



BALLARAT
GRAMMAR



2024

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 2024 Annual Report on behalf of the Board.

LEADERSHIP AND VISION

At the heart of Ballarat Grammar is a strong and vibrant community—students, staff, families and supporters—who collectively shape the culture and success of the School. Headmaster Adam Heath has again played an integral role in this, leading with wisdom, dedication and an encyclopedic knowledge of our students, staff, parents, and broader School community. His ability to navigate the complexities of school life while fostering a culture of connection and care is truly exceptional. We are deeply grateful for his leadership and vision, which continue to guide Ballarat Grammar forward.

A YEAR OF COLLECTIVE ACHIEVEMENT

Throughout 2024, our students demonstrated remarkable resilience, dedication, and a commitment to excellence. We are incredibly proud of the achievements of our Year 12 cohort, whose strong ATAR results reflected not only their own hard work but also the unwavering support of their teachers and families. Beyond academics, students excelled across various disciplines, with many receiving Top Design recognition for their outstanding work in the Arts and Design fields.

Our students embraced the wealth of opportunities available to them, participating in co-curricular activities, sports, leadership initiatives, and international experiences. Whether through debating competitions, outdoor education programs, or cultural exchanges, they embodied our school's belief in holistic education, where learning extends far beyond the classroom.

THE GRAMPAINS PROJECT: LEARNING THROUGH EXPERIENCE

A standout initiative in 2024 has been the launch of our Grampians Project, which will provide students with invaluable hands-on learning experiences in sustainability, leadership and outdoor education. This immersive program will encourage students to develop independence, resilience and a deeper appreciation for the environment. The property at Mafeking will serve as a testament to Ballarat Grammar's commitment to experiential learning and to shaping well-rounded individuals who are prepared to contribute meaningfully to their communities.

STRENGTH IN COMMUNITY

Ballarat Grammar's strength lies in the collective effort of its people. In 2024, our teaching and support staff worked tirelessly to create an environment where students can grow in confidence, curiosity and character. The broader School community, including families, alumni and benefactors, played a crucial role in sustaining and enhancing the educational experience for all students.

We also acknowledge the significant contributions of the Foundation, chaired by Phillip Mann, and BGS Educational Services, chaired by James Coghlan. These entities are vital components of our school's financial structure, ensuring ongoing investment in new opportunities for learning and development. Their expertise and stewardship continue to reinforce the sustainability and progress of Ballarat Grammar.

Additionally, we express our deep gratitude to our immediate past Board Chair, Dr Shantini Deutscher. Her leadership during the challenging COVID years was exemplary, and the School remains indebted to her dedication and vision over her 6 years as Chair.

LOOKING TO THE FUTURE

As we reflect on 2024, we also look ahead with excitement and optimism. The coming years will bring new opportunities to further strengthen our educational offerings, enhance our facilities, and continue fostering a community where every student feels a sense of belonging and purpose.

The success of Ballarat Grammar is not the result of any single individual but rather the shared passion, hard work, and vision of our entire community. Together, we will build on the strong foundations that have been laid, ensuring that our school continues to thrive for generations to come.

Message From The Headmaster

In 2024, Ballarat Grammar continued to thrive, celebrating academic achievement, sporting success, artistic expression, and a strong commitment to service. By enhancing learning environments and expanding educational opportunities, we created spaces where students are inspired to learn, lead, and grow—strengthening our community and shaping a bright future.

A YEAR OF SERVICE AND COMMUNITY ENGAGEMENT

The spirit of service remains at the heart of Ballarat Grammar, with students leading initiatives that make a tangible difference. From the Salvation Army Red Shield Appeal to Middle School students partnering with Rotary Clubs for the Eat Up project, their commitment to supporting others has been extraordinary. The Can the Chapel initiative, supporting Anglicare, was met with an overwhelming response, reinforcing the generosity of our community. With approximately 180 local, national and international service partnerships, our students have not only contributed to those in need but have also strengthened their own sense of purpose, connection and wellbeing.

CELEBRATING ACADEMIC EXCELLENCE AND FUTURE PATHWAYS

In 2024, our Year 12 students demonstrated outstanding academic achievement, with an average ATAR of 87.2. The cohort's median ATAR of 82.5 (up from 79.7 in 2023) and a maximum ATAR of 99.8, reflecting the dedication of both students and staff. Our VCE Vocational Major program saw significant growth, with over 60 students enrolled, and the first cohort celebrated at our Graduations and Awards Ceremony. We were also delighted to recognise 2023 graduate Gustav Scroce, who received the Premier's VCE Award in 2024 for his exceptional performance.

Post-school pathways continue to reflect the diversity of our students' aspirations. In 2024, 55.6% of students achieved ATARs above 80, with perfect study scores of 50 in subjects such as Biology, Physical Education, and VET Music Sound Production. Graduates received offers from a range of institutions, including Monash University (27 offers), Deakin University (36 offers), and the University of Melbourne (34 offers). Others have embarked on apprenticeships, traineeships, and vocational pathways, while approximately 40% are taking gap years, engaging in experiences from farm work in remote areas to volunteering abroad.

ARTS AND SPORTS: A YEAR OF ACHIEVEMENT

The arts continue to be a vibrant showcase of student talent, with outstanding exhibitions and award nominations in VCE Art and Design, the launch of The Academy – Sound and Performance, and inspiring displays at the Junior School and CEEEd Exhibitions. Our Middle and Senior School production of Fame captivated audiences; a testament to the dedication and energy of our performing arts students. Meanwhile, the Junior School's 'It's About Time!' saw Year 6 students shine, demonstrating creativity and leadership both on stage and behind the scenes.

Sporting success reached new heights in 2024, with both the girls' and boys' 1st XVIII football teams winning the Ballarat Premiership and advancing to the Herald Sun Shield for the first time since 1969. Our students also excelled in swimming, cross-country, athletics, senior netball, boys' basketball, and girls' soccer, showcasing not only their skill but also their dedication and teamwork.

THE RINTEL FACILITY: A HUB FOR LEARNING AND WELLBEING

The completion of the Rintel facility marks a significant milestone in our commitment to holistic education. This state-of-the-art space serves as a hub for learning and wellbeing, featuring modern sports and gym facilities, multi-use function spaces, and bright, contemporary classrooms designed to foster both academic and personal growth.



WITH THANKS

The progress we celebrate this year has been made possible by the unwavering support of our Board, led by Chair Mrs Sarah Lia and Deputy Chair Mr Tim Hovey. Their vision and leadership continue to help shape the future of Ballarat Grammar, ensuring our students thrive in an enriching and dynamic learning environment. We are grateful for their dedication and strategic guidance, which empowers us to evolve, innovate and uphold the values at the heart of our school.

LOOKING AHEAD

As we move into 2025, our focus remains on creating an environment where every student can flourish. We will continue to strengthen our academic programs, expand opportunities in the arts and sport, and deepen our commitment to service and community engagement. Investing in innovative learning spaces and student wellbeing will remain a priority, ensuring that Ballarat Grammar continues to inspire curiosity, leadership and a strong sense of purpose.

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. This empowers students to have a proactive voice in actively contributing to ongoing improvements in safety and wellbeing throughout the School.

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Ballarat Grammar is committed to a zero tolerance of child abuse. All staff, volunteers and members of our community have a duty of care to protect the safety, health and wellbeing of all children at the School. As a school with a diverse population, this includes students with a disability, Aboriginal and Torres Strait Islander children, and children from culturally and linguistically diverse backgrounds.

The School achieves this exceptionally caring and safe environment by adhering to Ballarat Grammar's protection policies, reflecting Victoria's Child Safe Standards at all times and upholding Ballarat Grammar's Statement of

Commitment to Student Safety. Correct procedures are followed fastidiously when reporting any child safety concerns and allegations of child abuse. The School ensures that student protection is a shared responsibility between all employees, contractors, associates and members of the Ballarat Grammar community.

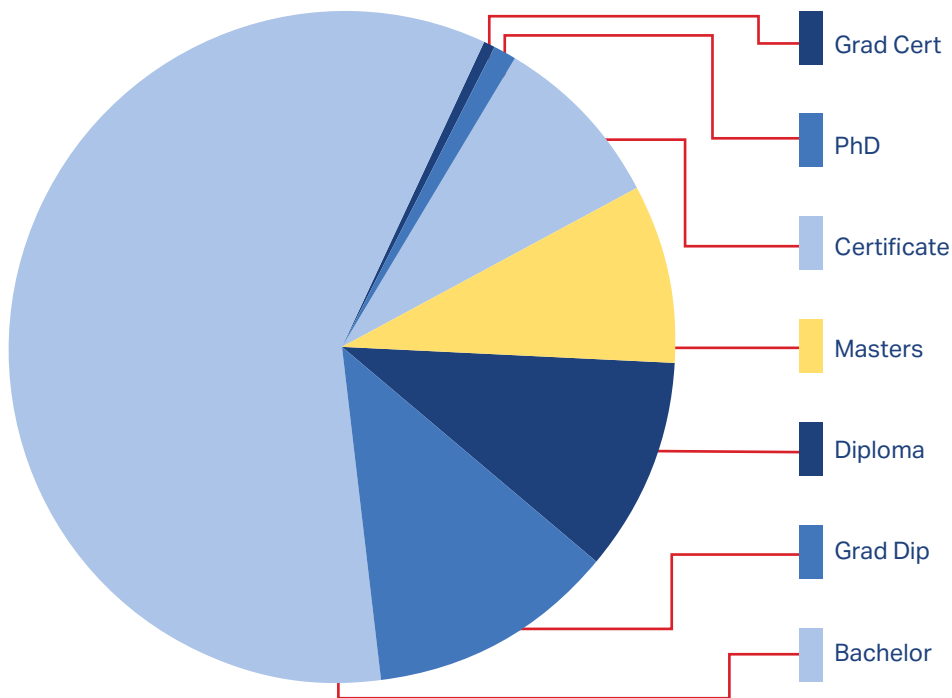
The School community is dedicated to promoting cultural safety, through the participation and empowerment of all students, including those from diverse backgrounds. It is committed to ensuring a safe environment for every student and follows Child Safe recruitment practices. Teaching staff must have current Victorian Institute of Teaching (VIT) registration, including a National Criminal History Record Check or VIT Permission to Teach Registration. Staff and volunteers must have 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



Staff Excellence and Workforce Composition

STAFF QUALIFICATION



STAFF GENDER COMPOSITION

	Female	Male	Other	Total
Academic	209	109	0	318
Administration & Corporate	71	6	0	77
Assistants	93	15	0	108
Boarding	18	12	0	30
Health & Student Services	13	0	0	13
ICT	2	7	0	9
Property & Services	12	39	0	51
TOTAL	418	188		606

STAFF AVERAGE YEARS OF SERVICE

	Average
Academic	8.4
Administration & Corporate	5.6
Assistants	3.9
Boarding	2.9
Health & Student Services	8.5
ICT	11.9
Property & Services	5.7
TOTAL Average	6.8

Student Outcomes from NAPLAN Testing

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%

2022 STUDENT OUTCOMES FROM NAPLAN TESTING

Subject	Year 3		Year 5		Year 7		Year 9	
	School	State	School	State	School	State	School	State
Grammar & Punctuation	100.0% +	95.4%	98.4% +	96.1%	95.3% +	93.8%	92.8% +	88.4%
Numeracy	100.0% +	95.7%	100.0% +	96.0%	97.0% +	93.3%	99.4% +	95.5%
Reading	98.6% +	96.1%	95.9% -	96.4%	98.0% +	95.5%	98.0% +	91.6%
Spelling	100.0% +	92.9%	96.0% +	95.1%	95.1% +	93.4%	95.0% +	92.1%
Writing	100.0% +	96.9%	94.2% -	95.4%	95.1% +	93.7%	93.7% +	87.9%

VCE

GAP YEAR OVERVIEW:

Approximately 40% of students indicated that they intended to take a Gap year, before returning to study in 2026. The planned GAP destinations were varied, including, farms and stations in remote NSW, QLD and WA. Many students indicated that they planned to work (based at home), then travel around Australia or around the world. A small number of students signed up for the ADF Gap year, and others planned to join arranged Gap Year organisations, such as Let's Live and Camp America.

1

Student with an ATAR above 99
(99.8)

3

Perfect study scores of 50

1 Biology

1 Physical Education

1 VET Music Sound Production

TERTIARY PLACEMENTS

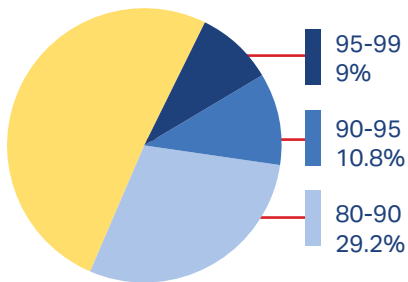
Destination	No.
Australian Catholic University	13
Deakin University	36
La Trobe University	8
Monash University	27
RMIT	34
University of Melbourne	34
Federation University	5
LCI	1
Swinburne	1
Victoria University	1
Melbourne Polytechnic	1
Elly Lucas	3
University of Queensland	1
University of Tasmania	1
Flinders University (SA)	1
Charles Sturt University (NSW)	12
Adelaide University	3
ADFA (UNSW)	2

OTHER PLACEMENTS

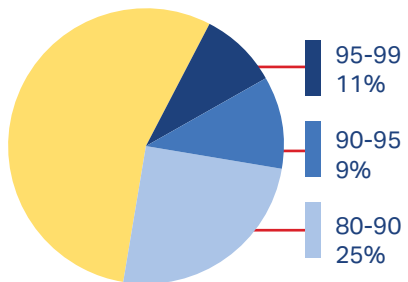
Destination	No.
Apprenticeships	6
Traineeships	2
Academy Internships	2
TAFE certificate course	1

ATAR Results

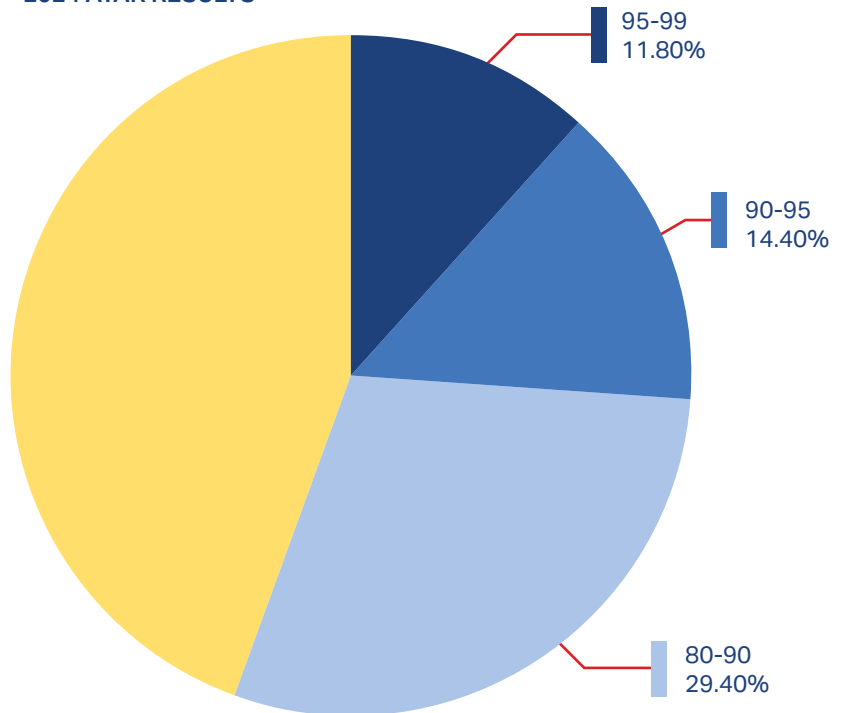
2023 ATAR RESULTS



2022 ATAR RESULTS



2024 ATAR RESULTS



ATAR SCORES MEAN/MEDIAN SUMMARY CHART 2018 - 2024

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

COHORT SNAPSHOT

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

Student Profile Breakdowns

STUDENT RELIGIOUS DENOMINATION

Religion	Students
Not Selected	488
Agnostic	16
Anglican	241
Assembly of God	1
Australian Christian Churches	4
Australian Indigenous Beliefs'	2
Baptist	3
Buddhist	4
Catholic	342
Catholic (Latin Rite)	6
Catholic (Other Rite)	3
Catholic (Romanian Rite)	8
Catholic (Unknown / Unstated Rite)	13
Church of Christ	19
Church of England	25
Coptic Orthodox	1
Dutch Reformed Church	1
Greek Orthodox	7
Hindu	17
Islam	4
Lutheran	12
Muslim	1
No Religious Affiliation	290
Other Christian	67
Other Non-Christian	2
Other Orthodox	3
Pentecostal	1
Presbyterian	7
Protestant	3
Seikh	1
Seventh Day Adventist	5
Sikhism	16
Uniting	56
Unknown / Unstated	206
Unknown / Unstated Christian	8
Unknown / Unstated Non-Christian	2
Unknown / Unstated Orthodox	2
Unknown / Unstated Other Christian	3
Grand Total	1890

LANGUAGES SPOKEN

Language	Students
Amharic (ethopian)	1
Australian Indigenous Language	1
Cantonese	1
Ewe	1
Farsi	1
German	1
Gujarati	1
Igbo	1
Japanese	1
Ukranian	1
Croatian	2
French	2
Luganda	2
Persian	2
Tagalog	2
Tamil	2
Telugu	2
Afrikaans	3
Indonesia	3
Sinhalese	3
Spanish	3
Bengali	4
Vietnamese	4
Korean	5
Malayalam	5
Hindi	9
Punjabi	16
Mandarin	26
English Only	1785

Languages spoken at home (excluding English)

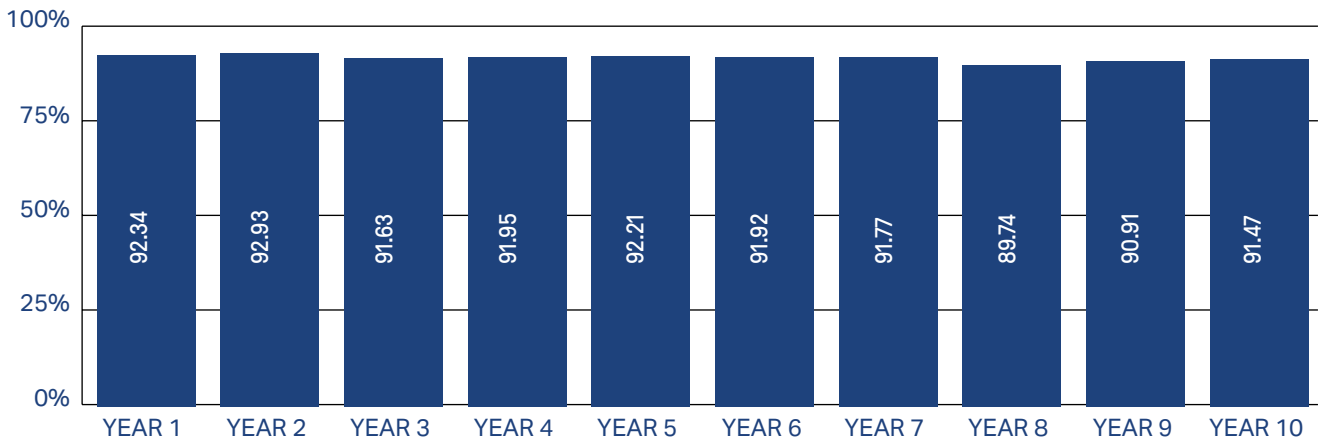
28

Students of Aboriginal and Torres Strait Islander origin

27

Student Attendance Rates

STUDENT AVERAGE ATTENDANCE RATE (%)



Overall attendance rate

91.48%

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 Headmaster. 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

The wellbeing and pastoral care of students remained at the heart of Ballarat Grammar's approach throughout 2024. Our commitment to nurturing the physical, mental and emotional health of students across all year levels was reflected in a range of initiatives designed to support both individuals and the broader school community.

A key whole-school initiative was the establishment of the Wellbeing, Engagement and Innovation (WEI) group, encompassing the CEEEd, Junior, Middle and Senior Schools. This group played a central role in exploring and identifying a wellbeing framework to be implemented in 2025, informed by the Queensland Government's wellbeing model. In addition, the launch of Wellbeing TV, led by psychologist Michael Carr-Gregg, provided accessible and engaging content on a range of mental health topics for students, parents and staff.

CENTRE FOR EARLY EDUCATION (CEEEd)

The CEEEd continued to prioritise the wellbeing of our youngest learners through a comprehensive framework incorporating the Ways of Wellbeing, Character Strengths, Zones of Regulation, and the School Values. Outdoor learning remained a cornerstone of our approach, with children regularly engaging in dedicated experiences at our Bush Kinder site, Boron Beek Murrun. These initiatives played a key role in fostering a strong foundation for emotional regulation, resilience and social connection among children, families and staff.

Strengthening partnerships with parents was also a major focus in 2024. The introduction of a Parent Piazza provided a welcoming space for parents to connect, share experiences and access valuable resources. Additionally, first aid information sessions offered guidance on supporting children's safety and wellbeing, reinforcing the CEEEd's holistic approach to care and education. Throughout the year, the CEEEd worked closely with the School Wellbeing team to ensure a supportive environment for all families.

JUNIOR SCHOOL

Several significant wellbeing initiatives were implemented in the Junior School to support students' social and emotional growth.

Staff participated in Mental Health First Aid training as part of their professional development, equipping them with the skills to better support students' wellbeing. A dedicated training day focused on managing difficult conversations, providing teachers with practical strategies to support both students and colleagues.

The Junior School strengthened its commitment to community service through its partnership with Compassion Ballarat, inspiring students to take meaningful action and contribute to the wider community.

The Bounce Back program, aimed at promoting resilience, continued to develop, providing students with essential skills to navigate challenges with confidence. A restructure of the Junior School Captaincy and Co-Captaincy roles ensured a more diverse and representative leadership model, based on comprehensive feedback from students and staff.

Academic and professional contributions were also recognised this year, with staff member Sharon Cuff publishing an article in the Australian Educational Leader (AEL) journal, entitled How Reimagined School Values and Human Rights Relate to Each Other – A Case Study. This publication reinforces Ballarat Grammar's ongoing commitment to embedding wellbeing into its educational philosophy. Additional professional development was undertaken in collaboration with Berry Street, further strengthening staff capacity in trauma-informed teaching approaches.

Support for neurodiverse students was also expanded, with psychologists working closely with the Junior School to deliver presentations on neurodiversity and inclusive education practices. A student working group from Years 4-6 collaborated with Ballarat Community Health to explore human development topics, equipping students with knowledge to navigate their own wellbeing with confidence. Our psychologists also facilitated interactive Wellbeing Wednesday focus groups with our Year 6 cohort.

MIDDLE AND SENIOR SCHOOL

In 2024, the Middle and Senior School focused on equipping students with the skills and language needed to navigate social and emotional challenges with confidence. This was achieved through a structured and consistent approach to wellbeing, ensuring students, teachers and parents are supported at every stage of development.

Mental health remained a key priority, with staff undertaking mental health first aid training to strengthen their ability to support students. Expert-led presentations covered critical topics such as consent, respectful relationships, and mental health awareness, while a series of webinars provided valuable insights and practical strategies for staff, students and families.

A significant milestone in 2024 was the introduction of Homerooms in Year 9, enhancing the support available during this important transitional period. Homeroom teachers serve as mentors and advocates, guiding students through both academic and personal challenges. This dedicated support system helps to foster a strong sense of connection and belonging, ensuring students feel encouraged and empowered throughout the year.

Through these initiatives, the Middle and Senior School continued to evolve its approach to wellbeing, reinforcing a strong foundation of support to help students thrive both in and beyond the classroom.

CHAPEL AND COMMUNITY ENGAGEMENT

Chapel remained an integral part of student life, providing opportunities for reflection, connection, and social action. Weekly Chapel services continued to foster a sense of belonging and shared values within the School community. Students actively participated in service initiatives, including the support of Anglicare Ballarat through the Parish Partnership Steering Committee, the Can the Chapel campaign, and the annual Christmas Present Drive.

Following the Indigenous Voice to Parliament referendum, Ballarat Grammar was privileged to welcome Thomas Mayo, who spoke to students in the Junior, Middle and Senior Schools. His visit provided an invaluable opportunity for students to engage with contemporary social justice issues and gain deeper insight into the ongoing conversation surrounding Indigenous rights and recognition.

Student voice played a central role in Chapel services, with students from across the School taking an active part in leading reflections and discussions. These opportunities allowed students to share their concerns, hopes and aspirations, fostering a culture of open dialogue and personal growth.

The wellbeing journey at Ballarat Grammar continues to evolve, with a clear focus on equipping students with the skills, resources, and support needed to thrive. The planned implementation of a new Wellbeing Framework in 2025 marks an exciting step forward in strengthening the School's holistic approach to pastoral care. Through continued collaboration between students, staff and families, Ballarat Grammar remains committed to nurturing resilient, confident and compassionate individuals.



Community and Volunteers

At Ballarat Grammar, our community thrives on connection, support and a shared commitment to enriching the experiences of students and families. In 2024, our dedicated volunteer groups continued to foster a warm and welcoming environment, demonstrating the incredible impact of community-driven initiatives. From social gatherings to supporting key school events, our volunteers played a vital role in shaping the school year.

PARENTS AND FRIENDS OF BALLARAT GRAMMAR

Guided by the ethos of ‘friend-raising, not fundraising’, the Parents and Friends of Ballarat Grammar (Parents and Friends) had an exceptional year, strengthening connections among families and enriching school life through various initiatives. Their support for major events such as the Welcome Back Morning Tea and the Prep and Year 7 parent dinners provided invaluable opportunities for parents to meet, share experiences, and establish meaningful relationships. Additionally, their involvement in the Year 7 and Junior School picnics reinforced the sense of camaraderie within the School community.

One of the group’s most cherished contributions was their ongoing support of the Year 12 Valedictory Dinner, ensuring that this milestone event was beautifully captured by providing a professional photographer. Beyond event support, the Parents and Friends championed wellbeing through their regular lake walks—an initiative that encouraged parents to engage in meaningful conversations while enjoying fresh air and exercise.

A highlight of the year was the successful annual bus trip to the Grampians region, which not only offered a delightful day of exploration but also reinforced the group’s commitment to supporting local businesses. Additionally, in a thoughtful effort to help integrate new families into the School community, Parents and Friends designed and distributed helpful fridge magnets featuring essential contact details, ensuring that parents always have key information at their fingertips.

CANTEEN VOLUNTEERS

The canteen is a bustling hub of activity at Ballarat Grammar, and in 2024, our dedicated canteen volunteers provided unwavering support to the canteen staff, helping to ensure smooth operations throughout the year. With a record number of volunteers stepping forward, the collaborative efforts of both new and returning helpers made a tangible difference.

To streamline participation and encourage engagement, an easy sign-up system was introduced, making it simpler than ever for parents to get involved. The enthusiasm and dedication of these volunteers not only lightened the load for canteen staff but also strengthened the bonds within the wider School community.

CEED AND JUNIOR SCHOOL PARENT REPRESENTATIVES

Connection and community spirit were at the heart of the initiatives led by CEEd and Junior School parent representatives in 2024. Through a series of well-organised social gatherings—including dinners, coffee catch-ups, and informal meet-ups—parents were able to build relationships and share their experiences in a supportive environment.

One of the standout events of the year was the Autumn Evening, a much-anticipated social highlight. This event brought together Junior School families in a relaxed setting, fostering friendships and deepening community ties.

Additionally, parent representatives played a key role in organising and assisting with special events such as Special Persons’ Day, Mother’s Day, Father’s Day and Grandparents’ Day. Their contributions ensured that these occasions were memorable and meaningful for both students and their loved ones.

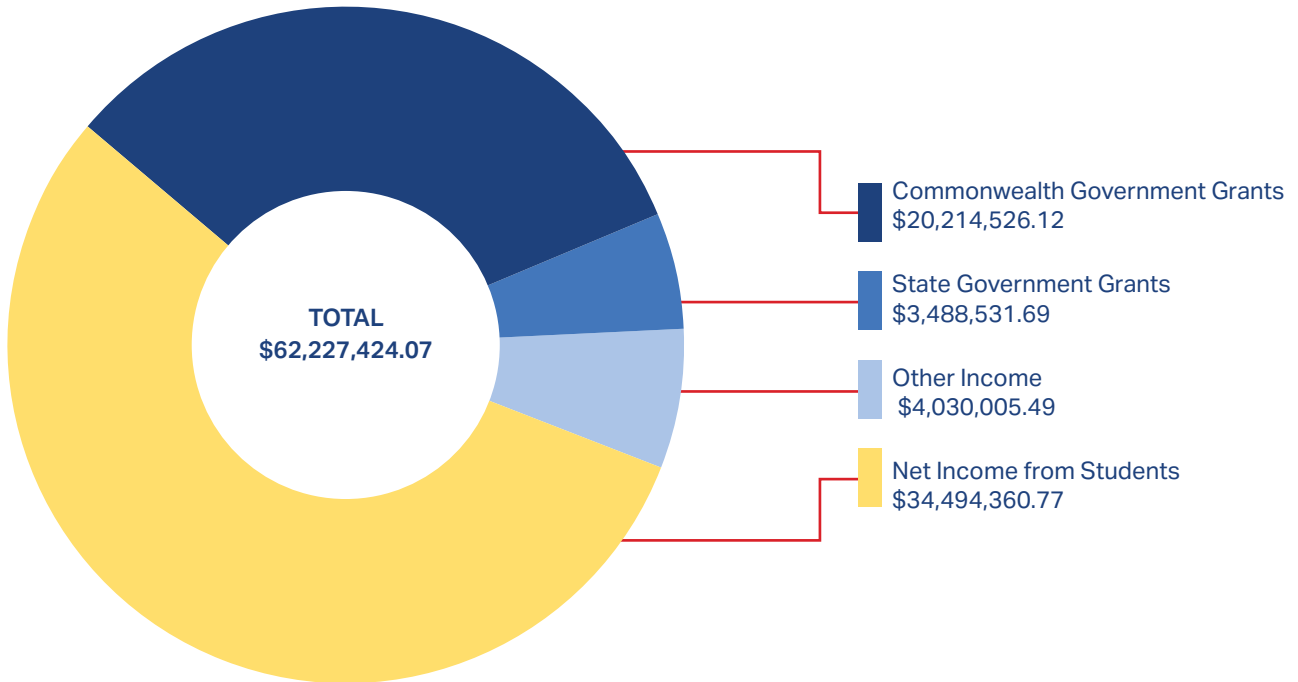
VIKINGS: SUPPORTING THE ROWING PROGRAM

The Vikings, our dedicated group of rowing supporters, were instrumental in fostering a strong sense of community among rowing families. Their tireless efforts in fundraising—primarily through a series of well attended BBQ events—provided essential financial support for the School’s rowing program.

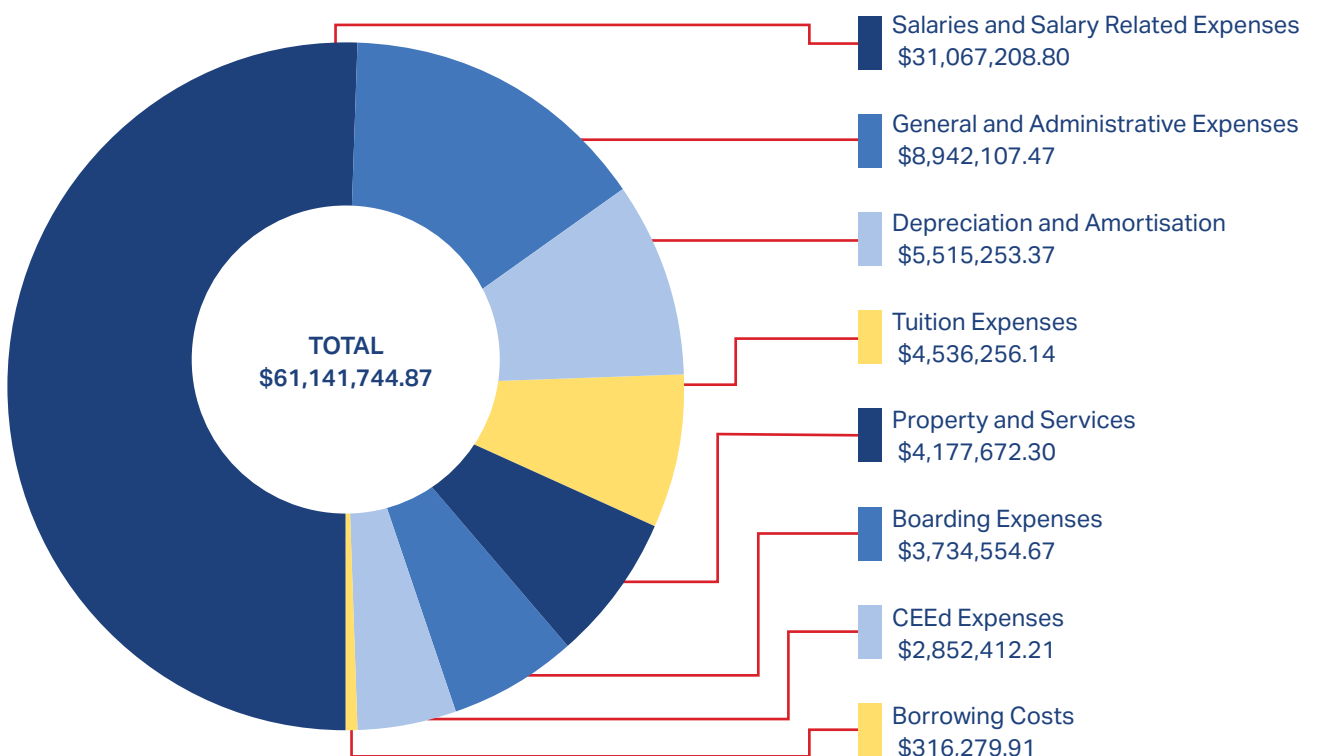
Beyond fundraising, the Vikings played a key role in encouraging camaraderie among rowing families, ensuring that the program remains an inclusive and welcoming space for all involved. Their dedication and enthusiasm contributed significantly to the continued success and growth of Ballarat Grammar’s rowing community.

Financial Operations

REVENUE FROM ORDINARY ACTIVITIES



EXPENSES FROM ORDINARY ACTIVITIES





BALLARAT GRAMMAR

BALLARAT AND QUEEN'S ANGLICAN GRAMMAR SCHOOL

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BALLARAT AND QUEEN'S
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