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MENTONE GIRLS'
GRAMMAR



2021

Community Report



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School Philosophy

At Mentone Girls' Grammar, we believe in the potential of every child and their capacity to flourish when they're known, seen and heard.

We believe that...

Now is the time for women to thrive, take their place as role models and leaders in our society in ways not previously seen. The everyday actions of our young women will lead to a better society and make a positive difference to them, their families and communities in new, exerting and impactful ways. Through embracing global citizenship, enterprising skills, lifelong learning and daily wellbeing, our young women will have tools they need to thrive. It is our role to help them be empowered, confident, resilient and remarkable women.

Our mission

To empower girls to aspire to excellence, make a difference and, as enterprising global citizens, rise boldly to the opportunities of their times.

Our commitment

- To be personal, personable and professional in all we do
- To be focused on educating, inspiring and empowering young women
- To be authentic, respectful and ethical in all our interactions
- To be collaborative, enterprising and bold.



Three Key Elements of Our Plan

Education that empowers

Provide a well-rounded education that empowers through enterprise, creativity and innovation that has global reach to give each student a voice and options for success.

Action for real-world impact

Demonstrate our capability to support the holistic needs of today's students, as well as demonstrate our ability to innovate for the needs of the students of tomorrow.

A community that cares

Cultivate a caring culture which shows respect, builds trust and promotes quality relationships, inclusion, wellbeing and pride for students, parents and staff – past, present and future.

Mentone Girls' Grammar is also committed to the principles of a liberal democracy, with the following tenets:

- We believe in an accountable, democratically elected government
- We respect and observe the rule of law
- We believe that no person is above the law
- We believe in equal rights for all before the law, regardless of race, ethnicity, religion, sexuality, gender or other attributes
- We believe not only in the freedom of religion, but also the need to practice tolerance and understanding of others' beliefs
- We believe in the value of freedom of speech and freedom of association, but also acknowledge that we have the responsibility not to abuse this freedom
- We believe in the values of openness and tolerance, and value and respect all members of the School community regardless of background.



School Council President's Message

Mentone Girls' Grammar has stood tall during another tumultuous year of the pandemic, as students endured a hybrid of remote learning and face-to-face tuition. Despite the turbulence and disruption, our students, staff, parents and community have carried themselves with poise and purpose. It has been a delight witnessing our School thrive in times of uncertainty, which could not have been achieved without the care and conviction of our Senior Management Team and Council leading the way for our community.

Council's key priority during 2021 was ensuring that our staff and students were given ample resources to not only survive this new normal way of learning, but to thrive. It has been wonderful to see our group of Directors offer their expertise in their chosen fields of infrastructure, technology, external relations, business continuity and strategy to solidify Mentone Girls' Grammar's success for both the immediate and long term. The direction of Mentone Girls' Grammar looks exceptionally bright with continued pathways for students to advance and for our community to immerse in our School experience.

We have witnessed the triumph of our students attaining their goals and ambitions without letting anything disrupt their focus. Our graduating students left our School gate with more than an education, they also took with them a strong sense of resilience and empowerment as they turned a new chapter in their lives.

From Council, it has been a privilege serving the staff and families of Mentone Girls' Grammar and we thank the entire School community for their resilience, support, friendship and warmth—it really does take a village to successfully achieve an optimal school environment, and we love that our team (from alumnae to parents, staff and donors) all work together to promote the best learning journey for our students.

Ms Janelle Donnelly

School Council President



Principal's Message

For the second year as Principal of this great School, we have faced challenges with grace and gusto, nurturing our students so that no matter what life has in store, they are equipped with the tools to withstand it all. It has truly been a delight witnessing our students strive above and beyond in their pursuit of passions and delve deep into their own academic journeys.

Our message about every student being known, seen and heard is resonating far and wide, with more than 88% of our students establishing positive relationships with their peers. We promote respect and equal treatment of individual differences and cultural backgrounds, and foster a safe space for students to develop their own set of values.

We are proudly leading, empowering, and inspiring the next generation of women to take their place in an increasingly complex world. Alongside an already turbulent landscape, the modern world remains, however a place of wonder that is full of opportunity and optimism. Our young people must hold fast to hope and to their individual and collective capacity to rise to the opportunities and challenges of their times. As a School committed to empowering girls, we ultimately seek the economic, political, and social empowerment of women, everywhere and will strive towards making that a reality. We are confident that our students are well prepared to take on leadership roles with compassion and conviction after their time with us. They built their own virtual architecture of connection and creativity and found a sense of togetherness in times apart. These sorts of self-fostered opportunities tell us that we are doing our job right as communicators and leaders in girls' education. As a smaller school with a big history behind us, we are marching with might towards tomorrow with the purpose of changing our world for the better.

Ms Natalie Charles
Principal



School Council

Ms Janelle Donnelly (President)

Mr James Stewart (Chair, Finance and Audit Committee)

Mrs Amanda Robertson (Chair, Community Engagement Committee)

Mr Bradley Cornwell

Ms Nicole O'Donnell (Chair, Governance, Risk and Compliance Committee)

Ms Tara Chandler Scott (Chair, Building and Assets Committee)

Mr Ross Symons

Mr Scott Phillips

Dr Heather Schnagl AM

Mr Ashley Reed

Ms Andrea McMillan

Mr Jay Doherty

Ms Natalie Charles (ex-officio, Principal)

Mr Brian Trumble (ex-officio, Director of Business Operations, Council Secretary)

Ms Janelle Donnelly, President

Ms Donnelly has a wealth of experience in risk management, strategy, governance and stakeholder engagement and has worked in both Government and the private sector. Ms Donnelly is currently Director Innovation Partnerships for an Australian Defence technology company and is also a business owner.

Mr James Stewart

Mr Stewart is a management consultant with significant experience in both the public and private sectors. Mr Stewart is a facilities management advisor to governments across Australia and overseas on major social and economic infrastructure projects.

Ms Amanda Robertson

Ms Robertson has a legal background and specialises in employment law and workplace dispute resolution. She is an experienced conciliator and mediator. She previously held roles with the Suncorp Group, ExxonMobil, the South African Commission for Conciliation, Mediation and Arbitration, and the South African Industrial Court.

Mr Brad Cornwell

Mr Cornwell is currently Regional Manager Commercial / Business Banking with Bendigo and Adelaide Bank and has had over 30 years of banking experience across the eastern states of Australia. He has had extensive experience in team leadership, credit risk and governance, sales and coaching. He has managed teams in Credit Risk, Credit Recoveries, Corporate Finance and Private Banking.

Ms Nicole O'Donnell

Ms O'Donnell is an Old Girl of the school. She is currently an executive with the City of Melbourne and has significant international HR, business and compliance experience in the aviation, not for profit and government sectors.

Ms Tara Chandler Scott

Ms Chandler Scott is Special Counsel at a Melbourne Law firm and specialises in major infrastructure projects, particularly in the context of project finance and PPP arrangements. Ms Chandler Scott has been involved in transport, energy and water projects and other major property developments in Australia, Europe, the Middle East and South America.

Mr Ross Symons

Mr Symons is the CEO and founder of Big Ant Studios, the largest console game developer in Australia and is Vice President of the Game Developers Association of Australia. He has authored books on the subject of Information Technology, which is his core area of expertise. He is a past parent.

Mr Scott Phillips

Mr Phillips is a Chartered Accountant with over 30 years of experience and is currently the CEO of Asparq. Mr Phillips has had exposure to a wide variety of clients across the education, not-for-profit, manufacturing and government sectors. Mr Phillips resigned on 31 December 2021.

Dr Heather Schnagl

Dr Schnagl was Principal of Ivanhoe Girls' Grammar School from 1998 to 2017 and has a wealth of experience in independent schools and governance. Dr Schnagl was a Board Member of Independent Schools Victoria for 18 years, including 10 years as Deputy Chairman. Dr Schnagl is a Member of the Advisory Board to La Trobe University Business Faculty and an Examining Chaplain of the Melbourne Diocese of the Anglican Church.

Mr Ashley Reed

Mr Reed is General Manager, Investments & Commercial at Cbus Property where he is responsible for the national investment portfolio, the corporate treasury and finance functions, capital management, stakeholder reporting, risk and corporate governance processes. He has extensive experience in property and structured finance, both domestically and internationally, and has held senior roles in the advisory, AREIT and private sectors. Mr Reed joined Council in 2010, is a past President of Foundation and has served on the Finance, Governance & Risk Management Committee and the Building & Assets Committee. He is a past parent.

Ms Andrea McMillan

Ms McMillan currently leads all marketing efforts across The Walt Disney Company AUNZ for their studio film releases, streaming service content, brands, partnerships and events. Her remit includes management of media and creative agencies, commercial and media partnerships, social media channels, and publicity, to develop creative, innovative, best in class marketing solutions. Ms McMillan is a seasoned brand marketing executive with a track record of driving awareness, engagement and commercialisation.

Mr Jay Doherty

Mr Doherty is a results focused, highly experienced financial executive and Chartered Accountant with over 15 years business experience in private equity operations within the family office sector. Mr Doherty is the CFO of the Besen Group, a sophisticated investment group and private family office.

Student Results – NAPLAN

As an open entry school, our results in the National Assessment Program – Literacy and Numeracy (NAPLAN) tests have been consistently strong.

It should be noted that in 2019, our students did the NAPLAN testing online and in 2020, NAPLAN testing was not conducted due to the COVID-19 pandemic.

Table 1: Percentages of Year 3, 5, 7 and 9 students above the minimum standard in 2021 compared to 2020 and 2019

Year level	% Mentone Girls' Grammar students above the minimum standard	Reading	Writing	Spelling	Grammar	Numeracy
3	2021	100	100	100	100	100
	2020	-	-	-	-	-
	2019	100	100	100	100	100
5	2021	93	100	100	96	100
	2020	-	-	-	-	-
	2019	100	100	100	100	100
7	2021	100	100	100	100	100
	2020	-	-	-	-	-
	2019	100	100	100	100	100
9	2021					
	2020	-	-	-	-	-
	2019	100	100	100	100	100

Table 2: 2021 NAPLAN Results, Mentone Girls' Grammar School mean compared to all Australian schools, as reported on the My School website.

Year level	Schools	Reading	Writing	Spelling	Grammar	Numeracy
3	Mentone Girls' Grammar	534	473	501	515	473
	All schools	438	425	421	433	403
5	Mentone Girls' Grammar	537	522	520	525	518
	All schools	511	480	504	503	495
7	Mentone Girls' Grammar	591	580	576	586	600
	All schools	542	522	548	533	550
9	Mentone Girls' Grammar	621	618	609	624	629
	All schools	577	551	580	573	588

Student Results – VCE

Highlights

- 100% of our students achieved their VCE
- Dux was Natalie Stutz, who achieved an ATAR of 99.8
- Dux Secundus was Maeve MacRedmond, who achieved an outstanding ATAR of 99.2
- 2% achieved an ATAR of 99+
- 18.5% achieved an ATAR of 95+
- 37% achieved an ATAR of 90+
- 57% achieved an ATAR of 85+
- 72% achieved an ATAR of 80+
- The median Study Score for the cohort was 34.

We congratulated students who achieved a Study Score of 40 or higher in the following subject areas:

- | | |
|---|--------------------------------|
| • Accounting | • Further Mathematics |
| • Applied Computing | • Geography |
| • Biology | • German |
| • Business Management | • Global Politics |
| • Chemistry | • Health and Human Development |
| • Chinese Culture, Language and Society | • Japanese |
| • Chinese First Language | • Legal Studies |
| • Creative and Digital Media | • Literature |
| • Dance (VET) | • Mathematical Methods |
| • English | • Media Studies |
| • English as an Additional Language | • Physical Education |
| • Food Studies | • Physics |
| • French | • Psychology |

VCE Baccalaureate

21.5% of our students qualified for the VCE Baccalaureate, a globally-oriented VCE program which includes:

- A Units 3 and 4 sequence in either Mathematics Methods (CAS) or Specialist Mathematics
- A Units 3 and 4 sequence in English or Literature with a study score of 30 or above; or a Units 3 and 4 sequence in English as an Additional Language (EAL) with a study score of 33 or above
- A Units 3 and 4 sequence in a VCE Language
- At least two other Units 3 and 4 sequences.

Year 12 Tertiary Destinations

100% of our students received first round VTAC offers.

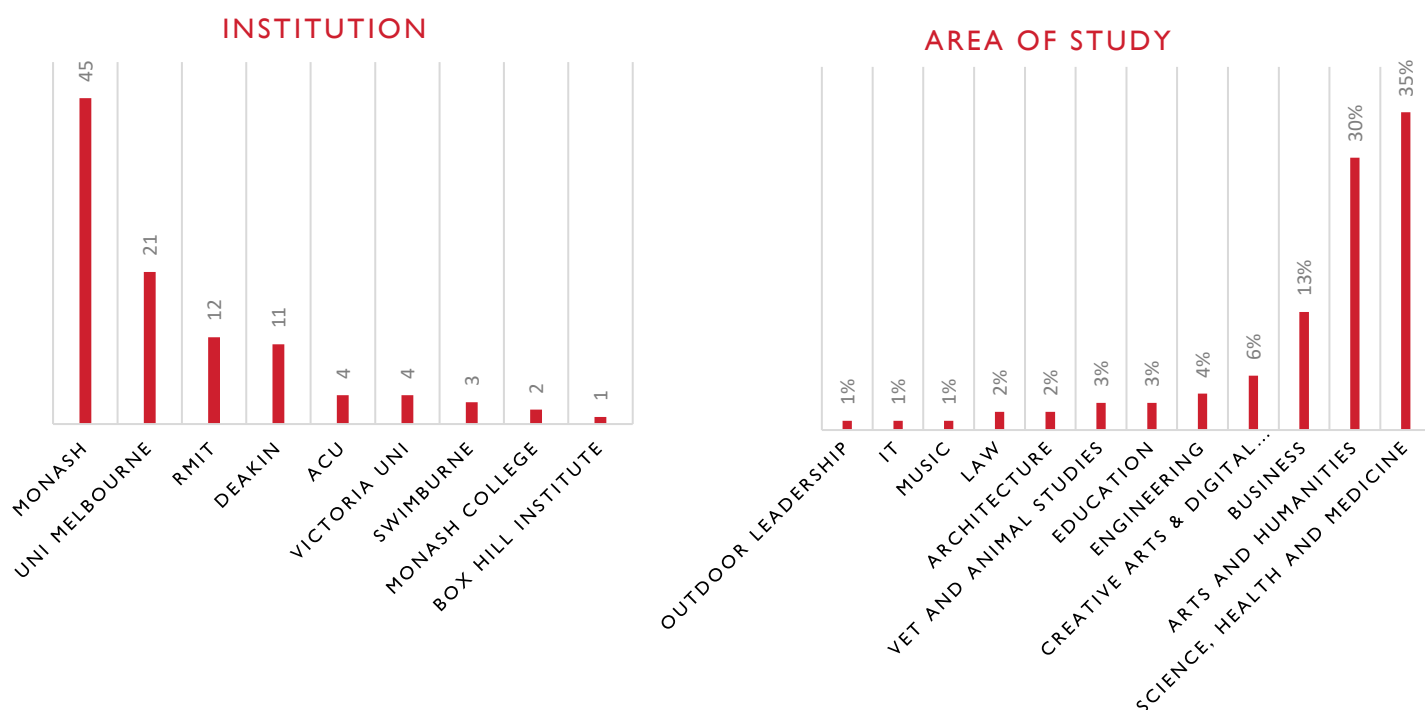
- 66% received their first preference
- 85% received their first or second preference
- 93% received one of their top three preferences.

The VTAC Offer data shows that 100% of our 103 graduating students received a VTAC first round offer. In addition, 11 students received second round VTAC offers, giving them further options to consider. 93% of students received one of their top three VTAC Preferences, highlighting that they were successful in gaining entry to their most preferred courses (up from 88% in 2020). After a challenging two years of lockdowns and disruptions, this was a proud achievement for the class of 2021.

Students chose to pursue a wide range of study areas from Law, Medicine and Engineering to Global Studies, Psychology and the Health Sciences. Many continued exploring their diverse interests, with 24 offers (almost a quarter) made to double degrees.

20 students received early offers into courses, through various programs with universities considering a range of criteria for entry (other than ATAR).

Thinking beyond their home city, our students applied to universities across Australia and received offers to seven interstate universities including ANU, UNSW, University of Sydney, University of the Sunshine Coast, Charles Sturt University and Bond University.



On Track Data 2021 – destinations of students who exited School in 2020

On Track is a large-scale survey designed to monitor the destinations of Victorian Year 12 leavers, six months after completing their secondary school.

Of the Mentone Girls' Grammar 2020 cohort, 67 out of 81 students agreed to be contacted in regards to the On Track survey and 54 out of 67 students responded to the On Track survey (a 67.5% participation rate).

Of the 54 Mentone Girls' Grammar respondents:

- 92.6% are currently enrolled in further education or training
- 47 students (87%) are enrolled in a bachelor's degree
- 2 students (3.7%) are enrolled in a certificate / diploma
- 1 student (1.9%) is completing an apprenticeship / traineeship
- 4 students (7.4%) are not currently enrolled in further education and training.

Of the four students not currently enrolled in education:

- 2 students (3.7%) have deferred their university course
- 2 students (3.7%) are employed in full-time or part-time jobs.

When compared with other Year 12 leavers in the City of Kingston and across Victoria, a high percentage of Mentone Girls' Grammar students go on to study a bachelor's degree, whilst fewer students enrol in certificate/diploma courses and traineeships or defer their further studies.

Destination	Mentone Girls' Grammar	Kingston	Victoria
Bachelor's Degree	87%	64.5%	56.1%
Certificate / Diploma	3.7%	13.7%	11.9%
Apprenticeship / Traineeship	1.9%	7.6%	9.8%
Employment	3.7%	8%	11.6%
Looking for work	0%	1.5%	3.1%
Deferred	3.7%	7.6%	7.5%

Students reported that they participated in a variety of career-related activities such as work experience, lectures, careers counselling and careers presentations whilst at Mentone Girls' Grammar. 88.9% of respondents reported that they found the careers advice they received useful or very useful.

In addition to the On Track data, the VTAC Enrolment data shows that of the 81 Year 12 applicants in 2020, 67 (82.7%) students are enrolled in full time study, two (2.5%) students are enrolled in part-time study in Victoria. Four (4.9%) students are studying full-time interstate.

The 2020 cohort was impacted by the COVID-19 pandemic again in 2021, which affected their tertiary experience and study plans. Of the six students not enrolled in courses according to VTAC, one student applied directly for a diploma program, two students applied for mid-year entry, one student is pursuing work opportunities, and one student did not respond.



The Arts

The Arts at Mentone Girls' Grammar encompasses the Visual and Performing Arts including Creative Digital Media, Visual Art, Art, Music, Dance and Drama.

This year, students engaged in the Arts in a variety of ways. Highlights included:

- All choirs across the School participated in and placed in the Mildura Eisteddfod.
- Kellerman Chorale continued to produce virtual choir videos.
- With just three weeks until Opening Night, the School Production, Seussical The Musical was cancelled due to lockdown. A series of virtual videos were created to showcase the students' performances.
- Big Art combined a visual and performing arts showcase as part of Arts Week activities. The evening also included an online Big Art Concert by VCE students and music staff, with audience members sharing their delight and appreciation throughout the evening.
- Virtual music, drama, and dance lessons continued to thrive.
- VCE Music students continued to present musical items for Assemblies in a virtual format.
- Upon the 'opening up' and within a COVID-safe environment, the music ensembles were able to resume rehearsals and perform at key school events such as Presentation Night and the Christmas Service.



Sport

Mentone Girls' Grammar offers students access to a variety of internal and external sporting programs, catering to diverse interests and abilities across the School.

Internal program

Online physical activity resources

Strength and Conditioning incorporating Junior School Run Club: This program continued throughout the year two mornings per week under the direction of Olympian and Commonwealth Medalist, Craig Mottram. During lockdowns the training continued more frequently with daily sessions on Zoom with Pilates and HIIT added to the schedule.

Sailing: Mentone Girls' Grammar took part in the Helen Middleton Cup with weekly training at Black Rock Yacht Club in Terms 1 and 4.

Adventurous Sport: With pandemic restrictions limiting team sports in Term 4, students visited the Cable Park to participate in activities such as high ropes, wake boarding and stand-up paddle boarding to keep them engaged and connected with each other and with their bodies.

House events

Students welcomed the return of the major House carnivals in 2021, with the following highlights:

- Diving was introduced to the House Swimming program
- House Cross Country was conducted along the Mentone Foreshore
- House Athletics was rescheduled to Term 4 and all students were bussed to Moorabbin Athletics Track
- Year 7 and 8 House Aerobics was a hotly contested event with Kent winning Year 7 and St Margaret's winning Year 8.



External program

Girls Sport Victoria (GSV)

Sport resumed in Terms 1 and 2 of 2022 before the Girls Sport Victoria (GSV) program was suspended due to the pandemic.

In Term 1, Mentone Girls' Grammar qualified again in Division 1 Championships for both Swimming and Diving. The TRI team competed in the GSV event, taking home two medals and our golfers performed brilliantly. Our intermediate softball team played in the GSV finals. In Term 2, both our Junior and Senior AFL teams finished the season undefeated and the Running team made a promising start to the cross-country season.

Schoolaerobics, Dancestar and Glee

Mentone Girls' Grammar has a celebrated history of success across the Schoolaerobics, Dancestar and Glee competitions. 2021 saw a record number of students qualify for the National Championships which were moved online into a five-week festival format. At the conclusion of the event, Mentone Girls' Grammar had secured the record number of 40 Nationals medals: 19 Gold, 10 Silver and 11 Bronze.

Community Netball at KDNA

Community Netball has grown from three teams in 2015 to 11 teams this year, ranging in age from Year 2 to Year 12. The Mighty Meerkats are amongst the largest clubs in the Association and ended the 2021 season with four flags with every team qualifying for finals.



Student Attendance

2021 Student Attendance	
Year	% Attendance
Prep	96.42%
Year 1	97.10%
Year 2	98.21%
Year 3	96.22%
Year 4	98.32%
Year 5	97.29%
Year 6	97.33%
Year 7	95.64%
Year 8	95.85%
Year 9	96.16%
Year 10	95.08%
Year 11	96.21%
Year 12	97.10%
Overall Attendance Rate	96.69%

2020 Student Attendance	
Year	% Attendance
Prep	95.56%
Year 1	93.40%
Year 2	94.65%
Year 3	96.98%
Year 4	97.64%
Year 5	96.30%
Year 6	95.86%
Year 7	96.81%
Year 8	95.03%
Year 9	94.20%
Year 10	93.69%
Year 11	94.44%
Year 12	95.37%
Overall Attendance Rate	95.23%

Managing attendance

Student absentee rates in the Junior and Senior Schools are monitored closely by the relevant Head of School, and in the Senior School, Heads of Year. Our attendance officers in Junior and Senior School routinely follow up unexplained absences by contacting parents to collect this information. Students have a portal for late sign-in and early departure. Good communication between the School and home allows us to monitor and support students especially where medical conditions or wellbeing issues might contribute to a higher frequency of absence.



Lead School Effectiveness Surveys

Conducted by Independent Schools Victoria (ISV) the Lead School Effectiveness Surveys provide independent schools a benchmark to their effectiveness and insights into how they are performing in the eyes of their students, families and school community.

The surveys were conducted between August and September 2021.

The Independent Schools Victoria (ISV) LEAD (Listen, Evaluate, Act and Deliver) school stakeholder surveys provide valuable and practical feedback. The surveys are administered by ISV and allow us to benchmark against previous years and importantly, against other independent schools.

A little over half of the 208 independent schools across Victoria participate in some form of LEAD survey. Schools that participate usually undertake these surveys every second year. The participants are more likely to be well performing schools with good governance and relationships between the Board, management, staff, students, and parents.

The ISV survey coordinator indicates the following:

An average score above 7.5 is excellent

An average score between 7.0 and 7.5 is good

An average score between 6.0 and 7.0 needs attention

An average score of less than 6.0 is of concern

As an eleven-point scale, it is rare that a person will score a 0/10 or a 10/10.

A score of 0 is powerful, for every one person scoring 0/10 (because they wish to make a point or are incredibly dissatisfied), it takes another 9 very happy people giving a score of 9 out of 10 to return to an average score of an 8.1.



Student Engagement and Satisfaction

A total of 362 students from Mentone Girls' Grammar School completed the Student Satisfaction survey in 2021.

Academic Program: 47.3% scored 9 or 10 for a supportive environment with a range of learning areas and a curriculum designed to improve student achievement at all levels and for all abilities.

Quality of Teaching: 47.5% scored 9 or 10 for perception that teachers are enthusiastic about teaching, provide help and support to all students and understand allow for different abilities.

Learning Outcomes: More than 50% scored a 9 or 10 for perception that the School is teaching basic skills, motivates students in their learning, encourages students to be responsible and develops thinking and reasoning skills in their students.

Personal Development: 46.4% scored 9 or 10 for perception that the School provides an opportunity for students to develop their interpersonal and leadership skills and acknowledges achievement.

Pastoral Care: 58.4% scored 9 or 10 to demonstrate that they're happy to attend School, and when they perceive they are treated equally, their interests and talents are developed and community participation encouraged.

Resources: An extraordinary 62% scored a 9 or 10 for the perception that School buildings and grounds are attractive and well maintained, where students have access to high quality materials and where there is ample opportunity for co-curricular participation.

Transition: 37.7% of the cohort scored a 9 or 10 for perception that students are well prepared for next phase of their life whether its further education or employment with good advice about their future.

School Ethos: More than 50% scored a 9 or 10 for perception that School encourages respect for individual differences, that students from different backgrounds are treated equally, and where students have opportunity to develop their own set of values.



Parent Engagement and Satisfaction

84% of parents believe the School provides an excellent environment in which to learn.

The 2021 Parent Survey yielded feedback from 265 parents, 73% of which were from Senior School.

- 90% of parents believe the School provides a safe place to learn.
- 83% of parents are satisfied with their decision to send their child to Mentone Girls' Grammar.
- 84% of parents feel welcome at Mentone Girls' Grammar.
- 80% of parents believe the range of learning areas offered at this School is excellent.



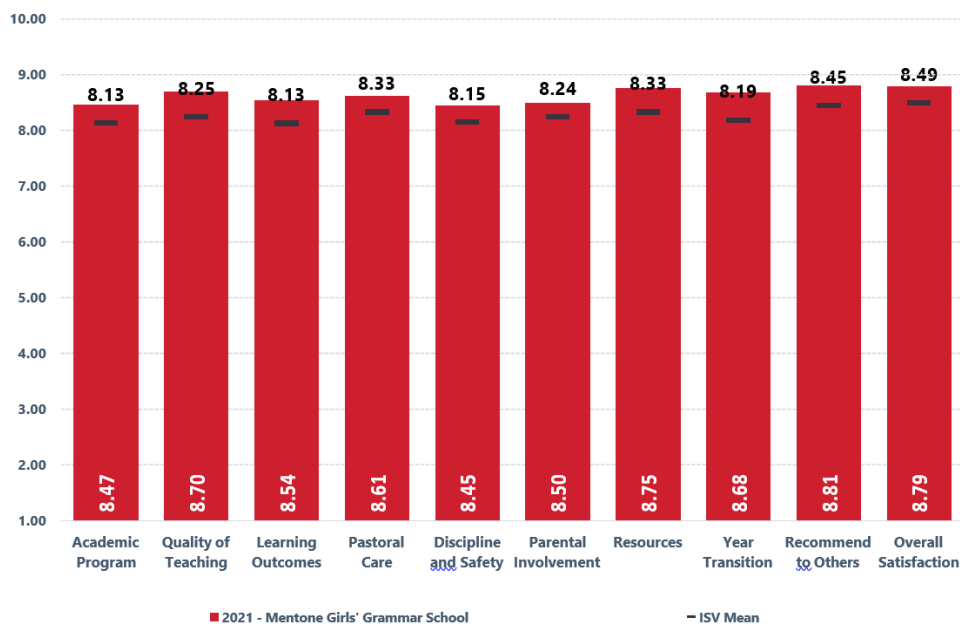
The below dot points provide a summary of the total parent responses across Junior and Senior School, grouped by key area.

- The mean for Overall Satisfaction from Parents across the Whole School was 8.36
- The mean for Resources was 8.52 which is above the ISV Benchmark Mean of 8.36
- The mean for Discipline and Safety was 8.19 which is above the ISV Benchmark Mean of 8.09
- The mean for Quality of Teaching was 8.09 which is above the ISV Benchmark Mean of 8.05
- The mean for Learning Outcomes was 8.14 which is above the ISV Benchmark Mean of 8.07

The below dot points provide a summary of the total parent responses in Junior School grouped by key area.

- The mean for Overall Satisfaction from Parents in Junior School was 8.47
- The mean for all domains were well above the ISV Benchmark Mean
- The mean for Academic Program was 8.47, which is above the ISV Benchmark Mean of 8.13
- The mean for Quality of Teaching was 8.70, which is above the ISV Benchmark Mean of 8.25
- The mean for Pastoral Care was 8.61, which is above the ISV Benchmark Mean of 8.33

The below graph provides a summary of the total parent responses in Junior School grouped by key area.



Staff Engagement and Satisfaction

89% of staff have a real sense of pride working for Mentone Girls' Grammar.

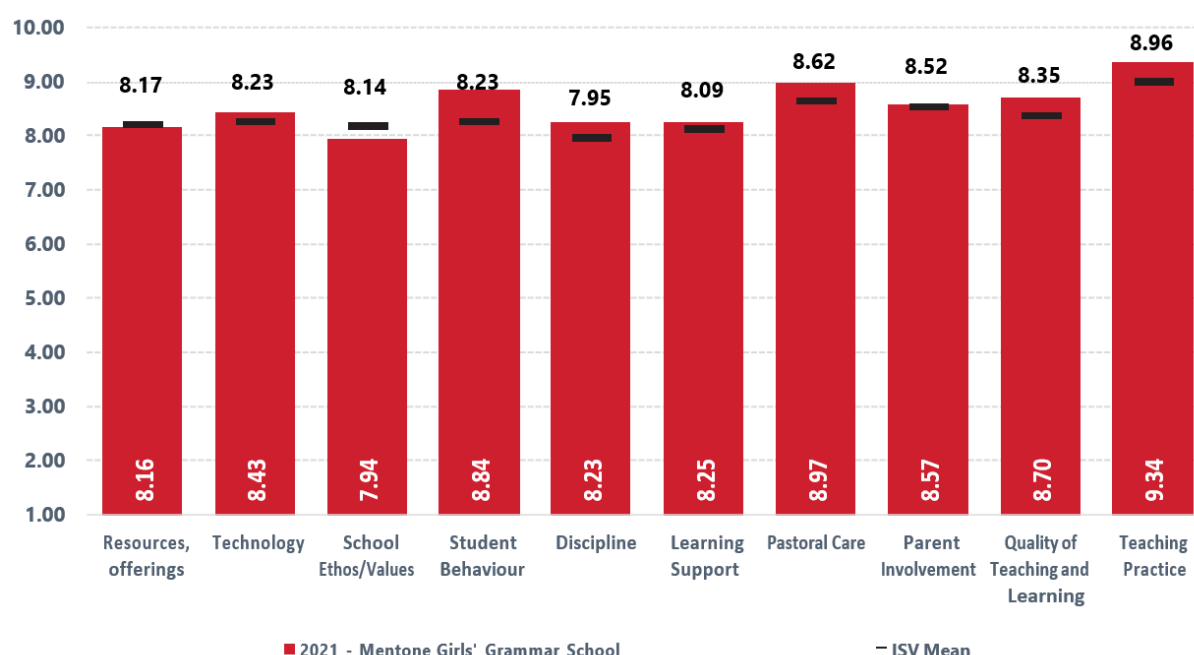
The 2021 Staff Survey yielded feedback from 115 respondents, approximately 89% of all staff.

- 91% of staff are happy to recommend the School to people
- 94% use a variety of teaching strategies and learning activities to help students learn
- 91% believe the School provides an excellent environment in which to learn.

Workforce composition

As can be seen from the list of academic staff, our teachers are well qualified, with many holding additional qualifications beyond their teaching credential. 17% of our academic workforce are male and we have diversity with respect to age and years of teaching experience. None of our staff have identified as Aboriginal or Torres Strait Islander.

The below chart provides a summary of the total staff responses grouped by key area.



Areas for improvement

1. Continue to provide constructive feedback on how teachers are performing in their role.
2. Invite staff to work together effectively to achieve the School's goals.

Teacher professional learning

- 100% of teachers participated in professional learning activities during 2021.

Retention

- 885% of teachers employed in 2020 continued to be employed at Mentone Girls' Grammar at the commencement of 2021.



Financial Information

During 2021, the global COVID-19 pandemic continued to significantly impact school operations, with the School returning to normal operations towards the end of the year.

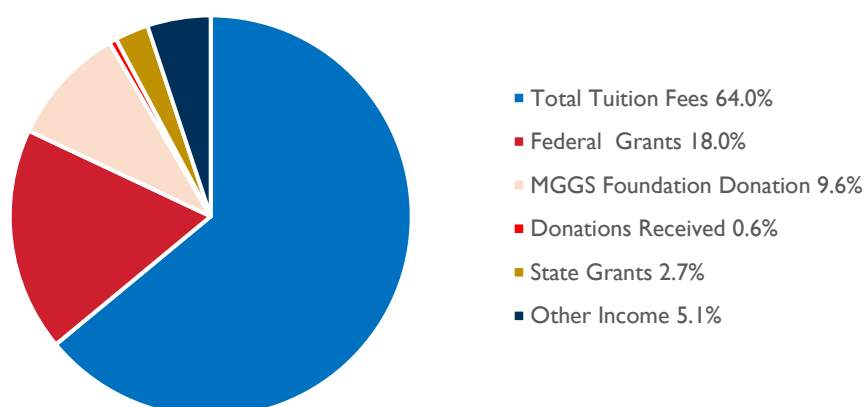
The proportion of Tuition Fees to total revenue increased from 62.9% to 64% and combined Federal and State Funding increased from 18.4% to 20.7% in 2021.

Curriculum and IT costs increased from 9.1% to 9.4% of total expenditure, reflecting the continued investment in Information Technology improvements in the online learning environment for students.

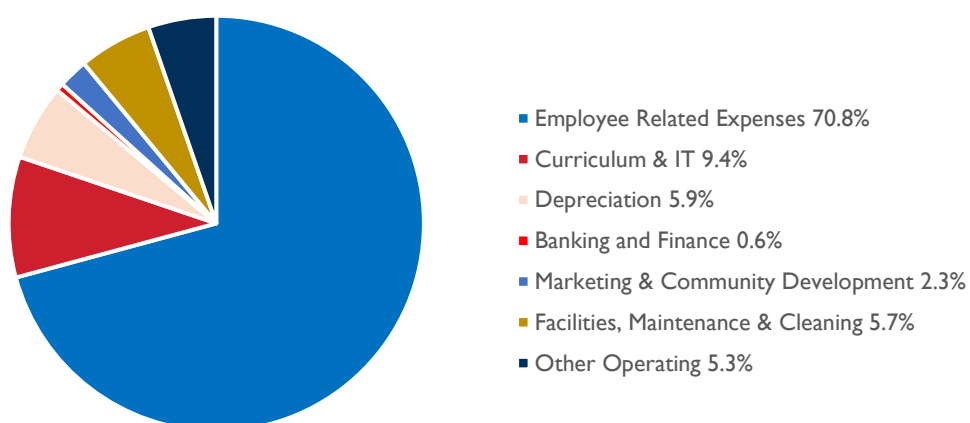
During the year, the separately incorporated Mentone Girls' Grammar School Foundation ceased operations and resolved to transfer its assets to the School (as highlighted in a 9.6% Foundation Donation to the School during 2021). Philanthropic activities previously undertaken by the Foundation will now be undertaken by the School. Reflecting this transfer, a new Community Engagement Committee has been established as a Committee of Council.

Campus developments in 2021 were focused on Junior School spaces, and on making School Reception areas, including the entrance to the David Hunt Centre, as appealing and inviting as possible. This has had a clear and discernible impact upon current and prospective families who often remark upon the power of the spaces to reflect the School's warm and inviting culture.

Revenue sources



Expenditure



Teaching Staff and Qualifications

Julia Armstrong

BEd
PostgradCertEd

Rebecca Augustine

BA, BBus(Hons)
GDipEd

Samantha Barrow

BHlthPhyEd(Hons)

Joanne Blampied

BASci
DipEd

Shannon Boyle

BA(Hons)
MA
DipEd

Edward Brewis

BA(Hons)
GDip

Samantha Cairns

BEd(PhEd)
GCertOutEd/EnvSt
GCertMath

Tiffany Centelles

BA
DipEd
Med

Karen Chaur

DipT
Bed
MEd

Kate Christodoulides

BHlthPhyEd

Frank Curigiano

BBehSc
BLitt
GDipEd

Vicki Curtain

MBIT
BA
DipEd
GDipT
CertIV

Rita Czwarno

BA/BEd

Sarah Davis

BBus
BCom
MTeach

Dominique de Mareuil

BDip
PhD
GDipEd

Diane D'Souza

BSc
BEd
GDip
MTeach
MComp

Kylie Federici

BBus
GDipT

Sandra Fordyce-Voorham

BE, MEdAdmin
PhD, GDipCompEd
CertIVTA

Kerry Franklin

DipTeach
GDipSpecEd

Joanne Frost

BA(Hons)
PostgradCertEd

Camilla Gaff

BEd

Mark Garland

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BComp
BBus
CertIVTA

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Matt Gleeson

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Emily Hamilton

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Louise Hird

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GDip, Cert III

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MApplLing

Amanda Hood

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Xin Li

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GDipEd
GDip
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Robyn MacKinnon

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