



2021 SCHOOL ANNUAL REPORT

Contents

FROM THE ACTING HEAD.....	2
FROM THE CHAIR	4
GOVERNANCE	4
SENIOR EXECUTIVE.....	5
FINANCE	6
STUDENT POPULATION.....	7
GENERAL SATISFACTION SURVEYS.....	8
STUDENT ATTENDANCE	10
HUMAN RESOURCES	10
THE JUNIOR SCHOOL.....	11
FACILITIES & CONTRACTS MANAGER'S REPORT	14
STUDENT WELLBEING	15
RULER.....	18
CURRICULUM, RESULTS AND TERTIARY ENTRANCE DATA – SENIOR SCHOOL	19
CO-CURRICULUM & REPRESENTATIVE SPORT	22
COMMUNITY SERVICE.....	24
DEMOCRATIC PRINCIPLES AFFIRMATION STATEMENT	25

FROM THE ACTING HEAD

Dr Emma O'Rielly

(On behalf of the 2021 Head, Dr Clayton Massey, who resigned in May of 2022 and was therefore unable to contribute to this report).

Through three school Terms of intermittent remote learning and a staggered return to face-to-face teaching and learning in the fourth Term of 2021, Girton Grammar School successfully delivered the Preparatory to Year 12 academic and student wellbeing programmes while Victoria continued to live and work through COVID-19 restrictions. The period 2020/2021 is one of the most challenging periods in education that most of us have ever experienced, so we are immensely proud that one of the most measurable indicators of success – VCE results – in 2021 were excellent.

With more than 30% of our students achieving an ATAR score, ranking them in the top 10% of the State, we could not be prouder. Students and teachers showed resilience and persistence in difficult circumstances, and support from parents at home contributed to our strong VCE results.

2021 VCE highlights for Girton Grammar are as follows:

- 4 students achieved ATARs above 99, placing them in the top 1% of the State;
Tai Hindson; Eliza O'Sullivan; Benjamin Greiving; Austin Haywood
- 4.65% of Girton's students finished in the top 1% of the State
- 16.28% of Girton's students finished in the top 5% of the State
- 31.76% of Girton's students finished in the top 10% of the State
- 54.65% of Girton's students finished in the top 20% of the State
- Tai Hindson achieved a perfect score of 50 in Literature.

Connor Marshall and Anika Weibgen (2020 graduates) were invited to audition for *Top Class Music* based on their excellent VCE Music Performance examination scores in 2020. Based on their auditions, they were selected to perform in the *2021 VCE Season of Excellence* presented by the Victorian Curriculum and Assessment Authority. Tai Hindson (2021 graduate) was invited to perform his music composition based on outstanding 2021 VCE results at *Top Class Sound* at the Athenaeum Theatre in Melbourne.

In an impassioned ninety seconds (via video), Year 11 Girton student, Lily Ivey (11 Riley), convinced a panel of judges representing parliamentarians of the importance of tackling eating disorders and, in the process, won the *2021 Parliament Prize* amongst a field of over 630 applicants across Victoria.

Year 10 student Connor McKenzie (10 Millward) placed first in the Victorian division of the annual Plan Your Own Enterprise competition, with classmate Aeden Hamilton (10 Jenkin) receiving second place in the competition.

With the cumulative effect of the pandemic on young people at the forefront of school decision-making, "Co-connect 3" was launched in Term 4. Co-connect 3 was an extension of previous co-connect programmes, with the same intentions but designed to support students transitioning back to face-to-face teaching and learning. We know that many students struggled to reconnect socially, and it takes time for their social skills to strengthen as they become accustomed to being alongside their friends, peers, and teachers.

Co-connect 3 was a whole-school initiative aimed at helping students connect in a structured and supervised yet informal and social context. The programme entailed a range of tangible, fun, and memorable activities assisting students of all ages in reconnecting socially with friends, peers, and teachers. The compulsory programme in the Senior School featured approximately 20 activities conducted on Fridays during an extended lunchtime. Students were permitted to wear their Physical Education uniform for the entire school day, a popular feature of the programme. In the Junior School, there were a range of supervised activities every lunchtime for students to enjoy

As many school traditions as possible were maintained through 2021, with COVID-19 adjustments implemented as necessary. Dr Clayton Massey was formally inducted as the 3rd Head of Girton Grammar School at the Foundation Day church service in front of a limited audience. A live stream of the event allowed the entire school community to access the event.

The Senior School production of *The Resistible Rise of Arturo Ui* was performed between lockdowns to an intimate audience of family members in the Black Box, and *Madagascar Jr* was performed to Junior School students and staff in the John E. Higgs Hall.

Our Year Twelve students endured plans changing for their final day of school until the morning of the event. I must commend our Year Twelve students for completing their school journey entirely set against the backdrop of this pandemic, accepting disappointing news about traditional rites of passage in good stead and with determination to enjoy their final day.

While 2021 will be remembered for things like the all-school "Zoomlymics" and another online Speech Night event, I hope that it is also remembered for the things that were able to occur, including; both the Senior School and Junior School Swimming and Athletics Carnivals, our celebration of International Women's Day, our continued association with "SisterWorks" and the repurposing of second-hand school uniform items, an amazing outdoor Junior School art exhibition and a Christmas Gift Giving event that demonstrated generosity and spirit from our school community at a challenging time.

In 2021, we continued academic testing at each year level via the Australian Council of Educational Research (ACER) to ascertain each student's natural ability in Mathematics, Reading and General Ability. This data will follow each child through their educational journey, providing a clear picture of academic progress that will help inform teacher instruction. The information is proving particularly useful given the prolonged impact of the COVID-19 pandemic on student learning and will be a rich source of information for the Astra' dashboard' that is currently being developed.

Teachers continued with the Teacher Growth Process, although many Professional Development opportunities could not occur. However, teachers persisted in working in their Professional Learning Teams whenever possible on specific strategies that impact the classroom, online and face-to-face.

We farewelled some long-standing staff members from Girton at the end of 2021, including Mrs Lorraine Ellis, Mrs Winsome Wastell, Mrs Christine Phillips, Mrs Liz Tobias, and Mr John McMillan. We are indebted to them for their service to Girton.

We look forward to emerging from the worst of the Coronavirus pandemic with a positive outlook and faith in the resilience of our staff and students. Rich traditions and bold ambitions will continue to define us and guide us through future challenges and opportunities.

FROM THE CHAIR

Mr David Jemmett

Girton Grammar continued to face down pandemic related challenges in 2021. These impacted the school directly, our students, staff, parents, and carers. Remote learning was once again a feature, with four significant periods over the year ranging from 2 to 11 weeks duration. The school, at all times, followed the advice of the DHHS and the Victorian Government with regard to opening and closing and the safety measures implemented.

Key traditions continued to be reimagined, such as the Foundation Day video ceremony and the ongoing participation of many students in the "Light up your driveway" dawn service on Anzac Day and the online speech night. While these re-imaginings play an important role in keeping the school community connected and reassured, they also stand to remind us of the richness of school life and all it has to offer when normality returns.

Girton continues to place significant emphasis on the mental health and welfare of students. The student wellbeing centre ("65 Wattle") is serviced by two psychologists, a provisional psychologist and a school nurse who is a qualified Counsellor, and the students of Girton Grammar continue to fully embrace and benefit from the services offered. A focus on mental health is further supported by the House system and the RULER approach, recognising that emotional intelligence is inextricably linked to educational outcomes.

With an eye to the future, the renewal of the School's Strategic Plan began in 2021. Facilitators from Independent Schools Victoria (ISV) held focus group sessions and surveys with various sections of the school community. With input provided by Girton students, parents, staff, Board members and the Senior Leadership Team this has led to the development of a draft strategic plan, with the final version to be released in 2022.

Outstanding VCE results in 2021 lifted Girton's school ranking from 78th to 41st in Victoria. However, the Board and School take even more pride in the knowledge that behind every ATAR is a well-rounded Girtonian who has been encouraged to contribute to the world around them in every way possible, and only as a result of the support of their teachers, families, and the wider school community

I commend all Girton staff for another year of exceptional student care and fine academic results under trying circumstances. I also thank all Board volunteers for their time and expertise in serving this wonderful school.

GOVERNANCE

The Board's major responsibilities include financial oversight of the school, oversight of the School's Mission and Values, Strategic Plan and Master Plan. Responsibility for the fee structure and provision of school buildings and facilities also lies with the Board.

Reflecting on best practise and continuous improvement, in 2021, the Board commissioned a governance audit by an independent, specialist body. All audit recommendations were accepted by the Board and now form part of the Board's "Governance Improvement Plan" to be enacted over the coming 12 months.

The Girton Grammar School Board was made up of eight to nine members during 2021 who are responsible for the overall strategic direction of the school. The composition of the Board is broad with a range of professional skills, experience, and perspectives.

During 2021, the composition of the Board was as follows:

- Mr David Jemmett (Chair)
- Ms Fleur Jackson (Deputy Chair)
- Mrs Carolyn Starr (Deputy Chair)
- Mr Peter Ashman (resigned 17 February 2021)
- Mr Andrew Hosking
- Mr Terry Karamaloudis (resigned 2 September 2021)
- Ms Robyn Lindsay
- Mr Jarrah O'Shea (commenced 15 June 2021)
- Mr Broughton Snell
- Associate Professor Philip Tune

From 15 November 2021, the Board was also assisted and supported with the discharge of its statutory and good governance duties and responsibilities by the appointment of a Company Secretary, Eddie Gibbons.

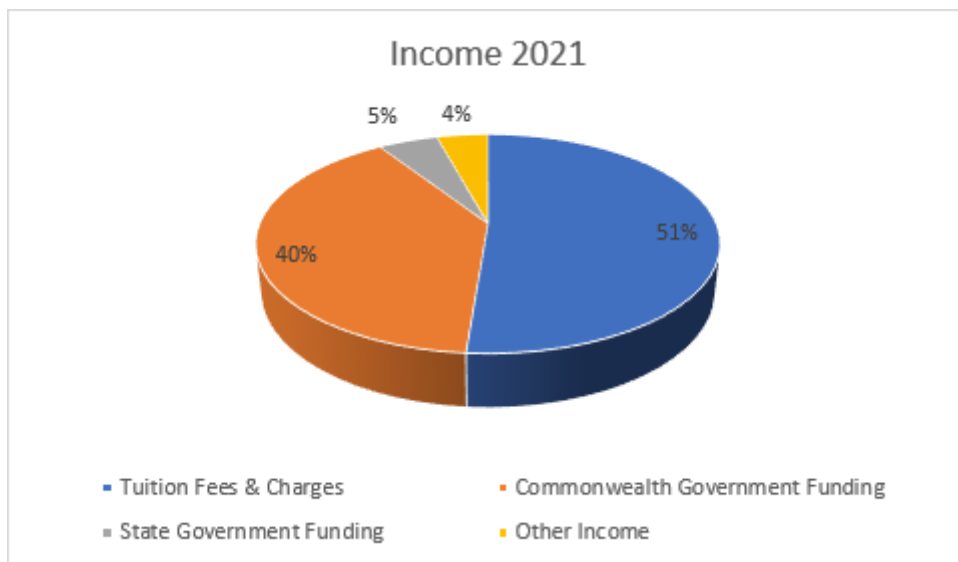
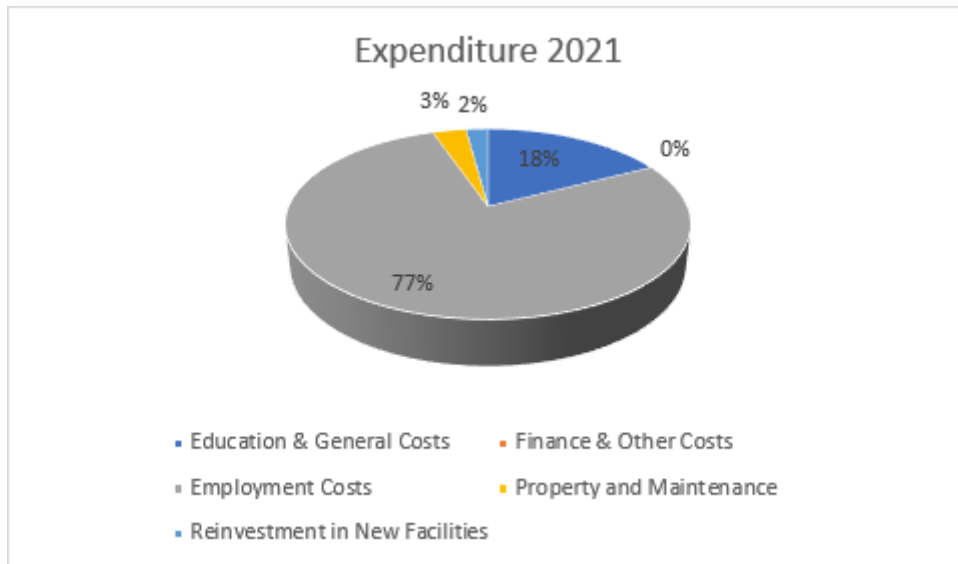
The Board's work continues with a determination to provide excellent educational opportunities accessible to many families in Bendigo and beyond through prudent financial management and an inclusive approach to education. Competition in the Bendigo education market remains strong, and the Board is working with the school leadership to maintain constant vigilance and effort to improve and consolidate our points of difference.

I very much look forward to working with my fellow Board members in 2022 to ensure stable and effective governance and the provision of a safe and vibrant learning environment with excellent facilities. The Board will continue next year to reflect on changing community views and expectations while maintaining our links to the past.

SENIOR EXECUTIVE

- Dr Clayton Massey, Head
- Dr Emma O'Rielly, Deputy Head
- Mr Don Thompson, Head of Junior School
- Mr Patrick Chin-Dahler, Director of Teaching and Learning (departing 10 December 2021)
- Mr Rod Smith, Head of Academic Data and Timetabling
- Mr Dave Martin, Director of Student Wellbeing and Pastoral Care
- Ms Anita Briggs, Chief Financial Officer
- Mr Graham Crickmore, Head of Daily Operations
- Mr Mark Beever, Director of Marketing
- Ms Tanya Hilgert, Head of Human Resources
- Mr Neville Faulks, Bursar (ceasing on the 21 May 2021)

FINANCE



STUDENT POPULATION

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Preparatory	34	38	38	54	47	38	38	29	45	36	34
1	50	35	40	38	58	47	37	41	31	48	40
2	42	58	38	44	43	60	49	41	45	35	46
3	49	50	59	52	58	43	57	57	47	47	35
4	50	68	59	64	54	63	52	65	68	50	46
5	52	67	75	63	79	60	72	62	77	69	55
6	74	73	77	93	74	107	80	89	79	76	85
JS Total	351	389	386	408	413	418	385	384	392	361	341

7	129	135	151	137	126	114	132	122	136	114	110
8	140	139	135	143	135	127	115	123	126	128	115
9	135	140	137	136	149	134	128	118	123	127	130
10	148	139	148	133	128	143	135	127	112	122	127
11	130	122	116	104	121	114	134	124	127	96	112
12	111	126	117	119	101	113	112	134	117	116	91
SS Total	793	801	804	772	760	745	756	748	741	703	685
Total Population	1144	1190	1190	1180	1173	1163	1141	1132	1133	1064	1026

GENERAL SATISFACTION SURVEYS

Girton again participated in the annual satisfaction survey project conducted by Independent Schools Victoria (LEAD surveys). Students, parents, and staff were surveyed about a range of things related to school facilities, operation, programmes, transition, resources, and the like.

The survey questions were grouped into categories, and within each category, there were up to approximately a dozen questions. Survey questions asked the user to rate their level of satisfaction on a scale of 1 to 10. The surveys were conducted at the end of August in 2021 and questions asked respondents to consider their answers in relation to the past 12 months. This means that respondents were scoring according to their experience of the School from August 2020 to August 2021, which we believe explains why overall student satisfaction rates were lower than what we might normally expect, with much of this period entailing remote learning.

Below is a summary of some of the survey average scores per question for a range of different school aspects according to various sectors of the school community:

OVERALL SATISFACTION WITH GIRTON GRAMMAR SCHOOL:

- Staff: 8.60
- Parent: 8.42
- Student: 6.71

PARENTS:

- 8.76: Students from different backgrounds and cultures are treated equally at this School
- 8.67: This School is a safe place in which to learn
- 8.49: School staff are approachable when parents want to talk about their children
- 7.64: The behaviour of students at this school is excellent
- 8.18: The standard of schoolwork expected is appropriate to age and stage of development

STUDENTS (YEAR 5 TO 12):

- 8.57: The learning programmes at this school have met my needs and interests
- 7.39: I have been well supported and prepared as I have moved from year level to year level
- 8.12: My teachers expect high standards of learning from me
- 8.24: The School provides opportunities to participate in co-curricular activities
- 7.56: My lessons are well organised

YEAR 12 EXIT SURVEY:

- 8.13: The School has provided ample opportunities for all students to participate in co-curricular activities
- 7.92: I have been encouraged to attain the best academic results possible
- 7.82: I have been encouraged to be responsible for my own learning
- 7.92: I find the school to be a safe place in which to learn
- 7.72: I have been encouraged to participate in community activities

TEACHING STAFF:

- 8.78: Administrators, teachers and other staff treat each other with respect
- 8.44: I agree with the goals and direction of the School
- 8.35: Staff support the goals and values of the School
- 8.92: I can rely on my colleagues to provide me with support or assistance when I need it
- 7.99: Students are motivated to learn at this school

STUDENT ATTENDANCE

Student Attendance is monitored closely every day at Girton Grammar School. Attendance rates are positive overall, reflecting the continued push from Student Wellbeing and Pastoral Care to increase and maintain student engagement. Parents can notify the school of absences through three main avenues: Phone calls to the Absence Line, emails to the Absences Inbox or, preferably, via a signed submission through Astra.

Messages are taken from the phone line, email inbox and submitted Astra forms and entered into the system. Student sign-ins done on the paper sheet are then entered. The remaining list of Unexplained Absences from House Tutor sessions are then checked against period one rolls to enter any students who may have forgotten to sign in. The parents of students that remain on this list are then contacted via SMS. Replies and calls due to these text messages are then entered into the synergetic system. The parents who do not reply to the text message will receive a call during the day, and a message will be left if the phone is not answered. The Unexplained Absences from individual classes are checked against music timetables and internal appointments and then added to the system. During period five, a list of Unexplained Absences is printed, and classrooms are searched for these students. The parents of any students who are unable to be found are then sent a message informing them and asking for a reply with an explanation for the absence.

By working closely with the pastoral care team, attendances are approached as part of the school's wider wellbeing approach. Wherever possible, with certain circumstances, external contact is minimised in order to relieve stress on families and students.

The 2021 Attendance Figures are as follows:

Year Level	P	1	2	3	4	5	6	7	8	9	10	11	12
Percentage Attendance	92.27	92.58	94.02	93.27	92.36	90.77	92.79	91.89	87.94	89.33	86.51	87.12	91.81

HUMAN RESOURCES

At the time of reporting, Girton Grammar School had 81 non-teaching staff members (35%) and 125 Teaching staff (65%).

These numbers include administrative support, teachers' aides, and educational support staff.

THE JUNIOR SCHOOL FROM THE HEAD OF JUNIOR SCHOOL

Mr Don Thompson

In 2021 we commenced with 334 Junior School students and finished with 352. This year we welcomed Mademoiselle Marie Bissonnier to teach French as Madame Almer accepted a position teaching French in Melbourne. Mrs Stagg moved from teaching Drama to teaching in the classroom, so Mrs Rice stepped in to teach Drama with Mrs Butler-Rees this Year.

Once again, this year, our normal Junior School programs were severely disrupted by the impact of Covid 19 and the move to remote learning intermittently throughout the year. Term 2 and 3 were particularly interrupted with lockdowns. As was the case last year, Our Junior School teachers provided excellent home learning programs to engage our students academically while also keeping them connected socially. The restrictions on singing, performing, and gathering in groups restricted our Music and the Performing Arts programs once again; however, the teachers still pushed on through remote learning where possible. Even with a restricted Choir program this Year, Mrs Dusseljee managed to rehearse our students to the point where they were able to record several items in their year levels for the end-of-year Speech Night video. Our individual instrumental teachers also managed to continue providing lessons online so that our students could still progress. While we could not have an external audience, we were able to push on with the Junior School Production of Madagascar, which was performed to Junior School classes and streamed for parents. We are very thankful for the support of our technical support staff, who provided invaluable support during Zoom lessons and when streaming our assemblies and the Production.

In May, students in year Three and Year Five sat the National Assessment Programme – Literacy and Numeracy (NAPLAN) assessments. These tests are compulsory National assessments for all students in Years Three, Five, Seven and Nine. The assessments are administered under formal examination conditions. While we must recognise that each NAPLAN element is a reflection of how students perform on a single test on a given day, they are a tool in providing a standard measure against a large data sample. The initial data provided by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) provides feedback on our performance against the results of other Victorian schools. Further data allowing comparisons nationally are usually provided early next year.

Year 3 Results 2021

Outcome	Type	Students	Mean
READING	State	76,276	452
	School	35	485
WRITING	State	75,768	433
	School	35	450
SPELLING	State	76,070	431
	School	35	453
GRAMMAR & PUNCTUATION	State	76,070	446
	School	35	469
NUMERACY	State	75,641	414
	School	35	429

Year 5 2021

Outcome	Type	Students	Mean
READING	State	73,889	523
	School	55	529
WRITING	State	73,585	489
	School	55	486
SPELLING	State	73,659	506
	School	54	492
GRAMMAR & PUNCTUATION	State	73,659	513
	School	54	498
NUMERACY	State	73,198	506
	School	54	501

Analysis of our NAPLAN data for year Three indicate that our students have performed above the State averages in all aspects tested. This was particularly pleasing given the disrupted learning due to Covid lockdowns. Our Year 5 results were below average in Spelling, Grammar, and Punctuation and comparable with State averages in Reading, Writing and Numeracy. These results were predicted from last year's internal testing. When conducting a more detailed analysis of the data, our girls performed well in all aspects; however, there is some work to be done in providing support for boys in one particular cohort.

Our students from Year 1 to Year 6 also sat the ACER Progressive Achievement Tests in Mathematics and Reading. These ACER tests provide school results as well as comparative data that is derived from Australian normed reference data.

ACER PAT Mathematics

Year	School Median	Australian Normed Median
1	104.1	93.2
2	112.5	103
3	121.4	110.9
4	125.6	117.4
5	123.5	122.7
6	133.6	127

ACER PAT Reading

Year	School Median	Australian Normed Median
1	90.6	87.1
2	109.9	100.5
3	117.9	110.9
4	131.6	118.7
5	131.1	124.5
6	132.7	128.8

Analysis of our ACER data indicates that our students have performed above the Australian normed median data in all areas.

Throughout 2021 some students from Years 3 to 6 elected to complete the University of New South Wales Global Educational Assessments (ICAS). Our students received 2 High Distinctions, 22 Distinctions, 56 Credits and 20 Merits.

ICAS Assessment	Number of Participants	High Distinction	Distinction	Credit	Merit
Mathematics	41		4	16	7
English	34	1	6	8	4
Science	31		4	9	3
Writing	32		2	9	4
Spelling	32	1	6	14	2

FACILITIES & CONTRACTS MANAGER'S REPORT

From Mr Neville Faulks

Throughout 2021 the vast majority of fluorescent lights in the Performing Arts Building and the Gymnasium were replaced with Led lights offering a longer lifespan, improved lux levels and greater energy efficiency. The school was able to take advantage of Government incentives that significantly reduced the project cost.

The annual maintenance and improvement programme concentrated on painting the exterior of the Performing Arts Building and the Morey Building in the new colour scheme to match the Naunton Family Building on Creek Street.

New carpet was laid in the Gymnasium and the Performing Arts Building as part of a continual replacement programme.

As the VCAL Programme has expanded at 36 Wattle Street, so have the requirements for better facilities. This year we installed new reverse cycle heating and cooling for the students' comfort.

Some minor construction works were conducted to redesign one office in the Morey Building to create a more functional office and also to create an additional office for a staff member in the Performing Arts Building.

A student-led initiative addressed a lack of secure bike storage. Bike racks have now been installed at the side of the Naunton Family Building to provide safe and easily accessible bike storage for Senior School students.

Junior School students were supplied with a new indoor hand washing facility in the art room. The new trough allows several students to clean their hands at once and is suitable for students of all ages.

As part of the roll-out of electronic lockers, Stage 2 was implemented, providing an additional seventy-six lockers for Senior School students in the Naunton Family Building. All the remaining steel lockers were also replaced with new units to service the Morey and Performing Arts Buildings.

A slight redesign of existing facilities allowed us to create an additional office to support another School Psychologist at 65 Wattle Street.

The final component of the Stage 1 redevelopment of the Junior School Landscaping Master Plan was achieved when we replaced the worn synthetic turf on the oval.

The growing popularity of basketball and the students' desire for lunchtime activities saw the installation of two basketball rings adjacent to the Gymnasium.

STUDENT WELLBEING

From Mr Dave Martin

Head of Pastoral Care & Student Wellbeing

HOUSE SYSTEM

A connected and engaged student leads the way to an inspired and successful one. A student who is well known and cared for is the aim of student wellbeing at Girton. The principal vehicle for student wellbeing is the House system. The microculture developed by the unique blend of staff, students, and traditions provides the students with the opportunities to lead, serve the school and community, compete on the sporting arena, perform on various stages, or address an audience. Skill and self-efficacy contribute to the academic flourishing of our students.

STUDENT LEADERSHIP

The School Captain, School Vice-Captain, and Prefect selection processes create leadership roles that are meaningful, coveted, and a genuine privilege to achieve and uphold. We have clearly articulated the roles and responsibilities for Prefects and created portfolio areas of responsibility for elected Prefects. The portfolio areas are as follows:

- Community Service
- Sustainability
- Diversity and Inclusion
- Student Advocacy
- Junior School
- Emotional Intelligence

The Prefect selection process ensures that the Year 12 student leaders elected are fully aware, willing, deserving and equipped to undertake the responsibilities and accountability of being a Girton School Prefect.

The Year 12 leaders are referred to as "Prefects" without a distinction between "Senior Prefect" and "House Prefect".

This positive initiative supports the high standards and excellence for which all school community members are encouraged to strive.

In 2021 we had the following Student Leaders proudly upholding our school values:

- 2 School Captains and 2 Vice Captains
- 14 Prefects
- 12 House Captains and 12 House Vice Captains
- 48 Co-curricular Captains and 8 Co-curricular Vice Captains
- 68 Peer Support Leaders

STAFF TRAINING

In addition to the continued work in Emotional Intelligence, Student Wellbeing Staff have completed training on Mental Health Issues in Adolescents, Drug and Alcohol Awareness and Child Safety. Staff must have many

effective strategies that can be implemented in their dealings with our students but be aware of the various providers who offer specialist advice and guidance.

Other training included:

- Judith Locke – Teacher and Parent seminars
- The Resilience Project – Teacher Seminar
- LawSense – School Counsellors, Sexual Consent, Transgender and Diverse Students
- School Refusal

65 WATTLE

65 Wattle commenced operation in 2020 and is staffed by a full-time School Nurse, two part-time registered Psychologists and provisional Psychologists. 65 Wattle offers a very comprehensive health service to students.

Senior School students can access 65 Wattle on the Senior School campus and make counselling appointments via Astra. They may also visit 65 Wattle in person if they would simply like someone to speak to about any health-related issue that they may have.

Parents can also seek counselling for students from the School Nurse, School Psychologists or Provisional Psychologist.

STUDENT AND PARENT EDUCATION

Dr Michael Carr-Gregg presented for the nineteenth year to sectors of our School Community via Zoom. These presentations are worthy adjuncts to the curriculum whilst involving the parent body. These sessions provided valuable information for students and parents to enable informed decision-making and open communication at home. It is wonderful that such an eminent specialist maintains his commitment to the school.

Dr Judith Locke, a renowned Psychologist, hosted a seminar full of useful tips on raising confident and capable children. The broad-ranging presentations included getting students to be more responsible for their schoolwork, helping them cope with school challenges, and ensuring young people have a balanced life that provides sufficient school and home responsibilities and downtime.

Our Year 7 students participated in the PROJECT ROCKIT Digital Ambassadors program. The program unites students across Australian schools to participate in a national movement of change against (cyber)bullying that is led by young people for young people.

This youth-driven program equips our students with tools to take control of online platforms, provide strategies to shut down online hate and (cyber)bullying and empower them to take positive action online on the issues they care about.

Our Year 7 students learned, through the SolarBuddy programme, about the 789 million people living in extreme energy poverty. They learned how people who depend on primitive forms of energy like charcoal and firewood suffer devastating health impacts. Their wellbeing, economic stability, educational outcomes, and the environment are all affected.

The Year 8 students participated in the project based "Solve the 17" work to discover, define, develop, design, and deliver a unique solution to one of the 17 Sustainable Development Goals (SDG's) adopted by all United Nations Member States in 2015.

The 17 Sustainable Development Goals (SDGs) represent a call for action by all developed and developing countries in a global partnership. They recognise that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

BullyZero presented cyberbullying and online safety via Zoom to the Year Seven and Year Eight students during Semester Two examination week.

RULER

*From Mr Paul Flanagan
Head of Emotional Intelligence*

In 2021, our students and staff had a focus on renewing our charter values of Respect, Trust, Inclusion, Confidence and Excellence. During a period of lockdown learning, we were still able to promote these values through zoom sessions and activities online across the school. Our goals switched when lockdowns continued to make sure our staff and students felt a sense of connectedness to their school. We approached this through a "Matemail" initiative encouraging staff and students to connect with people throughout the school despite being in Lockdown.

2021 was the fifth Year of our Whole School Charter titled "IMAGINE". IMAGINE is a vision developed jointly by Girton Grammar School students and staff. It includes ways we can learn together and interact positively by providing a catalogue of agreed-upon behaviours that everyone in the school aspires to uphold. Because it is a collaborative effort, this Charter helps everyone to connect genuinely with each other.

Ultimately, the Charter facilitates a sense of safety, comfort, belonging, and empowerment to all who contributed to its creation. Over 870 students and staff contributed to this development. Accompanying the Charter are the cornerstone values of Inclusion, Respect, Confidence, Trust, and Excellence. These values take the form of badges.

The RULER Approach to Emotional Intelligence is continuing to provide teachers, staff and students with learning experiences that enhance and build their Emotional Intelligence skills in a developmentally appropriate way.

CURRICULUM, RESULTS AND TERTIARY ENTRANCE DATA – SENIOR SCHOOL

NAPLAN and ACER testing

The NAPLAN Results for Years Seven and Nine 2020 allow comparison with students from the whole State. In 2021 the Australian Government reinstated the NAPLAN following its cancellation in 2020 due to Covid-19 restrictions.

In 2021 Girton Grammar School continued with the PAT-R, PAT-N and AGAT ACER tests for Years 7-10 to help measure students' knowledge and capabilities across domains. These tests will be conducted annually to measure students' academic growth.

Tertiary Entrance Data

In summary:

- 100% of Girton Grammar School's 2021 Year 12 students who sat for the VCE Certificate achieved it.
- 82 students out of the cohort of 91 applied for a tertiary place and received a tertiary offer
- 88% of the students received their first or second preference.

Student Cohort Year	1 st Preference	2 nd	3 rd	4 th	5 th	Other	Total Offers
2021	62	11	3	0	1	5	82
2020	74	13	5	5	3	3	102
2019	73	10	17	4	1	3	108
2018	68	29	5	8	4	3	117
2017	80	14	9	2	0	0	105
2016	79	14	9	1	3	1	107
2015	68	17	6	2	2	3	98
2014	75	16	11	3	3	3	111
2013	75	15	5	2	3	2	102
2012	77	25	7	2	1	6	118
2011	77	20	7	0	0	2	106

Student Cohort Year	University of Melbourne	Monash	La Trobe - Bendigo	La Trobe - Other	Deakin	RMIT	Other
2021	11	13	13	5	13	10	17
2020	26	16	12	3	18	10	18
2019	13	12	22	4	23	21	13
2018	25	26	12	2	24	13	15
2017	29	17	17	4	13	19	6
2016	24	25	22	3	11	12	10
2015	17	17	19	7	14	8	16
2014	28	11	23	6	11	12	17
2013	29	11	18	2	15	10	17
2012	40	9	32	2	13	7	15
2011	31	6	28	10	11	5	15

Courses Chosen/Offered

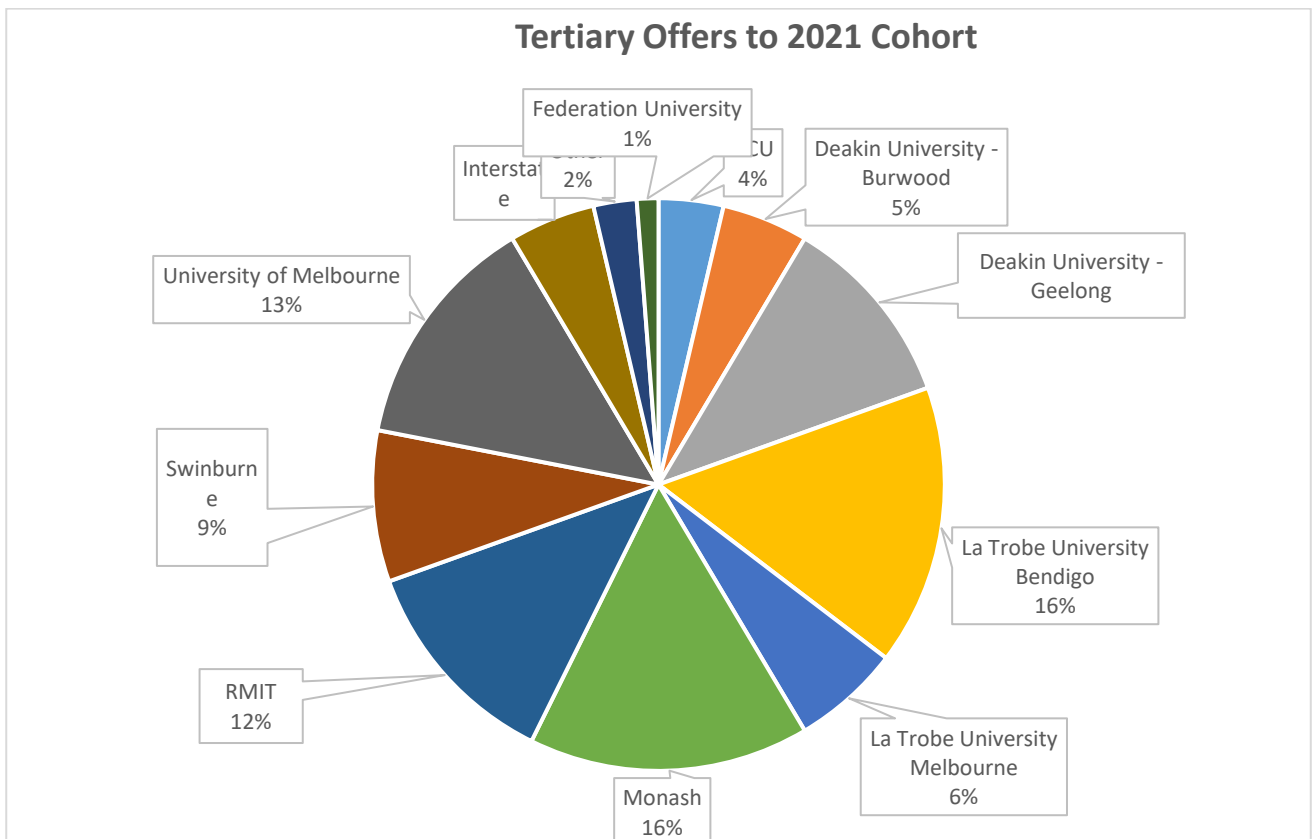
Some of the most popular fields of choice were Health Science, Science, Marine Science, Business/Commerce, Engineering and Arts.

Students also received offers in Medicine, Bio-Medicine, Nursing, Law, Cyber Security, Agriculture, Architecture, Aviation and Design. Several students also received offers from interstate institutions.

2021 Cohort University Offers	
ACU	3
Deakin University - Burwood	4
Deakin University - Geelong	9
La Trobe University Bendigo	13
La Trobe University Melbourne	5
Monash	13
RMIT	10
Swinburne	7
University of Melbourne	11
Interstate	4
Other	2
Federation University	1

2021 Cohort Course offers	Offers to the 2021 Cohort	Offers to the 2020 Cohort	Offers to the 2019 Cohort	Offers to the 2018 Cohort	Offers to the 2017 Cohort	Offers to the 2016 Cohort
Medicine/ Dentistry/ Biomedicine	9	11	7	6	6	8
Law	6	9	5	6	6	1
Allied Health/ Nursing/ Physio/ Paramedical	8	11	13	5	16	19
Science/Agriculture/Pharmacy/Environment	7	1	18	28	14	8
Arts/Humanities/Social Science/International studies	7	18	17	22	11	25
Engineering/ Construction/ Aviation	6	14	14	9	4	9
Electronics/ Software/Computer Science	1	4	2	1	4	6
Business/ Commerce/ Accountancy	15	12	7	9	13	13
Media/ Management/ Journalism/ Marketing/ Tourism	3	-	1	2	6	4
Education	4	4	3	1	3	6
PE/ Sports/ Sports Management	1	1	7	6	7	0

Psychology/ Behavioural Science/Criminology	3	1	3	-	4	0
Creative Arts/Photography	6	3	-	8	9	2
Architecture/ Design	3	3	3	7	2	5
Other	3	4	8	3	0	1



CO-CURRICULUM & REPRESENTATIVE SPORT

From Mrs Deirdre Tunzi, Co-Curriculum Coordinator

Ms Holly Speed, Sports Coordinator

CO-CURRICULUM

The Co-Curriculum program at Girton is an excellent way for students to interact with each other and staff outside of the classroom in a range of activities in Sports, Personal Development, and the Performing Arts. The 2021 year started well with all co-curriculum activities starting up, but due to COVID-19 lockdowns and regulations, the second half of the year was disrupted.

Zoom once again played a part in many competitions.

Debating, led by Mrs Kathryn Barton, had students progress to the Octo finals in September. Special mention should go to Remus Brasier (10Mi) for receiving the Swannie Award for the second consecutive year.

Tournament of the Minds, run by Mrs Viv Bath, had success with all three teams making it to the State final, with 1 team winning at Nationals.

The co-curriculum sport had minor interruptions throughout the year with lockdowns and cancelled games, but as usual, our students adapted.

The Performing Arts were lucky enough to be able to hold the One Act Play Festival, Junior School, and Senior School Production.

Overall, the co-curriculum program continues to enrich our students with various activities, forming friendships and developing leadership in the roles of Captains and Vice Captains.

REPRESENTATIVE SPORT – SENIOR SCHOOL

Like many things, our representative sports teams had another interrupted year due to the Covid-19 pandemic. Our sporting teams participated in a range of competitions in between remote learning.

The school participated in the Independent Country Co-Educational Schools (ICCES) competitions, with four students achieving Age Champion in Swimming and two in Athletics. Our Junior Girls Badminton, Junior Boys Table Tennis and Senior Boys Table Tennis teams all finished in 1st place. Unfortunately, the ICCES Winter Sports Tour, Cross Country, and Football competitions could not proceed in 2021.

The school also participated in the School Sports Victoria (SSV) competitions and successfully qualified for the Loddon Mallee Regional Finals in the Intermediate Girls Volleyball, Intermediate Boys Soccer, and Senior Boys & Girls Table Tennis. The Senior Boys Football Team and Senior Boys and Girls Table Tennis teams won through to the SSV state finals; however, due to restrictions, the competitions were unable to proceed. Sixteen senior school students qualified and attended the SSV State Swimming final at the Melbourne Sports & Aquatic Centre.

Although it was an extraordinary year, we recognised our students' outstanding performances, with many of them receiving the 'Co-curriculum Colours' award in recognition of their excellent skill, attitude, attendance, and leadership.

The school presented three major awards to three students who excel in the sporting arena and demonstrate that they are exemplary citizens.

The Caitlin Thwaites award for 2021 was awarded to Emily Everist (11 Aherne)

The Schools Sports Star of the Year were:

Senior (Years 10 – 12) – Alessia McCaig (12 Jenkin)

Junior (Years 7 – 9) – Ruby Conti (9 Millward)

COMMUNITY SERVICE

From Mrs Rachelle Fisher

The Community Service Program develops a habit of giving back to our community and helping others. Community Service builds relationships and social connectedness with peers, adults and organisers sharing a cause.

During Term One, 13 brave Junior School students took part in the World's Greatest Shave fundraiser by shaving their heads and raised \$21,641.13 for the Leukemia Foundation. The Junior School SRC supported the cause by organising a Crazy Hair Day, and the money they raised contributed to the grand total.

We were so fortunate to be involved in The Red Shield Appeal again this year. Girton Grammar School launched the event for the Bendigo Region, and we were presented with a shield of acknowledgement for the school's support over the years. For more than 28 years, and since the foundation of Girton Grammar School, students have knocked on doors to raise money for the Salvation Army. This year, approximately \$8,000 was raised. The Salvation Army estimates that since the school commenced supporting the annual Red Shield Appeal that approximately \$250,00 has been raised by Girton students.

The Junior School donated "Red Pantry Items", such as tomato soup and pasta sauce. The Salvation Army was once again overwhelmed by our student's support.

Unfortunately, many community events were cancelled during the year owing to restrictions in place as a result of the Covid Pandemic, but this didn't stop our students from helping their community. They just got creative. Many instigated their own community service and became involved in a range of activities independently – volunteering in Opportunity shops, Youth Advocacy, Disabled Wintersport Australia Guides, Foodshare Grow A Row, Knit One Give One, Clean up Australia Day, Student2Student mentors and many more.

The Mito Foundation supports people affected by Mitochondrial disease, and this year many of our students participated in The Bloody Long Walk, raising \$3,431. The 40 Hour Famine House Challenge was taken up by many students, with \$3505.16 raised. Aherne House was the winner raising almost \$1500.

Students in Year 10 Millward co-ordinated a collection of books and stationery items for "Cricket Without Boundaries". The items were sent to much-needed communities in Sri Lanka.

DEMOCRATIC PRINCIPLES AFFIRMATION STATEMENT

Girton Grammar School is committed to upholding Australian democratic principles and practices, which are evidenced in several ways and within various documents. In particular, via a Statement of Ethical Behaviour, our Mission and Values document requires that the Board, Head and Staff adhere to codes of practice set down explicitly and implicitly by various professional and educational bodies to which the individuals or groups belong.

The Girton Mission and Values document also contains an Accessibility Statement that articulates a commitment to remain free of prejudice as regards faith, ethnicity, nationality, gender, background, or family structure.

The principles of Australian democracy are further enshrined in the Girton Grammar School "Imagine" Charter, which reflects the values of inclusion, empathy, respect, excellence, effort and consideration for the perspectives of others.



Mr David Jemmett
Chair
Girton Grammar School
2021