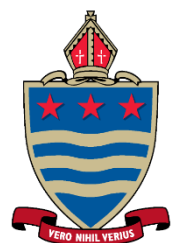


# Mentone Girls' Grammar

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## 2020 Community Report



EST. 1899

MENTONE GIRLS'  
GRAMMAR

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# School Philosophy

## We believe that...

Now is the time for women to thrive and to 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, exciting and impactful ways. Through embracing global citizenship, enterprising skills, lifelong learning and daily wellbeing, our young women will have the tools they need to thrive. It is our role to help them to be empowered, confident, resilient and remarkable women.

Our vision is to be an international leader in educating, inspiring and empowering the next generation of women for a better world.

## Our mission is...

To empower girls to aspire to excellence, make a difference and rise courageously to the opportunities and challenges of their times.

## Our commitment is...

- To be 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.

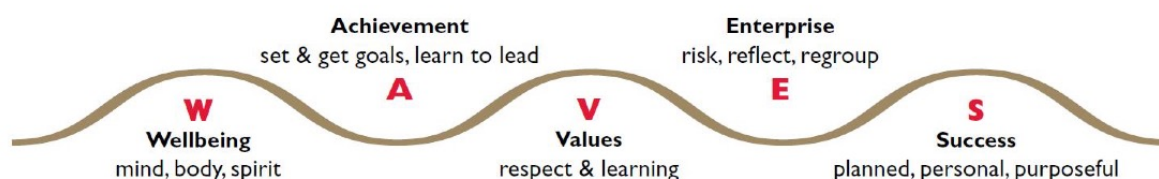
## Action for real-world impact

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.

## Our WAVES priorities for living, learning and leadership underpin our approach now and into the future...



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

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- 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



The unexpected challenges and changes in 2020 provided new opportunities for development within the School. As students and staff shifted to online learning, the Council maintained its commitment to ensuring strong relationships between students, staff and community are at the heart of each girl's education at Mentone Girls' Grammar, and that all students had access to the resources and support required to thrive. As such, a key priority was ensuring the School was well-placed to continue its long history of exceptional education, exploring new ways to offer this through online and remote platforms.

Towards the end of 2019, the Council was delighted to appoint Ms Natalie Charles as the new Principal of Mentone Girls' Grammar. Ms Charles was officially commissioned on 28 February 2020, and since then, her extensive experience and exceptional leadership has undoubtedly been a key part of the continued success of the students, staff and school community throughout the challenges of this year.

As a Council, we have all been privileged to serve the staff and families of Mentone Girls' Grammar and we thank the entire School community – students, parents, current and former staff, alumnae, donors and supporters – for their resilience, friendship, warmth and generosity. As always, your support has been greatly appreciated, but it has been particularly heartening in a year filled with challenges and changes.

Ms Janelle Donnelly  
**School Council President**

## Principal's Message



What an honour and a privilege it has been to lead this wonderful School throughout the challenges and triumphs of 2020. I feel blessed to have felt the support of such a warm and accepting community in my first year as Principal.

Although 2020 was not what any of us were expecting, it is undeniable that there were also silver linings. In a year of disruptions, when life changed so rapidly, our School community rose to the challenges and opportunities of the time and found new ways to excel.

This was especially true of the 2020 classroom. Despite the disruption and changes to their learning, our girls thrived in new environments and overcame challenges unlike any we have seen before. The outstanding VCE results achieved by our Class of 2020 can certainly attest to this.

I have no doubt that you, as members of our school community, were also in awe of this, and I am sure that you understand the true measure of our school's worth lies in the quality of the relationships that support the students' learning. It's found in the way we teach our girls to become compassionate, thoughtful and moral leaders. It is also found in the ways that we support each other, and for that, I thank you all.

I sincerely thank our exceptional leadership team for continuing to lead with courage and grace, and our wonderful staff for their creativity, resilience and passion as they worked tirelessly to inspire our girls and extend their learning while navigating challenges and uncharted territory.

The support of our parent community also sustained us as we navigated these challenges. I thank you for your unwavering support and for entrusting us with the greatest gift of all – the education of your daughters. I would also like to thank our Parents' Association, led by Will Donovan and Kath Shield, for their efforts to keep our community connected and engaged despite our distance from one another.

Leading and inspiring the next generation of women to take their place in a complex world – one that empowers and disarms, celebrates and shames them – is a challenge. However, as we continue to focus on each girl's need to acquire knowledge, to develop responsive, transferable skills and, most importantly, to find purpose and belonging in a world that constantly changes, we will ensure she thrives and rises boldly to opportunities and setbacks, inspiring hope in herself and in others.

Thank you all for welcoming me so warmly as Principal of Mentone Girls' Grammar. I am delighted to be leading this wonderful school and look forward to 2021 with much excitement, joy and hope.

Ms Natalie Charles  
**Principal**

# School Council

Ms Janelle Donnelly (President)  
Mr James Stewart (Chair, Finance, Governance and Risk Management Committee)  
Mrs Amanda Robertson  
Mr Bradley Cornwell  
Ms Nicole O'Donnell  
Ms Tara Chandler-Scott (Chair, Building and Assets Committee)  
Mr Ross Symons  
Mr Scott Phillips  
Dr Heather Schnagl AM  
Mr Ashley Reed

Natalie Charles (ex-officio, Principal)  
Kay McCullough (ex-officio, Senior Vice Principal)  
Brian Trumble (ex-officio, Business Manager, Company Secretary)

## Janelle Donnelly, President

Ms Donnelly has a wealth of experience in strategy, governance and stakeholder engagement. She consulted engineers for the Great Barrier Reef Marine Park Authority and worked for the Port of Melbourne Corporation as General Manager Port Interface. Ms Donnelly is currently the Director of Innovation Partnerships for an Australian defence technology company and launched a tech start up in 2016. Ms Donnelly was the Chair of Mentone Girls' Grammar School Foundation Ltd until the end of 2018.

## James Stewart

Mr Stewart is a management consultant with significant experience in both the public and private sectors. He is a specialist in facilities management, advising state governments on major projects. Mr Stewart is the Chair of the Finance, Governance and Risk Management Committee, is the Acting Chair of the Building and Assets Committee and is a member of the Nominations and Remuneration Committee.

## Amanda Robertson

Mrs Robertson has a legal background and is authorised in employment law and workplace dispute resolution. She is an experienced conciliator and mediator. She joined the Suncorp Group in 2010 and previously held roles with ExxonMobil, the South African Commission for Conciliation, Mediation and Arbitration, and the South African Industrial Court.

## Brad Cornwell

Mr Cornwell is currently the Regional Manager of Commercial / Business Banking with Bendigo and Adelaide Bank and has had more than 30 years of banking experience across the eastern states of Australia. He has extensive experience in team leadership, credit risk and governance, sales and coaching. Mr Cornwell has managed teams in credit risk, credit recoveries, corporate finance and private banking. He is a member of the Finance, Governance and Risk Management Committee.

## 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 human resources, business and compliance experience in the aviation, not-for-profit and government sectors. Ms O'Donnell joined the Council in 2018. She is a current parent.

## Tara Chandler-Scott

Ms Chandler-Scott is Special Counsel at a Melbourne law firm and authorised in major infrastructure projects, particularly in the context of project finance and public-private partnership (PPP) arrangements. She has extensive experience advising key industry players on construction and other key project documentation. 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. She is a member of the Building and Assets Committee.

### **Ross Symons**

Mr Symons is the Chief Executive Officer 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.

### **Scott Phillips**

Mr Phillips is a Chartered Accountant with more than 29 years of experience and is currently the Chief Executive Officer of Lanyon Partners. He has had exposure to a wide variety of clients across education, not-for-profit, manufacturing and government sectors. Mr Phillips is a member of the Finance, Governance and Risk Management Committee.

### **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. She was a Board Member of Independent Schools Victoria for 18 years, including 10 years as Deputy Chair. Dr Schnagl is a Member of the Advisory Board to the Business Faculty at La Trobe University and an Examining Chaplain of the Melbourne Diocese of the Anglican Church.

### **Ashley Reed**

Mr Reed is Chief Financial Officer at Cbus Property where he is responsible for the corporate treasury and finance functions, capital management, strategy, 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 and Risk Management Committee and the Building and Assets Committee. He is also a past parent.



# The Arts

The Arts at Mentone Girls' Grammar encompasses the Visual and Performing Arts including Music, Dance and Drama. Although these fields are traditionally showcased in person, the pandemic presented new opportunities for celebrating online.

Students engaged in the performing arts in a variety of ways. Highlights included:

- The 'Iso' Practise Challenge, run by Music Captain Maddisyn, which challenged students to practise musical items online
- An array of musical videos by The Kellerman Chorale, including a performance of a traditional African-American spiritual *Ev'ry time I feel the spirit* to show support for social justice movements
- Virtual Music, Dance and Drama lessons for students, many of whom also shared the learning with their families
- The Year 8 Instrumental Music Showcase, held online
- Anzac Day performances by Olivia Earney, Jessica Jacobs and students learning brass instruments
- Virtual Arts Week, which included virtual galleries showing a cross-section of art and design works from across the School, online arts and crafts activities and a guest presentation by renowned Australian visual artist and VCA graduate Rob McHaffie
- Year 10 students participated in the international artist-led project 'do it', which involves connecting art and artists with community. Initiated by Hans Ulrich Obrist in 1993, 'do it' asks artists to create simple instructions that generate an artwork, whether it be an object, a performance or an intervention
- Big Art – a combined 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



Some of the School's music staff, Cate Waugh, Kaye Duffel and Susan Batten, were featured in a televised pops orchestra performance, playing on the French horn, flute and oboe, respectively – wonderful recognition of the depth of talent of the Performing Arts staff in the department.



# 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.

This year, many of our external sporting opportunities were unavailable due to the pandemic. Despite this, some fantastic programs were reimagined via remote learning platforms, providing students with opportunities to be active and energetic, wherever their learning took place.



## Internal program

### Online physical activity resources

The School provided students with a variety of online resources to ensure they remained physically and emotionally well. These included:

- Virtual fitness sessions before school, including bootcamp, pilates, yoga, cardio, high-intensity interval training, boxing and strength training. Up to 50 students at a time engaged in these sessions from the comfort of their own homes
- Wellbeing tips and advice for creating personal workouts
- Online training for team sports such as Netball, Schoolaerobics, Dancestar and Glee

### House Events

Many of the traditional House events were unable to take place in person throughout 2020. Instead, events were adapted or reimagined during the remote learning periods. Highlights included:

- House Cross Country, in which students recorded their running via an app and encouraged family members and pets to join them
- House Athletics, which was reimagined as an Active August campaign that challenged Years 7 – 12 students to complete 10,000 steps per day throughout August

## External program

### Girls Sport Victoria

Much of the Girls Sport Victoria program was suspended during the pandemic. In Term 1, Mentone Girls' Grammar participated in the Swimming and Diving competition and was awarded Division 1 in both categories for the first time since 2004. The School also became one of only four Girls Sport Victoria (GSV) schools to achieve Division 1 in both categories.

### Schoolaerobics, Dancestar and Glee

Mentone Girls' Grammar has a celebrated history of success across the Schoolaerobics, Dancestar and Glee competitions. Despite the challenges of the pandemic, students across the School's teams qualified to participate in the Autumn Challenge and were awarded 23 gold, 11 silver and 8 bronze medals.



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**Mentone Girls' Grammar was awarded the overall winner of Secondary School of the Year for Schoolaerobics, Dancestar and Glee in 2020.**

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# Student Results – VCE

The Class of 2020 achieved remarkable VCE results, particularly as the School transitioned to online and remote learning for half the year. We are proud that 37% of our students were placed in the top 10% of Australia with an ATAR of 90 or above and 72% of the Class placed in the top 20% of Australia with an ATAR of 80 or above. As an open entry School that welcomes students of all academic ability, these results are a testament to the true depth of our unique learning culture.

## Highlights

- 100% of our students achieved their VCE
- Dux was Ella Phillips, who achieved a perfect ATAR of 99.95
- Dux Secundus was Christina Song, who achieved an outstanding ATAR of 99.80
- 5% achieved an ATAR of 99+
- 17% achieved an ATAR of 95+
- 37% achieved an ATAR of 90+
- 53% achieved an ATAR of 85+
- 72% achieved an ATAR of 80+
- The median study score for the cohort was 35

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**We congratulate students who achieved a study score of 40 or higher in the following subject areas...**

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- Accounting
- Applied Computing
- Biology
- Business Management
- Chemistry
- Creative and Digital Media
- Dance
- English
- English as an Additional Language
- Food Studies
- French
- Further Mathematics
- Geography
- Health and Human Development
- Japanese
- Legal Studies
- Mathematical Methods
- Physical Education
- Physics
- Specialist Mathematics
- Theatre Studies
- Visual Communication

## VCE Baccalaureate

23.5% 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

## Student Results – NAPLAN

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

In 2020, NAPLAN testing was not conducted due to the COVID-19 pandemic. However, our students undertook assessments in their various subjects, allowing teachers to track their progress and provide feedback throughout the year.



# Year 12 Tertiary Destinations

## 100% of our students received first round VTAC offers

- 56% received their first preference
- 77% received their first or second preference
- 88% received one of their top three preferences

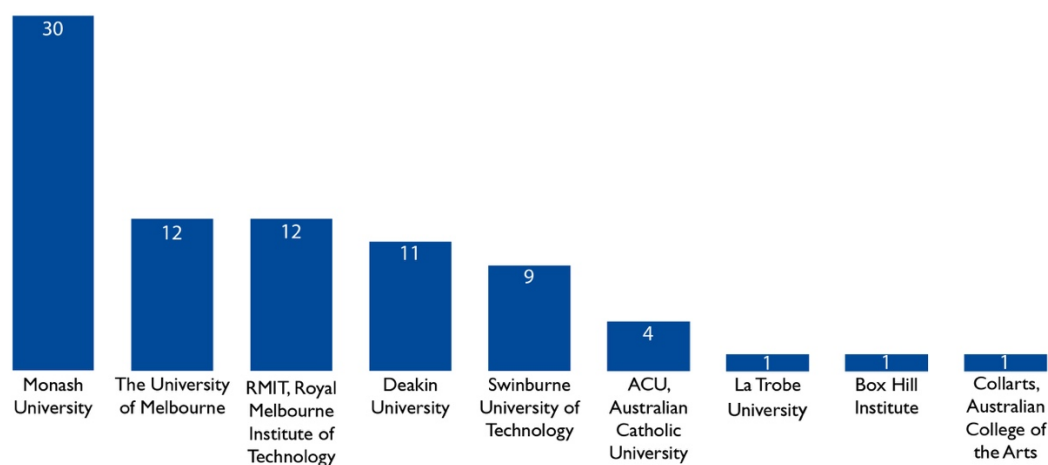
The VTAC offers data shows that 100% of our 81 graduating students received a first round offer. In addition, 11 students received second round offers, giving them further options to consider. 88% of students received one of their top three preferences, highlighting that they were successful in gaining entry to their preferred courses. After a challenging year, this was a proud achievement for these students.

Our international students were also successful in gaining entry into their preferred institutions, with 100% receiving offers to The University of Melbourne or Monash University.

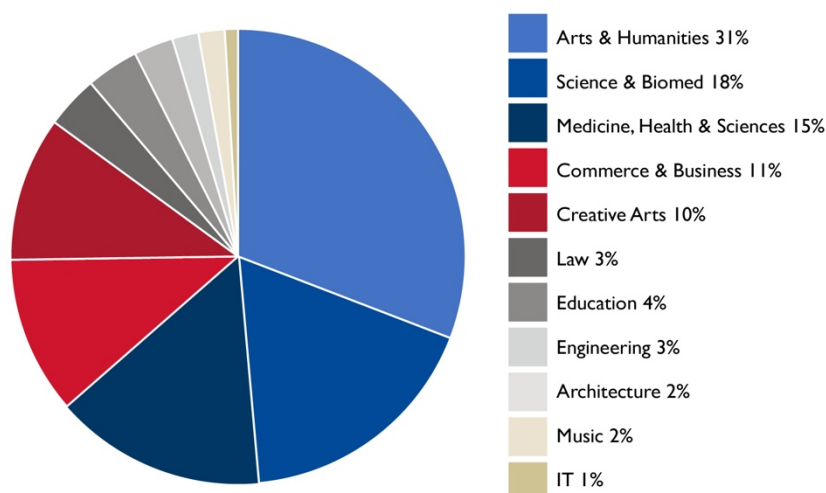
Thinking beyond their home city, students applied to universities across Australia and received offers to eight interstate universities including ANU, The University of Queensland and Bond University. One student was offered a place in Music at the prestigious Trinity Laban London, which she hopes to defer until 2022.

Our students pursued a wide range of study areas including Law, Medicine, Engineering, Global Studies, Psychology and Music. Many continued exploring their diverse interests, with 20 offers made for double degrees.

### By institution



### By area of study



## On Track

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

Of the Class of 2019 at Mentone Girls' Grammar, 69 out of 86 students agreed to be contacted regarding the On Track survey and 48 out of 69 students responded to the survey – a 69.6% response rate.

Of the 48 respondents:

- 45 students (93.8%) are currently enrolled in further education or training
- 40 students (83.3%) are enrolled in a bachelor's degree
- 4 students (8.3%) are enrolled in a certificate / diploma
- 1 student (2.1%) is completing an apprenticeship / traineeship
- 3 students (6.3%) are not currently enrolled in further education and training

Of the students not currently enrolled in education:

- 3 students (6.3%) have deferred their university course

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	MGGS	Kingston	Victoria
Bachelor's Degree	83.3%	57.3%	54.5%
Certificate / Diploma	8.3%	13.7%	11.9%
Apprenticeship / Traineeship	2.1%	7.5%	8.2%
Employment	0%	8.6%	10.1%
Looking for work	0%	2.5%	4.3%
Deferred	6.3%	10.1%	10.2%

Students reported that they participated in a variety of careers-related activities such as work experience, lectures, careers counselling and careers presentations whilst at Mentone Girls' Grammar. 83.3% 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 86 Year 12 applicants in 2019, 64 students (74.4%) are enrolled in full-time study and two students (2.3%) are enrolled in part-time study in Victoria. One student (1.2%) is studying full-time at a private institute and 4 students (4.7%) are studying full-time interstate.

The Class of 2019 was impacted by the COVID-19 pandemic, particularly international students. Of the 12 students not enrolled in courses, five international students either did not return to Melbourne or withdrew from a course that was offered online. One student has a tertiary place secured for 2021 and others may be exploring opportunities in Victoria and interstate as well as in the workforce.



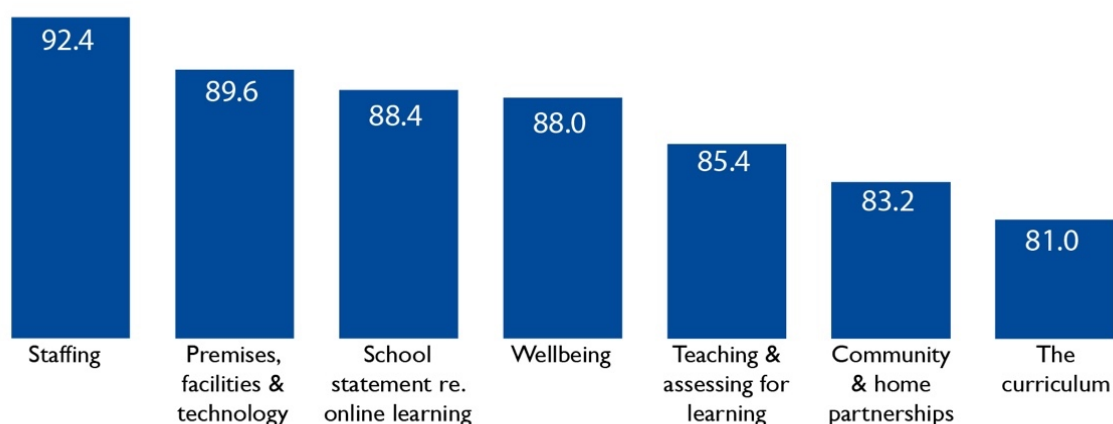


# Student Engagement and Satisfaction

## 2020 student satisfaction surveys

- **Time frame:** survey undertaken from October to November 2020
- **Response:** 498 students between Years 5 and 11 responded

## Overall results – Years 5 to 11 survey



The graph above displays average student ratings across seven areas of focus. As evident in the blue bars, high satisfaction rates were recorded across all seven areas, with satisfaction ratings of 'very good' and a score between 80 and 100.

## Student engagement and satisfaction

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With almost 500 respondents, we were delighted with their many positive responses, including:

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- 94.1% believed that their lessons challenged them to learn and improve
- 91.6% agreed that they were learning about how to be a responsible digital citizen
- 93.1% agreed that their School supported them socially and emotionally
- 96.3% believe that the School provides a secure environment for all members of the School community
- 94.3% believe that the School's premises and equipment are well-maintained
- 94.8% feel safe at School

## Online learning

- 95.1% agreed that during online learning, the School continued to deliver its core curriculum
- 94.9% agreed the School ran online assemblies and encouraged wellbeing throughout online learning
- 89.2% agreed that their teachers made themselves available for contact during and after lessons
- 87.6% agreed that their teachers checked student progress during online learning



# Student Attendance

Despite the pandemic, student attendance rates were higher than those of 2019 at most levels, as indicated in the tables below.

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%
<b>Overall Attendance Rate</b>	<b>95.23%</b>

2019 Student Attendance	
Year	% Attendance
Prep	92.89%
Year 1	93.44%
Year 2	95.26%
Year 3	94.46%
Year 4	96.24%
Year 5	93.49%
Year 6	94.40%
Year 7	94.15%
Year 8	93.51%
Year 9	94.69%
Year 10	93.76%
Year 11	94.36%
Year 12	94.92%
<b>Overall Attendance Rate</b>	<b>94.28%</b>

## Managing non-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. Strong communication between the School and home allows us to monitor and support students with medical conditions that cause more frequent absence.

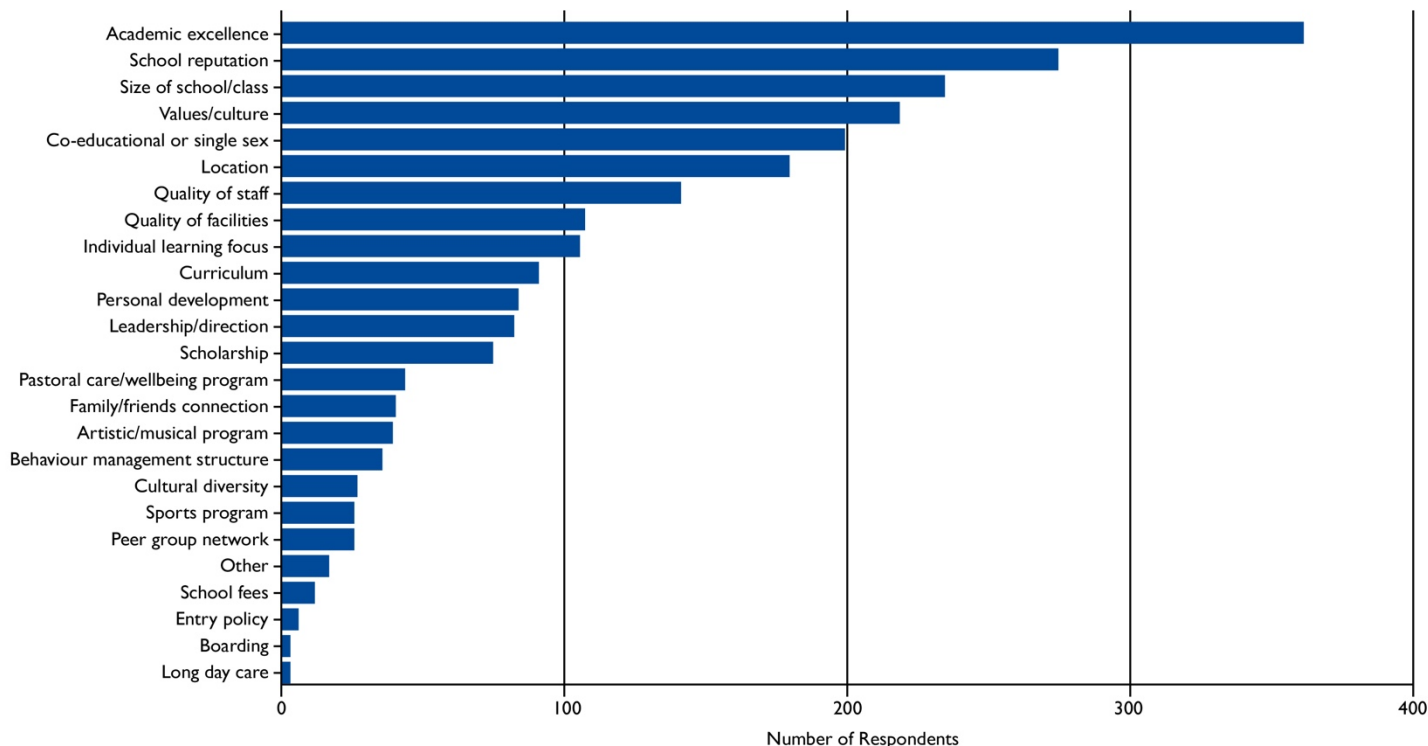
## Student retention from Years 9 to 12

Out of all the students who were enrolled in Year 9 in 2017, 86% continued to complete Year 12 in 2020. It should be noted that some Chinese students at this level were unable to return to Australia during the pandemic and, therefore, could not complete their VCE.

# Parent Engagement and Satisfaction

Research and feedback are vital for our continuous improvement efforts, and every year, we conduct surveys that help us to better understand our community's perspectives. The 2020 Parent Survey yielded feedback from 528 parents, noting their high levels of satisfaction for the School's learning environment, resources and facilities, as well as values, school culture and the abundant opportunities available in the co-curriculum.

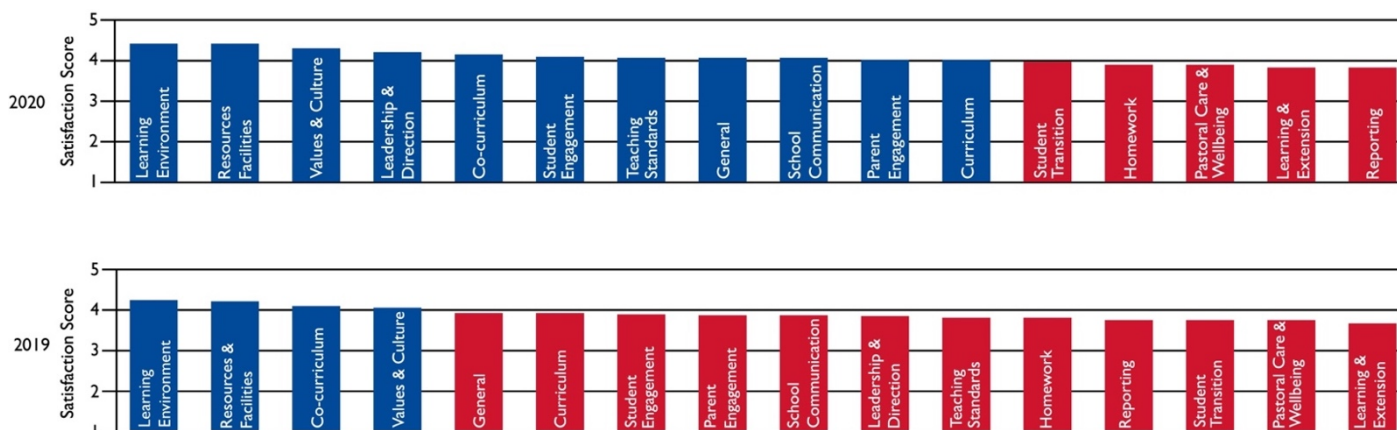
## Reasons for selection



## Why parents select our School

The reasons for selecting Mentone Girls' Grammar remain consistent with previous surveys. 'Academic Excellence' and 'School Reputation' are the top reasons, closely followed by size. This validates the School's continued commitment to cultivating a strong sense of values and culture.

## Parent satisfaction



These graphs provide a summary of the total responses grouped by key area, with results ranked from highest to lowest. We were very pleased to see the extraordinary change between 2019 and 2020.





# Supporting Students During the Pandemic

Feedback from parents and students indicates that Mentone Girls' Grammar provided outstanding support for students and their families throughout the COVID-19 pandemic.

## Overall feedback

- The wellbeing staff (Tutors, Heads of Year, the Nurse and Psychologist) were supportive and caring
- The School gave students opportunities to develop valuable leadership skills and experience
- mConnect was a valuable source of information for students and parents
- The School was equipped with suitable technology for students' academic programs
- The School provided opportunities for students to develop knowledge, skills and perspectives that will help them to grow as global citizens

## Online learning – parent feedback



- 87% of parents appreciated the opportunity to participate in Parent Teacher Interviews online
- 71% of parents believed that their daughter(s) remained engaged in lessons during online learning
- 80% of parents agreed that School provided regular and ongoing communications to parents
- 88% of parents agreed that teachers were dedicated and had a positive attitude
- 89% of parents agreed that interactions between teachers and students were friendly
- 84% of parents agreed that the School continued to deliver core curriculum and assessments throughout online learning



# Teacher Engagement and Satisfaction

## 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. 20% of our academic workforce are male and we have a healthy mix of demographics with respect to age and years of teaching experience. None of our staff have identified as Aboriginal or Torres Strait Islander.

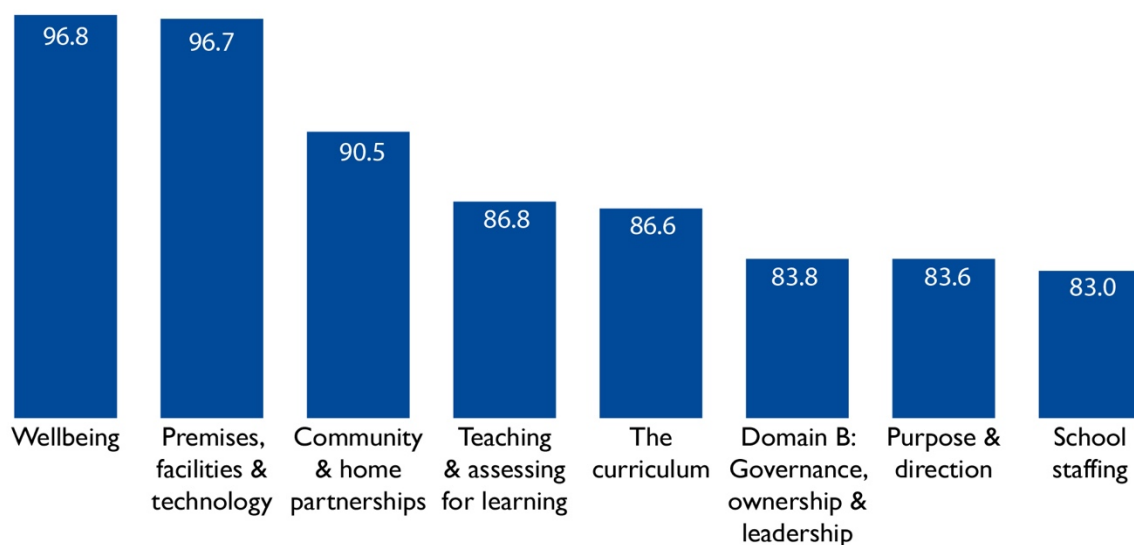
## Teacher satisfaction

We conducted our annual Staff Survey from mid-October to mid-November 2020. 81 teachers responded.

## Survey overview

All items rated between 80%–100% represent areas with a high level of satisfaction.

## Results – teaching staff



## Areas for improvement

1. Continue to develop innovative approaches to teaching and assessment
2. Develop our teachers' ability to support English as an Additional Language students in their classroom

## Teacher engagement and professional learning

- 100% of teachers participated in professional learning activities during 2020

## Retention

- 88% of teachers employed in 2020 continued to be employed at Mentone Girls' Grammar at the commencement of 2021

## Financial Information

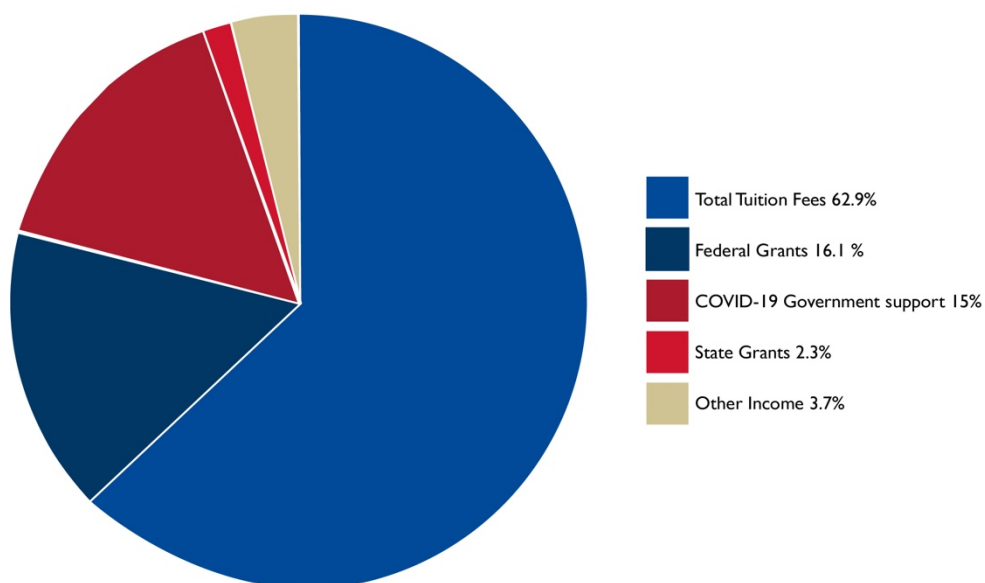
The School faced unprecedented operational and financial challenges during the year arising from the COVID-19 pandemic. Through support programs to the School community in response to the impacts of lockdown and closures, the proportion of income from tuition reduced from 73.7% to 62.9%. This was offset by the range of support measures from the Federal Government, including JobKeeper.

Through this support, there was minimal impact on our employees, with employee related expenses increasing to 70.7% of expenditure from 68.7%.

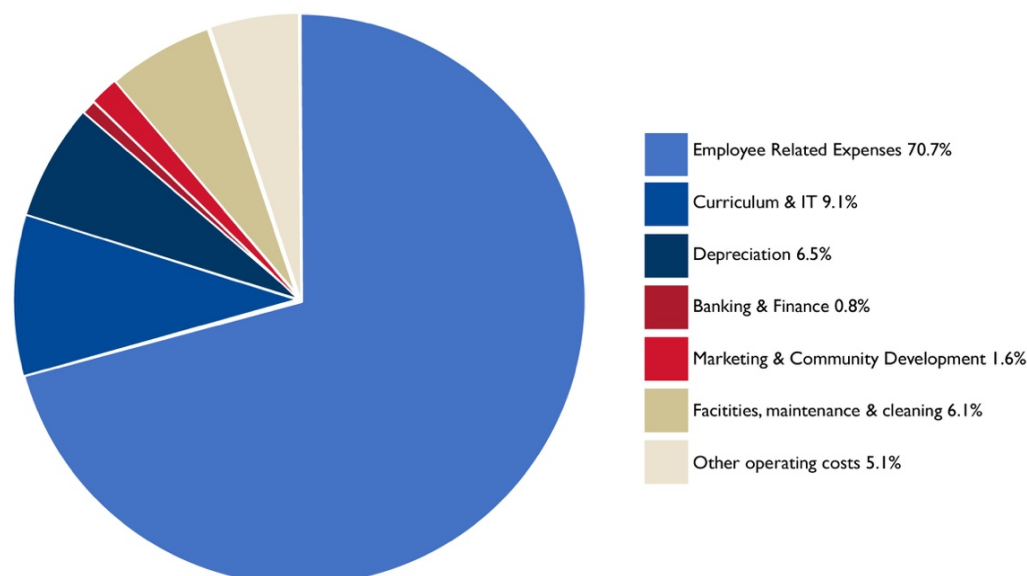
Curriculum and information technology (IT) costs remained steady at approximately 9.1% of total expenditure. However, curriculum costs were 47% lower and IT costs were 76.7% higher, reflecting the investment in IT improvements for online learning. The School invested in moving the IT infrastructure to cloud-based storage to ensure a robust online learning capacity for students.

Campus development was restricted; however, improvements to pedestrian safety at the entrance of the School were completed during the year.

### Revenue sources



### Expenditure



# Teaching Staff and Qualifications

Adeney Nick: **BCom, BTeach(Primary)(Hons), MEd**  
Armstrong Julia: **BEd(Environmental Science), Postgrad CertEd**  
Augustine Rebecca: **BA, B.Bus(Hons), GDipEd**  
Barrow Sam: **BHSPE(Hons)**  
Blampied Joanne: **BASci(Nursing), DipEd**  
Bockman Trent: **PostGDip Ed, BachD (PA Theatre & Politics)**  
Boodle Sarah: **B(Biological Sci) PostGrad Dip Ed**  
Boyle Shannon: **BA(Hons), MA, DipEd**  
Brewis Edward: **BA(Hons), GDip(Primary)**  
Busby Amelia: **BEd(Early Childhood & Primary)**  
Cairns Samantha: **BEd(PhEd), GCertOutEd/EnvSt, GCertMath(Middle Sch)**  
Callant Sarah: **BBus, BCom, MTeach(Sec)**  
Centelles Tiffany: **BA, DipEd, MEd**  
Ciempka Donnah: **BEd(Early Childhood)**  
Curigliano Frank: **BA BBehSc, BLitt, GDipEd**  
Curtain Vicki: **MBIT, BA, DipEd, GDipT(Librarianship), Cert IV Theol**  
Czwaro Rita: **BA/BEd(Secondary)**  
de Mareuil Dominique: **BDip(Engineering), Doct (Kinetics/Catalysis), GDipEd(Distinction)**  
D'Souza Diane: **BSc, BEd, GDip(Digital & Cyber Forensics), MTeach, MComp**  
Federici Kylie: **BBus(HR Management), GDipT(Primary)**  
Fordyce-Voorham Sandra: **BEd(Home Economics, MEdAdmin), PhD, GDipCompEd, CertIVTA**  
Franklin Kerry: **DipTeach(Primary), GDipSpecEd(Learning Difficulties)**  
Frost Joanne: **BA(Hons), PostgradCertEd**  
Gaff Camilla: **BEd(Primary)**  
Garland Mark: **GDipEd(Sec), BComp(MMedia & Programming), BBus (Acc), CertIVTA**  
Gasperino Stephen: **BA, DipEd**  
Gleeson Matt: **BA, DipEd, BSocWk**  
Gold Carmela: **BVisual Arts, DipEd(Secondary), Dip in Transpersonal Art Therapy**  
Graham Rebecca: **BA, DipEd, PostGDip Event Mgt, CertIVTA**  
Halliday Emily: **BEd, DipT**  
Hamilton Emily: **BSc, GDipEd, MEd**  
Hanlon Lisa: **BA, GDipEd, MA**  
Hawthorne Anna: **BBiomedSc**  
Heberling Claudia: **BA, DipEd**  
Heidari Beni Elham: **MChem, DipEd, CertIVTA**  
Hird Louise: **DipTeach(Primary), GDip(Movement & Dance), Cert III in Fitness Instruction**  
Hogan Linda: **BA, BVA, MTeach, MAppLing**  
Hood Amanda: **BEd(ECE)**  
Hu Xun: **PhB, MTeach**  
Hughes Roslyn: **BA (History), DipEd**  
Jedd Kelly: **CertIVTA, GC Careers & Education, GDipEd, BHSc**  
Kado-Jewell Hiromi: **BA, DipEd, GDipEd(AppLing)**  
Killalea Georgia: **BA, BEd(Primary)**  
Killeen Jane: **BEd(SpecEd)(Hons)**  
Kondratowicz Konrad: **DipEd, BA(Fine Art)**



Krizmanic Natalie: **BA, BTeach(Secondary)**  
 Kucfir Paul: **ME, GDipEd**  
 Labrooy Candice: **BTeach(Sec), BA(Literary Studies)**  
 Lawrence Michael: **BEd, MEd(Gifted Ed)**  
 Lear David: **BSc(Hons), PGCE**  
 Lewin Libby: **BAppSc, GDipEd(Physical Ed/Outdoor Ed)**  
 Li Xin: **BSc, DipEd, MEd**  
 Lohmeyer-Collins Philippa: **BSc(Hons), GDipEd, GDipChristStud, Assoc Deg Theol**  
 MacKinnon Robyn: **BH(HlthPromEd)**  
 Marton Ella: **MA(Music), GDipMus**  
 Massey Susie: **BEd(Post Primary Phys Ed)**  
 Mavridis Maria: **BSc, DipEd, CertEd Support**  
 May Bridie: **LLB(Hons), BSc(Psych), DipArts(Eng), MTeach(Sec)**  
 McCullough Kay: **BSc(Ed), BSc(Hons), GDipEd(Comp), MEd(Studies of Asia), FACEL, MACE**  
 Merat Sarah: **BA, BAPSci(UD), MTeach, MEd**  
 Moran Tanya: **BEd(ChildEd), MEd(LeadPolChange), CertIVTAE**  
 Milligan Leah: **BEd**  
 Morrow Letitia: **GDipEd, GCed Stud, Dip Art & Design**  
 Naidoo Swasti: **Further Ed Dip**  
 Oliver Jennie: **BA, DipEd**  
 Opie Leah: **BEd**  
 Parks Rebecca: **BA, BEd, GDipPsych, PostgradDipSpecEd, GDip(Gifted Ed), MEd(Research), GDip Adolescent Mental Health & Suicide Risk**  
 Pascall Eliza: **BPEdOutEd, MTeach**  
 Pereira Chenelle: **BA, BEd, MEd**  
 Ross Melissa: **BBus(Accountancy), CPA, GDipEd(Secondary/RE), MEd(Mathematics)**  
 Rummel Susanna: **BMus(Hons), DipEd**  
 Saunders Kellie: **BAppSc, BSc, BEd**  
 Shackleton Aimee: **BSc, BTeach, MEd, ADE, MIEExpert**  
 Shepherd Fiona: **BA, DipEd(Primary), GradDip Early Childhood Teaching**  
 Sherman Pam: **BEd**  
 Spaziani Maria: **BSc, DipEd, MEdStud**  
 Spence Nicole: **BEd (Early Childhood)**  
 Sturgeon Sarah: **BSc, PostgradDipEd(Secondary)**  
 Swenser Steven: **BSc(Hons), GDipEd**  
 Tian May: **BTeach(Primary & Secondary)**  
 Toppi Tony: **BA/BMus(Hons), GDipEd, GDipTheol, MA(Music Composition), ACBE**  
 Wardlaw Kathrin: **BHuman Movement(Phys Ed)**  
 Williams Christian: **BEd**  
 Wolfe Lorna: **LLB(Hons), GDipEd(Primary)**  
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