



BALLARAT
GRAMMAR

2023
ANNUAL REPORT



BALLARAT AND QUEEN'S
ANGLICAN GRAMMAR SCHOOL



CONTENTS

1	About Ballarat Grammar
2	A Farewell Message from Dr Shantini Deutscher - Chair of the Board
5	Message from the Headmaster
7	Safety Statement
8	Staff Excellence and Workforce Composition
9	Student Outcomes from Naplan Testing
10	VCE
12	Student Profile Breakdowns and Attendance Rates
13	Wellbeing and Pastoral Care Summary
14	Wellbeing Programs Delivered in 2023
15	Community Satisfaction
17	Community and Volunteers
18	Financial Operations



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 otherwise. 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.



FAREWELL MESSAGE FROM CHAIR OF THE BOARD DR SHANTINI DEUTSCHER

It is with great pleasure that I present the Ballarat and Queen's Anglican Grammar School
2023 Annual Report on behalf of the Board.

It has been a privilege to lead our outstanding and dedicated Directors for a sixth year. They are a group who have again shown unwavering commitment to providing sound and wise governance for our School.

It has been both an exciting and a challenging time to be involved with education. Emerging from COVID-19, our School has shown the ability to adapt to a challenge, to learn from it and grow stronger, building good supportive relationships that are essential to a resilient learning community.

In order to best prepare our students for their present and future lives after school, we have needed to take into consideration many factors that are influencing the future of education in our decision-making and governance. Some of these include the safe, effective and ethical use of technology and the impact of artificial intelligence, the training, attraction and retention of the best teachers, the wellbeing and mental health of our staff and students, the pace and complexity of regulatory change and the economic environment, and the balanced approach to risk management in our risk-averse culture. The Values of our School inform our purpose and continue to be guiding principles in setting our priorities and decision-making, as we aim to keep foremost what is in the best interests of our students.

Our School is in a sound position, and the hard work of numerous individuals deserves special mention.

We would like to thank one person who merits our special gratitude. Adam Heath has guided our School for the past eight years with outstanding leadership, resulting in our School flourishing and its reputation growing. The strong demand for enrolments is testimony to the fact that people have recognised the quality of the Values-based education we offer, with demand exceeding places at many year levels. Adam has worked tirelessly to this end, bringing much energy and enthusiasm to his role. His wisdom and perspective has greatly benefited the School. He has served as Chair of Ecumenical Schools Australia, is currently the Chair of the Victorian Branch of the Association of Heads of Independent Schools of Australia (AHISA), and now holds a position as a Director on the National Board of AHISA.

A strong leader needs the support of a conscientious and dedicated team to navigate the School with such skill. Special thanks go to our Business Manager, Peter O'Dwyer, for his astute management of our School finances. Mark Warwick, Chris Beechey, Brianne Cuthbert, Koren Naylor and Hannah Wise form Adam's outstanding Heads of School, and my thanks extends to them all for their countless hours of valuable work to help our School flourish. The members are the tip of the iceberg, so to speak, because the School is supported by an outstanding group of educators, who tap into the innate curiosity of our young people, and go the extra mile to help our students succeed, fostering a lifelong love of learning.

We give a very special thanks to our President, Bishop Garry Weatherill, who has been a wonderful supporter of our School, for his compassionate leadership and wise counsel. We feel encouraged in his presence when we see his enthusiasm and love for the School, and his passionate advocacy for young people.

We would also like to thank the Directors of our Board for the huge amount of work that they do to underpin the good governance at the School. I am immensely proud of their total commitment, which has enabled us to capitalise on our collective wisdom to make good decisions, guided by our Values.

I am indebted to Co-Deputy Chairs, Tim Hovey and Sarah Lia, for their personal support, the wise financial and legal perspectives that they bring, and for the many hours of work done behind the scenes. We warmly welcome parent Scott Andrews to our Board, and have greatly valued his role as Chair of our Projects Committee. We look forward to welcoming back Catherine Hopper at the AGM, following a period of parental leave in 2023.

We are grateful to the Chairs of the Ballarat Grammar Foundation and Educational Services, Phillip Mann and James Coghlan, the Directors on their Boards, as well as the Beckworth Trustees for their commitment to the School, enabling us to provide support to our families in need.

WITH PRIDE AND GRATITUDE, I SHARE WITH YOU JUST A FEW HIGHLIGHTS OF ANOTHER SUCCESSFUL YEAR

- Our VCE results have been particularly strong this year with a wonderful eight perfect study scores. Two students, Gustav Scroce and Chloe Warmington, achieved ATARs over 99, with 50% of our students achieving a score over 80. This represents the culmination of the extraordinary effort of our students and the tireless work of our teachers who, together, help them do their best.
- VCE Vocational Major has been tremendously successful in its first year attracting a record of 60 students enrolled in this pathway across Years 10-12 in 2023, with five students accepting apprenticeships.
- The way our students take on the Grammar ethos after their time at school is encouraging. For example, recent high performing students enthusiastically came back to share revision advice and study habits with the VCE cohort to help them succeed too.
- Data matters when used as a tool for improvement, but importantly at Grammar, unlike many schools, we take heed of the great Albert Einstein who once said, “Not everything that counts can be measured. Not everything that can be measured counts.”
- In sport, triathlete Oscar Wootton was selected to be the flagbearer representing Australia in the Youth Commonwealth games in Trinidad and Tobago, and Georgia Cox was selected to play basketball on a full university scholarship in the US.
- In volleyball, under the guidance of Ross Sullivan, the Senior girls have won seven of the last eight BAS grand finals and have been the dominant team over the past 20 years
- Through continuing investment in capital works, with the development of the Rintel Centre, the upgrading of boarding facilities, and an Outdoor Education program in the Grampians, we will continue to develop facilities and opportunities for students to have broad educational experiences.
- We are making significant headway in electrifying our campus with 500kW of solar panels already installed by progressively retiring gas boilers to reduce our carbon footprint.
- We were delighted to celebrate the appointments of Dr Damian Powell as a Life Governor and Mrs Nola Squire as our second Companion of Grammar at the Board dinner in December 2023.
- Service really distinguishes Grammar from other Schools. Our students know that, “to whom much is given, much is required” (Luke 12:48). They know that they are part of something bigger.
- Grammar pushes above its weight; our students are involved in over 150 community partnerships - here are just a few of them:
 1. Through the Can-the-Chapel drive, around 5,000 cans were donated to Anglicare providing a vital resource for local vulnerable families who require assistance, especially through winter.
 2. For the last seven years students have made sandwiches for distribution through the Eat Up program in partnership with Rotary, making 7,500 sandwiches each year for students who arrive at other schools without lunch.
 3. Ballarat Grammar has been supporting the Salvation Army’s Red Shield Appeal for the past 50 years, and now are the only local School involved in the Door Knock Appeal. This year we had 300 students volunteer their time to help.

All of this shows us that many of our families are on board with service activities, encouraging their children to think beyond themselves, and to realise the responsibility that comes with the privilege of a good education.

By providing wide ranging opportunities for students to flourish, we put emphasis on the development of their character, the resilience they will need to face the future and their sense of responsibility to make the world a better place.



THE WORLD OUR LEAVERS FACE

As our students leave the relative security of school, to make their way in an increasingly challenging world, I find myself once again pondering a question, not only as Chair - but as a mother - have we prepared them to be the leaders and citizens our world sorely needs today?

At this turning point, it would be normal to sense both great anticipation, but also a little apprehension. Our students will leave their families and a great school with a sound academic foundation. People will say to them, “the world is your oyster.” Yet, uncertainty, imposter syndrome and fear of missing out surround them as they try to make good choices about their career and relationships. These choices may well determine their future social and financial security. It almost seems like they leave school only to join the rat-race, where the lure of money, fame and power can be intoxicating.

Science tells us that the neurotransmitter dopamine mediates this pleasure hit, and it’s easy to become addicted to this feeling. Indeed, we are biologically and evolutionarily hard-wired towards the survival of self, by increasing our desirability compared with others. This state of constant competition and the relentless pursuit of pleasure, amplified by social media, can leave us feeling anxious and dissatisfied. Those who struggle, or don’t achieve in the eyes of others, are left feeling diminished. It is a bit like drinking sea water – we will always be left wanting more, but never feeling satisfied.

There is nothing wrong with desiring a good career, stable relationships and financial security. But what is harmful is allowing our sense of self-worth to be determined by others, becoming reliant only on measures of external validation. Striving for perfection in this imperfect world and constantly comparing ourselves with others can lead us to feel that we’re not good enough. Surely there’s more to life than becoming walking resumes. What does it mean to live a good life? Is there an art to living well?

THE ART OF LIVING WELL

American writer David Foster Wallace tells a story of two young fish swimming along. They then meet an older fish swimming the other way, who nods to them and says, “Morning boys. How’s the water?” And the two young fish swim on for a bit, and then eventually one asks the other, “What the hell is water?”

This story shows that sometimes the most obvious, important realities are the ones hidden from plain sight, and yet are the hardest to see and talk about. Here at Grammar, our students have been like those younger fish, swimming in the life-giving water, surrounded by it daily, taking in a way of thinking which forms the culture of the School, which is deeply rooted in our Anglican faith and values, but perhaps not always aware of it.

Our Anglican faith and values inform us that we are all made in the Image of God. We don’t need the external trappings and displays of success to know our inner worth. We have intrinsic value because we are loved by our maker.

Love is the common thread that weaves our School values together, a topic of much deliberation around the Board table and amongst our staff. It is love that calls us to be kind, compassionate and thoughtful towards each other. Love brings hope, even when times are tough, and helps us make generous assumptions, to be gracious in seeing the best in each other, and to forgive when we feel wronged. Love impels us to work for a better world: “To whom much is given, much will be required.”

The art to living a good life is to live a life of service to others. Love is, in fact, “the water” of the School. It is not just a feeling; it is a skill that is learned the same way we learn crafts- through the repetition of small habits, in a community where these habits become the norm - “the water” if you like. Because we believe that shaping character and academic learning are equally important, my hope is that we have not only helped our students become accomplished learners and resilient young people, but that their hearts have been oriented to love. By learning not only how to make a living, but also how to live well, and by choosing what to think and pay attention to, by having a moral compass, we become better people and happier people.

However, this is not an easy path. At times, love will be hard and will require discipline. Many people will challenge these values, and life will throw many curveballs.

Many will know the TV series Ted Lasso, a show about an imperfect but optimistic American soccer coach who helped transform each of his flawed team members by his persistent love and kindness.

When asked by a reporter what his aim was, he said, “For me, success is not about the wins and the losses. It’s about helping these young fellas be the best versions of themselves on and off the field. And it ain’t always easy, but neither is growing up without someone believing in you.”

At Grammar, we believe that each student can live a life that is good. My hope is that we have not only developed their intellect to be curious, imaginative and creative, but that in the ‘waters’ of our School, we have also oriented their heart and soul towards love, to become the best versions of themselves. My prayer is that in whatever journey they follow, they will contribute to the common good and learn the art of living well.



A handwritten signature in black ink that reads "Shantini Deutscher".

Dr Shantini Deutscher

MESSAGE FROM THE HEADMASTER

Reflecting on 2023, our united community has woven a vibrant tapestry of success. The outstanding efforts of our Year 12 students, along with dedicated leadership, have shaped a year filled with spirited events, academic achievements, agricultural innovation and global endeavors. These accomplishments vividly reflect our School's dynamic spirit and strong values.

STRENGTH OF LEADERSHIP AND CONNECTION

Our Year 12 students, offering their strong leadership, stepped up unfailingly in 2023, exemplifying our values and leading our School community to be at our very best. The year began with our Aquatics Carnival. This carnival achieves extraordinarily high levels of participation through the combination of competitive swimming events, novelty events and even informal half-court basketball to draw all into the event. The inter-House Athletics Carnival was a similar spectacle of House spirit and participation. Despite the single digit temperatures and rain, our students embraced the 6km Lap of the Lake at Lake Wendouree. We ran together, pink-skinned and flush-cheeked from the cold, but invigorated and connected to our Houses. The cultural House events, including Chorals, House art and debating, reaffirmed that Ballarat Grammar's House system is back to its best.

STRENGTH IN A DIVERSE AND INCLUSIVE EDUCATION

Academically, we celebrated remarkable growth and progress in all students. Despite disruptions, our VCE students excelled, and the VCE Vocational Major continued to gain popularity as an outstanding applied learning pathway. Year 6 highlighted their journey in the PYP Exhibition, while in the CEEd, our youngest learners enjoyed creative and nature based experiences guided by the philosophies of Reggio Emilia, Nature Pedagogy and Positive Psychology.

Our Agriculture Program now extends from Year 8 across the Middle and Senior School, such is the growing popularity of this subject area. Our show team shone once again with a highlight being our attendance at the Royal Melbourne Show. The real world impact of our Agriculture Program was exemplified through a partnership with a major horticultural producer, supporting students to grow spinach seed crops.

Our students secured 24 premierships in the Ballarat Association of Sport across the 35 sports offered, including swimming, athletics, and cross-country. Excitement grows with the Rintel development well underway, adding two basketball courts, PE classrooms, a weights gym, spin lab, dance studio, mini-court and a 350-seat function centre to our School's facilities, enhancing our dedication to student health and wellbeing. Strengthening our commitment to our sustainability efforts, along with the installation of 640kW of photovoltaic panels on current School buildings in 2023, the construction of the new Rintel building will include an additional 190kW.

In the arts, our Middle and Senior Schools dazzled with the spectacle of Strictly Ballroom, while the imaginative minds of our Year 6 students led the enchanting Bon Voyage in the Junior School. From captivating exhibitions to the harmonious notes of Grammar in Concert, guided by our Director of Music, Mr Andrew Dale, our students showcased creativity at its most vibrant. It is also important to highlight that 2023 saw a surge in musical talents, with more students immersed in Year 2 strings and the Year 7 Instrumental Music Program (IMP).

Ballarat Grammar's focus on outdoor education remains undiminished. In 2023, we saw all camps resume, complemented by the Alpine Camp and Adventure Week, which included scuba diving, skiing, and horseriding camps. Additionally, the extended 15-day outdoor journey experience remained a popular option among our Year 9 students.

Engagements like the Thai Service Project, European language tour, Teachers for Timor program in Timor Leste and participation in the Round Square International Conference in Nairobi, Kenya (with students from 160 schools), offered exciting international experiences that foster a global perspective. Additionally, our Year 8 students enjoyed a meaningful 10-day immersion in Indigenous Culture, hosted by the Traditional Owners at Timber Creek.

2023 ANNUAL REPORT



A. Heath

Mr Adam Heath

STRENGTH OF SPIRIT

Our Chapel served as our spiritual home, embodying our School Values: Integrity, Aspiration, Courage, Compassion, Responsibility, and Hope, all firmly connected to our Anglican heritage. The community service program thrived, fostering partnerships with organisations such as Anglicare, the Soup Bus, the Smith Family Student-to-Student reading program, Eat Up, the Salvation Army Red Shield Appeal, and Days for Girls.

STRENGTH OF OUR COMMUNITY

In surveying our community, the positive relationships with our parents was affirmed with feedback received at levels above or well above benchmarked expectations in a majority of areas. I extend my gratitude to all survey participants for their dedication and support in enhancing our School. Your commitment plays a crucial role in fostering an environment where every student can flourish.

WITH THANKS

I extend my gratitude to the Board of Ballarat Grammar for their strategic guidance throughout 2023. Their dedication and expertise has been instrumental in shaping the continued success of our School. A special thank you goes to Shantini Deutscher, whose wise counsel as Board Chair has proven invaluable. Her visionary leadership and unwavering commitment will leave a wonderful legacy that will continue to benefit our School for years to come.

LOOKING AHEAD

As each of our Year 12s accepted their tree from one of our Prep students in the annual Leavers' Eucharist, we were reminded of the symbolism of this gesture. We hope that every Ballarat Grammar student embraces the extraordinary opportunities across our School to develop and grow into a young adult who is prepared to thrive in the future. We hope too that these trees are symbols of the growth to come as each of our young people becomes a leader in their community to bring about the change that our future needs.



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.

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.

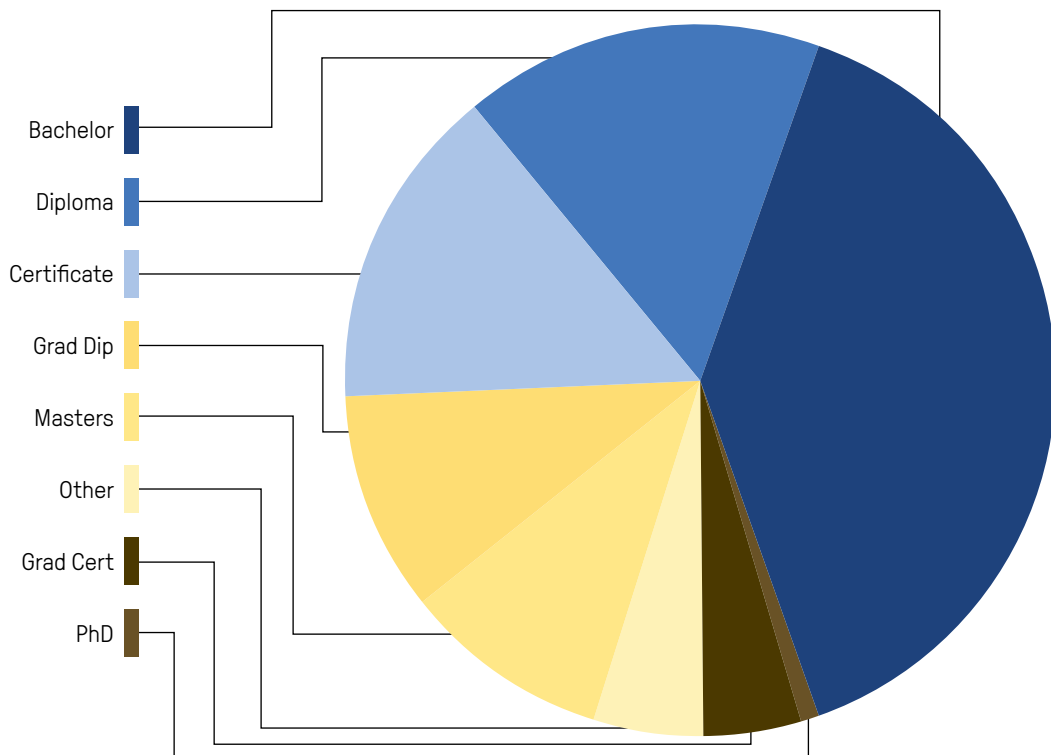
The School community is dedicated to promoting cultural safety, through the participation and empowerment of all students, including those from diverse backgrounds. It is committed to ensuring a safe environment for every student and follows Child Safe recruitment practices. Teaching staff must have 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	225	114		339
Administration & Corporate	67	8		75
Assistants	53	22	1	76
Boarding	19	10		29
Health & Student Services	11	1		12
ICT	2	7		9
Property & Services	9	38		47
Total	386	200	1	587

STAFF AVERAGE YEARS OF SERVICE

	Total
Academic	8.4
Administration & Corporate	6.3
Assistants	2.7
Boarding	3.3
Health & Student Services	9.0
ICT	11
Property & Services	6.3
Total	7.0

STUDENT OUTCOMES FROM NAPLAN TESTING

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%

2021 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%	88.4% -	96.0%	93.3% +	92.7%	98.6% +	89.9%
Numeracy	98.2% +	95.9%	99.0% +	96.2%	98.3% +	95.0%	100.0% +	95.5%
Reading	100.0% +	96.6%	96.1% -	96.3%	99.4% +	95.7%	97.5% +	91.5%
Spelling	100.0% +	94.7%	89.6% -	94.9%	97.2% +	94.7%	98.4% +	91.3%
Writing	98.1% +	97.7%	96.3% +	96.0%	92.9% +	92.7%	94.3% +	85.0%

Please note national testing methodology changed in 2023

VCE

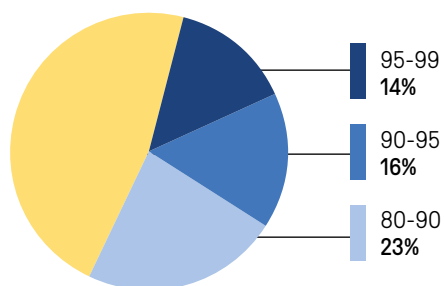
We are enormously proud of the sustained effort and academic achievements of the 2023 student cohort. They led the School with their motto, “roar like never before”. Careers meetings and pathways discussions are prioritised for Year 12 students as we support them to determine the best pathway into further study, work or apprenticeships and traineeships. We had a higher rate of Year 12 graduating students deferring the commencement of

their first year of tertiary study to take a GAP year than previous years. Over a dozen students have taken GAP year opportunities in places as diverse as London, working in hospitality and education, cattle stations in far north Queensland and the Northern Territory, as well as jackaroo and jillaroo opportunities closer to home, on farms in New South Wales and Victoria.

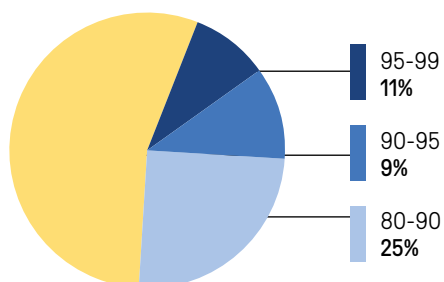
2023 SAW A CONSOLIDATION IN PRODUCING SOME VERY HIGH VCE RESULTS, INCLUDING

<p>8 Perfect study scores of 50</p> <ul style="list-style-type: none"> 1 Chemistry 1 English 1 English Language 1 Legal Studies 1 General Mathematics 1 VET Music Performance 1 Health and Human Development 	<p>4 Students completed the VCE Vocational Major</p>
<p>2 Students with an ATAR above 99 (99.85 and 99.4)</p>	<p>4 Students completed the final year of the Vocational Certificate of Applied Learning (now replaced by the VCE Vocational Major)</p>
	<p>5 Students commenced apprenticeships</p>

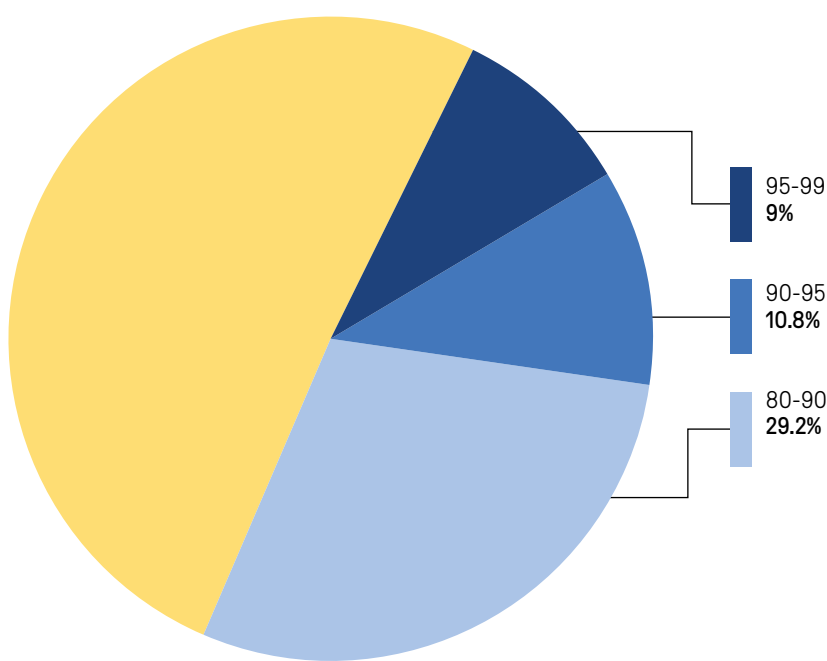
2021 ATAR RESULTS



2022 ATAR RESULTS



2023 ATAR RESULTS



ATAR SCORES MEAN/MEDIAN SUMMARY CHART 2018 - 2023

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

COHORT SNAPSHOT

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

TERTIARY PLACEMENTS

Destination	No.	%
ACU	13	8.6
CSU	1	0.7
Deakin	32	21.2
La Trobe	10	6.6
Monash	9	6.0
RMIT	24	15.9
Swinburne	6	4.0
Fed Uni	5	3.3
Uni of Melb	26	17.2
Charles Sturt Uni	15	9.9
Uni of Canberra	1	0.7
Uni of New England	4	2.6
Uni of Sydney	3	2.0
Uni of Wollongong	1	0.7
UNSW	1	0.7

STUDENT PROFILE BREAKDOWNS AND ATTENDANCE RATES

GENERAL STUDENT INFORMATION

36

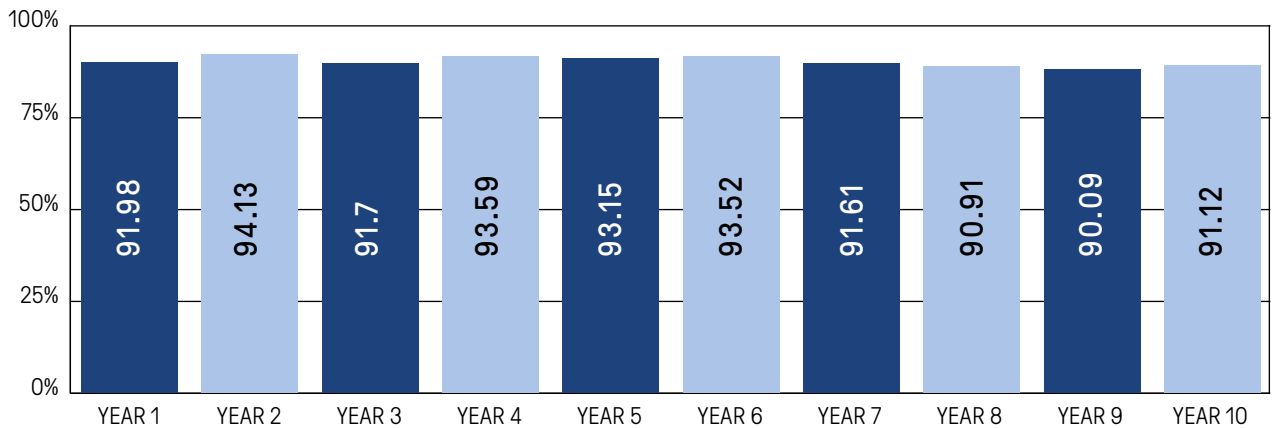
Languages spoken at home (excluding English)

24

Students of Aboriginal and Torres Strait Islander origin

- | | | |
|------------------|--------------------|-----------------|
| 1. Afrikaans | 13. Kalaw Lagaw Ya | 25. Meriam |
| 2. Bangla | 14. Kannada | 26. Punjabi |
| 3. Croatian | 15. Karen | 27. Shandongess |
| 4. Farsi/Persian | 16. Koori | 28. Shona |
| 5. French | 17. Korean | 29. Sinhalese |
| 6. German | 18. Luganda | 30. Spanish |
| 7. Greek | 19. Malay | 31. Swahili |
| 8. Hindi | 20. Malayalam | 32. Tamil |
| 9. Hungarian | 21. Maltese | 33. Telugu |
| 10. Igbo | 22. Mandarin | 34. Thai |
| 11. Italian | 23. Māori | 35. Ukranian |
| 12. Japanese | 24. Marathi | 36. Urdu |

STUDENT AVERAGE ATTENDANCE RATE (%)



92.27%

Overall attendance rate

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 SUMMARY

The journey of a student through Ballarat Grammar, from the early years of education to the final senior years, is characterised by a constant focus on wellbeing and pastoral care. This commitment is evident in various initiatives and programs designed to nurture the physical, mental and emotional health of students as they progress through different stages of their educational journey.

Our early years education program emphasises the importance of wellbeing through various initiatives such as the Ways of Wellbeing, Character Strengths, Zones of Regulation, reinforcing the CEEd and Ballarat Grammar Values, along with a focus on regular time spent in nature at the Bush Kinder site, Boron Beek Murrin. These intentional efforts play a crucial role in fostering a positive environment that supports the holistic development of children, families and educators within the CEEd.

In 2023, the CEEd successfully delivered early childhood education and care programs to a significant number of children and families, with strong participation across various programs. The commitment to quality was reflected in the achievement of an 'Exceeding' rating in the National Quality Standard assessment, highlighting the dedication of educators towards continuous improvement.

As students transition into the Junior School, the focus on wellbeing continues with initiatives aimed at building resilience, social-emotional skills and a sense of community responsibility. The implementation of the Bounce Back program, which promotes resilience and social values, is a testament to this commitment. Additionally, students engage in various service initiatives, demonstrating their character strengths and making a positive difference in the community.

In the Middle and Senior School, the wellbeing journey evolves to address the unique challenges and needs of adolescent students. Mental health support becomes a priority, with initiatives such as Mental Health First Aid training for staff, webinars on relevant topics for staff, students and families, and presentations by experts addressing issues like consent, respectful relationships and mental health awareness. Furthermore, the introduction of Homerooms in Year 9 in 2024 completes the Middle School wellbeing model, providing students with additional support and guidance during a crucial transitional period.

Various new programs and resources were introduced in 2023 to support both students and parents in navigating the complexities of emotional regulation, mental health and wellbeing. Initiatives including Tuning into Teens and the development of resources such as School TV aim to provide valuable support and guidance to the School community.

Overall, the wellbeing journey of a Ballarat Grammar student is characterised by a comprehensive and holistic approach to physical and mental health, supported by a dedicated wellbeing team. Through a range of initiatives, programs and resources, the School demonstrates its commitment to nurturing well-rounded individuals who are equipped to thrive in both their academic and personal lives.



WELLBEING PROGRAMS DELIVERED IN 2023

1.

BOUNCE BACK PROGRAM:

This program has been implemented across various year levels, focusing on promoting resilience, emotional intelligence and social values among students. It consists of structured units that address different aspects of wellbeing, such as courage, humour, relationships and problem-solving. The program is designed to be engaging and interactive, with activities and discussions that encourage students to reflect on their emotions and develop coping strategies.

2.

COMMUNITY SERVICE INITIATIVES:

Ballarat Grammar emphasises the importance of giving back to the community as part of the wellbeing journey. In 2023, students participated in various service initiatives, such as visiting nursing homes, volunteering at local charities and organising fundraising events. These experiences not only instil a sense of empathy and compassion, but also provide opportunities for personal growth and development.

3.

WEBINARS AND PRESENTATIONS:

The School hosts webinars and presentations by experts in the field of mental health and wellbeing. Topics covered include consent, respectful relationships, substance abuse prevention and stress management. These sessions provide valuable information and resources for both students and parents, empowering them to take proactive steps towards maintaining their mental health.

4.

INCLUSIVITY, DIVERSITY AND SUPPORT:

Ballarat Grammar embraces diversity and fosters a welcoming environment for all students. Throughout 2023, a range of initiatives promoted multicultural understanding, provided targeted support for neurodiverse learners, and celebrated Indigenous and First Nations cultures and traditions by integrating them into the curriculum. This commitment is further strengthened by a dedicated Reconciliation Action Plan. The School actively champions LGBTQIA+ students through awareness events like IDAHOBIT and Pride Day. These efforts create a safe and respectful space for everyone to thrive.

5.

PARENT EDUCATION PROGRAMS:

The parent education program covers topics related to emotional regulation, parenting strategies, and adolescent development. These programs aim to empower parents with the knowledge and skills to support their children's wellbeing effectively. Workshops, seminars and resources are provided to help parents navigate the challenges of raising teenagers and promoting positive mental health outcomes.

6.

MENTAL HEALTH FIRST AID TRAINING:

Staff members across all sections of the School undergo Mental Health First Aid training to equip them with the skills and knowledge to support students' mental health needs. This training covers topics such as identifying signs of mental illness, providing initial support and guiding students towards appropriate resources and interventions.

COMMUNITY SATISFACTION

In late 2023, MMG Education conducted a comprehensive community survey, garnering 728 responses and representing over 50% of our parent cohort. This invaluable feedback affirmed our current practices and highlighted areas for improvement. The survey benchmarked Ballarat Grammar against similar educational institutions, utilising MMG's extensive database of over 15,000 parent responses. Our scores, depicted in the colour-coded charts, demonstrated exceptional performance, with dark blue indicating scores of 80% or above, and light blue reflecting scores above 70%, both surpassing MMG's benchmark standards.

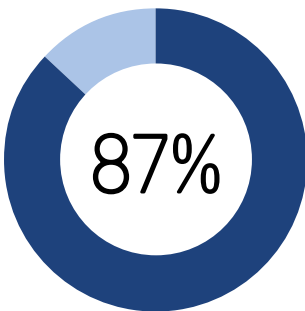
PARENT SATISFACTION METRICS

Our parent satisfaction metrics consistently outperform benchmarking standards when compared to other educational institutions. This achievement underscores our commitment to exceptional service and positive community relationships.

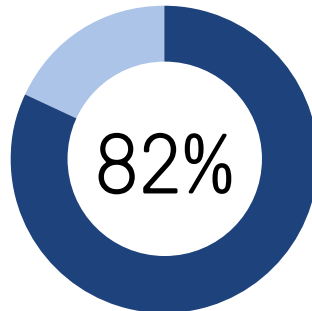
CONTINUOUS IMPROVEMENT

While celebrating our success, we remain dedicated to continuous improvement. We are committed to advancing our standards and practices to ensure our community thrives. Our pursuit of excellence is ongoing, as we cultivate an environment where growth and development are paramount.

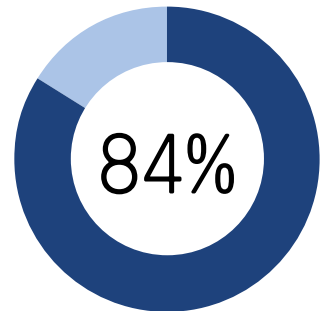
We extend our gratitude to our staff, parents and stakeholders for their invaluable contributions to our success. Together, we will continue to elevate our standards and propel our community to even greater heights in the coming year.



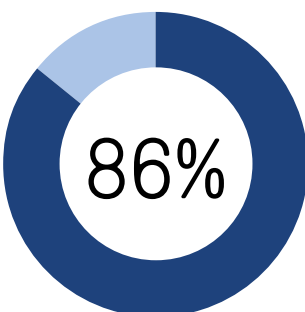
Reputation



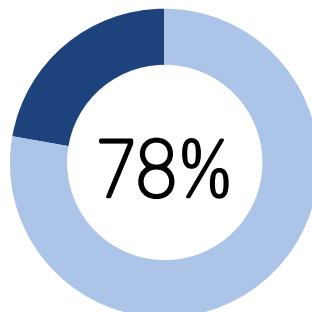
Affinity (Loyalty)



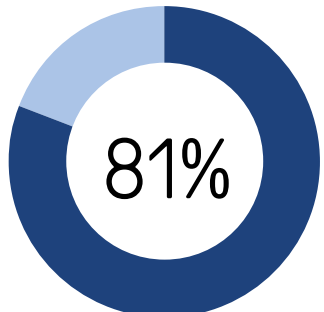
Management & leadership



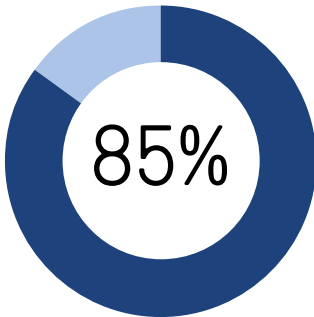
Boarding



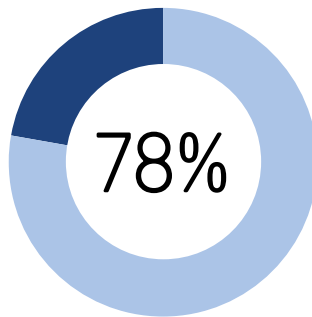
After School



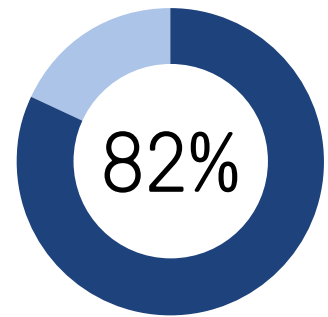
Academic Program



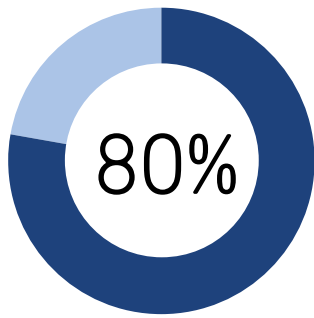
Overall Satisfaction



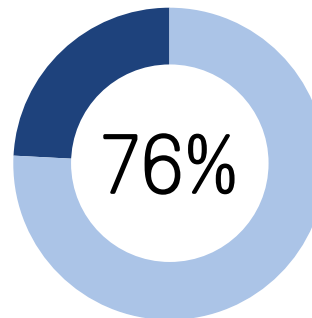
Anglican Education



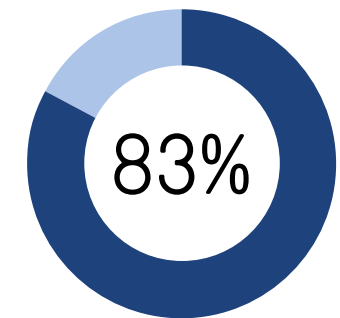
Parents Engagement



Pastoral Care



Communications



Community Engagement

AREAS OF AFFIRMATION

1. Overall satisfaction with the School is very high.
2. Academic program.
3. Quality of teachers and staff.
4. Pastoral care.
5. Boarding program.
6. Co-curricular:
 - a. Sport
 - b. Performing Arts
 - c. Outdoor Education and
 - d. Service activities.
7. Publications and communications.
8. Leadership team.

AREAS FOR IMPROVEMENT

1. Increased academic focus, particularly on literacy and numeracy.
2. Catering for neurodiverse students.
3. Simplify communication platforms and more individualised, informative reporting.
4. Assure consistency in high-quality learning experiences for students.
5. Monitor discipline and enhance the response to any behavioural issues.
6. Carefully manage growth of the School.
7. Carefully manage School fees and extra-curricular costs.

COMMUNITY AND VOLUNTEERS

OUR COMMUNITY AT BALLARAT GRAMMAR

Ballarat Grammar prides itself on fostering a strong sense of community. Being part of the Ballarat Grammar community means embracing and promoting the School's core values of integrity, aspiration, courage, compassion, responsibility and hope.

COMMUNITY ENGAGEMENT

Throughout 2023, numerous projects encouraged active participation and feedback from the wider School community. One notable initiative, the Time and Practice Project (TAPP), involved comprehensive surveys of students, parents and staff. These surveys explored various aspects of school life, including academic achievements, areas for improvement, communication, extracurricular activities and overall educational offerings. The insights gathered from these surveys are instrumental in shaping future improvements and refinements to our current systems.

PARENTS AND FRIENDS OF BALLARAT GRAMMAR

In 2023, the Friends of Grammar underwent a rebrand to become the Parents and Friends of Ballarat Grammar. This change highlights their ongoing mission of creating community. The group has been vital in organising and supporting numerous School events such as picnics, Prep and Year 7 dinners, lake walks, and social events like the popular Spring Soirée. Additionally, they made a significant contribution to the Rintel Capital Campaign Project, underscoring their commitment to enhancing the School's physical space for current students and future generations.

THE VIKINGS

The Vikings, Ballarat Grammar's rowing support group, played a crucial role in the success and cohesion of Ballarat Grammar's rowing program in 2023. Their contributions ranged from assisting with events to fundraising and fostering a supportive environment. This group's dedication continues to ensure the wellbeing and success of the rowing community at Ballarat Grammar.

CEED & JUNIOR SCHOOL PARENT REPRESENTATIVES

Volunteers from CEEd and the Junior School are instrumental in building a sense of community from the moment families join Ballarat Grammar. These representatives ensure new families feel welcomed and connected through various social gatherings. In 2023, representatives assisted with special events such as Mother's and Father's Day breakfasts, Grandparents and Special Person's Days, Prep transition events, Open Days and the highly anticipated Autumn Evening.

CANTEEN VOLUNTEERS

2023 marked the return of canteen volunteers, a welcome change after the COVID-19 pandemic. With a revised and healthier menu that garnered media attention, there was a significant increase in lunch orders and canteen usage by students and staff and the canteen volunteers rose to the challenge, supporting the delivery of the healthy lunch menu to all.

OLD GRAMMARIANS

A key focus of the Old Grammarians' Association in 2023 was the inaugural Ballarat & Queen's Old Grammarians' Career Mentoring Program. Contact throughout the year was maintained with the support of the Development Office, with feedback consistently very positive from participants. Mentees found the relationship to be highly valuable for their respective leadership journeys and career progressions, while mentors enjoyed the opportunity to impart their knowledge and give back to fellow Old Grammarians.

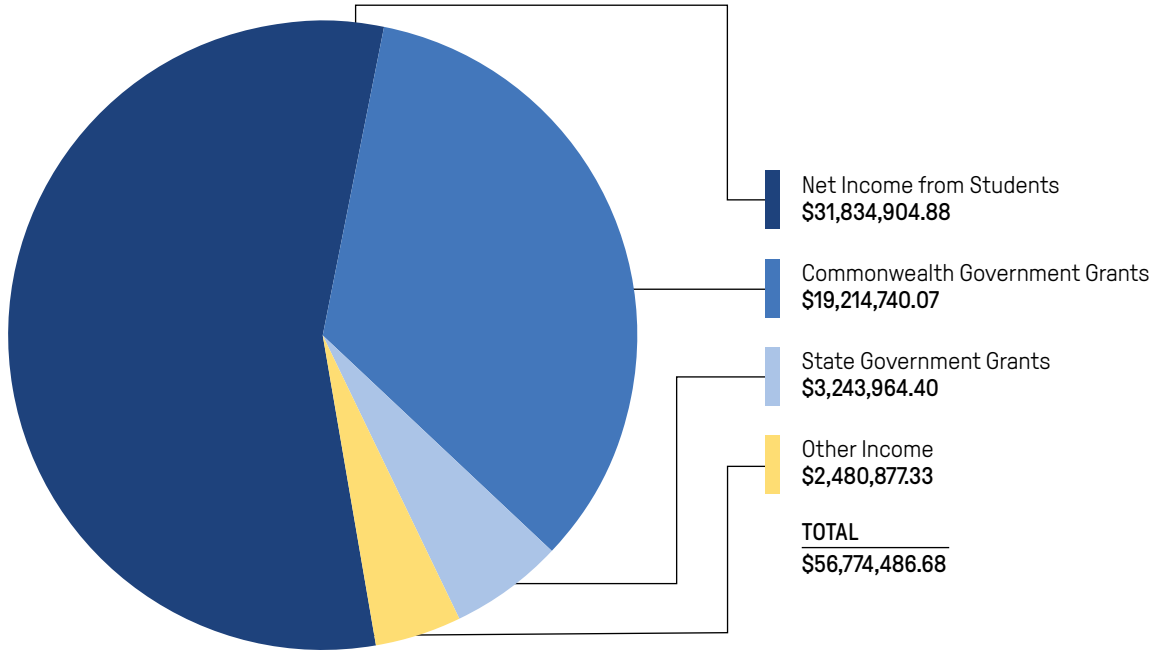
The Old Grammarians' Reunion Schedule continued to be extremely well supported with growing numbers of Old Grammarians in attendance each year. Both the Gala Reunion and 50+ Luncheon were hugely successful, with many Old Grammarians making the effort to travel extensive distances to attend. Seeing past students sing the School song with pride at the 50+ Luncheon was very special. Another reunion that has been consistently well supported is the FOSSIL (Friendly Old School Staff Intemperance League) reunion for past staff.

Through the initiative of the Director of Sport, a team of Old Grammarians returned to the School in late October 2023 to play a cricket practice match against the 1st XI. The match, which was only the second on the new turf wicket, was played in great spirits, with the 1st XI defeating the OGs in a closely fought game. It was delightful to see the interaction and friendly banter between current and past students. We also continued to enjoy Heritage Football Matches where current students proudly wore the traditional Harlequin design football jumper.



FINANCIAL OPERATIONS

REVENUE FROM ORDINARY ACTIVITIES



EXPENSES FROM ORDINARY ACTIVITIES

