



BALGA

SENIOR HIGH SCHOOL
Strength in Unity



ANNUAL REPORT 2019





Purpose/Aspirational Goal

“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.



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Principal's Report

Mark Carton

Balga Senior High School has continued to strive to provide our students with a quality place of learning; families a place of preferred enrolment and our community a place for connectivity and purpose during 2019. I believe we have continued to strive for excellence across these domains.

Our Annual Report demonstrates the successes and challenges faced by our students and the strong manner in which our school strives to meet their needs, so we can optimise success. I take this opportunity to wish our Year 12 graduates well and remind them that they are now a part of the history of Balga Senior High School.

This report presents data that reflects the continuous progress our students have made over the past school year, together with our targeted goals for the future years in line with our Business Plan. In addition to this, we continue to improve the learning environment within the school. We are pleased to confirm we received additional funding through the State Government to have \$1.6m spent on further upgrades and the completion of maintenance projects. This project is unfolding across 2020 and will build on our work over the past two years.

I take this opportunity to acknowledge the outstanding staff we have at Balga Senior High School and again commend them for focusing on the needs of the whole student. The diversity of programs offered across the school and the level of beyond the school day activities that take place to complement student growth and development also reflects the commitment of staff to our students.

Finally, I would like to acknowledge our parents and carers together with our School Board for their efforts throughout this year, our students have benefitted greatly from your passion.

I commend the 2019 Annual Report to all.

Mark Carton
Principal

2019 School Board

The School Board comprises of;

Ross McLean
Business and Government, Chairperson

Mark Carton
Principal

Rosemary Evans
Executive Staff Representative

Sarah Bath
Elected Staff Representative

Dylan Collard
Elected Staff Representative

Geoff Harris
Community Representative

John Inverarity
Community Representative

Len Yarran
Community Representative

Neil Lai
Community Representative

Vinh Nyugen
Community Representative

Steve Syson
Community Representative

Jenny Moutou
Community Representative

Maryann Darby
Parent Representative

Melanie Clark
Parent Representative

From the Board Chair

2019 year was another busy year for the School.

During the year the School's Board was reconstituted as a result of some retirements and staff elections. There are now 14 Board members including the Principal, staff-elected members, and parent and community representatives.

I would like to thank the retired members for their contribution to the School during their years of Board service.

During the year the School received a significant grant from the State Government for general maintenance and improvements to the School's facilities. This has allowed us to make noticeable improvements to the School grounds and buildings.

In addition, the School made formal representations to the State Government during the year for major upgrades to our physical infrastructure.

In particular, the School is seeking funding for:

- 1) A modern performing arts centre
- 2) A purpose-built student services building
- 3) An upgraded and integrated gymnasium facility

These proposed developments align with the findings of an official audit of the School's facilities which was undertaken in 2011.

At Balga we have a very dedicated and professional teaching staff. We want to provide them with the best possible facilities to assist them as they work with their students.

Our representations have been made, and we now await future State Government Budget outcomes. We will be both patient and persistent as we seek to achieve the best possible outcomes for the School in the years ahead.

At its November 2019 meeting, the Board endorsed the School's Business Plan for 2019 - 21. Over an extensive period the Principal and the staff worked together to develop this Plan which we believe will provide a successful educational pathway for our students. The Plan will focus on individual progress in Literacy and Numeracy whilst taking into account the overall needs of each student. Implementation of the Plan will be monitored by the Board.

During 2019 there were many School highlights. In particular, the Graduation Ceremony was a wonderful occasion, and was a tribute to the work of both the students and the staff. The atmosphere reflected the strong bond between the staff and the graduating students, and we saw how the students clearly appreciated their time together at Balga Senior High School, in what was a very emotional evening for all involved.

Once again the School participated with great success in the YOHFEST drama festival, and it was a privilege to witness their professional performances, and to fully understand, recognise, and appreciate the amount of work which the staff and students undertook to attain such standards of excellence.

Throughout the year, our students were involved in a wide range of academic, technical, cultural, and sporting endeavours, and their efforts and achievements are well documented in our regular "Balgazette" newsletter.

In conclusion I would like to thank the Principal, teachers, and administrative staff for their contribution to the School in 2019. The dedication, energy, and professionalism which they exhibit give this School a very special vibrancy, atmosphere, and culture which is widely recognised and appreciated. I would also like to thank Board Members for their contribution during 2019. Board responsibilities are limited, but important, and I again look forward to the Board helping to oversee, guide, encourage, and promote the future development of our School community.

Ross McLean
Board Chair



About Balga Senior High School



About Us

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.

Our student cohort reflects a culturally diverse population with over 52 cultural groups represented in the school. 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.

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.

Values

Our school embodies the ideals of a caring environment. We provide a shared and integrated environment where students and staff respect themselves and everything within the school. Through the 'Balga Way', we optimise the learning journey for students. Our commitment to making connections with students; having knowledge of and interest in each individual; and fostering personal understanding of their circumstances enables each student to overcome challenges and engage in successful learning. The progression of the whole student is founded on the following approach to learning: connection; engagement; sharing of culture; a sense of humour; having a go; cultural respect; care; and recognition of family support. This encourages creativity and more importantly allows the school community to celebrate achievement and success.

At Balga SHS we focus on developing the whole student. Learning opportunities are fostered not just within school time, but within the student's own community time. Importantly, we address the physical and mental wellbeing of our students through a Positive Behaviours approach. The behaviours – embracing Respect, Safety, Responsibility and Learning – are taught explicitly through lessons, role modelling techniques and signage throughout the school.

Learning

- Always attempt set tasks
- Have a go and try your best
- Respect the rights of others to learn

Respect

- Speak politely – no swearing or abusive language
- Maintain a clean and healthy environment
- Respect property and equipment – yours, other peoples and the schools

Safety

- Maintain a safe educational environment
- Use equipment appropriately and safely
- Treat others with care and respect

Responsibility

- Be punctual and prepared
- Wear your full uniform every day
- Ensure that mobile devices are off and secured during the school day



Demographic and Context

Balga SHS is an Independent Public and STEM Innovation School located 15 km 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 schooling/educational journey. 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.

Students enter one of the school's specialist programs specific to their needs. The programs are as follows:

The **Middle School Program (Years 7-9)** caters for a relatively small number of local area students; with the majority of students being graduates of the Balga SHS Intensive English Centre (IEC) or primary school-based IECs. There are also specialised transition classes for IEC graduates with limited schooling, allowing students to focus on literacy and numeracy with one teacher for most of each school day. Multi-age grouping supports the development of literacy and numeracy at appropriate stages of development. Instructional Code Switching techniques are used by teachers to accommodate more efficiently the diversity of learning styles in the classroom.

The **Senior School program (Years 10-12)** caters for students who have completed the Middle School, Learning Support and IEC 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 parents), specialised English as an Additional Language transition programs for limited schooling students and a direct entry University course (UniPrep) 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 New North Education Initiative is also an important part of our senior school strategy, as it offers a clusters of relatively small senior high schools in the local area to offer courses at connected times, so students are able to engage in a broader range of subjects during their senior school years.

The **Intensive English Centre (IEC)** has two programs. The first caters for students who arrive in Australia with a previous education. The second program caters for students who have limited/interrupted schooling. Extensive ongoing EALD support is provided for these students as they graduate from IEC into mainstream schooling.

The **Learning Support Program** caters for nominated students across Years 7–12. All students have Individual Education Plans encompassing educational, social and behavioural objectives.

Balga Senior High School is a Teacher Development School (TDS) for **STEM** (Science Technology Engineering Mathematics) education. STEM Innovation Partnerships bring together clusters of schools and other interested parties to look at innovative practices that will increase student engagement in STEM education and programs.

Highlight - 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 heartfelt. 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.

The Balga SHS Strategic Plan reflects the priority areas of the Department of Education's High Performance, High Care: Strategic Plan for WA Public Schools 2016-19 and Focus 2016.

The Five Priority Areas are:

- Attendance and Participation
- Literacy
- Numeracy
- A Community Learning for the Future
- A Positive Culture and Healthy Environment



Partnerships

Girls Academy

Girls Academy is the leading provider of school-based engagement programs for Aboriginal and Torres Strait Islander girls in Australia.

Girls Academy is the flagship program of Role Models and Leaders Australia, founded in 2004 by Olympian and champion basketballer Ricky Grace (AM, MEdL, BPolSc). The full-time program works within the school system to drive community-led solutions aimed at overcoming the obstacles that prevent Aboriginal and Torres Strait Islander girls from attending and achieving at school.

Girls receive intensive one-on-one mentoring and support from our team of skilled field staff, 74 percent of whom are highly accomplished Aboriginal and Torres Strait Islander women.

Our program increases the skills, employ-ability, mental health and well-being of Aboriginal and Torres Strait Islander girls around Australia – providing them with better opportunities to contribute to the social and economic outcomes of the wider community.

Girls Academy equips girls with the tools they need to engage in their education, achieve their goals and change their communities. Academy girls are ready to make an economic contribution to our nation and to be part of the social change that is Closing the Gap.

Program activities are designed with emphasis on the 'Big 4' objectives to:

1. Increase school attendance
2. Advance academic and personal achievement
3. Improve year 12 graduation rates, and
4. Facilitate post-school transition planning

We want Aboriginal and Torres Strait Islander girls to be empowered and motivated to achieve educational success, which in turn results in improved outcomes for their health, emotional well-being, employment opportunities and life expectancy.

We want this success to be passed down from generation to generation, ultimately closing the gap that exists between Indigenous and non-Indigenous Australian measures of well-being.



New North Education Initiative (NNEI)

NNEI Partnership for Year 11 and 12 Students

The New North Education Initiative (NNEI) is a collaborative partnership between Dianella Secondary College, Balga, Eastern Hills, Girrawheen and Morley Senior High Schools within the North Metropolitan Education Region.

This unique partnership provides enhanced opportunities for students, and the best of educational delivery for young adult learning. This alliance enables students at these schools to access a wider breadth of Senior School curriculum choices with specialist teachers, while remaining attached to their home school campus. This program was formulated in response to community demands for excellence in education.

NNEI – Purpose

- Enhanced curriculum breadth
- Comprehensive academic stream offerings
- Promotion of excellence in local schools
- Development of successful programs in local schools
- State of the art Vocational Education and Training options
- Access to three Trade Training Centres
- Quality professional development for teaching staff
- Close and active engagement with primary schools
- Strong, shared community links

The shared, cooperative curriculum delivery across five sites has attracted considerable local and state wide interest. Student achievement has improved through this alliance by enabling students at NNEI schools access to Senior Secondary Schooling curriculum choices beyond the limits of what is offered at their home school. Currently 100 students travel between schools to access courses of their choice.



New North
Education Initiative

Wadjak Northside

The Wadjak Northside Education Program provides a unique opportunity for Aboriginal students in the North Metropolitan Education Region through learning experiences in language, culture and history. It also provides opportunities for students to specialise in sports such as AFL, Netball and Soccer, as well as Arts and Technology. This program is enhanced through the Ricky Grace Academy supporting our female students and their families.



Young Parents Program

Provides young parents access to childcare and support through the Teen Family Centre whilst enabling students to continue their education in a supportive environment on the school site.

Balga Senior High School also partners with the following organisations.



THE UNIVERSITY OF
**WESTERN
AUSTRALIA**





2019 Snapshot

Intensive English Centre

The Intensive English Centre (IEC) provides migrant and refugee students with the knowledge and skills required to integrate successfully into Australian mainstream education. The IEC has a diverse student population of young people from different countries and language backgrounds. Students who are enrolled in the IEC, have either minimal English or possess beginning or intermediate English language skills. Newly arrived international students with limited English also study in the IEC prior to being integrated into mainstream classes.

The IEC supports students by providing a minimum of one year of Intensive English studies in small classes and supportive and healthy environment. The teachers are provided with an Education Assistant to assist them.

Curriculum and Data Analysis

- The IEC curriculum provides a text-based approach for explicitly teaching English through key subject areas. As the students' level of English language proficiency increases, the teaching concentrates more on academic concepts, vocabulary and skills required in preparation for mainstream classes. Teachers have to modify, design and implement Learning programs that encourage students to engage and sustain participation
- Students' progress is monitored through ongoing formal and informal assessments against the EAL/D progress map
- Teaching staff and the program manager, participate in consensus moderation every semester, to ensure accuracy of levels and consistent judgement. Such targeted and specific professional learning opportunities, helps to build a healthy learning community which leads to a positive culture among all staff
- At the beginning of the semester, the students are required to sit a the South Australian Spelling Test. The South Australian Spelling Test is a standardised test of spelling achievement for students in the age range of 6 years to 15 years. This test enables the teachers to determine the spelling ability of each student in the class and implement targeted intervention process for students below required spelling levels
- design or modify the spelling program to cater for the students
- All teachers use the PM Benchmark Reading Assessment Resources to assist them to explicitly assess their students' instructional and independent reading levels using meaningful texts. The emphasis of the PM Benchmark assessment procedure is to ensure that students are comprehending the texts they read. The books are grouped into levels (1-30) and the levels have been matched to the EAL/D progress map level for reading. The PM Benchmark Reading Assessments are conducting at the beginning and end of each semester. The PM Benchmark Reading assessment is one of many going summative reading assessments that provide the teacher with sufficient feedback and evidence to enable them to give the students an accurate level from the EAL/D progress map at the end of the semester
- Individual Educational Plan (IEP) or Group Education Plan (GEP) are used by teachers to cater for students who are finding it hard to cope with the syllabus. The supported documents are designed by teachers and the program manager and they are used to plan, monitor, assess and evaluate student learning. During RTP evening, with the assistance of an interpreter, teachers take time to explain the documented plan to the parents and care givers. IEP and GEP are reviewed every semester. IEP and GEP is another form of intervention strategies for students needing assistance to achieve success in their studies leading to 98% attendance and participation. All students feel supported regardless of their prior schooling background

Highlights

- Compulsory and uninterrupted Literacy Block every Monday, Tuesday and Thursday period 1 for 30 minutes
- NAPLAN Practice tuitions after and before school during Term 1
- Enriching hands-on activities to build the student's speaking confidence with the boys from Scotch College as part of their Community Program every Friday afternoon
- Compulsory swimming lessons for all students and participation rate was 98%

Learning Support Program

At Balga Senior High School, we are an inclusive program for Years 7 – 12 that maximises learning for all. We endeavour to provide a program that enables individual students to reach their full potential. This is done through:

- Differentiated curriculum
- Individual/Group learning plans
- Learning support programs

Highlights

- Excellent relationship with School Psychologist, a variety of agencies including Ability Centre, Mission Australia, Therapy Focus and our dedicated Learning Support Teachers and Educational Assistants
- Differentiated Classroom Programs teachers use a variety of activities together with explicit teaching to engage and enrich students
- Through using a range of assessments, we are able to identify strengths and where a student may require support
- Teachers together with parents create Individual Education Plans, set educational, emotional and social goals for students to achieve and work through the strategies at home and at school
- In September we went on a 3 day camp with our whole department where we built Team Working, Social and Emotional Skills

Data Analysis and Application

- Teachers utilise school and system data to effectively track student progress and inform their classroom practice across Years 7 to 12
- Teachers carry our Holborn Reading and South Australian spelling tests to effectively track student progress
- Teaching staff participate in moderation to ensure accuracy of assessments

Focus Areas

- Through engaging initiatives, we provide opportunities for our students to gain valuable skills to help them prepare for life after school. We do this through Work placement opportunities at a variety of local and National businesses. At times these placements lead to part time work and in some cases full time work after school
- We run a coffee shop two mornings a week where we have cross curriculum opportunities in Maths, Literacy and Business Enterprise. Students prepare and serve food and drinks as well as engage with customers. These programs develop self-esteem, communication skills and confidence
- Our students leave us with the skills and confidence that enables them to become good citizens and challenge themselves to be the best version of themselves



English

The English Learning Area offers all students, across all year groups, engaging and stimulating programs, in order to assist them to achieve their potential. By fostering enjoyment of all aspects of English, in particular the Western Australian Curriculum strands of Writing, Reading and Viewing and Speaking and Listening, students have opportunities to develop their skills in comprehension and analysis, which allows for a deeper understanding of all types of literature, including classic and contemporary types. Our aim is to ensure all students improve their literacy levels and upon completing their learning journey with our school, they have the skills to access the workforce, apprenticeships or tertiary studies.

During 2019, the students were provided with access to the literacy development programs, Read Theory.Org, Quill and Education Perfect. These online programs allowed students to work at their own level and pace at school, as well as at home.

Highlights

- NAPLAN results showed satisfactory progress between Year 7 and Year 9
- Year 6 Transition activities and placement testing administered
- NAPLAN and OLNA practice tests
- The implementation of a Literacy Enhancement Program delivered to students in Years 7-9 to improve spelling, vocabulary and reading comprehension skills
- Homework Club – students have access to one-on-one tutoring with English teachers after school
- Enriching cross-curricular incursions with the HASS Learning Area
- Literacy support provided specifically for Year 11 and Year 12 students to achieve WACE, VET and ATAR success

Data Analysis and Application

- Teachers utilise school and system data to effectively track student progress and inform their classroom practice across Years 7 to 12
- Teaching staff participate in consensus moderation (SCSA review) to ensure accuracy of grades, as mandated by SCSA

Focus Areas

- The introduction of the OLNAWA online program, which will specifically target Year 12 students who are currently a category 1 or category 2, for them to achieve their WACE



Mathematics

The Mathematics team is committed to providing engaging and meaningful learning programs across all year levels, in order to help each student, achieve their potential. Our goal is to ensure all students leave our school with the skills that allow them to step into their chosen career pathway, whether it be apprenticeships, TAFE or University.

During 2019, the students were provided with access to Mathspace, which allowed them to work at their own pace at school, as well as at home. We have also challenged our higher achieving students, by entering them into the Australian Mathematics Competition, with some of our students achieving a Distinction, for their efforts.

Highlights

- NAPLAN results continue to show strong progress between Year 7 and Year 9
- Focus on literacy-based worded mathematic problems, specifically in Year 7 and Year 8
- Year 6 transition activities and placement testing
- Creditable results in Year 11 and Year 12 ATAR Mathematics courses
- Homework Club – students have access to one-on-one tutoring with Mathematics teachers after school

- NAPLAN and OLN practice tests
- Numeracy support provided specifically for Year 11 and Year 12 students to achieve WACE, VET and ATAR success
- Review of Mathematics pathways
- We welcomed Sebastian Liffers to our team, after completing his final teaching practice with us in 2018

Data Analysis and Application

- Teachers utilise school and system data to effectively track student progress and inform their classroom practice across Years 7 to 12
- Teaching staff participate in consensus moderation (SCSA review) and small group moderation to ensure accuracy of grades, as mandated by SCSA

Focus Areas for 2020

- The introduction of the OLNWA online program, which will specifically target Year 12 students who are currently a Category 1 or Category 2, in order for them to achieve their WACE



Humanities and Social Sciences

The HaSS learning area aims to develop in students a deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas and environments throughout the world. Balga is a very multicultural school and we work to build a sense of place within Australia for our students whilst drawing on the rich and diverse cultural variety that the school enjoys.

The curriculum encompasses the four subject strands of the Western Australian Curriculum Framework including, Geography, Economics and Business, History and Civics and Citizenship across Years 7 to 10. In the Senior School we offer the full suite of options in Career and Enterprise, including Foundation, General and ATAR. These courses aim to develop enterprising behaviours and capabilities that enable students to be active participants in career building activities and take control of their Career/life journey.

Highlights

- There is a literacy focus across all HaSS subjects and years where subject specific glossaries are used and reinforced along with ongoing vocabulary building and reinforcement of the need for correct punctuation and grammar
- Strong Career focus in all Senior School HaSS curriculum
- Homework club – Students have access to one-on-one tutoring with HaSS teachers after school
- Enriching cross-curricular incursions with the English Learning area
- Incursions, excursions, artefacts and guest speakers are used to bring the subject matter to life for our students
- HaSS teachers are skilled practitioners who are passionate about their learning area
- HaSS partnerships to enrich and enhance learning outcomes exist with: Aspire UWA; KW Mallesons; the ADF; Red Cross; ATO; the Constitutional Centre and CEAWA to name a few
- Careers centre staffed by a qualified Career professional

Data Analysis and Application

- HaSS teachers utilise school and system data to track student progress to modify and improve their classroom practice and improve student outcomes across all years
- Ongoing consensus moderation, both internal and external
- Testing and data analysis used to develop individualised career pathway plans for all Year 12 students

Focus Areas for 2020

- Use of literacy enhancement strategies to develop student's ability to access specific content
- A continual focus on the importance of building and strengthening relationships with individual students to enhance their learning opportunities and improve outcomes
- Career development



Science

The Science Learning Area is committed to providing an inclusive environment, where students are focused and connected with real world issues, knowledge of future pathways, and the development of a social conscience. We strive to empower our students to reach their potential and become active contributors in our local community and the wider world.

Year 7-10

Our Year 7-10 students study the West Australian Curriculum and Science is taught under three strands: Science Understanding, Science Inquiry Skills and Science as a Human Endeavour. These three strands are interrelated and their content is taught in an integrated way through Biological, Chemical, Physical and Earth & Space Sciences. Interesting and engaging experiments and investigations and the use of electronic resources/products such as STILE are incorporated into the science programming, to stimulate the delivery of the science course for the 21st century.

Science inquiry involves the following skills:

- Identifying and posing questions
- Planning, conducting and reflecting on investigations
- Processing, analysing and interpreting evidence
- Communicating findings

Science investigations are activities in which ideas, predictions or hypotheses are tested and conclusions are drawn in response to a question or problem. Investigations can involve a range of activities, including experimental testing, field work, locating and using information sources, conducting surveys, and using modelling and simulations. To improve literacy and numeracy skills, investigations are scaffolded to improve scientific understanding and report writing.

In science investigations, collection and analysis of data play a major role. This can involve collecting or extracting information and re-organising data in the form of tables, graphs, flow charts, diagrams, spreadsheets and databases. Therefore, students are encouraged to use skills from other learning areas, such as Maths, English, HASS and Technology in their science

classes. Students use online lessons both in the classrooms and homework club to maximise their educational achievements. Parents are actively involved via teacher feedback and interim reporting to assist in improving their child's learning.

Students in Years 7-10 are encouraged to take part in a number of extra-curricular science activities like:

- ASI- Australian Science Innovations online competition and have achieved distinction and credits certificates. Distinctions award winners in Australia wide Big Science Competition
- STAWA Synergy Solar Car Challenge
- Formula One challenges for the past 7 years and achieving high scores every year
- STEM projects to engage students in career pathways
- Robotics – an extended program after school hours to extend their knowledge and curiosity for future careers
- Science week activities and various Incursions and Excursions

Years 11-12

Students in upper school have a choice to select ATAR or General courses. We offer Physics, and Integrated Science at ATAR level through the NNEI pathway and General courses in Integrated Science and Human Biology at the school. Students are guided to select their courses carefully based on their ability in Science, their preferred career pathway and prerequisite requirements for their University or Registered Training Organisations.

Focus Areas

- Implementation of more practical based lessons across Years 7 – 12 to increase engagement, curiosity as well as career pathways within the Science fields
- Improve Literacy and Numeracy skills in Science in a supported and safe environment
- Promote hands on activities and engage students at all levels of achievements and improve attendance and participation in Science

Technologies: Home Economics

All students have access to this learning area either as part of their general program or as an option. Lower School, IEC and Learning Support students participate as part of their general program while Middle and Senior School students have the choice as an option.

All staff in Home Economics are committed to an inclusive learning environment and facilitate engaging programs, empowering students with the life skills of Nutrition, Food Preparation and General Sewing Skills whilst considering economic, environment and sustainability factors.

Certificate II Hospitality

Our RTO (Registered Training Organisation), provided all curriculum and strictly monitored students work and teachers marking. This course, which is delivered in the classroom by a VET qualified teacher, is both practical and theoretical and includes twelve functions over the two years. Literacy and numeracy, particularly relevant to the hospitality industry is continuously developed.

Certificate II Community Services (Child Care)

This course is on the NNEI line, providing students from Girrawheen and Morley Senior High Schools and Dianella Secondary College access to this course. This is now a fully online course. All curriculum is provided by and strictly monitored by this training organisation. This course is predominantly theoretical however eighty hours of work experience is required each year. This course is currently being phased out and as of 2020 the Year 11 students will commence the SCSA course of study, Family, Children and The Community (Child Care).

Highlights

- Certificate II Hospitality 2019 Completion 100%
- Certificate II Community Service (Child Care) 2019 Completion 100%
- Successful implementation of a 9/10 Textiles class culminating with Textile Landscapes on display
- Fabric mitten produced by IEC textiles class for Koalas being treated in Bushfire Rehabilitation Clinics in Queensland and NSW

- Cross-curricular enrichment tasks incorporated into textile activities with the Visual Arts Learning Area
- Year 7 & 8 Food and Fibre Production classes catered for their parents and carers light lunch or afternoon tea at the completion of each semester
- Senior School Learning Support class assisted in catering for their programme end of year awards assembly, attended by parents, carers and students
- Smooth transition to new RTO for Certificate II Hospitality
- Smooth transition to new online Certificate II Community Service (Child Care) course with RTO
- Implementation of a Breakfast Café for Staff run by Year 11/12 Hospitality classes
- Hospitality Industry excursions included Joondalup TAFE training Restaurant and tour of their Hospitality course facilities and The Epicurean at Crown Perth
- We welcomed Jessica Brown to our team

Focus for 2020

- SCSA curriculum for implementation of the Family, Children and the Community (Child Care)
- Literacy and Numeracy relevant to the contexts within the Home Economics Learning Area
- Parent and Carer engagement through morning tea and lunches catered for by students
- Continued development of the middle school Textiles curriculum
- Increased ICT throughout Years 7-12 curriculum



Technologies: Building and Construction

The Building and Construction students have been very busy this term with their brick laying project. The students had to build a four-tier brick wall using mortar as part of their practical assessment in three weeks. In week one the students were taught:

- How to use string line so the brick wall would be in line
- How to use a builder's square to check if the wall is square
- The safe use of a cement mixer. How to mix the mortar to a right consistency
- The trade and industry standard and practices of brick laying

From week two the students took ownership in mixing the mortar and cleaning up after their completion of the wall. Our principal Mr Carton who was our guest judge was impressed and proud of the accomplishment the Year 11 and Year 12 Building and construction students had created in three weeks.



STEM

Creativity and ingenuity of Students engaged in STEM projects in Balga SHS

Over the past few years Balga SHS has been increasing the engagement of students in Science, Technology, Engineering and Mathematics (STEM) projects which teaches Year 7 and 8 students in skills such as: problem solving, communication, presentation, teamwork and collaboration, that will help ready them for future employment.

This semester the 8AC students built water filters using readily available material that were the cheapest to make so it could be used in developing countries to clean up dirty water ready for drinking. The filters were made of recycled water bottles, fine and coarse gravel, sand, cotton wool, cloth, charcoal and rubber bands. The best water filter was designed by Nhi, Jasmin and Piper and the best presented was by Chloe, Mu K'Do and Betsy.

The students also participated in the Re-Inventor of the Year, a National Competition where students are asked to use recycled plastic material to invent something that can be treasured. Students came up with a variety of items including attractive storage containers shaped like a rocket and apple, some candle holders made of spoons, a set of lady birds, a number of sculptures which represented what happens to the waste plastic when it gets into the environment killing sea life such as fishes and turtles.

STEM: F1 in Schools

The team learned a great deal from the experience and now have more focus on achieving their career aspirations in STEM careers. A big Thank You to the sponsors of our team, KC Sport Australia, KhakiWest, Stickerdude, Subaru Osborne Park and Google for the support they have provided financially in assisting the team to get to the National Finals.

A big thank you to Mr Carton for his support of STEM education at Balga Senior High School, for the F1 in Schools STEM Challenge Business Enterprise class and for his support in assisting Raptors competing in the National Finals.

Finally a big thank you to Ms Patricia Dean for her energy and passion in tirelessly assisting the students in the F1 in Schools Business Enterprise class, assisting team Raptors with all their work in preparation for the National Finals and being mum during their stay in Melbourne.



Health and Physical Education

The Balga SHS Physical Education department is committed to providing students with a variety of learning experiences to develop their physical and interpersonal skills in a supportive environment.

The department programs aim to provide students the opportunities to improve their individual skills, teamwork, leadership and game strategies. In addition to skill development students have the opportunity to enhance their performance and participate in Athletics Carnivals, Inter-school Lightning Carnivals, and after-school sporting competitions.

Our Health Education program is delivered across the school from Years 7 – 10 in one session per week. The focus is on educating students to make informed decisions about their health and well-being and building positive relationships.

The PE Department also offers Health and PE Studies courses in Year 11 and 12 for those students who have a keen interest in physical activities. These include General, Foundation and Certificate Courses.

Lower & Middle School

Courses:

- Physical Education
- Health Education

Options:

- Football (Soccer)
- Australian Rules Football
- Athletics
- Netball
- Basketball
- Outdoor Education
- Badminton
- Tennis

Senior School

Courses:

- Physical Education Studies General
- Health, Physical & Outdoor Education Studies – Foundation
- Certificate II in Sport Coaching



Aboriginal Languages - Noongar

Aboriginal Languages is provided as an option for Aboriginal students from Year 7 to 10. The Noongar Language Learning Area is committed to empowering our students culturally through language and how that links with history and our students' futures. We focus on learning local Noongar language and culture as a way of building the cultural strength and connection to country of our students.

In Years 7 and 8, students focused on feelings, family, body parts, colours, bush animals, numbers and had an introduction to the Noongar seasons. In Years 9 and 10, students focused on extending their sentences and in particular focused on seasons, birds, land and sea animals, verbs and places. In Years 9 and 10 there was also an emphasis on learning Noongar dance, and the students were able to perform many times throughout the year.

Highlights

- Students were able to attend many 'on country' excursions in order to learn Noongar culture in the same way and in the same places Noongar people have for many thousands of years
- Primary School NAIDOC culture business program. Students attended Balga, North Balga, Waddington and Westminster Primary Schools where they delivered cultural activities to the younger students
- Solidification of Girls Academy and establishment of Aboriginal Boys Program for engagement and wellbeing of students
- Wungening and Yorgum Counselling and Wellbeing programs
- Learning from Noongar elders and leaders through incursions and excursions to Kings Park, Swan River, Midgegooroo National Park, Whiteman Park, Ern Halliday, Lake Gwelup, and Yanchep National Park
- Partnerships with ECU Kurongkurl Katitjin and UWA School of Indigenous Studies through incursions and excursions in order to provide students with career options and the opportunity to experience aspects of university life

- AIME Program which involved workshops centered around career and leadership development as well as in-school mentoring
- Multiple community dance performances during Reconciliation Week and NAIDOC Events including Department of Education Central Services
- Attendance and participation at Kings Park's Djilba Festival Celebration

Focus Areas

- Increasing engagement and attendance through cultural empowerment
- On-country and community involved learning.



The Arts

The Arts program at Balga Senior High School allows students to communicate with and understand others' points of view. It is an important tool for preparing students to live in a world that is increasingly team orientated, rather than hierarchical. As the Arts learning area boosts critical thinking and challenges students' perceptions about themselves and their world, it fosters a sense of tolerance and empathy in students. Regular access to Arts disciplines: Drama, Music, Visual Art and Media, develops emotional and social regulation, critical thinking and higher order thinking. All essential for life-long learning.

The Arts learning area at Balga Senior High School is enthusiastic, energetic and promotes the school motto "Strength in Unity". It achieves this by showcasing and celebrating student work in a range of community events and functions.

Balga Senior High School offers engaging, innovative programs that deliver the Western Australia curriculum through the introduction of industry specific technology, providing industry workshops, enabling our pupils to continue with the Arts by maintaining partnerships with industry organisations. We offer General and ATAR courses, as well as certificates in Music and Creative Industries.

Drama

Theatre Sports

Pupils showcased their talents in a Theatre Sports improvisational evening for the local community.

Yirra Yaakin Theatre Company

14 of our talented Drama students auditioned for a role in Yirra Yaakin's Junior Soneteers program. Yirra Yaakin were offering 10 places and our amazing actors secured 9 out of the 10 available roles. They went on to perform a range of Shakespearean sonnets in Noongar language to large external, paying audiences

Youth On Health Drama Festival (YOH Fest)

The Drama department were excited to announce their outstanding success in the 2019 Youth On Health Drama competition. Two teams entered the competition. Out of hundreds of schools, both Balga Senior High School teams made it into the state-wide grand final (We were two of eight grand finalists). Both our teams were brilliant on the night and received outstanding feedback from the external judges. Our Senior team Lost Child, won the prestigious Health award. This award was a huge achievement as we received a large cash prize and the knowledge that we received the highest score for our health message.

Edith Cowan University (ECU) sponsorship

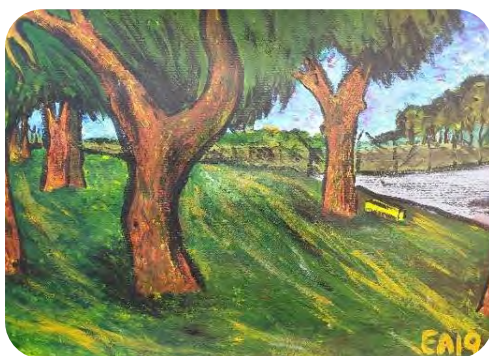
Our Drama department received sponsorship from ECU to produce and tour the play Jasper Jones. In Term 4 last year, we toured the play to schools and community groups in Mandurah, Bunbury and Collie. The cast also facilitated Drama workshops with students from other schools. We were very proud of the production and are looking forward to sharing it with our local community in 2020.

Western Australian Academy of Performing Arts (WAAPA)

39 of our Senior School Drama pupils attended a 3-day workshop in musical theatre at WAAPA. The workshops culminated in a production on the Friday afternoon. The students were taught by WAAPA professionals in the disciplines of Dance, Drama and Singing. As a result of their talent and passion, four of our students were offered scholarships for the 2019 Summer School Program.



Visual Arts and Media



Music

It is the aim of the Music Department to develop a strong foundation at the lower years, so that the standard of musicians leaving Year 12 will attain higher VET course qualifications in the future. In 2018, a clear pathway for students learning Music from Year 7 through to Year 12 was implemented to support this aim. The results of this change within a few years has shown a growth in the quality of musicians across all demographics and cohorts throughout the school.

A joint LOTE and Music class for year 7/8 Aboriginal students was implemented for the first time in collaboration with the Aboriginal Language educators. This program focussed on enhancing the learning of Noongar Language and culture through the connection of Music. The aim of developing a stronger connection with the indigenous students has started to bridge the gap, allowing the ease of integration into mainstream music classes such as the Year 9/10 middle school extension class and the Music Enterprise Business model.

Highlights

- The largest cohort of students to have attained a Certificate II in Music – 87.5% Completion (7 out of 8 students)
- Music Concert for Guest performers – The Average Band

- Invited Guests for Harmony Day – Subih Brothers
- Paid performance and PA operation at Mirrabooka Harmony Day (OLE/Cert II Music students)
- IEC Graduation Music Performances (standard of performances are improving with each group)
- Held successful assemblies/concerts throughout the year
- OLE Music Business Enterprise purchased logo customised Silent Disco system
- Reconciliation Walk at Lake Gwelup - 300+ People singing the New Noongar National Anthem
- Certificate II in Music students successfully provided the Audio production for Reconciliation Walk at Lake Gwelup
- Held very first Halloween Silent Disco with own OLE Silent Disco system.
- OLE performed at Osborne Park show (since 2014-2105)
- Catch Music program after school has grown in numbers of students from the school attending and performing around Perth

Focus for 2020

- Raise the standard of learning and expectation for all music students
- Develop stronger independent learning strategies and responsible peer-to- peer learning (As I learn, so we learn together)
- Create and establish a new classroom learning environment that is safe and conducive to learning for all years and demographics
- Increasing the number of students that attain a Certificate II in Music Industry
- Have our first student to ever complete Certificate III in Music Industry
- Developing music programs at lower years that will better prepare towards Certificate Music skills and knowledge in senior school
- Creating a TAFE/UNI environment for the Year 11-12 doing their Certificate II/III in Music Industry
- Make a stronger connection with Mega Music in Wangara to create Music Instrument package deals only exclusive to our Balga SHS students



Career Services

The Career Services Centre is situated in the Senior School building and is a one stop shop for career information. Both on-line and traditional tools are available to aid students with career counselling and research.

We are equipped to help students access up to date information in a digital and globalised world. All Year 11 and 12 students have the opportunity to complete a range of online activities that look at personality, interests, values and skills to develop an individual Learning & Career Pathway Plan that will inform their future choices and options. The plan provides students the opportunity to identify their preferred learning and study style and to set post school study, employment and lifestyle goals that are achievable. They are provided with individual counselling throughout this process to develop their career planning post school.

All students participate in Careers excursions & Incursions from the ADF & larger employers., universities and TAFE. Staff training follows international best practice in line with the Career Industry Council of Australia's guidelines and employs a qualified career practitioner.

Vocational Education and Training (VET)

Obtaining an Industry Standard Qualification is an important aspect in creating future career opportunities and students at Balga SHS can do this and also have it contribute to achieving the Western Australian Certificate of Education (WACE) in Year 12.

The following Certificate Courses are offered at Balga SHS:

- Creative Industries (Music) Certificate II
- Community Services Certificate II
- Hospitality Certificate II
- Information Technology Certificate II
- Sport Coaching Certificate II

Students also gain much experience and value from participating in Work Workplace Learning Placements in Year 11 and 12 across a range of job roles.

University Preparation Course

Balga Senior High School has a strong partnership with Edith Cowan University, and is one of a small number of schools in the Perth metropolitan area to offer an onsite University Preparation course (UniPrep) to selected Year 11 and 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, Humanities and Mathematics.

During their Senior School years, 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 students becoming independent learners. Additionally, students will be introduced to university life at each of ECU's campuses, 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.



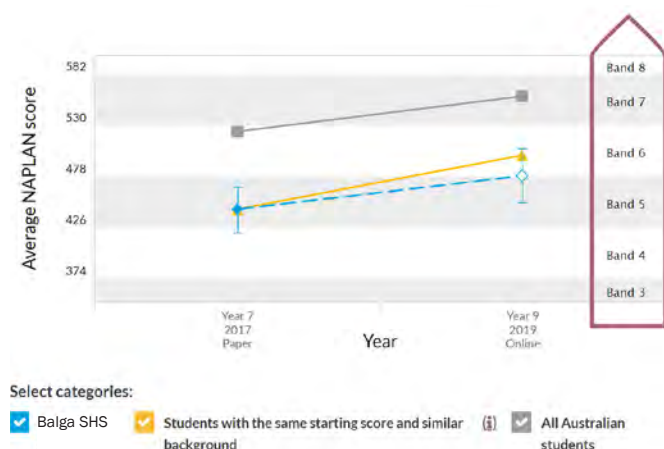


Performance Data

NAPLAN Data

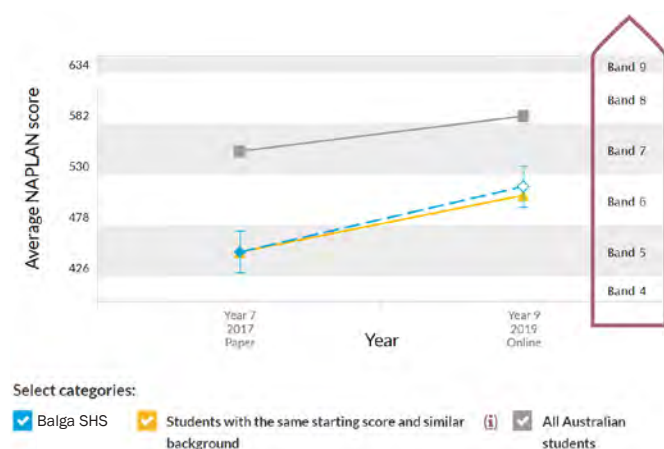
The NAPLAN data highlights that Balga SHS continues to make a positive impact on student results. We are continuing to make steady progress in Reading and very good progress in Numeracy. Although we continue on a positive trend for Writing it has been identified that Writing should be a target area we need to work on in 2020. One of the areas that will be a focus is writing in an online format, by exposing students more often to this way of producing their writing.

Year 7-9 Writing 2017-2019



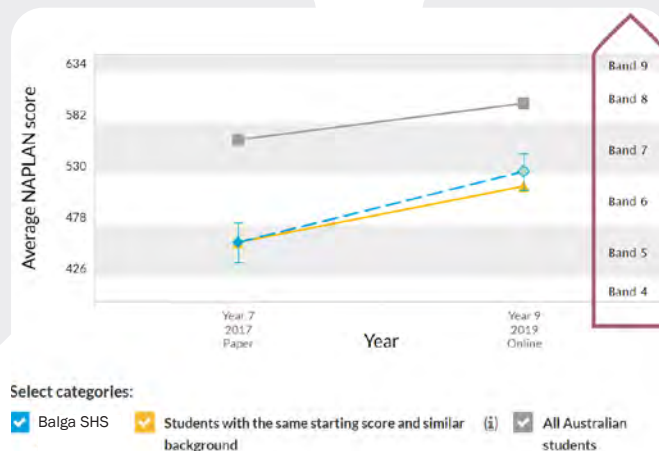
Percentage of students in this year level for whom previous NAPLAN results (2 years prior) are available: 33%.

Year 7-9 Reading 2017-2019



Percentage of students in this year level for whom previous NAPLAN results (2 years prior) are available: 35%.

Year 7-9 Numeracy 2017-2019



Percentage of students in this year level for whom previous NAPLAN results (2 years prior) are available: 34%.

Percentage of students making above average progress

The table below shows the percentage of students at the school who achieved above average progress, compared to students of a similar background and who had the same starting score on their previous NAPLAN test.

	2015-2017	2016-2018	2017-2019
Reading	49	53	58
Writing	62	63	38
Numeracy	56	65	64

Interpreting the graphs and table

Balga SHS's average when compared to students with the same starting score and similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

Year 12 Achievement Trends

	Number of eligible students	Number of students that achieved WACE	Percentage of students that achieved WACE
2019	53	20	38
2018	43	21	49
2017	49	21	43
2016	44	16	36

Did not meet both Literacy and Numeracy	Did not meet Literacy	Did not meet Numeracy
9	9	2
1 - local intake 1 - Aboriginal 7 - EALD	1 - Aboriginal 8 - EALD	2 - EALD

In 2019 there were 33 students who did not achieve a WACE, of these students, 20 did not meet the literacy and numeracy standards (OLNA). They met all other WACE requirements.

OLNA improvement Year 9 to Year 12

	Number of Year 12 eligible students	Numeracy			Reading			Writing		
		9 NAPLAN prequal	Increase	Year 12 met standard	9 NAPLAN prequal	Increase	Year 12 met standard	9 NAPLAN prequal	Increase	Year 12 met standard
		%	%	%	%	%	%	%	%	%
2019	53	9.43	60.38	69.81	11.32	54.72	66.04	1.89	58.49	60.38
2018	43	11.63	55.81	67.44	9.30	58.14	67.44	2.33	69.77	72.09
2017	49	6.10	61.20	67.30	8.20	55.10	63.30	8.20	57.10	65.30

Year 12s completing a certificate II or higher

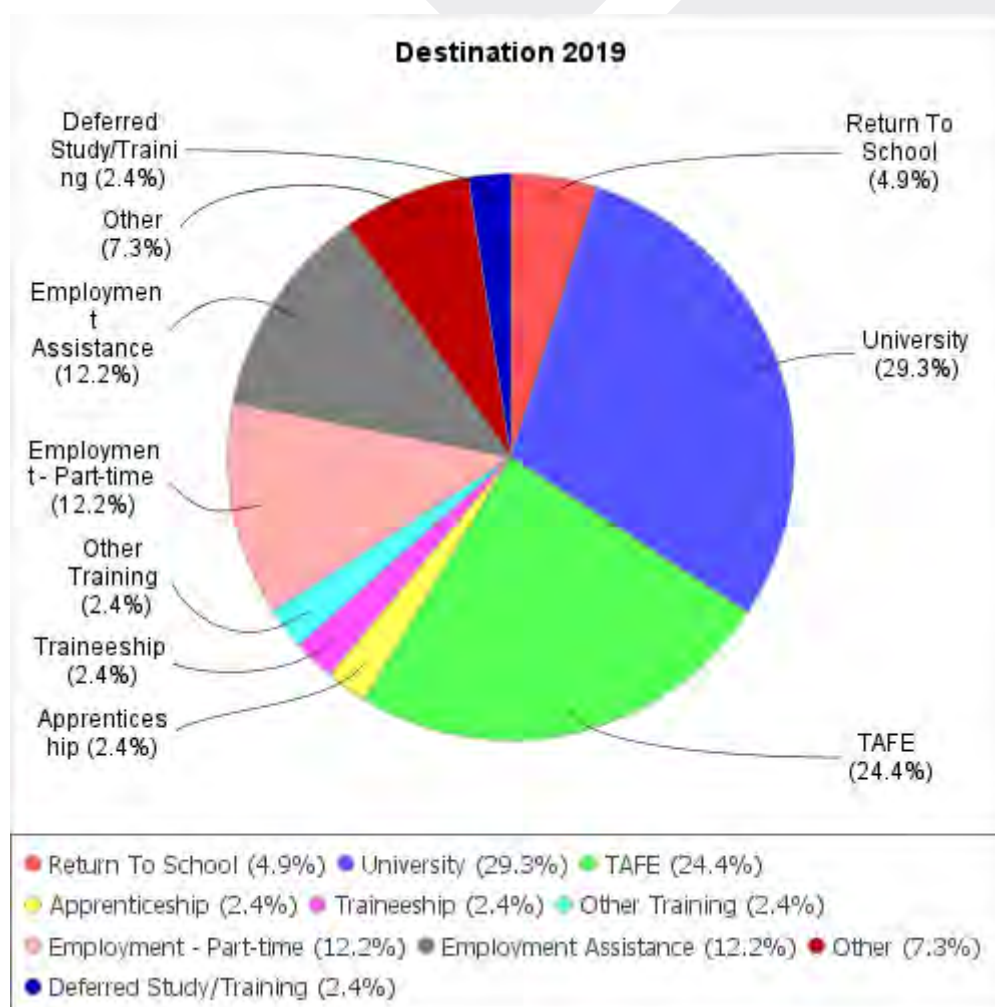
	Number of Year 12 students eligible	Completed a certificate II or higher with less than 4 ATAR courses		Completed 4 or more Year 12 ATAR courses or a certificate II or higher	
		number	%	number	%
2019	53	46	87	46	87
2018	43	36	84	36	84
2017	49	42	85	44	90
2016	44	44	100	44	100

Year 12 Destinations

Post-School Destinations – 2018 Year 12 cohort

These students (41) represent 66% of the second semester cohort.

Note: This graph identifies the pathways of the students who participated in the Post-School Destinations survey



Attendance

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2017	73.9%	87.8%
2018	74.7%	87.6%
2019	75.8%	86.8%

Student Attendance Rates

	Attendance Rate		
	2017	2018	2019
Indigenous students	51%	50%	47%
Non-indigenous students	88%	87%	89%

Attendance % - Secondary Year Levels

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2017	86%	81%	77%	77%	63%	61%
2018	82%	78%	78%	77%	64%	66%
2019	80%	83%	79%	79%	64%	69%
WA Public Schools 2019	90%	87%	85%	85%	86%	87%

Current Strategies for Improving Attendance

- On-going communication between Student Services and families
- Absentee notes sent home fortnightly
- Attendance data analysis to inform strategic intentions
- A focus on classroom relationships
- A focus on appropriate learning programs
- Referrals to regional attendance personnel
- Case management

Additional Strategies for Improving Attendance in 2020

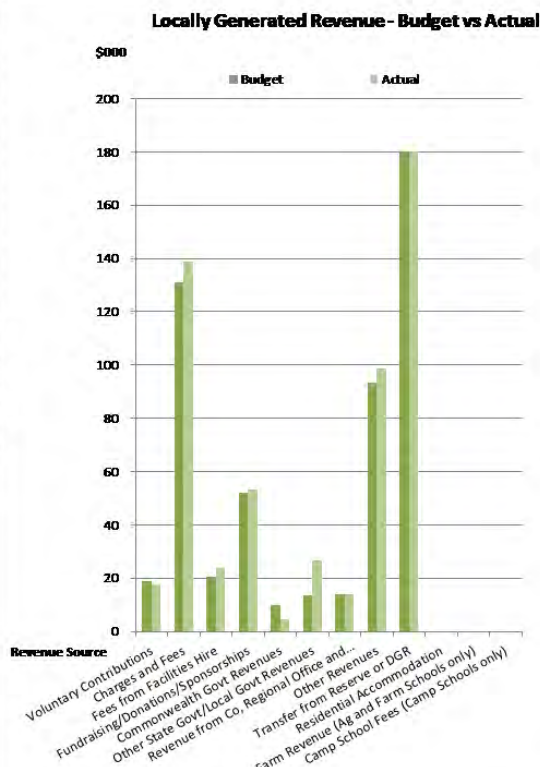
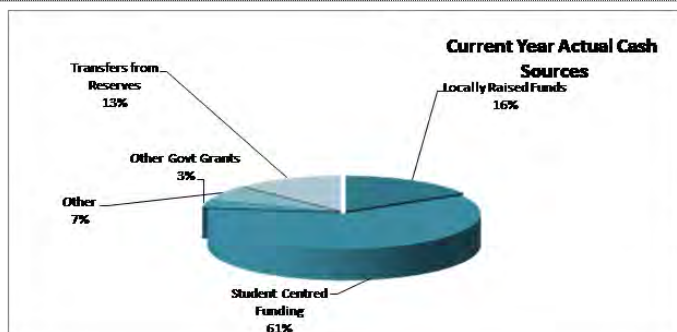
- SMS message system to carers via Compass
- Becoming part of the NEET Strategy

Financial Summary

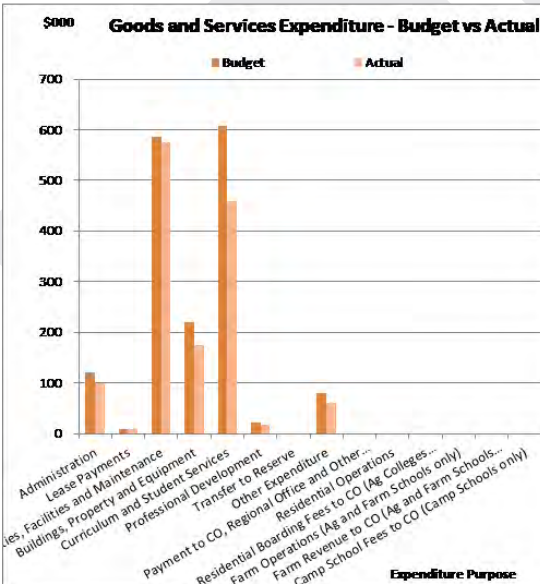
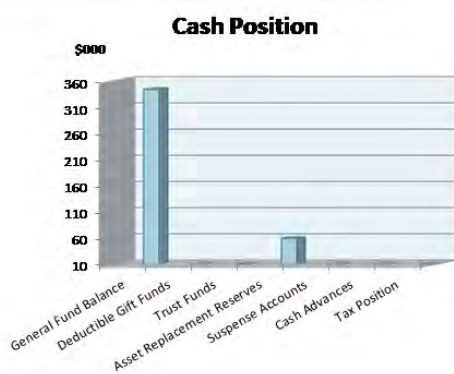
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Balga Senior High School Financial Summary as at 31 December 2019

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 19,000.00	\$ 17,875.45
2 Charges and Fees	\$ 130,932.00	\$ 138,806.33
3 Fees from Facilities Hire	\$ 20,681.00	\$ 23,913.34
4 Fundraising/Donations/Sponsorships	\$ 51,973.18	\$ 53,436.32
5 Commonwealth Govt Revenues	\$ 9,750.00	\$ 4,750.00
6 Other State Govt/Local Govt Revenues	\$ 13,658.50	\$ 26,522.50
7 Revenue from Co, Regional Office and Other Schools	\$ 13,855.00	\$ 13,855.00
8 Other Revenues	\$ 93,250.00	\$ 98,866.69
9 Transfer from Reserve or DGR	\$ 180,000.00	\$ 180,000.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 533,099.68	\$ 558,025.63
Opening Balance	\$ 316,293.40	\$ 316,293.40
Student Centred Funding	\$ 863,586.57	\$ 863,073.07
Total Cash Funds Available	\$ 1,712,979.65	\$ 1,737,392.10
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 1,712,979.65	\$ 1,737,392.10



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 120,338.33	\$ 98,364.39
2 Lease Payments	\$ 8,500.00	\$ 9,431.33
3 Utilities, Facilities and Maintenance	\$ 585,826.83	\$ 574,523.38
4 Buildings, Property and Equipment	\$ 220,469.88	\$ 175,114.89
5 Curriculum and Student Services	\$ 607,302.98	\$ 458,817.56
6 Professional Development	\$ 22,117.00	\$ 16,185.00
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 80,608.05	\$ 61,247.04
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	\$ 1,645,163.07	\$ 1,393,683.59
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 1,645,163.07	\$ 1,393,683.59
Cash Budget Variance	\$ 67,816.58	



Cash Position as at:	
Bank Balance	\$ 377,982.15
Made up of:	\$ -
1 General Fund Balance	\$ 343,708.51
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 59,630.16
5 Suspense Accounts	\$ 1,279.52
6 Cash Advances	\$ 800.00
7 Tax Position	\$ 23,277.00
Total Bank Balance	\$ 377,982.15



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Strength in Unity

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