Ballajura Community College

Annual Report 2014

Compassion Integrity Respect Inspiration Enterprise Achievement

Key Achievements 2014

Bethra Courtney, amongst 120 Year 11 & 12 students from around Australia attended the 19th National School's Constitutional Convention.

A state winner in the Metamorphosis Design and Art competition for Photography Pamela Mino and a Hiighly Commended in Graphic Design, Thanapon Piyalapa. Dana Mitrevski selected to exhibit in Young Originals Exhibitiion.

Emily Lang awarded Puggy Hunter Scholarship (Nursing).
Music students achieved Excellent in the Secondary Music Festival for Senior and Intermediate bands, Contemporary band, Ballatonix (Choir) and Guitar Ensemble.

Neosh Sheikh received a Prudence Award in the Australian Mathematics Competition. High Distinction awarded to Neosh Sheikh; Tram Hong; Clyde San Juan; Connor Tabain (Year 11) and John Dye (Year 7).

Samantha Dixon-South won a place at Geography's Big Day Out in Sydney and was then selected as one of four students to travel to the 2015 International Geography Olympiad in Tver, Russia.

Grace Wilkerson selected to attend the ANZAC Gallipoli Tour in 2015.
Curtin University scholarships awarded to Duy Von Dao; Dale Mitchell; Kim Ngo and Zoe Woods.

Lachlan Wood and Aaron Kent won places at the University of Sydney Computer Science Summer School.

Leo Huynh was one of 19 students to win a place at Curtin University Electrical Engineering Summer School.

The College received an ANZAC Centenary Grant through the Australian Government's ANZAC Centenary program for upgrades to Peace Park to include additional lighting and power outlets for official functions.

Joseph Norris awarded the Premier's Australia Day Active Citizenship Award for a person under 25 years; the Long Tan Award for Youth Leadership and Teamwork; the Western Australian Police Ranger of the Year and the RSL Community Award.

WELCOME

As the Principal of Ballajura Community College I am proud to present to the Ballajura Board and the community the 2014 Annual Report.

Cheryl Townsend

Cheryl Townsend
Principal

CONTEXT

Ballajura Community College (BCC) is one of the largest providers of the Western Australian Certificate of Education Courses in the North East Metropolitan Region. Our College provides a high quality educational experience for all of our students and has remained committed to providing a range of flexible programs that cater for all student interests, needs and abilities.

Our College's flexibility in curriculum provision, our vibrant engaging environment, and our focus on learning and teaching, provide our students with the opportunity to achieve excellent educational outcomes and the skills to move into further education and training or directly into the workforce.

A Department of Education endorsed specialist program for Academic Curriculum Enrichment operates through Years 7 to 10 where students are able to undertake extension programs in Mathematics, English, Science and Humanities and Social Sciences (HASS). This provides a solid foundation for students entering our highly successful University pathway.

As a Registered Training Organisation (RTO) the College provides a range of certificate courses for students that complement their WACE courses of study. Demand for these courses continues to grow with many students graduating with a Vocational Education and Training (VET) Certificate qualification as part of their WACE graduation. We provide an alternative program pathway, ACCESS, that has demonstrated outstanding success in engaging young people in education. The Inclusive Learning program also provides opportunities, activities and facilities for students with special needs to master skills that will make them successful members of society. As an Independent Public School (IPS) we recognise that progress towards targets concerning attainment, retention, attendance, WACE graduation and VET outcomes will continually need to be met and, wherever possible, exceeded.

Ballajura Community College is culturally diverse with over sixty nationalities found within the whole learning community. It is an accredited International Fee Paying School. This diversity adds to the richness and the quality of the educational experience for all students. Our College provides an extra-curricular program with strong sporting, cultural, artistic, public speaking and leadership opportunities that continues to flourish and complement the more formal learning experienced by our students.

The Ballajura Community College's strategic plan was written to ensure that our students continue to be successful and to maximise their future study options and career opportunities. It is a working document that underpins the College's actions and intent, as it continues to work towards its stated mission and vision.

OUR MISSION

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.

OUR VISION

To create the future together.

OUR CORE VALUES

At Ballajura Community College we are committed to our core values and believe they should be consistently applied by the College community in all day to day operations and activities. Our Mission and Vision are underpinned by the values of:

- •   Compassion
- •   Integrity
- •   Respect
- •   Inspiration
- •   Enterprise
- •   Achievement

OUR PRIORITIES

• Success for all students
• High Quality teaching
• Future focussed leadership
• A safe, supportive and Inclusive College

In 2014 Ballajura Community College progressed further as a Positive Behaviour Support (PBS) School and 30 staff were initially trained in Classroom Management Strategies (CMS) to support this initiative.

In the following pages you will see the progress the College has made in 2014 to meet our strategic plan targets, along with the many outstanding achievements by students and staff. As staff analyse and reflect on the 2014 data, recommendations made for 2015 will keep us focussed on achieving our priorities.

College Priorities

Priority 1 – Success for all Students

Improvement Targets and Key Whole School Strategies (over 3 years)

Promoting Student Achievement

- Maintain Graduation rates (100%) and raise Attainment rates (ATAR over 55% or Cert II completion) from 39% to 90%.
- Consistent improvement in achievement through Years 7 to 10 in preparation for Years 11 and 12 as judged against the student grade summary data.
- All staff effectively use student achievement evidence to inform teaching and learning.
- Fully implement Australian Curriculum Phase 1 subjects by 2015.

- All students will be enrolled in an appropriate pathway that meets their individual needs.
- Develop the professional ability of staff to deliver all appropriate courses and curriculum.
- Establish collective accountability for obtaining and using data to plan for improvement.

- Evaluate and review current moderation processes across the College and implement effective practices and processes.
- Learning Area Plans to reflect WACE 2016 directives.
- Provide and maximise the use of facilities to enhance student achievement e.g. Trade Training Centre, Restaurant, Performing Arts Theatre.

Improving Standards in Literacy and Numeracy

- All staff effectively use student achievement evidence to inform teaching and learning.
- Increase the number of students in NAPLAN bands 9 and 10 by 5-10% in Year 9 reading, writing and numeracy.
- Increase the number of students above national minimum standards in Year 9 NAPLAN for reading, writing and numeracy by 5-10%.

- Establish positive trends in NAPLAN (Year 7 to 9 cohort) moving towards higher progress and achievement when compared to WA public schools
- Embed literacy and numeracy in all curriculum areas.

- Construct and implement a whole school literacy and numeracy plan.
- Use data to inform and create teaching and learning programs to cater for all students' needs.
- Develop, implement and review case management plans for students at or below national minimum standard for reading, writing and numeracy.

Preparing students for full participation in the workforce and society

- Establish processes that support and inform students to access appropriate and successful academic and vocational pathways from Year 7 to post-schooling.
- Reduce the number of students that change courses following the start of the academic year by 5-10%.

- Provide quality student and parent information sessions.
- Provide all staff with the knowledge and understanding of pathways and post compulsory options.

- Implement counselling processes across the College that support career development at key transition points.
- Monitor and evaluate exit information for post-schooling pathways.

Priority 2 – High Quality Teaching

Improvement Targets and Key Whole School Strategies (over 3 years)

Developing a culture of high expectations and high quality teaching through performance improvement

- Link performance improvement and Learning Area plans to the College Strategic Plan.
- All staff have a set of documented and reviewed goals related to performance and development.
- Strengthen collaboration across the College and between Learning Areas.

- Develop an effective performance management process that reflects AITSL standards, DoE guidelines and College plan.
- Establish a Professional Development Committee to plan and source appropriate professional learning in line with College plan.
- Curriculum leaders work collaboratively within the Senior Leadership group and in their teams to develop high quality teaching and a seamless curriculum.

- Develop processes for discussions on evidence based pedagogies during team time that support student learning.
- All teachers will be supported in working toward their performance improvement goals, including access to high quality professional learning.

Integration of Education Technologies in the Classroom

- Maintain appropriate level of ICT resources and staffing within the college.
- Increase the number of instructional ICT strategies to improve learning.

- IT committee to develop and lead future planning for ICT at the College.
- Build capacity of teachers and students in the use of ICT to support curriculum through professional learning.

- Development of IT Infrastructure Strategic Plan aligned with College resources.

KEY

Improvement Targets in Planning Stages	Key Whole School Strategies in Planning Stages
Improvement Targets in Working Progress	Key Whole School Strategies in Working Progress
Improvement Targets Achieved	Key Whole School Strategies Achieved

Priority 3 – Future Focussed Leadership

Improvement Targets and Key Whole School Strategies (over 3 years)

Responding to organisational change

Recognise and respond appropriately to system changes.	Maintaining active membership and leadership in professional associations.	Engage with outside agencies to support leadership strategies.
Improve communication links across the College.	Improve systems and processes to facilitate communication and feedback on future initiatives and trends.	

Sustained distributed leadership at all levels

Develop Executive to effectively lead change.	Continual review of Executive structures and roles to develop capacity and ensure succession planning	Clear and transparent decision making processes within the College
Build the capacity of the Senior Leadership group to become future focussed.	Provide professional learning to aspiring leaders that links to their performance improvement.	Use Learning Area Plans to lead improvement and change at a learning area level.
Develop the concept of leadership and improve teacher leadership.		
Develop curriculum leadership to effectively implement the Australian Curriculum		

Responding to Community needs and expectations

Identify and respond to the needs of our Community.	Develop a working party and feasibility study for a Performing Arts Theatre at the College.	Improve communication between the College and the Community.
	Provide relevant information sessions and resources to support our Community's needs.	

KEY

Improvement Targets in Planning Stages	**Key Whole School Strategies in Planning Stages**
Improvement Targets in Working Progress	**Key Whole School Strategies in Working Progress**
Improvement Targets Achieved	**Key Whole School Strategies Achieved**

Priority 4 – A Safe, Supportive and Inclusive College

Improvement Targets and Key Whole School Strategies (over 3 years)

Student Well Being

Maintain attendance target levels above state average.	Consolidate current practices and processes for improving attendance.	Investigate and plan for implementation of a whole school positive behaviour support program.
Positive trends seen in student, parent and staff survey data concerning the behaviour of students.	Review and establish consistent behaviour management policies and practices across the College.	Establish a CARE Team to support students and staff in critical incidents.
Establish baseline student services data to inform target setting for 2014-2015.	Review and update policies to reflect social and community trends.	Investigate strategies to further develop student leadership.
Maintain student recognition programs.	Develop and implement a range of programs to address the issues of cyber-bullying and social networking.	Develop activities to engage students during recess, lunch and after school.
Positive trends seen in student, parent and staff survey data concerning communication between parents and the College regarding student wellbeing.		
Decrease the incidence of explained absences.		

Staff Well Being

Positive trends seen in staff survey data concerning staff morale.	Develop consultative processes within the College to enhance staff involvement and ownership of College initiatives.	Improve communication practices within the College.
Increase staff participation in College and community activities and events.		Create a Workforce Development plan to meet the future needs of staff and the College.

Physical Environment

Positive trends seen in student, parent and staff survey data concerning the physical environment of the College.	Classrooms to be welcoming, stimulating and engaging learning environments.	Continue facilities maintenance and upgrade programs.
Building and facilities are maintained and/or improved to meet the current and future needs of students and staff.	Implement strategies to keep the College grounds well presented.	Enhance the College learning environment by showcasing student achievements.

Enhancing Student Learning

Academic

- ANZAC Tour Competition
- ASDAN Preparatory Award Programs
- ASPIRE UWA Programs
- Australian Maritime College Presentation
- Australian Mathematics Competition –
  Year 7 – 9　　1　High Distinction
  　　　　　　　16　Distinctions
  　　　　　　　57　Credits,
  Year 10-12　4　High Distinction
  　　　　　　　 6　Distinctions
  　　　　　　　10　Credits
- Australian Stock Exchange National Competition
- Bstreetsmart Road Safety Excursion
- Beyond Beaker "Science Careers" Incursion by Scitech
- Beauty Therapy excursion to West Coast Institute of Training
- Careers Expo and Parent Information Evening
- Community Services excursions to Kidsafe at PMH, Kings Park and Australian Institute of Workplace Training
- Curtin University English and Literature Lectures
- Defence Pathways Program - Science, Technology, Engineering & Mathematics
- Design An Advertisement - Newspapers in Education
- Elevate Study Skills program
- Engineering Summer Camp
- Essay writing workshops
- Extended Reading Program
- Extra-Curricular Tutoring
- Follow the Dream ECU
- Geography Excursions – Perth City, Murdoch University, Kings Park, Alcoa and Museum Exhibitions

Academic

- Gin Gin Observatory Camp
- Girls in Engineering Day UWA
- Image Power Social Skills Program
- Lab Rats @ ECU
- Masterclass Program
- Mentoring program for 'students at risk'
- Metamorphosis Exhibition
- National Geography Competition
- Parliament House, Francis Burt Law Centre Excursions
- Rio Tinto Big Science Competition - Year 10 - above national average
- Science Week Activities - Summer engineering school and National Youth Science Forum
- Serial Literacy Competition
- Simpson Prize Competition
- Sir Charles Court Leadership Program
- Speed Careering Workshops
- Stress Management Program
- Tim Winton Young Writers' Competition UWA Metro Camp
- Tournament Of Minds – Year 7-9 Advanced Curriculum Enrichment
- Young Originals Exhibition (successful entries for 15 consecutive years)
- Youth Out Loud Speaking Competition
- Reading the Sky Voice of Youth Competition

Cultural

"Carnevale" & "Italian Week"

Children's Book Week

Choirfest

Community Links with Midland Joblink, TAFE, Energy O2

Community Links with Whiteman Park

Harmony Week Activities

Mental Health Day

Music in the Park

Perth Museum – D&T Project

Primary School Music Tour

River Cruises, Year 12 Ball, Graduation, Year 11 Semi Formal, Year 10 Dinner Dance

San Salvo Italian delegation visit to BCC

Shakespeare Festival

State Theatre Excursions

Talent Quest

United Nations Youth Forum

Visual and Performing Arts Exhibition

Wall of Fame

YMCA Parliament & WA Youth Parliament

Year 10 Francis Burt Leadership Day

Year 10 Halogen Youth Leadership

Enhancing Student Learning

BALLAJURA

Sporting

4 x Outdoor Education Camps

Carnivals – Lightning, swimming, athletics

Champions' Breakfast / guest speakers

Coaching, Certificate Courses

Footy Colours Day

Futsal Fever Cup

Keys for Life

Lunch/recess activities

Olympiad

School Sport WA Competitions

Sports leaders

WAIS, Be Smart Excursions

Work experience

Service

5000 Meals Project

ANZAC Service

Police Rangers links with RSL and Rotary

Police Rangers Open Day – WA Police Academy

Remembrance Day Service

School Volunteers Program – Literacy Support

Student Council 10, 11 & 12

Volunteers' Christmas Dinner

Yearbook Editors

Year 9 Custodians of the Peace Park

Year 10 & 11 students link with Alexander Aged Care Centre

Year 10-12 Amnesty Club

KEY ACHIEVEMENTS 2014

Dux
Christopher Murphy

Top VET student
Jacob Hill

Outstanding results for our English Department. We were one of 15 schools
(only 3 Government schools) with the highest performing students in Stage 3 English.

Attainment rate +55 ATAR or Cert II Completion

Year	
2010	
2011	
2012	
2013	
2014	

(0% – 50% – 100%)
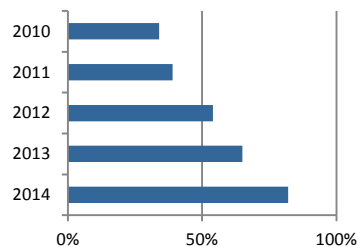
Cert II or Cert III Achievement

Year	
2010	
2011	
2012	
2013	
2014	

(0% – 20% – 40% – 60%)

Median ATAR score

Year	
2010	
2011	
2012	
2013	
2014	

(60% – 65% – 70% – 75%)
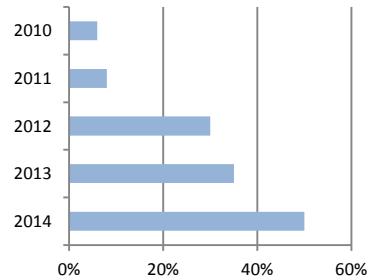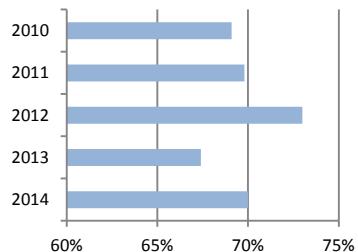
Percentage of students in the top 1/3 of the state

Year	
2010	
2011	
2012	
2013	
2014	

(0% – 10% – 20% – 30%)
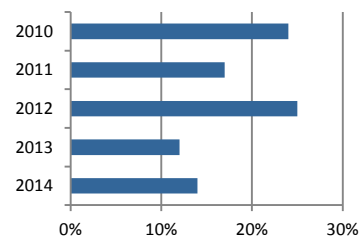
SUMMARY

•   In 2014, 114 students were eligible for the Western Australian Certificate of Education (WACE).   This year group known as the half cohort, the smallest cohort in BCC's history, all received Certificates (100% graduation).

•   The Attainment rate increased to 82% (up from 65% in 2013) with 16 students not achieving, down from 55 in 2013.

•   The median ATAR increased to 70% in 2014, up from 67.4% in 2013.

•   70 of our students (61%) graduated in a non-university pathway and found themselves at TAFE, in traineeships or apprenticeships and employment.

•   51 students (45% of the cohort) received an ATAR, although only 44 students applied for University entrance in 2015.

•   Improved OLNA success after test 1 and test 2 in Year 10.

•   57 students achieved a Certificate II or higher.

• Improved average attendance of students in the Senior School (92%) and improved management processes as dictated by the Department of Education.

RECOMMENDATIONS 2015

•   Monitor carefully NAPLAN and OLNA results across the College and ensure strategies are put in place to support WACE in 2016.

•   Support the strong academic cohort in Year 12, 2015.   Their predicted results indicate an outstanding group.

•   Carefully monitor students with a predicted ATAR of below 55.

•   Maintain our successful non ATAR program and ensure all students complete a Certificate II as this will be a future WACE requirement.

•   Maintain our outstanding programs and pathways for students and continue our student-centred focus.

•   Continue to lift our Attainment rate (close to 100% in 2016 when it will be tied to WACE completion).

•   Improve our VET ranking.

KEY ACHIEVEMENTS 2014

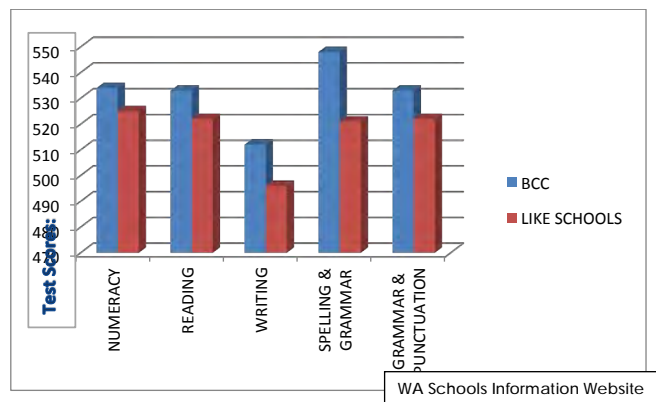Student Progress and Achievement Compared with Like Schools
NAPLAN Year 7 2012 to Year 9 2014 - Ballajura Community College

WA Schools Information Website

2014 YEAR 7 STUDENT PERFORMANCE (LONGTITUDINAL SUMMARY)

WA Schools Information Website

2014 YEAR 9 STUDENT PERFORMANCE (LONGTITUDINAL SUMMARY)

WA Schools Information Website
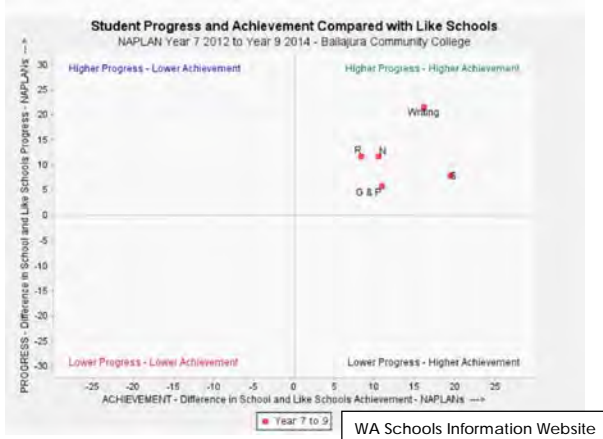
Academic rigour, literacy and numeracy were the main priority areas for the Middle School in 2014. Careers Education was also introduced from the beginning of this year for Years 8 and 9 – providing the momentum for our students to increase their work ethic because of their increased awareness of employment pathways and opportunities.

This year, the Sound Way was introduced to all students in the Links Learning area, from Year 7 to 9. The Sound Way Programme is an explicit instruction course that addresses literacy deficits in students and improves ability in spelling, reading, comprehension and writing. Results from this initiative have been promising and we are looking to further refine the delivery of the programme next year.

Australian Curriculum content was consolidated in Years 7 to 9, so that our students were able

to achieve at a level that surpassed similar schools to BCC. The emphasis on quality teaching was maintained so that students were taught by specialist area teachers wherever possible, by the restructuring of Learning Areas according to subjects, rather than year level as was the case previously. This was a key reason for improved student performance in NAPLAN this year.

NAPLAN 2014

Student performance in our current Year 9s, in terms of progress and achievement over the last two years, showed ratings of Higher Progress-Higher Achievement for all tested areas. It must be noted that this is the highest performance progress indicator that can be achieved. This includes Numeracy, Reading, Writing, Spelling and Grammar & Punctuation. This is a significant improvement over last year's results with huge performance gains in all tested areas.
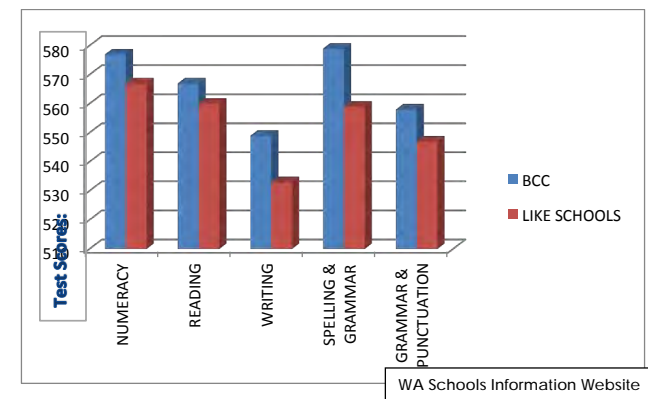
RECOMMENDATIONS 2015

• Writing, Numeracy and Reading to be the foci areas in the Middle School.
• Consolidation and development of an explicitly taught literacy and numeracy program for students who have performed below benchmark levels. There should be a developmental focus so that there are different foci - dependant on areas of need as can be extrapolated from all available data.
• Australian Curriculum implementation to be extended to Year 9 for English and Mathematics.
• Sound Way Programme to be delivered completely in one term only to Year 7 Links students, with possible short exercises delivered in Years 8 and 9 Links classes.

Operations

BCC vs State Attendance Rate
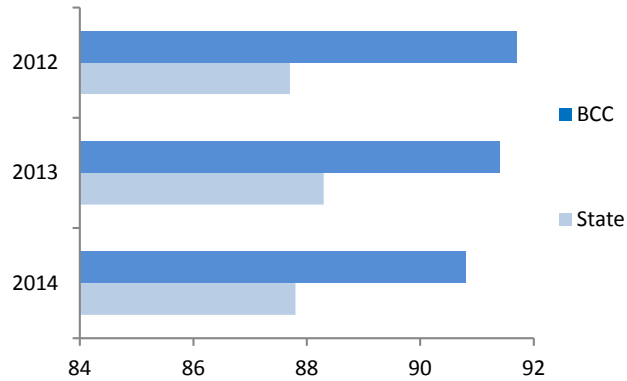
2014 BCC vs State Attendance Rate by Year Group
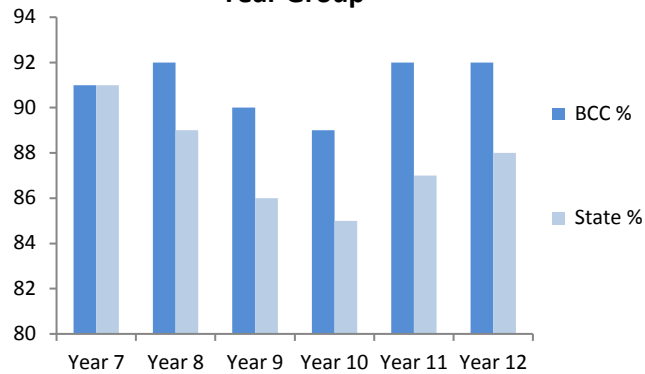
SUMMARY

• A new loud speaker system was installed throughout the College, linked through our computer network.

• The new College website was further enhanced with improvements to Special Events and Latest News at the College.

• We continue to update our parent/guardian email database for the emailing of publications such as BCC Bulletin; BCC News and BCC Prospectus.   This is also an effective means of ensuring important information and updates are received by parents.

• Our electronic sign on Illawarra Crescent was upgraded and now provides a more reliable source of updated news and information for the community.

RECOMMENDATIONS 2015

• Further enhancements to the College website presence by involving all members of the College community.

• Continue to update our parent/guardian database to ensure effective and relevant communications to parents/guardians.

• Investigate IT infrastructure to support online NAPLAN and OLNA testing with least disruption to student learning.

Survey

Method

Student, teacher and parent surveys were conducted in December 2014. Parents and students were randomly selected and all teachers were given the opportunity to complete the survey. All surveys were completed online.

Survey participants were asked to respond to statements using a five point rating scale

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

SAMPLE SIZE AND RESPONSE RATE

	Survey Size	Response Rate
Parent Survey	349	13%
Teacher Survey	105	72%
Student Survey Year 7 - 10	350	100%
Student Survey Year 11 and 12*	130	18%

* Survey requests were mailed to selected students in Year 11 and 12 after they had completed their exams*using a five point rating scale

Summary

Many of the statements were common across all three surveys and can be aligned to three of the four College priorities:
•   Success for all students
•   High quality teaching
•   A safe, supportive and inclusive college

2014 Teacher, Parent and Student Survey Responses
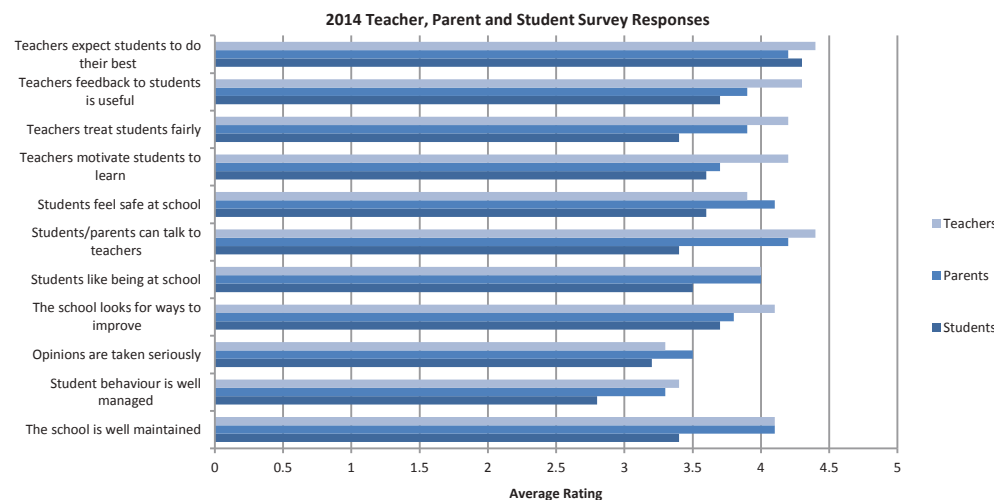
All responses have been shown as an average rating to allow for comparison between the three groups. Of particular note are:
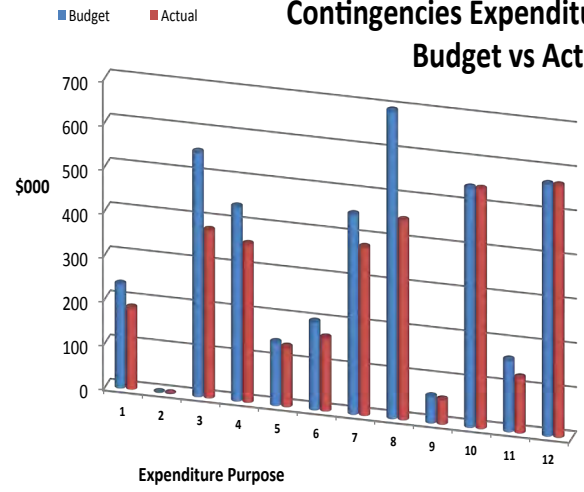
• In general the average responses from teachers and parents were slightly higher across most items than for the students.

• Except for one response from students, the average rating is above 3 which indicates that overall the responses were positive from all groups.

• It is pleasing to see that teachers, parents and students strongly believe that teachers expect students to do their best.

• The survey items relating to teacher feedback, motivation, school improvement and students feeling safe also elicited higher positive responses with an average rating of 3.5 and above.

• Management of student behaviour was the survey item with a lower average rating for all three groups. This will continue to be a focus for improvement for the College through a variety of strategies.
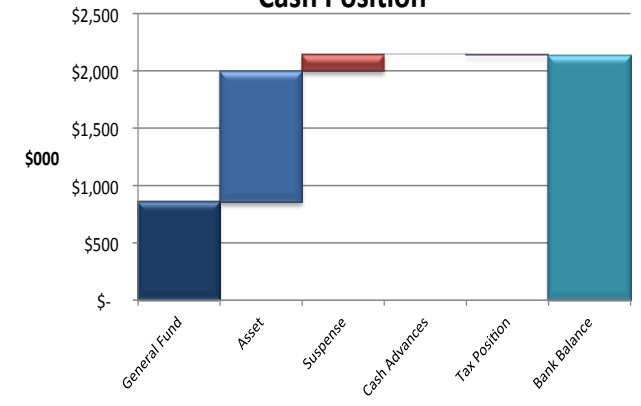
Financial Summary

Current Year Actual Contingencies Revenue Source

Other Govt Grants 1%

Other 7%

DoE Grants 57%

Transfers 16%

Contibutions & Charges 14%

Locally Generated Revenue 5%
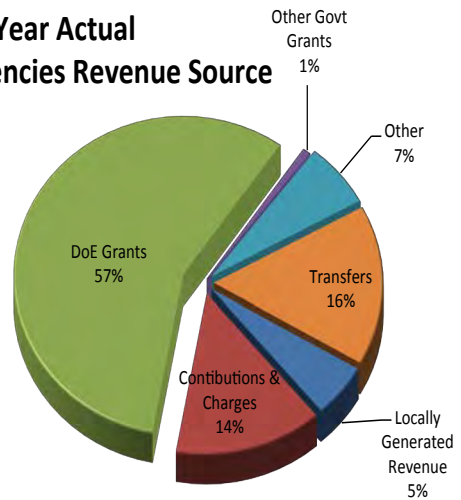
Contingencies Expenditure Budget vs Actual

■ Budget ■ Actual

$000

Expenditure Purpose

Cash Position

$2,500
$2,000
$1,500
$1,000
$500
$-

$000

General Fund | Asset | Suspense | Cash Advances | Tax Position | Bank Balance

Revenue - Cash	Budget	Actual

Expenditure	Budget	Actual

Cash Position as at : 31 December 2014

Financial Summary

Revenue:

Previous Year Closing Balance Brought Forward	$ 1,179,400
Current Year Budgeted Revenue	$ 3,017,159
Actual Revenue Received	$ 3,030,351
Revenue Shortfall/Surplus	-$ 13,193
Revenue Collected as a % of Current Budget	100.4%
Total Funds Available	$ 4,209,751

School Salary Allocation (SFSA + RFSA)
As at 31/12/2014

	Initial Allocation	Adjusted Allocation	Expended YTD	Balance YTD	% Spent
Total School Salary Allocation	$ 15,297,804	$ 16,102,177	$ 15,983,254	$ 118,923	99%
Relief Salary Allocation (RFSA)	$ 396,105	$ 429,006	$ 358,166	$ 70,840	83%
School Salary Allocation (SFSA)	$ 14,901,699	$ 15,673,171	$ 15,625,088	$ 48,083	100%

Expenditure:

Current Year Budgeted Expenditure	$ 4,056,588
Actual Expenditure	$ 3,350,086
Expenditure Remaining	$ 706,502
Unallocated Expenditure Budget	$ 139,971
Unallocated as a % of Total Funds Available	3.3%
Actual Expenditure as a % of Budgeted Expenditure	82.6%

Reconciled Bank Balances:

	Current Year as at: 31/12/2014	Previous Year - Same Time
Cheque Account	$ 335,418	$ 184,183
Investment Account(s)	$ 1,799,344	$ 2,148,327
Building and Other Fund(s)	$ -	$ -
Total	$ 2,134,762	$ 2,332,511

Salary Pool:

Salary Pool Funds	$ 170,036
Salary Pool Expenditure	$ 144,023
Salary Pool Unspent	$ 26,013
% of Total Salary Pool Funds Spent	84.7%

Equipment Replacement Reserves:

	Current Year	Previous Year 31/12
Total Asset Reserves (Incl General Reserves)	$ 975,408	$ 1,063,608
Total Resource Reserves	$ 166,000	$ -
Total Building Fabric & Infrastructure Reserves	$ -	$ -
Total All Reserves	$ 1,141,408	$ 1,063,608
Current Year Reserve Transfer Funds Included above	$ 570,000	N/A
Budgeted Reserve Transfer Funds not Transferred	$ -	N/A

Bank Account Composition

General Fund	40%
Reserves	53%
Suspense/Tax	6%

Salary Pool

Financial Summary

Reserve Transfers

Transferred from Reserves:

Assets	$ -
Building Fabric & Infrastructure	$ -
Other	$ 492,200.00
Total	$ 492,200.00
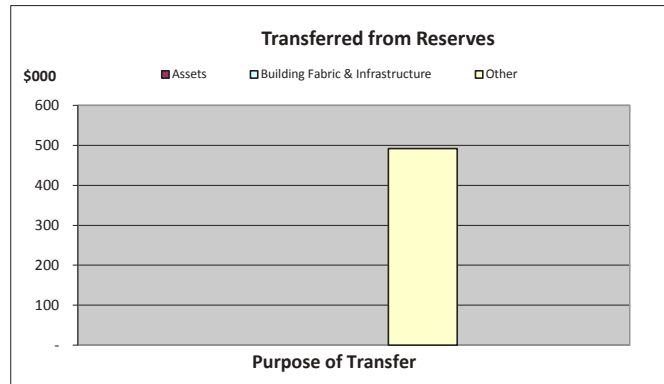
Transferred to Reserves:

Assets	$ 69,000.00
Resources	$ 166,000.00
General	$ 335,000.00
Building Fabric & Infrastructure	$ -
Total	$ 570,000.00

Reserve Balances

Asset Reserves	$ 69,000.00
Resource Reserves	$ 166,000.00
General Reserves	$ 906,407.84
Building Fabric & Infrastructure Reserves	$ -
Total Reserves	$ 1,141,407.84

Transferred from Reserves

$000

Legend: ■ Assets   □ Building Fabric & Infrastructure   □ Other

Purpose of Transfer

Transferred to Reserves

$000

Legend: ■ Assets   ■ Resources   □ General   □ Building Fabric & Infrastructure

Assets/Resources/General/Building Fabric & Infrastructure

Reserve Balances

$000

Asset Reserves | Resource Reserves | General Reserves | Building Fabric & Infrastructure Reserves

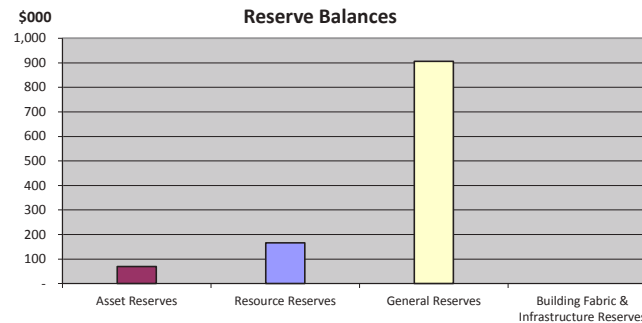## Asset and Resource Acquisitions

Expenditure on Resources	$ 159,145.45
Expenditure on Assets	$ 7,030.00
Expenditure on Building Fabric and Infr.	$ 135,441.82
Total Resource/Asset Exp	$ 301,617.27

Asset, Resource and Building fabric & Infrastructure Acquisitions

Expenditure on Building Fabric and Infr. 45%

Expenditure on Resources 53%

Expenditure on Assets 2%

BALLAJURA
COMMUNITY COLLEGE

Compassion   Integrity   Respect   Inspiration   Enterprise   Achievement