



Melbourne Girls' College

I belong

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COLLEGE HISTORY

“Where girls lead and achieve”.

Melbourne Girls' College was established in 1994 with the aim of providing an exemplary environment for the education of girls. Since then it has grown in student numbers and in its reputation from approximately 400 students to over 1400 students.

The college is known for academic excellence and for providing a safe, positive and creative place of learning.

The college is situated in the Melbourne suburb of Richmond, on a picturesque site adjacent to the Yarra River. The river is represented by the ripples in the college crest. The ripples are purple, white and green; the colours of the women's movement.



THE COLLEGE'S CHARACTER, VALUES & REPUTATION

MESSAGE FROM THE PRINCIPAL



Melbourne Girls' College (MGC) was established in 1994 on the banks of the Yarra River in Richmond, Victoria and is a leader in innovative girls' education. The college has a future thinking ethos which sees the recognition of Positive Psychology, Science, Technology, Engineering, Art and Mathematics (S.T.E.A.M.) and Wellbeing embedded in the learning and teaching. This complex work is facilitated through a school-wide coaching model and a Powerful Learning Framework.

Our students study inquiry and trans-disciplinary subjects in Years 7-9 followed by a large number of Year 10, VCE and VET units in the senior years.

The key values of our college are encapsulated in the vision of young women who will "lead and achieve". This values both quiet and overt leadership, success and personal achievement. Our students are taught and nurtured by excellent staff, parent support, peers and mentors.

The achievements of MGC are certainly in academic results but a broader definition of success ensures personal, social, emotional, sporting and artistic engagement are central to being a student of the College. The Sustainability Collective of MGC is world renowned and the school community takes pride in teaching ethical understandings to ensure our young women gain a sense of stewardship for the future, the environment and for being a positive influence on others.

In recent years MGC has developed new facilities including a languages wing, gymnasium, Year 7 and performing arts centres, science wing, hospitality, art and technology teaching spaces.

The Gillard Centre houses a flexible learning and meeting space and provides river access for our exemplary rowing program.

Our students are global citizens conscious of the unique lessons attending a school educating young women from diverse backgrounds and over sixty nationalities can bring.

Melbourne Girls' College, in collaboration with key tertiary and community partners in learning, is an inquiring, innovative community of excellence.

Karen Money
Principal Melbourne Girls' College

WHERE GIRLS LEAD: CONFIDENCE BUILDING

LEADERSHIP

Melbourne Girls' College's extensive Student Leadership Program identifies each student's potential and nurtures their capabilities. Leadership is encouraged at all year levels through student participation in formal and informal activities.

More than 300 young women experience formal leadership roles through the school's House System, Student Representative Council, Class Captains' forum, Middle School Executive and Senior Student Executive. Girls are also active members of the College Council.

Supported in their "guided autonomy" by the college's Director of Girls' Leadership, the program enables students to manage student-initiated projects such as special events and assemblies.

The program encourages girls' involvement in social, intellectual, sporting and cultural activities and encourages attendance at professional public-speaking workshops, public debates and mentoring and leadership conferences.

Leadership is to be able to work well in a team and sometimes lead one. You have to be cooperative and committed, as well as friendly and supportive. Being a leader can sometimes be hard, but the challenge is always rewarding in the end.

Leadership is the openly inclusive value and attribute evident in the everyday person. Personally, I find the importance of leadership not as something that lies on the surface; it is the movement that requires initiative and conscientiousness which any person from any walk of life can acquire. Being the Middle School SRC captain is one of the many roles that can only be achieved with a high level of leadership; through this role I have become more aware of this quality. I see leadership as a vital tool in my everyday life, furthermore helping me express my views, assist in leading groups as well as collaboratively work with my peers. To sum up leadership, in one's view I would say without a doubt it is the most influential and utilisable strength that we should never take for granted.

By Georgia Wolfe

Middle School SRC Captain

To me leadership is much more about empowerment than power. Over the past few years I've learned that each and every one of us has the ability to be a leader and that there are leaders in all walks of life. Not all are school captains or CEOs of large companies. Leadership is about finding ways to bring people together and motivate them to achieve common goals. In the end it's about leading by example to make some kind of difference.

By Ally Bass

Middle School Captain



ACHIEVEMENT

When I graduated MGC in 2006 I had varied interests and wasn't sure what I wanted to pursue. I had amazing science teachers at school and always saw myself heading down the science path but I was also fascinated by politics, history and philosophy and loved being outdoors. Doing a Bachelor of Science/ Bachelor of Arts double degree at The University of Melbourne meant I could keep my options open.

After a few years at university and a stint living in Canada, I decided that I wanted to be a chemist. I was fascinated by finding answers to the big questions on a tiny scale, but thought I would have to sacrifice my love of the outdoors for a career in research. Then I discovered geology, and I loved it! I found myself out adventuring through the bush and learning all about this amazing planet, how it works and constantly changes, and I couldn't have been happier. I guess some people always have an idea of what they are going to be 'when they grow up' but I think for most people it happens cumulatively as we gain life experience.

I spent some time on exchange in Hong Kong and then returned to Australia to complete a Master of Science at The University of Melbourne. My research focused on the geology and tectonics of East Timor and my time spent doing field work there was one of the most humbling and eye-opening experiences of my life. I graduated from my Master of Science as Dux in the School of Earth Sciences and was named 2013 Valedictorian of the Faculty of Science at The University of Melbourne.

Since 2014 I have been working as a geologist in remote locations all over Australia and I am lucky to say that I love my job. While being away from home often has its challenges, I recognise how fortunate I am to be working in amazingly beautiful places that most people will never see. As a woman in a male-dominated industry I am reminded of the challenges that still face women in the workplace and have learnt that effective communication and diversity in teams always leads to the best outcomes.

I am passionate about education and gender equality and eager to promote science education for girls and young women. It is unfortunate that science is seen as 'too hard' for so many people, I think understanding how the world works is a fundamental part of being human and that scientists have a responsibility to communicate what they do and make it accessible to all of society. While at university, I volunteered with several organisations, including the In2Science program, communicating and promoting science in high schools. I am currently involved with the CSIRO Scientists in Schools program and have partnered with MGC to work in classrooms and promote STEAM (Science, Technology, Engineering, Arts and Maths) education.

My time at MGC undoubtedly shaped the woman I am today and equipped me with the resilience and confidence to pursue my career so far. The school was amazing in its ability to nurture and encourage a diverse group of girls with different needs and interests. I am proud to call myself an alumna of the College and am grateful to have attended a school that empowered young women to take charge of their futures, whatever lay ahead.

Laura Spelbrink

*Class of 2006 College Captain
Geologist, BA/BSc, MSc*



WHERE GIRLS ACHIEVE:
HELPING THEM
DETERMINE THEIR
PLACE IN THE WORLD



THE CURRICULUM

The curriculum at Melbourne Girls' College is designed to equip all girls with the skills and capabilities they need for economic, social and cultural success in the 21st century. The academic, S.T.E.A.M. (Science, Technology, Engineering, Art and Maths) and Wellbeing Programs are the foundations of this work.

All MGC students are encouraged to strive for personal excellence in their classroom studies and activities. Goal setting and organisational skills are an important part of daily life. Recognising that information literacy – the ability to source, evaluate and use information – is an essential part of all areas of the curriculum, learning methods and technologies are incorporated into every learning area.

The College curriculum adheres to the Victorian F-10 Curriculum which incorporates the Australian Curriculum and reflects Victorian Standards and Priorities. The Learning Areas of The Arts, English, Health and Physical Education, The Humanities, Languages, Mathematics, Science and Technologies are offered in combination with Critical and Creative Thinking, Ethical, Intercultural, Personal and Social capabilities.

The curriculum is delivered through the lens of the Curiosity and Powerful Learning© Framework; Whole School Theories of Action – High Expectations and Authentic Relationships, Enquiry Focused Teaching, Consistent Teaching Protocols and Consistent Learning Protocols.

The College offers a broad range of VCE subject choices as well as providing the opportunity for girls to undertake vocational courses through a cluster of local schools. With a focus on producing strong academic outcomes, all college programs are structured to develop students' personal attributes and understanding of the current global context as well as developing their capabilities for future autonomous learning. At MGC, we provide opportunities for students to advance into VCE from year 10 onwards.



THE ACADEMIC PROGRAM:
PREPARING GIRLS FOR A
SUCCESSFUL FUTURE



S.T.E.A.M.

S.T.E.A.M. is an acronym that represents :
Science – Technology – Engineering – Arts – Mathematics.

The S.T.E.A.M. program at MGC:

- Motivates and inspires students to study the S.T.E.A.M. disciplines at both secondary and tertiary levels.
- Develops the interdisciplinary skills of critical thinking, creativity, collaboration and communication.
- Provides students with opportunities to develop technical skills in emerging technologies such as robotics and coding, 3D printing, electronics and virtual reality.
- Allows students to “play” with technology, to become comfortable and familiar with robots and coding in a fun environment.
- Develops the “Digital Intelligence” of our students through the appropriate and authentic use of ICT and the Digital Technologies curriculum across the College.
- Prepares our students for the future, with the skills they need to face a changing world.



**THE S.T.E.A.M. PROGRAM:
MOTIVATES & INSPIRES**



**ENHANCING LEARNING:
A SAFE AND POSITIVE
ENVIRONMENT**



WELLBEING

Our aim at Melbourne Girls College is to produce well balanced individuals who are capable of sustaining good relationships and who are able to contribute positively to their community and society.

Student resilience and wellbeing are essential for both academic and social development and this is optimised by the provision of safe, supportive and respectful learning environments. MGC acknowledges and shares this responsibility with the whole community.

Not only do confident, resilient girls with a capacity for emotional intelligence perform better academically, these skills also contribute to the creation of strong social bonds and supportive communities, and the maintenance of healthy relationships and responsible lifestyles.

At MGC we hope to create an environment and culture that fosters resilience. We believe that resilience is the key that will enable our girls to cope with stress, loss, anxiety and life's big questions.

Empathy, gratitude, compassion, tolerance, respect and honesty are some of the character strengths that we hope our girls will have when they graduate from MGC.

**POSITIVE ACTIVITIES:
HELPING GIRLS DISCOVER
AND APPRECIATE
THEIR SKILLS**

CO-CURRICULAR ACTIVITIES

Enriching and extending life beyond the classroom and opening new horizons for all girls is at the core of Melbourne Girls' College's co-curricular program.

The college's wide-ranging program of co-curricular programs, activities and camps focus the school's attention on meeting the needs of individuals and challenging each student in positive ways.

MGC is a place where young women learn to question, challenge, probe and gain the knowledge and confidence to allow them to think clearly for themselves as they negotiate the wider world.

The co-curricular program encompasses sport, the arts and cultural exchanges. Some of the many highlights have included:

- A rowing program, with girls competing in many competitions including the Head of Schoolgirls Regatta.
- An aerobics program, competing at a national level.
- Interschool and competitive sporting programs.
- Taking part in the Great Victorian Bike Ride.
- Whole school drama productions.
- Instrumental Music Program.
- String ensemble, concert bands and choirs.
- Dance Program.
- Inter-house choral and drama events.
- An Australian Air Force Cadet program, including opportunities for powered flying and gliding.
- Competition debating.
- Language-related overseas tours to China and France.
- International student exchanges.
- Access to external public speaking opportunities.
- Girls at every year level have opportunities to participate in school camps, including residential rural camps and curriculum based excursions such as the week-long Year 9 study of the city of Melbourne and VCE Study Camp.
- Our Sustainability Collective and Environment Team.





INTERNATIONALISING SCHOOLING

Our students are global citizens conscious of the unique opportunities that attending a school which educates young women from diverse backgrounds and over sixty nationalities can bring.

The school is part of the DET Leading Asia Capable Schools program and is committed to the Internationalising Schools overview of this work.

Our Confucius Classroom program in connection with Hanban University, the International Student Program, Sister School Relationships, Study Tours and Exchange programs to France and China have contributed to MGC being a truly international school.

We provide enrolment opportunities for both local and students from wider Melbourne to study inquiry and trans-disciplinary subjects in Years 7-9 and provide opportunities for international students to join our school community in Year 10 and VCE.



WHERE GIRLS ACHIEVE:
CREATING GLOBAL
CITIZENS

PARTNERSHIPS & COMMUNITY

At Melbourne Girls' College we nurture broad partnerships – within the school between staff and students and families, within the broader school system and the community.

Parent's Participation

We welcome all families into our college community. Parents are invited to contact Melbourne Girls' College staff through our Parent Portal. They are also invited and encouraged to attend:

- Information evenings to discuss their daughters' curriculum for the following year.
- Discussion twice a year with teachers at the parent/teacher/student conferences in relation to their daughters' progress.
- Information sessions in relation to student wellbeing.
- The Annual Father's Day Breakfast.
- The Annual Trivia Night.

Parent's wishing even closer involvement with the college can:

- Join the MGC Parents' Association.
- Nominate to be a member of the MGC School Council.
- Join the Sustainability Collective

Alumni

Past students, parents and staff are welcome to join our Alumni Association. Opportunities exist to:

- Subscribe and contribute to our alumni newsletter.
- Nominate to be a member of the MGC Alumni Board.
- Attend and organise reunions.
- Contribute to MGC through the mentor program and work experience program.
- Support the college through making a donation to the building and library funds.

Please check the college website for information about school programs, the newsletter, enrolment advice and alumni news and registration.

www.mgc.vic.edu.au

WORKING TOGETHER:
AN INTERNAL AND
EXTERNAL NETWORK





HOUSE MEMBERSHIP: SUPPORTING TEAMWORK & INITIATIVE

HOUSE SYSTEM

The House system is a positive feature of life at Melbourne Girls' College (MGC). All girls join one of the school's four houses. Each house – Chisholm, Lyons, Melba and Maris – is named after a prominent Australian woman who is recognized for her leadership, courage and success.

Caroline Chisholm 1808 – 1877

Caroline Chisholm arrived in Sydney in the new Australian colony with her husband, the East India Company's Captain Archibald Chisholm, in 1838. Appalled at the conditions that greeted poor, vulnerable migrants, at just 30 years old she started work on improving their lives. In 1841 she established the Female Emigrants' Home which provided shelter for unemployed young women and helped them find work. Returning to England in 1846, she arranged free passage for emigrants' wives and children, established the Family Colonisation Loan Society (a form of which still exists) to create emigrant independence and avert hardship and worked for improved conditions on the ships. In 1854 she returned to Australia and worked, despite deteriorating health, before moving back to England. She was retrospectively awarded a medal of the Order of Australia in 1994.

Dame Enid Lyons 1897 – 1981

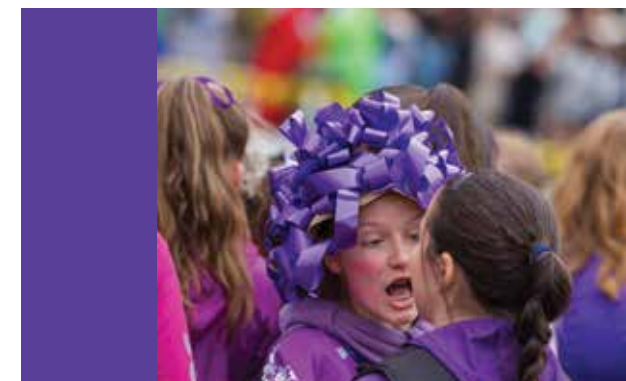
This 'Grand Dame of Politics' was the first woman elected into the Australian House of Representatives. She was married to Joseph Lyons, a Premier of Tasmania (1923 – 28) who died in office as Prime Minister of Australia (1932-39). Enid entered politics in 1943 aged 46 when she won the federal Tasmanian seat of Darwin (later renamed Braddon) – a defining moment in Australia's political history. The recipient of a Dame Grand Cross of the Order of the British Empire (1973) and Dame in the Order of Australia (1980), Enid was Australia's first female federal minister and Cabinet member. After retiring from politics in 1951 she worked as a journalist, published three books and served on the Board of Control of the Australian Broadcasting Corporation.

Dame Nellie Melba 1861 – 1931

The first Australian-born soprano to win world acclaim was born Helen Porter Mitchell in Burnley Street, Richmond, less than 1km from Melbourne Girls' College. She first sang in Melbourne in 1884 and made her international debut as Madame Melba in Europe three years later. Having sung in every major opera house in the world and for royal audiences, she returned to Australia in 1902 where she was mobbed by fans. In Australia during World War 1, she worked tirelessly raising funds for war charities, leading to her being awarded Dame Commander of the Order of the British Empire in 1918. She established a singing school at Melbourne Conservatorium of Music in Albert Street (since renamed the Melba Memorial Conservatorium of Music), providing her services for free.

Hyllus Maris 1934 – 1986

Hyllus Maris, of Yorta Yorta and Wurundjeri descent, was born in 1934 in Echuca, Victoria, and moved to Shepparton in 1939. In Melbourne in 1970 she helped found the National Council of Aboriginal and Island Women. In the mid-1970s, she collaborated with Sonia Borg in writing the Australian history, *Women of the Sun* which was made into a film in 1981 for ABC television. Comprising four episodes based on the lives of an Aboriginal woman from four eras (the 1820s, 1890s, 1930s and 1980s), the film won the 1981 United Nations Media Peace Prize, the 1993 Banff Grand Prix and two Australian Writers Guild's Awards (AWGIES) and five Penguin Awards. Hyllus was largely responsible for the 1982 establishment of Worawa College, Victoria's first Aboriginal school.



I belong

Melbourne Girls' College
Yarra Boulevard Richmond VIC 3121
T: +61 (0) 3 9428 8955
F: +61 (0) 3 9428 2737
www.mgc.vic.edu.au