



Baldivis
Secondary College

ANNUAL REPORT

2024

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

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



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OUR COLLEGE VISION

VISION

Our vision is to provide a high-quality school experience for each and every student that promotes learning and wellbeing, and equips them with the knowledge, skills, and dispositions to achieve personal excellence in all they do and ultimately be the best that they can be.

With students at its centre, our vision outlines our aspirations for all students to achieve and grow, and to realise the goal of lifelong learning and wellbeing.

Our vision for learning and wellbeing recognises the central role of educators in creating the optimal conditions for student learning and wellbeing and draws our focus to the values and beliefs at the heart of excellent teaching practice.

In partnership with parents and the broader community, our students will be empowered to:

- take ownership of their learning and wellbeing
- make purposeful contributions to their school community
- respond positively to challenges and opportunities throughout their lives, and
- shape the world around them





PRINCIPAL'S MESSAGE

2024 ANNUAL REPORT

This 2024 Annual Report offers parents, caregivers, and our broader community a concise overview of Baldyvis Secondary College's progress and performance. It outlines student achievement, academic results, attendance, key programs, and workforce data, providing insight into our progress toward strategic goals.

In 2024, our staff remained committed to closing the opportunity gap through high-impact teaching, inclusive practices, and a strong focus on wellbeing. The report highlights our academic strengths and improvements across learning areas, driven by targeted interventions and collaborative planning.

The College Board played an active role in analysing data, guiding improvement, and strengthening reflective practice. We extend our sincere thanks to Delia Makking Robinson for her incredible service over the past 12 years, contributing with dedication from the College's inception through to the end of 2024.

Our commitment to innovation and community engagement is reflected in initiatives like Telethon, strategic staff development, and increased communication through social media.

We continue to foster a safe, inclusive environment where diversity is valued, student voice is amplified, and culturally responsive practices support every learner. Our teaching is grounded in evidence-based frameworks such as AVID, PBS, and CMS, supported by our BSC Teaching and Learning Model.

We hope this report provides valuable insight into our shared achievements in 2024.





COLLEGE BOARD

FROM THE BOARD CHAIR

On behalf of the Baldyvis Secondary College Board, I am pleased to endorse the 2024 Annual School Report.

The Board remains focused on effective governance, ensuring strategic decisions reflect student needs and community expectations. In 2024, the College delivered strong academic and vocational outcomes, with over 200 Year 12 students graduating—many achieving outstanding success. We commend the dedicated staff for their continued commitment to student learning and wellbeing.

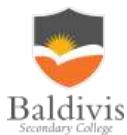
A key priority for the Board has been monitoring the implementation of the 2024–2026 Business Plan. Regular reviews of performance data ensure the College remains focused on improvement and responsive to emerging priorities.

The Board also values the growing role of student agency in school life. Each term, student leaders contribute insights at Board meetings, providing valuable perspectives on Student Voice, School Culture, and Diversity. We thank Head Students Junior and Isaac Peters for their leadership and impact in 2024.

Finally, I extend my gratitude to all Board members for their time, expertise, and shared vision for student success.

Delia Makking-Robinson
Board Chair





COLLEGE BOARD

ROLE OF THE COLLEGE BOARD

The College Board provides a formal means of achieving community participation in our College and ensuring we are responsive to local needs.

The functions of the Board include:

- Taking part in establishing and reviewing the College's objectives.
- Prioritising general policy directions of the College.
- Taking part in financial planning (including our budget).
- Taking part in the evaluation of the College's performance.
- Promoting the College in the community.

MEMBERSHIP

Delia Makking-Robinson	Board Chair Parent Representative
Alison Parolo	Principal
Karen Illich	Corporate Services Manager
Steph McDonald	Parent Representative
Kat Lothian	Deputy Board Chair Parent Representative
Kacey Ridley	Parent Representative
Rachel Owen	Parent Representative
Paul Johnston	Staff Representative
Kristopher Kennedy	Staff Representative
Lee Jarvinen	Staff Representative
Junior Peters	Student Representative
Isaac Peters	Student Representative
Claire Brown	Community Representative

COLLEGE SELF ASSESSMENT

The core purpose of school improvement is to enhance student outcomes—both academic achievement and overall wellbeing.

At Baldivis Secondary College, this aim continues to shape our work. In 2024, we maintained a strong focus on data-informed decision-making, using a wide range of measures—including academic progress, attendance, behaviour, engagement, and wellbeing—to guide professional dialogue and action.

We recognise that meaningful, sustainable improvement takes time, collaboration, and a commitment to continuous learning. Our approach is both evidence-based and responsive. Staff analyse data at the cohort, subgroup, and individual levels, monitor trends over time, compare outcomes with like schools, and track student growth across schooling years.

Our data analysis framework ensures information is collected, organised, and used purposefully to set targeted goals for improvement. These goals may focus on individual learners, specific groups, or the wider school community. Central to this process is the use of the Disciplined Dialogue framework, which supports staff to examine evidence, identify areas of need, and implement and evaluate focused strategies.

The College Board continued to play a critical role in supporting the conditions for success. In 2024, the Board has remained actively involved in reviewing progress towards school targets, engaging in strategic planning processes, and championing a culture of innovation and continuous improvement across the school.

This reflective, collaborative process enables us to better understand what is working, where adjustments are needed, and how best to close achievement gaps—ensuring that every student is supported to succeed.

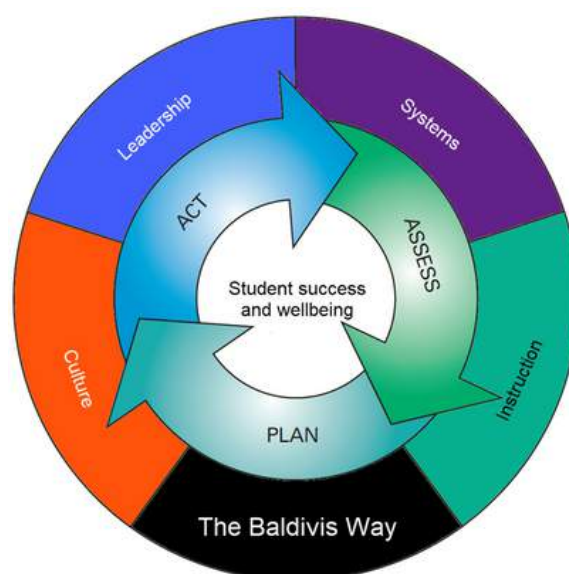


FIGURE 1: PLAN – ACT – ASSESS CYCLE

OUR STUDENTS

While overall enrolments declined following the opening of a second public high school in Baldivis, student numbers have gradually increased since 2023—a trend expected to continue.

TABLE 1: 2024 ENROLMENT NUMBERS - BY COHORT

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	TOTAL
239	216	233	245	203	187	1323

FIGURE 2: ENROLMENT TREND - 2020 TO 2024

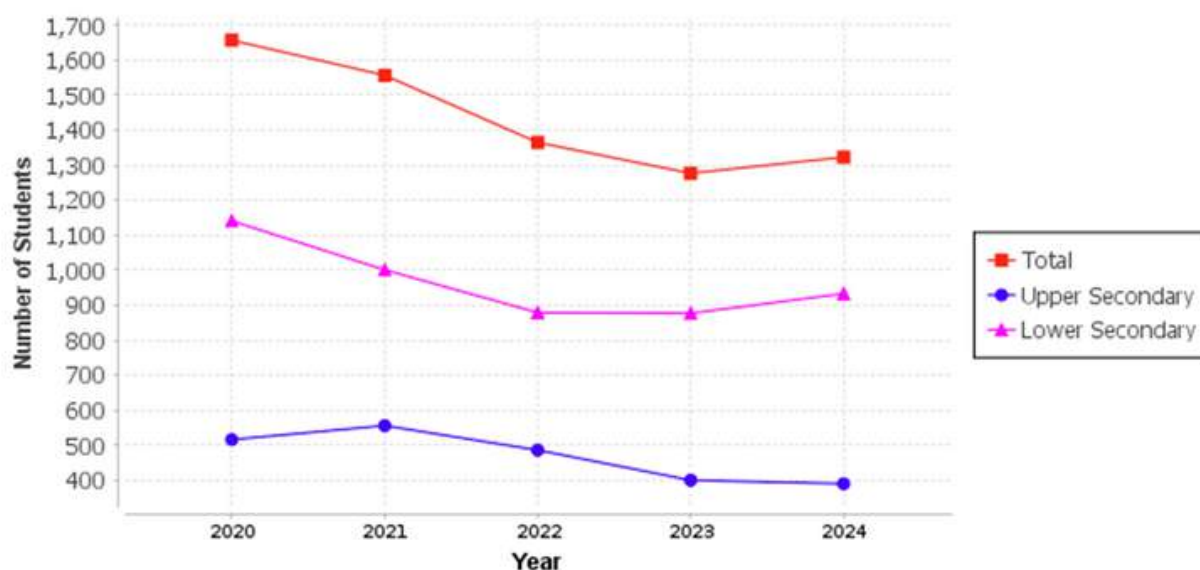


TABLE 2: CULTURAL AND LINGUISTIC DIVERSITY OF THE STUDENT POPULATION

	2023	2024
Different Countries of Birth	35	40
Percentage of Students Born Overseas	25.6%	27.8%
Number of Different Languages Spoken at Home	57	50
Percentage of Students Speak a Language Other Than English at Home	13.6%	11.9%

OUR WORKFORCE

In recent years, the proportion of teaching to support staff (as shown below) has decreased due to a deliberate increase in student support staffing. This shift reflects a strategic use of disability funding to enhance support for students with additional needs and expand the capacity of Student Services. The focus has been on strengthening mental health support and promoting students' social and emotional development, ensuring the right support structures are in place to meet diverse learner needs.

FIGURE 3: TOTAL EMPLOYMENT FTE AND HEADCOUNT 2021-2024

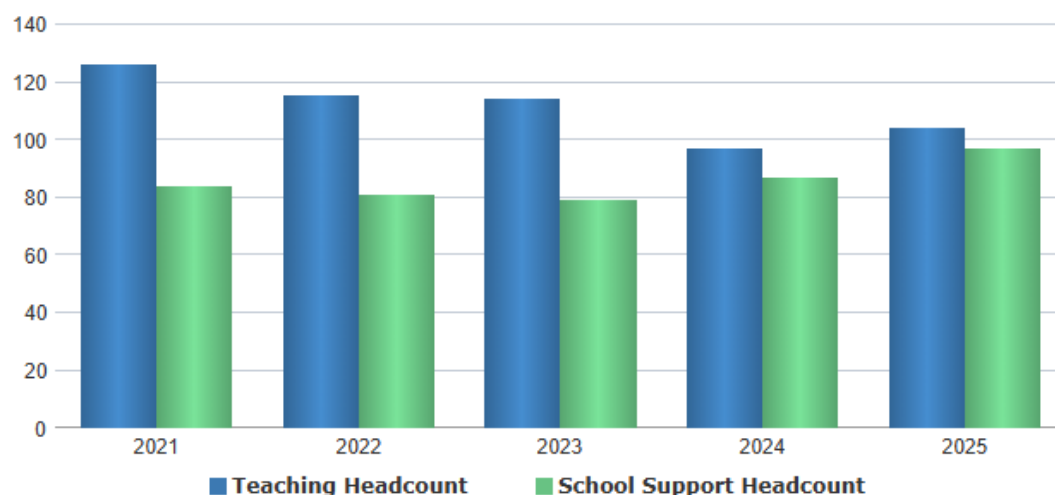


TABLE 3: FTE AND HEADCOUNT OF STAFF FOR OCCUPATION GROUPS

Staff Type	Number	FTE
Administration Staff	18	17.0
Teaching Staff	77	72.8
Allied Professionals	83	69.1
TOTAL	178	158.9

- **Administration Staff** includes the Principal, Deputy Principals and Program Coordinators
- **Teaching Staff** includes all teaching staff, including Level 3 Classroom Teachers, of which there is one.
- **Allied Professionals** includes Clerical / Administrative staff, Gardening, Maintenance and Cleaning staff, Student Support Workers and Education Assistants.

STUDENT ATTENDANCE & ENGAGEMENT

Student attendance, behaviour, and engagement are closely monitored as key indicators of school climate, student wellbeing, and academic success. These areas underpin our commitment to providing a safe, inclusive, and engaging learning environment.

The data highlights both areas of strength and those requiring continued focus. It also informs the development of targeted strategies aimed at improving student outcomes and ensuring that every student is supported to thrive both personally and academically.

TABLE 4: ATTENDANCE AND ABSENCE TYPE - SEMESTER 2 2024

Year	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe
7	81.5%	92	78	51	27
8	79.5%	83	65	48	36
9	74.1%	69	63	54	57
10	73.7%	58	81	67	55
11	77.5%	51	67	53	26
12	77.1%	65	53	38	28

TABLE 5: AUTHORISED AND UNAUTHORISED ABSENCES - SEMESTER 2 2024

Year	Authorised	Unauthorised
7	54.0%	46.0%
8	43.0%	57.0%
9	42.0%	58.0%
10	37.0%	63.0%
11	43.0%	57.0%
12	47.0%	53.0%

TABLE 6: ATTENDANCE AND ABSENCE TYPE SEM. 2 2022 - SEM. 2 2024

Attendance Rate	Semester 2 - 2022	Semester 2 - 2023	Semester 2 - 2024
Attendance Rate	79.8%	79.9%	77.1%*
Regular Attendance	33.9%	35.0%	30.6%*
Authorised Absence	40.1%	41.4%	43.4%*
Unauthorised Absence	59.9%	58.6%	56.6%*

* indicates that data is not final. Note that the Absences are proportions of half days in each category.

TABLE 7: ATTENDANCE RISK CATEGORY ANALYSIS SEM. 2 2022 - SEM. 2 2024

Attendance Categories	Semester 2 - 2022	Semester 2 - 2023	Semester 2 - 2024
Regular Attendance	33.9%	35.0%	30.6%
Indicated Risk	30.7%	29.1%	29.8%
Moderate Risk	23.6%	22.6%	22.8%
Severe Risk	11.8%	13.2%	16.8%



LEARNING ATTRIBUTES

The Learning Attributes – The Attitude, Behaviour, and Effort (ABE) framework continues to play a key role in reinforcing the College’s expectations and upholding the values embedded in our College pillars.

Teachers assess students against five key learner attributes that promote personal responsibility, respectful relationships, and academic readiness. These attributes are formally reported on in semester reports.

The five characteristics assessed are:

1. Works to the best of their ability
2. Respects self, others and property
3. Follows staff instructions and College policies and procedures
4. Is well organised and effectively manages time
5. Participates collaboratively and positively

TABLE 8: LEARNING ATTRIBUTES - % OF STUDENTS RATED ‘CONSISTENTLY’ - YEAR GROUP AND CONTEXT

Attribute	Year 7	Year 8	Year 9	Year 10	Year 11
Works to the best of their ability.	38.4%	37.4%	30.4%	29.9%	33.4%
Respects self, others and property.	56.7%	53.4%	49.1%	48.0%	50.0%
Follows staff instructions and College policies and procedures.	47.7%	44.9%	37.5%	41.1%	44.7%
Is well organised and effectively manages time.	38.6	36.3%	31.0%	30.7%	29.8%
Participates collaboratively and positively	42.0%	41.1%	37.8%	37.3%	41.6%

In 2024, data indicated that across all year levels, a significant proportion of students demonstrated positive learning behaviours, with the highest consistency observed in the attribute "Respects self, others and property". Analysis of the data reveals the following trends:

- **Works to the best of their ability:** Consistency of effort declined slightly from Year 7 (38.4%) through to Year 10 (29.9%), before lifting again in Year 11 (33.4%). This may reflect the increased demands of senior schooling, as well as a shift in student motivation.
- **Respects self, others and property:** This attribute was the most consistently demonstrated across all cohorts, with Year 7 students rated highest at 56.7%. A steady decline is noted through to Year 10 (48.0%), before improving slightly in Year 11 (50.0%).
- **Follows staff instructions and College policies:** Results were strongest in Year 7 (47.7%) and taper slightly in middle years, reaching 41.1% in Year 10 and then recovering to 44.7% in Year 11. This suggests developing maturity and understanding of expectations in the senior years.
- **Is well organised and effectively manages time:** This attribute had the lowest consistent rating across all year levels. Year 7 students were rated highest (38.6%), with a gradual decline to 29.8% by Year 11, highlighting a continued need to support students with organisational and time-management skills, particularly in the upper school.
- **Participates collaboratively and positively:** Ratings remained relatively stable across all years, with Year 7 (42.0%) and Year 11 (41.6%) performing slightly higher than Years 9 and 10. This indicates a solid foundation of peer interaction and collaboration skills.

While the percentage of students rated as 'Consistently' displaying these attributes varies slightly across learning areas and year groups, this data provides a valuable insight into student behaviour and engagement patterns over time. The data also provides direction for targeted support and reinforcement, particularly in strengthening self-management skills and ensuring sustained effort across all stages of schooling.





STUDENT BEHAVIOUR

Our approach to student behaviour is guided by a whole-school commitment to Positive Behaviour Support (PBS) and underpinned by our core values of Respect, Knowledge, Excellence, Integrity, and Unity.

This section of the Annual Report presents data on student behaviour, including suspension trends, and outlines the proactive strategies we implement to support positive conduct. While suspensions remain a necessary response to serious or repeated misbehaviour, our primary focus is on early intervention, restorative practices, and skill development.

Throughout 2024, we continued to strengthen our tiered support systems, ensuring that behavioural interventions are timely, consistent, and aligned with student needs. Key initiatives include staff professional learning in trauma-informed practices, targeted support through Student Services, and the ongoing rollout of PBS lessons to reinforce expectations and promote positive choices.

Our goal is to create a culture where students feel safe, connected, and supported to make responsible decisions—recognising that behaviour is a form of communication and that growth is best achieved through support, reflection, and clear expectations.

WHOLE-SCHOOL APPROACHES TO BEHAVIOUR SUPPORT

In 2024, Baldivis Secondary College continued to promote positive behaviour through a whole-school approach grounded in our values of Respect, Knowledge, Excellence, Integrity and Unity. Behavioural expectations are explicitly taught using the PBS Matrix and reinforced through consistent routines, recognition systems (e.g. commendation letters, awards, Critter Coins), and restorative practices that build relationships and support reflection.

Our Multi-Tiered System of Support provides appropriate interventions:

- Tier 1 (Universal): clear expectations, routines, and proactive classroom strategies.
- Tier 2 (Targeted): Check-In/Check-Out, behaviour contracts, and small group supports.
- Tier 3 (Intensive): individual plans, case management, and external support.

Additional supports include the Good Standing Policy, AVID social contracts, and Engagement and Improvement Plans. Staff are trained in evidence-based strategies such as CMS and restorative practices.

We continue to review and refine our approach to ensure consistency and support positive outcomes for all students.

SUSPENSION INCIDENTS AND SUPPORT STRATEGIES

In 2024, there was a reduction in the total number of days lost to suspension compared to 2023, suggesting shorter suspension durations and improved behaviour management outcomes. Of the students who were suspended, 56% received only one suspension, and 22.6% received two, indicating a notable decline in repeat incidents.

This positive trend reflects the implementation of targeted support strategies and a more structured re-engagement process. Efforts to reduce physical aggression were strengthened through the Respectful Relationships initiative, the introduction of conflict resolution frameworks, and the expansion of Health and Career Readiness programs.

TABLE 9: STUDENT SUSPENSION SUMMARY

	2022	2023	2024
Number of Student Suspended	232	267	252
Number of suspensions	439	613	493
Number of days lost to suspension	1111.5	1668.5	1184.5

TABLE 10: NUMBER OF TIMES SUSPENDED

Sex	1	2	3	4	>4	Total
M	95	58	57	40	59	309
F	46	56	15	8	59	184
X	0	0	0	0	0	0
Total	141	114	72	48	118	493
Percentage	56.0%	22.6%	9.5%	4.8%	7.1%	

TABLE 11: STUDENT SUSPENSION CATEGORIES

	Number	%
E-breaches	52	10.5%
Physical aggression toward staff	10	2.0%
Abuse, threats, harassment or intimidation of staff	88	17.8%
Physical aggression toward students	129	26.2%
Abuse, threats, harassment or intimidation of students	64	13.0%
Damage to or theft of property	5	1.0%
Violation of Code of Conduct or school/classroom rules	110	22.3%
Possession, use or supply of substances with restricted sale	20	4.1%
Possession, use or supply of illegal substance(s) or objects	9	1.8%
TOTAL	493	



STUDENT ACHIEVEMENT AND PROGRESS

Student achievement and progress are key priorities at Baldivis Secondary College.

This section presents and analyses 2024 data sets, including NAPLAN results, Year 12 performance and destination data, grade distribution, and—for the first time—the application of senior secondary metrics.

College staff regularly review student progress using tools such as ELASTIK and PAT testing to identify learning gaps, understand student strengths, and inform targeted teaching.

Baldivis Secondary College maintains a strong, data-informed culture of continuous improvement, with student achievement and progress rigorously analysed through aligned operational planning and annual self-assessment processes.

Each learning area engages in structured reflection supported by the Operational Planning Processes and Guidelines, using both quantitative and qualitative data to inform SMART targets, identify trends, and shape instructional strategies.

These insights are further consolidated during the Learning Area Self-Assessment and Review presentations to the Senior Leadership Team, ensuring a shared understanding of successes and challenges, and fostering strategic planning for future growth.

Together, these processes underpin a coordinated whole-College approach to enhancing outcomes for every learner.



YEAR 7 NAPLAN

TABLE 12: YEAR 7 READING - 2023 TO 2024

	2023	2024	Change: 2023 to 2024
Mean Score - BSC	485.9	486.4	
Mean Score - State	519.9	517.2	
Strong or Exceeding (%) - BSC	43.3%	45.5%	
Strong or Exceeding (%) - State	60.20%	58.90%	

TABLE 13: YEAR 7 WRITING - 2023 TO 2024

	2023	2024	Change: 2023 to 2024
Mean Score - BSC	502.3	497.4	
Mean Score - State	518.1	526.6	
Strong or Exceeding (%) - BSC	46.7%	40.6%	
Strong or Exceeding (%) - State	55.6%	58.3%	

TABLE 14: YEAR 7 NUMERACY - 2023 TO 2024

	2023	2024	Change: 2023 to 2024
Mean Score - BSC	505.3	493.4	
Mean Score - State	525.7	526.1	
Strong or Exceeding (%) - BSC	51.6%	46.6%	
Strong or Exceeding (%) - State	60.7%	60.5%	

YEAR 9 NAPLAN

TABLE 15: YEAR 9 READING - 2023 TO 2024

	2023	2024	Change: 2023 to 2024
Mean Score - BSC	538.6	551.9	▲
Mean Score - State	562.3	566.1	●
Strong or Exceeding (%) - BSC	48.6%	58.7%	▲
Strong or Exceeding (%) - State	61.7%	63.8%	●

TABLE 16: YEAR 9 WRITING - 2023 TO 2024

	2023	2024	Change: 2023 to 2024
Mean Score - BSC	533.4	544.0	▲
Mean Score - State	518.1	526.6	▲
Strong or Exceeding (%) - BSC	44.8%	50.2%	▲
Strong or Exceeding (%) - State	55.6%	58.3%	●

TABLE 17: YEAR 9 NUMERACY - 2023 TO 2024

	2023	2024	Change: 2023 to 2024
Mean Score - BSC	532.9	540	▲
Mean Score - State	565.2	565.3	●
Strong or Exceeding (%) - BSC	48.4%	53.9%	▲
Strong or Exceeding (%) - State	62.6%	63.5%	●

GRADE DISTRIBUTION

TABLE 18: C-GRADE OR BETTER - YEARS 7 TO 10 - 2024

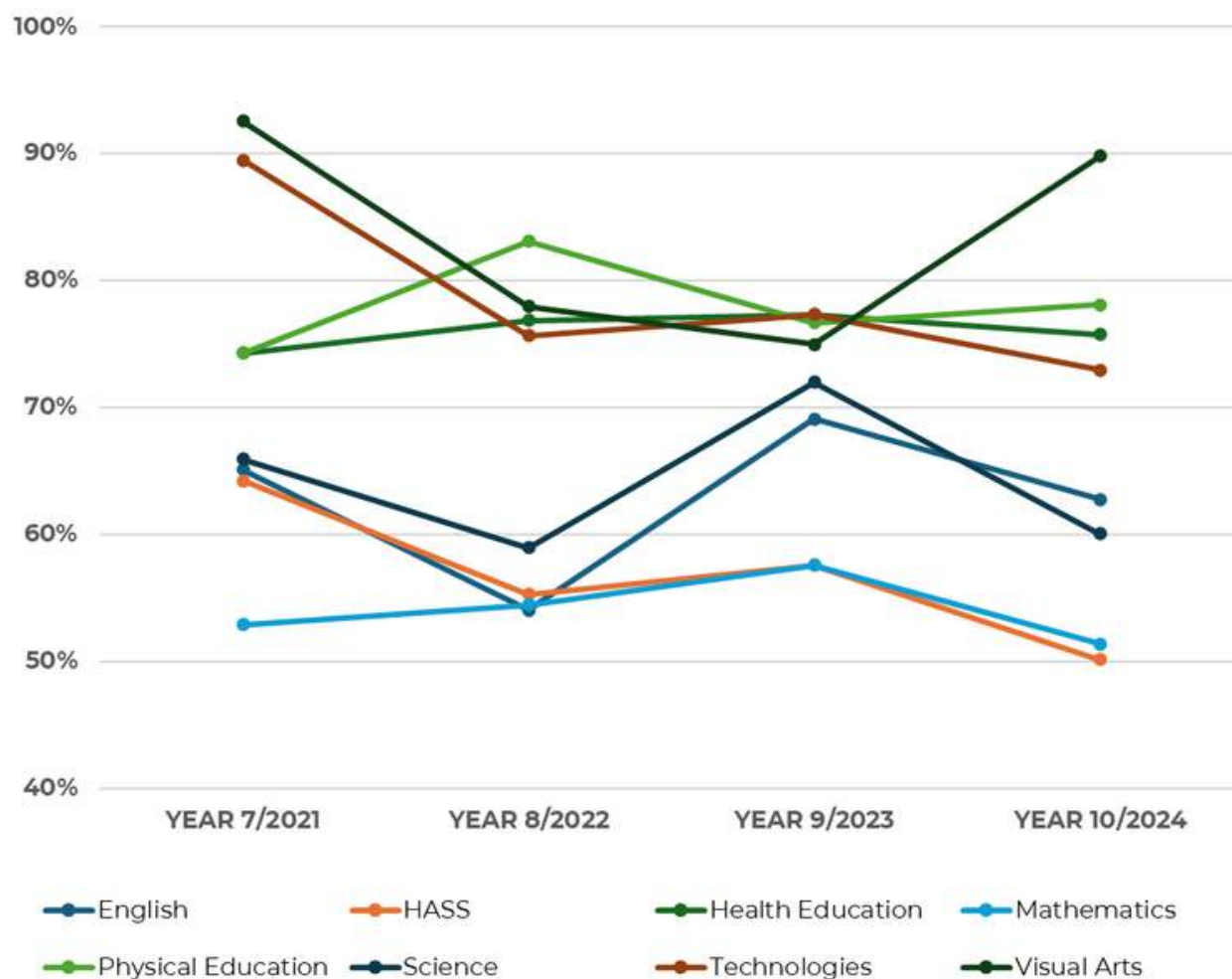
	YEAR 7	YEAR 8	YEAR 9	YEAR 10
English	69.3%	69.1%	64.3%	62.8%
Mathematics	61.3%	59.1%	47.5%	51.4%
Science	81.1%	62.7%	55.9%	60.1%
HASS	63.0%	57.7%	45.4%	50.2%
Health Education	78.6%	62.3%	76.5%	75.8%
Physical Education	89.5%	85.9%	81.5%	78.1%
Technologies	63.0%	76.5%	68.4%	73.0%
German	76.4%	69.2		
Media Arts		67.3%	49.0%	58.8%
Music	79.7%	72.6%	76.5%	62.3%
Visual Arts	81.6%	78.0%	75.0%	89.8%

The 2024 cohort-specific data reflects the unique strengths and challenges of each cohort, rather than true longitudinal growth.

With the exception of Technologies and Visual Arts, the percentage of Year 10 students achieving a C grade or higher is lower than that of Year 7 students. This decline is likely the result of several intersecting factors, including increasing curriculum complexity, gaps in foundational literacy and numeracy skills, decreased student engagement, cohort variability, and student transience.

In response, the College is strengthening targeted support, embedding student voice, expanding real-world learning, and enhancing wellbeing systems. By recognising both effort and achievement, these strategies aim to boost engagement, close achievement gaps, and support every student's success.

FIGURE 4: YEAR 10 2024 COHORT PROGRESSION (YEARS 7-10): PROPORTION ACHIEVING A C GRADE OR BETTER



The progression data for the 2024 Year 10 cohort shows varied achievement trends across learning areas, based on the percentage of students achieving a C grade or higher from Year 7 to Year 10.

While several learning areas such as Health, PE, and Visual Arts demonstrate consistent or improving performance, subjects like HASS, Mathematics, and Science show a drop in Year 10 outcomes. These trends suggest a need for closer analysis of curriculum delivery, assessment practices, and student support in core academic areas to ensure sustained achievement into the senior years.

Note: This data does not represent a stable cohort and is influenced by student transience over time.



GOOD STANDING

The Good Standing Policy at Baldivis Secondary College provides a clear and coordinated framework to support positive student engagement and uphold high expectations across all year levels. It plays an integral role in fostering personal responsibility, respectful conduct, and academic diligence—qualities essential for students to become well-rounded and contributing members of our College community.

For students in Years 7 to 10, Good Standing is primarily based on regular attendance and appropriate conduct. These early years are critical for building strong learning habits and developing positive connections within the school. In Years 11 and 12, Good Standing expectations expand to include academic achievement, ensuring students are on track to meet their educational goals and access desired post-school pathways.

We acknowledge that some students may find it challenging to meet these requirements. Adolescence can be a complex and demanding time, and for this reason, the individual needs, circumstances, and abilities of students are considered when applying the Good Standing Policy. Year Coordinators, who have a strong understanding of their cohort, play a vital role in guiding students towards success. Where students fall short of expectations, they are supported to develop an individualised improvement plan in collaboration with their Year Coordinator or Case Manager, with a focus on re-engagement and growth.

To promote and reward positive engagement, Good Standing events are held regularly throughout the year and are offered exclusively to students who maintain their Good Standing status. These events celebrate student commitment to meeting school expectations and contribute to a positive and inclusive school culture.

Historically, the College has not monitored or reported on the proportion of students who maintain Good Standing. However, this has now been identified as a key performance target within the College Business Plan. As a result, data on Good Standing will be systematically collected, monitored, and analysed to inform planning and further strengthen our support structures. This focus reflects our ongoing commitment to student success, equity, and continuous improvement.

TABLE 19: 2024 GOOD STANDING - % OF COHORT

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
2024	66%	60%	38%	36%	71%	70%



YEAR 12 ACHIEVEMENT

While 2024 saw some outstanding individual achievements among our Year 12 students, overall results were below expectations. College staff undertook a rigorous review of course performance, comparing the school mean for each ATAR subject with the state mean. With the exception of Mathematics Methods, the school mean was below the state average across all ATAR courses.

Recognising that mean scores are significantly influenced by course scaling, staff placed greater emphasis on the difference between the school and state means to identify both high-performing and underperforming subjects. ATAR Course Differentials—measuring how students performed in each course compared to their average across other ATAR subjects—indicated that most BSC-delivered courses fell within expected ranges.

An examination of the WACE Component Rates revealed that the primary barriers to students attaining their Western Australian Certificate of Education were not meeting the literacy and numeracy standard and failing to achieve the C grade requirement across their senior school studies. These findings, together with data from WACE feedback reports, are informing targeted planning and adjustments to course delivery and student support moving forward.

SECONDARY METRICS

The Senior Secondary Metrics provide a broader view of student progress and achievement, drawing on data from the actual and potential Year 12 cohort—including students enrolled in Year 12 during the cohort year and those who attended Year 11 the year prior.

In 2024, only 12.5% of students who achieved a high Band 8 in Year 9 NAPLAN and prequalified in OLNA for Numeracy and either Reading or Writing, went on to meet the Year 12 achievement threshold. This indicates a clear opportunity to better support and extend capable students through aspirational course counselling and targeted offerings.

Moving forward, the College is exploring ways to use the Senior Secondary Metrics as part of the course counselling process to help students understand their academic trajectory and raise aspirations. This includes reviewing course offerings to ensure students have access to Certificate III qualifications and pathways that challenge and extend their learning.

It's important to note that this data does not capture students who successfully completed university enabling programs without studying a full ATAR pathway, which may partially skew the representation of student achievement in this metric.

TABLE 20: SECONDARY METRICS

	2020	2021	2022	2023	2024
Completion Rate	65.9%	67.9%	58.1%	53.80%	55.7%
Retention Rate	71.4%	80.6%	67.20%	60.3%	82.70%

TABLE 21: SUMMARY OF STUDENT ACHIEVEMENT FOR EACH METRIC GROUP BY NAPLAN WEIGHTED SCORE.

NAPLAN Band	WACE Achieved								No WACE								
	01. WACE & ATAR 85+	02. WACE & ATAR 70+	03. WACE & Diploma	04. WACE & ATAR	05. WACE & VET Cert IV	06. WACE & VET Cert III	07. WACE & VET Cert II	08. WACE	09. ATAR (no WACE)	10. VET Cert II+ (no WACE)	11. 1+ General Courses (no WACE)	12. VET Cert I or NOA	14. NO OUTCOME	Grand Total	Met Threshold Numerator	Denominator	% Met Threshold
10	4	1		1		2	2	1						11	4	11	36.4
9	2	1		3	1	5	10	7				3		32	3	32	9.4
High Band 8				1			13	4			2	1		21	1	21	4.8
8				1		3	24	7		5	6	10	5	61	4	61	6.6
7						1	15	5		4	7	17	7	56	16	56	28.6
6							3			5	8	4	3	23	8	23	34.8
Band 5- or Exempt										2	1	1		4			
Incomplete/ No NAPLAN score	1	1		2			8	2		4	4	2	3	27			
Grand Total	7	3	0	8	1	11	75	26	0	20	28	38	18	235	36	204	17.6



SCSA* AWARDS

* SCHOOL STANDARDS AND CURRICULUM AUTHORITY

TABLE 22: SCSA AWARDS (NUMBER) - 2020 - 2024

	2020	2021	2022	2023	2024
Certificates of Distinction	0	1	1	2	2
Certificates of Merit	9	2	12	13	6
Total # students awarded	9	3	13	15	8

DUX AWARDS - 2024



Left to right: Trynity Humfrey VET Dux, Peta Perry General Dux, Xun Yi Wong ATAR Dux

WA CERTIFICATE OF EDUCATION

TABLE 23: WACE - ACHIEVEMENT RATE

	2020	2021	2022	2023	2024
Baldivis SC	83%	84%	84%	88%	77%
Like Schools	86%	87%	85%	88%	89%
State	89%	89%	89%	90%	90%

TABLE 24: WACE: LITERACY AND NUMERACY STANDARD

	2020	2021	2022	2023	2024
Literacy and numeracy requirement met WACE eligible	85%	88%	89%	91%	82%

- **WACE Eligible** refers to a full-time Year 12 student who is eligible to achieve a WACE must have been:
 - Recorded as a Year 12 student
 - Enrolled in at least 20 course units or their equivalent, with at least ten Year 12 units or their equivalent
 - Enrolled in at least one pair of Year 12 course units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology)
 - Enrolled in two Year 11 units from an English learning area course and one pair of Year 12 units from an English course

TABLE 25: PERCENTAGE OF WACE ELIGIBLE STUDENTS WHO MET THE STANDARD

	2020	2021	2022	2023	2024
Reading	98%	96%	97%	98%	92%
Writing	92%	94%	97%	96%	89%
Numeracy	89%	92%	91%	94%	86%

VOCATIONAL EDUCATION & TRAINING (VET)

Vocational Education and Training continues to play a vital role in supporting diverse student pathways at Baldivis Secondary College. In 2024, 86% of the graduating cohort completed a VET qualification as part of their Western Australian Certificate of Education (WACE), representing a 5% increase from 2023.

Students completed their qualifications through a range of providers, including school-based Registered Training Organisations (RTOs), TAFE, and private RTOs. The majority also undertook Workplace Learning (ADWPL), which included structured work placements, providing valuable hands-on experience and strengthening their readiness for employment, further training, or tertiary study.

TABLE 26: VET PARTICIPATION RATE

	2020	2021	2022	2023	2024
Funded VET students	83%	81%	81%	81%	86%

TABLE 27: LEVEL OF HIGHEST QUALIFICATION ACHIEVED

	2020	2021	2022	2023	2024
Certificate III	10.0%	8.0%	9.0%	11.0%	7.0%
Certificate II	74.0%	73.0%	66.0%	67.0%	62.0%
No Certificate	14.0%	18.0%	23.0%	20.0%	31.0%

TABLE 28: STUDENTS WITH MORE THAN ONE QUALIFICATION

	2020	2021	2022	2023	2024
3+ qualifications	6%	1%	2%	1%	2%
2 qualifications	12%	7%	14%	10%	9%

UNIVERSITY PATHWAYS

Baldivis Secondary College offers two distinct university pathways: the traditional ATAR program and Alternative Entry via university enabling courses. In 2024, 18 students completed a full ATAR program, with a further 20 students successfully completed a university enabling course, either delivered at school or through external providers.

Among those who completed the ATAR pathway, 38% achieved an ATAR of 80 or above, demonstrating strong academic performance and competitiveness for direct university entry. This section provides an overview and analysis of ATAR outcomes, highlighting areas of strength and informing ongoing refinement of senior school academic programs.

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

TABLE 29: ATAR PERFORMANCE - NUMBER OF STUDENTS (%)

	2020	2021	2022	2023	2024
99+					1 (6%)
90-98.95	4 (10%)	3 (7%)	4 (10%)	3 (10%)	4 (22%)
80-89.95	4 (10%)	10 (22%)	10 (25%)	8 (27%)	2 (11%)
70-79.95	7 (17%)	8 (18%)	7 (18%)	7 (23%)	3 (17%)
55-69.95	9 (22%)	10 (22%)	5 (13%)	6 (20%)	5 (28%)
<55	17 (41%)	14 (31%)	13 (33%)	6 (20%)	3 (17%)

TABLE 30: ATAR TRICILES - HIGH/MID/LOW: COUNT (%)

	2020	2021	2022	2023	2024
High	4 (10%)	3 (7%)	4 (10%)	3 (10%)	5 (28%)
Mid	7 (17%)	15 (33%)	12 (30%)	11 (37%)	3 (17%)
Low	30 (73%)	27 (60%)	23 (57%)	16 (53%)	10 (56%)

ENDORSED PROGRAMS

Endorsed Programs are formal learning experiences that fall outside the scope of traditional WACE courses, but still meet the standards and requirements set by the School Curriculum and Standards Authority (SCSA).

In 2024, 233 Endorsed Programs were successfully completed, contributing towards students' achievement of the Western Australian Certificate of Education (WACE). These programs recognise valuable learning beyond traditional classroom settings and support a broad range of student pathways.

TABLE 31: ENDORSED PROGRAMS UNIT EQUIVALENTS ACHIEVED

	2020	2021	2022	2023	2024
Number	619	428	265	258	233



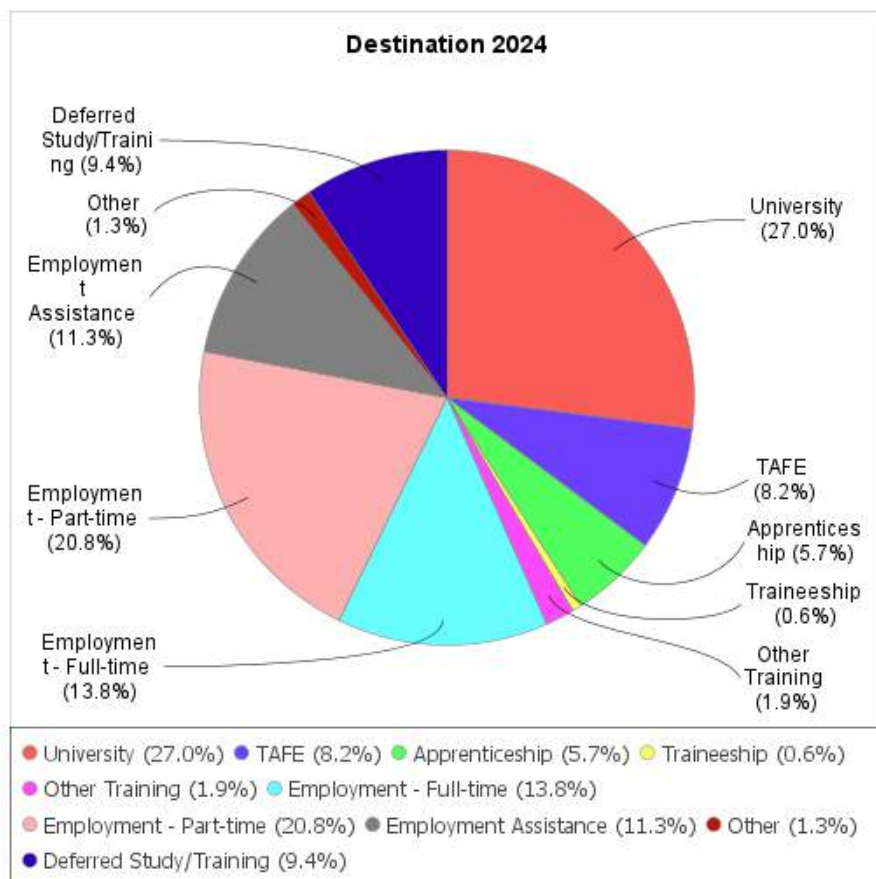
Bushrangers is one of a number of endorsed programs the College runs.

STUDENT DESTINATIONS

Understanding the pathways students take after leaving school is essential for evaluating the effectiveness of our senior secondary programs. This section presents the destination data for the 2023 leavers, capturing what they were doing in 2024.

A total of 78% of the cohort completed the destination survey. Of those respondents, 27% were enrolled in university, while 34.6% were engaged in either part-time or full-time employment. This data provides valuable insights into student transitions and informs the continued development of career education, VET, and academic programs.

FIGURE 4: POST-SCHOOL DESTINATIONS – 2023 YEAR 12 COHORT



- These students (159) represent 78% of the second semester cohort.
- This graph identifies the pathways of the students who participated in the Post-School Destinations survey.

USE OF RESOURCES

In 2024, Baldivis Secondary College remained focused on enhancing student outcomes through strategic resource planning and allocation. Guided by clear processes and timelines, we reviewed historical data, forecast income and expenditure, and identified priority areas to ensure resources—financial, human and physical—were directed where they would have the greatest impact on student engagement, achievement and wellbeing.

Our self-assessment schedule allows us to monitor the effectiveness of resource use, while forward planning ensures future needs align with our College Business Plan. The dedicated finance team, led by the Manager of Corporate Services, upholds our rigorous financial systems and ensures compliance with DoE requirements. Cost centre managers receive ongoing training, and the Finance Committee closely monitors expenditure.

The physical environment plays a vital role in student success. In 2024, we commenced the establishment of a Bush Classroom—an Aboriginal-led cross-curricular project focused on native flora, and additional seating and undercover spaces for students to enjoy.

With additional FTE allocated to student support roles, we continue to embed inclusive, wellbeing-focused practices across the College, ensuring all students have the support and opportunities needed to thrive.

The implementation of a structured repair and replacement schedule saw upgrades to interactive projectors and the Tier 3 server prioritised in 2024 to enhance teaching, learning, and network reliability across the College.

TABLE 32: UTILITY COSTS - 2022 - 2024

Service	2022	2023	2024
Electricity	\$146,146.93	\$151,689.32	\$157,801.84
Gas	\$8, 690.49	\$14,239.00	\$8,717.87
Water	\$54,706.62	\$63,148.53	\$77,662.92
TOTAL	\$229,076.85	\$209,544.04	\$244,182.63

Our Building Management System (BMS) enables early detection of equipment faults, monitors unusual energy consumption—such as systems operating after hours—and supports the implementation of effective Energy Management Plans.

TARGETED INITIATIVES

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

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

TARGETED INITIATIVE FUNDED AREAS

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



FUNDING

TABLE 33: PER STUDENT FUNDING

Per Student	Below Threshold	Above Threshold	Budget
Year 7	212	19	\$2,374,336.00
Year 8	191	18	\$2,147,141.00
Year 9	210	19	\$2,353,562.00
Year 10	226	20	\$2,528,822.00
Year 11	192	18	\$2,321,328.00
Year 12	169	16	\$2,044,791.00
TOTAL	1,200	110	\$13,769,980.00

TABLE 34: STUDENT AND SCHOOL CHARACTERISTICS FUNDING

Per Student	Funded Students	Budget
Aboriginality	84.0	\$192,711.61
Disability	204.66	\$2,351,492.70
English as an Additional Language or Dialect	12.0	\$38,508.00
Social Disadvantage	533.8	\$519,725.90
TOTAL	834.46	\$3,102,438.21

TABLE 35: LOCALLY RAISED FUNDS (REVENUE)

Expenditure	Budget
Voluntary Contributions	\$59,259.35
Charges and Fees	\$653,229.72
Fees from Facilities Hire	\$4,380.46
Fundraising/Donations/Sponsorships	\$52,338.20
Commonwealth Govt Revenues	\$25,500.00
Other State Govt/Local Govt Revenues	\$58,389.80
Other Revenues	\$200,384.72
TOTAL	\$1,053,482.25

TABLE 36: GOODS AND SERVICES (CASH EXPENDITURE)

Expenditure	Budget
Administration	\$157,208.62
Lease Payments	\$141,905.47
Utilities, Facilities and Maintenance	\$604,877.28
Buildings, Property and Equipment	\$136,746.16
Curriculum and Student Services	\$922,281.73
Professional Development	\$54,401.49
Transfer to Reserve	\$30,000.00
Other Expenditure	\$22,407.73
Payment to CO, Regional Office and Other Schools	\$850.00
TOTAL	\$2,070,678.48

WORKFORCE PLANNING

In 2024, the Finance Committee continued to monitor the College workforce monthly by reviewing data from the School Resourcing System and HRMIS. This ensures our staffing remains within One Line Budget (OLB) parameters, aligns with College priorities, and responds to the growing need for student support. Workforce planning also considers shifts in the local context, including the impact of new schools, enrolment changes from nearby housing developments, and employment trends such as students exiting early for TAFE or work.

In 2024, we employed six graduate teachers and three untrained teachers under a Limited Authority to Teach (LAT), the majority of whom have been retained in 2025. All positions were filled through rigorous recruitment processes, attracting high-quality applicants from other jurisdictions, including Scotland, New South Wales, New Zealand, and England.



PROGRESS

AGAINST BUSINESS PLAN TARGETS IN 2024

Target 1: Increase the percentage of Year 7 and Year 9 students achieving in the top two proficiency levels of NAPLAN testing in both literacy and numeracy, while concurrently reducing the percentage of students in the bottom two proficiency levels.

Progress Against Priority

In line with our strategic goal to increase the percentage of Year 7 and Year 9 students achieving in the top two proficiency bands of NAPLAN in both literacy and numeracy—while simultaneously reducing the proportion of students performing in the bottom two bands—we have made notable progress, particularly at the Year 9 level.

In 2024, there was a substantial increase of between 4% and 10% in the number of Year 9 students achieving in the 'Strong' or 'Exceeding' categories across Reading, Writing, and Numeracy. This reflects the impact of targeted intervention strategies and continued instructional improvement.

Year 7 results, however, are more reflective of students' entry-level skills, as testing is conducted early in Term 1. In 2024, a lower percentage of Year 7 students achieved in the 'Strong' or 'Exceeding' bands for both writing and numeracy. Additionally, the mean numeracy score was lower than in previous years, highlighting the need for continued support in foundational skill development during the transition into secondary schooling.

Planned Actions

- Collaborate with the Service Allocation, Prioritisation and Coordination Directorate at Statewide Services to deliver targeted professional learning for staff.
- Rework the Whole Staff PLC schedule to prioritise the whole-school literacy improvement agenda. Each learning area will be provided with a dedicated file, resources, and reflective tools to support staff in upskilling, exploring, planning, and evaluating.
- Implement a disciplinary literacy approach to embed evidence-based strategies and professional learning across the College. This approach will support improved student outcomes and strengthen staff engagement.
- Continue to use the AVID framework—focusing on the four domains of Instruction, Systems, Culture, and Leadership—to guide whole-school improvement through a literacy-first lens.
- Build on the College-wide focus on literacy by initiating a similar, phased approach to numeracy in the next stage, ensuring a clear focus and effective implementation throughout each phase.

Planned Actions (Continued)

- Adopt a Tier 2 and Tier 3 intervention model to improve literacy and numeracy outcomes. Finalise the Intervention Program Guidelines and continue to work with Dr Eugénie Kestel to implement Corrective Reading and co-develop a numeracy intervention aligned with MTSS principles.
- Review and refine case management processes to better target individual learning needs in line with MTSS frameworks.
- Develop and implement Learning Area Literacy Operational Plans to integrate literacy goals into subject-specific planning and ensure shared responsibility across all learning areas.
- Partner with Elastik to finalise a tailored implementation plan that aligns with the College's strategic direction and supports data-informed decision-making.



Target 2: Increase the percentage of students meeting the minimum standard for literacy and numeracy by the end of Year 12.

Progress Against Priority

In line with our goal to increase the percentage of students meeting the minimum standard for literacy and numeracy by the end of Year 12, 2024 saw a decline in the proportion of students achieving this benchmark. The percentage of students meeting the WACE literacy and numeracy standard decreased by 9%, down from a five-year high of 91% in 2023.

Of the three OLNA components—reading, writing, and numeracy—students continued to perform strongest in reading. Writing results remained consistent with 2023, while numeracy continues to pose the greatest challenge. Passing the Online Literacy and Numeracy Assessment (OLNA) remains the most significant barrier to WACE achievement for a number of students. Supporting students to meet these requirements remains a priority in our senior school strategy.

Planned Actions

- Provide targeted intervention and small-group support for students identified as at risk of not meeting the minimum standard, including dedicated support periods.
- Monitor student progress through ongoing formative assessment and data tracking, using tools such as OLNA diagnostics.
- Upskill staff through professional learning in literacy and numeracy pedagogy, with a focus on data-informed planning and instructional adjustment.
- Increase student confidence and readiness through OLNA preparation workshops, study skills programs, and access to practice assessments.
- Strengthen case management for students not yet meeting the standard, including personalised learning plans, regular reviews, and goal setting.





Target 4: Increase the number of students successfully achieving the Western Australian Certificate of Education.

Progress Against Priority

One of our key priorities continues to be increasing the number of students successfully achieving the Western Australian Certificate of Education (WACE). For the vast majority of students and their families, attaining the WACE is a highly valued outcome that marks the successful completion of secondary schooling and opens pathways to further education, training, or employment.

In 2024, WACE achievement declined by 11%, marking a five-year low. Although 95% of Year 12 students successfully completed either an ATAR, a Certificate II or higher, or met the General eligibility requirements, the overall drop in WACE attainment is largely attributed to fewer students meeting the minimum literacy and numeracy standard—a mandatory requirement for achieving the WACE.

Although 89% of Year 12 students met the WACE Achievement Standard of at least ten C grades across Years 11 and 12, only 82% met the literacy and numeracy standard. Addressing this gap remains a critical area of focus to ensure more students are eligible to achieve their WACE in future years.

Planned Actions

- Strengthen the focus on Year 12 attendance, punctuality, and timely submission of assessments.
- Implement regular, high-quality student performance tracking tools to maximise WACE completion and academic attainment.
- Maintain early and consistent communication with students and families for those at risk of not achieving WACE.
- Provide mentoring from experienced ATAR teachers to enhance course delivery and deepen understanding of standards and moderation processes.
- Embed the Tertiary and Career Readiness Framework from Year 7 to promote high expectations and academic rigour.
- Establish an early and sustained focus on literacy and numeracy development across all year levels.
- Profile all Year 11 and 12 classes, with expanded use of Elastik to support data-informed planning and intervention.



Target 5: Increase the percentage of graduating students who meet eligibility requirements for university enrolment.

Progress Against Priority

Increasing the percentage of graduating students who meet the eligibility requirements for university enrolment remains a key focus. While the proportion of students undertaking a full ATAR program has declined steadily—from 16% in 2020 to 8% in 2024—the performance of those pursuing this pathway has improved significantly. In 2024, 38% of ATAR students achieved a rank of 80 or above, enhancing their competitiveness for direct university entry.

In addition, 25 students successfully completed university enabling programs, including the TLC program at Murdoch University and the UniReady program at Curtin University. Completion of these programs guarantees an ATAR-equivalent rank of 70 or above, making university study a realistic and accessible option for a broader range of students.

Planned Actions

- Experienced ATAR teachers provide mentoring to support high-quality course delivery and build staff understanding of standards and moderation.
- Year 12 achievement data and exam reviews are analysed using a disciplined dialogue approach to inform teaching and intervention.
- University enabling courses are promoted to eligible students as alternative pathways to tertiary education.
- The Tertiary and Career Readiness Framework is used from Year 7 to instill high expectations and academic rigour.
- A detailed exam review process and targeted exam preparation are embedded within Year 11 and 12 Tertiary and Career Readiness (TCR) classes.





Target 6: Increase the percentage of students whose Year 12 achievement meets thresholds linked to their Year 9 NAPLAN results.

Progress Against Priority

A key goal for the College is to increase the percentage of students whose Year 12 achievement aligns with thresholds based on their Year 9 NAPLAN results. In 2024, Senior Secondary Metric data became available for the first time, offering deeper insights into student progress and achievement across three key areas:

- **Completion:** The Western Australian Certificate of Education (WACE) completion rate for the 2024 Year 12 cohort was 55.7%. This figure is based on the actual and potential cohort—students enrolled in or attending Year 12 in the cohort year, or Year 11 in the year prior.
- **Retention:** The apparent retention rate from Year 7 to Year 12 was 82.7%, indicating that the majority of students who commenced secondary schooling completed Year 12 at the College.
- **Progress and Achievement:** This metric reflects the percentage of students reaching achievement benchmarks at the end of Year 12, linked to their Year 9 performance. In 2024, 36.4% of students had achieved Band 8 in Year 9 NAPLAN and prequalified in OLNA for Numeracy and either Reading, Writing, or both. However, only 27% of the Year 12 cohort ultimately met the Year 12 achievement threshold aligned with this earlier potential, highlighting an area for continued improvement.

This new dataset will play a vital role in shaping our future improvement planning, enabling a more targeted approach to sustaining student progress across the secondary years.

Planned Actions

- Implement rigorous senior school course selection processes, with clear communication to students and families about pathways and opportunities for course counselling.
- Use senior secondary metrics—particularly the performance and achievement metric—to guide students into rigorous courses that support them in reaching their full potential.
- Profile all Year 10 Tertiary and Career Readiness (TCR) classes using the secondary metrics, with students developing Individual Pathway Plans (IPPs) throughout their TCR journey from Year 7.



Target 7: Increase the percentage of students in the 'regular' attendance category, while concurrently reducing the percentage of students in the 'severe' attendance category.

Progress Against Priority

Improving student attendance remains a key priority, particularly increasing the proportion of students in the 'regular' attendance category (90% or higher) and reducing the number of students at risk due to moderate or severe absence.

While targeted strategies implemented in 2024 led to a positive shift in Semester 1—lifting regular attendance from 40.6% to 47.2%—a significant decline was observed in Semester 2, continuing a concerning annual trend. This pattern, mirrored in both 2023 and 2024, highlights a drop in regular attendance and a corresponding increase in at-risk students later in the school year. Factors contributing to this trend include students on Notices of Arrangements who remain enrolled but do not attend school, and the growing incidence of unauthorised vacations during term time.

Planned Actions

- Strengthen early identification of students at risk through regular monitoring of attendance data and prompt follow-up.
- Implement a revised, whole-school attendance strategy focused on sustaining regular attendance and reducing chronic absenteeism.
- Prioritise a Multi-Tiered System of Supports (MTSS) approach to address root causes of absenteeism through proactive, data-informed interventions.
- Make phone calls home when students have three consecutive days of absence or demonstrate declining attendance patterns.
- Send formal letters and conduct case conferences with families of students at risk.
- Conduct home visits where appropriate to re-establish connection and support re-engagement.
- Develop and review individualised attendance plans for students with ongoing attendance concerns, with a particular focus on Tier 2 and Tier 3 students.
- Use Functional Behaviour Assessments (FBA) and ecological factor analysis more consistently to better understand barriers to attendance.
- Ensure immediate parent communication via Compass for unexplained absences from classes.
- Introduce Chronicle templates and Kaartdijin Project attendance tracking tools to improve data accuracy and enable timely intervention.
- Case manage identified students and provide tailored supports, including referral to external agencies when necessary.
- Review and refine current attendance practices, early intervention strategies, and partnerships with families and support services to ensure effectiveness and alignment.

Target 8: Increase overall school attendance rates, reflecting heightened engagement.

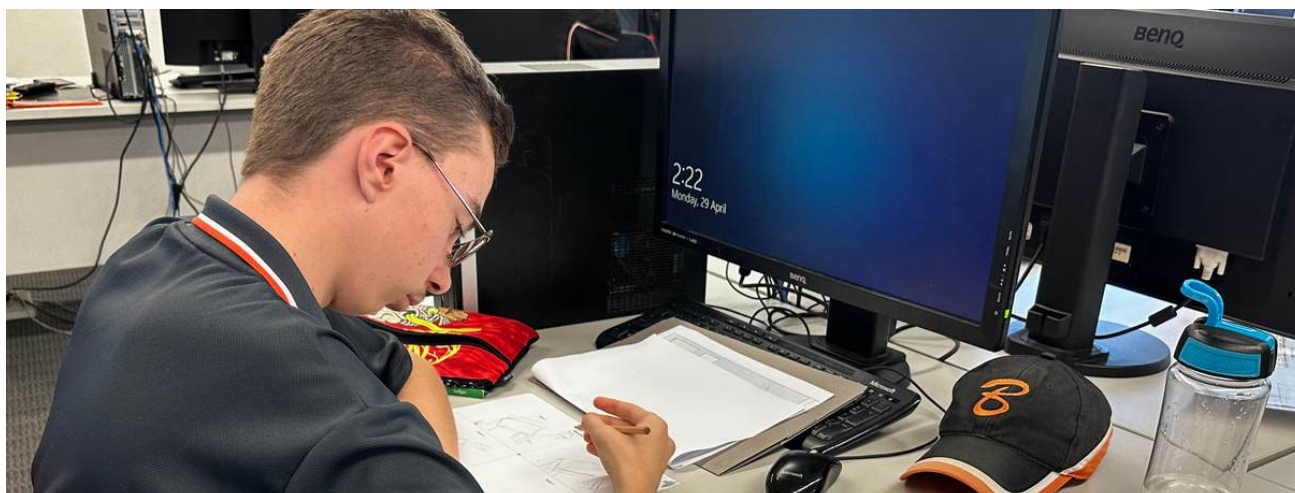
Progress Against Priority

The percentage of students in the regular attendance category declined slightly between 2023 and 2024, with a decrease of 0.3%. Despite this, our overall attendance rate remains strong—2.1% above the average for Like Schools, and 0.9% above the State Secondary School average.

This reflects the continued effectiveness of our attendance strategies, even as we work to further reduce absenteeism and maintain high levels of student engagement.

Planned Actions

- Undertake a comprehensive review of attendance and engagement data through a Multi-Tiered System of Supports (MTSS) lens to identify systemic gaps and inform future planning.
- Continue the whole-school embedding of the Quality Teaching Strategy (QTS) and Teaching for Impact (TFI) framework to enhance instructional practice and student engagement.
- Deepen the implementation of AVID strategies across the school to promote student engagement, ownership of learning, and future readiness.
- Utilise Chronicle to consistently record student attendance and disengagement, ensuring immediate parent communication to enable timely interventions.
- Upskill staff in the use of PULSE to strengthen data literacy and increase the effective use of data to inform planning and targeted supports.
- Review and enhance case management processes to ensure a holistic, coordinated approach to supporting students at risk of disengagement.
- Review, refine, and update Documented Plans, with a particular focus on Tier 2 and Tier 3 students, ensuring responsive, individualised support.
- Increase the use of Functional Behaviour Assessments (FBA) and ecological factor analysis to better understand and respond to barriers to engagement.
- Conduct a full review of attendance protocols and procedures to ensure consistency, clarity, and alignment with best practice.





Target 9: Increase the percentage of positive welfare events, while concurrently reducing the number of negative welfare events.

Progress Against Priority

A key focus for the College is to increase the percentage of positive welfare events while concurrently reducing the number of negative welfare incidents. Due to the transition from Academy to Compass, and from Vivo to Critter Coin, it is not possible to provide quantitative data in relation to this target for 2024.

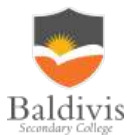
Despite this, our commitment to recognising and reinforcing positive student behaviour has remained a priority. To ensure ongoing attention is given not only to providing corrective feedback and communicating concerns with families, but also to celebrating positive conduct, the College has adopted a number of strategies to acknowledge students who consistently demonstrate our College Pillars. These initiatives include:

- Weekly Rising Star Awards.
- Superstar Student of the Term.
- Bi-annual Pillar Awards, aligned with the College values.
- Critter Coin points, awarded for consistent positive behaviour.

These recognition systems are instrumental in fostering a positive school culture, strengthening student engagement, and encouraging the values we seek to promote in all learning and social settings.

Planned Actions

- Promote and expand positive welfare initiatives that recognise and celebrate student achievement, effort, and contribution to the school community.
- Embed whole-school Positive Behaviour Support (PBS) strategies to reinforce clear expectations and provide consistent recognition for positive behaviours.
- Increase the visibility and frequency of positive reinforcement, including reward systems such as CritterCoin, Good Standing incentives, and attendance awards.
- Provide targeted professional learning for staff on proactive behaviour support, restorative practices, and effective classroom management to reduce negative incidents.
- Use real-time data from PULSE and Chronicle to monitor welfare trends, identify students at risk, and implement timely, strengths-based interventions.
- Strengthen student voice and leadership opportunities to build a culture of responsibility, engagement, and belonging.
- Foster strong partnerships with families to support positive behaviour and reinforce shared expectations between home and school.



Target 10: Reduce suspension rates annually.

Progress Against Priority

Reducing suspension rates continues to be a focus as part of our commitment to maintaining a safe, respectful, and productive learning environment. In 2024, 252 students accrued a total of 493 suspensions, representing 19% of the student population—a slight increase of 0.6% from 2023. Of the students suspended, 64.3% were male and 35.7% were female.

Encouragingly, 56% of these students were not suspended more than once, while 22.6% were suspended twice. The most common reasons for suspension included:

- Physical aggression toward other students (26.2%).
- Violation of the Code of Conduct or classroom rules (22.3%), typically involving refusal to follow reasonable instructions or behaviour that significantly disrupts the learning of others.

The decision to suspend a student is not made lightly. Suspension is imposed only in response to breaches of school discipline that:

- Adversely affect or threaten the safety of others on the school site or during educational activities.
- Cause, or are likely to cause, damage to property.
- Disrupt the educational experience of other students.

The purpose of suspension is to provide space for students, staff, and peers to calm, reflect, and reset. It allows all involved to learn from the incident and engage in restorative practices. It also provides an opportunity for parents or carers to meet with school staff to review the situation and discuss how best to support the student's reintegration and ongoing engagement with learning.

Planned Actions

- Strengthen early intervention strategies through improved identification of at-risk students using behaviour, engagement, and attendance data.
- Embed a Multi-Tiered System of Supports (MTSS) approach to ensure differentiated behavioural supports at Tier 1, Tier 2, and Tier 3 levels.
- Expand the use of restorative practices and conflict resolution to address behavioural concerns through dialogue and accountability rather than punitive responses.
- Ensure all staff are upskilled in positive behaviour support, trauma-informed practices, and de-escalation techniques, with ongoing professional learning.
- Improve consistency and clarity in behaviour management processes, with a focus on fair, proportionate, and educative responses to incidents.
- Increase case management and targeted mentoring for students with high behavioural needs, including access to internal and external support services.
- Promote inclusive classroom practices and differentiated instruction to increase engagement and reduce behavioural triggers.

Target 11: Increase the percentage of students achieving and maintaining good standing.

Progress Against Priority

At Baldivis Secondary College, maintaining good standing is an important part of student participation and engagement. The Good Standing Policy provides a clear framework for setting consistent expectations around behaviour, attendance, and engagement. It guides staff, students, and families in working together to support young people in becoming respectful, responsible, and positive contributors to the school community.

The policy emphasises the importance of meeting specific standards of behaviour, engagement, and attendance—foundational elements that are essential for both academic and personal success at school.

Planned Actions

- Maintain a standing agenda item on Good Standing in staff briefings to reinforce expectations and promote a consistent whole-school approach.
- Ensure Good Standing rewards are visible, engaging, and regularly promoted to students across year groups.
- Conduct timely student conferences and communicate with guardians when a student is identified as at risk of losing their Good Standing status.
- Actively promote PBS (Positive Behaviour Support) and the use of CritterCoin to recognise and reward student attendance, engagement, and positive behaviours.
- Celebrate and acknowledge students with 100% attendance through meaningful positive reinforcement strategies.
- Utilise PULSE and Chronicle to identify and monitor students at risk of losing Good Standing, enabling early and targeted intervention.
- Introduce Individual Success Plans and continue the use of student contracts to provide structured support and promote personal accountability for behaviour and engagement.



GLOSSARY

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

EALD - English as an additional language or dialect.

"Like school" - Socio-educationally similar schools.

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

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

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

OLNA - Online Literacy and Numeracy Assessment.

SEL - Social Emotional Learning.

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

WACE - The Western Australian Certificate of Education.

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

SAS - Secondary Assistance Scheme.

Completion rate - relates to WACE achievement rate for the actual and potential Year 12 cohort (students enrolled in or attended Year 12 of the cohort year or were enrolled in or attended Year 11 the year prior to the cohort year). Both full-time and part-time students are considered.

Retention rate - is the apparent, based on Semester 2 census figures only. 2020 Year 12 cohort was the first to commence secondary school in Year 7, previously Year 8.