Mr Keith Svendsen
Principal
Baldivis Secondary College
PO Box 4119
BALDIVIS WA 6171

Dear Keith

I am pleased to advise that the Public School Review of Baldivis Secondary College has been completed. I endorse the report and am satisfied it will provide a basis for sustained college improvement.

Your college performance rating determined through your self-assessment submission and validated by the review team is 'Effective'. I acknowledge the efforts of you and your staff in creating the conditions for successful students.

In particular, I would like to recognise the journey of building the college from its inception. The development of the strong and positive culture evident at Baldivis Secondary College is a testament to your leadership and the commitment of a united staff.

The areas your college and the review team validated as being effective and those for which ongoing improvement is planned are noted.

As stated in the initial correspondence, please make the report available to your staff and college community and upload it to your college website.

I know you, your staff and college community will take the opportunity to use this report to continually improve outcomes for your students.

Yours sincerely

Stephen Baxter
Deputy Director General, Schools

13 MAY 2019

cc.   Ms Sue Cuneo, Regional Executive Director, South Metropolitan Education Region
Mr Gary Anderson, Assistant Regional Executive Director, South Metropolitan Education Region
Chair, College Board, Baldivis Secondary College

Department of
Education

GOVERNMENT OF
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Baldivis
Secondary College

Public School Review

May 2019

PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

✔	**Effective**
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Baldivis Secondary College is located in the suburb of Baldivis, in the South Metropolitan Education Region, 46 kilometres south of the Perth central business district.

The college opened in 2013 as an Independent Public School with a single year group of 220 Year 8 students. The full range of cohorts, from Year 7 to Year 12, has been included over the subsequent years, with the college currently enrolling 1683 students.

The student population is diverse and the college has an Index of Community and Socio-Educational Advantage rating of 994 (decile 5).

Supported by the fundraising efforts of the Parents and Citizens' Association, the college has been provided with additional resources through the proceeds of various events throughout the school year. The College Board actively supports the college and is involved in decision making regarding its performance and direction.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- There was alignment between the performance evidence, judgements about priorities for improvement and strategies to be used.

- Collaboration and staff engagement in the analysis of data to inform the college's self-assessment was genuine, inclusive and well structured.

- A wide range of credible evidence was selected for review.

- A culture of reflection and continuous improvement was evident.

- The college visit yielded detailed information that added value to the college's self-assessment.

- Community members and staff are highly invested in, and proactive about the college's improvement focus.

The following recommendations are made:

- Continue to develop the college's 'review template' to reflect current performance and inform future improvement planning.

- Use the Electronic School Assessment Tool to support the continued review and development of policies, programs and procedures, affording all community members the opportunity to have an informed voice in improvement processes.

Public School Review

Relationships and partnerships

Leaders have facilitated high levels of organisational trust, consistently promoting supportive relationships. The focus on the health and wellbeing of all staff and students is a primary driver for student success and has provided the foundation for the strong collegiate staff culture.

Effectiveness	The review team validate the following:
	• The Board is a pivotal governance body for the college and is actively engaged in all facets of college improvement.
	• A culture of high care exists, evidenced by the respectful relationships between staff, students and parents.
	• The college has established strong reciprocal relationships with partner schools. Shared resources, staff and the Advancement via Individual Determination (AVID) program benefit existing and incoming students.
	• Parents speak highly of the college with a broad range of communication strategies, such as CONNECT, used to engage parents.
	• A strategic approach to identifying key stakeholders has strengthened the VET[1] program in providing appropriate pathways for senior students.
Improvements	The review team support the following actions:
	• Consider processes to measure student outcomes resulting from the student services community connections program.
	• Continue to build on the long-established and successful symbiotic relationship with Murdoch University.

Learning environment

The 'Baldivis Way' is embedded and reflects a caring and supportive learning environment, which is reinforced by a well-resourced, compassionate staff.

Effectiveness	The review team validate the following:
	• The Engagement Improvement Plan ensures the monitoring and engagement of SAER[2] in a strategic, timely and consistent manner.
	• The learning support model supports students with special needs and those who require targeted intervention. The establishment of a specialist ASD[3] program attests to the success of the model in providing all students with the opportunity to achieve to their potential.
	• A college-wide understanding about the culture of the learning environment is underpinned by AVID, CMS[4], PBS[5] and the sustainability initiatives.
	• The policy for the management of student behaviour is well understood, consistent and implemented effectively.
	• The ongoing review of processes combined with a rigorous approach to data analysis has ensured continued improvement in student attendance.
Improvements	The review team support the following actions:
	• Continue to develop the explicit teaching strategies around the pillars of 'Integrity, Excellence and Respect'.
	• Expand the differentiated gender specific programs to engage, motivate and prepare students for individual vocational pathways.

Leadership

A shared and unifying vision underpins the college's strategic direction. The leadership team works collaboratively with staff and the college community to develop and implement clear, evidence-based improvement plans and policies to improve learning opportunities for students.

Effectiveness	The review team validate the following: • Governance and management structures ensure all aspects of the college have a sound management element, a strategic leadership approach and a well-communicated direction towards continual improvement planning. • The leadership development program instils reflective practices associated with leading others and a better understanding of self. • Supporting a culture of cooperation and ownership, distributed leadership informs decision making. • Strong appreciation and respect for the Principal as a knowledgeable, supportive and instructional leader, is evident. • Clear and well-documented expectations together with cohesive and connected processes create optimal conditions for student success.
Improvements	The review team support the following actions: • Use the four AVID domains as a catalyst for the next college planning cycle to guide culture, leadership, systems and instructional practice and to collectively embody the 'Baldivis Way'. • Use the 'college framework' to formalised the identification and articulation of the impact of programs and initiatives on student success. • Develop a strategic, future-focused, whole-college approach to the implementation of the ACSF[6].

Use of resources

The manager corporate services (MCS) is a valued member of the leadership team and overseas the effective management of resources. All financial decisions are prioritised to enhance student success and wellbeing. This is reflected in the caring and supportive learning environment.

Effectiveness	The review team validate the following: • Clear and transparent alignment has been established between the use of resources and college operations through building staff and Board understanding and capacity. • A comprehensive workforce plan that considers existing and future human resourcing is in place with EAs[7] used effectively to support student achievement. • The Principal and MCS work closely to ensure the targeted and effective deployment of human and physical resources.
Improvements	The review team support the following actions: • Consider the sustainability of human resource initiatives in readiness for the forecast changes to student numbers. • Develop a framework to ensure all resource deployment is aligned to future improvement planning.

Teaching quality

Staff demonstrate a shared ownership for student success with professional and personal responsibilities understood and apparent. College-wide beliefs about teaching and learning are evident and supported through the AVID model of instructional leadership.

Effectiveness	The review team validate the following:
	• Teacher collaboration is focussed on student achievement and progress with performance data used to inform planning, assessment and grading.
	• There is a clear, consistent alignment between performance management, classroom observation and improvement in classroom practices.
	• Staff exhibit high levels of professional commitment towards improving their craft, adopting a student-focused approach to teaching and learning.
	• The Action Research Strategy (2017) provided the impetus for the development of PLC's[8] with a continued focus on sharing best practice.
Improvements	The review team support the following action:
	• Provide targeted professional learning to support identified priorities in the next school improvement planning cycle through the college's professional learning academy.

Student achievement and progress

Staff analyse systemic and college-based data to determine areas for improvement. College literacy and numeracy plans further support ongoing student progress and achievement.

Effectiveness	The review team validate the following:
	• A coordinated approach to monitoring student achievement is supported by targeted strategies applied through a case management approach.
	• The 2018 Year 12 data indicate a closer alignment between college and examination performance and an increase in the median ATAR[9].
	• The 'eleven strategies for improvement' have had a positive impact on senior student achievement.
	• Consistency and accuracy of teacher judgements is ensured through the participation of all staff in moderation partnerships.
	• A wide range of vocational pathways have ensured student engagement and success. Exploring opportunities for students to complete Certificate III or higher AQF[10] qualifications is a focus.
	• SSEN[11] planning is used effectively to support the academic, social and emotional needs of SAER.
	• The BSC[12] Good Standing policy has resulted in positive outcomes for students across the academic, attendance and conduct domains.
Improvements	The review team support the following actions:
	• Continue to expand the intervention strategies for improving student performance in NAPLAN[13].
	• Continue targeted support for Year 10 students to achieve OLNA[14].
	• Implement a Good Standing policy for students in Years 7-10.

Reviewers

Joanne Harris
Director, Public School Review

Milanna Heberle
Principal, Rossmoyne Senior High School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2022.

Stephen Baxter
A/Deputy Director General, Schools

References
1   Vocational education and training
2   Students at educational risk
3   Autism Spectrum Disorder
4   Classroom Management Strategies
5   Positive Behaviour Support
6   Aboriginal Cultural Standards Framework
7   Education Assistant
8   Professional Learning Communities
9   Australian Tertiary Admission Rank
10 Australian Qualifications Framework
11 Schools of Special Educational Needs
12 Baldivis Secondary College
13 National Assessment Program – Literacy and Numeracy
14 Online Literacy and Numeracy Assessment