

BALGA SENIOR HIGH SCHOOL



BALGA

SENIOR HIGH SCHOOL

Strength in Unity

2016 ANNUAL REPORT

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1. Summary Report

Demographics

Balga SHS, an Independent Public School, is a culturally diverse school that celebrates its strength in culture. The school is comprised of 60% Migrant students, 24% Aboriginal students, 15% Non- Aboriginal

students with 4% of students having a recognised disability. In addition to providing an holistic education for all students, the school provides a unique education for students who have had or may continue to have discontinuity or disruption for learning.

Enrolment Trends

Despite a slight decrease in Senior Secondary numbers projected for 2016 there is a healthy increase of 10% in Year 7-10 enrolments across the school.

Attendance Rates

Attendance rates have stabilised over the past 3 years, however, through a dynamic Year 6 to 7 transition program an attendance rate of 84% was maintained by Year 7 students in 2015 and extended to 84.8% for the 2016 Year 7 intake group.

Retention

Significantly, the programs and culture the school has developed over the past five years are now reflecting strong growth and resilience in students to remain at school. Families are now saying “Balga SHS is our school of choice”, as the school is connecting and engaging students with significant past challenges to learning. The school strongly believes as its baseline that if a student is still engaged with learning at the end of Year 12, the outcome of them developing to be a healthy, happy, productive Australian Citizen is much more likely.

WACE Graduation and Certificate Attainment

The school maintained the graduation rate over the targeted 75% in 2015. A significant effort in growing our level of attainment has resulted in significant improvement of Certificate Attainment Rate for year 12 students developing from 16% in 2014 to 56% in 2015 to 98% in 2016. This placed the school on track to meet the WACE graduation target of 75% in 2016. However, whilst 83% of our Year 12 students met the course requirements to achieve WACE graduation, this was not achieved due to the added requirement of passing OLNA. As a result, only 36% of our Year 12 students achieved WACE graduation

Cohort Size	Achieved Cert II Qualification or Higher	Completed and Passed required No. Subjects	Passed all OLNA	Passed 1 or 2 OLNA Assessments
63	98%	83%	36%	41%
77%				

OLNA and NAPLAN

Year 12 students were the first cohort to undertake OLNA tests in WA and to pre-qualify in OLNA, Band 8 in NAPLAN result in Year 9 needed to be achieved. Although no students pre qualified in all three areas of Reading, Writing and Numeracy, 36% qualified at the end of Year 12 and this significant growth was acknowledged by the Schools Curriculum and Standards Authority. Further work will be undertaken in 2017 to improve Reading comprehension as this is showing to be a significant factor in both Reading and Numeracy, especially for migrant students who had little formal learning prior to arriving in Australia.

School Leadership

During the course of 2016, the school leadership team continued to demonstrate strength, and effective leadership. Our Associate Principal assumed an Acting Principalship at another SHS and Dr Rosemary Evans assumed a Level 4 Deputy Principal role.

Financial Audit

During 2015 the school was audited for the fifth time in nine years receiving satisfactory auditing at each stage and satisfactorily submitted a controlled self audit in 2016.

Key Initiatives in responding to change

Further details on each of the following initiatives are highlighted in the report.

- Literacy
- Numeracy
- Commencement of Year 7 students
- Senior School structure
- Business Enterprise Model
- Positive Behaviours
- School Aboriginal Partnership
- Multiple Intelligences Program
- Instructional Code Switching

2. Administration

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 ROSEMARY EVANS

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REGIONAL DIRECTORS JAMES WEBB
 PAUL MEACOCK

3. School Context

Balga Senior High School, an Independent Public School, is an exceptional School in Perth's Northern suburbs that is creating bright futures for our diverse, multicultural student population. This is a 'School of Opportunity' that urges students to 'Choose your Pathway, Choose your Future' and to be guided by our motto 'Strength in Unity'.

Our motto "Strength in Unity" sets an explicit vision that brings our culturally and linguistically diverse school community together in their learning; supporting their individual achievement and – of equal importance - their learning about each other and how to work together to become productive, healthy and happy Australian Citizens of the future. Balga SHS recognises that, with demographic shifts, our local intake could change and diversify over a relatively short space of time. Our vision is to be a responsive educational facility that is receptive to these changes whilst continuing to lead the way in educational opportunities for students in our community.

Our main focus is student engagement and wellbeing so that all our students feel motivated and valued at all times. The continuous building of “learning culture” through successful relationships between staff, students and their caregivers is central to Balga Senior High School’s working philosophy.

As a Mind Matters School we focus on developing the whole school for the whole student and address the physical and mental health wellbeing of the students.

Having developed the ‘Balga Way’ to optimise the learning journey for all students, we have focused on the following approaches to learning:

connection	engagement
care	hope
a sense of humour	having a go
cultural respect	sharing of culture
identity	recognition of family support.

The ‘Balga Way’ incorporates flexibility into programs and includes multi-age grouping to suit learning needs, acknowledges significant variations in a student’s personal environment at any time, utilises traditional areas of positive engagement such as Culture, The Arts and Sport and importantly uses research based practice involving appropriate and current technologies. Significantly it also focuses on engaging students and families beyond the school day in sustained healthy activities, be it a sporting club, music, film or theatre experiences or part time work. Linking students to a job which in turn translates back to an improved learning culture within the students is also a major focus of development.

4. Demographics

Our student cohort reflects a culturally diverse population with over 52 cultural groups represented in the school. Harmony Day is an annual celebration of cultural diversity and is a much anticipated event by staff and students. Students perform at a number of Harmony Day cultural events, representing the school through Aboriginal dancing, Drama and Music performances.

	Migrant	Aboriginal	Non Aboriginal	Students with a recognised disability (Of Total)
2015	57%	26%	17%	6%
2016	57%	25%	18%	5%

Of the population of migrant students, up to 50% have been classified as Limited Schooling; that is they have had the equivalent of less than three years of formal schooling prior to arriving in Australia. A further 57% of the school population has had to learn English since they arrived at the school or Australia. The school is also a school of choice for the Department of Child Protection and Family Support (DCPFS). The great majority of students (over 80%) have had, and may continue to have, periods of discontinuity, disconnection or disruption to their schooling. Balga SHS staff work hard to accommodate the varied learning styles of students and work proactively with students to minimise the effects of discontinuity in learning.

The high transiency rate of 39.5% continues to pose challenges for the school and strategies such as Multi Age groupings, Instructional Code Switching and The Business Model have been successful in engaging students with learning and facilitating positive outcomes for students.

Student numbers continued to grow with a net 50 (9%) additional students during 2016 with enrolments continuing throughout the school year. The ability of the school to manage the diversity of the school population, increase in enrolments and high student need through transiency, disconnect and English as a Second Language has been challenging to manage within One Line Budget allocation. An application for Supplementary Funding based on the net growth in enrolment was approved in July with an additional 2% of total budget funding being awarded. In order for the school to remain responsive to student need

additional funds were accessed from the school's Reserve Funds to maintain smaller class sizes, access specialist programs and employ staff to fill specific needs.

2016 was the second year of Year 7 students attending Secondary Schools. The Middle School was active in facilitating this transition and Year 7 students were integrated into the Middle School through performance based class groupings aimed at targeting the curriculum to student need. Work continues in building active partnerships with Primary Schools to facilitate the smooth transition of students into High School.

5. Attendance

Student attendance continues to be a major priority including assisting students and parents in understanding the needs of education and the need for consistent high attendance. Significant transport support is offered to families to assist students in getting to and from school and also other events such as after school activities and work place learning.

Attendance rates have remained relatively consistent with a pleasing increase in Year 12 attendance from 2014. During 2015, 47 students from Years 10, 11 and 12 were non-attenders. This group of students required consistent follow up and monitoring to either locate and/or re-engage them with an educational program. Some of these students were referred to the Participation Team who worked cooperatively with the school to engage them in some form of educational or work based program. Through this partnership 10 students were placed in alternative education/work programs. These students are unfunded and a significant portion of staff resources have been utilised when working with this group. It is of concern that this is unsustainable for the school which will result in less than favourable outcomes for these students.

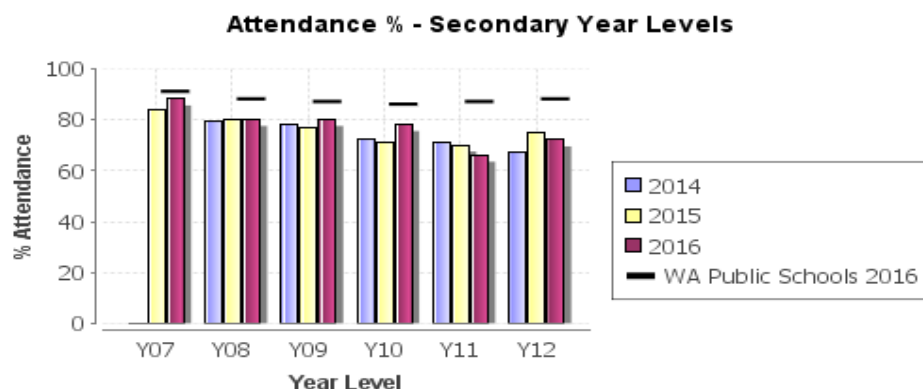
Attendance rates across the school have increased by 2% across 2016. Continued improvement has been noted with our Year 7 group and this reflects the effort placed on ensuring an effective Transition Program

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2014	73.2%	86.9%
2015	75.3%	87.9%
2016	77.0%	87.7%

Attendance % - Secondary Year Levels

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2014		79%	78%	72%	71%	67%
2015	84%	80%	77%	71%	70%	75%
2016	88%	80%	80%	78%	66%	72%
WA Public Schools 2016	91%	88%	87%	86%	87%	88%



Aboriginal Attendance Rates Years 8-10(2012 – 2014) Years 7-10 (2015 - 2016)

	Average attendance rates over 30%
2012	68.5%
2013	71%
2014	66%
2015	61%
2016	68%

Attendance of Aboriginal students in Years 8-10 increased by 7% in 2016 and attendance rates remain a very strong focus for the school. A consistent approach of contacting families, encouraging improved attendance is maintained throughout the Middle School.

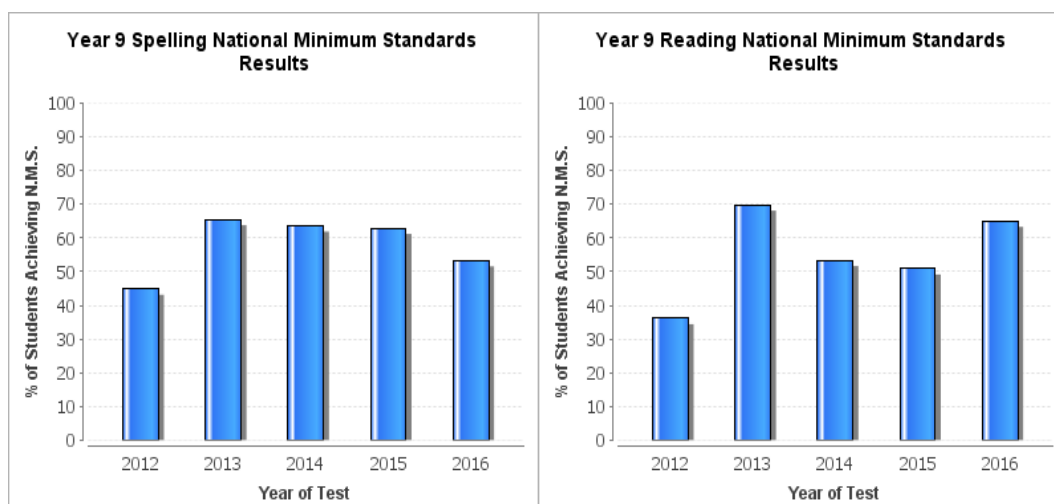
During 2016, Year 11 and 12 Aboriginal students showed an 81% average attendance rate over 30%. This pleasing trend reflects the consistent efforts of the school to maintain engagement levels of Aboriginal students across Year 11 and 12.

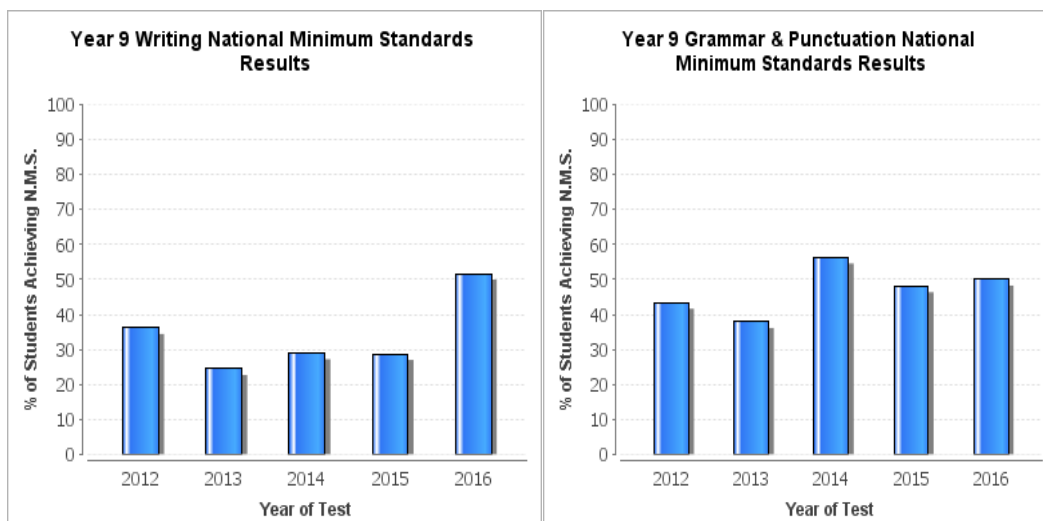
6. KEY PRIORITIES AND ACHIEVEMENTS 2016

Priority	Achievement
1. Independent Public School Review	During 2015 an Independent Review was conducted at the school. Various reports were compiled for the panel indicating the school's progress towards targets identified in the Business Plan. Feedback was largely positive with recommendations made to strengthen the school's planning in 2016. During 2015, the school faced additional budget cuts arising out of the introduction of the One Line Budget. The school accessed targeted school reserves to maintain the needs of the school and to sustain growth and development. Resourcing support was provided with a focus on preparation for WACE 2016, further development and implementation of Australian Curriculum and commencement of Year 7 students 2015.
2. Maximising student success in achieving a WACE towards a target of 75%	WACE Achievement dropped slightly from 81% in 2014 to 78% in 2015. This again exceeds the target of 75%.
3. Increasing Attainment of students completing Certificate II or higher Qualifications toward a 2015 target of 50%.	96% of Year 12 students participated in VET programs in 2015. Of these students 56% attained a Certificate 2 or higher. This represents a 40% increase in attainment from 2014. This exceeded the target achievement for VET programs in 2015 by 15%. This significant increase in the student attainment rate was pleasing. Work will continue in 2016 to increase the attainment rate further, supporting the 2016 WACE requirements.

<p>4. Literacy</p>	<p>All staff received Professional Learning on the ESL Progress Maps in Term 1 and 2, 2015. This increased teacher understanding of the use and validity of progress maps for ESL students across the school. Progress maps have been successfully used in the IEC and this resource has been extended into mainstream Middle School classes.</p> <p>During 2016 IEC teachers worked collaboratively to implement the English as Second Language curriculum with the Australian Curriculum.</p> <p>There was a continued focus on the Paragraph Writing Strategies with low literacy learners in the Middle School. The success of the paragraph writing initiative is evident in Year 9 NAPLAN writing scores which have increased since 2011.</p> <p>The reading strategies trial continued in the Science department during 2016, where the professional learning undertaken during 2015 was further enhanced and the focus of implementing with a full analysis of Science resources and professional learning conducted in strategies for developing literacy levels of students in Science</p> <p>During 2015 the whole school literacy focus was continued. Success was evidenced by OLNA test results for year 10 and 11 students with a steady increase in students passing the Reading and Writing tests or obtaining a score of 2 indicating they are likely to pass the tests by Year 12.</p>
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YEAR 9 NAPLAN DATA – Literacy





Year 9 NAPLAN scores reflected the emphasis placed on developing Writing skills during 2016, with a 20% improvement in students attaining the N.M.S. In addition to this, an increase of over 12% was achieved in the Reading area while Grammar and Punctuation demonstrated a marginal level of improvement. Spelling results declined and this will be an area of focus in 2017.

5. Numeracy

Research on memory strategies for adolescents in recalling and retaining basic facts, continued into 2016, and was extended to all mathematics classes. Students were given daily recall tests on their times tables which were recorded and monitored. This was aimed at developing baseline data for memory skills. Following the successful trial the initiative will be continued across all mathematics classes in 2016.

Student competency in digital media was continued in Mathematics classes in 2016 with students developing and using spread sheets on Class Pads.

During 2016 work continued on the development of student's mathematical vocabulary through the use of word problems to improve literacy levels. Data collection is continuing and will be included in planning strategies from 2017.

Students continued to perform strongly in NAPLAN Numeracy tests with both average test scores and achievement of National Minimum standards being maintained closely to the gains achieved in 2015.



6. Senior School structure including Year 10 students is maintained and developed

During 2016 work continued in embedding the Year 10 cohort and associated programs into the Senior School structure. This initiative was intended to increase awareness of WACE requirements and rigour from Year 10 level, building student capacity to maintain the requirements for WACE achievement. To support this, Year 10 students selected one of their courses from the Senior School WACE program. Many of the courses offered were VET Certificate courses giving these students the opportunity to complete a certificate over 3 years. This will continued to be monitored with data collection tracking students over the three year

	period in Senior School.																																												
7. WACE 2016 requirements	100% of staff delivering Year 11 courses successfully uploaded Course Content and Assessment Programs to SCSA at the commencement of 2016. Year 12 Course and Assessment programs were successfully uploaded to SCSA in 2016. During 2015 teachers were provided with support in delivering the new WACE courses. Professional learning was conducted in using Assessment Outlines through the Reporting to Parents module with 100% of teachers using this application in 2016. Preparation for the delivery of Externally Set Tasks for Year 12 courses commenced during 2015 with the first round of testing scheduled for Year 12 students in 2016.																																												
8 Business Enterprise Model	A Business Enterprise Model was implemented in 2014 where Year 8-10 students could select their favourite hobby/interest and learn the associated skills. By integrating a business theme the students develop employability skills, such as team work, communication, planning, developing initiative and responsibility by running the undertaking as a business. This initiative has developed cross cultural participation to the benefit of the students and also the positive school culture.																																												
7. Positive Behaviours	<p>During 2013 the school launched the Positive Behaviours initiative. This initiative was aimed at developing positive behaviour in students. Four Behaviours were identified:</p> <ul style="list-style-type: none">• Respect• Responsibility• Care• Learning <p>The impact on behaviour across the school has been measured by analysing the Reporting to Parents Attributes Rating data. The attribute “Showing Courtesy and Respecting the Rights of Others” has been analysed since 2012 and the percentage of Positive Behaviour has consistently improved.</p> <div><p style="text-align: center;">Positive Behaviours "Showing Courtesy and Respecting the Rights of Others"</p><table><thead><tr><th>Term</th><th>Good Behaviour Percentage</th><th>Minor Behaviours Percentage</th><th>Challenging Behaviour Percentage</th></tr></thead><tbody><tr><td>2012-S1</td><td>78</td><td>15</td><td>7</td></tr><tr><td>2012-S2</td><td>78</td><td>13</td><td>9</td></tr><tr><td>2013-S1</td><td>80</td><td>11</td><td>9</td></tr><tr><td>2013-S2</td><td>80</td><td>10</td><td>10</td></tr><tr><td>2014-S1</td><td>85</td><td>10</td><td>5</td></tr><tr><td>2014-S2</td><td>85</td><td>12</td><td>3</td></tr><tr><td>2015-S1</td><td>90</td><td>8</td><td>2</td></tr><tr><td>2015-S2</td><td>88</td><td>10</td><td>2</td></tr><tr><td>2016-S1</td><td>90</td><td>5</td><td>5</td></tr><tr><td>2016-S2</td><td>88</td><td>5</td><td>7</td></tr></tbody></table></div>	Term	Good Behaviour Percentage	Minor Behaviours Percentage	Challenging Behaviour Percentage	2012-S1	78	15	7	2012-S2	78	13	9	2013-S1	80	11	9	2013-S2	80	10	10	2014-S1	85	10	5	2014-S2	85	12	3	2015-S1	90	8	2	2015-S2	88	10	2	2016-S1	90	5	5	2016-S2	88	5	7
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8. Development of School Aboriginal Community Partnership.	Following Incorporation of the Wadjak Northside Aboriginal Community Group in early 2013 the construction of the Wadjak Northside Aboriginal Community Resource Centre commenced in Term 2, 2015. The Resource Centre was opened in Term 4, 2015. This centre serves both our northern Aboriginal community and the community in general in sharing knowledge and experiences of Aboriginal culture, history and language. Supported by the school, the Aboriginal staff at the centre																																												

	<p>have 60 families registered as members and have linked in with external agencies such as Centrelink, Department of Child and Family Services, Department of the Attorney General, Noonygar patrol to name a few. Through these links, the community centre is able to support Aboriginal families within the community.</p> <p>In 2016, Wadjak Northside made significant gains for Primary School aged children in care increasing the after school mentoring program from 10 students to over 40 students, introduced 23 adults to work skills and 3 gained full time employment at other entities. A program for “At Risk” Youth involving 10 boys at Balga SHS was trialled successfully during Semester 2 involving weekly after school activities and holiday programs. These students had reduced suspension and interaction with Justice as a result.</p>
9. Multiple Intelligences Approach to learning in the Aboriginal Education Program.	<p>Following the trial of a Multiple Intelligence approach to learning for Year 7 -10 Aboriginal students in 2012 and 2013, the program moved into successful implementation during 2014. This was continued into 2015 with the Multiple Intelligence Program (MIP) run through the Business Enterprise model. This program provides culturally based learning for Aboriginal students, which connects them with their culture and heritage. The students are active within the community performing Aboriginal dance at various functions throughout the year and participating in events such as NAIDOC and National Reconciliation Day. The students delivered presentations using the MIP framework to over 20 primary schools during the course of the year. The success of the program is evident in improved attendance and engagement of those students who participate. In addition to this, no suspensions were recorded in MIP timeslots throughout the year.</p>
12 Instructional Code Switching	<p>The implementation of Instructional Code Switching (ICS) was continued with students in Years 7 – 9. Instructional Code Switching is based on lesson development and classroom structure that takes into account the different learning styles of students. Students are more engaged and motivated as they move from their preferred learning style towards extension into other less familiar learning styles. ICS requires the teacher to identify the learning styles of their students and develop a classroom seating methodology that reflects the various learning styles and build an environment of engagement and considered learning. Teachers also complete a survey so they are able to reflect on their natural teaching style. This ensures that they reflect on the degree to which they need to code switch in order to adapt their style of teaching to meet that which reflects the needs of their students. Where this strategy has been implemented, higher levels of student engagement and participation have been evident.</p>
13. Improvement in Attendance.	<p>During 2015 there was a further decline in Aboriginal attendance which was disappointing. Resourcing factors were a factor in 2014 and 2015 restricting the same level of follow up as 2012-13. Aboriginal enrolment remains at 26% of the overall school population.</p>
14 Leadership Development	<p>Balga SHS leadership team has participated in the first Cohort (2013-15) of the Fogarty Edvance Leadership Mentoring Project. This project has been extremely beneficial in exposing and modelling sound research based practises in school planning, development and management. The project covered all aspects including a planning framework, human resource development, engaging the community, enhancing the dimensions of student learning and marketing the school. Whilst the</p>

project is complete Leadership staff still have access to future Edvance Professional learning opportunities.

7. BALGA SHS PROGRAMS

Balga SHS is able to cater for student's varying needs in a diverse range of programs below, providing a great deal of opportunity and support for individual students to improve their achievement.

Programs	Students	%
<p>INTENSIVE ENGLISH CENTRE (IEC)</p> <p>The Intensive English Centre (IEC) provides migrant and refugee students with the knowledge and skills required to integrate successfully into Australian mainstream education.</p> <p>Newly arrived students aged 12-15 years are entitled to one to two years of IEC support depending on their Visa Sub-class number and educational background.</p> <p>In 2016 the IEC commenced with 108 students a 42% increase on previous year end. This number grew to 118 at the end of Semester 1. 12 graduated from the IEC reducing the number to 104 at the beginning of Semester 2 before growing to 147 at the end of the year. Of those students enrolled, 56% were of limited schooling background. The majority of the students in the IEC come from countries throughout Asia (50%) with the Republic of Myanmar being the predominant country, followed by Vietnam. 25% come from Middle Eastern and 24% from Northern and Central African countries</p>	108	20
<p>LEARNING SUPPORT PROGRAM</p> <p>The Learning Support Program supports those students with identified Learning Disabilities as well as those students who are highly at risk due to learning difficulties, poor attendance and medical conditions. During 2015, this program saw an increase in numbers from 27 to 45 due to the integration of SNSEP classes into the Middle School program and students transitioning from the Intensive English Centre. An additional 2 Year 7 to 9 classes were added to the program to support this growth. The Learning Support Program had 18 Senior students engaged in the program with 12 of these students funded through Schools Resourcing.</p> <p>All students in the Learning Support program are assessed according to Individual Education Plans which documents areas of focus for learning and access to Workplace Learning, Work Readiness programs and Life Skills programs. These IEP's are a valuable tool in assessing a student's progress and gives a clear picture of movement towards identified goals.</p> <p>During 2015 one student was awarded a scholarship from Options Employment to further her work skills and an additional 2 students completed a Certificate II qualification.</p> <p>Monitoring and addressing poor attendance continues to be an area of concern. Difficulties with communicating with families due to transiency and contact details constantly changing, impacts on our effectiveness in this area. Behaviour Management continues to be time consuming and requires additional resourcing. In 2016 the school attendance officer will continue to liaise with families to reengage students and additional support staff will be utilised to assist with behaviour management.</p>	45 Counted in Middle School and Senior School Numbers also	9%

<p>MIDDLE SCHOOL (Years 7-9)</p> <p>The Balga Senior High School Middle School Program is recognised for its incredibly diverse student body. The program recognises a flexible and caring approach to meet the students' social, emotional and academic needs. In recent years the rate of students graduating from the Intensive English Centre and enrolling in the Middle School Program has dramatically increased; 84% of students enrolled in Years 7, 8, 9 were identified as Culturally and Linguistically Diverse (CALD).</p> <p>The Middle School program has responded to its changing clientele through building the capacity of staff through professional development, clearly identifying individual student needs through diagnostic testing and the creation of more appropriate teaching and learning programs. In addition, the number of students who have been identified as high academic achievers has increased and class structures have allowed for a differentiated curriculum that meets the needs of an academically diverse clientele.</p> <p>Diagnostic testing has been carried out across the Middle School collating data on Reading, Comprehension and Punctuation and Grammar using ACER PAT testing methods. Students were tracked according to their progression in these areas. Whilst the collection and analysis of data is in its infancy, preliminary results show an upward trend in student levels across all aspects. This data is used to implement a differentiated curriculum that meets student need.</p> <p>The Middle School operational model comprises of three streams. These are categorised into the following:</p> <ol style="list-style-type: none"> 1. Academic (AC) – This stream targets students who are working at year level across Mathematics, English, Science and Humanities (HASH) subjects. 2. General (GEN) – Caters to students who are functionally literate and numerate but continue to need additional support because they are below NAPLAN benchmark levels. 3. Learning Support (LS) – Focuses on students within two distinct categories <ol style="list-style-type: none"> A. Learning Difficulties and/or significant deficits in literacy and numeracy levels B. Learning Disabilities <p>Each stream or Team has an allocated Team Leader who provides leadership and professional support to the teaching and support staff within their team. In addition to this, the GEN and LS model has a strong focus on teacher/student relationship building as a conduit to increased levels of engagement and attendance. This strategy has shown excellent results as evidenced by our improved attendance rates across these cohorts.</p> <p>The Middle School continued the Multiple Intelligences learning strategy with Aboriginal students, increasing the attendance, engagement and achievement of students in this group. Following the successful trial in 2014, Instructional Code Switching was implemented across selected classes in the Middle School this has resulted in greater engagement and improved behaviour in these groups.</p> <p>Our second group of Year 7 students were welcomed into the Middle School in 2016 with 50 students enrolled in the Year 7 program. A dynamic and effective transition process supported their transition into high school with students maintaining an 88% attendance rate. This represents an increase of 4% from 2015 and reflects the importance placed on supporting our Year 7 students during the transition to high school through our supportive structure and focus on</p>	186	34
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Pastoral Care.		
<p>SENIOR SCHOOL (Years 10-12)</p> <p>The Senior School incorporates students from all of the programs within the school. A wide variety of pathways are available for students to access. These include:</p> <ol style="list-style-type: none"> 1. Year 11/12 ATAR Mathematics and Human Biology 2. General pathway - 4 WACE courses + 1 Certificate course 3. Foundation pathway - 4 WACE courses + 1 Certificate course 4. Certificate II Courses: Information Technology, Creative Industry – Music, Hospitality, Sport and Recreation and Community Services (Childcare), Civil Training 5. Edith Cowan University Preparation Course (UPC) <p><u>COURSES</u></p> <ol style="list-style-type: none"> 1. Young Parents Program (YPP) 2. Traineeships 3. VET – Certificates 4. Youth on Health Drama Festival (YOH) 5. Theatre Sports 6. Police Rangers 7. New North Education Initiative (NNEI) Broadening of subject choices for 2016 8. Business Enterprise Model for Year 10 students 9. Keys for Life 10. Workplace Learning <p>Year 11/12 students are enrolled in WACE courses. Changes to WACE requirements for 2016 included achievement of the minimum standard for numeracy and literacy tested through OLNA, the completion of 4 ATAR subjects or a Certificate II and achievement of a C grade across all courses. Year 10 and 11 students were involved in OLNA testing and overall progression towards a pass in Literacy and Numeracy was pleasing. Holiday workshops were provided to students to support their achievement of OLNA. Course selection processes were modified in line with WACE 2016 requirements ensuring all Year 11 students were enrolled in at least one Certificate II course. Year 10 students selected one of their courses from the Senior School WACE/VET program to support WACE achievement.</p> <p>The school continues to develop VET courses by facilitating access to school based VET courses, external VET courses and School Based Traineeships. Staff delivering VET courses accessed Professional Learning to ensure their currency to deliver VET courses. 6 students were involved in external VET courses including Certificate II and III in Health Assisting, Certificate II in Automotive and Certificate II in Building and Construction. Our partnership with Georgiou has seen 6 students successfully complete the Certificate II in Civil Training.</p> <p>Workplace Learning (WL) continues to provide students with opportunities to develop their employability skills through targeted work placements in either their Certificate area or area of interest. Engagement in School Based Traineeships has continued to grow with 18 students working towards a Certificate II through work based activities during 2016. 60% of Year 12 students engaged in either a School Based Traineeship or Aboriginal School Based Traineeship completed a Certificate II pathway in industry areas including Retail and Make Up, Government, Hospitality, Hairdressing, Building and Construction, Automotive and Business.</p>	255	46

<p>The UPC course provides an alternative entry pathway to university. There were 12 students engaged in the University Preparation Course during 2016 with 10 students successfully completing the course facilitating their entry into Edith Cowan University in 2016.</p> <p>A challenge faced by Senior School staff was the disengagement of some students resulting in non-attendance to certain classes or disengagement from school. A model whereby a Year 11/12 Form, Mathematics, English group was implemented in 2016. The aim of this initiative was to provide a more student centred learning model that addressed student engagement and attendance. This model was significantly successful in maintaining participation in formal schooling and in achieving much higher attainment levels for Aboriginal students. One Aboriginal student gained entry to ECU as a result and a second is repeating Year 12 to ensure he graduates at a higher level.</p>		
<p>YOUNG PARENTS PROGRAM</p> <p>The Balga Senior High School Young Parents Program's main aim is to encourage teenage parents (aged under 19 years) to complete their secondary education. This program is available to all teenage parents in metro WA. Some students travel from as far as Armadale to attend the program. This program is unique in that it has an accredited Childcare Centre on the school campus and offers students support in life skills and positive parenting. The Childcare Centre on the school campus enables the teen parents to access the Childcare Centre throughout the school day to breast feed and form long and lasting attachments with their baby.</p> <p>Collaborative Action Plans and Individual Education Plans provide flexibility to ensure students are able to access levels of flexible study appropriate to the individual needs and aspirations of each parent.</p> <p>In 2016 the centre catered for 18 young parents.</p> <p>The YPP students attended and spoke at a the annual symposium for training doctors at Notre Dame University.</p>	15	3

8. STUDENT ACHIEVEMENT

A. YEAR 12 ACHIEVEMENT

A significant effort in growing our level of attainment has resulted in significant improvement of Certificate Attainment Rate for year 12 students developing from 16% in 2014 to 56% in 2015 to 98% in 2016. This placed the school on track to meet the WACE graduation target of 75% in 2016. However, whilst 83% of our Year 12 students met the course requirements to achieve WACE graduation, this was not achieved due to the added requirement of passing OLNA. As a result, only 36% of our Year 12 students achieved WACE graduation

WACE Achievement

	Eligible Year 12 Students	Percentage achieving WACE
2014	31	81%
2015	50	78%
2016	44	36%

Participation in Vocational Education and Training (VET) courses continued to grow with a 100% participation rate in VET programs delivered both through the school and external agencies. During 2016 we saw a 42% increase (82% in last 2 years) in the completion of VET certificate courses which reflects the positive growth in this area, supporting the achievement of the new WACE requirements in 2016.

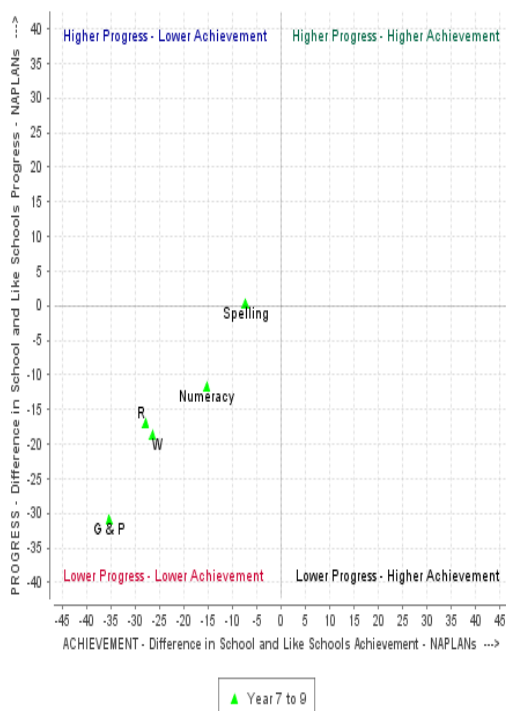
VET Participation and Achievement

	Eligible Year 12 Students	VET - No of students		VET - No of students completing a Cert II or higher	
2013	55	44	80%	13	24%
2014	31	29	94%	5	16%
2015	50	48	96%	28	56%
2016	60	60	100%	59	98%

YEAR 7- 9 ACHIEVEMENT PROGRESS AND NAPLAN

Student Progress and Achievement Compared with Like Schools

NAPLAN (2013 to 2015)



Student Progress and Achievement Compared with Like Schools

NAPLAN (2014 to 2016)

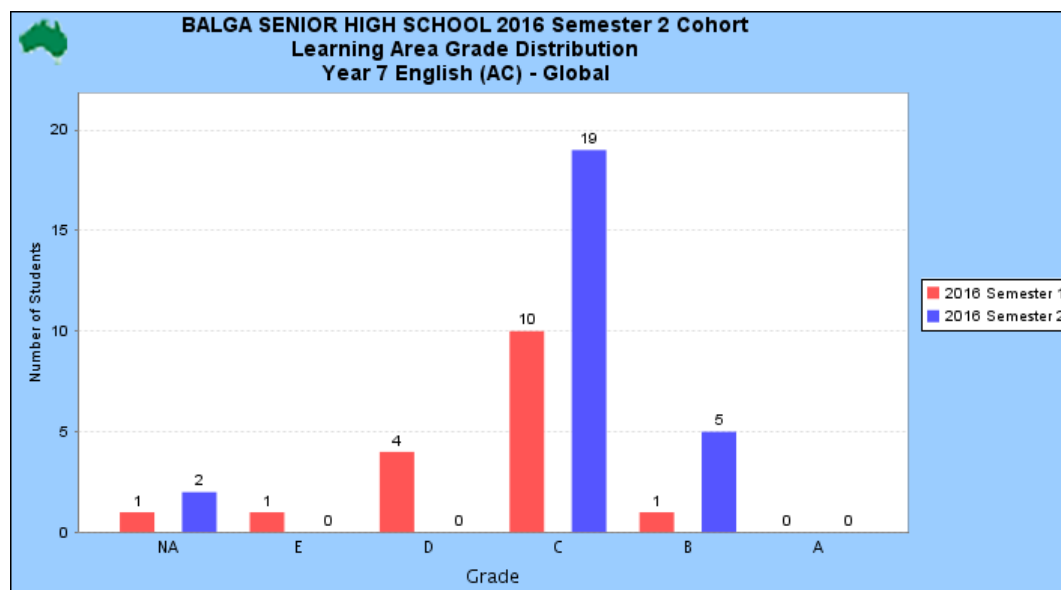


The 2013-15 and 2014-16 Progress and Achievement with like schools shown above shows significant progress in Grammar and Punctuation, Numeracy, Reading and some progress in Writing. However the significant decline in Spelling is of concern and will be a focus for 2017.

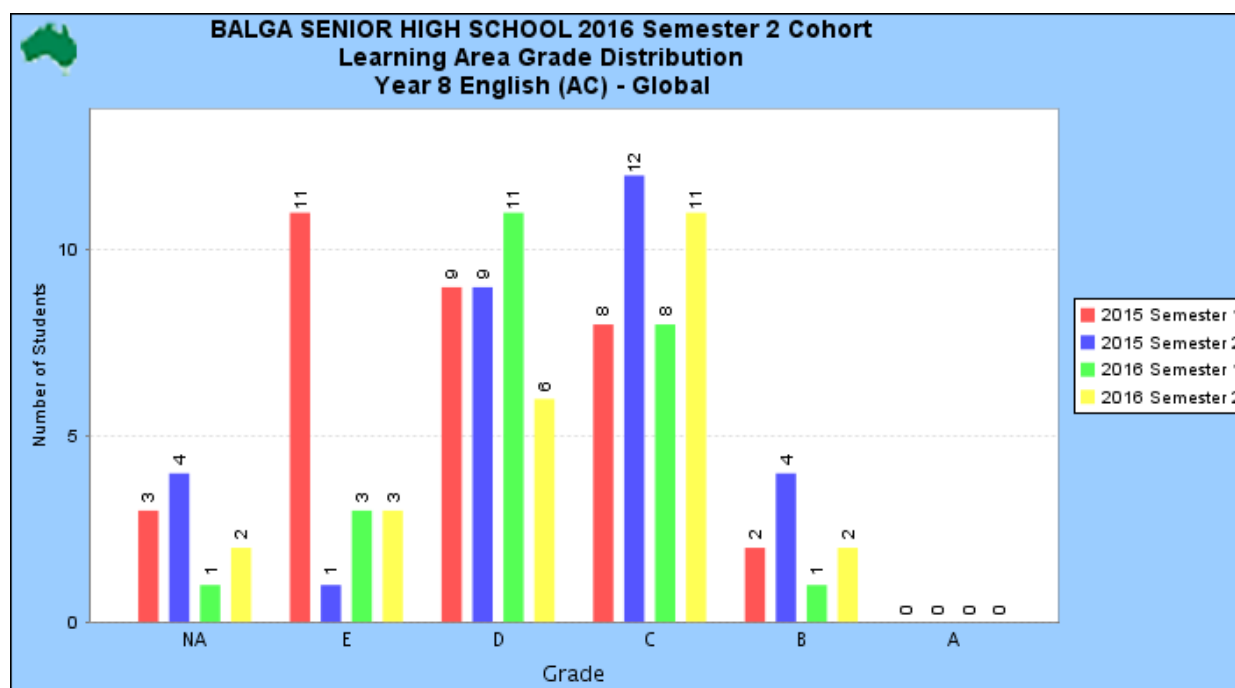
Achievement Grade Distributions

The Grade Distributions reflect progress and yet in Year 8 and 9 also show significant downgrade between Semester 1 and Semester 2 between D and E grade. On further exploration, the numbers are less in English as a decision was made to use the ESL Progress Maps for students at a D or less and these results do not appear in this graph. Also a number of students had a reduction in attendance of a significant number of students (D in Sem 1, E in Sem 2) from enrolment of Limited Schooling migrant students into the mainstream receiving their first grading in Mathematics.

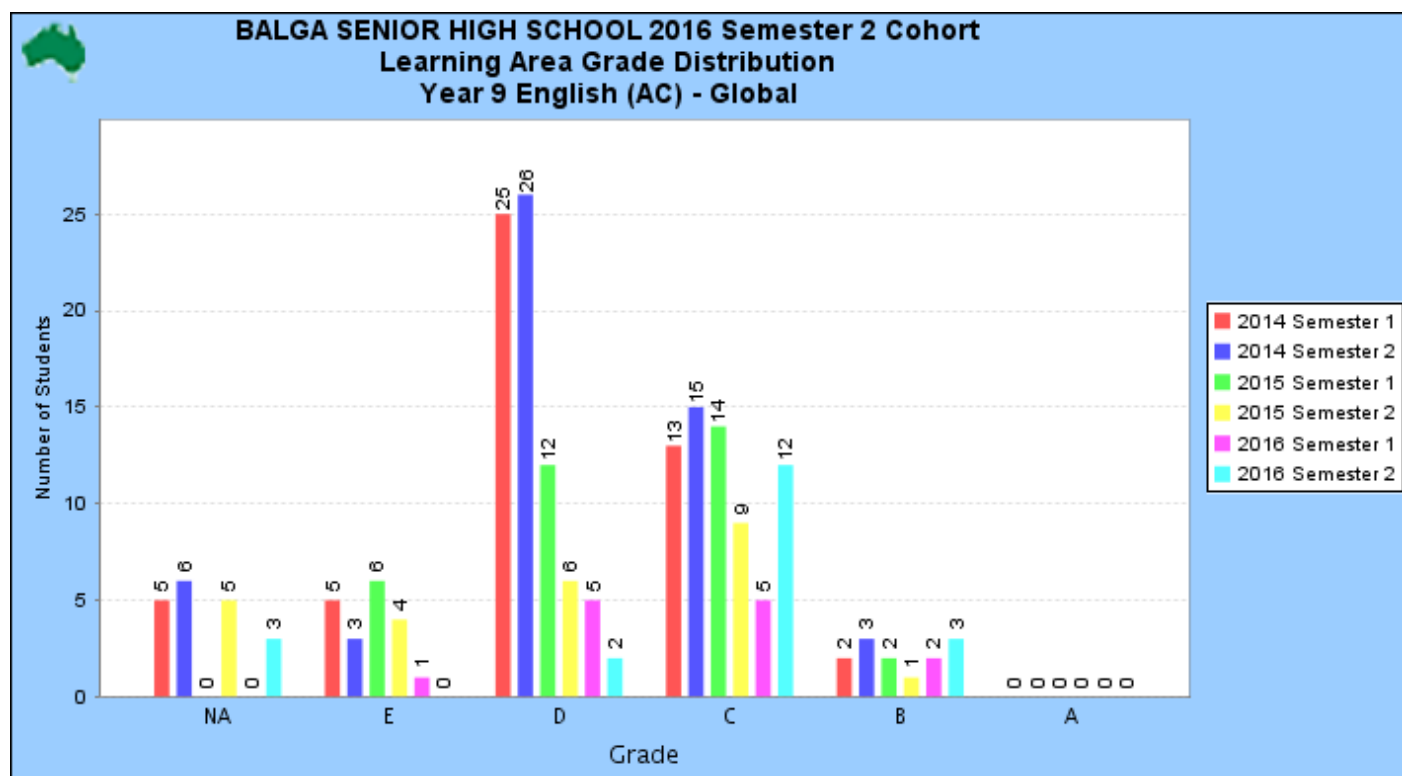
English Year 7



Year 8

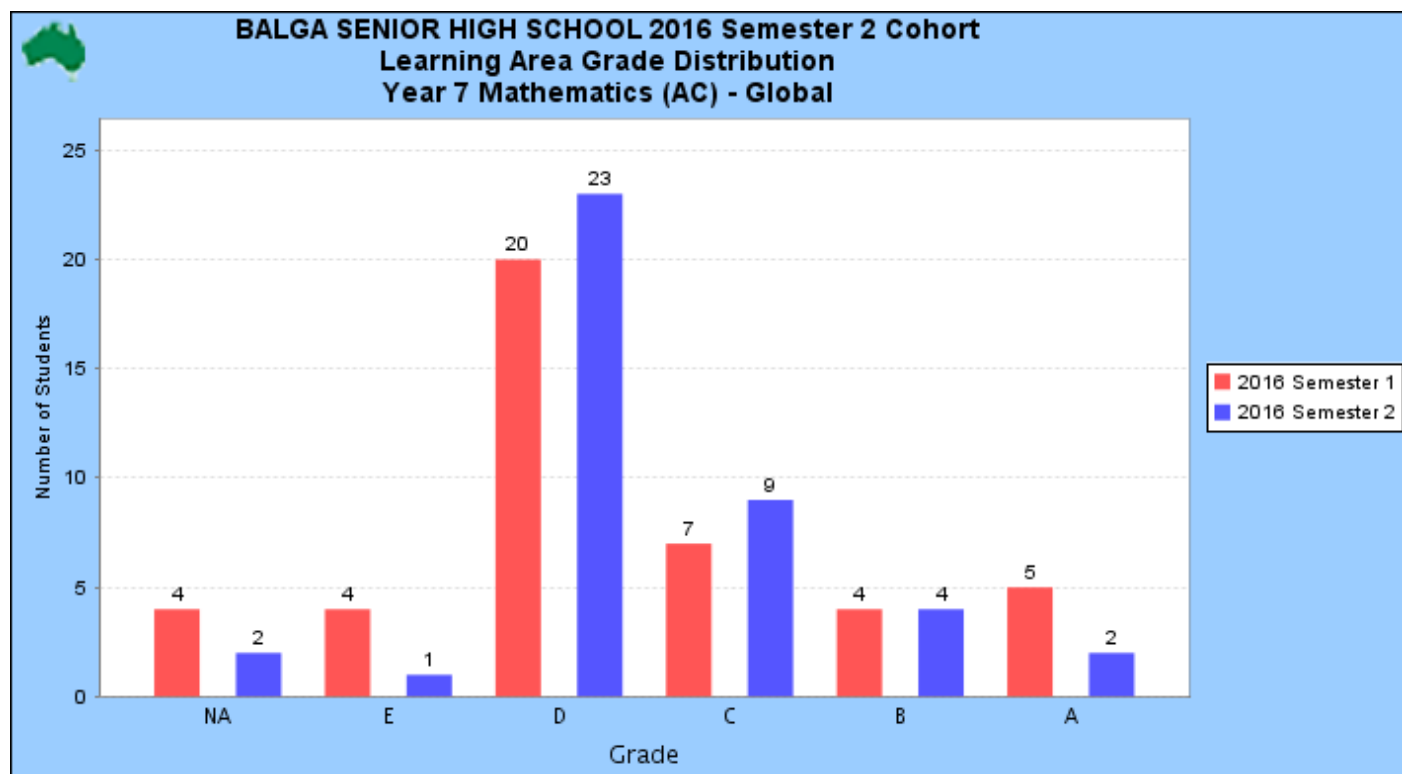


Year 9

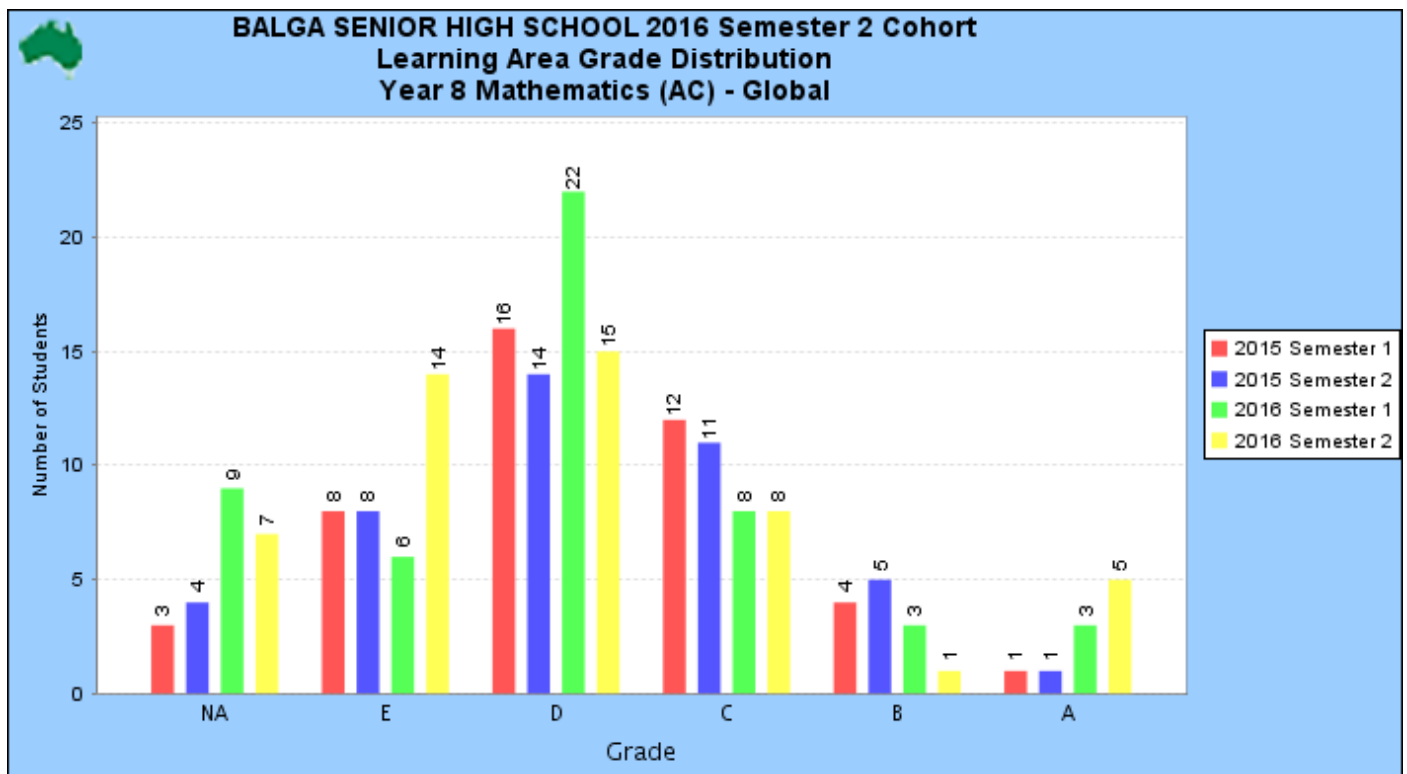


Mathematics

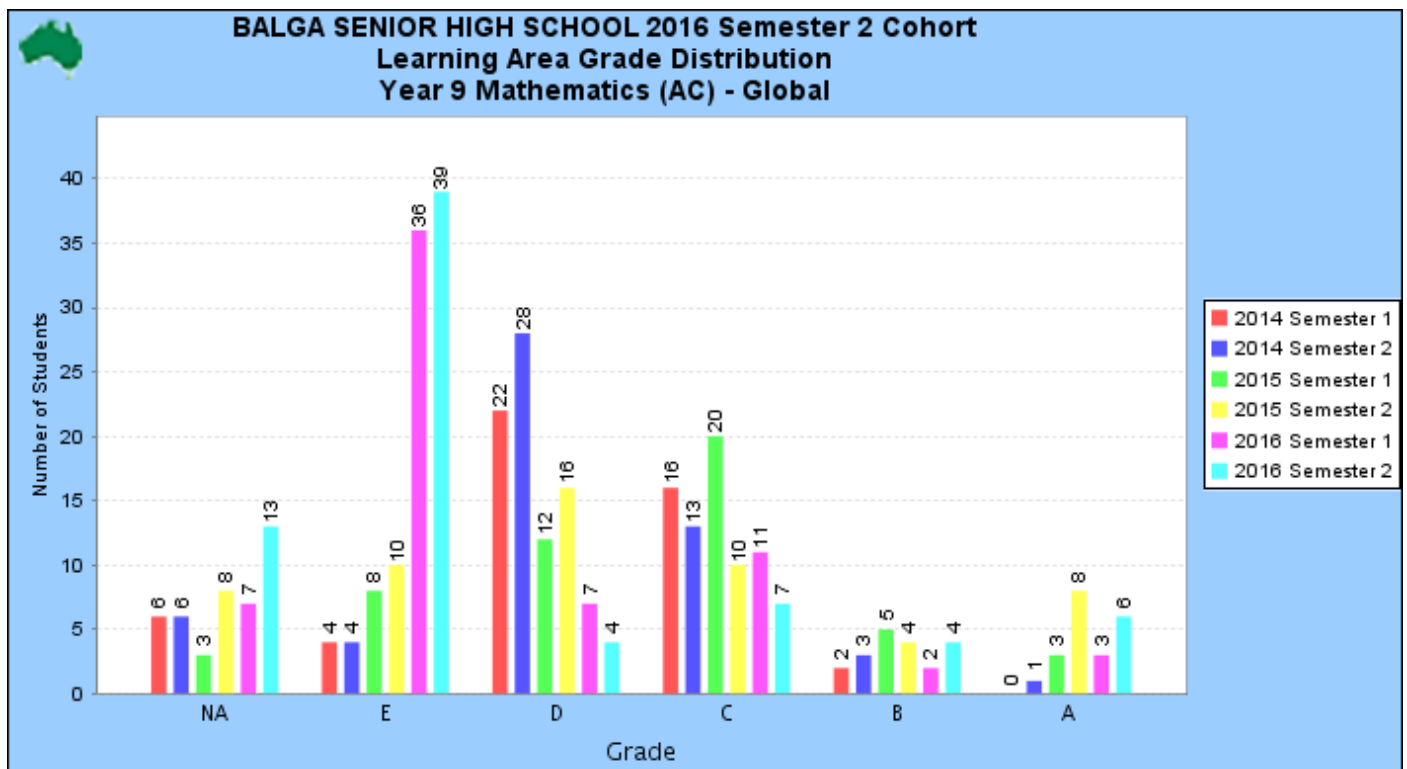
Year 7



Year 8



Year 9



B. OLNA

Significant work over 24 months has only achieved levels of improvement where it is expected the 75% Graduation target requiring a pass on OLNA tests will be achieved by end of Year 12.

A score of 2 in the tables and graphs below indicates they are likely to meet the OLNA standard by the end of Year 12 whereas a score of 1, it is highly unlikely they would meet the standard in the timeframe available.

These results below show only 36% passed all three OLNA tests meaning that a maximum of 36% of students will achieve a WACE. Our strategic target is 75%.

Significantly but not unexpectedly, 73 % of the year 12 cohort were from a CALD background and only 19% of this group passed OLNA, 54% have not achieved passes in all 3 assessments. 45% of the cohort entered Balga SHS from a Limited Schooling background and only 8% of the cohort in this category achieved a pass in OLNA, 37% did not.

In analysing the data below, the significance number on 2s after 2 tests and then only 20% movement after 4 tests needs further exploration. Despite holiday sessions being run in Summer Holidays, Term 1 and Term 2 holidays, afternoons after school the result achieved on OLNA. Further work in analysing each students journey to work out what intense work, interventions, whole school development needs to be implemented is in progress.

Looking at the data below we believe more work needs to be done with Reading. We have had a successful Writing intervention program and responding to OLNA in writing about ones experiences and feelings is possible. With Reading, if you are trying to read and interpret about experiences you have never met with, it is harder. In Numeracy also Reading is so important to interpreting the requirement.

Yr 12 - 2016	Reading	Writing	Numeracy	ALL 3	1 OR 2
Percentage passed or on 2s following 2nd Test	65	79	67		
Percentage passed after 2 tests	32	29	20	16	21
Percentage passed after 4 tests	51	49	40	31	30
Percentage passed after 5 tests	56	56	46	36	41

Yr 11 -2016	Reading	Writing	Numeracy		
Percentage passed or on 2s following 2nd Test	45	57	52		
Percentage Passed after 2 Tests	24	27	27		
Percentage Passed after 4 Tests	47	49	40	30	33

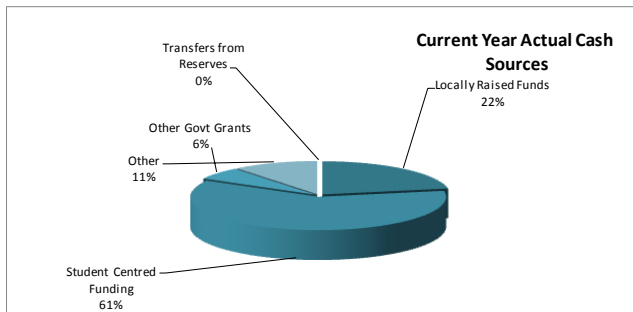
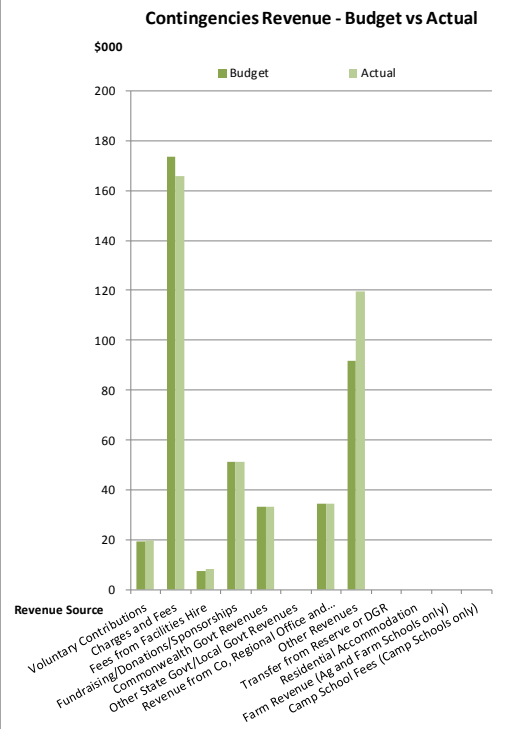
Yr 10 - 2016	Reading	Writing	Numeracy		
Percentage passed or on 2s following 2nd Test	63	72	72		
Percentage Passed after 2 Tests	25	24	32	12	27

Insert your School
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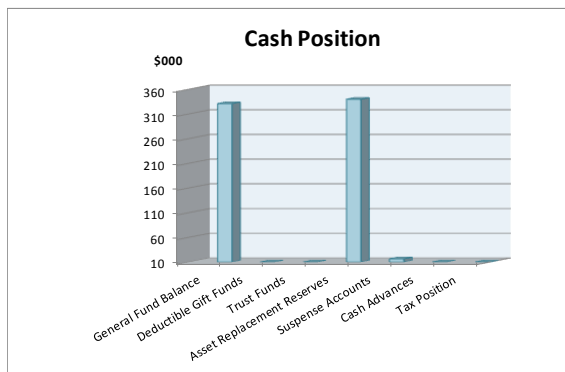
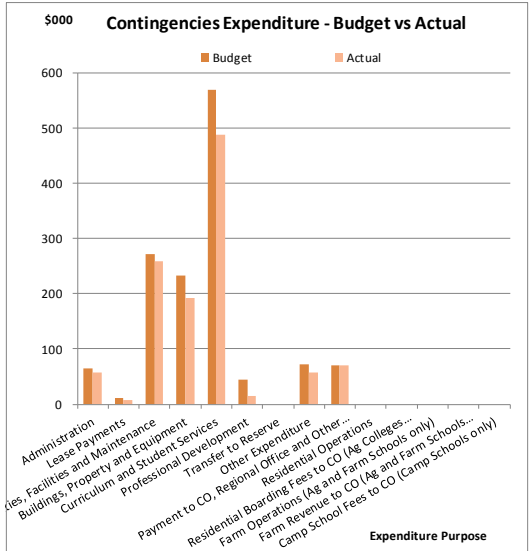
Balga Senior High School

Financial Summary as at 30 December 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 19,510.00	\$ 19,644.70
2	Charges and Fees	\$ 173,554.92	\$ 165,750.63
3	Fees from Facilities Hire	\$ 7,627.00	\$ 8,172.74
4	Fundraising/Donations/Sponsorships	\$ 51,261.24	\$ 51,292.06
5	Commonwealth Govt Revenues	\$ 33,200.00	\$ 33,200.00
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 34,660.00	\$ 34,660.11
8	Other Revenues	\$ 91,548.36	\$ 119,625.93
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 411,361.52	\$ 432,346.17
	Opening Balance	\$ 367,572.28	\$ 367,572.28
	Student Centred Funding	\$ 674,444.80	\$ 674,444.62
	Total Cash Funds Available	\$ 1,453,378.60	\$ 1,474,363.07
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,453,378.60	\$ 1,474,363.07



	Expenditure	Budget	Actual
1	Administration	\$ 63,801.17	\$ 56,618.54
2	Lease Payments	\$ 10,155.00	\$ 7,034.75
3	Utilities, Facilities and Maintenance	\$ 270,723.00	\$ 258,554.88
4	Buildings, Property and Equipment	\$ 233,093.00	\$ 192,235.19
5	Curriculum and Student Services	\$ 569,453.55	\$ 486,976.21
6	Professional Development	\$ 44,258.53	\$ 14,666.87
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 71,082.06	\$ 57,114.52
9	Payment to CO, Regional Office and Other Schools	\$ 70,250.00	\$ 70,250.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 1,332,816.31	\$ 1,143,450.96
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,332,816.31	\$ 1,143,450.96
	Cash Budget Variance	\$ 120,562.29	



Cash Position as at:	
Bank Balance	\$ 676,548.84
Made up of:	\$ -
1 General Fund Balance	\$ 330,912.11
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 339,630.16
5 Suspense Accounts	\$ 16,439.49
6 Cash Advances	\$ 1,000.00
7 Tax Position	\$ 9,432.92
Total Bank Balance	\$ 676,548.84

