

SCHOOL PERFORMANCE INFORMATION 2025

1. CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Geelong Grammar School (GGS) is an independent Anglican co-educational boarding and day school. From its origins in 1855, the School has always had a distinctive character and has built an international reputation as a pioneer of modern education. After outgrowing several Geelong locations the School moved to a 245-hectare site on the edge of Corio Bay in 1914, creating the unique learning and living environment that exists today. In 1953, GGS established Timbertop, a remote campus in the foothills of the Victorian Alps. Timbertop is an exemplar of Adventure Education, modelling experiential learning through and with nature by providing the School's Year 9 students with a full school year living, working and studying in the Australian bush. In 2009, the School introduced its world-leading Positive Education programme, which places wellbeing at the heart of learning communities. Developed from the science of Positive Psychology in collaboration with Professor Martin Seligman and his team from the University of Pennsylvania, Positive Education focuses on encouraging students to find purpose and lead engaged and meaningful lives. Positive Education is taught at each year level, at every campus, and across all aspects of school life. In 2015, GGS opened its School for Performing Arts and Creative Education (The SPACE), which was a catalyst for the School's development of Creative Education, as well as providing a focal point for the Performing Arts. Creative Education cultivates the skills of collaboration, critical thinking, problem posing and problem solving. Adventure, Positive and Creative Education are the three strategic educational pillars that underpin the School's approach to an Exceptional Education.

Geelong Grammar School has a non-selective enrolment policy and more than 1,480 students, including more than 850 boarders, who are supported by more than 440 staff members spread across four specialist campuses:

Bostock House, Newtown, Geelong
3-year-old ELC to Year 4 – Day students

Timbertop, near Mansfield
Year 9 – Full Boarding students

Toorak Campus, Melbourne
3-year-old ELC to Year 6 – Day students

Senior School, Corio, Geelong
Years 10 to 12 – Day Boarding and Full Boarding students

Middle School, Corio, Geelong
Years 5 to 8 – Day, Weekly and Full Boarding students

2025 ENROLMENT

Enrolment data as at start of Term 1, 2025:

	Day students : Boarders	Male : Female	Total
Bostock House	106 : 0	58 : 48	106
Toorak Campus	244 : 0	166 : 78	244
Middle School	150 : 123	167 : 106	273
Timbertop	0 : 244	122 : 122	244
Senior School	131 : 486	324 : 293	617
Total	631 : 853	837 : 647	1484

CURRICULUM

Geelong Grammar School offers a dynamic and flexible curriculum. The School's two Early Learning/Primary campuses, Bostock House and Toorak, take inspiration from the Reggio Emilia philosophy. The Toorak Campus was the first school in Victoria to introduce the Primary Years Programme (PYP) of the International Baccalaureate (IB). Explicit teaching of the School's Positive Education programme begins at Middle School (Years 5-8) through the School's Navigate subject. Timbertop, the School's remote Year 9 campus located in the foothills of the Victorian Alps, combines a rigorous academic programme with a challenging outdoor education stream. Senior School students (Years 10-12) have the choice of the Victorian Certificate of Education (VCE) or the International Baccalaureate (IB) Diploma for entry into tertiary study. Almost 80% of Senior School students are boarders. Senior School day students experience the benefits of boarding through the School's unique day boarding programme, which consists of an 8.30am-8.30pm school day and includes lunch, afternoon sport and activities, dinner and supervised evening study. The Senior School timetable includes six 50-minute periods between 9.00am and 3.30pm each day.

2. TEACHER STANDARDS AND QUALIFICATIONS

	4 Year equivalent (VIT)	Masters	PHD	Total staff
Bostock House	13	3	0	13
Toorak Campus	36	7	1	36
Corio	120	56	2	120
Timbertop	29	8	0	29
Total	198	74	3	198
Percentage	100%	38%	1.5%	100%

3. WORKFORCE COMPOSITION

	Full-time	Part-time	Total
Teaching	163	35	198
Non-Teaching	143	100	243
Total	306	135	441

4. STUDENT ATTENDANCE

Average Student attendance rate (%) for Bostock House

	Term 1	Term 2	Term 3	Term 4
Prep	97.67	97.14	92.77	95.96
Year 1	96.94	93.50	93.98	94.17
Year 2	97.40	94.29	93.25	96.34
Year 3	94.31	92.78	88.93	91.86
Year 4	93.56	87.35	87.63	92.43

Average Student attendance rate (%) for Toorak Campus

	Term 1	Term 2	Term 3	Term 4
Prep	84.31	92.25	85.23	91.88
Year 1	96.12	92.81	93.06	94.69
Year 2	91.70	90.01	86.56	90.90
Year 3	95.14	93.84	84.87	90.24
Year 4	95.03	94.84	88.97	93.86
Year 5	94.23	93.87	89.29	95.25
Year 6	92.30	89.98	87.42	91.68

Average Student attendance rate (%) for Middle School (Corio)

	Term 1	Term 2	Term 3	Term 4
Year 5	95.98	93.64	91.95	94.31
Year 6	91.01	86.25	88.83	92.74
Year 7	95.41	92.97	87.32	94.56
Year 8	92.44	89.71	86.83	91.46

Average Student attendance rate (%) for Timbertop

	Term 1	Term 2	Term 3	Term 4
Year 9	98.27	96.95	98.20	95.36

Average Student attendance rate (%) for Senior School (Corio)

	Term 1	Term 2	Term 3	Term 4
Year 10	93.88	92.63	91.32	91.25
Year 11	94.65	90.69	91.49	87.53
Year 12	93.33	92.18	90.71	71.82

5. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

The National Assessment Program – Literacy and Numeracy (NAPLAN) commenced in Australian schools in 2008. Every year (except for 2020 due to the COVID-19 pandemic), all students in Years 3, 5, 7 and 9 are assessed on the same days using national tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation), and Numeracy.

The tables below detail the mean score achieved across each tested cohort for 2021-2025.

YEAR 3

	2021	2022	2023	2024	2025
Reading	489	502	440	466	448
Writing	453	441	434	451	443
Spelling	455	451	431	439	440
Grammar	490	473	447	469	452
Numeracy	458	442	454	477	461

YEAR 5

	2021	2022	2023	2024	2025
Reading	553	555	533	541	526
Writing	510	525	515	534	515
Spelling	522	524	502	520	503
Grammar	535	538	525	535	518
Numeracy	535	534	536	536	534

YEAR 7

	2021	2022	2023	2024	2025
Reading	584	567	577	569	577
Writing	537	545	572	569	572
Spelling	567	550	557	541	547
Grammar	563	540	562	563	573
Numeracy	589	573	599	577	603

YEAR 9

	2021	2022	2023	2024	2025
Reading	624	614	611	606	613
Writing	577	592	614	607	615
Spelling	608	591	579	578	580
Grammar	618	605	591	595	596
Numeracy	632	627	673	616	626

More information about the School's NAPLAN results is available on the My School website: www.myschool.edu.au

6. SENIOR SECONDARY OUTCOMES

Geelong Grammar School offers both the Victorian Certificate of Education (VCE) and the International Baccalaureate (IB) Diploma at our Senior School Campus at Corio to meet the diverse needs, learning styles and personal goals of our students. Both academic programmes provide an internationally recognised qualification for entry into tertiary education worldwide. As a non-selective school, Geelong Grammar School is proud of all students' results and gauges the success of every student with respect to their ability, effort and perseverance.

In 2025, there were 153 VCE students and 55 IB candidates. Tertiary places are decided by the Australian Tertiary Admission Rank (ATAR), which is a percentile ranking of each student's position determined by the Victorian Tertiary Admissions Centre (VTAC) in steps of 0.05 ranging from 0.00 to 99.95. When combined, the School's median ATAR was 83.3, which means that the top 50% of our students were in the top 16.7% nationally.

The table below indicates the percentage of Geelong Grammar School students in the top 5%, 10%, 25% and 50% of students in Victoria from 2016-2025.

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Top 5% of State	12	11	18	15	15	25	24	11	16	13
Top 10% of State	27	30	27	30	33	40	39	27	29	31
Top 25% of State	63	61	60	57	62	67	64	67	70	68
Top 50% of State	90	92	88	87	92	93	94	94	96	94



2025 ACADEMIC RESULTS SNAPSHOT

Top ATAR Scores

99.95
IN IB DIPLOMA



99.4
IN VCE

Combined
Median ATAR

83.3

55

IB DIPLOMA
CANDIDATES

153

VCE
GRADUATES

48

students achieved
ATAR of **90+**



99.5%

students who applied for
an Australian University
place **received an offer**

COMBINED RESULTS – VCE & IB DIPLOMA

14%

TOP 5%
NATIONWIDE

95+

32%

TOP 10%
NATIONWIDE

90+

68%

TOP 25%
NATIONWIDE

75+

100%

of all **IB Diploma**
candidates were
in the **TOP 20%**
nationwide

1/3

of all **VCE students**
achieved a **40+**
raw subject score

67.7%

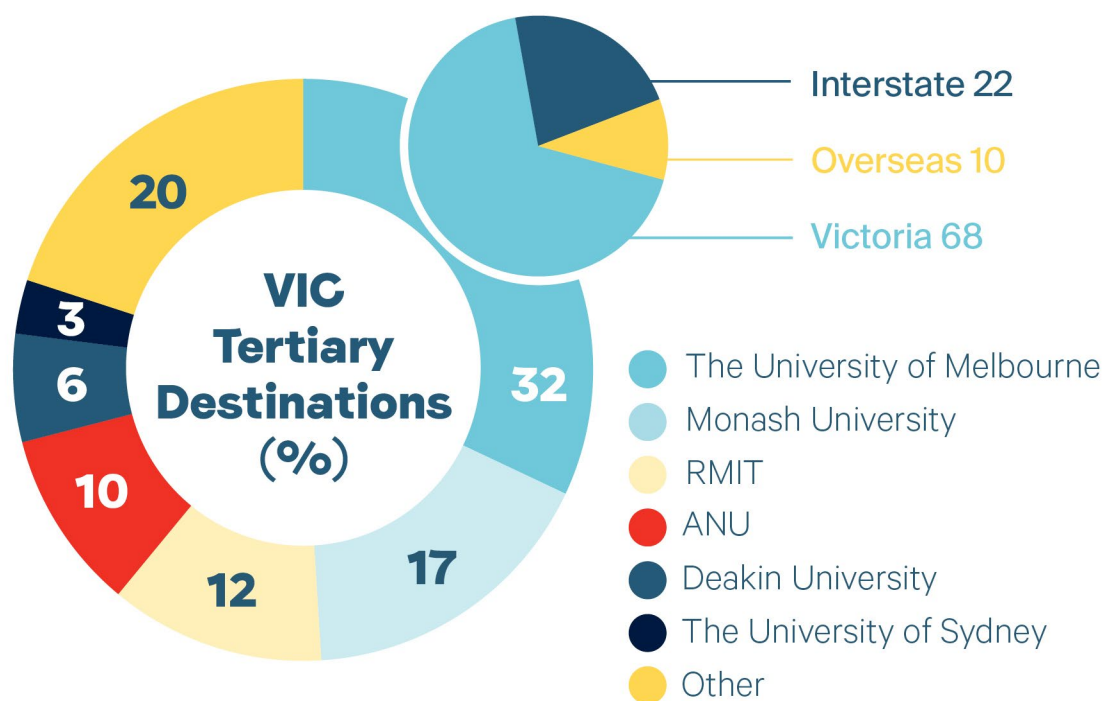
of students
achieving a **90+** ATAR
also held a **formal**
leadership position

100%

of students also
participated in the
GGG Cocurricular
Programme

7. POST-SCHOOL DESTINATIONS

Students from the Class of 2025 have undertaken further study in an incredibly diverse range of fields, including Accounting, Agriculture, Architecture, Aviation, Biomedicine, Banking and Finance, Building Design, Business, Commerce, Communication, Computer Science, Construction Management, Criminology, Dentistry, Design, Drama, Economics, Engineering, Education, Fashion Design, Film and Television, Forensic Science, Game Design, Information Technology, Interior Design, International Relations, Law, Marketing, Marine Science, Mathematics, Mechanical Engineering, Medicine, Nursing, Occupational Therapy, Optometry, Physiotherapy, Psychology, Social Work, Sports Science, Textile Design, Urban Planning and Veterinary Science.



The vast majority of students (68%) elected to attend Victorian institutions, 22% enrolled interstate and 10% went to overseas universities in the UK (Durham University, University of Exeter, and University of St Andrews), USA (Cornell University, UCLA, University of Michigan, University of North Carolina, University of Pennsylvania, University of Tennessee and University of Wisconsin) and Switzerland. Of the places offered to students by tertiary institutions in Victoria, 32% came from The University of Melbourne, 17% from Monash University, and 12% came from RMIT University. Of the students that elected to study at interstate institutions, the majority enrolled at the Australian National University (ANU) in Canberra, whilst students also enrolled at Bond University, Charles Sturt University, Curtin University, Queensland University of Technology (QUT), The University of Queensland, The University of Sydney, and The University of Western Australia (UWA).

Approximately 23% of the Class of 2025 chose to take a gap year before commencing further study. Students also chose to enter the workforce (4%) and pursue a career in professional sport (2%).

8. PARENT, STUDENT AND TEACHER SATISFACTION WITH THE SCHOOL

In 2025, the School conducted a variety of parent, student and staff surveys and questionnaires to measure satisfaction and performance. The School utilised survey frameworks developed in collaboration with Merkle CX Research. The School also conducted targeted surveys to assist in understanding parent, prospective parent, student and staff perspectives of specific areas of interest. These included a Middle School Boarding Survey, Timbertop Parent Survey, and Year 12 Exit Survey. The research findings informed Continuous Improvement Plans as well as boarding and enrolment strategies.

The School also continued the Gallup Q12 employee engagement survey. Gallup has identified 12 foundational elements of employee engagement that predict high team performance. The Q12 consists of 12 actionable workplace elements that offer proven links to performance outcomes. The Q12 framework and learning resources assist the School to fully integrate survey feedback and identified workplace elements into performance evaluations and team goal setting.

9. SCHOOL INCOME/FINANCIAL INFORMATION

		Amount \$M
Income:	Net fees, charges and other income	112.48
	Commonwealth recurrent funding	11.18
	State recurrent funding	1.65
Expenses:	Staff and tuition expenses	-72.15
	Net operational expenses	-30.77
	Depreciation, amortisation, interest and other expenses	-7.55
Result for year:		14.84