



PENINSULA

GRAMMAR

INSPIRING PERFORMANCE



ANNUAL REPORT

2021



ABOUT THE SCHOOL

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

The key to delivering the highest quality education, is the highest quality teachers. At Peninsula Grammar our teachers are exceptional in the way they teach and engage each child in every classroom nurturing and inspiring students to reach for personal excellence.

Our community spirit and steadfast commitment to positive education fosters self belief and creativity in each child.

In a coeducational environment that reflects the way in which the world operates, our school community is shaped by Christian faith and produces active and informed global citizens.

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. Provide an expansive cocurricular program.
5. Create and provide the best resources and 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 unparalleled Wellbeing program 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.

Our International Program offers students from all over the world the opportunity to receive an outstanding education and experience a unique school community.

Our teachers are adaptable, flexible and dedicated, not only to the development of the children in their charge, but to their own professional advancement.

We have an unwavering commitment to; quality teaching, personalised learning and an environment that provides an outstanding setting for growth and opportunities for all.

A portrait of a middle-aged man with grey hair, wearing a dark blue suit, white shirt, and a blue tie with white polka dots. He is smiling slightly and looking towards the camera. The background is a blurred office interior with large windows and a sign that says "IDEATE".

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

MESSAGE FROM THE PRINCIPAL

I have written often of the pace of change in education, yet these past few years have taught me, that the pace can, and should, be slowed, so as to meaningfully consider what the School and its community needs. There have been moments these past few years, where the pace of change underpinned by immeasurable uncertainty, has required immediate action, from this I take away the necessity of a strong and trustworthy team.

A team whose qualities compliment your own and who are able to provide the clarity needed when confusion abounds. For this, I am indebted to the School Executive, for their selfless commitment and their service to the School. For the endless hours they've given, for the support they've offered, and for the struggle shared, I thank them for the camaraderie and their care. I warmly welcome Mr. Philip Henniker and Mr. Dom Linossier to the School, both leaders have adjusted to the Peninsula context with strength and purpose. I extend my thanks to Mrs. Muriel Bakker who handed over the reins of Middle School leadership in Term 3 2021, but continued her affiliation with the School in undertaking her new role as Community Engagement and Enrolment Manager.

In 2021, a year unlike any other, it would be remiss of me not to thank the ICT and AV Department led by Mr. Graeme Newland. This group of people transformed learning, guided staff, sacrificed hours of their own time and enabled the School to thrive. They did so with a unity but a quiet humility that belies the extraordinary amount of work they do. To the Senior Executive, Karen Church, Kylie Oddy, Steve Wiltshire, and Lucy Gowdie, I extend my heartfelt thanks for the commitment you have shown to the School, to the staff and most importantly of all to the students. You worked assiduously in the service of others and did so without want in return.

Underpinning the strength of this team, and securing the foundation of the School, the Board Directors demonstrated immense courage in the face of complex and uncharted contexts. Led by our first female Chair, Mrs. Mary Robinson, I sincerely thank every director, for their capacity to calmly walk the journey with us and steer the School through the storm that was 2021. I wish to extend my sincere congratulations to Reverend Jenny Savage, who departed the Board to undertake a new role in New Zealand. Thank you, Jenny, for your selfless service and commitment to the School. To our parents, those who sacrificed the most so that their children can be part of this community, thank you. Thank you for your patience, for your understanding and for your kindness. For giving support to staff when they needed it and for making the learning at home possible. And to those people whom we work in unity for, our students. I commend you wholeheartedly for the race you have run, for the endurance you have had and the endeavour you have shown. You are a remarkable group of people whom I'm inherently proud of leading. Thank you, for being you.







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, 2021 saw the necessity to develop new initiatives as we moved our teaching and learning context online.

Our teachers were outstanding and committed to many hours of professional learning to ensure student engagement was at the core of their purpose.

The same challenging questions needed completely new approaches:

How does my instruction on 'teams' facilitate or not facilitate productive learning opportunities?

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

Can I effectively assess in an online environment?

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

Their willingness to do so is a hallmark of the teachers at Peninsula Grammar and their desire to adapt and transform their practice was both commendable 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 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.

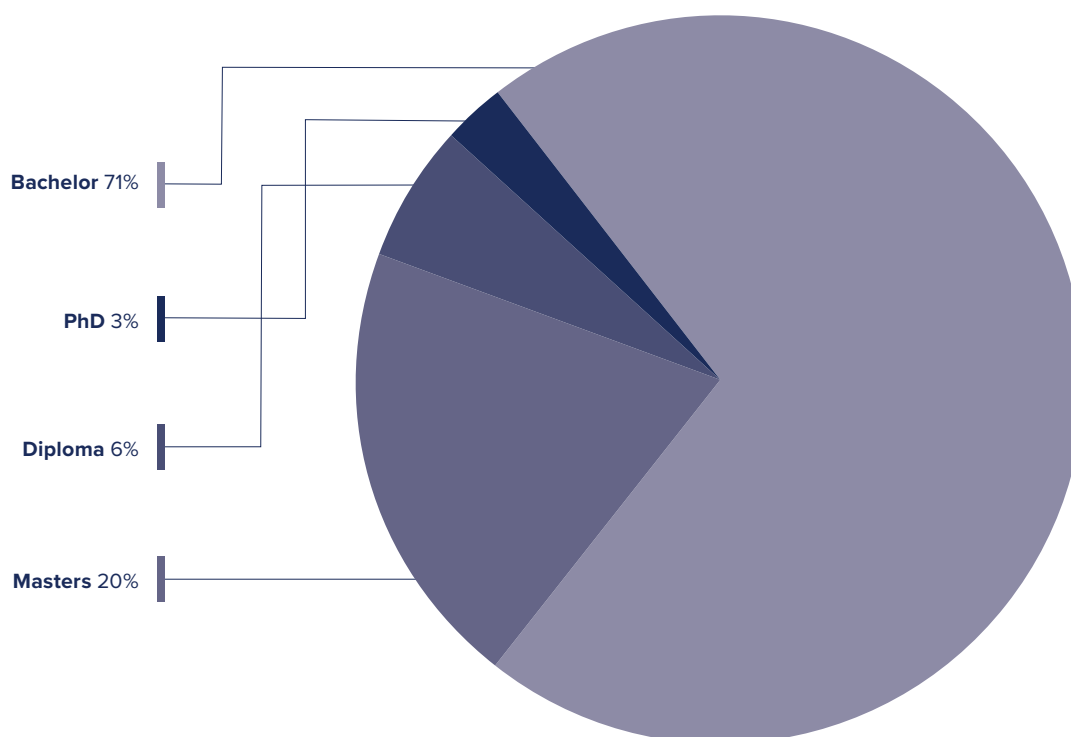
In addition, all staff at Peninsula Grammar are required to be trained in basic first aid, in order to bring a higher level of first aid and therefore general care for people in our community.

STAFF SATISFACTION

As at the end December 2021, the retention rate for 2021 was 99%, compared to 94% at the end of 2019.

QUALITY STAFF

CHART 1: QUALIFICATIONS



WORKFORCE COMPOSITION

TABLE 1: STAFF GENDER COMPOSITION

	Female	Male	Total
ACADEMIC	88	39	127
ASSISTANTS	20	3	23
BOARDING HOUSE	4	2	6
BUSINESS STAFF	24	3	27
HEALTH	3		3
IT	1	8	9
LIBRARY	2		2
MARKETING	2		2
PROPERTY	1	7	8
SENIOR MANAGEMENT	4	3	7
STUDENT SERVICES	8	2	10
TUCKSHOP	2		2
Total	159	67	226

TABLE 2: STAFF AVERAGE YEARS OF SERVICE

	Total
ACADEMIC	7.9
ASSISTANTS	4.9
BOARDING HOUSE	11.0
BUSINESS STAFF	5.2
HEALTH	11.8
IT	2.3
LIBRARY	6.6
MARKETING	15.1
PROPERTY	12.8
SENIOR MANAGEMENT	13.7
STUDENT SERVICES	9.3
TUCKSHOP	3.0
Total	7.4

PERSONAL EXCELLENCE

TABLE 3: NUMERACY – STUDENT OUTCOMES FROM NAPLAN TESTING

Year	Numeracy	Year 3	Year 5	Year 7	Year 9
2021	No. of Students below Benchmark	0	2	0	0
	% of Students at/above Benchmark	100	97	100	100
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	99	99	99

TABLE 4: READING – STUDENT OUTCOMES FROM NAPLAN TESTING

Year	Reading	Year 3	Year 5	Year 7	Year 9
2021	No. of Students below Benchmark	1	3	0	1
	% of Students at/above Benchmark	97	96	100	99
2019	No. of Students below Benchmark	2	0	1	1
	% of Students at/above Benchmark	95.83	100	99.19	99.19
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	99

TABLE 5: WRITING – STUDENT OUTCOMES FROM NAPLAN TESTING

Year	Writing	Year 3	Year 5	Year 7	Year 9
2021	No. of Students below Benchmark	0	2	1	8
	% of Students at/above Benchmark	100	97	99	94
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

TABLE 6: SPELLING – STUDENT OUTCOMES FROM NAPLAN TESTING

Year	Spelling	Year 3	Year 5	Year 7	Year 9
2021	No. of Students below Benchmark	0	4	0	4
	% of Students at/above Benchmark	100	94	100	97
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

TABLE 7: GRAMMAR AND PUNCTUATION – STUDENT OUTCOMES FROM NAPLAN TESTING

Year	Grammar and Punctuation	Year 3	Year 5	Year 7	Year 9
2021	No. of Students below Benchmark	0	4	3	0
	% of Students at/above Benchmark	100	95	98	100
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



GENERAL STUDENT INFORMATION

7

Students of
Aboriginal or
Torres Strait
Islander origin

20

Languages
spoken at
home (excl.
English)

- Assyrian
- Afrikaans
- Farsi
- Tamil
- Chinese
- Mandarin
- Russian
- German
- Spanish
- Greek
- Servirian
- Japanese
- Portuguese
- Swedish
- Hindi
- Polish
- Hungarian
- Italian
- Kirean
- Dutch

VCE

The pages herein are testament to the endeavour of the young scholars of our school. They honour the outcomes achieved by our young people the uncertain and unsteady year that was 2021.

We are proud of every student of our school, as we continue to strive towards our mission; ensuring each student achieves personal excellence. We celebrate further, the entire Class of 2021, those who endured an interrupted VCE and who did so with a determination born of experience. Their resolve, their resilience, their positivity, and their purpose delivered exceptional academic performance across the School.

I pay homage to the teachers of our school, those from Kindergarten to Year 12, who worked assiduously to inspire every student to be their very best, and to be accepted for their uniqueness. I joyfully invite you to share in these pages and our success.

TABLE 8: HIGH ACHIEVERS

High Achievers	2021
Adana Hulett	Dux 98.85
Nguyen, Minh Chieu	Dux 98.85
Tran, Doan Minh Tue	Dux 98.85
Harry Katelis	98.35
Browning Mummery	97.7
Doan Nguyen Pham	97.6
Felicity Welsh	97.6
Tatum Boyd	97.25
Charlotte Bowman	97.15
Daniel Luwor	97
Ethan Hawkins	97
Christos Samaras	96.55
Finn Armstrong	96.45
Jacinta Byrne	96.35
Jonty Ralphsmith	95.95

TABLE 9: ATAR SCORES

	2017	2018	2019	2020	2021	Variation 2020 to 2021
Mean Study Score	33.1	32	33.97	32.97	32.6	0
Median Study Score	33	32	34	33	33	0
% Study Scores >40	14.9	10	16	12.5	14.85	2.35

COHORT SNAPSHOT

The following information highlights the trends in student results from 2018 to 2021. The percentages highlight growth across the years.

16 Students (11.4%)

Received an ATAR of 95 or better, placing them in the top 5% of the state in comparison to 9.4% in 2019 and 12.7% in 2020.

37 Students (26%)

Received an ATAR of 90 or better, placing them in the top 10% of the State in comparison to 20.15% in 2018, 21.17% in 2019 and 26% in 2020.

68 Students (48.5%)

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

107 Students (76%)

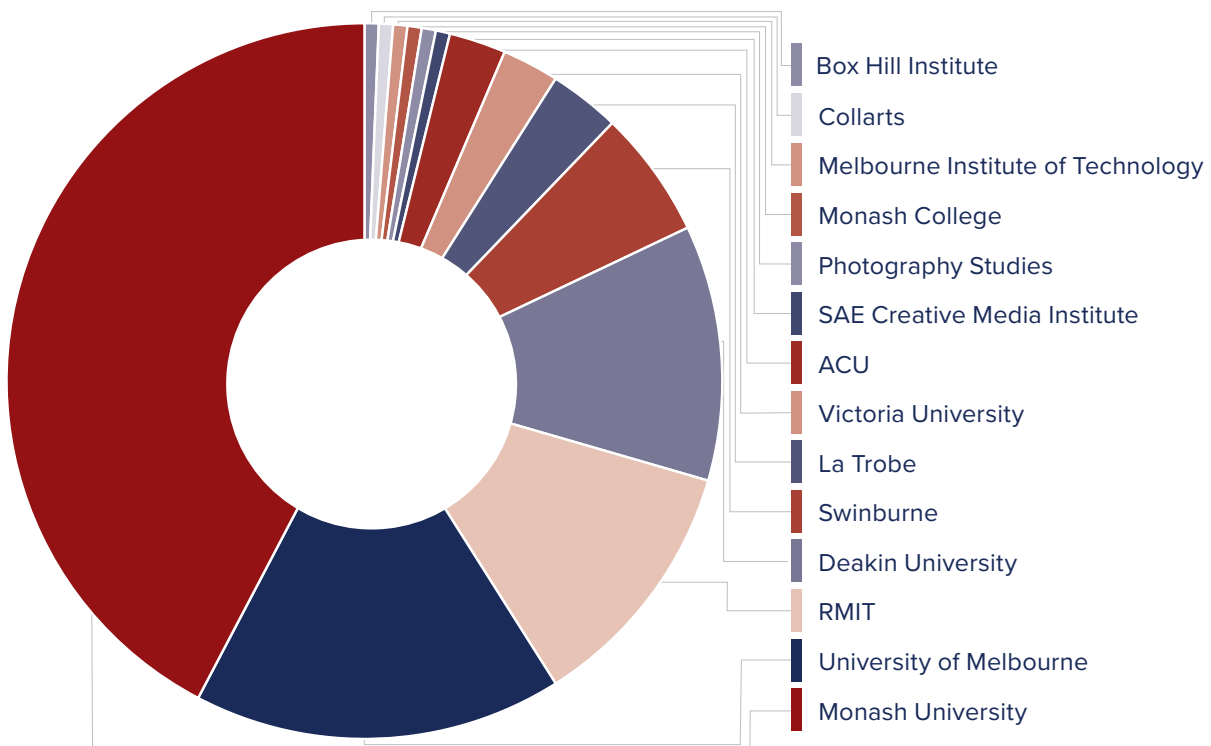
Received an ATAR of 60 or better, placing them in the top 40% of the State - this is the outcome we are most proud of.

96% of Year 12 students that applied received a offer.

CHART 2: OUR COHORTS SNAPSHOT

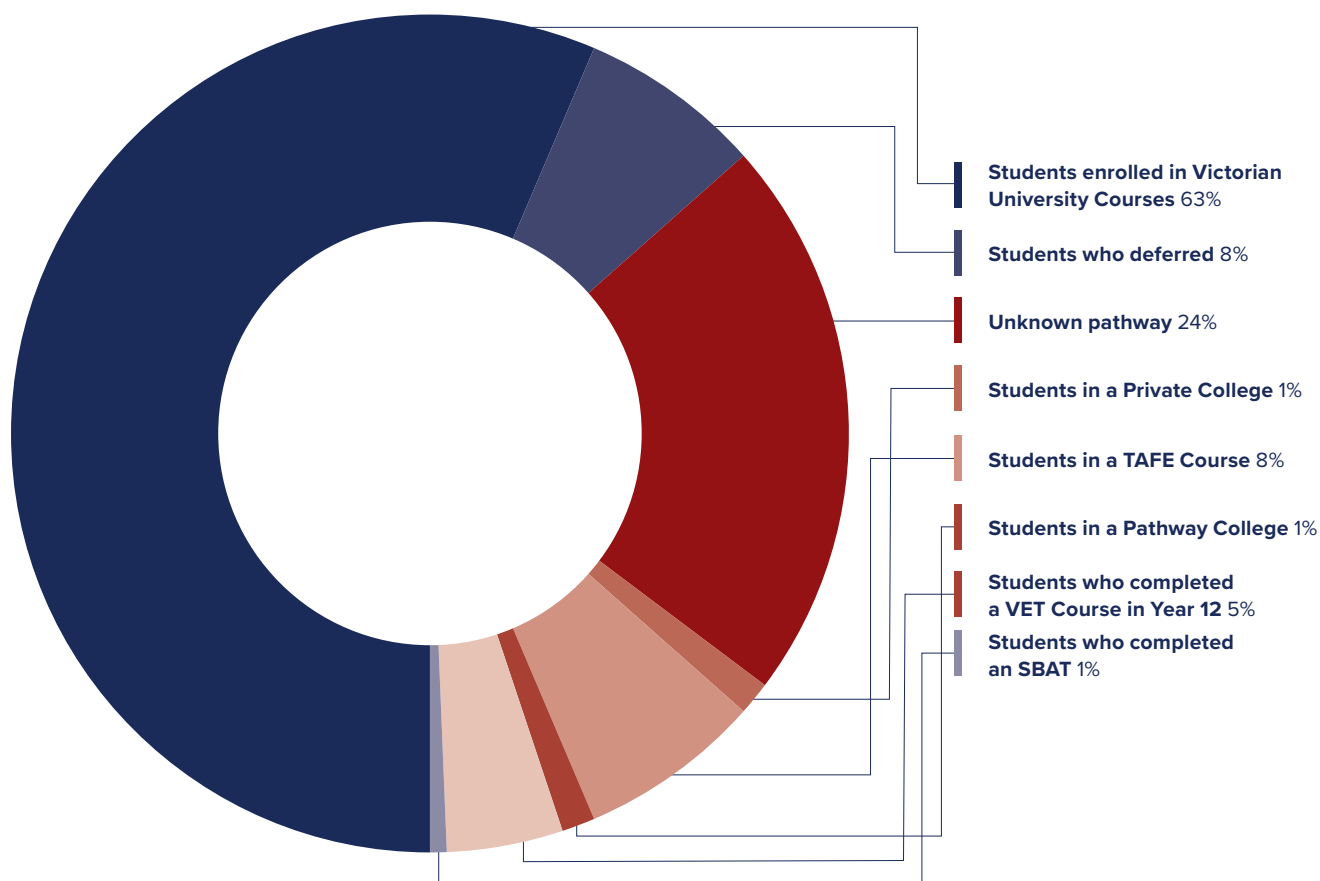


HIGHER LEARNING OFFERS



POST SCHOOL DESTINATIONS

CHART 3: CLASS OF 2021



STUDENT ATTENDANCE

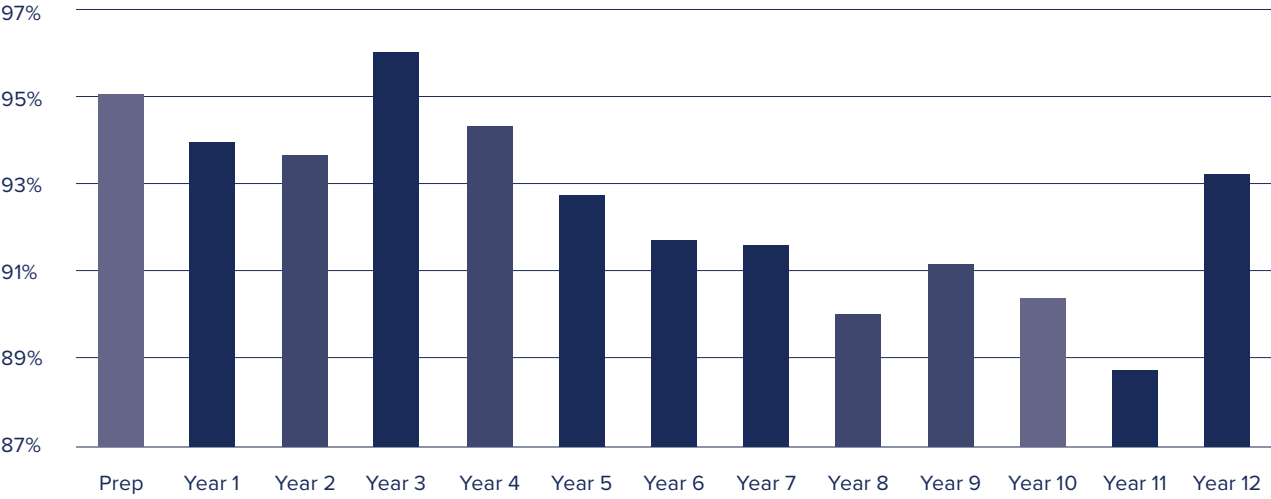
Robust measures are in place at Peninsula Grammar to ensure that student attendance is recorded accurately each year. Student attendance is recorded twice daily, at the beginning of each day and again after lunch. Any unexplained absences are followed up with parents via our administration support staff.

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%.



CHART 4: STUDENT AVERAGE ATTENDANCE RATE (%)

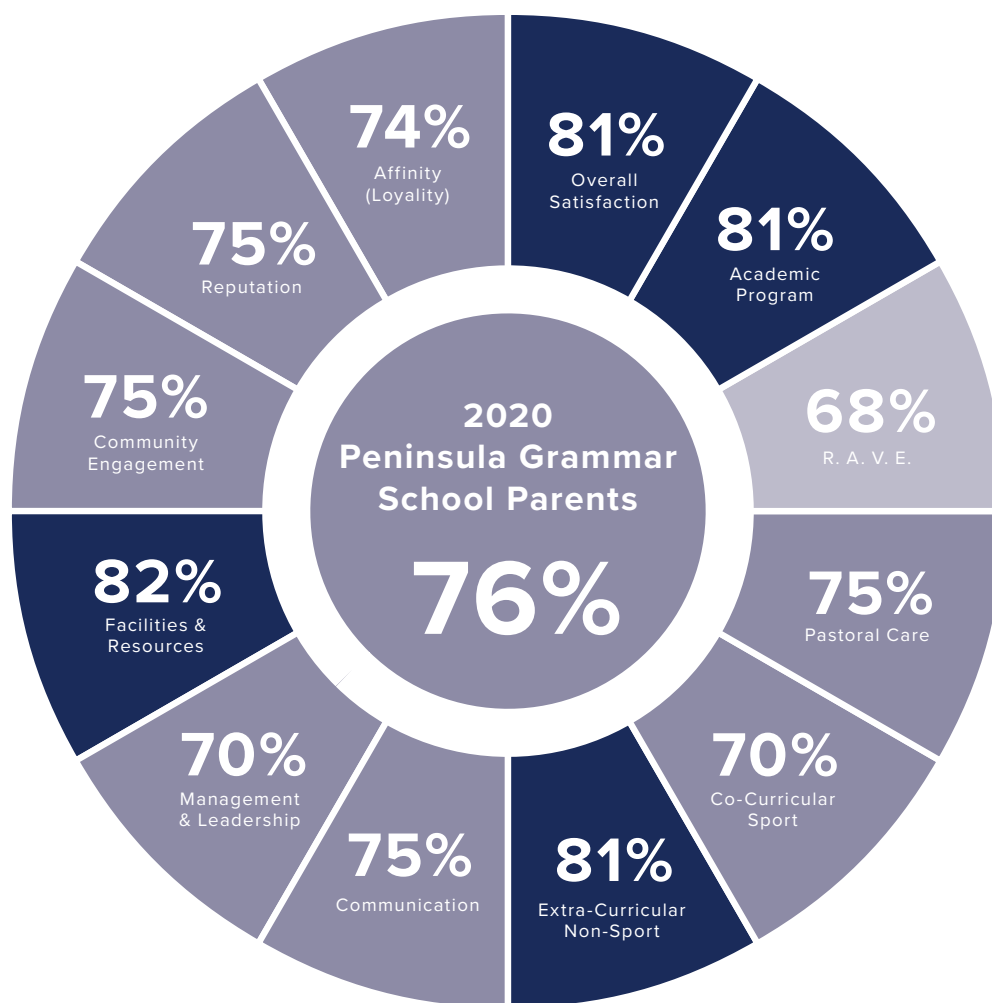




COMMUNITY SATISFACTION

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.

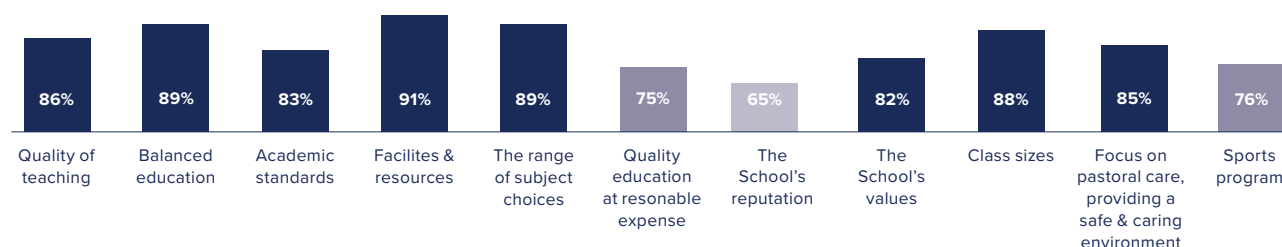
CHART 5: OVERVIEW OF KEY AREAS



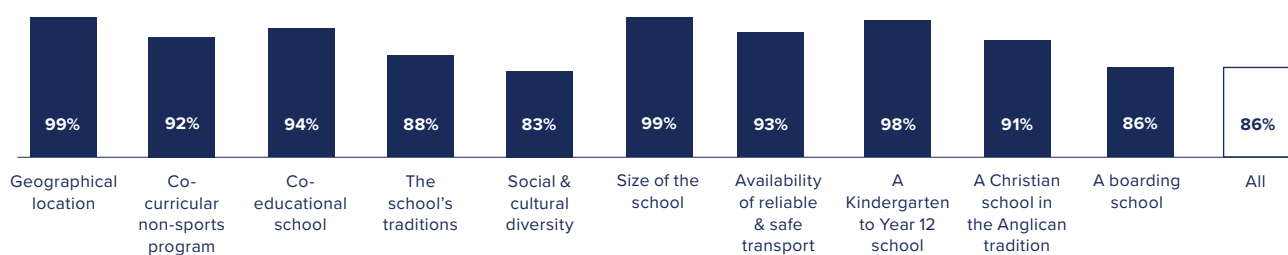
Very low	Low	Moderate	High	Very high
< 50%	50% – <60%	60% – <70%	70% – <80%	80%+

CHART 6: 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

FINANCIAL OPERATIONS 2021

CHART 7: RECURRENT EXPENDITURE 2021

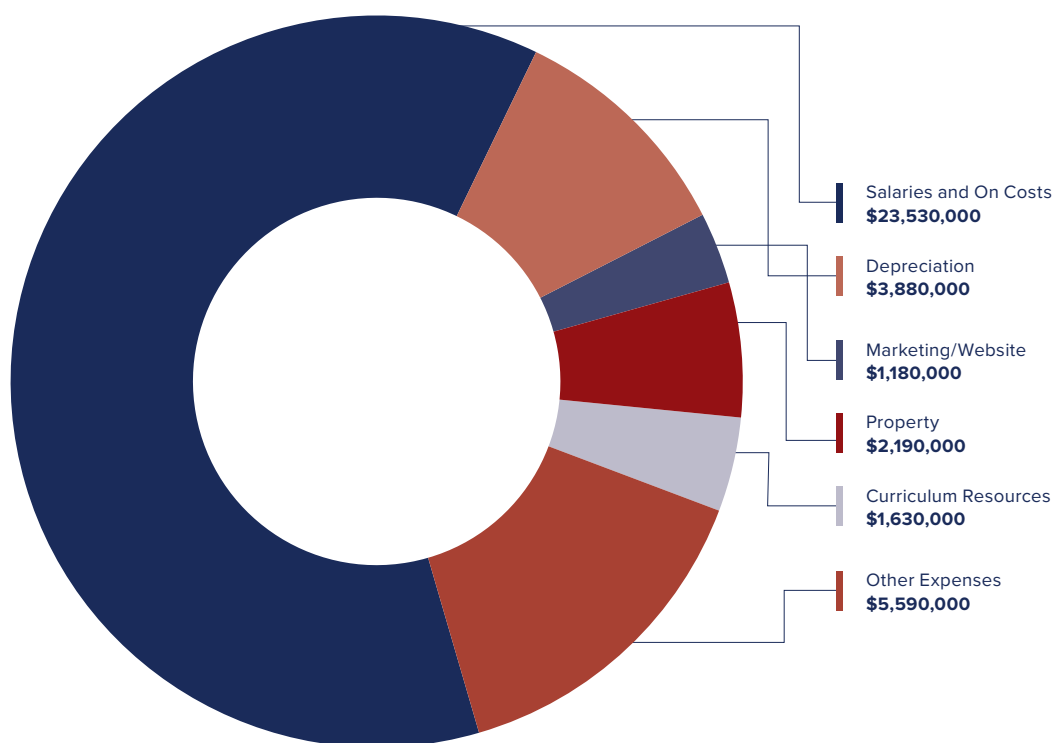
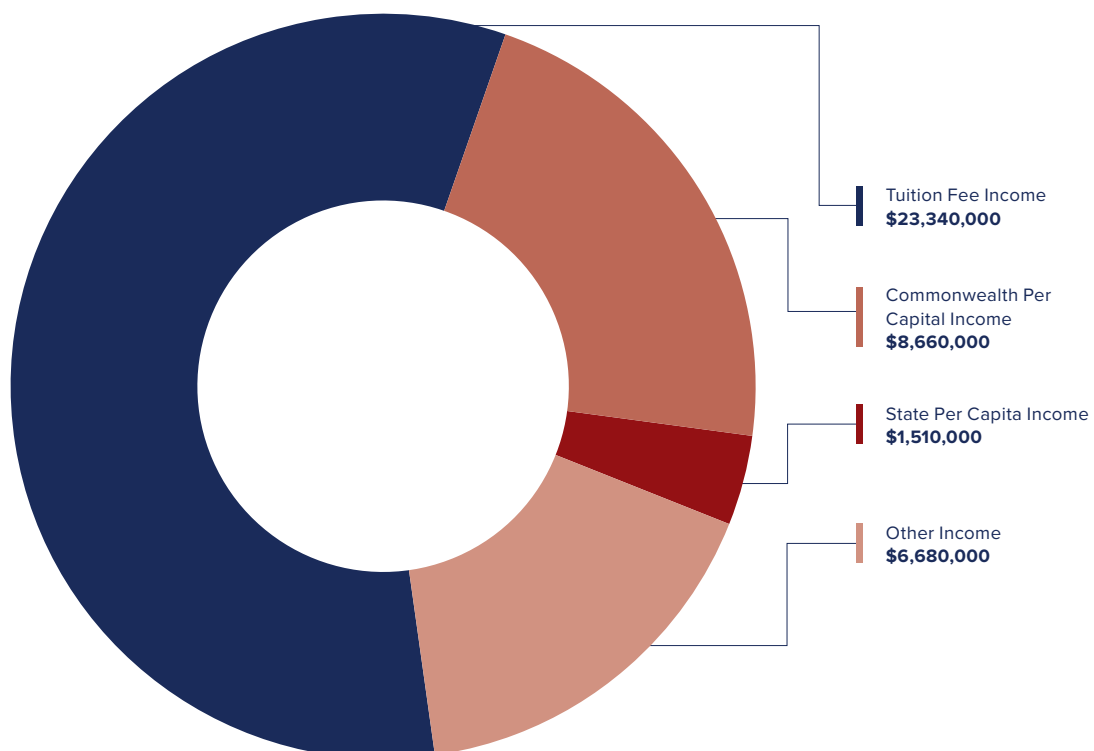


CHART 8: RECURRENT INCOME 2021







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