

Ballajura Community College



Annual Report 2016

Compassion Integrity Respect Inspiration Enterprise Achievement

Introduction

Welcome

As the Principal of Ballajura Community College I am proud to present to the Ballajura Board and the community the 2016 Annual Report.



Cheryl Townsend
Principal

Context

Ballajura Community College (BCC) is one of the largest providers of the Western Australian Certificate of Education (WACE) 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 Advanced Curriculum Enrichment (ACE) 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 achievement. We provide an alternative program pathway, ACCESS, which

has demonstrated outstanding success in engaging young people in education.

The Education Support program 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 achievement and VET outcomes will continually need to be met and, wherever possible, exceeded.

Ballajura Community College is culturally diverse with in excess of 50 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.

The College has entered the next phase of our Business Planning cycle, following a very successful Independent Public School review in early 2016. Department of Education Services (DES) reviewers were in the College assessing how well the College performed against the targets in the last Strategic Plan 2013- 2016 and the Delivery and Performance Agreement (DPA) with the Department of Education (DoE). The feedback from this review is taken into consideration when creating our new Business Plan (2017-2020).

In the following pages you will see the targets that were met in our last strategic plan and those that have progressed but still need to be included in our next plan for further progression, along with the many outstanding achievements by our students and staff.

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 2016 Ballajura Community College progressed further as a Positive Behaviour Support (PBS) School and adjusted the REACH Matrix, incorporating into College life:

- Respect
- Equity
- Achievement
- Care
- Health

Key Achievements 2016

There were 243 students in the 2016 year 12 cohort. Of these, 89% achieved a WACE. Our Attainment Rate was 97% and 99% of our VET students completed a Certificate II or higher.

We were published as one of the schools with the highest performing students in ATAR Computer Science.

We had two Certificates of Distinction and 14 Certificates of Merit and 19 students achieved an ATAR above 80.

Our ATAR Dux, Thanh Ngoc (Jayden) Vo achieved an ATAR of 99.3 and was accepted to study a Bachelor of Philosophy at UWA.

Our VET Dux, Chloe Needle, received a VET Certificate of Excellence for Tourism, Hospitality and Events.

Principal, Cheryl Townsend was selected to participate in the very prestigious Independent Public School Principals' Fellowship Program at Harvard University.

Cheryl Townsend was also one of four finalists in the WA Secondary Principal of the Year, Department of Education awards.

Joshua Daniells (H&PE), Fran Duggan (SS HASS) and Brendon Nutt (ACCESS) were nominated and acknowledged for People's Choice Award – WA Education Awards.

Tom Ballam (Year 12) won a place at the 21st National Schools Constitutional Convention held in Canberra from March 16-18.

Young Originals Exhibition – Year 11 student Yazeed Williams selected to exhibit his design work "Mirage of Dreams". 36th successful entry for Digital Design.

Year 8 (Ceramic Group Cluster) – Chloe Arrowsmith, Erica Nguyen and Gulandam Azimi.



Year 11 Chloe Coverley – Charcoal drawing "Skull" and Georgia Ely – Ball point pen drawing "Mine".

Ballajura Community College Police Rangers was one of the first units set up as a part of the CADETSWA program twenty years ago. Unit Coordinator, Mr Ray Roberts, and two police rangers (Ranger Sergeant Alan Rowland and Senior Ranger Febriana Ajelie) attended the event and witnessed two of the unit's instructors receive awards for service. Recently married Mr Alan Davies and Mrs Aimee Davies both received awards for their continued voluntary service to the College unit.

Two Ballajura Community College students, Arran Fairbairn and Chloe McNulty were nominated and selected to attend the 2016 Youth Civics Leadership Day (YCLD) on Monday May16.

Year 11 students James Fazio and Tracy Nguyen and Year 10 students Christy Davidson, Sarah Sheikh and Hannah Walkerden were selected to attend 2016 Aspire UWA Advocates Leadership Training day.

Year 11 students James Fazio and Tian Howard were selected and attended a youth leadership programme called Zero to Hero.



Year 12 student Paul Jackson won the "Diversity" scholarship.

Year 10 student, Mellissa Barber, received second prize Category C for her poem "Blackdog Billionaire" in the Roland Leach Poetry Competition.

Australian Mathematics Competition

Year 7–9 25 Distinctions

58 Credits

Year 10–12 1 High Distinction

12 Distinctions

18 Credits

National Computer Science School (NCSS) Python Competition – University of Sydney

Year 10–12 16 Beginners Perfect Score

4 Beginners High Distinction

4 Beginners Distinction

1 Intermediate Perfect Score

2 Intermediate High Distinction

1 Intermediate Distinction

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

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 that need further enhancement

Improvement targets achieved

Key whole school strategies that need further enhancement

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 that need further enhancement	Key whole school strategies that need further enhancement
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.	Continue facilities maintenance and upgrade programs.	Implement strategies to keep the College grounds well presented.
Building and facilities are maintained and/or improved to meet the current and future needs of students and staff.	Enhance the College learning environment by showcasing student achievements.	
Classrooms to be welcoming, stimulating and engaging learning environments.		

Enhancing Student Learning

Academic

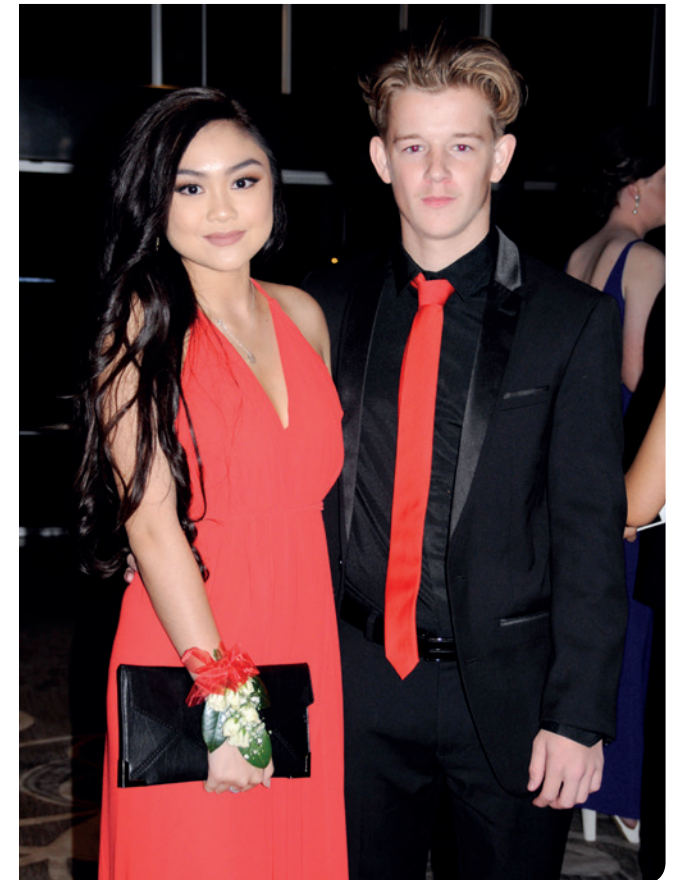
- ANZAC Tour Competition
- ASDAN Preparatory Award Programs
- ASPIRE UWA Programs
- Australian Maritime College Presentation
- Australian Stock Exchange National Competition
- Bstreetsmart Road Safety Excursion
- Beyond Beaker “Science Careers” Incursion by Scitech
- Beauty Therapy excursion to West Coast Institute of Training
- Careers Week events including Expo and Parent Information Evening
- Community Services excursions to Kidsafe at PMH, Kings Park and Australian Institute of Workplace Training
- Curtin University AHEAD school programs
- Curtin University English and Literature Lectures
- Defence Pathways Program - Science, Technology, Engineering & Mathematics
- Design An Advertisement - Newspapers in Education
- Elevate Study Skills program Years 7-12 and Parent Information Evenings
- Essay writing workshops
- Extended Reading Program
- Extra-Curricular Subject Tutoring
- Follow the Dream ECU
- Geography Excursions – Perth City, Murdoch University, Kings Park, Alcoa and Museum exhibitions.
- Girls in Engineering programme with Rio Tinto and UWA , Years 7-10
- Homework Club Years 7-9
- Image Power Social Skills Program
- Interview 2 Impress excursion at BankWest
- Just Start IT programme
- Masterclass Program
- Mentoring program for ‘students at risk’
- Metamorphosis Exhibition
- National Geography Competition
- Optus careers in technology excursion
- Parliament House, Francis Burt Law Centre Excursions
- Physics and Maths Specialist (Gingin Observatory and Gravity Discovery Centre) Camp
- Poetry in Action workshops
- Reading the Sky Voice of Youth Competition
- REACH program
- 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
- UMAT Preparation and Mentoring
- University of Sydney Python Programming 5 week challenge
- University of Sydney Computer Science Summer Camp
- UWA Metro Camp – Year 11
- Write4fun
- Year 10 Science After School
- Young Originals Exhibition (successful entries for 15 consecutive years)
- YourTutor programme Years 7-12
- Youth Out Loud Speaking Competition
- ‘Zero to Hero’ program



Enhancing Student Learning

Cultural

- ABODA Music Festival
- Altitude Day
- “Breakfast in the House” – Education Support House
- “Carnevale” & “Italian Week”
- Children’s Book Week
- Choirfest
- Classical Guitar Festival
- Community Links with Midland Joblink, TAFE, Energy O2
- Community Links with Whiteman Park
- Contemporary Music Festival
- Dance Concert at Sacred Heart College Theatre
- Dance Troupe
- Harmony Week Activities
- Mental Health Day
- Music Concerts – Mid Year
- Music links with RSL/Rotary
- Music in the Park
- Performing Arts Recital Night
- Primary School Music Tour
- Special Events - River Cruises, Year 12 Ball, Award Ceremony, Year 11 Semi Formal, Year 10 Dinner Dance, Year 9 Dinner Dance
- Talent Quest
- United Nations Youth Forum
- Visual and Performing Arts Exhibition
- Wall of Fame
- YMCA Parliament & WA Youth Parliament
- Vocal Music Festival
- Year 10 Francis Burt Leadership Day
- Year 10 Halogen Youth Leadership
- YOHfest



Enhancing Student Learning

Sporting

- 4 x Outdoor Education Camps
- Carnivals – Lightning, swimming, athletics
- Champions' Breakfast / guest speakers
- Coaching, Certificate Courses
- Futsal Fever Cup
- Keys for Life
- Lunch/recess activities
- Olympiad
- School Sport WA Competitions
- Sports leaders
- WADS Multi Ability Sports Day
- WAIS, Be Smart Excursion
- Work Experience



Service

- ANZAC Service
- Breakfast Club
- Police Rangers links with RSL and Rotary
- Police Rangers Open Day – WA Police Academy
- Remembrance Day Service
- School Volunteers Program – Literacy Support
- Student Council Year 7-12
- Volunteers' Christmas Dinner
- Yearbook Editors
- Year 9 Peer Mentors and Custodians of the Peace Park
- Year 10 & 11 students link with Alexander Aged Care Centre
- Year 10-12 Amnesty Club



Middle School

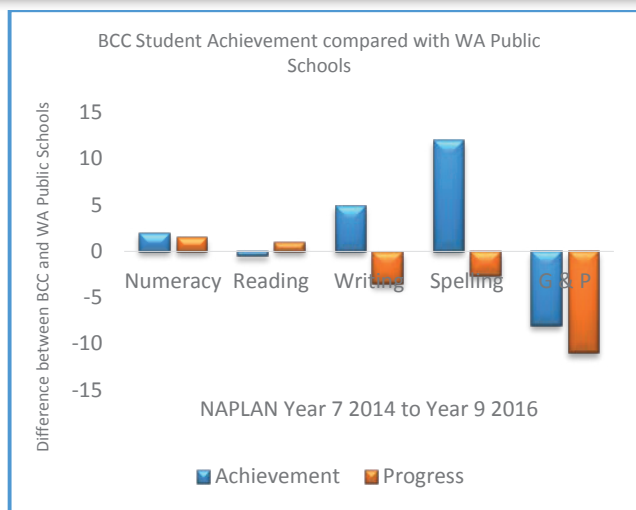


Fig 1.

Key achievements 2016

- Further emphasis on STEM (science, technology, engineering and mathematics) working with local intake primary schools in the areas of science and mathematics
- Exploration of case management and personalised planning processes for students at and below national minimum NAPLAN standards in reading, writing and numeracy
- Continuation of the weekly homework class with regular attendance of 60 – 80 students
- Further focus on PBS and CMS strategies to improve student behaviour and engagement
- Continued showcasing of LINKS student achievements through the parent open evening
- Maintaining focus on pastoral care through the Breakfast club, reward days, dinner dance and Olympiad activities
- Incorporating a focus on analytical teaching practices incorporating self-reflection, feedback and classroom observation processes.
- Implementation of a Mental Health and Wellbeing Resource and Information centre.

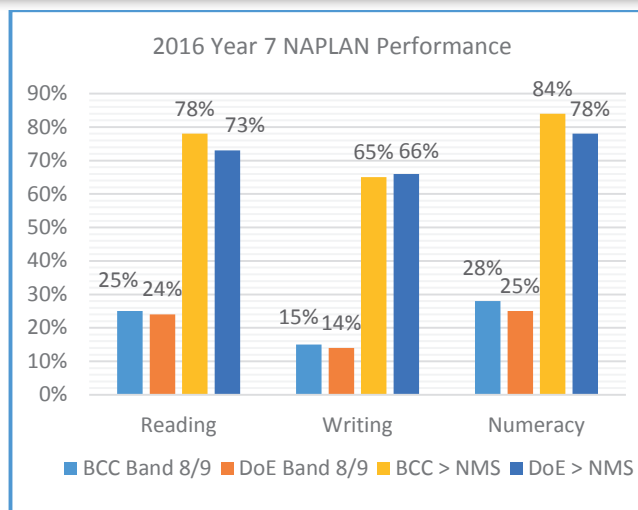


Fig 2.

- Provided further opportunities to increase university aspirations through programs such as Aspire, Race Around Campus and the Amazing Peacock mystery
- Expanded the Elevate series of study skills to support Year 7 students in the Advanced Curriculum Enrichment program
- A suite of literacy strategies embedded in teaching and learning programs
- The commencement of a whole school numeracy strategy
- Development and implementation of a whole school Positive Behaviour Support policy

NAPLAN performance 2016

- Higher achievement than WA Public schools across three Year 9 NAPLAN tests. Higher progress than WA Public schools across two Year 9 NAPLAN tests. See Fig 1.
- Proportion of students in the top two bands (Band 8/9) of NAPLAN above WA Public schools for Year 7 numeracy, reading and writing. See Fig 2.
- Proportion of Year 7 and Year 9 students above National Minimum Standard (> NMS) at or above WA Public schools (DoE) on reading, writing and numeracy tests, apart from Year 9 reading. See Fig 2 and 3.

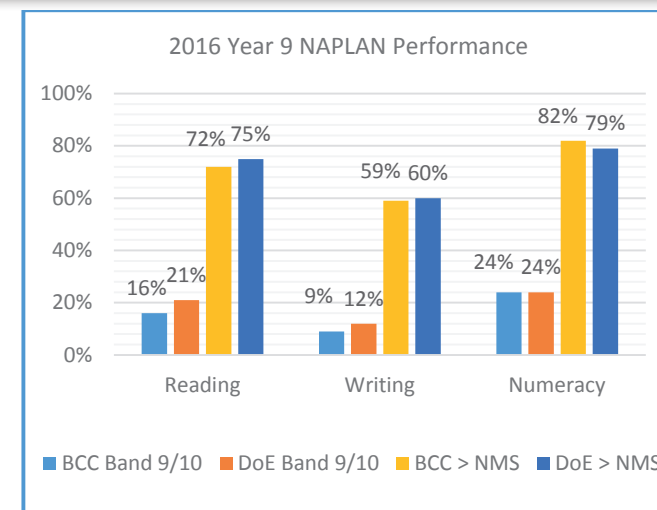


Fig 3.

Recommendations 2017

- Incorporate REACH values in all day to day operations
- Maintain focus on regular attendance and punctuality to classes
- Maintain high expectations of students meeting deadlines and completing all set work
- Continue focus on students wearing correct uniform
- Further exploration of evidence based approaches to enhance high quality teaching and learning.
- Continue to provide further opportunities for formal and informal student leadership and enhancing student initiatives
- Focus on differentiation strategies to maximise student learning including the use of rubrics, pre and post tests and Blooms taxonomy
- Continue to use school and system data to monitor and evaluate student progress

Senior School

Key Achievements 2016

ATAR Dux

Thanh Ngoc (Jayden) Vo

VET Dux

Chloe Needle

Certificate of Excellence VET Tourism Hospitality and Events

Chloe Needle

Certificate of Distinction

Renee Bull

Thanh Ngoc Vo

Certificate of Merit

Sam Burridge

Cheyenne Carter

Jordan D'Silva

Liam Elsing

Lily Elsing

Riley Gardner

Charlene Goh

Rebecca Howells

Amy Jones

Ma Christel Joyce Manuel

Jessica McFeggan

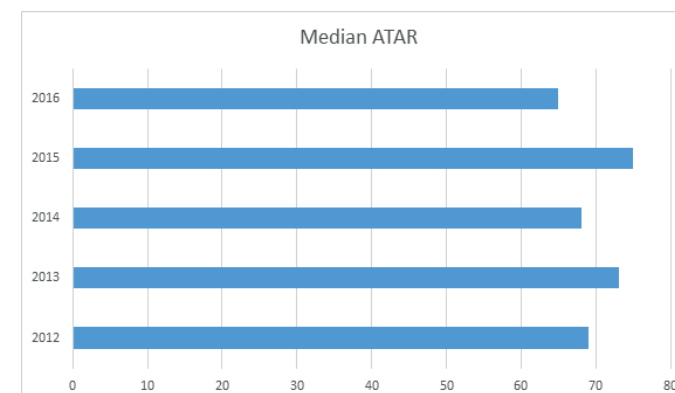
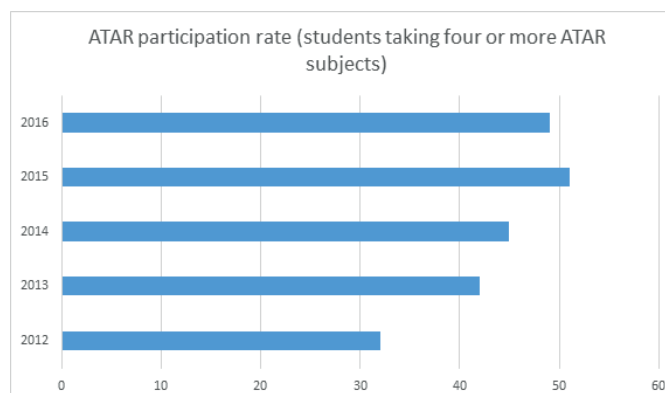
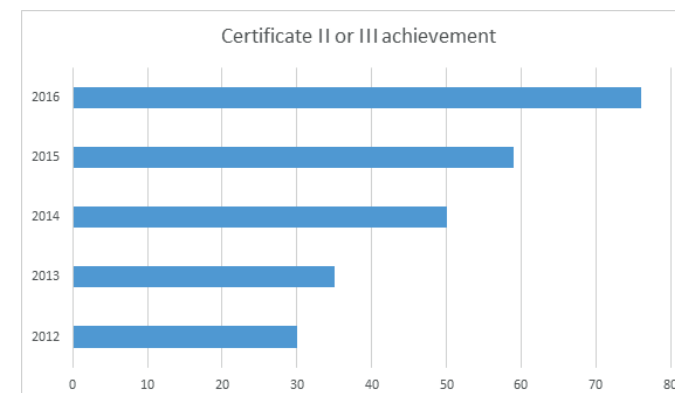
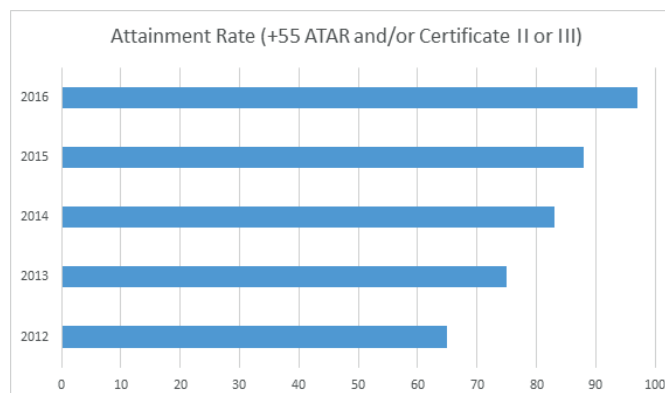
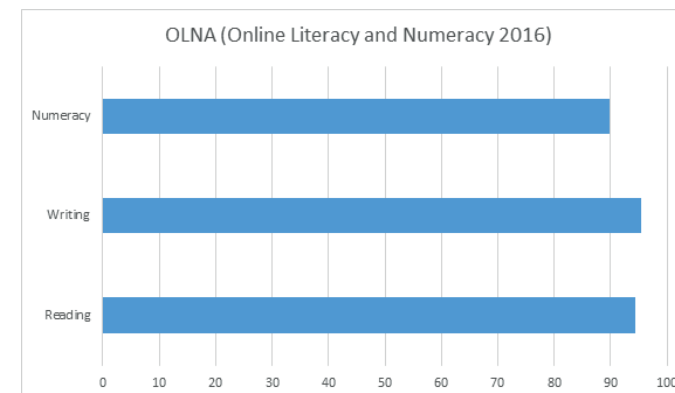
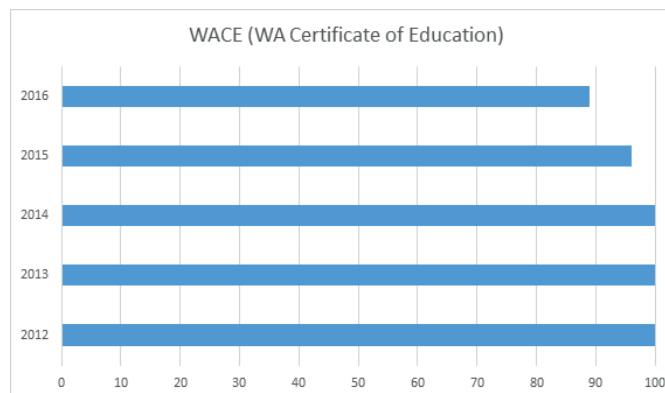
Jenny Tran

Tekaisha Trappitt

Liam Waters

Subject with highest performing students in the State

Computer Science



Senior School

Summary

In 2016, 243 students were eligible for the Western Australian Certificate of Education (WACE).

The WACE requirements in 2016 changed with 89% of students receiving their certificate. (The decline from previous years was due to the new OLNA test.)

The Online Literacy and Numeracy (OLNA) test became a WACE requirement with 94% of students passing reading, 95% passing writing and 90% passing numeracy. (This was slightly below the State average and above like schools.)

49% of Year 12 students completed four or more ATAR subjects which is slightly below the State average and around 15% better than like schools (119 students).

107 students applied for University (44%), of which 89% (95 students) were offered a university placement.

50% of students enrolled at Curtin University, 28% at ECU, 16% at UWA and 6% at Murdoch University.

The median ATAR was 65, below previous years and below State averages.

51% of students completed a non-university pathway and found themselves at TAFE, training institutions, in traineeships, apprenticeships and employment.

76% of our students (185) completed a Certificate II or III often linked to their career pathway.

Year 10 students in Mathematics, Science, English and HASS received grades just below State average but above like schools.

The ACCESS program at BCC in Years 10, 11 and 12 assisted students to improve their grades and many achieved a WACE. Attendance rates improved in the stable ACCESS classroom environment.

Attendance rates for all student groups improved as a result of an engaging curriculum and thorough processes.

Recommendations 2017

Embrace the strategies of the BCC 2017-2019 Business Plan and to meet the targets identified.

Maintain a WACE rate around 90%.

Ensure the high OLNA standard of reading and writing is maintained with a goal of 95%.

Improve the OLNA numeracy standard from 90% to 95%.

Maintain an ATAR participation rate between 45% and 50%.

Improve the median ATAR by focusing on ATAR exam revision and publicising the importance of results in the ATAR exam to parents and students.

Ensure all Advanced Curriculum Enrichment (ACE) students are given the skills, knowledge and attitudes that supports success at school and post school.

Support all staff to use achievement data to differentiate the curriculum and their teaching program to improve student outcomes.

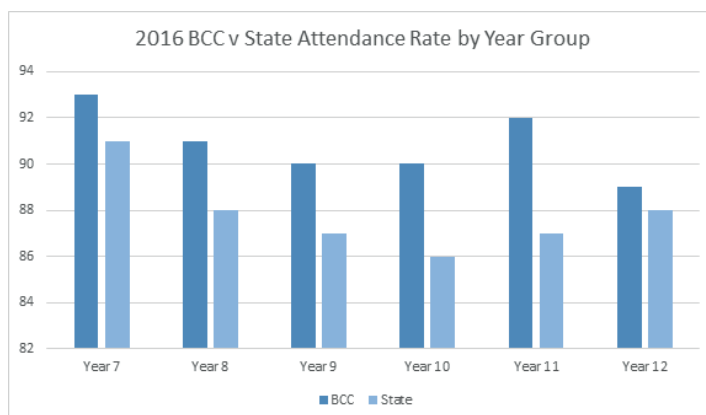
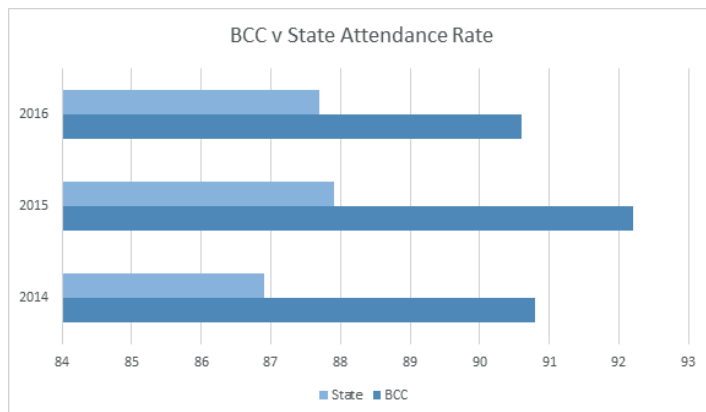
Review the changes to WA curriculum in 2016 and modify their teaching and learning and assessment to ensure delivery is even better.

Continue to develop a high care Senior School to support maximum attendance and ensure a safe environment for all.

Consolidate our VET program ensuring delivery is improved across the school and we have the human and financial resources to support student achievement.



Summary



- The majority of our families are using the free Schoolzine app to download the eNewsletters. The advantage for many of our families is the translation feature that makes the newsletter easily read by relatives around the world so everyone can share in the wonderful accomplishments of our students.
- Further enhancements to SEQTA and training for staff in the content management system to prepare for both student and parent/caregiver access.
- Our website has improved communications to the community. Our eNoticeboard is also a reminder to parents of the many events and activities taking place in the College.
- We continue to update our parent/guardian email database for the emailing of publications. This has proven the most effective means of ensuring important information and updates are received by parents.
- Further enhancements to the College environment with the introduction of the House canopies surrounding the oval which provide much needed shade for sporting events and the timber decking and seating under the beautiful London Plain tree outside the Main Staffroom.
- Opportunities for parents to meet with teachers on Term 1 Interim Reporting Day/Night and Term 2 Parent Reporting Day/Night has been made easier by the introduction of Parent Teacher Online where parents/guardians are able to book appointments online with relevant teachers.

Recommendations 2017

- Further rollout of the SEQTA content management system to allow access to students and parents/caregivers. This will allow parents to log on and monitor the progress of their children. All reporting and assessments will be available online.
- Further improve communications to parents by promotion of Schoolzine app; Qkr and BCC website. Continually update parent information on our database with current email addresses.
- Develop landscaping and the areas on Senior School where demountables have been removed.

Survey

Method

Student, teacher and parent surveys were conducted in September 2016. Parents and students were randomly selected and all teachers were given the opportunity to complete the survey.

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

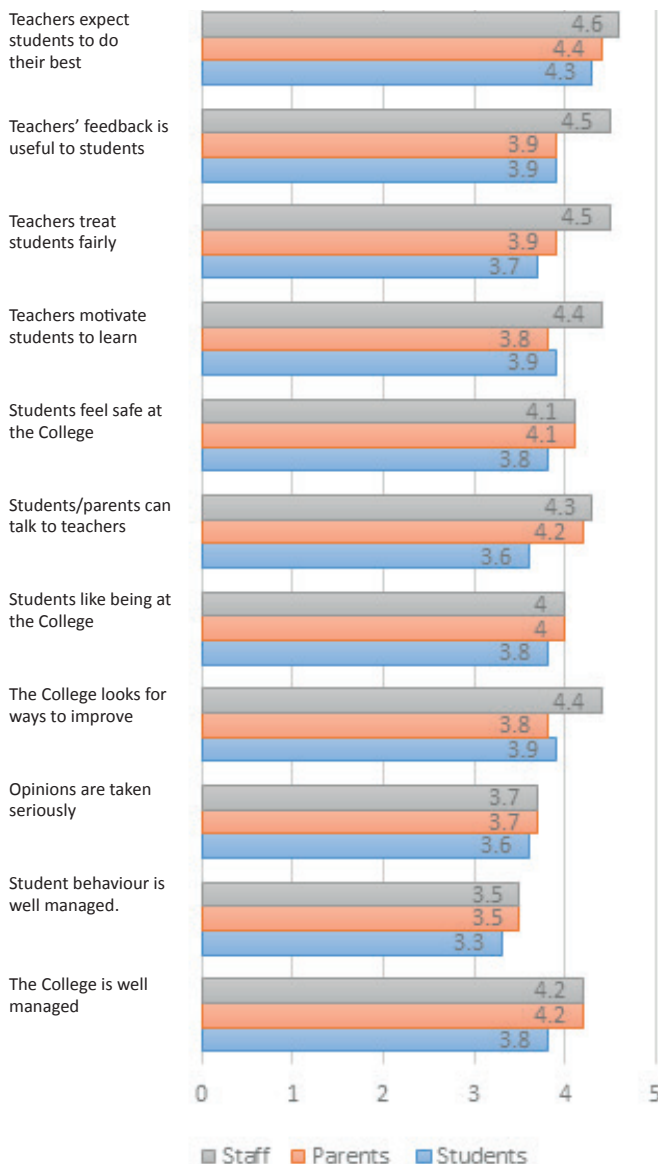
Survey	Survey size	Response rate %
Parents	205	19
Staff	103	73
Students	360	100

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

2016 Survey responses



Analysis

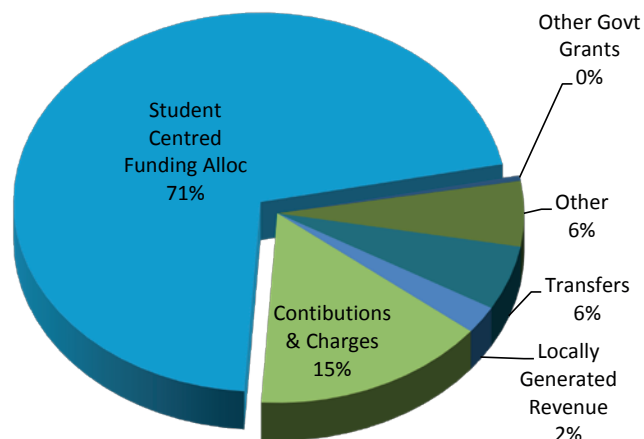
All responses have been shown as an average rating to allow comparison between the three groups. Of particular note are:

1. In general teacher responses were slightly higher than parent responses, which were in turn, slightly higher than student responses.
2. The average rating from all responses for all groups was greater than 3, indicating an overall positive response from all survey groups to all aspects covered by the survey.
3. The top rating response from students, parents and staff was, "teachers expect students to do their best". All groups recorded an average rating greater than 4.
4. Nearly all responses showed an improvement from the previous year. In particular, student responses to all items improved on last year's results.
5. The lowest average rating response from all groups related to the management of student behaviour. However the average response was positive (for all groups) and was similar to 2015 results. This will remain a focus of the College.

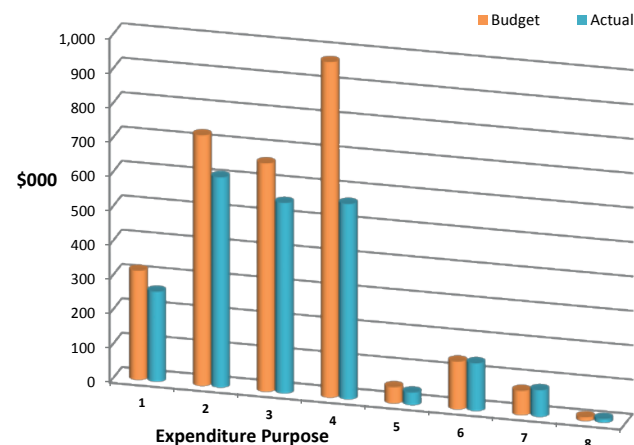
The full set of survey results are available from the College on request.

Financial Summary

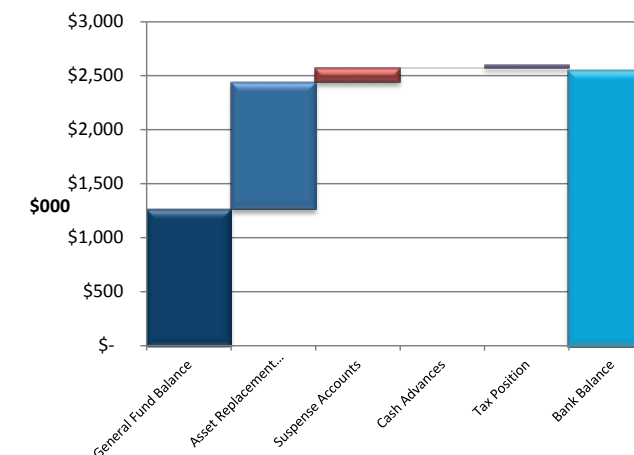
Current Year Actual Cash Sources



Goods and Services Expenditure Budget vs Actual



Cash Position



Revenue - Cash	Budget	Actual
1 Voluntary contributions	\$ 80,000	\$ 82,265
2 Charges and fees	\$ 430,708	\$ 458,781
3 Fees from facilities hire	\$ 13,296	\$ 13,296
4 Fundraising/Donations/Sponsorships	\$ 68,135	\$ 70,065
5 Commonwealth Govt Revenues	\$ 2,117	\$ 2,117
6 Other State Govt/Local Govt Revenues	\$ 14,238	\$ 14,238
7 Other Revenues	\$ 172,905	\$ 196,406
8 Transfer from Reserve or DGR	\$ 194,133	\$ 194,133
Total Locally Raised Funds	\$ 975,531	\$ 1,031,301
Opening Balance	\$ 1,587,044	\$ 1,587,044
Student Centred Funding Cash	\$ 907,035	\$ 907,035
Total Cash funds Available	\$ 3,469,610	\$ 3,525,380

Expenditure	Budget	Actual
1 Administration	\$ 317,838	\$ 261,902
2 Utilities, Facilities and Maintenance	\$ 728,742	\$ 611,602
3 Buildings, Property and Equipment	\$ 664,029	\$ 553,879
4 Curriculum and Student Services	\$ 975,409	\$ 568,167
5 Professional Development	\$ 47,318	\$ 36,814
6 Transfer to Reserve	\$ 139,000	\$ 139,000
7 Other Expenditure	\$ 70,933	\$ 78,049
8 Payment to CO, Regional Office and Other Schools	\$ 11,179	\$ 11,179
Total Goods and Services Expenditure	\$ 2,954,448	\$ 2,260,592
Total Salary Expenditure	\$ 14,742,227	\$ 14,742,227
Total Expenditure	\$ 17,696,675	\$ 17,002,819

Cash Position as at 31 December 2016	
Bank Balance	\$ 2,542,239
Made up of:	\$
1 General Fund Balance	\$ 1,264,788
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,178,275
5 Suspense Accounts	\$ 125,675
6 Cash Advances	\$ 200
7 Tax Position	\$ 26,299
Total Bank Balance	\$ 2,542,239

Ballajura Community College Graduation 2016





Compassion Integrity Respect Inspiration Enterprise Achievement