



Ballajura Community College

# Annual Report 2018



# Introduction

## Welcome

As the Principal of Ballajura Community College I am proud to present to the Ballajura Board and the community the 2018 Annual Report.



**Bruno Pileggi**  
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.

In 2018 the College underwent a significant transition in implementing a "one school" model which saw the College shift from a dual campus model of a Middle School and a Senior School to a single campus model combining all learning area teams to become Year 7-12 teams.

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 graduation. 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 graduation 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 and leadership opportunities that continues to flourish and complement the more formal learning experienced by our students.

In 2018 Ballajura Community College continued to consolidate on the many initiatives we had put in place and made significant progress on the targets set out in the business plan.

In the following pages you will see the targets that have been achieved, and those that are in progress, 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

Effective leadership, teaching and support services

Strengthening our organisation

*COVER PAGE: Ex-student Gladys Serugga (Class of 2013) Miss Africa Perth 2018 provided enrichment scholarships to Year 12 ATAR students.*

# Key Achievements 2018

Fourteen students were rewarded for their excellent achievements at the School Curriculum and Standards Authority (SCSA) awards. We had five certificates of distinction and nine certificates of merit. We had 14 students achieve an ATAR above 90.

Ashleigh Milne achieved an ATAR score of 99.3, just ahead of Mellissa Barber who achieved an ATAR of 99.2 and our ATAR DUX Tai Vo, who achieved an ATAR of 98.5. BCC students were named amongst Western Australia's highest performing students in Year 12 ATAR courses for both Computer Science and Literature.

Jordan Campos (Class of 2017) was awarded the Premier's Australia Day Active Citizenship Award for a person under 25.

Our Humanities and Social Science team have again provided a fantastic opportunity for Max Arrowsmith, a Year 12 Politics and Law student, who has been selected to attend the prestigious National Constitutional Conventions (23<sup>rd</sup>) in Canberra.

## Women of Achievement Award 2017

Mrs Cheryl Townsend, Principal named winner of the Department of Education's Women of Achievement Award 2017 for her inspirational leadership.



A specially invited group of 11 Year 10 BCC students, chosen for their leadership potential, attended the Halogen National Young Leader's Day.

Haeden Miles, (Year 11 Politics and Law student) was successful in his application for Youth Parliament. He was selected as the Youth Member for Roe, participating as a member of the Environment committee. During Parliament, he will be a member of the Youth Opposition.

Year 11 student Haeden Miles had an opportunity to attend the ConocoPhillips Science Experience at Edith Cowan University.

Year 10 Ballajura Community College student Bojana Dedovic named a finalist for the Premier's Anzac Student Tour 2019, with a chance to spend Anzac Day 2019 in Vietnam as a Western Australian ambassador.

Twelve girls from Ballajura Community College published a book produced through a creative writing program with award-winning Australian author Tess Woods.

Scott Gatchalian was awarded 'Best in School' for his entry in the Australian Mathematics Competition. Scott was one of 236 Ballajura Community College students from Years 7 to 12 who entered the Australian Mathematics Competition (AMC).

Mrs Margaret Prior awarded the AASE WA Award 2018 by the Australian Association of Special Education.

Year 11 Politics and Law students Kayla Maher and Haeden Miles selected to attend the prestigious National Schools Constitutional Convention from March 19–21, 2019.

Good Samaritan Industries (GSI) awarded a 2018 Student Scholarship to BCC student Chad Shilling.

Police Rangers won the 2018 Western Australian Competition

Ballajura Community College's Choir, the Ballatonix, received an 'excellent' commendation in the Open Choir division at the Choral Festival 2018 on Sunday August 19. The Ballatonix was directed by Louisa Burton.

BCC Dance Troupe were awarded runner up in the State Grand

Final for the Youth on Health Festival (YOH Fest).

Year 10 design student, Fatima Sultani, won the secondary category in the '2018 Design an Ad' competition run by The West Australian.

## Young Originals Exhibition

Nine talented Ballajura Community College students from Year 7 to Year 12 had their work accepted into the 2018 Young Originals Exhibition. Year 7s Jasmine Erceg, Naynika Sanoj and Katelyn Reece, Year 9s Phoebe Butler, Linda Ha, Lilliana Samuels, Thien Hong and Indhi Albert-Tristram and Year 12 Thi Ngoc Tram Doan.

Year 11 student James Bonar had his photographic work chosen as the cover image for North Metropolitan TAFE's prestigious META exhibition.

Ballajura Community College's Senior Concert Band, under the direction of Claire Nankevill, received an 'excellent' commendation in B Division at the Western Australian Schools' Senior Concert Band Festival 2018.

In a first for Ballajura Community College, both the Year 11 and Year 12 senior boys soccer teams made it through to the finals of the West Coast Futsal Titles, with the Year 12s crowned champions of the open boys division.



# Enhancing Student Learning

## Academic

- ABCN Interview2Impress
- 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 Geography Competition Year 10-11
- Australian Mathematics Competition - Year 7 - 9 High Distinctions, Credits - Year 10 - 12 High Distinction, Distinctions, Credits
- Australian Stock Exchange National Competition
- BStreet Smart Road Safety Excursion Year 12 ACCESS
- Beauty Therapy excursion to North Metropolitan TAFE
- Bell Shakespeare Incursion
- 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
- ECU Chemistry Show Excursion
- Elevate Study Skills program Years 7-12 and Parent Information Evenings
- Extended Reading Program
- Extra-curricular subject tutoring



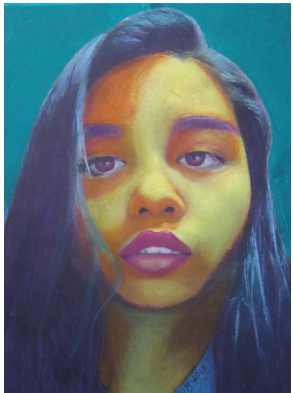
- Follow the Dream ECU
- Generation Girls creative writing
- Geographer of the Year competition Year 7-12 (Geographical Association of WA)
- Geography Excursions – Perth City, Murdoch University, Kings Park, Alcoa and Museum exhibitions
- Girls in Engineering program with Rio Tinto and UWA , Years 7-10
- Grok Python Challenge (Year 10-12)
- 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, Year 10 Mainstream
- Just Start IT programme
- Masterclass Program
- Mathspace Online Learning Tool
- Mathematics Megalodon Incursion (Yr 8)
- Mathematics Angry Parabolas Incursion (Yr 9)
- Mentoring program for 'students at risk'
- Metamorphosis Exhibition
- National Constitutional Conventions, Canberra (Year 12 Politics)
- NCSS (Computer Programming 10 day summer camp)
- 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
- Premier's ANZAC Tour
- 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
- Year 12 Pop Up University (UWA, ECU, Curtin, Notre Dame, Murdoch)
- 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 troupe
- Design an Ad Competition – The West Australian
- Harmony Week activities
- Media Awards Night
- Mental Health Day
- META Exhibition
- 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
- Vocal Music Festival
- Yanchep Reconciliation Camp
- Year 7,8 & 9 Rewards days
- Year 10 Francis Burt Leadership Day
- Year 10 Halogen Youth Leadership
- Year 12 Music Recital
- YMCA Parliament and WA Youth Parliament
- YOHfest performance
- Young Originals Art Exhibition





# Enhancing Student Learning



## Service

- ANZAC Service
- Ballajura Police Station official opening and Station Open Day – Police Rangers
- Breakfast Club
- ED-Connect School Volunteers Program – Literacy Support
- Police Rangers links with RSL and Rotary
- Police Rangers win the Annual State Competition
- Student Council Year 10, 11 & 12
- Year 9 Custodians of the Peace Park/Peer Mentors
- Year 9 Peer Mentor camp
- Year 10 and 11 students link with Alexander Aged Care Centre
- Year 7-12 Amnesty Club



## Sporting

- AFL SportsReady Incursion
- 2 x Outdoor Education Camps
- Carnivals – Lightning, swimming, athletics
- Champions' Breakfast / guest speakers
- Coaching, Certificate Courses
- 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





# Priority 1 - Success for all students

High Performance: Opportunities and support to achieve success

High Care: A safe, supportive and inclusive College

## Maximising student achievement

Target	Current data	Progress	Recommendations 2019
WACE and attainment rate results at or above public school average	<ul style="list-style-type: none"> <li>82% of students achieved their WACE</li> <li>94% attainment rate</li> </ul>	<ul style="list-style-type: none"> <li>target not met 7% lower than the public school average.</li> <li>working towards 1.6% below public school average.</li> </ul>	<ul style="list-style-type: none"> <li>continue to implement processes to monitor UoC completion</li> <li>continue to case manage at risk students to improve WACE and attainment rates</li> <li>support HODs, review grades in Year 7 to 10 and to adjust teaching and learning and assessment tools to maximise outcomes</li> <li>interview all ATAR students and set individual/group plans and goals</li> <li>develop strategies that maximises students meeting the OLNA standard</li> <li>develop HODs and teachers skills to analyse student data and differentiate the curriculum and delivery based on this data</li> <li>collect further information to determine the extent to which students are completing Year 12 with a viable pathway to employment, training or further education</li> </ul>
Proportion of Year 12 students meeting OLNA at or above public school average	<ul style="list-style-type: none"> <li>92.4% of students met the OLNA standard for numeracy</li> <li>94.8% of students met the OLNA standard for reading</li> <li>95.7% of students met the OLNA standard for writing</li> </ul>	<ul style="list-style-type: none"> <li>working towards 1.6% below public school average</li> <li>working towards 0.9% below public school average</li> <li>target met 0.8% above public school average</li> </ul>	
Grades awarded at each level are at or above WA public school grade distributions	<ul style="list-style-type: none"> <li>allocation of A &amp; B grades for English, Arts, H&amp;PE and Technologies at or above WA public school grade allocations</li> </ul>	<ul style="list-style-type: none"> <li>working towards 4 of 8 learning areas meeting the target.</li> </ul>	
All students complete year 12 with a viable pathway to employment, training or further education	<ul style="list-style-type: none"> <li>92.6% of university applicants offered a place</li> </ul>	<ul style="list-style-type: none"> <li>working towards further data to be collected</li> </ul>	
Maintain the proportion of students meeting Band 8 NAPLAN continuing to an ATAR pathway	<ul style="list-style-type: none"> <li>42% of WACE eligible students participated in an ATAR pathway</li> </ul>	<ul style="list-style-type: none"> <li>target met 8% above expected</li> </ul>	

# Priority 1 - Success for all students

Improving standards in literacy and numeracy			
Target	Current data	Progress	Recommendations 2019
At or above expected performance in Year 7 and 9 NAPLAN for reading and writing compared to WA public schools.	<ul style="list-style-type: none"><li>Year 7 reading and writing performance: 0.6 and 0.3 standard deviations (SD) respectively above expected</li><li>Year 9 reading and writing performance: 0.5 and 0.3 SD respectively above expected</li></ul>	<ul style="list-style-type: none"><li>target met 0.6 and 0.3 SD respectively above expected</li><li>target met 0.5 and 0.3 SD respectively above expected</li></ul>	<ul style="list-style-type: none"><li>disseminate literacy and numeracy strategies amongst all staff</li><li>provide comprehensive baseline data for teachers available at the start of the year, reviewed each semester</li><li>provide support for teachers to structure their delivery based on the data</li></ul>
At or above expected performance in Year 7 and 9 NAPLAN for numeracy compared to WA public schools.	<ul style="list-style-type: none"><li>Year 7 numeracy performance: 0.8 SD above expected</li><li>Year 9 numeracy performance: 1.0 SD below expected</li></ul>	<ul style="list-style-type: none"><li>target met 0.8 SD above expected</li><li>target not met 1.0 SD below expected</li></ul>	
Student wellbeing			
Target	Current data	Progress	Recommendations 2019
Increase in student interest and participation in student leadership initiatives	<ul style="list-style-type: none"><li>87% of students interested in student leadership initiatives</li><li>69% of students benefitted from participation in student leadership initiatives</li></ul>	<ul style="list-style-type: none"><li>working towards further data to be collected</li><li>working towards strategies in place</li></ul>	<ul style="list-style-type: none"><li>develop and promote a Year 7 – 12 student leadership program</li><li>explore avenues to further embed wellbeing, mental health and culturally inclusive practises into learning areas</li><li>audit current case management processes for at risk students to develop comprehensive approach</li><li>further develop specific strategies targeting students in each attendance category</li><li>collect further information to determine the extent to which students are working in a positive learning environment</li></ul>
Improve student understanding and awareness of wellbeing and mental health issues	<ul style="list-style-type: none"><li>71% of students have a good or extensive understanding of wellbeing and mental health issues</li></ul>	<ul style="list-style-type: none"><li>working towards strategies in place</li></ul>	
Positive trends seen in student surveys around student wellbeing and culturally inclusive practises	<ul style="list-style-type: none"><li>86% of students effectively manage their health and well-being</li><li>86% of students feel the College is culturally inclusive</li></ul>	<ul style="list-style-type: none"><li>working towards further data to be collected</li><li>working towards further data to be collected</li></ul>	
Students identified as at educational risk to be effectively case managed	<ul style="list-style-type: none"><li>all students at educational risk are identified</li></ul>	<ul style="list-style-type: none"><li>working towards strategies in place</li></ul>	
Positive trends seen in student survey data that acknowledge a positive learning environment	<ul style="list-style-type: none"><li>27% of students agree or strongly agree that behaviour is well managed</li></ul>	<ul style="list-style-type: none"><li>working towards strategies in place</li></ul>	
Maintain student attendance above 90%	<ul style="list-style-type: none"><li>student attendance at 89.4%</li></ul>	<ul style="list-style-type: none"><li>working towards 0.6% below target</li></ul>	



## Priority 2 - Effective leadership, teaching and support services

High Performance: Opportunities and support to achieve success

High Care: A safe, supportive and inclusive College

### Curriculum expertise

Target	Current data	Progress	Recommendations 2019
Full implementation of WA curriculum	<ul style="list-style-type: none"> <li>all learning areas implementing the WA curriculum</li> </ul>	<ul style="list-style-type: none"> <li>target met</li> <li>continue to monitor curriculum</li> </ul>	<ul style="list-style-type: none"> <li>continue to monitor teaching programs to ensure full implementation of WA curriculum.</li> <li>moderation – internal (7-12) and external including WCCC/SCSA</li> <li>determine impact of data management on teaching and learning</li> </ul>
Improve accuracy and validity of teacher judgments	<ul style="list-style-type: none"> <li>all learning areas participate in internal moderation activities</li> </ul>	<ul style="list-style-type: none"> <li>working towards strategies in place</li> </ul>	
Teachers use data management tools to access student data and information to inform their teaching and learning	<ul style="list-style-type: none"> <li>HoD ATAR review meetings at commencement of the year to review data</li> </ul>	<ul style="list-style-type: none"> <li>working towards strategies in place</li> </ul>	

### Student engagement

Target	Current data	Progress	Recommendations 2019
Provide differentiated programs in all curriculum areas	<ul style="list-style-type: none"> <li>97% of staff provide differentiated programs</li> </ul>	<ul style="list-style-type: none"> <li>working towards strategies in place</li> </ul>	<ul style="list-style-type: none"> <li>provide further PL in differentiation where required</li> <li>implement a strategic approach to the rollout of the Instructional Strategies for Engagement course</li> <li>explore initiatives to encourage staff to research and develop approaches to using ICT to enhance teaching and learning.</li> <li>investigate consistency of attributes across two reporting cycles/year</li> </ul>
Teachers to be trained in CMS Foundation and Instructional Strategies for Engagement courses	<ul style="list-style-type: none"> <li>all staff have been trained in CMS</li> <li>all staff have completed Day 2 of CMS ISE</li> </ul>	<ul style="list-style-type: none"> <li>target met</li> <li>continue to train new staff</li> <li>working towards strategies in place for new staff</li> </ul>	
Increase use of ICT to enhance student learning	<ul style="list-style-type: none"> <li>88% of staff use ICT at least weekly for the purpose of improving student engagement</li> </ul>	<ul style="list-style-type: none"> <li>working towards strategies in place</li> </ul>	
Reporting data reflects positive trends in attributes	<ul style="list-style-type: none"> <li>consistently behaves appropriately: 71%</li> <li>is consistently well organised: 64%</li> <li>consistently meets deadlines: 65%</li> <li>consistently works to the best of their ability: 61%</li> </ul>	<ul style="list-style-type: none"> <li>working towards further data to be collected</li> </ul>	

## Priority 2 - Effective leadership, teaching and support services

Performance Improvement			
Target	Current data	Progress	Recommendations 2019
Teachers use AITSL standards in their performance improvement	<ul style="list-style-type: none"><li>all teaching staff use AITSL standards in their performance improvement</li></ul>	<ul style="list-style-type: none"><li>target met continue to monitor use of AITSL</li></ul>	<ul style="list-style-type: none"><li>develop a strategy to support staff in understanding AITSL standards</li><li>develop PL for staff to model/inform reflective practises</li><li>audit staff approaches to classroom observation</li></ul>
Teachers use reflective practises to inform their teaching and learning programs	<ul style="list-style-type: none"><li>at least weekly, 93% of staff reflect on their practise</li></ul>	<ul style="list-style-type: none"><li>working towards further data to be collected</li></ul>	
Techers engage in classroom observation	<ul style="list-style-type: none"><li>at least weekly, 91% of staff engage in classroom observation</li></ul>	<ul style="list-style-type: none"><li>working towards further data to be collected</li></ul>	
Developing leaders			
Target	Current data	Progress	Recommendations 2019
Professional learning provided to all current aspirational leaders that meets College and system needs and priorities	<ul style="list-style-type: none"><li>professional learning in classroom observation and restorative practise provided to all leaders</li></ul>	<ul style="list-style-type: none"><li>working towards strategies in place</li></ul>	<ul style="list-style-type: none"><li>develop leadership program for current and aspirational leaders</li><li>incorporate requirement for leaders to communicate DoE/SCSA priorities and requirements with their teams</li><li>identify explicit connection between performance improvement and internal/external professional learning</li></ul>
Middle leaders use the AITSL principal standard as part of their performance improvement	<ul style="list-style-type: none"><li>AITSL standard embedded in performance improvement</li></ul>	<ul style="list-style-type: none"><li>target met continue to monitor use of AITSL</li></ul>	
Leaders keep abreast of current and future education requirements, priorities and initiatives	<ul style="list-style-type: none"><li>all leaders maintain regular access to DoE and SCSA communications</li></ul>	<ul style="list-style-type: none"><li>working towards strategies in place</li></ul>	
Department of Education and outside agency deadlines and requirements are met	<ul style="list-style-type: none"><li>all deadlines met</li></ul>	<ul style="list-style-type: none"><li>target met continue to monitor deadlines</li></ul>	





## Priority 2 - Effective leadership, teaching and support services

Staff wellbeing and support			
Target	Current data	Progress	Recommendations 2019
Positive trends seen in staff surveys around staff wellbeing and culturally inclusive practises	<ul style="list-style-type: none"> <li>81% of staff manage their wellbeing effectively</li> <li>78% of staff feel that the College is culturally inclusive</li> </ul>	<ul style="list-style-type: none"> <li>working towards strategies in place</li> <li>working towards strategies in place</li> </ul>	<ul style="list-style-type: none"> <li>develop and implement a Health and Wellbeing program for staff</li> <li>determine the needs of middle leaders in providing wellbeing support for staff in their learning area</li> <li>develop and implement practises that lead to improved staff well-being</li> <li>acknowledge and celebrate staff achievements and involvement in College and community events</li> <li>embed opportunities for health and wellbeing professional learning in the Professional Learning calendar</li> <li>support and encourage staff to participate in ongoing high quality professional learning that leads to improved student outcomes</li> </ul>
Middle leaders equipped to provide wellbeing support for staff in their learning area	<ul style="list-style-type: none"> <li>all middle leaders provide support for their staff</li> </ul>	<ul style="list-style-type: none"> <li>working towards further data to be collected</li> </ul>	
Increase staff participation in College and community events	<ul style="list-style-type: none"> <li>all staff invited to attend College and community events</li> </ul>	<ul style="list-style-type: none"> <li>working towards further data to be collected</li> </ul>	
Staff have access to support and professional learning activities that are linked to their performance improvement	<ul style="list-style-type: none"> <li>all staff encouraged to participate in professional learning linked to their performance improvement</li> </ul>	<ul style="list-style-type: none"> <li>working towards strategies in place</li> </ul>	
Graduate and new staff to the College are appropriately inducted	<ul style="list-style-type: none"> <li>all graduate and new staff participated in induction program</li> <li>all graduate and new staff invited to participate in voluntary professional learning on behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>target met continue to induct new staff</li> <li>target met continue to provide appropriate professional learning</li> </ul>	



## Priority 3 - Strengthening our organisation

Improving the College and partnerships with caregivers and the community to enhance student learning outcomes, opportunities and success.

### College

Target	Current data	Progress	Recommendations 2019
Implement new revised Child protection policy and Cultural Standards Framework	<ul style="list-style-type: none"> <li>provision of professional learning to all staff on the child protection policy</li> <li>audited staff understandings of the Cultural Standards Framework</li> </ul>	<ul style="list-style-type: none"> <li>working towards strategies in place</li> <li>working towards strategies in place</li> </ul>	<ul style="list-style-type: none"> <li>compare baseline data with post intervention data on the Cultural Standards Framework</li> <li>develop and implement an Aboriginal Education plan</li> <li>develop an online testing resource sustainability plan</li> <li>implement and monitor the effectiveness of the "one school" model and make changes where necessary</li> </ul>
Implement online testing for NAPLAN and OLNA	<ul style="list-style-type: none"> <li>NAPLAN and OLNA testing online</li> </ul>	<ul style="list-style-type: none"> <li>target met testing commenced online</li> </ul>	
A comprehensive plan for moving towards an efficient "one school" model	<ul style="list-style-type: none"> <li>plan established for implementation in 2019</li> </ul>	<ul style="list-style-type: none"> <li>working towards strategies in place</li> </ul>	
Strengthen collaboration across the College between learning areas	<ul style="list-style-type: none"> <li>MESH, student services &amp; VET areas collaborating in preparation of move towards "one school" model</li> </ul>	<ul style="list-style-type: none"> <li>working towards strategies in place</li> </ul>	
Further develop plans so all learning areas are encompassing Year 7-12 strategies	<ul style="list-style-type: none"> <li>all learning areas aware of specific Year 7-9 and specific Year 10-12 strategies.</li> </ul>	<ul style="list-style-type: none"> <li>working towards strategies in place</li> </ul>	
In line with the previous Performance Arts Theatre feasibility study, investigate additional funding to increase and optimise the \$5 million Performing Arts Centre funding allocation in relation to community and College needs	<ul style="list-style-type: none"> <li>extensive investigation to source additional funding</li> </ul>	<ul style="list-style-type: none"> <li>target met additional funding sources explored</li> </ul>	





## Priority 3 - Strengthening our organisation

Caregivers			
Target	Current data	Progress	Recommendations 2019
Increase communication and collaboration with parents/caregivers	<ul style="list-style-type: none"><li>33% of parents/caregivers use SEQTA 'Direqt' messaging to communicate with staff</li><li>49% of parents/caregivers feel the College has a strong connection with the local community</li></ul>	<ul style="list-style-type: none"><li>working towards strategies in place</li></ul>	<ul style="list-style-type: none"><li>explore a social media presence</li><li>explore a strategy to commence a P&amp;C committee</li><li>prepare for and implement digital reporting</li><li>explore SMS to parents for attendance</li></ul>
Parents/caregivers have greater access to student achievement, attendance and curriculum information	<ul style="list-style-type: none"><li>86% of parents/caregivers used SEQTA to access their child's information and data</li></ul>	<ul style="list-style-type: none"><li>working towards strategies in place</li></ul>	
Community			
Target	Current data	Progress	Recommendations 2019
Increase communication and collaboration external agencies and community organisations	<ul style="list-style-type: none"><li>maintained effective communication with external agencies and community organisations</li></ul>	<ul style="list-style-type: none"><li>working towards further data to be collected</li></ul>	<ul style="list-style-type: none"><li>explore a sustainable approach to the provision of external agency support</li><li>develop and communicate explicit connections/arrangements with community members</li><li>survey external agencies to gain further input</li><li>explore a social media presence</li></ul>
Increase communication and collaboration local intake area primary schools	<ul style="list-style-type: none"><li>a strategic and sustainable approach for the Ballandjarra network numeracy project has been developed</li><li>collaborated in the implementation of health and wellbeing initiatives</li><li>maintain an effective orientation program including the ACE testing program</li><li>developed a comprehensive STEM initiative</li></ul>	<ul style="list-style-type: none"><li>target met continue to monitor collaboration</li></ul>	

# Operations and communications

## Method

Student, teacher and parent surveys were conducted in September 2018. 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 5 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

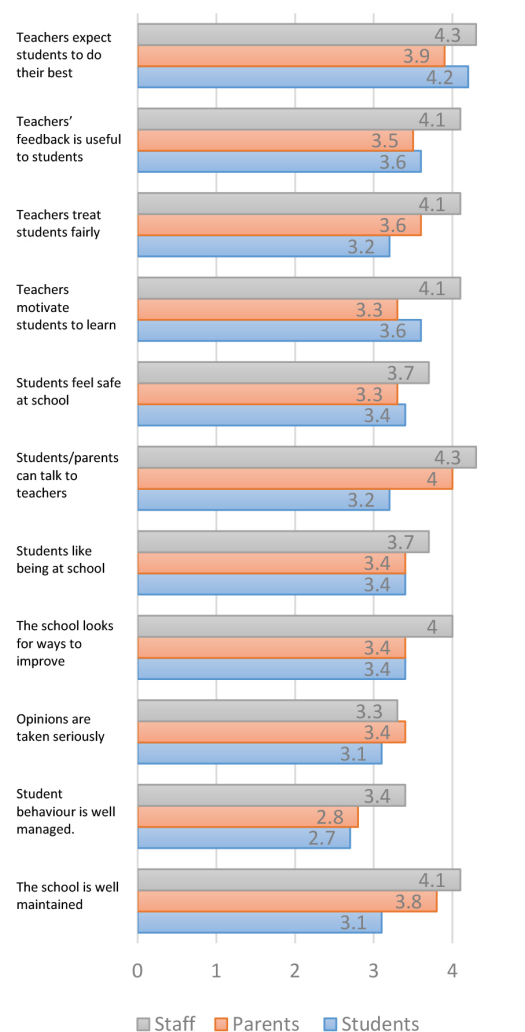
Survey	Survey Size	Response Rate (%)
Parents	134	63
Staff	116	70
Students	331	91

## Summary

Many of the statements were common across all three surveys and can be aligned to the three College priorities.

- Success for all students.
- Effective leadership, teaching and support services.
- Strengthening our organisation.

## 2018 Survey Responses



## Analysis

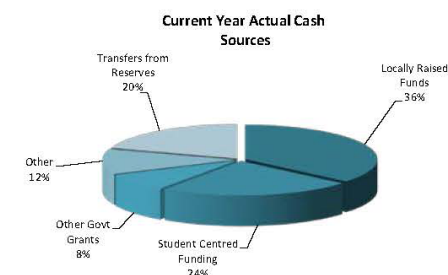
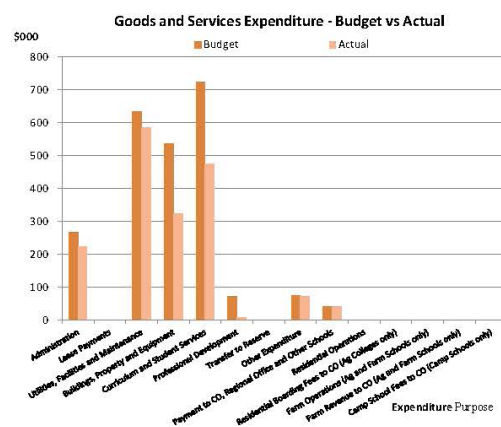
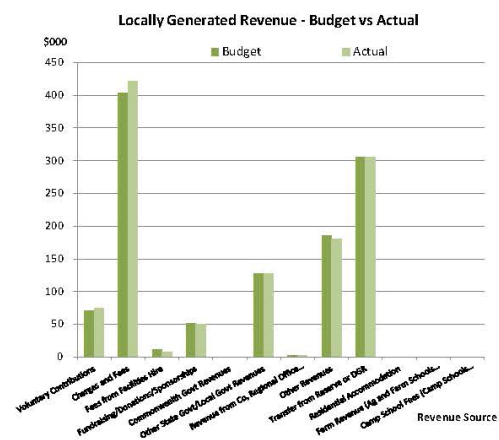
All responses have been shown as an average rating to allow comparison between the three groups. Of particular note are:

1. In general teacher responses were slightly higher than parent and student responses.
2. The average rating from all but one response for the groups was greater than 3, indicating an overall positive response from all survey groups to the vast majority of aspects covered by the survey.
3. The top rating response from students, parents and staff was, "teachers expect students to do their best". Students and teachers recorded an average rating greater than 4.
4. The response "students/parents can talk to teachers" recorded an average rating of at least 4 from parents and teachers.
5. The lowest average rating response from all groups related to the management of student behaviour. This will remain a focus of the College.

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



# Financial Summary



Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 70,000.00	\$ 73,854.90
2	Charges and Fees	\$ 404,007.94	\$ 421,155.84
3	Fees from Facilities Hire	\$ 11,585.04	\$ 7,948.68
4	Fundraising/Donations/Sponsorships	\$ 50,847.37	\$ 50,218.27
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 127,322.73	\$ 127,322.73
7	Revenue from Co, Regional Office and Other Schools	\$ 2,349.50	\$ 2,349.50
8	Other Revenues	\$ 185,231.42	\$ 180,280.13
9	Transfer from Reserve or DGR	\$ 305,000.00	\$ 305,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 1,156,344.00</b>	<b>\$ 1,168,130.05</b>
<b>Opening Balance</b>		<b>\$ 1,133,615.52</b>	<b>\$ 1,133,615.52</b>
<b>Student Centred Funding</b>		<b>\$ 359,159.08</b>	<b>\$ 359,159.08</b>
<b>Total Cash Funds Available</b>		<b>\$ 2,649,118.60</b>	<b>\$ 2,660,904.65</b>
<b>Total Salary Allocation</b>		<b>\$ 15,128,847.00</b>	<b>\$ 15,128,847.00</b>
<b>Total Funds Available</b>		<b>\$ 17,777,965.60</b>	<b>\$ 17,789,751.65</b>

Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 266,856.36	\$ 224,316.85
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 633,632.43	\$ 586,119.93
4	Buildings, Property and Equipment	\$ 535,544.21	\$ 325,141.07
5	Curriculum and Student Services	\$ 723,365.65	\$ 475,003.66
6	Professional Development	\$ 72,517.70	\$ 8,109.41
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 75,700.37	\$ 72,940.45
9	Payment to CO, Regional Office and Other Schools	\$ 41,939.73	\$ 41,939.73
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 2,349,556.45</b>	<b>\$ 1,733,571.10</b>
<b>Total Forecast Salary Expenditure</b>		<b>\$ 14,875,435.00</b>	<b>\$ 14,231,798.00</b>
<b>Total Expenditure</b>		<b>\$ 17,224,991.45</b>	<b>\$ 15,965,369.10</b>
<b>Cash Budget Variance</b>		<b>\$ 299,562.15</b>	

<b>Bank Balance</b>	<b>\$ 1,725,945.46</b>
Made up of:	\$ -
1 General Fund Balance	\$ 890,180.87
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 723,274.84
5 Suspense Accounts	\$ 119,143.75
6 Cash Advances	\$ -
7 Tax Position	\$ 6,654.00
<b>Total Bank Balance</b>	<b>\$ 1,725,945.46</b>





*Creating the future together*

Respect • Equity • Achievement • Care • Health

bcc.wa.edu.au

9262 7777

Ballajura WA 6066

Illawarra Crescent South

Ballajura Community College



Ballajura Community College Graduation 2018