



# PRINCIPAL CANDIDATE INFORMATION PACK

JUNE 2024

GERALDTON  
GRAMMAR

# INVITATION FROM THE CHAIR

On behalf of the Board of Geraldton Grammar School, thank you for your interest in our Principal leadership position starting in January 2025. This pivotal role offers a unique opportunity to contribute to the School's legacy of excellence and innovation in education.

Geraldton Grammar School, is within walking distance of the town, offers breathtaking views of the Indian Ocean and surrounding farmlands. With no double-storey buildings or school bells, our school is surrounded by lush green gardens, creating a serene and beautiful environment for staff and students.



**Gabrielle Bracks**  
*Chair of Board*

Located in the seaside city of Geraldton, approximately 432 km north of Perth, Geraldton offers beautiful beaches, a population of close to 40,000 people, cafes, restaurants, retail, fishing, surfing, excellent playgrounds, and a wonderful climate. It is a great place to raise a family and provides a cosmopolitan lifestyle. The community is based on fishing, farming, and mining and has a very busy port.

Geraldton Grammar School is a vibrant co-educational day school from Kindy to Year 12. Additionally, we have a group of boarders who reside at the Geraldton Residential College, a shared facility managed by the Department of Education and utilised by other regional schools. We take pride in fostering a supportive and enriching educational environment for all our students.

The Board is seeking an exceptional Principal of character, who is a dynamic, proven leader with strong values and an inspirational approach, to lead our School in a rapidly changing world whilst at the same time respecting the traditions and foundations on which Geraldton Grammar School has been built.

The Principal we seek will be a future-focused, progressive, and relationship orientated leader. They will be committed to ensuring that all our students, upon graduation, are equipped with the confidence, values, and skills to navigate life successfully, both locally and globally.

This booklet has been prepared to provide an insight into our School and to share our vision for the future.

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From its modest beginnings in 1996, Geraldton Grammar School has blossomed into a renowned K-12 campus home to nearly 700 students. What sets us apart is our commitment to diversity. Our student body is a vibrant tapestry of ethnic and religious backgrounds, with a small percentage of Indigenous students and many students from outside Australia. Students from the European, Asian, American, and African continents call our school home, reflecting our global outlook. We embrace over 20 different religious groups, predominantly of a Christian faith, fostering an inclusive and respectful environment.

Over the years, we have added to our infrastructure, allowing more opportunities (curricular and co-curricular) for our students. Our most recent addition is our beautiful state-of-the-art gymnasium, which opened at the end of 2022.

We invite you to take a [virtual tour](#) of the School via our [website](#). This immersive experience will give you a glimpse of our vibrant community, our state-of-the-art facilities, and our commitment to holistic education.





## GOVERNANCE

Geraldton Grammar School is a wholly independent school, run by the School Board. The Board employs the Principal and the Principal reports directly to the Board. Our School Board, currently consisting of 9 members, plays a vital role in the governance of the School. Amongst other responsibilities, the Board sets the overall strategic direction of the School. The Principal and the school's Leadership Team are responsible for implementing that strategy.



# STRATEGY, VISION AND VALUES

**Vision** Geraldton Grammar School will provide outstanding education and a strong sense of community, cultivating people of integrity, independence of mind and a love of learning.

**Mission** At Geraldton Grammar School, we are striving for excellence today by challenging students in a supportive environment to prepare them for the changing world of tomorrow.

**Values** Respect Responsibility Inclusivity Perseverance

**Motto** Striving for Excellence



## Strategic Priorities

Geraldton Grammar School is dynamic in its approach to strategic planning. Its goal is to ensure that students are well cared for, equipped with the skills and knowledge to navigate a modern world, and have a strong sense of self.

### **Our Students – Personalisation**

Ensure our academic, co-curricular and wellbeing programs support and enable each member of a diverse student body to achieve their personal best.

### **Our Staff**

Attract, retain and develop talented staff who are aligned with the School's values and work hard to achieve the purpose and vision of Geraldton Grammar School.

### **Our School Our Future**

Plan for and maintain sustainable funding that allows us to invest in infrastructure and programs to achieve our goals.

### **Our Community**

Positively engage with our local community, educational partners, parents and alumni to encourage and foster mutual respect and valuable opportunities for cooperation.

### **We Aim To:**

- Provide a stimulating and rigorous academic program for students
- Value cultural, sporting and recreational activities
- Employ the highest quality staff
- Ensure that curriculum standards are maintained and parents and students receive appropriate feedback on learning
- Encourage innovative approaches to teaching and learning
- Give attention to each student
- Provide a rich co-curricular program
- Promote respect for others
- Encourage parents and alumni to be actively involved in the School community
- Nurture Christian values within a diverse and tolerant community
- Provide a safe, secure environment for all



# LEARNING

At our school, we understand that every student is unique, with their own abilities, interests, and goals. Our curriculum is designed to challenge and inspire while providing opportunities for all students to excel. We are dedicated to ensuring that every student, regardless of their background or temperament, reaches their full potential.

We firmly believe that students thrive when they are engaged in a balanced academic and co-curricular program. Our approach provides a wide range of learning opportunities supported by our pastoral care system.

Students will experience:

- The entire learning spectrum, from arts and humanities to sports, science and technology, helps them discover their own path in life and flourish.
- An extensive list of co-curricular activities, including camps, excursions, music and performing arts and outdoor education, so that learning continues beyond the classroom.
- Pastoral care support to help them grow as individuals, as well as academically.

The School has 5 different Hubs that fit around the development stages of children.

- **Early Steps Hub** (Junior Kindy - Year 2)
- **Step Forward Hub** (Years 3 - 6)
- **Step In Hub** (Years 7 and 8)
- **Step Up Hub** (Years 9 and 10)
- **Step Out Hub** (Years 11 and 12)

The School follows the Western Australian Curriculum from Kindergarten to Year 10, and our Primary School teaches through the Walker Learning Approach pedagogy.



The Walker Learning Approach is a revolutionary pedagogy that is inclusive and effective across all cultural, economic, geographical, religious, and social spectrums. It provides an authentic, personalised learning model that caters to the unique needs of every child, enhancing their academic skills alongside their social and emotional development.

### **Early Steps Hub      Junior Kindy – Year 2**

This is when students begin their Geraldton Grammar School journey through our personalised, investigative, play-based approach to early learning. We cater for the interests and developmental needs of our youngest students, providing a solid foundation in early literacy, numeracy and inquiry skills. We aim to develop social-emotional skills and dispositions to set students on a path of life-long learning.



### **Step Forward Hub      Years 3 – 6**

This is a time when students fine-tune their investigative skills from their early years of learning in the form of Educational Research Projects. Students personalise their learning by demonstrating their understanding of the subject and learned skills through their interests. This approach to learning empowers the students to choose topics they are genuinely interested in, set realistic timelines for projects, take responsibility for their learning, reflect on and self-assess their work and place an emphasis on the skills of research and presentation. The focus is on developing children who can think for themselves and others, who can create and imagine, who are strong in their literacy and numeracy, and who can navigate the challenges of the world with intrinsic motivation and a strength of character derived from a strong sense of self and resilience; to be emotionally intelligent, self-initiators, reflective of themselves and others, strong and articulate communicators with a vibrant sense of themselves and the world around them.



## Step In Hub

### Years 7 and 8

This is an exciting time when students transition from Primary School and step into Secondary, building new friendships, experiencing more movement around campus, and entering the School perhaps for the first time. They will manage homework and other commitments and sample an array of different subject areas with specialist teachers, opening up a world of new possibilities.

The Year 7/8 Coordinator supports the Year 7/8 students throughout the transition. There are some established norms, including the Year 7 backyard, Year 7 STEPPIN days, and a Personal Development Program (PDP) focused on developing some of the skills required of a Secondary School student. All subjects are compulsory (students study Mandarin), and students are given a taste of all the Arts and Technology subjects.



## Step Up Hub

### Years 9 and 10

This is when students choose their possible path in life and must step up in their academic studies and co-curricular activities. They must decide whether to choose an ATAR or General pathway and contemplate their future direction.

The Year 9 students will embark on a transformative journey with the Outward Bound program, a renowned outdoor education experience. This program, with a strong emphasis on team building, positive communication, and building resilience and capacity, is designed to equip students with essential life skills. It serves as a springboard into Year 10, where subjects can be selected from a diverse range including Languages, Health and Physical Education, Arts and Technologies, giving students a taste of greater autonomy in their schooling.

Year 10 students will receive information throughout the year on possible pathways, TAFE opportunities and tertiary requirements. This gateway program includes a weeklong camp to Perth.

## Step Out Hub

## Years 11 and 12

This is when students step out and consider life after formal schooling. They will consider where they go for further studies, which TAFE courses they may undertake, and what they will do after school finishes. Students, as they get ready to step out, have to take full responsibility for their course choices and their studies and learn to sit external exams. It is a time of the School ball where life-long friendships are formed and cherished.

In years 11 and 12, students can choose from 28 different ATAR and General Courses of Study. All the secondary pathways are built upon the strong foundations set in the Primary School. Almost all Year 11 and 12 students at Geraldton Grammar School undertake an ATAR pathway. Our selection of ATAR Courses of Study ensures students have the opportunity to study a selection of courses that match their own aspirations for tertiary entrance, including any course that is a university prerequisite. Non-ATAR students have multiple avenues to achieve their goals including workplace learning and the completion of Certificate courses at TAFE.

Geraldton Grammar School has a close relationship with Central Regional TAFE College, and Year 11 and 12 students can study Vocational Education and Training Qualification Certificates there concurrently with their school courses. Other available vocational study modes are School-Based Traineeships and Workplace Learning.



# CO-CURRICULAR

## Opportunities beyond the classroom

Our co-curricular programs go beyond the academic curriculum, providing students with valuable life skills and experiences. Participation in these activities is enjoyable and enhances their personal and social development.

Co-curricular opportunities offered to students include;

- Student Leadership
- Instrumental Music Program
- Choir
- Drama
- International Camps - Indonesia and China in 2024
- Student Exchange
- Round Square
- Student Exchange (national and international)
- Conferences (national and international)
- Outward Bound – Years 9 & 11
- Camp Program
  - Year 4 - Local History & Art Camp
  - Year 5 - Perth Camp
  - Year 6 - Canberra Camp
  - Year 7 - Nukara Camp
  - Year 8 - Cervantes/Kalbarri Camp
  - Year 9 - Galena Camp
  - Year 10 - Gateway Camp
  - Year 11 & 12 Outdoor Education Camps
- Associated & Catholic Colleges of WA (ACC)  
Carnivals (in Perth)
  - ACC Cross Country
  - ACC Swim Carnival
- School Sport WA (in Perth)
  - District High Schools Country Week
  - Senior High Schools Country Week



# STUDENT WELLBEING AND PASTORAL CARE

At Geraldton Grammar School, our wellbeing program teaches the skills and attitudes that enhance mental health, support learning, and cultivate well-being. Our approach to well-being focuses on prevention and early intervention. To ensure that mental health concerns are responded to effectively and promptly, key staff are trained in youth mental health first aid. The School has a Student Wellbeing Officer and a Student Wellbeing Committee to provide individual support to students.

Wellbeing is achieved through our House Program and INSPIRE Programs in primary school and in secondary school through our House and Personal Development Program (PDP).

The **House Program** allows students to identify with something larger than themselves - their team, their group, their House, or their school.

The objectives of the House system are:

- To increase the beneficial influence of the School on students' characters
- To help students fulfil their potential in academic and co-curricular areas
- To develop a sense of community and an ability to socialise freely across various ages and sexes
- To provide opportunities for healthy competition in sports and co-curricular areas
- To try to help each student to live a full life by involving the student in the life of the School

The **Personal Development Program (PDP)**, designed for students in years 7-10, is instrumental in providing our students with thinking, organisational and study skills. It also covers aspects of the Protective Behaviours curriculum that is not taught in health classes, primarily aspects relating to mental health and developing coping strategies.

In addition to theory, students are actively involved in service-based activities which allow them to give something back to the greater Geraldton community.

**INSPIRE** is Geraldton Grammar School's whole Primary School approach to social-emotional learning and development.

Social-Emotional learning refers to the skills needed to successfully manage life tasks such as learning, forming relationships, communicating effectively, being sensitive to the needs of others, and getting along with people.

INSPIRE is about building a whole-school culture in which principles associated with positive social, emotional and civic behaviours are embedded across all disciplines.



## OUR STAFF

Whether in the classroom or working in our support teams, our staff are passionate about giving every student in our care the very best possible education to prepare them for life beyond school. We are a learning community that encourages our staff members to involve themselves fully in all aspects of school life and to identify with our Values.

Our staff are highly qualified specialists united by their enthusiasm for the transformative power of education. We are committed to continual development, evaluating practices, and striving for excellence.

We are proud of the sense of community that characterises our school.

# THE POSITION

The Principal of Geraldton Grammar School is responsible to the Geraldton Grammar School Board for the strategic and operational leadership of the School. The Principal is expected to engender the trust and confidence of the School community and demonstrate exemplary performance and professionalism.

As a key member of the School Board, the Principal collaborates in developing the School's strategic plan. This collaborative approach extends to the implementation and monitoring of the plan through agreed Key Performance Indicators. The Principal also ensures the effective flow of information to the School Board, providing valuable insights into key issues and trends that impact the School's current and future performance.

## Responsibilities and Accountabilities

### Cultural Leadership

The preferred candidate will be:

- A leader who demonstrates a commitment to supporting the Anglican ethos of the School and the ability to lead a diverse and inclusive community
- A strong role model who demonstrates integrity underpinned by the school values of respect, responsibility, perseverance and inclusivity
- A visible leader who has a strong connection with staff, students and parents
- A leader with good judgement, sound decision-making, moral courage and tact
- A leader with passion, energy, optimism, the ability to make things happen and a genuine interest in and commitment to serving students, staff and parents
- A leader with a commitment to a progressive education
- A leader with an open, consultative style which combines a disposition towards distributed leadership with a willingness to lead decisively from the front and the capacity to inspire confidence in the School and broader community
- A leader with outstanding written and verbal skills
- A leader who shows energy, resilience, humour and warmth
- A leader who is articulate and leads the School whilst sustaining the vision, mission and motto of the School
- A leader who retains traditions and honours the past and history of the School



## Leading Teaching and Learning

The preferred candidate will:

- Ensure that child safety, security and wellbeing are a top priority at all times through the implementation of appropriate policies and communicating with the relevant parties as necessary to inform and assist students in need
- Provide all staff with a clear understanding of expectations and responsibilities within the context of the strategic plan and school policies and procedures
- Develop and nurture a healthy and collegial culture amongst all staff with an expectation of collaboration, accountability and a high level of individual accountability
- Maintain a well-balanced, collaborative work ethic and positive atmosphere amongst the staff and students of the School by anticipating the needs of 21st-century learners and teachers
- Work with the staff to ensure the School delivers a curriculum that aligns with the Australian National Curriculum as appropriate
- Provide and support wellbeing leadership in the School for staff and students which is evidence-based
- Demonstrate a high level of engagement in education and thorough knowledge of developments at the state, national, and international levels

## Leading the Management of the School

The preferred candidate will:

- Provide sound management in all aspects of the School's operations, including resourcing and people management, financial management, marketing, communications and governance
- Effectively represent Geraldton Grammar School in the education sector and the wider community, maintaining the School's positive reputation in these forums
- Have oversight and leadership of the maintenance and development of the campus and facilities to support the School's vision and mission
- Ensure compliance with all legal obligations relevant to the conduct and operations of the School
- Have an interest in and acumen for the business side of the School. Experience in building projects and development and advancement (i.e. philanthropy)
- Provide regular Management Reports and updates to the School Board as appropriate
- In consultation with the Business Manager and School Board, set and manage budgetary requirements and requisitions within set budget figures and preparation of financial reports as appropriate
- Manage the recruitment of all school staff in collaboration with the Senior Leadership as appropriate

- Manage the implementation of a Marketing and Brand Strategy to build strong student numbers
- Conduct school tours and enrolment interviews, and make offers of places at the School, as appropriate

### **Leading Improvement, Innovation and Change**

The preferred candidate will:

- Lead the ongoing development of the School's improvement plan, the School Strategic Plan, working closely with the Senior Leadership team and Heads of Departments to manage innovation and change
- Work with relevant Government bodies and professional associations such as DEEWR, DET, AISWA, and AHISA to ensure legal compliance and to establish best practices within the school
- Review and recommend educational and school management spending priorities to the School Board as appropriate
- Lead and manage innovation in an inclusive and collaborative manner, using evidence with feedback and input from all relevant stakeholders



### **Developing Self and Others**

The preferred candidate will:

- In conjunction with Senior Leadership, oversee an ongoing program of teacher evaluation and performance, consulting with staff to assess appropriate levels of support and personal development needs
- Support staff to engage in Professional Learning Plans for ongoing professional and personal development
- Be a continuous learner who consistently reflects on his or her own practice as a leader and seeks to improve these leadership skills
- Be responsible for the appointment and leadership of staff, including their development and wellbeing, and fostering a positive culture to attract and retain high-quality staff
- Be an engaged and dynamic leader to staff, able to promote the flourishing of staff members and maintain high standards through regular feedback, appraisal and review processes
- Determine the budget allocation for Professional Development as appropriate
- Attend relevant Professional Development Courses as appropriate
- Develop a process to facilitate succession planning at all levels in the School including the role of the Principal
- Build authentic relationships with staff and students, acting as a positive role model and providing a fair, consistent and final authority in all matters

## Engaging and Working with the Community

The preferred candidate will:

- Ensure regular, relevant communication to the school and broader community through email updates, the school website, social media, parent hub and the production of an annual school community calendar of events
- Have a strong professional reputation among peers and in the broader community
- Support, wherever possible, by attendance and participation in School activities and out-of-school functions including representation/meetings, staff and School committees, School camps, School Formal, Graduations, and Valedictories as and when they arise
- Attend all Parents and Friends meetings and LINC meetings at the Geraldton Residential College and build relationships with other Principals
- Demonstrate expertise in developing professional partnerships with external bodies to support the School in achieving its mission
- Demonstrate a commitment to supporting the Anglican Traditions of the School with the ability to lead a diverse and inclusive community
- Be able to articulate, promote, develop and sustain the Geraldton Grammar School mission, vision and values
- Have the capacity to create a climate of care for all members of the Geraldton Grammar School community and aim to educate the whole person in all facets of school life



# YOUR APPLICATION

## **The Integrity of Your Application**

We expect you to act with integrity through all aspects of the recruitment and selection process. This means that your application is free from plagiarism and that you represent yourself honestly. Please keep in mind conflicts of interest when selecting referees. These can be perceived or actual. Where this happens, you are encouraged to disclose this to the panel. Your referee may not be a member of the selection panel or have a family or other close personal relationship with a panel member.

## **Remuneration and Contract Period**

A remuneration package reflecting the skill and experience brought to the position will be negotiated with the successful candidate. The successful applicant will be required to enter into an executive contract for five years with an option to renew based on mutual agreement provided that performance criteria are met.

## **Eligibility**

The following requirements must be met and maintained to work at our School.

- Possess a teaching qualification from an accredited teacher education program or one recognised by the Teacher Registration Board of Western Australia (TRBWA) as equivalent
- Will preferably possess post-graduate qualifications in a relevant discipline (such as education, management or leadership)
- Be registered with the TRBWA
- Be an Australian or New Zealand citizen or have permanent residency in Australia, or have a visa with relevant Australian work rights from the Department of Immigration and Border Protection
- Have a current Working with Children Check (WWC – Western Australia)
- Have a National Police History Check (NPHC), including a Screening Clearance Number (SCN) before commencing employment

## Preparing Your Application

- Provide a cover letter of no longer than two pages
- Demonstrate your specific experience with examples for each of the 6 responsibilities and accountabilities outlined above
- Your employment history with key achievements in each of your roles
- Provide at least 4 referees of which at least two must be from your current employer, one being the Principal (or Board Chair as applicable)
- A word limit total for your application will be limited to 3,500 words

## Submitting Your Application

**Application must be received by 8.00 am Monday 22 July 2024.** Western Australian time (AWST) which is GMT+8 hours.

You must submit your application online to [marion.nelson@gegs.wa.edu.au](mailto:marion.nelson@gegs.wa.edu.au)



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