



BALLARAT  
GRAMMAR



2025

# Annual Report

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# About Ballarat Grammar

**Our vision is to inspire students through academic success, character development and a sense of social responsibility. Guided by dedicated educators committed to holistic education and transformative experiences, we nurture well rounded individuals who excel in learning and life.**

Ballarat Grammar has a rich history and stands as a beacon of academic success and hope for a bright future. Our School began with the establishment of Queen's College in 1877 and Ballarat Grammar School in 1911. In 1973 the two schools merged to become the school we now recognise as Ballarat Grammar.

With a legacy of fostering a holistic and transformative approach to education, we nurture young minds, from early years through to Year 12, to excel academically while also developing strong values, leadership skills and a sense of social responsibility.

At the heart of Ballarat Grammar's educational philosophy are dedicated educators committed to encouraging students to appreciate diverse pathways to excellence and to make the most of every minute of the learning journey.

In addition to academic pursuits, Ballarat Grammar fosters a diverse community, encouraging students to explore interests in sports, arts, music, community

service and cultural activities. Carefully considered learning environments challenge students to expect more from themselves while understanding and valuing the importance of individual and collective wellbeing. Participation in organised sports and outdoor adventures support the development of strong and confident students, promoting physical, social and personal growth.

At Ballarat Grammar, we are guided by the values of hope, responsibility, integrity, aspiration, courage and compassion. Through this emphasis, we aim to prepare our students for meaningful contributions to society and to the stewardship of the natural environment. As part of our broader mission to bring out the best in every student, we remain devoted to supporting individuals along their unique pathways, whether academic or via the myriad of other learning opportunities. In doing so, our ultimate objective is to shape future leaders who embody a strong sense of responsibility to be positive contributors to our global community.



# A Message From Chair of the Board Sarah Lia

It is my privilege to present the Ballarat and Queen's Anglican Grammar School 2025 Annual Report on behalf of the Board.

## A YEAR OF CHANGE

Ballarat Grammar has a long and storied history. Generations of students have thrived at Grammar, gaining a strong academic education along with the benefits of broad co-curricular opportunities to develop and flourish as individuals. This year our school was shaken by the exposure of deeply troubling behaviours in boarding. A full investigation has been conducted and firm action taken to protect our students from those who would cause them harm. Long held traditions in a school should never result in unacceptable behaviours between and towards students. No proper tradition results in harm. Such behaviours are unacceptable and will not be tolerated. Arcane rituals and hazing have no place whatsoever in a modern boarding environment. There will be much to be learnt from our recent experience. There will be change and that change may be significant and at a level which may cause discomfort in the broader school community. However, this will not deter the Board from remaining sure and steadfast in making decisions that always prioritise students' safety and wellbeing.

Cultural and structural change will be implemented by the Board with the assistance and guidance of relevant experts.

Our spirit of connectedness will continue, and Grammar will be the better for the changes to be made.

Throughout this difficult period many members of the Grammar community worked tirelessly for the betterment of our students. Our President Bishop Garry remains an integral part of the fabric of our school. His wisdom and insight guide and support all of us.

As Chair of the Board of Directors, I express my gratitude to the Board's Deputy Chair Tim Hovey for his significant and ongoing commitment to all areas of Board endeavour. My fellow Board Directors devote many hours to ensuring the school's good governance and I acknowledge their contributions with thanks. I extend our thanks and gratitude to the Chair of the Foundation Mr Phillip Mann and the Chair of BGS Ed Services Ms Rebecca McNeill. The two entitles form a vital part of the School's financial structure and we are grateful for their expertise and that of their fellow Board Members.

I am privileged as Board Chair to work with our Principal, Mr Heath. He is an outstanding educator and an inspirational leader. He is also very highly regarded in our school community and by his peers at schools around

Australia and internationally. We are grateful for the work of all staff members. We have outstanding educators for whom teaching is a vocation and we have skilled and hardworking administration and grounds staff.

We also acknowledge the parents of our students. We thank them for their commitment to the School, for their generosity in the volunteer roles they undertake and for entrusting their children to the care of the School. The three school Boards are made up of volunteers who have been unflinching in their support for the changes that have occurred and are to occur.

On behalf of the Board, I wish to reaffirm our commitment to ongoing change, and the continued review of the School's culture, to ensure, as far as possible, the safety of all students. I also wish to express the sincere regret of the Board for any harm caused to any of our students during their time at Ballarat Grammar.

The fine balance in the culture of our school has been disturbed by traumatic events. We must face these changes with courage and a commitment to doing the right thing. This takes time and is never easy, but it is the only option for our school.

None of us will give up on the things that matter. We will fight to ensure that the recalibration of our school culture will emphatically reject the superficial, band aid solution and will instead inspire this year's graduating class and all future Ballarat Grammar students, to embrace and live the School's clearly stated values.

A focus on our values can insulate and protect students in their aspirations. The experiences of 2025 will shape the coming years and there is much to look forward to and celebrate in our school.



A handwritten signature in black ink, appearing to read 'Sarah Lia', positioned above a horizontal line.

Sarah Lia

# Message From The Principal

**It would be difficult to reflect on 2025 without acknowledging that it was one of the most challenging years in the School's recent history. We fell short in areas that matter deeply to our community, and we were required to face that honestly. What followed was a period of genuine reflection and a clear commitment to address what had gone wrong and to build a stronger, safer school for everyone in our care.**

## A YEAR OF REFLECTION, PARADOX AND PRIDE

The revelation of unacceptable student conduct in our boarding community, and broader compliance issues in this area of the School, confronted us with difficult truths.

We responded as our values demanded: with transparency, accountability and a clear commitment to do better. Leadership structures were reshaped to place student safety at the centre of everything we do. New Board Committee structures were established to provide closer governance of child safety and boarding. Our pastoral care model was significantly renewed across the Middle and Senior Schools, the most substantial change in this area since the introduction of the house system in the late 1970s. Supervision in boarding was strengthened, a new junior boarding precinct established, staff training enhanced, and students given clearer pathways to raise concerns, anonymously or in person. We also undertook a broader cultural review of the School, examining the health of our workplace and community more widely. This work will continue to shape our efforts in the year ahead.

In the same year, our students continued to give us enormous cause for pride. They competed, created, performed, explored and served with the energy and integrity that defines the Ballarat Grammar spirit. Their commitment to doing good and being good, even in a challenging year, was an example to us all.

## CELEBRATING ACADEMIC EXCELLENCE AND FUTURE PATHWAYS

Our Year 11 and 12 students achieved outstanding results in 2025. For the third time in five years, more than half of our graduating cohort achieved an ATAR of 80 or above, with a median ATAR of 80.7. Congratulations to Harriet Meakin, who achieved a perfect ATAR of 99.95, placing her among just 42 students across Victoria to reach this remarkable milestone. Perfect study scores were also achieved by Harriet Meakin in Chemistry and Mackayla Culvenor in General Mathematics, with congratulations equally due to their teachers Louise Curran and Vinita McNabb.

Beyond their results, our graduates continue to pursue an extraordinary array of pathways that reflect the breadth of their talents and ambitions. University offers were received from institutions across Victoria and beyond, with the University of Melbourne, Monash,

RMIT, Deakin, ACU and Federation University among the most popular destinations, alongside interstate offers from Adelaide University and Charles Sturt University. Health studies proved the most popular field of study, followed closely by Commerce and Business, Arts, Science, Law and Engineering. Several graduates have embarked on apprenticeships, traineeships and vocational pathways, while approximately 40 percent of the cohort are undertaking gap years — working, travelling and volunteering. Four students have taken up the Australian Defence Force Gap Year program, an impressive commitment to service and leadership at the very start of their adult lives.

## ARTS AND SPORT: A YEAR OF ACHIEVEMENT

The performing arts had another memorable year. A student-scripted Junior School production delighted audiences, while our Middle and Senior School students delivered a beautiful rendition of Beauty and the Beast. Our musicians showcased their talents at Grammar in Concert, a highlight of the School calendar. On the sporting front, students competed across approximately 35 sports through the BAS and ICCES competitions. In a proud first for the School, both the boys' and girls' 1st XVIII qualified for the Herald Sun State Level AFL competition, a tremendous achievement for our students and their coaches.

## A SPIRIT OF SERVICE AND COMMUNITY

Service to others remained at the heart of our culture in 2025. Through partnerships with Eat Up, Anglicare's Can the Chapel food drive and The Salvation Army doorknock, our students made a real and tangible difference in the lives of others. House groups also raised funds and awareness for Pancare, The Butterfly Foundation and The Prostate Foundation. It is through service that our students develop a genuine understanding of community and the responsibilities they carry as its future leaders.

## THE GRAMPIANS CAMPUS: LOOKING AHEAD

Planning for the School's new Grampians Campus gathered real momentum in 2025, with significant work invested in developing programs and facilities ahead of the first Year 8 cohort in 2027. Recovery from the devastating bushfires of the 2024 Christmas period shaped much of the early work on site, with steady progress made in

restoring the 560-acre Mafeking property at the foot of the Grampians National Park (Gariwerd). Key planning milestones were reached, including EPA approval for wastewater and the receipt of the Nature Advisory report, while our architects advanced structural designs for student huts and associated facilities. Encouragingly, four of the six planned cabins were secured through generous naming rights donations from our community, a tangible sign of the belief that surrounds this program. It is an exciting chapter for the School, and one we look forward to sharing with our community in the years ahead.

**WITH THANKS**

2025 required our Board to engage with some of the most difficult governance challenges in the School's recent history. We are grateful for their commitment to working through these challenges carefully and with the best interests of our students and community at heart. There is important work still ahead, and we look forward to continuing that journey together.



*A. Heath*

Mr Adam Heath



# Safety Statement

**Ballarat Grammar prioritises the safety, health, and wellbeing of its students through strong, nurturing relationships between adults and students, relationships that empower students to play a proactive role in shaping ongoing improvements to safety and wellbeing across the school.**

Ballarat Grammar maintains a zero-tolerance approach to all forms of child abuse and actively implements measures to identify and manage any risks of harm to students within our school environment. The care, safety and wellbeing of children and young people are central and fundamental responsibilities of the School. We are firmly committed to fostering a child-safe culture that provides an environment where students are safe and feel safe, where their participation is valued, their views respected, and their voices heard in decisions that affect their lives. Ballarat Grammar values diversity and strictly prohibits any racist or discriminatory practices. All members of our school community share the responsibility to care for children and young people by promptly raising any concerns regarding their safety, promoting their wellbeing, and protecting them from all forms of harm or abuse.

This caring and safe environment is maintained through strict adherence to Ballarat Grammar's child protection

policies, which reflect Victoria's Child Safe Standards. Correct procedures are followed diligently when reporting child safety concerns or allegations of abuse, and child protection is understood as a shared responsibility among all employees, contractors, and members of the Ballarat Grammar community.

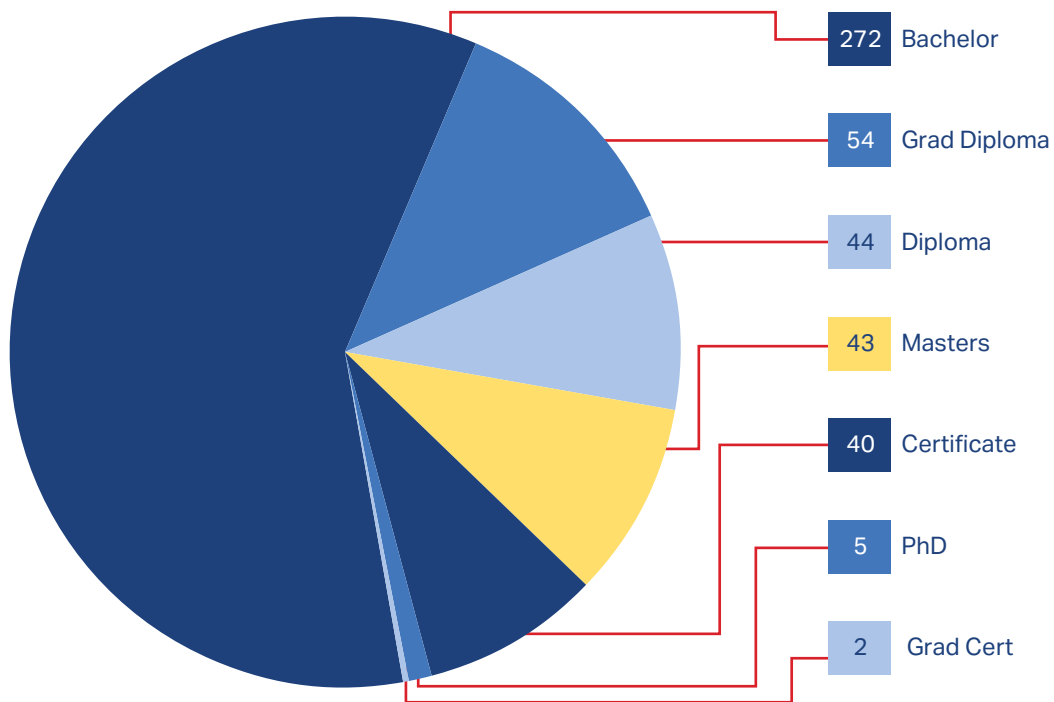
Ballarat Grammar is committed to promoting cultural safety and to ensuring the active participation and empowerment of all students, including those from diverse backgrounds. Child Safe recruitment practices are followed throughout the School. Teaching staff must hold current Victorian Institute of Teaching (VIT) registration, including a National Criminal History Record Check or VIT Permission to Teach Registration. General staff and volunteers must hold a current Working with Children Check and a recent Police Check.

All Student Safe Policies are available on the School's website at [www.bgs.vic.edu.au](http://www.bgs.vic.edu.au)



# Staff Excellence and Workforce Composition

## STAFF QUALIFICATION



## STAFF GENDER COMPOSITION

	Female	Male	Other	Total
Academic	202	106	0	308
Administration & Corporate	62	7	0	69
Assistants	93	15	0	108
Boarding	29	14	0	43
Health & Student Services	14	0	0	14
ICT	2	7	0	9
Property & Services	13	32	0	45
<b>TOTAL</b>	<b>415</b>	<b>181</b>		<b>596</b>

## STAFF AVERAGE YEARS OF SERVICE

	Average
Academic	8,7
Administration & Corporate	6,2
Assistants	4,2
Boarding	2,1
Health & Student Services	6,3
ICT	12,9
Property & Services	5,4
<b>TOTAL Average</b>	<b>6,9</b>

# Student Outcomes from NAPLAN Testing

## 2025 STUDENT OUTCOMES FROM NAPLAN TESTING

Subject	Year 3		Year 5		Year 7		Year 9	
	School	State	School	State	School	State	School	State
Grammar & Punctuation	99.6% +	85.0%	99.4% +	88.8%	99.1% +	87.4%	99.2% +	86.6%
Numeracy	99.6% +	91.2%	99.7% +	92.5%	99.6% +	91.2%	99.7% +	90.0%
Reading	99.8% +	90.5%	99.7% +	93.1%	99.8% +	92.0%	99.6% +	90.8%
Spelling	99.8% +	89.6%	99.6% +	90.8%	99.5% +	91.4%	99.2% +	91.8%
Writing	99.8% +	94.5%	99.4% +	92.5%	99.7% +	91.2%	99.4% +	90.1%

## 2024 STUDENT OUTCOMES FROM NAPLAN TESTING

Subject	Year 3		Year 5		Year 7		Year 9	
	School	State	School	State	School	State	School	State
Grammar & Punctuation	99.0% +	84.60%	99.6% +	89.60%	99.0% +	87.30%	99.1% +	85.00%
Numeracy	99.5% +	90.50%	99.8% +	91.40%	99.5% +	91.00%	99.7% +	89.30%
Reading	99.1% +	89.80%	99.6% +	92.10%	99.5% +	91.10%	99.6% +	89.20%
Spelling	99.3% +	88.80%	99.6% +	89.9%	98.7% +	91.10%	98.5% +	91.70%
Writing	99.6% +	93.90%	99.5% +	92.50%	99.2% +	91.80%	99.1% +	90.00%

## 2023 STUDENT OUTCOMES FROM NAPLAN TESTING

Subject	Year 3		Year 5		Year 7		Year 9	
	School	State	School	State	School	State	School	State
Grammar & Punctuation	98.7% +	87.2%	99.2% +	90.6%	98.7% +	90.2%	98.7% +	88.0%
Numeracy	99.6% +	90.5%	98.9% +	90.7%	99.6% +	90.9%	99.2% +	89.9%
Reading	99.4% +	91.2%	99.4% +	93.5%	99.6% +	91.9%	98.9% +	90.0%
Spelling	99.2% +	88.6%	98.3% +	90.9%	98.7% +	91.5%	98.3% +	90.9%
Writing	99.6% +	93.8%	98.9% +	92.7%	99.2% +	91.7%	97.7% +	89.7%

# VCE

## GAP YEAR OVERVIEW:

Approximately 35% of Year 12 leavers have decided on a GAP year working and travelling. Farm work at destinations of NT, QLD, WA, and NSW are popular, as is staying at home and working in retail or hospitality to save money for their next steps. Some students are planning to spend time in the UK and Europe working, and others are committed to Camp America or Camp Canada experiences in the middle of the year.

## OTHER PLACEMENTS

Approximately 14% of students are commencing apprenticeships, traineeship and vocational training options in certificate and diploma courses.

## HIGH ACHIEVERS' BREAKDOWN

Highest ATAR - Perfect Score 99.95

Year 12 Dux – 98.85

## STUDENTS WHO ACHIEVED 50 STUDY SCORE

Mackayla Culvenor 50 VCE General Mathematics

Harriet Meakin 50 VCE Chemistry

## STUDENTS SELECTED FOR SEASON OF EXCELLENCE Top

Class - Nina Dunn VCE/VET Music Sound Production Top

Scribe - Jamie Noble VCE Literature

## PREMIER'S AWARD 2024 (formally announced July 2025)

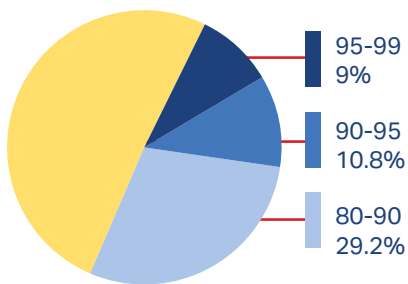
Alistair McDonald for VCE VET Music Sound Production

## TERTIARY PLACEMENTS

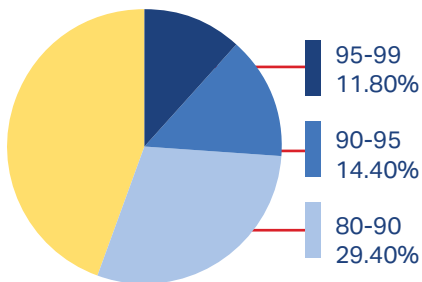
Destination	No.
University of Melbourne	34
Monash University	31
RMIT	28
Deakin University	20
Australian Catholic Uni	18
Federation University	9
La Trobe University	8
Swinburne University	2
Collarts	2
CSU (Vic)	1
Uni of Adelaide	5
CSU (NSW)	9
Total	167

# ATAR Results

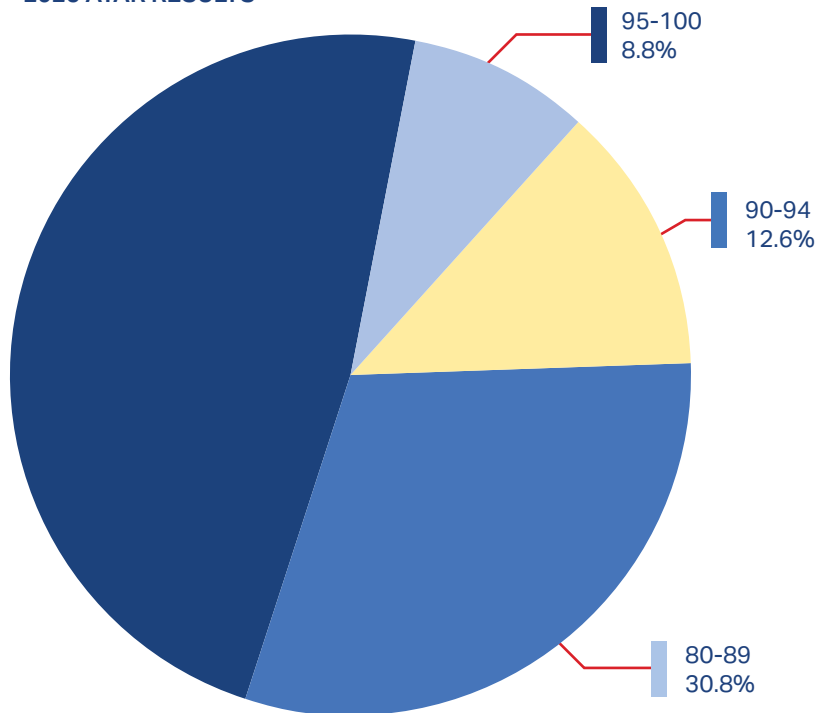
2023 ATAR RESULTS



2024 ATAR RESULTS



2025 ATAR RESULTS



ATAR SCORES MEAN/MEDIAN SUMMARY CHART 2018 - 2025

	2018	2019	2020	2021	2022	2023	2024	2025
Mean ATAR	75.4	75.8	74.1	78.4	75.5	77.1	79.3	77.2
Median ATAR	76.1	77.3	75.4	82.2	77.3	79.7	82.5	80.7

COHORT SNAPSHOT

	2018	2019	2020	2021	2022	2023	2024	2025
Female ATAR	76.2	78	73.2	79.9	76.8	78.9	77.8	79
Male ATAR	71.3	73.8	74.8	76.6	73.8	74.05	81.2	75

# Student Profile Breakdowns

## STUDENT RELIGIOUS DENOMINATION

Religion	Students
Catholic (Other Rite)	1
Dutch Reformed Church	1
Methodist (including Wesleyan)	1
Seikh	1
Unknown / Unstated Orthodox	1
Coptic Orthodox	2
Muslim	2
Other Non-Christian	2
Pentecostal	2
Unknown / Unstated Non-Christian	2
Assembly of God	2
Catholic (Syrian Rite)	2
Baptist	3
Catholic (Latin Rite)	3
Other Orthodox	3
Unknown / Unstated Other Christian	3
Australian Indigenous Beliefs'	4
Buddhist	4
Australian Christian Churches	5
Islam	5
Seventh Day Adventist	5
PROTESTANT	6
Greek Orthodox	7
Catholic (Romanian Rite)	8
Presbyterian	8
Lutheran	11
Unknown / Unstated Christian	11
Catholic (Unknown / Unstated Rite)	16
Church of Christ	19
Sikhism	20
Church of England	24
Agnostic	25
Hindu	27
Uniting	52
Other Christian	68
Unknown / Unstated	248
Anglican	249
No Religious Affiliation	315
Catholic	366
Not Selected	488

## LANGUAGES SPOKEN

Language	Students
African Languages	1
Amharic (ethopian)	1
Australian Indigenous Language	1
Bangla	1
Ewe	1
Farsi	1
German	1
Igbo	1
Japanese	1
Thai	1
Tulu	1
Yoruba	1
Not Selected	2
Arabic (inc. Lebanese)	2
Cantonese	2
Croatian	2
Indonesia	2
Korean	2
Luganda	2
Persian	2
Spanish	2
Tamil	2
French	3
Gujarati	3
Pashto Urdu	4
Telugu	4
Vietnamese	4
Afrikaans	5
Tagalog	5
Bengali	6
Sinhalese	6
Malayalam	9
Hindi	13
Punjabi	23
Mandarin	33
English Only	1830

Languages spoken at home (excluding English)

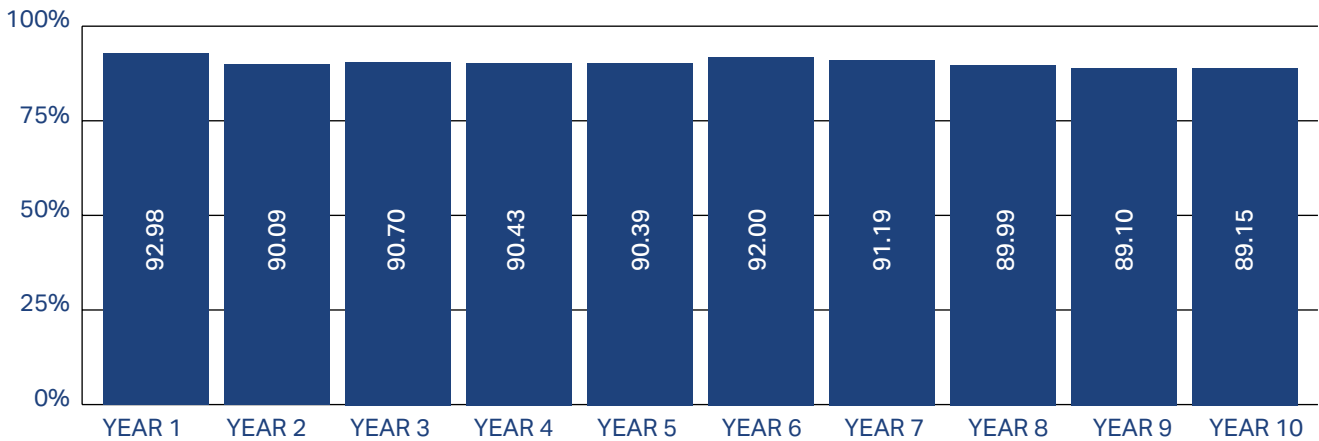
34

Students of Aboriginal and Torres Strait Islander origin

33

# Student Attendance Rates

STUDENT AVERAGE ATTENDANCE RATE (%)



Overall attendance rate

**90.60%**

Managing student attendance at our school involves a process that ensures minimal disruption to learning. Parents are required to record daily absences through the online recording system. For absences lasting one to two weeks, approval is needed from the relevant Head of School, and for extended leave (two or more weeks), from the Principal. Scheduled appointments, such as medical visits, should also be logged by parents in advance.

If a student is absent without prior notice, a member of our Administration Team promptly contacts the family through a phone call and an automated text message to determine the student's whereabouts. In cases where the reason for the absence is unclear or potentially serious, the Student Care and Wellbeing Team may become involved to support the family and encourage the student's return to school. This proactive approach ensures that every student's education is safeguarded and that any barriers to attendance are addressed promptly and effectively.

# Wellbeing and Pastoral Care

**In 2025, student wellbeing and pastoral care remained central to life at Ballarat Grammar. We deepened our practices across all year levels, reflected honestly on where improvement is still needed, and made tangible changes to how we support the physical, mental, social, spiritual, and emotional health of our students and community.**

## CENTRE FOR EARLY EDUCATION (CEED)

The CEEd's approach to wellbeing in 2025 was grounded in a deliberate distinction: teaching for wellbeing, rather than teaching about wellbeing. This philosophy shaped all aspects of practice, from how educators engaged with children and families, to how the team reflected on and renewed their own professional commitments.

Throughout the year, the community was intentionally brought back to the 'why' — collectively and individually — through regular opportunities to pause, reflect, and revisit shared understandings about young children, high-quality early childhood education and care, and human connection. A key feature of this work was the continued embedding of the language of character strengths, known to children as 'superpowers', across all programs and interactions.

Slow pedagogy remained a cornerstone wellbeing strategy in 2025. This was an intentional commitment to slowing down and creating space for meaningful relationships, thoughtful practice, and deeper engagement with research, children, and families. This approach supported not only educator wellbeing, but the quality of learning experiences more broadly.

All wellbeing and pastoral care practices continued to be anchored in a strong, shared Image of the Child, which sits at the centre of CEEd thinking, teaching, and decision-making. Nature Pedagogy and play in natural environments also remained a focus throughout the year, with children regularly engaging in experiences that foster wellbeing, connection, and belonging.

## JUNIOR SCHOOL

Wellbeing work in the Junior School in 2025 was characterised by honesty, a willingness to acknowledge where progress fell short of intention, and to use that insight as a foundation for more deliberate work ahead.

While an intention had been set to develop community understanding of neurodiversity and social and emotional intelligence, this work did not unfold in a structured or focused way during the year. There was no dedicated professional learning sequence or deliberate program of steps in this area. What did emerge, however, were meaningful conversations about the limitations of existing approaches — particularly a reliance on the Bounce Back program — and a broader shift in thinking toward a skills, concepts, and dispositions-based framework more closely aligned with school philosophy and wellbeing goals.

Alongside this, a growing need to address behaviour management led to further important work. Developed in consultation with Year Level Team Leaders and shared with Junior School staff for feedback, this work clarified the need to establish more consistent foundations — most notably, a shared understanding of the positive everyday behaviours expected of all students. This honest process of review has set a clearer platform for the more intentional work planned in 2026.

## MIDDLE AND SENIOR SCHOOL

The Middle and Senior School continued its commitment in 2025 to equipping students with the skills and language to manage social and emotional challenges in their everyday lives. A structured, consistent approach to the development and delivery of wellbeing programs across both schools remained central to this work.

Key initiatives included the establishment of the Wellbeing, Engagement and Innovation (WEI) working party, which is a whole-school committee encompassing CEEd, Junior, Middle and Senior Schools. This group drove the development and implementation of the Positive Relationship Framework and the exploration of the Australian Wellbeing Framework. The Victorian Government's Resilience, Rights and Respectful Relationships (RRRR) health and wellbeing curriculum was embedded into CREW sessions, while the Time and Practice Project (TAPP) continued to be refined alongside a broader review of pastoral care structures.

Improving teacher knowledge, skills and attitudes in social and emotional learning was a focus across both the Middle and Senior Schools. Mental Health First Aid training was provided to staff, and the addition of two part-time psychologists brought a diverse and expanded set of skills to the wellbeing team. Wellbeing TV continued to serve as a valuable resource for staff and parents.

Students also participated in a range of targeted programs and events: Year 8 students engaged with Man Cave workshops and a STEM and Trades for Girls in the Workplace session; Senior School students participated in Elephant Ed sessions on respectful relationships; Year 10 students took part in Ethics Seminars through the Futures Program; and Year 9 students received a presentation from Ballarat Community Health.

### CHAPEL AND COMMUNITY ENGAGEMENT

Chapel remained a vital part of student and community life throughout 2025, providing regular opportunities for reflection, connection, and spiritual care. Weekly Chapel services continued to be shaped by student voice, with students from across the School actively contributing to prayers, reflections, and music. Guest speakers, including local clergy, enriched these gatherings throughout the year.

Special services maintained a meaningful rhythm across the School — from regular Junior School gatherings to a whole-School Prep to Year 11 Christmas Service, and Eucharist services in the Middle and Senior Schools including the Founder’s Day Eucharist and a student-led Spirit Week Eucharist.

Community partnerships were sustained through the School’s ongoing support of Anglicare Ballarat, including the Can the Chapel service and the representation of two student members on the Anglicare Ballarat Committee. A highlight of the year was the celebration of the Ordination to the Priesthood of Coordinating Chaplain Keith Romanis in Term 4 — a significant and joyful occasion for the whole community.



# Community and Volunteers

**At Ballarat Grammar, our community thrives on connection, generosity and a shared commitment to enriching the lives of students and families. In 2025, our dedicated volunteers continued to demonstrate that giving takes many forms — with the contribution of time proving as vital as any financial gift. From daily canteen support to governance, rowing programs and family events, our volunteers played an essential role in shaping the rhythms and spirit of school life.**

In 2025, the Ballarat Grammar community has again demonstrated that giving takes many forms. While philanthropic support remains essential to advancing the School's strategic priorities, the generous contribution of time by our volunteers continues to play an equally important role in shaping school life.

Across the year, parents, Old Grammarians and friends of the School have committed hours of service to support programs, events and daily operations. This investment of time strengthens connections within our community and directly enriches the experience of our students.

The Parents and Friends of Ballarat Grammar have continued to focus on building engagement among families. Guided by their ethos of "friend-raising, not fundraising," they have dedicated time to hosting welcome events, parent dinners, year-level gatherings and community activities. Their involvement in Junior School and Year 7 picnics and their ongoing support of the Year 12 Valedictory Dinner ensure important milestones are marked with care. Initiatives that assist new families and promote wellbeing further reflect their practical and consistent contribution.

Canteen volunteers have once again provided reliable support throughout the school year. By assisting staff and contributing to the smooth running of a busy daily service, they demonstrate the value of partnership in sustaining the rhythms of school life.

CEEd and Junior School parent representatives have strengthened community ties through informal gatherings and support of events such as Special Persons' Day, Mother's Day, Father's Day and Grandparents' Day. Their involvement helps maintain strong connections between families and the School.

The Vikings have continued their active support of the rowing program through hands-on involvement and community-based fundraising activities. Their time and commitment sustain both the operational and social strength of the program.

In addition, Old Grammarians, School Board members and sub-committee participants have contributed significant professional expertise and leadership. Their service supports effective governance and the long-term direction of Ballarat Grammar.

The collective contribution of volunteers in 2025 affirms that the gift of time has enduring impact. Whether offered through governance, event support, program involvement or daily assistance, each hour strengthens our School.

We extend our sincere thanks to all who once again gave so generously of their time in 2025. Your contribution remains an essential part of the ongoing impact of giving at Ballarat Grammar.



# Community Satisfaction & Feedback

## PARENT FEEDBACK

Whilst we wait for the Intersection Report, the various parent groups, including Parents and Friends, Vikings, Boarding Parent Rep Group, Friends of Music and Highlanders, all provide proactive feedback to the School via regular meetings. The Boarding Parent Rep Group and Parent and Friends both provided written reports to Cultural Review committee, providing insight into the experience of families. Parents and Friends have also provided feedback on the Parent Code of Conduct, due for dissemination in 2026. In 2025, Ballarat Grammar engaged the largest consultation ever undertaken with our community with the commissioning of a cultural review by Intersection, and we look forward to sharing the insights and recommendations once the report is released.

In addition to these channels for parent feedback, former Headmaster, Bradley Fenner conducted an extensive review with boarding staff parents and students to produce 32 recommendations, specifically related to improving boarding. Significant progress has been made against 31 recommendations, with parent and students feedback helping to shape and finalise the remaining recommendations.

## STUDENT FEEDBACK

Student feedback is gathered through weekly Guardian meetings with year 12 student leaders, weekly School Captains meeting with Principal and Head of Senior School. Junior and Middle school leaders in Year 6 and 9 contribute to event planning and feedback on initiatives such as the Time and Practice Project. Student contribution was sought to finalise the uniform policy as the new uniform was introduced to all schools.

Students' feedback is regularly collected through surveys and is a key component of the teacher perception survey, which forms an important data set for the Professional Reflection and Development program for continuous improvement.

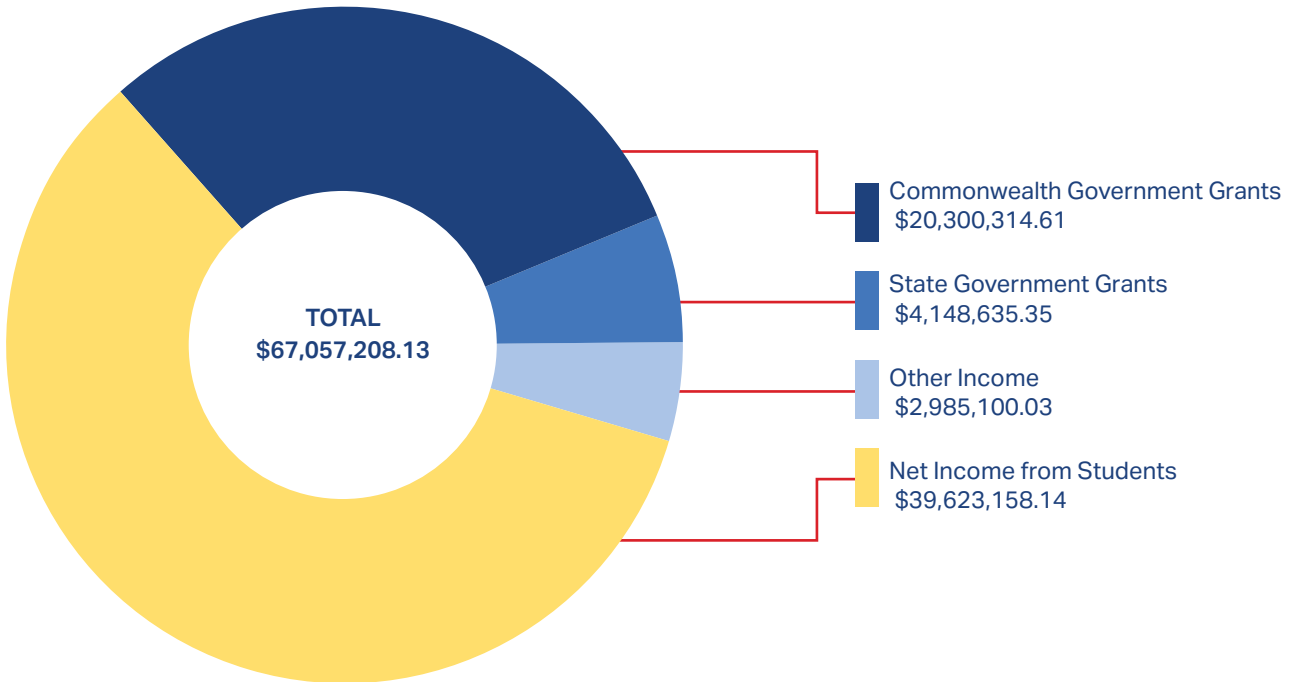
## STAFF FEEDBACK

The Consultive Committee remains a valuable source of feedback for the sentiment of both teaching and School wide staff. This forum meets each term, and provides valuable insights to School initiatives and feedback on areas of improvement. Opportunities for broader participation and feedback occurred through over 40 different workshops, presentations and consultations for the Time and Practice Project, conducted with staff members, specialist groups and students during 2025. The design thinking process for the Time and Practice Project required feedback to support an iterative design and refinement of the new timetable, lesson structure, and pastoral model implemented in Headstart 2025.

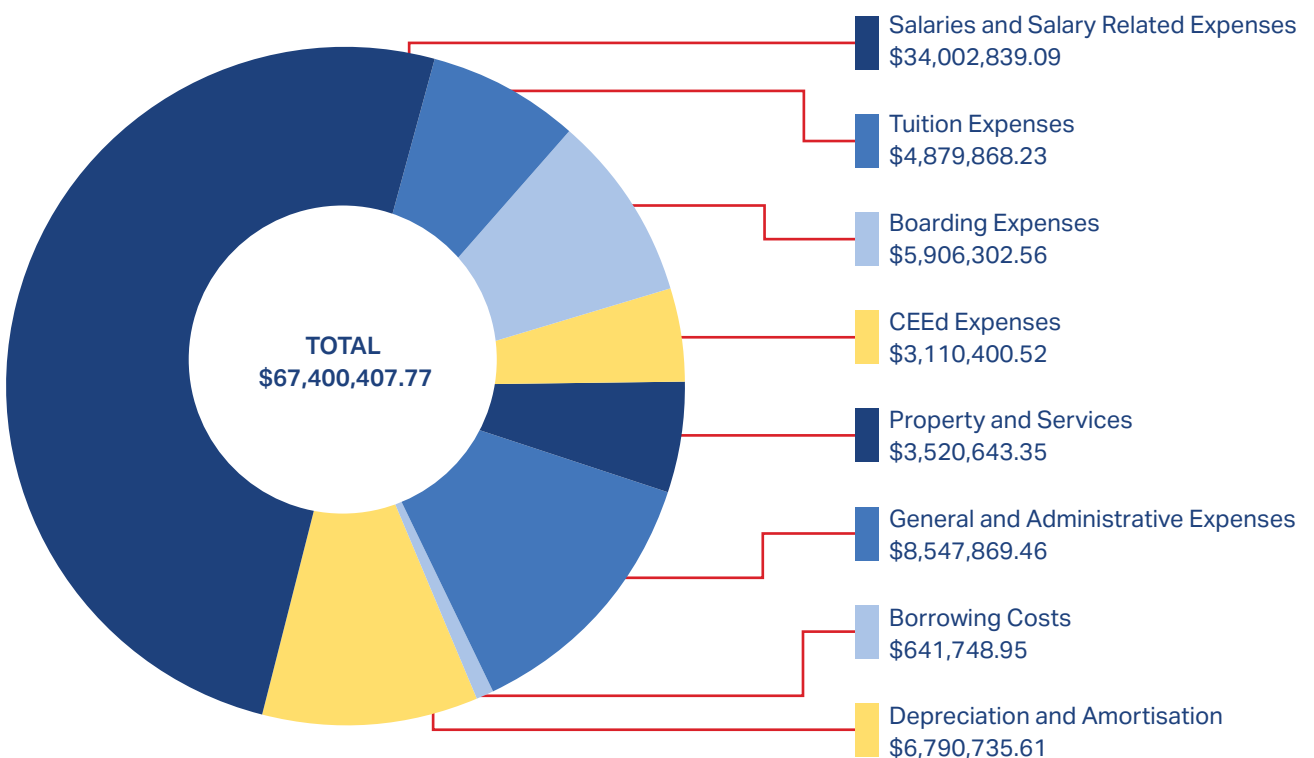
The School has also commenced a three-year partnership with PeopleBench, a school workforce improvement company that works with many schools to gather data to benchmark key metrics such as culture and resilience. The first survey was completed in Term 1 to gather insights into three key people metrics, including culture, resilience, and psychological safety. This survey will be repeated twice per year over three years, to track changes in staff sentiment in these areas.

# Financial Operations

## REVENUE FROM ORDINARY ACTIVITIES



## EXPENSES FROM ORDINARY ACTIVITIES





# BALLARAT GRAMMAR

**BALLARAT AND QUEEN'S ANGLICAN GRAMMAR SCHOOL**

201 Forest Street, Wendouree, Victoria, 3355  
+61 (0)3 5338 0700 | [bgs@bgs.vic.edu.au](mailto:bgs@bgs.vic.edu.au)  
[bgs.vic.edu.au](http://bgs.vic.edu.au)



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