



COMMUNITY REPORT 2020



**BRIGHTON
GRAMMAR**

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CRICOS Provider No. 00132K

Word from the Chairman

In 2020, we experienced a health and economic crisis like no other. The impact on the education sector has been profound in many ways, including the requirement to move from a traditional classroom setting to an online learning environment. I am proud that we were able to adapt to this change with readiness and confidence. Our years of investment in the development of innovative teaching and learning programs enabled us to continue to deliver the highest quality of education to our boys.

Our Headmaster Ross Featherston, his senior executive team and all of our staff, continued to deliver outstanding leadership and we would not have been able to navigate these challenging times without their commitment and determination. School Council believes that the excellence in boys' education, for which we are known, has been even more visible this year as Ross and all of our staff have engaged with and inspired the boys in such a meaningful way.

The School achieved an outstanding year of academic excellence in 2020. Our VCE results were a reflection of the dedication and commitment of both the boys and our teaching staff, recording our best VCE results in the School's history. Congratulations to the BGS Dux for 2020 who achieved a perfect ATAR score and all who performed extraordinarily well.

Although there was been a significant shift to distance learning in 2020, the solid foundations of our effective learner model enabled a smooth and successful transition to this new style of teaching and learning. The positive feedback from parents, staff and boys indicated strong support for the way we adapted to this new environment and we are confident that our results this year will reflect our continued delivery of high-quality academic programs.

The School continues to implement and develop programs designed to build a positive culture, based on engagement and belonging. The Crowther Centre remains committed to creating evidence-informed programs, including the implementation of a Positive Masculinity framework across the School. This reflects our enduring commitment to student wellbeing and the successful transition from boys to men.

The Year 12 theme for 2020 is *Make it Count* and the boys embraced this concept wholeheartedly and under the most challenging of circumstances. Students remained engaged in the wider life of the School through initiatives including The Oak, an online co-curricular program, together with a number of community service opportunities that reflect the values of BGS.

The wellbeing of our boys, staff and the wider community was a key priority in 2020. This was reflected in our efforts to deliver both formal and informal pastoral programs, which have strengthened connections within the whole school community, regardless of location. We maintained this sense of unity by providing weekly Headmaster video updates, student care packs, regular and transparent communication with parents, counselling services, direct and personal engagement for boys and parents with Heads of School, parent education webinars and a variety of other contact and engagement points for everyone who is part of the life of BGS.

It is a testament to the School that our wellbeing program has been independently recognised, with BGS being a finalist in the 2020 Australian Education Awards, together with our Junior School, Year 9/10 B2M program and Department Head of the Year.

The School's strategic masterplan is reviewed on an ongoing basis and that was particularly important this year in light of broader economic factors and the onset of COVID-19. Over the past six months, we have undertaken regular assessments of proposed building and infrastructure projects, and have embarked upon more granular future planning.

In this context, it has been exciting to see the completion of projects in the Junior School. These include an indoor aquatic facility, and the redevelopment of GB Robertson Hall (which now houses new music ensemble spaces and classrooms, and a purpose-built internal play space, Invicta).

BGS continues to enjoy a strong and mutually beneficial relationship with our sister school, Firbank Grammar. The BGS community is an inspiring one that gives our boys the confidence to embrace opportunities and believe they can make a difference in the world.

We thank you for your ongoing support and encouragement, and for your commitment to BGS.

Peter Ickeringill
Chairman
Brighton Grammar School Council

BGS SCORECARD

\$49.9

MILLION

TOTAL INCOME

\$1.1

MILLION

PHILANTHROPIC INCOME
(CASH IN KIND AND PLEDGES)

CAPITAL PROJECTS



GB ROBERTSON HALL - INVICTA
INDOOR POOL REFURBISHMENTST
ANDREW'S PROJECT PLANNING
JS ART ROOM
ARGYLE WOODWORK ROOM

67.5%

SALARIES AS A % OF
TOTAL EXPENDITURE

1418

AVERAGE NUMBER
OF BOYS ENROLLED
ACROSS 2020

STATE GOVERNMENT CONTRIBUTION

\$865

PER BOY

220

PERMANENT TEACHING
AND SUPPORT STAFF

FEDERAL GOVERNMENT CONTRIBUTION

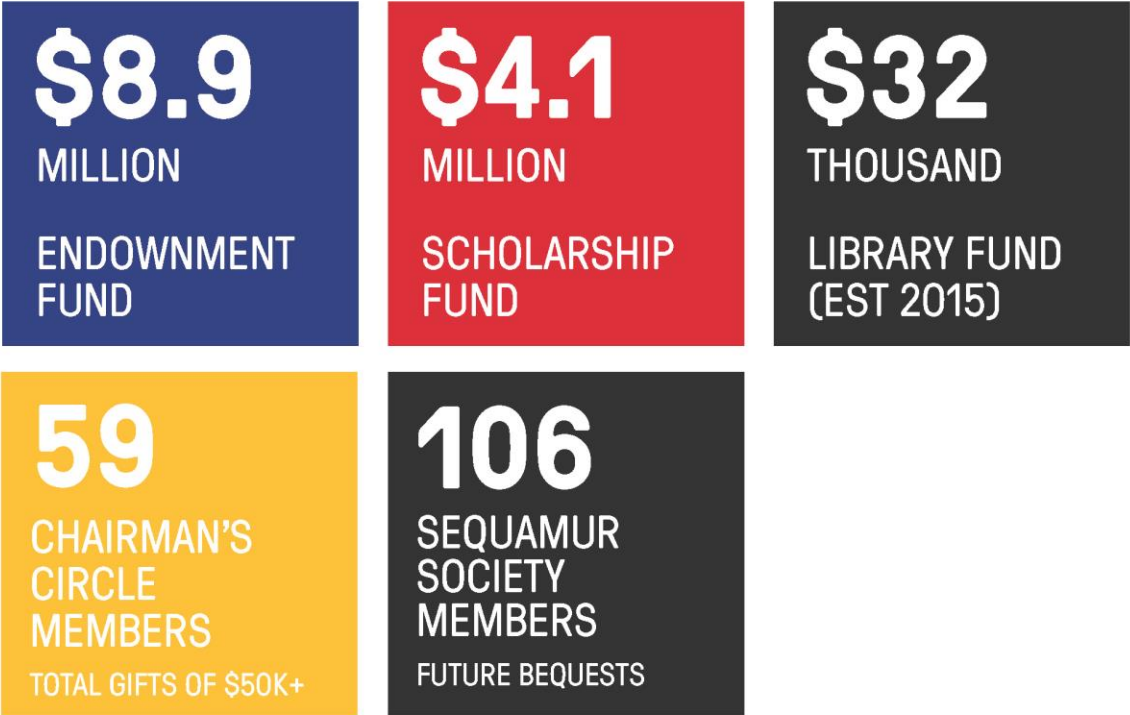
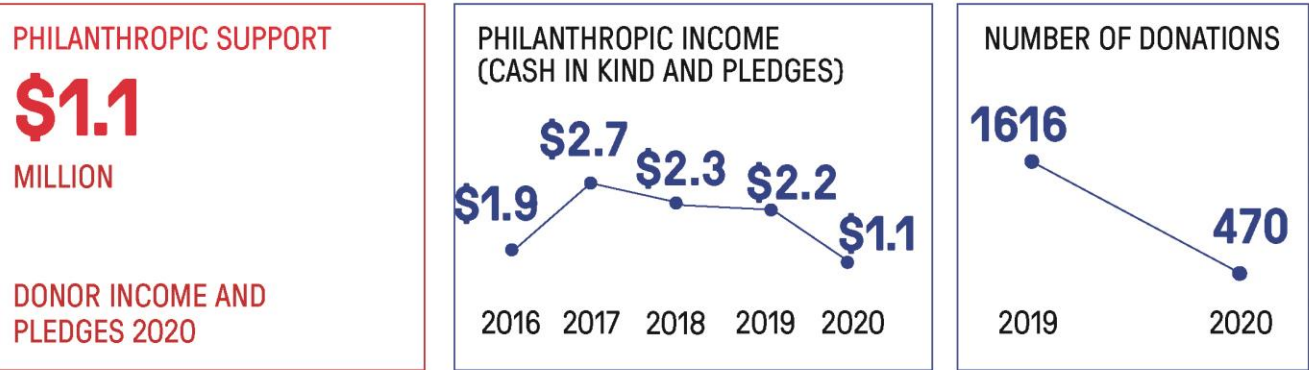
\$3367

PER BOY

97.6%

ATTENDANCE RATE
OF STAFF IN 2020

PHILANTHROPY



Other Key Performance Indicators

The Crowther Centre utilises the School Improvement Tool (SIT) to capture feedback from parents, staff and students. This evidence-informed data tool aims to capture the best available data to answer a range of questions, including:

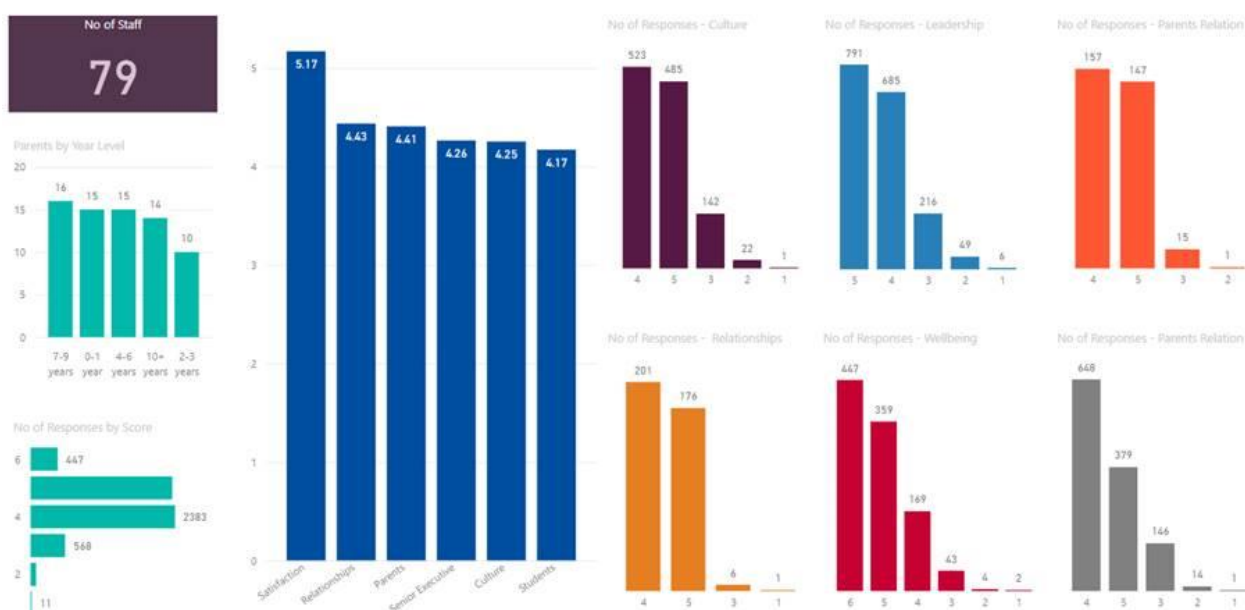
- How is the School leadership performing (building culture, efficacy and so on)?
- How are our students developing (in academics and wellbeing)?
- Are our staff engaged, satisfied and collegial, with a sense of trust?
- What do our parents think about the key performance indicators of the School?

We are using the SIT as a key data set to improve our practice and allocate resources as well as to evaluate performance.

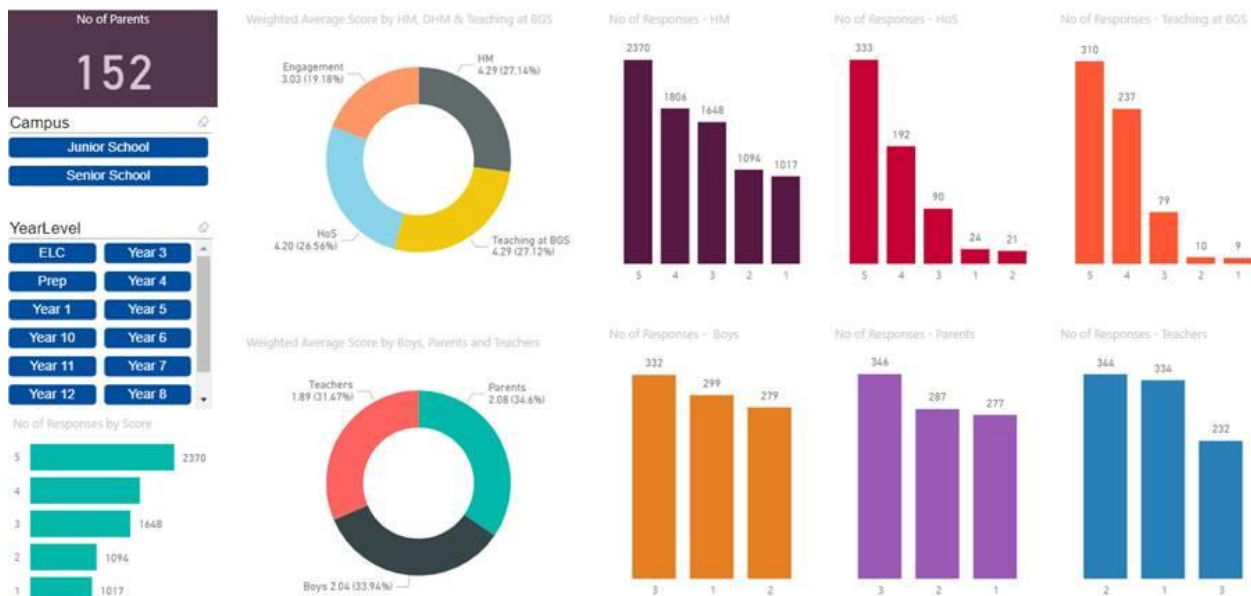
Following are some results from the SIT in 2020.



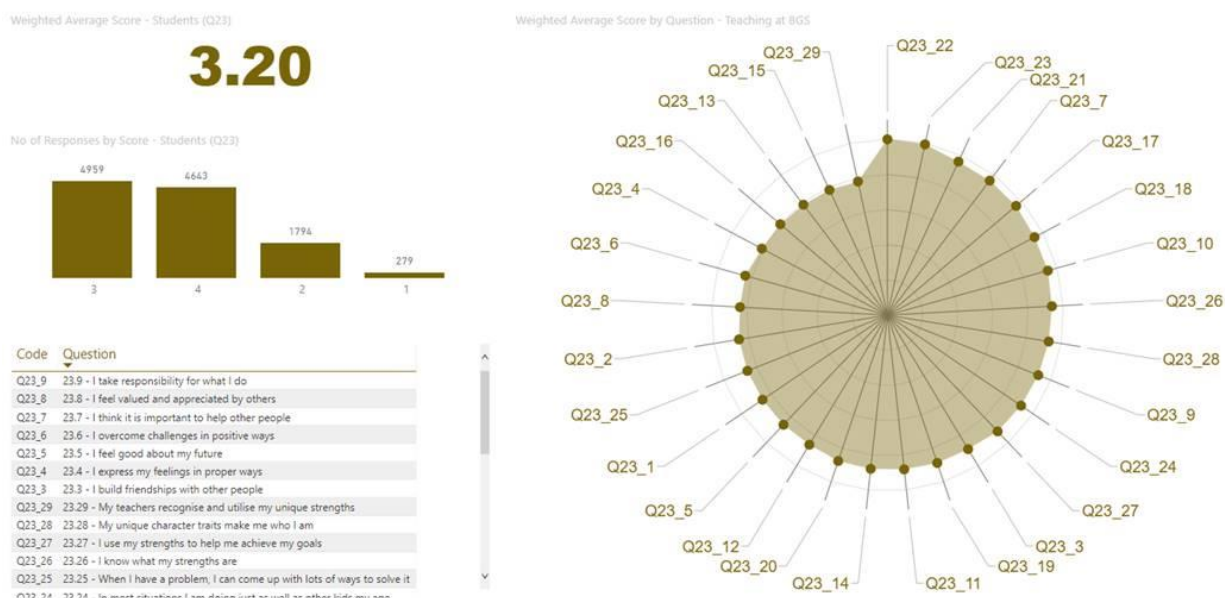
School Improvement Tool (SIT) - Teaching Staff - 2020



School Improvement Tool (SIT) - Parents - 2020



School Improvement Tool (SIT) - SS Student - 2020



Based on both quantitative and qualitative analysis of data from the SIT, key goals for the Senior Executive team were developed. Due to COVID-19, the focus on standards and working on personalising learning were both retained.

Academic Results

NAPLAN

Each year, boys in Years 3, 5, 7 and 9 undertake the National Assessment Program – Literacy and Numeracy (NAPLAN) to measure student achievement against national benchmarks.

Due to COVID-19, there was no NAPLAN testing in 2020.

Congratulations to the Class of 2020

Congratulations to the graduating Class of 2020 on their exceptional VCE results, recording our best academic results in the School's history.

Our Dux of 2020, Jaikob Akinci, received a perfect score of 99.95, one of only 38 students in the state to achieve this.

The boys' commitment to their studies, and the remarkable strength, good humour and resilience they have shown this year, will stand them in good stead to embrace the future with confidence.

These exceptional academic results reflect the strong three-cornered partnership that exists between students, parents and the School and staff who have all worked together to ensure every student achieved his best in 2020.

As an open entry school, it shows that our school-wide Effective Learner Model, which uses evidence-based teaching and learning strategies, is working, both in the classroom and at home during distance learning. It is also testament to our focus on whole-student development and wellbeing, promoting healthy, balanced minds and habits for our students.

Ross Featherston
Headmaster

Key figures

- 1 boy achieved a perfect ATAR of 99.95 (one of only 38 students in Victoria)
- 6 students attained a perfect Study Score of 50.
- 14 boys (10%) scored an ATAR of 99 or above, placing them in the top 1% of students in Australia.
- 43 boys (29%) scored an ATAR of 95 or above, placing them in the top 5% of students in Australia.
- 71 boys (49%) scored an ATAR of 90 or above, placing them in the top 10% of students in Australia.
- 87.95 median ATAR

2020 Dux

Special congratulations to the Dux of 2020, Jaikob Akinci, who received a perfect score of 99.95.

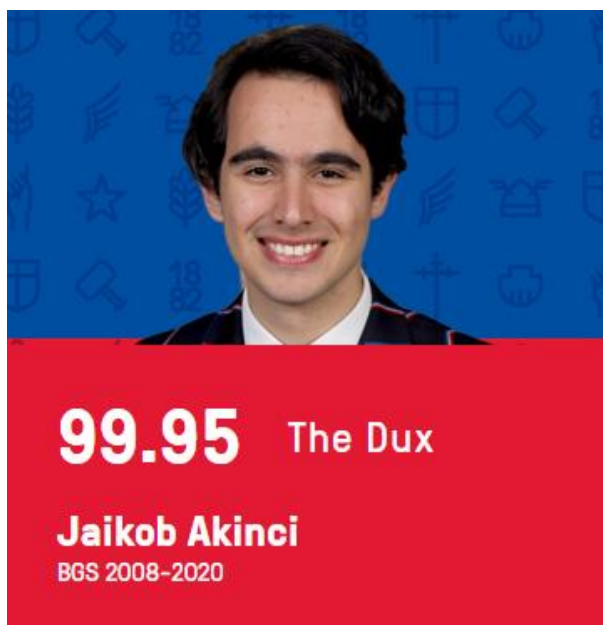
Perfect Study Scores

Congratulations to the six boys who achieved a perfect Study Score of 50: Jack Anson (Physical Education), Jack Damyon (Further Maths), Darby Hipwell (Global Politics), Maximilian Kortge (Maths Methods), Tian Pang (Maths Methods) and Lachlan Wake (Further Maths)

2020 High Achievers

The following boys received an ATAR of 95 or higher (in alphabetical order, not by ATAR achieved): Zachary Adam-Gedge, Jaikob Akinci, Samuel Banfield, Jeremy Booth, Joshua Bortolussi, Lachlan Caldwell, Tom Cantwell, Costa Chantzou, Jack Clarkson, Jack Damyon, Ruitian Ding, Charles Durkin, Aymeric Fabre, Justin Feng, Zhendong Fu, Benhao Gu, Brandon Hall, Darby Hipwell, Nathaniel Hollis, Richard Jiang, Harrison Kirkham, Liam Konidaris, Hongyi Li, Finn Livitsanis, Tianhan Luo, Max McLachlan, Benjamin Morgan, William Pearson, Shi Qiu, Carl Rumbens, Benjamin Sexton, James Sherborne, Jackson Sweet, Jason Tang, Joel Tyler, Christopher Valcanis, Ethan Vaserman, Lachlan Wake, Jakub Williams, Tianyi Wu, Ziyu Xu, Kareem Zecevic.

The Dux



From his commencement at BGS in Prep, Jaikob was a dedicated student, becoming a Prefect and School Vice-Captain in his final year. Along his journey at BGS, he was awarded many Distinctions, particularly in Latin and the Sciences. Jaikob served as Secondary Chapel Server in Year 11 and, for his dedication to Debating and Public Speaking and Music, he received Full Colours. He involved himself in all aspects of school life including sport, music and service. His commitment to Rofe House earned him Full House Colours. Jaikob finished 2020 with the prestigious Jim Fraser Memorial Prize, The Prize for the Vice-Captain of the School, The R W T Cowan Memorial Prize for Public Speaking, The English Language Prize, The R W Tovell Memorial Prize for Specialist Mathematics, The Class of 2012 Robert Connor Dawes Prize for Latin and The Marie and Ivan Epstein Prize for Biology.

Tertiary

Overall school data

Data category	Total numbers
Total number of Year 12 students enrolled at BGS	147
Total number of students at BGS who applied to tertiary institutions through VTAC	146 (99.32%)
Total number of paid students with preferences	144 (97.96%)
Total number of unpaid students with preferences	2 (1.36%)
Total number of students without preferences	1 (0.68)

Offers (based on students who have applied)

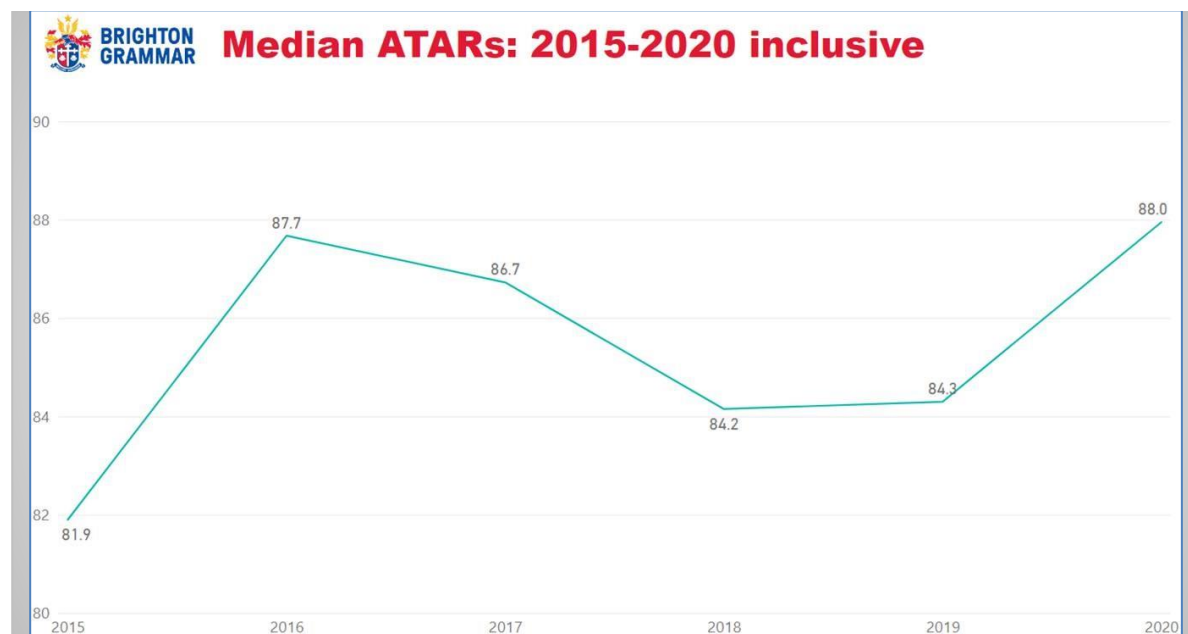
Number of students who have received an offer	144 (100.00%)
Total number of students with more than one offer	19 (13.19%)
Number of eligible students with no offer	0 (0.00%)
Number of international offers (total from all offer rounds)	5
Number of January round domestic offers	142 (98.61%)
Number of February round 1 domestic offers	15 (10.42%)
Number of February round 2 domestic offers	2 (1.39%)
Number of February round 3 domestic offers	1 (0.69%)
Number of February round 4 domestic offers	0

In 2020 the school year was disrupted substantially by COVID-19. VCE exams were delayed and subsequently, the release of ATARs and VCE results was also delayed, and were not made available to students until December 30, 2020. Tertiary offer rounds began mid-January 2021 from Victorian institutions and continued until late February 2021. ATARs and VCE results were exceptionally strong, leading to first-round offers being made to all eligible students. The movement between offer rounds was notably less than in previous years with only 19 students receiving more than one offer. One can assume that this a reflection of the strong academic results achieved by students in 2020 and general satisfaction with first-round offers.

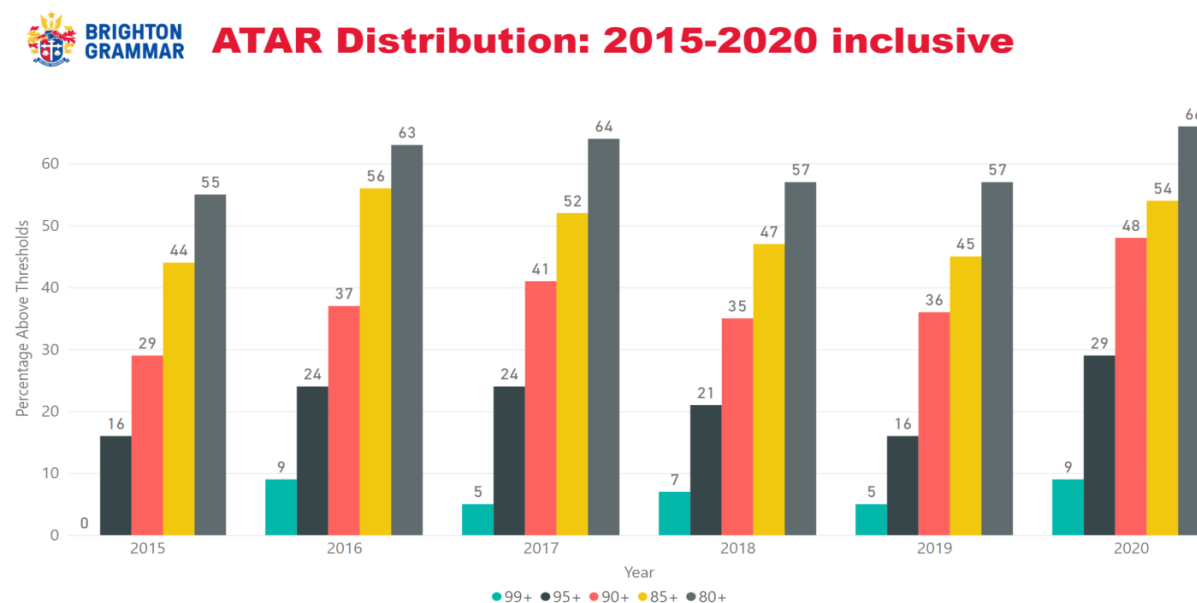
ATAR achievement

The statistical median ATAR for the Brighton Grammar 2020 cohort was 87.95 (n=147). The 2020 VCE results are the best recorded in the School's history.

The line graph below presents data from 2015 to 2020 inclusive.



The following figure presents the percentage of students with ATARs above specified thresholds. The distribution pattern remained similar across the relevant years presented (2015 – 2020).



In the 2020 cohort, 1 student achieved a top ATAR of 99.95, one of only 38 VCE students in Victoria to achieve this. Fourteen students (10%) achieved an ATAR of 99 or above, placing them in the top 1% of students in the 2020 VCE cohort in Australia while 43 students (29%) achieved an ATAR of 95 or above, placing them in the top 5% of students in Australia. Seventy-one students (49%) achieved an ATAR of 90 or above, indicating they are in the top 10% of VCE candidates. As mentioned, these results were the best recorded in the School's history.

Tertiary Destinations

Victorian tertiary course offers – January offer round

(domestic offers and international offers from first January offer round)

The tables below provide detailed information about the course offers received by BGS students across the multiple offer rounds. It should be noted that whilst almost all students gave written permission to distribute the details of their tertiary offer, to protect the privacy of those who wish to remain anonymous, courses with less than 5 offers are denoted as < 5 and the specific number of offers from each course have not been reported. Courses which are below bachelor level are specified as such in parenthesis.

Institution	Total offers made	Relevant courses
Australian Catholic University	< 5	Arts Commerce Nursing - First Year Entry Only
Collarts (Australian College of the Arts)	< 5	Music Performance (Diploma/Degree)
Deakin University	8	Arts (Psychology) Business (Sport Management) Construction Management (Honours)/Property and Real Estate Digital Media Exercise and Sport Science/Business (Sport Management) Marine Biology Property and Real Estate Public Health and Health Promotion/Commerce
JMC Academy	< 5	Audio Engineering and Sound Production
La Trobe University	< 5	Business Human Resource Management Sport and Exercise Science
Monash University	51	Accounting Architectural Design Arts Arts/Music Biomedical Science Biomedical Science - Scholars program Business Business Administration Business Administration Business/Arts Business/Banking and Finance Business/Information Technology Commerce Commerce/Arts

		Commerce/Computer Science Commerce/Economics Design Engineering (Honours) Engineering (Honours)/Biomedical Science Engineering (Honours)/Commerce Information Technology/Arts International Business Laws (Honours)/Arts Laws (Honours)/Commerce Laws (Honours)/Engineering (Honours) Laws (Honours)/Politics, Philosophy and Economics Medicine - CSP Bonded School Leaver Entry Nutrition Science – Scholars Program (Dietetics Pathway) Pharmaceutical Science Advanced (Honours) Pharmacy (Honours)/Master of Pharmacy Politics, Philosophy and Economics Science
RMIT University	24	Architecture Biotechnology Building and Construction (Diploma) Building Design (Adv Diploma) / Construction Management (Hon) Business (Associate Degree) / Business (Degree) Business (Diploma) / Business (Degree) Business Innovation and Enterprise Construction Management (Honours) Industrial Design (Honours) International Business (Applied) Landscape Architecture Laws Marketing and Communication (Diploma/Advanced Diploma) Project Management (Honours) Property and Valuation (Honours) Psychology (Social Science)
Swinburne University of Technology	14	Arts Arts - Early Entry Arts (Professional) Aviation/Business Aviation/Business Business Business (Professional) Computer Science (Professional) Criminal Justice and Criminology Engineering (Honours) (Professional) Engineering (Honours) (Professional)

		Exercise and Sport Science Law/Arts Law/Criminal Justice and Criminology
The University of Melbourne	35	Agriculture Arts Biomedicine/Engineering (Graduate Degree Package) Commerce Commerce (Chancellor's Scholars) Commerce/Engineering (Graduate Degree Package) Design Music Science Science/Data Science (Graduate Degree Package) Science/Engineering (Graduate Degree Package)
Victoria University	<5	Construction Management (Honours) Osteopathy
Total Offers	144	

Remaining offers to international students

(4 subsequent offer rounds in January and a total of 5 offers)

Institution	Total offers made	Relevant courses
RMIT University	< 5	Engineering-Aerospace (Honours)
The University of Melbourne	< 5	Commerce/Engineering (Graduate Degree Package) Science/Data Science (Graduate Degree Package) Science/Engineering (Graduate Degree Package)

Tertiary course offers – February round 1

(only applicable to domestic students as international offer rounds are all in January)

Institution	Total offers made	Relevant courses
Monash University	8	Banking and Finance Business/Arts Business/Banking and Finance Commerce/Information Technology Engineering (Honours)/Commerce Laws (Honours)/Commerce Pharmaceutical Science Advanced (Honours) - Scholars Program
RMIT University	< 5	Human Resource Management

The University of Melbourne	6	Arts Commerce Design Science
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Tertiary course offers – February round 2 (domestic only)

Institution	Total offers made	Relevant courses
RMIT	< 5	Osteopathy/Health Science
Swinburne University of Technology	< 5	Building and Construction (Diploma)

Tertiary course offers – February round 3

Institution	Total offers made	Relevant courses
Swinburne University of Technology	< 5	Business

Tertiary course offers – February round 4

No February round 4 offers made to BGS students.

As observed in the tables presented, most offer activity takes place in the first/main offer round. All students who received a subsequent offer had already received an earlier offer.

It is important to note that a number of offers were made to students from outside the VTAC system. These included interstate offers from Australian National University (ANU), James Cook University (JCU) and two offers from New York University (NYU). These students had also received offers through the VTAC system.

Students

Student attendance

The attendance rate for 2020 was 97%.

Student demographics

The boys of BGS came from approximately 102 different suburbs in 2020 (one more than 2019). However, almost 60% were drawn from Brighton, Brighton East or Hampton.

Student numbers and retention 2020

In any given year, a number of boys enter and exit the School for reasons such as relocation to other states/countries. In 2020, due to COVID-19, some international families were unable to return to Australia, and some departures were due to financial hardship. However, the overall numbers remain quite stable, with new enrolments throughout the year as shown in the table below.

	February 2020	December 2020
Early Learning Centre	75	82
Junior School Prep - Year 6	389	381
Year 10	169	166
Year 11	148	148
Year 12	147	147
Year 7	167	162
Year 8	169	162
Year 9	157	153

Staff & OHS

Maintenance and Safety Activities

- Independent Comprehensive Essential Safety Measures Assessment
- Audit of ladders and ladder points
- 5 yearly safety tests performed on all lifts
- Monthly testing of Fire Panels
- Appropriate use of chemicals reviewed with cleaning contractor
- 5 yearly Fire Hydrant flow test throughout whole School
- Ensuring safe close down of School with Distance Learning
- Sourcing COVID Personal Protection Equipment (masks, sanitiser, gloves) for staff
- Implementing COVID Cleaning protocols including day cleaning throughout the School
- Maintenance of trees through ArborCo
- Annual Testing and tagging of electrical equipment
- Maintenance Staff training in Pool maintenance and chainsaw safety
- Emergency tones testing
- Pool safety audit
- Meeting of OH&S Committee each term

Wellbeing Activities

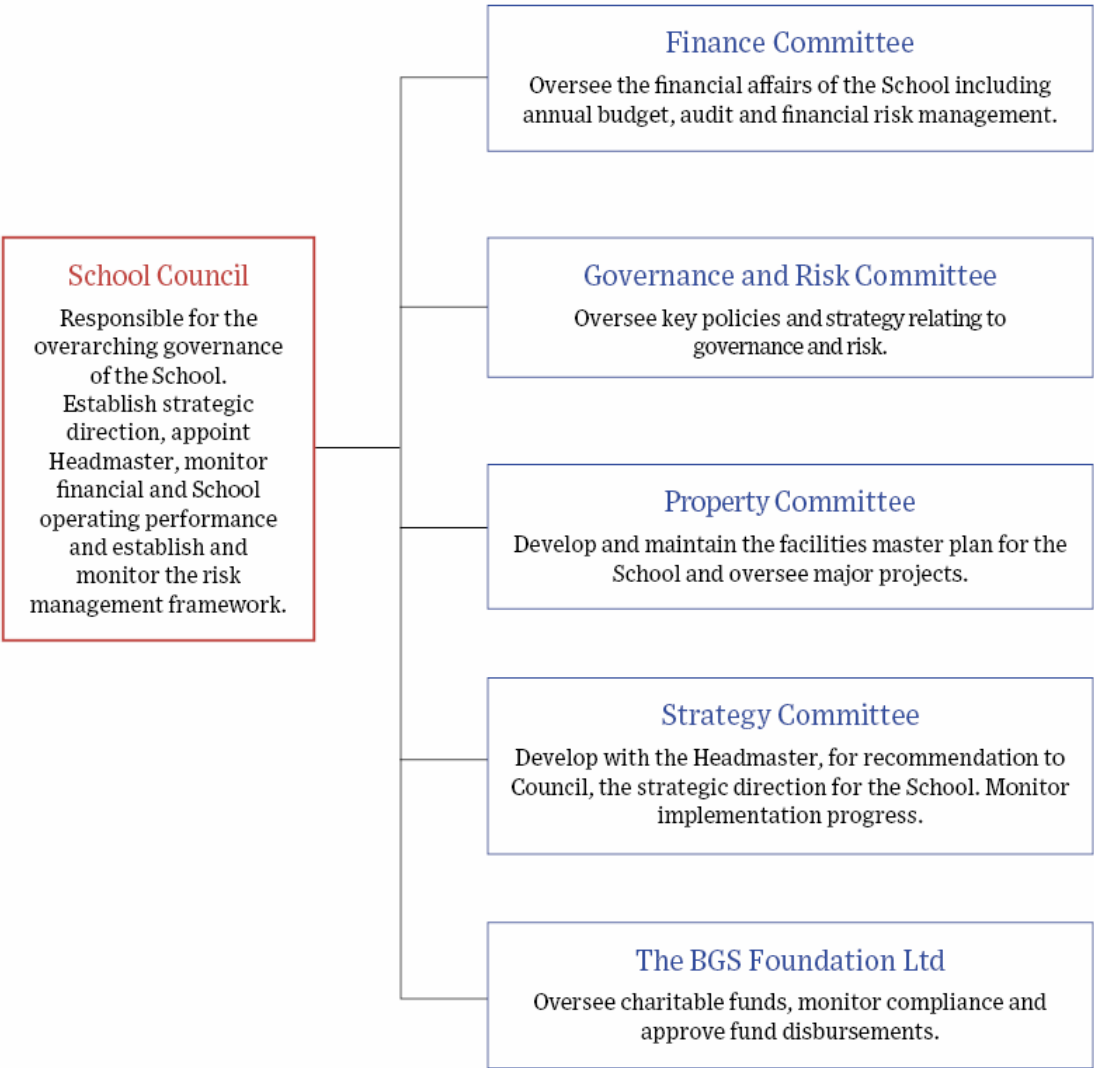
- Weekly Wellbeing newsletter during Distance Learning
- Staff FAQ webpage specific to the COVID-19 pandemic, incorporated wellbeing articles
- Comprehensive list of available mental health and wellbeing resources established for staff – including EAP, Government provided websites and support lines, and others
- Resources for Managers created and distributed to assist with managing a remote team
- COVID-19 Staff Wellbeing Working Group established, meeting weekly for the duration of distance learning
- Development of a weekly 'Wellbeing Weekly' email which included a message from the Headmaster, words of encouragement from significant members of the BGS community, wellbeing related articles/websites/you tube clips, a message/reflection from the School Chaplain and opportunities to connect
- Weekly meditation sessions, fitness sessions, opportunities to connect via morning tea/lunch
- All staff activities including an online Trivia Night
- Staff webinars hosted for Professional Support Staff in order to increase communication and keep all staff abreast of changes with protocols / FTEs etc
- Establishment of the BGS Support Network, a group of volunteers willing to have their contact details circulated should staff need someone to reach out to
- Distribution of care packs x2 – when staff returning onsite after lockdown 1.0 and again when masks become mandatory (mask and support network postcard posted to all staff)

- Staff wellbeing surveys to ascertain comfort with returning to work (concerned staff were followed up one on one by HR)
- Vulnerable staff contacted by a member of Senior Exec to discuss the return to work protocols / options after lockdown 1.0
- Wellbeing Guest speakers

Risk & Compliance Activities

- Update of the Share Community Campus Risk assessment form
- Responsible service of Alcohol at school functions - general review and update
- Events policy - general review and update
- ELC food safety audit and supervisor training review
- Critical Incident management plan - general review and update
- Checking of Food Vendor Compliances
- ICT responsible use policy review
- EMP Final draft review sent out to EMP team
- Volunteer Handbook and Induction process documented
- VRQA audit and CRICOS review
- Update of Risk Wizard incident reporting criteria and maintained currency of users
- ICT student Handbook update for Y7 laptop roll out
- Review and update the Critical Incident Management policy
- State Government School Census
- Review of Separated Parents and Court orders policy and procedures
- NRS application
- Attendance at ISV Risk Managers meetings
- OHS Committee meeting
- Review of Infectious diseases policy
- Review of international student handbook and International enrolments policy
- Industrial Manslaughter review
- ESOS Standards Policy and Procedures review
- CRICOS re registration submission, Handbook and Safety Card
- Student Family occupation and education data submission
- COVID-19 Incident action plans (5 scenarios) and Risk Assessments
- OHS review with an independent consultant
- Emergency buttons testing
- Rowing Shed COVID safe plans
- Risk Assessments for new building project spaces
- Risk Assessment (review of VCAA guidelines) for Year 12 exams and GAT
- International homestay student - assessed safety and COVID guidelines for November return to Japan (border exceptions, transit permit, unaccompanied student, stopover in Sydney implications)
- Insurance assessment data collation for renewal of policy
- Review of COVID safe procedures for the return of contractors and providers

Governance



Governance

Brighton Grammar School Council

The School Council is the governing body of Brighton Grammar with responsibility for operational management vested in the Headmaster. The Council consists of representatives from all sections of our community – parents, past parents, Old Boys and nominees of St Andrew's Church Vestry.

Chairman, Peter Ickeringill

Partner, Baker McKenzie

Deputy Chairman, Mike McGrath

Managing Partner, Chief Marketing Officer, PwC Australia

Honorary Treasurer, Jane Tongs

Company Director

Amanda Banfield

Managing Director, Mondelēz Australia and New Zealand

Neil Edwards AM

Chairman, Mission to Seafarers Victoria

Jacqueline Hey

Professional Company Director

Professor Martyn Hook

Deputy Pro Vice-Chancellor, Partnerships, College of Design and Social Context, RMIT University

Tim Marshall (OB 2000)

OBGS representative

Matt Reid (OB 1990)

Finance Director, Grill'd Group of Companies

Reverend Ian Morrison

Vicar, St Andrew's Church

Dr Anne Sarros

Former Principal of Firbank Grammar School

Peter Scott (OB 1976)

Sales Director, DON Smallgoods, George Weston Foods Ltd

Secretary to Council, Michael Arceri

Chief Operating Officer

Company Secretary, Brighton Grammar School

Senior Executive

The day-to-day management and operation of the School, along with the implementation of the Strategic Plan, is delegated to the Headmaster, who is supported by his Senior Executive team. The 2020 Senior Executive consisted of:

Headmaster

Ross Featherston

Chief Operating Officer

Michael Arceri

Deputy Headmaster, Head of Junior School

Peter Tellefson

Deputy Headmaster, Head of Crowther Centre (ELC–VCE)

Dr Ray Swann

Deputy Headmaster, Head of Secondary School

Dr Rachel Horton

Director of Human Resources

Melissa Martin

Director of Advancement

John Phillips

EA to the Headmaster

Ellen Saccutelli