

2008

**Ivanhoe Grammar School's
Board of Governor's
Annual General Meeting**



Chairman's report to AGM 2007
18 March 2008

Welcome and introduction

It is my very great pleasure to welcome you to the second public annual general forum of Ivanhoe Grammar School. Our experiment last year of holding a meeting of this type was very well received by those who attended and so we have decided to continue with the practice. The meeting tonight will focus on the achievements and developments of the 2007 calendar year.

As some of you will know the legal structure of the School is that of a company limited by guarantee. As such the members of the company met earlier today to receive the formal reports and to re-elect Governors who had retired by rotation and had offered themselves for re-appointment for a further four year period.

I am very pleased to advise that John Pizzey was re-elected to the Board of Governors and I would like to thank the members for their continuing support of John who makes an outstanding contribution to the Board's deliberations.

Greg Tieman retired by rotation but after 14 years of dedicated service decided not to seek re-election. I will comment further on Greg's contribution when delivering my report to you later in the meeting.

It is intended that the Principal and I will deliver our annual reports to this meeting and this will be followed by an address from our guest speaker Professor Paul Johnson Vice Chancellor and President of Latrobe University. Professor Johnson will address us this evening in relation to *Current Issues in Tertiary Education*.

I will introduce Professor Johnson formally later in the evening.

After the completion of the Annual General Meeting we will join the staff of the School together with many of their partners for a cocktail party in the recently refurbished Buckley Hall.

We decided to hold this meeting in the Innovation Centre so that those of you who had not previously had the opportunity to view the building could so.

Before delivering my report I would like to introduce the members of the Board of Governors. I will ask them to stand as I acknowledge them.

Doug Golden (Deputy Chairman), Rod Fraser (Principal), Neil Faulkner (Treasurer), Jacque Ross, John Pizzey, Jim Dunstan, Mark Lochran and last but by no means least, the outgoing Greg Tieman

And now to my report to you as Chairman of the Board of Governors

Chairman's Report

2007 has been another busy year for the School and a further step in reaching our long term strategic goals.

In March we saw the opening of the T.R. Lee Science building on the Ridgeway Secondary Campus by the Governor of Victoria, Professor David De Kretser.

In September, this building, the Innovation Centre on the Buckley House Campus was opened by one of Australia's living treasures Professor Geoffrey Blainey.

These two very major projects have significantly enhanced the physical facilities of the School and will allow further developments in our academic offerings in a more conducive environment

Naturally projects of this magnitude require considerable funds and whilst the School does generate a certain amount each year we would not be able to continue our upgrading of facilities at the current rate without the generous support of our many benefactors.

During the year the Board approved the building of a new Cafeteria on the Ridgeway Secondary Campus after receiving strong financial support from a number of associated groups within the School as well as a number of our benefactors.

The Capital Campaign has continued during the year and the School is receiving strong support from our community in reaching our target of \$5 million. Many of our supporters have increased their original pledges and another group have joined the Fidelis Society by including a legacy in their will.

I would like to sincerely thank all of those who provide their support in this regard for the benefit of our current students and staff and their successors.

The Board has approved the establishment of a tax deductible Scholarship Fund which will be known as "the Ivanhoe Grammar School – Henry and Lillian Foote Scholarship Fund" in honour of two major benefactions to the School in 1970 and 1982. We have recognised that many of our supporters would like to contribute more directly to the education of students, either in particular academic areas or for students who otherwise could not experience an Ivanhoe education. We believe that the establishment of such a Fund provides them with the opportunity to do so and we will be providing further information in due course.

Whilst on the topic of School finances, you may have read or heard about, the attack by a certain section of the media on Federal Government funding to the Independent Schools Sector, as well as comment on the "profitability" of several Melbourne based schools including Ivanhoe Grammar School.

It seems that the debate surrounding Federal Government funding is never over. For those with a particular ideological bent any funding to non government schools is anathema. The reality is, of course, that every child is entitled to government support for its education. To only draw a fraction of the cost of educating a child in the government sector, by being enrolled in a non government school, saves the taxpayer in aggregate billions of dollars annually.

The highlighting of surpluses that are generated by individual schools is done in ignorance of the framework in which they operate. It is also grossly misleading to assert that these surpluses are accumulated at the expense of the taxpayer.

All surpluses accumulated by Schools are utilised in furthering the goals of the respective organisations. As not for profit organisations, the surpluses derived are not distributed to shareholders nor any other stakeholders.

Schools arrive at surpluses by a combination of charging tuition fees, receiving donations from generous benefactors and by careful financial management. Those surpluses ensure the long term viability of the organisation and without which each School would ultimately fail. The critics conveniently ignore the level of debt that each School carries, which has to be serviced and

ultimately repaid. Repayments of loans are generally made by Schools from the funds generated from the earning of a surplus.

In relation to Ivanhoe Grammar School it is true that we have reported reasonably healthy surpluses in the past couple of years. These largely reflect the donations received from our generous benefactors in response to our Capital Campaign which as most of you are aware have been used to provide improved accommodation for our students and staff, after several years of neglect due to a very tight financial position.

To put Ivanhoe Grammar School's surplus into perspective, I should point out that it represents about 20% of our debt or in other words to become debt free would take approximately 5 years of continuing surpluses.

The Board of Governors is strongly of the view that the School must continue to earn a surplus each financial year in order to maintain the economic viability of the School and to provide the facilities that our parents, students and staff expect; and deserve.

On an associated matter, it was pleasing to hear the Federal Minister of Education, Julia Gillard's comments, on the ABC *Lateline* program last evening, indicating that the Government intended keeping its election promise to retain the SES funding model (including indexation) for the life of the next funding quadrennium (2009 to 2012 inclusive). This will provide the School with the certainty it needs to plan for its medium term future.

Enough of financial matters let us move on to strategic issues.....

The Board continues to monitor the progress of our strategic plan and as part of reviewing current and future trends which impact on the School it held a retreat in July. The Board, with the assistance of Graeme Harder (Head of Campus), considered in detail the long term outlook for the Plenty Campus. As a result of that review the Board reiterated its commitment to the Plenty Campus which we anticipate will enjoy stronger growth in the medium term than it has experienced in recent years.

On a sad note, the School lost a very dear friend and supporter early in the year in Life Governor Bill Dodemaide. Bill had been associated with the School for an almost unbroken period of more than 70 years. The School held a memorial service celebrating Bill's life, which was attended by a very large number of Bill's Ivanhoe Grammar friends and associates.

In November, the Board of Governors bestowed the honour of Life Governor on Mrs Joy Bernard. Joy served as a Board member for nine years until her retirement at the conclusion of last year's AGM. Joy served with great distinction both inside and outside the Boardroom and it is indeed fitting that she be recognised in this manner. I would like you to join me in congratulating Joy on her appointment. (*applause*)

As I indicated earlier, Greg Tieman decided not to seek re-election to the Board of Governors after 14 years of dedicated service, affording someone else the opportunity to contribute to the future of the School. Greg and his family have been closely associated with the School for many years. He is a past Student and he and his wife Carolyn, were foundation parents at the Mernda Campus (now Plenty Campus) which their three children all attended. Greg and Carolyn played an instrumental role in the life of the emerging campus in support groups and attending a wide range of activities in a lively and committed manner. Greg has seen some significant changes within the School during his tenure as a Board member and he has made a solid contribution to its success. Naturally he has been a strong advocate of the Plenty Campus.

On behalf of the whole School community I would like to thank Greg for his magnificent contribution to the development of the School over the last fourteen years as a Board member and thank both he and Carolyn for their strong support of the Plenty Campus since its foundation. *(applause)*

We currently have two vacancies on the Board of Governors. We are currently in discussions with a number of potential candidates and I hope to be able to announce the appointment of two new Board members shortly.

I would like to congratulate Rod Fraser on another excellent year as our leader and to thank all his staff, who so ably assist him in achieving the outcomes that we have come to expect. It should be acknowledged that without the dedication of such a committed group of professionals the School would not be able to enjoy its well deserved reputation.

Finally, I would like to thank all of my fellow board members for their ongoing support and assistance in striving to continually improve the outlook for the School.

Ladies and Gentleman – that ends my report.

I would now like to ask the Principal to present his report

**PRINCIPAL'S ADDRESS TO
ANNUAL GENERAL MEETING
18 MARCH 2008**

2007 was another productive and fulfilling year for Ivanhoe Grammar School, with many highlights, some outstanding achievements by Students and Staff, and significant progress on a number of fronts including our continued physical renaissance, curriculum renewal and structural reorganisation.

(A fuller version of these comments reflecting on the School's year will be posted on the IGS website together with the Chairman's speech and our Guest-of-Honour's address.)

In addition, the pages of *The Ivanarian* when it becomes available, will also chronicle the myriad array of activities of Students and Staff from all Campuses that make up this busy, vibrant and diverse community.

This evening, in the limited time available, I want to focus on just a few comments with regards to the year past, and to provide a context for the year ahead and the challenges and opportunities that present themselves.

2007 In Focus

As outlined last year, part of the Federal Government reporting and accountability requirements which are a requirement of our continued Government support funding, requires the School to report on a range of aspects of its operation to its constituents, most notably Parents. Again this year, we will be providing a full "Report Card" covering such things as our academic standards (VCE/IB results, AIM test results, and so on), post Secondary School destinations and outcomes, Staffing including professional development, qualifications and retention rates, new initiatives and measures of community satisfaction.

In regards to this latter area, the School will be taking new opportunities to gather data from key stakeholders such as Parents, past Students, Staff and Students in order to develop a clearer picture of what it is we do well, and what areas can benefit from continued focus of time and resources in order to make improvements.

The School's enrolments remain strong with a growing balance between male and female Students across the School. The Board's objective of a fully co-educational establishment without a diminution in the opportunities of places for Boys provides a great challenge, particularly on the Ivanhoe Campus given the consequential increase in size of the overall campus that this will mean. But each development that has been undertaken has been so with the view of growing capacity for the future.

Results:

The Class of 2007 was again very pleasing.

Over 230 Students graduated from Ivanhoe Grammar School last year. All Students were successful in gaining their VCE or IB Diploma or certificate.

Measures of the overall success of the Class of 2007 can be seen from the percentage of +40 Schools (23%) as compared to the State average of 8%, the average ENTER Score of 77 (as compared with the State average of 62) and the fact that over 50% of the Students completing

their studies last year scored an ENTER in the top 20% of the State, with nearly 30% in the top 10%.

It is particularly pleasing to note the success of our international Students who had an average ENTER of 77, with the highest score of 98.8.

Of course, academic results are not an end in themselves, and it is pleasing to note that all Students graduating from the Class of 2007 who applied for University received a first-round University offer with the vast majority being their first preference. This is testament to both very sound academic results and good counselling and pastoral management by Staff at the School. Of these university offers 30% will again look to attend The University of Melbourne (consistent with previous years), with 68% attending Melbourne, Monash, La Trobe or RMIT Universities.

With regards to **Staffing** the School welcomed a number of new staff to the School last year.

All Staff are fully qualified and registered with the Victorian Institute of Teaching and all are part of a vibrant and active professional development program run throughout the year. It is gratifying to note the number of Staff that are running professional development sessions for their colleagues during the year as well as extending these presentations to areas beyond the School. Considerable emphasis during 2007 in the professional development offerings related to the principles of the Middle Years of Schooling, supporting the structural changes that were introduced in late 2006 and fully implemented last year.

A number of key **initiatives** have been a feature of the School during 2007. These include:

- The appointment of the Head of Middle Years and Head of Senior Years at the Ivanhoe Campus to support the new administrative and pastoral structure
- The Review of Curriculum Structures across the School and the appointment of Curriculum Leaders in the Secondary areas on both Campuses
- Development and Planning of our Urban Systems Program and the establishment of links with La Trobe University, trialled at the end of 2007 and now a critical and central feature of our exciting Year 9 program, the last strands of which will be implemented in 2009 with the introduction of "The Journey".

Recent Initiatives

- Launch of Ivanhoe Professional Learning.
This initiative which was launched late 2007, has quickly established itself as a key platform in Ivanhoe Grammar School's overall offerings. Ivanhoe Professional Learning aims to provide quality Professional Development Seminars to Teachers, with a focus on Primary and Middle Years educators, particularly in the northern sector of Melbourne. Three seminars were conducted at the end of 2007 and fourteen seminars are scheduled for 2008, with two having been successfully completed this year already attracting between 80 and 100 participants. IPL aims to continue to extend the reputation of Ivanhoe Grammar School as a premier educational institution whilst at the same time providing opportunities for Staff to act as presenters.
- The establishment of a Centenary Committee to look at big picture matters relating to the School's Centenary in 2015 including Archives establishment, writing of the School's history, contacting the extended School Family, etc.

- Appointment of the Director of World Studies, emphasising the School's commitment to an international outlook and developing in Students cultural intelligence, which alongside IQ and EQ will be one of the critical factors that young men and women will require as they take their place in the world as global citizens. Emphasis is to ensure that the Curriculum reflects the pillars of our membership of Round Square, the ideals of internationalism, democracy, environmental awareness, adventure, leadership and service to others.
- Completion of a Languages Other Than English Review by an external party which has now recently been received by the School and is being considered with regards to potential implementation in 2009.
- Staff Analysis to assist in recruitment, career planning and professional development activities.
- Student Leadership – examination of alternate models with regards to Student Leadership.

In addition, two institutional goals have been set by the Principal's Executive in regards to providing a lead to the School Community as a whole and developing ways of how best to implant and improve aspects of these objectives over the next 12 months. These are:

1. **School Culture:**
 - How do we emulate, develop and maintain a healthy School Culture – including the promulgation of "My Ivanhoe/My Values" for Staff, Students and Parents.
2. **Communication:**
 - How can we ensure that our internal and external communications remains healthy, balanced, positive, timely and supportive.

Discussion, investigation and research continues with regards to **strategic growth** at both the Plenty and Ivanhoe Campuses as we seek to satisfy the demand for places at Ivanhoe Grammar School.

The extensive development in the Plenty corridor presents the School with both opportunities and challenges. The potential for the School's involvement with local developers in order to best see how in the medium term the Plenty Campus and its development will unfold is taking some energy. Research has been commissioned in regards to the Plenty Campus's current catchment area in order to track enrolment data against ABS data, so as to better understand our potential in this area.

At the Ivanhoe Campus, as previously mentioned, the Board's objectives in terms of reaching a fully co-educational balance without reducing the number of places available for Boys, will place some pressure on the building capacity over the coming years within the context of tightening economic circumstances, and some medium term uncertainty with regards to Government funding. The growth in the number of Girls at The Ridgeway Campus and the nearing complimentary balance of Boys and Girls in Buckley House are all good signs to the future. Key features with regards to the enrolment pressure at the Ivanhoe Campus relates to:

1. Growth and enrolment enquiries in conversion from the inner northern suburbs (Alphington to East Brunswick).

2. Continuing interest in deferred enrolments at the School for entry in Year 10 or Year 11.

Like the Plenty Campus, research has been commissioned to analyse these patterns and to compare it with relevant ABS data.

Physical Developments

Continuing Physical Development has occurred during 2007 on both Campuses. Mention has already been made of the opening of our two new facilities on the Ivanhoe Campus – the extension and complete redevelopment of the TR Lee Science Centre to provide state of the art science facilities and the brilliantly conceived Innovations Centre in Buckley House servicing Students and Staff (and members of the Community) from Buckley House and also from the Middle Years (Years 7 to 9) forum and the specialist science space are key features with the later being unique in primary education in Victoria. The employment of a trained Science Teacher to work with all children in Buckley House and beyond from as young as 3 years old again demonstrates this School's commitment to science education.

Other developments that have occurred during recent weeks and months have included:

- Upgrade of Plenty Campus primary classrooms
- Resurfacing and remarking of the Gym Floor of the Plenty Campus
- New road for turning circle and the creation of new entry points at the Plenty Campus beyond the Creative Arts Centre
- Additional air-conditioning at the Plenty Campus
- Continuing upgrade of Buckley Hall, including air-conditioning, ceiling replacement, electrical power supply upgrade and new Gallery seating
- Air-conditioning in public spaces, including Chapel and Round Square Gallery
- New music practice rooms in Locksley
- Construction of the International Centre
- Conversion of old classrooms into a new Art/Technology Centre in Buckley House
- Progress on the completion of the new cafeteria on the Ivanhoe Campus.

Over the next 2 to 3 years the School will concentrate on improving sporting facilities and landscaping on both Campuses. Extensive planning and research is currently underway which will bring together a raft of internal and external projects on The Ridgeway Campus, on the Plenty Campus, in Buckley House and at Chelmsworth Park with will underpin this School's long held commitment to providing exemplary sporting engagements for Students of all ages.

As mentioned, much of this work is currently being scoped and will be supported by and through the Capital Campaign.

It is timely that the School's sporting facilities will be upgraded particularly in line with the **Sport Review** being undertaken across all sections of the School by Mr Neil Buzsard. This Review will centre on 3 key areas:

- coaching
- participation
- performance

Master Planning – Development Plan Overlay

On both campuses, the School's Master Plans will be revisited in 2008 to reflect the directions and understandings with regards to our immediate future and the strategic growth mentioned previously.

At the Ivanhoe Campus this will occur in concert with the required update of the School's Development Plan Overlay by the Banyule City Council. The School's purchase of a commercial property on Lower Heidelberg Road during 2007 also provides an opportunity to examine the overall site in the context of this changed envelope.

At the Plenty Campus, the changing land use on either side of the existing Campus envelope has produced a need to redirect attention to the overall land use including aspects relating to access and egress utilising adjacent land holdings. On the western side, the School has two access points which will be mirrored on the eastern side as development continues.

The School's Strategic Plan will be updated during 2008.

Work has commenced on this involving key staff and will also seek input from the Board. This Plan continues to shape the broad direction of the School and will do so for its duration through to 2015, the School's Centenary Year.

Ivanhoe Grammar School Commercial Enterprises

In keeping with the need for the School to be a dynamic and outreaching organisation, a small team has been established to consider opportunities for the School beyond its core business which can be used to extend into non-core areas which may be able to provide better use of human and physical resources, and intellectual property. The establishment of IPL in 2007 is an example of this.

Central to this initiative is an absolute need to maintain the integrity of the School's core business of providing exemplarily all-round education as exemplified in our mission "to be a Community of Learning that develops in Students the skills and values that will prepare them for the challenges and responsibilities of adult citizenship. The development of individual character and personal achievement by all Students is encouraged and celebrated."

Immediate opportunities that are being examined include:

- Extension of the School's ELICOS Program to include "Summer Schools" for local Students beyond Ivanhoe Grammar School
- Further use of the School's site in Richmond by outside groups including Schools, adults and overseas visiting groups
- Establishment of an enrichment centre in a location some distance from the Ivanhoe Campus to further reinforce the School's presence in important catchment areas, whilst at the same time providing enrichment and extension opportunities for Students attending local Primary Schools.

General Comment

The concept of sustainability is one that has gained great prominence over recent years. In general, the term is used to introduce the concept of achieving sustainable environmental future in the face of apparently undeniable evidence of global warming, resource depletion, population pressure, increasingly unpredictable weather patterns causing agricultural and personal devastation.

Given that one of the pillars of Round Square is of environmental awareness, I am delighted to note that the emergence of Student groups looking at what we can do as an organisation to make an effective difference and importantly implant the seeds of better decision making for all. The theme of this year's Round Square International Conference in Canada will tackle this issue – providing practical ideas as to how communities can create positive positions on sustainability – “local to global”.

Likewise, in our Year 9 Program, the dual themes of sustainability and systems are emerging as critical to the platforms upon which the Program is built. Furthermore, the appointment of Mr Tim Bush as Director of World Studies last year invites the School to consider ways in which our curriculum can become more aligned to the pillars of Round Square and the global opportunities of environmental awareness are a compelling means whereby this notion of internationalism can be taken forward.

There are of course other aspects of sustainability that should be considered. These relate to both individual and institutional sustainability.

The question of how Teachers can sustain themselves in their demanding roles as leaders of young people in learning communities is one that deserves constant attention. We must ensure that personal growth is possible for all members of the School Community. Such growth is only sustainable if it is built on a strong foundation. Our shared value systems underpin all that we do, and if they are not strong from a widely accepted and practiced, within the daily life of our School Community, then real growth and sustainable growth cannot take place. This is why we are focusing on the objective of institutional culture this year.

Schools and Teachers in Schools have a critical role to play in establishing values for the Community. Given that the immediate and extended family is shrinking and the Church is of little relevance to the lives of most Australians, and the authority of the School is increasingly challenged, the home and the School are really the only parts of the team left, and consequently the demands on these bodies are escalating. Perhaps this is why there is such interest in Schools like ours with a Church foundation, a Christian ethos and a values laden Curriculum.

We must not lose sight of the fact that whilst at School, Teachers learn English and Maths and Science and History and Art, in the long run, these will probably not be the most important things that they will take from their School days. Whilst each year we place some emphasis on the academic outcomes of Students of the graduating class (and they quite rightly deserve their “moment in the sun”) it is important to realise that as significant as results are, it is unquestionably the **all-round experience of a good education** that will establish the platform for the next stage in the lives of young men and young women who leave the confines of School to enter the workplace, to travel or to continue their studies at Universities and the like.

Around the time of the publication of the VCE results in December last year, a number of articles appeared in the Press which demonstrated how a number of young people have made great success of their lives, despite not gaining a VCE result that might at first glance be the instant road to success.

One article that caught my eye related to a former student of Ivanhoe Grammar School who, because of family circumstances, had little option but to leave school in Year 11 and begin full-time work managing a video store in order to earn a living. He completed his VCE at the Council for Education in 2006 and now is undertaking a Bachelor of Medicinal Chemistry at Monash University. The article, in which our young alumni was quoted, had the heading **‘Rain or shine on Monday (the day of publication of results), it’s important that VCE students remember that not everyone finds their feet at eighteen – just ask these four’** (and the article went on to

relate the journeys of four individuals who were anything but outstanding students at the end of school).

In another article by Melbourne lawyer and writer Alice Pung entitled '**Take a number and grow with it – now is your time**', she contends that it is ridiculous to ask teenagers to seriously determine what they would like to do from the age of fifteen.

"Perhaps what should be asked is **who they would like to be** from the something they have slowly been discovering. This discovery is no less important than receiving VCE results. How they handle this day is an affirmation of their character which cannot be measured by digits because character is forged through experience."

This is why I believe that the **all-round experience** of an education such as that offered by Ivanhoe Grammar School, is so critical to forging the character of the individual who will, providing they find motivation and what they really like, find a way to achieve it, notwithstanding the specific results provided at the end of their formal studies through either the VCE or the IB.

In no way am I suggesting that hard work and striving to achieve one's best within the academic realm is anything to be undervalued. On the contrary – sustained effort in the classroom will give clear direction and emphasis as to how young graduates will approach the next stage of their lives.

As a corollary to this, it is always disappointing at the time of the publication of VCE results when **good education and good schools** are supposedly exemplified by single data measures (median study scores, average study scores or plus 40 study scores). For IB schools like Ivanhoe Grammar School, it distorts even these inadequate measures for the graduating cohort (given that the data and commentary that follow relate only to VCE results. Neither does the information presented take account of the extent to which schools use selective entry to determine their cohort rather than, as Ivanhoe Grammar School, adopting an open entry policy). But even more critically, the measures can in no way quantify the all-round benefit that is derived from an education which offers exposure and involvement in such things as local and international service projects, outdoor education, team sport, music/drama and leadership opportunities through Round Square.

In the end, it is the offerings of a school such as ours, which values many aspects of personal growth and development, that will in the end provide our students with the ongoing skills and attitudes to ensure, as much as one can, a fulfilling and meaningful life.

In this context, it is very interesting to note of La Trobe University's EAGLE Project, which our Guest Speaker might refer to. It seems that even at University level the interest for Students is to gain an all-round experience where engagement and wide participation, including beyond the Community, is seen to be the pathway to long-term success, fulfilment and satisfaction.

In the end, it is about understanding the balance between the good all-round education and accepting nothing less from the individual achieving their **personal best** in terms of academic outcomes.

As Professor Bill Mulford, Director of the Leadership for Learning for Research Group at the University of Tasmania remarked recently "good schooling is not just literacy, numeracy and ENTER's, but the ability of schools to help socialise Students." Mulford believes there is a "desperate need" to redefine what counts as good schooling.

“Just to limit good schooling to literacy and numeracy and ENTER’s is just not what Schools are all about. This narrow definition of what Schools are meant to achieve is not only to the detriment of children but society.”

Longitudinal research, particularly for the U.K. reveals a convincing argument that if behavioural issues such as bullying or introversion were not addressed at School, then social and economic outcomes for those individuals as adults were seriously compromised. Other outcomes from Schooling such as socialisation are in fact better predictors of later life chances of employment, salary than literacy and numeracy and exam test results.

The question for educators is “why aren’t schools pushing to have some of these socialisation programs measured and counted, and put in the public area?”. Here Here.

Ivanhoe Grammar School has long prided itself in developing the character in the individual. Our commitment to international and inter-cultural understanding, to service to others both locally and abroad, to adventure training and leadership opportunities are testament to this.

And finally, may I take this opportunity to express thanks to the Chairman and the Board for their encouragement and support, and to the Senior Executive for their hard work on behalf of the Students and Staff at the School.

In particular, I express my thanks to the Head of School Mr Andrew Sloane, the Business Manager Mr Leyton Miles, Heads of Campus Mr Graeme Harder, Mr Mike Dorgan and Mrs Debbie Sukarna, the Director of Development Mr Paul Walsh and to my Executive Assistant Ms Virginia Birrell for her unfailing support and loyalty.

Introduction of Paul Johnson by the Chairman

Before introducing Professor Johnson, I would like to provide some background as to why we were keen to have Paul address you tonight.

The relationship between Ivanhoe Grammar School and Latrobe University is a new and emerging one.

Professor Nick Hoogenraad, Head of Biochemistry at the university, and his son Andrew, Year 9 Level Manager at the Plenty Campus, have been the catalyst and champions of broadening our year 9 program.

At a number of meetings held at the university in mid-2007, the concept of Ivanhoe's Year 9 students making regular visits to La Trobe began to take shape. Lecture theatres, seminar rooms and offices were arranged to satisfy the various needs of our program. Academics willing to either address our students en masse, or alternatively meet with small teams to assist them with aspects of their research projects were recruited.

The Year 9 program began in November 2007 with a welcome address from the Vice Chancellor of La Trobe University, followed by a series of keynote addresses from leading academics. Our students have been accompanied and supported by a trainee teacher from the university's School of Education. During this month, our Year 9 students will undertake science projects within the bounds of the university's vast wildlife sanctuary with the full support of university staff.

Ivanhoe has received enthusiastic support from a number of people within the University and we are particularly appreciative of the time that each is devoting to our Year 9 program.

The current program is really just the first step in a relationship that we believe can continue to grow between the two institutions. For example, Ivanhoe is planning to host a staff professional development seminar at the university in the near future. Speakers are likely to be provided by both institutions.

Professor Paul Johnson Vice-Chancellor and President

- Professor Paul Johnson received his doctorate from Oxford University in 1982, while working as a Research Fellow at Nuffield College.
- In 1984 he joined the London School of Economics (LSE) as a lecturer in Social History.
- He became Professor of Economic History and Head of the Department at the LSE in 1999 before becoming the LSE's Deputy Director in 2004.
- His research has focused on two distinct areas: the economic and social development of Britain since 1850, and the economic impact of population ageing.
- He has published 10 authored or edited books and more than 60 articles and chapters, and has been the recipient of research grants valued at more than \$4 million.
- He has been an expert adviser on pension reform and the economics of demographic change to the World Bank, the United Nations Research Institute for Social Development, the British Government and the House of Lords.
- Professor Johnson has served on a number of professional councils, learned societies and professional bodies in the UK including the ESRC Research Grants Board, the Council of the Economic History Society, and the Governing Board of the Pensions Policy Institute.

- He was elected to a Fellowship of the Royal Historical Society in 1978, and to the Academy of Social Sciences in 2001.
- In his role as Deputy Director at the London School of Economics Professor Johnson was responsible for academic and strategic planning; resource allocation; human resource policy; estates development and management and fundraising.
- He was a member and chair of a number of key committees including the Academic Planning and Resources Committee and the LSE Council.
- Professor Johnson assumed the Vice-Chancellorship of La Trobe University in April 2007.

Report on Professor Paul Johnson's speech

The guest speaker at this year's Board of Governors Annual General Meeting Forum was Professor Paul Johnson, Vice Chancellor and President of La Trobe University. His topic was –

Current Issues in Tertiary Education

Professor Johnson, who commenced at La Trobe in early 2007, is a social historian. He came to La Trobe from the London School of Economics where his most recent post was that of Deputy Director.

He focused on three levels, National Issues, the Local Context, and La Trobe itself.

The National Issues raised included the significant review of the education sector recently announced by Deputy Prime Minister Julia Gillard. Professor Johnson stated that this review was of great importance for several reasons. A significant issue is that of inadequate public funding of Higher Education which has occurred over the last decade, with Australia falling further and further behind other OECD countries. This has resulted in deteriorating infrastructure across the sector (the backlog will cost billions of dollars to fix) and also a significant deterioration in the quality of the teaching environment (for example, student teacher ratios have gone from 14:1 in the early 1990s to 21:1 currently).

Another significant issue is that of the shift of the cost of Higher Education from the public purse to private pockets. Only in the United States, Japan and Korea are the costs to families for Higher Education greater than in Australia.

Professor Johnson also reiterated the importance of a healthy tertiary sector to the future of the country. Australia is a high labour cost country and we have a growing skills shortage. It is estimated that Victoria alone will need an additional 49,000 graduates by 2022. This equates to an additional 10,000 domestic student enrolments per year.

There is also an imperative to provide funding to maintain our science research base. While Australia punches above its weight for now, it is fast losing that position to China and other developing countries.

The issue of equality of opportunity was also raised. The Government, with its commitment to an education revolution, wants to increase social capital, particularly in disadvantaged areas. The additional funding for such initiatives is expected to come with strings attached.

Professor Johnson also pointed up the importance of close liaison between the secondary and tertiary sectors and the fact that the secondary sector must have a strong voice in the review, as changes in the tertiary sector must build on what is done in schools.

Local issues identified included the Melbourne Model and some confusion and uncertainty as to how this will effect enrolments at Melbourne and elsewhere.

Professor Johnson also mentioned the many changes taking place at La Trobe, including such things at the Ivanhoe Year 9 program and La Trobe's Eagle Program which is a program of enrichment and engagement for students. He would also like to see a doubling of the numbers of students going overseas for parts of their studies, as this is great life experience, especially if they visit countries where English is not the mains language.

In concluding, Professor Johnson said that he looked forward to working further with Ivanhoe, via the Year 9 program and other programs to come, and to working more broadly with the secondary sector as a whole.