



Baldivis
Secondary College

ANNUAL REPORT - 2020

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Principal's Message

2020 was an extraordinary year where the term 'unprecedented' was used frequently yet accurately. Baldivis Secondary College was not immune to the impact as was every school across Western Australia. What it did show us was the college's readiness to respond and enact actions, initiatives and strategies designed to ensure we continued to meet the needs of our students.

Whilst many of the accepted activities we engage our students in were disrupted or cancelled, our staff continued to find new ways of providing rich learning experiences to our students despite many of the imposts we encountered. Our college staff engaged in professional learning and collaborations to enhance the quality of teaching. We explicitly teach and provide opportunities to practise working together and to sustain our college community and the culture that it operates in. Digital technologies and their use became prevalent and a part of the norm. Despite the challenges and the disruptions, Baldivis Secondary College continued to maintain high expectations and standards for every member of our community. We had, and will continue to, 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.

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. Baldivis Secondary College remains accountable to the community it serves.

We are happy to provide our community with the 2020 Annual Report. We trust we have made it easy to read and in a professional format as we do with all aspects of our college. Information about the college, its programs, reports, college data and student performance is contained here and additional information is easily attained through our college website and through the Western Australian Department of Education Schools Online website.

We happily present the 2020 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 2020

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
Paul Johnston	Staff Representative
Alison Parolo	Staff Representative
Sarah Smith	Staff Representative
Eve Stewart	Student Representative
Matthew Ellem	Student Representative
Justin Alford	Student Representative
Eve Stewart	Student Representative

From the Board Chair

There is no doubt that 2020 has been a challenging year in which we could never have foreseen a global pandemic or have known the words “coronavirus” and “COVID-19” would become part of our everyday vocabulary. Despite the many challenges, our College staff went above and beyond to keep our children connected and engaged with their learning. The level of dedication to ensure all students and their families had what they needed at that time cannot be underestimated and will continue to be celebrated as we one day talk about ‘the year that was’.

As we move into 2021, the Board is well placed to support the College with its ongoing goals for school improvement and we are well equipped for what the new year will bring.

Steph McDonald
Board Chair

About Us

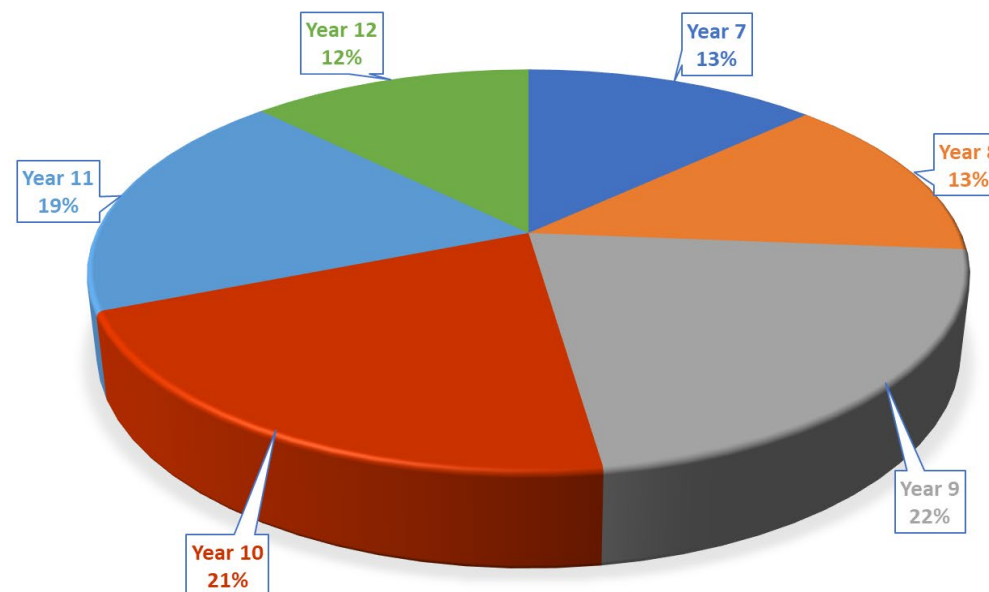
Baldivis Secondary College was established in 2013 with a single cohort of Year 8 students totalling 220 with 32 teaching and support staff. In 2019 we have grown to 1,650 students from Years 7 to 12 and continues to be one of the fastest growing secondary schools in Western Australia.

In 2020 Baldivis Secondary College met the challenges presented by the global pandemic and continued to consolidate the teaching practice and further developed a range of community, industry and educational partnerships to augment our practises. We have built on our 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:

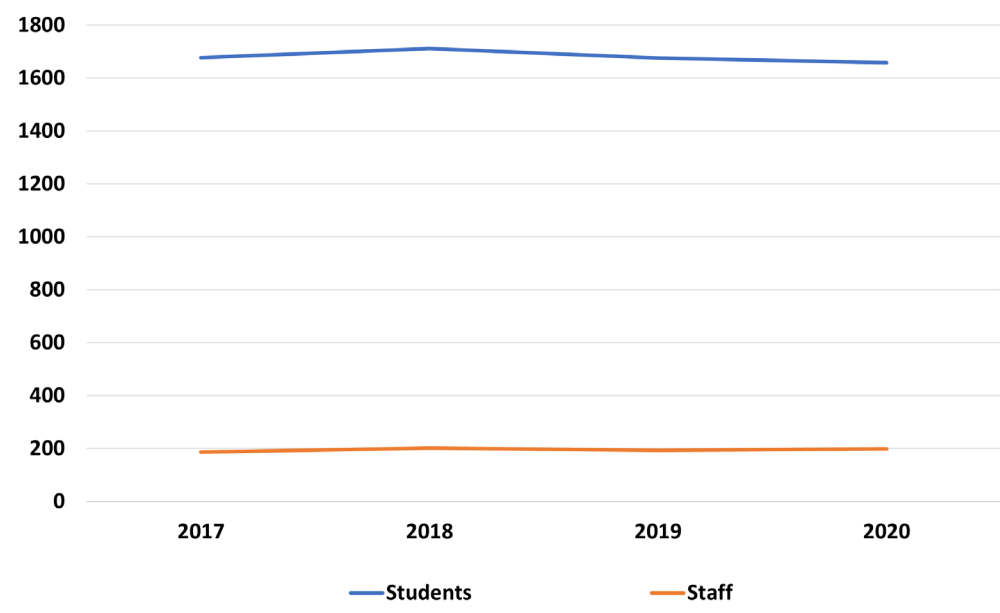
- Respect
- Excellence
- Knowledge
- Integrity; and
- Unity

Student Numbers

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
214	222	355	350	311	205	1,657



Student and Staff Trend



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



2020 ... In Review



Kwinana Industry Arts Awards

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



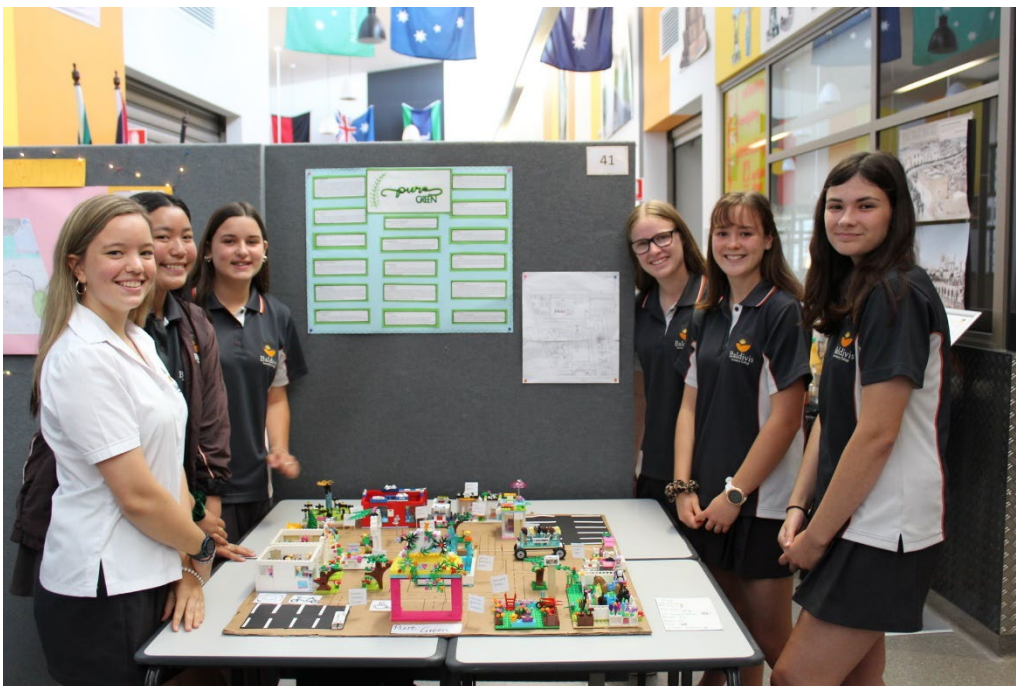
Aboriginal Perspectives

BSC has been recognised as a leading school in the implementation of the Aboriginal Cultural Standards Framework, prompting a visit by Paulina Motlop, the Director of the Aboriginal Education Teaching and Learning Directorate at the Western Australian Department of Education. (*above*)



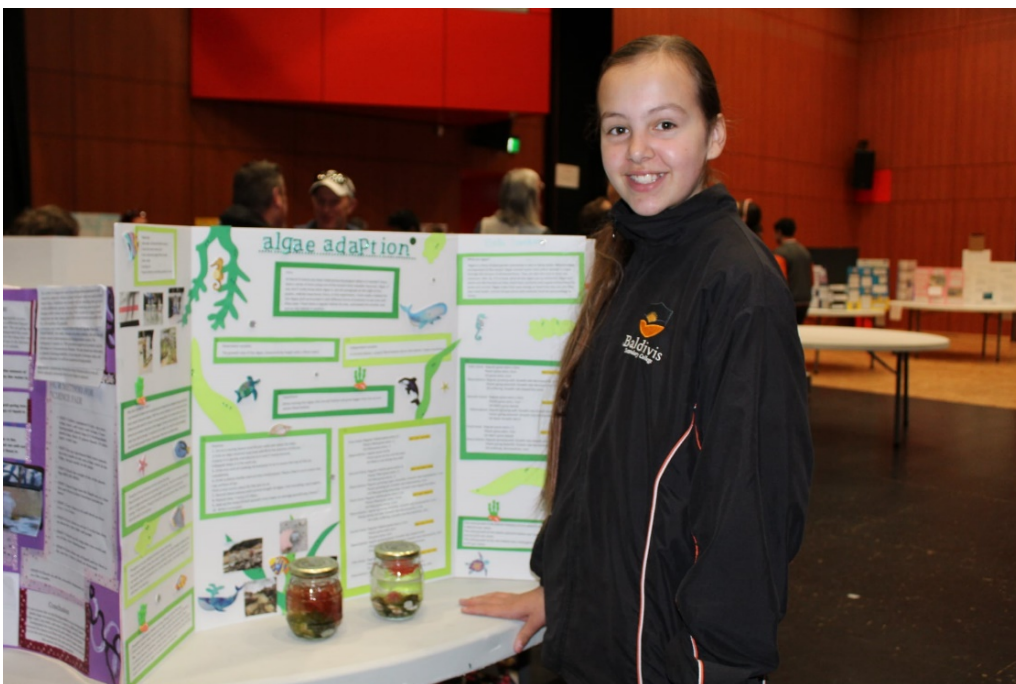
Film Academy – Murdoch University Project

BSC students (*above*) produced and directed a film for Murdoch University promoting the Teaching Internship Program.



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 Baldvis meet the Directions 2031 plan laid out by the State Government (*left*)



Science Fair

A total of 97 investigations and poster reports from 158 students were displayed in the Performing Arts Centre as part of National Science Week. (*left*)

RU Ok? Day

Year 12 Health Studies students (*left*) showed their true colours supporting R U Ok? Day 2020



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.





Arts and Technologies Showcase

Students studying in the Arts and Technologies showcased their talents at the annual Showcase in October.

Guests voted for People's Choice Awards in a number of categories including 2D and 3D Visual Arts and Original Music.



Difference *Makers*

In 2020, Difference Maker volunteers supported programs at Rivergums Primary School and at the Mary Davies Library (*left*)

We have found that students benefit greatly from participating in the Difference Makers Program – both academically and emotionally.

While completing community service projects, students develop real-world skills that will help them succeed in high school and beyond. They practice:

- Leadership
- Problem-solving
- Collaboration with others
- Time management
- Communication

Most importantly, students learn that the work they do can make a real impact in their local community.

BSC's Commitment to Service

When students get involved in community service, they not only help others — they expand their worldview, develop empathy and leadership skills, and realise how their actions can have a positive impact.



The PBS Launch Day was held Week 3 of Term 1 2020. This was an opportunity at the start of a new school year to engage staff and students with the behaviour expectations held at Baldyvis Secondary College and to celebrate the PBS journey thus far.

Throughout the day students participated in activity-based learning connected to the PBS Matrix including matrix silent card shuffle, dress the mannequin, spot the difference, prepare your school bag, pencil case bingo, cross the room, amazing race and a staff versus student volleyball game.

There was also a Hospitality stall with delicious treats and a PBS information table where students had the chance to win PBS wrist bands by participating in a quiz. Students also created some art by outlining their hand on large display boards that were labelled with Respect, Integrity and Excellence. The PBS Launch Day was also a great way to lead into the delivery of the PBS Lessons of the year which included:

- Use technology appropriately (introducing mobile phone policy) and social contracts
- Are environmentally responsible
- Wear our uniform with pride
- Be the best you can be: attending all classes, arriving on time and taking responsibility for our actions
- Have a positive growth mindset
- Are caring and thoughtful to others: using appropriate language and behaviour, engage in safe and positive social behaviour, walk calmly and safely and respect others personal space
- Consider how our actions affect others
- Acknowledge the success of others



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 2020.

Attendance

The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.

To meet the challenges presented by the pandemic, the following new initiatives were implemented:

- Established an Attendance Monitoring Team to monitor student attendance at school and workplace learning and ensure compliance with Department of Education policy.
- Arranged for independent audit by Regional Office Behaviour and Engagement Manager to review our Attendance Panel processes.



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 Baldvis Way

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

AVID (Advancement Via Individual Determination) is at the core of The Baldvis 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.

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 2020 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 implementation of the Digital Teaching and Learning Plan saw professional learning in the use of digital technologies to enhance their work and learning purposefully and ethically as made available for staff. A team of Curriculum Area Technical Experts was established to support teachers to more competently and confidently use new technologies in curriculum delivery.

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 2020, 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

There was a disappointing decrease in our Median ATAR compared with previous years. Despite this all those students who were aiming to enter university achieved placements. The decline in Median ATAR is attributed to the decision of the local universities to offer early entry to ATAR students based on their Year 11 achievement. Feedback from class teachers indicated that this had a really de-motivating effect on students, and we are developing a plan for how we mitigate against this in the future.

Attainment Rate

ATAR 55 or above and/or Certificate II or higher	
Baldivis Secondary College	96%
Like Schools	96%
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	172	24	4
Percentage (Of all Year 12 students)	74%	10%	2%

Year 12 Students with more than One Qualification

	2 x Qualifications	3+ Qualifications
Number of Students	28	13
Percentage (of VET Enrolments)	12%	6%

WACE Achievement Rate

Baldivis Secondary College	83%
Like Schools	86%
WA Public Schools	89%

ATAR Performance

Median ATAR	
Baldivis Secondary College - All	60.45
Baldivis Secondary College – TISC Applicants	69.15
Like Schools	71.67
WA Public Schools	79.15

Progression

	2020	2019
Median ATAR	60.45	76.28
Percentage of Students achieving an ATAR of 70+	37%	62%
Scaled Score of 50+ in English	51%	65%

SCSA Awards and Recognition

- 1 x Certificate of Excellence
- 1 x VET Certificate of Excellence
- 9 x Certificates of Merit
- Highest performing students in a Year 12 ATAR Course – Health Studies (fourth consecutive year) and Earth and Environmental Science

TLC On Track Program

Nine 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.

Year 12 Awards

Year 12 Dux Awards



ATAR Dux

Jessica Pickering (*above*)



VET Dux

Justin Alford (*above*)



General Dux

Aiysha Fitzgerald (*above*)

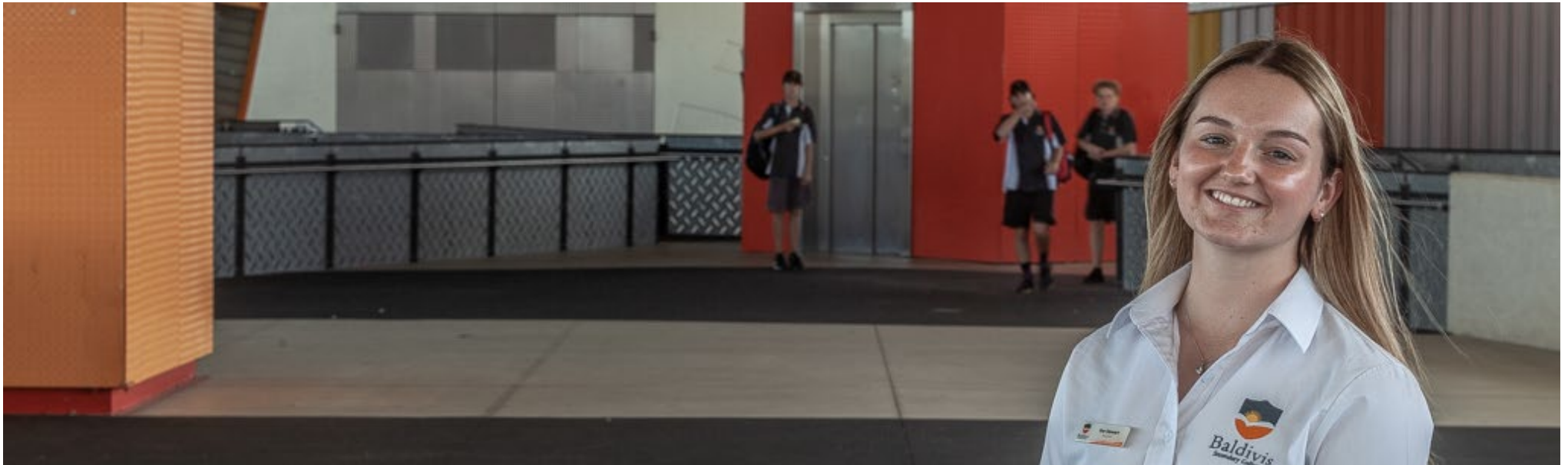
Year 12 Course Awards

Certificate II Business	<i>Phoebe Winchester</i>
Certificate II Community Services	<i>Skye Goodall</i>
Certificate II Conservation and Land Management	<i>Chloe Harrison</i>
Certificate II Construction	<i>James Kelly</i>
Certificate II Creative Industries Media	<i>Justin Alford</i>
Certificate II Engineering	<i>Liam Tomlinson</i>
Certificate II Hospitality	<i>Halle Mansell</i>
Certificate II Sports Coaching	<i>Lydia Davies</i>
Certificate III Business	<i>Lea de Rosa</i>
Career and Enterprise General	<i>Justin Alford</i>
Chemistry ATAR	<i>Mackenzie Ibbotson</i>
Children, Family and Communities General	<i>Jasmine Cocodis</i>
Design ATAR	<i>Jessica Pickering</i>
Design Photography General	<i>Justin Alford</i>
Earth and Environmental Science ATAR	<i>Jessica Pickering</i>
English ATAR	<i>Jessica Pickering</i>
English General	<i>Tiana Moralee</i>
Food Science and Technologies General	<i>Nathan Meuleners</i>
Foundation English	<i>Kaitlin Pack</i>
Geography ATAR	<i>Daniele Parker</i>
Health Studies ATAR	<i>Giarne Brewer</i>
Health Studies General	<i>Aiysha Fitzsimmons</i>
Human Biology ATAR	<i>Jessica Pickering</i>
Materials, Design and Technologies Metal General	<i>Harvey Teale</i>
Materials, Design and Technologies Wood General	<i>Will Larkin</i>
Mathematics Applications (2 winners) ATAR	<i>Ethan Doherty and Lachlan McClure</i>
Mathematics Essentials	<i>Nathan Meuleners</i>
Mathematics Foundations	<i>Skye Goodall</i>
Modern History ATAR	<i>Jake Epsley-James</i>
Physical Education Studies ATAR	<i>Mackenzie Ibbotson</i>
Physical Education Studies General	<i>Aaliyah Hayden</i>
Physics ATAR	<i>Ethan Hancock</i>
Visual Arts ATAR	<i>Ruby Axon</i>
Visual Arts General	<i>Charlotte Bennett</i>

Year 12 Special Awards

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

Eve Stewart
Ruby Axon
Jessica Pickering
Chloe Harrison
Mackenzie Ibbotson
Kobi Coonan
Will Larkan
Tayla Schneider
Giarne Brewer
Aiysha Fitzsimmons
Athan Leonard
Mackenzie Ibbotson
Lachlan McClure
John Hawea
Justin Alford
Desirae (Desi) Strother



Senior School Improvement Strategy

The following strategies will be implemented to address Year 11 and 12 performance concerns:

1. The Band 8 requirement for studying ATAR made explicit with Year 9 and 10 students prior to course selection via the implementation of Student Benchmarks instead of Teacher Recommendations for students selecting senior school courses.
2. Increased awareness of all staff regarding the requirements of the OLNA with focused attention to develop skills across all areas, not just Maths and English.
3. Explicit instruction on methodology to support student performance on external examinations.
4. Regular use of past-WACE exam questions
5. Increased focus across the College in Senior School on 60% being an acceptable level of performance – “60 is the new 50”.
6. Strengthening moderation practices so that partnerships are robust and aspirational.
7. Implementation of a Year 10 ATAR preparation strategy through Tutorial.
8. Implementation of a school-wide Good Standing Policy to raise student awareness of the standards of academic performance, conduct and attendance that contribute to academic success.
9. Increased awareness and publication of all awards and the associated criteria.
10. PL for Curriculum Team Leaders in performance monitoring and data informed improvement.
11. PL for staff on ‘value adding’ strategies and strategies for maximising performance.
12. Year 12 Students at Risk identified early (end of Year 11) and allocated to a volunteer Staff Mentor.
13. All staff involved in the review of SAIS data for courses and subjects 7-12
e.g., Detailed Written Examination Feedback information within the first 5 weeks of the new school year.

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			
Passed (Pre-Qualified/Qualified)			
Cohort	Numeracy	Reading	Writing
Year 10	67.0% (66.2%)	72.0% (73.0%)	67.8% (68.3%)
Year 11	82.8% (75.8%)	88.7% (80.1%)	83.8% (76.0%)
Year 12	85.4% (86.7%)	95.4% (90.0%)	89.1% (88.8%)

NB: Like schools in brackets

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 continues to be 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.

Additional resources have also been allocated to support students from Year 7 to develop the basic literacy and numeracy requirements for success at that year level, with the aim of having increased numbers of student pre-qualify.

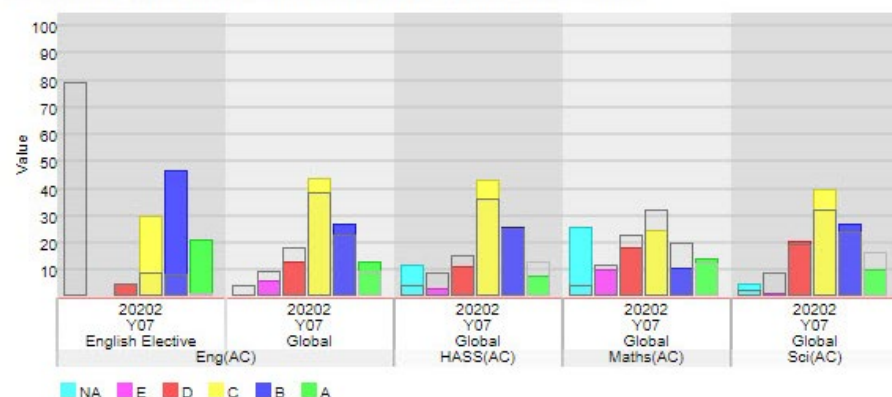
Lower School Student Performance

Mathematics, English, Science, Humanities & Social Sciences

Year 7

Learning Area Grade Distribution - Overview

Results compared to Like School excluding data from other schools



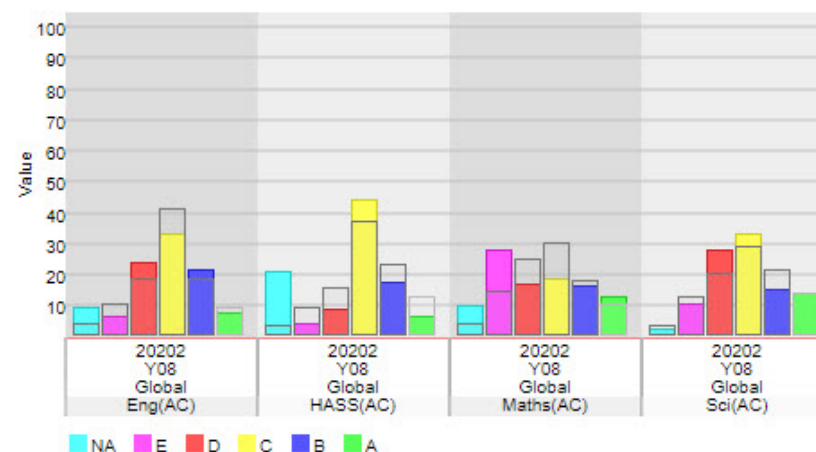
Year 8 student performance is disappointing. The predominance of SEN Reporting for students on documented plans has resulted in the higher allocation of NA's. An analysis of SEN Reporting indicates that 95% students made progress against their stated individual goals. This is a pleasing outcome.

The grade distributions for Year 7 are similar to previous years, with a higher proportion of C-grades in all areas except Mathematics when compared with 'Like Schools'. It would seem we have been successful in moving students from D-grades to C-grades and now must focus efforts on moving C-grades to B-grades, and B-grades to A-grades.

Year 8

Learning Area Grade Distribution - Overview

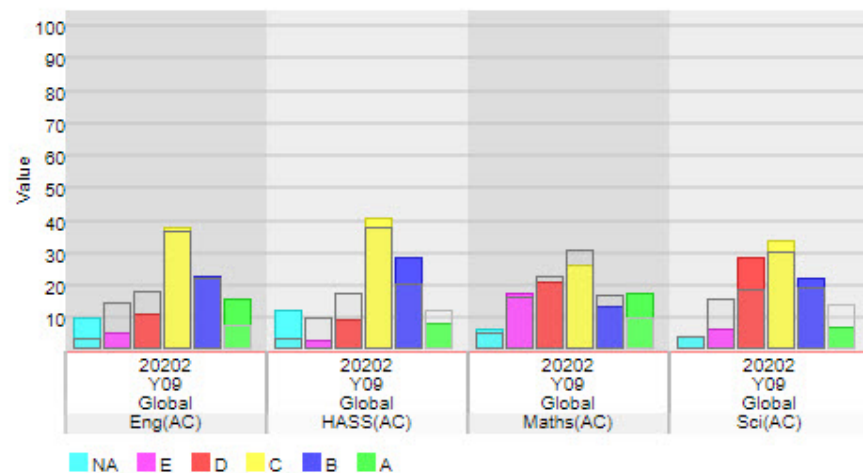
Results compared to Like School excluding data from other schools



Year 9

Learning Area Grade Distribution - Overview

Results compared to Like School excluding data from other schools



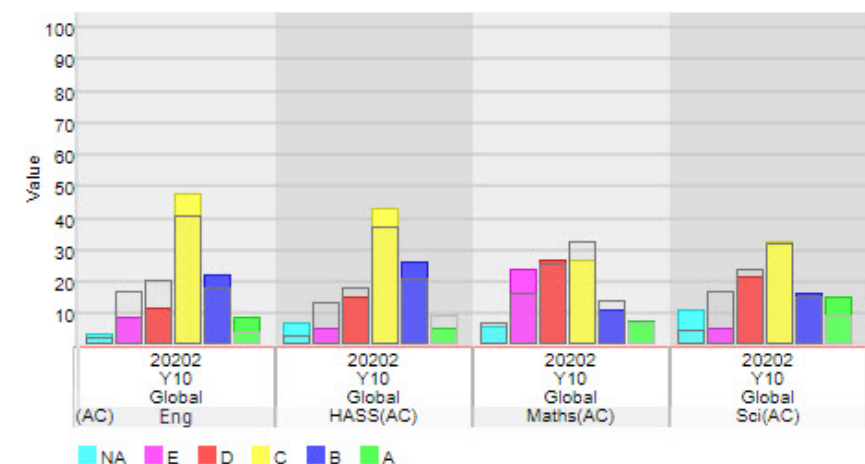
Year 9 results indicate a positive trend evidenced in a reduction of E and D grades and an increase in C and B grades across all areas. The allocation of NA grades above 'Like Schools' is the result of students being reported against individual goals.

Year 10 results indicate a continuing positive trend towards more students achieving in the A/B grade range in line with 'Like Schools'. Moving students from C-grades to B-grades continues to be a focus in English and HASS.

Year 10

Learning Area Grade Distribution - Overview

Results compared to Like School excluding data from other schools



Lower School Improvement Strategy

The following strategies will be implemented to seek ongoing improvements in Lower School student performance:

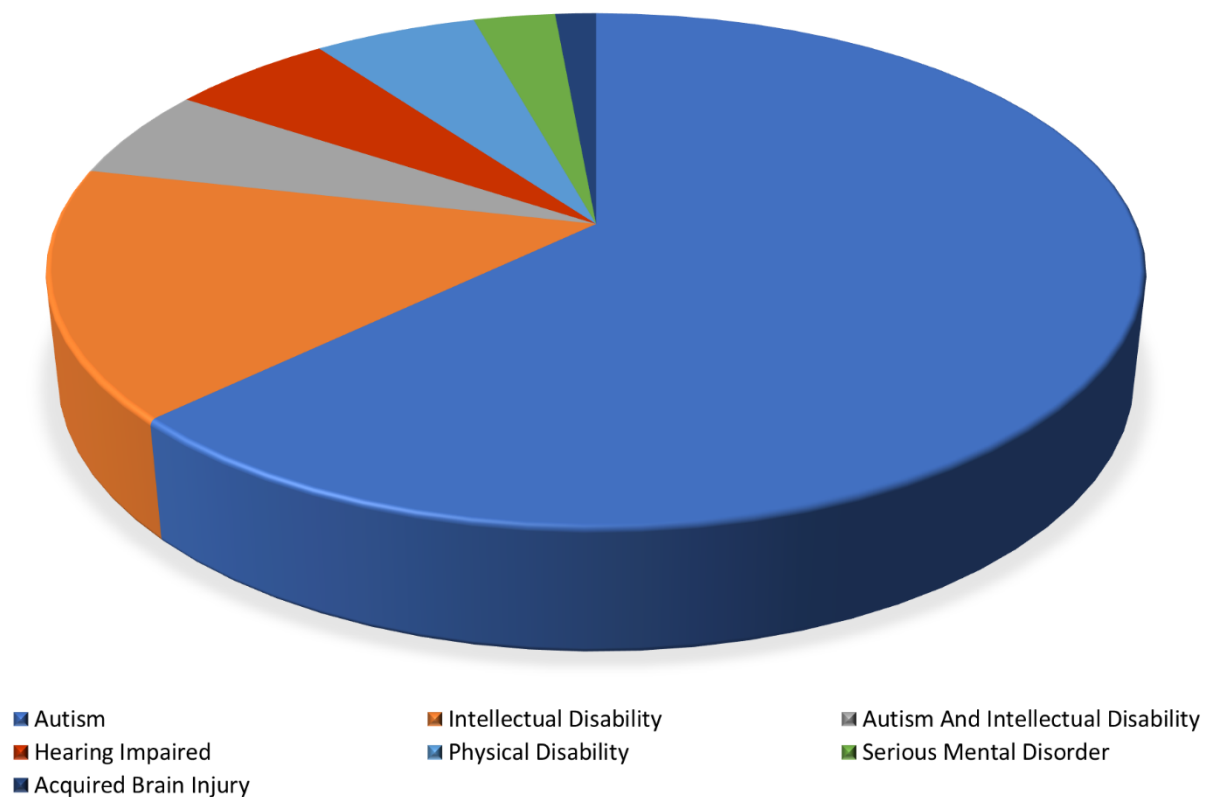
- Increase opportunities for CTL's to meet and collectively work on improvement initiatives, engagement strategies.
- Seek student feedback to provide teachers with fair and accurate insights into teaching practice.
- Increase classroom observation and feedback including peer observation to support teachers refine and develop their practice.
- Increase opportunities for CTL's to meet and collectively work on improvement initiatives, engagement strategies. Share classroom observation exercises and identify areas of strength and weakness.
- Broker greater parent engagement by exploring strategies to connect with more parents regarding their child's progress and school experience.
- Implement and share PAT (Progressive Achievement Tests) Testing to establish where students are in their long-term learning, diagnose individual strengths and weaknesses, identify the best next steps for action, decide on appropriate evidence-based interventions, monitor the progress students make over time, and evaluate the effectiveness of their own teaching decisions and approaches.
- Implementation of IEPs in all areas for students who achieve an E grade in Semester 1.
- Development and implementation of mini careers lessons in Years 7 to 9 to support students to gain and use the skills and knowledge they need to plan and make informed decisions about their education, training and work opportunities.
- Establish clear and structured opportunities for teachers to engage in internal and external moderation activities.
- Participate in SCSA-run Year 6 and Year 7 moderation workshops.

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 (ASLP)

The Autism Specialised Learning Program accommodated 18 students in its inaugural year. One of the innovative aspects of the program was the introduction of a purpose designed curriculum program called Life Skills for two hours a week. Students participated in learning more about resiliency, organisation, meditation, emotional regulation, the growth mind set, conflict resolution and further understanding the mechanics and neurological profiles of people with Autism. An aspect of belonging to the SLP is being able to open discuss and further understand autism and how the brain and learning can be impacted.

As part of the Life skills program students participated in education session relating to healthy foods and cooking run by Foodbank. This complemented their studies around the production of vegetables as part of the Gardening Club. A Gaming Club was also established in 2020 for students with similar interests in gaming and computers to get together for one hour after school. This also allows our students to be in a safe and comfortable environment whilst building on their social skills. The SLP extends this invitation more broadly to the whole school as it is a perfect opportunity for ASLP students to build relationships with students they might not work with in class.

2020 saw the SLP bring in a new CUBE and courtyard for the students to enjoy at recess and lunch. The CUBE allows a smaller space for students to gather in when the bigger crowds can be too loud or too over stimulating. The students have access to books, board games, cards, Lego, handball courts, mini trampolines and much more. The courtyard is also open to students from across the College and offers an area that students can get some energy out or just enjoy their lunch in the sunshine.

Toffee (*pictured right*) is our ASLP therapy dog and is deemed suitable to work with special needs students through an assessment program at Murdoch University Veterinary Hospital. Toffee supports the students who may need some time out to regulate their emotions or might just be feeling out of sorts.



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 and guest speakers;
- work experience programs, traineeships, skills training, part-time and full-time job opportunities; and
- curriculum support, teacher development, teacher placements.

Student Services

In 2020 the Student Services 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 continuing to strengthen the established partnerships with Youth Focus, Headspace and the City of Rockingham were a key focus in 2020.

Programs

- Adventurers (Years 8-9)
- Breakfast Club
- College Tours
- GEMS (Girls Empowered, Motivated and Strong)
- Peer Mentoring (Year 7/11 girls)
- Second Bite
- Student Leadership
- The Circuit Engagement Group (Year 7)
- Vivo Rewards Program
- Warhammer Club
- Year 6 Transition
- Year 7 Orientation
- Year 8 Boys and Girls Engagement Program
- Adventurers (Years 8-9)
- Breakfast Club
- College Tours
- GEMS (Girls Empowered, Motivated and Strong)

Events

- Advance Standing Reward Day
- Athletics Carnival Novelties
- Boomer Shield
- Freddo Cup
- Immunisation
- Movie Rewards Day
- Presentation Evening
- School Photo Days
- Staff Basketball Game
- Year 10 River cruise
- Year 11 Dinner Dance
- Year 12 Ball
- Year 7 Camp
- Advance Standing Reward Day
- Athletics Carnival Novelties
- Boomer Shield
- Freddo Cup

Co-Curricular Events

Co-curricular refers to activities, programs, and learning experiences that complement, in some way, what students are learning in school—i.e., experiences that are connected to or mirror the academic curriculum. Co-curricular activities foster commitment, confidence and self-worth and encourage a sense of belonging, resilience and connection to the school community. Despite the challenges of the global pandemic, the College was able to provide a diverse range of opportunities for students to broaden their knowledge, learn new skills and apply their learning in ‘real world’ contexts.

Co-Curricular Programs and Events Run in 2020

- Ancient History Incursion with local Aboriginal elders
- Art Club
- Arts Showcase
- ATAR Geography Race around Perth
- ATAR Geography to Dwellingup
- ATAR History incursion from the Holocaust Institute
- Athletics Carnival
- Auction Day
- Australian Mathematics Competition
- Australian Statistics Poster Competition
- BASSA Carnival
- Bike week
- Book in A Day
- Book Week Activities
- BOOST Literacy Support Intervention
- BSC Concert Band
- Clean up Australia Day
- Containers for Change program
- Creative Writing Club
- Dance Club
- Don't be a tosser campaign
- Established student Gardening club
- Film Academy – Murdoch Partnership
- Footprint Fridays
- Freedom Exhibition, Koorliny Arts Centre
- Geography Excursion to Penguin Island
- Guitar Ensemble
- HASS Week
- Interschool Athletics Carnival
- Kwinana Youth Industries Art Exhibition
- Market Day with Rivergums Primary School
- MAWA 'Have Sum Fun' Competition
- Medieval Presentation
- Message in a plastic bottle
- Minecraft Club
- Music Concert Evening
- NAIDOC Function at Rockingham Council
- Outdoor Education Camps and Excursions – Abseiling, Mountain Biking, Surfing
- Peel Secondary School Health and Physical Education Summer Carnival
- R U OK Day
- Rivergums Primary School Athletics Carnival
- Rivergums Walking Tour
- Royal Life Saving Qualification Training
- Walk Safely to School Day
- Science Fair in Science Week
- Senior School Visual Art Excursion to Pulse Perspectives at Art Gallery of WA
- Sport Science Boot Camp
- State Competitions – Cricket, Netball, Touch Rugby, Athletics, Badminton, AFL. Lacrosse
- Sustainable Urban Design Showcase
- TRG Incursion Performance
- Tucker Bush Garden
- US Consulate incursion for Year 10 and 11 History and Politics and Law students
- World War I Lighthouse Display
- Year 11 Drama Production “Dags”
- Yohfest (Year 8 Dance students Taylor Hegarty and Larissa Moore)
- Your Move program

Sustainability

Education for Sustainability is an educational approach that aims to develop students, schools and communities with the values and the motivation to take action for sustainability – in their personal lives, within their community and also at a global scale, now and in the future. This way of thinking and doing has been a core component of the College's fabric since inception.

It is through our sustainability focus that we aim to not only build awareness and knowledge of sustainability issues but also develop students who are able to think critically, innovate and provide solutions towards more sustainable patterns of living. This work is led by the Sustainability Site Team and the Student Green Team through events and activities such as:

- Cross curricular STEM project - Message in a plastic bottle
- Containers for Change program
- Your Move program - achieved platinum accreditation
- Don't be a Tosser campaign
- Clean up Australia Day litter competition
- Walk safely to school day event
- Bike week competitions
- Gardening club established
- Bush Tucker Garden established
- Year 6 Your Move Transition Excursion run by the Green Team
- Cert II CALM
- Footprint Fridays

**Sustainability is a cross-curriculum priority within the Australian Curriculum.
At BSC our projects build on the energy and enthusiasm of our staff and students.**



Vocational Education and Training

School Based Traineeships

Eight 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 Courses

89% of all Year 12 students completed a Certificate II or higher in 2020. 37 students successfully completed Certificate III or higher courses. These were from a diverse range of industries including Business (20 students), Accounts Administration, Aviation (Cabin Crew), Commercial Cookery, Early Childhood Education and Care, Education Support, Engineering – Technical, Events (2), Hospitality (3), Information, Digital Media and Technology, Make-Up, Retail (2), Education Support, Health Science Foundations, Preparation for Health and Nursing Studies (2).

28 students studied two or more VET qualifications and 13 students studied three or more VET qualifications compared with 17 and 11 in 2019, respectively.

Many of these students went on directly into employment with or on to university after successful completion of these courses.



Workplace Learning

191 Year 11 and 198 Year 12 students participated in Workplace Learning Program in 2020. 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.

iProjects

As part of KIC's Education Development Program, a range of iProjects have been developed which provide an opportunity for students to further explore what career pathways may be available in the Kwinana Industrial Area.

Six Year 10 students participated in the iWOMEN Project in 2020 and a further six in the iMEN Project. During the program students visited a range of industries and participated in a number of workshops that will give them the valuable skills and tools required as they prepare for their place in the workforce.



Responsible Management of College Resources

The college has efficiently managed the 2020 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 2020:

- Kitchenette installed in Student Services
- Installation of two new computer laboratories
- Fencing installed around College southern carpark
- Administration partitioning installed
- Shade Sails installed over the Arts Piazza area
- Rugby and AFL oval refurbishment
- Window tinting installed in Block 7 Art classrooms
- Window blind replacement in Block 9 classrooms
- External decking installed in the ASLP outdoor area

In 2020 we were able to save over \$90,000 in electricity costs due to ongoing efficiencies.

Student-Centred Funding

Revenue - Cash	Budget
Per Student Funding	\$ 15,290,930.00
Student and School Characteristics	\$ 2,098,100.72
Disability Adjustments	\$ 112,501.04
Targeted Initiatives	\$ 1,174,809.15
Operational Response Allocation	\$ 250,644.94
Regional Allocation	\$ 31,483.50
Total 2020	\$ 18,958,469.35
Transition Adjustment	\$ 0.00
Total After Transition Adjustment	\$ 18,958,469.35

Finance

Revenue - Cash	Budget	Actual
Voluntary Contributions	\$ 92,120.00	\$ 98,931.19
Charges and Fees	\$ 818,916.00	\$ 711,440.10
Fees from facilities Hire	\$ 4,082.00	\$ 4,083.12
Fundraising/Donations/Sponsorships	\$ 63,229.00	\$ 78,360.64
Commonwealth Government Revenues	\$ 28,000.00	\$ 28,000.00
Other State/Local Government Revenues	\$ 49,107.05	\$ 41,612.05
Other Revenues	\$ 49,836.00	\$ 45,313.37
Total Locally Raised Funds	\$ 1,105,290.00	\$ 1,007,740
Opening Balance	\$ 120,141.00	\$ 120,141.00
Student Centred Funding	\$ 1,177,847.00	\$ 1,177,847.00
Total Cash Budget	\$ 2,403,278.00	\$ 2,305,729.00

Expenditure	Budget	Actual
Administration	\$ 186,006.00	\$ 125,354.77
Lease Payments	\$ 117,063.00	\$ 115,707.29
Utilities, Facilities and Maintenance	\$ 592,493.00	\$ 500,828.65
Buildings, Property and Equipment	\$ 56,421.00	\$ 53,608.56
Curriculum and Student Services	\$ 1,171,085.66	\$ 1,011,913.47
Professional Development	\$ 66,000.00	\$ 75,045.55
Transfer to Reserve	\$ 0.00	\$ 0.00
Other Expenditure	\$ 52,355.00	\$ 39,315.22
Payments to Central/Regional Office and Other Schools	\$ 0.00	\$ 0.00
	\$ 186,006.00	\$ 125,354.77
Total Goods and Services Expenditure	\$ 2,241,423.66	\$ 1,921,773.51
Total Expenditure	\$ 2,496,559.55	\$ 2,386,850.81
Cash Budget Variance	\$ 2,241,423.66	\$ 1,921,773.51

Cash Position – 31 December 2020		
Carry Forward (Cash)	\$ 120,141.20	
Income	\$ 2,185,587.70	
Expenditure	\$ 1,921,773.51	
Carryover Funds	\$ 383,955.39	
Reserves	\$ 873,000.00	
Suspense A/C	\$ 120,245.81	
Tax	\$ 24,314.00	
Current Liabilities	\$ 0.00	
Cash Book Balance	\$1,352,887.20	

