



# Gender Pay Gap 2024/25 Employer statement

# Introduction

At MLC, we value the diverse perspectives and experiences of our people. We believe a culture of belonging and inclusion is essential for learning and is critical for a rewarding staff, student, and alumnae experience.

Not only is it vital to our success that we have a workforce as diverse as our students, families, and the broader community, but focusing on diversity and inclusion supports our purpose of inspiring our students to be the citizens the world needs. As a leading all-girls' school and a significant employer, we embrace our role in driving meaningful change in gender equity. We are committed to fostering an inclusive workplace and setting a standard for our sector.

Our Gender Equity vision is anchored in the belief that people will thrive when they work in an environment where safety, respect, and inclusion are present. We celebrate the contribution of diversity and experiences that all people bring to our school. As a progressive leader in education, we actively work to remove barriers and create employment and leadership opportunities for all staff, including women, trans, and gender-diverse employees. Our approach is informed by ongoing review and engagement with best-practice policies and programs. We aim to lead change in gender equity across our community and achieve gender pay equity across our workforce.



# College overview

**MLC is a leading independent girls' day and boarding school in the heart of Melbourne, with an inclusive and welcoming College culture that nurtures the learning and developmental needs of girls from early learning through to Year 12.**

MLC is renowned for our extensive curriculum and co-curricular choice, innovative approach to education and wellbeing, inspiring learning environments, and outstanding academic results.

With the support and encouragement to explore everything that interests, challenges, and motivates them, our students become independent, resilient, and ambitious learners with a positive mindset.

Our co-educational early learning centre, MLC Kindie, provides a strong foundation for confident, independent, and inquisitive learners, ensuring a seamless transition for girls into MLC's Junior School and beyond.

Whether she finds her strength in sport, science, mathematics, music, languages, the dramatic arts, fine arts, music, or co-curricular activities such as community service, debating, or clubs and societies, all our students are valued at MLC.

Our broad and balanced Curriculum for Learning and Wellbeing ensures students have a clear pathway to Year 12 by carefully sequencing knowledge throughout the years to ensure that knowledge builds on what was taught earlier and that it feeds into what is to be taught later. This is guided by our College values and five key learning principles: relationships, curiosity, critical thinking, creativity, and diversity of achievement.

Our students' day is structured to promote high engagement in the classroom, enhance wellbeing and best support their learning. As they progress through our four dedicated learning communities – Junior School, Junior Secondary School, Middle School, and Senior School – the full breadth of our subject offerings and learning pathways open to them, offering a world of choice and discovery. In Year 10, students can choose from over 24 elective subjects, and this choice expands further with over 60 subjects on offer across VCE, VCE VET, and the International Baccalaureate (IB).

Within each subject, our students are supported by contemporary and evidence-based teaching practices, individualised learning and wellbeing support, and continuous assessment and reporting, so they, and their families, are involved and informed about their progress and the opportunities available to them throughout the College.

Student wellbeing is fundamental to deep learning throughout the MLC experience. We integrate the science of wellbeing with the latest research to develop a wide range of programs that support and resonate with each student. Every student has a designated teacher personally responsible for her wellbeing, who, together with a team of teachers and support staff, acts as a focal point across a larger support network.

MLC also offers a wide range of innovative and enriched learning environments. From the play-based learning spaces at MLC Kindie to our combination of heritage-listed and contemporary buildings, secure gardens and recreational spaces, our Kew campus is an inspiring place for students to socialise, enjoy sports and co-curricular activities and engage deeply with their learning. Our extensive Kew campus is home to our Boarding House and our four dedicated learning communities, each with its own purpose-built and age-appropriate facilities, flexible learning spaces, and a number of world-class shared facilities, our purpose-built Music School, commercial training restaurant, television studio and sound booth, music recording studio, specialist art studios, competition-standard gymnasium, and swimming pool.

MLC also has two Outdoor Education campuses in regional Victoria, MLC Banksia and MLC Marshmead, which extend our students' learning beyond the classroom. Our Year 9 flagship program, MLC Marshmead, involves students living together in self-contained houses for eight weeks, focusing on personal, community and environmental sustainability.

Our commitment to extraordinary teaching, enriched learning environments, wellbeing programs, and the unmatched breadth of our curriculum, co-curricular activities, and College resources, ensures that students can discover their strengths and interests, nurture their talents, forge their own paths and achieve their best.

# Our progress – at a glance

MLC has made positive progress because of our focus and strategic priorities for Gender Equity. Since the last reporting period, MLC has undertaken the following actions:



Conducted **organisation-wide gender pay gap (GPG) analysis** to better understand our gap.



Conducted **employee engagement surveys** to gather feedback on the following:

- psychosocial risks, including occurrences of sexual harassment and discrimination;
- effectiveness of current flexible work policies and procedures; and
- effectiveness of current leadership support and training regarding gender equity/diversity and inclusion at MLC.



Commenced work in developing an **Educational Support Staff Remuneration Framework** (including for casual roles) that considers gender equity.



Reviewed and updated the **MLC Flexible Working policy** to reflect our aspiration and vision and operationalised with leaders.



Clarified **work hour requirements with part-time teachers** to support flexibility and right to disconnect.



Developed a **comprehensive MLC Capability Framework** that defines the skills and competencies required to meet current and future needs, promoting consistent, equitable expectations and inclusive behaviours across all roles.



Designed and implemented a **'Leadership Lab' series as part of a Leadership Development Strategy**, with aims to strengthening inclusive leadership capability and accountability for equitable team culture.



Launched **structured performance feedback and development planning processes for People Leaders and refined the process for Educational Support Staff**, promoting consistency, transparency and equitable access to development opportunities.

# Our results – at a glance

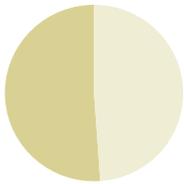
## Workforce Composition

In the 2024/25 reporting period, MLC maintained a steady workforce of 908 employees. As of March 31, 2025, women made up 82% of our workforce—higher than both the Education and Training sector (67%) and the national average (51%). Women also hold 70% of management roles, compared to 57% in the sector and 43% nationally.

The following data provides a snapshot of our workforce, including gender distribution across employment types and leadership positions.

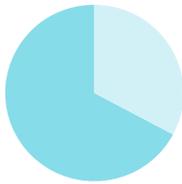
## Workforce Gender Split

National Workforce



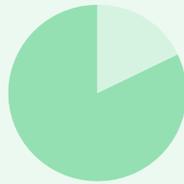
Women 51%  
Men 49%

Education Workforce



Women 67%  
Men 33%

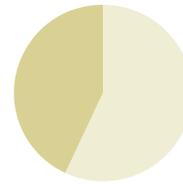
MLC Workforce



Women 82%  
Men 18%

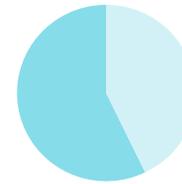
## Workforce Managers Gender Split

National Workforce



Women 43%  
Men 57%

Education Workforce



Women 57%  
Men 43%

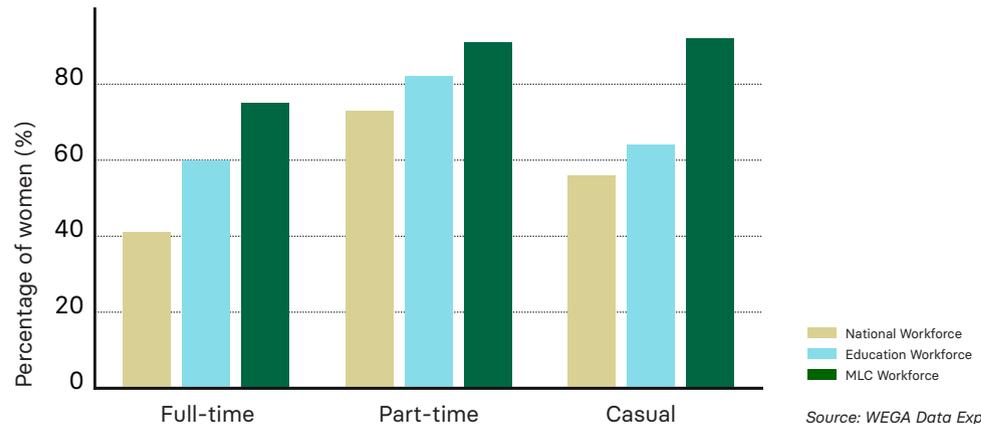
MLC Workforce



Women 70%  
Men 30%

Source: WEGA Data Explorer

## Women by Employment Type (full-time, part-time, casual)



Source: WEGA Data Explorer

## Gender Pay Gap (GPG)

For the reporting period, MLC reported a GPG for an average total remuneration of 7.6%, based on the earnings of substantive employees. MLC's total remuneration gender pay gap has increased slightly by 0.2 percentage points since the last reporting period. While this represents a marginal change, it reinforces the importance of maintaining our focus on continuous improvement and on our Gender Equality Actions to further improve the experiences of all our staff.

For reference, the Workplace Gender Equality Agency (WGEA) released its [annual update](#) in November 2025, revealing that the national average total remuneration GPG is 21.8% in 2025. In the Education & Training Sector, the average total remuneration GPG is 7.2%.

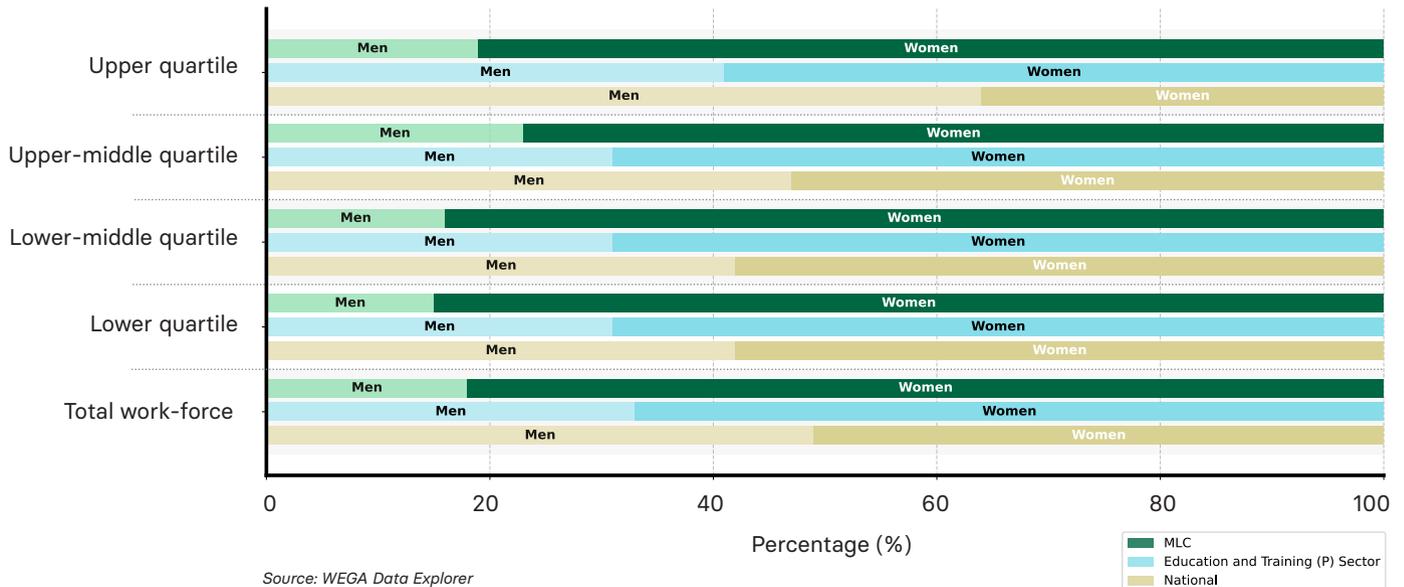
### MLC Gender Pay Gap

Base salary	Average	7.6%
	Median	14.7%
Total remuneration	Average	7.7%
	Median	14.4%

## Pay Quartiles

Our workforce composition and remuneration data highlight a significant representation of women across all levels, reflecting the broader trends in the Education and Training (Private) sector while also demonstrating MLC's unique workforce structure.

MLC Gender distribution across workforce and remuneration quartiles (stacked comparison)



# Understanding our gap

We recognise that gender pay gaps are influenced by multiple factors, including workforce composition, employment type, and tenure. At MLC, we are committed to addressing these structural factors and ensuring equitable opportunities for all employees.

We recognise the strength of our workforce composition, with 70% of our leaders being female and 83% of our non-manager workforce being women. At the time of reporting on 31 March 2025, 9 of our 11 board members, including our Chair, were women. Our college leadership team comprised 9 women and 4 men.

Analysing our GPG data has helped us understand the gap better. We attribute our GPG to the following two factors:

1. MLC's higher proportion of women in the lower pay quartiles reflects our workforce structure, particularly the concentration of women in casual and part-time roles that support our exceptional breadth of programs and co-curricular activities. These roles are critical to the student experience, and the scale of staffing required to deliver our programs exceeds that of most comparable schools, especially girls' schools. As a girls' school, we are committed to providing strong female role models across education, sport and co-curricular areas. By engaging skilled female casual staff and coaches, we are ensuring a diverse and supportive environment for our students.
2. MLC's gender pay gap is also influenced by higher average earnings among male employees in a small number of role categories, including community and personal services roles and labourers, as well as non-managers. These differences reflect a range of factors, including role responsibilities, experience, and tenure and are subject to ongoing review through our remuneration governance processes.

While MLC has strong female representation across our workforce, we recognise that representation alone does not guarantee pay equity. Our data shows that the structure of roles and opportunities for progression over time continue to affect pay outcomes. We are addressing this through consistent leadership attention and regular review, alongside ongoing dialogue with our staff. We are committed to this work and to continuing to improve how we support and value our people.



# Our aims and action plan

We take our commitment to making MLC a diverse and inclusive workplace seriously. Although our workplace positively represents females, we remain dedicated to progressing in this area and following best practices.

We believe in a consistent approach to measurement, more active monitoring, and documenting policies and processes to improve our practices. Our 2026 People Strategy and Gender Equity Strategy includes the following priorities:



**Continue development and implementation of the Educational Support Staff Remuneration Framework** (including casual roles), ensuring alignment with gender equity principles and long-term sustainability.



**Broaden the Gender Equity Strategy into a Diversity, Equity and Inclusion (DE&I) Strategy**, with a focus on:

- Celebrating and communicating DE&I initiatives
- Gaining deeper insight into our part-time workforce and employee engagement
- Enhancing onboarding and 'reboarding' experiences, particularly in relation to parental leave



**Embed the MLC Capability Framework across all stages of the employee lifecycle** to support People Leaders and employees in demonstrating inclusive and equitable behaviours.



**Embed the Leadership Development Strategy** with a clear focus on:

- Inclusive leadership capability
- Managing part-time and flexible teams effectively
- Building confidence in performance and feedback conversations



**Expand structured performance and development planning to all staff groups**

We acknowledge that gender equality is not only a regulatory requirement but also a fundamental value we aspire to uphold. Our commitment to fostering an inclusive and equitable workplace is pivotal to the positive experience of our students, staff, and community.

## Disclosure

This statement confirms that the published information is accurate as of the time of publishing and is approved by MLC Representatives:

Julia Shea  
Principal

Carolyn Terry  
Director of People  
and Culture

# Notes

## Methodology

### **Gender Pay Gap**

As defined by the [WGEA](#), the gender pay gap is the difference in average earnings between women and men. It is the best way to measure and track gender equality across a nation, industry or within an organisation. Expressed as a percentage, a positive percentage indicates men are paid more on average than women. A negative percentage indicates women are paid more on average than men. While we should strive for a 0% gap, anything between -5 % and 5% can be considered acceptable performance.

Equal pay is our legal obligation as an employer to give equal pay for equal work. Our pay gap is not a result of equal pay issues, as we have a gender-neutral approach to pay across all levels of the organisation. We commit to regularly monitoring this, as equal pay is our legal and moral obligation.

### **Mean and Median Explained**

As defined by [WGEA](#), the gender pay gap may be calculated based on the **average** remuneration or the **median**, the middle figure in the list of remuneration values. The median value is often used, as it is less skewed by outlier values.

