



BALGA

SENIOR HIGH SCHOOL
Strength in Unity



ANNUAL REPORT 2021





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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Class of 2021



Principal's Report

Mark Carton

It is with great pleasure I present the Balga SHS Annual Report for 2021.

Balga SHS is a school built on diversity and operates from a perspective of empathy, care and growth. Our performance during 2021 reflects our continued delivery on these elements. The impact of COVID-19 continued throughout the year but our students demonstrated resilience and a pleasing focus as they worked through these challenges. It was pleasing to see an improvement in the number of our students who attained their WACE. I commend them for this and also acknowledge the wonderful support and guidance provided to them by our staff.

Across all areas of our school, we have developed clear targets for improvement and will be implementing those in 2022 and beyond. The needs of our students are constantly changing and we strive to meet them through a systematic process of reflection and refocus.

As a school we have been strongly supported by our School Board and I thank them on behalf of our school community for their commitment over the past twelve months. Additionally, it was pleasing to see parents and community representatives come together and commit to re-energising our P&C. We look forward to our P&C playing an active role within our school.

During the course of this year we had been able to continue to improve our learning environment. This has extended from beautifying our gardens, to having every classroom refurbished. Additionally, we have had our Science Block completely upgraded and this is ready for use for the commencement of the 2022 school year. We have also been successful in having approval being given for a new Performing Arts Centre and STEM Centre to be built. These projects are due for completion by the beginning of the 2024 school year.

Balga SHS is proud of the progress made by our students during 2021.



Mark Carton
Principal

2021 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

Patricia Dean
Elected Staff Representative

Geoff Harris
Community Representative

John Inverarity
Community Representative

Neil Lai
Community Representative

Peter Capes
Community Representative

Patrick Chaney
Community Representative

Steve Syson
Community Representative

Maryann Darby
Parent Representative

Melanie Dunstan
Parent Representative

Len Yarran
Ex Officio (Non Voting Member)

Neil Arnold
Ex Officio (Non Voting Member)

From the Board Chair

During 2021 a number of significant developments occurred, particularly with respect to the School's future infrastructure development.

However, in the earlier months of the year, COVID – 19 again affected the School's activities. The resultant interruptions and restrictions placed pressure on all the School's stakeholders. But once again, as in 2020, the challenges were successfully met by our staff and students. It appears that this is going to be an ongoing challenge for all involved at the School in the foreseeable future.

A major event for the School occurred on 9th March 2021. The School was subjected to a scheduled Public School Review. These Reviews are conducted by the Department of Education across all Schools every few years. They seek to provide assurance to the Minister, the Director General of Education, and to school communities, about the performance of public schools in delivering high quality education to their students.

Preparation for this process is very demanding for the Principal and staff. In addition, the whole School community - including teachers, students, parents, guardians, and Board representatives – is involved in this school-based assessment and validation process. The Review of the School was very positive, and the next comprehensive Review is scheduled for 2024. Congratulations to all those who were involved.

A major boost for the School came in the State Government's 2021 Budget. Two major capital funding grants were announced for Balga Senior High School. First, over \$6 million was earmarked for the construction of a new Performing Arts Centre. Second, a grant for a refurbished STEM classroom was also announced. The School first made representations to the Government for a new Performing Arts Centre in June 2019, and we are delighted that this project, together with the STEM facility, have been approved and set for construction in late 2022.

The Board wrote and thanked the Minister and the Government for agreeing to fund these much needed facilities which will greatly benefit our students in the years ahead.

During 2021 the reconstruction of our Science Building took place, and was scheduled to be completed in time for the commencement of the 2022 School year. This was facilitated by a grant of \$1.6 million from the State Government in 2020.

During 2021 the Board continued to liaise with

the Government and our new local Member of Parliament, Ms Meredith Hammat MLA, Member for Mirrabooka. Ms Hammat was elected to Parliament in March 2021, and attended our August 2021 Board meeting. The Board looks forward to a strong working relationship with Ms Hammat in the years ahead.

In November, 2021, the Principal and I attended the Mirrabooka Schools Forum at Roseworth Primary School. The forum was hosted by Ms Hammat MLA, and provided an opportunity for all local schools to meet with the Minister for Education to discuss any matters of concern.

Proper governance principles sensibly stipulate that the Boards of Public Schools must not become involved in the day-to-day management of the School. The Board's primary function is to concentrate on longer term strategic issues, and to promote the best interests of the School to the broader community and the major decision makers in the Parliamentary and Executive arms of the Government.

Nevertheless, the Board is obliged to be very well informed on all the educational issues, initiatives, achievements, and challenges, at Balga Senior High School.

During 2021 the Board continued to receive briefings from the Principal and senior staff on all important educational and financial issues relevant to the particular characteristics of our School.

Again, in 2021, our students were involved in as wide a range of activities as was possible in the COVID-19 climate.

It was a particular privilege to again be able to attend the inspiring Graduation Ceremonies of the Intensive English Centre, and the Year 12 Graduation Ceremony in October.

Finally, I would again like to thank the School Principal, Mr. Carton, for the very strong leadership he gives to our School, and for the positive working relationship he provides to me and the Board.

To all the staff of the School, I again sincerely thank you for the professionalism and dedication you bring to your duties for the benefit of all our students. You are the reason this School has a proud reputation in providing a very positive and encouraging learning environment for our students.

Ross McLean
Board Chair



KARAK



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WALITJ



The artwork, created by staff and students of Balga SHS, is reflective of the lands prior to any development in December 1968. The artwork represents 'Our Country'. Country is more than a place, it's inherent to our identity. It's our wirin – our spirit; our boodja – our land; and our koort – our hearts. Our country is a place we feel welcomed, safe and djoorpin – happy. At Balga SHS we feel this connection.

Patterns and symbols within the design illustrate this country. The lines are symbolic of Noongar families travelling, meeting and coming together. Country changing with every sunrise and sunset. The tracks represent the animals and birds that bring in the seasons, by flying in the skies and moving on the boodja – the lands. The Balga tree is iconic in our area and served many purposes for our traditional lifestyle. Lastly, the hands represent our responsibility, as visitors to this country, to learn of our past in order to strengthen our future.





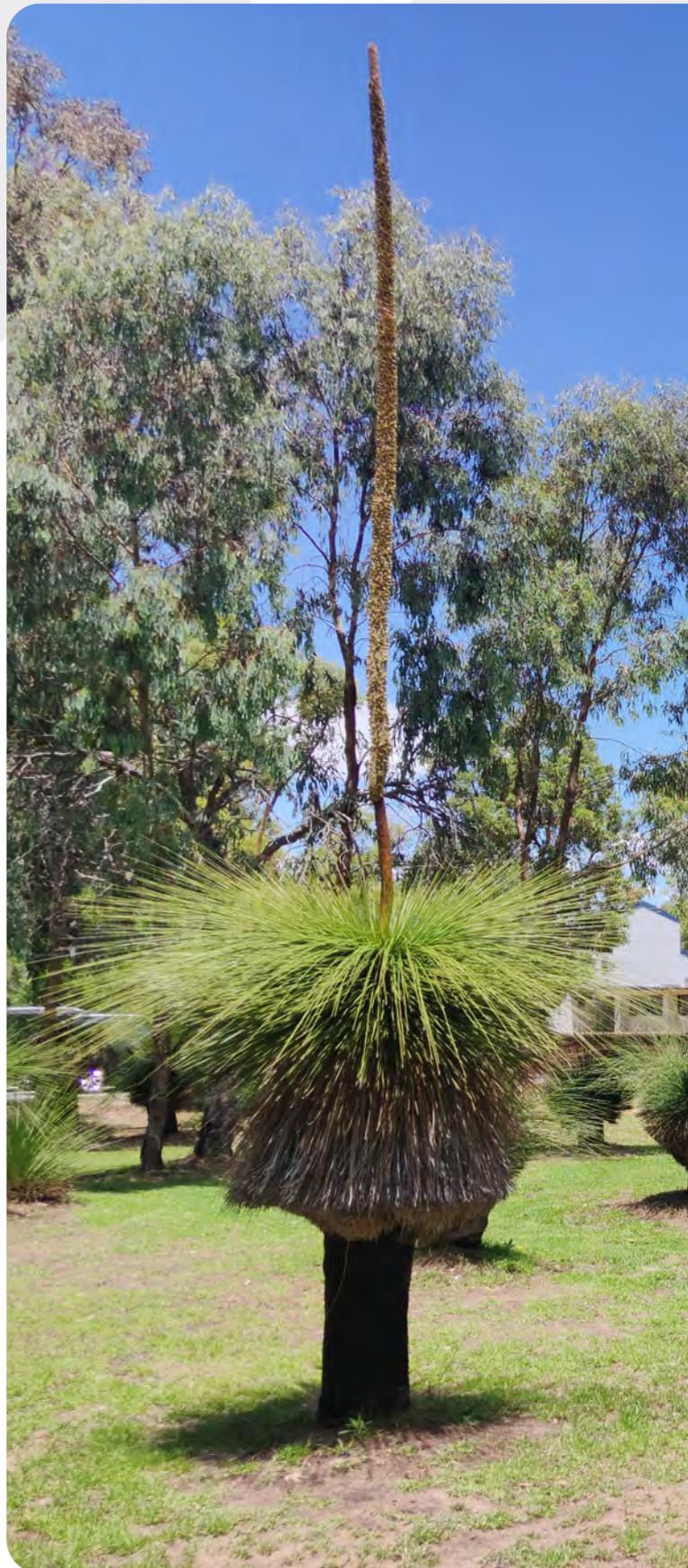
About Balga Senior High School

About Us

Balga Senior High School (SHS), 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 SHS'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 50 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 most 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 CPFS, Police, Centrecare, AseTTs, Juvenile Justice, Employment and Job Link services and mental and physical health services.

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

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 English as an Additional Language/Dialect (EAL/D) support is provided for these students as they graduate from IEC into mainstream schooling.

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

Balga SHS is a Teacher Development School (TDS) for Science Technology Engineering Mathematics (STEM) 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.



Partnerships

Stars Foundation

Stars provides a holistic program that supports Indigenous girls and young women to attend and remain engaged at school, complete Year 12 and move into full-time work or further study.

The program is based on strong, trusting relationships. The Stars Room provides a culturally safe, warm environment – a place where the girls and young women in our program feel nurtured and inspired.

Our full-time Mentors provide a diverse range of activities to support our Stars to develop the self-esteem, confidence and life skills they need to successfully participate in school and transition into a positive and independent future.

Stars currently operates programs in primary and secondary schools in Western Australia, Northern Territory, Queensland and Victoria.

Why Stars works

- **Diverse profiles at all levels**
Board and staff are diverse, high-quality and enjoy a high level of community respect.
- **Full-time stable school base**
A stable, safe, reliable environment with full-time support available within the school.
- **Hand-picked, fulltime passionate mentors**
A heavy focus on attracting the right people through referral and providing ongoing development opportunities.
- **Full community, family and teacher engagement**
Full engagement with families through home visits and calls, and ongoing two-way communication with teachers to support learning.
- **Individual, strengths-based approach to learning**
Program tailored to the unique strengths and interests of each girl through each individual stars plan.



New North Education Initiative (NNEI)

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 Year 11 and 12 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 Stars Foundation supporting our female students and their families.



Young Parents Program

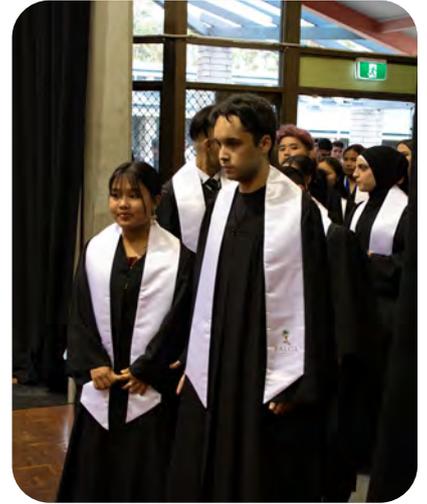
Provides young parents access to childcare and support through the Teen Family Centre whilst enabling students to continue their education in a supportive environment on the school site.

Balga Senior High School also partners with the following organisations.



THE UNIVERSITY OF
WESTERN
AUSTRALIA



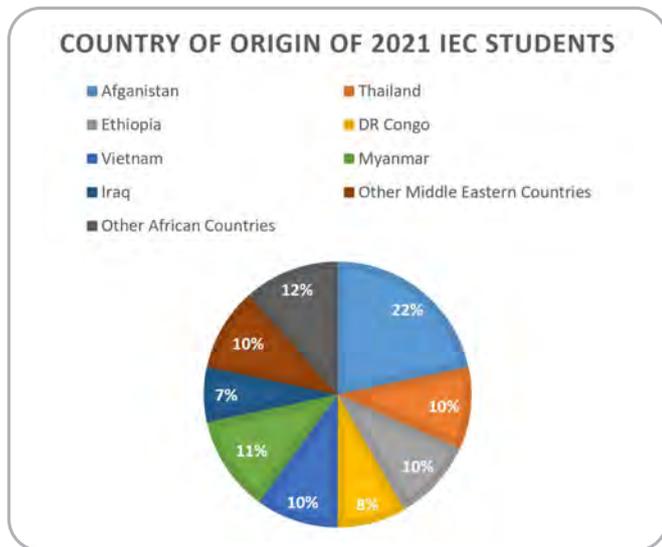


2021 Snapshot

Intensive English Centre

The Intensive English Centre (IEC) provides migrant and refugee students with the knowledge and skills to integrate successfully into Australian mainstream education. The IEC has a diverse student population of young people from different countries and language backgrounds. Students 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 before integrating into mainstream classes.

The IEC supports students by providing a minimum of one year of Intensive English studies in small classes and a supportive and healthy environment. In addition, the teachers are provided with an Education Assistant to assist them. In 2021 60 students were enrolled in the IEC.



IEC Syllabus

- The IEC syllabus provides a text-based approach for explicitly teaching English through key subject areas. In addition, students' progress is monitored through ongoing formal and informal assessments against the **EAL/D progress map**.
- The teaching staff and the Program Manager participate in consensus moderation every semester to ensure the accuracy of levels and consistent judgement. Such targeted and specific professional learning opportunities help 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 standardised Spelling Test (South Australian Spelling Test). **The South Australian Spelling Test** is a standardised test of spelling achievement for students aged 6 to 15 years. This test enables the teachers to determine the spelling ability of each student in the class and implement a targeted intervention process for students below the required spelling levels.
- All teachers use the **PM Benchmark Reading Assessment** Resources to assist them in explicitly assessing 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.
- Individual Educational Plan (IEP) or Group Education Plan (GEP)** are used by teachers to cater to students who find it difficult to successfully meet the requirements of the syllabus. The supporting documents are designed by teachers and the Program Manager, and they are used to plan, monitor, assess and evaluate student learning.



The lines of inquiry approach: Analysing and Interpreting Data of the IEC students who sat NAPLAN Tests

Only 9 IEC students sat the NAPLAN tests in Semester 1 2021 (5 from year 7 and 4 from year 9). Five students from the cohort had been in Australia for over 12 months during testing, and 80% were still performing within the beginning (level 2) and emerging (level 3) levels of the EAL/D progress map. Students achieving level 2 on the EAL/D progress map can comprehend and respond to short and straightforward text in Standard Australian English (SAE) and write simple phrases and sentences. Learners on the emerging levels can comprehend and respond to a range of texts but on familiar topics. They can write straightforward texts with increased accuracy across common topics in Writing.

Students are expected to interact with various texts in the NAPLAN reading test, which can be complex in terms of activation of prior knowledge, content, and vocabulary. EAL/D stage 1 students need explicit teaching and scaffolding before confidently comprehending and interacting with a text. Students at the emerging levels of EAL/D for Reading and Spelling are beginning to identify errors and edit their work; therefore, identifying grammar and spelling mistakes in the language convention part will be laborious and unsuccessful. They can only perform this task successfully with common words.

The minimum national requirement for Language convention for year nine students stipulates that students should be able to "Demonstrate knowledge of grammar and punctuation conventions in longer sentences and speech..."

This is a significant disparity from what they are expected to have mastered as emerging level students on the EAL/D progress map. At this level, students are expected to "spell frequently used words and begin to edit their work". So, students are at the early stage of interacting and experimenting with grammar and conventions. This resulted in them performing below the minimum national requirement for the Language Conventions.

The same argument applies to Writing. At the minimum national requirement, students are expected to structure most simple, compound, and complex sentences correctly. However, a student at the emerging level for writing on the EAL/D progress map is beginning to show initial control over sentence structures and basic grammatical features.

It is important to note also that the whole cohort who sat the NAPLAN tests are limited schooling students. So they have limited exposure to the language and have significant interruptions in their schooling.

Other factors that need to be taken into account

The IEC curriculum provides a text-based approach for explicitly teaching English through key subject areas. Unlike in the mainstream, students are placed in classes according to their EAL/D levels, not year level. Therefore, year seven and nine students follow an IEC syllabus that caters to their levels. The teaching program consists of minimal skills that will prepare them for NAPLAN testing. The IEC syllabus is aligned to the EAL/D progress map and acknowledges the rate of progression of EAL/D stage 1 students.

Prior knowledge is an essential tool in students' quest for making meaning. Students bring their social and cultural prior knowledge to enable comprehension performance. Too often, NAPLAN texts fail to activate or support the students' prior knowledge, resulting in poor comprehension and results.

The demand of the IEC syllabus on the teachers doesn't allow them to offer students due to sit NAPLAN tests enough guided or assisted NAPLAN practices. So students are given past test papers and asked to complete them in their own time with minimal feedback.

Recommendations

As a school, we need to look at how we can support IEC students due to sitting NAPLAN by providing them with opportunities to access guided and explicit tutoring sessions on the concepts they need to learn before they sit for the test. Instead of after school, the tutoring time slots should be embedded in their Term One timetable. The after school sessions were unsuccessful, as students and teachers were both tired, and most students had transport constraints.



We need to develop an informative screening process when selecting IEC students to sit the NAPLAN tests as a school. The process will bring transparency and assist the Program Manager to justify the decision to exempt students from sitting the tests to the Principal. Staff who form part of the selection process will need to consider personal and family stressors, level of trauma from premigration and resettlement experiences, cognitive functioning, and social relationships. Going by the length of time students have been in Australia is not enough to make an informed decision. Students performing at level 2 on the EAL/D progress map should not participate. Students' well-being should be prioritised over data collection.

Analysis of EAL/D Levels of Students who graduated from IEC

Due to border closures resulting from COVID, the 2021 graduating classes were small, leading to outstanding results. We saw an increase in the number of EAL/D Level 5 recorded in the last three years.

EAL/D Levels Reading: Graduating Cohort in 2021

Semester 1		Semester 2	
EAL/D Levels	Count	EAL/D Levels	Count
5	1	5	2
4	6	4	11
3	4	3	10
2	0	2	4

EAL/D Levels Writing: Graduating Cohort in 2021

Semester 1		Semester 2	
EAL/D Levels	Count	EAL/D Levels	Count
5	2	5	1
4	3	4	7
3	6	3	17
2	0	2	2

In Semester one 2021, we witnessed the graduation of IEC's smallest graduating cohort ever, of eleven students. This cohort consisted of 36% limited schooling students. All students achieved the target level 3 and greater for Reading and Writing, and 54% achieved level 4 and above for speaking and listening. The small class size is a significant contributing factor to the outstanding results. No level 2 was recorded for any modes. The teachers work intensively with the students who entered the graduating class with a level 2. Targeted IEPs were devised to support them in their Reading and Writing. All students benefited from one-on-one attention, and they progressed through their learnings with confidence in a safe and nurturing environment.

In Semester Two 2021, twenty-five students from two classes graduated from the IEC, and 89% were students from a limited schooling background. Of the cohort, 85% achieved the targeted level 3 and above for Reading and 92% for Writing. Furthermore, 40% achieved level 4 and above for listening and speaking. The results are exceptional, showing the positive impact of small class size in an Intensive English Centre. Limiting schooling, students can thrive when given individualised attention in a supportive environment. In addition, fewer students mean more opportunities for the teachers to observe and provide extra assistance where needed.

Highlights and Successes

- Compulsory and interrupted Literacy Block every Monday, Tuesday and Thursday period 1 for 30 minutes.
- Enriching hands-on activities to build the students' speaking confidence with Scotch College boys as part of their Community Program every Friday afternoon.
- To intensify our holistic support for our students and their families, we continued to work in partnership with Refugee Clinic at PCH, Red Cross, Centrecare, Metropolitan Migrant Resource Centre and ASeTTS.

Retention at Balga Senior High School

Like the previous year, 86% of the students elected to stay at Balga Senior High School after graduating from the IEC to continue their journey with us.

Learning Support Program

The Learning Support Program at Balga Senior High School is a program which operates alongside our mainstream programs. The program caters for students with a diagnosed disability as well as students undiagnosed who require additional support which has been raised by the Primary school, our Intensive English Centre or through testing. The program provides individualised education plans and is an inclusive program.

Enrolment numbers in 2021, were 49 in Semester 1 and 53 in Semester 2. We enrol students throughout the year and include student who graduate mid-year from our Intensive English Centre at the beginning of Semester 2.

Students in the Learning Support program present with a range of complex needs that impact upon their abilities. Our students have barriers to accessing the Western Australian Curriculum at their age level. School life presents a range of academic, social and emotional challenges. Our goals are to reduce the impact of such barriers and explore and address each individual's full potential. We encourage and prepare them to embrace and make choices about future pathways to learning and life beyond school.

The dedicated Teachers and Education Assistants in Learning Support work together to ensure a safe environment is felt by all students and that they encourage the students to strive to be the best they can. We have a holistic approach to education and we welcome and encourage agencies and therapists to come into school and work with a student and us to maximise their learning opportunities.

Our priority areas for learning are Numeracy and Literacy but we also pride ourselves on Careers, Information Technology, Science and Health. All our students have access to our mainstream options and they are fully integrated with the mainstream for these subjects. In 2021 option subjects included, Media, Music, Food & Textiles, Outdoor Education, Formula 1, AFL, Soccer, Art.

Students individual learning needs and styles are supported and planned for in Individualised Education Plans (IEPs). IEP's are written each semester for each individual student. Through a variety of assessments, we track the progress of each student and this feeds into determining next steps and learning intentions. Although each student's educational needs differ, every student participates in learning experiences within the curriculum across all MESH and option subjects. All subjects are taught explicitly.

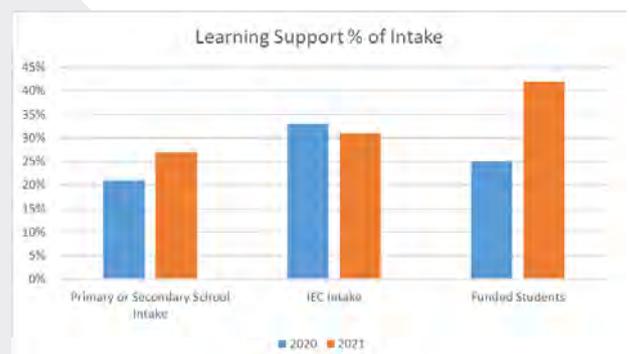
Learning Intentions are explored through theory and practical lessons. Teachers have access to a range of resources which include, concrete materials, interactive whiteboards, computers, along with Mathletics and Reading Eggs computer programs to improve independence and skill mastery.

Highlights 2021

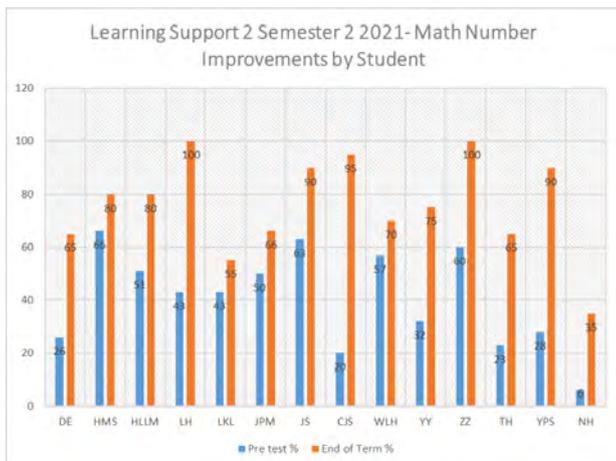
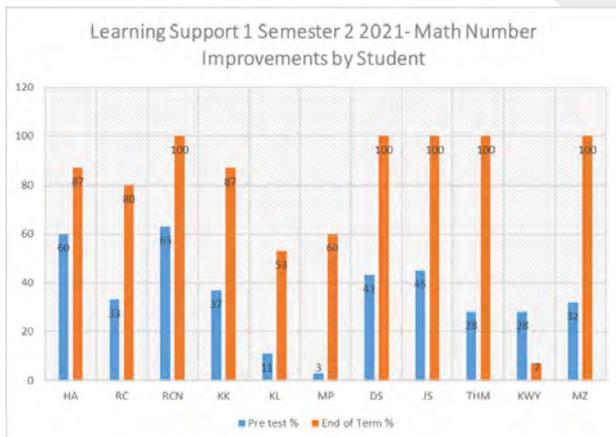
- End of year student showcase, including a play and movie
- 2 - Year 11's completing Certificate II in Building and Construction
- 2 - Year 12 students – completed their pre-apprentice at TAFE
- All Year 11's and 12's participating in simulated Job interviews
- Successful partnerships with agencies, school psychologist and parents to ensure students' needs are met
- Year 12 fund raising for end of year meal at Bayside Kitchen
- Positive improvements in Maths number and measurement
- Literacy skills improving in spelling and reading
- Introduction of PM Benchmark readers to the Learning Support program
- Senior schools career program being viewed by central
- Developing the menu of our Grass Tree Café run by students 2 mornings a week
- Whole department excursion to Caversham Wildlife park

Data Analysis and Application

The makeup of students in Learning Support changed in 2021 with the highest percentage of students coming from primary schools or secondary schools. We saw a decrease in the number of diagnosed students which led to reduced funding.



The implementation of pre-tests in Mathematics, enabled an informed insight into the gaps in our students knowledge prior to our teaching. This data provided us with information that enabled us to program according to the specific needs of our students. The post unit results saw all except one student across two classes make significant improvements.



Focus Areas for 2022

- Expand our Pathways for our students after school, TAFE, Certificate II's and School Based Traineeships
- Build on success of Mathematics and Literacy programs, ensure learning Intentions are clear
- Introduce PAT testing in Term 1 to enable us to complete gap analysis at individual and class level to feed into our programming to close gaps
- Provide opportunities to learn new skills such as Woodwork, Formula 1, Drama
- Continue to develop and improve the Mathematics program in Senior School to link to real world such as credit card interest, mobile phone contracts, moving out of home, running a car



English

The English Learning Area is important to the learning and development of all students. The vision of our English Department is to consolidate and develop our students' ability to become effective communicators, think creatively and critically, as well as become active and informed citizens. We view positive relationships with our students as a vital component of learning, and therefore build our pedagogy to support this. Our teachers have high expectations of our students, teaching with enthusiasm and passion. Our goal is to deliver engaging learning programs that provide our students with effective communication, in all its forms, which will develop their skills and knowledge required to actively participate in the workplace, or access further education.

We achieve this through the strands of Language, Literature and Literacy. These three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. We offer our students a selection of courses to support their needs, including EAL/D courses in our Senior School, to support students from non-English speaking backgrounds. Understanding our students and how they learn lays the foundation of what we do, and how we do it, as an English Department.

Highlights

- A focus on OLNA writing in Year 10 resulting in an increase in the number of students achieving Category 3 in Round 2 of the OLNA assessment
- Weekly Homework Club for all students to access one-on-one support with English teachers
- An extra weekly class of English for year 11 and Year 12 students to improve success in their courses, and improve OLNA and WACE achievement
- Literacy Enhancement Program provided to students in Years 7-9, in lower level classes, focusing on comprehension skills, spelling and extending vocabulary, and developing writing

- Students in the Year 7 Literacy- MacqLit Program increased fluency in their reading and improved their spelling, resulting in improved confidence and success in the classroom

Data Analysis and Application

- Student data tracker used to support student individual progression in English and ensure students are placed in the appropriate streamed class
- 20% of Year 11 students who sat the OLNA Reading assessment, achieved a Category 3 by Round 2; a projected increase in WACE achievement is expected in 2022
- 22% of Year 11 students who sat the OLNA Writing, achieved a Category 3 by Round 2; a projected increase in WACE achievement is expected in 2022

Stable cohort data analysis 2021

- 7% increase in Year 10 students who achieved a Category 3 from Round one to Round 2, in Writing, which will reduce number of year 11 students required to sit test in 2022
- 50% of Year 9 Students achieved "At Standard or "Above Standard" in the NAPLAN Writing, projecting a higher level of OLNA attainment in 2022
- 88% of year 12 students achieved a "C" grade or higher in their English course, due to students being provided with an extra support lesson per week

Focus Areas for 2022

- A focus on targeted OLNA Reading and Writing support for Year 11 and 12 students who achieved a Category 2 in Round 2, 2021 in order to improve WACE achievement numbers in 2022
- A focus on targeted OLNA writing in Year 10 to increase percentage of students achieving category 3 by Round 2, 2022, which will ease the pressure on students to allow for more focus on subject courses; projection on continued increase in WACE achievement numbers
- Using Explicit Teaching Strategies in the classroom to improve learning and engagement across all year groups
- Implementation of a Spelling Program across Years 7-10 to build language acquisition to improve NAPLAN and OLNA results



Mathematics

Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It helps develop the numeracy skills that students need in their life beyond school.

As Literacy and Numeracy are a Priority focus in our Business Plan, the Mathematics Learning Area takes a major responsibility for the development of students' numeracy. Teachers use high impact teaching strategies to ensure the students are taught explicitly. Teachers model worked examples and provide the students with multiple opportunities to practice collaboratively, ask questions and seek feedback on their progress.

Targeted computer programs such as Mathspace and Mathletics were used weekly to provide the students a level of individualised tutoring to enhance the students learning.

During 2021, the introduction of OLNA intensive numeracy classes were formed to specifically target Year 12 students who had not met the OLNA standard required to pass their WACE.

Teachers created lessons to provide the students direct instructions based on their individual learning gaps in numeracy. This resulted in an increase in the overall percentage of students who demonstrated the standard.

Our high achieving students were challenged in the Australian Mathematics Competition, with some achieving a Credit certificate for their efforts.

Highlights

- Year 7 NAPLAN data showed 46% achieved above the benchmark
- Year 8 CNAP data showed 47% achieved above the benchmark
- Year 9 NAPLAN data showed 42% achieved above the benchmark

- Progress from Year 7 NAPLAN to Year 9 NAPLAN showed a value add of +7 against the Australian mean
- Progress from Year 7 NAPLAN to Year 8 CNAP showed a value add of +1 against the Australian mean
- Homework Club – focused on homework, assignment tasks, NAPLAN, OLNA and EST
- NAPLAN and OLNA practice tests using Mathspace programs
- Increase in the number of students achieving OLNA or making progressions
- Creditable results in Year 11 and Year 12 ATAR Mathematics courses. Including a Year 11 ATAR student achieved 95% in his second semester external exam.
- Numeracy support provided specifically for Year 11 and Year 12 students to achieve WACE, VET and UniPrep 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) and small group moderation to ensure accuracy of grades

Focus Areas for 2022

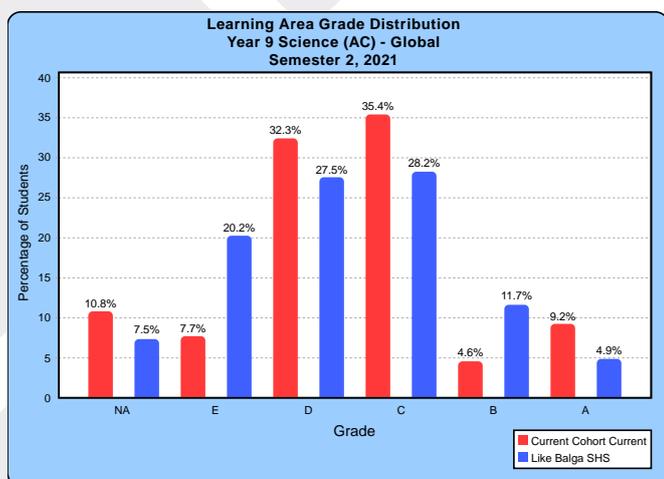
- Introduce Waypoints for Year 7-10, which is a student guided program within Mathspace designed to identify students' gaps and provide individualise lessons for them
- Create lessons using data collected from the Year 7-9 previous years NAPLAN tests to target numeracy gaps and improve results
- Continue the intensive OLNA lessons that specifically target Year 11 and 12 students who are currently a category 1 or category 2, so they can achieve their WACE



Science

The Science Area has been renovated over the year and is now highly equipped to all fields of teaching and learning science. Our four laboratories are well planned, organised and provide a safe environment to our students. Students engage in learning through online STILE lessons, practicals, models, charts, concept maps and class presentations. Our Science team is highly skilled in delivering the science curriculum and always willing to guide students towards achieving their goals. Students are improving their literacy and numeracy skills by using scientific vocabulary, analysing data and applying numerous mathematical applications.

Our course outlines are compatible and well-adjusted to our student needs. Our year 9 & 10 group results are in par with like schools and show some improvement towards the B and C grades. The data is based on classes from high to low levels of abilities where factors like low attendance, low literacy and numeracy, SAER and EAL/D students have contributed towards their achievements.



To improve our student learning, science teachers are focussing on literacy and numeracy through reviewing and scaffolding lessons, tests and course work to tailor to our student cohort. Regular use of online lessons both in school and at home where students can monitor their own progress.

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.

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.

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 at home to complete home work.

Highlights

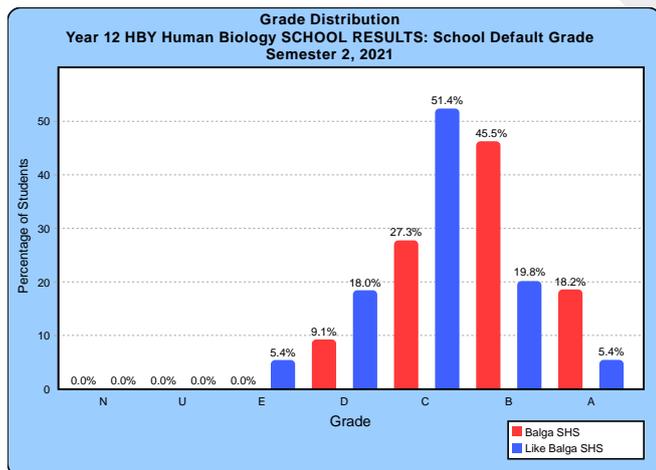
- Australian Science Innovations (ASI) online competition and have achieved distinction and credits certificates in the Australia wide Big Science Competition and Chemistry challenge.
- STAWA Synergy Solar Car Challenge
- Formula One challenges achieving high places.
- STEM projects to engage students in career pathways.
- Robotics – an extended program after school hours
- Science week activities and various Incursions – Engineers without borders, Earth Science Western Australia (ESWA) earth science and excursions to Roy Hill to promote mining careers.

Years 11-12

Students in upper school have a choice to select ATAR or General courses. We offer Physics, Chemistry, Biology and Human Biology 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.

Students performed well in General Human Biology course. They were a dedicated group of students who worked hard and aimed at completing their course work and join nursing careers in University.



Focus Areas for 2022

- Formal and informal testing. Common assessment tasks across the year groups and compare with state schools and like schools.
- Analyse data on a regular basis and evaluate progress.
- Review and rewrite course outlines, student programmes, tasks and tests to include learning intentions and success criteria to meet curriculum needs.
- Improve Literacy and Numeracy in Science.
- Engaging hands on activities to motivate student learning.



Humanities and Social Sciences

The HaSS learning area's broad aim is 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. Our school is the epitome of multiculturalism and we work to build a sense of place within Australia for our students whilst drawing on their rich, diverse and varied cultures.

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 two options in Career and Enterprise, including Foundation and General. These courses aim to develop enterprising skills 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 continuing 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 explicit teaching of the metalanguage underpinning language acquisition. This has resulted in greater accessibility of content for our EAL/D students, translating to success in courses studied.
- Strong Careers focus in the Senior School HaSS curriculum. This has promoted increased enrolments and retention in CAE courses at the Foundation and General level.
- Use of Connect to facilitate online learning during periods of lockdown and isolation, due to Covid19.
- Homework club – Students have access to one-on-one tutoring with HaSS teachers after school.
- Enriching cross-curricular incursions with the English Learning area.

- The resumption of incursions, excursions, artefacts and guest speakers has enabled curriculum enrichment. This connection with our wider community also provides networking opportunities despite the difficulties faced throughout the year. Term 4 saw our lower school students able to enjoy a range of excursions to augment their studies of History.
- HaSS teachers have all completed the EAL/D Hub to further their expertise in teaching students for whom English is not their first language.
- HaSS partnerships to enrich and enhance learning outcomes exist with: Aspire UWA, Edith Cowan University, KW Mallesons, ADF, Red Cross, ATO, the Electoral Education Centre and CEAWA to name a few. This has assisted in increasing attendance and participation in HaSS courses post Year 10.
- Careers Centre staffed by a qualified Career professional promotes ongoing lifelong learning with students.

Data Analysis and Application

- HaSS teachers utilise data from My School, SAIS, NAPLAN, OLNA, Ed Companion and the WACE Tracker, to track student progress to inform formative assessments to modify and improve their classroom practice and student outcomes across all years.
- GEP's and IEP's are developed where required to modify learning programs to suit individual and class needs.
- Ongoing consensus moderation, both internal and external promotes a positive learning environment and accurate feedback, assessment and reporting.
- EST feedback confirms accurate marking relative to state norms.
- Career Tools and Career Fast Track testing is used to develop individualized career pathway plans for all year 12 students.

Focus Areas for 2022

- Ongoing use of literacy enhancement strategies and explicit teaching 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 attendance and outcomes.
- Data analysis and interpretation to provide individualized support to further student achievement.
- Collaboration with the Program Manager, Teaching/Learning to modify Common Assessment Tasks to focus on measuring the students' ability to identify and analyse data from texts.
- Career development.



Technologies: Design and Technologies & STEM

Students at Balga SHS have the opportunity to participate in a range of hands-on programs in a wide range of Technology and STEM classes. Through implementing a design process students investigate and define problems, design and produce solutions, evaluate outcomes and collaborate and manage the processes. Learners' ideas are turned into reality as they create safely using industry-standard tools and equipment with diverse materials and or develop digital solutions.

Courses:

- Digital Technologies
- Woodwork
- Metalwork
- Gardening Programs
- STEM
- F1 in Schools Program
- Building and Construction
- Cert II in Applied Digital Technology
- NNEI- Certificate II in Building and Construction
- NNEI- Automotive Studies

Highlights

- New Certificate II in Applied Digital Technologies
- Reintroduction of Metalwork courses
- The school showcased its STEM programs at the Resources and Education Expo
- STEM club and participation and accolades at multiple STEM competitions
- Ongoing upgrades of Woodwork and Metalwork rooms
- Ongoing development of the school garden.

Data Analysis and Application

- Teachers utilise school and system data to effectively track student progress and inform classroom practice across Years 7-12
- Teaching staff participate in formal consensus moderation with School Curriculum & Standards Authority (SCSA) and Vocational Education and Training (VET) providers to ensure the validity of results as mandated, as well as informal moderation with peers across schools.

Focus Area for 2022

- Ongoing improvement of programs to increase engagement to encourage attendance and participation
- Supporting Literacy and Numeracy development through applications relevant to the contexts
- Encouraging inquiry into future careers and opportunities in technologies and trades
- Continuing to improve the workshop facilities and resources, including the new STEM building upgrade



Technologies: Home Economics

The Design and Technologies (Home Economics) learning area offers Lower, Middle and Senior school students access to participate in courses of study, either as a curriculum requirement, or as an option. Lower school, IEC and Learning Support students engage in two lessons per week as part of their general program of study, whilst Middle and Senior school students have the choice as an optional subject. All courses follow the mandated curriculum, as written by the School Curriculum and Standards Authority (SCSA) or by a Registered Training Organisation (RTO) in relation to VET courses.

All staff within Home Economics are dedicated to providing courses of study that are relevant, consistent and challenging, allowing students to develop life-long skills relating to nutrition, food preparation, textiles, and work readiness. The learning environments are engaging, student focused, and relative to the students and their needs. The focus areas of literacy and numeracy are consistently applied within the programs on offer, integrating specific terminology and practical skills that develop and build upon these focus areas.

The adjustments made to the programs due to the COVID pandemic have been revised to provide accurate and appropriate learning sequences and tasks, to provide students with skills to manage their lives within COVID restrictions, and to continue with their learning and development. Within the practical context of Home Economics, the restrictions did result in a challenging disruption, but the programs were adaptable, and students continued to develop their food preparation, customer service, and textiles skills.

The students in Years 7 and 8 (both mainstream and Learning Support), plus those within IEC, covered the context of Food and Fibre Production. In Years 9 and 10, the two contexts offered to students included Design and Technologies (Clothing and Textiles) and Food Specialisations.

Year 11 and 12 students had the opportunity to opt for the Certificate II in Hospitality, or the General Children, Family, and Community (Childcare) courses. The Certificate II in Hospitality has curriculum designed, written and strictly enforced by the RTO, Hospitality Group Training. This course is delivered by a VET qualified teacher, in a simulated hospitality setting, including both theoretical and practical aspects, delivered over two years. Literacy and Numeracy skills are of high importance within the Hospitality Industry and are therefore of great importance for this course.

The General Children, Family, and Community (Childcare) course is designed and monitored by SCSA, focusing on social justice the impact on children, families and the wider community. The course is written within the design and technology context, including assessing students on how effectively they resolve family based problems, and design products that benefit the community.

The course for Senior School Learning Support is adapted from the Foundation Food Science and Technology course, written by SCSA. The course is designed to provide students with practical skills that enable them to be independent and aware of teenage and adult nutritional requirements. Assessment tasks have been designed to include literacy and numeracy sections specific within the context of Home Economics.



Highlights

- Successful inaugural year of Year 12 General Children, Family and Community, with staff moderation and networking assisting in the development of the course.
- Year 11 Children, Family and Community students producing drawstring bags for an assignment, filling them with personal care items and donating the bags to the 'It's in the Bag' campaign run by the charity organisation Share the Dignity. A number of bags were also donated to the 'Young Parents Program' run by the school.
- Certificate II Hospitality 2021 Year 12 attainment and completion – 85%
- Ten Year 11 and 12 Certificate II Hospitality students travelled off site to run and serve food items for the Seniors Morning Tea, run by MLA member for Mirrabooka, Meredith Hammat. Subsequently, Ms Hammat mentioned the names of all 10 student participants in state parliament on the 16th of September, 2021.
- Certificate II Hospitality students participating in Harmony Day lunchtime activities by serving food items prepared by the students. These foods included falafel, bubble tea, and cookies.
- Certificate II Hospitality students serving at other large school events. These include the sports carnival, Arts Night, Year 12 Graduation, and the retirement event for the previous Learning Area Coordinator for Home Economics, Annette Connop.
- Certificate II Hospitality students rewarded for their commitment to the course with an excursion to The Atrium Buffet at Crown Perth, subsidised by the school.
- Successful implementation of the Year 9 and 10 Design Technologies (Clothing and Textiles) course developed and run by Dr Roslyn London.
- Year 7 & 8 Food and Fibre Production classes treated their parents, carers, and special guests to a light afternoon tea, strictly adhering to COVID regulations.

Data Analysis and Application

- Teachers utilise school and system data to consistently track student progress in Years 7 to 12, to inform and address gaps in learning and assessment.
- Teaching staff participate in SCSA based moderation, informal moderation through teaching networks, and moderation with the Registered Training Organisation (RTO) to ensure consistency and accuracy of grades, as required.

Focus Area for 2022

- SCSA curriculum and implementation of Materials Design and Technology (Textiles) general course of study, for year 11 students.
- Aiming for 100% student attainment of Certificate II Hospitality.
- Adapting current teaching programs within the lower and middle school space, to become more culturally relevant and applicable to the curriculum as stated by SCSA.
- Continue building literacy and numeracy skills into programming and assessment, within the context of Home Economics.
- Maintain a safe, inclusive and engaging learning environment, evidenced through improvements to achievement data.
- Continue applying COVID safe protocols when running events or catering.



Health & 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, Interschool Lightning Carnivals, and afterschool 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 both General and Foundation courses.

Lower & Middle School

Courses:

- Physical Education
- Health Education
- Outdoor Education

Options:

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

Senior School

Courses:

- Physical Education Studies General
- Health, Physical & Outdoor Education Studies – Foundation



Highlights

Staff prepared onsite activities due to COVID affected programs in preparation for the offsite component returning. We gave our students as many opportunities as possible to showcase their skills, and our students did themselves and our school proud. We entered teams in Soccer, Futsal, Athletics, Basketball, Volleyball and Netball competitions, along with camps and excursions for Outdoor Education and Rangers.

- Senior Boys Soccer team made the Quarter-finals stage in the Top Tier Champion Schools Soccer Competition
- Junior Girls Soccer team made the Quarter-finals stage in the Top Tier Champion Schools Soccer Competition
- Senior Girls Soccer team finished Runners Up in the State Shield Soccer Competition
- Junior and Senior Girls participated in the State Futsal titles tournament
- Keys for Life Pre Driver education program 80% successful completion
- RAC guest presenters for Year 10 Health program – Paraplegic Benefit Fund and Legal Aid
- Year 9 and 10 PPEP Talk Program – Guest presenters from Pelvic Pain Foundation
- DR YES incursion for Years 7-10 Health Program
- Partnership with Nollamara Tennis Club for Year 12 Physical Education Studies Course and Middle school sports program.
- Participation in the HBF Interschool Athletics Competition against 8 other schools – 51 students from Balga SHS
- Winners in the 4 x 100 Relay Year 10 Boys Interschool Athletics Carnival second year running
- Electronic Timing gates and Tri-level Podium for Athletics Carnival
- Senior School Boys Basketball Team participation in interschool carnival
- Year 11 and 12 Mixed Volleyball team participated in interschool carnival
- Visit from Grassroots Coordinator Netball WA
- Community Sport engagement through Kid-Sport Vouchers
- Parent volunteers assisting Netball and Soccer Program
- NAIDOC - 7 Netball teams played in Competition.
- Netball Program - Open Division 1 Premiers and Runners Up Open Division 2

Focus Area for 2022

- Increase participation and improve individual skills and teamwork
- Increase health and well-being and building positive relationships
- Girls Football Engagement Program – linking with the Positive Behaviour System
- Community partnership with Edmund Rice Multicultural Centre
- Expand Outdoor Education Program



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 oriented, 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.

Regular access to the Arts disciplines develops emotional and social regulation, critical 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 and innovative programs that deliver the Western Australian Curriculum through the introduction of industry specific technology, providing industry workshops and 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.

Drama

Drama Literacy is innate in all that we do in Drama. Through verbal, non-verbal and written communication, students are encouraged to express themselves and communicate their ideas. The Drama department maintains strong networks with Industry organisations, enabling community learning for the future. Attendance and Participation is a priority.

Drama classes endeavour to create a sense of belonging in all students, enabling story-telling to take place in a safe environment. This is achieved by facilitating a series of team building sessions that promote collaboration through low risk, high accountability activities, theatre sport workshops and interactive camps. Drama classes cultivate a positive culture and healthy environment by celebrating individual differences.

Highlights

- **Internal / External Performances**
Our Junior and Senior Drama students performed to a range of internal and external audiences throughout the year. We presented both matinee and evening performances for local primary school, parents/carers and community members. We toured our productions to regional schools in the south west of the state.
- **Youth on Health (YOH) Drama Festival**
YOH fest is recognised as Western Australia's leading forum for youth health education through the arts. Thousands of young people across WA compete in this Performing arts competition. It uses the arts platform for primary and high school students to explore health issues by researching, devising and presenting their performances around the annual health theme in the form of a theatre production or dance. Live heats are held across WA . The top 8 schools compete in the Grand final, held in Mandurah. In 2021 both our Senior and Junior teams made it into the state-wide Grand final. We were very proud to, once again, be 2 of the 8 state-wide finalists. We had over 100 students involved in both productions.
- **The Western Australia Academy of Performing Arts (WAAPA)**
Our Senior School Drama Students were invited to attend an intensive 3-day musical theatre workshop culminating in a musical theatre performance. They performed to WAAPA staff, members of the Smith Foundation and the local community. We would like to take this opportunity to thank the Smith Foundation and WAAPA for sponsoring our students, and enabling them to showcase their talents.



- **Western Australia Youth Theatre Company (WAYTCO)**

Our Junior and emerging actors collaborated with and participated in workshops co facilitated by WAYTCO members. This experience provided our students with an opportunity to work with practicing actors and directors and gain experience in play building and improvisation.

- Maintain close working relationships with external sponsors and Industry to sustain positive outcomes and opportunities for our students. (ECU, Yirra Yaakin Theatre company, WAAPA, WAYTCO, Smith Foundation, YOH fest, Healthways)

Data Analysis and Application

- Drama teachers utilise school and system data to effectively track student progress and inform classroom practice across Years 7-12
- Incorporate a data driven approach to improving visual literacy; common language to support student learning visible in the learning space.
- Drama teaching staff participate in consensus moderation, internally and with SCSA to ensure accuracy of grade distribution and program delivery.
- 41% of Senior School Drama pupils received an A/B grade in 2021
- 40% of Junior Drama pupils received an A/B grade in 2021
- 139 students studied Drama in 2021.

Focus Areas for 2022

- Continue to use First Steps and Reciprocal reading strategies to support reading and guide comprehension.
- Continue to scaffold lessons and workshops.
- Continue to use a range of text types to ensure inclusivity and balance.
- Utilise explicit instruction techniques, sentence starters and annotated examples provided to students and reinforced throughout workshop/ lesson.
- Continue to incorporate the Instructional Framework; Learning intentions, success criteria and key words/phrases.
- Incorporate a data driven approach to improving visual literacy; common language to support student learning visible in the learning space.
- Strategic focus on building a team, building and strengthening relationships within the class to enhance learning opportunities and improve outcomes.
- Parent and Carer engagement through matinee and evening performances celebrating student work.



Visual Arts

The Visual Arts learning area at Balga Senior High School aims to engage, inspire, and enrich all students through creative practice in art, craft, and design. Students communicate, challenge and express their ideas as artists and audience members.

In the Middle School, we focus on arts skills development, media experimentation and written artist investigations. We encourage responses that enrich knowledge of self, communities, world cultures and histories.

Our Senior School students work through a program that combines traditional and contemporary art practices, media, and techniques. Students explore their imagination, develop personal imagery, and engage in the making and presentation of artwork. They develop analysis skills, visual understandings and a critical awareness that assists them to appreciate and make informed evaluations of art.

Importantly, Balga's Visual Arts curriculum encourages collaborative work practices, positive self-esteem, motivation, and resilience; all of which are essential life skills. Enterprise and initiative are recognised and encouraged.

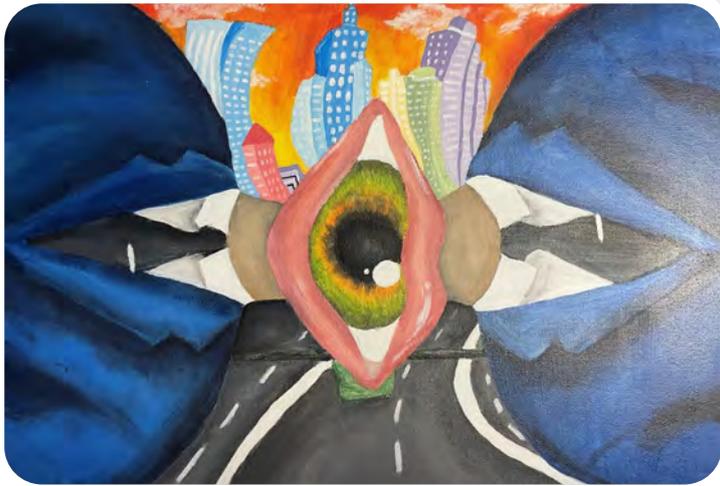
Highlights

- Identified a successful public exhibition partnership with The Square, Mirrabooka
- March 2021 - Senior School, Bells Rapids painting excursion. Students experienced outdoor painting / art making processes in preparation for an Australian landscape painting.
- May 2021 - Mother's Day, Visual Arts / Gardening Business Model product sale. This was a money-making enterprise - students marketed and sold items produced in the Business Enterprise classes.
- July 2021 - Senior School students visited the Perspectives Exhibition at the Art Gallery of Western Australia. Students viewed some of the state's best year 12 work in oils, ceramic sculpture, and textile design
- August 2021 - The Square, Mirrabooka Visual Arts Exhibition. The Empathy Project - walk a mile in my shoes. Business Enterprise and Senior School Engagement students explored the idiom; to understand another person, try walking a mile in their shoes. Students created a life size shoe, capturing an experience or dreams for the future. Sculptural artwork and self-portrait paintings were exhibited in a two-week exhibition, opened by Janine Freeman, MLA.

- Positive community feedback included – This is an amazing exhibition. All students should be so proud of themselves, please do more things like this. Amazing artwork, such touching stories.
- Sponsorship - The Square, Mirrabooka awarded a \$100 People's Choice Award to a year 10 Business Enterprise student for the most popular artwork, 'Boots'



- August 2021 - Visual Arts / Media collaboration. Visual Arts and Media students combined skills and created animated characters, featuring ceramic sculpture and voice recorded Visual Arts storytelling
- Continued development of Lower and Middle School Visual Arts curriculum, integrating storytelling, English curriculum outcomes and arts language preparation for the Senior School General Arts Course



- Developed a collaborative Art / Culture program, focused on Noongar language, culture, and Visual Arts
- August 2021 - NAIDOC Week. Year 9/10 Art and Culture Coolamon Library Exhibition – Students developed language skills and created artifacts as part of Balga's NAIDOC week celebrations.
- September 2021 -Whole School Visual Arts exhibition, celebrating Arts Week 2021. Visual Arts classes, Business Models, Senior School Engagement, Learning Support, and the Intensive English Centre students participated in the production, set up and display of artwork for the exhibition

Data Analysis and Application

- Aim to exceed our current Year 12 General Visual Arts achievement data, currently matching like schools
- Formalise a cross curricular creative writing / poetry collaboration with Middle School English to support NAPLAN writing achievement targets

Focus Areas for 2022

- Explore planning and cross curricular learning opportunities within Maths, STEM and Design Technology learning areas
- 2022 Indigenous Artist poster competition Rotary, Western Endeavour
- Explore Senior School exhibition opportunities
- 2022 Business Enterprise community exhibition. The Square, Mirrabooka, "A Slice of Life" - sculpture and painting exhibition
- Arts Week 2022 – Visual Arts Exhibition
- Sundowner - Music / Visual Arts Business Enterprise collaboration. Develop products and sales opportunities for the sundowner end of year event

Music

The opportunities to perform both at school and in the public like in previous years was particularly difficult due to COVID restrictions throughout the entire year of 2021. Nevertheless, our music students managed to remain positive and got on with further developing their music skills. When restrictions were lifted, we managed to put on our annual end of year 'Summer Nights Outdoor Concert' which was run entirely by the Only Love Exists (OLE) music students with a generous turn out of students and their families. As well as a grand performance at the Osborne Park show by our hand-picked OLE music students.

Endorsed by WAM (Western Australia Music) the Year 7-8 Aboriginal boys worked closely with local artist Josh Eggington aka 'Flewnt', Ruben Yorkshire (AEIO) and Mr Nik Culum (Head of Music) to create an original song 'Flip the Shame'. This song entered the national high school song writing competition run by Triple J unearthed and received great reviews.

The aim of the music department is to create a stronger foundation of music students with a clear pathway starting in Year 7 right through to senior years with their VET national accreditation. In order to achieve our goal, we reached out to the Instrumental Music Student Services (IMSS) and the principal Bruce Herriman and have successfully qualified to start the IMSS program in 2022 at Balga Senior High School.

Highlights

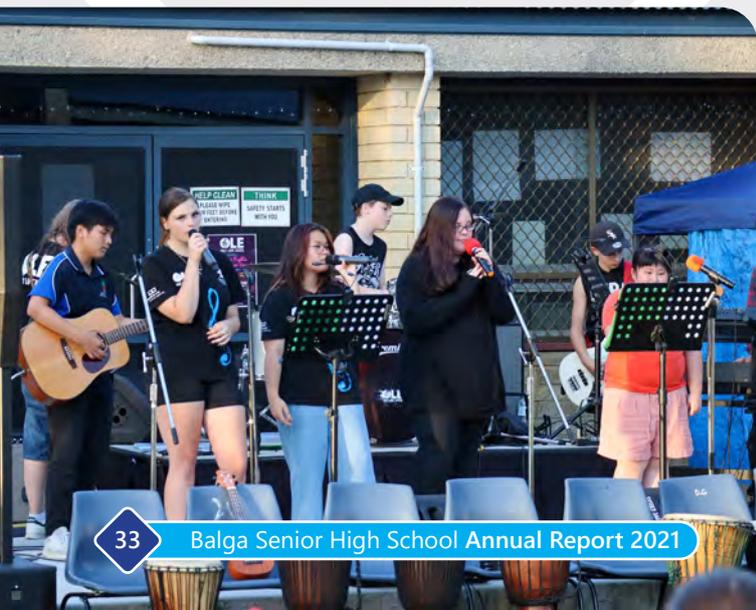
- Entered national Triple J unearthed song writing competition as a collaboration with local artist Josh Eggington aka 'Flewnt' with the year 7-8 Aboriginal students called 'Proud Noongar Boys – PNB' to create original song 'Flip the Shame'.
- Last cohort to complete the CUA20165 Certificate II in Music Industry course graduate with 65%

completion.

- 1st ever music performance in our new music room for Artweek performance which saw around 100 parents and family members watching a showcase of all our music students and programs.
- 1st ever Halloween Silent Disco held by OLE in the Music Room with a great turn out.
- The 1st Year to have the OLE T-Shirt with a blue Treble Clef logo. With every year proceeding with different colours.
- OLE successfully held its second Summer Nights Concert run completely by our Certificate II Music senior school students with a great turn out of parents, staff and students.
- OLE performed at the Osborne Park show putting on a very high quality performance.
- Outstanding IEC graduation performances – Quality of performances are improving with each graduating cohort.
- After school 'Catch Music' community program continuing to engage both music students from our school and beyond

Focus Areas for 2022

- Introduce the IMSS (Instrumental Music Student Services) to our music department to offer free individual and group tuition on drums, vocals, bass guitar and contemporary guitar.
- Continue to develop a strong pathway for our students from Year 7 through to Year 12 in order to further develop their practical skills and understanding of music. With the long-term goal to link and extend the pathway from Years 5 -12 through local IMSS feeder primary schools.



Aboriginal Culture and 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.

Aboriginal Culture is also provided as an option for students in year 9 and 10 through the Business Enterprise Program. Students are involved in participating in Aboriginal Cultural Dance and Music workshops and online country learning experiences. Students also have the opportunity to transfer their knowledge by performing in the local community through delivering various NAIDOC activities and performances at local primary schools and community events.

Highlights

- Year 9/10 Culture class recorded and performed 'Flip the Shame' with Rap music producer and song writer artist Flewnt
- On Country Learning experiences included:
 - Pinjarra camp, including Massacre Tour, bike riding, canoeing, swimming
 - Yanchep National Park
 - Bells Rapids Ochre Painting and Noongar Customs including the importance of water
 - Lake Goollellal Noongar History Bike Ride Amazing Race
 - Kaarta Koomba Maaman and Yorga walk
 - Lake Gwelup Wadjak Cultural Experience
- NAIDOC School Workshops
- Balga SHS Reconciliation Day
- Team Building excursion at Latitude

Focus Areas for 2022

- Increasing engagement and attendance through cultural empowerment On-Country and Community involved learning.
- Connecting with and building relationships with local Primary School cluster through the Ngala Koolangka Kaadadjin program
- Establishing and maintaining partnerships with Wadjak local Aboriginal organisation, including the Elders Program



UniPrep

Balga Senior High School continues its strong partnership with Edith Cowan University through onsite delivery of the UniPrep course. Available to select Year 11 and Year 12 students, UniPrep Schools is designed as an alternative pathway to university, providing students with an equivalent ATAR score. Traditionally, students have gained entry into 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 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 are introduced to university life at each of ECU's Perth metropolitan campuses and have access to course and career advice to assist in making informed decisions about undergraduate degree selection. UniPrep is a challenging, yet engaging and rewarding, course requiring dedication, commitment and perseverance and in return, offers an outstanding opportunity to gain university entrance.

	Learning Skills	Academic Writing	Humanities	Mathematics
Total Cohort	13			
Achieved	13	12	13	13
Not Achieved	-	1	-	-
Mean average achievement grade	72%	62%	65%	79%
Overall completion rate of cohort	92%			

The table above reflects the achievement of the thirteen Year 12 students who completed the four required units successfully. Completion success rate is measured by the achievement of a passing grade, minimum 50%, in all of the required units. Academic Writing is consistently the most challenging unit, requiring the application of a number of recently acquired skills and knowledge.

The students enrolled in the 2021 cohort are currently pursuing the following pathways:

ECU university enrolment	UWA university enrolment	TAFE	Other
7	3	2	1



VET

Obtaining an Industry Standard Qualification is an important aspect in creating future career pathways for students at Balga SHS. This can also contribute to Year 12 students achieving the Western Australian Certificate of Education (WACE).

The following Certificate courses are offered at Balga SHS:

- Skills for work Certificate II
- Applied Digital Technologies Certificate II
- Hospitality Certificate II
- Creative Industries (Music) Certificate II

Students are also able to access a range of other courses through NNEI, TAFE and School Based Traineeships.

Highlights

- One student completing three certificates (ICT, Work Skills and Construction Pathways)
- Two students completing Government School Based Traineeships

Data Analysis and Application

VOCATIONAL EDUCATION AND TRAINING (VET)						
VET Participation Rate (count; enrolled in VET as % of Cohort) Source: Department data						
	2021	2020	2019	2018	2017	2016
School VET enrolments	85 (75%)	95 (77%)	90 (79%)	81 (74%)	89 (71%)	97
Funded VET students	90%	92%	96%	91%	95%	95%
Level of highest qualification achieved (of VET enrolled students)						
Diploma				1 (1%)		
Certificate IV		1 (1%)				
Certificate III	3 (4%)	5 (5%)	7 (8%)	1 (1%)	3 (3%)	2 (2%)
Certificate II	42 (49%)	56 (59%)	40 (44%)	37 (46%)	42 (47%)	57 (59%)
Certificate I			1 (1%)	1 (1%)		1 (1%)
No certificate completed	40 (47%)	33 (35%)	42 (47%)	41 (51%)	44 (49%)	37 (38%)

- Over 5 years, the percentage of students completing a Certificate II has remained steady. At the end of 2020 General students were no longer required to complete a certificate to achieve their WACE. Our numbers show that this change has had no significant impact on students using a certificate course as a pathway.
- School Based Traineeships have 100% completion rate (5/5).

VET Qualification Completion				
Qualification Code	Qualification	Completed	Enrolled	Percent
CPC20211	CII in Construction Pathways	3	3	100
PSP20116	CII in Government	2	2	100
SIR30216	CIII in Retail	2	2	100
SIS20115	CII in Sport and Recreation	1	1	100
SIT30616	CIII in Hospitality	1	1	100
SIT20316	CII in Hospitality	23	31	74.19
CUA20615	CII in Music Industry	7	14	50
ICT20115	CII in Information, Digital Media and Technology	4	9	44.44
AUR20516	CII in Automotive Servicing Technology	3	8	37.50
SIT20416	CII in Kitchen Operations	1	3	33.33
BSB20115	CII in Business	1	4	25
FSK20113	CII in Skills for Work and Vocational Pathways	5	21	23.81
AUR20716	CII in Automotive Vocational Preparation	2	9	22.22
	CII in Skills for Work and Vocational Pathways	0		0
	CII in Skills for Work and Vocational Pathways	0		0
	CII in Skills for Work and Vocational Pathways	0		0
FSK20119	CII in Skills for Work and Vocational Pathways	0	2	0
	CII in General Education for Adults	0		0
SIS10115	CI in Sport and Recreation	0	1	0
	CII in General Education for Adults	0		0
	CII in Applied Digital Technologies	0	1	0
ICT20120	CII in General Education for Adults	0		0
22237VIC	CII in General Education for Adults	0	1	0
22473VIC	CII in General Education for Adults	0	1	0

Certificate offered on site	Certificate offered off-site
School Based Traineeship	Other

- Hospitality is well above school average completion rate 74%.

Area for improvement:

- Skills for work has the second highest students enrolled and a poor completion rate 21%.

Reasons for this:

- Many students enrolled are non-attenders or students enrolled in Foundation Courses requiring a Certificate II to achieve WACE.

Focus Areas for 2022

- Increased support for Skills for work Certificate II students. (Engagement Program and mainstream)
- Scaffold and increase practical elements to support student knowledge and understanding.
- Change of units to increase interest and engagement of students. Units more specific to students needs and interest. For example, increased computer skills units.
- Increase School Based Traineeship (SBT) opportunity's in a variety of fields. A SBT allows students to become an employee for 1 or 2 days a week as well as complete a certificate II or III in that field.

Stars Foundation at Balga SHS

Our Values

We are guided by a set of values and principles that focus on our minds and drive us in pursuit of our mission. We encourage our young women to live out these values every day, as we do in supporting them.

In pursuing our mission and vision, we uphold four core values:

- Respect
- Honesty
- Commitment
- Pride

Our Model

- The stars program design is underpinned by the latest research and decades of experience.
- Stars offers a wide range of extracurricular activities, including sport and physical activities, art, music and dance.
- Community and volunteering activities also support the girls to build their confidence and self-belief.
- Our model provides intensive, holistic support that helps our young women further develop life skills and resilience.
- Stars actively promotes a culture of high expectations and encourages the girls to believe that they can achieve success.

Highlights

- Improved school attendance across all programs
- 98% of our senior stars completed year 12
This is an outstanding achievement when you consider that the national rate of Year 12 completion among Indigenous people was 65.3 per cent in 2016 (national), and 39.1 per cent in the NT.
- Over 85% of our 2019 graduates transitioned successfully to employment or further study.
- Optus stadium NAIDOC round dance – Stars girls had the opportunity to dance alongside Woodvale Primary school at the half time Dockers game. The girls dance gracefully while the children sang Dockers theme song in noongar language.

- Basketball comp acknowledgment - Weeks prior to the basketball carnival, we asked Aunty Kerry the Noongar aboriginal language teacher if she could recommend a student to present the acknowledgment at the Stars Basketball carnival. Year 7 student A was recommended, with in class support in the Aboriginal language class. Student practiced the acknowledgment in Noongar language in the Stars room with Stars staff support.

This student on the day showed strength, leadership, and pride for her culture, not only for her but by standing up and presenting shows pride for her community. By stepping outside her comfort zone, shows it takes courage to stand up in front a room full of people and that “if she can, I can too” mentality. On the day this student displayed great sportsmanship with her team and uplifted others on and off the court.

Futures forum- career pathways -year 10 student “her own words”

On the 24th I and two other year 10 aboriginal girls we were split between different Stars foundation schools. I was paired up with a girl from another high school.

At first, I was shy, but she started to talk to me, so I did the same and I found out different stuff about her and it was very interesting. She was telling me about how she wanted to do law or business/finance.

She is very organised with everything she wants to do when she’s in year 11 & 12 .she makes me want to start doing Tafe and start working but what I want to do is fitness and human biology. It’s very valuable to go to these places to find ourselves and what we want to do with the support and help form everyone involved.

Focus Areas for 2022

- Healthy Lifestyles
Stars encourages Indigenous girls and young women to develop healthy life habits.
- Wellbeing
Stars provides activities and excursions designed to focus on the personal wellbeing of young women in the program.
- Community, Culture & Leadership
Stars supports girls and young women to be involved in many community, cultural, and leadership opportunities
- Education, Training & Employment
Stars supports young women with their learning and helps them explore further education, training and employment pathways.



Student Services

The Student Services team is focussed on supporting students with their educational, social and health issues. The team consists of Program Managers, Pastoral Care Year Coordinators, School Psychologist, School Chaplain, Youth Engagement Coordinator, Attendance and Engagement Officer, School Officer and Education Assistant.

Whilst the students are the main focus, the Student Services team work closely with families and outside agencies to get the best outcomes for students.

Highlights

- Student Services Office staff to greet and connect students to relevant staff and agencies
- Dedicated Year Co-ordinators to support students
- Daily Breakfast Club; recess and lunch food available
- Counselling on site from outside Agencies including Headspace
- Strong relationships with community organisations to support students
- Bus transport to school for Aboriginal and targeted students
- Positive Behaviour System with a focus on rewarding achievement
- Balga's Big Days In – activity days at end of the year
- Appointment of Program Manager Teaching and Learning for Years 7-10
- Use of COMPASS to communicate attendance to parents
- Dedicated attendance officers to connect with families
- Open and ongoing communication between Student Services and families

Data Analysis and Application

- Compared with like schools Balga's attendance rate is positive, however this is below the average for WA Public Schools
- Balga is doing better than like school for students identified as At Risk for attendance
- Trends from 2019-2021 show that Aboriginal Attendance rates are positive when compared to the percentage decline in Like Schools and WA Public Schools
- All attendance data for Balga SHS, like schools and WA public schools has declined in the 2019 to 2021 period. This is most likely attributed to responses to COVID.
- Balga SHS attendance reduction was only 1.1% when compared with the reduction of 3.6% for Like Schools
- Balga SHS attendance reduction was only 1.1% when compared with the reduction of 2.4% for WA Public Schools
- Balga SHS attendance reduction for Aboriginal students was only 1.1% when compared with the reduction of 3.6% for Like Schools
- Balga SHS attendance reduction for Aboriginal students was only 1.1% when compared with the reduction of 4.5% for WA Public Schools

Focus Areas for 2022

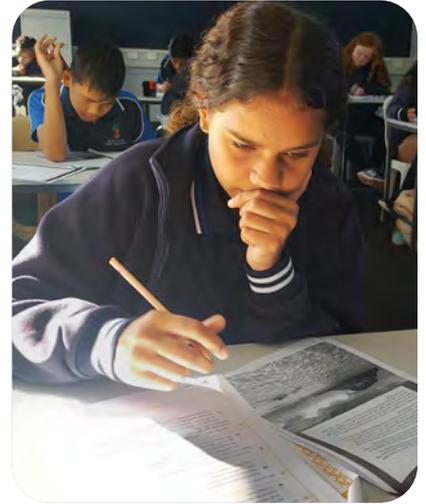
- Increased focus on Positive Behaviour and House System to develop positive, safe, supportive learning cultures
- Adjust Year Co-ordinators from single year to dual year to give greater availability during class time
- Expanding of Engagement Program to include students from Years 8-12
- To have greater case management of students with At Risk Attendance including support from North Metro School Engagement Team

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2018	74.7%	87.6%
2019	75.8%	86.8%
2020	79.7%	87.3%
2021	74.7%	84.4%

Attendance %- Secondary Year Levels

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2018	82%	78%	78%	77%	64%	66%
2019	80%	83%	79%	79%	64%	69%
2020	88%	79%	82%	79%	75%	75%
2021	76%	79%	77%	77%	67%	71%
WA Public Schools 2021	88%	85%	83%	82%	83%	84%



Performance Data

Performance Data 7-10 | Priorities, Strategies and Targets in 2021

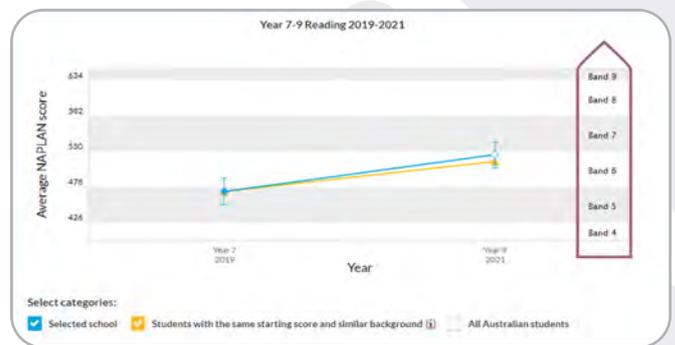
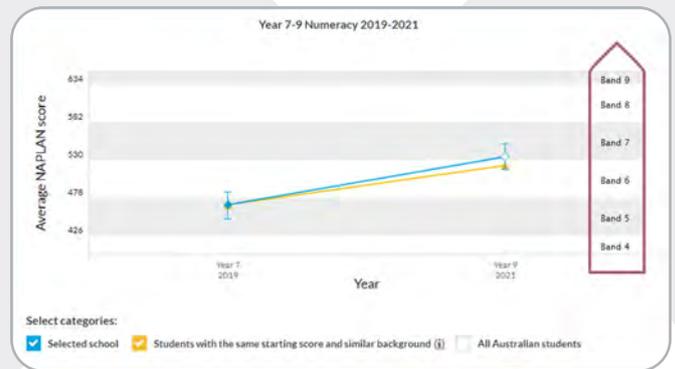
Our focus in the middle school, is to provide all students, with a quality education, by meeting the learning needs of each student through differentiated programs that target identified learning gaps and areas for individual growth. In order to achieve this, a range of measures were implemented.

- Continued implementation of MacqLit (the Macquaire Literacy Program for small group instruction), targeting Year 7 and 8 students who identify as below the National Minimum standard for Literacy
- Specialised Literacy classes for students with identified learning gaps, and or, require extra literacy support to further progress English language development
- Specialised Literacy classes that explicitly target NAPLAN and OLNAs writing skills.
- Individual student tracking targeting point of academic need
- CNAP (off- year NAPLAN testing) in the Year 8 cohort to support students in attaining success in the Year 9, 2022 NAPLAN in Reading, Writing and Numeracy
- After-school Homework Club, offering one-on-one tutoring to students
- Targeted after-school NAPLAN and OLNAs support classes in Reading and Writing
- Collaborative Action Plans (CAP), Group Education Plans (GEP) and Individual Education Plans (IEP) to monitor student learning.

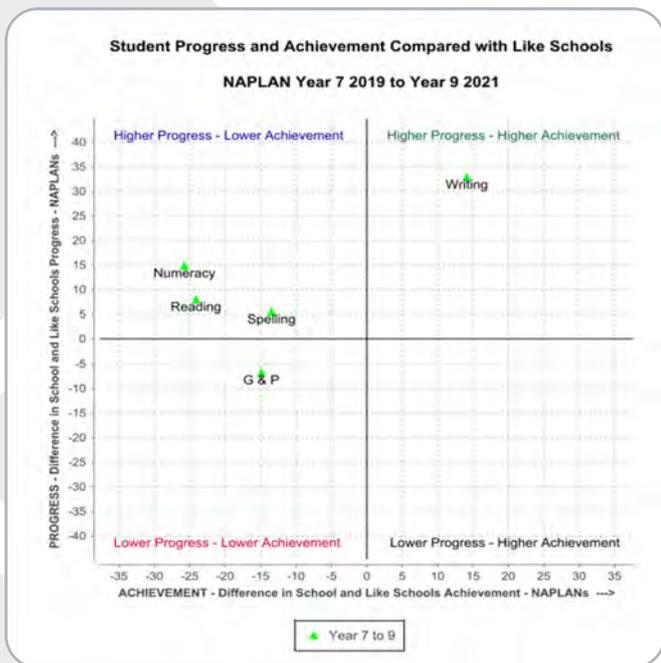
Target 1: The progress percentage of student NAPLAN plan results to exceed Like Schools in Reading, Writing and Numeracy.

As mentioned, Balga Senior High School (BSHS) has continued to implement a range of strategies to target student learning in the middle years. This has seen consistent positive progression in student achievement in the National Assessment Program: Literacy and Numeracy (NAPLAN), with student achievement being equal, or just above Like Schools.

In 2021 the NAPLAN longitudinal data indicates that students have achieved equal to Like Schools in Reading, Writing and Numeracy.



Results demonstrate that the progress that students are making over the 2 year NAPLAN cycle- Year 7 to 9, aligns to expected progression. This data takes into account graduating students from the Intensive English centre, where students are completing NAPLAN for the first time with predominantly limited English, and students from our Learning Support Program.

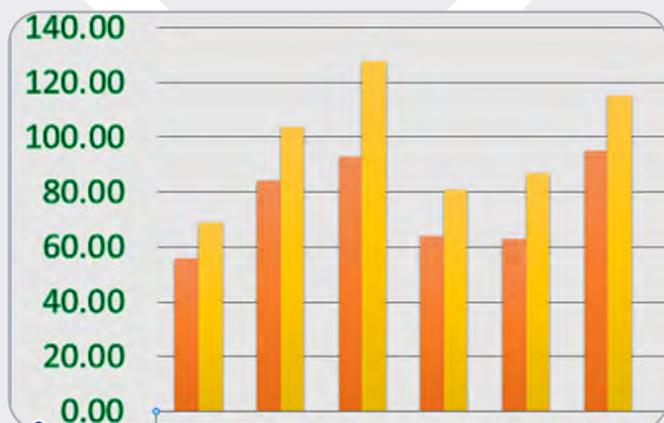


To achieve and exceed Like Schools, students at BSHS are achieving high progress in the areas of Numeracy, Reading and Spelling, resulting in strong individual growth in Years 7-9. In the strand of Writing, students achieved both high progress and higher achievement, displaying that, for this cohort, the targeted Writing Programs provided an opportunity for students to extend themselves into very high achievement.

Of the seven students that took part in the Writing Extension Program, three students achieved very high progress, three students achieved high progress and one student achieved moderate progress in the strand of Writing. Two students who achieved very high progress achieved Band 10 in their NAPLAN Writing.

A focus on extending students through GEP's should be extended into 2022.

MacqLit Data Year 7.2 Progression Pre and Post Test Results



In 2021 MacqLit was targeted in the Year 7 cohort. With a strong skill building focus in Year 7 to further support students in accessing all areas of the curriculum, this program was successfully implemented to bridge the gaps in student learning. The results from all students post-test demonstrates clear progression.

Continuing to support students who are enter BSHS will be a priority moving forward.

Target 2: Percentage of students achieving Band 8 to improve on the previous year's data over each of the three years.

To improve on the number of students achieving Band 8 in Year 9 NAPLAN a number of strategies have been implemented in the middle years. To build on the existing data, a focus on explicit teaching and learning, along with a strong focus on whole school literacy, will continue to build upon the foundation for further success in their area.

NAPLAN Year 9	Reading Band 8 and Above	Writing Band 8 and Above	Numeracy Band 8 and Above
2018	8	4	10
2019	7	3	11
2020	COVID		
2021	8	8	12

The 2021 results indicate that through COVID that there is a positive trend in achievement, especially in Writing. Overall, across Reading, Writing and Numeracy there has been an increase in the number of students achieving Band 8 and above. Consolidating and building on this achievement should be a priority in 2022 and beyond.

Band 7 and OLN achievement in Year 10

NAPLAN Year 9	Reading Band 7	Writing Band 7	Numeracy Band 7
2018	8	2	19
2019	15	5	21
2020	COVID		
2021	16	9	15

Continuing to focus on Band 7 in Year 9 NAPLAN will support an explicit focus on OLN writing in Year 10 2022. To support students at BSHS in WACE graduation, targeting students who achieve Band 7 in their OLN will be a focus moving forward.

Senior School

CNAP Year 8 NAPLAN Tracking in 2021 for continued development in NAPLAN and progress in 2022

In 2020 the Year 8 students sat the Year 7 NAPLAN test. These tests were analysed by Best Performance, allowing for further Literacy and Numeracy intervention. This data provides key insights into individual student progression, and also provides a strong correlation between NAPLAN band progression and achievement in Year 9.

CNAP Reading Data

The table below compares the both Year 7 NAPLAN tests completed in 2020 in Term 4 and 2021 in Term 2.

Reading		
	Balga SHS Filtered Cohort	National Means Progression
Number of Students	41	
NAPLAN Score Means		
Year 7 2020	479.85	546
Year 8 2021	499.63	563.5
Progress	20	17.5
Value Add/Lost	2	
Effect Size	0.3	

The results in the Year 8 CNAP test for Reading demonstrates that this cohort has outperformed the National average by two Scales scores in one semester. This is significantly higher progression than the expected National Average.

In addition to this, 6 students achieved a Band 8 in the CNAP test, with 10 students having achieved Band 7. This suggests that students are on target to achieve progression in achievement Bands in 2022.

The data in both Writing and Numeracy align with the Reading results, indicating that strong growth is expected in these strands in 2022. To align this data for further validity, in 2022 BSHS will be administering ACER Pat Testing as an extra tool that will assist in collecting entrance point, and progress data, that will be used to support all students, at each stage of their learning journey.

At Balga SHS the Senior School Program (Years 11-12) caters for students who have completed the Middle School, Learning Support and/or IEC programs and is diverse in addressing the holistic needs of particular groups of students. The goal of Senior School is to have all students achieve a WACE, attain university entrance, attain a Certificate II or higher VET qualification or complete Year 12. Flexibilities include the ability to complete senior schooling over three years, modified attendance for some students (such as young parents), English as an Additional Language courses for limited schooling students and a direct entry University course, UniPrep Schools, offered in partnership with Edith Cowan University.

Access to Workplace Learning opportunities enables students to experience a range of workplaces for one or two days per week, whilst School Based Traineeships are also available to select students. The New North Education Initiative is also an important part of our Senior School strategy, as it enables 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 WACE courses and Certificate courses during Year 11 and 12.

Students are closely tracked through their Senior School journey with individual needs supported by the development of Individual Education Plans (IEPs). This tracking adopts a holistic approach to include monitoring of SCSA course progress and completion, tracking and analysis of data that illustrates OLN A progression, and monitoring the pastoral care needs of all students across both Year 11 and 12.

Highlights

- Year 12 Presentation Evening
- Senior School River Cruise and Ball
- WACE Achievement Rate remained steady from 2020
- Senior School returned to a five-day timetable, with all courses being distributed across the five days and specialised classes for OLN A and directed study
- Improved OLN A Reading achievement
- Thirteen Year 12 students achieved successful university entry – 20% of the Year 12 cohort

Data Analysis and Application:

	Number of eligible students	Number of students that achieved WACE	Percentage of students that achieved WACE	Attainment ATAR \geq 55 and/or Completion Certificate II or Higher (%)
2021	62	30	48	73
2020	60	29	48	98
2019	53	20	38	87
2018	43	21	49	84
2017	49	21	43	90

The number of eligible Year 12 students has continued to increase whilst the percentage of students who achieved WACE remained at 48 % in 2021 after improving by 10% in 2020. There are still a significant number of students who continue to be impacted by the OLN requirements as it remains the most significant barrier to WACE achievement. This is despite making significant progression from Year 10 in the tests themselves and managing to achieve 'C' grades or higher in English and Maths courses in Year 12.

Attainment rate dropped to 73% in 2021 from 98% in 2020. Attainment rate in the context of Balga SHS (no ATAR) is the successful completion of a Certificate II or higher. Recent WACE changes mean that students are able to complete five General courses, rather than a combination of General courses and a Certificate. Confirmation from SCSA acknowledges that the completion of the five General courses has not been taken into account when calculating the current attainment rate.

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
		%	%	%	%	%	%	%	%	%
2021	62	12.9	50	62.9	11.29	53.23	64.52	9.68	56.45	66.13
2020	60	8.33	68.34	76.67	6.67	48.33	55.00	10.00	70.00	80.00
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

In terms of OLN improvement, in 2021 the trend continued and there was substantial progression of at least 50% across all OLN assessments from Year 10 to Year 12. This included an almost 15% increase between 2020 and 2021 in students meeting the Reading standard. This may be attributed in part to the introduction of timetabled OLN support classes available to Year 11 and Year 12 students. Specialist staff were timetabled to the support classes which focused on the group and individual diagnostic information relating to our students following testing windows. Explicit instruction relating to the necessary skills required, in addition to wider exposure to content was also incorporated.

Focus Area 2022

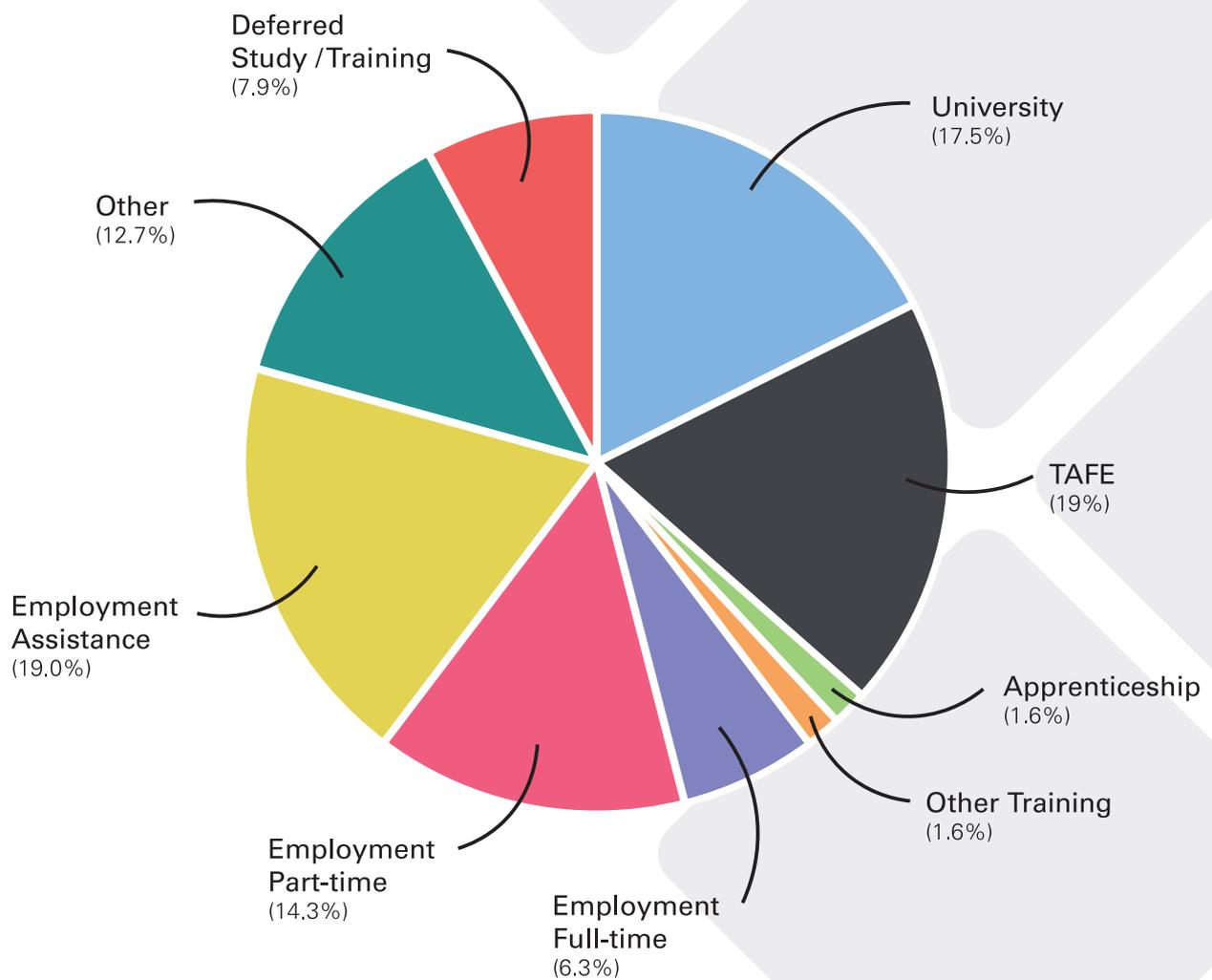
- Continued focus on targeted OLN support through timetabling and small group tutoring
- Compilation of OLN resources and instructional techniques suitable for the individual needs of our students
- Attainment levels reflect attainment across courses and certificates
- Refined individualised tracking of Senior School students and timelines for intervention
- Continued improvement in WACE achievement

Year 12 Destinations

Post-School Destinations – 2020 Year 12 cohort

These students (40) represent 48% of the second semester cohort.

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

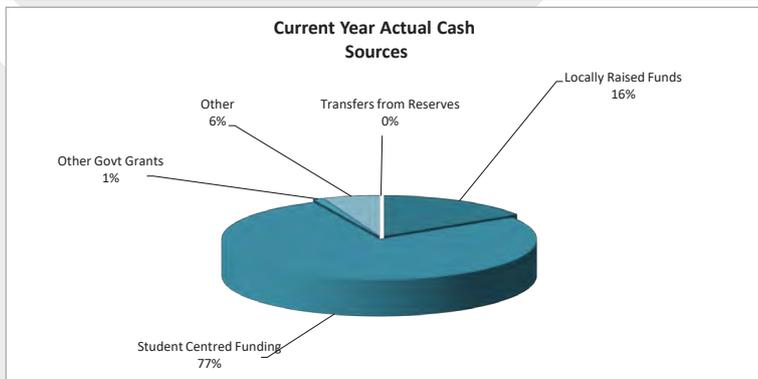
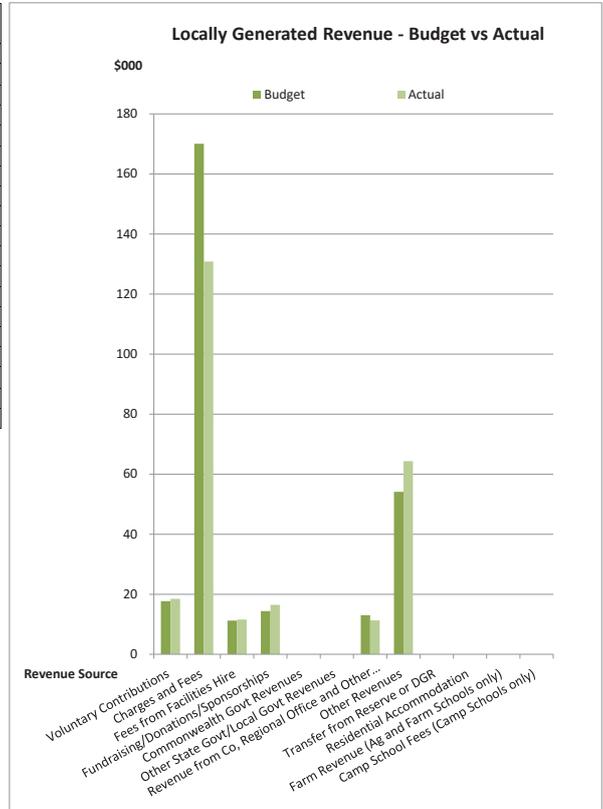


● University (14.3%)	● TAFE (19%)	● Apprenticeship (1.6%)	● Other Training (1.6%)
● Employment - Full-time (6.3%)	● Employment - Part-time (14.3%)		
● Employment Assistance (19.0%)	● Other (12.7%)	● Deffered Study/Training (7.9%)	

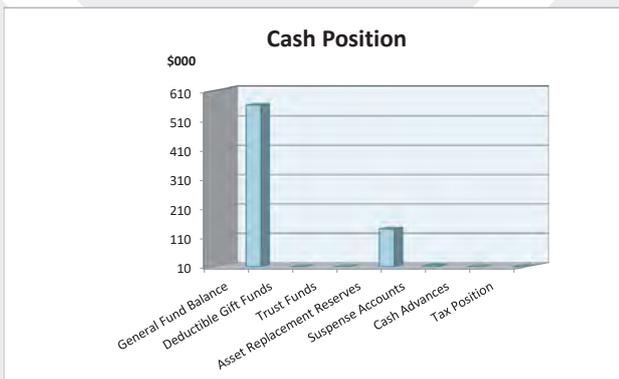
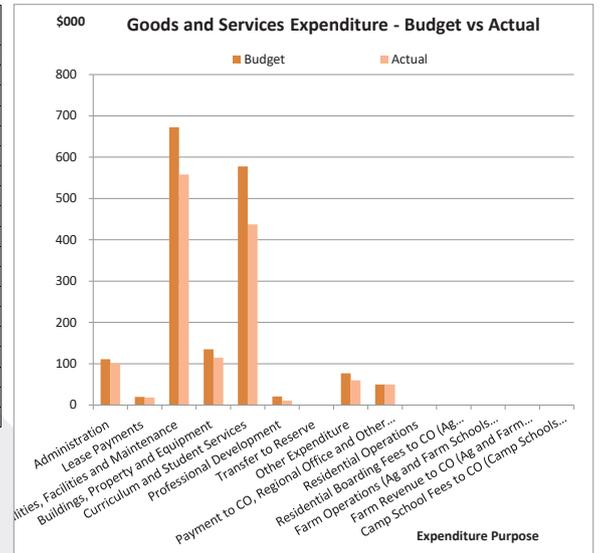
Financial Summary

Balga Senior High School Financial Summary as at 31 December 2021

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 17,719.00	\$ 18,451.41
2	Charges and Fees	\$ 170,027.00	\$ 130,784.08
3	Fees from Facilities Hire	\$ 11,241.00	\$ 11,527.31
4	Fundraising/Donations/Sponsorships	\$ 14,365.00	\$ 16,434.66
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 13,000.00	\$ 11,274.54
8	Other Revenues	\$ 54,116.00	\$ 64,310.82
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 280,468.00	\$ 252,782.82
Opening Balance		\$ 802,454.80	\$ 802,454.80
Student Centred Funding		\$ 868,492.00	\$ 854,865.81
Total Cash Funds Available		\$ 1,951,414.80	\$ 1,910,103.43
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 1,951,414.80	\$ 1,910,103.43



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 111,209.94	\$ 100,991.70
2	Lease Payments	\$ 19,620.00	\$ 18,519.94
3	Utilities, Facilities and Maintenance	\$ 672,179.00	\$ 557,871.40
4	Buildings, Property and Equipment	\$ 135,260.10	\$ 114,496.86
5	Curriculum and Student Services	\$ 577,778.99	\$ 437,406.69
6	Professional Development	\$ 20,535.00	\$ 10,820.24
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 76,893.60	\$ 59,724.18
9	Payment to CO, Regional Office and Other Schools	\$ 50,000.00	\$ 50,000.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 1,663,476.63	\$ 1,349,831.01
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 1,663,476.63	\$ 1,349,831.01
Cash Budget Variance		\$ 287,938.17	



Cash Position as at:	
Bank Balance	\$ 676,066.26
Made up of:	
1 General Fund Balance	\$ 560,272.42
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 139,630.16
5 Suspense Accounts	\$ 14,416.68
6 Cash Advances	\$ (700.00)
7 Tax Position	\$ (37,553.00)
Total Bank Balance	\$ 676,066.26





BALGA
SENIOR HIGH SCHOOL
Strength in Unity

Telephone | (08) 9247 0222

Email | balga.shs@education.wa.edu.au

2 Markham Way, Balga WA 6061

www.balgashs.wa.edu.au