



SCHOOL PERFORMANCE INFORMATION 2019

1. CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Geelong Grammar School is an independent Anglican co-educational boarding and day school. From its origins in 1855, the School has always had a distinctive character and has built an international reputation as a pioneer of modern education. After outgrowing several Geelong locations the School moved to a 245-hectare site on the edge of Corio Bay in 1914, creating the unique learning and living environment that exists today. In 1953 it established Timbertop, a remote campus in the foothills of the Victorian Alps. Timbertop is an exemplar of Adventure Education, modelling experiential learning through and with nature by providing the School's Year 9 students with a full school year living, working and studying in the Australian bush. In 2009, it introduced its world-leading Positive Education programme, which places wellbeing at the heart of learning communities. Developed from the science of Positive Psychology in collaboration with Professor Martin Seligman and his team from the University of Pennsylvania, Positive Education focuses on encouraging students to find purpose and lead engaged and meaningful lives. Positive Education is taught at each year level, at every campus, and across all aspects of school life. In 2015, it opened its School for Performing Arts and Creative Education (The SPACE), which was a catalyst for the School's development of Creative Education, as well as providing a focal point for the Performing Arts. Creative Education cultivates the skills of collaboration, critical thinking, problem posing and problem solving.

Geelong Grammar School has a non-selective enrolment policy and more than 1,500 students, including almost 900 boarders, who are supported by more than 400 staff members spread across four specialist campuses:

Bostock House, Newtown, Geelong
3-year-old ELC to Year 4 – Day students

Timbertop, near Mansfield
Year 9 – Full Boarding students

Toorak Campus, Melbourne
3-year-old ELC to Year 6 – Day students

Senior School, Corio, Geelong
Years 10 to 12 – Day Boarding and Full Boarding students

Middle School, Corio, Geelong
Years 5 to 8 – Day, Weekly and Full Boarding students

2019 ENROLMENT

Enrolment data as at start of Term 1, 2019:

	Day students : Boarders	Male : Female	Total
Bostock House	97 : 0	58 : 39	97
Toorak Campus	320 : 0	196 : 124	320
Middle School	131 : 131	145 : 117	262
Timbertop	0 : 240	135 : 105	240
Senior School	131 : 496	342 : 285	627
Total	679 : 867	876 : 670	1546

CURRICULUM

Geelong Grammar School offers a dynamic and flexible curriculum. The School's two Early Learning/Primary campuses, Bostock House and Toorak, take inspiration from the Reggio Emilia philosophy. The Toorak Campus was the first school in Victoria to introduce the Primary Years Programme (PYP) of the International Baccalaureate (IB). Explicit teaching of the School's Positive Education programme begins at Middle School (Years 5-8). Timbertop, the School's remote Year 9 campus located in the foothills of the Victorian Alps, combines a rigorous academic programme with a challenging outdoor education stream. Senior School students (Years 10-12) have the choice of the Victorian Certificate of Education (VCE) or the International Baccalaureate (IB) Diploma for entry into tertiary study. More than 80% of Senior School students are boarders. Senior School day students experience the benefits of boarding through the School's unique day boarding programme, which consists of an 8.30am-8.30pm school day and includes lunch, afternoon sport and activities, dinner and supervised evening study. The Senior School timetable includes six 50-minute periods between 9.00am and 3.30pm each day (except Wednesday when academic classes finish at 1.10pm to allow for extended afternoon sport).

2. TEACHER STANDARDS AND QUALIFICATIONS

	4 Year equivalent (VIT)	Masters	PHD	Total staff
Bostock House	14	4	0	14
Toorak Campus	45	8	0	45
Corio	120	34	4	120
Timbertop	29	6	0	29
Total	208	52	4	208
Percentage	100%	25%	2%	100%

3. WORKFORCE COMPOSITION

	Full-time	Part-time	Total
Teaching	159	49	208
Non-Teaching	137	102	239
Total	296	151	447

4. STUDENT ATTENDANCE

Average student attendance rate (%) for Bostock House

	Term 1	Term 2	Term 3	Term 4
Prep	91.9	92.3	90.8	94.5
Year 1	93.1	90.5	92.8	94.4
Year 2	96.1	91.6	93.6	94.6
Year 3	96.6	90.5	94.0	94.0
Year 4	95.0	88.5	92.0	96.6

Average student attendance rate (%) for Toorak

	Term 1	Term 2	Term 3	Term 4
Prep	97.4	93.5	91.4	93.2
Year 1	96.2	93.1	90.2	93.0
Year 2	92.4	93.8	93.3	95.4
Year 3	94.7	91.7	91.1	96.0
Year 4	96.2	94.2	91.1	93.4
Year 5	96.6	94.7	93.5	95.6
Year 6	91.2	91.7	91.6	95.8

Average student attendance rate (%) for Middle School (Corio)

	Term 1	Term 2	Term 3	Term 4
Year 5	97.0	95.4	90.6	94.0
Year 6	95.4	93.7	93.4	96.1
Year 7	96.3	93.8	93.7	94.4
Year 8	95.3	94.2	93.2	94.6

Average student attendance rate (%) for Timbertop

	Term 1	Term 2	Term 3	Term 4
Year 9	99.3	98.2	98.5	97.5

Average student attendance rate (%) for Senior School (Corio)

	Term 1	Term 2	Term 3	Term 4
Year 10	96.4	94.8	93.7	94.5
Year 11	95.0	93.8	93.0	92.0
Year 12	96.4	95.0	93.0	78.4

5. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

The National Assessment Program – Literacy and Numeracy (NAPLAN) commenced in Australian schools in 2008. Every year, all students in Years 3, 5, 7 and 9 are assessed on the same days using national tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation), and Numeracy.

The tables below detail the mean score achieved across each tested cohort for the past five years.

YEAR 3

	2015	2016	2017	2018	2019
Reading	496	494	508	499	505
Writing	460	466	462	431	453
Spelling	475	489	463	439	458
Grammar	510	525	502	459	507
Numeracy	496	485	460	448	462

YEAR 5

	2015	2016	2017	2018	2019
Reading	545	547	593	562	571
Writing	503	519	517	498	523
Spelling	527	523	548	526	537
Grammar	552	552	557	543	545
Numeracy	544	554	572	541	541

YEAR 7

	2015	2016	2017	2018	2019
Reading	584	584	574	559	590
Writing	549	566	544	534	542
Spelling	548	556	547	550	564
Grammar	572	576	554	559	567
Numeracy	587	594	595	575	597

YEAR 9

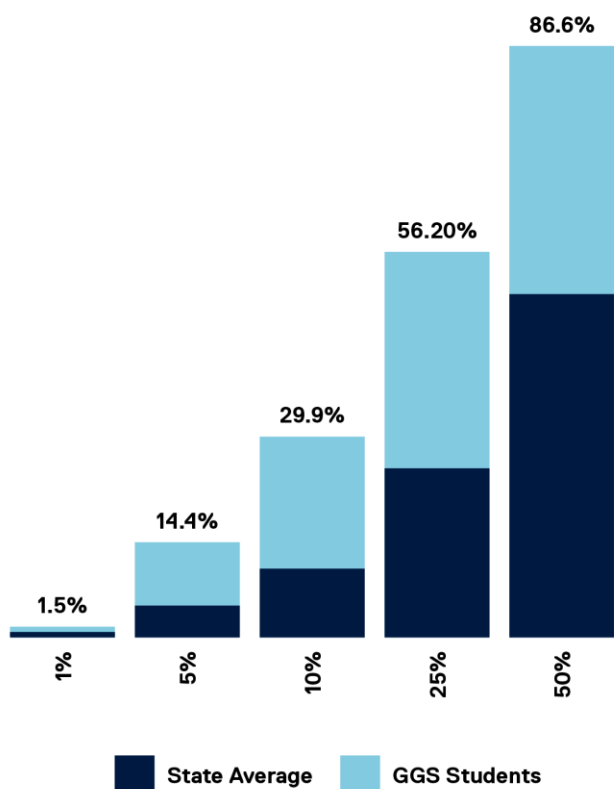
	2015	2016	2017	2018	2019
Reading	624	618	614	622	628
Writing	595	581	571	576	577
Spelling	602	596	591	605	589
Grammar	596	605	596	610	597
Numeracy	638	637	631	643	634

More information about the School's NAPLAN results is available on the My School website: www.myschool.edu.au

6. SENIOR SECONDARY OUTCOMES

Geelong Grammar School offers both the Victorian Certificate of Education (VCE) and the International Baccalaureate (IB) Diploma at our Senior School Campus at Corio to meet the diverse needs, learning styles and personal goals of our students. Both academic programmes provide an internationally recognised qualification for entry into tertiary education worldwide. As a non-selective school, Geelong Grammar School is proud of all students' results and gauges the success of every student with respect to their ability, effort and perseverance.

The graph below indicates the percentage of Geelong Grammar School students who ATAR scores that placed them in the top 1%, 5%, 25% and 50% of students in Victoria.



In 2019, there were 137 VCE candidates and 71 IB candidates. Tertiary places are decided by the Australian Tertiary Admission Rank (ATAR), which is a percentile ranking of each student's position determined by the Victorian Tertiary Admissions Centre (VTAC) in steps of 0.05 ranging from 0.00 to 99.95. When combined, the School's median ATAR was 79.25, which means that the top 50% of our students were in the top 20.75% of the State.

The table below indicates the percentage of Geelong Grammar School students in the top 5%, 10%, 25% and 50% of students in Victoria from 2010-2019.

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Top 5% of State	19.3	18.3	15.5	21.4	17.9	19.8	11.7	10.8	18	14.9
Top 10% of State	32.8	35.3	31.5	38.8	36.8	38.7	27.2	29.7	27.2	29.9
Top 25% of State	66.7	69.2	62.0	76.7	67.0	67.5	62.6	61	59.9	56.7
Top 50% of State	95.3	95.1	93.5	95.6	90.6	91.5	90.3	92.3	88.5	86.6

7. POST-SCHOOL DESTINATIONS

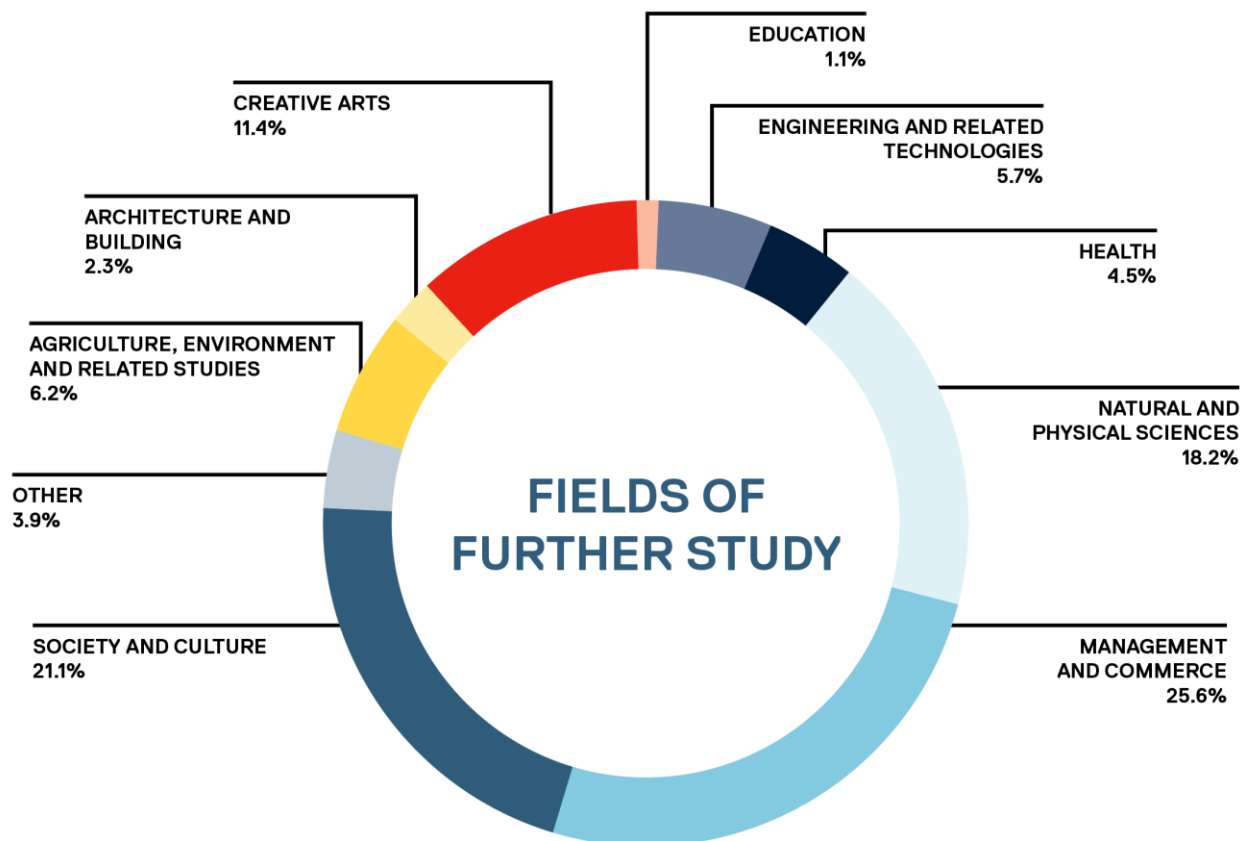
90% of 2019 Year 12 students have undertaken tertiary education, 7% of students were employed full-time, leaving a further 3% of students whose intentions were undecided or unknown. Of the students progressing to further education:

	2014	2015	2016	2017	2018	2019
% of students undertaking tertiary education	95	93	92	93	93	90
% of students studying within Victoria	81	72	79	71	73	80
% of students studying interstate	15	24	14	16	16	16
% of students studying overseas	4	4	7	6	4	4

Students have undertaken further study in an incredibly diverse range of fields, including Agriculture, Art History, Biomedicine, Building, Business, Commerce, Computational Physics, Criminology, Design, Economics, Engineering, Entrepreneurship, Environmental Science, Fashion Design, Film and Television, Fine Art, Health Science, Human Movement, Information Technology, International Business, Law, Marketing, Mathematics, Media and Communication, Music Production, Nursing, Occupational Therapy, Politics, Philosophy & Economics (PPE), Psychology, Science, Sound Production and Visual Arts.

The vast majority of students (80%) elected to attend Victorian institutions, 16% enrolled interstate and 4% went to overseas universities in the UK (The University of Edinburgh and University College London), USA (New York University, Pennsylvania State University and Stanford University) and Bangkok. Of the places offered to students by tertiary institutions in Victoria, 27% came from The University of Melbourne, 18% came from Monash University, 18% came from RMIT University and 12% came from Deakin University. Of the students that elected to study at interstate institutions, the majority enrolled at the Australian National University (ANU) in Canberra and the University of New South Wales (UNSW) in Sydney.

The graph below indicates the percentage of Geelong Grammar School students enrolled in the various Fields of Study as classified by Australian institutions to describe courses and units of study.



8. PARENT, STUDENT AND TEACHER SATISFACTION WITH THE SCHOOL

In September 2019, the School engaged MMG Education to complete a series of research initiatives to assist in understanding parent, prospective parent and staff satisfaction and engagement. Having previously utilised the Independent Schools Victoria (ISV) LEAD School Effectiveness Survey, this was the first time the School had utilised MMG Education to measure school performance, which enabled more accurate benchmarking data to be established and compared to peer independent schools across Australia. The research findings informed Continuous Improvement Plans as well as boarding and enrolment strategies. Surveys included:

- **Staff Survey:** 80 respondents. Survey included boarding programme satisfaction, expectations met, net promoter score, loyalty, areas of high performance and areas for review.
- **Parent Survey:** 497 respondents. Survey included reasons for school choice and expectations met, areas of high performance and areas for review, overall satisfaction, net promoter score, boarding experience and loyalty rating.
- **Prospective Parent Survey:** 382 respondents. Survey included reason for school choice, academic programme, sports programme, cocurricular programme, enrolment process and experience satisfaction, communications review, areas of high performance and areas for review.

Since 2009, the School has conducted an annual online survey of Year 5 parents and students at our Toorak Campus. Parents are surveyed about student welfare, learning programmes, facilities/resources, pastoral care and staff, whilst students are surveyed about the school environment, learning programmes, pastoral care, staff, student leadership, co-curricular activities and sport. On a scale of 1 to 5, parents rated Toorak Campus highest for its modern learning facilities, its caring atmosphere and progressive teaching methods. On a scale of 1 to 5, students rated Toorak Campus highest for its co-curricular programme, safe and secure environment and for providing the same learning opportunities for boys and girls.

Year 5 Parents

	% Satisfied
Student Welfare	97.5
Learning Programmes	90.0
Facilities/Resources	97.5
Pastoral Care	95.0
Staff	100

Year 5 Students

	% Satisfied
School Environment	99.2
Learning Programmes	95.1
Pastoral Care	95.8
Staff	95.8
Student Leadership	98.6
Co-curricular Activities	98.6

9. SCHOOL INCOME/FINANCIAL INFORMATION

		Amount \$M
Income:	Net fees, charges and other income	82.09
	Commonwealth Recurrent Fund	7.38
	State Recurrent Funding	1.05
Expenses:	Staff and tuition expenses	-56.74
	Net operational expenses	-32.81
	Depreciation and Amortisation	-5.80
Result for year:		-4.83