



**MELBOURNE**  
GIRLS GRAMMAR  
AN ANGLICAN SCHOOL



# APPOINTMENT OF THE PRINCIPAL OF MELBOURNE GIRLS GRAMMAR

MAY 2026

ODGERS



# INVITATION



With the announcement of Dr Toni Meath's retirement at the end of this year, after eight years of dedicated and inspiring leadership, Council is looking to appoint her successor as the 13th Principal of Melbourne Girls Grammar School (MGGS).

MGGS seeks to develop confident and independent young women who are prepared for the world: ethical women of action. We seek excellence in all we do. Our students achieve outstanding academic outcomes, but just as important are their learning and experiences outside the classroom. We are known for thoughtful innovation that is deeply considered and centred on the best interests of girls.

The School values of integrity, compassion, courage and self-discipline are embraced by our wonderful, inclusive and vibrant community. Our Anglican heritage and ethos are part of our essence. Our girls speak of collective achievement and support for each other, as well as of the deeply knowledgeable and supportive relationships they have with our remarkable staff.

As a Council, we look forward with confidence and aspiration to partnering with our next Principal on the continued renewal of the School, while also honouring our history and traditions, ensuring MGGS continues to thrive in the decades to come. Our educational offering and business model will further evolve to reflect the changing times and needs of the girls, within the values and security of belonging and community amongst our students, families and staff. We will continue to develop our campuses to provide optimal cutting-edge learning spaces and to care for the heritage buildings that are a hallmark of the School.

We are excited at the prospect of working with the 13th Principal of MGGS as we continue our quest to provide our students with an outstanding and contemporary education.

I warmly encourage you to consider joining us.

**Diana Nicholson**  
Chair of Council

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# ABOUT MGGS

Melbourne Girls Grammar (MGGS) is a progressive, contemporary and independent school, which has delivered an exceptional education for girls for over 130 years.

MGGS was established in 1893 as an academic school for girls. Miss Emily Hensley (1893-1898) and Miss Alice Taylor (1893-1895) were the first headmistresses of nine students and one boarder. Today we have 1,100 students, including 90 boarders.

Innovation and forward thinking have long defined Melbourne Girls Grammar. Grounded in a philosophy that values both challenge and choice, we equip our students with the knowledge, skills and experiences to navigate a complex world with confidence and agency.

Our holistic programs are led by exceptional educators who challenge, support and extend each girl to achieve their full potential.

Above all, we are committed to excellence in all we do, developing ethical women of action who shape their own futures.

Through academic, service, team and individual pathways, our students develop strong leadership capabilities. Engagement in local and global service deepens their understanding of diverse communities and equips them with the perspective and judgement they will carry into the next phase of their lives.

We are deliberate in preparing students for a rapidly evolving technological landscape. Our STEM program fosters curiosity, creativity and enterprise, supported by authentic opportunities to engage with emerging technologies. Students connect with industry, contribute to real-world problem-solving, undertake internships, and access micro-credentialing and entrepreneurial networks.

Our approach to learning is grounded in the purposeful development and application of knowledge, skills and experience. It is delivered by exceptional educators who challenge, support and empower each student within a safe and positive environment.

As a school with a long Anglican heritage, we are guided by strong Christian values and a deeply inclusive community.

# GOVERNANCE

Melbourne Girls Grammar operates within a governance framework aligned to its statutory and regulatory obligations.

The School is governed by a Council (Board of Directors), which is responsible for overall strategy, stewardship and oversight of the School's operations and long-term sustainability. Council is supported by a structured committee framework, including a Governance Committee, which oversees governance practices, policy development and continuous improvement of governance standards.



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- **Diana Nicholson** | Chair of Council
- **Sarah Morgan** | Deputy Chair of Council; Chair, MHF – Investment Working Group
- **Ian Hockings** | Chair, Finance Committee
- **Dimitri Kiriacoulacos** | Chair, Governance Committee
- **Alistair Mytton** | Chair, Audit and Risk Management Committee
- **Belinda Nash** | Chair, Planning and Property Committee
- **Stephanie Wilson** | Chair, Community Committee
- **Sam Dugdale** | Council Member
- **The Revd. Fiona Raike** | Council Member
- **Cynthia Wong** | Council Member

The School has a defined membership base, drawn from our community: Council, staff, Old Girls, students etc. which meets annually to receive reports and undertake key governance functions, including the appointment of Council members.

This model provides a clear and effective governance structure, ensuring accountability, compliance and strategic direction, while utilising specialist skills and supporting the ongoing strength and independence of the organisation.

Find out more [here](#)





# VISION, MISSION AND VALUES

## **Vision**

Melbourne Girls Grammar aspires to develop ethical women of action. Through a focus on learning, research and innovation, we will be recognised by our own community, the national and international community as a leading school in girls' education.

## **Mission**

In the pursuit of our vision, Melbourne Girls Grammar is committed to the provision of an exceptional education for girls with an emphasis on strong Christian values, high expectations, creativity and academic challenge. Within a supportive and positive learning environment, girls will discover their passion and build their capacities for action and influence.

## **Values**

In support of our mission, the values of Melbourne Girls Grammar are:

**INTEGRITY** | **COMPASSION** | **COURAGE** | **SELF-DISCIPLINE**

# CHILD SAFETY

Melbourne Girls Grammar is committed to child safety in line with Ministerial Order 1359. All staff are expected to actively uphold a culture that prioritises the safety and wellbeing of every student and to understand and meet their obligations in this regard. The School's Child Safety Statement is embedded across the employment lifecycle from recruitment and reference checking through to induction, probation and ongoing professional development.

Employment is conditional upon adherence to all School policies, including the Child Safety Policy and Child Safety Code of Conduct, which set the expected standards of behaviour and accountability for all staff.

## **MGGS Statement of Commitment to Child Safety**

- As MGGS staff, volunteers, contractors, and any other members of our School community involved in child-connected work, we are responsible for supporting and promoting the safety of children.
- We are committed to the safety, participation, empowerment and protecting of all children / students in our care and adhering to our [Child Safety Policy](#).
- We are committed to providing a child-safe and child-friendly environment, where children and young people feel safe and are able to actively participate in decisions that affect their lives.
- We have zero tolerance of child abuse and are committed to the protection of children from all forms of child abuse. All allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures. Our policies and procedures will provide the name and contact details of staff who have specific responsibilities in relation to child safety and who may receive reports of suspicion of child abuse. Child abuse includes sexual offences, grooming, physical violence, serious emotional or psychological harm, serious neglect and a child's exposure to family violence.
- We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.
- We are committed to preventing child abuse, identifying risks early and removing and reducing these risks.
- We have robust human resources and recruitment practices for all staff and volunteers.
- We are committed to regularly training and educating our staff and volunteers on child abuse risks. We support and respect all children, as well as our staff and volunteers.
- We are committed to the emotional, physical and cultural safety of all children and to providing a safe environment for their learning.
- We are committed to promoting the cultural safety and participation of Indigenous children, young people and their families.
- We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.



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# STRATEGIC PLAN 2025-2030

## **Our Grammarians must be in and for the world.**

They are shaped by their times and places, including its present realities. They recognise and respect the importance of diversity of belief and the rights of others.

Their MGGs education prepares Grammarians who operate in the world; they are active in shaping their realities. They see clearly, and they act boldly, as ethical women of action.

Our work at Melbourne Girls Grammar is to educate our Grammarians with the capability to be active and successful participants in complex times.

We educate Grammarians to be active and ethical, approaching their futures with integrity, compassion, courage, and self-discipline.

Our Strategic Plan 2025-2030 is our communication to the community of our strategic intent, our organisational goals, and the actions required to achieve those goals. In creating this Strategic Plan we have consulted with our community, accruing data through whole community surveys, focus groups, and academic and co-curricular results. We have affirmed our assumptions of the MGGs Vision, Mission and Values. We have started with the end in mind.

As with the previous plan, we continue to place the learner at the centre of our thinking. Our framework based on culture, learning, environment and community remains unchanged as do our values – integrity, courage, compassion and self-discipline.

Additionally, as part of the development of this plan it became apparent that we wanted to define the key profiles of our learners, teachers, professional support staff and leaders. For it is this group that live the daily life of the School and set our culture.

The full document can be found [here](#)





# LEARNING

## **Barbara Tolson Early Learning Centre (ELC)**

The first steps of a child's education are an exciting time for families, and our Early Learning Centre is where a lifetime of learning begins.

Influenced by the Reggio Emilia approach, our Early Learning Program encourages wonder, self-confidence and a connection to the natural world, with the aim of sparking curiosity in 3 and 4 year old kindergarten girls.

ELC students flourish as the individuals they are, within a safe and nurturing environment.

## **Junior Years**

Junior Years (Prep-4) at Melbourne Girls Grammar introduces girls to their primary school education and inspires enthusiastic, curious, creative thinkers.

At the heart of our Junior Years Program is a commitment to the development of the whole child – connected, resilient and strong young girls are taught in open, collaborative spaces.

Our purpose is to encourage the girls to ask questions about what they are learning, to establish an aptitude for leadership and team building, as well as social, personal and cultural awareness.

We believe a Melbourne Girls Grammar primary school education best equips girls with the fundamental skills that they will need to be part of the very fast-paced world that they will enter. Our data highlights that an early foundation investment in education translates to higher VCE success.

## **Middle Years**

In Melbourne Girls Grammar's Middle Years (Years 5-8) Program, students begin a robust, research-based curriculum tailored specifically to the needs of contemporary adolescent girls.

Above all, there is a sense of community and belonging. We are aligned in our purpose and values, emphasising a collaborative working style between students, educators and mentors.

We have purposefully designed two learning experiences, Wildfell (Years 5 and 6) and St Hilda's (Years 7 and 8), which promote an integrated approach combining both academics and wellbeing.

Rich and varied, the Middle Years nurtures healthy, positive girls who use their minds well to respond thoughtfully, ethically and with action to personal, community and global challenges.

In the Middle Years, our girls encounter choice and challenge. With a highly engaging experiential program, we see students embracing the full range of opportunities in front of them inside and outside of the classroom. Again, we see these years as critical to setting up students for success in whatever their chosen field becomes.

## Senior Years

Melbourne Girls Grammar offers a contemporary and challenging Senior Years Program for girls in Years 9-12. Students have access to an extensive curriculum and VCE offering, and over 55 different elective courses.

Internationally recognised for its innovation, the Melbourne Girls Grammar Senior Years Program integrates academics and wellbeing for girls to access an unparalleled suite of opportunities.

We teach girls how to self-manage and be independent learners within positive and supportive environments, developing the resilience, persistence and confidence to achieve their best in any pathway they choose – for themselves and for the greater good of the community.

Students leave Melbourne Girls Grammar with a distinctive education and an aptitude for pursuing their passions. They are independent, adaptable, ethical in their decision making, highly effective team players, and academically, emotionally and socially ready for the pace and complexity of global lives.

The School's Strategic Plan includes learner and staff profiles which provide a framework for the development of students as learners and ethical women of action, and for staff as educators, professionals and leaders within the MGGS community.

- Early Learners
- Junior Years Learners
- Middle Years Learners
- Senior Years Learners
- Professional Support Staff
- Teachers
- Middle Leaders
- Executive Directors
- Principal Team

These profiles can be found on page 6 [here](#)





# CO-CURRICULAR



Our girls are encouraged to embrace all activities as an opportunity to expand their experiences, further develop existing skills and find new passions. Involvement in all aspects of school life increases each student's sense of belonging, expands friendship groups and leads to higher levels of motivation and engagement.

Melbourne Girls Grammar has five Houses – Blackwood, Clarke, Hensley, Mungo and Taylor. Houses were formally introduced at the School in 1925. There were three of them, named after saints, St Cecilia (the musician), St Hilda (the scholar) and St Joan (the warrior). The House system, suspended in the 1950s was reintroduced in 1965.

Each House reflects an important part of the School's history. Blackwood (yellow) is named after Old Grammarian Dame Margaret Blackwood, a distinguished botanist and advocate for gender equality. Clarke (red) honours Archbishop Lowther Clarke, a strong supporter of diocesan education. Hensley (pink) and Taylor (blue) commemorate the School's founding Principals, Miss Emily Hensley and Miss Alice Taylor. Mungo (green) takes its name from "St Mungo", the Domain Road house where the School first opened in 1893.

Connecting students across year levels, the House structure strengthens community, supports mentoring and provides meaningful leadership opportunities. A diverse program of House activities and competitions, including athletics, cross country, debating, drama, mathematics, music, public speaking, reading, rowing and swimming, encourages wide participation and fosters strong House spirit, inter year friendships and camaraderie.

## **Sport**

Melbourne Girls Grammar has a proud history of advancing the physical opportunities of our girls and remains strongly committed to physical wellbeing through each student's journey.

Students are invited to select a Girls School Victoria (GSV) sport to participate in weekly. Sports offered are varied and cover ball sports (e.g. basketball, tennis, netball and badminton) as well as field games such as AFLW and hockey. Students also have the opportunity to join a fitness program with a dedicated coach or a yoga class to relax and unwind from the rigours of the day. Rowing, athletics, swimming and snow sports are offered at entry level and build to elite programs for students seeking high-level competition at state and national titles, including pathways to accessing international universities and professional careers.

## **Music**

Music is a vibrant and exciting aspect of co-curricular life at Melbourne Girls Grammar. Our students perform in a wide range of ensembles across age, year and instrument levels.

All students study Classroom Music in Prep-Year 5 and students in Years 5 and 6 participate in Music Performance classes. Students in Years 6-10 may choose to take Classroom Music as an elective subject and VCE Music Performance is offered in Years 11 and 12. Music electives provide opportunities for performing, creating and exploring music of all kinds. Performance opportunities in our choirs and ensembles range from informal soirees to large scale concert events and venues include the Melbourne Town Hall, the Melbourne Recital Centre and St Paul's Cathedral. Selected VCE students have also been recognised through inclusion in prestigious showcases such as Top Class. We have a vibrant House Music program, and private tuition is also available.

## **Drama**

Drama at Melbourne Girls Grammar encompasses both classroom learning and a co-curricular program from Year 5 to Year 12. Classroom Drama is a core subject in Year 5, an elective from Years 6 to 10, and offered at VCE. Across the program, students develop skills in performance and the creation of dramatic works, engaging with a range of styles and contemporary practice. Students are supported to perform in a variety of productions each year, with outstanding VCE performers recognised through selection in Top Acts.

## **Art**

The Visual Arts are an integral part of the curriculum from ELC to Year 12, supporting the development of creativity, technical skill and individual expression. Students engage in a broad and dynamic program with opportunities to exhibit their work through the annual ELC to Year 12 Art Exhibition and curated Art, Design and Photography exhibitions held both on campus and at external venues. The program is further enhanced by a well-established Artist in Residence initiative, providing students with access to practising artists and contemporary practice. Selected VCE students have been recognised through inclusion in Top Arts.



# OUTDOOR EDUCATION



MGGS is on a new and pioneering program of Outdoor Education. With the goal of fostering ethical women of action, the program will build the mindset and the skills necessary to thrive in the outdoors and will engender a lifelong love of the natural world. We seek to inspire with awe and to encourage our students to use their outdoor learning in their everyday lives.

Outdoor education is a powerful learning experience, something that participants will remember for the rest of their lives. At MGGS, we want to incorporate that sort of learning into the everyday life of the School. With regular contact with the outdoors, we will build a love of nature, a competence, and a confidence amongst our students. Each year will develop on the learning from the previous one with our ultimate goal being to embark on a Graduation Expedition in Year 10 which will become a rite of passage and a source of pride for all Grammarians.

# WELLBEING

Wellbeing is central to the Melbourne Girls Grammar experience. We believe an exceptional education for life not only develops academic skills and attributes, but emotional and physical wellbeing as well.

With an established wellbeing team for every year level, we focus on the holistic importance of the social, emotional, physical and academic wellbeing of our girls. We understand that when our girls feel well and in control of the many aspects of their lives, they confront obstacles and challenges with confidence and a belief in their capacity to solve problems.

Research indicates that young people thrive when living and learning in an environment that optimises both choice and challenge. Our integrated wellbeing model responds to this and provides the conditions that best support positive mental health and overall wellbeing.

Our overarching objective is to empower our girls to understand what underpins good health, such that they set and pursue goals to ensure their wellbeing is a priority. Our girls will learn to take responsibility for their wellbeing by developing understanding and skills for life.

## Early Learning

In our Early Learning Program, children are encouraged to understand the ideas of 'Being, Becoming and Belonging', aiding awareness of relationships with those around them. Each child's ability to concentrate, co-operate and learn is improved through a focus on physical wellbeing which contributes to the broader program.

## Junior Years

The wellbeing of our girls is a shared responsibility for all our staff. Teams work together to ensure that the social and emotional development of our girls is always a focus. We respect and foster the diverse talents and interests of every child. Teachers and support staff are focused on delivering personalised experiences of learning, with adjustments made when girls require greater support or extension.

Our Year 4 Leadership Program examines great female leaders who demonstrate our values, particularly courage and compassion. An exciting aspect of this program is the involvement of our Year 12 Student Leaders.

## **Middle Years**

The wellbeing of our girls is multi-faceted and dynamic. We recognise that as our girls move through the Middle Years – as they grow and develop – their wellbeing needs will continue to change.

Through our proactive approach to student wellbeing, our overarching objective is to empower our girls to understand the essentials of good health, so that they set and pursue goals in which their wellbeing is a priority. With this focus in mind, we ensure our physical activities and programs are reflective of the most current trends in the benefits of sport and exercise on each girl's wellbeing. Our Middle Years girls are encouraged to participate either competitively or recreationally through a breadth of opportunities that cater for a wide range of needs. Regardless of which physical activity they choose, every girl is encouraged to strive to achieve her personal best for optimal wellbeing.

## **Senior Years**

Since 2008, Melbourne Girls Grammar has developed a significant research base to inform and develop a Senior Years Wellbeing Model. When our girls feel well and in control of the many aspects of their lives, they can confront obstacles and challenges with confidence.

In the Senior Years, the Wellbeing Program focuses on the importance of the social, emotional, physical and academic wellbeing of our girls, ensuring they feel empowered and ready to live a life of good health.



# BOARDING



The Boarding House at Melbourne Girls Grammar is in the heart of the campus with rooms for 90 students overlooking the Royal Botanic Gardens, the Yarra river or east towards the Dandenong Ranges. Most of our boarders are in Year 9 or above and come from across Australia (67%) and the world (33%). In the first few years, our boarders share rooms as a way to build connection and to meet other boarders and progress to single rooms as the demands of their study program require spaces for independent study and routines.

The Boarding House has been home to generations of Grammarians and provides a safe haven and the camaraderie required to feel comfortable and know that there is always someone there to look after them. Residential staff manage the House 24/7 while the Director and Deputy Director of Boarding live on campus.

# OUR COMMUNITY

## **Old Grammarians Society**

With over 13,000 members our Old Grammarians Society (OGS) is a fundamental part of our MGGs Community. The OGS was founded in 1904 and today, our Old Grammarians or OGs as they are more fondly known, can be found in all corners of the world. Our large network of Old Grammarians represents an expansive and impressive range of experience, backgrounds and professional pursuits and we value the contribution and connection of every member.

With the hope of remaining connected to all of our students once they venture beyond our red brick walls, every past student of MGGs is welcomed back as a life member of the OGS.

A powerful education and a network of lifelong friendships aren't the only benefits of being an OG. There are a wide range of OG programs and events offered by the OGS annually.

## **Parents Association**

Our Parents Association dates back to 1928 and in conjunction with the School, has played a vital role in building a thriving community with our students at the core of all activities. A strong parent cohort supports all aspects of our program and creates another strong support group for our girls.

## **The Merton Hall Foundation**

The Merton Hall Foundation was established in 1985 with the dual aims of providing capital to maintain the building program and realising the future focused vision of Melbourne Girls Grammar. Dedicated to raising funds that support the long-term financial security and independence of Melbourne Girls Grammar, the Merton Hall Foundation assists the School in realising major projects and initiatives critical to the ongoing success of our exceptional learning experiences.



MGGG

# CAMPUS AND FACILITIES

Melbourne Girls Grammar boasts outstanding facilities across two thoughtfully designed campuses, as well as a separate building that houses our business and operations teams.

State-of-the-art technology, flexible learning spaces and special interest centres allow our girls to explore our contemporary curriculum freely, in support of their learning and development.

## **Merton Hall**

Merton Hall is home to our Senior Years, Middle Years and Early Learning Programs. It is located at 86 Anderson Street in South Yarra.

Heritage in appearance, innovative in practice, Merton Hall is equipped with a chapel, wellbeing centre, library, specialist Art, Drama and Science Centres, assembly hall, dining hall, multipurpose sports fields and a rowing facility located nearby on the banks of the Yarra River. Each learning space is age and educational-stage-appropriate. 21st century learning dispositions focus on the importance of creativity, communication and collaboration. Our environments are designed to support this, and are recognised as part of our philosophy as the 'third teacher'.

Located on the Merton Hall campus is The Artemis Centre which hosts a 25-metre swimming pool, exceptional wellbeing environments and Gymnastics classes, Learn-to-Swim, Swimming Club and Holiday Clinic programs. The Centre is designed to enhance in each student the desire to be active, fit and to look after their wellbeing. Students participate in recreational, team and competitive sport.

The Artemis Centre is also used as part of the Health and Physical Education program. Learning about healthy lifestyles, including nutrition, personal hygiene, physical fitness, emotions and social relationships is integral to each student's wellbeing and self-confidence.

## **Morris Hall**

Our Junior Years Program is located at our Morris Hall campus at 100 Caroline Street in South Yarra, a five-minute walk from Merton Hall.

Morris Hall incorporates learning studios, specialist art, music and STEM centres, as well as sustainable gardens and a beautifully landscaped recreational playground for sports and dedicated activities.

## **Glenhope**

Glenhope at 466 Punt Road is a recent acquisition purchased in 2023 as part of the Strategic Design Framework to provide more classrooms for growth at Merton Hall. The Business, Operations and Community Services were relocated to Glenhope and the Ken Jasper AM Wing (located in Phelia Grimwade House, Merton Hall Campus) was opened in January 2025 as a senior Humanities teaching space.



# THE ROLE

The Principal of Melbourne Girls Grammar School is the educational, strategic and cultural leader accountable for the overall performance, sustainability and reputation of the organisation.

Reporting to the School Council and working in close partnership with the Council Chair and key committees, the Principal provides values-led leadership aligned with our Anglican tradition and enduring commitment to excellence in girls' education.

Operating within a complex and dynamic educational landscape, the Principal leads a multi-campus K-12 environment encompassing Early Learning, Junior, Middle and Senior Years, together with co-curricular, boarding and community programs.

The role requires the integration of educational leadership with strong commercial management, organisational development, governance and community engagement to ensure the School continues to deliver outstanding academic outcomes and holistic student development.

The Principal will be a visible and engaged leader who builds strong relationships with students, families, Old Grammarians and staff, as well as being a powerful advocate for the School and for girls' education in the broader community. Our boarders are at the heart of the School and our relationship with them and their families is particularly important. With the School spread across two campuses, the Principal will ensure that there is a one-school sense of connection across the campuses. They will also support the building of external partnerships, including further strengthening the relationship with Melbourne Grammar.

MGGS is known for educational programs that develop confident, bold and independent young women who are well prepared for life. There is a quest for continual improvement that is research and data informed and that reflects the changing educational and social environment and best practice globally. We are genuinely non-selective. Outstanding academic outcomes are balanced with broad co-curricular and wellbeing programs that encourage girls to stretch themselves and be autonomous and effective learners. Students have strong connections with staff, ensuring they feel known, connected and that they belong. Meaningful opportunities for student voice enhance their sense of empowerment. The Principal will ensure the continued effectiveness of our educational programs and lead thoughtful and bold innovation that benefits the students. Professional learning for staff will be aligned with these developments.

Child safety is of the highest importance. The Principal will actively lead the School in this, ensuring effective practice across all facets of school life, as well as having impeccable process, policy and procedure. They will also seek to promote the safety and wellbeing of all staff. They will understand and support the needs of Aboriginal students and families.

Our values of integrity, compassion, courage and self-discipline align with our Christian heritage as an Anglican school. The Principal will uphold the Anglican faith of the School, support the Chaplain in her role as the spiritual leader of the School and have a constructive working relationship with the Diocese.

As we seek for the girls to be empowered, we seek for our staff to be empowered and to have the satisfaction of working in high performing teams. All schools are facing challenges for future recruitment, and our Principal will ensure that MGGS continues to attract and retain outstanding and committed staff, providing them with opportunities to enhance their own learning and development and to work in a rewarding environment, positioning us as an employer of choice.

The Principal will be a powerful and effective communicator. They will have the capacity to distil the complex into meaningful and actionable messages, clearly articulating the School's purpose and direction. They will be skilled in blending respect for MGGS's traditions and heritage with leading a school that meets the needs of girls who will be leading their adult lives through the second half of the 21st century.

The Principal is responsible for setting and executing the strategic direction of the School, as agreed with Council and in alignment with the vision and values of the School. They will foster a high-performance culture among all staff, providing clarity of expectations and accountability.

Good governance is essential for any school. Council seeks to develop a collaborative relationship of trust with the Principal that supports excellent governance and the long-term health of the School. The Principal will work with Council in the development of the next iteration of our strategic plan and in the refinement of our masterplan. Council is committed to the continued enhancement and development of our learning spaces, while recognising the need to maintain our wonderful heritage buildings.

As the leader of a substantial business, the Principal will ensure the School's continued sustainability and deliver value for families. Strong and effective performance management of the executive team and accountability for business outcomes is expected. In addition to the financial, risk, legal, compliance, facilities and people management aspects of the business, the Principal will ensure the effective marketing of the School, healthy enrolments at all levels and a healthy enrolment pipeline. Philanthropy is key in enabling us to realise our aspirations.

# SELECTION CRITERIA

## Leadership and Strategy

- Having the ability to articulate a clear whole of organisation strategic direction and align operational delivery, empower teams, engender collaboration and drive a shared sense of purpose and direction.
- Able to build productive relationships across all stakeholders, communicating proactively, being highly visible, inclusive and a powerful advocate for the School in the broader community.
- Having a record of leading and developing high performing executive and educational teams, ensuring accountability, and of attracting and retaining excellent staff.

## Educational

- A visionary and progressive educational leader with a research-informed and evidence-based understanding of the contemporary needs of girls, and having a clear commitment to academic excellence in the context of a rounded education that provides rich opportunities beyond the classroom.
- Passionate about learning, confident in their own teaching practice, deeply committed to ensuring child safety, and able to lead staff in their professional growth and in the adoption of best practices and new approaches that reflect changing educational needs.

## Business and Operations

- Having the capacity to manage a large and complex business to ensure its long-term health, efficiency and sustainability including marketing, enrolments, philanthropy, facilities, technology, risk, finance, health and safety, compliance and people management, with a commitment to good governance, including openness and transparency in their relationship with Council.

## Personal

- Being a role model for the values and mission of the School, bringing integrity, empathy, warmth, resilience, respect and sound judgement.
- Willing to uphold the Anglican ethos, values and traditions of the School in an inclusive environment.

# HOW TO APPLY



For a confidential conversation please contact:

Jane Harlen on +61 3 8375 7424 | [Jane.Harlen@odgers.com](mailto:Jane.Harlen@odgers.com) or

Sophie Malone on +61 2 8905 3703 | [Sophie.Malone@odgers.com](mailto:Sophie.Malone@odgers.com)

Applications for the role should include:

1. CANDIDATE STATEMENT

A brief statement of application (no more than four pages) outlining what you feel you would bring to this role, what you would expect to accomplish and reflecting on your past experience in the context of the selection criteria on page 33.

2. CURRICULUM VITAE COVERING:

- Full name, home address, confidential email address and mobile contact details
- Nationality and citizenship or confirmation of right to work in Australia
- Positions held, dates, scope of responsibilities and key achievements
- Details of education and qualifications
- Details of current Teaching Registration or eligibility to apply
- Any other relevant information, such as involvement in professional and community activities.

3. REFEREES

Full contact details of three referees whom the consultant may contact. Referees will be contacted only after prior consultation with you.

4. DATE OF COMMENCEMENT

Confirmation of when you would be available to start.

The preferred method of application is online at [www.odgers.com/95952](http://www.odgers.com/95952). All applications will receive an automated response.

Should you be unable to submit your application online, please email it to [Sophie.Malone@odgers.com](mailto:Sophie.Malone@odgers.com)

**The closing date is Monday 15 June 2026.**

PLEASE NOTE

If there is anything that could be of potential concern to the school, should it be known after you have been appointed, please ensure that you explicitly reference this in your candidate statement or arrange a conversation with Odgers to discuss the matter.

The successful applicant will be expected to satisfy child protection screening and adhere to the School's child safety policies. They must be registered, or eligible for registration, with the Victorian Institute of Teaching (VIT). They will also be asked to undertake leadership and psychometric assessments in the final stage of the process.

Melbourne Girls Grammar reserves the right to appoint by invitation.

