



GEELONG GRAMMAR SCHOOL®
EXCEPTIONAL EDUCATION

SCHOOL PERFORMANCE INFORMATION 2016

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

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, Day Boarding, Weekly Boarding
and Full Boarding students

2016 ENROLMENT

	Day students : Boarders	Male : Female	Total
Bostock House	107 : 0	62 : 45	107
Toorak Campus	314 : 0	199 : 115	314
Middle School	138 : 133	161 : 110	271
Timbertop	0 : 231	131 : 100	231
Senior School	123 : 533	357 : 299	656
Total	546 : 916	910 : 669	1579

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 2016 Year 12 students, with 56 students (27.2%) 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	39	6	0	39
Corio	110	30	5	110
Timbertop	26	8	0	26
Total	187	46	5	187
Percentage	100%	24.6%	2.6%	100%

3. WORKFORCE COMPOSITION

	Full-time	Part-time	Total
Teaching	150	37	187
Non-Teaching	126	72	198
Total	276	109	385

4. STUDENT ATTENDANCE

Average student attendance rate (%) for Bostock House

	Term 1	Term 2	Term 3	Term 4
Prep	98.0	98.9	96.7	97.9
Year 1	98.1	97.0	97.3	96.5
Year 2	96.5	97.4	95.7	96.9
Year 3	99.4	97.8	96.4	97.4
Year 4	98.7	98.9	98.4	98.9

Average student attendance rate (%) for Toorak

	Term 1	Term 2	Term 3	Term 4
Prep	98.2	97.2	95.6	97.9
Year 1	97.3	97.3	95.3	97.4
Year 2	95.9	96.1	94.7	97.6
Year 3	96.7	96.3	94.4	95.9
Year 4	95.7	95.8	96.3	97.3
Year 5	95.0	95.5	93.7	97.0
Year 6	96.3	91.6	95.6	94.8

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

	Term 1	Term 2	Term 3	Term 4
Year 5	98.5	92.7	94.8	93.1
Year 6	96.6	97.1	94.6	96.5
Year 7	97.8	97.4	94.3	97.3
Year 8	97.6	96.1	94.8	96.0

Average student attendance rate (%) for Timbertop

	Term 1	Term 2	Term 3	Term 4
Year 9	99.2	98.7	96.9	96.8

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

	Term 1	Term 2	Term 3	Term 4
Year 10	98.0	96.6	94.9	97.2
Year 11	97.3	96.5	95.1	96.8
Year 12	98.1	96.7	96.6	98.3

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 2016.

	Year 3	Year 5	Year 7	Year 9
% of students who sat the tests	100	96	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 2016.

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

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

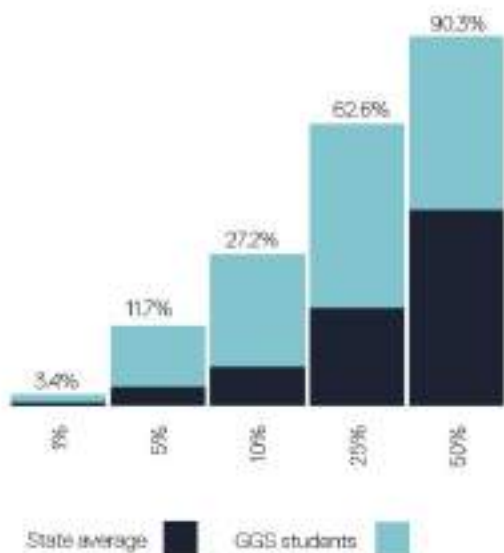
The table below indicates the percentage of students who achieved National Minimum Standards (NMS) in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation), and Numeracy in 2015.

	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

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 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 2016, there were 156 VCE candidates and 53 IB candidates. All 156 VCE candidates were successful in gaining their certificate (100% pass rate). There were three perfect VCE study scores of 50 in Further Mathematics. In the IB, students must complete assessment in six academic subjects which are graded on a scale of 1 to 7. 27 of the School's 53 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 81.03, which means that the top 50% of our students were in the top 18.97% 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 2005-2016.

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Top 5% of State	21.2	20.6	16.7	19.3	18.3	15.5	21.4	17.9	19.8	11.7
Top 10% of State	33.3	34.5	30.9	32.8	35.3	31.5	38.8	36.8	38.7	27.2
Top 25% of State	76.2	75.6	66.7	66.7	69.2	62.0	76.7	67.0	67.5	62.6
Top 50% of State	95.8	97.1	93.6	95.3	95.1	93.5	95.6	90.6	91.5	90.3

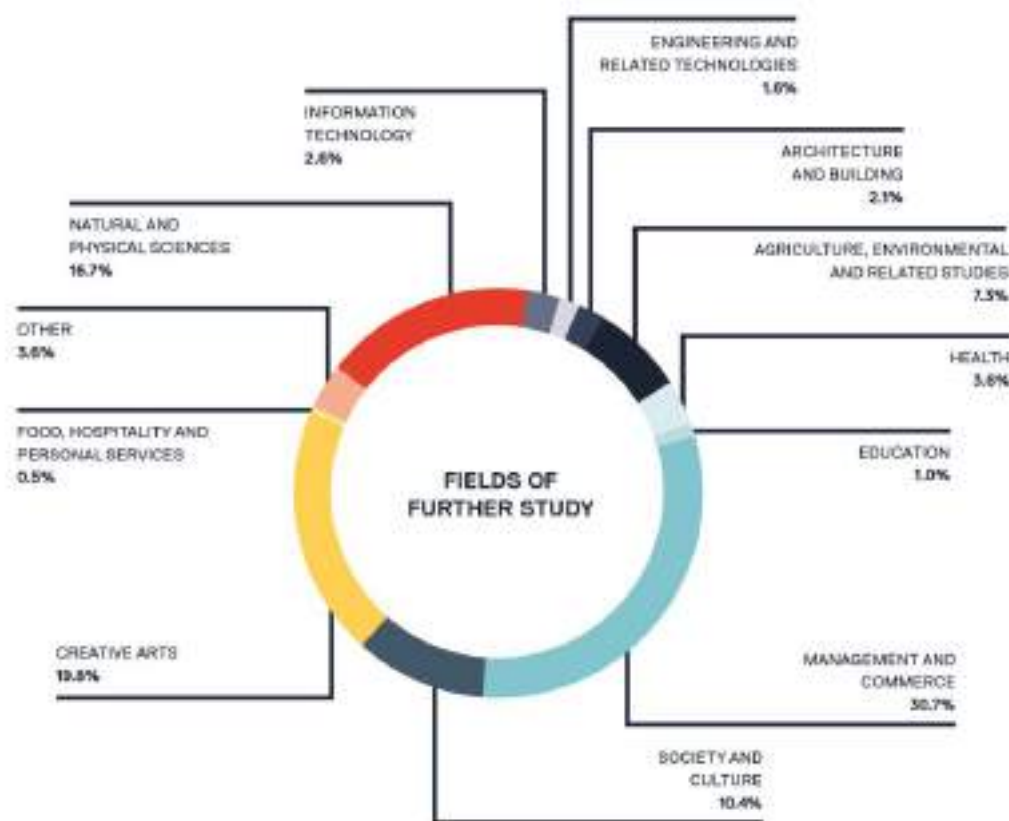
7. POST-SCHOOL DESTINATIONS

92.3% of 2016 Year 12 students have undertaken tertiary education, 3.8% of students were employed full-time, leaving a further 3.8% of students whose intentions were undecided or unknown. Of the students progressing to further education:

	2011	2012	2013	2014	2015	2016
% of students undertaking tertiary education	90	95	96	95	93	92
% of students studying within Victoria	76	73	75	81	72	79
% of students studying interstate	19	23	18	15	24	14
% of students studying overseas	5	4	7	4	4	7

Students have undertaken further study in an incredibly diverse range of fields, including Agriculture, Architecture, Biomedicine, Biotechnology, Building, Computer Science, Construction Management, Criminology, Design, Digital Media, Economics, Engineering, Environmental Science, Exercise and Sport Science, Fashion Design, Geospatial Science, Information Technology, International Business, Journalism, Law, Linguistics, Marketing, Media Studies, Medicine, Music, Nursing, Pharmacy, Philosophy, Physics, Physiotherapy, Psychology, Public Relations, Science, Teaching, Textile Design, Tourism Management, Visual Communication, Veterinary Bioscience and Wildlife Conservation.

The vast majority of students (79%) elected to attend Victorian institutions, 14% enrolled interstate and 7% went to overseas universities, including Cambridge, Durham, Kent, Leeds and the Royal Agricultural University in the UK, Philadelphia University in the USA and the University of British Columbia in Canada. Of the places offered to students by tertiary institutions in Victoria, 37% came from RMIT University, 27% came from The University of Melbourne, 10% came from Monash University and 9% 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.



8. PARENT, STUDENT AND TEACHER SATISFACTION WITH THE SCHOOL

Parents, students and all Geelong Grammar School staff (teaching and non-teaching) participated in the 2016 Independent Schools Victoria (ISV) LEAD School Effectiveness Survey, which groups survey questions into domains of school effectiveness. Questions follow an 11-point satisfaction scale where 0 = complete disagreement and 10 = complete agreement with the statement.

Parents

Overall Satisfaction	8.51
Resources	8.63
Pastoral Care	8.48
Learning Outcomes	8.20
Academic Programme	8.24

Students

Overall Satisfaction	7.38
Resources	7.69
Pastoral Care	7.35
Learning Outcomes	7.33
Personal Development	7.37

Staff

Overall Satisfaction	8.72
Professional Development	8.43
Staff Collaboration	8.17
Goal Alignment	8.61
Leadership Support and Morale	7.48
Feedback	7.20

9. SCHOOL INCOME/FINANCIAL INFORMATION

		Amount \$M
Income:	Net fees, charges and other income	74.52
	Commonwealth Recurrent Fund	6.52
	State Recurrent Funding	0.93
Expenses:	Staff and tuition expenses	-48.44
	Net operational expenses	-23.27
	Depreciation and Amortisation	-5.61
Result for year:		4.67

The School Council aims to generate a surplus which is sufficient to reinvest in, and where necessary improve, the School's programmes and fabric whilst at the same time keeping fee increases as low as possible.

Stephen Meek
Principal
August 2017