

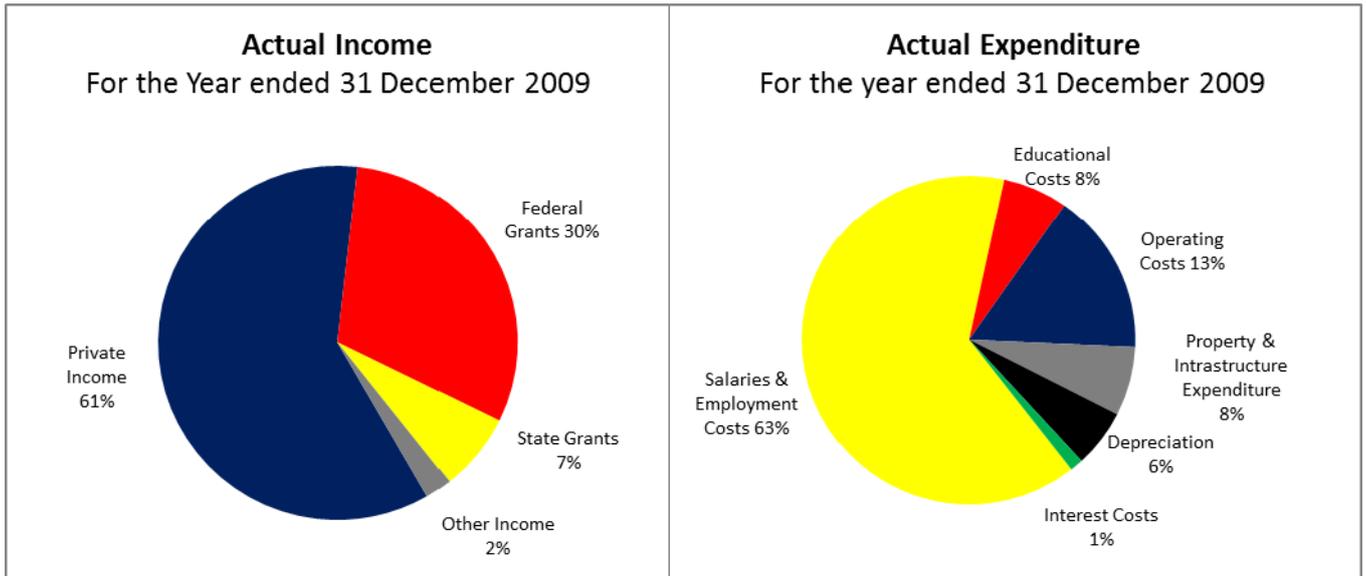
School Performance Information 2009 – Ballarat Clarendon College		
Item	Subject	Details
1	Contextual Description	<p>The focal point of the school is the student. The role of the school is to support each student as he or she engages in the process of creating their future. We develop a clear understanding that their path through life depends on the choices they make and that path leads to opportunities for new choices. We cultivate an awareness of current reality while encouraging, stretching and supporting the dreams they have.</p> <p>Throughout a student's time at Ballarat Clarendon College our focus is to maximise their competence, skills and capacity so that, at the end of their time at the school, when they stand on the threshold of their future, they can choose their "heart's desire".</p> <p>The school works closely in partnership with parents and home, recognising the potential of alignment of values and attitudes within the community, particularly to do with learning. Parents are regarded as close and critical partners.</p> <p>We recognise that, in order to make informed choices, all students require excellent teaching and learning, inspiring ideas and thinking, and exposure to a breadth of experiences. Challenges and failure are part of life and offer opportunities to learn.</p> <p>The school is focused on learning as its prime mission; learning in all contexts. Each student's progress in all facets of development is closely monitored. The environment is one where it is safe to learn. Indeed, learning is the main game, but not mutually exclusive from having fun.</p> <p>High expectations exist for every person in the community. It is expected that every student can learn and will learn. In order for this to happen, there are equally high expectations for staff.</p> <p>Students are expected to share responsibility for their progress and to know that effort is not just important, but non-negotiable.</p> <p>We help students discover who they are, who they want to be and how to get there.</p>
2	Teacher Attendance	Teacher attendance in 2009 was 99%.
3	Teacher Retention	89% of the teaching resource of the College in 2009 was retained for 2010.
4	Teacher Qualifications	Qualifications of all staff in 2009 are available on the website and are also listed in the 2009 edition of the College magazine <i>Claritudo</i> .
5	Expenditure and teacher participation in professional learning.	Participation in an extensive program of support and learning is an integral part of the professional expectations for all staff. Average expenditure per teacher on professional learning in 2009 was \$2,133.
Key Student Outcomes		
6	Student Attendance	<p>Student attendance in 2009:</p> <p>Prep - 94% Year 1 - 94% Year 2 - 93% Year 3 - 94% Year 4 - 95% Year 5 - 95% Year 6 - 94% Year 7 - 92% Year 8 - 91% Year 9 - 96% Year 10 - 95% Year 11 - 95% Year 12 - 96%</p>
7	Proportions of Year 3, 5, 7 and 9 students meeting national reading, writing, spelling and numeracy benchmarks.	<p>100% of students in Year 3 in 2009 met or exceeded National Minimum Standards in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.</p> <p>100% of students in Year 5 in 2009 met or exceeded National Minimum Standards in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.</p> <p>100% of students in Year 7 in 2009 met or exceeded National Minimum Standards in Writing, Grammar and Punctuation and Numeracy. 99% of students in Year 7 met or exceeded National Minimum Standards in Reading and Spelling.</p> <p>100% of students in Year 9 in 2009 met or exceeded National Minimum Standards in Writing and Numeracy.</p> <p>99% of students in Year 9 in 2009 met or exceeded National Minimum Standards in Spelling and Grammar and Punctuation.</p> <p>97% of students in Year 9 in 2009 met or exceeded National Minimum Standards in Reading.</p>

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8	Changes in benchmark results from last year.	<p>In 2008, 100% of students in Years 5, 7 and 9 exceeded National Minimum Standards for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.</p> <p>In 2009, 100% of Year 5 students met or exceeded benchmarks across all domains; 100% of Year 7 students met or exceeded benchmarks in Writing, Grammar and Punctuation and Numeracy; and 100% of Year 9 students met or exceeded benchmarks in Writing and Numeracy.</p> <p>In 2008, 100% of students in Year 3 exceeded National Minimum Standards for Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.</p> <p>In 2009, 100% of Year 3 students met or exceeded benchmarks across all domains; 100% of Year 3 students met or exceeded benchmarks in Reading, Writing, Grammar and Punctuation and Numeracy.</p> <p>The performance of students in Year 3 has been maintained with 100% of the cohort meeting or exceeding National Minimum Standards across all domains tested.</p>
9	Value Added	Evidence of value adding is demonstrated through indicators such as VCE results where Ballarat Clarendon College has rated consistently in the top ten schools in Victoria as measured by the percentage of study scores over 40. A recent ISV Year 12 Exit Survey placed the College in the upper percentile for all schools in the survey. Ballarat Clarendon College has recently developed a career path for teachers that recognises, supports and rewards excellent teaching practice. Expert teachers who wish to remain teaching no longer have to move into administrative roles to further develop their careers.
10	Average standardised assessment results for Year 9 and 10 students.	<p>In the 2009 Year 9 NAPLAN:</p> <p>In Reading, 98% of students were above the State 10th percentile; 87% of students were above the State mean.</p> <p>In Writing, 100% of students were above the State 10th percentile; 85% of students were above the State mean.</p> <p>In Spelling, 99% of students were above the State 10th percentile; 80% of students were above the State mean.</p> <p>In Grammar and Punctuation, 99% of students were above the State 10th percentile; 91% of students were above the State mean.</p> <p>In Numeracy, 100% of students were above the State 10th percentile; 78% of students were above the State mean.</p> <p>There was no standardised testing at Year 10 level in 2009.</p>
11	Senior secondary outcomes	<p>Student median ENTER at VCE 2009 was 86.55</p> <p>42 % of students achieved a VCE ENTER higher than 90.</p> <p>17 students completed VET subjects. Many of the subject areas do not produce a numerical result. In the subjects that did produce a numerical result the average study score was 34.</p>
12	Proportion of Year 9 students retained to Year 12.	82.68% of students enrolled at the college in Year 9 in 2006 completed Year 12 in 2009.
13	Post-school destinations.	<p>Of the students in Year 12 in 2009:</p> <p>67% enrolled in tertiary study (university or TAFE)</p> <p>21% deferred their tertiary study</p> <p>5% Apprenticeships/Traineeships</p> <p>99% of students received a tertiary offer.</p>
Satisfaction		
14	Student/teacher satisfaction	<p>The results of the 2010 ISV Lead Report indicate that Ballarat Clarendon College's Student Satisfaction is higher than the top percentile of the schools participating.</p> <p>The Student Satisfaction measures a number of dimensions: academic program, quality of teaching, learning outcomes, pastoral care, personal development/leadership, discipline and safety, resources ethos/values, peer relationships and transition.</p> <p>The staff perceptions of morale, peer support and goal congruence were higher than the top percentile of ISV participating schools.</p>

Ballarat & Clarendon College

ACN: 006 101 113

Financial Performance for 2009



The surplus generated for 2009 is available for future capital improvements and debt servicing

Budget for 2010

