

ANNUAL REPORT 2022



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.

CONTENTS

04	Principal's Message	30	English
06	College Board	31	Health and Physical Education
08	College Self Assessment	32	Humanities and Social Sciences (HASS)
10	Our Students	33	Languages
11	Our Staff	35	Mathematics
12	Aboriginal Perspectives	35	Science
16	Aboriginal Perspectives	36	Technologies
18	AVID	38	Vocational Education and Training
20	Bushrangers	40	Culture
22	Student Services	47	Instruction
24	Autism Specialised Learning Program	60	Leadership
26	Learning Support	64	Community Engagement
28	The Arts	66	Systems





PRINCIPAL'S MESSAGE

At Baldvis Secondary College we believe that every student should be given every opportunity to grow and develop in a caring, supportive and safe learning environment. Our goal is to build and sustain teaching and learning environments that enable the development of healthy, happy, successful and productive individuals who meet the high standards of school and community expectations focused on success and wellbeing.

In a similar vein to the preceding two years, 2022 was complicated by the impact of COVID-19 on the community. During Semester 1, staffing shortages severely impacted the continuity of teaching and learning. However, despite the enormity of this challenge, our dedicated and professional staff remained committed to improvement in all aspects of teaching, learning, and school leadership sharing good teaching practices, ideas and resources.

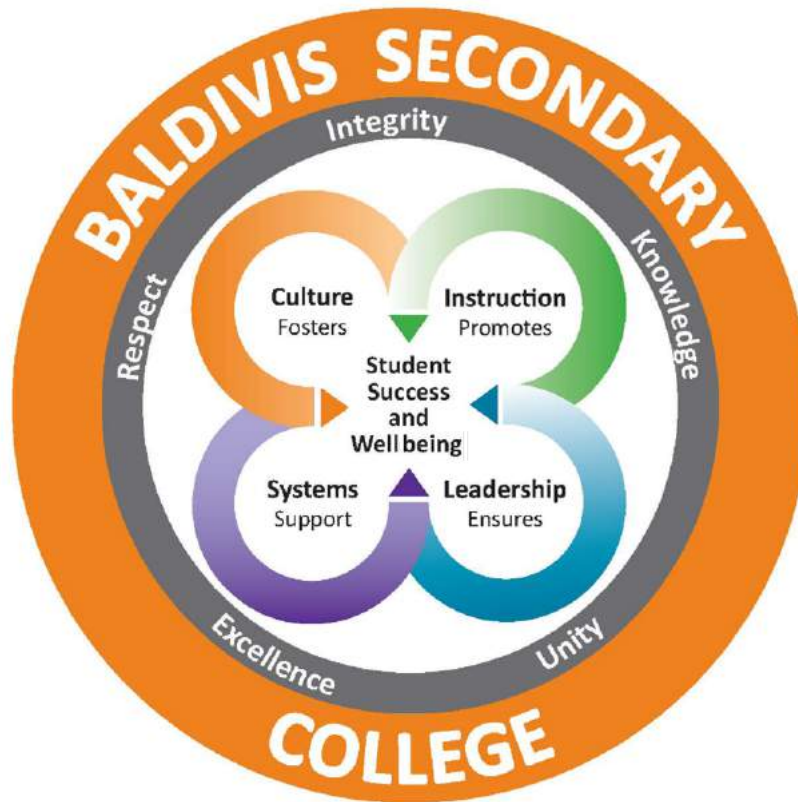
The information gained from our school self-assessment shows that we whilst we have made some excellent progress in certain areas, there is still much work to do. Like any good organisation, we are committed to constant improvement, and will continue to use a wide range of data to identify areas for improvement and strategically plan appropriate interventions. Our emphasis for 2022 has been on continued excellence in the educational programs we offer and in maintaining normalcy for our students in challenging times through positive and productive relationships.

We are acutely aware of the pressure young people face as they navigate adolescence, and our teachers and student services team are always available for support and guidance.

We pride ourselves on meeting the needs of every child, including academic, social, workplace readiness and personal development needs. We believe that every student can grow and succeed, and that being successful means that students are on the path to knowing and achieving their personal best. As a school, we provide opportunities that extend and challenge every child to achieve their learning goals.

At Baldvis Secondary College, we highly value community partnerships and nurture connections with parents and the school community to enhance learning, wellbeing and engagement opportunities for all our students. We believe it really is a team effort, and that by working together and focusing on every individual we can meet our aim of preparing all students to successfully negotiate the challenges of the modern world.

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 report is a small component of the total reporting process that the college undertakes. The 2022 Annual Report reflects the college's priorities and targets, as outlined in the 2020 – 2023 Baldivis Secondary College Business Plan, as well as capturing the work of teachers and students in their individual pursuits of personal excellence.

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 2022 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
Renae Fussell	Parent Representative
Paul Johnston	Staff Representative
Kristopher Kennedy	Staff Representative
Grace Brbich	Student Representative
Tala Hamdouna	Student Representative
Cr. Hayley Edwards	Community Representative

FROM THE COLLEGE BOARD CHAIR

On behalf of the Baldivis Secondary College Board, I am proud to endorse this 2022 Annual School Report.

Despite challenges created by the COVID-19 pandemic and the resultant staff shortages, the College continued to focus on what matters most – academic and wellbeing 'excellence' of every student. The College Board extends its gratitude to the staff of BSC whose dedication, commitment and partnerships with families has ensured that despite such challenges, students have continued to thrive.

Delia Makking-Robinson
Board Chair



Baldivis Secondary College promotes ethical practice and appropriate standards of conduct and behaviour and is committed to work and learning environments where all individuals are treated with respect and dignity.

The pillars upon which we build our culture are:

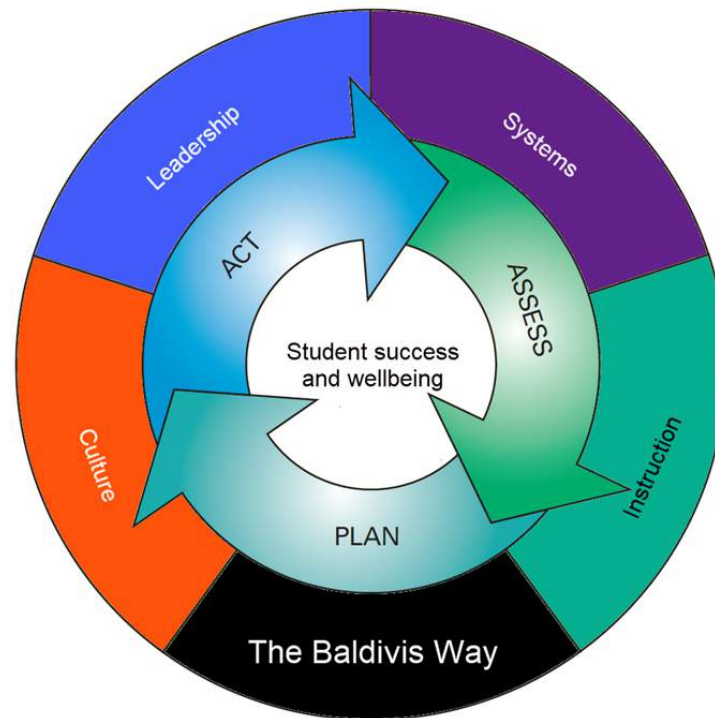
- Respect
- Excellence
- Knowledge
- Integrity; and
- Unity



COLLEGE SELF-ASSESSMENT

The ultimate goal of school improvement is to improve outcomes for students, including levels of achievement and wellbeing. As such, we continued 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.

Continuous improvement is based on the principles that making sustainable change takes time and involves collective effort; is context specific; and requires constant adaptation, data collection, and learning (Bessant & Caffyn, 1997; Bhuiyan & Baghel, 2005; Langley, Moen, Nolan, Nolan, & Norman, 2009).



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

A COLLABORATIVE APPROACH

The ultimate goal of school improvement is to improve outcomes for students, including levels of achievement and wellbeing. As such, we continued 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.

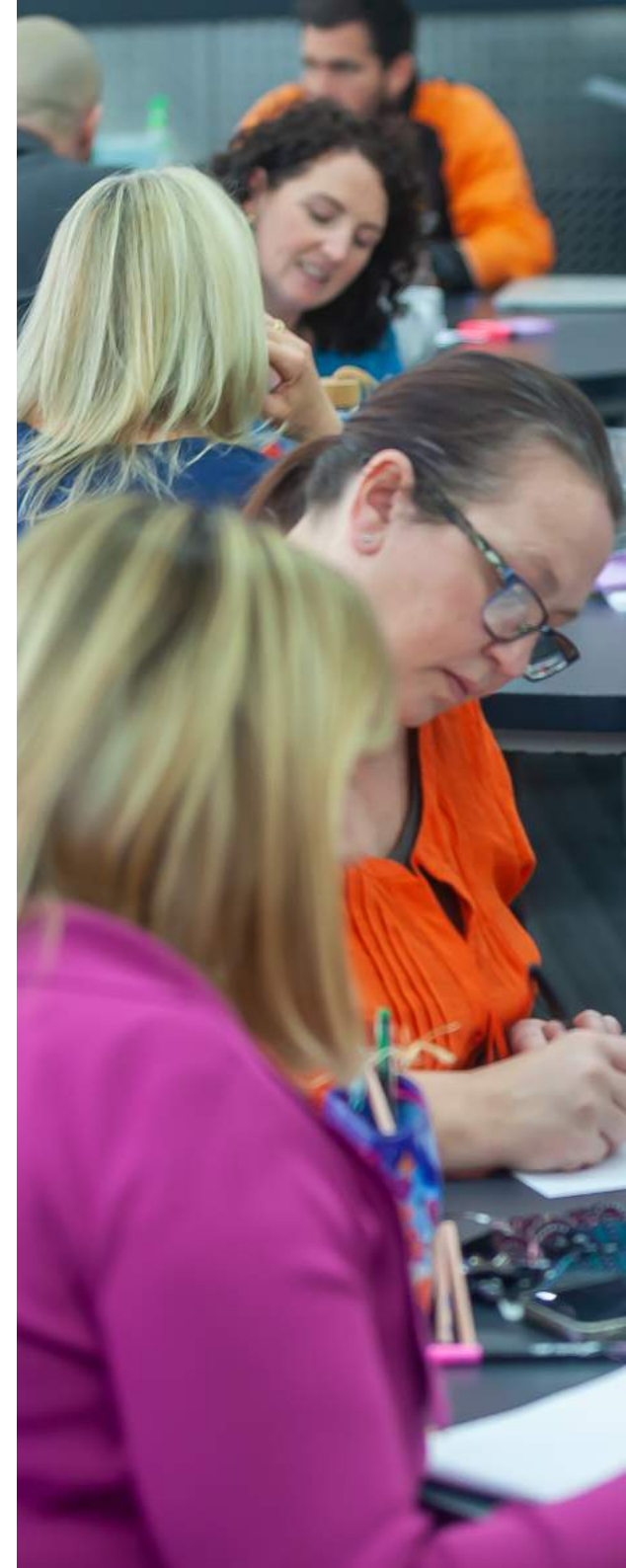
A collaborative, evidence-based and dynamic approach that engages data and people is central to our review of school performance. Our analysis of data considers

- 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
- measures of growth across the years of schooling.

As part of our comprehensive data-analysis process, collected data is organised, analysed and interpreted to monitor and set measurable targets for improvement for individuals, sub groups, cohorts and the whole school. An important component of this process is our use of the Disciplined Dialogue framework, which sees educators engaging in a process of defining a problem and setting goals, gathering and analysing data, and then action planning and evaluating outcomes.

Apart from student achievement, information pertaining to engagement, wellbeing, pathways, enrolment, and parent and staff satisfaction is used. Time is set aside for staff to focus on the processes to review different aspects of their students' performance data and to develop strategies to address specific learning gaps/needs over a series of weeks. This results in teachers being better placed to engage in differentiated teaching on the basis of clear and documented evidence.

The college board plays an important and essential role in ensuring the pre-conditions for a successful school, and as such board plays an active role in the monitoring and review of school performance and student performance targets, strategic planning, evaluation and encouraging and supporting school development and innovation.



OUR STUDENTS

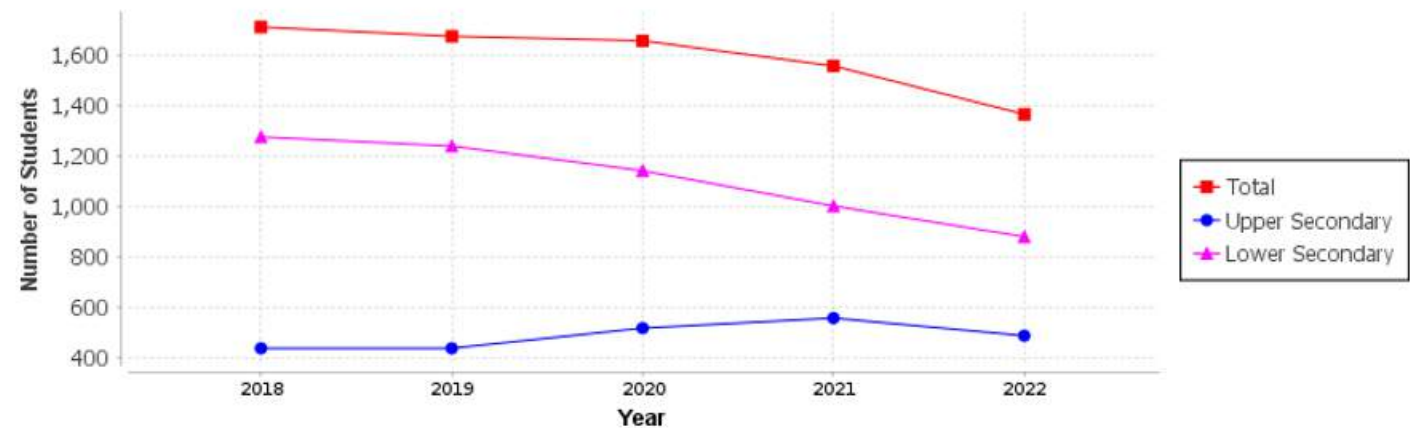
STUDENT ENROLMENT NUMBERS AND TRENDS

Cohort	
Year 7	200
Year 8	238
Year 9	224
Year 10	217
Year 11	250
Year 12	236
Total	1365

Note

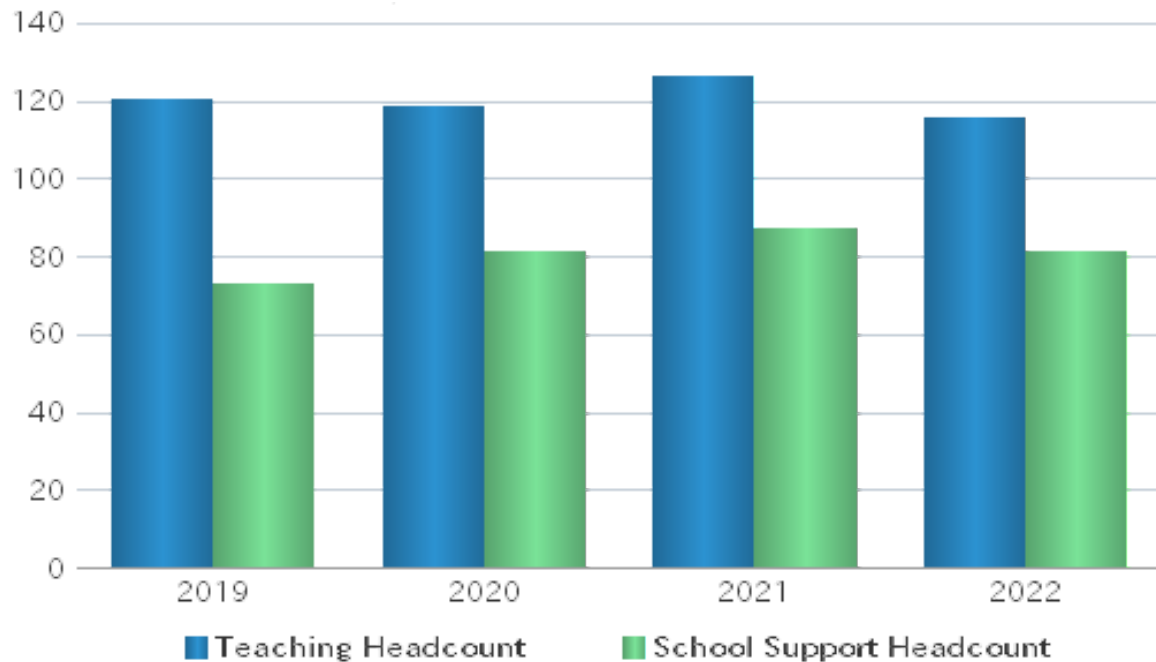
- Lower secondary - Years 7 - 10
- Upper secondary - Years 11 and 12

Cohort	2018	2019	2020	2021	2022
Lower Secondary	1275	1239	1141	1001	879
Upper Secondary	436	436	516	556	486
Total	1711	1675	1657	1557	1365



OUR STAFF

EMPLOYMENT - DIVERSITY - DEMOGRAPHY



Baldivis Secondary College teaching staff are on average 6.9 years younger than teaching staff at 'like schools'.

70% of all staff are employed full-time, with 30% working employed part-time. In 2022, the college employed five Aboriginal staff, 11 from Culturally and Linguistically Diverse (CALD) backgrounds and 4 with a disability. 77.6% of staff were permanently employed, with 23% employed on a fixed-term basis.

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.



ABORIGINAL PERSPECTIVES

NOONGAR KAADADJINY WANGKANINY BIBOOL

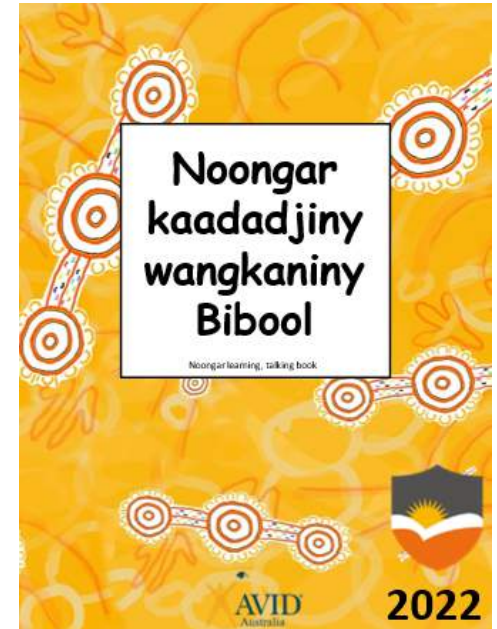
Baldivis Secondary College is situated on Noongar boodja, the land of the Noongar people who have walked this land and cared for it for more than 45,000 years. Over the years, ancient wisdom and culture have guided the Noongar people through their interaction with the land, nature and with one another.

2022 saw the release of the second edition of the resources, 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 deeper understanding and ultimately build a brighter future together.



TWO-WAY SCIENCE

2022 was a year of action for Two-Way Science (TWS) at Baldivis Secondary College. Since our launch in 2021, 2022 saw us commit to the Two-way Science concept in the Science Learning area, working together with Rita Lusted as part of the TWS Directorate and Manager of Aboriginal Education and our Aboriginal community to plan, reflect on and review our current practices when engaging with Noongar perspectives. In doing so we developed and utilised TWS education resources to plan, program and track the incorporation of the learning goals as identified by Aboriginal Elders.

Throughout this process, BSC committed time for all Science teachers to participate in TWS professional learning and used a Special Projects grant to develop On Country learning workshops with Elders, Viv and Mort Hansen and Kerry and Trevor Stack.

All science staff were able to attend and were so grateful for the privilege of being able to learn more about the cultural protocols around knowledge sharing and the impact of colonisation on our Aboriginal students. In addition to forming strong respectful relationships with the local elders, staff backwards mapped the information gained at these workshops to develop resources with the learning goals of our community in mind and then showcased these resources by contributing to the TWS Resource book the Ngapartiji Ngapartiji and wider education community at the TWS Conference in November.



Workshop focused on bush medicine and bush tucker.

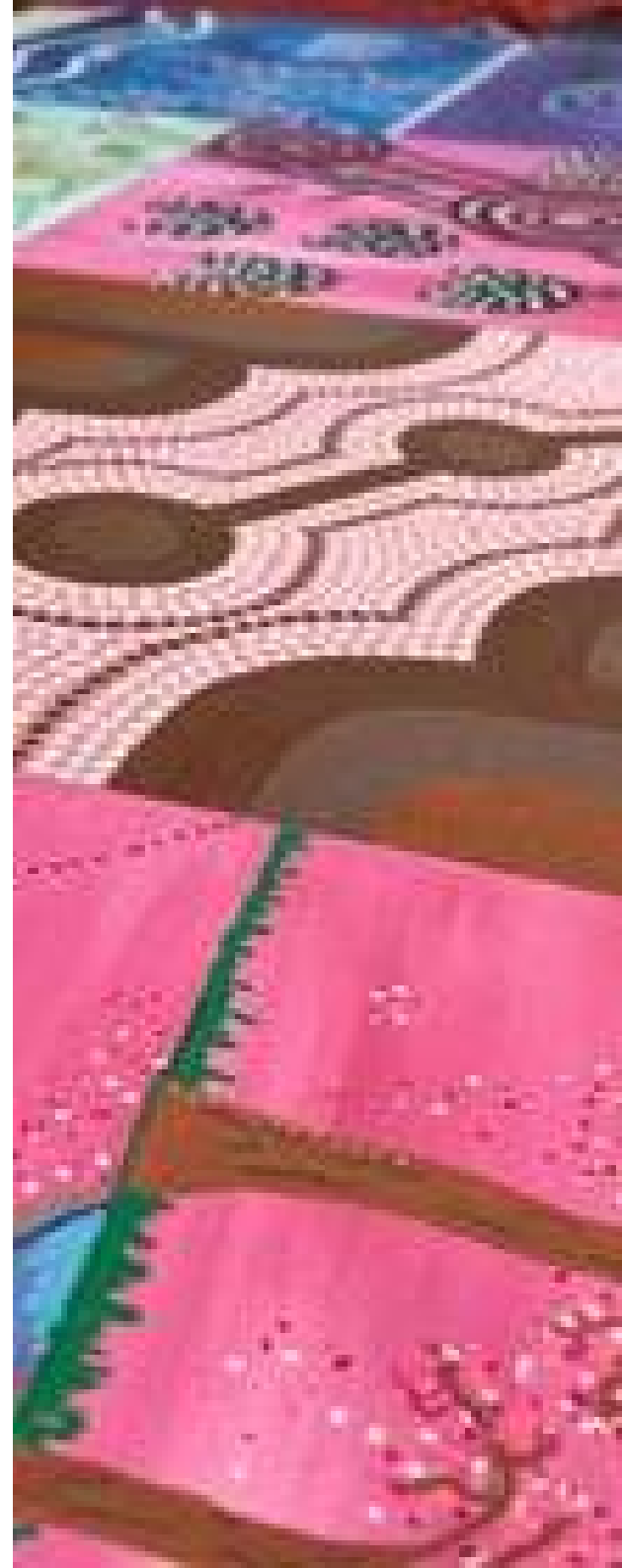


NAIDOC WEEK





GET UP!
STAND UP!
SHOW UP!





UNDERSTANDING ETHNICITY

In 2022 we were invited to host a group of community development students from Stotts College to conduct a research project to explore the experiences of Baldivis Secondary College students from Culturally and Linguistically Diverse backgrounds.

Students interviewed as part of the project identified four main areas which impacted their school experience; language barriers, lack of cultural awareness, lack of cultural activities and discrimination.

The research project highlighted some deficiencies in our commitment to acknowledging the cultural diversity of our school. Whilst most students speak 'English', they are not proficient in Standard Australian English, the language in which students are instructed and assessed. With a 5% increase in students from non-English speaking backgrounds, the need for us to be more cognisant of the needs of learners who speak English as an Additional Language or Dialect (EALD) has never been more critical. The establishment of a team of teachers and school leaders to support classroom teachers will be a key strategy in improving not only the experiences of EALD students but their academic achievement as well.

The participants also indicated a strong desire to have opportunities to share their heritage with others, believing it to be an important strategy to increase understanding and awareness. Many migrant students spoke of a sense of dislocation from their home culture and were keen to have opportunities to learn more about their own language and traditions, as well as those of First Nations peoples. It was acknowledged that whilst Harmony Day and NAIDOC Week provided great opportunities for students to share and explore the ethnic backgrounds of others, it was important to build a more sustainable inclusive culture within the school, that did not rely on special events and days.

The students shared that they desperately wanted to see teachers from their cultural background to be employed, believing this would help them to feel 'more understood' in the classroom. There was a sense amongst the students that teachers favoured the 'Australian students'. A majority of the students identified that they had experienced racism at some point and that this was mainly through the use of inappropriate nicknames and derogatory comments. They felt that such matters were handled well by the school once they became aware that a problem existed.

The college is committed to creating a more culturally safe environment for all students.

DIVERSITY SNAPSHOT

COUNTRY OF BIRTH

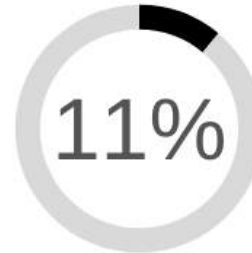
Australia

In 2022, 74.4% of students were born in Australia.



New Zealand

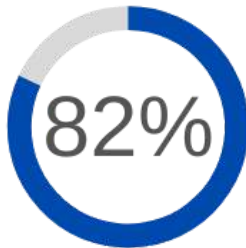
In 2022, 11.6% of students were born in New Zealand.



LANGUAGE SPOKEN AT HOME

English

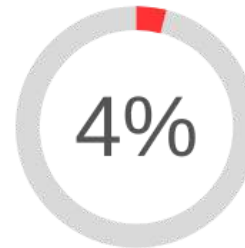
In 2022, English was the main language spoken at home for 82% of students.



INDIGENOUS STUDENTS

Indigenous

In 2022, 57 Indigenous students attended the college.



IN SUMMARY

- 35 different countries of birth
- 26% of students are born overseas
- 18% speak a language other than English at home
- 4% of students are of Aboriginal or Torres Strait Islander descent
- 57 different languages spoken at home
- 18% of students speak a language other than English at home.





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.

This year we trialed a Community of Practice approach to provide all staff with an opportunity to be on our AVID Site Team. CoP's are best explained as a 'community that acts as a living curriculum' for practitioners to learn from one another irrespective of their position within the organisation (Wenger, 2009). In the learning and teaching environment, Communities of Practice form when people join together to collectively learn about a shared topic to enrich their professional practice. The 2022 list of Communities of Practice included:

- Caring for Country
- Tertiary and Career Readiness
- Differentiation
- Social and Emotional Learning
- Literacy and Numeracy
- Positive Behaviour Support
- STEM
- Student Engagement and Attendance (CMS and WICOR)

CoPs met regularly throughout the year to learn and grow as a team and deliver workshops to other teachers at the college. The feedback from these workshops was overwhelmingly positive as evidenced by feedback surveys.

This was also the first year that we implemented our BSC Instructional Model which grew out of a need to provide teachers with a cohesive structure made up of evidence-based components proven to be effective in exemplary schools. Whilst maintaining the core structure of the framework, teachers were encouraged to unleash their creativity to accommodate the variation in teaching styles, content areas, and student needs. It continues to provide consistency, organisation, and certainty that all teachers are planning and providing the most effective instruction, empowering them to plan and teach at their best and for all students to reach their highest potential in every lesson.

AVID ELECTIVE CLASS

The Year 7 AVID Elective Class spent the year uncovering their personal strengths, interests and growth areas with a focus of using this information to explore a desired career path. Along the way students were able to improve their collaborative skills through engaging in Philosophical Chairs, Socratic Seminars and Collaborative Study Groups. They also spent time developing their digital learning skills through the use of OneNote while setting SMART Goals to monitor and extend their academic skills.

The Year 7 AVID Elective Class visited Murdoch University to learn more about the life of a university student.



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.

70 students from Years 7 to 12 participated in the Bushrangers program in 2022.



PROGRAMS AND EVENTS

- Dryandra Bushrangers Camp, students visited Barna Mia Nocturnal Centre, camped at Dryandra Forest Woodland village, worked with the Department of Biodiversity, Conservation and Attractions (DBCA) to trap small marsupials, weigh and check for young.
- Cervantes Camp: visited Yanchep and Nambung national parks. visited Crystal Cave in Yanchep and saw koalas, had an adventure on the Sea-lion tour (endangered species), hiked around Lake Thetis and volunteered with the DCBA for track maintenance at Nambung National Park.
- As a unit, we volunteered 660 hours between track maintenance, Clean Up Australia Day and Sausage Sizzle for the P&C.
- Bushranger students represented the school at the Two-Way Science Conference (interviewed for Noongar Radio).
- Established compost system for Miyawaki garden.
- Participated in Clean Up Australia Day.
- Excursion to Baldvis Children's Forest (Scats and Tracks).
- Excursion to Kwinana Beach (beach safety)
- Incursions: Roaming Reptiles and Birds of Prey



Bushranger Cadets volunteered their time at the Baldvis Lion Club Community Markets.





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 is a group of student volunteers who are committed to 'making a difference' in the community within which they live. Difference Makers is coordinated by the College's Community Liaison Officer who brokers opportunities for students to connect with local groups and businesses within Baldivis, as well as carrying out acts of service within the College.

In 2022, the College purchased a plot of land at Baldivis Community Garden. Students maintain the plot by planting vegetables and herbs, weed, prune and tidy. Students attend three times a term on a rotational basis.





SPECIALISED LEARNING PROGRAM - AUTISM (SLP-A)

The Baldyis 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 eight recognised such programs in Western Australia.

PROGRAMS

- Gaming Club – Tuesday after school for all interested students: 2.45 – 3.45. A mixture of retro and modern gaming equipment is used by students to allow them further social interaction beyond the classroom.
- The CUBE continues to operate as a safe place for students to relax and eat during recess and lunch. This is supervised by SLP-A and Learning Support staff, with a teacher always present. A classroom provides an inside space and the courtyard continues to be developed as an outside environment.
- The SLP-A and Learning Support Administrator continues to manage and oversee a significant number of visiting therapists and visiting teacher services. This service is available to all students and the Therapy Pod Room is specifically equipped as a welcoming environment for therapist and student.

EVENTS AND ACTIVITIES

- Year 10 students completed and passed their Keys to Life Certificate, this enables them to move to the next stage of obtaining their L-plates.
- Students participated in Try a Trade activities.
- Two Year 10 students participated in the KIC iDiversity program
- SmartMove Certificates were completed by two students which enable students to be workplace ready. This has a major focus on Occupational Health and Safety.
- Students participated in Outdoor Education camps.
- Attendance at Inspiring Women Seminar.

HIGHLIGHTS

- End of year excursion to SciTech saw students attend a live show at the Chevron Science Theatre and also the presentation in the Planetarium before exploring the hands-on displays within SciTech.
- Our first two students were successfully moved into mainstream schooling and are now considered SLP-A Alumni.
- We had our first Year 12 students successfully achieve their WACE and graduate.
- Full-time employment for one of our Year 11 students within a local restaurant.



Pictured right Gus became a fully approved and accredited School Support Dog and works full-time within the ASLP





LEARNING SUPPORT PROGRAM

2022 saw the expansion of both the literacy and numeracy intervention programs to include 2.2 FTE Education Assistants and the continuation of the STARS transition program for Learning Support students in feeder and non-feeder primary schools. We received extremely positive feedback from both primary schools and the families of the students who attended.

2022 also saw the IEP development process further streamlined with documentation and Professional Learning opportunities provided to teaching staff. Overall the percentage of students achieving their IEP goals for each year level from Years 7 – 10 improved.

HIGHLIGHTS

- Improvement in achievement of IEP goals – Years 7, 8 and 9 all saw an increase in last year's average IEP goal achievement.
- Deployment of Education Assistants to Curriculum Teams – this has led to an increase in content knowledge and collaborative time between Education Assistants and classroom teachers.
- SEN Engagement and Attendance Education Assistant – located within the Student Services team to support SEN students who may be struggling with engagement and attendance in school.
- Differentiation Professional Learning – offered to all staff, providing overview of key skills and practical strategies.

SPECIAL PROGRAMS

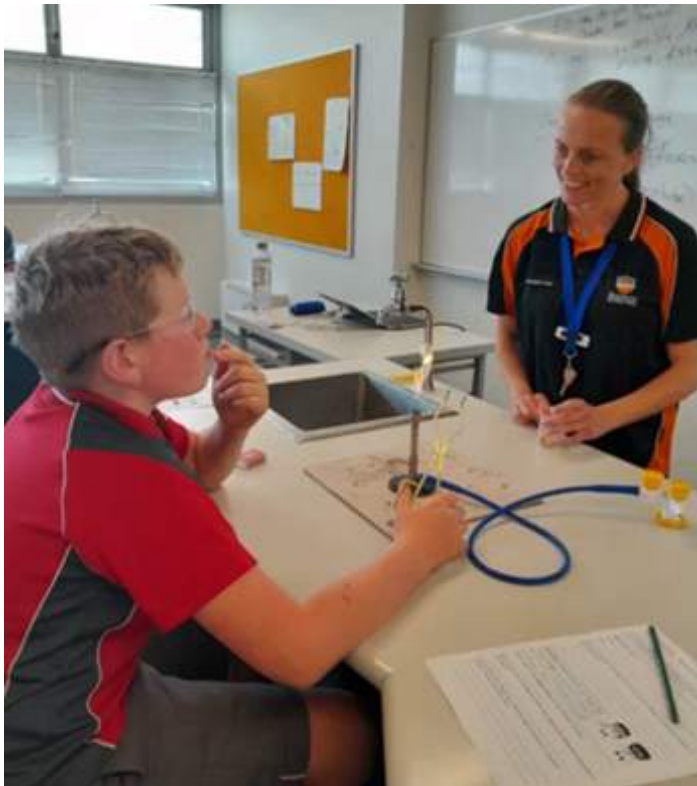
- Year 7 Skills for Life program – focus on building self-regulation strategies, social skills and student informed learning – eg. budgeting.
- Gardening Club – for Year 7 students, coordinated by our Year 7 Education Assistant team.
- Bizlink coordination for School Leavers – specialised support to connect with Bizlink for our Year 12 students.
- KIC iDiversity – liaising with the Careers Practitioner to support a nominated Year 10 Learning Support student to participate in the program.
- Year 10 Senior School Information Night to discuss individual pathways for Learning Support and ASLP students.
- Mentoring and study sessions for Years 11 and 12 students.

STARS PROGRAM

STARS program – a group of 25 students from our local partner and non-partner schools who would potentially be supported by the Learning Support program attended the College each Wednesday afternoon for the first six weeks of Term 4.

Students participated in a range of activities to allow them to familiarise themselves with life at Baldvis Secondary College and get to know the routines and expectations of secondary school.

Feedback from students, families and the feeder schools has been overwhelmingly positive – students reported feeling more confident starting high school, with parents appreciating the opportunity to get to know some of the staff and see the school.



The STARS Program helps to support a smooth transition to high school for students entering Year 7 the following year.

ARTS

The Arts was thriving at BSC in 2022, Arts students made a significant contribution to the creative culture of the college through their involvement in classroom based and extra-curricular opportunities

Students in Years 7 and 8 completed semester long courses in Visual and Performing Arts, where they were able to learn and experience activities in Drama, Music, Dance, Visual Art 2D and 3D. Years 9 and 10 students were able to choose electives in Dance, Drama, Music, Multimedia, Photography, Visual Art 2D, Visual Art 3D.

Specialist programs were run for students in Instrumental Music and Film Academy for Years 7-10. In Senior School, students were able to study Visual Arts (General and ATAR) and Certificate II in Creative Industries (Film).

A brand new gallery space was created with a hanging system installed to display student work at a professional standard. This was launched at our annual Arts and Technologies Showcase, which was a fantastic community celebration of student work and achievements.

HIGHLIGHTS

- Moana Cultural Program
- Rock Band Program
- Music and Rock Band performances
- Minecraft Club
- Minecraft Interschool Competitions
- YOHfest Dance Troupes
- YOHfest Dance Performances – 3 entries, Certificates of Merit awarded
- Senior School excursion to AGWA and Museum to view the Perspectives exhibition
- Kwinana industries Competition
- Yearbook Cover Page Competition
- Teacher Planner Competition
- Arts Showcase
- Riptide Theatre Workshop



FILM ACADEMY

Our selective entry Media Extension program, Film Academy, had a successful year with our wonderful teacher Mx Cheng. The Film Academy is made up of:

- Years 7-10 Film Academy classes
- Year 11 and 12 Certificate II in Creative Industries (Film) classes.

Students were involved in learning about the technical aspects of film production and worked on real-world projects for the College and community, which included:

- Transition Day Video
- Filming of School Website Videos
- ANZAC Day Live Webstream
- Year 10 Film Academy Major Production

INSTRUMENTAL MUSIC PROGRAM

Students from Years 7 to 10 continue to access weekly instrumental lessons on Flute, Clarinet, Bass Clarinet, Saxophone, Trumpet, Voice, Drum Kit, Classical guitar, Bass guitar and Electric guitar with expert teachers on their selected instrument.

These students also study classroom music with the talented Mrs Branch where they can extend their skills and knowledge on a variety of other instruments and musical genres, as well as participate in classroom-based ensembles and prepare for Concert performances. Our Rock Band program really took off this year, with the bands seizing many opportunities to perform within the College and the wider community. 2022 performances included:

- IMSS Music Festivals
- Semester 1 and 2 Music Showcase
- Arts Showcase (Term 4)
- IMSS contemporary guitar festival
- IMSS Vocal festival
- IMSS parent information night
- Hosted IMSS Primary school concert band workshop
- Cannington Māori Cultural Festival
- Music Program Primary School Tour



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 explored a variety of perspectives of people and places from around the world.

HIGHLIGHTS

- The BOOST Literacy and Numeracy Support program 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 continued to provide for students who have yet to demonstrate Category 3 in OLNA.
- Academic extension classes in Years 7 to 10 offered challenge and extension for 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.
- Baldivis Book Week and Write a Book in a Day



The English Team celebrated Book Week in style!

HEALTH & PHYSICAL EDUCATION

In Health and Physical Education in 2022, we aimed to provide students with the skills needed to be able to cope with life's challenges and promote lifelong health, safety and active citizens.

Our courses included:

- Year 7-10 Health Education
- Year 7-10 Physical Education
- Year 9 Sport Science
- Year 10 Sport Science
- Year 10 Outdoor Education
- Year 10-12 General Outdoor Education
- Year 11-12 ATAR Health Studies
- Year 11-12 General Health Studies
- Year 11-12 General Physical Education Studies
- Year 11-12 Certificate 2 in Sport Coaching.

HIGHLIGHTS

- Establishment of a number of clubs - Volleyball Club, Badminton Club, Fitness Club
- Established the BSC Rugby League Academy to commence in 2023
- Athletics Carnival
- BASSA Carnivals
- Bully Zero Workshop
- Workshops run by Golf Australia, Western Australian Football Commission, Tennis Australia and Royal Life Saving
- Interschool Athletics Carnival
- Outdoor Education
- Peel Secondary School Health and Physical Education Carnival
- RAC Car Maintenance
- Rivergums Primary School and Settlers Primary School Athletics Carnivals run by students
- R U OK Day
- Secondary Champion Schools Touch Football Competition
- Traditional Indigenous Games



HUMANITIES & SOCIAL SCIENCES

HASS had a productive 2022. 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 and were impressed with the standard of work they viewed.

HIGHLIGHTS

- HASS Week
- Year 7 Auction Day
- Year 7 History Museum Display
- Year 7 Incursion with Indigenous Elder
- Year 7 Market Day
- Year 9 Albany Tour
- Years 10 and 11 Parliament House Lunch with Hon. Mr. Reece Whitby, MLA
- Year 10 Red Cross Incursion
- Year 10 Sustainable Urban Design Showcase
- Year 11 ATAR Geography ALCOA Field trip
- Year 11 ATAR Geography Nearer to Nature Field trip
- Year 11 Career and Enterprise Expo
- Year 11 General Geography Mandurah Foreshore Fieldtrip on the Peel Region
- Year 11 General Geography Penguin Island and Point Peron Field trip
- Year 12 ATAR Geography Canning River Eco Education Centre Field trip
- Year 12 ATAR Geography Race around Perth



Pictured: Year 9 World War I incursion

LANGUAGES

The Languages curriculum for Western Australia has been written on the basis that schools provide a Languages program, in at least one language subject, from Pre-primary to Year 10. As a minimum, all students will study a Language other than English subject from Year 3 to Year 8. In Year 9 and Year 10 the study of Languages is optional.

Studying German enables all students to communicate proficiently by providing students with essential communication skills in German, an intercultural capability, and an understanding of the role of language and culture in communication.

German was introduced as a Language subject in Year 7 for the first time at BSC. Students learned that German is a global language and that German and English are related languages. Students learned orally and in writing to exchange information about self, family and friends, interests, school life and hobbies. Students also learned about food, housing and celebrations and compared the similarities and differences between Germany and Australia.



Pictured above and right: Student work samples



MATHEMATICS

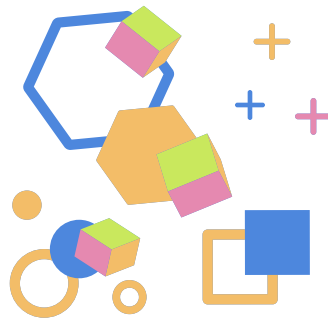
The Mathematics area continued to create challenging and engaging lessons for all students.

With the challenges that 2022 brought, teachers worked hard to ensure that Connect was up to date. Collegiality became a huge focus in order to support each other through staff absences.

The team also began the journey to generating creative assessment opportunities for students.

HIGHLIGHTS

- Foundation classes in Years 7 to 10
- Extension classes in Year 9 and 10
- OLN prep classes in Year 10
- Have Sum Fun Online Competition in Term 4 Years 7 and 8
- Year 9 Empowering Girls in Maths – excursion to Curtin University, Term 4
- In Term 4, students in Years 7 to 10 competed in the Statistical Society of Australia's National Schools Poster Competition



SCIENCE

2022 was an exciting year for Science. As part of the Two Way Science initiative, teachers were able to access on country learning with Noongar Elders and then bring the knowledge that was passed to them into the classroom.

We also started the planning for our new STEM Centre after being given a grant to improve our current facilities to support STEM based learning. To support the process, we were able to bring in STEM United, Murdoch University and Firetech to facilitate building students STEM skills in robotics and coding. 2022 was also the first year offering ATAR Psychology which has been hugely popular with students.

HIGHLIGHTS

- 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.
- Students represented BSC in the National Science Week's School Glass Challenge.
- Majority of staff have completed on-country learning with Elders
- The work of staff and students work was included in the Two-Way Science text book, Ngaparttji Ngaparttiji, promoting connections between traditional use of the Red Eyed Wattle and Year 12 Chemistry.
- 100% of students in Physics used their result in Physics as their top or second best score in their ATAR calculation.
- Out of 17 Yr 12 ATAR students, 14 used Human Biology as their top or second best score in their ATAR calculation.
- Water Corporation incursion provided all Year 10's with an interactive look at the water cycle
- The Year 7 students were able to apply their skills in classification to a hands-on incursion with Perth's Reptile Centre.
- Firetech brought their robots out to teach our Year 7 to 10 students about coding



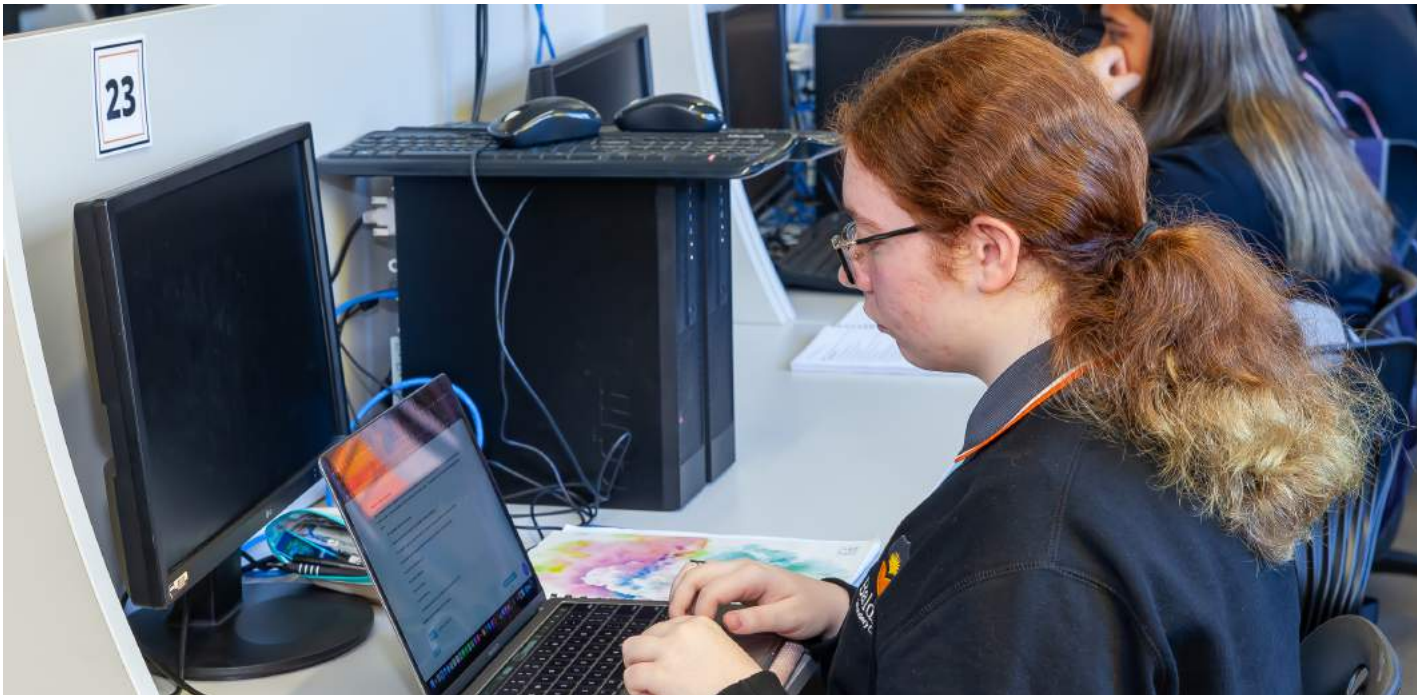
TECHNOLOGIES

Four Year 10 Technologies students represented Baldivis Secondary College in the WA Solar Car Challenge at UWA. The students engineered a solar car that raced against 64 other cars from a variety of WA government and independent schools. Baldivis finished 3rd overall and won the best 3D printed car design as well as an invitation to the National Championships in Tasmania.

In October we held our annual Arts and Technologies Showcase. On show was the Visual Art and Photography gallery, performances from Music and Dance students, gaming room and vox pops from the Media students, Technologies Display, food tastings, coffee station and sausage sizzle from the Hospitality students, and face painting and baby minding from the Child Care students. Many students, parents and community members attended and were very impressed at the quality of work shown by our students in both the Arts and Technologies subjects.



Our team placed third in the WA Solar Car Competition at UWA in October.



VOCATIONAL EDUCATION AND TRAINING

HIGHLIGHTS

- In 2022, 161 Year 11 students and 147 Year 12 students participated in workplace learning.
- Working with over 145 different employers, our students completed a total of 28,984 hours of work placement.
- One Year 12 student completed a total of 1,044 workplace hours whilst achieving his Certificate III in Government. His ongoing commitment and enthusiasm resulted in him being offered a traineeship with the State Library of WA.
- 53 Year 12 students successfully completed their Murdoch TLC Learning for Tomorrow enabling course, giving them an ATAR rank of 70 and access to a vast range of degree courses with Murdoch University. Four students achieved a Distinction.
- We held our second National Association of Prospective Student Advisers (NAPSA) Information Evening for Year 10-12 students, giving them an insight into the courses and lifestyles of our WA Universities.
- All 39 students who applied to TAFE were successful in their application, with another 20 students studying with another RTO.

**SUCCESSFUL COMPLETION OF A MINIMUM OF 220 HOURS,
ACCOMPANIED BY A LOG BOOK AND SKILLS JOURNAL
CONTRIBUTES TO STUDENTS BEING AWARDED FOUR C GRADES
TOWARDS THEIR WACE CERTIFICATE.**

VET PARTICIPATION RATE

VET Participation Rate	2020	2021	2022
School VET enrolments (% of Cohort)	89%	91%	82%
Funded VET students	83%	81%	81%

CERTIFICATE COURSES

In 2022, our Year 12 students successfully undertook 309 different certificate courses, giving them a nationally-recognised qualification, WACE credit points and direct entry into further study.

Of our Year 11 students, 12% achieved a Certificate II in just one year, giving them the opportunity to complete a higher award as part of their Year 12 program.

LEVEL OF HIGHEST QUALIFICATION ACHIEVED (OF VET ENROLLED STUDENTS)

Highest VET qualification achieved	2020	2021	2022
Certificate IV	1 (<1%)	1 (<1%)	5 (2%)
Certificate III	25 (8%)	25 (8%)	25 (9%)
Certificate II	223 (73%)	223 (73%)	179 (66%)
No certificate completed	56 (18%)	56 (18%)	62 (23%)

VET QUALIFICATION COMPLETION

VET qualification	Number of Students
Cert II in Workplace Skills	77
Cert II in Hospitality	29
Cert II in Community Services	28
Cert II in Sport Coaching	24
Cert II in Engineering Pathways	19
Cert II in Construction Pathways	13
Cert III in Community Services	11
Cert II in Business	11



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.

Attendance	2020	2021	2022
Baldivis Secondary College	87.9%	83.4%	79.7%
WA Public Schools	87.3%	84.4%	80.4%

Category:	2019	2020	2021
Severe Risk	5.55%	7.55%	10.80%

Attendance Type	2020	2021	2022
Unauthorised Absence	56.6%	59.5%	59.9%

STUDENT ATTENDANCE MONITORING AND SUPPORT STRATEGIES

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. In 2022, **102 students fell into this category**. 'Exemptions' or 'Notice of Arrangements' cover a variety of alternative options such as employment, apprenticeships, or further study.

We continued to implement 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 are 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 daily and weekly.
- 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.

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

ABE - Consistently	2021	2022
Year 7	53.1%	48.2%
Year 8	48.3%	46.9%
Year 9	48.7%	43.1%
Year 10	54.1%	49.9%

BY COHORT AND CURRICULUM AREA

Year 7 - ABE - Consistently	2021	2022	
Arts	57.2%	50.8%	●
Technologies	63.5%	56.6%	●
English	42.5%	53.3%	●
Humanities and Social Sciences	54.6%	54.7%	●
Health/Physical Education	44.5%	37.6%	●
Mathematics	53.4%	52.2%	●
Science	56.5%	53.0%	●

Year 8 - ABE - Consistently	2021	2022	
Arts	54.5%	48.4%	●
Technologies	49.6%	55.5%	●
English	53.8%	46.9%	●
Humanities and Social Sciences	49.6%	48.6%	●
Health/Physical Education	43.9%	34.6%	●
Mathematics	35.0%	49.6%	●
Science	52.2%	50.1%	●

Year 9 - ABE - Consistently	2021	2022	
Arts	49.8%	50.1%	●
Technologies	49.4%	44.2%	●
English	46.3%	46.4%	●
Humanities and Social Sciences	53.5%	44.5%	●
Health/Physical Education	44.4%	40.1%	●
Mathematics	57.7%	41.0%	●
Science	43.7%	34.8%	●

Year 10 - ABE - Consistently	2021	2022	
Arts	62.5%	58.0%	●
Technologies	53.0%	53.1%	●
English	58.9%	55.3%	●
Humanities and Social Sciences	54.3%	42.3%	●
Health/Physical Education	46.1%	37.9%	●
Mathematics	51.5%	58.3%	●
Science	52.7%	49.5%	●

- Percentage of students **decreased** from 2021 to 2022
- Percentage of students **increased** from 2021 to 2022
- Percentage of students **remained the same** from 2021 to 2022

The tables above shows that across all cohorts the majority of students (above 40%) achieved 'consistently' for their attributes. Whilst there was some decrease in 2022, this can largely be attributed to large numbers of students missing blocks of school due to COVID-19 and enforced quarantine periods.



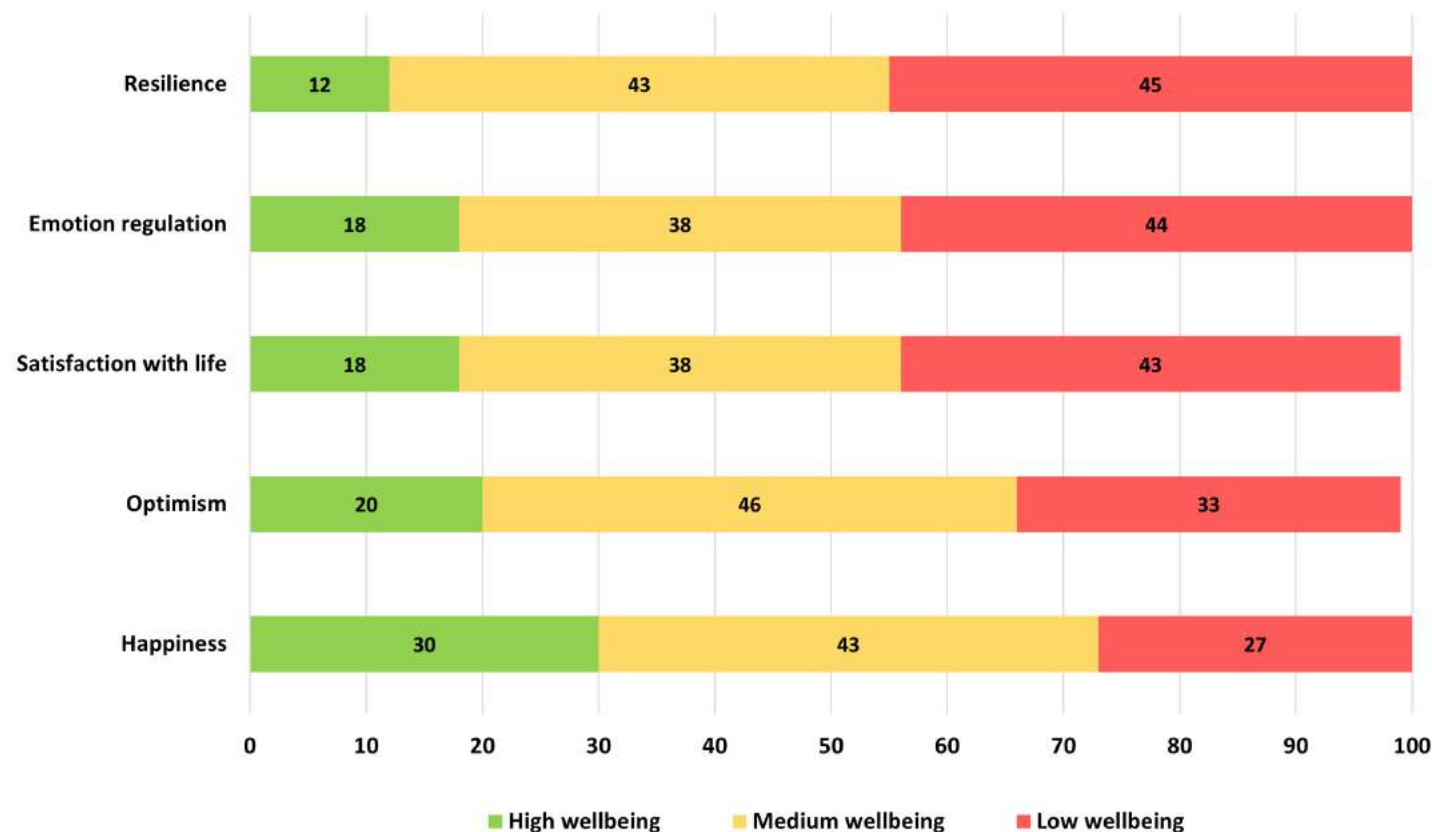


STUDENT WELLBEING AND ENGAGEMENT CENSUS

In 2022, 976 (67%) students completed the Wellbeing and Engagement Census, with the data used providing an insight into the students' views about their social and emotional wellbeing, their engagement at school and their experiences outside of school.

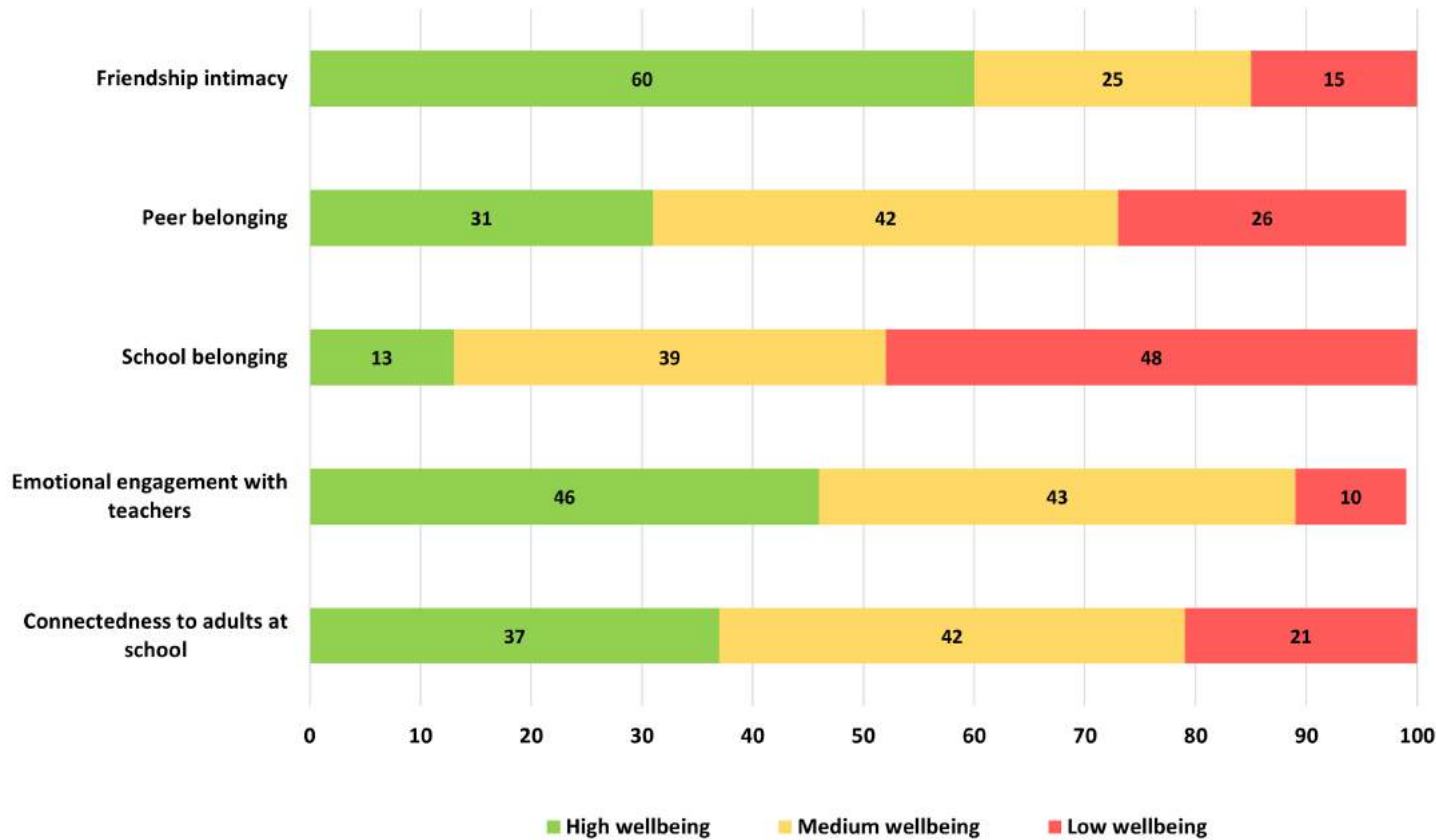
EMOTIONAL WELLBEING

The graph below represents the proportion of students who reported different levels of wellbeing (e.g. high wellbeing, medium wellbeing and low wellbeing) for each wellbeing indicator.



ENGAGEMENT WITH SCHOOL

The graph below represents the proportion of students who reported different levels of wellbeing (e.g. high wellbeing, medium wellbeing and low wellbeing) in relation to the overall tone of the school environment, including the way teachers and students interact and how students treat each other.



While the degree to which young people feel connected and valued at their school was rated as low, it is clear that relationships and emotional engagement with teachers and peers is a strength.

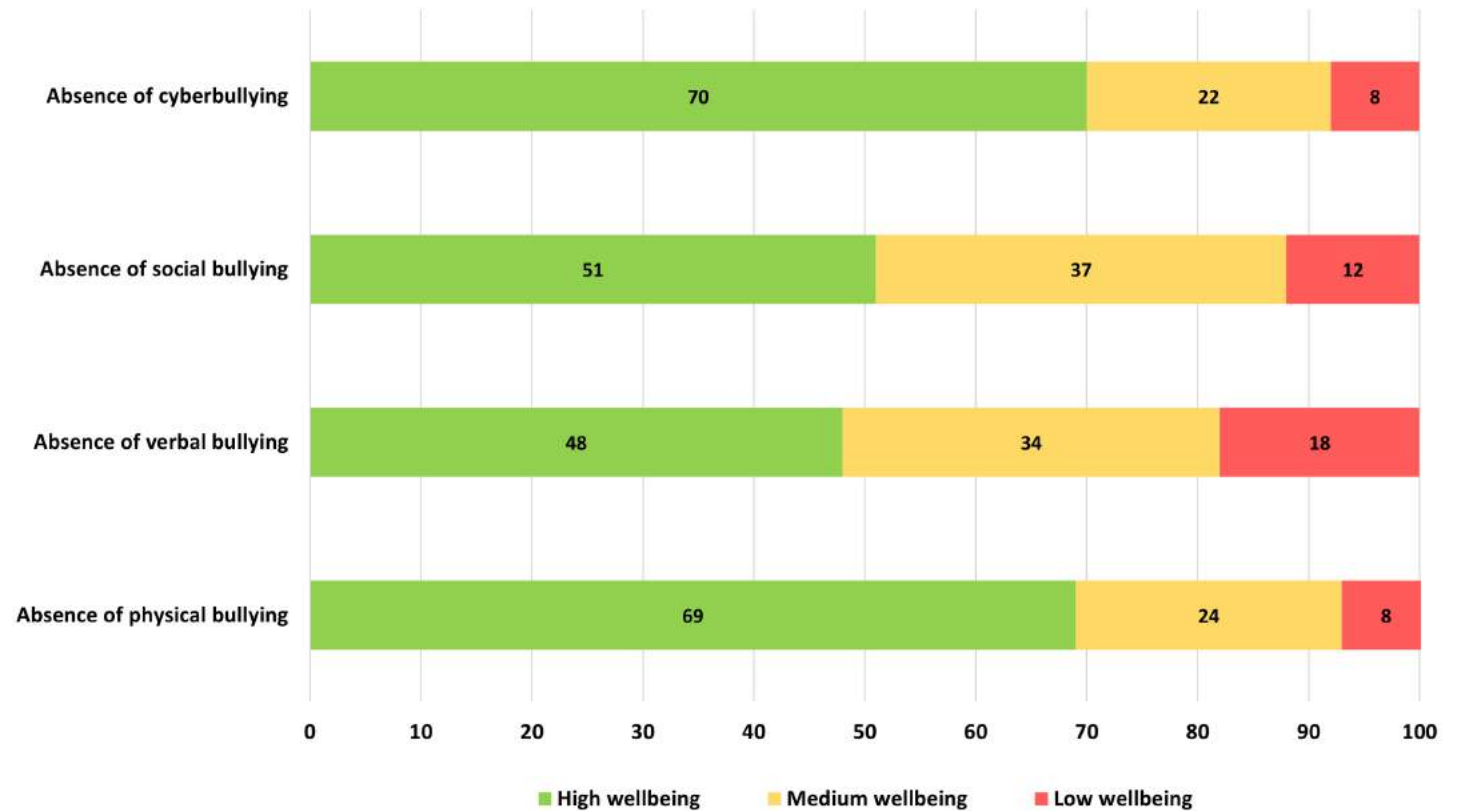
The building a strong sense of community and connection remains a priority for us. This will be achieved through deliberate, explicit planning and organisation at all levels of the college, with a strong emphasis on building rapport and relational capacity between teachers and students.





BULLYING

The graph below represents the proportion of students reporting high, medium, and low wellbeing based on whether they reported being bullied rarely, monthly or weekly.



The data shows that generally speaking students reported that all types of bullying were rare. That said, any type of bullying is unacceptable and college staff work diligently to ensure that all reports of bullying are dealt with quickly and efficiently. Of all bullying types, verbal bullying was the most prevalent. Our Positive Behaviour Support (PBS) matrix outlines our expectations that all members of the college community treat each other with respect. This is reinforced through a specific PBS curriculum, the Health curriculum and through both our lower school and senior school Good Standing policies.

RECOMMENDATIONS

The Student Wellbeing and Engagement Census has provided the college with a valuable data set around the social and emotional wellbeing of our students, their perspective of their school relationships and how they see engagement and learning in school. The data has been used by school leaders to identify areas of strength and areas for growth.

Students and parents were invited to participate in focus groups to examine and discuss the data and what they believe it means.

A working party has been established drive improvements in student wellbeing and engagement through the use of evidence-based approaches. The initial focus of this work will be on:

- Fostering collaborative and cooperative learning that helps students feel connected to peers.
- Developing a whole school approach to support the development of social skills, resilience and emotional regulation.
- Child protection curriculum being taught to students through mandated protective behaviours and sexual abuse prevention education and training.
- Implementing student transition programs which support transitions between different year groups or from primary into high school (Big Days In)
- Implementing student engagement programs such as recreational, behavioural or cultural programs.
- Implementing support programs, including Breakfast Club, transport assistance and other practical supports.
- Running the Triple P Positive Parenting Program for parents
- Providing professional learning to build the capacity, confidence and skills of teachers and staff to improve responses to specific student wellbeing needs.
- Employing an Aboriginal and Islander Education Officer (AIEO)
- Providing professional learning to build the capacity of staff to better support the needs of LGBTIA+ students.
- Providing strong leadership support to lead whole-of-school wellbeing work.
- Refining our support processes for students.
- Providing students with a voice in decision making in the school and opportunities to contribute.
- Involving students in implementing wellbeing approaches.
- Developing and promoting relationships between students and teachers and school.
- Explicitly supporting distinct cohorts of students, including Aboriginal children and young people, children in care or involved in child protection, LGBTI students, students from CaLD backgrounds, young carers, children with disability, and children with physical or mental health challenges.
- Exploring the implementation of a Homeroom Program for 2024.
- Trauma-informed practice professional learning for teachers to support the development of a trauma informed approach to their work.





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.

IMPROVEMENT STRATEGIES

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

- The continuation of targeted literacy and numeracy support for students in Years 7 and 8 through the BOOST Program
- Literacy and Numeracy support classes
- Use of PAT testing and analysis
- Sharing of strategies amongst teachers to extend student vocabulary and improve 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
- Use of the Best Performance platform to empower teachers to pinpoint and address identified gaps in their students' learning in Maths, English and Science.

NAPLAN PROGRESS FROM YEARS 7-9 IS AT OR ABOVE 'LIKE-SCHOOLS' IN ALL TEST AREAS

Due to NAPLAN 2020 being cancelled as a result of COVID-19, the Year 9 cohort (2022) did not sit NAPLAN when they were in Year 7 so it is not possible to report on their progress.

However, the performance of the Year 9 cohort in 2022 was above the expected performance and within the performance range of the majority of schools in all test areas.

PERCENTAGE OF YEAR 9 STUDENTS ACROSS BANDS 8-10 FOR ALL TEST AREAS.

Currently we are not meeting this target of increasing the percentage of Year 9 students at or above Band 8 for all test areas. With the exception of Spelling, the percentage of students achieving Band 8 or above in Year 9 NAPLAN is lower than in the 2019 testing round.

Bands 8 - 10	2019	2021	2022
Writing	34%	29%	27%
Reading	42%	42%	31%
Spelling	42%	44%	42%
Grammar & Punctuation	35%	25%	28%
Numeracy	39%	38%	28%

We are acutely aware of the need to prioritise the acquisition of the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. The Year 9 cohort did not complete the NAPLAN assessment in 2020 due to COVID-19 and many students missed significant periods of school in the period 2021-2022 for the same reason.

By explicitly incorporating literacy and numeracy skills into all curriculum area plans and lessons and upskilling teachers in the use of diagnostic tools and specific strategies, we are confident student's skills will be enhanced, resulting in improved outcomes in NAPLAN testing at Year 9 level.





PERCENTAGE OF STUDENTS ACHIEVING BAND 8 OR ABOVE IN WRITING 2019-2022

Writing: Bands 8 - 10	2019	2021	2022
Year 9	34%	29%	27%
Year 7	9%	10%	8%

Currently we are not meeting the target of increasing the percentage of students achieving Band 8 or above in Writing compared with 2019 results. Given the increase of the number of students from homes where English is not the main language spoken, the use of the EALD progress Maps will be an important tool in supporting students from Culturally and Linguistically diverse backgrounds to improve their writing skills in Standard Australian English.

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.

PERCENTAGE OF YEAR 7 AND 9 STUDENTS BELOW THE NATIONAL MINIMUM STANDARD IN WRITING

Pleasingly, we have achieved our target of the reducing the percentage of Year 7 and 9 students below the National Minimum Standard in Writing.

Writing: Below NMS	2019	2021	2022
Year 9	16%	14%	15%
Year 7	16%	13%	10%

This improvement can be directly attributed to the early identification of students through the analysis of NAPLAN data, PAT testing and the assessment of writing samples followed by the implementation of an explicit teaching program targeting foundational literacy and numeracy skills.

Additionally, there has been an emphasis on developing the capacity of teachers to use evidence-based practices to provide high quality learning experiences for students to ensure all students achieve at their potential in literacy and numeracy. Staff professional learning was designed to deepen pedagogical, content and assessment knowledge, ground learning in the local classroom context, and engage existing practices within the school. The acquisition of data literacy skills was also an important consideration in ensuring teachers were able to quantify their impact on student progress.



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/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 2021 - 2021

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

- Percentage of students **increased** from 2021 to 2022
- Percentage of students **decreased** from 2021 to 2022
- Percentage of students **remained the same** from 2021 to 2022

A AND B GRADES BY CURRICULUM AREA

Year 7	2021	2022	
Arts	43.48%	40.09%	●
Technologies	43.96%	31.63%	●
English	31.37%	20.54%	●
Humanities and Social Sciences	37.66%	30.54%	●
Health/Physical Education	39.40%	40.29%	●
Mathematics	35.49%	29.27%	●
Science	39.39%	28.79%	●

Year 8	2021	2022	
Arts	36.99%	36.09%	●
Technologies	46.99%	28.57%	●
English	25.51%	26.23%	●
Humanities and Social Sciences	32.88%	21.08%	●
Health/Physical Education	40.05%	32.72%	●
Mathematics	35.87%	23.77%	●
Science	28.25%	26.34%	●

Year 9	2021	2022	
Arts	37.41%	31.67%	●
Technologies	46.08%	34.71%	●
English	35.9%	16.59%	●
Humanities and Social Sciences	26.82%	26.52%	●
Health/Physical Education	41.74%	37.77%	●
Mathematics	28.63%	36.68%	●
Science	26.82%	23.91%	●





Year 10	2021	2022	
Arts	45.45%	49.29%	●
Technologies	44.22%	42.48%	●
English	30.89%	26.76%	●
Humanities and Social Sciences	32.11%	32.39%	●
Health/Physical Education	44.22%	41.81%	●
Mathematics	39.45%	33.81%	●
Science	30.28%	26.89%	●

- Percentage of students decreased from 2021 to 2022
- Percentage of students increased from 2021 to 2022
- Percentage of students remained the same from 2021 to 2022

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.

We had planned to build on improvements made in 2021 to provide further opportunities for teaching staff to engage in professional learning unpacking the SCSA judging standards and task exemplars. Due to limitations on the participation in professional learning and team meetings due to the government restrictions, staff were unable to continue to build their skills and understandings in this area.

While there was a continued emphasis on moving students from C grades to A and B grades and reducing the percentage of students being allocated E grades, this proved difficult with large numbers of students missing learning content and assessments due to absences associated with COVID-19. Student engagement with online learning was poor and as a result 2022 saw a significant decline in student achievement across Year 7 to 9. Year 10 students did however, perform better in 2022 compared with 2021 in most content areas. The introduction of benchmarks for students to meet to be eligible to study certain courses in Year 11 has been a significant motivator for Year 10 students.

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 OLNA 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.
- Assessment Policy has been modified to increase the number of assessments to be completed in class time.
- 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.
- Students who are underachieving are to be placed on improvement engagement plans.





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.

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

Qualified in OLNA – Year 10		Baldivis Secondary College	Like Schools
Numeracy	●	72.07%	65.56%
Reading	●	73.87%	70.53%
Writing	●	69.37%	64.87%

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

PERCENTAGE OF STUDENTS QUALIFYING FOR OLNA BY THE END OF YEAR 12 EXCEEDS 'LIKE-SCHOOLS'

Qualified in OLNA – Year 12		Baldivis Secondary College	Like Schools
Numeracy	●	87.89%	80.20%
Reading	●	92.97%	82.98%
Writing	●	93.36%	82.13%

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

PERCENTAGE OF STUDENTS QUALIFYING FOR OLNA BY THE END OF YEAR 12 EXCEEDS 'LIKE-SCHOOLS'

Met literacy and numeracy requirement	2020	2021	2022
Number of Students	175	237	210
Percentage	85%	88%	89%

Each curriculum area has implemented explicit literacy and numeracy strategies throughout the year to support students to meet the minimum requirement. In 2022 the percentage of students who qualified for OLNA by the end of both Year 10 and Year 12 exceeded 'like-schools'.

ATAR - GENERAL - VET DUX AWARDS



2022 Dux Awards

Ella Colledge - General Dux (top left), Kirra Mar - General Dux (bottom left) and Damon MacFarlane - 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 - PERCENTAGE OF STUDENTS ELIGIBLE FOR UNIVERSITY ENTRANCE

	2021	2022
Number of Students	45	40
Percentage (Of all Year 12 students)	13%	12%

ATAR PERFORMANCE

	2021	2022
Median ATAR - BSC - All Students	68.80	72.00
Median ATAR - Like Schools	69.90	70.10
Median ATAR - BSC - TISC Applicants	73.05	82.70
Percentage of Students achieving an ATAR of 70+	47%	53%
Scaled Score of 50+ in English	42%	75%

CERTIFICATE II OR HIGHER

Certificate II or higher	2020	2021	2022
Number of Certificates * completed	200	249	209
VET enrolments	233	305	271
* Number of students who completed 2+ qualifications	41	25	42

ATTAINMENT RATE

ATAR 55 or above and/or Certificate II or higher	
Baldivis Secondary College	90%
Like Schools	75%
WA Public Schools	80%

YEAR 12 ACHIEVEMENT

In 2022 the College offered 14 ATAR courses of which, three courses, ATAR Physics, ATAR Health Studies ATAR Earth and Environmental Science had an average scaled score above the State average scaled score.

40 Baldivis Secondary College students engaged in the WACE exams in 2022, equating to 12% of the cohort. Whilst this is lower than 2021, 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 68.80 to 72.00..

These improvements can be attributed to the consistent use of the following strategies:

- The Band 8 requirement for English performance for studying ATAR was 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 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 them to take the next step in their leadership journey.

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 2022, 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.

COMMUNITY OF PRACTICE LEADERS

Our Communities of Practice (CoP) 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 CoP leader is supported by an Executive Coach to support them in the fulfilling their role and responsibilities.

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.

Working with the Curriculum Services Manager, a number of college staff completed the initial stages of the Level 3 Classroom Teacher accreditation process.





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 2022, 54 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.

Student leaders continued 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 could be seen volunteering their time running the Vivo Rewards Shop, Basketball Connect 4 and other fun activities during lunch breaks.

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.

2022 PROJECTS

Working in teams, student leaders established four goals for 2022:

1. Build respect for school environment and clean up rubbish by running two Wheelbarrow Rubbish races. Staff recruit a team of students to race around the school and pick up rubbish.
2. Build ownership of the facilities through the My School Campaign. Students will take responsibility for a particular space in the school and keep it well maintained and clean.
3. Welcome Space - run a midweek club where new students (or existing students who need to make new friendships) can connect with others over a card game or activity.
4. CBM Australia fundraiser - help students to think outside of themselves and raise money to restore sight to blind people in the developing world.

Each group had some success in reaching or implementing their goal.

2022 HIGHLIGHTS

- Launch My School Campaign signed up 100 students to maintain and clean areas around the school.
- CBM Miracles Day raised over \$800 and paid for surgery to restore sight to 24 people.

STUDENT LEADERSHIP TEAM



Student Leaders have an important role in representing the views and opinions of all students.

COMMUNITY ENGAGEMENT

6171 PROJECT

10 students from Years 8 to 11 participated in the 6171 Project. The 6171 Project aims to increase young people's voice in making decisions about their future in Baldivis, to provide young people with opportunities to fulfil their potential, and to enable young people to be valued by, connected to, and engaged with their community.

The students worked with the project leaders from KEYS (Kwinana Early Years Services) to develop a questionnaire asking students about the services, activities and spaces they wanted to see in Baldivis. Once they had developed the survey, they negotiated with the school leadership team to conduct the survey with as many classes as possible. The data was then analysed and a summary prepared.

The students were then invited to a Change-maker Forum hosted by KEYS, Clarion Call, a consulting and facilitation organisation and the Hon. Reece Whitby, MLA where they presented their findings, participated in discussions and worked collaboratively with other community members and key stakeholders to work towards creating and supporting change for children and young people living in Baldivis.



#VOICEOFBALDIVIS

DREAMS FOR THE FUTURE

1 Work



Have a job, career, education, achieve success.

2 Financial Security

Regular income, wealth, own a car



3 Be Happy

Have a good life/lifestyle, travel

4 People

Have good friends and family.





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

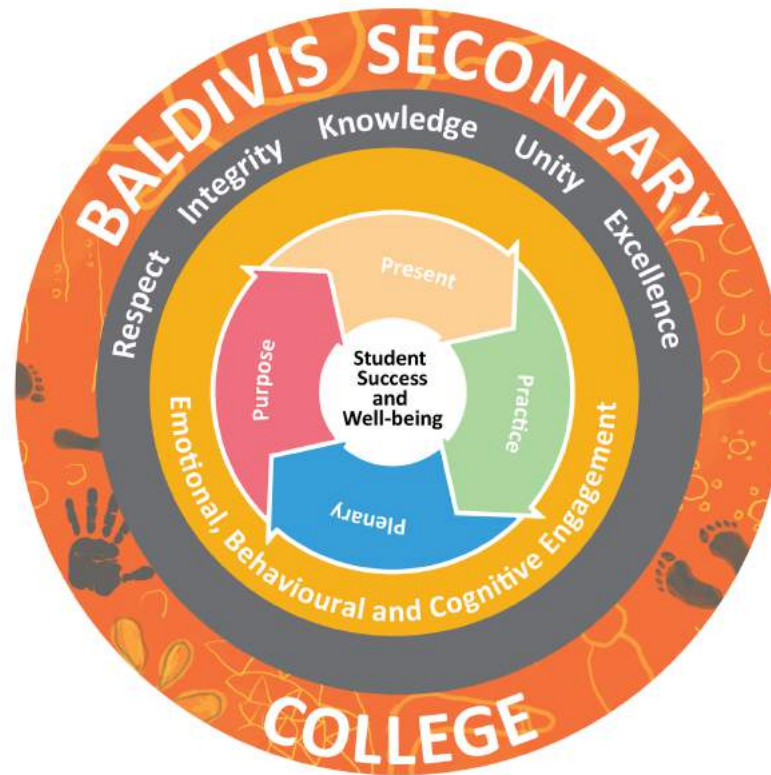
In 2022, the focus was on providing opportunities for staff to interact with the newly developed college-wide instructional model in order to become familiar with its structure and consider ways in which they could effectively use the model to enhance their planning and execution of lessons. As such, the newly developed College-wide instructional model was used to frame the delivery of professional learning for staff through Communities of Practice.

Under the guidance of the Curriculum Services Manager, a comprehensive dossier of supplementary documentation was developed to support teachers to use the model consistently and confidently.

These resources are available to all staff through the College's Staff OneNote Handbook.

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	2020	2021	2022
Electricity	\$ 170,167.00	\$ 148,285.00	\$ 146,146.93
Gas	\$ 9,856.00	\$ 11,184.00	\$ 8,690.49
Water	\$ 57,562.00	\$ 75,322.00	\$ 54,706.62
Total Utility Costs	\$ 237,585.00	\$ 234,791.00	\$ 209,544.04

Since 2020, we have been able to decrease the cost of Utilities by 13%. In 2022, we were able to decrease electricity usage by 1%, gas usage by 22% and water usage by 27%. In all this amounted to a decrease expenditure of \$25,246.96.

VIRTUAL POWER PLANT

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.



OVERVIEW OF THE IMPACT THE OF BATTERY ENERGY STORAGE SYSTEM (BESS)

The graph below shows our average daily electricity load profile, including the battery imports and exports.

The light blue is the battery import and shows when the battery is charging.

The dark blue shows when the battery is discharging as part of a virtual power plant (VPP), which is mainly between 5pm and 9pm each day due to strain on the electricity grid, as solar PV systems stop generating and households start to use more electricity.

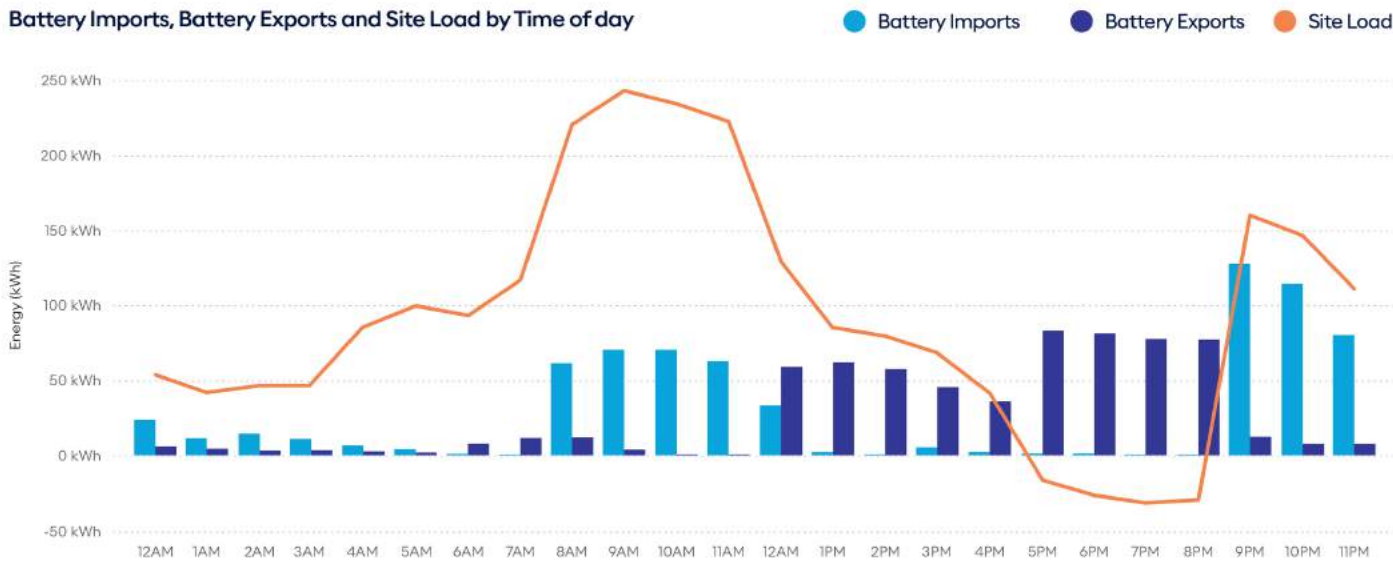
The college's electricity import from the grid is shown in orange.

Baldivis Battery Storage



Load profile 2022

(excluding 18 October 22 to 9 December 2022, and weekends)





FINANCIAL REPORT

Our compulsory charges collection rate for 2022 was 80.3% (inclusive of the Education Program Allowance received), an increase of 8.9% on 2021. The voluntary contributions collection rate for 2022 was 55.43%, a slight decrease from 2021 (56.26%).

The Baldivis 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

Student-centred Funding	Budget
Per Student Funding	\$ 13,304,868.00
Student and School Characteristics	\$ 2,626,987.63
Disability Adjustments	\$ 158.31
Targeted Initiatives	\$ 1,226,275.15
Operational Response Allocation	\$ 4,912.00
Regional Allocation	\$ 0.00
Total 2022	\$ 17,163,201.09
Total After Transition Adjustment	\$ 17,163,201.09

TARGETED INITIATIVES

- Additional Educational Adjustment
- Additional support for delivery of mental health programs
- Graduate Teacher Induction Program and Graduate Curriculum Materials
- In School State Funded Chaplaincy Program
- Level 3 Classroom Teachers Additional Teacher Time
- School Psychologists - Manage own school psychologist
- Schools With Low Proportion of Level 3 Classroom Teachers
- Specialist Career Practitioner
- Specialist Learning Programs for Autism Spectrum Disorder
- VET delivered to secondary students

CASH BUDGET

LOCALLY RAISED FUNDS (REVENUE)

Locally Raised Funds	Budget	Actual
Voluntary Contributions	\$ 80,000.00	\$ 78,782.31
Charges and Fees	\$ 685,809.00	\$ 576,665.09
Fees from facilities Hire	\$ 5,000.00	\$ 2,416.87
Fundraising/Donations/Sponsorships	\$ 62,019.00	\$ 79,923.54
Commonwealth Government Revenues	\$ 30,000.00	\$ 30,000.00
Other State/Local Government Revenues	\$ 50,000.00	\$ 40,672.50
Other Revenues	\$ 51,402.00	\$ 54,348.23
Total Locally Raised Funds	\$ 964,230.00	\$ 862,809
Carry Forward	\$ 485,381	\$ 485,381
Student Centred Funding	\$ 1,081,711	\$ 1,081,711
Total Cash Budget	\$ 2,531,321	\$ 2,429,900

GOODS AND SERVICES (EXPENDITURE)

Goods and Services	Budget	Actual
Administration	\$ 185,394.75	\$ 102,056.51
Lease Payments	\$ 115,000.00	\$ 99,707.37
Utilities, Facilities and Maintenance	\$ 466,500.00	\$ 404,712.99
Buildings, Property and Equipment	\$ 208,171.89	\$ 195,218.00
Curriculum and Student Services	\$ 1,109,358.42	\$ 810,642.39
Professional Development	\$ 57,490.00	\$ 30,084.61
Transfer to Reserve	\$ 200,000.00	\$ 200,000.00
Other Expenditure	\$ 54,620.00	\$ 17,365.55
Total Expenditure	\$ 2,396,535.06	\$ 1,859,787.42
Total Cash Expenditure	\$ 2,396,535.06	\$ 1,859,787.42





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.



