



Baldivis
Secondary College



ANNUAL REPORT 2018





Baldyvis Secondary College Annual Report 2018

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Keith Svendsen, Principal

Principal's Message

Baldvis Secondary College was able to consolidate on the foundation work completed since our opening in 2013. The 2018 school year was filled with a rich and diverse range of programs and initiatives developed for, and provided to, our young people. We have continued to refine and implement the Western Australian Curriculum and the Senior School courses as established by the School Curriculum and Standards Authority. In addition, the learning journey of our students continued to be enhanced by the array of experiences provided by College staff and outside agencies who have partnered with us in supporting our students. Excursions and incursions which support the curriculum remain one of the features of our culture of providing opportunities for students to grow and develop as positive young citizens.

Our College staff engaged in professional learning and collaborations to enhance the quality of teaching. We explicitly teach and provide opportunities to practise working together and to sustain our College community and the culture that it operates in. Baldvis Secondary College continues to maintain high expectations and standards for every member of our community. We strive to provide opportunities and learning experiences for all members of our College community to reach their full potential and to be the best that they can be.

Baldvis Secondary College remains accountable to the community it serves. 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.

We provide the 2018 Annual Report to ensure that this information is provided to our community in a format more easily read. Information about the College, its programs, reports, college data and student performance is contained here and additional information is easily attained through our College website and through the Western Australian Department of Education Schools Online website.

We present the 2018 Annual Report for your information and trust that an insightful and accurate perspective of Baldvis Secondary College is gained from it.

Keith Svendsen

PRINCIPAL

College Board Members

The College Board comprises of;

Tim O'Keeffe

Parent Representative, Board Chair

Simon Miller

Parent Representative, Vice Board Chair

Keith Svendsen

Principal

Karen Illich

Corporate Services Manager

Alison Parolo

Associate Principal

Delia Makking-Robinson

Parent Representative

Dean Hird

Parent Representative

Cr. Matthew Whitfield

Community Representative

Nino Sekyere-Boakye

Community Representative

Madeline Morison

Staff Representative

Sarah Smith

Staff Representative

Rebecca Donohue

Staff Representative

Willem Smith

Student Representative

From the Board Chair

The past year has seen the school slow down its rapid growth rate. This has meant that staff and students have been more able to consolidate the educational programmes offered.

This College Board has had input into this consolidation in the climate of reductions in the schools funding. The School Principal Mr Svendsen, the schools Business Manager Karen Illich and the Finance Committee have ensured that funding reductions have had minimal impact on the school's teaching and learning programmes.

In closing I urge all parents, students and school community members to continue to support the school in all possible ways. This can only make a very good school even better.

E.A. (Tim) O'Keeffe

BOARD CHAIR



About Us

Baldivis Secondary College was established in 2013 with a single cohort of Year 8 students totalling 220 with 32 teaching and support staff. In 2018 we have grown to over 1700 students from Year 7 to Year 12 and continue to be one of the fastest growing secondary schools in Western Australia.

In 2018 Baldivis Secondary College consolidated our teaching practices and further developed a range of community, industry and educational partnerships to augment our practises. Further improvements in student performance have been attained and we have established self-assessment and review practises to enable our College to further grow, develop and seek improvement when and where possible.

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

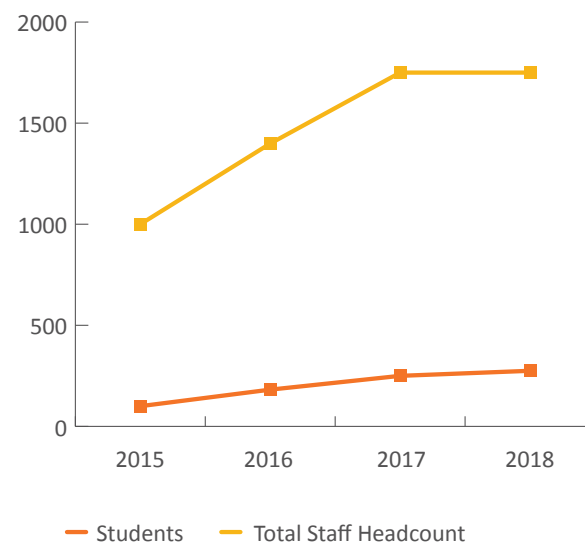
- Respect
- Excellence
- Knowledge
- Integrity and
- Unity

Student and Staff Numbers

Student Numbers

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
340	350	324	261	241	195
Total					1711

Student and Staff Trend



The graph above presents the student and staff numbers (teaching and school support) for each year since 2015. Student numbers have followed a similar trend to total staff headcount.

Staff Profile

Administration Staff	Number	FTE
Principal	1	1.0
Associate Principal	1	1.0
Deputy Principals	3	3.0
Program Coordinators	10	1.0
Total Administration Staff	15	15.0
Teaching Staff		
Level 3 Teachers	2	2.0
Other Teaching Staff	97	91.2
Total Teaching Staff	99	93.2
School Support Staff		
Clerical / Administrative	18	17.2
Gardening / Maintenance	3	3.0
Education Assistants	21	19.0
Other Non-Teaching Staff	21	16.9
Total School Support Staff	63	56.1
Total	177	164.3

College Priority Areas

Opportunity and Achievement

Students' academic progress is without doubt the most important measure of the success of an individual, program and school. However, we also believe that Baldvis Secondary College offers students opportunities across a range of endeavours, that significantly contribute to their physical, social and emotional development and greatly enhance their school experience. This report will focus on achievements across all aspects of schooling during 2017.



Attendance

The nature of the relationship between absence from school and achievement, across all subgroups of students, strongly suggests that every day of attendance in school contributes towards a child's learning, and that academic outcomes are enhanced by maximising attendance.

Promoting school attendance, building a positive College climate, monitoring attendance, and supporting students and families to address barriers that negatively impact school attendance are all key elements in the College's plan to support students to improve their attendance and maximise their educational attainment.

New initiatives to promote a strong culture of regular school attendance in 2018 included:

- Appointed a Workplace Learning Officer - Workplace Learning engagement and ensuring department policy and compliance is adhered to.
- Appointed a Cultural Liaison Officer
- Met with regional office to review our attendance panel process and review all activity on our severe non-attenders.
- Introduced a registration reward initiative to reduce the amount of unexplained absences

By Year Group

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Baldivis Secondary College	92%	89%	89%	88%	88%	90%
WA Public Schools	91%	88%	87%	85%	87%	88%

Overall

	Total
Baldivis Secondary College	89.4%
Like Schools	88.7%
WA Public Schools	87.6%

Positive Behaviour Support (PBS)

We have explored the beliefs of our students and staff in regard to behaviour in a school environment. This has extended to the kinds of behaviour our community expects of its young people. This has included reviewing our processes and procedures and deliberately approaching this from a positive perspective and shifting away from a deficit or negative one.

The past year has seen further development in our Positive Behaviour Support program. Through consultation and collaboration with staff and students the PBS site team have been able to develop a behaviour matrix which forms the foundation for our approach to managing behaviour and importantly what positive behaviours we explicitly teach our students. Our approach is founded on the belief that we need to have a focus on the behaviours we collectively expect to see from our community members and to provide instruction, example and reward for the positive behaviours we want to experience and observe in our college community.



Performance Reviews

At Baldivis Secondary College we continue to embrace the analysis of performance data as a useful means of directing school improvement. College staff systematically review cohort, class and individual student performance data to inform planning and instruction.

Individually and as members of collegiate teams, teachers, administrators and the College Board conducted rigorous reviews of student performance against state, "like-school" and national benchmarks.

Teachers in Mathematics used the Customised NAPLAN Analysis Platform (CNAP) and to detail the specific strengths and weaknesses of specific year levels, classrooms and students and respond with targeted interventions. Additionally, English teachers trialled the use of a progressive achievement approach to assess and monitor student growth over time. This approach is underpinned by an understanding that students of the same age and in the same year of school can be at very different points in their learning and development. Progressive Achievement Tests provide teachers with objective, norm-referenced information about their students' skills and understandings in a range of key areas.

Individual Pathway Planning

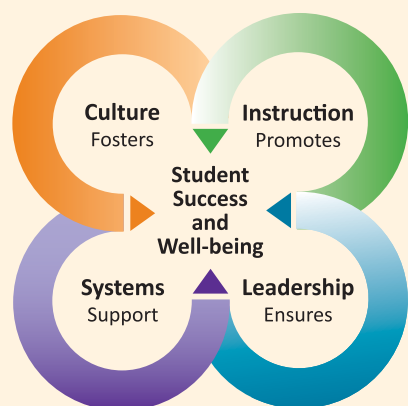
Through the Year 10 to 12 Tutorial Program students were provided with access to information that will assist them to make informed choices about learning, work and life opportunities and appropriate subject selection choices. Tutors supported Year 11 and 12 students to monitor their progress using the WACE tracker and access specialised tutoring services.



Our Commitment to Student Success

AVID Schoolwide instruction incorporates AVID foundation tools (organisational tools, note-taking, goal setting, time management); WICOR (writing to learn, inquiry, collaboration, organization, 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.



High Quality Teaching, Learning and Leadership

The Baldvis Way

The Baldvis Way is a core set of teacher behaviours, actions and evidence-based instructional strategies and skills that teachers consciously, deliberately and explicitly demonstrate in their work.

AVID is at the core of The Baldvis 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, 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.

Staff Development

Our performance and development processes continue to be aligned to the AITSL Standards and the Education Department's Performance Management and Staff Development policies.

In 2018, our Professional Learning Community (PLC) was focused on how best to support students with identified literacy and numeracy challenges. Teachers were introduced to a range of proven, research-based instructional methodologies and best practices. These tools help educators implement and refine instructional practices. They also help educators provide the key academic and social supports students need to thrive.

Student Achievement

Baldvis Secondary College continues to be committed to achieving sustainable improvements in literacy and numeracy through the use of College-wide strategies and protocols to build basic skills and explicitly teach key content.

In 2018, there was an increased emphasis on using supplementary data and evidence to accurately assess the literacy and numeracy skills and deficiencies of each cohort and individual student and develop targeted remediation measures.

SCSA Awards

SCSA Awards and Recognition

- 1 x Certificate of Distinction
- 6 x Certificates of Merit
- Health Studies - Highest performing students in a Year 12 ATAR Course for the second consecutive year
- Earth and Environmental Studies - Highest performing students in a Year 12 ATAR Course



Year 12 Student Performance

Attainment Rate

ATAR 55 or above and/or Certificate II or higher	
Baldivis Secondary College	97%
Like Schools	94%
WA Public Schools	96%

Year 12 Students Completing a VET Certificate (during Years 10 to 12)

	Cert II	Cert III	Cert IV
Number of Students	163	8	13
Percentage	70%	3%	6%

Year 12 Students with more than One Qualification

	2+	3+
Number of Students	2	37
Percentage	16%	1%

WACE Achievement Rate

Baldivis Secondary College	86%
Like Schools	86%
WA Public Schools	89%

ATAR Performance

Median ATAR	
Baldivis Secondary College	76.70
Like Schools	71.15
WA Public Schools	79.50

Progression

	2018	2017
Median ATAR	76.70	67.20
Percentage of Students achieving an ATAR of 70+	61%	36%
Scaled Score of 50+ in English	64%	57%

Our College has achieved a significant improvement of 8.87 in our median ATAR score. We have achieved above Department of Education expectations, significantly above like schools and close to the median ATAR score of all public schools. Our College has achieved a significant improvement in the percentage of students who achieved an ATAR of 70 or above which is required for front door entry to all Western Australian universities.

NAPLAN

NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling, grammar and numeracy. It is important to remember that NAPLAN tests are not pass/fail tests. At the classroom level it is one of a number of important tools used by teachers to measure student progress.

The NAPLAN assessment scale is divided into ten bands to record student results in the tests. Band 1 is the lowest band and band 10 is the highest band. The national minimum standards encompass one band at each year level and therefore represent a wide range of the typical skills demonstrated by students at this level.

Based on a review of 2017 and 2018 NAPLAN data, the Literacy and Numeracy Team in collaboration with the Senior Leadership Team determined a tiered whole school approach to reading remediation and intervention would be the initial priority with a view that "if students struggle with reading, they will struggle in all other areas". This is supported by research which shows that when children read extensively they become better writers; it was decided to specifically focus on improving students' reading skills in the short term. Students achieving below national benchmarks were especially targeted through individual interventions.

A Literacy Action Plan was developed for 2017-2018 based on current results. The four goals consist of:

1. Using data to make decisions
2. Literacy development – across the content areas
3. Target struggling readers and writers
4. Building leadership capacity

A review of 2018 NAPLAN data indicates steady improvements in Year 9 reading and spelling in all achievement bands. Writing and grammar remain the major areas of weakness across both tested cohorts.

Numeracy data indicates that algebra is a general area of weakness at both Year 7 and Year 9 level. Through deeper analysis of student responses in the NAPLAN numeracy test, we have identified that the other areas of weakness are;

1. Graphing
2. Fractions and ratios
3. Data analysis and interpretation

Year 7 Performance

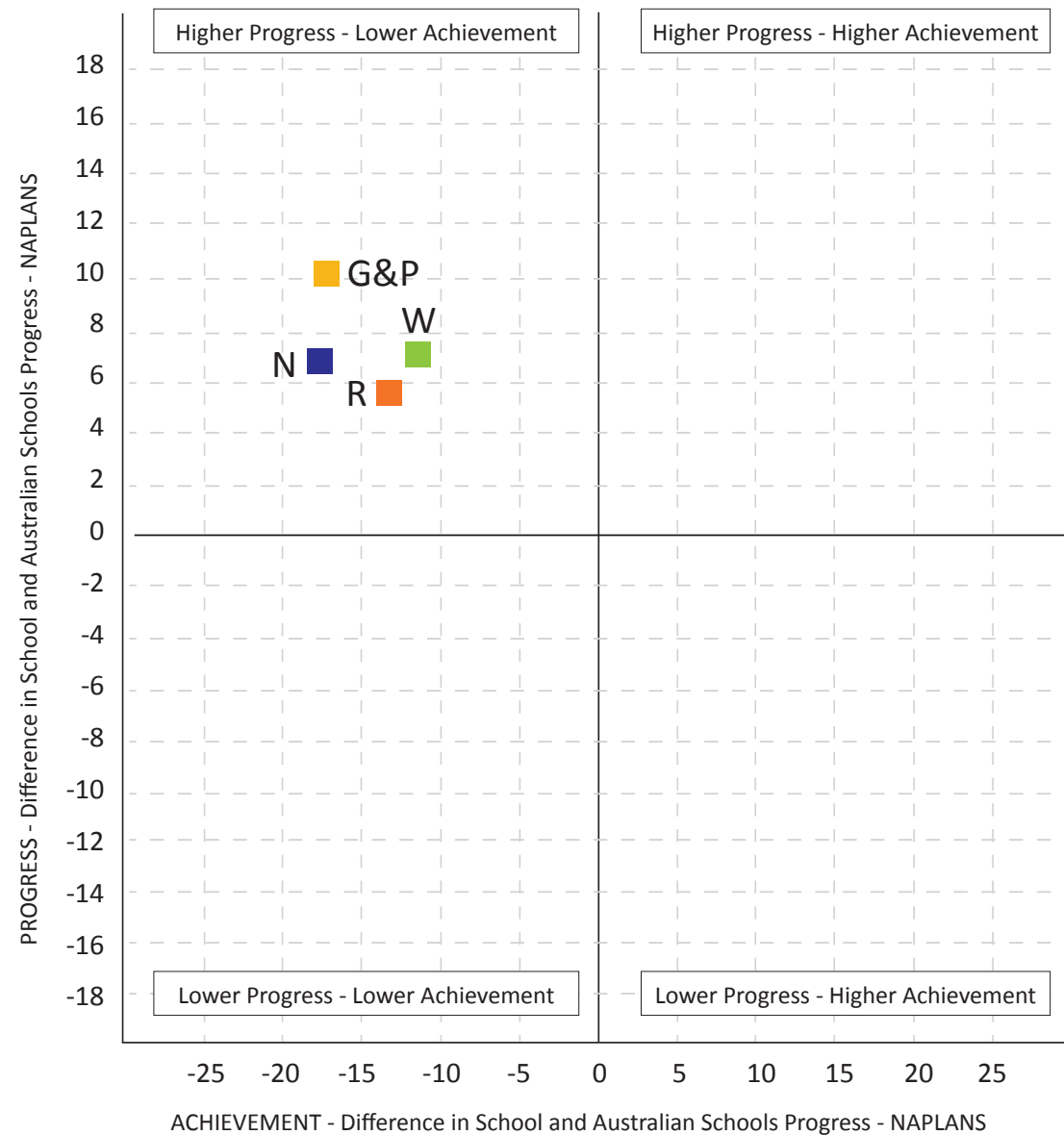
	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
Above National Minimum Standard	76%	75%	54%	78%	65%
At National Minimum Standard	22%	18%	33%	12%	25%
Below National Minimum Standard	2%	7%	13%	10%	10%

Year 9 Performance

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
Above National Minimum Standard	77%	73%	50%	72%	65%
At National Minimum Standard	19%	21%	25%	17%	25%
Below National Minimum Standard	4%	6%	25%	11%	10%

Student Progress and Achievement Compared with Australian Schools (NAPLAN 2016 to 2018)

The graph below shows the change in results for students who have taken consecutive NAPLAN tests at the same school and is a way to measure the influence of the school on student progress. As illustrated, all of the elements tested in NAPLAN show levels of progress higher than the Australian mean.



Online Literacy and Numeracy Assessment (OLNA)

Students need to demonstrate a standard of literacy and numeracy to meet Western Australian Certificate of Education (WACE) achievement requirements.

This can be achieved by receiving Band 8 or above in NAPLAN and pre-qualifying for OLNA; or by sitting the required Online Literacy and Numeracy Assessment (OLNA) in March and September of each year in Year 10, 11 and 12, until the standard has been met.



Student Performance and Progress

There are three tests:

1. Numeracy,
2. Reading and
3. Writing.

Significant work has been undertaken by both the English and Mathematics teams, along with our AVID Site Team to adjust the way that we support students in achieving OLNA by the end of Year 12.

OLNA

	Pre-Qualified	Not Qualified
Year 10	37%	63%
Year 11	68%	32%
Year 12	76%	24%

Year Students Qualified

	Year 9	Year 10	Year 11	Year 12	Not Qualified
Baldivis Secondary College	15.10%	37.40%	17.40%	5.90%	24.20%
Like Schools	21.10%	38.10%	16.60%	4.40%	19.80%

OLNA Year 11 Students

	Year 9	Year 10	Not Qualified
Baldivis Secondary College	11.90%	42.50%	32.10%
Like Schools	15.40%	37.30%	36.40%

OLNA Year 10 Students

	Year 9	Year 10	Not Qualified
Baldivis Secondary College	15.30%	21.80%	62.90%
Like Schools	17.90%	28.00%	54.10%

The College recognises that there is a need for increased numbers of students to pre-qualify for OLNA by achieving Band 8 or above in NAPLAN. Significant work has been undertaken by both the English and Mathematics Teams, along with our AVID Site Team to adjust the way that we support students in achieving OLNA by the end of Year 12.

Curriculum Differentiation and Access

Baldivis Secondary College caters for a diverse and eclectic student population. As such, we are committed to the development of a high-quality curriculum for all students, one that promotes excellence and equity in education. We believe that all students are entitled to rigorous, relevant and engaging learning programs drawn from a challenging curriculum that addresses their individual learning needs.

Our teachers use the Western Australian Curriculum to develop teaching and learning programs that build on students' interests, strengths, goals and learning needs and address the cognitive, affective, physical, social and aesthetic needs of all students.



Students with Special Needs

As a mainstream school, all our students have access to the whole school and attend mainstream classes. Information collected on enrolment allows us to see what level of curriculum students are working at, and what kinds of adjustments and modifications have been used previously. This information is placed into an Individual Education Plan (IEP) which is updated at the end of each report cycle. Using a Universal Design for Learning model, teachers are able to program and plan for these adjustments in both academic and social/emotional domains in order to accommodate for individual needs. Some curriculum areas offer streamed classes and intensive English and Mathematics classes to help students struggling in these areas. Students are placed into small groups according to their needs and placed under the care of a key education assistant who works with the students throughout the majority of their classes. This key adult provides stability, a close home-school link and quickly learns strategies and support mechanisms for the individual child.

As well as academic needs, we also work closely on monitoring the social-emotional needs of our students, many of whom struggle with sensory load in such a large school. To cater for this, we have a sensory room with various areas catering for individual sensory needs, our own classroom where small groups can come and work quietly and our CUBE (Come in, Unwind and just BE) which is a social common room for break times staffed by education assistants. Along with a selection of additional programs run for students to give them time to work on social skills or cater to emotional and sensory needs, individual student timetables are fluid and individualised to cater for their needs. This approach allows students, with often complex diagnoses to cope with a mainstream environment.

- Sensory Pet Project – Lily the Cavalier works with our SSEN students for emotional and social regulation and de-escalation.
- Dojo Shop – Helen Filipek works with Senior School students to run our own reward shop.
- SSEN Garden – Deone Teale runs a garden for students to design, plant, grow, harvest and use edible plants and herbs.
- Specialised Gym Program – Kevin Smith takes year groups of interested SSEN students through an individual gym program to help strength and coordination each week.
- Social Skills Group – Sarah Ah Qune coordinates and runs a program for Year 7 and Michelle Baker for 8 students to help them develop social skills and increase empathy development.
- Year 7 Camp visit – for students unable to attend a full camp the Year 7 Team take a group of students to be involved in activities for the day.
- Good Samaritan Industries (GSI) Scholarship – each year students apply for a \$1000 educational scholarship to help with education and training – two students were awarded.
- Interlife Group – have started working with our Year 10 and 11 students through NDIS funding to help students prepare and transition into the work place through individualised programs and support.
- Bizlink Quality Employment - work with Year 12 students with a disability diagnosis to transition into the workplace with a mentor.

2018 College Partners

- ABN
- AVID Australia
- Beacon Foundation
- Bizlink Quality Employment
- Cadets WA
- CAMHS
- Cedarwoods
- Centre Point Church
- City of Mandurah
- City of Rockingham
- Curtin University
- Headspace
- Intelife Group
- Kids Teaching Kids Australia
- Kwinana Industries Council
- Mercy Care - Reconnect
- Murdoch University
- School of Special Educational Needs: Disability
- School of Special Educational Needs: Behaviour and Engagement
- School of Special Educational Needs: Medical and Mental Health
- School of Special Educational Needs: Sensory
- Spires Church
- Spires Church
- Stephanie Alexander Kitchen Garden Foundation
- Stocklands
- Sustainable Schools WA
- Te-Urupu Indigenous, Maori and Pacific Island Community Development
- Trees for Change
- WA Department of Biodiversity, Conservation and Attractions
- WA Department of Local Government, Sport and Cultural Industries (PALS)
- WA Department of Transport
- WA Water Authority
- Waste Wise Schools WA
- Wormall Civil
- Youth Care
- Youth Focus

A Culture of Collaboration and Co-Operation

Baldivis Secondary College continues to build and maintain mutually beneficial partnerships with community agencies and organisations at the local, state, national and international level.

These partnerships have been instrumental in building the capacity and social capital of students and staff with a clear focus on ensuring that exiting students are well prepared academically, socially and emotionally for life beyond the school gate.

Students have benefitted directly and indirectly as a result of these partnerships, having had access to:

- workshops, conferences, tours, classroom visits, assemblies, workplace visits, science fairs, guest speakers
- work experience programs, traineeships, skills training, part-time and full-time job opportunities
- curriculum support, teacher development, teacher placements.



Baldivis Secondary College continues to build and maintain mutually beneficial partnerships with community agencies and organisations at the local, state, national and international level.

Student Services

In 2018, the 15 members that make up the Student Services team at Baldivis Secondary College 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 strengthening the established partnerships with Youth Focus, Headspace and the City of Rockingham were a key focus in 2018.

Highlights of the year included

- Students raised \$6234.00 for Pink Stumps Day bring the overall total to \$24000.00
- The BSC Clubs Expo, showcasing over 25 different clubs run by staff and students.
- The VIVO Shop - over 600,000 points were given out by teachers. The shop was sold out several times over the year, including students redeeming 1000 Zooper Doopers as rewards.



Programs and Events Run in 2018

- ABCN Focus Program and Interview to Impress (Year 10)
- ADF Buddy Day (engaging with local PS)
- ADF Milo Club
- ADF Naval Base Tour
- African Drum Beat (Year 8)
- Anti-bullying Program
- Baldivis Got Talent
- Beach Day
- Boomer Shield: registration engagement and culture building program
- Breakfast Club
- Clubs Expo
- Difference Makers: Year 6 Transition Program run at the primary schools
- Drumbeat: Building resilience through rhythm.
- Freddo Frog Cup
- Friday Fun: Friday Lunch Activity Program (student run)
- Girls Group
- GRIP Leadership Conference (Year 8 to 10 Student Leaders)
- Jade Lewis Presentation (Year 10)
- Movie Rewards Day
- My Potential: small group experience where students work out success strategies that will improve their results, behaviour and engagement
- Pink Stumps Day
- Reading group with a primary school (Year 8)
- Spires Survivor Challenge: Thursday Lunch Activity Program
- Student Leadership: Training and equipping young leaders
- The Sanctuary: Mental Health Peer Support Program (student run)
- The Wednesday Thing: Wednesday Lunch Activity Program.
- VIVO and VIVO Shop
- Youth Focus Parent Evening on Mental Health
- Year 7 Camp
- Year 10 River Cruise
- Year 11 Dinner Dance
- Year 12 Ball

Vocational Education and Training

Hospitality Group Training (HGT) Partnership School Award

The Hospitality Department of the College received the prestigious Hospitality Group Training (HGT) Partnership School Award for 2018. HGT has 52 schools in competition for the award, with its criteria of the highest of industry standards. Well done to Tam Sheldon, Kaila Harrison and the rest of the Hospitality team for running an amazing Hospitality program, as well as to the VET Support Team who make sure any administration issues in auspicing arrangements are sorted efficiently.

School Based Traineeships

Eight students were successful in completing school based traineeships in a diverse range of industries such as hospitality, transport and distribution, tourism, community services and retail. One of these trainees was named Employee of the month in December 2018 and was presented with the "Rockingham Sporting Globe Rising Star for 2018" award.

PPO Course

Several students commenced a new course at Gilmore College and are progressing towards completion of a Certificate II Process and Plant Operations, equipping them with essential skills and entry level training using state of the art processing facilities.

Certificate III or higher courses

This year, 19 students were supported by the College to successfully complete Certificate III, or higher, courses with external training providers. Again, these were from a diverse range of industries such as business, community services, education support, dance, nursing, aviation, early childhood and hospitality. Many of these students went on directly into employment with employers such as BHP and the Australian Navy or on to university after successful completion of these courses.

TLC On Track Program

In 2018, 15 students participated in the Murdoch TLC program which enables non ATAR students to complete a university entrance course to enable them to enrol at Murdoch University with an ATAR of 70. The course involves teaching students to think critically about issues, research information, reference sources, locate evidence to support arguments and develop skills in academic writing. The success rate of students going on to Murdoch through this pathway was extremely high.

Careers Expo

A Careers Expo was held in Term 2 to help all Year 10 students assess, evaluate and decide on career pathways, 21 vendors attended from Universities, TAFE and training and industry councils.

Wormall Civil

Several students gained successful employment with Wormall Civil as a result of participating in a Wormall Civil Course. Students were supported by the College leading to successful completion of a Certificate II in Civil Construction, covering a wide variety of topics such as Communicating in the Workplace, using hand and power tools, laying pipes and installing trench support.

Workplace Learning

The Year 11 students completed a Work Readiness Program in order to be ready to commence their work placements in week three. This included an induction day at The Cruising Yacht Club of WA in Rockingham, where students had the opportunity to meet with a variety of people from a range of industry areas, as well as hear the success stories from some of our past Year 12 students. Students were given excellent advice on career choices and pathways, and all speakers were really pleased that they could be a part of this event.

Over 130 Year 11, and 125 Year 12, students participated in our Workplace Learning Program throughout 2018. This involves attending a workplace to learn essential work readiness and skills for one or 2 days per week, which contributes to the student's WACE certificate. This highly successful program is essential for students to evaluate their career interests and pathways by working in the "real world" but still being supported by the College.

Additional courses

Two additional pathways were successfully negotiated at the end of 2018 enabling students to complete qualifications in Community Services and Conservation and Land Management in 2019 at the College.



Responsible Management of College Resources

The college has efficiently managed the 2018 school budget by developing and implementing a budget which balanced human resources, curriculum resources, assets and resources, utilities and minor works.

In 2018 approximately \$170,000 was spent on minor works and building projects which included

- Installation of interactive white boards
- Installation of external wireless points
- Computers to support high end software for specialist Art and Technology programs
- Construction of two cricket nets
- Installation of shade shelters
- Installation of an electronic sign

With the support of the community the College has been successful in creating a culture where our families elect to pay their child's contribution and charges through one of our many payment options, BPAY, Payment Plans, Centrelink and direct debit.

In 2018 we saved \$ 30,000.00 in energy costs due to the efficiency of the BMS program and we are constantly seeking new innovative ways of reducing utility costs which are sustainable long term.

Finance

Revenue - Cash	Budget	Actual
Voluntary Contributions	\$138,215.00	\$111,591.36
Charges and Fees	\$915,602.00	\$878,232.35
Fees from Facilities Hire	\$6,173.00	\$6,172.72
Fundraising/Donations/Sponsorships	\$104,943.00	\$105,995.26
Other State/Local Government Revenues	\$51,538.00	\$51,537.50
Other Revenues	\$105,357.00	\$104,040.19
Transfer from Reserve or DGR	\$290,000.00	\$290,000.00
Total Locally Raised Funds	1,611,828.00	\$1,547,569.38
Opening Balance	\$252,458.00	\$252,458.00
Student Centred Funding	\$874,406.00	\$874,406.00

Total Funds Available	\$2,738,692.00	\$2,674,433.00
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Expenditure	Budget	Actual
Administration	\$292,244.00	\$250,330.54
Lease Payments	\$145,084.00	\$127,658.23
Utilities, Facilities and Maintenance	\$518,568.00	\$404,525.20
Buildings, Property and Equipment	\$273,248.98	\$258,226.24
Curriculum and Student Services	\$1,284,131.17	\$1,175,598.45
Professional Development	\$68,562.00	\$68,147.24
Transfer to Reserve	\$20,000.00	\$20,000.00
Other Expenditure	\$42,005.00	\$23,290.38
Payments to Central/Regional Office and Other Schools	\$59,106.00	\$59,105.68

Total Expenditure	\$2,702,949.15	\$2,386,881.96
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2018 Snapshot

English

- Year 7 Book in a Day
- NAPLAN online trial
- Creative Writing Club
- Introduction of ACER PAT Testing for Years 7-10
- Book Week Dress Up as a Fictional Character
- Pathway Three classes across Years 7 to 10
- Established Literacy Support classes across Year 7-10
- Year 12 ATAR Revision Seminars to support students in their revision prior to the ATAR exam.
- Use of OLNAWA program to prepare for OLNA
- Year 12 ATAR English course moderated and assessments deemed to be at the appropriate standard.
- Improved consistency in the way teaching occurs in English.
- Staff involved in Bush Rangers, SSTUWA BSC Branch office bearers, OHS representative, ICT Committee, AVID site team and the Health and Well-being Committee.

Humanities and Social Sciences

Accomplishments

- Year 8s won the Bendigo Bank Competition for the local area.
- Successfully implemented positives for HASS classes via Student of the Week certificates and HASS Stars.

- Establishment of Foundation classes in Year 7 that ran on a modified program and was consistent between teachers.
- SEN RTP trial for Year 7 Foundation class teachers.
- Greater consistency in using WICOR strategies, with an emphasis on marking the text, deconstructing the prompt and paragraph writing.
- 97% of Year 12 Certificate II Business completed their Certificate.
- 50% of Year 12 ATAR Geography students had geography as their 1st or 2nd best WACE score.
- Almost half of the Year 12 ATAR Modern History students had History as their 1st or 2nd best WACE score

Curriculum Events and Activities Lower School

- Year 7 Ancient History excursion to Baldivis Children's Forest
- Year 7 Market Day (Small Business) incursion with Rivergums PS
- Year 7 Walking Tours 'Liveability' in Rivergums
- Year 7 Watercorp incursion
- Year 7 Auction Day
- Year 8 Bendigo Bank "How would you improve your community?" local competition
- Year 8 Point Peron Geography excursion

- Year 8 Local Councillor Matt Whitfield incursion
- Year 8 Medieval Presentation by Dean Wallace
- Year 9 Albany Tour involving 50 students
- Year 9 Kids Teaching Kids 'Food Security' at Baldivis Children's Forest
- Year 9 Class Kitchen Garden Project
- Year 9 Terrarium Construction
- Year 10 National Capital Tour involving 34 students
- Year 10 Urban Design Workshops with Perth Urban Designer
- Year 10 Sustainable Design Competition, supported by local industry including Stockland Shopping Centre and Cedar Woods
- Year 10 students ran Civics and Citizenship workshops with Year 6 students from Makybe rise PS

Senior School

- Year 11 Career and Enterprise "Jobs Fair"
- Year 11 ATAR Modern History 'Holocaust Institute' excursion
- Year 11 ATAR Geography 'Alcoa' Fieldtrip
- Year 11 ATAR Geography 'Dwellingup Bushfire' Field trip
- Year 12 ATAR Geography 'Amazing Race around Perth' field trip
- Year 12 General Geography 'Alcoa' Fieldtrip
- Year 12 General Geography 'Dwellingup Bushfire' Field trip

2018 Snapshot

Extra-curricular

- Tournament of Minds for students in Years 7-10
- ASX Share trading
- HASS Week - a range of activities such as: Special FX Plague makeup; Geography Scavenger Hunt; quiz and the 'Family Traditions Writing Competition'

Cross Curricular – Sustainability

- Clean Up Australia Day
- Year 8 Cross Curricular Excursion Point Peron (HASS, Science, Arts, Student Services)
- Year 9 Kids Teaching Kids (HASS, Science, Bushrangers, Green Team)
- Year 10 Sustainable Urban Design in Schools (HASS, D&T, Green Team)
- Green Team – Your Move Innovation Award
- Naturebridge Scholarship – USA (3 students)

Bushrangers:

- Myalup Bush Camp and dune revegetation project (Term 1)
- Anketell Wetland Revegetation Project Excursion (Term 1)
- Wellard Wetland planting excursion (Term 2)
- Shoalwater Bay Marine Park Planting Excursion (Term 2)
- Shark Bay Rewards Camp (Term 2 Holidays)
- Dryandra Annual Bushranger Camp and Wheatbelt Revegetation Project (Term 3)
- Shoalwater Bay Marine Park Weeding Excursion (Term 4)

- Point Peron Camp with Corrigin Bushranger Cadet Unit (Term 4)
- Green Team Kings Park Indigenous Elder/ Leadership Excursion (Term 4)

The Arts

- Upcycle Artist in Residence
- Castaways Up cycle Art Competition and Exhibition
- Yohfest Artwork in the exhibition
- Young Artist Perspectives awards, Mandurah Performing Arts Centre (BSC student Lillie Tuke won photography prize)
- Arts Dance and Drama Showcase
- Twilight Music Concert, Dance Performances, Art exhibition
- Film Academy Location Filming Albany
- Yohefest Dance/Drama Performances
- Arts Clubs: Art, Drama, Filmsmartz, Dance, Music
- Baldivis TV Productions
- Design Teachers ATOM Day
- Schools Innovation Symposium
- Year 12 Perspectives Exhibition
- Aboriginal Mural (Student Services)
- Classical Guitar Festival (The Guitar Ensemble performed)
- Assembly performances

- 2 x Lunchtime concerts throughout the year
- Small ensemble for Year 12 Graduation

Health & Physical Education

School Sport and Specialist Programs

- Baldivis Secondary D Division Athletics 3rd Place
- Baldivis Secondary C Division Swimming 4th Place (we have elevated a division every year since 2013)
- Inaugural Baldivis Cricket Academy International Tour to New Zealand
- School Sport WA Lightning Carnivals
- Baldivis Cricket Academy Expansion
- Soccer Group Morning Training Squad
- Rugby Training Squad
- Parkour Club Expansion
- Women's Rugby
- Peel Schools Sports Association Inaugural Carnival School

Health Education

- Year 12 ATAR Health SCSA Commendation for Academic Performance
- Year 10 RAC Road Aware Workshop led by Marvin Alvarenga (State Record of 130 attendees)
- Year 10 Keys 4 Life - 90% Attainment
- Year 11 RAC Road Aware Workshop
- Year 11 RPH P.A.R.T.Y Program

2018 Snapshot

- Year 12 Health Fair
- Year 12 Are u OK Day Facilitation

Physical Education

- Delivery of Certificate II Sports Coaching 95% Attainment
- Establishment of Morning Fitness Club 40% increase in active participation
- Increased Sport Science intake to 5 classes in Year 9 & Year 10
- Inaugural BSC Sports Hall of Fame intake 2018 (6 inductees)

Outdoor Education

- Year 12 Dwellingup Leadership Expedition (paddle, pedal, plummet, plod)
- Year 12 Margaret River Hiking Expedition
- Year 11 Marrinup Trail (XC) Mountain Biking
- Year 10 Stathams Quarry Abseil
- Year 10 Michael Walsh Rock Climbing Academy

Technologies

Home Economics

- Year 7 Food Technology – This course proved to be a great taster for students that addresses a variety of healthy eating options and introduction of culinary challenges. This course is the beginning of a pathway to competency in Year 12 Hospitality.

- Year 8 and 9 Food – Continued implementation of AVID skills to increase WICOR capability. The students physically taking notes of the recipes has proven to be very successful. This is done simply by students taking the notes rather than receiving a recipe handout from the teacher.
- Year 10 Food – Introduced Food Truck Design Brief to program and students very excited to take part in this new trend. Enjoyed designing and eating a morning tea production but would have liked to serve to guests too.
- Year 10 CFC - Great increase in numbers (aka double class size), students loved taking home virtual babies for the first time, interest in Community Services for 2019
- Hospitality – Achieved Top Partnership School for 2018 over 51 other schools. All students successfully completed their Cert II before the end of the school year. Raised enough funds through functions and coffee clubs to purchase some new equipment and storage
- Year 11 Food Science - Students loved the bake off and serving staff members at the college for their Production assessment. First year of Pathway and results were very successful. Able to adjust teaching periods between Cert and course to assist with revision and functions etc.
- Year 12 Food Science - Increase in numbers, students enjoyed using the dehydrator and biltong machine, using different appliances, Great results in the EST

Design and Technology/Digital Technologies

- Year 7 – First year completed with mandated change

to new curriculum. Projects and engagement were encouraging.

- Year 8 – Student numbers choosing Technologies are very encouraging. Many learning contexts are offered, and purpose build workshops are not always available. As a result, more theory lessons are taught, and this gives teachers more opportunity to embed WICOR and increase literacy and numeracy in the courses.
- Year 9 – CAD Technology students were able to perform excellently winning top prize money and accolades from Aurecon Engineering's Bridge Building Competition. The college continues to perform at the top level in this national STEAM learning activity. Aurecon's Management are planning to visit the college to congratulate the students on their use of engineering and problem-solving skills in a competitive environment.
- Year 10 – Good quality projects have been produced by our students. An emphasis on scholarly behaviour is promoted to enhance success rates in Years 11 and 12 courses. Some CAD students were involved in designing new areas around the school such as the 'Retreat area'.
- Year 11 and 12
- Baldivis Secondary College's first year offering Year 11 Materials Design and Technology in the two contexts of Wood and Metal. These courses are sometimes paired with the Construction and Engineering Certificate Courses. These additional senior school courses necessitated some new machinery, tools and

2018 Snapshot

equipment to add to the workshops. This positive inclusion will give students further exposure to industry specific processes.

Mathematics

- Maths Academic Alliance Tutoring Program ran weekly after school- Three classrooms full of engaged students working on maths. 30 students attended every week which is equivalent to a whole extra term of maths lessons.
- Foundation Classes across Years 7 to 10 to support students who are at greatest risk academically.
- 'Have Sum Fun Maths Competition' for Year 7 and 8, where students had a fantastic evening of solving Maths problems.
- Australian Maths Competition- 80 participants across all of the year groups
- Makybe Maths Masters- Makybe Rise Primary School students attended Baldivis Secondary College each week during second semester to develop outstanding Maths problem solving skills with our expert teachers.
- Probability fair- students researched and designed their own game of chance for a one-hour Maths Curriculum Area Fair.
- Fermi Problems were used to encourage inquiry and real-life estimation processes across Years 7 to 10.
- Formal Algebra was introduced using concrete materials to ensure a solid foundation in Year 7.
- Over 1000 students participated in the Australian

Statistics Poster Competition with Baldivis Secondary College students, once again recognised with an honourable mention.

- Implementation of Misconception Diagnostic Testing and teachers trained in strategies to recognise and address student misunderstandings that are necessary to building numeracy skills.
- Use of OLNAWA program to prepare students for OLNA numeracy testing.
- Development of OLNA focus classes in Year 10 which allowed students to better understand the numeracy concepts leading to a 50 percent reduction of the number of students who had not met OLNA requirements.
- All of our senior school courses have been through a rigorous moderation process, which has been positive.
- Choose Maths Excursion to Murdoch University to encourage female students to take high level Maths.
- STEM excursion to Murdoch University to encourage more females to pursue careers in STEM related fields.

Science

- Improved consistency in the way teaching occurs in Science
- Developed an AVID learning area Scope and Sequence that is integrated into all teaching programs.
- All staff now completed AVID Path Training.
- All staff who have completed CMS training volunteered for conferencing.

- Continued retention of high quality, dedicated, teaching and support staff.
- Earth and Environmental ATAR achieved results above state averages.
- Human Biology achieved excellent results again.
- Science Fair continues to grow in success and student participation and most importantly performance
- Year 8 Point Peron Cross curricular excursion
- Zoo excursion - Year 7 Foundation students and Human Biology
- Senior School excursions for a range of subjects to Creely Wetlands, Cottesloe, Bells Rapids, Yarloop, Adventure World Physics Day excursions
- Senior School Physics Gingin Observatory Camp
- Three staff involved in Bushrangers
- Year 10 annual rocket making activity
- STEM activities in Year 7-10 integrated into curriculum.
- Incursions with ESWA to improve our teaching of Earth Sciences.

Course Award Winners 2018

Design Photography General	Kieren Keel	Mathematics Specialist ATAR	Oliver Hanisch
Design ATAR	Matthew Houghton	Earth and Environmental Science General	Jacob Ferguson
Certificate II in Creative Industries (Media)	Matthew Houghton	Earth and Environmental Science ATAR	Kirsten Dunne
Certificate II in Music	De'Jah Makowharemahihi	Chemistry ATAR	Chelsea Douglas
English General	Levi McKenzie	Integrated Science General	Nathan Stevens
English ATAR	Kate Bridges	Physics ATAR	Oliver Hanisch
Health General	Allanah Nichols	Food Science and Technology General	Cheslynn Lewies
Health ATAR	Kate Bridges	Certificate II in Construction Pathways	Dakota Woods
Outdoor Education General	Georgia Waghorn	Certificate II in Engineering Pathways	Mitchell Perry
Physical Education Studies General	Brooke Ruge	Certificate II in Hospitality	Courtney Hardwick
Certificate II in Sports Coaching	Georgia Waghorn	Certificate II in Visual Arts (CAD)	Savannah Charleston
Career and Enterprise General	Darlene Prado	VET Manager's TAFE Award	Ryan Subritzky
Geography General	Lauren Broughton	VET Workplace Learning Award (ADWPL)	Jayden Morehead
Geography ATAR	Kate Bridges		
Certificate II in Business	Zoey Fong		
Mathematics Essentials General	Jacob Ferguson		
Mathematics Applications ATAR	Tayden Golding		
Mathematical Methods ATAR	Oliver Hanisch		

Award Winners 2018

Community Service Award

Tyla Naude

The Endeavour Award

Hayden Seisun

Long Tan Youth Leadership & Teamwork Award

Willem Smith

Future Teacher Award

Thomas Sunderland

Sustainability Award

Tyla Naude

Bushrangers Award

Mitchell Perry

Arts Award

Matthew Houghton

Sports Award

Willem Smith

Caltex Best All Rounder Award

Bernise Roelofse

KIC School Based Traineeship Award

Kelly Wheeler

Australian Super Excellence in VET Award

Chloe Williams

Vocational Education & Training Dux Award

Levi McKenzie

Dux Award

Oliver Hanisch



VET Dux



ATAR Dux



Baldivis

Secondary College

Stillwater Drive, Baldivis 6171

Phone (08) 9523 3600 Fax (08) 9523 3606

Email baldivis@educations.wa.edu.au

www.baldivissc.wa.edu.au

