



## **GERALDTON GRAMMAR SCHOOL – SCHOOL IMPROVEMENT PLAN 2017**

**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.**

**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

Domain <b>Education (Student Experience and Staff Experience)</b>				
Goal No.1 To improve personalised learning strategies and environments across the campus				
Background, Actions, Strategies, Interventions, Intentions	Timeline, Estimated Costs, Funding Sources, and Resources	Person or Team Responsible	Evaluation of Implementation and Impact on Student Learning (Success Criteria)	Status C or IP
<p>Personalised learning at Geraldton Grammar School is defined as an academic model offering flexible pathways and support for students to progress in their learning. Geraldton Grammar School is working towards personalised learning that includes:</p> <p><b>Differentiation:</b> Differentiated learning activities (differentiation that includes potential changes to content, process or product) that are teacher driven in consultation with the Head of Learning Area or Head of School and Inclusive Education teacher with parent and student involvement</p> <p><b>Course Offerings:</b> Customised/alternative course offerings to be investigated further in 2017 for implementation in 2018 (offering online certificate courses together with SIDE options for year 10 to 12 students). The aim of this action is to create greater engagement in student learning for year 10s and increased pathways for year 11 and 12 students.</p>	<p>From start of 2017 (teacher evidence to Head of Learning Area or Head of School that differentiation is taking place for students) Departmental Budgets</p> <p>End of Term 2 SIDE and online certificate options to be investigated (TAFE, Swanonline, Cyril Jackson High School as well as other certificate providers)</p>	<p>All classroom teachers with Heads of School and/or HoLAs and Inclusive Education teachers</p> <p>Head of Senior School and Principal</p>	<p>Success Criteria: HoLAs and Heads of School will discuss teacher evidence of differentiation with teachers within planning documentation.</p> <p>Success Criteria: Increase student retention from year 9 to 10 and year 10 to 11. Next step actions: Develop a policy for alternative course options Cost and timetable structure for course options</p>	

<p><b>Goal Setting:</b> To increase student engagement, formal goal-setting activities will be established, recorded and reviewed.</p>	<p>End of Term 1 Goal Setting completed by all students with reviews/reflection each term. Referrals to Head of Department or Heads of School if required.</p>	<p>Classroom teacher in primary and PDP teacher in middle school with support from Heads of School and Inclusive Education teachers (if required).</p>	<p>Success Criteria: All students will have set short term termly goals and longer term goals.</p>	
<p><b>Case Management:</b> Personalised learning models are effective with personal contact through case management (student conferencing and feedback, 3-way interviews, parent-teacher conferences as required, records on SEQTA)</p>	<p>Termly notations in SEQTA or more frequently if required</p>	<p>Classroom teachers</p>	<p>Success criteria: Increase of student data from whole school in SEQTA.</p>	
<p>Students of concern raised at teacher planning sessions and HoLA meetings and strategies developed for intervention by Heads of Schools and Home group teacher. This action is designed to help with early identification and intervention. Each departmental meeting with patterns being recorded addressed post meeting.</p>	<p>Each meeting</p>	<p>Heads of School and HoLAs - Inclusive Education teachers</p>	<p>Success criteria: Early identification of student concerns across multiple subject areas. Early intervention programs instituted for students of concern - tutoring, interviews, student referral (recorded on SEQTA)</p>	
<p><b>Student Portfolios:</b> Student portfolios (using e-folios in upper primary in 2017 using Google Sites) are an effective way for students to showcase their learning journey. This activity promotes learner engagement.</p>	<p>Term 1 - year 3 to year 6</p>	<p>Classroom teachers Head of Primary</p>	<p>Success criteria: All students in year 3 to year 6 will have an electronic student portfolio</p>	

<p><b>Early intervention communication:</b> Students and parents who have not met or are unlikely to meet standards for each learning area are to be contacted by classroom teacher and recorded in SEQTA with next step strategies indicated.</p>	<p>As required - from start of year</p>	<p>Classroom teachers</p>	<p>Success criteria: All signification communication with home to be recorded on SEQTA. Teachers to check SEQTA prior to calling home.</p>	
<p><b>Visible Thinking Routines:</b> Geraldton Grammar School staff have identified in 2015 and 2016 that there were not common practices in the teaching of thinking skills across the campus. The implement a thinking culture and some minimum expectations. The SMT has selected as their Teaching and Learning goal the Visible Thinking Program. Source: <a href="http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html">http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html</a></p>	<p>Implementation from term 1  Resources: Purchase of visible thinking text for each classroom teacher from professional learning budget</p>	<p>Heads of School and Head of Educational Administration will be responsible for the implementation of this program with all teachers. This program will be part of teachers' goals for 2017.</p>	<p>Success Criteria: Each unit will have specifically planned thinking skills embedded - to be monitored by line manager. Teachers to report success at whole school and departmental staff meetings.</p>	
<p><b>Brightpath:</b> English is the fundamental subject for communication across all subject areas. To continue Brightpath from primary school into middle school over the next 2 years will allow for an easy transition of students and support the learning of students and teachers. Daily lessons of English have been implemented into the 2017 timetable. Source: <a href="http://www.scsa.wa.edu.au/kto10-circulars/july-2016/general/brightpath-assessment-software">http://www.scsa.wa.edu.au/kto10-circulars/july-2016/general/brightpath-assessment-software</a>  On-line workshop materials are available to support school leaders in up-skilling their staff.</p>	<p>Implementation and professional learning from the start of term 1</p>	<p>English department in Middle School with support from Head of Primary and Head of Middle School  Continue implementation in primary school</p>	<p>Success Criteria: Teaching points are evident in planning Students are progressed from baseline data Head of English to evaluate success with Head of Primary and Head of Middle School</p>	

<p><b>Google Apps for Education:</b>          To support the second year roll out of Google Apps for Education (GAPE) to increase information sharing and collaboration.          2016 - email, calendar, docs, sheets          2017 - templates, slides, sites and forms</p>	<p>To support continued implementation through information nights for parents (Principal - Term 1), professional learning for staff (ICT Manager and Heads of Schools with key staff) and support student uptake (teachers)</p>	<p>Principal, ICT Manager, ICT Committee, AHOP, HoLAs, all Teachers</p>	<p>Success Criteria:          Greater student engagement          Greater teacher engagement          ICT Manager to use data from 2016 survey to compare with 2017 survey during term 3.          ICT Manager to review outcomes with ICT Committee for future actions.</p>	
<p><b>Subject availability and communication:</b>          There has been criticism through the 2015 parent survey and through 2016 parent exit interviews that subject selection and subject options have not been flexible or accommodating from year 9 through to year 11.          In 2017, students will be surveyed for interest in year 9, 10 and 11 subjects prior to the formation of subject lines. This data will be utilised to review elective choices.          Subject selections will be made following the analysis of this survey.</p>	<p>Term 4 week 1 interviews and subject selection (using google forms for subject selections for year 9 to year 11).</p>	<p>Head of Middle School and Head of Senior School with support from Head of Educational Administration</p>	<p>Success Criteria:          Increased student engagement and retention from year 9 through to year 11.</p>	

Domain Education (Student Experience and Staff Experience)				
Goal No.2 Commitment to improving teaching and learning				
Background, Actions, Strategies, Interventions	Timeline, Estimated Costs, Funding Sources, and Resources	Person or Team Responsible	Evaluation of Implementation and Impact on Student Learning (What does success look like?)	Status C or IP
<p><b>AITSL Teacher Standards:</b> To improve teacher delivery and classroom expectations in order to improve student learning outcomes along the continuum of the AITSL Teacher Standards</p> <p>Heads of School to implement learning walks, peer observation, and instructional coaching. Professional Learning will be required for Heads of School and Principal to implement this goal.</p>	<p>Term 1 Teacher relief covered by professional learning budget</p> <p>Professional Learning Budget to source swivel technology for ipads to record lessons</p>	<p>Principal, Heads of School, Head of Educational Administration, and Heads of Learning Areas.</p>	<p>Success Criteria: An increase in professional discussion and goal setting by teachers.</p> <p>Teachers videoing practice and then self-reflecting</p>	
<p><b>PAT and NAPLAN Data on SEQTA:</b> Implement common assessment measures to track student learning growth for Year 1-10 students with PAT (Progressive Achievement Tests). To be will be implemented on entry or at the start of each year level. Testing in Mathematics, Reading (comprehension, vocabulary and spelling), Spelling and Grammar, Science and Early Years (reading and mathematics) will occur at the start of the year. Results will be added to SEQTA with patterns and intervention to be organised by the HoLA and/or Head of School.</p> <p>NAPLAN Data will also be added to SEQTA and tracked over the 4 testing schedules. The band level will be added.</p>	<p>Term 1: Testing by the classroom teacher Data entry by Administrative Assistant to the Senior Management Team post testing</p> <p>Professional Learning Budget - PL required by some teachers</p>	<p>Classroom Teacher (under direction from Head of School and HoLA)</p> <p>Head of Educational Administration with Administrative Assistant to the Senior Management Team</p>	<p>Success Criteria: PAT and NAPLAN data has supported the school to make decisions about students requiring intensive intervention or extension.</p>	

Domain Tradition, Assets and Environment				
Goal No.3 To celebrate the achievements of the school and Goal No.4 To improve the physical resources of the school				
Background, Actions, Strategies, Interventions	Timeline, Estimated Costs, Funding Sources, and Resources	Person or Team Responsible	Evaluation of Implementation and Impact on Student Learning (What does success look like?)	Status C or IP
<p><b>School History Online:</b>            In 2016, the school community celebrated our 20 years. A history of the school document to record these special years is required to preserve the history and tradition of Geraldton Grammar School. To add historical information to the our school's website as a formal record of the history of our school.            A working party to be established by the Community Development Officer with the Principal and past Principals together with the Chair of the Board of Governors.            Content to be added to website:  <a href="http://www.geraldtongrammarschool.wa.edu.au/index.php/our-school/community/school-history">http://www.geraldtongrammarschool.wa.edu.au/index.php/our-school/community/school-history</a></p>	<p>End of Semester 1 to gather information            End of Semester 2 to publish online</p>	<p>Community Development Officer with Principal</p>	<p>Success Criteria:            To meet the timeline deadlines</p>	
<p><b>Upgrade front of school:</b>            The 2016 Board Retreat indicated that improves the aesthetics of the front of the campus are required to meet parental and community expectations of a Grammar School.</p>	<p>Semester 1 planning to be completed            Semester 2 works to be initiated</p>	<p>Business Manager with Principal</p>	<p>Success Criteria:            To improve entry of school            To meet community expectations</p>	
<p><b>School Uniforms:</b>            The school uniform will be updated to include 3 extra pieces over the next 2 years. The house shirt is being reviewed. The sports shirt is being replaced over an 18 month period starting during semester 1, 2017. The implementation of ACC swimmer to the representative uniform to meet the ACC guidelines - semester 1, 2017. The addition of a school belt (optional) for boys uniform due to change in long pants design.</p>	<p>Semester 1</p>	<p>Head of HPE with Uniform Shop Coordinator (recommendations from Principal through the uniform committee)</p>	<p>Success Criteria:            Introduction of new uniform items in 2017 - sports shirt, rep swimmers and belt.            House designs TBC in 2017.</p>	

Domain <b>The Student Experience</b>				
Goal No.5 To improve student wellbeing and learning environments				
Background, Actions, Strategies, Interventions	Timeline, Estimated Costs, Funding Sources, and Resources	Person or Team Responsible	Evaluation of Implementation and Impact on Student Learning (What does success look like?)	Status C or IP
<p><b>Student Wellbeing Officer recruitment:</b> Data obtained from the Board Retreat, SMT discussions and parental feedback suggests that youth support services would benefit from an increase in physical resourcing. Employment of a Student Wellbeing Officer to support student needs with respect to emotional and mental health issues</p>	<p>Start of 2017  Staffing Budget</p>	<p>Principal, Student Wellbeing Officer to work with Heads of School to meet requirements</p>	<p>Success Criteria: Evaluation through student survey and review by Heads of School.  Parental Survey at the end of term 1.</p>	
<p><b>Improve pastoral care of students:</b> To improve pastoral care and protective behaviours programs across the campus To provide a cybersafety experience for students from year 4 to year 12 (through diaries, health classes and engagement in social media/online safety presentations). To promote and celebrate anti-bullying programs each semester from kindy to year 12. To promote the anti-bullying policy to parents in the newsletter, on the website and in documentation at the office.</p>	<p>Cybersafety workshops to students and parents (at least once per year)  Anti-bullying programs and awareness at the beginning of each term.  Documentation to be reviewed by Heads of School and updated online - end of term 1.</p>	<p>Senior Management Team Student Wellbeing Officer, Health and Home Group Teachers</p>	<p>Success Criteria: Term 3 Survey - All students in year 3 to 11 complete survey. Data from survey is analysed by Student Wellbeing Officer and tabled at SMT meeting for action.</p>	
<p><b>Improve supervision in Kindy 4 year old area:</b> To improve supervision in Kindy playground area and access to bathrooms.</p>	<p>Term 1 Budget: National Quality Standards - Access Grant</p>	<p>Business Manager with AHOP</p>	<p>Success Criteria: Completion of project during Term 1.</p>	



Domain <b>The Student Experience</b>				
Goal No.6 To implement more sporting, play and hangout areas for all students				
Background, Actions, Strategies, Interventions	Timeline, Estimated Costs, Funding Sources, and Resources	Person or Team Responsible	Evaluation of Implementation and Impact on Student Learning (What does success look like?)	Status C or IP
<p><b>Oval Expansion and Levelling:</b> The expansion of the front oval and levelling of the primary oval are seen as key points of school improvement for 2017.</p> <p>Replacement of Basketball Backboards</p>	<p>Grounds Budget End of Semester 1 completion</p>	<p>Business Manager with Grounds and Maintenance Staff</p>	<p>Success Criteria: Completion of oval levelling</p>	
	<p>Start of 2017</p>	<p>Business Manager with Grounds and Maintenance Staff</p>	<p>Success Criteria: Replacement of Basketball Backboards</p>	
<p><b>Student Resources:</b> To increase social spaces, furniture and resources for students across the campus.</p>	<p>End of Term 1 completed Senior School Budget Resources for I Block (e.g. microwave and furniture)</p> <p>Middle School Budget Resources for F Block</p> <p>Primary School Budget Resources for Primary Classrooms and outside learning environments</p>	<p>Heads of School</p>	<p>Success Criteria: Resources purchased and in use by the end of Term 1.</p>	

Domain <b>The Staff Experience</b>				
Goal No.7 To improve teacher knowledge and skill in a variety of curriculum areas and options				
Goal No.8 To support teacher collaboration, collegiality, cohesion across subschools and continuous improvement				
Background, Actions, Strategies, Interventions	Timeline, Estimated Costs, Funding Sources, and Resources	Person or Team Responsible	Evaluation of Implementation and Impact on Student Learning (What does success look like?)	Status C or IP
<p><b>To improve teaching performance:</b> To set pedagogical expectations for all teachers (learning intentions for each lesson on display, success rubrics for each assessable task communicated to students at the start of each task, visible thinking routines embedded into each unit of work)</p>	Professional Learning Days at the start of the year.	Principal with Heads of School and key staff support	Success Criteria: All teachers plan and teach using learning intentions, success criteria and visible thinking routines in each unit of work.	
<p><b>Communication of Roles and Responsibilities:</b> To improve communication across the campus regarding staff roles and responsibilities (shared as a google sheet) To review all role statements in management positions To communicate these to all staff through SEQTA To communicate these positions and roles on the website and newsletter</p>	Completed term 1, week 5	Senior Management Team with support from the Administrative Assistant to the Senior Management Team	Success Criteria: To meet the timeline for effective communication	
<p><b>Teacher Development:</b> 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</p>	Throughout 2017	Senior Management Team with their respective teaching groups.  HoLAs and AHOP with their respective teaching groups.	Success Criteria: Line Managers to access through the Teacher Performance and Development Framework	

Domain Partnerships and Relationships				
Goal No.9 To continually improve communication with all stakeholders and to create stronger engagement with our parent body				
Background, Actions, Strategies, Interventions	Timeline, Estimated Costs, Funding Sources, and Resources	Person or Team Responsible	Evaluation of Implementation and Impact on Student Learning (What does success look like?)	Status C or IP
<p><b>Customer Service Training:</b> Conduct Customer Service training for teaching and support staff to improve tone of communication and positive culture from all staff to each other and to our customer base. (Ava Lucanus - Edge Communication - people connecting well)</p>	Start of year professional learning	Principal	Success Criteria: As measured by parent responses in the parental survey at the end of term 1	
<p><b>Parent Focus Groups:</b> To establish parent focus groups to increase community engagement with a variety of issues including improving communication and satisfaction rating.</p>	Week 5 Term 1 Principal's Budget	Community Development Officer/Principal	Success Criteria: To improve parent engagement as measured by the parental survey at the end of term 1	
<p><b>Parent Survey:</b> To conduct a parent survey (using baseline data from 2015) to gather parent perceptions of school performance on a variety of parameters.</p>	End of Term 1 - delivered online through email and newsletter	Principal with Community Development Officer	Success Criteria: Minimum of 25% response rate from parents. To meet or exceed expectation in all parameters	

<p><b>Round Square:</b> Geraldton Grammar School has been involved in the Round Square program since 2003. However, our membership status to global membership results in an increase in our obligations as a member.</p> <ul style="list-style-type: none"> <li>● To evaluate membership in 2017 for continuation in 2018</li> <li>● Principal and Head of Middle School to attend the conference in Southport in February 2017.</li> <li>● To promote Round Square conferences and events to students and staff across the campus.</li> <li>● To re-evaluate our fundraising policy to match the goals of a Round Square school.</li> </ul>	<p>End of year evaluation  Round Square Budget</p>	<p>Head of Middle School and Principal</p>	<p>Success Criteria: Greater student involvement in Round Square exchanges and conferences.</p>	
<p><b>Marketing and Communication:</b> To incorporate the following into a marketing and communication plan - increasing communication and direct marketing to new families and current families: Implement one open house event per term. Come and Play mornings twice during Term 2,3 and 4. Principal Tours as well as Saturday morning tours once per term. Year 4 and 5 Parent and Student Information Night and Tour Year 8 and 9 Parent and Student Information Night and Tour</p> <p>Promotion of points of difference e.g. Walker Learning, NAPLAN results, Year 12 results, STEM Days, IMP and Sports programs</p> <p>Widen advertising catchment area - attending field days in 2017 - Mingenew and Chapman Valley as well as Dowerin Field Day - advertise in Perth media for Boarding in Geraldton. Midwest Baby and Kids Market and Northgate to reach new early learning families</p>	<p>Each term</p>	<p>Community Development Officer with Senior Management Team</p>	<p>Success Criteria: Great student retention across sub-schools Increase in student interviews and enrolments</p>	

Domain		Resources and Finance		
Goal No.10 To value add to support current programs and services				
Background, Actions, Strategies, Interventions	Timeline, Estimated Costs, Funding Sources, and Resources	Person or Team Responsible	Evaluation of Implementation and Impact on Student Learning (What does success look like?)	Status C or IP
<p><b>Increase local market awareness of the school:</b> To host more community and business events on campus (MidWest Chamber of Commerce and Industry After Hours, Rotary and Pollinators events)</p>	Marketing and Development Budget	Community Development Officer and Principal	Success Criteria: Host 2 extra events in 2017	
<p><b>Chinese Market:</b> 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 establish the Geraldton Grammar School International English Immersion Program</p>	Marketing and Development Budget	Community Development Officer and Principal with Head of Educational Administration	Success Criteria: To organise the first commercial education group in 2017	
<p><b>Improve IT requirements for Batavia Hall:</b> To improve IT, sound and light requirements for Batavia Hall</p>	Batavia Hall Budget	Business Manager in consultation with ICT Manager and Arts (music, drama) staff	Success Criteria: To improve production and presentation qualities for the Hall	
<p><b>Replacement Schedule for Interactive Whiteboards:</b> To improve IT for classrooms by replacing the existing IWBs with interactive televisions</p>	ICT Budget Completed during term 1	ICT Committee, ICT Manager and Business Manager	Success Criteria: To install 7 interactive televisions	

<b>Domain</b> Governance and Management				
<b>Goal No.11 To meet National Quality Standards for Early Years</b>				
<b>Background, Actions, Strategies, Interventions</b>	<b>Timeline, Estimated Costs, Funding Sources, and Resources</b>	<b>Person or Team Responsible</b>	<b>Evaluation of Implementation and Impact on Student Learning (What does success look like?)</b>	<b>Status C or IP</b>
<b>National Quality Standard for Early Years:</b> Update policy and procedures in line with DES recommendations	Throughout 2017 Termly review	AHOP, Head of Primary, Principal and Business Manager	Success Criteria: To meet NQS requirements by the end of Semester 2	