

BALGA SHS



BALGA

SENIOR HIGH SCHOOL
Strength in Unity



2023-2025 BUSINESS PLAN

A SCHOOL of OPPORTUNITY
“choose your pathway, choose your future”

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.



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 other 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 an approach, focussing not only on the school day but, importantly, a student’s community time. 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.

Values

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

- Actively listen
- Actively participate
- Stay on-task
- Ask questions

Respect

- Say Hello
- Be kind and considerate
- Let others learn
- Care for our school environment

Safety

- Follow staff instructions
- Use equipment safely
- Work cooperatively with others
- Make responsible choices

Responsibility

- Wear correct school uniform
- Be prepared to learn
- Be on time
- Leave classrooms neat and tidy



Community Partnerships

Our partnerships are important in improving the educational and career opportunities for our students. 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. Our secondary partnership, the New North Education Initiative (NNEI), continues to offer our students a wide range of subjects in senior school.

SWAN WEST SUB-NETWORK

The Swan West Subnetwork is a critical platform for engagement with our local feeder primary schools. This network of schools provides a connectedness in learning from K-12 for our local community.

Shared strategies and data aimed at improved student outcomes is the cornerstone of this network. We currently deliver Noongar Language and Culture, STEM and Science activities to network primary schools.



WADJAK NORTHSIDE

Wadjak Northside is the peak organisation for the Wadjak Noongar people in our school community. We work with elders and community members to develop and deliver programs that best meet the needs of the Wadjak Noongar community. This partnership is enshrined through our Community Partnership Agreement. Students currently engage in leadership, culture and language programs endorsed and collaborated with Wadjak Northside.



BERRY STREET

The Berry Street Education Model (BSEM) is a Trauma-Informed Positive Education (TIPE) initiative (Brunzell and Norrish, 2021), a strength-based approach designed to inform and guide teacher practice and student learning, engagement and psychosocial functioning. By integrating clinical, educational and welfare approaches and perspectives, the BSEM aims to expand the possibilities of teaching and learning within schools to address the needs of vulnerable and at-risk students who have experienced various forms of trauma.



STARS FOUNDATION

Stars provides a holistic program that supports female Indigenous students 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 students in our program feel nurtured and inspired.



Learn the Balga Way

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 believe that quality teaching is the foundation for achieving positive outcomes for our students. Our Pedagogical Framework provides teachers with a blueprint to improve teaching practice and student learning. Utilising school and system wide data our teachers employ a wide range of teaching and learning strategies that are suited to the teaching and learning styles of the students in the classroom. Guided by staff self-reflection and peer classroom observations our staff undertake targeted professional learning to improve teacher efficacy, this ensures all staff are at the forefront of effective teaching and learning. Through reputable practitioners, Balga SHS strives to provide teachers with the professional learning, they need, to further enhance quality teaching.

Begin with Engagement
Activate by Exploring
Learn through Explanation
Grow with Elaboration
Accomplish with Evaluation

LEARN the BALGA Way

Learning

- Actively listen
- Actively participate
- Stay on-task
- Ask questions

Responsibility

- Wear correct school uniform
- Be prepared for learning
- Be on time
- Leave classrooms neat and tidy



L Learning Intention	E Engage	A Active Learning	R Review	N Next Steps
<ul style="list-style-type: none"> • Be punctual and prepared • Establish and visibly display: <ul style="list-style-type: none"> - learning intention - success criteria - keywords • Share an example of success 	<ul style="list-style-type: none"> • The hook • Stimulate interest • Connect to real world • Relevance • Problems to solve 	<ul style="list-style-type: none"> • Activate prior knowledge • Connect to prior learning • Appropriate questioning techniques • Scaffold and model • Further questioning and wait time • Differentiated tasks • Independent, cooperative and collaborative • Use ICT • Teacher support and mentoring 	<ul style="list-style-type: none"> • Reinforce key points • Questioning linked to learning intentions • Teacher feedback (individual, group, whole class) • Peer/self-assessment • Sharing student success 	<ul style="list-style-type: none"> • Evaluate student progress • Formal student feedback • Use data to improve planning • Share lesson success criteria

Self-Assessment

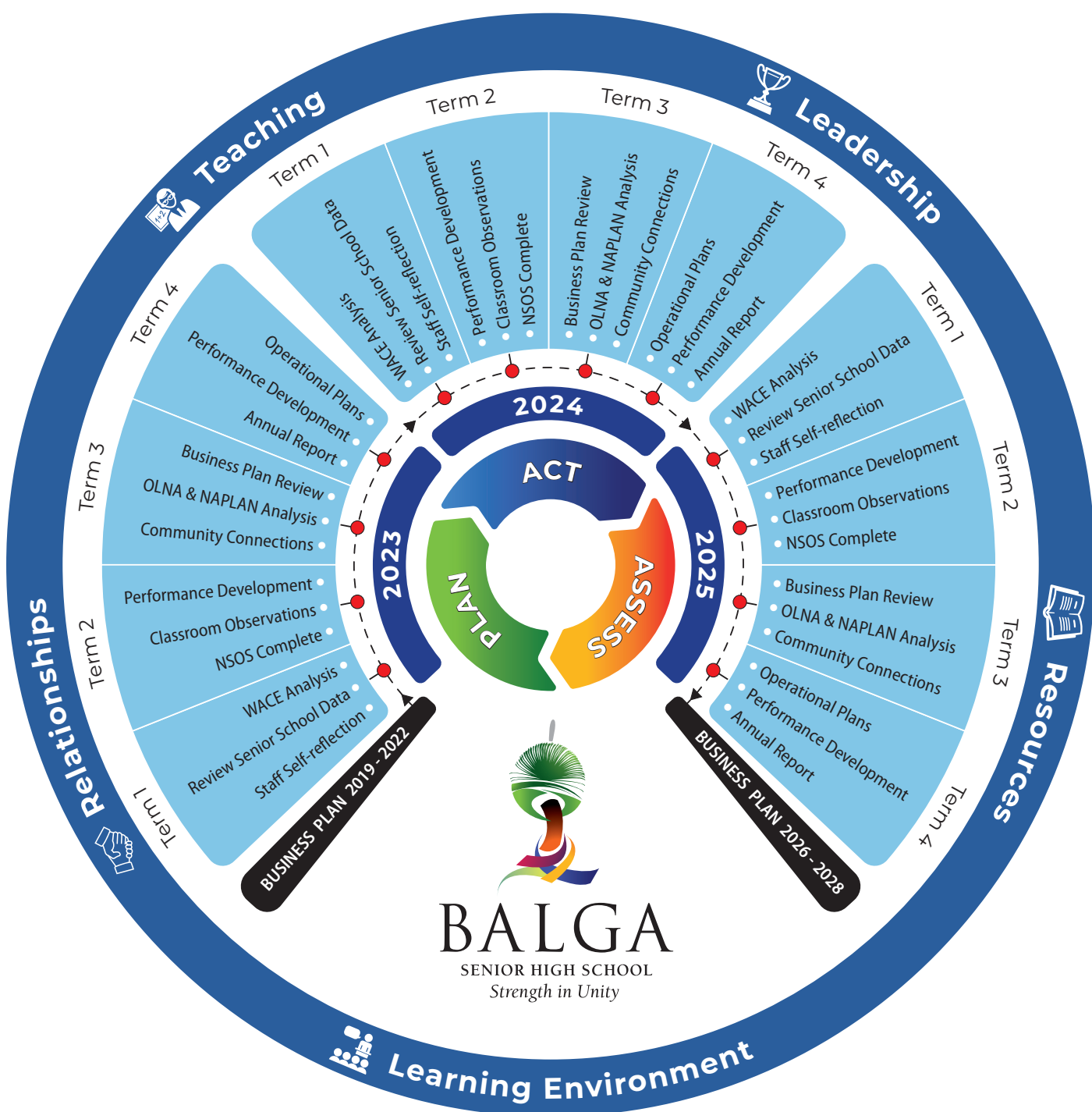
Balga SHS's school improvement cycle contains three essential components.

- Assess data and other evidence related to student achievement and school operations.
- Plan to improve the standards of student achievement.
- Act to implement planned strategies to improve student achievement.

Self-assessment focuses on gathering and evaluating relevant data from a variety of sources throughout the year. Focused data analysis on student performance

and the effectiveness of school processes and operations are discussed and reviewed at every level, from the Executive Team to the classroom teacher. These findings inform our planning and provide targets for improvement on which we enact.

School self-assessment is an integral part of maintaining and improving the performance of our school. Our three-year Business Plan is data-driven and guided by our self-review cycle. The Business Plan is translated into Learning Area Operational Plans, which are monitored and reviewed each semester.



Balga Senior High School Targets



1. Successful Students

- Continue to maintain or improve performance in NAPLAN
- Continue to maintain or improve performance in OLNA
- Students in Year 7 to 10 will maintain or show improvement in MESH subjects
- Students in Year 12 achieving the minimum standard in Literacy and Numeracy will continue to be maintained or improve
- In the National School Survey, students will identify with a positive score of 75% or higher
 - My teacher expects me to do my best
 - My teachers motivate me to learn



2. Excellence in Teaching

- All staff will engage in peer observation
- All staff will embed the instructional framework to enhance student progress
- All staff will embed explicit instruction in the classroom
- School processes for tracking student achievement will be consolidated
- In the National School Survey, students will identify with a positive score of 75% or higher
 - My teachers are good teachers
 - My teachers provide me with useful feedback about my school work



3. Development and wellbeing of students and staff

- All staff will participate in the Berry Street Education Model training
- All staff will embed the Berry Street Education Model
- Develop and implement a system to encourage student voice
- Continue to develop and refine the Work Force Development Plan to identify needs and leadership potential
- In the National School Survey students, parents and teachers will identify with a positive score of 75% or higher
 - Student behaviour is well managed at my school
 - My school looks for ways to improve



4. Community engagement and educational partnerships

- Development of the Swan West Subnetwork cluster to promote continuity across our community cluster
- Continue to develop university partnerships
- Continue to develop relationships with past students
- Continue to develop connections with the Wadjak Noongar Aboriginal Elders and Edmund Rice
- In the National School Survey, parents will identify with a positive score of 75% or higher
 - Student behaviour is well managed at this school
 - This school works with me to support my child's learning
 - I would recommend this school to others

