

Item	Subject	Detail
1	Contextual Description	<p>Ballarat Clarendon College is an independent, co-educational day/boarding school affiliated with the Uniting Church. It has 1400 students enrolled including 151 boarders (80 boys/71 girls) from rural Victoria, NSW & SA and a small number of overseas students. 14% of our students come from households where English is the second language.</p> <p>The focal point of the school is the students. The role of the school is to support students as they engage in the process of creating their future. We develop a clear understanding that their paths through life depend on their choices and that the path leads to opportunities for new choices. We cultivate an awareness of current reality while encouraging, stretching and supporting their dreams.</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 failures are a part of life and offer learning opportunities.</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 every student can learn and will learn. In order for this to happen, there are equally high expectations on staff.</p> <p>Students are expected to share responsibility for their progress and to know that effort is not only 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 2014 was 98.1%
3	Teacher Retention	86% of the teaching resource of the College in 2013 was retained for 2014.
4	Teacher Qualifications	Qualifications of all staff in 2014 are listed at Appendix 1.
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 2014 was \$2,241.

Key Student Outcomes		
6	Student Attendance	<p>Overall student attendance in 2014: 92.8%</p> <p>Prep -95% Year 1 -95% Year 2 -94% Year 3 -95% Year 4 -95% Year 5 -94% Year 6 -92% Year 7 -92% Year 8 -90% Year 9 -93% Year 10 -92% Year 11 -92% Year 12 -92%</p> <p>Students who are absent from school negotiate catching up on missed instruction and associated work, either while absent or upon their return. When students are aware they will be absent ahead of time, work is prepared to be completed before their return. Extended absences may mean students receive an adjusted grade and have the opportunity to attend other classes to access that aspect of learning.</p>
7	Proportions of Years 3, 5, 7 and 9 students meeting national reading, writing, spelling and numeracy benchmarks	<p>100% of students in Year 3 in 2014 met or exceeded National Minimum Standards in Reading, Writing, Grammar and Punctuation and Numeracy.</p> <p>100% of students in Year 3 in 2014 met or exceeded National Minimum Standards in Spelling.</p> <p>99% of students in Year 5 in 2014 met or exceeded National Minimum Standards in Reading, Grammar and Punctuation and Numeracy.</p> <p>100% of students in Year 5 in 2014 met or exceeded National Minimum Standards in Writing.</p> <p>98% of students in Year 5 in 2014 met or exceeded National Minimum Standards in Spelling.</p> <p>100% of students in Year 7 in 2014 met or exceeded National Minimum Standards in Reading, Writing, Grammar and Punctuation and Numeracy.</p> <p>99% of students in Year 7 in 2014 met or exceeded National Minimum Standards in Spelling.</p> <p>100% of students in Year 9 in 2014 met or exceeded National Minimum Standards in Reading, Writing, Grammar and Punctuation and Numeracy.</p> <p>98% of students in Year 9 in 2014 met or exceeded National Minimum Standards in Spelling.</p>

<p>8</p>	<p>Changes in benchmark results from last two years</p>	<p>In 2014, 98% of Year 3 students exceeded the National Minimum Standards for Reading. In 2013 this figure was 98% and in 2012 100%.</p> <p>In 2014, 100% of Year 3 students exceeded the National Minimum Standards for Writing. In 2013 this figure was 98% and in 2012 100%.</p> <p>In 2014, 97% of Year 3 students exceeded the National Minimum Standards for Spelling. In 2013 this figure was 98% and in 2012 100%.</p> <p>In 2014, 98% of Year 3 students exceeded the National Minimum Standards for Grammar & Punctuation. In 2013 this figure was 98% and in 2012 100%.</p> <p>In 2014, 97% of Year 3 students exceeded the National Minimum Standards for Numeracy. In 2013 and 2012 this figure was 98%.</p> <p>In 2014, 98% of Year 5 students exceeded the National Minimum Standards for Reading. In 2013 this figure was 96% and in 2012 92%.</p> <p>In 2014, 100% of Year 5 students exceeded the National Minimum Standards for Writing. In 2013 this figure was 99% and in 2012 98%.</p> <p>In 2014, 96% of Year 5 students exceeded the National Minimum Standards for Spelling. In 2013 this figure was 95% and in 2012 96%.</p> <p>In 2014, 98% of Year 5 students exceeded the National Minimum Standards for Grammar & Punctuation. In 2013 this figure was 95% and in 2012 96%.</p> <p>In 2014, 100% of Year 5 students exceeded the National Minimum Standards for Numeracy. In 2013 and 2012 this figure was 99%.</p> <p>In 2014, 99% of Year 7 students exceeded the National Minimum Standards for Reading. In 2013 this figure was 98% and in 2012 97%.</p> <p>In 2014, 92% of Year 7 students exceeded the National Minimum Standards for Writing. In 2013 this figure was 94% and in 2012 96%.</p> <p>In 2014, 93% of Year 7 students exceeded the National Minimum Standards for Spelling. In 2013 this figure was 93% and in 2012 94%.</p> <p>In 2014, 97% of Year 7 students exceeded the National Minimum Standards for Grammar & Punctuation. In 2013 this figure was 97% and in 2012 100%.</p> <p>In 2014, 100% of Year 7 students exceeded the National Minimum Standards for Numeracy. In 2013 this figure was 99% and in 2012 96%.</p> <p>In 2014, 99% of Year 9 students exceeded the National Minimum Standards for Reading. In 2013 and 2012 this figure was 96%.</p> <p>In 2014, 96% of Year 9 students exceeded the National Minimum Standards for Writing. In 2013 and 2012 this figure was 93%.</p> <p>In 2014, 89% of Year 9 students exceeded the National Minimum Standards for Spelling. In 2013 this figure was 96% and in 2012 91%.</p> <p>In 2014, 96% of Year 9 students exceeded the National Minimum Standards for Grammar & Punctuation. In 2013 this figure was 98% and in 2012 96%.</p> <p>In 2014, 98% of Year 9 students exceeded the National Minimum Standards for Numeracy. In 2013 this figure was 98% and in 2012 96%.</p>
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9	Value Added	<p>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.</p> <p>The College was also named by The Weekend Australian as the Number 1 Regional School in Australia in 2014 as measured by the NAPLAN results.</p> <p>In the 2014 ISV LEAD Report, the Year 12 Exit Survey placed the College in the top 10% 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.</p> <p>Expert teachers who wish to remain teaching no longer have to move into administrative roles to further develop their careers.</p>
10	Average standardised assessment results for Year 9 students.	<p>In the 2014 Year 9 NAPLAN:</p> <p>In Reading, 32% of students were above the top 10% in Victoria; 88% of students were above the State mean.</p> <p>In Writing, 34% of students were above the top 10% in Victoria; 81% of students were above the State mean.</p> <p>In Spelling, 27% of students were above the top 10% in Victoria; 74% of students were above the State mean.</p> <p>In Grammar and Punctuation, 42% of students were above the top 10% in Victoria; 87% of students were above the State mean.</p> <p>In Numeracy, 50% of students were above the top 10% in Victoria; 84% of students were above the State mean.</p>
11	Senior secondary outcomes	<p>Student median ATAR at VCE 2014 was 88.40</p> <p>45% of students achieved a VCE ATAR higher than 90.</p> <p>8% of students completed VET subjects. In the subjects producing a numerical result the average scaled study score was 37.6.</p>
12	Proportion of Year 9 students retained to Year 12	<p>75% of students enrolled at the College in Year 9 in 2011 completed Year 12 in 2014.</p>
13	Post-school destinations	<p>Of the students in Year 12 in 2014:</p> <p>99% enrolled in tertiary study (university or TAFE/VET)</p> <p>15% deferred their tertiary study</p> <p>1% commenced Apprenticeships/Traineeships</p> <p>100% of students received a tertiary offer.</p>

Satisfaction																																																																					
14	Parent/Student/Teacher satisfaction	<p>In the 2014 Independent Schools of Victoria LEAD Survey, Ballarat Clarendon College displayed the following results as compared with participating schools:</p> <ul style="list-style-type: none"> • Teacher quality was in the upper quartile • Goal Alignment was in the upper quartile • Parents' perceptions were in the upper quartile • Students' (Years 5-9) perceptions were in the upper quartile • Year 12 Exit Students' perceptions were in the upper quartile • School Leaders' perceptions were in the upper quartile. 																																																																			
15	Workforce Composition	<table border="0"> <thead> <tr> <th></th> <th colspan="2">Teachers</th> <th colspan="2">Non-teachers</th> </tr> </thead> <tbody> <tr> <td>Gender</td> <td>Female</td> <td>64.8%</td> <td>Female</td> <td>78.8%</td> </tr> <tr> <td></td> <td>Male</td> <td>35.2%</td> <td>Male</td> <td>21.2%</td> </tr> <tr> <td>Age</td> <td>60+</td> <td>5.0%</td> <td>60+</td> <td>12.1%</td> </tr> <tr> <td></td> <td>50 - 59</td> <td>15.1%</td> <td>50 - 59</td> <td>21.2%</td> </tr> <tr> <td></td> <td>40 - 49</td> <td>21.2%</td> <td>40 - 49</td> <td>25.8%</td> </tr> <tr> <td></td> <td>30 - 39</td> <td>27.9%</td> <td>30 - 39</td> <td>25.8%</td> </tr> <tr> <td></td> <td>< 30</td> <td>30.7%</td> <td>< 30</td> <td>15.2%</td> </tr> <tr> <td>Years of Service</td> <td>30+</td> <td>0.6%</td> <td>30+</td> <td>0.0%</td> </tr> <tr> <td></td> <td>20-29</td> <td>3.4%</td> <td>20-29</td> <td>1.5%</td> </tr> <tr> <td></td> <td>10-19</td> <td>20.7%</td> <td>10-19</td> <td>9.1%</td> </tr> <tr> <td></td> <td>5-9</td> <td>16.8%</td> <td>5-9</td> <td>25.8%</td> </tr> <tr> <td></td> <td>< 5</td> <td>58.7%</td> <td>< 5</td> <td>63.6%</td> </tr> </tbody> </table>				Teachers		Non-teachers		Gender	Female	64.8%	Female	78.8%		Male	35.2%	Male	21.2%	Age	60+	5.0%	60+	12.1%		50 - 59	15.1%	50 - 59	21.2%		40 - 49	21.2%	40 - 49	25.8%		30 - 39	27.9%	30 - 39	25.8%		< 30	30.7%	< 30	15.2%	Years of Service	30+	0.6%	30+	0.0%		20-29	3.4%	20-29	1.5%		10-19	20.7%	10-19	9.1%		5-9	16.8%	5-9	25.8%		< 5	58.7%	< 5	63.6%
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SENIOR STAFF
Principal: Shepherd, David - MEdStud, BSc(Hons), DipEd <i>Mon</i>
Deputy Principal: McClure, Jan - OAM, MEd, BSc, DipEd <i>Melb</i>
Head of Senior School: Parker, David - BEd <i>Rusd</i>
Co-Head of Yr 9/10 School: Belcher, Steven - MEd, BMus, BEd(Hons) <i>Melb, AMusa</i>
Co-Head of Yr 9/10 School: Bourke, Jennifer - BAppSc (Environ Mgt), DipEd <i>UB</i>
Co-Head of Middle School: Moloney, Shaune - BEd <i>UB</i>
Co-Head of Middle School: Smith, Reid - MEd, GradDipEd (Sec), BSc (Biomed) (Mon)
Head of Junior School: Brown, Chris - MEd, BEd, GradDipEdAdmin, DipTeach
Head of ELC: Jacox, Annie - BEd, MA (Sociology of Ed)
Head of English/Literacy P-12: McGie, Jennifer - MEd <i>Melb, GradDipEd, BA(Hons)</i> <i>Melb</i>
Head of Science: Vallance, Emily - BSc(Hons) Natural Sciences <i>Durham, PGCE</i>
Head of Mathematics: Ashman, Gregory - MA (Natural Science)
Director of School Operations: Stansbie, Nicholas - MEdMan, PGCE, BSc(Hons)
Business Manager (Finance): Elliott, Meleessa - BBus <i>UB, CPA</i>
Business Manager (Operations) Burns, Robert
Human Resources Manager: Grove, Teresa - BMus (Hons) (Voice), BMus(Hons), Master of Laws (Workplace Law) LLM
Human Resources, Legal and Compliance Manager: Parnis, Joseph - BA(Hons) (History), LLB(Hons), PGDL (Law), LPC (Law)
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Allinson, Emily - BA (Life Science) (Hons), PGCE
Angel, Joanne - BEd (Primary), DipCS, CertEd
Ashman, Joanne - BEd
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Barlow, Sarah - BMus <i>Melb, GradDipEd</i> <i>Monash</i>
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Belcher, Anne - BMus (<i>Melb</i>), GradDipEd
Bishop, Martin - BEd <i>Melb, GradDipEdAdmin</i> <i>Melb, CertEd</i> <i>Lond.</i>
Blenkhorn, Hannah - PGCSc, BSc
Boatman, Andrew - BSc, MBus <i>VUT, GradDipMgt</i> <i>ACSC, GradDipEd</i> <i>ACU</i>
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Burt, Alexandra - BA(Hons), PGCE (Primary)
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Cachia, Michael - LLB, PGCE
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Connolly, Rebecca - MAEd, BSc
Corbett, Marian - BA (Hons), MTeach (Secondary)

Couzens, James - BA, BTeach(Hons) Melb
Cowan, Kristie - BEd
Degnen, Lisa - BSc(Hons) (Mathematics), PGCE (Mathematics)
Drozdowski, Vicki - BA, GradDipEd (Secondary)
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Fields, Stephan - BA(Hons), PGCE, PostGradDipEdMgt
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Fraser, Linda - BA, BTeach
Fritch, Daniel - BEd (Maths/Physics) NU
Gerardi, Vicki - DipEd, DipFA
Glascott, Leanne - DipTeach, GradDipTeach
Goodwin, Laura - BA (English/History), PGDip Teach
Gordon, Wendy - DipTeach (Speech Therapy), RSA Cert (TEFLA), BEd
Graham, Hayley - MEd Melb, GradDipEdAdmin Melb, BA Melb, GradDipEd Melb
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Hackwill, Kyle - BMus Melb, AMusa AMEB
Hamer, Nick - PGCE, BSc(Hons) (Genetics), PGCE
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Harrop, Michael - DipEd (Drama/Eng), BA (Drama/Eng)
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Hutchins, Jason - BEd (Phys Ed)
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Kavenagh, Charlotte - BA (English/Psychology), GradDipEd (Secondary)
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King, Josh - BEd (Physical Education)
Kopycinski, Sarah - Dip Child Services
Kostraby, Nataalka - BA (Economics), GradDipEd (Secondary), GCRE

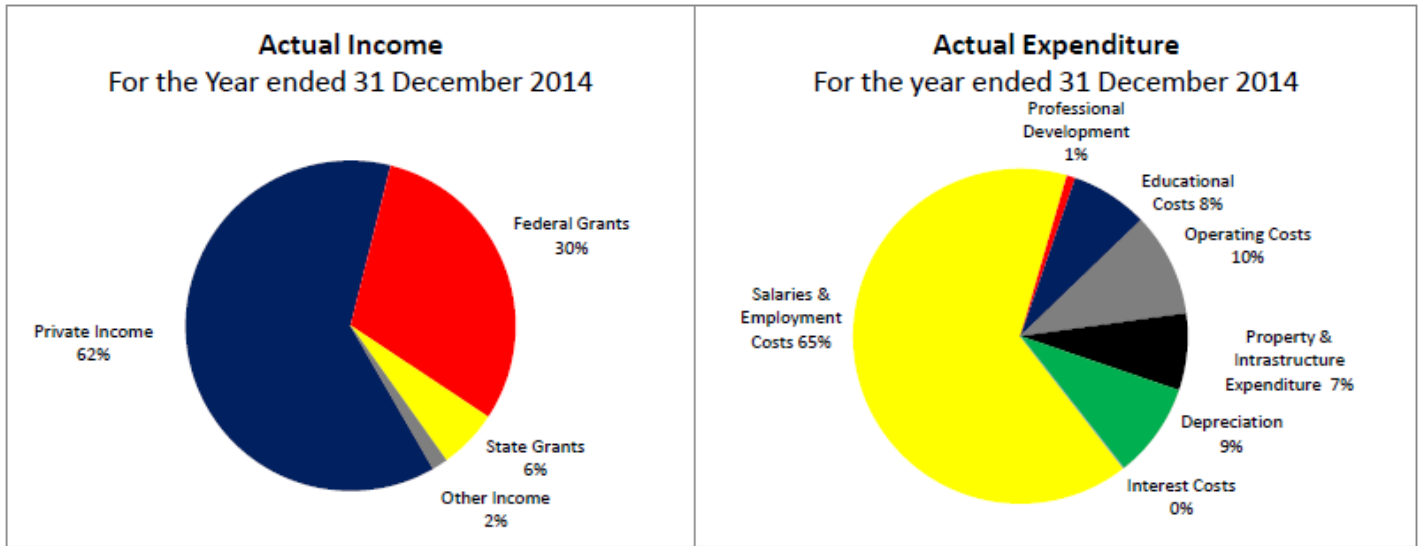
Lamson, Dean - BEng (Hons), GradDipEd (Sec), GradCertRE
Lee, Katie - BA (Prof Writ), GradDipEd (Sec)
Lesser, Jacquie - BSc, DipEd
Livingston, Peter - BA, GradDipEd
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Poliness, Jennifer - TPTC
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Auchetti, Cathy - Cert III (Childcare), Cert I (Integration)
Beaton, Judy - DipBus/Acc
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Biggs, Catherine - BSocWk, MSocSc (Distinction)
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Bourke, Marea
Burt, Martha
Cachia, Charles - Cert IV (OH&S), Comm Pool/Spa Water Maint, Dip Laboratory Operations
Carter, Cheryl - Cert III (Bus Admin)
Carter, Katrina - BEd, BTeach
Chambers, Angela - DipMgt
Corless, Shane
Coutts, Phoebe - BEd (Primary)
Crawley, Katie
Crowe, Helen
Dekker, Vicki
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Fukuoka, Kanako -
Griffin, Dean - BSSc Latr
Haubold, Reiner
Hearnden, Allyson
Hill, Rachel - BOut&EnvEd, Cert IV (Training & Assessment), GradDip (Applied Learning)
Jackson, Heather - BSSc LIS (CSU), DipLib RMIT
Kaletsch, Penny - Cert III (Business), Cert IV (BusAdmin)
Kenny, Narelle - Cert III (Children's Services)
Lawler, Oliver - MA (Design & Environment), BA
Malone, Zandria - BA (Human Movement), DipEd
Marks, Lauren - Cert II (Business)

Marshall, Christopher - BBus, BAppSc (AppChem), BAppSc (App Biol), DipComp, BComp, BComp(Hons)
McErvale, Bri-Amber - DipLIM UB, BAppSc (Lib&InfoMgt)
McIntosh, Helen - AssocDip Health Sc
McLean, Julie - Dip (Child Services)
Memon, Sumaiya - BCom (Financial Accounting & Auditing), Mcom (Professional Accounting)
Morrell, John - BA UB
Murphy, Tracy - RN, RM, MANP (Primary Care)
Murray, Paul - BSc (IT) <i>Galway</i>
Netherway, Joanne
Newman, Sophia - BA, Cert IV (Conservation & Land Management)
Nolan, Renae - BA (Journalism)
Panozzo, Lisa - Cert IV (Workplace Trng&Asst), VocGradCert (Anaphylaxis Mgt Trng), RN (Div1), CCRN, GradDipAdoIHlthWelf Melb, Cert IV (OH&S)
Peele, Ian - BComp
Poppe, Jennifer - RN (Div1), BN ACU
Prato, Christy
Rickard, Drew - Cert III & IV (Information Technology)
Ross, Wendy - BN, RN
Ruchel, Joanna - DipEd, DipFA
Ryan, Adam - BComp UB
Ryan, Sharni - Cert III (Children's Services) Cert IV in Education Support
Spark, Marni
Sri Dargon, Brodie - BBus
Takizawa, Natsumi - BA (Bachelor of Education for the Deaf)
Thomason, Michelle - BECS, GradDipInfoMgt, Cert IV (TrainAssess)
Thompson, Kate - Cert III (ComRec), Cert III (BusAdmin), Cert IV (BusAdmin)
Thompson, Linda
Walker, Amy - BA (English), MA (English-TechWriting), MA (EnglishLit), GradDipEd
Walker, Henrietta - AdvDipEng (Jeweller)
PERFORMING ARTS STAFF
Algate, Bronwen - BSocWel NSW, DipVisArt Ball
Allan, Peter - BA
Carman, Kathryn - BA/BMus(Hons)
Clark, Dave - AssDipBus (Acc)
Clarke, Stacey - ACBA, CICBCert IV
Coward-Lemke, Constance - AMusA, LMusA
Deenick, Barry - BA, DipEd
Fry, Dani
Govan, Ian - AMusA
Govan, Kathryn - BA VCA, DipEd Melb
Heley, Christine
Kelly, Mary - AMusA, VMTA
Knight, Lauren - AMusA, OffSchulwerkLev2
Kriss, Lyndon
Kriss, Miriam - BA (Mus), AMusA
Meddings, Clive - DipPerfArt

Meddings, Nerida - BMus
Menegazzo, Adam - BSc, BA Latrobe
O'Brien, Claire - BECS
Powell, Penelope - LGSM UK, CertEd UK
Sheriff, Ingrid - BA/BMus Melb
Smith, Brendan - Bachelor of Music
Vawdrey, Sallyanne - LTCL, ATCL
Whitehead, Anna - MMus (Performance), Bmus
Williams, Geoffrey - MA (Modern Music Education)
BOARDING TUTORS
Clemens, Brenda - BSc (Mon), DipEd (Rusd), TEFL (Lond)
George, Susan - RN(Div1)
Weeks, Jennifer

Financial Performance for 2014



The Surplus generated for 2014 is available for future capital improvements and debt servicing.

Budget for 2014

