

GIRTON GRAMMAR SCHOOL

STRATEGIC PLAN

2023–2028

Revised January 2025





ACKNOWLEDGEMENT OF COUNTRY

We acknowledge that Girton Grammar School is on Dja Dja Wurrung country, of which the Djaara people have been custodians for millennia and have performed age-old ceremonies of celebration, initiation and renewal.

We acknowledge their living culture and their unique role in the life of this region. We express our gratitude in the sharing of this land, our sorrow for the personal, spiritual and cultural costs of that sharing and our hope that we may walk forward together in harmony and in the spirit of healing.

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FOREWORD FROM THE 2022 CHAIR

The Girton Grammar School community expects excellent levels of service and delivery of high-quality education for its children. Sustaining the school's academic standing in the Bendigo region is an important factor in meeting our community's expectations and continuing to be an institution of importance to the entire Bendigo community, providing choice and opportunities to as many families as possible.

The 2023–2028 Strategic Plan positions high standards and exceptional educational outcomes as a priority for Girton Grammar School by offering diverse student learning pathways that prepare young people for a successful future. The Strategic Plan recognises the changing nature of the higher education and jobs sector by placing emphasis on 'enterprise skills' that will advantage young people as they leave school to become fully independent adults.


Through consultation with the Girton community, we know that families value their children's overall happiness and wellbeing equally alongside academic achievement. The learning environment, student support programs, community involvement and school values are all tied to the school's culture. We recognise that we need to work hard to ensure that Girton continues to be a place of inclusion, diversity and broad opportunity, where every child feels they belong and can thrive.

For the period 2023–2028, five strategic priorities have been identified based on the four pillars of strategic intent in the Mission and Values document. Each of the priorities has a measurable Statement of Intent supported by a range of aims. The school will develop an annual Implementation Plan based on these aims. It should be recognised that the school's priorities must continue to be shaped by the latest evidence and must be adaptive to the evolving needs of the school community and external pressures. Therefore, the Strategic Plan is not intended to be static but will act as a framework that will be revisited annually and adjusted if necessary.

Girton Grammar has a unique history, with the intent and values of our founders reflected proudly in the school today. Time after time, the school community has displayed its ability to adapt to the changing world around us, whether it be gradual change or major global setbacks such as conflicts, pandemics and financial crises. The hard work and loyalty of staff, students and parents – so characteristic of Girton's history – have allowed the school to thrive through these many challenging periods and will continue to do so.

This Strategic Plan enables the school to continue to be simultaneously progressive and steeped in tradition, to fortify against future challenges, to build on strengths and to create new opportunities to meet the contemporary needs of students and staff.

Mr David Jemmett
Chair



As we prepare to leave the school at the end of this year, we are grateful for all we have been given and the education we have received at Girton Grammar School.

This Strategic Plan will ensure that the students who follow us will benefit from many of the things we did while preparing them for an unpredictable future. It is pleasing for us to see that the Plan is intended to accommodate a range of learning pathways for all kinds of students. One of Girton's strengths is that it is a non-selective school with students from diverse backgrounds and with varying abilities. We see the Girton student population as a reflection of the 'real world', helping to nurture an attitude of tolerance and inclusion that we have enjoyed for many years and that we hope continues to characterise the school.

Acknowledging each teacher as an expert in their field is important. During our Girton journey, we have had so many teachers with varied teaching styles, often unique to their subject and valuable to us for different reasons. The Strategic Plan is explicit in recognising the professional judgement of Girton teachers and the impact this can have on a student's life, and we wholeheartedly support this notion.

The high academic standards that the Strategic Plan aims to continue driving, we believe, will be largely possible because of the many moving parts within the school that provide such excellent student care and opportunities to immerse in what we love. We know that students need to feel safe, calm and supported before learning can even begin. Our experience at Girton has been that these things are achieved through fantastic co-curricular activities and teachers who know their students and care deeply. Each of us can name several teachers who have gone 'above and beyond', making an enormous difference in our learning journey.

We wish the school well in implementing the Strategic Plan in the coming five years and urge our fellow students to continue to play their part in enacting the school's mission of striving for excellence in all that you do.

Ms Rena Nicol
School Captain

Mr Wil Hamilton
School Captain

Ms Astrid Jonston
School Vice-Captain

Mr Isaac Willits
School Vice-Captain



FOREWORD FROM THE 2022 SCHOOL CAPTAINS

GIRTON GRAMMAR SCHOOL

1 CITY **22** TOWNS
IN OUR CATCHMENT

YEARS OF
HISTORY IN BENDIGO **138**

TOTAL STUDENT
POPULATION: APPROX.

JUNIOR SCHOOL
STUDENT POPULATION:
APPROX.

350

1050

PERCENTAGE OF 2021 VCE STUDENTS

**TOTAL STAFF
POPULATION**

(INCLUDES PART-TIME AND FULL TIME)

215

**VCE
SUBJECTS
OFFERED**

41

**NUMBER OF
CO-CURRICULUM
ACTIVITIES:**

51

2022 SNAPSHOT

150,000 PEOPLE
IN OUR REGION

NT
ROX.

0

STUDENT
COUNTRIES
OF BIRTH

21

STUDENT
HOME
LANGUAGES
SPOKEN

30

SENIOR SCHOOL
STUDENT POPULATION:
APPROX.

700

IN TOP 10% OF VICTORIA:

32%

M

5

STUDENT
POSTCODES

60

STAFF
POSTCODES

39

AVERAGE VCE
COMPLETION
RATE:

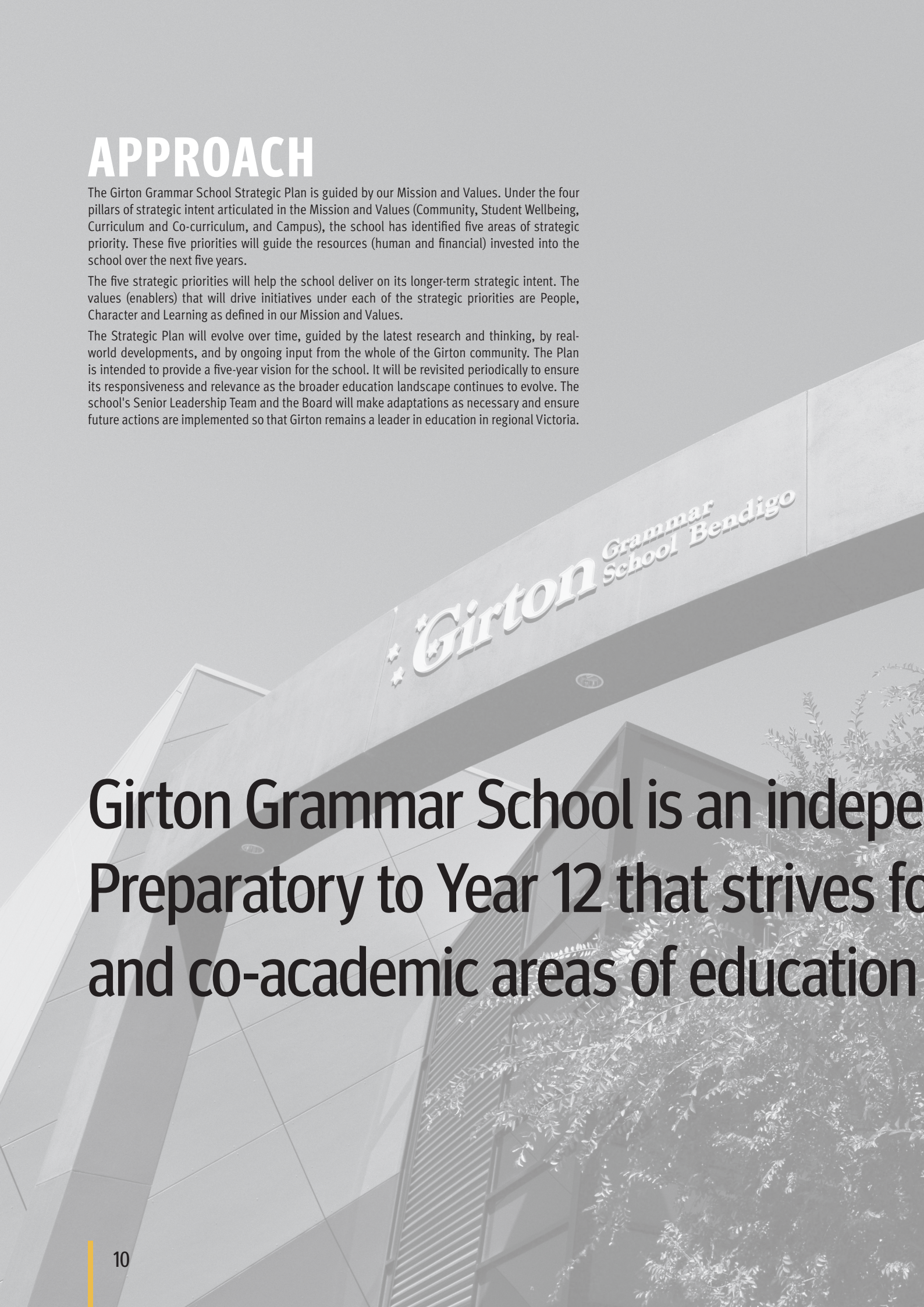
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APPROACH

The Girton Grammar School Strategic Plan is guided by our Mission and Values. Under the four pillars of strategic intent articulated in the Mission and Values (Community, Student Wellbeing, Curriculum and Co-curriculum, and Campus), the school has identified five areas of strategic priority. These five priorities will guide the resources (human and financial) invested into the school over the next five years.

The five strategic priorities will help the school deliver on its longer-term strategic intent. The values (enablers) that will drive initiatives under each of the strategic priorities are People, Character and Learning as defined in our Mission and Values.

The Strategic Plan will evolve over time, guided by the latest research and thinking, by real-world developments, and by ongoing input from the whole of the Girton community. The Plan is intended to provide a five-year vision for the school. It will be revisited periodically to ensure its responsiveness and relevance as the broader education landscape continues to evolve. The school's Senior Leadership Team and the Board will make adaptations as necessary and ensure future actions are implemented so that Girton remains a leader in education in regional Victoria.



Girton Grammar School is an independent Preparatory to Year 12 that strives for excellence in academic and co-academic areas of education

2024 UPDATE

In line with the aforementioned approach, the Strategic Plan underwent a review in 2024, which led the Board to make several adaptations, including the following:

- Changing the title of Strategic Priority #5 to incorporate the school's infrastructure as well as facilities
- Altering the list of expected challenges to also include opportunities
- Replacing references to VCAL and VET with the VCE Vocational Major (VM)
- Referencing the school's shift to a pedagogy grounded in explicit instruction.



MISSION

The Strategic Plan supports the school's overall Mission, which is:

ndent, co-educational school from
or excellence in both academic
in a caring Christian environment.

STRATEGIC INTENT

The aim of the Girton Grammar School Strategic Plan can be summarised as follows:

Our aim is to provide a strong culture of academic excellence and effort through a rich and rigorous educational experience that includes explicit teaching of social and emotional learning, exceptional wellbeing programs, outstanding facilities, and a range of co-curricular opportunities so that Girton students develop their own identities, strengths and pathways to future achievement.



KEY COMPONENTS OF THE GIRTON STRATEGIC PLAN REMAIN UNCHANGED SINCE THE SCHOOL'S INCEPTION IN ITS CURRENT FORM IN 1993, NAMELY:

- Striving for excellence
- Character development based on personal accountability
- Student leadership and community service
- Wellbeing of students based on the House system in the Senior School and individual classes in the Junior School
- High-quality staff
- Academic and co-academic achievement
- Quality campus and facilities
- Effective financial stewardship
- Responsible corporate governance
- Strong and inspiring leadership

The success of the school's Strategic Plan is measured by the delivery on our Mission and Values, the character and accomplishments of departing Girtonians, student enrolment numbers, community support and financial viability.

DEVELOPMENT OF THE STRATEGIC PLAN

The Girton Grammar School Strategic Plan (2023–2028) has been developed with input from Girton students, parents, staff, Board members and the Senior Leadership Team. Independent Schools Victoria has guided the compilation of the Plan and facilitated focus group sessions and surveys with various sections of the school community.

The Strategic Plan outlines the school's current strengths and the actions required to maintain or improve what we already do well. The Plan also identifies areas for operational improvement and avenues for innovation over the next five years that will move the school confidently into the future.



KNOWLEDGE, SKILLS AND ATTRIBUTES FOR A FULFILLING CAREER AND LIFE

BACKGROUND

The Girton Grammar School Strategic Plan is informed by the latest research on preparing the next generation for their lives as adults in a rapidly evolving world. In particular, our students will need to cope with uncertainty and continuous change. This means providing a relevant and enriching education that equips students with the contemporary skills, knowledge and values needed to shape their future and live meaningful lives of contribution.

Resilience has been a cornerstone of the Girton story, and today's generation of students and educators continue to uphold this legacy as they rise to meet the challenges of our ever-changing world. In the wake of the COVID-19 pandemic, our students and staff displayed remarkable strength and initiative in adapting to a new remote learning environment. Now, they continue to embrace the changes introduced by transformative new technologies such as artificial intelligence and augmented reality, supported by advanced facilities such as the school's Lumination Learning Lab. Our students are also developing the skills they will need to thrive in the workplaces of tomorrow through high-quality instruction and programs that promote student voice, foster connection and cultivate emotional intelligence.

Over the coming five years, we will continue to focus on equipping our students to embody the attributes and attitudes of The Departing Girtonian as described in our Mission and Values document. This includes achieving above their natural ability and becoming worthy, educated citizens with an international perspective and a positive outlook.

Additionally, the school will advance on its journey of continuous improvement, with the aim of enhancing student academic outcomes and satisfaction levels within the school community.



PROFESSIONAL SERVICES ROLES IN THE ECONOMY HAVE INCREASED BY OVER 50 PERCENT IN REAL TERMS SINCE THE EARLY 1990'S, WHILE JOBS THAT ARE RELIANT ON AUTOMATION OR ROUTINE PROCEDURAL WORK ARE DECLINING AND WILL CONTINUE TO BE IMPACTED BY TECHNOLOGY-DRIVEN DISRUPTION.

WHAT THE RESEARCH SAYS

The World Economic Forum's 2020 [*Future of Jobs Report*](#) predicts losses in routine white-collar office functions and an increasing number of roles in business and financial operations, management, computer and mathematical sciences, architecture and engineering, sales, and education.

With up to 40% of jobs in growth industries requiring 'soft skills', preparing for the workforce of the future is not only about academic learning. It is about developing social and emotional skills to respond to a dynamic labour market. In the next five years at Girton, there will be greater emphasis on creating an "emotional advantage" for our students, recognising that emotional intelligence influences personal effectiveness and success in all aspects of life and in the workplace. People with high emotional intelligence are more open to accepting feedback and learning from their mistakes. By contrast, people with low levels of emotional intelligence are less willing to accept criticism and self-improve, which is likely to hold them back in their careers.

There is a clear need for today's young people to develop skills such as problem-solving, interactive and social skills, judgement, and critical and creative thinking. These enterprise skills, along with verbal communication and interpersonal skills such as listening, empathy and persuasion, will be crucial to an increasingly globalised work environment and for ensuring the transfer of skills between

future jobs and industries. According to [*Tomorrow's Digitally Enabled Workforce*](#), a report by the CSIRO, "education is likely to be one of the most critical factors shaping workforce outcomes in the future".

See also the Australian Centre for Educational Research (ACER) report, [*Key skills for the 21st century: An evidence-based review*](#). This report looks at how to equip young people with a broader set of skills, namely: creativity, critical thinking and problem solving.

The Girton Grammar School Strategic Plan (2023-2028) acknowledges the findings of the most recent Gonski Report (Gonski 2.0), which calls for Australia's school system to prepare young people "for a complex and rapidly changing world" in which they will "need skills that are not easily replicated by machines, such as problem-solving, interactive and social skills, and critical and creative thinking". The report notes the need for students to study a curriculum that adapts and responds to occupational trends.

THE SCHOOL SUPPORTS THE PARTICULAR STRENGTHS OF ITS TEACHERS, RESPECTING THAT EACH IS AN EXPERT IN THEIR FIELD

OUR TEACHERS

This approach to meeting the future needs of our students must be coupled with meeting the eight learning areas of the Australian Curriculum Version 9.0: English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technologies, Health and Physical Education, and Languages. In each of these learning areas, the Australian Curriculum presents a developmental sequence of learning from Prep to Year 10, incorporating the disciplinary knowledge, skills and understanding that students should acquire.

The Australian Curriculum is designed to help all young Australians become successful learners, confident and creative individuals, and active and informed citizens. Our teachers are the key to enabling this and we will continue to support staff to improve and grow by investing in relevant and timely professional improvement and encouraging them to pursue their individual passions.

In addition to the Australian Curriculum, teachers at Girton are directed by individual student data, a whole-school assessment model, and a pedagogy underpinned by the principles of explicit instruction and low-variance delivery, which have been shown to support strong academic, behaviour and wellbeing outcomes in students of all backgrounds and ability levels, including those who face developmental challenges. Staff are supported to upskill in this pedagogical approach and to engage in communities of practice that strengthen consistency within and across year levels and disciplines. Additionally, the school supports the particular skills and strengths of its teachers, respecting that each is an expert in their field.

EXPECTED CHALLENGES AND OPPORTUNITIES

In the next five years, consideration will be given to evolving issues that will influence the framing of the yearly Implementation Plan that the school will develop based on this Strategic Plan. Importantly, each of these challenges also presents opportunities for growth and innovation. Areas of focus include:

- **Ongoing COVID-19 impacts:** The lingering impacts of the pandemic continue to affect certain activities and student cohorts as they move through their schooling journey, particularly with respect to mental health. In response, Girton is embracing the opportunity to further strengthen its wellbeing services, including by embedding dedicated social and emotional learning programs that build resilience and connections. It is also expected that a pedagogical model grounded in explicit instruction will contribute to improved student wellbeing through enhanced learning outcomes.
- **Changes to tertiary entry and vocational pathways:** The coming years may see changes to tertiary entry requirements and a greater emphasis on vocational pathways. Girton continues to harness opportunities to enhance student engagement and employability, including by adopting the VCE Vocational Major (VM), exploring industry and community partnerships, promoting a holistic view of achievement, offering personalised and flexible learning pathways, and equipping students with the 'soft' skills needed to thrive in the workplaces of tomorrow. The school's ultimate aim is to empower students to access the future of their choice.
- **Technological advancements:** The ever-evolving technological landscape presents a range of opportunities and risks, including concerns around cyber-security and the integration of AI. Girton is proactively addressing the challenges of new technologies while embracing the educational benefits by investing in new facilities such as the VR-equipped Lumination Learning Lab, by developing policies that harness AI's potential while teaching students about its ethical use, and by strengthening the school's cyber-security infrastructure.
- **Teacher shortages and staff wellbeing:** Teacher shortages pose significant challenges, especially in regional locations such as Bendigo. Girton is countering this through innovative teacher recruitment initiatives, by continuing to invest in staff professional development, and by cultivating a positive workplace environment that promotes staff wellbeing and retention.
- **School funding and organisational costs:** Independent schools are facing challenges not only in terms of rising running costs, but the possibility of future federal and state elections resulting in reduced levels of funding. To manage these risks while maintaining the school's high standards, Girton will continue to proactively assess and optimise the use of its resources, leverage technology and sustainable practices, expand its partnerships with industry and government, and advocate for government policies that benefit all students and families. The school is also investing in new campus developments that will support continued enrolment growth and maintain Girton's reputation for state-of-the-art facilities.

FIVE STRATEGIC PRIORITIES:

Below are the five Strategic Priorities for 2023–2028, based on the Mission and Values "pillars of strategic intent," which are in grey below.

Curriculum strategic intent

01

DIVERSE TEACHING AND LEARNING PATHWAYS WITH HIGH STANDARDS
AND EXCEPTIONAL OUTCOMES

Co-curriculum strategic intent

02

PURSUIITS OF PASSION FOR ALL STUDENTS

Pastoral Care strategic intent

03

EXCEPTIONAL STUDENT AND STAFF ENGAGEMENT AND WELLBEING

Community strategic intent

04

COMMUNITY COLLABORATION FOR FUTURE LEARNERS AND LEADERS

Campus strategic intent

05

INNOVATIVE SPACES AND SYSTEMS THAT ENHANCE TEACHING,
LEARNING AND SCHOOL OPERATIONS



Think, everyday, something no one else is thinking
Do every day, something no one else would be si
enough to do. It is bad for the mind to be always



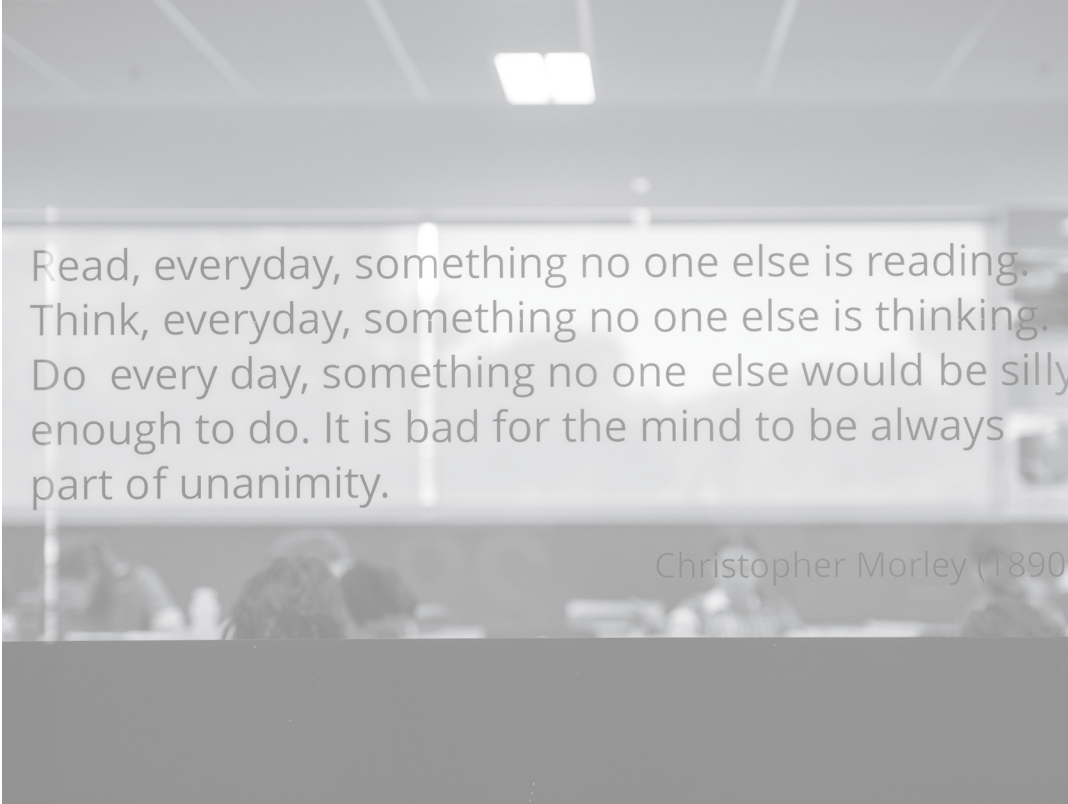
01

DIVERSE TEACHING AND LEARNING PATHWAYS WITH HIGH STANDARDS AND EXCEPTIONAL OUTCOMES

STATEMENT OF INTENT:

By 2028, Girton will have achieved academic results that are consistently in the top 15% of Victorian schools and will be catering for the growth and success of every learner with a 100% student completion rate for VCE, VM and other emerging and innovative pathway qualifications.





Read, everyday, something no one else is reading.
Think, everyday, something no one else is thinking.
Do every day, something no one else would be silly
enough to do. It is bad for the mind to be always
part of unanimity.

Christopher Morley (1890)

STRATEGIC AIMS:

- Provide a rigorous curriculum and pedagogical practices that are evidence-based, engaging, challenging and compliant with Australian Curriculum requirements.
- Adopt a pedagogical framework that supports high-quality explicit instruction in the first instance, and timely identification and intervention where students are not meeting benchmarks. This will involve upskilling teachers to use and interpret data from monitoring tools.
- Introduction of dedicated student extension programs and opportunities for high-achieving learners.
- Evaluate and, where appropriate, adopt emerging technologies to support and amplify learning.
- Continue to recognise and celebrate staff and student achievements, including effort and dedication.
- Develop a consistent and evidence-based school-wide approach to assessment that not only measures, but strengthens, student learning.
- Strengthen collective teacher efficacy in recognition of this being the number one influence related to student achievement. (Refer to Professor John Hattie, “Visible Learning”).
- Maintain continuous reporting to reflect a comprehensive approach to the use of data to track and optimise student learning and achievements in Years 7 to 12. Consider what continuous reporting might look like in the Junior School.
- Develop teachers to become educational leaders recognised for their excellence in the education sector in Victoria.
- Increase the participation rate of students, especially female students, in STEM subjects and consider gender-based learning needs in general.
- Strengthen differentiation in teaching to continue to integrate Inclusive Education programs, practices and facilities into the mainstream classroom and cater to the learning needs outside the mainstream classroom where necessary.

02

PURSUIITS OF PASSION FOR ALL STUDENTS

STATEMENT OF INTENT:

By 2028, Girton will have cemented its position as the leading provider of extracurricular opportunities in the Bendigo region. The school will continue to diversify the range of activities it offers in the arts, sport, personal development and community service to develop and support student passions that drive individual and collective school engagement and success.





STRATEGIC AIMS:

- Maintain compulsory student participation in two co-curriculum activities in the Senior School and active involvement in the co-curriculum opportunities in the Junior School.
- Continue delivering a comprehensive, relevant and exciting Camps Program as an integral component of every student's Girton journey.
- Continue to evolve the co-curriculum offering to suit a range of student interests, strengths and abilities.
- Continue to award students who participate fully and strive for excellence in co-curriculum activities via the House Colours and Co-curriculum Colours system in Senior School and Student Awards in Junior School.
- Maintain the performing arts as a core element of the school's identity by continuing to hold high-calibre productions, concerts and exhibitions that foster students' technical skills, confidence and personal growth.
- Continue to enhance the school's representative sports teams and sporting co-curricular activities.

03

EXCEPTIONAL STUDENT AND STAFF ENGAGEMENT AND WELLBEING

STATEMENT OF INTENT:

By 2028, Girton will be the clear employer of choice in the Bendigo education sector. High-quality explicit instruction in both academic disciplines and social and emotional learning principles will be the cornerstone of a range of proactive student wellbeing approaches that are based on current and emerging research, helping to meet the needs of all young people.





STRATEGIC AIMS:

- To be an Australian leader in the teaching of the RULER approach and social and emotional learning, and a school where emotional intelligence is deeply valued.
- Apply principles of explicit instruction to teach behaviour and classroom routines that support student learning and engagement, and promote staff wellbeing.
- Continue to attract and retain the highest quality teachers and support staff through an enticing employee value proposition and a workplace culture that promotes staff wellbeing, ongoing professional development and engagement.
- Consider the enterprise skills and personal attributes required for students to succeed in the future workforce and in life.
- Maintain the House-based structure in the school and strengthen opportunities to build strong and distinctive House cultures and House leaders.
- Monitor implementation of the Student Behaviour Policy and the Student Code of Conduct to ensure that sanctions for significant breaches of behavioural expectations are meaningful, fair and effective.
- Continue to value, acknowledge and enact the school's Imagine Charter and ensure its currency.
- Ensure implementation of student rights and responsibilities as outlined in the Student Code of Conduct to support a positive behavioural culture that reflects school and community values.
- Continue to nurture a sense of belonging and inclusion to support the personal growth and engagement of all students and staff. This includes initiatives such as the school's gender-neutral uniform policy, Co-Connect program and staff professional development.

04

COMMUNITY COLLABORATION FOR FUTURE LEARNERS AND LEADERS

STATEMENT OF INTENT:

By 2028, through a range of community, industry, entrepreneurial and academic partnerships, Girton will be a recognised leader in developing the skills, capabilities and connections applicable to emerging and growth career and life opportunities, as well as being a place of belonging for its own community members.





STRATEGIC AIMS:

- Offer student voice opportunities within the school to strengthen student confidence and engagement.
- Continue to provide work experience and career pathway opportunities and support students in learning what is happening 'outside the school gates'.
- Strengthen innovative pedagogical practices and teacher efficacy by drawing on current research, educational partnerships and industry connections.
- Strengthen student involvement in community service and issues of social justice, including Indigenous voice, and foster an international outlook for all students.
- Continue to embrace all kinds of diversity and to provide a variety of role models for Girton students.
- Build on and enhance the school's workplace culture to support collaboration and innovation, and improve communication across the school and between campuses.
- Continue to nurture the partnership between families and the school for the benefit of students.
- Nurture positive relationships with key community organisations, including the City of Greater Bendigo and traditional owners, the Dja Dja Wurrung People.
- Continue to maintain strong relationships with alumni through the Old Girtonians' Association.

05

INNOVATIVE SPACES AND SYSTEMS THAT ENHANCE TEACHING, LEARNING AND SCHOOL OPERATIONS

STATEMENT OF INTENT:

By 2028, Girton will be implementing a revised Master Plan for its campuses that aims to reinforce the school's education model by fostering students' academic and personal growth; promoting wellbeing, connections and community engagement; and preserving the school's heritage for future generations. Additionally, the school will continue to optimise its business practices to ensure Girton's long-term sustainability.



STRATEGIC AIMS:

- Develop school facilities in a financially secure manner and in accordance with the priorities set out in the approved Master Plan.
- Consider the facilities that are required to deliver the pedagogy and programs to support the first strategic priority in this Plan: diverse student learning pathways with high standards and exceptional outcomes.
- Develop the school's facilities to inspire excellence and visibility across disciplines, promote wellbeing and collaboration, and ensure a well-integrated school overall.
- Preserve the school's legacy and traditions through the revitalisation of its historic buildings.
- Develop educational facilities that set the standard in our region, and harness the school's prominent central location to develop strong links with the Bendigo CBD and broader local community.
- Consider environmental sustainability and pandemic-safe design in all new developments.
- Consider developing or acquiring offsite facilities such as a Year 9 campus or Outdoor Education/Camps facility.
- Continue to enhance financial, HR, IT and risk-management systems to optimise the school's efficiency and sustainability into the future.
- Expand on environmentally sustainable design objectives to develop an Environmental, Social and Governance (ESG) strategy for the school.

REVIEW AND NEXT STEPS

THIS STRATEGIC PLAN PROVIDES GIRTON WITH A FIVE-YEAR VISION.

As outlined previously under 'Approach', the Strategic Plan will be reviewed periodically and the vision adapted if necessary to reflect local and broader economic, demographic, educational or other trends. It will be essential to remain flexible and open to the possibility of market disruption, changed thinking in the education sector, and the aspirations of our school community. As a business, we will need to remain adaptable to local, national and global events.

Each year, the school's Senior Leadership Team will develop an Implementation Plan with input from the various Heads of Department, Heads of House, Junior School Leadership Team and the wider staff body. This will be an operational plan that details various initiatives and specific responsibilities for oversight and delivery of actions, and the corresponding budget required for these projects.

The Implementation Plan will focus on the strategic priorities for the forthcoming 12 months, which will be identified from within this Strategic Plan.





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