

2017 Annual Report to the School Community



School Name: Ballarat High School

School Number: 7540

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





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.

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 1490 students, 83.5 equivalent full time Teachers, 9 Leading teachers, 4 Learning Specialists, 4.2 Principal Class and 23.5 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

Once again, we have seen growth in our data sets. Engagement at school is critical and it is pleasing to see improvement in our attendance data for the fourth year in a row. Our NAPLAN Literacy data for reading (a focus area) remained strong and we saw a slight improvement in our Numeracy data, which we started on as a school improvement strategy in 2017. Our VCE Mean study score improved again and coupled with positive destination data this provided strong pathways for our students as they leave our school.

In 2018 we will continue to embed literacy and numeracy strategies; focusing on a BASTOW numeracy differentiation strategy and a reading growth project. Both of these strategies are targeting years 7 and 8, and are being lead by new Learning Specialists roles introduced for the start of this year.

As a lead school, we will be developing a school wide action plan to support the implementation of respectful relationships and support our partner schools in this area as well.

This year we have set improvement goals on all learners use the learning dispositions to improve student outcomes and develop thinking; and developing and implementing a systematic approach to setting, monitoring and reflecting upon challenging goals and providing feedback for all students and teachers.

Achievement

We were pleased with our achievement results that showed growth again. NAPLAN and VCE results were again positive. All staff have a literacy goal in their development plan, which has seen whole school approaches to literacy improve. This will remain as a target area for all staff in 2018.

A strong focus in 2017 on linking assessment and reporting to goal setting saw all students setting goals, and reflecting against these. Every student has a Learning Mentor who also reflected on students' progress against these goals. This became part of our reporting process for all students. All teachers also reflected for all students on a growth area based on learning dispositions and completed a traffic light assessment on effort and their impact on the learning environment. This lead to powerful conversations between students, parents, learning mentors, and teachers.

In 2018 we will identify and implement an effective, evidence based learning model that that enables the learning dispositions to be visible in the classroom.

We will also continue with our reading growth project and our BASTOW numeracy project at years 7 and 8.



Engagement

Once again, we have seen improvement in our attendance data. Introducing a process at years 7 to 9, and consolidation of our years 10 to 12 process resulted in attendance results better than state average. Our Learning Mentors approach is also recognising the importance of student connectedness to school.

Demand within the Ballarat Community for our school is strong which reflects in positive retention data with students staying at our school. Parent feedback reflects the positive view in our curriculum and extra-curricular programs, which are a strength of the school.

Student destination has been a focus area with two careers advisors supporting students in their pathways beyond school. A school target has been to ensure all students at our school are followed up until a positive destination is in place.

In 2018 we will continue to provide strong curriculum and extra curricular programs for our students.

A target area will be teachers developing a culture where students understand the connections between the learning goals, learning dispositions and assessment tasks. Students can use learning goals to monitor and progress their learning to achieve improved student outcomes. Student's SMART learning goals will be challenging and reflective of a culture of high expectations.

Wellbeing

In 2017 our student's attitudes to school survey results were difficult to interpret. Moving to an online process caused some technical and timing issues that we will address in 2018. What was pleasing were the new domain of learning characteristics and dispositions, which will assist us with our Learning Mentor program and student wellbeing.

In 2018 we will develop a culture of respectful relationships at Ballarat High School. Actions of:

- Developing a respectful relationship action team that includes students, staff and parents to lead implementation,
- All students 7-9 are using a resilience diary and regularly reflecting,
- All staff being involved in respectful relationship training,
- And a school wide curriculum action plan for how respectful relationships are taught across the school will be implemented.

We will continue to build understandings with students, staff, and parents focusing on raising awareness on cyber safety appropriate behaviours and using of social media.

For more detailed information regarding our school please visit our website at
<http://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	
<p>Enrolment Profile</p> <p>A total of 1435 students were enrolled at this school in 2017, 772 female and 663 male.</p> <p>2 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	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> Similar</p> <p> Similar</p>



Performance Summary

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

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>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> 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 Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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 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>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>46%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>50%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>52%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>47%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>54%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	46%	25%	Numeracy	30%	50%	20%	Writing	29%	52%	19%	Spelling	30%	47%	23%	Grammar and Punctuation	28%	54%	19%	NAPLAN Learning Gain does not require a School Comparison.
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<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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<div style="display: flex; flex-direction: column; align-items: center; gap: 20px;"> <div style="display: flex; align-items: center; gap: 10px;"> ● Similar </div> <div style="display: flex; align-items: center; gap: 10px;"> ● Similar </div> </div>																								
<p>Students in 2017 who satisfactorily completed their VCE: 97% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 25% VET units of competence satisfactorily completed in 2017: 82% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 81%</p>																										



Performance Summary

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

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1"> <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>92 %</td> <td>91 %</td> <td>92 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	92 %	91 %	92 %	94 %	94 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	92 %	91 %	92 %	94 %	94 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												
<p>Exit Destinations</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. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
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Wellbeing	Student Outcomes	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: 2017</p>	Similar
<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: 2017</p>	Similar

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)

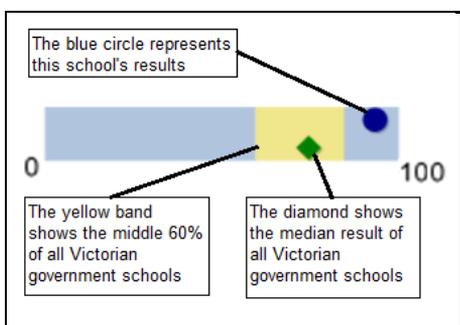
Engagement

- 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).

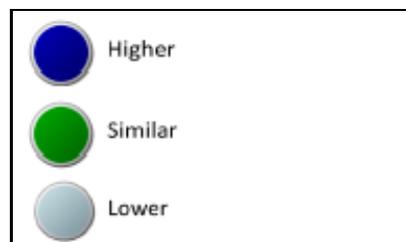


What does *School Comparison* refer to?

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 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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').



Financial Performance and Position 2017

Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package (SRP Credit)	\$12,298,834	High Yield Investment Account	\$275,501
Government Provided DET Grants	\$1,584,211	Official Account	\$49,115
Government Grants Commonwealth	\$20,000	Other Accounts	\$427,388
Government Grants State	\$22,470	Total Funds Available	\$752,003
Revenue Other	\$187,834		
Locally Raised Funds	\$1,669,935		
Total Operating Revenue	\$15,783,284		
Equity (Cash and Credit items)			
Equity (Social Disadvantage)	\$268,908		
Equity (Catch Up)	\$76,671		
Equity Total	\$345,579		
Expenditure		Financial Commitments	
Student Resource Package (SRP Credit)	\$12,438,835	Operating Reserve	\$440,481
Books & Publications	\$14,639	Beneficiary/Memorial Accounts	\$35,000
Camps and Excursions	\$437,356	Cooperative Bank Account	\$94,121
Communication Costs	\$40,523	Revenue Received in Advance	\$63,151
Consumables	\$382,557	Provision Accounts	\$19,250
Miscellaneous Expense	\$318,141	Capital - Buildings/Grounds incl SMS>12 months	\$100,000
Professional Development	\$29,683	Total Financial Commitments	\$752,003
Property and Equipment Services	\$723,981		
Salaries & Allowances (School Council Payroll)	\$595,785		
Trading & Fundraising	\$342,277		
Travel & Subsistence	\$23,299		
Utilities	\$190,197		
Total Operating Expenditure	\$15,537,273		
Net Operating Surplus/-Deficit	\$246,011		
Asset Acquisitions	\$116,278		
Asset Write-Downs	\$1,094,692		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Locally Raised Funds Revenue includes Canteen Operations, Parent Contributions, Camps and Excursions, Hire of School Facilities, Staffing Grant, Special Events ticket sales and Fundraising revenue.

(4) Miscellaneous Expenses includes service provider costs, software purchases, affiliation costs, parent remunerations, insurance premiums, marketing costs, banking/tax charges and first aid materials.

(5) Library Book Assets were written off the Balance Sheet due to a change in DET policy.

FINANCIAL ATTESTATION STATEMENT: 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.