



SCHOOL PERFORMANCE INFORMATION 2015

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. In 2015, it opened its School for Performing Arts and Creative Education (The SPACE), which acts as a catalyst for the School's development of creativity and innovation across all areas of the curriculum, as well as providing a focal point for the Performing Arts. 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 900 boarders, who are supported by more than 380 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

2015 ENROLMENT

	Day students : Boarders	Male : Female	Total
Bostock House	107 : 0	57 : 50	107
Toorak Campus	309 : 0	205 : 104	309
Middle School	130 : 139	155 : 114	269
Timbertop	0 : 237	135 : 102	237
Senior School	115 : 540	357 : 298	655
Total	546 : 916	909 : 668	1577

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 2015 Year 12 students, with 82 students (38.7%) achieving an Australian Tertiary Admissions Rank (ATAR) of 90 or above (top 10%), are testament to the first class teaching and facilities at each of our four campuses.

2. TEACHER STANDARDS AND QUALIFICATIONS

	4 Year equivalent (VIT)	Masters	PHD	Total staff
Bostock House	13	2	0	13
Toorak Campus	40	6	0	40
Corio	112	30	5	112
Timbertop	26	9	0	26
Total	191	47	5	191
Percentage	100%	24.6%	2.6%	100%

3. WORKFORCE COMPOSITION

	Full-time	Part-time	Total
Teaching	148	43	191
Non-Teaching	125	70	195
Total	273	113	386

4. STUDENT ATTENDANCE

Average student attendance rate (%) for Bostock House

	Term 1	Term 2	Term 3	Term 4
Prep	97.9	98.1	95.4	97.9
Year 1	97.3	94.0	96.1	97.7
Year 2	97.8	97.9	94.6	96.8
Year 3	99.0	99.1	96.4	98.4
Year 4	98.0	98.1	95.9	96.9

Average student attendance rate (%) for Toorak

	Term 1	Term 2	Term 3	Term 4
Prep	97.9	96.9	95.8	97.9
Year 1	95.2	95.2	94.9	96.2
Year 2	96.5	96.2	95.1	96.3
Year 3	97.1	97.2	95.1	96.0
Year 4	94.1	94.1	89.9	90.8
Year 5	98.1	95.9	95.5	96.7
Year 6	96.6	97.3	93.2	95.8

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

	Term 1	Term 2	Term 3	Term 4
Year 5	97.2	97.1	93.4	94.6
Year 6	93.8	95.9	94.9	94.5
Year 7	98.1	96.7	93.0	94.5
Year 8	97.9	97.4	94.1	94.3

Average student attendance rate (%) for Timbertop

	Term 1	Term 2	Term 3	Term 4
Year 9	97.9	99.0	92.6	96.0

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

	Term 1	Term 2	Term 3	Term 4
Year 10	98.9	96.4	94.8	96.4
Year 11	97.9	96.6	93.4	97.2
Year 12	98.0	97.3	96.2	98.9

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 2015.

	Year 3	Year 5	Year 7	Year 9
% of students who sat the tests	96	98	98	99

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 2015.

	Year 3	Year 5	Year 7	Year 9
Reading	100	100	100	99
Persuasive Writing	100	100	100	92
Spelling	100	100	96	97
Grammar and Punctuation	100	100	98	97
Numeracy	100	100	100	100

The table below indicates the percentage of students who sat the NAPLAN tests in 2014.

	Year 3	Year 5	Year 7	Year 9
% of students who sat the tests	100	100	95	100

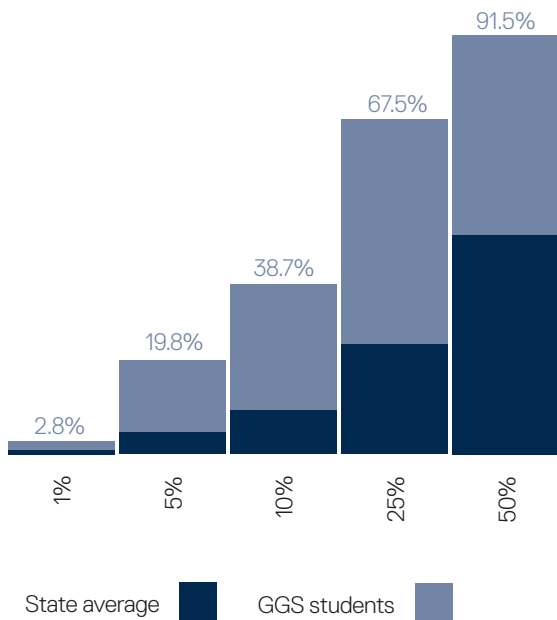
The table below indicates the percentage of students who achieved National Minimum Standards (NMS) in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation), and Numeracy in 2014.

	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

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%, 10%, 25% and 50% of students in Victoria

In 2015, there were 157 VCE candidates and 57 IB candidates. All 157 VCE candidates were successful in gaining their certificate (100% pass rate). There were three perfect VCE study scores of 50 in Business Management (2) and Economics. In the IB, students must complete assessment in six academic subjects which are graded on a scale of 1 to 7. 32 of the School's 57 IB students achieved at least one maximum study score of 7, achieving a total of 64 scores of 7 between them. 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 86.15, which means that the top 50% of our students were in the top 13.85% 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 2006-2015.

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Top 5% of State	20.5	21.2	20.6	16.7	19.3	18.3	15.5	21.4	17.9	19.8
Top 10% of State	37.3	33.3	34.5	30.9	32.8	35.3	31.5	38.8	36.8	38.7
Top 25% of State	74.6	76.2	75.6	66.7	66.7	69.2	62.0	76.7	67.0	67.5
Top 50% of State	95.2	95.8	97.1	93.6	95.3	95.1	93.5	95.6	90.6	91.5

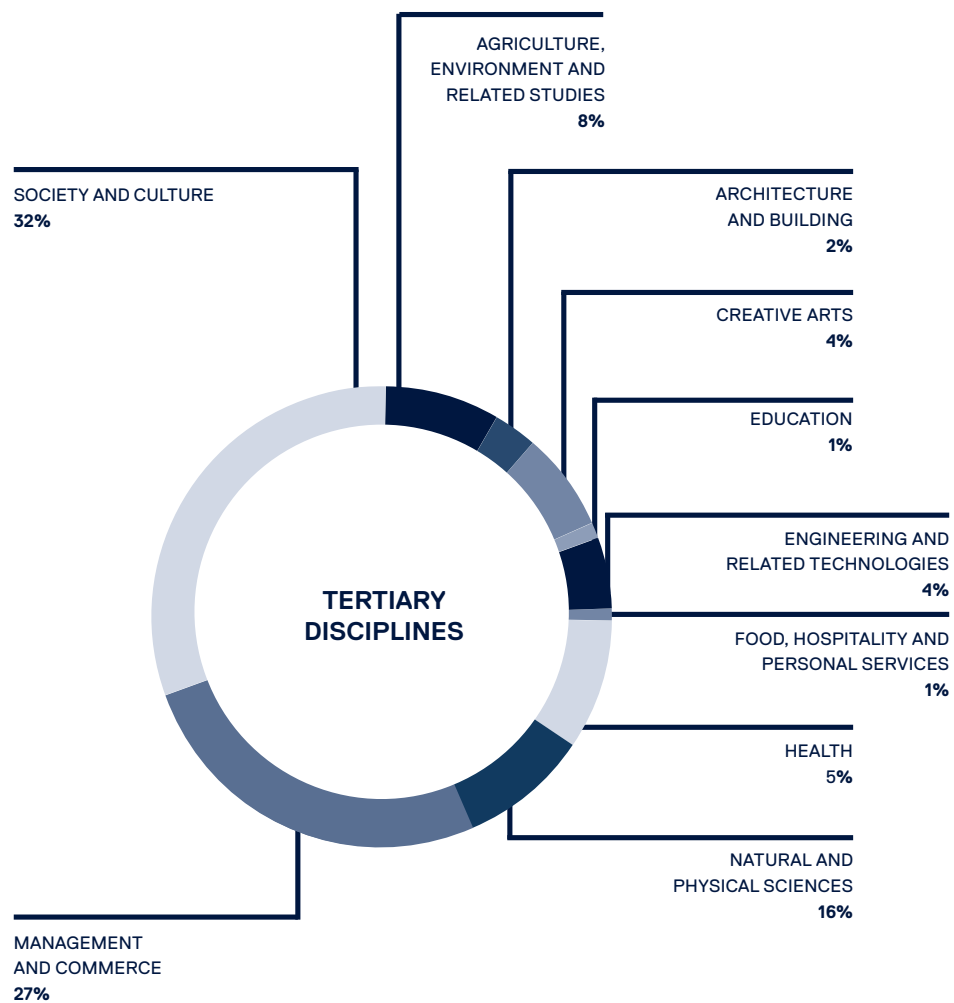
7. POST-SCHOOL DESTINATIONS

93.5% of 2015 Year 12 students have undertaken tertiary education, 1.8% of students were employed full-time, leaving 4.6% of students whose intentions were undecided or unknown. Of the students progressing to further education:

	2010	2011	2012	2013	2014	2015
% of students undertaking tertiary education	89	90	95	96	95	93
% of students studying within Victoria	75	76	73	75	81	72
% of students studying interstate	23	19	23	18	15	24
% of students studying overseas	2	5	4	7	4	4

Students have undertaken further study in an incredibly diverse range of fields, including Agriculture, Biomedicine, Building, Criminology, Design, Economics, Engineering, Environmental Science, Fashion, Film & Television, 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 (72%) elected to attend Victorian institutions, 24% enrolled interstate and 4% went to overseas universities, including Oxford University, the London School of Economics and Political Science (LSW), King's College London, the flagship Berkeley campus of the University of California, Claremont McKenna College and the University of Texas. Of the places offered to students by tertiary institutions in Victoria, 41% came from The University of Melbourne, 21% came from RMIT University, 9% came from Monash University and 6% 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. Students studying interstate enrolled in an incredibly diverse range of institutions across five different states of Australia, from Curtin University in Perth to James Cook University in Townsville.



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 for fostering an appreciation of art and music.

	% Satisfied
Student Welfare	92.4
Learning Programmes	98.5
Facilities/Resources	98.9
Pastoral Care	90.4
Staff	100

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 its good reputation in the community, its technology-rich environment and for teaching leadership skills.

	% Satisfied
School Environment	98.3
Learning Programmes	98.3
Pastoral Care	93.8
Staff	97.9
Student Leadership	98.7
Co-curricular Activities	95.8

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

	% Satisfied
Student Welfare	97.3
Learning Programmes	94.5
Facilities/Resources	95.3
Pastoral Care	97.2
Staff	97.8

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, students rated Timbertop highest for its busy and action-packed environment, for encouraging community service and providing equal learning opportunities to boys and girls.

	% Satisfied
School Environment	94.4
Learning Programmes	93.0
Outdoor Education	94.6
Pastoral Care	91.8
Staff	89.6

STAFF

A Staff Opinion Survey was undertaken by all staff at each campus during 2015. 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	79.2
Leadership Support	81.3
Peer Support	74.6
Goal Congruence	74.4
Professional Development	75.8
Working Together	78.4
Fairness	74.5
Working Environment	88.7

9. SCHOOL INCOME/FINANCIAL INFORMATION

		Amount \$M
Income:	Net fees, charges and other income	72.07
	Commonwealth Recurrent Fund	6.25
	State Recurrent Funding	0.93
Expenses:	Staff and tuition expenses	-45.26
	Net operational expenses	-21.11
	Depreciation and Amortisation	-5.15
Result for year:		7.73
Applied to:	Capital projects	5.77

Stephen Meek
Principal

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