



Department of  
Education

**Shaping the future**

# Baldivis Secondary College

## Public School Review

# Public School Review

## Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

## Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

## Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Baldivis Secondary College is located approximately 46 kilometres south of Perth in the South Metropolitan Education Region.

The college's endorsed Specialised Learning Program (SLP) supports the individual learning needs of students with Autism Spectrum Disorder (ASD) to enhance academic engagement and achievement, organisational skills, social cognition development, positive peer relationships and emotional self-regulation.

The college has an Index of Community Socio-Educational Advantage rating of 985 (decile 6).

It currently enrolls 1310 students from Year 7 to Year 12 and opened as an Independent Public School in 2013.

Baldivis Secondary College is supported by the College Board and Parents and Citizens' Association (P&C).

The first Public School Review of Baldivis Secondary College was conducted in Term 2, 2019. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

## School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- An embedded culture of reflection and continuous improvement, strongly led by the senior leadership team, was evident. Self-assessment and analysis of data are strengths of the college, informing ongoing planning and implementation of college initiatives.
- Collaborative processes underpinned preparation for the Public School Review. Senior leaders were assigned portfolios aligned to the domains of the Standard through which staff affirmed the college's direction, reflected on its performance and identified planned actions for improvement.
- The process was seen as a positive experience that extended staff understanding of the college's performance and enabled them to appreciate and celebrate their progress and achievements since the previous review.
- A wide range of enthusiastic staff, students and community members engaged in discussions with the review team, contributing authentic reflections in support of the college.

The following recommendation is made:

- In future Electronic School Assessment Tool (ESAT) submissions, continue to strengthen the clear alignment between evidence submitted, its analysis and the judgements made about the college's performance against the Standard.

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### Relationships and partnerships

A commitment to developing community connections and creating effective and positive partnerships that are clearly focused on adding value to the learning experiences and outcomes for students is evident. Staff demonstrate a strong moral purpose and strive to build positive relationships with students and families to support ongoing student success.

### Commendations

The review team validate the following:

- In response to feedback, the creation of an action plan provides a strategic and considered approach to enhancing relationships and partnerships with the community through communication, collaboration, culture and decision making.
- The Board and P&C are active and supportive of the college. In addition to its governance role, the Board advocates for the college, continually looking at opportunities to lift its profile across the community.
- Opportunities that are provided for collaboration are valued by staff and supported, as evidenced, through the innovative and careful way time is managed to allow staff to meet.
- To provide greater access to information and broaden the understanding and appreciation of the work of the college, social media is used to bring the community into the school. This is balanced with taking the college into the community through civically minded programs such as the Difference Makers.

### Recommendations

The review team support the following:

- Cater for situations in which a more deliberate approach is required to inform and educate the community about the college's practices and procedures through the continued refinement of the communication policy.
- Continue to manage the efficiency and accessibility of outward communication through the development of a communication calendar.

### Learning environment

There is a deliberate approach to creating a safe, engaging and welcoming environment and genuine respect for the strengths enabled through embracing diversity. It is evident that wellbeing is seen as everyone's business.

### Commendations

The review team validate the following:

- Considered strategies are in place to strengthen relational connections between all teaching staff and students.
- The introduction of a college-wide bespoke data informed Homeroom Program 2024 to develop and maintain student wellbeing is supported through the development of a wellbeing curriculum and access to resources.
- Staff seize relevant opportunities as they arise within classroom programs to acknowledge diversity and model inclusivity by prioritising potentially marginalised voices.
- A commitment to cultural responsiveness and student voice, support teachers to understand the academic and social challenges faced by students from a culturally and linguistically diverse background or with a disability or a gender diverse perspective.

### Recommendation

The review team support the following:

- Continue to embed the Homeroom Program 2024 initiative and monitor its impact on student engagement.

## Leadership

The executive leadership team has a strong shared moral purpose with a united vision for the college, founded on high expectations and care of both students and staff. The leadership team's quest for excellence is fostered through collaboration, consultation and support.

### Commendations

The review team validate the following:

- Middle leadership is strategically structured and distributed, with many well supported opportunities for staff to take on roles. This has contributed to a strong organisation, where staff are empowered and have ownership and influence over the operations of the college. Instructional leadership is valued and developed.
- Change management is characterised by data informed decision making, collaboration and a culture that encourages a co-design approach to school improvement planning.
- An embedded and integrated approach to classroom observation and feedback informs and contributes to a performance management and development process that is valued, promotes professional growth and adds value to the work of teachers.
- A systematic approach to the 'onboarding' of new staff in the Baldivis Way is evident. This includes structured workshops designed to help new staff successfully navigate the challenges associated with starting employment at a new work site.

### Recommendation

The review team support the following:

- Continue to develop a consistency of approach to operational planning across learning areas.

## Use of resources

Driven by a shared commitment to improving outcomes for students, the Principal and manager corporate services (MCS) are united, working collaboratively to lead the strategic management of the college's physical, financial, and human resources. Resources are allocated with the intent to have the biggest impact on student engagement, achievement, and wellbeing.

### Commendations

The review team validate the following:

- The MCS leads well established and embedded processes and practices that effectively and efficiently manage financial and human resources. The Finance Committee assists with oversight and Board members are kept informed of the college's financial position and decision making.
- Innovative in its approach to workforce planning, the college explores all possibilities to identify, employ, deploy and upskill staff to meet School Curriculum and Standards Authority requirements and provide a breadth of pathways that reflect the diverse needs of students.
- Disability, Aboriginality, SLP-ASD and VET<sup>1</sup> funding is targeted to appoint specialist staff, purchase specialised equipment and curriculum resources as articulated in the relevant operational plans, and reported on annually.
- A dedicated facilities manager provides leadership and oversight of the maintenance and operations of the college grounds and building infrastructure. This consistent, efficient and strategic approach results in a well-maintained physical learning environment.

### Recommendation

The review team support the following:

- Ensure allocated funding and its intended purpose is clearly described within operational planning documentation.

## Teaching quality

Research, evidence, consultation, collaboration and support are the foundation upon which quality teaching is undertaken at Baldivis Secondary College.

### Commendations

The review team validate the following:

- Advancement Via Individual Determination, Positive Behaviour Support and Classroom Management and Instructional Strategies are the well embedded and understood cornerstones upon which college-wide approaches are based.
- The Baldivis Secondary College Teaching and Learning Model provides clarity for staff around the expectations for quality instruction and is supported by a repository of relevant instructional tools, policies and procedures found in the Staff Handbook.
- Learning area teams analyse systemic and school-based data to inform their planning for curriculum delivery. There is a focus on supporting teachers to integrate triangulated data to diagnose gaps in student learning and adjust teaching and learning programs.
- The SLP staff provide individualised support for teachers in meeting the learning needs of students diagnosed with ASD.

### Recommendations

The review team support the following:

- Strengthen the embeddedness of the Baldivis Secondary College Teaching and Learning Model by progressing the intent to introduce a formalised instructional coaching process.
- Continue to develop the ability of staff to use student data to inform their teaching programs.

## Student achievement and progress

A focus on student success underpins an explicit improvement agenda. This is evident in setting student performance targets and monitoring their achievement through the development of college-wide processes for the consistent collection and analysis of achievement and progress data.

### Commendations

The review team validate the following:

- WACE<sup>2</sup>, NAPLAN<sup>3</sup> and OLNA<sup>4</sup> student performance levels are aligned to those of contextually similar schools.
- Rigorous processes are in place that use data to inform the provision of relevant pathways for students beyond Year 10. These opportunities include ATAR<sup>5</sup>, alternate entry to university programs and the participation in a range of external training and general pathways.
- Systemic data is used to inform school improvement planning as evidenced by the introduction of a college-wide literacy approach in response to the analysis of NAPLAN and ONLA achievement.
- The use of Disciplined Dialogues provides a consistent objective college-wide approach to the analysis of data.

### Recommendations

The review team support the following:

- Consider collecting and monitoring post-school destination data to determine the success of senior secondary pathways.
- Continue to prioritise moderation practices across the college and external networks to provide ongoing support and consistency in making judgements about student achievement.

## Reviewers

Gary Crocetta  
**Director, Public School Review**

Peter Hurle  
**Principal, North Albany Senior High School  
Peer Reviewer**

## Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is to be scheduled for 2027. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Vocational Education and Training
- 2 Western Australian Certificate of Education
- 3 National Assessment Program – Literacy and Numeracy
- 4 Online Literacy and Numeracy Assessment
- 5 Australian Tertiary Admission Rank