



ANNUAL REPORT

2024

INSPIRING PERFORMANCE

OUR VISION

To be a leading, coeducational school where contemporary education empowers each learner to flourish and be equipped to positively contribute to our evolving world.

OUR MISSION

Our mission is to equip each learner for life by providing an outstanding, future-focused holistic education built on high quality teaching and learning, a culture of wellbeing and meaningful opportunities.

OUR MOTTO

Quod bonum tenete
“Hold fast that which is good”

OUR VALUES



INTEGRITY

Our School motto ‘Hold Fast To That Which Is Good’ underpins the moral and ethical principles by which we operate. We prize consistency of values and actions and are committed to always acting in a socially responsible and virtuous manner for the greater good of our community.



PERSONAL EXCELLENCE

We inspire and support all learners to develop their natural gifts and to become lifelong learners. We encourage our community to understand that potential is best achieved through self reflection and the commitment to hard work. The School looks for opportunities to acknowledge individual improvement and personal best as well as celebrating those who achieve at the highest level.



STEWARDSHIP

As custodians of the School we are entrusted with the health and wellbeing of our community. Sound principles of leadership and governance underpin all that we do in striving to ensure the prosperity and longevity of our school for the benefit of current and future generations. In enacting our stewardship, we choose service to our community over self interest.



COEDUCATIONAL LEARNING

We are proudly coeducational. We offer a diverse, vibrant and challenging learning environment which promotes equality and fairness of opportunity. We believe that an integrated, coeducational approach best serves Australian society by promoting mutually respectful interactions in a safe, secure and rewarding environment.



COMMUNITY SPIRIT

We are a community in which a sense of affiliation and connectedness flourishes. We are proud of our culture that is underpinned by acceptance, friendship and interdependence. An ethic of service abounds in our School family which helps account for the commonplace, selfless, individual and community actions that go to enriching the lives of others.



CHRISTIAN FAITH

The School is founded on the Anglican tradition through which we are guided by God’s love and grace. Students are encouraged to explore the spiritual dimensions of their lives and to embrace Christian principles. We are a diverse and inclusive community which welcomes and respects the beliefs of all faiths.

ABOUT THE SCHOOL

A Kindergarten to Year 12 school, our curriculum provides a depth and breadth of education conducive to exceptional higher-learning outcomes. While we are continually pleased to offer a multitude of subjects, it is the work done to enhance the learning and growth of every child within these subjects that matters most to us.

We are particularly proud of our bespoke ALATUS curriculum, evolutionary in nature and driven by student interest. It is a powerful example of transformative education, in its mission to imbue students with the confidence and skills to interrogate widely-held truths and seek answers to pressing questions. Additionally, our VCE program offers 34 subjects to students and enables them to choose a pathway that best suits them. With exceptional and highly experienced leaders in the VCE program, we ensure every child knows success throughout their final years at the school.

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

HIGH-IMPACT TEACHING AND LEARNING

We prioritise evidence-based, engaging and inclusive teaching practices that support each learner to achieve personal excellence.

MEANINGFUL OPPORTUNITIES FOR ALL

We provide diverse academic, co-curricular and leadership opportunities that encourage learners to explore their passions, recognise their strengths and realise their potential.

A SUSTAINABLE FUTURE

We invest in our people, facilities, and global networks to create a place of innovation and purpose informed by our values.

A CULTURE OF WELLBEING

We foster a sense of belonging through an inclusive, respectful, and connected community where everyone feels safe, valued and known.

POSITIVE PARTNERSHIPS

We see education as a shared journey and value strong, respectful relationships between learners, teachers, families, and the wider community to support meaningful growth and collective success.

We are a school whose history is intrinsically linked to a sporting culture. We are inherently proud of our sporting heritage and membership of the Associated Grammar Schools of Victoria. We offer an unparalleled Wellbeing program which ensures that students live out our core values through a strong pastoral support network. Our International Program offers students from all over the world the opportunity to receive an outstanding education and experience a unique school community.

As a community of educators, we pride ourselves on building the capacity of teachers in China and Malaysia and learning from them. We believe these mutual opportunities strengthen the results our students achieve.

We continue to work closely with our partner schools across China and Malaysia, supporting students to access the Australian education system, through the study of the Victorian Certificate of Education (VCE).



*Built on the foundations of integrity,
respect, kindness and stewardship.*



MESSAGE FROM THE PRINCIPAL

The past year has demonstrated the extraordinary spirit and strength that defines Peninsula Grammar. Having had the privilege of serving as your Principal for the past six months, I have been inspired daily by the vibrant energy of our students, the dedication of our staff, and the unwavering support of our families. Together, we have achieved milestones that reflect the depth of our values and the power of our collective efforts.

STUDENT EXCELLENCE

Peninsula Grammar is a place where individuality is celebrated, and students are encouraged to unleash their individual talents. From academic excellence to artistic expression, from sportsmanship to leadership, our students have shown remarkable enthusiasm and commitment. Their achievements in 2024, whether on the stage, on the field, or in the classroom, remind us of the limitless potential within each young person.

A DEDICATED TEAM

This year, our educators continued to go above and beyond, shaping an environment where every student feels seen, supported, and empowered. They have embraced innovation in teaching and placed student wellbeing at the centre of everything they do. Their dedication ensures that Peninsula Grammar remains a place of growth, curiosity, and high aspirations.

LOOKING FORWARD

I am incredibly proud of the progress we have made together over the past six months. As we look to the end of 2025 and beyond, our focus remains on building a community that values connection, fosters excellence, and prepares our students to thrive in an evolving world. By honouring our traditions and driving innovation, we continue to pave the way for successful and fulfilling futures.

I thank each member of the Peninsula Grammar community for their contributions to this school. Together, we will continue to create a vibrant, inclusive environment where students can unleash their greatness.

With gratitude,
Mrs. Leandra Turner

WORKFORCE COMPOSITION

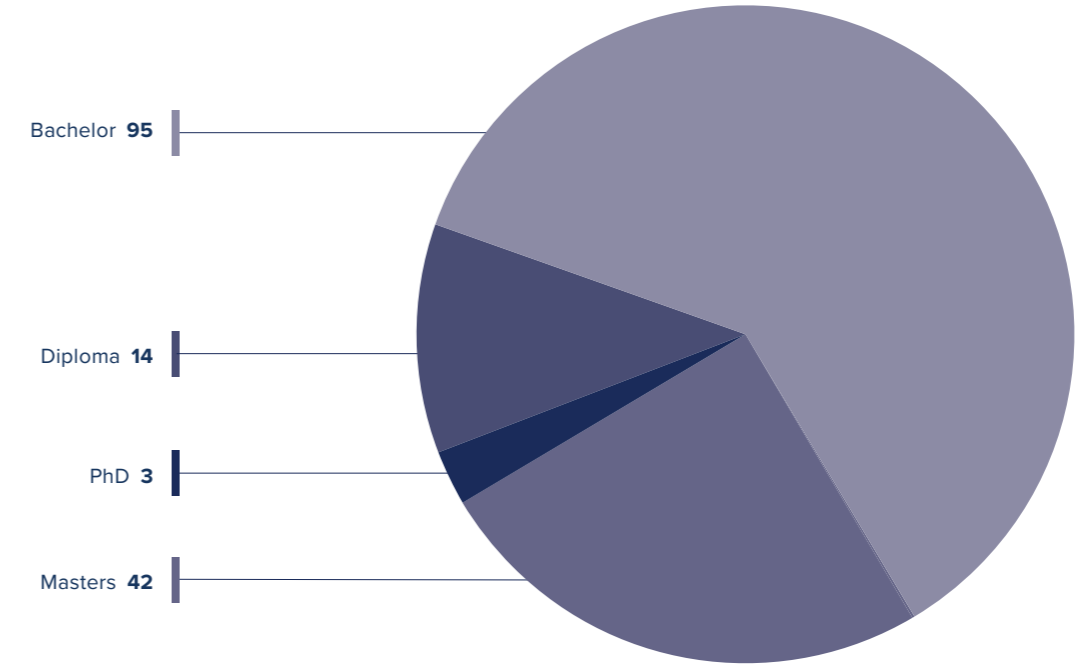
STAFF GENDER COMPOSITION

	Female	Male	Total
ACADEMIC	102	39	141
ASSISTANTS	21	3	24
BOARDING HOUSE	5	1	6
BUSINESS STAFF	26	4	30
HEALTH	3	0	3
IT	1	9	10
LIBRARY	2	0	2
MARKETING	3	0	3
PROPERTY	0	10	10
SENIOR MANAGEMENT	4	4	8
STUDENT SERVICES	10	3	13
TUCKSHOP	2	0	2
Total	179	73	252

STAFF AVERAGE YEARS OF SERVICE

	Total
ACADEMIC	7.6
ASSISTANTS	3.2
BOARDING HOUSE	11.7
BUSINESS STAFF	6.6
HEALTH	5.0
IT	6.3
LIBRARY	10
MARKETING	11.3
PROPERTY	9.4
SENIOR MANAGEMENT	7.8
STUDENT SERVICES	4.1
TUCKSHOP	1.5
Total	7.0

STAFF QUALIFICATIONS



PERSONAL EXCELLENCE

In 2023, student achievement in NAPLAN changed to be reported against 4 levels of proficiency. This replaced the previous numerical NAPLAN bands and national minimum standards. The NAPLAN measurement scale and time series was reset in 2023. This means results from 2023 on cannot be directly compared to results from 2008 to 2022. From 2024, NAPLAN results will be able to be seen as a time series and be compared to previous years.

NUMERACY – STUDENT OUTCOMES FROM NAPLAN TESTING

Year	Numeracy	Year 3	Year 5	Year 7	Year 9
2024	No. of Students below Benchmark	7	12	11	25
	% of Students at/above Benchmark	76.7	85.9	92.4	83.4

Year	Numeracy	Year 3	Year 5	Year 7	Year 9
2023	No. of Students below Benchmark	3	4	23	11
	% of Students at/above Benchmark	93.48	94.8	83.34	92.56
2022	No. of Students below Benchmark	0	0	4	1
	% of Students at/above Benchmark	100	100	97	99

READING – STUDENT OUTCOMES FROM NAPLAN TESTING

Year	Reading	Year 3	Year 5	Year 7	Year 9
2024	No. of Students below Benchmark	5	6	14	34
	% of Students at/above Benchmark	83.9	92.9	90.4	77.4

Year	Reading	Year 3	Year 5	Year 7	Year 9
2023	No. of Students below Benchmark	5	3	22	16
	% of Students at/above Benchmark	89.13	96.1	84.72	89.19
2022	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
2024	No. of Students below Benchmark	1	2	21	31
	% of Students at/above Benchmark	96.77	97.64	85.51	79.33

Year	Writing	Year 3	Year 5	Year 7	Year 9
2023	No. of Students below Benchmark	1	10	24	14
	% of Students at/above Benchmark	97.78	87.01	82.64	90.54
2022	No. of Students below Benchmark	0	0	1	4
	% of Students at/above Benchmark	100	100	99	97

SPELLING – STUDENT OUTCOMES FROM NAPLAN TESTING

Year	Spelling	Year 3	Year 5	Year 7	Year 9
2024	No. of Students below Benchmark	12	12	19	26
	% of Students at/above Benchmark	60	85.8	86.9	82.3

Year	Spelling	Year 3	Year 5	Year 7	Year 9
2023	No. of Students below Benchmark	14	16	29	19
	% of Students at/above Benchmark	69.57	78.95	79.86	87.16
2022	No. of Students below Benchmark	0	1	4	5
	% of Students at/above Benchmark	100	97	97	96

GRAMMAR AND PUNCTUATION – STUDENT OUTCOMES FROM NAPLAN TESTING

Year	Grammar and Punctuation	Year 3	Year 5	Year 7	Year 9
2024	No. of Students below Benchmark	8	11	22	61
	% of Students at/above Benchmark	73.3	87.1	84.9	58.5

Year	Grammar and Punctuation	Year 3	Year 5	Year 7	Year 9
2023	No. of Students below Benchmark	12	11	36	40
	% of Students at/above Benchmark	73.91	85.53	75	72.97
2022	No. of Students below Benchmark	0	0	4	8
	% of Students at/above Benchmark	100	100	97	94

GENERAL STUDENT INFORMATION

9

**Students of
Aboriginal or
Torres Strait
Islander origin**

15

**Languages
spoken at
home (excl.
English)**

- Afrikaans
- Japanese
- Russian
- Cantonese
- Korean
- Spanish
- German
- Mandarin
- Thai
- Hindi
- Polish
- Turkish
- Indonesian
- Portuguese
- Vietnamese



VCE

We are proud to honour the excellent outcomes of our young people across 2024. Reflecting on their achievements serves to not only commend the individual, but to acknowledge the team behind their success – their family, school staff and fellow students. Ensuring each student achieves personal excellence continues to be our aim; a purpose led by our brilliant team of teachers, from Kindergarten to Year 12. Our high achievers lead by example as to what can be accomplished within our School community. As we acknowledge these outstanding results and leadership positions, may this inspire every student to do their personal best.

HIGH ACHIEVERS

	2024
Keira Barnes	DUX 99.55
Jacqueline Stone	99.4
Abbey Everett	98.8
Charlie Smith	98.45
Thomas Schaefer	98.25
William McClintock	97.9
Lachlan Kerr	97.8
Austin Degg	97.8
Charles McPherson Smith	97.8
Luong Minh Tri	97.65
Charles Malcolm	97.5
Student did not give permission to share name	97.1
Student did not give permission to share name	97.05
Max Versluis	96.8
Thomas van Schaik	96.6
Mark Butrev	96.45
Vu Khanh Linh	96.35
Student did not give permission to share name	96.3
Mackenzie Fitzgerald	96.2
Lam Yu	95.9
Student did not give permission to share name	95.75
Mackenzie Millen-Sigley	95.6
Wang Linjia	95.4

ATAR SCORES

	2020	2021	2022	2023	2024	Variation 2022 to 2024
Mean Study Score	32.97	32.6	31.72	31	33	+2
Median Study Score	33	33	32	31	33.1	+2.1
% Study Scores >40	12.5	14.85	13	11.6	15.12	+3.52%

COHORT SNAPSHOT

The following information details the Class of 2024 VCE results.

23 Students (18% of Class of 2024)

Received an ATAR of 95 or better, placing them in the top 5% of the state in comparison to 11% in 2023 and 2022.

45 Students (33%)

Received an ATAR of 90 or better, placing them in the top 10% of the State in comparison to 21% in 2023 and 26.5% in 2022.

78 Students (57%)

Received an ATAR of 80 or better, placing them in the top 20% of the State in comparison to 41% in 2023 and 51.3% in 2022.

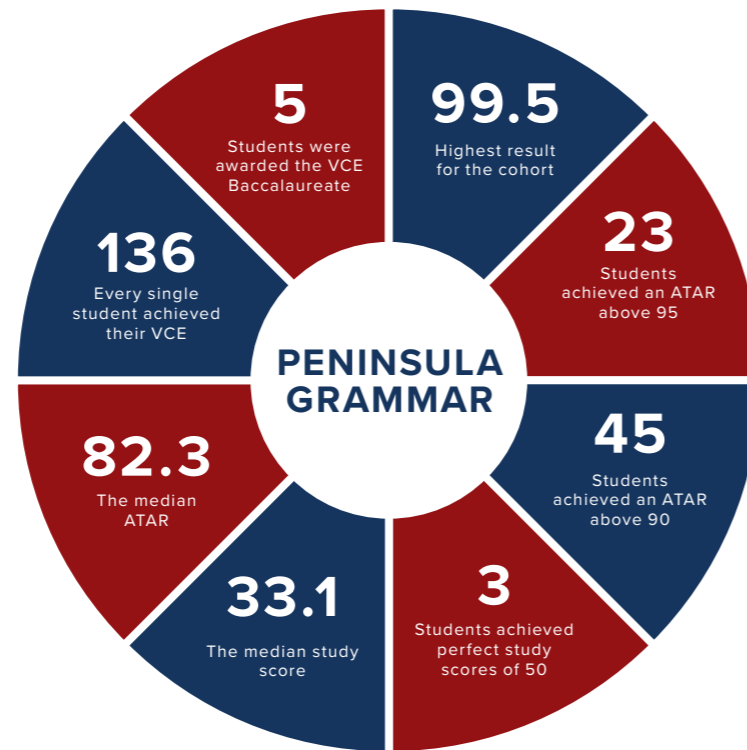
105 Students (77%)

Received an ATAR of 70 or better, placing them in the top 30% of the State.

5 Students were awarded the VCE

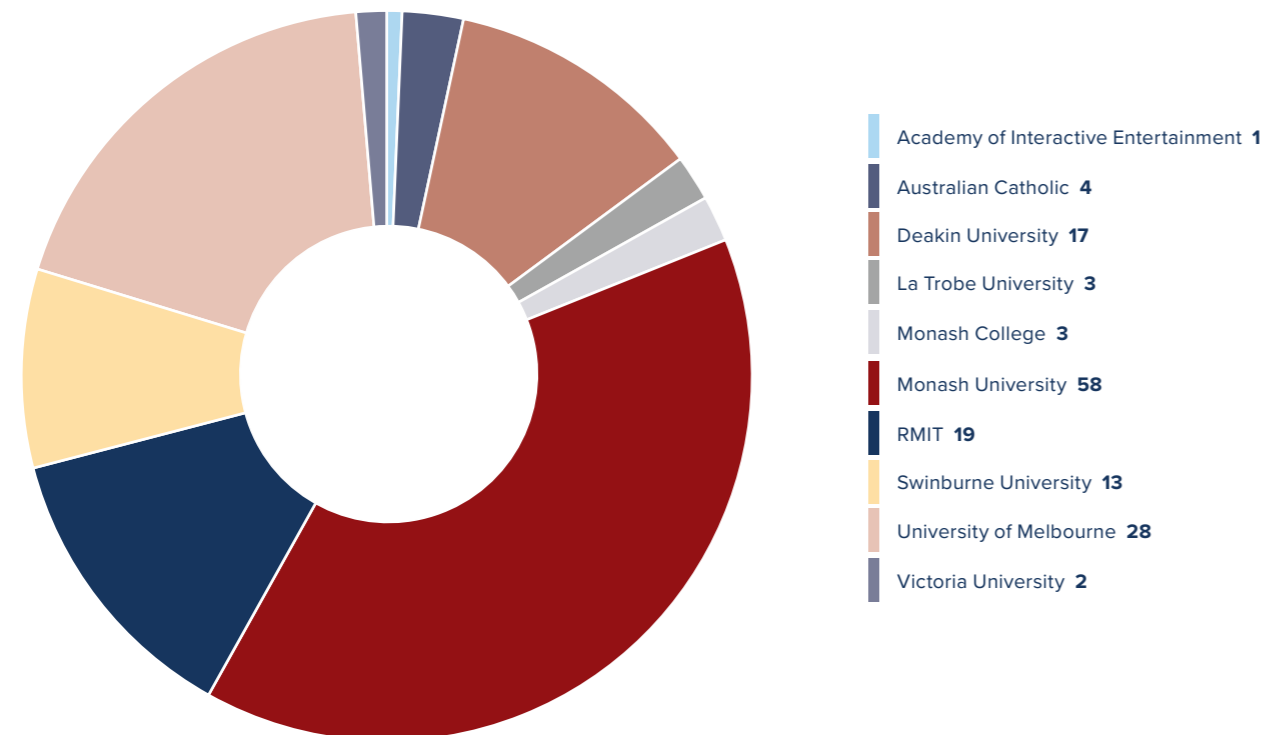
Baccalaureate.

OUR COHORTS SNAPSHOT



HIGHER LEARNING OFFERS

CLASS OF 2024



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 2024, we commissioned an independent survey of all school parents (K-12). For the 2024 review, a total of 276 parents completed the survey.

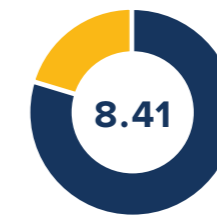
HEADLINE INDICATORS

This section provides an immediate overview of the school's current performance across a number of headline indicators.

PARENT SATISFACTION SURVEY



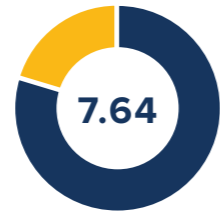
STAFF SATISFACTION SURVEY



STUDENT SATISFACTION SURVEY



I am happy to be at this school.



My school is a safe place in which to learn.



I have access to high quality technology and resources that help me learn.



My teachers encourage me to improve the standard of my learning.



My teachers expect high standards of learning from me.

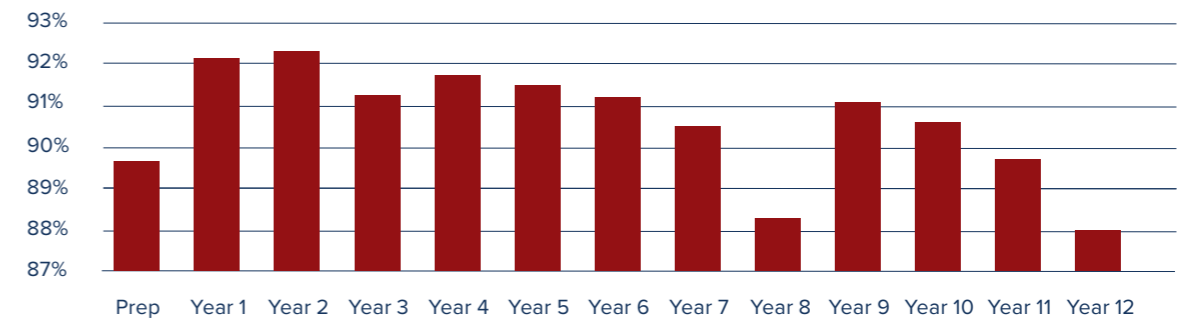
STUDENT ATTENDANCE

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.

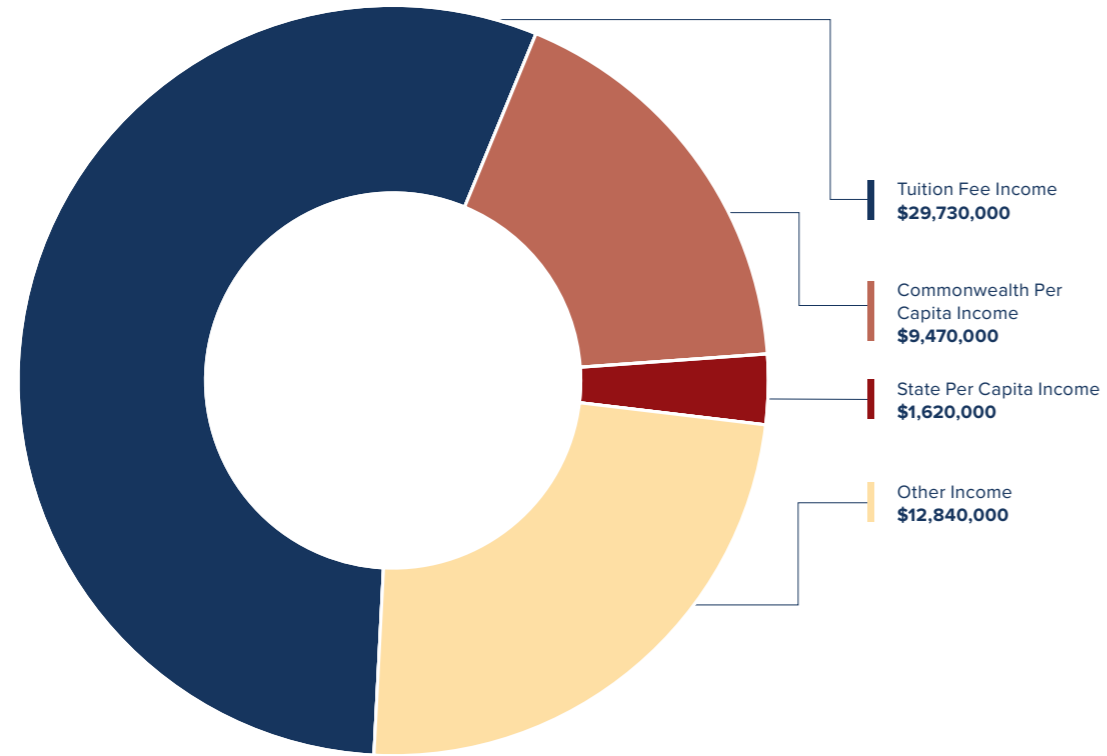
The whole school average attendance rate is 90.59%.

STUDENT AVERAGE ATTENDANCE RATE (%)

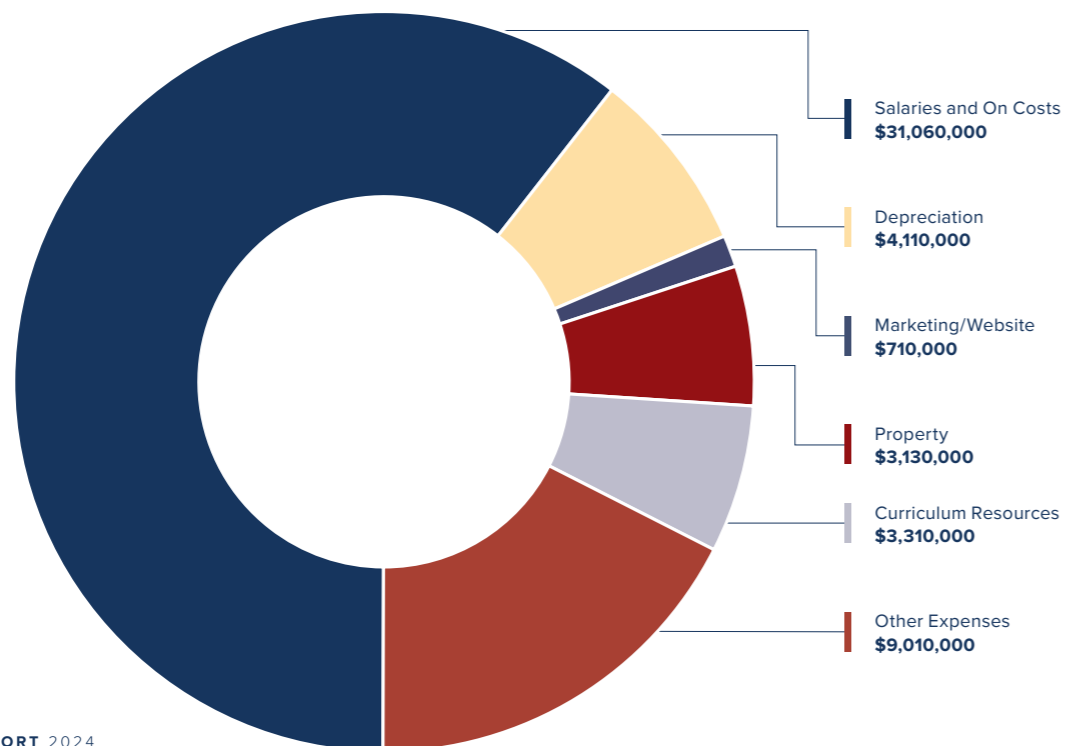


FINANCIAL OPERATIONS 2024

RECURRENT INCOME 2024



RECURRENT EXPENDITURE 2024





PENINSULA

— G R A M M A R —