



# Balcatta Senior High School 2021 Annual Report

# Contents

<b>Principal’s Report</b> .....	<b>3</b>
<b>School Board Report</b> .....	<b>4</b>
<b>School Overview</b> .....	<b>5</b>
<b>Priority 1: Successful Students</b> .....	<b>6</b>
Vocational Education and Training (VET).....	9
Online Literacy and Numeracy Assessment (OLNA).....	9
<b>Priority 2: Quality Teaching</b> .....	<b>12</b>
<b>Priority 3: Positive Learning Environment</b> .....	<b>13</b>
<b>Priority 4: Leadership and Governance</b> .....	<b>14</b>
<b>Student Achievements</b> .....	<b>15</b>
<b>Student Services</b> .....	<b>17</b>
<b>Learning Area Highlights</b> .....	<b>18</b>
<b>Improvement Targets</b> .....	<b>20</b>
<b>National Schools Survey</b> .....	<b>21</b>
<b>Education Support Program</b> .....	<b>22</b>
<b>Specialist Programs</b> .....	<b>24</b>
Gifted and Talented Visual Art Program.....	24
Specialist Dance Program.....	26
Specialist Music Program.....	27
Academic Extension Program.....	29
<b>Finance Report</b> .....	<b>30</b>
<b>Glossary</b> .....	<b>31</b>

# Principal's Report



It is my pleasure to present our Annual Report for 2021. The report outlines to our school community an overview of student performance and highlights student achievement during the year.

The Annual Report is aligned to our School Business Plan (2020-2022) priorities:

1. Successful Students
2. Quality Teaching
3. Positive Learning Environment
4. Leadership and Governance.

Our Business Plan will be reviewed and a new Business Plan 2023-2025 is being developed. The Annual Report forms part of our review and reporting processes which provide the community with both performance data and self-reflection against our targets identifying areas of strength and areas for improvement.

It was another challenging year with the continuation of the refurbishment of our heritage buildings, upgrading the swimming pool, external courts and landscaping our outside areas. The COVID-19 pandemic continues to impact across the whole community.

The refurbishment of the “heritage classrooms” included new carpet, blinds, paint, IT infrastructure and new furniture and matched the learning spaces in the new buildings. The refurbishment brought with it some logistical challenges, including timetabling classrooms and student movement.

The Premier Mark McGowan MLA was scheduled to officially open the new building during the first week of Term 1 in 2021, but COVID-19 impacted and our opening event was put on hold until 2022.

2021 saw the launch of the new Education Support Program, which includes eight refurbished rooms, Independent Living Area and therapy spaces. 27 students were engaged in the program.

By Semester 2 all classrooms were operational, landscaping completed, and outside courts were in action. It was a wonderful sight to have students playing basketball on the new courts.

Our Year 12 performance was pleasing, considering the disruption to their Year 11 studies with COVID-19. The median ATAR was 80.5 (an improvement from 2020 – 60.3). Two students achieved an ATAR of above 90, with another four scoring over 80. Three students gained School Curriculum and Standards Authority Awards.

As I reflect on the many student successes of the year, these would not be possible without the dedication and commitment from all staff to support our students in their academic, social and emotional development.

I would like to take this opportunity to thank all staff for their contribution in ensuring Balcatta SHS is a school of “first choice” for the local community.

I am also very appreciative of the work of our P&C and School Board members and the role they play in supporting our school. We will continue to work hard to provide an engaging learning environment and explore opportunities for our students to ensure they are well-positioned to achieve their personal best.

Helen Maitland  
Principal

# School Board Report



Firstly, I would like to underline the commitment from the Principal's report to the School Business Plan Priorities and highlight the Values of 'Respect-Unite-Excel' as these guide our thoughts, processes and actions at all times. It is within these tenets that I present this report.

I extend my sincere gratitude to our parent members Mrs Georgina Dragicevich-Knight, Mr George Ognenis, Mr Phillip Saraceni, Mr Steven Summers, and our community members Professor Ted Snell, Ms Carli Sanbrook and Mr Chris Hatton for their energy, dedication and valuable contributions. We farewell Professor Ted Snell and tender our thanks to him for his dedication and contribution to the BSHS community, especially in the Arts area. Ted has been a vehement and long-term supporter of the school and has made a major contribution and personal investment in the Balcatta Arts community. We are honoured he is continuing as the patron of the Gifted and Talented Visual Art program. I would also like to acknowledge our staff representatives, Mr David Curtis, Mr Mark Entwistle and Ms Tegan Walker for their input in our discussions and thank them for their dedication and support to the Board during 2021.

At the start of the year, students returned to a fully renovated or new physical environment with 'state of the art' facilities, allowing them to access the best quality education in an up-to-date venue in an excellent environment. On behalf of the Board and the parents, I would like to thank the teachers, support staff and school management for their hard work and dedication in guiding our children through their education in a difficult and uncertain time.

The Board commends Mrs Helen Maitland on her continued high level leadership, vision and reflection. She leads and manages the school with aplomb whilst continuing to navigate through a global pandemic. Helen makes a commitment to ensure that every student's learning is at the core of everything we do.

These leadership qualities are also reflected in the Executive Team, Associate Principals Ms Tessa Curtis, Mr Daniel Drummond and Ms Cathie Bonner (Mrs Allison Nolan from Term 4), and the Manager Corporate Services, Sharon Beccarelli. We also thank them for their leadership of the teams at Balcatta.

The Board continues to hold paramount the learning environment of the students and teachers. To support our awareness of this, we invite comprehensive presentations by Heads of Learning Areas in which they present their current context with a focus on student achievement and outline pointers for success and strategies.

I would also like to acknowledge the Balcatta Senior High School P&C which is an integral part of the Balcatta community and thank them for their support and commitment to the school community.

Kevin Fraser  
Chair of the School Board

# School Overview



The completion of the \$50 million new build and refurbishment project ensures Balcatta SHS is well-positioned to provide modern and contemporary learning spaces. The school has a long and rich history of providing students with an inclusive and enriching educational experience, embracing diversity and valuing difference.

We provide many opportunities and programs for students to develop, enhance and exhibit attitudes and values. Balcatta SHS offers the following programs which aim to extend learning opportunities for specific groups of students:

- Department of Education Gifted and Talented Visual Art Program for which students apply to the Department of Education for testing and interviews.
- Department of Education Specialist Program in Dance for which students apply and audition.
- School-based Music Program for which students apply and audition.
- Academic Extension Program. Students apply and undertake testing for selection in the school-based program for Mathematics, English, Science and Humanities & Social Science for students in Years 7 to 10.
- Education Support Program (ESP) enrolment process.
- Vocational Education and Training (VET) programs are offered, either on-site or off-site, which provide vocational and workplace opportunities for students.
- Enrichment and value adding opportunities are provided to support students' educational, well-being and sporting aspirations through school clubs and competitions.

## Our Vision

At Balcatta SHS we are committed to providing an engaging, creative and challenging curriculum in an inclusive learning community, with a strong focus on pastoral care and student achievement.

## Vision in Action

At the heart of our vision is a professional learning community with three key focus areas:

1. Learning
2. Collaboration
3. Results

## Our Values

Our values align with the Department of Education's values of learning, excellence, equity and care. All members of the Balcatta SHS community strive to follow these values:

**Respect.** We treat all individuals with respect and care. Our relationships are based on trust and mutual respect. We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all.

**Unite.** We value teamwork, collaboration and the value of working in partnership with students, parents, teachers and the community in providing a quality education for our students. We place high regard on the personal and social well-being of our students.

**Excel.** We have high expectations and strive to achieve excellence in all we do. The standards and expectations challenge us to be our best in both academic and non-academic outcomes.

# Priority 1: Successful Students

***To ensure achievement for all students, teachers regularly review a range of student data to support student progress.***

As part of the School Accountability Framework we work together as a whole staff and in individual learning areas to analyse data to identify trends or areas of concern, and develop strategies to support student achievement.

Teachers have access to professional learning to continue to develop their skills in analysing data and applying these understandings to their classrooms.

We invested in a digital ATAR revision program for a number of ATAR courses. Students were able to undertake curriculum specific practise exam questions. Teachers were provided with feedback to review student and topic performance. Other school-based revision opportunities were made available to students to maximise their achievement.

We continue to revise offerings in Year 11 and Year 12 to ensure we are able to offer a variety of courses and certificates which provide our students with post school pathways. One of the new courses on offer for 2022 is Accounting and Finance, General.

The Associate Principal and the Year 11/12 Coordinator undertake regular monitoring of academic performance with a streamlined focus to support senior school students.

Specific tutoring during mentor classes and other revision opportunities provide OLN support to assist Year 11 and Year 12 students. Some of the strategies also include additional time which is made available for students to complete assessments during exam periods.

## **Year 12 Performance Data Observations** (80 students eligible for WACE, 12 ATAR students).

- 76% of our students achieved WACE graduation, which was slightly lower than 2020.
- Median ATAR of 80.5, which is a significant improvement from 60.3 (2020) and was above like schools.
- The following ATAR students achieved 80+:
  - Elise Beirne 93.55
  - Babita Nagra 92.25
  - Markus Gopcevic 87.85
  - Parinnitha Rajini Kanth 87.65
  - Aaryan Sachdevani 84.90
  - Chogyal Dorji 82.10
- ATAR triles showed improvement in all areas, and a decrease in the low quartile 65% (2020) to 33% in 2021.
- Attainment rate was significantly lower this year at 73% compared to 99% in 2020.
- Increase in the number of students applying to University. English Language Competency increased from 70% in 2020 to 92% in 2021.
- The following courses had an ATAR score above like-schools: English as an Additional Language/Dialect, English, Mathematics Methods and Visual Art.
- The following General courses performed above like-schools in the number of A grades: Applied Information Technology, Children Family and Community, Dance, Food Science and Technology, Physical Education Studies and Psychology.



## ATAR Dux

### Elise Beirne

Elise received the ATAR Dux Award for 2021. She achieved 16 A grades over Year 11 and Year 12, the North Metropolitan Education Regional Office Commitment to Excellence Award and qualified for a Certificate of Distinction from the School Curriculum and Standards Authority.

Other awards won in Year 12 include the Top Student awards in Year 12 for:

- Chemistry
- English
- Human Biology
- Mathematics Methods
- Physics.

## General Dux

### Glenn Leano

Glenn received the General Dux Award for 2021, and studied the following courses towards his WACE:

- English as an Additional Language/Dialect (EALD) General
- Physical Education Studies General
- Building and Construction General
- Psychology General
- Certificate III in Business.

Glenn achieved 9 A grades over Year 11 and Year 12, and qualified for a Certificate of Merit from the School Curriculum and Standards Authority.

Other awards won in Year 12 include the Top Student award in Year 12 for EALD General.



## Learning Support Certificate of Commendation

### Sebastian Foran

Sebastian was an extremely conscientious student who focused on completing all set tasks to achieve his ASDAN Workright certificate, while completing Authority Developed Work Place Learning (ADWPL). Sebastian also attained post-school, part-time employment in his preferred industry (hospitality) as the result of a successful ADWPL placement at a local café.

Sebastian completed the Food Science and Technology General course.

**A Certificate of Distinction** is awarded to students who accumulate 190-200 points in their last three years of high school. The successful student was:

- Elise Beirne.

**A Certificate of Merit** is awarded to students who accumulate 150-189 points in their last three years of high school. The successful students were:

- Kaida Law
- Glenn Leano.

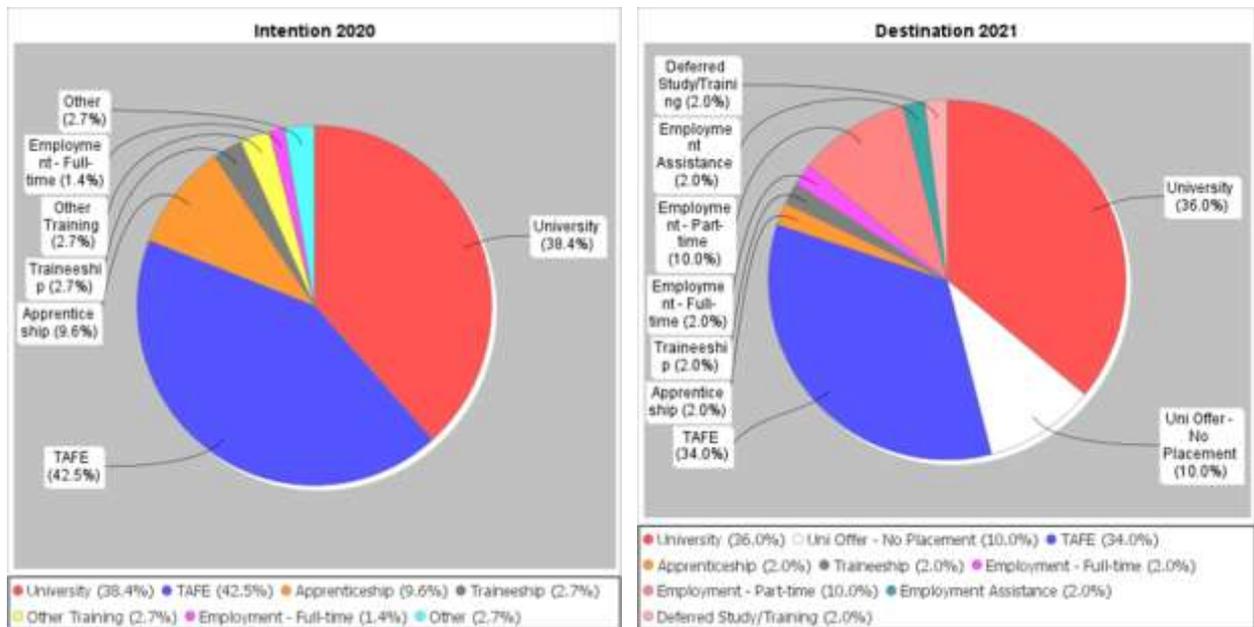
**Special Awards (Year 12)**

- Stan Perron – Katerina Rufov
- ADF Innovators – Tyson Smitham
- ADF Long Tan Leadership and Teamwork – Vyom Patel
- Ampol Best All Rounder – Tahlia Wells-Vasile
- Sportsperson of the Year – Nathan Hamilton
- Senior School Special Commendation – Lois Watbwami
- North Metropolitan Education Region Commitment to Excellence – Elise Beirne.

**Tertiary Scholarships**

- UWA – Bachelor of Engineering (Software Engineering) – Hackett Scholarship – Aaryan Sachdevani
- UWA – Bachelor of Commerce major in Accounting – Hackett Scholarship. Duration over 6 semesters, Benefit is \$1500 per annum – Nathan Hamilton
- UWA – Bachelor of Engineering (Chemical Engineering) – Hackett Scholarship – Markus Gopcevic
- Bachelor of BioMedical Science (Human Biomedicine, Molecular Genetics or Pharmacology) – Babita Nagra. Received a Curtin Excellence Scholarship.

**Destination Data**



In 2020, students were surveyed regarding their intentions. The destination data was provided to the school in early 2022. Overall, there was an alignment between student intention and destination. It is interesting to note there was a decrease in the number of students taking up apprenticeships, traineeships and TAFE courses. There was a slight increase in part-time and full-time employment.

## Vocational Education and Training (VET)

The school continues to provide appropriate pathways for all students, including a focus on improving VET programs. In most cases students complete certificate qualifications in a one-year option, with a smaller number of certificates being offered over Year 11 and Year 12. Students either undertake these certificates at school or off campus.

Once again, VET at Balcatta SHS showed pleasing results including 100% completion rates. The Year 12 students completed 96 certificates.

### Qualifications Completed

Certificate I	Certificate II	Certificate III
Financial Services	Automotive Servicing Technology Automotive Vocational Preparation Business Community Services Kitchen Operations Information Digital Media and Technology Music Industry Plumbing	Business Education Support Information Digital Media and Technology Population Health

### Workplace Learning

48 students from Year 10 to Year 12 undertook work placements either as work experience or as Authority Developed Work Place Learning (ADWPL). Industry areas included: Auto, Retail, Child Care, Hospitality, Education, Construction and Plumbing.

## Online Literacy and Numeracy Assessment (OLNA)

Students are required to meet a minimum competency standard in literacy and numeracy to achieve a WACE. Students who have achieved Band 8 or higher in any of the three components of reading, writing and numeracy in their Year 9 NAPLAN are acknowledged as having demonstrated proficiency in literacy and numeracy. Those who have not achieved this standard are required to sit the corresponding OLNA tests.

The tables below show the percentage of students achieving the components in literacy and numeracy.

### Numeracy

	Numeracy			Reading			Writing		
Year	2019	2020	2021	2019	2020	2021	2019	2020	2021
10	65	73	72	71	77	69	64	71	75
11	89	76	76	79	80	78	81	77	84
12	96	93	86	98	80	90	97	89	87

### Observation

Numeracy – 10 Year 12 students did not achieve the numeracy standard.

Reading – 6 Year 12 students did not achieve the reading standard. This was an improvement from 2020.

Writing – 9 Year 12 students did not achieve the writing standard.

NAPLAN (Data) (source: Schools Online, SAIS)

Year 9 Average Scores

	2019 BSHS	2019 Like Schools	2019 Public Schools	2021 BSHS	2021 Like Schools	2021 Public Schools
Numeracy	593	588	589	589	594	589
Reading	585	579	576	573	581	577
Writing	556	549	548	555	560	553
Spelling	588	576	575	586	580	574
Grammar & Punctuation	574	568	565	568	570	564

Year 7 Average Scores

	2019 BSHS	2019 Like Schools	2019 Public Schools	2021 BSHS	2021 Like Schools	2021 Public Schools
Numeracy	556	543	544	551	550	539
Reading	545	536	533	532	536	528
Writing	514	509	505	527	529	517
Spelling	550	538	537	551	547	539
Grammar & Punctuation	536	531	528	528	532	520

Comparative Performance for Year 7

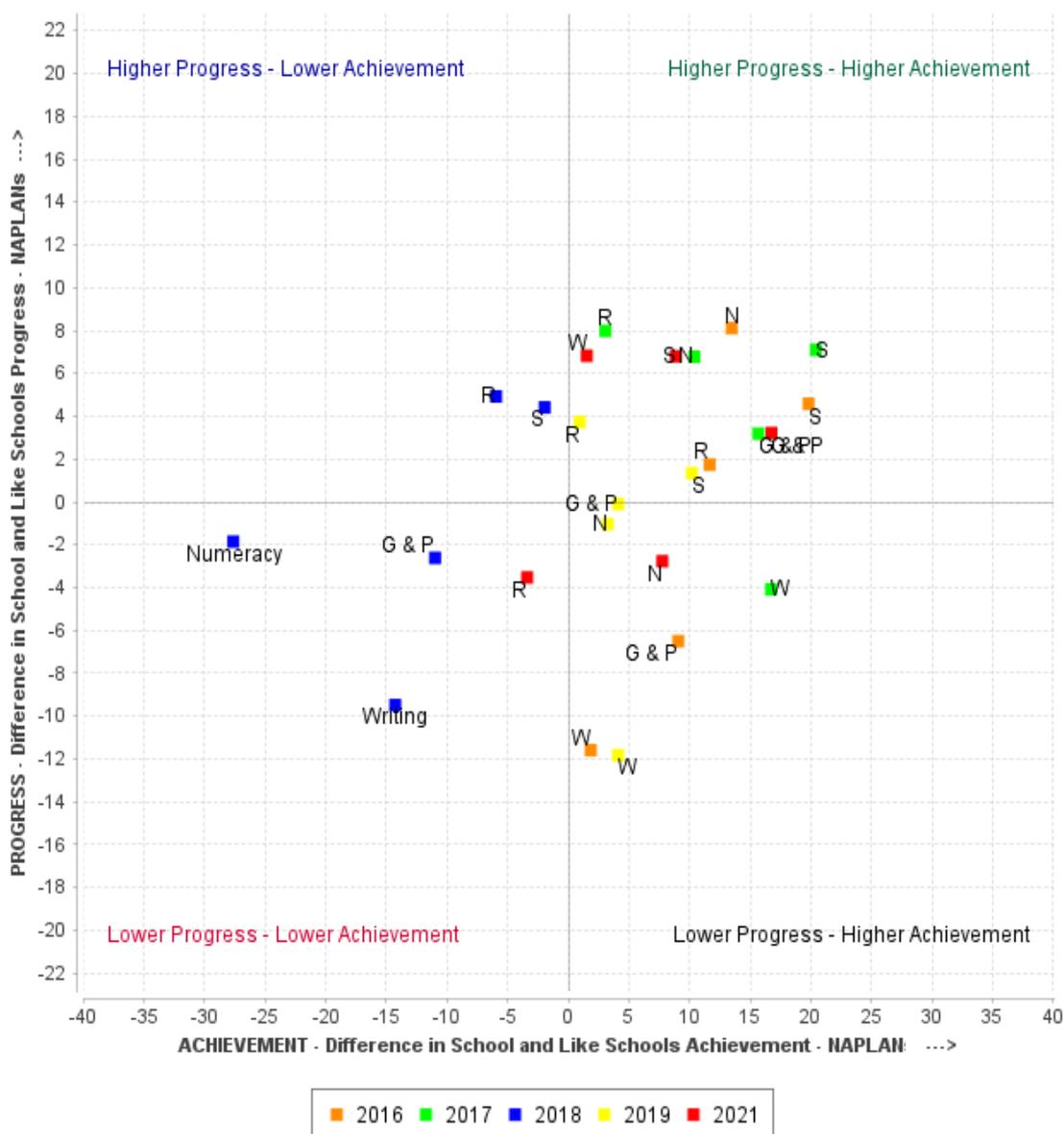
Year 7	Performance					
	2015	2016	2017	2018	2019	2021
Numeracy	-1.0	-0.9	0.2	-0.1	0.8	-0.2
Reading	-1.5	-0.7	0.1	-0.6	0.5	-0.5
Writing	-0.1	0.1	0.8	0.1	0.1	0.0
Spelling	-1.1	-1.3	0.3	-0.5	0.3	-0.4
Grammar & Punctuation	-0.5	-1.3	-0.3	-0.7	0.2	-0.4

Comparative Performance for Year 9 (Standard Deviation)

Year 9	Performance					
	2015	2016	2017	2018	2019	2021
Numeracy	0.1	0.6	0.3	0.1	0.4	-0.7
Reading	0.3	-0.4	0.5	-0.7	0.7	-1.1
Writing	0.2	-0.7	-0.5	-0.8	0.0	-0.4
Spelling	0.5	0.1	0.9	-0.2	0.8	0.5
Grammar & Punctuation	-0.1	-0.6	0.3	-0.8	0.8	-0.2

## Student Progress and Achievement Compared with Like Schools

### NAPLAN Year 7 to Year 9 Longitudinal



#### Analysis

- Year 7 and Year 9 comparative performance data are as expected (within one standard deviation of the predicted score mean) apart from Year 9 Reading.
- Spelling scores across Year 7 and Year 9 are consistently higher than like and public schools.
- Below expected comparative performance and average scores (when compared to like schools) for Reading for Year 7 and Year 9. Reading was also in the Lower Progress – Lower Achievement quadrant. To focus on reading skills and assist a greater number of Year 7 students coming to the school below expected standard, the school has explicitly resourced a Year 7 class to focus on literacy and numeracy skills in 2022.
- Numeracy comparative performance results have been inconsistent over the long term, particularly in Year 7. To counter this, the school has implemented stricter streaming structures for Mathematics classes allowing for greater differentiation of the curriculum.
- Comparative performance for Year 9 students in Writing has improved longitudinally due to an explicit teaching of writing skills, however there was a slight decrease in performance in 2021. The explicitly resourced Year 7 literacy and numeracy class and additional literacy support classes provided are further strategies being used by the school to target writing skills.
- Writing, Spelling and Grammar and Punctuation all were in the Higher Progress – Higher Achievement quadrant.

## Priority 2: Quality Teaching

***The major focus for this priority in 2021 was the quality of teaching in every classroom, and to build a culture of improvement across all school operational areas to improve learning opportunities for all students.***

Balcatta SHS continued to build on the success of the focus areas identified in the School Business Plan.

Balcatta SHS's *Teaching and Learning Handbook* was developed (to be implemented for 2022), including research-based strategies to support teachers, including new teachers. The *Handbook* was worked with whole staff which provided opportunity for their input.

The Senior Leadership Team focused on consolidating a whole school approach to a school-wide instructional model.

All staff were provided professional learning on an instructional model, and learning areas have trialled and reported on the implementation of some of these strategies.

Targeted professional learning was provided on School Development Days and at whole staff meetings, learning area meetings, and included: WACE data analysis; Autism; Trauma Informed Education; NAPLAN; STEAM; Reporting to Parents; focus on ABEs and Special Education Needs (SEN); Curriculum Review; and School Improvement, including investigating the Fogarty EDvance Program.

Expertise within the school continues to be utilised through the Teacher Led Communities (TLC), which are driven by teachers and based on action research.

The Teacher Led Communities included:

- Literacy; STEAM
- Trauma Informed Education
- One Note
- Instructional Strategies
- House System
- Numeracy
- Year 7 teachers, Laptop Focus and Wellness

The TLC provided updates to whole staff throughout the year.

The focus on embedding ICT into learning continued with whole school opportunities as well as targeted sessions for teachers still developing their skills.

The Senior Leadership Team undertook professional learning to continue to develop their leadership skills, particularly, while leading teachers in analysing and engaging with data. This enabled leaders to upskill staff and focus on specific improvement in student outcomes.

Regular learning area reviews are undertaken by the Senior Leadership Team members (HoLA/TiCs) to identify areas of concern and strategies for improvement.

To further enhance the quality of teaching at Balcatta SHS, four staff completed the Teach Well Program. This is an intensive professional learning program utilising evidence-based research to provide explicit techniques for teachers to use in the classroom. The program supports teachers to deliver high impact instruction. The teachers shared a number of strategies with the whole staff, and these strategies were also included in the *Teaching and Learning Handbook*. Moving forward, these teachers will mentor others in Teach Well strategies.

# Priority 3: Positive Learning Environment

***At Balcatta SHS we provide a positive, supportive setting where students can achieve their educational and social goals. We work to maintain a learning environment which is safe, respectful and inclusive.***

The focus of the school continues to be on our values of Respect-Unite-Excel, and we advocate for and support students to display these positive characteristics each day.

We launched our whole school reward system, whereby students are acknowledged and earn points for the following:

- Academic
- Behaviour
- Community
- Cultural
- Sport.

Staff are supported through a number of strategies to promote a positive learning environment. The Teacher-Led Community “Trauma Informed Education” undertook action research which was shared with whole staff, as well as other professional learning opportunities such as Classroom Management Strategies. The school continued to provide each teacher with a Staff Work Diary which included numerous trauma-based educational strategies.

Student Leadership was reviewed and aligned to the newly formed House system to enhance leadership opportunities across the school and to build a sense of pride and belonging. Student Services and staff from the House Teacher-Led Community worked together to select and mentor “Student Leaders” in readiness to launch our Student Leaders for 2022.

We consolidated our Whole School Behaviour Management Policy, specifically the flowchart to ensure a consistent approach across the school.

As an Act-Belong-Commit school we continued to embed social and emotional well-being strategies to support students. We showcased the success of these activities on our various social media platforms.

The Student Services team supports all staff to ensure a high level of pastoral care for all students.



# Priority 4: Leadership and Governance

## ***Balcatta SHS is committed to the improvement of student learning outcomes.***

The Executive team explored the Fogarty EDvance program, an evidence-based school improvement program which has been successfully undertaken by a number of Department and Catholic Education schools. Balcatta SHS was successful in securing a place in this program. This will assist us to build a culture of shared vision and position the school as a “school of first choice”.

Leadership opportunities continue to be promoted and available to all staff with a number participating in school leader professional learning. Staff were proactive in taking on or developing leadership roles such as the formation and facilitation of Teacher-Led Communities.

Effective and evidence-based planning is vital at all levels with a focus on regular Learning Area reviews, including presentations to the School Board. Our Targeted Initiatives are monitored and reviewed to determine their effectiveness. This year saw the successful launch of the Education Support Program. Learning needs are catered for through the support of Education Support teachers and Education Assistants in the newly refurbished classroom spaces.

The Gifted and Talented Visual Art Program continues to grow in resonance and credibility. This is evident through a growth in enrolments coming into Year 7. The Gifted and Talented Visual Art Strategic Plan is being reviewed with the new plan to be launched in 2022.

The focus on effective partnerships continued in 2021 through a variety of platforms including:

- University of WA curriculum opportunities through their outreach programs
- Edith Cowan University – Scholars in Residency Program and other curriculum opportunities
- Rotary Club – growth of curriculum opportunities for students.

Balcatta SHS participates in a number of educational collaborations including:

- West Coast Curriculum Collaboration (WCCC). Five local high schools work together to improve Year 11 and Year 12 course choices by combining some specialist classes with very small enrolments. In 2021, Year 11 and Year 12 Mathematics Specialist was conducted amongst three schools. Balcatta students performed well. There are regular meetings of the principals to plan course collaboration and share strategies and ideas to improve the educational outcomes for all students.
- Balcatta Schools Cluster. Balcatta SHS Executive team meet regularly with principals from the five local intake primary school, Balcatta, Osborne, Takari, Tuart Hill and West Balcatta Primary Schools. The focus of the meetings is the sharing of knowledge, strategies and building transition activities for students to select Balcatta SHS as their preferred high school. Two of the successful transition activities are the Primary School Art competition and the Year 5 Academic Challenge.
- Balcatta/Greenwood/Warwick (BGW) Network. Three high schools and their local intake primary school principals meet each term. The network has a Strategic Plan with a focus on building leadership capacity in each of its schools.
- Education Support School Network (ESSN). With the launch of our Education Support Program, Balcatta SHS was invited to be a part of this network.

There are many other networks to which Learning Areas belong, including a large number of on-line communities.

The school will continue to explore partnership opportunities which will benefit our students. A Marketing Plan/Prospectus will be developed and launched in 2022.

The School Board continued to take an active role in school governance and we appreciate their input into the direction of the school.

# Student Achievements



## **Adela Maldonado Revegino (Year 7)**

Balcatta SHS registered for the Act-Belong-Commit Mindful May competition which offered our students the opportunity to produce a poster with the theme “Act with mindfulness for good mental health”. Adela entered the competition with her poster, winning the overall Secondary Category.

## **Alivia King (Year 9)**

Alivia King has made the State U15 Netball squad. She was selected from over 200 girls to a shortlisted number of 25.



## **Leah Allen (Year 7)**

Leah Allen has made the State School Girl's U12s Football (AFL) team.

## **Alina Chaudhry (Year 8)**

Alina's short story was entered in the Creative Writing Competition and was shortlisted as one of the top five in the State for Year 8.





**Nadyashani Igusti (Year 8)**

Nadya competed in the Australian Gymnastics Championships 2021 in the Gold Coast. This is the third time Nadya has represented Western Australia in the AGC.

**WA School Chess League (Year 10 students)**

Lucas Agostino, Jerome Pazhooparambil, Ethan Morariu, Flynn Meyers and Ahmed Wario made it to the finals of the WA School Chess League.



**Australian Mathematics Competition (Years 7 to 10)**

Students participated in the national testing competition. The following students scored in the top 25%:

Year 7 – Mitchell Burnett, Jaime Jalla

Year 8 – Benjamin Ellis, Tobias Jordan-Hobby

Year 10 – Sonam Chuki Pelzang



# Student Services

The Student Services team consists of a Manager Student Services, Year 7/8 Coordinator, Year 9/10 Coordinator, Year 11/12 Coordinator, Learning Support Coordinators, School Psychologist, School Chaplain, Community Health Nurse and Student Support Officer. The Student Services team continued to support and manage students at risk through tiered case management. Consultation and collaboration with external agencies is actioned as required to support students and their families. Increasing attendance and engagement was still a focus. Attending every day is vital. We continue to work with students and parents to understand the impact which missing school has on their child's learning. The school continues to closely monitor and promote students' regular attendance through raising awareness and reward.

Attendance % - Secondary Year Levels	Attendance Rate %					
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2021	90.4	90	87.1	83.1	84.1	86.2
2020	85.7	83.1	82.0	76.1	78	79.2

The student attendance data is based on Semester 1 data only. It is important to note COVID-19 continued to have an impact on attendance, resulting in parents keeping their children at home when sick. Even with the challenge of COVID-19, Regular attendance was 60.2% with both Year 7 and Year 8 students recording 90% attendance rate. Attendance is recorded in the following categories:

- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)

A range of strategies has been implemented to improve attendance:

- Raising awareness "Regular Attendance" to parents and students
- Daily SMS message
- Formalised letter system
- Attendance certificates
- Student of the Month nominations
- House system points.

The Student Services team continues case management with Attendance Plans in collaboration with families and other external providers. The Student Services team reviewed its services and interventions, and finalised and presented the revised documentation to the whole staff. The intervention flow chart articulated the role of all staff in the engagement of students. Student Services continued to address the improvement of non-academic achievement through a range of support programs which are identified at a point of need and usually overseen by the Chaplain, School Nurse or an external provider.

Balcatta SHS was selected as one of the schools for the Year 10 Engagement and Transition Program. The program provides services to identified Year 10 students who require additional support to assist them to re-engage with their learning or seek an alternative pathway to full-time school. Balcatta SHS referred thirteen Year 10 students and six students to be engaged in other options.

As an Act-Belong-Commit school, the Student Services team has implemented a social and emotional well-being plan which incorporates initiatives to promote mental health and well-being. Some of the activities undertaken during the year include:

- Regular promotion of Act-Belong-Commit to the school community including Act-Belong-Commit Week where a number of activities are organised by staff and students
- Foodbank drive
- Year 7 and Year 11 students – guest speaker from "Helping Minds"
- R U OK? Day
- Wear it Purple Day
- Harmony Week
- National Day of Action Against Bullying and Violence
- Foodbank Breakfast Club
- Social Events – River Cruise, Dinner Dance, Reward excursions

# Learning Area Highlights

## English

- 50 Year 7 students attended Children's Book Week workshops which included a presentation from author, Deb Fitzpatrick.
- Year 7 and Year 8 students participated in school-based workshops from author, Deb Fitzpatrick.



## Humanities and Social Science (HaSS)

Students further developed connections between curriculum and the real world through a variety of learning opportunities:

- Year 7 investigated "Water in the World" and compared the availability of water in Australia to another country.
- Year 10 excursion to Canning River Eco Education Centre enhanced students' engagement, skills and knowledge in a geographical inquiry process. Students conducted geographical field work in a fresh water environment.

## Health and Physical Education

2021 saw the return of participation in external sporting activities:

- Lightning Carnivals for Years 7 to 10 students. Students represented the school in a number of sports including netball, soccer, basketball, hockey, AFL and volleyball.
- Athletics Carnivals. Students from all year groups participated in a range of events. Participating students earned points for their house. The elite athletes were selected to represent Balcatta SHS at the Interschool Athletics Carnival. Our team was very successful, gaining 21 first places, 18 second places and 16 third places. Leah Allen was the Champion Girl in the Year 7 group and Jessica Santich won the Champion Girl in the Year 11/12 group.
- Senior Basketball. Balcatta SHS entered a team in the annual Northern Suburbs Senior Boys Basketball tournament. The team performed well throughout the tournament.
- Volleyball. 2021 saw the launch of our inaugural volleyball team.
- Health Expo. The Year 11 Health Studies students held a Health Expo in the Library. The expo showcased the students' communication skills and focused on health issues which affect our community. Students from across the school and local intake primary schools visited the event.

## Mathematics

The Mathematics Department entered students into a number of annual competitions:

- Students in Years 7 to 10 participated in the National Australian Mathematics Competition. Two Year 7 students, two Year 8 students and one Year 10 student were awarded a Certificate of Distinction which placed them in the top 25%.
- Lower School students have been focusing on statistical and mathematical processes.
- Targeted numeracy support was available to students via after school classes.

## Science

- Year 7 and Year 8 Science Fair students developed their scientific enquiry and investigation skills to showcase and present their projects to an audience. Projects were judged by scientists from the University of Western Australia, the Telethon Kids Research Institute and the CSIRO.
- National Science Week included presentations and workshops from SciTech.
- The Santos Science Experience hosted by Murdoch University was an opportunity for students in Year 9 to explore science courses through interactive and engaging workshops.



## Technologies

The Technologies Learning Area has been focused on teaching students a general understanding of the technologies process.

- Year 7 Food and Fibre students learnt simple sewing skills to create textile items.
- Years 9 and 10 Food classes refined their food preparation and presentation skills.
- Year 10 Textile students worked with Shashika (a Japanese stitch style) to create exquisite designs.
- Year 10 Child Care students were the first to take care of the new Virtual Babies.
- Year 12 Children, Family and Community students investigated the needs of families with a focus on homeless people. Students made and donated items which went to a charity organisation.
- Year 9 Woodwork students created a "Treasure Box" using a state of the art engraving laser machine.
- Year 12 Building and Construction students completed the designs and planned and constructed raised garden beds and bench seating behind the foods rooms.
- Year 11 and Year 12 Information Technology excursion to Big Day at the University of Western Australia focused on careers in the Information Technology industry.



## STEAM (Science Technology Engineering, Arts and Mathematics)

All students in Year 7 and Year 8 undertook STEAM and had the opportunity to develop global competencies, employability skills and practical science, technology, engineering, arts and mathematical skills.

- Year 7 attended a water powered rocket workshop conducted by the University of Western Australia Aerospace Project. The students were provided with a design brief and worked in groups to build and launch their rocket.
- Year 8 students worked in teams and applied their design and creative skills to develop and test an automative paper plane launcher.



## THE ARTS

- Year 7 Art students worked on their drawing skills, creating self-portraits using contour line to create self-portraits.
- Year 7 and Year 8 Drama students explored a variety of different drama styles, including monologues, movement pieces, scripted scenes and improvisations.
- The Media Showcase students produced a music video and horror trailer.

# Improvement Targets

## Year 12 Performance

WACE	
Target	Achievement
Year 12 General Course grades align to EST moderation feedback	Working towards. Most courses were aligned.
90% successful VET certificates	Achieved 100% successful completion of both on-site and off-site training.
All ATAR course means about 50 and better than like-schools	Working towards. Achieved in EALD, English, Maths Applications and Visual Art.
Median ATAR 70% above	Achieved 80.05%. (Note significant improvement from 2020, including the small ATAR cohort of 12 students).
Attainment Rate 100%	Working towards.
Literacy	
Progress for Year 9 students in NAPLAN Reading, Writing and Numeracy will be equal to or above like-schools.	Working towards. Below comparative performance for Reading. Comparative performance for Writing has increased longitudinally but a slight decrease in 2021.
OLNA	
Year 10 Numeracy 80% Year 11 Numeracy 90%	Working towards. Slight decrease in Year 10 performance by 1%, and no movement in Year 11 from 2020 to 2021.
Increase the number of Years 10, 11 and 12 students passing OLNA by 10%	Working towards. Improvement in Reading for Year 12 by more than 10%. Improvement in Writing in Year 10 and Year 11.

# National Schools Survey

All Australian schools are required to use a common on-line survey tool every two years. This is the National Schools Opinion Survey.

The survey consists of 20 questions which are standard across Australia and do not change from survey to survey. The questions relate to perceptions about student motivation and engagement, teachers' expectations of students, staff and student safety and well-being, catering for students' learning needs, student behaviour, school environment and communication with parents.

Respondents were asked to rate questions using a rating scale of 1 to 5 with 1 being 'strongly disagree' and 5 being 'strongly agree'. Staff, students and parents each completed a separate online survey. In 2021, 48 staff, 97 parents and 522 students completed the survey.

We have and will continue to use the survey results to improve our school at all levels. This includes management of student behaviour, communication with families and professional development of our teachers.

Parent Survey	Responses: Agree / Strongly Agree	Staff Survey	Responses: Agree / Strongly Agree
Teachers at this school expect my child to do their best.	74%	Teachers at this school expect students to do their best.	76%
My child feels safe at this school.	69%	Students at this school can talk to their teachers about their concerns.	74%
The school is well-maintained.	76%	Parents at this school can talk to teachers about their concerns.	72%
I can talk to my child's teacher about my concerns.	68%	Teachers at this school motivate students to learn.	68%
My child's teachers are good teachers.	68%	Teachers at this school care about their students.	67%

Student Survey	Response: Agree, Strongly Agree
My teachers expect me to do my best.	88%
My teachers provide me with useful feedback about my school work.	65%
My school gives me opportunities to do interesting things.	63%
My teachers are good teachers.	61%

# Education Support Program

## Life Skills

The Bev Dainton Independent Living Room was officially opened in Term 3 with a ceremony to commemorate Bev's 20+ years of supporting students with special educational needs at Balcatta SHS.

Students use this room on a weekly basis to learn and practise a variety of domestic tasks, such as doing the laundry, cooking, general cleaning and learning how to make a bed. Students also work together in this space to assemble furniture and other items used in the Life Skills room.

## Workplace Learning

Year 10 students successfully completed an off-campus work preparation program provided by Edge Employment.

Year 12 student, Sebastian Foran, was our first student to achieve an ASDAN qualification - Workright. This was achieved alongside his Workplace Learning Program where he completed work experience as a kitchen hand at the City of Stirling and El Greco Café. Sebastian was offered post-school employment at El Greco Café.

## Social and Emotional Learning

As part of their ongoing programs in Social and Emotional Learning, students were explicitly taught social skills and given numerous opportunities to practise these skills with their peers, individually, in partnerships and as part of a team.

Activities included STEM challenges, assembling furniture, participating in social events such as a multicultural feast on Harmony Day, contributing to values-based discussions and demonstrating how to be 'a good person to game with' through participating in outdoor and indoor-based games.

## Digital Technology

Students took advantage of extra iPads purchased for the Education Support Program by using a range of applications to demonstrate their understanding through digital worksheets, portfolio presentations, art and movies. Projects were often completed using speech to text technology, which has resulted in increased student engagement, productivity and confidence. The use of iPads in the classroom has also made it easier for staff to create an ongoing, visual account of student progress and achievement.

## Circuit Breakers STEM Engineering

All students were involved in the Circuit Breakers program which was an amazing experience learning how to build circuits; simple and in parallel, and how to code Micro-bit computers to run programs to help us control our circuits. Students built games such as a reaction time competition, learnt how to write the code and use it for a practical application.

Learning how to design and build new things was a challenge for students and they learnt how to problem-solve to fault find and correct their mistakes to get the desired outcome. At the end of this program, students had improved their problem-solving skills and developed better resilience.



## States of Matter Science

Students learnt about the States of Matter in Chemical Sciences this year. They used as many delicious experiments as they could find to test out the properties of different things, such as chocolate, jelly, ice, sugar and cornflour.

They discovered that states of matter can be changed by varying the temperature, they discovered chocolate is delicious when melted and drizzled over fruit kebabs, and they learnt that Ooblek (corn flour mixed with water), is a non-Newtonian fluid which has properties of BOTH a solid and a liquid.

## Wreck this Journal

Our mental health is the school's number one priority. The students in Education Support have started a "Wreck this Journal" journal.

The journal encourages students to share experiences and take part in "destructive" acts such as poking holes through pages, adding photos and defacing them, painting with coffee, colouring outside the lines, and more.

This journal is designed to promote creativity, demote the need for "perfection" and encourage us all to get a bit silly sometimes and not take life too seriously. Students have been on treasure hunts for white objects to glue in their book, played golf with their book, and even put a leash on it and taken it for a "walk" (drag) up the verandah.



# Specialist Programs



## Gifted and Talented Visual Art Program

Our Gifted and Talented Visual Art program at Balcatta Senior High School provides our students with outstanding creative opportunities to enrich and extend their artistic ideas, skills and processes. Year 7 students experience a foundation course of the program while Years 8 to 12 develop specific skills across a range of studio disciplines of their own choice on Saturday mornings.

Students, in their learning, have been exposed to portrait and landscape painting in oils and acrylic, ceramics, photography, digital art, printmaking, sculpture and wearable art/textiles. The workshops are facilitated by professional artists, designers, illustrators and practising craft persons. They learn through a differentiated curriculum with a variety of visual inquiries, studio work, exhibitions and critical and historical reflection.

Student numbers continue to be strong, with 31 students being offered a placement in the Year 7 program.

## Extension and Enrichment

### Saturday Art

There have been some obvious changes with the flow on from the previous year with the effects of the COVID-19 pandemic. This presented some big challenges, but also created some new and unique opportunities for the program. Along with moving during the new build, we continued to provide students with excellent skill building workshops to further develop their strengths and achievements.

- The Young Masters' Program continued on Saturday mornings for Year 5 and Year 6 students.
- Big Art Day Out. Year 5 primary school students attended from across the metropolitan area. 50 % of the official 2021 intake attended this event.
- The sixth year of the annual Primary School Art competition was held with individual prize winners being announced.



## Highlights

- The annual Visual Art camp took place at Rottneest. 67 Gifted and Talented Visual Art students attended.
- The annual Gifted and Talented Visual Art exhibition was opened by artist and tutor Jodie Davidson. The exhibition opening included a fashion show by the wearable art students, and was attended by an audience of over 300.
- The Young Masters' art classes for Years 5 and 6 students continued with specialist art tutors.
- The Drawing Workshop was conducted by Andy Quilty.
- Artists Simon Gilby and Gina Moore, who created the two artworks, 'Pinnacles' and 'Cascade' for the Stage 2 development of Balcatta Senior High School, gave a presentation to the Gifted and Talented Visual Art students.

- The Portrait Painting Extension Workshop was conducted by Mark Tweedie.
- The Awesome Arts Festival was attended by our Year 7 students.

### Achievements and Awards

- Hana Abbott and Nathan Hamilton's artworks were selected for the prestigious Meta Art Exhibition at the Central TAFE Gallery.



- Nathan Hamilton and Khurt Baylon had their work exhibited in the St George's Art Exhibition in St George's Cathedral.
- Sierra Taylor-Gregorio, Armani Kingi and Sonam Tshokey had their pieces selected for the Young Originals. We also had a collaborative piece selected which was made by the Year 7 Gifted and Talented cohort. The artwork was of the Pinnacles on which they worked with Western Australian artist Ross Potter.
- Two Year 12 students were represented in Outside the Frame at the Armadale City Council.
- The partnership between the Lawrence Wilson Art Gallery and the teachers and students of Year 10 culminated in an exhibition of artworks, including paintings and sculptures.

### Annual Art Exhibition Award of Excellence 2021

Year 7, Annabell Goodridge

Year 8, Annie Frencham

Year 9, Sonam Tshokey

Year 11, Samantha Antulov

Year 12, Nathan Hamilton

The Shaun Tan Art Award for an emerging artist was awarded to Riscia Vinta.

**Year 12 Students** – 100% of Gifted and Talented Visual Art students achieved their WACE.

### Enrolments

Year Group	2020	2021
7	28	31
8	18	28
9	14	25
10	18	17
11	3	9
12	5	9
<b>Total Enrolments</b>	86	119

## Specialist Dance Program

Entry into the Approved Specialist Dance Program continues to attract strong numbers. All students undertake an audition. Gaining a position is highly competitive.

### Enrolments

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<b>Number of Students</b>	19	14	15	8	6	4

### Academic Performance (reporting period Semester 2 2021)

	A	B	C	D	E
<b>Total number of grades</b>	20	19	22	3	1

The dance students participated in a number of performances including the STEAM train tour, with the Year 8 students performing at the local primary schools, as well as informal flash mob performances, and a performance as part of the Year 6 Orientation program.

The annual Nexus Dance Alliance event was held at the Octagon Theatre with performances from Balcatta SHS, Shenton College and Cecil Andrews SHS. The students gained valuable experience in a professional theatre environment.

The students had other performance opportunities through their choreography assessment, the Annual Dance Showcase “Elysian”, which is a year’s culmination of techniques and choreography work.

Value adding and enrichment opportunities are provided through student participation in workshops with a WAAPA dance specialist who provides skill development and feedback to the students on their choreography and techniques.



## Specialist Music Program

Our Specialist Music Program continues to grow with two classes in Year 7 and Year 8. The program has engaged students in a Class Music program, enriched with an Instrumental Music program conducted by the Instrumental Music School Services (IMSS).

### Music Enrolments

Non-IMSS	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<b>Student Nos.</b>	39	30	70	21	6	3 (Cert II)

IMSS STUDENT NUMBERS 2021	
Instrument	No. of Students
Year 7 Flute	1
Year 7 Guitar (Contemporary)	2
Year 7 Classical Guitar	12
Year 7 Percussion	5
Year 7 Voice	5
Year 8 Classical Guitar	11
Year 8 Guitar (Contemporary)	8
Year 8 Percussion	1
Year 8 Voice	3
Year 9 Classical Guitar	2
Year 9 Flute	1
Year 9 Percussion	1
Year 9 Voice	1
Year 10 Classical Guitar	1
Year 10 Percussion	1
Year 10 Voice	2



### Academic Performance (*reporting period Semester 2, 2020*)

Years 11/12 completed Certificate II in Music Industry

	A	B	C	D
<b>Total no. grades</b>	38	35	41	3

### Certificate II in Music Industry

This one-year Certificate course provides students with the opportunity to gain skills and knowledge to perform in a variety of contexts. This year, 17 out of the 19 Years 11/12 students successfully completed the course and were awarded the certificate qualification. Activities are of limited complexity with required actions clearly defined.

Working in a creative context with music as a focus, the qualification includes:

- Developing and applying musical ideas and listening skills
- Playing and singing simple pieces
- Musical technology
- Sound Mixing
- Performances.

### Enrichment and Value Adding

- WA Public Schools Contemporary Music Festival. Performance by Year 8 students, Siddharth Das, Eduardo Russell and Gregan Gomes.
- Nexus Dance Alliance. Performance by the school choir (vocal students) singing "A Thousand Years". They were joined by Year 7 Dance students on stage at the Octagon Theatre, University of WA.
- Balcatta on the Green. Years 7 to 9 students showcased their musical talents, performing to students during "The Arts Showcase Week" at Balcatta SHS.
- STEAM Tour. Year 9 Music students performed at the local intake primary schools.

- Year 7 and Year 8 band performance at the Year 6 Orientation event.
- Year 12 Presentation Event at the Octagon Theatre, University of WA. There was a performance of solo guitar by Year 10 student, Callum Case-McGlade.



## Academic Extension Program

This is the third year of the Academic Extension Program, with classes in Years 7, 8 and 9.

2021 Enrolments	
Year 7	27
Year 8	29
Year 9	27

Students apply in Year 6 and undertake a selection process which includes the child's most recent school report, Year 5 NAPLAN results and Primary School teacher recommendation. Students then undertake an aptitude test and participate in problem-solving and creativity activities.

Another strategy which has been successful in building the profile of the Academic Extension Program is the Year 5 Academic Challenge. Each local intake primary school nominates student teams who compete in a range of challenges, earning points for their school. Students who participate in this challenge are invited to apply for the program. Student numbers continue to grow.

Students in the program continue to be extended through 'deep learning' opportunities to collaborate in projects and themes across the learning areas. Students also participated in:

- Students completed stories in the On-line Library in the 'Write a Book in a Day' website raising funds for the Kids Cancer Project.
- Australian Geography competition
- ICAS testing in English, Maths and Science
- Year 8 Academic Extension Program class entered the nationwide Insight Short Story Writing Competition.

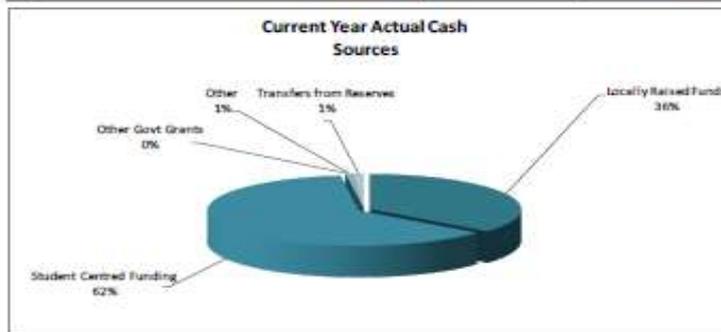
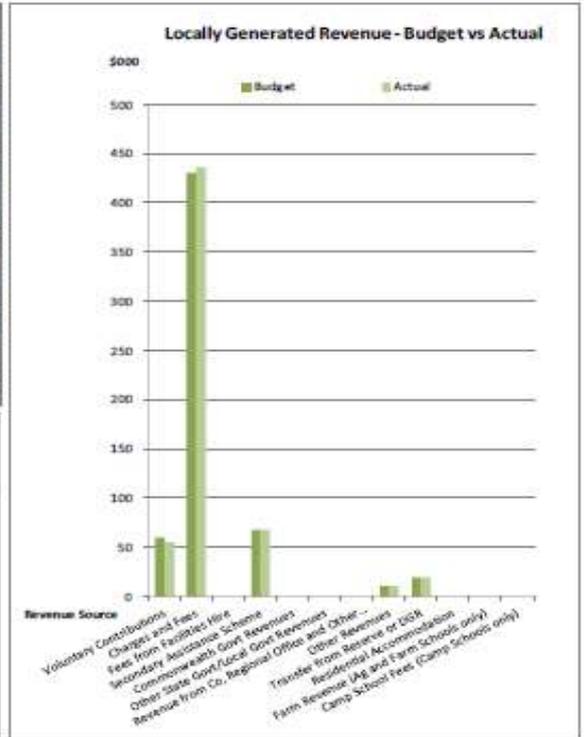


# Finance Report

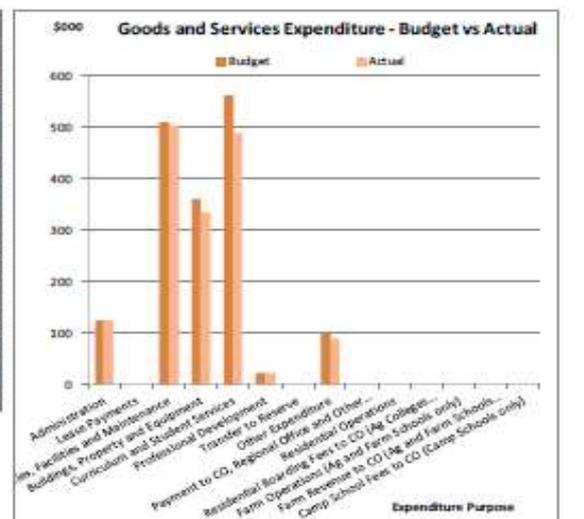


## Balcatta Senior High School Financial Summary as at 31/12/2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 99,925.00	\$ 55,570.23
2 Charges and Fees	\$ 430,873.00	\$ 436,295.01
3 Fees from Facilities Hire	\$ -	\$ -
4 Secondary Assistance Scheme	\$ 67,279.00	\$ 67,948.39
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 10,893.10	\$ 10,893.37
9 Transfer from Reserve or DGR	\$ 19,131.00	\$ 19,130.91
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>\$ 588,101.10</b>	<b>\$ 589,837.91</b>
Opening Balance	\$ 217,749.00	\$ 217,749.31
Student Centred Funding	\$ 973,012.00	\$ 973,004.50
<b>Total Cash Funds Available</b>	<b>\$ 1,778,862.10</b>	<b>\$ 1,780,591.72</b>
Total Salary Allocation	\$ -	\$ -
<b>Total Funds Available</b>	<b>\$ 1,778,862.10</b>	<b>\$ 1,780,591.72</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 123,182.00	\$ 123,155.99
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 510,404.00	\$ 508,417.94
4 Buildings, Property and Equipment	\$ 360,132.00	\$ 333,486.46
5 Curriculum and Student Services	\$ 561,704.00	\$ 489,806.34
6 Professional Development	\$ 22,276.00	\$ 22,577.05
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 100,434.00	\$ 87,910.28
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>\$ 1,678,132.00</b>	<b>\$ 1,560,354.06</b>
Total Forecast Salary Expenditure	\$ -	\$ -
<b>Total Expenditure</b>	<b>\$ 1,678,132.00</b>	<b>\$ 1,560,354.06</b>
Cash Budget Variance	\$ 100,730.10	\$ -



Cash Position as at:	
<b>Bank Balance</b>	<b>\$ 392,500.71</b>
Made up of:	
1 General Fund Balance	\$ 220,237.66
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 181,823.11
5 Suspense Accounts	\$ 9,995.94
6 Cash Advances	\$ -
7 Tax Position	\$ (19,556.00)
<b>Total Bank Balance</b>	<b>\$ 392,500.71</b>

# Glossary

<b>ABE</b>	Attitude, Behaviour and Effort
<b>ADWPL</b>	Authority Developed Work Place Learning
<b>AEP</b>	Academic Extension Program
<b>ATAR</b>	Australian Tertiary Admission Rank
<b>EAL/D</b>	English as an Additional Language/Dialect
<b>DoE</b>	Department of Education
<b>ECU</b>	Edith Cowan University
<b>ESP</b>	Education Support Program
<b>ICAS</b>	International Competitions and Assessment for Schools
<b>ICT</b>	Information Communication and Technology
<b>IPS</b>	Independent Public School
<b>LOTE</b>	Language other than English
<b>MESH</b>	Mathematics, English, Science, Humanities and Social Science
<b>NAPLAN</b>	National Assessment Program - Literacy and Numeracy
<b>NSA</b>	Students who did not sit the assessment or assessment result not available
<b>OLNA</b>	Online Literacy and Numeracy Assessment
<b>P&amp;C</b>	Parents & Citizens
<b>RTO</b>	Registered Training Organisation
<b>SCSA</b>	School Curriculum and Standards Authority
<b>STEAM</b>	Science, Technology, Engineering, Arts, and Mathematics
<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>TAFE</b>	Technical and Further Education
<b>VET</b>	Vocational Education and Training
<b>WACE</b>	Western Australian Certificate of Education
<b>WAAPA</b>	Western Australian Academy of Performing Arts



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## Year 12 Class of 2021

