

2019 REPORT TO THE COMMUNITY

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FROM THE ACTING HEAD

Dr Emma O’Rielly

Our responsibility, as educators, is to prepare the next generation of young people for their lives beyond school. This year, we have continued to take a proactive approach towards developing relevant curriculum and wellbeing programs to ensure our students are prepared for their futures.

In the Senior School, to assist student learning, we have continued our focus on the provision of timely and specific feedback on student work through trialling online, real-time reporting using the school’s Learning Management System, Astra. VCE Unit 3 and 4 subjects are now using the continuous reporting method, and by the end of 2021, continuous reporting will be in place for the entire Senior School. The introduction of regular and improved student Effort and Dedication reports in the Senior School this year, has helped to ensure that issues are addressed quickly and allows parents to have dialogue with their children based on their application to studies, not just the grades they are achieving, supporting the school’s values of striving for excellence in all endeavours.

The most recent graduating cohort achieved excellent VCE results, allowing them to pursue their preferred future, whatever that may be. I am pleased to confirm VCE results for 2019, as follows.

- 5 students achieved ATARs above 98, placing them in the top 2% of the State (Satya Jhaveri – ATAR Dux; Evelyn Crawford (Year 12 School Dux); Jordan Rogers; Abbey Saxon; Chaelim Ko)
- 2% of Girton’s students finished in the top 1% of the State
- 9% of Girton’s students finished in the top 5% of the State
- 20% of Girton’s students finished in the top 10% of the State
- Jordan Rogers achieved a perfect score of 50 in Further Mathematics and Environmental Science

The much-loved House system continues to be the mechanism for delivery of Student Wellbeing initiatives in the Senior School, with many fun and engaging activities, helping students find a place to fit in and make new friends. The opportunity for student leadership is another important way that children can develop a sense of self and in 2019 in the Senior School there were 163 students in leadership positions ranging from classroom mentoring and sports leadership to music, drama and House leadership roles.

To support student wellbeing, the Director of Behavioural Resources Australia, Dan Petro, has been an excellent resource this year for our staff, delivering practical training and excellent resources for implementing classroom management strategies.

For the first time, a Staff Wellbeing Committee has been formed, complimenting a new Employee Assistance Program (EAP) also launched this year, giving staff members an opportunity to have their ideas formally heard and to seek professional assistance through the EAP on a range of personal or work matters with anonymity guaranteed.

The RULER Approach to emotional intelligence continues to be implemented in the school with the focus this year on reputation, which students and staff learned is directly impacted by our ability to regulate our emotions. The RULER program continues to benefit the whole school community and

the school Imagine Charter, now in its third year, is becoming embedded into the fabric of our wonderfully positive school culture.

The School continues its long and proud history of developing students with a strong sense of social responsibility. As we complete our final year of the three-year uniform transition period, I am pleased to report that we will achieve “Zero Waste” through the repurposing of older style school uniform items which will be donated to an elementary school in the Philippines. Through money raised from selling old school uniform items over the past two years, the repurposing of residual uniform items will be completed by SisterWorks with whom the school now has a strong connection. In a new initiative this year, our Year 7 students assembled solar lights through the registered Australian charity, SolarBuddy, and while enjoying a hands-on technology experience, also supported children who are living in energy poverty.

We farewelled our Deputy Head of 26 years, Mrs Robyn MacCulloch, at the end of Term One and I offer my profound thanks on behalf of the whole school community to Girton Grammar School’s inaugural Deputy. Mrs MacCulloch retired from thirty-one years of teaching at Girton Grammar School with the deepest gratitude from students and staff, past and present.

It was my privilege to be appointed as Deputy Head in May at our annual Foundation Day Church Service, which also served as the final Girton Grammar School event for our popular School Chaplain, Archdeacon Greg Harris, after nearly ten years at the School.

It is my further privilege to now be in the role of Acting Head, after farewelling our esteemed Headmaster of ten years, Mr Matthew Maruff, at the end of Term 4. I had the good fortune to work with Matthew closely, especially in the past five years, and I am grateful for all that I learned from him. Matthew was passionate about relational teaching and during his time at the School, Girton supported the embedding of an Emotional Intelligence programme into the curriculum and culture of the school.

Mr Les Evans, Senior Master and teacher of Mathematical Methods also retired at the end of 2019 after more than 20 years of unwavering commitment to Girton Grammar School, and in fourth Term, we welcomed our new Head of Teaching and Learning, Mr Patrick Chin-Dahler, who joins us from the Haileybury Rendall School in Darwin. Patrick is a welcome and deserving appointment to Senior Leadership team within the School.

In 2020 the Board will appoint a new Head, so further change and development will ensue at this wonderful school. We still have much to learn about the “iGeneration”, and the needs of students and the expectations of parents will continue to evolve and change. I believe that Girton Grammar School is well-positioned to face this inevitable and ongoing evolution.

I would like to thank the Board, for their dedication and professionalism to the School as they oversee the recruitment of a new Head. With more than 135 years of history, striking the right balance between maintaining the traditions and values that stand Girton apart, and meeting the learning needs of the modern student is crucial to the school’s growth and future.

Dr Emma O’Rielly
Acting Head

FROM THE CHAIR

Mr David Jemmett

It has been a year of consolidation for the Board, with three Directors completing their first year, five long-standing Directors continuing their service and one new Director joining the Board in September. Personally, having completed my first full year as Chair (and second year of Board membership) I look forward to the next twelve months with a focus on renewal at Board level through appropriate succession to ensure that we continue to have an excellent mix of both fresh ideas and valuable experience to guide our actions both now and into the future.

As in previous years, the Board's work has been focused on a determination to keep Girton Grammar School accessible to as many families as possible 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 to maintain constant vigilance and effort to improve and consolidate our points of difference. The Strategic Plan for the school, which is currently under review by the Board along with work on the Master Plan, will set the course for the future growth of the school.

On behalf of the Board, I congratulate Dr Emma O'Reilly on her appointment to the position of Deputy Head in May, taking over the mantle from our long-standing Deputy of twenty-six years, Mrs Robyn MacCulloch who retired in 2019.

I would also like to thank Dr O'Rielly for accepting the role of Acting Head in November, following the departure of our esteemed Headmaster of ten years, Mr Matthew Maruff. Dr O'Rielly is already making her mark with an intense focus on Girton's mission and values, and a refreshing leadership style.

After rigorous consideration and interview, the Board appointed Lyngcoln Consulting to undertake the executive search for a new Head. Consultation with school staff and parents has formed part of the recruitment process, and the Board is confident that we will find a fitting successor for our school through an exceptional recruitment process.

I very much look forward to working with my fellow Board members in 2020 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 changing community views and expectations while maintaining our link to the past through the Mission and Values that have served Girton Grammar so well for more than 25 years.

I thank the wonderful teaching staff at Girton for another year of exceptional student care and fine academic results, and I thank all Board volunteers for their time and expertise in serving this wonderful school.

GOVERNANCE

The Girton Grammar School Board is currently made up of 10 members who are responsible for the overall strategic direction of the school. The Board's major responsibilities include oversight of the School's Mission and Values, Master Plan and Strategic Plan.

The Board also has responsibilities with regard to financial oversight of the school, especially in relation to the fee structure and the expansion of school buildings and facilities.

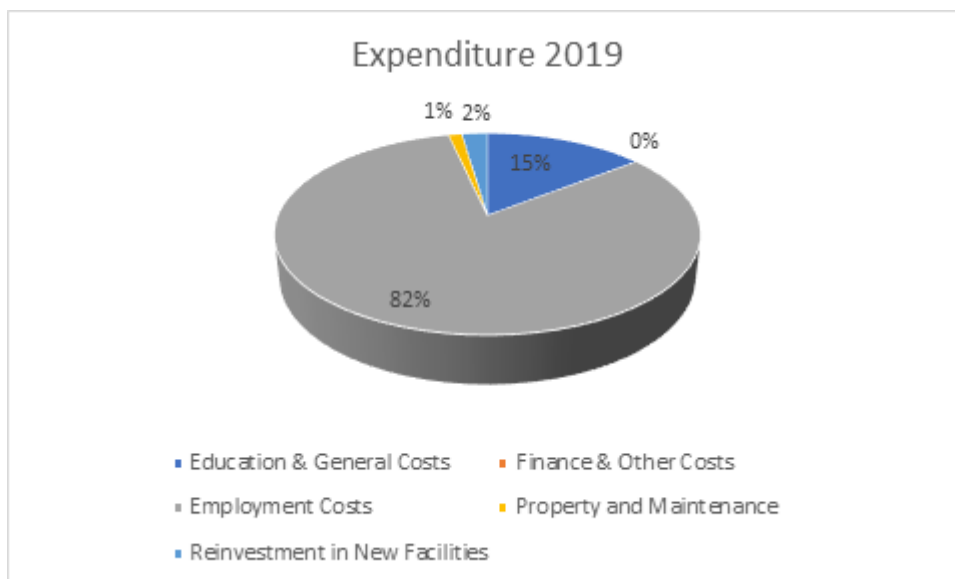
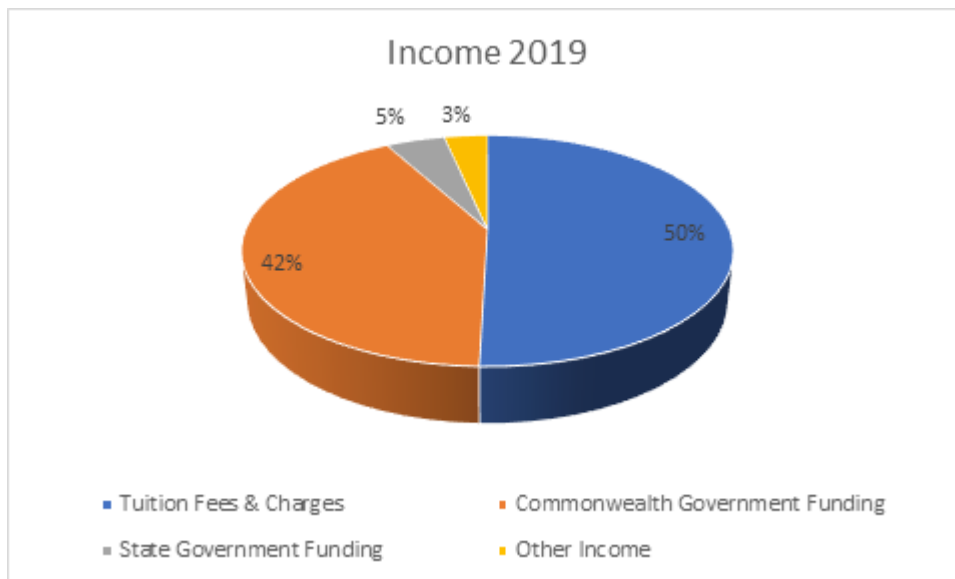
The composition of the Board is currently as follows:

- Mr David Jemmett (Chair)
- Mr Peter Ashman (Deputy Chair)
- Mr Graeme Stewart
- Mr Donald Naunton
- Ms Louise Howland
- Associate Professor Philip Tune
- Ms Carolyn Starr
- Ms Fleur Jackson B
- Mr Andrew Hosking
- Mr Broughton Snell

SENIOR EXECUTIVE

- Dr Emma O'Rielly, Acting Head
- Mr Don Thompson, Acting Deputy Head and Head of Junior School
- Mr Patrick Chin-Dahler, Director of Teaching and Learning
- Mr Dave Martin, Director of Student Wellbeing and Pastoral Care
- Ms Anita Briggs, Chief Financial Officer
- Mr Graham Crickmore, Head of Daily Operations
- Mr Dan Slater, Head of Co-curriculum
- Mr Mark Beever, Director of Marketing
- Mr Glen Careedy, Head of Compliance and Human Resources
- Mr Neville Faulks, Bursar

FINANCE



STUDENT POPULATION

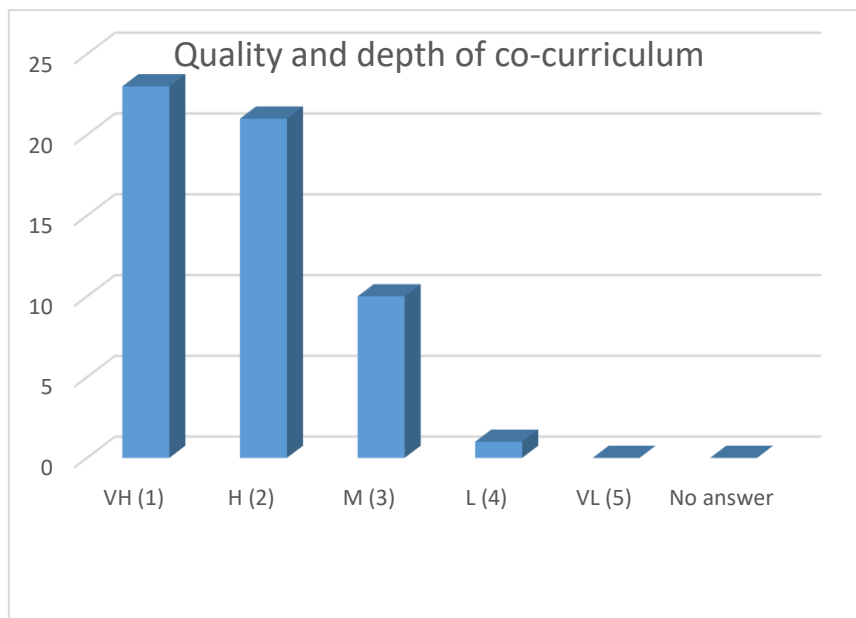
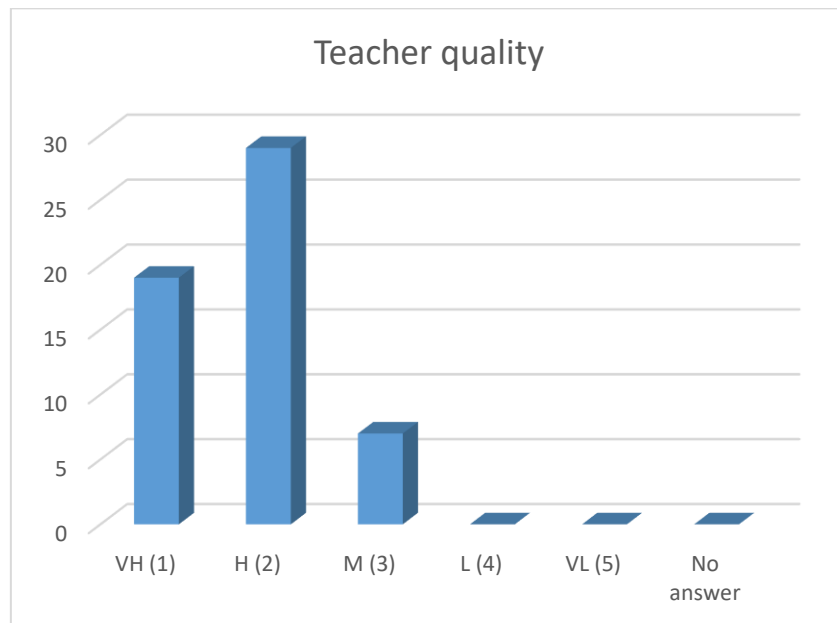
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Preparatory	50	34	38	38	54	47	38	38	29	45
1	35	50	35	40	38	58	47	37	41	31
2	44	42	58	38	44	43	60	49	41	45
3	40	49	50	59	52	58	43	57	57	47
4	50	50	68	59	64	54	63	52	65	68
5	44	52	67	75	63	79	60	72	62	77
6	61	74	73	77	93	74	107	80	89	79
JS Total	324	351	389	386	408	413	418	385	384	392

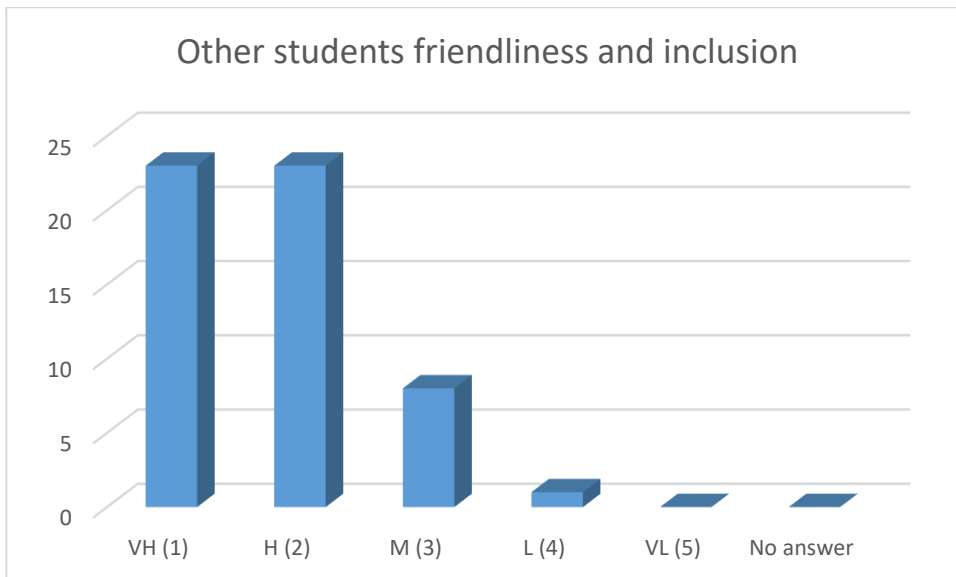
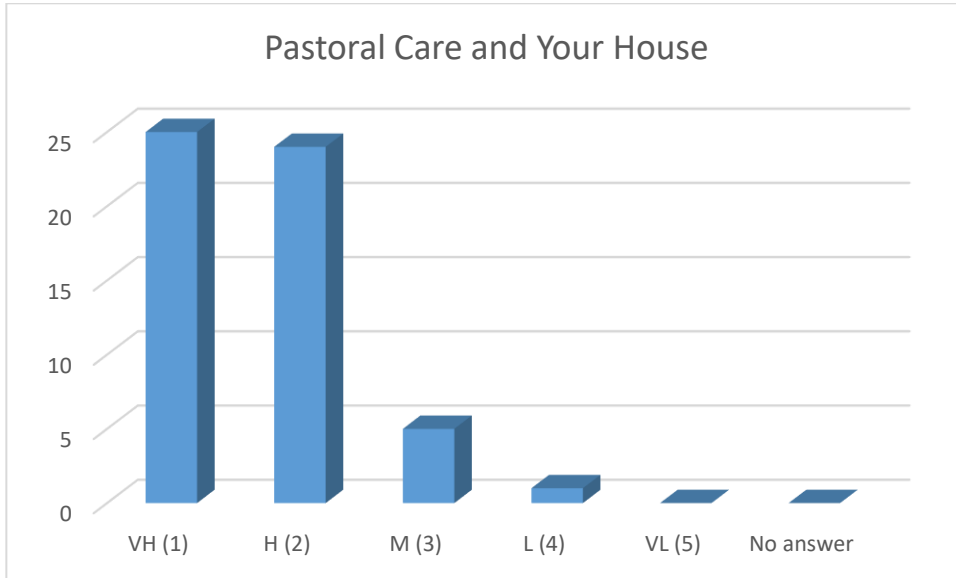
7	146	129	135	151	137	126	114	132	122	136
8	131	140	139	135	143	135	127	115	123	126
9	144	135	140	137	136	149	134	128	118	123
10	141	148	139	148	133	128	143	135	127	112
11	115	130	122	116	104	121	114	134	124	127
12	113	111	126	117	119	101	113	112	134	117
SS Total	790	793	801	804	772	760	745	756	748	741
Total Population	1114	1144	1190	1190	1180	1173	1163	1141	1132	1133

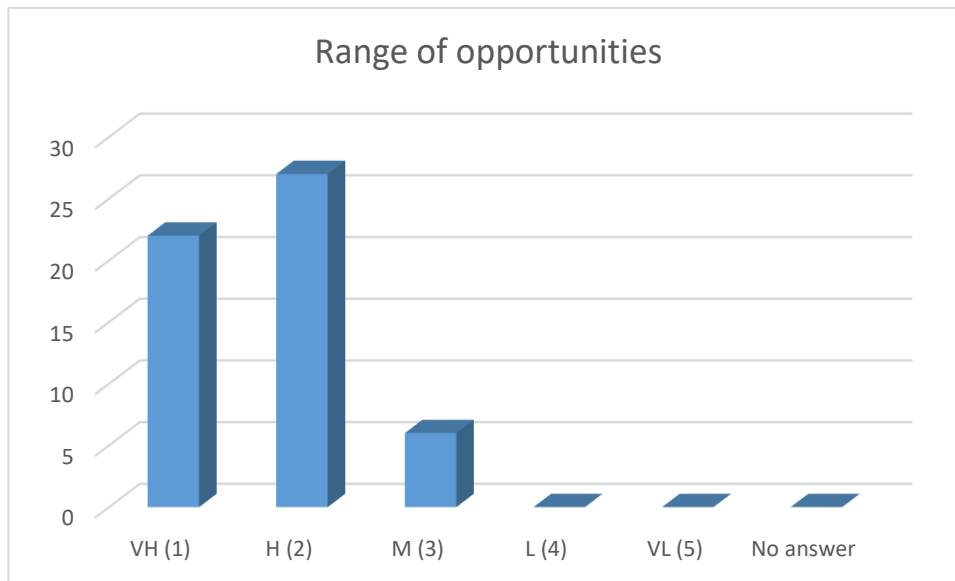
STUDENT VIEWS: GRADUATING CLASS OF 2019

Each year, the departing Year 12 cohort is surveyed about their experience during Year 12 and for their duration at Girton Grammar School.

Highlights from the survey of the current graduating Year 12 students are as follows:







GENERAL SATISFACTION SURVEYS

Summary results for the most recent satisfaction surveys are below. For each survey, respondents were asked to rate the degree to which they agreed with each statement, on a scale of 1 to 10, where 1 indicates the lowest level of agreement and 10 is the highest level of agreement.

A summary of the results for the most recent **parent** survey are:

- The average overall parent satisfaction rating for Girton Grammar School on a scale of 1 to 10 was 8.3
- 8.4 was the average satisfaction rating for the statement, “My child is at the right school for them”.
- 8.1 was the average satisfaction rating for the statement, “My child enjoys Girton co-curriculum activities.”
- 8.3 was the average satisfaction rating for the statement, “Teaching quality is high.”
- 8.2 was the average satisfaction rating for the statement, “Girton has a culture that promotes positive relationships.”

A summary of the results for the most recent **student** survey are:

- 8.3 was the average satisfaction rating for the statement, “I am confident that Girton Grammar School prepares students well for further studies such as University.”
- 8.4 was the average satisfaction rating for the statement, “Student bullying is dealt with quickly and fairly”.
- 7.8 was the average satisfaction rating for the statement, “Overall, I am satisfied with Girton Grammar School.”
- 8.7 was the average satisfaction rating for the statement, “Girton focuses on developing students as good all-round individuals.”
- 8.0 was the average satisfaction rating for the statement, “Staff at this school act on student concerns.”
- 7.8 was the average satisfaction rating for the statement, “Student opinions are valued at Girton,”

A summary of the results for the most recent **teacher** survey are:

- 8.4 was the average satisfaction rating for the statement, “The co-curricular program at Girton is of benefit to students who partake.”
- 8.3 was the average satisfaction rating for the statement, “Girton provides appropriate materials and resources to support student learning.”
- 8.9 was the average satisfaction rating for the statement, “I am proud to work at Girton.”
- 8.9 was the average satisfaction rating for the statement, “I would recommend the school to friends and others.”
- 8.5 was the average satisfaction rating for the statement, “My role is valued by me Head of Department/direct line manager.”

A summary of the results for the most recent **non-teaching staff** survey are:

- 8.7 was the average satisfaction rating for the statement, “Girton has clearly articulated Mission and Values.”
- 7.9 was the average satisfaction rating for the statement, “Staff at Girton are enthusiastic about coming to work each day.”
- 9.0 was the average satisfaction rating for the statement, “My role is valued by my direct line manager.”
- 9.1 was the average satisfaction rating for the statement, “I would recommend Girton to friends and others as a good school for students.”
- 8.9 was the average satisfaction rating for the statement, “I am proud to work at Girton.”

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 5 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 2019 Attendance Figures are as follows:

Year Level	P	1	2	3	4	5	6	7	8	9	10	11	12
Percentage Attendance	94.02	93.15	93.26	90.16	91.26	89.16	91.94	89.40	87.72	88.40	88.70	93.81	95.67

HUMAN RESOURCES

At the time of reporting, Girton Grammar School had 89 non-teaching staff members (38.8%) and 229 Teaching staff.

THE JUNIOR SCHOOL FROM THE HEAD OF JUNIOR SCHOOL

Mr Don Thompson

2019 saw Junior School Enrolments finish slightly higher than previous years with 396 students between the Preparatory to Year Six levels. This year we welcomed Mrs Nicola Matthew to teach Year 2 to replace Mrs Rey who was granted 12 months leave to teach in a remote community in Western Australia. Mrs Juergens took maternity Leave in Term 3 and 4 and Mrs Rice commenced her Maternity Leave in Term 4. Mrs Blanks transferred into Senior School which saw us welcome Mrs Krelle to teach Japanese. We farewelled Mrs Woodward who left us to start her own business. Mrs Woodward had taught Science and Drama and while it was sad to have her leave we were pleased to be able to have Mrs Geyer remain with us to teach Science. Mrs Ellison was appointed Head of Senior School Drama and Mrs Rice moved into the Junior School Drama teaching role prior to her Maternity Leave.

Music and the Performing Arts are integral elements of a Girton education and are fully supported in the curriculum but the excellent work of the Music teachers and tutors and the vision and talent of our Drama teachers and support staff is what sets us apart. This year our Junior School Performance Choir, consisting of students from Year Four, Five and Six, performed exceptionally well again under the direction of our outstanding Junior School Head of Music Mrs Laura Dusseljee. They were awarded First place at the Bendigo competitions, the Victorian School's Music Festival at Federation Square and at the Royal South Street Competitions in Ballarat making it another 'clean sweep' for the year. Our Year 2, 4 and 6 students performed Disney's Mulan Junior under the direction of Mrs Rice, Mrs Geyer and Mrs Dusseljee. They performed 4 shows at the Capital Theatre, including one show to an audience of over 400 very excited Kindergarten students. Every show was outstanding! This year we were also able to continue the development of our Junior School media centre where students can investigate video and sound production techniques. In 2020 we are planning to incorporate podcast production.

In sport our Junior School students have performed very well again with two of our Year Five students progressing to the State Athletics finals having been successful at School, Divisional and Regional levels. This year our Junior School Boys and Girls Soccer teams progressed from the District competitions in Bendigo through to the Regional Finals in Swan Hill. One of our Junior School students was selected as the goal keeper for the Victorian State School Girls Under 12 Football team. She represented Victoria at the National School Sports Australia Football tournament in Canberra. Our Junior School Aeroschools teams also had success again at the National Championships held in Queensland this year.

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 of our performance against the results of other Victorian schools. Further data allowing comparisons nationally are usually provided early next year.

Year Three NAPLAN Results 2019

		Students	10th	25th	median	75th	90th	Mean
READING	State	73,227	327	391	445	504	557	447
	School	45	312	386	459	525	592	450
WRITING	State	72,678	369	402	445	472	498	435
	School	44	369	394	458	485	519	443
SPELLING	State	73,000	323	375	431	487	529	428
	School	45	332	382	428	490	562	441
GRAMMAR & PUNCTUATION	State	73,000	325	391	456	517	579	454
	School	45	376	415	478	537	613	480
NUMERACY	State	72,956	321	370	422	468	516	421
	School	45	341	388	422	469	540	432

Year Five NAPLAN Results 2019

		Students	10th	25th	median	75th	90th	Mean
READING	State	73,109	424	467	513	566	608	516
	School	72	468	511	552	600	630	554
WRITING	State	72,846	417	455	485	521	563	487
	School	72	448	472	497	539	576	503
SPELLING	State	72,853	421	465	506	550	591	506
	School	72	455	489	532	582	619	535
GRAMMAR & PUNCTUATION	State	72,853	405	456	508	555	626	507
	School	72	431	479	531	591	615	530
NUMERACY	State	72,701	424	462	504	550	599	507
	School	72	466	494	534	579	626	540

Data provided by Victorian Curriculum Assessment Authority (VCAA)

Analysis of our NAPLAN data for Years Three and Five indicate that our students have performed at or above the State averages in all aspects tested and results are comparable with last year. There has been a marked improvement in Reading and Spelling in Year 5 with the average results for Reading 15 points higher and Spelling 27 points higher. While our average student performance is above State level across all aspects of the NAPLAN testing we have identified that there is more work to be done to improve performance, particularly in Year 3 Reading and Spelling. Our staff will continue to engage in programs to improve Literacy in 2020.

BURSAR'S REPORT

From Mr Neville Faulks

Bursar

The Girton Grammar School campus is one of the four pillars that support the Girton Mission and Values and is a significant tool in supporting the academic, physical, and emotional development of students. Due to the importance of this pillar, we engaged the services of Justine Image from Sentient Design to create a Landscape Master Plan, which is a strategic document that establishes a long term vision for the open spaces of the MacKenzie Street campus. This plan will allow us to develop a quality external environment that matches our commitment to high-quality buildings and will ensure that all future developments are functional, improve the presentation and amenity, and are developed with consideration to the local ecosystem and landscape ecology. Such a large project is very expensive, so it will be broken into smaller projects and completed as funds allow, and the Landscape Master Plan will ensure that each stage combines to create a consistent theme and overall vision.

2019 also saw the completion of a remodeling to the Christopher J Morey Building. Now in its 17th year of service, this much-admired building has had new carpets, timber paneling, and paint that reflects the modern design and colour scheme of the Naunton Family Building. The fact this building has lasted so long without any prior maintenance is testimony to the outstanding architectural design by Terry Mitton from E+Architecture and the incredible building qualities of Morey & Hurford (Fairbrother).

The cyclic maintenance of our facilities has continued throughout the year with the replacement of carpets in the Performing Arts Building, improvement to the amenity of HQ, the replacement of the cyclorama in the Black Box, and improved air conditioning in the Junior School canteen.

Further developments are planned for the Christmas holidays and will see the replacement of worn retractable walls in some Senior School classrooms and extensive replacement of carpets and painting in the Junior School.

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 major vehicle for student wellbeing is the House system. The microculture developed by the unique blend of staff, students and traditions which provides the students with the opportunities to lead, serve school and community, compete on the sporting arena, perform on a variety of stages or address an audience. Skill and self-efficacy contribute to the academic flourishing of our students. The year culminates with the Annual House Dinner, a celebration organised by students for all the members of the House community.

STUDENT LEADERSHIP

The formal election protocol at the School in 2018 has seen the election of its student leaders and their fine contribution to the community. Each candidate must complete a formal application to establish their eligibility, have a formal interview and deliver a leadership speech. All members of the secondary school, students and staff, then vote electronically. In 2019 we had –

- 2 School Captains and 2 Vice Captains
- 22 Senior Prefects and 18 House Prefects
- 48 Co-curricular Captains and 8 Co-curricular Vice Captains
- 12 House Captains and 12 House Vice Captains
- 39 Peer Support Leaders

emPOWERme

This year the School furthered its relationship with the Lord Somers and Powerhouse organisation hosting the emPOWERme workshop for a third consecutive year. A one-day interactive workshop for Year 10 students to reflect on their aspirations and help to inspire and map their futures. It is about helping young people evaluate their passions, set goals and learn how they can achieve their full potential. The program is run by volunteers all under the age of 25, and the biggest strength of the program is that participants get to experience a program run by young people for young people.

STAFF TRAINING

In addition to the continued work in Emotional Intelligence and the ALSUP programme, Student Wellbeing Staff have attended training on Mental Health Issues in Adolescents, Drug and Alcohol Awareness, Boys Education, Girls Education, Sexual Assault, Investigations and a number of presentations from the School Psychologist. It is important that staff have a number of effective strategies that can be implemented in their dealings with our students but to be aware of the various providers who offer specialist advice and guidance. Two main presenters this year, were Mr Dan Petro – *Advancing Positive Behavioural Supports in an Independent School Setting* and Valentine Smith – *How to Run an Investigation*.

Other training included:

- Case Notes and Record Keeping
- Law for School Counsellors, Addressing Challenging Issues and Mitigating Risk at the Coalface (LAWSENSE)
- Responding to Disclosures (LCCASA)
- Child Safe Standards Workshop, Reportable Conduct Scheme information, Reportable Conduct Scheme Investigations Forum (CCYP)
- Supporting Wellbeing for Better Learning (The Leadership Exchange)
- All Staff training: Staff and Student Professional Boundaries policy at Staff Day 1 (15th July 2019)
- Advancing Positive Behavioural Supports, Student Safety Plan / Escalation Cycle Management Plan (Dan Petro – Behaviour Analyst)
- Child and Adolescent Sexual Abuse forum (LCCASA, Victorian Police and Education Department)
- Generation Next Mental Health and Wellbeing of Young People seminar (Andrew Fuller)

SCHOOL PSYCHOLOGIST

Mr John Pease works as a consultant Psychologist with the School to provide different forms of assistance to students, parents and teachers in relation to enhancing the learning and emotional wellbeing of students at the School. Some of his work involves consultancy with teachers and parents, while some can involve more direct forms of assistance to individual students. Students who are regarded as being “at risk” may work with Mr Pease on a regular or occasional basis. Psychological Counselling can be arranged by parent/doctor directly, or from the School. All School based referrals must be made through the relevant Head of House or the Head of Student Wellbeing and Pastoral Care.

The Student Wellbeing & Pastoral Care Team meet with John Pease weekly, and the Heads of House consult with John fortnightly for a private consultation which includes mentoring.

PARENT EDUCATION

Dr Michael Carr-Gregg journeyed to Bendigo for the sixteenth straight year to present to sectors of our School Community. These presentations are worthy adjuncts to the curriculum whilst involving the parent body. This year Dr Carr Gregg presented to two separate audiences – Year 8’s with Drug and Alcohol awareness and the Year 9’s – Mental Health and Wellbeing. Both 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.

Brett Lee, a former Undercover Internet Detective, presented an Internet Safety evening to our parents and sessions to our Year 5 to Year 8 students. Brett worked as a Queensland Police Officer for 22 years, more recently as a specialist in the field of undercover internet investigations. He has delivered training to many members of Australian law enforcement agencies and worked with the FBI and Department of Homeland Security Cyber Crimes Centre in the USA.

In conjunction with the RULER Programme, parent information sessions were conducted by members of both the senior and Junior School Teams, with the focus being on how not only to support the School Programme but how to introduce it into the home.

RULER

*From Mr Paul Flanagan
Head of Emotional Intelligence*

In 2019, our students and staff had a focus on Self and Social Awareness. Through our emotional Intelligence badge "PRIME Awareness" students were encouraged to develop strategies to manage their emotions and take a greater look at body language, facial expressions and vocal tones in social scenarios.

MY REGULATION = MY REPUTATION continued to be an important part of our school community also. Students and staff continued learning about effective regulation strategies and the way our ability to regulate our emotions ultimately impacts our learning, relationships and general wellbeing.

2019 was the third 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.

In the Junior School this year, a series of workshops were held to educate parents about the four Anchors of the RULER Approach to Social and Emotional Intelligence. More than fifty parents from both Junior and Senior School embraced the opportunity to develop their social and emotional intelligence skills in their everyday lives. This forms part of our student well-being approach providing parents an opportunity to upskill on the language and approaches being used in the classroom. The workshops aimed to provide parents with the knowledge and tools to bridge the gap between what their children are being taught in the classroom and providing continuity to their approaches at home. The workshops were well received by parents and the feedback revealed a genuine interest from parents wishing to develop their emotional intelligence skills alongside their children.

In the Senior School, students have had guest speakers and House tutor activities implemented to help them see the real world benefits of emotional intelligence. Senior School staff also presented at a Senior Information evening on the Emotional Intelligence work being completed at Girton Grammar School. In 2020, in conjunction with YALE university, we are very proud to release more Emotional Intelligence work across year levels seven to twelve. Our staff have also undertaken breathing and regulation workshops throughout the year to assist in their own management of emotions.

2019 also presented an outstanding opportunity for Girton Grammar School, when we presented at International Congress on Emotional Intelligence in Fremantle. We told our story of our work with YALE university over the past nine years and our endeavours to develop Emotional Intelligence with fidelity across our school community.

2019 also saw the release of Professor Marc Brackett's book "Permission to Feel." Professor Brackett has worked closely with Girton Grammar School over the past eight years and his RULER approach has been pivotal in the development of Emotional Intelligence across our school and community. We were very proud to read of his acknowledgment to our school as one of the leading schools in this work across the world.

This year again, we will present an Emotional Intelligence award at each year level across our Junior School and Senior School Speech Nights. This will identify those students who have developed and used their

emotional intelligence skills to a prominent level in 2019. This displays our commitment to Emotional Intelligence and ensures it is valued and rewarded at Girton Grammar School.

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. In 2020 we will continue to build a culture and climate for emotional intelligence to grow and thrive. I am also very pleased to announce to our school community that in 2020 we will focus on building empathy and perspective amongst our staff and students.

CURRICULUM, RESULTS AND TERTIARY ENTRANCE DATA

In summary:

- 100% of Girton Grammar School's 2019 Year 12 students who sat for the VCE Certificate achieved it.
- 109 students who applied for a tertiary place (99%) received a tertiary offer.
- 77% of the students received their first or second preference.

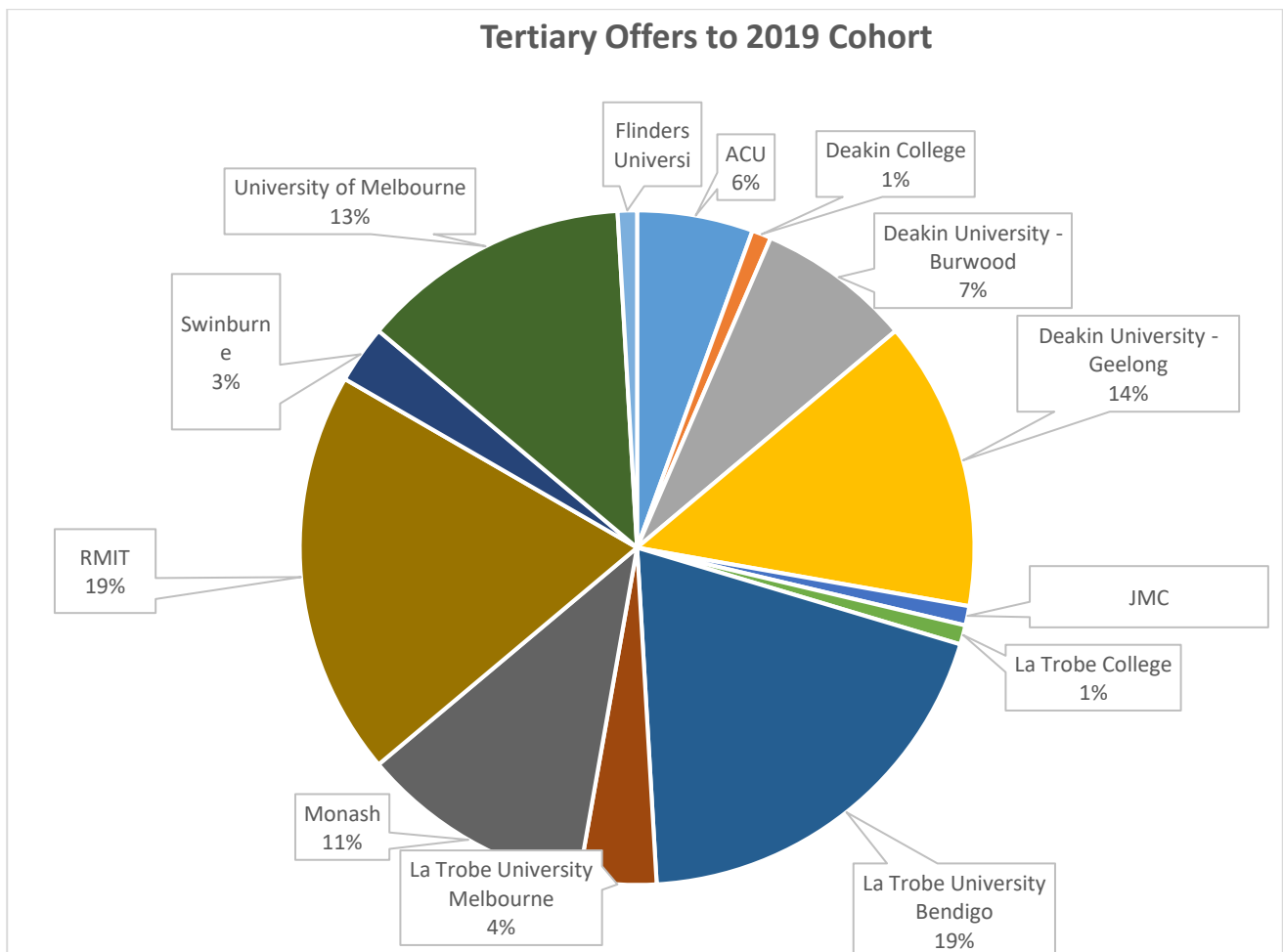
Student Cohort Year	1 st Preference	2 nd	3 rd	4 th	5 th	Other	Total Offers
2019	73	10	16	5	1	3	108
2018	68	29	5	8	4	3	117
2017	80	14	9	2	0	0	105
2016	79	14	9	1	3	1	107
2015	68	17	6	2	2	3	98
2014	75	16	11	3	3	3	111
2013	75	15	5	2	3	2	102
2012	77	25	7	2	1	6	118
2011	77	20	7	0	0	2	106
2010	84	7	7	3	2	1	106

Student Cohort Year	University of Melbourne	Monash	La Trobe - Bendigo	La Trobe - Other	Deakin	RMIT	Other
2019	14	12	21	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
2010	31	10	16	6	21	6	13

Courses Chosen/Offered

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

Students also received offers in Medicine, Pharmacy, Dentistry, Bio-Medicine, Nursing, Law/Cyber Security, Criminology, Computer Science, International Studies and Design. Several students also received offers from interstate and overseas tertiary institutions, with three students attending in New Zealand and one student in America.



Cohort Course offers

	2019	2018	2017	2016	2015
Medicine/ Dentistry/ Bio Medicine	7	6	6	8	4
Law	5	6	6	1	3
Allied Health/ Nursing/ Physio/ Paramedical	13	5	16	19	16
Science/Agriculture/Pharmacy/Environment	18	28	14	8	10
Arts/Humanities/Social Science/International studies	17	22	11	25	10
Engineering/ Construction/ Aviation	14	9	4	9	2
Electronics/ Software/Computer Science	2	1	4	6	1
Business/ Commerce/ Accountancy	7	9	13	13	11
Media/ Management/ Journalism/ Marketing/ Tourism	1	2	6	4	6
Education	3	1	3	6	5
PE/ Sports/ Sports Management	7	6	7	0	8
Psychology/ Behavioural Science/Criminology	3	-	4	0	2
Creative Arts/Photography	-	8	9	2	2
Architecture/ Design	3	7	2	5	2
Other	8	3	0	1	3

SENIOR SCHOOL CURRICULUM

The NAPLAN Results for Years Seven and Nine 2019 allow comparison with students from the whole State. The headings, 10th, 25th, 50th, 75th and 90th refer to percentiles. The mean is simply the average score measured using the National Assessment Programme Scale

Year 7 Comparative Data from NAPLAN 2019 (measured using the National Assessment Programme Scale)

		Students	10th	25th	50th	75th	90th	Mean
Reading	State	71,767	470	506	551	596	641	551
	School	120	492	529	573	620	671	572
Writing	State	71,711	448	481	522	568	606	523
	School	119	470	496	539	595	642	535
Spelling	State	71,614	464	503	553	592	637	553
	School	119	474	514	560	612	649	562
Grammar & Punctuation	State	71,614	448	493	554	596	639	554
	School	119	454	517	572	617	659	575
Numeracy	State	71,309	471	511	559	607	659	562
	School	122	492	525	572	618	654	572

Year 9 Comparative Data from NAPLAN 2018 (measured using the National Assessment Programme Scale)

		Students	10th	25th	50th	75th	90th	Mean
Reading	State	122	492	525	572	618	654	572
	School	109	534	573	618	658	705	621
Writing	State	63,292	469	511	562	608	652	560
	School	113	493	529	571	617	653	573
Spelling	State	63,266	506	543	588	628	665	588
	School	115	532	566	608	650	686	607
Grammar & Punctuation	State	63,266	487	527	580	628	681	580
	School	115	516	555	605	657	690	613
Numeracy	State	62,700	521	555	592	640	687	592
	School	113	549	585	619	661	694	621

NAPLAN Percentage of Girton students meeting National Benchmarks				
Year	Year 3	Year 5	Year 7	Year 9
Reading	96	100	98	98
Writing	100	96	99	91
Spelling	98	100	99	98
Grammar and Punctuation	100	95	97	96
Numeracy	100	100	98	98

CO-CURRICULUM

*From Mr. Dan Slater
Head of Co-Curriculum*

Aims of the Girton Co-curriculum

- * Provision of an environment where the Pastoral Care of students is paramount
- * Provision of caring teachers who have the vision and leadership to assist in the development of each student to attain their best and become fine citizens
- * Provision of a diverse but sustainable range of activities in sport, the arts, hobbies, service and leadership

At Girton we strive to provide a co-curriculum program that contains activities that promote inclusiveness, to ensure students feel they belong. We aim to develop students who are engaged in school events and teachers who proactively involve all students in activities.

Our co-curriculum program helps students grow in a range of skills. The practical nature of our co-curriculum activities teaches students to work collaboratively with others; supporting the development of healthier emotional and social intelligence.

Our quality program will inspire and extend the interests, talents and skills of our students and promote the development of self-esteem, leadership skills and appreciation of the value of giving back to the community.

Girton have strong community links through our sporting program. We are associate members of School Sport Victoria (SSV) and the Independent Country Co-Educational School (ICCES).

During 2019 we have had tremendous success with our sporting teams. Many Girton students have been successful at local SSV competitions and have qualified to compete at Regional Level, with some winning through to compete for State honours. The sports to achieve Regional success were in Swimming, Athletics, Cross Country, Soccer, Orienteering, Badminton, Netball, Hockey and Table Tennis.

Sports involving teams or individuals to proceed to State competitions:

- Swimming
- Athletics
- Cross Country
- Soccer
- Netball
- Table Tennis

Girton was also the overall champion school at the ICCES Winter Tour competition. This year we had champion teams in soccer (2), netball (2) and basketball (1).

At Speech Night each year we recognise individuals who have represented Victoria or Australia in their chosen sport. In 2019 we had many students represent Victoria and seven students represent at National level.

COMMUNITY SERVICE

MS RACHELLE FISHER

Before the Academic School year commenced 140 of our students volunteered at the Australia Day Community Celebrations at Lake Weeroona. They supported the Rotary Club of Bendigo Sandhurst by selling drinks, face painting, making balloon animals, working on the BBQ and engaging children in different activities. This year the Rotary Club of Bendigo Sandhurst were very grateful for our student's commitment and support. The Co-President, Mr Adrian Schoo, came to an Assembly and presented our Year 12 students with a cheque for \$2000. This money was taken to Thailand with our students participating Alternative Schoolies trip to the Father Ray Foundation and to purchase much needed items for the children living at the Father Ray Foundation.

In Junior School 11 students and one staff member committed to Shave for A Cure. The SRC organised a Crazy Hair Day with a gold coin donation and they raised \$13,500. Thirty Senior School students also participated in Shave for A Cure and raised over \$22,000. That is an amazing donation from Girton Grammar School for the leukaemia Foundation for research into Blood Cancer, raising over \$35,000. This is more than double the 2018 total raised.

37 students registered for 40 Hour Famine and 28 of raised \$5631. This is an increase of \$631 from 2018.

During Camps Week 15 students from Year Ten participated in the Community Service Program at Righteous Pups.

This year our school continued supporting Foodshare Bendigo. The Junior School SRC co-ordinated a very successful Pantry Supplies collection and a truck was needed to transport all of the donations.

The Junior School children raised \$585.85 for Drought Relief in Bourke and Menindee in far North West NSW. They wore a splash of blue on Lake Day and donated a gold coin for the purchase of much needed water

380 of our students from both Junior School and Senior School attended ANZAC Day Memorial Services in Bendigo, Castlemaine, Sutton Grange, Eaglehawk and surrounding districts. Many of our students sang in Choirs, played in bands and marched with cadets and other community groups at these Services.

48 of our students volunteered at The Dr Harry Little Kinder Fair in May to make badges, sparkly wands, paint faces and much more.

On the last Sunday in May 260 Senior School students spent three hours door knocking in Bendigo and Castlemaine collecting donations for the Red Shield Appeal. Junior school students spent the month of May competing against each other to see which class could fill their red pig money box with the most money donating their lunch order change and pocket money. Collectively, the Girton Grammar School students raised \$10,480 and this is \$520 increase from 2018.

Our students also volunteered at the Bendigo Record, Comic and Toy Fair, Relay For Life, Bendigo Cycling Classic, View Street Sprint, Million Paws Walk, Petcarers Expo, Funloong Day, Bendigo Rowing Regatta, EEV/HPV Grand Prix, Ushers at the Bendigo Business Awards and Bendigo Swap Meet.

Late November, after exams are finished, eight of our Year 12 students will travel to Cambodia & Pattaya, Thailand with Mrs Fisher and Mr Robertson. They will continue to strengthen the strong relationship with the Father Ray Foundation. This year the Year 12 students have been asking for the donations of stationary for the children at the Day Care Centre and schools where they volunteer. Whilst there our students will be working within the Foundation in many ways. They will participate in English conversation classes, take some

children from the School for the Blind on an outing to the beach, spend an afternoon teaching and playing with the children at the Day Care Centre. The Junior School ran a Cake/Slice/Pie Drive and raised \$2000. This money will go towards purchasing clothes, medicine, bedding and much needed food items for the Father Ray Foundation.