

# CAMREVIEW



## CENTENARY ANNUAL REPORT / 2020

1920 ||| 2020 *100 Year Anniversary*

**CAMBERWELL GIRLS  
GRAMMAR SCHOOL** | An Anglican School  
**CREATE YOUR TOMORROW**





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At the start of 2020, Australia experienced catastrophic bushfires. As the bushfires began to ease, the world watched as the COVID-19 pandemic began its spread. It was, at the time, difficult to foresee what lay ahead.

At CGGS, our Centenary year commenced in a promising fashion against a backdrop of increasing uncertainty, as we came to know more about the virus and attempted to restrict its impact. On Tuesday 11 February, we welcomed Her Excellency the Honourable Linda Dessau AC, Governor of Victoria and her husband, Mr Anthony Howard AM QC as the school's special guests at our Centenary Commencement Ceremony. Little did we know at the time, this would be the only formal Centenary event we would be able to hold in 2020.

When it came, the first lockdown was a huge test for everyone as our world seemed to change completely overnight. Assisted by our work in the previous years on curriculum renewal and the development of the BY DESIGN learning architecture, staff and students quickly pivoted to remote learning. We were proud to see our teachers design and deliver high-quality remote learning and wellbeing programs for our students during that time.

When the second, and longest lockdown was initiated in July we were more prepared. It was fundamental for us to continue to respond to the needs of our community and to provide the best possible learning and wellbeing outcomes for our students. Our priorities

remained clear throughout the year: consistent communication; maintaining connections between students, teachers and parents; flexibility and ongoing support to master new technologies and new ways of teaching and learning. Once again, we would like to thank our staff, students and parents for their work during the periods of remote learning. In this report, you can read more about the work we did to ensure quality education and connectedness during lockdowns and when transitioning back to school.

Whilst educating our students and responding to the challenges of the pandemic was definitely our primary focus in 2020, we still managed to advance other important projects for our school and community. Substantial work was carried out to finalise and launch our new learning architecture, BY DESIGN. BY DESIGN places an emphasis on design principles and the development of transferable skills, alongside discipline-specific knowledge and skills. The architecture details the unique values that underpin who we are at CGGS, as well as the knowledge, skills and dispositions that contemporary research indicates learners should acquire. BY DESIGN is the lens through which all learning experiences will be created at CGGS.

Our BY DESIGN architecture, along with other initiatives in place at CGGS, enabled us to show how we are being proactive and innovative in our practice and assisted in our selection by the University of Melbourne into their New Metrics for Success Research Partnership project.

We are one of a small group of schools from different sectors across Australia who will work with key academics from universities globally during 2021 and 2022 to expand the metrics for assessment for Australian school children beyond just NAPLAN and the ATAR.

Our Centenary year also saw us launch our Inspiring Women program, allowing us to reconnect with and honour CGGS women who live the school values of integrity, commitment, respect, hope and courage. This program will continue to recognise our inspiring women each year and is a way to provide meaningful role models for our current students.

The impact of the pandemic certainly highlighted our strengths in our Centenary year - a school that continues to offer a progressive education, is a welcoming and caring community and has a deeply embedded commitment to service.

I look forward to continuing to celebrate our Centenary in 2021, if the pandemic allows us too.

With best wishes,

**Debbie Dunwoody**  
*Principal*



Cover image: Picnic on the oval, 1960s  
Right: Sports Carnival, 1930

This report is produced in accordance with the National Compliance Legislation. A digital copy is available at [cggs.vic.edu.au](http://cggs.vic.edu.au)

# Remote Learning



In response to the Australia and State-wide COVID-19 lockdowns and imposed school closures, our teaching and learning program was moved online twice during 2020.

During these periods of remote learning, we were proud to continue to offer curricular, co-curricular, support and enrichment programs online, using a variety of digital tools to facilitate learning. To recognise the intensity of learning remotely during a pandemic, we developed and implemented school-wide wellbeing days which provided opportunities to focus on the wellness of our community's minds, bodies and souls. These days were strategically spaced throughout the terms.

## Junior School

At Junior School, remote learning was run using Seesaw Learning Journal, alongside Zoom video conferencing for whole class and small group meetings. We modified our Junior School timetable when teaching remotely to support students' cognitive load, to balance screen time and physical activity and to support families who were working from home. Foundation to Year 3 students participated in synchronous literacy, numeracy and language lessons and asynchronous lessons for their specialist subjects. Years 4 to 6 students participated in synchronous lessons across the curriculum. We were able to leverage a range of technologies, such as Padlet, in order to support the continuous learning and engagement of our students.

Our Junior School students had the opportunity to participate in a number of enrichment programs which were reimaged for remote learning, including STEAM Club, STEM Games and the Science Talent Search. Our Junior School Science Talent Search team won one of four Hugh McKnight Encouragement Awards for their diverse and high-quality entry.

## Senior School

In Senior School, the design of remote learning reflected the distinct learning requirements and variability of the student cohort, with continuity of learning and assessment an essential component at all year levels. Recognition of the need to balance flexibility with familiarity and predictability for students, families and staff, was reflected in the design of the school day. A further consideration was the necessity to design a model that would enable an anticipated staggered year level return to school at short notice, where a hybrid remote and on site model of teaching and learning was required.

At VCE, synchronous learning continuity in all subjects, including remote assessment of SATs and SACs, was provided in accordance with VCAA administrative requirements. In Years 7 to 10, synchronous learning continuity and consistency in the delivery of literacy and numeracy, including assessment and feedback was facilitated. Lesson times at Years 7 to 10 were reduced to 45 minutes in order to promote time away from screens. Further to this, in the first round of remote learning, some subjects were withdrawn from the timetable. The period 5 Wellbeing Program evolved

across the two remote learning periods, in response to changing conditions and the improved confidence of staff working within the remote setting. Some teaching staff were re-deployed to support their peers in other areas, with a particular emphasis on staff and student connection and wellbeing. Additional teachers were also employed to support classroom teachers. In the state's second and more extended round of remote learning, these subjects returned to the learning program with the intentional design of asynchronous and self-paced learning opportunities.

Continuity of individual music lessons and ensemble rehearsals was sustained and these were adjusted to be suitable to the online learning environment. The same went for the Senior School co-curricular program including clubs, activities and House events. Additionally, the co-curricular, student leadership, pop-up and seasonal learning programs of the school continued in this regard. Also delivered remotely were our Parent/Teacher Learning Conversations, subject information evenings, VCE preparation sessions, career days and major community celebration events including the Year 12 Valedictory Dinner and the presentation evenings.

When the time came to transition back to school, recognising the varying needs of our students, we redesigned our Years 7 to 12 Wellbeing Program and curriculum to include a focus on Hope, Gratitude, Connectedness and Self-Efficacy. These themes were purposefully chosen as research indicates that they positively correlate with psychological wellbeing and coping in the face of adversity. Our purpose was to ensure students felt known, valued and understood, recognising the importance in their social support networks in overcoming stress and bouncing back during difficult times. During Tutor and Form time, as well as through our House Program, these ideas were explored across 16 different games, activities and initiative tasks.



# Centenary Celebrations



So many events were carefully planned to celebrate the school's Centenary in 2020. Unfortunately, many of these events did not get to run due to restrictions, and were postponed to 2021. Even if the celebrations we had planned did not unfold, we still managed to hold a small number of events in a different way to honour the school's history.

## Centenary Staff Commencement Service

Rev'd Helen Creed decided to hold the 2020 staff commencement service at St Mark's Church Hall to celebrate our Centenary. It was fitting to mark the start of this momentous year at the location where the CGGS story began a century ago, with Miss Dorothy Collier and the first 8 students. Staff enjoyed hearing from both Rev'd Helen Creed and The Vicar of St Mark's, The Venerable Greg Allinson, who provided thought-provoking reflections.

## Centenary Commencement Ceremony

On Tuesday 11 February 2020, we were privileged to welcome Her Excellency the Honourable Linda Dessau AC, Governor of Victoria and her husband, Mr Anthony Howard AM QC as our special guests. Bishop Geneive Blackwell officiated and Murrundindi conducted a Welcome to Country.

The Governor generously spoke to all groups in our community and acknowledged the importance of our school in the area and the significance of reaching such a milestone in our history. The Governor highlighted our commitment to service through our school motto, *Utilis in Ministerium*, encouraging girls to take this commitment into their lives beyond school. She also acknowledged the work of those who volunteered their services to the important role of governance and laying strong foundations for the benefit of future generations, just as our forebears did.

## Archives Exhibition

Robinson Hall came alive for *The Shape of Us: Archives Exhibition*. Curated by one of our alumnae, Sarah Lammardo (2016), the exhibition highlighted the CGGS archive collection, which shares not only the history of the school, but its enduring role in progressive education. The space was opened to limited numbers in June and a virtual tour of the exhibition was also created to allow more people in our community to explore it and to discover what has shaped CGGS into the school it is today.

To view this exhibition visit:  
[cggg.vic.edu.au/archivesvirtualtour](https://cggg.vic.edu.au/archivesvirtualtour)



## Inspiring Women

We planned our inaugural Inspiring Women program to be launched during our Centenary year. This program allows our community to nominate inspiring alumni, staff (current and past) and mothers (current and past) to showcase them as inspirational role models for our students. The honourees serve as a reminder of the amazing women in our CGGS community. The special ceremony to unveil the inaugural women had to be postponed however, the honourees were still announced online and in *CamLife Magazine* and they will be formally honoured at an event at the school in 2021.

Discover more about the 2020 honourees at:  
[cggg.vic.edu.au/inspiringwomen](https://cggg.vic.edu.au/inspiringwomen)

# BY DESIGN Learning Architecture



Scan this QR Code with your smart device camera to view our online booklet.

In 2018, CGGS made a commitment to build its own architecture to underpin all teaching and learning at the school. The aim of this new architecture would be to enable staff to intentionally consider the who, what, how and why of learning at CGGS.

The learning architecture was developed in-house by a dedicated team. The group took into consideration relevant data and research around global trends and best practice in both the workplace and education.

Two years in the making, the result is BY DESIGN, an approach to learning which encompasses our context (who we are and what is important to us), the elements of teaching and learning that we value (how we design) and the opportunities that it affords (what we do and why we do it).

BY DESIGN ensures that each learning experience focuses on the development of transferable skills alongside discipline-specific knowledge and skills. It supports a personalised approach to learning, values the whole person and is agile enough to adapt to new expectations, such as changes to the learning environment (like remote learning), new pathways beyond school, and community/employer expectations.

We also recognise the importance of wellbeing in all aspects of a young person's development and that's why practising wellbeing is one of our design principles when creating new learning experiences.

In 2020 BY DESIGN was used extensively in Year 9, and in Term 4 it was used to review the Years 7 to 10 curriculum. Whilst our initial focus has been predominantly in Senior School, the BY DESIGN architecture can now be used across the whole school. Many staff tested components during the developmental phase, including trialling the BY DESIGN app to design their units of learning.

Some highlights of BY DESIGN at CGGS in 2020 include:

## Co-Design Elective

As part of the Year 9 spotlight on co-design, students in Year 9 were provided with an opportunity to engage in a new Year 9 elective, BY DESIGN. Initially, using a guided inquiry framework, students explored areas of interest, then using the Design Thinking Process, Guided Inquiry or the Research Process to dive deeper and personalise their learning.

## Micro-Credentialing

CGGS has set up an Acclaim by Credly account to allow us to award students and staff micro-credentials. Micro-credentialing refers to the credentialing of smaller units of learning (often via digital badges or certificates). It provides an avenue to acknowledge and validate the different skills students have acquired and demonstrated across subjects and learning experiences. The key focus of this type of new credentialing is to highlight transferable general capabilities (transferable skills) which are important to businesses, organisations, community groups and individual learners. Further work is also being undertaken in 2021 and 2022 with The New Metrics for Success Research Partnership with The University of Melbourne.



# Academic Excellence



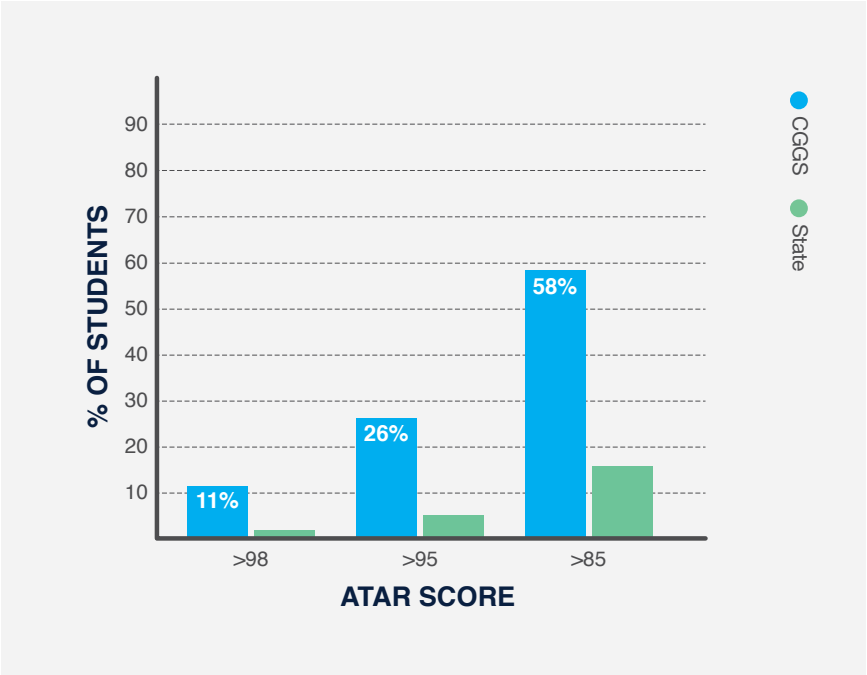
## Year 12 ATAR Results

Despite all the challenges that 2020 presented to our students, the Class of 2020 rose up in the face of adversity. In a year like no other, we are so proud of this group of young women for their achievements, allowing them to pursue their tertiary paths.

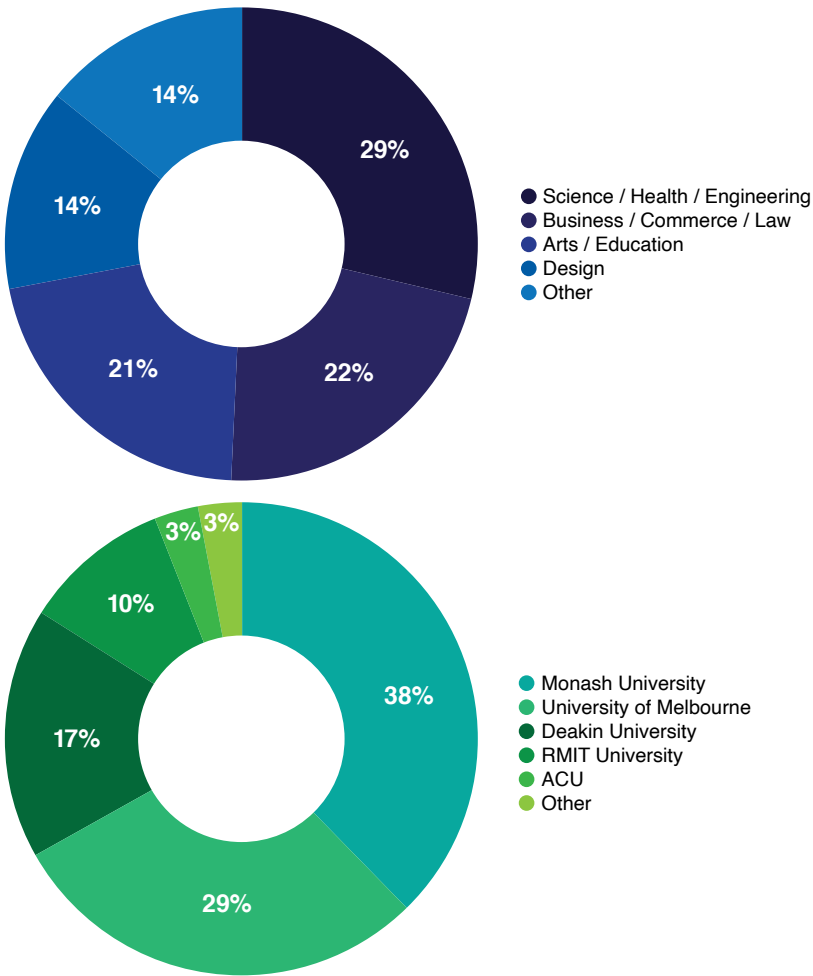
## 4 Perfect Study Scores

Chinese First Language  
Food Studies  
Further Mathematics  
Psychology

the class of 2020 rose up in the face of adversity



## Tertiary Destinations



**100%**  
of students from the class of 2020 received a tertiary study offer

**80%**  
of our students received a tertiary offer for their first or second preference



**Dux of School**  
*Louisa Taylor Memorial Award*  
**Tilly Dunn**  
ATAR of 99.5

**Dux Secondus**  
*GD Lawrence Award*  
**Saoly Nguyen**  
ATAR of 98.95

**3rd Highest Score**  
*RM Westcott Award*  
**Laurya Dang-Nguyen**  
**Emma Waldron**  
**Emily Zhang**  
**Rochelle Scheid**  
ATAR of 98.75

**4th Highest Score**  
*Otto Yuncken Award*  
**Christine Guan**  
ATAR of 98.55



# NAPLAN Results

Each year, CGGS takes part in NAPLAN, a Federal Government mandated assessment of Years 3, 5, 7 and 9 students' literacy and numeracy skills. Due to COVID-19, NAPLAN was not administered in any schools in 2020. Whilst we did not receive NAPLAN data in 2020, it is important to note that NAPLAN is just one of many sources of information we use as a school to track student progress.

Teachers implement a range of formal and informal assessment tools to develop an understanding of each student's learning profile and to assist them to plan learning experiences which support student growth.

Below are the NAPLAN results for CGGS for the two previous years:

## CGGS v State Median 2018 / 2019

	Year	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
2018	3	516	448	482	422	447	426	517	441	480	419
2019	3	557	445	510	445	544	431	608	456	516	422
2018	5	577	512	529	491	543	499	593	510	564	504
2019	5	573	516	523	487	556	506	570	507	565	507
2018	7	607	548	580	514	598	547	614	549	620	556
2019	7	613	552	566	523	598	548	605	546	634	562
2018	9	639	591	618	551	642	586	651	584	662	603
2019	9	642	587	608	558	640	585	649	577	645	599
		CGGS	State	CGGS	State	CGGS	State	CGGS	State	CGGS	State





# Highlights

### Diversity Week

Diversity Week was held remotely in May. The Diversity Captains organised daily activities to engage all students. Highlights of the week included: an online webinar with a panel of staff and students discussing the topic 'Being Australian', an online international concert, a cultural diversity trivia competition and writing messages of support for the LGBTQIA community.

### Dorothea Mackellar Poetry Award

A Year 6 student was awarded runner-up in the Dorothea Mackellar Poetry Award, in the Upper Primary Learning Assistance category, for her poem Gone, which was inspired by the 2020 bushfires.

### Duke of Edinburgh's Award

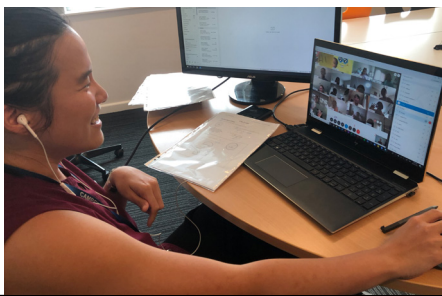
2020 did not stop our CGGS students completing their Duke of Edinburgh Award. From online virtual tutoring, sports coaching and using technology to continue learning new languages, students transitioned to remote Voluntary Service and Skills with endeavour, whilst keeping up their Physical Recreation logs. The fourth component, Adventurous Journey, was not so easy to work on during lockdown. However, with students globally challenged in this aspect, The Award set up a Virtual Journey in which students completed tasks of planning, reviewing content and analysing virtual hikes from around the world.

CGGS was proud to see 15 students complete their Bronze Award, 10 complete the Silver Award and three complete the Gold Award.

### FIRST Lego League

In 2020, CGGS entered two teams, made up of students from Years 7 to 9 into the FIRST Lego League Competition, an international event with more than 320,000 competitors from 100 countries. Throughout the competition, students needed to demonstrate the six core values of FIRST Lego League: Discovery, Impact, Inclusion, Teamwork, Innovation and Fun.

At the Melbourne Consolidated Regional Final, which took place online, both our teams performed extremely well. One team won the Motivate Award and the other, the Breakthrough Award. Each team was selected to compete in the National Championships in December, where one team won 1st place for the Core Value Award and the other team placed 2nd for the Innovation Project Award.



### Goethe Institute's Enterprise Program

In 2020, our Year 10 German class participated in the Goethe Institute's Enterprise Program. Three CGGS students were shortlisted for submitting one of the most innovative business ideas pitched by students from all across Australia and went on to place 2nd nationally.

### House Events

The school's House Program is led by the students and exists to build school spirit and culture. As well as maintaining tradition, it also connects students within the school across the Year 7 to 12 cohort.

During remote learning, House activities were held weekly, with participation leading to Isolation Cup points. The House Isolation Cup was designed by the 2020 School House Captain and House Captains to involve students in the House community and culture during remote learning. Throughout the year, House Captains showed resilience and flexibility as they successfully managed to coordinate a brilliant program of events, in person and online. The culminating event was the House Celebration Day where the community watched the 2020 House Performing Arts Production, which incorporated Dance, Drama and Music.

The overall winners for the 2020 Senior School House Events are:

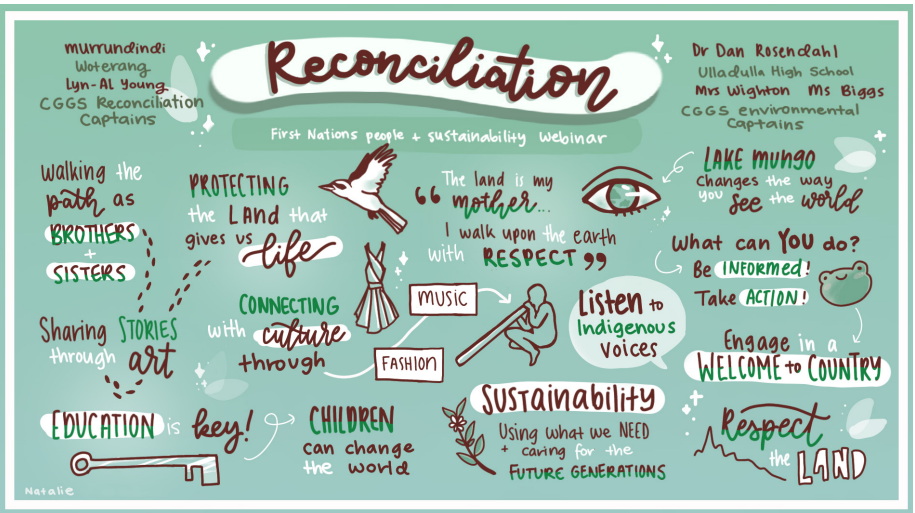
- Athletics** - Schofield (live event held in Term 1)
- Cross Country** - Taylor (virtual event held in Term 2)
- Debating** - Lawrence (virtual debate)
- Diving** - Schofield (live event held in Term 4, 2019)
- Isolation Cup** - Lawrence
- Public Speaking** - Taylor (live event held between the two lockdowns)
- Reader Cup** - Taylor (online submissions)
- Swimming** - Taylor (live event held in Term 4, 2019)
- Theatre Sports** - Taylor (live event held in Term 4, 2019)

Due to the lockdowns House Dance, Drama and Music were unable to be held in their original format and therefore, no winners were awarded.

The recipient of the Rhodes Cup for 2020, which is awarded to the Champion Senior School House was: **Taylor**

### Indigenous Program

Once again in 2020, Murrundindi visited our school to work alongside various year levels, in both the Junior and Senior Schools. During remote learning periods, our students continued to learn about Indigenous culture and Murrundindi held virtual sessions that complimented each year levels' Unit of Inquiry.



For Reconciliation Week, our Reconciliation Captains had to plan activities that could be carried out at home, while learning remotely. A highlight of the week was the cooking session, held via Zoom, to make Lemon Myrtle Shortbread and a special webinar titled, Respecting Our Land; Respecting One Another, where our Reconciliation and Environment Captains interviewed special guests about Climate Change and First Nations people.

### International Women's Day Breakfast: Each for Equal

On Thursday 5 March we were very fortunate to welcome back old grammarian, Kim Henderson (1987), Director of Policy and Evaluation at Our Watch, to present to the school community at our International Women's Day Breakfast. The 2020 theme was Each for Equal and emphasised the importance of gender equality in society and the workplace.

### Library Author Visits

During 2020, a number of authors visited our Junior and Senior Schools to conduct workshops, some of them happening virtually of course. Visitors included:

- > Alex Miles
- > Mark Greenwood
- > Mark Carthew
- > Frané Lessac

### Parent Education Seminars

In partnership with Camberwell Grammar School, a series of Parent Education Seminars were once again held throughout the year. Due to COVID-19 restrictions, some had to be held as webinars. It was wonderful to give parents from both schools the opportunity to hear from experts on a variety of relevant topics:

- > Dr Andrew Fuller - The System: How To Set Yourself Up For A Great Year
- > James Shone - Inflating Balloons Of Self-Belief
- > Dannielle Miller - Creating Connection When Physically Disconnected

- > Andrew Fuller - How Parents Can Best Support Students With Their Learning
- > Dr Jared Cooney Horvath - Cognizance Project: A Tour Through The Teenage Brain
- > Jules Allen - How To Live Positively In An Anxious World
- > Dr Kristy Goodwin - Raising Your Child In A Digital World
- > Dr Tom Nehmy - Seven Secrets To A Healthy Mind

### Parents & Friends Association

The Parents & Friends Association (PFA) continued to support the school in 2020, with the PFA making a commitment of spending '\$100,000 for 100 Years' on new equipment.

Items purchased include:

- > Banks of portable modern chairs for Barbara Sutton Hall
- > Additional play equipment for the Junior School Playground
- > Enclosed trailer to support the Outdoor Education Program
- > Kiln to support the Senior School Art Program

Due to restrictions, the PFA was not able to run all the events it had planned. Some events happened prior to and in between the lockdowns, while others were held virtually. The PFA was proud to support the following events:

- > Funding for the 2020 Year 7 Parent Morning Tea
- > Funding for the Junior School New Parent Morning Tea
- > Support for the Father/Daughter Father's Day Challenge
- > Support for the Performing Arts through the purchase of sheet music, music batons, costumes and awards
- > Funding support towards the Year 12 Valedictory Dinner for the student and parent meals, catered for by fine dining restaurant, Ten Minutes by Tractor
- > Funding for the catering of the Year 6 Graduation Lunch



### National Plan Your Own Enterprise Competition

Each year, a number of our students enter the Plan Your Own Enterprise Competition by submitting a creative idea for a small business, including preparation of a business plan. In 2020, three Year 9 students received national recognition for their business proposal, a popcorn delivery company called, 'What's Poppin'. The students were acknowledged as Victorian winners and went on to be recognised as National winners. They competed against approximately 1,000 students across Australia, with most of their competitors being in Years 10 and 11.

### Professional Learning

2020 presented unique challenges and opportunities for professional learning and growth. Our staff professional learning days moved from an on site model to being fully online. A hybrid model was then adopted once staff were able to return on site.

Dedicated professional learning sessions in the use of digital technologies were conducted for staff prior to remote learning, thus promoting a smooth transition to online teaching and learning. Professional learning continued throughout the year in a variety of formats. Staff were able to choose from professional learning options provided by CGGS, whilst also benefiting from an expanded offering of online learning from professional and educational associations.

CGGS professional learning support included:

- > Personalised 1:1 or 1:team support provided by CGGS educational leaders
- > Personalised 1:1 support with Apple Educators for teachers using iPads with students
- > Support in connecting with broader networks through the ISV distance learning webinar series and other external professional learning events
- > Access to a new professional and digital learning website
- > Attendance by over 40 staff at the Systems Leadership Seminar with Andrea Downie from Project Thrive
- > In November, a team of nine teachers took part in a training program by CS in Schools to run new computer science classes for all students in Year 7 in 2021

### Seasonal Learning Opportunities

In 2020, we continued to offer seasonal learning opportunities online and face-to-face, depending on where students were working at the time. These learning experiences included:

- > Year 7 Sustainability Conference
- > Year 9 Service Learning Conference
- > Year 9 World of Work Conference
- > Year 9 Artificial Intelligence (AI) for Good Conference
- > Year 9 Melbourne Mindset exploration
- > Year 10 Career Story Conference

### Service Learning

As a school, we are proud of our service learning partnerships with a number of local, national and international organisations. Throughout 2020, our students and staff contributed in a meaningful way to each organisation's projects, both by giving their time and by raising money. Food donations were also collected on a couple of occasions, including a food

drive for the River Nile School. COVID-19 definitely put limitations on some initiatives and fundraising efforts, however the school still served the following organisations and managed to make donations totalling \$3,800.

- > Anglicare Victoria
- > Baptcare Hedley Sutton
- > Benetas Broughton Hall
- > Days for Girls
- > Dream Stitches
- > Green Gecko Project
- > River Nile School
- > Robert Connor Dawes Foundation
- > Salvation Army
- > Solar Buddies
- > World Vision

### Sport Achievements

Like other areas, sports had to be transformed and reinvented from March 2020. However, as a school, we still saw many achievements in this area. Highlights included:

- > **Triathlon** - We had a record number of students compete in the GSV Triathlon, with 51 girls participating in the team event and four students competing in the individual event.
- > The **GSV Swimming Team** performed very well at the Preliminary Carnival and qualified 1st in the Division 3 Championship Carnival.
- > The **GSV Diving Team** performed well and were proud to qualify for the Division 2 Championship Carnival, which unfortunately could not be held.
- > **Australian Olympic Change-Maker Award** - Michaela Robinson and Eloise Webster received the 2020 Australian Olympic Change-Maker Award. This award recognises students who demonstrate sporting excellence whilst exemplifying the Olympic values.



- > **House Sport** - In Term 4, we had our first House Sport Tournament where girls chose to represent their House in either netball or soccer.

Some new initiatives were implemented to keep our students active and to keep sport alive during the lockdowns. Highlights included:

- > **100km club** - Our CGGS students were encouraged to stay active by joining the 100km club. Student tracked every running session using a smart watch or device and uploaded to their run. When a student accumulated 100km, they received a badge.
- > **Online Skills Sessions** - Students were provided with different sporting challenges to complete at home each week. These ranged from completing tricks or mini training sessions in various sports.
- > **Athletics Training** - Every Friday afternoon during the lockdowns, the CGGS students joined a Zoom session where they trained with their friends under the guidance of our Athletics coaches.
- > **Saturday Netball** - Our Netball Coordinator created weekly netball clinics for our students to participate in while at home. These sessions focused on fitness as well as netball skills and could be completed anywhere around the home.

### Two Cents Podcast

In the midst of the second Melbourne lockdown, the 2020 School Captains introduced the 'Two Cents Podcast', which aimed to keep the community connected whilst physically apart. In the podcast, the Captains shared their opinions and some insights into our school community. In addition to raising awareness, the podcast has sparked discussion in topics of self-care, wellbeing and expressing individuality. Episodes can be found on Spotify by searching: Camberwell Girls Grammar School.

### VCE Production

VCE Theatre Studies students had the opportunity to share their production, Metamorphosis in July 2020, after being postponed in Term 2. The performance was live streamed to parents and students.

### Virtual Events

Due to restrictions, a number of school events had to be held virtually in 2020. Pivoting some of our traditional events to an online format was definitely a challenge but one that our staff and community rose to. Some events were pre-recorded, while others were completely livestreamed.

The following events were held in a virtual format:

- > Multiple Virtual Open Mornings were held for prospective families considering CGGS
- > Virtual Interactive Evenings were held for students due to commence at CGGS in Year 7 in 2021 or 2022
- > House Dance, Drama and Music Competition
- > Reunions for old grammarians were held via Zoom
- > VCE Art Exhibition
- > Year 7 to 9 Presentation Evening
- > Year 10 to 12 Presentation Evening
- > Year 12 Leavers' Service
- > Year 12 Valedictory - In partnership with Ten Minutes by Tractor, an award-winning winery and restaurant located on the Mornington Peninsula, and with the support of the Parents & Friends Association, we celebrated our Class of 2020. Head Chef, Adam Sanderson designed a menu specifically for our Valedictory Dinner, which families and staff enjoyed as an in-home dining experience, while watching the livestream of the event.





# Operations

The School Council is empowered to set the strategic direction of CGGS. Through the dedication and hard work of the Council members, the school ensures it can continue to enhance its facilities, programs and buildings. The School Council also ensure our school values are continually upheld as the school adapts to the changing needs of our students and our community.

The School Council was chaired by Ms Christine Cussen. During 2020, the Council sub-committees continued to oversee the strategic advances of the school with diligence, care and great personal commitment. We thank the following members, who head those sub-committees:

- > Mr Sam Page - Chair of Finance & Audit Committee
- > Ms Christine Willshire - Chair of Risk & Governance Committee
- > Mr Steve Burrows - Chair of Property Committee
- > Ms Christine Swan - Chair of Foundation & Community Committee
- > Dr Helen Rawson - Chair of the Education Policy Committee

### Compliance

Camberwell Girls Grammar School operates a Department of Education approved Early Learning Centre for 3 and 4-year-old girls and boys. The Centre provides both full-time and part-time programs for families to consider across both year groups.

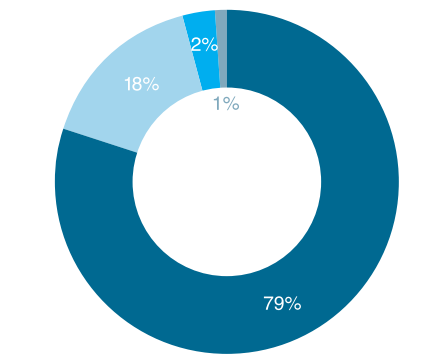
The Early Learning Centre is a feeder to our girl's only primary school. Each year the vast majority of our Foundation (Preparatory) class is made up of students from our Early Learning Centre.

Overall, our Early Learning Centre exceeds the National Quality Framework standards ratings.

the school council is empowered to set the strategic direction of the school

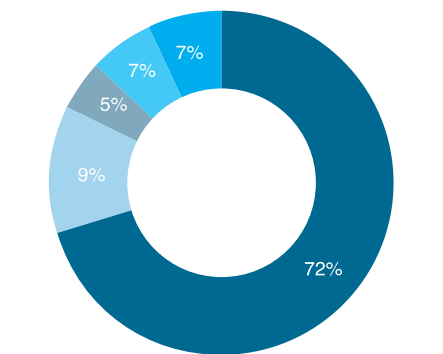
A proportion of funds or fees collected by the School may be used to support the operation of the Early Learning Centre.

### Revenue & Expenditure for the year ending 31 December 2020



School Income

● Tuition Fees ● Government Grants ● Other Revenue ● Donations



School Expenses

● Salaries ● Tuition Costs ● Maintenance Costs ● Depreciation ● Other



# Community

### Staff

We have a team of dedicated educators and professional services staff who are all committed to their roles at CGGS. We employ 163 staff, of which 70% are educators and 30% professional services staff.

Our education professionals are all registered with the Victorian Institute of Teaching and have a genuine passion for education. Our professional services staff bring a high level of experience to their roles and ensure that the operational and administrative facets of the school are well managed.

In 2020, the staff attendance rate was 98%. Our workforce was comprised of 80% females and 20% males. We are pleased to report that 95% of our staff were retained into 2021. Employees departed for a number of reasons including retirement, relocation, resignation and change of career.

- Our annual Staff Survey revealed that our educators and professional services staff enjoy coming to work each day:
- > 98% of CGGS staff believe their work in the school is important
  - > 97% of CGGS staff believe there is good collegiality amongst the staff at this school
  - > 92% of CGGS staff believe that their work makes a difference to our students
  - > 92% of CGGS staff receive job satisfaction from their work

### Students

We are extremely proud of our multicultural, diverse and highly inclusive student community. In 2020, our students showed support for each other in ways they never had before and demonstrated their resilience and capacity of adaptation.

The Senior School student attendance rate for 2020 was 94.46% and the Junior School student attendance rate for 2020 was 92.38%. Attendance is monitored electronically at both schools, with rolls being marked multiple times throughout the day. Our Wellbeing Team provides ongoing support to families and our Student Services staff always ensure that absences are followed up and that parents are aware. During remote learning, rolls continued to be marked as usual and absences followed up.

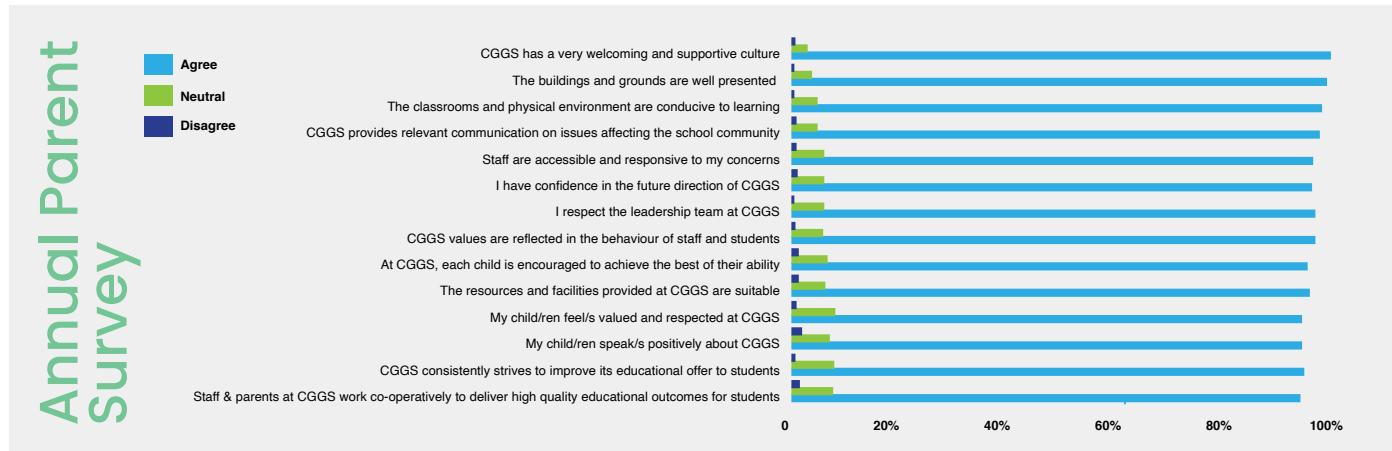
Our annual Student Survey for Year 5 to Year 12 students, revealed that they enjoy life at CGGS. Below are some statistics from our 2020 survey:

- > 99% of students feel that teachers expect them to do their best
- > 99% of students say they feel safe at CGGS
- > 96% of students believe CGGS offers a respectful and positive environment
- > 95% of students believe CGGS teachers are passionate about their subject area
- > 95% of students feel there are opportunities to participate in a range of activities at CGGS
- > 93% of students believe CGGS nurtures and supports student wellbeing
- > 93% of students always strive to achieve their personal best

### Parents

The school works tirelessly to ensure our parent community is provided with opportunities to connect with each other and with our staff. By building strong relationships and open communication, we can create a better understanding of our parent community and identify areas for improvement. Our annual Parent Survey is just one of many ways we can achieve this and the 2020 results revealed some great insights.

A total of 497 parents responded to the survey (37.1% of all eligible respondents), representing a good cross section of the school and year groups. The results provided clear evidence of the overall satisfaction of CGGS parents and a positive appreciation of the education we offer. The Parent Satisfaction Survey comprised a number of statements that parents could rate from Strongly Agree to Strongly Disagree. The results clearly demonstrate that CGGS parents have a very high satisfaction level with the quality of education their children are receiving. See graph below.





# Staff

## School Management Team

**Principal**  
Debbie Dunwoody  
BSc, Dip Ed, Grad Dip Curr Admin, MACE, FACEL Vic

**Deputy Principal / Head of Senior School**  
Cathy Poyser  
B Sc Ed, Prof Cert Adolescent Counselling

**Head of Junior School**  
Paul Donohue  
B Ed, Dip Ed, M Ed (PE), M Ed (Ed Ld & Admin)

**Chief Financial & Operating Officer**  
Stephen Cuddon  
B Bus, MBA, CA, MAICD

**Director of Learning Design & Development**  
Charlotte Forwood  
PhD, MTeach, BAppSci(SpPath), DipEd(Prim), TTC, CPSP

**Director of School Operations (Term 1 to Term 3)**  
Mark Corrie  
B Ed, Grad Cert Acct

**Director of School Operations (Term 4)**  
James Henderson  
B Teach (Sec), B App Sci (Health Sciences)

**School Chaplain**  
Helen Creed  
BA (Hons), Dip Ed (Mon), BD, M Theol (Melb Coll Div)

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B Des, Cert IV HRM, Grad Dip HRM

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RN, Grad Dip Bus (HRM)

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**Marketing & Communications Manager (Term 2 to Term 4)**  
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B BA (Mktg / Tourism Mgmt)

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Kim Perkins  
B Ed (Sec)

**Head of Digital Learning & Innovation**  
Micah Wilkins  
BA, Grad Dip Teach, M Teach (Sec), M Ed

**IT Operations Manager**  
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B InfTech

**Professional Learning Coordinator**  
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B Ed (Sec), M Instructional Leadership

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B Sc Ed

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