



Strathcona
GIRLS GRAMMAR

**2019
ANNUAL
REPORT**



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Strathcona Baptist 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.

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



FROM THE *Board Chair*

I was reflecting on the saying that it takes a village to raise a child. The Class of 2019 so ably led by School Captains Sophie, Talana and Georgia, they are on the precipice of taking the next very big steps in their lives. Whether it be study, travel, moving out of home or starting a new job. The way they will face into the big challenges ahead will be shaped by their resilience, their bravery, and their personal moral compasses. From when they were young, they have been able to develop these attributes through being surrounded by love and care - from family, friends, and school — the village.

This year marks five years since Mrs Marise McConaghy became the Principal of our School and I want to pay tribute to her and her tireless work in leading Strathcona Girls Grammar.

The first few years of any new leader's role is never easy — changes and difficult decisions are invariably required. Marise carried out her role in the early days with grace, professionalism and dignity. She has not always been able to share with the community the reasons for the difficult decisions that were required, but most importantly for our students, the decisions she has had to make have put the school in a sound and stable position at the forefront of excellence in education.

I know Marise has drawn strength from her own family village — anecdotes of the exploits of her children Laura, Elspeth and Angus often provide entertaining and useful analogies when we talk about the needs of Strathcona students.

The Board and the School community, we express our sincere appreciation to Marise in leading our School so well.

I have had the privilege of experiencing Marise's humour and warmth firsthand and I hope she has an opportunity to share these traits more broadly with the School community over the next few years.

Sincere thanks also to Deputy Principal Mrs Jenni Farmilo and Business Manager Mr Mark Glover.

I would like to briefly share the Board's activities in 2019 with you.

We have formally approved a risk management framework and associated policies as well as adopting a 10 year financial forecast for the School. Once again, I am pleased to report to the community that the School's finances are in a sound position across all areas. We were able to acquire 4 Logan Street Canterbury when it came onto the market. This acquisition is an important part of our master planning for the School, work on which has continued throughout the year.

The Board has worked constructively and productively together this year in an environment of trust and shared values. Thanks go to the Board directors — Sonia Rendigs, Laura Loftus, Rob McFee, Michael Pittendrigh, Bruce Tobin, Liz Rodriguez and Adam Stolz for their hard work during the year.

John McKinnon and Glen Noonan retired from the Board this year — our gratitude and best wishes go with them.

Thanks also to Ivan Andolfatto, Ian Stollery, Geoff Reeve, Richard Close, Rachel Butler and Daniel Rosenberg, members of the Board's Committees who also willingly give up their time and energy to support the school.

Thank you to all those who have contributed to the 2019 School year.

Mrs Jocelyn Furlan, Chair of the Board



FROM THE *Principal*

Presentation Night 2019

Good evening, distinguished guests, staff, students, families and friends of Strathcona. Welcome to our 2019 Presentation Evening in this beautiful venue of Hamer Hall..

I acknowledge, in particular, Daniel Bullock, Director of Missions and Ministries from the Baptist of Victoria, the recipient of our Strathcona Medallist 2019, Catherine Beaufort OAM, Jocelyn Furlan, Chair of Strathcona Board and all our other board, board sub-committee members, VIPs and volunteer friends who have given so much of themselves to the School.

Evenings such as this are about highlighting the achievements of all our students, staff and families in all that they contribute to school life.

The inclusion of all celebrates the trajectory of learning that starts significantly well before VCE years and beyond our school gates in the homes of you all.

Tonight, though, is indeed, a special celebration of our Year 12 cohort and an opportunity to acknowledge and applaud their achievements and unique and diverse talents.

I am not referring just to the academic, starring or sporting — or the 'easily seen and awarded' (by certificates and cups and stripes, etc) as proud as we are of that and them.

We are equally as proud and inspired by our great, kind, decent, thoughtful girls — who perhaps have never received a special award — have never walked across the stage, — but whose presence has enriched us all, unobtrusively knitted our culture for good — in ways not so easily visible.

Tonight, I could have chosen to talk about many things.

- the necessity for transformation in education
- the future of jobs
- AI
- climate change
- any 'isms' you might think of
- mental health... and so on

...and you would be resisting the urge to reach for your iPhones and access a Netflix series.

Any Netflix series, really.

And I am not just talking about the girls...

These issues are all important, of course. We all know this. I write, speak and read about them constantly.

I can feel your eye rolls...

However, not tonight.

The School Motto is '*Bravely, Faithfully, Happily?*'

I can feel more eye rolls...

I have chosen, for the most part, to interpret 'happily' as being optimistic, because, really, who is happy all the time?

That is an unrealistic goal. Life is far more rich and complex.

My focus tonight is this: 'Are Today's Teenager's Smarter and Better Than We Think?'

I guess that sounds pretty patronising to you girls out there. Many (most) of whom are much smarter than I am.

But what is smart anyway?

Let me explain ... *I am very optimistic about young people and what they — you — will do in the future.*

A recent wave of student protests has provided a close-up view of Generation Z in action, and many adults have been surprised. While there has been much hand-wringing and the usual *moral* panics about 'young people', also called *iGen* or the *Post Millennials*, the stereotype of a disengaged, entitled, self-absorbed and social media, selfie-addicted generation doesn't match the poised, informed, media-savvy, and inclusive young people leading the protests.

Yes, they may not know as much as the scientists and they are not wise or worldly experienced — or haven't read history deeply — yet — but they think, they care and they consume vast amounts of information — some solid, dependable and some not.

Perhaps young people now are true critical thinkers. Scepticism, distrust in media is something that — as modern educators — we have tried to teach young people in recent eras.

I have been talking about the importance of teaching critical thinking for three decades. But — wow — I had no idea (back in the day) this internet tsunami was coming.

Our kids are reaching adulthood during the 'fake news' era. For them, 'facts' are under scrutiny. Far more so than in history.

They really 'get' manipulation of content, its risks and its consequences. They feel that they have watched play out very blatant examples of dishonesty or failure of major, respected institutions and their ears prick to even the subtle counterpoints and they are — sadly — rightfully suspicious of authority and hierarchy. We won't even mention recent Royal Commissions. But they don't fight it outright.

The work around it.

Interesting.

Some of the issues are not new, but young people are empowered because they have the means and knowledge through digital media generations before them did not.

They are using digital media to advance their own form of activism — whatever you think of that — and they have introduced a kind of 'informal' leadership' of those who speak out for what they believe.

Yes, some of these so-called leaders...as the elders — we could say are naive... and we see so much of the complexity, which perhaps they do not. Just yet anyway.

But their 'skin is in the game'. And perhaps the fact that they don't 'get' the whole 'game' is part of the purity and the hope..

Dr Lisa Damour, an adolescent psychologist and author of *'Untangled: Guiding Teenage Girls Through the Seven Transitions into Adulthood'* maintains:

'I am fascinated by the phenomenon we are seeing in front of us. I don't think it is unique to the six or seven kids who have been the face of the #NeverAgain movement in the States in regard to gun laws, or Greta and climate change. They are so direct in their messaging. They are so clear. They seem unflappable.'

Something is happening. It is not the 1960s but something is going on.

Almost nothing young people are getting news-wise is through traditional media.

Yes, and this could be a problem. That is why in schools, teaching critical thinking and analysing information is a priority. Because their newsfeeds are biased, uninformed — and frankly stupid, sometimes. But I think our kids are pretty discerning — mostly. But how discerning were we at 15, 18, 20 years old?

But anyway as 'adults' — the grown-ups — are we much better anyway? Yes, we have life experience. Most of us have studied history, literature — and' been down dry gullies' that life brings, as my Dad - a bit of a bushie — used to say. Do we believe Fairfax, the ABC?

These days, things come and go so quickly. No sooner are aware of a meme — or a trend — or a catchphrase — than it is done, over, kaput.

'Nothing to see here'.

For example, take this: 'Ok Boomer' whistled around social media (not mine — clearly my algorithms seem to know that — well — I am a Boomer (just). Perhaps algorithms are respectful and empathic after all.

In any case, Tik Tok, Insta and Twitter picked up 'Ok Boomer'.

But then the death rattle occurred. Mainstream media — in this case — 'The New York Times' tried to be cool and they picked it up.

Even uncooler...Elizabeth Warren (American politician in the Democratic Party member) used as the subject line in an email for fundraising with a lame winking emoji. 'Ok Boomer was done. Dead. Turn around only a few weeks.

Frankly, I missed it, until yesterday. From the students' they saw it laughed, and moved on. My 'old people' research is that they didn't know it happened.

My point here is that young people inhabit worlds of information and input that we really do not know about. Sometimes it is bad and deeply concerning...we speak about this a lot: however, that is not my message tonight)

My message is that this next generation are huge consumers of information from all sorts of sources.

...and they are pretty smart, perhaps too cynical, really 'get' irony and 'sus' out inauthenticity. They are very engaged - even though they appear to be entirely focused on their phones and themselves. Don't get hoodwinked on that... much as the media love to portray them. They are not always right, of course, but don't underestimate them for a minute.

This is not to be disrespectful to the 'Boomers', the 'Silent Generation', the generations that built our countries post wars and depressions.

I think our kids honour that. Hence their respect. Our kids are pretty great, really.

Don Tapsatt, author of 'Grown Up Digital', believes that today's teenagers are better communicators than any previous generation: 'They aren't growing up being the passive recipients of someone else's broadcast. They are growing up being interactors, creators and communicators'.

Clinical psychologist, Dr Wendy Mogel, interviewed group of middle and high school student around the country in the States for her new book 'Voice Lessons for Parents.

Dr Mogel spoke with diverse kid from a range of walks of life but found herself consistently impressed by their thoughtfulness, how much they liked their parents, and how much they cared about the world around them.

Historian, Neil Howe, one of whose books include 'Millennials Rising', believes that unlike earlier generations, today's teens have accepted the structures of society and learned to work within those boundaries.

They are very good at using rules to make their point, and they are absolutely excellent at negotiating in a reasonable way about how to bend rules in a way that will make them more effective and give them more space. This is not a 'Another brick in the wall', 'burn the school down' generation. In so-called developed worlds anyway.



They are trying to work constructively, arm-in-arm with older people they trust, to make big institutions work better and make them stronger, more trustworthy and more effective'

What does this mean for future of today's teens? All the researchers agreed that there is still much to learn, but what we know so far is promising.

We are in the process of distilling the data and discerning who they are, but I am, - personally - excited. We do not know who they will be in their 20s, but already they have agency, the sense of their own existence, their emerging right to beginning make decisions and take responsibility for outcomes.

I think these kids could turn out not to be just leaders, but to be a generation that we may look back on and end up calling one of the greatest.

They know all the challenges the world faces.

And while they grapple with the enormity of these issues, they surf the net, talk, argue, imagine, create, and search for how to work together for a better world.

This generation represents hope.

It is very easy to talk about how promising our young people are.

But, perhaps harder for us to allow them to be.

Our Year 12s. This is for you. ...

Thank you for all you have contributed to each other, your teachers and the School.

We are the richer for your presence.

May the road rise to meet you,

May the wind be ever at your back,

May the sunshine warm upon your face,

And the rains soft upon your fields.

And until we meet again

May God hold you. May God hold you.

Ever in the palm of his hand.

May the road rise to meet you

May the wind be ever at your back

May the sunshine warm upon your face.

And the rains soft upon your fields.

And until we meet again

May God hold you, May God hold you

Ever in the palm of his hand.

Ever in the palm of his hand.

The palm of his hand.

'Go, girls, burn your flame...Be the champion that is authentic for you — and never mind about a Hall of Fame — but rather an internal Hall of Self-Respect, Kindness, Love and Community Engagement'

Mrs Marise McConaghy, Principal





FROM THE *School Captain*

If I were to compare what I knew about leadership at the start of the year, to what I know now, I think I would soon discover just how much I have developed over the past few months. Being a leader, particularly being School Captain, has been a wonderful experience, one that I think has affected me – and will continue to affect me – for many years to come. However, when I try and grasp for the words that explain my journey over the past year, I find the school's motto a guiding light – Fortiter, Fideliter, Feliciter. Bravely, Happily, Faithfully.

BRAVELY

When I reflect on my year as School Captain and all that has come with it, I most strongly consign my own personal acts of bravery to an assortment of tasks that individually may seem trivial. Firstly, speaking publicly – something that, despite my involvement in School drama for the past six years, never fails to fill me with dread. Public speaking is arguably one of the biggest parts of most leadership roles, including my own, and although many leaders thrive in front of large crowds, I instead tend to rely upon my own internal sense of bravery to get me through. The idea of acting 'bravely', however, is present in even the subtlest of ways. The ability to take charge in situations is inherent to leadership, as is the idea of projecting a public image, and yet both of these seemingly normal characteristics of the role require constant bravery. In fact, throughout the year, I've found that many parts of leadership are daunting due to their constant potential for failure, but I think that in acting with courage and bravery we often find that failure is beneficial. Finally, leadership often pertains to working in leadership teams, and the bravery that is required in recognising your weaknesses and allowing others to shine. This year, working with my Deputy Captains, Georgia and Talana, has been an invaluable experience, particularly as we have all been able to individually recognise our own and each other's strengths and weaknesses. There is still, however, a great deal of bravery required in both being vulnerable about your faults and in embracing your strengths.

HAPPILY

To say that I spent every day of my captaincy acting happily would not be entirely truthful, though I did often find that happiness in leadership can take many forms. Firstly, I have

found that happiness and optimism as leadership qualities can never be underestimated. People tend to respond better to a leader who is easy-going, and a big part of this is a willingness to be flexible and positive when encountering inconveniences. How we react to disruptions to our plans speaks to our own personal ability to be flexible, and I have particularly found that having a positive attitude and a big picture focus has allowed me to be a more flexible and effective leader. Happiness is also directly related to team-working and personability; people are more willing to work with and for those who are approachable. Having a happy attitude and a positive mindset, though not always easy, has definitely made me a better leader.

FAITHFULLY

To me, having faith as a leadership quality is as much about personal beliefs as it is about having confidence in other people. Having self-confidence and faith in your own abilities as a leader is incredibly important, particularly when it comes to making decisions. I have found this year that people often have trouble putting faith in your leadership if you yourself do not have confidence in your abilities and choices. However, it is also important to show this confidence in other people, and to be constantly conscious of your own fallibility. One of the most important lessons I have had to learn this year is that leadership is not a trait that makes you universally good at every task. Leadership always has to involve a team of people, and these people must rely on each other constantly, and luckily, I have found that my leadership team this year has been incredibly supportive and has made my role infinitely easier. I have loved taking on my leadership role this past year, and I am incredibly grateful for being given the opportunity to work with a wonderful and supportive group of girls, for a cohort and school body that I thoroughly admire and respect. I am certain that the skills and memories that being School Captain has created for me will remain with me for the rest of my life. I hope that more girls will be inspired to pursue and accept leadership opportunities in the future, and that they similarly find inspiration in acting Bravely, Happily, and Faithfully.

Sophie Lodge, School Captain

ATTENDANCE RATES

Prep to Year 12

94%

2019 School Year



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 2019 School year comprised:

- **Chair:** Mrs Jocelyn Furlan, *B.Com, LLB, MAICD, FIPA, GAICD*
- **Deputy Chair:** Ms Sonia Rendigs, *B.Public Relations and Organisational Communication (NY) (Marketing)*
- **Treasurer & Finance and Risk Committee Chair:**
Mr Glen Noonan, *B.Sc. (Computer Science and Accounting), CA*
- **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, *B.Com.(Accounting), LLB (Hons)*
- Mrs Elizabeth Rodriguez, *B.Hosp & Mgmt, GAICD*
- Mr Adam Stolz, *B.Com.(Hons), GAICD, FIAA*
- **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*

The 2019 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*
- **Business Manager:** Mr Mark Glover *AssocDipBus DipCorp Governance, CPA, MBA*
- **Senior Dean of Learning, Research and Innovation:**
Mr Ross Phillips, *BSc, GradDipEd, MEdSt, MACE, MACEL*
- **Dean of Academic Operations:** Ms Tracy Herft, *BSc, DipEd*
- **Dean of School & Head of Science:** Mr Mark Hamilton, *BSc, DipEd, MEd*
- **VCE Coordinator:** Ms Simone Boland, *BEd, MEd, PostGradDip (Stud.Welfare)*
- **Head of Tay Creggan:** Mrs Karyn Murray, *B.Ed.(Secondary), Grad.Dip.(GiftedEd)*
- **Head of Junior School:** Mr Geoffrey Little, *BEd(Prim), MEd(ICT)*
- **Director of School & Community Relations:**
Mrs Joanne Wilson, *BBus*
- **Director of Marketing & Admissions:**
Mrs Marion Cape, *BA(Media and Comms)*

STUDENT OUTCOMES

VCE

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

We are incredibly proud of our Class of 2019 and excited at the direction their future individual pathways will take. A Strathcona girl is balanced in mind, body and spirit. Together we work with families to create strong, resilient, empowered young women. Women who are humble, kind and courageous. Women whose sense of self is founded on respect, compassion and community spirit.

Our excellent VCE outcomes are a result of us working together with students and families to reach a balance between the academic and pastoral. To us every girl is unique and each girl is given the opportunity to discover who they are in a safe supportive environment. Through a culture of academic excellence and our diverse selection of co-curricular activities, a Strathcona education is the catalyst of a life-shaping momentum, ensuring every girl discovers a

trajectory that is as unique and full as potential as she is.

As our Class of 2019 go out into the world, their full stories of achievement and contributions will be told over time, their unique journeys will continue to be told as alumnae of Strathcona, and I could not be more proud.

Unstoppable girls begin at Strathcona...

Mrs Marise McConaghy, Principal

2019 DUXES

Congratulations to our two Duxes who received a score of 99.9



Bronte Coxhill



Tamsyn Lovass

HIGHLIGHTS

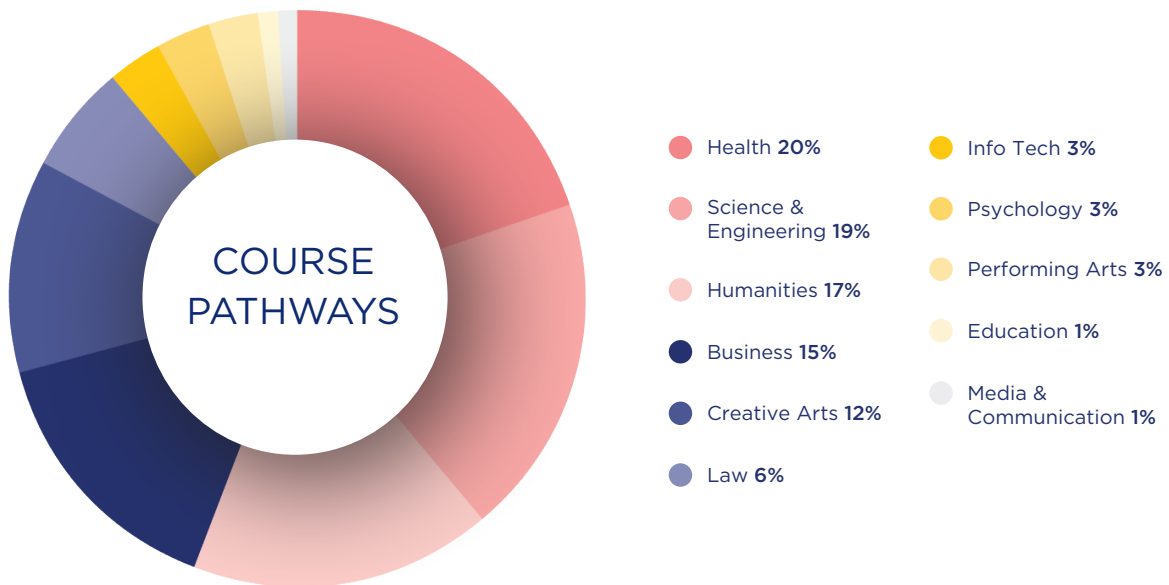
- **90.4** was the median ATAR score
- **28%** of study scores were 40 or above
- **15%** of students attained an ATAR of 98+ (top 2% of the state)
- **51%** of students attained an ATAR of 90+ (top 10% of the state)
- **78%** of students attained an ATAR of 80+ (top 20% of the state)

11 PERFECT STUDY SCORES OF 50 IN

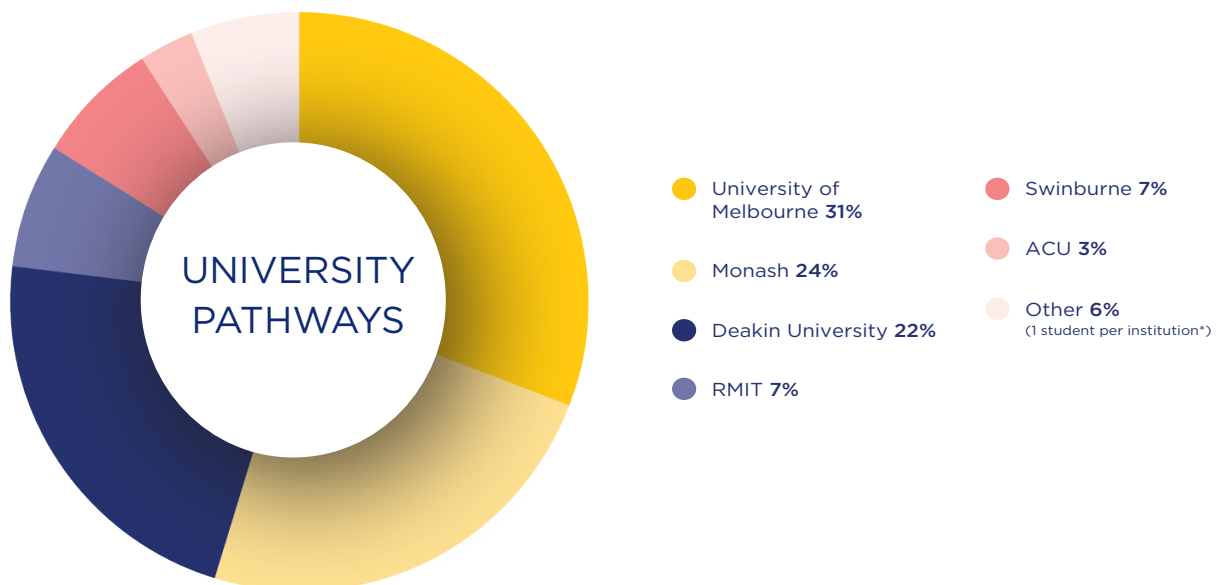
- Chemistry
- Economics
- Health and Human Development
- Further Mathematics
- Mathematical Methods
- Psychology
- Theatre Studies

CLASS OF 2019

Career Choices



Tertiary Destinations



STUDENT OUTCOMES *Naplan*

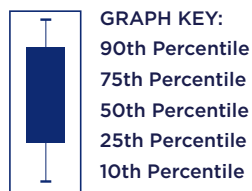
NAPLAN (National Assessment Program Literacy and Numeracy) assesses students in Years 3, 5, 7 and 9 in numeracy and literacy each May. This testing provides the parents and the School with feedback on how their daughters have performed in literacy and numeracy against national benchmarks. These reports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

On average, the NAPLAN scores correlate strongly with future school success as the literacy and numeracy skills of the students support their general academic progress. Strathcona students perform exceptionally well in the NAPLAN tests with their average score being about two years ahead of the average student score in the State. The data also reinforces Strathcona's 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.

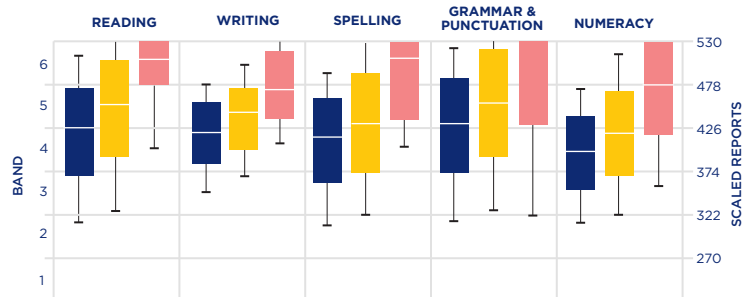
Strathcona uses NAPLAN scores in conjunction with PAT test results and Edutest results to provide a robust benchmark rather than relying on performance in any one test to help monitor student progress.

Mr Ross Phillips, Senior Dean of Learning Futures

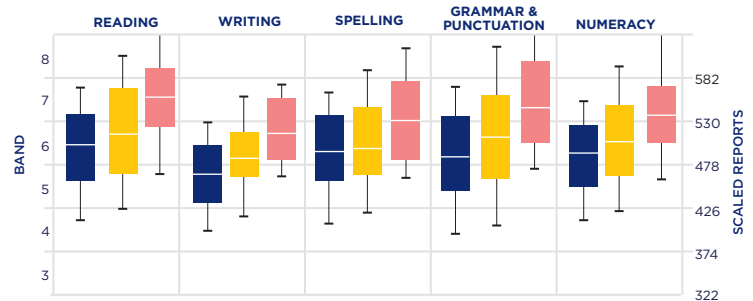
■ National ■ State ■ Strathcona



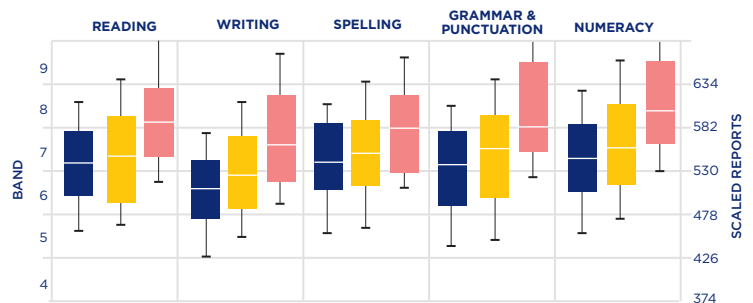
Year 3 NAPLAN 2019



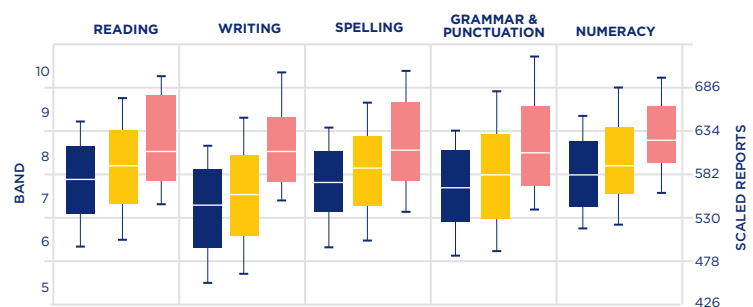
Year 5 NAPLAN 2019



Year 7 NAPLAN 2019



Year 9 NAPLAN 2019



TEACHING & Learning

Curriculum and Pedagogy

Each year there are significant developments in the curriculum and its delivery. 2019 was the first year of implementation of the new Year 10 subject and timetable structure. Students at Year 10 were given a choice of English as part of this model. In fact, instead of a segregation between core and elective subjects of old, the new Year 10 structure is much more balanced. All subjects have equal time in the timetable and there is flexibility across the curriculum, within some constraints. All students must take English, Mathematics and Science for the full year, but there is some tailoring of each to the student. All students must take at least two semesters of subjects from the Humanities (History, Geography, Commerce), unless they are studying two languages, in which case they will be permitted to take one. The remaining spaces in the student timetable can be filled from a broad range of Art and Design, Technology and Performing Arts subjects. Another innovation is that the timetable grid aligns with that for Years 11 and 12, providing more flexibility in timetabling and in some cases allowing students to access VCE Units 1 and 2 studies. For example, Mathematical Methods, Music and Chinese in a much more integrated way than previously. The VET subject Creative Digital Media was also introduced, which students may begin to access from Year 10 because of the new structure.



Changing interests and demographics led to a review of the VCE offering. Students were surveyed and implications explored before deciding to run Business Management Units 3 & 4 at the School for the first time, starting in 2020. Similarly, Chinese First Language was introduced on site. At Years 7, 8 and 9 from Term 2 the Chinese classes were split into Chinese and Chinese (Proficient). Language teaching is always a challenge with students with such varying starting points. In Chinese it was extreme. Some students had never learnt Chinese before, and others had spoken it all their lives. One class could not serve both groups. Of course, there is huge diversity still within each, but this move enabled both



beginners and proficient speakers a class that was meaningful to them.

In partnership with the Independent Schools, Victoria (ISV), Strathcona was provided with a rare opportunity to directly collaborate with globally renowned educators, Dr Heidi Hayes Jacobs and Marie Hubley Alcock co-authors of the book *Bold Moves: How we create remarkable learning environments*.

The aim was to set up a personalised partnership with these academics, designed to connect a future-focused, student centred education to the best of what we are already doing. A key objective was also to build a genuinely contemporary educational experience for students that keeps joy in the learning, the future in mind and the students in the driving seat.

A project team of innovative senior staff formed to drive this agenda in the School with the focus of introducing core concepts around pedagogy:

1. Antiquated pedagogy - What do we cut?
2. Classical pedagogy - What do we keep?
3. Contemporary pedagogy - What do we create?

These questions also provided the basis to begin examining current practices and the Teaching and Learning strategy in the School.

As part of this, the project team created an Action Plan working with Hayes Jacobs, Alcock and the ISV facilitators. The group also had access to frequent webinars, being able to be connected globally and locally with other schools who were also endeavouring to make 'Bold Moves'.

All staff from the Early Learning Centre (ELC), Junior and Senior Schools were involved in professional learning around this. The guiding discussion paper *10 Principles for Schools of Modern Learning* (Richardson and Dixon) was used to encourage teachers' thinking about what they wanted to see

with contemporary learning and the types of experiences offered to students. Staff were also charged with visiting a variety of schools around Melbourne to examine modern learning environments and the underpinning theory that these schools had valued.

By the end of 2019, the first initiative coming to fruition from the Bold Moves Working Party agenda was the refurbishment of the Years 7 and 8 areas. There was whole School collaboration and input into the architectural designs on what would best enhance the agility of the space and foster an innovative learning environment. In contrast to traditional classroom layouts, agile learning spaces are designed to be fluid, adjustable and flexible. The redesign in the Years 7 and 8 area has emphasised this, as well as our student-centred approach to learning and the pedagogy and activities intimately linked to digital technology.



A second and complementary team worked with Independent Schools Victoria (ISV) on a project called Making Thinking Routine. A team at the Harvard Graduate School of Education, who call themselves Project Zero, focus on improving student thinking. It is their model that Making Thinking Routine was based on. Project Zero would like to see teaching focussed more on the students' thinking than the students attempting to copy the teachers' thinking. This idea is not new, and Strathcona has been working with some of the Project Zero ideas and tools for many years. Their core set of tools are called Thinking Routines. These are simple protocols that can be used regularly in the classroom with the idea that they do become routine. They act as tools to help students structure thinking but also help to make the thinking visible. Traditionally teaching has often followed what is known as the behaviourist model. This, simply put, states we cannot know what is going on in someone's thinking, instead we aim to encourage a certain response to a given input (stimulus). The thinking is treated as a 'black box'. Project Zero aims to take a more cognitive approach to improve student thinking by making both teacher and student

thinking more visible. Guided by the work of ISV, the teaching staff were all provided with professional learning both by Strathcona staff and ISV staff on some of the thinking routines and the philosophy behind them. This has provided a powerful pedagogical model for Strathcona to continue to build on in 2020 and beyond.

Mr Ross Phillips, Senior Dean of Learning Futures and Mrs Simone Boland, Dean of Teaching and Learning

Professional Development

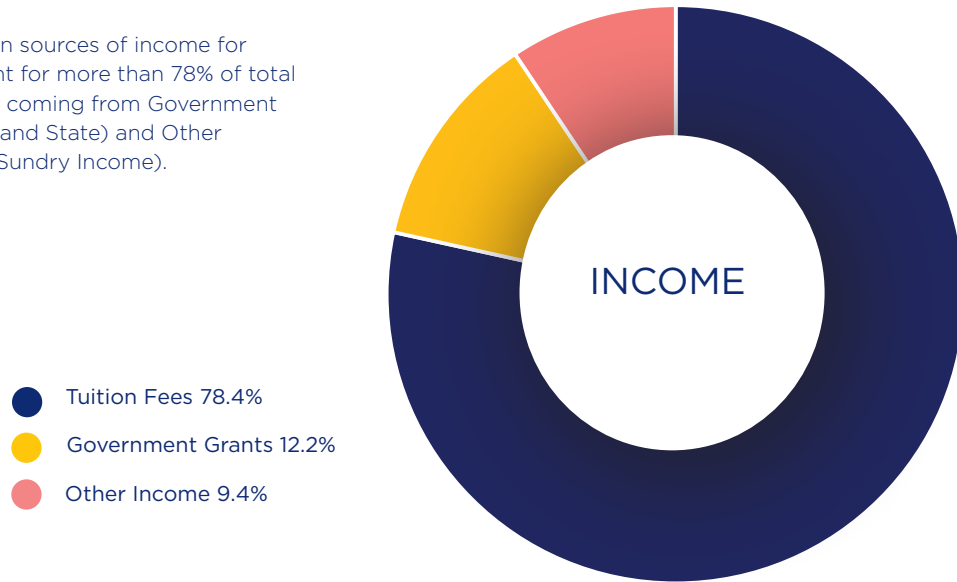
At Strathcona we focus on life-long learning for all and as part of that we are developing a strong professional development program internally at Strathcona which has included a focus on pedagogy and technology. Our Heads of Department have begun a development program which began with significant training in using a coaching approach in their roles. In addition to the Strathcona program our staff attend external professional learning programs which focus on curriculum specific content and wellbeing approaches for schools. An excellent example of this is some of our Year 9 staff completed an intensive course through the Wade Institute focusing on teaching entrepreneurship. By nature, teachers are always seeking greater knowledge and to improve their practice and understanding and this can be seen with the number of staff undertaking further study from short certificates to Masters to Doctorates. A significant number of staff also undertake VCAA examiner roles in the VCE examinations which is an invaluable source of professional development for VCE teachers. A number of staff have presented at conferences this year, including: Mrs Rhiannon Ward and Mrs Miranda Gazis at the Australian Association for the Teaching of English (AATE) National Conference: Engaging the Middle Years in Comparing Texts; Miss Michelle Dennis and Ms Eleni Kyritsis at both the ISTE conference in Philadelphia and Edutech conference in Asia; and our ELC staff exhibited at Federation Square their research project demonstrating leading teaching practice and how to build a sense of community. We are in exciting times at Strathcona with our knowledge base within the school growing and we are continually developing our strong learning culture within our staff.

Ms Tracy Herft, Dean of Academic Operations

FINANCIAL Overview

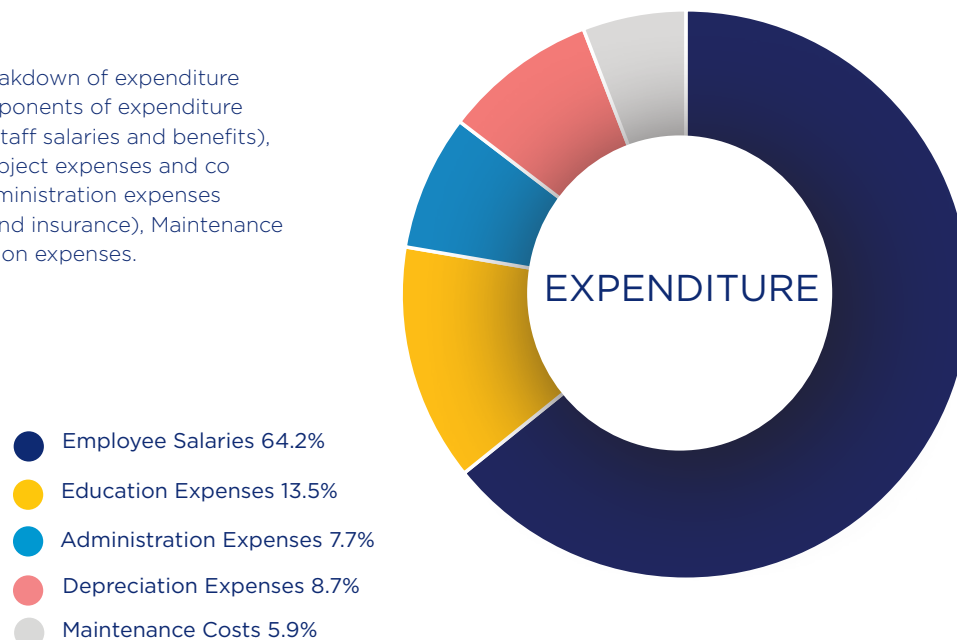
Income

The chart shows the main sources of income for 2019. Tuition fees account for more than 78% of total income with the balance coming from Government Grants (Commonwealth and State) and Other Income (Donations and Sundry Income).



Expenditure

The chart shows the breakdown of expenditure for 2019. The major components of expenditure are Employee Salaries (staff salaries and benefits), Education Expenses (subject expenses and co curricular activities), Administration expenses (overheads, marketing and insurance), Maintenance expenses and Depreciation expenses.



STRATHCONA CO-CURRICULA

A selection of some of the magnificent individual and team academic and co-curricular highlights in 2019.

Asian Science Camp — Maya Weston (Year 12) attended the Camp in Shantou, China. She was invited as a result of her excellent performance in the Physics Olympiad in 2018.

Australian Chemistry Olympiad — Year 11 students Natasha Looi and Aixi (Ashley) Cui were awarded Distinctions and Jing Qi (Lily) Wang (Year 10) was awarded a Credit.

Australian Chemistry Olympiad — Tamsyn Lovass (Year 12), as a result of her outstanding performance in 2018 attended the summer school program for the Chemistry Olympiad with the top 24 performing students in Australia. Tamsyn received a Bronze medal, placing her in the top 14 students in the country.

Australian Educator Awards — Strathcona was a finalist for Best Student Wellbeing Program and Best STEM programs.

Australian Geography Competition — Katherine Henry (Year 8) was commended for being in the top 1%. In addition, Year 7 students Isobel Brennan, Jemima Collings, Emma Prest, Cynthia Shi, Heidi Tully, Rachel Zhou and Year 8 students Ivy Anderson, Meg Harrison, Bethany Koh, Emily Osborn and Sophie Papillo achieved High Distinctions.

Australian Physics Olympiad — Emily Jones (Year 11) was awarded Distinction and Erin Golding Chan (Year 11) a Credit.

Australian Mathematics Competition — Rachel Zhou (Year 7), Ruijia (Vivian) Yang (Year 8) and Aixi (Ashley) Cui (Year 11) achieved High Distinctions. Ruijia (Vivian) Yang (Year 8) and Year 7 students: Runlin (Vinny) Liang, Katherine Ma, Caitlin Jong, Jiayun (Jayna) Wang, Jiwen (Kate) Zhang, Rachel Zhou all achieved a pin for being in the top 10% of entrants.

Dante Alighieri Poetry Recitation and Speech Competitions — Anna Glenn (Year 11) - 1st prize - speech
Sarah Adeney (Year 11) - 2nd prize - speech
Alexandra Patience (Year 9) - 3rd prize - poetry recitation
Annabelle Graham and Chiara Tolo - finalists in the Year 9 poetry recitation.

Deakin University VCE 'Inspired x Design' Award — Olivia Duck (Year 12), Winner of the 2019 Award. Sophie Czermak, (Year 11) was shortlisted and her design work exhibited.

Education Perfect Languages Championships — the following Year 7 students Sarah Le Get received the Silver Award (top 5% of 130,000 participants), Sienna Maiolo received a Bronze Award (top 10%) and Isabella Donovan received a Credit Award

(top 20%). Year 9 students Isobel Moyle, Rebecca McAuley and Jessica Brindley achieved a Credit.

Girl Power in Engineering and IT — Year 9 student Mahalakshme Thiagarajan was one of 30 students selected nationwide to participate at the University of Melbourne. This program runs for four years (Years 9 to 12). She will have opportunities to experience prosthetic limb building, renewable energy generation and designing robotic cars.

ICAS Mathematics Competition — Year 7 students Stephanie Tang, Katherine Ma, Isabella King, Cynthia Shi, Runlin (Vinny) Liang, Frances Chan and Rachel Zhou; Year 8 students Maya Pillay, Bethany Koh, Ruijia (Vivian) Yang; Year 9 students Aileen Yang and Mahalakshme Thiagarajan and Year 10 students Alyssa Yap and Eva Hamilton all achieved Distinctions.

Kwong Lee Dow Young Scholars' Program — Talia Ciardulli (Year 11) was awarded a place at the University of Melbourne.

National Schools' Constitutional Convention (NSCC) — Sarah Stancombe (Year 11) was invited to attend the 24th National Schools Constitutional Convention held at Old Parliament House in Canberra.

National Schools Debating Championships - Year 9 students Elizabeth O'Sullivan, Beatrice Kellock and Madison Harvey were invited to represent the state at the Championships.

National Youth Science Forum - Erin Golding Chan (Year 11) was accepted to attend the summer school.

NCCS Challenge (Competition in Computer Programming) — Siona Pu (Year 5) and Olivia Xin (Year 6) achieved High Distinctions (Beginners Challenge). Caitlin Jong (Year 7), Cynthia Shi (Year 7) and Mahalakshme Thiagarajan (Year 9) achieved perfect scores (Intermediate Challenge), leading 17,000 participants. Rachel Zhou (Year 7) achieved High Distinction (Beginners Challenge) and, Katherine Henry (Year 8) and Katherine Ma (Year 7) achieved a Merit (Intermediate Challenge).

Premier's Award - Tamsyn Lovass (Year 12) achieved this Award for her achievements in VCE Chemistry.

RACI Chemistry competition - Tamsyn Lovass (Year 12) achieved a High Distinction with Excellence. Amanda Loh (Year 12), Piper Le Page (Year 10), Yuxin (Cynthia) Hu (Year 10) and Alyssa Yap (Year 10), all received High Distinction.

ACADEMIC & SPORT Highlights 2019

RACI Titration Stakes – A Year 10 team made the top ten of the Stakes in Victoria. Eva Hamilton, Jacinta Li and Alyssa Yap coming 7th.

Science Championships' run by Education Perfect - Years 7, 8 and 9 students were very active in Science Week with 45,680 questions answered by Strathcona students during the seven day Championships. Strathcona placed:

- 21st overall globally out of 1,426 schools (up 14 places from last year!)
- 3rd in Australia for the 251 – 500 students category of 276 schools
- 1st place for the East Melbourne Trophy out of 18 schools.

Vivian Yang (Year 8) achieved a Gold Award, and Ava Freeman and Sarah Le Get (Year 7) achieved Emerald Awards. (Vivian Yang answered 9,900 Science questions online during Science week.)

School Musical: *The Little Mermaid* - won Best Ensemble and received nine nominations in the Lyrebird Youth Awards for Best Production, Best Ensemble, Best Actress (Paris Sims, Taylor Dossetor and Talana Kitchen), Best Cameo Performance (Adam Sarkin), Best Director (Mr Jason Parker), Best Musical Director (Ms Tori Wood) and Best Choreographer. Taylor also received a judge's award for her fabulous costume!

Shadow Inky Award for the National Library of Victoria – Year 9 students Imogen Piening and Mahalakshme Thiagarajan were invited to be judges for this Award.

Science Talent Search - The following Year 8 students were awarded Major Bursaries for the Science Talent Search: Alyssa McKnight, Isabella Stambe, Madeline Couttie and Phillippa Monckton. Maya Pillay, Mandana Moridi, Vivian Yang, Charlotte McKenzie, Zara Rosenberg, Mathilde Stolz, Audrey Macdonald and Bethany Koh achieved Minor Bursaries.

Tinker Train Program - Australia's first Nintendo Labo School workshop was held as part of the program in Junior School.

Ziwa Sanctuary, Uganda: Junior School girls produced two t-shirts that were made locally and became fundraisers for the Sanctuary. They have actively had impact on preservation as they sponsor a rhino.

Co-Curricular Highlights:

Sport:

There were many superb performances in sport, including in our GSV teams. Some of the notable achievements of our students in the broader sporting world are:

- **Victorian Hockey Development Team U15:** Lauren Boulter (Year 9), Lauren Phillips (Year 8)
 - **Victorian Indoor Hockey U15 Team:** Chloe Tobin (Year 8), Lauren Phillips (Year 8), Lauren Boulter (Year 9)
 - **Victorian Junior Indoor Cricket team and Australian U14 All Star Cricket Team:** Isabel White (Year 8)
 - **Victorian Equestrian Team (Mounted Games):** Lily King (Year 9)
 - **School Sport Victoria Dive Team:** Caitlin Murphy (Year 9)
 - **Victorian NTC Challenge Team – Soccer:** Anais Krashow-Josefski (Year 12)
 - **Australian Interschool Snowsport Championships:** Eleanor Appleton (Year 8) qualified to represent Strathcona.
 - **Commonwealth Cup of Dance:** Alanna van Dijk (Year 10) competed in South Africa winning five gold medals and was top scorer across the whole competition.
- Rhythmic Gymnastics Club:** In our strong Club there were also many wonderful achievements:
- Year 10 students Caitlin Murphy, Monique Thomson, Lauren Joyce; Year 11 student Caitlin Teo; Year 12 students Rebecca Evans and Zoe Roberts are Australian Rhythmic Gymnastics Champions Level 5 Group at the National Classic Clubs held in the Gold Coast September 2019.
 - Year 10 students Caitlin Murphy, Monique Thomson, Lauren Joyce; Year 11 student Caitlin Teo; Year 12 students Rebecca Evans and Zoe Roberts are Victorian Rhythmic Gymnastics Levels Group of the Year.
 - Strathcona Rhythmic Gymnastics Club nominated for the Small Victorian Gymnastics Club of the Year in 2019; Finalist in this division.

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