



Ballajura Community College

Annual Report 2022

Introduction

Welcome

As the Principal of Ballajura Community College, I am proud to present to the Ballajura Board and the community the 2022 Annual Report.

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.

Belinda Hall
Principal

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 2022, following a highly successful external review process, BCC commenced a new plan, entitled Ballajura Community College Development Plan 2022 – 2025. 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.

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

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.



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-Khaledi, 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:



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 careering 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 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)
- 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 Careering 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
- YOIfest performance

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 – High Quality Teaching

Targets	Key strategies implemented	Current data	Progress	Recommendations 2023
<i>There is a shared understanding and a commitment to whole school teaching and learning practices</i>	<ul style="list-style-type: none"> Established a teaching and learning committee Commenced the implementation of a college pedagogical framework Completed a college review of technologies to identify gaps in service 	<ul style="list-style-type: none"> 71% of staff feel that the College has a shared approach to teaching and learning 86% of staff use technology to engage and motivate students to learn 	<p><i>In progress</i></p> <p><i>In progress</i></p>	<i>Develop and a communicate the BCC pedagogical framework with input from all staff, informed by research and the DoE "Teaching for Impact" resources</i>
<i>Provide differentiated programs to support student learning</i>	<ul style="list-style-type: none"> Strengthened internal moderation processes to ensure consistency amongst classes Coordination roles assigned to staff to manage programs in 2023 e.g., ACE Coordinator 	<ul style="list-style-type: none"> 69% of staff frequently engage in moderation activity 	<i>In progress</i>	<p><i>Implement formalised approaches to moderation</i></p> <p><i>Continue to implement differentiated programs</i></p> <p><i>Monitor effectiveness of current program</i></p>
<i>Staff expertise is utilised to maximise opportunities for students</i>	<ul style="list-style-type: none"> Conducted a review to implemented specialised roles to maximise opportunities for students in 2022 Surveyed students to determine preferred extracurricular activity Streamlined learning area planning processes to enable further differentiation 	<ul style="list-style-type: none"> 63% of staff feel that their expertise is maximised in providing opportunities for students 	<i>In progress</i>	<i>Incorporate staff expertise in delivering opportunities to students</i>

Priority 2 – Student Achievements

Targets	Key strategies implemented	Current data	Progress	Recommendations 2023
WACE achievement at or above WA public school achievement rate	<ul style="list-style-type: none"> Reviewed current pathways in Year 11 and 12 to ensure appropriate subjects are available for students Reviewed current subject selection process to ensure transparency 	<ul style="list-style-type: none"> WACE Achievement at 87% 4% above Like schools 2% below WA public schools. 	In progress	<p>Incorporate measures to encourage students to select appropriately challenging courses</p> <p>Conduct further student and parent workshops to ensure deeper understanding of WACE requirements</p> <p>Strengthen approaches to student tracking</p> <p>Explore further VET qualifications appropriate to student need and opportunity</p>
Proportion of Year 12 students meeting literacy and numeracy requirements are at or above WA public schools	<ul style="list-style-type: none"> Commenced a review of current approaches in providing targeted OLNA support to Year 10 - 12 students Provided individualised support to students at risk of not achieving their OLNA 	<ul style="list-style-type: none"> 90% of students met the literacy and numeracy requirement <ul style="list-style-type: none"> 95% Reading 96% Writing 93% Numeracy 95% of students across all WA Schools met the literacy and numeracy requirement 	In progress	<p>Implement formalised approaches to moderation</p> <p>Continue to implement differentiated programs</p> <p>Monitor effectiveness of current program</p>
At or above expected performance in Year 7 and 9 NAPLAN compared to WA public schools	<ul style="list-style-type: none"> Maintained a focus on teaching the curriculum whilst focusing on key literacy and numeracy learning Commenced a review of current literacy and numeracy approaches used throughout the College 	<ul style="list-style-type: none"> Students did not participate in 2020 NAPLAN, therefore expected performance is unavailable Students performed above expected on all tests compared to like schools based on ICSEA 	<p>In progress</p> <p>Achieved</p>	<p>Conduct a further review of college literacy and numeracy strategies</p> <p>Continue to work closely with primary schools on literacy and numeracy approaches</p>

Priority 3 – Learning Environment

Targets	Key strategies implemented	Current data	Progress	Recommendations 2023
Enhance the health and wellbeing of students and staff	<ul style="list-style-type: none"> Reviewed current approaches in managing staff and student welfare Introduced a wellbeing “check-in” process with staff 	<ul style="list-style-type: none"> 33% of students and 65% of staff feel comfortable talking about their health and wellbeing with others 41% of students and 80% of staff feel comfortable to access health and wellbeing support 	In progress	<p>Implement further approaches to the enhancement of staff and student wellbeing</p> <p>Implement a wellness centre in the College specific to meeting student needs</p> <p>Further promote the completion of BeYou modules amongst staff</p>
Strengthen approaches to student behaviour, attendance and engagement	<ul style="list-style-type: none"> Reviewed current approaches in managing student behaviour, attendance, and engagement Introduced a new Pastoral Care Group (PCG) system to commence in 2023 	<ul style="list-style-type: none"> Student attendance was 82.6% 15% of students were suspended for an average of 2.4 days 32% of students and 88% of staff feel that classroom behaviour is managed effectively 	In progress	<p>Provide targeted professional learning to staff around classroom management</p> <p>Implement consistent approaches in managing, recording, and following up on student behaviour across the College</p> <p>Set explicit targets for student attendance and behaviour</p>
Student voice informs College planning, events, and student leadership initiatives	<ul style="list-style-type: none"> Expanded student voice through student surveys and responding to survey data e.g., developed a basketball excellence program, due to start in 2024 	<ul style="list-style-type: none"> 20% of students feel their opinions are taken seriously 	In progress	<p>Implement a range of approaches to encourage student voice</p> <p>Celebrate initiatives that are a result of student voice, input, and leadership</p>
Improve the provision of an inclusive and culturally responsive learning environment	<ul style="list-style-type: none"> Expanded the support to Aboriginal students through the employment of a further AIEO Expanded the level of support provided to EALD students 	<ul style="list-style-type: none"> 43% of students and 84% of staff feel that the College supports inclusivity and diversity 	In progress	<p>Conduct a review of culturally appropriate practices throughout the College</p> <p>Review College approach to the ACSF and work towards the development of a RAP</p>

Priority 4 – Relationships and Partnerships

Targets	Key strategies implemented	Current data	Progress	Recommendations 2023
<i>Effective communications are evident, throughout the College community</i>	<ul style="list-style-type: none"> • <i>Reviewed current communication methods between staff, students, and parents/carers</i> • <i>Implemented a social media platform i.e., Facebook</i> 	<ul style="list-style-type: none"> • <i>88% of staff and 55% of parents are satisfied with the level of communication between the College and families</i> • <i>94% of staff and 55% of students feel that there are positive relationships between staff and students</i> 	<p><i>In progress</i></p> <p><i>In progress</i></p>	<p><i>Develop a consistent approach to the use of SEQTA for parent communication</i></p> <p><i>Improve the quantity and frequency of parent communications</i></p> <p><i>Implement culturally appropriate approaches to communication with families</i></p>
<i>Maintain sustainable partnerships with key stakeholders</i>	<ul style="list-style-type: none"> • <i>Reviewed current communication methods between the College and external agencies and organisations</i> • <i>Maintained a successful collaboration within the Ballandjarra Network</i> • <i>Maintained effective networks within the West Coast Curriculum Collaborative (WCCC)</i> • <i>Commenced a new P&C group</i> 	<ul style="list-style-type: none"> • <i>65% of staff felt that activities within the WCCC were beneficial</i> • <i>80% of staff that participated in Ballandjarra Network activities felt that it was beneficial</i> 	<p><i>In progress</i></p> <p><i>In progress</i></p>	<p><i>Continue to work with the Ballandjarra network around health and wellbeing, mathematics and science and work together to implement a network literacy approach</i></p> <p><i>(WCCC activities are planned for every 2 years)</i></p>

Priority 5 – Leadership and Growth

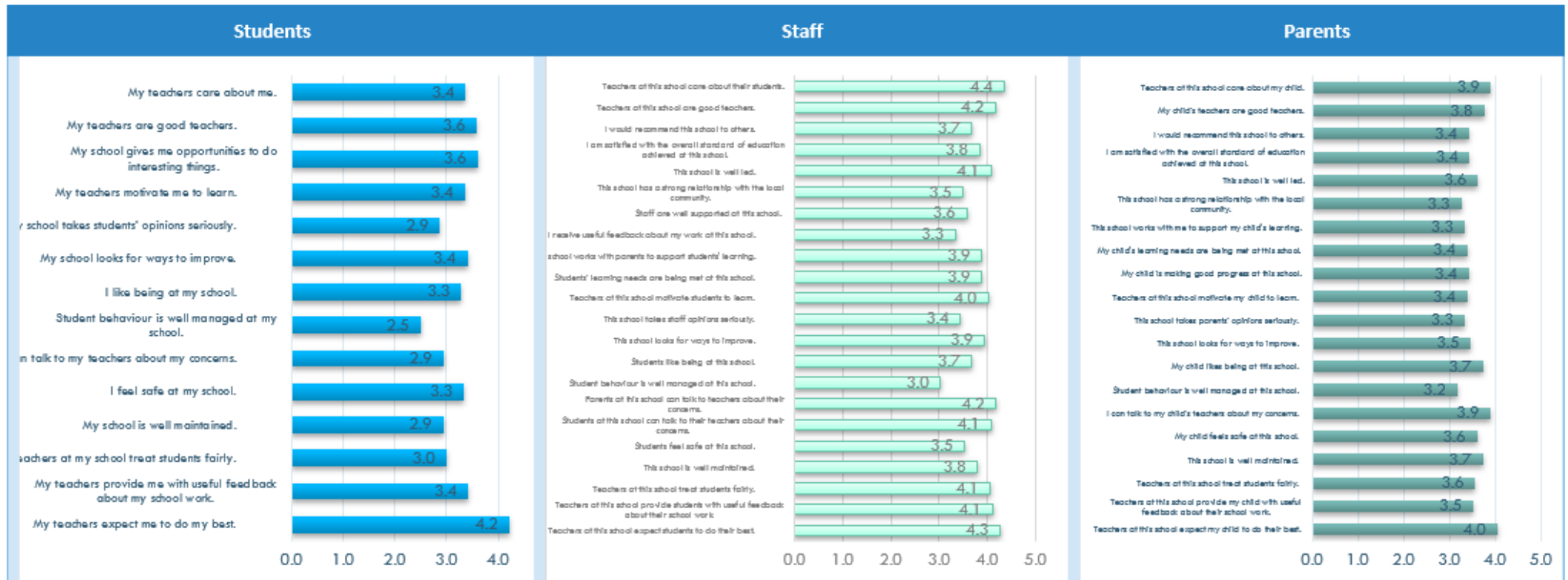
Targets	Key strategies implemented	Current data	Progress	Recommendations 2023
Maintain a shared vision that aligns with the Department's expectations and College values and code of conduct	<ul style="list-style-type: none"> Communicated changes to be made to the College layout for the 2023 school year Developed an operational plan to clearly articulate the strategies required to achieve the targets of the college development plan Revisited the college REACH values and Code of Conduct 	<ul style="list-style-type: none"> 83% of staff and 71% of families feel informed about changes to college processes and procedures 93% of staff and 64% of students have a thorough understanding of the college REACH values and Code of Conduct 	<p>In progress</p> <p>In progress</p>	<p>Update and circulate visual representations of the college REACH values</p> <p>Embed explicit REACH values and Code of Conduct learning during PCG</p> <p>Update and communicate policies and procedures across the college</p>
The College provides leadership and growth opportunities at all levels of the College community	<ul style="list-style-type: none"> Explored mechanisms to improve leadership opportunities to staff and students 	<ul style="list-style-type: none"> 57% of staff and 36% of students feel that they are provided with opportunities to develop their leadership skills 54% of staff feel that current performance management processes are effective in skill development 	<p>In progress</p> <p>In progress</p>	<p>Continue to provide leadership development for heads of learning areas and aspirant staff</p> <p>Introduce induction workshops for new and graduate staff to the college</p> <p>Implement the new templates for performance management and continue to provide quality support and advice to staff</p>

Priority 6 – Use of Resources

Targets	Key strategies implemented	Current data	Progress	Recommendations 2023
Resource allocation is aligned to strategic and operational planning to benefit student learning	<ul style="list-style-type: none"> Commenced review to improve payment rate of voluntary contributions and charges Communicated approach to budgeting and resource allocation with staff Introduced new uniform supplier and uniform components for staff and students 	<ul style="list-style-type: none"> 88% of families and 69% of students are aware of the importance of voluntary contributions and charges 	In progress	Continue to implement initiatives to increase the payment rate of voluntary contributions and charges



Student, staff and parent satisfaction



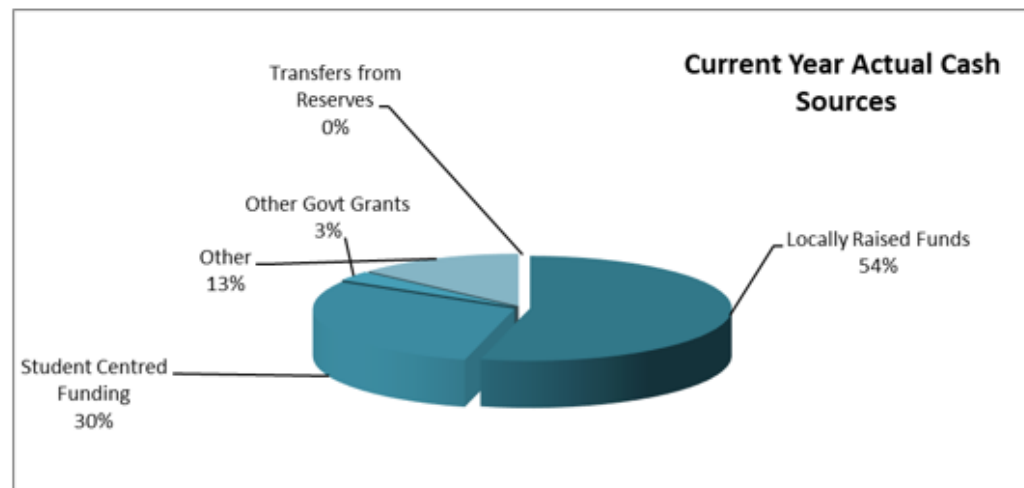
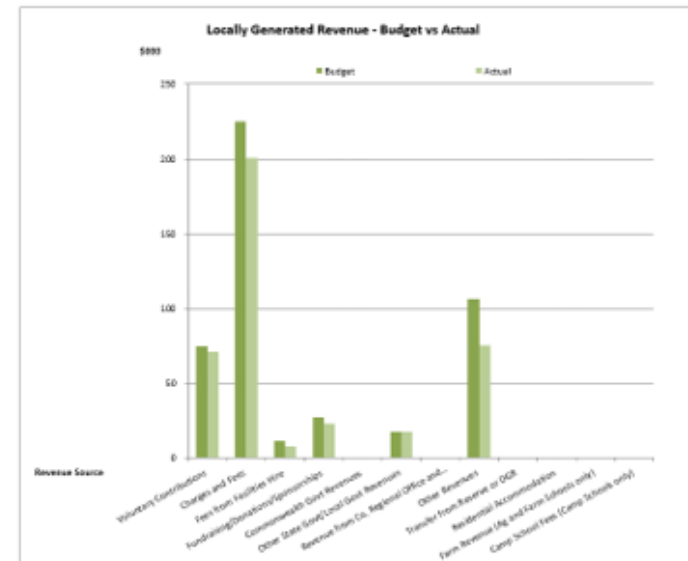
Key observations:

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

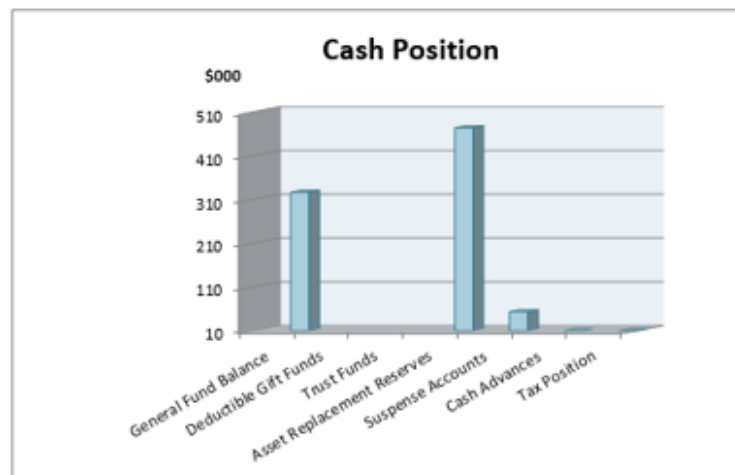
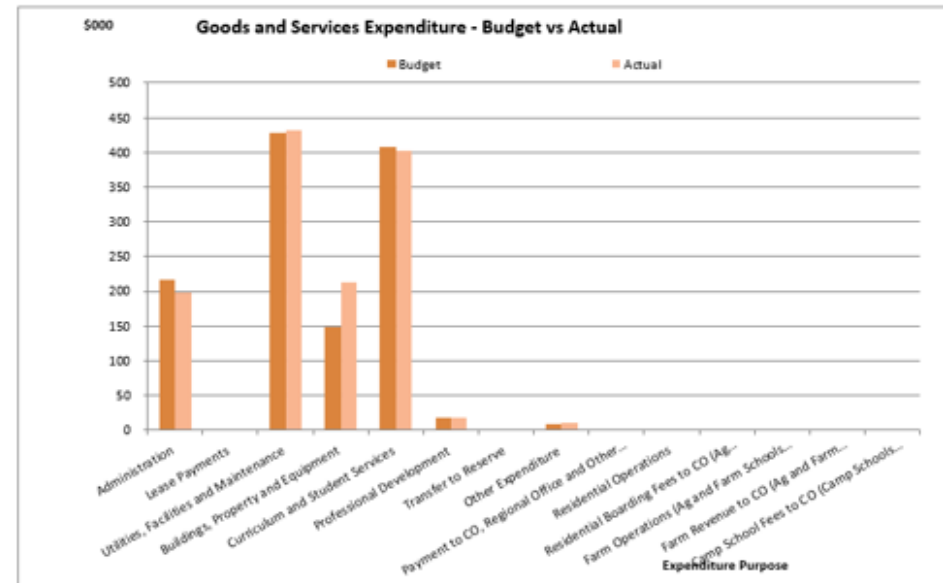
Financial Summary

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)	\$ -	\$ -
Total Locally Raised Funds		\$ 463,090.67	\$ 395,430.09
Opening Balance		\$ 326,010.66	\$ 326,010.66
Student Centred Funding Cash		\$ 165,884.00	\$ 165,884.00
Total Cash Funds Available		\$ 954,985.33	\$ 887,324.75
Total Salary Allocation		\$ 14,558,032.00	\$ 14,558,032.00
Total Funds Available		\$ 15,513,017.33	\$ 15,445,356.75



Financial Summary

Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 217,450.00	\$ 197,704.21
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 428,500.00	\$ 432,631.87
4	Buildings, Property and Equipment	\$ 148,000.00	\$ 213,034.00
5	Curriculum and Student Services	\$ 408,314.12	\$ 401,954.87
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)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 1,228,673.95	\$ 1,273,322.57
Total Forecast Salary Expenditure		\$ 13,726,183.00	\$ 13,726,183.00
Total Expenditure		\$ 14,954,856.95	\$ 14,999,505.57
Cash Budget Variance		\$ (273,688.62)	



Cash Position as at:		31-Dec-21
Bank Balance	\$	844,236.22
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)
Total Bank Balance	\$	842,743.28

Ballajura Community College

Class of 2022



Creating the future together
Respect • Equity • Achievement • Care • Health

Ballajura Community College
Illawarra Crescent South Ballajura
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