

BALGAZETTE

Balga Senior High School – Strength in Unity

2 Markham Way, Balga Tel: 9247 0222

www.balgashs.wa.edu.au

Term 2, 2024

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

PRINCIPAL'S REPORT

Kaya,

You may have noticed that we have significant groundwork taking place and I am pleased to say this is in relation to the building of our new Performing Arts Centre. This fantastic facility will benefit our students and the community when completed. We have an expected completion date of October 2025. I am hopeful this will enable us to have next year's Year 12 students' graduation ceremony in this centre.



An artists impression of what the Performing Arts Centre will look like when complete

Our school continues to grow and our current enrolment is 619 students, this includes over 140 students in our Intensive English Centre. During this year, I expect our enrolment to continue to grow up to around 630 students.

Term 2 has been a little longer than usual, as it extended out to 11 weeks and I know our students are looking forward to the end of term break. Most of our students have worked hard to achieve progress in their academic work. I commend them for their efforts and encourage them to bring continued energy and focus with them next term.

I also wish to thank all staff for their exceptional efforts in supporting our students.

I remind parents/carers and students that it is essential that regular attendance of more than 90% is maintained throughout the school year. Unfortunately, we have a significant number of students who need to improve their attendance to meet this target. Please remember to contact the school if your child is unwell or unable to attend school for any other reason.

I would like to acknowledge the ongoing partnership with our local primary schools. We are continuing to build on our strategy of becoming the preferred local school for students transitioning to high school. It was great to have over 80 Year 6 students engage in a transition day recently. In addition to this, we continue to run after school coding/ STEM classes for our primary students.

During Term 3, Balga SHS will have our school review take place. This is scheduled on a three-year cycle, with our last full review being undertaken in 2021. Staff have been working to present the great story that is Balga SHS. Once the review is completed, we will receive a formal response from the review team and I will share those outcomes in next term's newsletter. The review report will also be available on our school website.

Finally, I wish everyone a safe and restful holiday break and know that our Year 12 students are heading into their final term before completing their secondary schooling. I urge them to have a break so they are ready to finish their year positively and attain the goals they have set themselves.

Mr Mark Carton—Principal

Term Two is always a busy time for both staff and students in the English Learning Area. Students have now settled into their classes and are working on the various reading and viewing, writing, and speaking and listening assessments. Teachers are working on assisting their students' individual needs and implementing strategies to help move them onto the next level in their learning.

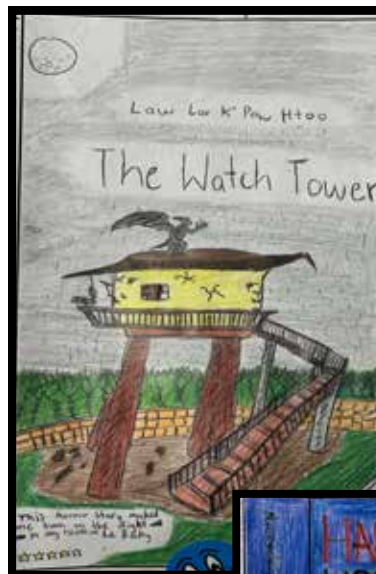
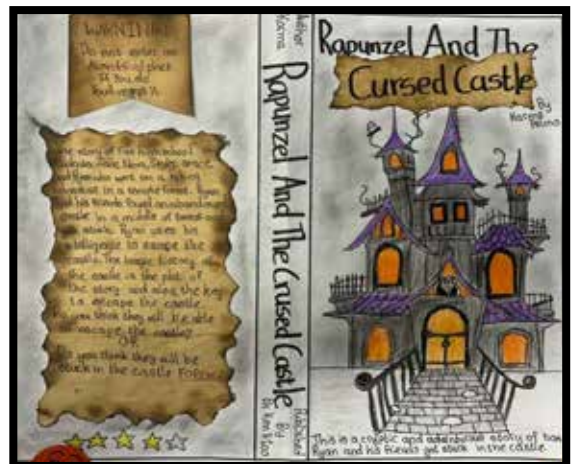
LOWER SCHOOL

In Year 7, students have been reading the novel 'Holes' by Louis Sachar and have enjoyed learning about the specific choices the author has made to ensure the text will be engaging and memorable for its target audience. The Year 8 classes have been exploring fables and the Horror genre and experimenting with writing devices, creating suspenseful plots, building character descriptions, and atmospheric settings.

MIDDLE SCHOOL

Year 9s have been studying persuasive techniques through their analysis of 'Stand Up!', an episode from the award-winning Australian series 'Redfern Now'. They have had the opportunity to research something that they are passionate about and then convince the class why this issue is important. Students found this task engaging and have thoroughly enjoyed sharing their interests with their peers.

Our Year 10 classes explored various themes in relation to humanity, through an array of short stories. The film 'The Sapphires', directed by Wayne Blair, was selected as the viewing text in which students learnt about the codes and conventions used in this genre. Earlier this term, the OLN was undertaken by students in Year 10 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.



SENIOR SCHOOL

Our students in Year 11 now have an understanding of the hectic world of the Senior School. Assessments and tests are now part of their weekly schedules. Students are reminded to improve their organisational skills through the use of the study planners that they completed at the beginning of the year. It is important for families to remind students to use their planners daily for school, work, sporting and family commitments. This will assist them in developing a routine and improve their time management skills, in order to set time aside for homework and study.

The Year 12 students completed their Externally Set Tasks (ESTs), which ran over three weeks in May. These tasks are set by SCSA and count for 15% of students' final grades. Class teachers provided preparation activities and homework study plans, to assist them through this stressful time. Students should be proud of their efforts, as many of them achieved pleasing results. As we come to the close of the term, I would like to thank the dedicated English staff for all the support and guidance they have provided all our students, to help them enhance their literacy skills, as well as develop an appreciation of all the different forms and styles that encompass the learning area of English.

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

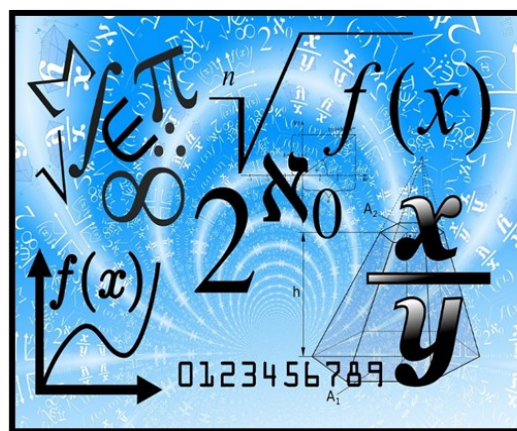


We have had a really productive time in Maths this term with all of our students working hard and progressing through the challenges of high school Maths. It is really encouraging to see more and more students getting into the routine of writing down the Success Learning and Criteria Intention in every session. This can really help you focus your attention and guide you when you are studying for upcoming assessments and tests.

We have also had some very encouraging results in our Year 11 ATAR Applications Course with all students currently tracking well. Congratulations to those students for their dedication. A shout out to Mr Sappl for his unwavering, passion and course knowledge. We are looking forward to further success this year and the ATAR exam in Year 12.

Speaking of our Year 12s, the year is flying past and you will be at the end of your high school learning journey before you know it, so make sure you are coming to school every day and keeping up with your classwork and assessments. As I say to all of my students here at Balga Senior High School; you will never regret doing your best and getting good results in Maths.

*Mr Jamieson Haydn-Smith
Program Coordinator Maths*

**MATHS CLUB**

EVERY TUESDAY MORNING

7.45AM TO 8.45AM

OPEN TO ALL STUDENTS

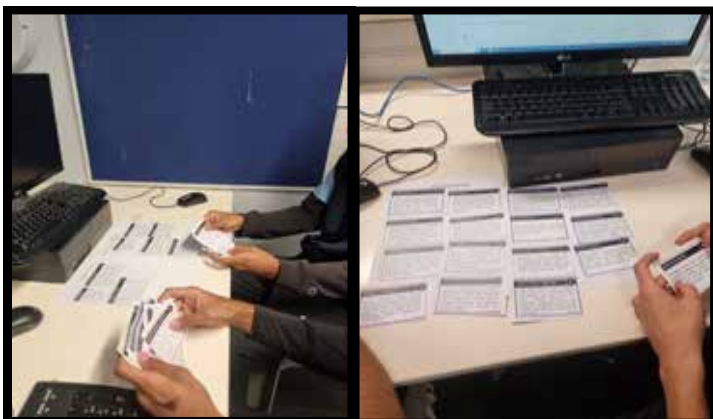
HaSS Focus: Economics and Business.

This Term, students from Years 7 to 10 have been deeply engaged in studying Economics and Business as part of their HaSS (Humanities and Social Sciences) curriculum. These lessons provided a thorough introduction to the functioning of economies and businesses. The students participated enthusiastically, gaining valuable insights into economic principles and business practices through interactive activities and discussions.

In respect and remembrance of the ANZAC's all students participated in ANZAC Day activities. A highlight was the contribution from our Year 7 and 8 students, who created beautiful poppy wreaths to be displayed at the ANZAC Day Assembly. These wreaths symbolized their collective honour for the brave soldiers of Australia and New Zealand.

This year's HaSS Week, themed "Connections between Local, National, and Global Communities," coincided with the ANZAC commemoration, adding a special depth to the week's activities. Despite it being a short week, students engaged in a variety of enriching and educational activities.

Mr Pittard designed a Career activity for the Year 11 Career and Enterprise students. This activity sparked lively discussions about the pay scales of various professions and the education and qualifications required for each. The exercise provided students with valuable insights into potential career paths and helped them understand the realities of the job market. Ms Silwimba's "Mason Jar Money Challenge," held in the library, was a major hit.



Students eagerly participated, guessing the amount of money in the jar. The excitement culminated in one lucky student winning a canteen voucher, much to their delight. We extend a massive thanks to Ms. Allen for providing the space and engaging with the students, making this challenge a memorable experience.

We wrapped up HaSS Week on a creative and relaxing note with an art session in the Stars Room, led by Dani. Both teachers and students enjoyed learning Aboriginal dot painting techniques, fostering a sense of creativity and relaxation. This activity not only provided a fun and engaging break but also highlighted the importance of art in expressing and connecting with cultural heritage.

In the Senior School, students in both general and foundation courses focused on developing essential skills such as organisation, problem-solving, research, teamwork, and communication. They have completed various tasks to develop these skills and have each developed an Individual Pathway Plan to better understand where their skills, strengths, and abilities may lead them in the dynamic world of work.

Ms Chali Silwimba—LAC HaSS



Forces, friction and simple machines were covered in Year 7 classes. Students identified, assembled and constructed models of different types of machines and pulleys, and demonstrated their skills through practicals and class presentations.

Year 8 students ranked different forms of energy into useful and wasteful types, and calculated energy efficiency for various household devices. They learned some energy saving tips and designed energy saving homes that could cut down their energy bills. Renewable energy sources were discussed, and students came up with amazing ways to shape the future energy race.

Electricity, light and sound topics were covered by all Year 9 classes. Students learned to draw electric circuit diagrams and constructed circuit models using everyday objects like lemons, potatoes, and tomatoes. Some even dared on the Steady Hand tester. Light and sound waves were compared and measured in terms of their wavelength, amplitude, and frequency. Students were mesmerised by the electromagnetic spectrum and how it helps them to see colour and how the eyes and brain function on interpreting the wide range of colours. Colour wheels, prisms and light boxes were used to carry out several practical activities. Sound waves were also studied and categorised using pitch and frequency relating to music production. Sonar systems used in deep ocean research were discussed to cover human endeavour sections of the course work.



Yr 9

*Experiment
producing
electricity
using lemons*



Students in Year 10 classes were exposed to the laws of motion as they prepare to drive in the coming years. The application of Newton's Laws gives them a head start in understanding many factors involved in driving. Students worked on several mathematical problems and calculated speed, velocity, acceleration, stopping and braking distances of various toy cars. They carried out practicals to see the impact of forces on moving vehicles and how safety mechanisms are built in cars.

Crash tests on toy cars were highly enjoyed and road accident statistics were analysed.



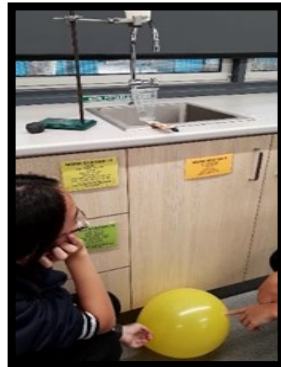
Science in Practice students in Year 11 learned about acids and bases. They analysed acidification of ocean waters and studied the harmful effects of litter and waste in their everyday life. They presented articles concerning our planet at a global level and came up with suggestions that can be addressed to overcome these significant problems. Human Biology 11 students studied the structures and functions of the digestive system and its relationship to healthy eating and completed a task on celiac diseases. Year 12 students covered the skeletal and muscular systems and worked tirelessly towards their Externally Set Task (EST). Microscopy and diseases are the topics being covered by the Year 12 students. They are learning the techniques used by scientists to identify various diseases in the community.

Ms Guddy Litt—LAC Science



This has been a busy term with many STEM activities being enjoyed by the students.

All the STEM classes remembered ANZAC day this year by attempting the “Gallipoli balloon bursters” STEM challenge. In this activity, students had to design and build a water-powered contraption that automatically bursts a balloon after a small-time delay. This was to replicate the Drip Rifle which was set up by soldiers in the Australian and New Zealand Army Corps in the trenches of Gallipoli in World War I. The Drip Rifle did not hurt anyone, but it saved thousands of lives as it allowed the soldiers to withdraw from the front line, while the Drip Rifles continued to fire randomly, giving the impressions the trenches were still manned. The students watched a video about the ANZAC and the Drip Rifle before trying their hands at designing, building, testing, and modifying their balloon bursters applying some science and engineering principles such as counterweights and balance. Students from the different classes came up with a large variety of solutions as can be seen in the photos below from the 8.1 and 8.3 classes. Some groups were successful and some not, however, fun was had by all.



Students from 8.1 and 8.3 STEM classes completing their balloon burster challenge. The weight of the water dripping from one cup into another, acted as a counterweight which released a wooden arm with a pin attached, that changed its balance on a fulcrum causing a tightly inflated balloon to pop.

The 8.1 STEM class attended the Australian Energy Producers Conference where they were able to tour the conference floor, meet and interact with industry representatives, and collect free items which they enjoyed greatly. They also participated in the STEM Punks “Innovation Sports Challenge” in teams using paper, pen, and the Minecraft software, before showcasing their designs to a panel of Industry judges. The experience linked career pathways and development of STEM skills, such as design, critical and creative thinking, technology use, and practical problem-solving. Students had to design a mini town using sustainable energy sources for FIFO workers, so they are happy and healthy away from home. They also had to show how the local people would benefit from the mining company and ensure the long-term success of the town. Balga student groups competed against a class of Year 9 Digital Technology student groups from Guildford Grammar who won the competition on the day. Our students were a little disadvantaged since not everyone knew how to use the Minecraft software, especially, to build sustainable structures such as trees and solar panels. Everyone worked well helping each other to achieve their goal. Students enjoyed the excursion learning of potential career pathways but also getting all the free stuff from the exhibition booths.



Maabel was chosen to present the town his group designed using Minecraft to the judges. He had to explain how his team had met the design criteria. He highlighted how their design was sustainable with the incorporation of solar panels and wind turbines to generate the energy required to run the town. They also included parks and green spaces to promote the workers' mental and physical health.

The 8.2 and 8.3 STEM classes completed their solar car racers earlier in the term, then completed some smaller STEM challenges including the “Gallipoli balloon bursters” and foil boat challenge. The 7.1 students continued with the program sponsored by the City of Stirling called “Just Start IT” which is designed to teach STEM Enterprise skills to the students. The students met two of the City of Stirling employees who came along to see their progress mid-way through the term and then again for the half-day incursion on June 7.

The City of Stirling provided lunch during the incursion for the students as a reward for their hard work. Students had made great progress in developing their ideas for their start-up companies. The Principal Mr Carton and Deputy Principal Mr Samuels also dropped by during the half day incursion to hear about the amazing ideas the groups were developing as their potential start-up companies.

This Term, the 7.2 students completed some small engineering challenges as well as a bigger project to re-invent plastic waste to plastic treasure using recycled materials. Students came up with a variety of projects including a pencil holder made from a recycled water bottle and zip, several versions of pot plant holders, bejewelled vases, autofill water bowl for dogs, and lanterns made from recycled milk bottles.



Recycled items produced by 7.2 included a pencil case and various pot plant holders.



A group of students painting their plastic bottles that are to be turned into bejewelled vases.

The 7.2, 8.2 and 8.3 STEM, IEC 2.3, 2.4, 3.1, 3.2 and 3.3 and the LS1 classes all participated in the STEM Smart incursions in Weeks 8 and 9 of Term. In the first incursion the students learnt about robots, drones, and artificial intelligence (AI) and how these can be used in real life situations. They talked about STEM skills and technologies such as robots used in the mining industry and the associated career pathways. They went through the components on the DJI RoboMaster EP Core robot such as their omnidirectional wheels which allows them to move in all directions, camera, infra-red distance sensors, laser shooter, claw and more. Each student then had

a chance to learn how to remotely control the robot for practice. Finally, the students divided into four groups and competed against each other by racing around an obstacle course made up of chairs around the classroom. Each student had a go at remotely piloting the robot in the races. Students were engaged with the incursion and fun was had by all including the teachers and Education Assistants. Students were amazed to hear how very large mining trucks are remotely controlled from Perth to haul mined material around mines up in the north of Western Australia.



Students all engaged in the incursion having a turn on remotely controlling the DJI RoboMaster EP Core robot and competing in the obstacle races in the science classroom.



DJI Robo Master EP core robot Dog

XGO2 Mini



For the second incursion the students had a chance to learn about the XGO 2 - Mini Robot Dogs. They had a chance to learn block-coding used by the XGOs to make the robots work autonomously. In addition, students got to remotely control the dogs using handheld devices.

I would like to congratulate all students and Home Economics staff for their efforts this Semester. Courses across the Junior and Middle school space have now concluded, with fresh programs and new students beginning in Term 3.

It was a busy start to the term, with Year 12 Certificate II Hospitality students coming into school one day early to participate in a function serving morning tea to staff. The students were being assessed by a representative from Hospitality Group Training, passing their assessment with ease. Our students were poised, professional, and friendly towards all staff and guests to the school.

A Food Competition was held at lunch time during Week 9. Students across all year groups had to sign up for the event, which included two stages. Stage one was an ingredient challenge, where students had to guess 10 food items. Stage two included a hands-free donut eating competition, with students engaged in a race to see who could eat an entire donut, hanging from a piece of string. The event was fun, competitive, and filled with lots of laughter. Students received three house points for participating, with the winner being awarded a \$10 voucher to the canteen.

The Home Economics Staff look forward to Semester Two.



As we move through Term 2, our school has been buzzing with career-focused activities aimed at preparing students for their futures. These initiatives not only provide valuable insights into various professions but also offer hands-on experiences that inspire and motivate. Here's a look at some of the exciting events and programs our students have been involved in recently.

During HaSS (Humanities and Social Sciences) students participated in an engaging economics sorting activity. This exercise focused on economic-related jobs and career pathways, helping students understand the diverse opportunities within the field of economics. By sorting and categorising different roles, students gained a clearer picture of potential careers and the skills required for each.

In an exciting collaboration with North Metro TAFE, *The Song Factory* was a program where students had the opportunity to delve into the world of music production. They worked with music professionals in a recording studio, experimenting with high-end audio mixing equipment. This hands-on experience not only allowed them to create their own songs but also inspired them to explore the possibilities within the music industry.

Our Year 12 students recently attended a Careers Expo, an event that offered direct interaction with post-school trainers and businesses. With the current high demand for workers, this expo was a valuable opportunity for students to make early connections for post-school employment. The highlight of the event was one student being offered an apprenticeship, showcasing the tangible benefits of such engagements. This experience underscored the importance of networking and taking proactive steps towards future careers.

In collaboration with the senior school and VET office, we organised resume workshops for all Year 10 students. Experienced staff from the Jobs and Skills Centre conducted these extended sessions, providing students with practical advice and guidance on resume writing.

Following the workshops, students had the opportunity to develop their own resumes based on the training they received.

Our Year 8 STEM class was invited to the *Energy Producers Expo* at the Perth Convention Centre. Students worked with industry professionals to design and improve a FIFO (Fly-In-Fly-Out) camp in Minecraft, a popular video game. Their innovative efforts earned them second place in the competition, showcasing their creativity and problem-solving skills providing valuable insights into potential STEM careers.

Students in Year 9 with an interest in event management participated in a career taster program at North Metro TAFE's Joondalup campus. They learned from leaders in the field about the skills required and the opportunities available in the event management industry. This hands-on experience gave them a deeper appreciation of the intricacies involved in planning and executing successful events. It was an eye-opening session that broadened their understanding of the profession and its potential pathways.

As Term 2 draws to a close, we are excited to share that numerous activities are planned for the remaining part of the term. These initiatives continue to build on our commitment to providing students with diverse and enriching career education experiences. Stay tuned for more updates in the next newsletter.

Our school's dedication to career education ensures that students are well-prepared for their future, equipped with the knowledge, skills, and experiences needed to thrive in their chosen fields. By offering a wide range of activities and programs, we aim to inspire and guide our students towards fulfilling and successful careers. We encourage parents to ask your students about their future ideas and listen to their answers. Engaging in these conversations can provide valuable support and encouragement as they navigate their career paths.

Mr Kane Pittard—Career Practitioner

DRAMA

The Drama department have been exploring a range of drama styles across the year groups and worked on honing performance skills and allowing for our creative students to shine. The Year 7 students have been working on team building activities and creating a cohesive group of cooperative students. They have also been performing script excerpts which has immersed them in both Australian and World texts.

The Year 10 students began the term with an introduction into the Theatre of the Absurd. It was enlightening to watch the class begin to come to terms with the outrageousness of the style. The students completed the unit with script interpretation performances. They are currently studying Commedia dell'arte, focusing on stock characters and slapstick comedy. The class will be given the opportunity to design and create their own masks to wear during their performances.

Term 2 has been a difficult but productive term in the Senior School Drama space. The students have had to complete many written tasks such as reviews, exams, ESTs and production designs. We are proud to say the students have worked hard to successfully complete all the tasks, despite the difficulty of contending with new terminologies and structural requirements.

Representational, Realist Drama has been the practical focus for the Year 11 and 12 students. In groups, the class devised five to seven minute performances inspired by a theme taken from *A Streetcar Named Desire*. It was wonderful to see all the creative ideas of each group and to watch the students navigate overcoming a range of issues that arose.

We look forward to Semester 2 which will be filled with many thought provoking, entertaining performances.

Ms Jenna Broadhurst - Teacher Drama



Science is cool ... supercool

Have you ever seen smoke-like vapours from a container or a theatre performance? Chances are it's dry ice. As part of the topic States of Matter, the LS1 students conducted several exciting experiments observing the properties of dry ice. What exactly is dry ice, and how is it different from regular ice? Dry ice is solid carbon dioxide CO_2 . In solid form it is extremely cold (-78.5°C). Students were highly engaged and learnt about the phenomenon of sublimation. Sublimation is the process of changing from the state of a solid to a gas, skipping the liquid phase. Dry Ice is already cool enough on its own, but it takes science to turn them into erupting bubbles and even making a cloud of gas.

The students had a lot of fun using different equipment in the science lab and learning about chemical reactions.



Ms Izam - Haris Teacher Learning Support

Design, Build, Reflect!

This Semester Learning Support Students have engaged in STEM challenges and various mindfulness activities to build teamwork and a ready to learn classroom. The LS2 students took part in the 'Tallest Tower Challenge' as they learned about the properties of materials. They are currently designing and building mini boats that will float on water using everyday materials. The aim of 'The Boat Challenge' is to build the strongest boat that will carry the heaviest weight. We look forward to testing these! The LS1 students worked together in groups to build the longest chains using sheets of paper. Some very interesting models, and a huge effort by all. Students were thoroughly engaged and enjoyed participating in the hands on activities.



Ms Biljana Jankulovski—Teacher Learning Support

The journey of learning and growing together.

It has been another amazing term at the Balga Senior High School's (BSHS) Intensive English Centre (IEC) with students engaging in learning opportunities and forming new connections.

Our students enrich our community with their diverse backgrounds and languages, bringing unique perspectives and experiences to our classrooms. We embrace the diversity and unique perspectives our multilingual students bring, recognising their paths are filled with challenges and triumphs. Through determination, hard work, and the support of our dedicated teachers, staff and volunteers, they overcome linguistic and cultural challenges, making significant strides in their academic and personal growth.

Join us as we celebrate inspiring stories and achievements and reflect on our collective commitment to fostering an inclusive and supportive learning environment for all. Highlighting resilience, creativity, and the vibrant cultural tapestry our students contribute to our school.



HIGHLIGHTS FROM IEC 3.3

Term 2 has been nothing short of exciting and enriching for our IEC 3.3 students. They have embarked on a journey of exploration, learning, and growth, and I'm thrilled to share some of the highlights from this incredible term.

Science Adventures: Our budding scientists delved into the fascinating world of biology, focusing on the digestive system. They showcased their understanding by creating vibrant and informative posters detailing the organs and their functions. It was amazing to see their creativity and scientific knowledge come to life.

English Extravaganza: In English, our students honed their writing and speaking skills, particularly in narrative text. They penned gripping stories on the theme, "Trapped in a Cave," filled with twists and turns that kept everyone on the edge of their seats! Another standout activity was, "The Show and Tell," where students chose themes and brought in eye-catching items for their peers to admire. Topics ranged from treasured memories and national traditions to favourite activities.

HaSS Highlights: In Humanities and Social Sciences (HaSS), students immersed themselves in studying Australia's three levels of Government, the constitution, and the Federal Parliament. Despite being ESL learners, they now have a clear and impressive understanding of how our country is governed.

Morning Circle and Extended Form: These sessions offered students a platform for self-expression and connection within the class. They particularly enjoyed exploring their values and strengths, culminating in creating a beautiful Gratitude Wall. It was heart-warming to see the students share their thoughts and appreciation.



I'm incredibly proud of the effort and dedication our students have shown throughout Term 2. They have not only grown academically but also personally, developing important skills that will serve them well in the future.

Ms Lorraine Marie
Teacher IEC

HIGHLIGHTS FROM IEC 2.31

The students in IEC 2.31 have been exploring similes, procedural texts, and narrative writing. Their minds have been captivated by the wonders of the universe as they study the Solar System, the movement of the Earth, the Moon, and the phenomena of eclipses. They have also learned about drugs, both legal and illegal, and discussed the importance of making "Smart Choices."

In HaSS, one of the engaging topics this term is Celebrations Around the World. Students are encouraged to foster a spirit of cultural appreciation and unity as we celebrate Harmony Day.

The IEC Class 1 Maths is studying measurement, units of measurement, perimeter, area and volume of shapes. They have been taught how to solve word problems by highlighting important information, drawing a diagram and how to use Algebra to solve the word problems.

Miss Thu Ha O'Connor—Teacher IEC

HIGHLIGHTS FROM IEC 1.1

Students have been busy consolidating their language skills this term through daily reading, writing, listening and speaking practice.

In HaSS, students have been honing their skills in map reading and following directions. Students have also been setting SMART goals in Health and learning about 3D shapes, number patterns and units of measurement in Maths.

In Science students explored the needs of living things, as well as animal habitats and tracking the growth of beans in the classroom. Students are growing in so many ways and they should all be proud of their efforts.

**Mrs Laura Holloway & Mrs Kathy Wyatt
Teachers IEC**

HIGHLIGHTS FROM IEC 2.3B

Our class has been steadily growing each week. We started with just four students and now we're bursting at the seams with 12.

Our diverse group represents many parts of the globe, including Afghanistan, Bhutan, Hong Kong, Africa, the Philippines, and more. We've been working hard on our reading and writing, and on Friday afternoons, we've been creating some fun art projects. Keep an eye out for our mosaic stepping stones, which will soon grace the borders of the garden beds.

Miss Anita Ozolins—Teacher IEC

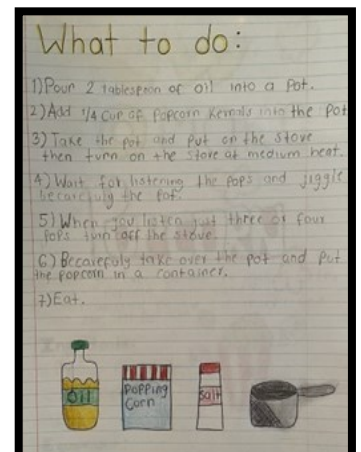
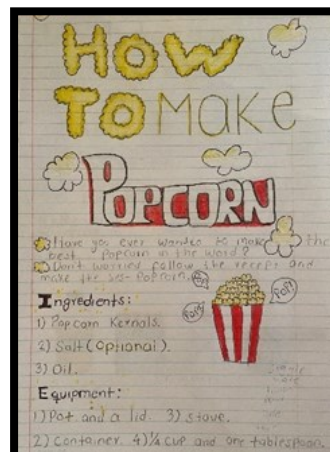


HIGHLIGHTS FROM IEC 2.1

This term students have shown great progress both academically and personally. I am extremely proud of their achievements and look forward to witnessing their ongoing growth over the coming months as they continue to set both academic and personal SMART Goals.

They have shared so many of their cultural beliefs and customs further enriching the social fabric of our classroom. I am so fortunate to have shared their stories and witnessed some of their beautiful cultural dances, customs and celebrations.

Talk 4 Writing – This term students engaged in *Talk 4 Writing* as a whole class to learn how to write a procedural text. *Talk for Writing* is a unique process that uses spoken activities to develop writing skills. Quality writing is created by expanding and developing students' oral language skills and then teaching the necessary steps for exceptional sentence, paragraph, and text construction. The approach moves students from dependence towards independence, with the teacher using shared and guided teaching to develop the ability of students to write creatively and powerfully.



Students first engaged with a procedure text “How to catch a dragon” and after exploring the language features of this text type, students then wrote a procedure text independently on “How to make Popcorn.” I am very proud of all their efforts!

Science: Students have explored and created well-crafted circuits during our science unit on Circuits and Switches. They made very impressive Mother's Day cards using a simple circuit with an LED light.

With very generous donations from Give Write of electronic resources, students had the opportunity to experiment and create some unique circuits that had all the bells and whistles of flashing lights, bells, and screeching noises. Some students were even able to get a radio station signal.

Their creations were only limited to their imaginations. Such a lot of language and collaboration came from students as they had so much problem-solving to do. Our future electronic engineers, and electricians at work.

Thank you to our students, volunteers, Education Assistants, Teachers and Learning Area Co-ordinator for making our IEC an amazing place to work and learn.

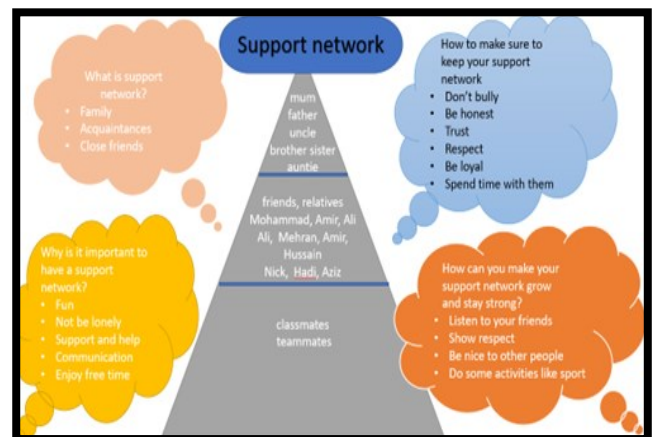


Even our volunteer Greg got involved

Mrs Lucia Di Crescenzo—Teacher IEC

HIGHLIGHTS FROM IEC 3.1

In Health, 3.1 studied the importance of having a support network. A support network includes a few people who are very important to you, some close friends and a number of acquaintances.



Students created either a Poster, a Publisher document or a PowerPoint presentation outlining the importance of a support network, ways to keep it strong and build it. They also created their personal support network.

Finally, they presented their product to class.



Ms Steffi Selle—Teacher IEC

Lawm Pui- Graduated 2021

Congratulations to Lawm Pui, a student who attended the IEC in 2017, transferring to mainstream and graduating from Senior School in 2021, after completing the UniPrep course to university entry.

We are excited to report that Lawm Pui is the recipient of the 2024 UWA Geoff Rasmussen Scholarship. This scholarship covers the cost of her undergraduate degree- Bachelor of Biomedical Science and will provide her with further assistance in her next course of study. She is currently in her 3rd year, on a Distinction average and plans to complete her a post graduate study- **Doctor of Optometry**. Lawn Pui completed all of her secondary schooling at BSHS and was accepted into UWA as a Year 12 graduate. We are extremely proud of her continued success.


**Glancey Gail 2024 Harding Miller for Girls
Scholarship for Year 8 Girls**

It is very exciting to announce that Glancey Gail has been awarded the Year 8 Scholarship for Girls. This opportunity will provide Glancey with financial assistance to access resources that will support her learning, a mentor and coaching as she progresses through secondary school. Glancey should be proud of this achievement. She is an academically dedicated student, who always leads with Respect, Responsibility, Safety and Learning. Well done, Glancey.



Ms Lisa James Program Coordinator Year 7—9

Term two 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), traineeships and at Balga SHS. The courses currently on offer at Balga SHS are:

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

Through the NNEI we have students completing Certificates in:

- Certificate II in Cookery, Dianella SC
- Certificate II in Automotive Servicing, Morley SHS
- Certificate II in Construction Pathways, Girrawheen SHS

Current Year 10 students are starting to be exposed to these options for 2025. Groups of Year 10 students completed tours of the NNEI facilities and all Year 10s participated in a Careers Day at Balga SHS. There are many options and pathways for students to take, we encourage students to start having conversations with family and carers to discuss pathways and interest. In Term three Year 10 students along with choosing their 2025 subjects can apply for positions at TAFE, NNEI and traineeships. For more information, please come down to the VET office in Senior School to talk to the team.



Mr Jason Bristow—VET Coordinator

SENIOR SCHOOL BASKETBALL CARNIVAL



The boys Senior Basketball Team competed in the School Sport WA Northern Suburbs Basketball Competition on 3 May. Throughout the day, the team displayed excellent teamwork and skills, battling against tough competition in Pool B. Their dedication and collaborative spirit paid off, as they secured a well-deserved fourth-place finish. Coaches were particularly impressed with the contributions of Ryan Culbong and Tender Oo, whose outstanding performances on the court were instrumental to the team's success.

YEAR 8 LIGHTNING CARNIVAL



Balga SHS had two teams representing the school, Blue and Red playing Basketball at Warwick Stadium. Both teams thoroughly enjoyed themselves and displayed great sportsmanship. Both sides had plenty of wins over the course of the day, their efforts shone through displaying good ball skills and team work. The Best player from Blue team was Fawad Rahmani and from the Red team Blake Slater and Marley Clapperton.



YEAR 9 LIGHTNING CARNIVAL

Our students pictured below were our Year 9 Basketball team. John Samuels and Ari Van Den Anker had standout performances. It's always exciting to see players step up and lead the team.



*Mr Bradley Stevenson
Teacher Health & Phys Ed*

YEAR 10 LIGHTNING CARNIVAL

What a great day of football for the Year 10 Girls Football Team. The girls went undefeated all day, going on to defeat Greenwood SHS in a penalty shoot-out. Ruth D Gbangaye placed the winning penalty shot in the back of the net and goalkeeper Narges Sharifi stepped up to keep a clean sheet.

Standouts for the game were Ruth D Gbangaye and Amina Sado (IEC) who played an outstanding game as the holding midfielder in her debut game.



Ms Sarah Bagshaw Teacher PE, Health & Soccer Coordinator

SENIOR BOYS SOCCER TEAM

This term the Senior Boys Soccer team are playing in the afterschool Regional State Schools Soccer Competition. They are competing against Shenton College, Churchlands SHS and Bob Hawke College in their qualifying group.

The Senior Boys team will play six games this term and have been training hard to qualify for the next round. Two wins should see the team progress through to the knockout phase of the competition.

They have demonstrated great work ethic and discipline on and off the field. Our final 3 games are all being played at home, Balga SHS. Good Luck to the Senior Boys team in the next round.

Mr Rob Milesvki—LAC Health & Phys Ed



The boys soccer program has had a successful season performing really well in the soccer carnivals this semester. The standouts were the Year 8 boys team who not only won the carnival, they were undefeated for the whole carnival. Player of the carnival was Gideon Ndambira Faustin who scored over 25 goals in nine games.

Mr Bejhan Alitovski—Teacher Health & Phys Ed



In Police Rangers, we have had a fantastic start to the year with the new cadets being involved in a number of team building and confidence activities. They have also learnt the basics of using a walkie talkie and the NATO Phonetic Alphabet. We have covered marching, self defence and navigation. The cadets really enjoyed going to Lazer Tag and are looking forward to the end of year camp.



Mr Bejhan Alitovski—Teacher Health & Phys Ed

FOOTBALL ENRICHMENT PROGRAM

It has been a very busy and successful start to the season for The Balga Tigers, with 11 matches being played this term between the Junior and Senior Girls Football Teams. We have also been part of three Lightning Carnivals which have allowed upcoming players to test their skills against local schools in the North.

Year 7 Lightning Carnival, the Football Girls played across two divisions, with our A Division team placing second overall against seven teams, in what was a very close competition. Well done to all of our Year 7s who stepped up and played their hearts out, in what was the first school match for many students. Thank you to Eh Tah Dah Bleh and Htee Klay (Senior Girls Football Team) for your support and guidance to the Year 7s on the day, as both officials and coaches.



Year 8 Lightning Carnival, the Year 8 girls were full of enthusiasm and positivity during their carnival. They played against some great local schools in Division one of the Girls Football Lightning Carnival. They placed fourth overall, out of seven teams. A good result, given it was the first competitive match any of the girls had ever played in. Nargis Payenda Zada (IEC) stepped in as goalkeeper and put in a solid performance for her debut game. Jamyshia Anderson was our top scorer of the day. Jasmine Aspiras and Dah Blut proved to be an unstoppable combination in the centre back. The best part of the day for the students was the process of building a team and the forming of new friendships. Well done to all players and officials (Ruth D Gbangaye, Habte Tesfaye and Dunia Mohammed Adem) who demonstrated the outstanding leadership qualities the Girls Football Program is renowned. Dunia was unprecedented in her coaching techniques and guided our younger players to a successful performance on and off the field.

Year 9 Lightning Carnival, the Year 9 girls were buzzing with excitement at their Lightning Carnival. They played with lots of positivity to finish in third place in A Division against some strong teams. The girls demonstrated solidarity with the Carine SHS football team for their high level of sportsmanship and lunchtime dancing collaborations. They definitely made some friends for life. Well done to Lami Mohammed Adem and Batul Adem who assisted with coaching and officiation on the day.

What a great start to the year it has been for The Balga Tigers, Girls Football Enrichment Program. Both our Junior and Senior Girls Football Teams are looking forward to the business end of the competition next term as they move into the SSWA Champion Schools Football knockout rounds. So far, they have played extremely well against some of the best Football Schools in the North.

Ms Sarah Bagshaw
Teacher PE, Health and Soccer Coordinator



“Creativity takes courage.” – Henri Matisse

On 22 May our talented Year 12 students spent the day immersed in artistic exploration at Bells Rapids Park. The area’s distinctive rocky and mountainous landscape, served as a rich source of inspiration for drawing, painting and photography. The experience was further enlivened by sightings of kangaroos and twenty-eight parrots, adding a dynamic element to the day. The artworks produced will be used in an upcoming artist workshop, where students will continue to refine their skills and creative expressions. We eagerly await the incredible works, inspired by these unique experiences.

Meanwhile, our Year 10 students are delving into a captivating self-portrait project inspired by American artist, Chuck Close. Known for his innovative grid-based approach to portraiture, Close's work challenges traditional notions of likeness and representation. Through this project, our students are exploring a fresh perspective on portraiture, honing their skills and creative techniques.

In our Be Creative Business Enterprise classes, students are engaged in a dynamic, collaborative STEAM project designed to promote creativity, sustainability and teamwork. As students work collaboratively with recycled materials, they enhance their artistic abilities and learn to navigate the complexities of working in groups. Each step of the project, from initial character design to final execution, requires effective communication, compromise, and the ability to integrate diverse perspectives and materials. These experiences are invaluable and help our students to cultivate a range of essential skills that are vital for future success.

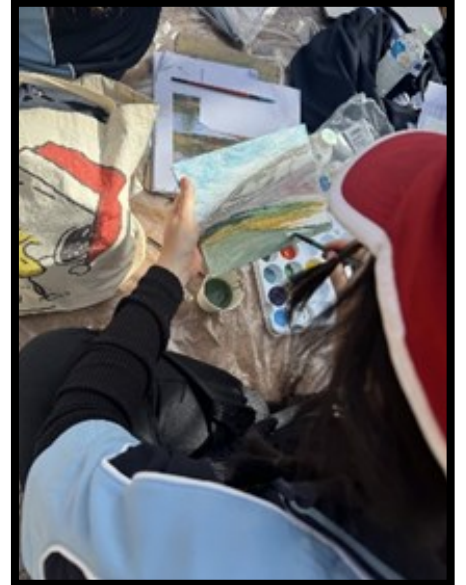
Ms Cindy Foster Learning Area Coordinator – The Arts



VISUAL ARTS



VISUAL ARTS



CREATIVE INDUSTRIES—Year 7 and 8

In the second term of Creative Industries, students delved into the captivating realm of Steampunk, an imaginative genre that merges Victorian aesthetics with futuristic elements. Alongside this exploration, they delved into the mysterious world of the Anglerfish. The fusion of these themes has resulted in the creation of stunning canvas art pieces that showcase the students' creativity and ingenuity. Visual representations of their work will accompany this article for a firsthand glimpse into their artistic endeavours .

Ms Kylie Collishaw - Teacher



Hae Re Paw - Yr 8



Seth Soloman - Year 8



Kylie Collishaw - Teacher



Jax Stewart - Yr 8

VISUAL ARTS



Mason Dennis - Year 8



Leland Solomon - Year 7



Samiya Sida Bobasa - Year 8



Hser Green - Year 7



Danny Vann - Year 8



Benjahmin Tohiariki - Yr 8

The Whole School for the Whole Student



BALGA
SENIOR HIGH SCHOOL
Strength in Unity

BALGA SPIRIT

