

2019 Annual Report to The School Community



School Name: Ballarat High School (7540)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 13 May 2020 at 01:34 PM by Gary Palmer (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 13 May 2020 at 03:39 PM by Graeme Howard (School Council President)

About Our School

School context

Ballarat High School has a long history and tradition of providing a quality education to the youth of Ballarat. While the school has changed physically over its hundred-year history, what has not changed is the significant contribution it makes to many young lives.

Vision

"Ballarat High School is a learning community where every person is valued, respected and challenged as a learner."

A Community of Learners

Our learning culture is supported by our Ballarat High School Learning Dispositions and the values of Pride, Respect and Responsibility. As a learning community, we are committed to educating the individual learner and focus on developing a growth mind set within our community. Our tradition of academic excellence combined with a long history of outstanding extracurricular programs and a supportive mentor program ensures 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.

There are 1460 students, 87.8 equivalent full time Teachers, 8 Leading Teachers, 6 Learning Specialists, 5 Principal Class and 26.6 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

2019 was the first year of implementing our new 4 year strategic plan.

A key aspect included a significant investment and commitment in Professional Learning Community (PLC's) training for all of our Leading Teachers and Learning Specialists. The focus being on developing a stronger leadership platform and to develop greater staff collaboration within the school. As a whole staff we have a strong literacy focus underpinning this team's work. Leaders have offered a literacy focus and staff have selected based on area of interest. These teams will use the Data wise inquiry cycle to sharpen their focus area.

A key focus for staff in 2019 was differentiation in the classroom for all learners. A lot of work was undertaken to ensure all learners are being targeted at their point of need. We now are in a very strong position with a comprehensive curriculum, documented, guided by learning intentions, differentiated, inclusive of literacy strategies & learning activities, assessment, and resources; all aiming to see a far greater consistency of practices and collaboration amongst staff which benefits students.

We continue to see growth in a number of indicators. Attendance absence rates continue to drop for the fifth year in a row with average absences being well below state averages. Our VCAL senior completion rate will be 100% and our destination data continues to be strong. We focus on every student leaving us to a positive destination and we continue to work with students after school has finished to support them into their next stage of life.

A key direction of 2020 will be the full implementation of PLC's across all teaching staff focusing on literacy strategies, a school wide instructional model focusing on teacher consistency of best practice, and assessment & data practices for all community members; staff, students, and parents.

Achievement

Our NAPLAN reading, writing and numeracy still remain focuses for us as a school. Our data shows there is opportunity for growth. The Learning Specialists in years 7&8 English and Mathematics have been in place for two years now and will continue to have explicit focuses on reading and mathematical differentiation. The aim is to see these practices continue throughout the school.

NAPLAN writing is showing positive data compared to the state, however this is still a whole school focus as part of our PLC approach. We have 3 staff members with Middle Years Literacy and Numeracy time release to work with staff and students. The aim is to focus on developing teacher practices at years 9 & 10, building on practices developed in years 7 & 8. We are also focusing in 2020 on an acceleration reading program at year 9.

Term 4 of 2019 we administered NAPLAN Year 9 test to the year 8 students in the top two bands of NAPLAN from when they were in year 7. We then undertook an Item analysis and discussed strengths and weaknesses in the data and have been implementing strategies to support growth around reading. The year 9 teacher team are explicitly teaching reading strategies three times a weeks. Students read fiction and non-fiction texts and have three weekly reading session in English, Humanities and Science. After reading they select a text prompt related to one of the strategies and respond to it in their reading journal. All students will undertake PAT reading during term 1. Staff professional learning will focus on using Student performance analyser to understand PAT and NAPLAN data. In 2020 we are introducing a structured PAT testing schedule (PAT reading, PAT Maths, and e write) for all year 7 to 10 students, twice yearly (term 1 and 3) to provide teachers and students with individual and cohort data. Year 9 staff are in the same PLC which will focus on reading. Year 9 has seen in 2020 an increased time commitment in both English and Mathematics to improve student outcomes.

Our VCE results were very pleasing with our mean study score growing to 29.6 across all subjects, the 6th year in a row of growth, now well above state average. Our Y12 English mean study score was 28.8, well above state average and our best result for the decade. Our VCE Further Mathematics result was 32.4, an outstanding result from collaborative teachers working strongly as a team. To see growth in all subjects reflects the work all staff have been working on in literacy and strong learning rituals and routines.

In 2019 we introduced a strong focus on exam preparation.

Engagement

The introduction of a VCAL Learning Specialist saw some strong gains for these students in successful completion of Year 12. Our commitment to careers advisory with 2 staff sees our students over 15 years of age strongly supported into life beyond our school.

Our Teams approach supports students with their pathways, respectful relationships, and connectedness to school. While we would like the students to feel more connected to their school, the student connectedness feedback was positive from our parents in the parent opinion survey.

Every student has a Learning Mentor and the year starts positively with students, parents, and Learning Mentors

meeting for an orientation into school. These relationships continue right through the school year focusing on supporting every student with their learning.

A focus for 2020 from our parents is for teachers to be stronger in their communication to homes on progress and learning concerns. We aim to in 2020 have an Edumate phone app for parents to allow them to have greater access to their students learning outcomes.

Once again our year 9 student Peer Support leaders continue to play a positive role in supporting grade 6 students as they transition into our school. Transition data and programs continue to indicate we provide strong support for our incoming year 6 to 7 students. Moving forward our Peer Support leaders are now going to have extended connection with their students throughout year 7 and into year 8 by the development of the role through the Learning Mentor program.

Parent feedback once again was strong in overall satisfaction, school pride & confidence, and connectedness.

A strength of the school is the extra-curricular programs available for our students. Feedback consistently tells us the importance this play in the students connectedness to school.

In 2019 we had our first Energy Breakthrough win at the Maryborough 24 hour road race with our senior boys and girls team being placed first, also claiming the fastest lap time for all categories.

Wellbeing

In 2019 a lot of time was spent on respectful relationships. Both formally in the curriculum and with other activities and events to improve student wellbeing. In 2019 the community feedback was that the school needed to focus on bullying prevention and enhancing diversity.

In 2019 a new school Bullying prevention policy was developed and endorsed at School Council.

In 2020 we will continue with the theme of respectful relationships focusing on bullying and diversity. We will implement our Bullying Prevention policy and develop processes. A clear definition of bullying will ensure that bullying incidents are handled in the most appropriate way. Clear responses ensures there is consistency as well as flexibility when required. Two key aspects we will focus on will be Team leaders and Teachers with handbooks that outlines their roles. It outlines policies such as the Bullying Prevention policy and clear processes that Team Leaders need to respond with. A Teacher Handbook on Student Engagement that outlines the role and expectation of each staff member in relation to student engagement will be implemented. Developing a positive relationship with each students is emphasised throughout the handbooks.

We will also introduce an online reporting website called Stymie that allows student to anonymously report wellbeing issues e.g. bullying.

We will implement common language and utilisation of Upstander V Bystander. The school will embed the Upstander language and actions. This will include, awards, programs, assembles and parent/student meetings. There will also be Upstander signage displayed throughout the school. A key theme that will underpin the work in our language with all students will be "kindness".

Our Wellbeing team will promote and organise each term a day that focuses on a form of diversity. We will also focus on building lunchtime opportunities to build on the engagement of students.

In 2020 we have introduced a new Leading Teacher "Learning Interventions" to support students where "at risk" factors are identified focusing on individual learning plans to support learning and teaching.

Financial performance and position

2019 concluded with a stronger financial position, bolstered by high student numbers, fee collections close to budget and a surplus carried forward from 2018. With student enrolments over 1500 the school was however close to current facilities capacity, given the building works.

In 2019 our Stage 1 capital works project of \$7.8M concluded with the opening of the top two floors of the JJ Sheehan Wing, creating new year 7 & 8 learning spaces. We also saw construction starting on the \$4M Stage 2 Art & Technology building upgrade.

During 2019 we received Maintenance Blitz funding for general building and grounds maintenance and funds allocated for roof repairs etc. in 2020.

Canteen trading continued to provide a profit, to service the Co-operative Loan, which is almost paid in full. The most significant change in revenue and expenditure patterns from 2018 related to the DET Grant and subsequent purchase of new furniture and equipment for the Sheehan wing.

The Financial Performance and Position information is received from DET as a template and we are unable to change this. It should be noted however that School Council do not believe that the information presented provides an appropriate and clear disclosure of the revenue and expenditure for 2019 and that miscellaneous expenditure is overstated by \$30,000. It is also not generally acceptable accounting practice that the Financial Commitments do not equal the funds available.




For more detailed information regarding our school please visit our website at
www.ballaraths.vic.edu.au

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

School Profile

Enrolment Profile

A total of 1510 students were enrolled at this school in 2019, 813 female and 697 male.

2 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.




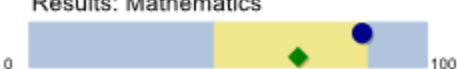
School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



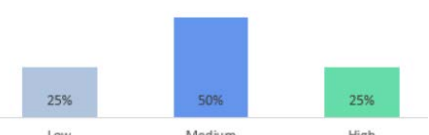



Performance Summary

<div> <div>Key:</div> <div> Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ </div> <div> <div>Key:</div> <div> Similar School Comparison ● Above ● Similar ● Below </div> </div> </div>		
Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Above ●</p> <p>Above ●</p>

Performance Summary

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Achievement	Student Outcomes	Similar 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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Below ●</p> <p>Below ●</p>

Performance Summary

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Achievement	Student Outcomes	Similar 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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <p>31 % Low 51 % Medium 18 % High</p> <p>Numeracy</p> <p>30 % Low 51 % Medium 20 % High</p> <p>Writing</p> <p>32 % Low 47 % Medium 21 % High</p> <p>Spelling</p> <p>29 % Low 50 % Medium 21 % High</p> <p>Grammar and Punctuation</p> <p>25 % Low 55 % Medium 21 % High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <p>38 % Low 43 % Medium 19 % High</p> <p>Numeracy</p> <p>34 % Low 50 % Medium 17 % High</p> <p>Writing</p> <p>24 % Low 50 % Medium 26 % High</p> <p>Spelling</p> <p>33 % Low 45 % Medium 22 % High</p> <p>Grammar and Punctuation</p> <p>27 % Low 55 % Medium 18 % High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</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: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Above ●</p>
<p>Students in 2019 who satisfactorily completed their VCE: 92%</p> <p>Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: 31%</p> <p>VET units of competence satisfactorily completed in 2019: 84%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: 91%</p>		

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: <div><div></div></div> Results for this school: <div><div></div></div> Median of all Victorian Government Secondary Schools: <div><div></div></div>		Key: Similar School Comparison <div><div></div> Above</div> <div><div></div> Similar</div> <div><div></div> Below</div>	
Engagement	Student Outcomes	Similar School Comparison	
<div>Average Number of Student Absence Days</div> <div>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</div> <div>Absence from school can impact on students' learning</div> <div>Similar School Comparison</div> <div>A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</div>	<div>Results: 2019</div> 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Performance Summary

<div> <div>Key:</div> <div> Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ </div> <div> <div>Key:</div> <div> Similar School Comparison ● Above ● Similar ● Below </div> </div> </div>		
Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

Revenue	Actual
Student Resource Package	\$13,656,566
Government Provided DET Grants	\$2,538,087
Government Grants Commonwealth	\$4,800
Government Grants State	\$43,629
Revenue Other	\$234,666
Locally Raised Funds	\$1,773,713
Total Operating Revenue	\$18,251,461

Equity ¹	
Equity (Social Disadvantage)	\$272,702
Equity (Catch Up)	\$83,363
Equity Total	\$356,065

Expenditure	
Student Resource Package ²	\$13,712,004
Books & Publications	\$20,984
Communication Costs	\$53,281
Consumables	\$358,587
Miscellaneous Expense ³	\$1,028,566
Professional Development	\$56,887
Property and Equipment Services	\$1,154,561
Salaries & Allowances ⁴	\$758,411
Trading & Fundraising	\$373,031
Travel & Subsistence	\$12,848
Utilities	\$198,527

Total Operating Expenditure	\$17,727,686
Net Operating Surplus/-Deficit	\$523,775
Asset Acquisitions	(\$3,318)

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$522,517
Official Account	\$125,116
Other Accounts	\$445,834
Total Funds Available	\$1,093,468

Financial Commitments	
Operating Reserve	\$640,183
Other Recurrent Expenditure	\$1,768
Provision Accounts	\$22,250
Funds Received in Advance	\$66,378
Beneficiary/Memorial Accounts	\$35,000
Cooperative Bank Account	\$97,728
Maintenance - Buildings/Grounds < 12 months	\$50,000
Capital - Buildings/Grounds > 12 months	\$190,000
Total Financial Commitments	\$1,103,308

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 20 March 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

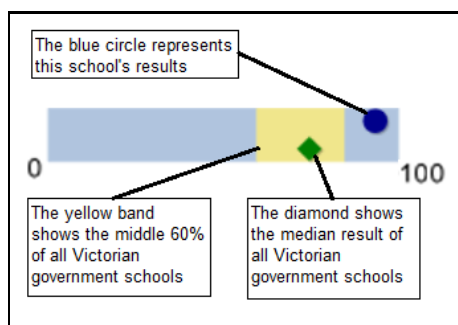
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').