

# BALGAZETTE

*Balga Senior High School – Strength in Unity*

2 Markham Way, Balga Tel: 9247 0222

[www.balgashs.wa.edu.au](http://www.balgashs.wa.edu.au)

Term 1 2024

Principal: *Mr M Carton* Associate Principal: *Dr R Evans* Deputy Principals: *Ms H McGill & Mr N Samuels*

## PRINCIPAL'S REPORT

As Term 1 comes to a close, I would like to begin by acknowledging the positive behaviours and work ethic of most of our students. It has been a pleasure to see students engage so well in their learning and I know staff are looking forward to meeting with parents this week at our Reporting to Parents Day.

Term 1 has been very busy. OLNA and NAPLAN assessments have taken place, so student in Years 7, 9, 11 & 12 have been involved in the state-wide (OLNA) and national (NAPLAN) assessments. I know these assessments can create stress, at times, for students, however the data does provide valuable information to our school and helps us focus on areas of academic need for our students. Of course, we have much more data that we collect which is based on each students completed course work and this data set provides information that is not just based on a result on one given day. I encourage parents/ carers to come along to the Reporting to Parent Day and discuss student progress with their teachers.

This term has also seen all staff complete another day of Berry Street Education Model (BSEM) training and the final training day will take place at the beginning of next term. We have been fortunate to have been able to access external funding for staff to be trained in the BSEM. It is exciting that several of our local primary schools are also completing the same training, so we will see a consistent approach to meeting our student needs over coming years.

I am pleased to confirm that our Performing Arts Centre planning has progressed to plan and building works will begin in late May this year. Tenders for the development have closed and once the process of appointing a builder is complete, building will commence. In addition to this, our STEM Centre is also on track to have work commence in May and should be operational before the end of this year.

I would like to congratulate our STEM students who competed in the Solar Car Challenge, where Balga SHS students won the North Metropolitan Region event and they will now attend the State finals. Our Futsal

## PRINCIPAL'S REPORT

girls' team were also successful in making the state finals and whilst they didn't win the competition, making the finals was a credit to them.

The Balga SHS Annual Report will be finalised shortly, this will be presented to our School Board early next term and then published on our school website. I encourage parents and carers to go through this report when it is published because it highlights the great work being undertaken at Balga SHS and the progress our students are making.

Our School Board has now met twice this year, and I am pleased to advise that Mr Patrick Chaney was elected as the new Chairperson of the Balga SHS Board and I look forward to working with him and the board. Mr Chaney replaces Mr Ross McLean who decided not to seek re-election, after five years in this role. I thank Mr McLean for his work and support and note he was instrumental in Balga SHS receiving the \$2 million upgrade funding and the Performing Arts Centre and STEM Centre building program. Mr McLean will remain on the board for 2024.

I remind parents, carers, and students that care needs to be taken when accessing social media. All forms of social media are publicly accessible and often content that is intended for specific people can be shared across a much broader base. This can cause real issues and we have had instances where such issues have impacted on student learning at school. School is a place for learning and where students can feel safe, respected, and valued. If an issue takes place on social media, I encourage parents and carers to go to our website and follow the link to report the matter to the e-safety website. This is a federally funded site, where complaints can be formally lodged and investigated.

Finally, I want to acknowledge the wonderful staff who work tirelessly to support our students and I hope everyone has safe and relaxing break over the school holidays.

**Mark Carton**  
*Principal*

## TERM 2 DATES TO REMEMBER

### **STUDENTS RETURN TO SCHOOL**

TUESDAY 16 APRIL

### **ANZAC DAY – PUBLIC HOLIDAY**

THURSDAY 25 APRIL

### **SCHOOL BOARD MEETING**

TUESDAY 21 MAY

### **HARMONY DAY**

FRIDAY 31 MAY

### **WA DAY PUBLIC HOLIDAY**

MONDAY 3 JUNE

### **IEC GRADUATING CLASS & RTP**

WEDNESDAY 12 JUNE

### **IEC GRADUATION DAY**

MONDAY 24 JUNE

### **RTP & STUDENT FREE DAY**

WEDNESDAY 26 JUNE

### **LAST DAY OF TERM**

FRIDAY 28 JUNE

**WISHING ALL OUR STUDENTS  
A HAPPY AND SAFE HOLIDAYS**

## MATHEMATICS

Term 1 has been filled with learning opportunities for us all at Balga Senior High School.

Firstly, a warm welcome to Oana Truica our new member of staff. Oana brings a wealth of experience as a Maths teacher to our school. Her high expectations and genuine approach makes her a fantastic addition to the team. Oana teaches students from Years 8-11 and is also running our Maths Club every Tuesday morning from 7:45am-8:45am. If any students need some additional help with any Maths problems or questions please come along as it is open to all Balga SHS students, you may even be lucky enough to score a hot chocolate and marshmallows. Please make Ms Truica feel welcome in the Balga way if you cross paths.

Ms Slater and Mr Haydn-Smith are coordinating the Aboriginal girls tuition club again this year along with the support of our Aboriginal community. Expert tuition is available every Tuesday after school and it is great to see our students making use of these opportunities.

Our Year 11 ATAR Applications course is running full steam ahead and our students have settled in with determination and hard work which is great to see.

We have all been busy with the preparation and completion of OLNA and NAPLAN. Students have been focused on doing their best which is excellent. Good luck everyone.

As a Maths team we always strive for our best with enthusiasm and excellence in mind and we continue to support our students in doing the same.

*Mr Haydn-Smith  
Program Coordinator Maths/Science*

### **MATHS CLUB**

**EVERY TUESDAY MORNING**

**7.45AM TO 8.45AM**

**OPEN TO ALL STUDENTS**

**MS TRUICA**

## ENGLISH

We've had a busy start to the school year in English with students all working diligently on their course work and assessment tasks, and many of them also completing NAPLAN or OLNA.

### LOWER SCHOOL

The Year 7 students have been studying persuasive and narrative texts. Focusing on the setting of a variety of narratives, they have been exploring how authors engage with readers from the beginning of the story. They have been introduced to the power of persuasion and the techniques that are commonly used to persuade an audience.

Our Year 8 students have been learning about more Complex language features. They have also been immersed in researching issues, then writing open letters and speeches to persuade their audience to support their stance.

### MIDDLE SCHOOL

Year 9 students have been learning all about narratives, composing their own short stories and considering how authors appeal to readers through their choice of language and manipulation of genre. They have also been revising persuasive devices and analysing a variety of persuasive texts.

In Year 10 students have been researching issues that are relevant to teenagers, considering the perspective of homeless people and are now learning how to compose both formal and informal letters and emails.

### NAPLAN

NAPLAN has been permanently moved to Term 1 which impacts our Year 7 and 9 students. In class, during the term, students prepared for these assessments through a range of language skills, reading comprehension and writing tasks.

### SENIOR SCHOOL

Year 11 students have been busy adjusting to the demands of Senior School, with many also taking on work placements through their relevant Certificate course. While finding this balance has proved challenging it has been made less difficult with the additional face to face time they now have with their English teachers.

The Year 12 Foundation EALD class have been learning about employability skills, looking at job advertisements and learning how to identify what skills are required for a variety of real-life employment opportunities.

## ENGLISH

The 12 General English class have been focusing on issues relevant to themselves, presenting an oral presentation to the class to convey a range of perspectives and values. The Year 12 General EALD class have been exploring attitudes and issues related to the concept of community, with a focus on the impact of modern technology. The students viewed the film Charlie's Country which centres around the impact of this change on our Aboriginal communities. These units of study have allowed for plenty of interesting conversations and have been a great way to start the school year.

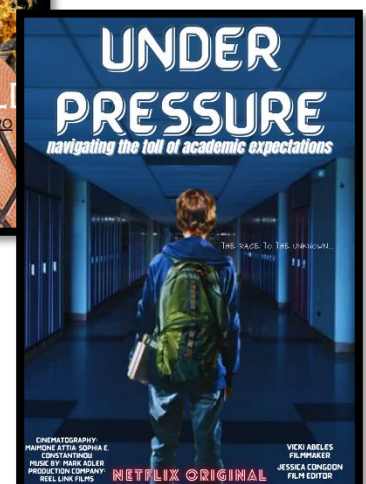
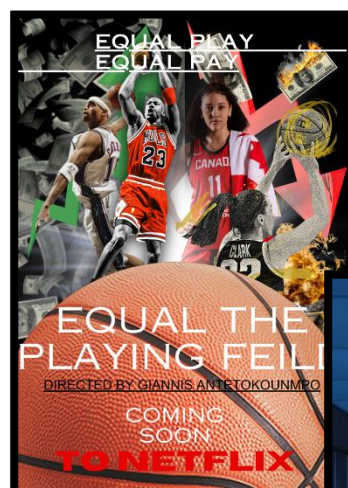
### OLNA

This term, OLNA testing was undertaken by students in Years 11 and 12 who have yet to achieve a pass for this WACE requirement. Students were provided with opportunities in the classroom, as well as given preparation activities to take home to complete in the lead up to these writing and reading comprehension assessments.

### READING

As a whole school we encourage you to get your children reading, twenty minutes a day can have a significant impact on your child's learning. There are lots of books that your child can borrow from the school library, Miss Tammy is updating these all the time.

*Ms Ellie Crowley Program Coordinator - English*



## SCIENCE

This term all students across Years 7-10 covered Biological Science units. The focus was to improve their understanding of living things with an emphasis on literacy and numeracy. Students also used scientific equipment to understand the complex way living things function.

Year 7 students learned to classify plants and animals, construct simple dichotomous keys and explored the systems of the body. They studied the adaptation of plants and animals to their surroundings and synchronised their feeding habits to their survival in their surroundings.

Year 8 students explored the basic unit of living things – the cell, its parts and their functions. They covered the structure and functions of different organ systems such as the digestive, cardiovascular, respiratory and the role each plays in making the body work. Students had fun completing the journey of food as it travelled down the digestive tract, learning about how the food breaks down and how nutrients are absorbed in the small and large intestines. Dissecting the heart and lungs was an eye opener especially for the weak hearted. Students filled the lungs of a pluck (heart, liver and lungs of an animal) with air using a bicycle pump and were astounded how much air could enter and leave the lungs.

Year 9 students were intrigued by Ecology and Nervous systems. They studied adaptations under structural, functional and behavioural aspects and covered feeding relationships of different organisms. Students then studied the brain and how communication takes place within the body. Brain model making was fun and many students ended with colourful brain caps. They researched different neurological problems and wrote a report on Alzheimer's disease.

Year 10 students covered DNA, Inheritance and variation. They constructed DNA models and had fun extracting DNA from strawberries, kiwi fruit and tomatoes which made them feel like real scientists in a lab. They learned how cells divide and multiply and were then able to see clearly how cells intelligently pass on their DNA from one generation to another. The miracle of life continued to awe and amaze as students constructed pedigrees for dominant and recessive genes and researched mutations. They prepared a report on a specific mutation and had a class discussion about ethical issues like cloning and genetic engineering.

## SCIENCE

Year 11 and 12 students are working on their Semester 1 courses. Both years are trying their best effort to complete assessment tasks according to their timelines. Year 11 students are covering new courses in Human Biology General and Science in Practice. All students must master scientific skills and learn to analyse and interpret data. Report writing is a major project this year and students are guided to follow systemic steps to complete their report. Research projects are extensive and students log in their progress as they complete their sections of work. Year 12 Human Biology students are busy with their tests and assessments and getting ready for their externally set tasks.



*Students dissecting to study lungs and the heart*



*Students filling up the lungs*



## WELCOME TO OUR NEW YEAR 7 STUDENTS

The Year 7 teachers, Ms Andy and I have been delighted with the start of our Year 7 students. They have settled in well to secondary school, mostly making a smooth transitioning from primary school.

It has been a very busy term, with the year starting with 'getting to know you' activities, as well as PAT testing for Reading, Writing, Punctuation and Grammar. Student results demonstrated some excellent academic results in all areas.

### **Congratulations to the following students for the highest achievement in their cohort:**

Reading – Jasmine Aspires

Numeracy – Billy Beukes and Sama Yossef

Punctuation and Grammar – Billy Beukes, Sefora Jacob, Liam Palmer and Sama Yossef



Year 7 students also sat their NAPLAN in Week 7, of Term 1, so it has been a lot of testing situations for our new students. Amongst all the testing, we did manage to find some time to have fun in our form activities, targeting our Berry Street Education Model, of relationship centred learning. Students took part in a range of workshops that enhanced our interactions with each other, building strong networks with our peers and staff.

We have loved seeing Year 7 students make new friendships this term. They have been an extremely friendly bunch of young people who are setting an excellent example of our school motto, 'Strength in Unity'.

Sadly, this term we say goodbye to Ms Martha Williams, our Year 7.2 teacher who has been the most valuable staff member this term, supporting our new students settle into their classes. She has loved teaching your children, commenting that they have been, 'the best students she has taught in a long time'. Martha has excelled this term in creating a safe space for learning, establishing a classroom climate of high expectations. Martha will be missed next term and we hope that she will be able to stop by and say hello to us from time to time.

If you have any questions about your child, please come and see us. We are here to work with you to create a positive learning experience, that challenges each student to reach their full potential.



It was all go with NAPLAN for the Year 7 and 9 students sitting their NAPLAN in Weeks 7 and 8.

The NAPLAN can support school improvement by enabling teachers to monitor their students' progress over time against the national measure, to identify strengths and areas to improve in teaching programs, and to set goals.

Australians can expect education resources to be allocated in ways that ensure all students achieve worthwhile learning during their time at school. The reported outcomes allow the Australian public to get a general national perspective on student achievement and, more specifically, understanding of how their schools are performing.

Your child's NAPLAN data will be used as another tool to assist us in making your child's targeted learning program. For any more information regarding NAPLAN please contact Lisa James, Program Coordinator of Teaching and Learning Years 7-9.

***Ms Lisa James – Year 7 – 9 Program Coordinator , Ms Jeanita Andy - PCYC***

## CELEBRATING WELL BEING – YEAR 8 & YEAR 9

As we embark on a new year, we are excited to continue nurturing the well-being of our students through a variety of engaging activities planned, we aim to promote a culture of holistic development and self-care among our students. We look forward to supporting our students as they grow and thrive throughout the upcoming year.

At the core of these activities lies a commitment to our school values: learning, respect, responsibility, and safety. Each session was meticulously designed to not only offer fun and relaxation but also to instil these values in our students' daily lives.

One standout event was the boxing fitness clinic, led by a specialist boxing coach. Beyond the physical workout, this session exemplified the value of learning. Students not only honed their boxing techniques but also learned about discipline, perseverance, and self-control skills that transcend the boxing ring and are applicable to various facets of life.

Outdoor games provided an avenue for students to unwind and connect with nature, promoting respect for the environment and fostering teamwork. Meanwhile, relaxation and music sessions encouraged students to prioritise self-care and mental well-being, a vital aspect of our holistic approach to education.

Creativity took centre stage with activities like bracelet making, henna, and origami. These sessions not only allowed students to explore their artistic flair but also emphasised the importance of responsibility, both in the creative process and in respecting cultural traditions.

Sports enthusiasts found their calling in basketball, where they learned the value of teamwork, communication, and fair play. This resonates deeply with our commitment to fostering respect for oneself and others, on and off the court.

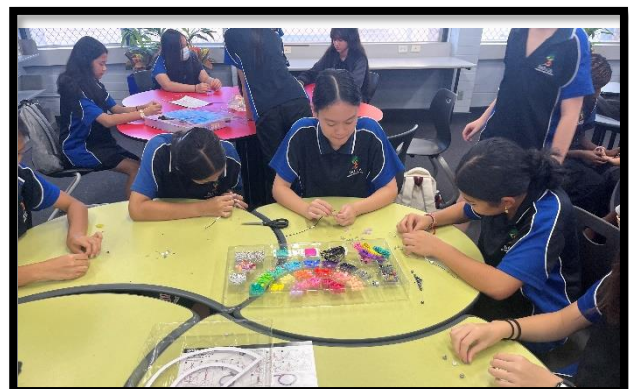
Finally, art sessions provided an outlet for self-expression and encouraged students to embrace their unique talents and perspectives, a celebration of individuality rooted in the safety of our supportive school community.

What's remarkable about these activities is that they were student-driven. By allowing students to choose their preferred activities, we empowered them to take ownership of their well-being journey, a fundamental aspect of the Berry Street approach to education.

As we look ahead, let's continue to prioritise the well-being of our students, nurturing not just their academic growth but also their emotional resilience, social skills, and sense of belonging. Together, guided by our school values and inspired by the spirit of Berry Street, we can create an environment where every student thrives.

Here's to another year of learning, respect, responsibility and safety where well-being isn't just a goal but a way of life.

***Ms Melissa Stojanovski and Taryn Murphy - PCYCs***





### Learn together, grow together!

Everyone benefits from inclusion and diversity irrespective of language or where in the world we come from.

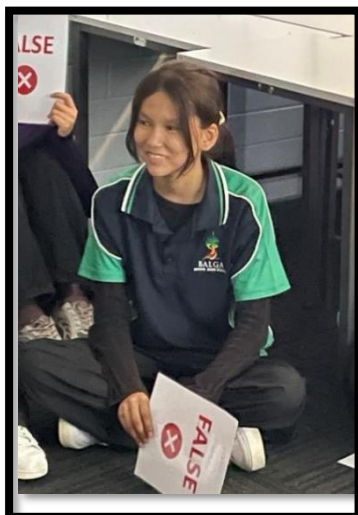
The Intensive English Centre (IEC) at Balga Senior High school is committed to creating inclusive and diverse learning experiences, where we all belong. This is vital to delivering our vision that every student has the capacity to succeed. Students who are understood and have role models like them have the best chance of succeeding. Our students can't be what they can't see. We recognise that an inclusive, diverse, and culturally capable environment is essential to successful education. Diversity is a fact. Inclusion is a choice. We all play a role in creating inclusive classrooms by:

- including, valuing, respecting, and empowering each other
- welcoming diversity of thought, background, and experience

When we feel valued for our diversity, safe to bring our true self to the learning environment, and supported, everyone benefits – this is how we learn together and grow together.

This term students from IEC have engaged in many exciting activities. Students from IEC 2.1 with Mrs Di Crescenzo have been very privileged to have weekly visits from SETS (Settlement Engagement and Transition) Youth Programs where students have engaged in life skills activities to prepare them for everyday real-life experiences outside of the classroom.

They have joined in discussions and activities to learn about some of the expected behaviours in our society and the laws associated with these. This can be a challenge especially as the laws from one country to another can be very different.



Working collaboratively and communicating with each other can also bring challenges. Setting up engaging problem-solving activities brings us together to reach a common goal. It has been wonderful to see our students and teachers irrespective of their varying cultural and language backgrounds work together to communicate a common need to complete a challenge.



Students in Miss Libby's and Mrs Di Crescenzo's class had to save Freddy (an imaginary worm) from a sinking ship. The laughter and joy from this activity highlighted the importance of collaborating and communicating before setting off to complete a task as this can affect the end result. Poor Fred met many challenges as did the students – he did eventually survive!



## IEC

The students in IEC 1.1 with Mrs Wyatt and Mrs Holloway are settling in and practising oral communication skills to greet people effectively while engaging in simple conversations where they share information about themselves. The students participated in a Wellness Challenge with fellow IEC students all with varying levels of English language acquisition – this promoted collaboration and a sense of belonging in a safe and all-inclusive environment. Well done on their efforts.

It's been an exciting and enriching Term 1 for Ms Lorraine Marie's IEC 3.3 students, filled with exploration, learning, and growth. Here are some of the highlights from Term 1.

Science, our students delved into the fascinating world of chemistry, studying The States of Matter. They also explored the phenomenon of earthquakes, gaining a deeper understanding of these natural occurrences.

In English, our students focused on honing their writing and speaking skills, with a particular emphasis on the recount text type. A standout moment was when they presented speeches reflecting on their first year in Australia, offering valuable insights and advice to their peers.

To improve their reading skills, students enjoyed weekly visits to the library, where they participated in engaging Story Box Library sessions. A favourite story was 'The Shrinking Parents,' which captured their imagination.

In Humanities and Social Sciences (HaSS), the students immersed themselves in the study of Asia and its connection with Australia. Their learning culminated in the creation of vibrant information cards on different Asian countries, showcasing their newfound knowledge and creativity.

**Morning Circle and Extended Form:** In these sessions, students had the opportunity for self-expression and connection within the class. They particularly enjoyed learning how to greet each other in different languages, fostering a sense of cultural appreciation and understanding. I am incredibly proud of the effort and dedication our students have shown throughout Term 1. They have not only grown academically but also personally, developing important skills that will serve them well in the future. Well done IEC 3.3.

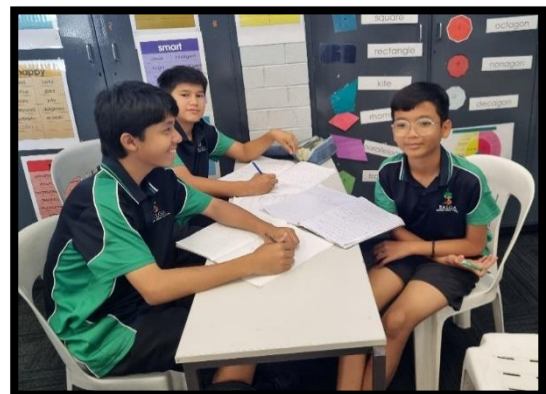
## IEC

This term, in IEC 2.3 the students have explored natural resources, renewable and non-renewable resources, and ways to reserve natural resources. In HaSS, they practised mapping skills. The students are practising comparative and superlative adjectives and are learning to apply these in describing a place and people. They also learnt about esafety and are currently exploring the states of matter.

The IEC staff all work together for the common goal of helping our students grow and succeed. We have a wonderful team of Education Assistants, Teachers and a Program co-ordinator who work harmoniously to bring a joyous and all-inclusive environment.

### *Ms Di Cresenzo – Teacher IEC*

In English, 3.1 wrote spooky stories. For group work, students first chose a picture on which to base the story on. In our groups, we then discussed and created our story, remembering that we needed a setting, rising action, complication, falling action and ending. Next, we wrote our story ideas down on a planning sheet using keywords.



We created our spooky story, and we had to remember to use past tense, direct speech, lots of adjectives and adverbs and figurative language. The very last activity was the presentation of our story to class.

### *Ms Steffi Selle – Teacher IEC*



### “The World We Live In”

All Humanities and Social Science HaSS students in Years 7, 8, 9 and 10 started 2024 with a focus on developing their skills in Geography.

Through the concepts of place, space, environment, interconnection, sustainability and change, the Year 7s had the opportunity to inquire into the nature of water and its importance as a valuable resource. They also studied place and liveability to determine factors that make a place suitable or non-suitable to live.

The Year 8s researched landforms and landscapes with a focus on Australian landforms. Students produced reports and postcards on their preferred landform. Ms Silwimba’s 8.1 HaSS class had been learning about geomorphic hazards including earthquakes and volcanos. The students were engaged in a cross-curricular activity to ‘craft a volcano’, partnering with Home Economics to create the modelled clay and Science to perform the volcano experiment. The students enjoyed both the activities and were fully engaged. It was great to see the collaboration, leadership and problem-solving skills displayed by the students on both occasions. A massive thank you to Ms Owens (Home Economics), Ms Murphy & Ms Parsons (Science) for accommodating us.

The Year 9 students studied Biomes and food security an important topic as a result of the changes in climate and its effects on the general population creating posters to illustrate their understanding. Mr Paw’s class used their creative skills to create colourful posters of their preferred Biome. The Year 10s studied Environmental Change and Human Wellbeing with a focus on climate change and its impacts on weather patterns, food production and access to clean water.

In the coming school terms, students will study Economics and Business, History, Civics and Citizenship: Areas that are vital to ensuring our students are equipped with knowledge of the world and grow to become responsible citizens.

In Senior School, the Year 11 Career and Enterprise Foundation students have researched different work settings and developed Individual Pathway Plans (IPP) While the Year 12 Career and Enterprise Foundation students have researched different job advertisements as well as IPPs.

In the General Career and Enterprise classes, the Year 11 students have completed job investigations of their choice and created career profiles using decision making tools. They have also developed Individual Pathway Plans (IPP) while the 12s researched important career theories that they can apply to their personal career journey. In addition, the students have started practising for the Externally Set Task (EST) looking at past papers. This task is set to take place in Term 2.

### ***Chali Silwimba – LAC - Humanities and Social Sciences (HaSS).***



## LEARNING SUPPORT

The Learning Support Careers program is designed and implemented to provide our young students a head start in their careers. We do this by providing them with realistic and achievable career pathways.

For the first time in 2024, we offered School Based Traineeship to our Year 10 students and continued to offer this to our Year 11 students. This resulted in our largest intake, with nine students successfully enrolled and commenced a Certificate II in Supply Chain Operation at GMS Training Academy in Term 1. These opportunities provide valuable experience, allowing students to set themselves up for the future while getting paid whilst completing school.

Our Year 11 students have started the next phase of exploring their career pathways, some students have decided to complete their second certificate course. Others are undertaking School Based Traineeships and working towards achieving Certificate II in one for the following: Building and Construction, Plumbing, Retail, Hospitality, Information Technology, Horticulture and Music. Some of these courses are highly competitive, one of our Year 11 students was successfully enrolled in a Construction Careers Scholarship Program to complete a Certificate II in Plumbing. Upon successful completion, students will receive nationally recognised qualifications that increases their employability.

At the start of the 2024 academic year, our Year 12 Senior School students who completed their Certificate II in Building and Construction and Painting have commenced work experience. Local businesses such as Next Level Builders, HPC Painting Group and Prime Tiling Company have offered placements for our students. This gives them an opportunity to put their practical skills into use and allows them to gain invaluable experience in the workforce, whilst giving the opportunity for employers to mentor and train our students developing their skills further before signing them up for apprenticeships.

Strong partnerships between Balga Senior High School and external agencies such as GMS Training Academy, TAFE and local businesses (Trades) encourage students to achieve their full potential. It is a highlight of all the Learning Support staff who have supported and contributed to the success of our students in preparing them for the world of work and life beyond school.

***Ms S Mathews – Teacher Learning Support***

## VET

Term 1 has seen our Year 11 and 12 students settle into and working well through their Certificate courses. We have several students completing courses at TAFE, New North Education Initiative (NNEI) and at Balga SHS.

The courses currently on offer at Balga SHS are:

- Certificate II in Music
- Certificate II in ICT
- Certificate II in Hospitality (Front of House)
- Certificate II in Foundation Work Skills
- Certificate II in Sports Coaching

Through the NNEI we have students completing Certificates in:

- Certificate II in Cookery – Dianella SC
- Certificate II in Automotive – Morley SHS
- Certificate II in Construction – Girrawheen SHS

We also have several students who are continuing or starting a School Based Traineeship (SBT). This enables students to complete a Certificate II as well as completing one or two days of work a week.

We wish all students well in their training and Work Experience.

***Mr Jason Bristow – VET Coordinator***

## HOME ECONOMICS

What a fast and extremely busy start to the 2024 school year. We have started new and updated courses across all year levels, with students displaying a fantastic effort, focus and engagement with all classroom activities. This year, we welcome two new staff into the Home Economics department, Ms Catelin Goodchild and Ms Melissa Stojanovski. Ms Goodchild is new to Balga SHS and is teaching Food Science and Textiles to students from IEC, Learning Support, and Years 7, 8, 9 and 10. Ms Stojanovski has been teaching at Balga SHS for many years, and luckily for the Year 11 Children, Family and Community students, is delivering the course this year. Ms Sylvia Wernicke has returned to Balga in 2024 and is delivering Food Science to IEC and BEP students. We are very fortunate to have energetic, professional, and compassionate educators within our department.

The Year 7 class began their course in the textiles room, learning how to use sewing equipment, with their final task requiring the students to embellish a drawstring bag. The Year 8, 9 and 10 students' focus has been the development of basic food preparation skills, with an emphasis on food hygiene and safety. This term, the IEC cooking classes have grown in number and students have been learning kitchen vocabulary, with the safe use of appliances and cooking equipment. All upper school classes have made an excellent start in their respective programs, displaying a mature and driven attitude towards all course requirements.

Special mention and appreciation for our two Home Economics Technicians, Kathy Prall and Brigette Ricci. The growth in class and student numbers has increased their workload and I would like to personally thank both for their dedication to our department, and their willingness to go above and beyond for the students and teaching staff.

I wish all students and staff a safe and happy Term 1 holidays. May we all return refreshed and prepared for a mammoth Term 2.

*Ms Jessica Owen – LAC Home Economics.*





## ABORIGINAL LANGUAGE AND CULTURE

Kaya Noonakoort

(Hello Everyone)

In our Noongar Language program this semester our Year 7 students are introduced to everyday conversations, including family, feelings and body parts. Our Year 8-10 students are introduced to the 'Ocean' theme, including sea animals, descriptions, colours and numbers. The Noongar Language program continues to extend to Balga, Boyare and Waddington Primary schools. Aboriginal cultural lessons are continuing with North Balga and Warriapendi primary schools.

Warriapendi students are continuing to learn more of the 'Cultural Garden'. We enjoyed some Bush Tucker recipes of the plants in the garden. We tasted Kangaroo Meatballs with Lemon Myrtle and Old Man Saltbush. Quandong and Coconut Slice, Choc Brownies with River Mint, washed down with chilled Native Tea with Lemon Myrtle, River Mint, Native Lemon Grass, and Desert Lime.



### TRAINEESHIPS

A huge congratulations to the following students for completing their Certificate 1 in Leadership.

- Malakai Blore
- Kulia Blurton
- Rhys Butler
- Remese Bynder
- Savannah Garlett
- Janelle Warrell

We will be holding a Morning Tea Presentation for these students in Week 8 with parents and families joining us to celebrate.

Three students have partially completed and can complete their certificate this year. Next term, students will commence a Certificate 2 in Leadership or a Certificate 2 in Workplace Learning.

We congratulate Remese Dickie who was awarded a Work Placement Traineeship at North Balga Primary School. She will be trained in the Aboriginal Islander Education Officer, AIEO role, commencing in the Early Childhood Phonics Program and Early Childhood Aboriginal Cultural Program

### TAFE OPPORTUNITIES

We have had numerous visits focusing on Career Guidance from the Enhanced Aboriginal Engagement Team from North Metro Tafe. They have informed the Year 9-12 students of many career pathway opportunities through the 'Koomba Birdal Program'. Students can access some of the courses at 15 years of age. Some courses of interest are 'Hair and Beauty, Business Administration and Caring for Country'. The Team is also assisting students with Resumes and part time work opportunities.

We look forward to sharing more success stories throughout the year. Boordawan.

***Ms Donnelle Slater – Aboriginal Cultural Learning Program Coordinator***

## STEM

This has been a very short term but quite a lot has been achieved in the STEM classes by our students.

STEM is compulsory for the Year 7 and 8 students with one lesson each week where they are taught and allowed to practise and develop “STEM or life” skills that employers are looking for. The STEM skills students are taught and encouraged to develop include problem solving, critical thinking, creativity, learning to work together respectfully in teams, presenting their work and managing their time.

The Year 7 students began the year doing small engineering challenges like building a paper tower using a single A4 paper or one sheet of newspaper with no tape or glue that had to stand alone with a minimum height of 30cm. Most students achieved this first on their own, then working as teams to attain better results, with one group achieving an impressive height of 96cm.

From Week 2 of Term 1, the 7.1 students started a program sponsored by the City of Stirling called “Just Start IT” which is designed to teach STEM Enterprise skills to the students. The program is aimed at developing the students’ entrepreneurial skills by getting them to go through the steps required to think of a potential idea, develop it and by the end of the program get close to establishing a start-up company. The 7.1 students have engaged well with the program being taught by Lain from “Just Start IT”. Students have come up with creative names and ideas for their start-up companies. They are in the process of learning what makes an idea potentially successful and what it takes to sell the concept to prospective investors and the public to make a start-up company a success.

The 7.2 students have continued to do critical thinking, problem-solving and more engineering challenges. Their main project this Term was to build a table using 5 sheets of newspaper and a set amount of sticky tape. The table had to be at least 15 cm high, stand-alone and hold the greatest amount of weight.

The Year 8 students also began the year doing small engineering challenges like building a paper tower using first one then five sheets of A4 paper with no tape or glue that had to stand alone with a minimum height of 30 cm. Most students achieved this first on their own, then working in teams, with one group achieving a remarkable height of 159 cm.

The 8.1 students were involved in the Synergy Solar Car challenge with the North Metro Final competition occurring on the 12th of March. The pressure was on for the students to develop an understanding of how solar panels worked to maximise energy output in their solar cars. They had to build and test their car and troubleshoot issues that arose. They competed against each other to determine the best team to represent the school in the North Metro Finals. One team wanted to compete, and, in the end, they had built the fastest car having chosen the correct combination of small and large wheels and setting the angle of the solar panels to achieve maximum energy production and greater speed for their car.

These four students (Natan, Maabel, Ken and David) represented the school in the Synergy Solar Car North Metro Competition against 8 other schools. They represented the school well showing their STEM skills such as collaboration, teamwork and problem solving as well as resilience in a time limited pressure situation. They were the first team to complete constructing their car within the 45 minutes time limit using a standard kit which all teams were provided with. They followed my suggestion of deciding before the competition who does what job to make their car building more efficient. However, when they tested their car, it ran backwards so they had to troubleshoot the issue and with time ticking away with stress building and suggestions of quitting, they pulled together and persisted, fixing their car within the last minute. They won the North Metro Finals Competition and earned a spot in the Grand Finals at Murdoch University on March 26.

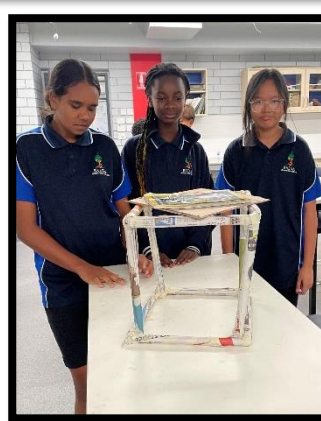
The 8.2 and 8.3 classes also learnt about solar panels and solar energy. They built, tested, and troubleshoot a set of Synergy Solar cars as well. The aim was for all three Year 8 classes to compete in a year level competition to determine which team has the fastest car at the end of Term 1 or the beginning of Term 2.



## STEM



Students from 7.2 STEM class competing in the newspaper tower engineering challenge. The tallest paper tower built was from students in 8.2 STEM, using 5 sheets of A4 paper and 30 cm of sticky tape.



Students from the 7.2 STEM class showing off their newspaper table.

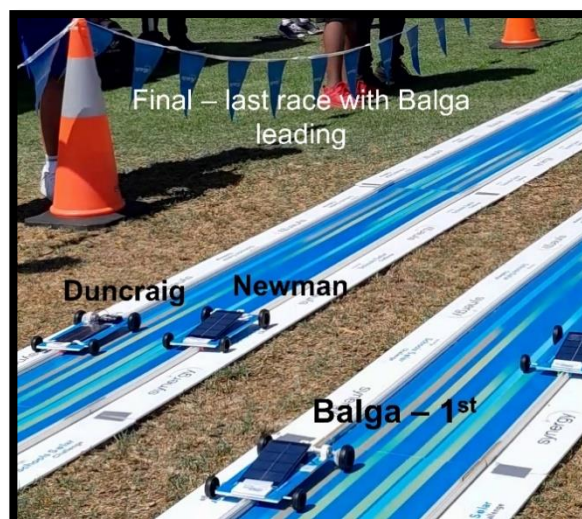


Winners of the 2024 North Metro Synergy Solar Car Finals Competition, students from 8.1 STEM, David, Maabel, Ken and Natan (left to right).

Students were given 45 minutes to build their solar race car from standard kits along with teams from 8 other schools.

Ready to race in the first heat of the competition where the students won two races in succession, so they proceeded to the semi-finals race.

The Final race in the North Metro Finals to determine the winners since Balga and Newman had won a race each. The Balga team's car was clearly leading and won the race earning them a spot in the 2024 Synergy Solar Car Grand Finals





## DESIGN & TECHNOLOGY

### Woodwork

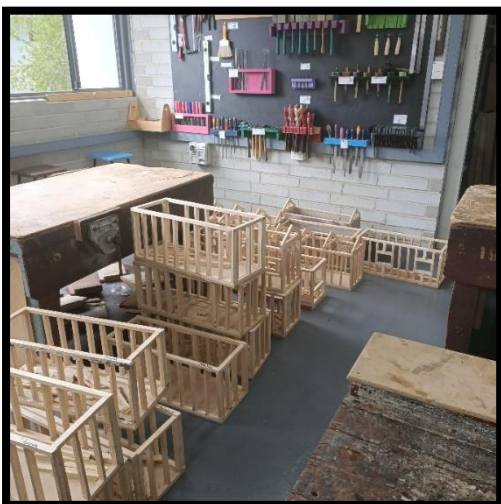
During the first term Year 8 students have constructed a wooden frame and designed a mosaic tile project that involved using tile adhesive and grout.

The design process starts with the compilation of concept sketches. Each student will write notes about what they like or dislike about each concept idea. This process continues until a final design is achieved.



### Building and Construction

Year 11 and 12 Building and Construction students have recently completed projects that required an advancing level of design development from concept ideas into the construction of a scale model of a tiny house. Students conducted a peer review of each other's projects and ranked the construction work according to the requirements of the assignment task sheet.



## DESIGN & TECHNOLOGY



### Gardening

Year 9 and 10 students in the Business Enterprise Garden class have been busy constructing shade structures to protect the garden's produce from the extreme weather throughout the first term.

The weather has not been suitable for the planting of seedlings or the maintenance of existing crops and students have instead focussed on various construction projects that make up an important component of the garden class curriculum.



**Mr Ben Hogarth**  
**Teacher Design and Technology**

# CANTEEN MENU TERM 2

Dear Parent/Carer

Due to rises in operating costs, there has been a price increase in some of the canteen items. Please see menu below.

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Sandwich		Sandwich		Sandwich		Sandwich		Sandwich	
Cheese Tomato	\$2.00	Cheese Tomato	\$2.00	Cheese Tomato	\$2.00	Cheese Tomato	\$2.00	Cheese Tomato	\$2.00
Ham Cheese	\$2.00	Ham Cheese	\$2.00	Ham Cheese	\$2.00	Ham Cheese	\$2.00	Ham Cheese	\$2.00
Ham Cheese Tomato	\$2.50	Ham Cheese Tomato	\$2.50	Ham Cheese Tomato	\$2.50	Ham Cheese Tomato	\$2.50	Ham Cheese Tomato	\$2.50
Ham & Salad	\$3.00	Ham & Salad	\$3.00	Ham & Salad	\$3.00	Ham & Salad	\$3.00	Ham & Salad	\$3.00
Chicken Mayo & Lettuce	\$3.50	Chicken Mayo & Lettuce	\$3.50	Chicken Mayo & Lettuce	\$3.50	Chicken Mayo & Lettuce	\$3.50	Chicken Mayo & Lettuce	\$3.50
Bacon Egg	\$3.50	Bacon Egg	\$3.50	Bacon Egg	\$3.50	Bacon Egg	\$3.50	Bacon Egg	\$3.50
Wrap & Roll		Wrap & Roll		Wrap & Roll		Wrap & Roll		Wrap & Roll	
Peri-Peri chicken Wrap	\$5.50	Peri-Peri chicken Wrap	\$5.50	Peri-Peri chicken Wrap	\$5.50	Peri-Peri chicken Wrap	\$5.50	Peri-Peri chicken Wrap	\$5.50
Crispy chicken burger	\$5.50	Crispy chicken burger	\$5.50	Crispy chicken burger	\$5.50	Crispy chicken burger	\$5.50	Crispy chicken burger	\$5.50
Homemade beef burger	\$5.50	Homemade beef burger	\$5.50	Homemade beef burger	\$5.50	Homemade beef burger	\$5.50	Homemade beef burger	\$5.50
Chicken Mayo & Salad Roll	\$5.50	Chicken Mayo & Salad Roll	\$5.50	Chicken Mayo & Salad Roll	\$5.50	Chicken Mayo & Salad Roll	\$5.50	Chicken Mayo & Salad Roll	\$5.50
Main Meal		Main Meal		Main Meal		Main Meal		Main Meal	
Beef Pie & sausage Roll	\$4.00	Yellow Curry Chicken / Vegetables	\$6.00	Katsu Curry	\$6.00	Stir fry minced beef / Vegetables	\$6.00	Balinese Chicken	\$6.00
Beef Nacho	\$6.00	Japanese Sushi Roll	\$3.50	Rendang Chicken	\$6.00	Japanese Sushi Roll	\$3.50	Carbonara Pasta	\$6.00
Korean Stir fry Chicken / Vegetables	\$6.00	Beef Spaghetti	\$6.00	Japanese Sushi Roll	\$6.00	Fried noodle / Fried Rice	\$3.50	Beef Pie & Sausage Roll	\$4.00
Salad		Salad		Salad		Salad		Salad	
Thai salad / Caesar salad	\$5.00	Thai salad / Caesar salad	\$5.00	Thai salad / Caesar salad	\$5.00	Thai salad / Caesar salad	\$5.00	Thai salad / Caesar salad	\$5.00
Fruit Salad	\$2.50	Fruit Salad	\$2.50	Fruit Salad	\$2.50	Fruit Salad	\$2.50	Fruit Salad	\$2.50

### Drinks

Juice : \$ 1.50  
 Water : \$ 2.00  
 Up & go : \$ 2.50  
 Lipton : \$ 3.50  
 Nutrient Water : \$ 3.50

### Snack

Seaweed : \$ 1.00  
 Popcorn : \$ 1.00

### Sweet

Yoghurt : \$ 2.50



# Eko's Little Kitchen

NOTE : Meal pre-order in the morning is recommended to avoid long queue during recess and lunch



**The Balga Tigers  
Girls Football Enrichment program**

What a great start to the year it has been for the Balga Tigers - Girls Football Enrichment program. A new uniform and a start in the SSWA State Futsal Championships against some of the best Futsal schools in WA.

**Northern and State Futsal Titles**

Balga SHS had two teams compete in the Northern Futsal Finals at Kingsway Indoor Sports Centre on February 20 2024. Our first team performed extremely well defeating a very experienced team in Joondalup Baptist College (a Perth Glory Academy) in the opening match. Both teams played extremely well, earning high praise from the event organisers and officials for their outstanding leadership and sportsmanship. Oppositional coaches also remarked on their tactical improvement and ability to match up against bigger schools.

At the State Futsal Championships at Cockburn Aquatic and Recreation Centre on Friday 8 March, our best Futsal players Odeta Cirhuza, Dahmoopaw Emalays, Mary Fiel, Lami Mohammed Adem, Dunia Mohammed Adem, Htoo Say Paw Kar, Ruth Gbangaye and Jamila Rahimi lined up against Shenton College in the Quarter Finals. The Balga Tigers were all in from the start of the match, but a series of unfortunate errors had us two goals down at half time. After the halfway break the girls regrouped and worked even harder to regain the lead. With her team supporting her all the way Lami Mohammed Adem calmly placed the ball into the corner of the net to take the lead. The crowd erupted, cheering on our little team. The game was tied at full time leading to a penalty shoot out to decide the eventual winner. It was a close contest which unfortunately went in favour of Shenton College.

The girls were obviously upset by the result but can hold their heads high knowing that true champions conduct themselves with perseverance, heart, spirit, passion and a high level of sportswomanship. That is the definition of the Balga Tigers.



**SSWA Champion Schools Football Competition**

The Balga Tigers are looking forward to another great season in the school SSWA Champion Schools Football Competition. We will be entering both a junior and senior girls team. Competition begins at the start of Term 2 with a round robin competition.

Any girls interested in playing in this competition, please see Ms Bagshaw in the gym.

***Ms Sarah Bagshaw – Teacher PE, Health & Soccer***





## BALGA SPORTING NEWS

The 8.2 Health class has recently started a Program by Ignite Mentoring who will be running a Resilience Program for 8 weeks where numerous discussions, group activities and other classroom based activities occur. Our first lesson was filled with introductory activities, and peers getting to know each other. I look forward to watching the students progress throughout the mentoring program.

The MS AFL class, have been diligently perfecting their Basketball skills in preparation for upcoming lightning carnivals. During class time, we've taken our training to the beach, where students have been enhancing their skills, teamwork, and fitness. These sessions have also provided a chance for them to bond and cool off with a swim.

Students during extended form who chose Boxing were pumped to throw some punches and work up a sweat together. It was a fun way for them to get active, bond, and blow off some steam to begin the school day.

***Mr Brad Stevenson – Teacher PE & Health***



Cross Country season kicked off yesterday, we had our Senior School and Middle School students run this week and our junior school students will run in Week 9.

It was a fantastic day with great participation, lots of smiling faces and the highlight of the day was Aaliyah Roberts breaking the girls middle school record with a time of 6.36 minutes.

Well done to everyone who participated and supported their friends during the event.

We are looking forward to seeing some great results from the junior runners next week.

***Health & PE Team***



## VISUAL ARTS

As we venture into a new school year, the Visual Arts team are thrilled to share Balga's latest artistic accomplishments. Our talented students are hard at work, creating and exploring the vibrant world of Art and Design.

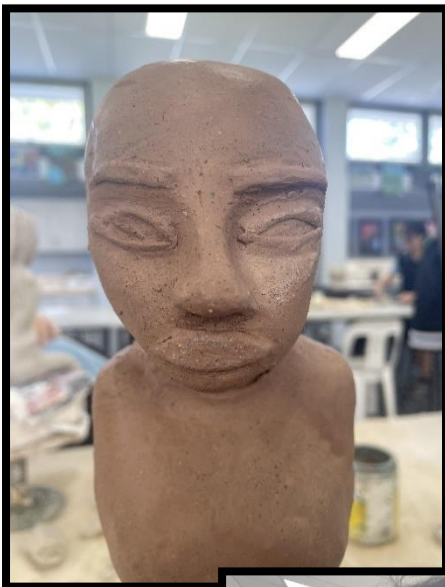
Within the Year 9/10 curriculum, students are delving into the rich traditions of still-life painting, inspired by the Dutch Old Masters. Students are examining the intricacies of colour theory and compositional techniques, with a particular focus on the rule of thirds and establishing compelling focal points. Their efforts not only showcase Balga's promising talent but also demonstrate our students' dedication to extending their artistic skills.

Our Year 12 students are working on their first project of the year: crafting figurative sculpture from clay. Drawing inspiration from renowned artists such as Fleur Schell, Shaun Tan, Charles Blackman and Frida Kahlo, students are generating a wealth of ideas and creative inspiration. The significance of this project extends beyond the technical aspects of sculpture, as each student infuses their work with a personal storytelling element, bringing unique depth to their creations.

In the months ahead, Visual Arts anticipates dynamic growth in our students' creative skills. Stay tuned for further updates on the innovative work and achievements that continue to shape the vibrancy of Art and Design at Balga Senior High School.

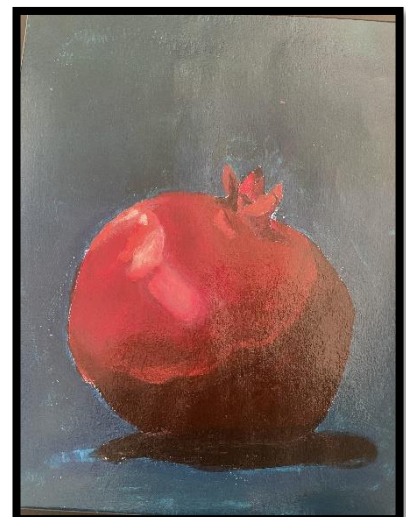
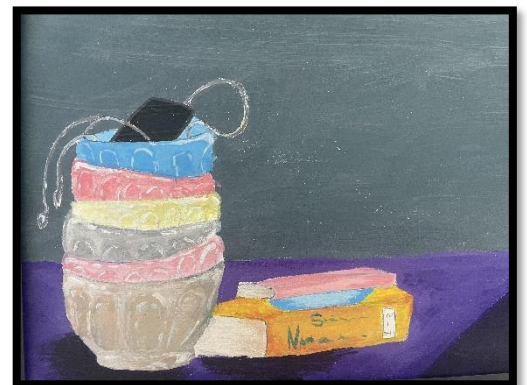
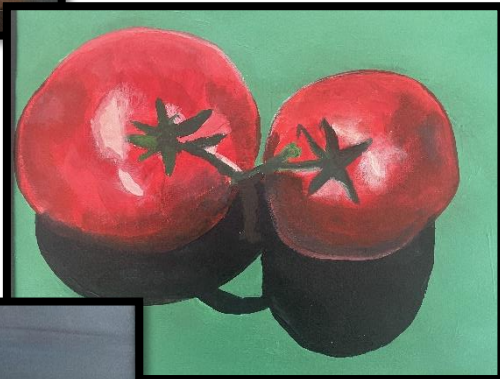
**Ms Cindy Foster – LAC The Arts**

*Some examples of the Year 12 student sculptures made from clay*





VISUAL ARTS



Year 9 and 10 students  
Still-life painting



## STUDENT SERVICES

### SCHOOL NURSE

Hello everyone and welcome to the new school year. I hope everyone is getting into the swing of the new Term and 2024.

Just a quick hello and introduction to those who don't know me, my name is Jo and I am the school nurse at Balga Senior High school. My hours for this year will be every Monday and alternate Thursdays (even weeks). I would love to see a few more students this year and I have an open door policy when I am on site, no appointment needed. I can help with stress and anxiety related issues, sexual health advice, support around drugs and or vaping, physical health such as ongoing illnesses, sleep habits, healthy eating and physical activity. I haven't had many children just 'popping' in and I am sure this is because they are already very well supported with Susan, Sashya, and all the other amazing services that the school has. But hopefully with a new intake of students this may change and my services can be utilised a bit more. I can also link up with teachers who are teaching health related subjects. Additionally I can do checks on hearing or vision so if you have any concerns please see your child's teacher and they can refer to me.

Please feel free to contact me either by email [Joanna.smith@health.wa.gov.au](mailto:Joanna.smith@health.wa.gov.au) or 0427 719 871

### CHAPLAIN

My name is Susan Earle, and I am the Chaplain at Balga Senior High School, I am at the School Monday, Wednesday, Thursday and every second Tuesday.

What is a Chaplain?

C - Carer - Providing pastoral care, for students, families and staff.

H - Helper - To help students to have the resilience to work through problems.

A - Accessible - The chaplain is available to students, teachers and parents, to talk

through issues and will refer students to appropriate external agencies or organisations for further assistance.

P - Positive Presence – Building safe and trusting relationships is probably the most powerful role of the chaplain, who is a positive influence within the school community in general.

L - Listener - The chaplain is there to listen. The chaplain will keep confidentiality as required in a pastoral care situation. However, where a child may be 'at risk' this will be reported to the Principal, as required by the Department of Education Guidelines

A - Activities - Being involved in regular school activities such as outings, carnivals, special events etc, facilitating social and emotional programs for students.

I - Interested in Individuals - The chaplain respects each person in the school community and understands the importance of an individualised approach. Regardless of a person's background, culture, religion, race, gender, ethnicity etc. the chaplain is genuinely interested in each child's welfare and well-being.

N - Not a Teacher - Not being a teacher or an administrator in the school, means the chaplain does not have an 'authoritative' role within the school and therefore is able to come alongside students, casually and non-intrusively, so students can develop trust and confidence in knowing that there is someone to turn to.

*Ms Susan Earl - Chaplin*



# The WA Student Assistance Payment

Helping you get the things you need for your kids.

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**\$150**

For each Kindergarten and primary school student

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**\$250**

For each secondary school student

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To help ease cost-of-living pressures on families with school-aged children, the State Government is offering the WA Student Assistance Payment.

This payment is to help you get the things you need for your kids. From new school shoes, backpacks and sports equipment to uniforms, healthy meals, school excursions and more.

## Get ready to claim

Download the **ServiceWA app** to your mobile device.

Available from the Apple App Store or Google Play Store.

Locate the student's **8-digit WA student number (WASN)**.

You'll find it on:

- school reports
- previous NAPLAN results
- secondary student's SmartRider

If you have trouble locating the number, contact your school for assistance.

Claims open Monday 15 April

For more information about the WA Student Assistance Payment and how to claim, go to [education.wa.edu.au/wasap](http://education.wa.edu.au/wasap)

Claim on the **ServiceWA app**





# BALGA SENIOR HIGH SCHOOL

An Independent Public School

## SCHOOL TOURS AVAILABLE ON REQUEST

To arrange contact school on [9247 0222](tel:92470222)



### INNOVATIVE AND OUTSTANDING ACADEMIC PROGRAMS

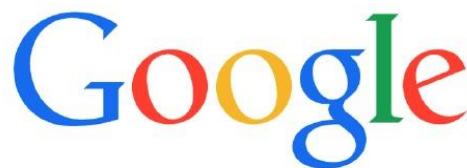
- ATAR PROGRAMS AVAILABLE
- UNIVERSITY PREPARATION COURSE (Partnering with ECU)
- NNEI PROGRAM
- CERTIFICATE II COURSES (Sport, Hospitality, Child Care)

### CHALLENGING AND REWARDING EXTRA CURRICULAR ACTIVITIES

- POLICE RANGERS
- AFTER SCHOOL SPORTS (AFL, Badminton, Soccer, Netball)
- ROBOTICS CLUB (Partnering with Google)
- YOH Fest (Drama)
- HOMEWORK CLUB (Weekly)



### KEY SCHOOL PARTNERS





# The Whole School for the Whole Student



**BALGA**  
SENIOR HIGH SCHOOL  
Strength in Unity

## BALGA SPIRIT

