



MELBOURNE
GIRLS GRAMMAR

AN ANGLICAN SCHOOL

STRATEGIC PLAN
2025-2030

Principal

Dr Toni E. Meath

Executive

Sally Bailey

Lynn Broadway

Luke Francis

Sarah Gill

Carla Granozio

Michaela Kelly

Robyn McCutchan

Kerry Oldman

Lynda Wall

This document was developed by the School Executive in consultation with the Melbourne Girls Grammar staff, students, parents and the broader School community.

© Melbourne Girls Grammar 2025





“In and for the world”

Our Grammarians must be *in and for the world*.

They are shaped by their times and places, including its present realities. They recognise and respect the importance of diversity of belief and the rights of others.

Their MGGs education prepares Grammarians who operate in the world; they are active in shaping their realities. They see clearly, and they act boldly, as ethical women of action.

Our work at Melbourne Girls Grammar is to educate, our Grammarians with the capability to be active and successful participants in complex times.

We educate Grammarians to be active and ethical, approaching their futures with integrity, compassion, courage, and self-discipline.



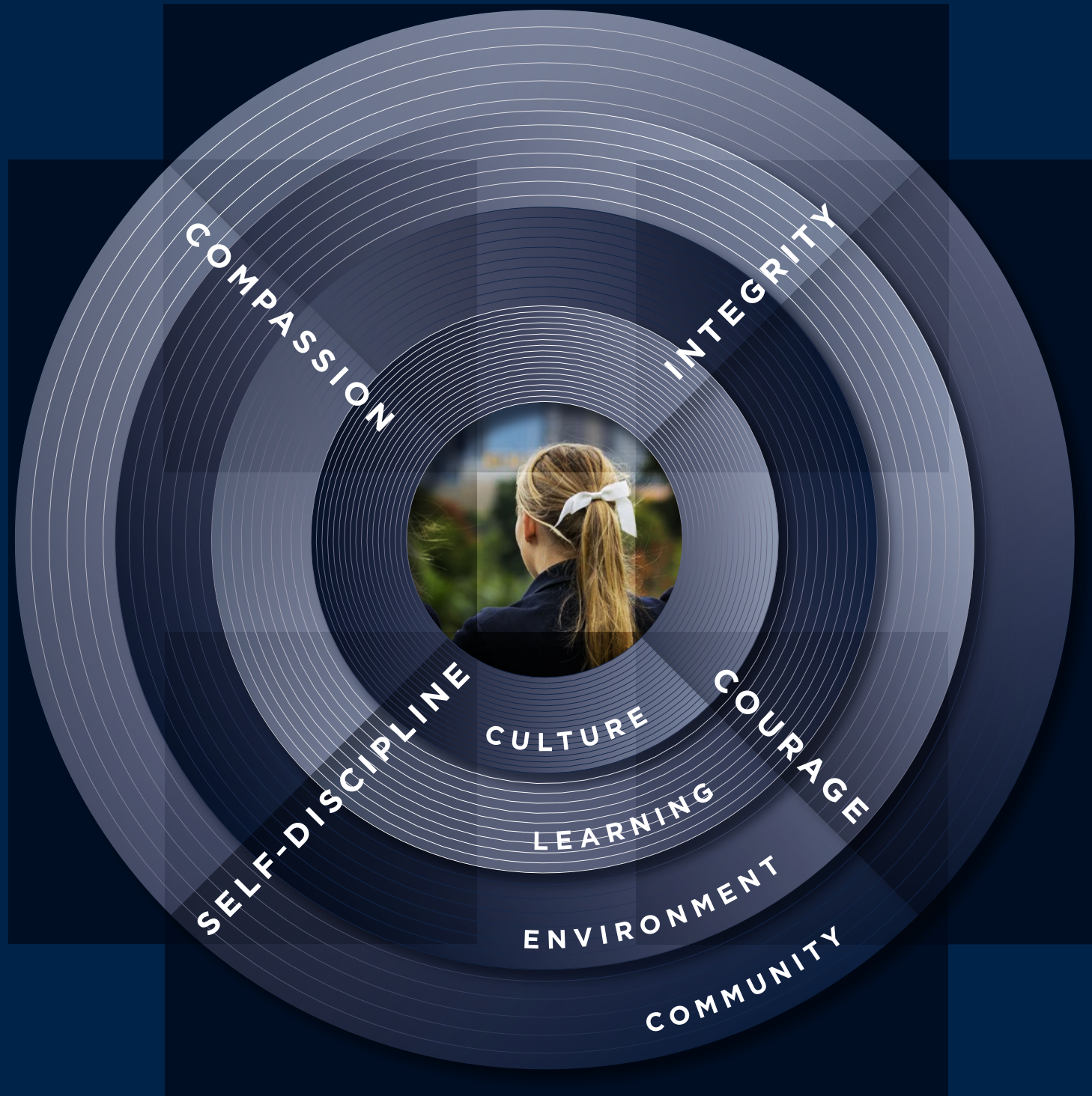
Strategic Plan 2025-2030

OUR STRATEGIC PLAN 2025-2030 is our communication to the community of our strategic intent, our organisational goals, and the actions required to achieve those goals. In creating this Strategic Plan we have consulted with our community, accruing data through whole community surveys, focus groups, and academic and co-curricular results. We have affirmed our assumptions of the MGGS Vision, Mission and Values. We have started with the end in mind.

Our Strategic Development Framework (SDF) will be developed and implemented in tandem with our Strategic Plan to deliver on our educational vision and growth trajectory.

Additionally, as part of the development of this plan it became apparent that we wanted to define the key profiles of our learners, teachers, professional support staff and leaders. For it is this group that live the daily life of the School and set our culture.

In the 2014 text, *The Restless School* by Roy Blatchford (2014) we read, *“The inner belief and commitment to realising excellence by those who lead schools is the starting point. At its beating heart the excellent school is a place where people care more than others think is wise, [take] risks more than others think is safe, dream more than others think is practical and expect more than others think is possible.”*



Framework

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.

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.

Values

In support of our mission, the values of Melbourne Girls Grammar are:

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

OUR MELBOURNE GIRLS GRAMMAR EARLY LEARNERS are important citizens, curious about the natural world around them. They demonstrate a thirst for learning, engaging in hands-on activities and collaborative projects to then joyfully express their ideas and discoveries. Our Early Learners are capable and excited about learning.

OUR MELBOURNE GIRLS GRAMMAR JUNIOR YEARS LEARNERS demonstrate a strong imagination and an eager pursuit of knowledge about the world around them, enabling them to continually bring their ideas to life.

OUR MELBOURNE GIRLS GRAMMAR MIDDLE YEARS LEARNERS are intellectually curious, constantly exploring their place in the world and the friendships they form. They embrace challenges and opportunities as they find their identity and purpose. Our Middle Years Learners are genuine and developing as ethical learners and good global citizens.

OUR MELBOURNE GIRLS GRAMMAR SENIOR YEARS LEARNERS are curious, confident, culturally literate, and empathetic critical thinkers with a true sense of self. They know their place in the world, the impact they can create and how to lead fellow students. Our Senior Years Learners are ethical women of action.

OUR MELBOURNE GIRLS GRAMMAR PROFESSIONAL SUPPORT STAFF are respected teams of dynamic and highly skilled individuals. They use their knowledge and provide guidance to allow for the smooth running of the School. Our Professional Support Staff are diligent, dedicated and maintain a personable approach, service mindset and outcomes focus.

OUR MELBOURNE GIRLS GRAMMAR TEACHERS are erudite, intellectually curious and expert practitioners, knowledgeable about the development of young people and how they learn best. They craft lessons to build ethical, active learners. Our teachers are passionate, positive and create a culture of rigour and care.

OUR MELBOURNE GIRLS GRAMMAR MIDDLE LEADERS are well informed, considered and strategic in developing the aspirations of staff to benefit the global educational community. They empower teachers to develop ethical, engaged, active learners. Our Middle Leaders are proactive leaders of learning, who build expert and supportive teams.

OUR MELBOURNE GIRLS GRAMMAR EXECUTIVE DIRECTORS are innovative, ethically minded experts and passionate about girls' education. They balance the priorities of the whole school to ensure teams prepare ethical and active students for life. Our Executive Directors are aspirational, future focused and dedicated to continuous community improvement.

OUR MELBOURNE GIRLS GRAMMAR PRINCIPAL TEAM are caring, compassionate and skilled community leaders. They set a clear direction and ethos for all stakeholders so students can become ethical women of action. Our Principal Team are expert leaders with a deep knowledge and love of the School.



MGGS Profiles

Our culture is inclusive and forward thinking with a strong sense of belonging and connection. We celebrate diversity and live the values of integrity, compassion, courage, and self-discipline. Our culture is enriched by more than 130 years of history in educating and advocating for the advancement of girls and women.

INTENT:

Our culture is one of excellence where the vision, mission and values of the School are visible and lived.

GOALS:

- 1 Strengthen our whole school student development program to support Grammarians to be good people, and see themselves 'in and for the world'.
- 2 Involve every Grammarian and staff member with opportunities to pursue excellence.
- 3 Honour First Nations culture as a rich and ongoing contributor to our heritage.
- 4 Ensure every Grammarian engages in service learning, based on the values of the Anglican faith.

STRATEGIC ACTIONS:

- 1 Curate a range of state, national and international student experiences that foster self-efficacy and character.
- 2 Seek formal recognition as an Employer of Choice.
- 3 Explicitly celebrate the education of holistic character of Grammarians and their engagement in innovative wellbeing and co-curricular programs.
- 4 Continue highlighting the voices of First Nations peoples within the curriculum, ceremonies and life of the School.
- 5 Grow strong future pathway programs and track graduate destinations and successes.
- 6 Establish a Staff Wellbeing Committee to strengthen relationships and promote connection and collective growth.
- 7 Improve timely and purposeful communication to all stakeholders, ensuring effectiveness and efficiency in choices communication platforms and processes.

Culture



Our learning is crafted to be rigorous, enriching and intentional in its design. Our learning is well informed by best practice to develop engaged, ethical women of action. Our learning is built on a knowledge rich curriculum that empowers students and provides opportunities to interrogate the future.

Our students and staff pursue excellence through learning.

INTENT:

We are world leaders in contemporary educational practices.

GOALS:

- 1 Refine the MGGS learner profiles to differentiate our students as ethical women of action and future leaders, who pursue excellence through learning.
- 2 Enact an age, stage and subject discipline appropriate pedagogical framework that is progressive, rigorous and evidence based.
- 3 Enact pedagogies that make thoughtful use of curated physical environments.
- 4 Grow MGGI to support staff professional aspirations and excellence, enabling the School to be recognised as an Employer of Choice.
- 5 Be a premier provider of educational expertise to the MGGS community and within the educational landscape.

STRATEGIC ACTIONS:

1. Develop learner profiles that identify and measure the attributes that contribute to being 'ethical women of action' and 'future leaders' who 'pursue excellence'.
2. Engage in ongoing curriculum development to ensure an informed and agile approach that embeds School values, and includes:
 - a Opportunities for students to attain excellence in academic studies.
 - b The celebration of diversity, including Australia's First Nations peoples.
 - c Recognition and differentiation for learners based on identified needs and evidence-based support.
 - d Development of bespoke approaches to teaching independent learning habits.
- 3 Develop a consistent approach to pedagogical frameworks through review and awareness of contemporary educational research.
- 4 Provide a flexible range of learning opportunities to support the growth, development, and aspirations of the MGGS community.
- 5 Develop an understanding of how Grammarians and staff can become co-designers in teaching and learning with Generative Artificial Intelligence.
- 6 Support staff in presenting and publishing to promote the School's areas of excellence to the broader educational community.

Learning



We are a sustainable school, situated in the heart of Melbourne, committed to enriching the wellbeing of our people and places, where the built and online environment enhances learning, curiosity, and innovation and our outdoor spaces and gardens inspire physical play, exploration, and challenge.

INTENT:

Our environment is designed to be developmentally appropriate and one of beauty. As custodians of a heritage-rich environment, we respect our environment as the ‘third teacher’.

GOALS:

- 1 The Strategic Development Framework (SDF) is implemented with financial sustainability and underpinned with clarity of financial commitment. Stages are mapped into achievable outcomes and timelines agreed and adhered to including:
 - a The development of an inspiring architect-designed Teaching and Learning building.
 - b Playgrounds and outdoor spaces at the ELC, Morris Hall and Wildfell are redeveloped and completed.
 - c The resurfacing of the Merton Hall Tennis/Netball Courts, and
 - d The Chapel of St Luke and Glenhope projects are completed.
- 2 Enact a 5-year Sustainability Action Plan.
- 3 Sustain operational excellence in the delivery of services on campus.
- 4 Guarantee best-practice in the delivery of Information Technology services with a focus on service excellence, data management integrity and secure platforms.

STRATEGIC ACTIONS:

- 1 Develop and implement a robust funding strategy for SDF projects that incorporates a Capital Campaign.
- 2 Map and execute comprehensive project planning and management practices on all new projects.
- 3 Identify opportunities and build sustainability and innovation into all new designs and refurbishments wherever possible based on contemporary educational practices.
- 4 Engage key stakeholders through targeted communications and relevant engagement planning for all building and infrastructure projects.
- 5 Engage industry expertise where applicable to refine and streamline scoping of new projects and builds.
- 6 Embed a regular cycle of evaluations and reviews of existing operational processes to enhance service delivery.
- 7 Engage with professional partners to regularly test and review Information Technology integrity and security.
- 8 Provide ongoing professional learning for all staff to ensure best-practice use of Information Technology in classrooms and across school systems.
- 9 Curate classrooms and other learning spaces to enhance learning.



Environment

The MGGS community is an invested and diverse collective of people who hold endless possibilities and pride for our School. As an intrinsic part of the fabric of Melbourne, the MGGS community is vibrant and confident; we are collectively 'in and for the world'. The community is a precious resource that spans generations – a networked ecosystem in which individuals can thrive.

INTENT:

We bring together diverse groups of people, who share a common purpose to empower and celebrate girls and women, shining the spotlight on excellence and student agency.

GOALS:

- 1 Strengthen connections within the contemporary school, ensuring strong cross-campus communication and seamless integration of processes.
- 2 Celebrate our integral role in Melbourne by honouring and connecting our community within the contemporary school, across generations of Grammarians, and with the cultural richness of Melbourne.
- 3 Partner with local, national and global communities, or organisations, that advocate for the advancement of women or offer opportunities for Grammarians.
- 4 Curate events that enhance a sense of belonging to MGGS, celebrating diversity and inclusion of all our members.
- 5 Ensure ongoing financial sustainability through long-term strategic planning and careful stewardship.

STRATEGIC ACTIONS:

- 1 Evaluate existing processes to provide seamless cross-campus collaboration: ELC, Morris Hall, Glenhope, Merton Hall and the Boarding House.
- 2 Recognise and celebrate excellence, diversity and inclusion within the community through targeted activities, awards and honours and engagement with businesses, schools, and charitable organisations.
- 3 Expand our mentoring program across segments of the MGGS community by connecting staff, students, parents, guardians and alumnae.
- 4 Feature MGGS's expertise within the community through targetted communications.
- 5 Highlight and promote intergenerational connections through House, Boarding, families and community groups within the School and across generations.
- 6 Strengthen and streamline communications to all segments of our community by raising awareness of programs, activities and expertise.
- 7 Build new community partnerships and connect with educators nationally and internationally to advance the role of women in society.
- 8 Review and plan for financial sustainability through improved budget management processes.





*As the story grows and our history continues,
We'll have played our part, been the best that we can be.
And when the time comes, we'll remember.
The journey that brought us all together,
We are one, I stand with you and you with me.*

Brighter Than Ever Before song composed by Year 12 student, Michelle Mah for our 130th year, 2023.



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.

Melbourne Girls Grammar

86 Anderson Street
South Yarra Victoria 3141

mggs.vic.edu.au

ABN 81 116 806 163

CRICOS Provider code 00322D