



# Balcatta Senior High School 2022 Annual Report



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# Principal's Report



I am pleased to present the Annual Report as it provides parents/guardians and the community an overview of Balcatta SHS student performance and student highlights for 2022.

The school commenced its involvement in the Fogarty EDvance School Improvement Program which led to the formation of our "Moral Purpose – Provide a safe, inclusive and caring environment which supports students to reach their full potential".

Analysis of our data underpinned the development of our Strategic School Directions document. This document informed the direction of our new School Business Plan 2023-2025.

The Hon. Sue Ellery, Minister for Education and Training unveiled the plaque to officially acknowledge the \$50 million building development of Balcatta SHS. Our school is now a state-of-the-art educational facility offering those who enrol the best education design and infrastructure to support and engage student learning. The design for Balcatta SHS was awarded top honours in the Education category of the Australian Institute of Architects WA Chapter Awards, receiving the Hillson Beasley Award for Educational Architecture.

Balcatta SHS was one of the 70 public secondary schools allocated a Career Practitioner. This initiative has resulted in the formation of the Careers Action Plan which includes a range of strategies to support staff and students in developing and embedding career information across the school. Students have undertaken a range of opportunities in Try-A-Trade options as well as virtual learning.

During the year, we celebrated the 40<sup>th</sup> anniversary of the Specialist Dance Program with a special event at the end of year Dance Showcase titled "40".

Our Year 12 students achieved well, with an increase in the number of students achieving an ATAR of 80 and above and an increase in the number of students being awarded a Certificate of Distinction and Certificate of Merit from the previous year by School Curriculum and Standards Authority (SCSA).

As I reflect on the student success during the year, I wish to thank our staff for their tireless work in the support of our students in their social, emotional and academic development, and their contribution in ensuring Balcatta SHS continues to be a "school of first choice".

Thank you to Mr Kevin Fraser, Chairperson of the School Board and the Board members. I also extend my appreciation to Mrs Georgina Dragicevich-Knight, President of the P&C and the other members for their continued support of our school.

As a school, I believe we are well-positioned to serve our community and to continue to work towards providing an engaging learning environment, to support high academic achievement for our students.

Helen Maitland  
Principal





# School Board Report



It is with great pleasure that I present the Annual Report of the Balcatta Senior High School Board, highlighting the journey and challenges which were 2022.

The Board echoes the ideals in the Principal's Report and we are engaged in the focus of the Balcatta – Fogarty planning process, designed to maximise learning outcomes for all students. The strong investment of the Board in this ideal, provides motivation for us to investigate the processes and programs of the school.

Once again, we extend sincere gratitude to our parent members; Mrs Georgina Dragicevich-Knight, Mr George Ogenis, Mr Phillip Saraceni, Mr Steven Summers, and our community members; Ms Carli Sanbrook, Mr Clive Barstow and Mr Chris Hatton for their investment and involvement. We applaud the team and admire their commitment to the Board. I would also like to acknowledge our departing staff representatives, Ms Tessa Curtis and Mr David Curtis for their fine contribution to our discussions. Thank you to our members for their dedication and support to the Board during 2022.

As always, we welcomed the school community to Balcatta Senior High School at the start of 2022 and students returned to a fully functioning and highly effective school environment. We finally held the official opening of the renewed school, with special guests; Hon. Minister of Education, Sue Ellery; Mr David Michael MLA, Member for Balcatta and the Mayor for Stirling, Mr Mark Irwin.

On behalf of the Board and the parents, I would like to thank the teachers, support staff and school management for their sustained efforts and resilience in remaining strong and leading the community through the challenges of 2022.

The Board commends Mrs Helen Maitland on her continued high level leadership. Helen and her Executive team, Ms Tessa Curtis, Mr Daniel Drummond, Mrs Allison Nolan and Ms Cathie Bonner, led the school in planning and creating pathways for success for every student. Thanks also goes to Ms Sharon Beccarelli, in her capacity as Manager Corporate Services as she provides the information to keep us informed of the school's financial position. Helen and the staff make a commitment to ensure that every student's learning is at the core of everything we do, illuminating the purpose of the school.

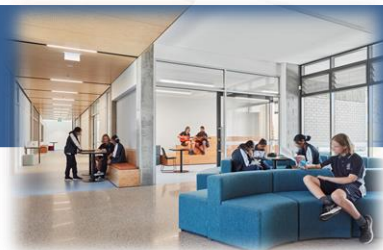
I would also like to acknowledge the Balcatta Senior High School P&C Association for their support and commitment to the school community.

Finally, the Board members attended the Year 12 Presentation evening celebrating the achievements of a cohort who faced challenges equal to any in the history of the school over the past three years. It speaks to the efficacy of the Balcatta community in which these fine young people reached their goals despite these challenges.

Kevin Fraser  
Chair of the School Board



# School Overview



## Our Moral Purpose

*Provide a safe, inclusive and caring environment which supports students to reach their full potential.*

### 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. Leadership
2. Curriculum and Teaching
3. Conditions for Learning

### 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.



# Fogarty Foundation EDvance

## School Improvement Program

In 2022, we commenced the first year of the Fogarty Foundation EDvance School Improvement Program. The program is evidence-based and has been running for ten years with over 100 primary and secondary schools in Western Australia having successfully completed the three-year program. Fogarty EDvance provides specific tailored support to schools with a focus on improving student outcomes.

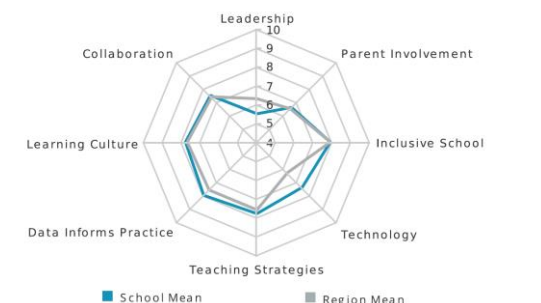
During the first year, we undertook a range of professional learning and activities, which included:

- **Gathering data:** This included measuring our culture/organisational health of our school through an external diagnostic tool (Organisational Health Index (OHI) survey) which all staff were able to complete. The Tell Them From Me (TTFM) survey provided the opportunity for feedback from staff, students and parents. The school was provided with detailed analysis. Areas of focus were identified as:
  - students need to feel safe at school and less anxious
  - parents want more effective communication from teachers
  - teachers indicated they wanted the leadership of the school to provide feedback to them on their teaching practice through classroom observations and strategies to improve teaching practices.
- **Developing “Our Moral Purpose”** – all staff had the opportunity to have input into shaping “Our Moral Purpose” (see survey results below).  
*“Provide a safe, inclusive and caring environment which supports students to reach their full potential”.*
- **Visits to other Fogarty schools** – the Executive Team visited a number of other Fogarty schools, and this information was shared with the whole staff.
- **Developing our Strategic School Directions document** which identified our focus areas:
  1. Leadership
  2. Curriculum and Teaching
  3. Conditions for Learning
- **Shaping Milestones** – Executive and Senior Leadership Team members developed strategies and commenced exploring these strategies.

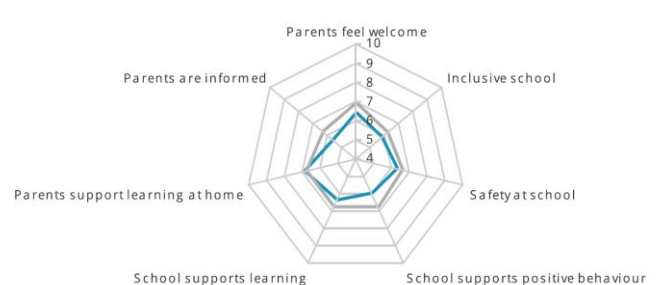
The Strategic School Directions document aligns to our new School Business Plan 2023-2025.

An initiative for 2023 is the involvement of the Senior Leadership Team members in the Secondary Teacher Leader Program.

### 2022 TTFM Teacher Survey Results



### 2022 TTFM Parent Survey Results

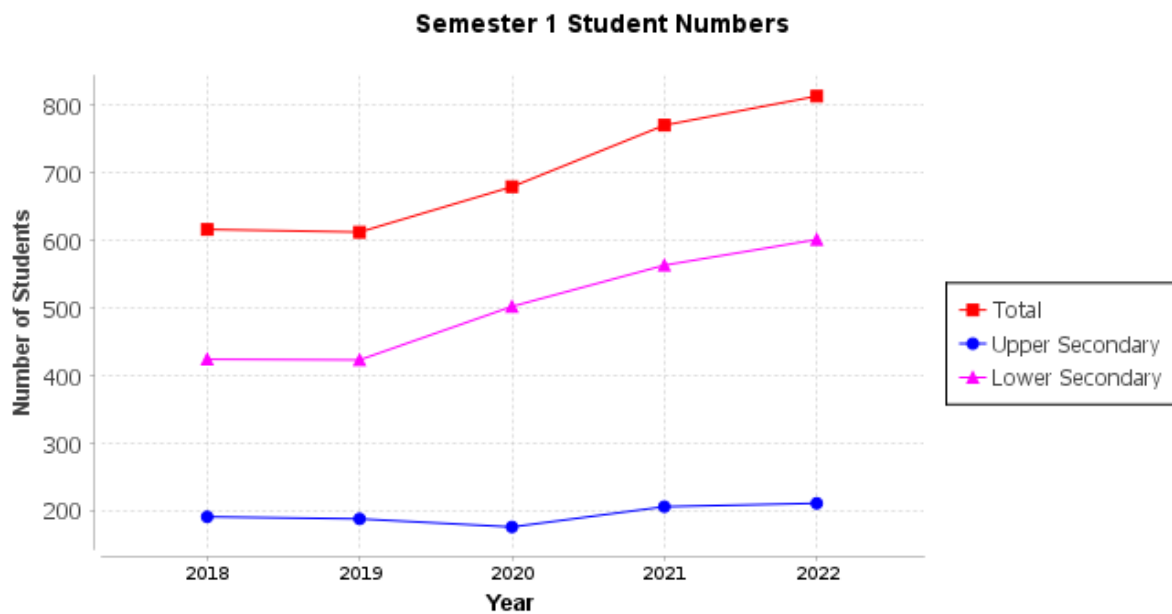


# Student Profile



The following graph and table include full-time students only.

From 2015, Year 7 students are designated as secondary students and lower secondary includes Year 7 to Year 10 students. Student numbers have grown steadily from 2018.



## Student Numbers

Semester 2	2018	2019	2020	2021	2022
Lower Secondary	423	439	514	559	616
Upper Secondary	185	181	172	201	208
Total	608	620	686	760	824

# Successful Students



## Year 12 Performance Data Observations

- 82% of students achieved their West Australian Certificate of Education (WACE) – an increase of 6% compared to 2021.
- 74% Attainment rate – an improvement of 2021 and closer to the DoE rate.
- The Median ATAR was 71.75 – lower than 2021.
- ATAR triles reverted to having a higher percentage in the bottom trile, as a result of the lower Median ATAR.
- The following students achieved an ATAR of 80+:
 

Marko Saltamarski	96.75
Fatema Alyaser	96.05
Sadie Nicholson-Nelkoski	90.40
Izhary Fortun	89.20
Sonam Yangki	88.95
Lily Karamfiles	86.50
Hana Abbott	84.50
- English as an Additional Language/Dialect ATAR and Psychology ATAR students performed above the DoE State Mean, while Mathematics Applications ATAR and Human Biology ATAR students were on par with the DoE State Mean.

### Year 12 Pathways

	Y12 Students	ATAR Only	ATAR & Cert II or Higher	VET Cert II or Higher	Other Verified	Other Unverified
2020	86	2 (2.3%)	18 (20.9%)	57 (66.3%)	9 (10.5%)	0 (0.0%)
2021	89	12 (13.5%)	0 (0.0%)	53 (59.6%)	24 (27.0%)	0 (0.0%)
2022	98	14 (14.3%)	10 (10.2%)	48 (49.0%)	26 (26.5%)	0 (0.0%)

### Year 12 Students Completing a VET Certificate (during Years 10 to 12)

	Certificate I		Certificate II		Certificate III or higher	
	Number	Percentage	Number	Percentage	Number	Percentage
2020	0	0.0%	42	56.0%	33	44.0%
2021	0	0.0%	13	24.5%	40	75.5%
2022	0	0.0%	13	22.4%	45	77.6%

### WACE Achievement

	Eligible Year 12 Students	Percentage achieving WACE
2020	71	80%
2021	83	77%
2022	95	81%

### Percentage of Students Acquiring an ATAR Achieving One or More Scaled Scores of 75 or More

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2020	20	4	20%
2021	12	2	17%
2022	24	3	13%



## Vocational Education and Training (VET)

Vocational Education and Training provides students with appropriate pathways where they have the option of undertaking a certificate at school or off-campus. In 2022, there was an increase in the number of off-campus certificates completed successfully by students.

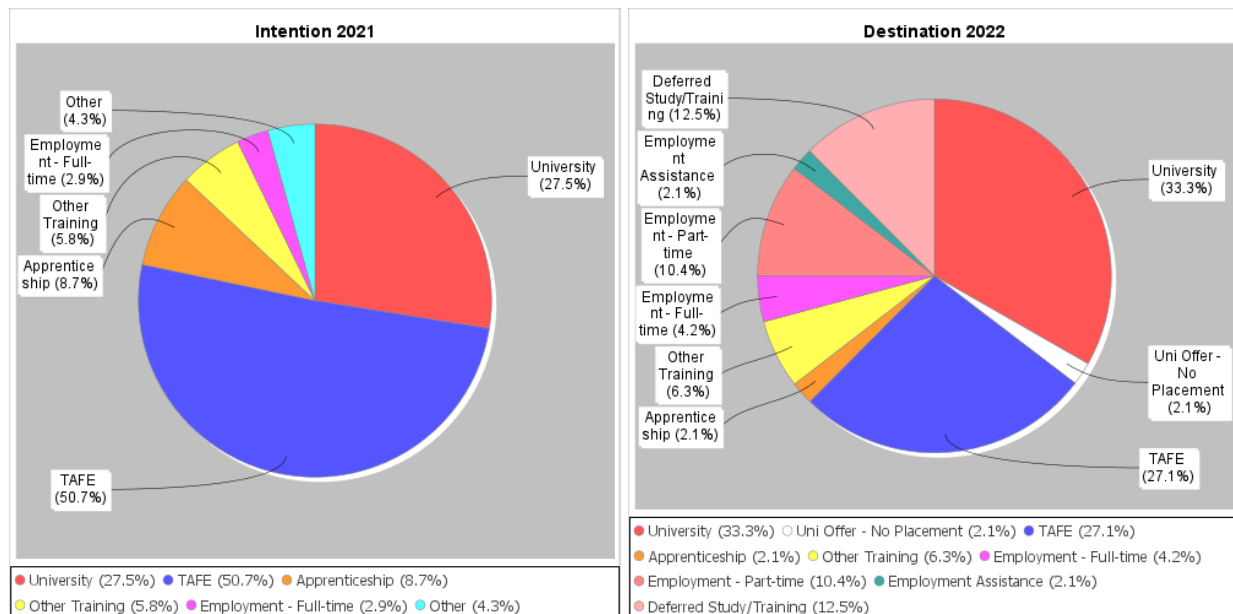
Overall, VET results were pleasing with a number of certificate results with 100% completion rates and 42 students gaining a Certificate III qualification.

### Qualifications Completed

Certificate II	Certificate III
Business	Business
Computer Assembly and Repair	Population Health
Applied Digital Technologies	Events
Applied Fashion Design and Technology	Information Technology
Community Service	Education Support
Kitchen Operations	Engineering – Technical
Music Industry	Screen and Media

VOCATIONAL EDUCATION AND TRAINING (VET)		
VET Participation Rate (count; enrolled in VET as % of Cohort) Source: Department data		
	2022	2021
School VET enrolments	71 (58%)	55 (53%)
Funded VET students	80%	80%
Level of highest qualification achieved (of VET enrolled students)		
Certificate III	44 (62%)	32 (58%)
Certificate II	14 (20%)	16 (29%)
Students with more than one qualification (% of VET enrolments)		
3+ qualifications	7 (10%)	15 (27%)
2 qualifications	31 (44%)	17 (31%)

### Destination Data



### Analysis

- There was an increase in the number of students who indicated they were on a university pathway.



## ATAR Dux

### Fatema Alyaser

Fatema received the ATAR Dux Award for 2022. 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. Fatema was also a University of WA Nominee for the Hackett Scholarship.

Other awards won by Fatema in Year 12 included the Top Student awards for:

- English ATAR
- Human Biology ATAR
- Psychology ATAR

## General Dux

### Jessinee Law

Jessinee received the General Dux Award for 2022, and studied the following courses towards her WACE:

- English General
- Mathematics Essentials General
- Design General
- Food Science and Technology General
- Psychology General
- Certificate III in Business

Jessinee 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 by Jessinee in Year 12 included the Top Student awards for:

- English General
- Mathematics Essentials General
- Food Science and Technology General



**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:

- Fatema Alyaser

**A Certificate of Merit** is awarded to students who accumulate 150-189 points in their last three years of high school. There were four successful students (including one student 'Not for Publication'):

- Izahy Fortun
- Jessinee Law
- Sadie Nicholson-Nelkoski

### Special Awards (Year 12)

ADF Innovators – Lauren Holman

ADF Long Tan Leadership and Teamwork – Adzi Zein

Ampol Best All Rounder – Hana Abbott

Joan Ewers Community Service – Adzi Zein

Sportsperson of the Year – Adzi Zein

Senior School Special Commendation – Lily Karamfiles

Outstanding Achievement – Marko Saltamarski

North Metropolitan Education Region Commitment to Excellence – Fatema Alyaser.

## Online Literacy and Numeracy Assessment (OLNA)

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

ONLINE LITERACY AND NUMERACY ASSESSMENTS (OLNA)		
Number of students who met the standard: count (%) Source: SCSA data files		
	2022	2021
Reading		
School (Semester 2 census)	85 (89%)	75 (89%)
School (Cohort)	96 (78%)	78 (76%)
Writing		
School (Semester 2 census)	90 (94%)	74 (88%)
School (Cohort)	97 (79%)	75 (73%)
Numeracy		
School (Semester 2 census)	87 (91%)	73 (87%)
School (Cohort)	97 (79%)	74 (72%)
Met literacy and numeracy requirement		
School (Semester 2 census)	79 (82%)	65 (77%)
School (Cohort)	85 (69%)	66 (64%)

### Analysis

- There was an improvement in the percentage of students who met the standard in all components leading to an increase in the percentage of students achieving their OLNA.

## NAPLAN

### Year 9 Average Scores

	2021 BSHS	2021 Like Schools	2021 Public Schools	2022 BSHS	2022 Like Schools	2022 Public Schools
Numeracy	589	594	589	591	592	590
Reading	573	581	577	575	584	579
Writing	555	560	553	567	563	555
Spelling	586	580	574	592	581	578
Grammar & Punctuation	568	570	564	575	578	574

### Year 7 Average Scores

	2021 BSHS	2021 Like Schools	2021 Public Schools	2022 BSHS	2022 Like Schools	2022 Public Schools
Numeracy	551	550	539	564	536	541
Reading	532	536	528	546	539	534
Writing	527	529	517	535	525	519
Spelling	551	547	539	565	548	544
Grammar & Punctuation	528	532	520	545	531	527

## NAPLAN Relative Assessment

		Perform.		Students	
		Year 7	Year 9	Year 7	Year 9
Numeracy	2017	2	2	105	104
	2018	2	2	114	80
	2019	2	2	110	100
	2021	2	2	166	110
	2022	2	2	171	140
Reading	2017	2	2	105	105
	2018	2	2	114	81
	2019	2	2	111	99
	2021	2	3	169	112
	2022	2	2	176	141
Writing	2017	2	2	104	105
	2018	2	2	116	83
	2019	2	2	111	99
	2021	2	2	169	112
	2022	2	2	177	141
Spelling	2017	2	2	105	103
	2018	2	2	117	83
	2019	2	2	111	99
	2021	2	2	167	111
	2022	2	2	174	142
Grammar & Punctuation	2017	2	2	105	103
	2018	2	2	117	83
	2019	2	2	111	99
	2021	2	2	167	111
	2022	2	2	174	142

1	Above Expected – more than one standard deviation above the predicted school mean
2	Expected – within one standard deviation of the predicted school mean
3	Below Expected – more than one standard deviation below the predicted school mean
	No data available or number of students is less than 6

### Analysis

- All Year 7 and Year 9 relative assessment performance data was as expected – within one standard deviation of the predicted score mean.
- Year 9 Writing and Spelling average scores are above both like and public schools. The explicitly resourced Year 7 literacy class and additional literacy support classes are ongoing strategies being used by the school to ensure continued success into the future.
- Year 9 Numeracy and Grammar and Punctuation average scores are fundamentally the same as both like and public schools with negligible differences between all these results.
- Year 9 Reading average scores are slightly below like and public schools. To counter this, the Sound Way Program, which is an online, direct instruction, face-to-face, phonic-based literacy program will be introduced to Year 7 students in 2023.
- All Year 7 average scores across all domains were above both like and public schools. Balcatta SHS will continue to focus on literacy and numeracy skills for all Year 7 students across all learning areas to build on this success.



# Quality Teaching



Throughout the year we continued our focus on quality teaching in every classroom, ensuring evidence based best practice is at the core of all decision-making. In line with that commitment, we have embarked on the Fogarty EDvance school improvement journey, engaging all staff in the development of an agreed moral purpose, setting of targets and identification of critical milestones to ensure continued success.

All members of the Executive Team attended the Fogarty EDvance Professional Learning each term throughout the year, focussing on improvement, development of their leadership skills and feeding back into teacher performance and staff development.

The Senior Leadership Team took carriage of major focus areas of the strategic plan, engaging their teaching staff in audits of current processes and building capacity in staff through Learning Area meetings. Within Learning Area meetings HoLA/TiCs supported moderation practices, development of data literacy and reflection on student data and feedback as a basis for lesson planning.

Throughout the first year of our Fogarty journey, we identified Milestones to lead us through the development of a Whole School Instructional Model, designed to meet the needs of all Learning Areas. Teach Well strategies continue to be refined by our trained staff with a view to ensure all Year 7 teachers for 2024 were trained in Teach Well and using the agreed Whole School Instructional Model, aligned with the evidence-based Explicit Instruction of the Teach Well model.

Expertise within the school continued to be developed through the Teacher Led Communities (TLC) which included Literacy, Instructional Strategies, Trauma-Informed Education, House System, Numeracy, Reconciliation Action Plan and Academic Extension Program. One of the many positive outcomes from the TLC meetings was the reinvigoration of the Balcatta SHS House System. Students contributed to the names of the Faction Houses, the design of the logos and the plan for upcoming activities. Their positive engagement with the process demonstrated the desire for the sense of cohesion and belonging the House System brings to a school.

At the beginning of 2022 we moved into our second year of the Parent Owned Device (POD) program where students start high school in Year 7 with a device they can use across all learning areas. Access to a personal device and the integration of IT into daily teaching and learning provides students with research opportunities and regular exposure to the critical technology skills required to assist them with 21st century learning.

In 2022 we were fortunate enough to have a Career Practitioner allocated to the school. The role provided much support for our students moving toward their final years of school and started our lower school students thinking proactively about ways they can make the best of their high school years to forge pathways and improve their career options.

Learning Area reviews provided comprehensive information on progress and achievement across all cohorts and learning areas. Data from learning areas demonstrated the importance of providing opportunities for grade moderation with like schools, systematic program differentiation across the broad spectrum of students requiring accommodations or extension and regular collaboration across learning areas.

Throughout 2022, program differentiation was an area of focus for our HoLA/TiCs and teachers. Staff collaborated to plan cross-curricular projects for Academic Extension students, for example, creating Escape Rooms for our incoming Year 7 students to navigate on their transition day. The project required our Academic Extension students to plan collaboratively with students from across year groups and learning areas and to provide challenging problem-solving tasks for the Year 6 students engaging in these spaces. Throughout the year school leaders and teaching staff were provided with further professional learning to support with differentiation of learning programs across MESH learning areas. The SEN plans and subsequent reports for the end of the year were more comprehensive and consistent across learning areas than they had been previously.

# Positive Learning Environment



The goal continued to focus on the provision of a safe, supportive setting where students can achieve their educational and social goals.

The target by the end of 2022, Balcatta SHS engagement, SAER and attendance data will indicate longitudinal components in all areas of student school participation.

Progress on the focus areas:

- **Develop and maintain an inclusive school culture.**  
Even with the impact of COVID-19, the school continued to foster partnerships with a range of community agencies to support students. The school values of Respect-Unite-Excel continued to be reinforced in the classroom and assemblies. Data was collected from the Tell Them From Me (TTFM) surveys from students, staff and parents which indicated evidence of our inclusive school culture. One of the areas of concern identified by students was their safety at school which is being followed through using various strategies. Feedback from teachers rated a score between 0 and 10 with 5 indicating neutral agreement and 10 indicating strong agreement. Teachers indicated they were providing an inclusive environment as all eight drivers of Student Learning scored over 7.2 with the school mean of 7.9 (the establishment of clear expectations for classroom behaviour scored the highest at 9.1).
- **Improve consistency in Classroom Management Processes.**  
The school continued to build on the strategies to ensure classroom management procedures were clear and consistent. Staff were supported through the provision of professional learning opportunities such as Classroom Management Strategies and the provision of a Staff Work Diary which included numerous trauma-based educational strategies. The analysis of student behaviour data was shared and discussed with staff, and strategies to support positive behaviour were provided.
- **Develop shared processes for supporting student well-being.**  
A range of strategies implemented ensured our students' mental health and well-being continued to be a focus. Underpinning this was the implementation of the Social and Emotional Plan. As an Act-Belong-Commit school, we promoted a range of strategies to support student well-being through "R U OK? Day" events, Teen Mental Health workshops and the annual Health Expo (conducted by Year 11 Health Studies classes) which provided healthy lifestyle choices to students. The Student Services Team supported students who required support for either health or mental health. The students were case-managed and monitored through regular meetings with the Student Services Team.
- **Develop and empower strong student leadership.**  
The Student Leadership model was built on the success of the alignment of leadership opportunities for Student Councillors and House leaders. The newly developed Student Leadership model was launched in 2022. Student leaders took on a number of leadership roles, including assisting with the coordination of Harmony Day activities.
- **Improved Regular Attendance.**  
Every day at school contributed to learning, which led to better engagement. At Balcatta SHS we continued to implement strategies from the Attendance Improvement Plan.

# Leadership and Governance



The school continued to work towards the goal “to transform Balcatta SHS into a ‘school of preference’” in line with a renewed shared vision and to build a strong and empowered leadership team.

The Executive Team participated in the first year of Fogarty EDvance program and shared this with Senior Leadership Team and staff to create a framework to facilitate the school improvement journey. The framework resulted in staff at all levels being provided with opportunities to lead a particular focus area/initiative. The development of leadership skills is ongoing and responsive with the main focus on:

- Distributed Leadership
- Student Leadership

**Distributed Leadership:** Developing distributed leadership, focusing on teacher decision-making, delegations and participative decision-making. Leadership opportunities continued to be available to all staff through a variety of platforms including:

- Committees: Each year staff were offered the opportunity to participate on the many committees in the school. Ancillary staff were also invited to participate in these committees, such as Finance, Staff and Well-Being, and Workload Advisory Committees.
- Teacher Led Communities (TLC): Staff continued to be proactive in the formation of TLCs which created a collaborative and reflective environment to strengthen teaching and learning.
  - Trauma-Informed Practice (Berry Street)
  - Instructional Strategies
  - Wellness
  - STEAM
  - One Note
- The school embarked on developing an aspirant staff plan, which aimed to support aspirant staff at all levels via mentorship and individual aspirant plans. A further goal is to increase the number of staff who are leaders in CMS and CAT-trained.

**Student Leadership:** The launch of the new House System and Student Council instigated an increase in student leadership opportunities. House Captains were called from all year groups, with Year 12 House Captains overseeing the areas of Sport, Community and The Arts. Student councillors nominated for a position and underwent a selection process. We were impressed by the calibre and high number of students who applied for House Captains and Student Councillor positions. The student leaders met regularly and met targets for tasks undertaken, which included a key role in supporting activities as an Act-Belong-Commit school.

A number of staff volunteered their time and expertise to instigate the following clubs and activities:

- Strength and fitness
- Book Club
- Volleyball
- Craft and Textiles
- Mentoring and academic support
- Arts
- Numeracy and literacy support

Our school maintained a reflective self-assessment process. We undertook rigorous self-assessment on a continuous basis which involved gathering relevant data and making judgements on our performance. The process included data reviews of information which reflected and monitored student performance and program effectiveness. The data was shared in a variety of forums including LA Review meetings with Executive Team, updates at staff meetings and presentation to the School Board. In this way, we self-reflect and engaged in whole school self-review processes to respond to the following:

- How are we going?
- How do we know?
- What are we doing to improve?



# Student Achievements

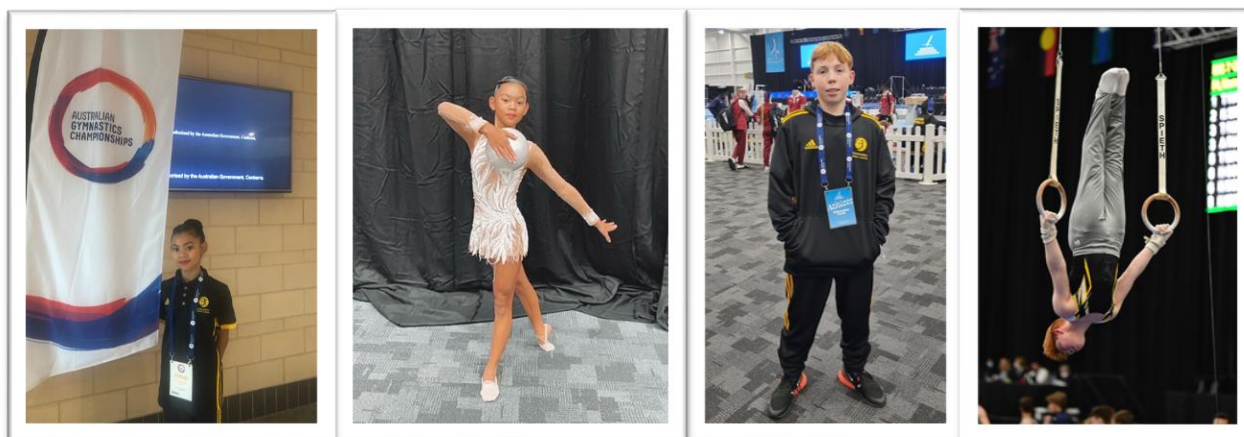


## Nadya Igusti and Ben Ellis

Year 9 students, Nadya Igusti and Ben Ellis, were selected to represent the WA Rhythmic Gymnastics State Team in the 2022 Australian Gymnastics Championships (Nationals) held in Queensland.

Nadya has represented Western Australia in Australian Gymnastics Championships four times.

Ben had an amazing experience competing for WA in the Men's Artistic Gymnastics Team, Level 7 Open. It was an intense competition, and he was inspired to see so many high-level gymnasts at their best. The WA team placed 5th and Ben ranked 9th overall on vault as well as performing his other routines well. This was a great outcome. It was his first National event, and he was the youngest competitor on his team, as well as in his level.



## Lorien Forbes and Tayla Fellows

Lorien and Tayla, both in Year 7, attended the Artistic Swimming National Championships in Brisbane. In the 13-15 age category team event, they won a Bronze medal in the Australian standings and achieved a Silver medal in the International Event. Their club, West Coast Splash, was second overall in Australia.



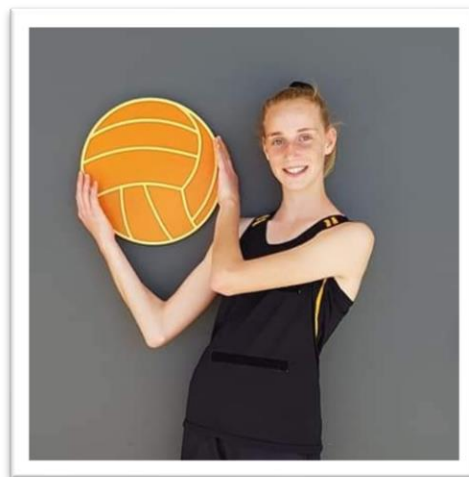
## Lexie Hull

Year 12 student, Lexie Hull, was selected for the WA State team to attend the National Championships for Artistic Roller Skating in Queensland. Lexie was ranked first in Australia for Youth Ladies Figures event. Lexie came first in her Figures event and third in her Dance event. She was also selected for the Australian team to compete in the Oceania Championships in New Zealand.



**Alivia King**

Year 10 student, Alivia King, was selected in the State Under 15s Netball team to compete in Canberra. Alivia and her team won gold.

**Team Connect - Cricket for Girls**

Team Connect WA is a nationally award-winning community engagement program using community sport to engage Year 7 girls. Their vision is for all young women to have the opportunity to have fun, creating positive connections to school and community. The students were invited to attend the Team Connect Gala Day at the WACA Grounds. The aim of the event assisted in developing confidence and sociability, gave exposure to positive role models, improved social connections to develop leadership. The Year 7 students included: Nataliah Bodney, Dakota Bodney, Chanelle Bodney, Izabell Cramer, Ava Grzelec, Maria Riolo, Eva Rudd, Ada Spadaccini, Tahnee Vardy, Nicola Vlahos and Deshek Wangmo.



# Student Services



The focus and commitment of the Student Services Team in 2022 was to continue to build and enhance an environment which promoted and supported the physical, social, intellectual and emotional well-being of every student.

The Student Services Team consisted of:

- Manager, Student Services
- Year Coordinators (Years 7-12)
- School Psychologist
- School Chaplain
- Community Health Nurse
- Student Support Officers

As an Act-Belong-Commit school, the team has continued to develop the Social and Emotional Plan which supports student mental health and well-being. In addition, the Student Services Team continues to be committed to sourcing more programs, agencies and strategies:

- Maintain partnerships with external agencies such as Mercy, Reconnect, Headspace, Foodbank and Ed CONNECT.
- Provide extensive one-on-one case-management of Students At Educational Risk (SAER).
- Work closely with Department of Families and Community Services to support students in their care.
- Promote Harmony Day, R U OK? Day, Wear it Purple Day and NAIDOC.
- Such as Teen Mental Health, Positive Parenting Program (PPP).

We valued positive attendance and continue to support students to maintain regular attendance through a range of strategies tailored to suit the needs of the whole school and individual students. Our approach in 2022 included:

- an increase in administrative support to monitor and follow up student attendance.
- involving students in monitoring their own attendance.
- rewarding students for good attendance or improved attendance through “Good Standing” activities.
- raising awareness of the value and importance of regular attendance through various platforms.

Student attendance data is based on Semester 1, 2022 data only.

Attendance % - Secondary Year Levels	Attendance Rate %					
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<b>2022</b>	88	83	84	82	79	80
<b>2021</b>	90.4	90	87.1	83.1	84.1	86.2
<b>2022</b>	88	83	84	82	79	80
<b>WA Public Schools 2022</b>	85	81	79	79	81	81



# Learning Area Highlights



## ENGLISH

- Year 7 students participated in an Author-in-Residence workshop.
- Years 7-9 students participated in Write a Book in a Day.
- Year 10 students participated in a Writing workshop.

## HUMANITIES AND SOCIAL SCIENCE (HaSS)

- Year 7 incursion – “Waterwise Experience” with Water Corporation.
- Year 7 excursion to WA Museum Boola Bardip.
- Year 7 excursion to Francis Burt Law Centre.

## HEALTH AND PHYSICAL EDUCATION

- Years 8-10 Lightning Carnivals – students represented the school in a number of sports such as netball, basketball, hockey, football, soccer.
- Years 7-12 Athletics Carnival – students participated in a range of events and earned points towards their House.
- Years 7-12 Interschool Athletics Carnival.
- Years 10-12 Senior Basketball – a team was entered in the Schools Sport WA Secondary Champion Schools Basketball competition.
- Volleyball – launch of the inaugural volleyball team.
- Years 7, 9 and 10 Interschool Netball competition.
- Outdoor Education camps.
- Health Expo – Year 11 Health Studies students held an interactive event focusing on a range of health issues.

## MATHEMATICS

- Year 9 excursion to Curtin University “Maths Empowering Girls”.

## SCIENCE

- Year 11 Integrated Science excursion to Curtin University focusing on career pathways.
- National Science Week – showcasing a range of science activities.
- Big Science competition.
- Years 9-10 students attended “Space Camp” – a three-day space boot camp at the University of WA.
- Year 10 excursion to SciTech.
- Years 9-10 excursion to Formula 1 “Girls on Track” – focus on STEM.
- Years 7-8 Science Fair.

## TECHNOLOGIES

- Participation in “Harmony Day” activities.
- Year 12 Children, Family and Community students created “care packages” for the volunteer agency supporting the homeless community.
- Years 11-12 excursion to “Big Day In” at Curtin University – focus on career pathways.
- Year 9 and Year 11 excursion to Murdoch University – students participated in a range of workshop activities.

# 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 in a number of certificates of both on-site and off-site training.
All ATAR course means above 50 and above State Mean	Working towards. Achieved in EALD – above 50 (62.47) and above State Mean. Courses above 50 and comparable to State Mean: Psychology, Mathematics Applications, Human Biology, English
Median ATAR 70% above	Achieved 71.75%. A decrease from 2021 (80.05)
Attainment Rate 100%	Attainment not achieved – a slight increase from 2021.
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 (improvement from 2021). Comparative performance for Writing has increased from 2021-2022 to be above like and public schools. Numeracy was slightly down (591) when compared to like schools (592) but above public schools (590).
OLNA	
Year 10 Numeracy 80% Year 11 Numeracy 90%	Working towards. Slight increase in Year 10 from 72% to 76% for 2022. An increase in Year 11 from 76% to 87% for 2022.
Increase the number of Years 10, 11 and 12 students passing OLNA by 10%	Working towards. Improvement in Year 12 for Numeracy and Writing. Improvement in Writing, Numeracy and Reading in Year 10 and Year 11.



# Career Practitioner Report



The Career Practitioner (CP) role implemented at Balcatta Senior High School was met with positivity from the school community. The purpose of the role was to support each student in accessing an appropriate pathway to enable the achievement of personal success.

In 2022, the Careers space has grown considerably. With the support of staff and the school community, there was the implementation of many initiatives which were embraced and gained traction to assist in their success. These were:

- The establishment of the careers centre located in the library. This is open and available to students each lunchtime for a drop-in information service. This was a busy hub with a constant queue of students.
- Introduction of the Year 9 Career Taster Program. Students engaged with enthusiasm at the career exploration process, with many of them being involved in the three-day Try-A-Trade (glazier, furniture making, furniture finishing), two-day Try-A-Trade (bricklaying), Career Taster in the health industry, Career Taster in ICT – cyber security, programming, coding, Career Taster in Digital Arts, three-day Try-A-Trade (carpentry, tiling, painting and decorating, MindFlight7 VR – HaSS curriculum, staff Professional Learning with virtual reality and the curriculum.
- We were able to provide opportunities for our Year 10 students, which included: Careers Expo excursion, Individual Pathway Planning – HaSS Curriculum, Science workshop – 'Where can science take me?' for science curriculum, student subject selection information sessions, parent subject selection information event and subject selection interviews.
- Years 11 and 12 students accessed the careers centre for university, TAFE and apprenticeship advice, with others seeking additional support with study skills, pathway information and employment opportunities. It was very encouraging to see our senior school students take an active role in self-advocacy in their own future.

Many students accessed these activities with enthusiasm and were eager to investigate the possibilities open to them through pathway exploration.



# Education Support Program



The Education Support Program (ESP) was designed to provide a comprehensive education experience for students with special education needs. Students accessed learning programs with their same-aged peers and were provided with scaffolded curriculum support, small group intervention, individual therapy and access to life skills programs tailored to support students beyond their formal school years. Students enrolled in the Education Support Program had access to evidence-based literacy and numeracy intervention, self-regulation and personal care programs and specialist learning area classes. Programs were tailored to meet the needs of the individual and were designed to scaffold learning, promote independence, build confidence, and secure pathways to a fulfilling future. High staff-to-student ratios in targeted teaching programs ensured students received the additional academic, emotional, and social support required to achieve to their full potential. A positive behaviour support approach across the school created consistent learning environments with clear expectations in which every student could learn, grow and succeed. Our recently refurbished state-of-the-art facilities and purpose-built learning areas were designed to cater for the needs of all learners. A major focus for 2022 was to create consistency across all ESP classrooms with the creation of individual workstations, the creation of Do Now, Do Next, Do Later folders for all students, Zones of Regulation zones, sensory regulation toolkits, and explicit communication of student profile information.

In 2022 we had 36 students with an Individual Disability Allocation who received specialist support from the ESP team.

Our ESP students were encouraged to develop skills relevant to their individual needs and to take pride in their achievements. All students were supported to embrace opportunities to fulfil their educational and personal goals to achieve their highest potential and be well-prepared to live and work in a rapidly changing and diverse society. We had high expectations of our students and worked in partnership with parents and other stakeholders to provide authentic and relevant curriculum. Curriculums included, but were not limited to, English, Mathematics, Health and Physical Education, Social and Emotional Learning, Protective Behaviours Education, Career Education and Functional Life Skills.

Each student had an Individualised Education Plan (IEP) or Individual Transition Plan (ITP) outlining their priority objectives while at school, at home and in the community. These plans also form the basis for reporting to parents on student progress. Staff used data collection plans to address student needs across learning areas and monitor progress.

All students received a written report each semester based on the achievement displayed in their IEP or ITP plus work samples and portfolios, to assist parents to keep informed of student progress. The ESP monitored student progress through a variety of assessments such as ABLEWA, South Australian Spelling Test, Essential Literacy and Mathematics Assessment to achieve longitudinal data. This data informs school planning.

We actively promoted the acceptance and tolerance of individual differences in self and others and encouraged open and positive communication. ESP staff are encouraged to attend relevant, ongoing professional development sessions and to take an active part in decision-making within the ESP.

Authority Developed Workplace Learning (ADWPL) caters to the differing needs of students. The students must be deemed work ready, complete 55 hours in the same workplace, submit a logbook detailing hours worked and skills demonstrated and complete a skills journal as evidence of learning to gain one achieved program. In 2022 one Year 11 student, Ari Aldridge, completed the ADWPL at Best & Less, Mirrabooka.





# Specialist Programs



## Gifted and Talented Visual Art Program

Our Visual Art program at Balcatta Senior High School provided our students with outstanding creative opportunities to enrich and extend their artistic ideas, skills, and processes. Year 7 students experienced a foundation course of the program while Years 8 to 12 developed specific skills across a range of studio disciplines of their own choice on Saturday mornings. Students were exposed to a range of different contexts including portrait and landscape painting in oils and acrylic, ceramics, photography, digital art, printmaking, sculpture, and wearable art/ textiles. The workshops were facilitated by professional artists, designers, illustrators, and practising crafts persons.

Student numbers continued to be strong, with 30 students being offered a placement in the Year 7 program. Our Visual Art program provided students with outstanding creative opportunities to enrich and extend their artistic ideas, skills, and processes. They learnt through a differentiated curriculum with a variety of visual inquiry, studio work, exhibitions, and critical and historical reflection.

## Extension and Enrichment

### Saturday Art Workshops

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

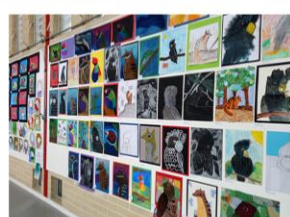
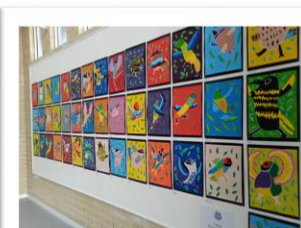
- **Young Masters' Program** on Saturday Mornings for Years 5 and 6 Students
- **Big Art Day Out** – 45 Year 5 students
- **Primary School Art competition** – our annual Primary School Art competition held its exhibition and awards for the 7<sup>th</sup> consecutive year.

### Learning Area Highlights

- Annual Gifted and Talented Visual Art exhibition. The exhibition opening included a fashion show by the wearable art students and was attended by our largest audience yet with over 400 guests.
- Portrait Painting Extension Workshop with Mark Tweedie.
- Awesome Arts Festival was attended by our Year 7 students.
- Mural painting project (sea container).

### Enrolments

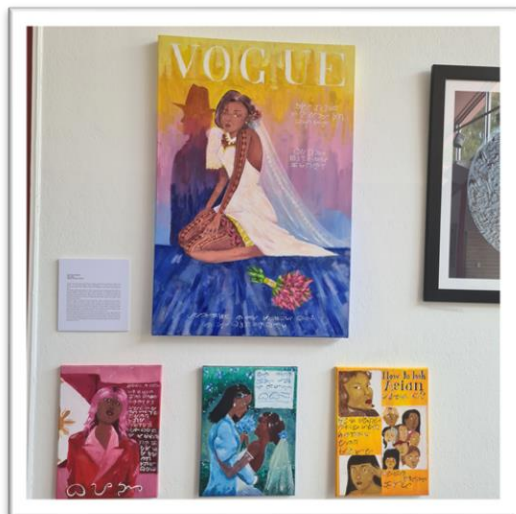
Year Group	2021	2022
7	31	30
8	28	26
9	25	23
10	17	17
11	9	8
12	9	8
<b>Total Enrolments</b>	<b>119</b>	<b>111</b>



## Achievements and Awards

### 2022 Achievements – Local

- **Awesome Arts Festival** – Year 7 students
- **Balcatta SHS Art Exhibition**



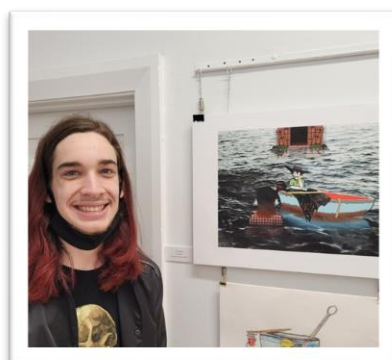
### 2022 Achievements – State-wide

- **Atwell Youth Art Awards**  
Year 7 – Alexandra French, Ava Grzelec, Elizabeth Horabin, Charlize Kwan, Annie Lai, Charlie Parker, Eva Rudd, Ivanka Safranek, Nicola Vlahos, Mia Wallace.
- **Emerge Youth Art Awards (City of Nedlands)**  
Year 7 – Lucy Ramoth, Ivanka Safranek, Charlie Parker, Lorien Forbes, Annie Lai, Ava Grzelec, Nicola Vlahos, Faith Muyembe  
Year 9 – Annie Frencham, Lucas Palamara, Shea Meyers, Garima Choudhary, Amy Kim, Charlotte Muller  
Year 10 – Holly Menna, Sonam Tshokey, Grace Palden  
Year 11 – Riscia Vinta, Jeryn Huntley.  
Year 12 – Zöe Thatcher
- **META Art Exhibition** (Central TAFE Gallery)  
Year 12 – Hana Abbott (Highly Commended Award)
- **Shaun Tan Award**  
Finalist – Year 7 – Leksin Tobgay "The Abstract Fish"  
Artwork entered in the competition:  
Year 7 – Alexandra French, Ava Grzelec, Elizabeth Horabin, Annie Lai, Oscar Muller, Faith Muyembe, Charlie Parker, Ivanka Safranek, Nicola Vlahos, Mia Wallace, Aimee Yabuka
- **Young Originals (WASSEA)**  
Year 9 – Lucas Palamara, Garima Choudhary  
Year 10 – William Gath, Sonam Tshokey  
Year 12 – Khurt Baylon, Kaitlyn Pope  
Kaitlyn Pope has her artwork displayed in the office of North Metropolitan Education Regional Office.
- **Outside The Frame**  
Year 11 – Isla Ellis, Jeryn Huntley, Sabaa Khan, Norbu Yangzom Tshering  
Year 12 – Reese Abastillas
- **St George's Art Exhibition (St George's Cathedral, Perth)**  
Year 11, Jessica Betti, Riscia Vinta  
Year 12 Zöe Thatcher

### Annual Art Exhibition Award of Excellence 2022

Year 7 Alexandra French  
Year 8 Adela Maldonado Reveggino  
Year 9 Annie Frencham  
Year 10 Sonam Tshokey  
Year 11 Jeryn Huntley  
Year 12 Khurt Baylon

The *Shaun Tan Emerging Artist Award* was awarded to Year 11 student, Jessica Betti.





## Atwell Youth Art Awards



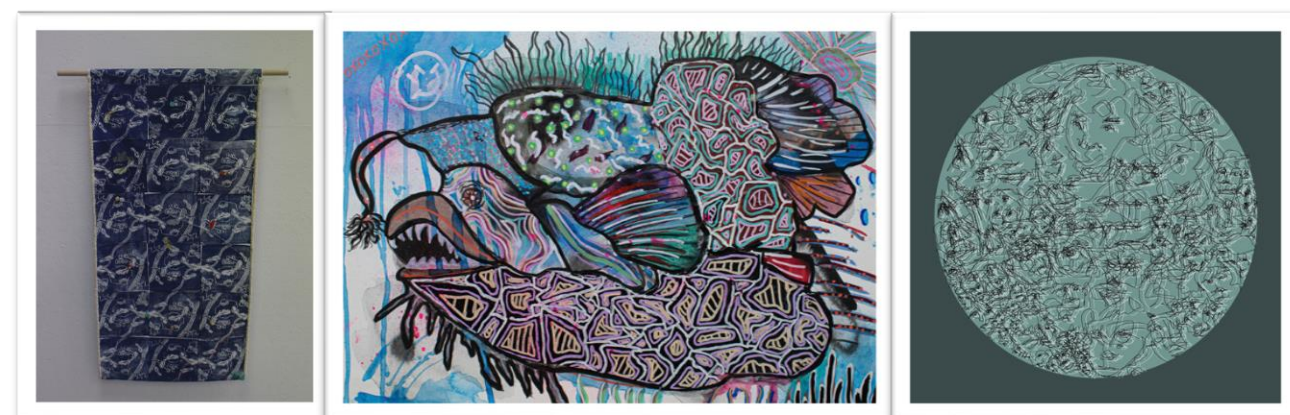
## Emerge Exhibition



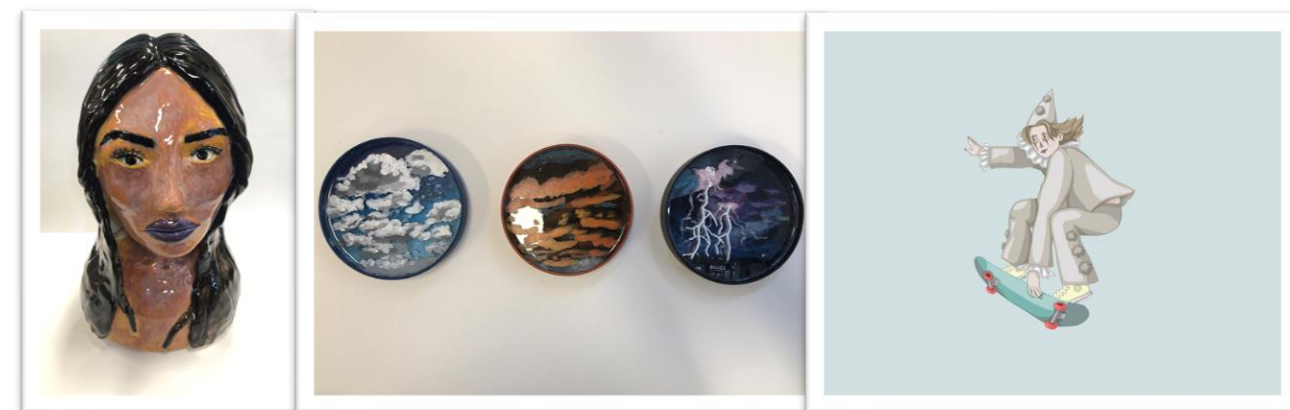
## META Exhibition

## Shaun Tan Awards

## Young Originals



## Outside The Frame



## Specialist Dance Program

Entry into the Approved Specialist Dance Program continued to attract strong numbers. All students auditioned for the program. Gaining a position was highly competitive.

### Enrolments

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Number of Students	14	13	11	12	3	4

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

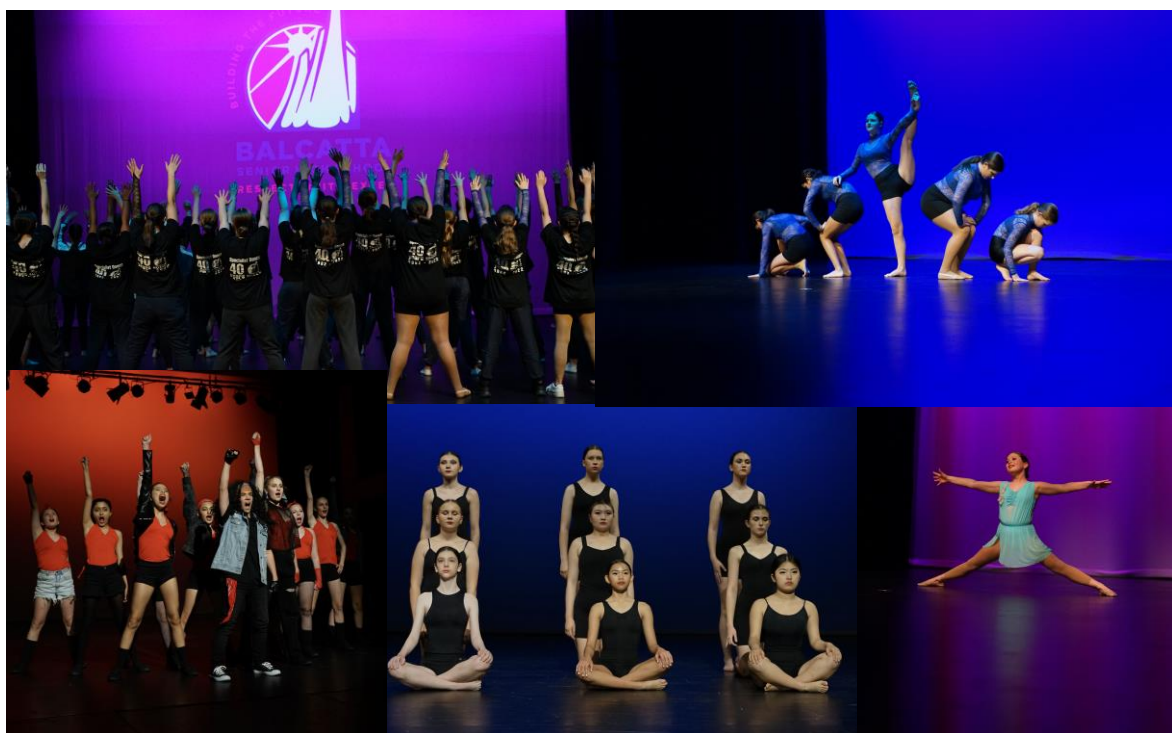
	A	B	C	D	E
Total number of grades	24	16	13	1	2

In 2022, Balcatta SHS celebrated 40 years of Dance education. A special event was held as part of the end of year Dance Showcase event titled “40”. The first part of the program acknowledged the educational outcomes and requirements and the history of the program over the past 40 years. Two speakers from the program shared their experiences as well as a video message from a number of past students (including a number who have followed dance as a career and are working nationally and internationally).

Throughout 2022, the dance students participated in a number of performances throughout the year including:

- Year 8 students performing at the local primary schools.
- A performance as part of the Year 6 Orientation program.
- Informal “flash mob” performances.
- 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.
- Annual Dance Showcase “Act One; Continuum”, which is a year’s culmination of techniques and choreography work.
- Osborne Park Show performance.
- Year 12 Presentation Event performance.

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





## Specialist Music Program

Our Specialist Music Program continued to grow with two classes in Year 7 and Year 8. The program 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>	26	41	31	23	3	3

IMSS STUDENT NUMBERS 2022	
Instrument	No. of Students
Year 7 Percussion	3
Year 7 Guitar (Contemporary)	5
Year 7 Classical Guitar	5
Year 7 Flute	2
Year 8 Classical Guitar	8
Year 8 Guitar (Contemporary)	4
Year 8 Flute	1
Year 8 Percussion	3
Year 8 Voice	3
Year 9 Classical Guitar	7
Year 9 Percussion	1
Year 9 Guitar (Contemporary)	4
Year 9 Voice	1
Year 10 Classical Guitar	1
Year 10 Percussion	1
Year 10 Percussion	1
Year 10 Voice	1



### Academic Performance (*reporting period Semester 2, 2022*)

Years 11/12 completed Certificate II in Music Industry.

	A	B	C	D	E
<b>Total no. grades</b>	37	40	33	9	1

### Certificate II in Music Industry

This one-year Certificate course provided students with the opportunity to gain skills and knowledge to perform in a variety of contexts. Activities were of limited complexity with required actions clearly defined.

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

- developing and applying musical ideas and listening skills.
- playing and singing simple pieces.
- musical technology.
- sound mixing.
- performances.

### Enrichment and Value Adding

- Canning Rock Concert – performance by Year 9 students, Siddharth Das, Eduardo Russell and Gegan Gomes.
- Year 9 music performance at the Year 6 Orientation event.
- Music Language workshop with Guy Ghouse and Gina Williams.

## Academic Extension Program

This was the fourth year of the Academic Extension Program, with classes in Years 7, 8, 9 and 10.

2022 Enrolments	
Year 7	28
Year 8	32
Year 9	30
Year 10	27

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

Students in the program continued 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 website – "Write a Book in a Day" raising funds for the Kids Cancer Project – largest number of teams entered.
- Australian Geography competition – one student achieved a High Distinction.
- Year 10 students participated in a Writing workshop.
- All classes participated in "Write4Fun" competition.
- Year 8 students entered the nationwide Insight Short Story Writing competition.
- Year 10 students participated in creating an Escape Room activity (for Year 6 Orientation Day).
- Year 9 and Year 10 students demonstrated their expertise to primary school students as part of National Science Week.





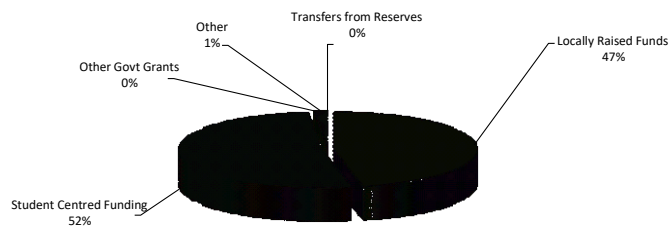
# Finance Report

## Balcatta Senior High School

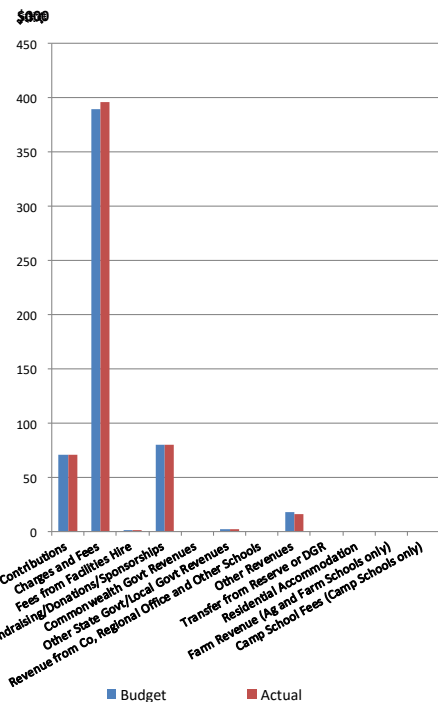
Financial Summary as at  
Enter date here i.e. 31/12/2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 70,496.00	\$ 70,899.81
2	Charges and Fees	\$ 389,202.00	\$ 395,955.77
3	Fees from Facilities Hire	\$ 1,010.00	\$ 1,009.09
4	Fundraising/Donations/Sponsorships	\$ 79,749.00	\$ 80,126.70
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,650.00	\$ 1,650.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 17,773.00	\$ 16,076.28
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>\$ 559,880.00</b>	<b>\$ 565,717.65</b>
	<b>Opening Balance</b>	<b>\$ 220,238.00</b>	<b>\$ 220,237.66</b>
	<b>Student Centred Funding</b>	<b>\$ 606,551.00</b>	<b>\$ 606,550.90</b>
	<b>Total Cash Funds Available</b>	<b>\$ 1,386,669.00</b>	<b>\$ 1,392,506.21</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 1,386,669.00</b>	<b>\$ 1,392,506.21</b>

Actual Year to Date by funding sources

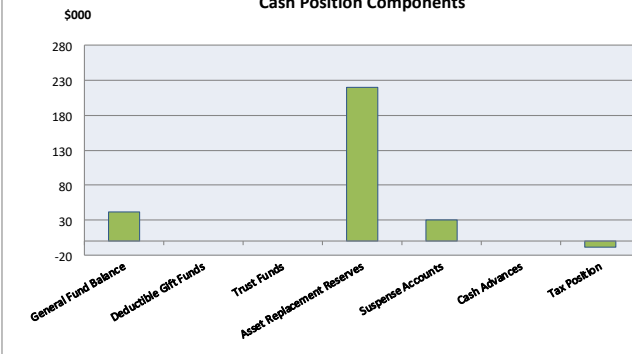


Locally Raised Revenue - Budget vs Actual

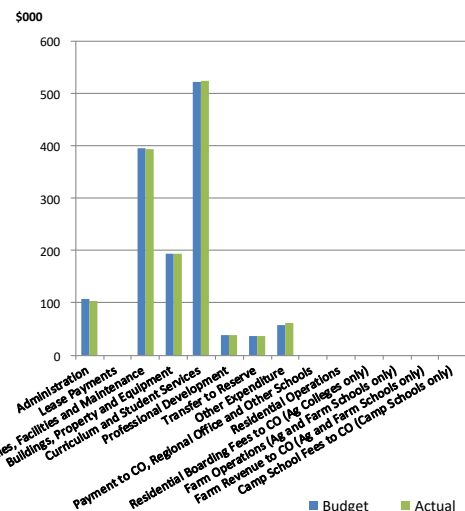


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 107,649.00	\$ 104,315.40
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 395,863.00	\$ 392,947.49
4	Buildings, Property and Equipment	\$ 193,657.00	\$ 193,298.18
5	Curriculum and Student Services	\$ 521,302.00	\$ 523,290.01
6	Professional Development	\$ 38,567.00	\$ 38,200.33
7	Transfer to Reserve	\$ 37,369.00	\$ 37,369.00
8	Other Expenditure	\$ 58,624.00	\$ 61,213.24
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>\$ 1,353,031.00</b>	<b>\$ 1,350,633.65</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 1,353,031.00</b>	<b>\$ 1,350,633.65</b>
	<b>Cash Budget Variance</b>	<b>\$ 33,638.00</b>	<b>\$ -</b>

Cash Position Components



Goods and Services Expenditure - Budget vs Actual



Cash Position Components	
Bank Balance	\$ 283,525.70
Made up of:	
1 General Fund Balance	\$ 41,872.56
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 219,192.11
5 Suspense Accounts	\$ 30,992.03
6 Cash Advances	\$ -
7 Tax Position	\$ (8,531.00)
<b>Total Bank Balance</b>	<b>\$ 283,525.70</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>CMS</b>	Classroom Management Strategies
<b>CAT</b>	Conference Accreditation Training
<b>CP</b>	Career Practitioner
<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>IEP</b>	Individualised Education Plan
<b>IMSS</b>	Instrumental Music School Services
<b>IPS</b>	Independent Public School
<b>ITP</b>	Individual Transition Plan
<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>OHI</b>	Organisational Health Index
<b>OLNA</b>	Online Literacy and Numeracy Assessment
<b>P&amp;C</b>	Parents & Citizens
<b>RTO</b>	Registered Training Organisation
<b>SAER</b>	Students At Educational Risk
<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>TTFM</b>	"Tell Them From Me"
<b>VET</b>	Vocational Education and Training
<b>WACE</b>	Western Australian Certificate of Education
<b>WAAPA</b>	Western Australian Academy of Performing Arts
<b>WASSEA</b>	Western Australian Secondary School Executives' Association



## Year 12 Class of 2022



Balcatta Senior High School  
Independent Public School  
56 Amelia Street  
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