



Government of Western Australia
Department of Education Services

Ballajura Community College

2016

Independent Review Findings



Independent Review of
Independent Public Schools

Disclaimer

This document reports the findings of the Department of Education Services' review and 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 findings of the independent review are forwarded to the School Principal, the Board Chair, the Director General of the Department of Education and the Minister for Education.

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School and Review Details

Principal:	Mrs Cheryl Townsend
Board Chair:	Mr Ian Walters
School Location:	Illawarra Crescent South, Ballajura WA 6066
Number of Students:	1518 (2015)
Reviewers:	Mr David Carvosso (Lead) Ms Margaret Banks Ms Joy Shepherd
Review Dates:	2 and 3 March 2016
Initial Review:	2012

Purpose of the Review

The purpose of the independent review is to provide assurance to the school and its community, the Director General of the Department 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 implemented self-review
- how well the school has improved student learning (achievement, progress and engagement) for all students
- how well the school has created an environment that promotes learning and student well-being
- how well the school is placed to sustain and improve its performance.

Review Methodology

The school has been required, under the DPA, to undertake annual self-assessments of its performance. The outcome of these assessments formed the basis for the school's self-review. The school sent its self-review documentation to the IPS Review Team, Department of Education Services one month prior to the commencement of the review.

The IPS reviewers supplemented the information provided by the school with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the *My School*[®] website
- the Department of Education School Performance Monitoring System
- Schools Online reports
- School Curriculum and Standards Authority Year 12 Student Achievement data.

Reviewers analysed the evidence presented in the school's self-review documentation to verify achievement and developed lines of inquiry where further verification was required.

An agenda for the review visit was subsequently negotiated with the Principal to enable the gathering of evidence to verify claims made by the school. During the review visit the reviewers sourced evidence to support the school's self-review claims through observation and discussion with leaders, teaching and support staff, board members, parents and students.

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

This document reports on the findings of the independent review.

School Context

What are the important features of this school's context that have an impact on student learning?

Ballajura Community College is located in the north-eastern suburbs of Perth. The college initially opened as a middle school for Years 7–10 in 1995. In 1999, the Senior School commenced operations allowing students to progress through to Year 12. The college has two distinct campuses separated by a large school oval. This separation of campuses provides challenges in a number of facets of school operations including timetabling and staffing.

The buildings of the college are attractive and modern in design allowing flexible learning spaces in a number of teaching areas.

Initially, the middle school structure was based on the one teacher teaching the same class of students English, mathematics, science, health and humanities and social sciences. This structure has changed during the current Strategic Plan (Business Plan) with the phasing in of teacher specialisation. To support this specialisation, additional Level 3 Heads of Departments (HoDs) have been appointed to lead the teams and to liaise with their counterparts in the Senior School. This restructure was introduced to support the achievement of targets in the Strategic Plan.

The Index of Community Socio-Educational Advantage (ICSEA) for Ballajura Community College has risen in the last three years from 970 (Decile 7) to 979 (Decile 6) as a result of the changing demographic in the local area. The student population currently stands at 1462 having peaked at close to 1700 students at around the time of the commencement of the current Strategic Plan. The enrolment is expected to remain at around 1500 to 1600 students in the short to medium term as local intake schools indicate growth in numbers. The current and projected short-term numbers allows the college to offer choice within their pathways to cater for the needs of all students. It was indicated the college resources would be stretched if the college was to exceed a student population of 1700.

Approximately 60 different nationalities are represented amongst the student population of the college. There are 18 students defined as Stage 1 and 2 English as an additional language/dialect (EAL/D) receiving support, and 56 Aboriginal students. The college also caters for 41 students with a disability.

The college has an attendance rate above that of State and like schools for all year levels and transiency is less than 10%. The attendance rate for Aboriginal students is well above both State and like schools.

Ballajura Community College has a range of staff from long serving through to those beginning their career. A common factor among the staff is their dedication and commitment to the college and the student body.

The college has developed a number of partnerships both in the local and wider community. The most obvious of these is with the local branch of the RSL who use the college as their meeting venue. This link is also evident in the very attractive Peace Park which is a focus at the entrance to the middle school. The Peace Park is of particular focus on Anzac Day when the college is host to local primary schools and the community for a commemorative service.

The College Board, unlike most Independent Public School Boards is an incorporated body and has a strong representation of business people from the local community. The Board demonstrates a very strong commitment to the college which is seen by both Board members and the wider community as the 'heart' of Ballajura.

The School's Self-Review Process

How effective was the school's self-review in accounting for its performance during the period of the DPA and Business Plan?

The Ballajura Community College self-review processes are underpinned by expectations of improvements to student performance through: effective data collection and analysis; collaborative planning; feedback, and the incorporation of whole-school strategies into learning area plans and classroom practices. A seven-phase review process aligned with the Strategic Plan 2013–2016 and the DPA 2013 provides clarity to roles, responsibilities, timelines, and communication to the Board and parents.

The self-review process, led by the Principal and Executive Team, is informed by academic data, surveys and data on a range of aspects of college life. A culture of improvement at the college, informed by evidence, drives the structures, policies and processes of the college. High expectations for all students are reflected in the planning, monitoring, analysis of performance of individual students and by classes, cohorts and year levels and is deeply embedded across the college. Learning area plans focus on the targets for improvement, strategies, timelines, resources and monitoring tools. A progress dashboard indicates learning area achievement against the targets with recommendations for feedback into the whole-school improvement cycle. The cyclical approach to self-review and improvement across the college is also reflected in the defined performance improvement process for teachers based on the Australian Professional Standards for Teachers and the directions of the college as expressed in the Strategic Plan.

The Board is presented with data on student performance, and is involved in examining the data and progress against the Strategic Plan. The Annual Report, endorsed by the Board Chair, provides details of the college's progress and recommendations for the following year.

Collectively, the college is working with an effective and refined approach to ensuring rigorous analysis of data and clarity on what needs to improve, what is working and on lifting the standards of achievement for all students at the college.

School Performance—Student Learning

How well has the school performed in improving learning (achievement, progress and engagement) for all students?

The Ballajura Community College established a number of student learning targets in the Strategic Plan 2013–2016. The first priority area encompassed targets that were aimed at ‘Success for all Students’. The college staff have worked hard at ensuring these targets are met and as previously stated have developed very sound processes for collecting student data, analysing this data and putting procedures in place to either improve or sustain student performance.

The college’s target of maintaining graduation rates at 100% was achieved up to 2014. With the changed requirements for graduation, this target has been modified to a measure of WACE achievement. Ninety six per cent of Year 12 students achieved a WACE in 2015. The college also targeted a rise in student attainment rates. This target has seen steady improvement from 54% in 2012, through to 92% in 2015. HoDs review college grade distribution data and compare this against like schools and all schools in the State. Students are counselled into pathways which will challenge them but where they will also experience success. Ballajura Community College was rated the public school with the highest increase in the number of ATAR students, in research carried out by Murdoch University over a four-year study period.

The success from both the teaching and counselling these students receive is evident in destination data the college has collected. Fifty-one per cent of the 2015 Year 12 student population achieved an ATAR. Seventy-seven per cent of these students have taken up an offer of placement in a university, 11% were successful in gaining a TAFE placement or employment and 15% have deferred or did not apply for tertiary placement. Worthy of special note was the success of four (from a possible 30 places) Ballajura Community College students who were accepted into Medicine and one (from a possible five places) into Dentistry at The University of Western Australia (UWA) through the Broadway Pathway.

HoDs in the senior school attribute the success of the Year 12 results to improved counselling into pathways, the establishment of learning area teams in middle school, the experienced, cohesive and stable staff and especially the consistency of approaches across the college due to the training of all

staff over three years in the Classroom Management Strategies (CMS) foundation course.

HoDs and teachers commented that the CMS process was a positive experience which has resulted in a consistent approach to classroom management across the college. Staff commented that their classrooms were now an 'open book' compared to previously where staff predominately operated from behind closed doors. Staff stated they felt supported and empowered through the introduction of CMS. The introduction of the software SEQTA was also cited as a positive tool providing a scaffold for scrutinising data and monitoring student performance and behaviour.

HoDs in the middle school provided evidence of their strong focus on literacy and numeracy across the curriculum as well as for improving outcomes for their particular learning areas. Students in Years 7 to 9 are tracked by the ongoing collection of data particularly using NAPLAN results and also with other instruments such as Progressive Achievement Tests online, and in-school moderated common assessments, including data from primary schools. In addition to monitoring progress for each student, use of data to identify specific areas of poor performance of classes and groups assists with targeting for improvement. Methodologies, language and procedures across classrooms are consistent but contextualised into each learning area. Examples were provided on measurement, graphs and seven steps to successful writing as priority areas for improvement applied across the curriculum. Success in improving outcomes was attributed to increased proficiency in the use of data, analysis to identify effective strategies, explicit teaching based on need, committee structures, whole-school planning and staff liaising effectively. Teachers commented that academic rigour had moved down from the senior school to middle school.

Specifically, the college set a target in the Strategic Plan of increasing by 5–10% the number of Year 9 students achieving in NAPLAN bands 9 and 10 in reading, writing and numeracy. The college has mostly achieved this target with 2015 NAPLAN data indicating an increase since 2012 of 7% in numeracy and 7% in reading, while writing has fallen by 4%. A further target stated in the Strategic Plan was to increase the number of Year 9 students above the National Minimum Standard in reading, writing and numeracy by 5–10%. The number achieving the National Minimum Standard in reading has improved by 5%, numeracy by 9% while writing has fallen by 2%. NAPLAN student progress and achievement graphs indicate that students are making higher progress and achievement than students in like schools and this result is

duplicated when results are compared with all Australian schools. The college staff were confident that due to their whole-school approach to literacy and numeracy, results would continue to show improvement and the target would be met by the end date of the current Strategic Plan.

All staff, irrespective of their teaching area, see themselves as teachers of literacy and numeracy. The Literacy Plan, in particular, has been the focus of all teachers across the college.

In preparing students for full participation in the workforce and society, the staff set a target of establishing processes within the college that support and inform students to access appropriate pathways from Year 7 through to post-schooling. The college has implemented sound career counselling for students and ensured parents are well informed. Senior staff and teachers commented on the strength of this counselling, the success of which can be seen in the data that indicates 143 Year 12 students made subject changes in 2015 and this was reduced in 2016 to 92 students.

The second major priority area in the college's Strategic Plan for improving student learning and success was 'High Quality Teaching'. It was evident in interviews with HoDs, teachers and support staff that the college's Strategic Plan is reflected in learning area plans and then in individual performance improvement documentation. As one HoD expressed, 'the Strategic Plan happens in the classroom'. It was evident to the reviewers that the goals established in the Strategic Plan are embedded through all layers and operations of the college. It was evident that there was a consistency of approach and understanding across all learning areas of the college. This target has been supported by very well planned and targeted professional learning and ICT support. Staff, team meetings and school development days all have input through the Professional Development (PD) Committee who survey staff needs and ensure an appropriate program. The Senior Leadership meetings have oversight of all school planning and are indicative of the distributive leadership model employed in the college.

Distributed leadership forms the basis of the college's third major priority area of 'Future Focused Leadership'. It was evident to the reviewers that there was a clear understanding of roles and responsibilities across the college. This clarity has been achieved through appropriate PD to improve leadership capacity and in encouraging future leaders to take up special and relieving roles within the college. The recent changes implemented by the School Curriculum and Standards Authority, the direction statements from the

Department of Education and developments in the Western Australian Curriculum are all conveyed efficiently through the meeting structure and communications strategies within the college. Parents praised the communication they received from the college and commented on the enthusiasm of parents at parent night functions and information evenings. The high expectations of students are conveyed to parents by the school leadership team and teachers in these forums.

The final major priority area in the Strategic Plan concerns the provision of 'A Safe, Supportive and Inclusive College'. Maintaining student attendance above State average is a target in this area and the college has been very successful in achieving this target in all year levels. This is indicative of good attendance processes within the college and the willingness of the students to attend. Students interviewed, commented that the college was friendly, teachers were supportive, there was mutual respect between staff and students, there were leadership roles available for those who aspired to these roles and there was a pathway for every child irrespective of their capacity for learning. The college is multicultural in its make-up; students commented that all were treated the same. It was evident that there was a consistent approach to student and staff health and safety and this is supported by data from parent, staff and student surveys.

Ballajura Community College is clearly able to demonstrate that through strong distributed leadership, sound embedded processes and a supportive community, it is able to improve student learning. This is demonstrated quite emphatically in NAPLAN, WACE and other data which indicates the college is performing above like schools, and in many instances, equivalent to or better than all State schools.

School Performance—Quality of the Learning Environment

How well has the school performed in creating an environment that promotes learning and well-being for all students and the attainment of the school vision?

The college staff is strongly focused on engaging all students in successful pathways of learning. It is a college affording each student opportunities to develop their interests, talents and to be supported in their academic, cultural, sporting and service pursuits. As a large college, the resources enable allocation of staff to specialist roles and a wide variety of programs and pathways to be offered. However, with separate locations for the middle and senior schools, duplication of administration and services are required to ensure students' needs are met.

While the Strategic Plan states there are six core values, emphasis across the college during the past three years on 'Respect' has been the key for creating a harmonious, happy and supportive environment. A range of strategies, particularly those conducted in the daily 'home room' session, have supported the enactment of this value with appropriate attitudes, behaviour and actions taken up by staff and students. Respect for learning and respect for each other underpinned responses from students, staff and parents to questions related to the college's culture.

An integrated pastoral care team and committee structures oversee the services and programs to ensure the college is a safe and friendly learning environment. The capacity to monitor and respond to students' pastoral and academic needs has been significantly enhanced by the addition of software programs used by teachers in the classroom and by administrators. Managers of student services for the senior school and middle school, year coordinators and other staff in specialist positions comprise the team. The focus of their work includes attendance, engagement, behaviour programs and pastoral care realised through clear policies and processes. Excellent communication to parents and students is achieved through assemblies, meetings, emails, bulletins, counselling, case management and liaising with families.

The 56 Aboriginal students have a broad range of needs and are supported by an Aboriginal Liaison Officer. Home visits are conducted to develop positive relationships with families. Attendance at 84.5% is above the State average. The achievement of 100% graduation of Year 12 Aboriginal students and participation of students in the Follow the Dream program is significant.

With the diversity of approximately 60 nationalities, the college celebrates its multiculturalism and ensures appropriate programs for the range of abilities and needs represented at the college. The Annual Reports highlight the extensive range of programs, events, competitions, festivals and extra-curricular activities in which students have participated and excelled.

Utilising student, parent and teacher feedback, the methodology of support for 18 Stage 1 and 2 EAL/D students has changed this year from a withdrawal model to team teaching and in-class specialist support. These students are generally highly motivated and capable so the adjustment is expected to allow for improved achievements across the subjects for the EAL/D students.

The college provides inclusive education for the 27 education support students in Years 7 to 12. Staff work closely with parents, students and therapy services to develop Individual Education Plans (IEPs). Strategies and the facility of a purpose built house are aimed at students building independence, interacting with the community, undertaking work placements and developing capacity for each to take a meaningful place in the community beyond school. The reputation of the high-quality learning programs has resulted in one parent choosing to travel daily from Darlington to enable his/her child to attend the college.

The Year 7 and Primary Transition Coordinator works with students, parents and teachers including those from the four local primary schools to gather data to gain understandings of students and devise appropriate strategies to improve transition to the middle school. The handling of the process is carefully monitored with case management and home visits introduced as required. A range of activities, including peer mentoring, provide further wrap-around support for Year 7 students and leadership for other years.

The role of the Youth Transition Coordinator: to improve attendance, behaviour and engagement, is valued across the college. Strategies led by the coordinator are designed to build positive relationships. The use of data to analyse the problems and risks; and case management of challenging behaviour are fundamental to improvements. When required, formal processes including Responsible Parent Agreements are negotiated with parents.

Particularly noteworthy are activities designed to support student learning and build relationships. The Homework Club, attended regularly by around 60 students, provides afterschool supervision and support by volunteer teachers

from across learning areas. The breakfast club, serving 350 students, is run by volunteer staff and catered for by students before school one day per week and is supported by *Rotary* and *Foodbank*. Both organisations provided evidence of community involvement, inclusion, respectful behaviour and positive staff and student interactions.

The attendance rate is 92%, well above like schools at 87% with 73% of students attending over 90% of the time. The results are attributed to the college culture, student pride and most students enjoying coming to school. However, significant resource allocation and planning and input from the pastoral care team have contributed to these results.

Effective implementation of CMS and Positive Behaviour Support (PBS) has created success through use of common language, adjustments to behaviour management and observational feedback. The cohesive approach of PBS is layered into practice and is represented in a visual matrix displayed in all classrooms. In addition, logistical placement of students to change dynamics and consistency in application of policies and processes has resulted in reductions in behaviour incidents and suspensions. The pastoral care team case manages students with the most difficult behaviours.

The college has created programs to support students who find difficulties working within mainstream secondary subject classes. Classes of around 25 students for each of the year groups 7, 8 and 9 are structured to operate with a single teacher. The aim is to assist students to re-join mainstream programs. Pastoral care, a differentiated curriculum and support enables students to work at their level for mathematics, English, science and humanities and social sciences. These classes are identified as the Links Program. One Year 8 student from this program confidently described to reviewers- 'Links was for students who needed a little extra help and different explanations than you would get in another class'.

Similarly for Years 10, 11 and 12, single classes operate as the Access program supporting students to gain graduation. Students apply to enter this program, which is viewed and supported as a pathway to success and not as a program for low achievers. Characterised by pre-testing, Personalised Learning Plans (PLP) and IEPs, modified programs and monitoring progress, students in Access were observed by the reviewers to be on task and focused on achievement.

It is significant that there is a strong commitment to professional development and improvement to the quality of teaching and implementation of CMS and PBS across the college. New teachers are inducted into the college's programs. Most recently, professional development on differentiated curriculum has been provided in class by a consultant. Initially intended to assist teachers of gifted and talented students, the initiative has now been taken up by teachers across the college to improve engagement of all students in their learning. The experience, commitment and stability of staff have resulted in collegial and collaborative teams enabling positive responses to whole-school planning and processes and has built a culture of high expectations and reflective practices.

Community and parent engagement has further added to the opportunities, support for policies and the positive culture. Parent involvement in the college is strongly encouraged. The college conducted satisfaction surveys with parents, students and staff in 2014 and 2015. Results were analysed and aligned with findings published in the Annual Reports. In 2014, Managing Student Behaviour was the only item ranked below 4 on a 5-point scale. The college responded accordingly to this finding and demonstrated improved satisfaction in the following survey. Parents advised the reviewers 'kids get it, that everyone is at the college to help' and students advised 'no one is left out'. It was clear from the evidence that Ballajura Community College is a safe and inclusive school.

A crucial feature of the college is the relationship it has established with its community, bringing reciprocity and opportunities to students for service, personal development, team building and in extending their world views beyond their immediate neighbourhood. Students contribute to their community through the music and dance performances and the Amnesty Group fund raising.

The long association of the Ballajura branch of the RSL continues with the RSL using college facilities and leading Anzac and Remembrance Day services in the Peace Park within the college. The Police Rangers provide students with skills and experience, developing both confidence and commitment to community. Other links to universities, TAFE colleges, business, government and community organisations provide numerous learning and study excursions and experiences beyond the college campus.

School Performance—Sustainability

How well placed is the school to sustain and improve its performance into the next planning cycle?

Strong links between the college's Strategic Plan 2013–2016, key whole-school strategies, learning area plans and staff performance improvement have embedded the cycle of improvement for the future. The Strategic Plan was developed in collaboration with the whole college community and this has contributed to the college's achievements. Interviews with staff confirm the Strategic Plan is well understood throughout the college. Monitoring is ongoing and effective. A summary of progress towards targets is distributed to the college community in the Annual Report. The reviewers encourage the staff in the next Strategic Plan to have clearer separation of measurable student improvement targets and operational strategies by which the targets will be achieved. The staff is also encouraged to set sufficiently challenging targets in the next plan to stimulate achievement at yet an even higher level of improvement.

The college is well-served by a long-standing Board which is representative of both the college and the wider community. Meeting and agenda structures are well-established. Board minutes suggest the distinction between governance and college operations is understood. Board members interviewed took their responsibilities seriously and were proud to be associated with the college. They understood one of their roles to be championing the college in the community. Within the parent community there was acknowledgement that Board members were frequent and welcome attendees at college occasions.

The constitution of the Board is under revision this year, with a view to meeting the implementation of the new *Associations Incorporation Act 2015 (WA)* which comes into effect on 1 July 2016. To ensure a balance between continuity and renewal of Board membership, the Principal has instituted staggered terms for parent and staff nominees to the Board. It is an opportune time for the Board to consider sustainability in relation to all its terms of office.

The Principal, in conjunction with the Executive and Senior Staff, has established a collegial and cohesive culture within the college which encourages continuous improvement. Recent changes to academic and pastoral care structures have resulted not only in clear strategies for improvement but in a positive working environment where staff feel valued and empowered. A great deal of emphasis has been placed on student well-

being and positive behaviours. Staff have high expectations of all students and this is reflected in students' interactions with staff. Performance improvement is linked to operational improvement targets and supported by relevant professional development. Staff are encouraged to identify career opportunities and use performance improvement processes to achieve them.

The college's distributed leadership model builds the capacity of all staff to implement processes and procedures effectively. Roles and responsibilities are clearly defined and policies are constantly updated so if personnel change, consistency remains. Staff at all levels are willing to take the initiative to ensure the sustainability of the improvement cycle. Programs such as supporting mathematics pedagogy in local primary schools and liaising with primary school staff to understand incoming students' needs are typical of such initiatives.

In the climate of financial restraint, resources are well targeted to sustain current programs and future initiatives. The Access, Links, Educational Support and Advanced Curriculum Enrichment programs ensure all students are enrolled in a pathway appropriate to their individual needs. The establishment of a CARE Team has supported student engagement, attendance and positive behaviours. An increase in Level 3 teachers and the addition of heads of middle school departments has enabled the improvement of student outcomes in the first years of secondary school. To date, the college has been able to fund the physical and human resources required to sustain these important initiatives.

The Board and Executive have identified changes in funding models and maintaining student numbers as challenges for the future. In response to the latter, staff have been working with staff in local schools to improve student achievement in the primary years and to build confidence in the Ballajura Community College brand. Positive word-of-mouth by satisfied current families also contributes to community confidence and to sustaining student numbers.

In the opinion of the reviewers, the college appears well-placed to sustain its improvement agenda.

Conclusion

Ballajura Community College has, through strong leadership and a shared purpose held by the school community—staff, parents and students, demonstrated the ability to improve student performance above expectations and outcomes of like schools. Through embedded processes linking the college's Strategic Plan to Learning Area Plans and then through to individual learning or improvement plans, the college has made outstanding progress towards the targets set down in the Strategic Plan.

The college staff also demonstrated compliance with the Teaching and Learning, Student Performance Monitoring and Program Delivery requirements of the Independent Public Schools' DPA; the elements that this review encompassed.

The college has a committed Board and staff, both teaching and non-teaching that are dedicated to the college and in achieving what is best for the students. The college provides a safe, caring and inclusive environment where all students can achieve their best and staff feel appreciated and supported in their endeavours.

Parents expressed that the college is 'the heart of the Ballajura community'. It is a vibrant learning community which offers leadership development for staff and builds on the knowledge of students from their respective primary schools, guiding them through appropriate pathways and allowing them to move into the next phase of their learning, whether that is through tertiary studies or employment.

Commendations

The following areas are commended:

- leadership of the college and professionalism and capability of staff in implementing across the college, evidence-based performance improvement processes and strategies
- the process of self-review effectively embedded across the college resulting in significant improvements in targeted areas
- staff for their effective use of data, collaboration and consistency in processes to target improvements in student performance for literacy, numeracy and within learning areas
- the embedded linkages within the college of the Strategic Plan to Learning Area Plans through to individual Teacher Improvement Plans
- staff, for their efforts in ensuring all students are counselled into appropriate pathways that extend the student while at the same time allowing them to experience success
- the pastoral care team on developing the positive college culture, policies and processes resulting in significant improvements and high attendance rates
- the staff, for achieving significant improvements in student engagement and behaviour through clarity of roles, shared understandings, consistent processes and effort, focusing on college values and agreed processes
- the staff, in establishing partnerships and interaction with the community, extending the experiences and opportunities for students to explore, excel and extend learning beyond the college
- the Board, for its ongoing commitment to the college and 'championing' of the college in the community.


Areas for Improvement

The following areas for improvement are identified:

- the next Business Plan to have clearer separation of measurable student improvement targets and operational strategies by which the targets will be achieved as well as an overview of the self-assessment
- the Board, in reviewing its constitution this year, consider sustainability in relation to all its terms of office.

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 the verification of the evidence provided by Ballajura Community College as part of the Department of Education Services' independent review process. The Principal and Board Chair have had an opportunity to comment on any matters of fact contained within this document.



Mr David Carvosso, Lead Reviewer

19 April 2016

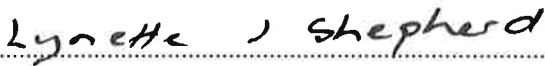
Date



Ms Margaret Banks, Reviewer

18 April 2016

Date



Ms Joy Shepherd, Reviewer

18 April 2016

Date



Mr Terry Werner, A/Director General,
Department of Education Services

2.5.16

Date

