

2020 REPORT TO THE COMMUNITY

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FROM THE HEAD AND ACTING HEAD

Dr Clayton Massey and Dr Emma O'Rielly

Throughout 2020 Girton Grammar School successfully delivered the Prep to Year 12 academic and student wellbeing programmes through remote learning, while Victoria lived and worked through COVID-19 restrictions. My predecessor, Dr Emma O'Rielly, who was Acting Head from Term 1 through Term 3 inclusive, provided the strong and compassionate leadership required in what is likely to have been one of the most challenging years of education most of us will experience.

The effectiveness of our delivery of curriculum and support for students contributed to excellent VCE results from the Class of 2020, with Eliza O'Sullivan receiving a VCE Premier's Award for Extended Investigation and five students achieving ATAR's above 98, placing them in the top 2% of the state. Congratulations to Jordan Barclay (Dux), Eliza Griffiths, Jessica Dean, Dominic Tune and Hugo Begg.

Other VCE highlights for Girton Grammar School are as follows:

- 1.77% of Girton's students finished in the top 1% of the State
- 10.62% of Girton's students finished in the top 5% of the State
- 27.43% of Girton's students finished in the top 10% of the State
- 51.33% of Girton's students finished in the top 20% of the State
- Jessica Dean achieved a perfect score of 50 in Legal Studies.

As the compounding impact of remote learning bore down on students last year, mental health came into sharp focus and the streamlining and expansion of student wellbeing services into "65 Wattle" has stood us in good stead. At the click of a mouse, students and parents can now access school counsellors and teachers may refer students of concern.

Staff, student, and parent education on issues of drug and alcohol use, mental health and student wellbeing continued throughout 2020 via online courses, seminars, and guest speakers.

The Girton co-curricular programme is central to our students' lives. In a fantastic show of commitment, a group of staff members came together in 2020 and designed an alternative co-curricular programme called Co-connect. Around twenty activities were offered to students and their families, along with Girton staff members, to help stay connected during Term 2 and Term 3 school closures. Activities ranged from the compilation of a virtual video music performance and a short film competition to a science 'spaghetti machine' competition and a running club. Co-connect was the school's major proactive student wellbeing initiative during remote learning, supporting students in trying something new, connecting with students in different year levels and learning new skills. Video clips, photos and interviews from participants formed the basis of content for "Girton

TV" (GTV), a weekly fifteen minute video reflection of life during the COVID-19 pandemic at Girton, hosted each week by students from a different House.

As many school traditions as possible were maintained through 2020, including a beautiful digital reflection for the 2020 Foundation Day. The ten minute digital compilation included an address by the Acting Head, Dr Emma O'Rielly, a reflection by Reverend Karen Reid and student musical performances. Likewise, the annual Anzac Day dawn service shifted online. A moving video tribute of Girton students in school uniform, lit by candles at the dawn driveway service, was shared in our community and provided to the Bendigo RSL.

The Girton Gratitude Project was also a significant feature of remote learning in 2020. Aimed at building resilience and strengthening the state of mind known as gratitude, this whole-school project was delivered online via morning House Tutor in the Senior School and classroom roll call in the Junior School. Students spent time learning about the power of gratitude and its protective effect on mental health. The students' words, voices, photos, and pictures were compiled into a range of mediums representing the collective gratitude of our school community in 2020.

In 2020, Girton introduced 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 problem solving ability. This data will follow each child through their educational journey, providing a clear picture of academic progress that will help inform teacher instruction.

Teachers continued with the Teacher Growth Process, although many Professional Development opportunities were unable to occur. However, teachers persisted in working in their Professional Learning Teams whenever possible on specific strategies that have a high impact in the classroom. These strategies are coming to fruition and will be furthered in 2021.

With my Headship officially commencing in Term 4 and knowing what I now know about this school community, I am confident and excited about the opportunities for our students and staff in the future. I know that the Girton community will emerge stronger than ever from the impact of the coronavirus pandemic.

Dr Clayton Massey

Head

Girton Grammar School

With thanks to;

Dr Emma O'Rielly

Acting Head (now Deputy Head)

Term 1 – 3 of 2020

FROM THE CHAIR

Mr David Jemmett

2020 was a challenging year for the Girton community on many levels, with significant impact on the school directly, our staff, parents, and carers as a result of the Covid19 pandemic.

Remote learning started on the 14th April and continued through to 9 June. Remote learning recommenced on 6 August, and continued through to the 12th October when students returned to the school for face to face learning again. The school at all times followed the advice of the DHHS and Victorian government with regard to opening and closing, and the safety measures implemented.

However, while withstanding the disruption of 2020 the Girton Grammar has undergone somewhat of a renaissance.

In 2019 I stated that the school looked forward to the next twelve months with a focus on renewal at Board level through appropriate succession. The retirement of four longstanding directors and the appointment of two new directors (formally elected at the 2021 AGM) ensures Girton Grammar will continue to have an excellent mix of both fresh ideas and valuable experience to guide our actions now and into the future. A constitutional review was undertaken, and limited tenure for directors was enshrined at the AGM and subsequent EGM. This will support improved succession planning and execution and reflects widely accepted good governance practices.

In term 4, we proudly welcomed Dr Clayton Massey as our new, 18th Head of Girton Grammar since the formation of Girton College 138 years ago. Dr Massey was appointed following an extensive search and selection process beginning in 2019. Dr Massey is a true 'servant leader' in a way many claim but few achieve, and we look forward to his continued impact and influence at the school.

2020 also saw a review of the most important "Mission and Values" Board document. The minimal change to this document demonstrates its ability to stand the test of time and be relevant far into the future.

The Board's work continues with a determination to keep Girton Grammar School recognised as the pre-eminent non-government school in the region by providing 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 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 2021 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 links to the past.

All Girton staff are to be commended for another year of exceptional student care and fine academic results under trying circumstances, 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.

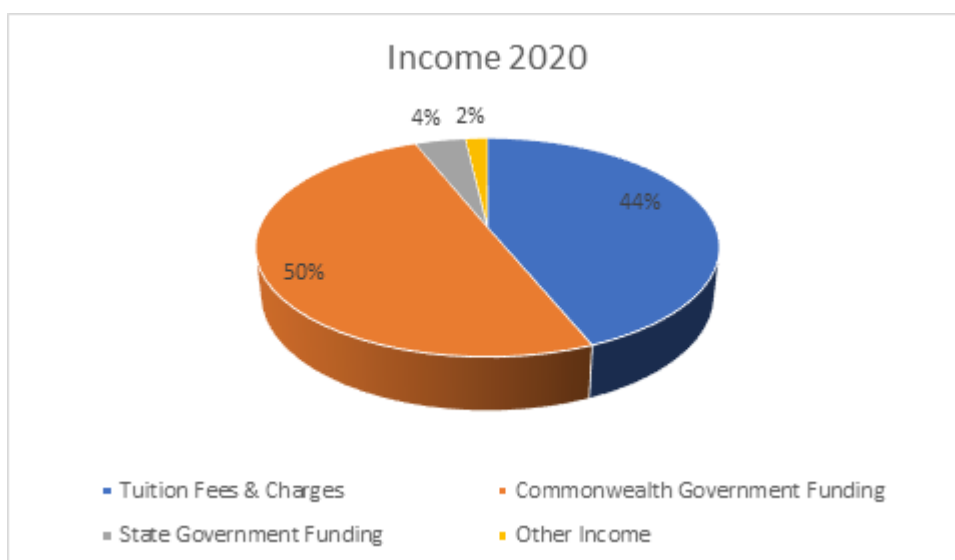
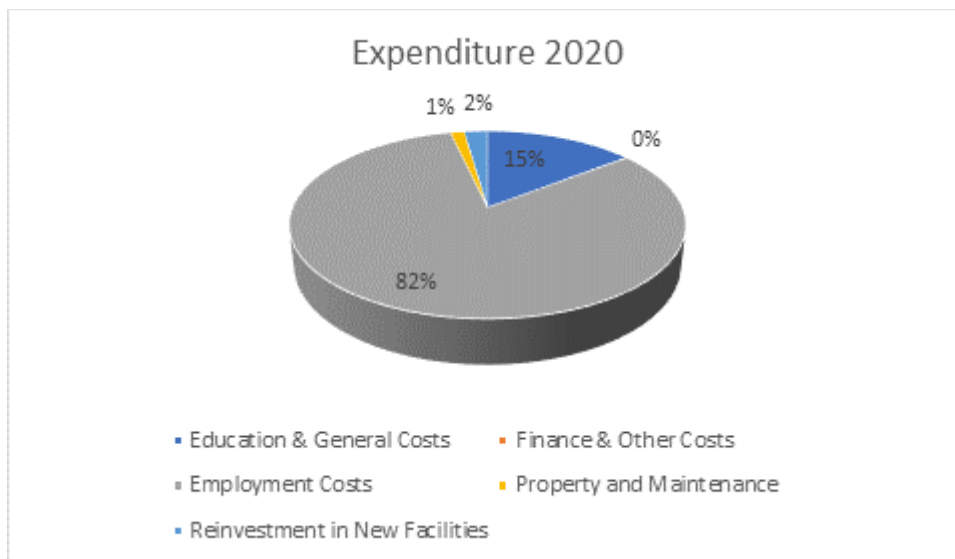
The composition of the Board is currently as follows:

- Mr David Jemmett (Chair)
- Mr Peter Ashman (Deputy Chair)
- Mr Graeme Stewart
- Mr Donald Naunton
- Associate Professor Philip Tune
- Mr Andrew Hosking
- Ms Fleur Jackson
- Mrs Carolyn Starr
- Mr Broughton Snell
- Ms Robyn Lindsay
- Mr Terry Karamaloudis

SENIOR EXECUTIVE

- Dr Clayton Massey, Head
- Dr Emma O'Rielly, Acting Head and Deputy 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

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

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

STUDENT VIEWS: GRADUATING CLASS OF 2020

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

Unfortunately, with the interruptions throughout the school year, due to COVID-19, data was not collected.

GENERAL SATISFACTION SURVEYS

Summary results for the most recent satisfaction surveys are below. 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.

Responses are specific to the past 12 months, and each survey response was benchmarked against the mean rating for independent schools in Victoria who participated in the 2020 satisfaction surveys. ("ISV mean").

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

- The mean parent satisfaction rating for Girton Grammar School on a scale of 1 to 10 was **8.49**
- **8.36** was the mean parent satisfaction rating for the curriculum and academic programme.
- **8.69** was the mean parent satisfaction rating for the statement, "Overall, I am very satisfied with the decision to send my child to this school."
- **8.58** was the mean parent rating for the statement, "The school provides an excellent environment in which to learn."
- **8.22** was the mean parent satisfaction rating for quality of teaching at the school

Each of these parent survey results is above the ISV mean.

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

- **7.85** was the mean student satisfaction rating for the statement, “The school provides me with high quality teachers.”
- **7.25** was the mean satisfaction rating for the statement, “My school ensures I receive care and support outside the classroom.”
- **8.4** was the mean satisfaction rating for the statement, “In class, students help each other to learn.”
- **8.21** was the mean rating for the statement, “My school encourages me to be responsible for my own learning.”
- **8.56** was the mean rating for the statement, “This school provides plenty of opportunities for all students to participate in co-curricular activities.”

Each of these student survey results is above the ISV mean.

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

- The mean staff satisfaction rating for Girton Grammar School on a scale of 1 to 10 was **9.04**
- **8.83** was the mean rating for the statement, “Students have positive relationships with staff.”
- **9.08** was the mean rating for the statement, “I am proud to work at Girton.”
- **8.38** was the mean rating for the statement, “Administrators, teachers and other staff treat each other with respect.”
- **9.48** was the mean rating for the statement, “The school encourages participation in community service.”

Each of these staff survey results is above the ISV mean.

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 2020 Attendance Figures are as follows:

Year Level	P	1	2	3	4	5	6	7	8	9	10	11	12
Percentage Attendance	88.05	94.37	94.95	94.13	94.01	95.41	95.92	93.46	93.64	93.03	91.69	93.35	94.51

HUMAN RESOURCES

At the time of reporting, Girton Grammar School had 95 non-teaching staff members (44%) and 122 Teaching staff (56%).

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

THE JUNIOR SCHOOL FROM THE HEAD OF JUNIOR SCHOOL

Mr Don Thompson

2020 saw Junior School Enrolments finish slightly lower than previous years with 364 students between the Preparatory to Year Six levels. This year we welcomed Madame Anwar Almera to teach French as Madame Ryan accepted a position teaching French in Senior School. We also welcomed Mrs Catherine Stagg to teach Drama to replace Mrs Rice who commenced 12 months of Maternity Leave. Ms Rey was granted a further 12 months leave to continue teaching in the remote community of Balgo in Western Australia. Ms Rey resigned her position at the end of the year to take up another remote teaching position, this time in far north Queensland. Ms Rey has been a key part of the teaching staff in Junior School since commencing as a Casual Relief Teacher in 2007 and then coming on staff full time to teach in the classroom. Ms Rey will be remembered for her kindness, willingness to step into whatever role was needed and for her enthusiasm for giving the children as many new experiences as she could. She was a faithful supporter of the Girton Basketball program and initiated the Junior School Woodwork and Table Tennis programs. We wish Ms Rey all the best as she continues sharing her passion with students in the Kowanyama community in Queensland.

This year our normal Junior School programs were severely disrupted by the impact of Covid 19 and the move to remote learning in Term 2 and Term 3. Our Junior School teachers pivoted brilliantly to provide home learning programs that kept our students engaged and the curriculum moving forward. While it took everyone a while to get used to connecting via the computer screen, once they were used to it, a new routine was developed, and our students continued to progress in their learning. Unfortunately, due to the restrictions on singing, performing, and gathering in groups our Music and the Performing Arts programs were heavily impacted. While we could not run our Choir program this year, Mrs Dusseljee ensured that Music lessons continued to run while in lockdown as did individual instrumental lessons. While it was not possible to run a full Junior School Production, Mrs Stagg, Mrs Geyer, and Mrs Dusseljee developed a Radio Play for the Year 6 students who wanted to be involved. The play, *The Lion, The Witch and the Wardrobe*, was broadcast to the Junior School classes over 3 days and was a great success.

This year the Australian government made the decision not to administer the NAPLAN assessments therefore there is no NAPLAN comparative data that we can report on.

Our students from Year 1 to Year 6 did sit the ACER Progressive Achievement Tests in Mathematics and Reading this year. 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	102.5	93.2
2	107.7	103
3	119.6	110.9
4	118.8	117.4
5	126	122.7
6	133.6	127

ACER PAT Reading

Year	School Median	Australian Normed Median
1	90.6	87.1
2	111.9	100.5
3	123.3	110.9
4	119.1	118.7
5	130.1	124.5
6	134.5	128.8

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

Throughout 2020 some students from Years 3 to 6 elected to complete the University of New South Wales Global Educational Assessments (ICAS). Our students received 3 High Distinctions, 33 Distinctions, 49 Credits and 20 Merits.

ICAS Assessment	Number of Participants	High Distinction	Distinction	Credit	Merit
Mathematics	41	1	10	9	0
English	42	0	7	8	9
Science	33	0	4	12	7
Digital Technology	29	1	6	9	1
Spelling	40	1	6	11	3

BURSAR'S REPORT

From Mr Neville Faulks

The advent of remote learning allowed the acceleration of many maintenance and improvement projects around the campus throughout the year. A great deal of painting and repair work was able to be conducted during the first stage of lockdown with unlimited access to classrooms. Not having students onsite for the second lockdown period allowed us to advance the commence of the Junior School landscaping project which meant there was minimal disruption to the playground facilities for Term 4. The first stage of the landscaping project has seen the removal of the synthetic turf on the sloped part of the oval being replaced with soft fall rubber. The bleachers have been extended and painted to match the existing seating, and planter boxes have been constructed at either end to accommodate new trees. An irrigation system has been installed for the garden beds, and further small improvement works will continue during the Christmas holidays.

An increased need for study spaces for Year 11 & 12 students saw the remodeling of the Senior School Library to accommodate additional study carrels and to allow more students to access to the existing study rooms.

New electronic lockers were installed in the Naunton Family Building and are controlled by student swipe cards. These lockers provide improved security, ease of use and an increased storage capacity over the traditional metal lockers. More lockers will be installed in 2021 as part of a continual rollout of new lockers.

New carpet has been laid in the Junior School Building along with the installation of new interactive whiteboards.

Frew Hall also received new carpet and was painted along with the Black Box and the Morey Building.

65 Wattle Street received extensive renovation works to create the Care Hub, a calm, inviting area where students can temporarily withdraw from the classroom and seek advice and support if required.

The purchase of 36 Wattle Street will allow the expansion of the VCAL programme with work commencing over the Christmas holidays. This building dramatically increases the resources available and the number of students that will be able to access the VCAL Programme.

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.

This year due to COVID-19, many House events were unable to be held.

STUDENT LEADERSHIP

The formal election protocol at the school in 2019 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 2020 we had –

- 2 School Captains and 2 Vice Captains
- 16 Senior Prefects and 21 House Prefects
- 48 Co-curricular Captains and 8 Co-curricular Vice Captains
- 12 House Captains and 12 House Vice Captains
- 53 Peer Support Leaders

The School Captain, School Vice-Captain and Prefect selection process have recently been reviewed and as a result we have altered the procedure to improve the overall standard of student leadership in the school. The new process helps to create leadership roles that are more meaningful, coveted, and a genuine privilege to achieve and uphold.

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. It is vital that staff have many 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.

Other training included:

- LawSense – Navigating Informed Consent and Confidentiality & Adjusting for COVID-19 Impacts.
- Generation Next Mental Health and Wellbeing of Young People seminars (Andrew Fuller)
- Dirk Anthony – Professional Learning Teams

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 may work with Mr Pease on a regular or occasional basis. Psychological Counselling can be arranged by parent/doctor directly, or from the school.

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.

INTRODUCING 65 WATTLE

The new student wellbeing centre in the Senior School known as “65 Wattle” commenced operation in 2020 and is staffed by a full-time School Nurse and provisional Psychologists. Combined with services already offered by our School Psychologist, we are confident that 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 are also able to seek counselling for students from the School Nurse, School Psychologist, or the Provisional Psychologists.

PROVISIONAL PSYCHOLOGISTS

In addition to the Psychological Services provided to the school community by Mr John Pease, the School has now commenced a partnership with Swinburne University’s Department of Psychology.

Provisional Psychologists are available to provide additional counselling and wellbeing services to our Senior School students. These services are free of charge.

This affiliation with Swinburne is a positive initiative for our School to assist in supporting the wellbeing of our students.

STUDENT AND PARENT EDUCATION

Dr Michael Carr-Gregg presented for the seventeenth straight year to present to sectors of our School Community via Zoom. These presentations are worthy adjuncts to the curriculum whilst involving the parent body. This year Dr Carr Gregg presented to the wider Girton Grammar School community on Drug and Alcohol Awareness, Mental Health and Wellbeing and A Crash Course in Fathering in the COVID-19 Era. 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.

BullyZero presented on 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 2020, our students and staff had a focus on building Empathy and learning about perspective-taking. Through our emotional Intelligence badge "See Listen Feel Empathy" students were encouraged to see scenarios from different perspectives and develop different approaches to building empathy

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.

2020 was the fourth 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. In 2021 we will continue to build a culture and climate for emotional intelligence to grow and thrive.

CURRICULUM, RESULTS AND TERTIARY ENTRANCE DATA – SENIOR SCHOOL

NAPLAN and ACER testing

The NAPLAN Results for Years Seven and Nine 2019 allow comparison with students from the whole State. In 2020 the Australian Government decided to not implement the NAPLAN due to Covid-19 restrictions.

In 2020 Girton Grammar School introduced 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 2020 Year 12 students who sat for the VCE Certificate achieved it.
- 106 students who applied for a tertiary place (96%) received a tertiary offer.
- 85% 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
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
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, Business/Commerce, Engineering and Arts.

Students also received offers in Medicine, Dentistry, Biomedicine, Nursing, Law/Cyber Security, Criminology, Computer Science, Global Studies, Architecture and Design. Several students also received offers from interstate institutions.

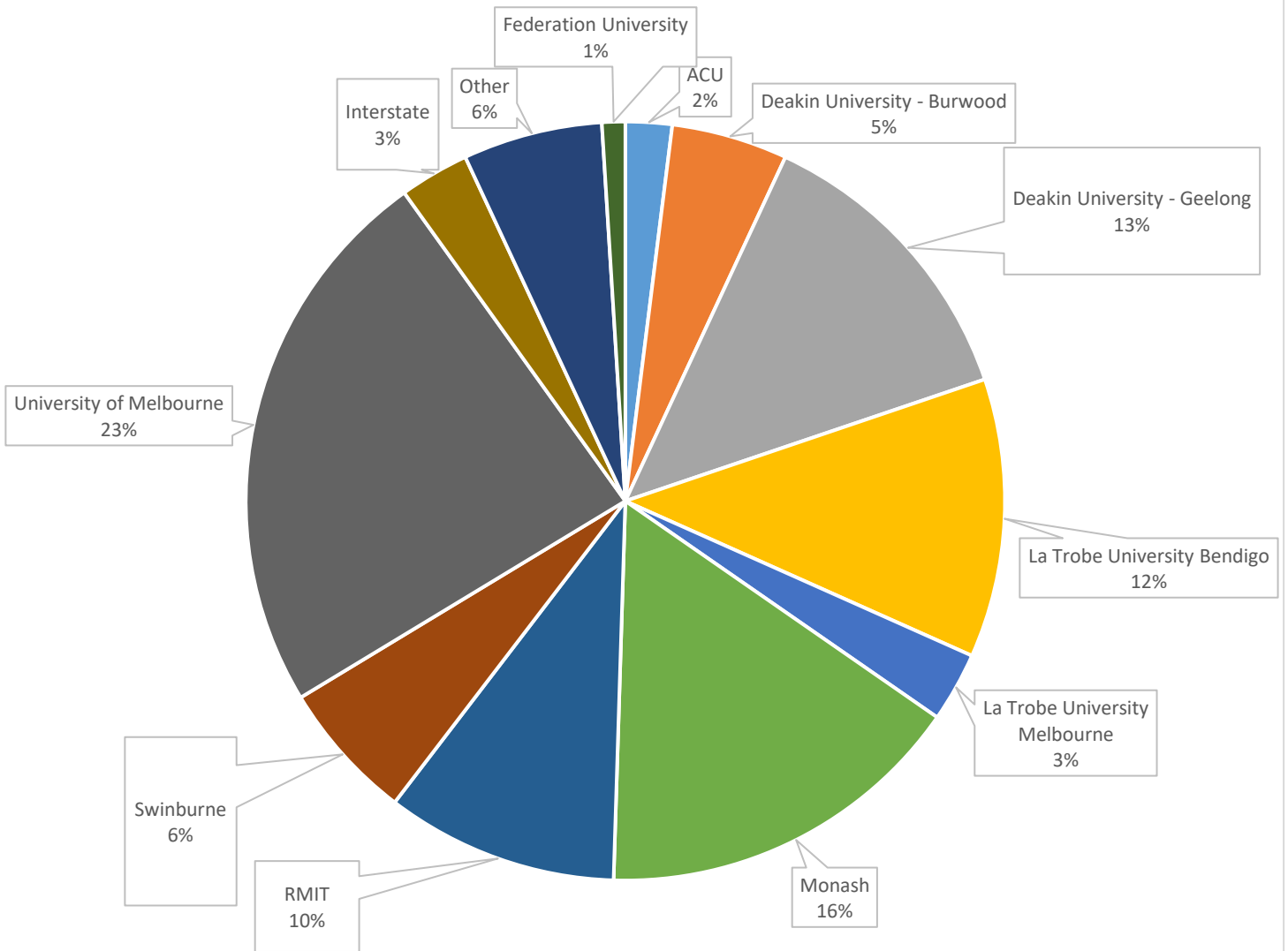
2020 Cohort University Offers

ACU	2
Deakin University - Burwood	5
Deakin University - Geelong	13
La Trobe University Bendigo	12
La Trobe University Melbourne	3
Monash	16
RMIT	10
Swinburne	6
University of Melbourne	26
Interstate	3
Other	6
Federation University	1

2020 Cohort Course offers	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	Offers to the 2015 Cohort
Medicine/ Dentistry/ Bio Medicine	11	7	6	6	8	4
Law	9	5	6	6	1	3
Allied Health/ Nursing/ Physio/ Paramedical	11	13	5	16	19	16
Science/Agriculture/Pharmacy/Environment	1	18	28	14	8	10
Arts/Humanities/Social Science/International studies	18	17	22	11	25	10
Engineering/ Construction/ Aviation	14	14	9	4	9	2
Electronics/ Software/Computer Science	4	2	1	4	6	1
Business/ Commerce/ Accountancy	12	7	9	13	13	11
Media/ Management/ Journalism/ Marketing/ Tourism	-	1	2	6	4	6
Education	4	3	1	3	6	5
PE/ Sports/ Sports Management	1	7	6	7	0	8
Psychology/ Behavioural Science/Criminology	1	3	-	4	0	2

Creative Arts/Photography	3	-	8	9	2	2
Architecture/ Design	3	3	7	2	5	2
Other	4	8	3	0	1	3

Tertiary Offers to 2020 Cohort



CO-CURRICULUM

From Mr. Dan Slater

Head of Co-Curriculum

Like many things in 2020, the co-curriculum programme began in earnest with our students engaged in a range of activities, from competitive sports, music, and drama sessions through to personal development and service endeavours.

The restrictions we encountered from early March closed most of our activities until very late in the year. Tournament of Minds, Debating and the Student to Student Mentor Program were three activities that continued through the two remote learning periods.

Although there was no opportunity to win through to State or National finals this year the Tournament of Minds teams, under the guidance of Mrs Viv Bath, had remarkable success as they made individual contributions to a team under the restrictions of the remote Zoom environment.

The debating team, led by Mrs Amber Weston and Mrs Kathryn Barton, participated in the Debating Association of Victoria online competitions. Although unable to participate in face to face debates, our students achieved many accolades, with several students achieving Best Speaker Awards. Special mention should go to Remus Brazier (9 Millward) who won three best speaker awards and collected the prestigious 'Swannie' Prize.

The Student to Student Mentor programme, initiated by Mrs Winsome Wastell, continued to make a significant difference to underprivileged students in the Bendigo community, and another example of Girton students putting the needs of others ahead of themselves.

In the sporting arena we had several students who excelled in the pool, on the cricket oval and on the tennis courts during the early part of the year when summer sports could be played.

At the Independent Country Co-Educational Schools (ICCES) swimming carnival, four of our students achieved Age champion. In the ICCES table Tennis competition each of our teams were crowned champions. We salute Mr Ralph Algreen-Ussing our director of Table Tennis, who has been a fine mentor for many years. We thank him for his outstanding contribution, as we wish him all the very best in his retirement.

Although it has been an extraordinary year, we have still been able to recognise outstanding performances by our students, with many of them receiving the award of 'Co-curriculum Colours', in recognition of their excellent skill, attitude, attendance and leadership.

Three major awards are presented to three students who excel in the sporting arena and demonstrate that they are fine citizens.

The Caitlin Thwaites award for 2021 has been awarded to Alessia McCaig (11 Jenkin)

Sports Star of the Year Awards were presented to:

Senior (Years 10 – 12) – Patrick Eddy (12 Jenkin)

Junior (Years 7 – 9) – Ruby Conti (8 Millward)

COMMUNITY SERVICE

From Mrs Rachelle Fisher

Volunteering allows students to connect to the community and make it a better place. Even helping out with the smallest tasks can make a real difference and this year has definitely shown us how important it is to keep connected.

Before the Academic School year commenced 145 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.

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 \$20,000. That is an amazing donation from Girton Grammar School for the leukaemia Foundation for research into Blood Cancer.

Learning from home didn't stop our students from being active in the community. Students made "ear savers", 700 of which were donated to a range of organisations from aged care homes and hospitals to fire rescue services and private citizens. They made face masks and donated them to the Bendigo RSL for those who couldn't access a mask. They volunteered at Famers Markets, attended working bees at local churches and worked in food kitchens in their local areas.

One of the most popular Community Service events is The Red Shield Appeal and this year it went digital. The Girton community supported the Salvation Army by raising \$2,300 through the online campaign during the lockdown period.

The school's aim of zero waste for the transition to the new school uniform was realised when, after six weeks in transit, thirteen boxes of 1,200 repurposed Girton Grammar School uniform items arrived at the Pangamihan Elementary School in the Philippines, ready for the commencement of the new school year in mid-June. The older style school uniform items were repurposed by a team of "Sisters" who work for the non-profit social enterprise SisterWorks, in the Junior School.

In Term 3, more than 100 staff, students and parents participated in the Bloody Long Virtual Walk from their homes, walking 35km in ten days to raise money for mitochondrial disease. The Girton team ran and walked their way to raising \$9,011 for the MITO foundation.

This year our school continued supporting Foodshare Bendigo. The Junior School SRC co-ordinated a very successful Prep - 12 Pantry Supplies collection with the support from the students in the Senior School and our wonderful Maintenance Crew we donated over 750 kg of much needed supplies.