



# The Hamilton and Alexandra College Strategic Plan 2014-2018

## Structure of the Strategic Plan

The Hamilton and Alexandra College's Strategic Plan outlines the school's vision and direction for 2014-2018. The plan features **4 Fundamental Strategic Priorities** identifying our key commitments, accompanied by **27 Guiding Principles**, which provide the framework for our action plans.

In the planning phases, and in an ongoing way, it is essential that we confirm the reasons *why* people choose the school for their child; the reasons why they believe the College best meets the needs for, and provides the qualities they seek in, their sons and daughters.

## Mission Statement

*The Hamilton and Alexandra College is an internationally focused school providing an innovative and broad ranging education within an environment of Christian values, encouraging optimum achievement, fostering personality and equipping girls and boys with skills and character to enable them to thrive and flourish throughout their lives.*

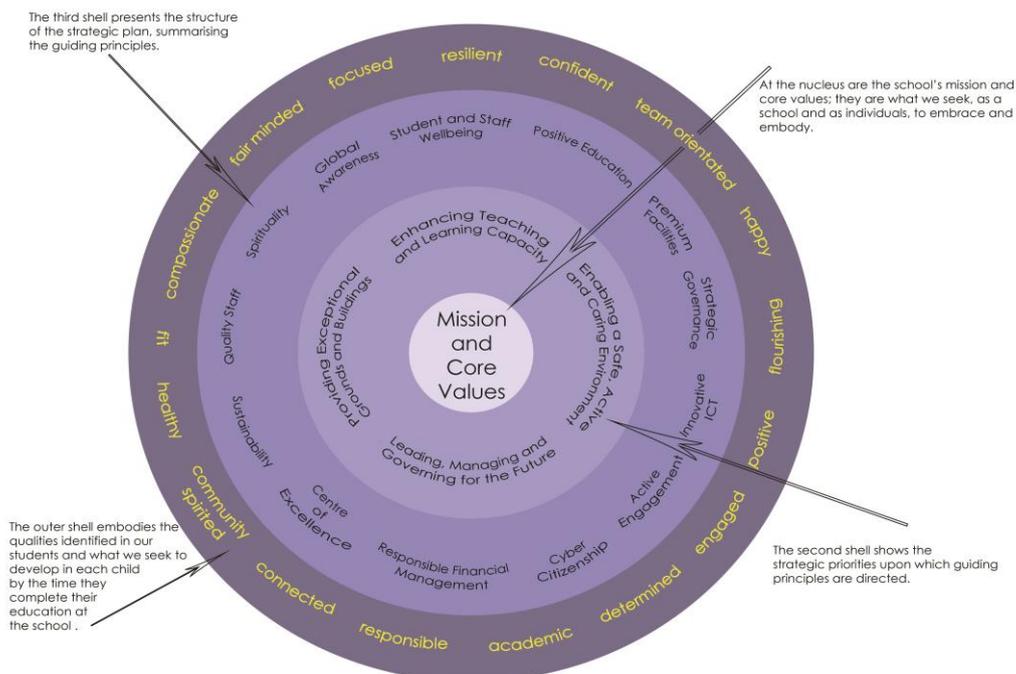
## Core Values

The Core values aligned with the Mission Statement are categorised as Personal and General.

1. Personal Values include but are not limited to:  
*Respect, integrity, motivation, optimism, courage, resilience, enthusiasm, excellence, aspiration, honesty, humility, responsibility, self-esteem, individuality, compassion, patience, enjoyment, creativity.*
2. General Values include but are not limited to:  
*Success, community spirit, leadership, inspiration, sustainability, contribution, service, freedom, diversity, inclusivity, accountability, tradition, discipline, internationalism.*

## Strategic Plan Framework

The pictorial highlights a nucleus and three outer shells, and outlines the framework upon which the Strategic Plan operates. The orientation and positioning of the shells do not indicate prioritisation, but are conceptual, with their contents developed to provide clarity and direction to guide the plan to fruition.



## Synopsis

The school is resolute in further strengthening academic results, fostered by an accentuated focus on student health and well-being. Above all, our quest is to enable each boy and girl to develop skills to identify their strengths and develop capacity to apply them in their studies, their sport, their cultural activities, the way they communicate with one another and with their community, and how they serve.

We aim to achieve this by developing each child to:

- be more motivated to excel academically.
- become more organised, harder working, diligent, self-disciplined, and achievement-orientated.
- embrace new learning experiences, where each values and understands why they need to invest in their individual and collective learning.

## Priorities

In order to establish an optimum environment for girls and boys to achieve and flourish, **4 Fundamental Strategic Priorities** provide the central focus of the School's direction.

1. Enhancing Teaching and Learning Capacity
2. Enabling a Safe, Active and Caring Environment
3. Providing Exceptional Grounds, Buildings and Resources
4. Leading, Managing and Governing for the Future

### *1. Enhancing Teaching and Learning Capacity*

The College seeks to embed excellence in teaching and learning, strengthened by subject expertise, collaborative processes, and consistent and shared standards. We aim to provide educational structures which enable our students and staff to thrive in all areas of their learning, and to be creative and innovative in a dynamic educational setting.

Guiding Principles are to

- augment the Capacity Building to Realisation reforms, focusing on enhanced literacy skills across all subjects, high expectations, accountability, evaluation of data to enhance teaching and learning, and early intervention.
- enhance the learning culture at all year levels, with particular focus on Early and Middle Years.
- embed dynamic 21<sup>st</sup> Century Learning Pedagogies and Technologies.
- ensure a rigorous approach to Curriculum Development and Differentiation.
- further establish the College as a Centre for Educational Excellence.
- enhance the structures associated with orientation, transition and continuity.

### *2. Enabling a Safe, Active and Caring Environment*

Good health and fundamental well-being are at the heart of all facets of children's experiences at the College: academic, sporting and cultural, community engagement, global awareness and pastoral care. We seek to develop students in a holistic way, with a robust focus on well-being. We seek to sustain and nurture positive emotions in every boy and girl, recognising and embracing the direct correlation between student well-being and improved outcomes.

At College, we seek to enable girls and boys to develop skills to identify their strengths and develop capacity to apply them in their studies, their sport, their cultural activities, the way they communicate with one another and with their community, and how they serve. We seek to guide young people to develop as confident, resilient, poised and capable young adults.

Guiding Principles are to:

- embed a school-wide Positive Education and Well-being Programme .
- support and foster student well-being, connectedness and leadership.
- enhance current and prospective parent information forums .
- develop, enhance and review student and staff welfare programmes.
- further augment staff skills in relation to student welfare issues.
- sustain and further develop students' spirituality.
- promote and improve connections with community organisations.

- further enable the engagement and connectedness of and between International Students and both local students and the community.
- further refine policies and programmes for responsible cyber citizenship.

### ***3. Providing Exceptional Grounds, Buildings and Resources***

The College seeks to provide safe facilities, grounds and resources which inspire our students to excel across all levels of schooling in an innovative, dynamic and contemporary learning environment. We aim to develop and enhance facilities and resources which demonstrate environmental sensitivity and reflect key principles of sustainability. We seek to continue to establish and maintain purpose built, innovative learning spaces and facilities that stimulate students to experience a broad range of activities that encourage self-expression and nurture self-confidence, pride and dignity.

Guiding Principles are to:

- optimise modern and innovative teaching and learning facilities.
- ensure that facilities maximise productivity amongst teachers and students.
- ensure that facilities and grounds are safe, accessible and flexible.
- be inspired and guided by a progressive and ambitious Master Capital Maintenance and Development Plan, alongside landscaping and refurbishment of existing facilities.
- ensure environmentally sustainable and responsible capital development and learning programmes.
- ensure that ICT infrastructure is monitored and upgraded to enhance and augment modern teaching practices.

### ***4. Leading, Managing and Governing for the Future***

The College seeks to continue to be a soundly-managed and forward-looking educational organisation. We aim to be seen, throughout an increasingly wide geographic area, as a school which offers an engaged, unified and caring community, high quality educational opportunities and outcomes, and excellent employment conditions. We aim to be an exemplary school; one which others seek to follow.

Guiding Principles are to:

- continue to encourage opportunities to attract and retain high quality staff.
- maintain and enhance a responsible, fair and sustainable financial model.
- develop a stronger and shared sense of purpose for the College Board, Executive, Staff, Parents and Students.
- broaden the accessibility of an education for children from deserving families in need.
- broaden the areas from where students attend the school.
- monitor potential changes in, and advocate for, equitable government funding.

## **Conclusion**

The Hamilton and Alexandra College is experiencing arguably the most progressive era in its 143 year history. This is the fourth Strategic Plan presented to the school community since 2000. During this period, exciting and extensive capital development together with curriculum, pastoral care and governance reform have occurred, each resulting in measurable and improved opportunities and outcomes. The school has grown to its largest ever enrolment levels and is recognised as a leading regional Australian school. Such far reaching change has been the result of sound, innovative, ambitious and flexible planning.

Like previous plans, the 2014-2018 Strategic Plan will be a fluid document by design, as it should be. This means that adaptations, additions and amendments may occur in the best interests of improving the school and the opportunities it provides for its students, staff and the extended school community.

Extensive consultation with, and input from, key groups have occurred in the preparation of this plan and the associated Action Plans, which provide timelines and stipulate the people responsible for actioning them.

The 2014-2018 Strategic Plan is an exciting, innovative and ambitious one, and the Board, Principal and Staff warmly commend it to the school community.

Bruce Simons  
Principal

John Diprose  
Board Chairman

## **Operational Plans**

The operational plans outline the objectives, actions and timelines to achieve success in implementing the strategic priorities and guiding principles.

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