



BALGA

SENIOR HIGH SCHOOL

Strength in Unity



ANNUAL REPORT 2022



Class of 2022



Purpose/Aspirational Goal

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

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

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Principal's Message

Mark Carton

2022 was a year of continued challenges but during the year our school moved steadily towards normal processes as the COVID impact diminished and operational restrictions declined.

It was a significant year for Balga SHS as we embarked on a renewal process aimed at aligning our school as the local community secondary school of choice. We were able to initiate a partnership with our local feeder primary schools. Our partnership developed a shared intent of growing our network to provide a meaningful and connected pathway in education from Pre-Primary through to Year 12 and then on to further studies or employment.

Our partnership with our local primary schools has extended to early stage sharing of resources and connecting with community organisations to ensure the Aboriginal Cultural Framework Standards is being focussed on and developed.

During 2022, we undertook preliminary training in The Berry Street Education Model, this model will provide staff with a defined skillset with resources to best meet the needs of our students. Two of our local primary schools are partnering with us in this exciting development.

Our staff continued to refine our pedagogical framework focus to ensure student needs are met and we have achieved pleasing results in student progress. Despite the interruptions to the normal educational pathways, there was a 12% increase in Year 12 WACE attainment in 2022, which is an outstanding result.

I commend my staff for their outstanding efforts over the past year and thank our school board and P&C for their support.



Mark Carton
Principal

2022 School Board

The School Board comprises of;

Ross McLean
Business and Government, Chairperson

Mark Carton
Principal

Rosemary Evans
Executive Staff Representative

Rhys Collard
Elected Staff Representative

Paul Mansfield
Elected Staff Representative

Geoff Harris
Community Representative

John Inverarity
Community Representative

Peter Capes
Community Representative

Patrick Chaney
Community Representative

Melanie Dunstan
Parent Representative

Len Yarran
Ex Officio (Non Voting Member)

Neil Arnold
Ex Officio (Non Voting Member)

From the Board Chair

Once again, as occurred in 2021, the School was significantly impacted by COVID in the first half of 2022.

A large number of staff and students tested positive to the virus, and, at one stage, close contacts (requiring isolation) exceeded 200. Student attendance declined severely.

Extensive communication with our total school community was maintained, and numerous safety protocols were implemented.

Our staff were outstanding in these very difficult circumstances, and again worked tirelessly to ensure student learning was given top priority. Learning packages were delivered to families where isolation had been necessary, and this was undertaken whilst normal class lessons continued.

During 2022 our School was subjected to an audit by the Office of the Auditor General. Balga SHS had not been audited since 2015, and we were chosen for a full audit. The School received an excellent audit report, being commended for the high level of compliance and exceptional standards across a number of domains. Due to these findings the School was advised that it would be exempted from further audits for a minimum of five years. This was an excellent result, and all staff, particularly in Corporate Services, are to be congratulated.

On 2 June 2022, the Minister for Education and Training, Hon Sue M Ellery, BA MLC, officially opened our Science Block, which had undergone a significant reconstruction and refurbishment throughout 2021.

In my Report for 2021, I referred to the capital funding grants announced for Balga SHS in the State Government's 2021 Budget. Funds were earmarked for a new Performing Arts Centre and STEM facility, with construction to commence in 2022, for completion in time for 2024. Unfortunately, due to labour shortages and supply chain pressures in the construction sector, the School was advised that our projects would be deferred. In response to our expressed concerns, the Department advised us in July 2022, that the planning and design stage for the projects would continue in order to have them ready for tendering for construction, with project completion scheduled for the start of the 2025 school year.

In December 2022, the State Government announced changes to the Western Australian Ministry. The Hon. Sue Ellery MLC, who had been Minister for Education and Training for six years, was transferred to another portfolio. I want to take this opportunity to thank Ms. Ellery for the very significant contribution she made to the development of Balga SHS. Under her stewardship Balga SHS received funding approvals for a number

of recent (and prospective) capital developments which have greatly improved both the facilities and the general amenity of our School's campus.

During 2022 the School successfully completed the final element of the Public School Review which was undertaken by the Department of Education in 2021. The School was congratulated by the Department for the successful completion of this project. The next Public School Review for Balga SHS is scheduled for Term 3, 2024.

During 2022 the Board continued to receive reports from the Principal and senior staff about new educational initiatives and developments undertaken for the benefit of our students.

Although the body of this Annual Report will provide more detail about these matters, and the effective way in which the School's Business Plan is being implemented, it is important to note that there have been some very significant gains to the educational outcomes for our students. I also want to recognise the improved level of cooperation between the primary and secondary schools in our area. These are exemplified by the continuing Mirrabooka Schools Forum, the New North Education Initiative, the Balga Local Area Sub Network, and the Wadjak Northside Education Program. These partnerships will be important in improving the educational and career opportunities for our students.

Again it was a great privilege for me to attend the Graduation Ceremonies of the Intensive English Centre, the final School assembly for the year 12 students, and the Year 12 Presentation Evening held at the Joondalup Campus of Edith Cowan University in November.

These occasions celebrate the achievements of our students, and they are a wonderful opportunity to witness the close bond, and mutual respect, between all these students and staff.

Finally, I would again like to thank the School Principal, Mr Carton for the strong and tireless leadership he gives to our School, for his positive working relationship with the Board, and for the role he has played in helping to improve relations with other educational and community bodies in our region.

I would also like to thank all Board members for their continued contribution to the School. Their diligence and commitment to the advancement of Balga SHS is much appreciated.

To all the staff, I again sincerely thank you for your dedication and professionalism in the way you seek to enhance the educational and life experiences of our students. It is a privilege to be associated with you all.

Ross McLean
Board Chair



KARAK



DOONART



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, Safety 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 63% migrant students, 20% Aboriginal students and 17% 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, Youth 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 7-10)** 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 11-12)** 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 though 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 @ Teen Family Centre

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.



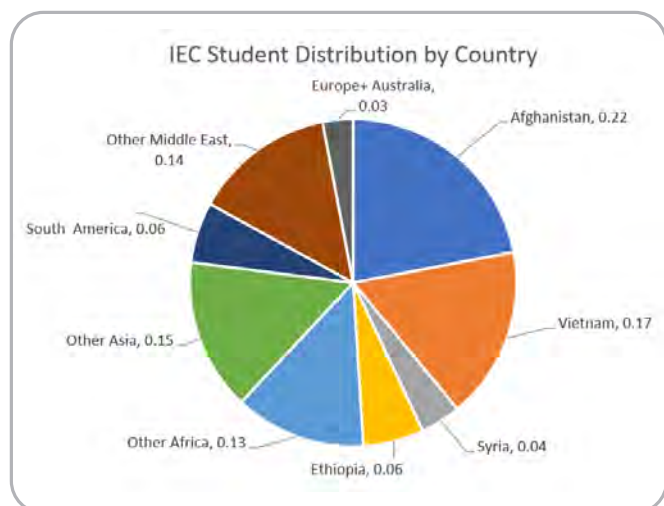


2022 Snapshot

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 2022 119 students attended the IEC throughout the year.



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 hard to cope with 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

Nine IEC students sat the Year 9 NAPLAN Tests, and only two were non-limited scholars, and six students took part in the Year 7 testing, and all of them were limited schooling students. The highest reading and writing levels of this cohort of Naplan candidates were level 3 on the EAL/D Progress Map; this means all students who sat NAPLAN in 2022 were on the emerging stage of the EAL/D Progress Map.

EAL/D students in the emerging stage require targeted support to access language and content. In addition, they need help attributing meaning to academic language with no prior experience in specific academic fields. Often, they become frustrated with the difficulty of putting messages into print and connecting it with prior knowledge. So, NAPLAN Tests are significant stressors for students still mastering the basics of Standard Australian English (SAE).

In the Naplan Reading Component Students are expected to interact with various texts, 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.

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 will be developed in 2023.

Focus Areas 2023

As a school, we need to look at how we can support IEC students 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 will be embedded in their Term 1 timetables. Development of a checklist that identifies students who should be exempt from NAPLAN.

Analysis of EAL/D Levels of Students who graduated from IEC in 2022

In 2022, we witnessed the graduation of fifty-two IEC students, and the cohort consisted of 53% limited schooling students. For the first time, all students achieved a level 3 and above on the EAL/D progress map for Speaking and Listening; this result is exceptional. Furthermore, 75% of the graduating students achieved the targeted Level 3 for both speaking and writing at the time of graduation.

In semester one, 28% of students achieved a level 4 for reading and writing and 32% in Semester 2. No level 5 was recorded in any of the language skills in 2022.

EAL/D Levels Reading: Graduating Cohort in 2022

Semester 1		Semester 2	
EAL/D Levels	Count	EAL/D Levels	Count
5	0	5	0
4	6	4	10
3	18	3	12
2	0	2	5
1B	0	1B	1

EAL/D Levels Writing: Graduating Cohort in 2022

Semester 1		Semester 2	
EAL/D Levels	Count	EAL/D Levels	Count
5	0	5	0
4	9	4	7
3	12	3	14
2	3	2	6
1B	0	1B	1

Highlights and Successes

- Compulsory and interrupted Literacy Block every Monday, Tuesday and Thursday period 1 for 30 minutes
- All students who graduated this year achieved a level 3 and above on the EAL/D progress map for Listening and speaking
- One of our students participated in the annual Maths Competition hosted by UWA university, and he scored a distinction
- 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 educational journey with us.



Learning Support Program

At Balga Senior High School alongside our mainstream classes, we have a Learning Support Program where we provide a purposeful learning environment that caters for a variety of learning styles. Our teachers and Education Assistants, work together to ensure all students engage in their individual learning to enable our students to reach their full potential.

At Balga Senior High School, we endeavour to provide a safe environment to provide a program that enables individuals to maximise their potential through:

- Differentiated Curriculum
- Individual Education Plans
- Engaging and World relevant programs

We look holistically at every student and work as a team of professionals who work alongside the educational needs of a student to assist in supporting students with their learning journey.

These include:

- School Psychologist
- School Chaplin
- Agency staff – Speech Therapist
- Occupational Therapist
- Physiotherapist
- Social Engagement

Differentiated Curriculum

Teachers develop and implement programs that are tailored to the students individual needs. Teachers use a range of strategies including, group work, explicit teaching and problem solving to engage and enrich students. A variety of assessments include pre and post test, verbal and activities are used to identify strengths and where a student may require support.

Student Individual Learning Plans

Teachers together with parents set goals for students to achieve and work through the strategies at home and at school that will be used to support the child achieving these individual goals.

Engaging and World Relevant Programs

Our experienced Learning Support Teachers and Education Assistants work together providing assistance and support that enables our students to meet their individual needs. Every student from Years 7-11 in 2022 improved their reading levels by at least one level, our biggest improvements were in Year 7-9, with an average improvement of two levels.

Our support has a variety of methods:

- Teachers identify specific learning and support needs for individual students which guides and assists planning, which are then implemented through a variety of strategies. Our programs are varied and relate to the world around our students to help make more connections and see the relevance to their lives
- Small groups within a class to aid further activities at the relevant levels for students. These groups are fluid and are identified through teacher assessment. They are ever changing as the learning needs of the students change
- Working with a students support network, often include, school psychologist, teachers, parents, agency staff, to ensure facilitation of processes and strategies to maximise learning opportunities for students



The Learning Support program operates out of our Junior Block at Balga SHS, MESHH (Maths, English, Science, Health, HASS) subjects are taught in the same room to provide a familiar and engaging classroom, this environment caters for a variety of learning styles to ensure that students reach their full potential.



School Base Traineeships and Pathways Beyond School

In Term 1 2022, we commenced our new partnership with GMS Traineeship. Throughout the year this partnership enabled 15 Year 10 -12 students to work towards a Certificate II in Supply Chain Operations. Out of our 12 graduating Year 12 students, 11 left the Learning Support program completing or due to complete a Certificate II by April 2023. The remaining student gained full-time employment.

Focus Areas for 2023

- In 2023 we look forward to offering a wider selection of Certificate II courses to our students. These will include at Balga SHS options as well as continuing with our NNEI connections
- We will focus on upskilling our students in the basics of literacy, phonics and improvements in knowledge of timetables
- Continuing to build on our professional relationships to provide greater options and pathways for our students post school



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

- Throughout Years 7 to 10, students studied texts chosen to engage their interest and provoke thoughtful responses. Novels such as *The Absolutely True Diary of a Part-Time Indian* (Sherman Alexie), *Holes* (Louis Sachar) and *The Outsiders* (S.E. Hinton) have challenged students to think about the world from perspectives other than their own
- An improved grade distribution was achieved across Years 7-10, with an increase in A and B grades and a decrease in D grades
- 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
- 80% 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 2023

- A focus on targeted OLNA writing in Year 10 to increase percentage of students achieving Category 3 by Round 2, 2023, 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 practical and life skills and knowledge. As a Priority Focus, the Mathematics Learning Area takes a major responsibility for the development of students' numeracy which is achieved via our three strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability.

We support students in developing numeracy skills that students will carry throughout their lives in work, pastimes and the general management of their personal finances. Teachers use engaging strategies and content to ensure the students are taught in a customised and meaningful way. This includes a range of resources such as Mathspace, Mathletics, hands on activities and various textbooks as well as through customised programs and initiatives such as the Homework Club.

This year teachers have worked with the Explicit Teaching Model and the planned implementation of the Berry Street Education Model to increase our range of support for students and to enhance teaching strategies.

We have continued with the practice of creating lessons to target specific learning gaps in numeracy.

Highlights

- Year 7 NAPLAN data showed 45% achieved above the benchmark
- Year 9 NAPLAN data showed 45% achieved above the benchmark a 3% improvement
- Homework Club – focused on homework, assignment tasks, NAPLAN, OLN and EST
- NAPLAN and OLN practice tests using Mathspace programs
- During 2022 OLN specific lessons were continued and we saw some pleasing results
- 57% of year 12 students achieved Category 3 an Increase in the number of students achieving OLN or making progression

- 43% of Year 11 students achieved Category 3 an Increase in the number of students achieving OLN or making progression
- 35% of Year 10 students achieved Category 3 an Increase in the number of students achieving OLN or making progression
- 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 2023

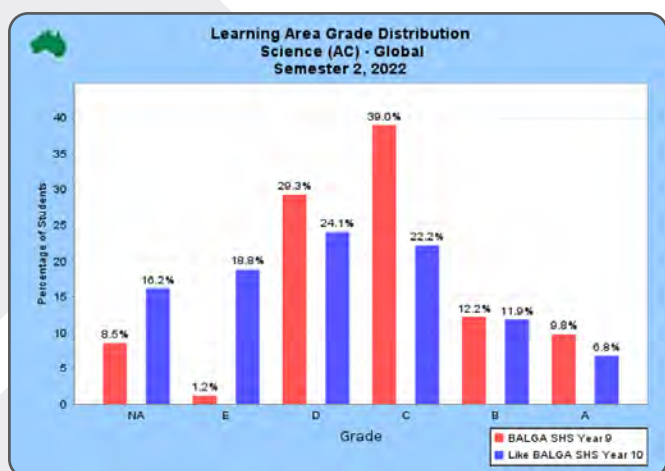
- Create lessons using data collected from the Year 7-9 previous years NAPLAN tests to target numeracy gaps and improve results
- Continue the intensive OLN lessons specifically targeting Year 11 and 12 students who are currently a Category 1 or Category 2, so they can achieve their WACE
- Continue to refine learning programs to further customise learning to the range of unique abilities at Balga SHS
- The use and refinement of lesson starters in all Maths learning



Science

Science Area is well-equipped and fully functional to teach all fields of the Science curriculum from Years 7-12. Our four laboratories are well planned, organised and provide a safe environment to our students. 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 and assessment tasks are compatible and well-adjusted to our student needs. Students engage in learning through lectures, practicals, models, charts, concept maps, class presentations and online STILE lessons.

Due to our tailored programming, regular monitoring of student attendance and academic achievements, Years 9 and 10 classes have achieved high results towards the A, B and C grades as compared to like schools. More students are enrolling for upper school science courses to pursue careers in the Science industry.



To further improve our students learning, science teachers are focussing on literacy and numeracy through reviewing and scaffolding lessons, tests, and course work to suit our student cohort. Regular use of online lessons both in school and at home are encouraged to improve their learning and upgrade their technological skills.

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 and 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.

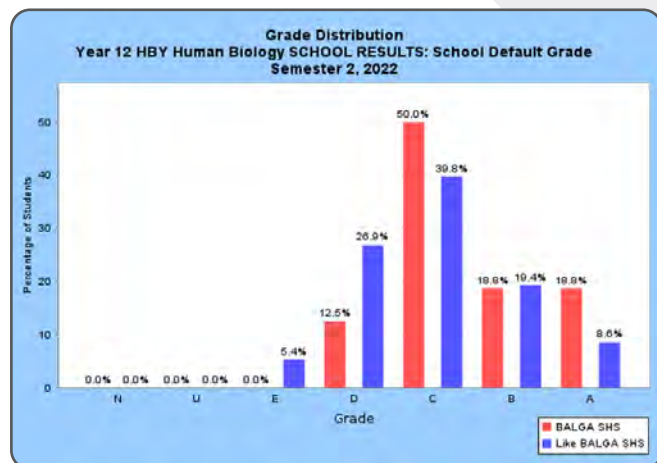
Highlights

- Australian Science Innovations (ASI) online competition and achieved distinction and credits certificates in the Australia wide Big Science Competition and Chemistry challenge
- Science Week- Snake charmers from Perth reptile centre and Fungi cultures covered classification unit with Year 7 students. Steady hand challenges during lunch breaks. Quizzes and class demonstrations were activities the students enjoyed
- Incursions and excursions- Engineers without borders, Earth Science Western Australia (ESWA), earth science and excursions to Roy Hill to promote mining careers. Perth Zoo and SciTech excursions to enhance student learning

Years 11-12

In Year 11 and 12, students have a choice to select ATAR or General courses. We offer Physics 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 based on their ability in science, their preferred career pathway and prerequisite requirements for their university or Registered Training Organisations. Students have performed well in General Human

Biology courses over the years, and many have joined nursing and health careers in various universities. Last year too we performed better than schools like Balga and closer to the State schools.



Focus Areas for 2023

- 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 student programs, tasks, and tests with focus on learning intentions and success criteria to meet curriculum needs
- Improve Literacy and Numeracy in Science. Build vocabulary cards and wall charts
- Engaging hands-on activities to motivate student learning
- Incursions and Excursions for each year group



Humanities and Social Sciences (HaSS)

The HaSS 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. Each strand/subject is covered in a term in the order outlined. In the Senior School we offer two options in Career and Enterprise, including Foundation and General. These courses aim to develop literacy and numeracy, along with enterprising skills and capabilities that enable students to be active participants in career building activities and take control of their Career/life journey.

Our aim as teachers, is to develop students' understanding of the importance of active citizenship in our democracy and the wider world. Our focus is to encourage respect for different people, places, cultures, and environments throughout the world. Developing research and questioning skills are the cornerstone of this approach. Our school is proudly multi-cultural, and we work to build a sense of place within Australia for our students whilst drawing on the wonderful resource of their rich, diverse, and varied cultures.



Highlights

- EAL/D students make up 63 percent of our cohort, and ATSI students make up twenty percent. This necessitated the completion of professional learning for our staff, through the EAL/D Hub. This has greatly enhanced HaSS teacher's understanding of the need for a literacy focus across all classes and provided practical support in the explicit teaching of metalanguage in developing language acquisition. This has translated into greater understanding of content and higher results for students
- There is a Careers focus within the Senior School HaSS curriculum. This has promoted Career and Enterprise courses at the General and Foundation level maintaining a strong presence in the Senior School space. This tailors well with our cohort who are also completing certificates through VET courses or seeking university entrance through our UniPrep partnership with Edith Cowan University
- Enriching cross-curricular activities with the English Learning area. Collaboration between learning areas enables opportunities for deeper understanding of topics covered
- HaSS activities are showcased through involvement in major dates of importance such as Anzac, Remembrance, Harmony and Sorry Days
- Reference is made to First Nations' histories, lore and culture within all HaSS strands, across all years
- Pathway grades are used to recognise and reward initiative and application in classes below the benchmark
- Incursion and excursion opportunities are created for all HaSS strands/subjects. The use of artefacts and guest speakers also facilitates curriculum enrichment



- HaSS partnerships to enrich and enhance learning outcomes exist with: Aspire UWA; Edith Cowan University; KW Mallesons; the 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
- A careers centre staffed by a qualified Career professional promotes ongoing lifelong learning with students. All Year 12 students are afforded the opportunity to use this service to assist in exit planning

Data Analysis and Application

- Student data accessed from My School, SAIS, NAPLAN, OLNA and the WACE Tracker is used to monitor individual student progress and assist in the development of IEP's and GEP's for classes and individual students below the benchmark, due to our low ICSEA score, a high percentage of EAL/D students and the itinerant nature of our cohort
- EST feedback confirms accurate marking to state norms. Our results were closer to the reviewer's marks than the rest of WA by 0.08 marks
- Successful student completion of Senior School HaSS subjects has remained around seventy percent throughout the COVID period, despite high levels of absenteeism due to illness
- Regular consensus moderation, both internal and external promotes a positive learning environment and accurate feedback, assessment and reporting
- Testing based on convergent career theories is used to develop individualised career pathway plans for all Year 12 students

Focus Areas for 2023

- 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, as per the Berry Street Education Model, to enhance student learning opportunities and improve attendance and outcomes
- Data analysis and interpretation to provide individualised support to further student achievement
- Collaboration with the Program Coordinator, Teaching and Learning to modify Common Assessment Tasks to focus on measuring the students' ability to identify and analyse data from texts
- Career development



Aboriginal Culture and Languages – Noongar

The aim of the Aboriginal – Noongar Language Program at Balga Senior High School is to broaden partnerships and capacity build within our community. We are committed to empowering students 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 Aboriginal students, whilst at the same time promoting partnerships, reconciliation and awareness to local area primary students. We currently provide the option for Aboriginal students from Years 7 to 10, an expansion of the program was also implemented in Semester 2, 2022 to include students from Years 3-6 at Balga Primary School. We are also in discussions of partnering with and implementing another three primary schools for Noongar Languages and Culture classes next year. Discussions are also taking place to commence an Elders Language Program in 2023 through the local Aboriginal Corporation – Wadjak, as

a result of receiving a Lotterywest Grant. The program also aims to recruit and capacity build staff. We have a new graduating Noongar Language teacher joining us next year as well as one of our existing AIEOs' enrolling into the 2023 Aboriginal Languages Teacher Program run by the Education Department.

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. Aboriginal Cultural Learning Classes of Dance, Music, Stem and Traditional Games was also offered to the Year 5/6 Aboriginal students of Balga, North Balga, Warriapendi, Boyare and Waddington. 35 Aboriginal students enrolled in these programs.

Highlights

- Year 9/10 Culture class recorded and performed this years NAIDOC Theme with local area year five and six Aboriginal students 'Get Up, Stand Up, show Up' with Rap music producer and song writer artist Flewnt
- Cultural Learning Incursions and Excursions
- NAIDOC School Workshops
- Balga SHS Sorry Day and Reconciliation Day
- Increasing engagement and attendance through cultural empowerment On-Country and Community involved learning, including Noongar Cultural Dance workshops
- Connecting with and building relationships with local Primary School cluster through the Balga Doyintj-Doyintj Kaadadjin program
- Establishing and maintaining partnerships with Wadjak local Aboriginal organisation, including the Elders Program

Focus Areas for 2023

- 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 Balga Doyintj-Doyintj Program
- Establishing and maintaining partnerships with Wadjak local Aboriginal organisation, including the Elders Program, Women's and Men's Programs
- Implementing the Wadjak Elders Program within the Balga Doyintj-Doyintj Program
- Implementing a VET Certificate Courses II and III in Leadership through the Cultural Business Enterprise



Technologies: Design and Digital Technologies

Students at Balga SHS have the opportunity to participate in a range of hands-on programs in a wide range of Design and Digital Technology classes. Through developing and or 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
- Cert II in Applied Digital Technology
- Woodwork
- Metalwork
- IEC Woodwork
- IEC Technologies
- Business Enterprise Gardening Programs
- Cert I Agrifoods
- Building and Construction
- NNEI – Certificate II in Building and Construction
- NNEI – Automotive Studies (Pre Apprenticeship)

Highlights

- 100% pass rate in Year 12 Building and Construction
- Upgrade of Provocation Area 2
- Ongoing development of the school garden
- Reintroduction of IEC classes in Design and Digital Technologies

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 2023

- 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 upgrades



Technologies: Home Economics

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

All staff within Home Economics are focused on providing courses that are relevant, aptly suited, and challenging, allowing students to develop skills that will assist them in their life beyond Balga SHS. These skills relate to nutrition, food preparation, simple textile skills, ICT usage, and work readiness. The learning environments are engaging, student centred, and adjusted accordingly to meet the diverse needs of the students. The focus of literacy and numeracy are consistently applied within the learning programs, integrating specific terminology and practical skills that develop and build upon these focus areas.

Living with COVID is becoming a way of life, with the learning programs reflecting this. There is a greater emphasis on health and safety, particularly regarding personal hygiene. As most restrictions are now lifted, limitations present in previous years are becoming a distant memory with the focus turning to providing current and relevant curriculum suited to the world that the students are living in.

The students in Years 7 and 8 (inclusive of mainstream and Learning Support), plus those within IEC, covered the context of Food and Fibre Production. Students within Years 9 and 10 were offered two contexts to study. These included Design and Technologies (Clothing and Textiles) and Food Specialisations (Fun with Food, semester one, and International Cuisine, semester two).

Year 11 and 12 students had the choice to select between Certificate II in Hospitality, General Children, Family, and the Community (Childcare), or General Materials Design and Technology (Textiles) as courses of study. 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, and delivered over two years. This year, the theoretical component of the course was delivered through an external online resource. The move to completing the certificate course online ensures our students are meeting industry standards whilst also developing ICT skills appropriate for everyday life.

The General Children, Family, and Community (Childcare) curriculum is developed and monitored by SCSA and focuses on the development of children, whilst investigating the impact of social justice issues on families and the wider community. The course is written within the design and technology context, and includes assessments designed to assess how students would resolve common family-based problems, whilst also designing products that would benefit families and community groups in need.



Senior School Learning Support students study an adapted version of the Foundation Food Science and Technology course produced by SCSA. The course assesses students on their ability to demonstrate their understanding of teenage and adult nutritional requirements, whilst refining their practical cooking skills that provide them with the skills to live independently. Assessment tasks require students to establish and refine their literacy and numeracy skills within the context of Home Economics.

Highlights

- A successful change in Home Economics staff, bringing fresh ideas and teaching programs to the department
- Continued staff moderation with outside collegiate teaching groups aiding in the development and programming of Year 11 and 12 General Children, Family, and the Community
- All students enrolled in Year 12 General Children, Family, and the Community achieving a C grade for 2022
- Seven out of the eight students enrolled in Certificate II Hospitality successfully meeting all requirements to obtain the qualification
- Certificate II Hospitality students completing functions in the canteen thanks to the support of Canteen Manager, Mr Eko Priyono
- Certificate II Hospitality students continuing to prepare and serve food at events such as staff retirement events, Year 12 Graduation, Arts Night, and other significant school events throughout the year
- Continued development and the successful implementation of new programs of learning throughout the Lower and Middle School, Learning Support and IEC cohorts

Data Analysis and Application

- Data is demonstrating a positive progression in student achievement, with improvement in student achievement relating to Knowledge and Understanding skills. Updated assignment tasks and programs that demonstrate relevance, and a clear link to curriculum are supportive of this
- Teaching staff participate in SCSA based moderation, informal moderation through teaching networks, and moderation with the RTO to ensure consistency and accuracy of grades, as required

Focus Area for 2023

- Build upon the success and interest for the General Children, Family, and Community course to allow for two standalone classes
- Aim for a minimum of 90% student attainment of Certificate II Hospitality
- Aim for a minimum of 85% of students enrolled in Year 12 General Children, Family, and Community obtaining a course total of a C grade
- Continue building literacy and numeracy skills into programming and assessment, within the context of Home Economics
- Continue updating courses to meet SCSA requirements, whilst also meeting the varied needs of the students
- Maintain a safe, inclusive, and engaging learning environment, evidenced through continued improvements to achievement data



STEM (Science, Technology, Engineering and Mathematics)

This learning area is being continually developed to increase engagement of students in Science, Technology, Engineering and Mathematics (STEM) using project-based learning, to prepare them with skills necessary for the 21st century workplace. The STEM program begins in Years 7 and 8, with a compulsory lesson a week where students are taught and allowed to practice and develop their “STEM or life” skills required to be competitive in the workforce. The skills we try and develop include: problem solving, critical thinking, communication, presentation, teamwork, and collaboration. They apply design, computational and systems thinking and apply systematic processes to define the problem, investigate/research ideas, generate, and refine ideas, plan/design, produce and evaluate designed solutions finally communicating their findings. In addition, students learn to apply these skills to solve local and global issues. For example, students design and build water filters using readily available recycled material that keep cost to a minimum so it can be used in developing countries to clean dirty water ready for drinking. Therefore, the STEM program covers most of the general capabilities and the cross curricular priority of sustainability.

In the lower school, IEC and Learning Support students engage in STEM as part of their general program of study. Middle school students have the choice to participate in optional subjects that incorporates STEM such as the F1 in Schools program which is an International STEM challenge, Robotics and other Technologies classes that allow them to learn programming to control vehicular and aerial drones. These engaging programs prepare students with both transferable and specialised skills for lifelong learning in the ever-changing economy.

Courses

- Year 7 STEM
- Year 8 STEM
- Year 7-8 Technology – e.g. learning programming to control vehicular and aerial drones
- Year 8 Community Technology
- Year 9-10 STEM – F1 in Schools International STEM Challenge
- Year 9-10 Robotics – Building and programming the Lego EV3 robots
- Year 9-10 or Middle School Technology

Highlights

- Team Moorditj consisting of five students from the F1 class competed in the F1 in Schools, State Finals that was held on Garden Island in November. Preparations for the competition was extensive with students having to design and manufacture their F1 race car using balsa wood using very specific standards. The completion of the engineering portfolio that includes the design and manufacturing process with details of obstacles encountered. A second Enterprise portfolio details the formation of the team and choice of name, design and development of logos, team shirts, merchandise, display booth and their efforts in advertising and fundraising.



Winners are chosen on their portfolios, display booth, verbal interviews and finally performance of their car and driver in manually and automatically started knockout races. The teams hard work was paid off since, Moorditj won:- Best Reaction Time, Knockout Champions, Grand Prix Race, Fastest Lap and Best Verbal Presentation. Based on the outcome of the Enterprise and Engineering portfolios, the team was named the State Champions for the Development Class for 2022, qualifying to compete in the National Finals in Melbourne in March 2023

- The "After School Technology Club" continue to be successful with students coming to learn about programming drones and robots in preparation for a drone competition to be held in March 2023
- The Year 8 Community Technology class successfully engineered kites as part of the STEM program and presented these on orientation day to the Year 6 students from surrounding primary schools. The primary school students went on to construct and fly the kites they made as part of their STEM experience at Balga

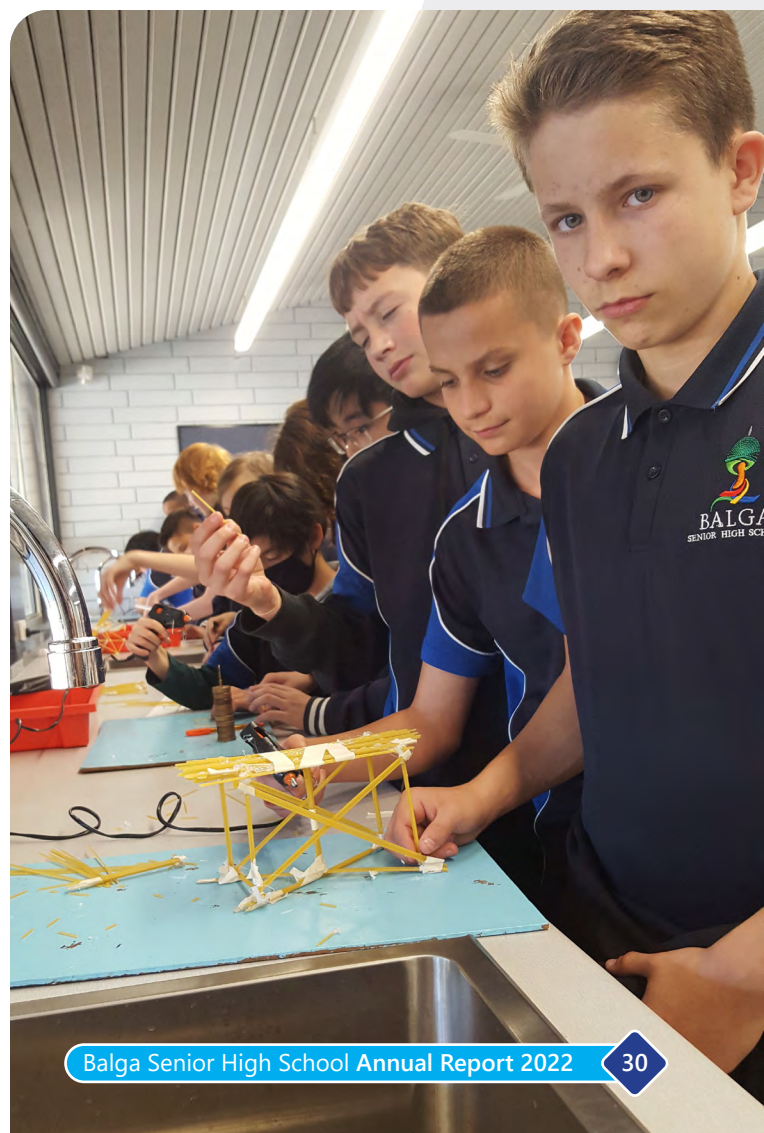
Data Analysis and Application

- Teachers utilise school and system data to effectively track student progress and inform classroom practice across Years 7-10. Teaching staff participate in informal moderation with peers across schools

Focus Areas for 2023

- Ongoing improvement of programs to increase engagement to encourage attendance and participation
- Better alignment of the programs from Year 7 to 10 so it allows more seamless transition for student to build on their skills from the previous year allowing development of more specialised skills

- Supporting Literacy and Numeracy development through applications relevant to the contexts
- Encouraging inquiry into future careers and opportunities in technologies and trades
- Working hand-in-hand with Career Practitioner to provide opportunities for students to learn about STEM based careers
- Develop the afterschool Technology Club with AICODE to include Year 5 and 6 students from intake primary schools to learn how to program aerial (Tello Edu) and vehicular (Robomaster EP Core) drones
- Engage and excite students with the prospect of competing in the AICODE annual Robomaster aerial drone competition
- Continuing to improve the facilities and resources, including the new STEM building upgrade



Health & Physical Education

The Balga SHS Physical Education (PE) 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

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 Health and Sports Programs for students throughout the year which included incursions, excursions and participation in afterschool competitions. 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 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 State Shield Soccer Competition
- Senior Girls Soccer team finished Runners Up in the State Shield Soccer Competition
- Junior Girls Soccer team Runners Up in State Futsal Titles tournament
- Keys for Life Pre Driver education program 90% 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 Interschool Athletics Competition at Ern Clark Athletics Track – 47 students from Balga SHS
- Winners in the 4 x 100 Relay Year 10 Boys Interschool Athletics Carnival
- Electronic Timing gates and Tri-level Podium for School 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 – U15s Gold Medal Winners, Open Division 1 Runners Up and U18s Semi-finalists

Focus Area for 2023

- 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 and Perth Glory and Football West
- Community partnership with Edmund Rice Multicultural Centre
- Expand Outdoor Education Program
- Community partnership with Jetts Fitness Stirling
- Multi Sports Engagement Program – community ties with WA Football Commission, NRL, Fremantle Dockers, and Cricket Australia - Schools
- Certificate II in Sports Coaching



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 lifelong 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 storytelling 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
- **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 2022 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. We are also excited to announce that our Senior team won second place out of over 250 schools
- **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 Senior School Drama Students were invited to attend an intensive three 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

- Parent and Carer engagement through matinee and evening performances celebrating student work
- 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
- 37% of Senior School Drama pupils received an A/B grade in 2022
- 39% of Junior Drama pupils received an A/B grade in 2022
- 142 students studied Drama in 2022

Focus Areas for 2023

- 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



Visual Arts

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

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

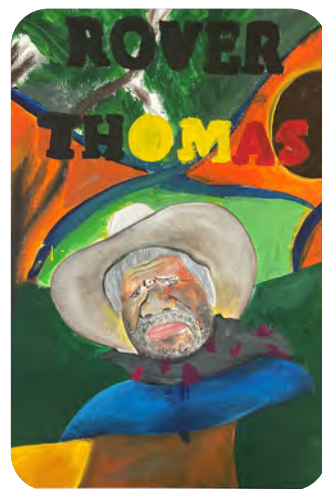
Our Senior School students work through a program that combines traditional and contemporary art practices, media and techniques. Students explore their imagination, develop personal imagery and engage in the making and presentation of artwork. They develop analysis skills, visual understandings and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

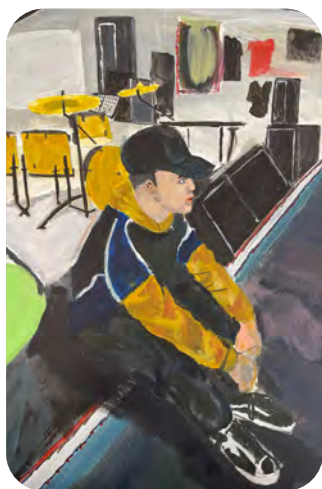
Highlights

- February 2022 – Rotary Western Endeavour Aboriginal Poster Competition. Indigenous Art / Culture students successfully entered three posters in the competition. Balga won first-place - all students received a commendation, and our winning student received a \$100 gift voucher for Jacksons Art Supplies
- March 2022 – Senior School Visual Arts students attended the John Forrest National Park painting excursion. Students experienced outdoor painting with a focus on colour, light and atmosphere in preparation for their Australian landscape painting
- June 2022 – Year 12 REmida recycled materials sculptural workshop with Dr Paul Armishaw. Year 12 students created contemporary sculptures using recycled materials
- July 2022 – Senior School students visited The Western Australian Pulse 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 2022 – Year 6 Arts Taster Day, ceramic workshop
- September 2022 – Business Enterprise students showcased 'A Slice of Life' exhibition at Balga Senior High School during Arts Week 2022. Balga's students showcased common scenes or moments as contemporary works of Art

- September 2022 – NAIDOC Week Year 7/8 Library Exhibition – Fish Traps and Middens. Students created artifacts inspired by Aboriginal cultural practice as part of Balga's NAIDOC week celebrations
- September 2022 – Developed a successful public exhibition partnership with REmida Education Centre. Year 12 sculptural work was exhibited at Inglewood library and REmida Education center as part of a month-long recycled materials exhibition



- September 2022 – Balga Senior High School Visual Arts exhibition, celebrating Arts Week 2022. Visual Arts classes, Business Models, Learning Support, and the Intensive English Centre students participated in the production, set up and display of artwork
- December 2022 – Be Creative Business Enterprise school fundraising sale. Students designed promotional material and worked in teams to produce saleable items, including hand printed cards and functional ceramic wares



- December 2022 - Visual Arts/Music collaboration – Visual Arts and Music Business Enterprise classes joined together in a Kandinsky inspired Abstract Expressionism, music / painting workshop using inspirational pre-recorded music

Data Analysis and Application

- Visual Arts teachers participate in student assessment moderation, internally and with SCSCA to ensure grade accuracy and ongoing program development
- 100% of Year 12 General Visual Arts students passed the course, achieving a C grade or higher
- 2022 General Visual Arts, Year 12 Externally Set Task results - 25% improvement in the median score compared to 2021
- Cross curricular integration of English / HASS outcomes into lower and middle school Visual Arts programming with a specific focus on guided reading, cultural history, poetry and visual analysis

Focus Areas for 2023

- Continue to extend cross curricular English/HASS learning outcomes into Years 7-12 Visual Arts programming, with a focus on visual literacy, cultural history, guided reading, comprehension and storytelling
- Aim to exceed our current Year 12 General Visual Arts achievement data and EST results
- Continue to explore planning and cross curricular learning opportunities within STEAM and Design Technology learning areas
- Continue to explore community exhibition partnerships with REmida and The Square, Mirrabooka
- Produce culturally inspired work for the Visual Arts NAIDOC Week Balga Senior High School library exhibition
- Arts Week 2024 – Balga Senior High School exhibition of paintings, prints, textiles and sculpture
- Develop products and sales opportunities for the BE Creative Business Enterprise classes

Music

The aim of the Music Department is to create a strong pathway that connects our local primary feeder schools – through to graduation in Year 12 and beyond. A major step towards achieving this goal was implemented this year through the Department of Education's flagship music program (IMSS) Instrumental Music Student Services; offering free professional tuition for select students involving the following options: vocals, drums, guitar and bass.

As a result, the Music Department has grown with the addition of two teaching staff; Greg Brenton (Drums, Guitar and Bass) and Samantha Samuels (Vocals) from the IMSS program. Both had a very successful first year at Balga Senior High school with many students completing an entire year of lessons.



Highlights

- Introduction of DoE flagship IMSS program with a combined total of 34 students learning vocals, drums, guitar and bass (Across Years 7-12)
- Additional Staff (Greg Brenton and Samantha Samuels – IMSS)
- City of Wanneroo – Hyperfest Lunchtime Concert with local band 'Smol Fish'
- WAM provided a local artist in residence Joshua 'Flewnt' Eggington who collaborated with the Aboriginal Cultural and Language Program (Ngala Koolangka Kaadad – Our Children's Learning) which included local primary school, the OLE Music Business Enterprise featuring the vocals of Samantha Samuels (IMSS Vocal Teacher) to create an original song 'Get UP Stand UP Show UP'
- Winners of the Triple J Unearthed Aboriginal Initiative Award for 2022. Regular airplay on Triple J for our Naidoc themed song 'Get UP Stand UP Show UP'
- Our music video 'Flip the Shame' was showcased at the WA Education awards
- Hip Hop 101 performance and workshop run by Scott Griffiths (Optamus) and Darren Reutens (Dazastah) from the famous WA hip hop group 'Downsyde'
- Guest performance and Q&A by upcoming artist 'Sudochic' for our Music and Drama Business Enterprises
- Combined Art and Music Business Enterprise interactive experience 'painting whilst listening to music' using our Silent Disco system
- A successful Harmony Day at Mirrabooka Shopping Centre for the OLE business enterprise class (Years 11-12 providing Sound Production/ Performance; Years 9-10 performing)



- Positive Schools Conference – showcased both 'Flip the Shame' and 'Imagine' videos with positive feedback
- CAN Project – OLE working with local professional artists to create an original music video across three schools - Balga SHS, Kununurra & Seven Oaks. The music video launch early March 2023
- Four students completed their Certificate II Music course
- Year 9 Career Taster visit to Leederville TAFE. Our students were successful in writing and recording their own song
- Artsweek Evening Concert – Performances by all music classes with support from the IMSS music teachers
- End of Year Lunchtime concert run entirely by the Year 11 Certificate II in Music students
- After school music community program 'Catch Music' completed its fifth year at Balga Senior High School

Focus Areas for 2023

- To continue to grow as a music department by introducing additional support/teachers
- Update classroom with Arcade games, DJ/Remixing booth and couches for the Years 11-12 Certificate II in Music student's space
- Turn staff office into a repair and maintenance workshop
- To participate and support the Music Video Launch for Community Arts Network (CAN Project with OLE Music Business Enterprise)
- Increase the number of students enrolled in the IMSS music program (particularly Year 7 students).
- Increase the quality and standard of musicianship throughout all years
- Increase the number of students completing the Certificate II in Music

- Attract more Year 6 students into the Music Program through successful Orientation Days and also through OLE Music enterprise workshops and visits to local feeder primary schools
- Connect with the parents of the Year 7 IMSS music students, to create a strong foundation for their learning and support network
- Create more community opportunities and partnerships beyond the classroom for the Music Department
- Facilitate great independent and collegial learning within the classroom
- Create opportunities for cross curriculum learning activities with other learning areas, student services and spaces around the school (Eg: Awards nights, Arts, Library, English, Maths, etc.)
- Work closer with Careers Practitioner to develop music careers pathways and experiences



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
- Music Certificate II

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

Highlights

- Two students completing two certificates
- One student completing Government School Based Traineeship
- 100% of Year 12, Applied Digital Technologies achieved their certificate
- Creating a new partnership with GMS Training Academy. Offering School Based Traineeships for many Balga students. One graduating Year 12 was offered a job at the academy

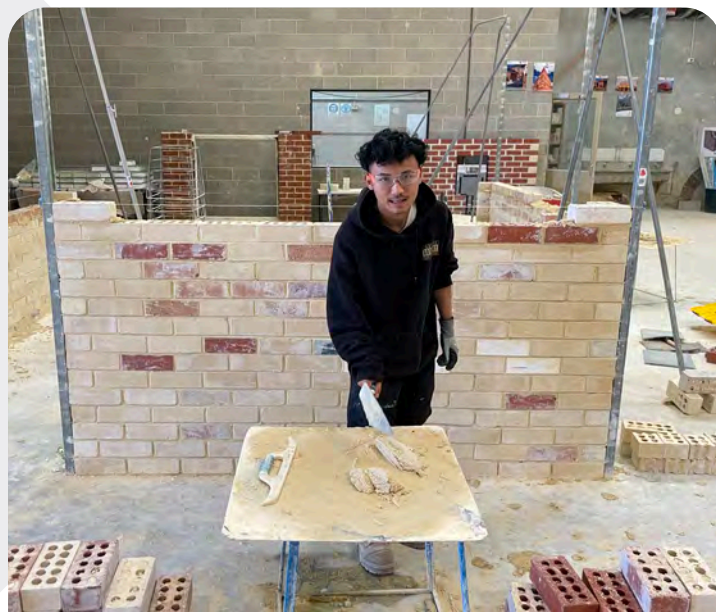
Data Analysis and Application

VOCATIONAL EDUCATION AND TRAINING (VET)						
VET Participation Rate (count; enrolled in VET as % of Cohort) Source: Department data						
	2022	2021	2020	2019	2018	2017
School VET enrolments	97 (72%)	85 (75%)	95 (77%)	90 (79%)	81 (74%)	89 (71%)
Funded VET students	90%	90%	92%	96%	91%	95%
Level of highest qualification achieved (of VET enrolled students)						
Diploma					1 (1%)	
Certificate IV				1 (1%)		
Certificate III	1 (1%)	3 (4%)	5 (5%)	7 (8%)	1 (1%)	3 (3%)
Certificate II	35 (36%)	42 (49%)	56 (59%)	40 (44%)	37 (46%)	42 (47%)
Certificate I				1 (1%)	1 (1%)	
No certificate completed	61 (63%)	40 (47%)	33 (35%)	42 (47%)	41 (51%)	44 (49%)

- Completion rate for Certificate II dropped from 49% in 2021 to 36% in 2022.

Reasons for this:

- As seen in Table 2, two courses indicated with a * have been superseded. Student enrolments have been counted twice. Music Industry (9 students) and Supply Chain Operations (5 students)
- No Year 12 student completed the Supply Chain Operations School Based Traineeship (GMS). Year 12 students were enrolled into the course knowing that they would not complete the course in a year. As noted in the Highlights / Successes enrolling the students has resulted in a strong continued partnership with GMS as well as job offer to a graduating student



UniPrep

- Removing the above reasons from the calculation would change the completion rate to 57% which is above average for the past five years

VET Qualification Completion				
Qualification Code	Qualification	Completed	Enrolled	Percent
ICT20115	Certificate II in Information, Digital Media and Technology	5	5	100
PSP20116	Certificate II in Government	1	1	100
ICT30120	Certificate III in Information Technology	1	1	100
MST20616	Certificate II in Applied Fashion Design and Technology	1	1	100
SIT20316	Certificate II in Hospitality	7	11	63.64
CUA20620	Certificate II in Music	4	7	57.14
FSK20119	CII in Skills for Work and Vocational Pathways	9	20	45
CUA20615	Certificate II in Music Industry*	0	9	0
SIT20316	Certificate II in Hospitality	0	1	0
TLI20420	Certificate II in Supply Chain Operations*	0	5	0
TLI20421	Certificate II in Supply Chain Operations	0	5	0
52824WA	Certificate II in Building and Construction (Pathway - Trades)	0	1	0
CHC22015	Certificate II in Community Services	0	1	0

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

- Skills for Work and Vocation Pathways has the highest enrolment out of our AUSPICE courses and has our lowest achievement rate at 45%

Reasons for this:

- Many students enrolled have low attendance and are Foundation students

Focus Areas for 2023

- 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 one or two days a week as well as complete a certificate II or III in that field

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	8			
Achieved	8	8	8	8
Not Achieved	-	-	-	-
Mean average achievement grade	75%	69%	76%	77.75%
Overall completion rate of cohort	100%			

The table above reflects the achievement of the eight 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 2022 cohort are currently pursuing the following pathways:

ECU university enrolment	TAFE	Other
7	1	-

Careers

The Careers area is facilitated through the role of the Career Practitioner to build a bridge between schools, tertiary education, and the industry, and supporting students in developing work capability skills. The focus of the role is to work with teachers, students, and parents to provide career information and guidance on emerging opportunities and the pathways open to all students. The development of career resources for the school community and plays a vital role in identifying and informing students and parents of the trends and opportunities in the ever changing job market.

We achieve this through ongoing interactions with workplace and study visits, workshops, career information and counselling. The four strands focus on exposing students to the variety of available opportunities and the different entry points in careers. We offer students a selection of workplace and education visits over the year. Learning area specific career experiences are identified and organised in conjunction with teachers to demonstrate connections between school programs and skills and career pathways.

Careers involve the development of the following skills and information:

- Work Capabilities
- Job application capability
- Pathway planning
- Exposure to a variety of careers and tertiary education opportunities
- Dissemination of up-to-date career information

Highlights

The 2022 year was a combination of building on existing programs and developing and accessing new opportunities for students. The programs engaged with a range of external organisations, which provided a range of experiences.

External Organisations

- The University of Western Australia Aspire Program
- The Smith Family
- North Metropolitan TAFE
- Jobs and Skills Centre
- Skillshare
- Department of Training and Workforce Development (Career taster program)
- Edith Cowan University
- Big Day In

Career Activities

- The University of Western Australian Aspire Program
- Year 10 career day with a round-robin with speakers across a range of industries
- Industry Guest Speakers
- Resume workshops delivered through forms classes
- Career-focused incursion workshops
- One-to-one career counselling with students
- Work capability skills:
 - Resume writing
 - Job hunting techniques
 - Interview preparation and practice



The programs engaged with students from Years 7 – 12, IEC, and learning support. The primary activities implemented in 2022 were on exposing students to a range of work and educational opportunities. Several organisations were involved in organising opportunities. Students from Year 7 to Year 8 engaged in a range of career-related activities with staff from The University of Western Australia (UWA) Aspire program. Students learned of the different pathways to gain entry to UWA and different resources, clubs, and in general what university life is like. The program culminated in Term 4, when class 9.1 attended the “Race around Campus” event at the Crawley campus of The University of Western Australia. Our ongoing partnership with The Smith Family provided students with the opportunity to attend Kinetic IT for two days and learn about a variety of careers in the IT Industry, TAFE SmARTS, and organised incursions amongst other programs.

Work capability groundwork was undertaken with engagement with the TAFE Jobs and Skills WA centres which ran a masterclass on resume writing and online job application. These were extended with the trial of resume workshops for a limited number of Year 9 students during extended form. These workshops were supported with one-to-one career counselling for all years, which varied according to student needs. Some were seeking resume writing support for a job or TAFE applications, others on how to apply for online job vacancies, and then working through interview preparation and practice.

The exposure of students to as many different careers during their educational journey at Balga Senior High School is a central goal of careers. A new career initiative to support Year 10 subject selection was the Year 10 career round-robin day. All Year 10 students were provided with the opportunity to listen to and ask questions about the career journeys of invited speakers. The speakers ranged from recent IT graduates, WA state sales managers to small business owners. After the formal sessions, students were provided with the opportunity to have lunch and mingle with the guests to further discuss potential pathways.

Year 9 students participated in the new government initiative program “Career Tasters”. Balga Senior High School was selected as one of the pilot schools for this program. Where 40 Year 9 students attended North Metro TAFE to experience courses in Art, Photography, Fashion, and Tourism. A smaller group attended Leederville TAFE to experience the process in song creation and recording, mirroring work in the music industry.

Focus Areas for 2023

- Integration of Career education into all learning areas
- All students in Year 9 and 10 students complete a resume program
- Increase in targeted small group work exploration career tasters and other opportunities
- Increase in the communication of up-to-date labour market information
- Identify and develop new partnerships to broaden the work and study exposure opportunities



Year 12 Careers

The Year 12 Careers Program is designed to support students in accessing information to assist in their transition from school to work and further study. It promotes the development of a broad and all-encompassing plan for students' career/life journey.

Highlights

- There is a Careers focus within the Senior School HaSS curriculum. This has promoted the Career and Enterprise course
- Year 12 students complete a range of on-line activities that look at personality, interests, values and skills to develop an individual Learning & Career Pathway Plan that will inform their future choices and options
- Students are provided individual exit planning counselling with a registered career practitioner to identify their preferred learning and study style and to set post school study, employment and lifestyle goals that are achievable
- The school has its own dedicated Careers website
- Staff training follows international best practice in line with the Career Industry Council of Australia's guidelines and employs a qualified career practitioner
- The annual Careers Expo at the Perth convention and Exhibition centre is a highlight for our Year 12 students. The event provides the students the opportunity to network with representatives from the major universities, training organisations and employers to further refine their career goals prior to completion of their exit plan
- Access to TAFE course has improved in response to an increase in free and half price courses
- Resume building sessions provided through partnerships with external organisations

Data Analysis and Application

- Student data accessed from My School, SAIS, NAPLAN, OLN and the WACE Tracker is used to monitor individual student progress and assist with the development of SMART career goals
- Testing based on convergent career theories is used to develop individualized career pathway plans for all year 12 students
- Student feedback on the counselling process confirms that 100% feel more confident about their career choice after the counselling process and 98% of respondents rate the counselling process as excellent
- The Year 12 counselling program assists with students selecting and enrolling in courses that they will succeed in ensuring that academic and financial penalties are avoided

Focus Areas for 2023

- A continual focus on the importance of building and strengthening relationships with individual students, prior to the counselling process, as per the Berry Street Education Model, to enhance student learning opportunities and improve attendance and outcomes
- Data analysis and interpretation to provide individualized support to further student achievement
- Ongoing professional development for career practitioner staff



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

The program is based around four key pillars of personal development:

- Healthy Lifestyles
- Well-being
- Employment, education & training
- Community, Culture & leadership

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

- 2022 Balga Stars Foundation had two year 12 students complete their WACE as well as be the first two Year 12 stars students in WA to be leaving their Year 12 journey and commence fulltime jobs. This highlights the support and opportunities the girls gained during from their school and Stars support and transition team

Focus Areas for 2023

- Getting the girls more engaged in their class's and working together with the school and teachers. This enables breaking down any barriers the students may be enduring throughout their education pathways
- Focusing on the student's attendance and weekly tracking. Having rewards for targets which are met. Working one on one to achieve small goals for students who aren't meeting the attendance expectations
- We aim to continue supporting the girls with any job avenues along with the Stars Foundation transition team which further provide the girls support after completing Year 12 as a additional measure to transition the students into the workforce or further study like University and TAFE



Young Parent Program

The Young Parent Program is a successful program set up and run out of the Teen Family Centre at Balga Senior High School. It gives students an opportunity to return to school after becoming parents and encourages engagement back into the Western Australian Schooling Curriculum. Students attend school utilising the day care on site to ensure their children are well cared for while they are studying. Our students in the YPP maintain normal everyday schooling life working towards achieving their WACE, VET and work placement Certificates. The YPP program consists of Safe Parenting programs and interactive baby bonding session each Thursday where our students learn life long parenting techniques and get the opportunity to work with a Social Worker to help develop their parenting skills. It is a holistic course focusing on parent and babies' well-beings whilst supporting each student to achieve their educational goals.

Highlights

- Students Completing Year 12
- Students Completing Year 11 and continuing to work toward achieving WACE for the year ahead
- Work placement Opportunities for the young parents
- 100% participation from students on a Thursday during baby bonding and the Positive Parenting Program being offered
- Continual engagement from students in the Program
- Community engagement and lessons being taught from outside agencies
- Continual engagement and support from School YPP Coordinator
- Continual support from Parent Support worker

Focus Areas for 2023

- Continual engagement for our Young Parents in Curriculum based work as well as YPP program on a Thursday
- Success through gaining WACE and work placements in the future

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 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
- Stars program for female Aboriginal students
- Positive Behaviour System with a focus on rewarding achievement
- Balga's Big Day In – activity day at end of the year.
- Use of Compass to communicate attendance to parents
- Dedicated attendance officers to connect with families
- Open and ongoing communication between Student Services and families
- Participation in Engagement and Transition Program for Year 6 and Year 10 students

Data Analysis and Application

- All attendance data for Balga SHS, like schools and WA public schools has declined in the 2020 to 2022 period. This is most likely attributed to responses to COVID
- Balga SHS attendance reduction from 2021-2022 was 6.4% when compared with the reduction of 7.7% for Like Schools
- Balga SHS attendance reduction from 2021-2022 for Aboriginal students was 10.6% when compared with the reduction of 7.8% for Like Schools

Focus Areas for 2023

- Increased focus on Positive Behaviour and House System to develop positive, safe, supportive learning cultures
- Staff to begin training in the Berry Street Education Model
- Increased cultural program to engage Aboriginal students
- To have greater case management of students with At Risk Attendance
- Increase daily telephone calls to families regarding attendance
- Develop and strengthen relationships with outside agencies that provide counselling and mentoring for students

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2019	75.8%	86.8%
2020	79.7%	87.3%
2021	74.7%	84.4%
2022	68.3%	80.4%

Attendance % - Secondary Year Levels

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2019	80%	83%	79%	79%	64%	69%
2020	88%	79%	82%	79%	75%	75%
2021	76%	79%	77%	77%	67%	71%
2022	79%	67%	72%	64%	69%	63%
WA Public Schools 2022	85%	81%	79%	79%	81%	81%



Performance Data

Performance Data 7-10 | Priorities, Strategies and Targets

Reflection

A strong focus in middle years teaching and learning over the course of the Business Plan was to refine our teaching and learning strategies through a range of evidence-based approaches. Staff have reflected on their teaching practices, through the development of the schools Pedagogical Framework, seeking to improve delivery to students.

The impact of COVID, resulted in stable cohort testing from Year 7 to 9 to be impacted. Strategies to address this were implemented to ensure that all students were able to progress in their learning. Best Performance 'off year' testing was administered to use as entrance point data, along with the implementation of PAT testing for Reading and Numeracy in 2021.

Business Plan Strategy	Strategies in 2021	Outcomes in 2022
Priority Two: Literacy Implement targeted intervention in reading, writing and literacy processes for students who are below the national benchmark.	<ul style="list-style-type: none"> Resources created for high school students, using at-level texts, embedded with early years literacy interventions Repeated Reader Challenge to build confidence in oral presentations. Students decide when they are ready to read, allowing them to build confident and fluency Homework Club for students requiring extra support to access course work Student Tracking across 7 to 9, providing data on student 'Grade of Achievement' progression and regression PM Reading Comprehension - to develop low readers 	<ul style="list-style-type: none"> Staff feedback confirmed that students who are reluctant readers were able to build confidence, each week. Students displayed progress in volume, pace, and fluency A Tracking system that provides teachers with a holistic snapshot of each student, the services they access, and interventions to support learning PM reader comprehension age provided key information to support student learning and is an area that needs further implementation
Priority Two: Literacy Implement reading strategy through Science.	<ul style="list-style-type: none"> The decoding strategy that is used in Literacy and English, was promoted, modelled to teachers across several subject areas. The goal, for teachers to get students to decode vocabulary and extend vocabulary, unpack text meaning to increase understanding Further embedding of Stile into the Science Curriculum 	<ul style="list-style-type: none"> Teachers implementing the strategy have noted significant improvement in students learning and engagement Homework Cub to support student learning Stile is highly engaging for low literacy learners. The use of this program has seen improvements in academic achievement
Priority Two: Literacy Improvement in the number of students achieving Band 8 and improving each year of the duration of the Business Plan. Priority Three: Numeracy Annual increases in the % of students achieving Band 8 and above in Year 9 NAPLAN.	<ul style="list-style-type: none"> A focus for MESH teachers to follow students in Year 8 through to Year 9, to maximise learning, through established relationships Diagnostic baseline data in Year 7 through Best Performance. Student in Year 7 2019 sat the paper version of the 2018 Year 7 NAPLAN test. This data was analysed and strategies to support student progression implemented. For example, Group Education Plans, targeting reading gaps Diagnostic Spelling Test once a year to measure spelling age progression 	<ul style="list-style-type: none"> Consecutive achievement, across all NAPLAN strands, to ascertain above standard of achievement from 2019-2022 CNAP data review indicated that students were on a positive trajectory of individual student achievement

NAPLAN Achievement Progression for students above expected standard In Year 9

YEAR	READING	WRITING	G&P	SPELLING	NUMERACY
2022	Band 9 - 1 student Band 8 - 12 students Band 7 - 20 students TOTAL: 33 students above National Standard	Band 8 - 5 students Band 7 - 16 students TOTAL: 21 students above National Standard	Band 9 - 4 students Band 8 - 8 students Band 7 - 18 students TOTAL: 33 students above National Standard	Band 9 - 3 students Band 8 - 16 students Band 7 - 21 students TOTAL: 40 students above National Standard	Band 9 - 3 students Band 8 - 10 students Band 7 - 28 students TOTAL: 41 students above National Standard
2021	Band 9 - 2 students Band 8 - 6 students Band 7 - 17 students TOTAL: 25 students above National Standard	Band 10 - 2 students Band 9 - 1 student Band 8 - 5 students Band 7 - 9 students TOTAL: 17 students above National Standard	Band 9 - 1 student Band 8 - 13 students Band 7 - 8 students TOTAL: 22 students above National Standard	Band 9 - 1 student Band 8 - 13 students Band 7 - 13 students TOTAL: 27 students above National Standard	Band 8 - 12 students Band 7 - 15 students TOTAL: 27 students above National Standard
2020	COVID	COVID	COVID	COVID	COVID
2019	Band 9 - 1 student Band 8 - 6 students Band 7 - 16 students TOTAL: 22 students above National Standard	Band 8 - 3 students Band 7 - 5 students TOTAL: 8 students above National Standard	Band 9 - 2 students Band 8 - 7 students Band 7 - 12 students TOTAL: 21 students above National Standard	Band 9 - 2 students Band 8 - 7 students Band 7 - 20 students TOTAL: 29 students above National Standard	Band 10 - 1 student Band 9 - 2 students Band 8 - 8 students Band 7 - 21 students TOTAL: 39 students above National Standard

- ✓ Overall, the data displays positive trends in student achievement in all NAPLAN components. Further review of these strategies moving forward will allow staff to review the initiatives developed over the duration of the business plan, continuing to refine our strategies and how we deliver content to students.

Percentage of students 'at' and 'above' standard in 2022 NAPLAN Year 9 Cohort

READING	WRITING	G&P	SPELLING	NUMERACY
67%	57%	69%	63%	86%

- Data indicates that student achievement in OLNA should continued to increase, due to the improved number of students 'at standard' and 'above'
- Data indicates the need to continue to implement the OLNA Writing strategy in 2023 for students who achieved Band 6 and 7
- 46% of Year 9 students in 2022, achieved 'above' the expected National Standard in Spelling
- 48% of Year 9 students in 2022, achieved 'above' the expected National Standard in Numeracy

Mapping Student Learning from Year 5 NAPLAN to Year 8 CNAP testing, and to Year 9 NAPLAN.

Student	Year 5 NAPLAN				
Student 1	Reading	Writing	Spelling	Punctuation & Grammar	Numeracy
	Band 5	Band 4	Band 4	Band 3	Band 7
	Year 8 CNAP Data				
	Band 8	Band 6	Band 6	Band 7	Band 7
	Year 9 NAPLAN				
	Band 9	Band 6	Band 7	Band 9	Band 9
Student	Year 5 NAPLAN				
Student 2	Reading	Writing	Spelling	Punctuation & Grammar	Numeracy
	Band 3	Band 3	Band 6	Band 5	Band 5
	Year 8 CNAP Data				
	Band 7	Band 7	Band 9	Band 8	Band 6
	Year 9 NAPLAN				
	Band 8	Band 8	Band 9	Band 8	Band 7

- ✓ Students have continued to demonstrate good progression from primary to secondary school.
- ✓ Data indicates that projected grades aligned, if not exceeded, students projected trajectory
- ✓ Data indicates that course work pitched a level that enables student progression across both Literacy and Numeracy

Small Group Intervention

CNAP testing in replace of NAPLAN in Year 8, provided staff with the data required to address learning gaps. Students who were flagged for intervention in Reading, participated in small group, explicit instruction. These students are projected for Band 5-6 achievement in NAPLAN. Through targeted intervention the results indicate that students were able to address many of the learning gaps. The data below indicates that students who took part in the intervention, made pleasing progress, achieving good individual progression.

Student Intervention Results

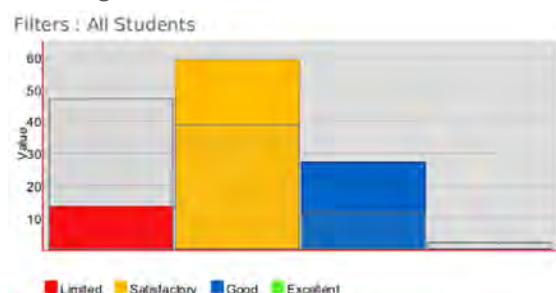
NAPLAN Reading	NAPLAN Year 5	NAPLAN Year 9
Student 1 PT	Band 4	Band 7
Student 1 SB	Band 4	Band 7
Student 1 HS	Band 4	Band 7
Student 1 SH	Band 4	Band 7
Student 1 JN	Band 3	Band 8

Academic Progress for students in the .1 class

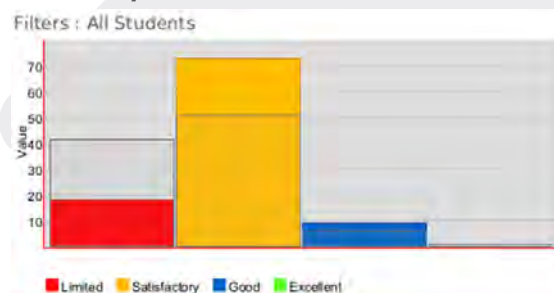
Students in the .1 class, continue to achieve strong individual growth, with many exceeding expected NAPLAN progression of expected band growth. The data across both Literacy and Numeracy, demonstrate effective teaching practices that are aligned to the West Australian Curriculum. Students, with 'limited' achievement, in this class, most often, are students who have recently transitioned from the IEC and may be sitting NAPLAN for their first time. The graph highlights the strong academic rigour and progress that students are achieving in both Reading and Numeracy.

Cohort: 9.1ENG_1 - Year 10 2023 Balga Senior High School Y09 2022 Reporting Period: 2022 Y09

Reading - Achievement



Numeracy - Achievement



- ✓ Students have continued to demonstrate good progression from primary to secondary

Moving forward, continued consolidation of these strategies will support planning in 2024 and beyond. We know that targeted intervention is progressing students in standardised testing, and supporting students in addressing learning gaps and consolidation of skills, will be the focus of Literacy moving forward.

Senior School

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 OLNA progression, and monitoring the pastoral care needs of all students across both Year 11 and 12.

Highlights

- Year 12 Presentation Evening at ECU Joondalup
- Senior School Ball
- WACE Achievement Rate increased from 2021
- 100% of the cohort successfully completed the UniPrep course with offers to courses including Nursing, Teaching, Biomedical Science and Computer Science

Significant OLNA progression of at least 60% across all three standards

Data Analysis and Application:

	Number of eligible students	Number of students that achieved WACE	Percentage of students that achieved WACE	Attainment ATAR ≥ 55 and/or Completion Certificate II or Higher (%)
2022	43	26	60	67
2021	62	30	48	73
2020	60	29	48	98
2019	53	20	38	87
2018	43	21	49	84

Number of WACE eligible students decreased in 2022 with a smaller cohort. Percentage of eligible students who achieved WACE increased by 12% in 2022. There are still a significant number of eligible students who do not achieve WACE because they do not meet the Literacy and Numeracy requirements (OLNA) prior to the end of Year 12, despite making significant progression from Year 10 and achieving 'C' grades or higher in English and Maths courses in Year 12. In 2022 40 students out of 43 (90%) who were WACE eligible met all other WACE requirements except the minimum standard of literacy and numeracy (OLNA).

Attainment rate dropped to 67% in 2022 from 73% in 2021. 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. The completion of the five general courses has not been considered when calculating the 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
		%	%	%	%	%	%	%	%	%
2022	43	13.95	60.47	74.42	9.30	65.12	74.42	0.00	86.05	86.05
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

In 2022 the trend continued and there was substantial progression of at least 60% across all OLNA assessments from Year 10 to Year 12. Almost 10% increase between 2021 and 2022 in students meeting the numeracy, reading and writing standard.

Focus Area 2023

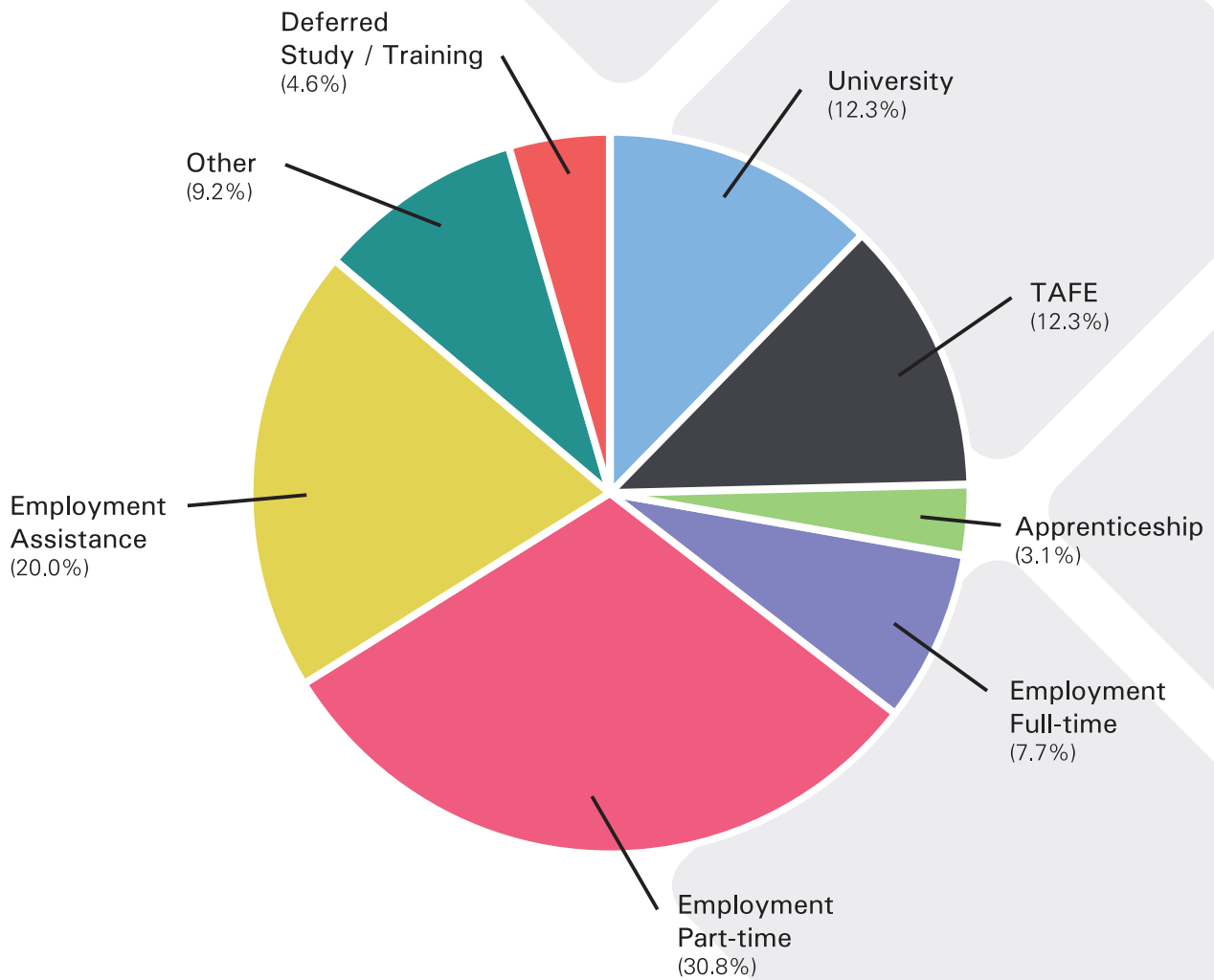
- Continued focus on OLNA achievement
- Attainment levels reflect attainment across courses and certificates
- Continued improvement in WACE achievement
- Analysis of stable cohort pathways

Year 12 Destinations

Post-School Destinations – 2021 Year 12 cohort

These students (65) represent 100% of the second semester cohort.

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



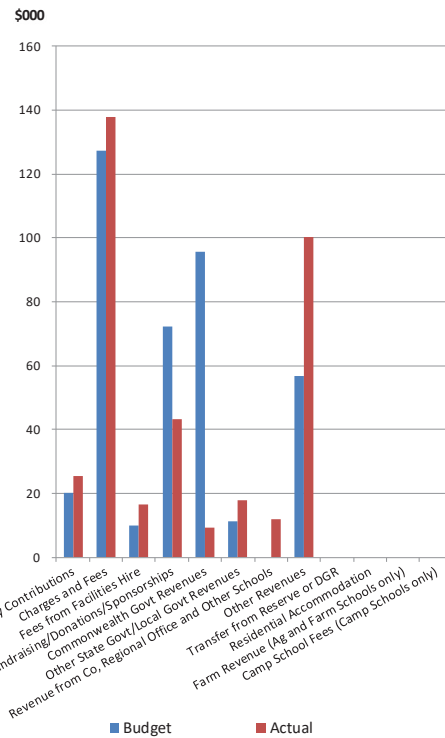
- University (12.3%)
- TAFE (12.3%)
- Apprenticeship (3.1%)
- Employment - Full-time (7.7%)
- Employment - Part-time (30.8%)
- Employment Assistance (20.0%)
- Other (9.2%)
- Deferred Study/Training (4.6%)

Financial Summary

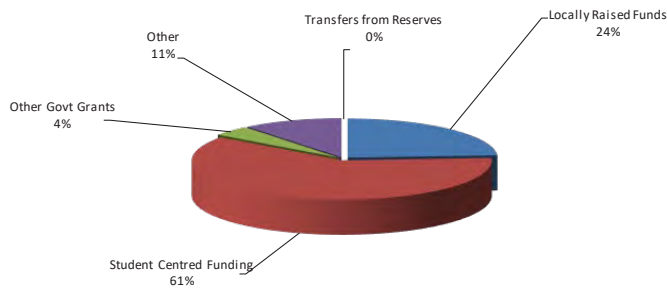
Balga Senior High School Financial Summary as at 31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 20,331.00	\$ 25,533.75
2	Charges and Fees	\$ 127,352.00	\$ 137,934.32
3	Fees from Facilities Hire	\$ 10,001.00	\$ 16,682.75
4	Fundraising/Donations/Sponsorships	\$ 72,300.00	\$ 43,390.84
5	Commonwealth Govt Revenues	\$ 95,700.00	\$ 9,200.00
6	Other State Govt/Local Govt Revenues	\$ 11,273.00	\$ 17,960.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ 12,000.00
8	Other Revenues	\$ 56,816.00	\$ 100,257.63
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	\$ 393,773.00	\$ 362,959.29
	Opening Balance	\$ 560,272.42	\$ 560,272.42
	Student Centred Funding	\$ 588,803.37	\$ 566,684.37
	Total Cash Funds Available	\$ 1,542,848.79	\$ 1,489,916.08
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,542,848.79	\$ 1,489,916.08

Locally Raised Revenue - Budget vs Actual

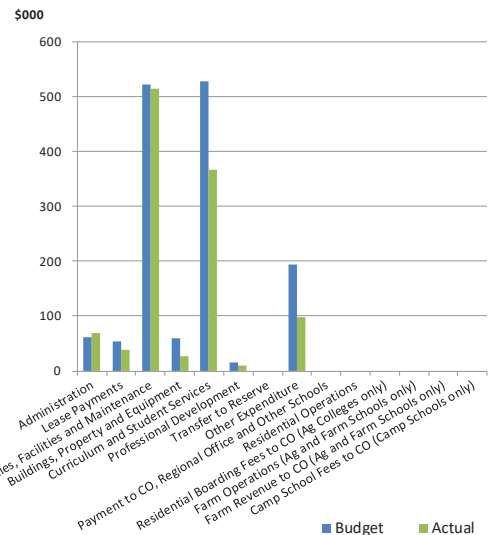


Actual Year to Date by funding sources

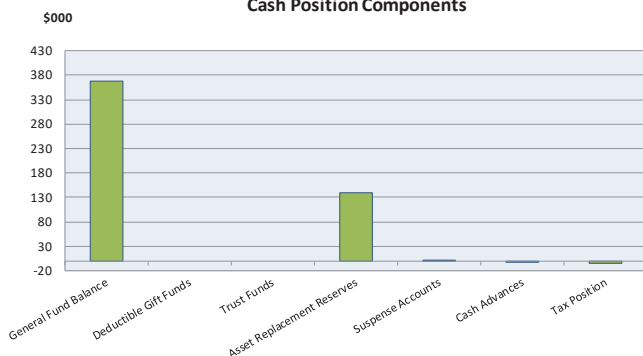


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 61,925.59	\$ 69,626.24
2	Lease Payments	\$ 53,905.00	\$ 37,655.60
3	Utilities, Facilities and Maintenance	\$ 521,781.00	\$ 514,633.21
4	Buildings, Property and Equipment	\$ 59,700.00	\$ 27,076.08
5	Curriculum and Student Services	\$ 526,911.81	\$ 365,488.79
6	Professional Development	\$ 16,055.00	\$ 10,009.54
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 193,418.70	\$ 98,045.51
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 1,433,697.10	\$ 1,122,534.97
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,433,697.10	\$ 1,122,534.97
	Cash Budget Variance	\$ 109,151.69	

Goods and Services Expenditure - Budget vs Actual



Cash Position Components



Cash Position Components	
Bank Balance	\$ 503,971.06
Made up of:	
1 General Fund Balance	\$ 367,381.11
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 139,630.16
5 Suspense Accounts	\$ 3,023.75
6 Cash Advances	\$ (600.00)
7 Tax Position	\$ (5,463.96)
Total Bank Balance	\$ 503,971.06





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