

The 2018 Melbourne Girls' College Year 7 Enrolment Policy

Please note the designated neighbourhood school boundary will vary with the opening of both Richmond and Prahran High Schools. The maps for 2018, 2019 and 2020 respectively are found on the Melbourne Girls' College Website under Year 7 Enrolments.

Melbourne Girls' College is committed to:

- a. providing a clear and transparent enrolment policy for all out of area students.
- b. providing an efficient process of enrolment that satisfies the needs of students, parents and guardians.
- c. ensuring that every enrolling student enjoys a smooth transition, thus becoming a member of our school community with a minimum of disruption and maximum support.

It must be noted however, that all placements are subject to the availability of accommodation.

Please see: <http://www.education.vic.gov.au/school/principals/spag/Pages/azindexe.aspx>

Students applying for placement at Melbourne Girls' College will be enrolled in the following priority order:

1. Students for whom the school is the designated neighborhood government school.
2. Students with a sibling at the same permanent residence who are attending the school at the same time.
3. 50% of places remaining after criteria 1 and 2 will be allocated to students seeking enrolment on specific curriculum grounds which are the study of Science, Technology, Engineering, Art and Mathematics – S.T.E.A.M.
4. Remaining places will be allocated to students in order of closeness of their permanent residence to Melbourne Girls' College.
5. In exceptional circumstances, compassionate grounds

Why is S.T.E.A.M. important in a high performing State girls' school

Creativity, problem solving and innovative thinking are essentials to future life skills. Nurturing future female leaders in S.T.E.A.M. is at the core of this curriculum. As a high performing State girls' school we need to ensure we lead solutions to issues such as the world-wide decline in girls' participation in Science, Technology, Engineering and Mathematics and the declining trend in Australian 15 year old girls' interest and confidence in Information Technology coding and mathematics. This is currently below the O.E.C.D. average. The introduction of the Arts into S.T.E.M. is based on international research about the curiosity and creativity skills fostered in this discipline and its impact on innovative thinking. The Arts develops complementary abilities, understandings, skills and habits of mind in the areas of inquiry, problem-solving, and design. The O.E.C.D. executive summary on agility and movement determined there are no right and wrong answers, only agile thinkers, prepared to take risks. *World Class Learners: Educating Creative and Entrepreneurial Students* by Yong Zhao and research from Harvard, Stanford, York and Warwick

Universities illustrate the relevance of S.T.E.A.M. to future academic success, employment and quality of life.

Curriculum Grounds Selection Process

- a. Students seeking entry to Melbourne Girls' College under curriculum grounds must be registered with the College Enrolments Officer by a set date.
- b. Each registered student will be allocated a number to provide anonymity for the selection process. This is a similar process to that undertaken for externally assessed examinations in the Victorian Certificate of Education under the Victorian Curriculum and Assessment Authority.
- c. Registered students will be invited to attend the school on a Saturday in June where they will be provided the opportunity to provide written responses to questions relating to the curriculum grounds.
- d. There will be no time limit on the amount of time students take to complete the questions.
- e. The responses will be assessed by a panel of four people from Melbourne Girls' College. The panel will include representatives of the Mathematics, Arts, Technology, Science Faculties and one member of the Principal class team of the College.
- f. The criteria for assessment are:
 - Demonstrates capability and interest in at least one of the following areas- Science, Technology, Engineering, Art and Mathematics
 - Demonstrates authentic student voice
 - Uses clear examples from the students' own learning to support statements made in response to the questions