OUR VISION

A LEADING GIRLS SCHOOL FOR 124 YEARS

VISION
Melbourne Girls Grammar aspires to develop ethical women of action. Through a focus on learning, research and innovation we will be recognised by our own community, the national and international community as a leading school in girls’ education.

MISSION
In the pursuit of our vision, Melbourne Girls Grammar is committed to the provision of an exceptional education for girls, with an emphasis on strong Christian values, high expectations, creativity and academic challenge.
Within a supportive and optimistic culture we provide opportunities for students to discover their passions and build their capacities for action and influence within their many life contexts.

VALUES
In support of our mission, Melbourne Girls Grammar values are:
- Integrity
- Compassion
- Courage
- Self-discipline

VISIT MELBOURNE GIRLS GRAMMAR
For further information or to request a tour of the Boarding House facilities, please contact the Melbourne Girls Grammar Enrolments Office on 03 9862 9200 or enrolments@mggs.vic.edu.au

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Since 1893, Boarding has played a significant role in the development of Melbourne Girls Grammar. Our School is proud to offer girls from different geographical, ethnic and family backgrounds the opportunity to experience community living in the MGGS Boarding House. Our boarders bring a much valued diversity to our School. Every effort is made to create an atmosphere of warmth, friendliness and co-operation within our vibrant residential community. This allows the girls to have a sense of ownership of the Boarding House and be actively involved in their day-to-day organisation.

It is important that every girl coming to board with us is well prepared for the experience and has a realistic idea of what to expect. The orientation of new boarders is a priority. We want our boarders to arrive at MGGS feeling secure about their place in their own family as well as in their new community at MGGS. We look forward to welcoming your daughter and supporting her as she begins her life as a boarder with us.

Catherine Misson
Principal
‘Every Girl – Every Day’ is the foundation upon which all of our wellbeing structures and supports are based. The residence exists only to provide access to a valuable education that would otherwise be inaccessible. We are a well-resourced residence and we are proud of our ability to be responsive to the individual, the cohort and ever changing needs of today’s youth and our ability to meet every girl where she is.

With a dynamic, young residential staff team, the boarders are supported daily within a trust based environment. Both our academic and residential routines are designed to best suit adolescent girls within a community living environment. With diverse experience in education and adolescent health, our residential management team are strategically linked to teaching staff, wellbeing support, community structures and most importantly the parent body.

Our residential team endeavour to know each girl in her complexity and provide her with an environment that enables her to thrive academically and personally. As an integral learning precinct within Melbourne Girls Grammar, our Program enables a holistic and balanced approach to the student’s education.

Girls learn to be accountable for running their own life. In practical terms, this provides preparation for adult life after school. Girls are in a very safe environment to make mistakes and genuine lifelong learning occurs within a boarder’s experience.
“Melbourne Girls Grammar is a place where challenge and choice create opportunities for every girl to discover who she is meant to be.”

CATHERINE MISSON – PRINCIPAL, MELBOURNE GIRLS GRAMMAR
Diversity

The diversity that the boarders add to the whole School has been proudly celebrated for over 120 years. With up to 90 boarders, our community maintains a rural focus with over 70% of girls coming from a regional or rural background. We have a diverse community with expatriate, international and sessional boarders. A sessional program accommodates day girls who may reside in the House for short to mid-length stays; this has proven to be much appreciated by the local parents and is only available when space permits.

Our House

With all year levels residing within one house, we provide a relaxed and friendly atmosphere in which the students can grow in self-esteem and learn to reach their potential in all areas of school life. With a strong student voice, the girls play a large role in organising many activities to supplement regular School commitments. This genuine control and decision making ensures that leadership skills are learnt, negotiation is valued and compromise is essential. Sharing rooms strengthens bonds between boarders and the changing of rooms occurs at the end of each term and at the Director of Boarding’s discretion in consultation with the students.

Our younger boarders are accommodated in rooms of four which encourages them to live harmoniously with one another. Year 11 students are allocated double rooms and all Year 12 students have their own room. Several small common areas are open to all students at certain times within the House routine. ‘Verbal Exploration’ is important to girls and the architecture of the House reflects this. With many smaller laundries, kitchenettes, break out spaces and Wi-Fi, we attempt to reflect a homely space.

Boarding Options

Melbourne Girls Grammar offers two boarding options to families of students from Years 7 to 12: full time boarding, or short stays for enrolled day students as sessional boarders. Both options cater to the demands of hectic schedules and varying work and travel demands, while giving the student the opportunity to experience boarding school life.

Full-time Boarding

Full time boarding offers families the opportunity to board their daughters at MGGS for the duration of the School year (which has four terms). There is one residence accommodating approximately 90 students, comprising rural and overseas students. Each term there is a mid-term exeat when most students vacate the Boarding House. However, the House remains open for our overseas families, VCE students and other boarders upon request.

Sessional Boarding

Day students are welcome to board for any duration during the term. This option is especially popular with parents who travel occasionally during the School term. The limited spaces are managed through the Enrolments Office. Full time boarders are prioritised.

Academic Learning

As the School is a learning environment, study is a priority for our students. Our residential staff are all able to tutor in a range of subject areas, both formally and informally. In addition, external tutors are provided for subjects such as maths and science. Supervised evening study in the library for Years 7 – 10 is compulsory. Our boarders support each other through their learning (peer-to-peer learning) and provide both emotional and academic support to each other as peers. Group study areas ensure that the opportunity to develop collaborative learning outside the classroom becomes an option.

Transport

Boarding House staff are able to use the School mini-bus to ensure that students are transported in much the same way as families would transport their daughters. Trips may include Southern Cross station (after 6.00pm), the supermarket, sport, school and social commitments and is an option only when the Boarding House routine and staffing allow. The bus is not an option between 5.00pm – 6.00pm.

Boarders’ Leave

The general philosophy regarding boarders’ leave is based upon what is appropriate for teenagers in the care of adults other than their parents and guardians. However, it is the responsibility of the student to be accountable for their whereabouts at all times when they are under the care of Boarding House Staff.
A DAY IN THE LIFE OF A BOARDER

WEEKDAY

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.30am</td>
<td>All boarders up (Years 7 – 10 are woken) and get ready for the day. Breakfast is available from 7.00am – 8.10am in the Dining Hall and all girls are expected to attend. Newspapers are delivered at breakfast time. Some mornings there is sporting practice from 7.30am until 8.15am, after which there is time to change and be ready for school at 8.30am.</td>
</tr>
<tr>
<td>8.20am</td>
<td>Walk to the lockers and the Day School.</td>
</tr>
<tr>
<td>8.30am</td>
<td>Period 1 begins. Online roll marking occurs in every class.</td>
</tr>
<tr>
<td>10.10am</td>
<td>Recess. Boarders collect their snack in the Dining Hall.</td>
</tr>
<tr>
<td>10.30am</td>
<td>CLASSES</td>
</tr>
<tr>
<td>12.40pm</td>
<td>Lunch in the Dining Hall.</td>
</tr>
<tr>
<td>12.40pm</td>
<td>Students do not have access to the Boarding House during School hours except for the Year 12 boarders, who are permitted to return for study purposes after 1.00pm.</td>
</tr>
<tr>
<td>1.40pm</td>
<td>CLASSES</td>
</tr>
<tr>
<td>3.20pm</td>
<td>End of the School day. The boarders are encouraged to take advantage of all the co-curricular activities such as Drama, Music and Sport offered each day.</td>
</tr>
<tr>
<td>3.20pm</td>
<td>Free time. Boarders may stay in the Boarding House, engage in co-curricular activities or:</td>
</tr>
<tr>
<td>3.20pm</td>
<td>· Study in the Library or in their rooms</td>
</tr>
<tr>
<td>3.20pm</td>
<td>· Go in pairs to the shops at the corner of Domain Road and Park Street or to Chapel Street and other areas within the City limits.</td>
</tr>
<tr>
<td>5.45pm</td>
<td>Dinner in the Dining Hall.</td>
</tr>
<tr>
<td>6.30pm</td>
<td>Prep in the library for Years 7–10.</td>
</tr>
<tr>
<td>6.45pm</td>
<td>Once all students and staff have finished dinner, everyone remains seated for messages, led by Boarding House Captain and Vice-Captain, and Grace before being dismissed.</td>
</tr>
<tr>
<td>7.30pm</td>
<td>VCE students are free to choose to study in their rooms or in the Library.</td>
</tr>
<tr>
<td>7.30pm</td>
<td>Tutors and Supervisors assist the boarders with homework. There are regular Maths and Literacy support sessions and other support upon request. All staff are employed to assist students academically as well as provide care and a regular routine.</td>
</tr>
<tr>
<td>8.30pm</td>
<td>Supervised prep time concludes.</td>
</tr>
<tr>
<td>9.00pm</td>
<td>Bedtime for St Hilda’s girls.</td>
</tr>
<tr>
<td>9.30pm</td>
<td>Bedtime for Year 9 – hand in all electronic devices including phones and laptops (at 9.15pm).</td>
</tr>
<tr>
<td>10.00pm</td>
<td>Bedtime for Year 10 – hand in all electronic devices including phones and laptops (at 9.45pm). The House is quiet at 10.00pm, and all boarders must be in their own room at this time.</td>
</tr>
<tr>
<td>10.30pm</td>
<td>Silent House.</td>
</tr>
</tbody>
</table>
A DAY IN THE LIFE OF A BOARDER

WEEKEND

TIME ACTIVITY
8.00am – 10.30am Breakfast provided in Dining Hall.
12.00pm – 1.30pm Lunch provided in Dining Hall (fresh bread and salads, optional cooked lunch).
5.45pm Dinner (optional)

POSSIBLE ACTIVITIES
Before and after breakfast School sports training and/or competition (e.g. rowing, netball, basketball)
Saturday language school (e.g. Japanese and Vietnamese)
Visit family, friends (e.g. day girl)
Brunch
After lunch Skype with family
Movies/music/drama
Shops
Novel/manga/comics
Homework
Walk or jog the Tan
Discover city
Study in the State Library
Outings to food and craft markets
After dinner Ice cream/hot chocolate trip
Recreational activities such as ice skating and trampolining
Cultural activities such as theatre, films and culinary outings
Supermarket trip
The wellbeing of your daughter is managed within a ‘triangle of care’. Parents, boarding staff and your daughter must all communicate, otherwise we do not all have the same information. A breakdown in communication for boarding families can be very stressful. Parenting from a distance can be difficult and staff encourage regular and open communication to ensure that all needs are met.
A boarding experience at MGGS allows for opportunities that our students would not have otherwise including drama, music, sport, squad training, choral and rowing. Boarders live in the heart of the School and the heart of Melbourne. Boarders have access to the School in a different way; learning, access to staff, resources and facilities. Our central location only builds upon opportunities to access resources; world class sporting and cultural events and facilities are literally on the doorstep.

Girls arrive with a kaleidoscope of experiences and passions. Those passions can be shared, but community life provides a unique extension of opportunities. The culture within our residence is one of gratitude and appreciation and making the most of opportunities. Staff work hard to foster independent living skills that prove to be invaluable for our students in their tertiary years. Boarders operate in School hours within exactly the same parameters and expectations of the day girls. Residential life lends itself well to student-led activities, student generated fun and exploring many decision making processes. With a strong student voice, the Boarding House Council organises many activities to supplement regular School commitments.

The girls enjoy socialising with boarders from Melbourne Grammar, Scotch College and Xavier College. As the only girls school located within the City of Melbourne, our students are regularly organising their own trips to the theatre, exhibitions and activities, as well as annual traditions of snow and surf trips. Girls are supported to access all of the opportunities provided within the huge scope of co-curricular programs as well as their own interests outside MGGS.

The Boarding House normalises the community living as much as possible. For example, the Saturday Netball competition reflects what girls would play at home, just as supermarket trips and responsibilities around the house would reflect the same. Boarders have the privilege of flexible after school access to teachers, music, art rooms, the Artemis Centre (to be completed in 2017) and library.

An example of how the Boarding House supports students to participate in School programs are Rowing and Saturday Netball. The School is located a 10 minute bike ride to the rowing sheds, and our routine supports the rowers’ additional needs so that they can easily participate without parent support.

Over half of all MGGS boarders participate in the netball competition and it provides a good opportunity for boarders to get to know each other as well as girls in the Day School. The School provides transport to and from the competition in Boorondara each Saturday, and the competition runs over two seasons, winter and spring. Girls from the Boarding House take on a key leadership role in the running of the Saturday Netball Club.

Boarders also have the opportunity to pursue various volunteering opportunities.
Polly Winterton has been a significant contributor to the community life of our School. Polly served our School as Head of Boarding for over 21 years (1992 – 2013), where she was warmly regarded, having both the respect and affections of parents, colleagues and also students.

POLLY WINTERTON AWARD FOR CITIZENSHIP IN THE BOARDING HOUSE

Upon her retirement in June 2013, the Polly Winterton Award for Citizenship in the Boarding House was established. It is an award that focusses on the contributions students make to our unique MGGS residential community. Polly has said of this award: “the qualities of collaboration, social service, fun, and an enjoyment and willingness to involve oneself in community life are to be acknowledged for the important life skills that they are.”

Amy H. (Numurkah, Regional Victoria)
Recipient of the 2015 Polly Winterton Award for Citizenship in the Boarding House

Boarding House culture

The Boarding House has been a once in a lifetime experience for me since I arrived in Year 10 in 2013. The culture of the House has been similar to that of a family - the Boarding House Supervisors being our big cool sisters, the Director and Assistant Director of Boarding being our mums and all the younger girls being the little, sometimes annoying, but sweet and loving sisters. We all sit together at dinner time, sleep under the same roof and laugh together just like one massive family. All the girls are there to help each other and get through the ups and downs of living away from home in an unfamiliar (to most) city. For me, living on a dairy farm for the majority of my life and moving to the “big smoke” was a major change in lifestyle, peers and schooling. The family-like culture of the Boarding House has allowed me to settle in easily, to make friends and to have a smooth transition into a completely different school and social environment. It has also made me realise how lucky I have been for the opportunity my parents gave me and that MGGS has shaped me for the better.

Challenges of Boarding

This may sound cliché, but I think that the most challenging aspect of moving away from home to a new environment, outside of your comfort zone, is making new friends. To help overcome this challenge, I got myself involved in as many activities as I could. I would do all of the in-house weekend activities. If someone asked me to go to the corner, Chapel Street or the city I would go, and I got involved with the School orchestra as I continued to play cello when I moved. I also got a casual job at a cafe in the Botanical Gardens which helped me earn some money, learn more social skills and allowed me to get out of the house and distract myself for a day when I was getting homesick. If you are feeling like you haven’t “clicked” with anyone after your first term or so in the Boarding House, getting involved with anything you can is the best advice I can give.
Opportunities of Boarding

Moving to MGGS has been one of the best decisions of my life; I have made heaps of friends that I wouldn’t have otherwise made and have built on relationship skills with friends and the Boarding House staff. Being a boarder has also taught me little things, like how to manage and do your own washing, how to stack a dishwasher effectively and, more importantly, how to be independent. Despite my friendship groups changing quite dramatically since I moved, I have continued to make friends throughout my journey as a boarder and this is not hard to do - just make sure you know when to give your friends some space and know when to be there and support them. It all comes with practice, but by the end of your time in the Boarding House you will have mastered it!

Be willing to get involved

I was told by one of my friends in the Boarding House, who I knew before moving, that if you want to make friends, you really need to get involved with anything you can. My father, who was a boarder, and my mum, who went to MGGS too, said the same thing and told me to make sure I have fun and make the most of the incredible opportunity. If I enjoy myself while I can, I will be able to reflect on the amazing and hilarious memorable moments of my time in the Boarding House in the future.
A number of Boarding Scholarships are available at the Principal’s discretion for boarding students in Years 7 – 9. These Scholarships will be awarded on the basis of the academic examination and at the discretion of the Principal.

Applications for scholarships close on Friday 24 February 2017, with the examination to be held on Saturday 4 March 2017. Please register via the School’s website at www.mggs.vic.edu.au. Any families who wish to explore options of bursaries must sit the scholarship test.
The role of the Boarders’ Parent Group is to provide an opportunity for parents and staff to work together for the benefit of the Boarding Program at MGGS.

All parents and guardians are encouraged to participate in the Boarders’ Parent Group. The Group enables the parents/guardians of boarders to be involved in the wider community of MGGS, and to assist in improving communication between school and home. Meetings are at MGGS on the last day of every Term.

The Principal attends these meetings and provides an up to date briefing on what is happening in the School. Key parent meeting dates and events are made by the School with the boarders’ parent’s needs in mind where possible. The courage we ask of our boarders we also ask of our parents, and that parents contribute to the whole School community when it is possible.

Experience as a Boarding House Parent

Our eldest daughter, Grace, commenced boarding (in Year 9) at the beginning of 2016. My husband had attended boarding school but I had not, so our expectations of what to anticipate were quite different.

We started looking at boarding schools when Grace was in Grade 6. Both of our girls’ preferred school, based on information sessions and tours, was MGGS. The on-site position of the Boarding House and School’s inner city location appealed to us all. As did the unique and clever use of space, state of the art science facilities and the sense of connection between the Boarding House and Day School.

My husband and I were particularly impressed with the open and frank discussion that we had with the Assistant Director of Boarding at the time. Not only was she incredibly honest about the challenges of boarding and assimilating from a small rural school, she was the only staff member of any school that we toured to advise us to look at other schools to ensure that we were making the right decision for our family and our daughters!

That focus on the wellbeing and journey of our daughter as a unique individual has been our experience so far. The process of orientation, interviews and academic testing has ensured that Grace’s transition into MGGS – from the girls she has been ‘buddied’ with to subject selection - has been individually tailored. It was gratifying to attend her parent-student-teacher conferences and experience how well she was known by each of her subject teachers. The resources and support that she has been given access to has ensured that the academic gap and challenge that she (and we) feared in coming from the ‘top of the heap’ of a small rural school has been well bridged. Academically she has been rigorously challenged and as a result is thriving, thoroughly enjoying, and doing well in, every subject.

At home Grace is the adored and adoring eldest of four children. She has a younger sister that is eleven. She also has two younger brothers - one a toddler, and the other an infant. So whilst boarding is something Grace had looked forward to, homesickness is a reality she has struggled with. The compassion and understanding that Grace has been shown, not only by teachers and boarding staff, but also by other boarders has been both comforting and reassuring for me as her mother. Comforting because I know that Grace is in expert hands to help her manage and cope with her homesickness. But also reassuring that we have made the right decision in choosing MGGS, particularly as a Boarding House. The special privileges that Grace has been allowed and the strategies that she has been supported to develop have helped her adjust to life in the boarding house. Even the way Grace has been allocated roommates has demonstrated a keen understanding of and insight into Grace’s personality.

Despite this homesickness, in a very short space of time Grace has become more self assured and confident. The structure of, and systems set in place within the Boarding House provides the girls with a safe environment that promotes self regulation, independence and confidence. She has thrived on the academic challenges and co-curricular and sporting opportunities that have presented themselves. Just this week she was inspired by a presentation given by a prominent human rights barrister. She has forged friendships with both day girls and boarders, both in her own year level as well as above and below.

It is this inclusive environment in which the girls truly celebrate each other’s strengths and embrace each other’s differences that gives MGGS such a strong, vibrant culture and sense of community. And why I couldn’t be more satisfied that we made the right decision for our family and our daughters.

Lauren Mulquiney
Current Boarding Parent
MGGS LEARNING MANAGEMENT SYSTEM: LINKING THE COMMUNITY

**eVI**

*MGGS LEARNING MANAGEMENT SYSTEM that was introduced in 2010 to support student learning in a way never seen before at Melbourne Girls Grammar.*

Students have access to their classroom resources online, from any internet connected device. eVI also means that every class now has access to use the latest Web 2.0 technologies safely within our network e.g. wikis, forums, live chat and live polls and a set of tools that encourage collaboration and communication.

For parents, eVI provides a portal allowing easy access to the School’s Synergetic system to book interviews, view ongoing assessment tasks, see current and archived reports and to pay School fees. All parents have access to a parent homepage for their daughter’s year level with specific information from the Year Level Co-ordinator and Head of 5/6 Studies, as well as access to the School newsletter, the calendar, daily bulletin and the parent directories.

For staff the powerful combination of eVI with Synergetic has allowed for online attendance records, online reporting, access to all their resources and School documentation, policies and databases from wherever they are connected to the internet. eVI also allows teachers to set their assessment tasks online so that they are able to track student submissions, enabling far more immediate feedback to students. The combination of the two systems provides the School with important data around student wellbeing, attendance, subject choices and timetabling.

**Apps**

There are two apps used within the school community to assist students, parents and staff:

- The eVI App available from both iTunes and Google Play for quick access to the calendar, schools news, timetable and due work notifications.

- The My Student Account App to assist with topping up the school canteen and print cards, also available on iTunes and Google Play.
Principal
Mrs Catherine Misson

Senior Years
Middle Years
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South Yarra Victoria 3141 Australia

Junior Years
Morris Hall
100 Caroline Street
South Yarra Victoria 3141 Australia

Early Learning Centre
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South Yarra Victoria 3141 Australia

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