

ANNUAL REPORT 2017



STRATHCONA
BAPTIST GIRLS GRAMMAR



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Values

Respect

Integrity

Compassion

Courage

Empowerment

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 and agile learning places and systems

To enrich and strengthen our multi-faceted contemporary community

To ensure visionary leadership and wise stewardship

Strathcona Baptist Girls Grammar ensures every student receives individual care in a friendly, supportive environment, while being challenged through innovative programs to achieve to the highest possible level academically and in co-curricular pursuits.

There is extensive choice in subjects with the VCE program offering all prerequisites for tertiary courses and a wide selection of studies in Mathematics, Sciences, Humanities, Business and Creative Arts. Languages studied at Strathcona are French, Italian and Mandarin Chinese.

Strathcona's diverse co-curricular program encourages participation in a wide range of activities including drama, music and sporting activities, debating and public speaking. An extensive Global Links Program enables students to participate in tours to France, Italy and China and to take part in exchanges with schools in New Zealand, Korea, Japan and China.

Strathcona's inclusive educational philosophy and extensive curriculum and co-curricular programs are complemented by outstanding facilities. The School has three campuses, Senior School and Early Learning Centre in Scott Street, Canterbury, Junior School in Prospect Hill Road, Canterbury and the Year 9 Campus in Yarra Street, Hawthorn.

Strathcona is an organisation committed to Child Protection and to the implementation of Child Safe policies and practices

Established in 1924, Strathcona provides a distinctive education in a Christian environment and is one of Melbourne's leading girls' schools.





FROM THE *Board Chair*

It was my great pleasure and honour in May 2017 to take on the role Chair of the Board of Strathcona Baptist Girls Grammar School. On behalf of the school community I would like to thank the previous Chair Mrs Laurinda Gardner for her wise leadership and outstanding contribution to making the School what it is today.

Mrs Gardner joined the Board in May 2009 and became Chair of the Board, and Chair of the Board's Governance Committee, in 2012. In 2013, after 5 years of planning, she led the Board through the construction of the school's new Learning Centre, which opened in 2015, at a cost of approximately \$8 million. In April 2014, under her leadership, the school announced the appointment of Mrs Marise McConaghy as the new Principal of Strathcona. In 2016 the Board adopted a Strategic Plan for 2016 – 2020. Mrs Gardner's tenure as Chair of the Board has been characterised by successfully tackling very large projects including that most important function of a school Board – successful recruitment of the right Principal for a school.

I would also like to acknowledge and thank Mr Ivan Andolfatto and Mr Chris O'Farrell who also resigned from the Board in 2017.

Mr Andolfatto was a member of our School's Property Committee in 2005 and became a member of the Board in November 2007. He chaired the Board's Property Committee during the planning and construction of the Learning Centre and the Year 10 Centre. These massive projects were delivered on time and on budget. I thank Mr Andolfatto for his remarkable contribution over 12 years and I am grateful he is continuing on within the Property committee providing valuable advice and counsel.

Mr O'Farrell joined the Board in 2014 and took over as Treasurer and Chair of the Finance Committee in 2015, in the middle of a time of change for the school. His dedication and commitment provided the Board security related to the financial reporting to the Board and the School's financial affairs. I am very appreciative of Mr O'Farrell's dedication and hard work for the School.

The role of the School Board is to support the School in delivering its strategic vision and objectives. Our Board members reflects our diverse and engaged community including both present and past parents and alumni with leadership and skill in the areas of finance, law, marketing, education and other sectors related to governance. I sincerely thank fellow Board Directors Ms Sonia Rendigs, Ms Trudy Skilbeck, Ms Laura Loftus, Mr Rob McFee, Mr John McKinnon and Mr Glen Noonan for their hard work, energy and commitment freely given in support of Strathcona. We all share a collective aim of protecting and enhancing the welfare of the School, and contribute to the strategic direction of the School.

Strategically the Board meets at least ten times a year. All of the Board members are also members of committees of the Board which are established to focus on specific areas of the School. We have been working on our Masterplan for facilities enhancement and development, strategies related to enrolments and community engagement and financial and risk planning contributing to the stability and growth of the School.

2017 was a busy and progressive year for Strathcona.

Jocelyn Furlan, Chair of the Board



FROM THE *Principal*

Why a girls' school?

On the morning of Tuesday, 12 February 1924, a new school opened in Canterbury, Victoria. The School was named Strathcona School for Girls.

The founding Headmistresses Miss Henrietta Hughes and Mrs Florence Livingstone were passionate advocates of female education and well before the times with their thinking and actions.

Let us revisit that pivotal moment in history, Strathcona's beginning, as it helps us understand why Strathcona is what it is today, the commitment and the deep belief we have in an all-girls' education. A story of two strong, courageous women whose dream and vision were the foundations of this wonderful school.

Henny and Liv, as the two first Headmistresses were nicknamed - had cause for satisfaction as they surveyed the result of their dreams and labours "a school of their own, a school for girls" situated in Canterbury.

Its main building was a substantial, fourteen room, late Victorian home, trimmed with iron lacework and surrounded on three sides by a black and white diamond-tiled veranda. All around was leafy garden, its focal point being the magnolia tree, which still blooms in front of what is now Featherstone Hall. Generations of girls have been photographed beneath it and it is a strong Strathcona symbol. The endeavour of Henny and Liv was no passing dalliance for idle rich, non-working women. Strathcona, financed by the sale of Mrs Livingstone's home was assisted by Miss Hughes' modest capital, and a loan from an uncle.

In those days, like today, the field of female education was a competitive one and several of the brave dreams and experiments of other women came to naught. Miss Hughes and Mrs Livingstone believed in the right of women to the kind of education offered to their male counterparts and an ability to make good use of it. Not only did the first Strathcona girls want an education, the world needed them to have an education. The School motto they introduced: Bravely, Faithfully, Happily, no doubt inspired them as they dealt with the inevitable challenges.

There were many Ladies Academies, providing tuition in the accomplishments expected of 'socially superior' women - never venturing into the less delicate areas that such subjects as mathematics, science, classical languages and philosophy provided to their brothers. Miss Hughes and Mrs Livingstone would have none of that and a robust, as equal-to-boys' education as possible was established at Strathcona from the very beginning. These two Headmistresses quickly created at their school a warm, happy, stimulating environment.

Strathcona still refers to itself as a 'family school', we echo that warmth, nurturing and care today as we did over 90 years ago. We pride ourselves on knowing each of our girls' within the school. Every child has a chance to shine, burn her star a little brighter and develop, learn and grow to her full potential.

Over the expanse of time our DNA has not changed:

- We believe in excellence for education of girls
- Women are able to lead



- We are modest, generous and uphold a strong sense of community
- We are a heart and a home for our current families, staff and alumnae.

This leads us back the question, Why a girls school?

Girls' schools challenge traditional gender stereotypes in an environment, which is free from gender discrimination, competition and social pressure from boys. Girls are free to engage in healthy competition and risk taking and are more likely to study sciences and higher mathematics, technology and participate in sport and outdoor education – and just to have a go at things and sometimes not looking that 'cool' doing so.

Contemporary single sex schools give girls the opportunity to be taught in relevant ways to suit their different stages of development, interests and learning styles. It gives them the right tools to achieve their potential in a range of contexts. They have far a more authentic and powerful capacity to negotiate life.

The case for cherishing our girls' schools is strong and evidence, both anecdotal and research-based, supports the idea that girls' schools are better able to create the environment and the opportunities needed for girls to succeed and develop intellectually, emotionally and physically.

As a school we have a lot to be thankful for, our community, our girls, our excellent name as a top independent girls school. And we also give thanks to the foresight, determination and courage of our founding Headmistresses,

Miss Henrietta Hughes and Mrs Florence Livingstone for their living legacy of Strathcona Baptist Girls Grammar.

On behalf of our school community here at Strathcona Baptist Girls Grammar I would also like to extend our thanks and appreciation for the continual giving of time, experience and guidance of the many individuals and groups who contribute to our School. Our Board Chair Mrs Jocelyn Furlan along with members of the Board and our sub committees devote their tireless energy and time to governance and strategic direction of Strathcona. The Executive and Senior Leadership team lead with passion and expertise in their areas of education, finance, resources and the promotion of the School inclusive of our vision, mission and values. Our teachers are dedicated to the support and learning of each and every girl and provide an exceptional level of care and education. Our diverse parent and friend groups never flag in their enthusiastic support of Strathcona and the building of community. Our alumnae's loyalty and devotion to the School developing connections and providing genuine mentoring opportunities to our students is so very important. Lastly to our girls, we thank you for your unwavering enthusiasm, your passion for learning, and the eagerness with which you embrace all areas of curriculum and co-curricular opportunities at Strathcona. It is for you we exist.

Marise McConaghy, Principal



FROM THE *School Captain*

A lot can happen in six years. You can meet the love of your life and settle down, you can travel the world six times over, you can even have five Prime Ministers! Six years is a long time – a long enough time to see a young girl on the brink of adolescence become an adult. Six years is the time it takes for friendships to be made and remade, for tests to be studied for and goals achieved, and for disappointments to be met and tears shed. Six years is all it takes to receive a high school education and for most, it is all the time we have here at Strathcona.

From the viewpoint of a wizened Year 12, the years I have shared with my Class of 2017 at Strathcona have been a rollercoaster of experiences, in all its clichéd glory. Twelve-year-old me certainly had no idea of the whirlwind of High School about to hit her as she walked through the gates of Strathy on her first day, donning the knee-high socks and the “you’ll-grow-into-it” blazer of the typical Year 7 (I still haven’t grown into it). There was no way she could know that the school environment greeting her then would be the source of some of the best years of her life so far, amongst the most phenomenally kind, talented and brilliant girls she’s ever met. Soon enough, as every year level will realise, us 90-odd girls banded together and found our niche within the school community. There is great pride in knowing how beautifully supportive and encouraging our year level has been to one another, through the trying times as well as the triumphant.

Before we knew it, we were traversing the challenges and joys of the final year. Amid formal-madness and serious assessments, we realised that life had altered almost beyond recognition from the early days of High School. Tests turned into exams and teachers turned into friends and somehow, wrapped up in time, we had grown into our identities. This is, in every way, thanks to the school life of Strathcona. The opportunities provided to us by our School have seen us doing things we would never have dreamt of doing before; like competitively rowing in Sydney, performing music solos at concerts and even dancing with Maasai in Tanzania.

Everyone is shaped by the nature of their experiences and the high calibre of activities available to us allows each Strathy girl to leave school with a character enriched by the truly dedicated work of the staff who provide us with these chances.

The teachers, Year Level Coordinators, Heads of Faculties and all staff at Strathy deserve the greatest recognition and celebration that we could express. You are our mentors, our organisers, our helpers and our inspiration. We would not be the people we are if it were not for your tireless effort to guide us through our studies and provide us with the best learning and life experiences. Thanks are due for every single staff member who has impacted our lives at school but for the sake of time and space, I’d like to extend my thanks to a few in particular. Ms Herft, thank you for being our dynamic and engaging Year Level Coordinator who has been a huge part of the Class of 2017 and instrumental in making 2017 our best year yet. The Captains could not have made it through without your organisation and enthusiasm keeping us motivated and on task. Mrs Farmilo, since day one, you have been a constant source of advice, support and leadership for every single girl. We are incredibly grateful for all you have done for us, with our best interest at heart, and will always treasure fond memories together. Mrs McConaghy, your visionary leadership and devotion to Strathcona is truly remarkable. We thank you greatly for ensuring that each girl’s school experience here is activating these six years as a time of growth and discovery.

Finally, to my fellow peers and friends in the Class of 2017, my love and gratitude for you all cannot be expressed enough. We have grown through the most formative years of our lives together and I still wonder how I got so lucky to share this time with you all. I look forward to seeing what our next six years bring – and the next six after that, and after that until we return for our 60-year reunion, reminiscent and no doubt, as close as ever.

Raffaella Skourletos, School Captain



ATTENDANCE RATES

Prep to Year 12

93%

2017 School Year

GOVERNANCE & *Corporate Structure*

School Board Strathcona's vision is to be recognised as the premier girls' school in Melbourne, at the forefront of curriculum delivery and pastoral care. We aim to foster the academic achievement of students at all ability levels and promote excellence in a wide range of co-curricular activities.

The School's constitutional structure is served by a Board of Directors. The Board exists to provide:

- policy development and ongoing review
- financial oversight
- strategic planning
- risk management
- good governance in general
- support with marketing

The day-to-day management of the School rests with the Principal and her staff.

The Board comprises six to 15 members. Some are current parents and some are past students or parents of past students. All share a collective aim of protecting and enhancing the welfare of the School. The Board composition reflects a diverse School community. All Board members have leadership experience; many have financial, legal, education or marketing expertise.

Our current Board comprises:

- **Chair:** Mrs Jocelyn Furlan, *B.Com, LLB, MAICD, FIPA*
- **Deputy Chair and Marketing Chair:** Ms Sonia Rendigs, *B.Public Relations and Organisational Communication (NY) (Marketing)*
- **Deputy Chair and Secretary:** Ms Trudy Skilbeck, *B.Sc., LLB, FGIA, FCIS*
- **Finance Chair:** Mr Glen Noonan, *B.Sc. (Computer Science and Accounting), CA*
- **Property Chair:** Mr Robert McFee, *B.Arch., CertTech, Member ARB*
- **Baptist Union Representative:** Mr Michael Pittendrigh, *B.Bus (Accounting), CA*
- Mr John McKinnon, *B.Sc., Grad.Dip.Comp*
- **Old Strathconians Association Representative:** Ms Laura Loftus, *B.Com.(Accounting), LLB (Hons)*
- **Principal:** Mrs Marise McConaghy *BA., Dip Ed., ASDA, MACE, FAIM*
- **Deputy Principal:** Mrs Jenni Farmilo, *Dip Teach, Grad Dip in Music Ed, Master of Educational Leadership, Dip of Life Coaching, MACE, MACEL*
- **Business Manager / Company Secretary:** Mr Mark Glover *AssocDipBus DipCorp Governance, CPA, MBA*

Our current School Leadership Team comprises:

- **Principal:** Mrs Marise McConaghy, *BA., Dip Ed., ASDA, MACE, FAIM*
- **Deputy Principal:** Mrs Jenni Farmilo, *Dip Teach, Grad Dip in Music Ed, Master of Educational Leadership, Dip of Life Coaching, MACE, MACEL*
- **Business Manager:** Mr Mark Glover *AssocDipBus DipCorp Governance, CPA, MBA*
- **Director of People and Culture:** Ms Chelsea Forster, *MBA (HR), BBus, BPsych, DipHR, DipOH&S, CertIV (Trng&Assess)*
- **Dean of Students:** Ms Terri Oprean, *DipTeach, BEd*
- **Dean of Studies:** Mr Ross Phillips, *BSc, GradDipEd, MEdSt, MACE, MACEL*
- **Head of Junior School:** Mr Geoffrey Little, *BEd(Prim), MEd(ICT)*
- **Head of Tay Creggan:** Mrs Julie Plymin, *B.Sc.Ed., Grad.Dip.Sci.Ed, Grad.Dip.Hum., Grad.Dip.Teach.LOTE*





Year 12, 2017 cohort

STUDENT OUTCOMES

VCE

Our hard-working and committed 2017 cohort delivered outstanding results. They worked with focus and dedication and it was with great excitement and pride that we presented the academic outcomes.

Our inspirational teachers gave so much of their time and talent to ensuring that our girls were well prepared. As a non-selective School that welcomes and supports all students to strive for their personal excellence, I am so proud of our girls and very thankful to their teachers.

We congratulate Dux, Harriet Grimsey, Deputy School Captain, who achieved an ATAR of 99.65. Harriet worked hard while also remaining engaged in a broad range of co-curricular activities.

Harriet received the Premier's award for Psychology and Raff Skourletos received the Premier's VCE Award for English. This year Raff is studying a Bachelor of Medicine and Harriet is studying a Bachelor of Commerce.

The Class of 2017 achieved seven perfect study scores of 50 across five subjects. We are extremely proud to have 10% of students placed with ATARs of 99 and above. This is the highest percentage of students with an ATAR of over 99 in the history of Strathcona.

49% (43 of our students) achieved an ATAR of 90 and above, thus placing them in the top 10% in the state.

The median Study Score was 36. There were only 8 out of 532 Schools in Victoria that achieved a median Study Score higher than 36, many of these being select entry schools. This is an outstanding achievement by our 2017 cohort.

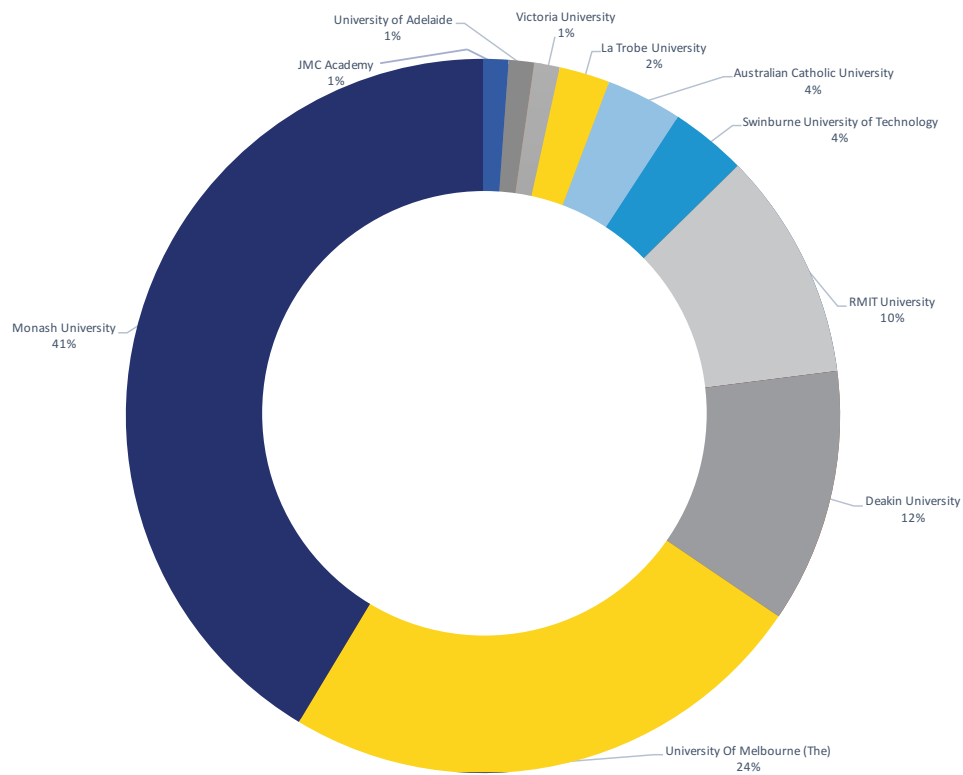
So many contributed to supporting the girls in their academic and personal journey at Strathcona. The VCE class of 2017 are well on their way and there is no doubt that they will contribute to the world as generously as they have to Strathcona and that they will maintain an understanding of the value of a brave, faithful and optimistic approach to life.

Marise McConaghy, Principal

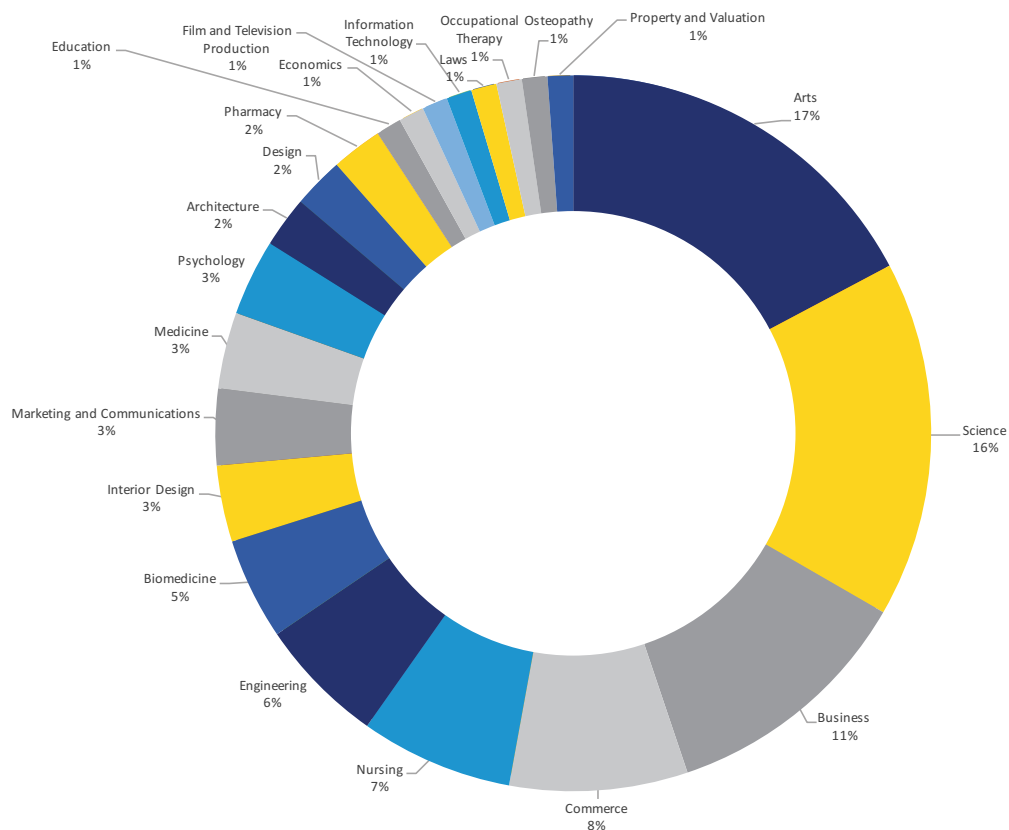
- **10%** of students with an ATAR 99+ (top 1% of the state)
- **18%** of students with an ATAR of 98+ (top 2% of the state)
- **27%** of students with an ATAR of 95+ (top 5% of the state)
- **49%** of students attained an ATAR of 90+ (top 10% of the state)
- **82%** of students attained an ATAR of 80+ (top 20% of the state)

HIGHLIGHTS

University Destinations for the Class of 2017



Course Type for the Class of 2017



STUDENT OUTCOMES *Naplan*

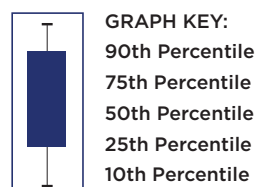
NAPLAN (National Assessment Program Literacy and Numeracy) assesses students in Years 3, 5, 7 and 9 in numeracy and literacy each May. This testing provides the parents and the School with feedback on how their daughters have performed in literacy and numeracy against national benchmarks. These reports were sent home in September.

The School has access to the details of the marking of the tests to assist with assessing the curriculum directions of the School and for tracking the specific needs of individual students. The results must be seen as a snapshot of performance on the day of the test and are not an indication of a student's potential.

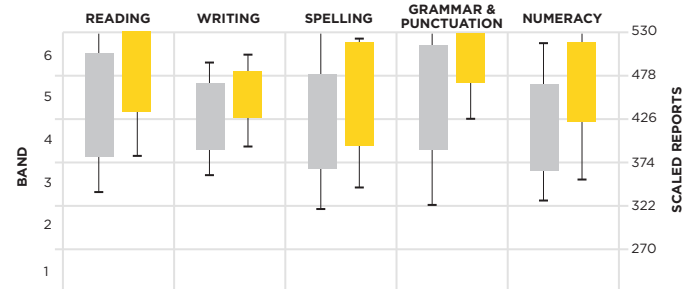
Our students continue to perform exceptionally well in the NAPLAN tests with our average score being about two years ahead of the average student score in the State. The data also reinforces our focus on differentiation as it details the levels at which students are operating, supporting the information gleaned by the teachers in their day-to-day work with the students. We are most interested in the growth of our students from test to test, which on average is very strong. However, the data can also highlight to us students who perhaps could be doing a little better. We believe, as research supports, that a broad curriculum is advantageous in developing literacy and numeracy skills in all students and that it is not just in English and Mathematics that these skills are learnt and reinforced.

The following graphs show the results of Strathcona this year compared with the rest of the State. In 10 of the 20 tests the median Strathcona student scored better than 75% of students in the State.

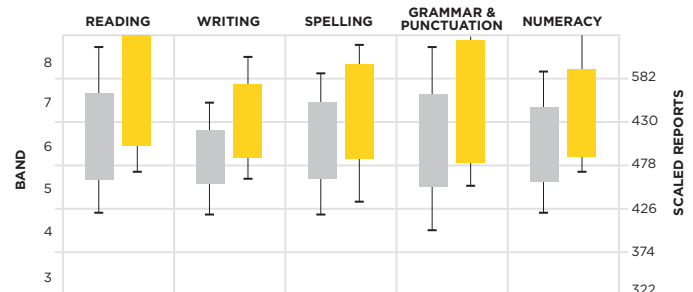
■ State ■ Strathcona



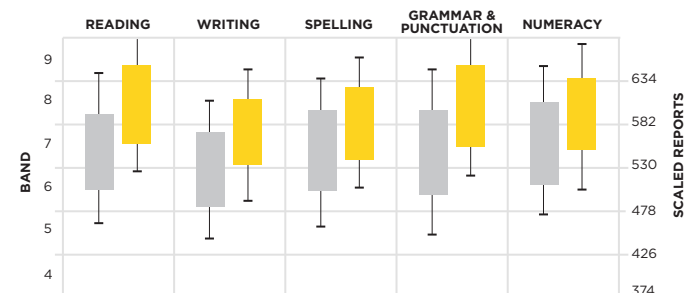
Year 3 NAPLAN 2017



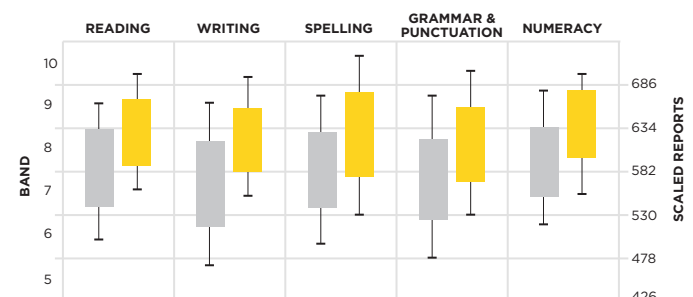
Year 5 NAPLAN 2017



Year 7 NAPLAN 2017



Year 9 NAPLAN 2017



TEACHING & Learning

In 2017 the School undertook some significant developments in teaching and learning. Firstly, the School upgraded our learning management system from Blackboard to Schoolbox and Student Information System from MAZE to Synergetic. The Schoolbox Synergetic combination is an increasingly common pairing in schools and both systems are undergoing continual upgrading to meet the needs of contemporary schooling. At Strathcona the implementation of these two products is called MyStrathcona.

In 2017 teachers began using MyStrathcona as their primary online communication tool with students and parents, including posting the work that was due from the students and setting the dates in the calendar. This provides a common source of information for students, staff and parents. Students and parents were also able to access regular feedback from teachers, which for some parents would be a new experience. Not all students show their parents the comments that they receive from their teachers on their submitted work but our system of continuous feedback ensures that this is available to the student, parents and teachers when they need it.

With this detailed system of continuous online feedback and new software platforms, a new semester report was needed. Working to shift away from a traditional system of classifying students according to grades, which rewards those who do well but encourages a fixed mindset towards learning, towards a system that supports all students learning, some changes were made to semester reports. This included students setting and reflecting on their own learning and personal goals and teachers completing rubrics on student learning behaviours to help direct students to the task of learning. Grades were still presented on the reports, but only grades that had already been presented through the continuous online feedback for particular tasks. There was no longer a grade for the student in a subject, simply their performance on particular task in that subject. The comments on the reports were restricted to a global pastoral comment, leaving the extensive online comments and feedback to provide the detail and advice for learning in a more timely manner.

Other curriculum work that was done in 2017 included a review of Year 9 to provide a more stable staff on the campus and a curriculum that better addressed the contemporary needs of students. The existing model with two electives a semester of two periods per week and Learning had intensive staff travel requirements, reducing the availability of staff to the students at Tay Creggan and a very small taste of a few areas of curriculum. This was replaced with Envision, a transdisciplinary program with three components- Engage (entertaining, performance), Explore (developing independence, understanding Melbourne) and Enterprise (business and entrepreneurial skills and thinking). A key element in the design of this program was to empower students to make more of their own decisions about their

learning. The girls, under the guidance of a team of teachers, would be more engaged in the process of achieving the learning goals in this program than they would in a traditional classroom. This is an important part of learning in preparation for a work life that demands of them to take initiative, to problem solve and be creative. The students would not only be a part of the curriculum development, but part of the assessment, developing and negotiating the rubrics and modifying them as their understanding of the criteria grew in sophistication. The decision was made to implement the Envision program in 2018.

At the same time a review of Year 10 was undertaken. For many years Strathcona has had a program of core and electives at Year 10. Different subjects had different time allocations and some subjects were implicitly more important than others. The Year 10 timetable did not align with the Year 11 and 12 timeline so there was little scope to introduce Year 10 students to Unit 1 and 2 VCE subjects. Due to timetable constraints a lot of students did not get several of their preferred electives. The new proposal opened up more flexibility in what was traditionally known as the core and gave all subjects equal time per semester. The timetable aligned with Year 11 and 12 to make integration of the VCE with Year 10 through Music, Mathematical Methods and two new options consistent and allow more flexibility for meeting student needs. The decision was made to implement the new year 10 program in 2019, to allow time for the subjects to be planned.

These three major projects ensure that Strathcona is delivering a teaching and learning program that is relevant, flexible for further development and above all, student focussed.

Professional Development

Teachers are students too. One of the goals of a Strathcona education is life long learning. Teachers need to model this but they also need to continuously learn to ensure that their practice and content knowledge is up to date and fresh.

At any one time, several Strathcona staff members are engaged in formal education themselves through post graduate programs at a range of universities. More broadly, there is also significant involvement in teacher and leadership conferences, in house professional learning and training. All teachers are required to undertake at least 20 hours of standards based professional learning every year to maintain their registration. Most teachers would do much more than that.

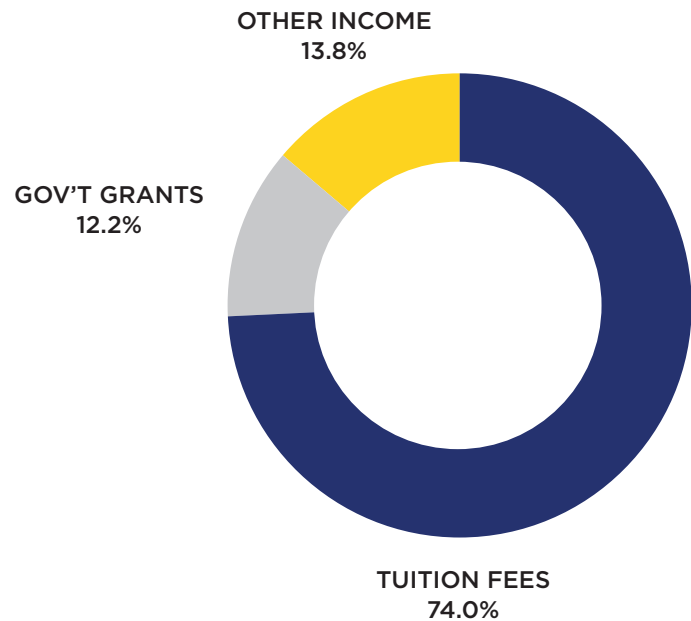
While much of the internal focus of professional learning was in the use of MyStrathcona teachers also engaged in a wide range of curriculum and wellbeing aspects of the school.

Ross Phillips, Dean of Studies

FINANCIAL Overview

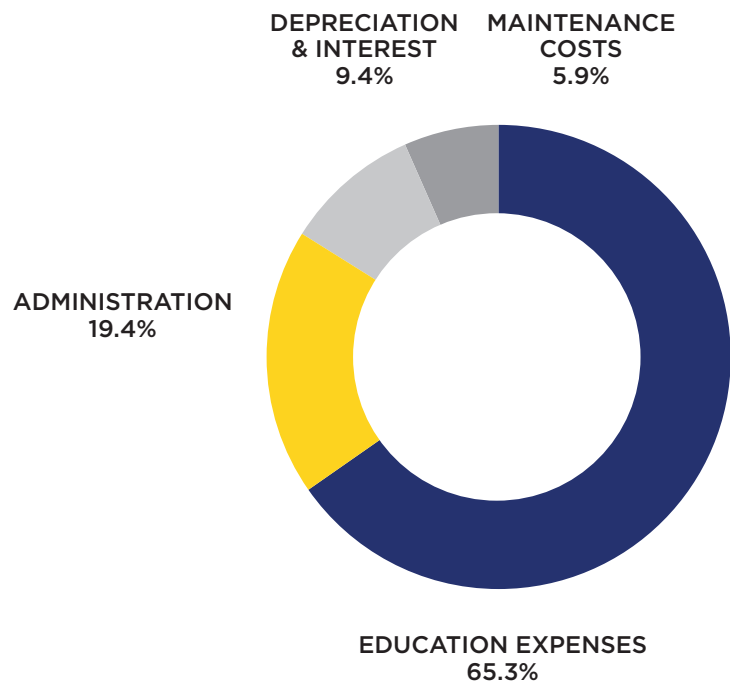
Income

The chart shows the breakdown of income sources for 2017. Tuition fees account for nearly three quarters of total income with the balance coming from Government Grants (Commonwealth and State) and Other Income (Composite fees, Levies, Donations and Sundry Income).



Expenditure

The chart shows the breakdown of expenditure for 2017. The major components of expenditure are Education Expenses (staff salaries and benefits, subject expenses and co-curricular activities), Administration expenses (salaries, overheads, marketing and insurance), Maintenance expenses (salaries, cleaning, utilities) and depreciation expense.





**BRAVELY.
FAITHFULLY.
HAPPILY.**

Together



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BAPTIST GIRLS GRAMMAR

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Year 9 Campus: Tay Creggan
30 Yarra St, Hawthorn VIC 3122

Junior Campus: Prep to Year 6
173 Prospect Hill Rd, Canterbury VIC 3126

Early Learning Centre
34 Scott St, Canterbury VIC 3126