



**BADEN POWELL COLLEGE**

**“Looking Forward, Staying Ahead”**

**College Principal: Julie Mason**

**2013 Annual Report  
To  
The Baden Powell College  
P-9 Community**



I hope you enjoy reading about the achievements related to student learning, engagement and wellbeing in 2013.

This document should be read in conjunction with the 2013 Annual Report to the School Community which is also provided to each family in the College via the website <http://www.bpc.vic.edu.au/>

*Julie Mason*  
*College Principal*

**"Synergy: The combined effect of individuals in collaboration that exceeds the sum of their individual effects."** - *Stephen R. Covey*

2013 was a success because Baden Powell College staff continued to seek best practice and support students by catering for individual needs so students can achieve their personal best.

Here is a snapshot of the work that has been (and will continue to be) carried out.

A transition program takes place throughout the year to assist students in making a successful move to their new school in Year 10. All prospective year 7 students participate in our statewide transition program. Year 9 staff liaise with co-ordinators and principal class members of senior secondary schools and students visit their future schools throughout the year to assist in ensuring their move is a smooth, effective one.

Year 9 students at Baden Powell College have participated in a number of volunteering activities throughout 2013. They have been involved in the Wyndham SRC where they have worked with members of the Wyndham City Council and neighbouring schools to discuss issues facing the youth in Wyndham and have been proactive in devising ways to improve these. Students have taken part in the Wyndham 1000 where they have joined a local Wyndham community member Mr Les Porter in riding their bikes around Wyndham to raise money for The Salvation Army. Students have worked with The Wyndham Rotary to run a sausage sizzle at the local Bunnings store. They have been active participants in a community literacy through food program. This initiative involved students working with members of the local community to learn more about the diverse range of cultures in our community through a cooking program. Local community members had the opportunity to develop their literacy skills develop through oral language conversations and were able to develop their familiarity with technology as they worked with a Year 9 student to create a calendar of multicultural foods that is to be distributed to school and local community members in the last week of school. Students raised money for The Leukemia Foundation through organising teachers to shave their heads. They organised and ran weekly fundraising programs through food stalls after school each Friday. Money raised went to organisations including Students worked with SCOPE to complete a training course and a day in the workforce where they worked alongside people who have a disability. Students worked with younger year levels to assist with tasks such as performances, including scripting, lighting, costuming. They were active 'big buddies' by taking part in a peer tutoring program.

## Transition and Pathways

### K—8 Transition Programs

Baden Powell College implements a comprehensive transition program that incorporates support for students entering the college from kindergarten and transition for Year 6 to Year 7 as well as those leaving the school to enter Senior Secondary Schools. An annual end of year three week transition program is also provided for students within the college for Prep—Year 6. A feature of our Kindergarten to Prep transition is the ongoing commitment by teachers to build relationships with local kindergartens. This has ensured a smooth transition to the Prep year and provided teacher with useful information related to student learning and wellbeing. In 2013 we noted that approximately 14% of the students entering Prep had minimal or no preschool experience. Students are provided with opportunities to reflect on their transition and provide feedback by way of a survey. A goal for the school community is 100% satisfaction by all students and their parents with regard to settling into new classes and feeling safe in the school yard.

### Year 9 Transition Programs

The College has a commitment to ensuring that students exiting Year 9 are supported in their pathways to future learning. Year 9 students at Baden Powell College have participated in a number of volunteering activities throughout 2013. These activities included completing a training course with SCOPE and then applying skills by spending a day in the workforce.

The Year 9 team work with the BEACON Foundation. Through this partnership, a heavy focus is placed on 'work readiness'. Students participate in the POLISH program that teaches etiquette and interview skills. They have the opportunity to take part in a number of industry tours that allow them to develop an understanding of the roles and responsibilities within different workplaces.

Students learn the process of writing resumes and cover letters through the Term Four unit titled 'Be Real'. Year 9 students are also involved in a 'Career Speakers' program. The local community is called upon to volunteer their time to visit Baden Powell College and share the process they have undertaken to achieve their work role to date.



## Student Engagement

Focus on Student Engagement and Wellbeing remains a priority at Baden Powell College such that in 2013 the Wellbeing Team was expanded to include a Primary Welfare Officer who supported staff in the classroom modelling visual supports, attending parent meetings, developing positive relationships with students and families and liaising with external agencies.

We continue to implement and embed Positive Behaviour Support practices such as Kool Zone, Gotcha Rewards, Check-In Check-Out, using SMART goals when focussing on student improvements, CASEA workshops and SEASONS grief counselling. Our Peer Mediation Program remains a success in providing life skills and leadership development for students in year 5/6 who are up skilled to assist younger students to solve problems.

Kool Zone was introduced at the Tarneit Campus in 2012 and remains a highly accessed area during recess/lunch breaks. It is now being considered for our Derrimut Heath campus based on the success at Tarneit.



Student late arrivals and daily attendance has improved through the 'It's Not Okay To Be Away Program'. Staff members are committed to contacting parents where a student is often late or has high number of absences. This has assisted in reducing late arrivals and exceptionally high absences which then impacts on student engagement and learning. The assistance of our College Social Worker and Secondary Teacher Assistant to follow up on chronic absences and students who are at risk of disengaging has been addressed through personal parent telephone calls and arranged meetings. This has contributed to reduced absences.

### In 2013 the College provided:

- 57 Students with one-to-one support from the Program with Students with a Disability
- 32 Education Support Officers were employed to support these students in the classroom
- 1 Speech Pathologist
- 2 speech assistants
- 1 Occupational Therapist
- 1 Social Worker
- 1 Primary Welfare Officer

## Student Engagement

The Program for Students with a Disability continues to be a major program at our College where it symbolises and provides opportunities to practise the values of empathy, acceptance, tolerance and understanding.

**Breakfast Club** was popular in 2013 at each campus on Tuesday and Thursday mornings where we monitored regular attendees and provided extra support for the families. Often students who attend the morning do so for social reasons rather than wanting a breakfast! It also helped increase attendance for disengaged students. Nutrition is a key to enhanced learning performance.

**Emergency Lunches** was introduced to support students who regularly arrive most days with no food. The College continues to provide a sandwich and a piece of fruit regularly to many students.

### **AMAZE Accreditation:**

In late 2012, we were selected by DEECD (one of 10 schools across Victoria) to become an accredited school in meeting the needs of students with Autism. During 2013 there was a comprehensive audit from AMAZE related to our policies, practices and procedures in relation to integrating students with Autism at Baden Powell College which we welcomed. The feedback has been positive, we are currently addressing the areas we need to change and expect accreditation shortly.

**The Baden Powell Peer Mediation Program** has continued its success in 2013 and has trained over 216 year 4 students. Facilitated by ESO and Teaching staff, the Program teaches lifelong skills of solving relationship problems and playground conflict. The students take this leadership role quite seriously and are a support to the teachers in the school yard in solving the smaller problems.

### **English as an Additional Language**

At Baden Powell College we cater for over 70 different languages spoken in student's homes other than English. We have a dedicated **EAL Team** that consists of EAL teachers and Multicultural Aides (MEAs). We have close links with Western English Language School where new students into Australia have the opportunity of attending for 4 days for primary and 5 days for secondary students to access quality intensive English Language skills for two terms.

## Transition and Pathways

### **Innovative Technology**

At last count, 65% of students at Baden Powell College had instant access to Computers, ranging from Ipadis to Thinkpads to Netbooks, to dual campus Mac Labs, on a daily basis. Along with ICT Learning initiatives such as BPC studios, Mentors In Computer Education (MICE Gr 1—6), Edmodo, Mathletics, Reading Eggs, Internet News articles, blogging in classrooms and ICT electives, we are well equipped to deliver the very best elearning education available.



Teachers have developed their skills with embedding ICT into the curriculum and have consciously worked with the eLearning team and their curriculum coaches to ensure classrooms are providing opportunities for students to enhance their technical knowledge and skill.

Our challenge to parents and the whole school community is to work with us to ensure that our students become positive digital citizens. We are well placed to do this.

### **Student Achievement Database**

In 2013, student achievement was tracked by the use of the Student Achievement Database (S.A.D.). This database tracked such achievement as school based assessment as well as teacher judgement, NAPLAN, VCAA Online and On Demand Testing amongst others. Teachers and Leadership alike are able to use the information gathered to analyse and shared cohort performance which assists greatly in tailoring teaching and learning experiences to match student needs based on accurate and relevant data. It is hoped in 2014 to also utilise Student Performance Analysis (S.P.A.) as set up by SREAMS to also acknowledge student achievement and guide future learning.



## Student Learning

In 2013 planning of curriculum moved from VELs (Victorian Essential Learnings) to the National Curriculum and AusVELs. Work on the development of the Scope and Sequence documents for English (writing in particular) and Mathematics (based on AusVELs ) continued in 2013. With the introduction of AusVELs scope and sequence documents are being reviewed and realigned. As well as English and Mathematics, there is a strong focus on the development of a common approach to Inquiry across the college and this work will continue in 2014. Teachers are actively developing, planning, using and delivering teaching and learning for all students through the use of these documents.

### 1:1 Devices Program

All Grades 1- 9 students have had the opportunity of being involved in the 1:1 Devices program. In 2013 an extra 178 students had the use of a 1:1 netbook. This has seen a school and parent partnership in the purchase of a netbook that is used in class and at home. This program has allowed student to learn anywhere and at any time with access to the same software. We have over 500 students who have access to their own device to be used at any time at home and at school.



We have seen Information Communication Technology (ICT) be integrated into lessons, homework and programs which has been proven to enhance learning possibilities for students. Effective innovative learning environments have been developed by teachers, coaches and leaders which enhance the use of the technology so that it is purposeful, flexible and used to improve student learning outcomes. Teachers continue to plan a curriculum that embeds digital technology that can be utilised at school and home. Students with the devices are engaged and the devices are used to embed and further develop student learning.

## Student Engagement

Last year we saw our second EAL Parent Information Afternoon that many parents attended. This included an overview of the EAL department, school programs and support to students, support we offer parents. This was followed by a question and answers session. We will be holding this information session annually; normally in Term 2. We also offered a session for EAL prep parents on how to help your child to learn at home, which had a literacy and numeracy focus. This was well attended and will be repeated annually as the feedback was very positive from all involved.



MEAs attend various classes and support students to improve their English. Our EAL teachers offer support and guidance to teachers on teaching strategies that will support EAL students to assimilate into the culture at school and improve their English. MEAs are attached to certain year levels and teaching team to continue further development and support of students from EAL backgrounds.

We also celebrate many multicultural events including Harmony Day, Cultural Diversity and Refugee Week. Classes participate in a variety of learning activities to develop their own understanding. As part of our yearbook, all families were given a 2014 Multicultural Calendar which celebrated Baden Powell College's cultural diversity, which was produced by our students and parents from various different countries.

## Student Engagement

### Teaching EAL (English Additional Language) Students in Mainstream Classrooms (TESMC)

Each year staff at Baden Powell College are offered the opportunity to participate in the TESMC Professional Learning program. This program consists of 9 modules, each of which requires staff to complete some readings before the next session and also trial some new practices in their classroom. These activities are designed to get teachers to reflect on their teaching practice and improve their skills when working with students whose language background is not English. This professional learning opportunity equates to 50 hours of professional development and is recognised not only by the Department but also world-wide.



### Intercultural Understanding Project

In 2013, and continuing this year, Baden Powell College was selected to be a pilot school for developing the Intercultural Understanding domain of AUSVELS with Deakin University. Over the course of 2013 a small group of teachers investigated best practice ways to introduce this to our staff and students. Our aim is to develop the understanding of

diversity in our students, by ways that respect and accept difference. Students may not always agree and are provided with strategies to break down stereotypes that we see in the media. Intercultural Understanding develops this in our students and encourages them to ask questions about different cultures and be proud to share who they are and what their beliefs are.

### Student Learning

In supporting all students to achieve their personal best, the BPC teaching community has continued to value and engage in professional learning in 2013. This year BPC was fortunate to receive funding through the National Partnerships Initiative. This funding was used to provide significant Professional Learning for all teachers across the college throughout the year. Professional learning was offered in the form of workshops, demonstration lesson sessions and in developing 'mini leadership' capacities within all teams and utilised the expertise of such consultants as Cengage, Kathy Palmer, Ann Korab, Frank Schoonderbeek and Chris Coombes. The five areas of focus were Problem Based Maths (p-4), Writing (p-9), Fountas and Pinnell (p-9), Getting Ready in Number (GRIN) and Numeracy Improvement Strategy (NIS- Yr5-9). These opportunities supported teachers in developing their individual capacity to analyse and use data to inform where students are at and in turn use this information to develop Action Plans to guide future teaching and

## Student Learning

Planning for Literacy and Numeracy has been informed by a variety of data sources (School Based, NAPLAN, ongoing, online). Teachers have planned in conjunction with their Literacy and Numeracy coaches, as part of team and PODs, Planning Weeks and weekly Professional Learning Team



(PLT) sessions. Integral elements of the planning include the identification of learning intentions, fluid learning groupings, success criteria and differentiated learning experiences. A variety of forums has been made available for all colleagues to up skill in current and new teaching and learning practices and initiatives. As part of PLT sessions in 2013, consultants worked closely with coaches and teachers and offered a wide variety of learning opportunities. Some elements explored included how eLearning could support and enhance Literacy, the deeper understanding of mathematical content within the NIS and Problem Based Mathematics, effective assessment strategies (Fountas and Pinnell, Moderation) and meaningful intervention strategies. Coaches have also provided targeted coaching, training and support using experiences such as the Japanese Lesson Plan, reciprocal lesson observations, classroom visits to focus on improved teaching and learning, peer observation sessions all designed to model, share and learn from one another.

