



GERALDTON GRAMMAR SCHOOL – SCHOOL IMPROVEMENT PLAN 2016

The School Improvement Plan (SIP) is completed with reference to the School’s Strategic Plan 2014-2018 and in consultation with school staff and the School Board of Governors.

Ongoing strategic planning ensures the School continues to thrive and provides outstanding facilities for current and future students.

Geraldton Grammar School is committed to continuous improvement.

There are seven domains in the Geraldton Grammar School Strategic Plan and these domains are utilised in the School Improvement Plan.

They are:

1. Education
2. Tradition, assets and environment
3. The student experience
4. The staff experience
5. Partnerships and relationships
6. Resources – finance
7. Governance and management

Geraldton Grammar School, and the education system in general, use acronyms in all internal communication.

Below is a key for easy reference:

AHOP: Assistant Head of Primary

AITSL: Australian Institute for Teaching and School Leadership

C: Completed

CDO: Community Development Officer

EL: Early Learning

GAFE: Google Apps for Education

HASS: Humanities and Social Sciences

HoC: Head of Curriculum

HoD: Head of Department

HoLAs: Head of Learning Areas

HoMS: Head of Middle School

HoP: Head of Primary

HoS: Heads of School

ICT: Information and Communication Technology

IP: In progress

MS: Middle school

NQS: National Quality Standard

PDP: Personal Development Program

PL: Professional learning

PS: Primary school

QIP: Quality Improvement Plan

SEQTA: Student information and learning management system

SIP: School Improvement Plan

SMT: Senior Management Team

SS: Senior school

STEM: Science, technology, engineering, mathematics

Domain Education (student experience and staff experience)

Goal No.1 To improve the teaching and learning environment through building more personalised learning environments.

Background Data	Targets	Key Improvement Strategies	Staff Responsible; Monitoring and Evaluation	Status C or IP
<p>A Learning Management System such as SEQTA, significantly improves on the learning rates of a student by creating a structure platform for resources, a communication method for parents, students and teachers; and an archive for personal information such as contact details, pastoral records and academic reports. The school has partially implemented SEQTA in 2014 and 2015. In 2016, we expect to leverage more out of this product.</p>	<p>To improve student tracking processes.</p> <p>To improve personalised planning for improved student outcomes.</p> <p>To improve communication with all stakeholders.</p> <p>To monitor student engagement.</p>	<p>To utilise Parent Coneqt (Yrs 7 to 12) and Student Coneqt (Yrs 3 to 12) to provide feedback on academic and pastoral matters.</p> <p>To record standardised data sets on SEQTA e.g. NAPLAN, PAT.</p> <p>To provide general and subject specific tutorials for students on Wednesday afternoons. E.g. English, mathematics and science.</p>	<p><u>Staff Responsible:</u> SMT, HoLAs, all teachers.</p> <p><u>Monitoring:</u> To communicate the importance of student tracking to staff during whole school meetings and departmental meetings (Principal, HoSI, HoC).</p> <p>To communicate the Parent Coneqt through newsletters and information evenings (HoS).</p> <p><u>Evaluation:</u> Evaluation by Line Managers reported through to SMT.</p>	<p>Completed: Support session for parents during MS curriculum evening, MS and SS staff given insight regarding use of SEQTA during staff meetings.</p> <p>Completed: Communicated in recent newsletter about Parent Coneqt.</p> <p>It should be noted that Student Coneqt has not been utilised in years 3 to 6 - Google Classroom has been utilised for this purpose</p> <p>In progress: Ps data walls, brightpath, PLC meetings, formative assessment. Data Journals - in place and will continue to evolve and develop.</p> <p>In progress: MS and SS Tutorial programs continue across subject areas on Wednesday afternoons.</p>
<p>From a learning point of view the Google Drive component of GAFE is the key point in this SEQTA supported web-based resource. It integrates with Google Calendar and Mail and has a variety of online and app supported tools. This service will work on all internet connected devices.</p> <p>In 2015, 72 of the top 100 universities used Google Apps for Education. In 2014, 5500 schools</p>	<p>To improve student engagement and accountability with respect to assessment tasks.</p> <p>To increase student and staff collaboration.</p>	<p>To utilise Google Apps for Education (GAFE) to increase information sharing and collaboration. This will occur between staff, among students and between teachers and their students.</p>	<p><u>Staff Responsible:</u> Principal, IT Manager, ICT Committee, AHoPs, HoLAs, all teachers.</p> <p><u>Monitoring:</u> Principal and IT Manager to monitor student and staff engagement through individual interviews and staff professional</p>	<p>In progress: GAFE training for teaching staff in staff meeting time (2 sessions) and Wednesday afternoons term 1 and 2.</p> <p>Completed: Implementation of GAFE in middle and senior school and Google Classroom in year 3-6.</p>

used Google Apps for Education in Australia and New Zealand. This relates to over 70% of the schools who are cloud based institutions. Google Apps for Education is fast becoming the standard environment for educational institutions.	To increase student feedback. To monitor student engagement.		learning opportunities. <u>Evaluation:</u> Evaluation by Line Managers reported through to ICT Committee (completed at the end of term 3 - with TDD and NJE)	PS staff use the shared Google platform daily. Survey of use: Success - understanding and very high use of google docs in particular from year 3 through to year 12 and staff. To be completed: Parent sessions for GAFE in early 2017.
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Resourcing:
Time - Professional learning time for staff in the effective use of SEQTA and Google Apps for Education.
Funds - Professional learning budget \$5000 (teacher release and workshops).

Support Documents:
Eduwebinar.com.au,. 'Boosting Student Engagement With Google | Eduwebinar'. N.p., 2015. Web. 14 Oct. 2015.
<http://eduwebinar.com.au/archives/2518>

Domain Education (Student Experience and Staff Experience)				
Goal No.2 Commitment to improving teaching and learning programs.				
Background Data	Targets	Key Improvement Strategies	Staff Responsible; Monitoring and Evaluation	Status C or IP
Curriculum is the foundation of the education system. The School Curriculum and Standards Authority has published curriculum policy documents that set out expectations for student learning in each year level for each learning area. The development of teaching and learning programs needs to meet those requirements while still maintaining relevance for our community, parental expectation and student engagement.	To develop and implement whole school scope and sequence documents for each learning area of the Australian Curriculum.	Term 1: English and mathematics plans to support literacy and numeracy plans. Term 2: Science and HASS plans. Term 3: Technology plans.	<u>Staff Responsible:</u> Term 1: Literacy and numeracy plans together with English and mathematics plans - supported by HoC and HoP with key teaching staff Term 2: Science and HASS plans - supported by HoD, HoC and HoP with key teaching staff Term 3: Technology plans - supported by HoC and HoP (within STEM planning) with key teaching staff http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/technologies <u>Monitoring:</u> HoC and HoP to support teaching staff in	Completed: Collaborative meetings in PS have focused on mapping the curriculum and developing team HASS planning documents. PS - Completed for all content areas. Completed: Professional Learning for PS teachers in technology in term 3. Completed: Fully implemented SCSA programs in English, maths, science, HASS in year K to 10.

			process of key curriculum plans. <u>Evaluation:</u> Curriculum plans to be evaluated by the Principal, HoC, HoP and interested teachers.	
Research suggests that: 'If learners are to take more responsibility for their own learning, then they need to know what they are going to learn, how they will recognise when they have succeeded and why they should learn it in the first place.' https://drive.google.com/file/d/0By7xQY2F1ESvX1dBRVdBZnpDRjg/view?usp=sharing	To improve teacher delivery and classroom expectations in order to improve student learning outcomes along the continuum of the AITSL Teacher Standards.	To set whole school pedagogical expectations for teachers (stage 1). All lessons have learning intentions outlined and displayed and communicated. All tasks have a predetermined or collaboratively designed success criteria outlined. To implement learning walks, peer observation, instructional coaching and lesson study to provide the catalyst for improving pedagogy. Learning Walks embedded in primary.	<u>Staff Responsible:</u> All teachers <u>Monitoring:</u> Line managers to support teaching staff in the implementation of learning intentions and success criteria for improved learning. <u>Evaluation:</u> Evaluation by Line Manager through Teacher Performance and Development Framework.	In progress: Thinking skills has been a focus at 2 MS/SS staff meetings. In PS thinking skills modelled, trialled in classrooms and teacher feedback at staff meetings. Twice a term. Term 4 will see the introduction of Visible Thinking Bookclubs (Making Thinking Visible Text) at 2-3 staff meetings. MS Thinking skills in curriculum and PDP classes. PS classrooms across the curriculum. Primary scope and sequence document researched and collated. In Progress - lesson observations by Line Managers and instructional coaches.

Resourcing:
Time - Professional learning time to support teacher planning, collaboration and engagement - online support courses will be available to support GAFE implementation.
Funds - Professional learning budget and IT budget.
Support Documents - within the table.

Domain Education (student experience and staff experience)				
Goal No.3 Commitment to continually improve student engagement and motivation.				
Background Data	Targets	Key Improvement Strategies	Staff Responsible; Monitoring and Evaluation	Status C or IP
Engagement is not simply about good classroom	To improve behavioural	To establish a whole school	<u>Staff Responsible:</u> All teachers, INSPIRE coordinator, SMT.	In Progress: Yr 10 Service progress.

<p>behaviour or attendance, but a connection with learning and the people connected with the learning environment. Research indicates that there are 3 types of engagement that need to be addressed:</p> <ul style="list-style-type: none"> - behavioural - emotional - cognitive engagement <p>All of these are required for students to be able to achieve meaningful outcomes in educational settings. (AITSL, 2015).</p>	<p>and emotional engagement through service learning</p>	<p>Service Learning Program that supports school values, school camps (where possible) and the curriculum (where possible).</p>	<p><u>Monitoring:</u> by SMT against program outline and objectives. <u>Evaluation:</u> End of year evaluation through school community survey .</p> <p>What is INSPIRE: INSPIRE is embedded within the primary school. Daily Community Circle, explicit teaching of the Seven Habits, and the 5 Key concepts of Wilson McCaskill's Play is the Way program, weekly Pro-social games sessions are integral to all primary classroom pedagogy and explicitly planned for. INSPIRE traditions have evolved during its 5 years of implementation and currently includes the following: Each assembly celebrates INSPIRE with a class snippet (what is happening in the host class in relation to INSPIRE) The JRC introducing the fortnightly focus habit and the INSPIRE song. Each year primary acknowledges The National Day Against Bullying and Mental Health Week with special celebration days and assemblies. The INSPIRE Team has been actively involved in two Positive Schools projects - Voices For Living Project & What Works Expo.</p>	<p>Completed: The Interact Club has been initiated in conjunction with Batavia Coast Rotary Club (MS/SS).</p> <p>Completed: INSPIRE in its 4th year of implementation. In Real Life program has been purchased and has been implemented in term 3 with a selected group of girls from years 4-6. The interactive program is designed to help girls in years 4-6 grow their friendship skills.</p> <p>Completed: The Protective Behaviours curriculum is implemented every year across the PS and was facilitated this year by Chrysalis as a means of upskilling and supporting teachers. This curriculum is outlined in Health and PDP in MS and SS.</p>
	<p>To improve cognitive engagement.</p>	<p>To introduce a study skills program into SS - using form time and immersion days to dovetail to MS PDP program.</p>	<p><u>Staff Responsible:</u> HoC with key teachers in the SS <u>Monitoring:</u> by HoC through academic results of students and student surveys <u>Evaluation:</u> End of year evaluation through debrief with Principal, HoC and teachers that have delivered the curriculum as well as through student survey.</p>	<p>Completed: Incursion organised for y9 and 10 students delivered by Elevate Educate.</p> <p>Completed: Parent session being hosted by Dr Judy Willis (neuroscientist and educator) - 1 June.</p>

	To improve cognitive engagement.	<p>To audit current practices in thinking skills across the campus.</p> <p>To develop and implement a whole school thinking skills framework (Bonanno, 2015).</p>	<p><u>Staff Responsible:</u> Term 1: An interested team will be established from ELC, upper PS, MS and SS teachers, the Principal and the HoC and HoP to develop sequence and mode of delivery.</p> <p>Term 2: Professional Learning for staff</p> <p><u>Monitoring:</u> End of semester 1 survey of teachers and students - to be conducted by HoP and HoC</p> <p><u>Evaluation:</u> End of semester 2 survey of teachers and students - to be conducted by HoP and HoC</p>	<p>Term 1 audit completed.</p> <p>In progress: SMT to refine the thinking skills model and then provide professional learning and resources to support implementation - visible thinking routines has been chosen. SMT have been using these routines in their classes during term 3 with the plan of implementation at the start of 2017. Professional Learning time will be required to facilitate this.</p>
	To increase cognitive engagement	To increase the number of Academic Scholarships offered within the school to create a large pool of high achievers. This is a target due to the positive change in academic tone of each class.	<p><u>Staff Responsible:</u> Principal, HoC and Business Manager to provide opportunities for students in the MidWest to sit academic scholarship tests more often.</p> <p><u>Monitoring:</u> HoC to monitor number of attendances and opportunities.</p> <p><u>Evaluation:</u> HoC to evaluate outcomes on scholarships offered and academic means and range outcomes for specific classes and cohorts.</p>	<p>In progress - Principal to rewrite policy to focus on attracting more external students to the school to build up the academic core. This will be facilitated through “in-house” scholarship examinations.</p> <p>Completed: The Gifting the Grammar School initiative was launched on the day of the fete and funds raised through this initiative will contribute to the program.</p>
	To increase behavioural, emotional and cognitive engagement.	To conduct a number of student immersion days (Project Based Learning).	<p><u>Staff Responsible:</u> HoP and AHOP responsible for the implementation of one engagement day per term. HoMS and HoC and HOLAs responsible for the implementation of one engagement day per term for year 7 to 10. e.g. Term 1 - Chinese Cultural Day, Term 2 Academic Decathlon (did not complete) , Term 3 School Fete, Term 4 STEM day.</p> <p><u>Monitoring:</u> Principal with Heads of School to debrief after each session.</p> <p><u>Evaluation:</u> End of semester survey of teachers and students - to be conducted by the Principal.</p>	<p>Completed: SciTech expo hosted in term 1 Chinese cultural days. Primary STEM days (year 3 to year 6). Discovery Day. Challenge Day. Year 5/6 Living History Day. Young Writers Days.</p> <p>In Progress: IMP JAM Day for all IMP students. Science Fair in PS.</p>

Resourcing:
Funds - Departmental budgets, primary and middle school budgets.

Support Documents:

Bonanno, Karen. 'F-10 Inquiry Skills Scope And Sequence'.

http://eduwebinar.com.au/wp-content/uploads/2015/03/curriculum_mapping_scope_sequence_skills_tools.pdf. N.p., 2015. Web. 2 Nov. 2015.

Australian Institute for Teaching and School Leadership,. 'Engagement In Australian Schools'.

http://www.aitsl.edu.au/docs/default-source/learning-frontiers-resources/engagement_in_australian_schools-background_paper-pdf.pdf

N.p., 2015. Web. 8 Nov. 2015.

Other Resources - Community of Inquiry Model (relating to online and blended learning environments).

Domain Tradition, assets and environment				
Goal No.4 To celebrate the first 20 years of the School.				
Background Data	Targets	Key Actions	Responsibilities; Monitoring and Evaluation	Status C or IP
To celebrate 20 year anniversary through a series of marquee events in each term.	To increase community engagement and pride in the school.	School Birthday Function - 5 February.	<p><u>Responsibilities:</u> The Celebrating 20 years Committee are responsible for planning and running the School Birthday Function.</p> <p><u>Monitoring:</u> Through monthly meetings.</p> <p><u>Evaluation:</u> Post event evaluation through debrief.</p>	Completed: Successful.
		School Gala Ball - Saturday 11 June, 2016.	<p><u>Responsibility:</u> School Gala Ball Committee are responsible for planning and running the Gala Ball.</p> <p><u>Monitoring:</u> Through monthly meetings.</p> <p><u>Evaluation:</u> Post event evaluation through debrief.</p>	Cancelled: Due to poor ticket sales.
		School production for 31 July to 7 August 2016 - Rome Sweet Rome - (year 5 to year 12 students).	<p><u>Staff Responsible:</u> The School Production Committee are responsible for this event.</p> <p><u>Monitoring:</u> Through monthly meetings.</p> <p><u>Evaluation:</u> Post event evaluation through debrief.</p>	Completed: 100s of students involved in this production - sets, actors, musicians, caterers. 2 very successful nighttime shows.

		<p>“Old School” Fete - 28 August.</p>	<p><u>Staff Responsible:</u> The CDO is responsible for this event. <u>Monitoring:</u> Fete will be a standing agenda item at each SMT meeting. <u>Evaluation:</u> Post event evaluation through debrief.</p>	<p>Completed: Very successful. 100s of people in attendance. Great verbal and social media feedback.</p>
		<p>Alumni Function - to be in conjunction with one of the main events.</p>	<p><u>Responsibility:</u> The CDO is responsible for this event <u>Monitoring:</u> regular meetings. <u>Evaluation:</u> Post event evaluation through debrief.</p>	<p>In Progress: 2 December has been promoted on Facebook, newsletter and Alumni pages</p>
	<p>To complete new STEM building - on time and on budget.</p>	<p>To complete the new STEM building.</p> <p>To host the official opening of the new building to include tree planting, plaque and time capsule (date TBC during term 1- expected to be term 3).</p>	<p><u>Responsibility:</u> Business Manager and Principal support new build and facilitate official opening with key staff and members of the Board of Governors. <u>Monitoring:</u> Principal and Business Manager to have regular site meetings with architect and builder. <u>Evaluation:</u> Post event evaluation through debrief, handover walkthrough and final payments and records.</p>	<p>Completed: In use during week 4 (May), 2016.</p> <p>Official opening 8 September with Member for Durack - Melissa Price. Building also showcased in Governor’s visit 6 September.</p> <p>In Progress: Tree Planting TBC</p>

Resourcing:
Funds - Celebrating 20 years budget; School Production utilising Arts and Hall budgets
Funds - Completing the New Build (1 block) - utilising build budget/grant and loan to facilitate

Domain The student experience.				
Goal No.5 To improve student wellbeing and learning environments.				
Background Data	Targets	Key Improvement Strategies	Staff Responsible; Monitoring and Evaluation	Status C or IP
<p>Good mental health is about being able to work and study to your full potential, cope with day-to-day life stresses, be involved in your community and live life in a free and satisfying way. Positive attitudes to engaging with mental health issues are essential in addressing this difficult issue.</p>	<p>To provide greater access and student education regarding adolescent mental health issues.</p>	<p>To liaise with Headspace, Helping Minds (and others) to support our community from an educational and resource stance and from a referral process.</p>	<p><u>Staff Responsible:</u> Teacher and SMT to provide referrals. <u>Monitoring:</u> HoP, HoMS and HoC, and Head of Student Development to monitor student wellbeing through student survey and student referrals.</p> <p><u>Evaluation:</u> Through debrief at SMT, Student and Parent Survey.</p>	<p>Completed: Mental wellbeing a focus MS PDP. Students completed referral information for website at the start of term 4.</p> <p>Year 7 to 10 HPE Curriculum - Mental Health and Wellbeing.</p> <p>Completed: Mental Health Week celebrated each year in PS with awareness raising activities and a special assembly. In Real Life Program purchased and implemented in Term 3 2016 and then at least once a year - the program targets girls in year 4-6 who are experiencing social/emotional difficulties.</p>
	<p>To highlight the Protective Behaviours Curriculum to students through a variety of mechanisms.</p>	<p>To build upon our successful pastoral care programs across the school with respect to the Protective Behaviours Curriculum</p> <p>To provide a professional nurse/community health worker to guest speak on sensitive topics. (Chrysalis Term 3 for Primary)</p>	<p><u>Staff Responsible:</u> all classroom teachers with support from INSPIRE Coordinator and Heads of School, Youth Services Officer and Head of Student Development.</p> <p><u>Monitoring:</u> Programs to be monitored by INSPIRE coordinator and Heads of School and Head of Student Development</p> <p><u>Evaluation:</u> Through debrief in subschool meetings.</p>	<p>Completed: Incursion for y 9 to 11 students delivered by Black Dog Institute.</p> <p>Completed: Protective Behaviours curriculum addressed each year in primary. Chrysalis co-facilitated focus lessons, with classroom teachers, as a means of supporting and upskilling teachers.</p> <p>Completed: 7 staff completed the Mental Health first aid training course during term 3.</p>
Resourcing:				

Time - Teacher release may be required to complete programs or professional learning.

Funds - Head of School budgets for student wellbeing costs.

Resources - Student Motivation and Engagement from A Martin -

<http://www.lifelongachievement.com/books-for-parents--professionals-i11/>

Domain The staff experience				
Goal No.6 To improve teacher knowledge and skill in a variety of curriculum areas and options.				
Goal No.7 To support teacher collaboration, collegiality, cohesion across subschools and continuous improvement.				
Background Data	Targets	Key Improvement Strategies	Staff Responsible; Monitoring and Evaluation	Status C or IP
Collegiality across all parts of an organisation is important in the continuous development of a positive workplace culture.	To increase staff collegiality. To support the implementation of SIP Goals 1,2 and 3.	To establish transdisciplinary teams of 4 through a process known as Professional Connections. Teachers in teams of 4, selected by SMT, will work together during whole school staff meetings to address key issues and questions that relate to teaching practice and the SIP Goals.	<u>Staff Responsible:</u> All teachers are responsible for working with their Professional Connections team. <u>Monitoring:</u> through staff survey at the end of semester 1 <u>Evaluation:</u> To be conducted through staff survey at the end of semester 2 (conducted by the Principal).	In progress: 3 transdisciplinary team meetings in term 1 and 2 with 2 planned for term 4.
	To be recognised by the broader community as the centre for education excellence with teacher education.	To increase links with SciTech Centre and Durack Institute (Central Regional TAFE). To provide opportunities for staff to mentor preservice teachers from GUC across all sub-schools. To provide high quality professional	<u>Staff Responsible:</u> HoC and HOLAs and classroom teachers <u>Monitoring:</u> To provide regular meeting times for preservice teachers and their mentors (or critical friend) to meet and discuss their professional requirements. <u>Evaluation:</u> Evaluation by Line Manager through Teacher Performance and Development Framework.	Completed: SciTech expo hosted in term 1. Completed: Visit to TAFE at the end of term 4, 2015 and meetings with key TAFE personnel during 2016 to investigate more links. Completed: PS and Science have visited BCMI as part of their studies. Completed: More than 10 GUC students have been supported across the campus throughout 2016 in the primary teaching or Grad. Dip courses.

		learning for our staff.		In Progress: Staff requesting more planning time.
	To support teacher professional skill development.	To support new and continuing staff with professional learning in the following areas: GAFE and ICT Thinking Skills Australian Curriculum ATAR subject development SEQTA STEM Asian literacies Walker Learning.	<u>Staff Responsible:</u> HoC and HoP to facilitate opportunities to meet professional growth in key areas relating to various school programs. <u>Monitoring:</u> Primary and HOLA meetings and professional learning days to focus curriculum requirements. <u>Evaluation:</u> Evaluation by Line Manager through Teacher Performance and Development Framework.	Completed: Primary Walker Learning mentoring. Completed: Learning area specific areas, GAFE, ICT, STEM, Design Thinking, technologies, Walker Learning and Asian literacies PL completed.
The AITSL framework encourages teachers to focus on continuous monitoring and improvement to facilitate growth along the professional teacher standard continuum.	To improve teacher performance and the process that measures this development framework.	To continue to refine and implement the Teacher Performance and Development Framework.	<u>Staff Responsibilities:</u> All teachers with support from Line Manager. <u>Monitoring:</u> Line Manager. <u>Evaluation:</u> Evaluation by Line Manager through Teacher Performance and Development Framework.	In Progress: Term 1 reviews completed with term 4 to be completed.

Resourcing:
Time - Professional learning days and staff meetings Funds - Professional learning budget.
Resources:
Lick, D., Clauset, K., & Murphy, C. (2013). *Schools can change*. Thousand Oaks, California.: Corwin.

Domain Partnerships and relationships.				
Goal No.8 To investigate avenues to improve services to our student and parent body.				
Background Data	Targets	Key Improvement Strategies	Staff Responsible; Monitoring and Evaluation	Status C or IP
Afterschool and Holiday Care programs have been valuable additions to the core service of school hours education. A regular but small number of new enrolment families enquire if Grammar has these facilities. A business plan was produced a number of years ago to investigate this program however it did not proceed at that time due mainly to staffing and demand issues.	To provide a greater service for our parent community.	To investigate the outsourcing of Afterschool and Holiday Care Programs.	<u>Staff Responsibility:</u> Business Manager to investigate in term 1 and report back to the SMT through parent survey and provider contact. <u>Monitoring:</u> Recommendations would be made to the Board by the Business Manager should there be strategic implications or significant financial implications. <u>Evaluation:</u> Through parent survey.	Completed: Surveys completed, prospective businesses interviewed during terms 1 and 2. Applicants and demand were not suitable or sustainable. Decision not to pursue in 2017. Communicated to parents in newsletter 4 November 2016.
Resourcing: Nil at this stage of the process.				

Domain Resources and finance.				
Goal No.9 To value add to support current programs and services.				
Background Data	Targets	Key Improvement Strategies	Staff Responsible; Monitoring and Evaluation	Status C or IP
The school café is fast becoming a standard social requirement for progressive schools. It is seen as a space where students, staff and parents can mingle in an informal setting. It has been used as a training facility by many schools as well as a hub for students with after school commitments or parents waiting for students with after school commitments. These cafes often have free wifi access	To provide a greater service to our staff, students and parents	To investigate the extension of hours of the school canteen.	<u>Staff Responsible:</u> Business Manager to survey senior students, staff and parents regarding potential usage. <u>Monitoring:</u> To conduct a trial school cafe one afternoon per week to assess feasibility and effectiveness together with a user survey <u>Evaluation:</u> Business Manager to report to SMT regarding the potential long term viability of this service. Final decision to be made	Completed: Student survey to be carried out regarding potential interest in this service (June 2016). Completed: Trialled for 3 weeks in term 3.

to parents and provide a regular audience for student performances.			by Business Manager in consultation with the Principal.	Decision: Unsuccessful trial with only a handful of sales in the afternoons.
In 2014, the number of students from China studying abroad was approximately 459,800. Almost one quarter of these students are from the high school sector and attend western schools.	To increase Geraldton Grammar School's access to international educational markets	To establish the Geraldton Grammar School International English Immersion Program. To visit other schools in China during 2016 April/May Putuo Exchange	<u>Staff Responsibility:</u> The Principal will source interested schools, districts or educational agents in China to assess the suitability of attracting students to Geraldton. <u>Monitoring:</u> Principal will visit China in April and May to establish connections with schools to advertise Immersion Program. The Principal with two other key staff (TBC) will support the July immersion program with the Geraldton Residential College (or the Geraldton Camp School or Homestay). <u>Evaluation:</u> To evaluate the program with participant stakeholders and commercial interests and to market for the 2017 year (if suitable).	Completed: 4 students organised for a one-way visit as part of the exchange process. In Progress: External agents will be sought for the larger programs, as logistics with other schools is proving difficult with the cultural and language divide.

Resourcing:

Funds - Principal's budget to visit other Chinese schools during China Exchange in April and May
Funds generated through Immersion and Homestay programs.

Domain Governance and management.				
Goal No.10 To support National Quality Standards Implementation for the Early Years.				
Background Data	Targets	Key Improvement Strategies	Staff Responsible; Monitoring and Evaluation	Status C or IP
In November 2013, the Minister for Education, the Hon Peter Collier, informed all Principals that early childhood programs to Year 2 in Western Australian schools will be required to meet the NQS.	To meet NQS in a timely fashion.	To support the National Quality Standards implementation for the Early Years through PL and outside audit and assessment (if required).	Staff Responsibility: AHOP, EL and HoP to support changes in the Early Years as required by NQS. Monitoring: Principal to meet regularly with AHOP, EL and HoP. Evaluation: As required by NQS.	In Progress: Working towards QIP goals with annual review required prior to end of year.

Resourcing:

Time - Professional Learning and preparation time for AHOP, EL (as required)
Funds - Early Years budget

Resources - National Quality Standard - Early Childhood Education - The Department Of Education.

<http://www.det.wa.edu.au/curriculum-support/earlychildhood/detcms/navigation/initiatives/national-quality-standard/>

N.p., 2015. Web. 15 Nov. 2015.