

SCHOOL PERFORMANCE INFORMATION 2020

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

2020 ENROLMENT

Enrolment data as at start of Term 1, 2020:

	Day students : Boarders	Male : Female	Total
Bostock House	111 : 0	64 : 47	111
Toorak Campus	341 : 0	202 : 139	341
Middle School	149 : 125	151 : 123	274
Timbertop	0 : 238	120 : 118	238
Senior School	141 : 496	340 : 297	637
Total	742 : 859	877 : 724	1601

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.

2. TEACHER STANDARDS AND QUALIFICATIONS

	4 Year equivalent (VIT)	Masters	PHD	Total staff
Bostock House	14	5	0	14
Toorak Campus	41	7	0	45
Corio	120	41	3	120
Timbertop	31	8	0	29
Total	206	61	3	206
Percentage	100%	29.7%	1.5%	100%

3. WORKFORCE COMPOSITION

	Full-time	Part-time	Total
Teaching	161	45	206
Non-Teaching	125	89	214
Total	286	134	420

4. STUDENT ATTENDANCE

Average student attendance rate (%) for Bostock House

	Term 1	Term 2	Term 3	Term 4
Prep	86.8	96.2	98.2	96.1
Year 1	93.9	90.4	92.8	94.2
Year 2	94.9	97.3	96.6	95.9
Year 3	92.1	93.3	94.1	96.4
Year 4	92.0	95.3	96.6	94.3

Average student attendance rate (%) for Toorak

	Term 1	Term 2	Term 3	Term 4
Prep	78.6	90.7	98.4	96.2
Year 1	87.5	95.9	98.1	94.6
Year 2	86.5	94.3	96.6	94.8
Year 3	81.2	95.2	95.4	93.2
Year 4	83.5	97.3	96.9	95.5
Year 5	89.7	96.1	98.3	95.6
Year 6	87.9	95.5	93.2	96.7

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

	Term 1	Term 2	Term 3	Term 4
Year 5	93.7	95.5	96.0	96.1
Year 6	93.4	95.2	96.1	94.6
Year 7	90.6	91.0	89.7	92.9
Year 8	90.9	85.8	87.3	93.1

Average student attendance rate (%) for Timbertop

	Term 1	Term 2	Term 3	Term 4
Year 9	96.3	86.4	95.5	98.4

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

	Term 1	Term 2	Term 3	Term 4
Year 10	90.2	83.5	87.8	94.3
Year 11	89.3	88.3	90.6	91.4
Year 12	89.2	87.6	84.8	77.8

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.

Education ministers made the decision to cancel NAPLAN in 2020 due to the COVID-19 pandemic. This means students in Years 3, 5, 7 and 9 in 2020 did not undertake the assessment in 2020 and will not do a 'catch-up' test in 2021. Those in Years 3, 5, 7 and 9 in 2021 will sit the NAPLAN assessments.

The tables below detail the mean score achieved across each tested cohort for the past five years preceding 2020.

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

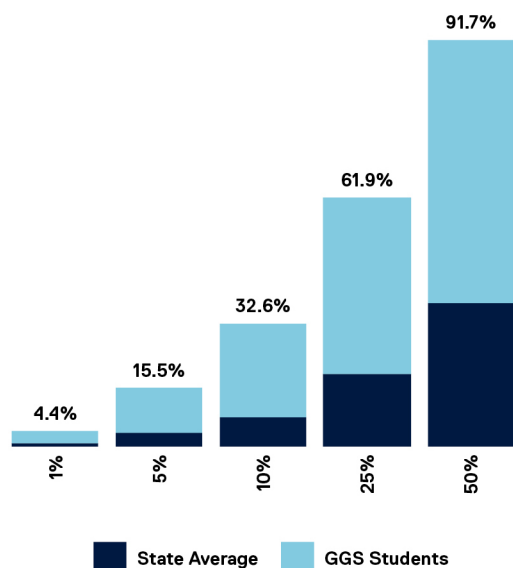
	2015	2016	2017	2018	2019
Reading	624	618	614	622	628
Writing	595	581	571	576	577
Spelling	602	596	591	605	589
Grammar	596	605	596	610	597
Numeracy	638	637	631	643	634

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 2020, there were 135 VCE candidates and 57 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 81.7, which means that the top 50% of our students were in the top 18.3% 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.

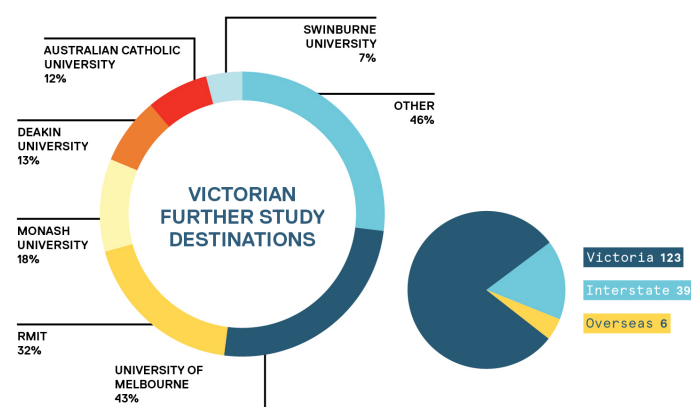
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Top 5% of State	18.3	15.5	21.4	17.9	19.8	11.7	10.8	18	14.9	15.5
Top 10% of State	35.3	31.5	38.8	36.8	38.7	27.2	29.7	27.2	29.9	32.6
Top 25% of State	69.2	62.0	76.7	67.0	67.5	62.6	61	59.9	56.7	61.9
Top 50% of State	95.1	93.5	95.6	90.6	91.5	90.3	92.3	88.5	86.6	91.7

7. POST-SCHOOL DESTINATIONS

94% of 2020 Year 12 students have undertaken tertiary education, 4% of students were employed full-time, leaving a further 2% of students whose intentions were undecided or unknown. Of the students progressing to further education:

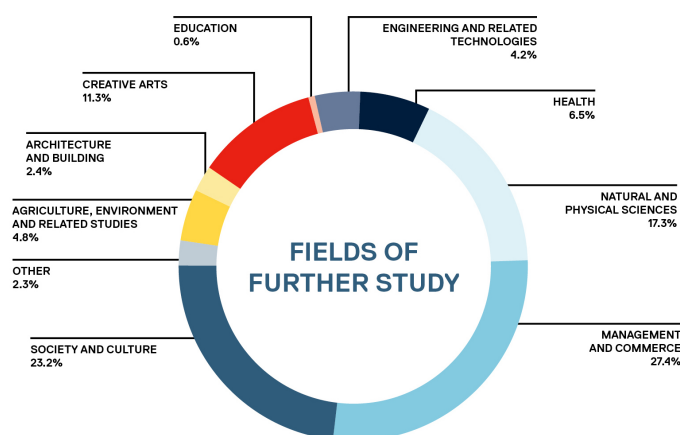
	2014	2015	2016	2017	2018	2019	2020
% of students undertaking tertiary education	95	93	92	93	93	90	94
% of students studying within Victoria	81	72	79	71	73	80	73
% of students studying interstate	15	24	14	16	16	16	23
% of students studying overseas	4	4	7	6	4	4	4

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 (73%) elected to attend Victorian institutions, 23% enrolled interstate and 4% went to overseas universities in the UK (University of the Arts London/London College of Fashion, The University of Manchester and Loughborough University), USA (Parsons School of Design in New York and Seton Hall University in New Jersey) and Switzerland. Of the places offered to students by tertiary institutions in Victoria, 43% came from The University of Melbourne, 32% came from RMIT University, 18% came from Monash University and 13% 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 2020, the School engaged MMG Education to complete a series of research initiatives to assist in understanding parent, prospective parent, student and staff satisfaction and engagement. Having previously utilised the Independent Schools Victoria (ISV) LEAD School Effectiveness Survey, this was the second year 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.

The School also introduced the Gallup Q12 employee engagement survey in 2020. Gallup has identified 12 foundational elements of employee engagement that predict high team performance. The Q12 consists of 12 actionable workplace elements that offer proven links to performance outcomes. The Q12 framework and learning resources assist the School to fully integrate survey feedback and identified workplace elements into performance evaluations and team goal setting.

9. SCHOOL INCOME/FINANCIAL INFORMATION

		Amount \$M
Income:	Net fees, charges and other income	81.29
	Commonwealth Recurrent Fund	7.78
	State Recurrent Funding	1.05
Expenses:	Staff and tuition expenses	-54.66
	Net operational expenses	-32.15
	Depreciation and Amortisation	-5.66
Result for year:		-2.35