Community Report

2015
From the Principal

Welcome to the 2015 Yarra Valley Grammar School Community Report. The year was marked by a number of highlights. The opening of the Science and Mathematics building was a major event of the year with the Governor-General of the Commonwealth of Australia, Sir Peter Cosgrove and Lady Cosgrove officially opening the building. The Blessing and Dedication was conducted by the Primate of the Anglican Church in Australia and Archbishop of Melbourne, Dr Philip Freier. The service was a very grand affair with our Junior School watching proceedings from the George Wood Performing Arts Centre on a big screen in Foundation Hall. Our mathematicians and scientists are enjoying their new home.

Yarra students continued to excel in their studies with another very strong performance in the Victorian Certificate of Education. The School celebrated the 20th anniversary of the fine arts subject Certificate IV in Design (C4D), which has played such a major part in the visual arts curriculum. A social function was held in the new theatre in the Science and Mathematics building where past students and staff returned to reminisce about art shows and art classes. In the performing arts, the Middle and Senior School production was Seussical the Musical which was a colourful and larger than life show which drew on the many and varied talents of our students. The annual Food Wine and Music concert, Jazz in the Café, success in Generations in Jazz and larger than life show which drew on the many and varied talents of our students. The annual Food Wine and Music concert, Jazz in the Café, success in Generations in Jazz and the Royal South Street Eisteddfod all rounded off a very successful year for performance in the School.

Our students were given many opportunities for travel with the first USA Information Technology and Multimedia tour including YOG connections; Peter Russell-Clarke (YOG 1986) and Noah Johnston (YOG 2011) hosting the group in California. There were also tours to China and Bordeaux for the language program as well as the first student immersion program from Indonesia to Yarra Valley Grammar.

In the sports arena there were new all-time School records broken in the swimming, a back to back premiership for the Girls’ Firsts Volleyball and the Girls’ Firsts Basketball went undefeated all season to win the premiership for 2015. Amott House was the overall winner in the YVG House sports; winning both the swimming and athletics. Importantly, our School community once again won the Pied Piper’s Cup awarded to the school which raises the most money for the Royal Children’s Hospital Good Friday Appeal.

We continue to be very proud of the efforts and achievements of our students; in their studies, in performance and the visual arts, on the sporting field and of course as good citizens in their concern and action for others.

Dr Mark Merry
Principal

Professional learning

During 2015, the Principal, School Board and Senior Staff set ongoing Professional Learning (PL) goals in accordance with VIT registration requirements, for all Yarra Valley Grammar teaching staff to maintain and improve their teaching and learning skills. In 2015, approximately $90,000 was spent on Staff Professional Learning.

In line with the Strategic Learning Focus, the key Teaching and Learning goals for Professional Learning in 2015 were to improve student learning outcomes, enhance collegiate collaboration and continue the development of apps to improve communication.

The three sub-school areas of focus to achieve this were based around:

- Skill acquisition as the key focus area in Junior School
- Engagement as the key focus area in Middle School
- Academic performance as the key focus in Senior School.

In 2015, major foci for teaching staff’s Professional Learning were to continue to learn about Data Informed practice in order to facilitate improved student learning outcomes, and improve ICT skills and knowledge of hardware such as iPads and our continued integration of the Learning Management System (LMS) – Canvas.

In 2015, as in previous years, the Professional Learning opportunities undertaken by staff included a mix of in-school and external Professional Learning sessions, with an emphasis on staff sharing their knowledge and skills to improve classroom practice.

The Coaching Program was also an integral part of staff Professional Learning. Teams of three staff per group met regularly each term and supported their colleagues with observations and suggestions through collegiate conversations in line with the coaching process. In 2015, coaching teams were arranged across subject areas. This approach was effective and allowed teachers the opportunity to receive valuable feedback from colleagues in areas as diverse as lesson planning, classroom management and assessment procedures.

Aside from the specific goals mentioned earlier in this report, other important ongoing aims of Professional Learning at Yarra Valley Grammar are to:

- Promote reflective practice amongst teaching staff
- Encourage the sharing of resources and knowledge amongst staff
- Nurture professional relationships and collegiality between staff both at school and within their professional organisations
- Provide opportunities for staff to update and improve their knowledge and understanding of their subject areas.

The Professional Learning requirement for Yarra Valley Grammar staff in 2015 was:

- To complete a minimum of 30 hours of Professional Learning (pro rata for part time staff) in accordance with Yarra Valley Grammar guidelines and VIT registration requirements and to maintain records as evidence of the 30 hours total PL requirement, 8 hours minimum ICT training, 8 hours minimum Data training, 10 hours minimum coaching, subject related pedagogy and maximum 4 hours of professional reading
- To report back and reflect on the Professional Learning opportunities provided in an appropriate forum.
Stewardship and governance

Yarra Valley Grammar is a company limited by guarantee. Its Directors form the School Board, which is responsible for the overall governance and strategic direction of the School. The Board has identified three factors which are critical to the success of Yarra Valley Grammar. These are:

- Culture of the School: the way in which values are brought to life, are sustained positively and are felt by all who are connected and interact with the School.
- Consistency of performance, action and delivery.
- Confidence of all stakeholders in the value, contribution, philosophy, strategies and impact of the School at an individual, family, community and societal level.

2015 BOARD MEMBERS

Mrs Sarah Tipping – Chairman
Mr Richard Nicholas – Vice Chairman
Mr Nicholas Brooke
Mrs Charmaine Dunstan
Mr Michael Fung
Mr Andrew Hirst
Mr Hamish King
Reverend Denise Nicholls
Ms Laurice Temple
Mr Craig Watts
Dr Mark Merry – CEO/Principal
Ms Jane Macneil – Company Secretary

As an independent school, Yarra Valley Grammar is registered with the Victorian Registration and Qualifications Authority.

Staff

In 2015, Yarra Valley Grammar employed 125 FTE teaching staff and 73 FTE non-teaching staff. The proportion of teaching staff retained from 2014 to 2015 was 87%. The percentage of male and female staff overall was 70% female and 30% male. The average attendance rate for teaching staff was 94.97% and there were no indigenous staff. The School Board had 30% female directors in 2015, and 47% of middle and senior management staff in the School were female. The School provides flexibility in working arrangements for its staff with part-time and job sharing opportunities.

Characteristics of the student body

Yarra Valley Grammar offers education from Early Learning through to Year 12. The student population in 2015 was 1,170, including 68 international students comprising students from China, Hong Kong, United Kingdom, Korea and Thailand and six indigenous students. The student gender mix in 2015 was 62% male to 38% female.

Number of students at each year level:
- Early Learning Centre: 59
- Junior School (Prep-Year 6): 239
- Middle School (Years 7-9): 447
- Senior School (Years 10-12): 425

Staff attendance at school

In Junior School, the rates of attendance by year level were:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>96.68%</td>
</tr>
<tr>
<td>1</td>
<td>94.86%</td>
</tr>
<tr>
<td>2</td>
<td>94.93%</td>
</tr>
<tr>
<td>3</td>
<td>96.84%</td>
</tr>
<tr>
<td>4</td>
<td>96.60%</td>
</tr>
<tr>
<td>5</td>
<td>96.77%</td>
</tr>
<tr>
<td>6</td>
<td>96.50%</td>
</tr>
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</table>

In the Middle and Senior Schools, the rates of attendance by year level were:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>97.06%</td>
</tr>
<tr>
<td>8</td>
<td>96.26%</td>
</tr>
<tr>
<td>9</td>
<td>95.97%</td>
</tr>
<tr>
<td>10</td>
<td>96.17%</td>
</tr>
<tr>
<td>11</td>
<td>95.90%</td>
</tr>
<tr>
<td>12</td>
<td>96.89%</td>
</tr>
</tbody>
</table>

The average rate of attendance for the whole School was 96.26%.

All student absences are collected and recorded twice each school day. Staff also mark their rolls every period and any absences or changes to attendance are recorded, with discrepancies checked and resolved by each School office. In the case of non-attendance, the parents of a student are called and in the case of truancy for Middle School and Senior School students, a detention is given.
Student outcomes

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment of students in Years 3, 5, 7 and 9. Students are assessed across six learning areas; reading, writing, spelling, grammar and punctuation, and numeracy. The results for Yarra Valley Grammar detailed below, reflect the percentage of students who met the national standardised minimum benchmark in each of the literacy and numeracy areas.

### YEAR LEVEL

<table>
<thead>
<tr>
<th></th>
<th>READING</th>
<th></th>
<th></th>
<th>SPELLING</th>
<th></th>
<th></th>
<th>WRITING</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>97%</td>
<td>98%</td>
<td>100%</td>
<td>97%</td>
<td>93%</td>
<td>100%</td>
<td>100%</td>
<td>98%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>99%</td>
<td>100%</td>
<td>97%</td>
<td>96%</td>
<td>99%</td>
<td>99%</td>
<td>96%</td>
<td>98%</td>
<td>99%</td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td>98%</td>
<td>96%</td>
<td>98%</td>
<td>95%</td>
<td>97%</td>
<td>99%</td>
<td>90%</td>
<td>96%</td>
<td>98%</td>
<td></td>
</tr>
</tbody>
</table>

Percentages represent Yarra Valley Grammar’s results at or above the national minimum standard in literacy and numeracy.

### Senior secondary outcomes

In 2015 the School was registered to deliver the CUF 30107 Certificate III in Interactive Digital Media, the CUV 30311 Certificate III in Design Fundamentals and the CUV 40311 Certificate IV in Design. There were 42 students enrolled in these courses at VCE level, and two students completed VET certificate courses externally.

100% of Year 12 students in 2015 attained a Year 12 Certificate or equivalent VET qualification.

### VCE RESULTS 2015

The top ATAR was 99.55

- 3 students achieved an ATAR of 99 or above
- 15% of study scores were over 40 and the median study score was 34
- There were 2 perfect study scores of 50
- Over 50% of students achieved results in the top 20% of the state with an ATAR over 80.

"Yarra Valley Grammar is committed to an education which develops the skills and instils the confidence needed for our students to contribute meaningfully in the wider community." – Dr Mark Merry

TERTIARY PLACEMENTS FOR THE CLASS OF 2015 WERE:

- 18% Deakin University
- 11% RMIT University
- 35% Monash University
- 9% University of Melbourne
- 10% La Trobe University
- 10% Swinburne University

2% Australian Catholic University
5% Other

Agriculture, Environment & related studies 2
Architecture/Building 2
Commerce/Management 31
Creative Arts 9
Education 10
Engineering/Technology 8
Information Technology 6
Health 19
Natural & Physical Science 17
Society & Culture 40
Parent, student and teacher satisfaction

There are many opportunities for parents, teachers and students to provide feedback to the School.

**JUNIOR SCHOOL**

In Junior School, an annual survey of parents in ELC is conducted which measures levels of satisfaction and provides valuable feedback. Parents and staff at all levels in the Junior School also communicate throughout the year via email and face to face conversations to promote the relationship between the School and home.

Students participate in surveys of teachers related to teacher performance in areas such as relationships, student planning, catering for interests and knowledge of subject area. Students engage regularly with their teachers in all aspects of their learning. The Grade 6 students meet with the Year 7 Coordinators and Deputy Principal – Head of Middle School before progressing to Year 7, to assist with the transition.

The Head of Junior School is always available to talk with parents and teachers should any needs or concerns arise and parents are always encouraged to give feedback about all aspects of education and schooling at Yarra Valley Grammar.

**MIDDLE SCHOOL**

During the early years of Middle School a one-on-one interview is held with each student and the Deputy Principal – Head of Middle School to discuss subjects, grades, achievements, aspirations, friends, involvement in co-curricular activities and the School in general. The Middle School Student Representative Council (SRC) also gives students a voice and is made up of two students from each class group in Year 7 and Year 8. This group meets once a fortnight. The SRC discusses issues and matters under the headings of the School Environment, Community Links and Tutorial business.

The Middle School Student Leadership team is made up of eighteen to nineteen Year 9 students that represent areas including Community Links, Art and Design, Music, Drama, Sport, Link@9 and Leadership. These students are directly responsible to the Head of School, Head of Year 9 or the Head of Department of their area.

New students that begin at Yarra Valley Grammar in Year 8 or Year 9 are assigned student mentors through the Student Mentor program. These student mentors look after the new students and give feedback to their tutors and their Year Level Coordinator regarding how well the new student is settling in.

All Middle School Students (Years 7 – 9) are given an iPad to assist in their studies and communication with their teachers. The iPad provides a platform for students to email their teachers beyond classroom time to seek clarification of work, ask for extra assistance and arrange meeting times. Each iPad is installed with the App4diary which is an electronic organiser where all homework is recorded. This App allows teachers to provide homework and communications to all students they teach and there is a Parent App which allows parents to see the homework set each night, to communicate with teachers and to sign off on work completed.

The Head of Middle School is available to speak with students, staff and parents at any time and the office has a 24 hour turnaround policy on any parent concern.

Middle School students also provide feedback regarding staff through the Student Survey component of the Staff Appraisal/Performance Development process, and it is pleasing to note the high level of positive response from students regarding their teachers.

**SENIOR SCHOOL**

Senior staff engage in conversations with parents and families at Open Days, Parent Information nights and School functions as well as at Parent Teacher interviews, and informally at other times. Year 12 students meet with the Head of Senior School during Term 3 to discuss their current approach and progress.

The Senior School Student Representative Council (SRC) which comprises one student from each tutorial who is elected by his or her tutorial peers and meets fortnightly. Student issues ranging from school infrastructure, improvement, resources and learning requirements are discussed. Similarly, the Student Leadership team including the School Captains, Prefects, and Captains/ Leader of activities and House Captains meet fortnightly with the Principal and Head of Senior School to discuss school issues, their portfolio areas matters and to plan future activities.

Secondary School students also complete a Safe School survey at least three times per year to provide anonymous feedback about bullying and feeling safe around the School.

New students are provided a mentor and they are contacted by their Tutor or Year Level Coordinator prior to commencement. In the early weeks after commencing, parents/carers are contacted and the Head of Senior School and Head of Student Wellbeing meet with students to review their commencement.

New staff to the School are assigned a mentor and are encouraged to meet with their mentor throughout the year to discuss concerns should they arise. The Heads of Schools also meet with new staff to assist with the setting in process.

Staff in all levels of the School attend weekly staff meetings and have a number of Professional Development days and meeting days scheduled each term, providing opportunities for planning, sharing ideas and reporting on new developments in teaching and learning.

Students also provide feedback to teachers as part of the Professional Development and Coaching (appraisal) process.
Finances

2015 INCOME TOTAL: $31,456,182

- 72.9% Tuition fees
- 21% Government grants received
- 1.7% Facility hire income
- 4.8% Other income

2015 EXPENDITURE TOTAL: $28,684,179

- 8.8% Direct education costs
- 58.9% Employee benefits
- 6.3% Administration expenses
- 6.5% Property management expenses
- 6.3% Depreciation and amortisation
- 0.4% Insurance expenses
- 0.3% Costs associated with building fire
- 2.3% Other expenses
- 1.3% Finance costs
- 8.8% Surplus reinvested in capital works

2016 PROJECTED INCOME TOTAL: $34,117,151

- 73.8% Tuition fees
- 21.5% Government grants received
- 0.6% Facility hire income
- 3.9% Other income

2016 PROJECTED EXPENDITURE TOTAL: $31,262,124

- 10.2% Direct education costs
- 57.6% Employee benefits
- 5.8% Administrative expenses
- 6.1% Property management expenses
- 6.4% Depreciation and amortisation
- 0.4% Insurance expenses
- 2.7% Other expenses
- 1.5% Finance costs
- 8.4% Surplus reinvested in capital works
- 0.9% Cost associated with building fire

Acknowledgement: The Early Learning Centre is supported by the Victorian Government.
Staff List 2015

Executive
Dr Mark Merry
Principal
B.Ed., MACE, B.Ed.

Mr Andrew Rocking
Deputy Principal – Head of Senior School

Mrs Julie Hall
Deputy Principal – Head of Middle School
B.Ed. (MEd), MAE

Mr Chris Lawson
Deputy Principal – Head of Junior School
B.Ed., MAE

Ms Jane Maelic
Corporate Services Manager
B.Com, LID, CPA, MIAA, ACA

Teaching Staff

Mr Allan Gillison
Dip. Teaching (Primary)
B.Ed.

Mrs Wendy Andrews
B.Ed., M.Ed. (Leadership)

Ms Libby Argyle
B.Ed.

Ms Viva Argyriou
B.Ed., MEd. (Leadership)

Mr John Baker

Mr Philip Bisset
B.Ed., MEd, Dip. Teaching

Miss Eliza Blake
B.Ed.

Ms Nadia Bonvicino

Mr Todd Bridgic
B.Ed., MEd, Dip. Teaching

Mr Philip Callil
Dip. Teaching, Diploma (Childhood), B.Ed. (Early Childhood)

Mr Jarrod Carrod
B.Ed., Dip. Teaching (Secondary)

Miss Jo Carvell

Mrs Katrina Campa

Mr Phil Champion
B.Ed.

Mr Paul Cherry
B.Ed., MAE (Secondary)

Mr Shane Coady
B.Ed., BSc. in Education, Literature (Primary)

Mrs Karen Cole
Dip. Teaching (Primary), BEd. (SOD)

Mr Simon Conlan

Ms Micaela Creamer
B.Ed. (Human Movement), B. Teaching

Ms Heather De Castella
Dip. Arts (Music), Graduate Diploma

Mrs Emma De Guzman

Ms Kathleen Deerlaart
Dip.Ed., Diploma (Imaging)

Mrs Linnia Donnelly
B.Ed.

Ms Anne Douglas

Mrs Ros Duck
B.Ed.

Mr Cam Dunbar
B.Ed.

Mr Damion Ellul
BEd, MAE (Leadership)

Mrs Tess Ellul
BEd

Ms Lisa Emmett

Mr Wayne Farrell
Dip.Ed., BEd (Hons), MAE

Ms Jennifer Fitz

Ms Linda Foster
B.Ed (Secondary) – Science

Ms Nicholas Frame

Mr David Fraser

Mrs Else Graham
Graduate Diploma in Health Science

Mr Gary Hargrave
Dip. Teaching (Primary)

Ms Laurie Hamilton

Ms Wen Zhu Hon
B.Ed.

Ms Fiona Harper
B.Ed., MAE

Mr William Harper
B.Ed.

Mr Christopher Hart
Dip. Teaching (Secondary), English and History, BA, History, BEd. (Arts) (Arts)

Ms Lisa Harris
B.Ed.

Mrs Wendy Hawking

Mr Anthony Hay
B.Ed., MAE, MAE (Leadership)

Ms Shelley Heath

Ms Natalie Heuston
B.Ed.

Ms Jacinda Hills
Dip. Teaching Early Childhood

Miss Sarah Hogan

Ms Diane Holland
Dip. Teaching (Primary), BEd (Primary)

Ms Janickie Johansen
B.Ed. (Primary)

Mr Paul Joy
B.Ed., MAE, MAE (Secondary)

Ms Emma Keeler
B.Ed., Diploma in Language and Hearing Impairment, BA (Hons), Dip.Ed. (Hons).

Ms Amber Kennedy
BA, Master of Science, BA (Arts) (Arts), BA, Teaching

Ms Maryanne King
Dip. Teaching, BA, Ed. (Arts)

Mr Michael King

Ms Joseph Koles

Ms Issa Macalennian
B.Ed.

Ms Leah Manning

Mr Russell Manning
B.Ed., MAE

Mr Benoit Marden
B.Ed., MAE, Graduate Diploma in International Relations, Postgrad. Dip. International Relations, Grad.Dip. (Primary)

Ms Simone Mariani
B.Ed.

Ms Jane Marshall
B.Ed., MAE, MAE (Leadership)

Ms Dianne Mckenzie

Ms Jennifer McKinnon
B.Ed.

Mr Jo Mcneil
B.Ed.

Mr Robert McPherson
B.Ed., MAE (Hons), BA (Arts)

Ms Kristy Mcwaters
BA, Graduate Diploma in English (Vocational), BA (Arts)

Ms Miriam Mehem
B.Ed.

Ms Jenny Merritt

Ms Lisa Manganaro
B.Ed., Diploma in English (Human Movement) (Arts)

Ms Elissa Nichol

Mr Simon Obrien
B.Ed., Diploma in Language and Hearing Impairment

Ms Althea Page
B.Ed., MAE, Grad.Dip. Administration

Ms Claire People
B.Ed., Diploma in English (Hearing Impairment), Grad.Dip.Ed (Primary)

Mr Lani Phelan
B.Ed., MAE (Primary)

Ms Sue Plumb
B.Ed., Diploma in English (Hearing Impairment), Diploma (Teaching and Assessment) Graduate (Secondary)

Miss Stephanie Pottage
B.Ed., MAE, Diploma of Teaching Planning and Administration

Mr Nathanial Poynier
B.Ed.

Mr Ashley Price

Ms Shayn Price

Ms Suzanne Prosenak
B.Ed., MAE

Mr Steven Fallettis
B.Ed., MAE

Mr Benjamin Ratcliffe
B.Ed., Diploma in Language and Hearing Impairment

Mrs Nicole Rogers
B.Ed.

Miss Iva Ronson
B.Ed., BA (Arts) (Arts)

Mr Andrew Savage
B.Ed., MAE

Mr Ian Saynor

Mrs Rachel Schmidli
B.Ed.

Miss Sara Clerici
B.Ed., Diploma in Language and Hearing Impairment, BA (Hons), Dip.Ed. (Hons).

Mr John Close
B.Ed.

Ms Daisha Collins
B.Ed., Dip.EE.

Mr Leonard Comerford
DIP. Education, Grad.Dip. Education

Ms Danielle Davies
B.Ed.

Mrs Ross Davies
B.Ed.

Ms Fiona Davies
B.Ed.

Ms Kristyna Dlugosz
B.Ed., MAE (Arts), Grad.Dip.Ed. (Secondary)

Ms Michell Dwyer
B.Ed., MAE

Mr Luke Evans
B.Ed.

Mrs Funkhauser
B.Ed.

Mrs Carol Thompson

Mr Peter Tiber
B.Ed.

Ms Kim Treganowan

Mrs Mara Vanderziel

Mr Marcus Viskich
B.Ed.

Ms Leanne Vroonland
B.Ed.

Mrs Natalie Wall
B.Ed.

Mrs Denise Warren
B.Ed.

Ms Angela White
B.Ed.

Mr Kim Wolsley

Ms Judy Young
B.Ed., MAE, MAE

The 2015 Community Report can also be viewed on the School’s website at www.yvg.vic.edu.au.