



MELBOURNE  
GRAMMAR SCHOOL  
AN ANGLICAN SCHOOL

# ANNUAL REPORT

---

2023





Melbourne Grammar School is one of Australia’s leading independent schools, with a tradition of excellence extending over more than 160 years.

The School comprises three campuses:

**Grimwade House**

- Coeducational
- Prep – Year 6
- Caulfield
- Day students

**Wadhurst**

- Boys
- Years 7 & 8
- South Yarra
- Day students and boarders

**Senior School**

- Boys
- Years 9 – 12
- South Yarra
- Day students and boarders

The following information is published annually in compliance with Melbourne Grammar School’s obligations under national funding legislation.



# THE STUDENT BODY

## CHARACTERISTICS OF THE STUDENT BODY

On Census Day, 4 August 2023, Melbourne Grammar School had an enrolment of 1,825 students (P-12) of whom 1,602 were boys and 223 were girls.

This enrolment included 7 full fee-paying overseas students, 16 First Nations students, and 107 boarders.

## STUDENT ATTENDANCES IN 2022

Year	Grimwade House (Prep – Year 6)							Wadhurst (Year 7 & 8)		Senior School (Years 9 – 12)			
	Prep	1	2	3	4	5	6	7	8	9	10	11	12
Boys Attendance Rate (%)	94.73	96.34	96.40	97.05	98.03	97.68	97.25	98.75	98.45	98.25	97.42	96.62	97.84
Girls Attendance Rate (%)	96.37	97.84	96.21	97.33	96.34	97.24	98.72	-	-	-	-	-	-



### Attendance at Grimwade House

Student attendance is recorded electronically twice a day on the School’s database. The first attendance check is taken during Homeroom 1, at the start of the school day, and the second during Period 7. Parents of children who are absent are required to phone or email the “Away Today Contact”, to notify the School of their child’s absence and the reason for their absence. Parents can also enter a late arrival, early departure or absence via the Melbourne Grammar School portal and the Melbourne Grammar School App. If parents do not inform the School of their child’s absence, an SMS is sent requesting they contact the School.

Students who arrive late check in at Reception and are signed in. The reason for the late arrival is noted. Students leaving school before normal departure time advise Reception and are signed out. If the student returns after an appointment, they are signed back into school.

### Attendance at Wadhurst

Student attendance is taken every period (six times daily) and recorded electronically on the School’s database. Students who arrive late enter their details and the reason for the late arrival at the kiosk located in Reception. The kiosk is linked to the School’s database. Similarly, students leaving school before the normal finishing time use the kiosk to sign out, including the reason for the early departure.

Parents of students who are going to be absent are asked to email or call Reception or log an online absence using the School’s Portal by 9.30am each school day. Any discrepancies regarding a student’s attendance are followed up by the Tutor and Head of House who are both in regular contact with the parents.

### Attendance at Senior School

Attendances in the Senior School are checked six times each day: in the House Period and in each class period during the day. Parents of students not present during House Period and Periods 1 and/or 2 without notice are contacted by the Attendance Administrator to seek a reason for their non-attendance. The records from each day are collated and reported back to Heads of House the following day for follow-up action as needed.

### Attendance at the Boarding House

Boarding attendance outside formal school hours is tracked using the REACH system. The system records all movements of boarding students in and out of the Boarding House. Students are given permission for local leave (within 1km), extended daily leave (more than four hours absence) and overnight leave. Both extended daily leave and overnight leave require parental approval. All leave is time bound and the REACH system flashes a warning if a student has not returned by the allocated time, allowing the School to follow up. Every evening, a fire roll is undertaken of all occupants in the Boarding House.



# BOARDING

## OUR COMMITMENT

Since Melbourne Grammar School opened in 1858, residential boarding has been an important part of the School's offering, benefitting its community and contributing to its culture. As part of the commitments made in the School's Strategic Plan, *Towards 2030*, boarding will continue to play an important role at Melbourne Grammar School.

**The Boarding experience aims to:**

- assist students to achieve their academic potential
- expose students to the full curricula life of the School
- celebrate diversity and culture
- promote service and care for others
- develop teamwork through formal and informal activities
- encourage students to accept responsibility for individual actions
- help students become more independent and well prepared for tertiary life



It is one of the strengths of a Melbourne Grammar education that our students have the opportunity to learn alongside peers with diverse backgrounds.

We value the unique perspectives that boarders bring to our School where we attract students from regional Victoria, interstate and overseas. These students contribute to the School's diversity of talent, languages and perspectives, thus enriching the lives of all students, including the boarders themselves.

The School maintains the same high standards of expectation regarding the boarding students' academic performance, participation in co-curricular activities and behaviour, as it does for day students.

Boarding students match their day student counterparts in attendance, contribution to the whole school program, retention to Year 12, graduation success rates and academic outcomes.

## 2023 BOARDERS

In 2023 we had the following enrolment in boarding:

Year	Number of Students
7	3
8	5
9	26
10	22
11	29
12	22
Total	107

Of these students, 55 came from regional Victoria, 30 from interstate and 21 from overseas.

## LOCATION AND ORGANISATIONAL STRUCTURE

The students are accommodated in three Boarding Houses: Creswick (Years 7 and 8), Perry House (Years 9 to 12) and School House (Years 9 to 12).

The Boarding Houses are well supported by a large contingent of staff, all of whom are provided with accommodation on site. We employ a Director of Boarding, a Head of House for each House, assigned House tutors, as well as the Senior Chaplain, all of whom are registered teachers employed at Melbourne Grammar during the day and provide educational and pastoral support to the Boarding students. We also employ professional staff and nurses.

## FIRST NATIONS STUDENTS

The Boarding Houses support our First Nations program. Our First Nations program has run for the past 20 years and supports our commitment to reconciliation by providing First Nations students access to a high-quality education, developing their leadership skills and offering other opportunities at our School, from which they will benefit well beyond graduation. Our First Nations students appreciate the benefits of a Melbourne Grammar School education but their impact on the rest of the School community and wider community is equally significant and important.

Since the inception of the First Nations program, a First Nations student from every State and Territory, except the Australia Capital Territory, has attended Melbourne Grammar. In 2023, we accommodated 16 students, with places continuing to be highly sought after from families all over Australia.

Thanks to generous philanthropic support from the Melbourne Grammar community, we offer means tested bursaries and scholarships. These allow talented students access to the School, enabling wider socio and economic diversity amongst our students.

## OUTSIDE THE CLASSROOM

As the boarding students are accommodated at our South Yarra campus, it enables them to enjoy access to the School's facilities out of hours, as well as to the wonderful facilities nearby, e.g. the Royal Botanic Gardens, the Melbourne Cricket Ground and the National Gallery of Victoria as well as the shopping, restaurants, theatres, cinemas and other leisure activities in central Melbourne.

In recent years, with the day students and staff, the boarders have enjoyed organised social and educational connections with the neighbouring Melbourne Girls Grammar.



# STUDENT RESULTS AND DESTINATIONS

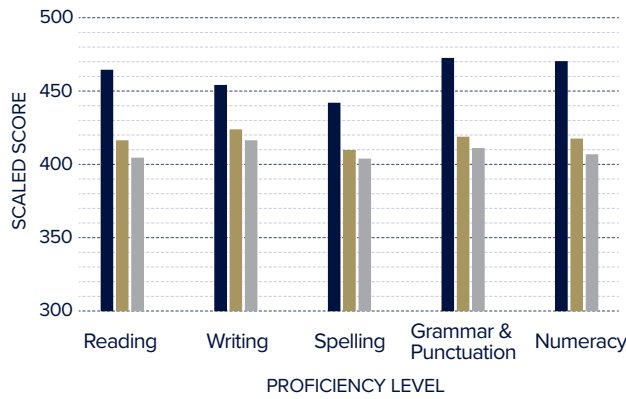
## STUDENT OUTCOMES OF STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

In 2023 students in Years 3, 5, 7 and 9 undertook the NAPLAN testing.

The data shows the achievement of Melbourne Grammar School students at each year level as measured by the National Assessment Program Scale.

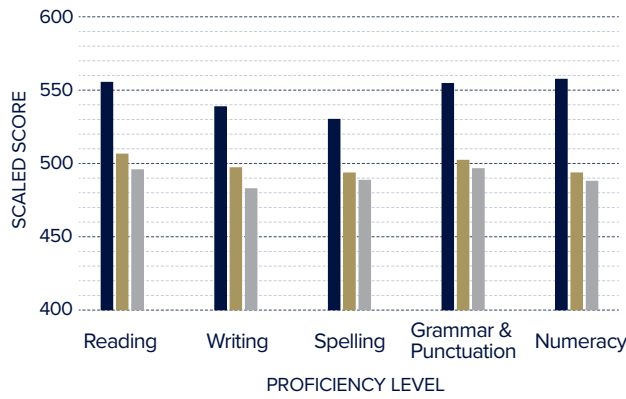
### Year 3

	Exempt	NAS*	Developing	Strong	Exceeding
Reading	0%	3%	7.1%	46.5%	43.4%
Writing	0%	1%	5.1%	75.8%	18.2%
Spelling	0%	3%	17.2%	54.5%	25.3%
Grammar & Punctuation	0%	6.1%	11.1%	59.6%	23.2%
Numeracy	0%	1%	10.1%	54.5%	34.3%



### Year 5

	Exempt	NAS*	Developing	Strong	Exceeding
Reading	0%	0%	4.8%	48.6%	46.7%
Writing	0%	1%	7.6%	54.3%	37.1%
Spelling	0%	1.9%	8.6%	52.4%	37.1%
Grammar & Punctuation	0%	0%	11.4%	58.1%	30.5%
Numeracy	0%	0%	3.8%	57.1%	39%



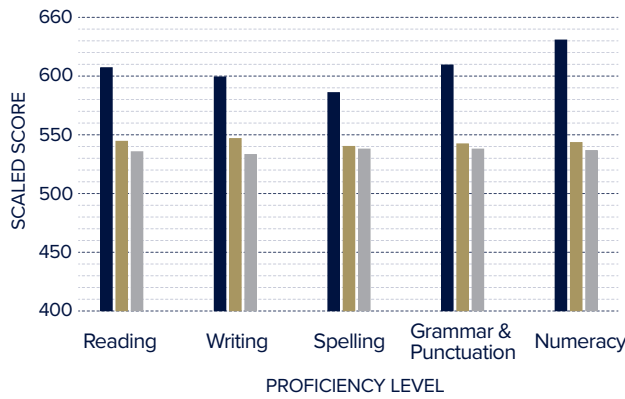
### Proficiency standards

From 2023, NAPLAN results are reported against proficiency standards with four proficiency levels for each assessment area at each year level. These replace the previous numerical NAPLAN bands and national minimum standards. The NAPLAN measurement scale and time series have also been reset.

- Exceeding:** the student's result exceeds expectations at the time of testing.
- Strong:** the student's result meets challenging but reasonable expectations at the time of testing.
- Developing:** the student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support:** the student's result indicates that they are not achieving the learning outcomes that are expected at the time of testing. They are likely to need additional support to progress satisfactorily.

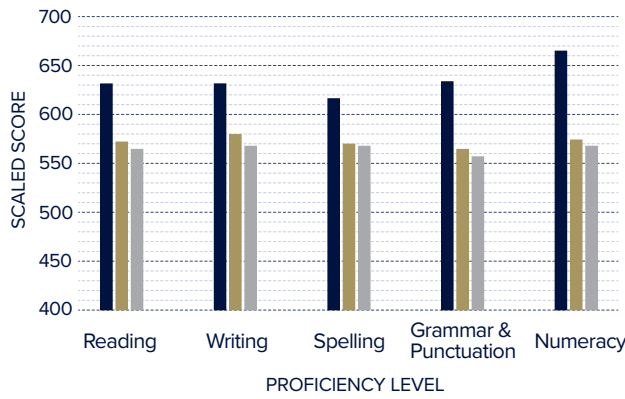
### Year 7

	Exempt	NAS*	Developing	Strong	Exceeding
Reading	0%	0%	6.2%	43.3%	50.6%
Writing	0%	0.6%	11.2%	53.4%	34.8%
Spelling	0%	1.1%	9%	49.4%	40.4%
Grammar & Punctuation	0%	1.1%	12.9%	44.4%	41.6%
Numeracy	0%	0%	2.8%	48.3%	48.9%



### Year 9

	Exempt	NAS*	Developing	Strong	Exceeding
Reading	0%	1.9%	8.1%	42.2%	47.9%
Writing	0%	1.9%	11.4%	42.7%	44.1%
Spelling	0%	1%	8.1%	47.4%	43.5%
Grammar & Punctuation	0%	3.3%	11%	42.1%	43.5%
Numeracy	0%	1%	7.7%	48.3%	43.1%



\* Needs additional support

Key: School State National



VCE OUTCOMES 2021-2023

	2021	2022	2023
Students in Year 12	191	200	200
Percent attaining VCE	100%	100%	100%
Median ATAR	90.05	89.75	91.35
ATAR of 90 or above	50.3%	49.5%	55%
ATAR of 95 or above	30.7%	30.5%	35%
ATAR of 99 or above	10.6%	13.5%	14%
ATAR of 99.95	3 students	3 students	3 students
Students completing a VET subject	0 students	0 students	5 students

POST SCHOOL DESTINATIONS 2019-2023

	2019	2020	2021	2022	2023
Students in Year 12	203	201	191	206	200
VTAC 1st Round Offers	195	194	183	193	190
VTAC 2nd Round Offers	35	34	23	42	25
Total VTAC Applicants	202	200	185	201	192
University Offers (including second round)	188	185	175	185	205
TAFE or Private	15	14	11	16	10
Apprenticeship	0	2	2	5	2
Not Placed	1	0	3	0	3

All those seeking a tertiary place in Victoria, interstate or overseas received at least one offer, some were made multiple offers having taken advantage of the early/direct application process during the year. In 2023, seven students did not apply through the Victorian Admissions Centre (VTAC) having made direct applications or had chosen not to pursue further study at this stage.





# VALUE ADDED

Melbourne Grammar School takes the view that students' lives and their potential for a successful adulthood are significantly enhanced by the academic program and the comprehensive range of co-curricular activities offered by the School. We believe strongly in the importance of a balanced, holistic education.

Apart from the ongoing sporting, debating, drama, music, community service and outdoor education programs, a small selection from the hundreds of other value-add activities for students occurring throughout the year is provided below:

- student exchanges
- support and fundraising for charitable organisations
- health and well-being programs, including focused events
- peer support and mentoring programs
- leadership programs and activities
- extension and enhancement activities in academic and cultural areas
- Reconciliation Week
- guest speakers
- artists in residence
- participation in national, international and local academic and co-curricular competitions
- excursions to local, interstate and international destinations

We monitor the academic value-add at VCE through the figures provided by the Victorian Curriculum and Assessment Authority for predicted versus actual performance and are pleased with our steadily increasing positive value-add.



# SATISFACTION WITH THE SCHOOL

## PARENT, TEACHER AND STUDENT SATISFACTION WITH THE SCHOOL 2023

It is the School's practice to use the full suite of Independent Schools Victoria (ISV) LEAD (Listen, Evaluate, Act, Deliver) School Effectiveness Surveys every three years, except for the Year 12 exiting student survey which is undertaken every year.

In 2023, the ISV LEAD School Effectiveness Survey was completed by Melbourne Grammar School Year 12 exiting students. The next Schoolwide survey – to include parents, teachers and students – is scheduled for 2025. The School uses the findings of surveys to inform its operations.

Responses follow an 11-point satisfaction scale where 0 = complete disagreement and 10 = complete agreement with a related statement. The error range within the survey is not provided by ISV.

## YEAR 12 STUDENT SURVEY

In 2023, 170 students (87.5%) responded to the Year 12 Exit Survey. This is a notable increase on the participation rate of 52% in 2022 and 57% in 2021. This data includes responses from boarding students.

The questions ranged across eight domains of school effectiveness, with the mean result for each domain outlined for comparison in the Table below.

Melbourne Grammar School Year 12 students' responses were above the mean scores for all ISV participating schools and 'similar' independent schools in every domain.

Overall, Melbourne Grammar School students rated the School very highly in all domains and higher than ISV similar schools and the ISV mean. Notable areas of excellence include:

- Academic program
- Quality of teaching
- Learning outcomes
- Pastoral care
- Resources
- Overall satisfaction

Domains for Year 12 Exit Survey	Melbourne Grammar School Mean 2023	Similar Schools' Mean 2023	ISV Mean 2023	Melbourne Grammar School Mean 2022
Academic Program	8.49	7.71	7.54	8.37
Teaching Quality	8.56	7.61	7.50	8.28
Learning Outcomes	8.41	7.79	7.64	8.30
Personal Development	8.14	7.31	7.11	7.98
Pastoral Care	8.42	7.63	7.51	8.28
Resources / Co-curricular Activities	8.77	8.06	7.80	8.69
Transition	7.97	7.21	7.04	7.77
School Ethos / Values	8.33	7.46	7.33	8.17
Maintaining Contact	7.72	6.23	5.98	7.56
Overall Satisfaction	8.77	7.77	7.56	8.37

Note: Similar schools = Other Independent schools the ISV considers to have similar demographics and size to Melbourne Grammar School.  
ISV = Independent Schools (Victoria) (website [www.is.vic.edu.au](http://www.is.vic.edu.au))



# STAFF

## 2023 WORKFORCE (TEACHING AND NON-TEACHING)

The data below is a snapshot of the staff cohort at the time of the annual census, including boarding staff.

Teaching staff	216
Full-time equivalent teaching staff	203.1
Professional staff	142
Full-time equivalent professional staff	129.25

### Teacher Absence in 2023

Attendance rates for teaching staff:

Grimwade House	94.52%
Wadhurst	99.10%
Senior School	97.51%

### Teacher retention 2023

The data below is defined as teachers retained divided by number of teachers.

Grimwade House	96.67%
Wadhurst	95.12%
Senior School	97.06%

## TEACHER STANDARDS AND QUALIFICATIONS

The following teachers were employed by Melbourne Grammar School. All were registered with the Victorian Institute of Teaching. Staff with an asterisk (\*) by their name work in both the day school and the Boarding House.

### Grimwade House

- Andrews, Sarah *BEd (La Trobe)*
- Andrzejewski, Christine *BTeach Primary (Melb), BFine Arts (RMIT)*
- Baillie, Catherine *BMus Hons, BEd (Old), MEd (Melb)*
- Beilby, Caroline *BTeach, BAppSci Human Movt (Deakin)*
- Busby, Amelia *BEd Early Childhood & Primary (ACU)*
- Campagna, Cristina *BEd (Melb)*
- Carter, Marianne *MTeach (Deakin), MBA (Deakin)*
- Chio, Seonaid *BEd (Edinburgh), Grad Cert Ed (Acer)*
- Cirillo, Michael *BA Ed (South Australia)*
- Clancy, Josephine\* *BED (VU)*
- Cloke, Morgan *BCom (VU) BTeach Primary & Secondary (Deakin)*
- Cowley, David *BA Health & PE (Deakin)*
- Curran, Annette *BA Aust Popular Music (TAFE), GradDip Secondary (VU)*
- D'Paul, Lee-Anne *BEd (Deakin)*
- Dwyer, Helen *BMinistry (Aust Coll Theo), MTeach (VU)*
- English, Adrienne *BEd Primary (Deakin), Dip App Sci (Charles Sturt), MEd Gifted Ed DipTeach (Vic Coll)*
- English, Kate *BA Ed (Limerick) GradDip SpecEd (Dublin)*
- Ewert, Elizabeth *BEd Primary (Melb), DipMusic Practical (Melb)*
- Faulds, Mychelle *BBus Tourism (VU), BEd Primary (CSU)*
- Ferry, Ferry *GradDipEd Primary (Tabor College), BArChitecture (Texas)*
- Filippelli, Emanuella *BA Soc (Deakin), DipEd Primary (Monash)*
- Finney, Thomas *BA (Nottingham), GradCertTeach (Nottingham)*
- Freeman, Stephanie *BEd (Deakin)*
- Gao, Huiling *BEd (South China)*
- Glenie, Sara *DipTeach Primary (Melb Stat Coll), GradDip Arts Ed (Coburg)*
- Gordon, Donna *BEd, GradDip App Sci (Deakin)*
- Grills, Pamela *BEd (Monash), DipEd (UBC)*
- Helm, Royce *BEd (Massey), MEd (Auckland)*
- Hill, Justine *BEd (Monash)*
- Holmes, Sean *BA, BEd (Manchester)*
- Holzer, Deborah *BEd (Toorak), DipTeach, MACE, MSpecEd (Monash)*
- Hutchison, Felicity *MEd Management (Flinders)*
- Joseph, Bronwyn *DipTeach, BEd (VC), GradCert Children's Lit (Deakin)*
- Kardis, Maree *BA, MTeach (Melb)*
- Krupp, Ilana *MSpecEd (Melb), GradDipEd (Melb), BA (LaTrobe)*
- Lanham, Edwina *BEd Primary (Canberra)*
- Le Fevre, Mitchell *BHumMov (UTAS)*
- Mackenzie, Kelly *BTeach (UNE)*
- Marshall, Linda *BAppSc (Phys Ed), DipEd (Hawthorn)*

- Masters, Amanda *BSc, DipEd Primary (Monash)*
- McCracken, Nicole *BEd PE (Deakin)*
- McGeorge, James *DipTeach Primary/ECE (Phillip Inst), DipSpecEd (Vic Coll)*
- McKavanagh, Louise *BA QTD (Liverpool Hope), MEd (Liverpool Hope)*
- Oswell, Bronwyn *BA (USQ), GradDipEd (QUT)*
- Perry, Daniel *BSc Hons (Leeds) GradCertEd (Birmingham City)*
- Pusmucans, Francesca *BEd (Monash), MInfoMgmt (Monash)*
- Pyman, Emily *BTeach, BMusic (Melb), ICAL TEFL/ TESOL*
- Schneider, Natalie *BForestSci Hons (Melb), DipTeach (NT)*
- Shearwood-Boyd, Liam *BA (Melb), DipEd (Melb)*
- Sydenham, Lara *BMus Music Ed, GradDipEd, (Adelaide), GradDipPsych (Monash), MEd (Melb)*
- Thomas, Jane *BEd (Canberra)*
- Toose, Lachlan *BA (Macquarie), DipEdStud (La Trobe)*
- Verde, Lauren *BVisArt & Des Hons (Melb), DipEd (Melb)*
- Wang, Chi Ho *BA Teach Primary (La Trobe)*
- Ward, Christopher *BEd (La Trobe)*
- Ward, Elizabeth *BEd Primary (Deakin), GradDipEd (Melb)*
- Wheatley, Sean *BTeach (Melb), BApp Sci (RMIT)*
- Woodworth, Benjamin *BEd (Curtin), MComms Multimedia (Edith Cowan), MEd (Melb)*

### Wadhurst

- Andreevski, Susan *BA (La Trobe), DipEd (La Trobe), GradCertEd (La Trobe)*
- Bentley, Craig *BMusPerf (Melb), BTeach (Melb)*
- Bloomer, Adin *BCreative Industries, BEd, Dip Acting (QUT)*
- Boveski, Jessica *BSc Biomedical Science (VU), MHR Management (Monash), GradDipTeach (La Trobe)*
- Bowler, Thomas *BSc (SA), GradDipEd (RMIT)*
- Bratton, Timothy *BSc, BEd (Adelaide)*
- Calbert, Simon *BEd (VU), MEd (Deakin)*
- Clynes, Jennifer *MEd (Literacy) (Melb), BEd (Monash) BA (Monash)*
- Coleman, Mark *BAppSci (Caulfield), DipEd (MCAE), Cert Traffic Safety Ed (Deakin)*
- Compton, Nicholas *BA (Melb), DipEd (ACU)*
- Coombes, Dylan *BSports Psych (Johannesburg), Hons Sports Sci (Johannesburg), GradCertEd (South Africa)*
- Cudmore, Diane *BA, MEd (Melb)*
- Donaldson, John *BEd (Melb)*
- Drummond, Chris *BFinArt (Monash), GradDipEd (Melb)*
- Esler, Claire *BA (Deakin), MTeach (Deakin)*
- Faithfull, Kristi-Anne *BEd (JCU)*
- Fitzgerald, Laura *BScHons, GradDipEd (Melb)*
- Freeman, Dan\* *BSci (Deakin), GradDipEd (RMIT)*
- Houniet, Matthew *BBus, AssDipTaxLaw, DipEd, DipEnvSc (Monash)*
- Inglefinger, Tim *BA, BTeach Secondary (Deakin)*
- James, Scott *BTeach Secondary/BTech (Newcastle), Cert III Cabinet Making (Canberra Inst Tech)*
- Kamperis, Sophie *BSc Hons Biochem (Southampton), PGDipEd (Cambridge)*
- Mahoney, Jonathan *BA PE (Otago), PGDTeach (Wellington)*
- Mann, Robert\* *MEd (Deakin), BA Ed (Deakin)*

- Meyer, Iain *BSc(Econ) (London), PGCE (Reading)*
- Morgan, Imogen *BA (Cambridge), PGCE (Cambridge)*
- Najaidee, Kevin *BA Hons (Uni Auckland), GradDip Teach (Uni Auckland)*
- Pratten, Jennifer *BSc (Melb), MEd (Melb)*
- Premachandra, Sharyn *BHealth & PE (Deakin)*
- Richardson, Adrienne\* *BEd, DipTeach (Otago, NZ)*
- Sawers, Melinda *BA Music (CON), GradDipEd (Monash), MEd (Melb)*
- Sellers-Boyle, Rhiannon *BA Teach (Newcastle), BA Fine Art (Newcastle)*
- Shakespeare, Andrew *BSci (RMIT)*
- Sharpe, Samantha *BEd (Curtin)*
- Simpson, Anna-Louise *BA (Southampton), MSci (Southampton), DipEd (Melb), MLeadership (Monash)*
- Stewart, Airlie\* *BA, BEd (Monash)*
- Take, Yoshiko *BA (Melb), GradDipEd (Monash), MEd (Melb)*
- Tan, Wei Lun *MTeach (ACU), BA Sci (JCU)*
- Tortorella, Darren *BEd (Deakin)*
- Woolrich, Malcolm *MTeach Secondary (Melb), MDiv (Ridley), GradDip Div (Ridley), LLB (Melb)*
- Zhang, Jue *MTeach (Melb), MEng (Melb), PGDip Teach (Melb)*
- Zhong, Chuyi *BA BusStudies (Liverpool), MTeach Primary (Melb), MTeach Secondary (VU)*
- Zhou, Chong *PhD UniSA, BA Languages Teaching (Beijing Foreign Studies University)*

### Senior School

- Adcock, Michael *BA Hons First Class (Melb), DipEd (Melb), MA, PhD (Melb)*
- Aitken, David *BEd, DipEd (Philip Institute)*
- Ali, Sabira *BA SecondaryEd, BA Science (Monash)*
- Anastasiou, Anastasios *BEng (Monash), DipEd (Melb)*
- Annan, Belinda\* *BContempArt, BTeach (Deakin)*
- Ball, Martin *BA Hons, BLitt, MA (Melb), PhD (Tas), DipRussianLang (Moscow), DipEd (Melb)*
- Baylis, Andrew *BSc (Melb), Dip Ed (Monash), M Ed Mgmt (Melb), MACE, MACEL*
- Bentley, Craig *BMusPerf (Melb), BTeach (Melb)*
- Bradshaw, Malcolm\* *BSci (NZ), GradDipTeach (NZ)*
- Brady, Mark\* *BTeach (UT Sydney), BA Performance (Western Sydney)*
- Braun, Samantha *BScPsy/BioChem (Melb), BTeach (Melb), UMET (Melb), MEd (Melb)*
- Brown-Greaves, Fred *BSci (Monash), DipEd (Monash)*
- Brunton, Alison *BA Hons (Wales), PGCE (Oxon)*
- Carmody, Philip *BEd (MCAE)*
- Cawood, Adam *BA (Charles Sturt), DipEd, MEd (Melb)*
- Chambers, Charles *BMedComms (Melb), MTeach (Melb)*
- Chiang, Vincent\* *BA (ANU), MTeach (Deakin)*
- Christiansen, Hans *GradDipEd Secondary, GradDipTheo, GradDip Spiritual Direction, Dip Ministry*
- Coventry, Evan *BAppSc (RMIT), MSc (Milwaukee)*
- Cowan, Mitch\* *BA, GradDipTeach, MTeach (Melb)*
- Davies, Geoff *BScEd (Melb)*
- Delaney, Timothy *MA Design (Swinburne), BA Design (Swinburne)*
- Denniston, Samuel *BA, DipEd, MSch Leadership (Melb), MInfoMgt (Monash)*

- Dessants, Stephen *BA Hons (Pennsylvania), MA (London)*
- Di Petta, Matthew *BSc, BEd (Monash)*
- Durham, Sarah *BA Hons (Reading), PGCE (London)*
- Ekberg, Noah *BA Ed (Monash), BA Science (Monash)*
- Elliott, Sophie\* *BA Hons (Monash), BSpecEd (New England), GradDipEd (Melb)*
- Evans, Heather *BEd (Rusden) MA SpecEd (Federation)*
- Fakhra, Fatima\* *BBus (Monash), GradDipEd*
- Fitzgibbon, Greg *BA, DipEd (Swinburne), DipEd Admin, MEd (Melb)*
- Fox, Adrea *BA Hons, BEd (Melb)*
- Gibbons, Tsets *PGDip Economics, DipEd, BASci*
- Gleeson, Jane *BEd, MEd (Melb)*
- Glenn, Justin\* *BA, BLetters (Monash), GradDipEd (Melb)*
- Goldsmith, Camille *BSc (La Trobe), BTeach (Deakin), MEd (Sydney)*
- Goureeve, Alle *BSc (St Petersburg), GradCertAcademicStudies (Moscow), DipEd (Monash)*
- Gourley, Kieran *BA (Massey), DipTeaching & Learning (Canterbury)*
- Grech-Foster, Catherine *BEd (Melb), GradCert CareerEd (RMIT)*
- Grutzner, Philip *BSci (Melb), DipEd (Monash), MBA (RMIT)*
- Guggenheimer, Geoff\* *BAppSci (RMIT), Dip Sports Management (Deakin)*
- Guggenheimer, Kate *DipEd (Melb), BA Fine Art (RMIT) MEd (Melb)*
- Habben, Timothy *BCom (Melb), DipEd (Monash), CPA, ASIA*
- Haigh, Anna *BSc (Durham), PGCE (Exeter)*
- Hamilton, Jeremy *BA Hons, GradDip Secondary, MA (Monash)*
- Hamilton, Justin *BSci (Melb), BEd Phys Ed Hons (Ballarat)*
- Hanisch, Benjamin *BA (Adel), DipEastAsiaStud (ANU), DipEd (Adel)*
- Hartnett, Claire *BA (La Trobe), BA (Monash), DipEd, CertRE (ACU)*
- Hawkins, Peter *BEd, MEd (Deakin)*
- Hinton, Cheryl *GradDipEd (Monash), BA Arts (Monash)*
- Horsford, Mark *GradDipBib (Moore), GradDipEd (Melb), BAgSci (Melb)*
- Howells, Adam *BA (La Trobe), GradDip Arts/IM/Info Mgmt (Ballarat College), DipEd Secondary (Monash)*
- Jackman, Dominic *BDrama (Melb), BA/Ed (Monash)*
- Jamieson, Stuart *CSci, CChem, MRSC (Napier), PGCE (Liverpool)*
- Kavalieris, Athena *BA (Melb), MTeach (Melb)*
- Kelly, Leah *BSc, DipEd (Melb)*
- Konstantatos, Nicholas *BEd (MCAE), MA (Melb)*
- Langley, Nigel *MTeach (Melb), MArts (London)*
- Linke, John *BESc (ACU), BTeach (Melb)*
- Lochhead, Gregory *BEd (Melb), BCom (Deakin)*
- Lucas, Sam *BA Visual Arts (Ballarat), BTeach (Melb)*
- Maaser, Simon *BSci Hons (Melb), GradDipTeach (Deakin)*
- Martin, Jamie *BA (Melb), DipEd (Melb)*
- Matthews, Glenn *BA Hons, DipEd, MA (Melb)*
- Maus, Stephen *PhD (Melb/CDU), DipEd (Melb), BA Social Science (La Trobe), Grad DipEd Admin (Monash), MA Ed Curriculum (Melb), BA Ed IT (Deakin)*

- McCoppin, Christopher *BEd (Rusden), MEd (Deakin)*
- McCutcheon, Felicity *BA Hons (London), DipEd (Monash), PhD (NSW), AKC*
- McLaughlin, Megan *BA, DipEd (Melb), BMus (Inst Catholic Ed)*
- McWhirter, Alasdair *BClassics (Cambridge), PGCE/ QTS (Buckingham), MClassics (London)*
- Mitreviski, Dean *BA Health, PE, Sport (RMIT)*
- Morris, Timothy *BA Hons, DipEd, MEd (Melb)*
- Mulready, Sharon *BA Hons, DipEd (Melb)*
- Neeson, Christian *BA AppSci/Ed (Deakin)*
- Norman, Barry\* *BSc (Plymouth), GradMan, GradEd*
- O'Neill, Satu *BA Hons, HDipEd (Dublin)*
- Paterson, Kristen *MBIT (RMIT), GradDipCompEd, BEd (Melb)*
- Phan, John *BEng (Monash), PhD Eng (Melb), MTeach (Monash)*
- Pinder, Catherine *BA (La Trobe), DipEd (RMIT)*
- Poljski, Caterina *DipFA (Philip), DipEd (Hawthorn Institute), MFA (Monash)*
- Porrino, Stephanie\* *BTechEd (Griffith)*
- Purchase, William *BA, BA Hons, MTeach (Melb)*
- Pyle, Cameron *BSc, DipEd, MEd (Monash)*
- Ransom, Paula *BAppSc Hons (Ballarat), DipEd (ACU)*
- Ranson, Charles *BAppSci (USA), BEd (Flinders)*
- Ritchie, Lisa *BA (Monash), GradDipAcc (Monash), MPracAcc (Monash)*
- Rosas, James *BEng (RMIT), GradDipEd (Monash),*
- Ross, Mary *BAHons (La Trobe), DipEd Secondary (Monash)*
- Rottura, Jessica *BA (RMIT), BTeach Hons, MEd (Melb)*
- Ruffles, Dianne *BEd (Lib), DipCompEd (Melb), MBusiT (RMIT)*
- Ruthven, Edward *BSc, DipEd (Adel), BEd Hons, MEd (UWA)*
- Sellers, Darren *BA/LLB (Monash), GradDip Legal Practice (Leo Cussen), GradDipEd Secondary (Monash)*
- Smith, Amanda *BAppSci (CSU), GradDipEd (La Trobe), MEd (Deakin), MEnvMgt (CSU)*
- Smyth, Darren *BElectronic Engineering (York), GradCertEd (Warwick)*
- Spry, James *BSc Hons (LSE), PGCE (London)*
- Tan, Ngan Ling *BSc, DipEd (Singapore)*
- Taranto, Anthony *BEd (Deakin), MEd (Monash)*
- Tran, Nam-Phuong *BA English, French, DipLanguages German (Melb), MTeach (Deakin)*
- Tsukui, Ryo *MEd, MTeach (Griffith)*
- Tzikas, George *BA (Monash), DipEd (Melb), MFineA (RMIT)*
- Varghese, Annamma *BA, DipEd (Melb)*
- Vecchio, Melissa *BEd (Deakin), MCouns (Deakin)*
- Walker, Kirsten *BSc (Monash), DipEd (ACU), Grad Cert (Learning Difficulties)*
- Ware, Michael *BCompSci, DipEd, GradCertEd Maths (Melb)*
- Weinberg, Christopher *BCom Hons, MTeach Secondary (Melb)*
- Wilson, Sonia *BA Hons, DipEd (La Trobe)*
- Wood, Bryan *BBus, DipEd, MEdMan, PhD Ed (Melb)*
- Zhao, Wei *BA, BEd (Monash)*
- Zhou, Chong *BA LangTeach (Beijing), PhD (Uni SA)*



# FINANCE REPORT

## 2023 FINANCIAL REPORT BROKEN DOWN BY FUNDING SOURCE AND EXPENDITURE

### Operating Revenue 2023

Tuition fees	74.3 %
Boarding fees	2.9 %
Grants / Commonwealth	8.0 %
Grants / State	2.1 %
Book Room and Uniform Shop sales	1.2 %
Facilities Hire	1.2 %
Interest	1.1 %
Other	9.2 %
<b>Total</b>	<b>100 %</b>

### Operating Costs 2023

Salaries and employee on costs	63.7 %
Educational expenses	10.4 %
Administration, Grounds and Property	10.3 %
Catering and Boarding	2.0 %
Depreciation	6.7 %
Other	6.9 %
<b>Total</b>	<b>100 %</b>







MELBOURNE  
GRAMMAR SCHOOL  
AN ANGLICAN SCHOOL

**Melbourne Grammar School**

355 St Kilda Road  
Melbourne Victoria 3004  
Australia

+61 3 9865 7555  
[mgs@mgs.vic.edu.au](mailto:mgs@mgs.vic.edu.au)

[mgs.vic.edu.au](http://mgs.vic.edu.au)