



Ballajura Community College

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolReview@education.wa.edu.au

Context

Ballajura Community College is located approximately 15 kilometres north-east of the Perth central business district in the North Metropolitan Education Region.

Currently, 913 students are enrolled from Year 7 to Year 12, with an Index of Community Socio-Educational Advantage of 960 (decile 7).

Ballajura Community College is supported by the College Board and Parents and Citizens' Association (P&C).

Opening in 1995, Ballajura Community College gained Independent Public School status in 2010.

The first Public School Review of Ballajura Community College was conducted in Term 1, 2021. This 2026 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive and authentic school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- An intentional and strategic approach to the self-assessment was led by the executive team, ensuring the process was well-coordinated, manageable and reflective of performance over time.
- Responsibility for evidence gathering and preparation of the Electronic School Assessment Tool (ESAT) submission was distributed across the executive team.
- Regular collaboration and consultation with the senior leadership team informed evidence selection and collective reflection against the domains of the Standard, ensuring a shared understanding of whole-school performance.
- The executive team developed concise domain entry summaries aligned to the domain foci, supported by a synthesised selection of evidence of practice within the ESAT submission.
- Staff representing the breadth of learning areas, programs and operational responsibilities across all year levels actively engaged with the review team during the validation visit, providing clarity, depth and insights that strengthened understanding of the context, strategic priorities and improvement journey.
- Discussions with a cross-section of thoughtful and reflective students provided valuable insights into the school's commitment to inclusive support structures, student agency and recognition of the rich cultural diversity within the school community. Students spoke authentically about the positive learning environment and diversity of learning opportunities available to them, adding value to the validation process.
- Committed College Board, P&C and community members provided genuine reflections in support of the school's self-assessment. Their contributions strengthened the validation process, highlighting their commitment, , active involvement in improvement initiatives and strong connection to the local community.

Relationships and partnerships

A shared sense of purpose, underpinned by positive relationships, collegiality and a collective commitment to students, has established a connected and positive college culture.

Commendations

The review team validate the following:

- Well established leadership structures have reinforced a culture of collaboration, that promotes open dialogue, values diverse perspectives and builds collective ownership of decision making at all levels.
- Deliberately cultivated partnerships with industry, employers and training providers broaden students' aspirations through authentic experiences, enhancing career development opportunities and expanding access to vocational and post-school pathways.
- An informed and representative College Board, supported by comprehensive and timely information, provides effective governance through informed discussion, strategic oversight and a clear understanding of roles and responsibilities.
- The connection with community is strengthened through sustainable partnerships, including with the P&C, Returned and Service League, Community Connect Young Inc. and feeder primary schools, enriching student transition and reinforcing its role as a valued community hub.

Recommendation

The review team support the following:

- Continue promoting and reviewing the effectiveness and uptake of communication platforms, including social media, to ensure communication strategies remain responsive to community preferences.

Learning environment

Recognising the diverse strengths, identities and needs of its students, a dynamic, inclusive and responsive environment has been established, where students feel known, valued, safe and supported to thrive.

Commendations

The review team validate the following:

- Responding to the rich cultural diversity of its community, culturally responsive practices, specialist staffing and inclusive operational approaches have been embedded to promote belonging, cultural safety and engagement.
- The Respect, Equity, Achievement, Care, and Health Positive Behaviour Support framework has established a common language and shared expectations for behaviour through the explicit teaching, reinforcement and recognition of expected behaviours, contributing to visibly improved behavioural outcomes.
- Deliberate integration of a structured social and emotional learning curriculum within the Pastoral Care Group program is strengthening students' capacity to reflect, communicate effectively, solve problems and confidently access support.
- A consistent approach to referral and case management through student services and the wellness centre has enhanced the capacity to provide coordinated, tailored support for students with diverse needs.
- Student voice is embedded through authentic leadership and representative opportunities that empower students to influence the college's decision-making, shape initiatives and contribute to an inclusive, connected and culturally responsive community.

Recommendation

The review team support the following:

- Build the capacity and sustainability of the Education Support program to expand access to targeted, evidence-based support for identified students.

Leadership

Strategic leadership, characterised by visibility, approachability and a solutions-focused mindset, has established the trust, clarity and shared commitment that underpin continuous improvement.

Commendations

The review team validate the following:

- The 2026-2029 College Plan, underpinned by the Ascend Approach and developed through collaboration, provides a clear strategic direction that aligns priorities and unites the community in pursuing sustained improvement.
- Collaborative learning area planning translates the College Plan into consistent, evidence-informed operational practice, ensuring improvement priorities are enacted across every learning area.
- Structured learning area review cycles balance accountability with professional support, building leadership capability through evidence-informed reflection, collaborative problem-solving and strategic coaching.
- A deliberate investment in leadership development creates authentic pathways for aspiring and emerging leaders through mentoring, professional learning and leadership opportunities, strengthening leadership capability and supporting effective succession planning.

Recommendation

The review team support the following:

- Embed the Ascend Approach through whole-school reflection processes, coaching and leadership support to promote consistent instructional practice across all learning areas.

Use of resources

Flexible, responsive and future-focused resource planning ensures decisions are centred on student need, strengthening distinctive opportunities and enabling its long-term strategic priorities.

Commendations

The review team validate the following:

- The Finance Committee provides transparent and informed financial governance, guided by the expertise of the manager corporate services, building a shared understanding of how financial decisions balance competing priorities in alignment with the College Plan.
- A proactive approach to improving voluntary contributions and charges collection rates has strengthened the capacity to generate locally raised funds, providing greater flexibility to invest in strategic priorities.
- Student characteristic and targeted initiative funding is purposefully aligned to student need through an enhanced Education Support program, specialised staffing, culturally responsive support and expanded pathway opportunities, promoting equitable success for all students.
- Responsive workforce planning aligns staffing with enrolment trends, student demand and curriculum priorities, sustaining a broad curriculum while maintaining a stable and sustainable workforce.
- A deliberate and future-focused approach to resource planning has enabled the successful delivery of major improvement projects, with the strategic use of reserve funding and proactive pursuit of external grants enhancing the facilities and learning environment.
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Recommendation

The review team support the following:

- Progress the transition from MAZE to Program Kaartdijin to enhance operational efficiency and enable resources to be directed towards student learning priorities.

Teaching quality

A strong collegiate culture, shared responsibility for student success and collaborative professional practice, ensures teaching is responsive, inclusive and focused on enabling every student to succeed.

Commendations

The review team validate the following:

- Developed through extensive consultation with staff, The Good Teacher statement reflects a collective vision of effective teaching, strengthening ownership, consistency and collective responsibility for high-quality teaching.
- The collaboratively developed pedagogical framework, embedded within the Ascend Approach, integrates The Good Teacher statement with the principles of Teaching for Impact, establishing a consistent, evidence-informed approach to teaching practice.
- The Education Support program provides responsive and inclusive learning opportunities through specialised teaching, purposeful integration into mainstream classes and individualised learning pathways, enabling students with diverse needs to access high quality learning experiences.
- A differentiated approach to teaching and learning is reflected through programs including Learning Inclusively Nurturing Knowledge and Skills, Advanced Curriculum Enrichment and IMPACT, enabling teachers to respond to students' diverse learning needs, aspirations and post-school pathways through targeted learning experiences.
- Professional learning is strategically aligned to improvement priorities, ensuring staff have equitable access to development opportunities that enhance teaching expertise, leadership capability and consistent classroom practice.

Recommendation

The review team support the following:

- Embed consistent approaches to the analysis and use of systemic and school-based data within and across learning areas to inform responsive teaching, targeted intervention and the monitoring of student progress.

Student achievement and progress

Personalised support, informed pathway planning and targeted intervention underpin a strong commitment to ensuring every student is empowered to achieve success.

Commendations

The review team validate the following:

- A comprehensive, data-informed course counselling process for all Year 10 students combines personalised guidance, student reflection and evidence-informed decision making to align senior secondary pathways with students' strengths, interests and post-school aspirations.
- A coordinated approach to literacy and numeracy intervention combines targeted teaching, progress monitoring and culturally responsive support, with OLNA¹ qualification rates exceeding those of like schools.
- A responsive VET² program, enhanced through industry partnerships and flexible delivery arrangements, provides students with authentic learning experiences that lead to recognised qualifications, employment and further training opportunities.
- Collaborative learning area review and moderation processes are strengthening the consistency and integrity of assessment through the analysis of student achievement data and the application of course grade descriptors.
- Longitudinal Year 7 and Year 9 NAPLAN³ cohort performance, with mean achievement above like schools across all assessment domains, demonstrates strong achievement in literacy and numeracy.

Recommendation

The review team support the following:

- Develop and implement a college-wide moderation plan to establish clear expectations and formalise moderation processes across all learning areas, strengthening the consistency and accuracy of teacher judgements aligned with curriculum standards.

Reviewers

Danielle Roache
Director, Public School Review

Charmaine Ford
Principal, Thornlie Senior High School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2029.



Steve Watson
Deputy Director General, Schools

References

- 1 Online Literacy and Numeracy Assessment
- 2 Vocational Education and Training
- 3 National Assessment Program – Literacy and Numeracy