



GEELONG GRAMMAR SCHOOL®
EXCEPTIONAL EDUCATION

SCHOOL PERFORMANCE INFORMATION 2021

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 1,430 students, including more than 800 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

2021 ENROLMENT

Enrolment data as at start of Term 1, 2021:

	Day students : Boarders	Male : Female	Total
Bostock House	101 : 0	61 : 40	101
Toorak Campus	280 : 0	173 : 107	180
Middle School	132 : 103	137 : 98	235
Timbertop	0 : 241	117 : 124	241
Senior School	120 : 457	294 : 283	577
Total	633 : 801	782 : 652	1434

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) through the School's Navigate subject. 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. Almost 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	39	6	0	39
Corio	108	43	1	108
Timbertop	31	9	0	31
Total	192	63	1	192
Percentage	100%	32.8%	0.5%	100%

3. WORKFORCE COMPOSITION

	Full-time	Part-time	Total
Teaching	145	47	192
Non-Teaching	135	84	219
Total	280	131	411

4. STUDENT ATTENDANCE

Average student attendance rate (%) for Bostock House

	Term 1	Term 2	Term 3	Term 4
Prep	96.1	94.5	94.2	93.4
Year 1	94.9	96.6	95.1	94.7
Year 2	87.4	96.2	95.6	84.9
Year 3	95.0	93.6	94.2	92.4
Year 4	94.9	94.3	93.3	94.9

Average student attendance rate (%) for Toorak

	Term 1	Term 2	Term 3	Term 4
Prep	95.8	93.8	94.7	96.9
Year 1	95.2	94.9	94.8	95.1
Year 2	93.4	94.6	94.7	95.4
Year 3	92.5	93.4	90.7	94.3
Year 4	95.1	96.1	96.8	91.6
Year 5	94.9	95.6	98.1	96.8
Year 6	94.5	95.7	97.4	94.2

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

	Term 1	Term 2	Term 3	Term 4
Year 5	95.8	96.9	96.7	93.3
Year 6	95.2	96.2	96.6	92.7
Year 7	93.4	94.1	92.0	87.8
Year 8	92.5	94.7	92.4	88.6

Average student attendance rate (%) for Timbertop

	Term 1	Term 2	Term 3	Term 4
Year 9	98.4	98.5	96.3	96.8

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

	Term 1	Term 2	Term 3	Term 4
Year 10	95.1	90.1	88.1	88.1
Year 11	94.9	90.4	90.9	87.1
Year 12	94.5	92.2	90.1	85.3

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.

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.

The tables below detail the mean score achieved across each tested cohort for 2021 and the four years preceding 2020 (2016-2019).

YEAR 3

	2016	2017	2018	2019	2021
Reading	494	508	499	505	489
Writing	466	462	431	453	453
Spelling	489	463	439	458	455
Grammar	525	502	459	507	490
Numeracy	485	460	448	462	458

YEAR 5

	2016	2017	2018	2019	2021
Reading	547	593	562	571	553
Writing	519	517	498	523	510
Spelling	523	548	526	537	522
Grammar	552	557	543	545	535
Numeracy	554	572	541	541	535

YEAR 7

	2016	2017	2018	2019	2021
Reading	584	574	559	590	584
Writing	566	544	534	542	537
Spelling	556	547	550	564	567
Grammar	576	554	559	567	563
Numeracy	594	595	575	597	589

YEAR 9

	2016	2017	2018	2019	2021
Reading	618	614	622	628	624
Writing	581	571	576	577	577
Spelling	596	591	605	589	608
Grammar	605	596	610	597	618
Numeracy	637	631	643	634	632

More information about the School's NAPLAN results is available on the My School website: www.myschool.edu.au

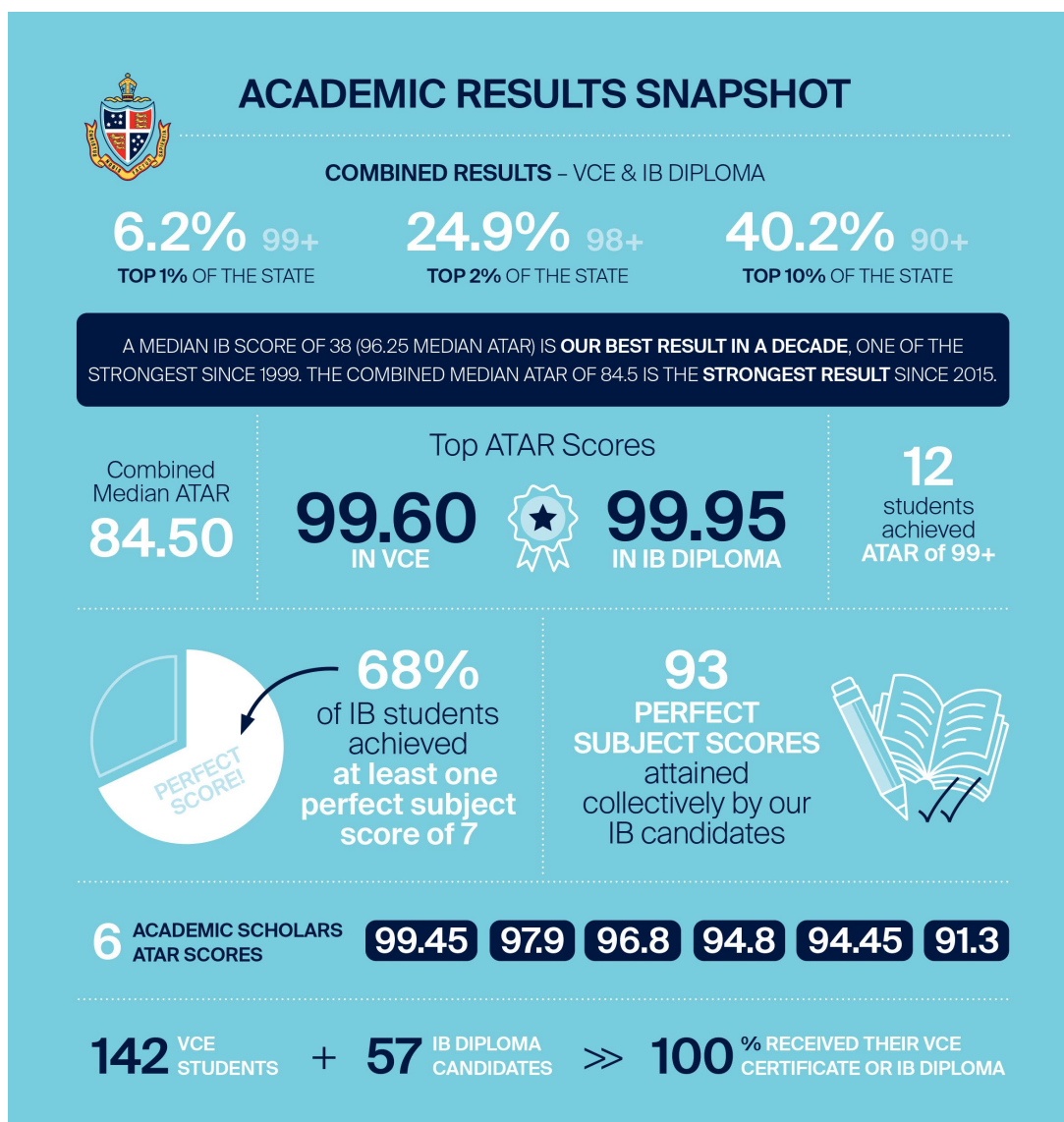
6. SENIOR SECONDARY OUTCOMES

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.

In 2021, there were 142 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 84.5, which means that the top 50% of our students were in the top 15.5% 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 2012-2021.

	2013	2014	2015	2016	2017	2018	2019	2020	2021
Top 5% of State	21.4	17.9	19.8	11.7	10.8	18	14.9	15.5	24.9
Top 10% of State	38.8	36.8	38.7	27.2	29.7	27.2	29.9	32.6	40.2
Top 25% of State	76.7	67.0	67.5	62.6	61	59.9	56.7	61.9	67.0
Top 50% of State	95.6	90.6	91.5	90.3	92.3	88.5	86.6	91.7	93.3

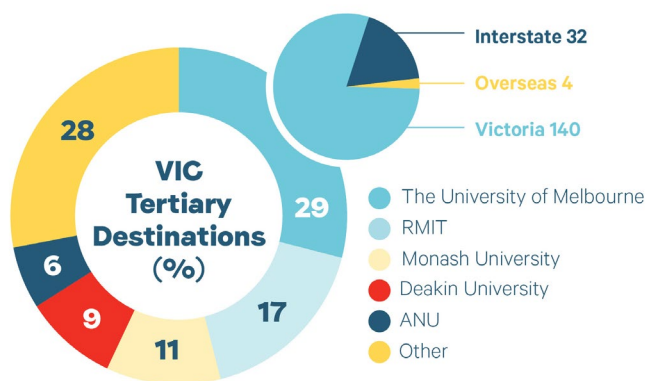


7. POST-SCHOOL DESTINATIONS

93% of 2021 Year 12 students have undertaken tertiary education, 3.5% of students were employed full-time, leaving a further 3.5% of students whose intentions were undecided or unknown. Of the students progressing to further education:

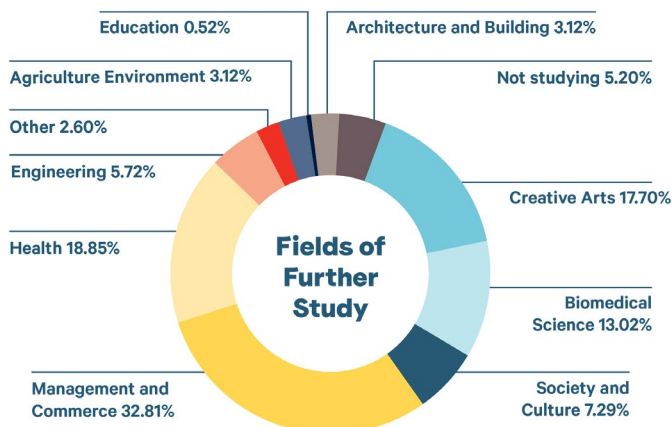
	2015	2016	2017	2018	2019	2020	2021
% of students undertaking tertiary education	93	92	93	93	90	94	93
% of students studying within Victoria	72	79	71	73	80	73	79
% of students studying interstate	24	14	16	16	16	23	18
% of students studying overseas	4	7	6	4	4	4	3

Students have undertaken further study in an incredibly diverse range of fields, including Agriculture, Architecture, Biomedicine, Building, Business, Commerce, Computer Science, Criminology and Psychology, Design, Economics, Engineering, Fashion, Film and Television, Information Technology, Interactive Media, International Business, Journalism, Law, Marketing, Mechatronic Engineering, Music Production, Nursing, Occupational Therapy, Politics, Philosophy & Economics (PPE), Psychology, Science, Sport Management and Visual Arts.



The vast majority of students (79%) elected to attend Victorian institutions, 18% enrolled interstate and 3% went to overseas universities in the UK (Cambridge, The University of Edinburgh), USA (The University of California, Berkeley), France (Parsons Paris) and the Netherlands. Of the places offered to students by tertiary institutions in Victoria, 29% came from The University of Melbourne, 17% from RMIT University, 11% came from Monash University, and 9% from Deakin University. Of the students that elected to study at interstate institutions, the majority enrolled at the Australian National University (ANU) in Canberra (34%), Bond University (16%) and The University of Sydney (13%).

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 2021, 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 third 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.

In 2021, the School also continued the Gallup Q12 employee engagement survey. 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	74.11
	Commonwealth recurrent funding	7.81
	State recurrent funding	1.3
Expenses:	Staff and tuition expenses	-52.24
	Net operational expenses	-20.25
	Depreciation, amortisation, interest and other expenses	-7.24
Result for year:		3.49