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 Senior Years facilities, please contact the Melbourne Girls Grammar Enrolments Office on 03 9862 9200 or enrolments@mggs.vic.edu.au

CONTENTS

01 From the Principal
03 Senior Years Academic Pathways
04 Senior Years Academic Programs
06 Wellbeing Program – Year 10
09 Wellbeing – Years 11 & 12
10 Pathways Planning in the Senior Years
11 Academic & Social Wellbeing
12 Senior Years Enhancement Programs
14 The Field Award: Recognising Holistic Endeavour & Personal Development
15 Student Enterprise – Year 10
16 Growing Leaders for Today and Tomorrow
18 Co-Curricular Opportunities at Melbourne Girls Grammar in the Senior Years
20 Senior Years Sports Program
22 Senior Years Music Program
24 Senior Years Art Program
26 Senior Years Drama Program
28 Careers Education: Future Pathways Program
29 eVI – MGGS Learning Management System
It is my pleasure to welcome you and your family to Melbourne Girls Grammar.

We are 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 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
### PHASE 1

#### Year 9
- English Advanced
- English
- Mathematics Functions and Algebra (Accelerated)
- Mathematics Core + (Advanced)
- Mathematics Core
- Science
- Geography
- Italian
- Spanish
- Chinese
- Latin
- Music: Baroque to Rock
- Music: More Baroque to Rock
- Fine Art
- Visual Communication Design
- Studio Art
- Drama: No Small Parts 1
- Drama: No Small Parts 2
- Philosophy
- Making of Modern Australia
- The Golden Age of Ancient Greece
- Global Empires
- Power, Politics and Economics
- Social Entrepreneurship

#### Year 10
- English Advanced
- English
- Mathematical Methods Units 1 and 2
- Mathematics Core + (Advanced)
- Mathematics Core
- Science Advanced
- Science
- Biology
- History: Hitler and the Holocaust
- History: The Cold War (Advanced)
- The Geography of Global Wellbeing
- Global Economy
- French
- Italian
- Spanish
- Chinese First Language
- Chinese Second Language
- Latin
- Music: Design, Create, Present
- Music: Perform! Compose! Conduct!
- Visual Communication and Design
- Fine Art
- Studio Arts: Contemporary Textiles
- Studio Arts: Photography
- Drama: Performance Project 1
- Drama: Performance Project 2
- Exercise and Sport Science 1
- Exercise and Sport Science 2
- Algorithmics (Units 1 & 2)
- Philosophy (Advanced)
- Extended Research and Writing (Advanced)

### PHASE 2

#### Years 11 & 12
- VCE Units 1 – 4
- English
- English Language
- English Literature
- English as an Additional Language
- General Mathematics
- – Specialist (Units 1 & 2)
- General Mathematics
- – Further (Units 1 & 2)
- Specialist Mathematics (Units 3 & 4)
- Further Mathematics (Units 3 & 4)
- Mathematical Methods
- Biology
- Chemistry
- Physics
- Psychology
- History of Terrorism (Units 1 & 2)
- History: Classical Studies
- History: Revolutions (Units 3 & 4)
- Geography
- Accounting
- Business Management
- Economics
- Legal Studies (Units 3 & 4)
- Global Politics
- French
- Italian
- Spanish
- Chinese First Language
- Chinese Second Language
- Latin
- Music
- Art
- Studio Arts
- Visual Communications Design
- Drama
- Physical Education
- Religion and Society
- Extended Investigation
- Algorithmics (Units 3 & 4)
- Philosophy (Units 1 & 2)
Respect, rigour and relevance characterise the Senior Years Program: we respect every girl’s ability to map out and manage her learning pathway, we provide highly rigorous academic courses, and design purposeful tasks that make learning relevant to our contemporary girls.

Melbourne Girls Grammar provides a broad and rich curriculum in the Senior Years and specialises in the highest quality delivery of the VCE Program in Years 11 and 12. Students are carefully prepared to enter their VCE courses with the independence, persistence, self-discipline, adaptability and confidence to balance their workload, meet responsibilities and advocate for their learning needs.

**PHASE 1**

**Years 9 and 10**

Phase 1 of the Senior Years Program is designed to carefully prepare girls for the rigour of VCE studies in Years 11 and 12 and encourages and supports them to control their learning experiences. We teach students the fundamental protocols of assessment to ensure our girls can confidently map out and meet their course requirements. Additionally, every course promotes increasing literacy demands to ensure girls move into VCE with the requisite skills to access concepts and content at the optimal level.

Years 9 and 10 are a fully elective learning model. Girls select from a range of course options within the mandatory subjects of English, Mathematics and Science and a variety of engaging elective study options. At this point in their school experience, the girls broaden their academic perspectives and begin mapping academic pathways that will support their success in VCE. Students working at a high level have access to a range of advanced study options and are encouraged to pursue extended learning opportunities. Study skills are taught through the wellbeing curriculum program. Wellbeing Coaches work one-to-one with students, assisting them to set and meet learning goals, refining each student’s ability to reflect on and advocate for individual learning needs.

Task management, note taking, and examination technique are all vital skill sets that girls are supported to master in preparation for VCE studies. Careers education provides students with many opportunities to assess their academic pathways, ensuring that they are meeting prerequisite studies in Phase 1 for their VCE Program. Students can access individual support throughout this phase of learning at point of need.

**PHASE 2**

**Years 11 and 12**

In Phase 2 of the Senior Years Program our girls undertake study from the broad range of VCE options offered. The 60 plus VCE study offerings enable preparation and pathway to a multitude of tertiary study opportunities. Our approach to the VCE Program ensures maximum flexibility for the combinations of studies our students wish to pursue.

Girls studying at a higher level are supported to undertake accelerated study options with the University of Melbourne through their Extension Program, or Monash University through their Enhancement Studies Program. We have a long history of assisting talented students to combine VCE and advanced placement options, ensuring maximum stretch and high engagement throughout these students’ VCE years.
Subject selection in the Senior Years is supported by a dedicated VCE team, including the Director of Senior Years, Assistant Director of Senior Years, Year Level Co-ordinators, Heads of Department and Careers Adviser. This team collaborates with the girls to advise on selection options and to help map pathways to post-School options. The girls also work closely with their House Wellbeing Teacher to ensure they are developing and maintaining routines and work habits that will support their ongoing success. Academic progress is closely monitored, with multiple opportunities for students, parents and teachers to meet and discuss learning needs. The VCE Program is well supported through low teacher student ratios, Pathways Planning teachers, counselling and careers services, and dedicated House Wellbeing Staff. The VCE Office manages the certification processes associated with each girl’s program and provides expert advice and assistance to students on the full range of associated issues.

For further information on the depth of subject choice and opportunities offered in the Senior Years, please contact the MGGS Enrolments Office on (03) 9862 9200 or enrolments@mggs.vic.edu.au
At Melbourne Girls Grammar we believe an exceptional education for life not only provides academic skills and attributes, but emotional and physical wellbeing as well. That’s why the focus on wellbeing is central to our school experience.

THE WELLBEING MODEL

Melbourne Girls Grammar has developed a Senior Years Wellbeing Model – a progressive, preventative and education-based program that responds to the challenges young people are faced with today in the areas of social connectedness, mental health (including anxiety, depression, stress and perfectionism) and physical health (sedentary behaviours, diet, sleep).

It builds on the current curriculum and wellbeing provisions, providing a sophisticated, integrated experience of academic, co-curricular and wellbeing programs.

Our approach ensures the social, personal and environmental factors in each of our girls’ lives work together to maximise her learning and develop her as an independent, self-aware and resilient young woman. The approach is holistic and is about proactive care strategies. Positive relationships between staff, students and parents are central for success.

Why it’s important

Research indicates that young people thrive when living and learning in an environment that optimises both choice and challenge. Our integrated wellbeing model responds to this and provides the conditions that best support positive mental health and overall wellbeing.
What it means for 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. Our girls will learn to take responsibility for their wellbeing by developing understanding and skills for life. They will track and manage their physical, emotional, psychological and social elements of their lives. Our girls experience the independence to exercise and develop:

- Self-determination
- Self-advocacy
- Proactive goal setting and self-review
- Personal resilience

What success looks like

- Our girls will be strong and capable, self-directed and good decision makers
- Our girls will take responsibility for their wellbeing and develop wellbeing skills for life
- Our girls will become women with flourishing lives

How it works

Our Wellbeing Program is responsive, prevention and education focused. It is founded on our girls assuming personal responsibility and is built on the evidence based tracking of individuals, cohorts and the whole school. Our wellbeing environment is characterised by:

- Peer-to-peer learning
- Whole School language and understandings
- Selection of validated tools for girls to track/monitor their social, physical, emotional, psychological lives
- Strategies for girls to choose and implement, either independently or with targeted coaching
- Relationships with health providers
- Evidence and research focused on developing our own wellbeing benchmarks for individuals and their cohort

The MGGS Wellbeing Index – based on research from Queensland University of Technology – is a benchmarking tool for the wellbeing experience of MGGS girls in Years 9 to 12. The Index provides us with significant longitudinal data when taken at entrance and exit points of the program. It will capture information for continuous program improvement.

The key indicators of the MGGS Wellbeing Index are:

- Mental health
- Self-esteem
- Resilience
- Physical health
- Community connectedness
- Emotion regulation

Your wellbeing network

Wellbeing Coaches are non teaching staff specialised in counselling and/or health qualifications. The coaches provide a simple format for the girls to self report across the five subset areas (sleep, nutrition, stress, anxiety and social connectedness).

The Wellbeing Coach is specifically involved in:

- day-to-day efficacy of the student’s wellbeing
- one-to-one discussion and negotiation with the student
- guiding the student in optimising their opportunities, academic and co-curricular
- tracking the student’s holistic progress
- engaging with Fit for Life Coaches
- being the key contact for parents
- providing educational wellbeing sessions that are group and cohort specific

Year Level Co-ordinators are responsible for the stewardship and administration of their cohort. This involves establishing a relationship of mutual respect and understanding with students and a supportive and guiding relationship with parents and guardians. They ensure girls know, understand and demonstrate our Values in Action, and manage the implementation of the Student Code of Conduct and Discipline Guidelines.

Fit for Life Coaches within the new Artemis Centre will work with our senior girls to create individual fitness goals and tailored personal programs. Every girl will have a Fit for Life Profile and benefit from one-to-one coaching.
Our unique Wellbeing Program enables our House Wellbeing Staff to liaise closely with the small group of students in their care and act as their advocate, learning advisor and first point of contact for parents, students and teachers.

Our Wellbeing Program provides students with the opportunity to engage with issues that matter to them. Finding a balance between study and co-curricular activities is one of these significant challenges. We provide an environment at MGGS in which the message is visible, “Life is more than a grade or a study score”. We actively promote the belief that our girls should aim to be participants in the full breadth of opportunities available to them.

Advice is tailored to the girls’ individual needs supported by the wellbeing team. In addition, the School engages external providers and experts to facilitate education on topics such as safe partying, drugs and alcohol, resilience, managing anxiety and stress and understanding factors that influence motivation and engagement.

The Wellbeing Team is comprised of the Director of Senior Years, Assistant Director of Senior Years, Year Level Coordinators, House Wellbeing Staff, School Counsellor, Head of Pathways Planning, Health Officers and the Boarding House staff. The Wellbeing Curriculum has been designed to ‘wrap around’ the pastoral needs of our senior girls and be the foundation upon which academic success rests.

The tracking of each girl’s academic and social wellbeing is an essential component of life in the Senior Years. The girls work closely with their House Wellbeing Teacher as part of an innovative and contemporary program designed to include pastoral care curriculum, academic management and personal mentoring.

The Wellbeing Program provides students with the opportunity to engage with the key issues facing adolescents. Students are encouraged to work both individually and collaboratively and are guided by House Wellbeing Staff to develop their understandings of the MGGS Core Values of Integrity, Compassion, Courage and Self-discipline and consider ways in which their ability to live out these values might be challenged and affirmed by the many and varied experiences of late adolescence.

As our Year 11 and 12 students embark on their final years of study at MGGS, the House Wellbeing Teacher becomes a valuable and trusted point of contact and support. Our House Wellbeing Staff ensure that our Year 11 and 12 girls are well supported academically and personally for their VCE studies and for life after school.

In Years 11 and 12, the skills that girls acquire in Wellbeing sessions include: nutrition advice and consultation, stress management guidance, résumé writing skills, risk management awareness, VCE skills, information and management, careers education and life skills.
Melbourne Girls Grammar endeavours to know each student and how she learns.

For every girl we aim to develop her capability to be an independent and reflective learner, who can effectively manage her own learning. We aim to enable her to acquire the skills to be a strong self advocate, articulate her preferred learning style and the strategies that work for her. We encourage her to develop a growth mindset, so that she responds positively to challenges and looks for new learning opportunities.

Pathways Planning is a crucial department in the school, working alongside teaching and wellbeing staff to achieve this aim. Working collaboratively with staff, parents and students, the Pathways Planning Department aims to develop effective strategies that address the learning strengths and needs of all girls. Student assessment data is collected at various points throughout the year and is used to create an academic profile of each student. This profile enables us to track students, identifying their strengths and weaknesses as they move through their schooling.

The Pathways Planning Department supports staff to build a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of every girl by drawing on the expertise of specialist staff and using research and workplace knowledge to inform their understanding of student learning. In Years 9 – 12, students continue their personalised learning journey with increased choice and challenge.

The Senior Years Program ensures that every girl has the opportunity to pursue learning pathways that enhance her overall development. Pathways Planning in the Senior Years builds on the school wide approach of ongoing tracking of student achievement. Working collaboratively with House Wellbeing Staff, the team use rich learning data to monitor student progress with the aim of supporting each girl in achieving her personal best. The Pathways Planning team works closely with the Deputy Principal: Curriculum and Innovation and Heads of Department to inform improvements and adaptation of courses and teaching strategies.

The partnership between student, parent and teacher is emphasised and dedicated teams of key staff meet regularly to consider the holistic profile of each student. The Pathways Planning Department supports parents to understand the physical, social, and intellectual development of their daughter through parent meetings to discuss student learning capabilities, suggesting strategies to enhance ‘home’ learning and parent information sessions.

The School recognises the different developmental needs of students within Years 9 – 12 and as such each student and their learning capabilities are considered carefully. The assistance provided to Senior Years students includes: one-to-one assistance, supporting students within classrooms, study skills workshops and regular conversations with students around their learning and strategies for improvement.
House System

The House system provides regular and friendly competitions and activities. It forms part of each student’s identity and sense of belonging at school. The competitions include major carnivals for Swimming and Athletics as well as the very popular House Music, Drama, Art, Debating and Public Speaking competitions. The Houses provide an opportunity for School leadership and the House Captains and House Representatives play an integral role in the running of the House based activities and events.

The Houses also encourage positive relationships between students from different year levels, which are essential to the development of our girls. Students report that it is the sense of belonging and fun the House system brings that they value and most love.

There are five Houses in the School:

- **HOUSE COLOUR**
  - Batman Yellow
  - Clarke Red
  - Hensley Pink
  - Mungo Green
  - Taylor Blue

Community Gatherings

At Melbourne Girls Grammar we believe it is important to gather as a Community in order to promote our shared identity as a school, develop connections across year levels and celebrate our achievements.

These community gatherings take the form of assemblies, Chapel services and year level meetings.

Assemblies

Students at Merton Hall gather on a weekly basis. The purpose of the assemblies is to develop a sense of community within the School and to celebrate and share student achievements.

These are opportunities for students to showcase their talents and passions, as well as for guest presenters to add authentic learnings into our student gatherings.

Chapel

Students attend regular Senior Years Chapel services. These services provide an opportunity for prayer and reflection, and recognise the value of setting aside time to meet each student’s spiritual needs regardless of religious affiliation. Chapel services also provide an opportunity for our student leaders to highlight significant service learning taking place within the Curriculum.

The Chapel of St Luke is a place where girls, teachers and parents come together for special occasions and celebrations. Senior students have opportunities to participate in a variety of services, and learn about the Anglican faith tradition of MGGS.

Year Level Meetings

Year level meetings are organised and facilitated by the Year Level Co-ordinator and House Wellbeing Staff. Students come together regularly to celebrate their identity as a year level and to mark key transition points, rituals and rites of passage as they journey through school together.
Every girl with the passion and motivation to challenge herself should have the opportunity to fly well beyond the classroom. At Melbourne Girls Grammar, our culture of care for the individual student ensures that we provide multiple opportunities that enhance a student’s Senior Years Program.

The extension and enrichment opportunities for students in the Senior Years Program are vast and varied. Students are encouraged to identify opportunities that will challenge, interest and spark a passion. At MGGS, each student is supported to maximise their potential and achieve her personal best. The extended curriculum complements Phase 1 of the Senior Years, and in Phase 2 takes the form of our VCE Enhancement Program. MGGS has many important relationships with key organisations in Melbourne, enabling us to provide a breadth of enhancement opportunities for Senior students. These include long standing associations with:
- The University of Melbourne
- Monash University
- National Gallery of Victoria
- Victorian Institute of Sport
- Peter MacCallum Research Institute

University Extension Programs

Students can qualify for extension programs at The University of Melbourne and Monash University. In these advanced programs, students have the opportunity to undertake first year university subjects whilst completing Year 12. These programs not only allow students to experience a university course and assist with future tertiary planning and for life beyond their time at MGGS, they also meet the needs of highly motivated girls with a desire and need for further extension.

Additionally, MGGS offers students the opportunity to participate in the University of Melbourne’s Kwong Lee Dow Young Scholars Program and the Monash Scholars program, both three year academic enrichment programs designed to assist high achieving students be involved in a university community. These are competitive entry opportunities, and MGGS consistently has students selected to participate.

Modern Languages Enrichment: Chinese, French, Italian & Spanish

Participation in Modern Language competitions in the Senior Years is an invaluable preparation for VCE assessment, and provides wonderful recognition of the language skills students have developed.

The Year 12 students also have an opportunity to sit a mock oral examination and attend weekend workshops held by experienced VCAA language assessors.

Senior students can participate in Chinese, French, Italian and Spanish language national competitions. Annual results for MGGS students demonstrate a love of language acquisition; results received commonly at distinction or high distinction levels.

We invest in Language Assistants for each language curriculum, with one-to-one tutorials for every senior student in the Units 3 and 4 VCE Program. Our Modern Language Assistants are native speakers and as such provide students with authentic opportunities to practise their language, targeting the VCE themes that commonly appear in examinations.

Academic studies may also be complemented by exchange tours every December to France and Italy.

Science Enrichment: Biology, Chemistry, Physics, Psychology

The leading program for Science learning for girls in Victoria is hosted in the Science Futures Centre, our purpose built Science environment. It is the benchmark for schools who visit us annually to study our highly successful Science Program. A long history of commitment to Science as a senior study pathway underpins our current successes for girls in Science at MGGS.

The Science Olympiads are international competitions for Science students, where teams from 80 countries compete for gold, silver and bronze medals. Every year, teams are trained in Biology, Chemistry and Physics, to compete in the Science Olympiads. In Australia, team members find themselves targeted for prestigious university courses, prizes and scholarships. Annually, MGGS girls from Years 10 and 11 are invited to participate and achieve outstanding results in this most prestigious competition.

Science students are afforded multiple opportunities to test their scientific reasoning and skills against the most able and motivated students in Australia through activities such as the University of NSW ICAS Science Competitions, the Australian National Chemistry Quiz, the Rio Tinto Big Science Competition and the National Science Futures Centre, our purpose built Science environment. It is the benchmark for schools who visit us annually to study our highly successful Science Program. A long history of commitment to Science as a senior study pathway underpins our current successes for girls in Science at MGGS.

Mathematics Enrichment

At MGGS, there is a rich tradition of success in Mathematics competitions. These competitions enable students to broaden their mathematical thinking and problem solving skills beyond the scope of the traditional curriculum.
Students’ successes in these national and international activities increase their confidence to pursue mathematics learning to the highest level through the VCE Program. Indicative of this confidence is the extraordinary number of students who annually undertake Mathematical Methods and Specialist Mathematics within their VCE Program.

The Australian Mathematics Competition is per capita the largest Mathematics competition of its kind in the world. An Australian initiative and global first, it is sat by hundreds of thousands of school students from all around Australia and more than 40 countries worldwide. Select students at MGGS enter the Australian Mathematics Competition and with expert tuition, achieve the highest level of results.

Students also have the opportunity to be involved in competitions such as the University of Melbourne Mathematics Competition, the Mathematics Challenge and Enrichment Stage for Young Australians and fun activities such as the Mathematics Games Days.

Students at MGGS may also participate in KAble (Keen and Able) Mathematics enrichment workshops which are designed to extend their problem solving skills and provide them with an appreciation for the beauty of Mathematics beyond the confines of the ordinary curriculum.

Moreover, through the A.I. Network extra curricular offerings, students are supported as they take part in the Computational and Algorithms Thinking School Challenge, the National Computer Science School Challenge, and the Australian Informatics Olympiad, all of which serve to prepare students for the new Algorithmics academic pathway.

**English Enrichment**

English is foundational to every student’s learning program. As such, the English Faculty seeks to offer a variety of enrichment opportunities and respond to the particular needs of each cohort of Senior students. Students are encouraged to take part in authentic writing competitions. Senior students are invited annually to participate in the UNSW ICAS English competition. Opportunities to participate in author-led workshops at the Melbourne Writers Festival are also offered each year. Lectures by established authors and experts in the field of VCE English studies offer all students at the Senior Years levels opportunities for extension and enrichment in thinking and writing skills.

**Global Connections Enrichment**

Launched in 2010, the MGGS International Women’s Day Conference is a unique opportunity for students to engage with leading women and collaborate in solution oriented thinking for contemporary issues faced by women locally and internationally.

High level oracy skills and conceptual thinking are fostered through participation in United Nations Youth Australia programs such as the Evatt Competition which places young Australians in the shoes of the United Nations Security Council representatives, giving them a deeper understanding of global issues and training them in the skills they need for active citizenship. Additionally, Senior Years student representatives attend the annual National CHASS Forum (Council for the Humanities, Arts and Social Sciences) and network with policy makers, political leaders, artists and performers from Australia and around the world to share results, ideas, and to build coalitions.

Selected students have the opportunity to attend Monash University’s Commerce Scholars Day where they are given the opportunity to extend their academic studies while also providing a taste of university life. Students attend master classes, hosted by leading Monash academics and engage with the Dean of the Faculty of Business and Economics in a panel debate.

Students are offered the opportunity to take the abstract ideas and theories of the legal system and experience first-hand how the system operates through participation in Law Week, organised by the Victorian Law Foundation, in which students participate in a mock trial at the Supreme Court. To experience the full spectrum of the legal system, students also participate in excursions to Barwon and Loddon Prisons. Embedded into the curriculum of the VCE subjects are opportunities to participate in VCE revision and lecture programs offered through professional organizations such as the Geography Teachers’ Association of Victoria. Finally, guest speakers representing the financial, political, and social worlds of Australia and beyond are regularly invited into the classroom to offer students an opportunity to extend their learning by synthesizing the curriculum material with the speakers’ first-hand experiences.
The Field Award is designed to encourage students to reflect on and respond to our holistic expectations at Years 9 and 10, to identify and further develop their own strengths and interests and to promote a level of commitment to the broader life of the School and our community. We hope the girls find the process both rewarding and challenging as they grow and develop into women of action.

The Award has three levels – gold, blue and white.

It takes a holistic view of each girl and her commitment to her own development and her participation in and contribution to our community. Girls are able to set their goals for a level of achievement and are required to document their achievements in a portfolio which they present when they apply for the Award.

The Award application is a formal process co-ordinated by the Director of Senior Years and the Assistant Director of Senior Years. The level of Award is determined by an accumulation of credits over the first phase of the Senior Years.

The fields of endeavour recognised by the Award are House, academic achievement and capabilities, physical challenge, community action and service (CAS) and personal passion.

**House**

Levels of commitment and achievement are based on colours, commendation and participation.

**Academic Achievement and Challenge**

The Award establishes three levels of performance incorporating both academic performance and learning capabilities: honours, commendation and credit.

As a School which is proud of its open entry heritage and celebrates the diversity of its student cohort, girls who achieve an Academic Commendation will qualify for the Gold Field Award.

**Physical Challenge**

Standards are linked to participation levels to be published by the PPH Department. These include participation in one elite (time commitment) sport for qualification of the highest level of performance and team focus.

**Community Action and Service**

This field incorporates participation/organisation and development of CAS activities that educate our community and address an external need.

**Personal Passion**

Commitment to a personal passion such as the Arts, debating, public speaking, Science Olympiad etc.

Highest level will recognise girls who not only commit to a passion, but through that commitment, demonstrate their contribution to the community of MGGS.
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. 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
From the commencement of a girl’s education at Melbourne Girls Grammar she is offered opportunities to experience and explore the many and varied facets of leading and leadership. Our student leaders work closely with, and for, the School Community.

Our girls know that leadership is not about a badge, but is about responding to a need and taking action in service of the Community, within a culture of responsibility and collaboration. Our students care deeply about local and global youth issues and are encouraged to voice their ideas and pursue solutions. Our Service Learning Program in the Senior Years provides multiple opportunities for the girls to initiate projects with authentic outcomes. These project areas are as varied as our girls’ interests.

Formal Leadership Committees at Melbourne Girls Grammar

The student leadership structure at Melbourne Girls Grammar consists of the Student Executive Council supported by formal leadership committees.

Student Executive Council

Manages and leads for the School on operational issues and School processes. It is comprised of the following roles: School Captain and two School Vice Captains, a Boarding House Captain and Vice Captain, five House Captains and Vice Captains and finally five Domain Captains and Vice Captains: Art, Drama, Music, Sport and Community, Action and Service (CAS).

Boarding House

Manages and leads within the Boarding House and advocates for boarders in the School. It is comprised of the Boarding House Captain and Vice Captain and representatives from each Year level within the House.

House

Manages and leads on House based activities. House Captains and Vice Captains are supported by House Representatives elected in each year level, Years 5 – 11.

Domain

Manages and leads on whole-of-School initiatives and Department events. The Domain Captains and Vice Captains are supported by Domain Representatives elected in each year level, Years 7 – 11.
RESPECT, RIGOUR AND RELEVANCE CHARACTERISE THE SENIOR YEARS PROGRAM: WE RESPECT EVERY GIRL’S ABILITY TO MAP OUT AND MANAGE HER LEARNING PATHWAY, WE PROVIDE HIGHLY RIGOROUS ACADEMIC COURSES, AND DESIGN PURPOSEFUL TASKS THAT MAKE LEARNING RELEVANT TO OUR CONTEMPORARY GIRLS.
CO-CURRICULAR OPPORTUNITIES
AT MELBOURNE GIRLS GRAMMAR IN THE SENIOR YEARS

Art
Artist in Residence Program
Master Art Classes – Life Drawing

Drama
School Production – Senior Years

Music
Brass Ensemble
Flute Ensemble
Guitar Ensemble
Merton Hall Instrumental and Vocal Soirées
Merton Senior Choir
Merton Chamber Voices
Merton Singers
Merton Chorale
Merton Senior Strings Ensemble
Merton Senior Orchestra
Middle Years Concert Band
Middle Years Strings Chamber Music
Pianists Plus
Private Music Tuition
Senior Strings Chamber Music
Senior Concert Band A
Stage Band
Stringcopation

House
House Athletics
House Cross Country
House Debating
House Drama
House Mathematics
House Music
House Public Speaking
House Swimming

Language & Cultural Tours
Art / Drama Tour
Argentina Cultural Tour
Chinese Cultural Tour
French Exchange Trip
Garma Festival, Northern Territory
Italian Exchange Tour

Physical Performance & Health
Athletics
Australian Rules Football
Cricket
Basketball
Cross Country
Cheerleading
Diving
Equestrian
Golf
Hockey
Indoor Cricket
Netball
Rowing
Sailing
Saturday Netball
Snowsports
Swimming
Tennis
Triathlon
Volleyball
Water Polo
Yoga

Debating & Public Speaking
DAV Debating
Public Speaking

Experiential Learning Tours
Year 10
– Urban Camp, Antipodeans Adventure: Nepal, HAGAR Project Cambodia
Year 11
HAGAR Project Cambodia
Year 12
– VCE Art Camp
Years 9 – 12
– Duke of Edinburgh Scheme
**SENIOR YEARS**

**SPORTS PROGRAM**

Melbourne Girls Grammar’s extensive Sports Program offers a huge range of activities to suit all students. The School is a member of Girls Sport Victoria (GSV) which is an association of 24 girls’ schools. GSV offers organised sports competitions for Senior students as part of Melbourne Girls Grammar tuition fees.

During the year, Swimming, Track and Field and Cross Country are very popular. Each of these sports has an extensive training schedule advertised on eVI. In Term 1, the School participates in the GSV Swimming Carnival. In Terms 2 and 3, the School participates in the GSV Cross Country and GSV Track and Field Carnivals.

The GSV intermediate girls (Years 9 – 10) compete on a Wednesday afternoon and the GSV senior girls (Years 11 – 12) compete on a Monday afternoon. Girls attend training sessions before school and at lunch time according to advertised practice schedules on eVI.

As well as sports during the week, Girls Sport Victoria offers a variety of Introductory Programs, such as Cycling, Fencing, and many others, which are optional for students.

**Extra Sport Classes**

In addition to GSV sports, Melbourne Girls Grammar offers several extra sporting opportunities:
- Sailing
- Saturday Netball
- Cheerleading
- Rowing
  - Juniors (Year 9)
  - Intermediate (Year 10)
  - Seniors (Years 11 – 12)
- Equestrian
- Snowsports
- Triathlon

**Quality Coaching**

MGGS is committed to providing coaching staff that have had experience at the highest levels of their chosen sports and who act as exceptional role models for our girls. Their commitment to their sport, both mentally and physically, compels our girls to be their best. MGGS has recruited Olympians and professional athletes, and we enjoy nurturing our girls’ journeys.

**SPECIALIST SPORTS**

**Equestrian Program**

Melbourne Girls Grammar has been offering an Equestrian Program since 2004. There are two groups of keen riders involved in the program: those without their own horse and those who have their own.

Girls without their own horse can get involved in weekly riding lessons held during Term 1 and 4 (numbers are limited). Participants are given tuition in all aspects of owning a horse such as feeding, nutrition, grooming and correct gear fitting as well as riding instruction and safety around horses.

Girls who have their own horse represent Melbourne Girls Grammar individually or in a team at any Interschool Equestrian event. Disciplines range from dressage, show jumping, showing, combined horse training and horse trials. Melbourne Girls Grammar has successfully had individuals and teams compete in the Victorian Interschool Championships and some girls have gone on the ride in the national titles in their discipline.

**Rowing in the Senior Years**

Melbourne Girls Grammar has a unique central location with fantastic access to the Yarra River and the Princes Bridge boat sheds. The School decided to take full advantage of this location when it introduced extracurricular rowing in 1980. The School was one of the original group of schools that implemented the Head of the Schoolgirls Regatta and has also successfully hosted the regatta on two occasions in 1994 and 2001. In recent years, the program has grown considerably in size with now around 100 girls participating each season. The program has seen recent success with the school winning the National Championships in 2011, 2012 and 2013.
Snowsports

The MGGS Snowsports Program assists in the delivery of snowsports opportunities for Senior students. This program covers a wide range of activities, across all snowsports disciplines, including an annual Snowsports development camp, Cross Country training, and participation in the Victorian and National Interschool Competitions.

MGGS acknowledges that Snowsports participation is cultivated from a very early age and that families are the primary reason girls are able to compete. Further, Snowsports is heavily oriented towards team participation and involves selection throughout the season based on results and participation in training.

MGGS has participated in Snowsports competitions for over 50 years and has always been proudly represented at Australian Championships.
Music at Melbourne Girls Grammar has a long and distinguished history. Students are involved in a wide range of classroom and co-curricular programs as well as being able to enrol in extra-curricular music tuition.

Students can participate in Music classes as part of the Curriculum in the Senior Years. Music is an elective subject and the semester units develop and extend students’ music performance, listening and composition skills. Students who wish to take their music studies through to completion at VCE level build these areas of proficiency in a systematic manner.

All students have access to a wide variety of instrumental and choral ensembles which rehearse outside of class time. These co-curricular music activities are a valuable complement to learning an instrument or in conjunction with vocal studies. Ensembles promote the development of musicianship and establish strong relationships within and across year levels. Rehearsals are carefully scheduled in cooperation with the Physical Performance and Health Program and all girls are able to participate regularly in both music and sporting activities.

In addition to the classroom and co-curricular programs, students can enrol in extra-curricular music tuition with our specialist music teachers. Individual lessons are offered in a diverse range of instruments to an advanced level of proficiency.

MGGS offers students an extensive range of music ensembles for all ages and stages of development throughout their school life. There are choirs, bands, string ensembles and an orchestra, which are supported and enriched by a wide range of smaller instrument specific ensembles which cater for every instrument and voice.

Performance Opportunities

Our students perform at St Paul’s Cathedral, Melbourne Town Hall and the Melbourne Recital Centre and in more intimate soirées at the School. They participate in Festivals, Eisteddfods, AMEB examinations and combine with other schools for joint performances.

Students have an exciting range of performance opportunities throughout the year. There are the main School events such as the School Concert, Speech Night and Carol Service, as well as Chamber Concerts and opportunities to perform in School Assemblies and Chapel Services or at specially arranged lunchtime concerts or soirées.

House Music is another important tradition in our School with all students participating keenly at the end of Term 3.

Instrumental ensembles at Middle and Senior Years

- Chamber Music
- Senior Strings
- Stringcipation
- Fiddle Fusion
- Flute Ensemble
- Concert Band
- Stage Band
- Pianists Plus
- Brass Ensemble
- Guitar Ensemble
- Percussion Ensemble
- Orchestra

Vocal ensembles Senior Years

- Merton Singers
- Merton Chorale
- Merton Senior Choir
- Merton Chamber Voices
- Ensemble 12

Students are able to receive tuition in the following instruments and disciplines for an additional fee:

- Violin
- Viola
- Cello
- Double Bass
- Guitar (Classical and Contemporary)
- Saxophone
- Flute
- Clarinet
- French Horn
- Euphonium
- Trumpet
- Trombone
- Oboe
- Bassoon
- Tuba
- Harpsichord
- Organ
- Piano
- Drum Kit
- Percussion
- Voice
- Harp
- Theory of Music
- Musicianship
The Visual Arts are an integral part of our MGGS Senior Years Curriculum.

Students are offered exceptional Art learning experiences to develop their skills in contemporary art making, as well as enhancing their creativity and thinking skills based on personal experience, social concepts, cultural experiences and expression.

In the Senior Years, Visual Art subjects begin to specialise in advanced techniques and processes and explore contemporary practices and folio building in preparation for tertiary entrance.

Visual Art Studios

The Visual Art Department is situated in the Creative Arts Centre. The three storey facility includes a gallery space to exhibit student artwork as well as specialised art rooms including a darkroom and photographic studio inclusive of desktop computers containing software editing programs.

Art studios are large light-filled spaces and excellent facilities for practical work production and design studios for our Visual Communication and Design students.

Artist in Residence

Our extensive Artist in Residence Program with local and international visual artists, ensures that students are exposed to practices and processes in the industry. Students work with artists from various disciplines during class time in our studios over a period of at least four weeks and during Arts week.

Co-curricular Master Art Classes

Co-curricular Art offers further opportunities to committed students in their area of passion. Students are involved in various artistic classes either during lunchtime or after school for a period of at least four weeks. Our co-curricular programs offer an introduction to unfamiliar skills which may not be taught in the current Curriculum. The program consists of various activities with either specialist staff or artists in the industry. Students benefit greatly from the collaborative engagement with their peers and the additional skills and processes acquired.

Art Enrichment

The Art Faculty offers tours and community based enrichment programs that are available to Senior students to enhance their studies in Art, Studio Arts and Visual Communication Design. Excursions and weekend camps are offered annually either interstate or locally. They involve visits to exhibitions, both contemporary and traditional periods in art, focusing on international exhibitions to local and national public galleries. Art and Design conferences and artist talks are also fundamental in the enrichment of the Arts for MGGS students.
Drama is a collaborative discipline that involves the creative interaction of students using a range of artistic skills. By studying this subject, students acquire skills in interpretation, communication, performance and critical analysis. They become aware of the technical processes and technologies that may be used to heighten dramatic performance. In the critical study of drama and theatre, students analyse the collaborative contribution of actors, directors, playwrights, designers and technicians. They develop an understanding of the traditions and contexts of drama and theatre; exploring classic and contemporary texts, and developing the skills to devise their own contemporary performances.

Drama provides techniques for exploring personal and community issues, to pose and respond to ‘big picture’ questions as well as to reflect on the smaller aspects of our daily lives. The study of Drama develops the talents and capacities of students – physical, emotional, intellectual, social, spiritual, creative and expressive – as well as developing self awareness and self-esteem.

Co-curricular Drama

Co-curricular Drama offers all students further opportunities to be involved in their area of passion, and to explore and develop their performance skills with like-minded individuals. Being involved with productions teaches students to work in ensembles, to be reliable and to rely on others, and to commit to a project and achieve goals. Our co-curricular program consists of several major productions each year. These range from scripted plays to large scale devised productions, as well as classroom based ensemble performances. Our girls can also choose to audition for yearly productions at Melbourne Grammar School, with whom we have a reciprocal relationship.

The House Drama Festival has been a long standing tradition at MGGS. House Drama, for both Middle and Senior Years, is a purposeful choice, aiming to encourage inter-school and across year levels camaraderie, fostering a stronger House community.

These events involve large numbers of girls in the writing, rehearsing, producing and performing of House plays around set themes and topics. This much loved event builds strong collaborative skills between girls across all year levels as they shape and craft their own performances. All girls who wish to participate are given the opportunity to perform onstage for their peers, the Senior students can hone their skills writing for the Middle Years Festival, and then work with more mature and complex themes for their Senior festival. Students from each House will also be invited to devise and perform solos to represent the Middle and Senior year groups.

Drama Centre

At the Merton Hall campus, the Drama Department is situated in a purpose-built facility which includes a performance studio, ‘The Open Space’, with the capacity to seat 70 audience members, and a second multipurpose space, ‘Godot’, which provides a Drama classroom complete with projection and screen for viewing, and when combined with the balconies, provides a spacious foyer space for productions.

There is also a green screen for use in the multimedia aspects of productions and a movement studio, ‘Laban’, with a mirrored wall and a sprung dance floor.

The Centre is a vibrant hub for our many performance activities.
The Careers Centre is responsible for guiding and supporting our girls as they map their pathway through the Senior Years and into post-School life. Students are guided through the development of their career management competencies which will assist them to make decisions about possible future careers and tertiary study. Girls are encouraged to reflect on their aptitudes, skills, passions and to use these to develop their future pathways.

As students progress through the Senior Years, they are able to take advantage of the up-to-date information that is available in the Careers Centre, have individual appointments to explore questions, visit the annual MGGS Careers Expo and find information about Open Days at tertiary institutions and the various application processes. Careers Planning and Education is undertaken by all students in Years 10 – 12. The Careers Centre and the online home page contain a significant collection of information including job seeking, subject planning, post-secondary study, GAP Years and more.

All Year 10 students undertake a week of Work Experience as part of their holistic education. This program helps to develop career awareness and gives students the opportunity to learn about work and organisations. They have an opportunity to explore possible career choices and to experience a more adult environment. Work Experience broadens students’ understanding of the world of work and the career opportunities it affords. Through work experience students can make informed choices about VCE pathways. Students can undertake other optional work experience placements in Years 10, 11 and 12 if desired.

A number of students each year opt to take a GAP Year following their Year 12 studies and prior to commencing at tertiary institutions. Our graduates undertake a range of opportunities including UK Boarding Schools, volunteer organisations, camp instructors in the US, UK, NZ and Canada, nanny and au pair work, and medical assistant work. Students gain maturity and perspective, confidence and independence, increased passion for their education, and enhanced practical life skills. Our graduates are well sought after due to their well balanced outlook, capacity to navigate challenges, and their motivation to be fully immersed in the communities within which they reside.

International University Placement

MGGS assists any student who wishes to apply to study in a University overseas. Students are provided with assistance accessing information about courses, pre-requisites, living arrangements, costs, and the application process. We arrange to supervise pre-testing that may be required by the institution and help to facilitate the production of appropriate documentation. Students who aspire to study internationally discuss this as early as possible with the Careers Centre to ensure they can meet any additional subject and testing requirements. There are many benefits to studying overseas that benefit our girls academically, personally and professionally, they gain a truly international education and the opportunity to study courses that may not be available within Australia.

Girls experience a different culture, and gain a greater understanding of their own. They make international contacts for academic and professional futures and enhance employment opportunities as overseas study is highly rated by employers because it shows initiative and independence.
eVI is a 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
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