



**IVANHOE
GIRLS'
GRAMMAR
SCHOOL**



**2017
YEAR IN REVIEW**



IVANHOE GIRLS'
GRAMMAR SCHOOL
AN ANGLICAN SCHOOL

OUR MISSION

Ivanhoe Girls' aims to provide the best learning and teaching which, underpinned by the Christian philosophy, enables every girl to achieve her potential and to be a confident, optimistic and responsible citizen.

OUR VALUES

- ◆ The care and unique worth of every individual in the School
- ◆ The Christian foundations upon which our School is built
- ◆ Enjoyment of learning
- ◆ Breadth of educational opportunities embracing the academic, cultural and physical
- ◆ Excellence in all facets of School life
- ◆ Independent critical thinking and life-long learning
- ◆ Cultural and spiritual diversity
- ◆ Truth, integrity and compassion
- ◆ Facing challenges and learning from experience
- ◆ Non-selective entry
- ◆ Citizenship and service to others
- ◆ Environmental awareness

OUR GOALS

- ◆ provides dynamic and challenging learning opportunities which cater for a full range of girls' individual interests, abilities and learning styles
- ◆ enables each girl to feel safe and confident to pursue her learning
- ◆ enables girls to practise independent, critical thought and develop a life-long love of learning
- ◆ enables each girl to explore and develop her own spirituality through knowledge and appreciation of the Christian philosophy while affirming tolerance and appreciation of other beliefs
- ◆ fosters responsibility through a values-centred education
- ◆ develops leadership, teamwork and research skills in a range of settings
- ◆ fosters healthy attitudes which enable girls to respect one another, develop resilience, enjoy school life and approach the future as responsible, caring citizens
- ◆ equips girls with the flexibility to thrive in a changing world
- ◆ recognises effort, achievement and success
- ◆ is based on our students' needs and informed by current research and practice
- ◆ is achieved through building the most effective team of teachers
- ◆ is supported by providing the best resources and facilities in an attractive environment which the girls care for and respect.



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The Year in Review - 2017



Our Mission, Values and Goals set the context and provide the starting point for the Ivanhoe Girls' Grammar School review of the year 2017 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

Ivanhoe Girls' Grammar 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 972 students enrolled at the end of 2017. Ivanhoe Girls' seeks to provide excellence in education within a caring Christian community and to prepare students for a personally and professionally fulfilling life.

The School provides an academic curriculum that establishes a sound basis for entry to tertiary studies, thus catering for the aspirations of our school population. Students undertake a wide range of VCE subjects in Sciences, Mathematics, Humanities, Languages, Business, Technologies and the Arts, and achieve outstanding VCE results. Almost all students choose to undertake tertiary studies after Year 12.

With an open-entry policy the School is consequently committed to catering to a broad range of students. The Individual Differences Faculty assists all teaching staff, providing individual and small group assistance to students in need of additional support and programs for gifted and talented students.

A diversity of activities is offered outside the academic curriculum. In addition to House and interschool sporting competitions, students may take part in a wide range of outdoor education pursuits. The School has also gained recognition in Music, Visual Arts, Drama and Debating. The School's exciting Music program attracts the participation of large numbers of students from Prep to VCE, who join a wide range of orchestral, band, ensemble and choral activities. Other Clubs and Groups, such as the International Club and Amnesty International, provide opportunities for participation and leadership.

Academic Curriculum

IVANHOE GIRLS' GRAMMAR SCHOOL ACADEMIC CURRICULUM 2017 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	Knowing IT	Performing Arts – Drama, & Theatre Arts 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 and Exploring Music Visual Arts	Physical Education Health Food Studies	Chinese French
9	English Communications Study Skills	Accelerated Mathematics or Mainstream Mathematics	Science	Geography History – The Making of the Modern World Religious Education Consumer Power Criminal Minds History Mysteries Philosophy The Places You'll Go: Independent Investigation What's Happening on Planet Earth?	Digital Divas App Development and Coding	Creative Music Creative Music & Performance Drama and Theatre Arts Visual Arts – Art Visual Arts – Fashion as Sculpture Visual Arts – Studio Arts	Health Physical Education Outdoor Education Food Studies	Chinese* French* VCE VET Certificate II (Mandarin)
10	English English EAL 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 Health & Human Development 1 & 2 Outdoor Education Physical Education 1 & 2 Food Technology (Year 10) Food Studies 1 & 2	Chinese Chinese First Language 1 & 2 Chinese Second Language 1 & 2 French French 1 & 2 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 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	Food Studies 1 & 2 Physical Recreation (Nota VCE Unit) 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. 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 in St James' House located in Noel Street. 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 2017 the School had a single class at Prep to Year 2; two classes each in Years 3, 4 and 6; and three classes in Year 5.

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, *hive*, to facilitate communication.





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 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 - 2017 Average Attendance Rates for each Year Level

Year Level	Attendance rate
Prep	92.6%
1	94.1%
2	96.1%
3	95.7%
4	96.5%
5	95.0%
6	95.5%
7	95.3%
8	94.4%
9	95.5%
10	93.8%
11	96.2%
12	96.3%

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 or 2017 are provided in the 'VCE Results' section.

Of the 125 students who enrolled at the start of Year 9 2014, 112 of those students went on to complete Year 12 in 2017 at Ivanhoe Girls'. We therefore had a retention rate of 90% over those important three years. In addition, 11 new students commenced at the School to join this cohort over those three years, forming a Year 12 group of 123.

Of the 13 students who did not complete their education at Ivanhoe Girls': four students moved to another independent school, six students moved to a government school and four enrolled in vocational training at TAFE.

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. In addition, students at Years 3, 5, 7 and 9 participate in NAPLAN (National Assessment Program Literacy and Numeracy) testing. Parents receive an individual report for their child

The results in 2017, with respect to the national benchmarks for literacy and numeracy, are summarised in the following table. The table below also allows comparison with the 2015 and 2016 results from NAPLAN testing.

Table 2 - National Benchmarks for literacy and numeracy results 2015–2017

Year	Area Tested	NAPLAN 2015		NAPLAN 2016		NAPLAN 2017	
		No. of students tested	% Achieving National Benchmark	No. of students tested	% Achieving National Benchmark	No. of students tested	% Achieving National Benchmark
3	Reading	26	100	28	100	22	100
	Writing	26	100	28	100	22	100
	Spelling	26	100	28	100	22	100
	Grammar & Punctuation	26	100	28	100	22	100
	Mathematics	26	97	28	100	22	100
5	Reading	43	97	48	98	59	100
	Writing	43	97	48	100	60	100
	Spelling	43	100	48	94	60	100
	Grammar & Punctuation	43	100	48	100	60	100
	Mathematics	43	100	48	100	60	98
7	Reading	116	100	109	98	109	99
	Writing	116	100	110	100	109	100
	Spelling	116	99	110	100	109	100
	Grammar & Punctuation	116	100	110	99	109	98
	Numeracy	116	100	110	99	108	98
9	Reading	110	100	116	99	108	100
	Writing	114	98	116	97	109	97
	Spelling	116	98	116	98	109	99
	Grammar & Punctuation	116	98	116	97	109	99
	Numeracy	114	100	113	99	108	100



Each year the NAPLAN results, school reports and other diagnostic tests are analysed by the Management Team and Heads of Individual Differences, Mathematics and English. Students with specific learning needs are given 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 2015-2017 NAPLAN assessment period, the performance of Ivanhoe Girls' students is of a high standard. The data from 2015-2017 shows that nearly all Ivanhoe Girls' students achieved National Benchmarks. In fact, many students achieved more than four bands above the National Benchmark.

All students who did not achieve National Benchmarks had already been identified by the School and had been targeted to receive 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 groups are offered in Years 2-6. In the Senior School, some Mathematics classes are semi-streamed. In Year 9 there is 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 Years 7 and 8 Mathematics classes, support and extension classes are offered as needed, depending on the cohort of students. A dedicated support Mathematics teacher is sometimes used at Years 7 and 8, allowing individual students and small groups to be withdrawn from normal classes for extra assistance when required. Literacy support may be offered within the classroom or in a dedicated environment to concentrate on a specific skill. High-achieving students are targeted by our extension and enrichment programs.

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 a topic of interest. Each unit is designed to encourage higher-level analytical skills, creative writing and problem solving. 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 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.

2017 VCE Results

As a School we are justifiably proud of the achievements of all our students and their teachers, which are a culmination of so much commitment and dedication throughout their schooling. Our aim as a School is to enable our students to achieve their personal best and to perform even higher than expected.

In their years at Ivanhoe Girls' these students have emerged as individuals with unique talents, interests and aspirations. Exceptionally supportive and caring of each other and of those less fortunate, the Class of 2017 will be remembered as young people who brought vitality and creativity to so many areas of School life.

This cohort showed outstanding initiative and leadership – not only in formal leadership positions but as an entire year level. Their determination to make a difference to society was exemplified by their brilliant fête, Step Out for safe steps, focussing on raising awareness of and education about domestic violence, an extremely challenging issue for our society. The Class of 2017 helped safe steps in a very practical manner through supporting their 'wish list' of needed goods, together with valuable financial resources.

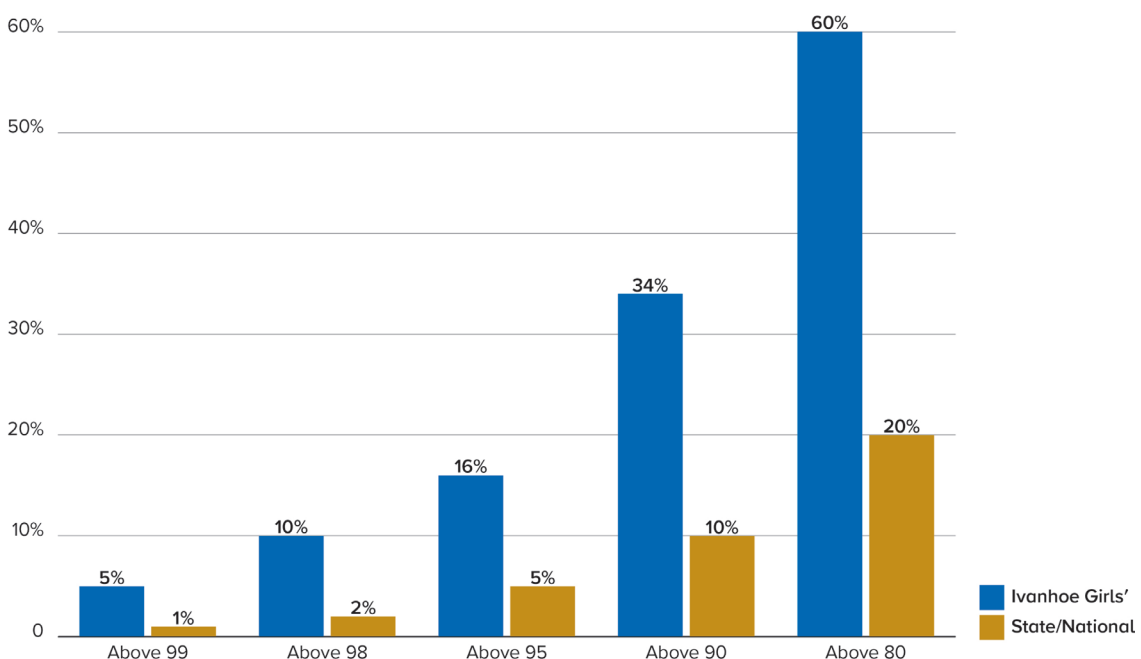
While the VCE results focus on academic achievement, the Class of 2017 did so much more. Their outstanding results were attained at the same time as they pursued a broad range of School and community activities.

Whilst it is important to celebrate the students who achieved outstanding VCE results, it is as important to acclaim all those students who worked with courage and determination to achieve their personal best.

All Year 12 girls undertaking a full course successfully completed their VCE in 2017. From each student's Australian Tertiary Admission Rank (ATAR, calculated from English and the best three other subjects together with 10% of a fifth and sixth subject and then ranked from 0 to 100) the School's results may be compared on a statewide and national basis for the age group:

- Six students or 5% of the class obtained results which placed them in the top 1% of the cohort
- 12 students or 10% of the class obtained results which placed them in the top 2% of the cohort
- 19 students or 16% of the class obtained results which placed them in the top 5% of the cohort
- 41 students or 34% of the class obtained results which placed them in the top 10% of the cohort

Figure 1 - Distribution of ATAR Scores 2017



- 57 students or 47% of the class obtained results which placed them in the top 15% of the cohort
- 73 students or 60% of the class obtained results which placed them in the top 20% of the cohort.

Students in all subjects obtained extremely high results of which we are very proud. 20% of all scores in subjects (taught at the School) achieved by students in Years 11 and 12 were 40 or more, placing them in the top 9% in the state.

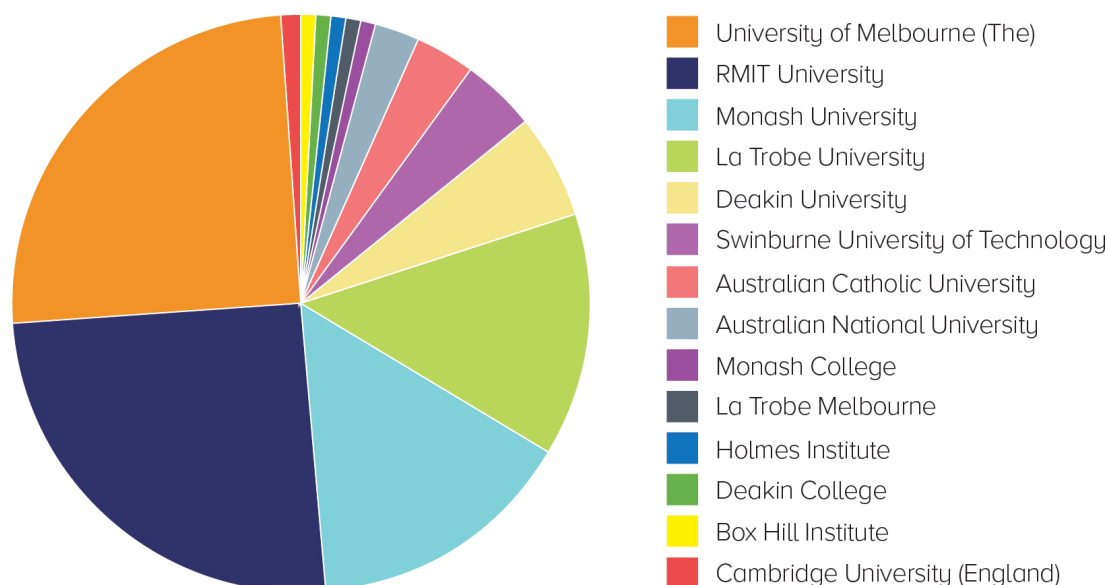
Four students were awarded a Premier's VCE Award in four different areas of study which included Business Management, Health and Human Development, Legal Studies and Philosophy.

2017 Tertiary Destinations

As in previous years, our Year 12 students have performed strongly and achieved excellent results, with 90% receiving a place in their first or second preference course, and 92% receiving a place in a course of their first three choices.

Our students have chosen courses that suit their interests across 59 different fields of study, including architecture; business/marketing; fashion design; industrial design; law/criminology and advanced science. Vocational pathways chosen by the Class of 2017 include legal

Figure 2 - Tertiary Destinations Selected by the Class of 2017



practice (paralegal); make-up; nursing and youth work.

The Class of 2017 also saw an increase in students choosing courses in STEAM (Science, Technology, Engineering, Art and Mathematics) with 64% of the courses selected being STEAM-based, including: Animal and Veterinary Biosciences; Animation; Applied Science/Dietetic Practice; Aviation; Biomedicine; Communication Design; Engineering Technology; Games Design, and Medicine and Science. Almost one fifth of our students have chosen to study a course based in Medicine, Biomedicine, Nursing or Health.

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 as a basis on which to plan strategies for improvement. In 2017 we continued to use the MYRAD survey 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 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 activities 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 and all students strongly disagree when asked whether there is a lot of bullying in the 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, 2017. 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 98 students or 80.3% of the cohort responded to the voluntary survey. All of the results as shown in the table to the right were positive, although opportunities for improvement were also highlighted.

Table 3 - Year 12 2017 Exit Survey Results (September 2017)

Statement	% Positive Response
Values and Culture	
Ivanhoe Girls' has a very welcoming and supportive culture	90.8%
Ivanhoe Girls' values are reflected in the behaviour of staff and students	90.8%
At Ivanhoe Girls', each student is encouraged to achieve to the best of their ability	87.8%
Leadership and Direction	
I respect the leadership team at Ivanhoe Girls'	89.8%
Co-Curriculum	

Statement	% Positive Response
Ivanhoe Girls' offers students opportunities to be involved in an extensive selection of co-curricular activities	94.9%
Learning Environment	
The buildings and grounds are well presented	90.8%
Resources and Facilities	
The resources and facilities provided at Ivanhoe Girls' met my needs	90.8%
Homework	
The content of my homework has been appropriate for my year level	88.8%
General	
Ivanhoe Girls' embraces diversity	84.7%
hive (intranet) provides good access to information for my learning	87.8%
Involvement, excellence and achievements are acknowledged at Ivanhoe Girls'	89.8%
Ivanhoe Girls' provides a range of leadership opportunities for students	86.7%
Student leaders are respected by their peers at Ivanhoe Girls'	86.7%
Overall	
Student leaders are respected by their peers at Ivanhoe Girls'	87.8%

A number of the girls' optional comments on the Survey are worth sharing:

- *The School is a very supportive and welcoming environment from both the students and staff*
- *We are all encouraged to do the best we can and the teachers are all polite and willing to help you with any situation*
- *The wide variety of co-curricular activities allowed me to participate in things I never thought possible. I have been able to push myself into new things and this has led to life changing experiences*
- *Teachers are always willing to help and they really care about my learning and development rather than just the marks I receive*
- *I love the supportive year level environment and friendliness*
- *Great teachers with good communication and*

are inspirational; great co-curricular program and encouragement to get involved

- *The range of facilities available for the students and parents is amazing!*
- *I really like the welcoming environment and diversity of programs and activities to be involved with; co-curricular opportunities; the positive staff and student relationships; the diversity of subjects to choose from*
- *I like the strong cohort of girls that makes the School environment a fun and safe place to learn and strive in.*

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 ethical 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 also 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 and the 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 School caters 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.

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.

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.

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 and other forms of hostile 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, while continually refined, 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. We have delivered significant staff professional learning in supporting gender diversity and in early 2017 developed and adopted our Student Gender Diversity Policy. The School's accredited 'silver status' involvement in the well-regarded e-Smart program, through which we have





The winning Ivanhoe Girls' Year 10 team at the final of the Victorian Global Innovation Challenge.

cultivated greater cyber-communication and safety awareness, was sustained and extended throughout 2017.

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 2017 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 groups.

Sporting Activities

A broad and diverse range of sport at House and School representative levels was offered in 2017. 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 2017, 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 2017, 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 girls 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 2017, 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 girls 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, students in Year 5 performed The Jungle Book musical as part of the Performing Arts program.

Senior School held a major House Performing Arts Carnival, which featured a high participation rate and a highly 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 including a major production of Our Country's Good 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





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*
- *Lux Mea* magazine
- Website
- *hive* (School Intranet)
- School Assemblies
- Social media ie: Facebook 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 service to the broader life of the School and community.

Many girls 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.

- 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

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: Heather Schnagl AM, BSc (Hons), DipEd, MEd, PhD (Melb); DEd (honoris causa) (La Trobe); FACE, FACEL, MAICD

Acting Deputy Principal/Head of Senior School 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

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)

Laura Dillon, LLB, BA, Grad DipEd (Mon)

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)

Mia Francesconi, BAppSc (PE) (VU); BTeach (Primary) (Hons) (Melb)

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)

Samantha Gates, Dip Languages, BA, MTeach (Melb)

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)

Bernadette Gioia, BEd Primary Conversion (Deakin); DipEd (Early Childhood) (Melb)

Antoinette Gnoato, BAppSc (PE), DipEd (RMIT)

Alison Godbehear, BCom, MTeach (Melb); Grad Cert Environment & Planning (RMIT)

Serguei Golovko, Grad Moscow State Conserv; Post Grad Russian Academy of Music

Deryck Greenwood, BFineArt (Hons), H DipEd (Rhodes, Sth Africa)

Lynne Griffiths, BA, DipEd, Grad Dip EnvSc (Mon); Grad Dip Hum (La Trobe)

Monica Guo, BEng (Civil) (Hons), Grad DipTeach (Secondary) (Melb)

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)

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, BFA (Painting) (Monash); MA (Curatorship) (Melb); MTeach (Sec) (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)

Terry Lawlor, BA (Sydney); BEd (Melb)

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

Suzanne Leahy, BEd (Hons) (Melb)

Rosa Leone, BEd (Melb)

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

Alison Lobbe, Grad Dip Early Childhood, DipTeach (Primary) (Melb)

Anne Maslin, BSc (Hons) (Melb); DipEd (ICE)

Tom McBurney, BA (La Trobe); DipEd (RMIT)

Mia McDonnell, Dip Children Services, Cert III in Childrens Services (NMIT)

Julian McGauran, BEc (Mon); Grad DipEd (ACU)

Fiona Mulvaney, BA (UQ); Grad Dip Info Management (Melb); MIS (CSU)

Ian Munns, BA, BMusEd (Syd)

Helen Mutkins, B Dramatic Arts (NIDA); Assoc Teaching Dip (Trinity College); Grad DipEd (VU)

Phil Natt, BA (Murdoch, WA); DipEd (Melb)

Jonathan Newmarch, BComm/Arts (Deakin); Grad DipEd (ACU); Grad Dip Theology (Ridley)

Melissa Nomes, BEd, Dip Teach (Mon)

Kathleen Nowak, Dip Art (RMIT); Grad DipEd (HIE);

Assoc Dip Ceramics (CIT)

Alan O'Dell, Exec Mus Dip, Licentiate Mus/Drama (London, UK)

James Oakes, BA, DipEd (La Trobe)

Ashley Peacock, BSc (Mon); Grad DipEd (Melb)

Katherine Putnam, BSc (Hons) (La Trobe); PhD (Biochemistry) (La Trobe); MTeach (Sec) (Melb)

Xiling Ramsay, BA (Sun Yatsen Univ, China); DipEd (La Trobe)

Judy Rimington, BA, DipEd (Melb)

Julia Robertson, BSc/BEd (Mon)

Kerry Robinson, BEd (Primary) (Hons) (Melb)

Laura Ross, LTCL, CMT, Dip Music Ed (Glasgow, UK)

Marty Ross, BSc (ANU); MSc, PhD (Stanford)

Jo Rowlands, Dip Teach, BEd (Vic College)

Nicole Sage, BA, Grad DipEd (La Trobe)

Jodie Smith, BEd (Melb); Post Grad DipEd (Qld)

Vicky Smith, BA, BSc, DipEd (Melb)

Donna Stalker, BA (La Trobe); DipEd (Rusden)

Germana Tendelli, BA (Hons), DipEd (La Trobe)

Philip Thiel, BA (Hons English) (Adelaide); MA Eng Lit, MTeach (Secondary) (Melb); MA Medieval Studies (York)

Lisa Toomey, BEd (Melb)

Emma Ulrick, BSc (Melb); MTeach (Melb)

Liz Vassos, BEd (Vic Coll)

Danni Wang, BAdmin (Sichuan); MA (Sichuan); MTeach (Sec) (Deakin)

Sarah Wang, BEng (Telecomms) (Hons), MTeach (Secondary) (Melb)

Jocelyn Watson, BA Mus (VCA); DipEd (Melb); Maitrise de Musicologie (La Sorbonne, France)

Jayne Webster, Dip Teach (Ballarat); Post Grad Dip Vocational Ed and Training (Melb)

Nicole Wharton, BSc, Grad Dip Acc (Mon); Grad DipEd (Melb)

Lauris White, BAppSc (RMIT); Grad DipEd

Kathy Wilcox, BEd (PE) (Vic Coll)

Kylie Williams, BTeach (Primary) (UWS); Grad Cert Ed (TESOL) (Deakin); Grad Cert eLearning (UNE)

Julian Woolhouse, BNRM (Melb); MTeach (Melb)

Robin Yates, BA, DipEd (Melb)

Rong Zhang, BA (Beijing); DipEd (Tas)
Zeming Zhou, BA Aerospace, BSc (Hons) (Monash);
MTeach (Melb)

Visiting Staff

Tony Andonov, Dip Music Perf (NMIT); BBus
(Accounting) (VU)
Helen Boér, BA (Mus), STCA (PRI)
Alison Both, BMus (Perf) (SA Coll of Adv Ed)
Chun Sheng Cai
Edwin Chow, BA Mus Perf, L Mus A Piano (Melb)
Stephen Coutts
Chloe Dempsey, BMus (Mon)
Michelle Dornan, BMus (VCA); Dip Sec Ed (Vic)
Coady Green, PhD Music Performance (London,
UK); MMus, BMus (Melb)
Rosa Licuria, BMus (La Trobe); Grad DipEd (RMIT)
Cheryl Macdonald, BA (Deakin); Ass Dip Arts
Opera & Music Theatre (VCA)
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), A Mus A, Grad
DipEd (Mon); B Dance (VCA)
Heather Pisani, BMus (VCA); A Mus A Flute
(AMEB)
Joanne Saunders, Dip Arts Music (VCA)
Natalia Tcheykin, BMus (Hons), DipEd (State
Institute of Arts, Kishinev, USSR)
Cate Waugh, BMus (Melb); MMus (VCA); Grad
DipEd (Mon)
Margaret Waugh, DSCM, A Mus A, (Sydney)

Professional Staff

Jason Adamson, BTEC Nat Dip Tourism (England)
Janine Amoddio, BBus (VU); Dip AppSc (La Trobe)
Maria Anker
Gerry Augerinos
Liz Baxter, BA (Media and Comms)(Melb);
MPublishing and Comms (Melb)
Dianne Bartlett, Bus Practice Cert (Port Adel Coll
of TAFE)
Fleur Bedford, Cert Sch Mkt (CMS); Cert IV Bus,
Public Relations (RMIT); Dip Event Management
(EMTA)
Wendy Braid

Maree Breekveldt, Dip Sec Studies (Auckland)
Aileen Brennan, Cert Ill Child Care (Swin)
Mary Connellan, BSc, DipEd (Mon); Grad Dip Lib
(Melb State Coll)
Kristyn Culpepper, Cert II Theatre Arts (Moreton
Inst of TAFE); BJournalism, BA (Qld)
Helen Cunningham, BBus (Swin)
Mary Davies, Assoc Dip Welfare Studies (RMIT);
Cert IV Workplace Training and Assessment; Cert
IV (Bus Man); First Aid Level 3 (St John's)
Bronwyn Davison, Grad Dip Community
Development (Kangan Batman TAFE); Cert
Childcare (Western Metro TAFE); Cert IV
Workplace Training Assessment, First Aid Level 3
(St John's)
Joe De Chellis, BA Fine Art/ Printmaking (RMIT)
Kelly Davey, Adv Dip Bus Studies and Office
Admin (Swin)
Michelle Everest, BA (Public Relations) (Deakin)
Carolyn Exton, BA (Hons) (Melb); Dip Prof Writing
& Ed (RMIT)
Noni Fitzmaurice, Cert III Subject in Hosp
(Holmesglen); Cert II & III (Suzan Johnston)
Anna Forsyth, BTP (Hons) (UNSW)
Sylvia Gilbert JP, CMC, Cert IV (ICCC Melb)
Ronan Gill, AdvDipSc (Horticulture) (Melb)
Jamie Grima
Nick Hallahan, Cert Motor Mechanics (Box Hill
TAFE)
Amy Henry, Grad Cert in Bus Man (USQ); BBus
(USQ)
Merewyn Hodshon, Cert III Lib/Info Services (CIT);
Dip Gemmology (GAA)
Bianca Hyde, BAppSc (App Chem) (RMIT)
Neta Janev, BBus (Accounting) (RMIT)
Tracy Johnston, Cert Human Biology, Sports
Mgt, Bronze and Silver Skills Swim Coaching
License (ASCTA); Swimmer with Disability (SWD)
Coaching, Masters Coaching
Vanessa Kambouropoulos, BA Mus, MComms &
Media Studies (Mon)
Geoff Kellam, Cert of Comp (Fitter and Turner,
Boiler Attendant) (RMIT)
Jo Kinsman, Cert Technology (Clothing Design/
Textiles) (Box Hill TAFE)
Titus Law, BAppSc (Computer Tech) (NTU
Singapore); Cert IV (Library and Info Services)
(Box Hill); Project Man. Professional (PMI)

Bron Lawson, Dip Teach (Primary), BEd (Deakin)
 Ross Low, Cert IV Horticulture/ Landscape (Ballarat); Cert III Fitness (VUT)
 Sofie Mandoukos, Dip Secretarial and Computer Studies (Chalmers Bus Coll)
 Rebecca May, BEc (AU)
 Bridget McPherson, BA (Melb); PGDip (Mon); DPpsych (RMIT)
 Elly Mitchell
 Katrina Morrow, BBehavSc (La Trobe); Post Grad Dip Child and Adol. Psych, (Mon); Post Grad (Charles Sturt); MPsyCh (Counselling) (Swin)
 Jan Moulding
 Ricky Neilson
 Andrew Noble, BBus (BIS) (RMIT); Cert IV Workplace Training & Assessment (La Trobe)
 Bev Phillips
 Mark Pilkington, Assoc Dip Bus (Holmesglen); BComm (Deakin)
 Lina Pranckunas, Dip Lib and Info Services (Box Hill); Dip AppSc (Dental Therapy)
 Jane Robertson
 Tarek Sabbah, BEng (Electronic) (DU)
 Marie-Angele Savouré, Accr Transl French (NAATI, Canberra)
 Helen Silvestro, Dip Arts (Child Care), Cert IV Lib/ Info Services (Box Hill Inst)
 Yvonne Smith, Compositor by Trade (Melb College of Printing & Graphic Arts); Integration Aide Cert (Concord)
 Deleina Stowers, Cert Duty Management
 Janet Thomas, BAppSc (App Chem) (RMIT); DipEd (Melb)
 Jenny Thomsett, Cert III Early Childhood (Shepparton TAFE); Cert III Bus Admin (Workplace Connect)
 Suzannah Tillotson, BSc (Deakin)
 Georgia Tzanakos, Cert Basic Electronics (RMIT); Dip Lib/Info Services (Swin)
 Elle Ward, BFineArt Hons (Mon)
 Helen West, TPTC, DipEd (Primary)
 Elizabeth Wilson, Cert III Childcare (Swin)
 Vilia Wolf
 Zhihua Wu
 Chris Yin
 Robyn Young



Dr Judith Locke (second from left) with Ivanhoe Girls' teaching staff.

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 informal 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 93% of its teaching staff from 31 December 2016 to 31 December 2017, 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. It is important, however, that they protect their health and wellbeing and take the time needed to fully recover when they require time off for medical reasons. The need also sometimes arises for personal or compassionate leave. Ivanhoe Girls' teaching staff recorded an average attendance rate of 97.7% in 2017.

Professional Learning

Ivanhoe Girls' commitment to the professional development of all staff has once again been highly evident throughout 2017. Professional learning opportunities have been available in a variety of settings, including seven and a half structured professional learning days, four formal Professional Learning meetings, various staff and faculty meetings, the Peer Appraisal program, collaboration, participation in Professional Learning teams, workshops, guest speakers, attendance at external programs and the provision of feedback to faculty/working groups following such attendance.

Goal setting was a major focus for the Term 1 Staff Day at which Stan Alves OAM was our guest speaker. Stan played AFL football for Melbourne in the 1960s and 1970s, was Melbourne's Captain for three years, a premiership player at North Melbourne and a coach at St Kilda Football Clubs. He encouraged our staff to help students understand that it is okay to excel, but it is also okay when things do not go according to plan as it is then that we learn the most. Stan finished by stressing the importance of setting goals where there is a reasonable chance of failure, otherwise a potential opportunity may be lost.

Our world is changing. Our guest speaker at the Term 2 staff day was Dr David E Martin, Executive Director of Innovation and Transformation at Melbourne Polytechnic, a globally recognised futurist and expert in innovation finance, trade and intangible asset finance. He spoke of the need for students to develop an interest in Science, Technology, Engineering and Mathematics, and to be critical and creative thinkers.

The Term 3 staff day was presented by staff members Philip Thiel, Bridget McPherson, Alison Godbehear, Laura Dillon and Marty Conboy. The focus was on increasing teacher understanding of how they can support students in their learning by role modelling, setting boundaries and fostering a love of learning. *Holding, Modelling and Mentoring*, provide us with a framework to help our students feel safe and secure about whom they are, develop resilience and strategies to cope when challenging situations arise and lay the foundations for life-long learning.

During Term 3, Dr Judith Locke visited the School and spoke to staff, Junior School parents and Senior School parents. Judith is a Clinical Psychologist whose research has featured prominently in national and international media. She is the author of a popular parenting book, *The Bonsai Child*. Judith suggested that 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 perfectionism tendencies. Judith offered practical and realistic strategies for parents and teachers aimed at helping students develop confidence, sociability, resilience and self-regulation.

This year the Curriculum Team was involved with an ISV project called Design Thinking for Learning. Our focus was on how we could increase deep learning in our classes beginning with Years 7 to 9 and a Professional Learning Team from the Junior School. The skills we have learnt have been used to change how we approach Faculty Heads meetings, professional learning and curriculum design.

In line with our whole-school focus on increasing deep learning for students, Junior Staff continued

their work on using technology to develop deep learning and they also focused on reading across Junior School. We participated in professional learning with Andrew Douch on how to use technology more discerningly. The proliferation of apps and online resources means teachers and students need to be critical users of technology. Junior Staff apply the Substitution, Augmentation, Modification and Redefinition (SAMR) model to ensure that they are not just substituting the iPad for tasks that can just as easily be done with pencil and paper. In staff meetings, staff shared how they are using different apps to modify and redesign tasks to help students develop creativity, problem solving and deep learning. A Professional Learning Team was formed to guide our whole Junior Staff reading focus. Students need to read a wide range of texts, especially non-fiction texts, to develop the important skills they need to be successful today. Girls especially, need to be encouraged to read a wider range of genres other than novels. We purchased new reading resources for the upper primary years that explicitly addresses core comprehension strategies, model a wide range of genres, connect to learning across different curriculum areas including Science, Geography, Citizenship and History, and promote higher order thinking.

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 2017 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 \$119,064 which was approximately \$1200 per head.

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 2017, Ivanhoe Girls' invited all parents of all students in Prep to Year 12 to participate in a School Results Survey.

The survey asked parents to rate their level of satisfaction across several aspects of their daughter's education at Ivanhoe Girls'.

Survey responses were received from 627 parents out of a total of 1316 eligible respondents (at a response rate of 47.6%). Overall, the results were very encouraging. 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 high level of parent satisfaction.

Best practice areas included:

- Learning Environment – 4.34
- Resources and Facilities – 4.33
- Co-curriculum – 4.27
- Values and Culture – 4.21
- Teaching Standards – 4.10
- Leadership and Direction – 4.13
- Curriculum – 4.04
- Reporting – 4.13
- School Communication – 4.04
- Parent Engagement – 4.04
- Student Engagement – 4.03

Satisfaction:

- 84.8% of parents agreed they would recommend Ivanhoe Girls' Grammar School to others as a 'school of choice'
- 86.6% 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 absolutely love the community feel about the School. My daughters feel valued and part of a positive community that is assisting*

and supporting their personal development so that they can give back to their community as adults and become independent and progressive role models of the future

- *The staff and leadership team are outstanding. It is a very caring environment with support provided as needed for the girls. Girls are encouraged to be independent, individual and resilient via careful curriculum programming and support. Your staff make this school – thank you!*
- *The support for learning and preparing students for life after school is outstanding; the opportunities for extra and co-curricular activities is wide-ranging and provides additional for students to try new things*
- *The girls are encouraged to be individuals; be responsible for their own learning; broad range of subjects and co-curricular activities; beautiful school grounds and a very pleasant learning environment; excellent teaching and support staff*
- *The culture of learning and quality of teachers, especially their engagement with each student is excellent. There is not a sense of entitlement but encouragement to apply themselves and strive*
- *Teachers are very helpful and responsive. The School creates a strong sense of community and ownership, which I can feel from my daughter. She is very proud to be an 'Ivanhoe Girl'*
- *My daughter is well supported and encouraged. Teachers have fun with the students and join in with activities. My daughter is treated as an individual and any concerns are promptly addressed*
- *Girls are encouraged to be critical thinkers and contributors to society. They are able to express their opinions and beliefs. I appreciate the rigour and high academic standards that are set*
- *Ivanhoe Girls' is a fantastic school with a wide range of options for my girls. The girls love their teachers and cannot speak highly enough of them*
- *Staff are friendly and approachable and always willing to help.*

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 2017 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 2017 was focused on the refurbishment and reconfiguration of student spaces in the Junior School (Fiddian House), upgrade of the major play equipment area in the Junior School and the completion of the acoustic improvements in the Performing Arts Centre as well as the completion of the new Year 9 and 10 Year Level Centres. 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.

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 2017.

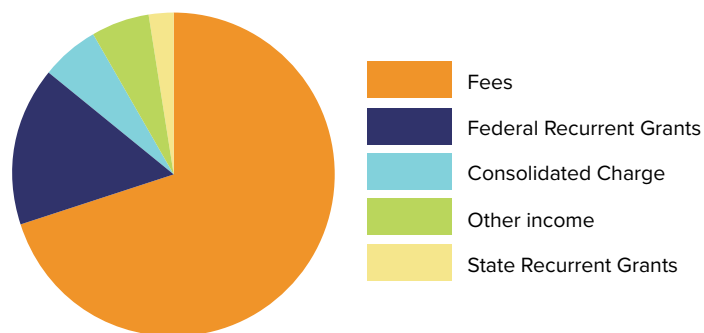
The Federal funding for 2017 was again based on the "School Resource Standard" (SRS) funding model. The model under which future Federal funding is provided to independent schools is currently under active review. Whilst the information so far made available suggests that there will be no material impact – positive or negative – on the funding levels received by Ivanhoe Girls', the Board remains mindful of this uncertainty in future planning and will maintain an active watch on developments in this area.

In 2017 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.

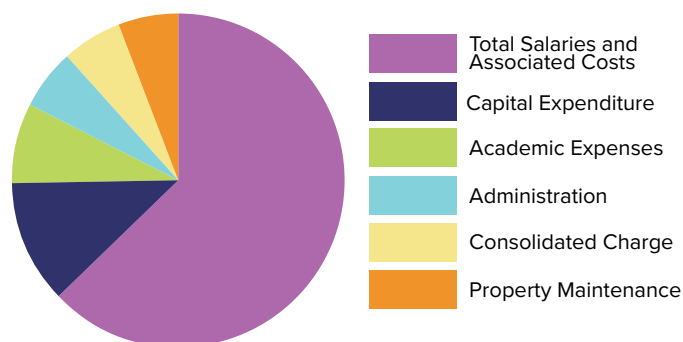
With over 160 full-time and part-time permanent teaching and professional (support, administrative, maintenance and grounds) staff, as well as some 90 contract and casual staff, salary and associated payroll costs are the major area of expenditure (63% of income) for the School. Ivanhoe Girls' is proud of the

Figure 3 - Income and Expenditure 2017

Income 2017	\$'000	% to income
Fees	19,309	70%
Consolidated Charge	1,616	6%
Federal Recurrent Grants	4,392	16%
State Recurrent Grants	645	2%
Federal Capital Grants	0	0%
Other income	1,606	6%
Total	27,568	100%



Expenditure 2017	\$'000	% to income
Total Salaries and associated costs	17,259	63%
Academic Expenses	2,173	8%
Consolidated Charge	1,616	6%
Capital Expenditure	3,289	12%
Property Maintenance	1,612	6%
Administration	1,619	6%
Total	27,568	100%



experienced and dedicated staff who provide the best education and service to our students. Academic expenses, amounting to 10% 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 vital that the School's facilities are 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 (12%) 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 facilities plan. That plan includes redevelopment of our major senior school learning spaces that currently exist within the Collins and Pizzezy buildings.

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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