



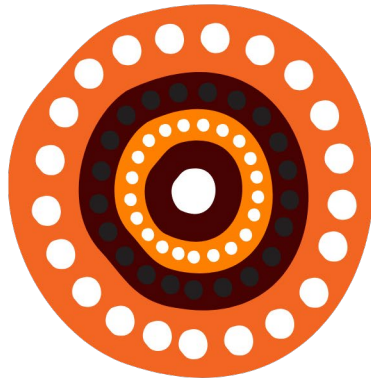
Baldivis
Secondary College

ANNUAL REPORT

2025

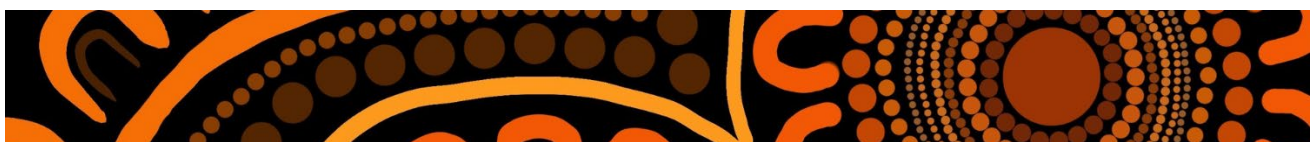


*Baldivis Secondary College acknowledges and
pays respect to the past, and present
Traditional Custodians and Elders of this
land, the Noongar people.*



CONTENTS

Contents.....	3
Principal's Message	4
Our College Vision	5
College Management	5
Our Workforce.....	5
College Board.....	6
Board Chair's Message.....	6
Our Students.....	8
Student Engagement and Attendance.....	9
Student Behaviour	11
Student Achievement and Progress – NAPLAN.....	12
Grade Distribution – Years 7 to 10	13
Student Achievement and Progress – OLNA	14
Year 12 Achievement.....	15
Vocational Education and Training (VET)	17
Targeted Initiatives	18
Funding and Use of Resources	18
Workforce Planning.....	20
Programs.....	21
College Self Assessment.....	22
Performance Against Business Plan Targets	22
Planned Actions.....	26
Student Achievement and Progress	26
Senior Secondary Achievement.....	27
Student Engagement and Attendance	28
Glossary	29



PRINCIPAL'S MESSAGE

This 2025 Annual Report offers parents, caregivers, and our broader community a candid account of Baldivis Secondary College's performance, progress, and priorities – covering student achievement across academic and vocational pathways, attendance, program delivery, and workforce development.

2025 was a significant year. Our recognition as an AVID National Demonstration Site affirms more than a decade of sustained commitment to high expectations, student agency, and evidence-based instruction. The AVID impact analysis conducted in 2025 confirms that our Year 9 students have gained approximately 11 months of reading value-add since 2015 and 8 months in numeracy – outpacing comparable local schools. This is not an accident; it is the result of deliberate, consistent teaching.

Attendance continued to decline in Semester 2, reaching 74.5%, and suspension numbers rose from 493 to 644 – not because more students are in conflict with the school, but because a smaller group is struggling more. Our WACE achievement rate held steady at 77%, while the secondary metrics offer more encouragement: our completion rate improved and our retention rate reached 86.4%, the highest in five years.

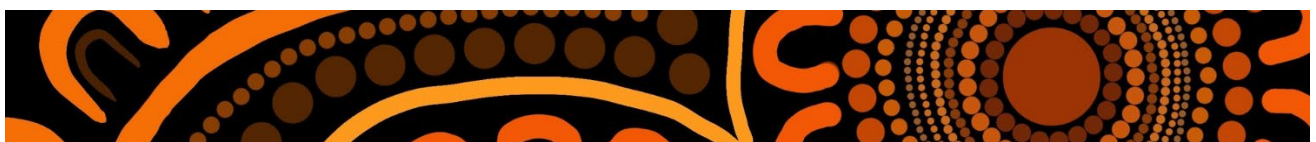
What gives me confidence is not the numbers that are improving, but the quality of thinking behind our response to the ones that are not. Our Disciplined Dialogue processes, Learning Area Self-Assessment Reviews, and MTSS-structured intervention reflect a College that is genuinely learning from its results – not explaining them away.

From our Aboriginal Bush Classroom to our first International Women's Day breakfast, 2025 brought moments that reflect who we are: a school that honours culture, amplifies voice, and ensures every student feels genuinely seen. Our College pillars of Respect, Knowledge, Excellence, Integrity, and Unity are not aspirational statements; they are the standards by which we measure ourselves every day.

The College Board, under the leadership of Chair Kat Lothian, provided active, engaged oversight throughout 2025. I thank each Board member for their commitment, and our Head Students Grace Fender and Nayef Naqaweh (pictured below), whose leadership strengthened our community in ways that data will never fully capture.

To our students, staff, families, and community: thank you. We hope this report reflects a school that is clear about where it stands, and resolute about where it is headed.

Alison Parolo
Principal



OUR COLLEGE VISION

Our vision is to provide a high-quality school experience for each and every student that promotes learning and wellbeing, and equips them with the knowledge, skills, and dispositions to achieve personal excellence in all they do and ultimately be the best that they can be.

With students at its centre, our vision outlines our aspirations for all students to achieve and grow, and to realise the goal of lifelong learning and wellbeing. Our vision for learning and wellbeing recognises the central role of educators in creating the optimal conditions for student success.

Our college pillars of Respect, Knowledge, Integrity, Unity and Excellence provide the foundation for everything we do, driving a culture of high expectations, belonging and continuous improvement.

COLLEGE MANAGEMENT

School Management

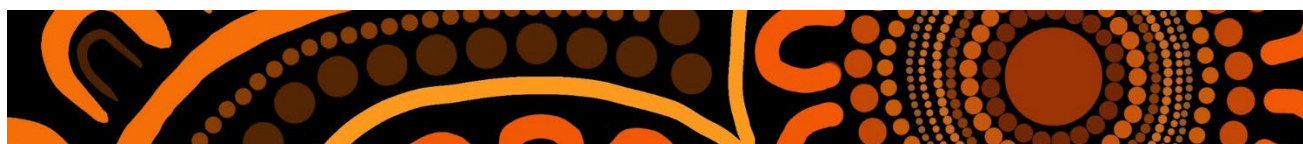
Role	Name
Principal	Alison Parolo
Deputy Principal	Lee Jarvinen
Deputy Principal	Amy Palmieri
Deputy Principal	Dwayne White
Manager Corporate Services	Karen Illich/Jacqui Dearle

OUR WORKFORCE

In 2025, Baldivis Secondary College maintained a dedicated workforce of 175 staff. The College continues to strategically invest in student support staff, reflecting the growing complexity of student needs and our commitment to inclusive, wellbeing-focused practices.

TABLE 5: FTE and Headcount of Staff for Occupation Groups – 2025

Staff Type	Number	FTE
Administration Staff	18	18.0
Teaching Staff	80	73.5
Allied Professionals	77	67.2
TOTAL	175	158.7



COLLEGE BOARD

The College Board provides a formal means of achieving community participation in our College, ensuring we are responsive to local needs. The functions of the Board include taking part in establishing and reviewing the College's objectives, prioritising general policy directions, taking part in financial planning, evaluating the College's performance, and promoting the College in the community.

Board Membership 2025

Name	Role
Kat Lothian	Board Chair Parent Representative
Alison Parolo	Principal
Steph McDonald	Parent Representative
Tamara Epiha	Parent Representative
David Taylor	Parent Representative
Matthew Baker	Parent Representative
Kallie Brodie	Community Representative
Claire Brown	Community Representative
Gary Illich	Staff Representative
Kristopher Kennedy	Staff Representative
Lee Jarvinen	Staff Representative
Abby Stevens	Staff Representative
Nayef Naqaweh	Student Representative
Grace Fender	Student Representative

BOARD CHAIR'S MESSAGE

As Board Chair, I am proud to introduce the Baldivis Secondary College Annual Report for 2025. Over the past 12 years, the College has built a strong community reputation grounded in care, inclusion and wellbeing. Baldivis Secondary College serves many students and families facing disadvantage, alongside young people with complex needs, and does so with compassion, respect and a genuine belief in every student.

A defining strength of the College is the way it wholeheartedly embraces diversity and its deep care for every student. Baldivis Secondary College has a huge heart, reflected in the way it listens and responds to students, families and the wider community. This responsiveness and commitment to belonging is something I value deeply as a parent, and it remains a cornerstone of the school's culture.

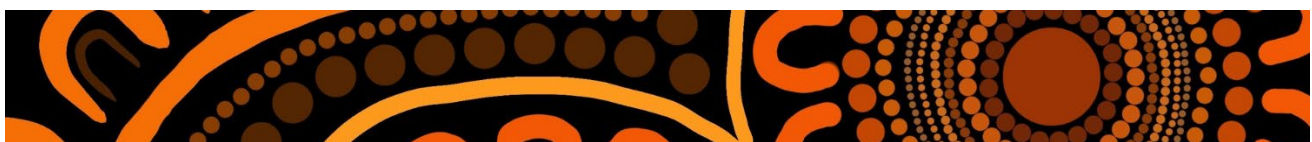
The same care extends to staff, with a strong and supportive team culture. In 2025, the College was recognised as an AVID National Demonstration Site, acknowledging its sustained focus on high expectations, student voice and post-school pathways.



During 2025, the Board continued to oversee the school's finances and focused on enacting the final year of the College's Business Plan while preparing to develop a new plan in 2026. We celebrated important milestones, including the opening of the Aboriginal Bush Classroom and the College's first International Women's Day breakfast event, reflecting the College's deep commitment to honouring culture and diversity.

I thank my fellow Board members for their dedication, including our 2025 Head Students, Grace Fender and Nayef Naqaweh, whose contributions strengthened the voice of students throughout the year.

Kat Lothian
Board Chair



OUR STUDENTS

Enrolments continued to grow in 2025, with the College recording 1,370 full-time students at the Semester 2 census – up from 1,323 in 2024.

The College serves a richly diverse student population, with 6.9% identifying as Aboriginal and 6.6% having a recorded disability.

TABLE 1: 2025 Enrolment Numbers by Year Group

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	TOTAL
241	242	224	226	252	185	1,370

TABLE 2: Student Number Trends 2021–2025

	2021	2022	2023	2024	2025
Lower Secondary (Yr 7–9)	1,001	879	877	933	933
Upper Secondary (Yr 10–12)	556	486	400	390	437
Total	1,557	1,365	1,277	1,323	1,370

TABLE 3: Student Profile

Student Group	Number	%
Full Time Students	1,370	—
Students with a Disability	90	6.6%
Aboriginal Students (Sem 1, 2025)	95	6.9%



Pictured above: Our student population reflects considerable ethnic diversity, with students born across 38 countries and approximately 24% of the 1,378 students born outside Australia, with the largest cohorts from New Zealand (131), the Philippines (51), England (38), and South Africa (21). This diversity is further reflected in language background, with 212 students speaking a language other than English at home across 41 languages, the most common being Filipino/Tagalog, Māori, and Afrikaans.



STUDENT ENGAGEMENT AND ATTENDANCE

Student attendance, behaviour and engagement are closely monitored as key indicators of school climate, student wellbeing and academic success. The 2025 data highlights continued challenges in lifting overall attendance rates, particularly in Semester 2, with a whole-school attendance rate of 74.5% – a decline from 77.1% recorded in Semester 2, 2024.

TABLE 4: Attendance and Absence Type – Semester 2, 2025

Year	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe
7	81.1%	95	68	58	30
8	75.7%	68	72	68	41
9	71.9%	63	60	48	61
10	70.9%	62	56	52	61
11	72.5%	58	74	62	55
12	72.7%	50	47	47	40

TABLE 5: Authorised and Unauthorised Absences – Semester 2, 2025

Year	Authorised	Unauthorised
7	70%	30%
8	62%	38%
9	48%	52%
10	52%	48%
11	50%	50%
12	47%	53%

TABLE 6: Attendance Risk Category Analysis – Semester 2, 2025

Attendance Category	Semester 2, 2025
Regular Attendance (90%+)	28%
Indicated Risk (80–90%)	27%
Moderate Risk (60–80%)	24%
Severe Risk (<60%)	21%



TABLE 7: Longitudinal Attendance Trend – Semester 2, 2022–2025

Attendance Rate	Sem 2, 2022	Sem 2, 2023	Sem 2, 2024	Sem 2, 2025*
Overall Attendance Rate	79.8%	79.9%	77.1%	74.5%
Regular Attendance	33.9%	35.0%	30.6%	28.4%
Authorised Absence	40.1%	41.4%	43.4%	55.1%
Unauthorised Absence	59.9%	58.6%	56.6%	44.9%



Pictured above: Events like NAIDOC Week (top left and right). Pink Stumps Day (bottom left) and Tries for Kids (bottom right) gave our students the opportunity to celebrate culture, support those in need, and strengthen the sense of community and belonging that defines life at Baldivis Secondary College.



STUDENT BEHAVIOUR

Our approach to student behaviour is guided by a whole-school commitment to Positive Behaviour Support (PBS), underpinned by our core values of Respect, Knowledge, Excellence, Integrity and Unity. While suspensions remain a necessary response to serious or repeated misbehaviour, our primary focus is on early intervention, restorative practices and skill development.

TABLE 8: Student Suspension Summary – 2023–2025

Suspension	2023	2024	2025
Number of Students Suspended	267	252	232
Number of Suspensions	613	493	644
Number of Days Lost	1,668.5	1,184.5	1,601.5

In 2025, there was an increase in total suspensions compared to 2024, with 644 suspensions recorded across 232 students. The increase in days lost to suspension (1,601.5 compared to 1,184.5 in 2024) highlights the need for continued focus on early intervention and restorative approaches. Physical aggression towards students (22.0%) and violation of code of conduct or school/classroom rules (27.0%) remained the most common suspension categories.

TABLE 9: Suspension Categories – 2025

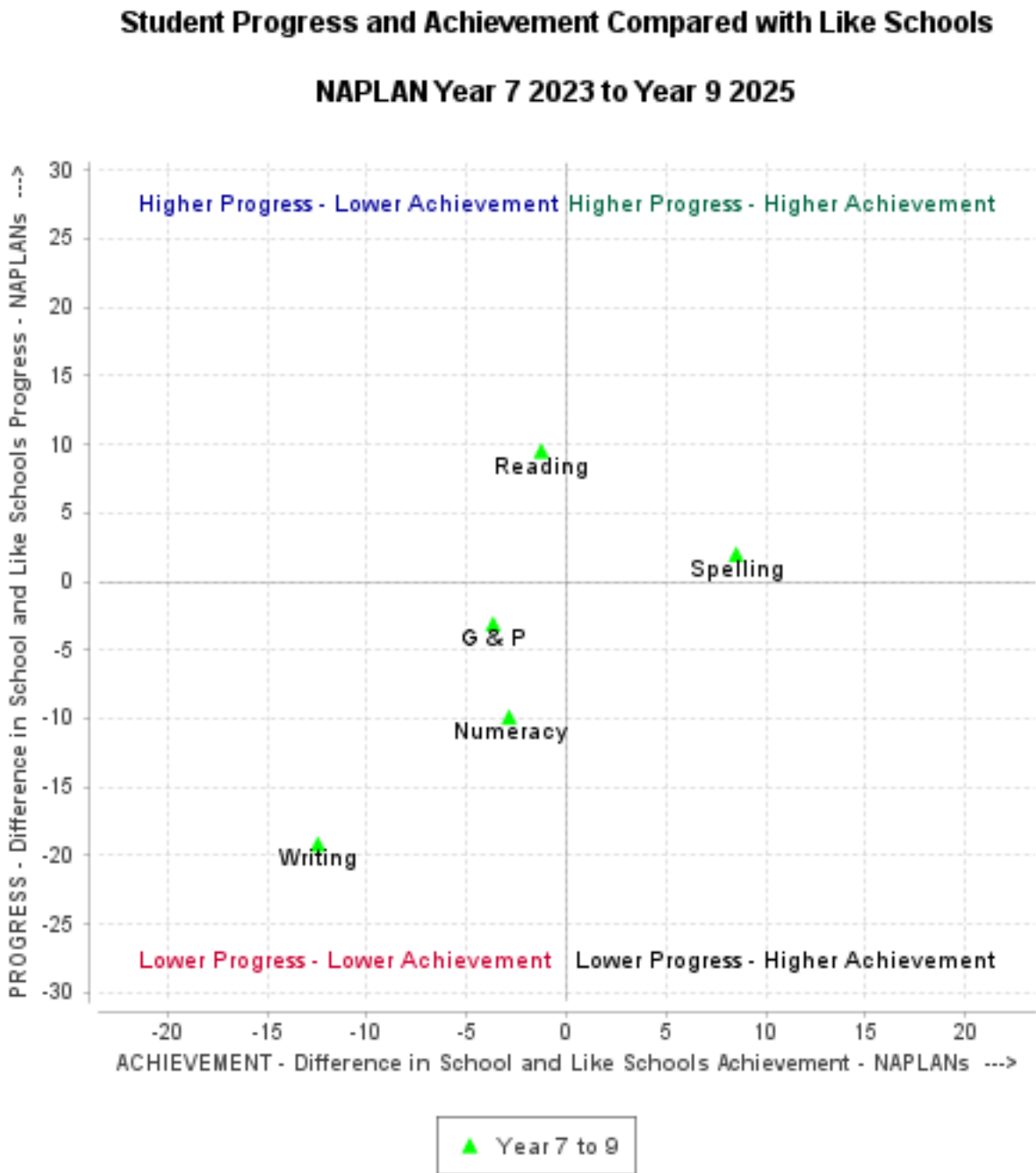
Category	Number	%
Violation of Code of Conduct/School Rules	174	27.0%
Physical Aggression Towards Students	142	22.0%
Abuse, Threats, Harassment or Intimidation of Staff	117	18.2%
E-Breaches	72	11.2%
Abuse, Threats, Harassment or Intimidation of Students	59	9.2%
Possession/Use of Substances (Restricted Sale)	23	3.6%
Damage to or Theft of Property	21	3.3%
Possession/Use of Illegal Substances	18	2.8%
Physical Aggression Towards Staff	13	2.0%
Negative Behaviour – Other	5	0.8%
Total	644	100%



STUDENT ACHIEVEMENT AND PROGRESS – NAPLAN

NAPLAN results for 2025 showed a continuation of previous trends, with the school performing below expected levels relative to predicted means across several domains. Results highlighted particular challenges in Numeracy and Writing at both Year 7 and Year 9, while Year 9 Reading demonstrated a notable improvement to above expected performance.

FIGURE 1: NAPLAN Comparative Performance Summary – 2023–2025



Year 9 NAPLAN results from 2023 to 2025 present a genuinely mixed picture: Reading is a clear strength, with 55% of students in the top two proficiency bands and above-expected progress relative to Like Schools, while Spelling also holds above-average achievement – however Writing and Numeracy tell a different story, with both domains showing below-expected progress over



the same period, declining top-band representation, and bottom-band percentages that have grown, meaning a significant proportion of students are entering senior school with weaker foundations in the two skills most critical to achieving WACE. TABLE 12: NAPLAN Proficiency Bands Year 9 – 2023–2025

TABLE 10: Comparative NAPLAN Proficiency Bands 2023–2025

		School			Like Schools			WA Public Schools		
Proficiency Level	NAPLAN Score Range	2023	2024	2025	2023	2024	2025	2023	2024	2025
Numeracy										
Exceeding	673 and above	2%	3%	4%	5%	4%	4%	10%	9%	11%
Strong	536 – 672	47%	51%	45%	53%	55%	52%	53%	55%	52%
Developing	463 – 535	39%	40%	34%	32%	31%	32%	25%	25%	23%
NAS	462 and below	13%	6%	16%	10%	9%	13%	11%	10%	11%
Reading										
Exceeding	639 and above	5%	13%	7%	9%	11%	9%	16%	17%	16%
Strong	539 – 638	44%	46%	48%	49%	50%	49%	46%	47%	48%
Developing	464 – 538	37%	32%	35%	30%	29%	30%	26%	25%	25%
NAS	463 and below	14%	10%	11%	11%	9%	12%	11%	10%	10%
Writing										
Exceeding	647 and above	8%	11%	13%	10%	15%	12%	15%	20%	19%
Strong	553 – 646	37%	39%	31%	42%	42%	39%	39%	38%	38%
Developing	469 – 552	38%	36%	38%	37%	34%	35%	31%	28%	28%
NAS	468 and below	17%	14%	19%	12%	9%	13%	14%	12%	13%

In 2025, Year 9 Reading showed the strongest improvement with 55% of students achieving in the top two proficiency bands – up from 49% in 2023 – while Numeracy and Writing trended in the opposite direction, with bottom two band percentages increasing across both domains. Across all three areas, the school continues to trail both Like Schools and WA Public Schools in the Exceeding band, most notably in Numeracy where only 4% of students reached the highest level compared to 11% of WA Public School students.



Pictured above: Baldivis Secondary College celebrated outstanding achievements across the arts in 2025, with a student's expressive pastel portrait of a Highland cow earning recognition for exceptional technical skill in visual art (middle), dance students taking home the YoH Fest Excellence awards (left) , and both the guitar ensemble (right) and concert band delivering polished performances at the WA Government Schools Music Society (WAGSMS) showcase.



GRADE DISTRIBUTION – YEARS 7 TO 10

The 2025 Semester 2 grade distribution analysis compares school performance against like schools across four core learning areas. HASS remains the most persistent area of underperformance across all year levels, while English continues to be a relative strength. Mathematics showed strong results in Years 7, 8 and 10. Science is improving, though Year 8 Science requires continued targeted attention.

TABLE 11: Grade Distribution Overview – Semester 2, 2025 (vs Like Schools)

Learning Area	Year 7	Year 8	Year 9	Year 10
Mathematics	Above ↑	Above ↑	Below ↓	Above ↑
English	Above ↑	Above ↑	Above ↑	Below ↓
Science	Above ↑	Below ↓	Above ↑	Above ↑
HASS	Below ↓	Below ↓	Below ↓	Below ↓

HASS is consistently below like schools across all year levels. English is strong, though Year 10 Semester 2 warrants further investigation. Science is trending positively, with Year 8 an exception. Mathematics is strong in Years 7, 8 and 10; Year 9 requires ongoing attention.



Our **Specialised Learning Program for Autism (SLP-A)** demonstrated strong progress in 2025, with student attendance rising to an average of 86.9% – the highest recorded across the three-year period – and suspension days falling dramatically from 38 in 2023 to just 2 in 2025, representing a 95% reduction. Academic outcomes were encouraging, particularly in HASS (63% of goals achieved) and Science (57%), with Year 7 students showing the most notable grade improvements of up to three grade levels between semesters. Student wellbeing and social connection also showed positive signs, with 88% of surveyed students reporting they had made friends through the program, and the majority rating staff support as "Well" or "Very Well."



STUDENT ACHIEVEMENT AND PROGRESS – OLNA

The Online Literacy and Numeracy Assessment (OLNA) measures students' attainment of the literacy and numeracy standard required for WACE. The tables below show OLNA qualification status for current Year 10, 11 and 12 students as at October 2025.

TABLE 12: Year 10 Students – Qualified In (2025)

	Qualified in Year 9	Qualified in Year 10	Not Qualified
School 2025	30 (13.2%)	71 (31.1%)	127 (55.7%)
Like Schools	14.7%	31.4%	53.9%

TABLE 13: Year 11 Students – Qualified In (2025)

	Yr 9	Yr 10	Yr 11	Not Qualified
School 2025	23 (8.8%)	46 (17.6%)	86 (32.8%)	107 (40.8%)
Like Schools	10.4%	25.3%	22.2%	42.1%

TABLE 14: Year 12 Students – Qualified In (2025)

	Yr 9	Yr 10	Yr 11	Yr 12	Not Qualified
School 2025	12 (6.4%)	75 (39.9%)	39 (20.7%)	21 (11.2%)	41 (21.8%)
Like Schools	17.4%	32.4%	19.8%	10.9%	19.6%

Dux Awards – 2025



ATAR Dux – Jasper Lothian



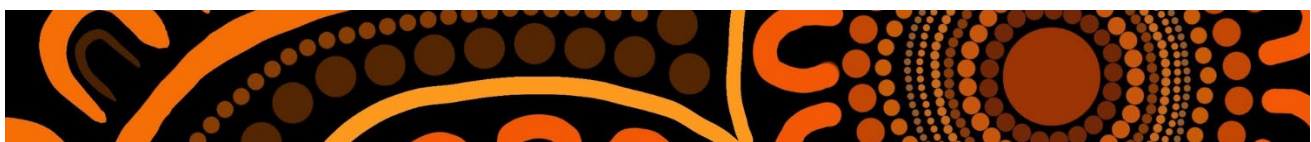
General Dux – Katherine Bell



VET Dux – Kealy Kennaugh

Scholarships

In 2025, seven students were recognised through prestigious external scholarship and award programs – a reflection of the growing aspirations and capabilities of our young people. Two Year 12 graduates received the Curtin University Murdoch University Ngala Kwop Bididi Brighter Futures Scholarship, three received TLC Learning for Tomorrow Academic Achievement Awards recognising their dedication, perseverance and academic excellence, and two Year 10 students received Experience STEM @ Murdoch scholarships through the Kwinana Industries Council.



YEAR 12 ACHIEVEMENT

In 2025, 185 students were enrolled in Year 12 at Semester 2 census. The WACE achievement rate for WACE-eligible students remained at 77%, consistent with 2024. The College continues to work to improve literacy and numeracy standard attainment, which remains the primary barrier to WACE for a number of students.

TABLE 15: WACE Achievement – 2020–2025

	2020	2021	2022	2023	2024	2025
School – WACE Eligible (%)	172 (83%)	224 (84%)	198 (84%)	170 (88%)	130 (77%)	132 (77%)
Like Schools (%)	86%	87%	85%	88%	89%	85%
State – DOE (%)	89%	89%	89%	90%	90%	90%

TABLE 16: WACE Literacy and Numeracy Standards Met (WACE Eligible Students)

Component	2020	2021	2022	2023	2024	2025
Reading	98%	96%	97%	98%	92%	93%
Writing	92%	94%	97%	96%	89%	92%
Numeracy	89%	92%	91%	94%	86%	88%
Combined Lit and Num	85%	88%	89%	91%	82%	83%

TABLE 17: Secondary Metrics – 2020–2025

Metric	2020	2021	2022	2023	2024	2025
Completion Rate	65.9%	67.9%	58.1%	53.8%	55.7%	57.6%
Apparent Retention Rate	71.4%	80.6%	67.2%	60.3%	82.7%	86.4%
Progress and Achievement	—	—	—	—	17.6%	22.7%

The improvement in WACE completion rate (57.6% in 2025, up from 55.7% in 2024) and an apparent retention rate of 86.4% — the highest in five years — are positive indicators. The progress and achievement metric also improved from 17.6% to 22.7%, reflecting growing effectiveness of senior school strategies.

TABLE 18: WACE Examination Participation (ATAR)

Year	Eligible Year 12 Students	ATAR Students	% ATAR Students
2023	199	30	15%
2024	169	18	11%
2025	172	14	8%



TABLE 19: ATAR Performance – Number of Students (%)

ATAR Band	2021	2022	2023	2024	2025
99+	—	—	—	1 (6%)	—
90–98.95	3 (7%)	4 (10%)	3 (10%)	4 (22%)	—
80–89.95	10 (22%)	10 (25%)	8 (27%)	2 (11%)	—
70–79.95	8 (18%)	7 (18%)	7 (23%)	3 (17%)	2 (14%)
55–69.95	10 (22%)	5 (13%)	6 (20%)	5 (28%)	7 (50%)
<55	14 (31%)	13 (33%)	6 (20%)	3 (17%)	5 (36%)

Note: 2025 ATAR data is limited due to the small number of students (14) sitting the ATAR program, requiring care in interpretation.

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training continues to play a vital role in supporting diverse student pathways. In 2025, 90% of VET-enrolled students were funded, with 146 students enrolled in VET as part of their WACE.

The majority of students completed their qualifications through school-based RTOs, TAFE and private providers.

TABLE 20: VET Participation Rate

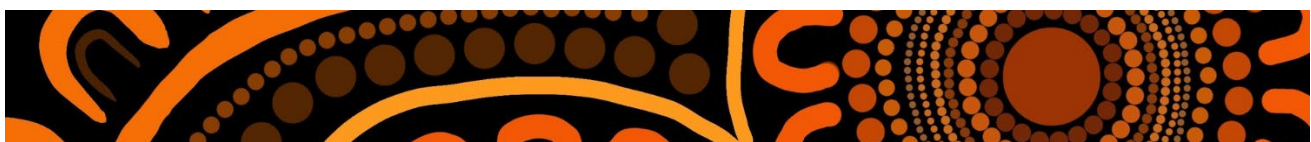
	2020	2021	2022	2023	2024	2025
School VET Enrolments (% of cohort)	233 (89%)	305 (91%)	271 (82%)	210 (68%)	167 (73%)	146 (63%)
Funded VET Students	83%	81%	81%	81%	86%	90%

TABLE 21: Highest VET Qualification Achieved

Qualification	2021	2022	2023	2024	2025
Certificate IV	1 (<1%)	5 (2%)	3 (1%)	1 (1%)	6 (4%)
Certificate III	25 (8%)	25 (9%)	23 (11%)	12 (7%)	11 (8%)
Certificate II	223 (73%)	179 (66%)	141 (67%)	103 (62%)	87 (60%)
No Certificate Completed	56 (18%)	62 (23%)	43 (20%)	51 (31%)	42 (29%)

TABLE 22: Endorsed Programs Unit Equivalents Achieved

	2021	2022	2023	2024	2025
Endorsed Program Units	428	265	258	233	235



TARGETED INITIATIVES

Targeted Initiative funding is directed purposefully to meet the improvement targets articulated in operational plans.

TABLE 23: Targeted Initiative Funding

Targeted Initiative	Amount (\$)
Specialist Learning Programs for Autism Spectrum Disorder	\$ 373,774.42
VET Delivered to Secondary Students	\$ 415,538.68
School Psychologists	\$ 174,422.82
Specialist Career Practitioners	\$ 131,310.15
Additional Support – Mental Health Programs	\$ 13,131.02
Chaplaincy and Student Wellbeing Program	\$ 25,849.63
Level 3 Classroom Teachers	\$ 13,131.02
Sporting Schools Programme	\$ 2,550.00
Other Targeted Initiatives	\$ 76,706.43
Total	\$ 1,226,414.49

FUNDING AND USE OF RESOURCES

In 2025, Baldivis Secondary College received a total of \$20,391,432.40 in Student Centred Funding. Resources were allocated strategically to ensure maximum impact on student achievement, wellbeing and engagement.

TABLE 24: Student Centred Funding 2025

Funding Component	Amount (\$)
Per Student Funding	\$ 14,901,758.00
Student and School Characteristics	\$ 4,040,380.04
Disability Adjustments	\$ 71,426.54
Targeted Initiatives	\$ 1,226,414.49
Operational Response Allocation	\$ 94,322.89
Regional Allocation	\$ 57,130.44
Total	\$ 20,391,432.40

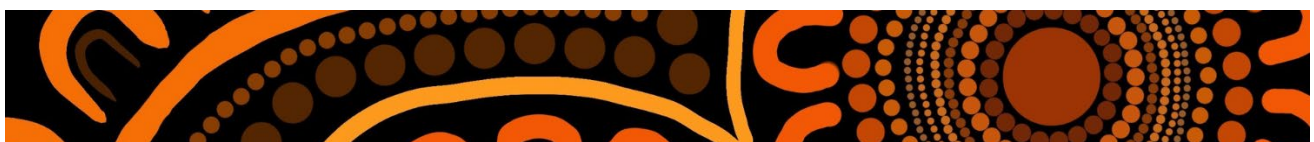


TABLE 25: Student and School Characteristics Funding

Category	Funded FTE	Amount (\$)
Aboriginality	95	\$ 224,366.14
Disability	265	\$ 3,212,640.24
English as Additional Language or Dialect	14	\$ 46,186.00
Social Disadvantage	569	\$ 557,187.66
Total	943	\$ 4,040,380.04

TABLE 26: Locally Raised Funds (Revenue)

Revenue	Amount
Voluntary Contributions	\$ 60,529.40
Charges and Fees	\$ 660,168.81
Fees from Facilities Hire	\$ 5,000.00
Fundraising/Donations/Sponsorships	\$ 44,470.00
Commonwealth Govt Revenues	\$ 30,000.00
Other State Govt/Local Govt Revenues	\$ 52,139.80
Revenue from CO, Regional Office and Other schools	\$ 97,356.44
Total	\$ 1,223,259.13

TABLE 27: Goods and Services (Cash Expenditure)

Expenditure	Amount
Administration	\$ 190,045.49
Lease Payments	\$ 203,989.91
Utilities, Facilities and Maintenance	\$ 543,007.33
Buildings, Property and Equipment	\$ 492,126.83
Curriculum and Student Services	\$ 1,260,503.16
Professional Development	\$ 82,185.99
Transfer to Reserve	\$ 30,000.00
Other Expenditure	\$ 32,674.75
Payment to CO, Regional Office and Other schools	\$ 98,106.44
Total	\$ 2,932,640

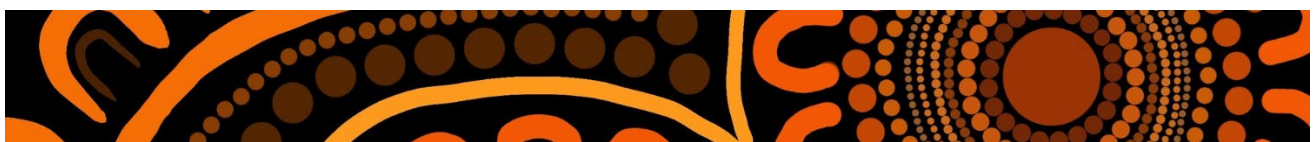


TABLE 28: Utility Costs – 2025–2025

Service	2023	2024	2025
Electricity	\$151,689	\$157,802	\$153,171
Gas	\$14,239	\$8,718	\$11,354
Water	\$63,149	\$77,663	\$73,355
Total	\$229,077	\$244,183	\$237,879

WORKFORCE PLANNING

The Finance Committee continues to monitor the College workforce monthly by reviewing data from the School Resourcing System and HRMIS. This ensures staffing remains within One Line Budget parameters and aligns with College priorities.

In 2025, the College continued to attract high-quality teaching staff and maintained strong retention rates.

Workforce planning considers shifts in local context including the impact of new schools, enrolment changes from nearby housing developments and employment trends.



Events such as EA Appreciation Week (top) , and Cleaner Appreciation Day (bottom) provide opportunities to recognise and celebrate the invaluable contributions our staff make to the life and culture of Baldivis Secondary College – reminding us that a great school is built by great people.



PROGRAMS

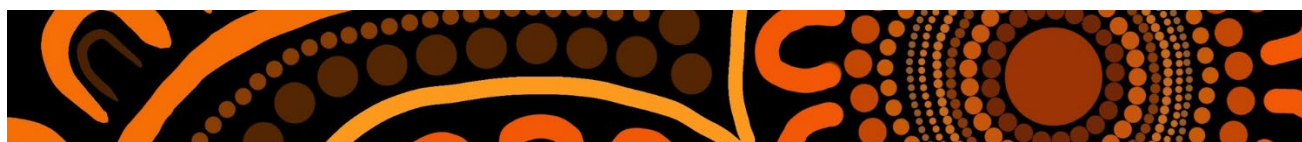
Department Endorsed Programs

Baldivis Secondary College hosts a Specialised Learning Program for students with Autism. This program caters for the needs of Autistic students from Year 7 to Year 12 and are designed for students at significant risk of disengagement or underachievement

Teaching and learning activities are aligned to the Western Australian Curriculum, with personalised plans addressing each student's specific learning needs. Programs use evidence-based teaching approaches including applied behavioural analysis, explicit teaching and positive behaviour support.

TABLE 29: Key Programs and Initiatives – 2025

Program / Initiative	Focus Area
AVID (Advancement Via Individual Determination)	Whole-school improvement; literacy, student agency, post-school pathways.
AVID National Demonstration Site	Recognition of sustained AVID implementation excellence.
PBS (Positive Behaviour Support)	Whole-school behaviour framework.
Corrective Reading / Literacy Intervention	Targeted literacy support (Tier 2 and 3).
Future Ready	Senior school pathways from Year 7.
University Enabling Programs (Murdoch TLC / Curtin UniReady)	Alternative university entry pathways.
Bushrangers Program	Endorsed program – sustainability and land management.
VET and Workplace Learning	Vocational pathways and employment readiness.
Rugby League Program	School-based rugby league program for girls (pictured bottom left) and boys.
Instrumental Music School Services (IMSS)	Specialised instrumental music program for public school students (pictured bottom right).



COLLEGE SELF ASSESSMENT

At Baldivis Secondary College, school improvement aims to enhance student outcomes — both academic achievement and overall wellbeing. In 2025, the College maintained a strong focus on data-informed decision-making, using a wide range of measures — including academic progress, attendance, behaviour, engagement and wellbeing — to guide professional dialogue and action.

Our data analysis framework ensures information is collected, organised and used purposefully to set targeted goals for improvement. Central to this process is the use of the Disciplined Dialogue framework, which supports staff to examine evidence, identify areas of need, and implement and evaluate focused strategies.

In 2025, the College achieved recognition as an AVID National Demonstration Site — a significant milestone that acknowledges the sustained implementation of the AVID framework across all four domains of Instruction, Systems, Culture and Leadership.

PERFORMANCE AGAINST BUSINESS PLAN TARGETS

Target: Increase the percentage of Year 7 and 9 students achieving in the top two proficiency levels of NAPLAN testing in both literacy and numeracy, while concurrently reducing the percentage of students in the bottom two proficiency levels.

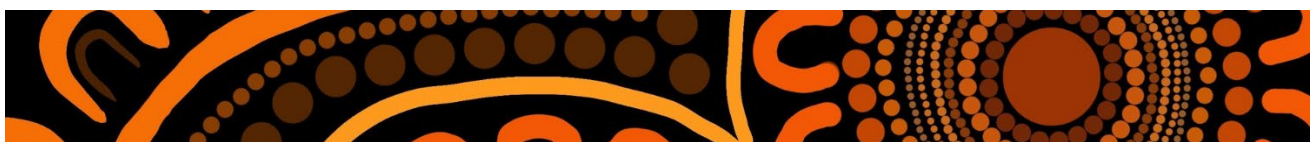
Progress Against Priority

NAPLAN 2025 Year 9 results present a mixed picture across the three domains assessed. The most encouraging development is in Reading, where the proportion of students in the top two proficiency levels (Exceeding + Strong) reached 55% in 2025 — up from 49% in 2023 — and the combined bottom two levels (Developing + NAS) fell from 51% to 46%. This is a meaningful positive shift consistent with the College's above-expected performance rating in Year 9 Reading in 2025.

Numeracy results remain a persistent concern. In 2025, only 49% of Year 9 students were in the top two bands — a slight decline from 54% in 2024 — while the combined bottom two bands increased to 50%. Although AVID impact analysis (Goss, January 2026) confirms approximately 8 months of numeracy value-add since 2015, the current proficiency distribution indicates that additional targeted intervention is required to translate this growth into improved band outcomes.

Writing shows improvement in the Exceeding band (8% → 13%, 2023–2025), however the Strong band has declined from 37% to 31%, and the NAS proportion has grown from 17% to 19%. The net result is that the top two bands combined have remained relatively flat (45%) while the bottom two have grown (57% in 2025 vs 55% in 2023) — indicating that Writing requires sustained, whole-school priority in 2026.

Compared to Like Schools and WA Public Schools, Baldivis Secondary College continues to show lower representation in the Exceeding band across all domains. Closing this gap, particularly in Numeracy where the school trails WA Public Schools by 7 percentage points in the Exceeding band, is a priority for the 2026 Business Plan cycle.



Target: Increase the percentage of students meeting the minimum standard for literacy and numeracy by the end of Year 12.

Progress Against Priority

Results in 2025 show a modest recovery from the significant decline recorded in 2024. Across all three OLNA components, the percentage of WACE-eligible students meeting the standard improved compared to 2024. Reading improved from 92% to 93%, Writing improved from 89% to 92%, and Numeracy improved from 86% to 88%. The combined literacy and numeracy standard (met by WACE-eligible students) increased from 82% in 2024 to 83% in 2025.

While these improvements are encouraging, performance across all components remains below the five-year high achieved in 2023 (Reading 98%, Writing 96%, Numeracy 94%). Numeracy continues to be the most significant barrier. At the cohort level (all students, including those not WACE-eligible), Reading was met by 76%, Writing by 73%, and Numeracy by 70% — all showing incremental improvement on 2024.

Target: Increase in the percentage of students achieving in A, B and C grades across all year levels, while concurrently reducing the percentage of students achieving D and E grades.

Progress Against Priority

The 2025 Semester 2 Grade Distribution analysis compares school performance against like-school benchmarks across Years 7–10 in the four core learning areas. The pattern of results is mixed, with some learning areas and year levels performing above like schools and others below.

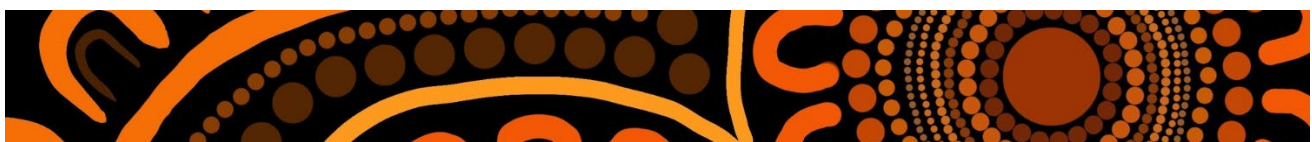
English is generally a strength — above like schools in Years 7, 8 and 9, though Year 10 Semester 2 dipped below benchmark. Mathematics is strong in Years 7, 8 and 10, with Year 9 remaining a persistent weak point across both semesters. Science improved across most year levels, with Year 8 remaining the exception — showing sustained below-benchmark performance. HASS is the most significant challenge, tracking below like schools across all year levels and across time, with only Year 9 Semester 2 showing a recent improvement.

Target: Increase the number of students successfully achieving the Western Australian Certificate of Education.

Progress Against Priority

The 2025 WACE achievement rate for WACE-eligible students was 77%, consistent with 2024 and representing a recovery plateau following the 11-percentage-point decline between 2023 (88%) and 2024 (77%). While the rate has not yet recovered to prior levels, the secondary metrics tell a more encouraging story: the overall WACE completion rate (actual and potential cohort) improved from 55.7% in 2024 to 57.6% in 2025, and the apparent retention rate reached 86.4% — the highest in five years.

The primary barrier to WACE attainment continues to be the literacy and numeracy standard requirement. In 2025, 83% of WACE-eligible students met the combined standard, up from 82% in 2024 but still below the 91% recorded in 2023. The C grade achievement standard was met by 88% of WACE-eligible students.



Target: Increase the percentage of graduating students who meet eligibility requirements for university enrolment.

Progress Against Priority

The proportion of students pursuing the full ATAR pathway has continued to decline, with 14 students (6% of the cohort, 8% of WACE-eligible) completing ATAR in 2025, down from 18 (8% of cohort) in 2024 and 30 (10%) in 2023. The small ATAR cohort size in 2025 makes interpretation of ATAR performance data particularly sensitive.

Of 2025 ATAR students for whom data is available, 14% achieved 70–79.95 and 50% achieved 55–69.95, with 36% below 55. The tricile distribution shows 100% of the 2025 ATAR cohort falling in the low tertile – a significant concern that reflects the small cohort composition and requires careful contextualisation. No students achieved 80 or above in 2025, compared to 5 students (28%) in 2024.

University enabling program pathways (Murdoch TLC, Curtin UniReady) continue to provide an important alternative route to tertiary study and are actively promoted as part of the College's university pathways approach.

Target: Increase the percentage of students whose Year 12 achievement meets thresholds linked to their Year 9 NAPLAN results.

Progress Against Priority

The 2025 Secondary Metrics progress and achievement data shows an improvement from 17.6% in 2024 to 22.7% in 2025 – meaning 44 of 194 students in the denominator met their Year 12 achievement threshold.

This is an improvement of 5.1 percentage points and represents the second year in which this data has been available for analysis.

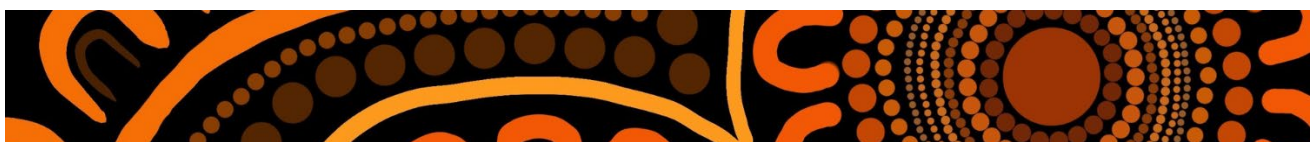
Examination of performance by NAPLAN band reveals that Band 7 students are performing best relative to threshold (40.0%) while students who achieved Band 9 or 10 are not always translating their early academic potential into senior secondary achievement, with Band 9 at 4.2% and Band 10 at 0%. This pattern suggests that there is an ongoing need for high-potential students to be provided with more aspirational course pathways and extension opportunities.

Target: Increase the percentage of students in the 'regular' attendance category, while concurrently reducing the percentage of students in the 'severe' attendance category.

Progress Against Priority

This target has not been met in 2025. The proportion of students in the 'regular' attendance category (90% or above) declined from 30.6% in Semester 2, 2024 to 28.4% in Semester 2, 2025. In absolute numbers, 396 students were in the regular category in Semester 2, 2025 compared to 418 in Semester 2, 2024.

More concerningly, the percentage of students in the 'severe' attendance category (below 60%) increased significantly – from 16.8% in Semester 2, 2024 to 20.6% in Semester 2, 2025, representing 288 students. This is the highest recorded proportion of severely at-risk students in the three-year data set. The Semester 1 results were more positive (40.2% regular, 15.3% severe), confirming the persistent Semester 2 decline pattern observed in previous years.



Target : Increase overall school attendance rates, reflecting heightened engagement.

Progress Against Priority

Overall school attendance declined in 2025. The whole-school attendance rate for Semester 2, 2025 was 74.5%, down from 77.1% in Semester 2, 2024 and 79.9% in Semester 2, 2023. The Semester 1 rate of 79.2% was similarly lower than Semester 1, 2024 (83.0%) and Semester 1, 2023 (83.3%).

Comparing to like schools and the state, the Schools Online report shows BSC's 2025 overall attendance at 79.2% (non-Aboriginal) and 72.1% (Aboriginal), compared to like school averages of 80.7% and 64.1% respectively. The total school rate of 79.2% sits slightly below the like-schools average of 79.4%, and below the WA Public Schools average of 81.7%.

Attendance by year group in Semester 2, 2025 ranged from 72.5%–72.7% (Years 9–12) to 81.1% (Year 7), with a clear pattern of declining attendance as students' progress through secondary school.

Target: Reduce suspension rates annually.

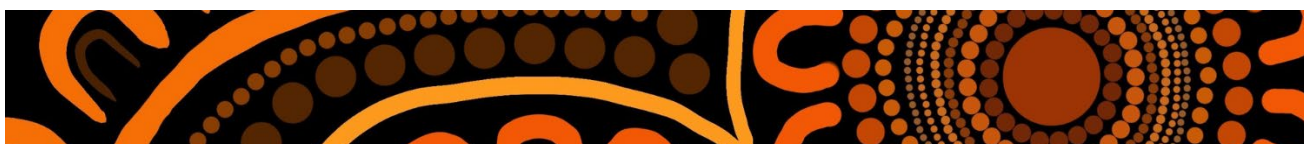
Progress Against Priority

This target has not been met in 2025. After a significant improvement in 2024 — when suspensions fell from 613 to 493 and days lost from 1,668.5 to 1,184.5 — 2025 saw a reversal: suspensions increased to 644 (up 31%) and days lost to suspension rose to 1,601.5 (up 35%), approaching 2023 levels. The number of students suspended (232) remained below the 2023 peak (267) and below 2024 (252), suggesting more suspensions are being issued per student rather than a broader increase in the suspended population.

Physical aggression towards students (22.0%) and violation of code of conduct or school/classroom rules (27.0%) were the two largest categories, together accounting for 49% of all suspensions. E-Breaches increased to 11.2% (72 incidents). Abuse, threats, harassment or intimidation of staff remained elevated at 18.2%.



Pictured above: Pathway planning is an integral part of our Future Ready program, through which students explore the full range of post-school options available to them. From Try-a-Trade and TAFE Tasters to Kwinana Industries Council iProjects (above left) and direct conversations with University Course Advisors (above right), our students are supported to make informed, confident decisions about their future.



PLANNED ACTIONS

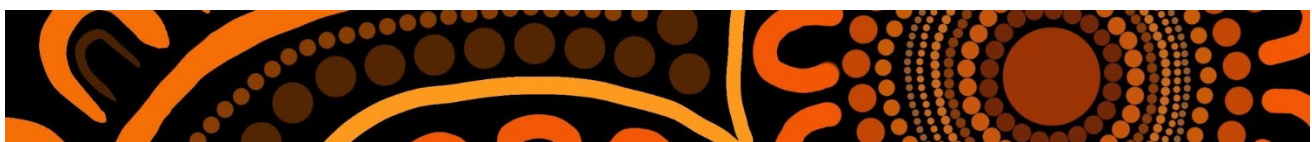
STUDENT ACHIEVEMENT AND PROGRESS

1. Literacy and Numeracy Improvement

- Continue the implementation of a whole-school disciplinary literacy approach embedded across all learning areas, with each learning area developing and enacting a Literacy Operational Plan that integrates literacy goals into subject-specific planning and shared teaching responsibilities.
- Initiate a phased, whole-school numeracy improvement strategy using the same disciplined model as literacy: dedicated PLC time, learning area numeracy plans, and staff upskilling – ensuring numeracy is no longer treated as Mathematics' sole responsibility.
- Expand Corrective Reading and Tier 2/3 literacy intervention in partnership with Dr Eugénie Kestel and co-develop a companion numeracy intervention model aligned with MTSS principles, ensuring students not meeting standard receive structured, evidence-based support.
- Increase targeted OLN preparation through structured workshops, diagnostic tools and practice assessments – with particular focus on numeracy, which remains the most significant barrier to WACE. Embed OLN readiness into senior school programming from Year 10.
- Strengthen case management for students at risk of not meeting the literacy and numeracy standard: personalised learning plans, regular progress reviews, goal-setting and referral pathways that activate early – not just in Year 12.

2. AVID Framework

- Sustain AVID implementation across all four domains – Instruction, Systems, Culture and Leadership – with the Year 9 Reading gains and National Demonstration Site recognition confirming that AVID-aligned instruction is driving measurable improvement beyond that of comparable local schools.
- Prioritise small-group tutoring and WICOR strategy implementation, particularly in learning areas where grade distribution is below like-school benchmarks, using data from Disciplined Dialogue reviews to direct tutorial intensity and focus.
- Leverage AVID National Demonstration Site status to access professional networks, share effective practice and attract external expertise – embedding the evidence base from the Goss (2026) analysis into staff professional learning to consolidate and extend Year 9 gains to Year 7.
- Continue to utilise Elastik to support systematic, individual-level growth tracking across all year levels – moving from directional trend data to robust annual growth evidence aligned with Target 3 requirements.



3. Learning Area Targeted Improvement

- Prioritise Learning Area Self-Assessment Reviews using 2025 grade distribution data, and design explicit, data-informed improvement strategies.
- Continue to use Disciplined Dialogue processes to identify root causes of underperformance, distinguish between curriculum, pedagogy, assessment and cohort factors, and design targeted responses with measurable interim milestones.
- Address Year 8 Science underperformance through targeted curriculum review, reassessment of delivery and assessment design, and structured peer learning between Year 8 and higher-performing year levels.

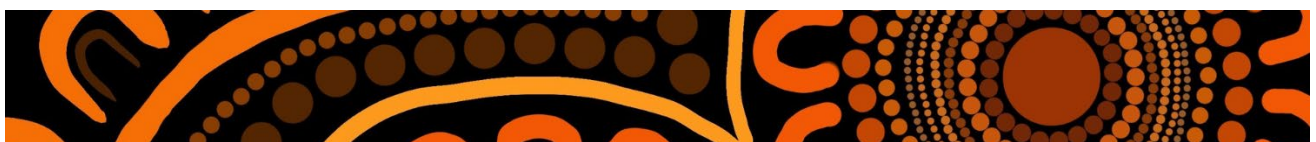
SENIOR SECONDARY ACHIEVEMENT

1. Course Counselling, Pathways and Aspirational Expectations

- Embed Secondary Metrics data as a core, non-negotiable tool in Year 10 course counselling: every student with Band 7 or above at Year 9 NAPLAN should receive explicit discussion of their progress and achievement threshold and the course choices most likely to enable them to meet it.
- Develop a structured response to the under conversion of high NAPLAN band students (Bands 8–10): review whether these students are being guided towards sufficiently challenging course selections and implement targeted extension and enrichment programs within their chosen pathways.
- Actively promote and expand university enabling program pathways (Murdoch TLC, Curtin UniReady) to broaden the pipeline of university-eligible graduates beyond the declining ATAR cohort. Track enabling program completion rates as a separate university eligibility metric alongside ATAR.
- Review ATAR subject offerings to ensure that courses capable of attracting and stretching high-performing students are available, staffed by experienced teachers, and supported by structured mentoring and exam preparation.

2. Senior School Monitoring and Intervention

- Implement regular performance tracking for all Year 11 and 12 students — identifying students at risk of not meeting the C grade standard, literacy/numeracy standard or breadth and depth requirements early enough to intervene.
- Introduce a structured Year 12 case management process for at-risk students from Term 1: proactive communication with students and families, attendance monitoring, assessment submission tracking and escalation pathways. The 2024 decline and 2025 plateau in WACE rates both point to students reaching Year 12 without adequate preparation — earlier intervention is required.
- Embed the Tertiary and Career Readiness Framework from Year 7 to support Individual Pathway Planning.
- Conduct detailed ATAR exam review and structured exam preparation within Year 11 and 12 Future Ready classes, with experienced ATAR teachers providing explicit mentoring on standards, moderation and examination technique — particularly in subjects where the school mean sits below state average.



STUDENT ENGAGEMENT AND ATTENDANCE

1. Proactive Behaviour Support and Prevention

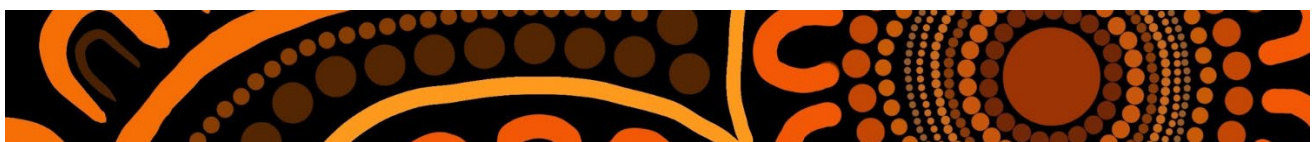
- Conduct a structured analysis of the 2025 suspension data — by year group, gender, category, time of year and number of prior suspensions — to identify specific patterns requiring targeted response. The reversal from 493 to 644 suspensions in a single year is not explained by a growth in the number of students suspended; it reflects an increase in the rate of re-suspension among an existing group of students.
- Strengthen early identification and intervention for the cohort of recidivist students: assign dedicated case managers, implement Tier 3 individualised behaviour support plans with Functional Behaviour Assessments, and review whether current re-entry processes are adequately addressing the drivers of repeated suspension.
- Expand restorative practice as the default response for Code of Conduct violations and student-to-student conflict — which together account for nearly one-third of all suspensions. Restorative conferencing, peer mediation and structured re-entry conversations should be formalised processes, not ad hoc responses.
- With 72 incidents representing 11.2% of all suspensions, e-device breaches are a significant and addressable area. Refine Mobile Phone Procedures to equip staff with practical, graduated strategies that address breaches early and reduce escalation to suspension, supported by proactive student education and strengthened parent partnership.

2. Whole-School Positive Culture

- Ensure all staff receive targeted professional learning in positive behaviour support, trauma-informed practice and de-escalation — with a specific focus on the two highest suspension categories (physical aggression and Code of Conduct). Professional learning must be practical, role-specific and followed up through coaching and classroom observation, not delivered as a one-off session.
- Regularly share Good Standing, attendance, and suspension data by year group at staff briefings to surface connections, drive conversation, and build shared accountability for improvement.
- Expand positive recognition systems — CritterCoin, Pillar Awards, Rising Star Awards — with explicit connection to Good Standing criteria. Students who are close to meeting or at risk of losing Good Standing should receive proactive, personalised recognition of what they are doing well, not only notification of what they are not meeting.
- Strengthen student voice and leadership structures — particularly for Years 9 and 10, where Good Standing rates are lowest — to build connection to school community, peer accountability and a sense of belonging that counteracts the disengagement driving both poor attendance and behavioural incidents.

3. Data, Monitoring and Accountability

- Extract and report 2025 welfare event data from Compass (positive and negative) as a priority, establishing a consistent reporting cycle so that Target 10 can be tracked quantitatively from 2026 onwards. Define the metric clearly: what constitutes a positive welfare event, what constitutes a negative one, and how the ratio will be calculated and benchmarked.



- Investigate the use of Chronicle in an integrated way to monitor welfare, attendance and behaviour data in real time – with Year Coordinators reviewing their cohort's profile weekly and escalating to case management when students show combined indicators of risk across multiple domains.
- Report Good Standing rates at College Board meetings alongside attendance and suspension data, treating the three as a composite indicator of school culture and student engagement.



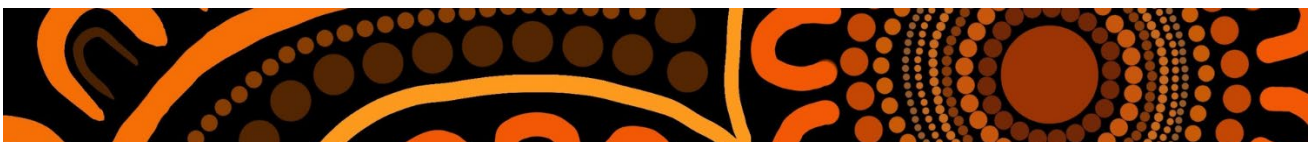
Pictured above: From collaborative group tasks and hands-on practical experiences to structured instruction, our students engage in a rich variety of learning environments that develop the critical thinking, communication and teamwork skills that prepare them for life beyond the classroom.



Pictured above: The Bushranger Cadet Unit at Baldivis Secondary College engages approximately 90 students from Year 7 to Year 12, connecting young people with the natural environment through hands-on conservation, outdoor skills, and teamwork.



Pictured above: Mental health education forms a key part of the senior school Health curriculum, reinforced through a student-run R U OK? Day Expo that promotes awareness and meaningful conversations across the college community.

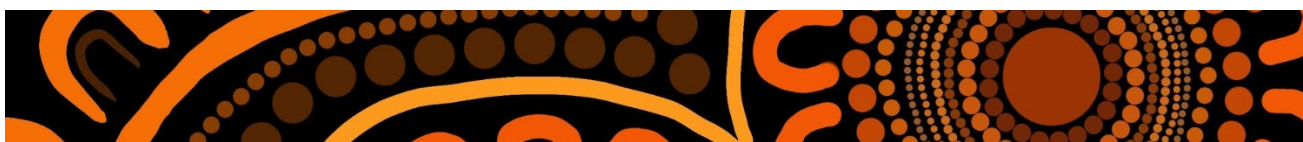


GLOSSARY

Term	Definition
ATAR	Australian Tertiary Admissions Rank – a rank calculated based on a student's WACE achievement, used by universities for entry.
EALD	English as an Additional Language or Dialect.
HASS	Humanities and Social Sciences – a learning area in the Western Australian Curriculum.
ICSEA	Index of Community Socio-Educational Advantage – a measure of the educational advantage of students enrolling at a school.
Like Schools	Socio-educationally similar schools used as a comparison group.
NAPLAN	National Assessment Program – Literacy and Numeracy. Tests held in Years 3, 5, 7 and 9.
OLNA	Online Literacy and Numeracy Assessment – required for WACE attainment.
PBS	Positive Behaviour Support – an evidence-based framework for improving school culture and student behaviour.
SAS	Secondary Assistance Scheme.
VET	Vocational Education and Training – occupational courses available for students in Years 9–12.
WACE	Western Australian Certificate of Education.
WPL	Workplace Learning – structured work placements for senior secondary students.



Pictured above: Through the design process, our students bring their ideas to life – planning, problem-solving and crafting woodwork projects that build technical skill, creative thinking and pride in their work.



CONTACT US



BALDIVIS SECONDARY COLLEGE

Phone/

08 9523 3600

Email/

baldivis.sc.admin@education.wa.edu.au

Website/

<https://www.baldivissc.wa.edu.au/>

Address/

Stillwater Drive
Baldivis WA 6171