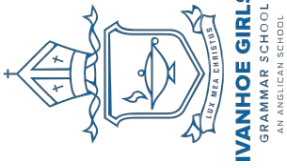




**IVANHOE  
GIRLS'  
GRAMMAR  
SCHOOL**



**2018  
YEAR IN REVIEW**



**IVANHOE GIRLS'**  
GRAMMAR SCHOOL  
AN ANGLICAN SCHOOL

## STATEMENT OF PURPOSE

Ivanhoe Girls' Grammar School is a forward-thinking community of learners who are thoughtful in their choices and brave in their actions.

### THE THREE PILLARS THAT GUIDE ALL WE DO ARE:

#### Quality Learning and Teaching

We value an education that challenges and connects, leading to powerful and progressive thinking.

#### Quality Pastoral Care

We value courage, inclusion and diversity, leading to resilience and compassionate, respectful relationships.

#### Connected Community

We value curiosity, authenticity and service, leading to connections to others and to the wider community.

### THE THREE ENABLERS THAT ALLOW US TO FACILITATE OUR PILLARS ARE:

#### Quality Staff

We employ highly-skilled employees who bring expertise, unique talent and a depth and breadth of relevant skills to Ivanhoe Girls'.

#### Quality Resources and Facilities

We plan for and provide the most appropriate and relevant resources and facilities to optimise learning, participation, productivity and overall wellbeing of students and staff.

#### Sustainability

We are well connected to our broader community and manage our physical, human and financial resources wisely. We ensure that the quality of educational and personal development opportunities and outcomes of staff and students are widely known, resulting in strong enrolments and ongoing financial security for the School.

### OUR STRATEGIES

In seeking to realise our aspirations, Ivanhoe Girls' Grammar School will focus its planning, leadership and resources on five major strategies for continuous school improvement:

#### STRATEGY 1

Facilitate engaging, holistic and connected learning and teaching.

#### STRATEGY 2

Provide exemplary student pastoral care and opportunities for personal development.

#### STRATEGY 3

Attract and develop expert academic and professional staff.

#### STRATEGY 4

Provide engaging, flexible and innovative learning and work spaces.

#### STRATEGY 5

Strengthen community awareness and engagement.

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*Ivanhoe Girls' actively promotes child safety and has zero tolerance of child abuse (both at School and out of school hours).*

*Ivanhoe Girls', through its Statement of Purpose supports and promotes the principles and practice of Australian Democracy on which our society is based, including our elected governments, the rule of law and that all equal rights for all before the law, freedom of religion, freedom of speech and freedom of association (whilst still demonstrating respect for all) and the values of openness and tolerance.*



# The Year in Review - 2018

Our Statement of Purpose and Strategies set the context and provide the starting point for the Ivanhoe Girls' Grammar School review of the year 2018 in key areas concerning students, parents and staff. We are proud of our accomplishments and are pleased to present to our community some of the highlights of last year. While much of this report is written to fulfil the statutory requirements of governments, additional information has been included.

## Our School

**At Ivanhoe Girls' Grammar School, we view the opportunity to educate girls, to prepare them for happiness and success in their adult lives, as a privilege.**

The School is an Anglican day school strongly committed to single-sex education for girls. The School caters for students from Early Learning (three year old) to Year 12, with 885 students enrolled at the end of 2018. Ivanhoe Girls' seeks to provide excellence in education within a caring Christian community and to prepare students for a personally and professionally fulfilling life.

By maintaining our enrolments between 850–1000 we are able to know each student as an individual, to monitor her progress carefully, and to ensure she feels accepted, valued and validated as she learns how to fly high.

With over 115 years of experience in finding and nurturing the strengths of our learners, Ivanhoe Girls' Grammar School continues to provide a personalised education for each girl to explore and extend herself academically, socially and culturally while developing a disposition founded on integrity and generous service to our community. Our teachers unashamedly put the pastoral care and character building of our students on an equal footing with their academic achievements. In so doing, we are proud to develop articulate, courageous, critical thinkers who are generous of spirit, have a lifelong love of learning, and who have a voice and use it to make a positive contribution to their wider community.

Ivanhoe Girls' Grammar School has an inspirational tradition of leading innovative and socially progressive girls' education with graduates achieving outstanding success in a broad range of Australian and international tertiary pathways including STEM-based courses.

Our school community enables girls to challenge stereotypical views of what they can and should achieve, with Mathematics, Science, Visual Arts and Music being among our most popular and successful areas of study. The key to our learners' success is for us to encourage and nurture passion, engagement and creativity in whatever combination of subjects our girls are interested to study and explore.

We welcome every student as a unique individual and we foster in her the confidence to discover her talents and to build upon them. Ivanhoe Girls' Grammar School is a remarkable and forward thinking school that enthusiastically embraces innovation and learning that is connected to real-world applications. We want our students to explore and develop their potentials in a friendly, nurturing and welcoming school and to leave as graduates who are 'life ready' as well as 'tertiary and career ready'.

# Academic Curriculum

IVANHOE GIRLS' GRAMMAR SCHOOL ACADEMIC CURRICULUM 2018 LEARNING AREAS								
Year	English	Mathematics	Science	Humanities and Social Sciences	Technologies	The Arts	Health & Physical Education	Languages
P - 6	English	Mathematics	Science	Civics and Citizenship Geography History Religion & Values Education (RAVE)	Integrated across curriculum Library Technology	Performing Arts Visual Arts	Health Physical Education	French
7	English	Mathematics	Science	Geography History – The Ancient World Religious Education	Digital Technologies	Performing Arts – Drama, Performing Arts – The Language of Music Visual Arts	Physical Education	Chinese French
8	English	Mathematics	Science	Geography History – The Ancient to the Modern World Religious Education	Lights, Camera, Action	Lights, Camera, Action Performing Arts – Creating and Exploring Music Visual Arts	Physical Education Health Food Studies	Chinese French
9	English Creative Media in Film Study Skills	Accelerated Mathematics or Mainstream Mathematics	Science	Geography History – The Making of the Modern World Religious Education Consumer Power Criminal Minds Global Innovations History Mysteries Philosophy The Places You'll Go: Independent Investigation What's Happening on Planet Earth?	App Development and Coding Web Development and 3D Printing	Creative Music Creative Music & Performance Drama and Theatre Arts Visual Arts – Art Visual Arts – Fashion as Sculpture Visual Arts – Studio Arts	Health Physical Education Food Studies Outdoor Education	Chinese* French* VCE VET Certificate II (Mandarin)
10	English EAL Creative Media in Film Literature 1 & 2	General Mathematics (semester 2 only) or Mainstream Mathematics or Mathematical Methods 1 & 2	Science Biology 1 & 2 The Mind and Me	Geography History – The Modern World and Australia Religious Education Accounting 1 & 2 Business Management 1 & 2 Commerce and Law Economics 1 & 2 Geography 1 & 2 Global Powers in the Global Arena History: Twentieth Century 1 & 2 Human Rights – Everyone and Everywhere Legal Studies 1 & 2 Philosophy 1 & 2 The Roaring Twenties – the Age of Excess Weimar and Nazi Germany	Computing 1 & 2 Digital Design Robotics VCE VET Interactive Digital Media Certificate II (Multimedia) 1 & 2	Creative Music Drama and Theatre Studies Music Performance 1 & 2 Theatre Studies 1 & 2 Visual Arts – Art Visual Arts – Photography Visual Arts – Studio Arts Visual Communication Design 1 & 2	Physical Education Food Studies (Year 10) Health & Human Development: 1 & 2 Outdoor Education Physical Education 1 & 2	Chinese Chinese First Language 1 & 2 Chinese Second Language 1 & 2 French VCE VET Certificate III in Mandarin Part A
VCE 1 & 2	English 1 & 2 or English EAL 1 & 2 Literature 1 & 2	Further Mathematics 1 & 2 Mathematical Methods 1 & 2 Specialist Mathematics 1 & 2	Biology 1 & 2 Chemistry 1 & 2 Physics 1 & 2	Ethics (Not a VCE Unit) Accounting 1 & 2 Business Management 1 & 2 Economics 1 & 2 Geography 1 & 2 History: Twentieth Century 1 & 2 Legal Studies 1 & 2 Philosophy 1 & 2	Computing 1 & 2 VCE VET Interactive Digital Media Certificate II (Multimedia) 1 & 2	Art 1 & 2 Music Performance 1 & 2 Studio Arts 1 & 2 Theatre Studies 1 & 2 Visual Communication Design 1 & 2	Physical Recreation (Not a VCE Unit) Food Studies 1 & 2 Health & Human Development: 1 & 2 Physical Education 1 & 2	Chinese First Language 1 & 2 Chinese Second Language 1 & 2 French 1 & 2 VCE VET Certificate III in Mandarin Part B
VCE 3 & 4	English 3 & 4 or English EAL 3 & 4 Literature 3 & 4	Further Mathematics 3 & 4 Mathematical Methods 3 & 4 Specialist Mathematics 3 & 4 University Higher Education in Mathematics	Biology 3 & 4 Chemistry 3 & 4 Physics 3 & 4 Psychology 3 & 4	Accounting 3 & 4 Business Management 3 & 4 Economics 3 & 4 Geography 3 & 4 Global Politics 3 & 4 History: Australian History 3 & 4 History: Revolutions 3 & 4 Legal Studies 3 & 4 Philosophy 3 & 4	Software Development 3 & 4 VCE VET Interactive Digital Media Certificate III (Multimedia) 3 & 4	Art 3 & 4 Music Performance 3 & 4 Studio Arts 3 & 4 Theatre Studies 3 & 4 Visual Communication Design 3 & 4	Food Studies 3 & 4 Health & Human Development: 3 & 4 Physical Education 3 & 4	Chinese First Language 3 & 4 Chinese Second Language 3 & 4 Chinese Second Language Advanced 3 & 4 French 3 & 4

Note: Interactive Literacy, Information and Communication Technology (ICT), and Creative and Critical Thinking are integrated across all learning areas P - 12

**Bold = Core** Normal type = Electives

\* = at least, one of these is strongly recommended

VET studies across a broad range of subjects are offered in conjunction with NMVC

# Our Students

A core principle of our Enrolment Policy is the commitment that our school is an open-entry school for girls. The main intake years in the School have traditionally been: Three-Year-Old Kindergarten in the Early Learning Centre, Prep, Year 5, Year 7 and Year 10. Entry at other year levels occurs based on availability.

The ELC comprises a single class of girls in each of the Kindergarten (Three-year-old) and PrePrep (Four-year-old) years. Girls in the Kindergarten attend between two and five days per week, while the PrePrep attend for four or five days per week.

The Junior School, from Prep to Year 6, is housed in four beautiful Federation houses along Marshall Street. In 2018 the School had a single class at Prep to Year 2; two classes in Year 3, one class in Year 4, two classes in Year 5 and three classes in Year 6.

Year 7 is the School's major entry point to our Senior School, with the average size of each year level for Years 7-12 being between 110-120 students. In Years 10 and 11 the School accepts the enrolment of a number of local and international students.

The School recognises the wealth and diversity of cultural backgrounds from which our students come and the importance of the contribution that each student makes to the School. The Ivanhoe Girls' student population is extremely diverse with more than 100 different cultural backgrounds represented, including a small number of indigenous students. While established as a Christian school affiliated with the Anglican Church of Australia, Ivanhoe Girls' is a multi-faith community, serving students drawn from a broad socio-economic spectrum. More than 35% of our families have one parent who speaks a second language other than English. In addition, approximately 1% are full-fee paying overseas students. The key to the education that Ivanhoe Girls' offers lies in each student's personal growth and self-discovery and their knowledge of their strengths and talents, which will be extended throughout their adult life.

## Student Attendance

At Ivanhoe Girls' our core and co-curricular programs provide a challenging and engaging learning experience for our students. These programs encourage high levels of involvement and motivation and are designed to deliver the highest possible daily attendance rates. We have clear and thorough processes for recording, monitoring and responding to any absences. Generally, where absences occur they are due to legitimate illness, opportunities for travel with families or, for educationally valuable participation in student non-School sporting or cultural events, sometimes at elite competition level. While the School discourages absences due to family holidays, these continue to account for the second most common reason for absence after illness.

The School actively supports students' academic continuity in cases of unavoidable absence by providing structured work and making use of both email and the School's Learning Management System, known as *hive*, to facilitate communication and home-based learning.

With regard to Year 12 attendance, all students are required to satisfy the attendance expectations set by the Victorian Curriculum and Assessment Authority (VCAA), and also to meet any non-academic commitments set by the School. Year 12 students use a sign-in and sign-out system so that their individual attendance can be monitored effectively.

**Table 1: 2018 Average Attendance Rates for each Year Level**

Year Level	Attendance Rate
Prep	96.7%
1	94.5%
2	93.5%
3	93.0%
4	96.0%
5	97.4%
6	96.9%
7	94.7%
8	93.6%
9	93.4%
10	95.0%
11	95.7%
12	97.1%

## Student Retention

Ivanhoe Girls' students are expected to complete their VCE. Almost all students continue their studies at tertiary level, at universities or TAFE, choosing to pursue studies in a wide variety of fields. Further details of the VCE Results and Tertiary Destinations for 2018 are provided in the 'VCE Results' section (on pages 9-11).

Of the 119 students who were enrolled at the start of Year 9 2015, 108 of those students went on to complete Year 12 in 2018 at Ivanhoe Girls'. We therefore had a retention rate of 91%. In addition, 17 new students commenced at the School to join this cohort over those three years, forming a Year 12 group of 125.

Of the 11 students who did not complete their education at Ivanhoe Girls': six students moved to another independent school, four of the six to a co-educational setting, four students moved to a government school and one enrolled in Distance Education.

## Student Achievement

With an open-entry policy, Ivanhoe Girls' offers an academic curriculum which provides a sound basis for tertiary studies. At all levels, students undertake regular assessment of their learning to enable teaching staff to cater for students' individual learning needs.

## Standardised Literacy and Numeracy Testing

All students in the Junior School and on entry to Year 7 complete diagnostic testing in Literacy/English and Numeracy/Mathematics to assess areas of strength and weakness assisting teachers to better meet students learning needs. In addition, students at Years 3, 5, 7 and 9 participate in NAPLAN (National Assessment Program Literacy and Numeracy) testing. Parents receive an individual NAPLAN report for their child.

**Table 2: 2016-2018 National Benchmarks for literacy and numeracy results.**

Year	Area tested	NAPLAN 2016		NAPLAN 2017		NAPLAN 2018	
		No of students tested	% Achieving National Benchmark	No of students tested	% Achieving National Benchmark	No of students tested	% Achieving National Benchmark
3	Reading	28	100	22	100	25	100
	Writing	28	100	22	100	26	100
	Spelling	28	100	22	100	25	100
	Grammar and Punctuation	28	100	22	100	25	100
	Mathematics	28	100	22	100	27	100
5	Reading	48	98	59	100	47	97
	Writing	48	100	60	100	47	100
	Spelling	48	94	60	100	47	100
	Grammar and Punctuation	48	100	60	100	47	100
	Mathematics	48	100	60	98	47	98
7	Reading	109	98	109	99	120	99
	Writing	110	100	109	100	120	99
	Spelling	110	100	109	100	120	97
	Grammar and Punctuation	110	99	109	98	120	100
	Numeracy	110	99	108	98	120	100
9	Reading	116	99	109	100	99	100
	Writing	116	97	109	97	101	98
	Spelling	116	98	109	99	98	98
	Grammar and Punctuation	116	97	109	99	98	100
	Numeracy	113	99	108	100	96	100

Each year the NAPLAN results, school reports and other diagnostic tests are analysed by the Curriculum Team, Individual Differences staff, and Heads of Mathematics and English. Students with specific learning needs are provided with targeted assistance within the classroom and through support programs, while extension and accelerated programs are offered to high-achieving students. Testing results and reports are recorded in the School database and teachers use this to inform their planning and teaching for each individual student.

Overall, the 2016-2018 NAPLAN assessment period, the performance of Ivanhoe Girls' students is of a high standard. The data from 2016-2018 shows that nearly all Ivanhoe Girls' students achieved National Benchmarks. In fact, most students achieved well above the National Benchmark.

All students who did not achieve National Benchmarks were identified by the School and have received support through the Individual Differences program.

Each student's NAPLAN results, school reports and teacher observations are used to monitor progress in specific areas, and as a selection guide for special programs. In the Junior School, support and enrichment occur predominantly within the classroom as teachers plan for group work tailored specifically for the needs of students, usually for like-minded small groups. Additional Extension Mathematics problem-solving groups are offered in Years 2-6. In the Senior School, some Mathematics classes are structured based on ability. In 2018 in Year 9 there was one Mathematics group for students requiring additional support and an acceleration class for high achievers. Girls in the accelerated class complete both the Years 9 and 10 Mathematics curriculum in the one year. Consequently, in Year 10 they have the opportunity to begin their VCE Mathematics. In Year 8, a Mathematics Extension class was offered. At Year 7 an exciting new curriculum was offered in Mathematics focusing on collaborative problem solving skills. Literacy support may be offered within the classroom or in a dedicated environment to concentrate on a specific skill. Our extension and enrichment programs support high-achieving students.

The *Ignite* program is an extension program running across the Junior and Senior School. Students are withdrawn from normal classes for brief periods to investigate topics of interest. Each unit is designed to encourage higher-level analytical skills, creative writing and problem solving skills. High achievers are also encouraged to take part in Future Problem Solving and, in Junior School, they may be nominated to participate in a range of extension opportunities through GATEways programs that address broad areas of interest in Mathematics, Science, History, English or Philosophy.

Ivanhoe Girls' is committed to using all possible information about each individual student's achievements and progress to inform the planning and implementation of their learning program.

## 2018 VCE Results

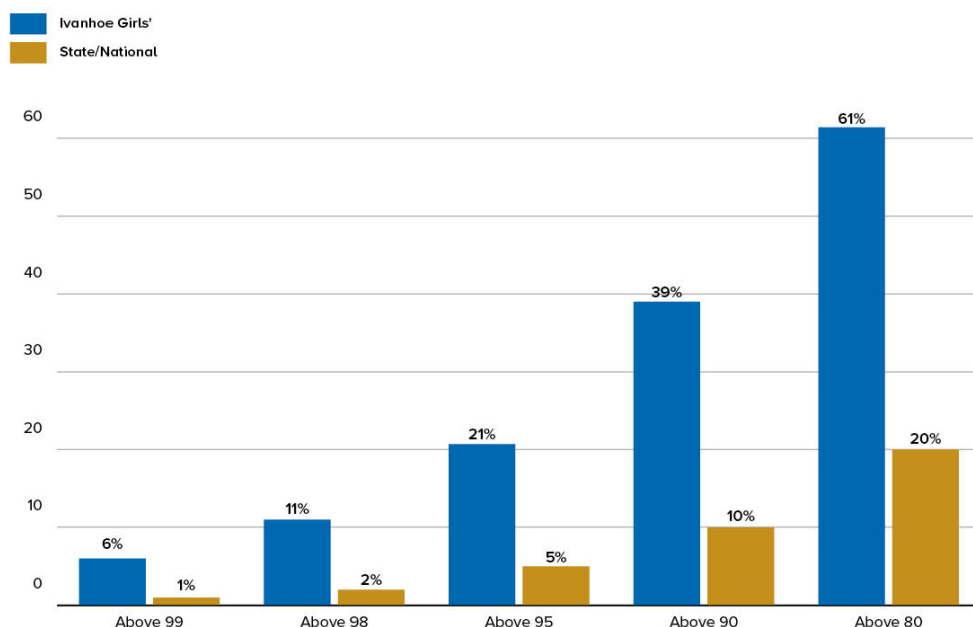
We are proud to congratulate the 124 students from the Class of 2018 on their excellent VCE results. In particular we are delighted to report that:

- 7 students achieved ATAR scores higher than 99 (6% of the cohort)
- 13 students achieved ATAR scores higher than 98 (11% of the cohort)
- 25 students achieved ATAR scores higher than 95 (21% of the cohort)
- 48 students achieved ATAR scores higher than 90 (39% of the cohort)

In choosing a school, many parents look to the VCE results of previous years as a key determinant in their decision-making process. We know it is a clear expectation of parents that our teachers will personalise learning experiences for students that build towards their child reaching their academic potential in Year 12. This academic achievement typically then enables students to move forward with their university course of choice, or in a few cases, to commence an early vocational career path about which they are passionate. The Class of 2018 have, as a result of their hard work, achieved outstanding results and now will have more choice about their future pathways.

While the statistics above are indeed impressive, we are a non-selective school and, as such, success looks different for different students. This year, as in previous years, some students will have achieved lower ATARs than some of their peers. These results still represent wonderful personal achievements that were founded on the same personal dedication and commitment of the students who achieved higher ATARs. As such, we commend all of our students in the Class of 2018.

**Figure 1: Distribution of ATAR Scores 2018**

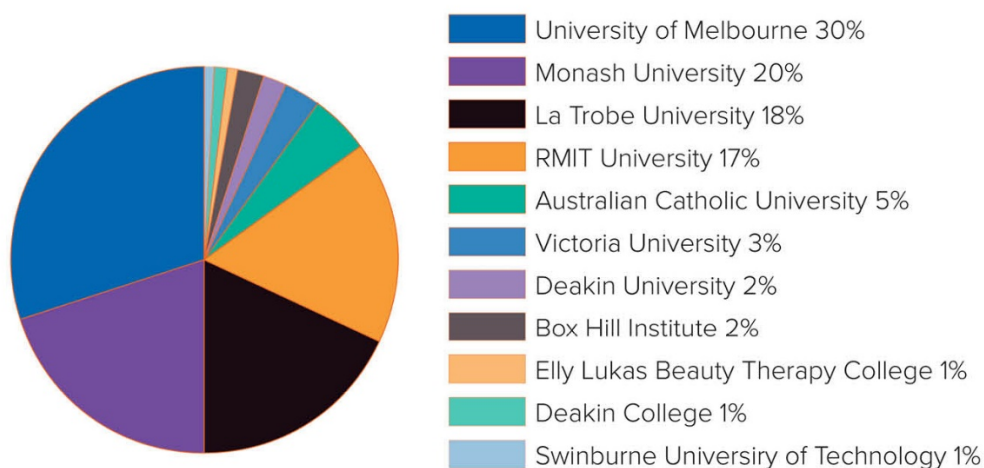


### 2018 Tertiary Destinations

As in previous years, our Year 12 students have performed strongly and achieved excellent results, with 89% receiving a place in their first or second preference course, 94% receiving a place in a course of their first three choices and 100% of students who applied for a course received an offer.

Our students have chosen courses that suit their interests in 63 different fields of study, including Animation and Interactive Media, Business/Accounting; Design; Financial Planning and Accountancy; Law and Biomedicine. Vocational pathways chosen by the Class of 2018 include Make-Up; Nursing and Youth Work. The Class of 2018 also saw a large number of students choosing courses in STEAM (Science, Technology, Engineering, Art and Mathematics) with 58% of the courses selected being STEAM-based: Just over one fifth of our students have chosen to study a course based in Medicine, Biomedicine, Nursing or Health.

**Figure 2: Tertiary Destinations Selected by the Class of 2018**



## Student Surveys

As part of our commitment to listen to our students, they are regularly surveyed regarding aspects of their learning and wellbeing. Ivanhoe Girls' has proudly been a part of the MYRAD (Middle Years Research and Development) Project since 1999. The Project was designed to survey students from Years 5-9 (and their teachers) on an annual basis. The School uses this data to plan for strategic improvements in teaching strategies. In 2018 we continued to use the MYRAD survey data to help us understand student attitudes in Years 5-9 towards the School, their peers, teaching and learning. The results tell us that students at Ivanhoe Girls' enjoy being at school and feel good about belonging to the School. They want to come to school and they like their teachers. Students think their teachers are friendly, treat them with respect, listen to them and are fair. They think they have the confidence of teachers and an opportunity to make responsible decisions. Students agree that they are offered the chance to participate in a range of activities that interest them.

Students at all levels have a positive perception of teaching and learning. Students feel that teachers believe they can learn and that understanding and trying are important. A wide variety of teaching strategies are used in classrooms. Students work hard, complete homework and are encouraged to be independent learners. All students consider they are actively engaged in their learning. All students feel safe at school.

In addition, as part of our ongoing desire to improve, all Year 12 students were invited to complete an Exit Survey during Term 3, 2018. Questions were designed to encourage students to reflect on their schooling at Ivanhoe Girls', its strengths and areas for improvement. Students were given the opportunity to add any comments they wished. A total of 107 students or 86.3% of the cohort responded to the voluntary survey. All of the results as shown in the table below were in the Strongly Agree/Agree categories, although opportunities for improvement were also highlighted and actioned.

**Table 3: Year 12 2018 Exit Survey Results (August/September 2018)**

Statements	% Positive
<b>Values and Culture</b>	
Ivanhoe Girls' has a very welcoming and supportive culture	87.9%
At Ivanhoe Girls', each student is encouraged to achieve to the best of their ability	88.8%
<b>Student Transition</b>	
Ivanhoe Girls' provides appropriate support to students in the various transition phases of their schooling	81.3%
<b>Co-Curriculum</b>	
Ivanhoe Girls' offers students opportunities to be involved in an extensive selection of co-curricular activities	88.8%
<b>Homework</b>	
The content of my homework has been appropriate for my year level	87.9%
<b>General</b>	
hive (intranet) provides good access to information for my learning	84.1%
Involvement, excellence and achievements are acknowledged at Ivanhoe Girls'	87.9%
Ivanhoe Girls' provides a range of leadership opportunities for students	87.9%
Student leaders are respected by their peers at Ivanhoe Girls'	79.4%
<b>Overall</b>	
Overall, my experience with Ivanhoe Girls' has been very positive	82.2%

A number of the students' optional comments on the 2018 Year 12 Exit Survey are worth sharing:

- *What I enjoy most about Ivanhoe Girls' is the grounds and the welcoming community, over the years we have become educated and understanding of worldwide issues and concepts such as diversity, LGBTQI+ etc. I really enjoy everyone's openness and understanding towards everyone, we all embrace each other and have fun in the grounds of the School*
- *Many of my teachers really care about my education and are willing to engage with me on a less professional and more friendly terms, which suits my style of learning*
- *I like the Pastoral Care system and generally supportive, knowledgeable and experienced teaching staff. The care and close-knit environment within the year level is also really great*
- *Teachers make sacrifices to ensure that students understand concepts within a subject*
- *I love that I don't feel afraid to express myself, which has led me to developing into the ideal person I want to be*
- *I like that the School has been responsive to students' recommended changes including the addition of a new change room for us*
- *I like the different opportunities for growth and involvement in different activities; I enjoy meeting people from different year levels through different activities; I liked having different teachers who were engaged and interested in my wellbeing*

- *I like how positive the environment is at school. The School has a lovely sense of community and it is very easy to integrate - I've seen new girls mingle seamlessly into the year level. There is also a huge range of extra-curricular activities that provides opportunities for everyone*
- *The teaching at Ivanhoe Girls' has definitely been a highlight. Teachers have always gone out of their way to ensure that students understand concepts, and make time for meet-ups if necessary. My teachers this year have been great role-models; the many co-curricular programs and leadership roles have also need really great, and I feel that I have had an opportunity to try many different activities throughout my time at Ivanhoe Girls'*
- *I loved the good relationships that I built with all my teachers. They are incredibly passionate about their work and always available to help. I felt as if every single teacher has been willing to help in any way possible and do everything they can to assist myself and my parents with my learning journey.*

## Beyond the Classroom

Ivanhoe Girls' seeks to educate the whole person and strives to enable the highest possible academic achievement of every individual along with their personal, social, spiritual and physical development. Supporting student wellbeing and actively listening to students' voices are core values of the School's entire leadership team, and all teaching staff in Junior and Senior Schools. In Senior School we particularly focus on cultivation of the personal and social capabilities necessary for students to make a highly successful transition to tertiary and further studies, and a career.

Our Pastoral Care curriculum is delivered in the security and familiarity of class groupings in the Junior School, and in both small tutor groups and whole year levels in the Senior School. All teachers are involved in the planning and development of the personal and social development curriculum, which is continually evaluated and updated. The work of class teachers and tutors is supported by two School psychologist-counsellors, a careers counsellor, a chaplain and pastoral leadership teams involving staff from both Junior and Senior Schools. The counsellors, pastoral care and personal development teams implement programs for whole year levels, individual classes and tutor groups. Specialist members of these groups are well equipped to provide proactive and readily accessible counselling and other support for individual students, with the appropriate consultation with their parents or guardians, as needs arise. Effective communication between all the staff responsible for the extensive pastoral care provision is one of the highest priorities for the School.

A broad and extensive range of programs in both Junior School and Senior Schools cater for students in the various stages of their learning journey. These include:

- Outdoor Education sequential programs and other forms of educational camps for all students in Years 3-9, and optional outdoor education elective programs for the later years
- Year 9 Careers preparation programs
- Year 10 Careers interviews for each student individually
- Year 10 Work Experience program
- Australian Business Week for Year 10 students
- Two-day conferences for Years 11 and 12.

Fostering an awareness and commitment to the wellbeing of the broader community, both locally and globally, and equipping our students to be role models in this area, is a core goal of the School. Every year, each class in Junior School commits to a social service activity to support a worthwhile cause of their own choice, which they have carefully researched and understood. This approach is continued throughout

Senior School and each year the Year 12 cohort takes leadership in a major fundraising and awareness-raising endeavour through the collaborative production of a major community service event. Every aspect of the planning and presentation of this event is managed by the students and every student is directly involved. While the significant funds raised make a significant contribution to enabling the valuable work of the community service organisation, this endeavour is not primarily about the money raised but about further enabling the students' ability to work together and demonstrate their motivation, persistence and capacity to help others.

In these activities Year Level Coordinators and tutors, and classroom teachers in Junior School, with input from specialist staff, initiate and deliver relevant, age-appropriate, personal and social development programs. These programs place an explicit emphasis on teamwork, self-confidence, resilience, decision-making, personal organisation, work-leisure balance and community involvement skills. These are vital attributes for the School to nurture not only for each student's individual happiness and success, but also to contribute to the nation's future prosperity and social cohesiveness.

Ivanhoe Girls' is committed to enabling supportive and nurturing inter-personal relationships at all levels within the School. Our Harassment and Bullying Policy is in place to respond to any concerns about deliberate social exclusion or other forms of inappropriate behaviour, such as cyber bullying. More central to the day-to-day promotion of respectful and harmonious relationships within the School is our ongoing restorative practices approach to relationships management. This restorative approach is routinely used in resolving friendship conflicts and restoring damaged relationships. Many of our staff members are highly skilled in the use of restorative techniques, such as conferencing and we have delivered significant staff professional learning in supporting gender diversity.

Co-curricular activities are vital to the life and spirit of our School and to the development of our students' personal and social capabilities. Through an extensive range of co-curricular activities, our students develop leadership and teamwork skills and experience the rewards of achieving success through collaboration. In 2018 the activities covered a wide diversity of categories:

### **Intellectual/Academic Activities**

- Future Problem Solving and Community Problem Solving (including international participation)
- The *Ignite* extension program for talented and creative thinkers
- Debating
- Maths Challenge, other mathematics competitions and a mathematics club with related events
- Global Innovation Challenge
- Library 'Edition' Club
- Politics Club
- Amnesty International
- Writing Club
- Coding Club
- A wide range of literary, theatre and arts study groups.

### **Sporting Activities**

A broad and diverse range of sport at House and School representative levels was offered in 2018. In the Junior School girls from Years 3-6 have continued to achieve intensive skill development, high participation rates and opportunities for excellence as they have accessed many of the formal sporting opportunities available. In 2018, teams and individuals from Years 3-6 competed in School Sport Victoria (SSV) sports

from district level to State level. We had weekly inter-school home and away sporting arrangements for Years 5 and 6. All girls participated in House-based sporting competitions in sports such as athletics (Prep-Year 6), swimming (Years 1-6), netball and cross-country. Our usual strong aerobics involvement continued in 2018, with over 70 girls from Years 2-6 participating in Terms 2 and 3. In the Senior School there were over 20 major team sports, each involving multiple teams in the Girls Sport Victoria (GSV) competition framework, plus a range of sports in House competitions in which all students participated. To provide for the many exceptionally committed students, a number of Saturday Sport Skills programs operated, along with a range of further sporting activities involving local community or other purpose-designed organisations. During the course of the year, over 500 Senior School students represented the School in at least one formal inter-school sport competition. Specialty sports that span across the Junior and Senior Schools included snow sports, where girls train and participate at levels ranging from novice to State.

### **Visual and Performing Arts Activities**

In 2018, the School featured an ELC to Year 11 Art Show, which ran for an extended period and was an acclaimed success. A wonderful array of open music rehearsals for many groups and ensembles was featured on Open Day. Junior School students presented several music concerts during the year, with an impressive Celebration Night grand finale. These events provided many opportunities for all the students from the ELC to Year 6 to showcase their talents and the intensive work, training and preparation that such events require. The musical life of Junior School was greatly enriched by 10 different music groups, ensembles and orchestras, including the classroom-based Prep-Year 2 choir. The annual Public Speaking Festival for Years 3-6 included every girl in these levels, giving them all the chance to develop important skills and confidence in preparing and delivering speeches. We enhanced this event with a showcase of some of our highly accomplished smaller musical ensembles. Additionally, all students from ELC - Year 6 participated in a three-day Arts Festival to celebrate the Arts.

Senior School held a major House Performing Arts Carnival, which featured a high-participation rate and a impressive performance standard in ensemble-based music, drama and movement. In addition to more than a dozen different formal music groups, ensembles and orchestras in the Senior School, there were multiple drama activities available to students during the year and numerous ensemble-based theatre arts projects. These created a wide range of skills-development opportunities such as set design and creation, stage management, costume design and creation, make-up, sound and lighting. Completing the picture of a rich and diverse cultural program within the School, there were also House Art, Craft and Photography competitions and a House Debating competition for Years 7-12 students.

### **Personal Development or Citizenship Activities**

- Peer Support
- Student Representative Councils in both Senior and Junior School
- Class or Tutor Group Captaincy (Years 2-11)
- Class Library Captaincy (Years 1-6)
- Social Service Leaders (Years 2-11)
- Year 6 Leaders and School Prefects (portfolio positions of senior responsibility including Global Liaison and Social Service)
- School Ambassadors (Years 6 and 10)
- Public Speaking for Socially Confident Communication
- Duke of Edinburgh Award Scheme (Bronze, Silver and Gold for Years 9-12)
- Youth Parliament
- Amnesty International
- Philanthropy Club
- Urban Camp (Year 9)

- Global Innovation Challenge
- Years 8 and 9 sequential Outdoor Education programs
- Post-Year 9 Outdoor Education extension activities
- National and International cultural tours, study tours and a service trip
- International Club and other global citizenship groups.

Through these many important, diverse and practical roles of significant and meaningful responsibility, the School clearly models how much we value the concept of service in our leadership programs. We offer many purpose-designed leadership training programs to support girls to fulfil the specific role descriptions entailed in the numerous designated leadership responsibilities. Students are able to choose activities that are best suited to their needs and interests. Junior School class teachers and Senior School tutors monitor and encourage each girl's involvement in personally appropriate co-curricular activities.

The School consistently recognises effort, participation and personal achievement in a variety of forums including:

- Year Level Assemblies
- The fortnightly *Newsletter*
- 'Celebration Table' located outside the Library
- *Lux Mea* Magazine
- Website
- *hive* (School Intranet)
- School Assemblies
- Social media ie: Facebook, Instagram and LinkedIn
- Annual Celebration Nights in both Junior and Senior School.

Through a comprehensive system of activity awards obtainable at Certificate, Half Colour or Full Colour level, in Debating, Drama, House, Music, Service and Sport in the Senior School, all students understand and appreciate the high value that is placed on leadership, teamwork and service. Our highest accolades, the award of School Half Colours or School Full Colours, recognise exemplary and extended service to the broader life of the School and community.

Many students are highly motivated by the aspiration to achieve the objective criteria that determines qualification for these and other awards. All the recipients are genuinely appreciated by the student body as a whole and viewed as admirable models of leadership and service.

# Our Staff

Ivanhoe Girls' Grammar School is fortunate to have talented and professional staff who are always striving to improve their performance. Our staff are the School's greatest asset.

All teaching staff are registered by the Victorian Institute of Teaching (VIT), while non-teaching staff all have a current Working with Children Check (WWCC). The School is also committed to the induction and mentoring of all new staff, especially beginning teachers.

Ivanhoe Girls' actively promotes a culture of child safety and has zero tolerance of child abuse (both at school and out of school hours).

Of 251 full time, part time, contract and casual staff, 76% of the School's workforce is female and 24% male. None of the staff self-identify as Aboriginal or Torres Strait Islander.

## Staff Qualifications

### MANAGEMENT TEAM

**Principal:** Deborah Priest PhD, MEd (Leadership & Management), BScEd, DipFS, MACE, MACEL

**Deputy Principal/Head of Senior School** (comm 12/11/2018): Matthew Bach PhD, DipEd, BA

**Acting Deputy Principal/Head of Senior School** (until 9/11/2018) **and Director of Learning and Teaching:** Jan Leather BSc (Hons) (Melb), DipEd (Melb State Coll), MACE

**Head of Junior School:** Mary Bourke BEd (Dublin, Ireland), Post Grad (Masters Equiv.) (Middlesex, UK), Cert (TESOL) (Dublin, Ireland)

**Director of Corporate Services:** Jarrod Guiney B Bus (Swin), CPA

**Director of Communications and Marketing:** Melanie Dow BA (RMIT), FAMI CPM

**Staff Coordinator:** Susie Lyons BSc (Hons) (Melb), DipEd (Melb State Coll)

**Head of Curriculum Years 10-12:** Di Scanlon BSc (Hons), BSc Ed (Melb)

**Head of Curriculum Years 7-9:** Marty Conboy BA, BComm, Grad DipEd (Melb)

**Deputy Head of Junior School:** Helen Moore BEd (Melb)

**Director of Admissions:** Margaret O'Keeffe BA, DipEd (La Trobe)

**Director of the Coerwull Centre for Leadership and Service:** Shanelle Spencer BSocSc, Grad DipEd (RMIT)

**Director of Technology:** Alan Rowley

**Human Resources Manager:** Cynthia Fois BSocSc, Post Grad Dip Rehab Studies (La Trobe), CPHR (AHRI)

**Executive Assistant to the Principal:** Marianna Scuderi BBus (VU)

### TEACHING STAFF

Fiona Alderson, BSc (Hons), PhD, Grad DipEd (Melb)

Alissa Atkinson, BEd (Early Childhood and Primary) (RMIT)

Jane Austen-Wishart, MEd (Melb), Grad Cert Ed (TESOL) (La Trobe), BA (Hons), DipEd (Mon)

Jan Bailey, MEd (Deakin), Grad Cert Arts (Hist), Grad DipEd (Melb), Grad Dip Literary Studies (Deakin)

Lyn Begg, Dip Teaching Primary (ACU), BEd (Deakin)

Katrina Benson, BA (Curtin), DipEd (Edith Cowan)

Natalie Bunn, BSc (Hons), PhD (Cardiff), PGCE (Manchester)

Serena Burke, B Creative Industries, BEd (QUT), MEd (Melb)

Marissa Caluzzi, Dip Teach ECE (Phillip Inst), BEd, Grad Dip Info Management, MBus IT (RMIT)  
 Ellen Cameron, BPrimaryEd (Melb), MLiteracy (Melb)  
 Stephanie Campbell, BEd (Primary/Secondary) (RMIT), Grad Cert in RE Teaching (Melb University of Divinity)  
 Brad Carter, BAppSc (PE), DipEd (PIT)  
 Genevieve Cartwright, BEng (MechEng) (Hons), BA (Melb), Grad DipEd (La Trobe)  
 André Chadzynski, BA (Hons) (Melb), DipEd (Melb State Coll)  
 Kylie Clarke, Post Grad App Forensic Psych (Leicester, UK), BSc Psych (Hons) (Westminster, UK), BEd Prim Teaching, DipEd (Bendigo)  
 Andrew Corbel, BMusEd (Melb), DipMus MCM (Melba Conservatorium), A Mus A (Clarinet) (AMEB)  
 Madeleine Coulombe, BA (New York, USA), Grad DipEd (Mon)  
 Chris Cox, BA (Hons), PGCE (Canterbury, UK), MMus (Guildhall School of Music and Drama, London)  
 Halina Craig, BEd Arts (Melb)  
 Megan Curlis-Gibson, BBiomedSci (Mon), MDiv, Grad Dip Bible and Min (Ridley)  
 Bronwyn Dandie, Dip Teach (Vic Coll), BEd (Deakin), MEd (Policy & Admin) (Mon), Grad Dip Marketing (RMIT)  
 Lauren Deville, BA (VU), BTeach (Melb)  
 Sally Duggan, BEd (Early Childhood and Primary) (VU)  
 Dena Elsewaisy, BEng (Civil) (Hons), Grad DipTeach (Secondary) (Melb)  
 Meredith Every, BEd (Primary) (Mon), Dip Teach (Primary) (MCAE)  
 Tori Ferry, BComm, LLB, MTeach (Secondary) (Melb)  
 Paul Fitz-Gerald, BSc (La Trobe), DipEd (MCAE)  
 John Fitzherbert, BSc, BTeach, MEd Policy (Melb)  
 Lucinda Fitzmaurice, BMus, BPerfArts (Mon), MTeach (Melb), Cert II Bus Admin (Suzanne Johnston)  
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 Julie Fraser, BEd (Human Movement and Health) (Syd)  
 Robert Fuller, BA, BEd (Mon), MA (International Relations) (Deakin)  
 David Furness, BSc Psych (Monash), Grad DipEd Primary (La Trobe)  
 Chris Gates, BETEC (Southampton, UK), BA (Hons) History (Cardiff, UK), PGCE (West Sussex UK), MEd (Melb)  
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 Alexia Gibbons, Grad DipEd (Primary), BBehavSc (La Trobe), MInfoMgt (RMIT)  
 Sally Gilder, BEd (Vic College), Grad Cert Careers Education & Development, Cert IV Training and Assessment (RMIT)  
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 Antoinette Gnoato, BAppSc (PE), DipEd (RMIT)  
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 Karen Hale, BSc (Syd), BMin, MA Theology (Ridley), DipEd (Kuring-gai Coll Adv Ed)  
 Cara Harbottle, BA (Social Sciences/Law) (La Trobe), DipEd (ACU), Cert RE (ACU)  
 Celia Hatzipavlis, BEd (Tas)  
 Aaron Hawton, BA (Hon) (Mon), MTeach (Melb)  
 Julie Hewison, BA, DipEd (Mon), A Mus A (Violin) (AMEB)

Lindsay Hill, BEng (Hons) (UON), MTeach (Sec) (Melb)

Glyn Howitt, BEd (Vic College), Grad Cert Gifted Ed (Mon), Grad Cert Early Numeracy, MEd (ACU)

Emily Hui, BSc (RMIT), DipEd (Melb)

Samantha Jempson, BHMS (Ed) (Uni of Qld)

Kerrie Jenkins, BEd (Rusden SC), Grad Cert (Literacy & Numeracy), Grad Cert (ESL) (La Trobe)

Yingying Jiang, LLB (Shanghai), MTeach (Melb)

Tahlia Jolly, B Fine Art (Painting) (Monash), MA (Curatorship) (Melb), MTeach (Sec) (Melb)

Eliza Jonson, BA (Melb), MManagement, MTeach (Primary) (Melb)

Liana Judson, BA, MAppComm, Grad DipTeach (Secondary) (Melb)

Melinda Keyte, BA (Media) RMIT), BA Performance Studies (VU), Grad DipEd (Drama and Media) (RMIT)

Jenny Langmead, DipTeach (Primary), TSpTC, Grad Dip Drama in Education (Melb)

Patricia Lavigne, BA English and American Literature (Sorbonne, France), PGCE in Modern Languages (Swansea, UK)

Alex Leahy, BSc (Hon), DipEd (Melb), MTechnology (RMIT)

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Rosa Leone, BEd (Melb)

Ninian Lewis, BA (Hons), LLB, MTeach (Melb), LLM (Mon)

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Liz Vassos, BEd (Vic Coll)

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## **PROFESSIONAL STAFF**

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Vilia Wolf  
Zhihua Wu  
Chris Yin  
Robyn Young

## **VISITING STAFF**

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Alison Both, BMus (Perf) (SA Coll of Adv Ed)  
Chun Seng Cai  
Ros Carolane, B.Mus.Ed, DipMus, AMusA, T.P.T.C

Edwin Chow, BA Mus Perf, L Mus A Piano (Melb)

Stephen Coutts, BMus. (Melb), LTCL Recital (Trinity College London), LTCL Speech & Drama Teaching (Trinity College London), ATCL Performing Arts (Trinity College London)

Chloe Dempsey, BMus (Mon)

Fiona Duncan, Master of Music (Opera)

Stephanie Elhage

Coady Green, PhD Music Performance (London, UK), MMus, BMus (Melb)

Rosa Licuria, BMus (La Trobe), Grad DipEd (RMIT)

Martin Mackerras, BMus (Hons) (Melb), MMus (Manhattan), BA Music and Education

Wesley Mowson, BMus (Mon), Grad Dip Sec Ed (Vic), Adv Dip Mus (Box)

Hamish Paterson, BMus (Hons), AMusA, Grad DipEd (Mon), B Dance (VCA)

Heather Pisani, BMus (VCA), A Mus A Flute (AMEB)

Megan Reeve, BMus (Hons), MMus (Perf), MA (Music, Culture & Politics)

Joanne Saunders, Dip Arts Music (VCA)

Leanda Smith

Natalia Tchebykin, BMus (Hons), DipEd (State Institute of Arts, Kishinev, USSR)

Cate Waugh, BMus (Melb), MMus (VCA), Grad DipEd (Mon)

Margaret Waugh, DSCM, AMusA, (Sydney)

Priscilla Taylor

## **Staff Retention**

Ivanhoe Girls' has a large number of staff who have been with the School for many years, and that stability and loyalty is greatly valued as they lead to high morale and strong collegiality. The School recognises and celebrates service to the School with its annual Coerwull Service Awards.

The Coerwull Service Awards are organised and hosted annually by the School Board and the Coerwull Inc. Committee to acknowledge commitment and service to the School by staff, parents and community members. Awards are presented for 5, 10, 15, 20, 25 years and beyond of service. The cocktail party presents a chance to celebrate the ongoing relationships between the groups who support the School and also provides an opportunity for people to meet and forge new relationships early in the year.

It is natural, however, to have some staff turnover. Ivanhoe Girls' retained 86.9% of its teaching staff from 31 December 2017 to 31 December 2018, a figure which is close to optimum. Reasons for staff departures included retirements, resignations to relocate, and family reasons.

All extended periods of leave, primarily long-service leave but also maternity leave, given the stability of our staff, provide the School with the opportunity to welcome replacement teachers and professional staff for varying periods of time. At Ivanhoe Girls' we have been very fortunate with our short-term replacement teachers, many of whom enjoy returning to the School time and again as opportunity allows. We aim, wherever possible, to ensure continuity in our classroom teaching program. In having previous staff members return, we can expect to achieve this aim and also enhance the collegiality of our staff.

## **Staff Attendance**

Our staff are highly dedicated and rarely absent. Ivanhoe Girls' teaching staff recorded an average attendance rate of 97.3% in 2018.

## **Professional Learning**

In recent years our whole School focus has been on increasing deep learning for students. During this year's staff days, Design Thinking was introduced to teachers across the School, facilitated by NoTosh, a global consultancy that helps schools embed the Design Thinking process into their teaching and learning

programs. Throughout 2018 we have striven to integrate this approach into our Year 9 teaching and learning program where students have been working in small groups to help solve a real-world problem they are passionate about. Some groups decided to run their own social enterprise by making and selling products and then donating the profits to a charity of their choice. Other groups tried to dig deeply into a complex real-world problem and then come up with an innovative solution of their own. Students learnt valuable skills in collaboration and project management and the project finished with an expo where they presented their learning to parents and the School community.

In 2018 we renewed our focus on ensuring that our Year 7 students understand the deeper connections between all their subjects. Our Year 7 students have taken part in several projects that link the learning they are doing in two classes, such as a coding project in IT and Science where students built a software program that could classify different types of animals. Our Year 7 teachers also met regularly to ensure the delivery of a consistent message focussed on the importance of growth, critical thinking, feedback and not being afraid of making mistakes.

At the beginning of the year we welcomed back Dr Judith Locke, an eminent clinical psychologist and author of the game-changing book on successful parenting titled, *The Bonsai Child*. Today, parents are often encouraged to provide their children with perfect, happy experiences at all times. However, this can have unintended adverse impacts for children, leaving them with poor life skills, low resilience, anxiety and perfectionist tendencies. Judith offered practical and realistic strategies for teachers to help them work with parents to develop confidence, sociability, resilience and self-regulation in our students.

Junior School staff began the year by completing the VIA Character Strengths survey to help them understand themselves and others better. This survey was also conducted with Years 5 and 6 students as part of their learning about themselves as learners. All staff acknowledged their strengths and reflected on how these help them to work better collaboratively.

During the 2018 year Junior School staff reviewed their Prep to Year 6 STEM (Science, Technology, Engineering and Mathematics) curriculum. This led to incorporating relevant parts of the new Australian Curriculum Design and Digital Technologies curriculum into existing units of work and the development of new units of work. Junior Staff continued to use weekly staff meetings to share learning from external professional learning days and conferences. They also shared new initiatives in technology that were presented at the Future Schools Conference and learnt about ways to incorporate equity for girls at the Fearless Girls Conference. Strategies about how to engage in challenging conversations were discussed, and staff participated in diabetes training from the Austin Hospital.

Differentiation of our teaching program to meet the specific learning needs of students across the full range of abilities was the focus of our Term 2 staff day. This was introduced by Stephanie Campbell, Head of Individual Differences, followed by Alison Lobbe and Helen Moore with Junior School examples, and Anne Maslin and Lindsay Hill with Senior School examples. Throughout the day, staff were given the opportunity to hear about the numerous ways in which differentiated instruction is taking place in our school, to learn about some of the students who need differentiated instruction and how to assist these students in the classroom. Faculties were also given time to plan and create units of work that cater to our diverse range of students.

The Term 3 staff day was presented by Philip Thiel, Bridget McPherson and Alison Godbehear. The focus was on a faculty approach to our Holding, Modelling and Mentoring™ approach to pastoral care or in other words, how we can support students in the classroom by setting boundaries, role modelling and fostering a love of learning.

Early in Term 3 we were very fortunate to work with Maree Crabbe, Director of the Australian community education project, 'Reality & Risk: Pornography, Young People and Sexuality'. The way our students

understand and experience relationships today is influenced by the easy access to pornography found on the internet. Maree spent a day working with our Pastoral, Counselling, Health and Physical Education teachers from the Junior and Senior Schools, then presented to all teachers and finally, to parents. Following this, Junior Staff joined by some of the Senior School Health faculty, enjoyed working with expert health educator, Vanessa Hamilton, to learn about contemporary approaches to sexuality education. This supported the parent information session led by Vanessa and her work in classrooms with Year 5 students. The information shared with us will be used, and has already been used, to help us review our Health program throughout the School.

2018 has been an exciting year of review, change and introduction. We continually seek to improve our teaching and learning program so that we can cater for individual needs and prepare our students for life after School.

One of the most powerful opportunities to support the professional growth of our staff is delivered via the Ivanhoe Girls' Peer Appraisal program. As a consequence, many of the external professional learning opportunities attended by staff in 2018 were related to requests arising from individual appraisals.

Following professional learning, staff complete evaluations which prompt them to:

- contribute to the refinement of the systematic program of professional learning activities
- identify key concepts and reflect on the 'big questions' about their learning in terms of their potential contributions to their own practice
- consider how these subsequently might be communicated to relevant team/faculty/students/parents etc. in terms of teaching and/or future needs (i.e. via meeting, intranet etc.) in order to maximize benefits for all members of the Ivanhoe Girls' community.

The expenditure for the range of external professional learning opportunities in which teachers keenly participated was \$108,453 which was approximately \$1154 per staff member.

## Staff Survey

One of the major determinants of a school's effectiveness is the quality of teaching staff and their capacity to help students learn in the most effective manner possible. As part of its ongoing improvement agenda, the School regularly seeks feedback and input from staff as to their satisfaction with the School. All of the teaching staff took part in the annual Middle Years Research and Development (MYRAD) Survey.

## Parent Survey

Ivanhoe Girls' continually seeks parent feedback regarding all areas of its operation. Informal feedback from parents and the wider school community is received at almost every school event. In 2018, Ivanhoe Girls' invited all parents of students in Prep-Year 12 to participate in a School Results Survey.

The survey conducted in November/December 2018 asked parents to rate their level of satisfaction across several aspects of their daughter's education at Ivanhoe Girls'.

Survey responses were received from 565 parents out of a total of 1422 eligible respondents (at a response rate of 39.7%). Overall, the results were satisfactory with some areas for the School to focus on in 2019. There were six possible responses for parents to answer a series of statements from 5 (strongly agree) to 1

(strongly disagree) or not applicable. Scores averaging between 4.00 and 5.00 therefore represent a very good level of parent satisfaction.

#### **Best practice areas in 2018 included:**

- Learning Environment – 4.26
- Resources and Facilities – 4.19
- Co-curriculum – 4.17
- Values and Culture – 4.05

#### **Satisfaction:**

- 81.9% of parents agreed they are very satisfied with their decision to send their daughter/s to Ivanhoe Girls' Grammar School.

At the end of the survey, parents had the opportunity to add additional comments relating to aspects of the School they valued. Below are some responses:

- *We love the philosophy of the School and opportunities provided for the girls to find their voice and passion*
- *My daughter is always excited to attend school and is motivated to achieve her best and is celebrated when she has success in areas she has found challenging*
- *The School and staff are excellent. Teachers who my daughter is interacting with are very engaging, knowledgeable and caring which makes my daughter absolutely love her school*
- *The School provides a nurturing environment for girls to amplify their personalities, and 'own' opinions. The environment makes an effort to integrate a diverse student population, fostering inclusion*
- *Ivanhoe Girls' is a caring and supportive environment. Teachers are very invested in my daughter's learning and success. I have seen my daughter become quite a confident learner. My daughter has a great friendship group which is very supportive. I understand this can make a big difference. My daughter likes coming to school and is an engaged learner. I am very satisfied with where she is at academically, but more importantly she is settled, happy and confident. Thank you*
- *I appreciate the leadership, the vision and the continual drive for improvement. Most of all, I like that my daughter is happy and the manner in which she is encouraged by the School culture to get the best out of herself. We also appreciate the variety of extra-curricular opportunities available to our daughter without the need to place any more financial burden on parents. This definitely distinguishes the School from other schools and parents often discuss these matters when promoting the School and the fair minded approach the School has with its policies*
- *It is an inclusive welcoming school that offers a wide variety of curricular and co-curricular activities; my daughters were given the opportunity to expand their comfort zones on the well organised school camps; they have formed strong friendships; my daughters speak positively about the School and their teachers which in turn give me confidence that we made a great choice*
- *Leadership opportunities are abundant; the music program in particular is outstanding. Can't credit enough the teaching staff*
- *I really like the strong drive for academic excellence, commitment and focus from all staff. Ivanhoe Girls' is a great school with great personal and supportive values encouraging our girls to strive for excellence and supporting them every step of the way. It is a great school with principles and values and which is very caring and nurturing but also develops our girls independence and leadership. We look forward to continuing to be involved as alumni members. Thank you for caring for our daughter and developing her into the wonderful independent young women she is*

- *The care given to the School precinct says much about the strength of community at the School; the subject choice is excellent, broad and purposive; the pastoral and counselling services provide a strong safety net for the girls and are an education for the parents. My daughter has been able to find a large circle of good friends, due to in part the diverse social and classroom mix of the School. The current school motto of the School speaks volumes about the self-worth, self-realisation and self-assertion of the girls as individuals and equals in society.*

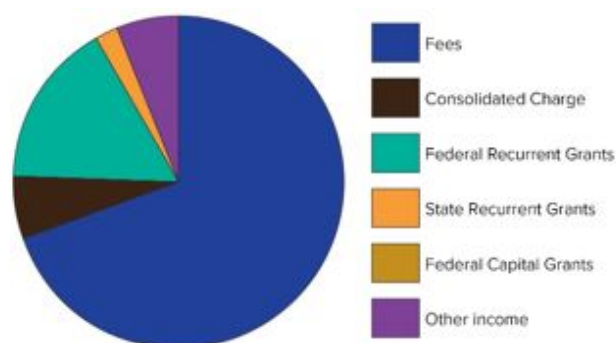
## Our Finances

Ivanhoe Girls' Grammar School is a not-for-profit organisation with all monies received being used to support students' learning. At the end of 2018 the School remains in a strong financial position, due to continuing prudent fiscal management. The School budgets plan for an annual cash surplus to provide for future facility development in line with its longer term campus plan, and also for capital equipment purchases. Ivanhoe Girls' history of providing excellence in girls' education must be sustained well into the future. Our School buildings and grounds must be continually improved and upgraded to provide the contemporary facilities that are necessary to support the best educational programs for current and future students.

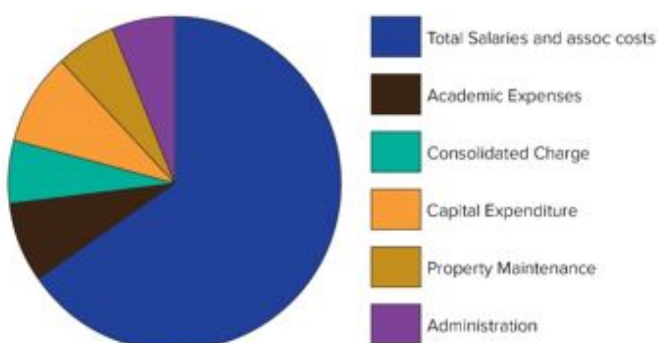
The major capital expenditure in 2018 was focused on completing the refurbishment and reconfiguration of student spaces in the Junior School (Fiddian House), completing the upgrade of the major play equipment area in the Junior School, installing an extensive package of new identification and wayfinding signage across the campus and commencing an expansion of the facilities in the Coerwull Building including the establishment of a new Innovation Station as part of the Senior Library. All current capital projects are undertaken with no borrowings and hence there are no associated interest costs to be borne by current or future students and their families.

**Figure 3: Income and Expenditure 2018**

Income	\$'000	% to income
Fees	19,003	70%
Consolidated Charge	1,663	6%
Federal Recurrent Grants	4,403	16%
State Recurrent Grants	658	2%
Federal Capital Grants	-	0%
Other income	1,739	6%
<b>Total</b>	<b>27,466</b>	<b>100%</b>



Expenditure	\$'000	% to income
Total Salaries and Associated Costs	18,033	66%
Academic Expenses	2,073	8%
Consolidated Charge	1,663	6%
Capital Expenditure	2,348	8%
Property Maintenance	1,593	6%
Administration	1,756	6%
<b>Total</b>	<b>27,466</b>	<b>100%</b>



## Income and Expenditure

The School receives Federal and State Government grants to assist with recurrent expenditure for day-to-day educational running costs. Recurring grants from both the Federal and State Governments amounted to 18% of our revenue in 2018.

The Federal funding for 2018 was again based on the “School Resource Standard” (SRS) funding model, however future Federal funding will be provided under a new model linked directly to the taxable earnings of school families. This new model is not forecast to impact Ivanhoe Girls’ until 2022, yet the Board remains mindful of this uncertainty in future planning and will maintain an active watch on the possible impact – positive or negative – on the funding levels received by Ivanhoe Girls’.

In 2018 tuition fees provided 70% of the School’s income. As is our goal, fees at Ivanhoe Girls’ remain lower than the majority of similar schools. The consolidated charge (6%), which is an all-encompassing charge that covers compulsory excursions, camps and classroom materials (excluding discretionary activities such as snowsports or overseas tours), enables families to plan knowing there are no hidden charges. That core income was supplemented (6%) by interest on investments, fees from the hire of the School’s facilities and other minor items.

With over 160 full-time and part-time permanent teaching and professional (support, administrative, maintenance and grounds) staff, as well as approximately 90 contract and casual staff, salary and associated payroll costs are the major area of expenditure (66% of income) for the School. Ivanhoe Girls’ is proud of the experienced and dedicated staff who provide the best possible education and service to our students. Academic expenses, amounting to 8% of income, represent the purchase of educational resources to support curriculum delivery such as equipment, other teaching aids and professional learning for staff. Property maintenance, repairs, utilities, grounds and cleaning expenses are all carefully managed (6% of income), but it is of course important that the School’s facilities continue to be well maintained. Other administration costs (6%) include insurance premiums, information technology maintenance and investment, marketing and communications costs, printing expenses, legal fees and audit fees.

The operating surplus (8%) is allocated to short-term and long-term capital expenditure. Short-term expenditure is applied to items such as educational equipment, furniture replacement and minor renovations. Long-term projects are major improvements within the campus which will be undertaken in line with the School’s longer term campus planning which is focused on learning spaces and ensuring that they will meet the future learning needs and demands of our students.

Ivanhoe Girls’ is proud to continue providing the best possible education for girls in a cost-effective manner. While we are grateful to receive some government support, primarily from the Federal Government, it is vital for the future of our School that successive generations of students and their families contribute through budget surpluses to its future development.



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