



BALGA

SENIOR HIGH SCHOOL
Strength in Unity



ANNUAL REPORT 2023





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.

Class of 2023

Contents

Principal's Report	3
School Board 2023	4
School Board Members	4
From The Board Chair	5
About Balga SHS	7
About Us	8
Vision and Values	9
Demographic and Context	10
Partnerships	11
Self-Assessment	12
Balga SHS Targets	13
2023 Snapshot	15
Intensive English Centre	16
Learning Support Program	19
English	21
Mathematics	22
Science	23
Humanities and Social Sciences	25
Aboriginal Culture and Languages - Noongar	26
Stars Foundation	27
Technologies	
Design and Technologies	28
Home Economics	29
STEM	31
Health and Physical Education	33
The Arts	35
Drama	35
Visual Arts	37
Music	39
Vocational Education and Training (VET)	41
University Preparation Course (UniPrep)	42
Girls Football Enrichment Program	43
Young Parent Program	45
Student Services	46
Performance Data	
Years 7 - 10	48
Senior School	58
Year 12 Destinations	59
Careers	60
Financial Summary	62



Principal's Report

Mark Carton

The 2023 Annual Report for Balga Senior High School represents firstly the strategic work undertaken by the school during the year and secondly the progress and achievement data regarding our students across all areas of the school. At Balga SHS, we use evidence-based approaches to drive our curriculum delivery and this results in positive outcomes for our students.

Balga SHS has a strong moral purpose, and this is built from our school pillars which are Respect, Responsibility, Learning and Safety. Staff work tirelessly to build strong, authentic relationships with our students because we recognise the importance of this if we are to gain the desired outcomes for our students. Our focus on engaging in the Berry Street Education Model (BSEM) is evidence of this. During 2023, all staff have engaged in training for Berry Street and this will be completed early in 2024. Full implementation of Berry Street will take place during semester two, 2024. This training has been possible due to funding obtained through Australian Schools Plus.

We have continued to expand our collaborations with our local feeder primary schools and this is critical to the future of Balga SHS. Currently we are delivering STEM, Languages, Mentoring and after school club activities to students from our local primary schools as part of our strategy to improve enrolments locally. We have now formally established a partnership arrangement and this will continue to grow.

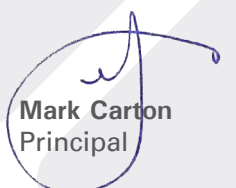
It has been pleasing to see our WACE attainment rate continue to be strong considering the challenges many of our EALD students face in regard to successfully passing the OLNA (Online Literacy and Numeracy Assessment) in addition to successfully completing their course work.

We have continued to maintain our strong partnerships with purpose and I would like to acknowledge Wadjak Northside, Mercy Care, The Smith Family, Headspace, and our employer network (workplace learning and traineeship pathway providers) for the support they provide our students. I am also pleased to announce that we have entered a formal partnership with 12 Buckets (youth mentoring program) that will commence at the beginning of the 2024 school year. This is an exciting development that will benefit our students significantly.

Our building project involving a new Performing Arts Centre and STEM facility has been confirmed to proceed and the building program will commence during 2024, with completion in 2025. This is fantastic project and will benefit not only the school but also our community for many years to come.

2023 has been a very busy year and we have continued to refine our practises to ensure every student is provided with the opportunity to access a quality education with pathways that lead to further study, training and employment. I wish to acknowledge the outstanding work of my staff, across all areas.

Finally, I wish to acknowledge the work of our School Board during 2023. Our board has been very stable over the past six years and has been well led by our Chair, Mr Ross McLean. I have been advised by Mr McLean that he will not be seeking a further extension of his tenure as chair, but he has agreed to remain on the board going into 2024. I formally acknowledge the outstanding effort and commitment Ross has made in this role over his tenure as chair.



Mark Carton
Principal

2023 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

Robyn Newman
Parent Representative

Len Yarran
Ex Officio (Non Voting Member)

From the Board Chair

During 2023 the School emerged from the COVID constraints which had impacted our operations in recent years. In a sense it was to be a 'back to business' year.

The year featured a number of important developments and achievements:

- educational outcomes for our students have continued to improve in a number of important areas
- relationships with our feeder primary schools continued to strengthen
- a new Business Plan for 2023/2025 was adopted
- enrolments increased across all areas within the School
- the School remained heavily involved in our Aboriginal Cultural Standards Framework initiative with programmes being delivered to students across our primary school network.

The School's proposed building programme continued to be a focus of the Board's attention throughout the year.

As mentioned in my last Report, the scheduled STEM and PAC developments for our School, first approved and announced in 2021, had been deferred due to labour shortages and supply chain constraints. We continued to make representations to the State Government, through our local Member of Parliament, and we remain confident that these projects will proceed as soon as logistically possible.

I would like to thank the Principal and his senior staff for the comprehensive reports provided to the Board during the year.

I decided that I would step down from the position of Board Chair from February 2024. After 5 years as Chair I thought it was time to make way for a younger person to take on this role.

I would like to thank the Principal, the Board, and the broader School community for giving me the opportunity and privilege of serving this School in this capacity. Together we have worked hard to achieve some very positive outcomes for the School during this period.

I would like to extend my thanks and best wishes to the Principal, Mr Carton, his Executive team, and all the teaching and administrative staff for their friendship and co-operation at all times.

There have been some difficult challenges, including COVID, and these have always been met by great enthusiasm, energy, dedication and professionalism.

I thank all Board Members for the contributions they have made for the longer – term benefit of the School.

In any organisation it is important that there be a strong working relationship between the CEO (in this case the School Principal) and the Board Chair. I want to thank Mr Carton for the strong working relationship we have had at all times. He has provided strong educational leadership, helped develop important community relationships, and guided the improved physical improvements to the School including the new and proposed buildings, renovations, refurbishment of existing structures, and the improved general amenity of the School's grounds. His guidance, leadership, and friendship has been much appreciated.

Finally, I extend my best wishes to all the staff and students at Balga Senior High School for the years ahead.

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

- 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



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 70% migrant students, 15% Aboriginal students and 15% non-indigenous students who reside predominantly locally but also from all areas of the North Metropolitan Region.

The educational profile of students upon enrolment at Balga SHS is characterised by periods of disconnection, discontinuity or disruption in their past schooling/educational journey. The "Balga Way" provides a full service approach, focussing not only on the school day but, importantly, a student's community time. The full service for the 'whole student' approach provides a coordinated system of interagency servicing including CPFS, Police, Centrecare, AseTTs, 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.



THE UNIVERSITY OF
WESTERN
AUSTRALIA



Georgiou



Self-Assessment

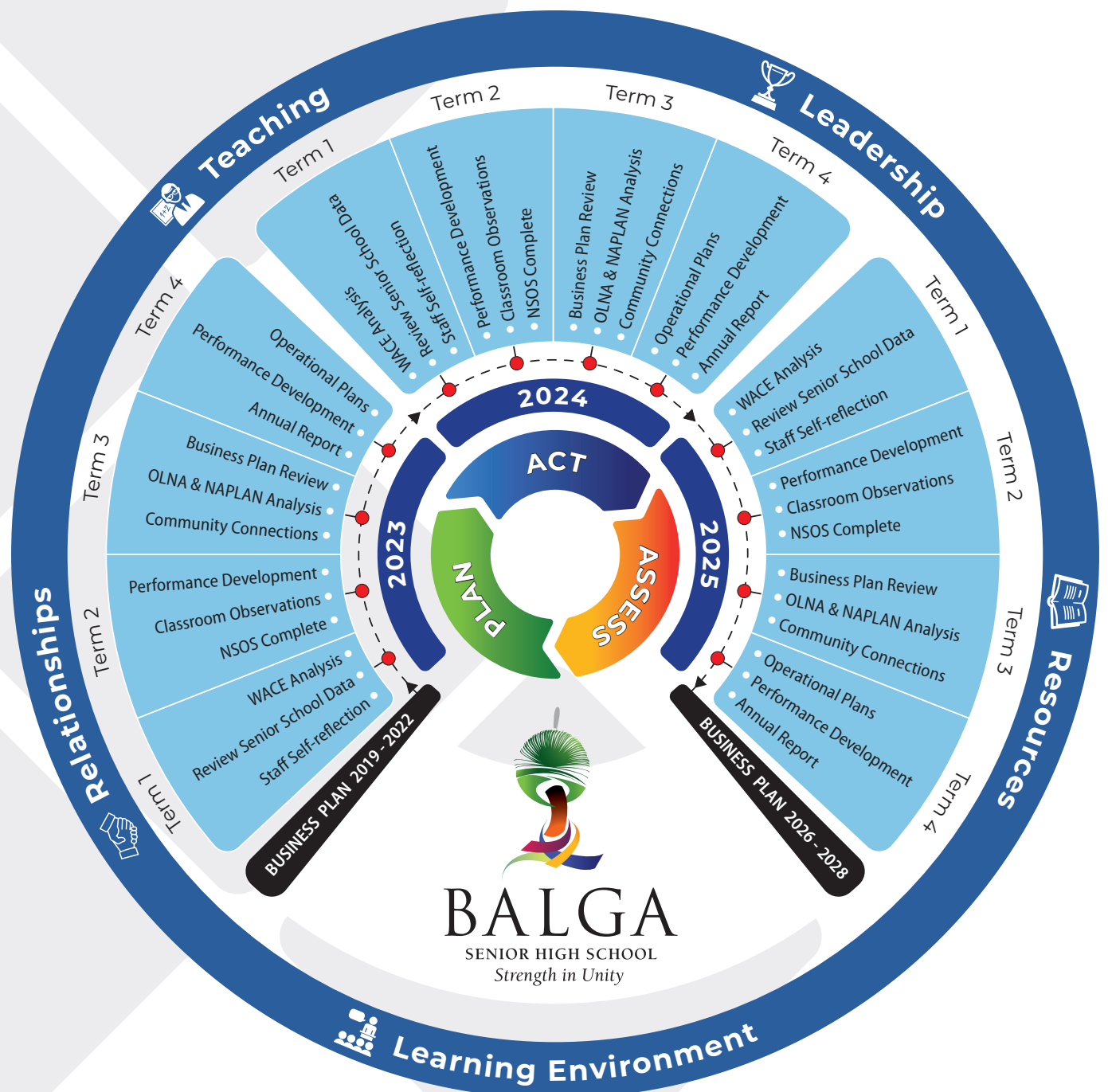
Balga SHS's school improvement cycle contains three essential components.

- 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



2023 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 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 2023 Eighty Three students were enrolled in the IEC.

IEC Syllabus

- The IEC syllabus provides a text-based approach for explicitly teaching English through key subject areas. In addition, students' progress is monitored through ongoing formal and informal assessments against the **EAL/D progress map**
- The teaching staff and the program manager participate in consensus moderation every semester to ensure the accuracy of levels and consistent judgement. Such targeted and specific professional learning opportunities help to build a healthy learning community, which leads to a positive culture among all staff
- At the beginning of the semester, the students are required to sit a standardised Spelling Test (South Australian Spelling Test). The South Australian Spelling Test is a standardised test of spelling achievement for students aged 6 to 15 years. This test enables the teachers to determine the spelling ability of each student in the class and implement a targeted intervention process for students below the required spelling levels

- All teachers use the PM Benchmark Reading Assessment Resources to assist them in explicitly assessing their students' instructional and independent reading levels using meaningful texts. The emphasis of the PM Benchmark assessment procedure is to ensure that students comprehend the texts they read. The books are grouped into levels (1-30), which are matched to the EAL/D progress map level for Reading

Analysing and Interpreting Data of the National Assessment Program-Literacy and Numeracy (NAPLAN) Tests

The highest Reading and writing levels of this cohort at the time they sat Naplan were level 3 on the EAL/D Progress Map; this means all students who sat NAPLAN in 2023 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 them with prior knowledge. So, NAPLAN Tests are significant stressors for students still mastering the basics of Standard Australian English (SAE)

Year 7 Naplan Results

- Only one student recorded Strong for all four literacy components tested
- Three students recorded Developing for Reading.
- Three students recorded Need Additional Support for Reading
- Five students recorded Developing for Spelling and Grammar



Year 9 Naplan Results

- Only one student recorded Need Additional Support for Reading and Writing. All students are in the Developing stage for this mode
- All students are in the Developing stage for Reading
- All students recorded strong for spelling and Developing for Grammar

In the Naplan Reading Component, Students are expected to interact with various texts, which can be complex in activating 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 (Level 3) 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 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 only addresses some of the skills that will prepare them for NAPLAN testing. The IEC syllabus is aligned with 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 independently with minimal feedback.

It has been challenging, timetable-wise, to provide students due to sit NAPLAN with guided and explicit tutoring sessions on the concepts they need to learn before they sit the tests during school hours. Sourcing out funding is an option we can start looking into to provide students with after-school tutoring with tutors who are experienced with the Naplan Tests.

Analysis of EAL/D Levels of Students who graduated from IEC in 2023

In 2023, forty students graduated from the IEC. In semester 1, thirteen students graduated, and 54% of the cohort were limited-schooling students. In semester 2, twenty-seven students completed their time in the IEC, and 52% were limited-schooling students.

Semester 1 2023

The percentages of students achieving Level 4 in semester 1 2023 in each mode are as follows:

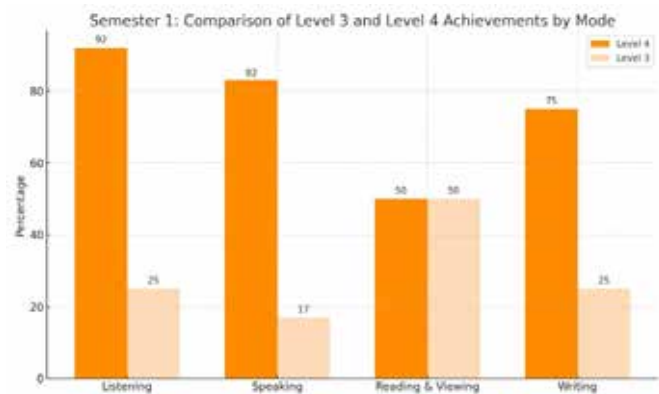
- **Listening:** Approximately 92% of students achieved Level 4.
- **Speaking:** Approximately 83% of students achieved Level 4.
- **Writing:** 75% of students achieved Level 4.
- **Reading & Viewing:** 50% of students achieved Level 4.



These percentages further highlight that Listening is the mode where the highest proportion of students achieved Level 4, indicating strong auditory comprehension skills across the cohort.

Level 2 achievements were only recorded in Reading & Viewing and Writing, each with a single student scoring at this level.

This chart illustrates the proficiency levels across Listening, Speaking, Reading & Viewing, and Writing, highlighting the balance between students ready to access the mainstream curriculum with limited support (Level 4) and those approaching readiness (Level 3).



Semester 2 2023

For the first time, 100% of the students achieved Level 4 in one or more modes during Semester 2. This indicates that every student in the cohort reached the benchmark level of proficiency in at least one mode of English language learning.

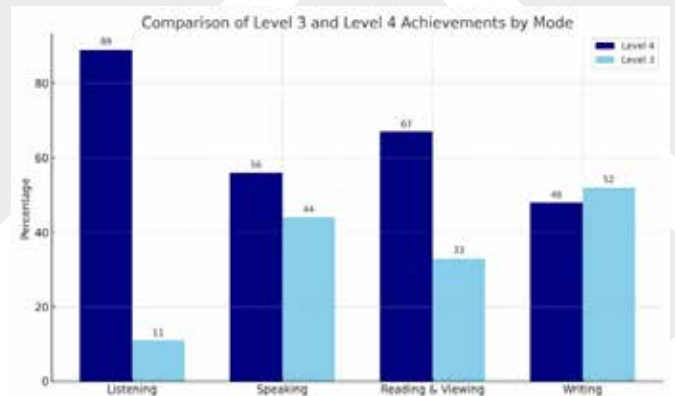
In Semester 2, the percentage of students achieving Level 4 in each mode, ranked from highest to lowest, is as follows:

- **Listening:** Approximately 89% of students achieved Level 4, the highest among the modes
- **Reading & Viewing:** About 67% of students achieved Level 4
- **Speaking:** Approximately 56% of students achieved Level 4
- **Writing:** About 48% of students achieved Level 4, the lowest among the modes

Again, listening is the mode where the highest percentage of students achieved Level 4. Writing had the lowest percentage, indicating that students need more support to reach higher proficiency levels.

Reading & Viewing is the only mode where Level 2 was recorded in Semester 2. This suggests that while most students achieved higher proficiency levels across the modes, Reading & Viewing presented specific challenges that led to lower achievement levels for a small percentage of the cohort.

This chart illustrates the proficiency levels across Listening, Speaking, Reading & Viewing, and Writing, highlighting the balance between students ready for the mainstream curriculum (Level 4) and those approaching readiness (Level 3).



Highlights and Successes

- Compulsory and interrupted Literacy Block during the week for 30 minutes
- For the first time, 100% of the students who graduated achieved Level 4 in one or more modes during Semester 2
- All students who graduated this year achieved a level 3 and above on the EAL/D progress map for Listening and speaking
- To intensify our holistic support for our students and their families, we continued to work in partnership with the Refugee Clinic at PCH, Red Cross, Centrecare, Multicultural Services Centre of Western Australia, ASeTTs, University of Western Australia (Ignite Mentoring) and Scotch College

Focus Areas 2024

We need to develop an informative screening process when selecting IEC students to sit the NAPLAN tests as a school. Staff who form part of the selection process will need to consider personal and family stressors, level of trauma from premigration and resettlement experiences, cognitive functioning, and social relationships. There needs to be more than the length of time students have been in Australia to make an informed decision.

This year, students on the EAL/D level 2 were exempt from NAPLAN tests.

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. The role of our Learning Support Program is to provide tailored strategies and resources that address students' individual needs, whilst fostering an inclusive learning environment.

To support inclusivity, we operate out of our Junior and Senior School block at Balga S.H.S. We have three classes LS 1 – Years 7 & 8, LS 2 Years 9 & 10 and LS Senior School Years 11 & 12. For LS1 and LS 2 our MESH (Maths, English, Science, Health,

HaSS) subjects are taught in the same classrooms with a smaller class size, higher Teacher/EA ratio and a familiar and engaging classroom. All elective subjects are integrated with the mainstream students of the corresponding year level.

Our LS Senior School have integrated forms with the mainstream, and their classes also have higher Teacher/EA ratio and their learning intentions have a specific life skill focus in preparation for life after school. These include; School based traineeships, Certificate II courses, TAFE, work experience and real-world Mathematics such as budgets, moving out of home, credit cards and mobile phone contracts.

We aim to empower our students with skills, confidence and independence, promoting both, academic achievement and personal development. Education for our learning support students ensures they all have an Individual Education Plan (IEP), they have a differentiated curriculum and they gain specialised instructions through a supporting team of Teachers, Education Assistance (EA) and external Therapist to ensure we are catering and treating our students holistically to enable them to navigate through school and in turn life social and emotionally stronger. This supportive community ensures their success and integration into the broader educational experience.



Social and Emotional Gains

Our program plays a crucial role in fostering social and emotional gains for students. It provides a supportive environment where students can develop self-awareness, build social skills, and gain confidence. We do this by addressing their individual needs through learning support initiatives such as role-playing, visits to the Chaplain, School Psychologist and time for one on one pastoral care to help students overcome challenges, find strategies for them that help reducing stress and anxiety.

This, in turn contributes to improved self-esteem and a positive attitude towards learning, creating a foundation for long-term social and emotional well-being.

Goal Setting and Individual Educational Plans

Individual Education Plans are set at the beginning of each Semester, setting targets and goals are developed with parents and students. Together these IEP's form a road map for their learning journey. Each student's journey is a testament to their resilience and commitment to their owned development and with the dedication of the Learning Support educators they make progress and achieve.

School Base Traineeships and Pathways beyond school

This year we have seen the results of our new partnership with GMS Training as well as our continued partnership with the NNEI Network.

By the end of 2023:

- We had our first 3 students who left in 2022 gain their Certificate II in Supply Chain Operations
- 12 of Class 2023 students left with a Certificate II in Supply Chain Operations
- Of this 12, 4 have Certificate III courses at TAFE in 2024, 4 have FT apprenticeships.
- 3 Class of 2023 students completed a Certificate II in IT
- 1 Class of 2023 student completed a Certificate II in Music
- 5 Year 11 students completed a Certificate II in Supply Chain Operations, 3 are going on to a Second Certificate II in 2024
- 2 students passed all three OLNA tests

Focus Areas for 2024

- In 2024 we look forward to offering a wider selection of Certificate II courses to our students that will include at Balga S.H.S options as well as continuing with our NNEI connections.
- Run homework club three mornings a week to build up basic skills in phonics, reading and times tables
- We will focus on upskill our students in the basics of Literacy, phonics and improvements in knowledge of timetables
- Continuing to build on our professional relationship to provide greater options and pathways for our students after 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
- We had some wonderful opportunities for student learning through community partnerships this year. Our Year 10 students participated in the Word Up program provided by Centre for Stories. During Term Four these students worked

with a trainer and their classroom teacher to develop an autobiographical story, with some to be published in an upcoming anthology. The Literature Centre's Young Writers Collective was an opportunity for aspiring writers in years 7 to 10 to engage with established authors and other students during interactive online presentations each term throughout the year

- Years 7 to 10 now have access to Education Perfect, an online cross curricular learning and assessment tool
- The extra weekly class of English for year 11 and Year 12 students has continued, intended to improve success in these student's courses and improve their OLN and WACE achievement
- 88% of year 12 students achieved a "C" grade or higher in their English course, due to students being provided with an extra support lesson per week

Focus Areas for 2024

- A focus on targeted OLN Reading and Writing in Years 9 and 10 to increase percentage of students achieving category 3, 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 cross curricular units of work with the Humanities and Social Sciences learning area
- Continue to maintain community partnerships, providing ongoing opportunities for our students



Mathematics

Mathematics plays an integral part of the learning journey of all students at Balga Senior High School and we strive for targeted and meaningful learning experiences in a safe and engaging classroom environment and smooth transitions between Middle School, Senior School, IEC and all areas of our school.

We have made excellent progress in developing and refining our programming, resulting in enhanced assessment collaboration and cohesion between classes of the same year group. We continue to cater for individual needs through modified programs and scaffolding and our IEC and BEP courses rounded out by our range of learning experiences available for each student's unique needs. This continual cycle of improvement is achieved through our student focused and collaborative approach and meaningful interaction with the SCSA Standards within the Number and Algebra, Measurement and Geometry and Statistics and Probability strands.

Our stable, experienced and passionate Maths staff continue to focus on positive relationships and our implementation of Learning Intentions and Success Criteria within the Explicit Teaching Framework underpin this along with our use of Berry Street Education Model to provide students with a safe and accountable classroom environments that are informed by engaged and caring teachers.

Highlights

- Four IEC students were enrolled in the 10.1 Maths, achieving excellent progress and results and demonstrating the smooth transitions of Balga Senior High School
- The Year 10 Maths group benefitted from teachers working and planning collaboratively throughout their learning journeys years 7-10 which resulted in excellent achievement in our 10.1 Mathematics Course and the subsequently running of ATAR Applications Mathematics in 2024
- After school Maths homework club and tutoring: Aboriginal girls did really well with consistently good numbers attending after school homework club using Education Perfect tuition from Mr Haydn-Smith with mentoring and support provided by Ms Slater
- 25 students participated in The Australian Mathematics Competition with 2 Middle School and 2 Senior School Students achieving credits

- Additional Mathematics teaching time in Year 11 and Year 12 has continued to provide students with strategies to support OLNA achievement in Numeracy
- Maths help was available at lunch time twice per week to support students when required with attending students commenting that it made a big difference with preparing for assessments
- Years 7 to 10 implementation of Education Perfect, an online cross curricular learning and assessment tool

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 2024

- Further roll out of explicit teaching strategies and structure to support Mathematics learning
- Targeted OLNA numeracy support including time allocated on the timetable to support increased numbers of students achieving Category 3 in Numeracy Years 9-10
- Continue to build capacity with our Maths staff with course leaders driving positive change with planning and assessment aligned with SCSA Standards
- Customised learning experiences targeting specific OLNA numeracy areas in both classroom learning and tuition. including with the use of Education Perfect our new cross line learning and assessment platform
- With a notable group of over 30% of Year 7 students needing additional support as demonstrated in the graph below, learning programs to be targeted and modified to address specific needs

Science

The Science Learning Area offers students equal opportunity to reach their potential and prepare them with lifelong learning skills to explore the modern world of science and technology. Our science laboratories are well equipped, organised, and conducive in providing a safe learning environment for all students. Digital lessons are delivered with the latest set of laptops in the science rooms.

Science staff are a team of dedicated teachers who tailor their teaching methods to suit individual needs of their students and deliver engaging and challenging science lessons through lectures, practicals, models, charts, concept maps, class presentations and online lessons. Student engagement, learning and behaviour is regularly monitored and students at risk are provided extra learning lessons with support from teachers.

Year 7-10 students study the Australian Curriculum with special emphasis on literacy and numeracy. 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, 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 problem-solving skills are developed. Investigations can involve a range of activities, including experimental testing, field work, locating and usage of information sources. Students' skills in literacy and numeracy are improved through collecting, and analysing data in the form of tables, graphs, flow charts, diagrams, spreadsheets, and use of online resources.

Science as a Human Endeavour focuses on their ability to apply science knowledge to everyday scenarios and to understand how science is integral in understanding and explaining the natural world. It guides them to a wide range of science careers and their pursuit to make relevant choices for their future goals.

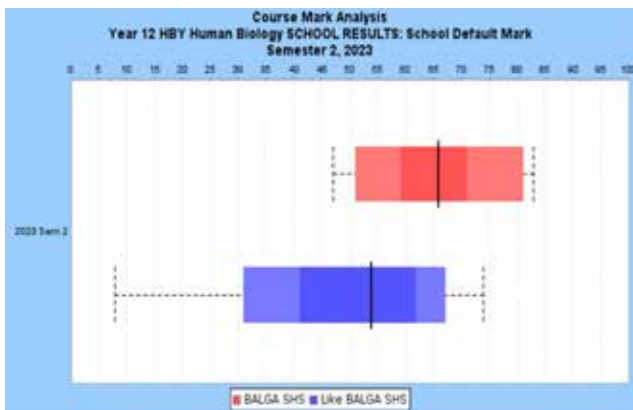
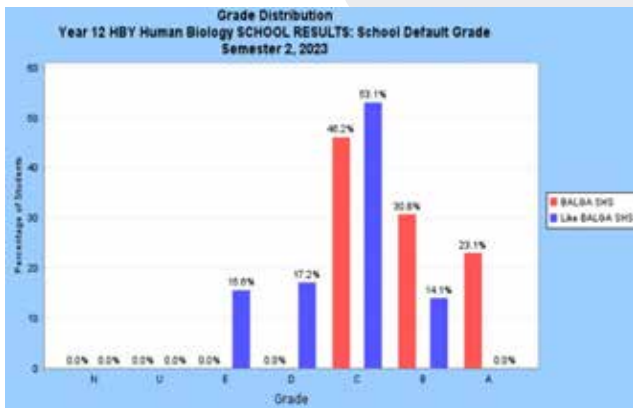
Senior school students can select ATAR or General courses. We offer Physics, Chemistry, Biology and Human Biology at an ATAR level through the NNEI pathway and General courses like Human Biology and Science in Practice are taught at the school. Students are guided to select their courses based on their preferred career pathways and prerequisite requirements for their university or registered training organisations.

Highlights

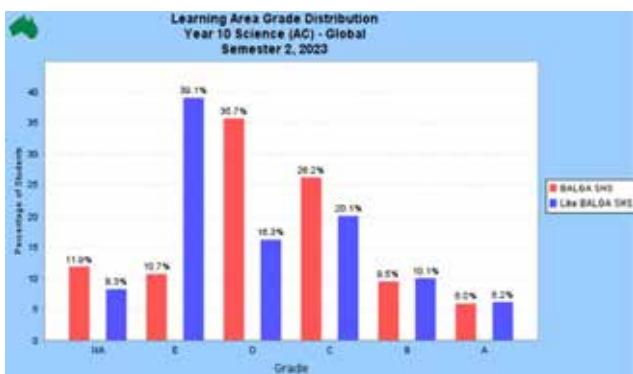
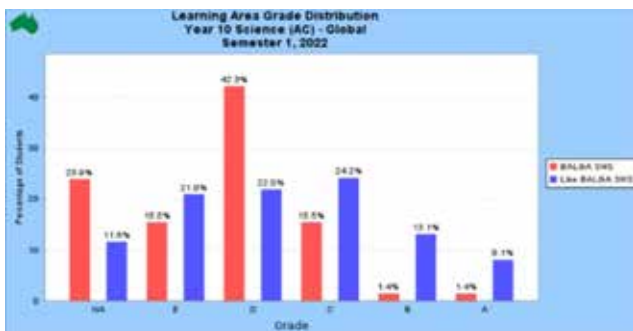
- Australian Science Innovations (ASI) online competition- Australia wide Big Science Competition
- A large number of years 7-10 students participated in this competition and scored good results
- Science Week Activities- Rockets, chemical practicals, biological specimens, quizzes and Steady
- Hand challenges and competitions for students during recess and lunch breaks
- Incursions- Engineers without borders to learn renewable energy, Earth Science Western Australia (ESWA)
- Excursions- Perth Zoo. Year 7 and 9 classes completed their ecology units at the Zoo
- Year 8 classes visited the Roy Hill centre to learn about remote mining
- Student attendance and academic achievements have improved over the year as compared to like schools and results indicate a positive move towards a greater number of students achieving C grades than previous years
- In 2023, students performed well in both General Human Biology and Integrated Science courses and many have enrolled in science related careers in various Universities



Year 12 Human Biology results show a shift towards high scores as compared with like schools.



Year 10 results for Semester One and Two shows a shift towards the right side of the graph scoring better grades in the second semester.



Focus Areas for 2024

- Evaluate student abilities through formative assessments. Pre and post testing through common assessments
- Assessment tasks across the year groups and carry out moderation practices
- Analyse and review data periodically and monitor progress within the year groups
- Review student programmes, tasks, and tests with a focus on learning intentions and success
- Criteria to meet curriculum needs
- Plan, programme, and resource the new courses in Year 11 classes. Encourage all teachers to participate in Professional development in these courses
- Improve Literacy and Numeracy in Science
- Use of brain break activities based on the Berry Street Education Model



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.

Broadly, our aim as teachers, is to develop in students an 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 sixty two 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

- HaSS activities are showcased through involvement in major dates of importance such as ANZAC Day, Remembrance Day, Harmony Day and Sorry Day
- Reference is made to First Nations' histories, lore and culture within all HaSS strands, across years 7-12
- 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. This has assisted in increased attendance and participation in HaSS Senior School courses
- Our 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, OLN 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 where needed
- EST feedback confirms accurate marking to state norms
- Regular internal and external consensus moderation promotes a positive learning environment and accurate feedback, assessment and reporting
- Testing based on convergent career theories is used to develop individualized career pathway plans for all Year 12 students

Focus Areas for 2024

- 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 individualized support to further student achievement
- Implementation of cross curricular units of work with both the English and Mathematics learning areas, this collaboration enables opportunities for deeper understanding of topics covered



Aboriginal Culture and Languages – Noongar

The aim of the Aboriginal – Noongar Language and Culture 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 culture 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 and the broader community. Noongar language is currently being delivered by Balga SHS to local area primary schools.

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 Classes are also offered to students of Balga, North Balga, Warriapendi, Boyare and Waddington, we have cultural specialists and elders delivering workshops to our students and working with us to support delivery of lessons in primary schools.

Highlights

- Year 7-10 Noongar Language classes co-developed a Welcome to Country song with local elders, AIEO and Music teacher specifically designed for Balga Senior High School.
- Elders Language Program
- NAIDOC School Workshop, including 5 local area primary schools

- 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, including the establishment of a 'Bush Tucker' Garden
- Establishing and maintaining partnerships with Wadjak local Aboriginal organisation, including the Elders Program
- Year 10-11 Certificate I in Leadership implemented with 50% of participants graduating
- Establishing and maintaining partnerships with MercyCare

Focus Areas for 2024

- 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 Education Foundation Program
- Establishing and maintaining partnerships with Wadjak local Aboriginal organisation, including the Elders Program, Women's and Men's Programs
- Implementing a Wadjak Elders Program within the Ngala Koolangka Education Foundation Program
- Expanding VET Certificate Courses II and III in Leadership through the Cultural Business Enterprise
- Implement and trial VET Traineeships within local area primary school
- Connecting with and building relationships with broader external agencies



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

- Kalgoorlie camp
- 10 students who displayed the Stars pillars had the opportunity to play netball and attend a camp in Kalgoorlie.
- The students got to go out on country and learn how to dig honey ants with Local elders. This was a huge highlight for the girls to learn and discovery different cultural activities

Focus Areas for 2024

- Engaging students with additional support to further impact their educational pathways.
- Attendance tracking and focus with weekly updates. Having rewards for attendance targets which are met.
- Continuing supporting the girls needs. This includes the alumni additional support when students leave high school as well. Giving them an opportunity to still find pathways after finishing high school



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 and programs. Through implementing a design process students investigate and define problems, design, and produce solutions, evaluate outcomes, and collaborate and manage the processes. Learners' ideas are turned into reality as they create safely using industry-standard tools and equipment with diverse materials and or develop digital solutions.

Courses:

- Digital Technologies
- Certificate II in Applied Digital Technologies
- Woodwork
- Metalwork
- Business Enterprise Gardening Programs
- Building and Construction
- Cert II In Painting and Decorating Program
- NNEI- Certificate II in Building and Construction
- NNEI- Automotive Studies

Highlights

- Growing enrolment in Senior Secondary Courses
- 100% success rate in Year 12 Building and construction for the second year in a row
- Ongoing upgrades of Woodwork and Metalwork rooms
- Ongoing development of the school garden

Data Analysis and Application

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

Focus Area for 2024

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



Technologies: Home Economics

The Design and Technologies (Home Economics) learning area offers students the opportunity to participate in courses of study, either as a curriculum requirement, or as an optional subject. Each week, Lower School, IEC, and Learning Support students participate in two periods of Home Economics 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) for all vocational courses.

Home Economics staff are dedicated, striving to provide courses that are relevant, challenging, and suitably developed for students at Balga SHS. The skills taught in our area allow students to prepare for life beyond high school, with the aim of developing skills for future employment. These skills relate closely to nutrition, food preparation, simple textile skills, and the safe use and implementation of ICT. The learning environments are designed for student engagement, building upon the diverse skill set of students. Literacy and numeracy are naturally embedded within the Home Economics curriculum but are made a priority when developing courses of study. This is exhibited through the integration of program specific terminology and creation of practical assessment activities.

Students in Years 7, 8 and the IEC (inclusive of mainstream and Learning support) covered the curriculum context of Food and Fibre Production. Students in Years 9 and 10 were offered one context of study, Food Specialisations (Fun with Food, semester one, and International Cuisine, semester two).

Senior School Learning Support students participate in a modified program, utilising the Foundation Food Science and Technology course, developed by SCSA. The course assesses students on their ability to demonstrate an understanding of basic nutritional requirements, practising their practical skills and implementation of food safety and hygiene. Assessment tasks are designed to improve literacy and numeracy skills within the context of Home Economics, encouraging the students to develop meal plans and basic cooking skills.

Year 11 and 12 students had the choice to select Certificate II Hospitality or General Children, Family, and the Community as courses of study. The Certificate II Hospitality course is developed and enforced by the RTO, Hospitality Group Training (HGT). This course can only be delivered by a VET qualified teacher, utilising a simulated hospitality setting, including both theoretical and practical components. The course is delivered over two years, with all theoretical work provided and assessed through an external online resource. Continuing the use of an online delivery platform encourages students to utilise industry relevant technology by keeping informed of current practice, whilst building upon their existing ICT skills and knowledge.

The General Children, Family, and Community (Childcare) curriculum is developed and endorsed by SCSA, focusing on the development of children, whilst investigating the impact of social justice issues on individual families and the wider community. The program is consistently updated to reflect the current issues and needs of families within the community of Balga and surrounding suburbs. Students investigate



and reflect on support services available to families through the completion of assessments designed to assess and build problem solving skills, whilst also allowing students to design products that can assist families, children, and community groups in need. Students interested in pathways relating to education, childcare, nursing, counselling, and or community service are encouraged to partake in the course.

Highlights

- Implementing improvements to courses of study, increasing engagement, participation, and student achievement across all year levels
- Successful implementation of Balga SHS teaching pedagogy within all programs and assessments
- Continuing to maintain and develop staff moderation with outside collegiate groups, aiding in the development of a Year 7 Food and Fibre program being implemented with two partner schools
- Continued growth and success for Year 11 and 12 General Children, Family, and the Community. Two standalone classes maintained steady student numbers throughout the year
- 88% of students enrolled in Year 12 General Children, Family and the Community achieved a C grade or higher
- Thirteen of the fifteen students enrolled in the Certificate II Hospitality course met all course requirements to successfully obtain their certificate
- Continued success and support from the Canteen Manager, Mr Eko Priyono. Students continue to utilise the canteen to complete functions, whilst also assisting Mr Priyono for other catering functions
- Year Eleven Certificate II Hospitality student Stephen Lian Thang achieved third place in the Taste of the Future Competition, held by HGT

Data Analysis and Application

- Data continues to support the changes being implemented across all courses of study within Home Economics. Students are maintaining C grades, with a large proportion of success evident in the Lower and Middle School courses. Assignment tasks and programs are consistently adapted to reflect student requirements, focusing on the implementation of literacy and numeracy strategies, whilst also utilising the Berry Street Education Model, implementing brain break activities into course programs
- Teaching staff actively undertake departmental moderation, participate in outside collegiate moderation groups, and follow all RTO assessment requirements

Focus Area for 2024

- Maintain student engagement for Children, Family, and Community course, managing consistent student numbers
- Aim for 90% student attainment of Certificate II Hospitality
- Aim for a minimum of 90% of students enrolled in Year 12 General Children, Family, and Community obtaining an average course total of a C grade
- Plan for a Year 11 General Food Science and Technology course to be implemented in 2025
- Plan for a Middle School Children, Family, and the Community course of study to be implemented in 2025
- Maintain a safe, inclusive, engaging, and relevant learning environment, evidenced through continual improvement of student achievement data



STEM (Science, Technology, Engineering and Mathematics)

This learning area is continually being developed to increase students' engagement in science, technology, engineering, and mathematics (STEM). It uses project-based learning to prepare them with skills necessary for the 21st-century workplace. The STEM program begins in Years 7 and 8, with one compulsory lesson a week where students practice and develop their "STEM and entrepreneurial" skills, which employers are looking for in the workforce. The skills we develop in the students include problem-solving, creative and critical thinking, presentation, communication, teamwork, collaboration, and business enterprise. They learn 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, and communicate 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 keeps costs 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 can participate in optional subjects that incorporate STEM such as the F1 in Schools program, 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 transferable and specialised skills for lifelong learning in the ever-changing economy.

Courses

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

Highlights

- Balga SHS won the Seven West Media and 2023 Resource Technology Showcase competition for an exclusive tour of the Chevron-operated Wheatstone natural gas facility in Onslow. Thirty Balga students and three teachers were flown from Perth to Onslow on a private charter jet accompanied by two Western Australian media employees and Chevron interns and personnel. They were given a private tour of the Wheatstone facility, including the plant and marine operations control centres, turbine workshop and laboratory. This was a once in a lifetime experience which the students will remember. This has expanded their horizon and shown them new career prospects not only in STEM-related but corporate and service provision areas, which some have set as their career goal. The students were excited and amazed by the Wheatstone gas facility and Village.
- The "After School Technology Club" for the Balga SHS students continued to be a success with students coming to learn about programming drones and robots in preparation for the drone competition held in March 2023. As the year progressed, the students continued to learn more advance programming with some opting to learn how to do some 3-D design using Tinkercad.
- The "After School Technology Club" for the year 5 and 6 students from feeder schools (Balga, Boyare, Dryandra, Nollamara, North Balga, Warriapendi and Westminster), was started in term 1 this year where they were taught how to program a drone or Sphero Bolt by teachers from AICODE. Term 1 started with 38 students attending each week. In the following terms numbers student numbers stayed consistent with at least 50% returning each term.
- Five Balga SHS students and five primary school students from the "After School Technology Club" competed in the "RoboPro Drone Youth Tournament" run by the AICODE. One of the year 7 boys came 3rd in manually flying through an obstacle course the third fastest and the three-girl team made up of year 5 primary students received the award for the best teamwork.



- The Year 8.1 students started the year learning about solar energy, building and racing a solar racing car in teams of four or five. Solar car kits were provided by Synergy for the class to participate in the “Synergy Solar Car Challenge”. However, only one team could represent the school in the North Metro racing heats at St. Mark’s Community School. Therefore, the students needed to compete in knockout races and demonstrate the use of STEM skills at school to determine which team would represent the school in the competition. A team of four with one reserve student competed and achieved a result of 5th from a field of 11.
- The Year 8.1 class also attended the “Big Ideas Challenge Roadshow 2023” at Curtin University Bloom Centre, to help them develop their enterprise thinking and human-centred design skills. It was a fast-paced hands-on day of listening, learning, and doing, culminating in teams of students pitching their own innovative solutions to a complex, local issue. This challenge allowed the attendees to meet like-minded students and mentors giving them a chance to practise their STEM and business enterprise skills.
- A group of nine Year 9 and 10 students attended an “ABCN: Future Thinkers” STEM and enterprise workshop with mentors from Lendlease. Students benefited from working with a couple of mentors per small group, learning how to apply STEM, design-thinking, and business enterprise skills to define a local issue and working as a team come up with potential solutions. They had to present their final solution and implementation plan to the entire group of students, mentors and ABCN organisers.
- The 8.1 Science class went on an excursion to the Roy Hill Remote Operations Learning Centre. The students were introduced to the functions of the Remote Operations Centre as part of Roy Hill’s Pilbara mining operations. They then completed several hands-on activities that related to what they had been learning about in the Earth and Space Science strand and how it related to the real-world application of iron ore mining.

Data Analysis and Application

- Teachers utilised school and system data to effectively track student progress and inform classroom practice and to address gaps in learning across Years 7-10. Teaching staff participated in informal moderation with peers across the school. The teachers followed a common program with some choices of STEM projects for each year level that could be selected to suit the class. Some common assessments and similar rubrics were used to ensure consistency and accuracy of grades.

Focus Areas for 2024

- Ongoing improvement of programs incorporating new STEM projects, to increase engagement, improve attendance and participation and increase skills required for the work force.
- Better alignment of the programs from Year 7 to 10 to allow a more seamless transition for students to build their skills from year to year, allowing them to develop more specialised skills.
- Supporting Literacy and Numeracy development through applications relevant to the contexts such as research projects into future careers and employment opportunities within the technologies and trades sectors and STEM challenges that incorporate mathematic skills.
- Working with the Career Practitioner to provide opportunities for students to learn about current and future opportunities in STEM-based careers.
- Engage and excite students with the prospect of competing in STEM-based challenges such as: the AICODE annual Robomaster aerial drone competition, the Synergy Solar Car, and the F1 in Schools challenge.
- Continuing to improve the facilities and resources, including the new STEM room upgrade.
- Identify and develop more community partnerships to extend STEM development in the school.
- Explore participation with the music and art department to exhibit STEAM projects or run activities in Art Week to connect with the school community.
- Explore planning and cross curricular learning opportunities with Art and Design Technology learning areas



Health & Physical Education

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

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

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

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

Lower & Middle School

Courses:

- Physical Education
- Health Education

Options:

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

Senior School

Courses:

- Physical Education Studies General
- Health, Physical & Outdoor Education Studies – Foundation
- Certificate 2 in Sports Coaching



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 2023 Champions of the North Regional Schools Soccer Competition
- Junior Girls Soccer team made the Quarter-finals stage in the State Shield Soccer Competition
- Senior Girls Soccer team top four finish in the State Shield Soccer Competition
- Junior Girls Soccer team Runners Up in State Futsal titles tournament
- Keys for Life Pre Driver education program 100% 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 WA Athletics Stadium – 51 students from Balga SHS
- Winners in the 4 x 100 Relay Year 10 Boys Interschool Athletics Carnival
- Winners in the 4 x 100 Relay Year 9 Boys Interschool Athletics Carnival
- Electronic Timing gates and Tri-level Podium for House Athletics Carnival

- Senior School Boys and Girls 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
- Rugby WA – Incursion for Multi-Sport PE programs
- Visit from Fremantle Dockers – AFL clinic and Q&A
- Hosting FIFA Womens 2023 World Cup Football (Soccer) launch
- Girls Football Engagement Program invitation to Haiti Womens National Football Team Training session

Focus Area for 2024

- 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, 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



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

- **The Western Australia Academy of Performing Arts (WAAPA)**
Our Senior School Drama Students were invited to attend an intensive 4-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
- **Perth Festival**
Selected Drama students from years 10 -12 attended a production of Strange Case of Dr Jekyll and Mr Hyde performed by Sydney Theatre Company. They thoroughly enjoyed the immersive experience and were able to complete a critical review on the show
- **Perth Festival**
Selected Drama students also viewed a festival film, titled Yak in the Classroom at The Backlot Cinema. The international production was engaging and educational for our students.



Data Analysis and Application

- Drama teachers utilise school and system data to effectively track student progress and inform classroom practice across Years 7-12, inclusive of Foundation IEC students
- 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
- Teachers utilise “Boys in Education” engagement strategies to ensure inclusivity in The Arts Drama discipline
- 85% of Year 12 Drama pupils received a passing grade of C or above in 2023
- 97% of Junior Drama pupils received a passing grade of C or above in 2023
- 71% of all Drama pupils across all year groups are male

Focus Areas for 2024

- Continue to use First Steps and Reciprocal reading strategies to support reading and guide comprehension
- Continue to scaffold lessons and workshops
- Continue to use a range of text types to ensure inclusivity and balance
- Utilise explicit instruction techniques, sentence starters and annotated examples provided to students and reinforced throughout workshop/lesson
- Continue to incorporate the Instructional Framework; Learning Intentions, Success Criteria and Key Words/Phrases

- Incorporate a data driven approach to improving visual literacy; common language to support student learning visible in the learning space
- Strategic focus on building a team, building and strengthening relationships within the class to enhance learning opportunities and improve outcomes
- Parent and Carer engagement through matinee and evening performances celebrating student work
- Maintain close working relationships with external sponsors and Arts Industry to sustain positive outcomes and opportunities for our students. (ECU, Yirra Yaakin Theatre Company, WAAPA, WAYTCO, Smith Foundation, YOH Fest, Healthways, Perth Festival)



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.

The Lower and Middle School programs 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 immerse themselves in a rich and diverse art program that blends traditional and contemporary approaches. They learn to express their creativity, experiment with various media and techniques, and showcase their original artwork. Students also hone their analytical, visual and critical skills, enabling them to appreciate and evaluate art from different perspectives.

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

Highlights

- March - developed a successful public exhibition partnership with Dr Paul Armishaw and REmada - creative reuse center for the arts
- March - John Forrest National Park Year 12 Painting Excursion. Students experienced outdoor painting, changing light conditions and art making processes in preparation for an Australian landscape painting
- May – whole school Manga Drawing Competition, fundraising colouring book, to be completed, 2024
- June - AGWA Year 12 Sculpture Workshop and Pulse Perspectives Gallery tour - Senior School students visited the Pulse Perspectives Exhibition and participated in a sculpture workshop and guided Art Gallery tour. Students viewed some of WA’s best year 12 work in oils, ceramic sculpture, printmaking and textile design
- July - REmada 1000 Stories Exhibition, Year 9/10 Sculpture Workshop. Be Creative Business Enterprise students participated in a half day sculpture workshop presented by Dr Paul Armishaw. Students creatively repurposed recycled materials into meaningful works of art





- September – Arts Weeks, whole school Visual Arts exhibition, celebrating Arts Week 2023. Visual Arts classes, Be Creative Business Enterprise, Learning Support, and the Intensive English Centre students participated in the production, set up and display of artwork for the annual exhibition
- September – Lottery West funded exhibition, The Storyteller Project run through REmada at Edith Cohn University. Be Creative Business Enterprise students participated in the Storyteller Project alongside artists from across the state. Our students' works were praised for their creativity, artistic flair and personal stories including themes of adventure and memories of home
- November - Summer Nights Art Market. Annual fundraising art sale for the Visual Arts Learning Area
- November – Year 6 transition day, Visual Arts workshop rotations

Data Analysis and Application

- Visual Arts teachers participate in student assessment moderation, internally and with SCSA 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
- Cross curricular integration of English / HASS outcomes into lower school Visual Arts programming, with a specific focus on guided reading, cultural history and image analysis

Focus Areas for 2024

- Analyse NAPLAN achievement data. Identify numeracy targets for Visual Arts - possible opportunities could include, measuring, fractions, shape, form, perspective integrated into cubist art projects
- Secure opportunities for a music / visual arts community event collaboration
- Continue to extend middle school literacy focus - introduce poetry as an artform to pair with middle school sculpture projects
- Continue to improve EST and grade achievements in Senior school Visual Arts

Music

The Music Department made significant progress in 2023 towards its goal of establishing a comprehensive pathway for students, from primary school through to TAFE and the music industry. The department extends its appreciation to the dedicated staff, external partners, and generous supporters who have made these successes possible. We look forward to building upon this momentum and achieving even greater heights in the year to come.

Pathways and Career Exploration

- Year 9 music students participated in a Career Taster program at North Metro TAFE in Leederville, gaining valuable exposure to the music industry through campus tours, lecturer interactions, and song recording sessions.
- The Year 9-10 Music Business Enterprise class ("Only. Love. Exists. - OLE") fostered connections with local primary schools by conducting well-received African drumming and Silent Disco workshops.

Instrumental Music Student Services (IMSS) Program

- The second year of the IMSS program yielded positive results, with students demonstrating improved performance quality and increased confidence due to consistent practice and commitment.
- The dedication and expertise of department instructors Mr. Greg Brenton (drums, bass, guitar) and Ms. Michaela Steels (vocals) provided instrumental support to the program, laying a strong foundation for future growth.

After school - Violin Program

- The department expressed gratitude to Mrs. Ann Bray, President of the Metropolitan Symphony Orchestra (MetSO), for her instrumental role in establishing a free after-school violin lesson program.

- Mrs. Bray's enthusiasm and commitment to fostering string instrument education hold promise for the program's expansion and potential future collaborations between our students and the MetSO junior or intermediate orchestras.

APRA/AMCOS SongMakers Program

- The Music Department was honoured to be among the first WA schools selected for the APRA/AMCOS SongMakers program.
- Students had the exceptional opportunity to collaborate with leading Australian music producers and songwriters, culminating in the creation of four original and outstanding musical tracks over a two-day intensive workshop.

Highlights

- Official Now Sounds (Community Arts Network - CAN project) music video launch 10th March - Students went gold class at the Innaloo cinemas to watch the premiere of the music video 'Your Way'.
- Library & Music collaboration - Books and Beats kahoot quiz (term 1), karaoke (term 2), Pop up session (Term 3)
- Blue Room Theatre Hip Hop Workshop - 3 students selected to attend
- Harmony Day @ Mirrabooka Shopping Centre 25th March - OLE Performed and did the Audio production for the local community event.
- City of Wanneroo 'Hyperfest' – Free Lunchtime concert (Band: Foothead)
- Addition of new casual staff member – Mr. Jairus Remoto (WAAPA graduate stepping into a music education assistant role)
- 2nd Year of the Instrumental Music Student Services (IMSS) program
- The OLE students and an original band 'These Guys' performed original songs 'Only love CAN exit' and 'Why do I feel like this?' Positive school conference live performance Nov 24 & 25th (Term 4)
- Osborne Park show 17th Nov (OLE invited to perform - headline act on Friday night performing just before the Fireworks show.
- Joshua Calderon (Year 11 Certificate II Music student) – Work experience with Mega Vision @ Osborne Park Show, now is employed with casual work
- Songmakers program (16 students yr9-12 - 4 original songs written and produced in 2-day workshop students working with some of Australia's most talented music producers



- WAM award winning composer Eduardo ran a 5-lesson songwriting/recording program for the Year 7/8 junior music class.
- 9th Year of Only. Love. Exists (OLE) Music Business Enterprise Model
- Career taster Year 9 Songwriting at TAFE (November)
- Artsweek music concert (showcased IMSS and SongMakers program) entire show run by the certificate II music students (Sound production, MC, performances)
- Building Stronger relationships with our local music store - Mega Music
- (Mrs Ann Bray - President) Metso String ensemble program (Monday after school) 3 violins 1 viola
- 7x Cert II music students graduated (100% success)
- An original 'Acknowledgement to Country' was written, created and recorded with the help of Les Blurton, Donnelle Slater, Kerry Slater, the Year 7-10 LOTE students together with the music department
- Cert II music students assisted with running the audio production for Naidoc which involved the premiere performance of the 'Acknowledgement to country'.
- Year 12s performing original song 'Always Remember You' for final Year 12 graduation assembly written by Mr Nik Culum (Head of Music)
- Original 'Only Love CAN Exist' song written and performed at the Positive Schools Conference in front of 400+ participants. (Written by Mr Nik Culum, Tom Brooking, Mr Dave and students).
- Hip Hop 101 performance and workshop for Year 9s by Scott Griffiths (Optamus) and Darren Reutens (Dazastah)

- Music Business Enterprise Model 'OLE' ran successful African Drumming sessions all day for Years 1-6 @ Dryandra Primary school (Term 3)
- Music Business Enterprise Model 'OLE' ran after school Halloween Disco (Term 4)
- Music Business Enterprise Model 'OLE' was hired to run Silent Discos at both Hudson Park Primary and Dryandra Primary school (Term 4)
- The Certificate II Music students successfully organised and delivered a 2 hour 'Summer Nights Outdoor Concert' (Term 4)

Focus Areas for 2024

- Build upon and create stronger connections with local feeder primary schools
- Year 6 transition IMSS scholarship, auditions, and expression of interest
- APRA/AMCOS SongMakers program – Term 3
- Provide support the Violin Ensemble After School program
- Incorporate Mega Music's – Gear UP and Fix UP programs to upgrade and repair equipment/instruments.
- Build upon the IMSS program's success by providing additional support and liaising with for the teachers the strengthen the Music Department.
- To work closer with the Arts Department to create a new format of Artsweek (Term 3) incorporating Technology and Live Acoustic music sets in the library.
- 10th Year Anniversary of OLE – End of Term 3 Catch up for Ex-OLE students
- Develop Song-writing and use of Music Technology into the curriculum for Years 7-10.
- Create new work experience opportunities for our Music students with the music industry.



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
- Sports Coaching Certificate II (new course offered to 2023 Year 11s only)

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

Highlights

- One Year 12 student completing three certificates.
- Ten Year 12 students completing two certificates.
- Two students completing a certificate III – Health Services Assistant as part of a School Based Traineeship.
- Skills for work and Vocation pathways over 50% achieved.
- Continued strong partnership with GMS for School Based Traineeships.
- Increase in overall achievement rates.

Data Analysis and Application

VOCATIONAL EDUCATION AND TRAINING (VET)						
VET Participation Rate (count; enrolled in VET as % of Cohort) Source: Department data						
	2023	2022	2021	2020	2019	2018
School VET enrolments	86 (69%)	97 (72%)	85 (75%)	95 (77%)	90 (79%)	81 (74%)
Funded VET students	90%	90%	90%	92%	96%	91%
Level of highest qualification achieved (of VET enrolled students)						
Diploma						1 (1%)
Certificate IV					1 (1%)	
Certificate III	2 (2%)	1 (1%)	3 (4%)	5 (5%)	7 (8%)	1 (1%)
Certificate II	50 (58%)	35 (36%)	42 (49%)	56 (59%)	40 (44%)	37 (46%)
Certificate I					1 (1%)	1 (1%)
No certificate completed	34 (40%)	61 (63%)	40 (47%)	33 (35%)	42 (47%)	41 (51%)

- Completion rate for Certificate courses increased to 60% which was a strong improvement on the previous two years.

Reasons for this:

- As seen in Table 2 VET delivered at Balga SHS had an overall increase in completion in particular Skills for work which achieved over 50% for the first time. This course has our largest enrolment so can impact overall school statistics.
- Increase in student tracking and course progression by the VET team.
- VET delivered at TAFE had a 72% completion rate which is very high. TAFE works well for students who have high interest in an industry and are committed to being off-site one or two days a week



UniPrep

Balga Senior High School continues its strong partnership with Edith Cowan University through onsite delivery of the UniPrep Schools 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 Aviation, Nursing, Teaching and Computer Science. The UniPrep Schools 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 Schools offers 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	11			
Achieved	11			
Not Achieved	-			
Mean average achievement grade	82%	66.85%	73%	87%
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 required units. Academic Writing is consistently the most challenging unit, requiring the application of a number of recently acquired skills and knowledge. All students were offered places at ECU, with two students also offered places at UWA.

The students enrolled in the 2023 cohort are currently pursuing the following pathways:

ECU university enrolment	TAFE	Other
10	-	1

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

- School Based Traineeships (SBTs) have the lowest completion rate 36.36%.

Reasons for this:

- SBT does require a student to complete 7.5 hrs work as well as complete a certificate at the same time. This can be a difficult juggle while keeping up with regular schoolwork and commitments.

Focus Areas for 2024

- Increase achievement rate to 70% for in School VET (AUSPICE).
- Increase support to students completing a School Based Traineeship.
- Continue with student tracking by VET team for all certificate course students.

Girls Football Enrichment Program

The Girls Football Enrichment program – Balga Tigers, strengthens student engagement, wellbeing and participation through football. The program supports students to develop and enrich their life and work readiness skills, such as leadership, positive communication, respect, responsibility and accountability. Students who participate in the program experience a shared sense of belonging, while also building football skills in a fun, team environment.

Girls Football Enrichment program links to Every student, every classroom, every day Strategic directions for public schools 2020–2024.

Indicators of success

3. Enhance student health and wellbeing

- Student participation in football and associated mindfulness, teambuilding, skill development and leadership opportunities.

5. Improve student attendance

- Students participating in the Girls Football Enrichment program indicate that the program is a big motivator for them to attend school.
- Students in the program attend voluntary after school training and games.

7. Increase retention and achievement of students to Year 12

- Year 11 and 12 students participating in the program have indicated their engagement to Year 12 is enhanced by their participation in the program and the sense of belongingness it creates.

8. Ensure students gain the skills, qualifications and knowledge needed to experience success

- Students participating in the program are supported to strengthen the work and life readiness skills of:
 - leadership opportunities
 - positive and respectful communication
 - mentoring
 - respect for themselves and others (team, coach, umpires, opposition)
 - responsibility and commitment
 - collaboration
 - accountability
 - successfully 'failing'

In addition, the Girls Football Enrichment program supports Focus 2024 Priority 5 - Partner with families, communities and agencies to support the engagement of every student. In 2023 the Girls Football Enrichment program fostered:

- links with the State Government – DLGSC and Members of Parliament. The Girls Football Enrichment program students were featured in the DLGSC promotional materials and were provided with opportunities through the Department. Ms Meredith Hammat MLA was a supporter of the program and attended multiple events where the program's attendees were representing Balga SHS
- strengthened links with Football West. Football West co-delivered and sponsored the Department of Education FIFA Women's World Cup event at Balga SHS
- a continued relationship with School Sport WA via participation in all available competitions
- positive promotion through the Balga SHS Facebook page, Department of Education Facebook page, Balgazette (newsletter) and representation through other media and sporting opportunities

Highlights

- **Balga Tigers met the Haitian Women's World Cup team**

The Balga Tigers were invited to attend a training session with the Haitian Women's World Cup team in the weeks prior to the kick off of the FIFA Women's World Cup. It was an exciting and autograph filled day. The students were beaming, and the Haitian players could not have been more welcoming and kinder to the students.



- **FIFA Women’s World Cup Flag Bearers**

Balga SHS was the only school in WA to be offered the opportunity for students to be flag bearers at a FIFA Women’s World Cup game. 12 Balga Tigers were selected as flag bearers for the Haiti v Denmark match at Rectangular Park. It was such an exciting opportunity and a real honour for our girls to be there alongside such world class players including their favourite Haitian players Melchie Dumornay and Ruthny Mathurin. They loved their VIP experience.

- **Promoting women’s football**

Balga Tigers students starred in the WA advertising campaign for the FIFA Women’s World Cup and women’s football, which was broadcast throughout all forms of media. The students starred alongside well-known WA players and celebrities.

- **Department of Education FIFA Women’s World Cup event at Balga SHS**

The Balga Tigers and Balga SHS hosted 4 local schools for the FIFA Women’s World Cup Aspiration Day this year. Students from Dianella Secondary College, Emmanuel Christian College, Mercy College and Carine SHS came together with our students for a day of inspiration and fun. The 70 girls enjoyed presentations from world renowned and local football players, a mindfulness workshop, skill development session and the opportunity to compete in a tournament, where girls formed teams across schools in the countries represented at the FIFA Women’s World Cup. The students had a fantastic day and were appreciative of the opportunities provided to them.

- **Junior and Senior girls’ futsal championships**

The Balga Tigers participated in the SSWA Northern Junior Girls Futsal Championships at Kingsway Indoor Sports Centre. They competed and performed extremely well. Although they did not go through to the state finals the girls learnt some valuable lessons about sportsmanship, teamwork, and strategy. The students were spoken about with high regard for their conduct and leadership on and off the field by coaches and officials alike.

- **Junior and Senior girls’ 11 a side football**

The Balga Tigers participated in the SSWA Champion Schools Football Competition and made it through to the knockout rounds. Both teams performed extremely well and are looking to place in the finals of the competition next year

Focus Areas for 2024

- Build on momentum of FIFA Women’s World Cup – invite local Year 6 students for a Football clinic or tournament hosted by Balga with local schools.
- Develop key performance indicators to monitor program success. Implement a student survey regarding engagement, participation, wellbeing and connection. 2024 will see baseline data captured.
- Senior Students provided with opportunities to speak publicly, promote the program, mentor, coach and officiate the game of Football (via lightning carnivals, Year 6 transition days and whole school events).
- Increased opportunities for leadership and mentoring of junior players.



Young Parent Program

The Young Parent Program (YPP) 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 and achieving WACE
- Students being accepted in to TAFE Courses for 2024 - Nursing
- Students completing Work placement courses and Greenhouse Education Certificates in Early Childhood Education
- Students completing Year 11 and working toward achieving WACE for 2024
- 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 2024

- 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
- Success in being accepted to TAFE and or University courses for Year 12 Students once completed schooling at Balga SHS

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
- 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
- Reviewed student services structure
- Re-connect with 12 Buckets

Data Analysis and Application

- Increased our overall total attendance from 68.3% in 2022 to 74.4% in 2023. Like Schools were at 69.7% for 2023
- Attendance rate for Aboriginal students improved from 32.9% in 2022 to 40.6% in 2023
- Over 90% of students believe that their teachers expect them to do their best
- Over 70% of students believe their teachers motivate them to learn

Focus Areas for 2024

- Increased focus on Positive Behaviour and House System to develop positive, safe, supportive learning cultures
- Staff to complete 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
- Expand BEP program
- Induct new staff in the Berry Street Education Model
- Continue to work on ways to deliver lessons that motivate students to engage
- Develop a school wide wellbeing philosophy that ensures an equitable approach for all students
- Expand links with 12 Buckets

Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like School	WA Public Schools	School	Like School	WA Public Schools	School	Like School	WA Public Schools
2021	84%	81.5%	86.5%	43.5%	59.2%	62.6%	74.7%	74.8%	84.4%
2022	76.8%	74.5%	83%	32.9%	51.4%	55.2%	68.3%	67.1%	80.4%
2023	81.7%	77.7%	84.9%	40.6%	53%	59.2%	74.4%	69.7%	82.5%

Note: Care must be taken when interpreting data for schools with small student numbers in any category.



Performance Data

Year 7-10 Progress Report 2023

Rationale

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 classroom teaching, and through the development of the schools Pedagogical Framework- Learn the Balga Way, are at the early stages of change management. Through building quality education with feeder primary schools, BSHS incorporated the same diagnostic testing tool. With the implementation of PAT Testing, all students progress can be tracked, with quality education programs then designed to meet the needs of our learners. This year, BSHS continued to implement strategies to support WACE achievement in Year 12, continuing to target OLN Writing in Year 10.

With the formation and implementation of the **LEARN the BALGA WAY** teaching and learning pedagogy, Teachers in 7-10 focused on establishing consistency to lesson structure, through the implementation of learning intentions, success criteria and key words, shape how we deliver classroom instruction.

Understanding students and how they learn, along with providing a strong structure in pastoral care, has led to the creation of Ready to Learn Plans, which are created through the principles of Berry Street Trauma informed practice. Adding to this, the Middle Years Team has strived to target the whole student, through comprehensive student tracking, seeking to proactively support students through these formative years

Business Plan Strategy 2023-2025 Strategic Direction	Implemented in 2023	Outcomes in 2023
Priority Two: Successful Students Continue to maintain NAPLAN or improve performance in NAPLAN.	<ul style="list-style-type: none"> Literacy sessions to support students to achieve improvements in their NAPLAN, with targeted skills resources to support learning. 	<ul style="list-style-type: none"> Due factors that impacted the day to day running of the classroom, NAPLAN results in all areas, Numeracy, Reading and Writing displayed limited progression in 2023, however, is on target for improvement in 2024.
Priority Two: Successful Students Continue to maintain OLN or improve performance in OLN.	<ul style="list-style-type: none"> In Round One explicit OLN Writing support was provided to 30 students over a two-week period. In Round Two the explicit OLN Writing was implemented with 13 Year 9 Students for a one-week period. 	<ul style="list-style-type: none"> 80% of students, who took part in the explicit writing sessions, achieved their Category Three in Round One Writing. Of the 13 Year 9 students who participated in the OLN Explicit Writing focus, 7 achieved Category 3, which is a marked improvement in the Year 9 NAPLAN results.
Priority Two: Successful Students Students in Year 7 to 10 will maintain or show improvement in MESH subjects.	<ul style="list-style-type: none"> All students were assessed in Reading and Numeracy allowing for outliers to student grade achievement to be identified. 	<ul style="list-style-type: none"> Outliers in student tracking enabled proactive invention at an individualised level, through Ready to Learn Plans. These plans, in most cases, ensured that students were able to maintain their MESH Grades.
Priority Two: Excellence in Teaching School processes for tracking students' achievement will be consolidated.	<ul style="list-style-type: none"> In 2023 all years in the Middle School had a comprehensive tracking system, allowing all staff to know their students and how to teach them 	<ul style="list-style-type: none"> Staff are beginning to use the comprehensive tool to inform their classroom instruction.
Priority Two: Excellence in Teaching All staff will engage in peer observation.	<ul style="list-style-type: none"> All teaching staff in the middle years participated in peer observation. With a focus on lesson structure, with all teachers required to clearly state at the start of each session, Learning Intentions and Success Criteria. 	<ul style="list-style-type: none"> A culture of peer observation and classroom sharing is evolving in the middle years. Majority of staff were effectively able to implement this lesson structure, with students in the middle years able to identify that this occurred in most of their lessons, with students identifying teachers who did this well.
Priority Four: Community Engagement and Educational Partnerships Continue to develop connections with feeder primary schools and establish strong community links.	<ul style="list-style-type: none"> A team of staff supported students in the ABCN scholarship applications to support their access to learning and achievements. 	<ul style="list-style-type: none"> Out of the 30 scholarships Nationally, 5 were awarded to WA and 2 of those 5 were awarded to our YEAR 10 students.

Future Focus Priority One:

- The number of students completing the targeted OLNA Writing should not exceed 20 students, to allow for the individualised student feedback
- A focus on Year 9 NAPAN in 2024 is critical for student achievement. Literacy, English and Maths will target this in their planning for 2024 to prepare students for National Testing
- Continue to monitor MESH Learning Area grades of improvement and regression to improve academic achievement in the 7-10 years

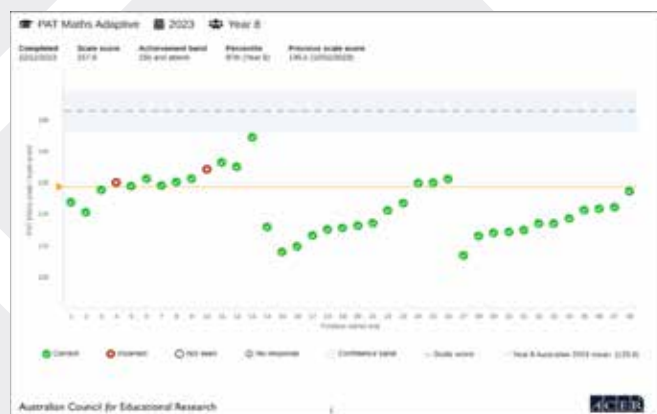
Priority One : Successful Students

Diagnostic Testing Results

All students are PAT tested on entry. This test is created by ACER, a widely used assessment tool that is used by Universities for Literacy and Numeracy testing, and for school seeking credible diagnostic power to assess student progression and Benchmark Year Level ability. This testing tracks student progression and is adaptive, allowing for all students to access the test, providing a precise picture to student achievement.

High Academic Achievement

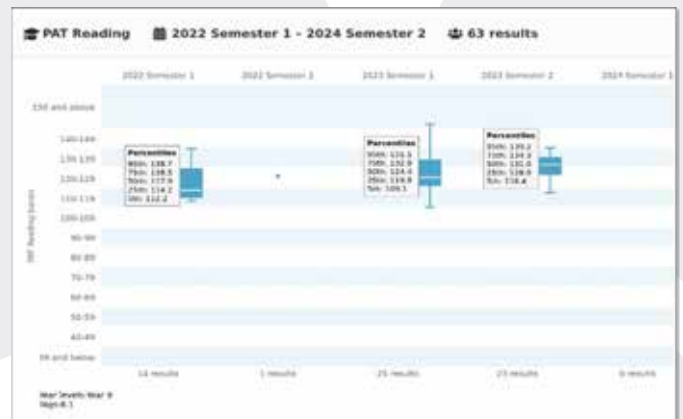
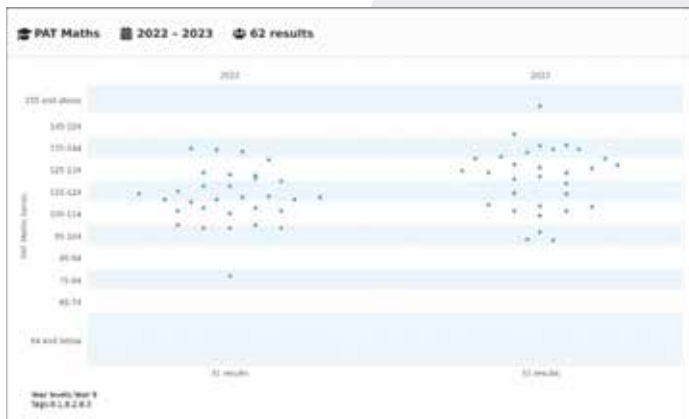
Reading Comprehension	Numeracy
<p>Top 97% of all students who have taken the ACER PAT READING in 2023 in years 7-10</p> <p>5 students achieved above 95% percentile</p>	<p>Top 97% of all students who have taken the ACER PAT NUMERACY in 2023</p> <p>3 students placed in the top 97% in 2023</p>
<p>17 students achieved in the 90th Percentile in Year 7-10</p>	<p>10 students achieved in the 90th Percentile in Year 7-10</p>



Student report displaying Individual: First test 137.7 Second test 145.5 third test 157.8 displaying strong progress for academically capable students in the Middle Years.

- Data on student progression indicates that students at the top end of the curriculum are being extended in Reading and Numeracy, as each student has made academic gains in each PAT test.

Test Data on Stable Cohort Individual Progression



- The stable cohort from 7-8 are making good individual progress in Reading and Numeracy.
- Results indicate a positive trend in achievement, indicating that NAPLAN results in 2023 should be strong against like school.
- Students mean percentile displays strong progression over a two-year period, and further indicates that students are making expected progress in their learning.
- Students, across the cohort display, mostly, and upwards trend in achievement.
- The data indicates the high number of EAL/D learners, who enter mainstream through the Intensive English Centre, academically, are progressing strongly against the Australian Curriculum as their language development continues to progress.

Student Achievement against the National Mean Year 8 2023

Year 8 2023 - READING

	HIGH	AT 'EXPECTED'	BELOW
8.1	14 students	11 students	2 students
8.2	3 students	7 students	8 students
8.3	0 students	0 students	9 students

Year 8 2023 - NUMERACY

	HIGH	AT 'EXPECTED'	BELOW
8.1	13 students	11 students	2 students
8.2	2 students	8 students	8 students
8.3	0 students	0 students	9 students

Stable Cohort PAT Reading Test results Targeting Individual Student Progression 2022-2023

STABLE COHORT PAT Reading TEST

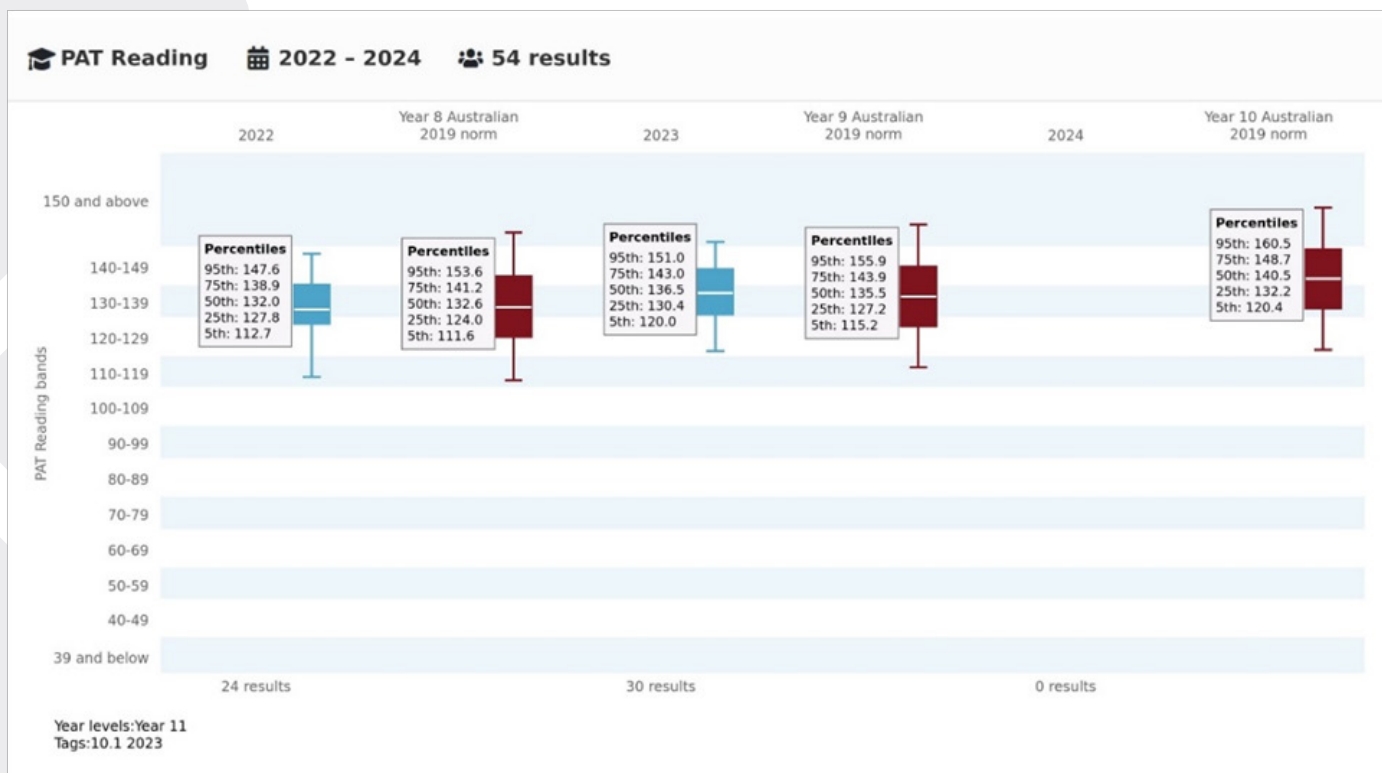
READING	EXCEEDING - PROGRESS	MAINTAINING ACHIEVEMENT	REGRESSION
8.1	20 students	5 students	2 students
8.2	7 students	10 students	4 students
8.3	0 students	4 students	1 student

STABLE COHORT PAT Numeracy TEST

NUMERACY	EXCEEDING - PROGRESS	MAINTAINING ACHIEVEMENT	REGRESSION
8.1	23 students	5 students	0 students
8.2	5 students	2 students	3 students
8.3	1 student	3 students	3 students

- Students, with limited attendance, are displaying little to no progression, and in some cases are showing a regression. These students are in the smaller .3 classes to support access to learning; however, attendance is significantly impacting student progress.

Year 10 Stable Cohort Data 2022-2023



- Students in the .1 class have made expected individual growth, with many making exponential growth
- The data strongly indicates that teaching and learning meets the expected SCSA standards in content and delivery

OLNA Explicit Instruction Writing Intervention

- Students have experienced continued success in achieving Category 3 in their Writing OLNA after undertaking the two-week targeted OLNA writing strategy. Students were selected based on their Category 2 achievement. In this intervention, students unpack the OLNA Writing marking key, view a teacher sitting the OLNA writing test and verbalising their decisions, follow-up up with two attempts with the same prompt. The first, each student is provided with explicit individual feedback, then the students repeat the same test analysing their individual progression from test to test. 80% of students who took part in the intervention successfully attained Category 3 in Round One of 2023.

Year 10 OLNA Writing Intervention Performance Progression

OLNA WRITING students achieving Category 3									
2019		2020		2021		2022		2023	
R1	R1	R1	R1	R1	R1	R1	R1	R1	R1
18 Students	6 Students	7 Students	18 Students	5 Students	19 Students	17 Students	10 Students	46 Students	14 Year 9 2 Year 10
Intervention	No Intervention	No Intervention	Intervention	No Intervention	Intervention	Intervention	No Intervention	Intervention	No Intervention

- Data strongly indicates modelled explicit instruction, along with individualised feedback, supports students to achieve OLNA Writing
- Targeting OLNA in Year 10 supports students in WACE achievement is supporting WACE achievement

Year 9 MESH Subject Grade Analysis 2022 - 2023 Comparison

ENGLISH SEMESTER 2			MATHS SEMESTER 2		
Grade of Achievement	Year 8 2022	Year 9 2023	Grade of Achievement	Year 8 2022	Year 9 2023
A	3	2	A	2	6
B	6	6	B	7	7
C	19	25	C	10	14
D	8	19	D	21	16
E	12	5	E	15	18
TOTAL	48	57	TOTAL	55	61

- Mid-Year IEC intake into mainstream increases student cohort.
- Continued target to improve student Grade of Achievement, through student tracking data and more targeted Reading to Learn plans.
- Student achievement results align with NAPLAN achievement for Year 9 2023, suggesting that students overall did not progress as a cohort at expected national progression.

Year 8 MESH Subject Grade Analysis 2023

ENGLISH SEMESTER 2			MATHS SEMESTER 2		
Grade of Achievement	Year 7 2022	Year 8 2023	Grade of Achievement	Year 7 2022	Year 8 2023
A	0	7	A	0	4
B	3	9	B	3	5
C	17	27	C	15	26
D	18	8	D	17	20
E	5	7	E	8	8
N/A	6	6	N/A	5	2
TOTAL	49	64	TOTAL	48	65

- Students in the Year 8 2023 cohort have achieved a Grade Progression aligned with the School Business Plan.
- Students grade of improvement has aligned directly with PAT and NAPLAN data, indicating correlating triangulated progression of achievement. This highly suggests that students in the stable cohort from Year 7 to 9 are on track to meet and exceed 'like' schools in their Literacy and Numeracy progression in 2025.
- Student grade progression is stronger overall in the English Learning Area.
- Students in Year 7 to 8 in the .1 class made strong academic progression in Numeracy, with their grades of achievement aligning with PAT test scale score progression.
- No students achieved above a C Grade of Achievement in Maths, in the .2 class, however, in the .3 class students progressed to a C Grade, thus requiring further inquiry.



IEC Transition to Mainstream Student Progression Data

Semester 1 2022 to Semester 2 2023

Graph One: Student progression for Reading Year 7 to 8.



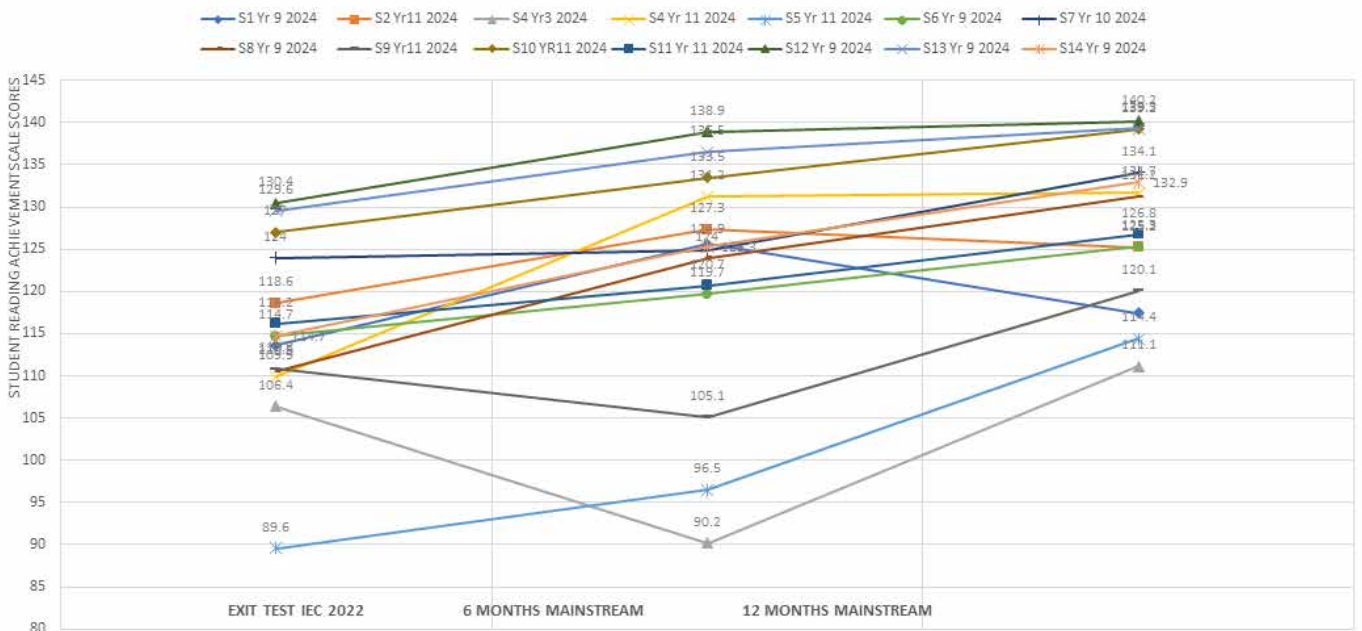
Graph Two: Student progression Year 9 to 10 Numeracy



- Scale scores from students exiting the IEC continued to grow exponentially for 14 students entering the mainstream with the mean scale of score 12.5 progression, well above the expected growth in the 2-year time frame in Reading Comprehension, aligning to **Exceeding Progress Achievement** in NAPLAN proficiency standards.
- Students 6 students in both Reading and Numeracy achieved a scale score progression of over 20 scale points, indicating **Exceeding Progress Achievement** when aligned to NAPLAN band of achievement.
- PAT testing indicates that 2 students exiting the IEC in Semester 2 2022 to the mainstream scored above the 70th percentile in Numeracy PAT testing in Year 10.
- PAT testing indicates that 7 students exiting the IEC in Semester 2 2022 to the mainstream scored above the 70th percentile in Reading PAT testing in Year 10.
- 5 students transitioning from the IEC, Semester 2 2022 to Semester 2 2023 achieved **Category 3 in all 3 strands of OLNA**.
- 7 students transitioning from the IEC in Semester 2 2022 to Semester 2 2023 achieved 2 Category 3's in their OLNA in Year 10.



INDIVIDUAL STUDENT PROGRESSION EXITING IEC 2022 INTO MAINSTREAM 2023



- Across all Year Levels in 7-10 the progress students have continued to make in the mainstream school in demonstrates strong growth against the West Australian Curriculum.
- Data supports academic rigour in Mainstream, as all student achieved a positive scale growth score, with a range of 20.7 to the lowest 2.3. Standardised PAT testing suggests that an improvement of 2.0 is strong individual growth over 12-month cycle. Students achieving a 20.0 scale have achieved exponential academic growth.



Priority Two: Excellence in Teaching

Every student, every classroom, every day- Strategic directions for public schools 2020-2024

The complex nature of BSHS requires a strong focus on holistic data to support each young person in their learning. To target the needs of young people in 7-10, a comprehensive overview of each student and their individual needs supports teaching and learning in the middle years. This data set has encouraged a smoother transition for students entering Senior Years as each student's journey has been followed closely, so that further support can build on a solid foundation of holistically understanding each student in our care.

Year 9 Cohort Student - Data Overview

The data below is a snapshot of student progression. Please consider your students and their academic journey, to gauge where they are at in your Learning Area and provide any feedback to support this progress.

1 Grade Comparisons for Learning Area progression	2. Pat Testing Data	3. NAPLAN Data	4. Social and Emotional intervention	5. Literacy Interventions	6. Limited Schooling
<p>To identify student progression and regression. Here student Ready to Work Plans will be put in place to track student progression. This is completed in collaboration with the student, carers/parents and the school.</p> <p>Grade improvement</p> <p>Grade Regression</p> <p>Interventions: Ready to Work Plan (revised Collaborative Action/IEP Plan)</p> <p>Student Academic Tracking sheet to monitor student application and effort.</p> <p>High Achievement</p> <p>Good achievement</p> <p>Spelling Above spelling Age</p>	<p>PAT Testing is an integrated approach to improving learning.</p> <p>PAT testing measures students' knowledge, skills and understanding in Literacy and Numeracy to pinpoint where they are at in their learning journey. This adaptive testing-allowing ALL students to access the test.</p> <p>PAT Test scores are Year 8 - change to Year 9 end of term 1 2024 In Year 8 students mean achievement (Band 8 alignment) NUMERACY: 133.6 READING: 132.6</p> <p>High Achievement</p> <p>Good achievement</p> <p>Student complete PAT testing on entry:</p> <p>TEST Period Year 7-9 PAT testing Week Two Semester One.</p> <p>Retesting on request</p>	<p>Students are above the minimum standard Band 7 to 10</p> <p>Students are AT the NATIONAL minimum standard Band 6</p> <p>Students are below the NATIONAL standard Band 5. BAND 4 – TARGET Low achievement</p> <p>NOTE: NEW NAPLAN RECORDING FOR IEC</p> <p>Above standard Band Achievement</p> <p>Band 7- track OLNA Round One Year 10 (These students should pass Round One)</p>	<p>Headspace is the psychology based service, where students receive 10 sessions to talk to a professional. These are organised through PCYC leaders.</p> <p>12 Buckets is a mentoring program that aims to build resilience at school, again organised through PCYC Leaders</p> <p>Out of Class Pass: these are for students who require time to reset. If a student has one of these please allow them to use it and follow up with PCYC if you have any concerns.</p> <p>School Chaplain - Drumbeat Music Therapy Support from school Chaplain. Also runs Drumbeat.</p> <p>School Psychologist Referred)</p> <p>PBS reward Contracts: PCYC and Deputy Middle Years</p> <p>Medical information PASTORAL CARE -academic Progress check required Term 1.</p> <p>NO IT CONSENT FORM FOR COMPUTER ACCESS. NO PHOTO PERMISSION</p> <p>Stable cohort</p>	<p>PM Benchmark Readers (Level 1-30) Level 30 Comprehension Age 12.0 Years old. End of Primary expected level.</p> <p>If you would like a student tested with PM readers please contact Program Manager.</p> <p>Elect Oral Reading Test</p> <p>EAL/D Champion Hub Nganyang Kaadadjin Bidi- Learning Plan- Small Group Intervention for low Literacy and Numeracy Aboriginal Students</p>	<p>Limited schooling has been identified to further - these students require additional language development and support.</p> <p>EAL/D Training Hub. Limited schooling impacts many of our students. Students require:</p> <ul style="list-style-type: none"> Glossary focus Vocabulary extension Considered course content that enables these students to access the curriculum <p>A scaffolded, modelled approach to teaching and learning.</p> <p>Progress Map Grade: Levels represented: 1. READING 2. WRITING 3. SPEAKING 4. LISTENING Displayed in order 3,4,3,2</p> <p>Attendance concerns impacting on achievement.</p>

- A move to tracking all students in the Middle Years has allowed for holistic intervention and support to students in their social, emotional and academic journey.
- This tracking system identifies grade regression, allowing for proactive intervention. The document allows for cross-curricular acknowledgement of student achievement and progression.

Student Survey: LEARN the BALGA Way – Excellence in Teaching

Instructional Framework Year 7 and 8 Cohort (IEC and Mainstream)

Total 96 students

SURVEY CRITERIA	ALWAYS	OFTEN	SOMETIMES	NEVER
1. What I am learning in each lesson is presented so that I can clearly identify what I am expected to do.	25%	48%	27%	0%
2. My teacher explains the success criteria to me each lesson.	32%	53%	17%	0%
3. The Key Words for lesson are explained to me.	34%	43%	20%	1%

Whole School Student Response for completed surveys

Total 228 students

SURVEY CRITERIA	ALWAYS	OFTEN	SOMETIMES	NEVER	N/A
1. What I am learning in each lesson is presented so that I can clearly identify what I am expected to do.	35%	44%	18%	2%	1%
2. My teacher explains the success criteria to me each lesson.	33%	44%	16%	6%	1%
3. The Key Words for lesson are explained to me.	38%	39%	18%	4%	1%

- Data indicates that most teachers, in most classes, implemented the Instructional Framework to improve teaching and learning in 2023.
- Moving forward in 2024, continued focus will be in building a school culture that embeds the Instructional Framework as best practice.
- More than 75% of students' responses indicated that Learning Intentions, Success Criteria and Key Words were used by teachers in their lessons making learning expectations explicit and consistent
- 75% of students believe their teachers were good teachers
- 78% of students reported that their teachers provided them with useful feedback about their schoolwork



Priority Four: Community Engagement and Educational Partnerships

Year 10 ABCN Scholarship Applicants- Setting High Standards in Education

ABCN Student Applications Balga- Snapshot of student achievement

STUDENT	PAT READING	PAT MATHS	OLNA READING	OLNA WRITING	ONLA NUMERACY	ENGLISH CURRENT SCORE	MATHS CURRENT SCORE	
Student 1	143.0	135.5	3*	3	3*	88%	69%	
Student 2	145.5	140.0	3*	3	3*	80%	78%	
Student 3	148.1	136.8	3*	3*	2	78%	80%	
Student 4	132.0	120.0	3	3	2	65%	82%	
Student 5	133.5	140.6	3	3	3	79%	78%	Limited Schooling
Student 6	132.0	137.7	3	3	2	78%	65%	Limited Schooling

*	Prequalified NAPLAN Year 9
	Excellent achievement above 80 percentile and above for Year of taking test (Year 9 or 10)
	High achievement and on way to pass for WACE achievement
	Limited Schooling - less than Two Years in MAINSTREAM school from Intensive English Centre

The students who applied for this fantastic opportunity, highlight the students determined approach to their learning and to their future success. All students who applied are a credit to the Balga Senior High School community. Their dedicated approach to their learning, and their academic achievement, continues to foster a positive school culture. To have 2 students attain this prestigious scholarship, is a true reflection of the calibre of students at Balga SHS.

Year 6 Orientation Day

Building Community Relationships to Support Student Transition to Secondary School

Year 6 Orientation Day, with a Berry Street focus- inclusion of role model Year 10 students to assist on the day, building relationships and easing transition anxiety. Following a Berry Street Trauma Informed Practice model, building relationships with each student, their family and the wider community was at the forefront of the event. The Year 10 students who assisted on the day, role modelled LEARN the BALGA WAY, taking small groups of Year 6 students to a range of activities, showcasing the excellent teaching and learning. Overall, it was a brilliant day, which fostered a strong sense of RESPECT, RESPONSIBILITY, LEARNING and SAFETY- our four school values.



Senior School

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

Access to Workplace Learning opportunities enables students to experience a range of workplaces for one or two days per week, whilst School Based Traineeships are also available to select students. The New North Education Initiative is also an important part of our Senior School strategy, as it enables a cluster of relatively small senior high schools in the local area to offer courses at connected times, so students are able to engage in a broader range of WACE courses and Certificate courses during Year 11 and 12.

Students are closely tracked through their Senior School journey with individual needs supported by the development of Individual Education Plans (IEPs). This tracking adopts a holistic approach to include monitoring of SCSA course progress and completion, tracking and analysis of data that illustrates OLN 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 Attainment Rate increased from 2022
- 100% of the cohort successfully completed the UniPrep course with offers to ECU and UWA
- Significant OLN progression of 77% in Numeracy and 68% in Writing

Data Analysis and Application:

	Number of eligible students	Number of students that achieved WACE	Percentage of students that achieved WACE	Attainment ATAR \geq 55 and/or Completion Certificate II or Higher (%)
2023	59	32	54	78
2022	43	26	60	67
2021	62	30	48	73
2020	60	29	48	98
2019	53	20	38	87

Number of WACE eligible students increased again in 2023 with a larger cohort. Percentage of eligible students who achieved WACE decreased by 6% in 2023. There remains 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.

The attainment rate increased in 2023 to 78%, the highest it has been since 2020. Attainment rate in the context of Balga SHS (no ATAR) is the successful completion of a Certificate II or higher. Recent WACE changes mean that students are able to complete five general courses, rather than a combination of general courses and a certificate. The completion of the five general courses has not been considered when calculating the attainment rate (this will be addressed in the new secondary metrics) and in 2023 there were more students who completed Certificate II or higher and less doing five general courses in comparison to 2022.

OLNA Improvement Year 9 to Year 12

	Numeracy			Reading			Writing			
	Number of Year 12 eligible students	9 NAPLAN prequal	Increase	Year 12 met standard	9 NAPLAN prequal	Increase	Year 12 met standard	9 NAPLAN prequal	Increase	Year 12 met standard
		%	%	%	%	%	%	%	%	%
2023	59	0	76.67	76.67	0	56.67	56.67	1.67	68.33	70.00
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

The 2023 cohort did not have any students prequalify through NAPLAN in Numeracy and Reading and only one prequalify in Writing. In 2023 the trend continued and there was substantial progression across all OLNA assessments from Year 10 to Year 12 as illustrated in the table above.

Focus Area 2024

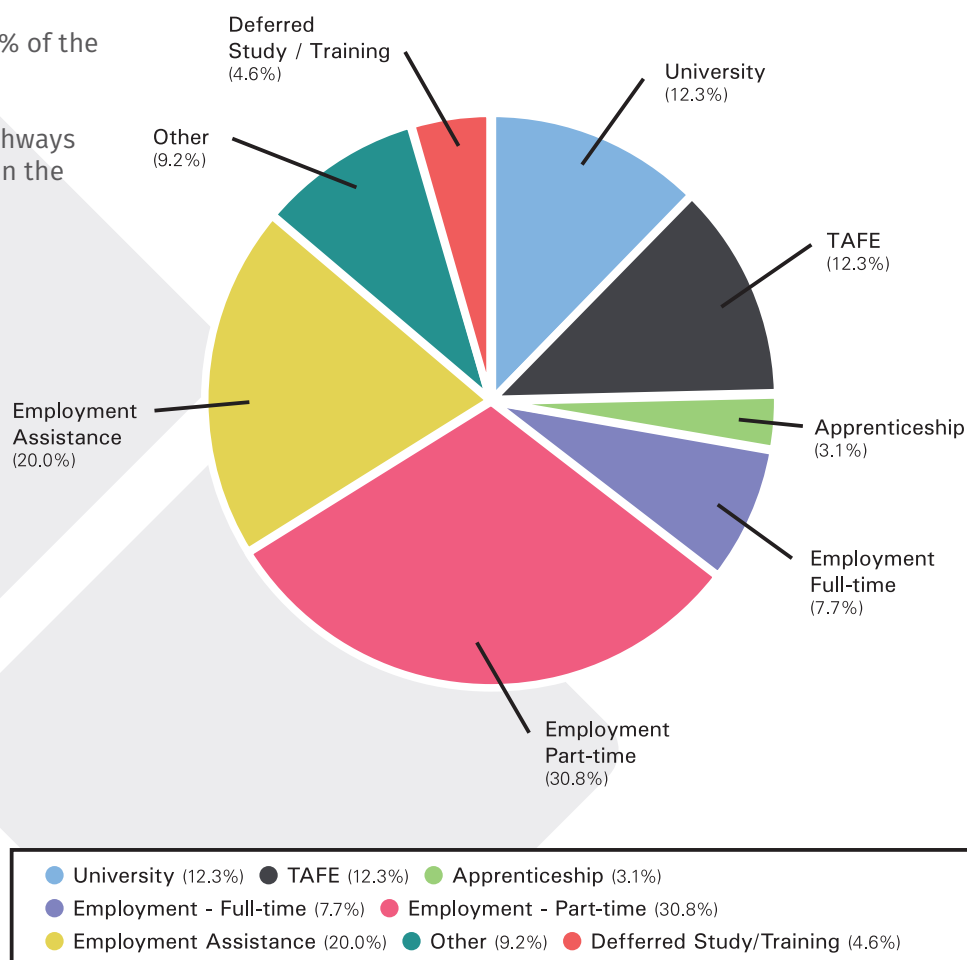
- Continued focus on OLNA achievement
- Attainment levels continue to reflect attainment across courses and certificates
- Continued improvement in WACE achievement
- Continued analysis of stable cohort pathways

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



Careers

Reflecting on a Year of Exploration and Growth

This year at Balga SHS we've embarked on a journey in career education, enriching our students' understanding of various career paths through hands on experiences, workplace visits, and interactions with professionals from a multitude of fields. Our commitment to fostering a comprehensive career development program has been evident through our varied initiatives, engaging students across all year levels in activities designed to broaden their horizons and inspire their future aspirations.

Career Exploration Activities: A Year in Review

Our career exploration program has been diverse and impactful, providing students with opportunities to engage directly with industries, higher education institutions, and professionals. Key highlights include:

Chevron Wheatstone Excursion

In late 2023, Balga Senior High School students embarked on a unique trip to Chevron's Wheatstone gas facility in the Pilbara and insights into a major liquefied natural gas plant. Winning a \$25,000 class trip through a competition, Balga SHS was able to showcase the diverse backgrounds of our school community. The visit offered hands-on learning experiences, highlighting the importance of the gas industry in energy supply, and exposing students to a wide range of job opportunities within the sector.

University and TAFE Engagements

Students enjoyed enriching days at institutions like the University of Western Australia, Edith Cowan University and Leederville TAFE, participating in tours and courses ranging from creative writing to sports science, and even experiencing the dynamics of a professional recording studio.

Workplace Insights

Visits to places such as the work inspiration programs with organisations like The Smith Family offered real-world insights into various professions, from energy sector roles to game design.

Scholarship Applications

Balga SHS is committed to guiding students through the process of applying for both in-school and post-school scholarships, demonstrating our unwavering support for their academic and future career success, highlighted by our first successful ABCN scholarships in 2023.

External organisations engaged with our school

- ABCN: Australian Business Community Network
- The Smith Family
- North Metropolitan TAFE
- Jobs and Skills Centre
- The University of Western Australia Aspire Program
- Department of Training and Workforce Development (Career taster program)
- Edith Cowan University
- Careers and Employment Expo
- Careers Expo
- Big Day In

Hands on Experiences

Our students took part in resume workshops, career round robins, and STEAM Big Ideas excursions, gaining not just theoretical knowledge but practical skills in job application, cybersecurity, and more.

Inclusivity and Support

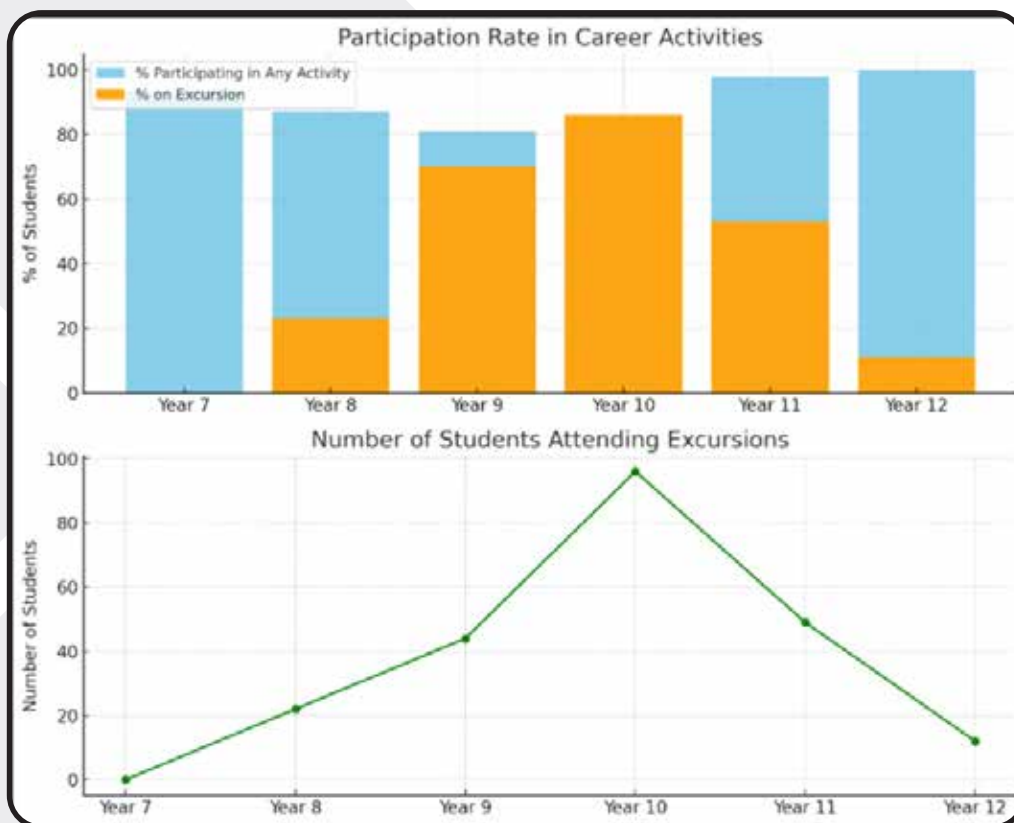
Special programs for our Aboriginal students and targeted workshops run by the Jobs and Skills Centre ensured that all students received the guidance and exposure needed to navigate their future careers confidently.

Career Education Integration

Through initiatives like career focused activities in mathematics and music classes, we've started integrating career education directly into our curriculum, allowing students to see the real-world applications of their studies. programs to meet the evolving needs of our students and the wider job market.

Student engagement with incursion and excursions

Excursions also saw robust participation, with detailed data showing significant engagement across all year levels. Year 9 and 10 students particularly benefited, showing high rates of excursion participation. One-on-one career support sessions were increasingly utilised, with many students seeking advice on part-time employment and post-school applications.



Feedback from excursions was overwhelmingly positive, especially for programs like the TAFE Career Taster and ABCN SmARTS, indicating a high level of student appreciation and engagement. Curriculum integration of career activities in Mathematics and Music was successful, leading to positive shifts in students' perceptions of the value of learning areas to their future career pathways.

Building on Success: Our Path Forward

As we reflect on the achievements of the past year, we are also looking ahead to further integrate career education into all learning areas, ensuring every student benefits from a robust program that supports their individual interests and aspirations. Our focus will continue to be on providing up to date career information, expanding our network of industry and educational partners, and fostering an environment where every student can explore, discover, and pursue their desired career path with confidence and enthusiasm.

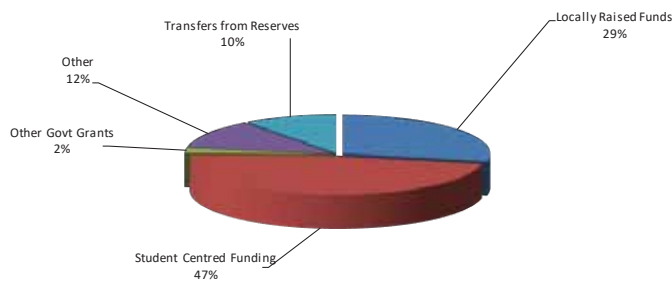
We are immensely proud of the strides we've made this year and are excited for what the future holds. Our dedication to career education remains unwavering, and we are committed to continually enhancing our programs to meet the evolving needs of our students and the wider job market. We are committed to continually enhancing our programs to meet the evolving needs of our students and the wider job market.

Financial Summary

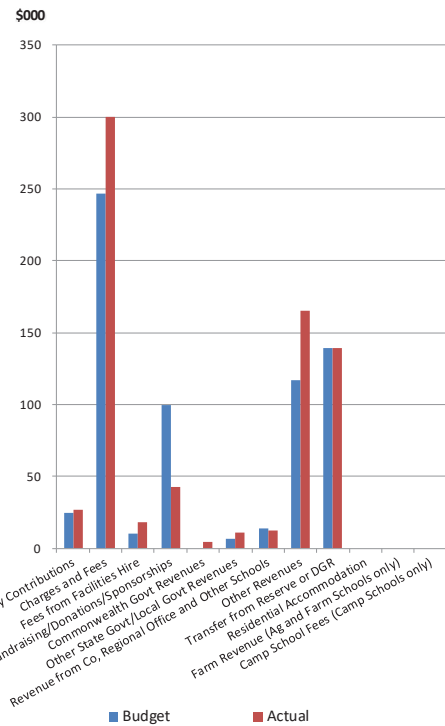
Balga Senior High School Financial Summary as at Enter date here i.e. 31/12/2023

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 25,000.00	\$ 26,606.75
2	Charges and Fees	\$ 246,635.00	\$ 299,962.56
3	Fees from Facilities Hire	\$ 10,000.00	\$ 18,241.90
4	Fundraising/Donations/Sponsorships	\$ 99,686.00	\$ 42,493.65
5	Commonwealth Govt Revenues	\$ -	\$ 4,750.00
6	Other State Govt/Local Govt Revenues	\$ 6,640.00	\$ 11,205.00
7	Revenue from Co, Regional Office and Other Schools	\$ 13,685.00	\$ 12,594.09
8	Other Revenues	\$ 117,124.00	\$ 165,571.26
9	Transfer from Reserve or DGR	\$ 139,630.16	\$ 139,630.16
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 658,400.16	\$ 721,055.37
	Opening Balance	\$ 367,381.15	\$ 367,381.15
	Student Centred Funding	\$ 623,497.24	\$ 646,504.39
	Total Cash Funds Available	\$ 1,649,278.55	\$ 1,734,940.91
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,649,278.55	\$ 1,734,940.91

Actual Year to Date by funding sources

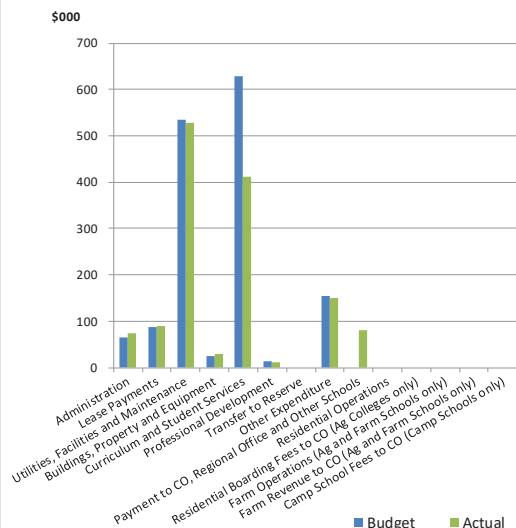


Locally Raised Revenue - Budget vs Actual

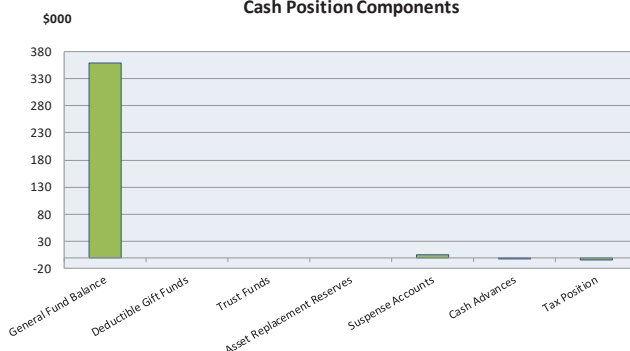


Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 65,424.00	\$ 73,069.12
2	Lease Payments	\$ 86,587.82	\$ 90,396.55
3	Utilities, Facilities and Maintenance	\$ 535,390.00	\$ 528,374.44
4	Buildings, Property and Equipment	\$ 25,148.00	\$ 28,731.20
5	Curriculum and Student Services	\$ 627,529.91	\$ 412,230.19
6	Professional Development	\$ 13,055.00	\$ 12,537.82
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 154,068.00	\$ 150,153.26
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ 80,000.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 1,507,202.73	\$ 1,375,492.58
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,507,202.73	\$ 1,375,492.58
	Cash Budget Variance	\$ 142,075.82	

Goods and Services Expenditure - Budget vs Actual



Cash Position Components



Cash Position Components	
Bank Balance	\$ 359,429.33
Made up of:	
1 General Fund Balance	\$ 359,448.33
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ -
5 Suspense Accounts	\$ 5,400.00
6 Cash Advances	\$ (600.00)
7 Tax Position	\$ (4,819.00)
Total Bank Balance	\$ 359,429.33



BALGA
SENIOR HIGH SCHOOL
Strength in Unity

Telephone | (08) 9247 0222

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

2 Markham Way, Balga WA 6061

www.balgashs.wa.edu.au