



PENINSULA

GRAMMAR

INSPIRING PERFORMANCE

DEPUTY PRINCIPAL – STAFF



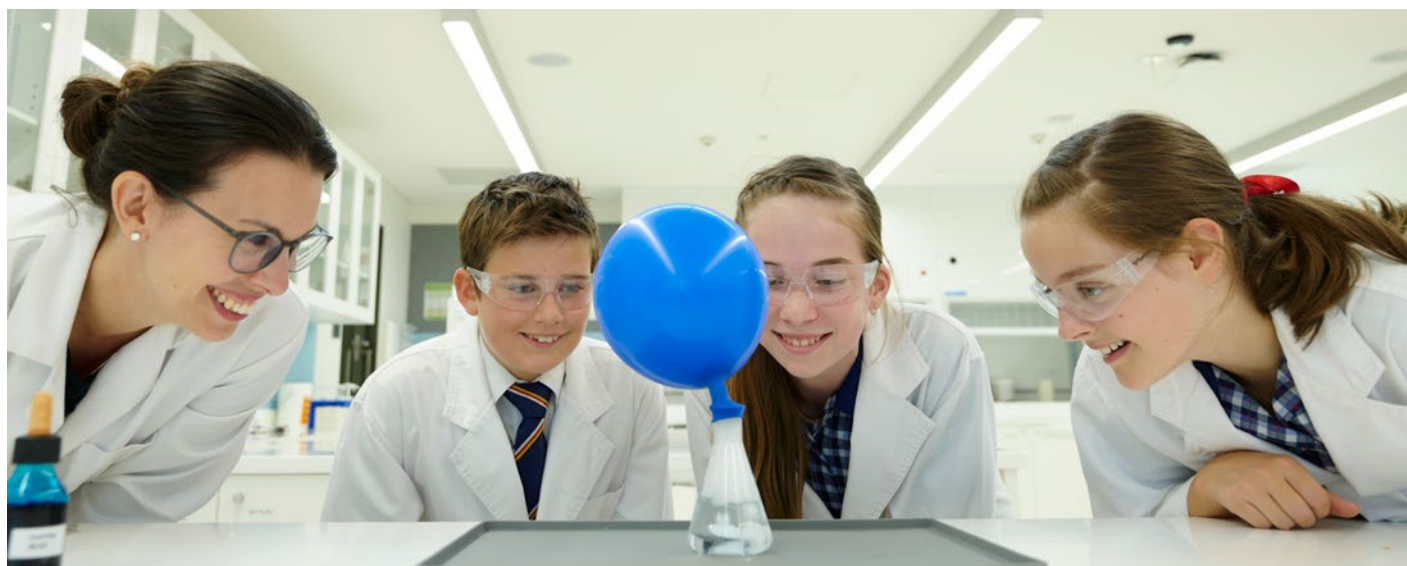
MISSION

Our mission is to deliver the highest-quality education to students from Kindergarten to Year 12. At Peninsula Grammar, our teachers are exceptional in the way they teach, nurture, and inspire each child in every classroom to reach for personal excellence.

Our community spirit and steadfast commitment to positive education continue

to foster self-belief and creativity in each child, whilst our coeducational environment reflects the real world, producing active and informed global citizens.

Shaped by the Christian faith, our school strives to instil a social consciousness in each student so that they can succeed in every sphere of life as they continue to better the world around them.





OVERVIEW

Peninsula Grammar is 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.

Our most recent building, ALATUS, is designed to combine technology and critical thinking in a purpose-built environment that challenges students to rethink their learning and discover fact from fiction. Our state-of-the-art Science Centre provides a pre-tertiary context of exploration where theoretical studies and laboratory experiences work hand in hand to deepen student's inquisitive nature and innate understanding of the scientific world.

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.

Inspiring global students, sits at the core of who we are as educators. Seeing our boys and girls reach their full potential, no matter what interests them, is what drives us.

THE PURSUIT OF EXCELLENCE



PENINSULA AT A GLANCE

FACTS & FIGURES

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.

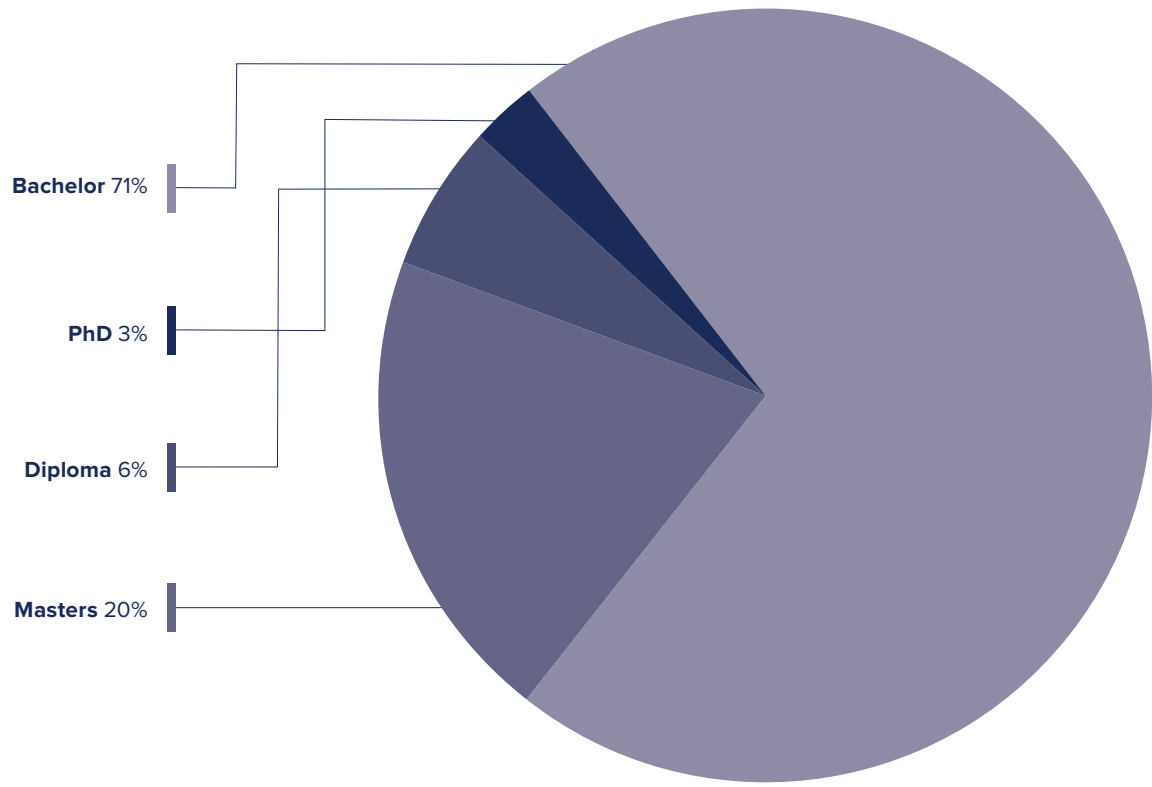
The program has been recognised as an important one in the professional growth of teachers. Mr Stuart Johnston has been invited to present the innovations made within the program to the Association of Heads of Independent Schools of Australia (AHISA) Conference to be held in Melbourne in April 2020.

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

QUALIFICATIONS



WORKFORCE COMPOSITION

STAFF GENDER COMPOSITION

	Female	Male	Total
Academic	88	43	131
Assistants	20	4	24
Boarding House	6	2	8
Business Staff	22	2	24
Chaplain		1	1
Health	4		4
IT		6	6
Library	3		3
Marketing	1		1
Property	1	7	8
Senior Management	6	1	7
Student Services	5	1	6
Tuckshop	2		2
Total	158	67	225

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

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

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



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

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

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

In what can only be described as the most challenging year in modern history, the core purpose of our school, of any school, learning, remained one of the only constants.

What follows is information pertaining to the performance of the Class of 2020, a cohort of wonderful students with copious amounts of artistic and creative flair. They showed time and time again that they were resilient and determined young people.

In 2020, 126 Year 12 students qualified for the Australian Tertiary Admissions Rank, completing their Victorian Certificate of Education. They did so under the most challenging of circumstances and in a time of evolution in education that will fundamentally change teaching and learning for the future.

The outlook for our school, its coeducational context, and its rightful place amongst Melbourne's most prestigious schools is promising.

As we delve into the data provided to us by VCAA we must always remain cognisant of the non-selective nature of our school. From students in VET pathways, to those who want to be at Harvard, from dancers, to dreamers our school provides all with opportunities to grow and to excel, and for that, I am inherently proud. I look forward, with hope, to 2021 and the possibilities it will provide our school in renewal and reinvention.

HIGH ACHIEVERS

High Achievers	2020
Krystal Maragoudakis	Dux - 99.7
Nguyen Duong	99.25
Hudson Streader	98.85
Harrison Rowe	97.9
Benjamin Kolasinac	97.7
Jessika Foller	97.05
Eva Lee	96.9
Jackson Streader	96.85
Amelia Robertson	96.15
Daniel Pryce	95.5
Matilda Pearl McNamara-Muir	95.45
Olivia Goudge	95.35
Levi Sole	95
Anh Thu Pham	95

COHORT SNAPSHOT

The following information highlights the trends in student results from 2018 to 2020. The percentages highlight growth across the years.

16 Students (12.7%)

Received an ATAR of 95 or better, placing them in the top 5% of the state in comparison to 9.4% in 2018 and 12.6% in 2019.

34 Students (26.98%)

Received an ATAR of 90 or better, placing them in the top 10% of the State in comparison to 20.15 in 2018 and 21.17% in 2019.

65 Students (50%)

Received an ATAR of 80 or better, placing them in the top 20% of the State.

110 Students (87.30%)

Received an ATAR of 60 or better, placing them in the top 40% of the State - this is the outcome we are most proud of.

In 2020 the median ATAR score increased by one point from 80.5 in 2019 to 81.5 in 2020.

OUR COHORTS SNAPSHOT

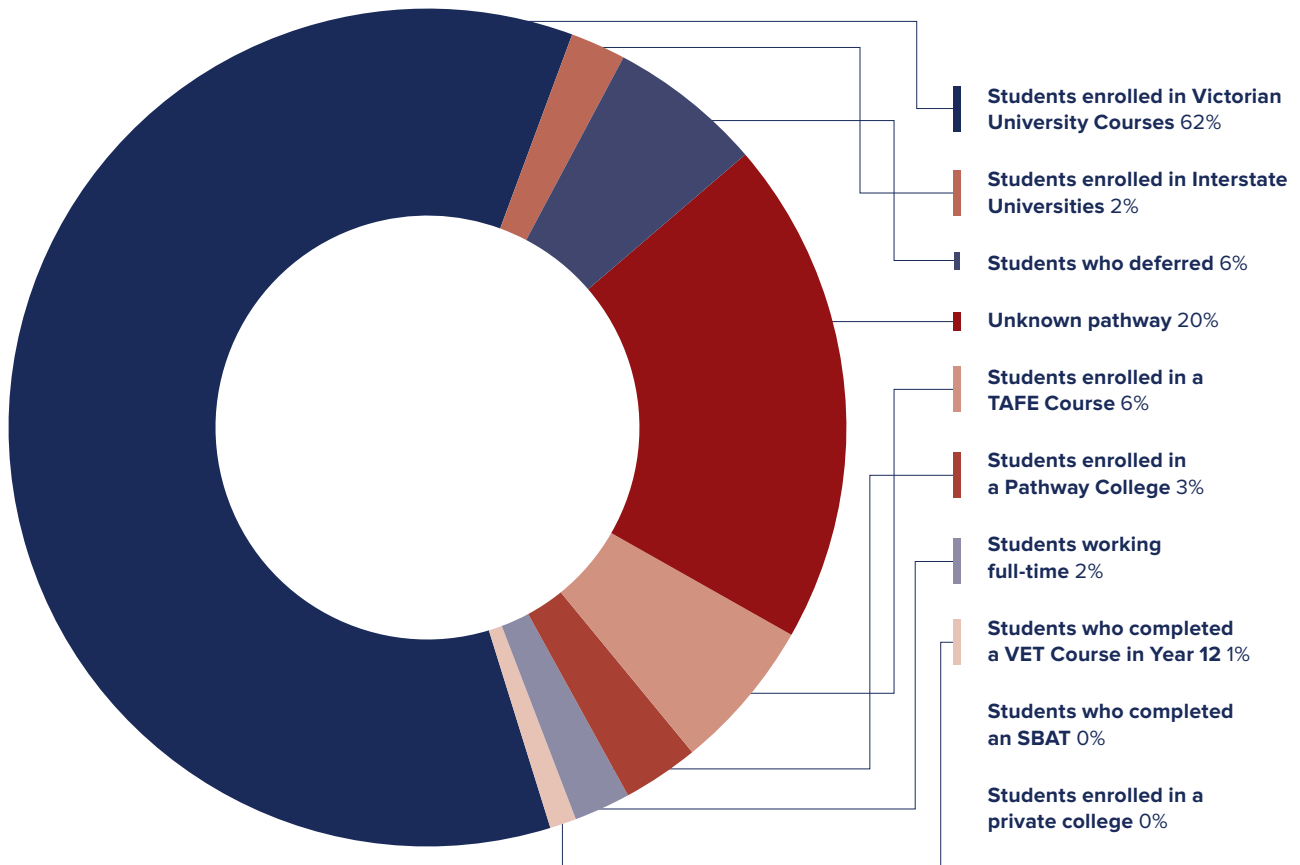


ATAR SCORES

	2017	2018	2019	2020	Variation 2019 to 2020
Median ATAR Score Girls	85.35	81.25	86.75	87.15	+0.4
Median ATAR Score Boys	72.85	69.2	74.5	71.7	-2.8
Mean ATAR Score Girls	81.4	77.4	84.7	84.87	+0.17
Mean ATAR Score Boys	72.6	67.3	72	73	+1

POST SCHOOL DESTINATIONS

CLASS OF 2020



STUDENT ATTENDANCE

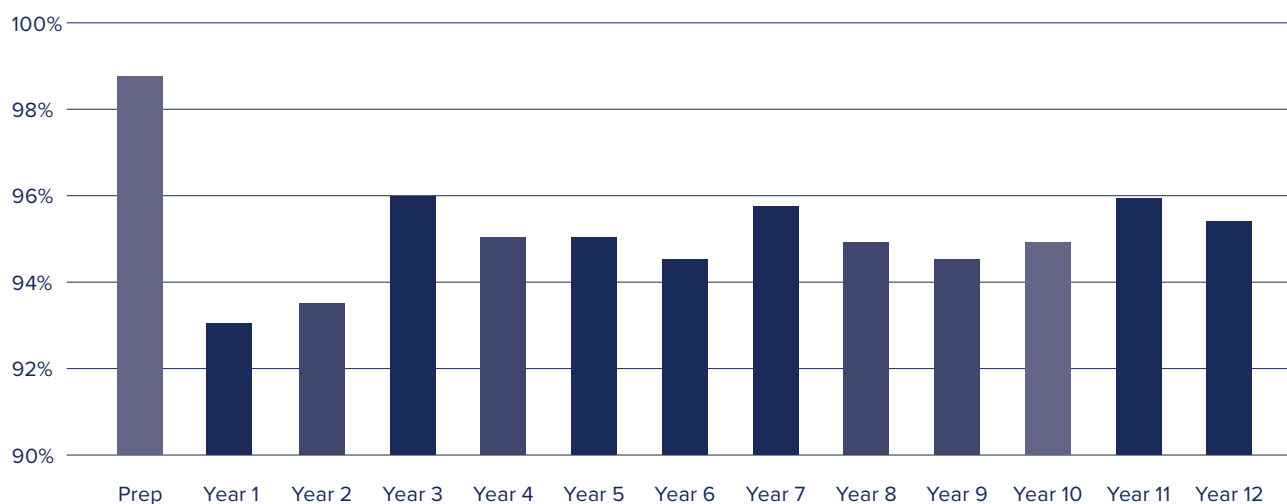
Robust measures are in place at Peninsula Grammar to ensure that student attendance is recorded accurately each year. Student attendance is recorded twice daily, at the beginning of each day and again after lunch. Any unexplained absences are followed up with parents via our administration support staff.

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 95.20%.



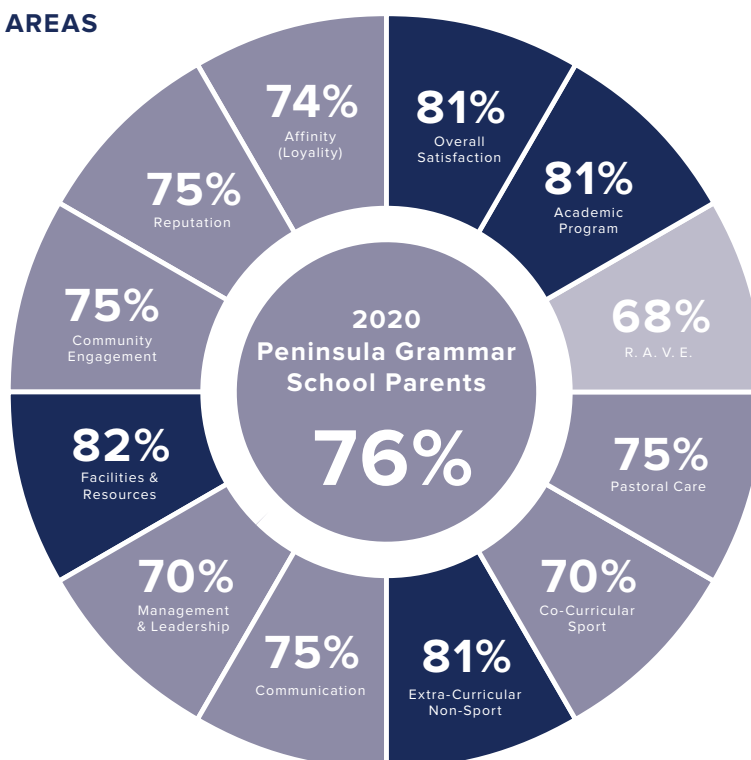
STUDENT AVERAGE ATTENDANCE RATE (%)



COMMUNITY SATISFACTION

As part of our commitment to continually monitor and improve the quality of education, we survey our staff and parent community bi-annually. In 2020, we commissioned an independent survey of all school parents (K-12). For the 2020 review, a total of 439 parents completed the survey. The surveys were extensive and covered in excess of 300 aspects in relation to education at the School.

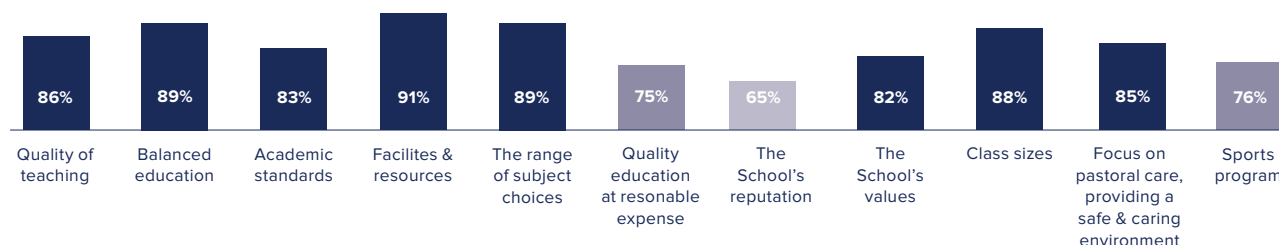
OVERVIEW OF KEY AREAS



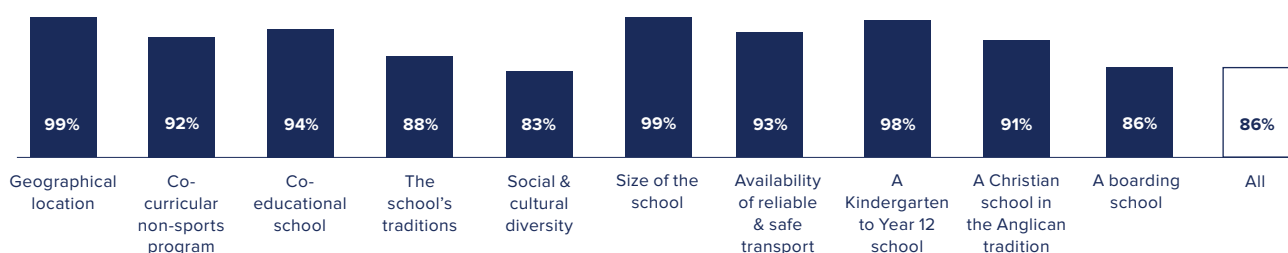
Very low	Low	Moderate	High	Very high
< 50%	50% – <60%	60% – <70%	70% – <80%	80%+

EXPECTATIONS MET OR EXCEEDED

2020 PENINSULA GRAMMAR SCHOOL PARENTS – EXPECTATIONS MET/EXCEEDED – FIRST 11 (N=439)



2020 PENINSULA GRAMMAR SCHOOL PARENTS – EXPECTATIONS MET/EXCEEDED – NEXT 10 (N=439)



EXPECTATIONS MET OR EXCEEDED FOR TOP 5 MOST IMPORTANT AREAS

1. 86% of parents' expectations were met or exceeded in relation to the quality of teaching
2. 89% of parents' expectations were met or exceeded in relation to a balanced education
3. 83% of parents' expectations were met or exceeded in relation to the academic standards
4. 91% of parents' expectations were met or exceeded in relation to the facilities and resources
5. 89% of parents' expectations were met or exceeded in relation to the range of subject choices

OPEN RESPONSES

2020 Peninsula Grammar School Parents – What do you value most about your association with the school? Top 5:

1. Quality of teaching and staff
2. Overall educational experience
3. Opportunities provided/offered
4. Safe and caring environment
5. Community

PROGRAM HIGHLIGHTS

OUTDOOR ED

Whether scaling the cliffs at Mt Arapiles, rafting on the Murray River, hiking at Wilsons Promontory or sea kayaking across the Gippsland Lakes, each Outdoor Education camp encourages students to willingly embrace challenge in the pursuit of personal growth. They learn how to communicate more effectively and build stronger relationships. They see first-hand how their decisions impact upon those around them. They experience the incredible sense of accomplishment that only comes through conquering one's fears.

LITTLE GIANTS

Recently launched, Little Giants is our bespoke extra-curricular program designed to help our Junior School students of today grow into the giants of tomorrow.

Our pioneering program encompasses a myriad of subjects, across disciplines, to inspire students from Prep to Year 4 to find and foster their passions sooner.

SPORT

Peninsula Grammar has an enviable reputation in sport. Our aim is to develop well-rounded students that are committed to their individual health and participation in physical activity.

Our sports program creates opportunity for all, encouraging multisport participation in a fun, engaging and progressively challenging atmosphere. We offer quality coaching at all age levels and develop fundamental skills that can transfer between sports.

Students don't have to be brilliant at competitive sport to enjoy its benefits. Camaraderie, teamwork, school spirit, leadership opportunities, discipline and lifelong friendships are founded in our sports program. Varied experiences provided through the program provide plenty of scope for students to hone skills, explore interests and develop a lifelong commitment to active health.

CO-EDUCATION

Peninsula Grammar is proudly co-educational. We fervently believe that young men and women learning together helps them best challenge, question, and critique the norms and beliefs that govern society today. Learning from and with each other, our young people understand that diversity, equality, inclusion and acceptance are fundamental to understanding the role they must live out as citizens of the world, regardless of gender, of race or ethnicity. It is the culture we create, not the gender of our students that drives our success.

PERFORMING ARTS

The world of performing and visual arts at Peninsula Grammar provides a range of opportunities for students to build confidence and excel. Whether learning an instrument, singing, acting, filming, sketching or sculpting, students are encouraged to perfect their craft. There's something for everyone from the classic to the contemporary. It's incredibly enjoyable, of course, but there are also challenges to face; theory to master, rehearsals to attend and skills to develop. It's at our concerts and art exhibitions that we see the extraordinary product of the learning, creative thought, collaboration and hard work that's been invested.

ART & DESIGN

The Art, Design and Technology program provides a purposeful balance between breadth and depth of contemporary and traditional practices and caters for the individual differences of students. Students from Kinder to Year 12 are encouraged to develop an awareness of how the art and design process communicates values, ideas and meaning. They are asked to 'think, imagine, create and appreciate' in our art program. Starting from Kinder, creativity, exploration, skills and processes are embraced, encouraged and celebrated.

ALATUS

The design of ALATUS, its organic and simple structure, defies the complexity of the learning that will occur within it. It is a place that prepares every child for the responsibility they must undertake as good citizens within society.

Built for students in Years 5 to 9, ALATUS captures the creativity, the questioning and the complex thinking of students in the Middle and Pre-Senior years.

RESPONSIBILITIES OF THE DEPUTY PRINCIPAL – STAFF

Following the appointment of our current Deputy Principal, Ms. Lucy Gowdie to the position of Head of School in Zurich, Switzerland, Peninsula Grammar, with the support of the Board of Directors, has reimagined its Senior Executive. The School will appoint two Deputy Principal's commencing in January 2022.

Peninsula Grammar seeks to appoint an exceptional Deputy Principal – Staff. This person will have an innate understanding of the contemporary educator, their growth and whole school professional learning and development. They will possess a determination to support, develop and inspire the personal excellence of staff and enhance teacher professional development. The School is renowned for its care of the individual and its powerful community and the opportunity to lead the School into the next phase of its strategic roadmap is an exciting and rare one.

The Deputy Principal – Staff, is responsible for shaping Peninsula Grammar's teaching and learning culture through overseeing all aspects of performance, talent, and pedagogy. The role will lead the development of programmes and policies that promote and enhance staff culture and collectivism and will coach, develop, and manage our teaching staff and the Heads of our co-curricular programmes.

Working closely with the Heads of School, the Deputy Principal – Staff will:

- Hold recognised teacher qualifications and post-graduate degree in educational leadership, educational administration or equivalent
- Have extensive experience in developing, designing, and leading professional learning communities to develop and enhance teacher performance and student growth. Experience with a Boarding School context is highly regarded
- Demonstrate outstanding potential as a leader in education with a record of implementation of contemporary approaches to teaching and learning, experience in leading whole school assessment and reporting initiatives and managing staff across co-curricular programs
- Possess expert knowledge of practices and protocols for leading-edge professional development and teacher training
- Have empathy with and understanding of co-education, with a genuine passion for and strong commitment to the ongoing delivery of educational excellence for students in an Independent day and boarding school
- Have experience and a genuine passion for talent management, teacher development and whole school culture.
- Demonstrate excellent self-awareness and interpersonal skills, enabling you to build strong constructive and collaborative relationships with staff, parents, caregivers, and students
- Demonstrate superior strategic thinking, operational planning, and administration skills with an ability to consult, plan, delegate and hold yourself and others accountable
- Have superior communication skills including both oral and written, and highly developed skills in collaborative problem solving
- Demonstrate confidence and competence, as well as relevant and appropriate experience, in resolving interpersonal conflict, whether between students, between students and staff, between staff members, or between the School and parents
- Highly developed skills in problem solving, both as an individual and collaboratively
- Be committed to ongoing professional learning and development, including demonstrating an interest in educational innovation, particularly in the areas of community service.



QUALIFICATIONS & PERSONAL CHARACTERISTICS

This newly created role reports directly to the Principal. Importantly, the School considers these leadership roles as having significant responsibility in shaping the culture of the School and will influence many lives across our community, particularly those of our teaching staff. It is his vision and expectation that members of the School Executive will understand the privilege and responsibility, and demonstrate most of all, the following attributes;

- Professional – being credible, innovative, and approachable leader
- Capable – with a willingness to discuss, debate and implement co-owned decisions
- Team Player- united around mission and vision, with a service attitude
- Role model – leading by example, demonstrating commitment and authenticity
- Integrity – demonstrate personal integrity always
- Promotable – be aspirational and have the potential to be a future school leader

For the right candidate, Peninsula Grammar offers a competitive remuneration and benefits package, a collegiate and dynamic work environment, focused on pursuing excellence, and a culture where your leadership will be valued.

SEARCH PROCESS

A detailed position description can be accessed [here](#).

Your application should address your suitability to meet the fundamental requirements of the role and explain how the opportunity of becoming a Deputy Principal at Peninsula Grammar presents a powerful, logical, and purposeful next step in your career.

Step 1

The process for appointment commences with a screening of all shortlisted candidates

Step 2

Selected candidates will be invited to an initial online discussion with a member of the School Executive

Step 3

Shortlisted candidates attend an interview with representatives of the teaching staff, students, and the School Executive

Step 4

Final candidates provide a strategic presentation given to the Senior Executive

Step 5

Appointment made



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