



**GEELONG GRAMMAR SCHOOL®**  
EXCEPTIONAL EDUCATION

# SCHOOL PERFORMANCE INFORMATION 2012

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 an 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 transformational 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 social and emotional wellbeing, 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 Years 7, 8, 9 and 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

## 2012 ENROLMENT

	Day students : Boarders	Male : Female	Total
Bostock House	123 : 0	64 : 59	123
Toorak Campus	339 : 0	218 : 129	339
Middle School	160 : 87	151 : 96	247
Timbertop	0 : 227	125 : 102	227
Senior School	119 : 523	351 : 291	642
<b>Total</b>	<b>741 : 837</b>	<b>909 : 669</b>	<b>1578</b>

## 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, 15.5% of whom were in the top 5% of students in Australia in 2012, 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	3	0	13
Toorak Campus	39	3	0	39
Corio	103	30	4	103
Timbertop	24	3	0	24
Total	179	39	4	179
Percentage	100%	21.79%	2.23%	100%

## 3. WORKFORCE COMPOSITION

	Full-time	Part-time	Total
Teaching	143	36	179
Non-Teaching	126	79	205
Total	269	115	384

## 4. STUDENT ATTENDANCE

Average student attendance rate (%) for Bostock House

	Term 1	Term 2	Term 3	Term 4
Prep	96.7	95.6	96.8	97.4
Year 1	97.3	96.3	96.7	96.1
Year 2	97.6	97.5	97.0	96.4
Year 3	96.1	96.0	98.3	95.5
Year 4	96.3	94.8	97.1	96.2

Average student attendance rate (%) for Toorak

	Term 1	Term 2	Term 3	Term 4
Prep	97.2	96.0	96.0	96.7
Year 1	96.4	94.4	93.3	95.2
Year 2	95.8	95.5	95.7	98.0
Year 3	96.8	96.9	96.6	97.6
Year 4	97.3	97.5	97.0	98.0
Year 5	93.0	95.6	95.9	97.7
Year 6	96.6	95.7	94.3	95.9

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

	Term 1	Term 2	Term 3	Term 4
Year 5	87.9	94.4	95.6	92.6
Year 6	88.6	95.1	94.9	91.7
Year 7	87.6	94.9	96.0	93.4
Year 8	87.5	96.9	93.5	85.4

Average student attendance rate (%) for Timbertop

	Term 1	Term 2	Term 3	Term 4
Year 9	94.5	93.0	90.9	90.1

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

	Term 1	Term 2	Term 3	Term 4
Year 10	90.2	94.9	93.5	93.4
Year 11	95.1	95.2	92.8	96.6
Year 12	95.1	95.5	94.2	91.5

## 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 table below indicates the percentage of students who sat the NAPLAN tests in 2012.

	Year 3 Bostock	Year 3 Toorak	Year 5 Toorak	Year 5 Corio	Year 7 Corio	Year 9 Timbertop
<b>% of students who sat the tests</b>	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 2012.

	Year 3 Bostock	Year 3 Toorak	Year 5 Toorak	Year 5 Corio	Year 7 Corio	Year 9 Timbertop
<b>Reading</b>	100	100	100	95	95	99
<b>Writing</b>	100	100	100	100	100	96
<b>Spelling</b>	100	100	100	100	95	96
<b>Grammar and Punctuation</b>	100	100	97	97	100	98
<b>Numeracy</b>	100	100	100	100	100	99

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
<b>% of students who sat the tests</b>	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
<b>Reading</b>	100	100	97	95	99	100
<b>Writing</b>	100	100	100	100	98	99
<b>Spelling</b>	100	100	92	100	97	98
<b>Grammar and Punctuation</b>	100	100	100	100	99	100
<b>Numeracy</b>	100	100	100	100	100	100

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

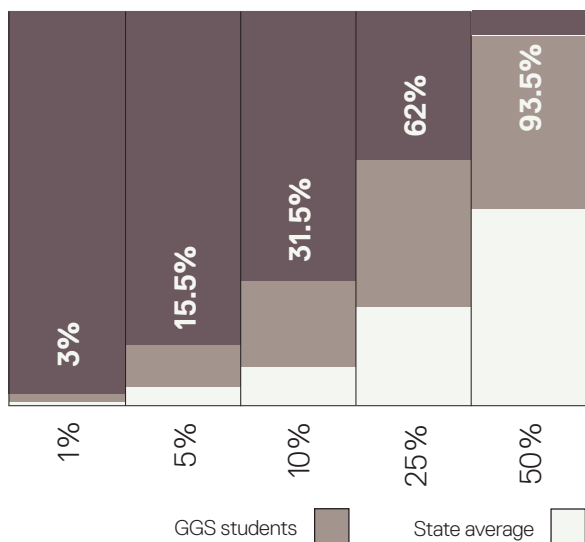
	Year 3 Bostock	Year 3 Toorak	Year 5 Toorak	Year 5 Corio	Year 7 Corio	Year 9 Timbertop
<b>% of students who sat the tests</b>	100	86	96	93	93	98

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
<b>Reading</b>	100	100	100	92	99	100
<b>Writing</b>	100	100	100	100	96	99
<b>Spelling</b>	100	100	92	100	97	97
<b>Grammar and Punctuation</b>	100	100	100	100	95	100
<b>Numeracy</b>	100	100	100	100	100	100

## 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 opposite highlights the percentage of Geelong Grammar School students who achieved ATAR scores that placed them in the top 1%, 5%, 25% and 50% of students in Victoria

In 2012 there were 150 VCE candidates and 51 IB candidates. All 201 students were successful in gaining their certificate or diploma (100% pass rate). There were four perfect VCE study scores of 50 recorded by students in Further Mathematics (2), German and Studio Arts. Of the 51 IB candidates, 14 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 81.05, which means the top 50% of our students were in the top 19% of the State. The graph below highlights the percentage of 2012 Year 12 students who achieved ATAR scores that placed them in the top 1%, 5%, 10%, 25% and 50% of students in Victoria.

The table below indicates the percentage of Geelong Grammar School students in the top 5%, 10%, 25% and 50% of students in Victoria from 2003-2012.

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
top 5% of State	20.9	21.4	17.6	20.5	21.2	20.6	16.7	19.3	18.3	15.5
top 10% of State	38.2	33.8	35.2	37.3	33.3	34.5	30.9	32.8	35.3	31.5
top 25% of State	71.2	65.2	67.8	74.6	76.2	75.6	66.7	66.7	69.2	62.0
top 50% of State	93.7	90.0	91.5	95.2	95.8	97.1	93.6	95.3	95.1	93.5

## 7. POST-SCHOOL DESTINATIONS

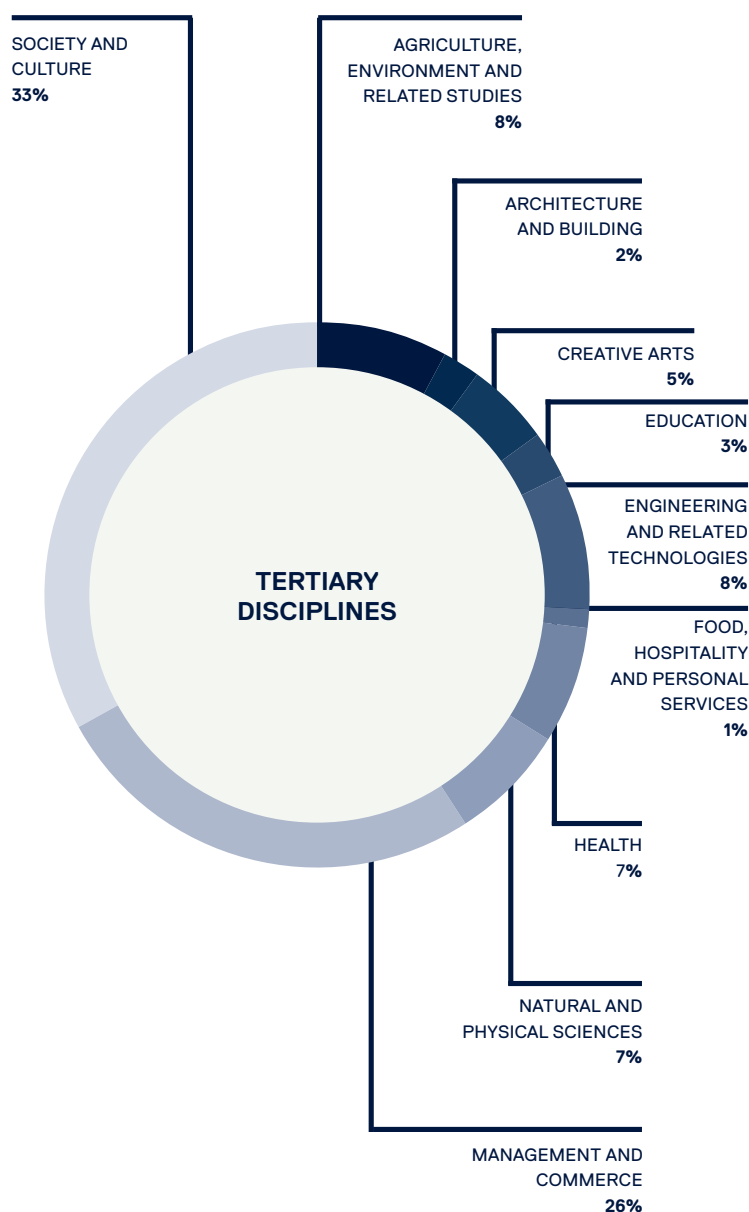
95% of 2012 Year 12 students have undertaken tertiary education, 2.5% of students were employed full-time, leaving 2.5% of students whose whereabouts and intentions were unknown. Of the students progressing to further education:

- 90% of students have undertaken further study at higher education institutions (universities and similar higher education providers)
- 10% of students have undertaken vocational or trade training, including Technical and Further Education (TAFE) certificates, diplomas and associate degrees

	2007	2008	2009	2010	2011	2012
% of students undertaking tertiary education	94	90	93	89	90	95
% of students studying within Victoria	80	80	77	75	76	73
% of students studying interstate	15	16	18	23	19	23
% of students studying overseas	5	4	5	2	5	4

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.

The vast majority of students (73%) elected to attend Victorian institutions, 23% enrolled interstate and 4% of students went to overseas universities, including Cambridge, Oxford, Georgia Tech in Atlanta and the University College London. Of the students offered places in tertiary institutions in Victoria, 27% came from RMIT University, 23% from the University of Melbourne, 15% from Deakin University and 9% from Monash University. Of the students that elected to study at interstate institutions, the number who enrolled at the Australian National University (ANU) in Canberra and the University of Sydney rose significantly on previous years.



## 8. 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 modern learning facilities, its caring atmosphere, and safe and secure learning environment.

	% Satisfied
Student Welfare	97.1
Learning Programmes	91.4
Facilities/Resources	96.4
Pastoral Care	96.4
Staff	92.8

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 its vigorous Outdoor Education programme, for developing life skills and encouraging community service.

	% Satisfied
School Environment	97.2
Learning Programmes	96.9
Outdoor Education	100
Pastoral Care	91.7
Staff	96.9

### 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 supporting students with learning difficulties, its good reputation in the community and access to teaching staff.

	% Satisfied
School Environment	96.9
Learning Programmes	93.2
Pastoral Care	97.0
Staff	94.3
Student Leadership	96.0
Co-curricular Activities	91.3

### STAFF

A Staff Opinion Survey was undertaken by all staff at each campus during 2012. 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	84.71
Leadership Support	83.41
Peer Support	86.07
Goal Congruence	89.13
Professional Development	69.23
Working Together	83.79
Fairness	77.19
Working Environment	86.55

## 9. SCHOOL INCOME/FINANCIAL INFORMATION

		Amount \$M
<b>Income:</b>	Net fees, charges and other income	61.20
	Commonwealth Recurrent Fund	5.10
	Commonwealth Building Fund (BER)	0.05
	State Recurrent Funding	0.95
<b>Expenses:</b>	Staff and tuition expenses	-39.79
	Net operational expenses	-19.15
	Depreciation and Amortisation	-4.51
<b>Result for year:</b>		3.85
<b>Applied to:</b>	Capital projects (incl. BER funding)	5.14
<b>Abnormal items:</b>	Abnormal expenses due to prevailing market conditions	-0.23
<b>Net result:</b>	(excluding abnormal expenses)	-1.06

Stephen Meek  
Principal

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