



BALGA
SENIOR HIGH SCHOOL
Strength in Unity

Independent Public School

STEM Innovation School

Business Plan 2019-22

School Context

Balga SHS is an Independent Public and STEM 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 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 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.

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 mothers), 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 program also supports traineeships. The New North Education Initiative is also an important part of our senior school strategy, as it offers a cluster 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 **Wadjuk 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.

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

The Teacher Development School (TDS) **Stem Innovation Partnership** brings together clusters of schools and other interested parties to look at innovative practices that will increase student engagement in STEM education and programs.

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. 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 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 these young people to a level and capacity where they can become productive, healthy and happy Australian Citizens, regardless of their educational history upon enrolment.

Our Facilities

The school is 50 years old and requires regular maintenance. In the past eight years the school has had a complete roof replacement, been fully air conditioned and had substantial upgrades to both the power and gas supply. The school has appointed a Facilities Manager to oversee a program of improvement in regards to maintenance and this has resulted in additional works that include repainting and landscaping the entrance to the school and progressive improvements across all areas of the school both in classrooms and external buildings.

Our School Values

As a Mind Matters School 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.

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.

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. A sense of humour, combined with a passion to ‘have a go’, encourages creativity and more importantly allows the school community to celebrate achievement and success.

Our Beliefs about Teaching and Learning

Our teaching and support staff are committed and passionate within a Leading for Learning school environment. We embrace Technology in delivering skills for the 21st Century and focus on continuous reflection and growth based around the AITSL standards.

Staff Approach and Commitment in Key Areas

Balga SHS Workplace Culture

As staff members at Balga SHS we:

- understand our school culture;
- maintain our health and wellbeing and our work/life balance;
- are committed to professional learning;
- demonstrate effective leadership in our roles; and
- willingly celebrate and reward success as appropriate.

Balga SHS Student and Parent Community

In relation to our school community:

- adopt a student/family centred approach;
- understand, recognise and embrace all cultures;
- adopt a community focus in communication, planning and delivery; and
- have an understanding of and engagement in positive student relationships.

Developing Our Learning Environment

As learning facilitators:

- embrace 21st Century Skills;
- utilise a variety of learning strategies and styles in curriculum delivery;
- have an understanding of Individual Education Plans and how to take into account a student's previous learning journey; and
- understand and use learning technologies in the learning program where appropriate.

Key Business Principles

The principles critical to our success are:

- a collaborative approach;
- flexibility in working with others;
- a solution focussed approach;
- behaviour and presentation modelling high professional standards; and
- ensuring everyone in the organisation has a voice.

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**

Our Strategic Intent for 2019-2021

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

Priorities, Strategies and Targets

1. Attendance and Participation	2. Literacy
<p>Modify, design and implement Learning Programs that encourage students to engage and sustain participation.</p> <p>Implement Classroom processes and structures which support a variety of needs including literacy and numeracy support, addressing readiness for learning and providing opportunity for academic extension.</p> <p>Implement a career oriented, needs focussed program for students with significant detachment from formal timetable</p> <p>Implement Individual Education Plans for Senior students with essential skill challenges to support and monitor targeted improvement.</p> <p>Implement processes which identify early intervention required for individual students and provide support needed.</p> <p>Teachers develop intervention strategies for students needing assistance to achieve success in their courses or IEPs.</p> <p>Each staff member in Year 11/12 establish a flexible catch up plan for students who may have or could have participation discontinuity.</p> <p>Teachers design and Implement catch up processes for individual students in Years 7-10 as required.</p>	<p>Implement whole school Reading and Writing strategy.</p> <p>Implement Reading strategy through Science and Intensive English Centre classes.</p> <p>Provide professional Learning for staff regarding ongoing paragraph writing strategy.</p> <p>Implement paragraph writing strategy for MESH and Health subjects in Years 7-10.</p> <p>Implement targeted intervention reading, writing and literacy processes for students below required levels.</p> <p>Implement targeted intervention in reading, writing and literacy processes for students in Year 10-12 who have not met OLNA standard.</p> <p>Implement targeted intervention reading, writing and literacy processes for students in Year 7-9 who have not met Year 5 NAPLAN benchmark.</p>
<p>Targets</p> <ol style="list-style-type: none"> 1. Enrolment growth of local intake students per year. 2. Participation and attendance increase of 2% per annum for students in 60 -80% attendance range. 3. Participation and attendance increase of 10% per Semester for students in 30-60% range. 	<p>Targets</p> <ol style="list-style-type: none"> 1. Percentage of students achieving Writing OLNA by Yr. 12 completion to increase by 3% by the end of 2021. 2. Percentage of students achieving Reading OLNA by Yr. 12 completion to increase by 3% by the end of 2021. 3. Percentage progress of student results in NAPLAN to exceed like schools between Year 7 and Year 9. 4. Percentage of students achieving Band 8 to improve on the previous year's data over each of the next three years. 5. 70% of students identified with Literacy Levels above Year 3 but lower than Year 5 NAPLAN benchmark have attained them within 12 months.

3. Numeracy	4. A Community Learning For The Future
<p>Implement targeted intervention in numeracy performance for students below required levels.</p> <p>Continue to implement and review targeted interventions in numeracy performance for students in Year 10-12 who have not met OLN standard.</p> <p>Continue to implement and review targeted interventions in numeracy performance for students in Year 7-9 who have not met Year 5 NAPLAN benchmark.</p> <p>Lower school GEN classes to engage in supplementary Numeracy (In addition to Mathematics timetabled sessions).</p> <p>Implement a transition program for IEC students graduating into mainstream for up to one semester.</p>	<p>Develop innovative practices as a Teacher Development School in Stem Innovation to engage students in STEM education.</p> <p>Modules introducing 21st Century skills and technologies integrating content and concepts from English, Maths, Humanities and Science. Extend modules to Primary Schools.</p> <p>Continue to build and embed Stem Focused Classes; Year 7 Learning Technologies', Year 7-9 Robotics, F1 Technology in Schools Challenge, Music – creative industries, Media – film production, Certificate II in Information Technology, Gardening, Integrated Science – Rocketry and Aquatic Eco Systems,</p> <p>Continue to build and embed after school learning clubs; Film Production, Robotics and Programming General and Aboriginal Homework Club.</p> <p>Develop and embed collaborative projects with ECU and UWA involving the exploration and use of digital devices.</p> <p>Continue to develop program that enables primary students to visit Balga SHS to participate in activities in Science, Technology and the Arts.</p> <p>Continue to develop the Aboriginal Enterprise Business and expand visits to primary schools to deliver activities that immerse students in Aboriginal culture.</p>
<p>Targets</p> <ol style="list-style-type: none"> 1. An increase by 2% each year for students achieving OLN by Yr. 12 completion. 2. An annual decrease in the % of students in the “Satisfactory” and “Limited Achievement” categories making Low and Very Low progress. 3. Annual increases in the % of students achieving Band 8 and above in Year 9 NAPLAN Numeracy results 4. Progress from Year 7 to Year 9 NAPLAN results to be greater than “Like Schools”. 5. An annual decrease in the % of Band 6 and Band 7 students (from Year 9 testing) who are required to sit OLN in Year 11 because they achieve Category 3 in Year 10. 6. 70% of students identified with Numeracy Levels above Year 3 but lower than Year 5 NAPLAN benchmark have achieved it within 12 months. 	<p>Targets</p> <ol style="list-style-type: none"> 1. 80% engagement and sustainment of staff participation in STEM targeted projects. 2. 80% satisfaction from volunteer surveys from volunteers and staff.

<p>4 A Community Learning For The Future</p>	
<p>Implement focussed professional learning, aligned to strategic direction and intent.</p> <p>Ensure staff Learning Technology skills expected to deliver whole school programs and in Learning Area are current through providing targeted professional learning opportunities.</p> <p>Link specific Learning Technologies to staff performance development to inform Professional Learning to be targeted both specific to learning area and whole school priorities.</p> <p>Coordinate and engage volunteers and volunteer groups to provide mentoring and learning support.</p> <p>Establish, document and publish to staff a summary of volunteering sources available for specific purpose and the process staff can follow to seek these opportunities for students in need.</p> <p>Develop and implement guidelines for volunteers engaging with the school, including appropriate induction, providing timely feedback and updates and acknowledgement of volunteers and their organisation.</p> <p>Expand career mentoring program through additional external partnerships that have access to a volunteer mentor base.</p> <p>Expand capacity to deliver driver training through acquisition of a second vehicle and volunteer driving mentors.</p> <p>Implement a Training and Assessment Currency, Professional Update Schedule for staff involved in Certificate Courses.</p> <p>Document currency criteria, timeframes and expectations of each auspice RTO.</p> <p>Link attainment of currency for each staff member involved to professional learning plan to gain and maintain currency.</p>	<p>Continue to engage with Community, Industry, Government and Not For Profit Organisations to forge "Partnerships for Purpose" supporting creation of opportunities for our students that may not be realised otherwise.</p> <p>Identify gaps in provision of educational activities and resources within and beyond the school day and seek interested partners that can link and complement the school resources and expertise to provide those missing aspects.</p>
<p>Targets</p> <ol style="list-style-type: none"> 3. 80% engagement and sustainment of staff participation in STEM targeted projects. 4. 85% satisfaction alignment of school culture from Student and Parent Surveys. 5. 80% satisfaction of staff performance from staff and student surveys. 	<p>Targets</p> <ol style="list-style-type: none"> 6. Number of sustained partnerships for purpose increases.

<p>5. A Positive Culture and Healthy Environment</p>	
<p>Maintain and grow a culture of health, happiness and wellbeing in and out of the classroom.</p> <p>Implement Positive Behaviours Program to incoming cohorts and continue to maintain the program across the whole school.</p> <p>Develop additional media and materials conveying Positive Behaviour messages for parents and community presentations, school transition programs, for display in classrooms, assemblies and around the school.</p> <p>Develop and implement a lunch time program encouraging active and passive participation with school student leadership groups.</p> <p>Engage through regular invitation, parents and community to attend annual school gatherings and events. Continue Newsletter and Social media connections with the community.</p> <p>Build positive relationships with local community groups with strong connections to families of students.</p> <p>Improve the Transition Program with local intake schools and community to increase the awareness of the opportunities Balga SHS can offer.</p> <p>Develop and implement a Marketing Strategy to our local community.</p> <p>Continue to expand and improve the implementation of the Year 5/6 Transition Program to intake schools.</p>	<p>Modernise our facilities to support today's learning needs.</p> <p>Plan and acquire additional technology devices and applications linked to staff developing learning technologies.</p> <p>Build recreational facilities in the school grounds that encourage active and passive participation such as hand ball courts, outdoor table tennis.</p> <p>Implement major upgrade to school.</p> <p>Continue to progress with School Board a major upgrade for the school. Department has acknowledged the Board's application for such based on the facilities a new school would have today.</p> <p>Develop and implement ongoing maintenance plan for our facility.</p>
<p>Targets</p> <ol style="list-style-type: none"> 1. Reporting to Parents "Showing Respect to Others" yearly comparison demonstrates positive growth. 2. Reporting to Parents "Showing Respect to Others" life of enrolment of student from entry to exit, comparison demonstrates positive growth. 3. Staff, Parent and Student Surveys indicate 80% satisfaction of school health and wellbeing. 4. Whole School Marketing Plan is published and Schedule is implemented. 5. School enrolment numbers from local intake area reflects positive growth. 	<p>Targets</p> <ol style="list-style-type: none"> 6. Staff and student survey showing 80% satisfaction with learning technology resources and their use. 7. Major Upgrade to our facility approved and scheduled.