

**Melbourne Girls Grammar**  
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**MELBOURNE**  
**GIRLS GRAMMAR**  
AN ANGLICAN SCHOOL

**STRATEGIC PLAN**  
**2020-2025**



# 1.

## FRAMEWORK

### 1.1. Vision

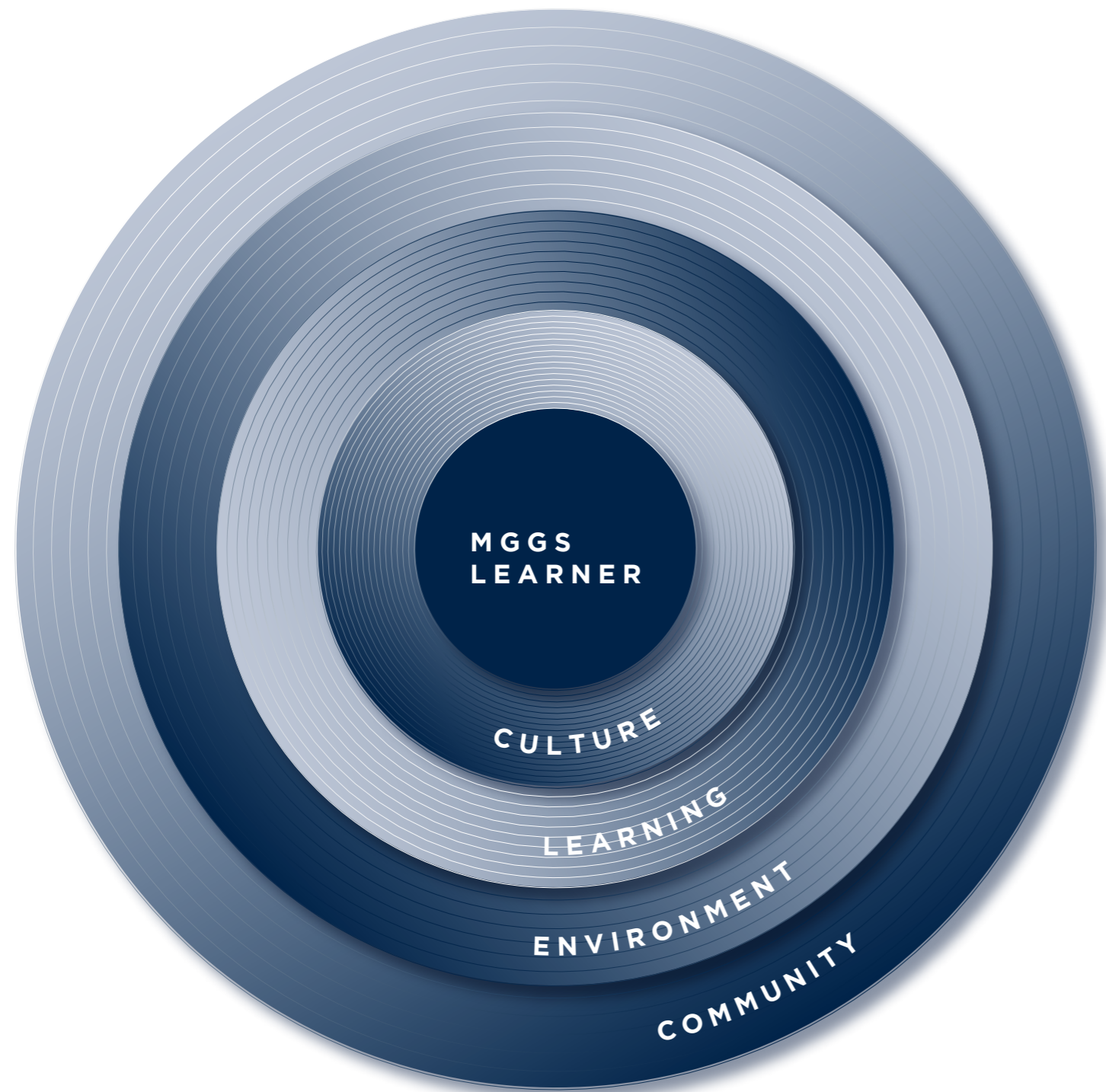
Melbourne Girls Grammar aspires to develop ethical women of action. Through a focus on learning, research and innovation, we will be recognised by our own community, the national and international community as a leading school in girls' education.

### 1.2. Mission

In the pursuit of our vision, Melbourne Girls Grammar is committed to the provision of an exceptional education for girls with an emphasis on strong Christian values, high expectations, creativity and academic challenge. Within a supportive and positive learning environment, girls will discover their passion and build their capacities for action and influence.

### 1.3. Values

**INTEGRITY** | **COMPASSION** | **COURAGE** | **SELF-DISCIPLINE**



“To educate is to make an intervention into the lives of others. When we intervene, we do so with certain assumptions about the value of what we are doing and why. Building students’ capacity for future readiness is a moral-ethical learning endeavour and one that cannot be left to chance.”

Toni E. Meath

## 2.

### PREAMBLE

Our world is changing rapidly, and the future requires schools to prepare their students with a set of skills and knowledge for the unknown. Our quest is to personalise student learning by providing challenges that will engage our Grammarians in a range of diverse opportunities so that they develop a broad skill set. Our aim is to create a learning environment that is student-centred and one that encourages independence rather than dependence.



Knowing a lot well is not enough. As a partnership between community and school we need to develop within our Grammarians the resilience and ability to act and problem solve when they don't know what to do. We need to educate for the unknown. Everything we do at Melbourne Girls Grammar must reflect this need to develop the knowledge, skills and agency of our 2040 graduate - to prepare and empower for the future.

It is already apparent that our Grammarians have been born in a time where a global outlook and influence is essential. They will be living in a world in which work, society and community are subject to increasingly complex pressures and environmental impact and their lives will be characterised by accelerated change and the constant need to adapt; to evolve. This will be underpinned by increasingly fast-paced and dispersed digital infrastructure. Our Grammarians will need to deal with conflict management, disparities and inequities in the distribution of resources and opportunities, as well as tackling the problems of climate change and environmental sustainability.

The following Strategic Plan is designed with the 2040 graduate in mind. With the student at the centre, the four elements - **culture**, **learning**, **environment** and **community** - provide the necessary ecosystem to nurture and support. While acknowledging the importance of the wellbeing of the learner, it is our global and future focused perspective that creates the environment for innovation. Collectively, the elements provide the strategic direction for Melbourne Girls Grammar for 2020-2025.



# 3. ELEMENT 1: CULTURE

## 3.1. Goals

- The MGGs Vision, Mission and Values will be **visible** in the **lived behaviour** of the whole school community.
- MGGs will strengthen our **culture of performance and development** to stimulate innovation, improvement and excellence.

## 3.2. Strategies

- **Ensure** cultural sustainability through action.
- **Embed** the Anglican faith and Christian values through inclusive and invitational opportunities that recognise and respect the diversity of our community.
- **Enhance** the wellbeing and community program based on living out our School Values in order to promote an inclusive and diverse culture of action and influence.
- **Re-establish** a Staff Association and re-focus on staff wellbeing and belonging.
- **Strengthen** a performance and development culture that is inclusive of students and staff.

## 3.3. Targets

- 3.3.1. School Values embedded and lived out in our **actions**
- 3.3.2. MGGs celebrations reflect **unity and diversity**
- 3.3.3. **Student** agency and voice are influential in shaping our community
- 3.3.4. A whole school fostered through **shared language, processes and collaboration**
- 3.3.5. Employer of choice to encourage staff **growth and retention**.



# 4. ELEMENT 2: LEARNING

## 4.1. Goals

- MGGS will achieve excellence through rich, **diverse, rigorous and holistic** learning experiences for all in our community.
- MGGS will be **a community of** life long, scholarly, innovative and future focused **learners** with global influence.

## 4.2. Strategies

- **Ensure** learning sustainability through action.
- **Map** the scope and sequence of all curriculum from ELC to Year 12.
- **Create** a MGGS pedagogical model to develop a consistent framework.
- **Recognise** the diversity of Australia through multi- culturalism and Australia's first peoples' indigenous heritage.
- **Build** a community of practice for staff.
- **Support** the continuing development of the CEE for ongoing assistance in developing emerging pedagogies, networking, wellbeing, and MGGS community education.

## 4.3. Targets

- 4.3.1. High-quality **infrastructure and business practices** to support innovative learning
- 4.3.2. A seamless developmental **curriculum framework** from ELC through to Year 12
- 4.3.3. **A shared language** of learning from ELC through to Year 12
- 4.3.4. Reflective research-based **communities of practice**.



# 5. ELEMENT 3: ENVIRONMENT

## 5.1. Goals

- MGGS will create an exceptional educational environment that is **highly functional**, deploys **sustainable** practices, and is of **aesthetic** excellence.

## 5.2. Strategies

- **Ensure** environmental sustainability through action.
- **Develop** a whole school business plan.
- **Develop** a Strategic Design framework for the Merton Hall and Morris Hall campuses.
- **Cultivate** a diverse and inclusive environment.

## 5.3. Targets

- 5.3.1. A purposefully designed innovative flexible multi-purpose precinct – to open for the 130th Anniversary of the School in 2025
- 5.3.2. Improve the functionality, operations and aesthetics of the infrastructure and open spaces
- 5.3.3. Facilities are designed to **accommodate growth** in the student population
- 5.3.4. Learning and community spaces are **fit-for-purpose** – they support program requirements, cohesion and community connection.



# 6. ELEMENT 4: COMMUNITY

## 6.1. Goals

- MGGS will foster a cohesive, connected and inclusive community that recognises and celebrates our past and present and ensures a sustainable future.

## 6.2. Strategies

- **Ensure** community sustainability through action.
- **Develop** a marketing and communication strategy that strengthens connection and engagement.
- **Honour** a diverse and inclusive community through language and action.
- **Build** productive, strong and strategic relationships with all stakeholders and partners.

## 6.3. Targets

- 6.3.1. **Effective and sustainable** relationships between past/ present/ future grammarians and staff
- 6.3.2. The **history and the future** of MGGS is celebrated through communications and community orientated activities
- 6.3.3. MGGS is a **hub of community-based** activity and interactions
- 6.3.4. CEE facilitates knowledge creation and operates to support MGGS as a **holistic learning** community
- 6.3.5. Strong **partner networks** are in place to enrich learning opportunities and support global awareness, citizenship and sustainable futures.





## THE MGGS ECOSYSTEM

The MGGS ecosystem recognises that all four elements of the strategy do not exist in isolation. Rather the interconnectedness of actions across portfolios provides a means of strengthening our capacity to reach our targets and align our actions.