The Year in Review

2014
Our Mission

Ivanhoe Girls’ aims to provide the best learning and teaching which, underpinned by the Christian philosophy, enables every girl to achieve her potential and to be a confident, optimistic and responsible citizen.

Our Values

• The care and unique worth of every individual in the School
• The Christian foundations upon which our School is built
  • Enjoyment of learning
• Breadth of educational opportunities embracing the academic, cultural and physical
  • Excellence in all facets of School life
  • Independent critical thinking and life-long learning
  • Cultural and spiritual diversity
  • Truth, integrity and compassion
• Facing challenges and learning from experience
  • Non-selective entry
  • Citizenship and service to others
  • Environmental awareness

Our Goals

To provide a learning environment for girls which:

• provides dynamic and challenging learning opportunities which cater for a full range of girls’ individual interests, abilities and learning styles
  • enables each girl to feel safe and confident to pursue her learning
  • enables girls to practise independent, critical thought and develop a life-long love of learning
• enables each girl to explore and develop her own spirituality through knowledge and appreciation of the Christian philosophy while affirming tolerance and appreciation of other beliefs
  • fosters responsibility through a values-centred education
• develops leadership, teamwork and research skills in a range of settings
• fosters healthy attitudes which enable girls to respect one another, develop resilience, enjoy school life and approach the future as responsible, caring citizens
  • equips girls with the flexibility to thrive in a changing world
  • recognises effort, achievement and success
• is based on our students’ needs and informed by current research and practice
  • is achieved through building the most effective team of teachers and is supported by providing the best resources and facilities in an attractive environment which the girls care for and respect.
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THE YEAR IN REVIEW - 2014

Our Mission, Values and Goals set the context and provide the starting point for the Ivanhoe Girls’ Grammar School review of the year 2014 in key areas concerning staff, students and parents. We are proud of our accomplishments and are pleased to present to our community, some of the highlights of last year. While much of this report is written to fulfil the statutory requirements of Governments, additional information has been included.

Our School

Ivanhoe Girls’ Grammar School is an Anglican day school strongly committed to single sex education for girls. Catering for students from Early Learning (Three Year Old) to Year 12 with a current total enrolment of over 1000 students, 720 of whom are in the Senior School, Ivanhoe Girls’ seeks to provide excellence in education within a caring Christian community and to prepare young women for a personally and professionally fulfilling life.

The School provides an academic curriculum, establishing a sound basis for entry to tertiary studies and thus catering for the aspirations of our school population. Students undertake a wide range of VCE subjects in sciences, mathematics, humanities, languages, business, technologies and the arts and achieve outstanding VCE results. Almost all girls choose to undertake tertiary studies after Year 12.

With an open entry policy the School is consequently committed to catering for the range of students enrolled. The Individual Differences faculty assists all teaching staff, providing individual and small group assistance to students in need of additional support as well as providing programs to cater for gifted and talented students.

The School is a leader in providing technology to support the curriculum. Optical fibre cabling links all of the classrooms to a school-wide intranet as well as providing internet access to classrooms, computer laboratories and both the Senior and Junior School resource centres.

A diversity of activities is offered outside the academic curriculum. In addition to House and interschool sporting competitions, students may take part in a wide range of outdoor education pursuits. The School has also gained recognition in music, art and studio arts, drama and debating. The School’s exciting music program attracts the participation of large numbers of girls from Prep to VCE joining a wide range of orchestral, band, ensemble and choral activities. Other clubs and groups such as the International Club and Amnesty International provide opportunities for participation and leadership.

The School recognises the wealth and diversity of cultural backgrounds from which the girls come and the importance of the contribution that each girl makes to her school. 13% of our students come from a non-English speaking background, whilst at least 31% of our families have one non-English speaking parent. 0.4% of our students are indigenous whilst 0.5% are full fee paying overseas students. The key to the education that Ivanhoe Girls’ Grammar School offers lies in each girl’s personal growth and self-discovery, her knowledge of her strengths and talents which will be extended throughout her adult life.
## Academic Curriculum 2014

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**Bold = Core**  
*Normal type = Electives*  
*4 = at least one of these is strongly recommended*
**Our Finances**

Ivanhoe Girls’ Grammar School is a not for profit organisation with all monies received being used to support girls’ learning. At the end of 2014 the School remains in a strong financial position, due to careful fiscal management. The School budgets for an annual surplus to provide for future facility development and for capital equipment purchases. The 112 year history of Ivanhoe Girls’ in providing excellence in girls’ education must be sustained well into the future. Our School buildings and grounds must be continually improved and upgraded to provide the necessary facilities to support the best educational programs for current and future students. To ensure this, the School has a 10 year building plan for the development of future facilities.

The major capital expenditure in 2014 was focussed on the redevelopment of the Doris Walker Centre, including the construction of a 156 seat tertiary style lecture theatre. All current capital projects are undertaken with no borrowings and hence there are no associated interest costs to be borne by future students and their families.

**Income and Expenditure**

The School receives Federal and State Government grants to assist with recurrent expenditure for day-to-day educational running costs. Recurring grants from both the Federal and State Governments amounted to 18% of our revenue in 2014.

The Federal funding for 2014 was based on a new funding model, the “School Resource Standard” (SRS). The SRS is calculated on old data and, for Ivanhoe Girls’, the funding is further complicated with transition arrangements for the next four years. Consequently, predicting future funding is very difficult and the Board remains mindful of this uncertainty in future planning.

In 2014 tuition fees provided 71% of the School’s income. As is our goal, fees at Ivanhoe Girls’ Grammar School are at the lower end when compared with those of other similar schools. The consolidated charge, which covers excursions, camps and classroom materials (6%), is an all-encompassing charge that enables families to plan knowing that there are no other hidden charges (excluding optional activities such as skiing or overseas tours). Income was further supplemented (5%) by interest on investments and fees from the hire of the School’s facilities.

With over 160 full-time and part-time permanent teaching, support, administrative, maintenance and grounds staff, as well as almost 90 contract and casual staff, salary and associated payroll costs are a major area of expenditure (63% of income). The School is extremely fortunate to have experienced and dedicated staff who provide the best education and service to the students. Academic expenses, amounting to 9% of income, are for the purchase of educational resources such as hospitality consumables, sports equipment, art materials and numerous other teaching aids and supplies. Whilst property maintenance, costs for repairs, utilities, grounds and cleaning are carefully monitored (5% of income), it is vital to properly maintain our facilities. Other administration costs (5%) include payment for insurance premiums, public relations costs, printing and scanning, bank fees and telephones.

The operating surplus (12%) is allocated to short term and long term capital expenditure. Short term expenditure is applied to items such as educational equipment, furniture replacement and small renovations. Long term projects are major improvements within the campus which for 2015 include the replacement of the pool deck tiling, the refurbishment of the pool change rooms, and refurbishment of the Year Level Centres for Years 9, 10, 11 and 12. Beyond 2015 there are longer-term plans to redevelop the buildings at 123 and 127 Marshall Street in line with the 10 year facilities plan.

Ivanhoe Girls’ is proud to continue its tradition of providing the best possible education for girls in a cost-effective manner. Whilst we are grateful to receive some government support, primarily from the Federal Government, it is vital for the future of our School that successive generations of students and their families contribute through budget surpluses to its future development.
Our Staff

Ivanhoe Girls’ Grammar School is fortunate to have talented and professional staff who are always striving to improve their performance. Our staff are the School’s greatest asset.

All teaching staff are registered by the Victorian Institute of Teaching (VIT), whilst non-teaching staff all have a current Working With Children Check (WWCC). The School is also committed to the induction and mentoring of all new staff, especially beginning teachers. Each year the School appoints mentors for formal training, conducted by the VIT, in the role of mentor for colleagues new to the teaching profession.

Of 252 full time, part time, contract and casual staff, 77% of the School’s workforce is female and 23% male. None of the staff self-identify as Aboriginal or Torres Strait Islander.

Staff Qualifications

Management Team

Principal: Heather Schnagl AM, BSc (Hons), DipEd, MEd, PhD (Melb), FACE, FACEL, MAICD
Deputy Principal and Head of Senior School: Alan Hutchison, D Ed (Melb), MEd (Mon), H Dip T (Melb), Grad Dip Ed Admin (Deakin), MACE, FACEL, FAIM
Head of Junior School: Carol Hodgson, Dip Prim Teach (Warrnambool)
Director of Teaching and Learning: Jan Leather, BSc (Hons) (Melb), DipEd (Melb State Coll), MACE
Head of Curriculum Years 10-12: Di Scanlon, BSc (Hons), BSc Ed (Melb)
Head of Curriculum Years 7-9: Marty Conboy, BA, BComm, Grad DipEd (Melb)
Deputy Head of Junior School: Helen Moore, BEd (Melb)
Director of Corporate Services: Jarrod Guiney, B Bus (Swin), CPA
Business Manager: Karen Allaway, BSc (Melb), Post Grad Dip Acc (Mon)
Finance Manager: Mandy Summers, BBus (Bendigo Univ), ACA
Director of Communications and Marketing: Melanie Dow, BA (RMIT)
Public Relations Manager: Anna Aughterson, MA (Communications), BA (Public Relations) (RMIT)
Registrar: Margaret O’Keeffe, BA, DipEd (La Trobe)
Registrar: Suzanne Bluck, BSc, DipEd (Mon)
Director of the Cooerwull Centre for Leadership and Service: Lyndy Stagg, Adv Cert Ed (Art & Sci of Movt), Cert Ed (Eng & Drama) Dartford UK, Grad Dip Ed Admin (Melb), Dip Training and Assessment Systems
Staff Coordinator: Susie Lyons, BSc (Hons) (Melb) DipEd (Melb State Coll)
Chaplain: Rev Alison Andrew-Smith, B Th (Flinders Univ), BEd Specialisation (Univ SA), Dip PS (Adelaide Coll Divinity)
Director of Technology: Alan Rowley
Executive Assistant to the Principal: (Semester 1) Marie Kotsanis
Executive Assistant to the Principal: (Semester 2) Jane Kearney, Cert IV Workplace Training Assessment

TEACHING STAFF

Fiona Alderson, BSc (Hons), PhD, Post Grad DipEd (Melb)
Di Appleby, BEd (Canberra), M Arts (Religion/Theology) (Mon)
Alissa Atkinson, BEd (Early Childhood and Primary) (RMIT)
Jane Austen-Wishart, MEd (Melb), Grad Cert Ed (TESOL) (La Trobe), BA (Hons), DipEd (Mon)
Jan Bailey, M Ed (Deakin), Grad Cert Arts (Hist), Grad Dip Ed (Melb)
 Lyn Begg, Dip Teaching Primary (ACU), BEd (Deakin)
Katrina Benson, B Arts (Curtin), DipEd (Edith Cowan)
Chris Burley, M Sp Ed (Flinders Univ SA), BEd (SACAE), Dip Teaching (Primary) (Hartley CAE)
Natalie Bunn, BSc Hons, PhD (Cardiff), PGCE (Manchester)
Marissa Caluzzi, Dip Teaching ECE (Phillip Inst), BEd, Grad Dip Info Management, M Bus IT (RMIT)
Brad Carter, B AppSc (PE), DipEd (PIT)
Paule Cartwright, BA (Hons), BE (Melb), BEd (TESOL), MEd (La Trobe)
André Chadzynski, BA (Hons) (Melb), DipEd (Melb State Coll)
Anne Chapman, Dip Teaching Primary (Coburg), Grad Dip Special Ed (Melb)
Kylie Clarke, Post Grad App Forensic Psych (Leicester, UK), BSc Psych (Hons) (Westminster, UK), BEd Prim Teaching, DipEd (Bendigo)
Andrew Corbel, B Mus Ed (Melb), Dip Mus MCM (Melba Conservatorium), A Mus A (Clarinet) (AMEB)
Chris Cox, BA (Hons) (Canterbury, UK), PGCE (Canterbury), M Mus (GSMD/or Guildhall School of Music and Drama, London)
Madeleine Coulombe, BA (Sarah Lawrence College, New York), Grad Dip Ed (Mon)
Serena Craker, B Creative Industries (QUT), BEd (QUT), MEd (Melb)
Halina Craig, BEd Arts (Melb)
Wei Dai, BA (Hubai, China), Dip App Lang (Sth China Uni), DipEd (Mon), DipEd IT (Deakin)
Bronwyn Dandie, Dip Teach (Vic Coll), BEd (Deakin), MEd (Policy & Admin) (Mon), Grad Dip Marketing (RMIT)
Lauren Deville, BA (Vic Univ) BTeaching (Melb)
Laura Dillon, Grad DipEd, LLB, BA (Mon)
Dena Elsewaisy, B Eng (Hons), MTeach (Melb)
Meredith Every, BEd (Primary) (Mon), Dip Teaching (Primary) (MCAE)
Paul Fitz-Gerald, BSc (La Trobe), DipEd (MCAE)
John Fitzherbert, BSc, BTeach, MEd Policy (Melb)
Lucinda Fitzmaurice, B Mus, B Perf Arts (Mon), Grad Dip Teach (Secondary), M Teach (Secondary Music/Drama) (Melb), Cert II Business Admin (Suzanne Johnston)
Mia Francescon, B AppSc (PE) (Vic Uni), BTeach (Prim) (Hons) (Melb)
Robert Fuller, B Arts, BEd (Mon), M Arts (International Relations) (Deakin)
Chris Gates, BETEC (Southampton, UK), BA (Hons) History (Cardiff, UK), PGCE (W. Sussex UK), MEd (Melb)
Samantha Gates, Dip Languages, B Arts, M Teaching (Melb)
Emma Gates, BSc (Hons) App Biology (London, UK), PGCE (Exeter, UK), Grad Dip Psych (Melbourne)
Alexia Gibbons, Grad DipEd (Primary), B Behavioural Sc (La Trobe), M Information Management (RMIT)
Sally Gilder, B Ed (Vic College), Grad Cert Careers Education & Development, Cert IV Training and Assessment (RMIT)
Antoinette Gnoato, BAppSc (PE), DipEd (RMIT Bundoora)
Alison Godbehear, B Comm, M Teach (Melb) Grad Cert Environment & Planning (RMIT),
Deryck Greenwood, B Fine Art (Hons), H DipEd (Rhodes, SA)
Lynne Griffiths, BA, DipEd, Grad Dip Environ Sc (Mon), Grad Dip Hum (La Trobe)
Karen Hale, BSc (Syd) and BMin (Ridley College), DipEd (Kuring-gai Coll Adv Ed)
Lucy Halliday, BA, LLB (Hons), DipEd (Melb)
Celia Hatzipavlis, BEd (Tas)
Julie Hewison, BA, DipEd (Mon), A Mus A (Violin) (AMEB)
Michelle Hoffert, Dip Fine Art (Preston Inst), DipEd (Hawthorn Inst), Grad Dip Mvnt/Dance (IECD)
Glyn Howitt, BEd (Vic College), Grad Cert Gifted Ed (Mon), Grad Cert Early Numeracy (ACU), MEd (ACU)
Sarah Horton, BA (Melb), B Teaching Hons (Melb), Grad Cert Early Numeracy (ACU)
Emily Hui, BSc (RMIT), DipEd (Melb)
Rachel Irvine, B AppSc (PE) (Hons) (RMIT)
Samantha Jempson, BHMS (Ed) (Uni of Qld)
Kerrie Jenkins, BEd (Rusden SC), Grad Cert (Literacy & Numeracy), Grad Cert (ESL) (La Trobe)
Yingying Jiang, LLB (China), M Teach (Melb)
Louise Kimber, BEd (Melb State Coll), Grad Dip Lib (Gippsl Inst)
Angela Kotsiras, BSc (Education), MEd (Melb)
Jenny Langmead, Dip Teaching Primary, T Sp TC (Melbourne Teachers College), Grad DipEd (Drama) (Melb)
Terry Lawlor, BA (Sydney), BEd (Melb)
Alex Leahy, BSc (Hon), DipEd (Melb), M Technology (RMIT)
Suzanne Leahy, BEd (Hons) (Melb)
Rosa Leone, BEd (Melb)
Sarah Mildner, BMus/BTeach (Hons) (Melb) L Mus A (Flute) (AMEB)
Anne Maslin, BSc (Hons) (Melb), DipEd (ICE)
Julian McGauran, B Ec (Mon), Grad DipEd (ACU)
Bridget McPherson, BA (Melb), PGDip (Mon), DPsych (RMIT)
Katrina Morrow, B Behavioural Sc (La Trobe), Post Grad Dip Child and Adol. Psych, (Mon), Post Grad (Charles Sturt), M Psych (Counselling) (Swinburne)
Carolyn Munday, BEd (Melb), DipEd (Primary) (MCAE)
Helen Mutkins, B Dramatic Arts (NIDA), Assoc Teaching Dip (Trinity College), Grad DipEd (Vic)
Phil Natt, BA (Murdoch, WA), DipEd (Melb)
Paulette Nicholls, BA, B Urban Planning, DipEd (Melb)
Kathleen Nowak, Dip Art (RMIT), Grad DipEd (HIE), Assoc Dip Ceramics (CIT)
James Oakes, BA, BEd (La Trobe)
Geoff Orrin, BSc (Hons), DipEd (Melb)
Ashley Peacock, BSc (Mon), Grad DipEd (Melb)
Xiling Ramsay, BA (Sun Yatsen Univ, China), DipEd (La Trobe)
Judy Rimington, BA, DipEd (Melb)
Laura Ross, LTCL, CMT, Dip Music Ed (Dundee Coll Ed & Royal Acad Music (Glasgow))
Marty Ross, BSc (Hons) (ANU), MSc, PhD (Stanford)
Nicole Sage, BA, Grad DipEd (La Trobe)
Patricia Saunders, B Fine Arts (Hons) (Rhodes, Sth Afr), HDip Ed (P-G), (Uni Cape Town, Sth Afr)
Jo Shell, Dip Teaching, BEd (Vic College)
Kylie Siviero, B Teach (Primary) (UWS), Grad Cert Ed (TESOL) (Deakin), Grad Cert eLearning (UNE)
Suzanne Smale, Dip Teach (Secondary), HDip Home Eco (Rusden)
Jodie Smith, BEd (Melb), Post Grad DipEd (Qld)
Patrizia Smrekar, Dip Teach (Primary), Dip Interior Design, Grad Dip Teaching Early Learning
Shanelle Spencer, B Soc Sc, Grad DipEd (RMIT)
Donna Stalker, BA (La Trobe) DipEd (Rusden)
Charlotte Sutherland, BSc, Grad Dip Teaching (Otago)
Peter Swain, BA, DipEd (Melb)
Germana Tendelli, BA (Hons), DipEd (La Trobe)
Sarah Ternes, BEd (Primary) (Melb)
Anna Tibb, Dip Teach (EC), BEd (EC), Dip Prof Counselling (AIPC)
Philip Thiel, BA (Hons English) (Adelaide), MA Eng Lit, MTeach (Secondary) (Melb), MA Medieval Studies (York UK)
Lisa Toomey, BEd (Melb)
Liz Vassos, BEd (Vic Coll)
Visiting Staff

Tony Andonov, Dip Music Perf (NMIT), BBus (Accounting) (Vic Uni)
Alicia Bendall, BMus, BA (Melb), A Mus A (AMEB)
Helen Boér, BA (Mus), STCA (PRI)
Alison Both, B Music (Perf) (SA Coll of Adv Ed)
Chun Sheng Cai
Stephen Coutu
Edwin Chow, B Arts/Mus Perf, L Mus A Piano (Melb)
Chloe Dempsey, B Mus (Mon)
Sarah Denholm, M Mus Piano Accompaniment, B Mus (Hons) (UK), PG Dip (Advanced Studies) ARCO
Sergei Golovko, Grad Moscow State Conserv, Post Grad Russian Academy of Music
Adam Grech, BA (Melb), Dip Ed (Aust Catholic Uni)
Shelley Hogan, MMus (Melb), BA (Hons), Certificate of Teaching (Melb), BMus d/bass (Uni WA)
Rosa Licuria, BMus (LaTrobe), Grad Dip Ed (RMIT)
Cheryl Macdonald, BA (Deakin), Ass Dip Arts Opera & Music Theatre (VCA)
Martin Mackerras, B Mus Hons (Melb), M Mus (Manhattan), BA Music and Education
Alan O’Dell, Exec Mus Dip, Licentiate Mus/Drama (Lon)
Hamish Paterson, B Mus (Hons), A Mus A, Grad Dip Ed, (Mon) B Dance (VCA)
Heather Pisani, B Mus (VCA), A Mus A Flute (AMEB)
Joanne Saunders, Dip Arts Music (VCA)
Natalia Tchebykin, B Mus Hons, Dip Ed (State Institute of Arts, Kishinev, USSR)
Cate Waugh, B Mus (Melb), M Mus (VCA), Grad Dip Ed (Mon)
Margaret Waugh, DSCM, A Mus A, (Sydney)

Professional Staff

Jenny Adams
Janine Amoddio, BBus (Vic), Dip Appl Sc (La Trobe)
Sue Amoddio, BComm (Melb)
Maria Anker
Gerry Augerinos
Mia Barbagallo, Dip of Children’s Services (NMIT)
Dianne Bartlett, Bus Practice Cert (Port Adel Coll of TAFE)
Fleur Bedford, Cert Sch Mkt (CMS), Cert IV Bus, Public Relations (RMIT), Dip Event Management (EMTA)
Wendy Braid
Marcie Breekvelt, Dip Sec Studies (Auckland)
Aileen Brennan, Cert III Child Care (Swin)
Mary Connellan, BSc, Dip Ed (Mon), Grad Dip Lib (Melb State Coll)
Kristyn Culpepper, Cert II Theatre Arts (Moreton Inst of TAFE), B Journalism, B Arts (Qld)
Helen Cunningham, B Bus (Swin)
Mary Davies, Assoc Dip Welfare Studies (RMIT), Cert IV Workplace Training and Assessment, Cert IV (Bus Man) First Aid Level 3 (St John’s)
Bronwyn Davison, Grad Dip Community Development (Kangan Batman TAFE), Cert Childcare (Western Metro TAFE), Cert IV Workplace Training Assessment, First Aid Level 3 (St John’s)
Joe De Chellis, BA Fine Art/Printmaking (RMIT)
Claire Elso, Cert IV Workplace Training and Assessment, Cert IV Bus (Frontline Mgt), Cert IV Leadership
Sylvia Gilbert JP, CMC, Cert IV (ICCC Melb)
Ronan Gill, Adv Dip Sc (Horticulture) (Melb)
Nick Hallahan, Cert Motor Mechanics (Box Hill TAFE)
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Qualifications</th>
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<tbody>
<tr>
<td>Merewyn Hodshon</td>
<td>Cert IV Lib/Info Services (CIT), Dip Gemmology (GAA)</td>
</tr>
<tr>
<td>Bianca Hyde</td>
<td>B AppSc (App Chem) (RMIT)</td>
</tr>
<tr>
<td>Tracy Johnston</td>
<td>Cert Human Biology, Sports Mgt, Bronze and Silver Skills Swim Coaching License (ASCTA), Swimmers with Disability (SWD) Coaching</td>
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<tr>
<td>Geoff Kellam</td>
<td>Fitter and Turner, Boiler Attendant (Cert of Comp) (RMIT)</td>
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<tr>
<td>Jo Kinsman</td>
<td>Cert Technology (Clothing Design/Textiles) (Box Hill TAFE)</td>
</tr>
<tr>
<td>Ross Low</td>
<td>Cert IV Horticulture/Landscape (Ballarat), Cert III Fitness (VUT)</td>
</tr>
<tr>
<td>Sofie Mandoukos</td>
<td>Dip Secretarial and Computer Studies (Chalmers Bus Coll)</td>
</tr>
<tr>
<td>Helen McClusky, BA (Mon)</td>
<td></td>
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<tr>
<td>Teagan McKenzie</td>
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<td>Elly Mitchell</td>
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<td>Ricky Neilson</td>
<td></td>
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<tr>
<td>Kate Payne</td>
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<tr>
<td>Mark Pilkington, Assoc Dip Bus (Holmesglen), B Comm (Deakin)</td>
<td></td>
</tr>
<tr>
<td>Lina Pranckunas</td>
<td>Dip of Lib and Info Services (Box Hill), Dip AppSc (Dental Therapy)</td>
</tr>
<tr>
<td>Elaine Renshaw, Cert Adv Acc, Cert Bus Appl (Preston TAFE)</td>
<td></td>
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<tr>
<td>Jane Robertson</td>
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<tr>
<td>Fiona Rosselli, B AppSc (Vic Uni), Grad Dip Management Systems (Swin)</td>
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<tr>
<td>Marie-Angele Savouré, Accr Transl French (NAATI, Canberra)</td>
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<tr>
<td>Liz Sadowy</td>
<td>Dip Accounting (NMIT Preston), Cert IV Animal Technology (Box Hill), Cert IV Bus Admin (Stotts)</td>
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<tr>
<td>Marianna Scuderi, B Bus (Vic)</td>
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<tr>
<td>Helen Silvestro, Dip Arts (Child Care), Cert IV Lib/Info Services (Box Hill Inst)</td>
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</tr>
<tr>
<td>Sara Simmons</td>
<td>B AppSc Sport Coaching Distinction (Deakin), Grad DipEd (Secondary) (Monash), AUSTSWIM Teacher of Swimming and Water Safety, Bronze Swimming Coach Licence, Swimmer with a Disability (SWD) Coach</td>
</tr>
<tr>
<td>Yvonne Smith</td>
<td>Compositor by Trade (Melbourne College of Printing &amp; Graphic Arts), Integration Aide Cert (Concord)</td>
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<tr>
<td>Deleina Stowers, Cert Duty Management</td>
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<tr>
<td>Elizabeth (Liz) Taylor, B AgrSc (Hons), DipEd (Primary) (La Trobe)</td>
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<td>Janet Thomas, B AppSc (Applied Chem) (RMIT), DipEd (Melb)</td>
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<td>Jenny Thomsett, Cert III Early Childhood (Shepparton TAFE), Cert III Bus Admin (Workplace Connect)</td>
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<tr>
<td>Georgia Tzanakos, Cert Basic Electronics (RMIT), Dip Lib/Info Services (Swin)</td>
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<tr>
<td>Elle Ward</td>
<td>B Fine Art Hons (Mon)</td>
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<tr>
<td>Helen West</td>
<td>TPTC, DipEd (Primary)</td>
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<tr>
<td>Nicola Wheatley, DipEd (MSC), Dip Art (RMIT)</td>
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<tr>
<td>Sue Wills</td>
<td></td>
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<tr>
<td>Caroline Wilson, Cert IV Bus Admin (Swin), Dip Bus Admin (Holmesglen)</td>
<td></td>
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<tr>
<td>Elizabeth Wilson, Cert III Child Care (Swin)</td>
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<tr>
<td>Vilia Wolf</td>
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<td>Zhihua Wu</td>
<td></td>
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<tr>
<td>Chris Yin</td>
<td></td>
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<td>Robyn Young</td>
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</table>
**STAFF RETENTION 2014**

Ivanhoe Girls’ has a large number of staff who have been with the School for many years, and such stability and loyalty are greatly valued as they lead to high morale and strong collegiality. The School recognises and celebrates service to the School with its annual Cooerwull Service Awards.

The Cooerwull Service Awards are organised and hosted annually by the School Board and the Cooerwull Inc. Committee to acknowledge commitment and service to the School by staff, parents and community members. Awards are presented for 5, 10, 15, 20, 25 years and beyond of service. The informal cocktail party presents a chance to celebrate the ongoing relationships between the groups who support the School and also provides an opportunity for people to meet new faces and forge new relationships early in the year.

It is important, however, to have some staff turnover to maintain a healthy balance, with 5-15% per annum being considered optimal. Ivanhoe Girls’ retained 94.6% of its teaching staff from 31 December 2013 to 31 December 2014, a figure which is close to optimum. Reasons for staff departures included retirements, resignation to move schools for promotion, move to a position closer to home, and career change.

All extended periods of leave, primarily long-service leave but also maternity leave, given the stability of our staff, provide the School with the opportunity to welcome replacement teachers for varying periods of time. At Ivanhoe Girls’ we have been very fortunate with our short-term replacement teachers, many of whom enjoy returning to the School time and again as opportunity allows. We aim, wherever possible, to ensure continuity in our classroom teaching program. In having previous staff members return, we can expect to achieve this aim and also enhance the collegiality of our staff.

**STAFF ATTENDANCE**

Our staff are highly dedicated and rarely absent. It is important, however, that they protect their health and wellbeing and take the time needed to fully recover when they require time off for medical reasons. The need also sometimes arises for personal or compassionate leave. Ivanhoe Girls’ teaching staff recorded an average attendance rate of 97.0% in 2014.

**PROFESSIONAL LEARNING**

Ivanhoe Girls’ commitment to the professional development of all staff has once again been highly evident throughout 2014.

Professional learning opportunities have been available in a variety of settings, including six and a half professional learning days, four Professional Learning meetings, various staff and faculty meetings, the Peer Appraisal program, collaboration, participation in Professional Learning teams, workshops, guest speakers, attendance at external programs and the provision of feedback to faculty/working groups following such attendance. Whilst attendance at professional learning has the additional benefit of enabling staff to meet the VIT requirements for ongoing registration, clearly any professional learning is scheduled with the primary objective of enhancing student learning outcomes.

The year commenced for all staff with a significant amount of professional learning and team planning, especially focussed on the expansion of the iPad program to Years 5-9 and the development of our new intranet, *hive*. We were also delighted to welcome Stuart Taylor, the CEO of The Resiliency Institute, who spoke to staff about enhancing their resiliency and discussed strategies to assist students to be able to ‘bounce forward’ from the inevitable challenges that life provides us all. The Term 3 staff day continued with this theme with a keynote presentation by Dr Bridget McPherson entitled ‘Connection and Wellness’. Bridget spoke about the effect of brain development on learning and peer relationships. Her presentation was followed by structured table discussions involving all senior and junior teaching staff. Scenarios were used to develop strategies to build connection and wellness.

Throughout the year, the Faculty Heads Group has continued to focus on the effective use of formative assessment. Formative assessment is assessment for learning which specifically informs students about where they are in their learning and helps teachers to design programs tailored to the individual needs of their students. In 2014, all teachers have been involved in whole School Professional Learning meetings where teachers from across the School and faculties have met in small groups to share strategies and encourage the embedding of formative assessment in all classes.

Another major focus for 2014 has been the effective use of information and communication technologies. The extension of the iPad program across Years 5-9 has meant that staff and students have participated in many workshops aimed at developing basic iPad skills and demonstrating ways that iPads can be used to enhance learning. Not only has this professional learning allowed teachers to embrace student love of technology to increase engagement and learning, but it has also empowered teachers to provide students with optimum and expedient access to the broadest sources of learning.
In addition, given that many girls learn best when they collaborate, social networking sites like wikis, Facebook, blogs, Wallwisher and Glogster have been used to facilitate teamwork, enabling students to jointly solve problems, answer one another’s questions, communicate with world experts, to peer assess work and to integrate a variety of media. The use of communication technologies in our classes in 2014 allowed teachers to personalise learning and provide opportunities for our students to become publishers, researchers and filmmakers. There is enormous potential for students to both access information and to demonstrate their learning and, consequently, a broad spectrum of professional learning opportunities throughout 2014 were designed to inform staff of the capabilities of such technologies.

With the implementation of the Australian Curriculum, many staff attended conferences, contributed to the planning of and feedback on papers and trialed units of work. Focussed sessions throughout the year provided specific opportunity for engagement with the new curriculum across all faculties.

Our Term 4 Staff Day provided staff from across all areas of the School with an opportunity to update their First Aid qualifications. All staff are expected to have as a minimum, current Level 1 and anaphylaxis certificates. This training is done in-house with external presenters and assessors. It provides another opportunity for staff to mix and helps develop an understanding of the roles of others in different areas of the School.

One of the most powerful opportunities to support the professional growth of teachers, and to ensure the provision of the highest possible levels of professional service to our students, is delivered by our own staff via the Ivanhoe Girls’ Peer Appraisal program. The 2014 round of Facilitator training resulted in almost half of the staff now being trained for the role, not only to assist peers with a systematic opportunity for professional and confidential reflection on their practice, but also to identify courses of action to achieve agreed goals. As a consequence, once again in 2014, many of the attendances at professional learning sessions were related to staff requests for professional learning arising from individual Appraisals.

Following professional learning, staff complete evaluations which prompt them to:

- contribute to the refinement of the systematic program of professional learning activities
- identify key concepts and reflect on the ‘big questions’ about their learning in terms of their potential contributions to their own practice
- consider how these subsequently might be communicated to relevant team/faculty/students/parents etc. in terms of teaching and/or future needs i.e. via meeting, intranet etc. in order to maximize benefits for all members of the Ivanhoe Girls’ community

The School has also supported individual professional learning activities for teachers, internationally, nationally and locally, as appropriate to their area of particular interest and needs. All teaching staff, who number approximately 120 across Junior and Senior School, have therefore been involved in professional learning activities suitable for Whole School, Junior School, Senior School as well as the individual.

In February two staff members attended the National Conference on Girls’ Education in Philadelphia. The conference was entitled: On the Forefront: Advancing Girls Together and was co-hosted by the Young Women’s Leadership Network and the National Coalition of Girls’ Schools, (of which Ivanhoe Girls’ is an Alliance member school). Many of the presentations focused on the benefits of single sex education for girls and how schools can provide learning environments specifically designed to enhance learning for girls. The papers presented and recent research findings have provided a basis for lively discussion and future planning across all areas of the School.

The expenditure for the range of professional learning opportunities in which teachers keenly participated was $121,000, which was approximately $1000 per academic staff member. It is therefore obvious that 2014 has been a most stimulating year, which clearly would not have been possible without the generous support of the School Board, combined with the School Leadership Team’s vision and commitment to the ongoing enhancement of teacher skill and pedagogy.
STAFF SURVEY

One of the major determinants of a school’s effectiveness is the quality of teaching staff and their capacity to help students (in our case, girls) learn in the most effective manner possible. As part of its ongoing improvement agenda, the School regularly seeks feedback and input from staff as to their satisfaction with the School. All of the staff, teaching and general staff (as they perform a vital role in supporting the School’s teaching and learning) participated in an annual online survey during Term 3 with extremely positive results.

Using Independent School’s Victoria LEAD staff satisfaction survey, staff feedback was sought in the school-based domains of resources and offerings; technology, school ethos and values, student behaviour, discipline, learning support, pastoral care, parent involvement, quality of teaching and learning and teaching practice. The survey also sought feedback in the workplace domains of feedback, goal alignment, leadership and morale, staff collaboration and professional development.

Overall the data was extremely positive, although areas for future focus were highlighted.

OUR STUDENTS

Fundamental to our enrolment policy is the commitment that our School is an open entry school. The main intake years in the School are: 3 Year Old Kindergarten in the Early Learning Centre, Prep, Year 4, Year 5 and Year 7. As we move forward to establishing two classes at each level in the Junior School, vacancies may also occur in Years 1, 2 and 3.

The ELC comprises a single class of girls in each of the Kindergarten (Three year old) and PrePrep (Four year old) years in St James’ House in Noel Street. Girls in the Kindergarten attend between two and five days per week whilst the PrePrep attend for four or five days per week.

The Junior School, Prep to Year 6, is housed in four beautiful old Federation houses in Marshall Street. In 2014 the School had a single class at Prep and Year 1 and two classes each in Years 2, 3, 4, 5 and 6.

The commencement of secondary school is the School’s major entry point with the usual size of each year level for Years 7-12 being 120-125 girls. In Years 10 and 11 the School accepts a small number of international students. Ivanhoe Girls’ student population is extremely diverse with more than 100 different cultural backgrounds (including a small number of indigenous students) represented.

STUDENT ATTENDANCE

At Ivanhoe Girls’ our core and co-curricular programs provide a stimulating and engaging learning experience for our students. These programs encourage high levels of involvement and motivation and give us the highest possible daily attendance rates. We have clear processes for recording, monitoring and responding to any absences. Generally where absences occur they are due to a bona fide illness or to opportunities for travel with families and sometimes with educationally valuable participation in non-School sporting or cultural events. While the School does not approve absences due to family holidays, it is noted that these continue to account for the second most common reason for absence after illness.

The School supports students’ academic continuity in cases of unavoidable absence for genuine reasons by providing structured work and making use of both email and the School’s excellent intranet, hive, to facilitate communication.

With regard to Year 12 attendance, all students are required to satisfy the attendance expectations set by the Victorian Curriculum and Assessment Authority (VCAA) and also to meet any non-academic commitments set by the School. Year 12 students use a sign-in and sign-out system so that their attendance can be monitored effectively.

Table 1 - Average Attendance Rates per Year Level 2014

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance rate</th>
<th>Year Level</th>
<th>Attendance rate</th>
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<tr>
<td>Prep</td>
<td>94.9%</td>
<td>6</td>
<td>96.7%</td>
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<tr>
<td>1</td>
<td>95.4%</td>
<td>7</td>
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<tr>
<td>2</td>
<td>95.6%</td>
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</tr>
<tr>
<td>4</td>
<td>94.6%</td>
<td>10</td>
<td>95.6%</td>
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<tr>
<td>5</td>
<td>94.3%</td>
<td>11</td>
<td>96.8%</td>
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STUDENT RETENTION

Ivanhoe Girls’ students are expected to complete their VCE. Almost all students continue their studies at tertiary level, at both universities and TAFE, choosing to pursue studies in a wide variety of fields. Further details of the VCE results and tertiary destinations of the Class of 2014 are provided in the ‘VCE Results’ section.

Of the 121 students who commenced in Year 9 2011, 108 of those students completed Year 12 in 2014 at Ivanhoe Girls’. We therefore have a retention rate of 89% for our 2014 cohort. During the years 2012 to 2014, 10 new students entered the School to join this cohort forming a Year 12 group of 118.

Of the 13 students who did not complete their education at Ivanhoe Girls’: one girl relocated to the United States with her family; one moved to China with her family for business reasons; one moved to another independent school; nine students moved to government schools and one enrolled in vocational training at TAFE.

STUDENT ACHIEVEMENT

With an open entry policy, Ivanhoe Girls’ offers an academic curriculum which provides a sound basis for tertiary studies. At all levels students undertake regular assessment of their learning to enable teaching staff to cater for students’ individual learning needs.

STANDARDISED LITERACY AND NUMERACY TESTING 2014

All students in the Junior School and on entry to Year 7 completed diagnostic testing in Literacy/English and Numeracy/ Mathematics to assess areas of strength and weakness. In addition, students at Years 3, 5, 7 and 9 participated in NAPLAN (National Assessment Program Literacy and Numeracy) testing. Parents received an individual report for their daughter.

The results in 2014, with respect to the national benchmarks for literacy and numeracy, are summarised in the following table. The table also allows comparison with the 2012 and 2013 results from NAPLAN testing.

Table 2 - 2012 - 2014 National Benchmarks for literacy and numeracy results.

<table>
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<tr>
<th>Year</th>
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<th>NAPLAN 2014</th>
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<tr>
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<td>No of students tested</td>
<td>% Achieving National Benchmark</td>
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<td>3</td>
<td>Reading</td>
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<td>Writing</td>
<td>23</td>
<td>100</td>
<td>36</td>
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<td></td>
<td>Spelling</td>
<td>23</td>
<td>100</td>
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<td></td>
<td>Grammar &amp; Punctuation</td>
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<td>96</td>
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<td>Mathematics</td>
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<td>Reading</td>
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<td>Reading</td>
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<td>Numeracy</td>
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<td>127</td>
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<tr>
<td></td>
<td>Spelling</td>
<td>130</td>
<td>99</td>
<td>127</td>
</tr>
<tr>
<td></td>
<td>Grammar &amp; Punctuation</td>
<td>130</td>
<td>100</td>
<td>127</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>130</td>
<td>100</td>
<td>125</td>
</tr>
</tbody>
</table>
Each year the NAPLAN results, school reports and other diagnostic tests are analysed by the Management Team and Heads of Individual Differences, Mathematics and English. Students with specific learning needs are given targeted assistance within the classroom and through support programs. Extension and accelerated programs are offered to high achieving students. Testing results and reports are recorded in the School database and teachers use this to inform their planning and teaching for each individual student.

Overall the 2012 to 2014 NAPLAN performance of Ivanhoe Girls’ students is of a high standard. The data from 2012 to 2014 shows that nearly all Ivanhoe Girls’ students achieved National Benchmarks and, in fact, many students achieved more than four bands above the National Benchmark.

All students who did not achieve National Benchmarks had already been identified by the School and had been targeted to receive support through the Individual Differences withdrawal and support program. Individual Differences classes are small, allowing for targeted support for each student. Individual learning programs are created across all levels of the School for students with special learning needs.

Each student’s NAPLAN results, school reports and teacher observations are used to monitor progress in specific areas and as a selection guide for special programs. In the Junior School, support and enrichment occur predominantly within the classroom as teachers plan for group work tailored specifically for the needs of students, usually for like-minded small groups. Additional extension Maths groups are offered at some year levels. In the Senior School, some Maths classes are semi-streamed. In Year 9 there is one Maths group for students requiring additional support and an acceleration class for high achievers. Girls in this class complete both the Year 9 and 10 Mathematics curriculum in the one year. Consequently, in Year 10, they have the opportunity to begin their VCE Mathematics. In Years 7 and 8 Maths classes, support and extension activities are offered as needed within mixed ability groups. A dedicated support Maths teacher is also used at Years 7 and 8, allowing individual students and small groups to be withdrawn from normal classes for extra assistance when needed. A specialist Literacy teacher offers support for Senior School English classes. Support may be offered within the classroom or by withdrawal to concentrate on a specific skill. High achieving students are targeted by our extension and enrichment programs.

The Ignite program is an extension program running across the Junior and Senior School. Students are withdrawn from normal classes for brief periods to investigate a topic of interest. Each unit is designed to encourage higher level analytical skills, creative writing and problem solving. High achievers are also encouraged to take part in Future Problem Solving and in Junior School they participate in a range of extension opportunities through GATEways.

Ivanhoe Girls’ Grammar School is committed to using all possible information about each individual student’s achievements and progress to inform the planning and implementation of the learning program.

VCE RESULTS - CLASS OF 2014

As a School we are justifiably proud of the achievements of our Class of 2014 and their teachers, which are a culmination of so much commitment and dedication throughout their schooling. Our aim as a School is to enable the girls to achieve their personal best and to perform even more highly than might be expected.

In their years at Ivanhoe Girls’, the Class of 2014 have emerged as individuals with unique talents, interests and aspirations. Exceptionally supportive and caring of each other and of those less fortunate, the Class of 2014 will be remembered as young women who brought vitality and creativity to so many areas of School life.

This group showed outstanding leadership - not only in formal leadership positions, but as an entire class. A moving example of this was their Benefit Concert for So They Can, organised completely by the girls, they demonstrated that their generation of young women have the motivation, persistence and capacity to help others in our global community. Their Benefit Concert ultimately raised over $65,000 for So They Can, which works together with communities in Africa to educate and empower them “so they can” break the poverty cycle, realise their own potential and meet their own needs.

While the VCE results focus on academic achievement, the Class of 2014 did so much more. Their outstanding results were attained at the same time as the girls pursued a broad range of School and community activities. So many of our girls fulfilled the responsibilities of significant leadership positions and represented the School in debating, public speaking and a vast array of sports, performed in music and drama, and served the School in many other ways. Additionally, they found the time, energy and commitment to accomplish important goals and be involved in the broader community.
All 117 Year 12 girls undertaking a full course successfully completed their VCE in 2014. From each student’s Australian Tertiary Admission Rank (ATAR, calculated from English and the best three other subjects together with 10% of a fifth and sixth subject and then ranked from 0 to 100) the School’s results may be compared on a statewide and national basis for the age group:

- three students or 3% of the class obtained results which placed them in the top 1% of the state cohort
- 14 students or 12% of the class obtained results which placed them in the top 2% of the state cohort
- 31 students or 27% of the class obtained results which placed them in the top 5% of the state cohort
- 45 students or 39% of the class obtained results which placed them in the top 10% of the state cohort
- 64 students or 55% of the class obtained results which placed them in the top 15% of the state cohort
- 77 students or 66% of the class obtained results which placed them in the top 20% of the state cohort.

Students in all subjects obtained extremely high results of which we are very proud. 20\% of all scores in subjects (taught at the School) achieved by students in Years 11 and 12 were 40 or more, placing them in the top 8% in the state.

### Fig. 3 - Distribution of ATAR Scores 2014

![Distribution of ATAR Scores 2014](image)

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Ivanhoe Girls'</th>
<th>State/National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above 99</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Above 98</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Above 95</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>Above 90</td>
<td>44</td>
<td>46</td>
</tr>
<tr>
<td>Above 85</td>
<td>70</td>
<td>78</td>
</tr>
</tbody>
</table>

**2015 Tertiary Destinations**

A great joy for all of us is to see the excitement of students who worked exceptionally hard throughout their schooling to achieve a place in the course of their dreams irrespective of their ATAR. Once again the tertiary destinations that the Class of 2014 have chosen to pursue are very diverse.

The Class of 2014 has chosen a myriad of different pathways, to suit each girl’s individual interests. In total they have elected to study courses in 59 different fields (many of which are combined courses), at 14 different tertiary institutions, from broad fields such as Arts, Commerce and Law to Games and Interactivity/Computer Science, Landscape Architecture, Music Theatre and Social Work.

With many future careers predicted to require a science-based tertiary education, it is exciting to see that 46\% of the cohort have chosen to study a diverse range of science-based tertiary courses, including Agriculture, Aviation, Engineering, Medicine, Nutrition and Wildlife and Conservation Biology.

In applying for entry to tertiary study, girls have the opportunity to list up to 12 preferences for the courses for which they wish to be considered. Our girls are strongly encouraged to aim high and to use their first two preferences for the courses of their dreams. Consequently we are delighted that in the first and second round offers, an amazing 67\% have gained entry to their first choice and 86\% of the Class of 2014 have been offered the tertiary course of their “dreams” (either first or second choice).

It is really encouraging to see that the girls are carefully considering what course and institution best suits them as individuals.
As part of our desire to listen to our students, they are regularly surveyed regarding aspects of their learning and wellbeing. Ivanhoe Girls’ has proudly been a part of the MYRAD (Middle Years Research And Development) project since 1999. The project was designed to survey students from Years 5 - 9 and their teachers on an annual basis. The School uses this data as a basis on which to plan strategies for improvement. In 2014 we continued to use the MYRAD survey to help us understand student attitudes in Years 5 - 9 towards the School, their peers, teaching and learning. Students at Ivanhoe Girls’ enjoy being at school and feel good about belonging to the School. They want to come to school and they like their teachers. Students think their teachers are friendly, treat them with respect, listen and are fair. They think they have the confidence of teachers and an opportunity to make responsible decisions. Students agree that they are offered the chance to participate in a range of activities that interests them.

Students at all levels have a positive perception of teaching and learning. Students feel teachers believe students can learn and that understanding and trying are important. A wide variety of activities are used in classrooms: students work hard, complete homework and are encouraged to be independent learners. All students consider they are actively engaged in their learning.

At all year levels, students feel they listen to others and are not picked on by other students. All levels feel safe at School and all levels strongly disagree when asked whether there is a lot of bullying in the School.

In addition, as part of our ongoing desire to improve, all Year 12 students were invited to complete an exit survey in their final weeks of school last year. Questions were designed to encourage students to reflect on their schooling at Ivanhoe Girls’, its strengths and areas for improvement. Girls were also given the opportunity to add any comments they wished. A total of 90 students or 76.9% of the cohort responded. All of the results as shown in the table below were positive, although areas for improvement were also highlighted.

### Table 3 - Year 12 2014 Exit Survey Results

<table>
<thead>
<tr>
<th>Statement</th>
<th>% Positive Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School is a happy place</td>
<td>76.7%</td>
</tr>
<tr>
<td>Life at School is busy and action-packed</td>
<td>83.1%</td>
</tr>
<tr>
<td>The School is a safe and secure environment</td>
<td>85.6%</td>
</tr>
<tr>
<td>Excellence in all pursuits is encouraged</td>
<td>80.0%</td>
</tr>
<tr>
<td>Staff assist students to reach their full potential</td>
<td>83.2%</td>
</tr>
<tr>
<td>Students in need of extra help with study can get it</td>
<td>86.7%</td>
</tr>
<tr>
<td>The co-curricular program offers plenty of choice</td>
<td>84.3%</td>
</tr>
<tr>
<td>The School is a technology-rich environment</td>
<td>82.0%</td>
</tr>
<tr>
<td>Student leaders are respected at the School</td>
<td>75.9%</td>
</tr>
<tr>
<td>The School encourages community service</td>
<td>89.7%</td>
</tr>
<tr>
<td>Teamwork skills are taught</td>
<td>76.1%</td>
</tr>
</tbody>
</table>
A number of the girls’ optional comments on the survey are worth repeating:

- *I like the grounds, the positive atmosphere and the type of girls that are here. The teachers are passionate about their subjects and courses, which reflects well on the students*
- *The education is excellent, the facilities are great and the teachers genuinely care and support*
- *The broad range of co-curricular activities allows all students to find something they enjoy*
- *Lots of opportunities to extend yourself, and try out new and interesting things*
- *It’s a relaxed atmosphere, whilst still being safe and focussed on academic studies*
- *It’s a very caring and supportive learning environment that encourages everyone to do their best. Teachers are always willing to provide extra support, especially during VCE which is much appreciated. Plenty of leadership and service opportunities.*

### Beyond the Classroom

Ivanhoe Girls’ seeks to educate the whole person and strives to achieve the academic extension of every individual alongside her personal, social, spiritual and ethical development. Supporting student wellbeing and listening to student voice are considered core activities of the School’s entire leadership team and all teaching staff in both Junior and Senior Schools. We also focus strongly in Senior School on cultivation of the personal and social competencies necessary for our students to make a highly successful transition to tertiary and further studies and the world of work. Our formal goals include the provision of a learning environment for girls which:

- fosters responsibility through a values-centred education
- develops leadership, teamwork and research skills in a range of settings
- fosters healthy attitudes which enable girls to respect others
- develops resilience, encourages girls to enjoy school life and approach the future as responsible, caring citizens
- equips girls with the flexibility to thrive in a changing world
- recognises effort, achievement and success.

Our curriculum is delivered in the security and familiarity of class groupings in the Junior School and in both small tutor groups and whole year levels in the Senior School. All teachers are involved in the planning and development of the personal and social development curriculum which is continually evaluated and updated. The work of class teachers and tutors is supported by two School psychologist-counsellors, careers counsellor, chaplaincy staff and pastoral leadership teams involving staff from both Junior and Senior Schools. The counsellors and the pastoral care and personal development teams implement programs for whole year levels, individual classes and tutor groups. Specialist members of these groups are well equipped to provide proactive and readily accessible counselling and other support for individual students, in appropriate consultation with their families, as needs arise. Effective communication between all the staff responsible for the extensive pastoral care provision is a high-priority focus of the School.

A broad range of programs in Senior School caters for students in the various stages of their learning journey. These are extensive and include:

- Outdoor Education programs for all students in Years 8 and 9 and optional programs for the more senior years
- Year 9 Careers preparation programs
- Year 10 Careers interviews for each girl individually
- Year 10 Work Experience program
- Australian Business Week for Year 10 and Global Issues Conference for Year 9
- Two-day conferences (partly or fully off-site) for Years 11 and 12.

In these activities Year Level Coordinators and tutors, with input from specialist staff, initiate and deliver relevant, age-appropriate personal and social development programs. These programs place an explicit emphasis on teamwork, self-confidence, resilience, decision-making, work-leisure balance and community involvement skills. These are vital attributes to nurture not only for each student’s individual happiness and success, but also to contribute to the nation’s future prosperity and social cohesiveness.

Fostering an awareness and commitment to the wellbeing of the broader community, both locally and globally, and equipping our senior students to be role models in this, is a core goal of the School. Each year the Year 12 group takes leadership in this endeavour through the initiative of a major benefit concert, where every aspect of the planning and presentation is managed by the students themselves and in which every single individual girl is directly involved.
The concert itself is produced as the culmination of a vast range of lead-up activities which aim not only to enhance the fund-raising outcome but also raise awareness of the charity chosen by the students for the year. In 2014, the Year 12 Class inspired younger students and the entire School community with their compassion, commitment and creativity, in successfully raising both awareness and a well-earned monetary contribution of over $65,000 for So They Can. While the funds raised will make a significant contribution to enabling the valuable work of So They Can, this endeavour was not primarily about the money raised but about further developing the students’ ability to work together and demonstrate their motivation, persistence and capacity to help others.

Ivanhoe Girls’ is committed to enabling supportive and nurturing inter-personal relationships at all levels within the School. Our formal Bullying and Harassment Policy is in place to respond to any concerns about deliberate social exclusion and other forms of hostile behaviour such as cyber bullying. More central to the day-to-day promotion of respectful and harmonious relationships within the School is our ongoing restorative practices approach to relationships management. Our ‘Circles and Conferences’ approach is routinely used in resolving friendship conflicts and restoring damaged relationships. We have also continued our membership of The Safe Schools Coalition and delivered staff professional learning in supporting diversity. The School’s commitment to the well regarded e-Smart program, through which we cultivated greater cyber-communication and safety awareness, was sustained and extended throughout 2014.

Co-curricular activities are vital to the life and spirit of our School and to the development of our students’ personal and social capabilities. Through an extensive range of co-curricular activities our girls develop leadership and teamwork skills and experience the rewards of achieving success through collaboration. In 2014 the activities covered a wide diversity of categories.

**Intellectual/academic activities included:**

- Future Problem Solving and Community Problem Solving (including international participation)
- The *Ignite* extension program for talented and creative thinkers
- Debating
- Holiday extension programs
- Maths Challenge, other mathematics competitions and a mathematics club with related events
- Library ‘Edition’ Club
- Politics Club
- Amnesty International
- A wide range of literary, theatre and arts study groups.

**Sporting activities** cover a broad and diverse range of sport at House and School representative levels. Girls from Years 3-6 have continued to achieve broad skill development, high participation rates and opportunities for excellence as they have accessed many of the formal sporting opportunities available. In 2014, teams and individuals from Years 3-6 competed in VPSSA sport from district level to State level. In a first for the Junior School, our representative soccer squad qualified for the State finals. We had weekly inter-school home and away sporting arrangements for Years 5 and 6. All girls participated in House-based sporting competitions in sports such as athletics (Prep-Year 6), swimming (Years 1-6), netball and cross-country. Our usual strong aerobics involvement continued in 2014, with over 70 girls from Years 2-6 participating in Terms 2 and 3 training and competition. Specialty sports included snowsports, where girls train and participate at a level appropriate to their current attainment, ranging from novice to State level. In the Senior School, Years 7-12, there were over 20 major team sports, each involving multiple teams in the Girls’ Sport Victoria competition framework, plus a range of sports in House competitions in which all girls participated. To provide for the many exceptionally committed students, a number of Saturday Sport Skills programs operated, along with a range of further sporting activities involving local community or other purpose-designed organisations. During the course of the year over 500 Senior School girls represented the School in at least one formal inter-school sport competition.

**Visual and Performing Arts**

In 2013, the School featured an ELC to Year 11 Art Show which ran for an extended period; this combined show was considered to be such a success in the previous year that we decided to incorporate these year levels into one show again in 2014. A wonderful array of open rehearsals for many groups and ensembles were featured on Open Day and we offered three formal concerts in June with an impressive Celebration Night grand finale. These events provided so many opportunities for all the girls from the ELC to Year 6 to showcase their talents and the intensive work, training and preparation that such events require. The musical life of Junior School was greatly enriched by ten different music groups, ensembles and orchestras, beginning with the classroom-based Prep-Year 2 choir. The annual Public Speaking Festival for Years 3-6 included every girl in these levels, giving them all the chance to develop important skills and confidence
in preparing and delivering speeches. We were able once again to embellish this event with a showcase of some of our highly accomplished smaller musical ensembles. Our musical *Scheherazade* was performed by all the students in Year 5 and Year 6 in Term 4, after a semester of preparation and rehearsals in their weekly Music classes.

Senior School held a major House Performing Arts Carnival which featured an extremely high participation rate and a highly impressive performance standard in ensemble-based music, drama and movement. In addition to more than a dozen different formal music groups, ensembles and orchestras in the Senior School, multiple drama activities available to students during the year included a major musical theatre production and numerous ensemble-based theatre arts projects. These created a wide range of skills-development opportunities such as set design and creation, stage management, costume design and creation, make-up, sound and lighting. Completing the picture of a rich and diverse cultural program within the School, there were also House Art and Craft and Photography competitions and a House Debating competition for Years 7-12 students.

**Personal Development or Citizenship activities included:**

- Peer Support
- Mathematics Peer Tutoring
- Student Representative Councils in both Senior and Junior School
- Class or Tutor Group Captaincy (Years 2-11)
- Class Library Captaincy (Years 1-6)
- Social Service Leaders (Years 2-11)
- Year 6 Leaders and School Prefects (portfolio positions of senior responsibility including Global Liaison and Social Service)
- School Ambassadors (Years 6 and 10)
- Public Speaking for Socially Confident Communication
- Duke of Edinburgh Award Scheme (Bronze, Silver and Gold for Years 9-12)
- Youth Parliament
- Amnesty International
- Year 9 Social Program
- Years 8 and 9 sequential Outdoor Education programs
- Post-Year 9 Outdoor Education extension activities
- National and international cultural and study tours
- Global Citizenship groups.

Through these many important, diverse and practical roles of significant and meaningful responsibility, the School clearly models how much we value the concept of service in our leadership programs. We offer many purpose-designed leadership training programs to support girls to fulfil the explicit role descriptions entailed in all the numerous designated leadership responsibilities. Girls are able to choose activities best suited to their needs and interests, with healthily balanced participation supported by the diversity of opportunities. Junior School class teachers and Senior School tutors monitor and encourage each individual girl’s involvement in personally appropriate co-curricular activities.

The School consistently and coherently recognises effort, participation and achievement in a variety of forums including:

- Year Level assemblies
- The weekly Newsletter
- *Ivanhoe Girls’ News*
- School Assemblies
- Annual Celebration Nights in both Junior and Senior Schools.

Through a coherent and comprehensive system of activity awards obtainable at Certificate, Half Colour or Full Colour level, in Debating, Drama, House, Music, Service and Sport in the Senior School, all students understand and appreciate the high value which should be placed on leadership, teamwork and service. Our highest accolades, the award of School Half Colours or School Full Colours, recognise exemplary service to the broader life of the School and community.

Many girls are highly motivated by the aspiration to achieve the objective criteria which determine qualification for these and other awards, and all the recipients are genuinely appreciated by the student body as a whole and viewed as admirable models of leadership and service.
Ivanhoe Girls’ continually seeks parent feedback regarding all areas of its operation. Informal feedback from parents and the wider School community is received at almost every School event. All families whose daughter leaves the School prior to Year 12 are invited to attend an exit interview with the Principal to enable them to provide feedback to the School.

Following their daughter’s completion of Year 12 classes (but prior to the VCE examinations) parents from the Class of 2014 were sent an invitation to participate in an online exit survey to provide their feedback to the School regarding the quality of their daughter’s education at Ivanhoe Girls’.

83 parents (or it could be assumed over 71% of families) completed the survey, the results of which were very encouraging. The survey covered academic learning, pastoral care, communication and the School’s facilities. Parents were also asked to rate their overall experience at Ivanhoe Girls’ with the results shown below.

### Fig. 5 - Year 12 2014 Parents rate their overall experience at Ivanhoe Girls’

<table>
<thead>
<tr>
<th>Overall Experience</th>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent:</td>
<td>47</td>
<td>59%</td>
</tr>
<tr>
<td>Good:</td>
<td>27</td>
<td>34%</td>
</tr>
<tr>
<td>Satisfactory:</td>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td>Poor:</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Very poor:</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

In each section parents also had the opportunity to add any additional comments they wished. These included:

- Very inclusive and encouraging for girls to be involved in a range of extra curricular activities without it being demanded of them. I am also grateful for the outstanding pastoral care.
- Every student is special and has the opportunity to choose from such a rich and diverse curriculum.
- The strong focus on academic achievement, acceptance of differences, empowerment of girls.
- Undoubtedly, the Pastoral Care and the sense of community. IGGS, on the whole, turns out well-rounded, caring, poised, confident young women. The staff are dedicated, hard working and caring.
- IGGS is very organised and plans all events a year ahead and this is very helpful for working parents. The School already has a well established support program and extension program that actually works.
- Beautiful buildings and a sense of community as well as the nurturing of young women.
- Well rounded curriculum.
- The sense of belonging and inclusion that the girls feel. The sense of self worth, self respect and desire to achieve their best which is encouraged in the girls. The genuine caring for each other and those within and beyond the School community.
- The School has excellent well maintained facilities and grounds.
- The new library and electronic whiteboards have been an excellent investment.
- The outstanding care the girls get. The attention always feels personalised to my daughter and whenever I have a “touchpoint” with the School I walk away feeling totally satisfied and impressed.

June 2015