

INTERNATIONAL HANDBOOK



**MELBOURNE
GIRLS GRAMMAR**
AN ANGLICAN SCHOOL





OUR VISION

A LEADING GIRLS SCHOOL FOR OVER 125 YEARS

Vision

Melbourne Girls Grammar aspires to develop ethical women of action. Through a focus on learning, research and innovation we will be recognised by our own community, the national and international community as a leading school in girls' education.

Mission

In the pursuit of our vision, Melbourne Girls Grammar is committed to the provision of an exceptional education for girls, with an emphasis on strong Christian values, high expectations, creativity and academic challenge.

Within a supportive and optimistic culture we provide opportunities for students to discover their passions and build their capacities for action and influence within their many life contexts.

Values

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

- Integrity
- Compassion
- Courage
- Self discipline

VISIT MELBOURNE GIRLS GRAMMAR

For further information or to request a tour of the Melbourne Girls Grammar facilities, please contact the Melbourne Girls Grammar Enrolments Office on 03 9862 9200 or enrolments@mggs.vic.edu.au

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FROM THE PRINCIPAL



Melbourne Girls Grammar aspires to develop ethical women of action.

To achieve this, we have developed a progressive, contemporary community of practice committed to providing personalised high quality curriculum, wellbeing and co-curricular programs that enable lifelong learning for every student.

With a long, rich and proud history spanning three centuries, Melbourne Girls Grammar is consistently ranked as one of the top schools in Melbourne based on the outstanding results of our students. Equally impressive are the roles that they have taken up after graduation across diverse careers covering health, science and technology, architecture and design, and language, culture and society.

Melbourne Girls Grammar is home to girls from different geographical and ethnic backgrounds. Our Boarding House makes every effort to create an atmosphere of warmth, friendliness and co-operation for our girls. The friendships, bonds and connections they foster lasting well beyond their school years.

We look forward to welcoming you and your daughter to the School – a place where her interests will be nurtured and where she too will develop the courage, compassion, integrity and self-discipline to be ready to make her mark on the world.

Dr Toni Meath
Principal



THE CITY OF MELBOURNE

MELBOURNE ARTS CENTRE

ROYAL BOTANIC GARDENS

MELBOURNE GIRLS GRAMMAR



WHY MELBOURNE GIRLS GRAMMAR?

THE MGGS DIFFERENCE

MELBOURNE GIRLS GRAMMAR (MGGS)

- The only Boarding School located within the city of Melbourne, the world's most liveable city
- World class opportunities, programs and facilities
- Artemis Centre encapsulates the MGGS commitment to prioritising girls' wellbeing, integrating academic, social and physical domains
- Unmatched science laboratories, sporting fields, Drama and Arts Centres and Library
- The very latest technology enhances contemporary learning
- Prepares students to embrace tertiary life.



Why choose a girls' school for your daughter?

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

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

Boarding House

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

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

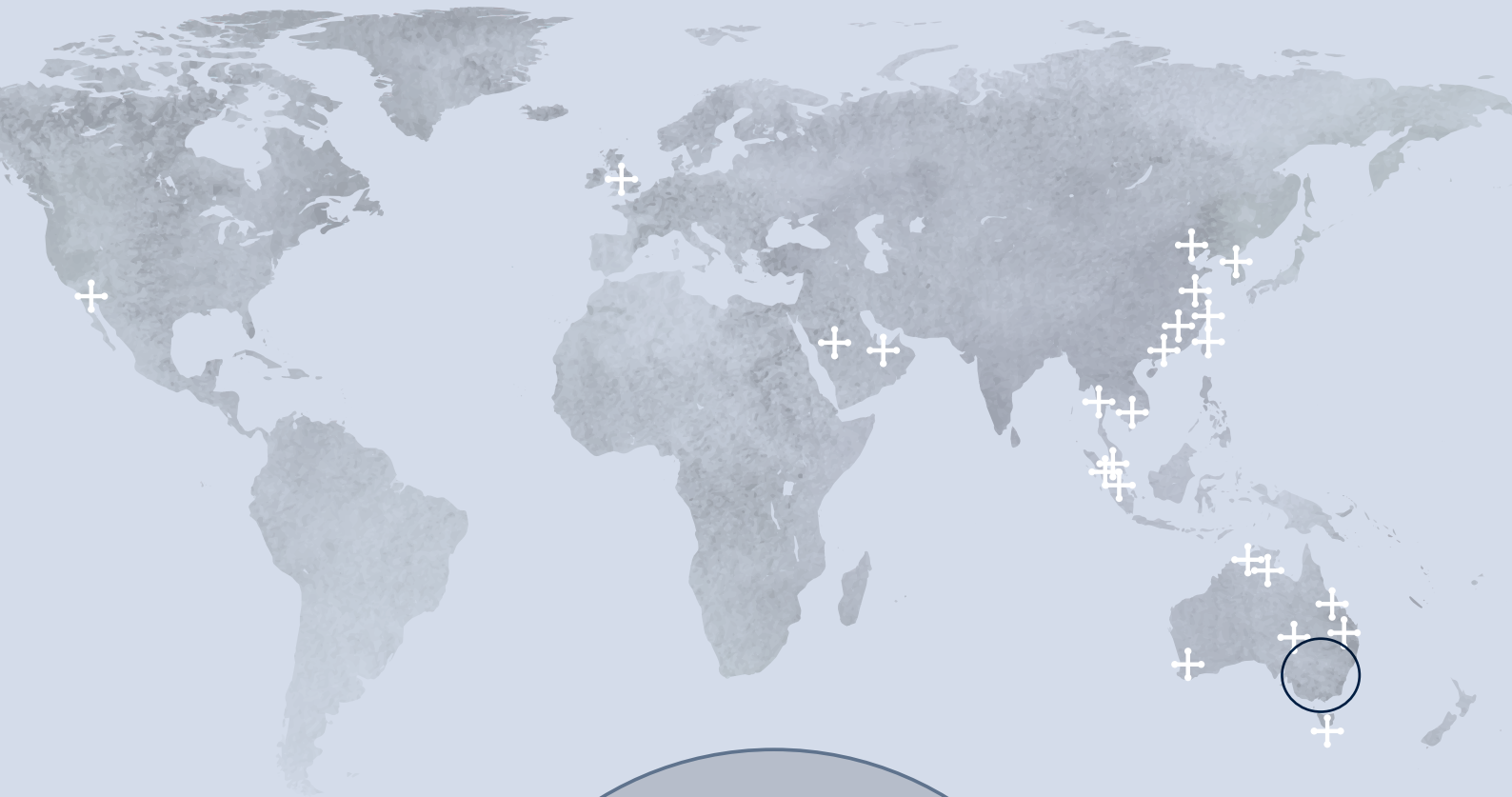
The Boarding House is home to approximately 80 boarders from all over Australia and the world. We are fortunate to have a diverse community of local and international students and we celebrate and strive to maintain this diversity. China, Indonesia, Malaysia, Singapore, Dubai, Vietnam and South Africa are among many locales from which our boarders hail. Being inclusive and respectful is fundamental to our ethos.

The Boarding House is exceptionally well resourced in all matters concerning the care of students. The safety and happiness of our girls are paramount.



HOMETOWNS

MGGS STUDENT HOMETOWNS





MEET OUR INTERNATIONAL STUDENTS



Lynn Dao, Year 12 2019

When I was 16, I made the decision to leave my home in Vietnam to study abroad in Australia. Although this decision wasn't easy at first, it has been the most rewarding and incredible experience of my life.

This is my second and final year in the boarding house and I have enjoyed the experience thoroughly. Although it is difficult at times returning from holidays, everyone in the boarding house makes me feel at home and supported. From the supportive network of staff to my peers in the boarding house, there is always someone I can confide in. Something that I've learned from my boarding experience is to not be afraid to have new experiences and join different activities run by the boarding house, such as In-house Weekends or weekly supermarket trips. There's a huge sense of family and a support network which is gained through boarding, and boarding has given me the confidence to try new things and make friends with girls from across Australia and around the world. Boarding life has encouraged me to be more independent and responsible through many life lessons that I will never forget.



Victoria Lee, Year 9 2019

Coming from a small town in Malaysia, two years ago I was nervous about making new friends and being far from my family at my new school, MGGS. I have now been boarding for two years, and throughout this time I have felt extremely comfortable and supported in the boarding house.

This year, it was my turn to be involved with welcoming new boarders to their new home and I enjoyed this experience. As years passed, I gained more and more experiences and unforgettable memories, and have developed long lasting friendships. Although the inevitable homesickness is sometimes a reality, I'm always surrounded by a tremendous amount of support. I truly feel that the boarding house is my home away from home.



Elvira Zhang, Year 11 2019

Three years ago, I decided I wanted to go to boarding school in Australia, and MGGS was my first choice.

The location of the school is fantastic. Public transport is convenient, which makes it simple for students to visit places like the CBD and Chapel Street. The staff members at MGGS are very supportive and they warmly welcome every new student and take good care of them. If I ever have difficulties with my school work or anything else, they are there to listen to and help me to overcome challenges. The Senior Years Program at MGGS is unique and helps me to learn to be more independent. As a part of the Program, as students we arrange our own study time and flex time. This focus on student wellbeing has helped me to develop my own identity. At the beginning of my time at MGGS, I was nervous about what my new life in a completely different country would be like, but the students, teachers and staff made me feel at home, and helped me adjust to school life.

Celebrating the important contributions of our international students

The Shen Family Global Citizenship Award is presented at MGGS's prestigious Speech Night ceremony, and recognises a Senior Years student who:

- comes to MGGS from a different cultural background
- embraces a variety of opportunities for immersion into MGGS life
- achieves her personal best in her academic studies.

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

In 2018, Samantha T., Year 12, was awarded this prize. Samantha immersed herself in all aspects of the Senior Years Program including all House events, the School Play and School Choir. She was always ready to offer a helping hand to her peers, both older and younger, and truly embraced the School culture and values.



A DAY IN THE LIFE OF A BOARDER

WEEKDAY

TIME	ACTIVITY
7.30am	All boarders up (Years 7 – 10 are woken) and get ready for the day. Breakfast is available from 7.00am – 8.10am in the Dining Hall and all girls are expected to attend. Newspapers are delivered at breakfast time. Some mornings there is sporting practice from 7.30am until 8.15am, after which there is time to change and be ready for school at 8.30am.
8.20am	Walk to the lockers and the Day School.
8.30am	Period 1 begins. Online roll marking occurs in every class.
10.10am – 10.30am	Recess. Boarders collect their snack in the Dining Hall.
10.30am – 12.30pm	CLASSES
12.30pm – 1.30pm	Lunch in the Dining Hall. Students do not have access to the Boarding House during School hours except for the Year 12 boarders, who are permitted to return for study purposes after 1.00pm.
1.30pm – 3.20pm	CLASSES
3.20pm	End of the School day. The boarders are encouraged to take advantage of all the co-curricular activities such as Drama, Music and Sport offered each day.
3.20pm – 5.45pm	Free time. Boarders may stay in the Boarding House, engage in co-curricular activities or: <ul style="list-style-type: none"> · Study in the Library or in their rooms · Go in pairs to the shops at the corner of Domain Road and Park Street or to Chapel Street and other areas within the City limits. <p>On weekdays, all boarders must return to the Boarding House prior to dinner.</p>

TIME	ACTIVITY
5.45pm – 6.15pm	Dinner in the Dining Hall. Once all students and staff have finished dinner, everyone remains seated for messages, led by Boarding House Captain and Vice-Captain, and Grace before being dismissed.
6.30pm – 8.30pm	Prep in the library for Years 7–10. VCE students are free to choose to study in their rooms or in the Library. Tutors and Supervisors assist the boarders with homework. There are regular Maths and Literacy support sessions and other support upon request. All staff are employed to assist students academically as well as provide care and a regular routine.
8.30pm	Supervised prep time concludes.
9.00pm	Bedtime for St Hilda’s girls.
9.30pm	Bed time for Year 9 – hand in all electronic devices including phones and laptops (at 9.15pm). Reading is encouraged before lights out.
10.00pm	Bed time for Year 10 – hand in all electronic devices including phones and laptops (at 9.45pm). The House is quiet at 10.00pm, and all boarders must be in their own room at this time.
10.30pm	Silent House.





A DAY IN THE LIFE OF A BOARDER

WEEKEND

TIME	ACTIVITY
8.00am – 10.30am	Breakfast provided in Dining Hall.
12.00pm – 1.30pm	Lunch provided in Dining Hall (fresh bread and salads, optional cooked lunch).
5.45pm	Dinner (optional)

POSSIBLE ACTIVITIES

Before and after breakfast	School sports training and/or competition (e.g. rowing, netball, basketball)
	Saturday language school (e.g. Japanese and Vietnamese)
	Visit family, friends (e.g. day girl)
After lunch	Brunch
	Skype with family
	Movies/music/drama
	Shops
	Novel/manga/comics
	Homework
	Walk or jog the Tan
	Discover city
	Study in the State Library
After dinner	Outings to food and craft markets
	Ice cream/hot chocolate trip
	Recreational activities such as ice skating and trampolining
	Cultural activities such as theatre, films and culinary outings
	Supermarket trip





EXCEPTIONAL VCE RESULTS

ACHIEVED BY MGGS STUDENTS

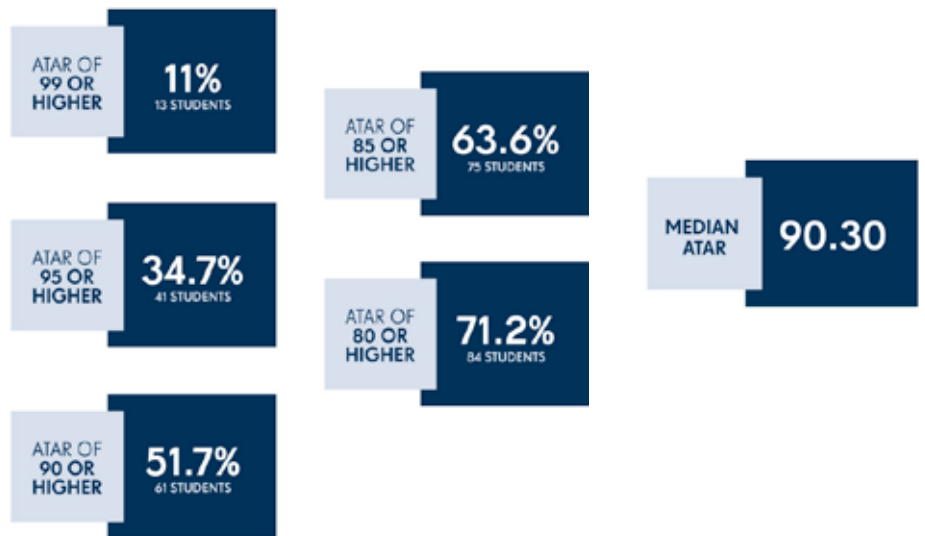
The Victorian Certificate of Education (VCE)

The majority of students in Victoria receive their VCE after a satisfactory completion of secondary education.

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

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

Class of 2018 VCE highlights include...



International student results

Over the past 5 years (2014 - 2018), International Students have performed exceptionally well in the VCE.

- Median ATAR of 93.55
- 29% of our international students were in the top 5% (ATAR 95 and above)
- 38% of our international students were in the top 10% (ATAR 90 and above)
- 47% of our international students were in the top 15% of the state (ATAR above 85)
- 45% of our international students received an offer for the University of Melbourne

2018 VCE Results

For more information on our Class of 2018 VCE results, visit:
www.mggs.vic.edu.au/news/vce-results-class-of-2018





A DIVERSE AND DYNAMIC CURRICULUM

WITH CO-CURRICULAR OPPORTUNITIES

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

We encourage students to consider their interests and personal passions when selecting subjects. We invite girls to meet with advisory staff to ensure subject selections meet their career aspirations.

Girls enjoy exposure to an extensive range of subjects prior to narrowing their choices for the VCE years.

Co-Curricular Opportunities

Our most successful students are those who participate in a range of activities.

Opportunities include:

- Art Programs
- Drama Productions
- Community events
- Choirs, music ensembles, orchestras and bands catering to a diverse range of capabilities
- 20 sport options including badminton, hockey, tennis, soccer, martial arts, table tennis, volleyball, rowing, skiing and swimming
- Experiential Learning Tours

Student Enterprise

Building on a long history of nurturing young women who have the confidence to shape their own lives, our focus is on developing an entrepreneurial mindset.

This means that we craft learning and co-curricular experiences to encourage our girls to be creative, resourceful, adaptable, team oriented, and independent.



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

- Learning beyond MGGS: local and global opportunities, incorporating trips, exchanges, humanitarian initiatives, and passion focused opportunities
- Careers Inspiration: this is an expansive domain, with a particular focus on internships that supplement and inform learning experiences beyond the academic domain
- Student Philanthropy: volunteer work is a highly valued component of our girls' experiences, informing their understanding of active citizenship
- Leadership: this can be individual or team based, demonstrated through participation in enterprise opportunities and the broader co-curricular program.





PRIORITISING WELLBEING

PROGRAMS TO BALANCE ACADEMIC, EMOTIONAL & PHYSICAL WELLBEING

At Melbourne Girls Grammar, we believe an exceptional education for life not only focuses on academic skills, but emotional and physical wellbeing as well. We know that in order to succeed, our students must feel supported and settled in their environments. We believe that this can be best achieved when students live within our Boarding House or with immediate family.

What it means for our girls

Our overarching objective is to empower our girls to understand what underpins good health, such that they set and pursue goals to ensure their wellbeing is a priority. Our girls will learn to take responsibility for their wellbeing. They track and manage the physical, emotional, psychological and social aspects of their lives. Melbourne Girls Grammar has developed a Senior Years Wellbeing Model that responds to the challenges girls are faced with today in the areas of social connectedness, mental health and physical health. Our approach ensures the social, personal and environmental factors in each of our girl's lives work together to maximise her learning and develop her as an independent, self-aware and resilient young woman. The approach is holistic and focuses on proactive care strategies. Positive relationships between staff, students and parents are central for success.

Wellbeing Coaches

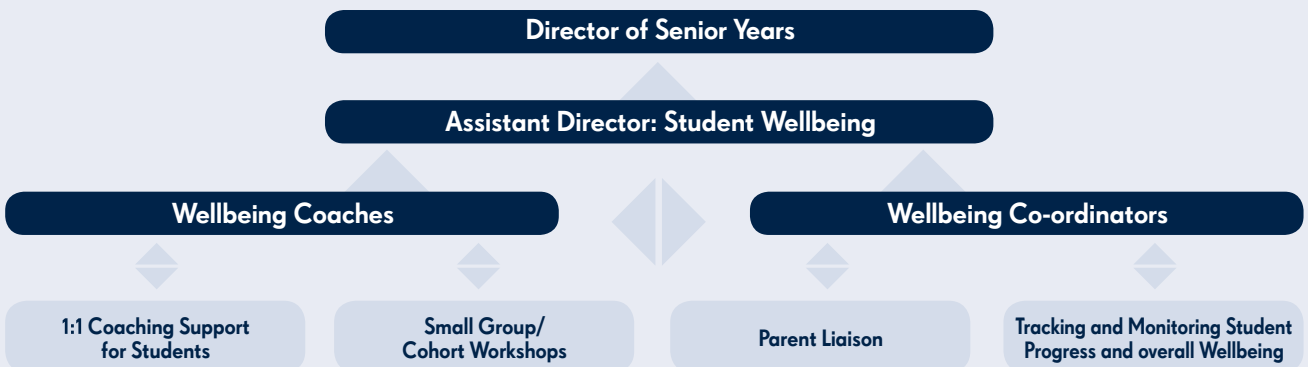
The role of the Wellbeing Coach is unique within the MGGS framework, as it is designed to benefit the student in a personalised, collaborative and confidential manner. Students are invited to direct the course of their Wellbeing pathway with the guidance of their coach. Through active listening and collaboration, coaches come together to design and implement small and full cohort group activities and programs that are directly responsive to the needs of each cohort. Experiential learning is a vital component of group work and complements one-to-one coaching sessions.

Wellbeing Co-ordinators

The Senior Years Wellbeing Co-ordinators are responsible for the stewardship and administration of their students. Their role involves establishing a relationship of mutual respect and understanding with students and a supportive and guiding relationship with parents and guardians. They also play a crucial role in monitoring each student and her progress through the Senior Years. They analyse academic, wellbeing and physical engagement data and support the girls through one-to-one sessions targeting the development of strategies that support their learning, motivation and connectedness. Wellbeing and International Co-ordinators are the first point of contact for parents.

At MGGS, our boarders are immersed into Australian culture. Weekends are an opportunity for boarders to nominate and plan group activities and excursions. Busy girls are happy girls!

THE WELLBEING FRAMEWORK





LEARNING PATHWAYS

SENIOR YEARS PROGRAM



The Senior Years is a four year learning continuum framed by two phases: Years 9 – 10 and Years 11 – 12.

As the girls move into the Senior Years, they have greater control over the structure and elements of their learning plan and develop a pathway that aligns with their passions, talents and aspirations.



Supporting Personalised Learning

We achieve this by providing:

- Exceptional teachers working in a model that allows for whole group, small group and personalised instruction
- An integrated Learning and Wellbeing Team that extends and diversifies the traditional resources within a school setting
- Course design that allows for self pacing
- Online infrastructure and resources that extend the learning beyond the classroom enabling girls to visualise their course progress

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

Fixed and Flexible Experiences

- Fixed experiences are set by the School and placed within a student's weekly schedule.
- Fixed experiences include their regular scheduled class times, Community Times, Wellbeing Times, Course Revision week and Exam week.
- Flexible experiences are events within a day or week that girls are expected to participate in, but have a level of autonomy about where they schedule these experiences to best shape their week.
- Flexible experiences include Learning Commons sessions and workshops, Wellbeing coaching sessions, Physical activity sessions and meeting with Learning Coaches. House Wellbeing Co-ordinators ensure that each girl is meeting the expectations set by the School.



ENGLISH AND EAL

EASILY ACCESSIBLE SUPPORT



All instruction at MGGS is delivered in English. Therefore, students must possess an adequate level of proficiency in the English language to enable them to participate in classes and to meet written and oral class requirements.

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

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

A student is eligible for EAL status depending on the length of time she has been a resident in Australia and the length of time that English has been her major language of instruction. Generally speaking, a student

must have commenced her education in English and her residence in Australia at Grade 6 level or later to be considered an EAL student.

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

MGGS provides a high level of expert support for English language studies in the Senior Years. Separate EAL classes are offered at the VCE level and at year 10.

English Language ASSISTANCE

Students who have not been instructed in English are required to attend additional English lessons. Attendance and frequency of classes will be determined by the Director of Students.

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

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



THE ARTEMIS CENTRE

NURTURING STRONG, CAPABLE GIRLS



The Artemis Centre, opened in 2017, embodies our commitment to the wellbeing of girls. It is a community centre in which girls can be physically active and pursue all-round wellbeing skills.

The way the spaces work and the features, such as ‘me zones’, have been designed in response to how we know girls like to live and learn together. We want every girl to feel confident in an environment in which she can be physically active.

The Artemis Centre includes a 25-metre swimming pool, basketball and netball courts, yoga and fitness studios, as well as learning, study and consultation spaces.

We aim to nurture confident and capable girls who strive to maintain a healthy balance of academic, co-curricular and wellbeing activities.

A key feature of the Senior Years Program is the Fit for Life Program. This program aims to personalise the sport and physical activity experience, by creating development plans that consider each girl’s interests, motivation and goals.

Principal

Dr Toni Meath

**Senior Years
Middle Years**

Merton Hall

86 Anderson Street
South Yarra Victoria 3141 Australia

Junior Years

Morris Hall

100 Caroline Street
South Yarra Victoria 3141 Australia

Early Learning Centre

63 Clowes Street
South Yarra Victoria 3141 Australia

3 and 4 Year Old Kindergarten

Boarding House

86 Anderson Street
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Email: enrolments@mggs.vic.edu.au

Website: www.mggs.vic.edu.au

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