



Strathcona
GIRLS GRAMMAR

2020


ANNUAL REPORT



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Strathcona Girls Grammar
ensures every student receives
individual care in a friendly,
supportive environment,
while being challenged
through innovative
programs to achieve
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 Korea, Japan, China, France and Germany. 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.

Statement of Philosophy



- We are committed to advancing education within a Christian learning community and operating in a manner which bears witness to the Christian faith having regard to the School's Baptist foundation.
- We are committed to offering our students the best education possible, and allowing each student to realise their full potential.
- We are committed to offering the best academic environment possible. To do this, we support each student's learning and ensure that each student can learn in an environment free from bullying, harassment, and discrimination.
- We are committed to caring for each student's emotional and pastoral needs. To do this, we have a pastoral care framework and provide support such as counselling services and education on resilience and mental health.
- We are committed to allowing each student to achieve in areas of their own interest. To do this, we accommodate each student's interests, allowing them to balance curricular and extra-curricular activities, and encourage them to pursue their interests.
- We are committed to fostering leadership in all of our students. To achieve this, we have programs and activities which encourage each student to lead among their peers.
- We are committed to allowing each student to live a healthy and active lifestyle. To do this, we provide education on a healthy lifestyle, and encourage sporting and other co-curricular activities.

Our philosophy is enacted through our teaching and care for students. Our philosophy guides our teaching, strategic plans and governance decisions.

Statement of Democratic Principles



Strathcona is a not-for-profit independent school. In its policies and practices, the School supports and promotes the principles and practice of Australian democracy, including a commitment to:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance.

Strathcona Girls Grammar is a learning community committed to providing an education journey from our Early Learning Centre to Year 12. A proportion of funds raised or fees collected by the School may be used to support the operation of the Early Learning Centre.



VISION

To inspire and empower young women to live courageous and purposeful lives so they can contribute to the world with wisdom, imagination and integrity.

MISSION

Strathcona educates girls and young women within a compassionate, inclusive, balanced framework of learning experiences, scaffolded by Christian values and care.

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Board Chair

Report

2020 was indeed an extraordinary year. Each of us has had to grapple with a global pandemic, something none of us imagined when making our plans for 2020.

The Board wishes to acknowledge the extraordinary efforts of Marise McConaghy, the School's senior leadership team and all staff in grappling with COVID 19.

The pivot to quality online learning, the communications with families and the care for community throughout 2020 resulted in Strathcona being regarded as one of the leading Schools in dealing with the COVID crisis. Our reputation was enhanced and enrolment numbers have remained strong and above budget.

In turn, the Board made decisions to financially assist our families – the Board is grateful to Business Manager Jack Palumbo and his team for all their work in preparing scenarios to assist the Board. The School's finances remain in a sound position across all areas. In addition to grappling with COVID 19, including JobKeeper, in 2020 the Board resolved to sign up for the National Redress Scheme, and continued master planning work.

The Board worked constructively and productively this year in an environment of trust and shared values. Thanks to the directors -Laura Loftus, Rob McFee, Michael Pittendrigh, Bruce Tobin, Liz Rodriguez, Adam Stolz, Rachel Butler Daniel Rosenberg and Richard Close for their hard work during the year.

Sonia Rendigs retired from the Board during the year after an outstanding 12 years of service. We are forever grateful for her incredible contribution as a Board director and member of the Nominations and Governance Committee. Fortunately for the School she remains on the Development Committee.

Thanks also to Ivan Andolfatto, Ian Stollery, Geoff Reeve, Leong Looi, Tim Morris and James Macdonald, members of the Board's Committees who also willingly give up their time and energy to support the School.

To the Year 12s who perhaps have had the most difficult year of all - the theme running through many businesses at the end of 2020 is 'emerging stronger' and I hope you will take time to reflect on some of learnings from COVID that can help shape your futures, and take advantage of the new world we find ourselves in.

To the budding scientists and doctors- who would have thought at the beginning of 2020 that there would be such urgency in the development of a vaccine?.



To the budding psychologists – what an interesting time we have had observing each individual's philosophical response to the curtailing of their freedoms, mask wearing, and to the requirement not to see loved ones. There will be many psychological impacts of COVID and sadly, no shortage of clients.

To the budding politicians – the new possibility of collaboration across the political divide as demonstrated by National Cabinet is a model worth reflecting on.

To the budding policy makers – the possibilities of evidence based policy development is a great opportunity to rethink how we make policy and decisions for the benefit of Australians.

To the budding entrepreneurs and designers – look at all the new things that have been invented this year, such as contact tracing technologies.

The Board wishes the Year 12s all the very best and thanks you for your contribution to Strathcona.

MRS JOCELYN FURLAN
Chair of the Board



Message from Principal

As you well know this year, 2020, a global pandemic like nothing experienced in our lifetimes shook the foundations of the education system, economies and lives around the world.

In the wake of this unprecedented disruption and uncertainty, we were constantly called to draw on our reserves of courage, empathy and resilience. This year the School was united in living our Motto: **Bravely, Faithfully and Happily** with an intention and resolve stronger than any other time in our history as together we faced the challenges of the COVID crisis.

Over the 2019 Christmas holiday period, huge swathes of land and homes were lost in catastrophic Australian bushfires. Holidaymakers, including our own families, were stranded interstate sheltering while other members of our community were actively fighting fires.

Every evening on the news there were more distressing reports as fires ravaged our country.

During this time, the School was actively working with authorities in monitoring air quality with a concern for our rowers who were affected initially in where they could train. However, it was not air quality that would eventually mean that the penultimate competition - Head of Schoolgirls - would be cancelled, but we did not know that then.

On the 12th of January, there appeared a small news item where the World Health Organisation reported on a respiratory illness in the city of Wuhan, China. This small event would eventually trigger the global health and economic crisis we have all lived through. On the 25th of January, the first confirmed case of COVID-19 was reported in Australia.

Our term commenced 30 January. It was not a normal start as we were still somewhat shaken by the bushfires, but students, staff and the community rallied, fundraising through Baptist Union Victoria and the Red Cross to assist those affected. Many of us travelled to fire-affected vicinities to invest and help small businesses get back on their feet. Little did we know that those country road trips would soon be an impossible freedom.

We welcomed our new students and families in ELC, Prep, Year 7 and other intake years. Our Year 7 students explored and enjoyed the newly refurbished 7/8 Centre. For a time, a very short time, life at School resumed the normal rhythm.



Meanwhile, reports of COVID-19 worldwide escalated. New York faced its largest crisis since 9/11, while in China whole cities locked down. Schools around the world were also closing and moving online as people were asked to isolate at home. Our own families who had spent time overseas contacted me to advise they would voluntarily self-quarantine to protect our community from this thing called COVID. Reported cases were starting to occur throughout our communities, sometimes in schools.

Then over the long weekend came the news we had been dreading. A close neighbouring school had shut due to several cases of COVID-19. It was clear it was time for us to galvanize our Crisis Management Planning. Teachers commenced intense professional development in the delivery of teaching online as we waited to see what would happen. Microsoft Teams was introduced as a collaborative learning and work platform.

Over the following days, we adapted our curriculum to a model for Continuous Online Learning Program. We introduced students to the concept and provided them with actual experiences of this new mode of learning while everyone was still at School. Shortly after, we entered our first Lockdown when the Victorian Government advised Term 2 would be online.

Most of us travelled through this first lockdown relatively well. It was new and we were up for a challenge. Staff and students, once they steadied themselves, were invigorated and there was much creativity. Most of our parents were working from home and there was the benefit of no school runs, pyjama days and a bit more autonomy in the layout of a day. Careers Night was held virtually, Parent Teacher Interviews occurred online - with no one having to leave their lounge rooms.

After this phase, the government announced that a staggered return could occur and the School went into another intense period of planning and communicating how that would work logistically.

And then the almost inevitable occurred - a COVID-19 scare at Strathcona. All students and staff were evacuated quickly and we commenced learning and working from home once again whilst we awaited news from DHHS (the Department of Health and Human Services).

As it happened, this was a week before the Victorian Government once again announced school closures. We were by now well prepared for what lay ahead and the teachers used all they had learned about how to teach effectively on line so that there was minimal disruption to learning.

The rest is history, Victoria experienced the toughest lockdown laws in Australia, some say the world. Bravely, but more subdued this time, students and staff resumed their learning and work from their homes.

This year we needed to be courageous and creative in our thinking just to be able to do our core work and, as it turned out, we were more than ready and able.

It was certainly a year of 'pivoting', quickly and often. Through exceptional levels of collaboration and teamwork, we not only managed to go online almost seamlessly, but we also did it well, using feedback from students, parents and teachers to refine our practice over days, weeks and months. Certainly, we utilised authentic, agile learning spaces and systems. Who would have thought that the learning spaces would be homes, footpaths, parks and devices and that the entire the ecosystem delivery system would be a virtual one?

The resourcefulness, resilience and optimism of all those in our community has been demonstrated in spades. Our community is now stronger than it has ever been. We have been in each other's homes; shared kitchen benches; family members have wandered in and out of lessons; the children of staff have tugged on their parents' sleeves during lessons and family pets have strongly featured.

Also, we have not been able to help but know when people have struggled — as everyone inevitably has at times — and the compassion, generosity and support our community has shown has deepened our ties. The vulnerability we could not help but show at times, has deepened the sense of our shared humanity.

Our whole School finally returned at the end of 2020, happily together again to finish the year.

I give my wholehearted thanks and appreciation to our Board whose service this year is unparalleled, the Leadership Team, whose capacity, individually and together, I am in awe of, our community groups whose generosity was in abundance, staff who have given over and above to make this all work and importantly our wonderful students. Thank you to all for your trust, support, hard work and dedication in our united mission.

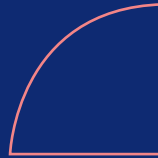
The Strathcona community has proven itself this year and we know we have the capacity, connectedness and the faith to manage what lies ahead.

Bravely. Faithfully. Happily. Together.

MRS MARISE McCONAGHY
Principal



School Captain



The '20' that has followed my year level around for six years, hanging off the end of our email and username for the now obsolete use of communal year level laptops has proven to be an entirely unique year that brought on challenge after challenge. We as a school community have seen disappointment, evolution and change in our ways and most importantly, we have all learned vital lessons that we will take forward with us for our lives.

In lieu of this crazy and unconventional year, let us look at our School motto -

Fortiter, Fideliter, Feliciter. Bravely. Faithfully.

Happily Bravely Bravery took a new face this year — it was unmuting oneself and talking on a Teams class.

The list of resolute and determined acts that every single member of our community has partaken in 2020 is extensive. We saw people asking for help when everything became too much, getting used to sitting assessments online, knowing when it was time to watch the latest Netflix release and leave the stresses of tests and SACs behind on our desks, as well as the mere simple task of turning up every day to class being the embodiment of bravery and strength. We very bravely endured weeks on end with our family, but with that came support from them.

From kindly stocking up the cupboard with my favourite iso snack Nutella to being quiet when we have assessments, our families have had a far greater role in our year than normal. Faithfully Our faith in our teachers this year has been unmatched as they navigated all our way through this school year. I like, so many of you, may have been a little concerned that teachers who do not know how to stop the next YouTube video from playing would be able to teach us over Teams ... But as always, our teachers have proven consistently that our faith in them was not misplaced.

We saw and felt the effect of their unwavering commitment, dedication and the hours and hours it took to master the art of online teaching. Whether it be the small act of Ms Boland blasting music at the beginning of each English class (oddly studying a novel about a pandemic) or a teacher sending an email checking up on us, the little things that our teachers have done have brought ease to this year, and for that, our gratitude is unrivalled.

We have been taught to expect the unexpected and to not take for granted the rites of passage that occur each year — in a 'glass half full' light, we have all endured setbacks that will ultimately serve us in the rest of our lives. Happily Rising above the gloomy situation and in a year that has posed great disappointment and copious amounts of cancellations, the unwavering spirit and optimism of all Strathgy girls was evident.

We have learned more so than ever to lean on each other for support through unity and that we are each other's greatest source of happiness and light.

This year would not have been the same without our gorgeous 2020 Deputy Captains Sarah Patience and Eva Williams. Their friendship, support, humour meant that there was truly no one else that I would rather spend hours with on Teams planning things. Finally, to my year level, the people who have been by my side since Year 7 when we started classes in the old cramped library, the Strathcona Class of 2020, your capacity to overcome the hardships of this year and all still have smiles on your faces in the end is a testament to your maturity and grit (throwback to the frequent grit assemblies in Year 7).

My adoration, love and gratitude to you all for making these past six years amazing is inexpressible. I wish you all the very best and a future full of bravery and adventure as you strive for your dreams, a faithful and dedicated mentality and of course, a life full of happiness and joy. What a year it has been, a year of learning to enjoy the minutiae of life and prevailing over a pandemic as a school, a year that we will never forget but also a year that we hope will never repeat itself.

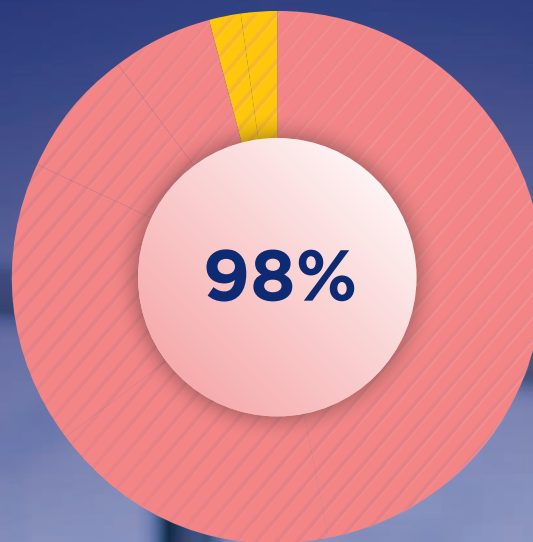
After 2020, I hope to never hear the word 'unprecedented' again and people complaining about going to school. I leave you with a quote from the 2020 Year 12s Prep year, more relevant than ever: *"Yesterday is history, tomorrow is a mystery, and today is a gift ... that's why they call it the present."*

KARA MCKENZIE
School Captain

Attendance *Rates*

2020 School Year
Prep to Year 12

- Attendance
- Absence



Governance

Corporate Structure



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

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

The Board comprises up 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 wellbeing 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.

The Board for the 2020 School year comprised

Chair Mrs Jocelyn Furlan, BCom, LLB, FIPA, GAICD

Treasurer & Finance and Risk Committee Chair

Mr Adam Stolz, BCom Hons, GAICD, FIAA

Property Committee Chair Mr Robert McFee, B.Arch., CertTech, Member ARB

Development Committee Chair Mr Bruce Tobin, MA (Communication)

Baptist Union Representative Mr Michael Pittendrigh, B.Bus (Accounting), CA

Old Strathconians Association Representative

Ms Laura Loftus, BCom(Accounting), LLB (Hons)

Ms Rachel Butler, B.Envs (Landscape Arch), M.Urban Planning

Mrs Elizabeth Rodriguez, B.Hosp & Mgmt, GAICD

Mr Richard Close, BSc, MBA

Mr Daniel Rosenberg, BCom, CA

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

Deputy Principal – Operations Ms Tracy Herft, BSc, DipEd

Business Manager & Company Secretary

Mr Jack Palumbo, BA.Acc, Certif Governance Practice & Corp Secretarial, Grad Cert Management of NFP Organisations, CPA, MBA

The 2020 Senior Leadership Team comprised

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

Deputy Principal – Operations Ms Tracy Herft, BSc, DipEd

Business Manager & Company Secretary

Mr Jack Palumbo, BA.Acc, Certif Governance Practice & Corp Secretarial, Grad Cert Management of NFP Organisations, CPA, MBA

Senior Dean of Learning Futures Mr Ross Phillips, BSc, GradDipEd, MEdSt, MACE, MACEL

Dean of Teaching and Learning Ms Simone Boland, MEd, BEd, PostGradDip, MACE

Head of Tay Creggan Mrs Karyn Murray, B.Ed.(Secondary), Grad.Dip.(GiftedEd)

Head of Junior School Ms Lisa Miller, BASc, BEd, MEd

Director of School & Community Relations Mrs Joanne Wilson, BBus

Director of Marketing & Admissions Mrs Marion Cape, BA(Media and Comms)

Students VCE

Outcomes

In each of us lies unique potential. Our academic results are evidence of what hard work, dedication and perseverance can achieve.

This may be my proudest moment as Principal of Strathcona.

In 2020, a global pandemic like nothing experienced in our lifetimes shook the foundations of the education system around the world. If anything could threaten our reputation for shaping unstoppable girls, this past year was it.

Now, with the year behind us, as I review the results of our VCE students I am filled with an immense sense of satisfaction and pride.

In the wake of unprecedented disruption and uncertainty, our students and staff have once again shown their courage, tenacity and adaptability. Our students are young people who will let nothing stand in their way. They have embraced the school philosophy of balanced mind, body and spirit. They have been humble and kind while staying brave and strong. They have enjoyed a supportive culture of academic excellence and pastoral care to prosper as unique individuals.

And their results—be they modest or grand—are nothing short of amazing.

A Strathcona education is the catalyst of a life-shaping momentum, ensuring every girl discovers a trajectory as unique and full of potential as she is. As they launch into life beyond school—into a world vastly different from a year ago—I wish them continued success in all facets of life, and thank them for their inspiration.

Unstoppable girls begin at Strathcona

MRS MARISE McCONAGHY
Principal

2020 VCE Results

Median Atar **91.6**

57%

of Students attained an ATAR of 90+
(Top 10% Of the state)

15%

of Students attained an ATAR of 98+
(Top 2% Of the state)

77%

of Students attained an ATAR of 80+
(Top 20% Of the state)

28%

of Study scores were 40 or above

Perfect Study Scores 9

- English
- Physical Education
- Drama
- History: Revolutions

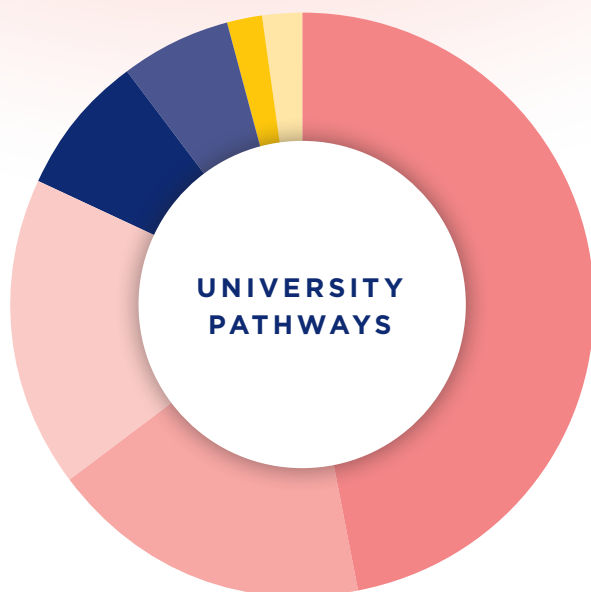
Dux of 2020

Kate Joseland received a score of **99.90**

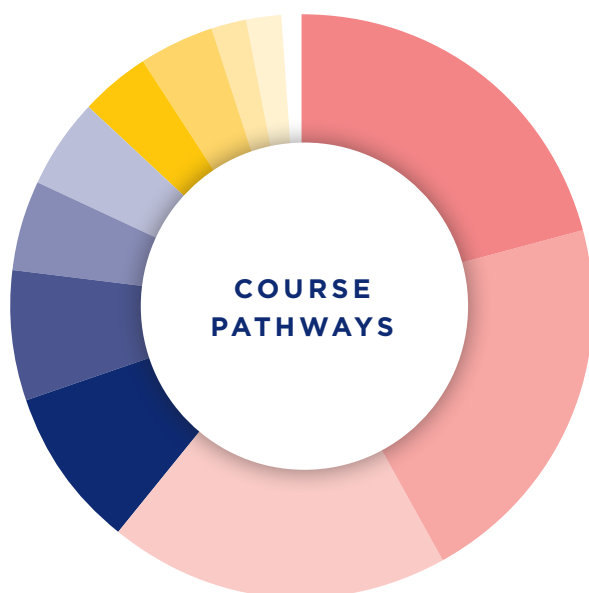


Tertiary Destinations & Career Choices

2021 Pathways



- Monash University **47%**
- University of Melbourne **18%**
- Deakin University **17%**
- RMIT University **8%**
- La Trobe University **6%**
- Swinburne University **2%**
- Australian Catholic University **2%**



- Science & Engineering **21%**
- Health **21%**
- Humanities **19%**
- Business/Commerce **9%**
- Creative Arts/Design **7%**
- Medicine **5%**
- Law **5%**
- Media & Communication **4%**
- Information Technology **4%**
- Psychology & Criminology **2%**
- Performing Arts **2%**
- Education **1%**

Where students have been offered a place in a double degree, the student's main interest area has been allocated.



Students

Naplan

Each year students in Years 3, 5, 7 and 9 are assessed in Literacy and Numeracy through the Australian NAPLAN test. In 2020, this testing program was cancelled across Australia due to the interruption of the Covid-19 pandemic.



Teaching &

Learning

2020 was a year that changed everything, including the way teaching and learning is done. Strathcona, thanks to dedication to ensuring its technological facilities and practices are up to date, was well positioned for a rapid transition to remote learning. It was not an easy time but quality learning continued, including some rapid upskilling by teachers. Students needed to be more independent and responded brilliantly to the challenge. Teachers needed to make more deliberate effort to stay connected with all students and to ensure they did not speak at students through a screen for entire lessons but find new way to engage students in their learning. Through three lockdown periods teachers learnt to focus more tightly on the learning intentions of their lessons, using the mantra “less is more”. The GAT was shifted from June to October for Unit 3/4 students and their SACs, generally completed under examination conditions, were often completed from home. Even preservice teachers needed to complete some of their professional practice in online classes. NAPLAN, the national testing program for Years 3, 5, 7, and 9 was cancelled altogether. Learning Conferences went online for the first time, with whole families meeting with the teacher from their couches at home. Some parents joined from other countries. The meetings were more intimate than when held at school in rooms with many similar conversations occurring. In this format, parents and teacher were arguably more connected than when meeting onsite.

Ron Ritchhart, a Senior Research Associate at Harvard Project Zero whose work focuses on teaching for understanding with texts on Creating Cultures of Thinking and Making Thinking Visible has also been instrumental in how Strathcona staff approached remote learning. Professional learning sessions in early Term 1 had revolved around the thinking skills that Project Zero outlines and how we would implement these in the classroom.

Fortuitously, Ritchhart published an article at the beginning of remote learning titled *Apollo-13ing Teaching During a Global Pandemic* that reinforced these thinking routines along with the understanding that teachers were on a steep learning curve, one of trial and error, that experienced educators have not had to confront since being first year teachers. We look forward to ongoing work with Ron Ritchhart in developing the thinking of our students.

Another pedagogical development was the introduction of new furniture, including desks with whiteboard tops and varying heights, and interactive projectors, in the newly transformed Year 7 area. Due to the long periods of remote learning its full potential was yet to be utilized.

Teachers did considerable work preparing for the VRQA audit by updating the documentation of the curriculum. However, the audit was delayed until 2021.

Research has always gone hand in hand with education, but increasingly schools and individual teachers are engaged in participant research to help them guide their practice. Rhiannon Ward, the Year 7 Coordinator was accepted as a member of the Global Action Research Collaborative (GARC) on Girls' Education's 2021-2022 cohort.

This will involve her undertaking action research with the theme of Building Problem-Solving Capacity, Confidence, and Skills in Girls. This project will focus on the implementation and evaluation of a new pedagogical strategy based around our Year 7 students. This is a long term project that will engage Rhiannon for the coming years. Aside from that, other research included analysing feedback on various school practices, including parents and staff surveys regarding the success of the online learning conferences, leading to the consideration of holding them online in future at times, even if not required. There was also extensive research undertaken into the response of students, teachers and parents to the online learning during the periods of lockdown, both in terms of academics and wellbeing. This included participation in a multischool research project through the University of Melbourne and Monash University.

Setting up systems to facilitate participant research by teachers also featured in 2020. Good practice is informed by good data. Middle leaders were given better access to data on their students, such as longitudinal results, NAPLAN and PAT testing results, attendance and punctuality through the development of data dashboards.

For the first time patterns of performance evident in the data were becoming transparent and being used in decision making around class placement and subject selection, and where more targeted support was needed.

Strathcona is all about preparing its students for their futures and the Strathcona Centre for Learning Futures held three events. The first on 5 March featured Strathcona parent, Lisa Leong, host of ABC Radio National's This Working Life, was in Featherstone Hall in person. Design your Work Life was very engaging and participative event but unfortunately the last for 2020 held in person. On 26 May, Associate Professor Hernan Cuervo from the University of Melbourne presented online from our TV studio on Generations, Young People and Future of Work. On the 12 October, entrepreneur Nichol Eckels, presented from her home in Sydney on "Turning Your Dream into a Living".

The curriculum offering was expanded with the introduction of Chinese First Language and Business Management offered at the school for the first time at the VCE level. Also a separate Chinese (Proficient) class was run in Years 7 to 9 to provide appropriate lessons for the different levels of Chinese of students in the School.

Professional Development

Professional Development of staff during 2020 was a very different experience to a normal year, with a significant amount being delivered online due to lockdowns or restrictions. Our staff continue to upskill and develop their subject specific teaching and learning knowledge through external providers, bringing that back to share with their departments and other peers.

A key focus of our teaching and learning has been to implement Visible Thinking, which are learning routines teachers can use in the classroom to make the "thinking rich". We began our year with Jackie Macreadie, ISV presenter, to begin us on our Visible Thinking journey. We launched our connection with Professor Ron Ritchart with a whole school staff presentation, Creating a Culture of Thinking, with teams collaborating together across the Junior School and in the Senior School to develop our skills. The aim will be to have Visible Thinking as an integral component in the pedagogy across the Junior and Senior school.

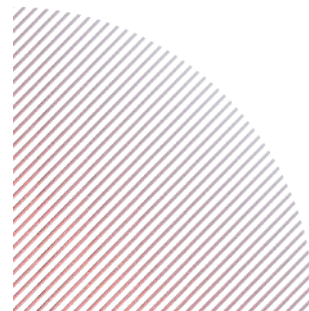
We have some targeted professional development for particular groups within in the school. For example, Strathcona has continued to develop the leadership potential and capacity of the Heads of Department, with some high quality professional development focusing on Growth Coaching and Working together as a Team. Another significant focus for the school was the Initial Lit program. Initial Lit is a Prep to 2 classroom based literacy program from Macquarie University. This program was embedded in these year levels and provided our staff with invaluable skills to further improve literacy.

With 2020 being the year of remote learning, our most significant professional development for every member of staff was the transition to teaching online. There were a number of phases with this, from learning how to use core programs such as Microsoft Teams and One Note to developing our knowledge and understanding of how to effectively use digital technology programs such as Flipgrid to improve student learning outcomes. The success learning online last year was due to the success of our professional development and, more importantly, the resilience, adaptability and determination of our teaching staff to ensure that the quality of our teaching and learning was maintained.

For students, learning in 2020 was a new experience for a substantial portion of the year and this was experienced by our staff as well. We quickly learned what did and did not work online when we were the students! We congratulate all of our staff for their openness to learning new ideas and desire to continually grow as teachers, with improving student learning always being the core focus.

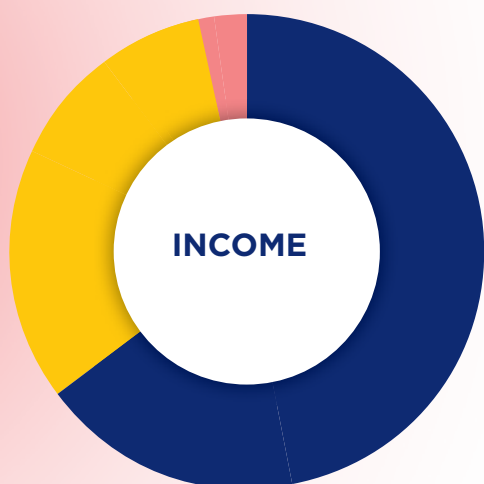
Financial

Overview



Income

The chart shows the main sources of income for 2020. Tuition fees accounted for 69% of total income with the balance coming from Government Grants 25.6% (Commonwealth and State) and Other Income 5.4% (Donations and Sundry Income).

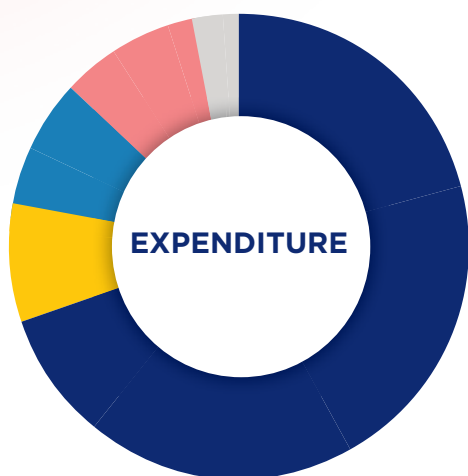


- Tuition Fees **69%**
- Government Grants **25.6%**
- Other Income **5.4%**



Expenditure

The chart shows the breakdown of expenditure for 2020. The major components of expenditure are Employee Salaries 70.1% (staff salaries and benefits), Education Expenses 6.8% (subject expenses and co curricular activities), Administration expenses 6.8% (overheads, marketing and insurance), Maintenance expenses 6.1% and Depreciation expenses 10.1%.



- Employee Salaries **70.1%**
- Education Expenses **6.8%**
- Administration Expenses **6.8%**
- Depreciation Expenses **10.1%**
- Maintenance Costs **5.9%**

Student Academic & Co-Curricular Achievements



A selection of some of the magnificent individual and team academic and co-curricular highlights in 2020. Many competitions and programs did not run in 2020 due to restrictions and lockdowns related to the Covid 19 outbreak.

Australasian Problem Solving Mathematical Olympiads (APSMO) – Special Achievement Medals

Year 7 Yolanda Mao, Olivia Xin, Aaryn Chieng, Olivia Ma, Theresa Wang

Year 8 Vinny Liang, Katherine Ma, Caitlin Jong, Rachel Zhou

Berthe Mouchette Competition Alliance Francaise. Caitlin Eccelston reached the final round.

Co-Video Festival

- Zoe Wong (Year 10) for Best Documentary 'World Isolation Day'
- Year 9 Drama Club for Best Comedy 'The show must go online'.
- Jemima Collings and Anna Wright (Year 8) runners up for Development of the Theme 'Offline'
- Olivia McInnes and Jasmine Harvey (Year 8) for Best in Years 5-8 Category for 'Keep Calm and Connect'
- Michaela Murphy (Year 9) runner up for Best in Years 9-12 for 'The Paper Plane'.

DAV Junior Debating Jessica Field and Alec Marsland were awarded with Top Speaker

University of Melbourne Kwong Lee Dow Young Scholars Class of 2022 Annabelle Parris

McWhirter Conference Sophie Orgill and Ava Te Ngaio

Monash University Scholars Program Mahalakshmi Thiagarajan, Rebecca McAuley and Saskia Heng (Year 10)

Online Debaters Association of Victoria (DAV) Public Speaking Competition

Annabelle Parris (Year 10) and Aaryn Chieng (Year 7)

Science Talent Search. The following Year 8 students were awarded for the Experimental Research division of the competition

- Major Bursary Ruby Lee, Anika Saha, Naomi Attalla,
- Minor Bursary Olivia Graham, Izzy King, Cynthia Shi, Sarah Wansborough, Frances Chan, Sophie Stevens-Williamson, Rachel Zhou
- Distinction Eleanor Clayton, Ava Freeman, Julia Glenn, Jasmine Harvey, Katherine Ma, Amelia Nakos

Top Designs 2020 Creative Digital Media

Maya Fehring and Olivia Lee

UpSchool Pitch Competition (Wade Institute – Melbourne University)

Kate Henry, Meg Harrison and Audrey Hillard (Year 9) for Envision Marketplace online sales platform.

Year 9 debating Maya Pillay, Mathilde Stolz and Emily Osborn took out the title, while Elizabeth Tong, Emilia Bowers and Georgia Snadden came a very close second. They were ably assisted by speech writers and coaches: Bethany Moore, Milla O'Brien, Milla Pitkanen, Madeline Couttie, Leah Curnow and Bridget Diviny.



Intermediate Division of the DAV's Public Speaking Competition winner Annabelle Parris (Year 10)

ADF Long Tan Leadership and Teamwork Award Rebecca Evans (Year 12) and Emily Starick (Year 10)

Olympic Change-Maker Award Congratulations to Rianna Thiele (Year 11) who has been selected as the award recipient for Strathcona for 2020.

Young Archie competition (The under 18 version of the Archibald Prize) Finalist Liza Griffin (Year 8)

Emerging Composition and Music Technology Prize at the Sir Zelman School of Music at Monash University
Sarah Stancomb (Year 12)

University of Melbourne Principals' Scholarship Natasha Hawkins (Year 12)

ADF Future Innovators Award Mahalakshme Thiagarajan (Year 11)

Victorian State Debating Team Bethany Koh and Emily Osborn (Year 9)

Kooyong Student Prize Isabelle Goodey and Cassandra McKnight (Year 11)

Australian Geography Competition

High Distinctions: Shreya Barua, Emily Harle, Annabelle Parris, Aileen Yang and Mahalakshme Thiagarajan (Year 10)

Distinctions: Gwyneth Chan and Bea Kellock (Year 10)

Geography Teachers of Victoria: Map IT Challenge

Certificates of Merit Chelsea Tribe, Isabella McCrohan, Emma Prest, Holly Lewis, Ruby Laughlin, Holly Humphries

State Finalist Sarah Wansborough

Cool City Art DWELP Competition Year 802 Class Entry State Winner

Licentiate in Music, Australia in Pianoforte

Jeanine Morgan (Year 11) Licentiate in Music, Australia in Violin: Madeline Jong (Year 12)

The University of Melbourne Chancellors Scholarship Bronte Coxhill (Year 12)

U15 National Cricket Championships Isabel White (Year 9)

65th Eisteddfod by the Bay pianoforte program competition awarded 2nd Place Constance Cheng (Year 2)

Premier's Spirit of Anzac Prize for 2020 Ella Battista (Year 10)

Top Class Drama Concert Solo Alicia Tilley (Year 12, 2020)

Premier's VCE Awards for History Revolutions and Drama Zoe Christofides and Alicia Tilley (Class of 2020)



**GIRLS
UNSTOPPABLE**





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