



**SCHOOL PERFORMANCE INFORMATION
 FOR YEAR ENDING 31ST DECEMBER 2008**

| 1. KEY STUDENT OUTCOMES | |
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| STUDENT ATTENDANCE | The average attendance rate was 93% in the Junior and Senior School. |
| BENCHMARK RESULTS | <p>Year 3 students have all achieved above the National Benchmarks for Reading, Writing and Mathematics.</p> <p>96% of our Year 5 achieved the National Benchmark for Reading, 100% for Writing and 100% for Mathematics.</p> <p>98.5% of our Year 7 and 98.5% of our Year 9 students have achieved the National Benchmarks.</p> |
| CHANGES IN BENCHMARK RESULTS | The variation between 2007 and 2008 National Benchmark results for Year 3, 5, 7 & 9 was minimal. |
| EVIDENCE OF "VALUE ADDED" | <ul style="list-style-type: none"> • Students entering the School are not tested before places are offered. Hence Grammar (while offering a small number of academic, music and arts scholarships) has an intake of a broad range of student abilities. With few students leaving School before completing Year 12, Grammar saw 99% of leavers achieve ENTER scores in the top 50% of the nation. 98% of the cohort received tertiary offers. 86.2% of students received tertiary offers for their first or second choices and 58 were offered courses at Monash or Melbourne universities. • Five of our students were recognised in the Premier's VCE Award presentation on 31st May, four of our students were represented in the Top Arts Exhibition featuring work of VCE Art and Studio Art and three of our students were represented in the Top Designs Exhibition featuring the work of VCE Design and Technology and Visual Communication and Design. • An extensive Music program has over 500 students taking instrumental tuition with Instrumental music part of the core curriculum in Junior and Senior Schools. • The continuing implementation of the Board's Strategic Directions, with initiatives flowing from this such as more frequent reporting to parents. • Broad sporting involvement, combined with a substantial collection of local sporting premierships, with dominance in various athletic competitions. • Successful staff and student Thai Water Project in January in providing fresh water for a Karen Hill Village. • Continued projects taking Year 8 students to live in a village in Papua New Guinea, staff involvement in service opportunities in East Timor and continued student involvement in service projects in Kenya, India and Thailand. • Fine performances in the School musical, "Pippin", in addition to productions and concerts involving both Junior and Senior School students. • "In the Spotlight" ethics forum featuring Julian Burnside QC, Maria Myers AO (Philanthropist & Advocate of Indigenous Education, Heritage & Art) Theresa Ardler (Head of Aboriginal Perspectives, St Andrew's Cathedral School, Sydney) and Mark Waddington (Development Manager, St Patrick's College, Ballarat) presenting on "Initiatives in indigenous education" <p>A full outline of Ballarat Grammar's activities for 2008 may be obtained in the Annual Report, obtainable from Grammar's website and on request from the School.</p> |
| SENIOR SECONDARY OUTCOMES | In VCE, achievement in each of the Studies is assessed on a scale of 0-50 with |



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| | <p>the state average study score being 30. In 2008, our average study score was ranked at 34.</p> <p>In the VCE exams, 19% of our students recorded ENTER rankings over 95, 37.58% gained rankings above 90 and 58.3% above 80.</p> | | | | | | | | | | | | | | | | | | | | |
| PROPORTION OF YEAR 9 STUDENTS RETAINED TO YEAR 12 | Of the 147 student in Year 9 in 2005, 116 remained at Grammar to Year 12. Others added to the ranks and made the Year 12 cohort in 2008 number 170. | | | | | | | | | | | | | | | | | | | | |
| POST-SCHOOL DESTINATIONS | <p>Initial results saw 98% of the 2008 cohort selected for tertiary courses with 86.2% gaining their first or second preference. Tertiary destinations at the end of 2008:</p> <table> <tr> <td>Australian Catholic University</td> <td>4%</td> </tr> <tr> <td>Deakin</td> <td>17%</td> </tr> <tr> <td>University of Ballarat</td> <td>13%</td> </tr> <tr> <td>Latrobe University</td> <td>13%</td> </tr> <tr> <td>University of Melbourne</td> <td>25%</td> </tr> <tr> <td>Monash University</td> <td>11%</td> </tr> <tr> <td>RMIT</td> <td>10%</td> </tr> <tr> <td>Victoria University</td> <td>1%</td> </tr> <tr> <td>Swinburne</td> <td>1%</td> </tr> <tr> <td>Other tertiary destinations</td> <td>4%</td> </tr> </table> <p>Recently published On-Track Data (provided by Victorian Tertiary Admissions Centre-not including international students) saw 42% of the 2008 student cohort are enrolled at University, 3% enrolled in TAFE/VET courses, 6% in Apprenticeships/ Trainees, 4% employed, 3% looking for work and 42% deferring tertiary entrance. (Many of these for "GAP" placements which the School has helped students find).</p> | Australian Catholic University | 4% | Deakin | 17% | University of Ballarat | 13% | Latrobe University | 13% | University of Melbourne | 25% | Monash University | 11% | RMIT | 10% | Victoria University | 1% | Swinburne | 1% | Other tertiary destinations | 4% |
| Australian Catholic University | 4% | | | | | | | | | | | | | | | | | | | | |
| Deakin | 17% | | | | | | | | | | | | | | | | | | | | |
| University of Ballarat | 13% | | | | | | | | | | | | | | | | | | | | |
| Latrobe University | 13% | | | | | | | | | | | | | | | | | | | | |
| University of Melbourne | 25% | | | | | | | | | | | | | | | | | | | | |
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| RMIT | 10% | | | | | | | | | | | | | | | | | | | | |
| Victoria University | 1% | | | | | | | | | | | | | | | | | | | | |
| Swinburne | 1% | | | | | | | | | | | | | | | | | | | | |
| Other tertiary destinations | 4% | | | | | | | | | | | | | | | | | | | | |
| 2. PROFESSIONAL ENGAGEMENT MEASURES | | | | | | | | | | | | | | | | | | | | | |
| STAFF ATTENDANCE | The Staff Attendance Rate was 97.6% for 2008 | | | | | | | | | | | | | | | | | | | | |
| STAFF RETENTION | The Staff Retention Rate was 94.1% for 2008. | | | | | | | | | | | | | | | | | | | | |
| TEACHER QUALIFICATIONS | <p><i>Headmaster</i> Mr S J Higgs BSc(Melb)DipEd(Melb)MA(Ed)(Durham)MACE <i>Head of Senior School/Director of Boarding</i> Mr B S Fry BEd(Deakin) MEd(Melbourne)MACE, MACEL <i>Assistant Head</i> Mr R G Gray DipAppSc(Ballarat) DipEd(Toorak) <i>Assistant Head</i> Mrs P L O'Shea BA(Melb) DipEd(Melb) <i>Chaplain</i> Reverend P D Treloar BA (Sydney) BTheol(MCD) GradDipEd(ACU) GradDipMentalHealth(Monash)QMACA <i>Director of Admissions</i> Mr R E Olston BA(Melb)DipEd(Melb) DipResSchServ(Qld)CertSchMkt, AdvDipSchlMkt MACE <i>Business Manager</i> Mr P G Hunt MBA(UNE) FPNA GAICD AIMM JP <i>Director of Development</i> Mr P Burnett DipBus Man(Ballarat) MFIA <i>Head of Junior School</i> Mr G J Forrest DipTeach(Prim)(Toorak) BEd(VicC) MACE MACEL <i>Director of ELC</i> Mrs L Baker BEd(EC)(Melb) DipTeach(EC)(Melb) <i>Director of City Cite</i> Mr H M Leather BSc(Melb) DipEd(Melb) MProfAcc(Deakin) MACE <i>Director of Studies</i> Mr R L Carroll BEd MEd(UNE) <i>Director of Staff Development</i> Dr A T Ford BVSc(Melb) GradDipEd(Ballarat) <i>Director of ICT</i> Mr N L Burgess BA(Lib Stud)(SA) GradDipEd(Adelaide) <i>Leadership Coordinator</i> Mr P Bennett BEd(Melb) MEd(Melb) <i>Strategic Plan Manager</i> Ms J M Wright BEd(SCV)Cert TESL(ACU) <i>Daily Program Manager</i> Mr M C Warwick BTeach BEd(La Trobe) Mrs L E Allen BMus(Melb) Ms M R Allen BA(Hons)(Monash) DipEd(LaTrobe) MEd(Melb) Mr P R Barrow BEd(Prim) DipTeach(Prim)(ACU Melb) Mr C W Beechey BA(Sci)(Deakin) DipEd(Melb) Mrs C L Bell BMus(Monash) GradDipEd(Monash) GradCertArtsHistoryEd(Monash) Cert IVMIS(Ausmusic) Mr S S Bhogal BEc GradDipEd GradDipCommLaw(Monash) PGCE(TESOL)(Melbourne) GCEM(Boarding)(New England) CPA AIMM MACE Mrs K A Bishop DipTeach(BCAE) BEd(Prim) (BCAE) Reading Recovery(ACU) Mrs J A Boadle BEd(Melb) Ms M A Boyle BA(Melb) and DipEd(Sec)</p> | | | | | | | | | | | | | | | | | | | | |

Mr R J Braszell TPTC(Ballarat) BSc(Laurentian) DipArt(Cambrian)
 GradDipGuidCouns(ANU)
 Mr R Brehaut TTIC(Hawthorn) GradDipGraphComm&Ed
 Mrs M Cahir BEd(ACU)
 Mrs J Y Chadderton BA(Hons)(UEA) PostGradDipArabic(Durham,UK)
 PostGradCertEd(London) RSATeachEFL(UEA)
 Mr F Cirrito BSc (Hons) (Melb), Grad Dip Ed(MCAE), MSc(Math Ed)(Curtin)
 Mr P J Cole BAppSc(UNSW) DipEd(UNSW)
 Mrs B G Cuthbert BDrama/Arts (VCA) BA(Hons) (Tasmania) BTeach(Prim
&Sec)(Deakin)
 Mr A S Dale BEd(Music)(MSC)
 Mr J C Daniel DipAppChem(Swinburne) GradDipEd(Hawthorn)
 Ms N A Dellar AMusA DipTeach(Vienna) DipPerf(Vienna)
 Mr T Devine TPTC(Ballarat)
 Mr M B Dickinson DipTeach(Prim) BEd(Monash) GradDipEdAdmin(Melb)
 GradDipIT(Systems Admin)(Swinburne)
 Mr S J Dinnell BEd(ACU)
 Mr M J Downes BSocSc(Deakin) GradDipEd(Sec) (Ballarat)
 Mrs N A Dunne BA(Vis)(Ballarat) GradDipEd
 Mrs D J Eldridge DipHum&SocSc(Ballarat) GradDipEd(Sec)(Ballarat)
 Mr P A Esmonde BEd(Ballarat)
 Mrs S Fenton BA(Hons)(LaTrobe) MA(Monash) DipEd(ACU)
 Mrs D E Fulton BSciEd(Melb)
 Ms S M Garner BA(Melb) DipEd(Melb) MEd(Deakin)
 Ms B Ghensi BEd(Melb)
 Ms H Graham BA DipEd MEd, GradDipEdAdmin (Melb) RSA-CTEFLA
 Miss M I Graham TPTC(GTC) DipTeach(Prim) (BCAE) BEd(Prim)(BUC)
 Mrs L J Gunn BEd(Prim)(Flinders) BEd(Sec) (Launceston)
 Mr D R Hardy BAppSc(Riverina) DipTeach(Mercer House ATTI)
 GradDipComp(Deakin) MACS
 Mr P Hassell DipTeach(Ballarat) GradDipTeach(Ballarat)
 Miss H A Hazledine BA(Ballarat) BEd(ACU) Reg RAD(London) LicAssA.I.C.D
 AdvTeachDip ABS
 Mrs B J Heath BEd(Sec)(Melb State College)
 Ms P M Herington BEd(Ballarat) GradDipComp(Ballarat)
 Mrs J M Hillgrove BSci(Ed)(Melb) BTeach(Prim &
 Sec)(Deakin)MEd(Ballarat)
 Mrs S Hinchliffe DipTeach(MIHE) BEd(UWS)
 Mr S J Hopkins BA(Ed)(Deakin)BEd(Ballarat)
 Mr R F Hurley DipArts(Fine)(Ballarat) DipEd(Ballarat)
 Mr T P Ivory BA CertEd MA(Manitoba)
 Mr T M Johnstone BSc(La Trobe) DipEd(La Trobe)
 Mrs C L Jones BA(Hons)(Melb) GradDipEd(Sec) (Ballarat)
 Mrs C L Kelly BA(Ed)(Deakin) GradDipEd(Ballarat) Mr A Z Khan
 MA(Monash) DipEd(Monash)
 Mrs J Kirkham MAPs MEd(Natal) BA(Hons)(UK) GradCertEd(Prim)(UK)
 AdvDipSpecEd(UK) DipEd(UK) COGE (UNSW)
 Mr R J Klopak BEd(Manitoba)
 Mr N A Lanyon BA(Melb) DipEd(Melb)
 Mrs R A Latham BBus(BCAE) DipEd(Sec)(ACU)
 Mrs F J Latrobe BAppSc GradDipEd(Monash) GradCertComp(Deakin)
 Miss X Li BA(Shandong Teachers University) MEd(La Trobe) GradDipEd(La
 Trobe)
 Mr T Lia RN BAppSc(Adv Clinical Nursing)(PIT) DipTeach(Prim)(ACU)
 GradDipBusMan(Ballarat) MBM(Ballarat)
 Mrs C M Lisle DipTeach(Gippsland) BEd(ACU)
 Ms R MacDonald DipEd(Ballarat) BEd(Ballarat)
 Mr D B MacInnes BSc(Melb) DipEd(MCAE) MEd(Melb)
 Mr S R Maiden BA(Hons)(UK) DipEd(La Trobe) DipEdAdmin(Hawthorn)
 Mr S R Matthews BEd(Sec)(Melb) MIAG FRGS Adv & Adj Cert (APBC)
 Ms C R McDonnell BTeach(Prim) BA(Deakin)
 Mr A McKnight BA(Deakin) BEd(Deakin)
 Ms R M Menhennet BEd DipEd (Ballarat)
 Mrs K F Miller BEd(Melb) DipLang/Lit(Paris)
 Ms K M Milne BEd (Prim)(Ballarat) Dip Teach(ACU)
 Mr P C Morrison BAppSci(Agric)(VCAH) GradDipEd(Ballarat) MACE

Miss A C Murdoch BA(Melb) BTeach(Melb)
 Mrs P Nankervis BEd(Ballarat)
 Mrs K G Naylor BAppSci(Disability Studies) (Deakin)AssDipCommServices
 Childcare(Swinburne)GradDip Early Childhood Education (RMIT)
 Mrs K Nijam BTeach - Early Childhood(RMIT)
 Ms C M Nolan BSc(Hull, UK) GradDipEd(Maths) (Sheffield, UK)
 GradDipArts(ACU)
 Miss M O'Hara BA(Ed)(Ballarat) DipTeach(Prim) (Ballarat)
 Mrs B O'Shea BA(LaTrobe)DipEd(MelbCAE)
 Ms L Permezel BA(Melb) DipEd(Hawthorn) MA(UNSW)Grad Cert
 Playwriting (NIDA)
 Mr C D Phillips HDTs(Monash TC) GradDipEd(Sec)(Vic C) MAACC
 Mrs M C Phillips MEd(Teach Librarianship) (C Sturt)
 GradDipChildLit(Deakin) BEd(ACU) DipTeach(Prim)(ACU)
 Mr B H Pipkorn BBus(BCAE) CA GradDipEd(Sec) (ACU) CertRelEd(ACU)
 GradDipMS Maths(ACU)
 Mr A G Pitson BEd(MSC) GradDipEdAdmin(Deakin) DipResSchServ(Qld)
 Mr M J Pituch BSci MEd(Wayne State University,Detroit, MI, USA)
 Mr B S Poxon MA(Bristol) BA(Hons)(Bris.) PGCE(Bris. UK)
 DipEd(Newcastle)(UK)
 Mr A D Preston BSci(Hons) Dip Ed(Monash)
 Mr T D Rankin BA(Melb) DipEd(Melb)
 Mr J B Richmond BSci(Melb) DipEd(Melb)
 Mr I P Riethoff BEd(Tas)
 Mr D M Rose BA(UNE) DipEd(UNE) GradDip (International Trade)(AIE)
 Ms A F Ryan BSc(Melb) GradDipEd(ACU) GradDipRE(ACU)
 Miss C E Saraci BEd(Ballarat)
 Mrs H J Schiele MEd(RMIT) BEd(Hons)(RMIT) AssDipSocSc(Melb)
 Ms S Sedgwick BA(Ballarat) GradDipEd(Vic C)
 Ms M Shaw BEd(Flinders) MEd (Ballarat)
 Mrs D A Simmons BAppSc(Ballarat) GradDipEd(Sec)(ACU)
 Mr J P Simmons BAppSc(Ballarat) GradDipEd(Sec) (ACU)
 Mr B C Smith BBiolSc(Hons)(La Trobe) GradDipEd(Monash)
 Miss Z Smith BEd(Primary)(ACU, Ballarat)
 Mrs J Smith DipTeach(EC)(SCV-ICED) BEd(EC) (SCV-ICED) AMusA
 Mr M T Stowe BEd(Ballarat) GradDipResSchServ(Qld)GradCert MY
 Mathematics (ACU)
 Mr R G Sullivan DipTeach(Ballarat) GradDipHealth(Ballarat)
 Mrs J Swinton BSc(Scotland) GradCertEd(Cambridge)
 Mrs L Templar BA(ACU) BTeach(ACU)
 Mrs K Templar BSc(La Trobe) DipEd(La Trobe)
 Mrs K J Theodore AdCert LabTech, AssDip ApSci(LabTech) (SMB,Ballarat)
 BAppSci(MedSci) GradDipEd(Sec)(Monash)
 Mrs J E Trewavis Cert II & III Hosp(Operations) DipHospMan Cert IV
 Training and Assessing(Ballarat)
 Mrs A E Tunstall CertEd(Mercer) DipTeach(Prim) (Ballarat)
 Ms H Van Der Vlugt BA (Outdoor Education) (LaTrobe) GradDipEd
 (Outdoor Education and History)(Monash)
 Miss J E Wallace BExSci(ACU, Melb) GradDipEd(Ballarat)
 Mr S J Walsh App Gold and Silversmithing(Melb)
 Mrs S L Warwick BEd MHealthSc(Ballarat) DipArtsResCare(ACU)
 Ms L M West BFineArt(Ballarat) DipEd(Sec) (Ballarat)
 Mr D Whitehouse DipTeach(Ballarat) BEd(Ballarat)
 Mrs F L Whitehouse BA(ACU) BTeach(ACU)
 Mrs J M Williams BA(Hons)(Melb) DipEd(Melb)
 GradDipLibrarianship(RMIT) CertFreeJourn(ACJ) GradCertHRM(Bathurst)
 Miss K L Williams BEd (Physical Education) (Ballarat)
 Mrs K G Willowwhite DipTeach(Prim)(Ballarat) GradDipSpecEd(Melbourne)
 MTeach(La Trobe) MTeach(La Trobe)
 Mrs B Wu BSc(Beijing) DipEd(La Trobe) MEd(Deakin)
 Mrs G N Zala DipTeach(Prim)(Ballarat) GradDipTeach-
 Librarianship(Ballarat) A.I.S.T.D.(London)

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| <p>EXPENDITURE AND TEACHER PARTICIPATION ON PROFESSIONAL LEARNING</p> | <p>\$135,635 was expended on professional development with the following activities:</p> <ul style="list-style-type: none"> • Staff started off the School year with our annual two-day conference at Lorne, in the new Mantra Conference Centre. This year we focused on various staff presenting workshops in their specialist fields, teaching their colleagues a variety of skills. This proved so successful we are using the same model for the 2009 conference, focusing on personalised learning. • The weekly Professional Learning sessions on Monday afternoons continued to provide us with opportunities for fellow staff to run sessions, where we had a mixture of visiting speakers, whole School professional development, and House and area or department planning and curriculum development. • The Junior School and ELC staff continued their Monday afternoon staff meetings and joined the Senior School for relevant sessions. • The ICT Department continues to be particularly active in our PL sessions, with the rapid development of the technology. Staff need to be continually developing their ICT skills, in order to improve their teaching outcomes. • Another thirty staff underwent a review this year. The system, introduced in 2005, involves staff undergoing a period of self reflection, collegiate interaction and critiqued classroom visits. This is followed up with meetings with the Director of Staff Development and the Headmaster. • The self reflection aspect of the review system is now being completed on line, taking advantage of the new technology. • The review system also involves a mid-cycle session after 18 months to check if the goals and action plans are being followed through. This has involved 35 staff meeting with the Director of Staff Development. • The two Staff Days in the June holidays involved various outside speakers introducing us to new ideas. A special thanks to Dr John Gaden from Trinity College, who held his audience spellbound with his views on teaching the whole child. • There were a number of First Aid courses run during the year, involving Level 1, Level 2, asthma prevention and treatment, and anaphylaxis training, mandatory for all staff. • This year's Retire Invest Professional Development Staff Bursary was awarded to Stephen Bhogal to attend the Victorian Commercial Teachers' Association conference. • The Victorian Institute of Teaching requires new graduates to go through a rigorous process, aided by a mentor, to convert their Provisionally Registered Status to Full Registration. This year has seen Jaime Wallace, Carol Xing, Stephen Dinnell, Zara Smith and Louisa West achieve Full Registration status. • New requirements for re-registration now involve undertaking a mandatory number of hours Professional Development. This is now being recorded on our Synergetic data base. • In addition to our School Professional Learning sessions, staff have taken up the opportunity to attend a wide range of conferences, workshops, seminars and training days. These include: <p>ELC</p> <ul style="list-style-type: none"> • Lady Gowrie seminars • Kindergarten workshops • Reggio Emilia courses <p>Junior School</p> <ul style="list-style-type: none"> • The Junior School has continued its involvement with the local network group called TEN, with various seminars in areas of their expertise. Junior School staff take up these opportunities most enthusiastically • Lady Gowrie workshops • Junior Schools' conferences • THRASS PD |
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| | <p>Senior School</p> <ul style="list-style-type: none"> • Range of VCAA workshops and seminars on various Study Designs • STAV conferences – Physics, Biology, Psychology, Chemistry • GTAV conference • HTAV conference • SLAV conference • AISV and CSE seminars • VCTA seminars • VATE workshops • CSE leadership conference • Michael Fullam leadership workshop • AHISA conferences • AusMusic courses • Gifted Education seminars • ICT courses • Health and Physical Education seminars • Network meetings <p>Counselling</p> <ul style="list-style-type: none"> • Mental Health First Aid • Pastoral Care workshops • Well Being Conference in Sydney <p>Boarding</p> <ul style="list-style-type: none"> • Boarding Schools Conference in Canberra <p>First Aid</p> <ul style="list-style-type: none"> • Remote Area First Aid • Level I , Level II, asthma, anaphylaxis training <p>House Staff</p> <ul style="list-style-type: none"> • Restorative Practices Training • Counselling skills • Alcohol and Drug awareness training • AISV Resilience Days <p>Courses</p> <ul style="list-style-type: none"> • A number of staff are taking on further study in their own time to develop new qualifications and skills <p>Pre-Service Teachers</p> <p>Grammar staff supervised pre-service teachers from La Trobe University, University of Ballarat, Monash University and University of Tasmania.</p> | | | | | | | | | | | | | | |
| 3. SATISFACTION | | | | | | | | | | | | | | | |
| <p>PARENT, STUDENT AND TEACHER SATISFACTION</p> | <p>Results obtained from surveys conducted in 2008 are as follows:</p> <p><u>Students</u> 143 Year 12 students participated in a survey compiled and analysed by the Centre for Marketing Schools (Carlingford, NSW)</p> <p>Students were asked to respond on a 5-point scale (strongly agree – strongly disagree) to a range of questions or statements. Significant responses were:</p> <table data-bbox="603 1877 1511 2154"> <tr> <td>The school is a happy place</td> <td>83% agree or strongly agree</td> </tr> <tr> <td>The school has a caring atmosphere</td> <td>80% agree or strongly agree</td> </tr> <tr> <td>The school has a safe and secure environment</td> <td>86% agree or strongly agree</td> </tr> <tr> <td>The school has a good reputation in the community</td> <td>94% agree or strongly agree</td> </tr> <tr> <td>Excellence in all pursuits is encouraged</td> <td>82% agree or strongly agree</td> </tr> <tr> <td>Staff assist students to reach full potential</td> <td>89% agree or strongly agree</td> </tr> <tr> <td>The school teaches students to work co-operatively</td> <td>84% agree or strongly agree</td> </tr> </table> | The school is a happy place | 83% agree or strongly agree | The school has a caring atmosphere | 80% agree or strongly agree | The school has a safe and secure environment | 86% agree or strongly agree | The school has a good reputation in the community | 94% agree or strongly agree | Excellence in all pursuits is encouraged | 82% agree or strongly agree | Staff assist students to reach full potential | 89% agree or strongly agree | The school teaches students to work co-operatively | 84% agree or strongly agree |
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| The school teaches students to work co-operatively | 84% agree or strongly agree | | | | | | | | | | | | | | |

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| | <p>Students in need of extra help with study can get it 84% agree or strongly agree</p> <p>Students with high academic ability are extended 94% agree or strongly agree</p> <p>Students are challenged in a supportive framework 84% agree or strongly agree</p> <p>Staff willingly give their time to student activities 84% agree or strongly agree</p> <p>The co-curricular program offers plenty of choice 82% agree or strongly agree</p> <p>The school uses modern teaching methods 89% agree or strongly agree</p> <p>The school is a technology-rich environment 81% agree or strongly agree</p> <p>Staff treat Year 12 students as mature young adults 88% agree or strongly agree</p> <p>The school encourages community service 91% agree or strongly agree</p> <p>Ballarat Grammar undertakes surveys for parents and staff on a biennial basis and the next scheduled survey will cover the 2009 school year.</p> <p>Results from the surveys conducted in 2007 are as follows:</p> <p><u>Parents</u></p> <p>The Parent Satisfaction survey sought to evaluate the extent to which parents believed effective school practices were apparent across eight domains:</p> <ol style="list-style-type: none"> (1) Curriculum-Academic Programme – 78% positive (2) Quality of Teaching – 76% - favourable (3) Learning Outcomes – 78% optimistic (4) Pastoral Care – 79% positive (5) Discipline and Safety – 80% optimistic (6) Parent Involvement – 76% encouraging (7) Resources – 75% (lower response from Junior School) (8) Year Transition – 76% positive. <p>Total Parent Satisfaction – 78% very positive</p> <p>In addition, respondents were required to rate their overall level of satisfaction on two global rating items at the end of the survey (figures 9 and 10):</p> <ol style="list-style-type: none"> (1) Overall Rating – 84% - very optimistic (2) Recommendation of the School – 84% (100% in Senior School). <p>Additional modules for:</p> <ol style="list-style-type: none"> (1) Boarding Houses – 77% (2) Religious/Spiritual – 84% - very satisfied (3) ELC – 94% - very satisfied <p>Responses were categorised into either Primary or Secondary. A total of 85 responses were received (15 for the Primary School, and 70 for the Secondary School). Of the total responses for Ballarat Grammar:</p> <ul style="list-style-type: none"> • 65.9% were provided by mothers, 30.6% were provided by fathers, and 3.5% of the respondents were someone other than the father or mother. • 40% of respondents had a female child at the School, and 60% of respondents had a male child at the School. • 48.2% of respondents were parents/guardians of first generation students, and 51.8% of respondents were parents/guardians of second generation (or more) students, which is similar to the sample average where 51% of the respondents were parents/guardians of first generation students. <p><u>Staff</u></p> <p>Responses were received from 125 staff at Ballarat Grammar to an on-line survey and Report prepared by AISV- ACER Building Educational Effectiveness in Independent Schools 2007, across six school campus areas: Junior (24), Middle (15), Senior (62), Non-teaching (13), Pre-school (3), and Year 9 Separate Program (8).</p> |
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| | <p>Morale – “Compared with the distribution of Morale scores across the four staff area/roles for the reference group, those at Ballarat Grammar were notably higher, and compared favourably with those of the AISV pilot group sample.” (page 31 of Report)</p> <p>Leadership Support – “Compared with the distribution of Leadership Support scores across the six staff area-roles for the reference group, those at Ballarat Grammar were notably higher, and compared favourably with those of the AISV sample.” (page 32 of Report)</p> <p>Peer Support – “Compared with the distribution of Peer Support scores across the six staff area-roles for the reference group, those at Ballarat Grammar were notably higher, and compared favourably with those of the AISV sample for teaching staff working in Junior, Senior, Non-teaching and Pre-school area-roles, but less favourably with Middle school staff.” (page 33 of Report)</p> <p>Goal Congruence - “The distribution of Goal Congruence scores across the six staff area-roles for the reference group, those at Ballarat Grammar were notably higher, and again compared favourably with those of their AISV sample counterparts.” (page 34 of Report)</p> <p>Professional Development - “The distribution of Professional Development scores across the six staff area-roles for the reference group, those at Ballarat Grammar were notably higher. Further, with the possible exception of Non-teaching staff, the distributions compared favourably with their AISV pilot sample counterparts.” (page 35 of Report)</p> <p>Total Work Environment - “The distribution of Mean Total Work Environment scores across all six staff area-roles for the reference group, those at Ballarat Grammar were notably higher. Similarly, the score distributions for these six area-roles compared favourably with those of the AISV sample.” (page 36 of Report)</p> |
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