

| School Performance Information 2006 - Ballarat & Clarendon College | | |
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| Item | Subject | Details |
| Professional Engagement | | |
| 1 | Teacher Attendance | Teacher attendance in 2006 was 98%. |
| 2 | Teacher Retention | 91.4% of the teaching resource of the College in 2006 was retained for 2007. |
| 3 | Teacher qualifications | Qualifications of all staff in 2006 on the website, they are also listed in the 2006 edition of the College magazine "Claritudo". |
| 4 | 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 2006 was \$2020. |
| Key Student Outcomes | | |
| 5 | Student Attendance | Student attendance in 2006 was 97.5%. |
| 6 | Proportions of Year 3, 5, 7 and 9 students meeting national reading, writing, spelling and numeracy benchmarks | 98.8% of students in years 3, 5 and 7 in 2006 met or exceeded national reading, writing, spelling and numeracy benchmarks. Year 9 students were not tested in 2006 or in earlier years, tests have been commenced for Year 9 in 2007. |
| 7 | Changes in benchmark results from last year | 98.8% of students in years 3, 5 and 7 in 2006 met or exceeded national reading, writing, spelling and numeracy benchmarks. The change in the benchmark results from 2005 to 2006 is an improvement of 2.4% Year 9 students were tested in 2007 but not in earlier years so no comparison is available until next year's report. |
| 8 | Value Added | One of the characteristics of the organisation, that sets Ballarat & Clarendon College apart from many other schools, is the commitment to continuous improvement of teaching practice. The evidence of this commitment can be seen embedded in practices, policies and processes throughout the school: The existence of observation classrooms to enable practice to be observed, reflected on and shared without interruption to classes. A teaching framework which describes expectations for excellent classroom practice and also provides a continuum of expertise against which to evaluate teaching practice. A Performance Management process which supports teachers to meet the expectations of classroom practice. We believe that student progress can only be optimised through excellent classroom practice. |
| 9 | Average standardised assessment results for Year 9 and 10 students. | Year 9 Standardised Testing: The mean score in Reading was 1.0 standard deviation above the State mean. The mean score in Maths was 0.7 of a standard deviation above the State mean. The mean score in Writing was 0.9 of a standard deviation above the State mean. The mean score in Spelling was 0.6 of a standard deviation above the State mean. There was no standardised testing at Year 10 level. |
| 10 | Senior Secondary outcomes | Student median ENTER at VCE 2006 was 85.90, 39% of students achieved a VCE ENTER higher than 90, 25 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 result was 40. |
| 11 | Proportion of Y9 students retained to Y12 | 89% of students enrolled at the College in Year 9 in 2003 completed Year 12 in 2006 |
| 12 | Post-school destinations | Of the students in Year 12 in 2006 : 54% enrolled in tertiary study (university and TAFE), 28% deferred their tertiary offer, 16% have accepted offers of employment (incl. apprentices & trainees) |
| Satisfaction | | |
| 13 | Parent, student, teacher satisfaction | Surveys of parents, students and staff in 2006 indicated the following levels of satisfaction with the school : 80% of parents report a satisfaction level of 'very good' or above, 83% of students (Year 5-9) report a satisfaction level of 'very good' or above, 87% of students (Years 10-12) report a satisfaction level of 'very good' or above, 75% of teachers, across 4 dimensions, report a satisfaction level of 'very good' or above. |