

# PRINCIPAL'S MESSAGE

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.

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.

**SCHOOL VISION:** Ballarat High School is a learning community where every person is valued, respected and challenged as a learner.

**SCHOOL PHILOSOPHY:** Ballarat High School is a learning community. We believe in all learners. Our learning framework guides our instructional practice and learning within our community. Personal growth, innovation and creativity are actively encouraged for all members of the school community.

Our values ensure we build and maintain strong and positive relationships. Through personalised learning, we focus on teaching and learning strategies that will raise standards and outcomes for individuals. Through personalised learning and development, incorporating individual learning goals, we tailor education to ensure all students and staff achieve in a positive learning culture of high expectations and support.

**STUDENT WELLBEING VISION:** At Ballarat High School we endeavour to provide an inclusive, positive, respectful learning environment for all students. We believe in educating the whole person and acknowledge the correlation between student wellbeing and connectedness and academic achievement. Our mission is to provide the right supports, to the right students at the right time.

By developing a school wide Mental Health Action Plan driven by the school's Psychologist along with the evolution of a culture that supports all school community members to be Upstanders and display kindness, this allows the creation of a safe environment that nurtures the development of our students.

As a large school we have a small team structure in place to support learning and wellbeing:

- 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 parent groups (Boat Club and Performing Arts Support) that make a significant contribution to our school.

This guide provides a snapshot of the learning our school offers and outlines the key programs and structure. If you require further information, feel free to contact the school directly.

Gary Palmer

Principal

# **BALLARAT HIGH SCHOOL LEARNING FRAMEWORK**

At Ballarat High School our Model of Learning is linked to our context and based on the latest evidence-based research. It is influenced by the work of a range of Educational Researchers such as John Hattie, Robert Marzano, Ron Ritchart and Carol Dweck amongst others. We also incorporate the Department of Education's High Impact Teaching Strategies (HITS) and Framework for Improving Student Outcomes (FISO).

Our vision for our learning community is where every person is valued, respected and challenged as learners. The values that guide our learning community are Pride, Respect and Responsibility. As a community we have explored a range of educational research and developed our own learning framework, learning dispositions and instructional model as a school community.

Everything we do when planning learning and teaching is influenced by our learning framework and learning dispositions and the desire for students to make an impact with their learning through the acquisition of knowledge, skills and dispositions. Teachers are expected to refer to these contexts when planning units and learning sessions, and to think about the ways we can explicitly teach students to live and embody these values and dispositions and this is explicit in our Ballarat High School Instructional Model.

At Ballarat High School we believe it is important to have a guaranteed, clearly articulated and well-sequenced curriculum that connects learning to ideas and thinking. Our learning sessions are shaped by our signature pedagogies - approaches to teaching and learning that are evidence based and that support high level learning to occur.

We also believe in the power of ongoing assessment, feedback and questioning to assist the learner in shaping and guiding the learning process. We utilise a range of thinking routines and encourage the learners to think metacognitively through goal setting and reflective practice. Our use of metacognitive strategies helps students to form deep and powerful understandings of curriculum material, while our commitment to differentiated learning programs means that all students can be challenged in their learning. We assess learners on effort and support learning growth by encouraging a growth mindset culture in our classrooms and community. We believe in developing students as learners – teaching, modelling and supporting them to develop effective learning habits, build agency in their studies, and to adopt a growth mindset that encourages them to be effective learners both in school and beyond.



# **BALLARAT HIGH SCHOOL LEARNING FRAMEWORK**

Ballarat High School's Learning Framework consists of six elements:

## **Know how and why they learn**

Learners are able to articulate their learning strengths and areas of concern. Learners are challenged to build both on areas of strength through experience and areas of concern through goal setting.

## **Believe all people can learn**

Learners are celebrated for their individual learning capabilities and are able to set challenging learning goals to work towards. Teachers at Ballarat High School have high expectations for all students.

## **Use higher order thinking tools to solve problems**

Learners are encouraged to develop higher order thinking skills and apply these skills to a range of complex problem-solving situations. At Ballarat High School we encourage learners to analyse, evaluate and question.

## **Seek feedback and reflect on learning**

At Ballarat High School feedback is provided to support the development of challenging learning goals. At Ballarat High School feedback is given and received in a culture of respect. Learners reflect on their development and are celebrated for their achievements.

## **Learn in a range of different contexts**

Ballarat High School recognises learning within and beyond the traditional school context. The Ballarat High School community actively seeks opportunities for students to use their skills and knowledge in the wider community.

## **Develop positive relationships**

We value all members of the school community. Relationships are a core aspect of the learning community at Ballarat High School. At Ballarat High School we develop relationships based on Pride, Respect and Responsibility.



# **BALLARAT HIGH SCHOOL LEARNING DISPOSITIONS**

**Critical Thinking:** is the capacity to challenge one's own personal assumptions and consider alternative explanations before coming to a conclusion. Judgement is being able to consider things from different angles and evaluate various options that are available. Flexibility in thinking is the key.

**Curiosity:** refers to the appetite for knowledge. Constantly learning more by delving into the information and engaging in new experiences. Taking opportunities to participate in new experiences. Being able to put new knowledge to work to solve challenging problems or meet learning goals.

**Creativity:** demonstrates a preference for producing new ideas and thinking outside the box. Creativity thrives in a flexible environment that provides time and space for novel ideas to be explored.

**Bravery:** Being willing to rise and confront difficult or challenging situations. For example, bravery may help a person to persevere through a tough deadline or own up to a mistake that has been made. Bravery is feeling fear but being able to act regardless of the fear. This links well to developing a growth mindset.

**Teamwork:** refers to the sense of belonging and commitment to the team. It means being involved and making a fair contribution when working in group contexts. It is supporting the team to achieve the best outcomes.

**Leadership:** describes the ability to both organise and encourage others in order to help them accomplish group goals. You help the group to find the best pathways to take, and you're able to maintain team unity and cohesion along the way. You can inspire others to step-up and you connect to each member of the team.

**Perseverance:** is the ability to keep at the tasks set. Even though challenges will present along the way, it is the choice to keep working towards goals despite obstacles and challenges. Not only is it good to get things done, it can also be pleasurable.



# **STUDENT ENGAGEMENT AND WELLBEING**

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

Ballarat High School is a lead school in promoting a culture of Respectful Relationships. Everyone in our community deserves to be respected, valued and treated equally. We know that changes in attitudes and behaviours can be achieved when positive attitudes, behaviours and equality are embedded in our education settings.

The wellbeing team consisting of Youth Counsellors, Psychologist, Adolescent Health Nurse and Chaplain work to assist our students by providing the right supports to the right students at the right time.

Respectful Relationships is about embedding a culture of respect and equality across our entire community, from our classrooms to staffrooms, sporting fields and social events. This approach leads to positive impacts on students' academic outcomes, their mental health, classroom behaviour, and relationships between teachers and students.

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**

**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. This incorporates studies from the following learning areas: The Arts; English; Health and Physical Education; The Humanities; Languages; Mathematics; Science and Technologies.

For further information about the Victorian Curriculum please see: <http://victoriancurriculum.vcaa.vic.edu.au/>

**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 undertake learning rotations through a range of other subjects which allow for broad learning experiences.
- Students have the opportunity to select German or Japanese as a language study.

## **Year 7 & 8 Learning Teams**

- The learning team has a Team Leader that supports students and families of two Year 7 and two Year 8 classes.
- 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 JB Hi Fi 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 2022 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

## 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 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 – STEM, Metal & Wood, Textiles - Clothing & Design, Visual Arts and Visual Communication & Design (VCD).

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

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

Year		Core Subjects			Languages	Music/ Drama/ Health	Rotations	
8	Sem 1	English/ Humanities (8ppw)	Maths/ Science (8ppw)	PE (4ppw)	Japanese or German (3ppw)	e.g. Music or Drama (3ppw)	e.g. Ceramics (2ppw)	e.g. Textiles (2ppw)
	Sem 2	English/ Humanities (8ppw)	Maths/ Science (8ppw)	PE (4ppw)	Japanese or German (3ppw)	e.g. Health (3ppw)	e.g. Wood (2ppw)	e.g. STEM (2ppw)

Note: “ppw” refers to periods per week

Note: the rotational subjects for Year 7 and 8 are currently under review and may change from what is shown above.

# **SUMMARY OF THE YEAR 9 ARCH PROGRAM**

## **YEAR 9 ARCH PROGRAM**

When 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 100 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.

### **How we build a picture of the learner**

We investigate learning preferences through various strategies including journal writing, community projects, mentoring and 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 each week where the teachers have their core group 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 25 students they work with in the year level as the program is based on building & sustaining relationships.



## **YEAR 10 – 12 CURRICULUM**

The Senior Years curriculum is structured in such a way that students are able to pursue pathways which suits their individual needs, interests and abilities. Students who consistently demonstrate positive learning behaviours may select subjects from a higher year level.

For example, a Year 10 student may have the opportunity to study a VCE Unit 1/2 sequence that leads to a Unit 3/4 sequence in Year 11, with the possibility of undertaking a university subject in Year 12.

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

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

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 (Vocational Education and Training)
- VCAL (Victorian Certificate of Applied Learning)

By using the flexibility that exists in the Senior 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 assists students in Years 10, 11 and 12 with their transition from school to further education. Pathways may include university, TAFE, full time employment, apprenticeships and traineeships.

We support students with a wide range of careers resources to help navigate and simplify the many options young people have available to them, including;

- Developing and updating career action plans
- Researching university options and applying for courses
- Assisting students applying for part time and full time work
- Coordinating work experience and school based apprenticeships

Students are welcome to book pathways counselling sessions and can access the MIPS office before or after school, at lunch time or recess.

Parents are also welcome to call or visit us on any matters that relate to student pathways.

The MIPS team at Ballarat High School is Andrew Wallace and Allyson Dovaston.

## SUMMARY OF SUBJECTS AT YEAR 11 - 12

LEARNING AREA	YEAR 11 – Units 1 & 2	YEAR 12 – Units 3 & 4
ARTS	Art Media Studies Studio Art: (Drawing, 3D sculpture, Painting, Photography) Visual Communication & Design	Art Media Studies Studio Art: (Drawing, 3D sculpture, Painting, Photography) Visual Communication & Design
COMPUTING	Computing – Programming & Data Analytics	Computing - Programming & Data Analytics
ENGLISH	English English Language Literature	English English Language Literature
HAPE	Health & Human Development Outdoor & Environmental Science Physical Education	Health & Human Development Outdoor & Environmental Science Physical Education
HUMANITIES	Business Management History: 20 <sup>th</sup> Century History Legal Studies Philosophy Accounting	Business Management History: Revolutions Legal Studies Philosophy Accounting
LANGUAGES	Japanese German	Japanese German
MATHS	Foundation Maths General Maths: Further Maths Methods Specialist Maths	Further Maths Maths Methods Specialist Maths
PERFORMING ARTS	Music Performance: Solo Drama Theatre Studies	Music Performance: Solo Drama Theatre Studies
SCIENCE	Biology Chemistry Physics Psychology Environmental Science	Biology Chemistry Physics Psychology Environmental Science
TECHNOLOGY	Product Design: Textiles Product Design: Wood Food Studies Systems Engineering	Product Design: Textiles Product Design: Wood Food Studies

## SUMMARY OF COURSES AT YEAR 11 - 12

LEARNING AREA	YEAR 11 – Units 1 & 2	YEAR 12 – Units 3 & 4
VET	Agriculture Allied Health Assistance - Nursing Animal Studies Automotive Building and Construction Community Services Dance Early Childhood Education & Care Electrotechnology Engineering Equine Furniture Making Hairdressing Hospitality Information, Digital Media and Technology Kitchen Operations Landscaping Music Performance Music Technology Plumbing Salon Assistant Screen & Media Sport & Recreation	
VCAL	Literacy and Numeracy Skills Industry Specific Skills Work Related Skills Personal Development Skills	



# **SUPPORT STRUCTURES**

## **PRINCIPAL**

Mr. Gary Palmer's role is whole school leadership, which includes teaching and learning and student wellbeing.

## **ASSISTANT PRINCIPALS - STUDENT ENGAGEMENT:**

Mr. Shane Mathison (Years 7-9) and Ms. Sharon Eppingstall (Years 10-12) support students at risk, and focus on student wellbeing, and individual student learning plans within their year levels.

## **ASSOCIATE PRINCIPAL - TEACHING AND LEARNING:**

Ms. Jessica Sargeant's role includes student pathways, how students learn and teaching staff development.

## **ASSOCIATE PRINCIPAL - SCHOOL OPERATIONS:**

Mrs. Michele Kennedy's role includes staffing, facilities, camps, excursions and the day to day operations of the school.

## **YEAR 7 & 8 TEAM LEADERS**

Ballarat High School has six 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 extracurricular 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:

Teams A & B	Mr. Jon Delacy
Teams C & D	Mr. Neil Rampling
Teams E & F	Mr. Matthew Bruton
Teams G & H	Mrs. Danijela Bjelanovic
Teams I & J	Ms. Kelly Wade
Teams K & L	Mr. Patrick Lynch



## **CORE TEACHERS**

Each class has two main core teachers, one for Maths/Science and one for English/Humanities. The core teachers play a vital role in ensuring a smooth transition from Primary to Secondary School.

## **TRANSITION LEADER**

Mr Ashley Baker 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 Baker is another key person you can refer to if you have any questions or queries regarding Ballarat High School or the transition process.

# SUPPORT STRUCTURES

## 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.

## YEARS 10-12 LEARNING LEADERS

Learning Leaders are usually the first point of contact for parents. Two Learning Leaders are responsible for each year level which consists of approximately 250 students. Both Learning Leaders move up each year with the level which assists in fostering strong and meaningful relationships with students and parents. The Learning Leaders' role is to ensure each student is learning effectively and reaching their overall potential. They also lead a team of Learning Mentors who support students with academic achievement and social and emotional well-being. Learning Mentors meet with their students once a week.

Year 10	Mr. Fraser Murray
Year 10	Ms. Kristy Gatens
Year 11	Ms. Karen Lee
Year 11	Mr. William Leversha
Year 12	Ms. Jill Muir
Year 12	Ms. Miriam Fox



## STUDENT SERVICES

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

- Learning Interventions Ms. Nattalie Schreenan
- Inclusion Coordinator Ms. Karla Davey
- MIP's/Careers Team Mr. Andrew Wallace and Ms. Allyson Dovaston
- First Aid Officer Ms. Robyn Creelman
- Adolescent Health Nurse Ms. Yewande Lee
- Youth Counsellors Ms. Shirlene Laurie and Ms. Holly Blackburn
- School Chaplain Ms. Margaret Benoit
- Mental Health Practitioner Ms. Shannon Thompson

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 and Body Esteem.

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



# **EXTRA CURRICULAR 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 the 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, clarinet, alto, or tenor saxophone, trumpet or trombone may enrol in Band class in which elementary tuition is provided twice per week within a timetabled class. Ballarat High School offers three year 7 band classes, the whole year 7 Band cohort perform as an entire ensemble at least once per term.

Music students have access to other ensembles too: year 8 band, music performance classes between years 9-12 and extracurricular groups: Junior Stage, Concert Band, Bob, Whizbang as well as the option of forming your own group. Regular performances are a key element of the program.

Instrumental students receive tuition which involves withdrawal from timetabled classes on a rotational basis once per week, the same occurs for students of voice and drums.

While in year 7 all Band instruments offered for tuition are available for hire from school. Students with their own instruments are welcome to bring and use them. The Ballarat High School music program offers interested students a great opportunity to make friends, advance their skills and gain confidence and enjoyment in a range of musical areas.

All Year 7 students and their families are invited to attend the Instrumental Music Information Session held in the first week of Term One.



# **EXTRA CURRICULAR ACTIVITIES**

## **SPORT**

Each student will be placed into a sporting house. These houses 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 or Sports Assistant Mr. Ashley Rogers.

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 operates a fully maintained boat shed on Lake Wendouree. On average twenty boys and girls crews are entered in the annual Head of the Lake Regatta, and we have an average of 150 sporting teams per year. 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, soccer, strength and conditioning, tennis 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 camps, excursions, parent evenings and a focus on developing the talents and abilities of all our students.



## **CAMPS & EXCURSIONS**

Camps and excursions are a 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 Anglesea for a 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 8.40am) and after school for study. 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-curricular 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.

## **COMPASS**

Ballarat High School has an online learning management system called Compass. 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 and assessment results.

## **SICK BAY**

The school provides a fully operational sick bay, staffed at all times during the school day by our First Aid Officer. Robyn 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 aim of this code is the promotion of personal pride and a strong school identity through our school uniform. The School dress code respects and reflects the cultural norms of the school community and its requirements 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 purposes of maintaining a strict uniform policy are:

- 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/carer 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. Students may wear a clear nose retainer that does not protrude above the skin.
- 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.
- Students can wear a brimmed hat or cap in navy blue. The only other headwear that can be worn is the school beanie. This may only be worn during terms 2 and 3. The wearing of headwear in the buildings or classrooms is not permitted without specific permission.
- The school scarf may only be worn during terms 2 and 3.
- Only clear or natural nail polish may be worn. Only natural looking makeup is acceptable.
- Long sleeve shirts are always to be worn tucked in. Short sleeve shirts must also be tucked in when worn under a jumper/jacket/blazer.

# **STUDENT UNIFORM**

## **GIRLS & BOYS UNIFORM:**

Approved School suppliers: Crockers, Lowes and PSW.

### **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 only)	To be worn with a pale blue short-sleeved blouse and navy socks or tights (pants)
Blazer	Green (optional – can be worn instead of jumper)
Jacket	Blue (optional – can be worn instead of jumper)
Bags/Backpacks	Bags/backpacks (nb. Backpacks have a padded pocket for iPads/Notebooks)
Beanie	Blue with school logo
Scarf	Blue with school colour stripes

### **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	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)
Jacket	Blue (optional – can be worn instead of jumper)
Bags/Backpacks	Bags/backpacks (please note: Backpacks have a padded pocket for iPads/Notebooks)
Beanie	Blue with school logo
Scarf	Blue with school colour stripes

### **General Items**

Gloves	A colour to match the School jumper being worn
Shoes	Black leather lace up (traditional style)



## 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)



# CONTACT INFORMATION

## BALLARAT HIGH SCHOOL

**Address** 1726 Sturt Street, Lake Gardens, VIC, 3355  
**Phone** (03) 5338 9000  
**Email** ballarat.hs@education.vic.gov.au  
**Website** www.ballaraths.vic.edu.au

**School Principal**

Mr. Gary Palmer

**Associate Principal School Operations**

Mrs. Michele Kennedy

**Associate Principal Teaching & Learning**

Ms. Jessica Sargeant

**Assistant Principal Student Engagement Years 7 - 9**

Mr. Shane Mathison

**Assistant Principal Student Engagement Years 10 - 12**

Ms. Sharon Eppingstall

**Business Manager**

Mrs. Lesley Thorpe

**Transition Leader**

Mr. Ashley Baker



*Ballarat High School is 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**

This page has been left blank intentionally to allow space for notes and/or questions.

