



Department of Education Services

# Ballajura Community College

2012  
Independent Review Findings



Independent Review of  
Independent Public Schools

## Contents

<b>School and Review Details</b>	<b>1</b>
1. <b>About the Independent Review</b>	<b>1</b>
2. <b>Summary</b>	<b>3</b>
3. <b>School Context</b>	<b>6</b>
4a. <b>School Performance – Student Learning</b>	<b>8</b>
4b. <b>School Performance – Quality of Learning Environment</b>	<b>11</b>
4c. <b>School Performance – Sustainability</b>	<b>14</b>
<b>Declaration</b>	<b>17</b>

## Disclaimer

This document has been based on the findings of the independent reviewers' verification of the school's self-review. The school's self-review has been complemented by information provided by the Department of Education, the School Curriculum and Standards Authority and the Australian Curriculum, Assessment and Reporting Authority.

The Department of Education Services quality assures the findings of the independent reviewers.

The findings of the independent review are forwarded to the Director General of Education, the Principal and the Board Chair.

The Department of Education Services can only guarantee the authenticity of original documents.

## School and Review Details

<b>Principal:</b>	Dr Steffan Silcox
<b>Board Chair:</b>	Mr Ian Walters
<b>School Location:</b>	Illawarra Crescent South, Ballajura, WA
<b>School Type:</b>	Secondary School - Years 7 to 12
<b>Number of Students:</b>	1666
<b>Independent Reviewers:</b>	Mrs Audrey Jackson and Mr Keith Newton
<b>Review Dates:</b>	Self-review presentation: 2 April 2012 Review visits: 3 and 4 May 2012

### 1. About the Independent Review

The purpose of the independent review of Ballajura Community College is to provide an assurance to the school community, the Director General of Education and the Minister for Education on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan. The focus of the review is on:

- how well the school has improved the standards of student learning (achievement, progress and engagement) for all students
- how well the school has created an environment that promotes student learning
- how well the school is placed to sustain and improve its performance.

The school has been required, under the DPA, to undertake regular self-assessment. The outcomes of these assessments form the basis for the school self-review which is presented to the reviewers for verification at the commencement of the independent review.

Prior to the presentation of the school's self-review, reviewers are provided with information on the school's educational achievements, its processes and its student performance data from a number of sources which include, but are not limited to:

- the *MySchool*<sup>TM</sup> website
- the Department of Education School Performance Monitoring System
- Schools Online reports

- School Curriculum and Standards Authority Year 12 Student Achievement data.

Reviewers then visited the school for a half day presentation of the school's self-review by the Principal, the Board Chair and other key stakeholders chosen by the school. Subsequently the reviewers analysed the evidence presented in the school's self-review documentation and developed lines of enquiry where further verification was required.

An agenda for a two day review visit was negotiated with the school to enable the gathering of further evidence to clarify or confirm the claims made in the school self-review. During these two days the reviewers sourced information and evidence to support the school self-review claims through observation and discussion with teaching and non-teaching staff, board members, parents, students and the school leadership team.

The evidence provided by the school, along with information gathered by the reviewers prior to and during their review visits, was used by the reviewers as the evidence base for their verification of how well the school has met its commitments as outlined in its DPA and Business Plan.

This document reports on the findings of the independent review.

## 2. Summary

On the basis of the evidence provided by the school self-review and verified during the independent review, reviewers found the school climate within Ballajura Community College (the College) to be one of engagement by students in their learning and a commitment to foster that engagement by the teaching staff, College leadership and administrative staff.

The College educates a socially and academically diverse community of students and provides a set of tailored programs suited to the needs of particular students. In the middle school the instructional mode is scaffolded to promote learning for all from the most able to those who need significant individual support. This model is evident also in the senior school where programs are in place to encourage students whose goal is a high Australian Tertiary Admissions Rank (ATAR) and students for whom a vocational pathway to further training or employment is their goal. Through the Inclusive Education Program students who require the greatest level of support acquire the skills that will equip them for the future.

Discussion with the leadership team and staff led the reviewers to confirm the development of meaningful pedagogy through the incorporation of information communications technology (ICT) into the learning and teaching program. The ICT infrastructure also supports the teaching and administrative staff as a communication tool and as a mechanism to complete the administrative tasks integral to the teaching program.

The quality of the staff at the College begins with the thorough, professional staff selection process which involves college leaders from both the learning and teaching program and Student Services. Thought is given to succession planning in determining the role description for vacancies. Once appointed, teachers are encouraged to develop their careers through the Aspirant Program and other opportunities for professional development. The College has created a shared sense of vision and ownership that is articulated and acted upon through the distributed leadership model that is embedded in all levels of the College and which functions effectively to meet college goals.

The Board of the College provides strong leadership and support. The Board is an incorporated body which is uncommon, but this contributes to its effectiveness since it is required to act within the powers of the *Associations Incorporations Act 1987*. These powers are more clearly defined than those of a non-incorporated Board as are the responsibilities of members. This provides clarity to the Board and enhances

its ability to support the College in achieving its goals and targets. The reviewers consider that a focus on succession planning for external members and, in particular, the Chair would assist in ensuring the continuation of good governance.

The College has a clearly defined set of values about learning that underpins the formulation of its plans and which takes into account the present and future needs of students. In developing its next Business Plan and DPA it will be important that the College continues to focus on defining and implementing strategies that support its philosophy of providing programs which support the aspirations of all members of its student community. The continuation of an overarching goal of 100% WACE graduation should be supported by an annual review of the relevance of programs offered in Years 11 and 12 and the programs in Years 7 to 10 which lay the foundation for the achievement of this goal. Specifically, the College should ensure through the review process that the WACE Courses and Stages offered meet the needs of students who aspire to tertiary studies and the completion of full VET qualifications is set as a goal with a focus on the completion of Certificate II or III. The College has structures and processes in place that will support such a review.

It is the view of the reviewers that the provisions of the DPA have been met and that the Business Plan is embodied in the Strategic Plan which drives practice within the College. The College presents as a dynamic place of learning excellence with structures and processes that enable it to adjust in a timely and orderly manner to the ever changing needs of its students and host community.

The College is to be commended on:

- Its focus on each student's individual learning, social, emotional and physical needs.
- Its diverse range of programs which give all students the opportunity to achieve their potential no matter what their academic capabilities and background.
- The structures it has established to support students pastorally through the Student Services Team, the appointment of community liaison officers to support students from the indigenous community and the many ethnic communities represented within its enrolment.
- The high level of involvement of all stakeholders in the assessment of school programs, analysis of student achievement data and the reflective and collaborative procedures in place that support the production of the Annual Report, a successful demonstration of accountability to the community.

- The establishment of the Inclusive Learning House and the many programs in place to ensure that students with special learning needs are offered opportunities to develop the skills needed to pursue training programs and gain purposeful employment.
- Obtaining and using information from its stakeholders about its performance against its stated intent and the actions it takes to achieve that.
- The model of distributed leadership that will ensure the continuity of the College's strategic directions and programs.
- Its structures and processes that enable it to adjust in timely and orderly ways to accommodate the needs of its students and the host community.

The strategic directions of the College are affirmed, namely:

- The provision of an engaging learning environment which fosters and encourages excellence.
- Making financial provision to ensure the flexibility of the timetable to meet the needs of students as the half cohort enters Year 11 in 2013.
- Fostering a learning environment that is safe and supportive of all learners and in which cultural values are taught, modelled and encouraged.
- To ensure that all students exit the College both literate and numerate.
- To sustain and enhance the College's learning community.
- To integrate educational technologies as a learning tool to maximise benefits for the College in its service to the community.

It is recommended that:

- In developing its Strategic Plan for the next cycle, targets for improvement are formulated in a manner that allows for explicit statements of measurement of achievement both quantitatively and qualitatively.
- Students are increasingly encouraged to aim for either stage 2/3 or VET certificate level.
- The College builds on the success of the Value Adding Research Project (refer to Section 4B, Page 12) by implementing mechanisms to determine qualitative feedback for the next period of the DPA.
- The College Board develops a succession plan for membership and for the office bearers, in particular the Chair, Deputy Chair and Treasurer.

### **3. School Context**

Located in the north-east corridor of the Perth metropolitan area, Ballajura Community College Middle School was established in 1995 with the senior school commencing in 1999. The College has an ICSEA index of 970 (average 1000) and serves a diverse community with over 60 nationalities represented within the student population. It is a large school on an extensive campus with an enrolment of 1666 students and a staff in excess of 200. Included in the student body are 57 special needs students for whom the College provides a comprehensive learning program. The College's mission is to create "a vibrant learning community where high standards of excellence in learning and teaching are expected and celebrated and where all students feel valued and affirmed".

The Strategic Plan 2010-2014 is integral to all aspects of the operation of the College. Based on college values and ethos, which are defined in the plan, the priority areas identified are:

- Excellence in learning
- A safe, supportive and inclusive learning environment
- Literacy and numeracy
- The College in the community
- Education technology.

The information provided in the self-review and observations made by the reviewers during the independent review visit showed that the achievement of these goals underpins the learning and teaching program of the College.

The College uses a model of distributed leadership with members of the College Executive and Senior Leadership Team having assigned portfolio responsibilities. These portfolios are linked to the College's target and responsibility areas. Within this structure the Headmaster, who is a member of the Executive Team, has ultimate responsibility for all aspects of the Strategic Plan.

The Executive Team under the leadership of the Headmaster, comprises the directors of Senior School, Middle School, Personnel, Corporate Services and Operations, together with the Manager of Operations.

The College Leadership Team links members of the Executive with the Curriculum Team Leaders from the middle and senior schools with both groups contributing to shaping college policy and direction in the context of the Strategic Plan. Discussion with key personnel and observations made by the reviewers confirmed the



distributed leadership model to be operating effectively: members of the Executive and senior leadership teams take ownership of the curriculum and responsibility for examining the data; they then ensure that staff in their portfolio areas are consulted and work collaboratively to achieve college goals.

Many members of the teaching staff have been at the College since the early years of its development and have an intense loyalty to the College and its students. The College has an extensive professional learning program to assist staff in career development. Of particular note is the Aspirant Program which supports teachers seeking Level 3 Classroom Teacher status. The success of this program is evidenced by the 21 Level 3 teachers currently teaching at the College and the 15 teachers currently participating in the program. The College is currently negotiating with Edith Cowan University to establish a Master of Education course. The reviewers acknowledge this initiative as a way of ensuring a highly skilled workforce and further supporting the professional development of staff, who have identified a need to fulfil more than their base teaching qualification.

The governing body of the College, the Ballajura Community College Board is an incorporated body comprising four elected and two ex-officio community representatives; two elected parent representatives; one elected P&C representative and two staff elected representatives. The Headmaster, the Director Senior School and the Director Corporate Services are ex-officio members of the Board. The Chair has had a lengthy involvement with the College as have a number of other community members. The community members provide an important link to the community and, through discussion with the reviewers indicated that they advocate on its behalf. This link underpins the College's ability to place students undertaking VET programs in local businesses for the work-based component of their program. The College in turn is active in the local community sharing facilities with local sporting clubs and supporting community activities.

Ballajura Community College has a significant focus on its links with and responsibilities to its community. Its engagement with the diverse communities that make up the College's student body is through Community Liaison Officers and hosting support services on site. Of particular note is the Peace Park that the College has created in its grounds and which is the focus of Anzac Day and Remembrance Day commemorations. These commemorations are shared by the College with the community and there is a significant link between the College and the RSL with the State President being a member of the College Board.

#### 4a. School Performance - Student Learning

The Strategic Plan is built on the goals for student learning and is the basis for planning and the allocation of resources. The plan is reviewed in Term 4 each year to establish priorities and desired outcomes for the following year. The plan defines the environment for optimal learning; the beliefs and values that guide teaching; a vision statement and the priority areas for the year. This document is presented to the Board and once approved is distributed to staff on the first day of school in the ensuing year. The reviewers examined the Plan and supporting documentation and consider this document to be an effective mechanism in providing strong, unifying direction for the school.

Academic reviews of the middle and senior campus are published each year and define progress against the priority areas of the Strategic Plan. Progress is analysed and recommendations for improvement are made where necessary. The content of these documents including focus areas for the year ahead forms part of the Annual Report. The reviewers acknowledge the effectiveness of the Annual Report in publicly reporting the outcomes achieved by the College and also for the guidance its thorough analysis provides to ongoing planning. The reviewers commend the Annual Report links to the targets of the DPA and Strategic Plan and for the detail in reporting the level of student achievement across years 7-12. The reviewers commend the high level of involvement of all stakeholders in the assessment of school programs, analysis of student achievement data and the reflective and collaborative procedures in place that support the production of the Annual Report, a successful demonstration of accountability to the community. It was noted however, that targets for improvement expressed in the Strategic Plan are not always clear in terms of measurement of achievement, either quantitatively or qualitatively.

The College recognises the needs of the diverse group of learners in its community through the learning and teaching programs that have been established and the pastoral support available to both students and their families. The College's community has over 250 students for whom English is not the main language spoken at home. As the Annual Report notes "over 32 different languages are spoken collectively by BCC students". The reviewers observed English classes specific to ESL students and noted the use of teacher assistants in mainstream classes to support students with limited language skills.

In addition to the mainstream program, the middle school offers a Links program which assists students who have problems in engaging with the academic program by providing a modified curriculum to encourage a positive approach to learning. The

circumstances, needs, interests and aspirations of each student are known and taken into account by staff. This is augmented by an assessment system that provides a moment-in-time view of progress against targets and expectations and follow-up mechanisms that ensure students who fall behind are given immediate and appropriate support to catch-up. The high rate of WACE graduation and the level of engagement of students in post-school learning is evidence that this model is working.

The College has Specialist School (Academic) Status, which is not the result of it being an IPS, rather recognition that Ballajura students are given the best opportunity to reach their potential. In the middle school there are two Academic Extension classes and one Academic Enrichment class in each year. In the senior school approximately 36% of students focus on tertiary entrance while approximately 64% focus on a VET pathway. Extension programs are in place to support those seeking entry to tertiary courses requiring a high ATAR and support programs for those who need additional help to achieve an ATAR score that will lead to tertiary entrance. The success the school has had in providing for this very diverse academic community has been acknowledged - in 2012 Ballajura is a host school for the PEAC program which extends its focus on academic extension and lays the foundations for academic achievement in the future.

The Annual Report identifies progress against the targets for each priority. Priority 1 is Academic Excellence and the College undertakes significant data analysis to assess success and determine future priorities. An overview of NAPLAN results for the College indicates that its performance is comparable with that of similar schools and is sound in comparison with the all-schools results given the nature of the College's community. The progress from Year 7 to Year 9 as shown by the NAPLAN test results shows that the mean scores for the College are above the average for WA Public Schools and for schools Australia-wide. Individual student progress is assessed against the Western Australian Monitoring Standards in Education (WAMSE) testing and the Progressive Achievement Tests (PAT). These are rigorously monitored and analysed to inform teaching programs. All students in Years 7 to 9 and Year 6 students in feeder primary schools are assessed using PAT which are used to provide both individual and cohort progress against Australian norms. Analysis of the above results shows that students achieved normal progress. Value adding is demonstrated in the common cohort results for Year 7 to Year 9 (70% of the year group) which indicates that the College has improved student achievement.

In the senior school the focus is on supporting students to achieve their post-school goals. In 2012, 93% of the students seeking entry to university received first round offers either through ATAR or alternative pathways. In Year 12 the academic program offers Level 3 courses of study in all major learning areas. The 2011 results in English Literature were outstanding with 80% of students achieving a scaled score of 75+. Level 1 and 2 courses are also available in Year 12 to meet the needs of the student cohort. In addition, the College offers a broad range of Certificate I and II courses and units of competency in Certificate III courses. Hospitality and Construction are a major focus of the VET program supported by the construction of a Trade Training Centre. However, the School Curriculum and Standards Authority (SCSA) Year 12 data for 2011 indicates that while students achieved competency in several VET units, few students achieved a full VET qualification. It is recommended that the College offers further opportunities for students taking a VET pathway to achieve competency at certificate level before they leave school.

The College's goal is 100% WACE graduation: a goal it has achieved for 7 consecutive years, which is a commendable achievement. For students in Years 10 to 12 who require a modified program and additional academic and pastoral support the Access program has been developed to support students to achieve WACE graduation through scaffolding their learning. For students with special learning needs modified programs are developed which include components of VET and allow the students to undertake workplace learning in the local community.

The College is commended on its determination, given the challenging academic community, to meet the needs of each of its students through the provision of diverse educational pathways. The College is encouraged to continue this responsive approach which acknowledges the variety of needs for support and extension within the student community and which has resulted in commendable educational outcomes. An extensive review of all data at all levels of teaching is how the College knows this approach is working.

The College is to be commended on:

- Its diverse range of programs which ensure that all students can be challenged to achieve to their potential no matter what their academic capabilities and background.
- Its focus on each student's individual learning, social, emotional and physical needs.
- The high level of involvement of all stakeholders in the assessment of school programs, analysis of student achievement data and the reflective and

collaborative procedures in place that support the production of the Annual Report, a successful demonstration of accountability to the community.

It is recommended that:

- In developing its Strategic Plan for the next cycle, targets for improvement are formulated in a manner that allows for explicit statements of measurement of achievement both quantitatively and qualitatively.
- Students are increasingly encouraged to aim for either stage 2/3 or VET certificate level achievement.

### **4b. School Performance - Quality of Learning Environment**

Ballajura Community College has a strong ethos of working collaboratively with and supporting students. Compassion, inspiration, enterprise and achievement through the pursuit of personal excellence form the core values of the College. These are supported by a set of beliefs about student learning characterised by care, respect, open communication, pride and recognition of individual needs.

The College values and beliefs are evident in the interactions between staff and students and by the way in which stakeholders and members of the public interact with the College. This is due in part to the manner in which the College reflects and builds on the aspirations of the community and explicitly demonstrates its commitment to its values and beliefs in all aspects of its operations. This was evidenced through the data provided in the Value Adding Project as a result of parent surveys and through the range of interactions observed by the reviewers during the independent review.

The College, as signalled in its rolling planning process, provides a range of programs targeting the specific learning and social needs of individual and groups of students, particularly indigenous students and those from other cultural backgrounds. Within this the College has a commitment to Inclusive Education and in 2011 the Inclusive Learning House was established. Through this facility the learning of students who require individual learning programs and additional support develop skills and as a result of this they develop competencies that enable them to take their place in the community. The reviewers observed the confidence displayed by the students in the Inclusive Learning House when they became involved in broader school activities.

The Student Services Team, comprising a Student Services Manager for each of the sub-schools and Year Coordinators who work with their year group from Year 7

through to 9 in the middle school and from Year 10 through to 12 in the senior school, provides concentrated timely support at the point of need. The College is therefore committing significant resources to student-centred counselling and support programs appropriate to the needs of each campus. The employment of two psychologists, a chaplain, and liaison officers who work with indigenous, African, Islamic and Vietnamese students enhances the ability of the College to be proactive in this regard. This is further supported by an active engagement with agencies such as Centrelink and Swan Support and the commitment of significant resources to mental health issues. The reviewers acknowledge the considerable benefits being achieved for students and recognise the significant financial investment in providing these services as being worthwhile, since it enables students to take their place in the community.

The conditions for learning: cognitive; physical; social and emotional, are well catered for through an extensive and comprehensive range of student-centred programs that ensure all students can access appropriate curriculum pathways. These are accommodated within purpose-designed and well-maintained buildings, including: two resource centres; a performing arts centre; a double gymnasium; a trade training centre for wet trades and hospitality; a fully operational industrial kitchen and restaurant and arts, science, technology and enterprise facilities.

An integrated IT platform forms a critical part of the College's ability to provide students with here-and-now access to a full range of instructional materials. Staff are well versed in the use of the technology and use it in flexible ways to meet the individual needs of students.

Similarly, the College timetable is built to suit student demand as opposed to students fitting into a fixed grid. This provides students with the opportunity to study a combination of Courses of Study which best suits their abilities and supports them in achieving their goals. In this context the College's decision to make financial provision to ensure the flexibility of the timetable to meet the needs of students as the half cohort enters Year 11 in 2013 is affirmed. In addition, the College has implemented a program of extending student learning through a wide range of co-curricular activities such as public speaking and debating, music, drama, the WA Design Awards and the Young Originals Competition. These co-curricular activities, which are supported by teachers, enhance student learning by providing opportunities beyond the classroom.

In discussion with the Executive Team the provision of co-curricular sporting activities was addressed. The reviewers were advised that given the composition of

the student population both in respect to ethnicity and socio-economic factors it was difficult to organise school teams. The College encourages students to join local sporting clubs a number of which use college facilities. The use of school facilities engages the College with its community and provides students with opportunities to compete in sporting competition in an environment which is accessible to them.

Ballajura Community College is to be commended on the programs it has put in place to serve its students no matter what their academic capabilities and background. The goal to ensure that the College achieves 100% WACE Graduation is affirmed as it provides both a goal for the students and a pathway to future learning. Of equal merit is the significant level of counselling that forms part of student program selection and the focus on the encouragement of the career aspirations of its staff. The College's engagement with its community is also worthy of note as a strength of its operations.

The College is also commended for its insistence on obtaining and using information from stakeholders about its performance against its stated intent and actions it takes to achieve that. Of significance in this regard is the longitudinal 2008-2011 Value Adding research project conducted by an external consultant Dr John Bednall, Director, The Social and Education Research Centre. Staff, students and parents were interviewed during the course of the project with a focus on enhanced student achievement in respect to knowledge, skills and other attributes of their learning and life as a result of their experience at the College.

The Value Adding Research Project has provided the College with key information and perspectives of strengths and areas of possible development, which the College has acted on within its continuous cycle of improvement planning. The information has also reinforced the College's existing learning and teaching data. This is supplemented by information obtained about the performance of the College through staff surveys and more recently the use of the Becoming the Best survey tool, which will further assist the school in identifying its strength and areas for development against its capacity to secure success for all students. The reviewers note the value of the information provided by the Value Adding Research Project over the past four years and recommend that the College consider mechanisms for determining qualitative feedback for the future.

The College is to be commended on:

- The structures it has established to support students pastorally through the Student Services Team and the appointment of community liaison officers to

support students from the indigenous community and the many ethnic communities represented within its enrolment.

- The establishment of the Inclusive Learning House and the many programs in place to ensure that students with special learning needs are offered opportunities to develop the skills needed to pursue training programs and gain purposeful employment.
- Obtaining and using information from its stakeholders about its performance against its stated intent and the actions it takes to achieve that.

The strategic directions of the College are affirmed, namely:

- Making financial provision to ensure the flexibility of the timetable to meet the needs of students as the half cohort enters Year 11 in 2013.
- Fostering a learning environment that is safe and supportive of all learners and in which cultural values are taught, modelled and encouraged.

It is recommended that the College build on the success of the Value Adding Research Project by implementing mechanisms to determine qualitative feedback for the next period of the DPA.

#### **4c. School Performance - Sustainability**

Ballajura Community College has a clearly defined set of values and beliefs about life and learning that underpin the formulation of its plans that take into account the present and what the future will require of its students. To facilitate this, data is gathered across the range of intended outcomes and used in making decisions in the formulation of policies and making judgement about their effectiveness. In addition the College has established structures and review processes that enable it to gather evidence, set priorities and formulate strategies to accommodate emerging strategic issues in the wider environment and the futures of its students. In this respect the reviewers believe the College is investing in innovation as an incubator of new ideas and new practices.

The reviewers found a capacity and willingness of staff and other stakeholders to keep abreast of trends and issues, threats and opportunities that may impact on education generally and on the College in particular. Staff acknowledge that they are empowered, encouraged and rewarded for their creativity, initiative and teamwork. High standards and expectations are set, including that each person will make a contribution to the College's success and that they will continually seek ways to



improve on these successes. The reviewers consider that this high-level involvement of staff contributes to the College's success.

The College maintains community confidence and trust by ensuring staff remain informed of current educational learning and practice, that their teaching is fully conceived and well executed, that they readily accept accountability for their performance and that staff and students alike are confident and reflective in confronting challenges and risks. Further, there is a strong sense of commitment to college policies and their implementation on the part of all stakeholders. The Value Adding Project is evidence of the College's attention to hearing the opinions of stakeholders. This is also evidenced in the consistent way in which practices are applied across the College so that students with the same needs are supported in the same manner.

The College has also established strong connections and collaborative systems with other schools, higher education institutions, youth services and voluntary organisations to facilitate ongoing service provision and development of new opportunities that meet the needs of students and staff.

The College has a well-developed distributed leadership structure that provides for the voice of staff, students, parents and other stakeholders to be heard in the development of learning programs. The leadership, in all its forms across the College, is open to continuous improvement based on informed reflective practices and awareness that change is an integral and necessary part of the life of the College.

The incorporation of the governing body is long standing (2001), and is central to the quality of governance. Membership is characterised by expertise pertinent to the purpose of the College and representative of the various key stakeholders making up the College's community. It provides strong strategic direction and oversight of college planning, resourcing and achievement of agreed targets as well as providing support for college staff and students in their endeavours within a framework of clear separation between governance and operations and two-way accountability. This is evident in both the mindset and the practice of the Board, supported by the minutes of board meetings and in discussions the reviewers undertook with board members.

The Chair, along with several other members of the Board, has considerable experience in governance matters and important links to the community critical to the College's ability to deliver its programs. They are also long serving members of the Board, and while there is no immediate intent for this to change it would be prudent for the Board to consider succession planning for its community membership, in

particular for the Chair, as a means to ensure that the strength of the Board's contribution to the College's success is maintained. This is of particular significance in the light of the Board's goal of establishing a tax deductible building fund.

The College presents as a dynamic place of learning excellence and is to be commended on its structures and processes that enable it to adjust in timely and orderly ways to accommodate the ever changing needs of the students entering the College and the host community.

The College is to be commended on:

- The model of distributed leadership that will ensure the continuity of the College's strategic directions and programs.
- Its structures and processes that enable it to adjust in timely and orderly ways to accommodate the needs of its students and the host community.

The strategic directions of the College are affirmed, namely:

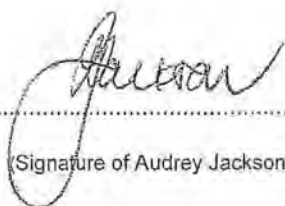
- To sustain an engaging learning environment which fosters and encourages excellence.
- To ensure that all students exit the College both literate and numerate.
- To sustain and enhance the College's learning community.
- To integrate Education Technologies as a learning tool to maximise benefits for the College in its service to the community.

It is recommended that:

- To ensure continuity of governance, the College Board develops a succession plan for membership and for office bearers in particular the Chair, Deputy Chair and Treasurer.

**Declaration**

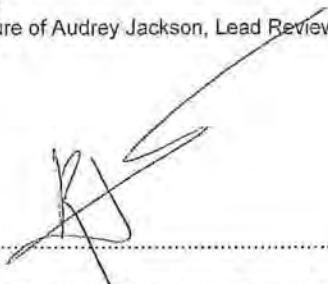
"We the undersigned hereby confirm that the information provided in this findings document is to the best of our knowledge true and correct and is based on our assessment of the evidence provided by Ballajura Community College as part of the Department of Education Services' independent review process. The School Principal and Board Chair have had an opportunity to comment on any matters of fact contained within this document.



(Signature of Audrey Jackson, Lead Reviewer)

19 September 2012

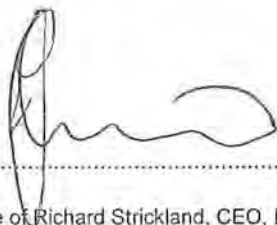
(Date)



(Signature of Keith Newton, Reviewer)

19 September 2012

(Date)



(Signature of Richard Strickland, CEO, Department of Education Services)

19/9/12

(Date)