



MELBOURNE
GIRLS GRAMMAR

AN ANGLICAN SCHOOL

PERFORMANCE
REPORT 2025



Melbourne Girls Grammar has specialised in providing a quality education for girls since 1893. The School provides an education for girls from 3-year-old Early Learning through to Year 12 across two teaching campuses, Merton Hall and Morris Hall and one administration/business campus, Glenhope. All campuses are in the suburb of South Yarra in inner Melbourne.

This report is prepared in accordance with State and Commonwealth requirements under government funding legislation, regulations and agreements. The purpose is to provide the School Community and wider public key information about the characteristics of the School and its performance for the preceding year.

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 positive learning environment, girls will discover their passion and build their capacities for action and influence.

VALUES

In support of our mission, the values of Melbourne Girls Grammar are:

INTEGRITY | COMPASSION | COURAGE | SELF-DISCIPLINE



STRATEGIC PLAN

Our world continues to evolve at an extraordinary pace. In 2025, more than ever, schools are called upon to prepare young people not simply for known pathways, but for futures that are dynamic, complex and rapidly changing.

The MGGS Strategic Plan 2025–2030, now in its first year of implementation, places The Learner firmly at the centre of all we do. Our work throughout 2025 has focused on building an educational ecosystem that is learner-centred and intentionally designed to cultivate independence and interdependence rather than dependence.

Radiating from this centre are four key elements – culture, learning, environment and community – all underpinned by our core values. Together, they shape a cohesive ecosystem that ensures every member of the MGGS community is future-focused and committed to developing as a critical thinker, ethical decision-maker and active contributor to society.

In 2025, the need for creativity combined with high-level technical capability, social intelligence and adaptability is increasingly evident. Our Grammarians are growing up in a globally connected and technologically accelerated world. They are navigating increased complexity, constant information flow and evolving societal expectations. They must be equipped to engage thoughtfully with issues such as sustainability, equity, innovation and ethical leadership.

Knowing a great deal is no longer enough. The capacity to apply knowledge, to collaborate, to problem solve when the answer is not immediately clear, and to remain resilient in uncertainty is essential. Throughout 2025, we have continued to personalise learning by designing varied and challenging opportunities that cultivate diverse skill sets.

Our partnerships remain central to this work – between home and school, past and present students, and industry and educators. These collaborations strengthen our shared commitment to educating for the unknown.

Learning at MGGS is for life. In 2025 we have continued to embed a learner mindset across our community – one that is curious, courageous and future-oriented; one that seeks opportunity, builds capability, innovates and collaborates with purpose. Our progress is evident in the achievements outlined in the 2025 Annual Implementation Plan, marking a strong and confident beginning to our new strategic cycle.



LEARNING

2025 has been a year of intentional consolidation and refinement.

We commenced the year with our 'Right from the Start' initiative, reinforcing a culture of readiness to learn across students and staff. This initiative has strengthened consistency in expectations, clarity of purpose and shared accountability for learning growth.

Throughout the year we have:

- Embedded and articulated the MGGS Pedagogical Principles to create a consistent and shared understanding of excellent teaching practice.
- Developed a shared language of reporting and feedback, enhancing clarity for students and families.
- Increased staff capability in the use of Track One and other data tools to inform instruction and monitor progress.
- Re-established and strengthened the Learning Enhancement and Support Program across the School.
- Refined our instructional coaching model to support teacher growth and classroom impact.
- Continued deep development of the MGGS Curriculum Framework, ensuring both breadth and depth of learning.
- Maintained strong focus on VCE and NAPLAN performance and measurable growth.
- Further developed our EAL provision and progressed planning for a future bridging program.
- Consolidated our Performance and Development Framework, continuing to embed a culture of professional growth and reflective practice.

Experiential and global learning remain hallmarks of an MGGS education.

In 2025 we proudly continued our sister school exchanges with The Bishop Strachan School in Toronto, Canada, and The Godolphin School in Salisbury, UK. These partnerships deepen global perspective and intercultural understanding.

Our Year 9 East Arnhem Land experience, in partnership with Culture College and the Yolngu community, continues to be transformative – building cultural awareness, humility and leadership Capacity.

Outdoor Education continues to flourish, with bespoke and developmentally appropriate programs from Prep to Year 12 that build resilience, teamwork and confidence.



WELLBEING AND ENGAGEMENT

Wellbeing remains foundational at MGGS. In 2025 we have continued to deliver a carefully curated and developmentally sequenced wellbeing program from ELC through to Year 12.

Our program promotes self-agency, self-regulation, confidence and resilience. It supports students to understand themselves, manage challenge and contribute positively to their community.

Our School values – integrity, compassion, courage and self-discipline – are intentionally visible and lived across the School. They inform our decisions, relationships and expectations.

We maintain a whole-school approach, supported by targeted professional learning for staff and structured student development programs.

High engagement across our co-curricular programs continues to be a strong indicator of connection and belonging. Participation in music, visual and performing arts, rowing, athletics, snowsports, netball and a wide range of other pursuits reflect a vibrant and balanced student experience. These programs not only enrich skill development but also foster teamwork, leadership and joy.

In 2025, MGGS remains a community that aims high, finds pleasure in the rigour of learning, supports one another with compassion and develops ethical women of action prepared to lead with courage and conviction.



Grammarians

GRAMMARIAN COMPOSITION

Our 1,100 Grammarians come from **Melbourne, rural Victoria** and all over Australia, in particular the **Northern Territory** and central **New South Wales**. We also have many international Grammarians from **Asia** and elsewhere **throughout the globe**. In 2025 we had nine Grammarians (2024: seven Grammarians) who identified themselves to the School as being **Aboriginal or Torres Strait Islander**. Our Grammarians are diverse in cultural, postcode and socio-economic background.



GRAMMARIAN ATTENDANCE

Non-attendance is monitored by Year Level Co-ordinators and the Directors of Junior, Middle and Senior Years, and managed on a case-by-case basis, depending on the wellbeing needs of the individual Grammarian.

MORRIS HALL

94%

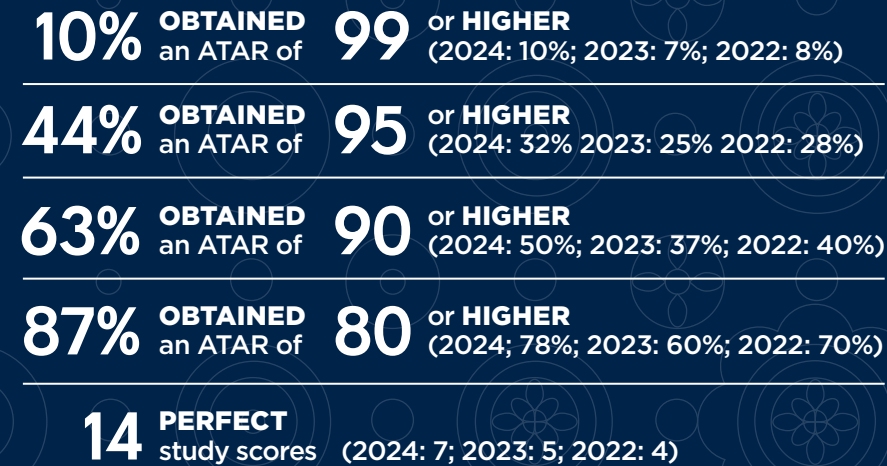
MERTON HALL

92%



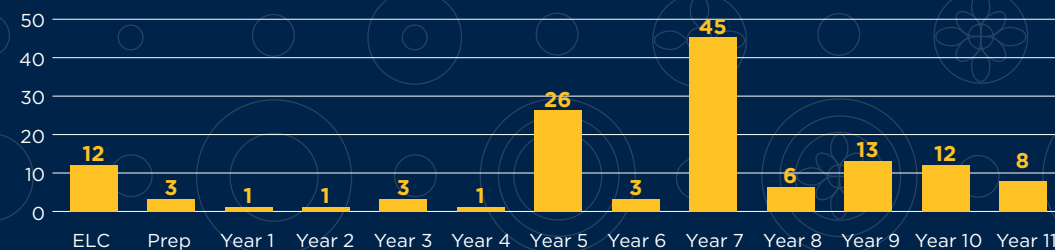
YEAR 12 OUTCOMES

The key academic results from our Year 12 Grammarians in 2025 are as follows:



The ATAR (Australian Tertiary Admission Rank) is the score used for tertiary selection. It is a measure of a Grammarian's ranking within Victoria based on VCE results. Hence 63% of MGGS Grammarians obtaining an ATAR of 90 or above means that these Grammarians are within the top 10% of the State.

THE YEAR 12 COHORT ENTERED THE SCHOOL AT:



**2025 MEDIAN
ATAR**

94.3

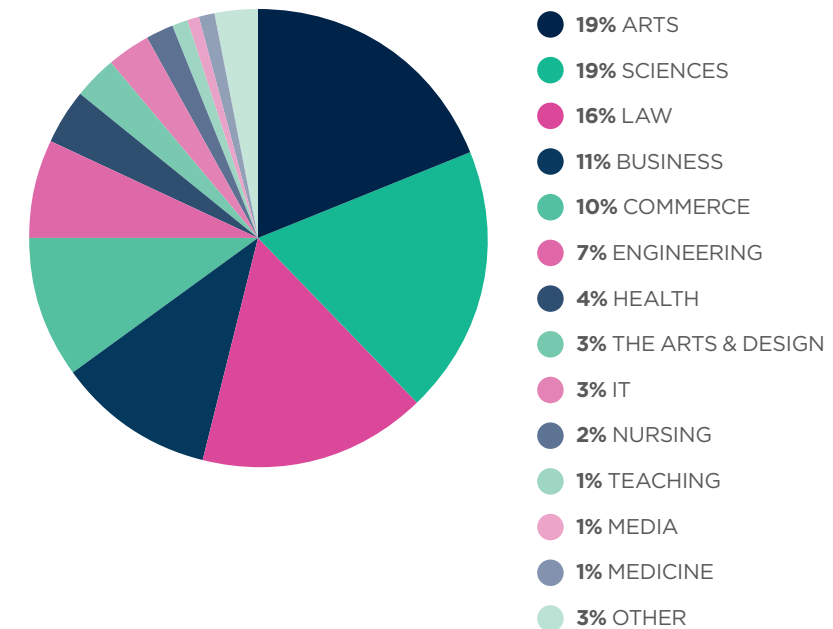
**2024 MEDIAN
ATAR**

90.2

CLASS OF 2025 YEAR 12 DESTINATIONS

97% of Grammarians seeking post-secondary further study placements for 2026 received an offer in the career pathway of their choice (2025: 100%; 2024: 97%). The VTAC (Victorian Tertiary Admissions Centre) offers were for the following main areas of study (based on the main VTAC offer rounds made in December 2024 and January 2025):

AREAS OF STUDY % OF OFFERS





Proficiency Results

The National Assessment Program – Literacy and Numeracy (NAPLAN) is conducted annually for all Years 3, 5, 7 and 9 Grammarians in every school by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

From 2023, the reporting of results was changed by the agreement of Education Ministers from all states to use proficiency standards. The four new standards are:

EXCEEDING

The Grammarian's result exceeds expectations at the time of testing.

STRONG

The Grammarian's result meets challenging but reasonable expectations at the time of testing.

DEVELOPING

The Grammarian's result indicates that they are working towards expectations at the time of testing.

NEEDS ADDITIONAL SUPPORT

The Grammarian's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

ACARA advises that a new NAPLAN time series has begun from 2023; therefore, results from 2025 are comparable to 2023 and 2024 results and cannot be compared to earlier years.



NAPLAN PERFORMANCE SUMMARY 2023–2025



YEAR 3

The 2025 Year 3 cohort performed strongly, outperforming the 2024 cohort across all domains and exceeding the 2023 cohort in Reading. While the 2023 group remains marginally stronger in some areas, the 2025 results reflect a solid foundation in early literacy and numeracy. Reading performance is particularly notable, with 50% of students achieving in the Exceeding band – well above the national average of 18.7%. Numeracy results remain strong, with 25.83% of students in the Exceeding band, significantly above the state average of 14%.

Across the three years of available NAPLAN data, student performance at MGGS shows consistent achievement above and well above national averages. The 2025 results reveal several areas of sustained strength alongside targeted opportunities for further growth.

YEAR 5

The 2025 Year 5 cohort – previously a high performing Year 3 group – continues to demonstrate exceptional growth, outperforming both the 2023 and 2024 cohorts on every measure. Very few students required additional support, reflecting the effectiveness of early intervention and the strength of the Learning Support and Enhancement programs. A consistent upward trend in the proportion of students achieving ‘Exceeds Expectations’ is evident across Reading, Spelling, Grammar and Numeracy. Given that NAPLAN testing occurs early in the school year, these results highlight the sustained impact of explicit literacy instruction in P-4 and the strength of Year 5 teaching practices.

YEAR 7

The 2025 Year 7 cohort was significantly larger due to increased enrolments, yet still achieved improved outcomes compared with previous cohorts. Gains were recorded in the ‘Exceeds Expectations’ range across all sub tests, with mean scores rising in Reading, Writing, Spelling and Grammar. Numeracy mean scores remained steady, suggesting a wider range of ability levels within the expanded cohort. Similar variability is visible in Spelling, where high achievement at the top end is accompanied by an increase in students performing at lower levels. Targeted skills building programs are in place for these students in Year 7 and into Year 8.

YEAR 9

Year 9 results in 2025 show improvement from 2024 across all domains, though performance remains slightly below the strong 2023 cohort. Numeracy is the exception, with small but consistent gains across all three years. Longitudinal comparison with the cohort’s Year 7 results (2023) shows significant growth in Writing and Grammar & Punctuation at the top achievement levels. Reading, however, shows a small decline in higher order performance. This suggests that, while technical writing instruction has been effective, further emphasis on disciplinary reading, inferencing and advanced comprehension skills is needed in the Middle Years. Combatting the impact of mobile phones on student Reading data remains a priority.

OVERALL TRENDS

Across the school, the 2025 results demonstrate encouraging growth across multiple cohorts. Strong internal monitoring and early intervention practices support the school to maintain consistently strong outcomes whilst having an open entry enrolment policy.

TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

The Melbourne Girls Grammar Institute (MGGI) is the repository of all professional learning at MGGS. It is a space for educators and partner organisations to learn with and from each other through the sharing of ideas, research and innovation. Under the leadership and governance of our expert advisory board, MGGI debates, learns and collaborates on the emergent ideas for the future education with a particular focus on girls’ education. .

MGGI is a group that engages in:

- provoking and leading conversations with globally minded educators
- developing global research and educational partnerships
- advancing exceptional education practices
- advocating for and developing impactful and research informed wellbeing and academic strategies.

MGGI’s Professional Learning aligns with the School’s annual teaching, learning and wellbeing priorities. Departments and individuals set their priorities in line with the School’s and document their intended actions and learning experiences they will engage with to move their practice forward. The fundamental purpose of professional development is to grow the expertise of our staff for the improved outcomes of our Grammarians from 3-year-old early learning to Year 12.

In 2025, teachers accessed Professional Learning opportunities in person, online, interstate and internationally. The Professional Learning opportunities offered and accessed within MGGS took the form of mandated compliance-focused professional learning, wellbeing, project, and team-based inquiries into elements of practice, presentations, workshops and lectures. External to the School, teachers took the opportunity to access Professional Learning through further studies in conjunction with professional associations, The Victorian Academy of Teaching and Leadership, Independent Schools Victoria and universities.

Funds were provided to the following staff through MGGI in order to attend interstate Professional Learning:

- Bridie Scarce attended the EducTech Conference in Sydney with Lynda Wall
- Tiffany Duncan attended the Australian Strings Association National Jubilee Conference in Sydney
- Kendel Huon and Charlotte MacKinnon attended the Hatchery’s Differentiation in Teaching and Learning Conference in Sydney
- Jessica McKenzie and Tara Ambrosio attended the ACEL Middle Leaders Conference in the Gold Coast
- Reverend Kirsty Ross attended the Anglican Schools Australia Annual Conference 2025 in Brisbane

An important and powerful element of the Professional Learning program in 2025 included our work with Dr Judith Locke, with her presenting to staff at the end of 2024 and then presenting to staff, parents and VCE students in the first half to 2025. This included an online session for VCE students and their parent/guardians, and then face-to-face presentations with the Executive and groups of staff, where she responded to previously collated scenarios and questions.

The MGGI Advisory Board

Emeritus Professor Sally Walker AM – Patron
Dr Toni Meath – Principal
Dr Cindy Han – new in 2025
Dr Julie Faulkner
Dr Lisa Godhina – new in 2025
Dr Sally Godinho – left board in 2025
Dr Jared Cooney Horvath

Helen Baker
Adjunct Professor Erica McWilliam AM
Jamie Lowe
Jessica Ashenden – staff representative from 2025
Luke Francis
Olivia Wilson – staff representative from 2025



OTHER PROFESSIONAL LEARNING HIGHLIGHTS

- MGGS hosted the National Schools Network Principals meeting in February, welcoming Principals and Deputy Principals from across Australia.
- MGGI hosted the Data Champions Project, with eight sessions across the year. Two staff participated in the program in addition to Dr Selena Fisk who worked with teams of staff to increase data literacy through her approach to data storytelling, exploring our datasets to inform how Grammarians are supported.
- Chris Rubick completed a program with Artemis team, setting clear goals and working towards achieving them.
- Emina McLean worked with Prep to Year 6 staff, promoting literacy practices and supporting the development of literacy plans.
- Toby McIlrath continued to work with the Prep to Year 6 teachers, reviewing curriculum compliance.
- Kirsty Liljegren worked on units of enquiry with the ELC team, culminating in presentations and discussions around shared learning at the end of 2024.
- With six days at the end of the year, significant curriculum planning, compliance training and preparation for 2026 was undertaken, including launching the main focus for professional learning in 2026: Artificial Intelligence. Staff heard from Matthew Esterman and participated in a Hack-a-thon.

MGGI COMMUNITY EDUCATION SERIES TALKS

- Dr Judith Locke – VCE Parents and Students via Zoom in Term 1
- Dr Judith Locke – ELC to Year 5 parents at Morris Hall in Term 2
- Dr Judith Locke – Year 5 to Year 10 parents in Ross Hall in Term 2

PRE-SERVICE TEACHER CANDIDATES AND MENTORING

- 32 pre-service teachers
- 16 teaching areas in addition to general observations
- 30 mentoring teachers
- 500 days in total provided to develop the next generation of teachers

PROFESSIONAL LEARNING TEXT

- **Teaching staff: *The Bonsai Student* by Dr Judith Y Locke**

All staff were provided with the opportunity to engage deeply with the ideas of the text *The Bonsai Student* through chapter review questions, a panel discussion, and bespoke presentations from Dr Locke based on questions submitted prior to the event. This included suggested further readings, actions and approaches to challenging behaviours to support age and stage appropriate development opportunities. All staff were invited to attend and participate in these sessions.

- **Executive staff: *Raising Anxiety* by Dr Judith Locke and Dr Danielle A Einstein**

Executive staff read and reflected on this text during the start of the year's planning days to help inform the direction of the School for 2025, with the strong links between this text and *The Bonsai Student* apparent as we worked through the ideas and research underpinning this work.

- **Professional Support Staff: *Aesop's Fables***

Professional Support Staff utilised the text *Aesop's Fables* to connect with their work and individual goals through their meetings with their line managers. Although we had initially intended to use this text for two years with PSS, the shift in focus towards Artificial Intelligence has meant that this text only ran for one year.

INTERSCHOOL VISITS

- **Wesley College (Friday 12 September from 8.30am-10.00am)**

The focus on this visit was looking at how to improve academic results, with a particular interest in English.



Staff

STAFF ATTENDANCE

THE ATTENDANCE ACCORDING TO EMPLOYEE CLASSIFICATION IS:

94%

TEACHERS

97%

SCHOOL
ASSISTANTS

96%

ADMINISTRATIVE

97%

GROUND &
MAINTENANCE

STAFF RETENTION IN 2025

88.9%

OF SCHOOL EMPLOYEES HAVE
CONTINUED EMPLOYMENT
FROM 2024

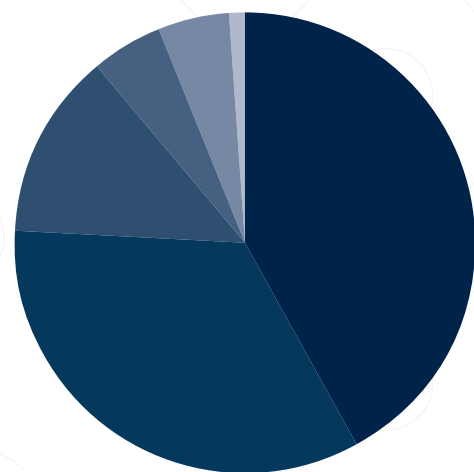
THE AVERAGE TENURE OF ALL
STAFF MEMBERS EMPLOYED
AT THE END OF 2025 WAS

7.5
YEARS

2024 RESULTS

88%

7.4
YEARS



- 42% MASTERS
- 34% BACHELOR
- 13% GRADUATE DIPLOMA
- 5% DOCTORATE
- 5% POST-GRADUATE CERTIFICATE
- 1% DIPLOMA

TEACHER QUALIFICATIONS

The above represents the highest qualification achieved by each of our staff members.

TEACHER STANDARDS

Of our teaching staff, 100% are registered with the Victorian Institute of Teaching and all registrations were renewed for the 2025 Academic year. On commencement by all teaching staff, the Human Resources Department obtains a copy of their registration and its corresponding expiry date which is then followed up at the appropriate time to ensure renewal is achieved in time.



WORKFORCE

AS OF 31 DECEMBER 2025,
THE OVERALL WORKFORCE
OF MELBOURNE GIRLS GRAMMAR
WAS COMPRISED OF

183
FULL-TIME EMPLOYEES

66
PART-TIME EMPLOYEES

229
CASUAL EMPLOYEES

13% TO 87%

THE SPLIT OF MALE TO FEMALE STAFF
IS INDICATED IN OUR ANNUAL SUBMISSION TO THE
WORKPLACE GENDER EQUALITY AGENCY IN 2025.

2024

192
FULL-TIME EMPLOYEES

75
PART-TIME EMPLOYEES

178
CASUAL EMPLOYEES

16% TO 84%

THE SPLIT OF MALE TO FEMALE STAFF

OCCUPATIONAL HEALTH & SAFETY

The School has an Occupational Health & Safety (OH&S) Program led by the Chief Operations Officer and the Director of Governance, Risk and Compliance. These roles work in consultation with the OH&S Committee to ensure a collaborative and compliant approach to Grammarian and staff safety. The responsibility of Occupational Health & Safety ultimately rests with the Executive team, Principal and School Council. In 2025, there was 1 staff incident that required lodgement of a claim with the WorkCover Authority (2024: 2 staff incidents). The safety of all staff, students, contractors and volunteers is a high priority at MGGS, and the Safety Compliance Framework provides the structure to discharge obligations under the legislative requirements of the Occupational Health and Safety Act (2004).



NO EMPLOYEES HAVE ADVISED THE SCHOOL THAT
THEY HAVE AN ABORIGINAL OR TORRES STRAIT
ISLANDER HERITAGE.

Stakeholder Feedback

PARENT AND GRAMMARIAN SURVEYS

2025 was the first year of the School's 2025-2030 Strategic Plan and stakeholder feedback was actively sought. We continue to hold forums with key stakeholders, including staff, parents, alumnae and Grammarians to ascertain opportunities for change and improvement in the School. Focus groups and surveys of grammarians and parents were used to refine the MGGS curriculum. All exiting families were given the opportunity of an exit interview.

ISV LEAD SURVEYS AND FORUMS

In 2025, the School conducted our annual survey suite through Independent Schools Victoria (ISV).

The LEAD Survey offers a comprehensive package, encompassing feedback from a broad range of stakeholders, including parents, staff, Grammarians, Year 12 exit, and Governance. The results of the 2025 survey highlighted an increase in engagement and staff satisfaction at the middle leader level. The survey indicated that parents were highly satisfied with the service of the Library department, co-curricular opportunities and the safety of Grammarians.

The data provided a line of sight across all portfolios of the School including ELC, Merton Hall, Morris Hall, Glenhope and the Artemis Centre, as well as across teaching and non-teaching staff.

Additionally, the LEAD Survey data is benchmarked against other independent schools whereas Insync, which had been used previously, benchmarked against sectors including education, finance, healthcare and corporate enterprises.

Staff feedback gathered through the survey is specific and actionable, enabling refinements to practices that reinforce the School's position as a leader in the independent school sector. As standard practice, departing staff members are provided the opportunity to participate in an exit interview to provide feedback on their experience.

Survey data from students, parents, and staff was reviewed by the School to assess satisfaction, effectiveness of programs, and areas of operational and strategic risk.

Student survey results confirmed strong overall satisfaction and reinforced evidence that high expectations are being consistently communicated by teaching staff. Identified weaknesses related to inconsistency and clarity in consequences for rule breaches. In response, the School reviewed and strengthened behaviour management frameworks, clarified expectations relating to uniform and phone use, and streamlined consequence pathways to ensure consistency and transparency. Feedback was reinforced through student leadership forums.

Parent survey feedback affirmed high confidence in the School and reinforced positive parent perceptions of MGGS as a safe learning environment with high expectations for all Grammarians.

Staff survey data indicated strong performance in staff autonomy and pastoral care practices. An overall lift in staff satisfaction and role clarity for both teaching and professional support staff was apparent reflecting the applied work lead by the MGCI on the performance and development culture.



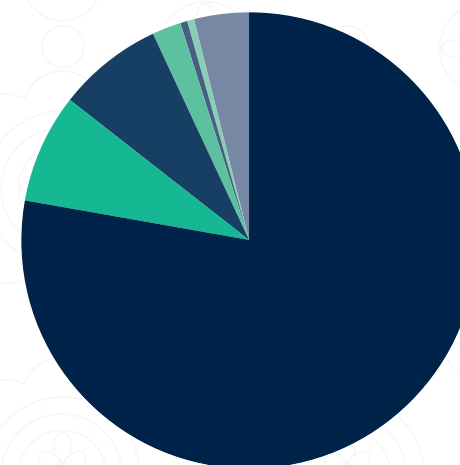
Financial Activities

The School's finances, including those for the Boarding House, are overseen by the Finance Committee, which comprises four members and the Principal and Chief Financial Officer. The Committee met six times in 2025 to discuss the School's financial performance. The Committee has responsibility for guiding the financial performance of the School and its key functions are to recommend the annual budget to School Council, review monthly results, monitor parent debt and, in conjunction with the Audit & Risk Management Committee, to endorse the annual audited financial statements to School Council.

The School seeks to balance being financially prudent to maintain fees at manageable levels for its parent cohort and generating income and operating cash flows that can be used to provide the best resources and educational environment for its Grammarians.

SCHOOL OPERATING INCOME

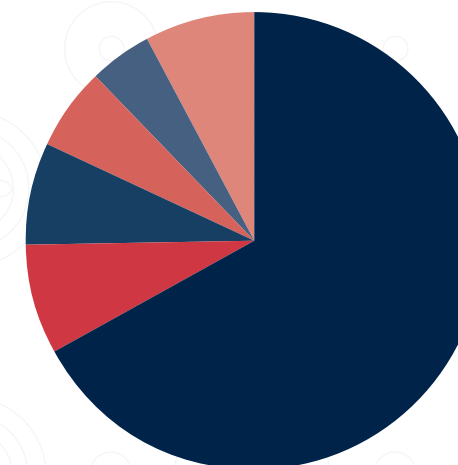
The School receives funding from both the State and Commonwealth governments. The following table provides a breakdown of school income in the 2025 year by funding source:



- 77.9% TUITION AND BOARDING FEES
- 7.9% COMMONWEALTH GRANTS
- 7.3% OTHER STUDENT-RELATED FEES
- 2.2% STATE GRANTS
- 0.5% DONATIONS
- 0.5% INTEREST
- 3.7% OTHER

SCHOOL EXPENDITURE

The School's expenditure throughout the 2025 year is as follows:



- 67% EMPLOYEE COSTS
- 7.8% EDUCATIONAL COSTS
- 7.2% DEPRECIATION & AMORTISATION
- 5.9% FACILITY COSTS
- 4.5% ADMINISTRATIVE COSTS
- 7.6% OTHER
- 0% FINANCE COSTS

BOARDING HOUSE

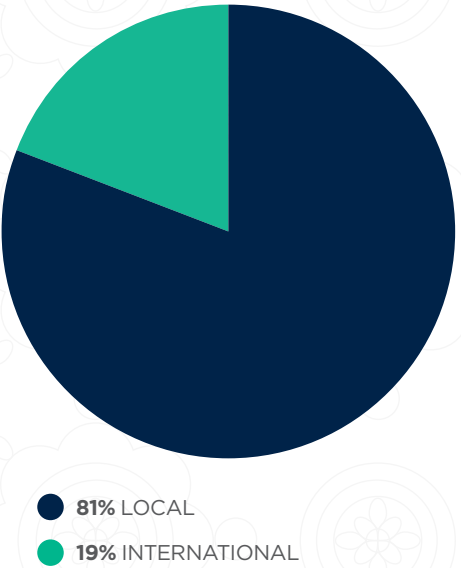
Melbourne Girls Grammar offers boarding to Grammarians who are unable to otherwise attend. Over time, the Boarding House has evolved to reflect the multi-cultural diversity of Melbourne and to welcome young women from all over the world, interstate and from our indigenous communities. Our boarders bring a much-valued diversity to our School. Every effort is made to create an atmosphere of warmth, friendliness and cooperation within our vibrant residential community.

The Boarding House is located on the Merton Hall Campus and boarders have access to an exceptional education and the magnificent resources of the City of Melbourne. The Boarding House encourages and inspires Grammarians to develop their own routines, gain independence and confidence, and soon becomes their home away from home. Activities, study sessions, tutors and caring support staff help Grammarians feel secure, build self-confidence and both parents and Grammarians are warmly welcomed into the extended MGGGS family, and the community.

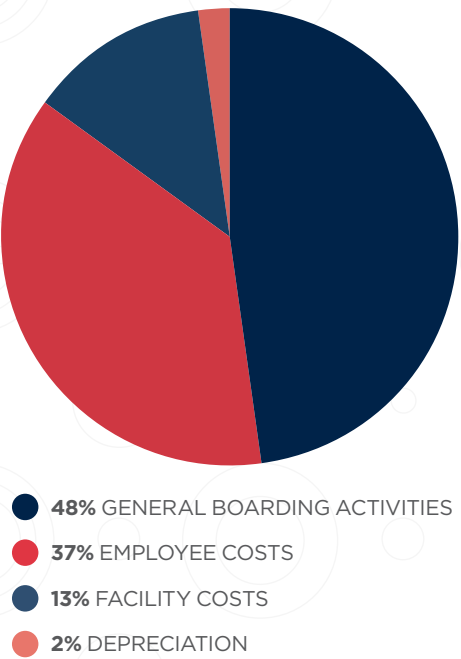
In recent years, investment in the Boarding House include the refurbishment of Grammarian study quarters and the upgrade of the parent retreat. Additionally, Boarding House leaders organise many activities in addition to regular school commitments. These include social events with peer Schools and Grammarian bonding activities on the weekends. Staff work hard to foster independent living skills, facilitating the development of confident and self-aware young women. This proves to be invaluable for our Grammarians in their tertiary years.

The following table provides a breakdown of Boarding House income in the 2025 year by funding source:

BOARDING FEES



BOARDING HOUSE EXPENDITURE THROUGHOUT THE 2025 YEAR IS AS FOLLOWS:



SCHOLARSHIPS

The School has established many scholarships and bursaries for Grammarians and prospective Grammarians to open an education at the School to more Grammarians. Discounts are also offered to some families based on their circumstances – primarily discounts for multiple Grammarians from the one family attending the School concurrently. A breakdown of the various concessions provided are below, in terms of the number of full-time equivalent concession provided:

	2025	2024
BURSARIES	9	13
INDIGENOUS SCHOLARSHIPS	8	7
OTHER SCHOLARSHIPS	59	60
DISCOUNTS	15	17
	91	97

DONATIONS

Total Capital Donation income of \$1.24m was received during 2025 (2024: \$600k). The School is grateful to all the generous donors for their contributions.

In 2025, the School received donation bequests totalling \$4.93m (2024: nil) and contributed \$3.04m donations to the Merton Hall Foundation. Other donations received during the year were donated directly to the Merton Hall Foundation. Further details on Foundation giving are provided in the Foundation’s communications.

The School is deeply honoured to have received an extremely generous bequest from Old Grammarians, Miss Meredith and Miss Diana Creightmore, twin sisters whose estate has been gifted to Melbourne Girls Grammar.



VALUE ADDED

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

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



I believe this Report to be an accurate reflection on the experiences and achievements of MGGS in 2025. I would like to recognise and thank all our staff and School Council for their energy, talents and commitment to the School and its Grammarians. It is my great honour to continue to lead this community.

A handwritten signature in dark ink, appearing to read 'Toni Meath'.

Dr Toni E. Meath
Principal



MELBOURNE
GIRLS GRAMMAR
AN ANGLICAN SCHOOL

Melbourne Girls Grammar
86 Anderson Street
South Yarra Victoria 3141

mggs.vic.edu.au

ABN 81 116 806 163
CRICOS Provider code 00322D