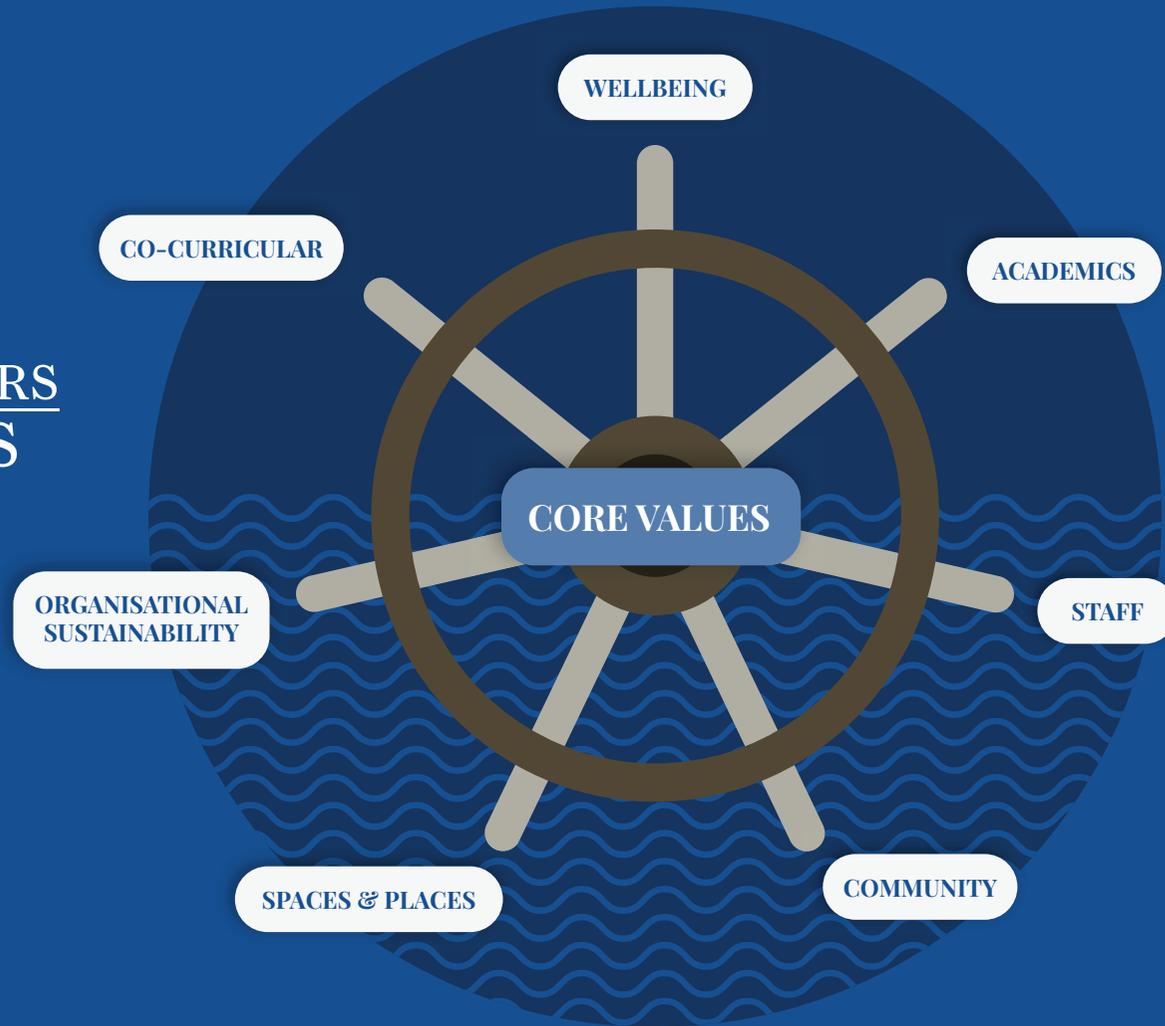




**ST PETERS
GIRLS**



**STRATEGIC PLAN
2017-2019**



ST PETERS
GIRLS



A Message from the Principal St Peter's Girls' School

A goal without a plan is nothing more than a wish. That's why, in late 2016, we as a School launched a three-year strategic framework to guide initiatives in the lead up to our 125th anniversary.

Already, many milestones have been achieved across academics, technology, communications and sport. A particular highlight has been the delivery of our new wellbeing program, #EMPOWHER, which has had an incredibly positive impact on our girls in just a short space of time.

This is all evidence that we do indeed have a plan. 'A New Vision - Towards 125' is transforming the way in which we educate and support our girls. It builds on our School's proud history and traditions by strengthening the foundations for the learners of tomorrow.

We look forward to implementing the remaining initiatives as we continue to honour our founding Sisters by producing women of character and influence ready to make their mark on the world.

Julia Shea
Principal

Inspiring women of character & influence

In 1894, a small group of Anglican Sisters with big ideas and an equally generous spirit set sail from England to a little known land and our present home, Adelaide. They were compelled by a vision of founding a school for girls that provided its first students with previously unimagined opportunities for education and development.

It was from these ambitious beginnings that our School was forged, and our founding sisters' visionary principles of courage, creativity and compassion are a part of the very fabric of St Peter's Girls School and extend right through its tightknit community.



Inspiring women of character & influence

COURAGE

COMPASSION

CREATIVITY



Saints girls are women of courage – they pursue opportunities with confidence and strength.

Hon Julie Bishop (Kilburn '73)

Julie graduated with a Bachelor of Laws from the University of Adelaide in 1978 and attended Harvard Business School in Boston in 1996, completing the Advanced Management Program for Senior Managers. Before entering Parliament Julie was a commercial litigation lawyer at Clayton Utz. She became a partner in 1985 and was managing partner of the Perth firm from 1994 to 1998.

Julie was elected to the House of Representatives as the Member for Curtin in 1998 and has since served as a Cabinet Minister in a range of portfolios as well as Deputy Leader of the Opposition and, currently, as the Minister for Foreign Affairs.

In her 2015 speech to the UN Security Council, Julie Bishop rebuked Moscow in relation to the MH17 air disaster with authority and without hesitation.

Julie Bishop. A woman of courage.

Inspiring women of character & influence

COURAGE

COMPASSION

CREATIVITY



Saints girls are women of compassion – women who connect through the global community via respect and service.

Suzanne Caragianis (Kennion '81)

Suzanne Caragianis graduated with a Bachelor of Applied Science in Occupational Therapy at SAIT (University of SA) in 1985, with a keen interest in treating hand injuries and burns. Her goal was to establish a centre of excellence where people with hand and arm injuries could get the best possible care.

After completing further studies in the United States, she qualified as a Certified Hand Therapist in 1991, one of the first in Australia. A year later, Suzanne established SA Hand Therapy, which today has a team of eight therapists plus support staff.

After a period of teaching in India, Suzanne saw a need for 'Hand Care' over the border in The Kingdom of Bhutan. Since 2010, Suzanne has organised and run Hand Surgical Camps there and also enlisted help from colleagues to run courses to train local physiotherapists and surgeons.

Suzanne Caragianis. A woman of compassion.

Inspiring women of character & influence

COURAGE

COMPASSION

CREATIVITY



**Saints girls are creative
– they ignite their
imagination to innovate
and excel.**

Sophie Rowell (Kilburn '92)

Studying violin performance in Sydney and furthering her chamber music studies in Germany, Sophie was awarded numerous accolades, including the Symphony Australia Young Performer of the Year in 2000, Gisborne's International Music Competition (NZ), the 2002 Osaka International Chamber Music Competition (Japan) and the 2005 Cremona String Quartet Competition (Italy).

As the leader of the internationally acclaimed Adelaide-based Australian String Quartet until 2011 (formerly Tankstream Quartet 2000 - 2006), Sophie has given concerts and been broadcast throughout Australia, Europe, North America, Asia and New Zealand.

She is a frequent concerto soloist with all the Australian Symphony Orchestras and is now sought-after as a concertmaster and principal violinist with orchestras in Australia, the UK, Europe and North America.

Sophie Rowell. A woman of creativity.

Academics

How can we provide an innovative academic program that allows our graduates to meet the challenges of the future?

PRIORITY 1

PRIORITY 2

PRIORITY 3

We will deliver an innovative curriculum that offers choice, balance and unique opportunities for learning.

Our curriculum must cater for the diverse needs of students as they engage with meaningful and exciting learning. By tailoring our programs to the individual needs of students, we can offer the very best learning environment and encourage, challenge and extend each student. With the use of emerging technologies and by supporting girls to participate in a variety of engaging elective subjects – with a focus on science, technology, engineering and mathematics – St Peter's Girls will lead the way in curriculum development and delivery.

To achieve this, we will:

- develop and implement holistic programs that cater for the needs of all students, including the gifted and talented, and provide multimodal avenues for learning
- fully implement an Intensive Languages Program that will provide benefits well beyond the traditional advantages of learning a second language
- be responsive and pro-active when it comes to state, national and international curriculum changes as determined by ACARA, the SACE Board and the IBO
- improve the opportunities provided to our girls in STEM and present them in a way that fires imagination and self-belief
- further enhance elective subjects provided to students based on futures-oriented curriculum and feedback to better prepare them for the 21st century workforce
- respond to emerging ICT trends to provide excellence in eLearning and build confidence regarding safe, ethical and responsible use of essential and ubiquitous technologies.

Academics

How can we provide an innovative academic program that allows our graduates to meet the challenges of the future?

PRIORITY 1

PRIORITY 2

PRIORITY 3

We will maintain excellence in classroom practice by applying the latest educational research.

To provide the best education experience for our students, our classroom practice must maintain best-practice. Our Middle School framework will be of particular focus, as we work to align our teaching and learning philosophy from our youngest to eldest learners. To engage our young problem-solvers and encourage cross-curricular learning, opportunities for entrepreneurial education will also be introduced to the curriculum and explored for future learning initiatives.

To achieve this, we will:

- develop a learning framework for the Middle School that connects and aligns with the global-minded philosophy that underpins the International Baccalaureate Primary Years and Diploma Programmes
- investigate and trial entrepreneurial educational programs as part of the Rudolph Program coordinated by Professor Yong Zhao.

Academics

How can we provide an innovative academic program that allows our graduates to meet the challenges of the future?

PRIORITY 1

PRIORITY 2

PRIORITY 3

We will achieve distinction in educational outcomes by using an evidence-based approach to learning and teaching.

Our teaching practice must be reviewed and enhanced on a continuous cycle to ensure that our students are given the very best opportunities. By developing a learning analytics framework, we will be able to track and improve student outcomes for each individual. Simultaneously, we will collectively review the School's performance as a whole to seek improvement in the delivery of our first-class academic programs.

To achieve this, we will:

- investigate and implement a learning analytics framework to inform classroom practice and tailor learning to individualised needs
- develop a plan for continuous improvement in learning and teaching using an evidence-based school improvement model, where optimised teaching leads to optimised learning.

Co-curricular

How can we instil our values, foster creativity and encourage innovation beyond the classroom?

PRIORITY 1

PRIORITY 2

We will provide a challenging and engaging range of activities in our co-curricular program.

Saints Girls takes pride in fostering a love of learning that extends beyond the classroom with co-curricular activities that offer something to each and every student, rounding out their skills, competencies and character alike. Rich and varied interests including the visual, performing and dramatic arts, as well as sport, fulfil and broaden students' developing social, physical and intellectual abilities and interests for a holistic approach to their education. By supporting key role models such as coaches and tutors, we will better enable them to support our students in their participation, facilitating the sense of discovery and personal reward that participation in co-curricular programs brings.

To achieve this, we will:

- review and improve the activities on offer for optimum student engagement
- implement formal procedures for the appointment, training and appraisal of coaches and tutors to ensure quality
- develop a system to monitor, encourage and analyse student participation rates within school programs so that every student feels able to participate fully.

Co-curricular

How can we instil our values, foster creativity and encourage innovation beyond the classroom?

PRIORITY 1

PRIORITY 2

We will acknowledge and celebrate participation in co-curricular activities.

Students will have their dedicated efforts and contributions in co-curricular activities aptly recognised and rewarded. This will not only reinforce our core values of courage, creativity and compassion, but also positively affirm their initiative, commitment and teamwork.

To achieve this, we will:

- articulate and promote the pocket points award system and ensure it is transparent and accessible to all by implementing clear policies relating to points allocation and use
- ensure student co-curricular achievements are formally acknowledged through the full range of communication channels available, broadening celebrations to include the whole School community, supported by a co-curricular committee and calendar.

Community Engagement

How can we foster relationships from a local to a global scale to extend the opportunities available to our girls?

PRIORITY 1

PRIORITY 2

PRIORITY 3

PRIORITY 4

We will encourage our vibrant School community to flourish, with members who are proud, engaged and committed.

We will celebrate all that makes Saints Girls unique in the lead up to our milestone 125th birthday in 2019 - from our pioneering history, to the students whose distinct voices can inform our own pedagogy, to our enduring network of Old Scholars, present and past families and staff, and other supporters.

To achieve this, we will:

- promote opportunities for the voices of students to be heard and to inspire change
- celebrate our proud history, leading to the School's 125th birthday
- preserve and develop enduring relationships across our network of Old Scholars, community groups, present and past parents and staff.

Community Engagement

How can we foster relationships from a local to a global scale to extend the opportunities available to our girls?

PRIORITY 1

PRIORITY 2

PRIORITY 3

PRIORITY 4

We will develop strategic partnerships with businesses and universities to enhance our girls' education.

We will serve our students well both during their tenure and long after they leave our classrooms. By sharing best practices with other pre-eminent schools and forging strong ties with universities and businesses we will provide students with the best possible start following graduation thanks to a strong network of connections which they can build upon and leverage throughout their lives.

To achieve this, we will:

- establish and leverage links with tertiary institutions and industry organisations to support and extend our educational offerings
- investigate linking with leading girls' schools across Australia and the globe to facilitate opportunities for staff to share best practice
- establish and leverage links with tertiary institutions, industry organisations and members of the wider School community to support and extend our Careers education program.

Community Engagement

How can we foster relationships from a local to a global scale to extend the opportunities available to our girls?

PRIORITY 1

PRIORITY 2

PRIORITY 3

PRIORITY 4

We will review and improve communication mechanisms across the School.

An informed and engaged community results from relevant and responsive two-way communication. This requires a coordinated and cohesive whole-of-school approach to ensure parents and students are provided with clarity regarding academic performance and processes as well as broader school activities, and that our diverse range of stakeholders have every opportunity to engage with an institution to which they are profoundly connected.

To achieve this, we will:

- provide relevant and engaging content across a variety of mediums to inform our diverse community
- streamline communications processes and protocols for parents
- establish and develop an online Parent Portal
- seek and report on feedback from our community.

Community Engagement

How can we foster relationships from a local to a global scale to extend the opportunities available to our girls?

PRIORITY 1

PRIORITY 2

PRIORITY 3

PRIORITY 4

We will foster a culture of philanthropy to encourage an investment in the future of girls' education.

With our beginnings firmly entrenched in the notion of selfless giving, Saints Girls would not be the School it is today without the generosity and goodwill of our benefactors and volunteers. It is supporters such as these that embolden us to plan ambitiously to continue to excel as a school and provide education that's second to none. Instilling this same spirit of philanthropy in our students is an important way in which we continue our Anglican tradition.

To achieve this, we will:

- implement creative and engaging fundraising strategies to provide for the future development of the School
- encourage students to be compassionate citizens who give back to the community.

Organisational Sustainability

How can we continue to provide contemporary governance to build upon our proud history as a leading girls' school?

PRIORITY 1

PRIORITY 2

PRIORITY 3

We will maintain and enhance appropriate corporate governance principles.

An effective governance framework that is tailored to the School's unique profile and requirements will help maintain a high standard of operations as well as performance overall. This will include clear articulation and distribution of internal policies as well as regulatory requirements.

To achieve this, we will:

- develop and implement a succession plan for the Board of Governors to ensure a wide ranging set of skills are represented to best serve the School
- implement SALT software to ensure compliance targets are met.

Organisational Sustainability

How can we continue to provide contemporary governance to build upon our proud history as a leading girls' school?

PRIORITY 1

PRIORITY 2

PRIORITY 3

We will ensure the School is financially sustainable now and for generations.

As the current custodians of an institution with a unique and celebrated history, it is our duty to ensure the School continues on as a hub of learning and symbol of the generosity and ambition of its founding sisters. Many more generations of Adelaide girls stand to benefit from our offering and we owe it to them as much as to past generations to continue this enduring legacy.

To achieve this, we will:

- achieve strategic enrolment targets to ensure the School's ongoing viability
- ensure high levels of parent and student satisfaction by providing excellence in service delivery
- ensure resources are secure for all school operations.

Organisational Sustainability

How can we continue to provide contemporary governance to build upon our proud history as a leading girls' school?

PRIORITY 1

PRIORITY 2

PRIORITY 3

We will implement a system of continuous review to ensure a consistent and high level of performance across the School.

Continuous improvement requires continuous review. We have not become the highly respected school that we are by resting on our laurels. Even our founding sisters recognised the need to continually assess how well the School was meeting the needs of its students and made the appropriate adjustments. We continue to do this still, removing barriers to progress whilst having our past inform our future.

To achieve this, we will:

- establish service level agreements across the School so that expectations are clear
- implement and manage standards of performance by the timely and effective roll-out of systems, information, feedback and evaluation
- create a schedule for continuous review to ensure strategic aims and objectives are met
- conduct a full review to ensure policies and procedures are understood and adopted.

Spaces & Places

How can we provide inspiring learning spaces that are future-proof for the next generations?

PRIORITY 1

PRIORITY 2

We will upgrade existing facilities as detailed in our *Master Plan, The Next Challenge: Building for Tomorrow*.

Our physical spaces must be inspiring for our students and teachers whilst delivering the best opportunities for teaching and learning. Though our major facilities will be upgraded in accordance with our strategic objectives, we must also seek to maintain our School and its grounds to foster a respect for community and our heritage. These facilities must be managed with sustainable and wise financial investment.

To achieve this, we will:

- develop appropriate modelling for capital projects and associated financing
- implement a plan to maintain and refresh existing facilities through capital budgets.

Spaces & Places

How can we provide inspiring learning spaces that are future-proof for the next generations?

PRIORITY 1

PRIORITY 2

We will harness the power of our unique natural environment to provide rich learning experiences.

The School's location and surroundings are unique and the natural environment is an invaluable resource for many learning activities. Our campus must build upon our natural assets with a variety of purpose-built spaces that provide opportunities for students to learn and grow. To achieve this, we will ensure all spaces within the School campus are purposeful and conducive to learning.

Staff

How can we attract and retain outstanding staff who model and inspire lifelong learning?

PRIORITY 1

PRIORITY 2

We will appoint, nurture and praise staff to foster a culture of creativity, innovation and excellence.

Each staff member, be they a teacher or bus driver, is a leader in the eyes of our students. Thus all staff must lead by example to demonstrate desired attributes, conduct and mindsets as they perform their roles. To this end we will support them by catering to their professional and pastoral needs, providing opportunities to give and receive meaningful feedback and introducing fresh thinking into the team when the opportunity arises.

To achieve this, we will:

- improve opportunities available for professional development and appraisal
- develop formal ways to recognise and reward staff who achieve or perform at a high level
- facilitate involvement from all staff to shape the strategic direction of the School
- target staff recruitment to appoint highly accomplished teachers
- establish strategies to monitor and support staff well-being
- review and improve induction and support processes for newly appointed teachers.

Staff

How can we attract and retain outstanding staff who model and inspire lifelong learning?

PRIORITY 1

PRIORITY 2

We will encourage staff to participate in lifelong learning opportunities.

We will model life-long learning ourselves in order to instil this fundamental attribute in our students. A desire to continually build upon one's knowledge base and understanding of the world is a valuable asset in today's fast-changing world, requiring self-motivation, curiosity and high standards.

To achieve this, we will:

- provide leadership training for key staff through qualified institutions
- deliver genuine and strategic leadership opportunities for staff to encourage further development.

Well-being

How can we deliver a holistic program for well-being that supports our girls now and into the future?

PRIORITY 1

PRIORITY 2

PRIORITY 3

We will foster an inclusive culture that promotes our values of courage, creativity and compassion to build the social and emotional competencies of students.

The social and emotional development of each student is as critical as their academic development. We will review and improve our programs in this area to ensure children are given the support they need to perform at their best. Our focus will be on developing the whole child – where they can learn about themselves and how to work with others. Opportunities for outdoor education, leadership and spiritual development, as well as behaviour management, will also be a central focus. We will work in close partnership with parents in this area to ensure students are given the best foundation.

To achieve this, we will:

- review the School's pastoral care and well-being programs, including integrated staffing and timetable structures, and implement recommendations
- maintain opportunities for experiential learning through the outdoor education program
- articulate the leadership opportunities available for students at all ages and ensure supportive training is provided at each stage
- revise the School's Behaviour Management Policy and ensure it is clearly communicated to students, parents and staff
- encourage a strong partnership between parents and the School by providing a comprehensive parent information program aligned with the student well-being program
- foster an inclusive spiritual environment that extends beyond our Chapel, where each student is valued as a unique individual and recognised to discover their true self.

Well-being

How can we deliver a holistic program for well-being that supports our girls now and into the future?

PRIORITY 1

PRIORITY 2

PRIORITY 3

We will progress with a whole school approach, from Early Learning to Year 12.

Our School is a unique and vibrant community. To ensure students can easily move between each area of the school, and to build connections with students of all ages, we will continue to evolve our 'one school' mindset. Building relationships and fostering smooth transitions will be the focus so that students can remain focused on their interests and goals while feeling supported in social and practical dimensions.

To achieve this, we will:

- evaluate and develop the transition programs that celebrate a student's progression through the School as a symbol of their own personal growth
- provide opportunities for students of all ages to build connections with each other through the House system, demonstrating leadership and being exposed to new role models in the process.

Well-being

How can we deliver a holistic program for well-being that supports our girls now and into the future?

PRIORITY 1

PRIORITY 2

PRIORITY 3

We will inspire girls to become active global citizens who seek to explore new horizons.

Global citizenship involves a mindset ignited by international and intercultural perspectives in teaching and learning.

To develop global mindsets, students need to understand their own cultures and beliefs and cultivate a respectful understanding of others. They need to engage with people of diverse cultures, recognise commonalities and differences, and develop a sense of connectedness and responsibility towards others.

Our students will be given the opportunity to reach out and explore. By participating in service learning initiatives and helping those in need, our students will have real openings to connect with others. Our global exchange programs will help students to discover more about the diverse practices and cultures across the globe.

To achieve this, we will:

- strengthen civic engagement by ensuring that all Middle and Senior School students participate in the School's service learning program
- expand the Global Academy and program of international school tours to provide each girl with an opportunity to experience an overseas adventure.



ST PETERS
GIRLS

CHALLENGE YOUR THINKING

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