The Year in Review

2013
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
To provide a learning environment for girls which:
• 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 and 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 - 2013

Our Mission, Values and Goals set the context and provide the starting point for the Ivanhoe Girls’ Grammar School review of the year 2013 in key areas concerning staff, students and parents. 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 accountability requirements of Governments, additional information is also included.

OUR SCHOOL

Ivanhoe Girls’ Grammar School is an Anglican day school strongly committed to single sex education for girls. Catering for students from Early Learning Centre (Three Year Old) to Year 12 with a current total enrolment of approximately 1040 students, 750 of whom are in the Senior School, Ivanhoe Girls’ Grammar School seeks to provide excellence in education within a caring Christian community and to prepare young women for a personally and professionally fulfilling life. The School’s mission is:

Ivanhoe Girls’ Grammar School 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.

The School provides an academic curriculum, establishing a sound basis for entry to tertiary studies and 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 girls choose to undertake tertiary studies after Year 12.

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

The School is a leader in providing technology to support the curriculum. Optical fibre cabling links all of the classrooms to a school-wide intranet as well as providing internet access to classrooms, computer laboratories and both the Senior and Junior School resource centres.

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, art and studio arts, drama and debating. The School’s exciting music program attracts the participation of large numbers of girls from Prep to VCE joining 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.

The School recognises the wealth and diversity of cultural backgrounds from which the girls come and the importance of the contribution that each girl makes to her school. 13% of our students come from a non-English speaking background, whilst at least 31% of our families have one non-English speaking parent. 0.3% of our students are indigenous whilst 0.7% are full fee paying overseas students. The key to the education that Ivanhoe Girls’ Grammar School offers lies in each girl’s personal growth and self-discovery, her knowledge of her strengths and talents which will be extended throughout her adult life.
# Academic Curriculum 2013

## Key Learning Areas

<table>
<thead>
<tr>
<th>Year</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Humanities</th>
<th>Technology</th>
<th>The Arts</th>
<th>Health &amp; Physical Education</th>
<th>LOTB</th>
</tr>
</thead>
<tbody>
<tr>
<td>P - 6</td>
<td>English</td>
<td>Mathematics</td>
<td>Science</td>
<td>Religion &amp; Values Education (RAVE), Social Education</td>
<td>Integrated across curriculum Library Technology</td>
<td>Performing Arts, Visual Arts</td>
<td>Health, Physical Education</td>
<td>French</td>
</tr>
<tr>
<td>VCE 1 &amp; 2</td>
<td>English 1 &amp; 2, English ESL, Literature 1 &amp; 2</td>
<td>Further Mathematics 1 &amp; 2, Mathematical Methods 1 &amp; 2, Specialist Mathematics 1 &amp; 2</td>
<td>Biology 1 &amp; 2, Chemistry 1 &amp; 2, Physics 1 &amp; 2</td>
<td>Ethics (Not a VCE unit), Accounting 1 &amp; 2, Business Management 1 &amp; 2, Economics 1 &amp; 2, Geography 1 &amp; 2, History: Twentieth Century Unit 1 &amp; 2, Legal Studies 1 &amp; 2, Philosophy 1 &amp; 2</td>
<td>Food Technology 1 &amp; 2, VCE VET Interactive Digital Media Certificate II (Multimedia) 1 &amp; 2, VCE VET Program 1 – Certificate II in Hospitality (Food and Beverage stream) 1 &amp; 2</td>
<td>Art 1 &amp; 2, Music Performance 1 &amp; 2, Studio Art 1 &amp; 2, Theatre Studies 1 &amp; 2, Visual Communication &amp; Design 1 &amp; 2</td>
<td>Physical Education (Recreation), Health &amp; Human Development 1 &amp; 2, Physical Education 1 &amp; 2, VCE VET Certificate II Allied Health Assistance 1 &amp; 2</td>
<td>Chinese First, Language 1 &amp; 2, Chinese Second, Language 1 &amp; 2, French 1 &amp; 2, Chinese*, French*, VCE VET Certificate II in Mandarin</td>
</tr>
</tbody>
</table>

Note: Thinking Skills, Information Literacy and Information & Communications Technology (ICT) are integrated across all key learning areas P - 12.

**Bold = Core**

**Normal type = Electives**

* = at least one of these is strongly recommended.
Our Finances

Ivanhoe Girls’ Grammar School is a not for profit organisation with all monies received being used to support girls’ learning. At the end of 2013 the School was in a strong financial position, due to careful fiscal management. The School budgets for an annual surplus to provide for future facility development and for capital equipment purchases. The 111 year history of Ivanhoe Girls’ in 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 necessary facilities to support the best educational programs for current and future students. To ensure this, the School has a 10 year building plan for the development of future facilities.

The major capital expenditure in 2013 included planning for the Lecture Theatre project, the installation of the solar panels on the pool roof as part of the trigeneration system for the pool and the ongoing upgrading of the IT infrastructure. All current capital projects are undertaken with no borrowings and hence there are no associated interest costs to be borne by 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 2013.

The Federal funding for 2013 was based on the “SocioEconomic Status” (SES) funding model, but the new funding model for 2014 to 2018 is based on the “School Resource Standard” (SRS). The SRS is calculated on old data and, for Ivanhoe Girls’, the funding is further complicated with transition arrangements for the next four years. Consequently predicting future funding is very difficult. The Board is mindful of this uncertainty in future planning.

In 2013 tuition fees provided 71% of the School’s income. As is our goal, fees at Ivanhoe Girls’ Grammar School are at the lower end when compared with those of other similar schools. The consolidated charge, which covers excursions, camps and classroom materials (6%), is an all-encompassing charge that enables families to plan knowing that there are no other hidden charges (excluding optional activities such as skiing or overseas tours). Income was further supplemented (4%) by interest on investments and fees from the hire of the School’s facilities.

With over 170 full-time and part-time permanent teaching, support, administrative, maintenance and grounds staff, salary and associated payroll costs, such as superannuation, are a major area of expenditure (64% of income). The School is extremely fortunate to have experienced and dedicated staff who provide the best education and service to the students. Academic expenses, amounting to 9% of income, are for the purchase of educational resources such as hospitality consumables, sports equipment, art materials and numerous other teaching aids and supplies. Whilst property maintenance, costs for repairs, utilities, grounds and cleaning are carefully monitored (6% of income), it is vital to properly maintain our facilities. Other administration costs (4%) include payment for insurance premiums, public relations costs, printing and scanning, bank fees and telephones.

The operating surplus (11%) is allocated to short term and long term capital expenditure. Short term expenditure is applied to items such as educational equipment, furniture replacement and small renovations. Long term projects are major improvements within the campus which for 2014 include the replacement of the pool heating system, the upgrade of the pool change rooms, the redevelopment of the former senior library into a tertiary style Lecture Theatre and the renovation of the Parish Hall. Beyond 2014 there are plans to renovate the Administration building, to enlarge the PAC foyer and to create a fitness studio in the old canteen.

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

Ivanhoe Girls’ Grammar School is blessed with 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 teachers by the Victorian Institute of Teaching (VIT), whilst general staff all have a Working With Children Check (WWCC). The School is also committed to the induction and mentoring of all new staff, especially beginning teachers. Each year the School appoints mentors for formal training, conducted by the VIT, in the role of mentor for colleagues new to the profession.

Of 244 full time, part time, contract and casual staff, 78% of the School’s workforce is female and 22% male. None of the staff self-identify as Aboriginal or Torres Strait Islander.

Staff Qualifications

Management Team

Principal: Heather Schnagl, BSc (Hons), DipEd, MEd, PhD (Melb), FACE, FACEL, MAICD
Deputy Principal and Head of Senior School: Alan Hutchison, DEd (Melb), MEd (Mon), H Dip T (Melb), Grad DipEd Admin (Deakin), MACE, FACEL, FAIM
Head of Junior School: Carol Hodgson, Dip Prim Teach (Warrnambool)
Director of Learning and Teaching: Jan Leather, BSc (Hons) (Melb), DipEd (Melb State Coll), MACE
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)

2013 Income

<table>
<thead>
<tr>
<th></th>
<th>$'000</th>
<th>% to income</th>
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<tbody>
<tr>
<td>Fees</td>
<td>18,266</td>
<td>71%</td>
</tr>
<tr>
<td>Consolidated Charge</td>
<td>1,465</td>
<td>6%</td>
</tr>
<tr>
<td>Federal Recurrent Grants</td>
<td>3,895</td>
<td>15%</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>698</td>
<td>3%</td>
</tr>
<tr>
<td>Federal Capital Grants</td>
<td>151</td>
<td>1%</td>
</tr>
<tr>
<td>Other income</td>
<td>1,166</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25,641</td>
<td>100%</td>
</tr>
</tbody>
</table>

Fig. 1

2013 Expenditure

<table>
<thead>
<tr>
<th></th>
<th>$'000</th>
<th>% to income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Salaries &amp; Assoc Costs</td>
<td>16,401</td>
<td>64%</td>
</tr>
<tr>
<td>Academic Expenses</td>
<td>2,337</td>
<td>9%</td>
</tr>
<tr>
<td>Consolidated Charge</td>
<td>1,465</td>
<td>6%</td>
</tr>
<tr>
<td>Capital Expenditure</td>
<td>2,930</td>
<td>11%</td>
</tr>
<tr>
<td>Property Maintenance (including gas, electricity, water)</td>
<td>1,429</td>
<td>6%</td>
</tr>
<tr>
<td>Administration</td>
<td>1,079</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25,641</td>
<td>100%</td>
</tr>
</tbody>
</table>

Fig. 2
Business Manager: Karen Allaway, BSc (Melb), Post Grad Dip Acc (Mon)
Finance Manager: Mandy Summers, BBus (Bendigo Univ), ACA
Public Relations Manager: Anna Aughterson, MA (Communications) (RMIT), BA (Public Relations) (RMIT)
Registrar: Suzanne Bluck, BSc, DipEd (Mon)
Director of the Cooerwull Centre for Leadership and Service: Lyndy Stagg, Adv Cert Ed (Art & Sci of Movt), Cert Ed (Eng & Drama) Dartford UK, Grad DipEd Admin (Melb), Dip Training and Assessment Systems
Staff Coordinator: Susie Lyons, BSc (Hons) (Melb) DipEd (Melb State Coll)
Chaplain: Rev Alison Andrew-Smith, B Th (Flinders Univ), BEd Specialisation (Univ SA), Dip PS (Adelaide Coll Divinity)
Director of Technology: Alan Rowley
Executive Assistant to the Principal: Marie Kotsanis

**TEACHING STAFF**

Fiona Alderson, BSc (Hons), PhD, Post Grad DipEd (Melb)
Di Appleby, BEd (Canberra), M Arts (Religion/Theology) (Mon)
Alissa Atkinson, BEd (Early Childhood and Primary) (RMIT)
Jane Austen-Wishart, M Ed (Melb), Grad Cert Ed (TESOL) (La Trobe), BA, (Hons), DipEd (Mon)
Jan Bailey, M Ed (Deakin), Grad Cert Arts (Hist) (Melb), Grad Dip Ed (Melb)
Lyn Begg, Dip Teaching Primary (ACU), BEd (Deakin)
Katrina Benson, B Arts (Curtin), Dip Ed (Edith Cowan)
Chris H Burley, M Sp Ed (Flinders Univ SA), BEd (SACAE), Dip Teaching (Primary) (Hartley CAE)
Chris J Burley, BSc (Mon), Dip Ed (Mon)
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Brad Carter, BAppSc (PE), DipEd (PIT)
Paule Cartwright, BA (Hons), BE (Melb), BEd (TESOL), M Ed (La Trobe)
André Chadzynski, BA (Hons) (Melb), DipEd (Melb State Coll)
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Kylie Clarke, Post Grad Appl Forensic Psych (Leicester, UK), BSc Psych (Hons) (Westminster, UK), BEd Prim Teaching, DipEd (Bendigo)
Mary Connellan, BSc, DipEd (Mon), Grad Dip Lib (Melb State Coll)
Andrew Corbel, B Mus Ed (Melb), Dip Mus MCMM (Melba Conservatorium), A Mus A (Clarinet)
Chris Cox, BA (Hons) (UK), PGCE (UK), M Mus
Victoria Cox, LLB (Melb), M Teach (Melb), BComm (Melb)
Madeleine Coulombe, BA (Sarah Lawrence College, New York), Grad Dip Ed (Mon)
Serena Craker, B Creative Industries (QUT), B Ed (QUT), M Ed (Melb)
Halina Craig, BEd Arts (Melb)
Wei Dai, BA (Hubai, China), Dip App Lang (Sth China Uni), DipEd (Mon), DipEd IT (Deakin)
Bronwyn Dandie, Dip Teach (Vic Coll), BEd (Deakin), MEd (Policy & Admin) (Mon), Grad Dip Marketing (RMIT)
Lauren Deville, BA (Vic Univ) BTeaching (Melb)
Laura Dillon, Grad Dip Ed (Mon), LLB (Mon), BA (Mon)
Jae Edwards, BA Hons, PGCE (UK)
Deni Elsewaisy, B Eng (Hons), M Teach (Melb)
Meredith Every, BEd (Primary) (Mon), Dip Teaching (Primary) (MCAE)
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Celia Hatzipavlis, BEd (Tas)
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Margaret O’Keeffe, BA, DipEd (La Trobe)
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Lauris White, BApplSc (RMIT), Grad DipEd
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Chun Sheng Cai
Stephen Coutts
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Cate Waugh, B Mus (Melb), M Mus, Grad DipEd Cate Waugh, B Mus (Melb), M Mus, Grad DipEd
Margaret Waugh, DSCM, A Mus A, (Sydney)

SUPPORT STAFF
Jenny Adams
Maria Anker
Wendy Braid
Aileen Brennan, Cert III Child Care (Swin)
Helen Cunningham, B Bus (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)
Claire Elso, Cert IV Workplace Training and Assessment, Cert IV Bus (Frontline Mgt), Cert IV Leadership
Emma Fraser
Merewyn Hodshon, Cert IV Lib/Info Services (CIT)
Bianca Hyde, BAppSci (App Chem)(RMIT)
Tracy Johnston, Cert Human Biology, Sports Mgt, Bronze and Silver Skills Swim Coaching Licence (ASCTA), Swimmers with Disability (SWD) Coaching
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Katrina Morrow, B Behavioural Sc (La Trobe), Post Grad Dip Child and Adol Psych (Monash), Post Grad (Charles Sturt), M Psych (Swinburne)
Mark Pilkington, Assoc Dip Bus (Holmesglen), B Comm (Deakin)
Lina Pranckunas, Dip of Lib and Info Services (Box Hill), Dip App Sc (Dental Therapy)
Fiona Rosselli, BApplSci (Vic Uni), Grad Dip Management Systems (Swin)
Marie-Angele Savouré, Accr Transl French (NAATI, Canberra)
Helen Silvestro, Dip Arts (Child Care), Cert IV Lib/Info Services (Box Hill Inst)
Sara Simmons, BApplSci Sport Coaching Distinction (Deakin), AUSTSWIM, Bronze Swimming Coach Licence
Karen Stevenson, BECS (Monash), Dip Soc Sci (Child Care) (Melb)
Elizabeth (Liz) Taylor, B Agricultural Science (Hons) (La Trobe)
Dip Ed (Primary) (La Trobe University)
Janet Thomas, BAppSci (Applied Chem) (RMIT), DipEd (Melb)
Georgia Tzanakos, Cert Basic Electronics (RMIT), Dip Lib/Info Services (Swin)
Helen West, TPTC, DipEd (Primary)
Nicola Wheatley, DipEd (MSC), Dip Art (RMIT)
Elizabeth Wilson, Cert III Child Care (Swin)
Zhihua Wu

**Administrative Staff**

Janine Amoddio, B Bus (Vic), Dip Appl Sc (La Trobe)
Sue Amoddio, BComm (Melb)
Fleur Bedford, Cert Sch Mkt (CMS), Cert IV Bus, Public Relations (RMIT), Dip Event Management (EMTA)
Maree Breekveldt, Dip Sec Studies (Auckland)
Kristyn Culpepper, Cert II Theatre Arts (Moreton Inst of TAFE), B Journalism, B Arts (Uni of Qld)
Dianne Bartlett, Bus Practice Cert (Port Adel Coll of TAFE)
Sylvia Gilbert, JP, CMC
Sofie Mandoukos, Dip Secretarial and Computer Studies (Chalmers Bus Coll)
Helen McClusky, BA (Mon)
Elly Mitchell
Elaine Renshaw, Cert Adv Acc, Cert Bus Appl (Preston TAFE)
Jane Robertson
Rev Anne Sells, BA (Adel Univ), Dip Teach, MA (Melb), B Th (Ridley)
Liz Sadowy, Cert IVAnimal Technology (Box Hill), Cert IV Bus Admin (Stotts), Dip Acc (NMIT)
Marianna Scuderi, B Bus (Victoria)
Yvonne Smith, Compositor by Trade (Melbourne College of Printing & Graphic Arts), Integration Aide Cert (Concord)
Jenny Thomsett, Cert 3 Early Childhood (Shepparton TAFE), Cert 3 Bus Admin (Workplace Connect)
Caroline Wilson, Cert IV Bus Admin (Swin), Dip Bus Admin (Holmesglen)
Vilia Wolf
Teagan Wood

**Maintenance/Grounds Staff**

Ronan Gill, Adv Dip Sc (Horticulture) (Melb)
Nick Hallahan, Cert Motor Mechanics (Box Hill)
Geoff Kellam, Fitter and Turner, Boiler Attendant (Cert of Comp) (RMIT)
Jo Kinsman, Cert Technology (Clothing Design/Textiles)
Amanda Motschall
Ricky Neilson
Jeff Stagg, BEc (Mon), Cert Ed ATTI
Martin Troy
Sue Wills
Robyn Young
STAFF RETENTION 2013

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

The Cooerwull Service Awards are organised and hosted annually by the School Board and the Cooerwull 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 new faces and forge new relationships early in the year.

It is important, however, to have some staff turnover to maintain a healthy balance, with perhaps 5-15% per annum being considered optimal. Ivanhoe Girls’ retained 90.8% of its teaching staff from 31 December 2012 to 31 December 2013, a figure which is close to optimum. Reasons for staff departures included retirements, resignation to move schools for promotion, further study, career change, interstate transfer and resignations following maternity leave to spend more time at home with young children.

All extended periods of leave, primarily long-service leave given the stability of our staff, provide the School with the opportunity to welcome replacement teachers 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 fall ill. The need also sometimes arises for personal or compassionate leave. Ivanhoe Girls’ teaching staff recorded an average attendance rate of 97.2% in 2013.

PROFESSIONAL LEARNING

Ivanhoe Girls’ commitment to the professional development of all staff to enhance every teacher’s skills to be the best possible practitioners has once again been highly evident throughout 2013.

The year began with the triennial Ivanhoe Girls’ Staff Conference which ran from Wednesday 30 January to Friday 1 February. On the Thursday the conference moved to Heidelberg Golf Club. The two keynote presenters were Megan Dalla-Camina and Glyn Jones. They were followed by a large number of presentations from teachers within the School focusing on the effective use of formative assessment and preparation for an iPad trial at Year 8.

In her presentation on Positive Relationships, Megan Dalla-Camina focussed on three areas – personal strengths, mindsets and energy and well-being. She worked with the entire staff on how to use their strengths as effectively as possible in their respective roles. She also outlined how each person’s mindset has a real impact both on themselves as an individual, but also on all those around them. Through their optimism and positivity each person will both enjoy better health and be able to do their jobs more effectively. She also showed how eliciting positive emotions enables each person’s brain capacity to both broaden and build. Her outstanding presentation finished by reminding each of us of the importance of well-being.

The staff conference concluded for the teaching staff with a focus on learning through a session entitled, The Problem is Processing, presented by Glyn Jones, who himself has dyslexia. By analysing the range of auditory and visual processing difficulties faced by approximately 10% of students, he highlighted both the strengths and challenges that these students experience at school. He also discussed the importance of detailed assessment, often by a number of different specialists, to enable each girl, together with their family and school to work together to ensure the best possible learning.

Staff conferences are seen as an opportunity for all staff to develop a sense of belonging to the entire School. Rarely do we get the opportunity to reflect on what we do or to consider the School as a whole. The conference provided many opportunities for staff to get to know staff from other areas of the School and develop positive relationships. This was also achieved informally with the staff dinner and through activities such as 9 holes of golf, a putting challenge, yoga, salsa dancing, still life drawing, a walk and lawn bowls. The conference was supported by a grant from The Invergowrie Foundation.

Further opportunities for professional learning for our own staff has been available in a variety of settings, including five professional learning days, various staff and faculty meetings, the Peer Appraisal program, collaboration, workshops, guest speakers, attendance at external programs and feedback to faculty/working groups following such attendance.
Whilst attendance at professional learning has the additional benefit of enabling staff to meet the VIT requirement for ongoing registration, clearly any professional learning is scheduled with the primary objective of enhancing teaching to maximise student outcomes.

Jennifer Finemore’s keynote address on *Classroom Accommodations and Strategies* on the Term 2 Staff Day was therefore most pertinent. An experienced educator, psychologist and counsellor, Jennifer built on the work of Glyn Jones and focused on strategies that teachers can use to support students who experience learning disabilities in their classes. During Term 3 Jennifer returned to work with Faculty Heads on developing individual learning programs for students experiencing difficulty in the classroom.

Throughout the year, the Faculty Heads Group has continued to focus on the effective use of formative assessment. Formative assessment is assessment for learning. It informs students about where they are in their learning and helps teachers to design programs tailored to the individual needs of their students. Workshops were held during Faculty Head meeting time and then Faculty Heads ran professional learning sessions with teachers within their faculties.

Formative assessment relies on the ability of teachers to know their students. Students need to have the confidence to look at their own work, admit when they do not understand and feel safe to take risks in their learning. This was the focus of the Term 3 staff day when Michelle Nemec presented a keynote address entitled *Social-emotional Wellbeing*. Michelle has spent thirty years in education as a teacher, principal and consultant. Michelle’s presentation provided a starting point for further workshops designed to share strategies for building Wellness in classrooms.

Another major focus for 2013 has been the effective use of information and communication technologies. The trial of an iPad program at Year 8 meant that staff and students participated in many workshops aimed at developing basic iPad skills and demonstrating ways that iPads can be used to enhance learning. Not only has this professional learning allowed teachers to embrace student love of technology to increase engagement and learning, but it has also empowered teachers to provide students with optimum and expedient access to the broadest sources of learning.

In addition, given that many girls learn best when they collaborate, social networking sites like wikis, Facebook, blogs, Wallwisher and Glogstar have been used to facilitate teamwork, enabling students to jointly solve problems, answer one another’s questions, communicate with world experts, to peer assess work and to integrate a variety of media. The use of communication technologies in our classes in 2013 allowed teachers to personalise learning and provide opportunities for our students to become publishers, researchers and filmmakers. There is enormous potential for students to both access information and to demonstrate their learning and consequently a broad spectrum of professional learning opportunities throughout 2013 were designed to inform staff of the capabilities of such technologies.

With the implementation of the Australian Curriculum, many staff attended conferences, contributed to the planning of and feedback on papers and trialed units of work. Faculty sessions throughout the year provided specific opportunity for engagement with the new curriculum across all faculties.

Our Term 4 Staff Day provided staff from across all areas of the School with an opportunity to up-date their First Aid qualifications. All staff are expected to have as a minimum, current Level 1 and anaphylaxis certificates. This training is done in-house with external presenters and assessors. It provides another opportunity for staff to mix and helps develop an understanding of the roles of others in different areas of the School.

In addition, during 2013, the Junior School continued to use weekly staff meetings to work on improving the teaching and learning for all students, with particular focus on Inquiry learning. Junior School teachers trialed an Integrated unit program, *Inter@ct* in Term 1. Whilst *Inter@ct* incorporated a wide repertoire of teaching strategies and thinking routines, teachers concluded that they wanted to retain greater ownership of their planning and teaching. This led to inviting Kath Murdoch, inquiry expert, to spend a day with all Junior Staff to work on improving our current inquiry units of work and how to teach all areas of the curriculum with an ‘inquiry mindset’. The Year 5-6 team continued to develop effective teaching strategies through their continued involvement with The University of Melbourne Maths Assessment and Learning Partnership course.

One of the most powerful opportunities to support the professional growth of teachers, and to ensure the provision of the highest possible levels of professional service to our students, is delivered by our own staff via the Ivanhoe Girls’ Peer Appraisal program. The 2013 round of Facilitator training resulted in almost half of the staff now being trained for the role, not only to assist peers with a systematic opportunity for professional and confidential reflection on their practice, but also to identify courses of action to achieve agreed goals. As a consequence, once again in 2013, many professional learning attendances were related to staff requests for professional learning arising from individual Appraisals.

The Ivanhoe Girls’ Peer Appraisal program was originally implemented in 2003 and reviewed in 2012. The 2012 review has enhanced the rigour of our existing Appraisal system by increasing the emphasis on data gathering to form the basis...
of the appraisal, and highlighting the expanded role of the Appraisal Facilitator in the guiding of decisions on the forms of data to be collected and its systematic analysis, thus delivering an even more valuable form of professional learning. To this end workshops were held during the Term 3 Staff Day 2013 targeting observation and giving constructive feedback.

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

Staff involvement in decision-making at Ivanhoe Girls’ is deemed crucial to a shared understanding of our core business. With a constant focus on the School’s Mission, Values and Goals, important issues are considered to ensure optimum outcomes for all girls.

The School has also supported individual professional learning activities for teachers, internationally, nationally and locally, as appropriate to their area of particular interest and needs. All teaching staff, who number approximately 120 across Junior and Senior School, have therefore been involved in professional learning activities suitable for whole School, Junior School, Senior School as well as the individual.

The expenditure for the range of professional learning opportunities in which teachers have keenly participated was $126,798, which was approximately $975 per academic staff member. It is therefore obvious that 2013 has been a most stimulating year which clearly would not have been possible without the generous support from the School Board, combined with the School Leadership Team’s vision and commitment to ongoing enhancement of teacher skill and pedagogy.

**STAFF SURVEY**

One of the major determinants of a school’s effectiveness is the quality of teaching staff and their capacity to help students (in our case, girls) learn in the most effective manner possible. As part of its on-going improvement agenda, the School regularly seeks feedback and input from staff as to their satisfaction with the School. All of the staff, teaching and general staff (as they perform a vital role in supporting the School’s teaching and learning) participated in an annual online survey during Term 3 with extremely positive results.

Using Independent School’s Victoria LEAD staff satisfaction survey, staff feedback was sought in the school-based domains of resources and offerings; technology, school ethos and values, student behaviour, discipline, learning support, pastoral care, parent involvement, quality of teaching and learning and teaching practice. The survey also sought feedback in the workplace domains of feedback, goal alignment, leadership and morale, staff collaboration and professional development.

Overall the data was extremely positive, although areas for future focus were highlighted.

**OUR STUDENTS**

Fundamental to our enrolment policy is the commitment that our School is an open entry school. The main intake years in the School are: 3 Year Old Kindergarten in the Early Learning Centre, Prep, Year 4, Year 5 and Year 7. As we move forward to establishing two classes at each level in the Junior School, vacancies may also occur in Years 1, 2 and 3.

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 in Noel Street. Girls in the Kindergarten attend between two and five days per week whilst the PrePrep attend for four or five days per week.

The Junior School, Prep to Year 6, is housed in four beautiful old Federation houses in Marshall Street. In 2013 the School had a single class at Prep and Year 1 and two classes each in Years 2, 3, 4, 5 and 6.

The commencement of secondary school is the School’s major entry point with the usual size of each year level for Years 7-12 being 120-135 girls. In Years 10 and 11 the School accepts a small number of international students. Ivanhoe Girls’ student population is extremely diverse with more than 100 different cultural backgrounds (including a small number of indigenous students) represented.
**Student Attendance**

At Ivanhoe Girls’ our core and co-curricular programs provide a stimulating and engaging learning experience for our students. These programs encourage high levels of involvement and motivation and give us the highest possible daily attendance rates. We have clear processes for recording, monitoring and responding to any absences. Generally where absences occur they are due to a bona fide illness or to opportunities for travel with families and sometimes with educationally valuable participation in non-School sporting or cultural events. While the School does not approve absences due to family holidays, it is noted that these continue to account for the second most common reason for absence after illness.

The School supports students’ academic continuity in cases of unavoidable absence for genuine reasons by providing structured work and making use of both email and the School’s excellent intranet, *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 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 attendance can be monitored effectively.

Table 1 reports the average attendance rate in percentage form for year levels Prep to Year 11:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance rate</th>
<th>Year Level</th>
<th>Attendance rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>95.5%</td>
<td>6</td>
<td>95.6%</td>
</tr>
<tr>
<td>1</td>
<td>94.7%</td>
<td>7</td>
<td>95.3%</td>
</tr>
<tr>
<td>2</td>
<td>96.1%</td>
<td>8</td>
<td>92.5%</td>
</tr>
<tr>
<td>3</td>
<td>94.2%</td>
<td>9</td>
<td>93.7%</td>
</tr>
<tr>
<td>4</td>
<td>95.0%</td>
<td>10</td>
<td>94.7%</td>
</tr>
<tr>
<td>5</td>
<td>96.0%</td>
<td>11</td>
<td>95.2%</td>
</tr>
</tbody>
</table>

*Table 1 - Attendance Rates per Year Level 2013*

**Student Retention**

Ivanhoe Girls’ is proudly an open entry school in which students are expected to complete their VCE. Almost all students continue their studies at tertiary level, at both universities and TAFE, choosing to study in a wide variety of fields. Further details of the VCE results and tertiary destinations of the Class of 2013 are provided in the ‘VCE Results’ section.

Of the 130 students who commenced Year 9 in 2010, 109 of those students completed Year 12 in 2013 at Ivanhoe Girls’. We therefore have a retention rate of 84% for our 2013 student cohort. During the years 2011 to 2013, 9 new students entered the School to join this cohort forming a Year 12 group of 116 students.

Of the 21 students who did not complete their education at Ivanhoe Girls’; one girl and her family relocated overseas; fourteen students moved to other independent schools, some on scholarships; four students moved to government schools for a variety of reasons; one left due to chronic illness; one moved to an unknown educational setting. All of these students continued their studies.

**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 2013**

All students in the Junior School and on entry to Year 7 undertake 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 participated in NAPLAN testing. Parents received an individual report for their daughter.

The results in 2013, with respect to the national benchmarks for literacy and numeracy, are summarised in the following table. The table also allows comparison with the 2011 and 2012 results from NAPLAN testing.
<table>
<thead>
<tr>
<th>Year</th>
<th>Area tested</th>
<th>NAPLAN 2011</th>
<th>NAPLAN 2012</th>
<th>NAPLAN 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No of students tested</td>
<td>% Achieving National Benchmark</td>
<td>No of students tested</td>
<td>% Achieving National Benchmark</td>
</tr>
<tr>
<td>3</td>
<td>Reading</td>
<td>30</td>
<td>100</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>30</td>
<td>100</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>30</td>
<td>100</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Grammar &amp; Punctuation</td>
<td>30</td>
<td>100</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>51</td>
<td>100</td>
<td>23</td>
</tr>
<tr>
<td>5</td>
<td>Reading</td>
<td>51</td>
<td>100</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>51</td>
<td>100</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>51</td>
<td>98</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Grammar &amp; Punctuation</td>
<td>51</td>
<td>100</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>51</td>
<td>100</td>
<td>46</td>
</tr>
<tr>
<td>7</td>
<td>Reading</td>
<td>133</td>
<td>100</td>
<td>129</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>134</td>
<td>100</td>
<td>129</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>134</td>
<td>99</td>
<td>129</td>
</tr>
<tr>
<td></td>
<td>Grammar &amp; Punctuation</td>
<td>134</td>
<td>99</td>
<td>129</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>133</td>
<td>100</td>
<td>129</td>
</tr>
<tr>
<td>9</td>
<td>Reading</td>
<td>119</td>
<td>99</td>
<td>130</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>119</td>
<td>100</td>
<td>129</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>119</td>
<td>99</td>
<td>130</td>
</tr>
<tr>
<td></td>
<td>Grammar &amp; Punctuation</td>
<td>119</td>
<td>99</td>
<td>130</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>119</td>
<td>100</td>
<td>130</td>
</tr>
</tbody>
</table>

Table 2 - 2011 - 2013 National Benchmarks for literacy and numeracy results.

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 weaknesses are given targeted assistance within the classroom and through support programs. 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 2011 to 2013 NAPLAN performance of Ivanhoe Girls’ students is of a high standard. The data from 2011 to 2013 shows that nearly all Ivanhoe Girls’ students achieved National Benchmarks and, 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 withdrawal and support program. Individual Differences classes are small, allowing for targeted support for each student. Individual learning programs are created across all levels of the School for students with special learning needs.

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. Extension Maths groups are offered at some year levels. In the Senior School, some Maths classes are semi-streamed. In Year 9 there is one Maths group for students requiring additional support and an acceleration class for high achievers. Girls in this class complete both the Year 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 Maths classes, support and extension activities are offered as needed within mixed ability groups. A dedicated support Maths teacher is also used at Years 7 and 8, allowing individual students and small groups to be withdrawn from normal classes for extra assistance when needed. A specialist Literacy teacher offers support for Senior School English classes. Support may be offered within the classroom or by withdrawal to concentrate on a specific skill. In Years 7 and 8, Skills Enhancement classes are also offered as needed to assist students in spelling, grammar and punctuation. 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 participate in a range of extension opportunities through GATEways.
Ivanhoe Girls’ Grammar School is committed to using all possible information about each individual student’s achievements and progress to inform the planning and implementation of the learning program.

**VCE Results - Class of 2012**

As a School we are justifiably proud of the achievements of these girls and their teachers, which are a culmination of so much commitment and dedication throughout their schooling. Our aim as a School is to enable the girls to achieve their personal best and to perform even more highly than might be expected.

In their years at Ivanhoe Girls’ Grammar School the Class of 2013 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 2013 will be remembered as young women who brought vitality and creativity to so many areas of School life.

This group showed outstanding leadership - not only in formal leadership positions, but as an entire class. A moving example of this was their Benefit Concert for The Y-House Foundation, organised completely by the girls, who set out to demonstrate that their generation of young women has the motivation, persistence and capacity to help others in our community. Their Benefit Concert ultimately raised over $51,000 for The Y-House Foundation, which aims to provide long-term housing specifically designed for the needs of young people with physical disabilities who currently often end up inappropriately in aged care facilities.

While the VCE results focus on academic achievement, the Class of 2013 did so much more. Their outstanding results were attained at the same time as the girls pursued a broad range of School and community activities. So many of our girls fulfilled the responsibilities of significant leadership positions and represented the School in debating, public speaking and a vast array of sports, performed in music and drama, and served the School in many other ways. Additionally, they found the time, energy and commitment to accomplish important goals and be involved in the broader community.

All 116 Year 12 girls undertaking a full course successfully completed their VCE in 2013. 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:

- 8 students or 7% of the class obtained results which placed them in the top 1% of the cohort
- 17 students or 15% of the class obtained results which placed them in the top 2% of the cohort
- 34 students or 29% of the class obtained results which placed them in the top 5% of the cohort
- 52 students or 46% of the class obtained results which placed them in the top 10% of the cohort
- 62 students or 53% of the class obtained results which placed them in the top 15% of the cohort
- 73 students or 63% 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. 21% of all scores achieved by students in Years 11 and 12 in subjects (taught at the School) were 40 or more, placing them in the top 8% in the state!
Tertiary Destinations

The greatest joy for all of us is to see the excitement of students who have worked exceptionally hard throughout their schooling, achieve a place in the course of their dreams irrespective of their ATAR. Once again the tertiary destinations that the Class of 2013 have chosen to pursue are very diverse.

Even with the effect of The University of Melbourne’s generalist courses, the Class of 2013 has chosen a myriad of different pathways to suit each girl’s individual interests. In total they have selected to study courses in 65 different fields, many of which are combined courses, at 10 different tertiary institutions, from Aviation/Business, Marketing and Fashion Design to Architecture, Geology, and Food and Nutrition.

In applying for entry to tertiary study, girls have the opportunity to list up to 12 preferences for the courses for which they wish to be considered. Our girls are strongly encouraged to aim high and to use their first two preferences for the courses of their dreams. Consequently we are delighted that in the first and second round offers, an amazing 68% have gained entry to their first choice and 85% of the Class of 2013 have been offered the tertiary course of their “dreams” (either first or second choice)!

It is really encouraging to see that the girls are carefully considering what course and institution best suits them as individuals.

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Student Surveys

As part of our desire 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 surveys 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 2013 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. 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 interests them.

Students at all levels have a positive perception of teaching and learning. Students feel teachers believe students 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 are actively engaged in their learning.

At all year levels, students feel they listen to others and are not picked on by other students. All levels feel safe at school and all levels 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 in their final weeks of school last year. Questions were designed to encourage students to reflect on their schooling at Ivanhoe Girls’, its strengths and weaknesses. Girls were also given the opportunity to add any comments they wished. A total of 111 students or 95.68% of the cohort responded. All of the results as shown in the table below were positive, although areas for improvement were highlighted.
<table>
<thead>
<tr>
<th>Positive Response</th>
<th>% Positive Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school is a happy place</td>
<td>80.18%</td>
</tr>
<tr>
<td>Life at school is busy and action-packed</td>
<td>84.69%</td>
</tr>
<tr>
<td>The school is a safe and secure environment</td>
<td>90.99%</td>
</tr>
<tr>
<td>Excellence in all pursuits is encouraged</td>
<td>79.28%</td>
</tr>
<tr>
<td>Staff assist students to reach their full potential</td>
<td>83.79%</td>
</tr>
<tr>
<td>Students in need of extra help with study can get it</td>
<td>90.99%</td>
</tr>
<tr>
<td>The co-curricular program offers plenty of choice</td>
<td>77.27%</td>
</tr>
<tr>
<td>The school is a technology-rich environment</td>
<td>79.28%</td>
</tr>
<tr>
<td>Student leaders are respected at the school</td>
<td>78.37%</td>
</tr>
<tr>
<td>The school encourages community service</td>
<td>86.49%</td>
</tr>
<tr>
<td>Teamwork skills are taught</td>
<td>68.47%</td>
</tr>
</tbody>
</table>

**Table 3 - Year 12 2013 Exit Survey Results**

A number of the girls’ optional comments on the survey are worth repeating:

- The wide range of opportunities that are offered and the awards that students can achieve in acknowledgement of their efforts.
- The smaller grounds and student population compared to other schools means that it’s easy to get to know others and feel like you belong.
- I like the dedication of many of the teachers - so many go above and beyond.
- Good layout in terms of Centres, common areas and the way the subjects are arranged so different people are in each class.
- The teachers are fantastic! Very well engaged with needs of students and educating them.
- Good sense of community, close environment.

**BEYOND THE CLASSROOM**

In accordance with our Mission Statement we strive to educate the whole person to enable every individual student to achieve her highest academic potential and fully develop her personal, social, spiritual and ethical qualities. To enable our students to pursue these goals, in 2013 we continued to provide a learning environment which:

- fosters responsibility through a values-centred education
- develops leadership, teamwork and service
- enables acquisition of a full range of research skills in a diversity of modes and settings
- fosters healthy attitudes which better equip girls to understand and respect themselves and each other
- develops resilience and enjoyment of school life and encourages an optimistic and idealistic approach to students’ futures as responsible citizens
- equips girls with the flexibility to thrive in a changing world
- encourages knowledgeable, adept and socially responsible use of ICT
- systematically recognises effort, achievement and success.

Our teaching staff and the School’s leadership team are dedicated to nurturing student well-being and to listening to student voice. Girls from Years 1-12 take responsibility for real roles which help the class, the School and/or the wider community and this enables them to know that their ideas are heard and can be effective. We build on our already strongly established foundations to further cultivate the personal and social competencies necessary for upper Senior School students to make a successful transition to tertiary and further studies, and subsequently into the wider world of work as they take their places as responsible adult citizens.

As healthy relationships are at the core of personal development, our curriculum in this area is delivered in the familiarity of class groupings in the Junior School and in small tutor groups and within whole year levels in the Senior School. All teachers are involved in the planning and development of the pro-social curriculum which is continually evaluated and
updated. The work of class teachers and tutors is supported by two School psychologist-counsellors, careers counsellors 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 accessible counselling and other support for individual students, in appropriate consultation with their families, as the need arises. Effective communication between all the staff responsible for the extensive pastoral care provision is a high-priority focus of the School.

A broad range of programs in Senior School caters for students in the various stages of their learning journey. These are extensive and include:

- Outdoor Education programs for all students in Years 8 and 9 and optional programs for the more senior years
- Year 9 Careers preparation programs
- Year 10 Careers interviews for each girl individually
- Year 10 Work Experience program
- Australian Business Week for Year 10 and Global Issues Conference for Year 9
- Two-day conferences (partly or fully off-site) for Years 11 and 12.

In these activities Year Level Coordinators and tutors, 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, work-leisure balance and community involvement skills. These are vital attributes 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 well-being of the broader community, both locally and globally, and equipping our senior students to be role models in this, is a core goal of the School. Each year the Year 12 group takes leadership in this endeavour through the initiative of a major benefit concert, where every aspect of the planning and presentation is managed by the students themselves and in which every single individual girl is directly involved. In 2013 the Year 12 Class inspired younger students and the entire School community with their compassion, commitment and creativity, in successfully raising both awareness and a hard-earned monetary contribution of over $51,000 for the Y-House Foundation. Y-House aims to provide long-term housing needs for young people with physical disabilities. While the funds raised will make a significant contribution to enabling the valuable work of Y-House, this was not primarily about the money raised but about further developing 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 formal Bullying and Harassment 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 on-going restorative practices approach to relationships management. We have continued in 2013 to embed our ‘Circles and Conferences’ approach to resolving friendship conflicts and restoring damaged relationships. We have also continued our membership of The Safe Schools Coalition and delivered staff professional learning in supporting gender and social diversity. The School’s commitment to the well regarded e-Smart program was also maintained throughout 2013, involving substantial work on building cyber-communication awareness, and culminating in our formal e-Smart accreditation.

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 girls develop leadership and teamwork skills and experience the rewards of achieving success through collaboration. In 2013 the activities covered a wide diversity of categories.

Intellectual/academic activities included:

- Future Problem Solving and Community Problem Solving
- The ‘Ignite’ extension program for talented and creative thinkers
- Debating
- Chess
- Holiday extension programs
- Maths Challenge and other mathematics competitions and maths appreciation events
• Library ‘Edition’ Club
• Politics Club
• Amnesty International
• A wide range of literary, theatre and arts study groups.

Sporting activities are comprehensive and cover a broad and diverse range of sport at House and School representative levels. Girls from Years 3-6 have accessed many of the formal sporting opportunities available. They have continued to achieve broad skill development, high participation rates and opportunities for excellence. In 2013 teams and individuals from Years 3-6 competed in VPSSA sport from district level to (potentially) State level, with 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. Strong aerobics involvement continued in 2013, with over 80 girls from Years 2-6 participating during three terms of training and competition. Year 2 girls had access for the first time in 2013 to this after school program which ran during Terms 2 and 3. Specialty sports included snowsports, where girls train and participate at a level appropriate for their current attainment, ranging from novice to State level. In the Senior School, Years 7-12, there were over 20 major team sports, each involving multiple teams in the Girls’ Sport Victoria competition framework, plus a range of sports in House competitions in which all girls 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.

Visual and Performing Arts

As part of our 110th birthday celebrations in 2013 we featured an ELC to Year 11 Art Show which ran for an extended period. This was deemed to be such a success that we decided to incorporate these year levels into one show again in 2014. Several formal concerts in June and a stunning Celebration Night grand finale 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 ten different music groups, ensembles and orchestras, beginning with the classroom-based Prep-Year 2 choir. Our 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 were able to embellish this event with a showcase of some of our very accomplished smaller musical ensembles. The Arts Festival, a three day event for cross age groups of Prep to Year 6 students explored the culture of Africa, through art and music and storytelling. We had guest performers and many of our own talented staff running workshops on these three days, which culminated in an outstanding concert in our Performing Arts Centre.

Senior School held a major House Performing Arts Carnival which featured an extremely 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, multiple drama activities available to students during the year included a major theatre production 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 and Craft and Photography competitions and a House Debating competition for Years 7-12 students.

Personal Development or Citizenship activities included:

• Peer Support
• Mathematics Peer Tutoring
• Student Representative Councils in both Senior and Junior School
• Class or Tutor Group Captaincy (Years 2-11)
• Class Library Captaincy (Years 1-6)
• Social Service Leaders (Years 2-11)
• School Prefects and Year 6 Leaders (portfolio positions of senior responsibility including Global Liaison and Social Service)
• School Ambassadors (Years 6 & 10)
• Public Speaking for Socially Confident Communication
• Duke of Edinburgh Award Scheme (Bronze, Silver and Gold for Years 9 -12)
• Youth Parliament
• Amnesty International
• Year 9 Social Dancing
• Years 8 and 9 sequential Outdoor Education programs
• Post-Year 9 Outdoor Education extension activities
• National and international cultural and study tours
• Global Citizenship groups (incorporating Fair Trade awareness).

Through these many important, diverse and practical roles of significant and meaningful responsibility, the School clearly demonstrate how much we value the concept of service in our leadership programs. We offer purpose-designed leadership training programs to support girls to fulfil the explicit role descriptions entailed in all the numerous designated leadership responsibilities. Girls are able to choose activities best suited to their needs and interests, with healthily balanced participation supported by the diversity of opportunities. Junior School class teachers and Senior School tutors monitor and encourage each individual girl’s involvement in personally appropriate co-curricular activities.

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

• Year Level assemblies
• The weekly Newsletter
• Ivanhoe Girls’ News
• School Assemblies
• Annual Celebration Nights in both Junior and Senior Schools.

Through a coherent and 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 which should be placed on leadership, teamwork and service. Our highest accolade, the award of School Colours, recognises exemplary service to the broader life of the School and community. Many girls are motivated by an aspiration to achieve the objective criteria which determine qualification for this and other awards, and recipients are genuinely admired and seen as role models by the student body as a whole.

**Parent Survey 2013**

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. All families whose daughter leaves the School prior to Year 12 are invited to attend an exit interview with the Principal to enable them to provide feedback to the School.

Following their daughter’s completion of Year 12 classes (but prior to the VCE examinations) parents from the Class of 2013 were sent an invitation to participate in an online exit survey to provide their feedback to the School regarding the quality of their daughter’s education at Ivanhoe Girls’.

63 parents (or it could be assumed over 54% of families) completed the survey, the results of which were very encouraging. The survey covered academic learning, pastoral care, communication and the School’s facilities. Parents were also asked to rate their overall experience at Ivanhoe Girls’ with the results shown below.

**Fig. 5 - Year 12 2013 Parents rate their overall experience at Ivanhoe Girls’**

*Data gathered via Survey Methods*

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
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<td>Excellent</td>
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<tr>
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<td>31%</td>
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<tr>
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<tr>
<td>Very Poor</td>
<td>0%</td>
</tr>
</tbody>
</table>

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In each section parents also had the opportunity to add any additional comments they wished. These included:

- **Support was always available whenever needed, even via late night emails.**
- **The teaching staff our daughter experienced were outstanding, dedicated and truly professional. I was always impressed with how well the parent teacher interviews were conducted and how well they knew our daughter.**
- **Very friendly approachable staff.**
- **My sense has always been that the school’s pastoral care function extends beyond the strict scope of school only focus. I have always felt that the “whole person” was of consideration, not just the “student”. Contact with parents in cases of concern is exemplary with extreme sensitivity, openness and respect displayed.**
- **Our daughter has become a resilient, independent and empowered young woman. The nurturing environment at Ivanhoe Girls’ has allowed her to grow and mature into such a person.**
- **The range of activities on offer is extraordinary, catering for a wide range of interests and capabilities.**
- **My daughter has had a wonderful time at IGGS and has very much involved herself in school life and during her time at IGGS she has held a number of leadership positions. I am really pleased that she can look back at her time at IGGS with affection, pride and that she will leave with a number of fond memories.**
- **Overall IGGS has given me and especially my daughter the best education and support throughout her years with the school. Would recommend (always recommending) IGGS to other parents with daughters. Hard work for me but worth all the sweat and pain.**
- **We have had a very positive experience at IGGS. All the teachers have been caring, professional and interested and dedicated to each student, so as to achieve the best education for our daughter and VCE score. I am amazed at interview time at just how dedicated the VCE teachers are and their willingness to offer as much help as possible even on weekends and school holidays, in regard to submitting practice questions for VCE exams.**
- **Our daughter is happy. She has seized many of the opportunities available to her during her attendance at IGGS for which we are appreciative. Communication with the school has been very good, and we have always felt we could contact any staff member at the school at any time. The teachers we have met over the years have all been professional, and have respected us and our daughter.**
- **We have and will continue to recommend the school to our friends and other families. Our daughter has had a truly unique and amazing 6 years at IGGS. She has grown into a mature confident girl through countless wonderful experiences and excellent teachers. The school appears to support the growth of every girl and opportunities are shared, not just given to a few. One thing we have particularly liked has also been the all inclusive aspect of the fees. We were told the fees would arrive with no surprises and that was true! Even excursions were often included which was fantastic. Our daughter did subjects like Food Tech that were very generous we felt with what was provided. Fundraising was left to the girls and was not up to the parents digging in their pockets. This was much appreciated and taught the girls a lot more! We also loved the transparent point system for House, Colours and Service awards. Our daughter was motivated by the reward system and was proud to wear her blazer!**

May 2014