

PEOPLE
CHARACTER
LEARNING



MISSION AND VALUES



 **Girton** Grammar
School Bendigo



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

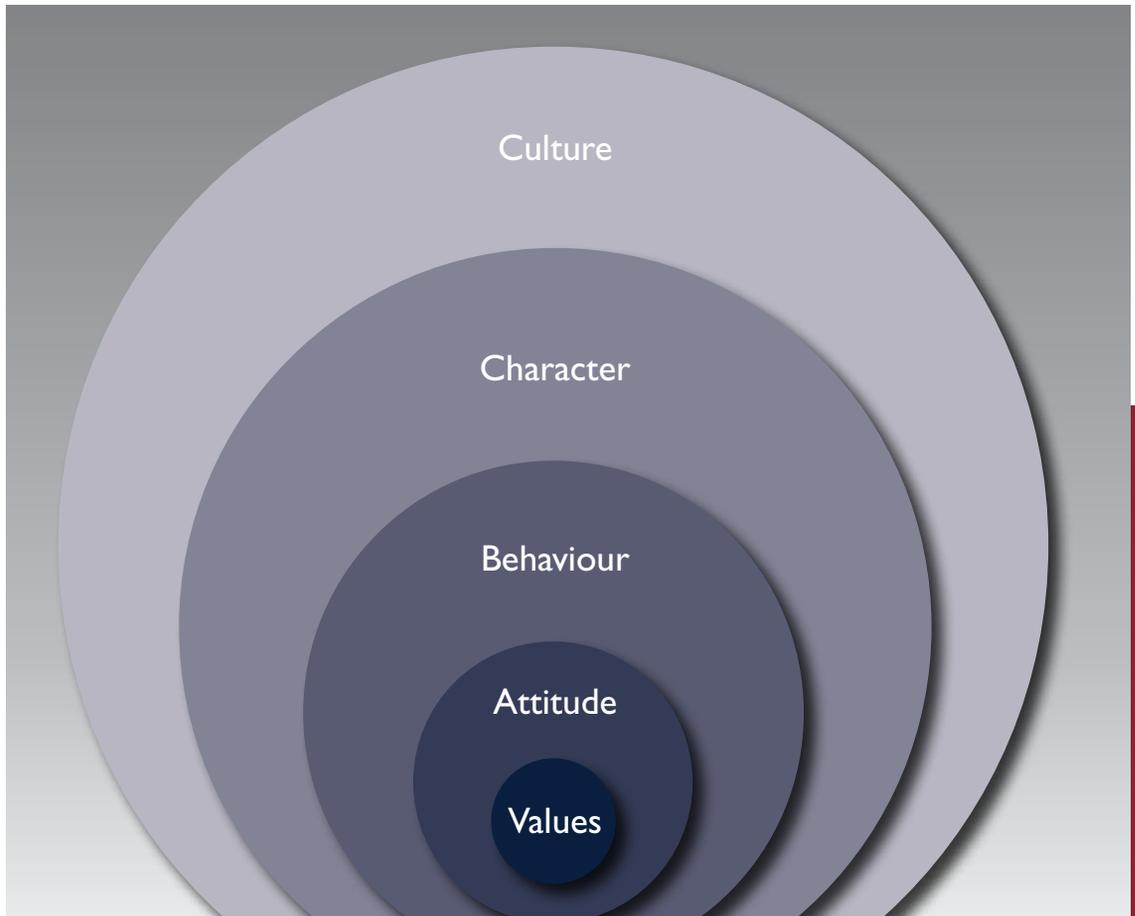
- Christian ideals
- Ethical behavior
- Humility and gratitude
- Optimism and enthusiasm
- Fairness and sportsmanship
- Inclusiveness
- Personal integrity and honesty
- Self-discipline
- Emotional Literacy
- Discernment
- Persistence
- The acceptance of responsibilities and their associated rights
- 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 Pastoral Care
- A global perspective
- Lifelong Learning and Professional Development

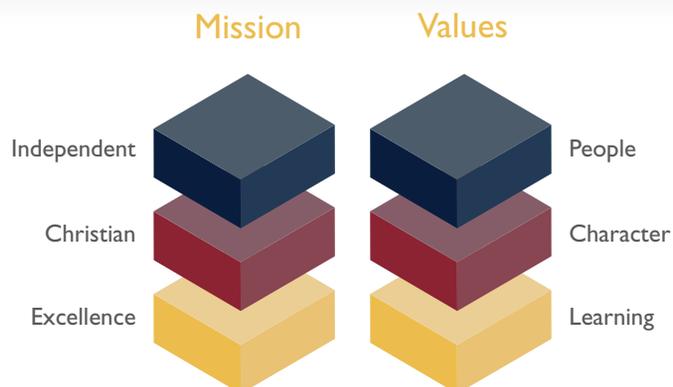
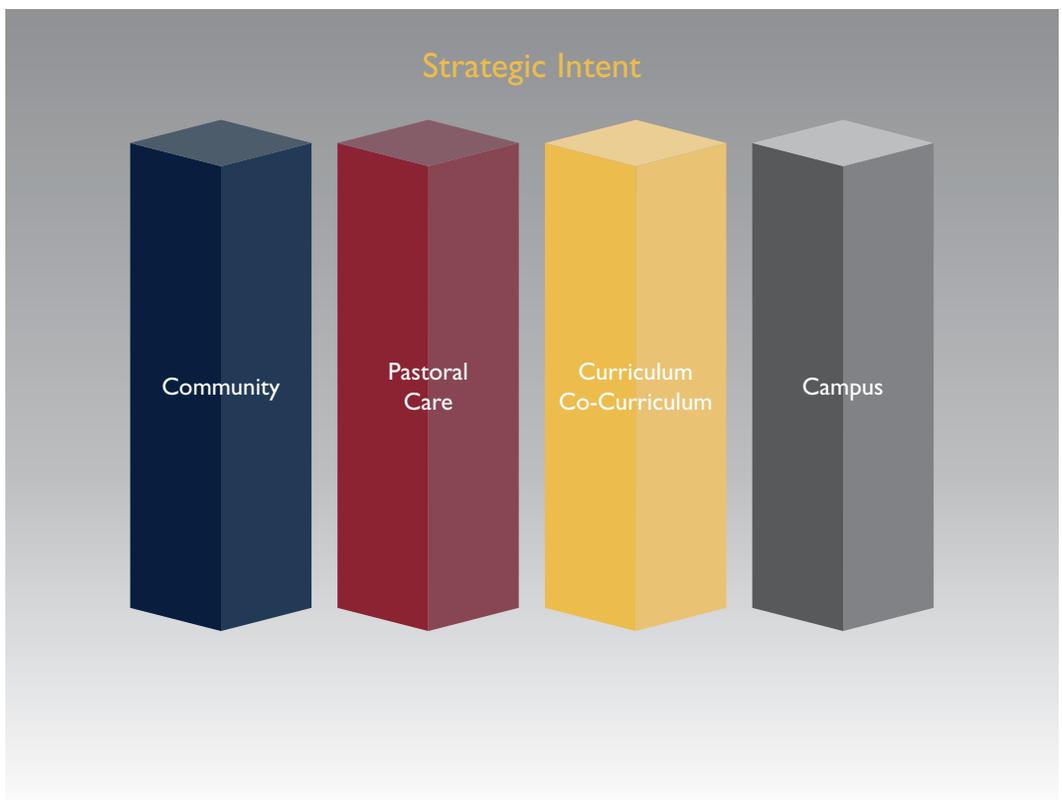


CULTURE ORIGINATES FROM VALUES



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 of Learning: Community, Pastoral Care, 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 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, 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 curricula 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
- The payment of all fees and charges as determined by the Board

- 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.

At all times, 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 socio-economic background as possible at the present time and in the future.

The School reserves the right, through its Head, to require an enrolled student to depart the School if his/her standards of general behaviour, academic behaviour, or dress and grooming 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 his/her parents or guardians support the policies and practices of the School as they affect the student, and that all fees and charges, fairly and legitimately made, are paid promptly in accordance with the Business Regulations of the School.

A DEFINITION OF EXCELLENCE



At Girton Grammar School striving for excellence is an important part of the Mission Statement and pervades every arm of the School's core business.

In the provision of pastoral care, excellence is achieved when students display high levels of resilience, connectedness and emotional intelligence.

In the curriculum and co-curriculum, excellence applies to the participants in an activity and to the quality of the activity itself. At Girton Grammar School "Excellence" includes the success of students and staff as individuals, groups and teams to exceed beyond a level considered average and to achieve at a level beyond accepted benchmarks. In student activities excellence also includes the highest possible levels of student access and participation. For elite performers the striving for excellence includes being shown the pathway to training, support and performance at the highest possible level.

Many people will want excellence to be defined only by an individual's comparison with self, without reference to benchmarks or externally imposed criteria. This confuses the concept of excellence with the concept of effort. Effort itself can be excellent and should be recognized, encouraged and rewarded. However, excellence in a given activity occurs when the level of effort brings with it a level of achievement which is considered excellent compared to an accepted standard.

'Excellence of Effort', to achieve beyond what might be considered one's potential, is pivotal to the striving for excellence generally. At Girton Grammar School the striving for excellence hinges on the ability of the School to provide students with the tools, instruction, leadership, confidence and motivation required to do their best and beyond.

A CHRISTIAN ENVIRONMENT

The School considers Christian belief and conduct are and were embodied in the life of Christ as set out in His teachings in the Gospels. The greatest of these teachings being the Love of God and the Love of One's Neighbour, including the Golden rule (Matthew 7:12) which is to do unto others as you would have them do unto you.

While the School notes that it operates from a background of an Anglican tradition and ethos, it is not governed nor bound by the precise rules and regulations of that or any other Church or religious organisation. Therefore the School, as part of its governance structure, has no formal links or affiliation with any Church or religious organisation.

The Board, Headmaster and other staff may or may not belong to a Church or religious organisation. Selection on the basis of membership of a religious organisation is inappropriate; it is the composite of personal and professional skills that determine the appointments to the Staff or otherwise.

The School recognizes its original foundation by Mrs Aherne and Ms Hill, when it was effectively multi-denominational, and its long history as an Anglican School until 1992.

The School is open to students of all faiths or of none, provided those students are prepared to attend the normal services and Religious Education and Personal Development classes.

Services and classes shall be essentially inclusive of the Christian Faith in a general, liberal way. The School shall not proselytize nor pass judgment in matters of Faith, which are deemed to be for the individual and family to decide.



As part of its Religious Education or other courses, the School allows the study of aspects of faiths or philosophies which are not necessarily orthodox Christian, providing such teaching and learning does not conflict with the values expressed in these statements and with the Mission of the School. 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. Equally, religious texts may well be studied as part of classes such as Religious Education, English and Literature. The aim is to educate, not to train.

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

In order to ensure the School's Mission Statement is followed and respected the School has set itself the following goals.



PASTORAL CARE

PROMOTING A CARING AND CHRISTIAN ENVIRONMENT

Effective pastoral care is an integral part of the structure of Girton Grammar School. In Years Seven to Twelve the House system is the basis for Pastoral Care. In Junior School pastoral care is based around year level classes with class teachers taking primary responsibility for the pastoral care 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 well-being 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
- 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 pastoral care of Staff
- Which provides a helpful and caring staff
- Where the importance of caring for the wider community is recognized

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 characterized 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 a catechism of learnt facts, ready to be sprouted upon demand. Rather, it is 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
- The provision of services to assist those with barriers to learning and those who are gifted and talented
- The provision of technologies and environment to allow learning to occur more easily and in a diversity of ways.



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 AIMSTO PROVIDE:

- An environment where the pastoral care 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 each student depart the School as a worthy, educated citizen happy in him/herself, with a positive outlook, the willingness to contribute according to his/her abilities to the community at large and who has strong values, principles and a spiritual dimension and who is guided in life by these.

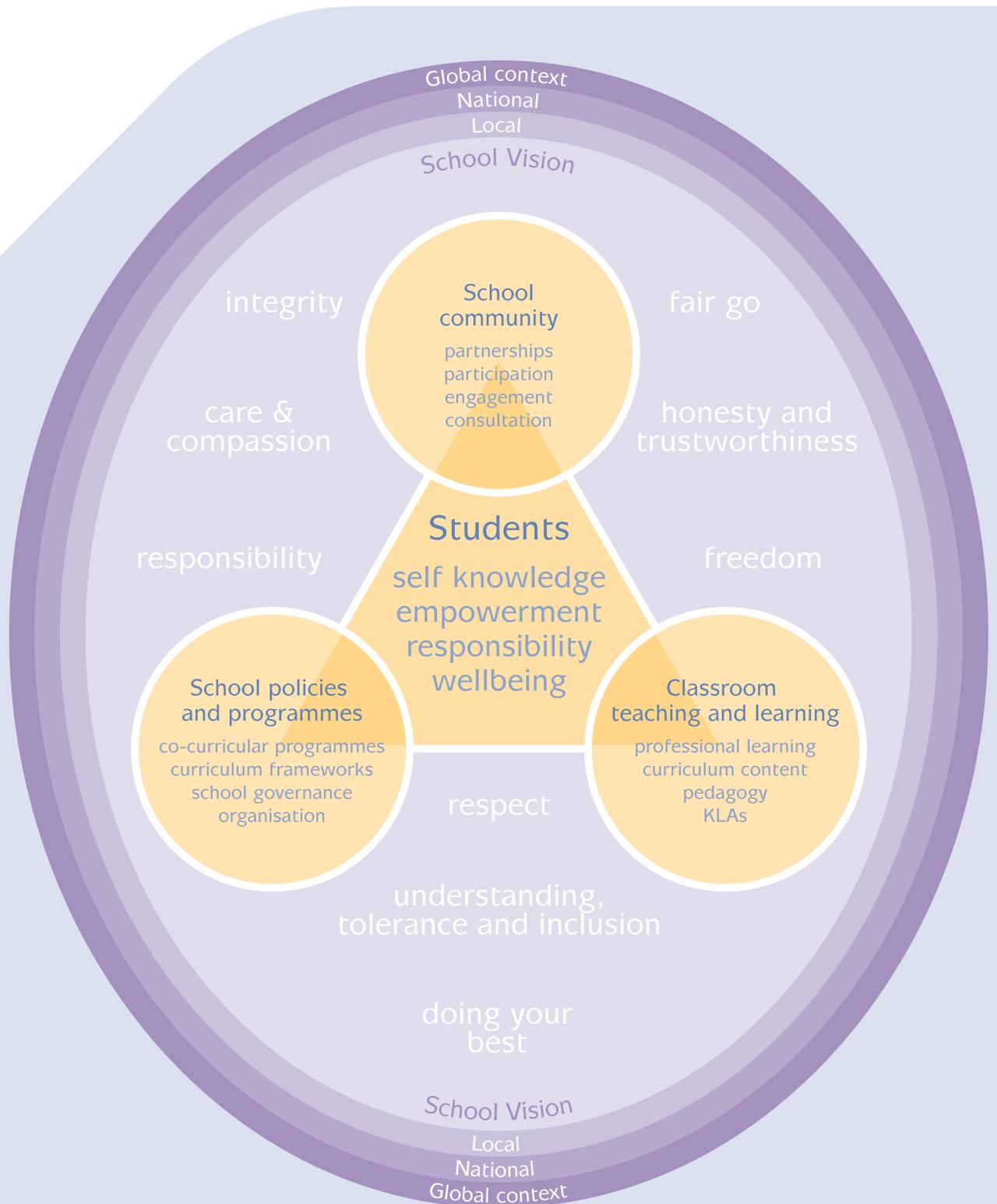
The ultimate success of Girton students should not be measured in examination scores nor material attainments, but in the quality of the people and citizens they become.

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 young man or woman who:

- Will achieve above natural ability as measured by standard tests and norms
- Will achieve results which maximize 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
- Has an international perspective but with an understanding of, and pride in, the culture and qualities of his/her own region and country
- Can see that he/she has a place and a role in a complex, exciting and fast changing world.

A Whole School Approach

Values Education for Australian Schooling



National Safe Schools Framework

All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing

Guiding Principles Australian Schools:

- > affirm the rights of all members of the school community to feel safe and be safe at school
- > acknowledge that being safe and supported at school is essential for student wellbeing and effective learning
- > accept responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfill the school's child protection responsibilities
- > encourage the active participation of all school community members in developing and maintaining a safe school
- > actively support young people to develop understanding and skills to keep themselves and others safe
- > commit to developing a safe school community through a whole-school and evidence-based approach.



The Framework, along with a supporting resource manual for schools, is available at:

www.safeschools.deewr.gov.au



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