

Ivanhoe Girls'



Ivanhoe Girls' Grammar School

The Year in Review
2015

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.

Ivanhoe Girls' actively promotes child safety and has zero tolerance of child abuse (both at School and out of school hours). Ivanhoe Girls', through its Mission, Values and Goals supports and promotes the principles and practice of Australian Democracy on which our society is based, including our elected governments, the rule of law and that all equal rights for all before the law, freedom of religion, freedom of speech and association (whilst still demonstrating respect for all) and the values of openness and tolerance.

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THE YEAR IN REVIEW - 2015

Our Mission, Values and Goals set the context and provide the starting point for the Ivanhoe Girls' Grammar School review of the year 2015 in key areas concerning students, parents and staff. We are proud of our accomplishments and are pleased to present to our community some of the highlights of last year. While much of this report is written to fulfil the statutory requirements of Governments, additional information has been included.

OUR SCHOOL

Ivanhoe Girls' Grammar School is an Anglican day school strongly committed to single sex education for girls. The School caters for students from Early Learning (three year old) to Year 12, with a current total enrolment of more than 950 students. Ivanhoe Girls' 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 provides an academic curriculum that establishes a sound basis for entry to tertiary studies, thus catering for the aspirations of our school population. Students undertake a wide range of VCE subjects in sciences, mathematics, humanities, languages, business, technologies and the arts, and achieve outstanding VCE results. Almost all girls choose to undertake tertiary studies after Year 12.

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

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, who join a wide range of orchestral, band, ensemble and choral activities. Other clubs and groups, such as the International Club and Amnesty International, provide opportunities for participation and leadership.

The School recognises the wealth and diversity of cultural backgrounds from which our girls come and the importance of the contribution that each girl makes to her school. Some 14% of our students come from a non-English speaking background, while at least 29% of our families have one non-English speaking parent. In addition, close to 1% 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 and her knowledge of her strengths and talents, which will be extended throughout her adult life.

ACADEMIC CURRICULUM

IVANHOE GIRLS' GRAMMAR SCHOOL ACADEMIC CURRICULUM 2015 LEARNING AREAS							
Year	English	Mathematics	Science	Humanities and Social Services	Technologies	The Arts	
	English	Mathematics	Science	Civics and Citizenship History Religion & Values Education (RAVE)	Integrated across curriculum Library Technology	Performing Arts Visual Arts	
	English	Mathematics	Science	Geography History – The Ancient World Religious Education	Knowing IT	Physical Education	
	English	Mathematics	Science	Geography History – The Ancient to the Modern World Religious Education	Food and Technology Lights, Camera, Action	Physical Education	
	English Communications Study Skills	Accelerated Mathematics or Mainstream Mathematics	Science	Geography History – The Making of the Modern World Religious Education Consumer Power Criminal Minds Extreme Earth History Mysteries Issues in Society & the Environment Philosophy	Digital Divas Food and Technology	Health Physical Education Outdoor Education	
10 ¹	English English EAL Communications Literature 1 & 2	General Mathematics (semester 2 only) or Mainstream Mathematics or Mathematical Methods 1 & 2	Science Biology 1 & 2	Geography History – The Modern World and Australia Religious Education Accounting 1 & 2 Business Management 1 & 2 Commerce and Law Economics 1 & 2 Geography 1 & 2 Global Powers in the Global Arena History: Twentieth Century 1 & 2 Legal Studies 1 & 2 Philosophy 1 & 2 The Roaring Twenties – the Age of Excess Weimar and Nazi Germany	Digital Design Food and Technology (Year 10) VCE VET Interactive Digital Media Certificate II (Multimedia) 1 & 2	Physical Education Health & Human Development 1 & 2 Outdoor Education Physical Education 1 & 2	
VCE ^A 1 & 2	English 1 & 2 or English EAL 1 & 2 Literature 1 & 2	Further Mathematics 1 & 2 Mathematical Methods 1 & 2 Specialist Mathematics 1 & 2	Biology 1 & 2 Chemistry 1 & 2 Physics 1 & 2	Ethics (Not a VCE Unit) Accounting 1 & 2 Business Management 1 & 2 Economics 1 & 2 Geography 1 & 2 History: Twentieth Century 1 & 2 Legal Studies 1 & 2 Philosophy 1 & 2	Food and Technology 1 & 2 VCE VET Interactive Digital Media Certificate II (Multimedia) 1 & 2	Physical Recreation (Not a VCE Unit) Health & Human Development 1 & 2 Physical Education 1 & 2	
VCE ^A 3 & 4	English 3 & 4 or English EAL 3 & 4 Literature 3 & 4	Further Mathematics 3 & 4 Mathematical Methods 3 & 4 Specialist Mathematics 3 & 4 Enhancement Mathematics	Biology 3 & 4 Chemistry 3 & 4 Physics 3 & 4 Psychology 3 & 4	Accounting 3 & 4 Business Management 3 & 4 Economics 3 & 4 Geography 3 & 4 Global Politics 3 & 4 History: Australian History 3 & 4 History: Revolutions 3 & 4 Legal Studies 3 & 4 Philosophy 3 & 4	Food and Technology 3 & 4 VCE VET Interactive Digital Media Certificate III (Multimedia) 3 & 4	Health & Human Development 3 & 4 Physical Education 3 & 4	
							French
							Chinese French
							Chinese* French* VCE VET Certificate II (Mandarin)
							Chinese Chinese First Language 1 & 2 Chinese Second Language 1 & 2 French French 1 & 2 VCE VET Certificate III in Mandarin Part A
							Chinese First Language 1 & 2 Chinese Second Language 1 & 2 VCE VET Certificate III in Mandarin Part B
							Chinese First Language 3 & 4 Chinese Second Language 3 & 4 Chinese Second Language Advanced 3 & 4 French 3 & 4

OUR STUDENTS

A core principle of our enrolment policy is the commitment that our School is an open entry school. The main intake years in the School are: t 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 while 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 2015 the School had a single class at Prep, Year 1 and Year 2, and two classes each in Years 3, 4, 5 and 6.

The commencement of secondary school at Year 7 is the School's major entry point to our Senior School, with the average size of each year level for Years 7-12 being between 115 - 120 girls. In Years 10 and 11 the School accepts the enrolment of 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. While established as a Christian school affiliated with the Anglican Church of Australia, Ivanhoe Girls' is a multi-faith community that also serves students drawn from a broad socio-economic spectrum.

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 are designed to underpin the highest possible daily attendance rates. We have clear and thorough processes for recording, monitoring and responding to any absences. Generally, where absences occur they are due to legitimate illness, opportunities for travel with families, or for educationally-valuable participation in non-School sporting or cultural events, sometimes at elite competition level. While the School discourages 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 by providing structured work and making use of both email and the School's 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 (VCAA), and also to meet any non-academic commitments set by the School. Year 12 students use a sign-in and sign-out system so that their individual attendance can be monitored effectively.

Table 1 - Average Attendance Rates per Year Level 2015

Junior School	Attendance rate	Senior School	Attendance rate
Prep	93.8%	7	96.1%
1	93.7%	8	93.0%
2	94.1%	9	94.3%
3	92.9%	10	92.9%
4	95.0%	11	94.4%
5	92.0%		
6	93.5%		

STUDENT RETENTION

Ivanhoe Girls' students are expected to complete their VCE. Almost all students continue their studies at tertiary level, at both universities and TAFE, choosing to pursue studies in a wide variety of fields. Further details of the VCE results and tertiary destinations of the Class of 2015 are provided in the 'VCE Results – Class of 2015' section.

Of the 129 students who were in Year 9 2012, 116 completed Year 12 in 2015 at Ivanhoe Girls'. We therefore had a retention rate of 90% for our 2015 cohort. During the years 2012 to 2014, nine new students entered the School to join this cohort forming a Year 12 group of 125.

Of the 13 students who did not complete their education at Ivanhoe Girls': five students moved to another independent school; six students moved to a government school, one relocated overseas with her family and one enrolled in vocational training at TAFE.

STUDENT ACHIEVEMENT

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

STANDARDISED LITERACY AND NUMERACY TESTING

All students in the Junior School and on entry to Year 7 completed 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 (National Assessment Program Literacy and Numeracy) testing. Parents received an individual report for their daughter.

The results in 2015, with respect to the national benchmarks for literacy and numeracy, are summarised in the following table. The table below also allows comparison with the 2013 and 2014 results from NAPLAN testing.

Table 2 - 2013 - 2015 National Benchmarks for literacy and numeracy results.

Year	Area tested	NAPLAN 2013		NAPLAN 2014		NAPLAN 2015	
		No of students tested	% Achieving National Benchmark	No of students tested	% Achieving National Benchmark	No of students tested	% Achieving National Benchmark
3	Reading	36	100	31	100	26	100
	Writing	36	100	31	100	26	100
	Spelling	36	100	31	100	26	100
	Grammar & Punctuation	36	100	31	100	26	100
	Mathematics	34	100	32	100	26	97

Year	Area tested	NAPLAN 2013		NAPLAN 2014		NAPLAN 2015	
		No of students tested	% Achieving National Benchmark	No of students tested	% Achieving National Benchmark	No of students tested	% Achieving National Benchmark
5	Reading	49	100	39	100	43	97
	Writing	49	100	39	100	43	97
	Spelling	49	100	39	98	43	100
	Grammar & Punctuation	49	100	39	100	43	100
	Mathematics	49	100	39	98	43	100
7	Reading	130	100	105	99	116	100
	Writing	131	100	106	99	116	100
	Spelling	131	98	107	99	116	99
	Grammar & Punctuation	131	99	107	98	116	100
	Numeracy	131	100	107	99	116	100
9	Reading	125	100	110	100	116	99
	Writing	127	99	114	98	116	97
	Spelling	127	99	116	98	116	98
	Grammar & Punctuation	127	99	116	98	116	97
	Numeracy	125	100	114	100	113	99

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

Overall the 2013 to 2015 NAPLAN performance of Ivanhoe Girls' students is of a high standard. The data from 2013 to 2015 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 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 particular 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, usually for like-minded small groups. Additional 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 the accelerated 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 classes are offered as needed, depending on the cohort of students. 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 required. A specialist Literacy teacher offers support for Senior School English classes. Support may be offered within the classroom or in a dedicated environment to concentrate on a specific skill. High achieving students are targeted by our extension and enrichment programs.

The *Ignite* program is an extension program running across the Junior and Senior School. Students are withdrawn from normal classes for brief periods to investigate a topic of interest. Each unit is designed to encourage higher level analytical skills, creative writing and problem solving. High achievers are also encouraged to take part in Future Problem Solving and in Junior School they 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 their learning program.

VCE RESULTS – CLASS OF 2015

As a School we are justifiably proud of the achievements of our Class of 2015 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 exceed their own and others' expectations.

In their years at Ivanhoe Girls', the Class of 2015 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 2015 will be remembered as young women who brought vitality and creativity to so many areas of School life.

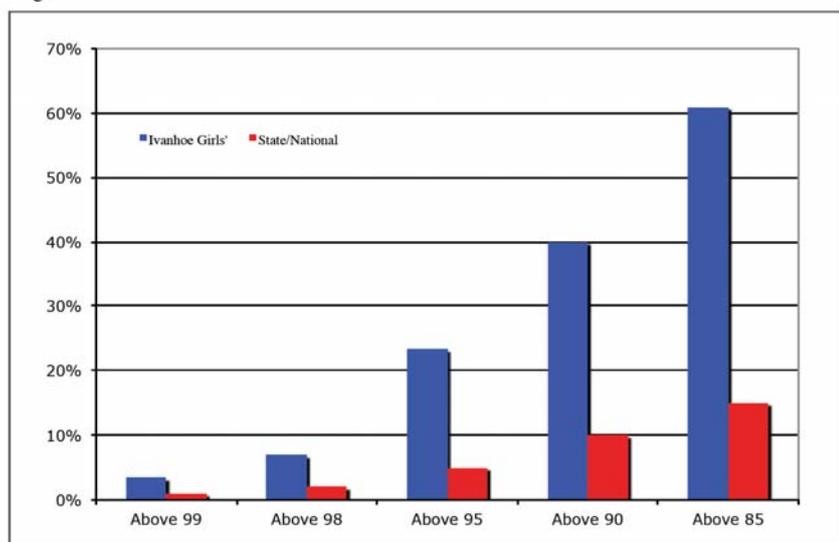
While the VCE results focus on academic achievement, the Class of 2015 did so much more. Their outstanding results were attained at the same time as the girls pursued a broad range of School and community activities. So many of our girls fulfilled the responsibilities of significant leadership positions and represented the School in debating, public speaking and a vast array of sports. They also 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 125 Year 12 girls undertaking a full course successfully completed their VCE in 2015. 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:

- four students or 3% of the class obtained results which placed them in the top 1% of the state cohort
- nine students or 7% of the class obtained results which placed them in the top 2% of the state cohort
- 27 students or 22% of the class obtained results which placed them in the top 5% of the state cohort
- 47 students or 38% of the class obtained results which placed them in the top 10% of the state cohort
- 71 students or 57% of the class obtained results which placed them in the top 15% of the state cohort
- 83 students or 66% of the class obtained results which placed them in the top 20% of the state cohort.

Students in all subjects obtained extremely high results of which we are very proud. In fact, 20% of all scores in subjects (taught at the School) achieved by students in Years 11 and 12 were 40 or more, placing them in the top 8% in the state.

Fig 3 - Distribution of ATAR Scores 2015



2016 TERTIARY DESTINATIONS

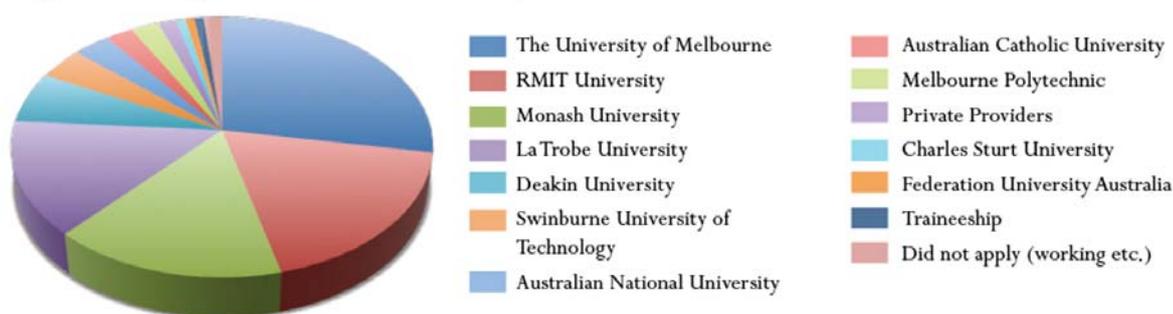
A great joy for all of us is to see the excitement of students who worked exceptionally hard throughout their schooling to achieve a place in the course of their dreams, irrespective of their ATAR. Once again the tertiary destinations that the Class of 2015 have chosen to pursue are very diverse.

The Class of 2015 has chosen a myriad of different pathways, to suit each girl’s individual interests. In total they have elected to study courses in 71 different fields (many of which are combined courses), at 14 different tertiary institutions, from broad fields such as Science, Arts and Commerce to Art History/Curation, Film and Television – Animation, International Relations, and Law(Honours)/Arts.

With many future careers predicted to require a science-based tertiary education, it is exciting to see that 45% of the cohort have chosen to study a diverse range of science-based tertiary courses, including animal and veterinary bioscience, biomedical science, electrical engineering, exercise science, food technology and pharmacy.

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 70% have gained entry to their first choice and 91% of the Class of 2015 receiving a place in a course of their first three choices. It is really encouraging to see that the girls are carefully considering what course and institution best suits them as individuals.

Fig 4 - Tertiary Institutions Selected by the Class of 2015



STUDENT SURVEYS

As part of our commitment to listen to our students, they are regularly surveyed regarding aspects of their learning and wellbeing. Ivanhoe Girls' has proudly been a part of the MYRAD (Middle Years Research And Development) project since 1999. The project was designed to survey students from Years 5 - 9 (and their teachers) on an annual basis. The School uses this data as a basis on which to plan strategies for improvement. In 2015 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 interest them.

Students at all levels have a positive perception of teaching and learning. Students feel that teachers believe they can learn and that understanding and trying is important. A wide variety of activities are used in classrooms: students work hard, complete homework and are encouraged to be independent learners. All students consider they are actively engaged in their learning. All 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 areas for improvement. Girls were also given the opportunity to add any comments they wished. A total of 115 students or 92% of the cohort responded. All of the results as shown in the table below were positive, although opportunities for improvement were also highlighted.

Table 3 - Year 12 2015 Exit Survey Results (August 2015)

	% Positive Response
I have received a good education	91.6%
Life at School is busy and action-packed	71.7%
The School is a safe and secure environment	70.4%
Students in need of extra help with study can get it	76.1%
The School is a technology-rich environment	70.3%
The School encourages community service	73.0%

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

- *The school encourages empowerment (both as students and as women)*
- *My self-confidence has skyrocketed thanks to the School*
- *I like the range of opportunities that are given. The school consistently encourages students to participate in a range of co-curricular activities*
- *I like the fact we have large open spaces and year level centres. It provides a more mature learning environment than most other schools*
- *The positive environment around the school is what I enjoy most. Everyone is very helpful and supportive of whatever situation you are in*
- *The teachers are really open to assisting the students and they try to bring out the best in them.*

BEYOND THE CLASSROOM

Ivanhoe Girls' seeks to educate the whole person and strives to achieve the academic extension of every individual alongside her personal, social, spiritual and ethical development. Supporting student wellbeing and listening to each student's voice are considered core activities of the School's entire leadership team, and all teaching staff in both Junior and Senior Schools. In Senior School we also focus on cultivation of the personal and social competencies necessary for students to make a highly successful transition to tertiary and further studies, and the world of work.

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

A broad and extensive range of programs in Senior School caters for students in the various stages of their learning journey. These 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, personal organisation, work-leisure balance and community involvement skills. These are vital attributes for the School to nurture not only for each student's individual happiness and success, but also to contribute to the nation's future prosperity and social cohesiveness.

Fostering an awareness and commitment to the wellbeing of the broader community, both locally and globally, and equipping our senior students to be role models in this area is a core goal of the School. Each year the Year 12 group takes leadership in this endeavour through the initiative of a major community service benefit festival. Every aspect of the planning and presentation of this festival is managed by the students and every girl is directly involved.

In 2015, the major benefit concert component of this activity was produced as the culmination of a vast range of lead-up activities, which aimed not only to enhance the fund-raising outcome but also raise awareness of the charity chosen by the students for the year. 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 well-earned monetary contribution of well over \$50,000 for the mental health support agency *headspace*. While the funds raised will make a significant contribution to enabling the valuable work of *headspace*, this endeavour 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 ongoing restorative practices approach to relationships management. This restorative approach is routinely used, while continually refined, in resolving friendship conflicts and restoring damaged relationships. Many of our staff members are highly skilled in the use of restorative techniques, such as conferencing. We value our membership of The Safe Schools Coalition and have delivered significant staff professional learning in supporting gender diversity. The School's accredited involvement in the well regarded e-Smart program, through which we cultivated greater cyber-communication and safety awareness, was sustained and extended throughout 2015 and recognised with the granting of silver status.

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 2015 the activities covered a wide diversity of categories.

Intellectual/academic activities

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

Sporting activities

A broad and diverse range of sport at House and School representative levels was offered in 2015. Girls from Years 3-6 have continued to achieve intensive skill development, high participation rates and opportunities for excellence as they have accessed many of the formal sporting opportunities available. In 2015, teams and individuals from Years 3-6 competed in Victorian Primary Schools Sports Association (VPSSA) sport from district level to State level. We had weekly inter-school home and away sporting arrangements for Years 5 and 6. All girls participated in House-based sporting competitions in sports such as athletics (Prep-Year 6), swimming (Years 1-6), netball and cross-country. Our usual strong aerobics involvement continued in 2015, with over 70 girls from Years 2-6 participating in Terms 2 and 3 training and competition. Specialty sports included snow sports, where girls train and participate at levels ranging from novice to State. In the Senior School 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 activities

In 2015, the School featured an ELC to Year 11 Art Show, which ran for an extended period and was an acclaimed success. A wonderful array of open rehearsals for many groups and ensembles was featured on Open Day. Junior School students presented several music concerts during the year, with an impressive Celebration Night grand finale. These events provided many opportunities for all the girls from the ELC to Year 6 to showcase their talents and the intensive work, training and preparation that such events require. The musical life of Junior School was greatly enriched by 10 different music groups, ensembles and orchestras, including the classroom-based Prep-Year 2 choir. The annual Public Speaking Festival for Years 3-6 included every girl in these levels, giving them all the chance to develop important skills and confidence in preparing and delivering speeches. We enhanced this event with a showcase of some of our highly accomplished smaller musical ensembles. All students from Prep to Year 6 were actively involved in a three-day Arts Festival around the theme of 'fairy tales'.

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, there were multiple drama activities available to students during the year including a major musical 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

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

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

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

- Year Level assemblies
- The fortnightly *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 that is placed on leadership, teamwork and service. Our highest accolades, the award of School Half Colours or School Full Colours, recognise exemplary service to the broader life of the School and community.

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

OUR STAFF

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

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

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

Of 261 full time, part time, contract and casual staff, 77% of the School's workforce is female and 23% male. None of the staff self-identify as Aboriginal or Torres Strait Islander.

STAFF QUALIFICATIONS

MANAGEMENT TEAM

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

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: Lucy Halliday, BA, LLB (Hons), DipEd (Melb) (dec. 24.09.15)

Acting Head of Curriculum Years 10-12 (Term 4 2015): Di Scanlon, BSc (Hons), BSc Ed (Melb)

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

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

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

Finance Manager: Mandy Summers, BBus (Bendigo Univ), ACA

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

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

Director of the Coerwull 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, Dip Workplace Health and Safety

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

Chaplain: Rev Alison Andrew-Smith, BTh (Flinders Univ), BEd Specialisation (Univ SA), Dip PS (Adelaide Coll Divinity)

Director of Technology: Alan Rowley

Executive Assistant to the Principal: (Term 1) Jane Kearney, Cert IV Workplace Training Assessment

Executive Assistant to the Principal: (From Term 2) Marianna Scuderi, B Bus (Vic)

TEACHING STAFF

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

Di Appleby, BEd (Canberra), MA (Religion/Theology) (Mon)

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

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

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

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

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

Chris Burley, M Sp Ed (Flinders Univ SA), BEd (SACAE), Dip Teach (Primary) (Hartley CAE)

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

Marissa Caluzzi, Dip Teach ECE (Phillip Inst), BEd, Grad Dip Info Management, MBus IT (RMIT)

Brad Carter, B AppSc (PE), DipEd (PIT)

Genevieve Cartwright, BEng (Mechanical) (Hons), BA (Melb), Grad DipEd (La Trobe)

André Chadzynski, BA (Hons) (Melb), DipEd (Melb State Coll)

Anne Chapman, Dip Teach Primary (Coburg), Grad Dip Sp Ed (Melb), CELTA IV,

Kylie Clarke, Post Grad App Forensic Psych (Leicester, UK), BSc Psych (Hons) (Westminster, UK), BEd Prim Teaching, DipEd (Bendigo)

Andrew Corbel, BMusEd (Melb), DipMus MCM (Melba Conservatorium), A Mus A (Clarinet) (AMEB)

Chris Cox, BA (Hons) (Canterbury, UK), PGCE (Canterbury), MMus (Guildhall School of Music and Drama, London)

Madeleine Coulombe, BA (Sarah Lawrence College, New York), Grad DipEd (Mon)

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 Uni) BTeach (Melb)

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

Dena Elsewaisy, B Eng (Hons), MTeach (Melb)

Meredith Every, BEd (Primary) (Mon), Dip Teaching (Primary) (MCAE)

Paul Fitz-Gerald, BSc (La Trobe), DipEd (MCAE)

John Fitzherbert, BSc, BTeach, MEd Policy (Melb)

Lucinda Fitzmaurice, B Mus, B Perf Arts (Mon), M Teach (Melb), Cert II Business Admin (Suzanne Johnston)

Mia Francesconi, B AppSc (PE) (Vic Uni), BTeach (Prim) (Hons) (Melb)

Julie Fraser, BEd (Human Movement and Health) (Syd)

Robert Fuller, BA, BEd (Mon), MA (International Relations) (Deakin)

Chris Gates, BETEC (Southampton, UK), BA (Hons) History (Cardiff, UK), PGCE (W. Sussex UK), MEd (Melb)

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

Emma Gates, BSc (Hons) App Biology (London, UK), PGCE (Exeter, UK), Grad Dip Psych (Melbourne)

Alexia Gibbons, Grad DipEd (Primary), BBehavSc (La Trobe), MInfo Mgt (RMIT)

Sally Gilder, BEd (Vic College), Grad Cert Careers Education & Development, Cert IV Training and Assessment (RMIT)

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

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

Deryck Greenwood, BFineArt (Hons), H DipEd (Rhodes, SA)

Lynne Griffiths, BA, DipEd, Grad Dip Environ Sc (Mon), Grad Dip Hum (La Trobe)

Monica Guo, BEng (Civil) (Hons), Grad Dip Teach (Secondary) (Melb)

Karen Hale, BSc (Syd) and BMin (Ridley College), DipEd (Kuring-gai Coll Adv Ed)

Celia Hatzipavlis, BEd (Tas)

Julie Hewison, BA, DipEd (Mon), A Mus A (Violin) (AMEB)

Michelle Hoffert, Dip Fine Art (Preston Inst), DipEd (Hawthorn Inst), Grad Dip Movt/Dance (IECD)

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

Sarah Horton, BA (Melb), B Teaching Hons (Melb), Grad Cert Early Numeracy (ACU)

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

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

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

Louise Kimber, BEd (Melb State Coll), Grad Dip Lib (Gippsl Inst)

Jenny Langmead, Dip Teach (Primary), T Sp TC (Melbourne Teachers College), Grad DipEd (Drama) (Melb)

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

Alex Leahy, BSc (Hon), DipEd (Melb), M Technology (RMIT)

Suzanne Leahy, BEd (Hons) (Melb)

Rosa Leone, BEd (Melb)

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

Andrea Lou, BA, Post Grad Dip Teach (Melb)

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

Julian McGauran, B Ec (Mon), Grad DipEd (ACU)

Ian Munns, BA (Syd), BMusEd (Syd)

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

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

Paulette Nicholls, BA, BUrban Planning, DipEd (Melb)

Melissa Nomes, BEd, Dip Teach (Mon)

Kathleen Nowak, Dip Art (RMIT), Grad DipEd (HIE), Assoc Dip Ceramics (CIT)

James Oakes, BA, DipEd (La Trobe)

Geoff Orrin, BSc (Hons), DipEd (Melb)

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

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

Judy Rimington, BA, DipEd (Melb)

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

Laura Ross, LTCL, CMT, Dip Music Ed (Dundee Coll Ed & Royal Acad Music (Glasgow))

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

Nicole Sage, BA, Grad DipEd (La Trobe)

Patricia Saunders, BFineArts (Hons) (Rhodes, Sth Afr), HDipEd (P-G), (Uni Cape Town, Sth Afr)

Jo Shell, Dip Teach, BEd (Vic College)

Suzanne Smale, Dip Teach (Secondary), HDip Home Eco (Rusden)

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

Vicky Smith, BA, SScA DipEd (Melb)

Patrizia Smrekar, Dip Teach (Primary), Dip Interior Design, Grad Dip Teaching Early Learning

Shanelle Spencer, BSocSc, Grad DipEd (RMIT)
Donna Stalker, BA (La Trobe) DipEd (Rusden)
Charlotte Sutherland, BSc, Grad Dip Teach (Otago)
Germana Tendelli, BA (Hons), DipEd (La Trobe)
Sarah Ternes, BEd (Primary) (Melb)
Anna Tibb, Dip Teach (EC), BEd (EC), Dip Prof Counselling (AIPC)
Philip Thiel, BA (Hons English) (Adelaide), MA Eng Lit, MTeach (Secondary) (Melb), MA Medieval Studies (York)
Lisa Toomey, BEd (Melb)
Liz Vassos, BEd (Vic Coll)
Jocelyn Watson, BA Mus (VCA), DipEd (Melb), Maitrise de Musicologie (La Sorbonne, France)
Jayne Webster, Dip Teach (Ballarat), Post Grad Dip Vocational Ed and Training (Melb)
Nicole Wharton, BSc, Grad Dip Acc (Mon), Grad DipEd (Melb)
Lauris White, B AppSc (RMIT), Grad DipEd
Kathy Wilcox, BEd (PE) (Vic Coll)
Kylie Williams, BTeach (Primary) (UWS), Grad Cert Ed (TESOL) (Deakin), Grad Cert eLearning (UNE)
Robin Yates, BA, DipEd (Melb)
Rong Zhang, BA (Beijing), DipEd (Tas)

VISITING STAFF

Tony Andonov, Dip Music Perf (NMIT), BBus (Accounting) (Vic Uni)
Alicia Bendall, BMus, BA (Melb), A Mus A (AMEB)
Helen Boér, BA (Mus), STCA (PRI)
Alison Both, BMus (Perf) (SA Coll of Adv Ed)
Chun Sheng Cai
Stephen Coutts
Edwin Chow, B Arts/Mus Perf, L Mus A Piano (Melb)
Chloe Dempsey, BMus (Mon)
Sarah Denholm, MMus Piano Accompaniment, B Mus (Hons) (UK), PG Dip (Advanced Studies) ARCO
Serguei Golovko, Grad Moscow State Conserv, Post Grad Russian Academy of Music
Adam Grech, BA (Melb), DipEd (Aust Catholic Uni)
Rosa Licuria, BMus (LaTrobe), Grad DipEd (RMIT)
Cheryl Macdonald, BA (Deakin), Ass Dip Arts Opera & Music Theatre (VCA)
Martin Mackerras, BMus (Hons) (Melb), MMus (Manhattan), BA Music and Education
Alan O'Dell, Exec Mus Dip, Licentiate Mus/Drama (Lon)
Hamish Paterson, BMus (Hons), A Mus A, Grad DipEd, (Mon) B Dance (VCA)
Heather Pisani, BMus (VCA), A Mus A Flute (AMEB)
Joanne Saunders, Dip Arts Music (VCA)
Natalia Tchebykin, BMus (Hons), DipEd (State Institute of Arts, Kishinev, USSR)
Cate Waugh, BMus (Melb), MMus (VCA), Grad DipEd (Mon)
Margaret Waugh, DSCM, A Mus A, (Sydney)

PROFESSIONAL STAFF

Jenny Adams

Janine Amoddio, BBus (Vic), Dip Appl Sc (La Trobe)

Sue Amoddio, BComm (Melb)

Maria Anker

Gerry Augerinos

Anna Aughterson, MA (Communications), BA (Public Relations) (RMIT)

Mia Barbagallo, Dip of Children's Services (NMIT)

Dianne Bartlett, Bus Practice Cert (Port Adel Coll of TAFE)

Fleur Bedford, Cert Sch Mkt (CMS), Cert IV Bus, Public Relations (RMIT), Dip Event Management (EMTA)

Wendy Braid

Maree Breekveldt, Dip Sec Studies (Auckland)

Aileen Brennan, Cert III Child Care (Swin)

Helena Celejowski, BMedia and Comms (Swin)

Mary Connellan, BSc, DipEd (Mon), Grad Dip Lib (Melb State Coll)

Kristyn Culpepper, Cert II Theatre Arts (Moreton Inst of TAFE), BJournalism, BA (Qld)

Helen Cunningham, 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

Michelle Everest, BA (Public Relations) (Deakin)

Sylvia Gilbert JP, CMC, Cert IV (ICCC Melb)

Ronan Gill, Adv Dip Sc (Horticulture) (Melb)

Nick Hallahan, Cert Motor Mechanics (Box Hill TAFE)

Merewyn Hodshon, Cert IV Lib/Info Services (CIT), Dip Gemmology (GAA)

Bianca Hyde, BAppSc (App Chem)(RMIT)

Tracy Johnston, Cert Human Biology, Sports Mgt, Bronze and Silver Skills Swim Coaching License (ASCTA), Swimmers with Disability (SWD) Coaching

Geoff Kellam, Fitter and Turner, Boiler Attendant (Cert of Comp) (RMIT)

Vanessa Kambouropoulos, BA Mus, M Comms & Media Studies (Mon)

Jo Kinsman, Cert Technology (Clothing Design/Textiles) (Box Hill TAFE)

Bron Lawson, Dip Teach (Primary), BEd (Deakin)

Ross Low, Cert IV Horticulture/Landscape (Ballarat), Cert III Fitness (VUT)

Sofie Mandoukos, Dip Secretarial and Computer Studies (Chalmers Bus Coll)

Alison Mantell, Dip Int Travel (JetSet)

Helen McClusky, BA (Mon)

Bridget McPherson, BA (Melb), PGDip (Mon), DPsych (RMIT)

Elly Mitchell

Katrina Morrow, B Behavioural Sc (La Trobe), Post Grad Dip Child and Adol. Psych, (Mon), Post Grad (Charles Sturt), M Psych (Counselling) (Swinburne)

Neta Naumovski, BBus (Accounting) (RMIT)

Ricky Neilson

Kate Payne

Mark Pilkington, Assoc Dip Bus (Holmesglen), BComm (Deakin)
Lina Pranckunas, Dip of Lib and Info Services (Box Hill), Dip AppSc (Dental Therapy)
Jane Robertson
Fiona Rosselli, BAppSc (Vic Uni), Grad Dip Management Systems (Swin)
Tania Ryan, B Computer Design (Sunshine Coast), Dip of Arts (Textile Design) RMIT
Marie-Angele Savouré, Accr Transl French (NAATI, Canberra)
Liz Sadowy, Dip Accounting (NMIT Preston), Cert IV Animal Technology (Box Hill), Cert IV Bus Admin (Stotts)
Helen Silvestro, Dip Arts (Child Care), Cert IV Lib/Info Services (Box Hill Inst)
Yvonne Smith, Compositor by Trade (Melb College of Printing & Graphic Arts), Integration Aide Cert (Concord)
Deleina Stowers, Cert Duty Management
Elizabeth (Liz) Taylor, BAgrSc (Hons), DipEd (Primary) (La Trobe)
Janet Thomas, BAppSc (Applied Chem) (RMIT), DipEd (Melb)
Jenny Thomsett, Cert III Early Childhood (Shepparton TAFE), Cert III Bus Admin (Workplace Connect)
Georgia Tzanakos, Cert Basic Electronics (RMIT), Dip Lib/Info Services (Swin)
Elle Ward, BFineArt Hons (Mon)
Helen West, TPTC, DipEd (Primary)
Nicola Wheatley, DipEd (MSC), Dip Art (RMIT)
Caroline Wilson, Cert IV Bus Admin (Swin), Dip Bus Admin (Holmesglen)
Elizabeth Wilson, Cert III Child Care (Swin)
Vilia Wolf
Zhihua Wu
Chris Yin
Robyn Young

STAFF RETENTION

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

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

It is important, however, to have some staff turnover to maintain a healthy balance. Ivanhoe Girls' retained 89.8% of its teaching staff from 31 December 2014 to 31 December 2015, a figure which is close to optimum. Reasons for staff departures included retirements, resignation to move schools, career change and sadly the unexpected passing of a staff member.

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

STAFF ATTENDANCE

Our staff are highly dedicated and rarely absent. It is important, however, that they protect their health and wellbeing and take the time needed to fully recover when they require time off for medical reasons. The need also sometimes arises for personal or compassionate leave. Ivanhoe Girls' teaching staff recorded an average attendance rate of 96.8% in 2015.

PROFESSIONAL LEARNING

Ivanhoe Girls' commitment to the professional development of all staff has once again been highly evident throughout 2015. Professional learning opportunities have been available in a variety of settings, including eight structured professional learning days, four formal Professional Learning meetings, various staff and faculty meetings, the Peer Appraisal program, collaboration, participation in Professional Learning teams, workshops, guest speakers, attendance at external programs and the provision of feedback to faculty/working groups following such attendance.

This year, continuing on from 2014, all teachers have been involved in developing and enhancing their skills in using formative assessment and Structure of Observed Learning Outcomes (SOLO) in the classroom by participating in workshops, and on Staff Days and during term Whole School Professional Learning meetings.

One of the most powerful opportunities to support the professional growth of our staff is delivered via the Ivanhoe Girls' Peer Appraisal program. As a consequence, many of the professional learning sessions in 2015 were related to staff requests arising from individual appraisals.

In early 2015, two staff members attended the National Conference on Girls' Education in Philadelphia, which was co-hosted by the Young Women's Leadership Network and the National Coalition of Girls' Schools. This conference included presentations focused on the benefits of single sex education for girls and highlighted how schools can provide learning environments specifically designed to enhance learning for girls.

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

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

The expenditure for the range of external professional learning opportunities in which teachers keenly participated was \$99,000, which was approximately \$1000 per academic staff member.

STAFF SURVEY

One of the major determinants of a school's effectiveness is the quality of teaching staff and their capacity to help students learn in the most effective manner possible. As part of its ongoing improvement agenda, the School regularly seeks feedback and input from staff as to their satisfaction with the School. All of the staff, teaching and non-teaching staff participated in an annual online survey during Term 3.

Using Independent Schools Victoria's 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 opportunities for future improvement were highlighted.

PARENT SURVEY

Ivanhoe Girls' continually seeks parent feedback regarding all areas of its operation. Informal feedback from parents and the wider School community is received at almost every School event. In 2015, Ivanhoe Girls' invited parents across all year levels to participate in a School Results Survey.

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

A total of 642 parents (at a response rate of 51.4%) completed the survey, the results of which were very encouraging. There were six possible responses for parents to answer a series of statements from 5 (strongly agree) to 1 (strongly disagree) or not applicable. Scores averaging between 4.00 and 5.00 therefore represent a high level of parent satisfaction.

Best practice areas included:

- The Learning Environment – 4.38
- Resources and Facilities – 4.37
- Co-curriculum – 4.35
- Values and Culture – 4.26
- Reporting – 4.17
- Teaching Standards – 4.17
- Leadership and Direction – 4.15
- School Communication – 4.10
- Curriculum – 4.09
- Parent Engagement – 4.06
- Student Engagement – 4.05

Satisfaction:

- 86.4% of parents agreed they would recommend Ivanhoe Girls' Grammar School to others as a 'school of choice'
- 89.9% of parents agreed they are very satisfied with their decision to send their daughter/s to Ivanhoe Girls' Grammar School.

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

- *I particularly like the community feeling at the School and the amount of events that include parents. The personal attention given by teachers to my daughter's personal needs and the range of sports available and encouragement given to girls to participate.*
- *The ability to foster individuality and bring out the confidence in the girls that sets a platform for their development as the year's progress, which challenges the mindset and nurtures confidence.*
- *The community at the School is welcoming and open. I feel proud to be a part of it. The teachers are always highly motivated to discuss my children's progress and have always offered to help when required. Also, the girls are exposed to a variety of resources and activities to help them choose their path of interest.*
- *The School has brought out the best in my child, which has enabled her to grow, mature and relish in the environment in which she attends school. She is now an extremely bright, happy and content child.*
- *Girls are encouraged to participate. The culture where girls are proud to achieve school-rewarded milestones and celebrated achievements. A culture where learning is celebrated. High level of engagement by students in school life.*
- *I am really impressed with the community service at the School. The opportunity to take part in the Duke of Edinburgh was*

invaluable.

- *I like the promotion of independence and strong leadership and also the diversity within the School's population.*
- *I think the School is excellent for developing the whole child, not just the academic side. My daughter is now a more confident person, who is willing to take risks and have a go at her learning.*
- *Ivanhoe Girls' students look you in the eye when you speak with them. They have a strong level of confidence. As an Ivanhoe resident, meeting and seeing Ivanhoe Girls' students in the local area convinced me that it was an excellent school for my daughter.*

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 2015 the School remains in a strong financial position, due to prudent fiscal management. The School budgets for an annual surplus to provide for future facility development in line with its longer term campus plan and also for capital equipment purchases. The 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 contemporary facilities that are necessary to support the best educational programs for current and future students.

The major capital expenditure in 2015 was focused on the completion of the Doris Walker Centre redevelopment, upgrade of the swimming pool tiling and changerooms, refurbishment of the VCE Centre and finalisation of the trigeneration system installation. The School also settled the purchase of a property in Marshall Street in 2015. All current capital projects are undertaken with no borrowings and hence there are no associated interest costs to be borne by current or future students and their families.

INCOME AND EXPENDITURE

The School receives Federal and State Government grants to assist with recurrent expenditure for day-to-day educational running costs. Recurring grants from both the Federal and State Governments amounted to 18% of our revenue in 2015.

The Federal funding for 2015 was again based on the "School Resource Standard" (SRS) funding model. The SRS is calculated on historic data and, for Ivanhoe Girls', funding is further complicated with transition arrangements for the next few years. The upcoming Federal election also creates some ambiguity with respect to the nature and amount of future Federal funding. Consequently, the Board remains mindful of this uncertainty in future planning.

In 2015 tuition fees provided 72% of the School's income. As is our goal, fees at Ivanhoe Girls' Grammar School remain 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 (excluding optional activities such as skiing or overseas tours) that enables families to plan knowing there are no other hidden charges. Income was further supplemented (4%) by interest on investments and fees from the hire of the School's facilities.

With over 160 full-time and part-time permanent teaching and professional (support, administrative, maintenance and grounds) staff, as well as over 90 contract and casual staff, salary and associated payroll costs are a major area of expenditure (58% of income). The School has experienced and dedicated staff who provide the best education and service to the students. Academic expenses, amounting to 11% of income, are for the purchase of educational resources such as hospitality consumables, sports equipment, art and science materials and numerous other teaching aids and supplies as well as professional learning for staff. While property maintenance, repairs, utilities, grounds and cleaning are carefully managed (5% of income), it is vital that the School's facilities are well maintained. Other administration costs (4%) include payment for insurance premiums, public relations costs, printing and scanning, information technology costs and bank fees.

The operating surplus (16%) 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 2016 will include the refurbishment and co-location of the Year Level Centres for Years 9 and 10 and the installation of new wayfinding and identification signage across the campus. Beyond 2016 there are plans to redevelop the buildings along Marshall Street in line with the longer term facilities plan.

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

2015 Income

		\$'000	% to income
Fees		18,987	72%
Consolidated Charge		1,532	6%
Federal Recurrent Grants		4,053	15%
State Recurrent Grants		696	3%
Federal Capital Grants		-	0%
Other Income		1,064	4%
		26,323	100%

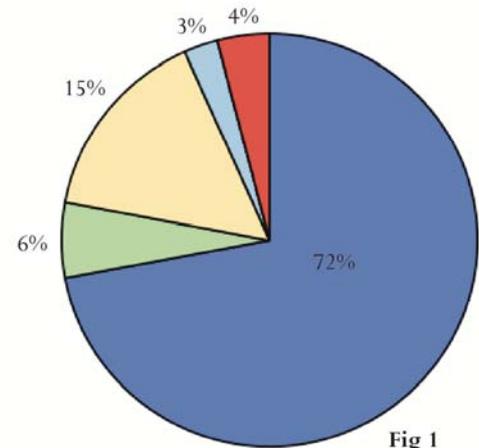


Fig 1

2015 Expenditure

		\$'000	% to income
Total Salaries & assoc cost		15,204	58%
Academic Expenses		2,777	11%
Consolidated Charge		1,532	6%
Capital Expenditure		4,170	16%
Property Maintenance		1,431	5%
Administration		1,209	4%
		26,323	100%

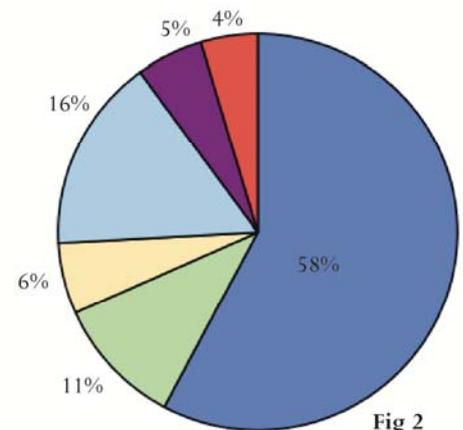


Fig 2



Ivanhoe Girls' Grammar School

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