



PENINSULA GRAMMAR ANNUAL REPORT 2018





ABOUT PENINSULA GRAMMAR

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.



MESSAGE FROM THE PRINCIPAL

It is the right of every child to learn and pursue personal excellence. It is this belief that ensures every Peninsula Grammarian will find the courage to forge their own path, drive confidently towards their own dreams and step willingly into the possibilities of a brilliant tomorrow.

This Annual Report highlights the accomplishments of our school during 2018. It provides insight into our growth and development.

Under the auspice of our strategic imperatives, we work diligently to ensure that every opportunity afforded to our students is centred on their growth. Our teachers are adaptable, flexible and dedicated; not only to the development of the children in their charge, but to their own professional advancement.

Learning is the work of Peninsula Grammar and drives all we do. Our focus in 2018 was on the evaluation of a curriculum map that amalgamated contemporary approaches to pedagogy with explicit instruction that we know advances our students' knowledge and challenges them to reach for their learning.

CURRICULUM DEVELOPMENT

With a solid foundation already in place, the evolution of our curriculum across the entire school has seen adaptations made to the way we plan for, develop and assess student growth. From the Junior Years inquiry model of learning, to the Year 9 Big Picture Learning program, much of our curriculum has evolved to develop the critical and creative thinking skills required of a learner in contemporary society. We hold fast to the core elements of our curriculum, the explicit skills necessary to enhance student comprehension and to ensure that their literacy and numeracy skills are continually reinforced.

HOUSE SYSTEM

Our House system provides students with the opportunity to participate across a number of events that enable them to feel a sense of belonging and a shared commitment to the betterment of the School. From social justice initiatives, to sporting and academic pursuits, the House system unifies all students across the School in a broad array of co-curricular opportunities.

INNOVATION AND TECHNOLOGY

Soon to begin construction, the Innovation and Learning Centre is designed to afford students the opportunity to innovate, learn and create in a building intended to inspire and enhance learning outcomes.

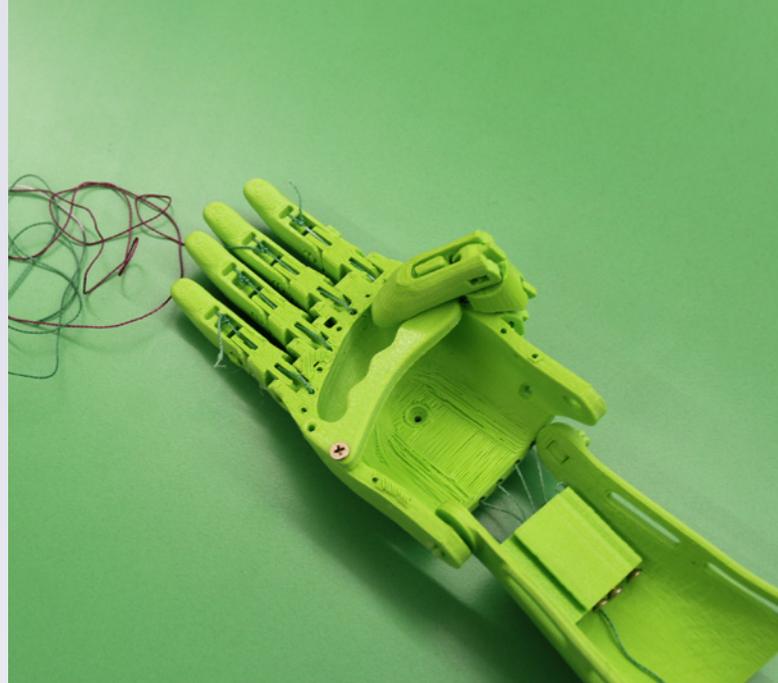
At Peninsula Grammar, innovation means more to us than the latest technology craze; innovation in education lies in the capacity of the student to dream, to design and to develop their own initiatives that enhance the lives of others.

FOOD TECHNOLOGY

For the first time in the history of Peninsula Grammar Units 1 to 4 Food Technology were offered. With an undertaking of studious and creative students opting to study the course in 2018, the program has been met with much excitement from our students and their parents. Taught to all students in Years 7 and 8 and as an elective option in Years 9 and 10, Food Technology has brought a new realm of innovation to our landscape and fostered a love of learning, surpassing more traditional models of classroom teaching through our purpose-built kitchens.

THE BECOMING ME PROGRAM

2018 saw students of the *Becoming Me* program enter their third year in a context designed to target the individual at their point of need, providing them with every opportunity to excel. Students in this program work at their appropriate level and are challenged across a curriculum that offers them a plethora of possibilities to develop their strength and advance their skills.





THE PENINSULA INTERNATIONAL SCHOOL AUSTRALIA (PISA) - MALAYSIA

2018 saw our partner school Peninsula International School Australia (PISA) enter its first year of teaching and learning. Using the Victorian Curriculum as a foundation, the School has begun to develop a strong curriculum, based on many of the initiatives developed here at Peninsula Grammar. It is an exciting time for us to be developing this partnership, as future opportunities for learning in an international context, enhancing student's global awareness, will eventually see our students provided the opportunity to study in Malaysia.

PERFORMING ARTS

Beyond the classroom our story on the stage is one of awe-inspiring greatness. The life that is breathed into our school through the Performing Arts program by our dedicated and incredibly talented staff, is beyond comparison. The outstanding Senior Years' production, *'Disney's The Little Mermaid,'* highlighted the capacity of our students to push themselves beyond their perceived limitations and create a production worthy of a Broadway stage. In a similar vein, the Middle Years' production of *'Disney's Aladdin Jr.'* promoted the prowess of our younger performers, who know no fear when it comes to stepping outside of their comfort zones to entertain an audience. I can't forget our littlest performers in the Mini-Musical Extravaganza who created heart-warming moments that are now engraved in the minds of many parents and students. Our annual Grand Music Showcase featured an array of astounding arrangements developed over many months in an environment that fosters a unique sense of community and a sanctuary for many of our students.

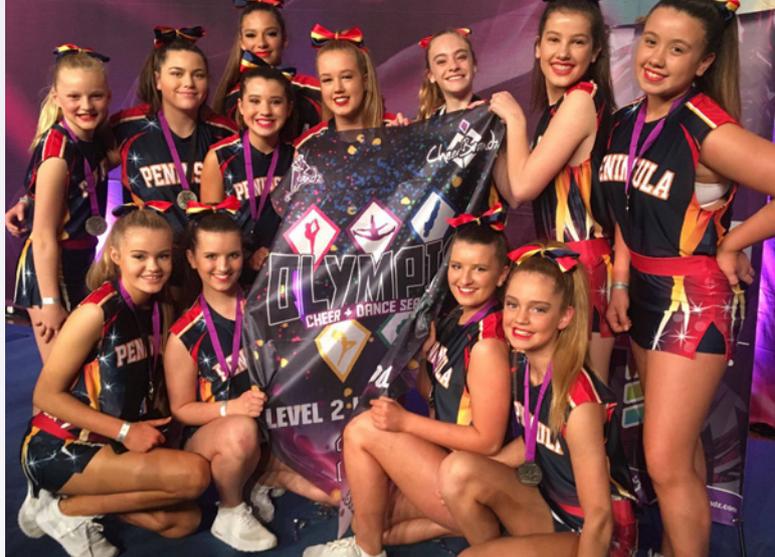


SPORTING SUCCESS

The story of Peninsula Grammar's sporting prowess is legendary, and this year was no exception. At our first Super Sport Saturday, we invited parents and friends to come and see our sport in action, to cheer on our players and experience the sense of community that is created through sport. Our Sports Captains of 2018 made amazing strides in setting the standards for future captains to follow, a legacy we can all be proud of. A highlight seen was when our Firsts teams trained with our Junior teams, creating an inspiring atmosphere of camaraderie and ongoing support. Our Aerobics team made the state finals and our Cheerleading team placed second in two competitions during their first year of working together. Our Snowsports team had the most successful season ever, placing third at the ASSSTC, winning the overall Cross-Country Cup and placing fourth in both the overall co-education sections for Primary and Secondary Schools at the Victorian Interschools competition. Congratulations to our Intermediate B Red and Junior B Girls Netball, Year 7B and 9B Boys Basketball teams on their undefeated season. We value each student's contribution to the Sports program at Peninsula Grammar.

CLASS OF 2018

Our results in 2018 showed the dedication of our students, our teachers and our school community towards pursuing excellence in VCE and nurturing well-rounded students. The learner of the 21st century requires a curriculum that stretches the width and breadth of the possibilities ahead. I am proud of the evolution of learning at our school, of the changes made to build on the foundation for our young people, so they are ready for the challenges ahead. We congratulate the Class of 2018 and wish them all the best for the future ahead.





VALE REVEREND JOHN LEAVER AND MS. RACHAEL NEALE

Our community mourned the passing of our much-loved colleagues in 2018. Those fortunate to have known them and learnt from them admired them both greatly. We give our thanks to God for the life and legacies they both bestowed upon our school.

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 past President Ms. Tracey Tobias-Hoyle and current President Mrs. Jess Whitfort 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.

Mr. Stuart Johnston
Principal



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 IS
QUOD BONUM TENETE
"HOLD FAST THAT WHICH IS GOOD"

OUR VALUES ARE:

- STEWARSHIP
- INTEGRITY
- CO-EDUCATIONAL LEARNING
- PERSONAL EXCELLENCE
- COMMUNITY SPIRIT
- CHRISTIAN FAITH





OUR KEY LEARNING AREAS

JUNIOR YEARS - DISCOVERING ME

The foundation of the *Discovering Me* program lies in the importance of empowering each child to learn through experiences and to grow through an understanding of how they learn best. It charges us to inspire them to have a voice that is heard, a voice that is considered and a voice that is unique to their own thoughts and beliefs.

We are in awe of the wonderful achievements of our students both within and outside of the classroom. The dedication of our teaching team ensures that the learning experiences of each child are meaningful and engaging.

In addition to our core curriculum areas, in 2018 we focused on developing the skills of inquiry. We looked at what it means for our students to be inquisitive learners and the characteristics that foster the notion of creativity and curiosity. Our students were afforded opportunities to be co-learners and lead learning projects to ensure they develop the skills to be the designers and creators of the future. Making their learning relevant ensured focus and engagement and the commitment of students to reach their personal excellence in all that they do.

Our Kindergarten students are masters of inquiry learning. Spending time in our Kindergartens you quickly see the questioning and imagining around their learning. They are risk-takers; the notion of something not working is not a failure but a chance to try it again differently. This promotes collaborative learning experiences and insists that the teacher and the students work together - it is a joy to see the buzz in the classroom.





Beyond the classroom our students demonstrated their energy and enthusiasm in our Mini-Musical Extravaganza. In its third year, the students relished the opportunity to show their performance and music skills to a packed audience at the Frankston Arts Centre. We also celebrated the ECC and Clarke Centre Art Exhibition. A trademark of the Visual Arts program, we have come to expect work of a high standard, this year the exhibition exceeded our expectations. Our students continued to amaze us with their willingness to express themselves authentically and to share their talents for our community to admire.

The House spirit strengthened in the Clarke Centre and many students performed in Swimming, Athletics, Cross-Country and Music events over the course of the year. It was wonderful to see so many Year 2 students engaging with older Junior Years students, it is pleasing to see families also having opportunities to work together.





MIDDLE YEARS - BECOMING ME

For many, 2018 has been a year of new beginnings. Those students new to Peninsula Grammar in Year 5 and Year 7, began their journey with a range of emotions; some of apprehension and some of excitement and joy. There is no doubt that for each student, new or returning, that the gift of an education at Peninsula Grammar is one to be celebrated. In the Middle Years we welcome and commemorate the uniqueness of each student and pride ourselves on recognising and celebrating such diversity. We welcome the opportunity to acknowledge personal excellence whether that be on the sporting field, in the classroom, in the production, in the Personal Development program or in service learning. Rarely is there a week when a student is not recognised for their achievements at a Middle Years assembly.

The *Becoming Me* program, now in its third year, allows for such celebration. This year we watched our Year 7 cohort commence the year as a confident and capable group of young men and women. They embraced the students new to their peer group and welcomed them to the School. Small random acts of kindness were seen on a daily basis and the camp to the Summit in March helped to cement these friendships. These students are autonomous learners, well-equipped for the challenges

of the 21st century in which they live and learn. They continue to impress us with their thirst for knowledge and their unending quest for answers to often unanswerable questions.

Our Year 5 students have embraced their journey into the *Becoming Me* program with great enthusiasm and endeavour. Whilst we unashamedly challenge them to become more independent, we also acknowledge that along this journey they need guidance from the key adults in their lives. Our Year 5 Mentors are exceptional in the care that they provide for each student in the year level, not just those in their Mentor group. Whilst our program continues to target the literacy and numeracy learning of each student, the recent Genius Hour is a testament to the creativity and collaboration that is also fostered within this program.

Once recognised as a milestone marking the end of primary school, Year 6 now represents a stepping stone towards greater independence, student voice and choice. Our students begin their year with an incredible outdoor experience at Wilson's Promontory and conclude the year with a study tour to Canberra. The growth that each student experiences between these two events is remarkable. For many, their final year in the Clarke Centre is remembered as one of celebration and accolades.



Our Year 7 and 8 students continue their journey through the Middle Years in their House Mentor groups. The opportunity to learn in both single gender and co-educational classes provides the best of both worlds. We remain proudly co-educational whilst acknowledging that there are differences in the way that each gender does learn and therefore should be taught. Our targeted teaching in Mathematics and English allows for differentiation and a tailored program to allow each student to demonstrate growth regardless of their starting point.

A much anticipated and exciting initiative in 2018 was the introduction of Food Technology. Embedded within the Art, Design and Technology curriculum, the program is designed to expose our students to the content of the Victorian Curriculum. The establishment of a state-of-the-art kitchen facility provides our Years 7 and 8 students with an area in which to learn the fundamentals of this subject. Our students experience the skills and techniques that reach far beyond ‘cooking’.

Our STEM program in the Middle Years is a curriculum that is engaging and dynamic, based on design thinking, whilst at the same time allowing students to explore the vast range of technologies available in the MakerSpaces.





PRE SENIOR YEAR - CHALLENGING ME

2018 was a fantastic year in Pre Senior, combining opportunities that have long been a part of Year 9 with new initiatives. Our largest change to the Year 9 Program was the implementation of a new interdisciplinary subject, Big Picture Learning. The purpose of this reinvigorated curriculum was to enhance engagement and relevance, and to allow students to improve their critical thinking and creativity. The Big Picture Learning curriculum incorporates Science, History, Geography, Religion and Values Education, but also allows flexibility of focus, whilst incorporating the learnings students gain from our Challenge Blocks.

Big Picture Learning began with the Big History Project, a learning opportunity that avoids looking at small snapshots of the world, but rather combines historical and scientific knowledge into the larger questions of 'how did we get here?' and 'where are we going?'. Key research and writing skills were

practiced alongside scientific enquiries and practicals. These skills continued to be utilised throughout the year in targeted research projects related to Challenge Blocks, in the targeted teaching of more traditional Science curriculum and skills, and in the Term 4 'Follow Your Interest' project. Students displayed their work at an end of year exhibition, where the focus was on the process of learning, rather than on the final product.

Students' Challenge Block experiences were broadened this year through their connection to Big Picture Learning. Our traditional Outdoor Education Camp, alongside its adventures and physical and mental challenges, has long focused on sustainability. From the views of Gippsland's power stations, to our work in the Heyfield Wetlands, and the off-grid, self-sufficient nature of the Wollangarra experience, students were exposed to a myriad of ideas around the sustainability of our environment and community. Students used those experiences as motivation towards their own research into a feature of sustainability.



Peninsula to the City (P2C) maintained its traditional purpose of engagement. Students continued to learn about Melbourne's community and history and increased their confidence and ability with independent travel and responsibility. Students undertook their research into a city issue of their choice with gusto, producing insightful and detailed findings.

Pathways 4 Life continued to evolve this year and benefitted enormously from being able to expand into Big Picture Learning. The mainstays of Pathways 4 Life remained: visits to universities and TAFE, a focus on community service and ideas towards maintaining fitness for life continued. We increased students' opportunities to learn about their future in work, inviting parents to speak to students about their careers and experiences. The life skills component was also expanded to incorporate not just cooking, but also advice about travel, car maintenance, and basic home skills.

The acquisition of skills for part-time jobs, as well as future careers, was also a major focus. As part of Pathways 4 Life all students produced a CV and a cover letter for a choice of mock jobs. A key activity in Term 3 involved Year 9 students being interviewed for these jobs by our Unit 2 Business Management students. Each Year 9 student received feedback, which we hope will help them with gaining jobs in the future. All students also undertook training in our dedicated Year 9 Café, learning basic barista skills early in the year. Term 3 saw the grand opening of Café Nine; students undertook roles within the café including taking orders, making hot and cold drinks and baking and serving snacks.





In 2018 Year 9 students also participated in specific Year 9 House activities, as a way of fostering House spirit. Community service learning was also a key feature of the year. Two afternoons per term were dedicated to local activities. In the outdoors, groups of students continued to work on the rejuvenation of a Shoreham wetlands area, assisted with the maintenance of Moonlit Sanctuary and worked on a new Mount Eliza running track which will benefit locals. Other groups of students continued our work with students at Osborne Primary School and some local Aged Care Homes. A small team of girls dedicated time to working with the Mount Eliza chapter of Days for Girls, producing sustainable sanitary hygiene kits for girls and women in the developing world. In our newest initiative, we founded a Mornington Peninsula base for Eat Up, a Richmond-based group who provide lunches for students who would not normally eat during the school day.

Our thanks must go to the Mount Eliza Rotary Club members who willingly delivered 700 sandwiches we made during each session to schools in the local area.

In September, 27 students were lucky enough to participate in our second annual overseas community service learning opportunity to Northern Thailand. Alongside cultural experiences, these students helped with the construction of new infrastructure in hillside villages and worked with young people in schools and a refugee camp close to the Myanmar border. Through our connection with Days for Girls we were also able to deliver kits to girls in these places, providing guidance on hygiene and women's safety.



SENIOR YEARS - INSPIRING ME

Senior Years at Peninsula Grammar encourage students to grow and mature significantly, where independence is yearned for and where the sense of community is strong.

The anticipated benefits of the House system came to fruition in 2018. Our up-skilled student House leaders led strongly from the start of the year and most students displayed the confidence to participate and become firmly entrenched within their 'mini-family' of the School. Our House competition continued to expand throughout the Middle and Pre Senior Years and included far more opportunities for our younger students to interact with their Senior Years' role models.

The Year 10 students settled quickly into their new environment, the Year 10 Centre. Very few schools provide the opportunity for Year 10 students to have a space of their

own. A highlight for our Year 10 students was again the Outdoor Education Camps. At the end of Term 1, our students had the opportunity to develop in areas such as teamwork, perseverance and tolerance of others as they were placed outside of their comfort zone.

The most significant development in the Senior Years curriculum in 2018 was the introduction of the *Inspiring Me* Investigations in Year 10. This was designed to address a need to develop skills in critical thinking, creativity, collaboration and communication in our students before they embark upon the challenges of the VCE in Year 11. The *Inspiring Me* Investigations were conducted each term under four broad themes: Active Thinker, Creative Thinker, Logical Thinker and Social Thinker. *Inspiring Me* Investigations challenged our students and our staff to capture the heart of traditional disciplines and consider this in new ways. The skills, habits and learning dispositions



gained from the program will equip our students to apply their knowledge, work independently and tackle the challenge of the VCE with confidence and self-efficacy.

Our theme in the Senior Years is simply 'to make a difference'. In 2018, wellbeing continued to be a strong focus within the Senior Years. Our Student Wellbeing Committee went from strength to strength, with many new and useful initiatives being introduced. A highlight was the focus on educating our community on the positive and negative impacts of social media.

Linking into educational outcomes, our Senior Years classrooms continue to be a place where our professional and talented staff look to challenge and inspire our students. This year, they worked tirelessly to ensure that our Senior Years is built around the pursuit of academic excellence. To enhance their teaching practices, they attend professional learning opportunities, collaborate regularly and stay up-to-date

with the latest trends in educational research. Our staff encourage our students not only to focus on content, but also to develop key 21st century learning skills that will assist to make them world-ready. The role of a teacher continues to grow, with the expectation that our staff are highly skilled in their subject, pastorally and in numerous of other areas.

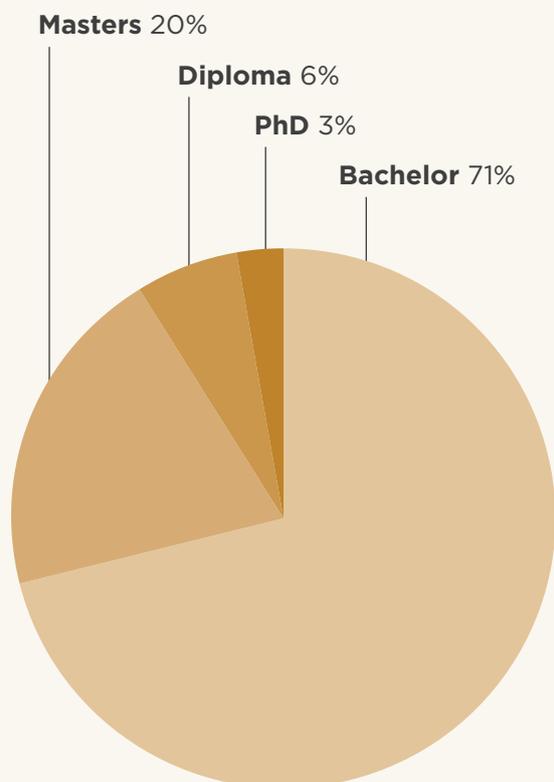




QUALITY STAFF

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.





WORKFORCE COMPOSITION

As at 31.12.2018

TABLE 1: STAFF GENDER COMPOSITION

	FEMALE	MALE	TOTAL
ACADEMIC	81	47	128
ASSISTANTS	25	3	28
BOARDING HOUSE	7	4	11
BUSINESS STAFF	22	3	25
CHAPLAIN		1	1
HEALTH	3		3
IT	1	5	6
LIBRARY	3		3
MARKETING	5	1	6
PROPERTY	1	10	11
SENIOR MANAGEMENT	4	3	7
STUDENT SERVICES	6	1	7
TUCKSHOP	4		4
TOTAL	162	78	240

TABLE 2: STAFF AVERAGE YEARS OF SERVICE

	FEMALE	MALE	AVERAGE
ACADEMIC	9	12	10
ASSISTANTS	7	1	7
BOARDING HOUSE	12	4	9
BUSINESS STAFF	7	2	6
CHAPLAIN		5	5
HEALTH	6		6
IT	21	7	9
LIBRARY	9		9
MARKETING	7	2	6
PROPERTY	21	10	11
SENIOR MANAGEMENT	9	6	8
STUDENT SERVICES	5	16	7
TUCKSHOP	13		13
TOTAL	8.62	9.77	8.99

PERSONAL EXCELLENCE - STUDENT OUTCOMES FROM NAPLAN TESTING

NUMERACY		YEAR 3	YEAR 5	YEAR 7	YEAR 9
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
2015	NO. OF STUDENTS BELOW BENCHMARK	0	0	0	0
	% OF STUDENTS AT/ABOVE BENCHMARK	100	100	100	100

READING		YEAR 3	YEAR 5	YEAR 7	YEAR 9
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
2015	NO. OF STUDENTS BELOW BENCHMARK	0	1	1	1
	% OF STUDENTS AT/ABOVE BENCHMARK	100	98	98	99

WRITING		YEAR 3	YEAR 5	YEAR 7	YEAR 9
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
2015	NO. OF STUDENTS BELOW BENCHMARK	0	0	0	5
	% OF STUDENTS AT/ABOVE BENCHMARK	100	100	100	96

SPELLING		YEAR 3	YEAR 5	YEAR 7	YEAR 9
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
2015	NO. OF STUDENTS BELOW BENCHMARK	1	1	0	3
	% OF STUDENTS AT/ABOVE BENCHMARK	98	98	100	98

GRAMMAR AND PUNCTUATION		YEAR 3	YEAR 5	YEAR 7	YEAR 9
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
2015	NO. OF STUDENTS BELOW BENCHMARK	0	1	1	2
	% OF STUDENTS AT/ABOVE BENCHMARK	100	98	98	99



2018 Dux Emma Qiu achieved an ATAR Score of 99.85

VCE 2018

I am pleased to provide the following summary of our 2018 VCE results.

Congratulations to our 2018 Dux **Emma Qiu** who achieved a score of 99.85.

Other students to be congratulated on their significant achievements are:

Thanh Hien Pham (99.7) who has also gained entry into Princeton University in 2019, **Pham Thao Ly** (98.45) and **Dang Khanh Linh** (98.25).

Our Year 12 cohort this year comprised of 159 students who worked enthusiastically and diligently to complete the VCE.

Our Year 12 girls did particularly well achieving a median ATAR of 81.25.

In 2018, 159 Year 12 students qualified for an ATAR, completing their VCE.

A SUMMARY OF PENINSULA GRAMMAR ATAR SCORES 2018

15 students (9.6%) received an **ATAR of 95** or better, placing them in the top 5% of the State (compared with 11.4% of Peninsula Grammar students in 2017).

32 students (20.1%) received an **ATAR of 90** or better, placing them in the top 10% of the State (compared with 26.5% of Peninsula Grammar students in 2017).

63 students (39.6%) received an **ATAR of 80** or better, placing them in the top 20% of the State (compared with 46.8% of Peninsula Grammar students in 2017).

92 students (57.8%) received an **ATAR of 70** or better, placing them in the top 30% of the State (compared with 64.5% of Peninsula Grammar students in 2017).



Kathy Pham gained entry into Princeton University

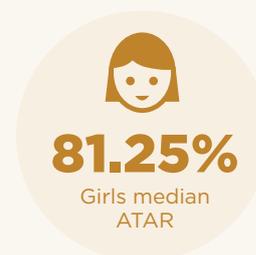
GIRLS AND BOYS MEDIAN AND MEAN ATAR SCORES (2016-2018)

	2016	2017	2018	Variation
Median ATAR Score Girls	83.6	85.35	81.25	-4.1
Median ATAR Score Boys	78.35	72.85	69.2	-3.65
Mean ATAR Score Girls	81.55	81.4	77.4	-4.0
Mean ATAR Score Boys	73.3	72.6	67.30	-5.3

ATAR SCORE	STATE RANKING	2016 PENINSULA GRAMMAR		2017 PENINSULA GRAMMAR		2018 PENINSULA GRAMMAR		% variation
		Total No.	%	Total No.	%	Total No.	%	
99.95		0	0	0	0			
≥99	1%	6	3.9	5	3.1			
≥98	2%	8	5.3	10	6.3			
≥95	5%	15	9.9	18	11.4			
≥90	10%	38	25	42	26.5			
≥80	20%	73	48	74	46.8			
≥70	30%	112	73.7	102	64.5			
≥60	40%	132	86.8	130	82.2			
≥50	50%	137	90.1	144	91.1			
≥40	60%	144	94.7	156	98.7			
≥30	70%	151	99.3	158	100			
≥20	80%	152	100	158	100			

THE CLASS OF 2018

We applaud the Class of 2018 for their dedication to achieving their personal best.



ATAR RESULTS



POST SCHOOL DESTINATIONS

Students enrolled in Victorian university courses 62%

Students enrolled in interstate or overseas universities 2.5%

Students enrolled in Victorian university courses and deferred 9%

Unknown pathway 14%

Students who completed a school-based apprenticeship 2.5%

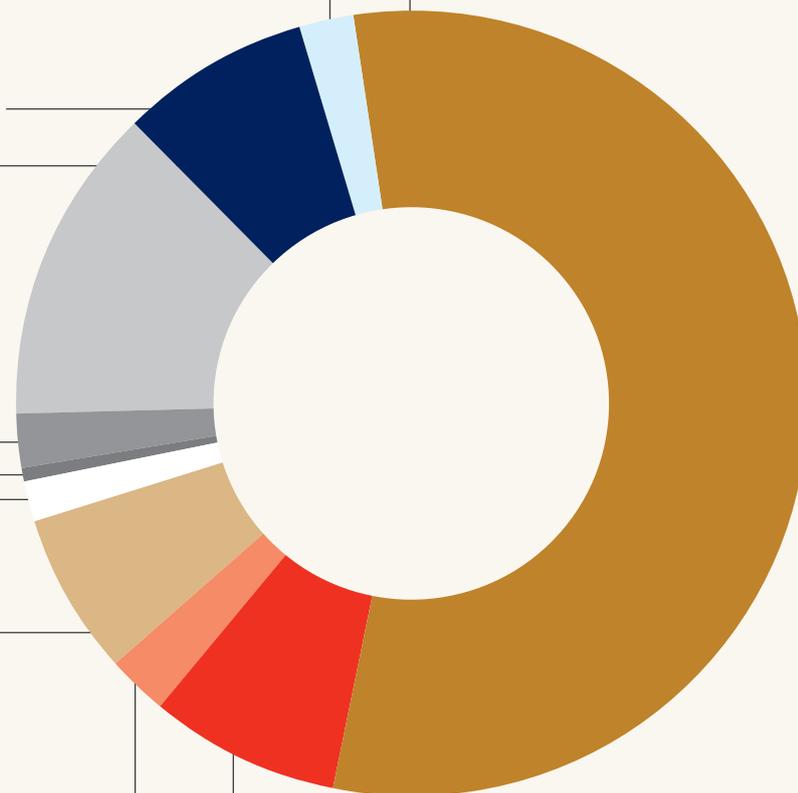
Students enrolled in TAFE 0.6%

Students enrolled in a private college 1.9%

Students enrolled in a university pathway college (i.e. Monash College) 7.5%

Students working full-time 2.5%

Students who completed a VET Course 8.8%



UNIVERSITY OFFERS

77.4%

TOP 3 pref



77.4% of our Year 12 students from the class of 2018 received one of their **TOP 3** preferences for tertiary study.



Monash	45
Deakin	28
RMIT	16
Melbourne	14
Swinburne	12
Victoria	7
LaTrobe	6
ACU	5
Federation	1

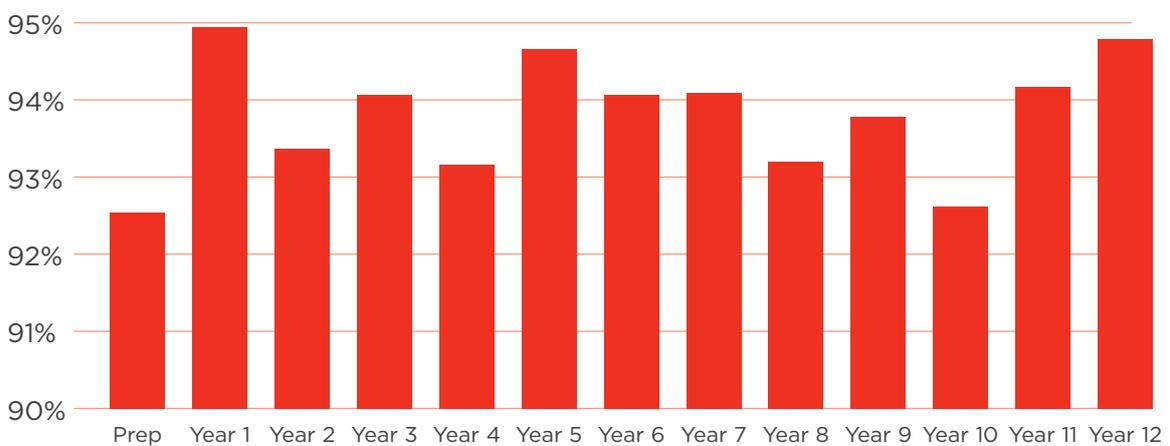


STUDENT ATTENDANCE

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 93.80%.



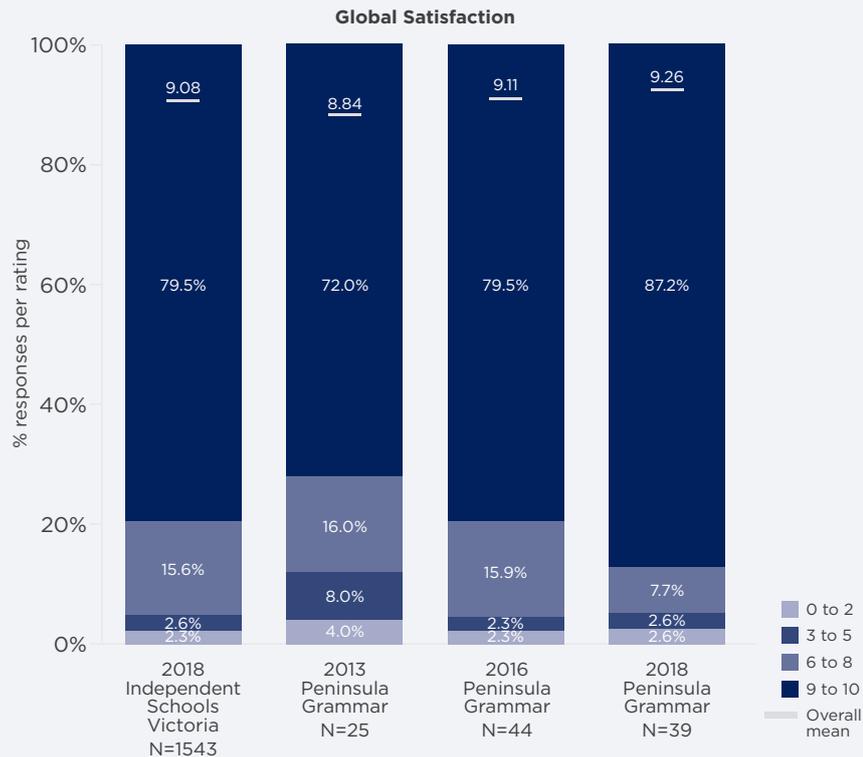
COMMUNITY SATISFACTION

Our school conducts comprehensive community satisfaction surveys, including parent satisfaction research, biannually. The LEAD Parent Satisfaction survey will be conducted again at the end of 2019. The summary results of the most recent 2017 survey are provided on the following page.

At the conclusion of 2018, Peninsula Grammar did undertake a parent satisfaction survey of our Early Learning Centre (our 3 and 4-year-old Kindergarten program) in collaboration with Independent Schools Victoria (ISV), a summary of these results are provided below.

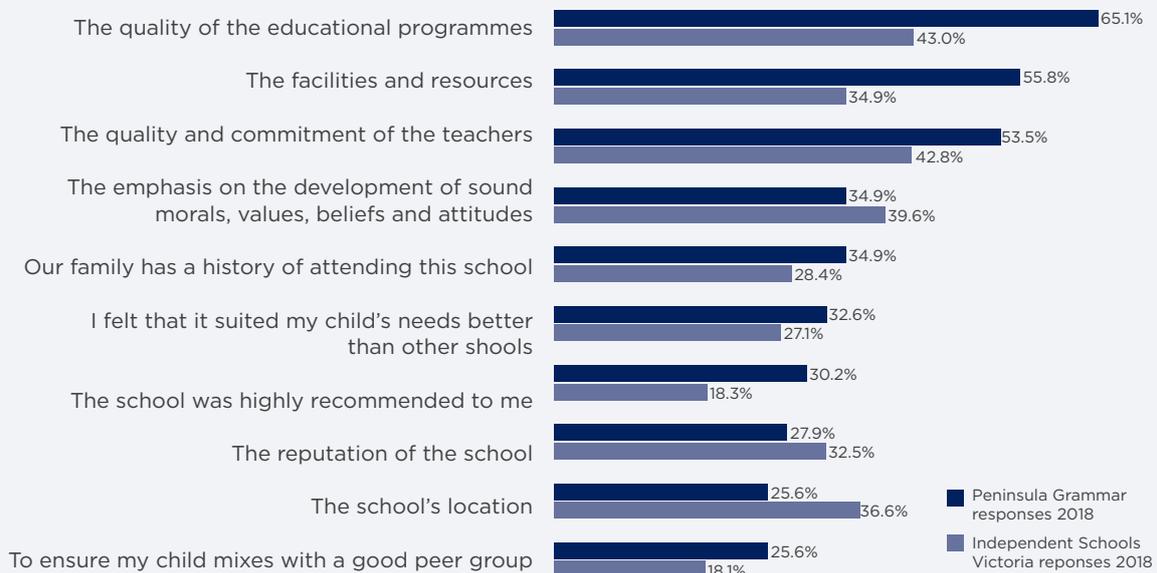
OVERALL SATISFACTION

The global item is measured by asking parents to think about the Early Learning Centre overall, and to rate their satisfaction level. High levels of overall performance occur when parents are very satisfied with their choice.



REASONS FOR CHOOSING PENINSULA GRAMMAR

Parents were asked to rank their top five reasons for choosing Peninsula Grammar from a list of 20 options. The table below shows the top reasons chosen by parents.





The LEAD Parent Satisfaction survey used in 2017 provided powerful insights from our parent body that helps us to inform action going forward. The survey evaluates parents' satisfaction levels of important aspects of schooling. The survey's purpose is to understand parent perceptions regarding the quality of their child's educational experience and to gather recommendations for improving the quality of their child's education.

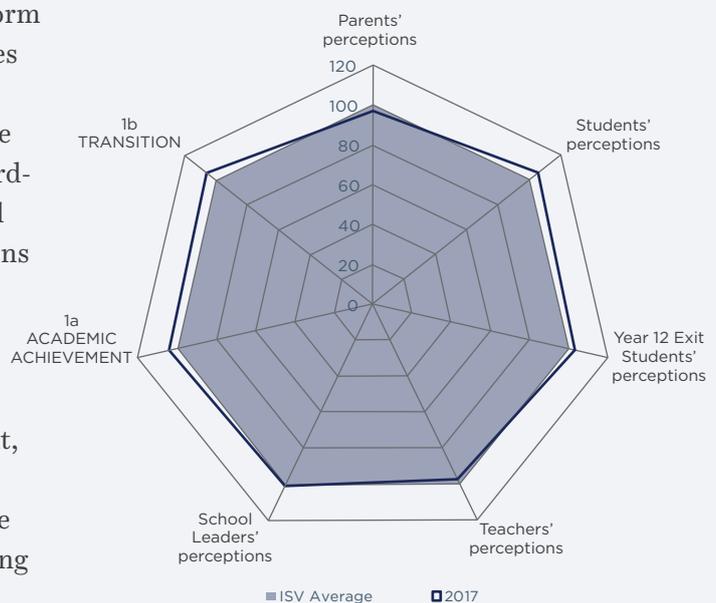
This can lead to improvements in school effectiveness, student achievement, the culture and philosophy of the school, leadership, student behaviour and welfare and management of issues, such as bullying and harassment.

Data gathered from this biennial satisfaction survey indicated that there is a high level of satisfaction amongst our parent body and in particular our results were well above the ISV benchmark when responding to the following criteria:

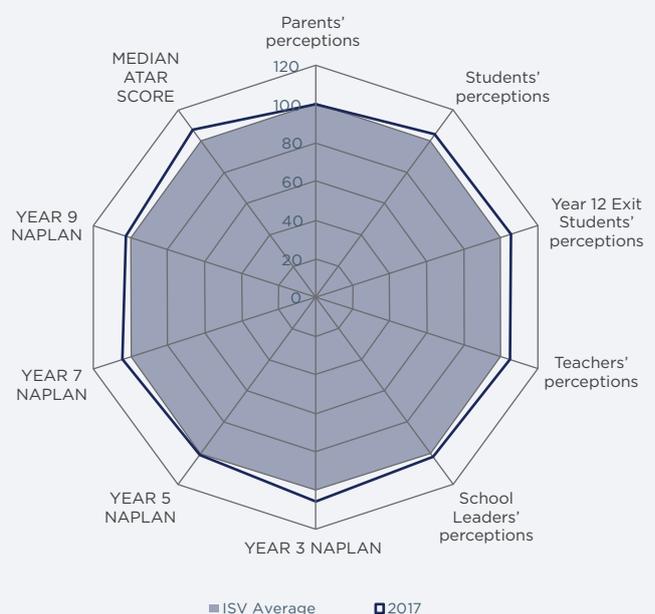
- The School provides an excellent environment in which to learn
- The range of learning areas offered at this school is excellent
- The School is a safe place to learn
- Parents are made to feel welcome to visit this school.

Students and staff are surveyed every alternate year with the next survey to be conducted at the end of 2019.

OVERALL PERFORMANCE AT PENINSULA GRAMMAR



ACADEMIC ACHIEVEMENT





FINANCIAL OPERATIONS 2018

RECURRENT EXPENDITURE 2018

Other expenses 17%

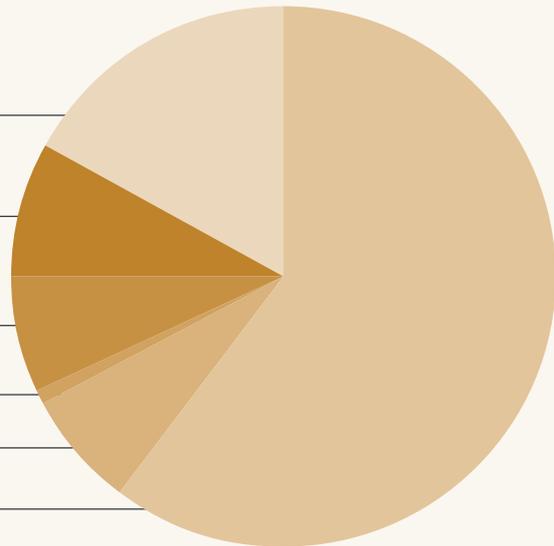
Curriculum resources 8%

Depreciation 7%

Marketing / website 1%

Property 7%

Salaries and on-costs 61%



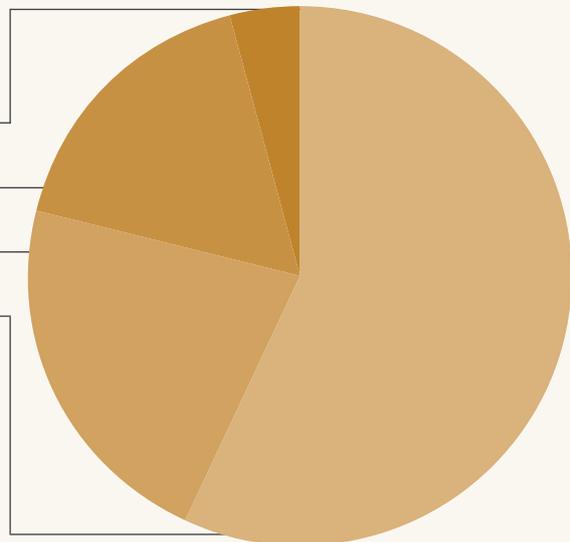
RECURRENT INCOME 2018

State Per Capita Income 4%

Commonwealth Per Capita Income 17%

Other Income 22%

Tuition Fee Income 57%





PENINSULA
GRAMMAR

LEARN . GROW . FLOURISH