



PRINCIPAL'S REPORT

I have pleasure in presenting my 2008 Report. Most of this information has been provided in the past in various regular communications. The headings in this Report follow the standards as set by the Federal Government.

STAFF ATTENDANCE

The attendance according to employee classification is:

Teachers	School Assistants	Administrative	Grounds & Maintenance
99.95%	99.9%	98.9%	97.9%

STAFF RETENTION

Overall 86% of School employees have been retained from 2007 into the 2008 school year. The retention according to employee classification is:

Teachers	School Assistants	Administrative	Grounds & Maintenance
86.32%	71.43%	85.37%	100%

TEACHER QUALIFICATIONS

	%
Doctorate	3
Masters with Honours	1
Masters	19
Bachelor with Honours	15
Bachelor	53
Graduate Diploma	1
Diploma	8

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

During 2008 all teaching staff as well as support staff were involved in a wide range of professional development programs within the School (using both internal and external facilitators) and within Victoria, interstate and overseas.

Annually the MGGS professional development budget exceeds 1% of our salary budget and is further supported by related expenditures such as temporary teachers, travel and catering. MGGS professional development is aligned to the School's strategic goals, with the fundamental purpose of enhancing learning experiences for our students from ELC to Year 12.

Our performance development culture encourages staff to value their own learning and to aim for excellence in their role.

STUDENT ATTENDANCE

Morris Hall	Merton Hall
94.94%	93.80%

STUDENT RETENTION

92% of students who completed Year 9 at MGGS in 2005 went on to complete Year 12 at MGGS in 2008.



BENCHMARK RESULTS

We are very proud of the results our students achieved in various tests. MGGs students across all levels scored above the State averages in the areas of Reading, Grammar and Punctuation, Measurement Chance and Data. At Year 9, MGGs students scored well above the State in all areas. Particular strengths were in: Spelling, Grammar and Punctuation and Structure.

The Government has not set national benchmarks for 2008. Single point benchmarks have been replaced with the concept of a minimum standard defined by a particular Band. The National Assessment Program scale maps student outcomes onto a ten Band continuum.

- For Year 3 the minimum standard is Band 2, at MGGs 98% of students were in Bands 3 to 6
- For Year 5 the minimum standard is Band 4, at MGGs 100% of students were in Bands 4 to 8 (with 94% in Bands 5 to 8)
- For Year 7 the minimum standard is Band 5, at MGGs 100% of students were in Bands 5 – 10 (with 70% in Bands 7 to 9)
- For Year 9 the minimum standard is Band 6, at MGGs 100% of students were in Bands 6 to 10 (with 71% in Bands 8 -10)

It is unfortunate that the national tests were different in both the construct and content from the Achievement Improvement Monitor (AIM) state level tests that have been conducted at MGGs since 2002. This means that we are not able to compare student results and build a profile of student progress over a period of years as we were able to with the AIM results. A trend data report will be introduced in 2009 and by 2012 this report will accommodate a five-year trend analysis based on the NAPLAN tests.

It is important to note that this form of testing is one of a wide range of tools that can be used to measure and track student performance. The NAPLAN test results should be viewed in conjunction with a variety of other information collected and disseminated by the School including parent teacher interviews, interim reports, test and class assessments and the end of semester report.

Under the *Australian Government Programmes for Schools Quadrennial Administrative Guidelines 2005 to 2008* (see www.ais.vic.edu.au) the School is also required to make information on comparative reporting for students in Years 7 to 10 available to parents once the reports are finalised.

Comparative reports indicating each student's achievement relative to other students in each subject across the year level at MGGs and summarizing the percentage of students who achieved A to E for each of the assessment tasks reported on was made available to parents for Semesters One and Two in 2008.

YEAR 12 DESTINATIONS

Of our 129 Year 12 students, all were eligible for tertiary studies. 126 students received HECS (government funded) offers through VTAC, and a number received offers from Independent Tertiary Colleges. The majority of offers were from the University of Melbourne and Monash University with other offers being from a range of universities and TAFE institutions. The offers were for the following areas of study:

Area of Study	Number of Offers
Vet Science	1
Architecture & Building	8
Creative Arts	11
Health	11
Information Technology	2
Management & Commerce	40
Biomedical Science/Science	21
Society & Culture	49



YEAR 12 OUTCOMES

- 10 students (8%) obtained an ENTER of 99 or higher with one student obtaining a perfect ENTER of 99.95.
- 42 students (32%) obtained an ENTER of 95 or higher.
- 67 students (50%) obtained an ENTER of 90 or higher
- 84 students (63%) obtained an ENTER of 85 or higher
- 99 students (74%) obtained an ENTER of 80 or higher
- 10 perfect study scores (50) were achieved in the following subjects:
Isabelle Burke (English), Grace Campbell (Business Management), Melissa Kennedy (English), Rebecca McMullin (Legal Studies), Jessica Morrell (Studio Arts), Hannah Warnaar (English), and Year 11 students Stephanie Ang (Mathematical Methods), Sarah Gates (Physical Education), Dana Ma (Mathematical Methods), Tian Qi (Angie) Wang (Chinese First Language).

The ENTER (Equivalent National Tertiary Entrance Rank) is the score used for tertiary selection. It is a measure of a student's ranking within Victoria based on VCE results. Hence 50% of MGGS students obtaining an ENTER of 90 or above means that these students are within the top 10% of the State.

PARENT AND STUDENT SURVEYS

MGGS values consultation with its community. In 2008 a new strategic planning process was initiated. The Knowledge Partnership conducted a series of surveys and forums to establish the School's priority areas. The key areas are:

- Pastoral Care, individual learner relationships
- Data systems
- Teaching and learning program quality
- Technology platform and integration
- Tracking/intelligence on student journey
- Parental interface and communications

The School has planned and begun to implement initiatives that address these areas within the School. The Wellbeing Project, the development of the Student Services concept, the relocation of student home rooms and lockers based on House areas, on line roll marking, review of the Notebook Program are all indicative activities being implemented in 2009 in response to broad community feedback.

In addition, MGGS used AISV to conduct the following surveys:

- Cyber Culture and Bullying Survey
- Student Satisfaction Survey
- Parent Satisfaction Survey (Boarding House Parent Community)
- Staff Satisfaction Survey
- Human Resources Benchmarking and Salary Conditions Employment Benchmarking Survey
- Year 12 Exit Survey

Overall there were high satisfaction levels within our School community. In particular, the Year 12 Exit Survey indicated that over 90% of the students rated their experience at MGGS as "very satisfied" and that MGGS scored higher than the AISV reference mean.

MGGS is committed to a continuous improvement agenda and community feedback is crucial to our success.



VALUE ADDED

As an educational institution, we regard our students as central to everything we do – our community, our plans, our operations and our measures of success.

We are a forward looking community and understand that our students must be prepared for life in an increasingly complex and globally connected world. Our focus is the development of young women with the confidence, skills and experience to excel in life beyond school. Leadership, team building, social and cultural awareness, and a strong sense of personal self worth are crucial components of an education at Melbourne Girls Grammar. Our approach is aimed at ensuring girls are keen to learn and to extend themselves, that they seek out opportunities and are solution focused in their thinking.

The overwhelming number of MGGS students that maintain co curricular schedules alongside their academic studies, their exemplary participation in community programs, and their keen involvement in cultural tours and exchanges are indicators of the value inherent in an MGGS education. We aspire for every girl that she become who she is meant to be, and that she optimizes her personal growth through her schooling.

I believe this Report to be an accurate reflection on the experiences and achievements of MGGS in 2008. I would like to recognise and thank our staff, Management Team and School Council for their energy, talents and commitment to the School and its students.

Mrs C Misson