



Ballajura Community College

# Annual Report 2017



# Introduction



## Welcome

As the Principal of Ballajura Community College I am proud to present to the Ballajura Board and the community the 2017 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 promoting higher level thinking skills and academic achievement 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

completing a Vocational Education and Training (VET) Certificate qualification as part of their WACE. We provide an alternative program pathway, ACCESS, which has demonstrated outstanding success in engaging young people in education.

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

Ballajura Community College is culturally diverse with in excess of fifty 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, service and leadership opportunities that continues to flourish and complement the more formal learning experienced by our students.

In 2017 Ballajura Community College consolidated on the many initiatives we had put in place and continued the Colleges review and consultation phase for our new Business plan. It was written to ensure that our students continue to be successful and to maximise their future study options and career opportunities. This phase produced a Business plan 2017 – 2020, but it was still evolving and it was refined further to produce the current 2018 – 2021 Business Plan.

In the following pages you will see the targets that were met in our last Business plan and those that progressed and are now embedded into the College processes or 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:

- Respect
- Equity
- Achievement
- Care
- Health

## Our priorities

- Success for all students
- High quality teaching
- Future focussed leadership
- A safe, supportive and inclusive College

# Key Achievements 2017



Poppy Justice received a VET Exhibition for Outstanding Achievement in VET and a VET Certificate of Excellence for Business and Financial Services, Information and Communications Technology at the School Curriculum and Standards Authority Awards (SCSA) 2017.

At the same awards, Tahlia Cavanough also received a VET Certificate of Excellence for Tourism, Hospitality and Events.

Certificates of Distinction were presented to Matthew McDougall and James Fazio and nine other BCC students received Certificates of Merit.

ATAR Dux Matthew McDougall top scored BCC's ATAR result with 97.5.

College Captain James Fazio was named a finalist in the 2016-17 WA Young Achiever Awards for his work in the area of health and wellbeing in the College community.

Year 12 students Melani De Alwis and James Fazio were selected and attended the prestigious National Constitutional Convention in Canberra.

TeachMeet WA STE[A]M award won by Year 7 LINKS students.

Year 8 student Carly Scott won a national short story writing completion with her composition "War" which was published in "Spread the Word" by Write4Fun.

Year 12 students Amy Hunt and James Fazio attended Camp Hero.

Artwork by three students chosen for META 2017 Exhibition – Patrick Garlett-Forrest, Zari Hussaini and Mellissa Barber.

Year 11 students Tenesha Moore, Fiona McIntyre and Sarah Sheikh attended the State School Constitutional Conventions.

Year 12 students Kay Yap and Kimberly Armstrong selected to attend the prestigious National Computer Science School (NCSS) in Sydney.

Year 10 student Liban Rind granted a scholarship to travel to Townsville for an Aboriginal Summer School in Marine Science.

Year 10 student Alyshia Macdonald chosen to attend Sir Charles Court Young Leaders Program.

Police Rangers: Ray Roberts, Unit Coordinator, received his 20 years' Service award. Jordan Campos and Febriana Ajelie were the 2017 Ranger Sergeants and Febriana Ajelie received the 2017 Outstanding Service Award for her contribution to the Rangers.

Year 8 student Andy Chung received a prize for "Best in School" in Australian Mathematics Trust Awards, scoring in the top 0.3% in Australia.



Year 11 Design student Zari Hussaini awarded second place in the 2017 St. George's College Red/White Photography Competition. Year 11 students Mellissa Barber and Lucas Cox were also accepted into the Exhibition.

Year 11 Politics and Law student Max Arrowsmith was selected to attend the prestigious National Constitutional Convention in Canberra in 2018.

Year 11 student Sharna Billman shortlisted as a finalist in the DonateLife WA Young Writers Micro Fiction competition.

Year 12 Ali Alardah accepted into medicine at Curtin University.

Lesley Glass, Head of Department LINKS won an award in Queensland University of Technology's 'E20 Best Practice in Teaching and Learning' competition for her STE[A]M initiative.

Cheryl Townsend, Principal, finalist in WA Secondary Principal of the Year, Department of Education awards.

Cheryl Townsend, Principal, presented with Certificate of Excellence in Educational Leadership at Australian Council for Education Leaders (ACEL) Awards.

Australian Mathematics Competition

Year 7 – 9 High Distinctions - 2  
Distinctions - 10

Year 10 – 12 Distinctions - 11

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

Year 10 Perfect Score - 2  
Year 11 Perfect Score - 19  
Year 12 Perfect Score - 15

### Priority 1 – Success for all students

#### Promoting student achievement

- Fully implement Australian Curriculum Phase 1 subjects by 2015.
- Maintain graduation rates (100%) and raise Attainment rates (ATAR over 55% or Certificate 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.
- All students to 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.
- Learning Area Plans to reflect WACE 2016 directives.
- Provide and maximise the use of facilities to enhance student achievement eg. Trade Training Centre, Restaurant, Performing Arts Theatre.
- Evaluate and review current moderation processes across the College and implement effective practices and processes.

#### 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%.
- 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.
- Establish positive trends in NAPLAN (year 7 to 9 cohort) moving towards higher progress and achievement when compared to WA public schools.

#### 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

#### 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 have been embedded in College practices

Improvement targets achieved

Key whole school strategies achieved



## Priority 3 – Future focussed leadership

### Responding to organisational change

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

### Sustained distributed leadership at all levels

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

### 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.
- Provide relevant information sessions and resources to support our community's needs.
- Improve communication between the College and the community.



## Priority 4 – A safe, supportive and inclusive College

### Student wellbeing

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

### Staff wellbeing

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

### Physical environment

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

# Enhancing Student Learning



## Academic

- ACE Year 10 STEM Program
- ACE Year 10 Labrats
- ASDAN Preparatory Award Programs
- ASPIRE UWA Programs
- Australian Business Community Network (ABCN) @PwC with Year 7s (Science/STEM)
- Australian Stock Exchange National Competition
- BStreet Smart Road Safety Excursion Year 12 ACCESS
- Beauty Therapy excursion to North Metropolitan TAFE
- 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
- Defence Pathways Program - Science, Technology, Engineering and Mathematics
- Design an Advertisement - Newspapers in Education
- Elevate Study Skills program Years 7-12 and Parent Information Evenings
- 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 program with Rio Tinto and UWA , Years 7-10
- Have Sum Fun Online Mathematics competition Year 10 ACE
- HASS Parliament House and Constitution Centre ACE Year 8
- HASS Water Replenishment Plant Fieldwork ACE Year 7

- HASS Francis Burt Law Centre ACE Year 9
- HASS ANZAC G'Day ACE Year 9
- HASS Week activities "HASS Tag your future"
- HASS Australian Electoral System incursion Year 9
- Homework Club
- Interview 2 Impress excursion at BankWest
- Interview 2 Impress Optus Career Education Year 10 ACCESS
- Just Start IT programme
- Masterclass Program
- Mathspace Online Learning Tool
- Mentoring program for 'students at risk'
- Metamorphosis Exhibition
- OLNAWA Online learning for Mathematics Year 10-12
- Optus careers in technology excursion
- PARTY Royal Perth Hospital Accident Prevention Year 12 ACCESS
- Parliament House, Francis Burt Law Centre Excursions
- Physics and Maths Specialist (Gingin Observatory and Gravity Discovery Centre) Camp
- Poetry in Action performance

- Reading the Sky Voice of Youth Competition
- Science Week Activities - Summer Engineering School and National Youth Science Forum
- STAWA Year 11 Physics Fun day
- STEM Challenge Year 10 ACE
- STEM Club – Year 5 and 6 (local intake primary schools)
- Subs in Schools Program – Year 8 ACE Classes
- Tim Winton Young Writers' Competition
- UMAT Preparation and Mentoring
- University of Sydney Python Programming 5 week Challenge
- University of Sydney Web Page 5 week challenge
- University of Sydney Computer Science Summer Camp
- UWA Metro Camp – Year 11
- Virtual Reality in Schools (Year 7s – Earth and Space)
- Write4fun short story and poetry competition
- Year 9 ACE Science students in local intake primary schools
- Young Originals Exhibition (successful entries for 16 consecutive years)
- YourTutor programme Years 7-12



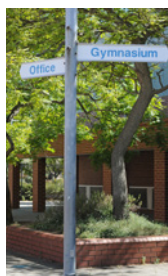


# Enhancing Student Learning

## Cultural

- ABODA Music Festival
- Arts competitions State and National
- Art Gallery of Western Australia excursion
- Arts specialist incursion (ADOBE Workshop)
- Art Exhibition inclusion – St. George’s College Annual Fair (Photography)
- Ballandjarra Choirfest
- “Breakfast in the House” – Education Support House
- “Carnevale” and “Italian Week”
- Children’s Book Week
- Classical Guitar Festival
- Community links with Midland Joblink, TAFE, Energy O2
- Community links with Whiteman Park
- Contemporary Music Festival
- Dance troupes
- Harmony Week activities
- Media Awards Night
- Mental Health Day
- Music concerts – mid year
- Music links with RSL/Rotary
- Music in the Park
- NAIDOC Week
- Performing Arts Recital Night
- Primary School Music Tour
- River Cruises, Year 12 Ball, Award Ceremony, Year 11 Semi Formal, Year 9 Dinner Dance
- Talent Quest
- United Nations Youth Forum
- Visual and Performing Arts Exhibition
- YMCA Parliament and WA Youth Parliament

- Vocal Music Festival
- Year 10 Francis Burt Leadership Day
- Year 10 Halogen Youth Leadership
- Year 12 Music Recital
- YOHfest performance



# Enhancing Student Learning



## Service

- ANZAC Service
- Ballajura Police Station official opening and Station Open Day – Police Rangers
- Breakfast Club
- Police Rangers links with RSL and Rotary
- ED-Connect School Volunteers Program – Literacy Support
- Student Council Year 10, 11 & 12
- Yearbook Editors
- Year 9 Custodians of the Peace Park/Peer Mentors
- Year 10 and 11 students link with Alexander Aged Care Centre
- Year 10-12 Amnesty Club

## Sporting

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





# Middle School

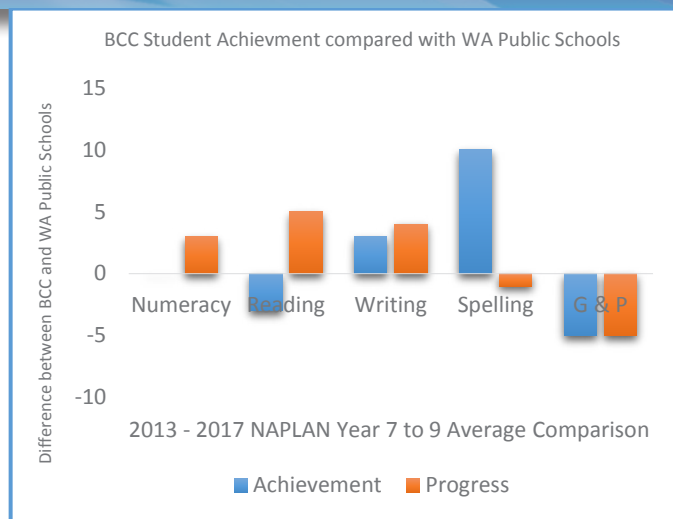


Fig 1.

## KEY ACHIEVEMENTS 2017

- Differentiation strategies embedded in all learning areas to maximise student learning including the use of rubrics, pre and post tests and Blooms Taxonomy.
- Effective use of school and system data to monitor and evaluate student progress.
- Ongoing emphasis on STEM (Science, Technology, Engineering and Mathematics) working with local intake primary schools in the areas of science and mathematics.
- Implementation of effective case management and personalised planning processes for students at and below national minimum NAPLAN standards in reading, writing and numeracy.
- Embedding PBS and CMS strategies to improve student behaviour and engagement.
- Improvement in standards of student dress, attendance and punctuality.
- Improved standards in students meeting deadlines and completing all set work.
- Maintaining focus on pastoral care through the Breakfast club, reward days, dinner dance and Olympiad activities.

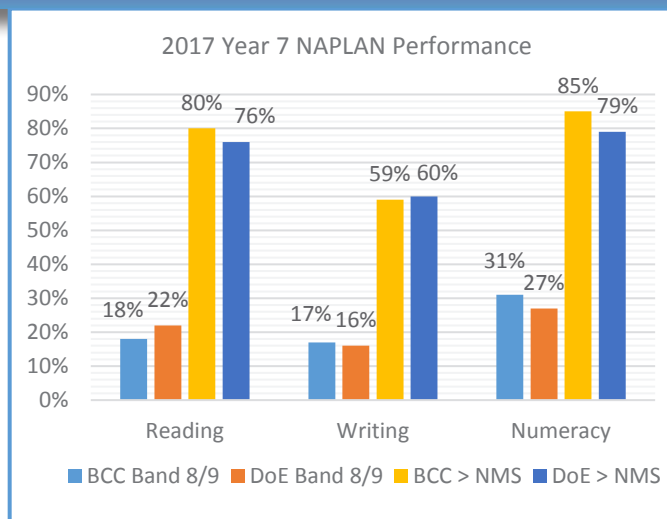


Fig 2.

- Embedded opportunities to increase university aspirations through programs such as Aspire, Race Around Campus and the Amazing Peacock mystery.
- Further opportunities explored to support students in the Advanced Curriculum Enrichment program.
- Implementation of career development initiatives.

## NAPLAN PERFORMANCE 2017

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

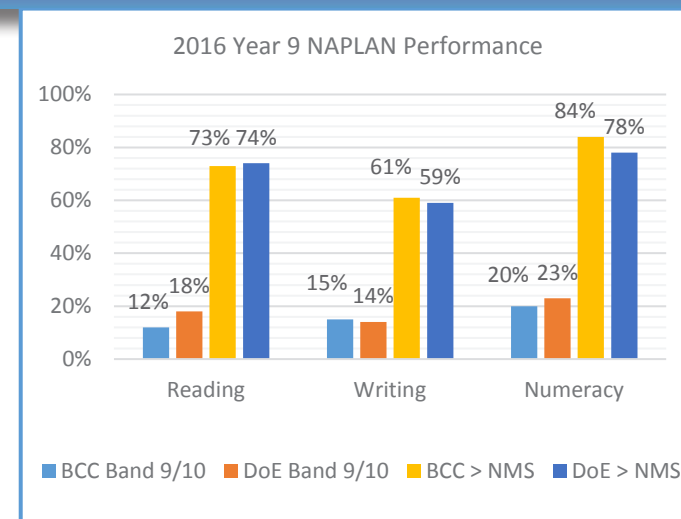


Fig 3.

## RECOMMENDATIONS 2018

- Develop a sustainable streamlined approach to the delivery of NAPLAN online.
- Further exploration of analytical and evidence based teaching practices incorporating self-reflection, feedback and classroom observation processes.
- Maintain focus on regular attendance and punctuality to classes particularly as the College transitions to a "one school" model.
- Continue to provide further opportunities for formal and informal student leadership and enhancing student initiatives.
- Further exploration of a whole school numeracy strategy.
- Refinement and review of the College's positive behaviour support policy.
- Embed further opportunities for students in the Advanced Curriculum Enrichment program.
- Review and further embed literacy strategies in teaching and learning programs.

# Senior School



## Key Achievements 2017

**ATAR Dux**  
Matthew McDougall

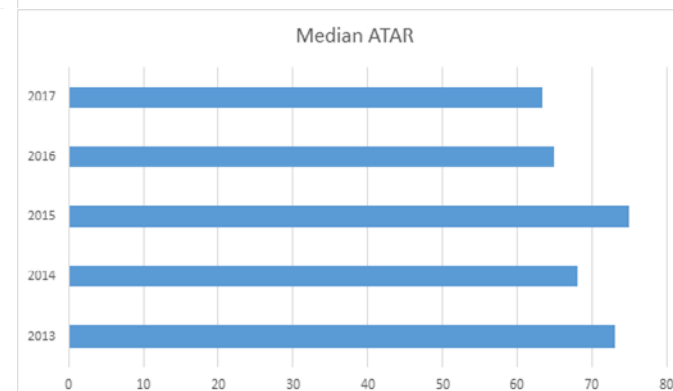
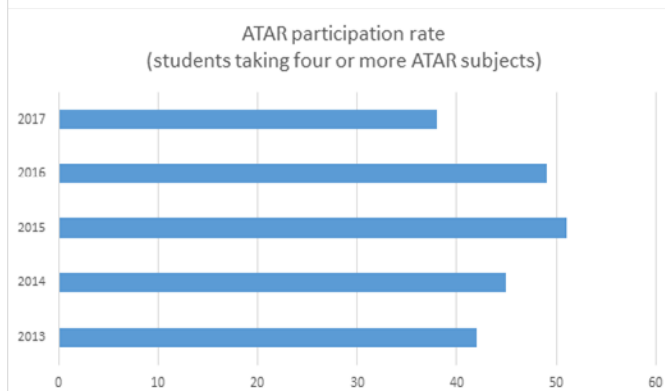
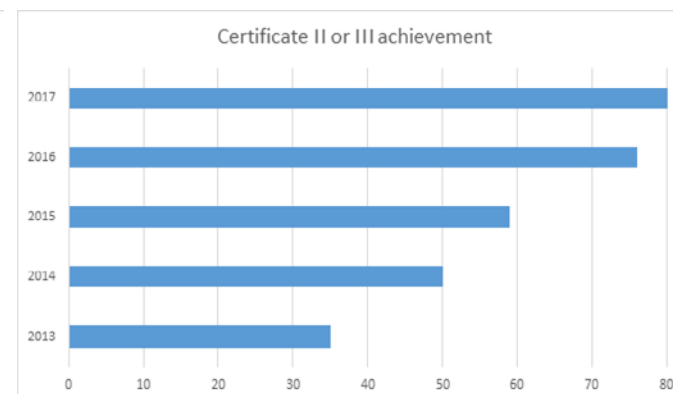
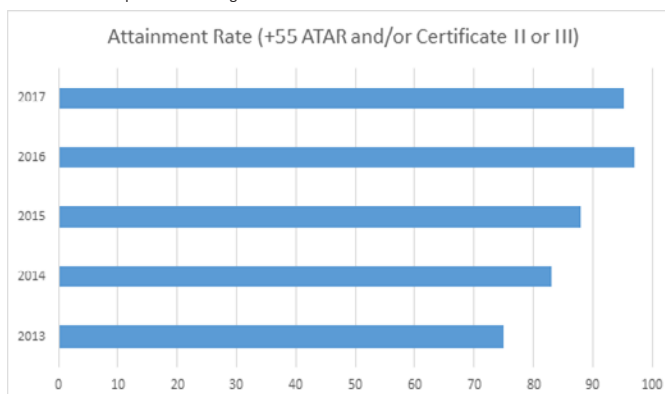
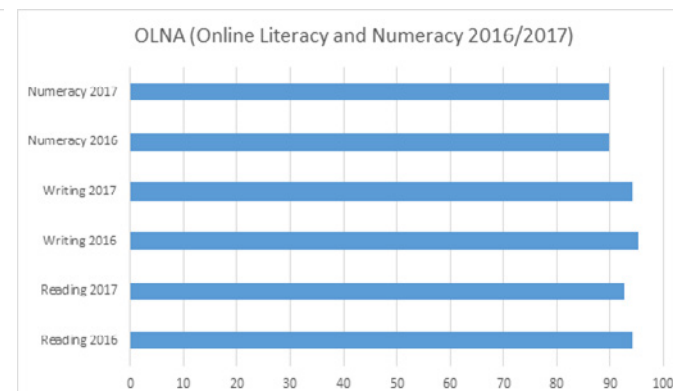
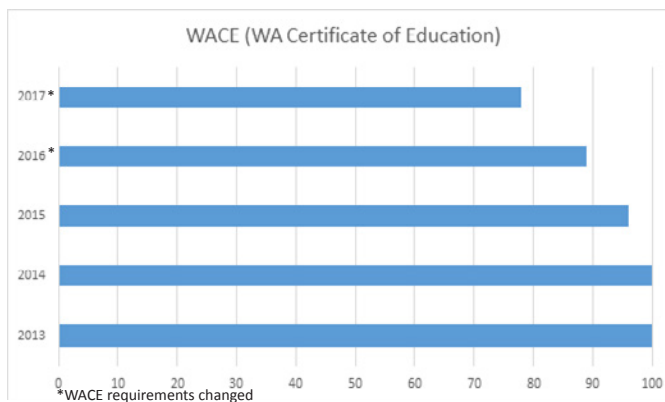
**VET Dux**  
Poppy Justice

**VET Exhibition and VET Certificate of Excellence (Business and Financial Services, Information and Communications Technology)**  
Poppy Justice

**VET Certificate of Excellence (Tourism, Hospitality and Events)**  
Tahlia Cavanough

**Certificate of Distinction**  
James Fazio  
Matthew McDougall

**Certificate of Merit**  
Febriana Ajelie  
Kimberly Armstrong  
Timothy Burton  
Rosemary Clements  
Melani De Alwis  
Johnson Nguyen  
Tracy Nguyen  
George Shomali  
Tristan Tan





# Senior School

## Summary

In 2017 208 Year 12 students were eligible for the Western Australian Certificate of Education (WACE).

The WACE achievement rate dropped to 78% mainly due to a decline in the OLN (Online Literacy and Numeracy) results.

The OLN results saw 93% pass reading, 94% pass writing and 90% pass numeracy. (8% of students did not pass one or more OLN test.)

79 or 38% of students completed four or more ATAR subjects making them eligible for direct university entry.

81 students applied for university with 73 (93%) offered a university placement with 65 (80%) of these applicants enrolled. This is 31% of the Year 12 cohort.

65% enrolled at Curtin University, 25% at ECU, 3% at Murdoch and 7% at UWA.

The median ATAR was 63, down on last year's 65.

62% of Year 12 students completed a non ATAR pathway and have found themselves at university, TAFE, in traineeships apprenticeships and employment.

88% of our students completed at least one Certificate II or Certificate III in 2017, 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.

Our Advanced Curriculum Enrichment Program (ACE) continued in Year 10 and allowed our top pathway students to enrich their curriculum knowledge with specialised programs.

The ACCESS program in Year 10, 11 and 12 assisted students to improve their grades and achieve a WACE. They also improved their attendance in a stable engaging classroom environment.

Attendance rates for all year groups improved and are above state average due to an engaging curriculum and thorough processes.

## Recommendations 2018

Draw up and implement a set of strategies to help meet the key targets in the College Business Plan (particularly an improvement in student outcomes).

Focus on these areas:

- Improving the WACE achievement rate to be above the like schools and approaching average rate for all public schools.
- Maintaining a high attainment rate (ensure students have an ATAR above 55 and/or have completed a Certificate II or III).
- Ensure the OLN reading and writing standards are maintained and the numeracy standard improved to meet the average rate for all public schools.
- Maintain an ATAR (students with four or more ATAR subjects) rate commensurate with the percentage of students achieving Band 8 NAPLAN in Year 9.

- Improve the median ATAR by focusing on ATAR exam preparation and publicising the importance of results in the ATAR exams to parents and students.
- Support all staff to have a comprehensive knowledge of their prescribed curriculum, develop a teaching and learning program that addresses this curriculum and formulate assessment tools that accurately measure student outcomes.
- Continue to develop a high care school that promotes student engagement. This will support an attendance rate consistently above the state average.
- Consolidate our VET program (Vocational Education and Training) ensuring delivery is improved across the school and we have the human and financial resources to support certificate delivery.



# Operations and communications



The College continues to enhance communications to parents and community through our website, eNoticeboard and Bulletin.

There were 15,132 users of the website in 2017 with a total of 142,266 page views. This is an average of 389 views per day.

A number of avenues are used to regularly engage with members of the wider community, which include:

## SEQTA

The College has introduced the online applications SEQTA Learn (for students) and SEQTA Engage (for parents) to enhance engagement with students and parents. Students and parents are able to access real time information relating to attendance, course information, upcoming assessments, assessment results and a messaging system that enables effective and efficient communication between the College staff, students and parents. Students were given access to SEQTA Learn in Term 3, which was used by 932 students while SEQTA Engage was introduced and accessed by 93 parents in Term 4.

An internal messaging system is available through SEQTA which allows parents, students and teachers to communicate directly with each other. There are controls placed on the messaging service to ensure the safety and privacy of all participants. It is

envisaged that this service will become the primary mode of delivery for various documents, including permission forms, Letters of Concern, Letters of Commendation and academic reports.

## Parent forums and information evenings

- LINKS Information Evening
- ACCESS Year 10 Program Information Evening
- Advanced Curriculum Enrichment Program (ACE) Parent Information Evening
- Education Support Open Night
- Elevate Parent Presentation Years 7-12
- Year 11/12 ATAR Parent Information sessions
- College Parent Tours (4)
- Year 10 Parent Night
- New Parent Information Session

## REACH Values

Continual reinforcement of the REACH values at the College with event days on the College calendar for Respect, Equity, Achievement, Care and Health.





## Parent Teacher Online (PTO)

PTO allows communication between parents, teachers and administration staff by providing a booking system for Parent/Teacher Reporting Days.

Semester 1 Reporting Day/Night 2016	
Number of students	1463
Students with bookings	565
Students with bookings %	38.6%
Parents with bookings	460
Bookings attended	2025
Bookings attended %	98%
Average number of teachers seen by each parent	4.4

Semester 1 Reporting Day/Night 2017	
Number of students	1383
Students with bookings	510
Students with bookings %	37%
Parents with bookings	409
Bookings attended	2019
Bookings attended %	99%
Average number of teachers seen by each parent	4.88

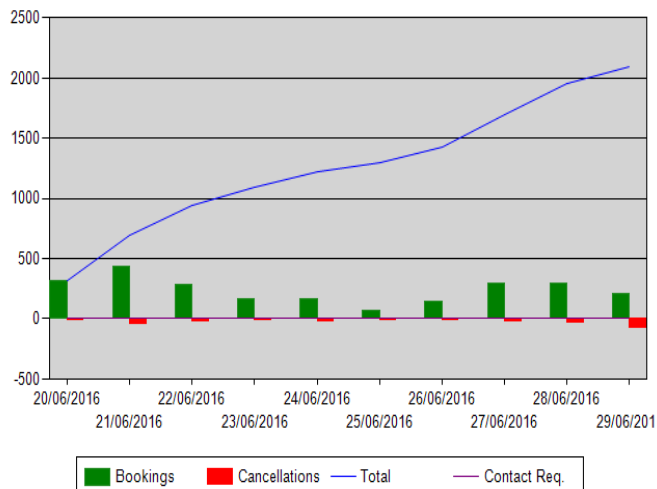
## Analysis

1. The percentage of students that had a booking by parents is comparable from the previous year despite a reduction in student numbers.
2. The number of bookings was in excess of 2000 even with a decrease in student numbers.
3. There was a slight increase to the high percentage of parents who both booked and attended the Reporting Day/Night.
4. Parents engaged with more teaching staff on average than in 2016.

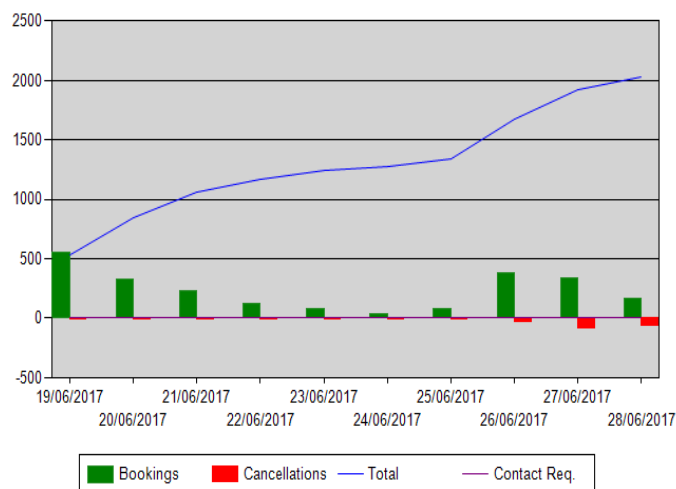
## Recommendations

1. Continue to promote SEQTA to parents with a view to move academic reporting to a digital platform.
2. Continue to heavily promote PTO through College publications, the College website and mail.

PTO Booking Rates



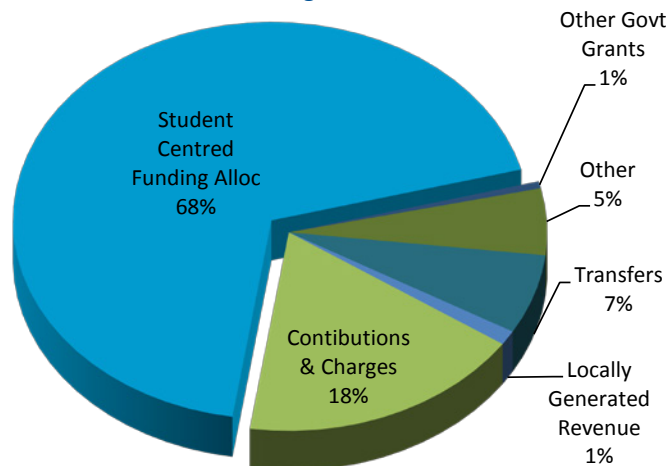
PTO Booking Rates



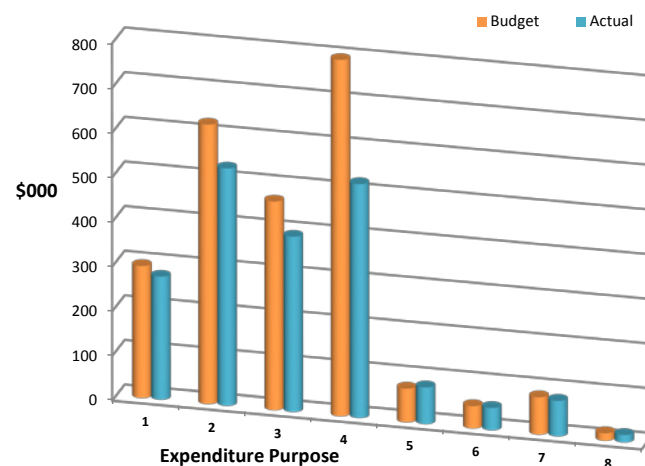
# Financial Summary



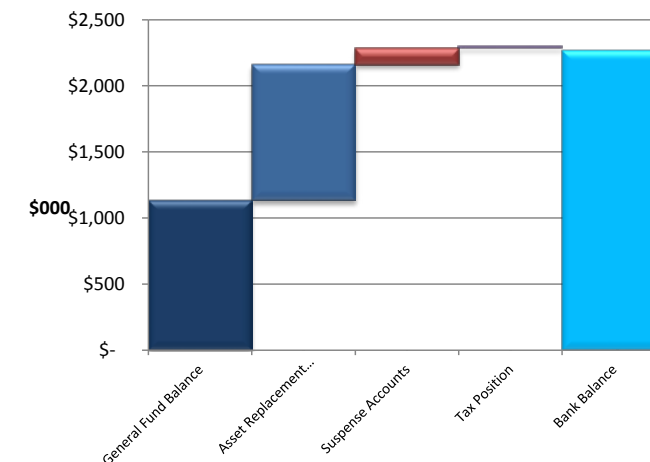
## Current Year Actual Contingencies Revenue Source



## Goods and Services Expenditure Budget vs Actual



## Cash Position



Revenue - Cash	Budget	Actual
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1	Voluntary contributions	\$ 75,217	\$ 75,217
2	Charges and fees	\$ 477,284	\$ 477,284
3	Fees from facilities hire	\$ 14,016	\$ 14,016
4	Fundraising/Donations/Sponsorships	\$ 22,248	\$ 22,248
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 17,557	\$ 17,557
7	Revenue from Co, Regional Office and other schools	\$ 1,400	\$ 1,400
8	Other Revenues	\$ 165,894	\$ 165,894
9	Transfer from Reserve or DGR	\$ 200,000	\$ 200,000
	<b>Total Locally Raised Funds</b>	<b>\$ 973,615</b>	<b>\$ 973,615</b>
	<b>Opening Balance</b>	<b>\$ 1,264,788</b>	<b>\$ 1,264,788</b>
	<b>Student Centred Funding Cash</b>	<b>\$ 847,774</b>	<b>\$ 847,774</b>
	<b>Total Cash funds Available</b>	<b>\$ 3,086,176</b>	<b>\$ 3,086,176</b>

Expenditure	Budget	Actual
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1	Administration	\$ 295,924	\$ 275,820
2	Utilities, Facilities and Maintenance	\$ 626,187	\$ 531,790
3	Buildings, Property and Equipment	\$ 467,379	\$ 392,559
4	Curriculum and Student Services	\$ 798,167	\$ 523,979
5	Professional Development	\$ 75,755	\$ 82,278
6	Transfer to Reserve	\$ 50,000	\$ 50,000
7	Other Expenditure	\$ 83,680	\$ 79,498
8	Payment to CO, Regional Office and Other Schools	\$ 16,637	\$ 16,637
	<b>Total Goods and Services Expenditure</b>	<b>\$ 2,413,729</b>	<b>\$ 1,952,561</b>
	<b>Total Salary Expenditure</b>	<b>\$ 16,397,171</b>	<b>\$ 15,855,651</b>
	<b>Total Expenditure</b>	<b>\$ 18,810,900</b>	<b>\$ 17,808,212</b>

Cash Position as at 31 December 2017	
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<b>Bank Balance</b>	<b>\$ 2,271,482</b>
Made up of:	
1 General Fund Balance	\$ 1,133,616
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,028,275
5 Suspense Accounts	\$ 122,723
6 Cash Advances	\$ -
7 <b>Tax Position</b>	<b>- \$ 13,131</b>
<b>Total Bank Balance</b>	<b>\$ 2,271,482</b>



# Ballajura Community College Graduation 2017







*Creating the future together*

Respect • Equity • Achievement • Care • Health

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