



SCHOOL PERFORMANCE INFORMATION 2022

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

2022 ENROLMENT

Enrolment data as at start of Term 1, 2022:

| | Day students : Boarders | Male : Female | Total |
|---------------|-------------------------|------------------|-------------|
| Bostock House | 94 : 0 | 52 : 42 | 94 |
| Toorak Campus | 273 : 0 | 174 : 99 | 273 |
| Middle School | 135 : 109 | 144 : 100 | 244 |
| Timbertop | 0 : 245 | 122 : 123 | 245 |
| Senior School | 114 : 467 | 288 : 293 | 581 |
| Total | 616 : 821 | 780 : 657 | 1437 |

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 | 4 | 0 | 14 |
| Toorak Campus | 35 | 6 | 0 | 35 |
| Corio | 109 | 48 | 1 | 109 |
| Timbertop | 29 | 10 | 0 | 29 |
| Total | 187 | 68 | 1 | 187 |
| Percentage | 100% | 32.4% | 0.5% | 100% |

3. WORKFORCE COMPOSITION

| | Full-time | Part-time | Total |
|--------------|-----------|-----------|-------|
| Teaching | 148 | 39 | 187 |
| Non-Teaching | 136 | 91 | 227 |
| Total | 284 | 130 | 414 |

4. STUDENT ATTENDANCE

Average student attendance rate (%) for Bostock House

| | Term 1 | Term 2 | Term 3 | Term 4 |
|--------|--------|--------|--------|--------|
| Prep | 88.6 | 88.4 | 92.9 | 90.2 |
| Year 1 | 93.3 | 92.0 | 96.6 | 87.7 |
| Year 2 | 90.1 | 88.6 | 88.8 | 91.1 |
| Year 3 | 91.9 | 86.7 | 92.6 | 87.0 |
| Year 4 | 87.2 | 93.5 | 92.6 | 93.1 |

Average student attendance rate (%) for Toorak

| | Term 1 | Term 2 | Term 3 | Term 4 |
|--------|--------|--------|--------|--------|
| Prep | 94.4 | 87.1 | 91.7 | 94.3 |
| Year 1 | 93.2 | 93.2 | 84.6 | 94.7 |
| Year 2 | 90.1 | 92.4 | 93.3 | 92.4 |
| Year 3 | 88.9 | 88.9 | 85.5 | 89.1 |
| Year 4 | 91.8 | 89.2 | 87.5 | 91.1 |
| Year 5 | 90.7 | 90.1 | 91.9 | 94.1 |
| Year 6 | 93.6 | 87.9 | 88.3 | 93.1 |

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

| | Term 1 | Term 2 | Term 3 | Term 4 |
|--------|--------|--------|--------|--------|
| Year 5 | 89.1 | 91.9 | 90.7 | 91.5 |
| Year 6 | 94.2 | 88.6 | 89.0 | 92.3 |
| Year 7 | 87.1 | 84.6 | 88.1 | 89.3 |
| Year 8 | 87.2 | 88.6 | 90.4 | 92.1 |

Average student attendance rate (%) for Timbertop

| | Term 1 | Term 2 | Term 3 | Term 4 |
|--------|--------|--------|--------|--------|
| Year 9 | 97.1 | 94.4 | 90.9 | 98.3 |

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

| | Term 1 | Term 2 | Term 3 | Term 4 |
|---------|--------|--------|--------|--------|
| Year 10 | 90.4 | 87.4 | 89.3 | 91.6 |
| Year 11 | 89.6 | 83.9 | 89.1 | 91.0 |
| Year 12 | 90.1 | 87.6 | 84.8 | 79.8 |

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.

The tables below detail the mean score achieved across each tested cohort for 2022, 2021 and the four years preceding 2020 (2016-2019).

YEAR 3

| | 2016 | 2017 | 2018 | 2019 | 2021 | 2022 |
|----------|------|------|------|------|------|------|
| Reading | 494 | 508 | 499 | 505 | 489 | 502 |
| Writing | 466 | 462 | 431 | 453 | 453 | 441 |
| Spelling | 489 | 463 | 439 | 458 | 455 | 451 |
| Grammar | 525 | 502 | 459 | 507 | 490 | 473 |
| Numeracy | 485 | 460 | 448 | 462 | 458 | 442 |

YEAR 5

| | 2016 | 2017 | 2018 | 2019 | 2021 | 2022 |
|----------|------|------|------|------|------|------|
| Reading | 547 | 593 | 562 | 571 | 553 | 555 |
| Writing | 519 | 517 | 498 | 523 | 510 | 525 |
| Spelling | 523 | 548 | 526 | 537 | 522 | 524 |
| Grammar | 552 | 557 | 543 | 545 | 535 | 538 |
| Numeracy | 554 | 572 | 541 | 541 | 535 | 534 |

YEAR 7

| | 2016 | 2017 | 2018 | 2019 | 2021 | 2022 |
|----------|------|------|------|------|------|------|
| Reading | 584 | 574 | 559 | 590 | 584 | 567 |
| Writing | 566 | 544 | 534 | 542 | 537 | 545 |
| Spelling | 556 | 547 | 550 | 564 | 567 | 550 |
| Grammar | 576 | 554 | 559 | 567 | 563 | 540 |
| Numeracy | 594 | 595 | 575 | 597 | 589 | 573 |

YEAR 9

| | 2016 | 2017 | 2018 | 2019 | 2021 | 2022 |
|----------|------|------|------|------|------|------|
| Reading | 618 | 614 | 622 | 628 | 624 | 614 |
| Writing | 581 | 571 | 576 | 577 | 577 | 592 |
| Spelling | 596 | 591 | 605 | 589 | 608 | 591 |
| Grammar | 605 | 596 | 610 | 597 | 618 | 605 |
| Numeracy | 637 | 631 | 643 | 634 | 632 | 627 |

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

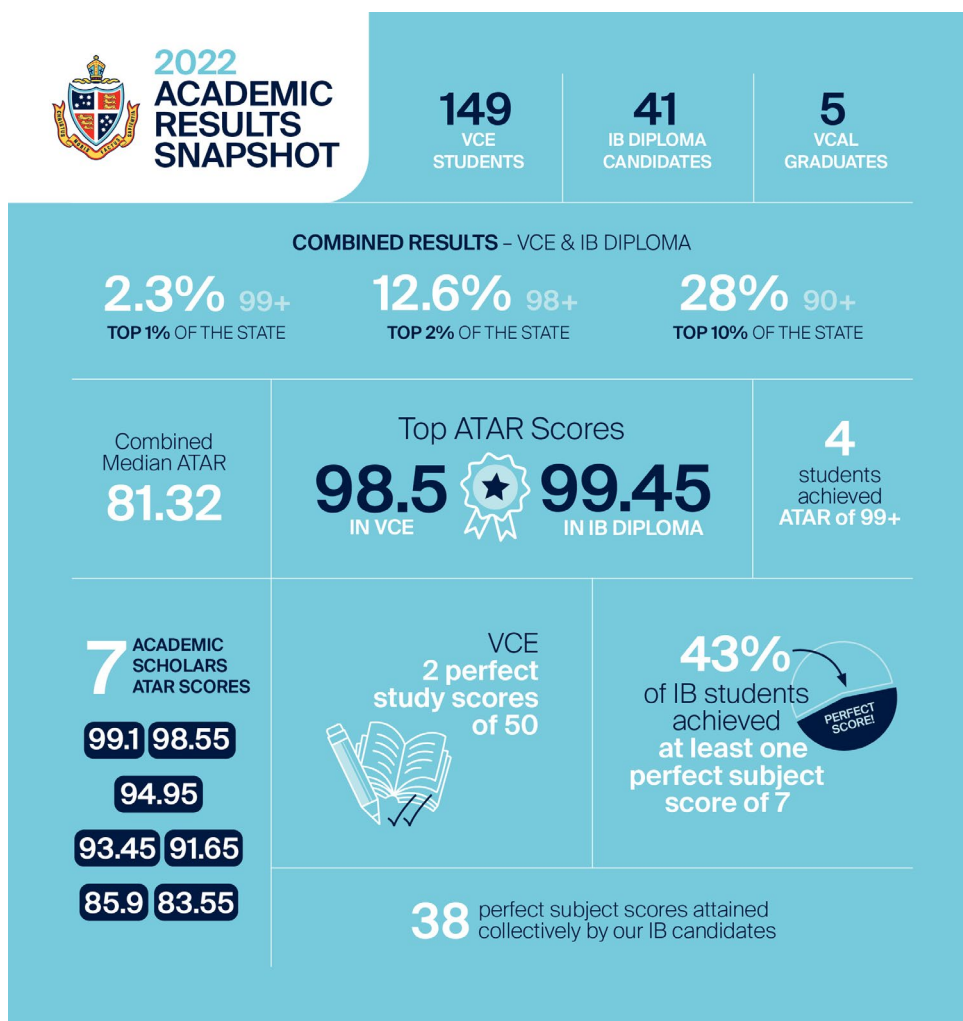
6. SENIOR SECONDARY OUTCOMES

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 149 VCE students, 41 IB candidates and 5 VCAL graduates. 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 81.3, which means that the top 50% of our students were in the top 18.7% of the State.

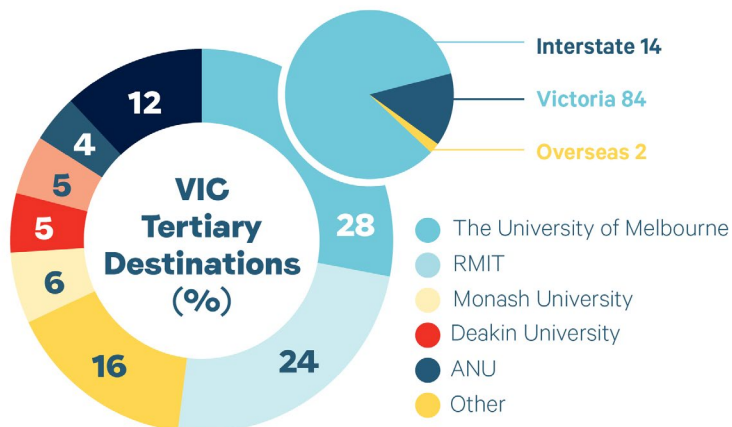
The table below indicates the percentage of Geelong Grammar School students in the top 5%, 10%, 25% and 50% of students in Victoria from 2013-2022.

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|------------------|------|------|------|------|------|------|------|------|------|------|
| Top 5% of State | 21.4 | 17.9 | 19.8 | 11.7 | 10.8 | 18 | 14.9 | 15.5 | 24.9 | 24.4 |
| Top 10% of State | 38.8 | 36.8 | 38.7 | 27.2 | 29.7 | 27.2 | 29.9 | 32.6 | 40.2 | 39.4 |
| Top 25% of State | 76.7 | 67.0 | 67.5 | 62.6 | 61 | 59.9 | 56.7 | 61.9 | 67.0 | 63.7 |
| Top 50% of State | 95.6 | 90.6 | 91.5 | 90.3 | 92.3 | 88.5 | 86.6 | 91.7 | 93.3 | 93.7 |



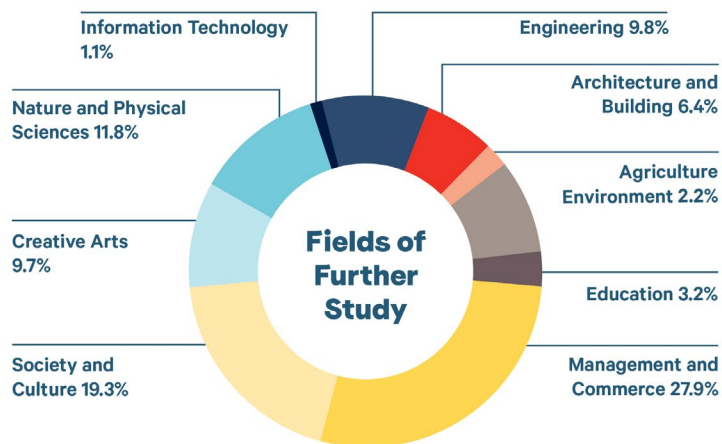
7. POST-SCHOOL DESTINATIONS

Students from the Class of 2022 have undertaken further study in an incredibly diverse range of fields, including Agriculture, Architecture, Biomedicine, Banking and Finance, Building, Business, Commerce, Communication, Computer Science, Criminology, Design, Economics, Engineering, Education, Fashion, Health Science, Industrial Design, Information Technology, International Business, Law, Management, Music, Nursing, Occupational Therapy, Pharmacy, Politics, Philosophy & Economics (PPE), Public Relations, Science, Textiles, and Veterinary Science.



The vast majority of students (84%) elected to attend Victorian institutions, 14% enrolled interstate and 2% went to overseas universities in the UK (London School of Economics and The University of St Andrews, Scotland). Of the places offered to students by tertiary institutions in Victoria, 28% came from The University of Melbourne, 24% from RMIT University, 16% came from Monash University, and 6% 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 Sydney, whilst students also enrolled at Bond University, Charles Sturt University, University of Adelaide, University of Canberra, University of Technology Sydney (UTS) and University of New England (UNE).

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 2022, the School conducted a variety of parent, student and staff surveys and questionnaires to measure satisfaction and performance. The School utilised survey frameworks developed in collaboration with MMG Education to benchmark data to compare with previous results as well as to compare with peer independent schools across Australia. The School also conducted targeted surveys to assist in understanding parent, prospective parent, student and staff perspectives of specific areas of interest. These included a Bostock House Community Survey, Corio Campus Facilities Survey, Middle School Boarding Survey, Corio Campus Food & Catering Survey and Co-education Focus Group Survey. The research findings informed Continuous Improvement Plans as well as boarding and enrolment strategies.

In 2022, 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 | 82.89 |
| | Commonwealth recurrent funding | 7.47 |
| | State recurrent funding | 1.31 |
| Expenses: | Staff and tuition expenses | -56.99 |
| | Net operational expenses | -28.65 |
| | Depreciation, amortisation, interest and other expenses | -7.85 |
| Result for year: | | -1.82 |