105 YEARS 1920 2025

CAMBERWELL GIRLS GRAMMAR SCHOOL

CamReview

Annual Report ◆ 2025



School Motto

Utilis In Ministerium – Useful in Service

Vision
A leader and innovator in education, dedicated to fostering a passion for learning and building a more just and sustainable world.

Mission
A Christian school in the Anglican tradition, inspiring students in their love of learning and nurturing compassionate leaders with global mindsets.

Values
Integrity - Commitment - Respect - Hope - Courage

Commitment to Child Safety Statement

Camberwell Girls is a child safe organisation that welcomes all children, young people and their families. We are committed to providing inclusive environments where every student feels safe, respected and heard. We promote positive interactions between students and adults, and between students and their peers, based on mutual trust and respect.

Child safety is a shared responsibility. All staff, volunteers and visitors are expected to contribute to the wellbeing and protection of our students. We have zero tolerance for child abuse and actively work to identify children at risk or experiencing vulnerability to mitigate harm or distress. Particular attention is given to the safety needs of Aboriginal or Torres Strait Islander students, those from culturally and linguistically diverse backgrounds, students with disabilities, international students, those unable to live at home, and children and young people who identify as LGBTQIA+.

Acknowledgement of Country

Camberwell Girls acknowledges the Traditional Owners of the land on which the School is situated, the Wurundjeri people of the Kulin nation. We pay our respects to Elders past and present.

On the cover:
Year 9 student, Jessica M lighting a candle at the Founders' Service in St Paul's Cathedral, celebrating 105 years of Camberwell Girls Grammar School.

Sustainability Statement
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Introduction







As we reflect on 2025, I am proud of the way our community continued to embrace change with confidence, purpose and optimism. Throughout the year, we remained focused on providing an education that not only enables outstanding academic achievement, but also prepares young people to lead meaningful lives with curiosity, compassion and courage.

As the final year of our 2022-2025 Strategic Plan, 2025 represented an opportunity to reflect on the progress we have made while laying strong foundations for the future. Across every area of School life, we continued to strengthen the systems, programs and partnerships that support student learning, wellbeing and personal growth.

A defining feature of the year was our continued commitment to intentionally designed learning. Our wellbeing framework continued to evolve, with student voice playing an increasingly important role in shaping initiatives across the School. The Upskill curriculum continued to provide students with authentic opportunities to develop the knowledge, skills and dispositions required for a rapidly changing world, while our ongoing involvement in the University of Melbourne's New Metrics Project reinforced our commitment to recognising learning more broadly than through traditional measures alone. Students at key transition points in Years 6 and 9 were awarded for another year, the Australian Learner Competency Credentials warranted by the University of Melbourne.

Our students once again demonstrated exceptional academic achievement, with the Class of 2025 producing outstanding VCE results, continuing the School's long tradition of academic excellence. Just as importantly, they exemplified the leadership, resilience and sense of purpose that define a Camberwell Girls education.

Beyond the classroom, 2025 was a year of strong community connection. As we celebrated 105 years of Camberwell Girls, students, families, alum, staff and friends of the School came together through a range of meaningful events that honoured our history while affirming the enduring strength of our community. These occasions celebrated our history while affirming the shared values that continue to shape our future.

The year also marked significant progress in strengthening the School's future capability. Investment in our digital ecosystem, professional learning and communications will continue to enhance the experience of students, families and staff in the years ahead. At the same time, work continued on the redevelopment of Barbara Sutton Hall, an important project that will provide future generations of students with outstanding performing arts facilities and opportunities.

None of these achievements would have been possible without the dedication of our exceptional staff, whose expertise, care and commitment continue to inspire our students every day. I also extend my sincere thanks to the School Council, our parents, alum, volunteers, donors and wider community for their ongoing support and partnership. Together, we continue to create a learning environment where students are challenged to achieve their personal best while developing the confidence and character to contribute meaningfully to the world around them.

Thank you for your continued support of Camberwell Girls.

Debbie Dunwoody
Principal

Strategic Plan

The Strategic Plan for 2022 - 2025 was created to guarantee the delivery of a relevant and dynamic education for our students. Guided by the School's Vision, Mission, and Values, the plan focuses on three strategic pillars, each with ambitions to be realised by 2025. In the following pages, the School provides an update on the progress towards the ambitions in 2025.

Learning Designed For All

INTENTION
We design holistic learning to build confidence, resilience, adaptability, agency and wellbeing in each student, and ensure they are partners in their education and future ready.

AMBITIONS

Implementation of a school-wide wellbeing program.

In 2025, the 360° of Being wellbeing framework in the Secondary School entered a deliberate phase of review, with a strong focus on coherence, relevance and sustainability. This work strengthened alignment across the health, wellbeing and Upskill curriculum, alongside refreshed respectful relationships content, to strengthen its relevance and responsiveness to students' developmental needs.

The Upskill curriculum continued as a core feature of the Secondary School wellbeing program, supporting students in Years 7-12 to develop practical and personalised approaches to wellbeing. Choice Workshops remained central, enabling students to exercise agency by selecting experiences aligned to their individual needs and priorities. Student feedback consistently reinforced the value of choice in promoting engagement, relevance and ownership. Offerings continued to span physical, creative and reflective practices, complemented by expert-led learning focused on study skills, wellbeing and responsible decision-making.

Digital wellbeing and literacy remained a priority through the ongoing The Cyber Safety Project partnership. Students engaged in learning that focused on responsible technology use, cyber safety and developing healthy relationships with digital tools, strengthening the School's approach to the intentional use of digital technology.

Student agency remained a defining feature of wellbeing and school life at Camberwell Girls in 2025. In response to student feedback seeking greater involvement in decision-making, students were engaged in consultation processes informing the review of the Smart Devices Policy and Uniform Guidelines. This work reinforced wellbeing as a shared responsibility and strengthened a culture of trust, agency and partnership.

The Junior School continued to embed the 360° of Being framework across the curriculum and co-curricular programs. The year commenced with the Quality Beginnings Program, which established shared norms for classroom routines, reinforced School values and the code of conduct, and supported the development of respectful relationships across the community.

Alongside the continued implementation of the BRAVE (Building Resilience and Valuing Everyone) program, focusing on the skills of emotional literacy, personal strengths, coping strategies and problem-solving skills, the Junior School commenced the implementation of The Cyber Safety Project across Foundation to Year 6. This program acknowledges the growing impact of digital technologies on children's lives and provides Camberwell Girls families with guidance and support in navigating the complexities of raising children in a digital world. The program enables students to learn how to engage with digital spaces safely and responsibly through a series of real-life, age-appropriate learning experiences.

A key goal in 2025 was to further strengthen the Year 5 and Year 6 Leadership Programs, with the continuation of the Year 5 Burn Bright leadership training and the Year 6 Leadership Program. An extensive review of the Year 5 and 6 experience has informed



a number of recommendations to support further development of these programs in 2026.

Students in Years 4-6 also participated in three age-specific health education sessions delivered by Interrelate experts, supporting students' understanding of wellbeing, relationships and personal development.

ELC continued to consolidate practices established in previous years, with a strong focus on developing staff understanding of the whole child and the explicit modelling of respectful relationships.

Development of Camberwell Girls Learner Profile.

Camberwell Girls has continued its involvement in The University of Melbourne's New Metrics Project, as one of 37 national first mover schools. This has included developing shared understandings and language around key competencies such as Agency in Learning, Communication and Collaboration. In 2025, each Camberwell Girls student in Years 6 and 9 was awarded an Australian Learner Competency Credential (ALCC) which was co-badged by Camberwell Girls and The University of Melbourne to acknowledge key transitions: Junior School to Middle School, and Middle School to Senior School.

The School's ongoing involvement in this high-level project provides important insights and opportunities for skill development as we move towards developing a learner profile alongside our new student information system.

Further development of Upskill by Design Secondary School curriculum.

In 2025, Upskill was strategically scheduled on selected Tuesdays throughout the school year for students in Years 7-12. The four learning pillars - 360° of Being, Future Ready, Digital Technology, and Service Learning - continued to be utilised as themes; however, responsibility for the programs within these was distributed across teaching staff and centrally co-ordinated.

Opportunities for student choice continued to be integrated into Upskill for both Middle School and Senior School. Programs focusing on workplace and life skills were incorporated into the Middle School curriculum, while in Senior School, the emphasis continued on preparing students for post-school pathways and supporting the ongoing academic program.

An addition in 2025 was Senior School Masterclasses, an in-depth learning experience in the form of workshops, lectures, or collaborative activities, where students learn specialised or unique skills and knowledge related to a topic from an expert teacher or industry leader in their VCE subject.

Staff continued to be provided with collaborative department planning time alongside the running of Upskill, and data indicated a positive retention of time for teaching staff due to Upskill's design and delivery.

Development of a School Data Platform.

Key data was identified for inclusion in a school data platform for development in 2026. This included mandated data from NAPLAN, in-school literacy and numeracy assessments, school attendance and subject results. This data is used to monitor learning growth, engagement, and inform learning design, instructional practices, and strategic priorities.

Development of Camberwell Girls Hybrid Learning Model.

Students at different year levels have opportunities to engage in hybrid learning through our Upskill curriculum, and Extension and Enrichment opportunities. This includes engagement in projects with international schools, and online learning modules with organisations such as HEX, where students have focused on developing entrepreneurship and skills required beyond school.

Development of a new Camberwell Girls Shape of the Day.

Work on the Shape of the Day progressed as the School continued to explore ways to acknowledge and respond to the needs of learners within an evolving educational landscape. In 2025, a key focus was strengthening the Senior School identity for students in Years 10-12. This work included reviewing subject offerings and commencing the modelling of timetable structures to support a cohesive three-year VCE learning experience.

In addition, a more intentional allocation of time was implemented for Upskill, Professional Learning, SAC scheduling, and co-curricular activities. The Upskill curriculum was structured to enable students to apply their learning in diverse and emerging contexts at purposeful points throughout the year.



Our Community

INTENTION
We nurture connections and creative partnerships to realise our School's Vision and Mission.

AMBITIONS

Development and deepening of our Anglican ethos.

Our Anglican ethos is developed as much in our daily interactions, as in large scale events. One event that particularly highlighted and enriched our Anglican identity in 2025 was the Founders' Service. We celebrated 105 years of Camberwell Girls at St Paul's Cathedral, with all students from Years 5-12 in the congregation. The preacher was the Right Reverend Kate Prowd, and the exploration of the theme, 'Letting our light shine for others', called the School community to be oriented towards service.

At the start of the year, the School Chaplain led a workshop with Senior Management Team on Anglican identity using the Narrative Tree Therapy tool.

Our commitment to interfaith dialogue was highlighted when students and staff attended an Iftar dinner, hosted by the Australian International Academy.

As a School we also drew on the spiritual resources and understandings of the Christian tradition to support students, families and staff in times of need. Regular times of worship and reflection, offered to all staff and students, in different contexts and using varied approaches, were again at the centre of developing our Anglican ethos in 2025.

Renewed website and communications.

In 2025, Camberwell Girls continued to strengthen its customer-centred approach to communications, with a focus on improving the quality, clarity and effectiveness of engagement across digital and print platforms.

The School website remained a central point of connection for prospective and current families. A more targeted approach to traffic generation improved engagement quality, with increases in average time on page and engaged sessions, indicating that users were accessing more relevant and meaningful content. Key enrolment-related pages performed strongly, including significant growth in views to Scholarships, Enrolment and Academic Excellence content, supported by improved alignment between advertising activity and on-site messaging.

Digital marketing continued to play a critical role in enrolment growth. Campaigns such as 'Tour Our School' and 'Enrol Today' demonstrated increasing sophistication in targeting and performance, contributing a substantial proportion of tour bookings and enrolment applications throughout the year. Paid search activity increased as a referral source, reflecting stronger integration between advertising strategy and website experience.

The School also strengthened its approach to storytelling and visibility. VCE results communications achieved expanded reach across digital and media platforms, including early inclusion in major news outlets, driving increased engagement with academic content. Social media activity supported this visibility, with high-performing content showcasing student achievement, school life and community experiences.

A consistent and integrated communications approach was applied across major initiatives, including the Barbara Sutton Hall redevelopment, the 105 Years anniversary program and key enrolment campaigns. This included the development of cohesive visual identities, coordinated messaging across channels, and the use of video, digital and print collateral to support engagement with both internal and external audiences.

Publications continued to support communication across the School community, including CamLife magazine and the Annual Report, with a more targeted and sustainable distribution approach aligned with audience needs.

Across the year, these initiatives reflect a maturing communications model, characterised by clearer alignment between strategy, content and performance, and a strong focus on delivering meaningful, audience-centred engagement.

Parent engagement was further strengthened through the ongoing work of the Parents and Friends Association (PFA), with high levels of participation across events, volunteering and community initiatives. Volunteer contribution remained a defining feature of School life, supporting the delivery of major events and reinforcing a culture of connection and contribution within the parent community.

Alum engagement continued to deepen through a range of purposeful and intergenerational opportunities. Reunion events and milestone gatherings enabled past students to reconnect with each other and with the School, while structured initiatives such as the Inspiring Women program and Year 12 Encouragement Program ensured alum voices remained a visible and valued part of School life.

The inaugural Generations Breakfast provided a particularly meaningful opportunity to celebrate families with deep connections to Camberwell Girls, bringing together mothers, daughters and extended family members who attended the Shcool. Held as part of the School's 105th anniversary celebrations, the event recognised the enduring trust families place in the School and highlighted the powerful role of legacy in shaping community connection.

Alum also contributed to student learning and transition, participating in career conversations, mentoring opportunities and key School events. These interactions strengthened connections between past and present students and reinforced the ongoing role of alum within the School community.

The 105 Years anniversary program provided a unifying platform for engagement across parents, alum, students and staff. Events such as the Gala Ball and the Fig Tree Plaque Ceremony created meaningful opportunities for connection, while also supporting philanthropic initiatives and strengthening long-term community relationships.

Across 2025, the School's approach to engagement reflects a more intentional and structured model, with an increased emphasis on participation, experience quality and sustained connection across the community.

Strengthening engagement with parents and old grammarians.

Engagement with parents and alum remained a central focus in 2025, with the School continuing to strengthen connection, participation and a shared sense of community across generations.

A broad program of community events supported this ambition, with overall participation remaining strong throughout the year. Many events recorded growth, including Christmas at Camberwell, which achieved its highest level of attendance, reflecting sustained interest in whole-school experiences. The introduction of Net Promoter Score (NPS) across events provided a consistent measure of experience quality, with results indicating strong satisfaction and a high likelihood of advocacy among attendees.



Activating further partnerships with universities, research organisations, businesses and government.

Our HEX partnership program engaged students from Years 9 – 12 in 2025. At Year 9, HEX provided mentorship within the Commerce curriculum on the Build Your Own Enterprise project. Year 10 students opted into online HEX Ed units focused on tech, money, future and innovation and had the opportunity to attend two excursions on successful completion of these. These were to the Wade Institute at the University of Melbourne and RMIT where students extended their understanding on innovation, entrepreneurship and social change by connecting with industry mentors, guest speakers and careers panels. Ten students, across Years 10 –12, completed the HEX High Accelerator Course, receiving an academic transcript from the University of Sydney.

Facilitating an international student conference or challenge designed by Camberwell Girls students for our SAGE partner schools.

In 2025, Camberwell Girls continued to strengthen its partnership with SAGE network school Nanyang Girls' High School in Singapore through two student-led international collaborations aligned with the United Nations' International Women's Day and International Day of Friendship.

As part of International Women's Day, students from both schools participated in a collaborative exchange focused on leadership, voice and global connection. Camberwell Girls shared a framed digital artwork created by a Year 12 student, reflecting the inclusive and vibrant spirit of the School community, alongside a short video offering a 'day in the life' perspective of a Camberwell Girls' student. In return, Nanyang Girls' High School shared an artwork that blended Australian and Chinese cultural elements through traditional Chinese ink painting, symbolising collaboration and friendship between the two schools.

Later in the year, students engaged in a live online collaboration for the International Day of Friendship through a student-led cultural quiz that explored similarities and differences between Australian and Singaporean cultures. This experience was complemented by a cultural gift exchange, further strengthening relationships and deepening the connection between the two student communities.

Securing philanthropic support to assist with the construction of our new Performing Arts precinct.

In 2025, Camberwell Girls conducted a raffle to raise funds for the redevelopment of Barbara Sutton Hall. The raffle was promoted in the lead-up to the 105 Years Gala Ball and was drawn at the Gala Ball.

The '8K Your Way' raffle encouraged the community to purchase raffle tickets for the chance to be named one of the two lucky winners who would each receive $8,000 towards 2026 tuition fees, or if no student was currently enrolled, an $8,000 travel voucher with complimentary concierge service from Travel Associates Canterbury.

The School community responded strongly to the raffle, and significant funds were raised to support the School in the reimagining of Barbara Sutton Hall.

The two winning tickets belonged to two Year 12 parents and friends who planned a family trip to Japan together.



Our Expert Workforce

INTENTION
With a global mindset, our staff collaborate to grow, build professional capabilities and innovate for ongoing educational improvement.

AMBITIONS

Review current structures and processes to develop and implement sustainable workflow and practices.

In 2025, the Digital Ecosystem Transformation (DET) Committee formalised a project agenda to support the enhancement of the School's digital workflows, practices and user experience. Central to this agenda was the adoption of Veracross as the cornerstone of the School's digital ecosystem. As a combined School Management System (SMS) and Customer Relationship Management (CRM) platform, Veracross will progressively replace a number of existing systems while providing enhanced CRM functionality and data analytics capabilities.

Significant work was also undertaken with vendors to ensure that both new and existing systems identified as part of the School's future digital ecosystem could integrate effectively with Veracross. This foundational work will support greater system connectivity, data consistency and operational efficiency across the School.

To further strengthen collaboration and communication, the School established a dedicated Staff Intranet using Microsoft SharePoint Communication Sites, incorporating embedded Copilot functionality. Microsoft Teams was also formally adopted across departments to improve workflow efficiency, communication and collaboration.

Supporting these technological advancements was a continued focus on staff capability development. Professional learning opportunities were provided to help staff leverage Microsoft Copilot to enhance productivity and streamline day-to-day tasks. In addition, M365 Copilot (Premium) licences were further rolled out to key staff, enabling broader adoption of AI-assisted tools and supporting the School's ongoing digital transformation journey.

Implementation of our Feedback for Growth reflection and action process.

Throughout 2025, work continued on reshaping the School's Feedback for Growth model, including refining professional review practices and developing tailored software to support the delivery of a contemporary process. Alongside this work, planning was undertaken to inform the future rollout of a middle leaders' development program drawing on best practice both within the education sector and beyond.

Activate immersive professional learning experiences for staff.

Professional learning at Camberwell Girls in 2025 was broad, purposeful, and closely aligned with the School's strategic priorities. Across the year, staff engaged in a wide range of internal and external professional learning opportunities designed to strengthen teaching practice, leadership capability, wellbeing, and future-focused education.

Internally, the School's Choice Professional Learning Model provided flexible, staff-driven learning pathways across the Secondary School. These sessions fostered collegial learning and peer sharing, with strong engagement around the School's Reconciliation Action Plan, digital platforms, classroom practice, assessment, and emerging educational themes such as artificial intelligence and cyber security.

School-wide staff days further strengthened the shared understanding of key priorities, including the By Design learning architecture, child safety and wellbeing, and the School's emerging digital ecosystems.

External professional learning remained an important dimension of staff development. Teachers and Professional Services Staff participated in discipline-specific conferences, literacy and numeracy workshops, inclusive education forums, sustainability leadership programs, and national and international conferences. These opportunities ensured staff remained connected to current research, curriculum developments, and global best practice.

Collectively, these professional initiatives strengthened a culture of collaboration, innovation, and reflective practice, ensuring staff are well equipped to deliver high quality learning experiences that place students' learning, purpose, and wellbeing at the centre of education.

Academic Excellence

Class of 2025

The Class of 2025 has achieved outstanding ATAR results while also developing invaluable transferable skills and leadership qualities applicable in any setting.

At Camberwell Girls, academic excellence is a proud tradition. Our 10-year median study score of 35 and median ATAR of 92.25 demonstrate the consistency and depth of achievement at Camberwell Girls.

These results, coupled with the personal growth fostered through a well-rounded education, empower students to pursue their aspirations and dreams.

12% > 99
Top 1% of the State

23% > 98
Top 2% of the State

44% > 95
Top 5% of the State

55% > 90
Top 10% of the State

80% > 80
Top 20% of the State

Percentage of students and their ATAR scores.



93.2
Median ATAR

4
Perfect Study Scores

- English Language
- General Mathematics
- Legal Studies
- Psychology

56%
Received a study score of 40 or higher in at least one of their subjects.

Achieving a study score of 40 places students in the top 9% of the State in that subject.

36
Median Study Score

State average - 30.

Dux of School
Louisa Taylor Memorial Award
ATAR of 99.95
Sunny Sun

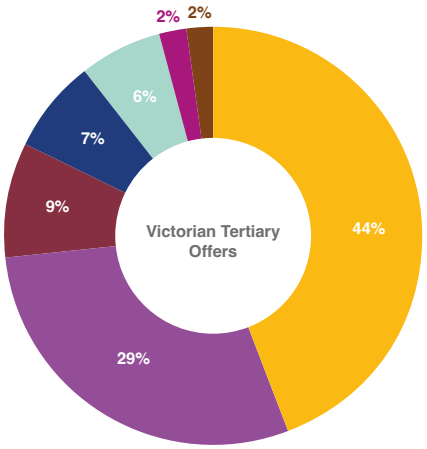
Dux Secondus
GD Lawrence Award
ATAR of 99.6
Megan Chung, Aliyana Rajakulendran and Isabel Sootoh

3rd Highest Score
RM Westcott Award
ATAR of 99.5
Gina Yao

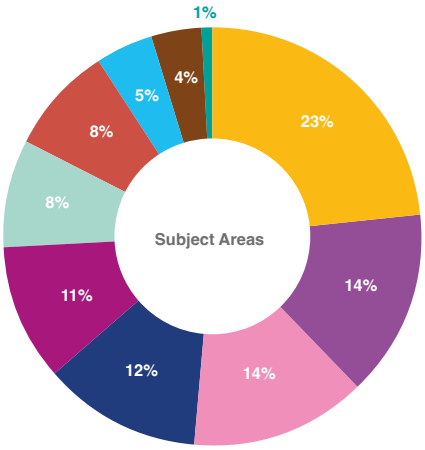
4th Highest Score
Otto Yuncken Award
ATAR of 99.4
Rhea Jaitha

TERTIARY DESTINATIONS

Graduates from the Class of 2025 secured tertiary offers across a wide range of institutions in Victoria. Students also received offers from interstate, including The University of New South Wales, The University of Newcastle, Charles Sturt University, The University of Canberra, The Australian National University, The University of Sydney, Torrens University, Adelaide University and Flinders University.



Monash University
The University of Melbourne
Deakin University
La Trobe University
RMIT University
Swinburne University of Technology
Australian Catholic University



Health & Biomedical
Commerce & Business
Science
Arts & Humanities
Engineering & Information Technology
Design, Architecture & Creative Arts
Law
Education
Psychology & Criminology
Other



NAPLAN

In 2025, all schools participated in semi-adaptive online NAPLAN assessments, which enable assessments to be tailored according to students' responses to groups of questions, referred to as testlets. NAPLAN data is reported according to four proficiency standards.

Students in Years 3, 5, 7 and 9 completed assessments in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

Proficiency standards

- **Exceeding** (top 20% of students) - exceeds expectations at the time of testing.
- **Strong** (51 - 80% of students) - meets challenging but reasonable expectations at the time of testing.
- **Developing** (21 - 50% of students) - working towards expectations at the time of testing.
- **Not At Standard (NAS)** (lowest 20% of students) - not achieving the learning outcomes that are expected at the time of testing. Likely to need additional support to make satisfactory progress.

In 2025, Camberwell Girls' NAPLAN results continued to be exemplary, with strong performances for all year levels across all assessment areas. An upward trend for Years 3 and 5 continued across all assessment areas, reflecting the evidence-based instructional practices introduced in the Junior School from 2019.

Percentage of students at strong or exceeding levels

YEAR	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
3	100%	100%	100%	100%	100%
5	91%	89%	89%	89%	100%
7	96%	92%	93%	94%	98%
9	90%	91%	89%	90%	96%

Camberwell Girls Grammar School v State Median 2025

YEAR	READING		WRITING		SPELLING		GRAMMAR & PUNCTUATION		NUMERACY	
	CGGS	State	CGGS	State	CGGS	State	CGGS	State	CGGS	State
3	494	417	496	424	494	415	518	423	488	418
5	550	503	546	494	551	494	601	507	571	503
7	613	549	618	552	597	544	639	546	640	555
9	647	577	665	587	626	572	677	566	694	582

Operations

School Council

The School Council, led by Dr Nikita Weickhardt, Chair of Council, is empowered to establish the School's strategic direction. Through the dedication and hard work of our voluntary Council members, the School continues to enhance its facilities, programs, and buildings.

In 2025, the School Council continued to oversee the implementation of the Strategic Plan. A major strategic project for the Council is the refurbishment of Barbara Sutton Hall, which commenced work in mid-2025. We acknowledge the Property & Finance Committees for their continued governance of this key strategic project.

In 2025, the School Council undertook a comprehensive process of renewal and appointment, which resulted in the appointment of our new Treasurer and Chair of the Finance & Audit Committee, Mr Carlos So. Carlos is a current parent and an experienced Chartered Accountant with expertise in accounting, finance, strategy, business management, procurement and strategic partnering.

In 2025, we welcomed two Old Grammarians to Council Committees.

- Ms Priya Agarwal (2012) has joined the Foundation & Community Committee. Graduating as Dux of her year level, Priya is a Project Management Lead with skill and experience in project management, risk management, fundraising and community engagement.
- Ms Elizabeth (Liz) Burrows (2016) has joined the Risk & Governance Committee. Liz is an IT Risk Management professional with a specialised background in cybersecurity technology, data security and risk management.

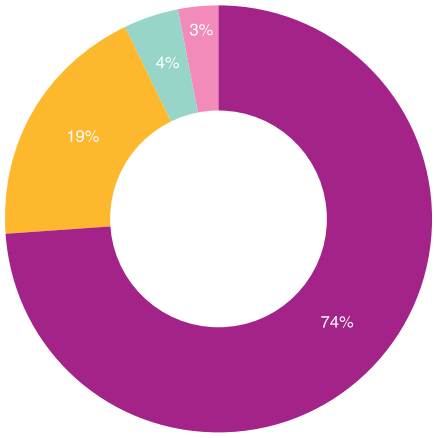
We extend our gratitude to Mr Tony Cant who stepped down from School Council following the appointment of Carlos as Treasurer and Chair of the Finance Committee. Tony stepped in as interim Treasurer in 2024. Tony, who is known to many, is a Life Governor of the School and we are exceptionally grateful to him for serving throughout this transitional period. Tony's wisdom, leadership, and good grace have been valued by all the School Council and the Finance & Audit Committee.

We also farewelled Ms Christine Willshire, who first joined the School Council in 2019 and was Chair of the Risk & Governance Committee from 2019 - 2024. We extend our gratitude to Christine for her dedication to the School, for her valuable and insightful contributions, and for her leadership of the Risk & Governance Committee, particularly through the COVID period.

Finally, we farewelled Rev Vaughn Spring. Vaughn was appointed Vicar of St Mark's Anglican Church in October 2023 at which time he also joined School Council.

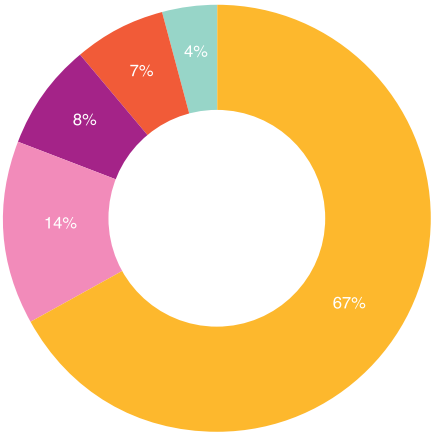
Revenue and Expenditure

Revenue and expenditure for the year ending 31 December 2025.



Income

Tuition Fees · Government Grants · Donations · Other Revenue



Expenses

Salaries · Tuition Costs · Other · Depreciation · Maintenance Costs

Community

Who We Are

We are extremely proud of our multicultural, diverse and highly inclusive community, in which people from many cultures, religions, ideas and socioeconomic backgrounds live.

824
Total number of students

50
Total number of countries that our community has arrived from

38
Total number of languages spoken within our community

182
Total number of staff

723
Total number of families



Students

At Camberwell Girls, we are committed to providing a holistic education that supports both academic and personal growth. Our programs are designed to foster strong academic engagement, positive wellbeing, and active participation across all areas of School life. In 2025, we continued to monitor student progress and experiences closely, using population data, attendance rates, and feedback from student surveys to inform our ongoing development of programs and initiatives.

POPULATION

249

Total number of Junior School students

(ELC - Year 6)

575

Total number of Secondary School students

(Years 7 - 12)

ATTENDANCE RATE

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 records for not attending maintained.

94%

Junior School

93%

Secondary School

STUDENT SURVEY

The 2025 annual student survey continued to serve as a useful tool for understanding students' lived experiences across Years 5-12 and for informing School improvement priorities. The data affirmed that students feel supported, connected and safe within the Camberwell Girls community, while also informing the ongoing refinement of wellbeing programs and structures.

Key findings included:

- Strong sense of community, with the average community support score increasing from 3.1 in 2024 to 3.4 out of 4 in 2025.
- High levels of belonging, physical safety, respect and inclusion, reflecting a positive and supportive School culture.
- Positive emotional wellbeing outcomes, with positive affect continuing to increase and negative affect declining over the past three years.
- Friendship quality and parent-student relationships remained among the School's strongest protective factors across all year levels.
- Students continued to demonstrate confidence in seeking support from peers and staff when challenges arose, with very few viewing inaction as an appropriate response to bullying or other concerns.

Survey findings identified opportunities to further refine wellbeing programs and targeted supports to ensure they remain responsive to students' needs at different stages of schooling.

Overall, the results reaffirmed the strength of the School's wellbeing framework and its commitment to continuous improvement informed by student voice.

Parents

At Camberwell Girls, strong partnerships with parents are a valued part of the educational experience. In 2025, parent feedback continued to play an important role in shaping School initiatives and informing future planning. A parent survey was conducted between 24 November and 5 December 2025.

A total of 392 parents (27.8% of eligible participants) responded across all year levels. Parents identified the top five reasons for choosing Camberwell Girls as academic excellence, School reputation, the size of the School and classes, values and culture, and location. The overall satisfaction rating was 84.2%.

The survey results reflected high levels of satisfaction and confidence across a range of measures, including the welcoming School culture, quality of leadership, accessibility of staff, and the breadth and relevance of the curriculum.

Key findings included:

- 95.7% respect the leadership team at Camberwell Girls.
- 95.4% agreed that Camberwell Girls has a very welcoming and supportive culture.
- 93.9% felt that the School values are reflected in the behaviour of staff and students.
- 92.3% said that the buildings and grounds were well-presented.
- 92.3% felt they are given opportunities for involvement in the Parents and Friends Association and general School activities.
- 92.3% agreed that the classrooms and physical environment are conducive to learning.
- 91.1% agreed that Camberwell Girls works cooperatively to deliver high-quality educational outcomes for students.
- 91.6% said that their children felt valued and respected at Camberwell Girls.
- 90.3% agreed that their children spoke positively about Camberwell Girls.
- 90.1% agreed that staff are accessible and responsive to their concerns.
- 89.3% felt they had confidence in the future direction of Camberwell Girls.



Staff

At Camberwell Girls, our educators and Professional Services Staff have a depth of experience and bring strong commitment to their roles within the School.

Our dedicated education professionals are all registered with the Victorian Institute of Teaching, have a shared belief in girls' education, and bring enthusiasm and expertise to their work with students.

Our Professional Services Staff focus on the extensive business administration, operations and management that enable Camberwell Girls to function at a high level.

The collaborative and positive energy throughout the School was reflected in our 2025 annual staff survey.

- 97.7% felt their work at the School is important.
- 97.7% believe their work at the School makes a difference to the students.
- 94.25% are proud to be part of the School.
- 90.8% feel a strong sense of job satisfaction from their work.

The strong culture embedded in our School positively impacts the students' experience and educational outcomes at Camberwell Girls.

WE EMPLOY

182
Staff

68%
Educators

32%
Professional Services

82%
Female

18%
Male

STAFF ATTENDANCE RATE

97%

STAFF RETENTION RATE

90%

Staff were retained into 2026

Employees departed for a number of reasons, including retirement, relocation, end of contract and change of role.

Staff

Below is a list of permanent staff employed by Camberwell Girls in 2025.

School Management Team

Principal
Debbie Dunwoody
BSc, DipEd, Grad Dip Curr Admin, MACE, FACEL

Deputy Principal
Davina McClure
BMusEd, MEd (Ed Mgmt), ProfCertPosEd

Head of Middle School
Tom Clark
B Arts (French & Geog), GradDipEd (Sec)

Head of Senior School
Katherine Woolcock
B PE (Hons), MEd (Lshp), ProfCert Adolescent Counselling

Head of Junior School
Paul Donohue
B Ed, Dip Ed, MEd (PE), MEd (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

School Chaplain
Helen Creed
BA (Hons), DipEd (Mon), BD, MTheol (Melb Coll Div)

Director of Human Resources
Julia Ryan
BBus (HRM/Mktg)

Director of School Operations
Anthony Pasinati
BSc, Grad Dip Teach(Sec)

Director of Engagement and Marketing
Vanessa Hannan
GradDip (Producing), AdvDip (Marketing), Cert. (Brand Management)

Director of Development
Andrew Burnell
MEd, BEd, Grad Dip SW, Grad Dip SS

Director of Strategic Initiatives
Kate Manners
BA, GradDipEd

Head of Media Technologies
Kim Perkins
BEd (Sec)

Director of Digital Learning
Ivan Carlisle
MEdPolicy(Int), PGDipTeach, BE(ECSE), BA, MTeach(Sec)

Head of ICT
Nathan Campbell
BInfoTech

Head of Admissions
Carly Iliff
AssocDegBusSt

Teaching & Professional Services Staff

Helena Abela

Nichole Adams
BMus, GradDipEd

Stefi Allinson
BInfoTech, A InfTech

Karen Anderson
BSc Ed

Ritsa Athanasiadis
BSc/Ed

Katherine Barbadonis
BSc, MTeach (Sec), BAppSc (MedRad)

Ellen Bailey
Dip Comm Services, Cert Disability

Kaitlin Barr
BHPE

Karen Bartram
Cert II Bus

Ingrid Beck
BA, GradDipEd

Georgia Bennett
B Comms (PR)

Jane Bergamin
B Eng, MBA, DipEd

Georgia Biggs
BA, BTeach (Sec)

Lilian Bishop
BEd (Prim)

Neroli Bowyer-Smyth
BECS, DipSc

Hannah Brooksbank
BFA, MACM, MTeach (Prim & Sec)

Samantha Bullen
Dip Travel & Tourism, Cert Small Bus Mgmt

Yuriy Burunov
DipSport (Athlete Support Services), Austswim Teacher of Swimming and Water Safety, Austswim Teacher of Towards Competitive Strokes

Ainslie Cameron
BCom, CA

Felicity Carroll
BEd (Sec), MInstrLead

Robyn Carrucan

Zoe Carson

Andrea Carter
BSc, PGDipEdSt(PM)

Tania Castauro
BEd (Sec), PGDipEdSt

Natalie Centofanti

Kollan Chen
BCom, BA

Cameron Childs
BEd (Sec)

Maria Christoforou
BTeach (Sec), BA

Mujteba Cimenoglu
MTeach (Sec), BSc

Anna Clarkson
BAppSci, GradCertEd, GradDipEd (Sec)

Claire Colthup
BA, PostGradCertEd (Drama)

Angela Columbine
GradDipEd (Prim), BAppSc

Martin Conlon
Dip Orn Hort, Cert IV Hort

Christa Cook
BA, BEd (Sec)

Stephen Coutts
MTeach (Prim & Sec)

Joshua Cozzio
DipTertStuds, BEd (Prim & Sec)

Sarah Cuskelly

April Dacumos-Hill
BSc, GradDipRepSc

Kate Daffy
BA, BCom, GradDipMktg

Catherine Daniel
Dip Lib InfSer

Anjali de Quadros
BEd (Prim)

Anne Devenish
BEd (Librarianship)

Brianne Dokic
BDigital Film &TV

Melissa Donelly
BEd (Prim)

Amy Downes
BNursing, GradCert Nursing

Mathew Duniam
BMus, GradDipEd (Sec)

John Efthimiadis
Trade Certificate (Carpentry)

Vicky-June Ellis
PhD, GradDipTeach (Sec), BSc (hons)

Pauline Eskander
AdvCert Hospitality Studies

Isabel Fernando
BA, GradDipEd (Sec), MEd

Sam Fitzgerald
BSc, BEd (Sec)

Tracey-Ann Fletcher
DipEd (CompSc), BSc, MEd

Angela Follacchio
MEd (Early Childhood), BEd, DipTeach,

Rebecca Foote
AdvDip CSM

Sarah Galati

Nuwan Gamage
BSc, CCNA, MCTS, MCSE

Dot Georgiou
BAppSci, GradCertCarEd&Dev

Tara Gibbs
GradDip (Sec), GradCert (Specialist Inclusive Ed), BCA, PCert (Ed Support)

Kate Giles
MBA, M Ed (Leadership), B Ed (Hons), ProfCert Cognitive Coaching, ProfCertPosEd

Jasvindar Gill
MTeach (Prim)

Jennie Goad
BHomeEc

Jemma Goding

Craig Goodwin
BA, DipEd

Jennifer Gordon
BA, GradDipEd (Sec), GradDipDiv

Ainslee Grant
BA, GradDipEd (Sec)

Elsbeth Hadenfeldt
MA, DipEd, PostGradTESOL, Post Grad CALL

Margaret Hall
BEd (Prim)

Suzanne Hawkins
BTeach (Prim)

Andrea Hendrikx
AdvDip Conveyancing

Debbie Henson
GradDipTeach (Sec), BSc (Tech)

Kim Hepworth
BSc (Hons), DipEd

Madalynne Herbert
MTeach (Sec), BSc

Renee Heron
BMus, MTeach (Sec)

Lindsay Hill
BE (Hons. Chemical), MTeach (Sec)

Stuart Hill
Dip Acc

Emma Hinchliffe
BEd (Prim) (Hons)

Miriam Hoffman
BA, DipEd

Cathy Horksins

Jessica Hughes

Vicki Ibbott
CertIVBusAdmin

Jeremy Ives
MA (Arts Management), DipEd, BCA

Miranda Jackson
BEd (Prim)

Kimberley James
GradCert (Early Childhood), BTeach, BAppSci

Claire Jones

Madison Kelly
Grad Info Mgmt

Paula Kolivas
BA, BSW, DipEd

Kathryn Kollmorgen
GradDipEd, BA

Jacqui Laird
BEd (Early Childhood)

Lauren Law
BPhysEd

Michael Lawrence
Licensed Plumber & Gasfitter

Joanna Lee
GradDipEd (Early Childhood)

Karin Lemanis
BA (Hons), MA, DipEd (Sec)

Rebecca Leondidis
BEd (Prim), BA

Warwick Lewis
DipMus

Michele Linossier
GradDipEd, BA, BTheo

Maria Litchfield
BA, BEd (Sec)

Jacquie Little
BNurs, Grad Dip Ambulatory & Home Care Nursing

Peipei Liu
MEd, DipEd

Mandy Lo
BMus (Hons)

Melinda Louey
BBus (Acct), GradDip (IR&HRM)

Daniel Loff
BEd (Sec), BCom&Sci

Keith Logan
Dip VA Comm

Ting Lu
MTeach (Sec), GradDipTeach (Sec), BBiomedSc

Keira Lyons
BA, GradDipEd (Prim), PostgradCertEd

Despina Lyristis
BEd (Sec)

Rohan Mack
BMusEd

Melissa Madge

Mark Major
JAMF Cert Tech

Cristina Masala
BA, PostGradTeach (Sec)

Shane Maycock
BAppSci, GradDipEd, MSL

Alexia McConnell

Erin McEwan
PostGradDipTeach (Sec), MTeach (Sec), BA, BComm

Nicole McKie
BA, GradDipEd, BEdStud

Benjamin McManamny
BSc, BEd (Hons)

Rebecca Meyer
DipEarChildEduCare

Rachael Miller
DipEd (Sec), BA (Vis Arts)

Alexandra Morris
BBus(Mktg)

Ashley Nguyen
BA, GradDipEd

Chris Nicholls
BSc, AdvDipCompSci, MIT

Louise Noonan
BA, PostGradEd

Leanne O'Doherty
GradDipEd, GDipLaws, BSc (Hons)

Rouba Ojaimi
BA (French), GradDipEd, Dip Interpreting

Mia Olerhead
MTeach (Sec) BA (Hons), BA (Global)

May Ou
BEd (Hon) (Prim/Sec)

Barbara Peng
BA, Grad Dip Teach (LOTE)

Emma Perrett
BEd (Primary)

Kalvin Perry
B Design, Grad Dip Teach

Julia Piggin
BMus, CertTeach

Cathy Poyser
BSc Ed, Prof Cert Adolescent Counselling

Tara Raftery
BA(Arts), PME

Georgia Rawlins
MTeach (Prim), B Nursing

Selena Reedman
BBus, B Ed (Prim)

Kingsley Ren
MTeach, BSc

Jo Rittey
DipEd, PhD French

Angelina Rizzuto
BSc

Nareen Robinson
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MTeach (Prim&Sec)

Kate Savige
BMusEd

Cassandra Semple
BHealthPhysEd

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BSc, GradDipEd, MEd

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BSc, GradDipEd (Sec)

Hannah Smith

Fiorella Soci
BEd, DipTeach, MEd

Sally Spencer
MEd (Teacher Librarianship), BTeach (Sec), BA

Mikaela Stanaway
BEd (Prim)

Liza Stevens
BSc (Hons), BAppSci (Hons), MIndigEduS

Jennifer Sui
BCompSic, DipEng, DipEd

Bronwen Sutherland
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Adriana Szili
PhD (Media and Communications), GradDipEd, GradCert RE (Sec), BA (Media and Communications) (Hons)

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PostGradTeach, MTeach

Denise Tan
BEd (Hons), BSc

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Zenab Zavery
BSc, PostGradEd

Crystal Zhang
MTeach (Secondary)

Scarlett Zhang
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Mrs J Zhu & Mr J Zhu
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