



SCHOOL PERFORMANCE INFORMATION 2014

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 four 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

2014 ENROLMENT

	Day students : Boarders	Male : Female	Total
Bostock House	92 : 0	43 : 49	92
Toorak Campus	297 : 0	202 : 95	297
Middle School	148 : 124	167 : 105	272
Timbertop	0 : 218	119 : 99	218
Senior School	129 : 512	364 : 277	641
Total	666 : 854	895 : 625	1520

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, 17.9% of whom were in the top 5% of students in Australia in 2014, 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	37	6	0	37
Corio	110	29	5	110
Timbertop	25	6	0	25
Total	185	43	5	185
Percentage	100%	23.2%	2.7%	100%

3. WORKFORCE COMPOSITION

	Full-time	Part-time	Total
Teaching	145	40	185
Non-Teaching	122	69	191
Total	267	109	376

4. STUDENT ATTENDANCE

Average student attendance rate (%) for Bostock House

	Term 1	Term 2	Term 3	Term 4
Prep	96.7	96.8	97.9	95.4
Year 1	98.2	98.5	96.4	97.3
Year 2	98.4	97.8	96.2	98.0
Year 3	98.6	97.1	96.4	97.0
Year 4	97.9	96.9	97.6	95.0

Average student attendance rate (%) for Toorak

	Term 1	Term 2	Term 3	Term 4
Prep	97.0	96.1	96.2	96.2
Year 1	97.5	96.6	94.2	95.3
Year 2	97.3	97.7	96.4	96.0
Year 3	95.7	95.5	92.7	94.4
Year 4	96.2	95.6	94.2	94.7
Year 5	97.0	97.3	92.9	97.8
Year 6	97.4	96.9	95.7	97.5

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

	Term 1	Term 2	Term 3	Term 4
Year 5	98.0	96.4	99.6	94.7
Year 6	97.3	95.6	99.8	95.9
Year 7	98.6	96.9	99.7	96.6
Year 8	87.5	95.8	99.5	94.9

Average student attendance rate (%) for Timbertop

	Term 1	Term 2	Term 3	Term 4
Year 9	99.2	98.6	98.2	98.2

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

	Term 1	Term 2	Term 3	Term 4
Year 10	98.5	97.9	97.6	99.5
Year 11	97.8	97.6	97.7	99.4
Year 12	98.0	97.7	99.8	99.7

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 2014.

	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	95	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 2014.

	Year 3	Year 5	Year 7	Year 9
Reading	100	95	99	100
Persuasive Writing	96	98	95	96
Spelling	100	100	100	99
Grammar and Punctuation	100	96	100	99
Numeracy	100	96	100	100

The table below indicates the percentage of students who sat the NAPLAN tests in 2013.

	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	94	94	94	96

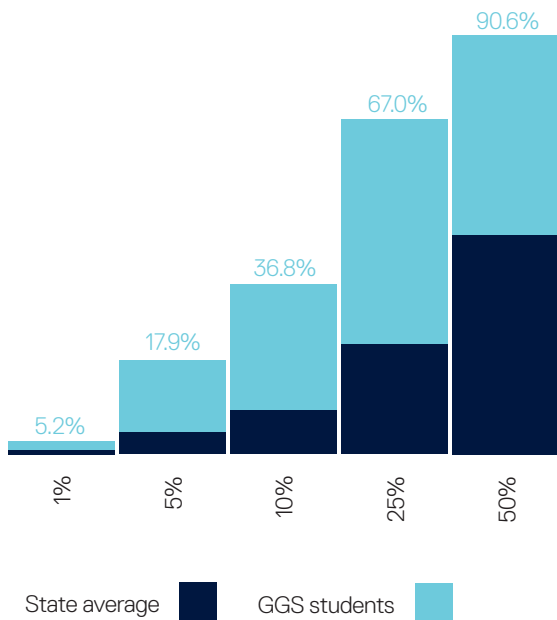
The table below indicates the percentage of students who achieved National Minimum Standards (NMS) in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation), and Numeracy in 2013.

	Year 3	Year 5	Year 7	Year 9
Reading	100	100	98	100
Persuasive Writing	100	100	98	100
Spelling	100	100	98	97
Grammar and Punctuation	100	100	98	98
Numeracy	100	98	100	100

More information about the School's NAPLAN results is available on the My School website.

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 above 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 2014, there were 164 VCE candidates and 48 IB candidates. All 164 VCE candidates were successful in gaining their certificate (100% pass rate). There were three perfect VCE study scores of 50 in Further Mathematics (2) and Product Design and Technology (Textiles). In the IB, students must complete assessment in six academic subjects which are graded on a scale of 1 to 7. 28 of the School's 48 IB students achieved at least one maximum study score of 7. 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. 41 VCE students (25%) achieved an ATAR score of 90 or above, placing them in the top 10% of the State. Nine IB students achieved an ATAR score in the top 1% of Victoria, whilst 26 IB students (54%) were in the top 5%. When combined, the School's median ATAR was 83.40, which means that the top 50% of our students were in the top 16.5% 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 2005-2014.

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
top 5% of State	17.6	20.5	21.2	20.6	16.7	19.3	18.3	15.5	21.4	17.9
top 10% of State	35.2	37.3	33.3	34.5	30.9	32.8	35.3	31.5	38.8	36.8
top 25% of State	67.8	74.6	76.2	75.6	66.7	66.7	69.2	62.0	76.7	67.0
top 50% of State	91.5	95.2	95.8	97.1	93.6	95.3	95.1	93.5	95.6	90.6

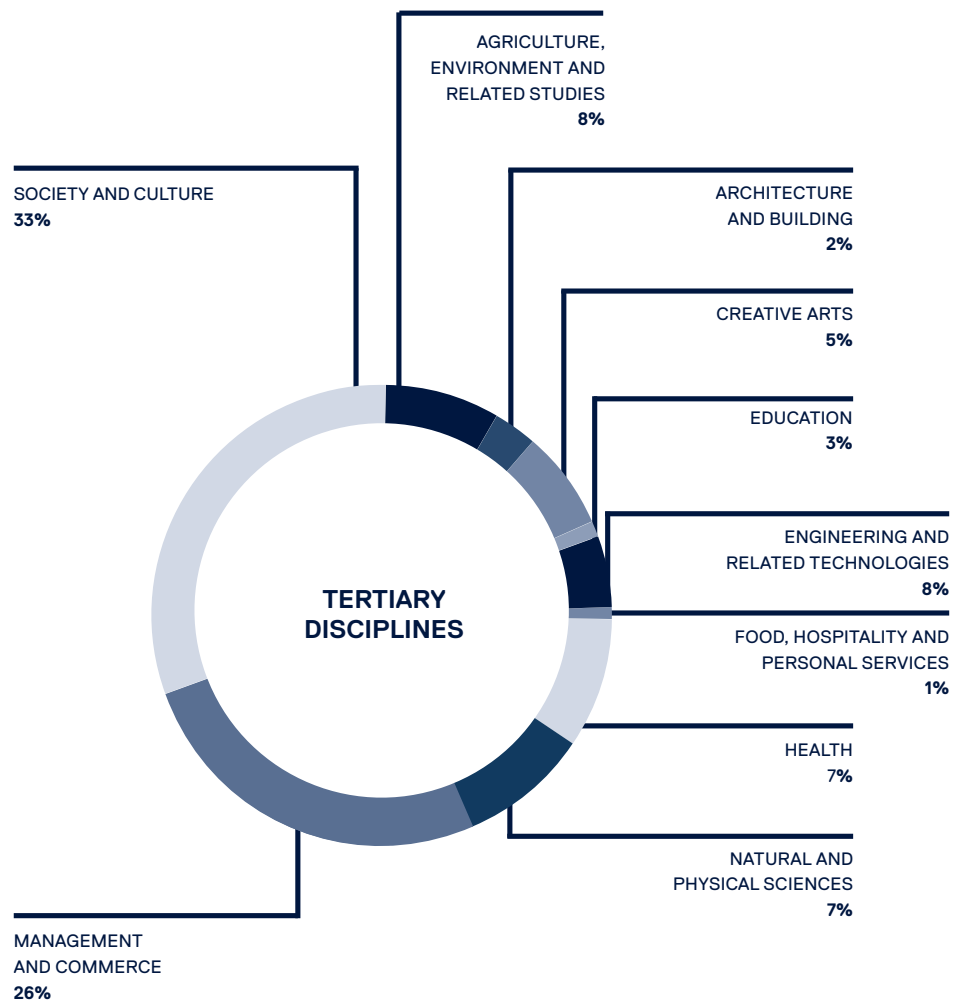
7. POST-SCHOOL DESTINATIONS

95% of 2014 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:

	2009	2010	2011	2012	2013	2014
% of students undertaking tertiary education	93	89	90	95	96	95
% of students studying within Victoria	77	75	76	73	75	81
% of students studying interstate	18	23	19	23	18	15
% of students studying overseas	5	2	5	4	7	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 (81%) elected to attend Victorian institutions, 15% enrolled interstate and 4% went to overseas universities, including New York University, Pennsylvania State University and Princeton in the United States, University of British Columbia in Canada, University of Kent in the United Kingdom and Nuova Accademia di Belle Arti (NABA) in Italy. Of the students offered places in tertiary institutions in Victoria, 41% came from The University of Melbourne, 17% came from Monash University, 16% came from RMIT University and 10% came from Deakin University. Of the students that elected to study at interstate institutions, the overwhelming majority enrolled at the Australian National University (ANU) in Canberra and The University of Sydney, with students also attending The University of Queensland, The University of Western Australia and University of Technology Sydney (UTS).



8. PARENT, STUDENT AND TEACHER SATISFACTION WITH THE SCHOOL

Year 5 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	97.3
Learning Programmes	96.0
Facilities/Resources	100
Pastoral Care	89.6
Staff	88.9

Year 5 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	96.5
Learning Programmes	92.7
Pastoral Care	91.3
Staff	93.9
Student Leadership	92.7
Co-curricular Activities	91.3

Year 9 Parents

Parents of Year 9 students at Timbertop 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 Timbertop highest for bringing out the best in each child, developing interpersonal and life skills.

	% Satisfied
Student Welfare	98.9
Learning Programmes	93.2
Facilities/Resources	98.9
Pastoral Care	91.1
Staff	97.2

Year 9 Students

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	97.6
Learning Programmes	97.1
Outdoor Education	97.7
Pastoral Care	95.3
Staff	95.3

STAFF

A Staff Opinion Survey was undertaken by all staff at each campus during 2013. 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	83.5
Leadership Support	83.0
Peer Support	81.8
Goal Congruence	76.5
Professional Development	78.2
Working Together	81.4
Fairness	80.3
Working Environment	89.1

9. SCHOOL INCOME/FINANCIAL INFORMATION

		Amount \$M
Income:	Net fees, charges and other income	71.98
	Commonwealth Recurrent Fund	5.77
	State Recurrent Funding	0.89
Expenses:	Staff and tuition expenses	-43.48
	Net operational expenses	-22.92
	Depreciation and Amortisation	-5.04
Result for year:		7.22
Applied to:	Capital projects	5.51

Stephen Meek
Principal
July 2015