

ANNUAL REPORT

2025

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 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 offers both depth and breadth, supporting strong foundations and pathways to exceptional higher learning outcomes. While we continue to provide a wide range of subjects, what matters most is the care taken to support the learning and growth of every student within them.

We are particularly proud of our ALATUS facility. Designed to evolve and shaped by student interest, it reflects a commitment to contemporary learning and purposeful inquiry. It offers a space that encourages students to think deeply, question widely held ideas and build the confidence to explore complex issues with clarity and intent. Our VCE program offers a range of subjects that gives students the flexibility to follow a pathway that suits their interests and strengths. Led by experienced and committed staff, the program supports each student to achieve success in their final years.

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.

A CULTURE OF WELLBEING

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

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.

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.

A SUSTAINABLE FUTURE

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

Our history is closely connected to a strong and enduring sporting culture. We value this heritage and our membership of the Associated Grammar Schools of Victoria remains an important part of school life. Alongside this, our wellbeing approach ensures students are supported to live out the School's values through a consistent and caring pastoral network.

Our International Program welcomes students from around the world, offering a high quality education within a connected and inclusive community. We also value our partnerships in China and Malaysia, where there is a shared commitment to learning and professional growth. Through these relationships, we continue to support students to access the Australian education system through the Victorian Certificate of Education, while strengthening outcomes through mutual exchange and collaboration.




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

MESSAGE FROM THE PRINCIPAL

As I reflect on another significant year in the life of Peninsula Grammar, I am filled with gratitude for the people who make this School such a special place. Ours is a community united by shared purpose, strong relationships and a genuine commitment to helping every student flourish.

Throughout the year, we have continued to bring our strategic vision, Moving Forward as One, to life. This vision is more than a statement of intent; it reflects the way we work together as students, staff, families and supporters to create a School culture built on connection, belonging and excellence.

STUDENT EXCELLENCE

Across our classrooms, sporting fields, performance spaces and co-curricular programs, our students have embraced opportunities with enthusiasm, courage and determination. They have achieved success in many forms, demonstrating not only talent and hard work, but also the character, resilience and compassion that define a Peninsula Grammar education. We are proud of the way our students continue to challenge themselves, support one another and contribute positively to our community.

A DEDICATED TEAM

Equally inspiring is the dedication of our staff. Their expertise, care and commitment create an environment where students feel known, valued and encouraged to pursue their personal best. Every day, our staff invest deeply in the growth and wellbeing of our young people, helping them develop the confidence and capabilities needed to thrive in an ever-changing world.

Peninsula Grammar also benefits from the strength of its wider community. I thank our Board of Directors for their governance and guidance, our Parents Association and Alumni Association for their ongoing support, and our families for the trust they place in us. Together, these partnerships enrich the experience of every student and strengthen the fabric of our School.

LOOKING FORWARD

As we look to the future, we remain committed to honouring the traditions that have shaped Peninsula Grammar while embracing opportunities for growth and innovation. Every year, we are reminded that we are both beneficiaries of a proud legacy and custodians of the future, helping to shape the experiences and opportunities of generations to come.

Guided by our values and united by our shared vision, we will continue to nurture a community where every student feels a strong sense of belonging and is empowered to realise their potential.

Thank you for your continued support of Peninsula Grammar. Together, we move forward with confidence, optimism and a steadfast commitment to excellence.

With gratitude,
Mrs. Leandra Turner

WORKFORCE COMPOSITION

STAFF GENDER COMPOSITION

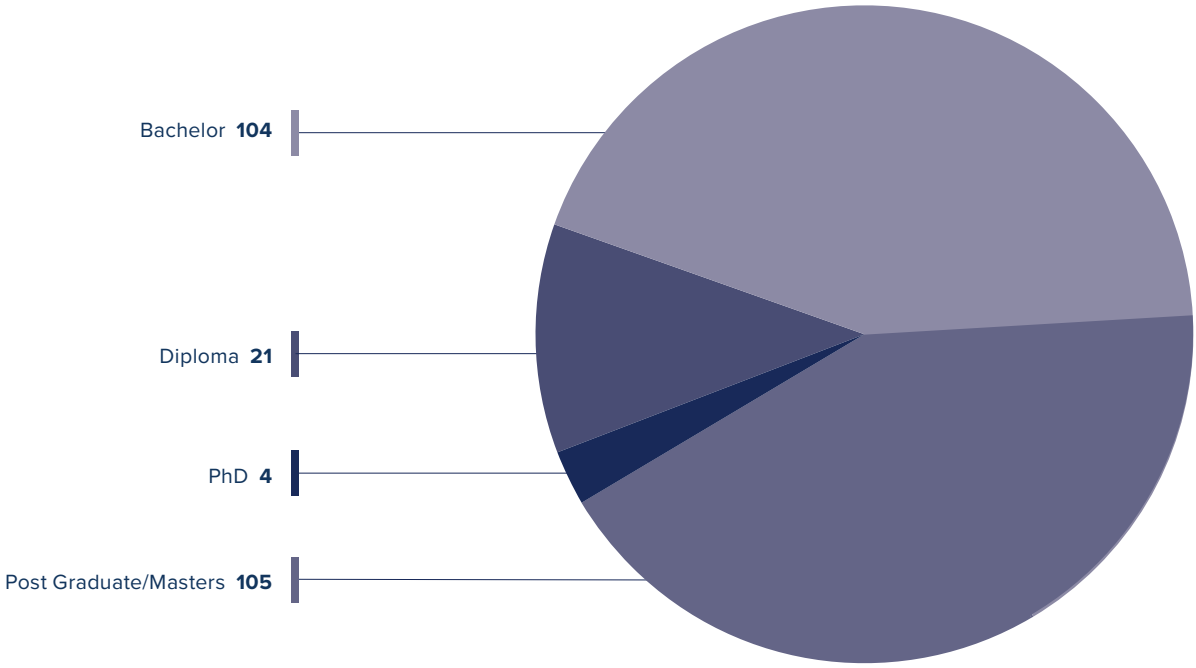
	Female	Male	Total
ACADEMIC	101	39	140
ASSISTANTS	27	3	30
BOARDING HOUSE	6	1	7
BUSINESS STAFF	21	3	26
HEALTH	3	0	3
IT	1	7	8
LIBRARY	2	0	2
ADMISSIONS	4	0	4
PROPERTY	0	10	10
SENIOR MANAGEMENT	3	2	5
STUDENT SERVICES	13	3	6
TUCKSHOP	2	0	2
HUMAN RESOURCES	1	1	2
Total	**184**	**69**	**253**

STAFF AVERAGE YEARS OF SERVICE

	Total
ACADEMIC	7.6
ASSISTANTS	2.8
BOARDING HOUSE	6.5
BUSINESS STAFF	8.5
HEALTH	6.3
IT	8.6
LIBRARY	10.5
ADMISSIONS	11.1
PROPERTY	10.5
SENIOR MANAGEMENT	2.4
STUDENT SERVICES	4.8
TUCKSHOP	1.7
HUMAN RESOURCES	2.0
Total	**7.0**



STAFF QUALIFICATIONS





PERSONAL EXCELLENCE

In 2023, student achievement in NAPLAN changed to be reported against four 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
2025	No. of Students below expectations	5	8	11	20
	% of Students at/above expectations	87.8	91	92.3	85.3

Year	Numeracy	Year 3	Year 5	Year 7	Year 9
2024	No. of Students below expectations	7	12	11	25
	% of Students at/above expectations	76.7	85.9	92.4	83.4
2023	No. of Students below expectations	3	4	23	11
	% of Students at/above expectations	93.48	94.8	83.34	92.56

READING – STUDENT OUTCOMES FROM NAPLAN TESTING

Year	Reading	Year 3	Year 5	Year 7	Year 9
2025	No. of Students below expectations	5	5	13	22
	% of Students at/above expectations	87.8	94.4	90.9	83.9

Year	Reading	Year 3	Year 5	Year 7	Year 9
2024	No. of Students below expectations	5	6	14	34
	% of Students at/above expectations	83.9	92.9	90.4	77.4
2023	No. of Students below expectations	5	3	22	16
	% of Students at/above expectations	89.13	96.1	84.72	89.19

WRITING – STUDENT OUTCOMES FROM NAPLAN TESTING

Year	Writing	Year 3	Year 5	Year 7	Year 9
2025	No. of Students below expectations	1	8	18	20
	% of Students at/above expectations	97.6	90.9	87.4	85.3

Year	Writing	Year 3	Year 5	Year 7	Year 9
2024	No. of Students below expectations	1	2	21	31
	% of Students at/above expectations	96.77	97.64	85.51	79.33
2023	No. of Students below expectations	1	10	24	14
	% of Students at/above expectations	97.78	87.01	82.64	90.54

SPELLING – STUDENT OUTCOMES FROM NAPLAN TESTING

Year	Spelling	Year 3	Year 5	Year 7	Year 9
2025	No. of Students below expectations	6	16	28	33
	% of Students at/above expectations	85.3	82	80.3	75.7

Year	Spelling	Year 3	Year 5	Year 7	Year 9
2024	No. of Students below expectations	12	12	19	26
	% of Students at/above expectations	60	85.8	86.9	82.3
2023	No. of Students below expectations	14	16	29	19
	% of Students at/above expectations	69.57	78.95	79.86	87.16

GRAMMAR AND PUNCTUATION – STUDENT OUTCOMES FROM NAPLAN TESTING

Year	Grammar and Punctuation	Year 3	Year 5	Year 7	Year 9
2025	No. of Students below expectations	10	15	21	39
	% of Students at/above expectations	75.6	83.2	85.2	71.4

Year	Grammar and Punctuation	Year 3	Year 5	Year 7	Year 9
2024	No. of Students below expectations	8	11	22	461
	% of Students at/above expectations	73.3	87.1	84.9	58.5
2023	No. of Students below Bexpectations	12	11	36	40
	% of Students at/above expectations	73.91	85.53	75	72.97

GENERAL STUDENT INFORMATION

1%

Students of Aboriginal or Torres Strait Islander origin

1342

Total enrolments

8%

Language backgound other than English

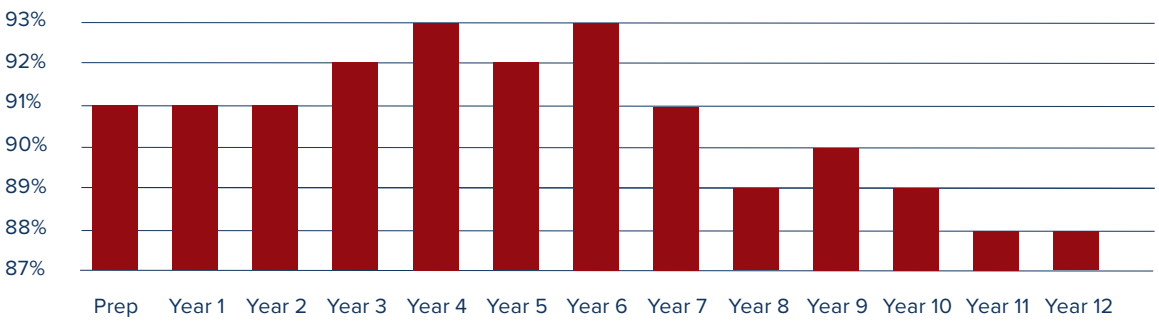
STUDENT ATTENDANCE

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 90.61%.

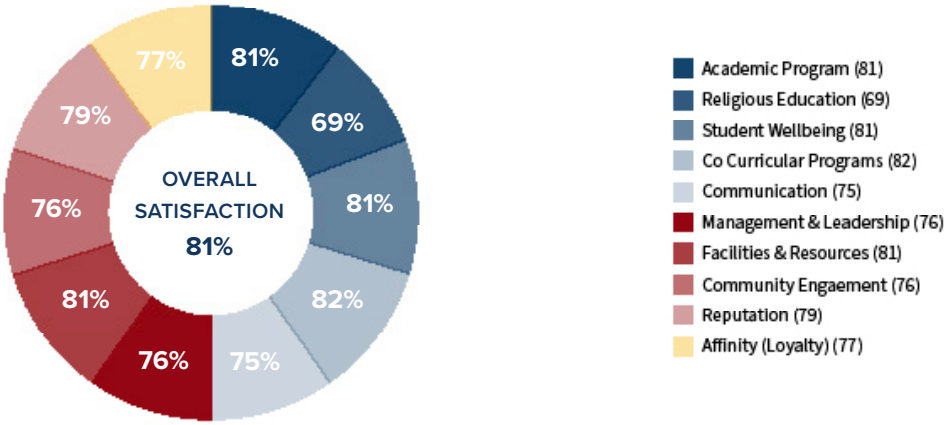
STUDENT AVERAGE ATTENDANCE RATE (%)



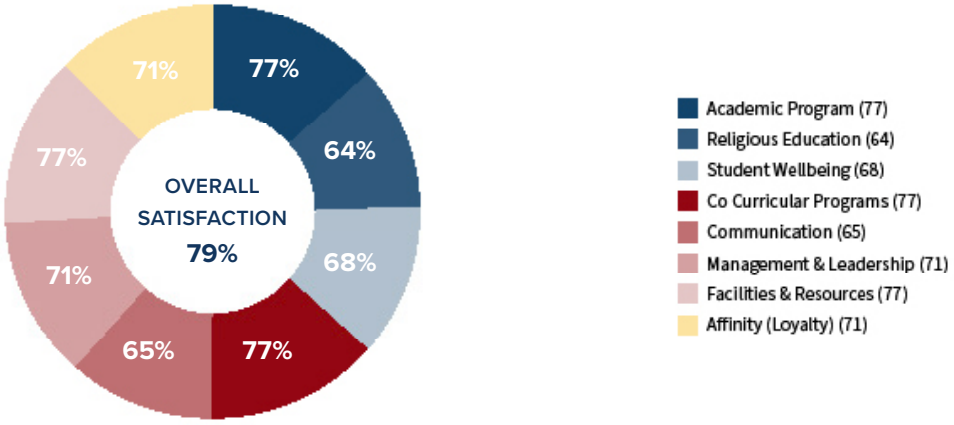
COMMUNITY SATISFACTION

As part of our commitment to continually monitor and improve the quality of education, we survey our staff and parent community bi-annually. In 2025, we commissioned an independent survey of all School parents (K-12). For the 2025 review, a total of 444 parents, 588 students and 171 staff completed the survey.

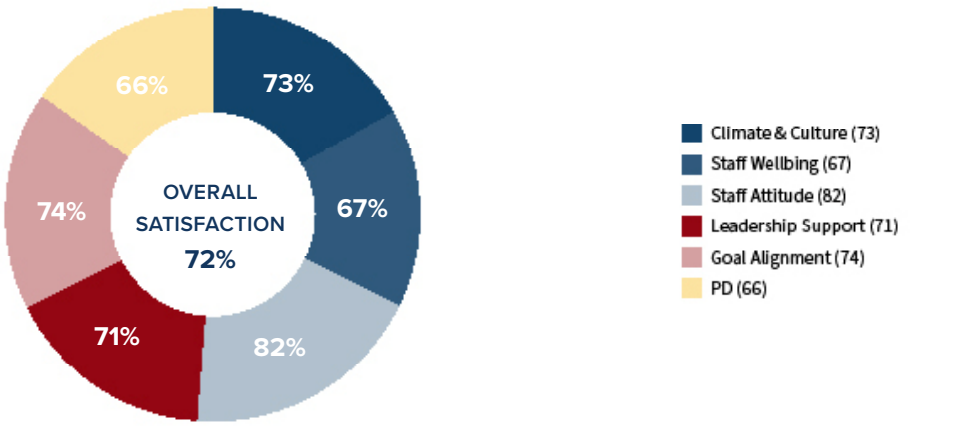
PARENT SATISFACTION SURVEY



STUDENT SATISFACTION SURVEY

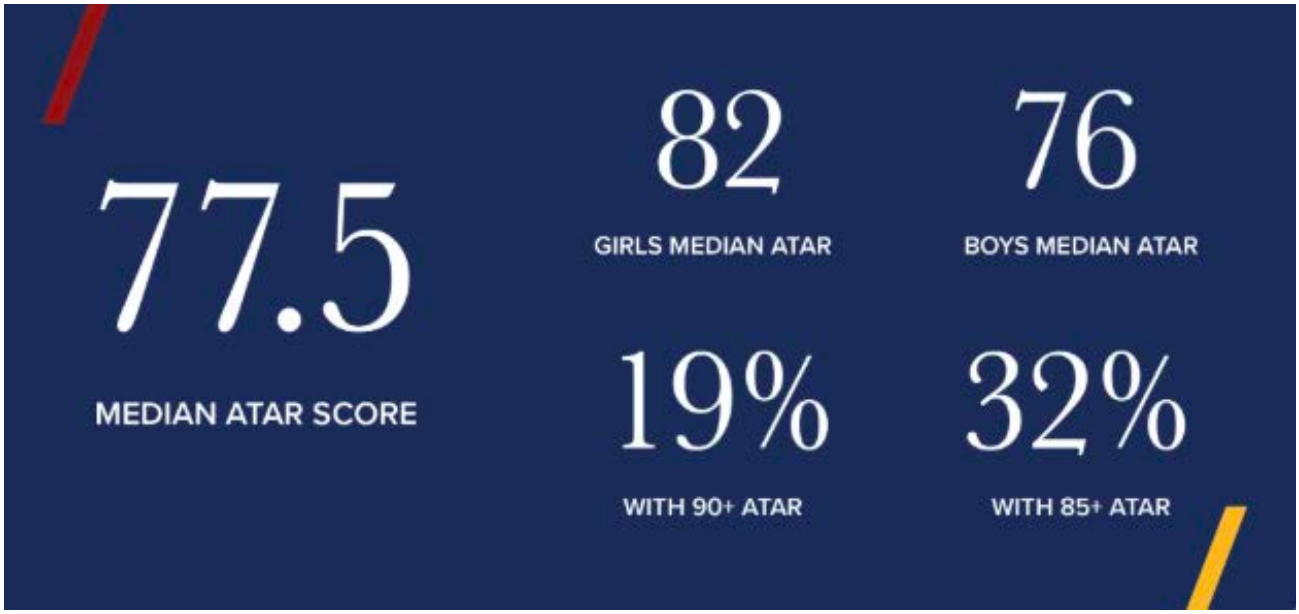


STAFF SATISFACTION SURVEY



COHORT SNAPSHOT

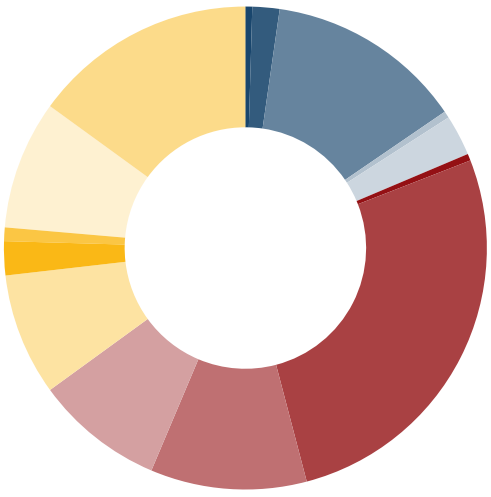
The Class of 2025 achieved strong VCE results, reflecting their hard work, the guidance of dedicated teachers and the support of their families. The following summary highlights their achievements.



HIGHER LEARNING OFFERS

CLASS OF 2025 DESTINATIONS

The Class of 2025 have embraced a wide range of pathways with destinations spanning university, vocational education, apprenticeships and employment, demonstrating the breadth of opportunity available to students who leave prepared for the future and confident in the path ahead.



- Collarts (1)
- Australian Catholic University (4)
- Deakin University (29)
- Deakin College (1)
- La Trobe University (6)
- La Trobe College (1)
- Monash University (59)
- RMIT (23)
- Swinburne University (19)
- University of Melbourne (18)
- Victoria University (5)
- JMC Academy (2)
- Deferred Offers (19)
- Unknown pathway (33)

VCE

We are proud to honour the excellent outcomes of our young people across 2025. 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

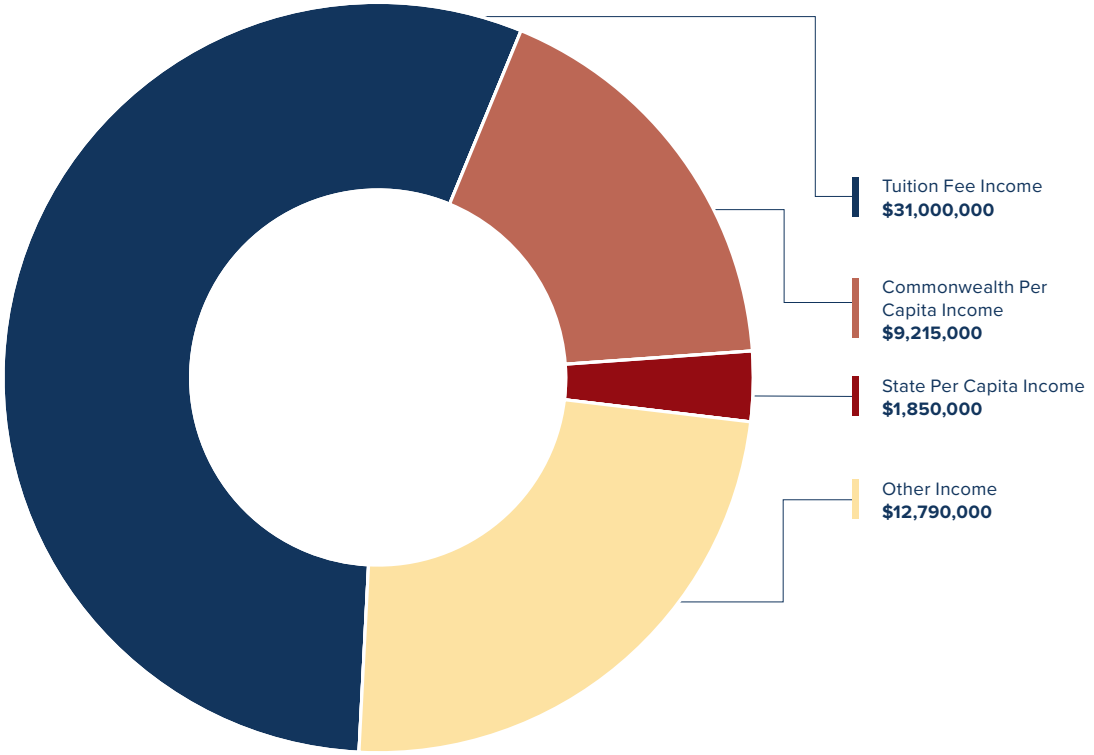
	2024
Siena Bond-Scott	DUX 98.8
Cameryn Maxwell	98.5
Student did not give permission to share name	98.35
Student did not give permission to share name	98.15
Oliver Wilson	97.95
James Peet	97.8
Student did not give permission to share name	97.75
Maya Doraisamy	97.65
Vanessa Zhong	97.6
Ella Seal	96.95
Sun Tianyi	96.5
Student did not give permission to share name	96.4
Student did not give permission to share name	96.15
Cameron Dougall	96.1
Lexi Langeliers	95.55
Alice Broadfoot	95.5
Li Ruochuan	95.25
Samantha North	95.25
Student did not give permission to share name	96.05

ATAR SCORES

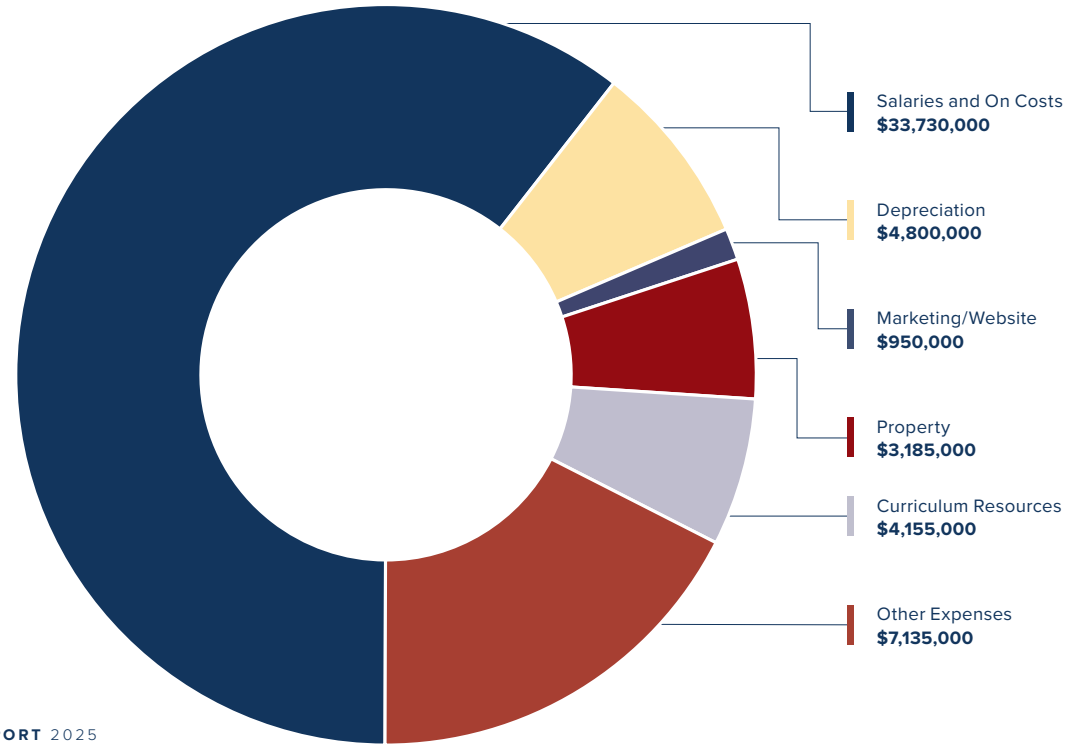
	2021	2022	2023	2024	2025	Variation 2024 to 2025
Mean Study Score	32.6	31.72	31	33	32.1	-0.9
Median Study Score	33	32	31	33.1	32	-1
% Study Scores >40	14.85	13	11.6	15.12	12	-3.12

FINANCIAL OPERATIONS 2025

RECURRENT INCOME 2025



RECURRENT EXPENDITURE 2025







PENINSULA

GRAMMAR

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