

Strategic Vision

Strathcona Baptist Girls Grammar School

FORTITER

EMPOWERMENT

COURAGE

RESPECT

AGILITY

FIDELITER

CREATIVITY

OPTIMISM

FELICITER

..... Towards 2020

The Strathcona Difference

Redefining a Learning Community:

..... Towards 2020

What does it take to do things *differently*?

Courage
Optimism
&
an Ethical Mind

An education for the 21st century

Courage Courage

Fortiter – Bravely

Strathcona girls are *Courageous*

Fideliter – Faithfully

Strathcona girls are *Ethically-minded*

Feliciter – Happily

Strathcona girls are *Optimistic*

Aspiration

To be a nurturing learning community that develops intellectually curious, optimistic, life-ready young women who are empowered to shape their future in a rapidly changing world.

Guiding Principles

- To be courageous and creative in thinking, learning and research.
- To act judiciously and purposefully in contribution to the world.
- To be resourceful, resilient and optimistic in spirit.
- To utilise authentic, agile learning places and systems.
- To enrich and strengthen our multi-faceted contemporary community.
- To ensure visionary leadership and wise stewardship.

Values

Respect
Integrity
Compassion
Courage
Empowerment

EMPOWERMENT

FORTITER

Introducing the Strategic Vision

As we look to the future, our strategic intent seeks to balance and honour the unique reputation and historical identity of Strathcona, with our responsibility as educators to skill and empower students to thrive in a rapidly changing, globally connected, technologically savvy and economically evolving world. Good character, considered values and capacity for strong, nurturing and sustaining relationships are aspects of a Strathcona education which are held dearly and are even more critical for our girls in the context in which they will live their adult lives.

Since 1924, Strathcona has been a School that aims to nurture the full talents of each student by creating a community that is warm, compassionate, welcoming and deeply connected, offering breadth of opportunities and embracing all passions, interests and dispositions. Now, more than ever, those talents and interests need nurturing and cultivating. The world our children inhabit will be increasingly volatile, vibrant, complex and ambiguous. Traditional notions of work, education, trade, time, security and relationships will be variously challenged and reframed.

If we are to serve our students well for the future, the learning community must be responsive to this changing context, developing new skills and mind-sets that enable young people to embrace and leverage new opportunities and make their way happily and successfully in the world. Staff, too, will need to be brave and to have the capacity to tolerate things not being exactly the same as they were. Indeed, like our students, we need to be able to learn and unlearn, to tolerate discomfort, to embrace

intellectual and pedagogical challenge, to try new things and love the rigour of the craft. Teaching is, indeed, a science and an art – but also a vocation.

In this new context, let us discover ‘The Strathcona Difference’, so that we are able to carefully redefine this unique community of ours ready for the next era in its history. What does it take to do things differently? It certainly requires courage, optimism and an ethical mind. But also, if we listen to Ben Jensen from the Grattan Institute in his extensive research into high-performing school systems, it requires: strong leadership that raises expectations; educators willing to learn from each other; effective measurement of student learning; a positive school culture; and the engagement of the community (Jensen, 2014).

Powerful transformation in schools means that change will never be complete, but ever present. Every day the question must be asked: Is there a way we can do this better at Strathcona while staying steadfastly true to our unique ‘brand’ which is loved by our community and produces such distinguished young women? Our Strategic Plan for 2016 – 2020 offers a map for our School for the next five years. Like all maps, detours may yield new and better opportunities. We will remain sensitive, receptive and agile to our changing educational landscape and modify our course, if necessary, to ensure the best for our community.

Onward we go: *Bravely, Faithfully and Happily.*

Marise McConaghy, Principal

COURAGE

FORTITER

EMPOWERMENT

Guiding Principle 1:
 To be courageous
 and creative in thinking,
 learning and research

Focus:
 Learning, curriculum, teaching and research

Strathcona will rigorously pursue intellectual and ethical understanding. In a culture that is curious and discerning, we will embrace difficulty and complexity to create new perspectives and ways of working. People in the Strathcona community will understand the importance of a growth mindset and consider themselves to be life-long learners continuously seeking to understand, innovate and improve.

Program Objectives

- Strengthen the Strathcona Philosophy of Learning program so that students develop their understanding of metacognition.
- Develop and implement a coherent STE(A)M program from ELC to Year 12.
- Develop a Strathcona Enterprise and Explore Program to develop intercultural and interfaith understanding, entrepreneurialism, and financial and digital literacies.
- Develop a School-wide Professional Learning Framework for academic and administrative staff so that they possess the skills and dispositions to work effectively in a 21st century leading learning context.
- Introduce a Performance Review and Feedback system across the School so that all staff members are constantly seeking to develop professionally.
- Develop a Strathcona Philosophy of Teaching from ELC to Year 12 based on the best aspects of research for each developmental stage.
- Introduce a Staff Growth Coaching and Professional Learning Model for Leadership to develop leadership capacity in middle and senior leaders.

Guiding Principle 2:
 To act judiciously
 and purposefully in
 contribution to the world

Focus:
 Service, leadership, global engagement
 and active contribution

Service to others and to community is an enduring value of the School. As a community, our contribution to humanity and the environment will be consciously grounded in considered principles of service, justice, respect, generosity and courage. In order to engage ethically with the world, and act as agents of change, Strathcona will instil in students a balance of knowledge and set of skills including leadership, empathy, eloquence, confidence and experience.

Program Objectives

- Develop a Strathcona Prep to Year 12 Student Leadership Development Program based on our values and the best aspects of positive psychology, to equip our students with the self-knowledge and life skills to effectively lead.
- Strengthen the House system to facilitate stronger communication and authentic cross-age interaction, leadership and service opportunities.
- Implement a well-researched Service Learning Program that goes beyond fund-raising and instils a life-long commitment to philanthropy, social justice and service to others.
- Develop a Strathcona Environmental Care Strategy across the School.
- Strengthen an outward looking 'Beyond the School' perspective so that staff and students engage, participate and contribute locally and globally.
- Strengthen our existing relationships with Affiliate Schools and develop additional strategic alliances with educational institutions and businesses.

Guiding Principle 3:
 To be resourceful,
 resilient and optimistic
 in spirit

Focus:
 Wellbeing, health, care, faith & spirituality

Individuals will develop the intrinsic motivation and 'know how' to be resourceful and resilient in a complex and dynamic world. Through action and reflection the 'spirited self-agent' will be optimistic and purposeful in learning, thoughtful in decision-making, modest in success and robust in adversity. Strathcona will commit itself to equip and support every individual to develop their own 'voice and identity' as well as health in body, mind and spirit.

Program Objectives

- Develop an ELC to Year 12 Pastoral Care and Well-Being Framework which ensures a whole School shared understanding of optimal, wise care of our students.
- Strengthen the Mindfulness and Positive Psychology Program in the School for students and staff.
- Establish a strategic alliance with a tertiary institution or other recognised authority to support our well-being, character development and social and emotional learning programs.
- Develop an ELC to Year 12 Health and Physical Education Framework which places physical and mental health foremost in the context of balanced living.
- Strengthen the spiritual wellbeing of our students through a clearly articulated ethical framework while fostering the Christian values of the School.
- Provide a comprehensive Outdoor Education Program from Prep to Year 11.

Guiding Principle 4: To utilise authentic, agile learning places and systems

Focus:

Learning environment – physical and virtual

Strathcona will be a place where new patterns of learning flourish. Learning is an organic, life-wide process that can occur anywhere at anytime, particularly in the contemporary context of mobile technologies and global engagement. The learning ecosystem of Strathcona will enable the acquisition of deep knowledge, skills and understanding across multiple domains, in simultaneous experiences (intellectual, social, physical, spiritual, aesthetic) through flexible structures that challenge orthodox boundaries.

Program Objectives

- Introduce new technology platforms to maximise the connectivity and engagement of students in research and learning.
- Review and develop the School Master Plan to continuously refine our contemporary learning environment.
- Develop strategic alliances and partnerships with international schools, learning communities and higher education institutions to broaden student access to alternative, credentialed learning programs.
- Cater for the six emerging ICT trends: cloud computing; mobile technology; gaming; open content; learning analytics; and virtual and remote personal learning environments.
- Strengthen cross-disciplinary learning.
- Stay at the forefront of research in regard to balancing the use of technology and non-technology learning experiences for deep learning, focus and mental health.

Guiding Principle 5: To enrich and strengthen our multi-faceted contemporary community

Focus:

Wider community, alumnae, families and partners

At Strathcona, we will develop and extend enduring and mutually beneficial relationships with existing and future Strathcona community members, in order to further enrich and strengthen our multi-faceted contemporary learning community.

Program Objectives

- Develop community gatherings and events which are tailored to the needs of contemporary families and enrich relationships between community members.
- Review the Parent Information Sessions from ELC to Year 12 to ensure they meet the needs of our families.
- Position Strathcona as a centre for community learning and a leader in the provision of information in regard to the education of girls.
- Optimise the use of social media and other digital platforms to connect and build the Strathcona alumnae network.
- Strengthen our relationship with key Strathcona Friends including past parents, staff and board members, donors and business partners.
- Develop a culture of philanthropy in the School community to further the School's spirit of giving.

Guiding Principle 6: To ensure visionary leadership and wise stewardship

Focus:

Leadership, governance and operational performance

Strathcona will consciously nurture a culture of prudent stewardship where resources are optimised for the benefit of students, staff and our community while also strengthening the foundations for a sustainable and confident future.

Program Objectives

- Exercise prudent oversight of compliance to meet all legislative requirements of the financial affairs and risk management of the School.
- Restructure the Business Office to reflect contemporary standards and skillsets consistent with the high level of compliance required for optimal performance.
- Develop responsible and transparent fiscal and resources management by ensuring accountability at all levels.
- Train School leaders so they are jointly responsible for the financial stewardship of the School.
- Communicate to the community the work of the Board and ensure good succession planning through the identification of required skill-sets and effective recruitment.
- Continue the careful maintenance of School facilities and creation of a refined and aesthetically pleasing environment that fosters learning and School pride.

Senior Campus: Senior/Middle School
34 Scott Street, Canterbury

Year 9 Campus: Tay Creggan
30 Yarra Street, Hawthorn

Junior Campus: Prep to Year 6
173 Prospect Hill Road, Canterbury

Early Learning Centre
34 Scott Street, Canterbury

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bring out her best.

STRATHCONA