



BALGA SENIOR HIGH SCHOOL
2018 ANNUAL REPORT

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.



SCHOOL CONTEXT

Balga SHS is an Independent Public and Aboriginal Innovation School located 15km north of the Perth CBD in one of the city's lowest socio-economic and culturally diverse areas. The school population comprises 60% migrant students, 25% Aboriginal students and 15% non-indigenous students who reside predominantly locally but also from all areas of the North Metropolitan Region.

The educational profile of students upon enrolment at Balga SHS is characterised by periods of disconnection, discontinuity or disruption in their past. The "Balga Way" provides a full service approach focussing not only on the school day but, importantly, a student's community time. The full service for the 'whole student' approach provides a coordinated system of interagency servicing including DCP, Police, Centrecare, AseTTs, Juvenile Justice, Employment and Job Link services and mental and physical health services.



SCHOOL PARTNERSHIPS

WADJAK
Georgiou Group
NNEI
Smith Family
Western Endeavour Rotary Club
ECU
UWA
Scotch College
Beacon Foundation
Subiaco Football Club
Netball WA
Bunnings
Headspace
Wungening
WA Football Commission – Endorsed School
Google
WA Police
Aspire – UWA
ADF
ATO
Red Cross
Constitution Centre
King & Wood Mallesons
Career Industry Council of Australia – CICA
Career Education Association – WA (CEAWA)
Notre Dame
Career Fast Track
Career Tools

NOTABLE EVENTS AND ACHIEVEMENTS

Year 12 Graduation 2018

Award Winners

Tui Weston	Drama North Metro Education Regional Medal of Excellence ATAR Integrated Science Certificate II in Music
Antreas Christoforou	ADF Long Tan Leadership and Teamwork Award Business Management Certificate II in Sport Coaching
Bilale Genamo	Workplace Learning Foundation Mathematics Certificate II in Childcare
Marios Christoforou	Sporting Achievement Award Caltex All Rounder Medal
Tanika Warrell	Indigenous Achievement Award School Based Traineeship
Leonardo Arcilla	General Integrated Science Media Production & Analysis
Same Abdulwasea	UniPrep Award General Mathematics
Kirsty-Lee Floyd	Learning Support Award
Bway Mu Say	The Australian Super Award for VET
Eyerus Kebede	Citizenship Award
Hanger Joy	Bob Farrell Scholarship Award
Alice Uwera	ATAR English
Moo Gay Paw	General English

Abiar Michael	Foundation English
Sousananuchta Morn	ATAR Mathematics
Aimee McClure	Career and Enterprise
K'lu Taw	Visual Arts
Her Say	Building and Construction
Dyllan White	Certificate II in Hospitality
Sajjad Mohammad	Certificate II in Information Technology

Australian Mathematics Competition 2018

Students from years 7 to 11 participated in this competition.

Roger Bolgia - Yr 7- Credit
Tiev Kha - Yr 8 - Credit
Tien Nguyen - Yr10 - Credit
Ruth Dagnachew - Yr 11 - Credit

Scholarships

Paw Sa Lah (Yr11) - Good Samaritan Industries –
Student Training Scholarship Program

ASPIRE Advocates for 2018

Antreas Christoforou (Year 12)
Alice Uwera (Year 12)
Mahina Oneroa (Year 11)
Hassan Almagutar (Year 11)
Hassan Darab Najafabad (Year 10)
Damien Wojcikowski (Year 10)

Sport

Athletics Carnival
NNEI Integrated Sports Day for students with
disabilities
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

Lightning Carnival (Netball)

Year 9 – First Place
Year 8 – Second Place
Year 10 – Second Place

State Soccer Schools Competition

Senior Boys Soccer – Final 16 – State Schools Comp.
Middle School Boys Soccer – Final 8 – State Schools
Competition
Senior Girls Soccer – Final 8 – State School
Competition
Junior Girls Soccer – Final 8 – State Schools
Competition

State Soccer Shield Cup

Middle School Boys Soccer – Runners Up – State
Shield Cup
Senior Girls Soccer – Semi – Finalists – State Shield
Cup
Junior Girls Soccer – Semi-Finalists – State Shield
Cup

Sport (Cntd)

Westfield Matildas Visit

Jamie Harnwell Visit

Perth Glory Female Players Visit

Netball – WDNA – winners – U13's

Netball – Academy Cup – Nikiyah Butler, Trinity Pearce and Jiceira Riley

Certificate 2 Sports Coaching – Myesha Deeble and Tanika Warrell

Interschool Athletics Carnival Yr 10 Champion – Anon Atem Kiir



Cultural/ Community

ANZAC Day Assembly

NAIDOC

Harmony Day

Aboriginal Cultural garden

School Ball

Youth On Health Drama Festival 2018 Grand finalists – Junior and Senior teams



National Significance

F1 Challenge State Finalists – Placed in F1 National Event

Participant in TIMMS (Trends in International Maths and Science Study)



WA Premier's visit

ENHANCING STUDENT LEARNING

Volunteer Program

During 2018 students at Balga SHS were fortunate to have an increased number of volunteers working across the school to support students academically, socially and pastorally.

36 **IGNITE** volunteers from the University of Western Australia (23 in Semester 1) conducted workshops for students across the Middle School and IEC in positive social interactions and confidence building skills.

8 **Mercy Connect** and 5 **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 15 volunteers from a range of organisations. This was administered by the Chaplain Tom Hawkes.

Scotch College Community Service Program – where boys from the college interact with IEC students on Friday afternoons as part of a confidence building activity.

Academic

ASPIRE UWA programs

Careers Expo's

Skillswest Expo

King and Wood Mallesons workshops for Year 10's on legal issues affecting young people

Constitution Centre excursions - 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

OLNA practice sessions

Mathspace online program

ADF Incursions

Aspire Incursions

ATO Incursions

Homework Club

AIME workshops and Mentoring for Aboriginal Students

Cultural/Arts

Creative Arts "SongRoom" program for IEC students

Girls Academy cultural workshops

Aboriginal Cultural garden

ECU sponsored Djidi Djidi Aboriginal Primary School

Drama workshops

Sport

AFL Beach Training Program

Nic Natanui Academy - 5 Week Program

West Coast Eagles Next Generation Academy

WAFC AFL Clinics for IEC students

NAIDOC Netball Carnival

NNEI Integrated Sports Day for students with disabilities

Sports Lightning Carnivals

Westfield Matildas Clinic

Perth Glory Female Players Clinic

Cert 2 Sports Coaching

Community Coaching Certificate

Citizenship/Community

Senior First Aid Certificate

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

Driving Program

Police Rangers

RAC Parent Workshop

Paraplegic Benefit Fund Visit

B Street Smart – Road Safety Event

Camps

Year 11 Aspire Camp

Learning Support Camp - Ern Halliday, Hillarys

Girls Academy Dwellingup camp

Cultural camps / excursions throughout the year as part of the Aboriginal Business Model.



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.



HARMONY DAY

Harmony day is one of the most important events at Balga Senior High School celebrating the multitude of students who come from various different countries, many wearing their traditional clothes or their national costumes. It started with Mr Harris introducing the Indigenous student who gave a Welcome to Country. There were also guest speakers who inspired us with their stories. After the speech, there were several performances from Drama and Music students who entertained the audience. Finally, it was the parade by students and teachers from different countries who proudly held their flag and walked around the gym with excitement.

There are many students who come from different countries such as Thailand, Burma, Karen, Cambodia, Philippines, Cypress, New Zealand, Germany, England, Italy, China, Greece, Turkey, Brazil, Syria, Somalia, Ethiopia, Vietnam, Iran, Iraq, Afghanistan, Pakistan, African Nations and more.

Lunch was prepared by staff for everyone to enjoy and included Dhal, Thai Green Chicken Curry, Kangaroo Stew, Spaghetti and pancakes. After lunch there were lots of popular clubs including pottery, soccer and henna.

Everybody enjoyed the day because we all shared and showcased our traditional costumes and food. Our school is one of the most multicultural in Perth with 40 different nationalities represented.

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.

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 **Senior School program** caters for students who have completed the Middle School, Learning Support, IEC or Wadjuk Northside programs and is diverse in addressing the needs of particular groups of students. The goal of Senior School is to have all students achieve a WACE, attain university entrance or attain a Certificate II or higher VET qualification. Flexibilities include the ability to complete senior schooling over three years, part time attendance for some students (such as young mothers), specialised English as an Additional Language transition programs for limited schooling students and a direct entry University course (Aspirations) offered in partnership with Edith Cowan University. Many students access Workplace Learning, enabling them to experience a range of workplaces for one or two days per week.

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



PARTICIPATION, ATTENDANCE AND ENROLMENT

Transiency Rate

The transiency rate has decreased to levels not seen since 2015, but continues to pose challenges for the school and impacts on attendance and engagement figures. Strategies including our Pastoral Care model, The Business Model, Innovative Programs and alternative classroom models have been successful in engaging students with learning and facilitating positive outcomes for students.

Student Transiency	
2018	33.7%
2017	41.8%
2016	45.1%
2015	32.3%
2014	39.5%
2013	46.0%

Enrolment Growth

Student numbers continued to grow during 2018 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 2018 with 70 students enrolling into Year 7 for 2019 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 and the recruitment and marketing strategy in Primary Schools will continue to be expanded during 2019 in line with the Balga SHS Business Plan 2015 – 2018 to build enrolments from within our local intake area.

Enrolment Growth – Semester 2 Student Numbers

	2013	2014	2015	2016	2017	2018
JS / MS	277	313	358	373	378	399
SS	156	151	160	152	158	143
Tot	433	464	518	525	536	542

JS = Junior School,
Years 7 and 8
MS = Middle School,
Years 9 to 10
SS = Senior School,
Years 11 and 12

PARTICIPATION, ATTENDANCE AND ENROLMENT

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. This has resulted in Balga SHS implementing further engagement strategies for 2019 to address this area of attendance.

Attendance Rates

	Attendance Rate					
	Y7	Y8	Y9	Y10	Y11	Y12
2016	88%	80%	80%	78%	66%	72%
2017	86%	81%	77%	77%	63%	61%
2018	82%	78%	78%	77%	64%	66%
WA Public Schools 2018	91%	88%	87%	85%	87%	88%

Regular attendance for Aboriginal students shows some improvement, although there are declines in some categories. There is an improvement from 2017. 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 2019.

	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%
2018	7.1%	12.9%	20.6%	59.4%

ACHIEVEMENT AND ATTAINMENT

YEAR 7-9 LITERACY AND NUMERACY (CNAP)

Students are participating in off year NAPLAN testing conducted through CNAP. This testing regime involves Year 8 students completing a repeat test of their Year 7 NAPLAN. 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.

Background information

Our school has a rating of an Index of Community Socio Educational Advantage (ICEA) of 834 in 2017, with a total of 536 enrolled in that year. Of these 536 students:

- 51% male | 49% female
- 23% indigenous
- 48% Language background other than English

The ICEA is formulated based on parent occupation, parent education, geographical location and the proportion of indigenous students. ICEA is set at an average of 1000.

The ICEA scale enables us to make fair and reasonable comparisons amongst schools with similar ICEA. This measurable data provides a better analysis of our students and the progress they are making.

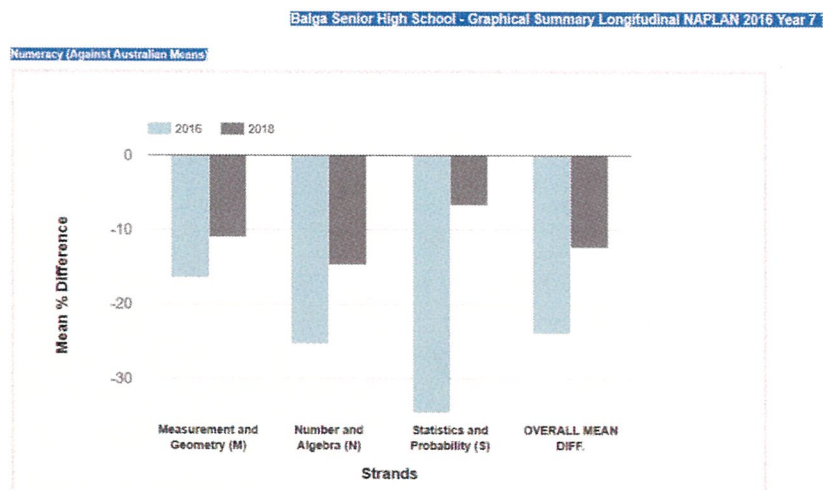
Stable Cohort Longitudinal Data of NAPLAN Results

There have been definite positive trends of improvement for our stable cohort. This data takes into account all students who completed NAPLAN in Year 7 and Year 9 at Balga Senior High School.

Strand	Number of students In stable cohort	Expected Progression	Achieved progression
Numeracy	31	-15.70%	12.35%
Writing	29	-15.70%	13.71%
Grammar	31	-15.70%	9.82%
Spelling	31	-15.70%	9.82%

YEAR 7-9 LITERACY AND NUMERACY (CNAP)

Longitudinal Data Against the Australia Mean Year 7 to 9 Numeracy

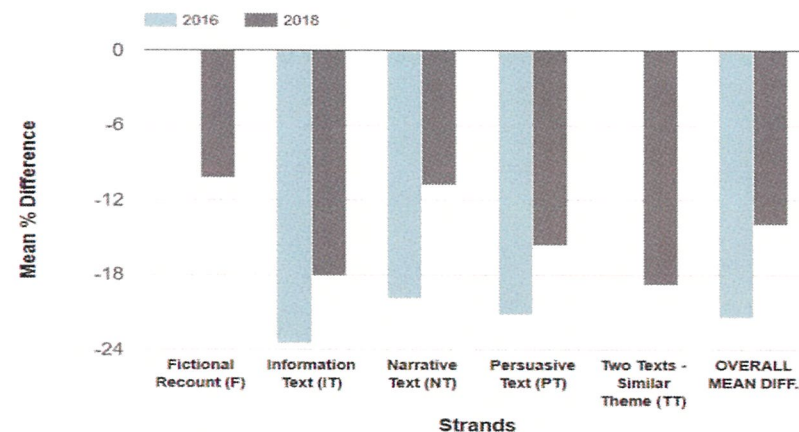


Discussion

- Overall trend is very positive with significant progression in Statistics and Probability.
- In 2016 Statistics and Probability displayed a definite area of focus. The 2018 results in this area were the closest strand to the Australian mean. This progression is excellent.
- A focus on Number and Algebra in 2019, based on a review of successful practices implemented to improve in the area of Statistics and Probability

Longitudinal Data Against the Australia Mean Year 7 to 9 Reading

Reading (Against Australian Means)

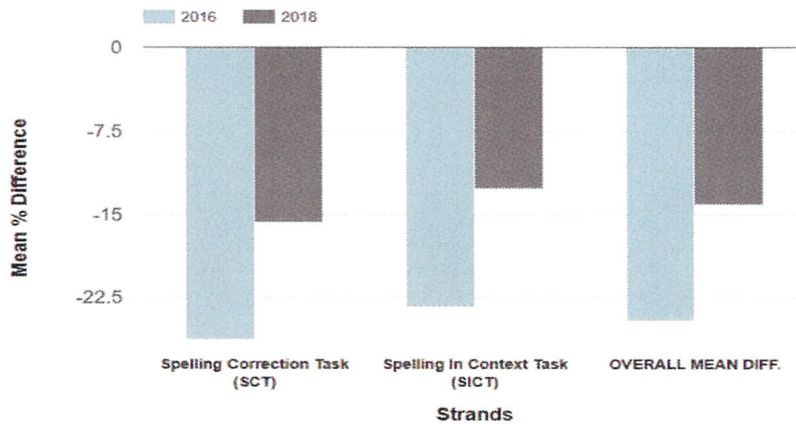


Discussion

- Overall there has been a very positive trend in all areas of reading.
- Understanding and interpreting of a narrative text demonstrated the most significant progression towards the national average.
- Information texts displayed a positive progression and was identified as an area of need from the 2016 NAPLAN data.
- Data indicates a need for a continued focus on Information texts with a combined focus on persuasive texts.

YEAR 7-9 LITERACY AND NUMERACY (CNAP)

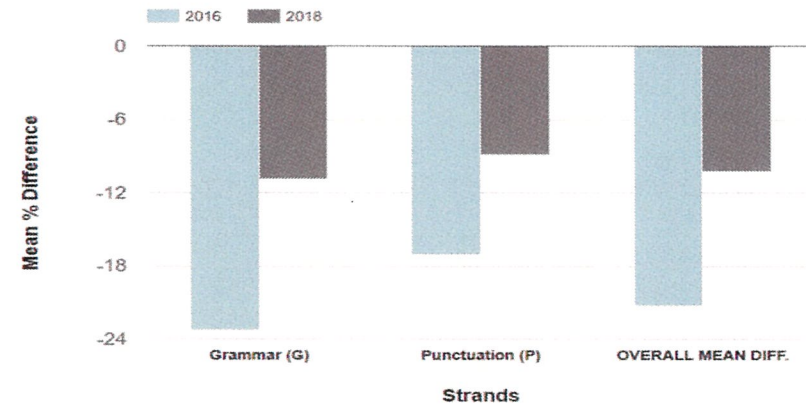
Longitudinal Data Against the Australia Mean Year 7 to 9 Spelling



Discussion

- Overall there has been a very positive trend in all areas of spelling.
- The improvement towards the national average has resulted in each strand displaying a similar progression with spelling in context tasks slightly closer to the mean.
- This improvement in overall progress could suggest that programs such as Wordflyers are having an impact on student learning. A review of the effectiveness of these programs moving forward in 2019.
- EAL/D continued exposure to the English language could be a contributing factor which has resulted in student progression.

Longitudinal Data Against the Australia Mean Year 7 to 9 Punctuation and Grammar

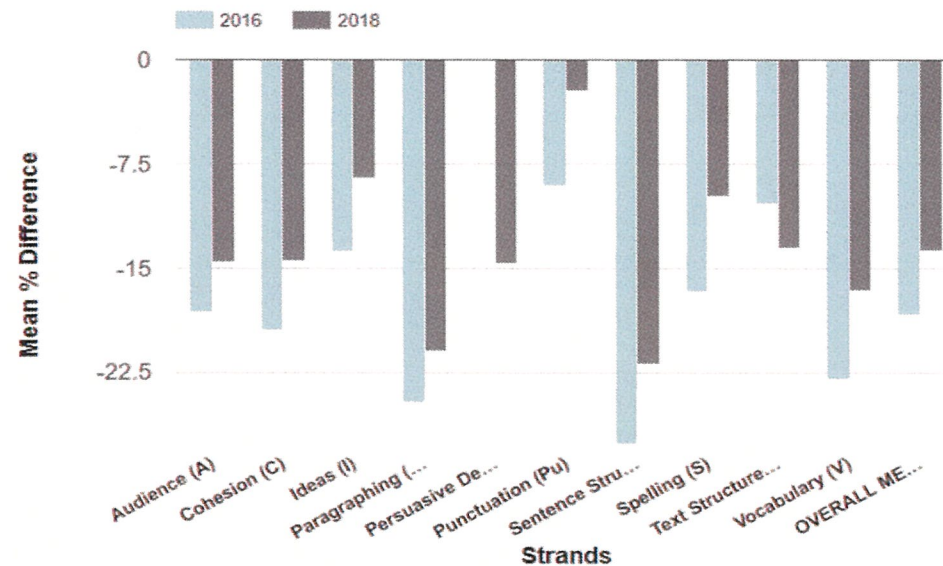


Discussion

- Overall there has been a significant improvement in Grammar, nearly aligning with Punctuation against the mean.
- This could be due to the number of EAL/D students continuing to consolidate and build on their skills from the ICE at BSHS.
- Computer programs such as Wordflyers may be engaging to students who are reluctant learners.

YEAR 7-9 LITERACY AND NUMERACY (CNAP)

Longitudinal Data Against the Australia Mean Year 7 to 9 Writing



DISCUSSION

- National data in Writing has displayed a decrease in student achievement.
- Overall there has been an improvement in writing.
- Significant improvement in sentence structure.
- A decline in text structure which could suggest that the balance between narrative and persuasive needs to be adjusted in 2019 if too much emphasis has been placed on improving narrative writing skills. Our current Year 8 Program reflects this could have been a factor and will be reviewed moving forward.

- Students are demonstrating the ability to not only understand how to use punctuation, they are also applying these skills in their writing, correlating with the data gained from the Language Conventions assessment.
- Overall our students are slightly out performing 'like for like' schools in the Writing Strand. This is a positive result due to the number of EAL/D students at BSHS.

ACHIEVEMENT AND ATTAINMENT

YEAR 12 ACHIEVEMENT

49% of eligible Year 12 students achieved a WACE in 2018 reflecting a 6% increase from 2017. Student achievement of WACE requirements remains strong across Certificate II attainment (94.1%) and maintenance of a C grade in all courses. Certificate III attainment is holding steady or improving.

WACE Achievement

	Eligible Year 12 Students	Percentage Achieving WACE
2018	43	49%
2017	49	43%
2016	44	36%
2015	50	78%

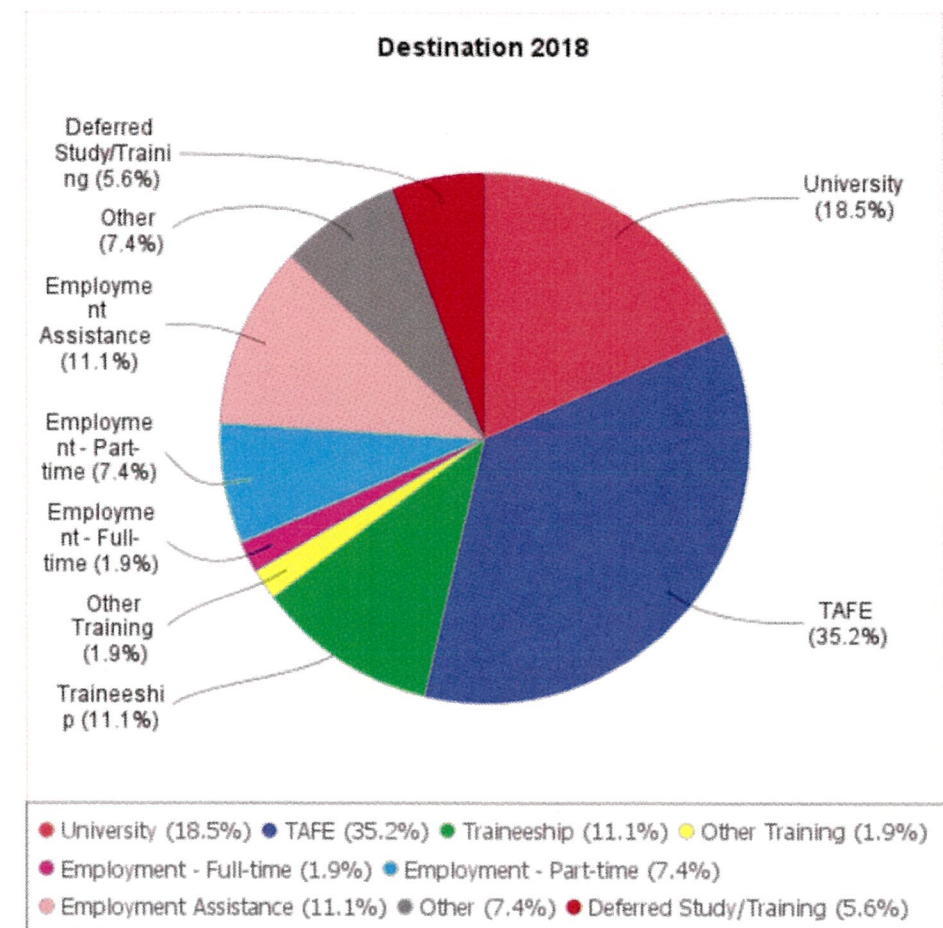
Percentage of students acquiring an ATAR

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75%+	Percentage achieving one or more scaled scores of 75%+
2018	0	0%	0%
2017	2	0%	0%
2016	0	0%	0%
2015	0	0%	0%

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

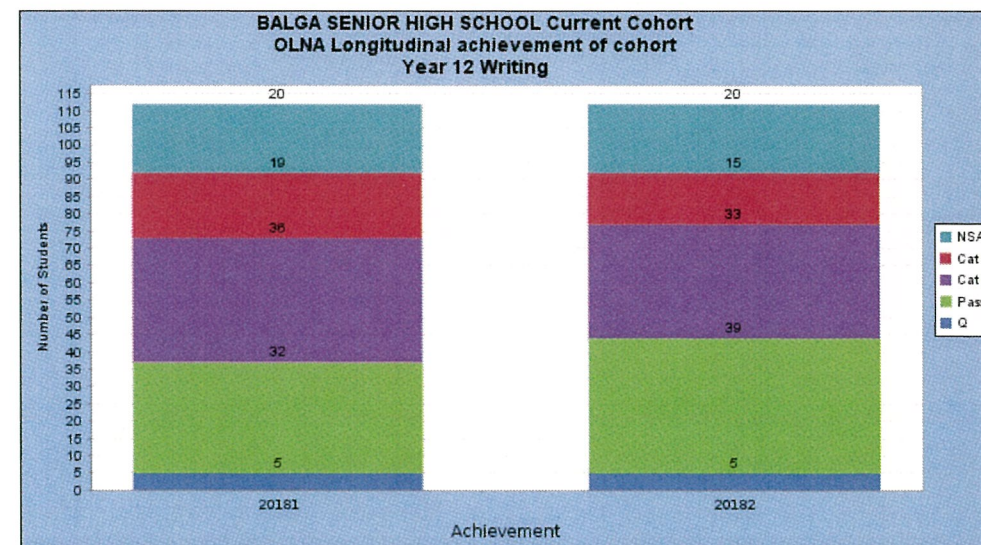
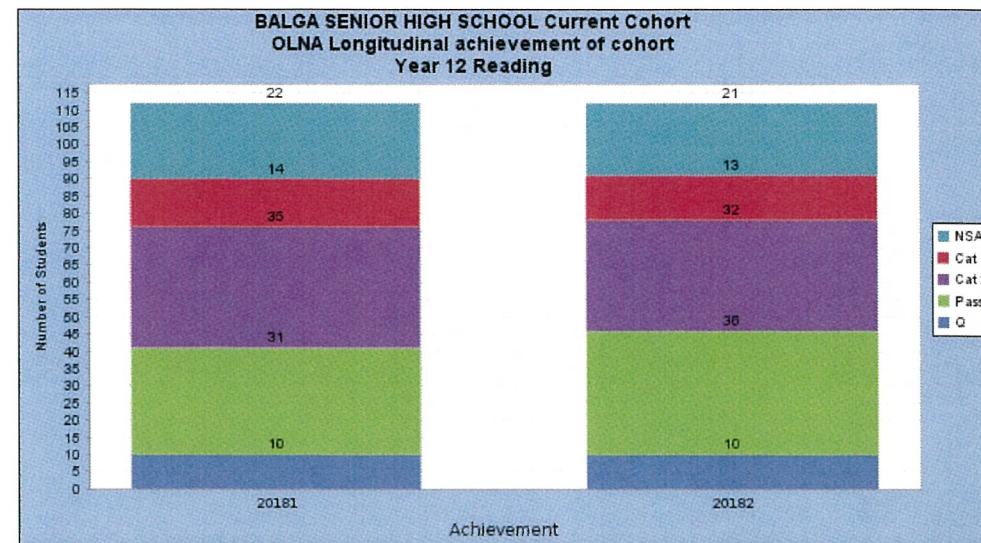
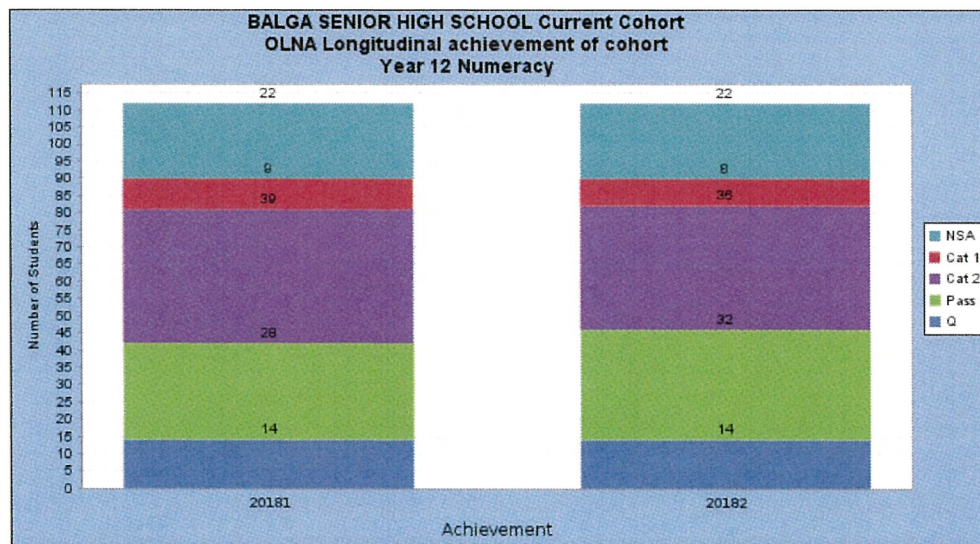
	Certificate I		Certificate II		Certificate III	
	Number	Percentage	Number	Percentage	Number	Percentage
2018	0	0%	48	94.1%	3	5.9%
2017	0	0.0%	54	94.7%	3	5.3%
2016	1	1.7%	57	95.0%	2	3.3%

Post-School Destinations - 2017 Year 12 cohort



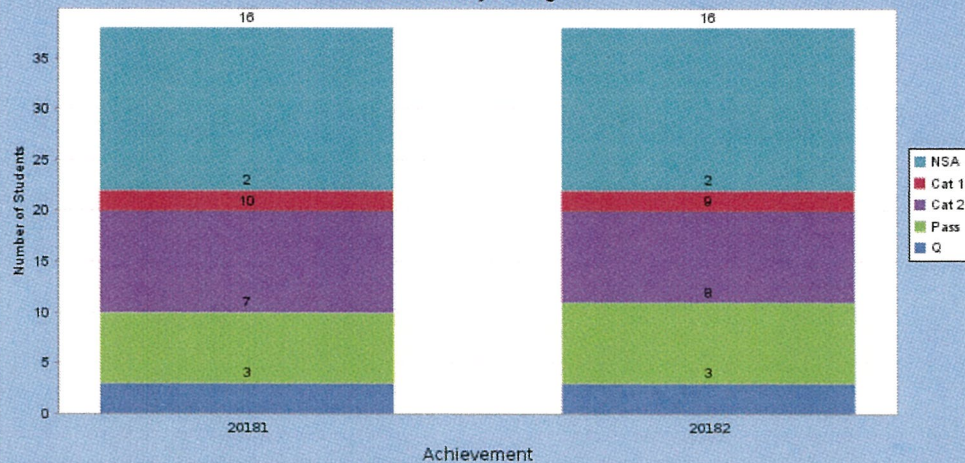
OLNA ACHIEVEMENT

OLNA achievement for all Year 12 students is at approximately 35% of the student body which falls below that of like schools and remains consistent from 2016. However, it is pleasing to note the number of Aboriginal students achieving an OLNA exceeding the achievement of like schools. The disparity between OLNA achievement and the achievement of a C grade and above for General English General EALD and General Mathematics is an area of concern for the school. What continues to be an area of concern as well, is the number of students (especially Aboriginal), not participating in the OLNA process. 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 2018 is evident as a result.

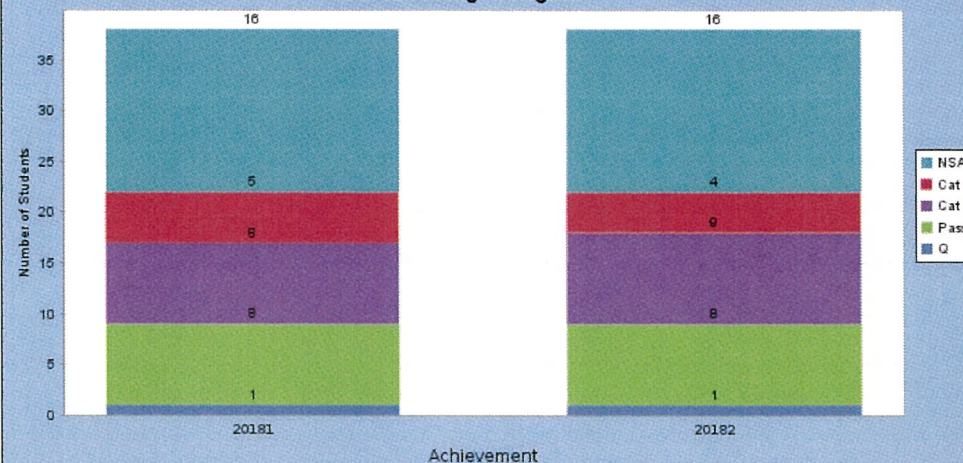


OLNA ACHIEVEMENT (Aboriginal)

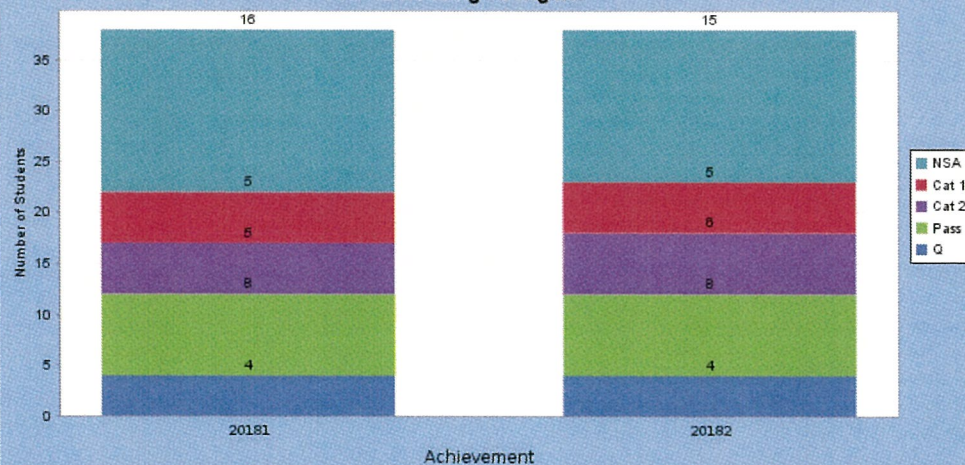
BALGA SENIOR HIGH SCHOOL Current Cohort
OLNA Longitudinal achievement of cohort
Year 12 Numeracy Aboriginal



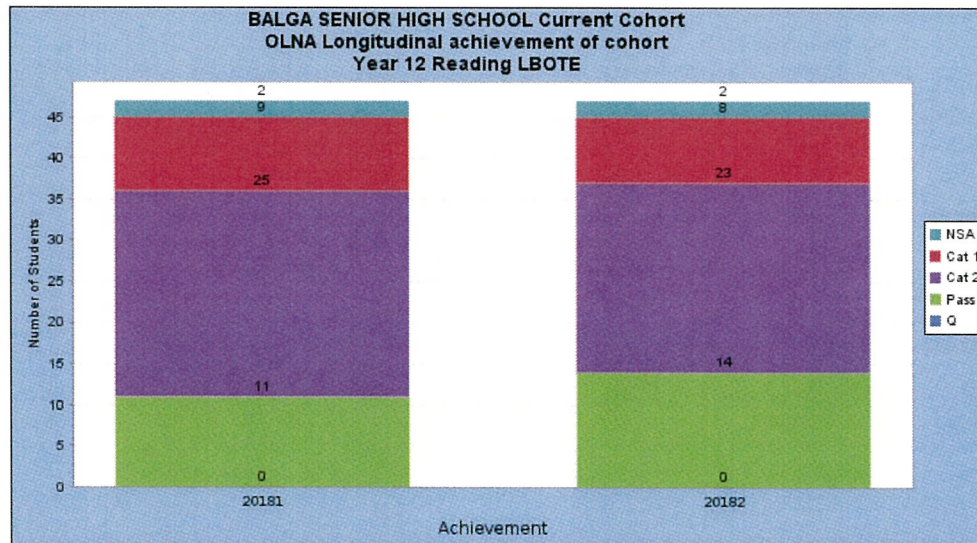
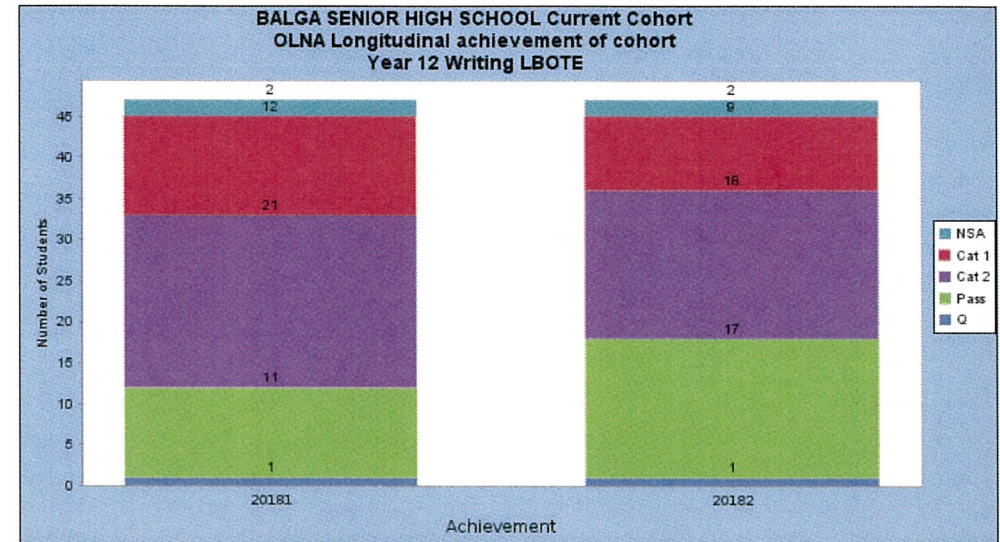
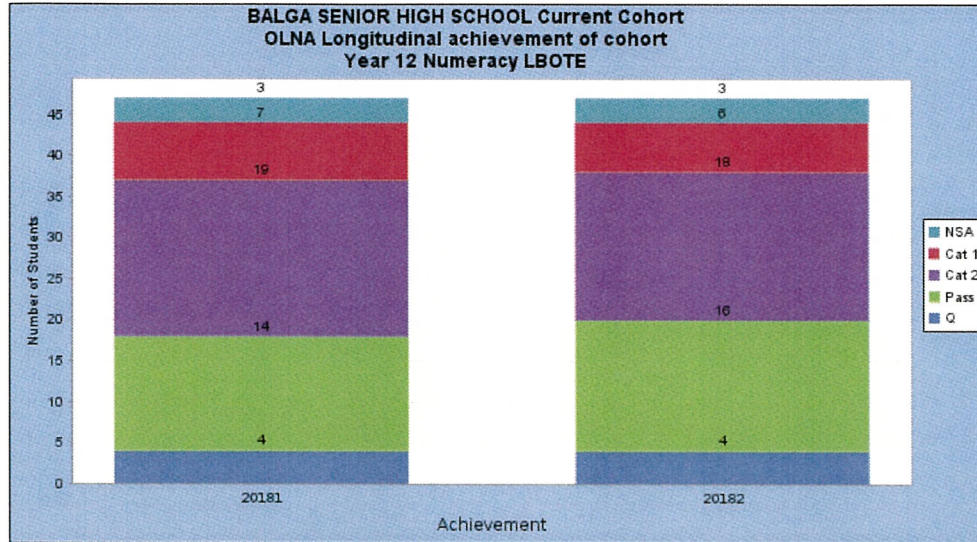
BALGA SENIOR HIGH SCHOOL Current Cohort
OLNA Longitudinal achievement of cohort
Year 12 Writing Aboriginal



BALGA SENIOR HIGH SCHOOL Current Cohort
OLNA Longitudinal achievement of cohort
Year 12 Reading Aboriginal



OLNA ACHIEVEMENT (LBOTE)



INOVATIVE PROGRAMS AND TEACHING STRATEGIES

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.

Four of our ladies were invited to represent this year's NAIDOC theme 'Because of Her we Can'. Pictures were displayed on the big screen in Yagan Square for the duration of NAIDOC week. Well done ladies, you're an inspiration to many.



UniPrep

Balga Senior High School has a strong partnership with Edith Cowan University, and is the only school in the Perth metropolitan area to offer an onsite University Preparation course to selected Year 12 students.

The UniPrep course offers an alternative pathway to University and recent graduates have been successful in gaining entry to courses such as Engineering, Nursing, Teaching and Computer Science.

The UniPrep course aims to provide students with the necessary skills to succeed at University level and in partnership with Edith Cowan University, Balga Senior High School delivers units that focus on Learning Skills, Academic Writing and the Humanities.

During Year 12, students will engage in content that prepares them for university-level study by teaching them the required skills for academic success, with an emphasis on the student becoming an independent learner. Additionally, students will be introduced to university life at ECU and will have access to course and career advice to assist in making informed decisions about undergraduate degree selection.

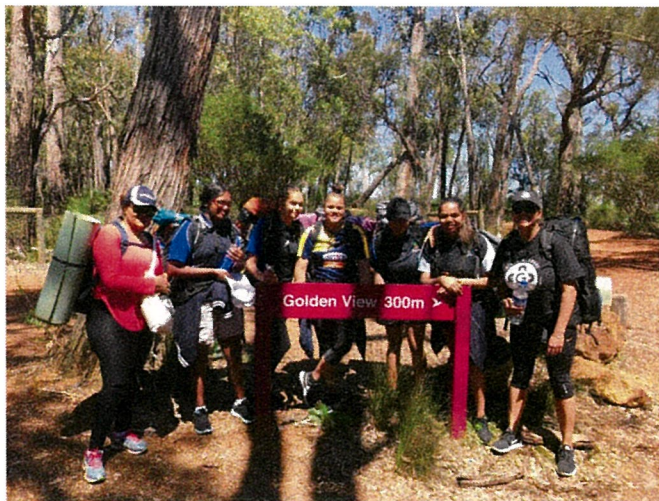
UniPrep is a challenging, yet engaging course that requires dedication, commitment and perseverance but offers an outstanding opportunity to gain university entrance.

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.

Key activities and strategies that have worked particularly well include – Increasing student attendance in school, assisting students with post-school options, supporting students with their Literacy and Numeracy and improving student engagement in school.

AVERAGE ATTENDANCE RATE		
	2017	2018
Academy Student Attendance Rate	46.7%	62.2%
Cohort Student Attendance Rate	37.8%	51.4%



Drama – Youth on Health Festival (YOHFEST)

The Youth On Health Drama Festival (YOH Fest) was established in Mandurah, West Australia in 1988 to equip local young people in making positive lifestyle choices and to build self-confidence and leadership skills. The project was founded by a group of students at Mandurah High School, under the direction of School Nurse Ann Leaver, who went on to become the inaugural Executive Director until 2006.

Now, YOH Fest has grown into one of Australia's largest celebrations of youth creativity and is a leading forum for health promotion and the largest Performing Arts competition in Australia. YOH Fest has empowered thousands of young people across Western Australia and the Northern

Territory to share their stories on the issues most relevant to them through Drama, Dance or Visual Art. YOH Fest is a platform for young people to explore current health issues related to them. This ensures that YOH Fest focuses on what matters to young people in the festival and their community. YOH Fest is open to all schools across Western Australia. Each year, students perform in front of judges and live audiences in an effort to qualify for the State Final and be crowned as the YOH Fest winner, landing those bragging rights and a cash prize for their school.

Balga SHS has been highly successful in this competition for the past 21 years.

In 2017 we were crowned State champions. In 2018, both our Junior and Senior teams made the State Grand Final. This is an outstanding achievement when you consider that there are only 8 finalists out of hundreds of schools that compete in the heats throughout the year. Both of our teams performed brilliantly and received extremely positive feedback from the external Judges. The most significant achievement for us aside from being 2 of the 8 finalists was that we had over 110 students in years 9-12 participating in the State final. The theme for 2019 is BELONGING and our Drama pupils are already preparing for their heats in September.

Additionally, ECU sponsored 15 of our students to attend Djidi Djidi Aboriginal Primary School to run Drama workshops with years 4, 5 and 6. The focus of the workshops were to explore cultural identity through dance

and artistic interpretation. We also focused on building confidence in the students by running a range of improvisation and performance activities. The workshops culminated in our students choreographing and devising a performance piece that was performed at Djidi Djidi's end of year performance night.



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



Cultural Garden Project To Build Connection to Country



The garden project has developed over the past 24 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, 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.

STEAM, ROBOTICS, F1

Balga Senior High School is a member of the TDS Innovation Partnership. In 2018 STEAM lessons were implemented with Year 7 and 8 classes where students participate in various project based STEAM tasks using the Design Thinking process.

Both teachers and support staff were engaged in the STEAM Initiative through a series of Professional Learning opportunities offered within the school as well as externally. These professional learning workshops focused on developing teacher competence and confidence in the use of specific robotics and coding technologies to encourage STEAM learning.

After school robotics workshops were run throughout the year in partnership with local Primary Schools. Students learned with Lego equipment how to build and code simple robots and participated in the *First Lego League* robotics competition where their skills were tested against other schools in Perth.

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. Balga Senior High School students were successful in gaining a place in the 2019 *F1 in Schools* national event.



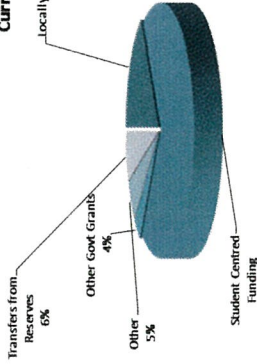
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Balga Senior High School
Financial Summary as at
31 December 2018

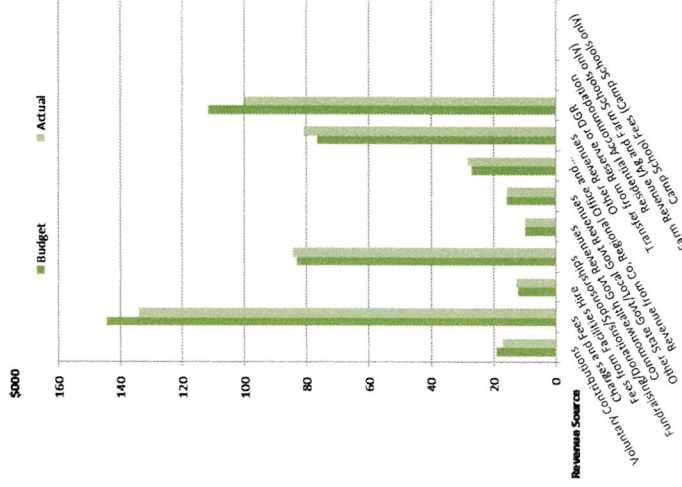
	Revenue - Cash & Salary Allocation	Budget	Actual
1.	Voluntary Contributions	\$ 19,000.00	\$ 16,996.95
2.	Charges and Fees	\$ 144,340.60	\$ 133,952.99
3.	Fees from Facilities Hire	\$ 12,046.00	\$ 12,693.98
4.	Fundraising/Donations/Sponsorships	\$ 88,278.00	\$ 84,375.89
5.	Commonwealth Govt Revenues	\$ 9,790.00	\$ 9,790.00
6.	Other State Govt/Local Govt Revenues	\$ 15,732.50	\$ 15,732.50
7.	Revenue from CO, Regional Office and Other Schools	\$ 26,888.00	\$ 28,218.17
8.	Other Revenues	\$ 76,586.00	\$ 80,966.36
9.	Transfer from Reserve or DGR	\$ 111,665.00	\$ 10,000.00
10.	Residential Accommodation	\$ -	\$ -
11.	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12.	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 483,155.10	\$ 482,621.79
	Opening Balance	\$ 239,032.77	\$ 239,032.77
	Student Owned Funding	\$ 1,016,480.71	\$ 1,068,725.46
	Total Cash Funds Available	\$ 1,754,668.58	\$ 1,790,380.02
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,754,668.58	\$ 1,790,380.02

Current Year Actual Cash

Sources

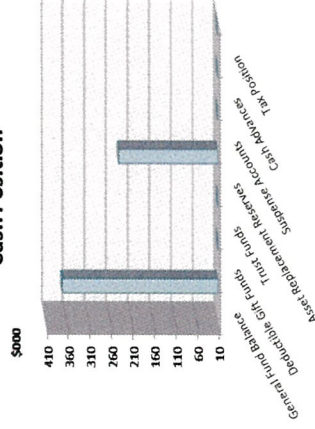


Locally Generated Revenue - Budget vs Actual

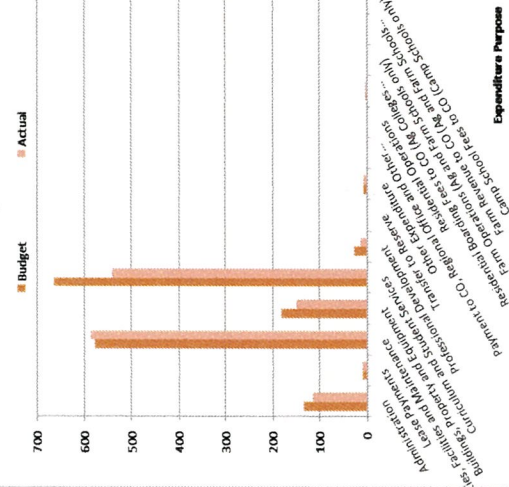


	Expenditure - Cash and Salary	Budget	Actual
1.	Administration	\$ 133,005.79	\$ 115,061.12
2.	Lease Payments	\$ 8,400.00	\$ 8,486.48
3.	Utilities, Facilities and Maintenance	\$ 576,278.91	\$ 585,088.51
4.	Buildings, Property and Equipment	\$ 179,988.00	\$ 148,364.17
5.	Curriculum and Student Services	\$ 663,954.08	\$ 541,213.52
6.	Professional Development	\$ 25,607.00	\$ 13,500.04
7.	Transfer to Reserve	\$ -	\$ -
8.	Other Expenditure	\$ 6,487.00	\$ 5,727.48
9.	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10.	Residential Operations	\$ -	\$ -
11.	Residential Boarding fees to CO (Ag Colleges only)	\$ 1,200.00	\$ 1,200.00
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	\$ 1,594,861.78	\$ 1,401,541.32
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,594,861.78	\$ 1,401,541.32
	Cash Budget Variance	\$ 199,806.80	

Cash Position



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:		
Bank Balance	\$	554,381.29
Made up of:	\$	-
1 General Fund Balance	\$	369,888.70
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	299,690.16
5 Suspense Accounts	\$	6,803.73
6 Cash Advances	\$	800.00
7 Tax Position	\$	61,091.30
Total Bank Balance	\$	554,381.29