



Ballajura Community College

# Annual Report 2021

# Introduction

## Welcome

As the Principal of Ballajura Community College, I am proud to present to the Ballajura Board and the community the 2021 Annual Report.



**Belinda Hall**  
**Principal**

Ballajura Community College (BCC) provides a high-quality educational experience for all our students and has remained committed to providing a range of flexible programs that cater for all student interests, needs and abilities.

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

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

BCC is one of only a very small number of WA schools that operates its own Registered Training Organisation (RTO). As an RTO, the College provides 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 completion.

We provide alternative pathway programs, ACCESS and LINKS, which have demonstrated outstanding success in engaging young people in education. The Education Support program provides opportunities, activities and facilities for students with special needs to master skills that will make them successful members of society.

As an Independent Public School (IPS) we recognise that progress towards targets concerning attainment, retention, attendance, WACE achievement and VET outcomes will continually need to be met and, wherever possible, exceeded.

Ballajura Community College is culturally diverse with in excess of 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 continue to flourish and complement the more formal learning experienced by our students.

In 2021, following a highly successful external review process, BCC completed the final year of the 2018 – 2021 Business Plan. With the College community, we developed the 2022 – 2025 College Development Plan. In the following pages you will see the targets that have been achieved 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.



# Key Achievements

14 students were rewarded for their excellent achievements at the School Curriculum and Standards Authority (SCSA) awards. We had one student achieve a VET exhibition and VET Certificate of Excellence. Three Certificates of Distinction and 10 Certificates of Merit. We had 11 of our students achieve an ATAR above 90.

Hussan Al-Khaleedi, our ATAR Dux achieved an ATAR score of 99.8. Four other students achieved an ATAR above 95.

Students studying Computer Science and Modern History were acknowledged by SCSA as one of the highest performing ATAR subjects in WA.

The retention rate of BCC students has consistently been significantly greater than expected. In 2020, 79% of Year 10 students continued through to Year 12, compared to 70% across all WA public schools.

The ATAR participation rate has consistently been greater than expected. In 2020, 36% of students achieved an ATAR, 6% greater than expected.

The WACE achievement rate has consistently been at or above like schools. In 2020, 85% of students achieved their WACE, compared to 84% across like schools.

The following information highlights the range of activities, achievements and extra-curricular opportunities that students engaged with throughout 2021:



# College Values and Code of Conduct

The College Values and Code of Conduct were developed through consultation with students, staff, parents and community members. They define expected behaviours for the College community and reflect the culture of the College.

Values	Description	Key Expectations
<b>Respect</b>	We earn respect for ourselves and others through our actions	We: <ul style="list-style-type: none"> <li>• Greet people appropriately</li> <li>• Use respectful language</li> <li>• Create a positive learning environment</li> </ul>
<b>Equity</b>	We demonstrate equity and provide opportunities for everyone	We: <ul style="list-style-type: none"> <li>• Recognise, respect and embrace individual differences</li> <li>• Engage in experiences to learn with and about others</li> <li>• Provide opportunities and educational and vocational pathways for success</li> </ul>
<b>Achievement</b>	We demonstrate achievement by always doing our best	We: <ul style="list-style-type: none"> <li>• Expect everyone to do their best</li> <li>• Cater for everyone's needs, interests and abilities</li> <li>• Reflect on performance and plan for improvement</li> <li>• Recognise and celebrate achievement and success</li> </ul>
<b>Care</b>	We show that we care by being kind and supportive	We: <ul style="list-style-type: none"> <li>• Actively listen and provide support</li> <li>• Solve conflicts calmly</li> <li>• Take pride in our environment</li> </ul>
<b>Health</b>	We acknowledge the importance of physical and mental health	We: <ul style="list-style-type: none"> <li>• Educate ourselves to optimise physical and mental health and wellbeing</li> <li>• Participate in programs and activities to improve our physical and mental health</li> <li>• Seek assistance when necessary</li> </ul>

*The implementation of the College Code of Conduct is supported by the Positive Behaviour Support (PBS) team. The purpose of the PBS team is to establish and implement explicit whole school practice that has a common and consistent approach to positive behaviour, social skills and expectations for achievement in a safe and supportive learning environment.*



# Enhancing Student Learning

## Academic

- ABCN Future Thinkers program ACE Year 10 STEM Program
- ABCN GOALS program
- ABCN Focus Incursion
- ABCN Innovate
- ABCN Interview 2 Impress
- ACE Year 10 Labrats
- Arts study sessions & studio access – Years 11 & 12
- ASDAN Preparatory Award Programs
- ASPIRE UWA Programs
- Auspicing with external providers to increase VET certificate delivery
- Australian Geography Competition Year 10-11
- Australian History Competition Year 10
- Australian Mathematics Competition
- Australian Stock Exchange National Competition
- Careers Week events – Industry presentations to year 10
- Charlie Watson Casio Classpad incursion for ATAR students
- Community Services excursions to Kidsafe at PMH, Kings Park and Australian Institute of Workplace Training
- Curtin University AHEAD school programs
- SPP Cyber Security Camp ECU
- Defence Pathways Program - Science, Technology, Engineering & Mathematics
- Economics – Poster competition
- Economics Enrichment Subject Tutoring – Econ's Club
- ECU Chemistry Show Excursion
- Education Perfect EP Science Awards
- 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, Kaarakin Conservation Centre and DFES Museum exhibition.
- Geography Enrichment Subject Tutoring – Geography Club
- Girls in STEM at North Metro TAFE – Year 9 girls speed career event showcasing STEM courses
- Grok Python Challenge (Year 10-12)
- Have Sum Fun Online Mathematics competition
- HASS ACE Year 8 Climate Plots Program – UWA & ECU
- HASS Parliament House & 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 connects your future"
- HASS Australian Electoral System Incursion Year 9
- History Excursion – WA Museum Boola Bardip – Perth exhibition
- Holocaust survivor incursion Year 11 Modern History
- Holocaust Institute excursion Year 11 Modern History
- Holocaust Poster Competition
- Homework Club
- History Enrichment Subject Tutoring - History Club
- Hospitality Dinner (Years 11 & 12)
- IMSS Information Evening
- Interview 2 Impress excursion
- Interview 2 Impress Optus Career Education Year 10 ACCESS, Year 10 Mainstream
- Masterclass Program
- Mathematics Megalodon Incursion (Yr 8)
- Mathematics Angry Parabolas Incursion (Yr 9)
- MISPP Cyber Security Camp ECU
- MISPP Girls in Engineering programme with Rio Tinto and UWA, Years 7-10
- MISPP STAWA Year 11 Physics Fun day
- MISPP STEM Subs in Schools Program state competition – Year 8 ACE Classes
- Mentoring program for 'students at risk'
- National Constitutional Conventions, Canberra (Year 12 Politics)
- OLNawa Online learning for Maths Year 10-12
- OLNA Year 10 – 12
- NAPLAN 7 – 9
- Politics & Law: National Constitutional Conventions, Canberra (Year 12 Politics)
- Politics & Law: Parliament House, Francis Burt Law Centre Excursions
- Politics & Law: United Nations Youth Forum
- Politics & Law: YMCA Parliament & WA Youth Parliament
- Politics & Law: WA Schools Constitutional Convention
- Politics & Law Enrichment Subject Tutoring – P&L Club
- Poetry in Action performance
- Race Around Campus UWA (Year 9)
- Science Week Activities
- Shakespeare festival
- Summer engineering school
- National Youth Science Forum
- SCSA VET Exhibition and Award Winner – Category: Business and Financial Services: Information and Communications Technology
- STEM Challenge Year 10 ACE & Ed Support
- STEM Club – Year 5 & 6 (local intake primary schools)
- Techtrails – Women in Technology – Speed Career event for Years 9 & 10 girls
- TAFE incursions – information and workshops Years 10 – 12
- Tim Winton Young Writers' Competition
- TRY-A-TRADE
- UMAT Preparation and Mentoring
- University of Sydney Web Page 5-week challenge
- University of Sydney Computer Science Summer Camp
- UWA Metro Camp – Year 11
- Vet Delivered to Secondary School (VETDSS) & external VET offerings
- School Based Traineeships (SBTs)
- WA Schools Constitutional Convention
- Women in the Defence Force work experience – 3-day familiarisation program for young women (Army, Navy & Air Force)
- Write4fun short story and poetry competition
- Year 7 ACE Parent Night
- Year 9 ACE Science students in local intake primary schools





# Enhancing Student Learning

## Cultural

- ABODA Music festivals
- Art Gallery of Western Australia Excursion
- Award Ceremony
- Ballajura Community Festival
- Ballandjarra Choirfest
- Clapping Stick band – Aboriginal Girls
- College hosts US Consulate visit
- Community Links with Midland Joblink, TAFE, Energy O2
- Community Links with Whiteman Park
- Contemporary Music Festival
- Creating the Dream Program
- Dance Troupes
- Didgeridoo band – Aboriginal Boys
- Drama Showcase
- Follow the Dream Program
- Harmony Week Activities
- Glee Club
- Media Awards Night
- Meta Exhibition (WA TAFE based)
- Mental Health Day
- RUOK Day – Battle of the Bands
- Music Concerts – Mid Year
- Music links with RSL/Rotary
- Music – Primary Schools Tour
- Music in the Park
- NAIDOC Week
- Perth museum, maritime museum and Fremantle round house excursions
- Primary Tour – Performing Arts cultural tour
- Year 9/10 River Cruises, Year 12 Ball, Year 12 Award Ceremony, Year 11 Semi Formal
- Year 7/8 laser tag
- RUOK Day
- SPECTRUM Visual Arts Exhibition
- United Nations Youth Forum
- Visual and Performing Arts Exhibition
- WA Young Originals Exhibition
- Years 7 – 10 Rewards days
- Year 10 Francis Burt Leadership Day
- YOHfest performance
- Young Originals Art Exhibition

## Service

- ANZAC Service
- Breakfast Club
- Police Rangers links with RSL and Rotary
- Police Rangers Graduation
- Recycling; cash for cans, bread tags, plastic bottle lids and community recycling of batteries, ink cartridges and aerosols.
- Student Council Years 7 – 12
- Year 10 Custodians of the Peace Park
- Year 10 Peer Mentors
- Year 7-12 Amnesty Club



## Sporting

- 2 x Outdoor Education Camps
- 2 x Outdoor Education Camps
- AFL competitions (10 – 12 boys/ girls)
- Certificate Courses, including coaching of primary school students Ballajura Primary School
- Champions' Luncheon / guest speakers
- Futsal Feva Cup Lightning Carnivals – Years 7, 8, 9
- Interschool athletics carnival
- Interschool futsal
- Keys for Life, including speakers from Paraplegic Benefit Fund
- Lunch/recess activities
- Outdoor recreation – beach awareness/ surf rescue skills/ hiking (Year 9 and 10)
- School athletics carnival
- School Sport WA Competitions – soccer, basketball, volleyball, netball



# Priority 1 - Success for all students

## High Performance: Opportunities to achieve success High Care: A safe, supportive and inclusive College

### Maximising student achievement

Target	Current data	Progress over the course of the College Business Plan
WACE and attainment results at or above public school average.	<ul style="list-style-type: none"> <li>85% of students achieve WACE</li> <li>Like schools: 84%</li> <li>Public schools: 89%</li> </ul>	Target met in 2020, slightly below in 2021
Proportion of Year 12 students meeting OLNA at or above public school average	<ul style="list-style-type: none"> <li>93% of students met the OLNA standard for numeracy. Slightly below public school average.</li> <li>92% of students met the OLNA standard for reading. Slightly below public school average.</li> <li>95% of students met the OLNA standard for writing. Slightly below public school average.</li> </ul>	Target met in 2020, slightly below in 2021
Grades awarded at each level are at or above WA public high school grade distributions.	<ul style="list-style-type: none"> <li>Grade allocations are comparable to WA public schools.</li> </ul>	Target met
All students complete Year 12 with a viable pathway to employment, training or further education.	<ul style="list-style-type: none"> <li>79% of students retained from Year 10 eligible for WACE</li> <li>Like schools 65%</li> <li>Public schools 70%</li> <li>ATAR participation 6% above expected</li> </ul>	Target met <ul style="list-style-type: none"> <li>All students contacted post 2021 have indicated they are on a viable pathway</li> </ul>
Maintain the proportion of students meeting Band 8 NAPLAN continuing to an ATAR pathway.	<ul style="list-style-type: none"> <li>36% of WACE eligible students participated in an ATAR pathway</li> <li>62% of Band 8 NAPLAN students participated in an ATAR pathway</li> </ul>	Target met <ul style="list-style-type: none"> <li>The proportion of band 8 ATAR students continuing to ATAR was consistently between 60 – 62% with further students with NAPLAN scores below Band 8 continuing to ATAR.</li> </ul>

# Priority 1 - Success for all students

## High Performance: Opportunities to achieve success High Care: A safe, supportive and inclusive College

### Improving standards in literacy and numeracy

Target	Current data	Progress
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>Student performance, slightly below expected</li> </ul>	Target met 2019 <ul style="list-style-type: none"> <li>Slight decline in performance in 2021</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>Student performance, slightly below expected</li> </ul>	Target met 2019 <ul style="list-style-type: none"> <li>Slight decline in performance in 2021</li> </ul>

### Student well-being

Target	Current data	Progress
Increase in student interest and participation in student leadership initiatives	<ul style="list-style-type: none"> <li>80% of students are interested in developing leadership skills</li> </ul>	Working towards
Improve student understanding and awareness of wellbeing and mental health issues	<ul style="list-style-type: none"> <li>79% of students feel they effectively manage well-being.</li> </ul>	Working towards <ul style="list-style-type: none"> <li>Down from 87% in 2018</li> </ul>
Positive trends seen in student surveys around student wellbeing and culturally inclusive practises	<ul style="list-style-type: none"> <li>84% of students feel that the College is culturally inclusive.</li> </ul>	Target met <ul style="list-style-type: none"> <li>Up from 76% in 2018</li> </ul>
Students identified as at educational risk to be effectively case managed	<ul style="list-style-type: none"> <li>All students at risk are identified and case managed</li> </ul>	Target met
Maintain student attendance above 90%	<ul style="list-style-type: none"> <li>Student attendance at 85.2 (Semester 2)</li> </ul>	Working towards



# Priority 2 - Effective leadership, teaching and support services

High Performance: Opportunities to achieve success High Care: A safe, supportive and inclusive College		
Curriculum expertise		
Target	Current data	Progress
Full implementation of WA curriculum	<ul style="list-style-type: none"> <li>Fully implemented</li> </ul>	Target met 2018
Improve accuracy and validity of teacher judgements	<ul style="list-style-type: none"> <li>Moderation practices embedded in Learning Area operations</li> </ul>	Target met 2020
Teachers use data management tools to assess student data and information to inform their teaching and learning	<ul style="list-style-type: none"> <li>SEQTA utilised for all assessment and reporting</li> </ul>	Target met 2020
Student engagement		
Target	Current data	Progress
Provide differentiated programs in all curriculum areas.	<ul style="list-style-type: none"> <li>92% of teachers consider they provide differentiated programs.</li> </ul>	Target met 2018
Teachers to be trained in CMS Foundation and Instructional Strategies for Engagement courses	<ul style="list-style-type: none"> <li>Current staff trained in CMS and CMS ISE Day 2</li> </ul>	Day 3 to complete
Increase use of ICT to enhance student learning	<ul style="list-style-type: none"> <li>96% of teachers use ICT at least weekly for the purpose of improving student engagement.</li> <li>Professional learning provided utilising SEQTA curriculum learning management platform.</li> </ul>	Target met in 2020
Reporting data reflects positive trends in attributes	<ul style="list-style-type: none"> <li>Some improvements noted in attribute data</li> </ul>	Working towards

# Priority 2 - Effective leadership, teaching and support services

High Performance: Opportunities to achieve success High Care: A safe, supportive and inclusive College		
Performance Improvement		
Target	Current data	Progress
Teachers use AITSL standards in their performance management	<ul style="list-style-type: none"> <li>94% of teachers use AISTL standards</li> </ul>	Target met in 2020
Teachers use reflective practises to inform their teaching and learning programs.	<ul style="list-style-type: none"> <li>98% of teachers use reflective practices</li> <li>Embedded in performance improvement</li> </ul>	Target met in 2020
Teachers engage in classroom observation	<ul style="list-style-type: none"> <li>90% of teachers participate in classroom observations.</li> <li>Embedded in performance improvement</li> </ul>	Target met in 2020
Developing Leaders		
Target	Current data	Progress
Professional learning provided to all current aspirational leaders that meet College and system needs and priorities	<ul style="list-style-type: none"> <li>Strategies in place to ensure explicit connection between performance improvement and leadership development</li> </ul>	Target met in 2020
Middle leaders use the AITSL principal standards as part of their performance management	<ul style="list-style-type: none"> <li>Embedded in performance improvement documents</li> </ul>	Target met in 2020
Leaders keep abreast of current and future education requirements, priorities and initiatives	<ul style="list-style-type: none"> <li>Strategies in place</li> </ul>	Target met in 2020
Department of Education and outside agency deadlines and requirements are met.	<ul style="list-style-type: none"> <li>Strategies in place to monitor adherence to deadline</li> </ul>	Target met in 2020

# Priority 2 - Effective leadership, teaching and support services

High Performance: Opportunities to achieve success High Care: A safe, supportive and inclusive College		
Staff wellbeing and support		
Target	Current data	Progress
<i>Positive trends seen in staff surveys around staff wellbeing and culturally inclusive practises</i>	<ul style="list-style-type: none"> <li>96% of staff feel that the College caters well-being</li> </ul>	<i>Target met in 2020</i>
<i>Middle leaders equipped to provide wellbeing support for staff in their learning area</i>	<ul style="list-style-type: none"> <li>86% of staff feel that they effectively manage their well-being</li> <li>96% of staff feel that they are valued by their colleagues</li> <li>Opportunities for health and wellbeing activities embedded in Professional Learning Calendar.</li> </ul>	<i>Target met in 2020</i>
<i>Increased staff participation in College and community events</i>	<ul style="list-style-type: none"> <li>Explicit opportunities for staff to participate in College and community events</li> </ul>	<i>Target met in 2020</i>
<i>Staff have access to support and professional learning activities that are linked to their performance improvement</i>	<ul style="list-style-type: none"> <li>Professional development approvals are directly linked to performance improvement and College priorities.</li> </ul>	<i>Target met in 2020</i>
<i>Graduate and new staff to the College are appropriately inducted</i>	<ul style="list-style-type: none"> <li>Induction programs established</li> </ul>	<i>Target met in 2020</i>



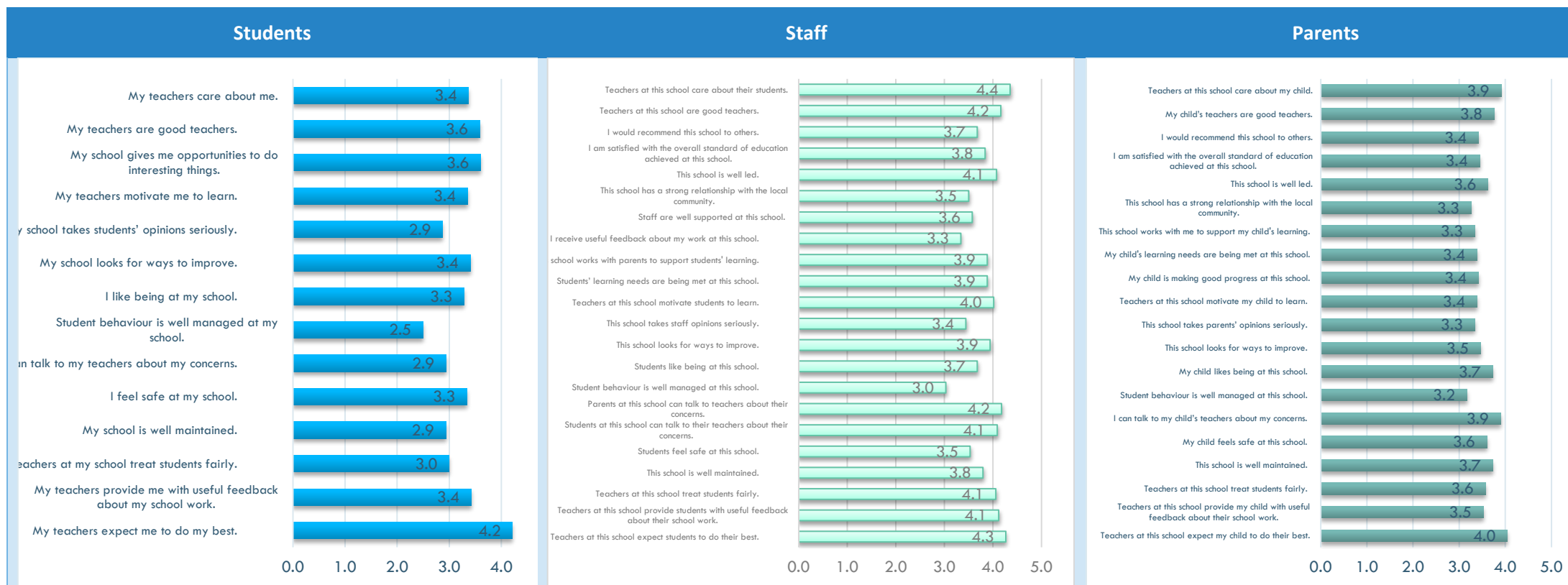
# Priority 3 - Strengthening our organisation

Improving the College and partnerships with caregivers and the community to enhance student learning outcomes, opportunities and success.		
Performance Improvement		
Target	Current data	Progress
Implement new revised child protection policy and Cultural Standards Framework	<ul style="list-style-type: none"> <li>Staff have completed relevant professional learning</li> </ul>	Target met 2020 <ul style="list-style-type: none"> <li>Ongoing monitoring</li> </ul>
Implement online testing for NAPLAN and OLNA	<ul style="list-style-type: none"> <li>Processes established in the College</li> </ul>	Target met 2018
A comprehensive plan for moving towards an efficient "one school" model	<ul style="list-style-type: none"> <li>One school model implemented</li> </ul>	Target met in 2020
Strengthen collaboration across the College between learning areas	<ul style="list-style-type: none"> <li>Learning areas now based together in faculty groups</li> </ul>	Target met in 2020
Further develop plans so all learning areas are encompassing Year 7-12 strategies	<ul style="list-style-type: none"> <li>Learning area plans encompass years 7-12</li> </ul>	Target met in 2020
In line with the previous Performance Arts Theatre feasibility study, investigate additional funding to increase and optimize the \$5 million Performing Arts Centre funding allocation in relation to College and Community needs.	<ul style="list-style-type: none"> <li>Investigations conducted 2018</li> </ul>	Target met 2018

# Priority 3 - Strengthening our organisation

Improving the College and partnerships with caregivers and the community to enhance student learning outcomes, opportunities and success.		
Caregivers		
Target	Current data	Progress
Increase communication and collaboration with parents/caregivers	<ul style="list-style-type: none"> <li>67% of parents/caregivers use SEQTA 'Direqt' messaging to communicate with staff</li> </ul>	Making significant progress <ul style="list-style-type: none"> <li>33% in 2018</li> </ul>
Parents/caregivers have greater access to student achievement, attendance and curriculum information	<ul style="list-style-type: none"> <li>98% of parents/caregivers use SEQTA Engage at least weekly</li> <li>Curriculum, assessment and pastoral care information available to parents through SEQTA</li> </ul>	Target met in 2020
Community		
Target	Current data	Progress
Increase collaboration with external agencies and community organisations	<ul style="list-style-type: none"> <li>Maintained effective communication with external agencies and community organisations</li> </ul>	Target met in 2020
Increase collaboration with local primary schools	<ul style="list-style-type: none"> <li>Continued to collaborate with the Ballandjarra network via maths and science networks.</li> <li>Strengthened STEM program</li> </ul>	Target met in 2018

# Student, staff and parent satisfaction



## Key observations:

A significant area of strength and consistency amongst students, staff and parents is teacher expectation that students will do their best and perform at their best.

An area that the College continues to strive to make improvements is with student, staff and parent expectations of behaviour management



# 2022 – 2025 College Development Planning

The Ballajura Community College Development Plan 2022 – 2025 sets out the College's new priorities and directions to ensure our students are successful and to maximise their future study and career options. It aims to highlight how we, as a College community will achieve the College vision, mission and priorities.

The College Development Plan 2022 – 2025 incorporates recommendations from the March 2021 Public School review, the Department of Education strategic directions for public schools 2020 – 2024, Building on Strength future directions for the WA public school system, the Alice Springs (Mparntwe) Education Declaration.

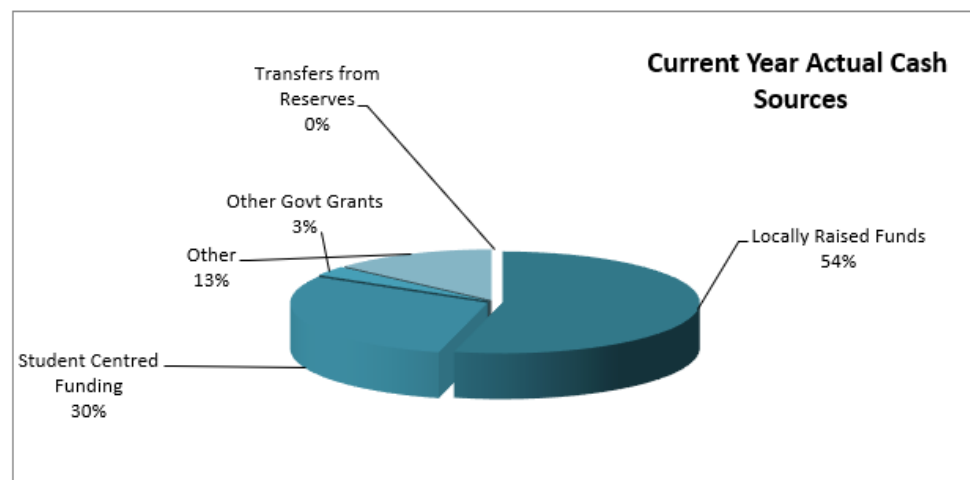
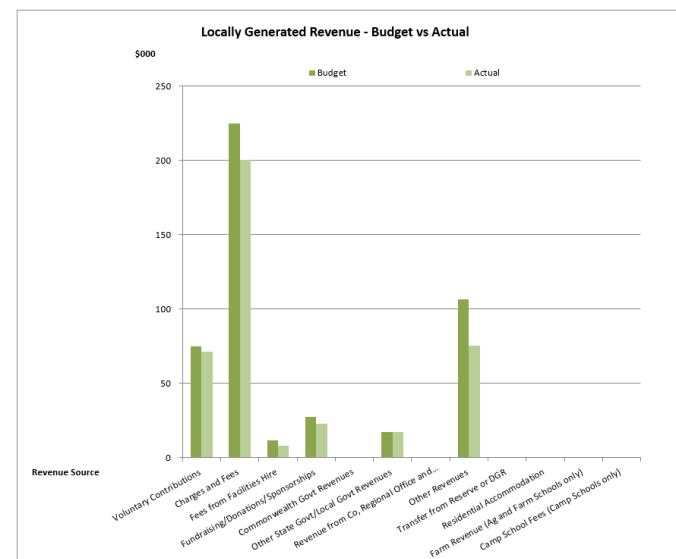
The Plan was created in collaboration with the entire College community. This included staff collating and analysing all available College and system data on attendance, curriculum, achievement and behaviour management. Parents, students and staff were also consulted to identify what the College was doing well and where improvements could be made.

For the targets in the BCC Business Plan to be achieved, and to ultimately ensure success for every student, every classroom, every day, the staff actively engage and use the plan to inform their teaching and learning and College operational practices. This has been made possible by aligning the College Development Plan to a College Operational Plan, which links to each department's Learning Area Plan.



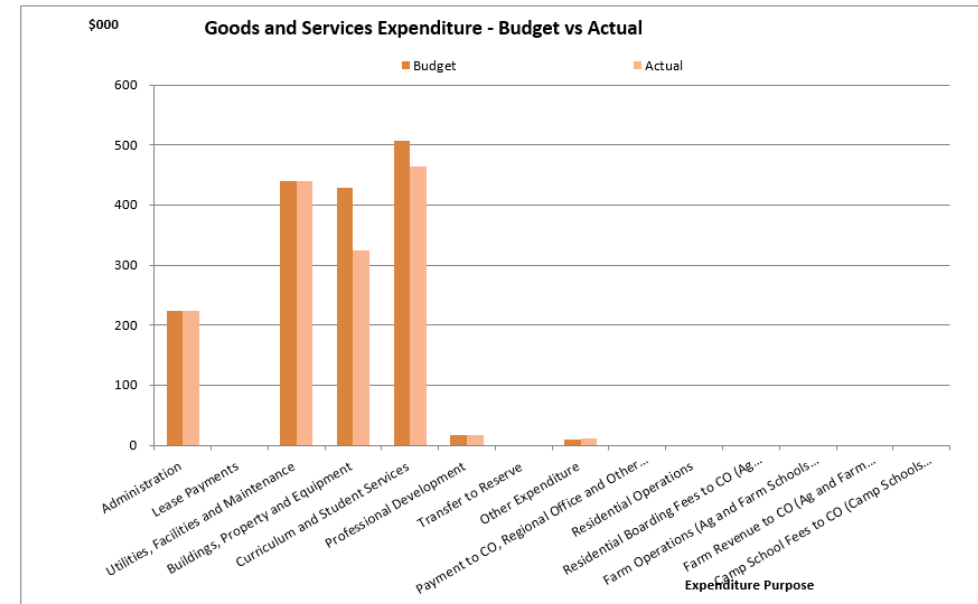
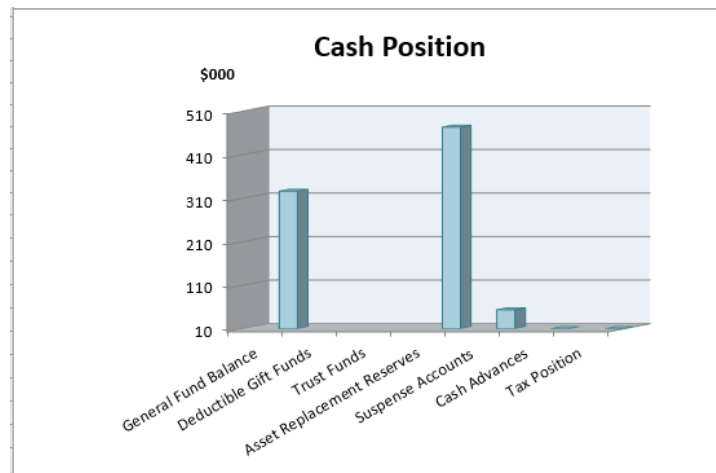
# Financial Summary

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 75,000.00	\$ 71,118.99
2	Charges and Fees	\$ 225,000.00	\$ 200,521.18
3	Fees from Facilities Hire	\$ 11,818.18	\$ 8,181.82
4	Fundraising/Donations/Sponsorships	\$ 27,369.14	\$ 22,993.13
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 17,370.00	\$ 17,370.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 106,533.35	\$ 75,244.97
9	Transfer from Reserve or DGR	\$ -	\$ -
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>\$ 463,090.67</b>	<b>\$ 395,430.09</b>
	<b>Opening Balance</b>	<b>\$ 848,870.71</b>	<b>\$ 848,870.71</b>
	<b>Student Centred Funding Cash</b>	<b>\$ 165,884.00</b>	<b>\$ 165,884.00</b>
	<b>Total Cash Funds Available</b>	<b>\$ 1,477,845.38</b>	<b>\$ 1,410,184.80</b>
	<b>Total Salary Allocation</b>	<b>\$ 14,558,032.00</b>	<b>\$ 14,558,032.00</b>
	<b>Total Funds Available</b>	<b>\$ 16,035,877.38</b>	<b>\$ 15,968,216.80</b>



# Financial Summary

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 223,393.34	\$ 223,393.34
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 440,240.62	\$ 440,240.62
4	Buildings, Property and Equipment	\$ 428,963.12	\$ 325,033.95
5	Curriculum and Student Services	\$ 507,053.94	\$ 463,665.04
6	Professional Development	\$ 17,581.63	\$ 17,269.63
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 8,828.20	\$ 10,727.99
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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>\$ 1,626,060.85</b>	<b>\$ 1,480,330.57</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ 13,726,183.00</b>	<b>\$ 13,726,183.00</b>
	<b>Total Expenditure</b>	<b>\$ 15,352,243.85</b>	<b>\$ 15,206,513.57</b>
	<b>Cash Budget Variance</b>	<b>\$ (148,215.47)</b>	



Cash Position as at:		31-Dec-21
<b>Bank Balance</b>	<b>\$</b>	<b>844,236.22</b>
Made up of:		
1 General Fund Balance	\$	326,010.66
2 Deductible Gift Funds		
3 Trust Funds		
4 Asset Replacement Reserves	\$	473,274.84
5 Suspense Accounts	\$	53,548.78
6 Cash Advances	\$	1,450.00
7 Tax Position	\$	(8,641.00)
<b>Total Bank Balance</b>	<b>\$</b>	<b>845,643.28</b>



# Ballajura Community College Graduation 2021



Creating the future together

Respect • Equity • Achievement • Care • Health

Ballajura Community College  
Illawarra Crescent South Ballajura  
WA 6066