

ANNUAL REPORT 2021



BALDIVIS
SECONDARY COLLEGE



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

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PRINCIPALS MESSAGE

I am reminded of the words of Nelson Mandela who said, 'education is the most powerful weapon which you can use to change the world.' It is indeed a great privilege for any of us working in education to be in a position to nurture, support, encourage and ultimately provide an educational journey for our young people which equips them to be change agents and future custodians of this planet which we share.

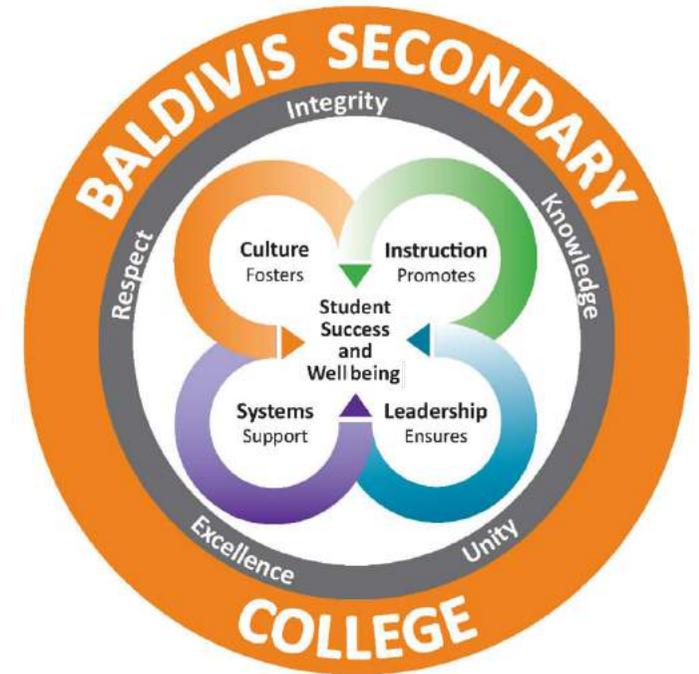
As the graphic illustrates, student success and wellbeing are at the core of everything we do; collectively committing to providing a comprehensive, robust, and challenging school experience which improves student learning outcomes and life choices for all graduates.

This is achieved through a dedicated focus on

- **Culture** – a school culture that fosters student success and wellbeing
- **Instruction** – teaching and learning programs and strategies which promote student success and wellbeing
- **Leadership** – leaders who ensure student success and wellbeing
- **Systems** – Systems that support, monitor, and enable student success and wellbeing

In a similar vein to 2020, 2021 presented us all with challenges as the world continued to come to terms with the global pandemic that is COVID-19. Whilst we here in Western Australia were able to negotiate the year reasonably unaffected, the spectre of lockdowns and huge infection rates kept us all on our toes. Given this constant uncertainty our students did a fantastic job of maintaining their focus and the vast majority were rewarded with excellent results in their studies.

2021 was a year of consolidation. The information gained from our school self-assessment enabled us to strategically plan appropriate interventions, continue delivering and supporting services and programs that contributed to student success and wellbeing while also addressing any areas of concern.



We continued to focus on improvement in all aspects of teaching, learning, and school leadership as well as ensuring all students felt supported and connected to school. As a staff we worked to extend and develop our teaching skills through a strategic approach to professional learning that focused on deepening our understanding and implementation of our whole school approaches to teaching and learning. An approach that builds a rich, challenging and stimulating learning environment, one that uses contemporary pedagogy and digital literacies for deep learning and thinking and develops the role of students in their learning process so that students make better use of their learning data in order to drive their ongoing growth and self-determination. Our students are a gift to all of us and their enthusiasm is what inspires and motivates us to continually seek improvements.

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

A major strength of our college continues to be our people. The people at our college and the relationships we sustain are the strength of our college community. The dedicated staff and supportive parents enjoy working together. We encourage our students to be creative and confident through a tradition of academic rigour whilst nurturing a strong sense of social responsibility.

This report is a small component of the total reporting process that the college undertakes. As an Independent Public School, Baldivis Secondary College develops a Business Plan together with an Operational Plan. The 2021 Annual Report reflects the college's priorities and targets, as outlined in the 2020 – 2023 Baldivis Secondary College Business Plan.

The Baldivis Way ensures we have a vibrant learning community where personal goals are achieved through mutual respect and success is celebrated. We are proud of our students, and it is with pleasure we present our 2021 Annual Report.

Alison Parolo
Principal





COLLEGE BOARD

Delia Makking-Robinson	Board Chair Parent Representative
Alison Parolo	Principal
Karen Illich	Corporate Services Manager
Rita Lusted	Parent Representative
Steph McDonald	Parent Representative
Mele Tupou	Parent Representative
Ali Kiswani	Parent Representative
Shyanne Makowharemahihi	Parent Representative
Paul Johnston	Staff Representative
Kristopher Kennedy	Staff Representative
Grace Brbich	Student Representative
Tala Hamdouna	Student Representative
Claire Brown	Community Representative

FROM THE COLLEGE BOARD CHAIR

On behalf of the Baldivis Secondary College Board, I am proud to endorse this 2021 Annual School Report. Despite ongoing uncertainties related to the COVID-19 pandemic, the College continued to focus on what matters most – academic and wellbeing 'excellence' for every student.

The College Board extends its deepest thanks to staff whose dedication, commitment and partnerships with families have shaped the 2021 experience for students.

Delia Makking-Robinson
Board Chair



OUR STUDENTS ARE A GIFT TO ALL OF US AND THEIR ENTHUSIASM IS WHAT
INSPIRES AND MOTIVATES US TO CONTINUALLY SEEK IMPROVEMENTS.



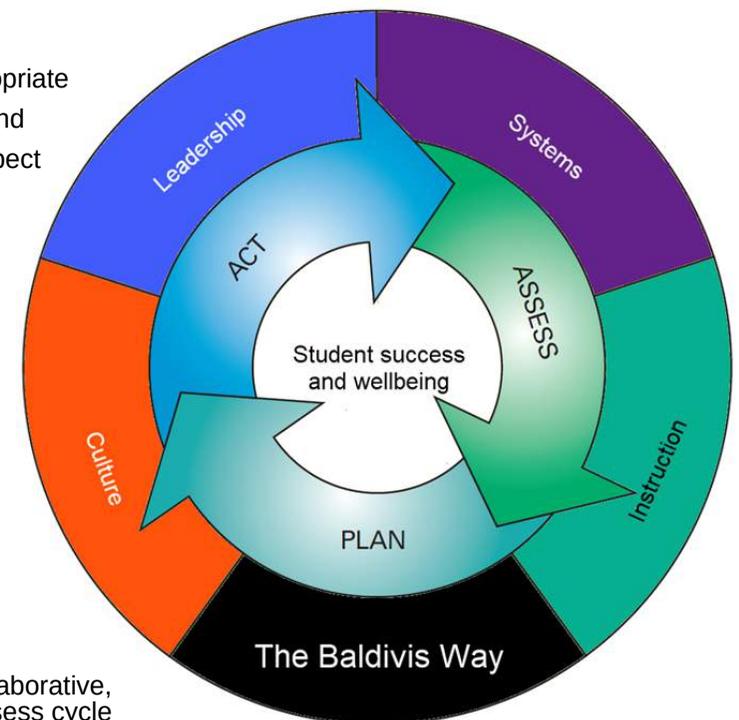
ABOUT US

In 2021 Baldvis Secondary College continued to meet the challenges presented by the global pandemic consolidating our teaching practice and enhancing our range of community, industry, and educational partnerships to augment our practices. We continue to place a high priority on the comprehensive analysis, and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. We have a well-established systematic plan and timeline for the collection, analysis and use of a range of student achievement and wellbeing data.

Data analysis considers the overall cohort performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with 'like' and aspirational schools; and, in the case of data from standardised tests, measures of growth across the years of schooling. We use a range of data to identify gaps in student learning and assess improvement over time. A collaborative, evidence-based approach is central to our review of student achievement. Analysis occurs at the classroom, curriculum area and whole-school level. We engage our College Board in this process not just at Board Meetings but also in a professional dialogue and review of data.

Baldvis Secondary College promotes ethical practice and appropriate standards of conduct and behaviour and is committed to work and learning environments where all individuals are treated with respect and dignity. The pillars upon which we build our culture are:

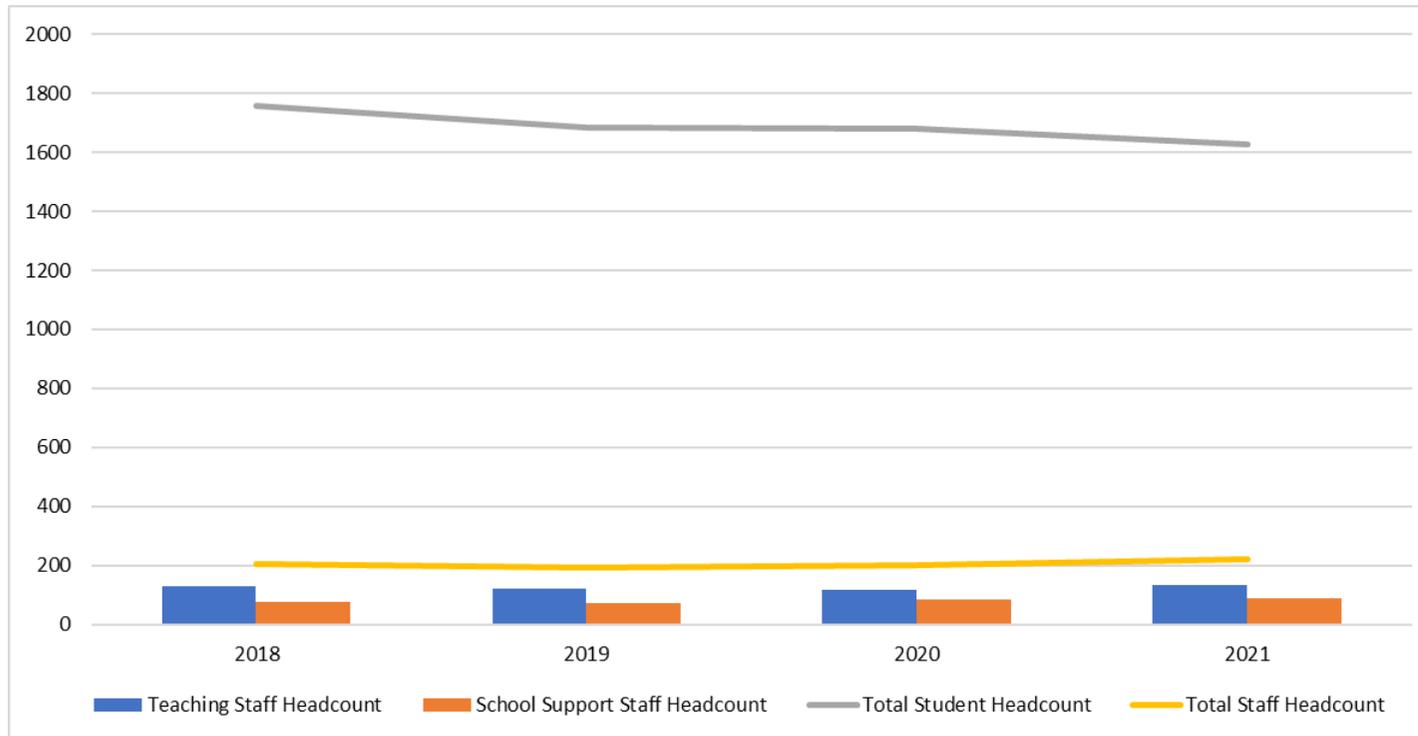
- Respect
- Excellence
- Knowledge
- Integrity; and
- Unity



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

OUR STAFF

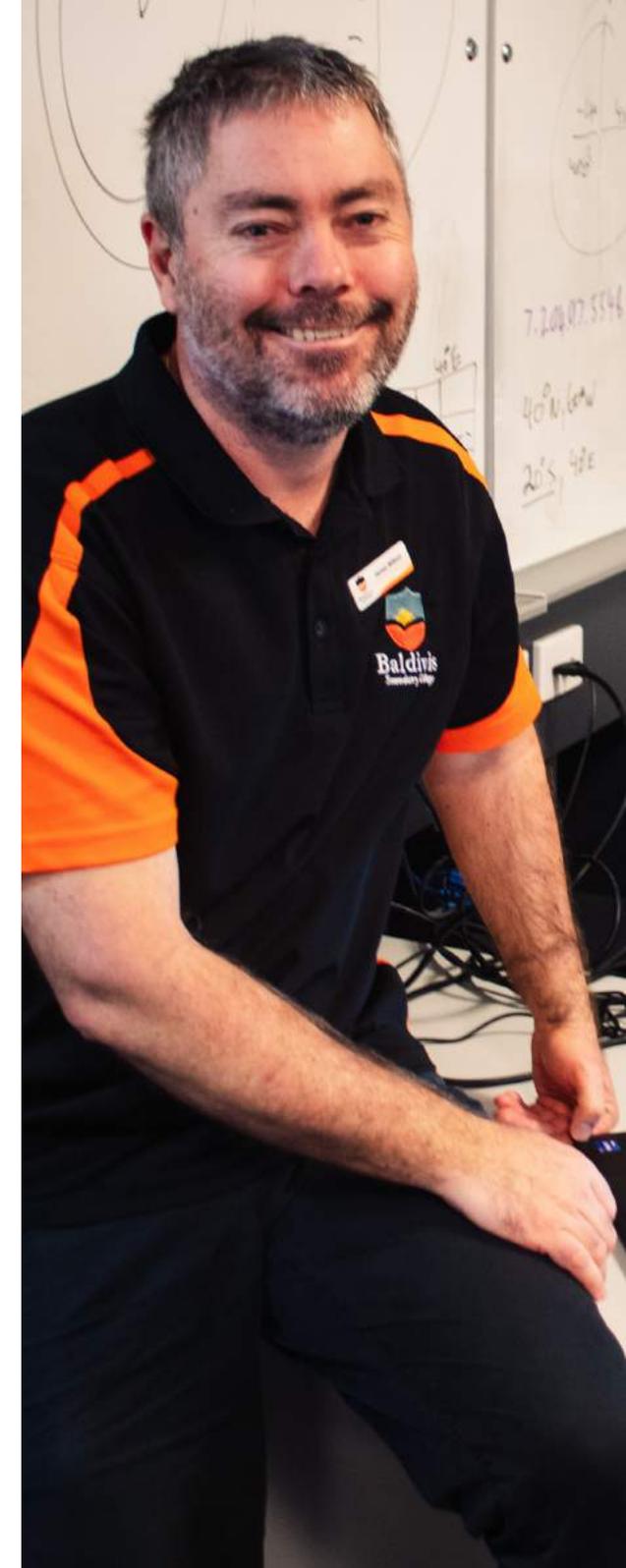
STAFF AND STUDENT PROFILE



As illustrated above, despite declining student numbers, the number of staff appointments has remained relatively stable. This is largely due to the high staff: student ratio in the Autism Specialised Learning Program.

Baldvis Secondary College teaching staff are on average 7.2 years younger than teaching staff at 'like schools'.

65% of teachers are fully registered, with the remaining 35% employed under limited or provisional registration. The college implements a comprehensive induction and graduate teacher support program to support teachers transitioning to full registration.



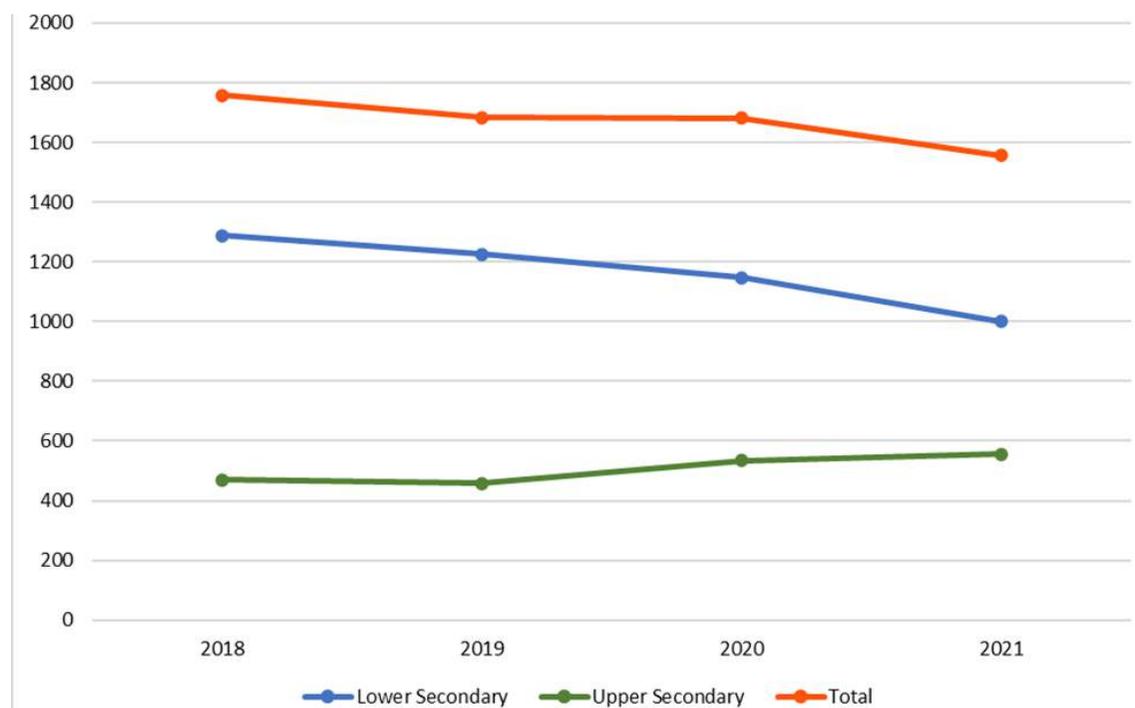


OUR STUDENTS

STUDENT NUMBERS AND ENROLMENT TRENDS

Cohort	Number of students	Aboriginal	Disability	EALD
Year 7	236	7	9	
Year 8	218	13	29	2
Year 9	221	5	17	1
Year 10	325	11	22	
Year 11	290	11	21	1
Year 12	266	8	16	
Total	1,556	55	114	4

The information above does not include an additional 74 students who are engaged in education or training options other than full-time enrolment in a school.

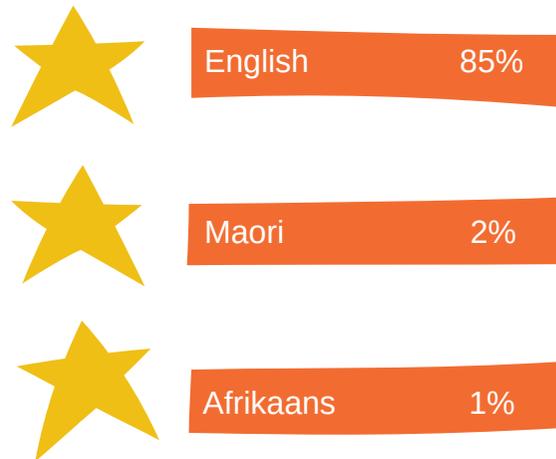


Our student numbers have started to stabilise over the past three years, following the opening of a second high school in Baldivis, and we anticipate that the size of each cohort entering the College from now onwards will be in the region of 180 to 200 students.

ETHNIC SNAPSHOT

COUNTRY OF BIRTH

- 40 different countries of birth
- 26% of students are born overseas
- 95% of students are Permanent Residents or Australian Citizens.



LANGUAGE SPOKEN AT HOME

- 54 different languages spoken at home
- 15% of students speak a language other than English at home.



ABORIGINAL PERSPECTIVES

NOONGAR KAADADJINY WANGKANINY BIBOOL

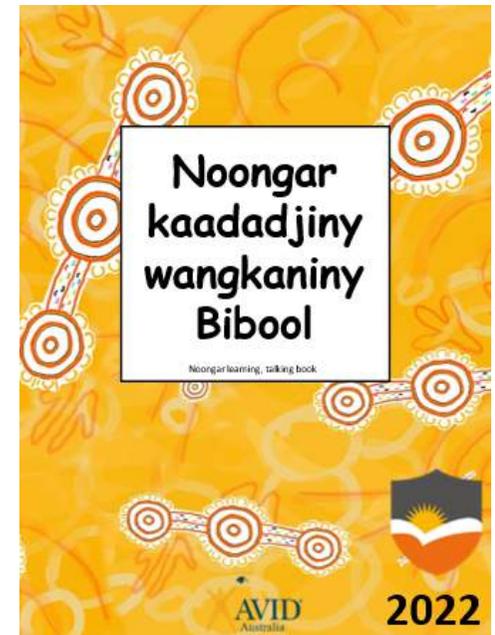
Baldivis Secondary College is situated on Kwobidak Noongar boodja, beautiful Noongar country. The land of the Noongar people who have walked this land and cared for it for more than 45,000 years. Over the years, ancient wisdom and culture have guided the Noongar people through their interaction with the land, nature and with one another.

2021 saw the release of Noongar kaadadjiny wangkaniny Bibool (Noongar learning, talking book), created by Baldivis Secondary College Aboriginal Education Manager, Rita Lusted for educational purposes only.

This resource has been designed for teachers and students in acknowledgement that Noongar people have a profound physical and spiritual connection to country on which the school is situated. It is designed to provide an accurate and reliable source of information for teachers and students as they begin to understand and make sense of the unique connection that Aboriginal people have to the boodja/land, maambakoort/sea, worl/sky and bilya/rivers.

A connection which is thousands of years old and connects everything across the vast landscape with meaning and purpose. The content has been drawn from the knowledge and experiences of local Elders and is designed to be used to ensure that Aboriginal languages, histories and cultures, knowledge traditions and holistic world views are understood and appreciated by all Australians.

Broadening the kaadadjiny/thinking-learning-listening of teachers and students about the richness of Noongar history and culture not only enhances our cultural understanding and respect for Noongar people, but also for the wider Aboriginal community. It is important if we are to strengthen our community, promote wider understanding and ultimately build a brighter future together.



TWO-WAY SCIENCE

In 2021, Baldivis Secondary College was selected as one of eight pilot schools for the Department of Education's Two-Way Science Project. Two-way Science is an approach to teaching and learning that connects the Western Australian Curriculum: Science to Aboriginal knowledges.

The Two-way Science Initiative supports schools to build partnerships with local Aboriginal communities to develop integrated culturally responsive learning programs that connect the Western Australian Curriculum: Science to Aboriginal knowledges. Two-way Science provides an opportunity for all students to learn about science from the world's oldest continuing cultures. In 2021, Baldivis Secondary College was selected as one of 20 pilot schools across Western Australia.

Baldivis Secondary College was also selected to hold the official Statewide Launch which enabled us to showcase the amazing local Noongar culture via a welcome and smoking ceremony followed by song, dance, and celebration. Guests were able to experience bush tucker and immerse themselves in the students' work and yarns.

As a Two-way Science project school, Baldivis Secondary College has continued:

- building and strengthening relationships with the local Aboriginal community;
- empowering community in the co-design and delivery of Two-way Science teaching and learning programs;
- developing teacher confidence and capacity to connect local Aboriginal knowledge with the science curriculum.



Rita Lusted, Aboriginal Education Manager shows off the range of resources used to promote Aboriginal perspectives at Baldivis Secondary College.



AVID

AVID (Advancement Via Individual Determination) is at the core of The Baldivis Way. AVID is best explained as an instructional support system for students that is built upon the philosophy that “effort creates ability” and that if we hold students accountable to the highest standards, provide academic and social support, and they will rise to the challenge. At its core AVID is a strong set of curriculum and teaching strategies based on best practice methodologies and systemic professional development.

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

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

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

In Socratic Seminars students help one another understand the ideas, issues, and values reflected in a text through structured group discussion.



SUSTAINABILITY

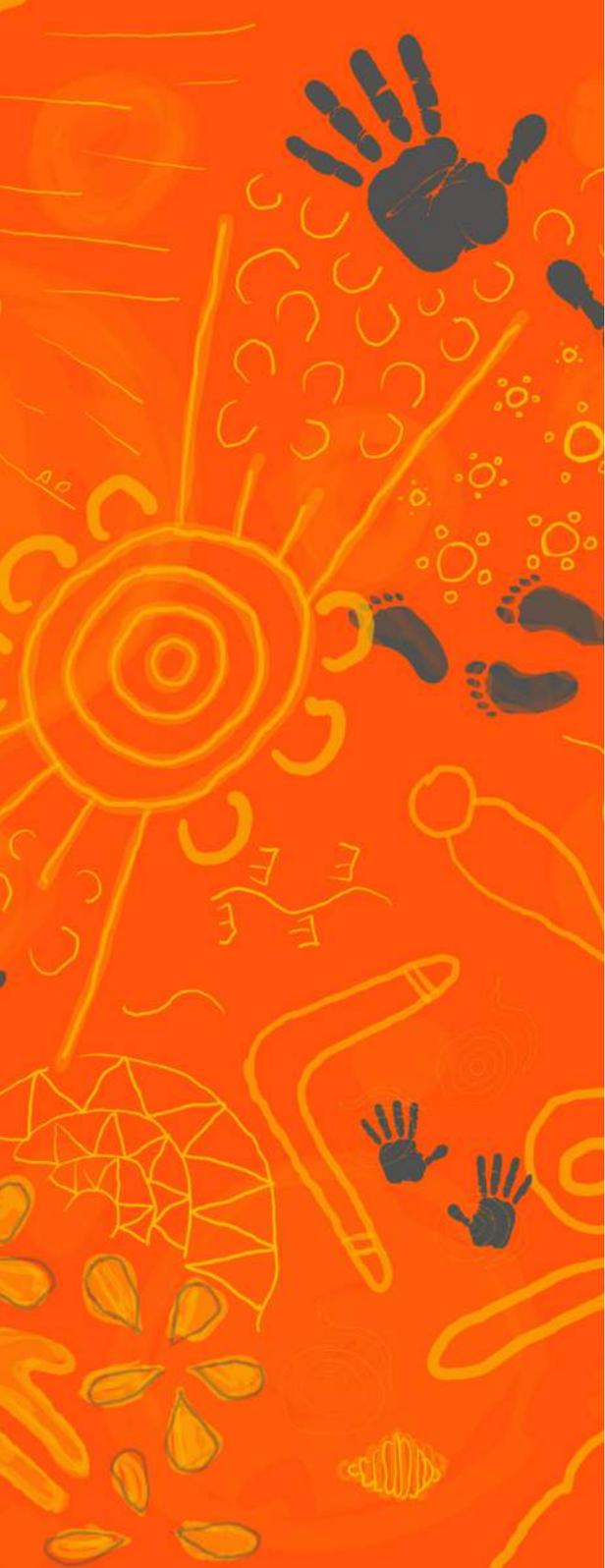
Education for Sustainability is an educational approach that aims to develop students, schools and communities with the values and the motivation to take action for sustainability – in their personal lives, within their community and also at a global scale, now and in the future. This way of thinking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

It is through our sustainability focus that we aim to build awareness and knowledge of sustainability issues and develop students who are able to think critically, innovate and provide solutions towards more sustainable patterns of living.

PROGRAMS AND EVENTS

- Cross curricular STEM project - Message in a plastic bottle
- Containers for Change program
- Your Move program - achieved platinum accreditation
- Footprint Fridays
- Clean up Australia Day litter competition
- Walk safely to school day event
- Bike week competitions
- Gardening club established
- Bush Tucker Garden established
- Year 6 Your Move Transition Excursion run by the Green Team
- Composting in staff offices
- Implementing of BSC Waste Policy
- Whole school travel data
- Containers for Change Audits
- Coastal Connections Challenge
- Bush Rangers Program
- Accredited as an Adopt a Beach School
- Smoothie Bike Race Competition for Bike Week





STUDENT SERVICES

In 2021 the Student Services led a range of programs and events to enhance and support the students social and emotional development. Building positive relationships, resiliency, improving mental health and being the best that you can be along with continuing to strengthen the established partnerships with Youth Focus, Headspace and the City of Rockingham were a key focus in 2021.

PROGRAMS

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

EVENTS

- Athletics Carnival Novelties
- Freddo Cup
- Immunisation Program
- Movie Rewards Day
- Presentation Evening
- School Photo Days
- Staff Basketball Game
- Year 10 River Cruise
- Year 11 Dinner Dance
- Year 12 Ball
- Year 7 Camp
- Year 12 Farewell
- ANZAC Service
- Beach Day



Difference *Makers*

In 2021, Difference Maker volunteers supported programs at Stockland Affinity Retirement Village and Rivergums Primary School.

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

While completing community service projects, students develop real-world skills such as leadership and collaboration that will help them succeed in high school and beyond.

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



AUTISM PROGRAM

The Baldvis Secondary College's Specialised Autism Learning Program 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 eight recognised such programs with Western Australia.

The 20 students (Years 7-12) selected as part of this program must have an autism diagnosis and can be located outside of the College's local intake area.

Cohort	Number of students	Male	Female
Year 7	6	5	1
Year 8	4	3	1
Year 9	2	2	0
Year 10	5	5	0
Year 11	1	1	0
Year 12	2	2	0
Total	20	18	2

The program provides education and support for the social/emotional development of students with a diagnosis of autism, who have the potential to achieve positive academic, behavioural, social, and emotional outcomes in a mainstream school setting, thus building independence and ensuring access to further education and successful employment.

Students attend lessons in mainstream classes, have a dedicated home room teaching area and courtyard area, are supported by specialised education assistants and teachers and participate in Social Emotional Learning (SEL) and study skills lessons.

The SEL program addresses the personal and social capabilities, increasing social awareness, exploring expected and unexpected behaviours, promotes self-management of anxieties and anger, and organisational skills.

The majority of these students are accessing the West Australian Curriculum relevant to each Learning Area, with both Year 12 students achieving their WACE. On average students in the Specialised Autism Learning Program achieved 75% of the goals established as part of their Individual Education Plans.

LEARNING SUPPORT PROGRAM

Baldivis Secondary College is an inclusive community where every student is valued and fully participates in a quality educational program, in a mainstream environment.

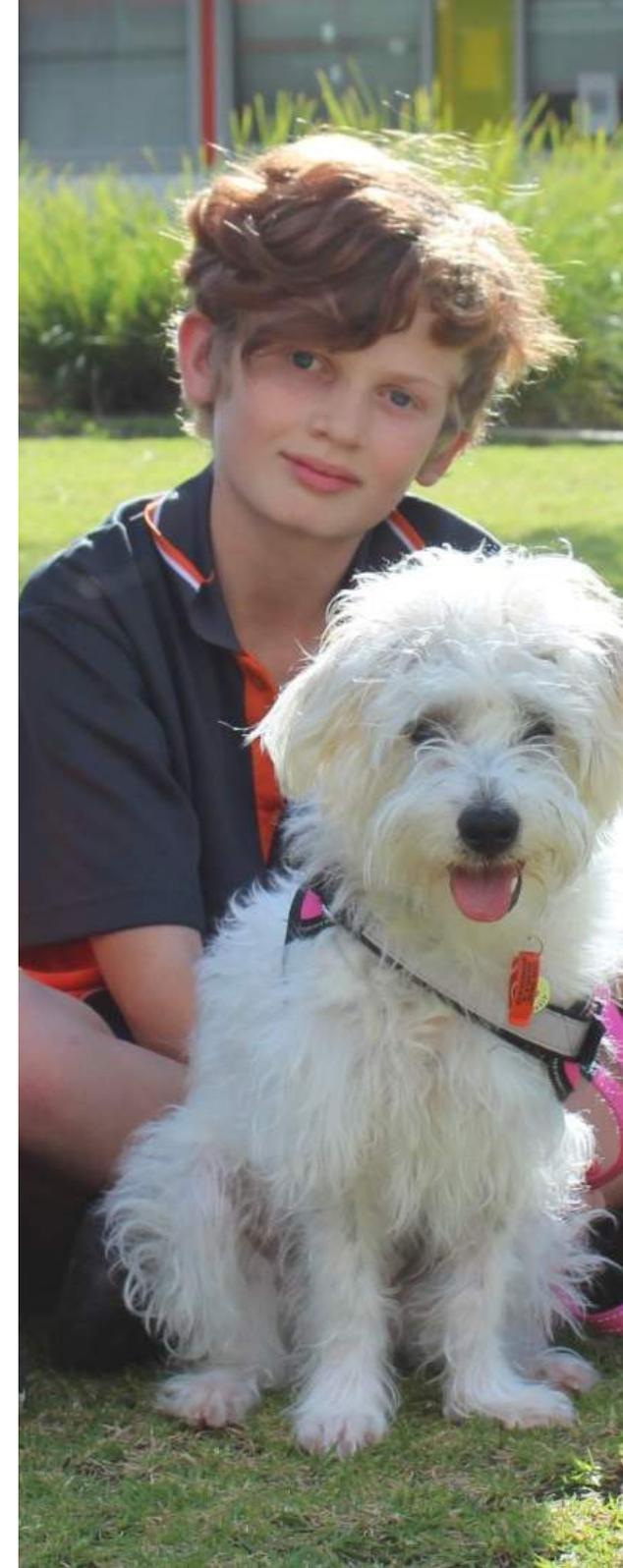
The Learning Support Team promotes inclusive practices within the Baldivis Secondary College learning community. The team provide opportunities for our students, diagnosed with disabilities, to successfully access the curriculum and participate in all programs offered at the college. The Learning Support Team acts in a consultative and collaborative capacity with teachers and parents in addressing the learning needs of individual students.

In 2021, the Learning Support Team assisted 104 students, approximately half of these are not funded because as they are yet to be formally diagnosed. The majority of students who are funded have a diagnosis of Autism Spectrum Disorder.

Cohort	Number of students	Male	Female
Year 7	12	10	2
Year 8	16	13	3
Year 9	21	16	5
Year 10	21	15	6
Year 11	21	16	5
Year 12	13	6	7
Total	104	76	28

Cohort	ASD	Deaf / Hard of Hearing	Intellectual Disability	Physical Disability	Severe Mental Disorder
Year 7	1	1	1	0	0
Year 8	11	1	0	1	1
Year 9	10	0	0	0	0
Year 10	3	1	1	1	1
Year 11	6	1	2	0	0
Year 12	4	0	2	1	0
Total	35	4	6	3	2

Students attend lessons in mainstream classes, are supported by specialised education assistants and participate in Social Emotional Learning (SEL) and study skills lessons as required. On average students supported through the Learning Support Program achieved 69% of the goals established as part of their Individual Education Plans.



CO-CURRICULAR EVENTS

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



Student Leaders visiting Makybe Rise PS



HASS Sustainable Urban Design Showcase

- Academic Alliance
- Arts Showcase
- ATAR Geography Race around Perth
- ATAR Geography to fieldtrip to Penguin Island
- ATAR History incursion from the Holocaust Institute
- Athletics Carnival
- Auction Day
- Australian Mathematics Competition
- Australian Statistics Poster Competition
- BASSA Carnivals
- Bike Week
- Book in A Day
- Book Week Activities
- BSC Concert Band
- Careers and Course Expo
- Clean up Australia Day
- Containers for Change Program
- Don't be a tosser campaign
- Established student Gardening club
- Film Academy Production
- Footprint Fridays
- Footprint Friday Smoothie Bike Raffles
- Geography Restoration & Rehabilitation Fieldtrip to ALCOA
- HASS Mock Trials
- HASS Week
- History Boola Bardip Museum Excursion
- Indigenous Games Day
- Indigenous History Incursion
- Kwinana Youth Industries Art Exhibition
- Market Day with Rivergums Primary School
- MAWA 'Have Sum Fun' Competition
- Murdoch University STEM Excursion
- Minecraft Club & Minecraft Interschool Competition

- Music & Dance Concert Evenings
- NAIDOC Function at Rockingham City Council
- Outdoor Education Camps and Excursions – Abseiling, Mountain Biking, Surfing
- Peel Secondary School Health and Physical Education Summer Carnival
- RAC B Streetsmart Excursion – Road Safety
- Reece Whitby Guest Speaker to Year 11 Politics & Law Students
- Rivergums Primary School Athletics Carnival
- Royal Life Saving Qualification Training
- R U OK Day
- Science Fair in Science Week
- Senior School Visual Art Excursion to Pulse Perspectives at Art Gallery of WA
- Sustainable Urban Design Showcase
- TRG Youth Theatre Project
- Tucker Bush Garden
- US Consulate incursion for Year 10 and 11 students
- World War I Lighthouse Display
- Walk Safely to School Day
- Year 10 Drama Production - Mr Toads Mad Adventures
- Year 12 Drams Monologue Performance Evening
- Yohfest (Year 9 and 10 Dance Troupe students)
- Your Move Program



VOCATIONAL EDUCATION AND TRAINING

CERTIFICATE COURSES

In 2021, students were able to complete a certificate course at school and/or through an external training provider, such as TAFE.

VET PARTICIPATION RATE

	2021	2020	2019
School VET enrolments (% of Cohort)	91%	89%	86%
Funded VET students	81%	83%	83%

LEVEL OF HIGHEST QUALIFICATION ACHIEVED (OF VET ENROLLED STUDENTS)

	2021	2020	2019
Certificate IV	1 (<1%)	4 (2%)	19 (8%)
Certificate III	25 (8%)	24 (10%)	12 (5%)
Certificate II	223 (73%)	172 (74%)	163 (68%)
No certificate completed	56 (18%)	33 (14%)	46 (19%)

VET QUALIFICATION COMPLETION

VET qualification	Number of Students
Cert. II in Business	59
Cert. II in Hospitality	47
Cert. II in Engineering Pathways	37
Cert. II in Community Services	23
Cert. III in Business	23
Cert. II in Sport Coaching	20
Cert. II in Creative Industries	16
Cert. II in Visual Arts	15
Cert. II in Construction Pathways	12

Other qualifications were completed in Retail, Tourism, Make-Up, Health and Nursing Studies, Aeroskills, Automotive Servicing Technology and Population Health.

The qualifications achieved have enabled the Class of 2021 to pursue further education and training opportunities or successfully gain employment.

WORKPLACE LEARNING

Workplace Learning is an Authority Developed Endorsed Program.

In 2021, 159 Year 11 students and 126 Year 12 students participated in the program. Successful completion requires students to work a minimum number of hours and have their Logbooks and Skills Journals validated. This contributes to students meeting their WACE requirements.

This popular and successful program enables students to gain work readiness skills through on-the-job training. It provides insight into different pathway and career options, to enable students to make informed choices. It also forges strong links with businesses in our local community.

TRY A TRADE

A total of 63 students in Years 9 to 11 participated in a variety of Try-a-Trade programs. Students were given the opportunity to 'have a go' at various trades including Automotive, Bricklaying, Cabin Crew, Hospitality, Civil Construction, Community Services, Electro Technology, Hair Dressing, Lab Technician, Plumbing and Robotics.

The program provides students with practical interactive trade experience through a fun, hands-on experience and helps students to make informed choices about available study options in future years by showcasing the trade and apprenticeship career pathways available.





KWINANA INDUSTRIES COUNCIL (KIC) PARTNERSHIP

The KIC Education Development Program offers a range of iProjects and VET Programs to selected schools in the Rockingham and Kwinana districts. It provides an opportunity for students to explore a variety of career pathways available in the Kwinana Industrial Area. Participation in the KIC programs offers students the opportunity to visit a number of industry sites, collaborate with peers and be upskilled in a range of work readiness initiatives.

KIC IPROJECTS

In 2021, 16 Year 10 students were selected to participate in the KIC iProjects held throughout the year. They also attended the iConference which awarded them points towards achieving their WACE. Student participation numbers were as follows:

- iWomen 4
- iMen 4
- iScience 6
- iDiversity 2

KIC VET PROGRAM

Year 11 and 12 students were selected to participate in the KIC VET Program and were enrolled in pre-apprenticeship certificate courses. Students are able to gain practical work experience in industry and secure qualifications. Student participation numbers were as follows:

- KIC Engineering Pre-Apprenticeship - Year 11 2
- KIC Female Engineering Pre-Apprenticeship - Year 11 3
- KIC Female Engineering Pre-Apprenticeship - Year 12 3



KIC iProject Graduates iMen (top left), iScience (top right), iDiversity (bottom left) and iWomen (bottom right). The KIC Education Development Program (EDP) was created to improve this understanding, and to create pathways for the students in the region's high schools to enter the industrial workforce.

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.

	2019	2020	2021
Attendance Rate	86.65%	85.50%	81.80%
Authorised Absence	45.75%	47.95%	44.75%
Unauthorised Absence	54.25%	52.05%	55.25%

Category:	2019	2020	2021
Regular Attendance	52.40%	50.85%	38.85%
Indicated Risk	28.00%	26.60%	28.85%
Moderate Risk	14.05%	15.05%	21.50%
Severe Risk	5.55%	7.55%	10.80%

Attendance continues to be an area of improvement for our College with Student Attendance Reporting (SAR) data showing that only 38.85% of students were regular attenders (>90%) in 2021, the percentage of students in the 'severe risk' category rose by 3.25% and 'unauthorised' absences increased by 3.20%.

STUDENT ATTENDANCE

Student Attendance is monitored and managed to maximise the opportunities for all students to learn. Absences are addressed through targeted interventions and whole school strategies. There are four categories of Student Attendance:

- Regular = above 90% attendance
- Indicated = 80-89% attendance
- Moderate = 60-79% attendance
- Severe = below 60% attendance

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, and they can be taken off the roll. In 2021, 102 students fell into this category. 'Exemptions' or 'Notice of Arrangements' cover a variety of alternative options such as employment, apprenticeships, or further study.

"Every School Day Counts" continues to be the strong message across our college community. Historically, Baldivis Secondary College has implemented a range of measures to support families and individual students to ensure that their attendance at the College is as regular as possible with accurate and sustainable methods of recording attendance and following up on non-attendance is in place.

Several support mechanisms are in place to encourage high attendance rates across all year groups and improve individuals' attendance within year groups. These include:

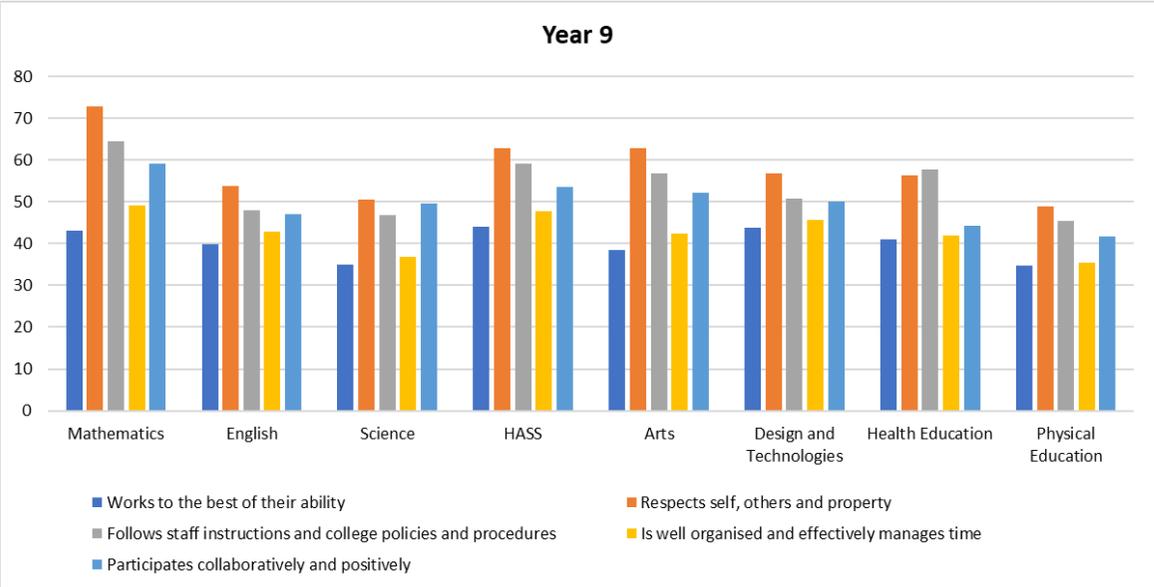
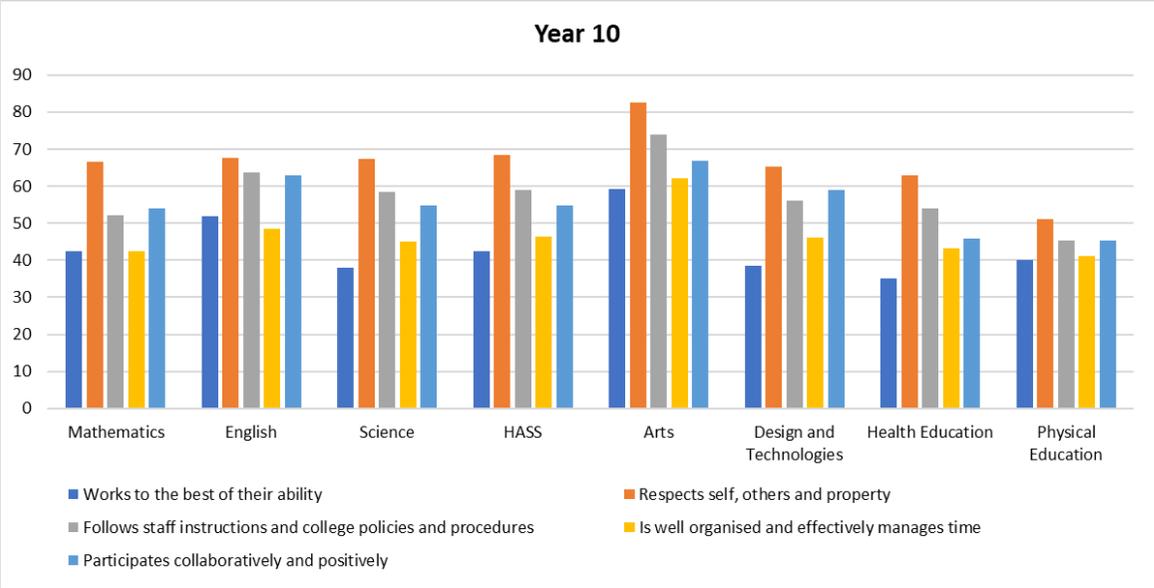
- The use of school attendance officers for each cohort
- Use of the SMS system and the Absentee Phone Line
- Staff entering attendance directly into the Academy system within the first ten minutes of each lesson
- Close tracking of student attendance movement through Academy and analysis of this data on a daily and weekly basis
- Professional learning for staff around improving attendance rates, including evidence-based research on the impact of student attendance on student achievement
- Case management of identified students through home visits and agency partnerships
- Open and ongoing communication between Student Services and families
- Intervention by Regional Attendance Officers
- Use of online teaching and learning resources to provide students with long-term absences the opportunity to continue their learning programs remotely
- Newsletter and assembly reminders to students and acknowledgement of students with 100% attendance
- Use of Individual Attendance Monitoring Plans
- Referral to the Participation Team for Years 11 - 12

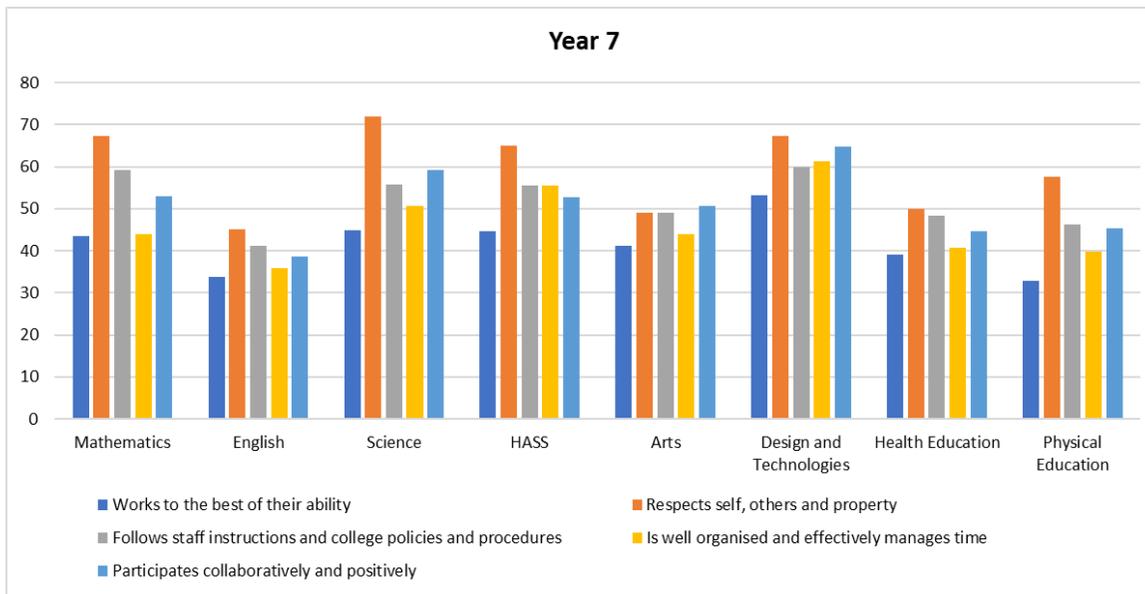
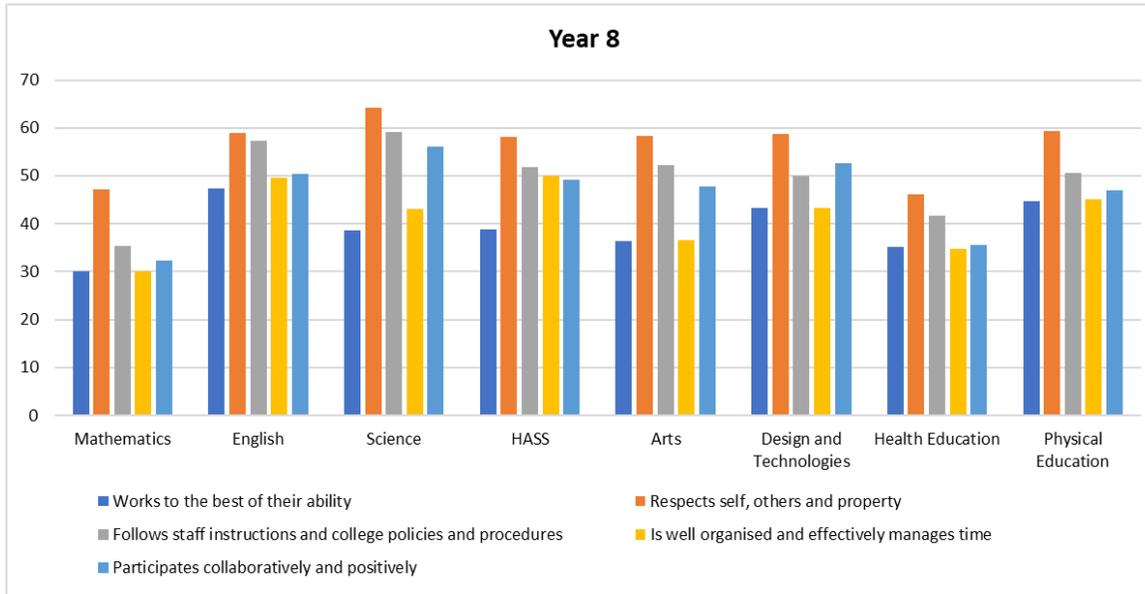




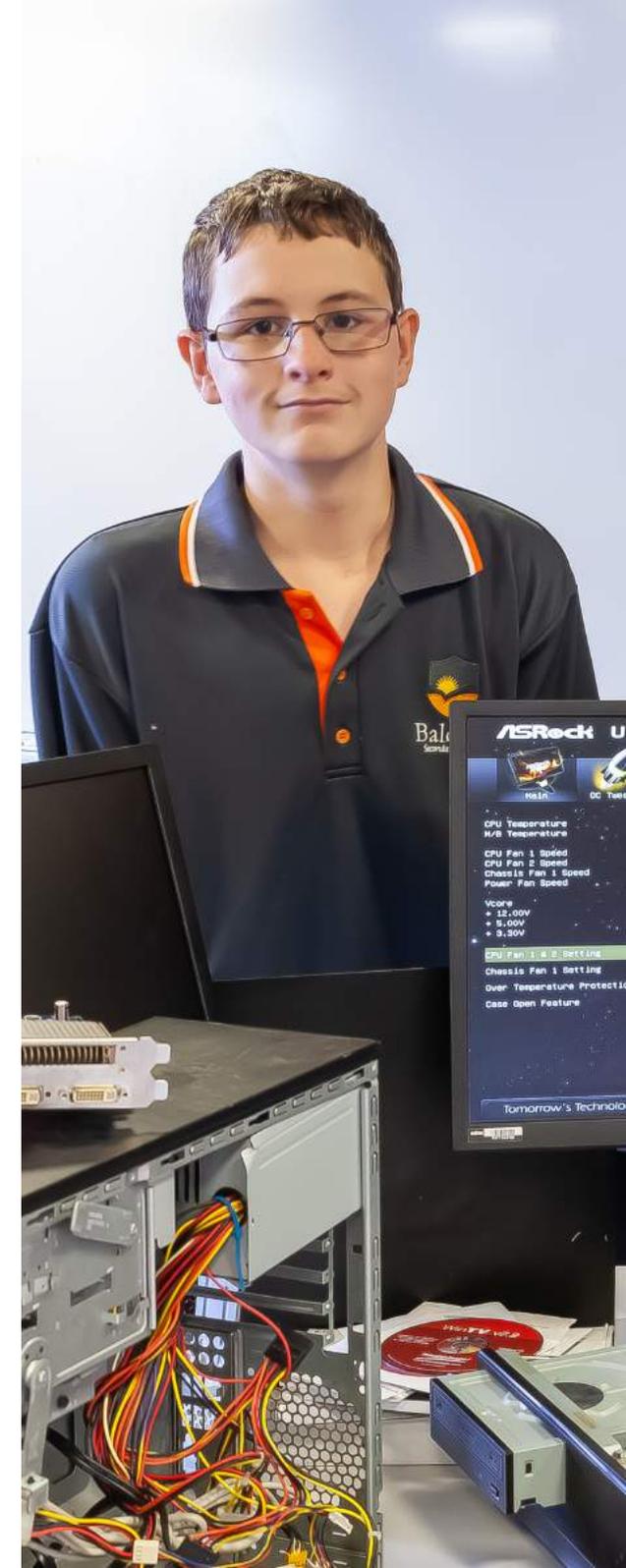
STUDENT ENGAGEMENT TARGETS

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





The graph above shows that across all cohorts the majority of students achieved 'consistently' for their attributes. The major strengths were in relation to 'respecting self, others and property' with 64% of students being rated as consistent for this attribute; and 'following staff instructions and college policies and procedures' with 58% of students being rated as consistent for this attribute.



STUDENT ENGAGEMENT

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

For the 2021 school year the Attitude Behaviour and Effort (ABE) descriptors were changed and as such there is no comparable data. As a result, the main focus of the work in 2021 was to align the Attitude Behaviour and Effort (ABE) descriptors, with Good Standing and the Positive Behaviours in Schools (PBS) matrix which articulates the expected behaviours of Baldivis Secondary College students.

When comparing Semester 2 with Semester 1 data, students were more likely to be rated as consistently in Semester 1 than in Semester 2. This is attributed to teachers having more data over a longer period of time to make their judgements in relation to attitude, behaviour and effort.



Students are encouraged to develop their collaboration and leadership skills but participating in a range of co-curricular activities outside the classroom as members of teams and clubs.



RUOK Day (top) and the Coast Watch Coach Care Projects (bottom) provide important opportunities for students to be active in their local and wider community.





SATISFACTION AND OPINION SURVEYS

Feedback from staff, students and parents about the educational and work environment, and the processes and systems within the school provides valuable information to identify areas of concern in a proactive manner. Listening to our community and gaining feedback remain invaluable parts of our whole school planning.

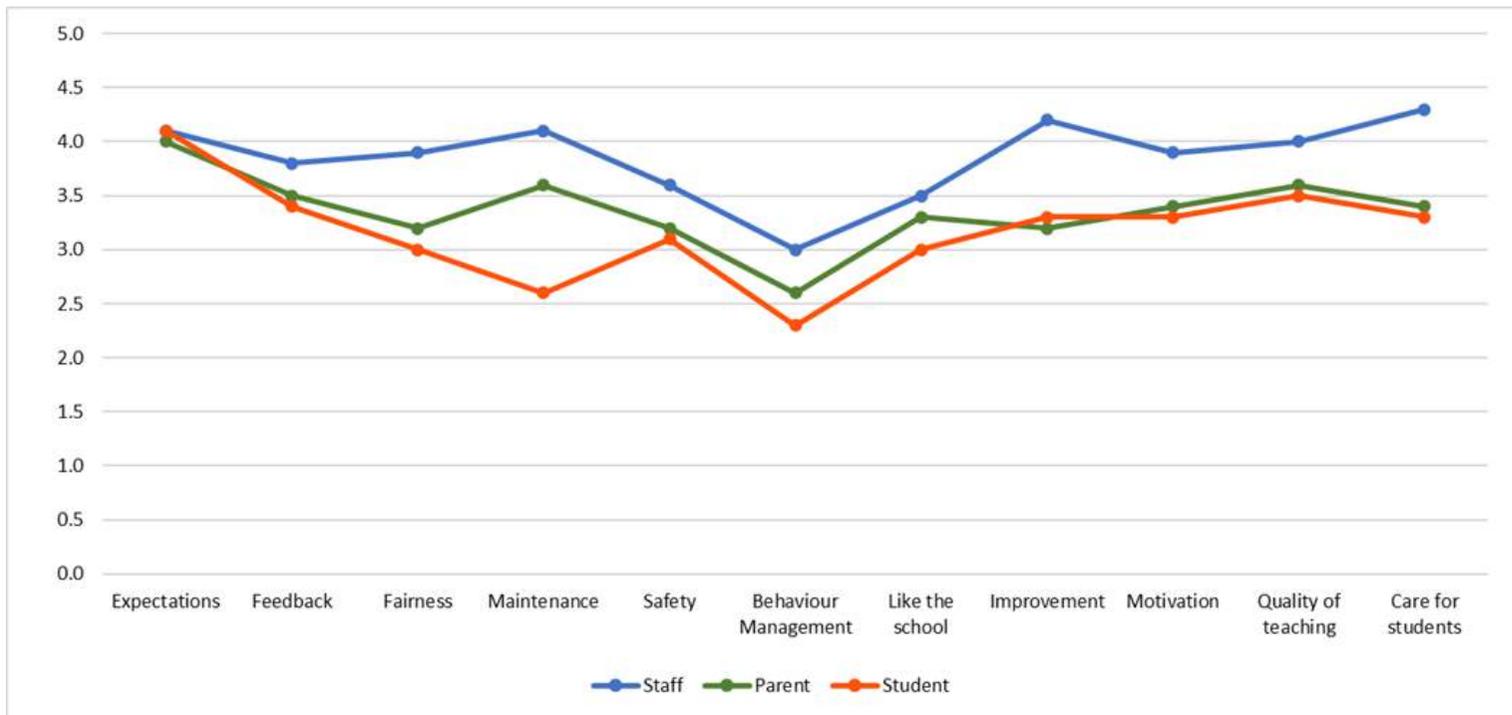
In 2021 the biennial National School Opinion Surveys were conducted in Term 3. Our students, staff and parents were surveyed to voice their opinions in relation to the following:

- Teachers at this school expect students to do their best.
- Teachers at this school provide students with useful feedback about their schoolwork.
- Teachers at this school treat students fairly.
- This school is well maintained.
- Students feel safe at this school.
- Student behaviour is well managed at this school.
- Students like being at this school.
- This school looks for ways to improve.
- Teachers at this school motivate students to learn.
- Teachers at this school are good teachers.
- Teachers at this school care about their students.

All survey questions are rated on a five-point scale ranging from one – Strongly Disagree to five – Strongly Agree.

Given our vision is to provide all individuals in our community with every opportunity 'to assist them to achieve personal excellence in all they do and be the best that they can be', it was pleasing that across all group – parents, students and teachers there was consistent agreement that 'Teachers at this school expect students to do their best', with 88% of staff, 85% of parents and 86% of students either 'agreed' or 'strongly agreed' with the statement.

The data was then shared with staff, students, and parents and using a discipline dialogue protocol, stakeholders were able to examine patterns and trends, and generate "root-cause" discussions with equal voice. There was general agreement amongst all groups for the need to increase opportunities for staff, student and parent voice and more regular and targeted communication in relation to proactive strategies in relation to the behaviour and wellbeing of students, and the handling of pertinent issues including bullying and harassment.



RECOMMENDATIONS

- Investigate proactive strategies to communicate the processes used to manage certain situations such as the behaviour and well-being of students, and the handling of pertinent issues including bullying and harassment.
- Continue to explore mechanisms to enhance communication and improve parent engagement in college events and activities.
- Provide more opportunities for students to have a voice in college decision-making processes.
- Provide more regular opportunities for students to be recognised for positive attitude, behaviour, effort and achievement.
- Refine and clarify college policies and procedures to ensure greater consistency at all levels of the organisation.
- Incorporate PBS more specifically into the Behaviour Management Policy.
- Development of protocols for timely feedback to be provided to staff who refer issues 'up the line'.





INSTRUCTION

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

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.

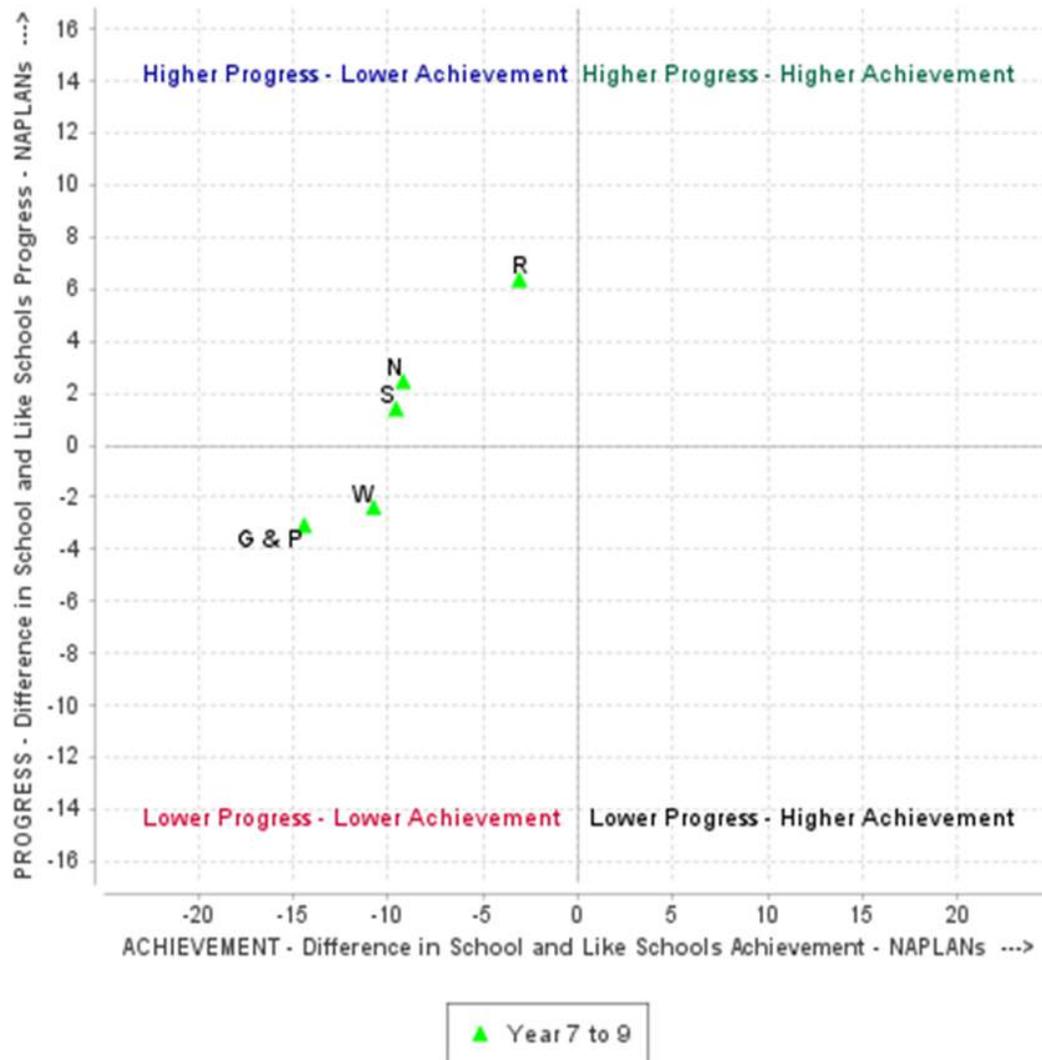
The National Assessment Program – Literacy and Numeracy (NAPLAN) testing occurs each in May each year, with students in Years 3, 5, 7 & 9 being tested across a range of literacy and numeracy skills.

The College has actively implemented strategies to improve performance in future NAPLAN testing, including:

- The continuation of targeted literacy and numeracy support through the BOOST Program
- Literacy and Numeracy support classes
- Use of PAT testing and analysis
- Sharing of strategies amongst teachers to extend student understanding of vocabulary and comprehension.
- The continued use of data and explicit teaching of literacy and numeracy skills in all classrooms, with a focus on improving writing and reading skills

Student Progress and Achievement Compared with Like Schools

NAPLAN (2019 to 2021)



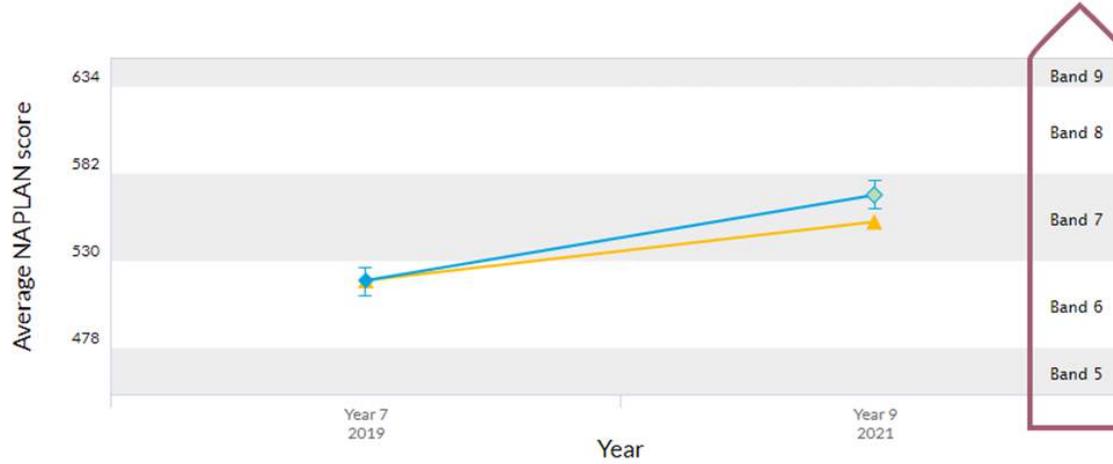
In 2021 we specifically targeted reading, writing and numeracy and across all three test areas and the rate of progress was above 'like schools'. Apart from Grammar and Punctuation the progress from Year 7 to Year 9 was also above 'like schools'.





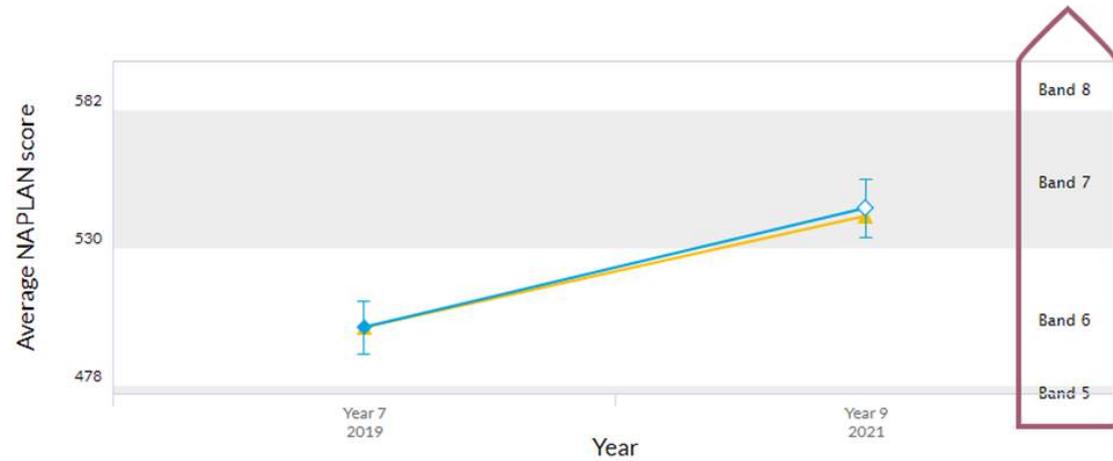
YEAR 7 TO 9 PROGRESS

Year 7-9 Reading 2019-2021



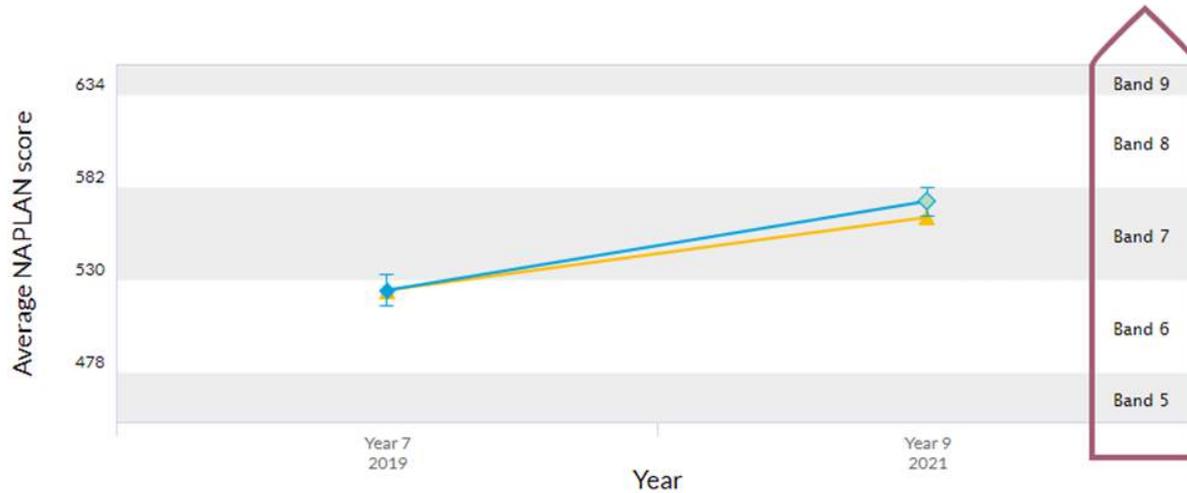
Selected school Students with the same starting score and similar background

Year 7-9 Writing 2019-2021



Selected school Students with the same starting score and similar background

Year 7-9 Numeracy 2019-2021



Selected school



Students with the same starting score and similar background

Interpreting the graph

Selected school's average when compared to students with the same starting score and similar background

- ◆ Well above
- ◆ Above
- ◇ Close to
- ◆ Below
- ◆ Well below
- No comparison available
- | 90% level of confidence

The blue line shows how much results at Baldivis Secondary College have improved since the students did NAPLAN two years ago. The yellow line shows the amount of improvement achieved by other students across the country who had the same NAPLAN score two years ago (same starting score) and who have similar background as the students at Baldivis Secondary College.

This data shows that in all main test areas, we have performed above that of 'like schools'.





PERCENTAGE OF STUDENTS MAKING ABOVE AVERAGE PROGRESS

	2012-2014	2013-2015	2014-2016	2015-2017	2016-2018	2017-2019	2019-2021
Reading	-	-	-	50	52	58	62
Writing	-	-	-	53	55	60	52
Numeracy	-	-	-	52	52	53	59

^{NB} In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic.

Interpreting the table

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

The rate of progress rate of our students in the key NAPLAN testing areas in the period 2019 to 2021 is equal to or above that of other students across the country who had the same NAPLAN score two years ago (same starting score) and who have similar background.

We are continuing to use high impact, high engagement WICOR (Writing, Inquiry, Collaboration, Organisation and Reading) strategies to ensure that our students continue to build and refine their literacy and numeracy skills in all content areas.



Our BYOD scheme supports the use of ICT to enhance literacy and numeracy development by providing students with resources that allow them to focus on the specific learning objectives for academic writing..



YEAR 7-10 STUDENT ACHIEVEMENT TARGETS

- The percentage of students achieving a C learning area grade or above is at or above 'like-schools'.
- increase the percentage of A and B grades across all Curriculum Areas.
- Decrease the percentage of students at E grade to 5% or less in all Curriculum Areas.

C GRADES AND ABOVE BY CURRICULUM AREA – COMPARED TO 'LIKE SCHOOLS'

	Year 7	Year 8	Year 9	Year 10
Arts	●	●	●	●
Technologies	●	●	●	●
English	●	●	●	●
Humanities and Social Sciences	●	●	●	●
Health Education	●	●	●	●
Physical Education	●	●	●	●
Mathematics	●	●	●	●
Science	●	●	●	●

- Percentage of students was **below** 'like schools'
- Percentage of students **above** 'like schools'
- Percentage of students was **the same** as 'like schools'

E GRADES BY CURRICULUM AREA 2020 - 2021

	Year 7	Year 8	Year 9	Year 10
Arts	●	●	●	●
Technologies	●	●	●	●
English	●	●	●	●
Humanities and Social Sciences	●	●	●	●
Health Education	●	●	●	●
Physical Education	●	●	●	●
Mathematics	●	●	●	●
Science	●	●	●	●

- Percentage of students **increased** from 2020 to 2021
- Percentage of students **decreased** from 2020 to 2021
- Percentage of students **remained the same** from 2020 to 2021

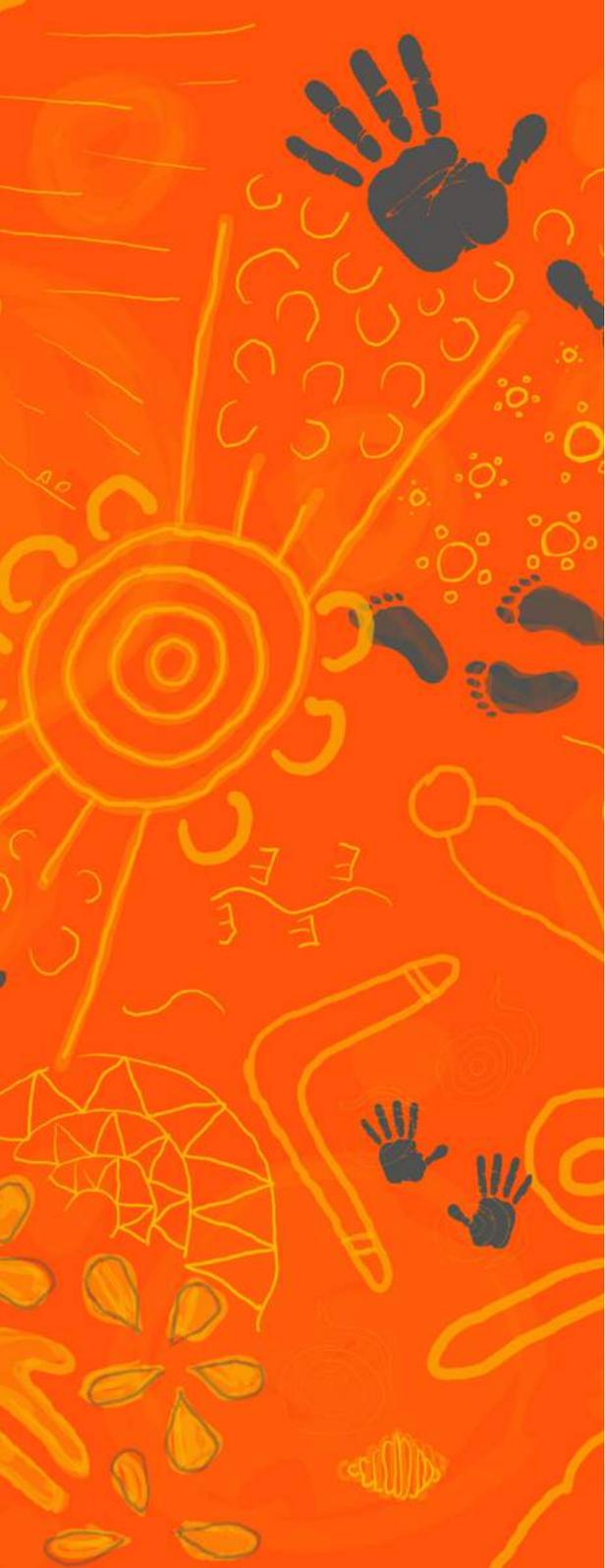
A AND B GRADES BY CURRICULUM AREA

Year 7	2020	2021	
Arts	41.3%	47.0%	●
Technologies	56.7%	53.1%	●
English	43.4%	37.1%	●
Humanities and Social Sciences	32.6%	37.7%	●
Health Education	38.9%	40.6%	●
Physical Education	47.4%	42.7%	●
Mathematics	23.6%	35.5%	●
Science	35.8%	39.4%	●

Year 8	2020	2021	
Arts	33.7%	39.2%	●
Technologies	48.5%	47.1%	●
English	41.0%	39.7%	●
Humanities and Social Sciences	23.2%	34.6%	●
Health Education	41.2%	38.2%	●
Physical Education	34.5%	38.1%	●
Mathematics	28.2%	35.9%	●
Science	28.2%	28.2%	●

Year 9	2020	2021	
Arts	42.07%	41.3%	●
Technologies	42.2%	46.7%	●
English	37.5%	30.5%	●
Humanities and Social Sciences	35.8%	27.0%	●
Health Education	38.4%	34.9%	●
Physical Education	38.1%	35.0%	●
Mathematics	30.2%	28.7%	●
Science	28.7%	26.8%	●





Year 10	2020	2021	
Arts	46.1%	54.3%	●
Technologies	43.3%	40.7%	●
English	47.2%	41.0%	●
Humanities and Social Sciences	30.7%	32.6%	●
Health Education	30.8%	34.4%	●
Physical Education	44.7%	32.7%	●
Mathematics	18.2%	39.5%	●
Science	31.0%	30.3%	●

- Percentage of students decreased from 2020 to 2021
- Percentage of students increased from 2020 to 2021
- Percentage of students remained the same from 2020 to 2021

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 and as an average across all State Schools, are systematically analysed to determine trends and areas for improvement.

Throughout 2021, teaching staff engaged in comprehensive professional learning unpacking the SCSA judging standards and task exemplars and then using these to support the delivery of the Western Australian Curriculum. In Years 7 to 10, the Exemplars demonstrate a sequence of teaching and learning, reflecting the time allocation the curriculum was written for in each learning area, leading to an assessment task.

In 2021, with a strong focus on moving students from C grades to A and B grades resulted in improvements in most areas across Years 7, 8 and 10. A student who achieves a C grade is deemed to have achieved at the expected standard for students in their year group. In contrast, a student achieving a B or A grade performs above or well above the expected standard for that year group.

Compared to 'like schools' progress has been made increasing grades of C and above and reducing E grades. In 2021, both Year 7 and Year 10 students performed well across Mathematics, English, Science and Humanities and Social Sciences (HASS) when compared to 'like schools'.

The percentage of students achieving a C grade or better was equal to or higher than 'like schools' across all contexts in Years 7, 8 and 10.

OLNA ACHIEVEMENT TARGETS

- The percentage of students qualifying for OLNA by the end of Year 10 exceeds 'like-schools'.
- The percentage of students qualifying for OLNA by the end of Year 12 exceeds 'like-schools'.
- 100% of Year 12 students to achieve OLNA requirement in Reading, Writing and Numeracy.

Year 10 Students - Qualified in OLNA in			
	Year 9	Year 10	Not Qualified
Number of Students	125	84	123
Percentage	37.7%	25.3%	37.0%
Like Schools	38.2%	23.4%	38.4%

Year 12 Students - Qualified in OLNA in					
	Year 9	Year 10	Year 11	Year 12	Not Qualified
Number of Students	50	114	50	29	43
Percentage	17.5%	39.9%	17.5%	10.1%	15.0%
Like Schools	20.7%	38.8%	15.0%	7.9%	17.7%

	Reading	Writing	Numeracy
2021	83%	80%	79%
2020	81%	77%	71%
2019	76%	73%	73%

Each curriculum area has implemented explicit literacy and numeracy strategies throughout the year to support students to meet the minimum requirement. In 2021 the percentage of students who qualified for OLNA by the end of both Year 10 and Year 12 exceeded 'like-schools'.

OLNA data is interrogated by teachers and team leaders and Individual Literacy and Numeracy Plans are developed based on the identified problem areas for each student. These are shared with students, class teachers and parents, along with suggested strategies and support tools. This targeted approach utilised the specific individual feedback from previous assessments to tailor teaching and learning programs to suit individual student needs.

This intensive intervention resulted in more students meeting the OLNA literacy and numeracy component of WACE. In 2021, 96% of students who were eligible to receive the WA Certificate of Education (WACE) met the literacy and numeracy requirement.

ATAR - GENERAL - VET DUX AWARDS



2021 Dux Awards

Ava Allen - VET Dux (top left), Xy Jones - General Dux (bottom left) and Chelsi Brewer - ATAR Dux (right)

YEAR 12 ACHIEVEMENT TARGETS

- Increase the percentage of students eligible for university entrance.
- The overall median ATAR will be at or above 'like-schools'.
- Increase the percentage of students who achieve one or more scaled scores of 70+ in ATAR.
- Increase the percentage of students who achieve a Certificate II or higher by the end of Year 12.
- Increase Attainment to 95%.

ATAR PARTICIPATION RATE

	2021	2020
Number of Students	45	41
Percentage (Of all Year 12 students)	13%	16%

ATAR PERFORMANCE

	2021	2020
Median ATAR – All Students	68.80	60.45
Median ATAR – TISC Applicants	73.05	69.15
Percentage of Students achieving an ATAR of 70+	47%	37%
Scaled Score of 50+ in English	42%	51%

ATTAINMENT RATE

ATAR 55 or above and/or Certificate II or higher	
Baldivis Secondary College	93%
Like Schools	74%
WA Public Schools	82%

WACE ACHIEVEMENT

Baldivis Secondary College	80%
Like Schools	63%
WA Public Schools	70%

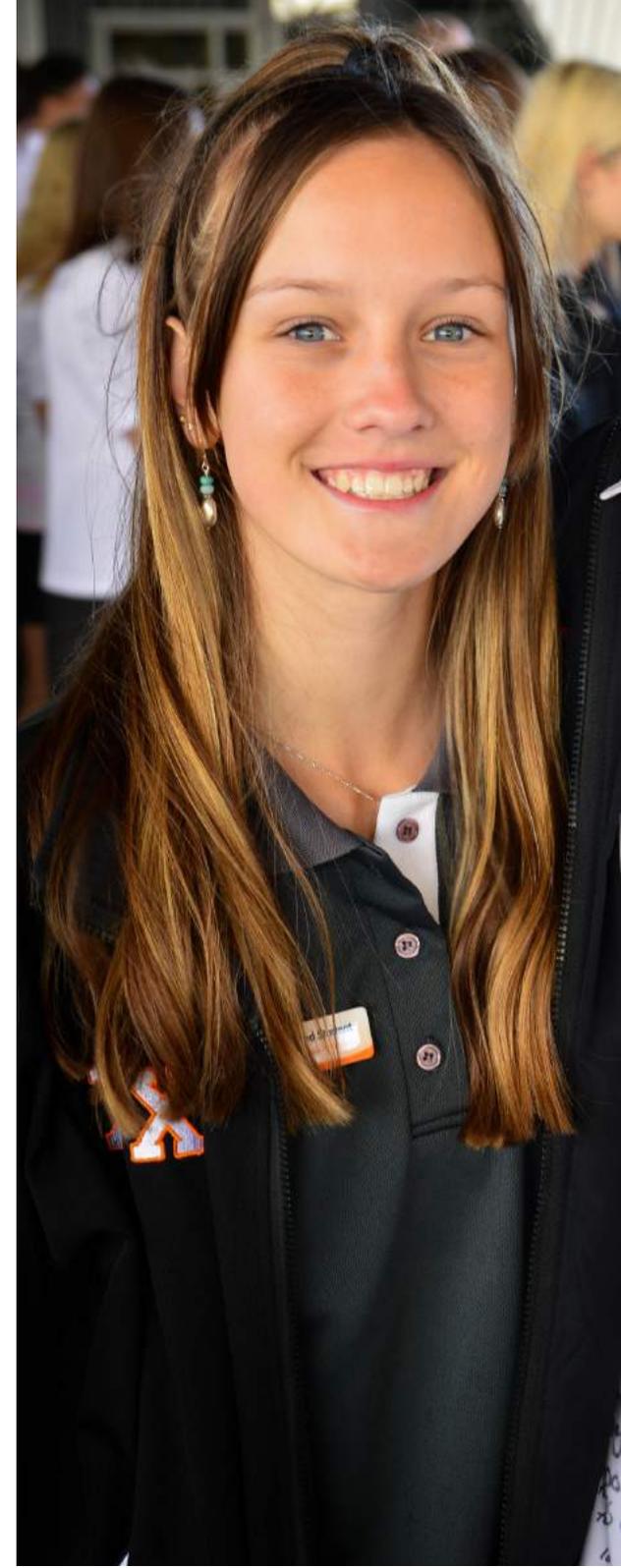
YEAR 12 ACHIEVEMENT

In 2021 the College offered 14 ATAR courses of which, two courses, ATAR Health and ATAR Human Biology had an average scaled score above the State averaged scaled score.

45 Baldivis Secondary College students engaged in the WACE exams in 2021, equating to 13% of the cohort. Whilst this is lower than 2020, the performance of the students was significantly improved with more students achieving an ATAR in excess of 70 and an increase in the median ATAR from 60.45 to 68.80.

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

- The Band 8 requirement for English performance for studying ATAR must be made more explicit with Year 9 and 10 students prior to course selection.
- More explicit instruction on methodology to support student performance on external examinations.
- Increased focus across the College in Senior School on 60% being an acceptable level of performance – “60 is the new 50”
- Strengthening moderation practices so that partnerships are robust and aspirational.
- Implementation of a Year 10 ATAR preparation strategy through Pathways Team.
- Increased awareness and publication of all awards and the associated criteria.
- Professional Learning for Curriculum Team Leaders in performance monitoring and improvement.
- Professional Learning for staff on ‘value adding’ strategies and strategies for maximising performance
- Full implementation of the College’s Good Standing Policy.
- All staff involved in the review of Maximising Feedback information within the first five weeks of Term 1 of each year.
- Access to revision programs, as well as an increased focus on a range of mental health and wellbeing seminars.
- Further refinement of the Tutorial Program to include a range of topics, including study skills, exam preparation, University entrance requirements, the early offer process, goal setting and calculating predicted ATAR.
- Follow the Dream program – tertiary aspirations strategy designed to assist Aboriginal students in reaching their career potential through mentoring, case support and after school tuition.





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 2022.
- To have 10 Accredited Mentors at the college to support both interns and graduates by 2022.
- To have established a College-based Leadership Development Program.

STAFF

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.

Support for staff commences with a comprehensive Staff Induction Program, including a high level of support provided to teachers beginning and in their early career stages. Staff are also supported through access to Professional Learning at a whole school and individual level.

FUTURE LEADERS FRAMEWORK

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 engaged for the first time with the Department of Education's Future Leaders Framework. Using a self-nomination process, 12 out of the 15 nominees were confirmed as high potential leaders. Based on their consistent aptitude, performance, and readiness, they were provided with dedicated support and intensified growth and development opportunities to prepare them to take the next step in their leadership journey. Four of the nominees were successful in gaining promotional positions which can be attributed directly to their participation in the program.

GROWTH COACHING TRAINING

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.

MENTORING PRE-SERVICE TEACHERS AND UNIVERSITY PARTNERSHIPS

In 2021, we continued to build on our partnership with Murdoch University mentoring pre-service teachers and providing them with a very high standard of support and educational instruction. The success of our partnership with Murdoch University and our commitment to developing the next generation of teachers is evidenced by the number gaining employment at the College.

SITE TEAM LEADERS

Our site team and committee structure further supports 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 site team leader is supported by an Executive Coach to support them in the fulfilling their role and responsibilities as a Site Team Leader.

LEVEL 3 CLASSROOM TEACHERS

The Level 3 Classroom Teacher program is a coordinated approach to support teachers to progress their careers while remaining in the classroom, where they can have the greatest impact on student learning.

Level 3 Classroom Teachers play an important role in supporting other teachers to become more reflective practitioners and in doing so become more effective, leading initiatives and improvement from the ground up and engaging colleagues to improve their practice and student outcomes and promoting quality teaching practice through the school community and beyond as members of collegiate groups across the network and region.

In 2021, two Baldvis Secondary College teachers were confirmed as a Level 3 Classroom Teachers.



STUDENTS

The Student Leadership Team provides a strong student voice in the future directions of the College, and Student Leaders represent the College and their year cohorts at numerous events throughout the College calendar.

In 2021, 72 students participated in leadership training. As a recognised student leader, students are empowered to drive student initiatives and take responsibility for ensuring the views and opinions of all students are heard and represented.

The College continues to implement and facilitate broader avenues for student voice, including through Student Voice Forums and student representation on the College Board, site teams and committees.



2021 Head Students (left to right) Daniel Abd Sahak, Mia Ridley, Olivia Rennie and Dyson Robinson



Student Leaders play an important role representing their peers on college committees and site teams. They also run a range of events and activities for students which promote our core value of Unity.





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 template 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

In 2021, a significant amount of time was invested in the development of a college-wide instructional model as a key means of improving planning and building teacher capacity.

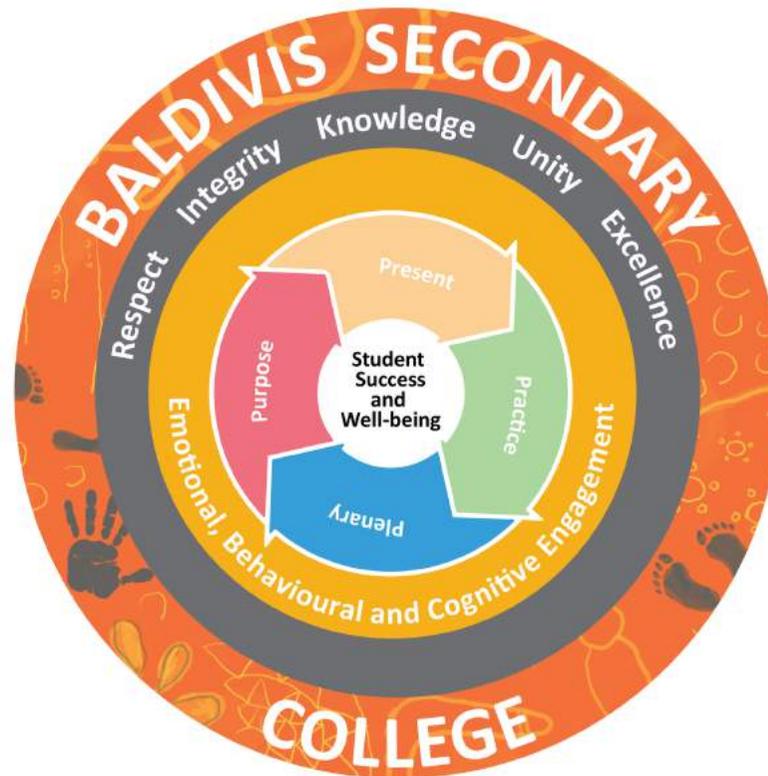
A key component of this work was to build on the existing teaching and learning practice at our school, that had proven to be successful and producing positive student outcomes. The intention was to develop a simple instructional model based on staff advice and input.

The focus of 2022 will be on implementation and developing supporting documentation to support teachers to use the model consistently and confidently.

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.





UTILITY COSTS

Service	2021	2020	2019
Electricity	\$ 148,285.00	\$ 170,167.00	\$ 186,704.00
Gas	\$ 11,184.00	\$ 9,856.00	\$ 12,044.00
Water	\$ 75,322.00	\$ 57,562.00	\$ 72,561.00
Total Utility Costs	\$ 234,791.00	\$ 237,585.00	\$ 271,309.00

Since 2019, we have been able to decrease the cost of Utilities by 13%. In 2021, we were able to significantly decrease electricity usage by 13%, but gas and water usage increased. The increased use of water can be attributed to the water used in the upgrade to playing-field surfaces and the establishment of new garden areas



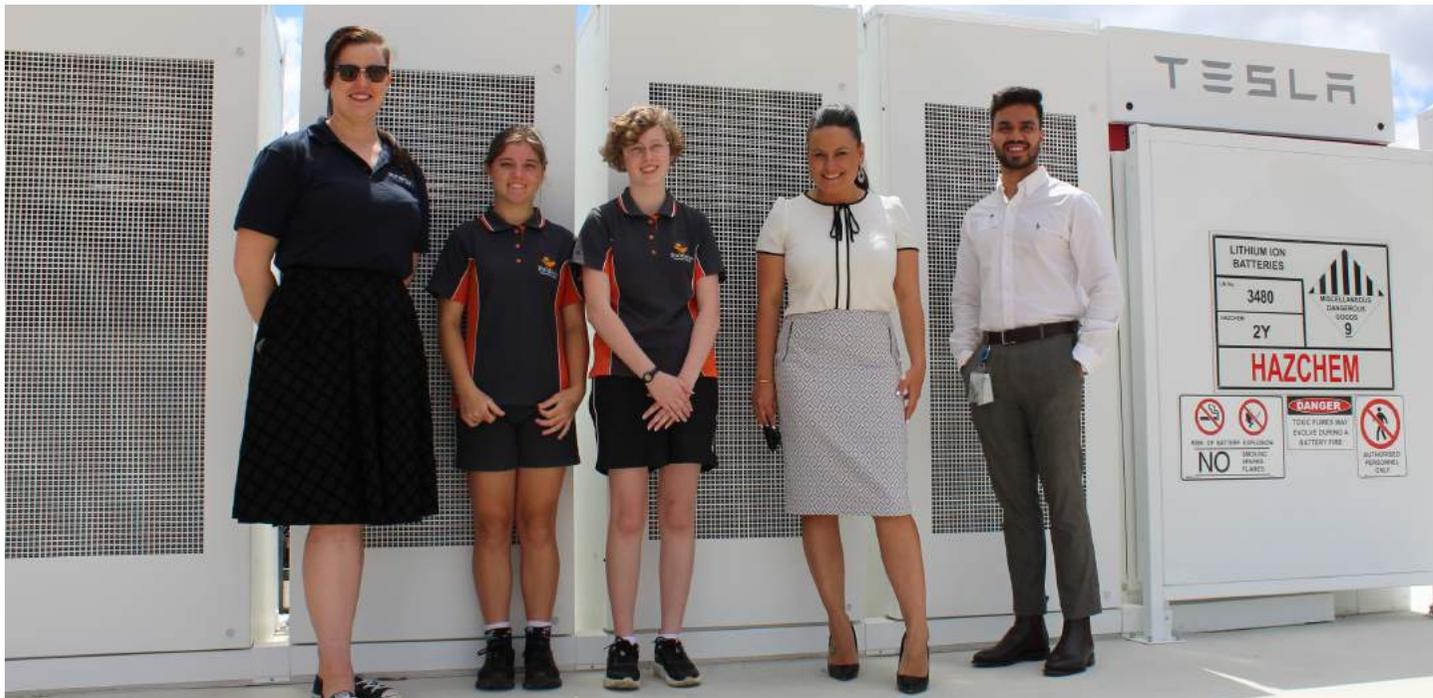
The Sustainable Urban Design project demonstrates our commitment to providing opportunities for students to apply urban design principles and practices to create enjoyable places to live, work and play while greatly reducing energy use.

VIRTUAL POWER PLANT

In 2021, as part of the Schools VPP Pilot Project, Baldyvis Secondary College became one of the first schools to have VPP technology and infrastructure, including a commercial battery installed on our site.

This will test and learn how a VPP could help each school better manage their energy consumption, as well as make the local electricity grid more stable and reliable. It is estimated that through this project we will be able to make significant savings on our energy bills.

As part of the Schools VPP Pilot Project, we will be working collaboratively with Synergy to develop a STEM learning experience focused on equipping the next generation with the knowledge and skills they need to explore new possibilities for WA's energy future.





FINANCIAL REPORT

Our compulsory charges collection rate for 2021 was 71.45% inclusive of the Education Program Allowance received. This was a decrease of approximately 2% lower than 2020 at 73.36%

The voluntary contributions collection rate for 2021 was 56.26% inclusive of the Education Program Allowance. This was an increase of approximately 10% from 2020 which was 46.93%

The Baldvis Secondary College school budget is monitored on a regular basis by the School Board, the School Executive and the Finance Committee, which ensures financial accountability as well as effective planning and new initiatives for future projects.

STUDENT-CENTRED FUNDING

Revenue - Cash	Budget	
Per Student Funding	\$	15,114,305.00
Student and School Characteristics	\$	2,230,962.68
Disability Adjustments	\$	115,800.99
Targeted Initiatives	\$	1,465,475.78
Operational Response Allocation	\$	242,119.38
Regional Allocation	\$	0.00
Total 2021	\$	19,168,663.83
Total After Transition Adjustment	\$	19,168,663.83

CASH BUDGET

LOCALLY RAISED FUNDS (REVENUE)

Locally Raised Funds	Budget	Actual
Voluntary Contributions	\$ 94,000.00	\$ 91,673.98
Charges and Fees	\$ 813,367.00	\$ 791,705.76
Fees from facilities Hire	\$ 5,000.00	\$ 4,524.54
Fundraising/Donations/Sponsorships	\$ 63,388.00	\$ 70,080.57
Commonwealth Government Revenues	\$ 28,000.00	\$ 28,000.00
Other State/Local Government Revenues	\$ 58,335.00	\$ 58,335.00
Other Revenues	\$ 65,895.00	\$ 77,028.59
Total Locally Raised Funds	\$ 1,127,985.00	\$ 1,121,348.44
Carry Forward	\$ 383,955.00	\$ 383,955.00
Student Centred Funding	\$ 1,034,022.00	\$ 1,034,022.00
Total Cash Budget	\$ 2,545,962.00	\$ 2,539,325.00

GOODS AND SERVICES (EXPENDITURE)

Goods and Services	Budget	Actual
Administration	\$ 144,400.00	\$ 102,184.69
Lease Payments	\$ 112,000.00	\$ 108,451.59
Utilities, Facilities and Maintenance	\$ 473,559.00	\$ 412,166.13
Buildings, Property and Equipment	\$ 203,749.27	\$ 109,109.97
Curriculum and Student Services	\$ 1,346,900.45	\$ 1,134,989.80
Professional Development	\$ 67,087.00	\$ 55,308.41
Transfer to Reserve	\$ 100,000.00	\$ 100,000.00
Other Expenditure	\$ 46,155.00	\$ 31,734.33
Total Expenditure	\$ 2,493,850.72	\$ 2,053,944.92
Total Cash Expenditure	\$ 2,493,850.72	\$ 2,053,944.92





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.



Our Hospitality program continues to provide excellent graduates who are able to more seamlessly into post-school pathways.



