

At Baldvis Secondary College we continue to embrace the analysis of performance data as a useful means of directing school improvement. College staff systematically review cohort, class and individual student performance data to inform planning and instruction.

Individually and as members of collegiate teams, teachers, administrators, and the College Board conducted rigorous reviews of the student performance against state, “like-school” and national benchmarks. The Independent External Review Panel affirmed the College’s comprehensive and rigorous school self-assessment stating that

- Collaboration and staff engagement in the analysis of data to inform the college's self- assessment was genuine, inclusive, and well structured.
- A wide range of credible evidence was selected for review.
- A culture of reflection and continuous improvement was evident.

Teachers in Mathematics and English continued to experiment with the use of a Progressive Achievement approach to assess and monitor student growth over time. This approach is underpinned by an understanding that students of the same age and in the same year of school can be at very different points in their learning and development. Progressive Achievement Tests provide teachers with objective, norm-referenced information about their students’ skills and understandings in a range of key areas and is used to identify and examine the specific strengths and weaknesses of cohorts, classrooms and students and respond with targeted interventions.

Individual Pathway Planning

Through the Year 10 to 12 Tutorial Program, students were provided with access to information that will assist them to make informed choices about learning, work and life opportunities and appropriate subject selection choices. Tutors supported Year 11 and 12 students to monitor their progress using the WACE tracker and access specialised tutoring services.



High Quality Teaching, Learning and Leadership

The Baldivis Way

The Baldivis Way is a core set of teacher behaviours, actions and evidence-based instructional strategies and skills that teachers consciously, deliberately and explicitly demonstrate in their work.

AVID (Advancement Via Individual Determination) is at the core of The Baldivis Way. AVID is best explained as an instructional support system for students that is built upon the philosophy that “effort creates ability” and that if we hold students accountable to the highest standards, provide academic and social support, and they will rise to the challenge.

At its core AVID is a strong set of curriculum and teaching strategies based on best practice methodologies and systemic professional development.

Our College-wide implementation of AVID’s proven instructional methodologies and content area best practices underpin our commitment to improving outcomes for all students. As such, our entire instructional staff utilise AVID strategies, other best instructional practices, and 21st century tools to ensure post-school readiness and improved academic performance for all students.

Our Commitment to Student Success

AVID Schoolwide instruction incorporates AVID foundation tools (organisational tools, note-taking, goal setting, time management); WICOR (writing to learn, inquiry, collaboration, organisation, reading to learn) and educators who support each other’s learning. When teachers participate in professional learning opportunities, implement WICOR strategies in their classrooms, and commit to success, they produce a learning environment where all students are equipped to tackle complex issues, problems, and texts.

Ultimately, we want all students to thrive in an environment where academic expectations are held high; inquiry-based pedagogy and collaboration are evidenced in all classrooms; systems and structures focus on the needs of students; and College leadership has cultivated a culture of high aspirations and success for all students.

Staff Development

Our performance and development processes continue to be aligned to the Australian Institute for Teaching and School Leadership Standards (AITSL) and the Education Department’s Performance Management and Staff Development policies.

In 2019 our Professional Learning Community (PLC) focused on supporting students with identified literacy and numeracy challenges, and implementing engaging activities in their classrooms, raising their level of commitment to student success producing learning environments where all students are equipped to tackle complex issues, problems, and information.

The establishment of a draft Digital Teaching and Learning Plan identified professional learning in the use of digital technologies to enhance their work and learning purposefully and ethically as a focus for 2020.

Student Performance

Baldivis Secondary College continues to be committed to achieving sustainable improvements in literacy and numeracy through the use of College-wide strategies and protocols to build basic skills and explicitly teach key content. In 2019, there was an increased emphasis on using supplementary data and evidence to accurately assess the literacy and numeracy skills and deficiencies of each cohort and individual student and develop targeted remediation measures.

Year 12 Student Performance

Our College has achieved a slight improvement in our Median ATAR. We have achieved above Department of Education expectations, significantly above like schools and close to the Median ATAR of all Public Schools. Our College has achieved a slight improvement in the percentage of students who achieved an ATAR of 70 or above which is required for front door entry to all Western Australian universities.

Attainment Rate

ATAR 55 or above and/or Certificate II or higher	
Baldivis Secondary College	99%
Like Schools	95%
WA Public Schools	96%

Year 12 Students Completing a VET Certificate (during Years 10 to 12)

	Certificate II	Certificate III	Certificate IV
Number of Students	163	12	19
Percentage (Of all Year 12 students)	68%	5%	8%

Year 12 Students with more than One Qualification

	2 x Qualifications	3+ Qualifications
Number of Students	27	11
Percentage (of VET Enrolments)	11%	4%

WACE Achievement Rate

Baldivis Secondary College	92%
Like Schools	86%
WA Public Schools	89%

ATAR Performance

Median ATAR	
Baldivis Secondary College	76.28
Like Schools	68.35
WA Public Schools	78.25

Progression

	2019	2018
Median ATAR	76.28	75.70
Percentage of Students achieving an ATAR of 70+	62%	61%
Scaled Score of 50+ in English	65%	64%

SCSA Awards and Recognition

- 1 x Certificate of Distinction
- 7 x Certificates of Merit
- Health Studies - Highest performing students in a Year 12 ATAR Course for the third consecutive year



Year 12 Course Award Winners

Design Photography General	<i>Haylee Guidera</i>
Design ATAR	<i>Georgia Meuleners</i>
Visual Arts ATAR	<i>Taleisha Gooden</i>
Visual Arts General	<i>Kaye Mabborang</i>
Certificate II in Creative Industries (Media)	<i>Georgia Meuleners</i>
Certificate II in Music	<i>Jasper Willans</i>
English General	<i>Talystra Moses</i>
English ATAR	<i>Leah Lowenstein</i>
Health General	<i>Chloe Sandiford</i>
Health ATAR	<i>Lujane Albshlawi</i>
Physical Education Studies General	<i>Jade Fawcett</i>
Certificate II in Sport Coaching	<i>Zachary Wooldridge</i>
Career and Enterprise General	<i>Nyah Subritzky</i>
Geography ATAR	<i>Lujane Albshlawi</i>
Modern History ATAR	<i>Leah Lowenstein</i>
Certificate II in Business	<i>Nyah Subritzky</i>
Mathematics Foundation	<i>Talia Atieh</i>
Mathematics Essentials General	<i>Ronan Caunter</i>
Mathematics Applications ATAR	<i>Harrison Agnew</i>
Mathematics Methods ATAR	<i>Dyllon Knight</i>
Earth and Environmental Science ATAR	<i>Neha Raja</i>
Earth and Environmental Science ATAR	<i>Erin Spriggs</i>
Human Biology ATAR	<i>Dyllon Knight</i>
Integrated Science General	<i>Chloe Sandiford</i>
Physics ATAR	<i>Dyllon Knight</i>
Food Science and Technology General	<i>Talystra Moses</i>
Materials, Design & Technology - Wood General	<i>Connor Frankcombe</i>
Materials, Design & Technology - Metals General	<i>Aiden Demarco</i>
Certificate II in Construction Pathways	<i>Connor Frankcombe</i>
Certificate II in Engineering Pathways	<i>Aiden Demarco</i>
Certificate II in Hospitality	<i>Keshav Naicker</i>
VET Manager's TAFE Award	<i>Nyah Subritzky</i>
VET Workplace Learning Award	<i>Georgia Robinson-Pearce</i>

Year 12 Award Winners

Caltex Best All Rounder
Excellence in VET Award
Community Service Award
Endeavour Award
Bushrangers Award
Sports Award
Sustainability Award
Arts Award
STRIVE Award
VET Dux
ATAR Dux
Future Teacher Award
Long Tan ADF Award
KIC SBT Award

Keshav Naicker
Krystal Adams
Keshav Naicker
Leah Lowenstein
Jerome Dueman
Claire Holliday
Taleisha Gooden
Keshav Naicker
Chloe Sandiford
Haylee Guidera (pictured below right)
Erin Spriggs (pictured below left)
Ethan Olver
Chloe Purchase
Robertley Ybanez



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.

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.

In 2019, Baldvis Secondary College Year 7 and Year 9 students undertook NAPLAN testing online for the first time. NAPLAN Online is a tailored test that adapts to student responses, presenting students with questions that may be more or less difficult – resulting in better assessment and more precise results. The College undertook significant measures to ensure that students were familiar with using devices, typing on them, and navigating through test.

We continue to use student performance information from the NAPLAN testing conducted each May to provide baseline data, set achievement targets, inform a whole of college literacy and numeracy approach and to further identify individuals and groups of students requiring intervention and curriculum differentiation.

Based on a review of 2017 to 2019 NAPLAN data, the Literacy and Numeracy Team in collaboration with the Senior Leadership Team determined a tiered whole school approach to reading remediation and intervention would be the initial priority with a view that “if students struggle with reading, they will struggle in all other areas”. This is supported by research which shows that when children read extensively they become better writers; it was decided to specifically focus on improving students’ reading skills in the short term. Students achieving below national benchmarks were especially targeted through individual interventions.

Overall, our NAPLAN results consistently improve as the College continues to raise academic standards and develop more rigorous practices. A review of 2019 NAPLAN data indicates steady improvements in Year 9 Reading and Spelling in all achievement bands. Writing and grammar remain the major areas of weakness across both tested cohorts.



Year 7 Performance - NAPLAN Proficiency Bands

Year 7 NAPLAN					
	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
Above National Minimum Standard	74%	72%	64%	74%	66%
At National Minimum Standard	15%	18%	20%	16%	21%
Below National Minimum Standard	11%	10%	16%	8%	13%

Year 9 Performance - NAPLAN Proficiency Bands

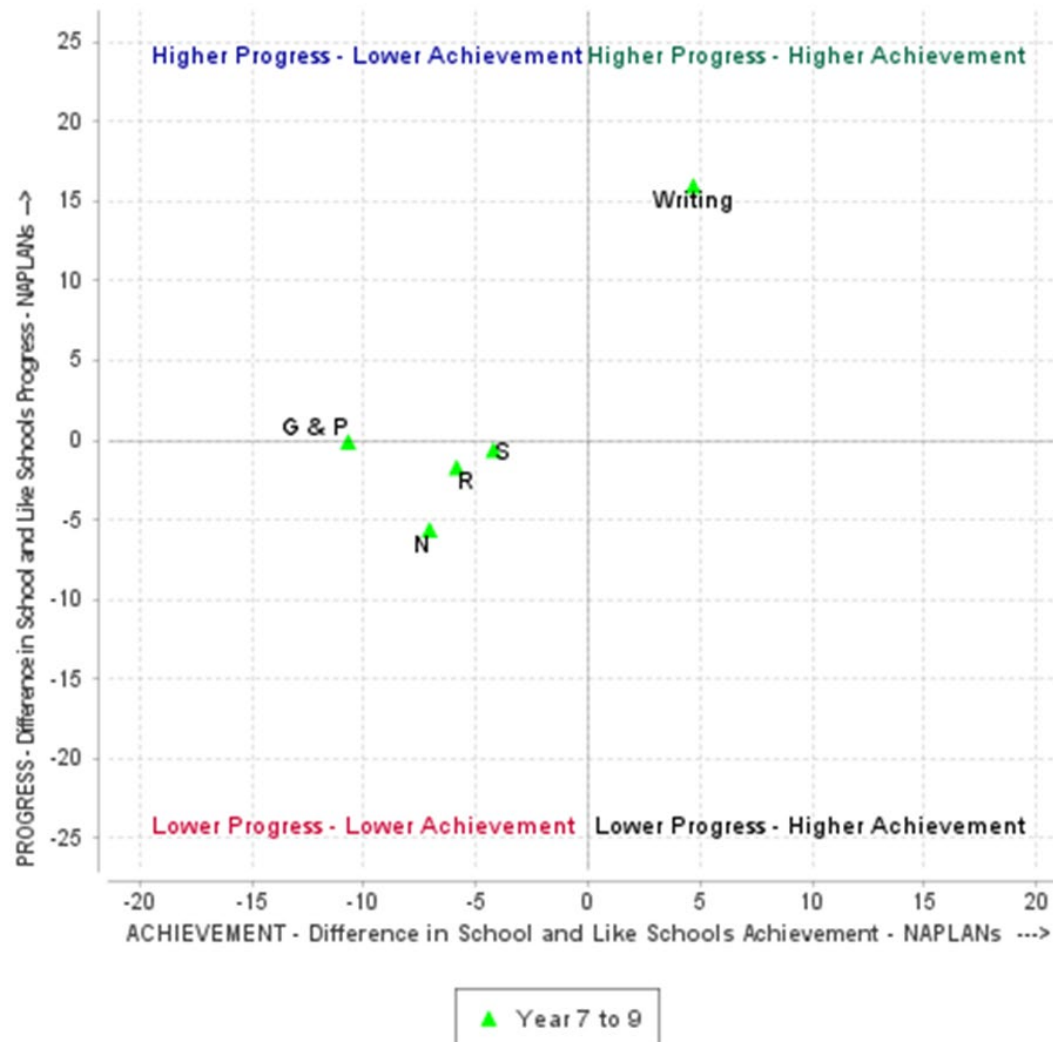
Year 9 NAPLAN					
	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
Above National Minimum Standard	78%	77%	59%	74%	66%
At National Minimum Standard	20%	18%	25%	20%	25%
Below National Minimum Standard	2%	5%	16%	6%	9%



Student Progress and Achievement (Year 7 2017 to Year 9 2019)

The graph to the right shows the change in results for students who have taken consecutive NAPLAN tests at the same school and is a way to measure the influence of the school on student progress. As illustrated, all of the elements tested in NAPLAN show levels of progress higher than the Australian, WA Public School and Like school mean.

Compared with Australian Schools



Online Literacy and Numeracy Assessment (OLNA)

Students need to demonstrate a standard of literacy and numeracy to meet Western Australian Certificate of Education (WACE) achievement requirements. This can be achieved by achieving Band 8 or above in NAPLAN and pre-qualifying for OLNA; or by sitting the required Online Literacy and Numeracy Assessment (OLNA) in March and September of each year in Year 10, 11 and 12, until the standard has been met. There are three tests:

1. Numeracy,
2. Reading and
3. Writing.

Overall Standing

OLNA		
Cohort	Pre-Qualified	Not Qualified
Year 10	56.0%	44.0%
Year 11	69.5%	30.5%
Year 12	88.6%	11.4%

Year Students Qualified

OLNA Year 12 Students	Year 9	Year 10	Year 11	Year 12	Not Qualified
Baldivis Secondary College	12.3%	48.8%	19.0%	8.5%	11.4%
Like Schools	17.8%	41.0%	19.6%	8.7%	12.9%

OLNA Year 11 Students	Year 9	Year 10	Year 11	Not Qualified
Baldivis Secondary College	16.5%	36.6%	16.5%	30.5%
Like Schools	18.6%	40.3%	15.0%	26.1%

OLNA Year 10 Students	Year 9	Year 10	Not Qualified
Baldivis Secondary College	17.5%	38.6%	44.0%
Like Schools	18.8%	41.3%	39.9%

The College recognises that there is a need for increased numbers of students to pre-qualify for OLNA by achieving Band 8 or above in NAPLAN. Significant work has been undertaken by both the English and Mathematics Teams, along with our AVID Site Team to adjust the way that we support students in achieving OLNA by the end of Year 12.

BSC Hall of Fame

2019 saw the inaugural induction of eight former or current students into the Baldivis Secondary College Hall of Fame. To be eligible, inductees need to have participated in their chosen sport at the international level. The inaugural inductees were:

Rugby League

- Willem Smith

Baseball

- Cayden Nicoletto

GKR Karate

- Kade Brewer
- Giarne Brewer (*pictured below*)

BMX

- Kyle Hill
- Jordan Callum
- Dylan Callum

Gridiron

- Mitch Crookes

Tributes to our Hall of Fame inductees are on display in the Fitness Centre.



Curriculum Differentiation and Access

Baldivis Secondary College caters for a diverse and eclectic student population. As such, we are committed to the development of a high-quality curriculum for all students, one that promotes excellence and equity in education. We believe that all students are entitled to rigorous, relevant and engaging learning programs drawn from a challenging curriculum that addresses their individual learning needs. Our teachers use the Western Australian Curriculum to develop teaching and learning programs that build on students' interests, strengths, goals and learning needs, and address the cognitive, affective, physical, social and aesthetic needs of all students.

Students with Special Needs

As well as academic needs, we also work closely on monitoring the social/emotional needs of our students, many of whom struggle with sensory load in such a large school. To cater for this, we have a Sensory Room with various areas catering for individual sensory needs, our own classroom where small groups can come and work quietly and our CUBE (Come in, Unwind and just BE) which is a social common room for break times staffed by Education Assistants. Along with a selection of additional programs run for students to give them time to work on social skills or cater to emotional/sensory needs, individual student timetables are fluid and individualised to cater for their needs. This approach allows students with often complex diagnoses to cope with a mainstream environment.

Autism Specialised Learning Program

2019 saw the establishment of the Autism Specialised Learning Program. In preparation for the commencement of the 2020 school year, staff were recruited including a Curriculum Team Leader, three teachers and six Education Assistants. Alterations were made to Block 3 in readiness, including the establishment of an outdoor classroom.



A Culture of Collaboration and Co-Operation

Baldivis Secondary College continues to build and maintain mutually beneficial partnerships with community agencies and organisations at the local, state, national and international level. These partnerships have been instrumental in building the capacity and social capital of students and staff with a clear focus on ensuring that exiting students are well prepared academically, socially and emotionally for life beyond the school gate.

Students have benefitted directly and indirectly as a result of these partnerships, having had access to:

- workshops, conferences, tours, classroom visits, assemblies, workplace visits, science fairs, guest speakers
- work experience programs, traineeships, skills training, part-time and full-time job opportunities
- curriculum support, teacher development, teacher placements.

Student Services

In 2019 the 14 members that make up the Student Services team at Baldivis Secondary College led a range of programs and events to enhance and support the students social and emotional development. Building positive relationships, resiliency, improving mental health and being the best that you can be along with strengthening the established partnerships with Youth Focus, Headspace and the City of Rockingham were a key focus in 2019

Programs and Events Run in 2019

- ABCN Focus Program and Interview to Impress (Year 10)
- ADF Buddy Day (engaging with local PS)
- ADF Milo Club
- ADF Naval Base Tour
- Anti-bullying Program
- ANZAC Commemorative Assembly
- Aussie Optimism Program through Health classes
- Baldivis Got Talent
- Boomer Shield
- Breakfast Club
- Clubs Expo
- Damian Martin Youth Leadership Presentation (Year 12 and Student Leaders)
- Difference Makers: Year 6 Transition Program run at the Primary Schools
- Freddo Frog Cup
- Friday Fun: Friday Lunch Activity Program (student run)
- Girls Group
- GRIP Leadership Conference (Year 8 to 10 Student Leaders)
- Movie Rewards Day
- My Potential
- Pink Stumps Day
- Reading group with Primary School (Year 8)
- Salaka African Drumbeat (Year 8)
- Sense-ability Program run through Tutorial classes
- Spires Survivor Challenge: Thursday Lunch Activity Program
- Student Leadership: Training and equipping young leaders
- The Wednesday Thing: Wednesday Lunch Activity Program.
- VIVO and VIVO Shop
- Year 10 River Cruise
- Year 11 Dinner Dance
- Year 12 Ball
- Year 7 Camp
- Year 7 Transition Week
- Year 7 Welcome to High School
- Year Assemblies and Briefings
- Youth Focus Mental Health for Young People (Year 9)

Vocational Education and Training

Hospitality Group Training (HGT) Award

Year 12 student, Tyson Lillimagi was awarded the 2019 Hospitality Group Training (HGT) School Trainee of the Year. An outstanding achievement

School Based Traineeships

Nine students were successful in completing School Based Traineeships in a diverse range of industries such as Hospitality, Transport and Distribution, Tourism, Community Services and Retail.

Certificate III or higher Courses

32 students were supported by the college to successfully complete Certificate III or higher courses with external training providers. Again, these were from a diverse range of industries such as Business, Community Services, Education Support, Dance, Nursing, Aviation, Early Childhood and Hospitality. Many of these students went on directly into employment with or on to university after successful completion of these courses.



TLC On Track Program

22 students participated in the Murdoch TLC program which enables non ATAR students to complete a University entrance course to enable them to enrol at Murdoch University with an ATAR of 70. The course involves teaching students to think critically about issues, research information, reference sources, locate evidence to support arguments and develop skills in academic writing. The success rate of students going on to Murdoch through this pathway was extremely high.

Careers Expo

A Careers Expo was held in Term 2 to help all Year 10 students assess, evaluate and decide on career pathways. Universities, TAFE, Training and Industry councils were represented.

Workplace Learning

152 Year 11 and 107 Year 12 students participated in our Workplace Learning Program in 2019. This involves attending a workplace to learn essential work readiness and skills for one or two days per week, which contributes to the student's WACE certificate. This highly successful program is essential for students to evaluate their career interests and pathways by working in the "real world" but still being supported by the College.



Responsible Management of College Resources

The college has efficiently managed the 2019 school budget by developing and implementing a budget which balanced Human Resources, Curriculum Resources, Assets and Resources, Utilities and Minor Works.

Minor and major works carried out in 2019

- Renovation of Block 3, to establish an Autism Specialist Learning Environment
- Installation of blinds in Administration and Block 7
- Sound proofing the music room
- Installation of external seating for student use
- Re-greening of the college – 150 plants were planted during 2019
- Re-surfacing the College ovals
- Installation of security cameras
- Painting throughout the college
- Introduction of a Pigeon Management Program
- Installation of additional Wireless Access Points
- Chequer-plating the internal walls of the Sports Hall change rooms
- Purchase of ICT specialist products

In 2019 we were able to save over \$90,000 in electricity costs due to ongoing efficiencies.

Student-Centred Funding

Revenue - Cash	Budget
Per Student Funding	\$ 15,093,761.00
Student and School Characteristics	\$ 1,829,486.94
Disability Adjustments	\$ -8,547.32
Targeted Initiatives	\$ 492,151.43
Operational Response Allocation	\$ 250.00
Regional Allocation	\$ 0.00
Total 2019	\$ 17,407,102.05
Transition Adjustment	\$ 0.00
Total After Transition Adjustment	\$ 17,407,102.05

Finance

Revenue - Cash	Budget	Actual
Voluntary Contributions	\$ 142,000.00	\$ 94,811.40
Charges and Fees	\$ 888,605.49	\$ 853,514.61
Fees from facilities Hire	\$ 6,000.00	\$ 945.45
Fundraising/Donations/Sponsorships	\$ 76,941.65	\$ 84,747.60
Commonwealth Government Revenues	\$ 28,000.00	\$ 28,000.00
Other State/Local Government Revenues	\$ 51,000.00	\$ 48,665.25
Other Revenues	\$ 70,005.00	\$ 42,158.84
Total Locally Raised Funds	\$ 1,262,552.14	\$ 1,152,843.15
Opening Balance	\$ 287,551.00	\$ 287,551.25
Student Centred Funding	\$ 946,456.41	\$ 946,456.41
Total Cash Funds Available	\$ 2,496,559.55	\$ 2,386,850.81
Total Funds Available	\$ 2,496,559.55	\$ 2,386,850.81

Expenditure	Budget	Actual
Administration	\$ 196,115.33	\$ 151,773.97
Lease Payments	\$ 119,658.34	\$ 119,658.34
Utilities, Facilities and Maintenance	\$ 453,072.55	\$ 419,342.22
Buildings, Property and Equipment	\$ 98,113.91	\$ 97,806.61
Curriculum and Student Services	\$ 1,275,376.77	\$ 1,180,740.02
Professional Development	\$ 47,517.10	\$ 47,517.10
Transfer to Reserve	\$ 200,000.00	\$ 200,000.00
Other Expenditure	\$ 35,604.63	\$ 23,852.04
Payments to Central/Regional Office and Other Schools	\$ 26,019.31	\$ 26,019.13
Total Goods and Services Expenditure	\$ 946,456.41	\$ 946,456.41
Total Expenditure	\$ 2,496,559.55	\$ 2,386,850.81
Cash Budget Variance	\$ 46,081.61	

Cash Position – 21 December 2019		
Bank Balance	\$ 1,192,906.33	
General Fund Balance	\$ 120,121.20	
Asset Replacement Reserves	\$ 873,000.00	
Suspense Accounts	\$ 216,967.13	
Cash Advances	\$ - 700.00	
Tax Position	\$ -16,502.00	
Total Bank Balance	\$ 2,496,559.55	

