



MELBOURNE
GRAMMAR SCHOOL
AN ANGLICAN SCHOOL

STATUTORY REPORT

2021



Melbourne Grammar School is one of Australia's leading independent schools, with a tradition of excellence extending over more than 160 years.

The School comprises three campuses:

Grimwade House	Wadhurst	Senior School
Coeducational	Boys	Boys
Prep – Year 6	Years 7 & 8	Years 9 – 12
Caulfield	South Yarra	South Yarra
Day students	Day students and boarders	Day students and boarders

The following information is published annually in compliance with Melbourne Grammar School's obligations under national funding legislation.

THE STUDENT BODY

CHARACTERISTICS OF THE STUDENT BODY

On Census Day, 6 August 2021, Melbourne Grammar School had an enrolment of 1,806 students (P-12) of whom 1,573 were boys and 233 were girls.

This enrolment included nine full fee paying overseas students, 15 indigenous students, and 107 boarders.

STUDENT ATTENDANCES IN 2021

Year	Grimwade House (Prep – Year 6)						Wadhurst (Year 7 & 8)		Senior School (Years 9 – 12)				
	Prep	1	2	3	4	5	6	7	8	9	10	11	12
Boys Attendance Rate (%)	97.39	97.24	97.57	97.56	97.58	98.56	97.00	96.80	97.02	96.24	95.86	96.59	97.13
Girls Attendance Rate (%)	96.67	97.76	96.68	97.27	96.52	97.80	94.92	-	-	-	-	-	-



Attendance at Grimwade House

Student attendance is recorded electronically twice a day on the School's database. The first attendance check is taken during Homeroom 1, at the start of the school day, and the second during Homeroom 2, immediately after lunch. Parents of children who are absent are required to phone or email the "Away Today Contact", to notify the School of their child's absence and the reason for their absence. Parents can also enter a late arrival, early departure or absence via the Melbourne Grammar School portal. If parents do not inform the school of their child's absence, an SMS is sent requesting they contact the School.

Students who arrive late check in at Reception and are signed in. The reason for the late arrival is noted. Students leaving school before normal departure time advise Reception and are signed out. If the student returns after an appointment they are signed back into school.

Attendance at Wadhurst

Student attendance is taken every period (six times daily) and recorded electronically on the School's database. Students who arrive late enter their details and the reason for late arrival at the kiosk located in Reception. The kiosk is linked to the School's database. Similarly, students leaving School before the normal finishing time use the kiosk to sign out, including the reason for the early departure.

Parents of students who are going to be absent are asked to email or call reception, or log an online absence using the School's Portal by 9.30am each school day. Any discrepancies regarding a student's attendance are followed up by the Tutor and Head of House who are both in regular contact with the parents.

Attendance at Senior School

Attendances in the Senior School are checked six times each day: in the House Period and in each class period during the day. Parents of students not present during House Period and Periods 1 and/ or 2 without notice are contacted by the Attendance Administrator to seek a reason for their non-attendance. The records from each day are collated and reported back to Heads of House the following day for follow-up action as needed.

Attendance at the Boarding House

Boarding attendance outside formal school hours is tracked using the REACH system. The system records all movements of boarding students in and out of the Boarding House. Students are given permission for local leave (within 1km), extended daily leave (more than four hours absence) and overnight leave. Both extended daily leave and overnight leave require parental approval. All leave is time bound and the REACH system flashes a warning if a student has not returned by the allocated time, allowing the School to follow up. Every evening, a fire roll is undertaken of all occupants in the Boarding House.

COVID and attendance

During 2021, COVID-19 directives issued by the Victorian government resulted in the School providing off-campus learning for a part of the year. There were some alterations to the timetable during lockdown periods to accommodate for off-site learning during which time attendances continued to be recorded.

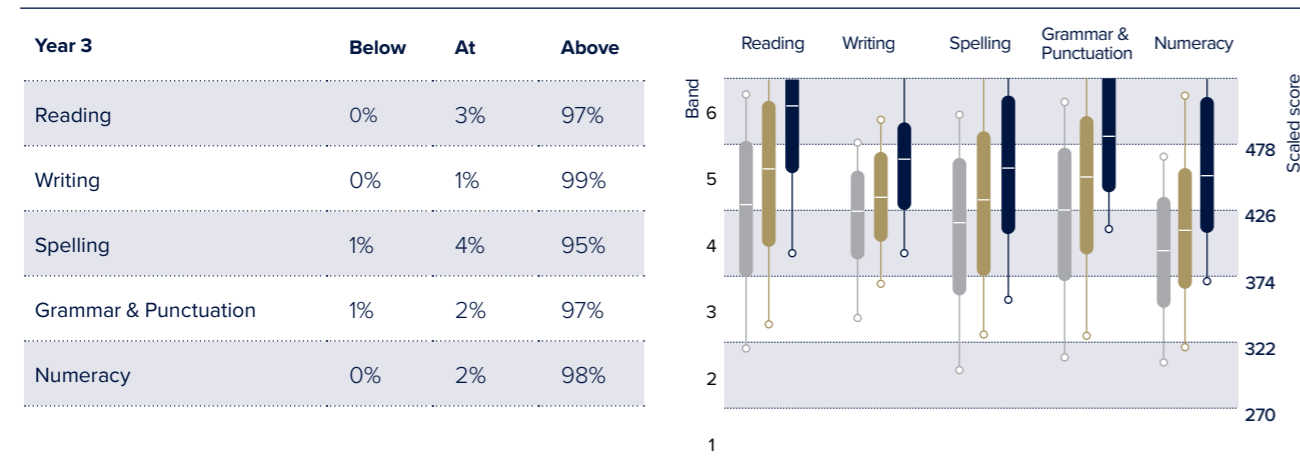
STUDENT RESULTS AND DESTINATIONS

STUDENT OUTCOMES OF STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

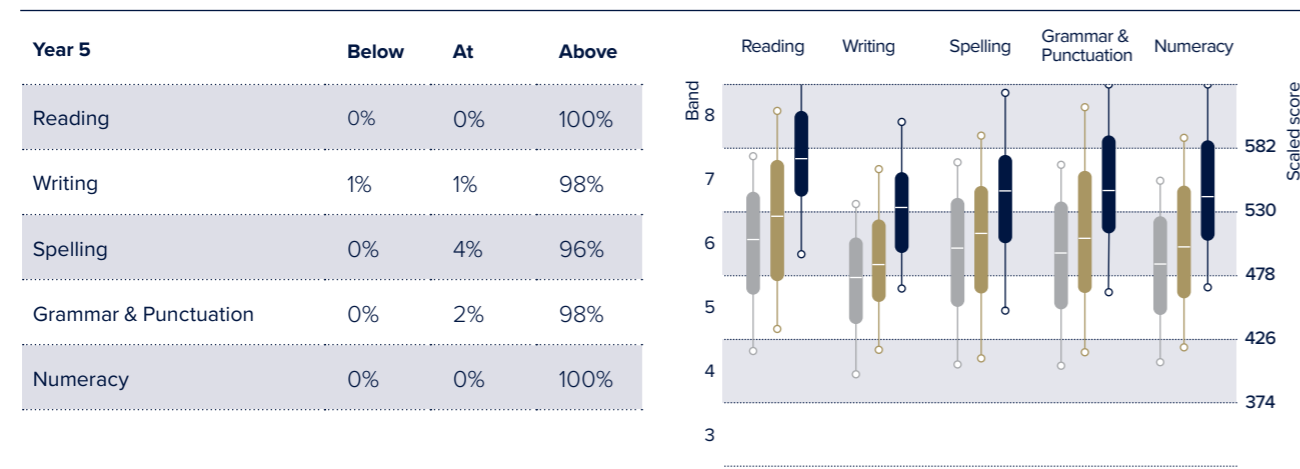
In 2021 students in Years 3, 5, 7 and 9 undertook the NAPLAN testing.

The data shows the achievement of Melbourne Grammar School students at each year level as measured by the National Assessment Program Scale.

Year 3 (compared to National Minimum Standard)



Year 5 (compared to National Minimum Standard)



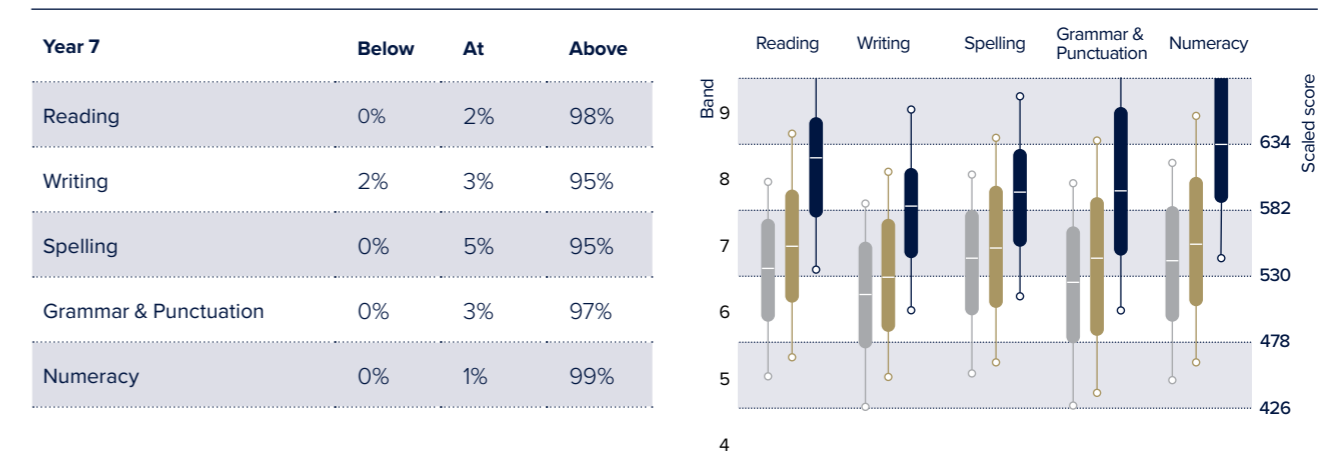
National Minimum Standards

With the introduction of NAPLAN in 2008, single point national benchmarks were replaced with the concept of a national minimum standard, defined by a particular band at each year level as follows:

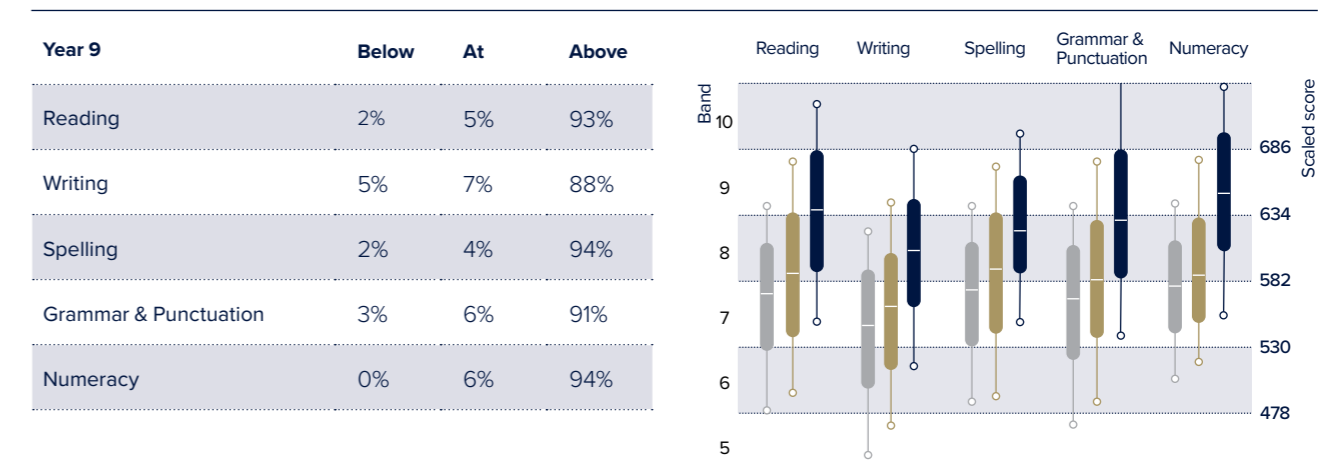
- For Year 3, the national minimum standard is Band 2
- For Year 5, the national minimum standard is Band 4
- For Year 7, the national minimum standard is Band 5
- For Year 9, the national minimum standard is Band 6



Year 7 (compared to National Minimum Standard)



Year 9 (compared to National Minimum Standard)



Key:



VCE OUTCOMES 2019 - 2021

	2019	2020	2021
Students in Year 12	203	201	191
Percent attaining VCE	100%	100%	100%
Median ATAR	88.9	86.7	90.05
ATAR of 90 or above	44.8%	44.8%	50.3%
ATAR of 95 or above	29.6%	29.4%	30.7%
ATAR of 99 or above	12.8%	10.4%	10.6%
ATAR of 99.95	6 students	2 students	3 students
Students completing a VET subject	0 students	0 students	0 students

POST SCHOOL DESTINATIONS 2017 - 2021

	2017	2018	2019	2020	2021
Students in Year 12	199	200	203	201	191
VTAC 1st Round Offers	193	188	195	194	183
VTAC 2nd Round Offers	14	15	35	34	23
Total VTAC Applicants	196	196	202	200	185
University Offers (including second round)	186	182	188	185	175
TAFE or Private	9	9	15	14	11
Apprenticeship	0	1	0	2	2
Not Placed	1	4	1	0	3

All those seeking a tertiary place in Victoria, interstate or overseas received at least one offer, some were made multiple offers having taken advantage of the early/direct application process during the year. This year, six students did not apply through the Victorian Admissions Centre (VTAC) having made direct applications or have chosen not to pursue further study at this stage. It has been noted, with recent enrolment information from VTAC, that fifteen per cent of the cohort (30) have deferred their studies for 2022.



VALUE ADDED

Melbourne Grammar School takes the view that students' lives and their potential for successful adulthood are significantly enhanced by the academic program offered, as well as the comprehensive range of co-curricular activities. We believe strongly in the importance of a balanced, holistic education.

We monitor the academic value-add at VCE through the figures provided by the Victorian Curriculum and Assessment Authority for predicted versus actual performance and are pleased with our steadily increasing positive value-add.

Apart from the ongoing sporting, debating, drama, music, community service and outdoor education programs, a small selection from the hundreds of activities provided appears below:

- guest speakers
- artists and authors in residence and in performance
- national, international and local competitions
- excursions to local, interstate and international destinations
- fundraising for, and involvement in, charitable organisations

- in-house courses in a variety of areas such as film-making and study skills
- health and well-being days
- peer support programs
- leadership programs and activities
- extension and enhancement activities in academic and cultural areas
- Reconciliation Week



SATISFACTION WITH THE SCHOOL

PARENT, TEACHER AND STUDENT SATISFACTION WITH THE SCHOOL 2021

It is the School's practice to use the full suite of Independent Schools Victoria (ISV) LEAD (Listen, Evaluate, Act, Deliver) School Effectiveness Surveys every three years, except for the Year 12 exiting student survey which is undertaken every year.

In 2021, the ISV LEAD School Effectiveness Survey was completed by Melbourne Grammar School Year 12 exiting students. The next School-wide survey – to include parents, teachers and students – is scheduled for 2022. The School uses the findings of surveys to inform its operations.

Responses follow an 11-point satisfaction scale where 0 = complete disagreement and 10 = complete agreement with a related statement. The error range within the survey is not provided by ISV.

YEAR 12 STUDENT SURVEY

In 2021, 108 students (56%) responded to the Year 12 Exit Survey. This is a notable decrease on the participation rate of 74% in 2020 and 95% in 2019. This data includes responses from boarding students.

The questions ranged across eight domains of school effectiveness, with the mean result for each domain outlined for comparison in the Table below.

Melbourne Grammar School Year 12 students' responses were above the mean scores for all ISV participating schools and 'similar' independent schools in every domain.

Overall, Melbourne Grammar School students rated the School very highly in all domains and higher than ISV similar schools and the ISV mean. Notable areas of excellence include:

- Academic program
- Quality of teaching
- Learning outcomes
- Pastoral care
- Resources
- Overall satisfaction

Two areas that were predictably lower were 'maintaining contact' and 'transition' which were both impacted by COVID. It should be noted Melbourne Grammar School scores higher in both categories than the similar schools' mean and the ISV mean.

Domains for Year 12 Exit Survey	MGS Mean 2021	Similar Schools' Mean 2021	ISV Mean 2021	MGS Mean 2020
Academic Program	8.29	7.81	7.63	8.48
Teaching Quality	8.06	7.73	7.60	8.41
Learning Outcomes	8.26	7.89	7.72	8.43
Personal Development	7.84	7.41	7.20	8.05
Pastoral Care	8.20	7.77	7.64	8.32
Resources / Co-curricular Activities	8.56	8.14	7.85	8.92
Transition	7.38	7.30	7.10	7.83
School Ethos / Values	7.94	7.56	7.46	8.25
Maintaining Contact	6.64	6.47	6.20	7.57
Overall Satisfaction	8.58	7.92	7.68	8.77

Note: Similar schools = Other Independent schools the ISV considers to have similar demographics and size to MGS. ISV = Independent Schools (Victoria) (website www.is.vic.edu.au) MGS = Melbourne Grammar School

COVID SAFE

The COVID pandemic has provided many challenges and staff and students adapted quickly to the transition between on-campus and off-campus learning. In the 2021 academic year, 98 schools days were spent off-campus, primarily in lockdown extending from

August to October. Throughout this time, the School followed government directives on COVID management in a school environment. Infection rates for the year were low and manageable. Melbourne Grammar School had COVIDSafe Plans for each location

and for individual events. The School continued to act in accordance with the most current School Operations Guides as issued by the Department of Education and Training, as well as other relevant guidance from the Victorian Government.



FINANCE REPORT

2021 CASH FLOW BROKEN DOWN BY FUNDING SOURCE AND EXPENDITURE

Operating Costs 2021

Salaries & employee on costs	68%
Educational expenses	9%
Administration, Grounds & Property	11%
Catering & Boarding	2%
Depreciation	9%
Other	1%
Total	100%

Operating Revenue 2021

Tuition fees	82%
Boarding fees	4%
Grants / Commonwealth	9%
Grants / State	2%
Bookroom & Uniform Shop sales	1%
Facilities Hire	1%
Interest	–
Other	1%
Total	100%





MELBOURNE
GRAMMAR SCHOOL
AN ANGLICAN SCHOOL

Melbourne Grammar School

355 St Kilda Road
Melbourne Victoria 3004
Australia

+61 3 9865 7555
mgs@mgs.vic.edu.au

mgs.vic.edu.au