



BALGA SENIOR HIGH SCHOOL

2017 ANNUAL REPORT



RETIRING PRINCIPAL

MR GEOFF HARRIS



It is with a huge amount of satisfaction that I reflect on Balga Senior High School today as a modern, global school implementing teaching and learning programs and techniques to prepare students for the future. These 21st Century skills match the learning needs and styles of students today and prepare them for tomorrow.

Our diverse student enrolment including: first nation Aboriginal students, migrant students from over 40 countries, students with disability and/or previous limited schooling opportunity creates a fantastic profile for learning from each other and truly celebrating our journeys and culture's together.

Our staff, students and extensive external partnerships have collectively contributed to researching and designing effective learning for today and tomorrow. Visitors to the school (and we encourage you to visit) will observe collaborative learning. This includes using the modern technologies of industry standards, explicit teaching and direct instruction programs. These strategies engage Multiple Intelligence styles, classrooms which are setup and use Instructional Code Switching techniques and a school timetable/learning program structure which supports student ownership, identity and relationship building.

Of immense pride to the school has been the sustainability of many external partnerships with Corporate, Business, Not for Profit, Government, Service Clubs and Community Organisations with the main goal of giving our students further opportunity and experiences; but are also partnerships of mutual benefit. The example of our Balga designed Business Interest Model allowing students and staff to revel in an area of their passion, connect to Business and Community

entities and take their business to the community is a great demonstration of the way schools should be approaching learning opportunities for the future. The contribution of our partners is fantastic and is recognised as a major factor in our school having the success it does today.

Schools which are running well attract passionate and capable staff who collectively design and drive further advancements to teaching and learning. This, in turn, attracts further capable staff. This has been our fortunate experience at Balga SHS and our retention rate of teachers and growth in leadership aspiration is high making the Principal's role a very enjoyable one.

Our students and community are happy in our school environment making going to work each day a pleasure for our staff. The development of our community has occurred in several areas. The creation of Wadjak Northside Aboriginal Community by our Aboriginal parents is a major achievement and benefit for our Aboriginal community and the community at large. This endeavour supports the learning and sharing of knowledge and experience of our Aboriginal culture. Several of our migrant communities use our school on the weekends for further learning opportunities and church groups.

Sustaining and attracting a strong School Board has been a major advantage and benefit for the school. Board member contributions have not only provided valuable guidance to our Corporate Governance and School Planning, but also many connections to existing and future partnerships.

Whilst the bulk of this report has been positive, our facility needs some urgent input to bring it up to standard and I would recommend this be a high priority of our Education Department - it will be a valuable investment. To highlight this, I reflect on a question to a Year 11 student in 2015 during our official school review: "What do you think of your buildings, they are pretty run down?". To which the student replied "It's not about the buildings, it's what happens in the classroom".

In closing after 11 years, the best 11 years of my career, I am confident Balga SHS is in very good hands going forward. A high quality staff and school board, happy students, a very supportive community and very interested and sustained community partnerships will inform educators across the nation of successful practice in modern, global and inclusive learning.

Thank you to my wife Judi and family for your incredible support. Thank you all for the wonderful journey.

INTRODUCTION

Our Strategic Intent for 2016 – 2018

Producing well rounded citizens through increased student engagement in an inclusive, positive and modern environment that supports learning.

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 encourages students to 'Choose your Pathway, Choose your Future' and to be guided by our motto 'Strength in Unity'.

Our main focus is student engagement and wellbeing so that all our students feel motivated and valued at all times. The continuous building of a "learning culture" through successful relationships between staff, students and their caregivers is central to Balga Senior High School's working philosophy. This is underpinned by our core values of Respect, Responsibility, Care and Learning, which are fundamental to our practices.

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 School Vision

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.

Our School Purpose

"The Whole School for the Whole Student" signifies our approach in achieving our purpose:

- To improve the long-term personal and social outcomes for students, their families and community by providing a structured and caring environment.
- To maximise educational achievement for all students by providing supported, accelerated, and academically rigorous curriculum opportunities.
- To develop young people to a level and capacity where they can become productive, healthy and happy Australian citizens regardless of their educational history on enrolment.

Our School Values

We focus on developing the whole student. We address the physical and mental wellbeing of our student's through a Positive Behaviours approach. Our positive behaviours of **Respect**, **Safety**, **Responsibility** and **Learning** are key to optimising the learning journey for students.



NOTABLE EVENTS AND ACHIEVEMENTS



Year 12 Graduation 2017 Award Winners

Vanshini Ghumundee	English North Metro Education Regional Medal of Excellence
Madiha Ibrahim	Mathematics Career and Enterprise
Jack McClure	Workplace Learning
Doh Nay Taw Mya Tun	Visual Arts -
James Dirrssa	Drama
Rolan Mae Thang Pawl	Building and Construction
Bailey Losik	Certificate II in Hospitality
Iang Doi Sung	Certificate II in Information and Digital Technology
Gislaine Sefu	Certificate II in Community Services Childcare
Milena Albufera	Young Parents Program Award
Reine Kisesa Ali	Sporting Achievement Award Caltex All Rounder Medal
Daniel Lee	Learning Support Award
Jake Lawrence	Indigenous Award
Apajok Malek	The Australian Super Award for VET

Mekedes Kebede

ADF Long Tan Leadership
and Teamwork Award
Citizenship Award
Bob Farrell Scholarship
Award

Leng Ma Min Tun
Ubah Idle Abdi

Curriculum Achievements

University Enrolments 2018

Halima Noor - Bachelor of Business and Tourism
Ubah idle Abdi - Bachelor of Science (Nursing)
Chantal Mugisha - Bachelor of Business and
Commerce
Asung Tamom - Bachelor of Education

Australian Mathematics Competition

15 Students across years 7 to 11 participated in this
competition.
Clyde Zhixu Wen (Year 11) Distinction
Dana Makrous (Year 10) Credit
Arad Khalili (Year 10) Credit

ASPIRE Advocates for 2017

Matrony Machiek (Year 11)

Trey Yarran (Year 11)
Schace Riley (Year 10)
Makayla White (Year 9)
Malidji Ryder (Year 9)

Sporting Achievements

Tyreece Bynder was selected to play for the State
Indigenous AFL Team

Nikiyah Butler-Olofson and Tei-Hahn Ryder were
selected to play in Girls Kick Start Program

The **Junior Girls Soccer Team** won the 2017
Champion Schools Shield

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Champion Schools Shield

ENHANCING STUDENT LEARNING



the West Australian Football Commission

Cultural Achievements

Youth On Health Drama Festival

Balga SHS entered both a junior and senior team into this competition. The Senior School Team won the Statewide competition and are the current State Champions.



Constitution Centre excursions for students in Years 7-10

Career Fast Track program for all Year 12 students

Keys For Life

Film Club

Tech Club CAD Design/Robotics

Interact for selected IEC students

Homework Hut for IEC students

ITrack

Work Place Learning

Year 10 Work Experience

Cultural

Volunteer Program

During 2017 students at Balga SHS were fortunate to have a number of volunteers working across the school to support students academically, socially and pastorally.

31 **IGNITE** volunteers from the University of Western Australia conducted workshops for students across the Middle School and IEC in positive social interactions and confidence building skills.

6 **Mercy Connect** and 2 **Ed Connect** volunteers worked with students in all areas of the school supporting them in their academic achievement in either a group or one-on-one setting.

The daily **Breakfast Club** was conducted by 22 volunteers from a range of organisations. This was administered by the Chaplain Tom Hawkes.

Academic

ASPIRE UWA programs

Careers Expo's

King and Wood Mallesons ran workshops for Year 10 students on legal issues that may affect young people.

Honey Spot by Jack Davis was sponsored by Edith Cowan University. Drama students performed a Nyungyar drama production to community groups across the South West (Nyungyar Country). The tour was continued to Primary schools throughout Bunbury and Australind followed by performances in local primary schools in the Balga area.

AIME workshops and Mentoring for Aboriginal Students

Learning Support students presented the Welcome to Country at the Abilities Expo

Creative Arts "SongRoom" program for IEC students

Muralbooka Project for IEC students

Service

Police Rangers

ANZAC Day Assembly

Sporting

AFL clinic conducted by Zac Clarke, Josh Deluca, Harley Bennell and Brady Grey

AFL Beach Training Program

Nic Natanui Academy - 5 Week Program

WAFC AFL Clinics for IEC students

Guilderton AFL Team Building Excursion
 West Coast Eagles Next Generation Academy
 WACA Clinic
 SSWA Northern Conference Basketball competition
 Boys Junior and Senior School AFL competitions
 Girls School AFL competition
 SSWA Athletics Carnival at State Athletics Stadium

NAIDOC Netball Carnival
 NNEI Integrated Sports Day for students with disabilities
 Badminton

Citizenship

School Drug and Road Awareness workshops for students and parents
 RAC Back Seat Driver and Buying a Car workshops
 PARTY Program run in conjunction with the Road Safety Commission and Royal Perth Hospital
 The Electoral Commission ran the voting process for 2018 student Leaders
 Driving Program

Camps

AFL Camp to Merredin and Bruce Rock
 AFL Camp to Kalgoorlie

Learning Support Camp jointly funded by Balga SHS and The Independent Living Centre
 Girls Academy Bibbulmun Track overnight hiking camp and the Shining Bright Sorry Day Overnight Camp



SCHOOL DEMOGRAPHICS

Our student cohort reflects a culturally diverse population with over 52 cultural groups represented in the school. 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 arriving at the school or in Australia. The school is also a school of choice for the Department of Communities – Child Protection and Family Support (CPFS). The great majority of students (over 80%) have had, and may continue to have, periods of discontinuity, disconnection or disruption to their schooling. The nature of the student cohort impacts directly on all aspects of the school and requires a flexible approach in responding to variations in student need. The Balga SHS team works hard to accommodate the varied learning styles of students and works proactively with students to minimise the effects of discontinuity and disruption in learning.

Student Demographics

Migrant	Aboriginal	Non Aboriginal	Students with a recognised disability
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2016	57%	23%	18%	5%
2017	55%	23%	22%	5%



Harmony Day

Harmony Day is much anticipated day in the school calendar where the continuing message is 'Everyone Belongs' and a celebration of cultural diversity. Harmony Day is about community participation, respect and a sense of belonging for everyone - celebrating the 50 cultures that make Balga SHS a great and safe place to learn. The school celebrated with an assembly that included a Film, Drama and Music productions. The guest speaker was Miss Tracy Vo from the Channel Nine morning show whose talk was motivational and heart felt. The cultural luncheon was a huge success and included Indian, Indonesian, North American, and Italian and Aboriginal food. Students concluded the day by participating in a variety of cultural clubs and activities.

SCHOOL PROGRAMS

Balga SHS is able to cater for students' varying needs in a diverse range of programs, providing extensive opportunity and support for individual students to advance their achievement.

The Intensive English Centre (IEC) provides migrant and refugee students with the knowledge and skills required to integrate successfully into Australian mainstream education. Many students come from Limited Schooling Backgrounds and the IEC has a central role in assisting students to acquire basic English.



SCHOOL PROGRAMS CONTINUED

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. 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.



The Middle School Program is recognised for its incredibly diverse student body. The program supports a flexible and caring approach to meet the students' social, emotional and academic needs. This 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.



The Senior School provides a range of pathways to ensure that all students have choice and opportunity for success. A Year 11 and 12 ATAR Pathway is offered with students able to complete English, Mathematics, Integrated Science, Career and Enterprise and Drama at an ATAR level. Senior School students are able to supplement the ATAR courses studied at Balga SHS with courses provided through the NNEI to facilitate full ATAR completion. A university pathway is further supported by the University Preparation Course delivered in partnership with Edith Cowan University. A General WACE pathway includes a range of course options including a number of VET Certificate courses, Workplace Learning and School Based Traineeships. Foundation pathways are offered to students who have not yet passed OLNA. Partnerships with the NNEI, Training Providers and a wide range of employers enable our students to access a broad range of industry options based on need.



The aim of the **Young Parents Program** 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. The 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. 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. In 2017 we had a Young Parent complete her WACE whilst pregnant with her second child which is a great achievement for her.



PARTICIPATION, ATTENDANCE AND ENROLMENT

Transiency Rate

The high transiency rate of 41.8% which has continued to increase since 2014, continues to pose challenges for the school and impacts on attendance and engagement figures. Strategies such as Instructional Code Switching, The Business Model and alternative classroom models have been successful in engaging students with learning and facilitating positive outcomes for students.

Enrolment Growth

Student numbers continued to grow with a net 40 (7%) additional students during 2017 with enrolments continuing throughout the school year in line with the targets identified in the 2016-2018 Business Plan.

Year 7 Enrolments

The Year 7 recruitment strategy continued throughout 2017 with 70 students enrolling into Year 7 for 2018 with the majority of students enrolling from Dianella Primary College (10), Warriapendi Primary School (10), Koondoola Primary School (9), North Balga Primary School (9) and Balga Primary School (7). Enrolments into Year 7 dropped slightly from 2016 and the recruitment and marketing strategy in Primary Schools will continue to be expanded during 2018 in line with the Balga SHS Business Plan 2015 – 2018 to build enrolments from within our local intake area.

Attendance Rates

Student attendance continues to be a major priority including assisting students and parents in understanding the needs of education and the need for consistently high attendance. Significant transport support is offered to families to assist students travelling to and from school and also other events such as after school activities and Work Place Learning. Attendance rates for Non-Aboriginal students have remained relatively constant with Aboriginal student attendance decreasing due to local issues during 2017. This has resulted in Balga SHS implementing further engagement strategies for 2018 to address this area of attendance.

Student Transiency Rates

Student Transiency	
2017	41.8%
2016	45.1%
2015	32.3%
2014	39.5%
2013	46.0%

Enrolment Growth – Semester 2 Student Numbers

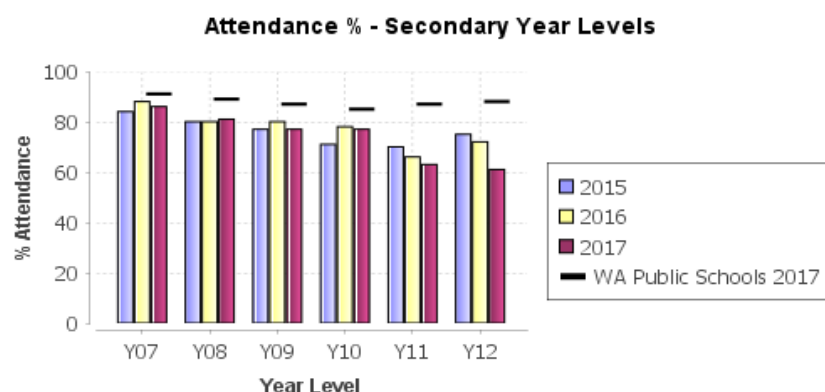
	2013	2014	2015	2016	2017
MS	277	313	358	373	378
SS	156	151	160	152	158
Tot	433	464	518	525	536

MS = Middle School, Years 7 to 10
SS = Senior School, Years 11 and 12

Attendance Rates

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public School	School	Like Schools	WA Public Schools
2015	83.9%	83.6%	89.7%	50.5%	58.1%	68%	75.3%	72.4%	87.9%
2016	84.4%	85.8%	89.5%	54%	59.1%	67.4%	77%	74.5%	87.7%
2017	84.4%	86.4%	89.7%	44.8%	56.3%	66.6%	73.9%	74.2%	87.8%

Attendance rates within the Year 7 and 8 cohorts have reflected growth over three years indicating the success of the transition programs in place at the school. Year 10 attendance has remained consistent over 2017.



The number of students attending school regularly has remained relatively constant and is higher than that of like schools. The ICSEA rate of 840 (10) and the high transiency rate of 48.1% (9) are reflected in the high level of students in the severe level of risk for attendance. The number of students in this category has increased since 2016 but is still below that of like schools. Over 2017 the number of students who have moved from moderate risk to indicated risk has shown a pleasing decline putting Balga SHS ahead of like schools and reflecting the significant work undertaken to engage students in their learning.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2015	46.6%	14.7%	15.1%	23.4%
2016	48.6%	12.2%	15.6%	23.4%
2017	43.4%	17.4%	12.3%	26.9%
Like Schools 2017	39.4%	18.4%	15.7%	26.5%
WA Public Schools	62.0%	20.0%	11.0%	7.0%

Unfortunately regular attendance for Aboriginal students has declined sharply while the number of students at indicated, moderate and severe risk from non-attendance has increased by a similar percentage. A number of significant events within the community during 2017 impacted heavily on student attendance. A consistent and collaborative approach by the school, community and government agencies has had a restorative effect and we anticipate that these figures will realign themselves in 2018.

	Attendance Category Aboriginal			
	Regular	At Risk		
		Indicated	Moderate	Severe
2015	10.7%	10.7%	24.1%	54.3%
2016	13.0%	10.4%	24.1%	52.2%
2017	4.7%	12.8%	19.2%	63.4%
Like Schools 2017	22.7%	17.6%	20.9%	38.8%
WA Public Schools	26.0%	19.0%	21.0%	34.0%

Retention and Progression Rates

Student transiency of 41.8% is again reflected in the Retention and Progression rates of students. Retention rates for year 10-11 students and 11-12 students indicates a level of stability in the number of students choosing to complete the upper secondary studies at Balga SHS.

Apparent retention and progression rates (%) – secondary

	Years 8-10	Years 8-12	Years 10-12	Years 10-11	Years 11-12
2014	227%	163%	119%	91%	80%
2015	145%	106%	68%	66%	75%
2016	171%	110%	49%	78%	73%

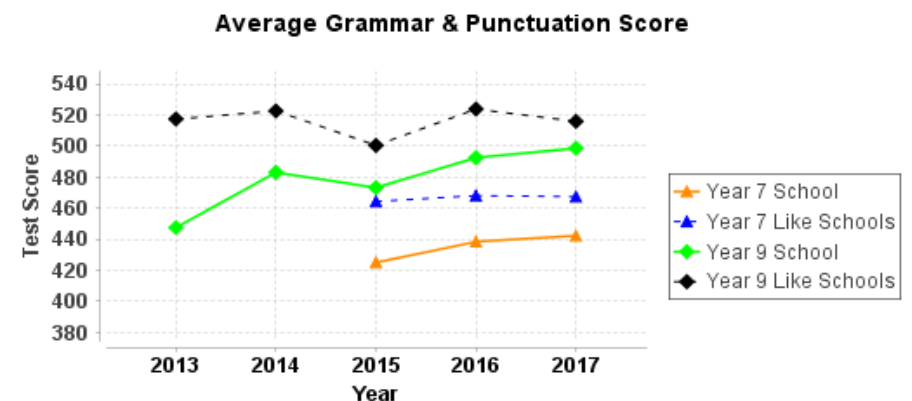
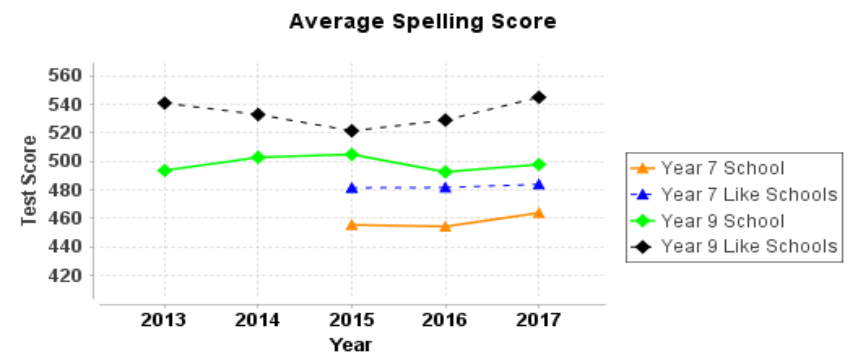
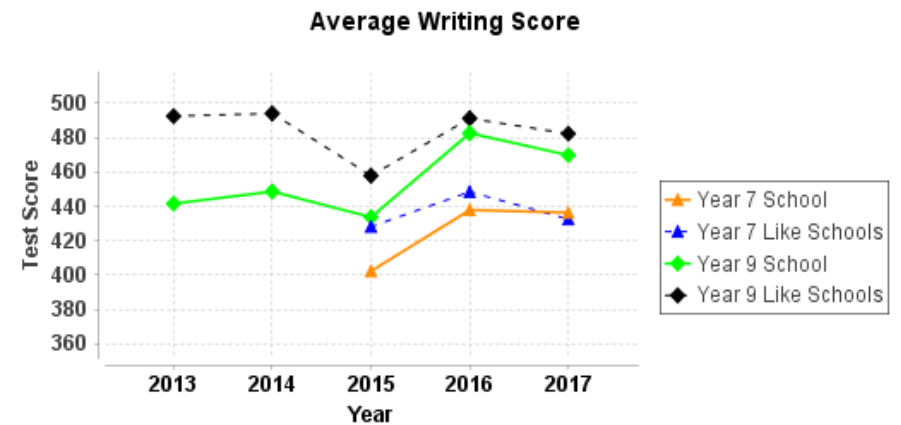
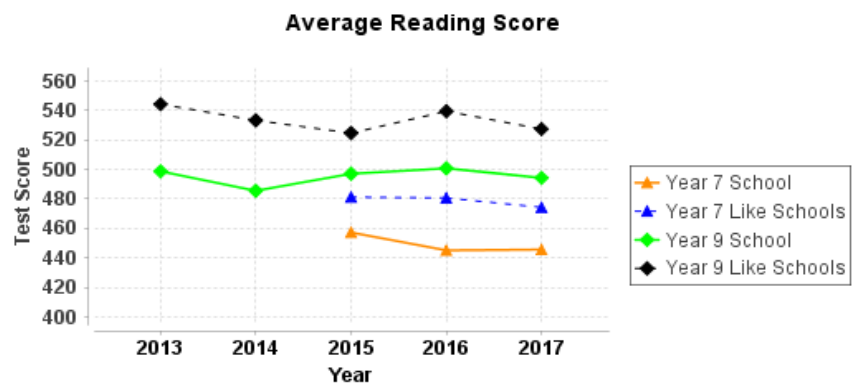
LITERACY

NAPLAN Literacy data reflects that on average one third of students participating in the literacy based tests are achieving below the National Standard. Whilst students at Balga SHS remain below the range of like schools, it is pleasing to see the upward trend in average achievement over all domains. A Whole School Reading strategy remains an area of focus for the school moving into 2018.

GENERAL OVERVIEW OF LITERACY ACHIEVEMENT IN 2017 NAPLAN

Literacy Strand	Below National Standard	At National Minimum Standard	Above National Standard
YEAR 7			
Reading	19 (41%)	15 (33%)	12 (26%)
Writing	20 (43%)	11 (23%)	16 (34%)
Spelling	13 (28%)	10 (21%)	24 (51%)
Punctuation and Grammar	18 (38%)	13 (28%)	16 (34%)
YEAR 9			
Reading	13 (20%)	30 (45%)	23 (35%)
Writing	33 (51%)	14 (21%)	18 (28%)
Spelling	21 (32%)	24 (36%)	21 (32%)
Punctuation and Grammar	28 (43%)	16 (24%)	22 (33%)

LONGITUDINAL LITERACY ACHIEVEMENT 2013 – 2017



Significant progress has been made by students in improving their literacy scores. Of the 92 students currently enrolled, 39 students have attended Balga SHS for both NAPLAN tests in Year 7 and 9. Student progress for these students is noteworthy with improvements being made as follows:

READING

- 12 students out of 39 made High to Very High progress;
- 13 students out of 39 made Moderate progress;
- 14 students out of 39 made Low or Very Low progress.

WRITING

- 16 students out of 38 made High to Very High progress;
- 13 students out of 38 made Moderate progress;
- 9 students out of 38 made Very Low progress.

NAPLAN BAND EIGHT AND ABOVE

- 7 students out of 65 students who sat their Year 9 Writing NAPLAN do not have to sit the Writing OLNA
- 4 students out of 66 students who sat their Year 9 Reading NAPLAN do not have to sit the Reading OLNA

Student improvement was distributed across all academic streams across the middle school. This indicates that student-teacher relationships are playing a significant role in student progression. This is extremely positive as current research in education indicates that teachers make up 30% of the difference of student progression (Hattie, 2016). A focus on this improvement will drive a review in 2018 regarding those aspects of literacy development that is being done well and generating strategies that will enhance current practice.

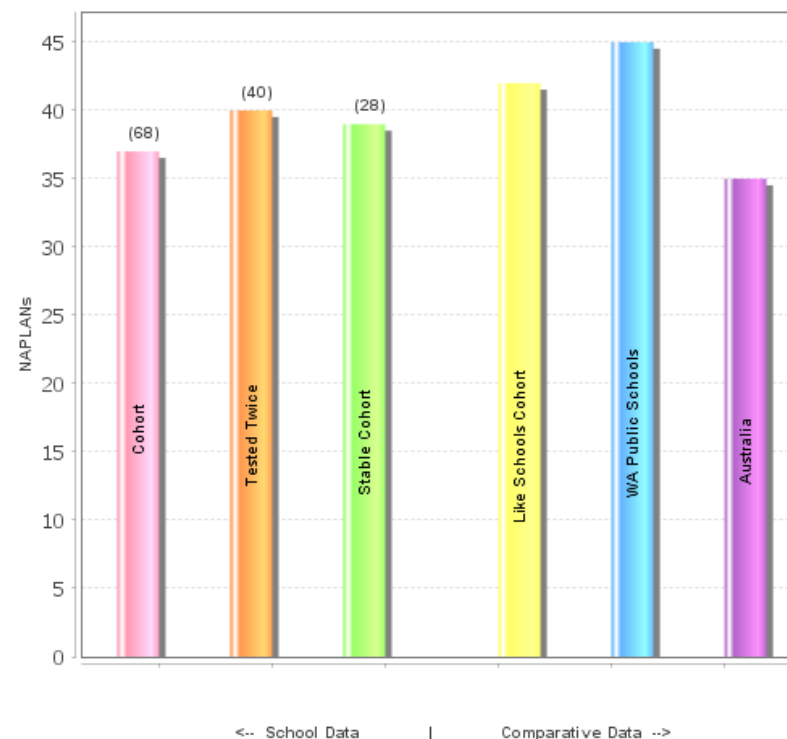
A more holistic review of student progress is reflected in the following graphs which show progress in NAPLAN from Years 7, 2015 to Year 9, 2017. In Writing, Grammar and Punctuation, student progress is at or above progress reflected in Like schools, WA public schools and Nationally.

These graphs represent the following information:

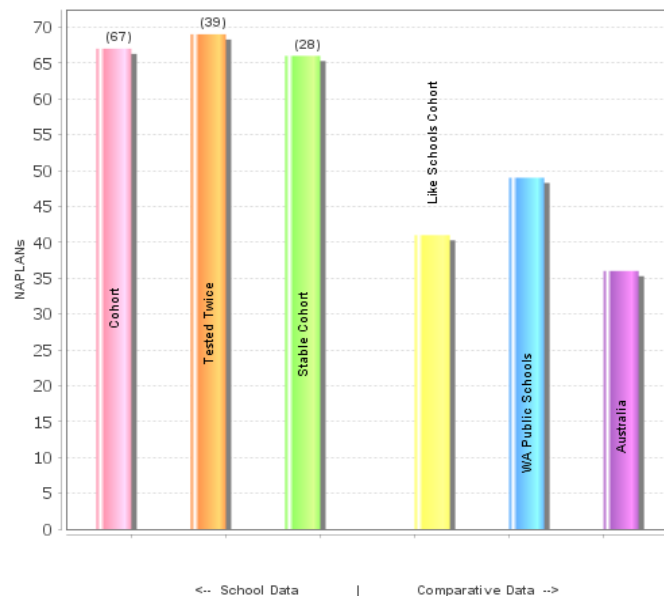
- The **progress** between the two years of testing is measured by the difference between the two mean scores in NAPLANs.

- The **Cohort** measurement is the difference between the mean scores of all tested students in the cohorts for both years at your school.
- The **Tested Twice** measurement is the difference between the mean scores of students tested at your school in the latest year of testing reported and in WA public schools two years earlier.
- The **Stable Cohort** measurement is the difference between the mean scores of students tested in your school in both years.
- The **Like School Cohort** comparison is the difference between the mean scores of all tested students in your Like Schools in both years.
- The **WA Public Schools** comparison is the difference between the mean scores of all tested students in WA Public schools in both years. The **Australia** comparison is the difference between the mean scores of all tested students in Australia in both years.

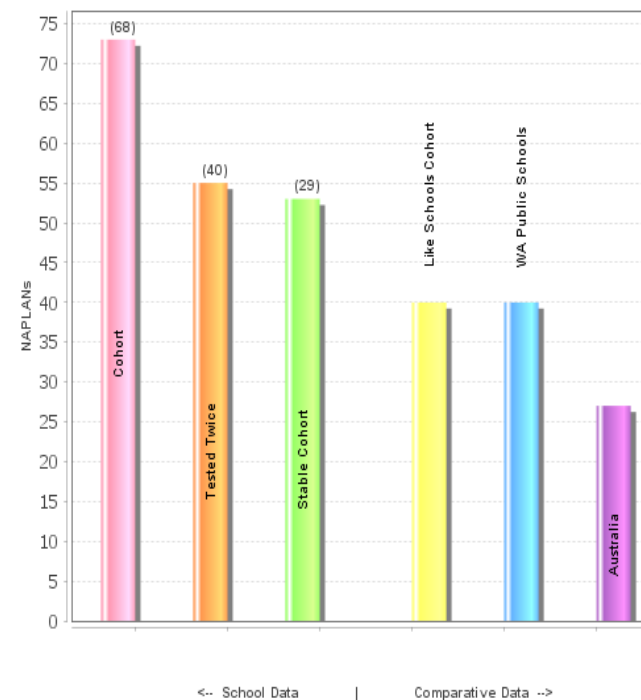
Progress from Year 7 2015 to Year 9 2017 - Reading



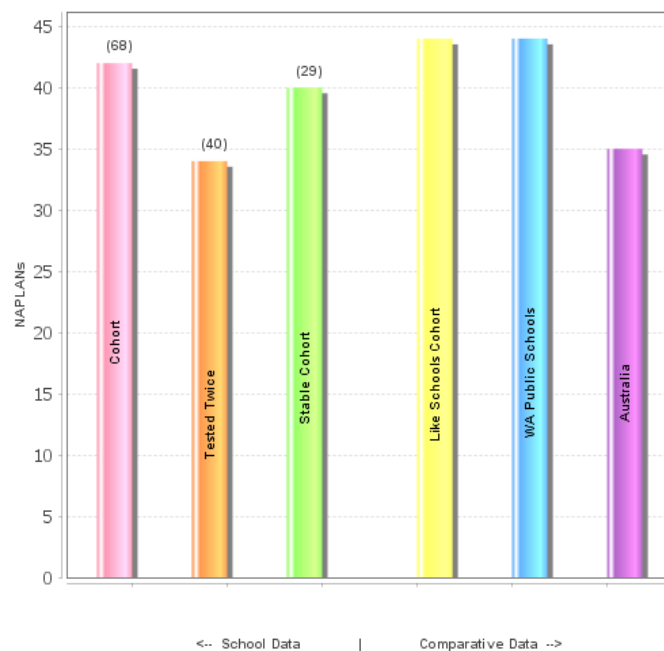
Progress from Year 7 2015 to Year 9 2017 - Writing



Progress from Year 7 2015 to Year 9 2017 - Grammar & Punctuation



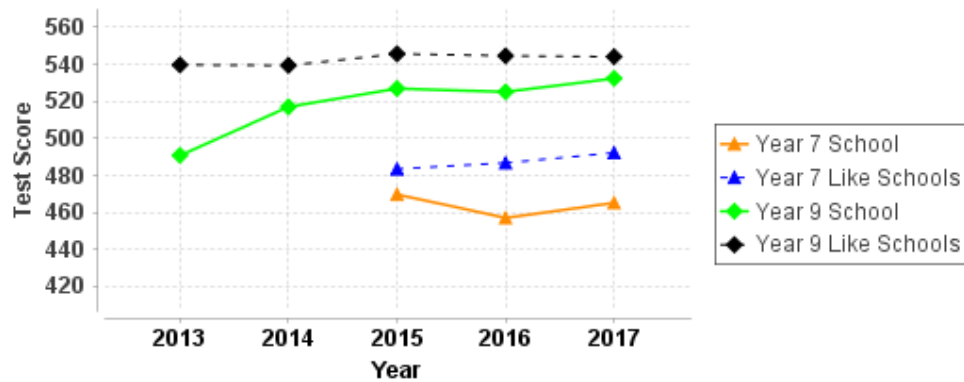
Progress from Year 7 2015 to Year 9 2017 - Spelling



NUMERACY

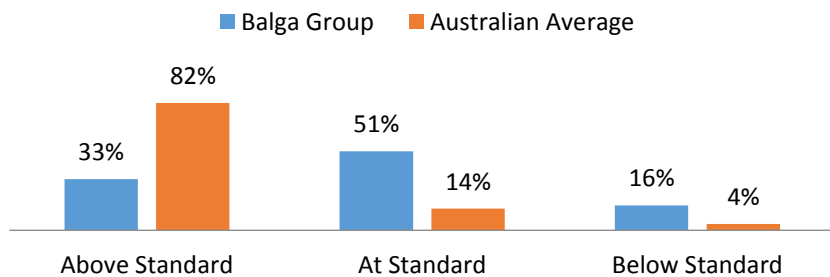
NAPLAN testing results show that in Year 9, 84% of students are at or above the National Benchmark. Whilst this is below the Australian average of 96% Balga students are showing a progressive increase in achievement. In Year 7, 54% of students are at or above the National Benchmark with the remaining 46% sitting below standard. Student progress from Year 7 to 9 is significant with progress for the school above that of Like Schools, WA Public Schools and Nationally.

Average Numeracy Score



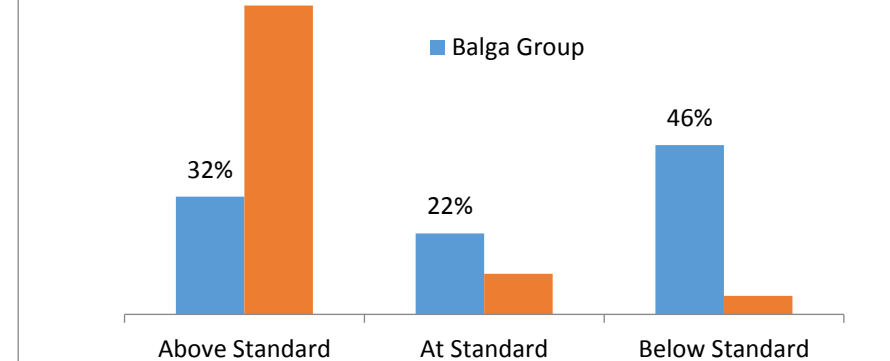
Year 9

Average Distribution Comparison

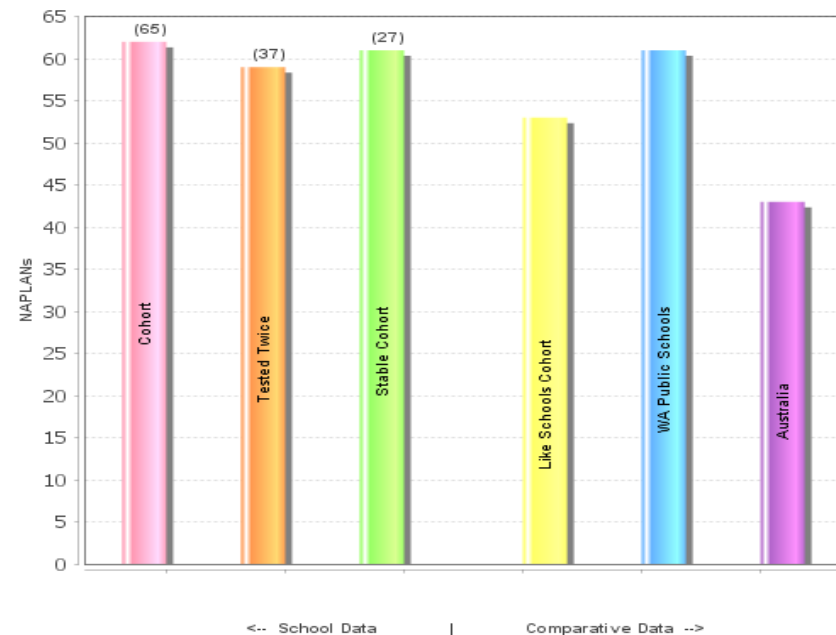


Year 7

Average Distribution Comparison



Progress from Year 7 2015 to Year 9 2017 - Numeracy



YEAR 8 LITERACY AND NUMERACY

In 2017 Year 8 students participated in off year NAPLAN testing conducted through CNAP. This testing regime involves Year 8 students completing a repeat test of their Year 7 NAPLAN 2016. The data obtained from this testing process includes:

- Longitudinal data showing either incline or decline in student mean subject progress
- Individual gap analysis
- Data breakdown of areas “at Risk”

By using this data the school is able to develop individualised “gap focused” education plans aligned with the West Australian curriculum and teachers can plan lessons and integrate targeted homework programs based on areas of weakness.

Data from 2017 showed an improvement in student achievement across all NAPLAN areas based on the mean difference between the test scores in 2016 and 2017. Grammar and Punctuation had the highest incline with an improvement of 9.76%. Focus areas for Writing across 2017 are Ideas and Spelling.

READING

STRANDS	MEAN % 2016	MEAN % 2017	INCREASE/DECREASE
Information Text	-23.83	-10.36	+13.47
Narrative Text	-21.68	-14.02	+7.66
News Article	-24.33	-15.18	+9.15
Persuasive text	-19.07	-12.51	+6.56
Overall Mean Difference	-21.90	-13.01	+8.89

GRAMMAR AND PUNCTUATION

STRANDS	MEAN % 2016	MEAN % 2017	INCREASE/DECREASE
Grammar	-22.34	-11.40	+10.94
Punctuation	-17.49	-10.22	+7.27
Overall Mean Difference	-20.78	-13.01	+9.76

SPELLING

STRANDS	MEAN % 2016	MEAN % 2017	INCREASE/DECREASE
Spelling	-28.09	-20.99	+7.1
Correction Task	-24.86	-18.75	+6.11
Overall Mean Difference	-26.26	-19.72	+6.54

WRITING

STRANDS	MEAN % 2016	MEAN % 2017	INCREASE/DECREASE
Audience	-22.15	-12.85	+9.3
Character and Setting	-23.38	-5.00	+18.38
Cohesion	20.81	-12.73	+8.08
Ideas	-17.86	-17.86	0
Paragraphing	-26.35	-14.08	+12.27
Punctuation	-17.58	-14.53	+3.05
Sentence Structure	-28.27	-19.61	+8.66
Spelling	-18.97	-13.85	+5.12
Text Structure	-13.99	-15.61	-1.62
Vocabulary	-26.14	-23.36	+2.78
Overall Mean Difference	-21.55	-14.95	+6.6

NUMERACY

STRANDS	MEAN % 2016	MEAN % 2017	INCREASE/DECREASE
Measurement and Geometry	-14.6	-8.40	+5.76
Number and Algebra	-22.09	-17.12	+4.97
Statistics and Probability	-28.22	-21.70	+6.52

Overall Mean	-20.57	-15.11	+5.46
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ACHIEVEMENT AND ATTAINMENT

YEAR 12 ACHIEVEMENT

43% of eligible Year 12 students achieved a WACE in 2017 reflecting a 7% increase from 2016. In addition 2 students acquired an ATAR. Student achievement of WACE requirements remains strong across Certificate II attainment (94.7%) and maintenance of a C grade in all courses. OLNA achievement of 35% impacted significantly on WACE achievement and whilst gains have been made in this area it still remains challenging for the school.

WACE Achievement

	Eligible Year 12 Students	Percentage Achieving WACE
2015	50	78%
2016	44	36%
2017	49	43%

Percentage of students acquiring an ATAR

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75%+	Percentage achieving one or more scaled scores of 75%+
2017	2	0%	0%
2016	0	0%	0%
2015	0	0%	0%

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

	Certificate I		Certificate II		Certificate III	
	Number	Percentage	Number	Percentage	Number	Percentage
2017	0	0.0%	54	94.7%	3	5.3%
2016	1	1.7%	57	95.0%	2	3.3%

Student Performance - General Courses - Grade Distribution

Course	School Percentages					WA Public Schools Percentages				
	A	B	C	D	E	A	B	C	D	E
Business Management and Enterprise (List B 2010 only)	0	18	12	24	47	12	23	45	11	10
Career and Enterprise	9	9	43	9	30	17	29	42	7	6
Drama	0	9	36	18	36	12	28	45	9	6
English as an Additional Language/Dialect	8	35	50	4	4	11	27	54	6	3
English	0	7	45	14	34	9	26	52	6	6
Integrated Science	0	0	58	8	33	15	27	46	8	4
Mathematics	14	41	18	9	18	13	26	42	11	7
Visual Arts	25	38	38	0	0	13	23	49	10	5

Whilst student performance remained below WA State Schools across all General Courses, EALD (92% C grade and above), Mathematics (73% C grade and above) and Art (100% C grade and above) produced excellent results.

OLNA ACHIEVEMENT

OLNA achievement for all Year 12 students is at 35% of the student body which falls below that of like schools and remains consistent from 2016. However it is pleasing to note that 22.2% of Aboriginal students achieved an OLNA exceeding the achievement of like schools by almost 4%. The disparity between OLNA achievement (35%) and the achievement of a C grade and above for General English (52%), General EALD (92%) and General Mathematics (73%) is an area of concern for the school. Students at Balga SHS are offered extra coaching and tuition to support OLNA achievement and an increase in student achievement across Years 9, 10 and 11 for 2017 is evident as a result.

	Year 12 Students Qualified In – All Students				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2017	0	6	14	8	52
	0.0%	7.5%	17.5%	10.0%	65.0%
Like Schools	9.7%	13.2%	21.5%	9.6%	46.0%

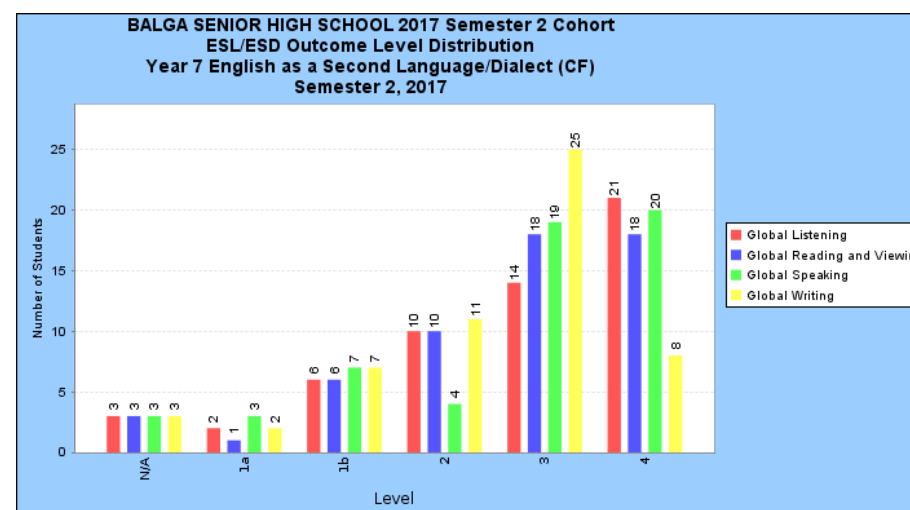
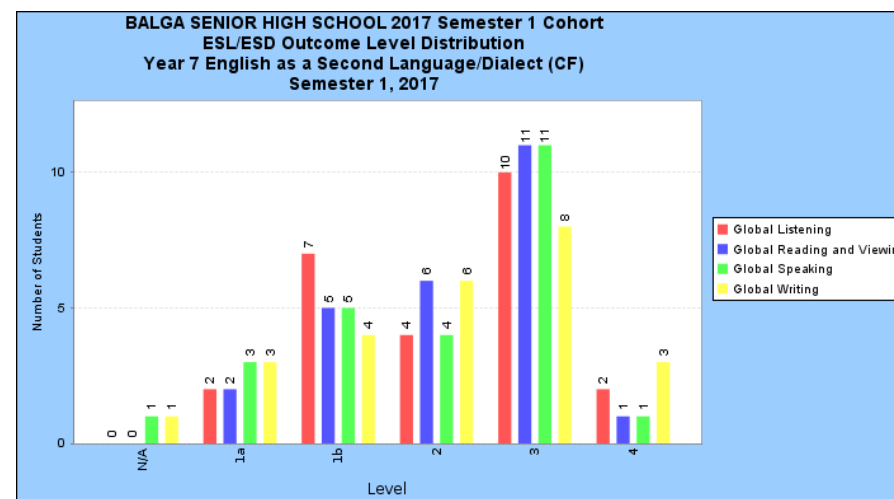
	Year 12 Students Qualified In – Aboriginal Students				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2017	0	2	2	2	21
	0.0%	7.4%	7.4%	7.4%	77.8%
Like Schools	1.6%	3.3%	7.3%	6.1%	81.6%

Student Achievement in EALD Progress Maps

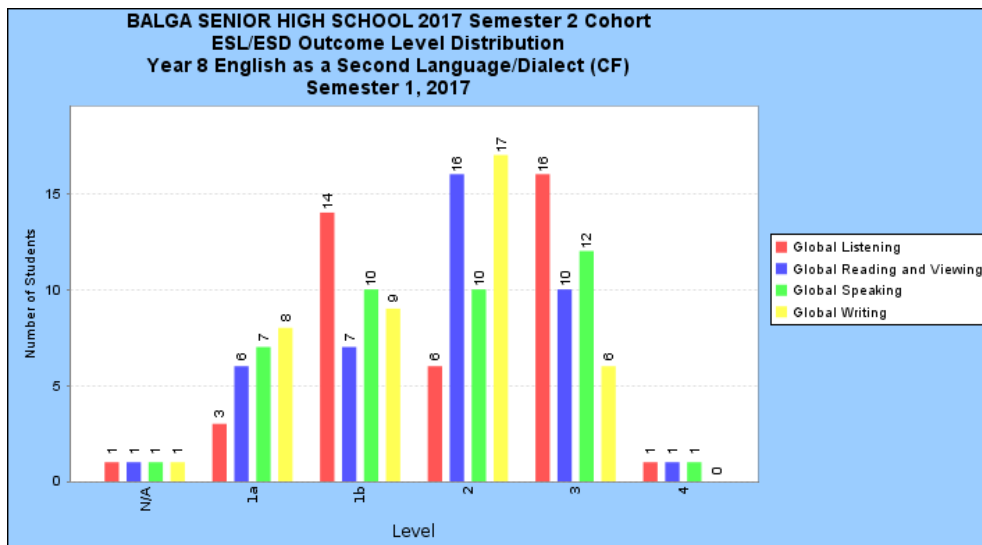
All students from the Intensive English Centre, Aboriginal Students achieving below a C grade in English and Mainstream Middle School Students scoring below a C grade in English are assessed using the Curriculum Framework ESL Progress Maps. This enables the school to measure student progress across the 4 strands and implement appropriate strategies to support literacy development. The Balga SHS 2016 – 2018 Business Plan sets a target of 75% of students who are lower than Stage 4, achieve Stage 4 within 12 months.

The graphs below reflect student progression from Semester 1, 2017 to Semester 2, 2017 in terms of progress from below level 4 to level 4 and above in Years 7, 8, 9 and 10. Across Year 7 and 8 the progress of students towards a Level 4 over the course of the year is in line with targets set in the Balga SHS Business plan.

YEAR 7 OUTCOME LEVEL DISTRIBUTION

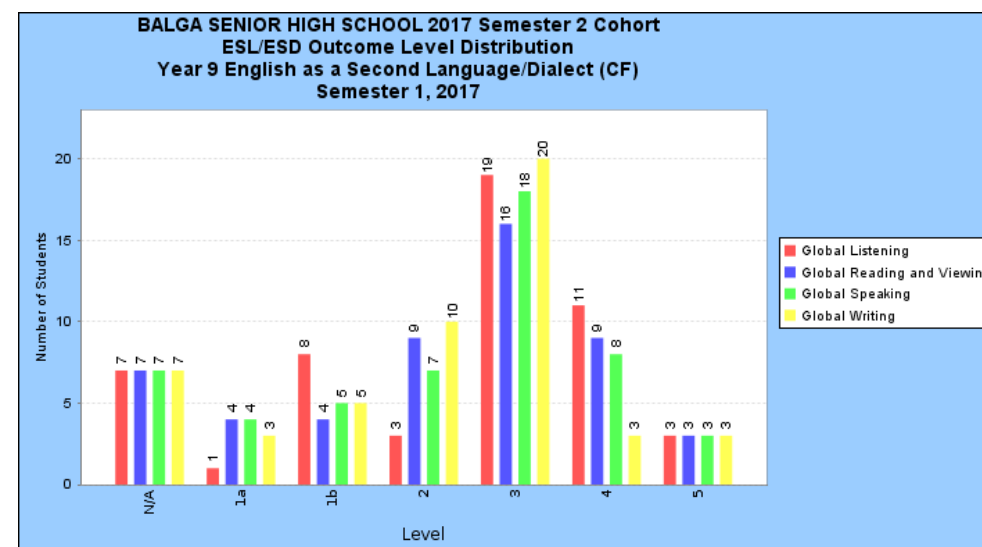
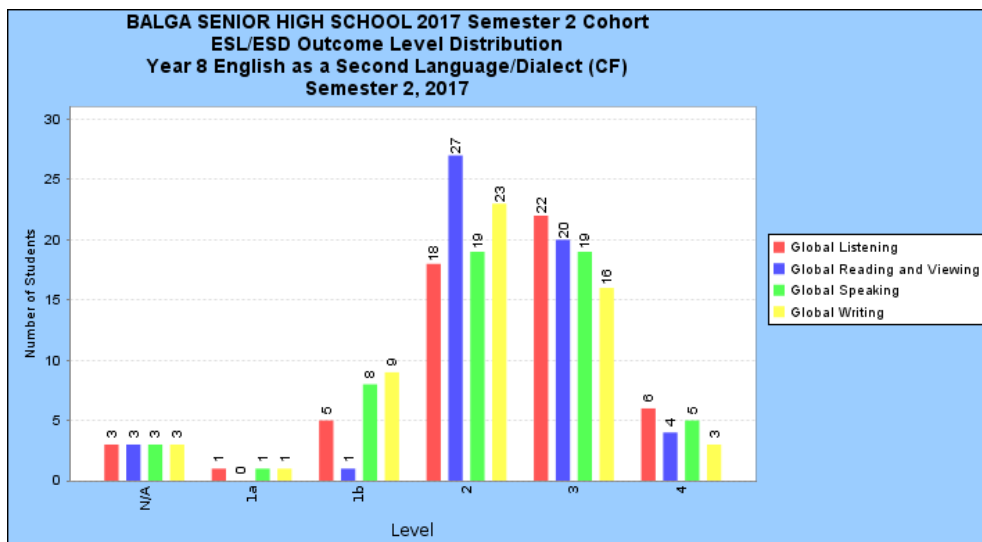
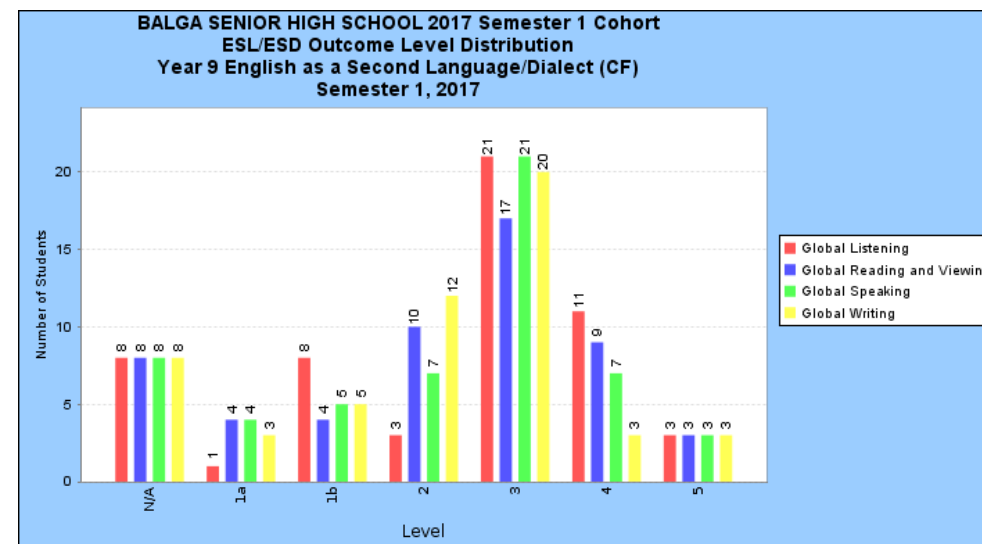


YEAR 8 OUTCOME LEVEL DISTRIBUTION

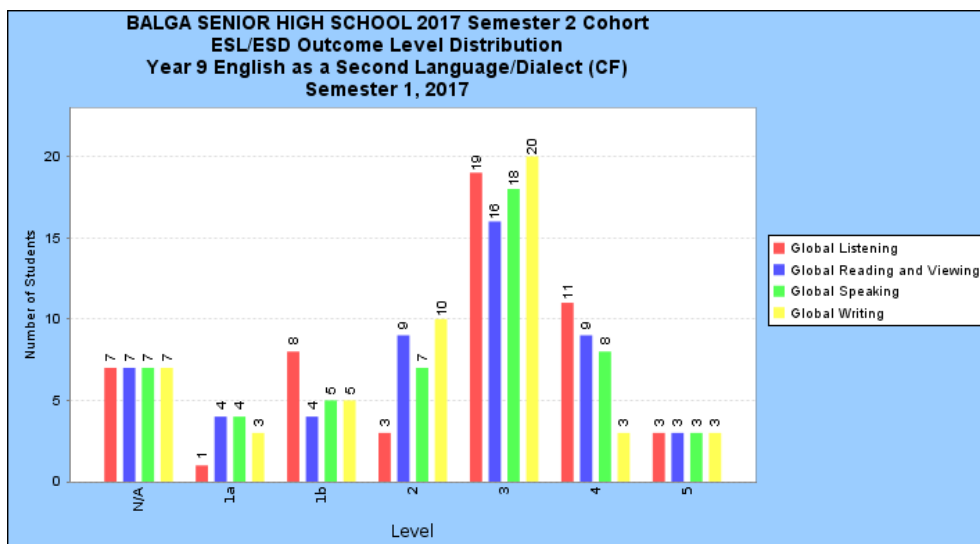
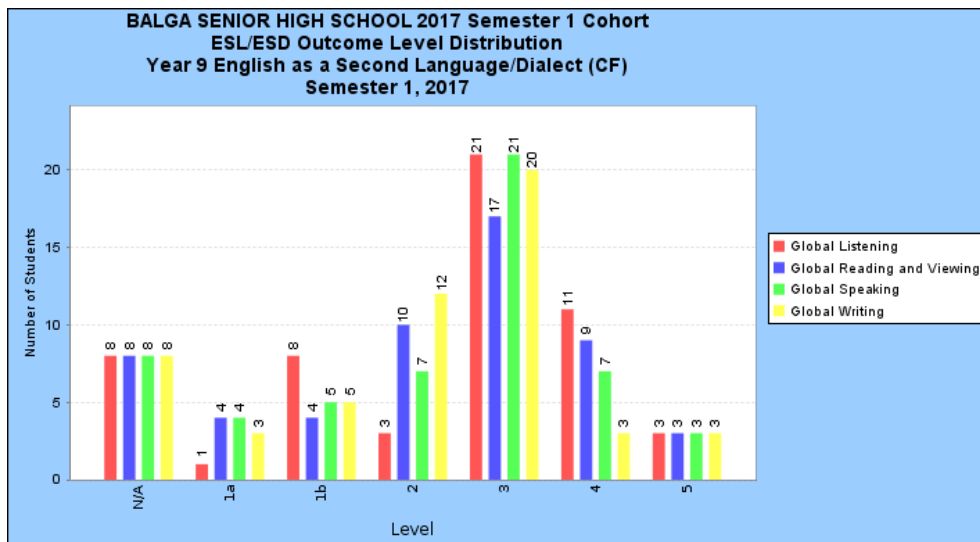


Across Year 9 and 10 the progression of students towards a level 4 and above is not reflecting as much progress as the year 7 and 8's and is almost stagnant. This is an area of focus for 2018

YEAR 9 OUTCOME LEVEL DISTRIBUTION



YEAR 10 OUTCOME LEVEL DISTRIBUTION



ABORIGINAL INNOVATION SCHOOL

As an Aboriginal Innovation School, Balga SHS continues to implement programs to support Aboriginal learning. The integration of Culture and Language through the Aboriginal Business Model has seen students sharing their culture in Primary Schools and through NAIDOC performances, which include boys and girls dance groups.

Aboriginal students across all year groups participated in AIME workshops centred around career and leadership development accompanied by In-school mentoring programs. Aboriginal School Based Traineeships have been successful in establishing post school pathways for Aboriginal students. These programs have contributed to the maintenance of Aboriginal attendance and engagement in learning across the school.

Mr Geoff Harris, Len Yarran and Dylan Collard travelled to Toronto, Canada to attend and present at the World Indigenous Conference on Education. This conference was a gathering of indigenous people from across the world to discuss achieving educational equity for Indigenous people.

Mr Geoff Harris and Donnelle Slater travelled to Darwin to attend the National Aboriginal Conference and presented on Student engagement through the Business Enterprise Program



INOVATIVE PROGRAMS AND TEACHING STRATEGIES

The Girls Academy

The Girls Academy was established in 2017 for Aboriginal Girls in Years 10, 11 and 12. This program focuses on improving student attendance and engagement, supporting students with post-school options and providing students with support in Literacy and Numeracy. The Academy works with a number of community organisations such as the Georgiou Group, North Metro Health Unit, Relationships Australia, Wadjak Aboriginal Corporation and the City of Stirling to add value to their operations and support significant events. In addition, stakeholders have the opportunity to communicate and influence the girls on a personal level. The Academy uses a range of rewards to motivate the girls to better themselves academically and socially.

AVERAGE ATTENDANCE RATE		
	Semester 1	Semester 2
Academy Student Attendance Rate	48%	45.54%
Cohort Student Attendance Rate	36%	39.7%



Cultural Garden Project To Build Connection to Country



The garden project has developed over the past 12 months. Students have worked hard to keep the area neat as well as developing the new garden areas, paths and fencing. With a community assistance grant from Balcatta Bunnings, along with the assistance of Bunnings Staff for a day, we were able to begin the creation of the new learning area leading out to the Garden itself.



Limestone blocks and approximately 30 cubic meters of sand was used to fill in the area ready for paving. The foundations for gravel pathways leading to the Dance and Yarning circle were laid with the assistance of staff from Ernst and Young who volunteered their time for this project. This project has supported students in developing employability skills and enriching their learning through engagement in whole school projects.



The OLE (Only.Love.Exists) program is an example of the Balga SHS Business Model whereby students engage in a program that not only develops academic skills but fosters the development of employability and social skills. The OLE program has been very successful in addressing the diverse demographics of the school and building a connection point for students from migrant backgrounds. During 2017 the students helped to co-design and brand the business logo 'O.L.E.' with the help of a professional company called *Mixcreative*. Students also helped in co-designing their T-shirts that were printed before their first performance for Harmony Day in March.

O.L.E. successfully performed across the Perth Metropolitan area at the following community events;

Harmony Day held by the City of Stirling
Harmony Day at Balga SHS
Reconciliation Walk at Lake Gwelup
KicksArt Festival in Northbridge
Osborne Park Show (Town of Vincent)
Twilight Markets at Balga SHS



STEAM PROGRAMS (Science, Technology, Engineering, Arts and Mathematics)

Balga Senior High School is a member of the TDS Innovation Partnership. In 2017 STEAM classes were introduced to the Year 7 Curriculum with students participating in a number of project based STEAM tasks. Science introduced a "Genius Hour" where students used one lesson per week to engage in similar project based tasks. The IEC embraced the STEAM concept with a number of teachers integrating STEAM focussed lessons into their curriculum.

Teachers were engaged in the STEAM Initiative through a number of Professional Learning opportunities offered both within the school and through external PD. Balga SHS staff presented at the NNEI Professional Learning Day on a number of STEAM topics. After school STEAM workshops were run throughout the year.

The F1 Challenge remains a central aspect to the school's STEAM projects with students engaged in designing, building and marketing their F1 models culminating in participation in the F1 in Schools Technology Challenge where the teams raced their cars and presented to the judges.

Five students participated in the inaugural Makerthon organised by Engineers without Borders UWA Chapter where the team was placed second. The competition involved the students designing and producing a prototype for the problem statement, "removing barriers to art for people with disabilities". Our students competed against seven other teams that consisted of engineers, geologists, occupational therapists, designers and university students. They developed two prototypes over the weekend; a paintbrush holder so people who are quadriplegic and can't use their arms can paint using their mouths and a mouse in a glove to allow a person who has problems holding things with their hands to use the glove to draw or other do other things.



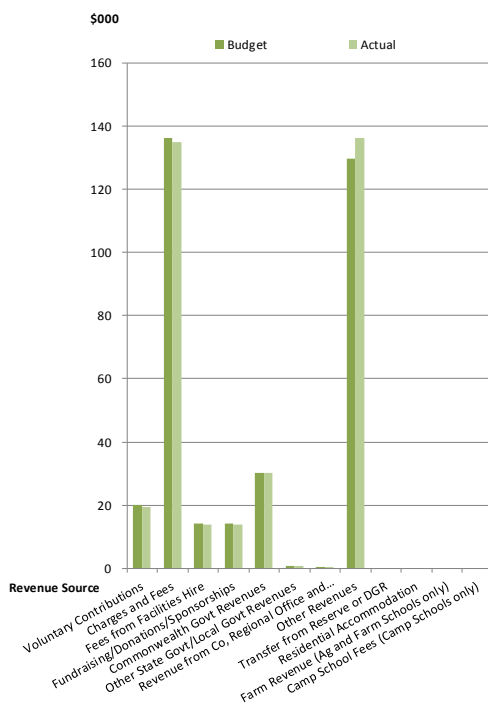
FINANCIAL SUMMARY

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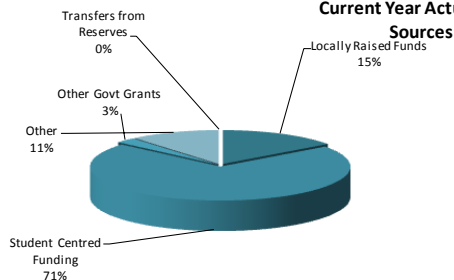
Balga Senior High School Financial Summary as at 31 December 2017

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 20,155.22	\$ 19,508.97
2	Charges and Fees	\$ 136,116.46	\$ 134,950.81
3	Fees from Facilities Hire	\$ 14,091.00	\$ 13,845.45
4	Fundraising/Donations/Sponsorships	\$ 14,015.20	\$ 13,867.96
5	Commonwealth Govt Revenues	\$ 30,087.50	\$ 30,087.50
6	Other State Govt/Local Govt Revenues	\$ 825.00	\$ 825.00
7	Revenue from Co, Regional Office and Other Schools	\$ 100.00	\$ 100.00
8	Other Revenues	\$ 129,733.77	\$ 136,189.07
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	\$ 345,124.15	\$ 349,374.76
	Opening Balance	\$ 314,883.37	\$ 314,883.37
	Student Centred Funding	\$ 862,813.63	\$ 868,687.40
	Total Cash Funds Available	\$ 1,522,821.15	\$ 1,532,945.53
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,522,821.15	\$ 1,532,945.53

Locally Generated Revenue - Budget vs Actual

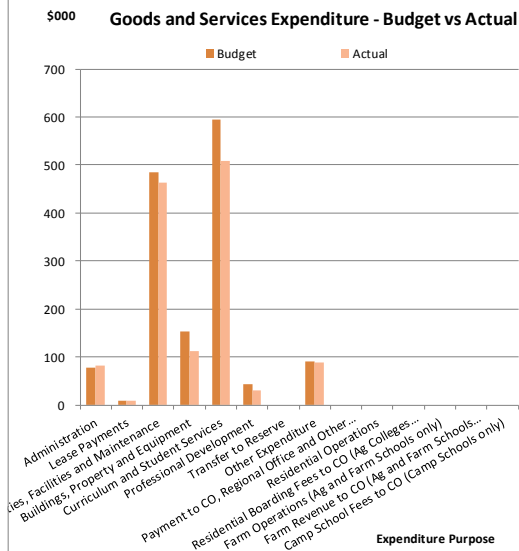


Current Year Actual Cash Sources

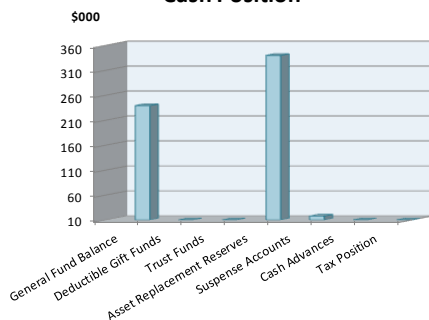


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 77,006.26	\$ 81,625.59
2	Lease Payments	\$ 8,000.00	\$ 8,381.72
3	Utilities, Facilities and Maintenance	\$ 485,331.45	\$ 463,990.42
4	Buildings, Property and Equipment	\$ 152,500.00	\$ 112,546.02
5	Curriculum and Student Services	\$ 593,849.82	\$ 508,736.10
6	Professional Development	\$ 42,376.00	\$ 29,830.52
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 91,440.00	\$ 88,801.58
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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	\$ 1,450,503.53	\$ 1,293,911.95
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,450,503.53	\$ 1,293,911.95
	Cash Budget Variance	\$ 72,317.62	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:

Bank Balance	\$ 586,593.42
Made up of:	\$ -
1 General Fund Balance	\$ 239,033.58
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 339,630.16
5 Suspense Accounts	\$ 17,702.49
6 Cash Advances	\$ 1,000.00
7 Tax Position	\$ 8,772.81
Total Bank Balance	\$ 586,593.42

