

Ballarat High School

Information Handbook

2016



Our Purpose



Principal's Message

Welcome to Ballarat High School.

We look forward to working with you through your transition to Ballarat High School and providing the information and support you require to ensure your transition into our learning community is a seamless one.

A COMMUNITY OF LEARNERS

Our learning culture is supported by our core values of Pride, Respect, and Responsibility. We are committed to educating the learner for the 21st century and are developing strategies to personalise learning for all members of our school community. Our traditions of academic excellence combined with a long history of outstanding extracurricular programs supports the development of the whole student.

As a large school we have a small team structure in place:

- Years 7 and 8 learning teams
- Year 9 ARCH Program
- Years 10 to 12 learning teams

This structure supports every student in a safe and positive learning environment enabling all students to feel connected to their school. Every student is connected to a Learning Mentor, a teacher who will support them with their learning. We have high expectations of our students and teachers. We believe that high expectations encourage students to be responsible for their own learning and behaviour.

We value and encourage parents to be actively involved in their child's learning. We have a number of parent groups (Boat Club and Performing Arts Support) that make a significant contribution to our school.

While Ballarat High School has changed a lot in its 100 year history, what has not changed is the significant contribution Ballarat High School makes to many young lives in Ballarat and as an educational leader.

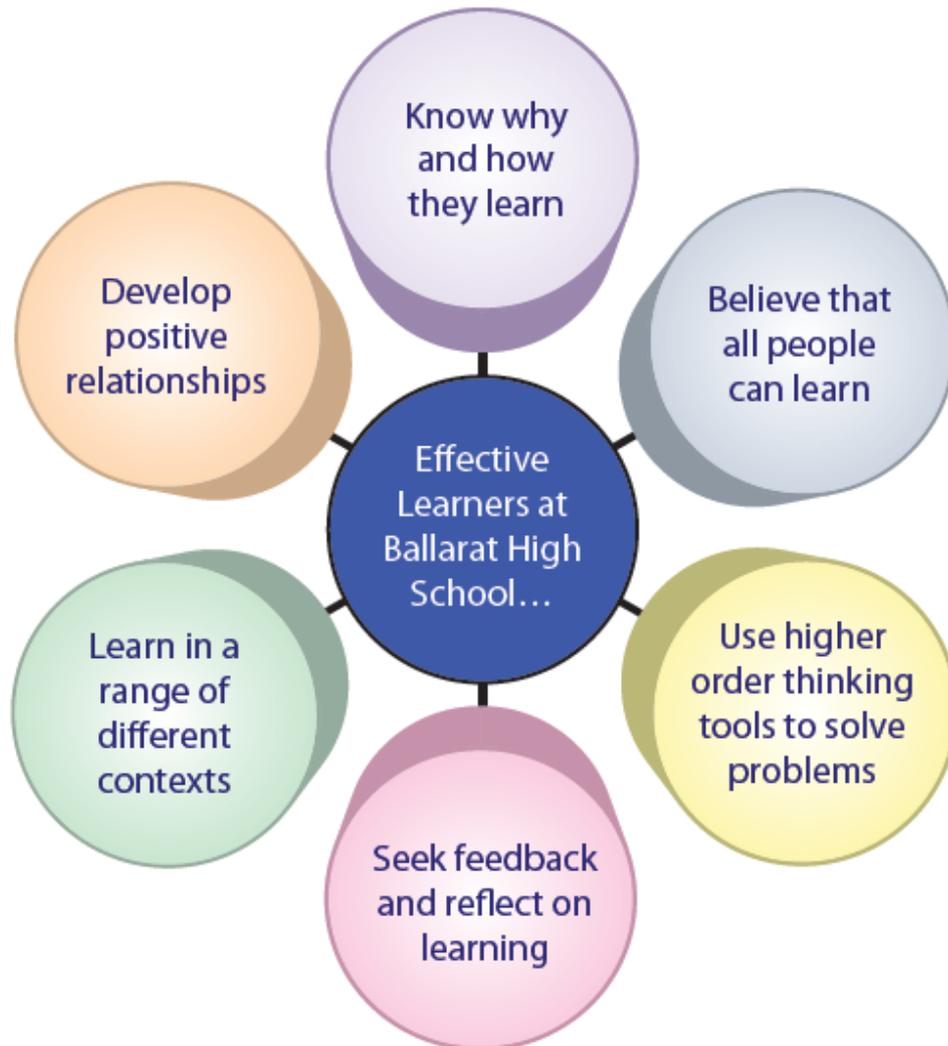
We welcome your expression of interest in our school and look forward to meeting you and answering any questions that you have.

Gary Palmer
Principal





Learning Framework



Ballarat High School – a community of learners who value Pride, Respect and Responsibility



Learning Framework

At Ballarat High School we have a shared Learning Framework which guides our learning within our community. The framework is reflective of our context and explicitly explores an understanding of how we learn and the conditions required for positive learning to occur.

Our learning culture is sustained and developed by having a number of school-wide priorities which link to learning. We have a Teaching and Learning Team which explores concepts around learning and guides the development of learning in our community. In addition we have a Curriculum Committee which looks at how our pedagogical practices meet the needs of the learner of today. This committee is comprised of Learning Area Leaders who provide a link between pedagogy (the way we teach) and curriculum (what we teach) and are the link to supporting the classroom teachers in the development of teaching and learning approaches linked specifically to the domain areas.

Our school community is committed to learning and understands that everyone is a learner. We have implemented an approach to individual development that is focused on personalised learning. All staff are members of professional learning and growth teams and have opportunities to develop learning goals linked to our Learning Framework. This ensures that our professional growth is personalised and focused on the individual learner.

As a school community we have shared values, which underpin our learning. The values of **Pride, Respect and Responsibility** are modelled in our approach to the development and growth of our learning community.



Personalisation is education that “puts the learner at the centre” or more accurately puts each and every child at the centre and provides an education that is tailored to the students learning and motivational needs at any given moment
(Fullan, Crevola & Hill 16:2006)



Learning Mentors

At Ballarat High School every student has a Learning Mentor. The role of the Learning Mentor is to ensure that students are supported in their learning goals and can achieve their full potential. This Learning Mentor will meet weekly with the learner to monitor learning goals and plans. The Learning Mentor assists learners to meet the goals of our Learning Framework at Ballarat High School.

Every student undertakes the VIA (Value in Action) Character questionnaire. This survey helps students to identify their individual character strengths. Focusing on these strengths can enhance the learners' ability to engage and ultimately achieve their full potential.

As a school we have high expectations for all learners.

The Learning Mentor will help learners to:

- Use Character strengths and a Growth Mindset to create achievable learning goals and enhanced learning reflections.
- Build a learning pathway by regularly providing learning feedback through individual learning reviews.
- Develop a sound understanding of how they most effectively learn.
- Monitor learning progress and provide support with homework, study skills and improving their learning opportunities.
- Enhance the learner's confidence and self-esteem and to encourage high (but realistic) expectations.
- Develop and improve learning capabilities.
- Meet the goals of the Ballarat High School Learning Framework.

The Learning Mentor Program improves student learning, motivation and achievement.





Student Engagement and Wellbeing

At Ballarat High School we provide for the wellbeing of students in a range of different ways. Our Learning Framework acknowledges individual differences and actively encourages all members of the school community to reach their potential through a variety of pathways and educational options.

We seek to build the resilience and emotional intelligence of all students. Students who are resilient often have stronger connections to school, family and peers and are better equipped to deal with issues that may face them throughout life.

Positive classroom environments are critical in developing and maintaining the well being of students. A positive environment is one in which students feel secure, have opportunities to actively participate and have their contributions appreciated and valued.

At Ballarat High School we build positive relationships with all members of the school community based on our core values. We believe that we need to work with our parents/carers and wider community as part of a coordinated team to maximise students' learning potential. On occasions when behaviours or actions compromise a relationship within the school community, a restorative approach to repair the relationship is followed. This allows for those involved to deal with issues and move forward as productive, valued members of the school community.

The school has an Anti Bullying Policy which outlines the steps in dealing with bullying based around restoring the relationships and building an understanding of what all parties involved are thinking and feeling.

Student engagement and participation is actively encouraged at Ballarat High School. The Student Leadership Team aims to involve students from all year levels in decision making at the school. Representatives are elected from each class and year level and regular meetings are run by the Student Leadership Team.





Summary of Courses Year 7 - 10

From 2017, all Year 7 - 10 students will undertake a range of subjects as outlined by the Victorian Curriculum. The Victorian Curriculum is the Foundation to Year 10 Curriculum for Victorian government schools. The Victorian Curriculum outlines what is essential for all Victorian students to learn from Prep to Year 10.

In Years 7 & 8 we have developed approaches to ensure teachers have extended opportunities to work with the same group of students.

- English and Humanities are taught by the same teacher as are Maths and Science
- Students also undertake learning rotations through a range of other subjects which allow for broad learning experiences.
- Students also have the opportunity to select from German or Japanese as a language study.

Year 7&8 Learning Teams

- Each learning team contains 100 students.
- The learning team has a Team Leader.
- Each team has longer blocks of time with core teachers.
- The Learning Mentor is usually one of the core teachers.



DIGITAL TECHNOLOGIES

Our year 7 students are required to purchase or bring an iPad for use at school. This is their own device and will travel from home to school in order to support 24/7 learning. We have established a partnership with a preferred iPad provider who can provide the iPad and accessories but parents are able to purchase an iPad from any provider if they prefer. Further information about the program and its requirements will be available for 2017 parents later in the year and our school website has a special section dedicated to the iPad program.

At the start of Year 7 we focus on building relationships with students

Time is devoted to:

- Getting to know each other
- A student camp that allows teachers and students to build strong relationships, as well as an opportunity for parents to meet their child's teachers.



Year 7 & 8 Curriculum

Year 7 & 8 Curriculum

Students in Year 7 & 8 participate in a program which includes both core and rotation subjects. This curriculum program has been designed to meet the diverse educational needs of the students and to provide them with stimulating and valuable learning experiences. The program focuses on delivering both the knowledge and skills required by the Victorian Curriculum F – 10 as defined by learning areas and capabilities.

The design of the Victorian Curriculum F – 10 is set out below:

Learning Areas	Capabilities
The Arts <ul style="list-style-type: none"> • Drama • Media Arts • Music • Visual Arts • Visual Communication Design 	Critical and Creative Thinking
	Ethical
	Intercultural
	Personal and Social
English	
Health and Physical Education	
The Humanities <ul style="list-style-type: none"> • Civics and Citizenship • Economics and Business • Geography • History 	
Languages	
Mathematics	
Science	
Technologies <ul style="list-style-type: none"> • Design and Technologies • Digital Technologies 	



Year 7 & 8 Curriculum

Structure of the Year 7 & 8 Curriculum

In Year 7 and 8 all students are required to undertake a combination of studies from both the Core and Year 7 and 8 Art and Technology subjects offered.

Core studies must be studied by all students, for example, all Year 7 and 8 students study English and Humanities for 8 periods per week (ppw) and Maths and Science for 8 periods per week. Students also have the opportunity to study a Language subject, Music, Drama and Health and Physical Education.

Year 7 and 8 students rotate through Art and Technology subjects. The **rotational subjects** offered are: Ceramics, Home Economics, Technology – Electronics (Systems), Metal & Wood, Textiles - Clothing & Design, Visual Arts and Visual Communication & Design (VCD).

The following tables provide a summary of the Year 7 and 8 program:

Year		Core Subjects			Languages	Music	Rotations	
7	Sem 1	English / Humanities (8 ppw)	Maths / Science (8 ppw)	Health and PE (5 ppw)	Japanese or German (3 ppw)	Music (2ppw)	eg. Home Eco (2ppw)	eg. VCD (2ppw)
	Sem 2	English / Humanities (8 ppw)	Maths / Science (8 ppw)	Health and PE (5 ppw)	Japanese or German (3 ppw)	Music (2ppw)	eg. Visual Arts (2ppw)	eg. Metal (2ppw)

Year		Core Subjects			Languages	Sport Ed/ Band	Music/ Drama Health	Rotations	
8	Sem 1	English / Humanities (8 ppw)	Maths / Science (8 ppw)	PE (2 ppw)	Japanese or German (3 ppw)	Sport Ed or Band (2ppw)	eg. Music or Drama (3ppw)	eg. Ceramics (2ppw)	eg. Textiles (2ppw)
	Sem 2	English / Humanities (8 ppw)	Maths / Science (8 ppw)	PE (2 ppw)	Japanese or German (3 ppw)	Sport Ed or Band (2ppw)	eg. Health (3ppw)	eg. Wood	eg. Systems

Note: "ppw" refers to periods per week



Summary of the Year 9 ARCH Program

YEAR 9 ARCH PROGRAM

When the students reach year 9 they embark on a new educational experience. This innovative program has been developed to better meet the needs of young people who are living in a very different world to previous generations.

ARCH

- Active** in their learning
- Resilient**, prepared to meet new challenges
- Connected** to their learning peers and community
- Happy** about being at school

The ARCH Program improves student connectedness to learning by:

Know how & why they learn

- We include 150 minutes a week devoted to **Thinking, Learning and Connecting** which is designed to enable students to be at the centre of learning. Students & staff develop a core set of values for each class which are also used to provide feedback.

Believe all people can learn

- The goals of the program are to develop independent learners and build positive relationships and this applies to staff as well. Staff model the core values and we have seen staff *extend the way they approach learning*.

How we build a picture of the learner

- We investigate learning preferences through various avenues including journal writing, community projects, mentoring, explicitly teaching thinking tools as well as using Hermann Brain Dominance Theory and the Myers Briggs indicator.

Higher order thinking tools to solve problems

- The core subjects are run as interdisciplinary units. The themes relate to personal development, community connection, sustainability and the wider world. Learning is linked to real world problems and investigations.

Seek feedback & reflect on learning

- Students give staff regular feedback through their weekly journal, we conduct student led interviews and students, staff and parents are able to share the learning journey.

Learning in a range of contexts

- The program includes a full day where the teachers have their core for the whole day. Much of the learning in year 9 is applied and students learn from their community, e.g. when studying forces students attend the Grand Prix, a unit focused on the wars allows students to visit the Shrine, RSL and the prisoner of war memorial. There are a range of opportunities for students to learn in the community.

Developing positive relationships

- Each teacher has 50 students they work with in the year level as the program is based on building & sustaining relationships



Year 10 – 12 Curriculum

The Later Years curriculum is structured in such a way that students are able to pursue pathways in VCE, VCAL, VET or even all three at a pace which suits their individual needs, interests and abilities. At any year level students may choose subjects from another. For example, a Year 10 student may choose to study a Unit 1/2 sequence or a Year 12 student may choose from the Year 10 range of subjects or to undertake a first year university subject.

At Year 10, students choose from a selection of courses that are provided within the Victorian Curriculum framework and are linked to student's interests and abilities.

Students can also undertake a School Based Apprenticeship (SBA) as part of their Year 10, 11 or 12 studies. This involves two days per week in the workplace and three days studying at school. SBAs help build students employability skills and often leads to full time apprenticeships or employment. SBAs also count as part of a VCE or VCAL program.

Over the final two years students will complete a pathway to further study or employment. They may choose to do this through studying for the following certificates or combinations of Certificates:

- VCE (Victorian Certificate of Education).
- VCE and VET (Vocation Education and Training).
- VCAL (Victorian Certificate of Applied Learning).
- Any of the above and a university study.

By using the flexibility that now exists in the Later Years Curriculum it is possible for students to tailor a course that best meets the needs of their individual learning pathway.

Managed Individual Pathways (MIPS)

The Managed Individual Pathways (MIPs) program helps all students, aged 15 and over, move from compulsory schooling into further education, training and employment. Career counselling is available for all students for their pathway planning. The MIPS office is located next to the library in the Sheehan wing and is open 8:30am – 4:30pm daily.

MIPs staff assist with career counselling, pathway planning, course counselling, subject selection, university and TAFE applications (VTAC & SEAS), apprenticeships and traineeships, casual employment, scholarships, GAP year and student exchange programs, enhancement studies, resumes and application letters, career testing, alternate pathway options. The MIPS office holds all of the resources that may be required for pathway planning. Staff distribute a MIPS and Careers newsletter, via email, to all students each month to which parents may also subscribe. The newsletter contains information relevant to all student pathways and is a comprehensive resource that students should refer to when pursuing their pathway.





Summary of Courses at Year 11 - 12

LEARNING AREA	YEAR 11	YEAR 12
ARTS	UNIT 1 & 2 Art Media Studies Studio Art: (Drawing, 3D sculpture, Painting Photography) Visual Communication & Design	UNIT 3 & 4 Art Media Studies Studio Art: (Drawing, 3D sculpture, Painting Photography) Visual Communication & Design
HAPE	Health & Human Development Outdoor & Environmental Science Physical Education Sport & Recreation	Health & Human Development Outdoor & Environmental Science Physical Education Sport & Recreation
HUMANITIES	Business Management History: 20 th Century History Legal Studies Philosophy	Business Management History: Revolutions Legal Studies Philosophy
MATHS	General Maths: <i>Advanced</i> General Maths: <i>Further</i> Maths Methods Specialist Maths	Further Maths Maths Methods Specialist Maths
SCIENCE	Biology Chemistry Physics Psychology	Biology Chemistry Physics Psychology
PERFORMING ARTS	Music Performance: <i>Solo</i> Drama Media Studies Theatre Studies	Music Performance: <i>Solo</i> Drama Media Studies Theatre Studies

***“You have to get to know kids as people before you can successfully engage them in any meaningful learning”
 (Peter McInerney, 2004)***



Summary of Courses at Year 11 - 12

LEARNING AREA	YEAR 11	YEAR 12
TECHNOLOGY	Design: <i>Textiles</i> <i>Systems for Technology</i> <i>Wood</i>	Design: <i>Textiles</i> <i>Systems for Technology</i> <i>Wood</i>
LANGUAGES	Japanese German	Japanese German
INFORMATION TECHNOLOGY	Information Technology	Information Technology Applications
ENGLISH	English English Language Literature	English English Language Literature
VET	Agriculture Animal Studies Automotive Building and Construction Community Services Dance Digital Media and Technology Engineering Equine Hairdressing Health Services Assistance – Nursing Hospitality Integrated Technologies - Electro Make Up Services Media - Gaming Music Performance Music Technology Plumbing Sport & Recreation	
VCAL	Literacy and Numeracy Skills Industry Specific Skills Work Related Skills Personal Development Skills	



Support Structures

Assistant Principal Teaching and Learning: Ms Jessica Sargeant focuses on Staff Development, student pathways and how we learn.

Assistant Principal School Operations: Ms Michele Kennedy's role includes staffing, facilities, camps, excursions and the day to day operations of the school.

Assistant Principal Student Engagement Mr Ian Van Schie (Years 10-12) and Mr Shane Mathison (Years 7-9) support students at risk, and focus on student wellbeing, and individual student learning plans within their year levels.

Year 7&8 Team Leaders

Ballarat High School has five team leaders that are responsible for students in year 7 & 8. It is their job to ensure that students are given the opportunity to succeed in all areas of education whilst at Ballarat High School. Team leaders aim to ensure that students feel comfortable and happy and are able to concentrate on learning and participating in extra curricula activities. Team leaders are the first port of call for parents with questions regarding your child's learning program. Team Leaders are available to answer any questions or concerns. Where possible your child will have the same team leader for year 7 and 8. This is to ensure that we are developing enduring relationships.

The Year 7 and 8 Team Leaders are:

A&B Mr James Petrie

C&D Mr Neil Rampling

E&F Ms Bec King

G&H Mrs Danijela Bjelanovic

I&J Mr Bruce Hillgrove



Core Teachers

Each class has a main core teacher. The core teacher plays a vital role in ensuring a smooth transition from Primary to Secondary School.

Community Development Leader

Mr Grant Luscombe is responsible for developing and fostering positive links with our community. One of the key aspects of this is to coordinate the transition programs for Year 6 students moving into Year 7 at Ballarat High School. Mr Luscombe is also another key person you can refer to if you have any questions or queries regarding Ballarat High School or the transition process.

Year 9

Year 9 student support remains with the core teacher and they are the first port of call for parents with questions regarding your child's learning program.



Support Structures

The future belongs to those organisations, as well as those individuals that have made an active, lifelong commitment to continue to learn. (Gardner 2008:xviii)

Years 10-12 Team Leaders

There are 5 teams and the Team Leader is usually the first point of contact for parents. Team Leaders are responsible for approximately 130 students and work to ensure that each student is learning effectively and maximising their opportunities here at Ballarat High School. Team Leaders are a conduit for discussions between students, teaching staff and parents. They also lead a team of Learning Mentors who work to support students in their learning and ensure that each individual develops to their full potential. In Years 10, 11 and 12 staff operate in learning mentor groups with 13 students and have weekly meetings.

- A. Mr. Mark Verberne
- B. Ms. Nattalie Schreenan
- C. Ms. Karly Gregor
- D. Mr. Sebastian Douglas Dowling
- E. Mr. Mike Cook



Student Services

Student Services at Ballarat High School is a team of professional and dedicated staff consisting of:

- Disability and Impairments Coordinator – Ms. Karen Lee
- MIPs/Careers Team - Mr Andrew Wallace and Ms. Pauline Pipkorn
- Sick Bay Attendant – Ms. Robyn Creelman
- Adolescent Health Nurse – Ms. Jodie Griffin
- Youth Counsellors – Ms. Holly Blackburn, Mr Dean Ferris
- School Chaplain

The team specialises in helping students with their physical, intellectual, emotional and social wellbeing, including pathways and careers advice.

Students and families are welcome to approach any member of the team to assist in a variety of issues to ensure that students have support, understanding and direction. The Student Services Team can also refer to outside agencies should more specific assistance be required.

Student Services at Ballarat High School is supported through a number of policies and programs which aim to provide a positive and supportive school environment for all students. Some of these programs include, Resilience Building, Drug Education, Peer Support, Drum beat, White ribbon, Anger Management, Body Esteem.

If you would like to contact the Student Services Team, please phone the school on 5338 9000.



Extra Curricula Activities

Leadership at Ballarat High School

The history and traditions of Ballarat High School are grounded in developing the leadership qualities of all students that attend the school. Ballarat High School's priority is to develop leadership qualities and capabilities in all students. The school sees leadership and its underpinning attributes as being essential to successful personal outcomes both at school and in the broader community as a citizen and in employment. Ballarat High School provides students with a range of opportunities to develop their leadership skills including specific leadership programs, camps and seminars that further build on the foundations developed in the classroom learning program. The school's strong traditions and celebrations provide explicit opportunities for students to experience and participate in leadership through student leadership positions that extend from year 7 -12.

Student Leadership Council

Each class elects a male and female student leader who will attend fortnightly meetings run by the year 12 leadership team. The role of the student leader is to communicate leadership information and represent views of their class. Two student leaders from each year level will be selected as representatives on the student council. The role of the year level student leaders is to represent the students' views at student council meetings.

Instrumental Music

Year 7 students are offered the opportunity to learn a wide variety of musical instruments. In a program unique to Ballarat High School, students wishing to learn a band instrument (flute, oboe, clarinet, saxophone, bassoon, French horn, trumpet, trombone, euphonium and tuba) may enrol in a Band class, in which elementary tuition in their instrument is timetabled. Tuition is also offered in drum kit. There are a range of year seven bands to be a part of. This can lead to participation in the year 8 band classes, music performance classes in year 9-12, as well as participation in one of the extra curricula music groups, such as Intermediate Band, Concert Band, Junior Stage, Bob, Whiz Bang and a variety of ensembles. Regular public performances are a key element in the program.

Instrumental music students receive tuition which involves withdrawal from timetabled classes on a rotational basis. In year 7 instruments are hired from the school. Students who have their own instruments will automatically be included in Band and rotational tuition. The music program offers interested students a great opportunity to make friends, advance their skills and gain confidence and enjoyment in things musical.

All Year 7 students and their families are invited to attend the interactive, hands on Year 7 Try Out Night held in the first week of Term One where students are encouraged to try out instruments available for tuition at Ballarat High School.





Extra Curricula Activities Continued

Sport

Each student will be placed into a sporting house. These houses will compete at athletics and swimming carnivals. There are also a wide range of other sporting opportunities. If you have any questions please contact the Sports Director Mr Robert Simmonds.

Ballarat High School is a member of two sporting associations. The first is Ballarat Associated Schools (BAS), where most sporting events take place after school with the Swimming, Athletics and Cross country taking place during school time. We are also part of the Schools Sports Victoria (SSV) – Eureka Division. These Sports are all completed during school time. Wherever possible, if a student shows interest in a particular sport we attempt to include that student in a team. Our main emphasis is on participation and involvement. We encourage students to play on behalf of the school to enable them to become part of the school community and to identify with the traditions of the school. We also have a range of summer and winter sports ranging from lawn bowls and croquet to tennis and cricket, just to name a few. The school offers rowing for both boys and girls, and maintains a fully maintained boat shed on Lake Wendouree. Twenty five boys and girls crews are entered in the annual Head of the Lake Regatta. For those interested in sport Ballarat High School has a sport to suit you.

Specialist Sport

Ballarat High School runs a Specialist Sports program which includes netball, basketball, football, badminton and athletics. This program caters for students who have been identified by sporting associations as ‘talented’ young men and women, with both the potential and application to be successful at an elite level. The school offers these students an opportunity to continue their education while at the same time, receiving specialist coaching in their chosen sport. Students have the ability to become involved in the Specialist Sport program from Year 7. The program includes a range of specialist parent evenings and a focus on developing all the talents and abilities of our students.



Camps & Excursions

Camps and excursions are valuable part of the school learning program, and provide a range of social and practical experiences for students. Year 7 students participate in a two night, three day camp. This camp is run in the first weeks of year 7 and is an important part of the transition program as it focuses on getting to know each other. Year 8 students travel to Angelsea for their three day camp, based around trying adventure activities in a safe supervised environment.



General Information

General Office

Students can make payments or general enquiries at the General Office before school, recess or during lunch time. The office is open between 8.15am to 4.30pm Monday to Friday.

Canteen

The canteen is open at recess and lunchtime and sells a wide range of healthy food. During early term one year 7 students will be allowed to attend the canteen a few minutes before the bells.

Library

The Library provides a supportive environment for student study and recreational reading. Book enthusiasts might like to join Junior Book Club or share their reading interests via one of the library blogs. The Library team encourages Year 7 students to participate in the Victorian Premiers' Reading Challenge and Book Week events. The Library is open for all students before school (from 8.40 am) and after school for study: until 3.30 pm (Monday), 4.30pm (Tuesday & Thursday), 4.30 pm (Wednesday) and until 4pm (Friday). Whilst the Library is open every recess and lunchtime, Friday lunchtimes are reserved for Year 7s only.



Debating & Public Speaking

All students are able to participate in debating as an extra-curricula activity through the South Street competitions which are held in Term 3 and through DAV competitions which are held throughout the year. All students may also participate in Legacy and public speaking competitions as representatives of the school. Year 7 students also participate in a Public Speaking competition, which is run as an inter-class competition in Term 4.

Edumate

Ballarat High School has an online learning management system called Edumate. This program allows teachers to place student assignments and homework on line which students and parents can access from home at their convenience. Student attendance can also be checked and other information about your child and the school, including school reports, will eventually be available through EduMate.

Sick Bay

The school provides a fully operational sick bay, staffed at all times during the school day by our First Aid Attendant. Robyn Creelman will attend to the medical needs of students and make immediate contact with parents where the need arises. If your child is unwell and would like to go home they must go through sickbay to contact home.



Uniform and General Appearance of Students

PHILOSOPHY:

The School Charter emphasis is the promotion of personal pride and a strong school identity through the uniform, history and celebration of achievement and participation in school life. The School dress code will respect and reflect the cultural norms of the school community and its requirements will apply equally to all students. (The School Council has the authority to create and implement a dress code for students. The authority arises from an order of the Governor-in-Council).

GOALS AND PURPOSE:

The purpose of maintaining a strict uniform policy is:

- To create a sense of collective and individual pride in the students and their identification with the school.
- That the image of the school benefits from the neat appearance of students all wearing correct uniform.
- Over a period of time, uniform is more durable and therefore more economical.
- Dress competition between students is eliminated, thus ensuring greater equality among students.
- There is a safety element through the easy identification of students on excursions and the detection of outsiders in the school grounds.

All students are required to be in full uniform during the School day, including travelling to and from School and on excursions, unless otherwise specified. On rare occasions when an item of uniform is not able to be worn, the parent/guardian must furnish satisfactory written explanation and the student will be issued with a uniform pass, which they must carry throughout the day. Students out of uniform without the required permission and pass will be given a detention.

GENERAL APPEARANCE:

- T-Shirts, skivvies and singlets, must not be visible under school shirts/blouses.
- Hair must be kept clean and tidy; rinses, tints and extreme fashion styles are not acceptable, and must be avoided. Students with hair below collar length must wear it tied securely for practical classes. This is an Occupational Health and Safety requirement.
- Black leather, lace-up shoes (traditional style) must be worn and should be regularly cleaned. Ballet shoes, slip-ons, sneakers, T bars, and boots are NOT permitted.
- Students with pierced ears are permitted one small stud per ear. School Council has reaffirmed the policy and NO other body piercing jewellery is permitted.
- No jewellery is permitted apart from a watch and/or an SOS pendant.
- The only jackets permitted to be worn at School are either a school blazer or spray jacket.
- The spray jacket may only be worn over the jumper. The blazer can be worn with or without a jumper.
- Students may wear a brimmed hat or cap in navy blue. The only logo or writing permitted on headwear is the School Logo. The wearing of headwear in the buildings or classrooms is not permitted without specific permission.
- Only clear or natural nail polish may be worn. Only natural looking makeup is acceptable





Uniform and General Appearance of Students

YEAR 12:

In year 12 students wear a navy blue VCE jumper and also a blue tie.

GIRLS & BOYS UNIFORM

Approved School suppliers: Crockers, Lowes and Messer and Opie.

Girls' Uniform

BHS Specific Items (only available from our approved suppliers):

Winter Skirt	Monteith tartan, box pleated. Length, for student safety, is to be knee length.
Unisex Shirt	Light blue, plain long-sleeved/short sleeved with school logo.
Jumper	Green V-necked
Tie	Green striped(Optional for wearing with the winter skirt)
Summer Dress	Gingham (knee length).
Socks	White with school colours band (with summer dress or shorts).
Navy blue pants/shorts	To be worn with a pale blue short-sleeved blouse and navy socks or tights (pants only)
Blazer	Green (optional – can be worn instead of jumper).
Spray jacket	Blue/green (optional – only to be worn over jumper)
Bags/Backpacks	(please note. Backpacks have a padded pocket for iPads/Notebooks)

General Items

Tights	Navy tights (NOT black) are to be worn with the winter skirt.
Ribbons	Blue or green should be used. White is acceptable with summer dress
Gloves/Scarves	Monteith Tartan or in a colour to match the school jumper
Shoes	Black leather lace up

Boys' Uniform

BHS Specific Items (only available from our approved suppliers):

Trousers	College grey. Jeans and cotton trousers of various shades are not acceptable
Unisex Shirt	Light blue, plain long-sleeved/short sleeved with school logo.
Jumper	Green V-necked
Tie	Green striped. Tie must be worn at all times
Walk Shorts	Grey poly-cotton business shorts
Socks	Grey with school colours band
Blazer	Green (optional – can be worn instead of jumper).
Spray jacket	Blue/green (optional – only to be worn over jumper)
Bags/Backpacks	(please note: Backpacks have a padded pocket for iPads/Notebooks)

General Items

Gloves/Scarves	Monteith Tartan or in a colour to match the School jumper being worn.
Shoes	Black leather lace up



Uniform and General Appearance of Students

PHYSICAL EDUCATION UNIFORM:

Physical Education uniform is compulsory for all students. Students may not wear their PE uniform to school and must change back into their normal school uniform at the end of their PE/Sport classes. If they have PE/Sport class period 6 they are permitted to wear their PE uniform home. The only trackpants to be worn must be the school trackpants – Skins are not acceptable. Sports shoes (sneakers) with non marking /white soles are required for use on the gymnasium floor.

Students representing the School in interschool sports competitions are required to wear the Physical Education uniform and are required to wear the sports socks with the school colours band. Students selected into the Specialist Sport program need to speak with the Physical Education coordinator prior to purchasing uniform as the requirements are different for those students.

- BHS rugby top
- BHS navy trackpants
- BHS navy blue shorts.
- BHS pale blue short sleeved sports shirt
- White sport socks with school colours band (optional).





Contacts

For Information Contact

Ballarat High School

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Website: www.ballaraths.vic.edu.au

School Principal:	Mr Gary Palmer
Assistant Principal School Operations:	Mrs Michele Kennedy
Assistant Principal Teaching & Learning:	Ms Jessica Sargeant
Assistant Principal Student Engagement Years 7 - 9:	Mr Shane Mathison
Assistant Principal Student Engagement Years 10 - 12:	Mr Ian Van Schie
Business Manager:	Mrs Lesley Thorpe
Community Development Leader:	Mr Grant Luscombe



Ballarat High School an innovative learning community committed to developing all individuals through positive relationships. We provide quality learning and diverse pathways to successful futures.

pride, respect and responsibility



Notes

