



2009 Community Report

Mentone Girls.
Remarkable Women.



Celebrating Success

In 2009, we celebrated 110 years of success at Mentone Girls' Grammar School. Since 1899, we have been dedicated to excellence in the education of girls, accepting students of all talents and abilities, promoting self confidence, leadership and achievement.

Our commitment to each individual is backed up by this 110 years of history, tradition and excellence. We understand what it takes to motivate young women to achieve their potential. Excellence includes, but reaches well beyond outstanding preparation for tertiary studies.

We have a clearly articulated mission and our WAVES priorities promoting the Wellbeing, Achievement, positive Values, Enterprising nature and Success of young women in society, guide the development and enhancement of all our programs.

We regularly undertake independent research to better understand our community. This important information helps us to improve every part of the Mentone Girls' Grammar School experience.

Please read on about these findings and some of the highlights from our 110th Anniversary year.



Fran Reddan Principal
BA (Hons), Dip Ed, MEdSt, FACE, MACEL, AFAIM, MAICD



Student Achievements

The mission of our School is preparing our students to **aspire to excellence, to make a difference and to rise boldly to the challenges of their times.**

One measure of our students 'living the Mission' is the consistency of our VCE results. Given that Mentone Girls' Grammar is not a select-entry school, our quality results each year represent a significant achievement for our students and teaching staff. They also demonstrate the impact of our personalised approach to learning and the commitment of our students, their parents, and our staff over many years.

2009 VCE Results

As a School community, we congratulate the Class of 2009 on their achievements as they have gained so much more than an ENTER score in terms of a well-rounded education, transferable employability skills and personal growth. Highlights of their VCE achievements are as follows:

- 100% pass rate
- Dux for 2009 was Melinda Waduge who achieved an ENTER of 99.75
- Dux Secundus was Wendy Lim with an ENTER of 99.45
- 8% of the class were in the top 1% of the state with ENTERs of 99+
- 25% of the class were in the top 5% of the state with ENTERs of 95+
- 37% of the class were in the top 10% of the state with ENTERs of 90+
- 57% of the class were in the top 20% of the state with ENTERs of 80+
- 18% of study scores were 40 or higher
- Median ENTER was 82.9
- Four perfect scores of 50 were achieved: three in English and one in Psychology

Tertiary Destinations

Careers and Courses

At Mentone Girls' Grammar School we are committed to an extensive program of careers counselling that begins in Year 9 and continues as a core subject in Year 10.

The outstanding program includes comprehensive testing, mentoring, mock interviews and work experience. It helps students understand their potential, and make informed choices about future pathways and the learning experiences required to achieve them.

By providing our students with expert careers support, together with individual customised pathways at VCE, we can maximise their chances of gaining the best possible outcome for their individual aspirations.

It is very pleasing to report that:

- Every student who applied for tertiary entrance received a first round offer. 59% of students were offered their 1st preference and 86% were offered either their 1st, 2nd or 3rd preferences.
- 80% of students received offers to a university, 10% to TAFE and 10% to Independent Tertiary Colleges.

The charts below indicate the diverse nature of the institutions our 2009 graduates received offers from and the many fields of study they have entered.

With this excellent, professional support, our students can experience success and achieve their dreams.

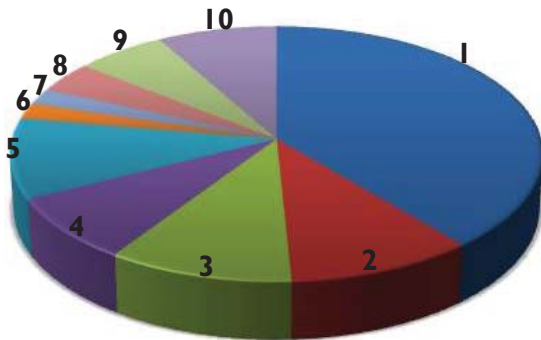


Figure 1: Tertiary Offers by Institution - February 2010.

1. Monash
2. Melbourne
3. Independent Colleges
4. Swinburne
5. TAFE
6. ACU
7. Ballarat
8. Victoria
9. Latrobe
10. Deakin

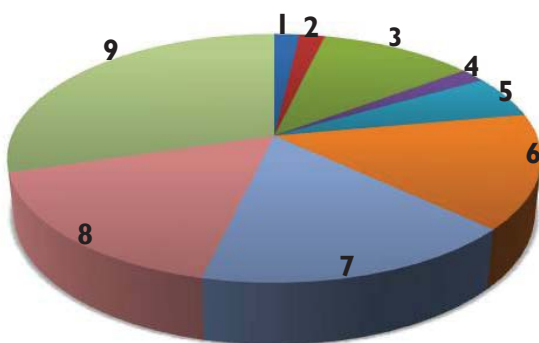


Figure 2: Tertiary Offers by Course Area - February 2010.

1. Agriculture
2. Architecture & Building
3. Creative Arts
4. Education
5. Engineering
6. Health
7. Commerce/Management
8. Sciences
9. Society & Culture

Student Outcomes

Literacy & Numeracy

Students in Years 3, 5, 7 and 9 are required to participate in the National Assessment Program in Literacy and Numeracy (NAPLAN). Under NAPLAN, the minimum standard at each year level is defined by bands as follows:

- Band 2 is the minimum standard for Year 3
- Band 3 is the minimum standard for Year 5
- Band 4 is the minimum standard for Year 7
- Band 5 is the minimum standard for Year 9

Standardised Assessment Results in relation to the State

NAPLAN results are reported using a scale that has an average score across all students of 500. The spread of scores has been set so that just over two thirds of students' scores lie between 400 and 600.

Our 2009 NAPLAN results saw Mentone Girls' Grammar School placed among the top 10 Victorian Schools and the top 100 Australian Schools. This is testament to the quality of teaching and the learning environment provided at Mentone Girls' Grammar School.

Table 1: Proportion of Year 3, 5, 7 & 9 students above the minimum standard in 2009 compared to 2008

Year	% MGGS students above the minimum standard	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	2009	100%	100%	100%	100%	100%
	2008	100%	100%	100%	100%	100%
5	2009	100%	100%	100%	100%	100%
	2008	100%	100%	100%	100%	100%
7	2009	100%	100%	100%	100%	100%
	2008	100%	100%	100%	100%	100%
9	2009	100%	100%	100%	100%	100%
	2008	100%	100%	97.7%	100%	97.7%

Table 2: 2009 NAPLAN Results, MGGS Means compared to statistically similar schools and all Australian Schools, as reported on the Federal Government's MY School website

Year	MGGS vs State means	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	MGGS	532	478	497	519	478
	Similar Schools	445	437	431	448	422
	All Schools	411	414	405	420	394
5	MGGS	580	552	550	577	549
	Similar Schools	523	508	508	528	513
	All Schools	494	485	487	500	487
7	MGGS	600	599	602	615	606
	Similar Schools	568	558	559	569	572
	All Schools	541	532	540	539	544
9	MGGS	649	667	651	674	663
	Similar Schools	609	601	601	606	621
	All Schools	580	569	576	574	589

Student Satisfaction and Performance

Student Satisfaction: 2009 Student Survey

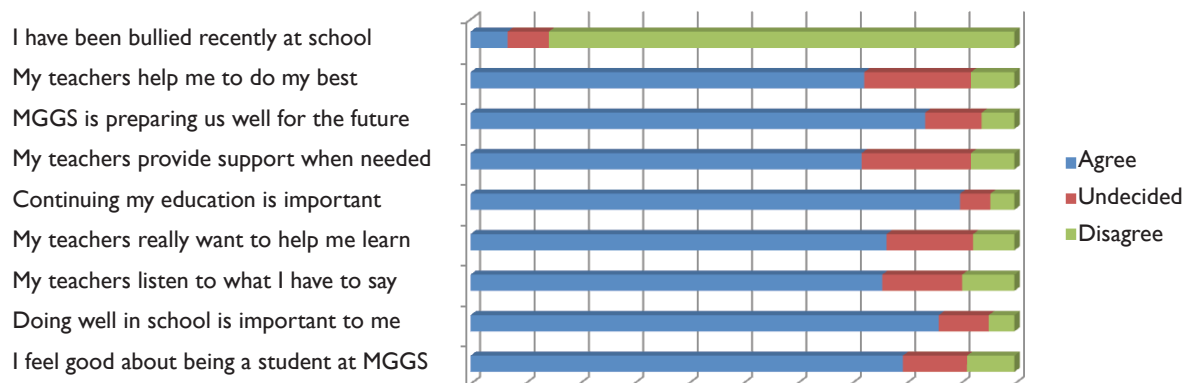
In total, 256 students from Years 5 to 12 participated in the survey. The survey provides detailed analysis of student opinion, on a 1 to 5 scale, across a variety of indicators. We analyse the survey data across each year level in an attempt to inform our practices and identify and rectify any issues it reveals. Extracts from the global results are shown in the graph below. Clearly, the majority of our students have a positive attitude towards their school and are motivated in their learning.

Student Attendance and Retention

The average attendance rate for students from Prep to Year 12 was 88% during 2009. Of the students who were enrolled in Year 9 in 2006, 73% completed their VCE at Mentone Girls' Grammar School in 2009. This figure does not include those who started at Mentone Girls' Grammar School in that cohort during Years 10 and 11.



Figure 3: Student Survey Summary Results



Excellence in Participation and Performance

2009 continued with excellent participation rates and strong performances across a wide variety of sporting activities. Selected highlights include:

- **Aerobics:** 13 Aerobics teams qualified for State finals with 6 teams progressing on to the National finals. 3 teams were crowned National Champions.
- **Netball:** our Intermediate Netball team enjoyed much success on their tour to Queensland.

- **Athletics:** our Athletics team won the GSV Population Cup and finished 6th in Division 3.
- **Surf Lifesaving:** our team won the Victorian Championships. The School received a Malibu Surf Board as a trophy.
- **Swimming and Diving:** The GSV Swimming/ Diving team moved from Division 3 to Division 2, with 12 of our students reaching the GSV finals in Swimming.

Community Support

Parent Satisfaction

Every year we seek detailed feedback from parents about our School. This feedback enables us to ensure we provide the best possible learning environment for students. We look at the specific comments our parents make as well as statistical data we receive from the survey.

In 2009, 233 parents from Kindergarten to Year 12 completed the survey, with 23% of respondents having a child at the Junior School and 77% with a child in the Senior School. The results of individual items were compiled under a series of headings about our School, with 100% being the highest rating in any item. All measures were above the global means for the survey taken by all participating independent schools, and 90% of respondents indicated that they would recommend our School to others. The table below shows key results of the survey, and confirms that our parents consider MGGS to offer a positive and stimulating learning environment, with many satisfied parents.

Table 3: Summary of Responses to 2009 Parent Survey

Satisfaction with	Mean rating
The academic program	84%
The quality of teaching	84.5%
Student learning outcomes	83%
Pastoral Care provided to students	86%
Discipline and safety	85%
Parent involvement and quality of information for parents	84.5%
The quality of teaching and learning resources, buildings and grounds	85%
Religious and spiritual guidance provided	82%
Support for students in transition years	85.5%
Early Learning Centre program	94%
After School Care program	91%
General satisfaction with MGGS	85%

Parents' Association

The Parents' Association (PA) supported many of the School's 110th Anniversary activities in 2009.

One of the main highlights of the year was the FabFUNFair for the whole community. It raised over \$22,000 and funded the sinking of a bore that is used for flushing toilets and watering the School oval. Other fundraising activities included a pie drive, school umbrellas, commemorative pavers for the Willow Courtyard and the ever-popular mango drive. The PA also funded an upgrade of the audiovisual system in the Prudence Lewty Hall and two electronic whiteboards.

The PA also provided extensive support for The Big Night Out anniversary dinner, School Tours, a careers night, the Senior School production of *The Wiz* and the BIG ART Festival. They provided a morning tea for World Teachers' Day and a lovely breakfast for non-teaching staff.



Mentone Alumnae

The Old Girls' Club continued to thrive. The annual Sports Day saw lots of fun and some strong competition in Netball and Badminton between current and past students.

A series of reunions occurred throughout the year, as well as the Heritage Morning Tea. Many Old Girls attended The Big Night Out anniversary dinner, which was hosted by writer, director and TV personality, Katrina Mathers (Class of '87). The Club also contributed funds to the School's Social Inclusion Project scholarship fund.

Staff Professional Engagement

Quality Teachers in a Quality School

Mentone Girls' Grammar School is a fabulous environment for teachers. Our staff are highly qualified and highly satisfied with their jobs. **97% of teachers believe their job provides them with professional stimulation and growth.** Quality staff who enjoy their work has such a positive influence on the students who enjoy the benefits of learning in a happy, dynamic environment.

Teachers are Learners

We entered 2009 with a strong framework for Professional Learning. Themes explored during the year included:

- Personalisation of learning for academic achievement.
- Assessment for learning.
- Leadership learning for staff.
- Wellbeing themes related to drug and alcohol awareness.
- Early work on Australian Curriculum developments.

In addition, Heads of Department held productive curriculum conversations about selected topics including teaching tips for success at VCE level and preparing a budget. There was also a continued focus on inquiry learning in the Junior School in preparation for authorisation as an IB World School. The program represented a rich and varied set of in-house activities for staff this year. Particular activities are noted below.

In-house Professional Development

- **Annual Staff Conference:** teachers explored using inquiry and rich tasks to personalise learning with facilitator Karen Green.
- **ICT Training:** staff attended training sessions in the use of Clickview, an online video-on-demand system implemented during 2009. They also had opportunities for training in the use of interactive whiteboards throughout the year.
- **Assessment for Learning:** several seminars about teaching strategies involved with Assessment for Learning were held during the year, and our Assessment and Reporting Policy was also updated to reflect this new area of educational research.

- **Leadership Learning:** the Educational Leadership Team devoted several seminars to exploring leadership frameworks, especially the L5 Frame, as a way of understanding the many aspects of leadership.

Cyclic Teacher Appraisal

Sixteen teachers completed their appraisal during 2009. This comprehensive process involves preparing a portfolio of evidence about one's teaching, and engaging in reflection about practice supported by a colleague/mentor and a senior member of staff, who both engage in classroom observations.

Summary of indicators of Staff Professional Engagement in 2009:

- Teacher participation in professional learning activities: 100%
- Staff retention: 89.5% of teachers were retained from the previous year
- Total expenditure on Professional Learning: \$36,522
- The average attendance rate for teachers during 2009: 98%



Teacher Satisfaction

Every year we survey our teaching staff using an independent instrument developed by the Australian Council for Educational Research (ACER).

The table below provides an extract of some items from the survey to illustrate teacher satisfaction across a variety of indicators.

Table 4: Extract of 2009 Teacher Survey

As a direct result of the professional learning opportunities provided by, or supported by, my school over the past two years:	Percentage who agree
I have increased knowledge of teaching strategies appropriate to area/s in which I teach	94.0%
I have increased understanding of individual differences among students and how to cater for them	91.0%
I access and use materials and resources more effectively	87.8%
To what extent do you agree or disagree with each of the following statements about your work, your school, and your school leadership team:	Percentage who agree
My job provides me with professional stimulation and growth	97.0%
My abilities are recognised and used effectively	93.9%
Joint review of students' progress and development is a normal part of the way we work in this school	100%
Teachers think that the students in this school are capable of learning and developing	100%
Teachers are expected to be accountable for their practices	97.0%
The school leadership team promotes collaboration and reflection among staff in professional learning teams	91.0%

Excellence in Girls' Education

110 Years of Excellence

What makes our students successful year after year? It is a combination of many factors that contribute to an outstanding education. Through our personalised approaches to learning and exciting co-curricular opportunities, we add value to the education of every Mentone girl.

Personalised Approaches to Learning

The SAIL (Supporting Advanced and Independent Learning) Program continued in 2009 with the implementation of SAIL Science and Philosophy in the Senior School. Seven Year 8 students qualified for the CSIRO Bronze CREST Award. Identified SAIL students are encouraged to actively seek academic challenge, and develop high levels of motivation for their studies.

Making a Difference

In addition to academic success, we want to encourage our students to develop a strong sense of social responsibility.

Activities to promote this include International Women's Day, raising awareness about the plight of disadvantaged women around the world, as well as community volunteering by the Year 9 students as part of their 'Challenge for Life' program. In 2009, our entire school was heavily involved in fundraising and supporting the community following the Victorian bushfire tragedy, and our students also supported Melbourne Zoo and the Jane Goodall Institute's primate conservation work in Africa.

Social Service is an important activity at all year levels at our School.

Excellence in Girls' Education

Environmental Commitment

As a School, we are committed to environmental education and sustainability to ensure all our students develop a strong sense of environmental awareness and responsibility. The Year 4 EnviroKids produced a wonderful crop of organic vegetables, and the whole school has been involved in water saving activities. The Senior School Environment Committee raises awareness of key issues across the School, and Year 9 students are involved in the care of the Mentone Beach foreshore, and monitoring marine diversity at Rickett's Point.

Social Inclusion Project

Mentone Girls' Grammar School has made an ongoing commitment to supporting the empowerment of young women, and the creation of a cohesive Australian society through its Social Inclusion Project (SIP). This is a whole School initiative of developing partnerships with refugee communities.

One aspect of the Project is to provide the opportunity for young female refugees to apply for a scholarship to the School, thus gaining access to educational and leadership opportunities which they would otherwise not have. This is particularly important for girls, as they can be vital change agents for whole communities. The provision of private education to the young women who take part in this program promises to be of great benefit to both their immediate community, the School community, and potentially the wider Australian community.

We had our fun-filled barbeque and basketball friendship match with members of the Sudanese Community on 2 April. Nyathon Mai, a Sudanese guest speaker, addressed students and staff at the Principal's Assembly in August, and we also enjoyed the contribution of a Sudanese singing group during our BIG ART Festival in September. Late in 2009 we welcomed the first recipient of our Social Inclusion Scholarship to our School community.

Social Inclusion Project Sponsors

We thank the following individuals and organisations for their generous support of our Social Inclusion Project:

- Scanlon Foundation
- Invergowrie Foundation
- Australian Multicultural Foundation
- City of Kingston
- Hocking Stuart Real Estate
- Dobsons
- Private Donors

Adding Value to Education

The following offerings illustrate ways in which we add value to every student's education. Our rich and varied curriculum is taught by dedicated and knowledgeable teachers. It is supplemented by a myriad of exciting opportunities that support our WAVES priorities and enrich our offerings:

- Excursions, Study Tours and Camps. The 2009 Japanese Study Tour was a great success.
- The Mentone Adventure Program (MAP) is a program of outdoor education from Year 3 that provides a range of different experiences and helps develop self-awareness, team work and independence. This program leads into the Duke of Edinburgh's Award Scheme from Years 9-12.
- Community Service programs in Year 9 raise our students' awareness of the needs of others in the community.
- Sporting, cultural and academic competitions, at both House and School levels. These include many Sport, Music, Dance and Debating competitions.
- Arts, Drama and musical productions including the BIG ART Festival and the 2009 Senior School performance of *The Wiz*.

We are proud of the education we provide for our students, and we hope they appreciate this great gift that every parent works so hard to provide.

2009 Financial Summary

Audit Process

Our financial accounts are independently audited each year and meet the appropriate accounting standards. The charts opposite show the School's sources of income and their relative size, together with categories of expenditure during 2009. We were most fortunate to receive significant Federal Government funding for capital projects and ICT infrastructure during 2009. This has increased the proportion of Government funding in the Sources of Income chart. The expenditure chart reflects running costs and does not include the expenditure on Capital projects.

Government Grants

MGGS proudly acknowledges the Federal Government funding received under the following schemes:

- **National Schools Chaplaincy Program** – \$20,000, the first of three annual instalments, was used to expand our Chaplaincy Service, allowing more time for Father Mick Potter to engage in counselling.
- **National Secondary Schools Computer Fund** – funding for 99 computers and associated infrastructure amounting to \$24,500 to be spent by the end of 2010.
- **Australian Government Quality Teacher Project (AGQTP)** – \$2000 for teacher professional learning in the area of Assessment for Learning. This project addressed the Strategic Priority of Personalising Learning for Academic Achievement.
- **Australian Government Building the Education Revolution Grant** – \$1,455,177 used to build our new Early Learning Centre.
- **National School Pride Grant** – \$200,000 used for Prudence Lewty Hall and Foyer refurbishments.

Figure 3: 2009 Sources of Income

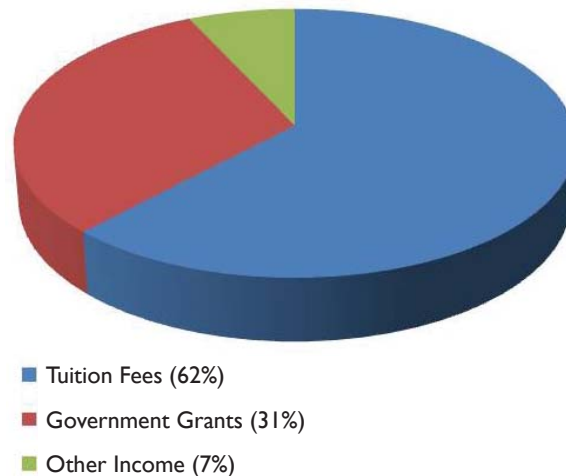
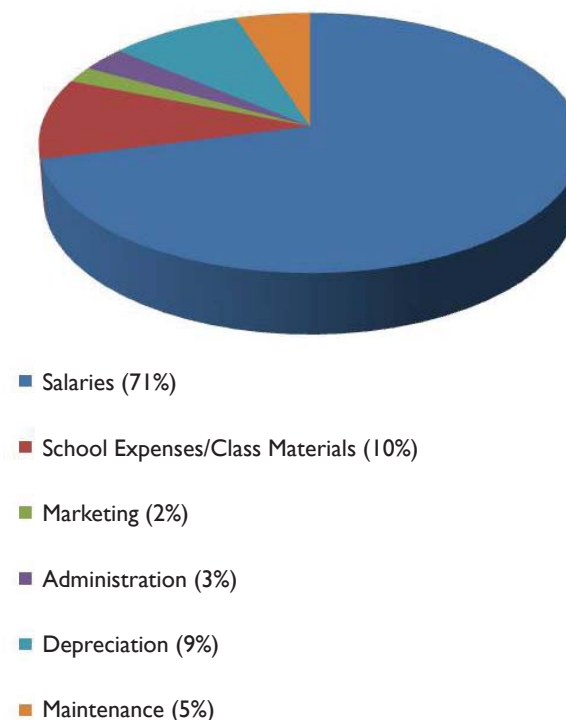


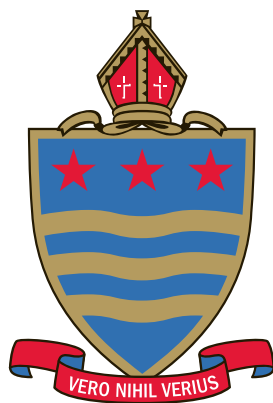
Figure 4: 2009 Areas of Expenditure



Teacher Qualifications

Academic Staff 2009

- Allen Mr Mark** B.Bus (Economics/Accounting), Grad. Dip. Ed
- Allen Mrs Rosalind** BA, Dip. Ed, Grad. Dip. Careers, MEd. Studs. (Guidance & Counselling)
- Bosworth Mr Colin** B.Ed, Adv. Dip. Ed
- Burch Mr Tim** BA, B.Ed (Hons), Grad. Dip. Adolescent Health and Welfare
- Chapman Ms Heather** BA, Dip. Ed
- Clarke Ms Briony** BA, B.Ed (Primary)
- Curtain Mrs Vicki** MBIT, BA, Dip. Ed, Grad. Dip. (Teacher Librarianship), Cert IV in Theology
- Debargue Mr Francois** ME con, MIT, Dip. Ed
- Dennis Ms Michelle** B.Com.Sc, Grad. Dip. Ed, B.Ed
- Dunemann Ms Robyn** Dip. Teach (Early Childhood), B.Ed (Early Childhood)
- Fordyce-Voorham Mrs Sandra** B.Ed (Home Econ), Grad. Dip. (Comp), MEd (Ed Admin)
- Franklin Mrs Kerry** Dip. Teach (Primary), Grad. Dip. SpecEd (Learning Difficulties)
- Frazer Ms Katrina** B.Ed (Visual Arts)
- Freney Mrs Catherine** B.Ed (Home Economics), Certificate II (Hospitality Operations), Certificate IV (Workplace Assessment)
- Frost Ms Joanne** BA (Hons), Grad. Cert. Ed.
- Gasperino Mr Stephen** BA, Dip. Ed
- Halkias Ms Rachel** B.Ed
- Hardman Ms Nicole** B.Ed (Primary)
- Harris Ms Rebecca** BA(Ed)
- Hayden Mrs Angela** BA, Dip. Ed
- Heberling Ms Claudia** BA, Dip. Ed
- Hird Mrs Louise** Dip. Teach (Primary), Grad. Dip. (Movement and Dance)
- Hulme Ms Helen** Dip. Teach (Primary), Grad. Dip. Ed
- Jenkinson Mr Ben** B.Ed, B.App.Sci.
- Jewson Ms Amy** B.Exercise Science, Grad. Dip. Ed
- Jones Mr Alan** BA, Higher Dip. Ed (Physical Science)
- Jones Ms Nonette** B.BiolSc, Dip. Ed
- Kado-Jewell Ms Hiromi** BA, Dip. Ed, Grad. Dip. (Applied Linguistics)
- Kaucic Ms Christine** Dip. Teach (Primary), Grad. Dip. (Library and Information Services)
- Kenny Mr Pat** Dip. Ed, Grad. Dip. Outdoor Ed, MEd.Admin
- Keuneman Mr Gerald** AMEB. A. Mus.A., Perf. Dip
- Kondratowicz Mr Konrad** Dip. Ed, BA (Fine Art)
- Martin Ms Evelin** BA, Grad. Dip. Ed (Secondary)
- Marton Ms Ella** MA (Music), Postgrad. Dip. Ed (Music)
- Massey Ms S** B. Ed (Post Primary Physical Education), B.Ed
- Matsuyama Ms Chie** BASci (Music), Dip. Ed
- Mavridis Mrs Maria** B.Sc, Dip. Ed
- McCullough Mrs Kay** B.Sc (Education), B.Sc (Hons), Grad. Dip. Ed (Comp)
- McEaney Ms Alison** B.Ed (Secondary), Bach. Primary Education Studies
- McGrath Mr Daryl** B.Ed
- McInnes Ms Keli** Bachelor of Arts (Sociology) / Bachelor of Education (Primary)
- Miles Ms Julia** B.Ed
- Morrow Ms Letitia** Grad. Dip. Ed, Grad. Cert. Ed Studies, Dip. Art & Design
- Motteram Mr Gary** BAgSc (Hons), Dip. Ed
- Oliver Ms Jennie** BA, Dip. Ed
- Potter Fr Mick** BA, Dip. Ed, BD, MACE
- Rabach Mr Stephen** B.MusEd. Grad. Cert Music Tech
- Reither Mr Campbell** B.Mus (Voice-Countertenor), Grad. Dip. Ed, AMEB (Piano, Voice, Clarinet and Music Theory)
- Richards Ms Prue** BA, MA, Grad. Dip. Ed
- Rooney Ms Freya** BA Physical Education (Secondary)
- Ross Ms Alison** BA, MA, Grad. Dip. Ed, MAPS
- Shepherd Mrs Fiona** BA, Dip. Ed. (Primary), Grad. Dip. (Early Childhood)
- Sherman Mrs Pam** B.Ed
- Silvester Mrs Helen** B.Sc (Hons), Dip. Ed
- Smith Mrs Valerie** BA (French), PGCE, Dip.SpLD
- Spaziani Ms Maria** B.Sc, Dip. Ed, MEdStud
- Tamura Mrs Yuko** BA. Dip. Ed
- Tilley Mr Craig** B.Sc (Physics), Grad. Dip. Ed, Cert. IV Health (Nursing)
- Van Loon Ms Joan** Cert. Teach (Primary), BA, Grad. Dip. TESL
- Venner Ms Lyn** B.Sc, Dip. Ed, MEdStud
- Vines Mrs Jill** BA, Dip. Ed, Masters Ed Studies
- Wallace Ms Jeny** Dip. Teach (Primary), B.EdStud
- Warren-Smith Mrs Judy** BA, Dip. Ed, DipTESOL, B.SpecEd, MEd
- Watson Mr Greg** B.Sc, Grad. Dip. Ed (Secondary), Grad. Cert. Mathematics & Mathematical Ed
- Wheeler Mrs Kristen** MA (Writing and Literature), B.Teach, BA
- Whiting Mrs Carla** BSc, Dip. Ed
- Wiber Mrs Marilyn** BA, Dip. Teach, MEd, Grad. Dip. Ed Admin, Grad. Dip. Curric, MIAG, FACE
- Wiseman Mrs Angela** Dip. BEd, Grad. Dip. Ed (Children's Literature)
- Wright Mrs Susan** B.Ed, Grad. Dip. (Student Welfare)



Mentone Girls' Grammar School
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