



PENINSULA

GRAMMAR

INSPIRING PERFORMANCE



ANNUAL REPORT

2019



ABOUT THE SCHOOL

Since 1961, Peninsula Grammar has been the Mornington Peninsula's premier co-educational school, offering almost 1360 students from Kindergarten to Year 12, an exceptional education and a nurturing environment in which to grow.

Located 55km from Melbourne in the leafy village of Mount Eliza, Peninsula Grammar is set on 80 acres of land, providing a quiet and harmonious natural environment.

We are proudly co-educational, offering day and boarding facilities for local and international students. This pride extends to our core values which form the foundation of all we do as a school and are lived out via our commitment to a service ethic and just society. Integrity, personal excellence, stewardship, community spirit, co-educational learning and Christian faith are values instilled in every one of our community members.

The Board of Directors and School Executive are committed to realising these five strategic imperatives:

1. Affirm our unique identity and culture.
2. A rigorous Teaching and Learning program.
3. Attract, retain and develop high quality staff.
4. Deliver a quality sports program.
5. Sustain and enhance our facilities.

These goals act as a guide for the School's direction, underpinning our ongoing success and ensuring that our students remain at the heart of every endeavour.

At Peninsula Grammar our students learn in a context that values them for who they are as individuals in an environment that encourages them to reach for their learning and relentlessly pursue personal excellence. Optimal conditions, from our magnificent gardens to our purpose-built Science Centre and MakerSpaces ensure our students are provided with the necessary space to be creative, to be challenged and to be inspired.

We are a school whose history is intrinsically linked to a sporting culture. We are inherently proud of our sporting heritage and the accomplishments of so many of our students in achieving their dreams. Our House system ensures that students live out our core values through a strong pastoral support network and provides the opportunity to connect with students across all year levels.

There exists a vibrant and unique spirit at Peninsula Grammar and one we know will ensure all students continue to learn, grow and flourish.

A photograph of a middle-aged man with grey hair, wearing a dark grey suit, white shirt, and a blue tie with white polka dots. He is smiling warmly at three young people in school uniforms. Two girls are seated on either side of him, looking up at him. A third person with long blonde hair is in the foreground, seen from the back, also looking towards the man. They are positioned in front of a large window that looks out onto a lush green forest. The scene is brightly lit with natural light.

BUILT ON THE
FOUNDATIONS
OF INTEGRITY,
RESPECT,
KINDNESS AND
STEWARDSHIP.

MESSAGE FROM THE PRINCIPAL

When the 2019 academic year concluded, a calm descended upon our school. If we knew then, what we know now about what 2020 would have in store for us, we may have perhaps clung tighter to the past, safe in the knowledge that the year gone by was a peaceful one.

We look back in this report on the accomplishments of the Class of 2019, we highlight the uniqueness of our school and we provide insight into our growth and development.

We remain steadfast in our commitment to the strategic imperatives that drive all facets of our school and afford our students every opportunity to deepen their love of learning across a far-reaching and unique curriculum. Our teaching staff have both national and international experience and are drawn to the School for the opportunities that we provide to advance the professional learning of every teacher. We are proud of our staff, of their contribution to the development of the whole child, and we continue to build a community of learners, driven by the pursuit of personal excellence.

THE FOUNDATION

When our school was created, under the banner of the Anglican Faith, it was done so to offer children who otherwise would have to journey afar, access to a high quality and rigorous education.

Built on the foundations of integrity, respect, kindness and stewardship, the School holds fast to these qualities in all that it does and through the people charged with the responsibility of the learning of every single child.

Change is inevitable, it is human nature that we choose to alter the path of our lives and seek new adventures. Like the seasons of time, people come and go, and while this can at times create a dissonance, it can also create a depth of opportunity that enhances our students understanding of change, of adaptation and of overcoming adversity. These are all life skills that will place them in good stead for the unexpected paths their lives will take.

While the seasons will continue to come and go, what remains steadfast is our commitment to put the highest quality teacher in front of every child we are privileged to nurture at our school. We never lose sight of our purpose, and we will hold fast, always, to that which is good.



THE FUTURE

2019 saw the commencement of our Creativity Centre and the advancement of the School's mission to create learning spaces that propel thinking and challenge teaching. The Centre will be used to advance and enrich the Middle and Pre-Senior Years and will capture elements of the new context in higher education, balancing engineering with existentialism and celebrating both the Arts and the Sciences in equal measure. We have a responsibility to look beyond traditional models of teaching, to challenge the status quo and to immerse our students in a richness of experience that creates in them a passion for lifelong learning.

THE FOCUS

To build upon our strong foundation, we remain committed to the celebration of the uniqueness of every individual. We continue to review and refine our curriculum offerings and adapt to the changing landscape of learning. 2019 highlighted the importance of ensuring that the strategic imperatives are coming to fruition through the hard work and dedication of our entire community.

OUR TEAM

I would like to thank the Board of Directors for their commitment to the evolution of education at the School. Their willingness to support and trust in the leadership team and the staff is greatly appreciated.

The tireless work of the PSPA led by Mrs Nancy Klein and their Committee is deserving of my sincere thanks. The events held throughout the year engaged our families creating a strong sense of belonging and community for which I am grateful.

I thank the ongoing commitment of TOPSA and President, Mr Ian Cockle for their continued support of our alumni members in establishing a life-long connection with our school. Finally, to the staff members of Peninsula Grammar, your commitment to the growth and success of every child, that we are privileged to teach, is exemplary and I thank you.

Ours is a community built on integrity, respect and kindness, these attributes combined with determination, resilience and the pursuit of excellence ensure that our students are ready for the world they have inherited and prepared to contribute powerfully to it.

Mr. Stuart Johnston
Principal

OUR VISION

Our vision is to be australia's premier co-educational day and boarding school; known globally for our quality teaching, inspired standards and the pursuit of excellence for each student.

OUR MOTTO

Quod bonum tenete

“Hold fast that which is good”

OUR VALUES

Stewardship

Integrity

Co-Educational Learning

Personal Excellence

Community Spirit

Christian Faith





THE PURSUIT OF PERSONAL EXCELLENCE

QUALITY STAFF

The pursuit of personal **excellence** is the right of each child in our school.

In maintaining focus on the necessity of high-quality teaching and rigorous and motivational learning experiences, 2019 saw the development of several initiatives across our Learning and Teaching context.

The creation of the Teacher Learning Coalition, known within our school as the TLC, was the idea of the Principal, Mr Stuart Johnston, whom on returning from sabbatical in August 2018, promoted the necessity of an internally designed teacher growth framework.

The TLC is an exciting and innovative program designed by Peninsula Grammar, for the teachers of Peninsula Grammar.

Using the Data Wise Initiative, from the Harvard Graduate School of Education as its foundation, the program uses information obtained by the classroom teacher to target an evidence-based dilemma that needs addressing. Teachers work collaboratively to try and solve the problem, through observations, recalibrations and assessments of adjustments they have made in their classrooms.

The teachers pose a series of questions that require exploration and consideration;

How does my instruction facilitate or not facilitate productive learning opportunities?

What evidence is there that students achieved the intended learning goals?

How can my instruction be revised to provide stronger opportunities for students to achieve the learning goals?

Such introspection is necessary for any educator to truly flourish in their field. The willingness to do so is a hallmark of the teachers at Peninsula Grammar and their desire to adapt and transform their practice is both invigorating and inspiring.

The students are the beneficiaries of such considerations as teachers work diligently to develop their skills and advance their students capacity to access the curriculum through the fine-tuning of instructional practices.

The program will soon enter its second phase, which is a broader whole school focus on Professional Learning Teams. These teams will work in cross-school contexts to establish frameworks for improvement in specific pedagogical areas and implement strategies that will benefit all teachers in enhancing their instruction, thus altering student outcomes.

Staff engaged readily in the program and enjoyed the opportunity to work closely with their peers in establishing pathways to success.

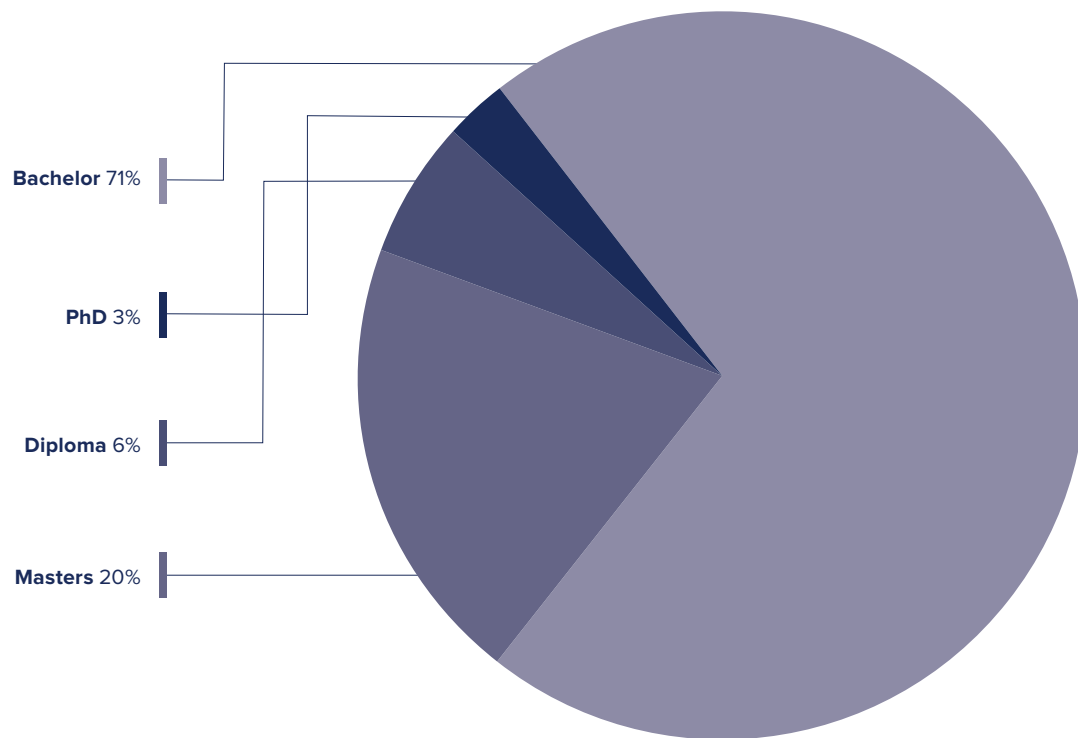
The program has been recognised as an important one in the professional growth of teachers. Mr Stuart Johnston has been invited to present the innovations made within the program to the Association of Heads of Independent Schools of Australia (AHISA) Conference to be held in Melbourne in April 2020.

The Victorian Institute of Teaching (VIT) monitors the registration of teachers throughout Victoria, ensuring all teachers meet the standards of professional teaching practice within three domains of knowledge, practice and engagement. Besides the formal tertiary qualifications that are necessary for a teacher to gain registration through the VIT, teachers at Peninsula Grammar are encouraged to work towards a high level of continual professional learning.

In addition, all staff at Peninsula Grammar are required to be trained in basic first aid, in order to bring a higher level of first aid and therefore general care for people in our community.

QUALITY STAFF

CHART 1: QUALIFICATIONS



WORKFORCE COMPOSITION

As at 31.12.2019

TABLE 2: STAFF GENDER COMPOSITION

	Female	Male	Total
Academic	87	42	129
Assistants	26	4	30
Boarding House	8	3	11
Business Staff	23	6	29
Chaplain		1	1
Health	3		3
IT	1	5	6
Library	3		3
Marketing	4	1	5
Property	1	10	11
Senior Management	6	2	8
Student Services	5	1	6
Tuckshop	2		2
Total	169	75	244

TABLE 3: STAFF AVERAGE YEARS OF SERVICE

	Female	Male	Total
Academic	9.21	11.49	9.95
Assistants	8.27	1.18	7.32
Boarding House	8.48	3.47	7.11
Business Staff	8.09	1.63	6.75
Chaplain		5.93	5.93
Health	6.89		6.89
IT	22.25	8.00	10.37
Library	7.15		7.15
Marketing	9.45	0.44	7.65
Property	22.40	10.72	11.78
Senior Management	12.35	8.00	11.26
Student Services	6.15	16.93	7.94
Tuckshop	19.27		19.27
Total	9.10	9.25	9.15

PERSONAL EXCELLENCE

As at 31.12.19

TABLE 4: NUMERACY – STUDENT OUTCOMES FROM NAPLAN TESTING

Year	Numeracy	Year 3	Year 5	Year 7	Year 9
2019	No. of Students below Benchmark	3	0	1	0
	% of Students at/above Benchmark	93.33	100	99.19	100
2018	No. of Students below Benchmark	0	0	0	0
	% of Students at/above Benchmark	100	100	100	100
2017	No. of Students below Benchmark	0	3	0	0
	% of Students at/above Benchmark	100	96	100	100
2016	No. of Students below Benchmark	0	1	1	1
	% of Students at/above Benchmark	100	99	99	99

TABLE 5: READING – STUDENT OUTCOMES FROM NAPLAN TESTING

Year	Reading	Year 3	Year 5	Year 7	Year 9
2019	No. of Students below Benchmark	2	0	1	1
	% of Students at/above Benchmark	95.83	100	99.19	99.15
2018	No. of Students below Benchmark	1	0	0	2
	% of Students at/above Benchmark	98	100	100	98
2017	No. of Students below Benchmark	0	1	0	4
	% of Students at/above Benchmark	100	99	100	97
2016	No. of Students below Benchmark	0	0	1	1
	% of Students at/above Benchmark	100	100	99	99

TABLE 6: WRITING – STUDENT OUTCOMES FROM NAPLAN TESTING

Year	Writing	Year 3	Year 5	Year 7	Year 9
2019	No. of Students below Benchmark	0	0	3	4
	% of Students at/above Benchmark	100	100	97.81	97.46
2018	No. of Students below Benchmark	1	0	1	4
	% of Students at/above Benchmark	98	100	99	97
2017	No. of Students below Benchmark	0	1	2	8
	% of Students at/above Benchmark	100	99	98	94
2016	No. of Students below Benchmark	0	0	2	8
	% of Students at/above Benchmark	100	100	98	94

TABLE 7: SPELLING – STUDENT OUTCOMES FROM NAPLAN TESTING

Year	Spelling	Year 3	Year 5	Year 7	Year 9
2019	No. of Students below Benchmark	6	0	3	2
	% of Students at/above Benchmark	87.5	100	97.81	98.21
2018	No. of Students below Benchmark	1	0	1	4
	% of Students at/above Benchmark	98	100	99	97
2017	No. of Students below Benchmark	0	3	1	0
	% of Students at/above Benchmark	100	96	99	100
2016	No. of Students below Benchmark	0	0	0	6
	% of Students at/above Benchmark	100	100	100	96

TABLE 8: GRAMMAR AND PUNCTUATION – STUDENT OUTCOMES FROM NAPLAN TESTING

Year	Grammar and Punctuation	Year 3	Year 5	Year 7	Year 9
2019	No. of Students below Benchmark	5	2	4	4
	% of Students at/above Benchmark	89.58	96.81	97.1	96.61
2018	No. of Students below Benchmark	0	3	0	0
	% of Students at/above Benchmark	100	97	100	100
2017	No. of Students below Benchmark	1	5	1	3
	% of Students at/above Benchmark	98	94	99	97
2016	No. of Students below Benchmark	0	0	1	8
	% of Students at/above Benchmark	100	100	99	94

VCE 2019

It is the rarest of students who can balance the complexities of Year 12 with an effervescence born of unyielding energy and kindness. Yet in our Dux, Helen Nguyen, there exists such a uniqueness.

Achieving an ATAR of 99.7, Helen embodies what it means to relentlessly pursue personal excellence. She is the embodiment of our school motto, of Holding Fast that which is Good, forever showing others the importance of grace under pressure and making it known that her standards were hers to reach and anything less than that was disappointing.

Helen Nguyen will accomplish wonderful things in her life and is celebrated at our school for her uniqueness and her brilliance, both of which she displayed in equal measure.

Growth is a process, we journeyed through this year with an emphasis on the depth of our content and curriculum mapping, monitoring of student growth and the delivery of an outstanding Victorian Certificate of Education (VCE).

Working alongside the Victorian Curriculum and Assessment Authority (VCAA), the School established a VCE Executive who diligently worked through the key components of maintaining a robust framework for success. The focus of the VCE Executive for 2019 was the alignment of the School's strategic priority of a rigorous and motivational curriculum with the expectations contained within the mandated Study Designs.

The work completed across the year, by each of the Faculties, solidified an already solid curriculum map, highlighting that our students are the beneficiaries of creative and challenging coursework, broad and relevant learning opportunities and subject content that teachers consistently adapt over time.

The Heads of Department worked particularly hard with their teams to ensure that the assessments designed for our students targeted the necessary skills and aligned with the expectations of their specific subjects. The VCE Executive will continue its work well into the future, focusing on the strategic priorities and ensuring the delivery of an exceptional VCE experience.

The results of our cohort were outstanding, and we are inherently proud of each student. What success looks like for each student is a deeply personal endeavour, and we are resolute in ensuring that when they leave their school, they have a true sense of self and purpose.

A SUMMARY OF PENINSULA GRAMMAR ATAR SCORES 2019

18 Students (12.6%) received an ATAR of 95 or better, placing them in the top 5% of the State (Compared with 9.4% in 2018 and 11.4% in 2017)

36 Students (21.17%) received an ATAR of 90 or better, placing them in the top 10% of the State (Compared with 20.15 in 2018 and 26.5% in 2017)

75 Students (52.82%) received an ATAR of 80 or better, placing them in the top 20% of the State (compared with 39.6% in 2018 and 46.7% in 2017)

102 Students (71.83%) received an ATAR of 70 or better, placing them in the top 30% of the State (compared with 57.85 and 64.5% in 2017)

Girls and Boys Median and Mean ATAR Scores (2016 – 2019)

The Median ATAR score provides insight into the midpoint of the cohorts achievements

In 2019 the median ATAR score increased by 5.3 points from 75.20 in 2018 to 80.5 in 2019

TABLE 9: ATAR SCORES

As at 31.12.19

	2016	2017	2018	2019	Variation 2018 to 2019
Median ATAR Score Girls	83.6	85.35	81.25	86.75	+5.5
Median ATAR Score Boys	78.35	72.85	69.2	74.5	+5.3
Mean ATAR Score Girls	81.55	81.4	77.4	84.7	+7.27
Mean ATAR Score Boys	73.3	72.6	67.3	72	+4.7

TABLE 10: DISTRIBUTION OF ATAR SCORES

As at 31.12.19

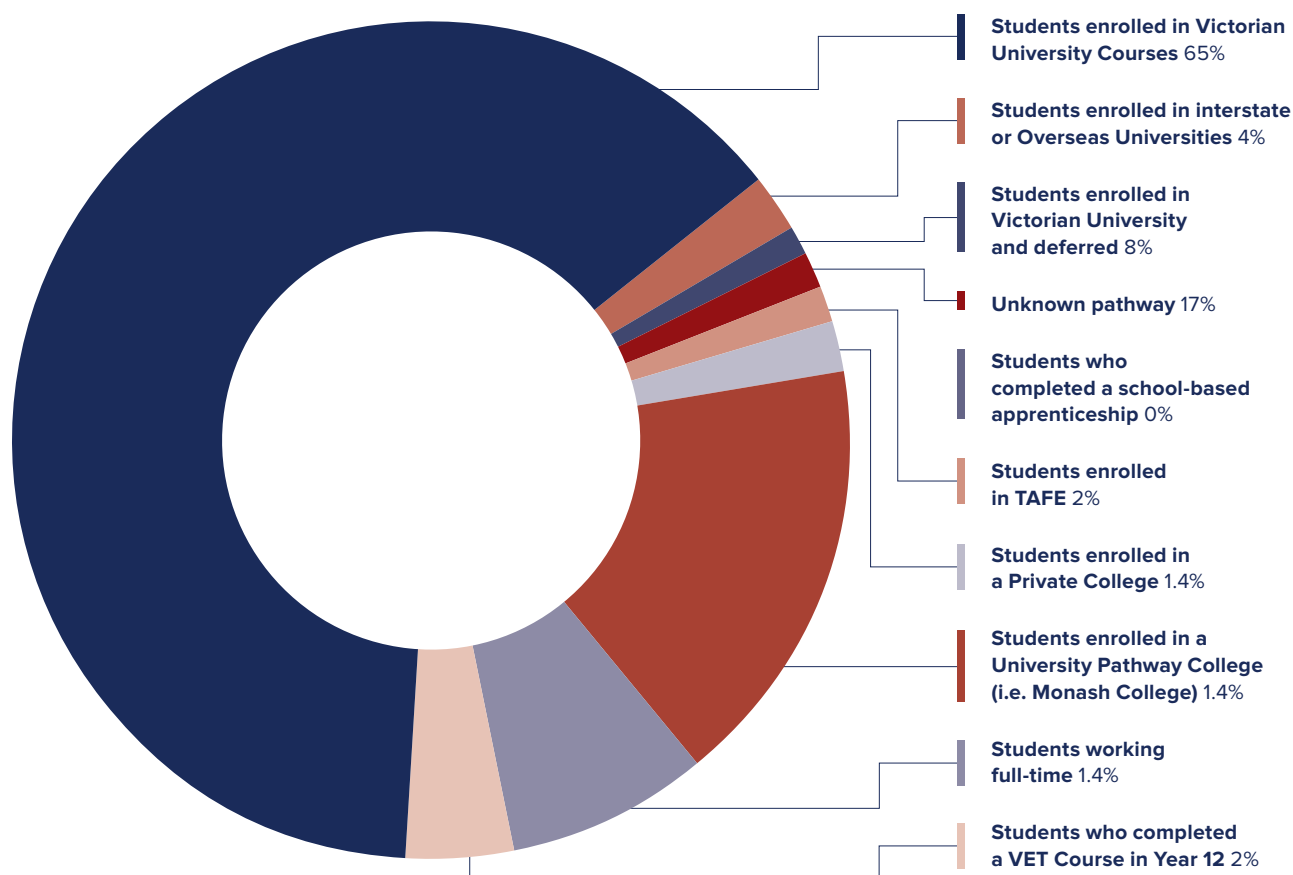
ATAR Score	State Ranking	2016 PG Student Score		2017 PG Student Scores		2018 PG Student Scores		2019 PG Student Scores		
	Top:	Total No.	%	Total No.	%	Total No.	%	Total	%	% Variation
99.95	Top 35	0	0	0	0	0	0	0	0	
>99	1%	6	3.9	5	3.1	2	1.2	5	3.5	+2.3
>98	2%	8	5.3	10	6.3	4	2.5	10	7	+4.5
>95	5%	15	9.9	18	11.4	15	9.4	18	12.59	+3.19
>90	10%	38	25	42	26.5	32	20.1	36	25.17	+5.07
>80	20%	73	48	74	46.8	63	39.6	76	52.82	+13.22
>70	30%	112	73.7	102	64.5	92	57.8	102	71.83	+14.03
>60	40%	132	86.8	130	82.2	108	67.9	122	85.92	+18.02
>50	50%	137	90.1	144	91.1	133	83.6	132	93.66	+10.06
>40	60%	144	94.7	156	98.7	146	91.8	137	96.48	+4.68
>30	70%	151	99.3	158	100	154	96.8	141	99.30	+2.5
>20	80%	152	100	158	100	159	100	142	100	0



POST SCHOOL DESTINATIONS

As at 31.12.19

CHART 2: CLASS OF 2019



STUDENT ATTENDANCE

Robust measures are in place at Peninsula Grammar to ensure that student attendance is recorded accurately each year. Student attendance is recorded twice daily, at the beginning of each day and again after lunch. Any unexplained absences are followed up with parents via our administration support staff.

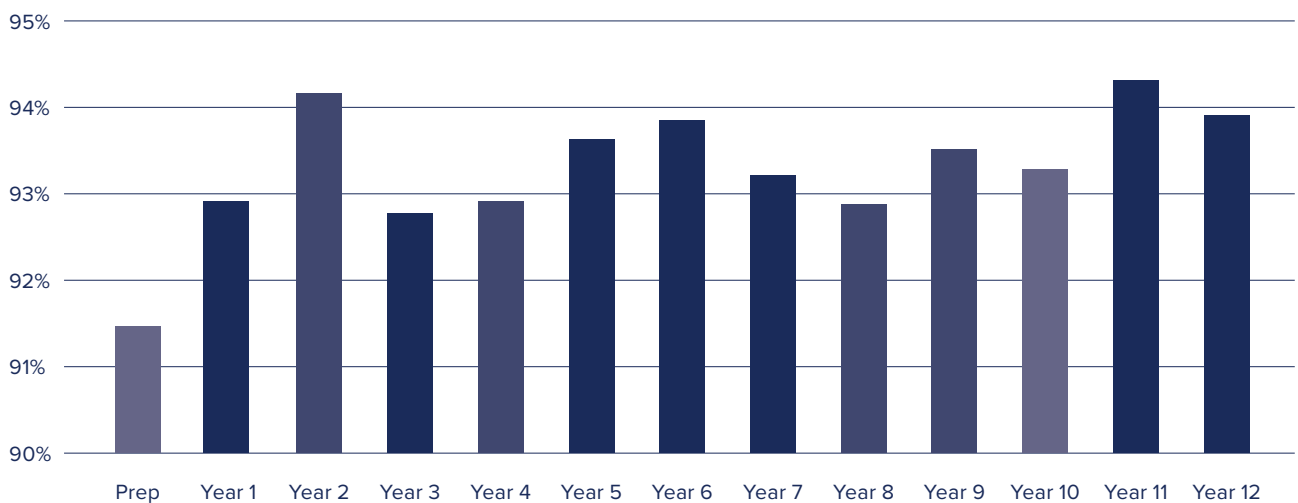
Parents are informed about the necessary process to apply for any leave greater than three days. Once granted by the Principal, the families are informed about the requirements to ensure that the students do not fall behind in their learning.

The whole school average attendance rate is 93.30%.



CHART 3: STUDENT AVERAGE ATTENDANCE RATE (%)

As at 31.12.19







COMMUNITY SATISFACTION

The following information has been based on feedback from students in Year 5 to Year 11.

In 2020, the parents of the school will be surveyed on community satisfaction and these findings will be presented at the end of the academic year.

CHART 4: OVERALL SATISFACTION COMPARED TO OTHER INDEPENDENT SCHOOL

As at 31.12.19

Peninsula Grammar students rate us in the top quartile, 25% for all domains against statistically similar schools in 2019.

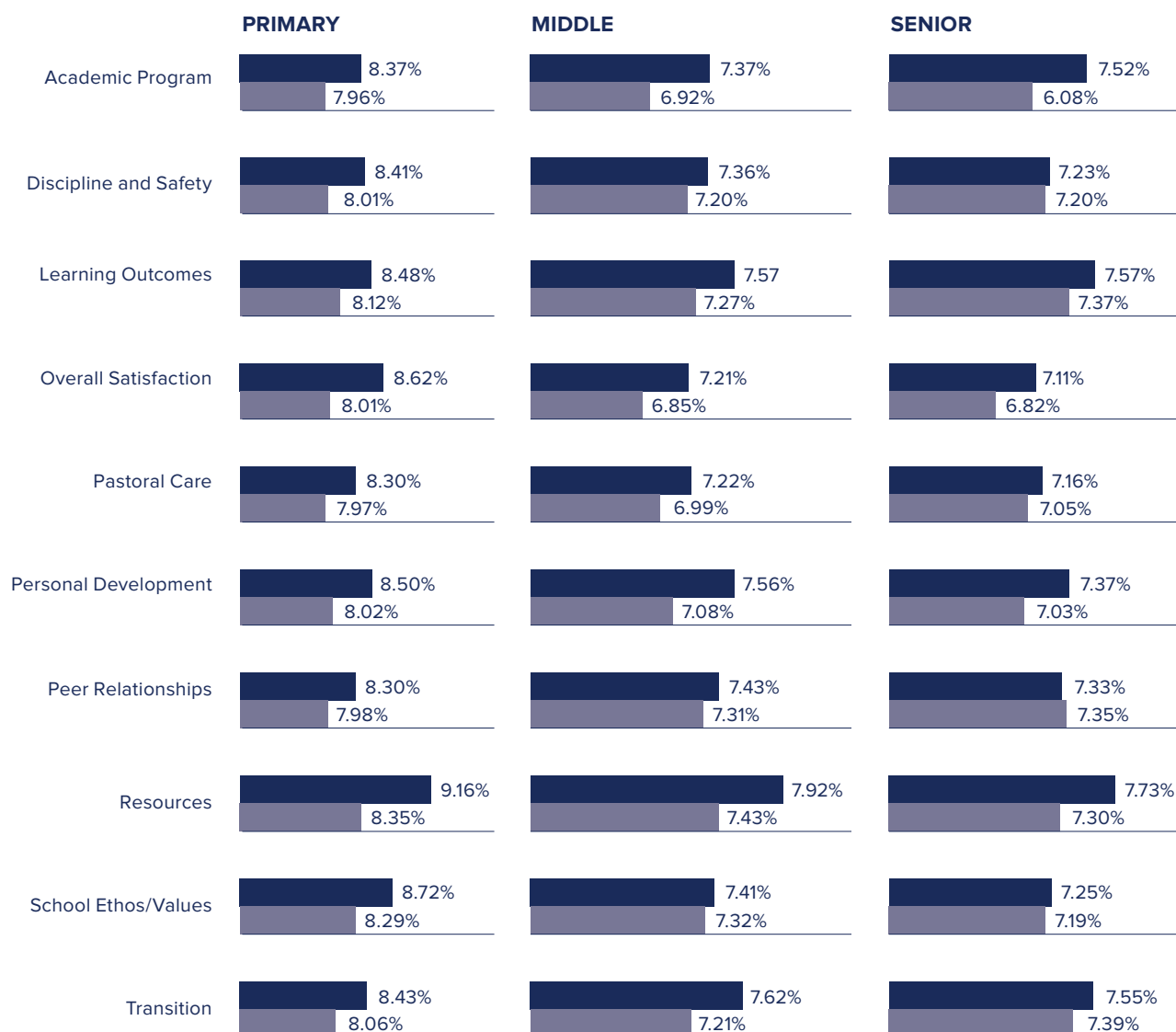
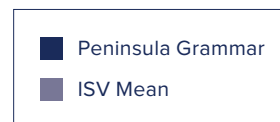


CHART 5: QUALITY LEARNING

As at 31.12.19

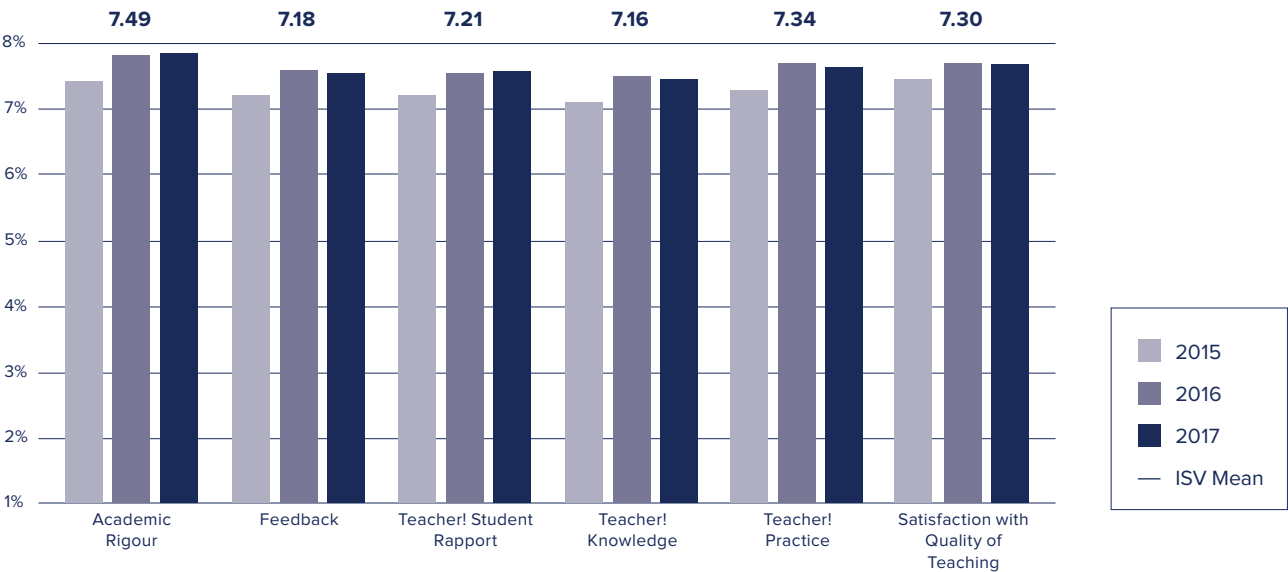
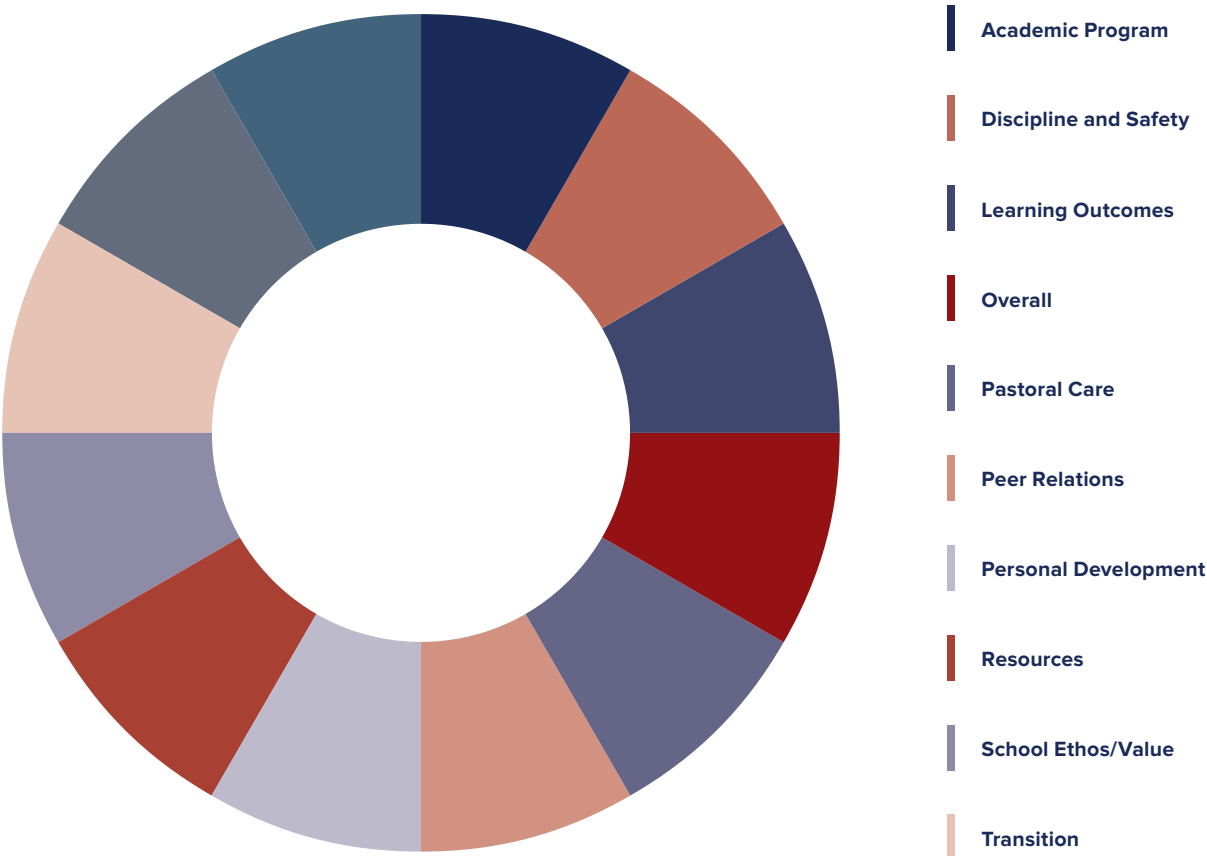


CHART 6: GENEREAL SATISFACTION AGAINST STATISTICALLY SIMILAR SCHOOLS

As at 31.12.19

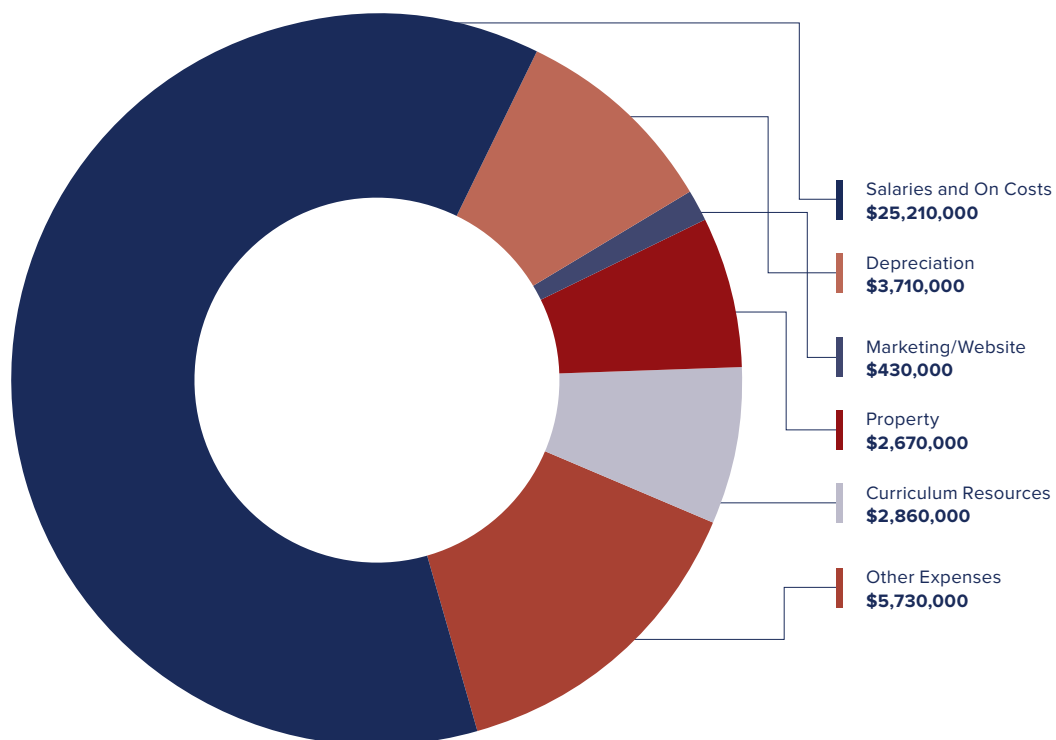
In the following domains, the school sits in the top quartile against all independent schools.



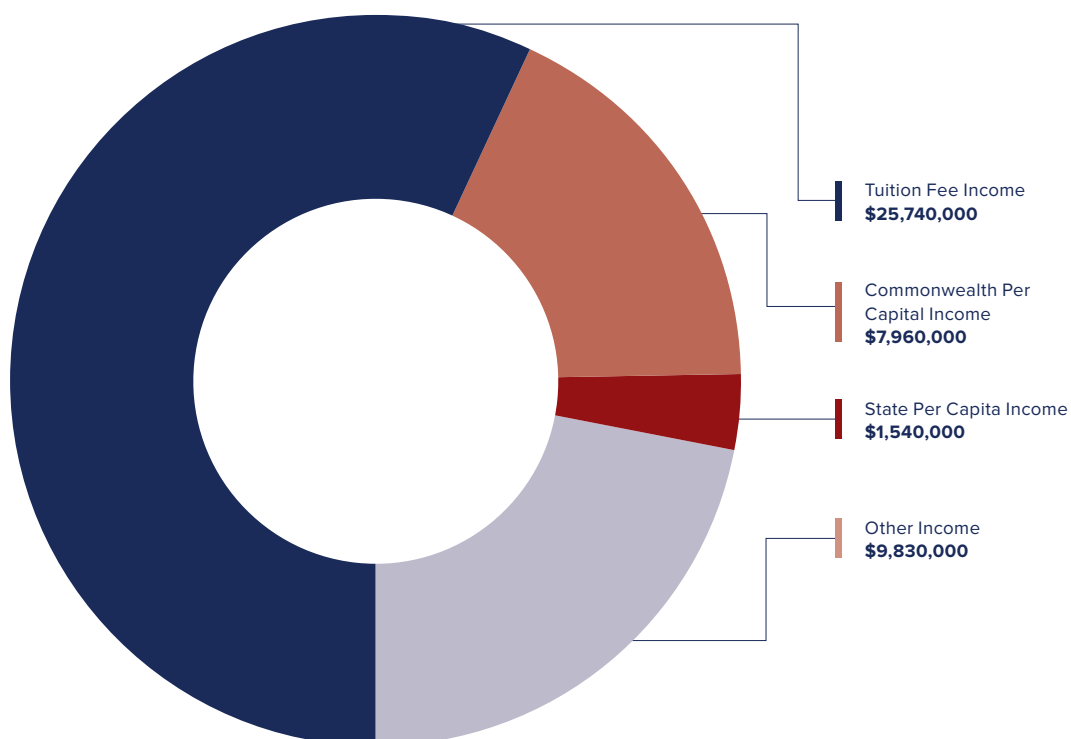
FINANCIAL OPERATIONS 2019

As at 31.12.19

GRAPH 7: RECURRENT EXPENDITURE 2019



GRAPH 8: RECURRENT INCOME 2019







PENINSULA
— G R A M M A R —
INSPIRING PERFORMANCE