

2015 Annual Report to the School Community

Ballarat High School

School Number: 7540



Name of School Principal:

Gary Palmer

Name of School Council President:

Graeme Howard

Date of Endorsement:

9/3/2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Ballarat High School has a tradition of pursuing and recognising excellence under the motto of 'Duty Always'. Our ethos is supported by our core values of **Pride, Respect & Responsibility**. At Ballarat High School, **Learning is Personal**. We have a learning framework that guides our instructional practice and learning within our community. Our framework forms the basis of shared practice and reflection.

As we are a large school community we have developed a range of strategies and processes to support learners and that includes all members of the school community. Ballarat High School is a 7- 12 educational community with a strong focus on a team structures to support learners. In years 7 & 8 students are part of a team of 100 students consisting of two year 7 and two year 8 classes. Each team is led by a Team Leader and teachers who have larger blocks of time with the students. Included in this structure is learning advisory where the focus is on personal organisation, communication, and understanding how we learn. Students are offered a comprehensive curriculum that includes language, art, technology, performing arts and health and physical education.

In year 9 students are part of the year 9 ARCH program which is focused on building *Active, Resilient, Connected and Happy* students. The program has been extremely successful in engaging Year 9 students. The focus is on developing positive relationships and continual dialogue with students about how they learn to ensure that we understand learning strengths and challenges.

In focusing and positioning Year 9 students to be responsible and active in their own learning we provide them with opportunities to continue to develop personally and academically.

In the senior years (years 10, 11 and 12) students are offered a wide range of educational pathways and subjects. Students are encouraged to consider a range of options in choosing their pathway to achieve educational and post schooling goals. VCE, VET and VCAL are offered as options and the students receive individual guidance in their choice of subjects through the student's learning advisor and the MIPs (Managed Individual Pathways) staff. The aim is to develop a pathway and program that best suits the individual's needs and goals.

Ballarat High School is fortunate to have sister schools in Germany and Japan and exchanges of students take place each year. The School is a participating member of the Ballarat Associated Schools (independent) and Ballarat State Secondary School Association (BSSSA) which provides opportunities for students to participate in a wide range of after school sporting competitions. We have a strong tradition of rowing at Ballarat High School and we also offer a Specialist Sport program to enhance the studies and activities within the sporting fields. The school offers Music, both as a classroom and extra-curricular activity, and there are many opportunities for students to participate in a wide variety of ensembles and performance and in 2013 were identified as a school with a music specialisation by DEECD. Debating is encouraged through the year 7, 8 and 9 curriculum and the school has developed a strong debating program, participating in DAV debating and the local South Street competitions. The school also offers an annual school production which provides both dramatic and musical opportunities for students from all year levels in acting, musical and technical roles.

Ballarat High School staff work hard to develop positive and meaningful relationships with the students and their families to provide connection to the school and support when necessary. In addition to the teaching staff, there is a Student Services team consisting of Youth Counsellors, Chaplain, Adolescent Health Nurse, Koorie Educator, and First Aid Assistant. This team is available to provide specialist support to students as necessary and has strong links with a broad range of community services.

Parents are encouraged to become involved actively to support the school's development and their child's learning. They are encouraged to make regular contact with their child's teachers and encouraged to participate in and attend events such as the annual Cabaret night and school sporting events such as boat race. The School Council, Finance Committee, Curriculum Committee, Resources Committee, Boat Club, Sports program and Music Support Group are all opportunities for parent participation and input into the School through volunteering their time and expertise.

Ballarat High School serves its local community with students drawn from the neighbourhood community. It offers a broad comprehensive education that provides students with personalised learning leading to successful post school pathways. We are proud of the opportunities we offer our community and see ourselves as playing a leading role in education in Ballarat.

There are 1440 students, 90.5 equivalent full time Teachers, 4.6 Principal Class and 21.6 Education Support Staff.

Achievement

In 2015 Ballarat High School demonstrated strong academic achievement.

For AusVELS the percentage of students in years 7 to 10 with a grade of C or better continues to be positive. NAPLAN Year 9 learning gains continue to be an improvement area that we focus on. Equity funding will be used to increase literacy support for students below national benchmarks. In addition we will focus on explicit teaching of vocabulary using Marzano's six steps to teaching vocabulary aiming to improve students writing results. Our Numeracy result was below what we were aiming for in 2015. In 2016 we will also use equity funding to provide numeracy coaching for teachers focusing on student's skill building and problem solving skills.

A pleasing result was our VCE all subject study score continuing to improve. The work with students on their midyear GAT, moving October tests to the second week of the holidays and a strong term 4 focus on revision resulted in improved subject scores for students.

Our Vocational Education & Training (VET) provision and VCAL pathway continue to provide positive choices for our year's 10-12 students. A highlight being our academic results from our year 12 VET Sport and Recreation Specialist Sport program.

In 2016 we will be implementing new student reports for years 7 to 12 including feedback of: student self-reflection, school values and underpinning behaviours assessed on 5 point growth mindset achievement scale. Parents will also get a result summary assessment of student's performance V cohort, and learning outcomes assessment differentiated based on achievement levels from the Victorian curriculum.

We will continue to focus on our curriculum ensuring all what we teach aligns to the Victorian curriculum for full implementation in 2017. This will include common assessment tasks at all year levels in all learning areas, and differentiated curriculum for all learners.

After implementing a BYOD ipad program in 2015 for years 7&8 we have begun implementing a whole school BYOD program in 2016.

Engagement

Our attendance data for 2015 improved to be well within the expected range. Our year 10 student attendance will be a focus in 2016. In 2015 we introduced a new online management portal "Edumate". In 2016 we will use this to provide real time tracking of student attendance data. This will provide us with the opportunity to focus on further reducing absences and increasing the partnership between school and home. All students in years 10 to 12 will have attendance as part of their overall unit results.

Our student retention levels remain high and well above state average. We continued to have high demand for enrolment places at our school.

From our students attitude to school survey student's connectedness to school increased to be well within expected range. This is a very pleasing result as connectedness to school is a critical factor in student's engagement and learning.

Our VCE, VET, and VCAL completion results remain positive. Our VCE completion rate in 2015 was 98.1% which is above state average.

A very pleasing result for our school was our transitions to further study or work (destination data) of students exiting our school. The percentage of students exiting to positive destinations of University, TAFE, or full time work continues to improve being above the expected level with more than 60% of students receiving university offers.

Wellbeing

In 2015 our student's attitudes to school results with regard to student safety are well within expected range and improved on the 2014 result. Our parents also recognised this with their feedback recognising a significant improvement in behavior management and overall school performance.

Our Team structures and student services team continue to support students and their wellbeing. A key focus in 2016 will be to continue to improve students' classroom behaviours in years 7 to 9. In 2016 we have appointed a new Assistant Principal in years 10-12.

Extra-curricular programs continue to be strong with students and parents recognising this as strength of our school.

In 2016 we will continue to implement improvement strategies around "Edumate" as a means of increasing communication with our parents and their involvement in their child's learning.

We will also be looking at flexible approaches to learning. Equity funding will be used to support students at risk, and minority groups within our school. We will also use equity funding to increase supports for students across the school.

In 2016 we will continue to build understandings with students, staff, and parents focusing on raising awareness on cyber safety.

Productivity

In 2015 all financial compliance audits were successfully completed. Budgetary pressure was felt in both credit (staffing) and cash (operational) areas of the school.

Once again there is high demand for student enrolments resulting in stable student numbers. In 2016 we have a slight increase in student's numbers, reflecting the growth within our catchment area.

This has resulted in high levels of ongoing employment opportunities for staff. With high demand to work at Ballarat High School we were able to attract suitably qualified staff for all positions. All staff are involved in a Professional Growth and Learning Program, designed to support continuous improvement.

A pleasing aspect of 2015 was the growth in all aspects of the staff opinion survey with the largest improvement being our collective focus on student learning.

Our physical spaces and grounds remain in good condition. In 2015 we appointed e plus architecture to work with our school on our capital works project. We look forward to 2016 with the completion of a school master plan and commencement of construction/refurbishment works.

In 2016 equity funding will be used to support students with literacy, wellbeing, at risk, minority groups, and transitions to further study or work. Equity funding will also be used to support all staff with their literacy and numeracy classroom practices.

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government secondary year levels:  Result for this school:  Median of all Victorian government secondary year levels: 

School Profile

Enrolment Profile

A total of 1424 students were enrolled at this school in 2015, 751 female and 673 male. There were 1% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

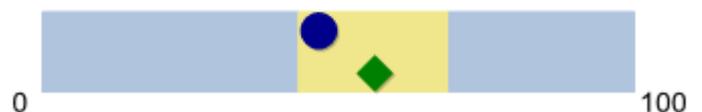
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

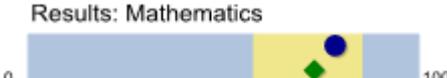
Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English No Data Available</p> <p>Mathematics No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>		<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>		<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

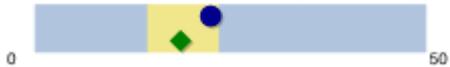
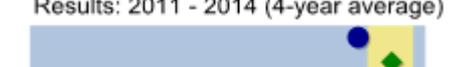
Key: Range of results for the middle 60% of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 37% Medium: 44% High: 19%</p> <p>Numeracy Low: 33% Medium: 52% High: 16%</p> <p>Writing Low: 34% Medium: 47% High: 19%</p> <p>Spelling Low: 31% Medium: 54% High: 15%</p> <p>Grammar and Punctuation Low: 33% Medium: 51% High: 15%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 33% Medium: 46% High: 21%</p> <p>Numeracy Low: 37% Medium: 44% High: 20%</p> <p>Writing Low: 33% Medium: 50% High: 17%</p> <p>Spelling Low: 32% Medium: 48% High: 20%</p> <p>Grammar and Punctuation Low: 23% Medium: 58% High: 19%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2015 0 to 50 scale. School result (blue circle) is approximately 45. State median (green diamond) is 30.</p> <p>Results: 2012 - 2015 (4-year average) 0 to 50 scale. School result (blue circle) is approximately 45. State median (green diamond) is 30.</p>	<p> Similar</p> <p> Similar</p>

Students in 2015 who satisfactorily completed their VCE: **98%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **17%**
 VET units of competence satisfactorily completed in 2015: **86%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **74%**

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 815 1027 913"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>91 %</td> <td>90 %</td> <td>87 %</td> <td>89 %</td> <td>91 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	91 %	90 %	87 %	89 %	91 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	91 %	90 %	87 %	89 %	91 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Lower</p>												

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
 Result for this school:  Median of all Victorian government secondary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

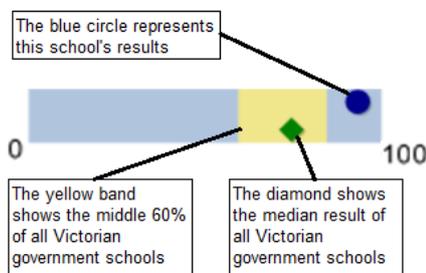
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a School Comparison?

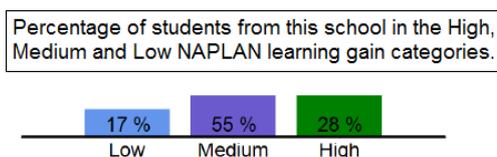
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

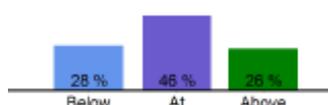
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package (credit)	\$11,410,945
Government Provided DE&T Grants	\$1,093,694
Government Grants Commonwealth	\$20,253
Government Grants State	\$47,632
Revenue for hosted programs	\$772,655
Locally Raised Funds	\$1,729,058
Capital Works Grant	\$100,000
Total Operating Revenue	\$15,174,237

Funds Available	Actual
High Yield Investment Account	\$275,221
Official Account	\$51,855
Other Accounts	\$568,936
Total Funds Available	\$896,013

Expenditure	Actual
Student Resource Package (SRP)(DET)	\$12,050,408
Books & Publications	\$3,660
Camps & Excursions	\$338,253
Communication Costs	\$44,551
Consumables & Class Materials	\$337,026
Miscellaneous Expenses	\$208,017
Professional Development	\$42,040
PCS Return of Funds	\$87,666
Property and Equipment Services	\$794,761
Salaries & Allowances (School Council)	\$458,604
Service Providers	\$423,661
Trading & Fundraising	\$376,253
Travel & Subsistence	\$49,689
Utilities	\$154,849
Total Operating Expenditure	\$15,419,438

Financial Commitments	Actual
Operating Reserve	\$452,322
Beneficiary/Memorial Accounts	\$35,000
Cooperative Bank Account	\$93,266
Capital Works > 12 Months	\$100,000
Revenue Received in Advance	\$202,925
Provision for Long Service leave	\$12,500
Total Financial Commitments	\$896,013

Net Operating Surplus/-Deficit	(\$245,201)
Extra Ordinary Write Offs	(\$549,348)
Net Operating Surplus/Deficit	(794,549)
Asset Acquisitions	\$117,799

NOTES TO THE ACCOUNTS:

- (i) SRP Expenditure figures are as of 01 March 2016 and are subject to change during the reconciliation process.
- (ii) Miscellaneous Expenses includes bank charges, first aid costs, administration charges and taxation charges.
- (iii) Hosted Programs are REALSchool, Regional Bus Co-ordination and Ballarat Grade 6/7 Placement.
- (iv) All remaining Program Co-ordinator School Funds were returned to DE&T during 2015.
- (v) No PCS funds were held as at 31 December 2015.
- (vi) Service Providers include VET delivery, Chaplaincy and REALschool tutors.
- (vii) Extra-ordinary write offs, relate to \$199,536 in unrecoverable family debts & \$349,812 due to system code changes.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.