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 Melbourne Girls Grammar facilities, please contact the Melbourne Girls Grammar Enrolments Office on 03 9662 9200 or enrolments@mggs.vic.edu.au

CONTENTS
01 From the Principal
02 Hometowns
03 Choosing Melbourne Girls Grammar
04 International Student Perspectives
06 A Day in the Life of a Boarder
08 Exceptional VCE Results
09 A Diverse & Rigorous Curriculum
10 Wellbeing Programs
12 English and EAL
Melbourne Girls Grammar is a Community that embraces its diversity and seeks to offer rich and varied opportunities for all types of girls to pursue their passions and interests. Your daughter will be encouraged to develop 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 her education at Melbourne Girls Grammar.

We believe that students thrive when they are engaged in a challenging academic program within a nurturing environment. Our students are further extended through a comprehensive co-curricular program.

I strongly encourage your daughter to take up such opportunities for participation and to extend her peer relationships. Melbourne Girls Grammar girls love to be active and engaged.

Catherine Misson
Principal
MELBOURNE GIRLS GRAMMAR

- The only Boarding School located within the city of Melbourne, the world’s most liveable city
- World class opportunities, facilities and programs
- Prepares students to embrace tertiary life
- Boasts unmatched science laboratories, sporting fields, Drama and Arts Centres, Library and the new Artemis Centre, due to open in 2017, the centrepiece of Melbourne Girls Grammar’s Wellbeing Program
- The constant introduction of the newest technology on offer to enhance contemporary learning.

Why choose a girls’ school for your daughter?

At MGGS, we have over 120 years of experience working with and supporting girls to achieve their best. We understand how girls develop as students and citizens, and this knowledge empowers us to create a learning experience that best suits them. We encourage girls to be who they want to be and to follow their passions in pursuit of their aspirations.

At MGGS, every decision we make is in the best interest of our girls. Our learning programs and wellbeing supports are designed purely for girls. Our facilities and our learning environments are constructed to support girls and the way they learn best.

Our Boarding House

International students board on the campus unless living with an immediate relative.

Living and learning on campus enables educational excellence. Students establish solid, independent study routines, enabling them to achieve their best with the added advantage of preparing them for tertiary life.

The Boarding House is home to approximately 80 boarders from all over Australia and the world; we are lucky to have a diverse community of local and international students and we celebrate and strive to maintain this diversity. Girls come from China, Indonesia, Malaysia, Singapore, Dubai, Vietnam and South Africa. An important part of our community ethos is being inclusive and respectful.

Our Boarding House is exceptionally well resourced in all matters concerning the care of students. The security of our girls is paramount.
Rose Phan – Vietnam, Year 12 2016

I came to Australia around two years ago in Year 10 from Vietnam. I’m boarding here. It has been a really interesting experience. At home my parents never allowed me to have sleep overs and here I’m living with 88 girls and we have a massive dinner together every night and it reminds me so much of Harry Potter.

In the Boarding House, you’re also never alone. You can be in your room but there’s always someone around who shares the same feelings of homesickness so you can always talk when you are feeling lonely.

One of the advantages of living in the Boarding House is that you get to know lots of girls from all different year levels and backgrounds. We also have a tutor to help with homework and we have a structure when you can ask for extra help.

I really enjoy chemistry and physics. I particularly like physics because it offers a more complex and different perspective into everyday life applications that we usually take for granted.

Outside of school, I like playing the piano. However, I have shifted my interest to playing drums because it provides me with a more unique opportunity to meditate. It’s one of the hobbies which I really enjoy and I’m willing to wake up early on Thursday mornings to attend lessons. It always cheers me up.

My future goal is to become a biomedical engineer. I really want to learn more about the bionic ear and bionic eye and artificial organs - that’s what I’d like to specialise in. My family really supports my decision to pursue this pathway and they have sacrificed a lot in order for me to be where I am right now.

Angela Wu – China, Year 11 2016

My family and I did a lot of research before we chose a school in Melbourne. This is not an easy decision. However, after my two-year experience at Melbourne Girls Grammar, now I think I have made the best choice for myself.

I entered MGGS as a Year 10 student at the beginning of 2015. At the same time, I started my first boarding journey. Being a boarder is hard, and being an overseas boarder is even harder at times. Homesickness, unfamiliar environment, culture and people were in my thoughts. I also had a fear of my English not being fluent enough. At the beginning, all of these worries can be tricky to juggle and can feel overwhelming but it is really important to ask for help. There are many people to choose from. When I started to know people around me, my homesickness started to disappear. The staff and other older boarders were very kind to me. They helped me quite a lot and they made the Boarding House feel like home. After a while, I made great progress in English by practising with native speakers around me. We always have lots of fun in the Boarding House.

Studying in Australia is very different from studying in China. There are opportunities to explore my interests more because of so many choices, especially elective subjects. MGGS is not a big school and there are only about 15 to 20 students in one class. Therefore, a teacher pays more attention on each student. MGGS always gives me support and makes me feel confident about the upcoming VCE exams.
Nora Wang – China, Year 8 2016

Being an international student in the Melbourne Girls Grammar Boarding House has been a very different experience for me – this is my first time away from home and studying in another country. Before I came here, I was extremely worried, maybe because I watched too many dramas! I felt very touched on my first day in the Boarding House when I realised that there are so many warm-hearted people, the staff are always helpful and my peers are so kind to me. I used to sometimes get scared and miss my parents. I was only 13 when I started and I didn’t think I was strong enough, but one of the staff said to me; “Nora, think of it this way, there are 88 students in the Boarding House, they are like your sisters and the staff are always here with you, you are never alone”. She is absolutely right. I told myself to stay strong and enjoy the Boarding House life. When I feel down, I always have my peers or staff to talk to, they make me feel at home. The Boarding House also taught me to respect the rules. It was actually extremely hard for me to adapt to the rules at first, as I only wanted to do the things I liked. But now I realise that I was being so stubborn. Every place, including the Boarding House, has its own rules, and I learnt to respect them. I am used to doing my own thing, but I started to follow these rules and I now enjoy the different activities and new things that the Boarding House provides for us.

I found a new me. Being a boarder at MGGS has made me grow up a lot. I am not the girl who always stood behind my dad anymore. I grew up to become a confident and strong girl and I now often face problems by myself with braveness. The Boarding House has become a place that I will always appreciate.
## A DAY IN THE LIFE OF A BOARDER

### WEEKDAY

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<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>
<td>5.45pm – 6.15pm</td>
<td>Dinner in the Dining Hall. Once all students and staff have finished dinner, everyone remains seated for messages, led by Boarding House Captain and Vice-Captain.</td>
</tr>
<tr>
<td>8.15am</td>
<td>Walk to the lockers and the Day School.</td>
<td>6.30pm – 8.30pm</td>
<td>Study time in the library for Years 7–10. VCE students are free to choose to study in their rooms or in the Library.</td>
</tr>
<tr>
<td>8.30am</td>
<td>Period 1 begins. Online roll marking occurs in every class.</td>
<td>8.30pm</td>
<td>Supervised prep time concludes.</td>
</tr>
<tr>
<td>10.10am – 10.30am</td>
<td>Recess. Boarders collect their snack in the Dining Hall.</td>
<td>9.00pm</td>
<td>Bed time for Years 7 and 8.</td>
</tr>
<tr>
<td>10.30am – 12.40pm</td>
<td>CLASSES</td>
<td>9.30pm</td>
<td>Bed time for Year 9 – hand in all electronic devices including phones and laptops (at 9.15pm).</td>
</tr>
<tr>
<td>12.40pm – 1.40pm</td>
<td>Lunch (provided). 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>
<td>10.00pm</td>
<td>Bed time for Year 10 – hand in all electronic devices including phones and laptops (at 9.45pm). The House must be quiet at 10.00pm and students must be in their rooms.</td>
</tr>
<tr>
<td>1.40pm – 3.20pm</td>
<td>CLASSES</td>
<td>10.30pm</td>
<td>All VCE students in own room. Silent House.</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>
<td></td>
<td></td>
</tr>
<tr>
<td>3.20pm – 5.45pm</td>
<td>Free time. Boarders may stay in the Boarding House, engage in co-curricular activities or:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Study in the Library or in their rooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>On weekdays, all boarders must return to the Boarding House prior to dinner.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### A DAY IN THE LIFE OF A BOARDER

#### WEEKEND

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.30am – 11.30am</td>
<td>Cooked breakfast served in Dining Hall.</td>
</tr>
<tr>
<td>11.30am – 1.00pm</td>
<td>Cooked lunch as well as make your own salad/sandwich.</td>
</tr>
<tr>
<td>5.45pm</td>
<td>Dinner (optional)</td>
</tr>
</tbody>
</table>

#### POSSIBLE WEEKEND 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 (day girl)
  - Brunch

- **After lunch**
  - Skype with family from overseas
  - 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
Melbourne Girls Grammar students achieve exceptional VCE results

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive after a satisfactory completion of their secondary education.

The VCE spans Years 11 and 12 and it is therefore essential that students are able to commence studies at the beginning of the School year rather than mid-year. Those students who make the transition to MGGS in Year 9 are well equipped to take up the challenges of the final two years of study.

All students who complete the VCE are given an ATAR score. An ATAR score is an indication of a student’s performance in comparison to all students undertaking the VCE. For example, a score of 85 means that a student has been ranked in the top 15% of students.

Class of 2015 VCE highlights include...

We celebrate the tremendous achievement of having the 2015 Median ATAR of 91.15. These wonderful results demonstrate our School community’s capacity to support all girls to achieve their personal best.

- 12 students (11.1%) obtained an ATAR of 99 or higher
- 35 students (32.4%) obtained an ATAR of 95 or higher
- 63 students (58.3%) obtained an ATAR of 90 or higher
- 77 students (71.3%) obtained an ATAR of 85 or higher
- 84 students (77.8%) obtained an ATAR of 80 or higher

International student results

Between 2011 – 2015 our international students have performed exceptionally well in the VCE.

- Median ATAR of 91.15
- 32% of our international students were in the top 5% (ATAR 95 and above)
- 52% of our international students were in the top 10% (ATAR 90 and above)
- 71% of our international students were in the top 15% of the state (ATAR above 85)
- 61% of our international students received an offer for the University of Melbourne

Congratulations

A DIVERSE & RIGOROUS CURRICULUM
WITH CO-CURRICULAR OPPORTUNITIES

Over 30 subjects are offered at the VCE level in Years 11 and 12 across a broad range of areas including, but not limited to: Mathematics, Science, Global Connections, the Arts and Modern Languages.

We encourage students to consider their interests and passions when selecting subjects. Each student is able to meet with advisory staff to ensure their subject selections meet their career aspirations.

Those students who commence earlier benefit from their experience with the Australian method of teaching. They are also able to enjoy exposure to an extensive range of subjects prior to narrowing their choices for the VCE years.

Student Enterprise

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 oriented, and independent.

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.
At Melbourne Girls Grammar we aim to know each girl and to provide her with an environment that enables her to achieve her best academically and personally. There are many staff dedicated to ensuring that our international students thrive. We know that in order to succeed our students must feel supported and settled in their environments. We believe that this can be best achieved when students live within our Boarding House or with immediate family.

We ensure that our international students have access to Welfare Guardians who are familiar with our School and are able to assist them to settle into the routines and rigours of school and personal life. Our boarders are immersed into Australian culture. Weekends are an opportunity for boarders to nominate and plan group activities and excursions. Busy girls are happy girls!

Recognising the important contributions of our international students.

MGGS is a School which embraces its diversity and the many and valued contributions international students make to the student culture. Founded in 2013, the Shen Family Global Citizenship Award is awarded at MGGS’s prestigious Speech Night ceremony, and recognises a Senior Years student who:

- Comes to MGGS from a different cultural background
- Embraces a variety of opportunities for immersion into MGGS life
- Achieves personal best in her academic studies

The Award Recipient is selected by the Director of Senior Years in conjunction with the Director of Boarding each year.

In 2015, the Shen Family Global Citizenship Award was awarded to Angela Wu, Year 11. Angela was awarded the prize for not only having strong academic results, but also for being a true student leader and citizen who welcomes new boarders without prompting as well as ensuring they transition as smoothly as possible.
“Melbourne Girls Grammar has a clear vision for the education of our contemporary girls. We are committed to preparing them to navigate their future with confidence, resourcefulness, and the ability to respond to complex challenges. Our girls have the capacity to be the positive influence in the many life contexts they will experience beyond our red brick walls.”

CATHERINE MISSON – PRINCIPAL, MELBOURNE GIRLS GRAMMAR
All instruction at MGGS is in English. Therefore, students must possess an adequate level of proficiency in the English language to enable them to participate in class and meet written and oral class requirements.

This is why all students with a language background other than English who enrol at MGGS must complete an English proficiency test and agree to the condition of enrolment stating that students may be required to take private English lessons (at an additional cost) if it is deemed necessary.

An English as an Additional Language (EAL) teacher is employed to assist students in the maintenance of an acceptable language level. EAL students, who meet the necessary government and/or Victorian Curriculum and Assessment Authority criteria, are expected to attend EAL classes.

A student is eligible for EAL status depending on the length of time she has been a resident in Australia and the length of time that English has been her major language of instruction. Generally speaking, a student must have commenced her education in English and her residence in Australia at Grade 5 level or later to be considered an EAL student.

A student who wishes to be granted EAL status should bring with her documentation (such as a letter from her school) to indicate the major language of instruction at her school(s) (that is the language in which most of her classes were held) from Grade 5 onwards. More information can be accessed via the Victorian Curriculum and Assessment Authority (VCAA) guidelines available at: www.vcaa.vic.edu.au/pages/schooladmin/forms/vce/vce.aspx

MGGS provides a high level of expert support for English language studies in the Senior Years. Separate EAL classes are offered at the VCE level and at other year levels where student numbers are equal to or exceed four students.

ENGLISH LANGUAGE SUPPORT

MGGS requires, for those students who have not been instructed in English, to attend additional English lessons. The decision as to whether students are involved in extra English lessons and how many they have per week is made by the Director of Students.

In the first few weeks of school, the Director of Students will assess each student’s progress and contact parents/Welfare Guardian outlining the School’s requirements. Students’ progress will be assessed each term and the frequency of lessons will be adjusted if necessary.

Additional English lessons are provided by teachers of Education21 Australia. Education21 Australia was established to provide a range of services to providers of education who deal with international students with language backgrounds other than English, and has been providing support for students at MGGS for 20 years. All staff members are highly qualified and experienced in working with international students and non-English speaking background students.
INTERNATIONAL HANDBOOK

Principal
Mrs Catherine Misson

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

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