ANNUAL REPORT 2024

BALLAJURA COMMUNITY COLLEGE

At Ballajura Community College, affectionately known as BCC, we are proud to be recognised by our community for the quality and rigour of our learning and teaching programs. Our diverse student population and experienced teachers make us a standout choice in the northeast corridor of the Perth metropolitan area, attracting many international students as well.

Everything we do at Ballajura Community College is based on our REACH values of Respect, Equity, Achievement, Care and Health. Ballajura Community College offers inspiring learning environments for students in Years 7 -12 based on an extensive range of subject choices and opportunities. We offer a dynamic and inspiring learning environment for students in Years 7-12, with a wide range of subject choices and opportunities.

Our Approved Specialist and Excellence programs are designed to ignite passion and foster success. Our Approved Specialist Advanced Curriculum Enhancement (ACE) program fosters academic success via extension classes that include cultural activities, excursions, and public speaking and leadership opportunities. The ACE program leads directly into our many ATAR programs in Year 11 and 12. Our ATAR, General and Vocational Education and Training (VET) programs all combine to help students achieve the Western Australian Certificate of Education at the end of Year 12. Our Trade Training Centre enhances our strong Vocational Education and Training programs which provide students with diverse, on-the-job experiences. Our alternative program pathways, ACCESS and Impact, have demonstrated outstanding success in engaging many young people in education through their Year 10 -12 journey. In 2024 the College welcomed the first group of students into our Basketball Excellence program which adds another dimension to our already extensive sporting opportunities. Basketball joins our already well-established Music Excellence program which

provides selected students with individual lessons and multiple performance opportunities. On top of all that we also offer places in our Education Support programs where students receive an outstanding level of care, and a curriculum suited to their individual needs.

Ballajura Community College has welcomed and created a culturally diverse, harmonious, and safe environment for students through the skills of specially selected teachers, experienced pastoral care support personnel and dedicated administrative staff. We have strong pastoral care and a social and emotional learning program where the social and emotional skills of all students are developed and nurtured throughout their schooling.

Ballajura Community College provides learning experiences that are technology rich, multi-dimensional, and student-centred to help create students who are independent learners with a wide range of skills and attributes who go on to lead happy and productive lives.

At Ballajura Community College we have built and maintained a strong connection with the local community including our local primary schools, where we work collaboratively to showcase student performances across a range of academic and culturally enriching initiatives. We constantly stive to ensure our students are well placed to make effective transitions through, and beyond their school life.

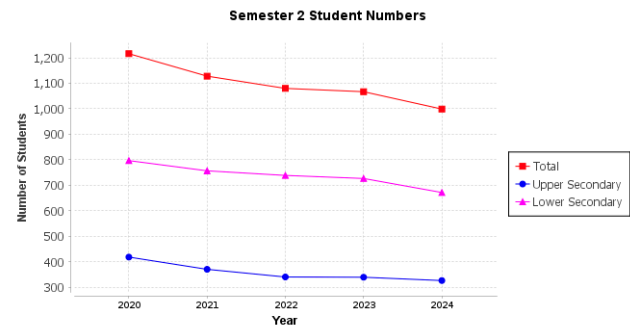# STUDENT NUMBERS

Student Numbers (as at 2024 Semester 2)

Student Number	(FTE)

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	177	146	182	167	177	150		999

	Kin	PPR	Pri	Sec	Total
Male				531	531
Female				466	466
Total				999	999

Student Numbers - Trends

2024 Semester 2

Semester 2 Student Numbers

Semester 2	2020	2021	2022	2023	2024
Lower Secondary	797	757	739	727	672
Upper Secondary	419	371	341	340	327
Total	1216	1128	1080	1067	999

Points of Interest

Throughout 2024 we worked strategically to improve our student numbers. Part of this approach focussed on strengthening relationships with our Primary Schools and local community to encourage higher levels of enrolment from our local area. We plan to continue to strengthen our student numbers by increasing International Fee Paying students. Another area of growth for BCC is in Education Support with enrolments and enquires in this area growing significantly.

WORKFORCE COMPOSITION

Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	4	4.0	0
Heads of Departments and Learning Areas	9	8.6	0
Program Coordinators	2	2.0	0
Total Administration Staff	16	15.6	0
Teaching Staff			
Level 3 Teachers	8	7.6	0
Other Teaching Staff	53	51.0	0
Total Teaching Staff	61	58.6	0
Allied Professionals			
Clerical / Administrative	15	13.3	0
Gardening / Maintenance	3	2.6	0
Instructional	3	2.8	1
Other Allied Professionals	36	29.5	0
Total Allied Professionals	57	48.2	1
Total	134	122.4	1

Points of Interest

Ballajura Community College has been financially responsible in reducing staffing numbers as the numbers of students decreased. In 2024, we were able to recruit a group of highly trained professional staff members despite a significant labour shortage across a range of industrial agreements including teachers. One area of focus over 2024 was the development of middle leaders across the college. This strategy was put in place to continue to build on the capacity of our middle leaders. Our focus on leadership involved a range of different professional learning opportunities and mentoring through our aspirant leader program.
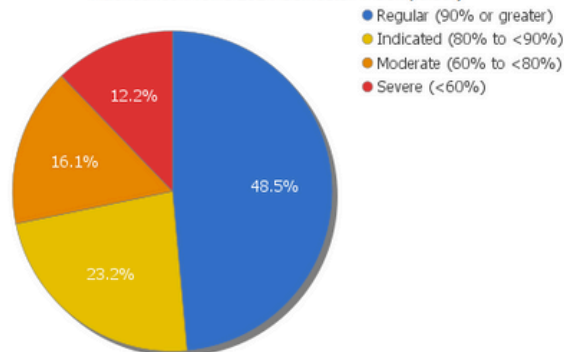
STUDENT ATTENDANCE

2024 - Semester 1 Collection (Finished for this Year/Semester)

Term View (Optional): [All ▾]

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
Y07	88.8%	106	50	14	8	62%	38%
Y08	83.2%	79	29	29	18	42%	58%
Y09	81.5%	88	42	35	26	37%	63%
Y10	78.0%	74	42	35	29	39%	61%
Y11	77.4%	96	42	32	36	40%	61%
Y12	84.1%	74	42	26	13	46%	54%
Compulsory	82.0%	517	247	171	130	43%	57%

Reports

- Attendance Summary Report
- Longitudinal Attendance Report
- Increasing Unauthorised Absence Report

Conflicts and Faults   0

Attendance Profile 2024 Semester 1 Compulsory

- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)

48.5% · 23.2% · 16.1% · 12.2%

Points of Interest

Ballajura Community College provided significant focus to attendance in 2024. Our attendance rates for 2024 continued to improve in many areas and have improved by 4% since 2022. All year groups had a higher number of students attending in the 'regular' category than 2023. Students in years 7, 8, 9 and 12 had a higher percentage of attendance that the average for al WA public schools. We also note that attendance rates for Aboriginal and Torres Strait Islander students improved from 2023 in years 7,8, 11 and 12.
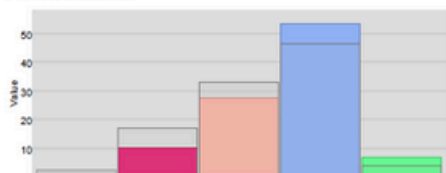
STUDENT ACHIEVEMENT AND PROGRESS

Literacy and numeracy – Year 7 NAPLAN numeracy

Reporting Period: 2024 Y07
Numeracy - Proficiency
Filters : All Students

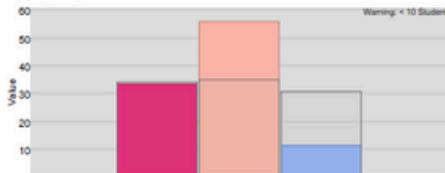Exempt ■ Needs Additional Support ■ Developing ■ Strong ■ Exceeding
Proficiency Cut Scores (NAPLAN)
■ 632 < ■ 500 - 631 ■ 431 - 499 ■ < 430

Reporting Period: 2024 Y07
Numeracy - Proficiency
Filters : ATSI

Warning: < 10 Students

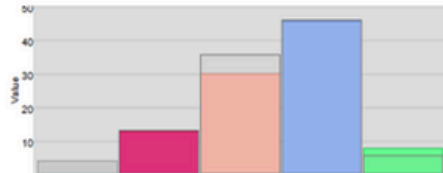Exempt ■ Needs Additional Support ■ Developing ■ Strong ■ Exceeding
Proficiency Cut Scores (NAPLAN)
■ 632 < ■ 500 - 631 ■ 431 - 499 ■ < 430

Reporting Period: 2024 Y07
Numeracy - Proficiency
Filters : LBOTE

Exempt ■ Needs Additional Support ■ Developing ■ Strong ■ Exceeding
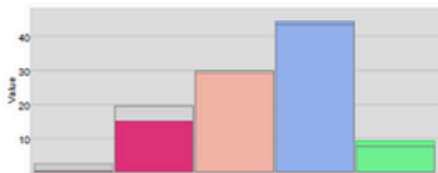Proficiency Cut Scores (NAPLAN)
■ 632 < ■ 500 - 631 ■ 431 - 499 ■ < 430

Literacy and numeracy – Year 7 NAPLAN reading

Reporting Period: 2024 Y07
Reading - Proficiency
Filters : All Students

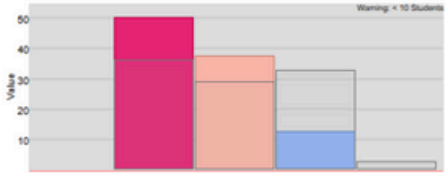Exempt ■ Needs Additional Support ■ Developing ■ Strong ■ Exceeding
Proficiency Cut Scores (NAPLAN)
■ 603 < ■ 500 - 602 ■ 430 - 499 ■ < 429

Reporting Period: 2024 Y07
Reading - Proficiency
Filters : ATSI

Warning: < 10 Students

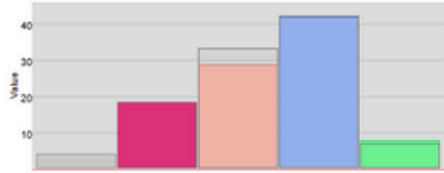Exempt ■ Needs Additional Support ■ Developing ■ Strong ■ Exceeding
Proficiency Cut Scores (NAPLAN)
■ 603 < ■ 500 - 602 ■ 430 - 499 ■ < 429

Reporting Period: 2024 Y07
Reading - Proficiency
Filters : LBOTE

Exempt ■ Needs Additional Support ■ Developing ■ Strong ■ Exceeding
Proficiency Cut Scores (NAPLAN)
■ 603 < ■ 500 - 602 ■ 430 - 499 ■ < 429

Literacy and numeracy – Year 7 NAPLAN writing

Reporting Period: 2024 Y07
Writing - Proficiency
Filters : All Students

Exempt ■ Needs Additional Support ■ Developing ■ Strong ■ Exceeding
Proficiency Cut Scores (NAPLAN)
■ 614 < ■ 511 - 613 ■ 439 - 510 ■ < 438

Reporting Period: 2024 Y07
Writing - Proficiency
Filters : ATSI

Warning: < 10 Students

Exempt ■ Needs Additional Support ■ Developing ■ Strong ■ Exceeding
Proficiency Cut Scores (NAPLAN)
■ 614 < ■ 511 - 613 ■ 439 - 510 ■ < 438

Reporting Period: 2024 Y07
Writing - Proficiency
Filters : LBOTE

Exempt ■ Needs Additional Support ■ Developing ■ Strong ■ Exceeding
Proficiency Cut Scores (NAPLAN)
■ 614 < ■ 511 - 613 ■ 439 - 510 ■ < 438

Literacy and numeracy – Year 9 NAPLAN numeracy

Reporting Period: 2024 Y09
Numeracy - Proficiency
Filters : All Students
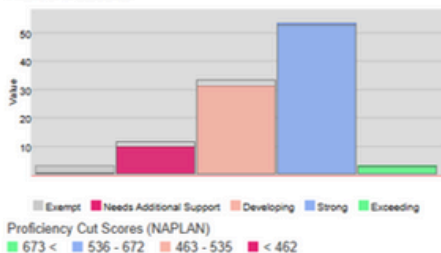
Reporting Period: 2024 Y09
Numeracy - Proficiency
Filters : ATSI

Reporting Period: 2024 Y09
Numeracy - Proficiency
Filters : LBOTE

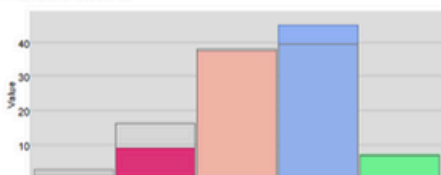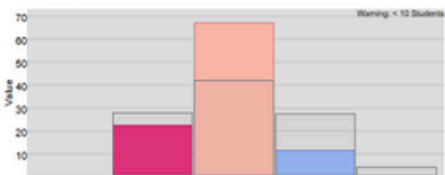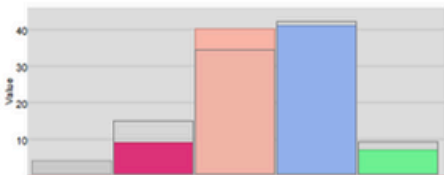Exempt | Needs Additional Support | Developing | Strong | Exceeding

Proficiency Cut Scores (NAPLAN)
673 < | 536 - 672 | 463 - 535 | < 462
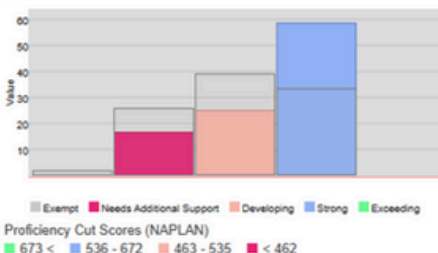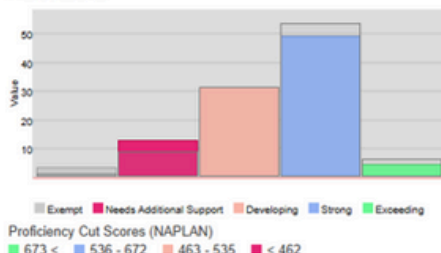
Literacy and numeracy – Year 9 NAPLAN reading

Reporting Period: 2024 Y09
Reading - Proficiency
Filters : All Students
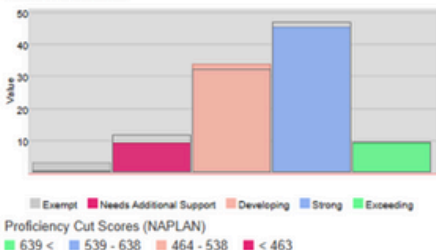
Reporting Period: 2024 Y09
Reading - Proficiency
Filters : ATSI

Warning: < 10 Students

Reporting Period: 2024 Y09
Reading - Proficiency
Filters : LBOTE

Exempt | Needs Additional Support | Developing | Strong | Exceeding

Proficiency Cut Scores (NAPLAN)
639 < | 539 - 638 | 464 - 538 | < 463
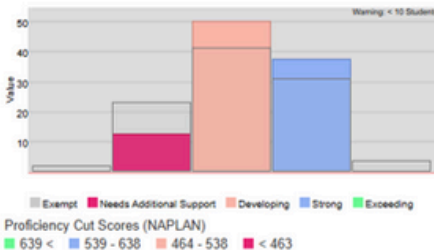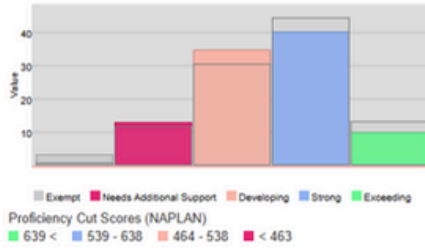
Literacy and numeracy – Year 9 NAPLAN writing

Reporting Period: 2024 Y09
Writing - Proficiency
Filters : ATSI
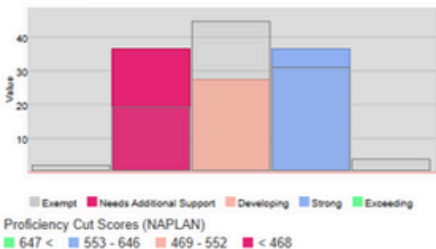
Reporting Period: 2024 Y09
Writing - Proficiency
Filters : All Students

Reporting Period: 2024 Y09
Writing - Proficiency
Filters : LBOTE

Exempt | Needs Additional Support | Developing | Strong | Exceeding

Proficiency Cut Scores (NAPLAN)
647 < | 553 - 646 | 469 - 552 | < 468
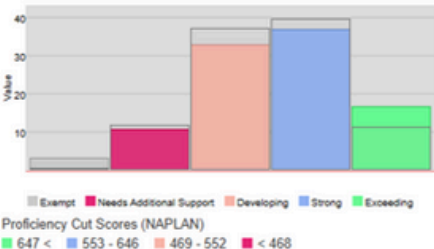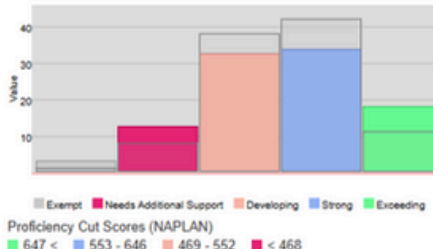
Points of Interest

- Year 7 students are achieving above state average in Reading, Writing and Numeracy.
- Year 9 students are achieving above state average in Reading and Numeracy
- There is a positive upward trend in NAPLAN performance for our Aboriginal & Torres Strait Islander students. Our ATSI students performed particularly well in Year 7 Numeracy and Year 9 Numeracy and Reading.
- Ballajura Community College was named as one of the top 20 schools by ACARA, for the third year in a row, for our excellence in NAPLAN progress.

YEAR 12 OUTCOMES INCLUDING VET

WACE Achievement

	Eligible Year 12 Students	Percentage achieving WACE
2022	168	87%
2023	147	89%
2024	145	81%

Percentage of Students Acquiring an ATAR Achieving One or More Scaled Scores of 75 or More

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2022	49	2	4%
2023	45	3	7%
2024	29	5	17%

Year 12 Pathways

	Y12 Students	ATAR Only	ATAR & Cert II or Higher	VET Cert II or Higher	Other Verified	Other Unverified
2022	180	38 (21.1%)	11 (6.1%)	64 (35.6%)	56 (31.1%)	11 (6.1%)
2023	158	33 (20.9%)	12 (7.6%)	55 (34.8%)	0 (0.0%)	58 (36.7%)
2024	158	24 (15.2%)	5 (3.2%)	75 (47.5%)	54 (34.2%)	0 (0.0%)

Year 12 Students Completing a VET Certificate (during Years 10 to 12)

	Certificate I Number	Certificate I Percentage	Certificate II Number	Certificate II Percentage	Certificate III or higher Number	Certificate III or higher Percentage
2022	0	0.0%	64	85.3%	11	14.7%
2023	0	0.0%	53	79.1%	14	20.9%
2024	0	0.0%	70	87.5%	10	12.5%

Points of Interest

- 94% of eligible students met the C grade requirement for WACE but a significant number of Year 12 students were unable to achieve the WACE due to not meeting the Literacy/Numeracy requirement. This brought the overall WACE achievement to 81%
- 50% of students who did not achieve WACE had an attendance rate below 90%
- 14 of the 28 students who did not achieve WACE were in our ACCESS program (alternative engagement program)
- 12 of the 28 students were students with an EALD background
- The number of students engaged in an ATAR pathway was the lowest in 5 years at 15% and in line with the continuing statewide trend for students to move away from ATAR subjects
- The number of students achieving an ATAR between 80-99.50 increased
- 23 of 29 ATAR students applied for university places
- 58% of students participated in Vocational Education and Training – the highest in 4 years
- 28 students from the Year 12 cohort were transitioned to alternative educational options (ie training, employment, apprenticeships/traineeships)
- The majority of VET courses on offer to students are addressing industry areas with reported labour shortages

POST SCHOOL DESTINATION DATA

Year 12 Destinations

Post-School Destinations - 2023 Year 12 cohort

Destination 2024

- University (45.1%)
- TAFE (14.8%)
- Apprenticeship (1.6%)
- Other Training (3.3%)
- Employment - Full-time (4.9%)
- Employment - Part-time (22.1%)
- Employment Assistance (1.6%)
- Deferred Study/Training (6.6%)

These students (122) represent 75% of the second semester cohort.

Points of Interest

This data represents the responses of 75% of the Year 12 cohort. This is a significant increase in the number of students completing the survey. Last year only 39% of students participated.

SATISFACTION WITH THE SCHOOL

Staff

Students

Legend: Strongly Disagree | Disagree | Neither agree nor disagree | Agree | Strongly Agree

- Students feel safe at this school.
- Students at this school can talk to their teachers about their concerns.
- Parents at this school can talk to teachers about their concerns.
- Student behaviour is well managed at this school.
- Students like being at this school.
- This school looks for ways to improve.
- This school takes staff opinions seriously.
- Teachers at this school motivate students to learn.
- Students' learning needs are being met at this school.
- This school works with parents to support students' learning.
- I receive useful feedback about my work at this school.
- Staff are well supported at this school.
- This school has a strong relationship with the local community.
- This school is well led.
- I am satisfied with the overall standard of education achieved at this school.
- I would recommend this school to others.
- Teachers at this school are good teachers.
- Teachers at this school care about their students.
- Teachers at this school expect students to do their best.
- Teachers at this school provide students with useful feedback about their schoolwork.

Parents and Carers

Legend: Strongly Disagree | Disagree | Neither agree nor disagree | Agree | Strongly Agree

- Students feel safe at this school.
- Students at this school can talk to their teachers about their concerns.
- Parents at this school can talk to teachers about their concerns.
- Student behaviour is well managed at this school.
- Students like being at this school.
- This school looks for ways to improve.
- This school takes staff opinions seriously.
- Teachers at this school motivate students to learn.
- Students' learning needs are being met at this school.
- This school works with parents to support students' learning.
- I receive useful feedback about my work at this school.
- Staff are well supported at this school.
- This school has a strong relationship with the local community.
- This school is well led.
- I am satisfied with the overall standard of education achieved at this school.
- I would recommend this school to others.
- Teachers at this school are good teachers.
- Teachers at this school care about their students.
- Teachers at this school expect students to do their best.
- Teachers at this school provide students with useful feedback about their schoolwork.

Points of Interest

Strengths

- General improvement in staff, parent and most student responses
- Strong support for BCC Teaching and Learning approach (98%)
- Students feel well supported when choosing subjects (70%)
- Strong use of data (75%) amongst staff
- Slight increase in students' ability to access health and wellbeing support (65 – 68%)
- Students and parents want more support in their wellbeing
- Staff, students and parents feel that College supports inclusivity and diversity well
- Parent (58%) and student (58%) perceptions around yard behaviour has improved significantly
- Staff (91%), parents (78%) and students (67%) are generally positive around the transition from primary school
- Relationships between staff (88%), students (80%) and families (87%) is strong
- There have been improvements in opportunities to develop leadership skills across the College
- Volleyball (33%) and Soccer (29%) are the two standout areas of student interest in specialist programs
- Parents seem receptive to a range of incentives towards contributions and charges
- PCG teachers see the value of the social and emotional learning module as the most valuable

Concerns

- There was a decline in student and parent survey participation
- Previously selected areas of strength as selected by staff experienced some decline
- There was disparity of how well yr 7-10 prepared students for Yrs 11/12. Staff (93%) and student (55%)
- There was disparity of literacy and numeracy support on offer for students. Staff (98%), student (50%) and parents (64%)
- Staff were concerned that their expertise was not always maximised (55%)
- Staff felt that more could be done to increase health and wellbeing
- Students perceived that acknowledgment of positive behaviour at BCC is low (44%)
- Just under 1/3 of students (32%) did not believe that regular attendance is important
- More needs to be done to make REACH explicit in the College community
- There has been decline in the perception of school facilities

- 56% of staff feel respected at the College and 59% feel that staff understand their roles

SCHOOL INCOME BY FUNDING SOURCE

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ 84,000.00	$ 43,359.91
2	Charges and Fees (inc EPA + TIWA)	$ 287,000.00	$ 478,917.58
3	Fees from Facilities Hire (inc Canteen)	$ 28,000.00	$ 46,814.21
4	Fundraising/Donations/Sponsorships	$ 26,625.00	$ 26,481.16
5	Commonwealth Govt Revenues	$ 12,000.00	$ 20,386.75
6	Other State Govt/Local Govt Revenues	$ -	$ -
7	Revenue from Co, Regional Office and Other Schools	$ -	$ -
8	Other Revenues	$ 1,500.00	$ 62,454.40
9	Transfer from Reserve or DGR	$ -	$ -
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 439,125.00	$ 678,414.01
	Opening Balance	$ 149,092.47	$ 149,092.47
	Student Centred Funding Cash	$ 624,000.00	$ 1,001,963.08
	Total Cash Funds Available	$ 1,212,217.47	$ 1,829,469.56
	Total Salary Allocation	$ 14,783,646.00	$ 13,721,651.00
	Total Funds Available	$ 15,995,863.47	$ 15,551,120.56

Locally Generated Revenue - Budget vs Actual
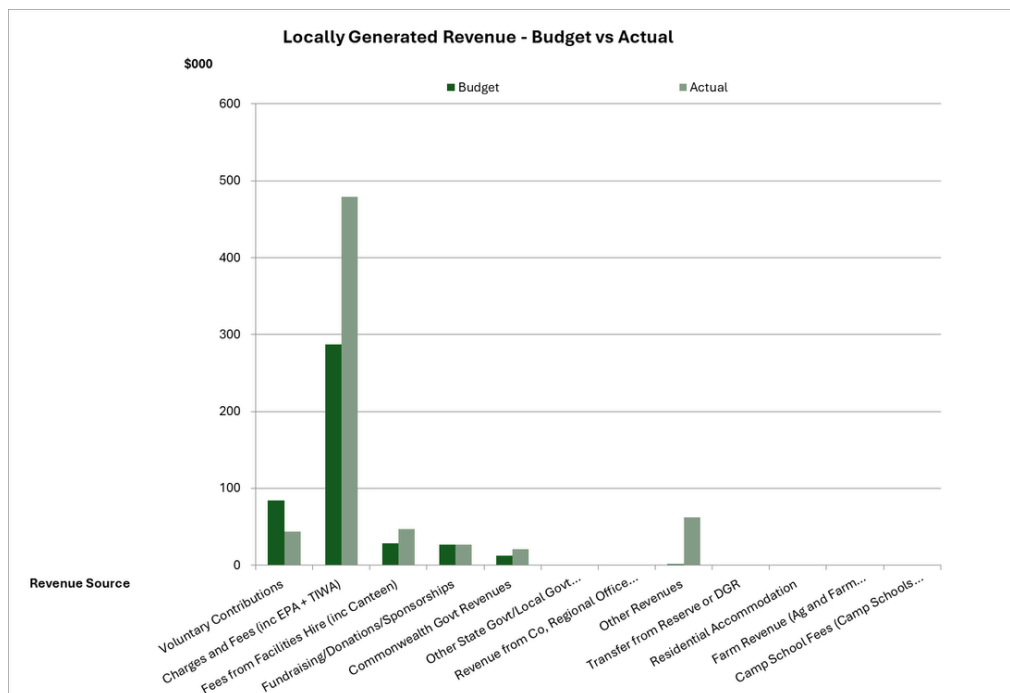
SCHOOL EXPENDITURE

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 53,150.00	$ 63,613.64
2	Lease Payments	$ -	$ -
3	Utilities, Facilities and Maintenance	$ 466,000.00	$ 527,927.91
4	Buildings, Property and Equipment	$ 364,650.00	$ 317,442.16
5	Curriculum and Student Services	$ 401,137.59	$ 512,211.70
6	Professional Development	$ 15,000.00	$ 23,365.75
7	Transfer to Reserve	$ -	$ -
8	Other Expenditure	$ 600.00	$ 34,655.08
9	Payment to CO, Regional Office and Other Schools	$ 10,000.00	$ 10,275.00
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)	$ -	$ -
	Total Goods and Services Expenditure	$ 1,310,537.59	$ 1,489,491.24
	Total Forecast Salary Expenditure	$ 13,633,436.00	$ 13,633,436.00
	Total Expenditure	$ 14,943,973.59	$ 15,122,927.24
	Cash Budget Variance	$ (98,320.12)	
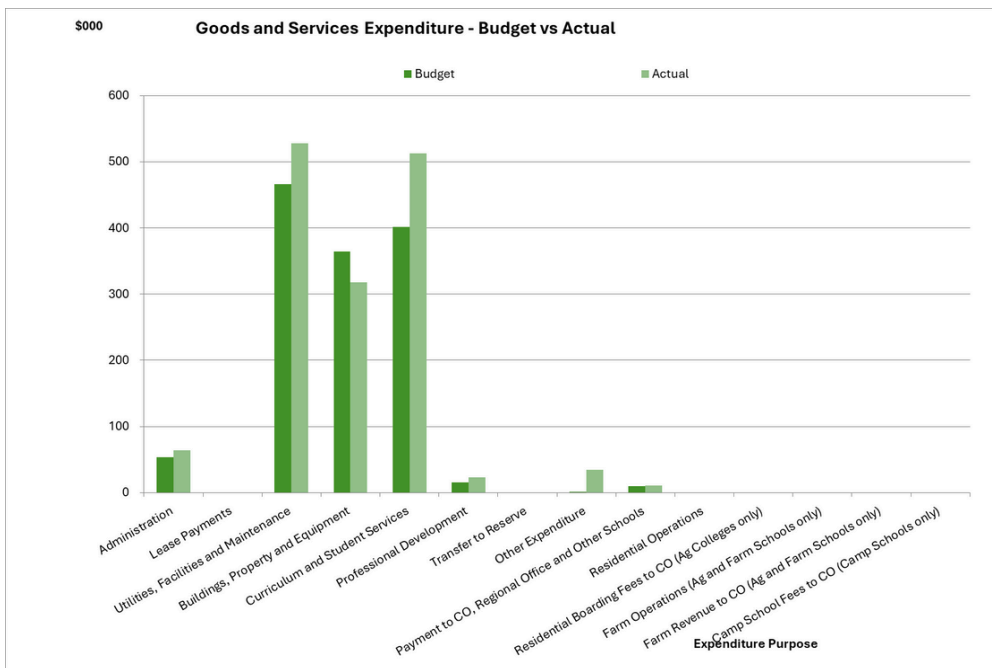
Points of Interest

While there was a decrease in the amount of funds collected for voluntary contributions there was an increase of funds collected for charges and fees. This was pleasing to see as many families have been experiencing cost of living pressures. The greatest pressure area on the school cash budget is the cost of maintaining ongoing IT resources and the increasing costs of utilities. In 2025 it is hoped that the BYOD program will reduce the need for IT resources into the future. We are also hoping to collect greater income by hiring out our facilities for a greater portion of the time we are not using them.

Review of progress against the Business Plan

Identified School Priority	2024 Strategy Detail	Points of Interest
High Quality Teaching	• Embed framework with support to Learning Areas. • Continue to gain feedback on the framework • Incorporate framework into teacher induction • Promote necessary PL, support to maximise effectiveness of current technologies • Implement new technology as required • Develop processes to ensure roles are meeting student needs • Embed processes to ensure effectiveness of current programs • Commence new specialist programs • CMS IS Day 2 for new staff • Embed strategies in learning areas to ensure IS approaches are occurring in the classroom • Embed approaches to ensure LA reviews are effective • Embed formalised approaches to moderation	• The processes for reviewing Learning Area performance have been refined over a number of years and are now well established • The Basketball Excellence program was planned over 2024 to add to our suite of approved specialist and excellence programs

Students Achievements	
- Embed literacy and numeracy strategies in each learning area - Embed approaches to improve NAPLAN performance and student progress - Embed targeted OLNA support strategies - Embed challenging pathways in Year 10 pathway planning processes - Use the results of destination data to inform future pathway promotion - Embed strategies to better align grade distributions and mark allocations - Commence planning for the expansion of BCC scope of delivery	- The subject selection and counselling processes have been further refined for students in year 10 - It was challenging with restraints on our resources to focus on Year 12 destination data as very few students completed this survey in 2023 - BCC made the decision to cease operations as an RTO in 2025 so the expansion of the scope of delivery did not occur in 2024

Learning Environment	
- Embed a range of approaches in supporting students in managing their wellbeing - Embed a range of approaches in supporting staff in managing their wellbeing - Embed a range of improved strategies to managing student behaviour, attendance and engagement including supporting students at educational risk - Provide opportunities for staff to participate in CMS PL - Embed a range of approaches to encourage student voice - Embed a range of College initiatives through the learning environment committee - Embed approaches to cultural inclusivity throughout the College - Implement additional approaches to strengthening Aboriginal student engagement through the ACSF - Embed approaches to diversity practices	- The creation of the wellness centre provided improved support for student wellbeing - The addition of the Koya Aboriginal Girls program contributed to improved attendance and education outcomes for many students - The range of culturally inclusive activities was seen as positive by the community including the appointment of an AIEO and cultural liaison officer for our Islamic students - BCC have continued to invest heavily in providing opportunities for staff to participate in CMS and ISE training.

Relationships and Partnerships	• Embed improved communication methods between staff, students and parents/carers • Embed improved communication methods with the Aboriginal community • Embed improved approaches to orientation and key transition points • Embed approaches to deliver improved outcomes • Embed a literacy strategy in collaboration with local intake primary schools • Contribute to planning of a 2025 network conference	• Communication between staff, students, and parents was particularly successful in 2024 • The planned program to collaborate with our network on a literacy strategy was not pursued as a priority by all network schools.
Leadership and growth	• Continue to implement an effective approach to change management, including clear communication processes to ensure buy-in from all relevant stakeholders • Update learning area programs to ensure College, Department and SCSA expectations are embedded • Embed leadership opportunities to staff and students • Develop processes to ensure use of AITSL standards and maximised outcomes	• Leadership opportunities were improved for both staff and students • Learning area programs were successfully reviewed and updated across the college
Resources	• Embed a suite of initiatives, processes and approaches to improve payment of voluntary contributions and charge • Continue to implement measures to address areas of risk identified in the College workforce plan • Embed improved approaches to budgeting and resource allocation	• Continue to encourage payment of voluntary contributions and charges. • Investigate options for reducing utility costs across the college.