OUR VISION

A LEADING GIRLS SCHOOL FOR OVER 123 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.

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 Senior Years facilities, please contact the Melbourne Girls Grammar Enrolments Office on 03 9862 9200 or enrolments@mggs.vic.edu.au
We have designed a contemporary and challenging program for our Senior girls, providing them with positive and supportive environments in which to learn and live together, encouraging them to give of their best not only for their own success but for the greater good of their community.

There are many unique components of our Senior Years Program, and all are designed to create a holistic experience for your daughter. Our leading academic and wellbeing programs are a response to the research on current and future contexts in which our girls will need to be able to flourish as an adult. Confident and capable young women emerge from Melbourne Girls Grammar, with sound values and an enthusiasm for pursuing opportunities.

Parents are encouraged to join us as a learning community. Our Centre for Educational Enterprise (CEE) offers outstanding opportunities to hear from local and global thought leaders on an array of issues of interest to our community.

Welcome to Melbourne Girls Grammar.

Catherine Misson
Principal
SENIOR YEARS

PHILOSOPHY

The Senior Years Program is designed to facilitate independence and resilience, with an unwavering focus by our teachers and support staff on knowing each girl and encouraging her to stretch and challenge herself through diverse and new experiences.

We believe that to flourish in the highly complex, accelerating world in which they will live and learn, our students must emerge from school confident in their own interests, their preferred learning styles, and their capacity to manage themselves in unfamiliar contexts.

We aim to produce an enterprising mindset within our girls. They will be curious, focused on the process of learning, and value producing high-quality outcomes through sustained application, collaboration, and lateral consideration of possibilities. The Senior Years Program encourages initiative and the drive towards personal excellence.

All elements of the Senior Years Program are designed with choice and challenge as the anchoring mantra. There is an exceptional level of support for students across the three domains:
- academic
- wellbeing
- co-curricular

Extending these domains is the unique provision of our Student Enterprise Program.

The Melbourne Girls Grammar Senior Years Program produces well balanced, all round graduates with a global outlook ready for the diverse opportunities beyond school. They are young women of substance ready to make a difference in their world.
The Senior Years is a four year learning continuum framed by two phases: Years 9 – 10 and Years 11 – 12.

As the girls move into the Senior Years, they exercise full control over the structure and elements of their learning plan. In Years 9 and 10 they choose from standard, advanced and accelerated courses as they develop a pathway that aligns with their passions, talents and aspirations. In the VCE, girls choose from 30 course options and work diligently towards optimising their post-school opportunities.

Students move through these phases of learning at a pace and on the learning pathway that best meets their needs.

STANDARD, ADVANCED AND ACCELERATED LEARNING OPPORTUNITIES IN THE SENIOR YEARS

Courses within the Years 9 – 10 Program are designed to provide differing levels of conceptual and literacy challenges. It is our philosophy that when challenged, our girls will experience success in meeting and exceeding expectations. Girls have the opportunity to choose advanced courses in all learning pathways and it is an expectation that all girls will undertake at least one advanced course by the completion of Year 10.

Accelerated courses are designed to support pathways to the early completion of VCE Units. Such pathways are carefully constructed and are closely monitored by subject teachers, Year Level Co-ordinators and the Pathways Planning Department.

Girls are able to customise their learning by selecting a suite of courses from the following broad learning pathways:

- History and Classical Studies
- Modern Languages
- English
- Mathematics
- Science
- Geography
- Physical Education
- Visual Arts
- Performing Arts
- Global Politics and International Studies
- Philosophy

Across Years 9 – 10, girls choose from over 55 different elective courses.
Our Senior Years Program is focused on the holistic importance of the social, emotional, physical and academic wellbeing of our girls.

We understand that when our girls feel well and in control of the many aspects of their lives, they confront obstacles and challenges with confidence and a belief in their capacity to solve problems.

Wellbeing Index

The MGGS Wellbeing Index is an innovation that provides an evidence base to monitor and respond to the wellbeing needs of our girls. Our overarching objective is to empower our girls to understand what underpins good health, such that they set and pursue goals to ensure their wellbeing is a priority.

In the MGGS Senior Years:

- Every girl takes responsibility for her wellbeing by developing understandings, skills and habits for life
- Every girl self-monitors and manages the physical, cognitive and social elements of her life
- Our student-centred approach optimises independent and resilient behaviours
- There is personalised and customised support by an expert staff member for each girl’s wellbeing
The organising structure of the Senior Years Program is a student’s Learning Plan. Our unique approach organises the school experience around each girl, focused on the three domains of academic learning, wellbeing and co-curricular. We aim to know and understand a student’s goals and provide the level of support and feedback that will enable her to achieve her personal best.

We achieve this by providing a Learning Team that extends and diversifies the traditional resources within a school setting. In doing so, Melbourne Girls Grammar is a pioneer in contemporary, personalised learning practices.

The Learning Team is comprised of:

**Expert Teachers:** responsible for the progress and achievement of students within courses, including assessment, examinations and reporting. They provide their students with advisory sessions to ensure students are on track to achieve their optimal performance.

**Academic Coaches:** available to students in each learning pathway, to assist them with review, practice and application of learning.

**Wellbeing Coaches:** responsible for the overall wellbeing management of students, monitoring their goals and their level of connectedness within the student community. They provide their students with advisory sessions to enable girls to understand and respond to their personal and community responsibilities within the Senior Years Program, and to support and encourage them when faced with challenging contexts.

**Pathways Planning Teachers:** responsible for targeted support for students who, at times, find progress within a course exceptionally challenging. They provide one-to-one and small group sessions that target concept and skills development, and additional support during review weeks.

**Student Enterprise Manager:** responsible for provision of opportunities that extend learning into local and global contexts, facilitating the development of a student’s enterprise profile. This is a unique offering by Melbourne Girls Grammar, under the auspices of our Centre for Educational Enterprise.

We have invested in technology platforms that enable all members of the Learning Team to access, review, and give feedback on learning and wellbeing data generated from the many activities in which a girl participates and performs. In doing so, we have achieved an integrated environment in which we can know and respond to each girl’s needs, and more importantly visually represent that progress so that the girls can understand and actively manage their schooling experience.
MGGS have worked with developers at School Box to create a custom designed online curriculum delivery and academic management system.

The new developments within eVI, the School’s learning management system, include additional reporting features that will mean eVI becomes the nexus for all that we do at MGGS.

Girls will access eVI on a daily basis to manage, reflect on and update their Personalised Learning Plan.
Building on a long history of nurturing young women who have the confidence to shape their own lives, our focus is on developing an entrepreneurial mindset.

This means that we craft learning and co-curricular experiences to encourage our girls to be creative, resourceful, adaptable, team orientated, and independent. We believe that to be ready for life in 2020 and beyond, students should aim to develop solutions to problems that interest and engage them, harnessing their intellectual and creative potential. Our girls develop their identity as emerging global citizens, ready to explore opportunities for personal and community growth and development.

At the outset of Year 9, each girl meets with the Student Enterprise Manager to develop her Enterprise Profile. This remains an active experience throughout the four years of the Senior Years Program, building experiences and learning within four domains:

- **Learning beyond MGGS:** local and global opportunities, incorporating trips, exchanges, humanitarian initiatives, and passion focused opportunities

- **Careers Inspiration:** this is an expansive domain, with a particular focus on internships that supplement and inform learning experiences beyond the academic domain

- **Student Philanthropy:** volunteer work is a highly valued component of our girls’ experiences, informing their understanding of active citizenship

- **Leadership:** this can be individual or team based, demonstrated through participation in enterprise opportunities and the broader co-curricular program
A new feature of the Senior Years Program is our Fit for Life Profile. Upon entering the Senior Years, girls will outline sports and activities in which they are involved. The Fit for Life Profile will then be used as the basis for conversations between students and Fitness Coaches who will work together to construct a program that will assist every girl to keep active and achieve her physical goals.

Girls will be able to schedule regular appointments with a Fitness Coach within the Artemis Centre to establish goals and design physical activity plans to support all round personal fitness. Having effective physical habits for life is essential for long-term positive mental health and overall wellbeing. This is “next generation” practice in the domain of physical education within schools.
Diverse and well-designed learning environments support purposeful learning and encourage positive relationships between peers and teachers.

There are several unique and dedicated environments that Senior Years girls live and learn in:

**eVI**

This is the online platform for student learning, where all key documentation pertaining to students’ Learning Plans are curated, and the gateway for parents to access information.

**Learning Commons**

Within the Learning Commons students will have designated environments in which Academic Coaches are available to them and peer-to-peer learning is facilitated. The environment is contemporary in design, and effectively supports one to one and small group coaching, parent education evenings, guest speakers, lectures, screenings, seminars, and student displays.

**Artemis Centre**

The Artemis Centre is our newest and most exciting community centre in which our girls access a range of recreational, coaching, and community areas. The special Me Zones are used for advisory sessions and are designed to encourage individual and small group reflection and relaxation. Senior students have the privilege to access the Centre throughout the day, participating in physical activities that meet their personalised fitness goals.
The notion of a school day that runs from 8.30am – 3.20pm is no longer an accurate representation of how our girls experience a contemporary school day. At MGGS, the School day begins as soon as the girls start interacting with the academic, wellbeing and co-curricular programs on offer.

For some girls this might be when they arrive at the river bank for rowing training at 5.30am, when they log onto their Learning Plan when they get up in the morning or when they step onto the campus for an advisory with their mentor. We recognise all these elements of the school experience as being important to how our girls successfully navigate their way through the Senior Years.

The Senior Years is a time of increased student autonomy within a defined structure and clear expectations. Girls in the Senior Years have both fixed and flexible components to their week and have the capacity to shape their day according to the goals and priorities they have established with their wellbeing coaches.

**FIXED EXPERIENCES**

Fixed experiences are set by the School within a day, appear on every girl’s schedule, and all girls are expected to attend these events at the nominated time.

**Community Time**

Community times are essential for building a connected, cohesive and supportive School and Year Level community. Girls will gather for set community times each week. These community times will be experiences such as Assembly, Chapel, Year Level Meetings and House Meetings/Activities.

**Course Based Learning Time**

Girls have a scheduled timetable for each course in which they are enrolled. These class times are facilitated by an expert teacher whose role is to provide feedback to the girls on their learning and skill development, challenge their ideas, deepen their understandings and encourage creative and critical thinking.

Learning in the class environment focusses on authentic and engaging experiences. Within this time, projects are designed to provide girls with the opportunity to apply their knowledge within contexts that stretch their thinking and consolidate and extend their skills and understandings.

**Course Review and Examination**

Each course within the Senior Years is scheduled within semesters and concludes with a review week, in which girls meet with their teacher to revise and prepare for the course examination. Examinations are held at the conclusion of each semester.
Flexible experiences are events within a day that girls are expected to participate in. However, they will have a level of autonomy about when these events are placed within their schedule. The organisation of their schedules will be a component of the advisory sessions.

**Independent Learning Time**

In their Independent Learning Time (ILT), girls learn the content knowledge they need for all of their courses. They learn through a combination of online resources (diverse learning resources including texts, videos, presentations, exercises), expert teacher instruction, peer-to-peer coaching, and one-on-one tutoring from academic coaches. Students learn the facts and information and develop and rehearse the skills they need in order to apply them within the context of project based learning. Girls use the Independent Learning Time to set goals, access learning resources, submit work, and track their progress.

**Advisory Sessions**

The advisory program at MGGS is one of the cornerstones of the Senior Years Program. We believe that working with students to develop non-cognitive skills is just as important as gaining skills in content areas. This belief is made visible through the School’s advisory program which focuses on guiding students as they mature in responsibility, communication, and critical thinking. These skills are discussed and monitored throughout the year in each advisory. Every girl is assigned to a Wellbeing Coach, whose responsibility is to connect to, know, and encourage girls to set and persist with goals, review and evaluate progress, and maintain an engaged presence within our student community. Within 1-1 advisory sessions, both academic and wellbeing goals and progress are discussed. The Wellbeing Coach has access to and ensures the upkeep of their students’ Learning Plans.

Our dedicated Wellbeing Coaches are specifically trained to be able to facilitate positive and solution-oriented conversations and explore appropriate supporting strategies. In this innovative approach to the holistic engagement and development of young women, Melbourne Girls Grammar is a pioneer and truly leading educational practice.
Principal
Mrs Catherine Missen

Senior Years
Middle Years
Merton Hall
86 Anderson Street
South Yarra Victoria 3141 Australia

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

Early Learning Centre
Barbara Tolson Centre
63 Clowes Street
South Yarra Victoria 3141 Australia
3 and 4 Year Old Kindergarten

Boarding House
86 Anderson Street
South Yarra Victoria 3141 Australia

Telephone: +61 3 9862 9200
Facsimile: +61 3 9866 5768
Email: enrolments@mggs.vic.edu.au
Website: www.mggs.vic.edu.au

ABN 81 116 806 163
CRICOS Provider Code 00322D