



**BALGA**

SENIOR HIGH SCHOOL  
*Strength in Unity*



# ANNUAL REPORT 2020



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





### **Purpose/Aspirational Goal**

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

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



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## Principal's Report

Mark Carton

As Principal of Balga Senior High School, I am proud and delighted to present our 2020 Annual report. This report provides the school with the opportunity to share our reflections of the past year with our community and also to present some of our plans for the future, to ensure Balga SHS remains a school that enables a pathway for all.

2020 has been a year like no other. The Covid-19 pandemic presented challenges that we not only as a school, community, country or indeed the world could not have predicted. Whilst the pandemic provided our school community with significant challenges, it also provided some positives. At home, our connections with family members improved, our sense of community strengthened and parents and carers learned more about their children's learning journeys than ever before. Balga SHS students showed tremendous resilience and adapted well to the challenges presented to them. The experiences they faced and conquered during 2020 will prepare them well for the ever changing world we live in. My staff were outstanding in the way they tirelessly worked to ensure student learning continued and that the needs of all students were met during these uncertain times. 2020 was indeed a year of not only challenge but also inspiration.

Moving into 2021, Balga Senior High School enters into an important phase with our School Review to take place in Term 1 and our new Business Plan to be finalised in readiness for implementation for the 2022 – 2024 period. As a school, we look forward to the challenges of 2021 and beyond and we are determined to ensure that Balga Senior High School continues to be a school of choice within our local community.

On behalf of Balga Senior High School, I commend this report to our school community.

**Mark Carton**  
Principal

## 2020 School Board

The School Board comprises of;

**Ross McLean**  
Business and Government, Chairperson

**Mark Carton**  
Principal

**Rosemary Evans**  
Executive Staff Representative

**Sarah Bath**  
Elected Staff Representative

**Dylan Collard**  
Elected Staff Representative

**Geoff Harris**  
Community Representative

**John Inverarity**  
Community Representative

**Len Yarran**  
Community Representative

**Neil Lai**  
Community Representative

**Vinh Nyugen**  
Community Representative

**Steve Syson**  
Community Representative

**Jenny Moutou**  
Community Representative

**Maryann Darby**  
Parent Representative

**Melanie Clark**  
Parent Representative

## From the Board Chair

The year 2020 presented serious challenges both to Balga Senior High School, and the broader community as Covid-19 struck Australia.

During the first term of 2020 the School was required to prepare a new multi-delivery model for the education of our students, as official constraints were being proposed and imposed on institutional learning as a result of the Coronavirus. This involved a major effort from all our staff.

As events transpired, Western Australia responded well to this public health crisis, and the arrangements for home learning were revised.

Nevertheless, many of the School's activities for 2020 were impacted by the Covid-19 pandemic due to necessary public health safeguards.

In addition, the School had planned to celebrate its 50th Anniversary during 2020 with a number of special events involving past and present students and staff. Unfortunately, we were unable to proceed with these plans.

During 2019, the State Government announced a significant funding programme for the refurbishment and improvement of the School's classrooms, facilities, and overall sporting and recreational areas throughout the campus. Just over \$2 million was allocated for these works. This has resulted in a very noticeable improvement in both the substance and the appearance and general amenity of the School and its surrounds. There has been a very positive response to this from both staff and students.

This task involved a considerable management challenge in trying to co-ordinate a broad works programme whilst, at the same time, maintaining staff and student access to rooms and facilities. I congratulate all involved in this difficult process.

Since June 2019 the School has made a number of official representations to the State Government seeking capital grants for major upgrades to our physical infrastructure including a modern performing arts centre, a purpose –built student services building, and an upgraded and integrated gymnasium facility.

During 2020 these representations involved correspondence and meetings with the Department of Education officials, our local Member of Parliament, and the Minister for Education.

In August 2020 the Minister for Education and the Premier announced a major programme of capital upgrades for schools throughout W.A. Balga Senior High School was awarded a grant of \$1.6million. This will allow a significant refurbishment of the Science block, involving the gutting of the interior and having all the rooms scaled up to a 21st. Century standard. Although we did not receive a grant for our original requests, this allocation will be of great benefit for many of our students. We will continue to pursue funding for a modern performing arts facility in the future.

Proper governance principles sensibly stipulate that the Boards of Public Schools must not become involved in the day-to-day management and administration of the School. Our Board fully complies with this principle.

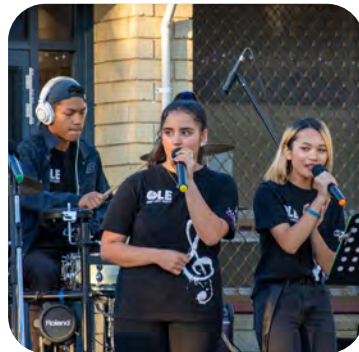
Nevertheless, Boards do need to be well informed about the activities of their organisations. Our Board is kept abreast of all the educational activities and initiatives of the School through regular briefings at Board meetings from the Principal and his senior staff, and from our regular School magazine "Balgazette". It is clear that throughout 2020, our students have been actively engaged in as wide a range of activities as was possible in the Covid climate.

I would again like to congratulate the Principal, teachers, and all the staff for the wonderful service they have given to the School in what has been a very challenging year. I thank them all for their energy, dedication and professionalism in the discharging of their very important roles.

I would also like to thank Board members for their contribution in 2020, and look forward to working with them again as we seek to further assist in the development of the School for the benefit of all our students.

**Ross McLean**  
Board Chair







## About Balga Senior High School



## About Us

Balga Senior High School, an Independent Public School, is an exceptional School in Perth's Northern Suburbs that is creating bright futures for our diverse, multicultural student population. This is a 'School of Opportunity' that encourages students to 'Choose your Pathway, Choose your Future' and to be guided by our motto 'Strength in Unity'.

Our main focus is student engagement and wellbeing so that all our students feel motivated and valued at all times. The continuous building of a "learning culture" through successful relationships between staff, students and their caregivers is central to Balga Senior High School's working philosophy. This is underpinned by our core values of Respect, Responsibility, Care and Learning, which are fundamental to our practices.

Our student cohort reflects a culturally diverse population with over 50 cultural groups represented in the school. The nature of the student cohort impacts directly on all aspects of the school and requires a flexible approach in responding to variations in student need. The Balga SHS team works hard to accommodate the varied learning styles of students and works proactively with students to minimise the effects of discontinuity and disruption in learning.



## Vision

Our motto “Strength in Unity” sets an explicit vision that brings our culturally and linguistically diverse school community together in their learning; supporting their individual achievement and – of equal importance – their learning about each other and how to work together to become productive, healthy and happy Australian Citizens of the future.

## Values

Our school embodies the ideals of a caring environment. We provide a shared and integrated environment where students and staff respect themselves and everything within the school. Through the ‘Balga Way’, we optimise the learning journey for students. Our commitment to making connections with students; having knowledge of and interest in each individual; and fostering personal understanding of their circumstances enables each student to overcome challenges and engage in successful learning. The progression of the whole student is founded on the following approach to learning: connection; engagement; sharing of culture; a sense of humour; ‘having a go’; cultural respect; care; and recognition of family support. This encourages creativity and more importantly allows the school community to celebrate achievement and success.

At Balga SHS we focus on developing the whole student. Learning opportunities are fostered not just within school time, but within the student’s own community time. Importantly, we address the physical and mental wellbeing of our students through a Positive Behaviours approach. The behaviours – embracing Respect, Safety, Responsibility and Learning – are taught explicitly through lessons, role modelling techniques and signage throughout the school.

### Learning

- Always attempt set tasks
- Have a go and try your best
- Respect the rights of others to learn

### Respect

- Speak politely – no swearing or abusive language
- Maintain a clean and healthy environment
- Respect property and equipment – yours, other peoples and the schools

### Safety

- Maintain a safe educational environment
- Use equipment appropriately and safely
- Treat others with care and respect

### Responsibility

- Be punctual and prepared
- Wear your full uniform every day
- Ensure that mobile devices are off and secured during the school day





## Demographic and Context

Balga SHS is an Independent Public and STEM Innovation School located 15 km north of the Perth CBD in one of the city's lowest socio-economic and culturally diverse areas. The school population comprises 60% migrant students, 25% Aboriginal students and 15% non-indigenous students who reside predominantly locally but also from all areas of the North Metropolitan Region.

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

Students enter one of the school's programs specific to their needs. The programs are as follows:

The **Middle School Program (Years 7-9)** caters for a relatively small number of local area students; with the majority of students being graduates of the Balga SHS Intensive English Centre (IEC) or primary school-based IECs. There are also specialised transition classes for IEC graduates with limited schooling, allowing students to focus on literacy and numeracy with one teacher

for most of each school day. Instructional Code Switching techniques are used by teachers to accommodate more efficiently the diversity of learning styles in the classroom.

The **Senior School program (Years 10-12)** caters for students who have completed the Middle School, Learning Support and IEC programs and is diverse in addressing the needs of particular groups of students. The goal of Senior School is to have all students achieve a WACE, attain university entrance or attain a Certificate II or higher VET qualification. Flexibilities include the ability to complete senior schooling over three years, part time attendance for some students (such as young parents), specialised English as an Additional Language transition programs for limited schooling students and a direct entry University course (UniPrep) offered in partnership with Edith Cowan University. Many students access Workplace Learning, enabling them to experience a range of workplaces for one or two days per week. The New North Education Initiative is also an important part of our senior school strategy, as it offers a clusters of relatively small senior high schools in the local area to offer courses at connected times, so students are able to engage in a broader range of subjects during their senior school years.

The **Intensive English Centre (IEC)** has two programs. The first caters for students who arrive in Australia with a previous education. The second program caters for students who have limited/interrupted schooling. Extensive ongoing EALD support is provided for these students as they graduate from IEC into mainstream schooling.

The **Learning Support Program** caters for nominated students across Years 7-12. All students have Individual Education Plans encompassing educational, social and behavioural objectives.

Balga Senior High School is a Teacher Development School (TDS) for **STEM** (Science Technology Engineering Mathematics) education. STEM Innovation Partnerships bring together clusters of schools and other interested parties to look at innovative practices that will increase student engagement in STEM education and programs.



## Partnerships

### Girls Academy

Girls Academy is the leading provider of school-based engagement programs for Aboriginal and Torres Strait Islander girls in Australia.

Girls Academy is the flagship program of Role Models and Leaders Australia, founded in 2004 by Olympian and champion basketballer Ricky Grace (AM, MEdL, BPolSc). The full-time program works within the school system to drive community-led solutions aimed at overcoming the obstacles that prevent Aboriginal and Torres Strait Islander girls from attending and achieving at school.

Girls receive intensive one-on-one mentoring and support from our team of skilled field staff, 74 percent of whom are highly accomplished Aboriginal and Torres Strait Islander women.

Our program increases the skills, employ-ability, mental health and well-being of Aboriginal and Torres Strait Islander girls around Australia – providing them with better opportunities to contribute to the social and economic outcomes of the wider community.

Girls Academy equips girls with the tools they need to engage in their education, achieve their goals and change their communities. Academy girls are ready to make an economic contribution to our nation and to be part of the social change that is Closing the Gap.

Program activities are designed with emphasis on the 'Big 4' objectives to:

1. Increase school attendance
2. Advance academic and personal achievement
3. Improve year 12 graduation rates, and
4. Facilitate post-school transition planning

We want Aboriginal and Torres Strait Islander girls to be empowered and motivated to achieve educational success, which in turn results in improved outcomes for their health, emotional well-being, employment opportunities and life expectancy.

We want this success to be passed down from generation to generation, ultimately closing the gap that exists between Indigenous and non-Indigenous Australian measures of well-being.





## New North Education Initiative (NNEI)

The New North Education Initiative (NNEI) is a collaborative partnership between Dianella Secondary College, Balga, Eastern Hills, Girrawheen and Morley Senior High Schools within the North Metropolitan Education Region.

This unique partnership provides enhanced opportunities for Year 11 and 12 students, and the best of educational delivery for young adult learning. This alliance enables students at these schools to access a wider breadth of Senior School curriculum choices with specialist teachers, while remaining attached to their home school campus. This program was formulated in response to community demands for excellence in education.

### NNEI – Purpose

- Enhanced curriculum breadth
- Comprehensive academic stream offerings
- Promotion of excellence in local schools
- Development of successful programs in local schools
- State of the art Vocational Education and Training options
- Access to three Trade Training Centres
- Quality professional development for teaching staff
- Close and active engagement with primary schools
- Strong, shared community links

The shared, cooperative curriculum delivery across five sites has attracted considerable local and state wide interest. Student achievement has improved through this alliance by enabling students at NNEI schools access to Senior Secondary Schooling curriculum choices beyond the limits of what is offered at their home school. Currently 100 students travel between schools to access courses of their choice.



**New North**  
*Education Initiative*

## Wadjak Northside

The Wadjak Northside Education Program provides a unique opportunity for Aboriginal students in the North Metropolitan Education Region through learning experiences in language, culture and history. It also provides opportunities for students to specialise in sports such as AFL, Netball and Soccer, as well as Arts and Technology. This program is enhanced through the Ricky Grace Academy supporting our female students and their families.



## Young Parents Program

Provides young parents access to childcare and support through the Teen Family Centre whilst enabling students to continue their education in a supportive environment on the school site.

Balga Senior High School also partners with the following organisations.



THE UNIVERSITY OF  
**WESTERN  
AUSTRALIA**

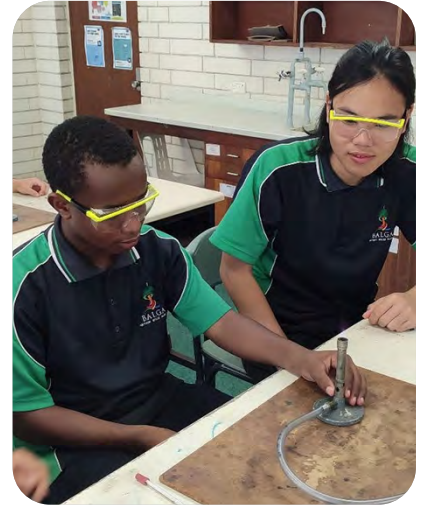


**waapa**  
Edith Cowan University



WEST AUSTRALIAN  
FOOTBALL COMMISSION INC.





## 2020 Snapshot



# Learning Support Program

At Balga Senior High School, we are an inclusive program for Years 7-12. We recognise the differing circumstances and needs of our students and are committed to achieving the best outcomes for each and every student. We treat all students with care. We create relationships based on respect, unity, safety and acceptance of responsibility. We value our working relationship with parents/carers, agencies, local businesses and the wider community in providing a quality education for our students. Our dedicated teaching and support staff ensure our students are working towards achieving their goals and provide a safe environment for them to develop new skills academically, physically and emotionally enabling them to be good students and citizens after school.

## Highlights

- Positive trends in spelling for students in Year 7-12
- Successfully providing home access for online curriculum through COVID-19
- Ongoing relationships with school psychologist and agencies
- Integral involvement in the schools Literacy and Numeracy objectives
- Work Place Learning experience ran once COVID-19 restrictions allowed, students gained skills in retail, hospitality and building and construction
- Using the “Zones of regulation program” to support self-development
- Developing functional Maths in Senior School to promote successful transition from school into the wider community
- Senior School students participated in simulated job interviews, they took their skills to real interviews and as a result were successful in obtaining part-time jobs and Apprenticeships
- 60% of Year 12 students gaining an Apprenticeship in hospitality or the building industries
- End of year showcase - A celebration of students’ achievements in 2020. The students presented and demonstrated their learning experiences in science, health and careers. All students showed great confidence and had a huge sense of accomplishment

## Data Analysis and Application

- 75% of students improved their South Australian spelling age over the year
- Average improvements in Learning Support Spelling age was 8.27 months in Learning support 1, Learning Support 2 was 6.5 months and Senior school was 2.71 months
- 50% of students improved their Holburn Reading age over the year

## Focus Areas for 2021

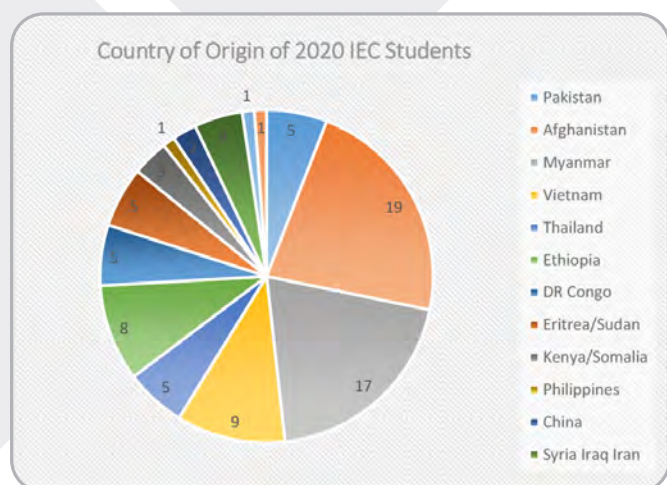
- We will expand our reading program to incorporate PM readers to support and aid current reading circles within each class
- Through homework challenges and class focus on times tables in mathematics to enable students to gain the foundations skills of maths quicker than in the past
- Expand on the end of year showcase to give more students opportunities to present and promote their learning experiences
- Through careers program and work place learning ensure our students leave us with confidence and the skills to be the best version of themselves
- Continue to create and design attractive classroom displays to establish a learning area that is welcoming, and a safe place to maximise individual learning opportunities and personal development



## Intensive English Centre

The Intensive English Centre (IEC) provides migrant and refugee students with the knowledge and skills required to integrate successfully into Australian mainstream education. The IEC has a diverse student population of young people from different countries and language backgrounds. Students who are enrolled in the IEC, have either minimal English or possess beginning or intermediate English language skills. Newly arrived international students with limited English also study in the IEC prior to being integrated into mainstream classes.

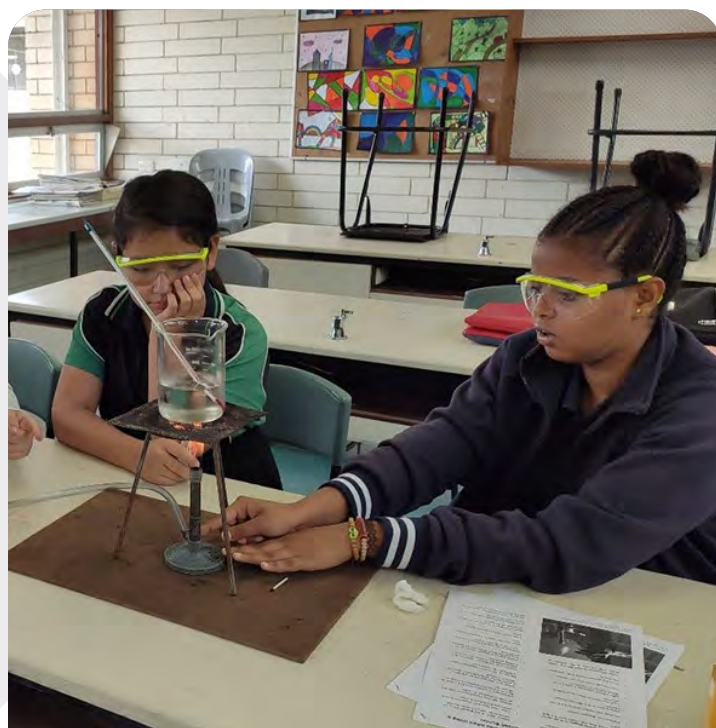
The IEC supports students by providing a minimum of one year of Intensive English studies in small classes and supportive and healthy environment. The teachers are provided with an Education Assistant to assist them. In 2020 there were 85 students attending the IEC.



### Curriculum and Data Analysis

- The IEC curriculum provides a text-based approach for explicitly teaching English through key subject areas. Students' progress is monitored through ongoing formal and informal assessments against the EALD progress map.
- Teaching staff and the program manager, participate in consensus moderation every semester, to ensure accuracy of levels and consistent judgement. Such targeted and specific professional learning opportunities, helps to build a healthy learning community which leads to a positive culture among all staff

- At the beginning of the semester, the students are required to sit a standardised Spelling Test (South Australian Spelling Test). The South Australian Spelling Test is a standardised test of spelling achievement for students in the age range of 6 years to 15 years. This test enables the teachers to determine the spelling ability of each student in the class and implement targeted intervention process for students below required spelling levels.
- All teachers use the PM Benchmark Reading Assessment Resources to assist them to explicitly assess their students' instructional and independent reading levels using meaningful texts. The emphasis of the PM Benchmark assessment procedure is to ensure that students are comprehending the texts they read. The books are grouped into levels (1-30) and the levels have been matched to the EALD progress map level for reading.
- Individual Educational Plan (IEP) or Group Education Plan (GEP) are used by teachers to cater for students who are finding it hard to cope with the syllabus. The supported documents are designed by teachers and the program manager and they are used to plan, monitor, assess and evaluate student learning.





## Highlights and Successes

At the end of Semester 2, 2020, 93% of graduating students achieved the target Level 3 or greater for Reading and 79% for Writing. For the first time in three years, no Level 2 was recorded for Reading. This cohort consisted of 78 % limited schooling students and they were fortunate enough to be given an additional 6 months in the IEC due to an interruption in their schooling caused by COVID-19. The additional six months were beneficial for them and their teachers. The teachers focussed on progressing the students' abilities and ensured that those on Level 2 improved and made it to the emerging levels on the EALD Progress Map. Furthermore, 6% of students achieved Level 5 for both Reading and Writing.

### Reading Semester 2 2020

EALD Levels	Count
5	2
4	14
3	13
2	0

### Writing Semester 2 2020

EALD Levels	Count
5	2
4	9
3	14
2	4

- All students exited on Level 3 or Level 4 Progress Map for Listening and Speaking
- Compulsory and interrupted Literacy Block every Monday, Tuesday and Thursday period 1 for 30 minutes.
- Enriching hands-on activities to build the student's speaking confidence with the boys from Scotch College as part of their Community Program every Friday afternoon.
- A rich program of excursions and incursion was offered to students to complement our teaching program.
- To intensify our holistic support for our students and their families, we continued to work in partnership with Refugee Clinic at PCH, Red Cross, Centrecare, Metropolitan Migrant Resource Centre, Ishar Multicultural Women's Health Services and ASeTTS.

### Retention at Balga Senior High School

In 2020 we experienced an increase rates of students electing to stay at Balga Senior High school after graduating from the IEC, 86% stayed on to continue their journey with us compared to 75% in 2019.





# English

The English Learning Area is important to the learning and development of all Australian students. The vision of our English Department is to develop our students' ability to be effective communicators, think creatively and be informed global citizens. We view positive relationships with our students a necessary component of learning, and therefore build our pedagogy to support this. Our teachers have high expectations of our students, teaching with passion and enthusiasm. Our goal is to deliver learning programs that provide our students with effective communication in Standard Australian English which will develop their skills and knowledge needed for the workplace or further education.

We achieve this through the strands of language, literature and literacy. These three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. We strive to offer our students a range of courses to support their needs, offering a range of EALD courses in our Senior School to support students from non-English speaking backgrounds. Knowing our students and how they learn lays the foundation of what we do, and how we do it, as an English Department.

## Highlights

- A focus on OLNA writing in Year 10 resulting on an outstanding improvement in the number of students achieving Category 3 in Round 2 of the OLNA assessment
- Homework club- Students had access to English teachers after school for one on one learning support

- Literacy support provided for Year 11 and 12 students to achieve WACE, VET and ATAR success
- Literacy Enhancement Program continued to provide further literacy support to students in Year 7-9, focusing on decoding texts to progress comprehension skills, improving spelling and building vocabulary, and focusing on writing
- Students in the Year 7 Literacy- MacqLit Program increased fluency in their reading and strengthened their spelling, resulting in more confidence in the classroom
- Success in Year 8 Group Education Plan, resulting in significant improvements in academic extension writing, spelling and wider reading

## Data Analysis and Application

- Students data tracker was created to support student individual progression in the English Learning area
- 18 students achieved a Category 3 in OLNA writing in Round 2 due to an explicit OLNA focus

## Stable cohort data analysis 2020

- Students in the AC class in Year 7 improved by at least 4% or higher than the expected mean across the Reading and Spelling Domains
- Students in the AC class in Year 9 improved by at least 3% or higher than the expected in all three domains
- A positive trend in grammar, has highlighted a need to focus on improving punctuation skills

## Focus Areas for 2021

- A focus on explicit OLNA and NAPLAN writing, adapted from our current success will be implemented to further support students in 2021
- A focus on Grammar for Year 10, 2021 based on stagnated improvement in this domain
- A common language to support student learning in the classroom
- Exposing students to a wider vocabulary to support teaching and learning
- Classroom teaching and learning strategies- What can we do better?
- A focus on new forms of texts- Fictional Recount, Myth and Two Text- Similar



# Mathematics

In the Mathematics learning area, students learn about mathematics, what it is and how it is used in making decisions and solving problems. Mathematics involves observing, representing and investigating patterns and relationships in social and physical phenomena and between mathematical objects themselves:

As Literacy and Numeracy are one of the Priority focus in our Business Plan, the Mathematics Learning Area takes a major, although not sole, responsibility for the development of students' numeracy. Students learn to read, write and speak mathematics in a variety of contexts and forms so that they can interpret and convey mathematical ideas, understand prose containing mathematical forms, and continue to use and learn mathematics autonomously. Targeted programs such as Mathspace, Mathletics and OLNA online are used weekly to enhance student learning

During 2020, the introduction of the OLNAWA & the ongoing use of Mathspace online program, which will specifically target Year 12 students who are currently a category 1 or category 2, in order for them to achieve their WACE. We have also challenged our higher achieving students, by entering them into the Australian Mathematics Competition, with some of our students achieving a Distinction, for their efforts.

## Highlights

- Progress from Year 7 to Year 9 NAPLAN results is greater than "Like Schools" and the Australian mean with a value add +7
- Naplan data: 47% were above bench mark and 48% were at benchmark

- Creating Learning Plans that are targeted towards reducing the gaps for individual students using CNAP
- Creditable results in Year 11 and Year 12 ATAR Mathematics courses
- Homework Club – focused on homework, Naplan, OLNA and EST
- NAPLAN and OLNA practice tests using OLNAWA and Mathspace programs
- Numeracy support provided specifically for Year 11 and Year 12 students to achieve WACE, VET and ATAR success
- Review of Mathematics pathways

## Data Analysis and Application

- Teachers utilise school and system data to effectively track student progress and inform their classroom practice across Years 7 to 12
- Teaching staff participate in consensus moderation (SCSA review) and small group moderation to ensure accuracy of grades, as mandated by SCSA

## Focus Areas for 2021

- Actively utilise CNAP data to target students who are not progressing steadily in the mathematics learning area. Create leaning plans specific to individual or a group to help narrow the learning gaps for individual strands
- Continue the pathway of using OLNAWA & the Mathspace online program, which will specifically target Year 12 students who are currently a category 1 or category 2, in order for them to achieve their WACE





## Humanities and Social Sciences

The HaSS learning area aims to develop in students a deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas and environments throughout the world. Balga is a very multicultural school and we work to build a sense of place within Australia for our students whilst drawing on the rich and diverse cultural variety that the school enjoys.

The curriculum encompasses the four subject strands of the Western Australian Curriculum Framework including Geography, Economics and Business, History and Civics and Citizenship across Years 7 to 10. In the Senior School we offer two options in Career and Enterprise, including Foundation and General. These courses aim to develop enterprising behaviours and capabilities that enable students to be active participants in career building activities and take control of their Career/life journey.

### Highlights

- There is a literacy focus across all HaSS subjects and years where subject specific glossaries are used and reinforced along with ongoing vocabulary building and reinforcement of the need for correct punctuation and grammar. This has resulted in greater accessibility of content for our EALD students, translating to success in courses studied
- Strong Careers focus in the Senior School HaSS curriculum. This has promoted increased enrolments and retention in CAE courses at all levels post Year 10
- Use of Connect to facilitate online learning during periods of lockdown due to COVID-19
- Homework club – Students have access to one-on-one tutoring with HaSS teachers after school
- Enriching cross-curricular incursions with the English Learning area
- Incursions, excursions, artefacts and guest speakers are used to bring the subject matter to life for our students. Due to COVID-19 restrictions, our students engaged in a series of webinars with K.W. Mallesons for the Talk Law program that would normally have been





conducted face to face. On-line opportunities were also available through the UWA Aspire program. This connection with our wider community continued to enhance and enrich our curriculum and provide networking opportunities despite the difficulties faced throughout the year. Term 4 saw our lower school students able to enjoy a range of excursions to augment their studies of History

- HaSS teachers are skilled practitioners who are passionate about their learning area and keep abreast of future trends. Many are also ESL trained, providing extra literacy support for our students
- HaSS partnerships to enrich and enhance learning outcomes exist with: Aspire UWA; Edith Cowan University; KW Mallesons; the ADF; Red Cross; ATO; the Constitutional Centre and CEAWA to name a few. This has assisted in increasing attendance and participation in HaSS courses post Year 10
- Careers Centre staffed by a qualified Career professional promotes ongoing lifelong learning with students

### Data Analysis and Application

- HaSS teachers utilize school and system data to track student progress to modify and improve their classroom practice and improve student outcomes across all years
- Ongoing consensus moderation, both internal and external promotes a positive learning environment for all
- Testing and data analysis used to develop individualized career pathway plans for all year 12 students

### Focus Areas for 2021

- Use of literacy enhancement strategies to develop student's ability to access specific content
- A continual focus on the importance of building and strengthening relationships with individual students to enhance their learning opportunities and improve outcomes
- Career development for Year 12 students





# Science

The Science Learning Area is committed to providing an inclusive environment, where students are focused and connected with real world issues, knowledge of future pathways, and the development of a social conscience. We strive to empower our students to reach their potential and become active contributors in our local community and the wider world.

## Year 7-10

Our Year 7-10 students study the West Australian Curriculum and Science is taught under three strands: Science Understanding, Science Inquiry Skills and Science as a Human Endeavour. These three strands are interrelated and their content is taught in an integrated way through Biological, Chemical, Physical and Earth & Space Sciences. Interesting and engaging experiments and investigations and the use of electronic resources/products such as **STILE** are incorporated into the science programming, to stimulate the delivery of the science course for the 21st century.

Science inquiry involves the following skills:

- Identifying and posing questions
- Planning, conducting and reflecting on investigations
- Processing, analysing and interpreting evidence
- Communicating findings

Science investigations are activities in which ideas, predictions or hypotheses are tested and conclusions are drawn in response to a question or problem. Investigations can involve a range of activities, including experimental testing, field work, locating

and using information sources, conducting surveys, and using modelling and simulations. To improve literacy and numeracy skills, investigations are scaffolded to improve scientific understanding and report writing.

In science investigations, collection and analysis of data play a major role. This can involve collecting or extracting information and re-organising data in the form of tables, graphs, flow charts, diagrams, spreadsheets and databases. Therefore, students are encouraged to use skills from other learning areas, such as Maths, English, HASS and Technology in their science classes. Students use online lessons both in the classrooms and homework club to maximise their educational achievements. Parents are actively involved via teacher feedback and interim reporting to assist in improving their child's learning.

Students in Years 7-10 are encouraged to take part in a number of extra-curricular science activities like:

- Australian Science Innovations (ASI) - Students have achieved distinctions and credits awards in the Australia wide Big Science Competition
- STAWA Synergy Solar Car Challenge
- Formula One challenges for the past 7 years and achieving high scores every year
- STEM projects to engage students in career pathways
- Robotics – an extended program after school hours to extend their knowledge and curiosity for future careers
- Science week activities and various Incursions and Excursions



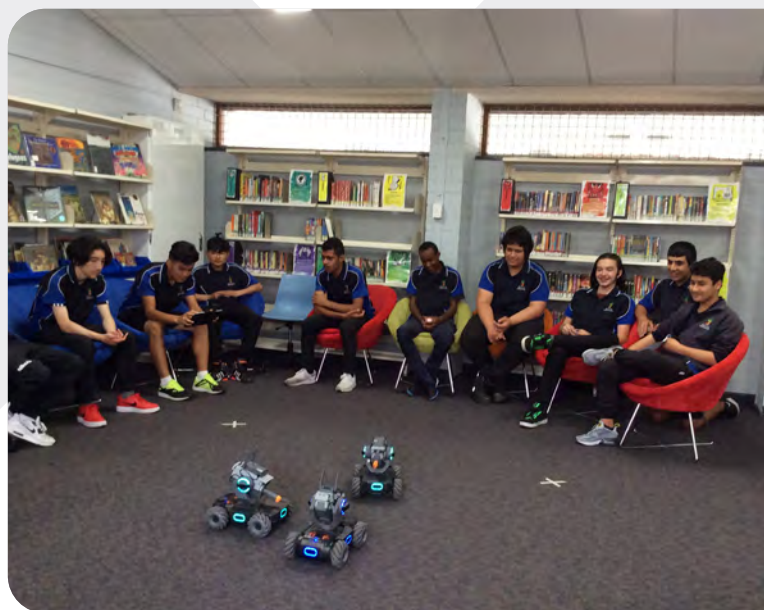


## Year 11 and 12

Students in upper school have a choice to select ATAR or General courses. We offer Physics, Chemistry, Biology and Human Biology at ATAR level through the NNEI pathway and General courses in Integrated Science and Human Biology at the school. Students are guided to select their courses carefully based on their ability in Science, their preferred career pathway and prerequisite requirements for their University or Registered Training Organisations. A large number of students performed well in their Human Biology course and attained excellent grades and are successfully enrolled in Nursing courses in the local universities.

## Focus Areas for 2021

- Improve Scientific Literacy, Numeracy and problem solving skills across all year levels in Science
- Promote hands on activities and engage students at all levels of achievements and improve attendance and participation in Science.
- Implement more visual, practical lessons across Years 7 – 12 to increase engagement, curiosity and encourage student participation
- Promote career pathways within the science fields for senior school students





## Technologies: Home Economics

The Design and Technologies (Home Economics) learning area offers all students access to participate either as part of their general program or as an option. Lower School, IEC and Learning Support students engage as part of their general program while Middle and Senior School students have the choice as an option. All syllabuses follow the mandated curriculum as prescribed by the Western Australian Curriculum Assessment Outline.

All staff in Home Economics are committed to an inclusive learning environment and facilitate engaging programs, empowering students with the life skills of Nutrition, Food Preparation and General Sewing Skills whilst considering economic, environment and sustainability factors. Literacy and numeracy particularly relevant to the Home Economics subject areas are continuously developed ie accurate weighing, measuring, use of relevant vocabulary, reading and comprehending a recipe or commercial pattern. In all contexts, students can work independently and collaboratively to manage tasks.

During 2020 our programs were redeveloped to be delivered online for the COVID online learning requirement. Our staff created innovative programs and assessments for our practical based subjects in an online environment. For the students who required hard copies, home packages were also created.

This year the students in **Years 7 to 10 (Mainstream and Learning Support)** covered the context of Food Specialisation. Students from the IEC covered the context of Food and Fibre production.

**Year 11 and 12 students** had the options to engage in Certificate II Hospitality and the SCASA General Course of study, Children, Family and the Community (Child Care). The Certificate II Community Services (Child Care) was available for the Year 12 students only, completing their two-year course, as this is the final year of delivery at Balga Senior High School.

### The Certificate II Hospitality.

All curriculum is provided by, and strictly monitored by our RTO (Registered Training Organisation). This course, which is delivered in the classroom setting, by a VET qualified teacher, is both practical and theoretical and includes twelve functions (service periods) over the two years. Literacy and numeracy particularly relevant to the hospitality industry is continuously developed.

### The Certificate II Community Services (Child Care).

This course is on the NNEI line, providing students from Girrawheen and Morley Senior High Schools and Dianella College access to this course. All curriculum is provided by and strictly monitored by the RTO. This course is predominantly theoretical and completed entirely online; however, eighty hours of work experience is required each year. This Certificate will not be offered next year.

### Family, Children and The Community (Child Care).

This is a SCASA General Course of study and follows the mandated curriculum set by SCASA. Consensus and moderation meetings are set by SCASA.

### Senior School Learning Support

The program delivered for these students is based on food and nutrition for Independent Living.

The curriculum delivered covered: The Australian Guide to Healthy Eating, The Six Essential Nutrients, meal planning, accurate measuring, use of small equipment, sensory awareness, basic cooking methods, developing food preparation skills, food preservation and relevant literacy and numeracy to Home Economics.



## Highlights

- Certificate II Hospitality 2020 – Year 12 100% Completion
- Certificate II Community Service (Child Care) 2020 – Year 12 Completion
- Successful implementation of SCSA General Course of study Children, Family and The Community (Child Care) for year 11s and welcomed Kate Maughan to deliver
- Children, Family and Community (Child Care) fundraising RED NOSE BISCUITS for Red Nose Day
- Innovative online assessments for the COVID-19 online learning
- Cross-curricular enrichment tasks incorporated into textile activities with the Visual Arts Learning Area
- Year 7 & 8 Food Specialisation classes catered for their parents and carers light lunch or afternoon tea at the completion of each semester with COVID-19 regulations strictly adhered to
- IEC Textiles produced designer-look cushions and potholders for the Balga Senior High School's fundraising stall at the Awesome Arts Festival Perth
- Senior School Learning Support class assisted in catering for their programmes end of year awards assembly, attended by parents, carers, and students in a COVID-19 safe manner
- COVID safe Breakfast Café for Staff, run twice weekly by Year 11/12 Hospitality students and teacher
- COVID safe Catering by the Year 11/12 Hospitality students- Sports Carnival, Breakfast, Morning Tea and Lunch
- Hospitality industry reward excursion to The Epicurean at Crown Perth

## Data Analysis

- Teachers utilise school and system data to effectively track student progress and inform classroom practice across Years 7-12
- Teaching staff participate in consensus moderation with SCSA and our RTO to ensure accuracy of grades, as mandated

## Focus Area for 2021

- SCSA curriculum implementation of the Family, Children and Community (Child Care) General Course of study, for Year 12 students
- SCSA curriculum implementation of Food Science and Technology, Foundations Course of study for Year 11 and 12 Learning Support students
- Literacy and Numeracy relevant to the contexts within the Home Economics Learning Area.
- Curriculum relevant to our culturally diverse cohort
- Parent and Carer engagement through morning tea and lunches catered for by students
- Maintain a safe, supportive, and engaging learning environment





# Technologies: Design and Technologies & STEM

Design and Technologies programs enable students to manage projects, independently and collaboratively, from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. In addition, students can learn about and safely use information technology, tools, materials, and equipment to create designed solutions.

These engaging programs prepare students with both transferable and specialised skills for lifelong learning and the ever-changing economy.

Balga Senior High School has established and improving facilities to deliver Woodwork, Metalwork, Building and Construction and Horticulture and Information Technologies courses.



## Courses

7-10

- Woodwork
- Gardening Programs
- STEM
- STEM: F1 CHALLENGE

Year 11- 12

- Building and Construction
- NMEI- Certificate II in Building and Construction
- NMEI- Automotive Studies

## Highlights

- Certificate II in Information, Digital Media and Technology
- Successful implementation of SCSA General Course of study Building and Construction
- Innovative projects and assessments for the COVID-19 adaptations
- Ongoing upgrades of Woodwork and Metalwork rooms including non-slip floor paint and safety zones
- Ongoing development of the school garden

## Data Analysis and Application

- Teachers utilise school and system data to effectively track student progress and inform classroom practice across Years 7-12
- Teaching staff participate in formal consensus moderation with SCSA to ensure accuracy of grades, as mandated, as well as informal moderation with peers across schools

## Focus for 2021

- SCSA curriculum implementation of the Building and Construction including a syllabus audit
- Engaging programs to encourage attendance and participation
- Supporting Literacy and Numeracy development through applications relevant to the contexts
- Encouraging inquiry into future careers and opportunities in technologies and trades.
- Continuing to improve the workshop facilities and resources.



## STEM: F1 in Schools

The F1 in Schools program continues to be a success within our school curriculum, with many students cementing their career aspirations in STEM disciplines. After the State F1 Final, team Trimentum was thrilled to participate in the 2020 National Final as WA's Wildcard entry and Balga SHS representatives. Having our students compete in such a significant event grants them the opportunity to meet students from other schools around the country and discuss their journeys to the National Finals.

Team Trimentum, and Balga SHS as a whole, would like to thank the following sponsors that helped get our team to the National Finals. Thanks to: Garry Brown-Neaves, Flamewood - Brabham, Virtue & Partners, KC Australia, Stickerdude, Maximum Motorsport, Janine Freeman MLA and several anonymous donors.

The 2020 F1 State Finals were run as virtual races due to Covid-19 restrictions. However, to experience the thrill and excitement of a normal State Final, students enjoyed some friendly races, competing with students representing the three F1 teams from Joseph Banks Secondary College. The F1 students set up the 25-metre race track in the undercover area in the Senior School quadrangle so races could occur during lunch for Balga students to observe.





# Health and Physical Education

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

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

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

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

## Lower & Middle School

### Courses:

- Physical Education
- Health Education

### Options:

- Athletics
- Australian Rules Football
- Badminton
- Basketball
- Football (Soccer)
- Netball
- Outdoor Education
- Tennis

## Senior School

### Courses:

- Certificate II in Sport Coaching
- Health, Physical & Outdoor Education Studies – Foundation
- Physical Education Studies General



## Highlights

Staff prepared onsite activities due to Covid-19 affected programs in preparation for the offsite component returning. In Term 3 when excursions were officially allowed to recommence, we gave our students as many opportunities as possible to showcase their skills, and our students did themselves and our school proud. We entered teams in Soccer, Futsal, Athletics and Netball competitions, along with camps and excursions for Outdoor Education and Rangers.

- Senior Boys Soccer Regional Champions North West: Balga SHS
- Participation in the State Futsal titles with Junior and Senior Girls teams winning the tournament
- Senior and Junior Girls Soccer finished 3rd place in Top Tier Champion Schools Soccer Competition
- Keys for Life Pre Driver education program 75% successful completion
- RAC guest presenters for Year 10 Health program
- DR YES incursion for Years 7-10 Health Program
- Partnership with Nollamara Tennis Club for Year 12 Physical Education Studies Course and Middle school sports program.
- Certificate II Sports Coaching Completion 100%
- Participation in the HBF Interschool Athletics Competition against 8 other schools – 58 students from Balga SHS
- Winners in 4 x 100 Relay Year 10 Boys Interschool Athletics Carnival
- Introduction of the Electronic Timing gates and Tri-level Podium for Athletics Carnival

- Senior School Boys Basketball Team quarter finalists the previous year – Played only two matches in a Covid-19 affected year before competition was cancelled
- Visit from Grassroots Coordinator Netball WA
- Community Sport engagement through Kid-Sport Vouchers
- Parent volunteers assisting Netball Program on Match day
- NAIDOC - 6 Netball teams played in November competition
- Netball Program - Open Division 1 Premiers and U12s
- Netball Program - Runners Up Open Division 2
- Introduction of Outdoor Education program 2020

## Focus Areas for 2021

- Increase participation and improve individual skills and teamwork
- Increase health and well-being and building positive relationships.



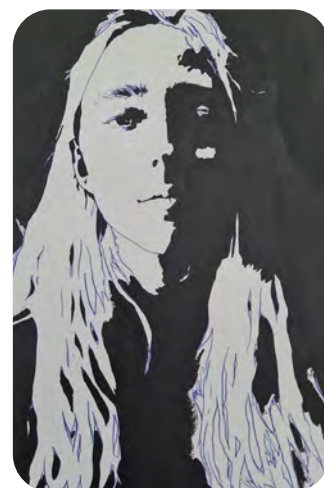
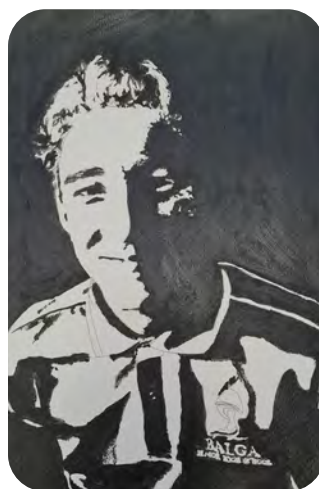


## The Arts

The Arts program at Balga Senior High School allows students to communicate with and understand others' points of view. It is an important tool for preparing students to live in a world that is increasingly team oriented, rather than hierarchical. As the Arts Learning Area boosts critical thinking and challenges students' perceptions about themselves and their world, it fosters a sense of tolerance and empathy. Regular access to the Arts disciplines develops emotional and social regulation, critical and higher order thinking; All essential for life-long learning.

The Arts Learning Area at Balga Senior High School is enthusiastic, energetic and promotes the school motto "Strength In Unity". It achieves this by showcasing and celebrating student work in a range of community events and functions.

Balga Senior High School offers engaging, innovative programs that deliver the Western Australian Curriculum through the introduction of industry specific technology, providing industry workshops and enabling our pupils to continue with the Arts by maintaining partnerships with industry organisations. We offer General and ATAR courses as well as Certificates in Music and Creative Industries.





# Drama

Literacy is innate in all that we do in Drama. Through verbal, non-verbal and written communication, students are encouraged to express themselves and communicate their ideas. The Drama department maintains strong networks with Industry organisations, enabling community learning for the future. Attendance and Participation is a priority. Drama classes endeavor to create a sense of belonging in all students, enabling story-telling to take place in a safe environment. This is achieved by facilitating a series of team building sessions that promote collaboration through low risk, high accountability activities, theatre sport workshops and interactive camps. Drama classes cultivate a positive culture and healthy environment by celebrating individual differences.

## Highlights

- In Term 3 of 2020 our Drama students performed to a range of internal and external audiences. The first performance was to the transitioning Year 6 students from local Primary Schools. We then hosted a performance night for families and the local community. The following day, our talented Senior students travelled to the Peel region, staying overnight at a hotel, and performing to local High School students
- Our Drama students also attended annual musical theatre workshops at WAAPA culminating in a collaborative production. Once again, we were given the incredible opportunity to send 26 of our outstanding students to take part in a 3-day musical theatre workshop at the Western Australian Academy of Performing Arts (WAAPA) culminating in a short musical theatre performance. The students were outstanding, displaying their creativity, talent, passion and energy for the genre. Their performance was well received by the audience and WAAPA staff. We would like to take this opportunity to thank the Smith Foundation and WAAPA for sponsoring our students, and enabling them to showcase their talents
- During Term 4, a select group of Drama students, from Years 8 to 12, performed their production of Jasper Jones to our school, the local community and schools and community groups in the South West of Western Australia. We would like to take this opportunity to thank Edith Cowan University for their continued support of our Drama program and sponsorship of the Jasper Jones tour

## Focus Areas for 2021

- Introduce Media into Arts discipline- Media has been reintroduced as an Arts subject. Inter-Arts projects will occur over the year, utilising Media and film for both Drama and Music performances
- Once again, we are offered the opportunity to take a limited number of students to the WA Academy of performing Arts (WAAPA), to participate in a series of musical theatre workshops run by WAAPA staff, culminating in a performance to staff from WAAPA, The Smith Family and special guests
- YohFEST 2021 – This year's entry will be a 20-minute performance around the theme – Keeping Up Appearances, with the heats in early September and HOPEFULLY the finals in late October
- 2 School productions
- 'Jasper Jones' – explore the possibility of a tour to other schools, with a new cast





# Music

It is the aim of the Music Department to develop a strong foundation at the lower years, so that the musicians graduating can attain higher VET course qualifications and possibly future employment in the Music industry. A survey was conducted for 80 music students during the school year and the results showed that only 50% of students owned a musical instrument at home. All students indicated a strong desire to own at least one musical instrument. It is therefore the broad goal of the Music Department to enable ownership of music instruments by all students. This in turn will boost the quality of students coming through the music department and will directly improve student results of the other MESH subjects.

## Highlights

- 100% Completion of the CUA20615 Certificate II in Music Industry course – The largest cohort of students to attain a VET certificate. (14 students)
- 1st Student ever to complete a CUA30915 Certificate III in Music Industry course
- Hyperfest and WAM Lunchtime Music Concert

- Naidoc Mirrabooka Concert – OLE provided professional stage audio production (A paid initiative between OLE-Cert II Music students and the City of Stirling)
- Highest quality performance from an IEC Graduation (standard of performances are improving with each graduating group)
- OLE Summer Nights Music Concert – 1st ever independently organised and run by students - end of year music concert (Attendance 200 people)
- The after-school community music program 'Catch Music' has grown in student numbers attending and performing around Perth
- The Music department has grown considerably over the years- we were able to transit into the new music classroom - purpose built for performance (3 stages - 2 inside and 1 outside)
- OLE performed and celebrated Mr Trenton Harris's farewell at the final assembly

## Focus for 2021

- Raise the standard of learning, expectations and skills for all music students, including developing Literacy – Numeracy skills in alignment with the whole school priority
- Develop stronger independent learning strategies and responsible peer-to-peer learning (As I learn, so we learn together)
- Monitor and maintain an effective learning environment that is safe and conducive to learning for all years and demographics; a model of best practice according to industry standards
- Continue to maintain the number of students who attain a Certificate II in Music Industry – Introduce to Year 10's



## Visual Arts

- Increase enrolment numbers in the Certificate III in Music Industry course
- Developing music programs at the lower years that will provide stronger skill foundations, better preparing students for Certificate II/III Music Industry in Senior school – Introduce OLE to primary feeder schools, encouraging membership
- Creating and maintaining a TAFE/University environment and atmosphere for the Year 11-12 completing their Certificate II/III in Music Industry
- Develop a stronger connection with Mega Music in Wangara to create Music Instrument package deals exclusive to our Balga SHS students. (Increase student music instrument ownership – currently 50%)
- More student driven concerts to broaden experience levels whilst providing a platform for local artists
- Weekly workshops with an Aboriginal Hip Hop Artist for Language students – developing skills and confidence



The Visual Arts learning area at Balga Senior High School aims to engage, inspire and enrich all students through an exploration of art, craft and design. Students communicate, challenge and express their ideas both as artists and audience members.

In Lower School, our focus is on arts skills development through experimentation and artist investigations. We encourage responses that enrich knowledge of self, communities, world cultures and histories.

Our Senior School students work through a program that combines traditional and contemporary art practices, media and techniques. Students express their imagination, develop personal imagery and engage in the creation and presentation of artwork. They develop aesthetic understanding and a critical awareness that assists them to appreciate and make informed evaluations of art.

Importantly, our Visual Arts curriculum assists in the development of motivation, self-esteem, discipline, collaborative practice, and resilience; all of which are essential life skills. Enterprise and initiative are recognised and encouraged.

### Focus Areas for 2021

- Extend partnerships and exhibition opportunities within the broader community.
- Increase the number of exhibition spaces available for student work at Balga Senior High School
- Increase the role STEM plays within the lower school Visual Arts
- Develop a lower school Visual Arts curriculum that will better prepare students for the Senior School General Arts Course
- Build on existing collaborations between school departments and Business models; specifically, the gardening Business Model and Languages
- Develop a collaborative program, focused on enhancing the learning of Noongar language and culture through connection to Visual Arts





## University Preparation Course

Balga Senior High School has a strong partnership with Edith Cowan University, and is one of a small number of schools in the Perth metropolitan area to offer an onsite University Preparation course (UniPrep) to selected Year 11 and Year 12 students.

The UniPrep course offers an alternative pathway to University and recent graduates have been successful in gaining entry to courses such as Engineering, Nursing, Teaching and Computer Science.

The UniPrep course aims to provide students with the necessary skills to succeed at University level and in partnership with Edith Cowan University, Balga Senior High School delivers units that focus on Learning Skills, Academic Writing, Humanities and Mathematics.



During their Senior School years, students will engage in content that prepares them for university-level study by teaching them the required skills for academic success, with an emphasis on students becoming independent learners. Additionally, students will be introduced to university life at each of ECU's campuses, and will have access to course and career advice to assist in making informed decisions about undergraduate degree selection.

UniPrep is a challenging, yet engaging course that requires dedication, commitment and perseverance but offers an outstanding opportunity to gain university entrance.

## Vocational Education and Training (VET)

Obtaining an Industry Standard Qualification is an important aspect in creating future career opportunities and students at Balga SHS can do this and also have it contribute to achieving the Western Australian Certificate of Education (WACE) in Year 12.

The following Certificate Courses are offered at Balga SHS:

- Creative Industries (Music) Certificate II
- Community Services Certificate II
- Hospitality Certificate II
- Information Technology Certificate II
- Sport Coaching Certificate II

Students also gain much experience and value from participating in Work Workplace Learning Placements in Year 11 and 12 across a range of job roles.



## Career Services

The Career Services Centre is situated in the Senior School building and is a one stop shop for career information. Both on-line and traditional tools are available to aid students with career

counselling and research. This assists students in building their understanding of education to work transitions and enhances attendance and participation.

We are equipped to help students access up to date information and build their literacy in a digital and globalised world. All Year 11 and 12 students have the opportunity to complete a range of on line activities that look at personality, interests, values and skills to develop an individual Learning & Career Pathway Plan that will inform their future choices and options and assist in the development of a positive work/life balance. The plan provides students the opportunity to identify their preferred learning and study style and to set post school study, employment and lifestyle goals that are achievable. They are provided with individual counselling throughout this process to develop their career planning post school.

All students participate in Careers excursions & Incursions from the ADF & larger employers., universities and TAFE to develop their community learning for the future. This year the Year 12s missed the opportunity to attend the annual Careers Expo at the convention Centre, however the Year 10s were able to attend the Skillswest Expo later in the year. Several incursions were able to proceed in Term 4 as usual, including the ADF presentation. Staff training follows international best practice, in line with the Career Industry Council of Australia's guidelines and employs a qualified career practitioner.

In addition, the school has a dedicated Careers website, [balgashcareers.com](http://balgashcareers.com) that enables students to participate in Career building activities during periods of lockdown due to COVID-19.





## Young Parent Program

At Balga Senior High School, young parents have the opportunity to access their education whilst raising their children. This unique and diverse program offers students direct support in all facets of their life to ensure that each student has the opportunity to gain their WACE and that their babies have the access to the community support structures that are in place for young parents. Balga Senior High School is exceptionally proud the quality care that the school can offer our young parents.

### Highlights

- A new petting area was created, allowing children to nurture and foster a love of animals. The centre welcomed chickens, guineapigs and rabbits to the designated area.
- Continued support for our young parents through a range of support services offered to them through our local community
- Parent-child bonding where our young parents take part in weekly activities with their children
- A celebration of all cultures, through a range of festivals, religious events and communities. Harmony Day, Parent's Day, Holi, Christmas- the children were exposed to, and celebrated joy that is connected through their global community
- A focus on growing and sustainability- The children helped in the garden with their parents, picking herbs for their lunches, learning about how food grows and how we need to nurture the world around us

### Focus Areas for 2021

- Continue to review and exceed childcare policy reviews
- A focus on academic support to assist students in achieving their WACE, especially for students who have achieved their OLNA
- To further use Kinderloop Plus to connect with parents to continue to build and enrich relationships and to share the adventures of the children with their friends at the centre





# Aboriginal Culture and Languages - Noongar

Aboriginal Languages is provided as an option for Aboriginal students from Year 7 to 10. The Noongar Language Learning Area is committed to empowering our students culturally through language and how that links with history and our students' futures. We focus on learning local Noongar language and culture as a way of building the cultural strength and connection to country of our students.

In Years 7 and 8, students focused on feelings, family, body parts, colours, bush animals, numbers and had an introduction to the Noongar seasons. In Years 9 and 10, students focused on extending their sentences and in particular focused on seasons, birds, land and sea animals, verbs and places. In Years 9 and 10 there was also an emphasis on learning Noongar dance.

Unfortunately in 2020 due to Covid-19 restrictions our performance and excursions were reduced. However, during the latter part of the year we were able to re-engage with the community and provide activities outside of school.

## Highlights

- NAIDOC Assembly and cultural presentation to the whole school
- Team Building Camp
- Indigenous Dance workshops
- Brookton Tool Making and Cultural Immersion Excursion
- Solidification of Girls Academy and establishment of Aboriginal Boys Program for engagement and wellbeing of students
- Wungening Counselling and Wellbeing programs
- Year 7/8 Language Aboriginal boys recorded 'Moort Song' sung to the melody of Creedence Clearwater Revival's song 'Down on the Corner'
- Whole staff Aboriginal Cultural Awareness PD conducted Simon and Ronnie Forrest

## Focus Areas for 2021

- Increasing engagement and attendance through cultural empowerment
- On-country and community involved learning.







## Performance Data

## NAPLAN Data

2020 proved to be a difficult year to analyse student progress. Due to the COVID pandemic students were unable to sit NAPLAN testing, our comparative data analysis tool, that we use to measure our stable cohort progression in Reading, Writing, Grammar and Punctuation, Spelling and Numeracy. To provide quality teaching and learning in 2021, our school utilised CNAP- Best Performance, with each class in Year 7-9 completing the NAPLAN 2017 paper tests in Term 4 (Writing was not assessed). These test papers were analysed allowing teachers to create their teaching and learning programs with a clear understanding of what skills need to be consolidated and what skills need to be an area of focus.

The data also highlighted, that our most 'at risk' students were significantly impacted by the pandemic. Due to the lack of internet access many of our students' experience at home and considerations to the high pastoral needs of our students, the school printed and delivered learning packages to all students. However, the data clearly indicated that our most 'at risk' students need explicit teacher instruction to support their individual progression. Conversely, our students who are not classed as 'at risk' continued to display a positive trend in their learning, however, compared to previous years' progression this was also hindered due to the pandemic.

The data collected indicates that most of our students are within the 'At' standard or 'above' in literacy. This data suggests that the Year 9 2020 cohort should have the literacy required for OLN A success, thus translating into a higher WACE graduation.

### Targets from the 2018 Literacy and Numeracy review

- A focus on preparing students for OLN A and NAPLAN. The OLN A results indicate this explicit focus in Term 4 of Year 9 and in the Year 10 transition to Senior School is showing a positive trend in the amount of students achieving Category 3 in Year 10 for Writing and Reading. An explicit focus on OLN A is embedded into the program to support students to achieve their OLN A before they begin Senior School.
- Explicit focus on NAPLAN
- Timed tasks moving forward as many of our students struggle to complete the test in the set time due to English being their second language.

### Year 9 Literacy Data for whole Year 9 cohort

#### CNAP- Best Performance NAPLAN past test

- CNAP data indicates that teaching strategies in place across the whole cohort is enabling most students to achieve 'at' or above the minimum standard.
- Punctuation has been a strong area of development and a focus on grammar should support students in Year 10 2021.
- The Year 9 CNAP results aligned with the OLN A Year 9 results, with OLN A results indicating Reading as the point of need in Year 10 to support WACE graduation. This indicates an explicit focus should be implemented in 2021 to target strategies required for category 3 of the Reading OLN A, similar to the Writing strategy that was implemented in 2020 which resulted in a marked progression in students achieving Category 3 in their Round 2 OLN A.

Year 9 Grammar and Punctuation



Year 9 Spelling



Year 9 Reading





## Year 7-9 Numeracy Progression

The information provided below details achievement and progress of Balga SHS Year 7 and Year 9 students. Comparison between Balga SHS achievement and Like Schools using NAPLAN data shows that when we look at the individual tracking report, we have outperformed the Average Australian Cohort, which indicates strong progression. The NAPLAN Score Australian Mean for progression achieved from Year 7, 2017 to Year 9, 2019 showed a mean progression of 38. Tracking our stable student cohort at Balga, the NAPLAN Score Mean achieved from Year 7 to Year 9 showed a mean progression of 76. The Mean Progression between the NAPLAN Score Australian Mean and the School's mean indicates that we have value added +38 points.

Our Year 9s in 2020 also showed a progression by value adding +7 points when compared to the NAPLAN Score Australian Mean of the same year.

From analysis of the data, individual means are our priority. Using CNAP Data analysis, staff are able to see how students have progressed and create Individual Learning Plans that are strand-specific, to ensure learning gaps are narrowed at all levels. Through the Individual Student Tracking Report tab on CNAP, staff are able to see the difference between the NAPLAN Score, Australian Means and target students who have shown a negative value loss progression. This information allows staff to track the students and create Individualised Learning Programs that are strand-specific.

## Achievement of the National Minimum Standard in Literacy and Numeracy

The table shows areas of strength and relative weakness, in relation to all Australian schools. Our data does not align with the NAPLAN Grade allocation and indicates that priority will need to remain in encouraging students to sit for NAPLAN.

	Year 7 2018	Year 9 2018	Year 7 2019	Year 9 2019
Total # Enrolled at Balga SHS	89	110	72	110
Total % sat for NAPLAN	65%	61%	72%	66%
Total # who prequalified		10		11

We had 7% increase in the 2018/2019 attendance for the year 7's and a 5% increase for the 2018/2019 Year 9 cohort.

### Note:

Our data is based on the Stable Cohort, as we track students from years 7 to 9 and to see if progress was achieved. If data was based on the actual number of students who sat for the test, we would have aligned better.

	Summary Data	Year 7 2017	Year 9 2019	Mean Progression	Value and/Value Loss Stable Cohort
	NAPLAN Score Australian Mean	554	592	38	
Stable Cohort	NAPLAN Score Mean	455.21	531.42	76	+38
		Year 7 2018	Year 9 2020		
	NAPLAN Score Australian Mean	548	592*	44	
Stable Cohort	NAPLAN Score Mean	502.62	553.53*	51	+7

\* Due to Covid-19 NAPLAN was cancelled and CNAP Best Performance data were used.

## Year 8 CNAP off Year Testing – Stable cohort

To maximise student success at Balga Senior High School our Year 8 cohort, in a non-pandemic year completed previous NAPLAN testing to assess individual student progression. The following charts show the progression for the stable cohort of students, excluding outliers on either side of the data. This allows us to see how the majority of the students are progressing in each strand to ensure that effective teaching strategies are targeting the majority, allowing for IEP's on either side of the data to support these students.

The data indicates strong positive progressions in the areas of Punctuation and Grammar, Spelling and Numeracy. Targeted Reading strategies in 2021 will be a focus for this cohort in all Learning Areas, with an explicit focus on our EALD students.

## Individual Student Tracking Report

### Spelling

	Summary Data	Year 7 2019	Year 8 2020	Mean Progression			
Number of Students	NAPLAN Score Australian Means	546	564	Progress Australian Means	18		
Filtered Cohort	NAPLAN Score Means	477.9	516.87	Progress Filtered Cohort	39	Value Add/ Value Lose Filtered Cohort	21 Effect Size Filtered Cohort 0.59

### Reading

	Summary Data	Year 7 2019	Year 8 2020	Mean Progression			
Number of Students	NAPLAN Score Australian Means	546	563	Progress Australian Means	17		
Filtered Cohort	NAPLAN Score Means	462.57	464.43	Progress Filtered Cohort	2	Value Add/ Value Lose Filtered Cohort	-15 Effect Size Filtered Cohort 0.03

### Grammar & Punctuation

	Summary Data	Year 7 2019	Year 8 2020	Mean Progression			
Number of Students	NAPLAN Score Australian Means	542	557.5	Progress Australian Means	15.5		
Filtered Cohort	NAPLAN Score Means	474.57	491.82	Progress Filtered Cohort	17	Value Add/ Value Lose Filtered Cohort	2 Effect Size Filtered Cohort 0.24

### Numeracy

	Summary Data	Year 7 2019	Year 8 2020	Mean Progression			
Number of Students	NAPLAN Score Australian Means	554	573	Progress Australian Means	19		
Filtered Cohort	NAPLAN Score Means	465.23	495.65	Progress Filtered Cohort	30	Value Add/ Value Lose Filtered Cohort	11 Effect Size Filtered Cohort 0.54



### Taking a closer look at the data:

- Students in this data set have not been compared to 'like' school due to the pandemic. The value add is against the National Mean Progression and therefore students have made significant individual progression since sitting their Year 7 NAPLAN test in 2019.
- The data indicates that the strategies and interventions put in place at a classroom level from the Year 7 NAPLAN test has significantly addressed many individual learning gaps in the area of Spelling, Punctuation and Grammar and Numeracy.
- The Numeracy and Spelling progression is strong, but is expected to be higher due to the nature of the tests. The data indicates that these students should be able to access and achieve at the literacy and numeracy standard expected in Year 8.
- The Reading test data indicates decoding issues for our students. Most students did not get past the third reading prompt in the test, leaving the rest of the test blank. This correlates with our school context and the need for further EAL/D intervention in the mainstream school.

### Prequalification Through NAPLAN and OLNA

The achievement of the required Literacy and Numeracy skills represents a challenge for a significant number of Balga students. In 2019, only 25 students (47%) achieved their WACE because they met the Literacy and Numeracy requirement. Some of these students achieved a Band 8 in year 9.

Year 12 Students Prequalified				
2019	Year 9	Year 10	Year 11	Year 12
	10	9	5	5
	9.1%	6.5%	4.7%	6.4%
Total # who sat	73	97	90	66
NSA	37	41	16	12

### Moving Forward – Numeracy

- Support from home in terms of regular attendance, will make a positive difference to students' academic progress. Targeted intervention such as adapted instruction that facilitates individual success through CMS is to be adopted. The focus on establishing clear, consistent rules, which are direct and simple and putting students into small groups to encourage mentor - style relations.
- Actively encouraging staff to use the CNAP data and create Individualised Learning Plans, that are strand specific for the 2019 Year 9 students.
- A Common Language approach in both Literacy and Numeracy must be adapted across the whole school. Explicit teaching of the strand specific vocabulary in Numeracy, as part of the Teaching and Learning Strategy.
- Maintaining high expectations of our students' is another focus area for 2019 as this will encourage and foster success.
- Cultivate awareness that the school consists of students from different cultures and apply intercultural communication techniques as a guide for "critical, reflective thinking and acting," in the context of classroom engagement.

# Year 10 OLNA Focus

## Context

7 students have achieved all OLNA or prequalified through NAPLAN. There are 122 students registered in Year 10, this includes IEC and Learning Support.

## Results - Round One 2020, Current Year 10 students who have qualified

OLNA Category	Numeracy	Reading	Writing
Category 3	25 students	20 students	14 students
Category 2	36 students	39 students	48 students
Category 1	15 students	18 students	14 students
Total	76 students	77 students	76 students

## Review of Strategy

Explicit OLNA Writing sessions encompassed a variety of strategies- Team teaching, decoding, how to give explicit feedback to ensure individual progress, paired discussion and teacher modelling. Most classes were able to complete a majority of the strategies below.

1. Students gained an in-depth understanding of the marking criteria
2. Student marked exemplars and had to justify their marks using the official marking guide
3. Students highlighted all punctuation in 3 exemplars- discussing the difference between Cat 1, Cat 2 and Cat 3
4. Teacher modelled OLNA writing, verbally explaining their decision making. Teachers made mistakes to show students the importance of the editing process. Teacher discussed the marking rubric while completing the task
5. Students attempted OLNA practise on SCSA website – student printed for one on one explicit feedback
6. Explicit feedback was provided to students individually to ensure strategies for success were targeted at an individual level

## Results - Round Two 2020, Current Year 10 students

OLNA Category	Numeracy	Reading	Writing
Movement from 2-3 2020	9 students	7 students	18 students
Movement from 2-3 2019	5 students	9 students	8 students

- The results for this intervention were excellent with a clear value-add for our students in preparation for Senior School and WACE achievement

## Student OLNA End results for 2020 Year 10 students who have sat OLNA or prequalified through NAPLAN

OLNA Category	Numeracy	Reading	Writing
Category 3	34 students	25 students	31 students
Category 2	38 students	45 students	40 students
Category 1	6 students	16 students	14 students
Total	78 students	86 students	85 students

## Moving Forward

- 2021 programs up-dated to officially incorporate 2-week OLNA explicit writing focus
- Lesson structure formalised into a Learning Package covering each skill
- Year 9/10 meeting to review processes and discuss feedback in order to refine and develop.
- Continuous review of data
- Allocation of time for one on one feedback was a critical stage of the process

## Whole School Approach for OLNA in 2021

- Learning areas to create OLNA style questions for their learning area i.e. Home economics could create a reading comprehension text on interpreting a recipe, Science could create reading comprehension for scientific investigations or experiments
- Embed OLNA explicit writing focus into Year 10 curriculum. For example, modelling how to use a range of language features in a persuasive text
- Timed typing tasks for all learning areas. This will assist our students with the time pressures for standardised testing and the rigour of Senior School



## Year 12 Achievement Trends

	Number of eligible students	Number of students that achieved WACE	Percentage of students that achieved WACE
2020	60	29	48.33
2019	53	20	38
2018	43	21	49
2017	49	21	43
2016	44	16	36

### OLNA improvement Year 9 to Year 12

	Number of Year 12 eligible students	Numeracy			Reading			Writing		
		9 NAPLAN prequal	Increase	Year 12 met standard	9 NAPLAN prequal	Increase	Year 12 met standard	9 NAPLAN prequal	Increase	Year 12 met standard
		%	%	%	%	%	%	%	%	%
2020	60	8.33	68.34	76.67	6.67	48.33	55.00	10.00	70.00	80.00
2019	53	9.43	60.38	69.81	11.32	54.72	66.04	1.89	58.49	60.38
2018	43	11.63	55.81	67.44	9.30	58.14	67.44	2.33	69.77	72.09
2017	49	6.10	61.20	67.30	8.20	55.10	63.30	8.20	57.10	65.30

### Year 12s completing a certificate II or higher

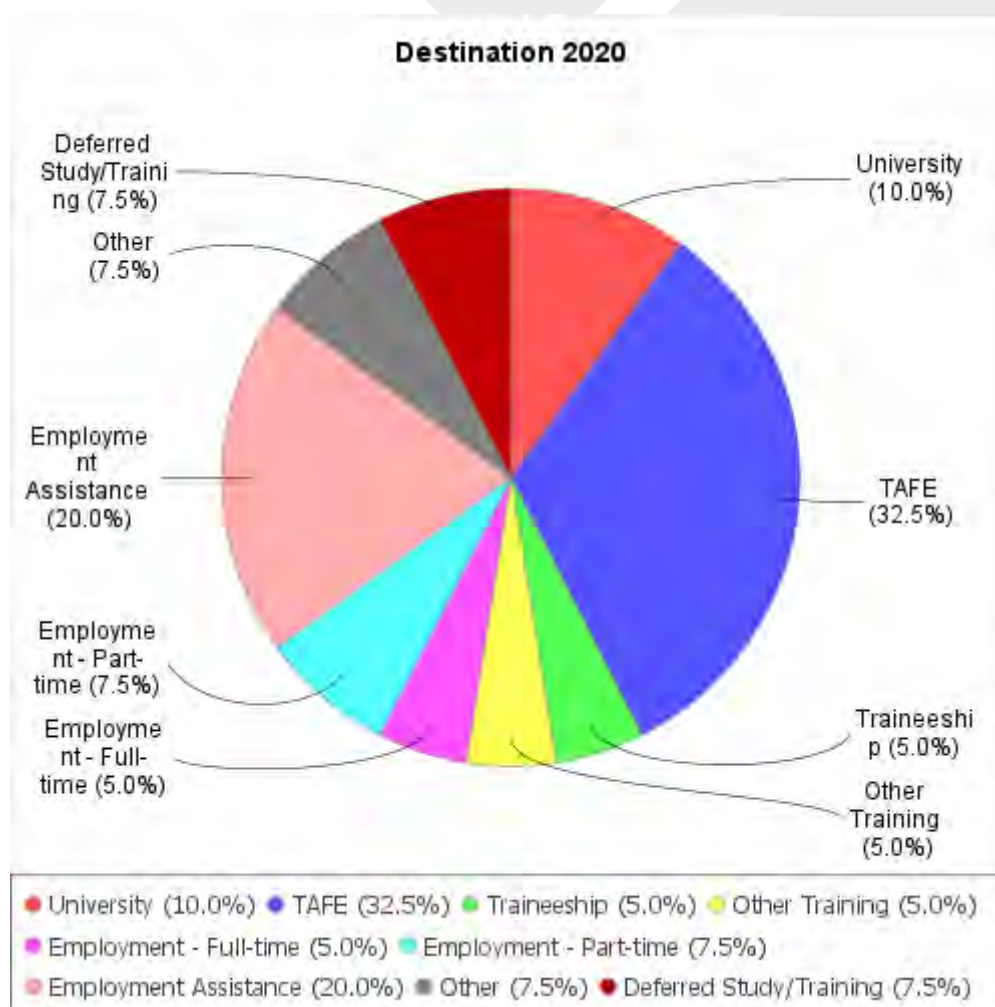
	Number of Year 12 students eligible	Completed a certificate II or higher with less than 4 ATAR courses		Completed 4 or more Year 12 ATAR courses or a certificate II or higher	
		number	%	number	%
2020	60	59	98.33	59	98.33
2019	53	46	87	46	87
2018	43	36	84	36	84
2017	49	42	85	44	90
2016	44	44	100	44	100

## Year 12 Destinations

### Post-School Destinations – 2019 Year 12 cohort

These students (40) represent 48% of the second semester cohort.

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





# Attendance

## Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2017	73.9%	87.8%
2018	74.7%	87.6%
2019	75.8%	86.8%
2020*	78.1%	

\* 2020 Modified data due to Covid-19

## Attendance % - Secondary Year Levels

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2017	86%	81%	77%	77%	63%	61%
2018	82%	78%	78%	77%	64%	66%
2019	80%	83%	79%	79%	64%	69%
2020*	86%	78%	81%	78%	72%	74%
WA Public Schools 2019	90%	87%	85%	85%	86%	87%

\* 2020 Modified data due to Covid-19

## Current Strategies for Improving Attendance

- On-going communication between Student Services and families
- Absentee notes sent home fortnightly
- Attendance data analysis to inform strategic intentions
- A focus on classroom relationships
- A focus on appropriate learning programs
- Referrals to regional attendance personnel
- Case management
- SMS message system to carers via Compass
- Engagement & Transition Strategy

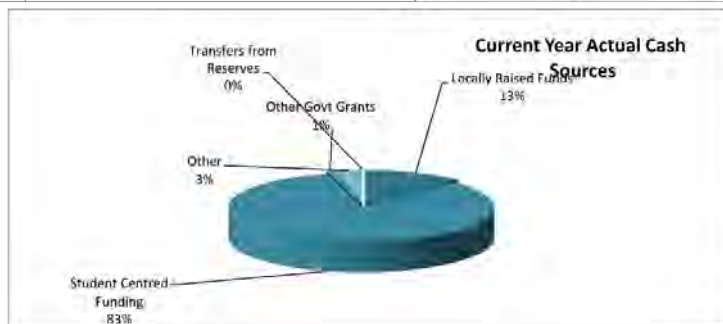
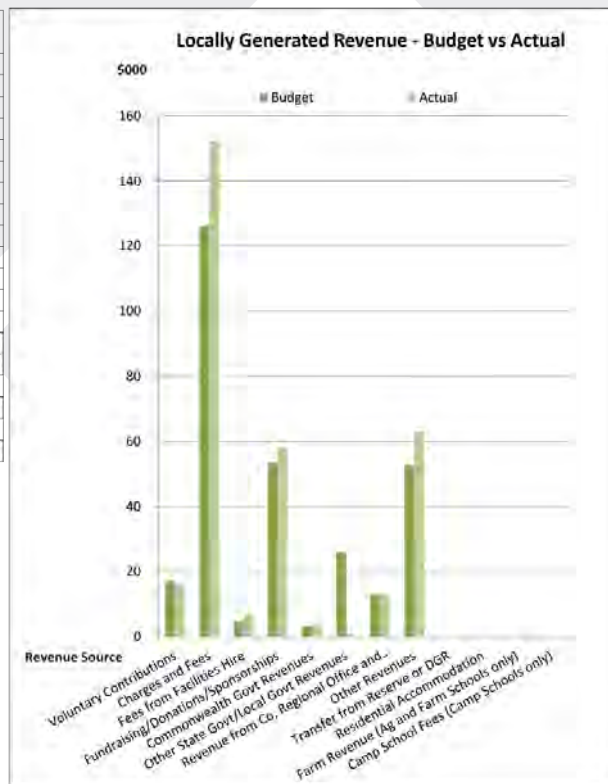
## Additional Strategies for Improving Attendance in 2021

- Continuing with the Engagement & Transition Strategy

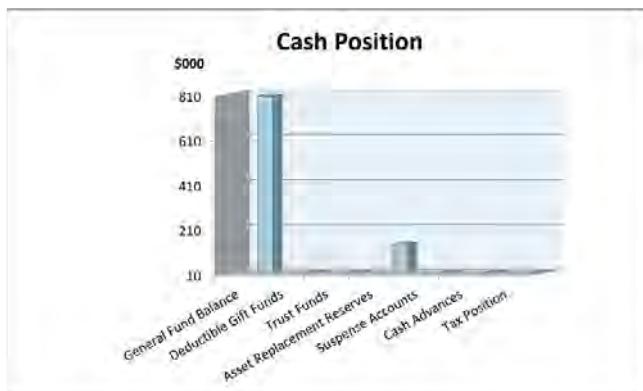
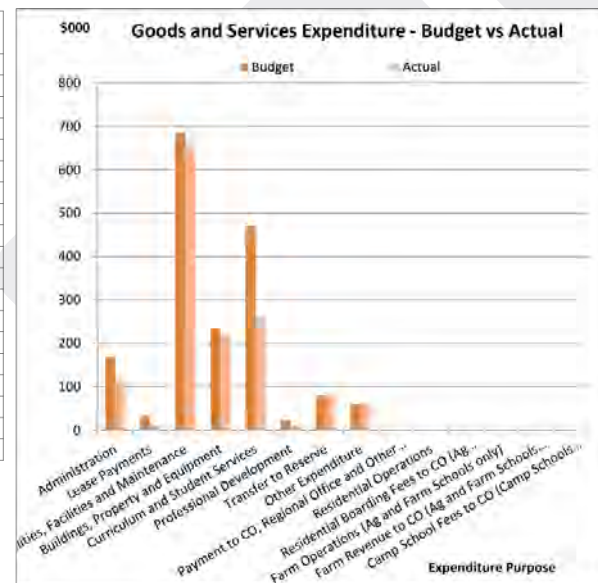
# Financial Summary

## Balga Senior High School Financial Summary as at 31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 17,000.00	\$ 15,923.75
2	Charges and Fees	\$ 126,448.00	\$ 152,223.33
3	Fees from Facilities Hire	\$ 4,576.88	\$ 6,984.08
4	Fundraising/Donations/Sponsorships	\$ 53,558.50	\$ 58,065.03
5	Commonwealth Govt Revenues	\$ 3,320.00	\$ 3,320.00
6	Other State Govt/Local Govt Revenues	\$ 26,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 13,055.00	\$ 13,055.00
8	Other Revenues	\$ 52,588.63	\$ 63,029.50
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 296,547.01</b>	<b>\$ 313,600.69</b>
	<b>Opening Balance</b>	<b>\$ 343,708.51</b>	<b>\$ 343,708.51</b>
	<b>Student Centred Funding</b>	<b>\$ 1,133,692.11</b>	<b>\$ 1,557,817.41</b>
	<b>Total Cash Funds Available</b>	<b>\$ 1,773,947.63</b>	<b>\$ 2,215,126.61</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 1,773,947.63</b>	<b>\$ 2,215,126.61</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 168,689.75	\$ 113,221.64
2	Lease Payments	\$ 34,000.00	\$ 11,470.86
3	Utilities, Facilities and Maintenance	\$ 686,634.38	\$ 658,520.82
4	Buildings, Property and Equipment	\$ 234,366.00	\$ 217,741.43
5	Curriculum and Student Services	\$ 470,774.01	\$ 262,272.58
6	Professional Development	\$ 22,055.00	\$ 10,670.97
7	Transfer to Reserve	\$ 80,000.00	\$ 80,000.00
8	Other Expenditure	\$ 59,560.00	\$ 58,773.51
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 1,756,079.14</b>	<b>\$ 1,412,671.81</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 1,756,079.14</b>	<b>\$ 1,412,671.81</b>
	<b>Cash Budget Variance</b>	<b>\$ 17,868.49</b>	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 928,517.76</b>
Made up of:	
1 General Fund Balance	\$ 802,454.80
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 139,630.16
5 Suspense Accounts	\$ (585.20)
6 Cash Advances	\$ (800.00)
7 Tax Position	\$ (12,182.00)
<b>Total Bank Balance</b>	<b>\$ 928,517.76</b>





# BALGA

SENIOR HIGH SCHOOL

*Strength in Unity*

Telephone | (08) 9247 0222

Email | [balga.shs@education.wa.edu.au](mailto:balga.shs@education.wa.edu.au)

2 Markham Way, Balga WA 6061

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