



# Mission & Values



**People • Character • Learning**

# 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.





# At Girton Grammar School we value

## People

- The School as a community
- The individual
- The interaction between students of all ages
- The important role of the teacher
- The partnership between staff, students and families
- All those who have gone before and built the history, traditions and culture of the School

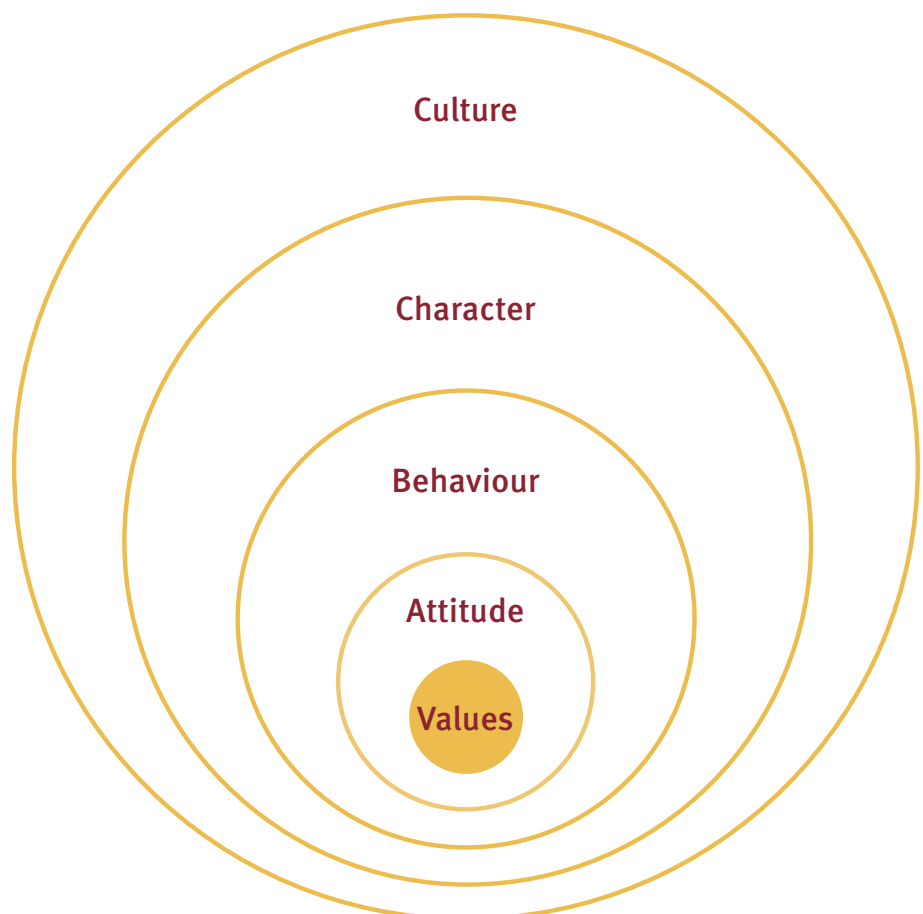
## Character

- Christian ideals
- Ethical behaviour
- Humility and gratitude
- Optimism and enthusiasm
- Fairness and sportsmanship
- Inclusiveness
- Personal integrity and honesty
- Self-discipline
- Emotional literacy
- Discernment
- Persistence
- The acceptance of responsibilities and their associated rights
- The highest possible standards of personal behaviour

## Learning

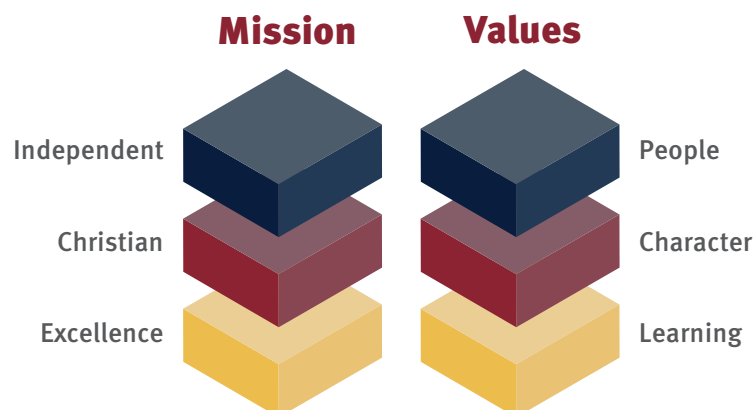
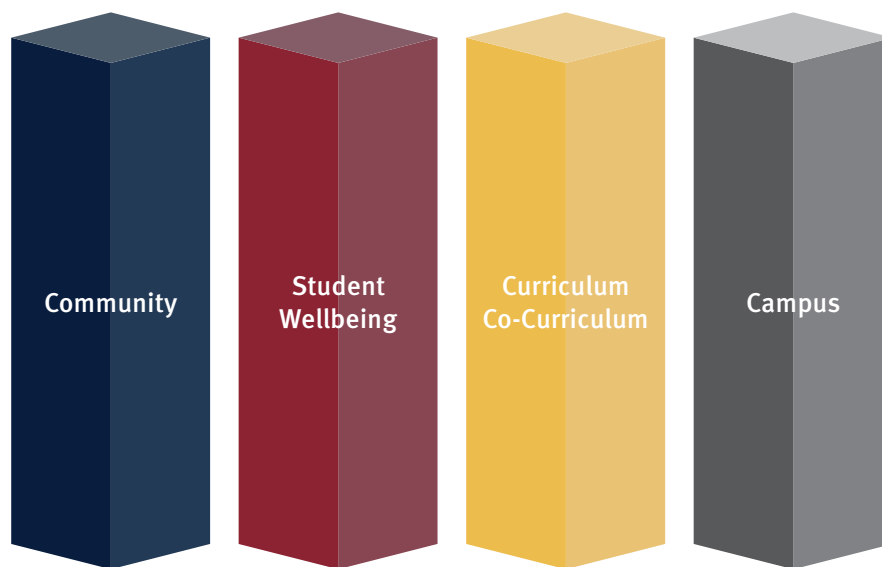
- The striving for excellence in all endeavours
- Academic achievement
- Art, Music, Drama, cultural and sporting endeavour and physical fitness.
- The intertwined nature and importance of the Curriculum, Co-curriculum and Student Wellbeing
- A global perspective
- Lifelong learning and Professional Development
- The provision of inclusive education, whereby students fully participate in learning, supported by reasonable adjustments and teaching strategies tailored to suit their individual needs

# Culture Originates from Values



# Girton Grammar School's Strategic Intent

The Mission and Values of Girton Grammar School form the foundation of the Strategic Intent. The Strategic Intent has Four Pillars that underlie Learning: Community, Student Wellbeing, Curriculum/Co-Curriculum and Campus.



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# A Statement of Ethical Behaviour

Girton Grammar School strives to observe through its Board, Staff and community generally, the highest standards of appropriate, professional behaviour in relation to all School and community activities. The School recognises its responsibility to act in accordance with the best legal, moral and commercial standards.

The School's Board, Head and Staff must adhere to codes of practice set down explicitly and implicitly by the various professional and educational bodies to which the individuals or groups belong.

These groups include Australian Heads of Independent Schools Australia (AHISA) and the various bodies which guide and regulate the teaching, legal, accountancy and other professions.

The School strives to be an institution where honesty, integrity and fairness are among the guiding values of all who administer, work and learn in the Girton community.

## Accessibility Statement

**The School is open to the entry of all students irrespective of their faith, ethnicity, nationality, gender, background, family structure, subject to the following:**

- The ability of the School to provide services to that student according to its Academic Curricula, and for that student to be willing and able to gain from the curriculum of the School
- The clear understanding by the student and his/her family that the student must conform to the requirements of behaviour, dress and general philosophy and particular practices of the School as published or as developed from time to time (See Note 1.)
- The payment of all fees and charges as determined by the Board (See Note 2.)
- The availability of places, according to the class sizes, overall size of the School and

the regulations approved by the Board and/or Head for entry

- Federal, State and local laws.

### **Note 1.**

The School reserves the right, through its Head, to require an enrolled student to depart the School if their standards of general behaviour, academic behaviour, or dress and personal presentation fall consistently below the required standards, or if there is clear evidence of criminal, dangerous or seriously negligent behaviour. It is a condition of continuing enrolment of a student that their parent(s) or guardian(s) support the policies and practices of the School.

### **Note 2.**

The Board shall keep the compulsory fees and charges of the School at a level that is consistent with prudent business practice to ensure that the School provides an education consistent with its Mission and Values. This is to allow maximum access to students from as wide a socioeconomic background as possible at the present time and in the future.

# A Definition of Excellence

## At Girton Grammar School, striving for excellence:

- is an important part of the Mission Statement;
- pervades every aspect of the School; and
- hinges on the ability of the School to provide students with the necessary tools, instruction, leadership, confidence and motivation to do their best.

Some may define excellence only by an individual's comparison with self, without reference to benchmarks or externally imposed criteria. This confuses the concept of excellence with that of effort. Conscientious effort should be recognized, encouraged and rewarded, and is pivotal to the striving for excellence. However, excellence occurs only when the level of effort brings with it a level of achievement well beyond an accepted standard.

## Therefore, in the Girton Grammar curriculum and co-curriculum, excellence is defined as:

*“Students and staff as individuals, groups or teams achieving well beyond a level considered average or accepted benchmarks. In the provision of student wellbeing, excellence is achieved when students display high levels of resilience, connectedness and emotional intelligence.”*





# A Christian Environment

The School's Mission and Values are underpinned by the Christian ethos, embodied in the life of Christ and set out in His teachings. The Golden Rule, to "treat others as you would wish to be treated", is a central tenet of Christianity and all major religions. This principle incorporates the empathic morality which is foundational to the School's Student Wellbeing system.

From a Governance perspective, the School is neither affiliated with any particular Church or religious organisation, nor bound to, or by, any Church or religious organisation.

The School is open to students and staff of all faiths or of none. All students, irrespective of their faith background are required to attend the School's religious services, assemblies and Religious Education and Personal Development classes.

As part of its Religious Education programme, the School includes the study of aspects of other faiths and philosophies, providing such teaching and learning does not conflict with Christian values expressed in these statements and with the Mission of the School. In other classes, for example in Literature and Language classes, texts studied do not necessarily conform to the particular orthodox views of any given faith, Christian or otherwise. The aim is to educate rather than train.

The School may, or may not, employ or co-opt as advisors, teachers, preachers or celebrants, members of the clergy of any of the main Christian denominations. Services may be held in Churches or secular venues, as the School sees fit.





# Student Wellbeing

## Promoting a caring and Christian environment

Effective student wellbeing is an integral part of the structure of Girton Grammar School. In Years Seven to Twelve the House system is the basis for student wellbeing. In Junior School, student wellbeing is based around year level classes with class teachers taking primary responsibility for the wellbeing of their students. It is essential that students feel a sense of belonging within the larger School community. Smaller House Groups make this possible. Effective learning cannot be divorced from personal development. Every student is allocated to one of six Houses: Aherne, Frew, Jenkin, Jones, Millward or Riley. Students belong to that House for their entire time in the School (Prep to Year 12) and siblings will enter the same House.

## It is the School's goal to provide an environment:

- Where the main focus is the care and education of children and young people
- Where the physical, emotional, social, moral and educational health and wellbeing of students are fostered above all else
- Where there is a clear distinction between the proper care and education of children and the indulgence of them i.e. where they learn the differences between right and wrong, including accepting the consequences of behaviour and decision making in a fair, supportive milieu
- Which provides recognition of excellence in all aspects of the Academic and Co-Academic Curriculum
- Where inclusion is embedded in all aspects of school life and is supported by policies, culture and every day practices
- Which includes appropriate disciplinary measures where students may be called to account and take responsibility for actions contrary to the standards and beliefs of the School
- Which includes fair and appropriate facilities, remuneration, working conditions and wellbeing support of staff
- Which provides a helpful and caring staff
- Where the importance of caring for the wider community is recognised
- That acknowledges its responsibility for environmental stewardship



# Emotional Intelligence

Emotional skills are integral to learning, making sound judgments, maintaining physical and mental health and achieving success in school and beyond. In schools where the skills of emotional intelligence are explicitly taught, students understand that all emotions are valid, but that their expression of them should be governed by the context in which they occur. Students are taught to manage feelings of anger, frustration and disappointment, along with those of exhilaration and joy. They learn how to relate to others empathetically and how to build positive and respectful relationships. Schools which promote emotional intelligence are characterised by strong emotional climates in the classroom and students who have learnt how to resolve conflicts in an effective and caring manner.

**It is Girton's goal to nurture an environment in which the importance of developing emotional literacy in students and staff is acknowledged and achieved by:**

- Helping all members of the Girton community develop a deep awareness of their own and others' emotions by implementing Yale University's RULER program of emotional intelligence
- Developing a safe, inclusive environment in which all members of the school community feel able to describe their own emotions and how they impact on their decision making at any given moment in time
- Providing students with the skills to identify gradations in their emotions and the ability to use a rich vocabulary to describe and understand these gradations
- Teaching students, when faced with an emotional trigger, strategies to reflect and problem solve so they can respond effectively to the emotional challenges they will experience in life.
- Developing in students a skill set which will enable them to consider carefully their own and others' feelings and perspectives to identify healthy solutions to conflicts and disagreements.

# Education

Education is an endeavour undertaken from birth to death. It is cumulative and formational, encompassing all experiences in life. Education enriches the human experience, enabling as it does, an understanding of the complexity of life and the enormous possibilities which exist within a well lived life. Education must serve many purposes. Its aims must be deeper and broader than the mere acquisition of knowledge, or the development of certain skill sets. An education that focusses on training alone, or mere numbers on a scale, is one divorced from a true understanding of the abundance of opportunities a holistic education can provide. A true education reflects the original etymological meanings of the word - to lead out and to nourish.

At Girton, our primary goal is to develop in students an understanding that life is meant to be purposeful and that each day brings opportunities to make new discoveries. Such learning can occur anywhere; it is not confined to the four walls of the classroom. It is evident in the playground, on the sporting field, in music rooms and on the stage.

It is evident in the daily interactions with all members of the school community and it is very evident in the work our students do for the wider community.

Education is not just a catechism of learned facts, ready to be sprouted upon demand. Rather, it is also a litany of experiences from which meaning is made and understanding is deepened. It is the way by which life is questioned and made sense of. It is the action of endeavour and reflection. It is about curiosity and genuine critical debate. It is about engaging in spirited conversation and respectful listening. It is about delighting in the garnering of rich snippets of information and, overwhelmingly, it is about firing the imagination and engaging the emotions so that students willingly participate in an educational journey that will continue all the days of their lives.

This broader definition of Education is the reason the Mission Statement of Girton refers to the twin goals of the Academic and Co-Academic areas of the School.





# Academic

Girton values the development in each student of the skills which underpin intellectual growth. Inherent is a deep respect for the various academic disciplines, which provide the analytical tools through which to describe, interrogate, understand and expand a student's view of the world. Creativity, curiosity, collaboration and communication are key elements contributing to intellectual growth and future achievements. Discernment and critical awareness are vital in a world where information is prolific but needs to be tested. Within this context students will acquire the habits of mind necessary to support their academic growth and success.

## Our Academic Goals Are:

- A strong focus on education to produce thinking students
- The provision of excellent teaching
- The encouragement of a love of learning
- The encouragement in our students of all natural abilities to strive for their personal best, whatever that level may be
- The attainment of VCE results that reflect or exceed the perceived norms of potential of our students
- Exceeding all National and State benchmarks in Literacy, Numeracy and other core academic skills
- The provision of a rigorous curriculum which will enable our students to be internationally competitive
- Matriculation to tertiary institutions, especially university, of all eligible students
- To ensure technological competence in a student's chosen field of study

# Co-Academic

Girton aims to provide a rich educational experience which takes into account not just cognitive development, but all aspects of a child's personal development. Each student at Girton is given the opportunity to enjoy a rich array of experiences, designed to foster talents and build character, so that they can emerge as young men and women who have a deep appreciation of their own self-worth and the ways they can contribute to society as adults.

## The School Aims To Provide:

- An environment where the wellbeing of students is paramount
- Caring teachers who have the vision and leadership to assist in the development of each student to attain his/her best and to become fine citizens
- A culture which stresses the importance of community service and the awareness that each individual can make a difference
- A safe, inclusive environment in which all students feel able to engage in, and enjoy, many activities of their choice
- A diverse but sustainable range of activities in sport, the arts, hobbies, outdoor education, service and leadership
- Excellence in the standard of coaching, performance, behaviour and sportsmanship in co-curricular pursuits



# The Co-Curriculum

The Co-Curricular programmes are not an optional extra for students, parents or staff, but are at the core of the child's education. It is not the Extra-Curriculum. All students at the Secondary level are expected to participate widely in the Co-Curriculum and are encouraged to do so at the Primary level.

**It is the goal of the co-curriculum to encourage the following:**

- Positive attitudes in many manifestations
- Teamwork
- Commitment
- Personal courage
- The breaking down of self-imposed barriers to achievement and success and the barriers imposed by short-term thinking and goal setting
- Ethical behaviour
- Appropriate humility and modesty
- Leadership
- Appropriate competitiveness
- Generosity of spirit
- Compassion
- Physical fitness
- Appreciation of Art, Music, Drama and cultural endeavour
- Fairness and sportsmanship
- The ideals of unselfish service to community
- Respect of all others including the younger, weaker and less able
- Inclusiveness



# 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:**

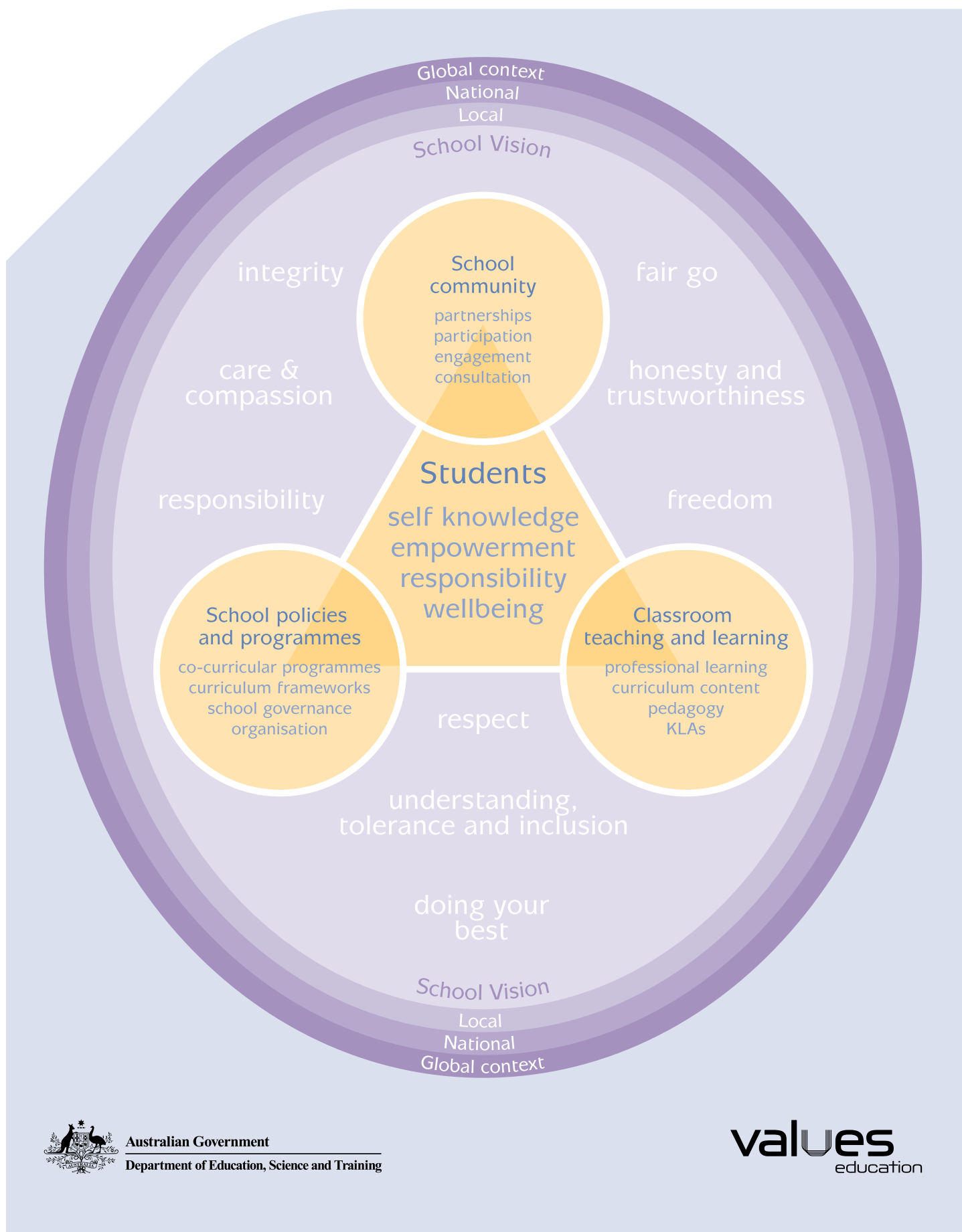
- Will achieve above natural ability as measured by standard tests and norms
- Will achieve results which maximise choice for further study and open career pathways which would otherwise not have been available.
- Is articulate and confident
- Can lead in a self-assured way, but is also a team player
- 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.





# A Whole School Approach

## Values Education for Australian Schooling



Australian Government  
Department of Education, Science and Training

**values**  
education



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