



ANNUAL REPORT 2023



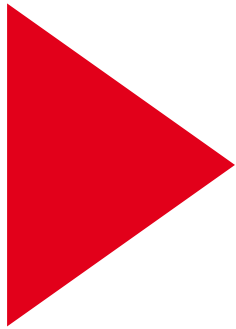
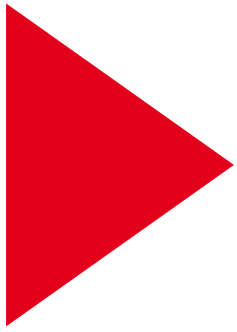


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Principal's Report



The Annual Report provides parents, caregivers and community members with an overview of the school's progress during 2023.

Last year we received feedback acknowledging the achievements of the school through the Public School Review process, which formed part of our accountability and school improvement planning and provided self-assessment validation for each of the domains. I am pleased to advise the Department of Education review panel endorsed our report and were satisfied it will provide the basis for sustained school improvement. I am optimistic our highly effective and consultative planning processes will result in continued progress toward improvement in the focus areas. This improvement was evident in our NAPLAN, OLNA and WACE achievement results, with some results above Like Schools.

Balcatta SHS was recognised by the Department of Education and the Minister for International Education, Hon David Templeman MLA. Mr Templeman presented a certificate to Balcatta SHS for being an Endorsed Provider of International Education.

I congratulate the Year 12 Class of 2023 for their efforts and commitment and wish them the best for their post-school pathways.

The talent and calibre of our students never ceases to amaze me. During 2023 there were a number of student highlights which we celebrated, such as:

- Year 10 student, Charlie MacPherson-Lee appointed to the WA Student Council.
- The Interschool Athletics team came second overall and awards were received for Year 9 Champion Girl, Jessica Santich and Year 12 Champion Boy, Almozamel Hussein.
- Three students participated in the UN Youth State Conference.
- Year 10 HaSS class were winners of the "People's Choice Award" in the Super, Tax and You Competition.
- Students participated in the Minister's Innovation Challenge 2023.
- Students participated in the Premier's Reading Challenge and the Prime Minister's Spelling Bee Competition.

The number of excursions and incursions across all learning areas was significant and provided students from all year groups with enrichment opportunities. The Arts Learning Area launched Arts Festival Week which showcased the talents of our Specialist Dance, Music and Visual Art students. Our primary school transition program continues to grow in strength with primary school students invited to participate in National Science Week.

2023 was the second year of the Career Practitioner initiative, which supports career development across all year levels.

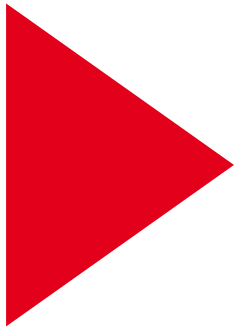
Numerous events, excursions and incursions were held throughout the year.

As I reflect on the student success and opportunities this year, it is vital to acknowledge the tireless work of our staff. I thank them for their support of our students in their academic, social and emotional development. I am also very appreciative of the work of our School Board and the role they play in ensuring sound governance and guiding our school direction. Sincere thanks to the School Board Chair, Mr Kevin Fraser and P&C President, Mrs Stacey Litchfield.

I believe we are well-positioned to serve our community by continuing to provide excellent care and supporting high achievement for our students.

Helen Maitland
Principal





School Board Report



I am proud to present the Annual Report of the Balcatta Senior High School Board highlighting the wonderful journey of 2023. The School Board's function is to oversee the school's governance in conjunction with the Executive Team to ensure the school is run effectively and improvement plans are successfully implemented. Additionally, the Board has been informed by students, staff and school leaders on a range of programs including the continuing excellence in academics, data systems, pastoral care programs and ICT. In 2023 Balcatta SHS released the new School Business Plan and the Board had the pleasure of helping showcase our school at events throughout the year. We had the opportunity to celebrate the achievement of our students across a range of learning areas and community-based activities such as the Year 12 Presentation Event and the Gifted and Talented Visual Art Exhibition.

I would like to pay tribute to the Balcatta School Board members for their commitment to investigate the elements of the School Business Plan and the steps on the journey to excellence. Their willingness to give their time and energy as volunteer patrons and school leaders is deeply admirable and we thank them sincerely. In a year where the Department of Education has released a number of new programs, the Board would like to express our admiration to the school community for adapting and adopting with flexibility. The school launched the new School Business Plan 2023 – 2025 which was discussed with the Board and is responsive to the new world. The Fogarty School Improvement journey aligned to the School Business Plan contributed heavily to its development and regular updates were delivered at Board meetings.

We experienced School Board Training and the Public School Review (PSR) and were informed about the process and development of the PSR. Some Board members were involved in the discussions and conversations, contributing to a strong result.

We offer our thanks to our parent board members for 2023. I would like to acknowledge Phillip Saraceni and Tabetha McCallum for their ongoing investment in our school and our departing parent representatives, George Ognenis and Steven Summers as their tenure ends. We also thank our community members, Carli Sanbrook, Clive Barstow and Chris Hatton for their investment and involvement. We applaud the team and thank them for their work and guidance of the school.

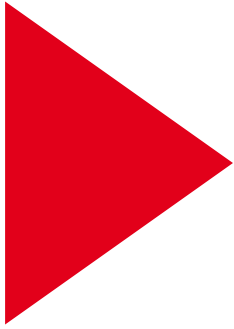
The Board commends Balcatta SHS Principal, Helen Maitland for her continued focus on high quality schooling and outcomes for students and families in the community. Helen and her Executive Team, Tessa Curtis, Daniel Drummond, Cathie Bonner and Marita Rozario provide the rich and caring environment to create opportunities for success in every student. Our appreciation goes to school staff members, Jane Balcombe, Maria Manera, Mark Entwistle and Executive Officer, Sharon Penman for their dedication to the Board. Thanks also go to the Manager Corporate Services, Sharon Beccarelli, for her professional management of the financial environment at the school. Together, these people support Helen and the staff to ensure every student's learning is at the core of everything we do.

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

Balcatta SHS has grown steadily during my tenure as Chairperson and I am proud of the achievement in which we, the Board, the school staff and community have made. Together, we have been able to maximise the effectiveness of the education programs for our student body. It has been my privilege and honour to be a member of the School Board for the past six years, including my time as Chairperson and I am confident I leave the Board in good stead for the future, in very safe hands and ready to direct the next phase of growth for the school.

Kevin Fraser
Chair of the School Board





School Context

Respect- Unite-Excel

These are our school values which guide and motivate Balcatta Senior High School to be a school of 'first choice' for the local community. We have a long and rich history of providing students with an inclusive and enriching educational experience, embracing diversity and valuing difference.

Our teachers and support staff know their students and are committed to creating positive, engaging learning experiences where students can reach their full potential.

Students in Years 7 to 10 are engaged in all learning areas of the Western Australian Curriculum. Year 11 and Year 12 students are offered a comprehensive range of ATAR and General courses which equip them for successful entry to university, further training or employment.

The school offers the full range of vocationally oriented programs which enable students to pursue traineeships, apprenticeships and on-the-job training as well as a range of certificate courses. Our Education Support Program provides a comprehensive education experience for students with special needs.

We are a Gifted and Talented Visual Art school, an Approved Specialist Program in Dance and offer school-based enrichment Music Program and Academic Extension Program.

We continue to build on our connections with our community such as City of Stirling and alliances with various educational institutions including Edith Cowan University and the University of Western Australia. We have initiated partnerships with organisations such as Royal Life Saving WA, Osborne Rotary Club and Headspace. These relationships are developed for the benefit of our students to enhance their learning and provide numerous opportunities.

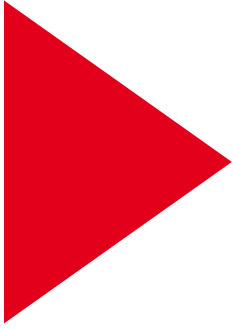
2023 was the first year of our new 2023-2025 School Business Plan, which was aligned to our Strategic School Direction document, with our three focus areas:

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

Our staff have continued our commitment to our Moral Purpose:

“To provide a safe, inclusive and caring environment which supports students to reach their full potential.”

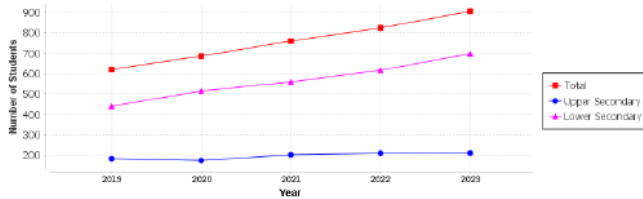




Student Profile

Student Numbers - Trends

Student Number Trends (based on 2023 Semester 2 Census Data)



2023 Semester 2

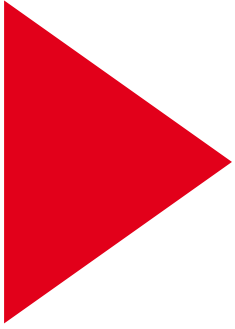
	2019	2020	2021	2022	2023
Lower Secondary	439	514	559	616	697
Upper Secondary	181	172	201	208	209
Total	620	686	760	824	906

Note:
The graph and table include only full-time students

Funded Students	KIN	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Y07	Y08	Y09	Y10	Y11	Y12	Total
Funded Enrolments - FTE									198	181	174	139	106	100	898
Student Characteristics - FTE															
Aboriginal									6	5	7	2	1	2	23
Disability Allocation Level 1									1	1		2	2		6
Disability Allocation Level 2									8	7	5	3	2	2	27
Disability Allocation Level 3									2	3	4	3	2	1	15
Disability Allocation Level 4									3					1	4
Disability Allocation Level 5									2						2
Disability Allocation Level 6															
Disability Allocation Level 7															
EALD - Support									10	9	4	5	8	7	43
EALD - IEC															
Unfunded Students - FTE															
Fee-Paying Visas (except 457 and 482)									2		1	2	2	1	8
Duplicate Enrolments															
Participation List															
Census Not Counted										4	5	9	7	11	36
3 Year Old Students															
Ungraded															
Unfunded Enrolments - Head Count									2	4	6	11	9	12	44
Unfunded Students - FTE									2	4	6	11	9	12	44
TOTAL SCHOOL ENROLMENTS (Head Count)									200	185	180	150	115	112	942

Analysis:

- Generally our numbers are increasing each year with the largest Year 7 group at 200 students.
- Retention of students from Year 10 to Year 11 has increased from 2022.
- Year 7 students came from fifty-nine primary schools (a number of students enrolled in Gifted and Talented Visual Art, Specialist Dance, Music or Academic Extension Programs).
- The number of Aboriginal students in our school continue to grow steadily.
- The number of students with a funded disability continues to grow.



Workforce Composition

Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	3.0	0
Heads of Departments and Learning	5	5.0	0
Program Coordinators	4	4.0	0
Total Administration Staff	13	13.0	0

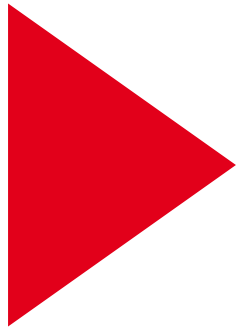
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	62	56.0	0
Total Teaching Staff	63	57.0	0

School Support Staff			
Clerical / Administrative	11	9.0	0
Gardening / Maintenance	2	2.0	0
Other Allied Professionals	30	21.4	0
Total School Support Staff	43	32.4	0

Total	119	102.4	0
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Key Points:

- Additional Program Coordinator and FTE was provided to Student Services to increase student well-being focus.
- Number of Other Allied Professionals/Total School Support Staff has increased due to the growth in the Education Support Program.
- Level 3 Classroom Teachers is an area for growth in the school.
- Total Teaching Staff FTE has increased from 50.0 (December 2022) to 57 due to growth in student numbers.



Student Attendance Data

Attendance Overall

Secondary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	88.0%	86.4%	86.5%	60.6%	71.7%	62.6%	87.1%	85.9%	84.4%
2022	84.0%	84.0%	83.0%	56.9%	65.2%	55.2%	83.2%	83.4%	80.4%
2023	84.1%	85.6%	84.9%	61.8%	69.0%	59.2%	83.5%	85.0%	82.5%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	60.2%	21.7%	11.2%	6.9%
2022	54.5%	20.7%	12.5%	12.3%
2023	54.0%	24.1%	11.0%	10.9%
Like Schools 2023	50.0%	27.0%	14.5%	8.4%
WA Public Schools 2023	47.0%	26.0%	16.0%	11.0%

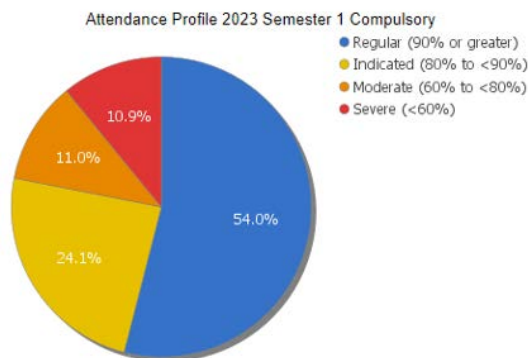
Analysis:

- Slight improvement in overall attendance from 2022.
- Regular attendance has decreased slightly by 0.5% but is above Like Schools and WA Public Schools.
- Year 7 to Year 10 attendance above WA Public Schools.
- Attendance target rate of improvement towards WA Public Schools and above Like Schools is progressing.

	Y07	Y08	Y09	Y10	Y11	Y12
2021	90%	90%	87%	83%	84%	86%
2022	88%	83%	84%	82%	79%	80%
2023	88%	85%	82%	82%	81%	79%
WA Public Schools 2023	87%	83%	81%	80%	82%	83%

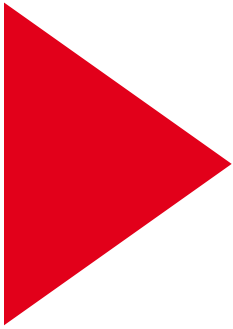
Attendance Category as at Semester 1, 2023

Attendance Category	Y07		Y08		Y09		Y10		Y11		Y12	
	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools
Regular	62%	57%	56%	47%	56%	43%	52%	42%	50%	48%	41%	45%
At Risk - Indicated	23%	25%	25%	27%	20%	26%	22%	26%	26%	25%	31%	28%
At Risk - Moderate	9%	12%	8%	16%	10%	17%	14%	18%	12%	15%	17%	17%
At Risk - Severe	6%	6%	11%	10%	14%	14%	13%	14%	12%	12%	11%	10%



Actions to be maintained:

- Attendance improvement strategies are implemented with students and their families.
- Parents are provided with regular communication via SMS messages and letters regarding their child's attendance.
- Students maintaining Good Standing status through regular attendance.
- Allocate resourcing to support good attendance.



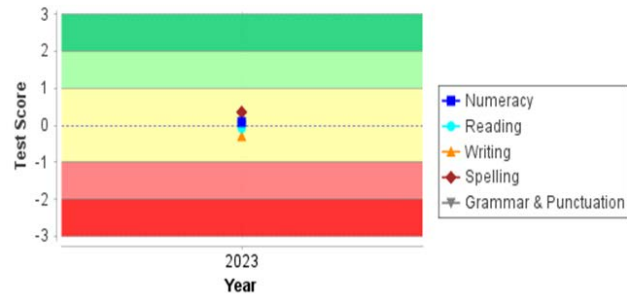
Student Achievement and Progress

NAPLAN

Comparative Performance for Year 9

Year 9	Performance	Students
	2023	2023
Numeracy	0.1	165
Reading	-0.1	167
Writing	-0.3	170
Spelling	0.4	165
Grammar & Punctuation	0.0	165

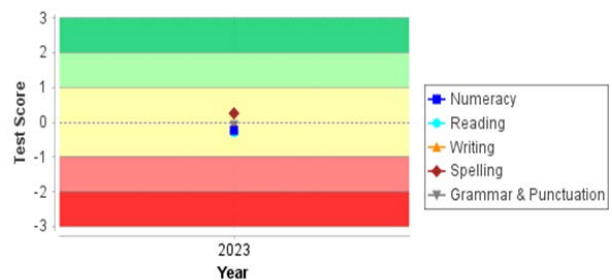
Year 9 Performance



Comparative Performance for Year 7

Year 7	Performance	Students
	2023	2023
Numeracy	-0.2	190
Reading	-0.3	192
Writing	-0.2	194
Spelling	0.3	192
Grammar & Punctuation	-0.1	192

Year 7 Performance



	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

Analysis:

- All Year 7 and Year 9 NAPLAN Comparative Performance data was as expected – within one standard deviation of the predicted school mean.
- Due to the new scale, comparisons between 2023 and previous years' NAPLAN results should not be made.
- Year 9 Spelling and Numeracy – results were slightly above the predicted school mean.
- Year 9 Reading and Writing – results were slightly below the predicted school mean.
- Year 9 Grammar and Punctuation – results were exactly at the predicted school mean.
- Year 7 Spelling – results were slightly above the predicted school mean.
- Year 7 Grammar and Punctuation, Reading, Numeracy and Writing – results were slightly below the predicted school mean.
- Balcatta SHS will continue to focus on literacy and numeracy skills for all students via measures such as:
 - a) continuing the Sound Way phonics-based Literacy Program
 - b) explicitly resourced and timetabled Year 7 and Year 8 Literacy support classes
 - c) offering Mathematics after-school tuition for students.

Year 12 Outcomes including VET and OLNA

Vocational Education and Training (VET)

Vocational Education and Training provides students with appropriate pathways where they have the option to undertake a Certificate at school or off campus. In 2023 there was an increase in the number of students successfully completing a full qualification. In addition to this, there was also an increase in the number of students achieving more than one qualification.

Overall, VET results were pleasing with a number of certificates showing 100% completion and 50 students attaining a Certificate III qualification or higher.

Qualifications Completed

Certificate II	Certificate III	Certificate IV
Workplace Skills Applied Digital Technologies Animal Studies Community Services Hospitality	Business Information Technology Fitness School Based Education Support Population Health	Fitness

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

	Certificate I		Certificate II		Certificate III Or Higher	
	Number	%	Number	%	Number	%
2021	0	0%	13	24.5%	40	75.5%
2022	0	0%	13	22.4%	45	77.6%
2023	0	0%	6	10.7%	50	89.3%

VOCATIONAL EDUCATION AND TRAINING (VET)

VET Participation Rate (count; enrolled in VET as % of Cohort) Source: Department data

	2023	2022	2021	2020	2019	2018
School VET enrolments	62 (49%)	71 (58%)	55 (53%)	85 (85%)	98 (89%)	105 (89%)
Funded VET students	80%	80%	80%	80%	68%	65%

Level of highest qualification achieved (of VET enrolled students)

Diploma						
Certificate IV	1 (2%)					
Certificate III	49 (79%)	44 (62%)	32 (58%)	33 (39%)	43 (44%)	46 (44%)
Certificate II	6 (10%)	14 (20%)	16 (29%)	43 (51%)	38 (39%)	38 (36%)
Certificate I						2 (2%)
No certificate completed	6 (10%)	13 (18%)	7 (13%)	9 (11%)	17 (17%)	19 (18%)

Students with more than one qualification (% of VET enrolments)

3+ qualifications	5 (8%)	7 (10%)	15 (27%)	17 (20%)	30 (31%)	45 (43%)
2 qualifications	32 (52%)	31 (44%)	17 (31%)	39 (46%)	35 (36%)	21 (20%)

Online Literacy and Numeracy Assessment (OLNA)

Years 10-12: The focus needs continue to be on improving the percentage of students who met the standard in each category successfully qualify the OLNA, and be in line with Like Schools:

- Writing had the highest percentage of students demonstrating the standard across Year 11 and Year 12 but it is the lowest for Year 10.
- Across the three-year window for students to sit the OLNA, Year 12 students increased their demonstrating the standard by the following in the three components:
 1. Numeracy 26%
 2. Reading 20%
 3. Writing 16%

Students in Year 11 and Year 12 were provided OLNA support in the Mentor program and being enrolled in Mathematics Foundation classes.

The school resourced the OLNA Support online program and all students were issued individual logins in order to access the program at home and at school.

Percentage of students who have demonstrated the standard in each component at the end of 2023

Year	Numeracy	Reading	Writing
10	48%	49%	32%
11	73%	82%	83%
12	87%	88%	91%

OLNA Current Student Standing

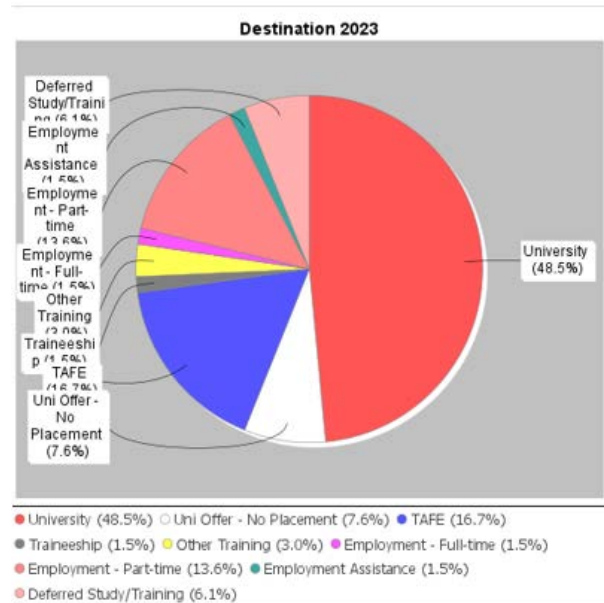
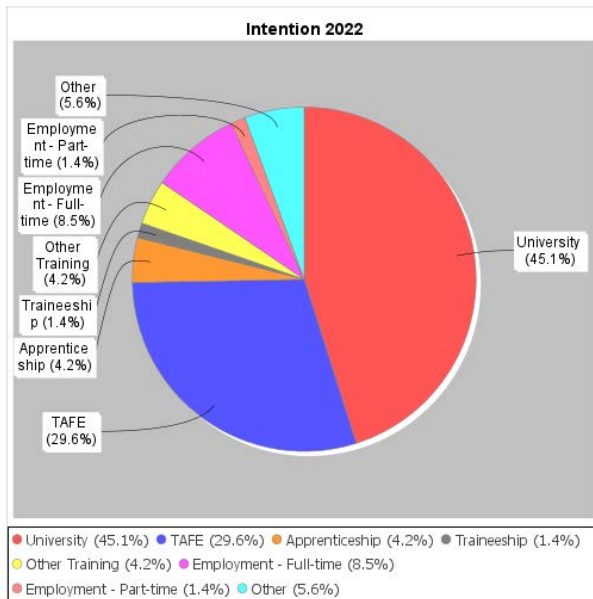
	Year 10 Students – Qualified In		
	Year 9	Year 10	Not Qualified
2023	40	44	63
	27.2%	29.9%	42.9%
Like Schools	24.6%	39.38%	35.6%

	Year 11 Students – Qualified In			
	Year 9	Year 10	Year 11	Not Qualified
2023	24	38	20	33
	20.9%	33.0%	17.4%	28.7%
Like Schools	26.1%	35.8%	14.8%	23.2%

	Year 12 Students – Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2023	1	67	13	8	19
	0.9%	62.0%	12.0%	7.4%	17.6%
Like Schools	52.6%	23.3%	9.8%	5.1%	9.3%

Post-School Destination Data

Year 12 Intentions and Destinations (2022 Cohort)



	Intention 2022 School	Intention 2022 State	Destination 2023 School	Destination 2023 State	Variation School	Variation State
Return To School		0.4%		0.0%		-0.4%
University	45.1%	51.0%	48.5%	38.3%	3.4%	-12.7%
Uni Offer - No Placement		0.0%	7.6%	7.5%		7.5%
TAFE	29.6%	16.0%	16.7%	11.5%	-12.9%	-4.5%
Apprenticeship	4.2%	11.7%		3.4%		-8.4%
Traineeship	1.4%	2.5%	1.5%	2.0%	0.1%	-0.5%
Other Training	4.2%	2.9%	3.0%	1.5%	-1.2%	-1.4%
Employment - Full-time	8.5%	9.5%	1.5%	6.2%	-6.9%	-3.3%
Employment - Part-time	1.4%	1.3%	13.6%	13.9%	12.2%	12.6%
Employment						
Employment Assistance		0.0%	1.5%	4.8%		4.8%
Other	5.6%	4.7%		1.4%		-3.4%
Deferred Study/Training		0.0%	6.1%	9.6%		9.6%
Total	100%	100%	100%	100%	-	-
% of students responding	70%	0.0%	65%	0.0%	-	-

Analysis:

- A 3.4% increase in students' intention to attend university and actual destination from 2022 to 2023.
- 48.5% of students had a university destination – additionally 7.6% were offered a placement but did not take up the offer. This compares positively to the 38.3% of students state-wide who enrolled at university despite a 51% intention.
- 6.1% deferred further study/training.
- Full-time and part-time work indicates full-time employment is not the primary source with only 1.5% in this category and 13.6% in part-time employment.

Year 12 Observations

Year 12 Pathways

	Year 12 Students	ATAR Only	ATAR & Cert II Or Higher	VET Cert II Or Higher	Other	
					Verified	Unverified
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%)
2023	108	16 (14.8%)	1 (0.9%)	55 (50.9%)	35 (32.4%)	1 (0.9%)

WACE Achievement

	Eligible Year 12 Students	Percentage achieving WACE
2021	83	77%
2022	95	81%
2023	101	87%

Analysis:

- 87% of students achieved their WACE – and showed an improvement of 5% from 2022.
- Median ATAR was 78.95, an increase of 7.20 – higher than Like Schools.
- ATAR Tricles. A significant shift from the Low to Mid Triciles with 53% now being in the Mid Tricile.
- Psychology ATAR students performed above the DoE State Mean and EAL/D was on par.

The following students achieved an ATAR of 80+:

- Finn Holman 96.75
- Tiano Zito 89.90
- Florence Joy Dioneda 87.80
- Norbu Tshering 85.15
- Utsah Nakarmi 83.45
- Shukra Jubril 82.40
- Sangay Yangdon 81.23
- Sonam Leksel 80.75

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:

- Finn Holman

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:

- Jessica Betti
- Utsah Nakarmi
- Tiana Zito

ATAR Dux

Finn Holman

Finn received the ATAR Dux Award for 2023, and studied the following courses: Chemistry ATAR, English ATAR, Human Biology ATAR, Mathematics Methods ATAR, Psychology ATAR and Psychology General.

Finn achieved eight A grades over Year 11 and Year 12. In Year 12, he received the North Metropolitan Education Regional Office Commitment to Excellence, ADF Future Innovators, Ampol Best All Rounder and Principal's Recommendation for Outstanding Achievement Awards. Finn also qualified for a Certificate of Distinction from the School Curriculum and Standards Authority and was a Curtin University nominee for the John Curtin Scholarship.

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

- English ATAR
- Psychology ATAR
- Chemistry ATAR



General Dux

Jeryn Huntley

Jeryn received the General Dux Award for 2023, and studied the following courses: Visual Arts ATAR, English General, Health Studies General, Media Production and Analysis General, Physical Education Studies General, Certificate III in Information Technology.

Jeryn achieved six A grades over Year 11 and Year 12.



Special Awards (Year 12)

Senior School Special Commendation Award – Utsah Nakarmi

North Metropolitan Education Region Commitment to Excellence Award – Finn Holman

ADF Long Tan Leadership and Teamwork Award – Jessica Betti

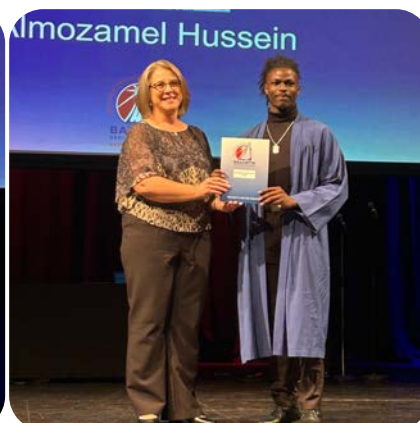
ADF Innovators Award – Finn Holman

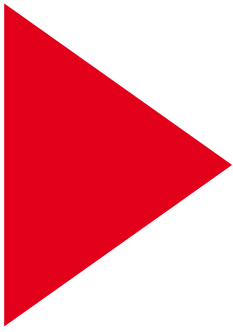
Stan Perron Award – Ra Szep

Sportsperson of the Year Award – Almozamel Hussein

Ampol Best All Rounder Award – Jessica Betti and Finn Holman

Principal's Recommendation for Outstanding Achievement Award – Finn Holman





Survey Feedback

“Tell Them From Me” (TTFM)

“Tell Them From Me” (TTFM) is a suite of surveys designed to measure student engagement and well-being. These surveys capture the voices of students, parents and teachers, providing reliable evidence for schools to identify strengths and areas of improvement.

The **student survey** offers an insight into student engagement, well-being and effective teaching practices from the student perspective.

The **parent survey** provides feedback on their child’s educational experience.

The **teacher survey** gathers insight from education about teaching practices, classroom dynamics and student engagement.

Overall, TTFM surveys serve as a key tool for accessing student experiences and informing school improvement efforts. This is the second year of the TTFM surveys, with a total of 374 students, 32 teachers and 15 parents completing the surveys.

Key Focus Areas for 2023 based on previous TTFM data were:

- Social and Emotional Well-Being of Students.
- Investigate Whole School Instructional Model.

Actions undertaken in 2023 to address these key focus areas:

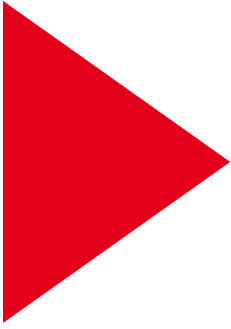
- Professional Learning – Berry Street Trauma-Informed Practice.
- Professional Learning – Teach Well – whole school explicit teaching practices.
- Social and Emotional Learning – mental health presentations. This resulted in BSHS reducing the percentage of students surveyed who identified as suffering from moderate levels of anxiety or depression by 6%.

Positives from 2023 TTFM Data:

- A mean score of 8.3 from teachers who believe they are implementing appropriate teaching strategies. This is above the Region Mean of 7.9.
- A mean score of 8.2 from teachers who are using data to inform their practice, compared to the Region Mean of 7.8.
- A mean score of 7.4 from parents who believe the school supports students’ learning, i.e. high expectations. This is above the Region Mean of 7.1.
- 93% of students with positive behaviour at school – above TTFM norm.

Areas for improvement based on the TTFM data:

- Communication with parents as a School Mean of 6.4 is slightly below the Region Mean of 6.5.
- Social and Emotional Well-Being of Students as moderate levels of anxiety and depression were still above Region Schools.
- Consistent learning culture/learning approaches/strategies as students’ School Mean survey results for ‘Effective Learning Time’, ‘Relevance,’ and ‘Rigour’ were all below TTFM norm.



Focus 1: Leadership

Effective leadership team to build staff capacity

Throughout 2023, our school participated in the second year of the Fogarty EDvance program. The Executive Team attended professional learning sessions each term, participated in mentor feedback sessions and submitted progress reviews and updates on Milestone achievement. Following professional learning sessions, the Executive Team returned to school and shared information with their teams to continue progressing whole school changes in the Balcatta SHS School Improvement journey.

Build the capacity of leadership and develop a plan to effectively implement evidence-based strategies for improvement to drive leadership in their Learning Areas

Building on the initial progress achieved in 2022, all members of the Senior Leadership Team (SLT) continued to progress their specific areas of focus within the Strategic Directions Document. Throughout 2023, middle leaders attended bespoke sessions in the Fogarty EDvance Senior Leaders Program PL to further increase their capacity and leadership skills.

The Senior Leadership Team reviewed data from the Occupational Health Index (OHI) survey, designed to ascertain the perceptions of school staff in relation to school culture and achievement across a range of domains. The team also reviewed data from the Tell Them From Me (TTFM) surveys. These surveys were sent to the school community with the intention of gathering feedback in relation to school performance and to identify challenges and opportunities to improve effective leadership.

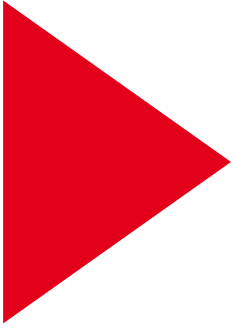
Develop and build capacity of staff through planned targeted development opportunities via observation, feedback and coaching practices

Throughout the year, Balcatta SHS increased the number of staff who are leaders in Classroom Management Strategies (CMS) and Conference Accredited Training (CAT). Following the completion of research into Peer Observation and Coaching models, a Draft Implementation Plan was developed for trial in 2024. Our CMS and CAT trained staff will assist with the peer observation and coaching process.

Develop and embed a plan for aspirant staff

In 2023, an Aspirant Staff Program was developed with the aim of supporting aspirant staff at all levels via mentorship and individual aspirant plans. This included having aspirant staff and current leaders attend the DoE facilitated "WA Future Leaders Framework: Mentoring Workshop", hosted at Balcatta SHS. Aspirant staff have identified individual 'stretch projects' aligned with the School Business and Strategic Plans and have nominated mentors who will support them to achieve their goals throughout 2024.

Our Teacher Led Communities (TLCs) continued to thrive in 2023, offering all staff leadership opportunities within their structures. Staff were given the opportunity to choose the TLC they wanted to contribute to and took on responsibilities, bringing new perspectives and informing Action Research projects. The number of TLCs available increased in 2023 and included new communities such as the Aboriginal Cultural Standards Framework TLC and the Academic Extension TLC. Staff were also provided leadership opportunities via extra-curricular clubs and activities. 2023 saw the number of extra-curricular clubs expand to include the "Tea and Pages" Book Club where staff and students from across the school community came together to share their love of books and reading.



Focus 2: Curriculum and Teaching

High quality teaching and learning in every classroom

As we entered our second year of the Fogarty EDvance School Improvement journey, we have made marked progress with the implementation of whole school Teaching and Learning initiatives in line with our focus on evidence-based, quality teaching in every classroom. The Senior Leadership Team members worked with key stakeholders throughout the year to progress the achievement of Milestones identified within the strategic plan.

Develop and implement an effective whole school teaching and learning plan with a focus on whole school instructional model

The development and implementation of an evidence-based Whole School Instructional Model was a priority for our school. Following research into evidence-based best practice in Classroom Instruction, a staged plan was developed requiring all Year 7 MESH teachers for 2024 to be trained in the delivery of High Impact Instruction. High quality and low variance curriculum materials were developed and aligned with the evidence-based Explicit Instruction approach of the Teach Well model. Lead teaching staff and members of the Senior Leadership Team attended school visits and engaged in the Teach Well led Fellowship training, designed to support teachers to improve their delivery of High Impact Instruction through peer coaching and reflective growth processes. Milestones identified within this initiative were achieved ahead of schedule and progress toward 2024 targets are well underway.

Teachers to interrogate data frequently and provide evidence of differentiated classroom practice based on agreed data sets

In line with our Focus Area of improving the use of reliable data to inform planning and targeted learning intervention, teaching staff engaged in Professional Learning designed to increase awareness of the SAIS, RTP and NAPLAN assessment data tools and provided additional opportunities to analyse and compare data to inform planning. Individuals and groups of students assessed as being at risk of not achieving at grade level were identified prior to the end of Term 1 and individual and group plans put in place to target areas requiring mediation. Ongoing whole staff training was delivered to ensure relevance of the SMART goals to the needs of the individual.

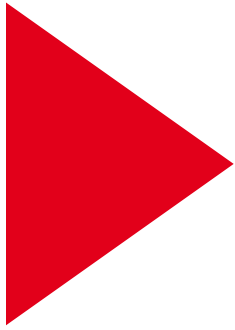
The school also invested in the “Elastik – Assessment Data Analysis” program along with the provision of professional learning in using the tools to identify specific gaps in knowledge and support classroom interventions.

Accommodations are made for students with additional needs

Throughout the year, processes were implemented to systematically identify students with diagnosed or imputed learning disabilities across the school and to establish and maintain a database of supports and adjustments aligned to individual student needs. Aligning Nationally Consistent Collection of Data (NCCD) records for students identified as requiring additional supports ensured all students received the assessment accommodations to which they were entitled, in both school-based and SCSA assessments.

Implement whole school literacy focus and targeted reading intervention

In line with the whole school Literacy Focus, Heads of Learning Areas collaborated to identify literacy needs across all learning areas, defining common targets and planning opportunities to address gaps in learning. In establishing the Literacy TLC, representatives from all learning areas came together to engage in action research into evidence-based best practice and presented findings back to their departments. This work is ongoing and planning for a Whole School Literacy Plan is underway.



Focus 3: Conditions for Learning

A positive school culture that promotes learning

Prioritise the social and emotional learning for students' well-being

A range of strategies were implemented via the development of the Social and Emotional Learning Plan for the Students' Well-Being program:

- Year 11 and Year 12 learning social, emotional and well-being strategies through Mentor class.
- As an Act-Belong-Commit school, we promoted a range of events and strategies. Examples included "R U OK? Day", Teen Mental Health First Aid workshops and Health Expo (run by Year 11 Health Studies classes).
- The Student Services Team supported students who required support for either physical or mental health. Students were case-managed and monitored through regular meetings with the Student Services Team.
- Semester 2 in 2024, Balcatta SHS will focus on implementing a targeted Social and Emotional Program for our Year 7 to Year 10 cohorts.

Opportunities to Celebrate Cultural Diversity – Harmony Day

With over 40 different cultures represented at Balcatta SHS, Harmony Day is a significant day on our school calendar. Harmony Day celebrations were held in March 2023, organised by our Student Leadership Team (Student Councillors and House Captains). All students participated in activities including:

- A Cultural Dress Day where students and staff brought traditional cultural foods to share
- HaSS students explored various cultural aspects from different countries
- English students discovered stories from different cultural authors
- Lunch break activities, games and experiences from a range of different cultures.

Improve and maintain positive student/staff relationships

As a priority we ensure we conduct practice through a trauma-informed lens. During 2023, twelve teachers completed the Berry Street Trauma-Informed Professional Learning Program, with a further six teachers scheduled to complete the program in 2024.

Clubs are initiated by staff and students who have a particular interest, providing informal opportunities for staff and students to find common areas of interest and to further develop mutual respect. In 2023, options expanded to include the following Clubs: Volleyball; Sustainability; Masters' Choc Milk Carton Regatta Boat Race; Book Club; Cross Country; Strength and Fitness; Maths Homework Years 7-10; Year 11 Mathematics Methods and Nail Art.

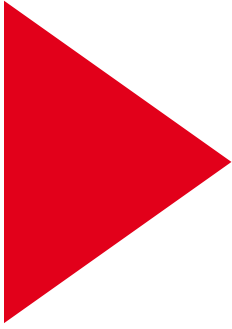
Students take responsibility for improving the learning environment for themselves and others

After an extensive application and interview process, Year 10 student Charlie MacPherson-Lee was appointed to the WA Student Council in 2023. Thirty-eight students from across WA were appointed to the Council to advise the Minister for Education and the Department of Education on policy and reform. The students acted on behalf of all students representing their best interests at the Ministerial and Council meetings.

Balcatta SHS continued its approach in improving student behaviour and therefore the learning environment for all students. With our focus on teaching, our foundational values of Respect-Unite-Excel throughout our school community ensure we teach, re-teach and highlight examples of appropriate and exemplary behaviour throughout our school. This takes place in classrooms, year group assemblies, school events, excursions and the ongoing work of our Student Services Team.

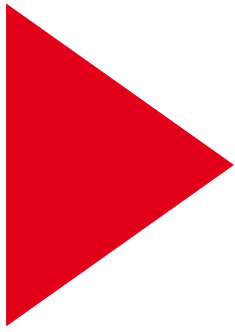
Students participated in the following events and extra-curricular activities:

- Year 7 Ern Halliday – approximately 95% attendance
- Year 8 – Reward excursion at end of year 70%
- Year 9 – Career Expo 85%
- Year 10 – Dinner Dance 80%
- Year 11 – Dinner Dance 85%
- Year 12 – Ball 90% attendance



Targets

Academic			
Target	2023	2024	2025
1. Year 7 to Year 9 student "Progress and Achievement" in Reading will be higher than like- schools by 2025.	Progressing		
2. Year 7 to Year 9 student "Progress and Achievement" in Numeracy will be higher than Like Schools by 2025.	Progressing		
3. In each year of the Business Plan will see a positive improvement in the percentage of Year 9 Proficiency Level in all components of NAPLAN.	Progressing		
4. The percentage of students 'qualified' in OLNA will exceed Like Schools in Years 10, 11 and 12 by 2025.	Progressing		
5. An increase in the percentage of Year 12 students achieving Category 3 OLNA for each Business Plan year.	Achieved		
6. A median ATAR score over 70 will be maintained for the duration of the Business Plan.	Achieved higher than Like Schools		
7. The percentage of Year 12 students achieving their WACE, to be better than Like Schools for the duration of the Business Plan.	Progressing improvement 2022 82% 2023 87%		
Non-Academic			
Attendance			
1. In each year of the Business Plan, the attendance rate will improve towards the State mean and be above Like Schools	Progressing		
2. The percentage of students demonstrating regular attendance will improve to be above Like Schools	Achieved		
Student School Satisfaction			
"Tell Them From Me" Student Survey. Response to increase to:			
1. Positive sense of belonging to increase to 75% or above for the duration of the School Business Plan	50% not achieved		
2. Students are interested and motivated to increase to 40% or better for the duration of the School Business Plan	28% not achieved		



Specialist Programs

Gifted and Talented Visual Art Program

Our Visual Art program at Balcatta SHS provides 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 Year 8 to Year 12 students developed specific skills across a range of studio disciplines of their own choice on Saturday mornings.

Students 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 crafts persons.

Student numbers continued to be strong, with 31 students being offered a placement in the Year 7 program. They learnt through a differentiated curriculum with a variety of visual inquiry, studio work, exhibitions, and critical and historical reflection.

Enrolments

Year Group	2022	2023
7	30	30
8	26	26
9	23	24
10	17	20
11	8	8
12	8	7
Total Enrolments	111	115

Extension and Enrichment

Saturday Art Workshops

As the numbers have grown in the Gifted and Talented Visual Art Program, it has seen new and distinctive opportunities emerge for our students. This expansion not only signified the growth of our artistic community in our school but also underscored our commitment to nurturing and amplifying the creative abilities of everyone. With this surge in participation, we are propelled to innovate and elevate our workshops, designed to extend students beyond their current achievements and build on their strengths.

As we continue to grow, we remain committed in our dedication in providing a nurturing and transformative educational experience which empowers students to thrive, both within and beyond the confines of the classroom.

- **Young Masters’** continued on Saturday Mornings for Year 5 and Year 6 students
- **Big Art Day Out** – held on Saturday 2 December with forty-six attendees.
- **Primary School Art Competition** – our annual Primary School Art competition is in its ninth year. The theme this year was ‘Portraits’.

Highlights

Annual Gifted and Talented Art Camp to Dwellingup

Taking eighty-seven of the Gifted and Talented Visual Art students on a camp proved to be an enriching experience for both the students and the teachers. Witnessing the creativity and passion of these young artists come to life amidst nature’s backdrop was truly inspiring. Throughout the camp, students were not only able to showcase their artistic abilities but also fostered a sense of camaraderie and collaboration within the art program.

Annual Gifted and Talented Visual Art Exhibition

The annual Gifted and Talented Visual Art Exhibition provided the opportunity to showcase the remarkable artworks created by our students throughout the year. This exhibition not only highlighted the immense talent within our art program but also served as a celebration of creativity and dedication. From intricate paintings to innovative sculptures, each piece reflected the unique perspectives and artistic flair of our students. It was truly inspiring to see their growth and development showcased in such a meaningful way, demonstrating the transformative power of artistic expression. The exhibition not only provided a platform for our students to share their work with the community but also fostered a sense of pride and accomplishment among them. As educators, witnessing the impact of their creativity, reaffirms our commitment to nurturing and supporting the artistic talents of our students.

Young Masters' Art classes continued for Year 5 and Year 6 students. Averaging two classes of twenty students per term which are run by specialist art tutors.

City of Stirling "People and Print" – two Year 10 students, Garima Choudhary and Annie Frencham, participated in the intergenerational art workshops 'People and Print'. This series "People and Print" was developed to connect teenagers with an interest in the visual arts with an elderly resident as their portrait muse. The students worked with artist Naomi Antenucci and developed the skills to produce their own edition of prints, specifically using the copper plate etching process.

The students, in their own time, were required to:

- attend an initial meeting with their selected subject to allow time for sketching, photographing and learning their story. This took place during mentored group sessions.
- attend two workshop sessions, Scribe and Print, to learn about the printmaking process and produce the artworks.
- produce a minimum edition of three prints during the Print workshop session. These prints will be one for the student to keep, one to be given to the elderly resident and one to be kept by the City of Stirling.
- attend a final meeting with their selected subject to gift them one of the finished artworks.

Excursions/Incursions

- Gifted and Talented Visual Art students visited the Literature Centre in Fremantle for an Illustration Workshop.
- Year 7 and Year 8 students visited the "Monet in Paris" interactive exhibition at the Crown Theatre.
- Year 9 Gifted and Talented Visual Art students designed and painted a shipping container mural with a Science and Anatomy theme.



Annual Art Exhibition Award of Excellence 2023

Year 7 – Miya Do

Year 8 – Ava Grzelec

Year 9 – Annabell Goodridge

Year 10 – Annie Frencham

Year 11 – Elora Atkins-Webb

Year 12 – Jeryn Huntley

The **Shaun Tan Emerging Artist Award** was awarded to: Sierra Tylor-Gregorio

2023 Achievements – Local

- Balcatta SHS Art Exhibition



2023 Achievements – State-wide

- **Atwell Youth Art Awards**
Year 7 – Miya Do, Samira Jacques-Gerbaz
Year 9 – Vivienne Antal, Annabell Goodridge, Karma Pema
Year 12 – Jessica Betti, Riscia Vinta
- **Emerge Youth Art Awards (City of Nedlands)**
Year 12 – Asher Beard (Judge's special mention – Self-Portrait (oil on canvas))
- **META Art Exhibition (Central TAFE Gallery)**
Year 10 – Sierra Tylor-Gregorio
Year 12 – Jessica Betti
- **Shaun Tan Award**
Year 8 – Daria Langui
Year 10 – Jasmine Scott
- **Young Originals (WASSEA)**
Year 10 – Sierra Tylor-Gregorio
Year 12 – Jessica Betti
- **Outside The Frame**
Year 11 – Lilia Atkins-Webb
Year 12 – Eli Barr, Sabaa Khan, Jeryn Huntley, Riscia Vinta
- **St George's Art Exhibition (St George's Cathedral, Perth)**
Year 11 – Elora Atkins-Webb, Lilia Atkins-Webb
Year 12 – Jessica Betti



- Gifted and Talented Visual Art student and Head Prefect, Jessica Betti also received recognition in the Year 12 Presentation Awards.
- General Dux, Jeryn Huntley, a Gifted and Talented Visual Art student throughout his schooling.

Specialist Dance Program

Entry into the Approved Specialist Dance Program continued to attract strong numbers. Students auditioned for the program and gaining a position was highly competitive.

Enrolments

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Number of Students	18	16	15	11	11	2

In 2023, the Dance students were provided with a number of enrichment activities including:

- Specialist Dance tutors from Edith Cowan University.
- Moulin Rouge – technical excursion – opportunity to learn back of house operations.
- Residency Workshops – delivered by CO:3 “The Chain Project” as part of their Community Engagement Program.
- Guest presenter, William John Banks, an ex-student, who is now performing at an international level.

The students showcased their skills at the annual Nexus Dance Alliance held at the Octagon Theatre, University of WA, presented by students from Balcatta SHS, Shenton College and Cecil Andrews Senior High School.

Other highlights for the dance students included Choreography Nights, Dance Showcase and their contributions during Harmony Week, Act-Belong-Commit Week and performances as part of the Year 12 Presentation Event and Primary School Transition Week.

The students also performed at a community event at the Osborne Park Show.



Education Support Program

Inclusive Education

The Balcatta SHS Education Support Program (ESP) is designed to provide a comprehensive education experience for students with special education needs. Students have access to learning programs with their same aged peers and are 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 have access to evidence-based literacy and numeracy intervention, self-regulation and personal care programs and specialist learning area classes. Programs are tailored to meet the needs of the individual and are designed to scaffold learning, promote independence, build confidence and secure pathways to a fulfilling future. High staff to student ratios in targeted teaching programs ensure students receive the additional academic, emotional and social support required to achieve to their full potential. A positive behaviour support approach across the school creates consistent learning environments with clear expectations in which every student can learn, grow and succeed. Our recently refurbished 'state of the art' facilities and purpose-built learning areas are designed to cater for the needs of all learners.

Curriculum

Our ESP students are encouraged to develop skills relevant to their individual needs and to take pride in their achievements. All students are 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 have high expectations of our students and work in partnership with parents and other stakeholders to provide authentic and relevant curriculum. Curriculums include, but are not limited to, English, Mathematics, Health and Physical Education, Social and Emotional Learning, Protective Behaviours Education, Careers Education and Functional Life Skills.

Student Achievement

Each student has an Individualised Education Plan (IEP) outlining their priority objectives while at school, at home and in the community. This plan also forms the basis for Reporting To Parents on student progress. Staff use 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 Individual Transition Plan (ITP), and work samples and portfolios to keep parents informed of student progress. The ESP monitors student progress through a variety of assessments such as ABLEWA, SA Spelling Test, Essential Literacy and Mathematics Assessment to achieve longitudinal data. This data informs school planning.

Preparing for Work

Since the commencement of ESP in 2021, we have partnered with Edge Employment Services to provide opportunities for students in Years 10-12 to explore the complexities of engaging in the workforce. Across the course of a term, students participated in a comprehensive one day per week training program, graduating with new skills and experiences to assist them navigating their path to future employment or further education. Senior students also engaged in an onsite Enterprise Program where they developed employability skills through creating items for sale. Students developed design ideas, sourced materials, packaged, priced and displayed the final products for sale at their market stall. Students managed all aspects of the sale of their produce including using EFTPOS machines and managing cash.

Our Team

The staff at Balcatta SHS actively promote the acceptance and tolerance of individual differences in self and others and encourage open and positive communication with all. ESP staff are encouraged to attend relevant ongoing professional development sessions and to take an active part in decision-making within the ESP.

In December 2023, we had sixty-nine students across the school who received specialist support from the ESP team.



Specialist Music Program

Our Specialist Music Program continued to grow with strong numbers in Year 7 and Year 8, and two classes in Year 9. The program engaged students in a Class Music program, enriched with an Instrumental Music program conducted by the Instrumental Music School Services (IMSS).

The opportunities for students to showcase their music skills was evident throughout 2023 with the increase in the number of school-based performances including:

- Act-Belong-Commit Week
- Arts Festival
- Year 12 Presentation Event – choir performances
- Annual Gifted and Talented Visual Art Exhibition
- End of Year Dance Showcase
- Primary School Transition Week.

A number of the students also performed well in external festivals.

The **WA International Classical Guitar Ensemble** is an annual event which provides a unique opportunity for ensembles in primary and secondary schools (both public and private) to perform in an environment and receive feedback. Balcatta SHS students from Year 7 to Year 10 were awarded a Certificate of Excellence.

The Voice students performed at the **WA Public Secondary Schools Choral Festival** and were awarded a Certificate of Merit for their performance.

The school's Rock Band performed at the **Annual Canning Rock Festival** and ranked among the top three performers and received a Certificate of Outstanding Achievement.

Music Enrolments

Non-IMSS	Year 7	Year 8	Year 9	Year 10	Year 11
Student Nos.	23	20	32 (2 classes)	22	10

IMSS STUDENT NUMBERS 2023	
Instrument	No. of Students
Year 7 Flute	1
Year 7 Classical Guitar	6
Year 7 Guitar (Bass)	5
Year 7 Guitar (Electric)	4
Year 7 Percussion	2
Year 7 Voice	4
Year 8 Flute	1
Year 8 Classical Guitar	3
Year 8 Guitar (Bass)	5
Year 8 Guitar (Electric)	3
Year 8 Percussion	3
Year 9 Flute	1
Year 9 Classical Guitar	4
Year 9 Guitar (Electric)	5
Year 9 Percussion	1
Year 9 Voice	2
Year 10 Classical Guitar	2
Year 10 Guitar (Bass)	2
Year 10 Guitar (Electric)	2
Year 10 Percussion	1



Academic Extension Program

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

2023 Enrolments	
Year 7	29
Year 8	30
Year 9	32
Year 10	31

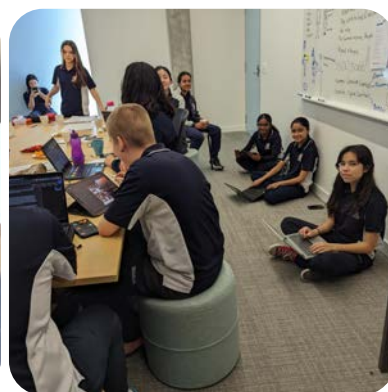
Students in the program continued to be extended through 'deep learning' opportunities to collaborate in projects and themes across the learning areas.

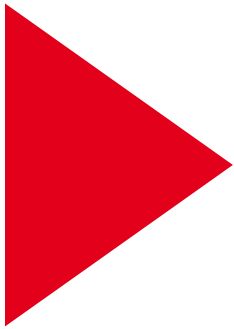
Students participated in a range of testing and competitions, such as:

- ICAS testing undertaken in English and Science:
 - English from Year 7 to Year 10 – three students awarded a Distinction (top 10% of participants) and twelve students awarded a Credit (top 25% of participants).
 - Science – one Year 7 student awarded a High Distinction (top 1% of participants), nineteen students awarded either a Distinction (top 10% of participants) or a Credit (top 35% of participants).
- Year 7 to Year 10 Geography Competition – an Australia-wide competition. Students were awarded Certificates for High Distinction (top 10% of participants) and Distinction (top 15% of participants).
- Year 9 and Year 10 Australian History Competition – one student awarded a High Distinction and seven students awarded a Distinction.
- Year 7 to Year 10 Big Science Competition – eight students were awarded a Distinction (top 15% of the international competition).

Students also participated in a range of excursions/incursions:

- Year 8 STEM Conference – students involved in a range of interactive and hands-on activities such as Sustainable Biology, Lego Algorithmics, Remote Piloting, How Does AI Work?, Dinosaur DNA and Food Wastage.
- Year 9 students National Science Week – teaching and demonstrating science experiments to Year 5 primary school students.
- Year 9 students Perth Big Ideas Challenge – enterprise thinking and human-centred design skills.
- Year 7 students Scribblers' Festival Writing Workshop.
- Year 7 to 10 students "Write a Book in a Day" raising funds for the Kids Cancer Project – largest number of teams entered.





Learning Area Highlights

ENGLISH

- Year 7 Prime Minister's Spelling Bee.
- Years 7 to 9 students participated in "Write a Book in a Day".
- Years 7 to 9 students participated in Scribblers' Festival Writing workshops.
- Year 8 Premier's Reading Challenge.
- Year 12 English Conference at Curtin University as part of Book Week.

HUMANITIES AND SOCIAL SCIENCE (HaSS)

- Year 7 Waste Audit.
- Year 7 Water Corporation incursion and presentation.
- Year 7 WA Museum Boola Bardip excursion.
- Years 7 to 10 Geography competition.
- Year 8 Minister's Innovation Challenge.
- Year 9 Francis Burt Law Centre excursion.
- Year 9 Herdsman Lake Discovery Centre excursion.
- Year 9 Early Career Discovery at North Metropolitan TAFE.
- Year 9 Inspiring Australian Students Forum at University of WA.
- Year 9 "Stand Up and Be Heard" Forum.
- Years 9 and 10 Australian History Competition.

HEALTH AND PHYSICAL EDUCATION

- Years 7 to 10 Lightning Carnivals – students represented the school in a number of sports such as netball, basketball, hockey, football and soccer.
- Years 7 to 12 Basketball – Years 7 to 10 3x3 Basketball competition, Year 9 Junior Basketball competition, Years 10 to 12 Senior Basketball competition.
- Years 7 to 12 Champion Schools Volleyball
- Years 7 to 12 Athletics Carnival – students participated in a range of events and earned points towards their House.
- Years 7 to 12 Interschool Athletics Carnival.
- Years 8 to 11 Champion Schools Cross Country competition.
- Year 11 Outdoor Education Mountain Biking excursion.
- Year 11 Surfing excursion.
- Year 11 Health students RAC BStreetSmart excursion.
- Year 11 Health Studies students held a Health Expo – an interactive event focusing on a range of health issues.
- Year 12 Outdoor Education High Ropes Course.
- Outdoor Education and Outdoor Recreation camps.

SCIENCE

- National Science Week – showcasing a range of science activities.
- Year 7 Perth Zoo excursion.
- Year 7 Science Fair.
- Years 7 to 10 Big Science competition.
- Year 8 WA Museum Boola Bardip excursion.
- Year 8 and Year 10 SciTech excursions.
- Years 9 to 10 Science Boot Camp.
- Year 10 Marine Turtles and Climate Change excursion.
- Year 10 Education Perfect Brain Bee Challenge at University of WA.
- Year 10 Cultivating Futures excursion at CBH Group.
- Year 10 Science and Engineering Challenge.
- Year 11 Integrated Science excursion to Curtin University focusing on career pathways.
- Year 12 Biodiversity Perth Hills Discovery Centre.

TECHNOLOGIES

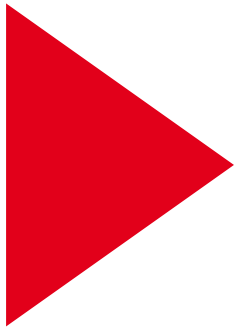
- Participation in “Harmony Day” activities.
- Year 10 Media and Creative Art Workshop at Curtin University.
- Year 11 “Big Day in IT Expo” excursion at Curtin University – focus on IT career pathways.
- Years 11 to 12 Media Workshop at SAE Institute.
- Years 11 to 12 Media Studies at Edith Cowan University campus.

CAREERS

- Year 9 Careers Conference.
- Year 9 Career Taster Program in Health-Taking Care, Plumbing, Furniture Polishing.
- Year 9 Early Career Discovery at North Metropolitan TAFE.
- Year 9 Exploring Hospitality and Tourism Careers.
- Years 9 to 10 Try-A-Trade in Bricklaying and Carpentry, Civil Construction.
- Year 9 and Year 11 Perth Skills West Career and Employment Expo.
- Years 10 to 12 Portfolio Open Day at North Metropolitan TAFE.

STUDENT SERVICES

- Year 8 and Year 9 Cultural Day at Yanchep National Park.
- Years 8 to 12 GRIP Student Leadership Conference
- Year 8 Indigenous students to University of WA Discovery Day.
- Year 9 Indigenous students to University of WA Djinanginy Day.
- Year 9 and Year 11 UN Youth Summit.
- Year 12 Parliament House lunch.



Finance Report

ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	41,873	41,873
Carry Forward (Salary):	29,882	29,882

INCOME

Student-Centred Funding (including Transfers & Adjustments):	12,712,388	12,712,388
Locally Raised Funds:	678,933	701,492
Total Funds:	13,463,076	13,485,635

EXPENDITURE

Salaries:	11,203,750	11,203,750
Goods and Services (Cash):	1,673,777	1,502,515
Total Expenditure:	12,877,527	12,706,265

VARIANCE:	585,549	779,371
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EXPENDITURE - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)

SALARIES

Appointed Staff	9,986,500	9,986,500
New Appointments	0	0
Casual Payments	1,171,106	1,171,106
Other Salary Expenditure	46,144	46,144
Total Funds:	11,203,750	11,203,750

GOODS AND SERVICES (CASH EXPENDITURE)

Administration	142,046	123,391
Lease Payments	0	0
Utilities, Facilities and Maintenance	382,264	346,552
Buildings, Property and Equipment	279,343	278,542
Curriculum and Student Services	723,580	633,855
Professional Development	60,757	49,727
Transfer to Reserve	0	0
Other Expenditure	85,787	70,448
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	1,673,777	1,502,515

TOTAL	12,877,527	12,706,265
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INCOME - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	41,873	41,873
Carry Forward (Salary)	29,882	29,882

STUDENT-CENTRED FUNDING

Per Student	9,138,157	9,138,157
School and Student Characteristics	2,429,343	2,429,343
Disability Adjustments	25,220	25,220
Targeted Initiatives	753,806	753,806
Operational Response Allocation	318,735	318,735
Total Funds:	12,665,261	12,665,261

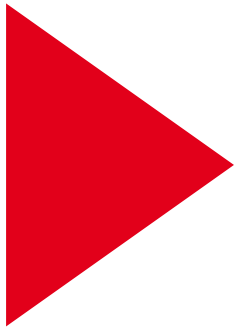
TRANSFERS AND ADJUSTMENTS

Regional Allocation	126,962	126,962
Transition Adjustment	0	0
School Transfers – Salary	(1,010,937)	(1,010,937)
School Transfers - Cash	982,922	982,922
Department Adjustments	(51,820)	(51,820)
Total Funds:	47,127	47,127

LOCALLY RAISED FUNDS (REVENUE)

Voluntary Contributions	88,500	89,151
Charges and Fees	451,078	465,004
Fees from Facilities Hire	4,693	3,875
Fundraising/Donations/Sponsorships	94,752	102,680
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	33,805	34,678
Transfer from Reserve or DGR	6,105	6,105
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	678,933	701,493

TOTAL	13,463,076	13,485,636
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Glossary

ATAR	Australian Tertiary Admission Rank
EAL/D	English as an Additional Language/Dialect
CMS	Classroom Management Strategies
CAT	Conference Accreditation Training
DoE	Department of Education
ESP	Education Support Program
ICAS	International Competitions and Assessment for Schools
ICT	Information Communication and Technology
IEP	Individualised Education Plan
IMSS	Instrumental Music School Services
ITP	Individual Transition Plan
MESH	Mathematics, English, Science, Humanities and Social Science
NAPLAN	National Assessment Program – Literacy and Numeracy
NCCD	Nationally Consistent Collection of Data
OHI	Organisational Health Index
OLNA	Online Literacy and Numeracy Assessment
P&C	Parents & Citizens Committee
RTP	Reporting To Parents
SAIS	Student Achievement Information System
SCSA	School Curriculum and Standards Authority
SMART	Specific, Measurable, Achievable, Realistic and Timely
STEM	Science, Technology, Engineering and Mathematics
TAFE	Technical and Further Education
TLC	Teacher Led Community
TTFM	“Tell Them From Me”
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education
WASSEA	Western Australian Secondary School Executives’ Association



Year 12 Class of 2023



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