

Girton Grammar School

Headmaster

Registered Office:
105 MacKenzie Street, Bendigo

Tel: (03) 5441 3114

Fax: (03) 5442 3176

Office Hours: 8.30am - 4.45pm



HEAD OF SENIOR SCHOOL

INFORMATION PACKAGE

Contact Information

Julia Soutter

Partner, Executive Search

Fish & Nankivell • 03 9654 7622 • julia@fnow.com.au

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IMAGINE

Girton Grammar School Bendigo

SCHOOL CHARTER

Imagine a school where emotional intelligence is deeply valued.

Where how we feel influences how we learn, who we are
and who we will become.

Where managing how we feel, empowers us to strive for excellence.

Imagine a place where everyone understands that emotions matter and people
are willing to be responsible for their own feelings and for the relationships with
everyone around them.

I want to feel happy, safe and respected at school and
I will help others to also feel happy, safe and respected.

I want to feel supported and valued
and will help others to feel this way too.

To feel trusted, I will earn trust.
To feel included, I will include others.

I want to feel appreciated, confident and motivated in everything I do and realise
I need to work hard to make these things an enduring reality.

Imagine if everyone took responsibility for developing emotional intelligence
within a School by committing to certain behaviours.

I can do that.

I can abide by the Golden Rule of treating others as I wish to be treated.

I can treat others with fairness and respect.

I can recognise when someone is trying their hardest and I can encourage them
to keep trying.

In all aspects of school life, I can invite participation from others, because
together, we can make a bigger difference than I can alone.

I can choose to be optimistic and enthusiastic in my daily interactions because I
know that when I am positive, great things happen to all of us.

When things go wrong, imagine a school where there is a commitment to
maintaining positive relationships.

Imagine if everyone committed to taking the time to acknowledge and genuinely
consider a range of other perspectives.

I can make a difference by referring to the values of this Charter in my
conversations and by asking questions that clarify the issues, especially from
someone else's point of view.

I can make a difference by adjusting my mindset and behaviours and apologising
when warranted, because saying sorry is so powerful.

I want to work, learn and play at Girton Grammar School where
emotional intelligence is deeply valued.



INVITATION FROM THE HEAD



Girton Grammar School in Bendigo seeks a new Head of Senior School to help guide the school into its next exciting phase.

Since reforming in 1993 after the collapse of Girton College, the School has had two Heads who have built a strong culture of excellence in academic and co-curricular activities. Having accepted the position of Head of Girton Grammar School in Term 4 of 2020, I have recently reviewed Senior School leadership roles and created the exciting new role of Head of Senior School to help implement the school's updated Strategic Plan, which is soon to be finalised.

The School is proud of its rich traditions, and it is important to the school's future that these traditions continue to be observed and enjoyed by the whole school community. Events such as the annual Foundation Day Church Service, Speech Night and annual Service of Carols are time-honoured events that give the school its strong sense of identity.

We now seek a leader in the Senior School who can nurture the school's traditions while ensuring we meet the modern and evolving needs of our students and parents.

Girton Grammar School achieves strong VCE results that set the school apart in

Central Victoria. The school considers a high standard of academic excellence crucial to the school's success. Therefore, we seek a leader who will prioritise high-quality research and teacher training to support the best teaching pedagogy. A passion for tailoring education that is equally driven by student data and a compassionate approach will be essential.

Coupled with prioritising academic results, it is expected that our new Head of Senior School will support an inclusive educational approach where the diverse learning needs of all students are met. The staff at Girton, along with Board members, share a strong belief that the care of students comes first before learning can even begin, and we anticipate that our new Head of Senior School will share this understanding and support ongoing exploration and delivery of the best possible student care initiatives and emotional intelligence education.

We are looking forward to welcoming a talented, motivated and exceptional school leader to Girton Grammar School and to the vibrant heart of Victoria.

Dr Clayton Massey
Head of Girton Grammar School





MISSION

Girton Grammar School is an Independent, Co-Educational School from Preparatory to Year Twelve that strives for excellence in both academic and co-academic areas of education in a caring Christian environment.

THE DEPARTING GIRTONIAN

The goal of Girton is to see students depart the School as worthy, educated citizens happy in themselves, each with a positive outlook, the willingness to contribute according to their abilities to the community at large, strong values, principles and a spiritual dimension.

The ultimate success of Girton students should be measured neither by examination scores nor material attainments, but in the quality of the people and citizens they become.

The departing Girtonian, who engages in the Mission and Values of the School and who embraces the education and opportunities it presents, will depart Girton as a person who:

- Will achieve above natural ability as measured by standard tests and norms
- Will achieve results which maximise choice for further study and open career pathways which would otherwise not have been available.
- Is articulate and confident
- Can lead in a self-assured way, but is also a team player
- Is ethical, understanding and caring; and chooses to love rather than hate, to forgive rather than resent, to take responsibility rather than blame others.
- Has an international perspective but with an understanding of, and pride in, the culture and qualities of their own region and country
- Can recognise that they have a place and a role in a complex, exciting and fast changing world.





OVERVIEW OF GIRTON GRAMMAR SCHOOL

Girton Grammar School's purpose is to strive for excellence in both academic and co-academic areas of education in a caring Christian environment. The school fulfils this mission in a number of ways, within the context of enjoying a long history, a distinctive character, and for everyone associated with it, a genuine sense of unity.

The school is proud of its culture of optimism and commitment in both students and staff, translating to personal growth and to academic achievement that sets the school apart.

The school is not academically or otherwise selective and supports students in exceeding beyond a level considered average, and beyond accepted benchmarks. It achieves this by implementing the four approaches as outlined in the school's Statement for Effective Student Learning.

The all-round achievements of students are considered the school's most important measure of success, with the aim being to educate the whole child – socially, emotionally, spiritually, physically and academically. For this reason, Girton Grammar School is proudly the first Australian school to adopt Yale University's internationally renowned "RULER Approach", making the School a

national leader in the explicit teaching and development of emotional intelligence. The premise of the RULER Approach is that how you feel determines how you learn. This means starting with the person first and teaching comes next.

After six years of teaching Emotional Intelligence throughout the school, the school is reaping the benefits, with a recent survey of Senior students conducted by the Yale Centre for Emotional Intelligence revealing that students feel accepted, grateful and happy when at school. This is in stark contrast to the same survey findings for 49,000 American high school students who described being tired, bored and stressed at school.

Dovetailing with the nurturing of emotional literacy is an exceptional model of pastoral care and student wellbeing that is the cornerstone of Girton Grammar School's values. The school's philosophy is that proper care and education of young people starts with every student having a sense of belonging within the larger school community. In Year's 7 to 12, the House system fosters this and gives every student a place to turn if they need someone to talk to. In Junior School, pastoral care is based around year level classes with class

teachers taking primary responsibility for the care of their students.

In understanding that many of life's great skills are learned by taking part in activities beyond the classroom, at Girton Grammar School, an appreciation of Art, Music, Sport, Drama and cultural endeavour are fostered and there is an expectation that every student actively participates in co-curricular activities and in Community Service.

With around eighty co-curricular activities at Girton Grammar School, the opportunities for students to thrive are vast. The co-curriculum activities are intentionally broad, allowing every student to find their strength and gain confidence.



OUR HISTORY

The “College” Years 1884-1992

The story of Girton Grammar School forms the most recent section of a longer History; that being the history of the Girton name in relation to School Education in Bendigo.

Bendigo's Girton College had existed in one incarnation or another from 1884 until its unfortunate demise at the end of the School year in 1992. The events leading to the closure of the College form the start of the story of Girton Grammar School.

Initially founded by Mrs Aherne (a Catholic from County Cork, Ireland) and Mrs Millward (née Hill, an Australian Anglican), Girton College, Bendigo, was named after England's first residential college for women, which was situated at Cambridge University.

After Mrs Aherne's death, Mrs Millward passed ownership and control of the School to the Anglican Church in the period just before The Great War. The Church ran the School until 1992, when the Diocese became unable to fund the school on an ongoing basis. By then the school had moved from its long-standing premises at MacKenzie Street, a purchase aided by Mrs Charlotte Frew, a member of Bendigo's famous Lansell family, to Crook Street, Strathdale.

In August 1992, the then Bishop of the Anglican diocese of Bendigo announced Girton College's closure which would take effect from December of that year. This threw a shock-wave through the School community and throughout the whole Bendigo region, repeatedly making headline news in the local and regional media. The events leading to the closure of the College form the start of the story of Girton Grammar School. What ensued is an inspiring story of vision and commitment and, ultimately, outstanding success.

The Modern Era – Girton Grammar School

When Bendigo's Girton College announced its closure in October 1992 after 108 years of operation, a group of parents and staff banded together to explore options for a new beginning. Because of the financial climate at the time, the Anglican Diocese was no longer able to sustain the School. Despite this, the newly formed “Friends of Girton” refused to accept that a high quality Independent School for their children could not be established for the new school year in 1993. This band of courageous visionaries was inspired and brilliantly led by Mr John Higgs (Girton Grammar School's first chairman), Mrs Jan Thomas and Mr Chris Morey.

What followed in the few intervening months between the announcement of the School's closure and the commencement of the 1993 school year, was an object lesson for the School which will never be forgotten and which has helped form the ethos and values of the modern Girton. Through persistence, hard work, lobbying, fund-raising and countless hours of voluntary labour, the Friends of Girton performed the miraculous task of establishing Girton Grammar School; on the 2nd of February 1993 the School opened its doors to 302 students and 30 staff under the Headship of Mr Clayton Jones. The students who came from Girton College to Girton Grammar School had not missed a day of classes.

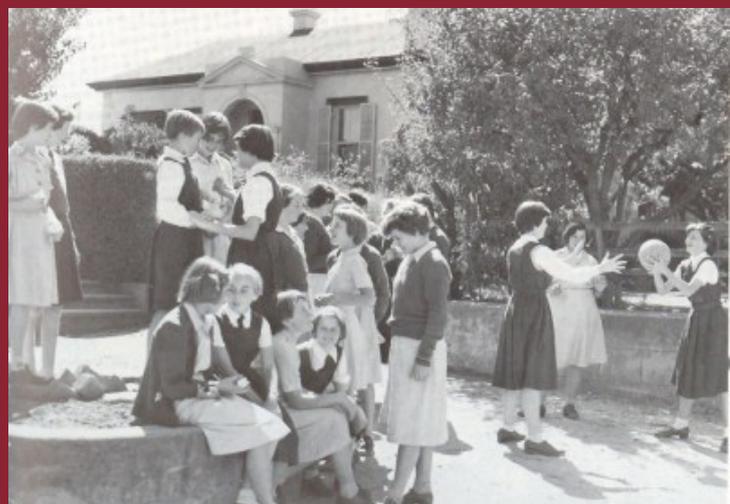
As founding Headmaster, Clayton Jones was an iconic figure. He oversaw the first 17 years of Girton Grammar

School's existence and it was his drive and vision which sustained the School through the difficult early years and under his continued leadership, the thriving new School grew and prospered. Since Mr Jones' retirement as Headmaster at the end of the 2009 School year, Mr Matthew Maruff continued to lead the School with distinction and purpose.

In the years since Girton Grammar School's formation the school's student population has grown from 302 in 1993 to more than 1100 today and the School has earned an exceptional reputation as being a provider of excellence in education for young people in Bendigo and throughout the region.

The School now attracts not only local students. Families from far and wide have seen the advantage of a top-flight Independent School Education in a wonderful regional city such as Bendigo. For tree-changers; tradesmen and business people attracted to Bendigo's developing economy; young professionals; and those wishing to do the best for their children as affordably as possible, Girton and Bendigo have become preferred destinations.

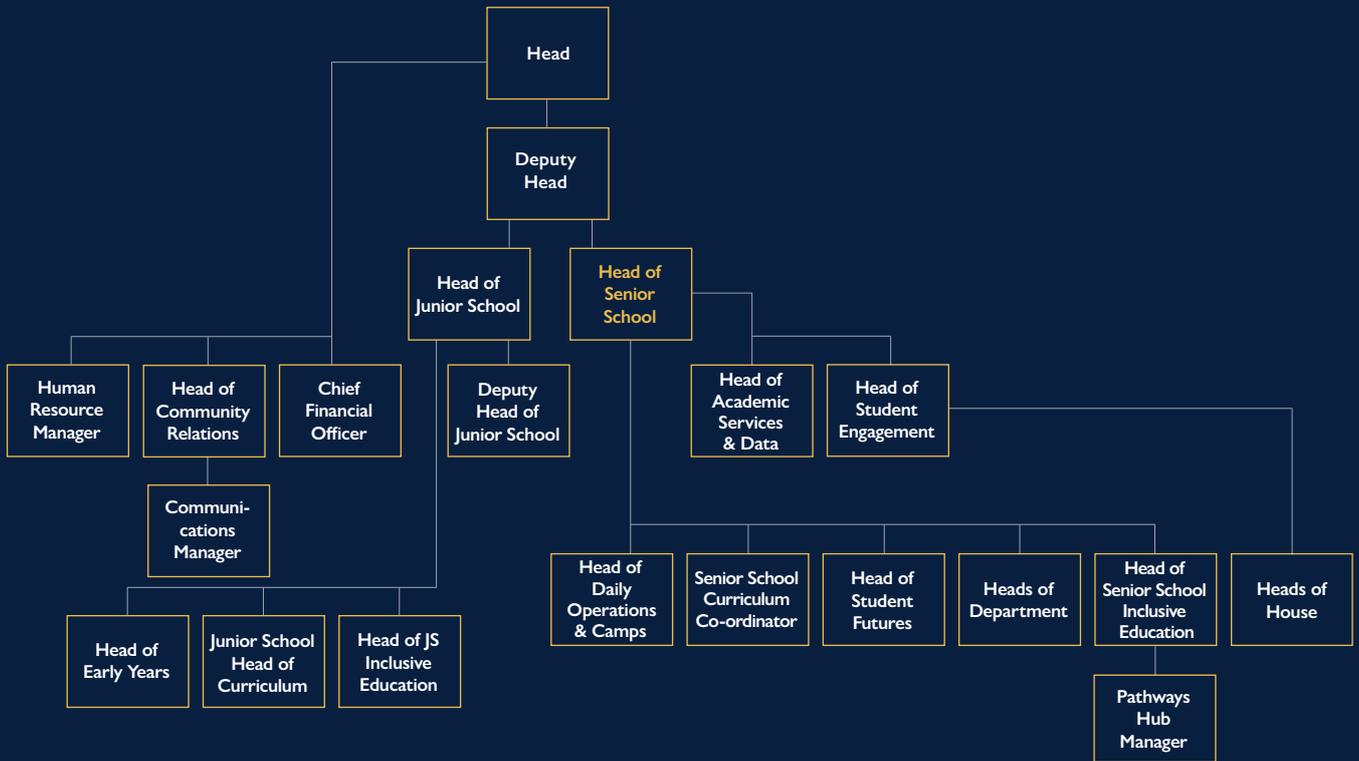
Girton is an integral part of the Education fabric of Bendigo and its history of struggle and success reflects the fortunes of the city itself. As a proud and historic School, Girton (like Bendigo) is the product of hard work, noble intentions and outstanding vision.



Girton Students 1952

ORGANISATION

This chart illustrates the structure and roles of the Girton Grammar School senior leadership team.



ACADEMIC OUTCOMES

The table shows the VCE outcomes for schools in our region. They are ranked according to the percentage of 2020 Academic Year VCE scores of 40 or higher. The number of students refers to students undertaking at least one Unit 3/4 VCE subject during 2020.

While the VCE outcomes typically see Girton ranked within the top 15% of the state we feel there is potential for improvement in the school's academic performance.

(Source: Victorian Curriculum and Assessment Authority)

SCHOOL	%VCE Scores of 40+	Median VCE Score	Number of Students
Girton Grammar School	12.7	32	205
Braemar College	12.1	32	183
Alice Miller School Macedon	9.3	32	40
Castlemaine Secondary	6.5	28	149
Catherine McAuley College Bendigo	6.2	29	359
Sacred Heart Kyneton	4.7	29	171
Victory College Bendigo	1.8	27	68
Rochester Secondary	4.2	31	61
Marist College Bendigo	4.2	28	143
Assumption College Kilmore	4.0	28	315
St Joseph's College Echuca	3.6	29	238
Echuca College	2.0	27	131
Bendigo Senior Secondary	1.9	26	1038
Highview College Maryborough	1.6	27	65
Maryborough Education Centre	1.2	27	84

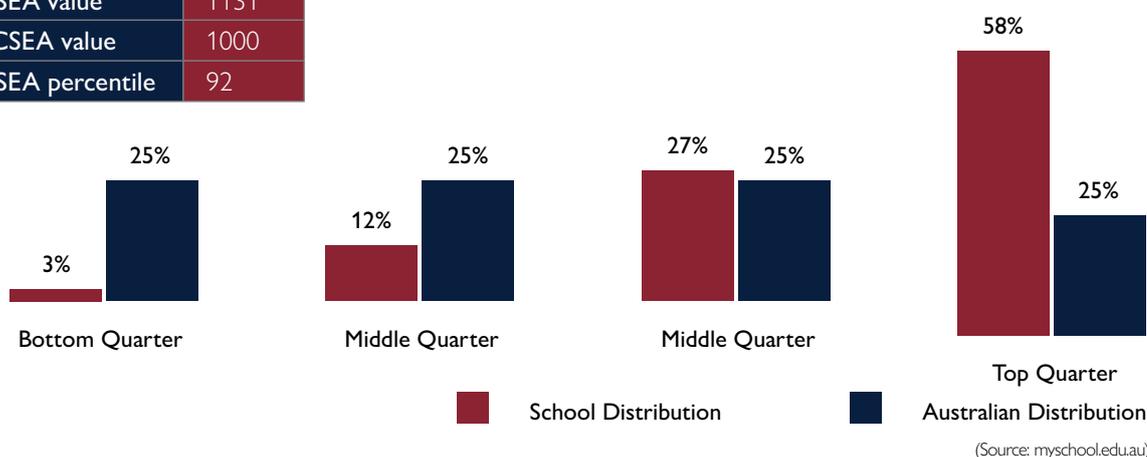
ENROLMENTS

Girton currently has 684 students enrolled in the Senior School. This number is set to grow in 2022 with an additional 19 students confirmed to commence in the new academic year and a further 22 expressions of interest currently registered.

Year Level	7	8	9	10	11	12	Total
2021	110	114	131	126	112	91	684
2022	124	109	111	127	121	111	703

INDEX AND DISTRIBUTION OF SOCIO-ECONOMIC ADVANTAGE (ICSEA)

School ICSEA value	1131
Average ICSEA value	1000
School ICSEA percentile	92



GIRTON SCHOOL FEES

	Annual Fee with discount	Instalment Fee with discount	Annual Fee without discount	Instalment Fee no discount
Tuition Fee: Preparatory to Year 6	\$10,655	\$2,718	\$11,872	\$2,968
Tuition Fee: Years 7 to 12	\$13,383	\$3,414	\$14,656	\$3,664

FINANCES

Australian government recurrent funding	10,550,788	9,312
State / territory government recurring funding	1,175,293	1,037
Fees, charges and parent contributions	14,933,368	13,180
Other private sources	495,084	437
Total gross income	27,154,533	23,967
Less deductions	294,425	260
Total net recurrent income	26,860,108	23,707

CAMPUS & FACILITIES



By having the very best possible facilities we support the School's ultimate purpose which is the pursuit of excellence in academic and co-academic areas of education; this commitment to purpose defines our school and strengthens our students.

Our students and staff enjoy high quality facilities, with substantial building and renovations having been carried out over the past 5 years. In the space of just over 20 years, the School has undergone an almost complete physical transformation.

The Senior School, located minutes from the heart of Bendigo, occupies almost two complete city blocks featuring; a large, modern and well-equipped Sports Stadium and Gymnasium; a superb Performing Arts Centre; a new Science Centre, library, art rooms, study rooms and a theatrette; as well as state-of-the-art classrooms.

The Londonderry Reserve, adjacent to the Sports Stadium, offers senior students much needed space for footy kickers and frisbee throwers, while passive recreation spaces are dotted right around the School.

The Girton Grammar Junior School is located a two-minute walk from the Senior campus and Junior students enjoy playing in a range of different areas including; an astro-turf sports field; a large shaded play space and court area; and an active play area with climbing equipment, slides and a cubby house.



HEAD OF SENIOR SCHOOL

The Head of Senior School at Girton Grammar School is a newly created role that will oversee enhancement of the processes, people and policies that underpin Senior School student wellbeing and academic care and outcomes. Within the context of striving for excellence in all endeavours, the Head of Senior School is ultimately responsible for the direction and delivery of an exceptional secondary school experience for all students in Years 7 to 12.

This is a senior executive role reporting to the Deputy Head. The position is directly responsible for four senior executives, seven Heads of Department and seven Assistant Heads of Department.

The incoming Head of Senior School will model the values related to people, character and learning, as outlined in the School's Mission and Values document. Our new Head of Senior School will be well qualified and bring substantial experience as either a Head of Department or Head of House.

Overseeing staff conduct and performance, the Head of Senior School will be a motivated leader whose search for constant improvement in classroom performance and desire for continual professional learning leads to effective

teaching pedagogies and excellent academic outcomes. As a top-performing VCE school, the diligent oversight of educational programmes and support of a rigorous curriculum that meets diverse learning needs from Year 7 to 12 will be key to the success in this role.

With more than 135 years of history, striking the right balance between maintaining the traditions and values that stand Girton apart and meeting the learning needs of the modern student is crucial to the school's growth and future. The Head of Senior School will oversee and participate in the annual Senior School calendar of events and represent the school at external community gatherings. The position requires the incumbent to be a passionate advocate for the school and an articulate presenter. Maintaining a proactive and visible presence in our parent and student community will be essential and will entail attendance at all official school events, information evenings, parent-teacher interviews, parent seminars and similar.

Girton Grammar School has high student expectations. The Head of Senior School will be responsible for maintaining overall student standards and the daily implementation of the Student Behaviour Management Policy and Student Code

of Conduct. This will include having responsibility for the processes and documentation related to consequences for student breach of these policies.

We seek a strategic thinker who can take our students confidently into their futures by working collaboratively with the leadership team to plan for continual improvement. This will include having ideas and experience in nurturing a culture of respect, inclusion, belonging and connectedness within the Senior School, which starts with overseeing new students on orientation programmes through to graduation. The Head of Senior School will be driven by a desire to make Girton the leading light for education in central Victoria while having a keen eye for policy compliance and all VRQA requirements.

A culture of student participation is key to the school's identity, with the co-curriculum considered of equal importance to the curriculum. The Head of Senior School will help ensure that participation is central to every senior student's life at Girton so that students graduate having taken advantage of the plethora of opportunities that the school offers, standing them in good stead for whatever their futures hold.





HOW TO APPLY

Enquiries are welcome, and can be made to the Consultant assisting Girton Grammar School, Julia Soutter, Partner, Fish & Nankivell on 03 9654 7622.

Expressions of interest should be forwarded by email to: julia@fnw.com.au as soon as possible and will need to include the following:

Covering letter

Your letter is your first opportunity to 'speak' to our client and should outline what you feel you would bring to this position and show awareness of our client's situation.

As part of this letter, please ensure you consider and address the key elements of the selection criteria.

Curriculum Vitae

- Cover all positions held, including dates and details of present position and key achievements. Early career can be referred to briefly; we are interested in the whole person.
- Details of education, professional training, and qualifications (include the institution at which you studied, and the date you completed the qualification).
- Other relevant information, such as offices held in professional bodies or non-executive director appointments.

Referees

A list of potential referees should be included at the end of the CV. Please include:

- at least one person who currently

reports to you (or has recently done so) so we can obtain a 360-degree view of your management style; and

- all referees' names and current positions, with a brief explanation of how you know each other and an indication as to the kind of insight these people might offer on your background and skills.

Referees will not be contacted without your prior agreement, so you do not need to advise the listed referees at this stage.

What to expect of the Search and Recruitment Process

This is an executive search process conducted by Fish & Nankivell. Search is the process by which well-regarded performers in areas relevant to a client's needs are identified by an executive search consultant and approached regarding a role. A search firm builds up a picture of who the right candidates might be by talking to experts in the field for their insights into how potential candidates are viewed by their peers. This research helps us identify candidates who are a genuine likely match with the client's specific character and needs.

You will have received this document either because you have seen an advert or been referred by a colleague and contacted us, or because we have heard about and contacted you. In either case, you will be treated with the same consideration and – we hope – timeliness.

Candidate Experience

We welcome all questions you may have about the organisation, the role, and the

process. We have a genuine commitment to our candidates as well as our clients and want you to have a positive and productive experience engaging with Fish & Nankivell. We believe that the better informed you are, the more likely we are to be able to know whether you and our client are a strong match.

We value your time and guarantee that all our communication will be professional, friendly, honest, and fair. For the same reason, we ask you to be open with us regarding your interest in the role, possible impediments to your accepting it, if offered, and facts about your work history.

We will:

- support you through the recruitment process to ensure your candidacy is well presented.
- engage you with professionalism and integrity, always maintaining discretion.
- maintain high levels of confidentiality, treating the information you share with respect.
- provide regular updates to keep you informed on the progress of your application and critical dates in the process.
- communicate outcomes promptly, offering open and honest feedback to help you realise your ambitions.
- approach our interactions with the future in mind - whether you are successful or not, we seek to develop a long-term relationship – talented people are core to our business.



105 MacKenzie Street Bendigo Victoria 3550

Telephone (03) 5441 3114

Email reception@girton.vic.edu.au

www.girton.vic.edu.au