

## 2008 REPORT

**This report addresses the national school performance information that is required annually for Geraldton Grammar School. As with all that we do, it is underpinned by the vision of the school:**

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

The critical areas of development of the school continue to be:

- Increasing enrolments
- Retaining enrolments
- Debt servicing
- Maintaining a firm financial base
- Attraction and retention of quality staff
- Communication
- Development of technology
- Provision of facilities
- Maintaining a sense of community

### PRIMARY SCHOOL

#### **House Activities:**

- Performance Poetry
- Cross Country
- Cricket
- Swimming carnival
- Athletics carnival
- Buddy lunches

#### **Incursions:**

- PVC music K-6
- Keith Mc Donald K-6
- World Impact PP-6
- Worm Farm 1/2 & 4/5

#### **Excursions:**

- Magic Pudding PP-4
- Chamber Orchestra

**Competitions:**

- Randolph Stow
- Primary Research Project

**New Initiatives:**

- Goodwill Account
- Golden rules
- Introduction of Junior Representative Council
- Wednesday Primary Buddy lunches
- Support teacher for literacy/numeracy ½ time
- Primary playground development

**Performances:**

- Music Festival – choir Junior & Senior, percussion ensembles
- Primary open assemblies hosted by each class

**Special Events:**

- Book Week
- Healthy Harold Day
- Fruit 'n' Veg Week
- Grandparent Day K-6

**Camps:**

- Sleepovers – year 6
- Activity nights – year 4/5
- Year 6 camp to Perth

**Professional Development:**

- ALEA
- First Steps Writing
- EYES Conference
- Teachers' Assistants Conference
- Beginning Teachers' Conference
- Learning Difficulties
- Assessment Puzzle
- Classroom Management
- Diana Rigg

**Curriculum:**

- Authentic assessment – portfolios, rubrics, criteria
- Social skills
- Thinking Skills
- Differentiating curriculum
- Student centred classrooms
- Primary Research Project 5-6
- Bounce Back – Resiliency
- Daily Fitness
- Active sports – semester 2

**Miscellaneous:**

- Incentives for tidiest classroom, clean environment

- Share work and celebrate learning
- Joint action learning project with Strathalbyn PP – 3 mathematics
- Collegiality meetings with Strathalbyn
- Student numbers have grown significantly

**Citizenship:**

- World Vision Leadership Conference
- Sleepover for 12 Hour Famine, Students did service work.

**Future Directions:**

- Kidsmatter resilience program
- Introduction of a Gifted & Talented program
- ICT in curriculum 3-6
- Civics & Citizenship curriculum 3-6
- Phys Ed teacher dedicated to primary
- Active Sports program
- SNACK program
- Thinking Skills & Inquiry Learning (Learning to Learn)
- Focus on Early Childhood
- Primary playground development

## **MIDDLE SCHOOL**

**Main Activities:**

The first 'event' for 2008 was our transition / orientation program. During the first few weeks of a new school year we aim for a smooth entry into middle school and involve both new and returning students in a variety of activities that provide them with a level of awareness and comfort – and social time.

Middle School assemblies have been wonderful opportunities to celebrate our students achievements and share their experiences. The assemblies are conducted by the middle school leaders with presentations including exchange talks, forums and a showcase.

Our parent curriculum information night was successful with information shared from the S & E, Drama and Science learning areas following a talk on bullying.

The electives program is in its second year and students have engaged in cross age learning experiences in a variety of activities that they select. Staff offered the following: Textiles, Painting, Technical Graphics, Getting (and staying) Fit, Circus Skills, Horticulture, Fishing for the Future, CSI Grammar, Applied Technology, Mind Games, Sports Frenzy, Food Glorious Food, Rock Music and Craft and Hobbies.

Our exchange opportunities increased this year and look set to do so again next year. Year 8 students went to Mowbray College, Melbourne in term 2 and

to Northholm Grammar, NSW in term 3. Also in term 3 two year 10 students went to Ballarat Grammar and another in term 4.

During weeks 2 & 3 of term 3 and weeks 2, 3 and 4 of term 4 we reciprocated when the 7 exchange students came to GGS. All students had a wonderful time sharing homes and families and friends.

The Junior Round Square Conference was held in Adelaide, SA with the theme *'it starts with one'*. Two year 8 and a year 9 student represented GGS and were accompanied by Head of Middle School. They spent time being a tourists as well as attending the Junior Round Square Conference. A great opportunity with many interstate friendships established as well as challenges met.

The Dynamic Discovery Day focused around the circus theme with staff developing activities to provide new students with an opportunity to become familiar with our facilities; meet staff; engage in physical, creative and academic challenges and make friends in readiness for full time attendance next year. An opportunity for new parents to meet with Principal and Head of MS to discuss particular m/s issues was also provided.

We have had many parents take up the invitation to volunteer their time for middle school activities and this is always a wonderful way of linking school with home.

### **Future Directions:**

Year 9 – a working party has been established. The group is investigating possible directions GGS can take to meet the needs of our yr 9 students. We are considering specific middle school pedagogy, other school programs (both WA and Aust. based), our students' learning needs, integration and foraying outside the formal / traditional classroom experience.

Middle School identity – following a discussion with House Captains, we have been looking at ways to continue developing our middle school culture. To this end a change in ties was proposed to executive and it is anticipated we will be introducing a middle school tie for terms 2 and 3 next year. The new captains will be encouraged to continue developing this aspect of middle school.

Learning support – with the increase / identification of students requiring additional learning support we are hopeful that we can continue, formalise and extend upon what was offered this year. AISWA is offering 2 teachers the opportunity to attend a 'reading to learn, learning to read' course (2 days each term) with action research and anticipate we will have staff interested in attending.

Considerable research and pedagogical information is now available regarding how to engage the adolescent brain. The Head of Middle School has provided PD to m/s staff during this year and will be looking to extend this next year, along with actively establishing this knowledge into m/s learning.

Boys - to continue developing awareness of adolescent boys and their learning needs.

## NATIONAL TESTING PRIMARY AND MIDDLE SCHOOLS

### 2006 WALNA and MSE9 Testing

Each year, year 7s and 9s undergo state and national testing. WALNA (Western Australian Literacy and Numeracy Assessment ) tests years 3, 5 and 7 students in all schools in Western Australia in both Literacy and Numeracy. MSE9 (Mathematics, Science and English year 9 assessment) tests year 9s across the English (Reading Writing and Viewing ) Mathematics and Science learning areas.

We use this information to formulate future directions for learning programs and we track the progress of each year group.

#### Year 3 2006

Numeracy	<ul style="list-style-type: none"><li>◆ 82% of year 3 students above the benchmark</li><li>◆ Geraldton Grammar School's average is above the state average</li><li>◆ 3 students in top 10%</li></ul>
Reading	<ul style="list-style-type: none"><li>◆ 94% of year 3 students above the benchmark</li><li>◆ Geraldton Grammar School's average is above the state average</li><li>◆ 4 students in top 10%</li></ul>
Spelling	<ul style="list-style-type: none"><li>◆ 64% of year 3 students above the benchmark</li><li>◆ Geraldton Grammar School's average is above the state average</li><li>◆ 1 student in top 10%</li></ul>
Writing	<ul style="list-style-type: none"><li>◆ 94% of year 3 students above the benchmark</li><li>◆ Geraldton Grammar School's average is above the state average</li><li>◆ 1 student in top 10%</li></ul>

#### Year 5 2006

Numeracy	<ul style="list-style-type: none"><li>◆ 100% of year 5 students above the benchmark</li><li>◆ Geraldton Grammar School's average is above the state average</li><li>◆ 3 students in top 10%</li></ul>
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Reading	<ul style="list-style-type: none"> <li>◆ 100% of year 5 students above the benchmark</li> <li>◆ Geraldton Grammar School's average is above the state average</li> <li>◆ 4 students in top 10%</li> </ul>
Spelling	<ul style="list-style-type: none"> <li>◆ 94% of year 5 students above the benchmark</li> <li>◆ Geraldton Grammar School's average is above the state average</li> <li>◆ 3 students in top 10%</li> </ul>
Writing	<ul style="list-style-type: none"> <li>◆ 94% of year 5 students above the benchmark</li> <li>◆ Geraldton Grammar School's average is above the state average</li> <li>◆ 3 students in top 10%</li> </ul>

## MSE9 2006

- Numeracy
  - 100% of year 9 students above the benchmark
  - Geraldton Grammar Schools average is above the state average
  - 2 students in the top 10% of the state
- Reading
  - 100% of year 9 students above the benchmark
  - Geraldton Grammar Schools average is above the state average
  - 5 students in the top 10% of the state
- Writing
  - 97% of year 9 students above the benchmark
  - Geraldton Grammar Schools average is above the state average
  - 9 students in the top 10% of the state
- Science
  - Geraldton Grammar Schools average is above the state average
  - 13 students in the top 10% of the state

## SENIOR SCHOOL

The senior school at Geraldton Grammar consists of students in years 10 to 12. The principal aims of the senior school are to encourage academic

pursuits and provide information and guidance to enable students to make informed choices about their short and long term futures.

## **Year 10**

This is a significant year during which the Gateway program unfolds. This program involves guiding the students through information that will enable them to make well informed career choices. The Personal Development Program (PDP) focuses on such goals but also supports the academic pursuits by promoting study skills. A week long camp to Perth is a highlight for the year 10 students. The camp has a single goal of stimulating the student's interest in their future. An opportunity to experience the workforce is given at the end of term 2 when all students are sent on a week long work experience.

Towards the end of year 10 the students are given advice about year 11 subjects in preparation for subject selection in year 11. This advice comes from teachers and current year 11 and 12 students. Visits to the Central West College of TAFE and the Geraldton Combined Universities are also part of this preparation, as are visits from various career representatives.

Exams are introduced in year 10 to all students. The exams are designed to give the students practice at such forms of assessment as well as getting an indicator of academic success.

## **Year 11**

This is a developing year for students. All students are required to choose six subjects. It can be a difficult year for those students who have not applied themselves in year 10. Students get to choose from range of subjects which caters for students whether they wish to go on to tertiary studies, go into the workforce, take on an apprenticeship and so on.

Students are exposed to Outward Bound for two weeks. This great adventure allows students to shine in a forum unlike any they have experienced except in year 9!. The mission of Outward Bound is to stimulate personal development and generate understanding between people through challenging outdoor experiences. Activities may include rafting on the Nornalup or Broke Inlets; abseiling from a giant Karri tree; low and high ropes courses (imagine being up in the tall-timber canopy of a Karri forest!); bushwalking along coastal cliffs and beaches with views of the wild Southern Ocean, or along parts of the Bibbulmen Track (a 960 km walking track from Perth to Albany).

Workplace Learning, TAFE link and School Based Traineeships are offered to the year 11 students in addition to the TEE and Courses of Study. A special social event for the year 11s is the Spring Dance. This occasion allows students to have an excellent time with their friends whilst absorbing further experiences in a social but formal setting.

## **Year 12**

Year 12 is a significant year for many social, pastoral and academic reasons. From the year 12 cohort come the school leaders – School Captains, Vice Captains, House Captains and Chapel Captain. Their input to the student life at GGS is significant and they make up the major proportion of the Student Representative Council. Use of a common room and the year 12 badge and leavers' jumpers are some of the ways year 12s are recognised as our leaders. The graduating class has a very big year academically. Final exams in November are always a significant goal and milestone. Students receive significant help from teachers through specific subject area tutorials.

Well before the external exams, students enjoy the opportunity to travel to Perth for the International Arts Festival, year 12 Formal, a week experiencing tertiary style lectures at Geraldton Combined University and the highlight of the year, Graduation Day. Graduation Day is a day when the school acknowledges the year 12s leaving and their past contributions to GGS. This recognition happens in several formats all of differing formality but each with appropriate dignity.

### **Year 12 Results 2006**

- 32 students in year 12 in 2006
- 23 students sat 4 or more TE subjects
- 21 students received tertiary offers
- 5 students received a TER above 90

### **Main activities/focus points for 2007 in the Senior School**

- PD for new courses
- Student leaders invited to distribute merit certificates at assemblies
- Many leadership opportunities at all levels
- Introduction of new courses – English and Media Studies

### **Future directions for the Senior School**

- Introduction of new courses
- New ties for years 7 to 9 (keeping the present tie for year 10 to 12)
- Reduction of Structured Workplace Learning for School Based Traineeships
- Continued provision of worthwhile career information

## **TEACHING STAFF - 2007**

<b><u>NAME</u></b>	<b><u>QUALIFICATIONS</u></b>
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<b>ALI, Sadia</b>	<b>Grad Dip Ed</b>
<b>ALLEN, Beryl</b>	<b>Grad Dip in Music Ed</b>
<b>BENINCASA, Tia</b>	<b>BA, Grad Dip Ed</b>
<b>BIBRLIK, Michael</b>	<b>B Ed, Dip Teach, Cert IV Workplace Training &amp; Assessment</b>
<b>BROOMFIELD, Aggie</b>	<b>BA, B Ed, Grad Dip Ed Man</b>
<b>CARROLL, Julie</b>	<b>Dip Teach</b>
<b>COX, Scott</b>	<b>B Ed</b>
<b>CRANWELL, Greg</b>	<b>Post Grad Dip, BA, BSc</b>
<b>DAVIDSON, Nicola</b>	<b>Dip Teach</b>
<b>DELLA-FRANCA, Betty</b>	<b>Dip Teach</b>
<b>DEURLOO, Robert</b>	<b>B Ed D&amp;T</b>
<b>ELIOTT-LOCKHART, Elizabeth</b>	<b>BA, Grad Dip Ed</b>
<b>EVANS, Alan</b>	<b>BA, Grad Dip Ed</b>
<b>FAICHNEY, Anne</b>	<b>Dip Ed, BEdPE, Grad Dip Ed, MEdAdmin</b>
<b>FINNIS, Louise</b>	<b>B Ed, (Senior &amp; Middle Schooling)</b>
<b>FRIESEN, Ashley</b>	<b>BA, (Ap. Science)</b>
<b>GABY, Miles</b>	<b>BSc, Dip Ed</b>
<b>GARTNER, Michele</b>	<b>B Ed, Dip Teach</b>
<b>HANCOCK, Sheree</b>	<b>BPsych, Grad Dip Ed (Primary)</b>
<b>HILTON, David</b>	<b>Dip Min, BA (Hons)</b>
<b>JEEVES, Tanya</b>	<b>Dip Teach</b>
<b>LODGE, Berrice</b>	<b>BA (Educ)</b>
<b>MILLIGAN, Kristy</b>	<b>BA, Ed</b>
<b>MORGAN, Kerry</b>	<b>A Mus A</b>
<b>MURRAY, Oliver</b>	<b>Grad Cert, B Ed (Computer Education), BA</b>
<b>O'CONNOR, Alison</b>	<b>B Ed, Sec English (Art Minor)</b>
<b>O'CONNOR, Stephen</b>	<b>BA (Hons) PE</b>
<b>PADMAN, Angela</b>	<b>BSc (Hons) Dip Ed</b>
<b>PLUMMER, Meagan</b>	<b>BA (Fine Arts), Grad Dip Ed</b>
<b>RACEY, Gary</b>	<b>BA, Ed</b>
<b>ROSS, Sarah</b>	<b>Music Tutor (LAT)</b>
<b>ROYCE, John</b>	<b>BSc Ed</b>

<b>SHAW, Susan</b>	<b>MLMEd, BA, Bed, Dip Teach</b>
<b>SHERIDAN, Christopher</b>	<b>B Ed (Primary)</b>
<b>SNOOK, Jeffrey</b>	<b>BSc (Hons) DVM, Grad Dip Ed</b>
<b>SWARTZENTRUBER, Tyler</b>	<b>B Ed, Associate of Arts &amp; Science</b>
<b>TRIGGS, Emma</b>	<b>B Ed</b>
<b>TYLER, Annette</b>	<b>BSc, Grad Dip Ed</b>
<b>VIGILANTE, Sara</b>	<b>B Ed</b>
<b>WASS, Shayne</b>	<b>B Ed</b>
<b>WEBB-SMITH, Michelle</b>	<b>Dip Teach, B Ed</b>
<b>WEST, Rosa</b>	<b>BA Language Studies, Dip Ed</b>
<b>WILLIAMS, Felicity</b>	<b>Grad Dip Ed, Bachelor of Agricultural Science</b>
<b>WINTERBINE, Jenni</b>	<b>BSc, Grad Dip Ed</b>
<b>WINTERBOTTOM, Jennifer</b>	<b>B Ed</b>
<b>ZANDER, Christoffer</b>	<b>BSc/BA (Ed)</b>

### **Staff Daily Attendance**

We enjoy a high level of staff attendance at GGS. Our staff attendance was 98.5% based on 131.5 sick and special leave days taken out of a potential total of 8400 days.

### **Staff Retention**

Staff retention is high although the staff profile changes significantly each year because of growth and the fact that we are a new and developing school. We had 46 teaching staff in 2007, a growth of 6 from the previous year. All teachers have current WACOT registration. In a climate of teacher shortage, particularly in regional areas, we are fortunate to be able to attract high quality staff for all positions advertised.

### **Staff Professional Development**

This is always a difficult area for regional schools as most of the available PD is in the major centres which means a significant cost in travel,

accommodation etc before the PD is even accessed. GGS secondary teachers have participated in all available sessions for the new Courses of Study run by the Curriculum Council, as well as sessions run by particular professional associations such as the English and Maths teachers Associations. Teachers have attended the Middle School Conference, Boys in Education workshops, Road Safety Awareness workshops, MAZE training, protective behaviours training, OH and S training, WACOT seminars as well as those listed in the primary report. There have also been a number of sessions run by GGS staff. The full time staff were allocated \$750 per head and part time staff \$500 per head. This is on top of any compulsory training such as CoS workshops.

### **Student Retention**

This measure reflects the fact that we are still a developing school with limited subject offering in the senior years. We lose those students at the end of year 10 who are looking for greater vocational choices than our more traditional academic lines offer. As the school grows, and with the options now available via the new Courses of Study, this is a pattern that should change.

Year	Year 8 Enrolments	Year	Year 12 Enrolments	Year 8 to 12 Apparent Retention Rate
2001	51	2005	26	51%
2002	54	2006	32	60%
2003	58	2007	25	43%

### **Student Daily Attendance**

The student attendance rate is 95% based on attendance records from pre-primary to year 12.

### **Parent, Student and Teacher Satisfaction**

At the end of each year parents and students who are leaving the school are asked to fill in an exit survey, and families new to the school fill in a new families survey. Responses are overwhelmingly positive with particular attention paid to the beautiful physical environment of the school, the quality of the teaching staff, the excellent pastoral care program, opportunities for travel and exchanges, programs such as Compass, Duke of Edinburgh, Outward Bound and Round Square, excellent graduation rate and tertiary entrance results. Criticisms are usually to do with subject offerings in the senior school, a situation that we acknowledge and can address as the student numbers continue to grow. The greatest measure of teacher satisfaction is the fact that we have a very small staff turnover, and in a time of great staffing difficulties in regional WA we have prospective teachers actively seeking employment here.

## **Value Added**

- small class sizes
- nationally recognised pastoral programs
- experiential and expeditionary learning opportunities under the banner of Compass, Duke of Edinburgh, Outward Bound, Round Square
- strong ties with the Anglican Church
- strong K to 12 community focus
- very active P&F
- strong community service focus
- only AHISA (Association of Heads of Independent School of Australia) school north of Perth (and 1 of only 3 outside Perth in WA)
- excellent community partnerships
- innovative projects such as Wetlands Sanctuary project
- committed staff with strong personal investment in GGS
- out of school hours programs such as Clubs and Societies program, tutorials
- HATS program (High Achieving and Talented Students)
- travel and exchange opportunities
- exciting camps program from year 7 to year 12