



GERALDTON
GRAMMAR SCHOOL

ANNUAL REPORT

2024



A WORD FROM THE PRINCIPAL



Welcome to the 2024 Annual Report of Geraldton Grammar School.

As we reflect on another remarkable year within our vibrant community, I am filled with immense pride and gratitude for the collective achievements of our students, staff, and families. This report highlights the milestones we have reached, the challenges we have overcome, and the continuous journey of growth and excellence that defines Geraldton Grammar School.

This year, our commitment to academic excellence has remained unwavering. Our students have demonstrated exceptional performance across all year levels, proving their dedication to scholarly pursuits. The innovative teaching methods and the supportive environment fostered by our outstanding educators have played a significant role in these accomplishments. We continue to prioritise individual student growth, ensuring that every student is equipped with the skills and knowledge necessary to thrive in an ever-evolving world.

At the heart of Geraldton Grammar School is our dedicated and talented staff. Their unwavering commitment to providing a nurturing and stimulating environment for our students is evident in every aspect of school life. Professional development and collaborative initiatives among our staff have further enhanced the quality of education we offer, ensuring that we remain at the forefront of educational excellence.

Furthermore, our school community has continued to thrive through the strong partnerships between parents, guardians, and the school. The involvement and support of our families are invaluable, and we are grateful for their contributions that help shape the holistic development of our students. In conclusion, it is with great pride and optimism that I present the 2024 Annual Report. This document reflects our enduring commitment to fostering an environment where every student can achieve their full potential. I extend my heartfelt gratitude to everyone who has contributed to making this year a success and look forward to the continued growth and achievements of our school community. Warm regards,

A handwritten signature in black ink, appearing to read 'Brad Gill'.

BRAD GILL
PRINCIPAL



OUR SCHOOL

In 2024, Geraldton Grammar School continued to provide a nurturing and future-focused learning environment for students from Kindergarten to Year 12. With a strong emphasis on academic excellence, wellbeing, and community engagement, the school saw growth across all areas—from classroom achievement to co-curricular success. Our dedicated staff and vibrant school community worked together to uphold our values and support every student to thrive.

Our Values

- **Perseverance:** We pursue excellence in all aspects of education, encouraging our students to achieve their best and celebrate their successes.
- **Responsibility:** We uphold the highest standards of honesty and ethical behaviour, fostering a culture of trust and accountability.
- **Respect:** We value diversity and promote a respectful and inclusive community where every individual is valued and heard.
- **Inclusivity:** We nurture empathy and kindness, encouraging our students to contribute positively to society and support one another.

MISSION AND VISION

Our 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. At Geraldton Grammar School, we foster a nurturing and dynamic learning environment where every student is empowered to reach their full potential.

We endeavour to be a leading educational institution that inspires a lifelong love of learning, fosters critical thinking, and develops the necessary resilience to become engaged and active members of the broader community

Our Mission

At Geraldton Grammar School we are striving for excellence today by encouraging and challenging students to fulfil their potential in preparation for the changing world of tomorrow.

We aim to provide a holistic education that balances academic rigor with personal growth. We are committed to developing well-rounded individuals who are not only academically proficient but also socially responsible and emotionally resilient. Through a diverse and inclusive curriculum, we aim to instil principles of integrity, respect, and compassion in our students.



THE BOARD

Members of the Geraldton Grammar School Board of Governors voluntarily offer a wealth of skills and experience to ensure the School continues its tradition of providing educational excellence for future generations.

The Board of Governors oversees the school's operation and strategic direction. The Board works closely with the Principal and Business Manager to set the policy and plan for the long-term benefit of Geraldton Grammar School.

Sub-committees of the Board have delegated responsibility for advising on Finance, Master Plan & Infrastructure, Risk & Compliance and Parents' perspectives. Sub-committees are supported by the expertise of independent members.

The Principal is appointed by and accountable to the Board to manage the School and deliver the Teaching and Learning programme.



Gabrielle Bracks

CHAIR OF THE BOARD



Jeremy Beckett

DEPUTY CHAIR OF THE BOARD



Peter Gerada

BOARD MEMBER



Helen Painter

BOARD MEMBER



Victor Theo

BOARD MEMBER



Tim Milnes

BOARD MEMBER



Rav Gwaliorkar

BOARD MEMBER



Paul Spackman

BOARD MEMBER



Marion Nelson

BOARD SECRETARY



Neesha Flint

PRINCIPAL



CURRICULUM OFFERINGS

In 2024, Geraldton Grammar School continued to expand its curriculum to meet the diverse needs and aspirations of students across all year levels. The senior secondary program provided a broad and flexible range of subjects, supporting both academic and vocational pathways.

In Year 12, students had access to 15 ATAR courses and 9 General courses, while Year 11 students could choose from 16 ATAR courses and 9 General courses. This comprehensive selection ensured that students could pursue subjects aligned with their goals, whether aiming for university, TAFE, apprenticeships or direct entry into the workforce.

Vocational Education and Training (VET) remained a key strength. A total of 44 students in Years 11 and 12 completed certificate courses through Central Regional TAFE, with a pleasing number achieving Certificate III qualifications or higher. An additional five students undertook training through other Registered Training Organisations (RTOs), reflecting the school's support for individualised learning pathways.

Workplace Learning continued to grow, with an increasing number of Year 10 students participating to gain valuable industry experience and develop practical skills.

In Years 9 and 10, elective offerings expanded across a wide range of learning areas, including The Arts, Technologies, Health and Physical Education, Outdoor Education, and Languages. These electives encouraged student engagement, creativity and the development of specialised interests.

To ensure curriculum breadth and compliance with national requirements, all Year 7 and 8 students completed a compulsory rotation through Arts and Technologies subjects, laying strong foundations for future learning and subject selection.

The continued growth of curriculum offerings reflects the school's commitment to providing a relevant, inclusive and future-focused education for all students.



OPPORTUNITIES BEYOND THE CLASSROOM

In 2024, Geraldton Grammar School continued to prioritise rich and varied learning experiences beyond the classroom, recognising the value of hands-on engagement, real-world connections and co-curricular development.

Students across year levels actively participated in a broad range of academic competitions, showcasing their talents and deepening their subject knowledge. Highlights included participation in the Science Olympiad, International Chemistry Quiz, Australian Mathematics Competition, Australian History Competition, Australian Geography Competition, Randolph Stow Young Writers Awards, and the Arts Genesis Awards. These opportunities challenged students to extend their learning and gain recognition at regional, state and national levels.

The school's commitment to the arts remained strong, particularly in the continued growth of the Instrumental Music Program. A growing number of students took part in private lessons and ensemble groups. In 2024, the school supported two Concert Bands (Senior and Junior), a Jazz Band, a Rock Band, and the Wind Stars Ensemble. The Senior Concert Band proudly represented the school at the WA Schools Senior Concert Band Festival in Perth, showcasing their talent and commitment on a statewide stage.

Incursions and excursions formed an important part of the curriculum across all year levels, from Kindergarten to Year 12. Experiences included Young Writers workshops, Kalbarri Outdoor Education day trips, Geography fieldwork excursions, museum visits, and sessions with visiting authors in the Sheila Flanagan Library. These activities enhanced learning by bringing classroom concepts to life and creating opportunities for collaboration, curiosity and critical thinking.

The school also embraced a strong sporting program. Secondary students participated in key state competitions such as ACC Swimming and Cross Country in Perth, as well as representing the school at District High School and Senior High School Country Week. These events provided valuable experiences in teamwork, sportsmanship and school spirit.

Across all areas, Geraldton Grammar School remains committed to providing a holistic education—one that extends learning beyond the classroom and fosters a well-rounded, confident and engaged student body.

CAMPS PROGRAM

Geraldton Grammar School's Camps Program remains a valued and integral part of the student experience, promoting independence, teamwork, resilience, and real-world learning beyond the classroom.

In 2024, all students from Year 3 to Year 11 participated in a range of engaging and educational camps, tailored to suit their developmental stages and learning goals.

The program included:

- Year 3 – School Sleepover
- Year 4 – Local History Camp (Geraldton)
- Year 5 – Perth City Camp
- Year 6 – Canberra Study Tour
- Year 7 – Nukara Outdoor Adventure Camp
- Year 8 – Port Gregory and Kalbarri
- Year 9 – Greenough and Outward Bound Camp (Walpole)
- Year 10 – Gateway Careers Camp in Perth, including university and industry tours
- Year 11 – Outward Bound Leadership Camp (Walpole)

In addition to year-level camps, many subjects offered curriculum-based excursions and field trips.

These included:

- Outdoor Education:
 - Year 11 – Coral Bay, Dongara, Greenough
 - Year 12 – Rottne Island and Kalbarri
- Geography:
 - Year 11 Fieldwork Trip
- Sciences:
 - Biology and Human Biology field trips
 - Participation in the Murdoch Women in Science program
- Round Square program:
 - Rockhampton, QLD
 - Coulumbia

In 2024, the school proudly expanded its global learning opportunities, offering two international trips:

- Operation Wallacea – a scientific research expedition to Indonesia
- Chinese Cultural Tour – an immersive cultural and language experience

These experiences continue to be highlights of the school year, fostering connection, curiosity, and global awareness among students.



NAPLAN RESULTS

NAPLAN is one of several valuable data sets the school uses to monitor and support student learning and academic growth over time. This year's results were particularly encouraging, reflecting the effectiveness of our teaching strategies and the strong engagement of our students.

YEAR 3					
	Writing	Reading	Spelling	Grammar and Punctuation	Numeracy
School Mean	438	413	419	420	408
National Mean	416	404	402	409	404
Similar Mean	406	418	385	398	417

YEAR 5					
	Writing	Reading	Spelling	Grammar and Punctuation	Numeracy
School Mean	501	515	498	504	503
National Mean	485	491	486	498	489
Similar Mean	492	497	479	500	489

YEAR 7					
	Writing	Reading	Spelling	Grammar and Punctuation	Numeracy
School Mean	530	550	550	536	555
National Mean	540	535	540	539	539
Similar Mean	543	547	551	550	562

YEAR 9					
	Writing	Reading	Spelling	Grammar and Punctuation	Numeracy
School Mean	577	608	574	583	601
National Mean	566	565	567	556	566
Similar Mean	614	602	570	589	607

ONLINE LITERACY NUMERACY ASSESMENT

OLNA Online literacy and numeracy assessment is a minimum standard required for all students to meet WACE requirements. Students sit OLNA if they haven't met the following:

Year 9 Numeracy: the NAPLAN cut point score for prequalification is 570.

Year 9 Reading: the NAPLAN cut point score for prequalification is 572.

Year 9 Writing: the NAPLAN cut point score for prequalification is 594.

In year 9 2024 we have 44 students sitting an OLNA, the vast majority in writing. Students have 6 opportunities to achieve the standard through OLNA in years 10,11 and 12.

This is proportionally a few more than last year, interestingly more than 75% of students will achieve OLNA in year 10 unless there is a diagnosed learning disability.

OLNA continues to be a key reason why students don't achieve a WACE. Geraldton Grammar had 100% of its students achieve the OLNA standards in year 12 2024.

Please see below table OLNA data from across year 10, 11 and 12 number of students sitting

	Numeracy	Writing	Literacy
Round 1	35	45	33
Round 2	17	22	16
Still required to sit in 2025	8	5	4



WACE RESULTS AND AWARDS 2024

Geraldton Grammar School is extremely proud of the 2024 graduates for their hard work and commitment to their studies, reflected in their outstanding achievements. Congratulations to all students on achieving the WACE



98.35

HIGHEST ATAR
ACHIEVED



ATAR 88 AND ABOVE

28%

OF STUDENTS



100%

COMPLETED WACE



59%

OF STUDENTS
COMPLETED
THE ATAR
PATHWAY

72%

OF ATAR STUDENTS GOT
THEIR FIRST PREFERENCE
TO UNIVERSITY

SECONDARY SCHOOL ACHIEVEMENTS

Geraldton Grammar School is proud to celebrate an outstanding year of academic success, with 100% of our Year 12 students achieving the Western Australian Certificate of Education (WACE) – a milestone not reached in the past three years. This marks a significant improvement, particularly in OLNA performance, and reflects the dedication of both our students and teaching staff.

This year, 59% of our graduating cohort undertook the ATAR pathway, with a notable 28% of those students achieving an impressive ATAR score above 88. We are especially proud to recognise three students who joined the prestigious 90s Club: Shanaya Gronow, who achieved a remarkable 98.35, alongside Joe George-Kennedy and George Goforth, who also earned ATARs in the 90s.

POST SCHOOL DESTINATIONS

Our graduates have continued to thrive beyond the classroom, with 72% of ATAR students receiving their first preference offers to university. Of the 25 students who received tertiary offers, 22 chose to accept them, and 18 were successful in securing their first-choice placements.

In addition to strong university placements, we also saw an encouraging rise in students pursuing trade pathways, with a larger number of apprenticeships taken up compared to previous years. This diverse range of post-school destinations highlights our commitment to supporting every student on their unique path to success.



2024 AWARD WINNERS

- VETDSS Award – Employment-Based Training Student of the Year
- Randolph Stow Young Writers – Middle Secondary Prose, 1st Prize.
- Genesis Art Exhibition – Year 8 & Year 9 Winners
- ICAS Science – One Distinction
- Big Science Competition – Three High Distinctions and Six Distinctions
- International Chemistry Quiz – One High Distinction and Four Distinctions
- Junior Science Olympiad – One High Distinction and Two Distinctions
- ICAS Mathematics – Two Distinctions
- Australian Mathematics Competition – Five High Distinctions and Eleven Distinctions
- Mathematics Association of WA, Have Sum Fun Competition – Year 9/10 Team, 1st Place
- ICAS English – One Distinction
- Australian Geography Competition – Seven High Distinctions and Eight Distinctions
- Australian History Competition – Five High Distinctions and Five Distinctions
- Primary Interschool Cross Country Carnival – 2nd Place
- Champion Senior Boy – Interschool Cross Country Carnival
- Interschool Athletics Carnival – 1st Place, Runner-up Champion Boy
- Interschool Swimming Carnival – 2nd Place, Champion Intermediate Girl
- Year 6 Dockers Interschool Football Carnival – 1st Place
- ACC F Division Swimming Carnival – 2nd Place Overall
- Interschool Surfing Competition – Champion Junior Boys
- Interschool Equestrian Competition – Championship Secondary Show Horse



ENROLMENTS

Characteristics of the Student Body: Students who attend Geraldton Grammar School come from a diverse range of ethnic and religious backgrounds. The majority of students are born in Australia, including a low percentage of Aboriginal students, with the remaining coming from more than 20 other countries. The students born in other countries originate from the European, Asian, American and African continents. The religious background of Geraldton Grammar School students is similarly diverse. Parents have nominated more than 20 different religious groups, predominantly of a Christian faith, with which they have an affiliation.

School’s Sector: Independent

School’s Address: 134 George Road, Geraldton, Western Australia

Enrolments: 684 students including Kindergarten

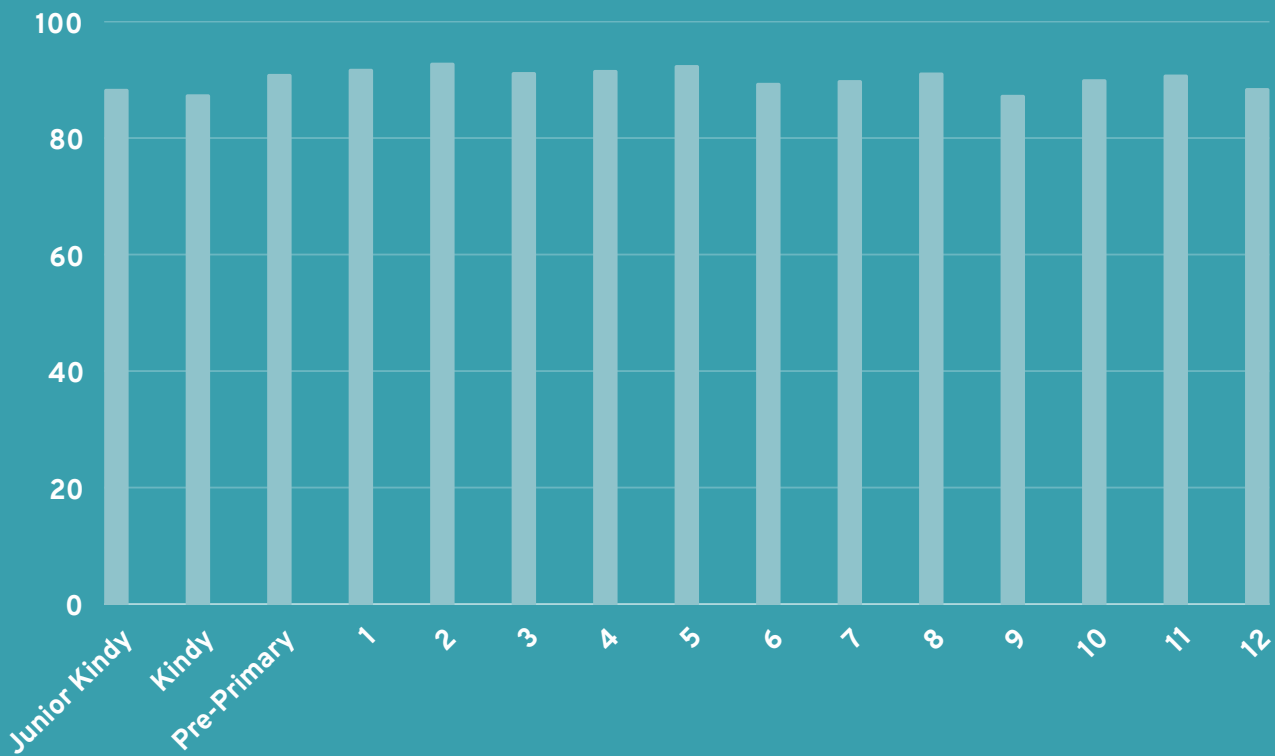
Year Levels Offered: Kindergarten to Year 12 the breakdown of classes and students can be seen in the table below:

PRIMARY	FEMALE	MALE	TOTAL
Kindergarten 3Y	8	12	20
Kindergarten 4Y	17	25	42
Pre-Primary	13	16	29
Year 1	13	11	24
Year 2	15	20	35
Year 3	25	18	43
Year 4	20	21	41
Year 5	22	19	41
Year 6	30	17	47
TOTAL	163	159	322
SECONDARY	FEMALE	MALE	TOTAL
Year 7	35	40	75
Year 8	33	42	75
Year 9	29	30	59
Year 10	29	30	59
Year 11	35	16	51
Year 12	28	15	43
TOTAL	189	173	362
TOTAL SCHOOL	352	332	684

STUDENT ATTENDANCE

The student attendance rate is 90.33% based on attendance records from Pre-primary to Year 12.

Attendance is marked twice daily in Primary and on a period by period basis in Secondary School. Any extended absence is referred to the school attendance officer/participation team at the Mid-West District Office.



STUDENT WELLBEING

Geraldton Grammar School places a strong emphasis on student wellbeing and uses a range of tools to monitor and support it. These include external and internal surveys such as PIVOT and Mission Australia, as well as comprehensive data analysis through SEQTA, including patterns in absenteeism. This multi-faceted approach enables the Student Wellbeing team to tailor programs and interventions to meet the evolving needs of our students.

In 2024, this data-driven approach identified a number of students requiring additional support. In response, we provided access to the Student Wellbeing Officer and implemented targeted Social and Emotional Plans. Adjustments were also made to our Personal Development Programs and Protective Behaviours curriculum to better support student needs.

Importantly, as a direct outcome of our findings, we increased the Student Wellbeing Officer position to full-time, ensuring greater capacity to provide timely and meaningful support across the school.

2024 STUDENT SURVEY

In 2024, Geraldton Grammar School conducted a student survey using Microsoft Forms, inviting all students from Years 5 to 12 to participate. This provided a broad and inclusive snapshot of student experiences across the school.

The survey aimed to better understand students' sense of belonging within the school community, as well as their experiences in the classroom – including the impact of any disruptions during lessons.

Overall, the feedback was very positive. Many students spoke about the respectful and supportive environment, meaningful relationships with their teachers and peers, and the engaging learning experiences they enjoy.

Students also shared constructive suggestions for improvement, such as ways to better manage classroom distractions.

The results reflect a strong, inclusive school culture where students feel safe, valued, and motivated to learn. This valuable feedback will help guide future initiatives to continue strengthening student wellbeing and engagement at Geraldton Grammar School.

PROFESSIONAL DEVELOPMENT

Staff professional development is integral to Geraldton Grammar School's dedication to educational excellence. In 2024, the School prioritised key areas to ensure that staff remained at the forefront of pedagogical practices and wellbeing programs. In addition to individual engagement in professional learning aimed at supporting progress and achieving professional learning goals, staff also participated in broader school-wide professional development initiatives.

Primary school staff were involved in the AISWA Early Childhood Leadership Project and focused on "Talk for Writing," facilitated by the Dyslexia – SPELD Foundation. Secondary school staff attended the Mathematics Association of Western Australia Conference, with an emphasis on leadership in mathematics education, the implementation of the mathematics curriculum, and whole-school numeracy planning.

Throughout the school, staff continued to engage with High Impact Teaching Practices. During Term 2, a Staff Development Day provided an opportunity to further examine these strategies for contextual implementation. Additionally, staff participated in professional learning on the Zones of Regulation, which supports the school's pastoral programs and fosters an environment conducive to both learning and well-being.





WORKFORCE COMPOSITION

As detailed in the 2023-2024 Gender Equality Report, submitted in accordance with the Workplace Gender Equality Act 2012, Geraldton Grammar School employed 91 staff members during the reporting period. The School prides itself on a diverse and dedicated workforce committed to delivering high-quality education. Reflecting broader education industry norms, the workforce comprises 71% female and 29% male employees. This composition underscores the School's inclusive hiring practices and dedication to fostering a balanced working environment.

Workforce Breakdown

Total Staff employed in 2024: 91

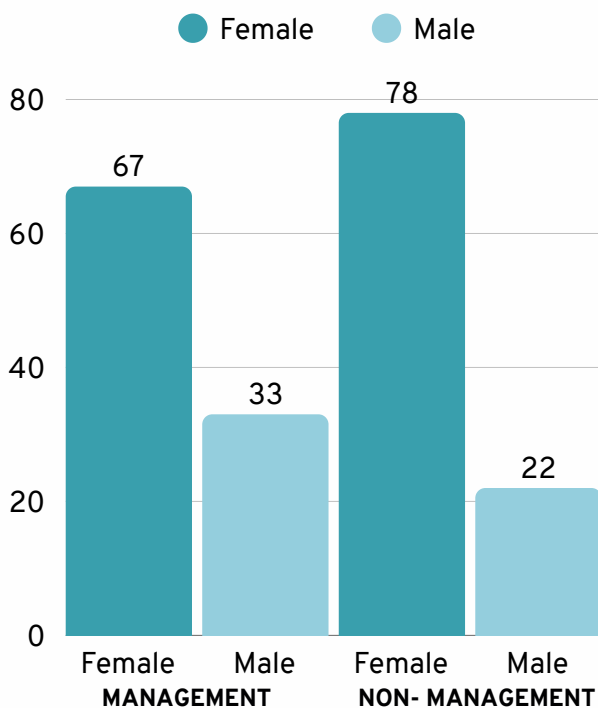
Gender Composition | Female: 71% | Male: 29%

Management Staff: 6 (Male: 2, Female: 4) Qualified Teaching Staff: 49 (Female: 36, Male: 13)

Teaching Support and Technical Staff: 19 Support Staff: 19

Aboriginal and Torres Strait Islander Staff:

The school currently employs one staff member who identifies as Aboriginal or Torres Strait Islander



Employment Status	Female	Male
Full Time	45%	21%
Part Time	26%	1%

*Does not include 7% of casual staff members

SCHOOL LEADERSHIP

Neesha Flint - BASci, DipEd, DipEdLead, MAEdLead

Amy Price - BA, GradDipEd, MasEd

Derek Lange - BA CertEngL, BCom, GradDipEd

Fiona Angelatos - BAE(P), MasEnvEd

Marion Nelson - Cert HR

Simon Moffatt - BASpSc, PGCE

TEACHING STAFF

Alayna Skewes - BEd

Alexis Payne - BEd

Alison Redway - BEd

Amanda Bassett-Scarfe - BEd (HPE)

Amber Gerrard - BEd

Angel Italiano - BEd

Angela Fitzgerald - BEd

Angela Padman - GradDipEd

Anne McPartland - BEd

Ashley Friesen - BAAppSc, GradDipEd

Ben Matthews - BEd

Bonnie Chaplyn - BEd (EC)

Caroline Kelly - BSc Hons, GradDipEd,
GradCertInfoSer

Chad Greenaway - GradDipEd

Cherrie Buckley - BEd

Clare Place - BSc Hons, PGCE

Clayton Waters - MasTeachSec

Dallas Bruce - BSc, BEd, GradDipEd

Donna Hope - BEd, MasEd (Curriculum)

Ewan Stevens - BEd

Gina Halford - BAE

Jessica Gratte - GradDipEd

Jessica Knight - BEd

Jiangshan Xiao - BEd (Chinese), MasEd
(Chinese TL)

Joanna Healy - DipEd

Joey Bailey - BEd (EC)

John Niemeyer - GradDipEd

Karina White - BAE

Katie Clarkson - BEd

Kay Brown - BEd

Kim Luk - BA, BEd, GradCertEd,
MAEdLearDif

Leslie Hansen - BEd

Elizabeth Elliott-Lockhart - BA, GradDipEd

Lloyd Storey - BEd

Maree McGrath - TeachCert, MasMusic

Megan Cinanni - BSc, GradDipEd

Narissa Valenti - BEd (EC)

Nerina Gray - BEd

Nicky Martin - GradDipEd

Nicole Biggins - BAAR, PGDepJew,
GradDipEd

Nigel Da Silva - BSc Hons, PGDipEd

Paula Van Bladel - BA, GradDipEd

Rachel Opalinski - BEd

Riley Barham - BAE Pri

Joey Bailey - BEd (EC)

Russell Jones - BEd, DipInfTech

Santhia Monoharan - BSc, GradDipEd

Sheila Frye - BA

Tania Littlely - BEd (EC)

Ted Yan - BA, GradDipEd

Vanessa Barber - BEd

ANCILLARY STAFF

Andrea Lonsdale - Cert IV Lab Technqs (Science Technician)
Anita Mann - Cert III Ed Sup (Education Assistant & Library Technician)
Clarissa Nanninga (Administration & Education Assistant)
Dawn Regan - Cert IV Ed Sup (Education Assistant)
Di McBeath - Cert III Ed Sup (Education Assistant)
Emma Barrett - Cert III Ed Sup (Education Assistant)
Jaimee Davies - BEd (pending) (Education Assistant)
Jamie Williamson (Administration Assistant)
Janet Beermier - Cert III Ed Support (Education Assistant)
Jenny Beeck (Science Technician)
Karen Jackson (Head Cleaner)
Keavy Hallgarth - BEd (pending) (Education Assistant)
Kerriane Jefferies - Cert IV Ed Sup, Dip Lib (Library Manager)
Kim Chatfield (Cleaner)
Kym Beissel - Cert III Ed Sup (Education Assistant)
Lara Watson - DipCSW, CertIV YW, DipCou (Wellbeing Officer)
Lisa Brennan - Cert III Teachers Assistant (Education Assistant)
Louise Blake - Cert III Ed Sup (Education Assistant)
Maggie Mills - Cert IV Ed Sup (Education Assistant)
Mark Millman (Maintenance Officer)
Mark Wilkinson (Network Administrator)
Michelle Glynn - Cert III Ed Sup (Education Assistant)
Odette Luk - Cert III Ed Sup (Education Assistant)
Peter Blake (Grounds and Maintenance Officer)
Rory Evers - ITIL Foundation in It Service Mgt (ICT Applications Administrator)
Rosanne Chant (Cleaner)
Sam Riley (Grounds and Maintenance Officer)
Sandra Paradella (Administration & Enrolment Officer)
Sean Bennett - DipIT (Network Administrator)
Siobhan Millett - BSc, DipAcc (HR & Payroll Administrator)
Sonia Alves - Adv Dip Bookkeeping (Finance Officer)
Stacey Morgan (Finance Officer)
Sue Mundy - Cert IV Ed Sup (Education Assistant)
Tegan Goudge - Cert III Ed Sup (Education Assistant)
Wendy Ward - Cert III Ed Sup (Education Assistant)

FINANCE AND RISK MANAGEMENT SUMMARY

Geraldton Grammar School has a risk management framework intended to ensure that risks are identified, evaluated, monitored and managed. The framework has been developed to encourage and foster a culture of risk awareness throughout the School at strategic and operational levels. Policies, practices and procedures have been established to provide reasonable assurance that appropriate strategies are in place to mitigate risks, maximise opportunities and reduce our risk profile over time.

Sources of risk identification include existing risk registers, strategic plans, operational plans, checklists, surveys, questionnaires, past incidents, insurance claims and internal reports. The Principal reports on risks to the Finance & Risk Committee of the Board.

Furthermore, the School's Work Health and Safety Committee meets each school term and the School's auditors report on a risk control area.

EXTERNAL USE OF FACILITIES

The School regularly receives requests to hire or use its facilities, including the Batavia Hall, School Gymnasiums, Classrooms, Basketball Hard Stands and School Ovals. Requests are for commercial, sporting, recreational, social activities or performing arts and are considered on a case by case basis.

The School also makes available the use of facilities to various community, sporting and not-for-profit groups at minimal or no cost.

CONTRACTED SERVICES

Bankers:

Anglican Community Fund

National Australia Bank

Insurance brokers:

Grange Insurance Solutions

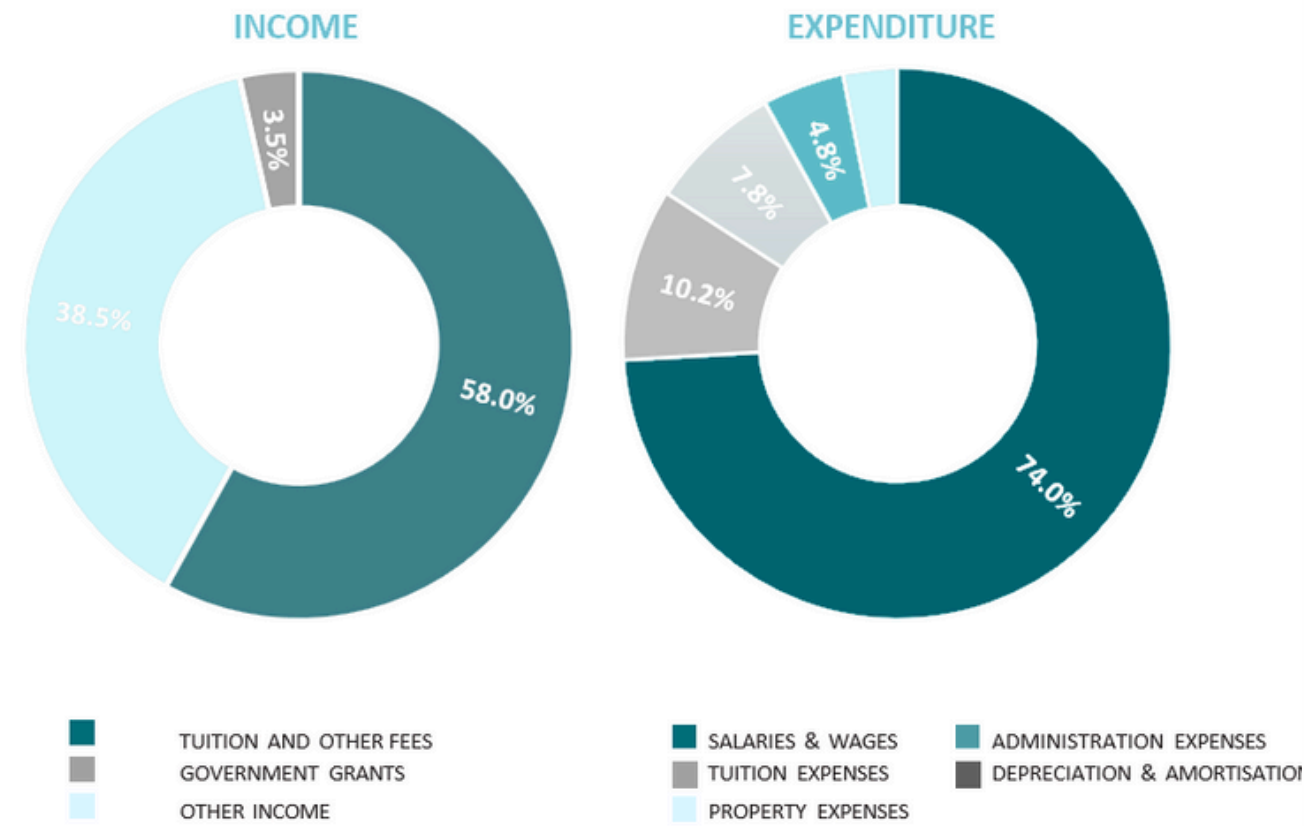
Auditors:

AMD Chartered Accountants

Solicitors:

Lavan Legal

FINANCE AND RISK MANAGEMENT SUMMARY



STATEMENT OF COMPLIANCE

Regulation 60 of the Australian Education Regulations 2013 requires the following to be included in the Annual Report:

Item	Information
a	Contextual information about the School, including the characteristics of the students at the School;
b	Teacher standards and qualifications (as mandated in the State or Territory in which the School is located);
c	Workforce composition, including Aboriginal and Torres Strait Islander composition;
d	Student attendance at the School, including <ol style="list-style-type: none">the attendance rates for each year of schooling; anda description of how non-attendance is managed by the School.
e	Student results in NAPLAN annual assessments;
f	Parent, student and teacher satisfaction with the School, including (if applicable) data collected using the National School Opinion Survey;
g	School income broken down by funding source;
h	For a school that provides secondary education: <ol style="list-style-type: none">Senior secondary outcomes, including the percentage of Year 12 students undertaking vocational training or training in a trade; and the percentage of Year 12 students attaining a Year 12 certificate or equivalent vocational education and training qualification; and Post-school destinations.

CAPITAL WORKS

In 2024, the school undertook several significant capital works projects, demonstrating its commitment to providing a high-quality learning environment. These initiatives are designed to ensure the well-being and success of both students and staff by enhancing the School's facilities and infrastructure. The improvements aim to create a more conducive and inspiring atmosphere for learning, fostering creativity, and supporting the diverse needs of the school community.

Art Centre Upgrade: The School embarked on a significant project to upgrade the Art Centre. This initiative aims to provide students with a state-of-the-art facility, enhancing their learning experience in the arts. The upgrade includes modernising the existing space, adding new equipment, and creating a more inspiring environment for creativity.

I Block Science Windows: The refurbishment of the I Block Science windows was undertaken to improve ventilation in the science classrooms.

Roofing and Walkway Repair Program: This program was initiated to address essential repairs to the School's roofing and walkways. The goal is to ensure the safety and durability of these structures, preventing potential hazards and maintaining the School's infrastructure. These repairs will continue over the next few years.

Design and Technology Refurbishment: The School commenced a refurbishment in the Design and Technology building to create a dedicated Jewellery Making classroom. This new space is be equipped with specialised tools and workstations, providing students with the opportunity to explore and develop their skills in jewellery design.

School Servers and Storage Array Replacement: To enhance the School's IT infrastructure, the old servers and storage array were replaced with new, more efficient systems. This upgrade ensures better performance, increased storage capacity, and improved data security, supporting the School's technological needs and enabling smoother operation of digital resources.





GERALDTON GRAMMAR SCHOOL

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