



SCHOOL PERFORMANCE INFORMATION 2011

As part of the compliance requirements of the Australian Government's Schools Assistance Regulations 2009 (made under the Schools Assistance Act 2008), all schools are required to ensure that School Performance Information is made publicly available as stipulated by subsection 21 (2) of the Act.

1. Contextual Information about the School

Geelong Grammar School is independent Anglican co-educational boarding and day school. From its origins in 1855, the School has always had a distinctive character. 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 inspired by the philosophies of German educator Kurt Hahn. Timbertop provides the School's Year 9 students with a full school year living, working and studying in the Australian bush, where they connect to their personal strengths, develop confidence and learn the value of co-operative endeavour. The School became co-educational in the early 1970s, enabling boys and girls to live and learn alongside each other. In 2009 it introduced its revolutionary Positive Education programme. 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 cultivating positive emotions and character traits, 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. Explicit teaching is delivered in Year 7, Year 9 and Year 10 through specific Positive Psychology programmes written by the world's leading research psychologists and developed in collaboration with experienced classroom teachers.

Geelong Grammar School is Australia's largest co-educational boarding school. It has a non-selective enrolment policy and more than 1,500 students, including more than 800 boarders, who are supported by more than 350 staff members spread across five specialist campuses:

- **Bostock House, Newtown, Geelong**
3-year-old ELC to Year 4 – Day students
- **Toorak Campus, Melbourne**
3-year-old ELC to Year 6 – Day students
- **Middle School, Corio, Geelong**
Years 5 to 8 – Day, Day Boarding,
Weekly Boarding and Full Boarding students
- **Timbertop, near Mansfield**
Year 9 – Full Boarding students
- **Senior School, Corio, Geelong**
Years 10 to 12 – Day Boarding
and Full Boarding students

2011 Enrolment

	Day students : Boarders	Male : Female	Total
Bostock House	114 : 0	60 : 54	114
Toorak Campus	312 : 0	198 : 114	312
Middle School	155 : 110	161 : 104	265
Timbertop	0 : 224	126 : 98	224
Senior School	120 : 527	349 : 298	647
Total	701 : 861	894 : 668	1562

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). The academic results of our Year 12 students, 18.3% of whom were in the top 5% of students in Australia in 2011, are testament to the first class teaching and facilities at each of our five campuses.

2. Teacher standards and qualifications

	4 Year equivalent (VIT)	Masters	PHD	Total staff
Bostock House	13	2	0	13
Toorak Campus	40	4	0	40
Corio	106	31	5	106
Timbertop	25	5	0	25
Total	184	42	5	184
Percentage	100%	22.83%	2.70%	100%

3. Workforce composition

	Full-time	Part-time	Total
Teaching	146	38	184
Non-Teaching	117	70	187
Total	263	108	371

4. Student attendance

Average student attendance rate (%) for Bostock House

	Term 1	Term 2	Term 3	Term 4
Prep	99.7	99.6	99.8	99.8
Year 1	99.7	99.7	99.9	100
Year 2	99.6	99.7	99.8	99.6
Year 3	99.8	99.8	99.7	100
Year 4	99.7	100	99.9	99.7

Average student attendance rate (%) for Toorak

	Term 1	Term 2	Term 3	Term 4
Prep	98.9	97.9	98.4	98.2
Year 1	99.7	99.4	99.6	99.7
Year 2	99.6	99.0	99.2	98.9
Year 3	99.4	98.9	97.7	99.6
Year 4	99.4	99.7	99.7	98.3
Year 5	99.9	98.8	99.5	99.5
Year 6	99.2	99.8	99.5	99.7

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

	Term 1	Term 2	Term 3	Term 4
Year 5	96.5	95.9	95.6	97.3
Year 6	96.7	93.6	90.9	94.3
Year 7	97.1	95.9	95.7	94.8
Year 8	96.6	96.1	95.9	96.3

Average student attendance rate (%) for Timbertop

	Term 1	Term 2	Term 3	Term 4
Year 9	99.9	99.8	99.8	99.9

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

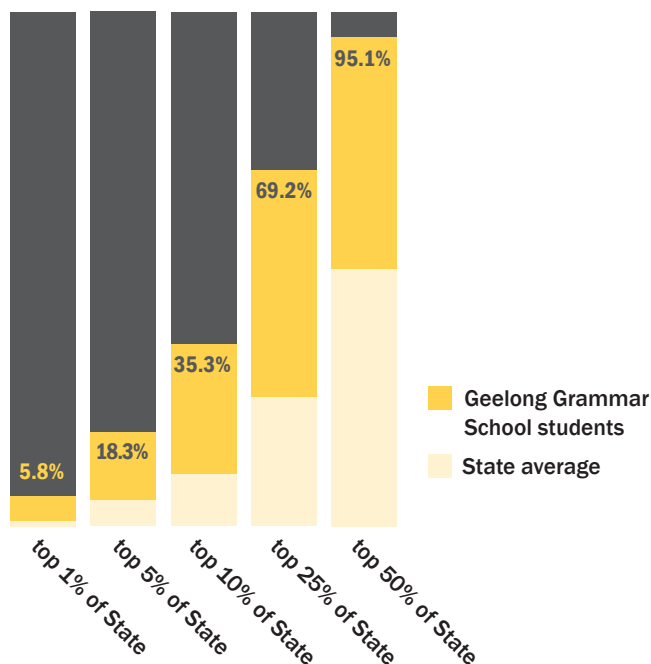
	Term 1	Term 2	Term 3	Term 4
Year 10	97.6	96.8	96.5	97.4
Year 11	97.4	96.1	96.6	96.3
Year 12	96.7	96.4	96.9	97.5

5. 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.

In 2011 there were 139 VCE candidates and 85 IB candidates. All 139 VCE candidates were successful in gaining their certificate (100% pass rate). There were six VCE study scores of 50 recorded by students in Chemistry, English, German, Literature and Music Investigation. Of the 85 IB candidates, 23 students (27%) achieved an IB score of 40 or above, placing them in the top 2% of students in Australia. 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 84.98, which means the top 50% of our students were in the top 15% of the State. The graph below highlights the percentage of 2011 Year 12 students who achieved ATAR scores that placed them in the top 1%, 5%, 10%, 25nd 50% of students in Victoria.

Australian Tertiary Admissions Rank (ATAR)



The table below indicates the percentage of Geelong Grammar School students in the top 5%, 10%, 25% and 50% of students in Victoria from 2002-2011.

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
top 5% of State	17.3	20.9	21.4	17.6	20.5	21.2	20.6	16.7	19.3	18.3
top 10% of State	36.9	38.2	33.8	35.2	37.3	33.3	34.5	30.9	32.8	35.3
top 25% of State	67.0	71.2	65.2	67.8	74.6	76.2	75.6	66.7	66.7	69.2
top 50% of State	93.3	93.7	90.0	91.5	95.2	95.8	97.1	93.6	95.3	95.1

6. 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 table below indicates the percentage of students who sat the NAPLAN tests in 2011.

	Year 3 Bostock	Year 3 Toorak	Year 5 Toorak	Year 5 Corio	Year 7 Corio	Year 9 Timbertop
% of students who sat the tests	100	100	100	100	100	100

The table below indicates the percentage of students who achieved National Minimum Standards (NMS) in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation), and Numeracy in 2011.

	Year 3 Bostock	Year 3 Toorak	Year 5 Toorak	Year 5 Corio	Year 7 Corio	Year 9 Timbertop
Reading	100	100	97	95	99	100
Writing	100	100	100	100	98	99
Spelling	100	100	92	100	97	98
Grammar and Punctuation	100	100	100	100	99	100
Numeracy	100	100	100	100	100	100

The table below indicates the percentage of students who sat the NAPLAN tests in 2010.

	Year 3 Bostock	Year 3 Toorak	Year 5 Toorak	Year 5 Corio	Year 7 Corio	Year 9 Timbertop
% of students who sat the tests	100	86	96	93	93	98

The table below indicates the percentage of students who achieved National Minimum Standards (NMS) in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation), and Numeracy in 2010.

	Year 3 Bostock	Year 3 Toorak	Year 5 Toorak	Year 5 Corio	Year 7 Corio	Year 9 Timbertop
Reading	100	100	100	92	99	100
Writing	100	100	100	100	96	99
Spelling	100	100	92	100	97	97
Grammar and Punctuation	100	100	100	100	95	100
Numeracy	100	100	100	100	100	100

The table below indicates the percentage of students who sat the NAPLAN tests in 2009.

	Year 3 Bostock	Year 3 Toorak	Year 5 Toorak	Year 5 Corio	Year 7 Corio	Year 9 Timbertop
% of students who sat the tests	91	92	91	100	94	100

The table below indicates the percentage of students who achieved National Minimum Standards (NMS) in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation), and Numeracy in 2009.

	Year 3 Bostock	Year 3 Toorak	Year 5 Toorak	Year 5 Corio	Year 7 Corio	Year 9 Timbertop
Reading	100	100	100	90	99	100
Writing	100	100	100	90	97	98
Spelling	100	100	100	97	99	96
Grammar and Punctuation	100	100	100	97	99	99
Numeracy	100	98	100	97	100	100

7. Parent, student and teacher satisfaction with the School

Parents

Parents of Year 5 students at Toorak Campus were surveyed via an online survey about student welfare, learning programmes, facilities/resources, pastoral care and staff. On a scale of 1 to 5, parents rated Toorak Campus highest for its safe and secure learning environment, for its modern learning facilities, and for its caring atmosphere.

	% Satisfied
Student Welfare	98.0
Learning Programmes	95.4
Facilities/Resources	98.0
Pastoral Care	94.2
Staff	98.7

Parents of Year 9 students at Timbertop were surveyed via an online survey about the school environment, learning programmes, outdoor education, pastoral care and staff. On a scale of 1 to 5, parents rated Timbertop highest for bringing out the best in each child, for developing life skills and for its vigorous Outdoor Education programme.

	% Satisfied
School Environment	98.3
Learning Programmes	96.9
Outdoor Education	99.0
Pastoral Care	97.4
Staff	96.6

Students

Year 5 students at Toorak Campus were surveyed via an online survey about the school environment, learning programmes, pastoral care, staff, student leadership, co-curricular activities and sport. On a scale of 1 to 5, students rated Toorak Campus highest for teaching leadership skills, for its fun and broad co-curricular programme, and for providing a safe and secure learning environment.

	% Satisfied
School Environment	100
Learning Programmes	98.5
Pastoral Care	97.0
Staff	97.5
Student Leadership	100
Co-curricular Activities	97.6

Year 9 students at Timbertop were surveyed via a four-page survey of their experiences at Timbertop, providing feedback on a range of issues, including the school environment, learning programmes, pastoral care, staff, student wellbeing and student leadership. On a scale of 1 to 5, students rated Timbertop highest for its busy and action-packed environment, for providing equal learning opportunities for both boys and girls, and teaching leadership skills.

	% Satisfied
School Environment	98.3
Learning Programmes	95.5
Pastoral Care	96.6
Staff	96.3
Student Wellbeing	98.2
Student Leadership	97.6

Staff

A Staff Opinion Survey was undertaken by all staff at each campus during 2011. The data within the table below is expressed as a percentage of the total of all teaching staff at Geelong Grammar School who rated statements on each scale as "agree" to "strongly agree". Items within each scale were positive statements about the work environment. Agreement was regarded as an indicator of the level of satisfaction with the statements used to assess each work dimension.

	% staff satisfaction at Bostock/Corio/Timbertop/Toorak
Morale	93.45
Leadership Support	86.54
Peer Support	90.21
Goal Congruence	90.97
Professional Development	71.70

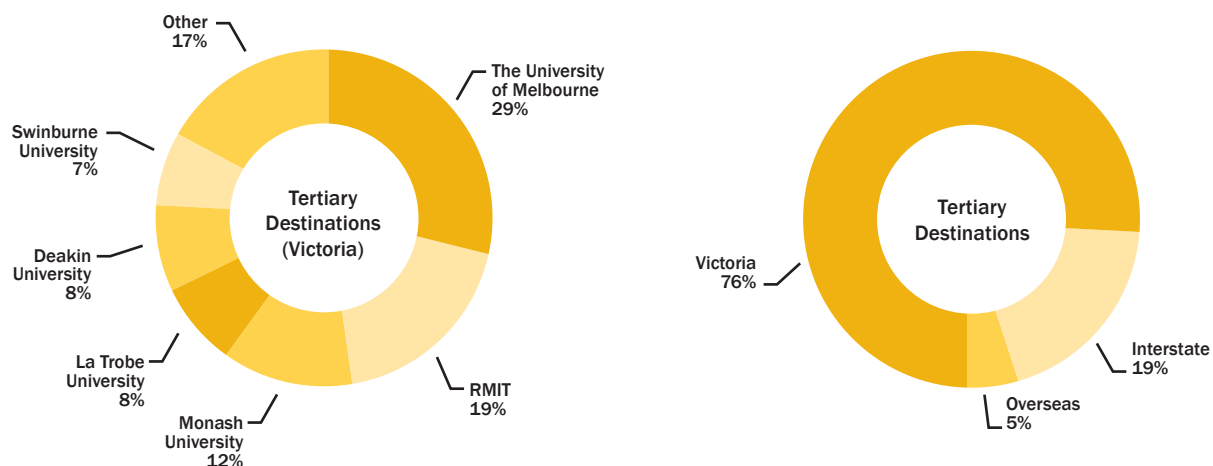
8. Post-school destinations

90% of 2011 Year 12 students have undertaken tertiary education, 5% of students were employed full-time, leaving 5% of students whose whereabouts and intentions were unknown. Of the students progressing to further education:

- 98% of students have undertaken further study at higher education institutions (universities and similar higher education providers)
- 2% of students have undertaken vocational or trade training, including Technical and Further Education (TAFE) certificates, diplomas and associate degrees

	2006	2007	2008	2009	2010	2011
% of students undertaking tertiary education	93	94	90	93	89	90
% of students studying within Victoria	83	80	80	77	75	76
% of students studying interstate	14	15	16	18	23	19
% of students studying overseas	3	5	4	5	2	5

Students have undertaken further study in an incredibly diverse range of fields, including Advertising, Architecture, Biomedicine, Building, Criminology, Design, Economics, Engineering, Environmental Science, Information Technology, International Studies, Law, Marketing, Media Studies, Medicine, Nursing, Philosophy, Physiotherapy, Psychology, Science, Teaching, Textile Design, Tourism Management, Visual Communication and Veterinary Bioscience.



Of the students offered places in tertiary institutions, 29% came from the University of Melbourne, 19% from RMIT, and 12% from Monash University. A number of students elected to study at interstate and overseas institutions, with the Australian National University (ANU) in Canberra and the University of Sydney the most popular interstate institutions.

9. School Income/Financial Information

		Amount \$M
Income:	Net fees, charges and other income	58.35
	Commonwealth Recurrent Fund	4.83
	Commonwealth Building Fund (BER)	0.24
	State Recurrent Funding	0.87
Expenses:	Staff and tuition expenses	-39.01
	Net operational expenses	-17.36
	Depreciation and Amortisation	-4.26
Result for year:		3.66
Represented by:	Capital projects (incl. BER funding)	5.14
Abnormal items:	Abnormal expenses due to low government bond rate and prevailing market conditions	-1.29
Operating Surplus:	(excluding abnormal expenses)	-0.19

Stephen Meek
Principal
June 2012