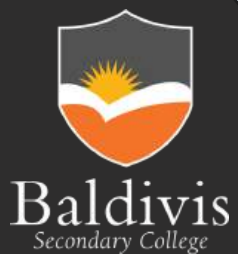


ANNUAL REPORT 23



**BALDIVIS
SECONDARY
COLLEGE**





We acknowledge the traditional owners of the land where we work and live, the Noongar people and pay our respects to elders past and present.

We celebrate the stories, culture, and traditions of Aboriginal and Torres Strait Islander people of all communities who also work and live on this land.

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PRINCIPAL'S MESSAGE

This Annual Report serves to provide parents, caregivers, and community members with a comprehensive overview of Baldivis Secondary College's advancements towards its goals and targets throughout 2023. It encompasses a broad spectrum of information including comparative student achievement, academic performance, attendance rates, various school programs, and staffing details. Integral to our annual review and reporting process, this report plays a vital role in furnishing the community with valuable student achievement data and an overview of our self-reflection and continuous improvement endeavors.

Our commitment to fostering community connections and cultivating effective partnerships geared towards enhancing student learning experiences and outcomes remains steadfast. Our dedicated staff exhibit a strong moral compass and are dedicated to nurturing positive relationships with both students and families, thereby fostering ongoing student success.

In addition to student achievement data, feedback from all members of the school community was diligently collected through various surveys and channels in 2023. In response to this feedback, an action plan has been formulated, offering a strategic and thoughtful approach to strengthening relationships and partnerships with the community through improved communication, collaboration, cultural initiatives, and decision-making processes. We are optimistic that our highly effective and consultative planning processes will drive continued progress towards our school's vision and targeted improvements in the upcoming years.

The active and supportive roles of the Board and P&C are noteworthy. Beyond their governance responsibilities, they tirelessly advocate for the school, seeking opportunities to elevate its profile within the community.

The College Board is a vital component of our school governance system and continues to be a vital component of the fabric of BSC. The Board is actively involved in interrogating performance data, reviewing progress towards the achievement of whole school targets and promoting active consultation about school direction. The Board has been heavily involved in the process of reviewing and improving our reflective practices and integral in the shaping of the new Business Plan.

We place significant value on fostering collaboration, as evidenced by the innovative management of time to facilitate staff meetings. Leveraging social media platforms, we aim to provide greater access to information and foster community engagement, while also actively participating in community-based projects such as the Difference Makers program.

We are committed to creating a safe, inclusive, and welcoming environment, embracing diversity and prioritising the wellbeing of all stakeholders. Our commitment to cultural responsiveness and amplifying student voices aids teachers in addressing the academic and social challenges faced by students from diverse backgrounds.

Quality teaching at Baldivis Secondary College is underpinned by research, evidence-based practices, consultation, collaboration, and support. Foundational approaches such as AVID, PBS, and CMS are well-embedded school-wide, supported by the BSC Teaching and Learning Model and a repository of relevant instructional resources.

We prioritise student success through an explicit improvement agenda, setting performance targets and diligently monitoring their achievement. Rigorous processes are in place to ensure relevant pathways for students beyond year 10, informed by systemic data analysis.

Our focus on student wellbeing remains paramount, with effective teachers and strong partnerships with parents and caregivers serving as cornerstones for improved student outcomes. We trust that this annual report offers valuable insights into our overall progress and achievements during the 2023 school year at Baldivis Secondary College.

Alison Parolo
Principal





COLLEGE BOARD

The College Board provides a formal means of achieving community participation in our college and 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 of the college.
- Taking part in financial planning (including our budget).
- Taking part in the evaluation of the college's performance.
- Promoting the college in the community.

BOARD MEMBERSHIP 2023

Delia Makking-Robinson	Board Chair Parent Representative
Alison Parolo	Principal
Karen Illich	Corporate Services Manager
Rachel Owen	Parent Representative
Steph McDonald	Deputy Board Chair Parent Representative
Kat Lothian	Parent Representative
Ivan Heane	Parent Representative
Kacey Ridley	Parent Representative
Paul Johnston	Staff Representative
Kristopher Kennedy	Staff Representative
Lee Jarvinen	Staff Representative
Tyler Cardew	Student Representative
Ella Graham	Student Representative
Deputy Mayor Hayley Edwards	Community Representative

FROM THE COLLEGE BOARD CHAIR

On behalf of the Baldivis Secondary College Board, I am proud to endorse this 2023 Annual School Report.

The Baldivis Secondary College Board plays a crucial role in the governance of the college, ensuring that school resources are utilised efficiently and that the educational environment aligns with community expectations and student needs.

Baldivis Secondary College has every reason to be proud of the results and achievements of the 2023 cohort of students. The 2023 Presentation and Awards Evening saw the graduation of some 205 students with several notable academic results among those students. Congratulations to staff of the college for their ongoing commitment to supporting the educational outcomes of all students across all year groups.

2023 saw the board heavily involved in the development of the Baldivis Secondary College 2024-2026 Business Plan which sets out the goals and objectives of the college for the next three years. At each board meeting the board reviews in detail performance against various aspects of the plan and progress toward achieving the business plan objectives.

The Business Plan strategies recognise the role that the college plays in delivering upon and strengthening its culture as well as aligning to the Department of Education's clear aspiration for every student. Baldivis Secondary has always and continues to place students at the centre of its work.

The College Board, in co-operation with staff and community, is committed to nurturing student agency in all students, most visibly through our student leadership work. Student agency is the principle that "students have the ability and the will to positively influence their own lives and the world around them" (OECD Learning Compass, 2019). Each term, we welcome student leaders to our meetings to present their developing portfolios on Student Voice, School Culture and Diversity. The Board would like to acknowledge the invaluable contributions made by Head Students Tyler Cardew and Ella Graham who attended many of our meetings in 2023.

In concluding I would like to give my sincere thanks to all our Board Members for their contribution both individually and as a team. Through their work, we are able to help to contribute positively to the collaborative community spirit that is Baldivis Secondary College and in so doing we are able to add value to the educational journey of every student.

Delia Makking-Robinson

Board Chair

COLLEGE SELF-ASSESSMENT

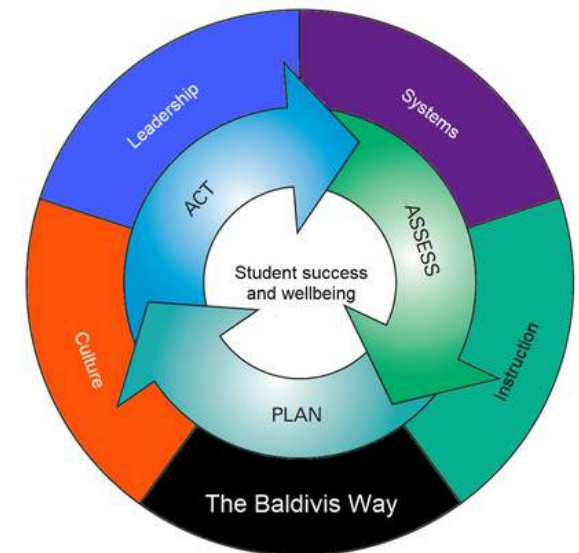
The primary objective of school improvement revolves around enhancing student outcomes, encompassing both academic achievements and overall well-being. Thus, we maintain a steadfast focus on conducting thorough analyses and discussions based on systematically gathered data concerning various facets of student performance, such as academic progress, attendance records, behavioural patterns, and well-being indicators.

Continuous improvement hinges on the acknowledgment that sustainable changes take time, collaborative endeavours, contextual sensitivity, and a commitment to ongoing adaptation, data accumulation, and learning. A collaborative, evidence-driven, and dynamic approach lies at the core of our school performance efforts. Our scrutiny of data encompasses assessing overall cohort performance, scrutinising specific student groups, monitoring progress or regression over time, benchmarking against similar institutions, and gauging growth trajectories across different schooling years.

Within our comprehensive data-analysis framework, data is gathered, organised, analysed and interpreted to establish tangible improvement targets for individuals, subgroups, cohorts, and the entire school community. Central to this process is the utilisation of the Disciplined Dialogue framework, wherein we systematically define problems, set goals, analyse data, and develop action plans while evaluating outcomes.

Beyond academic accomplishments, we leverage information pertaining to student engagement, well-being, educational pathways, enrolment trends, as well as parental and staff satisfaction. Dedicated time is allocated for staff to interrogate student performance data across various domains and devise tailored strategies to address specific learning gaps or needs.

Our college board assumes a pivotal role in fostering the conditions for school success. As such, it actively participates in monitoring and reviewing school and student performance targets, strategic planning, evaluation processes, and fostering a culture of innovation and development within the school community.



Pictured above - Our school review process follows a strategic, collaborative, and explicit Plan – Act – Assess cycle



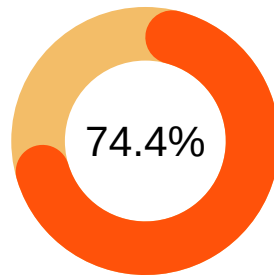
Our college culture is built on our pillars which underpin all aspects of our college operations, processes and practices.

Knowing our students well is fundamental to us being able to ensure individual success and wellbeing. By putting our students at the forefront of everything we do, not only are we championing their aspirations but committing to doing everything within our control to support them to be the best they can be.

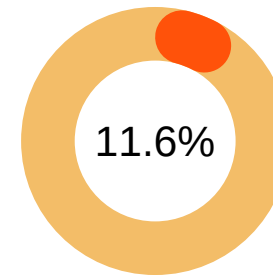
OUR STUDENTS

DIVERSITY

COUNTRY OF BIRTH

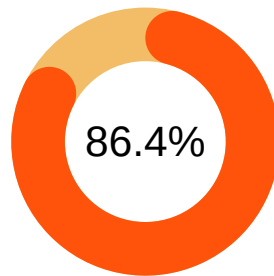


In 2023, 74.4% of students were born in Australia.



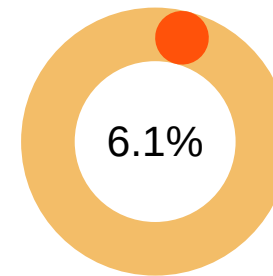
In 2023, 11.6% of students were born in New Zealand.

LANGUAGE SPOKEN AT HOME



In 2023, English is the main language spoken at home for 86.4% of students.

INDIGENOUS STUDENTS



In 2023, Indigenous students made up 6% of the student population

IN SUMMARY

- 35 different countries of birth
- 25.6% of students are born overseas
- 13.6% speak a language other than English at home
- 6% of students are of Aboriginal or Torres Strait Islander descent
- 57 different languages spoken at home

STUDENT ENROLMENT NUMBERS AND TRENDS

STUDENT NUMBERS (AS AT SEMESTER 2, 2023)

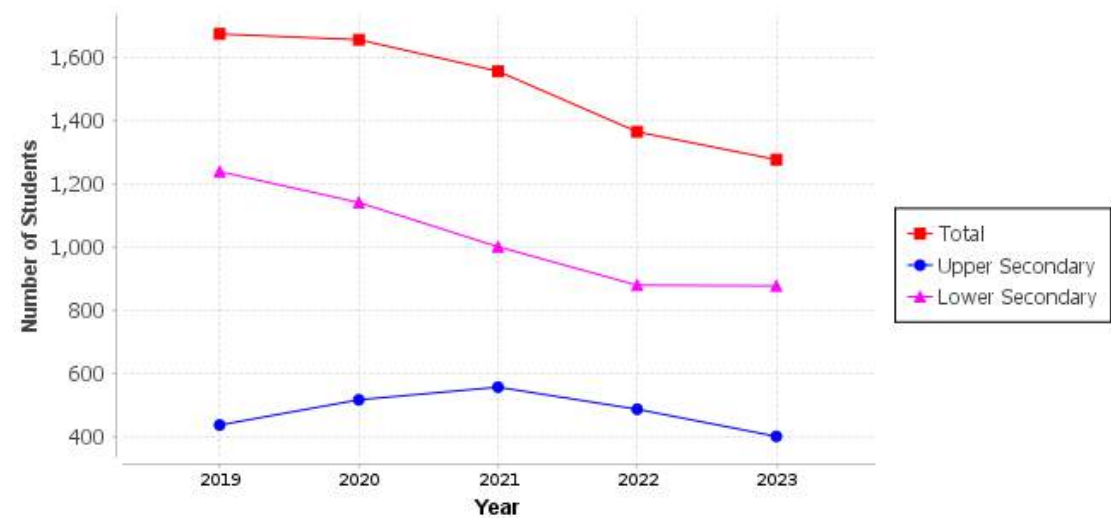
Cohort	
Year 7	202
Year 8	218
Year 9	241
Year 10	213
Year 11	195
Year 12	205
Total	1277

Cohort	2019	2020	2021	2022	2023
Lower Secondary	1239	1141	1001	879	877
Upper Secondary	436	516	556	486	400
Total	1675	1657	1557	1365	1277

Note

- Lower secondary - Years 7 - 10
- Upper secondary - Years 11 and 12

Semester 2 Student Numbers



CELEBRATING THE FIRST 10 YEARS

On 28 June 2023 a special morning tea was held to celebrate our 10th birthday with a visit from some of our first cohort of students as well as our foundation principal, Keith Svendsen.



Foundation principal, Keith Svendsen, pictured above with one of our inaugural Head Students, Jared Moseley, 2023 Head Students, Tyler Cardew and Ella Graham and Deputy Principal, Lee Jarvinen.

STUDENT RECOGNITION

RIISING STARS

Each week, college staff are invited to nominate students who they believe are contributing to the BSC community in a positive way, and/or are doing something really fantastic in their class – e.g., produced an outstanding piece of work, achieved an excellent test result, shown great improvement etc. Recipients receive a Certificate of Commendation, and a commendation notification is sent home to parents via Academy.

STUDENT OF THE TERM AWARDS

Once a term, each faculty selects a student who they believe demonstrates high levels of engagement and enthusiasm in their particular curriculum area. The students are all invited to attend a special lunch in The Stillwater, our college restaurant in acknowledgement of their outstanding work ethic and commitment to being their best.



ABORIGINAL PERSPECTIVES

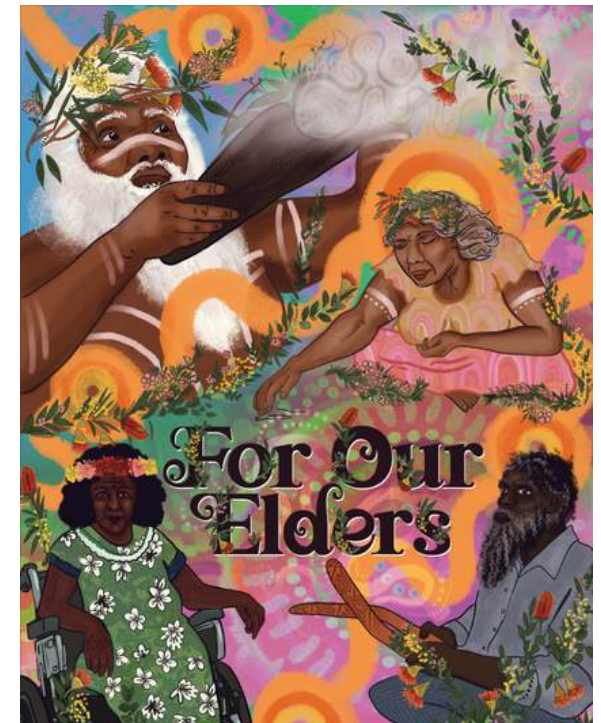
NAIDOC WEEK

Our NAIDOC Week celebrations were held from 24 July through to 28 July 2023, to celebrate and recognise the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.

NAIDOC Week provided an important opportunity for staff and students to learn more about First Nations cultures and histories and participate in celebrations of the oldest, continuous living cultures on earth.

Activities included:

- NAIDOC Assemblies.
- Aboriginal dance and cultural performances and workshops.
- Aboriginal students preparing 'Johnny Cakes' and sharing with college staff.
- Traditional smoking ceremony and Welcome to Country.
- Year 7 students listened to dreamtime stories from local elders, in the lead up to writing a myth based on a dreamtime story.
- Year 8 students participated in a hands-on learning experience about traditional uses of rocks from local elders, which linked with content studied in Science on the Rock Cycle.
- Year 9 students learned about traditional Indigenous hunting and farming practices that assisted with ensuring food security.
- Year 10 students learned about traditional practices for caring for country and managing the land, and how Indigenous land practices assist with management of the environment.





NAIDOC WEEK

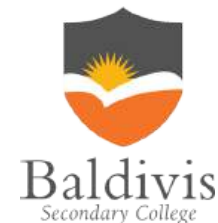


MIYAWAKI FOREST

The Miyawaki Forest Program is an innovative and environmentally transformative initiative aimed at creating a sustainable and biodiverse forest right here on our school campus. This program not only enhances our school environment but also plays a crucial role in promoting biodiversity and mitigating the effects of climate change in our local community. The Miyawaki method involves planting high-density, multi-layered forests comprised of diverse native species.

The program encompasses two main components: research and outreach. Students are involved in both the planting and monitoring of Miyawaki forests.

Miyawaki Forest Opening Ceremony - Thursday, 10th August 2023



DJINDA NGARDAK PROGRAM

Three Year 11 students participated in the Djinda Ngardak Kinjarling Culinary Program in Albany between 21 to 26 November 2023. The students had the opportunity to participate in intercultural activities on Country with local Elders where they engaged in identifying and foraging for traditional foods, visiting sites and sharing stories and knowledge.

Throughout the experience students and teachers were involved in masterclasses working with industry professionals and some of Western Australia's leading chefs including Paul 'Yoda' Iskov, Melissa Palinkas, Araluen Hagan and Tanya Healy to develop dishes using local produce and the traditional ingredients they had collected.

The experience will culminate in preparing and serving a bespoke long table luncheon at Mt Adelaide / Irrerup on Sunday 26th November 2023.





AVID

AVID (Advancement Via Individual Determination) provides all students at BSC with the opportunity to reach their full potential and be the best that they can be. At its core, AVID is a strong set of curriculum and teaching strategies based on best practice methodologies and systemic professional development. Ultimately, we want all students to thrive in an environment where expectations are held high; inquiry-based pedagogy and collaboration are evidenced in all classrooms and systems and structures focus on the needs of students.

Our collegewide AVID focus for 2023 centred around the development of five core strategies:

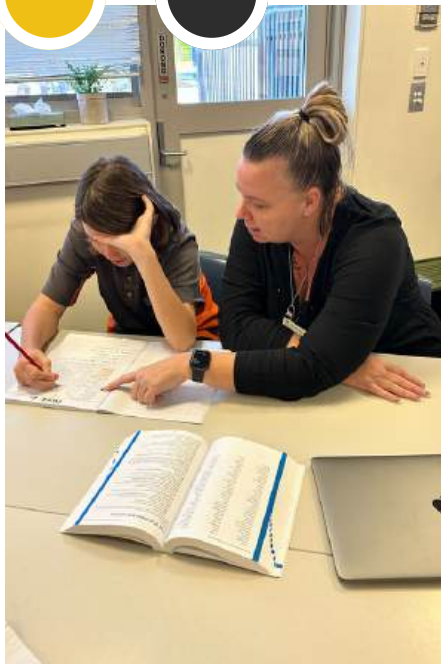
- Focused Note Taking
- Critical Reading
- Costa's Levels of Thinking
- Sentence Frames
- Socratic Seminars

Teachers were able to extend their understanding of these strategies, through attending a professional learning workshop during Term 2. Following this, they were encouraged to engage in coaching conversations with their peers to embed these strategies into their classes across the year.

As an AVID Site of Distinction, an AVID Site Team has been working together over several years to support school-wide implementation of AVID methodologies as outlined in the BSC Teaching and Learning Model. In 2023, High Engagement AVID Strategies were identified, and all staff were upskilled in these. Instructional Coaching was promoted to support consistent application of these strategies and an AVID Instructional Playbook was developed. This playbook contains a one-page overview of each strategy with an accompanying observation checklist which allows an instructional coach or peer coach to provide clear feedback to teachers on their teaching practice.

At the end of 2023, eight BSC teachers attended the annual AVID Australia Summer Institute in Melbourne. Four staff members were selected as Staff Developers (the most from any AVID school in Australia) to lead the development of several communities of practice.

We are looking forward to participating in a new AVID delivery model in 2024, with AVID Center (US) coming on board to provide direct support to AVID schools in Australia.



AVID IN ACTION



BUSHRANGERS

Bush Rangers WA is a youth-based conservation and community development program. Bush Ranger units are supported by Cadets WA, Department of Local Government and Communities. It supports young Western Australians to take an active role in the conservation of the natural environment and better understand the mechanisms for its management.

115 students from Years 7 to 12 participated in the Bushrangers program in 2023.



PROGRAMS AND EVENTS

- Point Peron Camp (Term 2 2023) - Students participated in a host of activities to build appreciation of the local environment and develop their teamwork and leadership skills. This included: archery, rock climbing, orienteering, beachcombing and fishing.
- South West Camp (Term 4 2023) - Cadets camped in Bunbury and completed a range of conservation activities including:
 - visiting the Wellington Discover Forest- working with Nearer2Nature and completing the Biodiversity in the Bush excursion
 - visiting the Dolphin Discovery Centre at Koombana bay and having a close encounter with wild dolphins
 - hiked five kilometres around the mangroves in the estuary and enjoyed fishing, swimming and coastal clean ups
 - completed the high ropes course at Forest Adventures in Bussleton and walked to the end of the Bussleton Jetty
- Excursions to Rockingham Beach foreshore working with Perth NRM Adopt-a-beach program completing clean up and beach combing activities
- Incursion with West Oz Wildlife meeting dingos, koalas and snakes
- Completed planting of Miyawaki Forest
- Volunteered for Clean up Australia Day
- Won creativity challenge at Bushrangers Conference. Artwork now permanently displayed at Stockland Baldivis Shopping Centre
- Collected bottle caps for and started huge recycled plastic mural



BUSHRANGERS





STUDENT SERVICES

In 2022 Student Services welcomed a third Student Services Manager to manage the Years 9 and 10 cohorts. This year we also explored different ways to reach our community, and for the first time we conducted our annual ANZAC service virtually.

Students Services focused on increasing Attendance and Engagement. With intensive support and positive reinforcement, students increased their overall attendance from the beginning of the year. Student Services also ran a range of group interventions, which targeted and supported students needs.

PROGRAMS

- Adventurers Groups - Years 8 and 9
- Year 7 Orientation
- Year 6 Transition
- Difference Makers
- Student Leadership Team
- College Tours
- The Circuit Engagement Group (Yr 7)
- Vivo Rewards Program
- GEMS (Girls Empowered, Motivated and Strong)
- Girls Peer Mentoring Program
- Year 8 Boys and Girls Engagement Programs
- LBQTIA+ Support Group

EVENTS AND ACTIVITIES

- Briefings
- Year Assemblies
- ANZAC Day Virtual Service
- Year 12 Farewell
- Year 12 Breakfast
- Year 7 Camp Day
- Freddo Cup
- Staff Basketball Game
- Advanced Standing Reward Day
- Athletics Carnival Novelties
- School Immunisations Program
- School Photo Days
- Presentation Evening
- Year 12 Ball
- Year 11 Dinner Dance
- Year 10 River Cruise
- Beach Day
- Parent Coffee Club
- RU OK Day
- Wear it Purple Day

DIFFERENCE MAKERS

Difference Makers are essentially a group of student volunteers who are committed to 'making a difference' in the community within which they live. While completing community service projects, students develop real-world skills that will help them succeed in high school and beyond.

Throughout the year Difference Maker students visit Affinity Village and engaged in a range of activities with the residents. Sometimes the students were the learners and sometimes they were the teachers! Difference Makers were taught how to knit by residents and collaboratively made Christmas stockings with their guidance.

Most importantly, students learn that through volunteering they can be a positive influence in their local community and build community confidence in young people, who are often misrepresented in the media. We have found that 'Difference Makers' has had a positive effect on the self-confidence of the participants, and the really positive thing for us is that students are approaching us wanting to be involved!





A CARING COMMUNITY

CHRISTMAS APPEAL

Each year our Cleaning Services Team and our Student Support Team coordinate the assembling of Christmas hampers for needy Baldivis Secondary College families.



TRIES FOR KIDS

2023 was the inaugural year for Baldavis in it's quest to raise money for the sick kids of WA when we ran our first annual "Tries for Kids" event at the end of Term 3. On the day, around 90 students ran from try-line to try-line on the field racking up as many kilometres as they could over a gruelling five hour time period. This followed over a month worth of chasing sponsors and donations to support them in this task. In solidarity, a staff team Sponsored by Retravision and ESA Sports also fundraised and ran laps for the duration with some staff clocking up over 30kms on the day. The day was incredible with music pumping start to finish, with food prepared and served by our amazing Home Economics and Hospitality team fuelling everyone all day. Fat Cat also paid the kids a visit giving out cuddles and walking laps with many, whilst all of our students pushed and encouraged each other to do great things for an amazing and important cause. Through all of these combined efforts and in an incredible show from the Baldavis and wider community, we were able to raise \$40,000 in our first year which was presented via a super cheque over the Telethon weekend by Principal Alison Parolo and Isaac Thomas.





SPECIALISED LEARNING PROGRAM - AUTISM (SLP-A)

The Baldyvis Secondary College's Specialised Learning Program - Autism is an endorsed educational program for students with autism, from Year 7 to 12, resourced by the School of Special Education Needs and is one of ten recognised such programs in Western Australia.

In 2023 we focused on creating the SLP ZEN room, which is an accessible, comfortable, supportive and safe place for students in the SLP to access learning opportunities during class and break times. The ZEN room is equipped with IT equipment, a downtime area and a safe place to study or self regulate if required. This dedicated space is supervised by a staff member from the SLP-A.

We have set out to solidify our Life Skills curriculum in 2023 by creating a week-by-week course outline for Years 7-10.

PROGRAMS

- **Gaming Club** – Mondays after school, 2.45pm-3.45pm. Gaming Club is open to all year groups and is a mixture of retro and modern gaming. The program allows students opportunities to connect and build on their social and emotional skills, based on common interests.
- **The CUBE** – Situated outside the SLP-A office providing students with a safe place for both indoor and outdoor games, during recess and lunch. The CUBE is supervised by SLP-A and Learning Support staff. Students can sit with their friends to eat and engage in conversations or participate in group games. Staff can connect with students, building relationships they may not have the opportunity for, outside of the classroom.
- **Therapy Pods** – Managed by the SLP-A and Learning Support Administrator. The space is designed to allow students access to therapy with an external therapist or visiting teacher services. Providing this private space builds connections between families, the SLP-A staff, and therapists and allows information to be shared between all parties.

- **KONTAKT** – An evidence based social skills program, developed in Sweden by Professor Sven Bolte, specifically for students with a diagnosis of autism spectrum disorder. KONTAKT helps teens practice and build on the social capabilities required to navigate a neurotypical social world. Our SLP-A was chosen to be a part of a pilot study to deliver KONTAKT, a first in Australia in a school setting.
- **Cooking classes in Life Skills**- Students are provided opportunities to cook in small groups one day a fortnight during Life skills. These classes support students becoming more independent as well as the opportunity to practice their numeracy skills through best buy choices.
- **Comprehensive Planning for Persons on the Autism Spectrum (ComPPAS)** - ComPPAS meetings are held for all SLP-A students who transition into senior school. Key stakeholders meet to establish the pathway most suited for the individual student.

HIGHLIGHTS

- Fremantle Prison excursion - Students were educated about the history of the prison followed by an opportunity to practice their social skills purchasing items from the gift shop (pictured bottom right).
- Movies in Rockingham with lunch - A collaborative excursion with another secondary school SLP-A. Students were able to socialise with other SLP-A students to practice skills learnt through KONTAKT.
- Bowling and dessert at the Rockingham Foreshore – collaborative excursion with another secondary school SLP -A. Students were given opportunities to practice social skills with members of the public ordering food.
- Perth Museum excursion using public transport. Students were supported to plan their trip using public transport.
- Adventure World Excursion– collaborative excursion with another secondary SLP- A to celebrate the completion of KONTAKT.
- Try a trade experiences for our Year 9 students, which provided opportunities for students to get an idea of pathways they might choose to undertake after school.
- Students participated in i-Diversity though Kwinana Industries Council.
- Keys4Life – This is a pre driver training certificate completed by our Year 10 SLP-A students allowing them to move to the next stage of obtaining their L-plates.
- Establishment of SLP-A Alumni - Students who have successfully exited the SLP-A; mentor current SLP-A students.





LEARNING SUPPORT PROGRAM

At Baldvis Secondary College, our Learning Support team is dedicated to addressing the diverse needs of our students. We ensure all students receive the necessary support to thrive academically, emotionally, and socially. We work closely with teachers, parents, and allied health services to implement effective strategies in the classroom, monitor progress, and promote an inclusive learning environment. By advocating for inclusive education practices, we aim to empower every student at Baldvis Secondary College to reach their full potential.

Recognising the importance of providing specialised support 2023 saw the addition of a Lead Education Assistant dedicated to supporting staff, students, and families. This addition to our team was instrumental in facilitating the implementation of tailored strategies ensuring students with additional learning needs receive the support necessary for their academic success.

In 2023, we implemented various measures to promote inclusion for students with additional learning needs. These measures include accessible facilities, awareness initiatives, and ongoing training for staff to foster an environment where every student feels valued and supported. Our commitment to inclusion reflects our belief in providing equitable opportunities for all students to excel and thrive within our school community.

PROGRAMS

- **Year 8 Skills for Life Program** – focus on building personalised self-regulation strategies and social skills.
- **Gardening Club** – for Year 8 students offered a sensory rich environment to promote social skills through connections with nature.
- **BOOST Program** – designed to help students fill in the gaps in their learning so they can fully participate in class.
- **School Leaver Program** - specialised support to connect with Bizlink for our Year 12 students.
- **Mentoring and Study Sessions** for Years 11 and 12 students.
- **Career Development Program** - Select SEN students working with Student Support Coordinator and SEN Engagement and Attendance officer to build portfolio and complete online certifications.

HIGHLIGHTS

- STARs Transition - a program specifically designed to provide tailored support for Year 6 students navigate the transition from primary to high school (pictured below).
- Study Room – a dedicated space tailored specifically for students with special educational needs (SEN). This space provides students with essential resources such as sensory and movement breaks, a quiet learning environment, and accommodations for assessments.
- Crazy Sock Day – celebrating International Day of People with Disability to promote community awareness, understanding and acceptance of individuals with diverse abilities.
- Individual Education Plans Professional Learning – support for teachers in writing personalised curriculum area goals for their students.
- Learning Support and the ASLP have regular attendance at SAER meetings to discuss students at risk. Additionally, a Student Support Coordinator liaises with Curriculum Support Manager to monitor students with low attendance and develop action plans.
- Development of Student information OneNote with all staff access, which includes student profiles and useful classroom strategies.
- Introduction of the SEN student tracker - clearly identifies the students who require IEP goals, and the subjects these goals are required for.





THE ARTS

The Arts Department had a dynamic year in 2023, exuding creativity, student innovation and a high level of community engagement. Throughout 2023, The Arts Department spearheaded a range of diverse programs and initiatives aimed at promoting artistic expression, fostering cultural diversity and enriching the college and wider community. Curriculum offerings included:

- A strong lower-school program with Year 7 and 8 students studying semester long courses in Visual Arts and Performing Arts. Students were immersed in creative learning experiences that explored Drama, Dance, Music, Visual Art 2D and 3D.
- Middle school students were able to study electives that specialised in a major Arts subject to develop depth in their knowledge and skills in their chosen field of interest. These electives were Dance, Drama, Music, Multimedia, Photography, Visual Art 2D and Visual Art 3D.
- Specialist programs were run for students in Instrumental Music and Film Academy in Years 7-10.
- Senior School Students were able to study Visual Art (ATAR and General), Certificate II in Creative Industries (Film) and be involved in the PIMS Instrumental Endorsed Program.
- Moana Cultural Classes were offered for students in Years 8-10 that encompassed learning the language, music, dance and culture from Māori, Cook Island, Fijian, and Samoan cultures. This program contributed to the cultural enrichment of the college community, fostering greater appreciation for the arts, and promoting cross-cultural understanding.

PROGRAMS

- **IMSS** - Instrumental Music Program. Students from Years 7-10 were able to engage in weekly lessons on Flute, Clarinet, Saxophone, Trumpet, Voice, Drum kit, Classical Guitar, Contemporary Guitar and Bass Guitar.
- **PIMS** – Year 11 and 12 students receiving one-on-one instrumental lessons on their selected instrument as part of an endorsed program, contributing to WACE attainment.
- **Music Ensembles** for 2023: BSC Concert Band, Classical Guitar Ensemble, Voice Ensemble and Contemporary Ensemble. These ensembles rehearse weekly with an expert IMSS teacher and perform at school based and wider community events throughout the year.
- **Film Academy:** our selective entry Media extension program for students in Years 7-10, creating a pathway into the Certificate II in Creative Industries (Film) for senior school. Students learn the technical aspects of the film production industry and create productions for real-world clients.

HIGHLIGHTS

- Annual Arts and Technologies Showcase.
- Rock Band Program.
- Music Performances at assemblies and open nights.
- Fun and Pointless (pictured below right) – Year 10 Rock band came runner-up in the Band Division of The City of Rockingham Breakthrough Music Competition; and were in the Top 5 bands for the nation-wide Rockfest.
- WAGSMS Performances (pictured top right).
- IMSS Music Festivals.
- IMSS Parent Information Evening.
- Host for the IMSS Primary Band Workshops.
- YOHfest Dance Performances – Two Certificates of Merit achieved.
- Senior School Visual Art excursion to AGWA for Perspectives Exhibition.
- Kwinana Industries Competition.
- Yearbook Cover page Competition.
- Teacher Planner Competition.
- Minecraft Club.
- Minecraft Interschool Tournaments – Junior and Senior.
- Film produced for our BSC School Website.
- Year 10 Major Film Production.
- BSC student Film Screening at Reading Cinemas.
- Rivergums Primary School PBS video production.
- Moana Cultural Program.
- WAKA fest and Polyfest.
- Moana performances at BSC ANZAC service, school assembly, Matariki Ball. and Western Force Rugby game.



ENGLISH

The English learning area continued to develop academically enriching teaching and learning programs that address the Western Australian English curriculum strands of Language, Literature and Literacy. Students read a wide range of novels, short stories and non-fiction texts alongside visual texts to explore how meaning is created through generic conventions and stylistic features.

Text selection explores a variety of perspectives of people and places from around the world, from local Australian texts, to international, and from classic and ancient literature to contemporary. This allows for students to improve their Reading, Writing and Speaking and Listening skills to improve student outcomes in the English curriculum area, through NAPLAN and OLNA.

PROGRAMS

- **Literacy Support** classes in years 7 and 8 continued to provide intensive instruction to support the acquisition of literacy and numeracy skills for students with additional needs.
- The **Foundation English** program in Years 11 and 12 provides support for students who have yet to demonstrate Category 3 in OLNA.
- **Academic Extension** classes in Years 7-10 to challenge and extend students in lower school English.
- A **Pre-ATAR Year 10** class designed to prepare Year 10 students seeking an ATAR pathway in Years 11 and 12.



HIGHLIGHTS

- Year 12 ATAR English ranked in top 15 out of 209 schools for 2023.
- Radhi Patel achieved Subject Certificate of Excellence - English.
- Abby Stevens (CTL) established Rockingham and Peel English HoLA network.
- Baldivis SC hosted 75 English teachers for a English specific Professional Learning presented by Anthony Philips, SCSA – to build staff capacity across our network to improve student outcomes (pictured below).
- Year 12 ATAR English students attended English and Literature Conference at Curtin University (pictured bottom right).
- Baldivis SC Book Week 2023 hosted writers in residence, Book in a Day and various poetry workshops throughout the week (pictured top and middle right).
- Two staff attended Curtin University PL to upskill all staff on best practice in English curriculum area.
- Abby Stevens (CTL) attended AVID Summer Institute as a Staff Developer presenting: Cultivating Writing Schoolwide: Secondary.





HEALTH AND PHYSICAL EDUCATION

In 2023, the Health and Physical Education Department aimed to equip students with the skills necessary to navigate life's challenges, promoting lifelong health, safety, and active citizenship. Through a holistic approach encompassing physical fitness, comprehensive health education, and life skills development, the curriculum aims to cultivate well-rounded individuals capable of making informed choices for their well-being and positively contributing to their communities.

Our courses include:

- Year 7-10 Health Education
- Year 7-10 Physical Education
- Year 7-10 Rugby League Academy
- Year 9 Sport Science
- Year 10 Sport Science
- Year 10 Outdoor Education
- Year 10-12 General Outdoor Education
- Year 12 ATAR Health Studies
- Year 11-12 General Health Studies
- Year 11-12 General Physical Education Studies

PROGRAMS

- **Keys for Life** - Year 10 students completed Keys for Life, a pre-driver education program that allows students over 15 years of age to learn about safe driving and sit their Learner's Permit Theory Test.
- **Rugby League Academy** - 2023 saw the launch of the Year 7 to 10 Rugby League Academy

HIGHLIGHTS

- Trys-4-Kids - Telethon Fundraiser – students raised \$40,000.00 by running laps of the Rugby League field for five hours.
- Clubs - Volleyball, Badminton, Fitness.
- House Athletics Carnival (pictured right).
- BSC students attended a range of BASSA Carnivals to support the organisation and officiating
 - Summer Interschool Sports Carnival.
 - Winter Interschool Sports Carnival.
 - Interschool Athletics Carnival.
 - Interschool Swimming Carnival.
 - Interschool Cross Country.
- BSC students attended the Rivergums Primary School and Settlers Primary School Athletics Carnivals to support the organisation and officiating.
- Zero 2 Hero Workshop.
- DrYes presentation on Mental Health and Alcohol and Other Drugs and Sexual Health.
- Western Australian Football Commission visited the college to present workshops for Physical Education classes.
- NRL ran a Level 0 Officiating Course for the Year 10 Rugby League students.
- Royal Life Saving Water Safety Workshops for Year 7 students.
- Interschool Athletics Carnival.
- Outdoor Education excursions included:
 - Surfing at Secret Harbour and Trigg Beach.
 - MTB in Dwellingup and Kalamunda.
 - Year 11 Dwellingup Camp.
 - Year 11 Yallingup Camp.
 - Year 12 Margaret River Camp.
 - Year 12 Jurien Bay Camp.
- Peel Secondary School Health and Physical Education Carnival.
- R U OK Day.
- Traditional Indigenous Games.



HUMANITIES & SOCIAL SCIENCES

HASS had a productive 2023. Despite its challenges, we provided many exciting learning opportunities for students that assisted them to engage positively in learning HASS content and skills. Parents came to visit some of our student work exhibits.

Within Humanities and Social Sciences, our focus in 2023 was on delivering engaging lessons that focused on both content and developing skills for students. We aimed to develop students critical thinking and questioning skills, along with their ability to be active citizens. To assist with this we refined our Inquiry process, and continued to provide a wide range of learning opportunities both inside and outside of the classroom.

Parents attended the exhibits of student work for the Year 7 and 8 History Museum Displays, as well as the Year 10 Sustainable Urban Design showcase.



HIGHLIGHTS

- HASS Week
- Year 7 Auction Day
- Year 7 Ancient History Museum Display
- Year 7 Ancient Egypt Exhibit at Boola Bardip (pictured top right)
- Year 7 Market Day
- Year 8 Medieval History Museum Display
- Year 9 Albany Tour (pictured below)
- Year 10 Sustainable Urban Design Showcase
- Year 10 National Capital Tour
- Year 10 Climate Justice Workshops
- Year 11 Career and Enterprise Expo
- Year 11 ATAR Geography and Year 12 General Geography ALCOA Field Trip
- Year 11 ATAR Geography and Year 12 General Geography Nearer to Nature Field Trip
- Year 11 ATAR History and Year 12 General Modern History Holocaust Institute Incursion (pictured middle right)
- Year 12 ATAR Geography Canning River Eco Education Centre Field Trip
- Year 12 ATAR Geography Race around Perth Field Trip (pictured below right)



LANGUAGES

In 2023, all Year 7 and 8 students studied a year-long course in German. Year 7s focused on topics of introductions, family, leisure activities, as well as health and well-being. In Year 8 students learned to describe their school and home life and also their daily routines in German. As part of the course, both year groups acquired knowledge of important cultural traditions and customs, different geographical features, and seasons in the Northern Hemisphere.

HIGHLIGHTS

- Arts, Languages and Technologies Showcase.
- German DAS Examination Prize Winners (pictured right)
 - 1st Prize: Lazayda Graham and Joyce Vulawalu
 - 2nd Prize: Amelia Clinch
- SAGSE German Exchange incursion in Term 3 - Year 8 German students had the opportunity to meet with German teenagers who visited WA as part of the SAGSE exchange program.



MOANA CULTURAL PROGRAM

In 2023, we developed the Whanaungatanga (building relationships) Project which aimed to provide opportunities for our Māori and Pacific Island students to learn more about their own cultural background through language, art, music, dance, and food. For two periods a week across Years 7 to 10, students participated in lessons, where students learnt Māori and Pacific Island languages; were exposed to the significant events and figures from these cultures; and explored traditional crafts and storytelling methods.

An important feature of this project was the establishment of the Moana Cultural Dance Group. The group under the direction of Mr. Dean Umu and supported by families and community members performed at a number of school and community events over the course of the year, including

- Harmony Week assemblies.
- The WAKA Festival (pictured below) and Polyfest, both held at Baldivis Secondary College.
- The Matariki Grand Ball held at the Crown Convention Centre.
- Western Force Cultural Round at HBF Stadium.
- Year 12 Farewell Assembly.





MATHEMATICS

The Mathematics Curriculum Team continued to develop academically enriching teaching and learning programs that address the Western Australian Mathematics Curriculum. In 2023, we had five staff move from Provisionally Registered status to Fully Registered status with the Teacher Registration Board and their development has been outstanding over the past three years. They have spent countless hours trialing new strategies and preparing their evidence to demonstrate that they have reached the proficient standard, and they are well on their way to becoming highly accomplished teachers. We also had three teachers move to senior teacher status and they provide a high degree of coaching to the remainder of the team around classroom management, academic rigour, mathematical content and data analysis.

Our priorities were to:

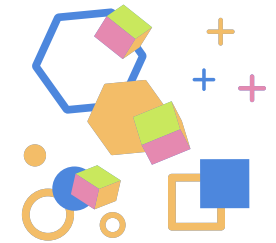
- increase the percentage of students who achieve the OLNA standard by the end of Year 10.
- focus on internal and external moderation with Senior School courses, to ensure delivery of content is correct and our grading is consistent with all teachers across the state.
- begin moderation partnerships with schools in the Karnup Network for lower school assessments, which culminated in preparing common assessment tasks across the Network for students in Years 8, 9 and 10.
- develop teachers' ability to deliver lessons using some Teach Well High Impact Teaching (HIT) strategies with a focus on implementing daily reviews and reteaching when required.

SPECIAL PROGRAMS

- OLNA classes in Year 10 where we prepare students explicitly to be numerate without a calculator to meet the WACE requirements.
- Pre-ATAR pathway classes are streamed in Years 9 and 10 to advance student understanding particularly in Algebra.
- All students use Interactive Notebooks in Mathematics. They are encouraged to format their work correctly and revise it often leading to improved retention.
- Three teachers began implementing Mathematical Thinking Classrooms where much of the student work is done collaboratively at white boards, producing high engagement and active learning.

HIGHLIGHTS

- Have Sum Fun Maths Competition for Year 7 and 8 students in Rockingham (pictured bottom right).
- Australian Maths Competition for Year 7 and 8 students (students pictured bottom left with their certificates).
- Mathematics teachers volunteered a combined 175 hours supporting student learning at Academic Alliance in 2023.
- Outstanding Year 11 Mathematics Methods Exam results, with the average examination mark being 68%, topping the 64 schools using that examination paper.
- In Term 3, students in Years 7 to 10 competed in the Statistical Society of Australia's National Schools Poster Competition with Baldivis Secondary College having the highest number of entries for any school in Australia.





TECHNOLOGIES

The Technologies Learning Area continued to develop course material including practical and theoretical tasks to engage all students from Year 7 to Year 12.

Collaboration on the choice of tasks to be covered was thorough with a focus on availability of trained staff, types of material, and school consumables and resources as trialed on students. This process of task selection always seeks to find engaging projects for our students to increase engagement and positive outcomes. We want our students to be passionate about life long learning.

SPECIAL PROGRAMS

- STEM is now including not only the Digital Technologies Curriculum but also the Design and Technologies due to shortages in D&T Staffing. The Science Area now manages STEM.
- Design, Technical Graphics was seen as a good addition to our student offerings and will be offered in 2024. This will be a General Year 11 and 12 course where CAD and Design work together to teach creativity and communication
- Hospitality in Years 11 and 12 provided community service through the running of various functions throughout the year.
- The Year 10 CAD Technology and Systems Technology students entered the State Model Solar Competition sponsored by The Australian Institute of Energy, Perth Energy and the University of WA. Out of 64 cars entered Baldivis SC came second.
- As a result of the Second Place, the Solar Car Team went off to the Australian International Model Solar Car Comp sponsored by Engineers Australia and the University of NSW. This event was held in Tasmania and it rained over the two days of competition. Not ideal for a fast WA car to be running in 5% sunshine but the learning was significant. The placegetters were from Taiwan and Tasmania and Victoria.
- Virtual Babies "Baby think it Over" were a hit for the Year 10 and 11 students in Childcare and Children, Family and Community. This involves students caring for an electronic baby overnight at their own homes.
- Aboriginal fabric painting for NAIDOC week
- Excursion to Albany for some students to participate in the Culinary Camp. Students looked into aboriginal culture and cuisine and interacted with the community .

HIGHLIGHTS

- Second place in the State Model Solar Competition sponsored by The Australian Institute of Energy. Then representing WA at the international competition in Tasmania (pictured below)
- Albany Kinjarling Djinda Ngardak Culinary Camp to showcase the talents of First Nations youth from throughout Western Australia in support of cultural tourism.
- Baby Think it Over.
- The Arts Technologies Showcase where student work is displayed and food prepared.





SCIENCE

In the Science learning area, our focus in 2023 was on delivering engaging lessons aligned with the Western Australian curriculum through an emphasis on inquiry-based learning, critical thinking, and problem-solving skills.

Our refined STEM Inquiry process empowered students to drive their investigations through the new Year 7 and 8 STEM program, inspiring students with hands-on experiences and real-world applications. In addition, our implementation of Two-Way Science-embedded programs further enriched learning experiences by including Aboriginal perspectives, fostering a holistic understanding of scientific concepts.

SPECIAL PROGRAMS

TWO-WAY SCIENCE

Baldivis Secondary College takes pride in its innovative Two-Way Science Program, which integrates Aboriginal wisdom with the science curriculum, offering a comprehensive learning experience.

The program is a collaborative effort that privileges the rich Aboriginal heritage and promotes shared learning. It is structured around three core components: the local community's Aboriginal knowledge, on-site learning guided by Aboriginal authorities, and the formal science curriculum.

This approach ensures that students gain a deep understanding of Aboriginal culture through practical experiences, such as understanding the local flora and fauna, seasons, and traditional practices, which are then linked to scientific principles and activities.



HIGHLIGHTS

- Pre-ATAR Year 10s took part in a series of incursions from the WA Energy Club, culminating in an excursion to the WA Energy Club Expo day at ECU Joondalup.
- Year 7s took part in the Miyawaki forest monitoring program through Murdoch University's Harry Butler Institute with Dr. Grey Coupland (pictured below left).
- Year 10 Pre-Psychology students participated in the creation of a survey on the mental health effects of climate change for the Climate Justice Union, ECU and ANU.
- Students completed a variety of national STEM challenges in their Science classes including constructing solar updraft towers, earthquake-proofing buildings and applying physics to build rockets.
- Water Corporation incursion provided all Year 10's with an interactive look at the water cycle.
- Year 7 students were able to apply their skills in classification to a hands-on incursion with Perth's Reptile Centre connected to a dichotomous key task that incorporates Noongar names for species (pictured below right).
- Firetech brought their robots out to teach our Year 7 to 10 students about coding.



RUGBY LEAGUE PROGRAM

The Rugby League Program is a new Specialist Sport Course introduced to Baldivis Secondary College in 2023. The students are taught fundamental and advanced strategic and developmental skills in Rugby League, whilst developing their attitude, behaviour and effort across all areas of their schooling. Ultimately the goal of the program is to develop players' abilities whilst making them better school citizens who positively impact the culture of the college.

HIGHLIGHTS

- Year 10s completed their "Behind the Goal Posts" junior refereeing certificates.
- Significant increase in students demonstrating exceptional Attitude, Behaviour, and Effort, from 2022 Report data, with nearly 40 students achieving consistently high attributes in first reports compared to only 24 in the previous semester. These numbers increased even further in Semester 2 of 2023.
- Redcliffe Dolphins NRL team and Coaching Staff visit to deliver Coaching clinic. Rockingham Senior High School join BSC for clinic.
- Year 10's referee at various Primary School League Tag competitions.
- Extraordinary success in first year of competition, with all three competing year groups reaching the finals despite most players having no prior experience. Noteworthy, with only six students having any prior experience at the start of the 2023 year.
- Year 10 team narrowly missed out on becoming State Specialist Schools Champions, falling short by only 6 points in Grand Final.
- Aim to expand Rugby League participation, aspiring for more students to represent their state, inspired by Year 10 co-captain Michael Turukawa's selection for the WA state team.
- Basis laid to start the State's first girls program in 2024.





RUGBY LEAGUE





VOCATIONAL EDUCATION & TRAINING

Vocational Education and Training (VET) focuses on providing practical skills for the workplace, allowing students to:

- prepare to join the workforce through the acquiring of qualifications
- undertake school-based traineeships and pre-apprenticeships
- explore various different industries to assist in making choices about post-school pathways
- enter higher education

VET may be completed off-the-job in education institutions such as TAFE institutes and private providers, but also forms a significant part of apprenticeships and traineeships, where VET qualifications are completed alongside paid employment in a real workplace environment.

Students at Baldvis Secondary College also have the opportunity to develop their personal attributes and workplace skills through our ADWPL program.

SPECIAL PROGRAMS

Endorsed programs completed by our students in 2023 included:

- Elite Sport
- Keys for Life
- Bush Rangers, levels 1 – 3
- Bronze Medallion
- Surf Lifesaving
- Swim Teacher
- Army Cadets – Under Officer/Senior Leader/Warrant Officer
- KiC – iProjects
- Leeuwin Ocean Adventure – Youth Explorer Voayge
- Murdoch University – TLC Learning for Tomorrow enabling course
- Community Service

VET PARTICIPATION IN 2023



VET PARTICIPATION RATE (COUNT; ENROLLED IN VET AS % OF COHORT)

VET Enrolments	2021	2022	2023
School VET Enrolments	305 (91%)	271 (82%)	210 (68%)
Funded VET Students	81%	81%	81%

LEVEL OF HIGHEST QUALIFICATION ACHIEVED (OF VET ENROLLED STUDENTS)

Highest VET Qualification Achieved	2021	2022	2023
Certificate IV	1 (<1%)	5 (2%)	8 (4%)
Certificate III	25 (8%)	25 (9%)	21 (10%)
Certificate II	223 (73%)	179 (66%)	192 (93%)

STUDENTS WITH MORE THAN ONE QUALIFICATION (% OF VET ENROLMENTS)

Number of Qualifications	2021	2022	2023
3+ Qualifications	3 (1%)	5 (2%)	3 (1%)
2 Qualifications	22 (7%)	37 (14%)	21 (10%)



HIGHLIGHTS

- In 2023, our Year 12 students successfully undertook 207 certificate courses across multiple industries, awarding them a nationally-recognised qualification, WACE credit points and direct entry to further study or employment.
- Of our Year 11 students, 181 started their certificate course, with 11% achieving their certificate II in just one year, enabling their progression to a higher award as part of their year 12 program.
- New partnership developed with Gilmore College's Trade Training Centre to expand our external training options.
- New partnership developed with Curtin University allowing us to deliver the Curtin UniReady in Schools endorsed program. Successful students will achieve 4 C grades towards their WACE points, but more importantly, a notional ATAR rank of 70 giving them access to approximately 85% of undergraduate degrees across all Western Australian Universities.
- Eight staff members were funded to complete their TAE40122 Certificate IV in Training and Assessing to meet the growing need for VET delivery in secondary education.
- Due to popular demand, the Certificate II in Sport Coaching was reintroduced for Year 10 course selections.
- Our most popular certificate, Hospitality, is now being delivered at the AQF Level 3, with our lead Hospitality teacher upgrading her qualifications to enable this course delivery. Students will also be achieving their Responsible Service of Alcohol ticket in preparation for post-school employment in the Hospitality Industry.
- Five of our Year 10 students gained a place at South Metro TAFE to study their Certificate IV in Preparation for Health and Nursing which will give them direct entry to University at the end of year 12
- Our annual Career Expo was hugely popular with representatives from more than 30 different organisations including Universities, the ADF, first response services, mining, engineering
- Acquired 12 new workplace employers to support our students in gaining ADWPL placements aligned to their career plans
- Manny Quinn, our career mannequin has joined the Pathways team, to showcase multiple careers throughout the year.

ENDORSED PROGRAMS



ENDORSED PROGRAMS UNIT EQUIVALENTS ACHIEVED

Number	2021	2022	2023
Unit Equivalents Achieved	428	265	258

WORKPLACE LEARNING





CULTURE

PRIORITIES

- We will continue to seek excellence in student engagement in learning.
- We will continue to build a College-wide, professional team of highly capable staff, including teachers who take an active leadership role beyond the classroom.
- We will actively seek ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses, and community organisations

KEY PERFORMANCE INDICATORS

STUDENT ATTENDANCE TARGETS

- Increase the overall student attendance rate to 90% or above.
- Decrease the percentage of students in the 'severe risk' attendance category.
- Reduce the percentage of 'Unauthorised' absences.

STUDENT ATTENDANCE MONITORING AND SUPPORT STRATEGIES

in 2023, we continued to refine the various strategies we have in place to assist families and students to maintain consistent attendance at the college. By establishing reliable and robust systems for recording attendance and addressing absences, we are able to ensure that our approach to attendance management is both precise and sustainable.

Our attendance figures are impacted by the high number of students who are engaged in an alternative to school whose attendance is recorded as 'unauthorised' until such time as an 'Exemption' or 'Notice of Arrangements' is processed. In 2023, 63 students fell into this category. 'Exemptions' or 'Notice of Arrangements' cover a variety of alternative options such as employment, apprenticeships, or further study.

ATTENDANCE TRENDS

Attendance	2021	2022	2023
Baldivis Secondary College	83.4%	79.7%	83.3%
WA Public Schools	84.4%	80.4%	82.5%

PERCENTAGE OF STUDENTS IN THE SEVERE ATTENDANCE CATEGORY

'Severe At Risk' Category	2021	2022	2023
Baldivis Secondary College	13.4%	11.8%	13.2%

PERCENTAGE OF STUDENTS IN THE REGULAR ATTENDANCE CATEGORY

'Regular' Category	2021	2022	2023
Baldivis Secondary College	36.4%	33.9%	35.0%

AUTHORISED AND UNAUTHORISED ABSENCES

Absence Type	2021	2022	2023
Authorised Absence	40.5%	40.1%	41.4%
Unauthorised Absence	59.5%	59.9%	58.6%



STUDENT ENGAGEMENT TARGETS

- Increase the percentage of students achieving 'consistently' in attribute data in formal reporting across all curriculum areas.

ABOUT LEARNING ATTRIBUTES

Learning attributes are assessed by classroom teachers using the 'Learning Attributes Rubric' and reported on in student reports.

Learning attributes encompass a range of factors that highlight a student's academic behaviours i.e. those behaviours which have been shown to result in improved academic performance.

These attributes complement academic achievements and are designed to provide a holistic view of a student's development as they are known to influence a student's approach to learning and interactions in a classroom setting.

SUMMARY

- All students are provided with the opportunity to engage in relevant and meaningful curriculum and are responsible for giving themselves every opportunity to achieve their full potential.
- Student commitment can be demonstrated through the following attributes on their semester reports:
 - Works to the best of their ability
 - Respects self, others, and property
 - Follows staff instructions and school policies and procedures
 - Is well organised and effectively manages time
 - Participates collaboratively and positively
- With the exception of Year 10 (which was marginal) more than half of the students in the cohort were rated 'consistently' for the 'Respects self, others and property' attribute category.
- Targeted strategies have been developed to elicit improvements in the areas with the lowest percentage of 'consistently' ratings - 'Is well organised and effectively manages time' and 'Works to the best of their ability'. This includes familiarising student with the Attribute Rating Rubric and providing opportunities for self-assessment.

LEARNING ATTRIBUTES - RATED 'CONSISTENTLY' - BY COHORT

Cohort	Semester 1 - 2023	Semester 2 - 2023
Year 7	57.7%	49.7%
Year 8	38.5%	43.6%
Year 9	42.7%	42.1%
Year 10	39.6%	40.5%
Year 11	N/A	61.0%

LEARNING ATTRIBUTES - CONSISTENTLY - BY CATEGORY

Semester 2	Year 7	Year 8	Year 9	Year 10	Year 11
Follows staff instructions and college policies and procedures	52.5%	45.9%	46.4%	42.0%	51.5%
Is well organised and effectively manages time	45.2%	39.0%	37.3%	35.3%	70.4%
Participates collaboratively and positively	50.2%	43.6%	40.2%	40.0%	65.7%
Respects self, others and property	57.0%	51.0%	52.1%	49.8%	53.4%
Works to the best of their ability	43.9%	38.3%	34.8%	35.7%	63.7%



Category with **highest** percentage of 'consistently' ratings



Category with **lowest** percentage of 'consistently' ratings



SCHOOL OPINION AND SATISFACTION SURVEY

We acknowledge that positive school climates, good relationships with communities and strong parent support are powerful influences in school success. We prioritise working collaboratively and respectfully with families to productively resolve issues in the best interests of the student and their success and wellbeing.

In 2022, 173 parents, 852 students and 139 staff completed the National School Opinion and Satisfaction Survey. The Australian National School Opinion and Satisfaction Survey is a suite of surveys conducted annually by the Department of Education. Its purpose is to gather opinions from parents/caregivers, students, and school staff regarding various aspects of schools.

There was general agreement amongst parents that teachers at Baldivis Secondary College expect students to do their best and that they felt comfortable to talk to their child's teachers about any concerns they may have. Maintaining high expectations and addressing concerns from parents are fundamental to our approach at Baldivis Secondary College. Parental concerns regarding the management of behaviour and student safety are acknowledged and require a more deliberate communication strategy to allay fears and build confidence in the college's approach to student behaviour and engagement.

In response to the analysis of the National School Opinion and Satisfaction Survey data and discussions with focus groups, we began formulating a Relationships and Partnerships Action Plan which will provide us with a clear roadmap for actively seeking to enhance our partnerships with parents and families.

COMMUNICATION

We use a number of modes of communication to communicate with our families. Data suggests that Facebook and the BSC News are the most effective avenue for communicating broadscale messaging, with Academy used effectively for individual contact with parents. Our Communication Policy provides clear guidelines for staff regarding timelines and tenor of communication. Resources to assist parents continue to be developed and distributed through the various communication channels available to us.

We will continue to explore ways to build connections with our families in the knowledge that traditional ways of connecting are less effective than was previously the case. The consolidation of the BSC Communication Policy will ensure that communication between the college and families is efficient and accessible.

PARENT OPINION AND SATISFACTION RATINGS





STUDENT VOICE

We actively seek to amplify student voice, student agency and student leadership within the college. We have empowered our students to communicate ideas and opinions, influence decision making and effect change. Students are represented on a range of committees and site teams and have had direct input into improvements to college grounds and report regularly to the board. Students have been engaged in analysis and interrogating student opinion data and developing improvement plans.

In 2023, the uniform committee has several student members and students have been heavily involved in designing the college uniform. This has resulted in greater buy-in from the student body and improved data for students regularly wearing the college uniform.

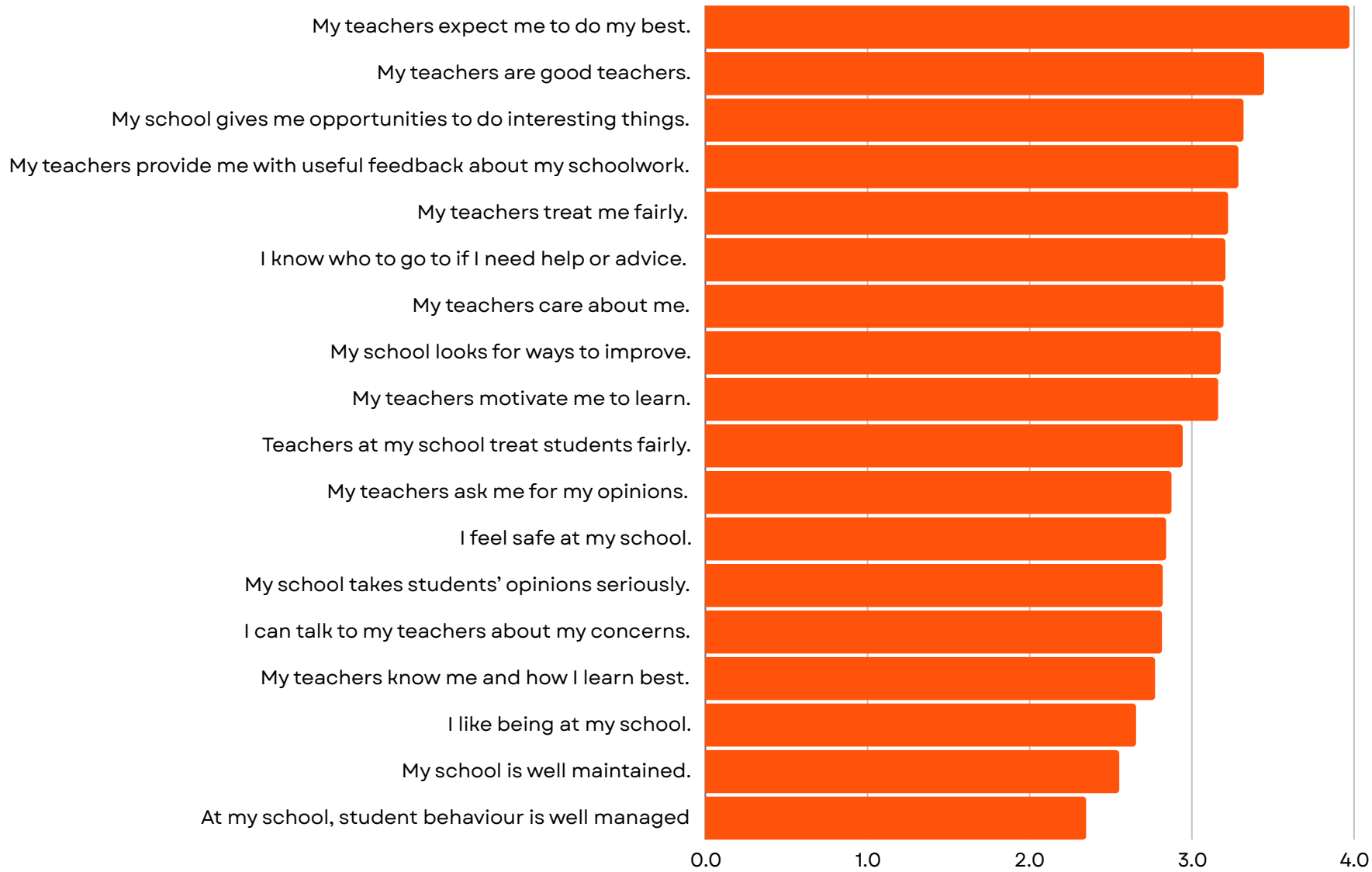
Baldivis Secondary College has run a “Future Student Leaders Day” in 2022 and 2023. This involves a collaboration with partner primary schools to identify Year 6 leaders who will be attending Baldivis Secondary College. These leaders are invited to the college in Term 3 of year 6 to engage with our staff and student leaders and undertake a number of leadership building activities.

One such activity is having a voice in designing the Year 6/7 transition days in Term 4, as well as the “Big Days In” which occur in the first week of Year 7. In 2023, the future leaders designed an easy-to-read student friendly school map which was designed to be used for students upon their arrival at Baldivis Secondary College. The Year 7 transition feedback data shows some positive feedback for the transition program, and much of its success has been student led.

Student leaders continue to provide event support and leadership to assemblies, incursions and main events and provide input into decision making within the school (College Board, Student Forums) and the broader local community (Baldivis outdoor youth space consult). Each week student leaders volunteer their time running the Rewards Shop, Basketball Connect 4 and other fun activities during lunch breaks.

Providing more opportunities for students to contribute to conversations about their learning, specifically with their class teachers is a work in progress. A key component of the BSC Teaching and Learning Model is reflection. Providing teachers with accessible tools to quickly and efficiently gather feedback from students and supporting them to be responsive to student feedback and adapt their teaching practice accordingly will require a considered and strategic approach with input from teachers.

STUDENT OPINION AND SATISFACTION RATINGS





STAFF DEVELOPMENT

Quality teaching and learning in classrooms is a priority of Baldivis Secondary College. The BSC Teaching and Learning Model encompasses our shared core beliefs around instruction and engagement, with student success and wellbeing at the centre of all we do. As such, the development of all school staff, including administrative and support personnel, is crucial in our commitment to creating an educational environment that is responsive to the diverse needs of students.

By investing in professional growth opportunities for all staff members, we are able to ensure that best practices are implemented consistently across all of our operations. This holistic approach to staff development helps foster a culture of continuous improvement and innovation, which is essential for adapting to the evolving educational landscape.

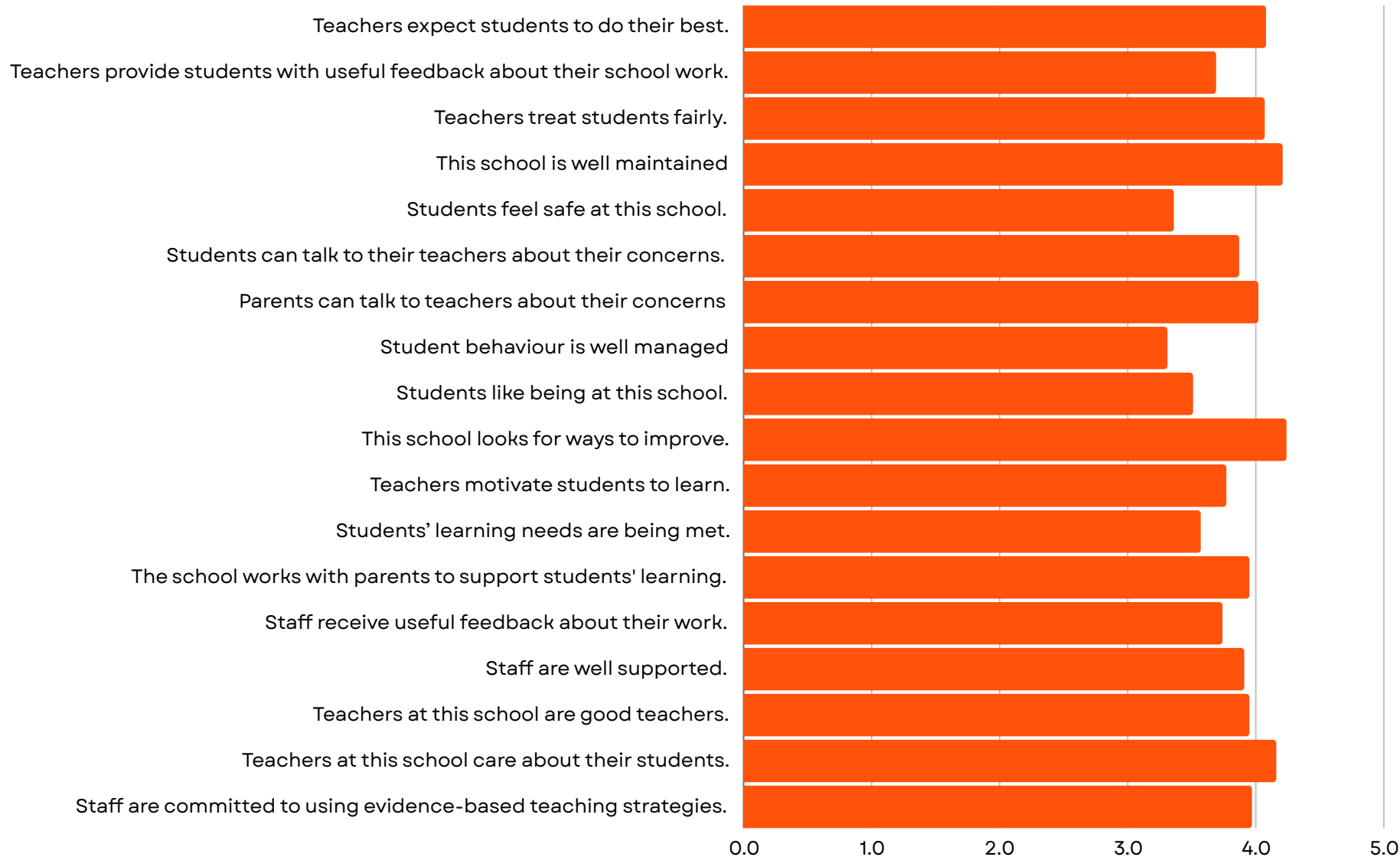
Building strong relationships among staff members is prioritised. Our staff members are committed to working collaboratively, sharing insights and strategies, and contributing to decision-making processes. Opportunities for staff to contribute to school governance not only empowers our staff, but also enhances the collective efficacy of our team. This collaborative environment ensures that all voices are heard and valued, promoting a sense of shared ownership and accountability for our performance in all aspects of our operations.

The use of data to inform practices is a testament to our steadfast commitment to excellence. Skilful analysis of educational data allows for targeted interventions and supports that meet the specific needs of students. This extends beyond the classroom, where data is used to drive decisions, and ensures the effective allocation resources, tailored service delivery and effective monitoring of progress.

We have a comprehensive Staff Handbook (in the form of a OneNote) that allows all staff to easily access all the school policies, priorities and relevant resources in one place. The Staff Handbook is also a place for teachers to deepen their understanding of our whole school practices. There are also links to videos within the Staff Handbook, where teachers can view instructional strategies in action.

In summary, our commitment to investing in the development of everyone's talents, skills, knowledge, interests, and passions using standard practices such as professional learning and performance management, supported by coaching and mentoring, has enabled us to build a highly collaborative, effective and dedicated team focused on doing whatever is necessary to provide a positive school experience for our students.

STAFF OPINION AND SATISFACTION RATINGS





INSTRUCTION

PRIORITIES

- We will continue to seek excellence in student achievement and progress.
- We will continue to provide staff with opportunities to access ongoing professional learning to ensure they have high levels of knowledge and instructional skill.

KEY PERFORMANCE INDICATORS

NAPLAN TARGETS

- NAPLAN progress from Years 7-9 is at or above 'like-schools' in all test areas.
- Increase the percentage of Year 9 students across Bands 8-10 for all test areas.
- The percentage of students achieving Band 8 or above in Writing increases from the 2019 results.
- Decrease the percentage of Year 7 and 9 students below the National Minimum Standard in Writing.

NAPLAN 2023

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an assessment of literacy and numeracy undertaken annually by all Years 3, 5, 7 and 9 students throughout Australia. NAPLAN is made up of two assessment areas.

- Literacy - Reading, Writing, Conventions of language (spelling, and grammar and punctuation)
- Numeracy - Number and Algebra, Measurement and Geometry and Statistics and Probability.

2023 was the first year that new scales were introduced for all test domains. As a result of the new scales, results from previous years are not comparable to results from 2023, so we are not able to provide comparative judgments against previous NAPLAN performance.

NAPLAN NUMERACY - 2023

Proficiency Band	Year 7 - BSC	Year 7 - Like Schools	Year 9 - BSC	Year 9 - Like Schools
Exceeding	7.0%	5.5%	1.9%	5.3%
Strong	44.6%	48.4%	46.3%	52.7%
Developing	32.3%	30.5%	38.9%	31.3%
Needs Additional Support	16.1%	15.0%	13.0%	9.8%

NAPLAN READING - 2023

Proficiency Band	Year 7 - BSC	Year 7 - Like Schools	Year 9 - BSC	Year 9 - Like Schools
Exceeding	5.7%	9.1%	4.5%	9.0%
Strong	37.6%	45.3%	43.9%	48.8%
Developing	36.1%	27.9%	36.8%	29.9%
Needs Additional Support	20.6	17.3	14.8%	11.4%



PLANNED ACTIONS

NAPLAN SUMMARY

In Year 7 and 9, in all NAPLAN testing areas, our students are achieving lower scores than like schools and other schools in WA and the rest of Australia.

In both Years 7 and 9, our relative strength is in Spelling and our relative weakness is in Writing, with 15% of Year 9 and 10% of Year 7 students achieving scores below the national minimum standard. In 2023 about 70% of Year 9 Students were required to sit all three OLN tests.

Our analysis of student NAPLAN data, identified a growing trend of students entering high school without proficient literacy levels and failing to make up the ground necessary to exit high school with the requisite skills important post-school life.

PLANNED ACTIONS

Our students deserve opportunities and life outcomes equal to those of any other student in Australia. We understand that student success in every subject at school and all aspects of life beyond school is largely informed by their literacy level. We envision a future where all of our students graduate as literate across the range of literacies, including the traditional literacies of reading, writing, spelling and grammar, information, digital and health literacy and content area literacy.

As such, 2023 saw the establishment of our 'Literacy Revolution' strategy which included the development of a college-wide literacy plan, with a focus on promoting the explicit teaching of literacy across all learning areas (using gap analysis technology) and a 'reading for pleasure' initiative to improve student skills in reading and writing.

The college-wide Literacy Plan clearly articulates our vision for all teachers to feel empowered and consciously skilled in using strategies to improve literacy and numeracy in their classrooms every day, and for every student to be empowered with the literacy and numeracy skills necessary to flourish at school and in life.

With clearly stated goals, targets, strategies and resources, the college-wide Literacy Plan provides a roadmap for increasing the proficiency of all students in all of the NAPLAN domains.

Revised targets have been incorporated into our new Business Plan 2024-2026.

NAPLAN WRITING - 2023

Proficiency Band	Year 7 - BSC	Year 7 - Like Schools	Year 9 - BSC	Year 9 - Like Schools
Exceeding	4.6%	5.7%	8.1%	9.7%
Strong	42.1%	44.1%	36.5%	41.3%
Developing	34.9%	34.0%	38.7%	36.2%
Needs Additional Support	18.5%	15.6%	16.7%	11.9%

NAPLAN READING - 2023

Proficiency Band	Year 7 - BSC	Year 7 - Like Schools	Year 9 - BSC	Year 9 - Like Schools
Exceeding	5.7%	9.1%	4.5%	9.0%
Strong	37.6%	45.3%	43.9%	48.8%
Developing	36.1%	27.9%	36.8%	29.9%
Needs Additional Support	20.6	17.3	14.8%	11.4%

COLLEGE-WIDE LITERACY PLAN

GOALS:

- Build a whole school reading culture to build empathy, cognitive stamina, knowledge and improve vocabulary.
- Agreed schedule for targeted teaching of literacy (and numeracy) gaps informed by data to and to track progress.
- Leverage BSC Instructional Framework and AVID to build literacy.
- Provide opportunity for all students to develop skill and ability in all language modes: reading, viewing, writing, creating, speaking and listening.
- Empower students with opportunities to develop digital, information and health literacies.
- Provide opportunities for students to apply critical literacy to texts they encounter.
- Provide students with opportunities to express themselves in their first language, especially Aboriginal students.
- Provide opportunities for students to develop specific disciplinary literacy in each subject as well as building their skill in transferrable content area literacy.
- All staff are confident as teachers of literacy.

2024-2026 BUSINESS PLAN - NAPLAN SPECIFIC TARGETS

- Increase in the number of Year 7 and Year 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.
- Increase the number of students whose Year 12 achievement meets thresholds linked to their Year 9 NAPLAN results.

OTHER TARGETS

- Increase number of books borrowed from the library.
- Increase number of students who bring a personal device to school.
- Improve student attitudes to reading.
- At least 90% classrooms are print-rich environments (key vocabulary word walls, examples of excellent writing, text structures etc.)
- Literacy teaching is explicitly scheduled in course programs.
- Reduce number of Year 9 students requiring OLNA in all three areas
- Students receive timely and appropriately targeted intervention.
- Elastik data indicates closing of gaps.
- Increase percentage of teachers who are knowledgeable and skilled in the use of AVID evidence-based strategies.



YEAR 7-10 STUDENT ACHIEVEMENT TARGETS

- The percentage of students in Years 7 to 10 achieving a C-grade or above in Mathematics, English, Science and Humanities and Social Sciences (HASS) is at or above 'like-schools'.
- increase the percentage of students in Years 7 to 10 achieving A and B grades across all Curriculum Areas.
- Decrease the percentage of students in Years 7 to 10 achieving E grade to 5% or less in all Curriculum Areas.

GRADE DISTRIBUTION DATA

As part of Baldivis Secondary College's school improvement cycle, focused data analysis of student performance is discussed and reviewed at every level, from the Executive Team to the classroom teacher.

Learning Area grade allocations, in comparison to grade allocations by 'like schools' is systematically analysed to determine trends and identify areas for improvement. Curriculum Team Leaders interrogate grade distribution data with their teams and report back to the Senior Leadership Team and college board

In 2023, all teaching staff engaged in moderation and consensus meetings with teachers from Ridgeview Secondary College and Coastal Lakes Secondary College.

The use of benchmarks for students to determine eligibility for students to study certain courses in Year 11 has been a significant motivator for Year 10 students.

Teachers clearly communicate learning objectives and expectations for each assignment or assessment to students and provide information to parents via Connect. In all areas, rubrics are used to outline criteria for different grade levels. This is provided to students in advance so that they understand what is required to achieve higher grades.

C-GRADE AND ABOVE COMPARED WITH 'LIKE SCHOOLS' - YEARS 7 TO 10

Curriculum Area	Year 7		Year 8		Year 9		Year 10	
	BSC	Like	BSC	Like	BSC	Like	BSC	Like
English	68.0%	65.6%	59.7%	67.6%	69.1%	62%	69.8%	61.3%
Humanities and Social Sciences	62.3%	66.8%	55.3%	65.4%	57.6%	62.7%	61.1%	60.4%
Mathematics	63.2%	60.3%	54.4%	58.0%	57.7%	53.2%	68.5%	51.7%
Science	80.6%	65.0%	78.3%	58.3%	72.1%	55.2%	68.5%	56.0%



Above 'Like schools'



Below 'Like schools'

Note: MESH refers to Mathematics, English, Science and Humanities and Social Sciences (HASS)

KEY POINTS

- In 56% of cases, the percentage of students achieving a C-grade or above is higher than 'like schools'.
- With the exception of HASS, the percentage of students achieving a C-grade or above is higher than 'like schools' across all Year 9 and 10 MESH learning areas.
- The percentage of students achieving a C-grade or above in Science is consistently higher when compared with 'like school's across Years 7 to 10.
- In both Year 7 and Year 8, the percentage of students achieving a C-grade or above is below that of 'like school's, with the exception of Science.
- More than half of the students in Year 7 and 10 are achieving a C-grade or above in the MESH subjects.

B-GRADE AND ABOVE - YEARS 7 TO 10 - SEMESTER 2 2022 /SEMESTER 2 2023

Curriculum Area	Year 7 (2023)	Year 7 (2022)	Year 8 (2023)	Year 8 (2022)	Year 9 (2023)	Year 9 (2022)	Year 10 (2023)
The Arts	39.8%	40.1%	21.6%	36.1%	30.2%	31.7%	43.3%
English	22.2%	20.5%	21.6%	26.2%	31.7%	16.6%	25.5%
Health and Physical Education	40.6%	40.3%	32.0%	32.7%	32.0%	37.8%	39.2%
Humanities and Social Sciences	21.7%	30.5%	20.8%	21.1%	22.2%	26.5%	26.9%
Languages	34.0%	28.3%	31.2%				
Mathematics	32.1%	29.3%	27.4%	23.8%	30.5%	36.7%	29.2%
Science	42.4%	28.8%	38.5%	26.3%	33.4%	23.9%	16.0%
Technologies	37.7%	31.6%	19.4%	28.6%	38.0%	34.7%	47.7%

 Percentage of students achieving a B-grade or above **increased**

 Percentage of students achieving a B-grade or above **decreased**

KEY POINTS

- The percentage of students achieving a B-grade or above has increased in most curriculum areas for students moving from Year 8 into Year 9 and from Year 9 into Year 10.
- There is considerable work to be done in the transition from Year 7 to Year 8 to ensure capable students are being challenged with rigorous curriculum and motivated to aim for higher academic achievement.

E-GRADE - YEARS 7 TO 10 - SEMESTER 2 2022 /SEMESTER 2 2023

Curriculum Area	Year 7 (2023)	Year 7 (2022)	Year 8 (2023)	Year 8 (2022)	Year 9 (2023)	Year 9 (2022)	Year 10 (2023)
The Arts	5.7%	10.8%	6.1%	10.2%	14.3%	12.2%	9.6%
English	9.0%	13.7%	11.5%	18.4%	14.1%	15.7%	10.0%
Health and Physical Education	5.7%	3.0%	9.5%	4.8%	6.3%	9.5%	7.5%
Humanities and Social Sciences	14.6%	5.4%	13.7%	16.9%	16.0%	11.7%	12.3%
Languages	9.0%	8.7%	12.7%				
Mathematics	3.8%	10.7%	11.5%	17.6%	19.8%	11.8%	6.4%
Science	0.0%	11.2%	0.9%	16.8%	3.7%	18.7%	2.3%
Technologies	7.9%	12.8%	9.5%	13.6%	10.3%	6.4%	5.1%



Percentage of students achieving an E-grade or above **decreased**



Percentage of students achieving an E-grade or above **increased**

KEY POINTS

- The percentage of students achieving an E-grade has decreased in most curriculum areas for students moving from Year 9 into Year 10.
- There is considerable work to be done in the transition from Year 7 to Year 8 to ensure that all students are able to access the curriculum, provided with instruction that is sufficiently differentiated to meet their individual learning needs.
- Given the close alignment between attendance, engagement in learning and achievement, a holistic approach that considers the individual needs and circumstances of each student is essential.



PLANNED ACTIONS

EVIDENCE AND ANALYSIS

Systematic and rigorous review of lower school student performance data indicates that we have made some inroads into improving the academic performance of our students. Generally speaking, student grades align more closely to like schools than in previous years.

Our assessment of student achievement and performance is generally aligned well with grade allocations. Some areas of NAPLAN and aligned grades need focus, for further correlation. Underperformance of students in NAPLAN and classes is recognised and measures have been implemented to address this. Our moderation practices are fairly consistent, utilising our networks has helped identify that work with staff and the judging standards needs to be increased. We are leading the way with networks in the Peel Region which will bring further opportunity.

PLANNED ACTIONS

We will continue to maintain high expectations for our students. Improving student academic performance will require a concerted effort from teachers and greater engagement from parents. Instilling a growth mindset in students, and supporting better organisation and time management will be incorporated into teaching and learning programs.

We know how important family engagement is for student success, so we will be intentional in our efforts to provide more accessible opportunities for teachers and parents to work as partners with students in eliciting better outcomes.

We are confident that establishing a career development scope and sequence for Years 7 to 9 (as already in place in Years 10 to 12) will help to motivate students as they begin to contemplate future pathways.

Opportunities exist for increasing college wide consistency in approaches towards assessing student performance, where standards are revisited regularly: classes are profiled and assessments and rubrics are reviewed and refined. Moderation practices will continue to be prioritised across the college and our networks, along with increased sharing of best practice.

YEAR 7-10 STUDENT IMPROVEMENT STRATEGIES

These improvements can be attributed to the adoption of the following strategies:

- The use, or creation of, WA Curriculum Grade A-E exemplars in Learning Area moderation and determining grade cut-off boundaries, with a focus on ensuring an increased achievement of WA Curriculum A-C grades in Years 7 to 10.
- Ongoing review and refinement of assessment tasks to ensure that tasks and marking keys are created in line with WA Curriculum grade descriptors.
- Explicit use of WA Curriculum A grade descriptors and exemplars in all courses in Years 7 to 10
- Teachers in all Curriculum Areas to utilise system data, such as previous NAPLAN and OLN results, when analysing student performance in Learning Area contexts.
- Introduction of academic extension classes in each cohort to extend and challenge students.
- Ensuring consistency through delivery of English curriculum. Well developed programming, sequential lessons and shared resources.
- Consistent lesson design using BSC Instructional model that includes WICOR strategies.
- Staff moderation of all summative assessment.
- Emphasis on individual writing time in each session, critical reading strategies and explicit teaching of written structures, analytical skills and language strand criteria.
- Implementation of Full Participation Tactics into lessons, e.g., the use of whiteboards, choral reads, popsticks.
- Alignment of the judging standards to lesson summaries.
- Implementation of sentence level writing techniques to prompt students to increase the detail of their responses in summaries and assessments to demonstrate competence.
- Deliberate focus on effective assessment practices that align with learning outcomes, provide actionable feedback, and promote student progress.
- Staff have been prompted and reminded to send Task Mark Reports out to parents at Week 5 of each term in Year 7-10 and after each assessment task in Senior School.
- Consistency in parent communication for students who are failing to submit work or are absent for assessments.
- Encourage students to view assessments as part of their learning journey. Emphasise growth, reflection, and improvement.
- Provide opportunities for self-assessment and self-monitoring throughout the process.
- Recognise that students have diverse strengths, interests, and learning styles. Tailor assessment formats to accommodate individual needs, and consider options like oral presentations, written reports, or multimedia projects.
- Students who are underachieving are to be placed on Improvement Engagement Plans.



OLNA ACHIEVEMENT TARGETS

- The percentage of students who have met the OLNA requirement by the end of Year 10 exceeds 'like-schools'.
- The percentage of students who have met the OLNA requirement by the end of Year 12 exceeds 'like-schools'.

EVIDENCE AND ANALYSIS

Each curriculum area has implemented explicit literacy and numeracy strategies throughout the year to support students to meet the minimum requirement. Students are individually tracked and monitored. Where necessary literacy-focused lessons are delivered to address identified skill deficits within the class, along with individualised support for those students who require it.

In 2023 about 70% of Year 9 Students were required to sit all three OLNA tests, hence the implementation of a college-wide literacy plan which seeks to address the lack of literacy proficiency from Year 7.

The percentage of students who met the OLNA requirement by the end of Year 12 exceeded 'like-schools' in both 2022 and 2023, whilst the percentage of students who met the OLNA requirement by the end of Year 10 dropped below 'like-schools' by 2% in 2023.

PLANNED ACTIONS

To ensure that all students meet the required literacy and numeracy standards by the time they leave school, we will continue to adopt a multifaceted approach. One key strategy is the implementation of Online Literacy and Numeracy Assessment (OLNA) classes, which are designed to identify and target specific skill deficiencies in students. These classes provide tailored support, allowing teachers to focus on individual student needs.

Additionally, the use of the School Curriculum and Standards Authority's (SCSA) individualised diagnostic information enables teachers to pinpoint exact areas where a student may be struggling. This data-driven approach ensures that interventions are evidence-based and effectively address the unique challenges faced by each student.

Furthermore, ongoing assessments and feedback mechanisms are put in place to monitor progress and adjust teaching methods accordingly. By employing these strategies, schools aim to equip all students with the essential skills needed for their future academic and professional endeavors.

PERCENTAGE OF STUDENTS QUALIFYING FOR OLNA BY THE END OF YEAR 10 EXCEEDS ‘LIKE-SCHOOLS’

Met OLNA Standard	BSC	Like
By the end of 2022	72.1%	65.6%
By the end of 2023	61.0%	63.4%

PERCENTAGE OF STUDENTS QUALIFYING FOR OLNA BY THE END OF YEAR 12 EXCEEDS ‘LIKE-SCHOOLS’
BY DOMAIN

Met OLNA Standard (By domain)	BSC	Like
Numeracy	89.7%	88.6%
Reading	94.6%	90.3%
Writing	92.4%	88.8%

MET LITERACY AND NUMERACY STANDARD BY THE END OF YEAR 12 *

Met OLNA Standard	2022	2023
Baldivis Secondary College	85.2%	86.2%

Above ‘Like schools’

Below ‘Like schools’

• No ‘like school’ comparison available

YEAR 11 AND 12 STUDENT PERFORMANCE

STUDENT GRADES

Generally speaking in terms of grades, student performance in Years 11 and 12 exceeds that of 'like schools'. The increase in the number of courses where the targets are met confirms that when students are more successful when they are engaged in courses suited to their abilities and pathways and able to build on prior learning.

Our analysis of Year 12 grade data also indicated that in English, Geography, Human Biology, Mathematics Applications, Mathematics Essentials, Physical Education Studies, Psychology and Visual Arts, students received less E-grades, More C-grades and more A and B-grades combined than 'like schools'. In Year 11, this was the case in Geography, Mathematics Methods, Physics and Visual Arts.

'LIKE SCHOOL' COMPARISON

Achievement Standard	Year 11	Year 12
Less E-grades than 'like schools'	✓	✓
More C-grades or better than 'Like schools'	=	✓
More A and B Grades than 'Like schools'	✓	✓



Target achieved



Target equalled

PERCENTAGE OF COURSES IN WHICH TARGET WAS MET

Achievement Standard	Year 11	Year 12
Less E-grades than 'like schools'	53%	71%
More C-grades or better than 'Like schools'	47%	57%
More A and B Grades than 'Like schools'	65%	86%

LEARNING ATTRIBUTES

As is the case in Year 7 to 10, Year 11 students are also assessed against the following learning attributes:

- Works to the best of their ability
- Respects self, others, and property
- Follows staff instructions and school policies and procedures
- Is well organised and effectively manages time
- Participates collaboratively and positively

As indicated, 50% of students were rated as consistently demonstrating the target behaviour on the end of year report. Although this is generally a positive result, the data highlights the need for increased emphasis be placed on increasing the intrinsic motivation of students to ‘work to the best of their ability’ and improve their organisation and time management. Based on feedback from class teachers, one of the major impediments to success for some students is the failure to submit assessment tasks by the due date, thus resulting in marks penalties for late submission as per the college’s assessment policy. The second is an apparent satisfaction with achieving a ‘C-grade’.

Whilst aiming to develop the self-direction and independence of students as responsible learners is a fundamental aim in senior school, engagement with parents is crucial to enhancing student achievement. Research underscores the significance of parental engagement in bolstering student achievement, suggesting that early intervention and communication with parents can be pivotal.

The introduction of a comprehensive reporting timeline which includes greater parental contact is one strategy being introduced in 2024. We also anticipate that greater emphasis on the academic component of the Good Standing Policy along with a more user-friendly monitoring tool will ensure more effective early intervention is in place into the future.

YEAR 11 LEARNING ATTRIBUTES - PERCENTAGE OF STUDENT ACHIEVING ‘CONSISTENTLY FOR EACH ATTRIBUTE

Learning Attribute	Year 11
Works to the best of their ability	51.5%
Respects self, others and property	70.4%
Follows staff instructions and college policies and procedures	65.7%
Is well organised and effectively manages time	53.4%
Participates collaboratively and positively	63.7%





YEAR 12 ACHIEVEMENT TARGETS

- Increase the ATAR participation rate.
- The overall median ATAR is at or above 'like-schools'.
- Increase the percentage of ATAR students who achieve one or more scaled scores of 70+ in ATAR.
- The percentage of students who achieve an ATAR ≥ 55 and/or Certificate II or higher is at or above 'like-schools'.

ATAR PERFORMANCE

In 2023 the college offered nine ATAR courses of which, three courses ATAR English, ATAR Modern History and ATAR Visual Arts had an average scaled score above the State average scaled score. 30 Baldivis Secondary College students completed the WACE exams in 2023, equating to 10% of the cohort. Whilst this is lower than both 2021 and 2022, the performance of the students was significantly improved with more students (18) achieving an ATAR in excess of 70 and an increase in the median ATAR from 68.80 in 2021 to 72.88 in 2023.

These improvements can be attributed to the consistent use of the requirement for students to have achieved Band 8 or higher in NAPLAN as a pre-requisite for enrolment into ATAR courses in Year 11. By explicitly making students and families aware of this as early as Year 8, students aspiring to enrol in an ATAR program in Year 11 can plan and prepare for their future academic endeavors with greater foresight. Understanding the requirements and expectations of the ATAR program early on allows students to align their educational goals, select appropriate subjects, and develop effective study habits. This proactive approach has led to better performance in ATAR courses.

More explicit instruction on methodology to support student performance on external examinations has led to improved understanding and application of the subject matter. By focusing on the specific requirements of the examinations, teachers have tailored their teaching strategies to better prepare students. This approach not only enhances student performance but also equips them with a deeper grasp of the content, enabling them to apply their knowledge in practical and meaningful ways beyond the test environment.

By involving all staff in a review of the Maximising Feedback information from SCSA within the first five weeks of Term 1 of each year we can ensure that the educational strategies we employ are aligned with the course requirements and allows for the early identification and addressing of any areas needing improvement.

One student achieved a subject exhibition for ATAR English, which is an exceptional achievement given that over 10,000 students would have studied ATAR English as a Year 12 course.



ATAR PARTICIPATION RATE - PERCENTAGE OF STUDENTS ELIGIBLE FOR UNIVERSITY ENTRANCE

ATAR Participation	2021	2022	2023
Percentage of all Year 12 students	13%	12%	10%

ATAR PERFORMANCE

Comparative ATAR Performance	2021	2022	2023
Median ATAR - BSC	68.80	72.00	72.88
Median ATAR - Like schools	69.90	70.10	72.80

ATAR Performance	2021	2022	2023
70+ ATAR	21%	53%	60%
Scaled score of 50+ in English	42%	75%	83%

ATTAINMENT RATE - ATAR $\geq$ 55 AND/OR CERTIFICATE II OR HIGHER.

Attainment Rate	2021	2022	2023
Baldivis Secondary College	93%	90%	88%
'Like schools'	76%	75%	74%



SCHOOL CURRICULUM AND STANDARDS AUTHORITY AWARDS

Award	2022	2023
Subject Certificate of Excellence	0	1
Certificate of Distinction	1	2
Certificate of Merit	12	13
Total number of student awarded	13	15
Number of students with two or more awards	0	1

OVERALL YEAR 12 PERFORMANCE

We performed well above 'like schools' in Year 12 English, Human Biology, Mathematics Applications, Mathematics Essentials Physical Education Studies, Psychology and Visual Arts in that Baldivis students achieved less E-grades, more C-grades or better and more A and B-grades than students in schools with a similar demographic. In all but two Year 12 courses Outdoor Education and Career and Enterprise, Baldivis Secondary College students achieved more A and B grades than their counterparts in 'like schools'. This is an outstanding result which can be attributed to a range of factors including but not limited to:

- An increased focus across the college in Years 11 and 12 on 60% (not 50%) being an acceptable level of performance – “60 is the new 50.”
- The strengthening moderation practices so that partnerships are robust and aspirational.
- The expansion of the Follow the Dream program to support Aboriginal students reaching their academic potential through mentoring, case support and after school tuition.
- Professional Learning for Curriculum Team Leaders in performance monitoring and improvement, and for staff on 'value adding' strategies and strategies for maximising student performance.
- Full implementation of the college's Good Standing Policy.
- An extensive mentoring program for students at academic risk with one-on-one support provided by a staff member.



YEAR 12 PATHWAYS

ATAR Participation	2021	2022	2023
ATAR only	0.0%	1.6%	2.3%
ATAR and Certificate II or higher	14.9%	13.6%	11.3%
VET Certificate II or higher	73.8%	67.4%	64.9%
Notice of Arrangements	10.6%	17.4%	17.6%

YEAR 12 STUDENTS COMPLETING A VET CERTIFICATE.

Attainment Rate	2021	2022	2023
Certificate II	88.8%	85.6%	84.6%
Certificate III or higher	11.2%	14.4%	15.4%

WACE ACHIEVEMENT

Percentage Achieving WACE	2021	2022	2023
Baldivis Secondary College	84%	84%	88%
'Like schools'	87%	85%	88%

YEAR 12 DESTINATIONS - POST-SCHOOL DESTINATIONS – 2022 YEAR 12 COHORT

Destination - 2023	Percentage
University	26.9%
University Offer - No placement	2.6%
TAFE	9.6%
Apprenticeship	3.2%
Traineeship	1.3%
Other Training	2.6%
Employment - Full-time	9.6%
Employment Part-time	19.9%
Employment Assistance	12.2%
Other	2.6%
Deferred Study/Training	9.6%
Total	100%
% of students responding	76%

Out of the 76% of 2022 students who completed the follow-up conducted by the Department of Education, 26.9% were enrolled at university and a further 2.6% were offered places but declined.

This indicates that a number of students entered University via alternative entry pathways such as university preparation courses such as the TLC program offered by Murdoch University which Baldivis Secondary College students can access in Year 12 or via portfolio entry.

Our Tutorial Program includes comprehensive support and guidance to students as they move through Years 10 to 12. Students are exposed to a range of topics, including study skills, exam preparation, university, TAFE and Defence Force entrance requirements and the early offer process.

Students are also provided with opportunities to self-assess progress and set realistic goals and become proficient in monitoring their academic status using the WACE Tracker.

ATAR - GENERAL - VET DUX AWARDS - 2023



Radhi Patel - ATAR Dux

Sasha Pugh - General Dux

Lily Cook - External Pathways Dux



LEADERSHIP

PRIORITIES

- Our college leaders will continue to provide strong, empowering leadership in order to drive and support improvement.
- We will establish a leadership development strategy and communicate its priorities to all members of the college.

KEY PERFORMANCE INDICATORS

- To have five Accredited Growth Coaches at the college by 2023.
- To have 10 Accredited Mentors at the college to support both interns and graduates by 2023.
- To have established a college-based Leadership Development Program.

COACHING AND MENTORING TRAINING

Category	2022	2023
Accredited GROWTH Coaches	1	1
Completed GROWTH Coaching Program	3	6
Accredited Instructional Coach	0	6
Accredited Pre-service Mentor *	12	10
Trained Mentors	2	5

* Completed the AITSL Supervising preservice teachers - online training program.

LEADERSHIP DEVELOPMENT PROGRAM

Growing expertise is the most powerful thing we can do for student learning. Our approach to leadership is simple ... we believe that leadership ensures student success and wellbeing. As such, we seek to build the capacity of all members of our community to lead, both in formal and informal roles. We offer growth opportunities that are responsive to both individual need and the diverse requirements of our students.

Our united Senior Leadership Team works collaboratively with staff and the community to develop and implement strategic, clear evidenced based improvement plans and policies to improve learning opportunities for students. Consultative and collaborative processes are evident at all levels of whole school planning to ensure plans are actioned, reflected on, and reviewed across the college.

Developing the leadership capacity of college staff has been a priority following the departure of several highly capable and experienced school leaders. The establishment of a Driving School Improvement Team comprising of incumbent school leaders, site team leaders and self-nominated aspirants worked through the process of not only developing their leadership capabilities but understanding the pre-conditions necessary for school improvement and leading the college through a period of transition.

Our Site Team and Communities of Practice (CoP) initiatives further support leadership development by providing opportunities for passionate staff to take on leadership responsibilities, convening meetings and leading the development of action plans and the implementation of new initiatives. Each CoP leader is supported by an Executive Coach to support them in the fulfilling their role and responsibilities.

Support for staff commences with a comprehensive onboarding process which includes a bespoke Staff Induction Program. A high level of support is especially provided to teachers beginning and in their early career stages. All staff are also supported through access to Professional Learning at a whole school and individual level, as well as mentoring and coaching.

As part of our commitment to invest in the ongoing development of all our staff and ensure our high potential leaders have the support they need to reach their next stage of leadership, we continued to engage with the Department of Education's Future Leaders Framework. Nominees who were confirmed as high potential leaders, based on their consistent aptitude, performance, and readiness, were provided with dedicated support and intensified growth and development opportunities to prepare then to take the next step in their leadership journey.

The GROWTH coaching model is proven to be an effective mechanism for empowering others to establish their own improvement goals, develop their own solutions and take greater responsibility and accountability for achieving them. All Team Leaders have been trained and able to use the GROWTH coaching approach consistently and confidently to support the professional growth of their team by supporting individuals to improve their capacity to reflect and apply their learning to their work with students and in their work with each other.

We enhance the leadership capabilities of all members of our community by providing PL and opportunities to lead. Site teams and committees are one mechanism through which we do this. The work of site teams is directly linked to the Business Plan. Meeting norms, decision-making frameworks and the use of data to inform decision-making underpin the way in which these teams operate.



STUDENT VOICE

We actively seek to amplify student voice, student agency and student leadership within the college. We have empowered our students to communicate ideas and opinions, influence decision making and effect change.

Students are represented on a range of committees and site teams and have had direct input into improvements to college grounds and report regularly to the board. Students have also been engaged in the analysis and interrogating student opinion data and developing improvement plans.

The college is committed to expanding the channels for student engagement, demonstrated by the expansion of Student Voice Forums and the inclusion of a broader range of students as well members of various site teams and committees.

STUDENT LEADERSHIP TEAM

In 2023, 53 students engaged in leadership training programs. Our student leaders are charged with spearheading student-led initiatives and are accountable for the representation and articulation of the student body's perspectives and opinions.

The Student Leadership Team plays a pivotal role in shaping the college's future by offering a robust student perspective. Student Leaders stand as the face of the college and their respective classes, organising running and participating in a variety of events throughout the academic year.

Throughout 2023, student leaders were instrumental in providing support and guidance during school events, contributing to the decision-making processes within the college and volunteering their time running the Critter Coin Rewards Shop, Basketball Connect 4 and other fun activities during lunch breaks.

In March 2023, 22 Leaders attended the national GRIP Student Leadership Conference, a unique event that provides training for student leaders for their role as school leaders. Workshops focus on what the students can do to positively impact school culture and shape and enhance the overall school environment by fostering inclusivity, promoting kindness and championing teamwork.

HIGHLIGHTS

- The Leaders help reboot the school clubs initiative by running a forum and bringing awareness to the 16 clubs on offer.
- The Student Leadership Team initiated two new clubs in 2023.
- Launched and contributed to the Harmony Week celebrations.
- Ran a 'Everybody has a Somebody' event raising awareness that each student in the school can have a person that they can talk to and share how they are going.
- Raised \$5,178 through the Pink Stumps fundraising event, with 50% of the funds raised going towards the purchase of school equipment.
- Purchased a 50 seat grandstand through the pink stumps fundraising monies over the last three events. The seating is for the students/parents to use watching the school rugby games etc.

In acknowledgement of their outstanding leadership, the Year 12 student leaders were accompanied by Ms Parolo to a lunch at Parliament House hosted by local member, Hon. Reece Whitby, MLA





SYSTEMS

PRIORITIES

- We will continue to seek excellence in student achievement.
- We will continue to provide staff with opportunities to access ongoing professional learning to ensure they have high levels of knowledge and instructional skill.

KEY PERFORMANCE INDICATORS

- Develop an Instructional model which articulates the practices that the college's teachers are committed to implementing.
- Produce a one-page model that clearly communicates the alignment of our core instructional philosophies
- Reduce utility costs by 5% annually.

COLLEGE-WIDE INSTRUCTIONAL MODEL

The BSC Teaching and Learning Model provides clarity for staff around the expectations for quality instruction at the college and complements a repository of relevant instructional tools, policies and procedures found in the Staff Handbook (OneNote)

Annual AITSL reviews highlight strengths and growth areas in teaching practice, while our classroom observation process provides staff with the opportunity to receive quality feedback on their teaching practice.

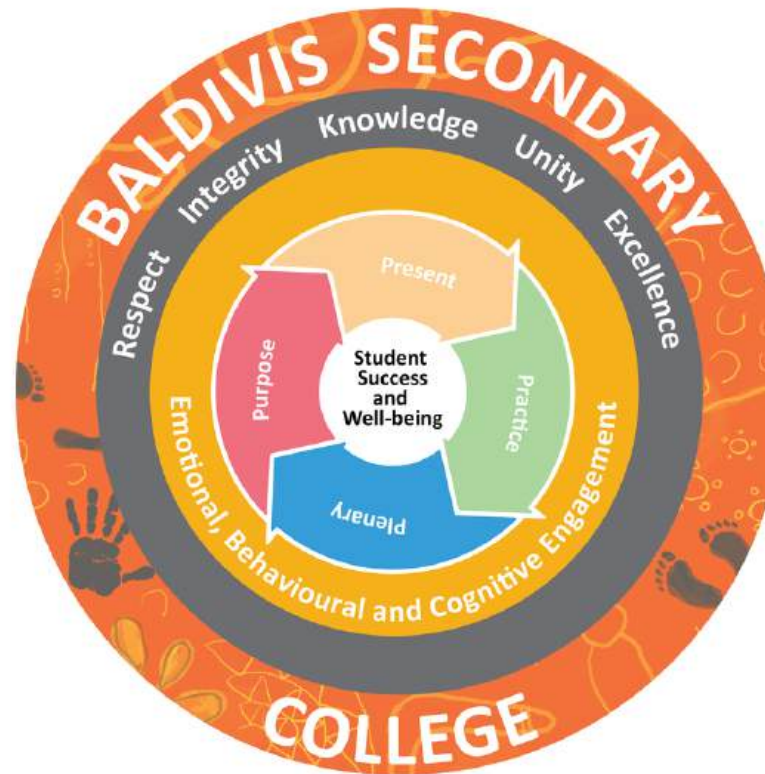
Learning area teams analyse systematic and school based data to inform curriculum delivery. Teachers integrate triangulated data from programs such as Elastik to diagnose gaps in student learning. Disciplined dialogue is employed to review year level data which is used to make adjustments to teaching and learning programs.

Various professional learning communities at the college meet regularly to provide educators with the opportunity to analyse and evaluate curriculum implementation. AVID, CMS and PBS are embedded in the BSC Teaching and Learning Model and implemented across the college to support curriculum delivery.

INSTRUCTIONAL MODEL

Being the best that we can be

- **Purpose**
 - Greet and connect
 - Topic and EQ
 - Activate Prior Knowledge
 - Create interest
- **Present**
 - Input of Information
 - Check for Understanding
- **Practice**
 - Modelling
 - Worked examples
 - Guided Practice
 - Independent Practice
- **Plenary**
 - Summary
 - Reflection
 - Recap Lesson



Baldivis Secondary College Instructional Model - "Being the best that we can be"

Our College-wide Instructional model provides a mechanism for teachers to support students to cement new knowledge into their long-term memory while avoiding any cognitive overload. It is designed to provide students and teachers with a framework for effective instruction and lesson design, which builds on the College's use of AVID methodologies and instructional strategies.



USE OF RESOURCES

Driven by our commitment to improving outcomes for students, we have established clear processes and timelines in which we review historical data, forecast income and expenditure, identify priority areas, before systematically allocating the available financial, human, and physical resources to have the biggest impact on student engagement, achievement, and wellbeing. Through our self-assessment schedule, we track resource use and impact on student performance.

Our planning includes funding for future financial, human and physical resources to meet the needs and goals of the college into the future. By strategically planning we are able to maximise the use of college resources, which ensures the allocation of funds align with the college business plan and enhance the learning and wellbeing needs of all students and staff. College-wide policies, practices and programs are in place to assist in identifying and addressing student and staff needs.

The establishment of a dedicated finance team under the direction of the Manager of Corporate Services ensures that the robust and rigorous systems that the college has established to safeguard its financial integrity are maintained, and DoE compliance requirements are met.

Training is provided to cost centre managers and the Finance Committee engages in ongoing analysis and monitoring to ensure that the budget is expended, monitored, and reported on appropriately. A comprehensive assets management system is in place.

The physical environment contributes significantly to student success and wellbeing. Throughout the college, the physical environment promotes student learning, access, and engagement through hands-on learning and interdisciplinary collaboration, fostering deeper engagement amongst students. Student success and wellbeing is at the forefront when planning and budgeting for resource allocation within the physical environment.

To optimise student access and opportunity, the college plans to introduce enhancements to the physical environment of the STEM centre (additional 3D printers and software). Plans are in place to develop a Bush Classroom with students researching native flora with local Aboriginal elders, propagating from seed in a greenhouse, planting, maintaining and monitoring as a cross-curricular project.

Through the allocation of resources, establishment of site teams and committees, we actively seek to prioritise diversity, equity, and inclusion. In 2023, we provided additional FTE to key student support staff throughout the college to support and guide staff in the broader implementation of wellbeing and engagement strategies in the classroom.

MANAGEMENT OF UTILITIES

Our participation in the Schools Virtual Power Plant (VPP) Pilot Project since 2019 has enabled Synergy to test and learn about the capabilities and opportunities offered by VPPs which is an important step in transitioning to an intelligent and clean energy future. A VPP is a network of Distributed Energy Resources (DER) like household rooftop solar PV systems, household and community batteries and electric vehicles. It combines and aggregate these resources to generate, store and distribute electricity locally.

Baldivis Secondary College

January 2021 vs January 2022 vs January 2023 average daily electricity load profile comparison

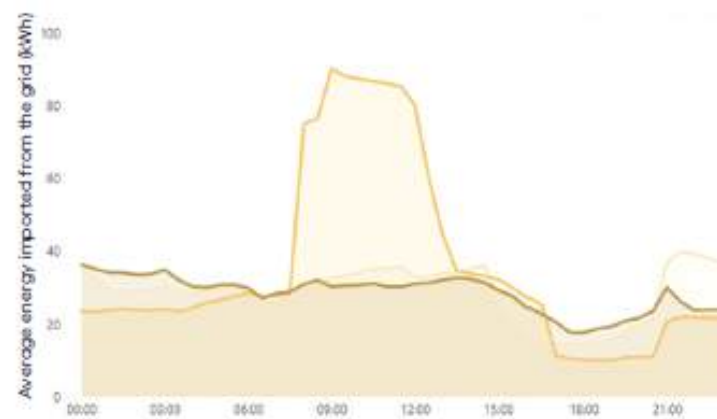
Jan-22 Jan-23 Jan-24



VPP4S Aggregate

January 2021 vs January 2022 vs January 2023 average daily electricity load profile comparison

Jan-22 Jan-23 Jan-24



Our Building Management System (BMS) provides improvements in energy efficiency by enabling early identification of equipment failure, identification of unusual patterns of energy usage, such as equipment being left on out of office hours and monitoring effectiveness of Energy Management Plans.

Occupancy sensors have been installed in bathrooms and storage spaces and lighting only turns on when someone is detected in the room or area. In addition, lighting control gives us the ability to turn lights on and off with a schedule. Wherever possible we have replaced traditional bulbs with LEDs to save energy.

Utility costs increased by 8.5% in the period from 2022 to 2023, despite reduced usage due to increased tariffs across all services.



TARGETED INITIATIVES

Targeted Initiative funding is used for the purposes for which it is intended. Project leaders and their staff determine how the funds are to be used to meet the improvement targets articulated in their operational plans.

Disability funding, Aboriginality, SLP-A and VET funding are used to fund the appointment of specialist staff, as well as the purchase of specialised equipment, curriculum resources and specialist learning spaces as articulated in the relevant operational plan.

TARGETED INITIATIVE FUNDED AREAS

- Additional support for delivery of mental health programs
- Career Learning Toolkit
- Commonwealth Grants
- EALD Hub Champion group
- Graduate Teacher Induction Program
- Graduate Teacher Curriculum Materials
- Level 3 Classroom Teachers Additional Teacher Time
- School Psychologist
- Specialist Career Practitioners
- Specialist Learning Programs for ASD
- Sporting Schools Program
- Career Taster Program funding
- Level 3 Classroom Teacher Allowance
- SAS - Clothing Allowance
- SAS - Education Program Allowance
- State Funded Chaplaincy Program

WORKFORCE PLANNING

The Finance Committee monitors and evaluates the college workforce monthly by reviewing the School Resource System and HRMIS ensuring human resourcing falls within the parameters of the OLB and aligns with college priorities and the increased need for student support. We analyse and identify changes in our community (new schools), employment trends (students leaving for TAFE or work), new land developments which impact student enrolment numbers, thus funding and staffing requirements.

Our workforce profile indicates that the average Baldivis Secondary College teacher is four years younger than a teacher at a 'like school'. In 2023, we had 14 graduate teachers and 3 untrained teachers (employed on a Limited Authority to Teach) working in our school. Our historical data shows that we have been able to retain the majority of our graduate and untrained teachers through until they are fully registered by the TRBWA. This has been a positive outcome in mitigating the shortage of quality and available teachers. The challenge has been to find a ready supply of mentors and there has also been a noticeable decline in the number of available pre-service teachers.

PER STUDENT FUNDING

Per Student	Below Threshold	Above Threshold	Budget
Year 7	183	16	\$ 1,976,581.00
Year 8	204	18	\$ 2,204,838.00
Year 9	217	20	\$ 2,352,815.00
Year 10	211	19	\$ 2,283,844.00
Year 11	185	17	\$ 2,157,720.00
Year 12	200	18	\$ 2,329,070.00
Total	1,200	108	\$ 13,304,868.00

STUDENT AND SCHOOL CHARACTERISTICS FUNDING

Per Student	Funded Students	Budget
Aboriginality	69.00	\$ 152,346.30
Disability	175.22	\$ 1,974,807.83
English as an Additional Language or Dialect	7.00	\$ 21,700.00
Social Disadvantage	515.94	\$ 478,133.50
Total		\$ 2,626,987.63

UTILITY COSTS

Service	2021	2022	2023
Electricity	\$148,285.00	\$146,146.93	\$151,689.32
Gas	\$11,184.00	\$8,690.49	\$14,239.00
Water	\$75,322.00	\$54,706.62	\$63,148.53
Total	\$234,791.00	\$209,544.04	\$229,076.85

LOCALLY RAISED FUNDS (REVENUE)

Per Student	Budget
Voluntary Contributions	\$ 78,000.00
Charges and Fees	\$ 575,553.64
Fees from Facilities Hire	\$ 5,000.00
Fundraising/Donations/Sponsorships	\$ 64,200.00
Commonwealth Govt Revenues	\$ 40,750.00
Other State Govt/Local Govt Revenues	\$ 55,000.00
Other Revenues	\$ 150,555.00
Total	\$ 969,058.64



GOODS AND SERVICES (CASH EXPENDITURE)

Per Student	Budget
Administration	\$ 170,495.18
Lease Payments	\$ 115,000.00
Utilities, Facilities and Maintenance	\$ 548,368.00
Buildings, Property and Equipment	\$ 71,424.00
Curriculum and Student Services	\$ 1,216,823.42
Professional Development	\$ 44,250.00
Transfer to Reserve	\$ 25,000.00
Other Expenditure	\$ 35,974.00
Payment to CO, Regional Office and Other schools	\$ 950.00
Total	\$ 2,228,284.60



GLOSSARY

ATAR - Australian Tertiary Assessment Rank. The ATAR is a rank, or position, calculated by the Universities Admissions Centre, based on a student's WACE achievement. Universities generally offer positions to students based on their ATAR.

EALD - English as an additional language or dialect.

"Like school" - Socio-educationally similar schools

Literacy - the ability to read, write and understand information across all subject areas.

NAPLAN – National Assessment Program – Literacy and Numeracy. Tests are held in literacy and numeracy for all students in Australia in Years 3, 5, 7 and 9.

Numeracy – working with numbers across all subject areas. This involves mathematical knowledge and understanding, problem-solving and literacy skills.

OLNA - Online Literacy and Numeracy Assessment

SEL - Social Emotional Learning

VET – vocational education and training. These occupational or work-related courses are available for students in Years 9 to 12. Many lead to nationally recognised Australian Qualifications Framework (AQF) certificates or statements of attainment.

WACE - The Western Australian Certificate of Education

WPL - Workplace Learning – students may spend 1 to 2 weeks in a workplace of their choice. Students observe and undertake supervised tasks to develop work and industry skills. Workplace learning helps career choice and enhances classroom learning. It is voluntary – students are not paid.

SAS - Secondary Assistance Scheme

CLASS OF 2023



