



2012 ANNUAL REPORT OF GERALDTON GRAMMAR SCHOOL

This report addresses the national school performance information 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 ongoing 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
- Development of Gifted and Talented programs
- Provision of facilities
- Maintaining a sense of community
- Implementation of the Australian Curriculum
- Implementation of the Early Years of Learning Framework
- National Quality Standards

School Details:

School sector:	Independent 'In the Anglican tradition'
School's address:	134 George Rd, Geraldton WA 6530 PO Box 76
Total enrolments:	607
Year levels offered:	Kindergarten to Year 12
Co-educational or single sex:	Co-educational
Boarding/Day school	Day school but we cater for boarding students through our relationship with the Geraldton Residential College which is a member of the Country High Schools Hostels Association.

CURRICULUM OFFERINGS:

Geraldton Grammar School offers a broad range of subjects, with the majority of year 12s taking up tertiary places. Our subject offerings in the **senior school** follow a traditional academic path.

English, Literature, Maths – all levels, Physics, Chemistry, Biology, Human Biology, Design Graphics, Psychology, Philosophy and Ethics, Media, Economics, History, Geography, Materials, Design. and Technology, Design, Applied Information Technology, Visual Arts, Drama, Phys. Ed Studies, Outdoor Ed., Business Management and Enterprise, Health Studies.

The students have access to regular tutorials and after school homework classes.

The primary school also offers a broad curriculum with specialist teachers in Indonesian, PE, Music and Art. There is a high level of learning support and a High Achieving and Talented Students (HATS) program. Enquiry based learning is a feature of the primary school which follows a multi-aged class grouping philosophy.

Some features of the primary curriculum are:

- Authentic assessment – portfolios, rubrics, criteria
- INSPIRE – social and emotional learning program
- Thinking Skills
- Differentiating curriculum
- Student centred classrooms
- Bounce Back – Resiliency

What makes Geraldton Grammar Primary School different?

- School fees include swimming lessons, incursions, excursions and some costs towards compulsory camps.
- We have a commitment to academic excellence and to maintaining our position as the top performing school in our area.
- We are a small, supportive and nurturing community.
- A child's social and emotional wellbeing are just as important to us as their academic outcome.
- Our small class size policy carries right through the school.
- Our Early Learning Centre is innovative and progressive.
- Our Year 6 students are transitioned into secondary schooling with care, collaboration and connection.
- Our specialist classes are staffed by experts in their field, not just a staff member who happens to be available.
- Students from K - 6 learn about Indonesian language and culture, often through games, songs, online activities and cooking. We interact with our Bridge partner school in Surabaya, Java forming
- Leadership positions are available to students in year 4, 5 and 6

- Students can take advantage of a variety of lunchtime clubs and activities such as dance, choir, art, computer, sport and board games.
- We are a regional Round Square school
- We have a comprehensive camps program because we believe in experiential learning. Year 6 – Canberra; Year 5 – Perth; Year 4 – Geraldton; Year 3 – GGS sleepover.
- The children are taught by dedicated teachers with a deep understanding of their students' development, needs, talents, interests and the way they learn best.
- We have an active HOUSE system
- Our teachers believe that learning should be fun.
- We recognise the importance of social and emotional learning through our INSPIRE initiative.

Geraldton Grammar Early Learning Centre is implementing the Early Years Learning framework. This document is Australia's first national framework for early learning and articulates the vision that: "All Australian children have the best start in life to create a better future for themselves and for the nation." The framework draws on conclusive international evidence that early childhood is a vital period in children's learning and development. It has a specific emphasis on play based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development. The next challenge for the Early Learning Centre is to address the implementation of the National Quality Standards for Early Learning and Care.

A special event in 2012 - The Batavia Story Comes Alive!

The Batavia Story was performed for the public in term 3. Many hours of work goes into a production such as this.

We congratulate and commend Mr Matt Dowsett, Mrs Janelle Pascoe, Mrs Kim Luk, Ms Lana Winfield, Ms Troy Looke, Ms Simone de la Motte, Mrs Sam Leonardis and Mr Chris Stewart for the work they put into this production - their enthusiasm and dedication was terrific. The Batavia production was a part of a bigger picture, the History Integrated Inquiry and it involved the learning areas of Music, Art, Indonesian and History.

Mrs Luk, Ms de la Motte, Ms Winfield, Mrs Leonardis and some students travelled to Perth to present to other schools about the Inquiry project. The Batavia play is a very small part of this presentation.

Middle school commences in year 7 which is a transition year and offers this year level a wide range of opportunities. The year 7 students have a secondary timetable where subject area specialists take all subjects. There is a year 7 co-ordinator who takes special care of these students as they move into secondary schooling.

Parent curriculum information nights were successful once again with parents seeing elements of the curriculum from a student's point of view. All subject offerings are covered in a three year cycle. It is also the opportunity for the parents to be addressed on relevant areas such as bullying, misuse of technology etc. Supper ends the evening on a friendly note and it is always an opportunity for parents and teachers to catch up.

In the middle school we offer a full range of subjects other than the core subjects – Performing and Visual Arts, PE, Outdoor Education, Design and Technology, Information Technology, Food Technology and Media. An exciting initiative in 2012 was the introduction of Mandarin as our other language in the middle school.

Specific MS Events

STEP – seven towards eight program. This is a program that separates boys and girls and offers activities appropriate for the gender difference and age development. The boys look at what it takes to become a ‘good man’ and the girls look at friendships/relationships etc among other things.

Electives – 12 activities each semester for students to chose from

Orientation – 3 day transition program at the start of the school year / school administration / team building activities / friendship and bullying / challenges / night time disco

DDD – Dynamic Discovery Day – the orientation into GGS

Parent curriculum information evenings – adolescent awareness / curriculum focus – Personal Development Program/ parent participation

Camps week – 7 to Nukara / 8 to Lynton / 9 to Galena – all camps have a curriculum connection. Year 9 students also attend Outward Bound.

Assembly – two per term / each one had a Round Square IDEALS focus and were lead by House Captains.

House Captains election process changed to recognise importance of role.

Showcase Assemblies – students presented their talents and work to middle school

Round Square Conference

Exchange – to Ballarat Grammar (2 week exchanges)

Monday staff meetings – two meetings a term dedicated to middle school

Excursions – select group to Young Writers workshops – one per term; other subject specific excursions

Service – y8 Biggest Morning Tea /y7 Christmas Hamper appeal

CO-CURRICULAR OFFERINGS:

We offer a range of co-curricular opportunities in sporting, cultural and service pursuits. Most sport at school is done through the House system as there is a very limited interschool competition. Most of our students get their sporting involvement externally through the club system. We regularly field teams in hockey, netball, cricket, soccer and then for specialist competitions such as surfing, tennis, badminton, Auskick, equestrian, golf. We belong to the secondary ACC competition where we send teams to Perth for swimming, and our students participate in the annual Country Week competition held in Perth. At a local level we compete in interschool swimming, cross country and athletics.

Art activities, music, drama and dance make up our co-curricular cultural activities. There is a flourishing Art club. Students in the primary and middle schools can take a dance elective; there is a primary choir and a secondary drama group. Our primary students have a number of tuned percussion groups. We enter items each year in the annual Music Festival.

The school has a strong service imperative, which is part of its Round Square involvement. Students take part in the Compass Program in the primary school, and then move to their bronze and silver Duke of Edinburgh medals in secondary. Each year level has a local and an international focus in terms of service.

Secondary students are able to participate in the Duke of Edinburgh Awards.

We have all year 9 and 11 students attending Outward Bound.

Our student leaders across the school from primary, middle and senior secondary + other identified leaders attend leadership seminars (E.g. Impact Leadership, Leeuwin II leaders' sail, AHISA leadership days).

We support Jeans for Genes, the Christmas Shoebox Appeal, Relay for Life and the Biggest Morning Tea

PASTORAL CARE:

The school believes in the fundamental principles of:

- the right to learn/teach without disruption;
- care and consideration for each other;
- care of the environment and property; and
- the right to feel happy and safe at all times.

In promoting these principles the **primary school** took part in:

- Increased leadership activities
- Big Days Out and In
- Junior Representative Council activities
- Increased support time
- Kidsmatter resiliency program
- Students did service work for various community organisations.

Secondary Pastoral Care programs look at many of the social issues faced by our students and deal with them in a sequential manner.

Pastoral Care in the **middle school** aims to provide a program that supports our students so that they are able to reach their potential within their academic and co-curricular endeavours. Students are placed into vertical Home Groups and the Home Group teacher is a vital link between school and home. Students have a Personal Development Program lesson once a week in which the sequential Pastoral Care program is taught.

In the **senior school** the Pastoral Care program builds upon the programs of the primary and middle schools.

Year 10 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.

Year 11 is a developing year for students. The students begin the year with an orientation camp, the aim of which is to set the students up for the rigours of senior schooling. 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. A focus of year 11 is the leadership program.

In 2011 we are changing the way our senior students' year is planned. They will start their next year's study in term 4 of the previous year in order to give the year 12s a full year of study rather than just three terms.

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. 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.

PARENTAL INVOLVEMENT:

At GGS we value the relationship with the home, and the shared responsibility of educating our young students. We welcome the active involvement of parents both in the education process and the overall life of the school including our comprehensive camping program. Parent volunteers are an important part of all camps.

Parents have an open invitation to attend assemblies and church services.

Information evenings across all year levels are hosted for parents to learn more about the education process.

We have a variety of forms of communication such as newsletters, email postings, internet etc aimed at keeping parents well informed.

The P&F is a great body of parents who have a significant role in the school both from a fund raising point of view and from a social perspective. Their Facebook page is proving increasingly popular as a means of communication.

STAFFING INFORMATION:

Staff composition:

Teaching, full-time - 47

Teaching, part-time 12

Total = 50

Non-Teaching, full-time - 17

Non-Teaching, part-time - 14

Total = 31

Qualifications of all teachers:

All teachers have relevant tertiary qualifications and current WACOT registration.

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 are also getting to a stage where teachers are eligible for long service leave, and we have a number of teachers on maternity leave. We are fortunate to be able to attract high quality staff for all positions advertised.

Where possible, we replace teachers on leave internally, particularly those with a position of added responsibility. This is part of our ongoing leadership mentoring of teachers.

Leave time taken:

Out of 100% of annual and sick leave entitlements accrued in 2012, 18% of annual leave and 14% of sick leave was taken.

17% of long service leave accrued to date was taken in 2012.

Professional Development:

The total funds expended on teacher professional development in 2012 were \$60000. These funds are managed by the Head of Curriculum.

The major professional development initiatives were Australian Curriculum; Interactive Whiteboard technology in the classroom; Differentiated Curriculum; Mental Health of Students; Behaviour Management; Mandatory Reporting; WACOT requirements; Indonesian ; Early Learning Years Framework.

Staff meetings are held on Monday afternoons across the campus for both teaching and non-teaching staff at GGS. Some meeting have a professional development focus and all staff are required to attend. These PD sessions are facilitated by staff and make use of skills and expertise of the current staff as well as maximizing the value of external in-service activities.

The involvement of the teaching staff in professional development activities during 2010 was 100%. Non-teaching staff also have opportunities to take part in professional development.

STUDENTS

Indigenous Students

Male 4

Female 3

Student Retention:

This measure reflects the fact that we are a small school with limited VET 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.

Year	Year 8 Enrolments	Year	Year 12 Enrolments	Year 8 to 12 Apparent Retention Rate
2004	47	2008	24	51%
2005	69	2009	44	64%
2006	46	2010	25	54%
2007	70	2011	33	47%
2008	73	2012	39	54%

Student Daily Attendance:

The student attendance rate is 92% based on attendance records from pre-primary to year 12.

Year level	% attendance
K	
PP	94%
1	90%
2	92%
3	94%
4	93%
5	95%
6	92%
7	89%
8	94%
9	91%
10	82%
11	96%
12	93%

How non-attendance is managed by the school:

Class rolls are marked daily in the morning in Home Group for the secondary and in classes for primary. All rolls are returned to the front office where student absences are entered into the school's student database. Parents of students with unexplained absences are contacted to provide a reason for this absence and the database updated accordingly. Instances of continued unexplained absence are brought to the attention of the appropriate Head of School for further investigation.

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 are creative about – sharing classes, resources with other schools etc. 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. We conduct an exit meeting with all staff who are leaving.

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
- excellent community partnerships
- 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 4 to year 12
- excellent graduation achievement and tertiary places offered