2009

Annual Report

Prepared for the Department of Education, Employment and Workplace Relations in compliance with Schools Assistance Act 2008
Mission
To provide the young people of the Great Southern Region, and beyond, a world class school incorporating a liberal education, the Christian faith and a maritime heritage.

Foundation
Great Southern Grammar was opened in 1999 to provide a Christian coeducational residential and day school for students in the Great Southern Region. It currently has 645 students in Junior, Middle and Senior School occupying facilities on its Oyster Harbour Campus.

The School has just celebrated its 10 year anniversary and has completed a new Middle School building, currently we are re-developing the Art & Design Centre and building a Multi-Purpose School Sports Complex and a new Senior Boarding Wing.

Aims
- Every student will have a balanced well rounded education, avoiding undue specialisation, experiencing as many areas of learning as possible, for as long as possible.
- Every student will be encouraged and enabled to recognise the values their gifts and talents that each has, and to develop these gifts in appropriate ways, and
- Every student will be exposed to the teaching of Christ within the context of a Christian community so that each individual may explore issues of faith and commitment.

Objectives
To be an effective education community that actively involves students, teachers, parents and friends, and develops active links with the wider community with which the School operates.
To provide the widest possible diversity of learning programmes suited to the developmental stages and learning needs of the student.
To acknowledge in all our educational programmes the central role of faith as the fundamental commitment that gives shape to all of life.
To facilitate the highest possible levels of achievement for every student, according to their individual ability.
To develop an educational environment which in its organisational structure, pastoral care and teaching programmes is authentically Christian.

Values
| Pastoral Care | which is abundant and which teaches care and concern for the individual |
| Learning | which is joyful and lifelong by nature and stems from openness to change |
| Participation | which is active learning and not passive reception |
| Self Acceptance | which stems from a realistic knowledge and love of one’s self |
| Faith | which is inwardly reflective and demonstrated in service for others |
| Standards | which apply in every field of endeavour and are set high to encourage pursuit of excellence |
| Partnerships | which involve the family and the community as the contexts in which children grow |
| Self Discipline | which is learnt from experience and cultivated through hard work |
| Responsibility | which is both individual and corporate in scope and nature |
| Relationships | which give purpose and meaning to life and are the basis of duty and the object of loyalty |
Great Southern Grammar is a Christian school, offering a K-12 education informed at all levels by Christian beliefs and values. One of the key undertakings of our commitment to the school community is “to encourage students, through their exposure to Christian teachings, to explore issues of faith, spirituality and values.”

In order to fulfill this promise, the School employs a Chaplain whose roles include:

- the supervision of the teaching of Christian Studies to all students from Kindergarten to 12;
- leadership in worship services for students including regular Chapel services, and celebrating major school events and Christian festivals;
- provision of pastoral care to the School community including staff and students and their families;
- liaison with local church and community leaders in providing pastoral services to students and their families.

The School community, in expressing its commitment to the Christian Faith, also seeks to implement the Nine Values for Australian Schooling (Care and Compassion, Doing Your Best, Fair Go, Freedom, Honesty and Trustworthiness, Integrity, Respect, Responsibility, Understanding, Tolerance and Inclusion).

Staff are required to be supportive of the School’s Christian ethos. Many staff assist in the teaching of Christian Studies and are prepared to assist with Chapel worship. All staff commit themselves to respect the beliefs of all students and staff in the School.

Great Southern Grammar offers families a comprehensive, flexible and innovative early childhood and primary education from Kindergarten (4 years of age) to Year 6; a meaningful curriculum and extra curricular education for adolescents from Year 7 to Year 9 in the Middle School; and a Senior School education for Years 10 to 12 that facilitates the transition to young adulthood.

The foundations of our educational approach are:
- Holistic educational philosophy;
- Student centered learning environment;
- Traditional academic disciplines;
- Vocational education;
- Active and genuine pastoral care;
- Support and encouragement;
- Christian ethos and values.

It has been widely recognised that pastoral care is an essential component of a complete education. At Great Southern Grammar pastoral care is an integral dimension of every aspect of our school life. We are a small school community with a current student population of about 645. Our overall teacher to student ratio is approximately 1 to 10 from Kindergarten to Year 12. This range changes as students’ progress through the different developmental and academic stages within the School.

We recognise that each stage of a child's development has its unique challenges; that each stage is a transition from one physical, emotional, intellectual and spiritual degree of maturation to another. Our school structure reflects these phases, with each of the three sub-schools offering specific learning environments tailored to students' needs.

Our campus has been developed to support a wide range of activities designed to challenge and nurture each student to reach his or her potential. Our purpose built facilities provide modern, well appointed classrooms and specialist space for all areas of the School.
The School is in a state of development with new facilities expanding the opportunities for current and prospective students. Projects commencing are:

- Art and Design Building incorporating a new Uniform Shop
- Senior Boarding House
- Multi-Purpose Sport Facility

These developments will complement the existing high quality purpose-built facilities such as the Learning Information Centre, and the modern well-appointed classrooms.

The School functions are well supported by an experienced Information Technology department, with a help desk for students and staff. As well as computer laboratories, laptops are available in the Learning Information Centre for student use. Specialist well-equipped science laboratories cater for Senior School students studying Chemistry, Physics, Human Biology and Biology plus a general laboratory for Middle School use.

A school is made up of more than bricks and mortar. A school should be a place of inspiration. Visitors to Great Southern Grammar as well as members of the School community are inspired by the tone, ethos and culture of the School.

Great Southern Grammar employs over 120 staff in teaching and non-teaching roles. Our teaching staff includes specialists in music, art, Japanese, information technology and sport.

The School prides itself on its cohesive and professional staff both in teaching and administrative roles and encourages professional development for all staff to enable them to achieve to the best of their unique abilities. Teachers are remunerated in line with WA State Government teachers’ pay rates.

Our staff are highly regarded for the quality of pastoral care they provide to students. The School enjoys strong parental and community support and membership of the Staff Association is open to all staff.

The School values our students and staff and encourage them to achieve to the best of their unique abilities.

The Trustees of Great Southern Grammar meet twice annually to audit the Christian life of the School and ensure that the education offered by Great Southern Grammar conforms to norms of faith and action common amongst Christian churches.

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Total Enrolments: 645
Year levels offered: Kindergarten – Year 12
Co-education/single sex: Co-educational
We commenced the 2009 school year on a positive note with news of the outstanding results achieved by our Year 12 students of 2008. Of the 44 students who sat the TEE at GSG, 13 achieved a TER of over 90 – the top result being achieved by Clinton Shepherd with a score of 99.60. All 44 students achieved an offer of a university place in Western Australia and Great Southern Grammar students achieved 100% secondary graduation. In addition, there were 12 students who studied a wholly school assessed course. Impressively 7 of the 12 students achieved an A grade in at least one subject. Across the Year 12 cohort there was a strong culture of academic achievement, effective use of private study time and high rates of attendance at afterschool academic support classes.

The other ‘big news’ at the start of the year was the release of the Federal Government Economic Stimulus Package and funding under the Building the Education Revolution programme. The Chair of School Council Mr Gary Philpott announced a number of projects now under construction which include Art and Design Centre, Multi-Purpose Sports Complex and the Senior Boarding Wing. What I want to mention is the excellent work that has occurred behind the scene to facilitate this process. The work of Mr Philpott and the School Council, Mrs Attwell and the Planning Building and Grounds Committee, Mrs Shearer and the Finance Committee together with members of the School Executive ensured that we were at the forefront of the preparation of applications and documentation allowing the School to be in the first round of funding allocated under this programme. We are also indebted to Mr Tony De Rossi who has made an enormous volunteer contribution as Project Manager during this time.

The facilities under construction and planned for the near future will make an enormous difference to our school. Our enrolment continues to grow with almost 700 students expected to attend GSG in 2010. A significant increase has occurred in boarding with 70 boarders expected next year, resulting in the construction of the Senior Boarding Wing and the appointment of Mrs Sue Tucker and Mr Alistair McNeil as House Parents. (Ms Tucker will also be Head of the Senior Wing). The Senior Boarding Wing in accordance with the stage of schooling that the students are at will also have a strong academic focus.

The School is committed to high quality information and communication technology. This will be funded through over $400,000 from the School Council and also through the provision of additional computers funded through the Digital Education Revolution Program. By the end of 2010 we aim to have the most advanced technology in the region for our students as well as the provision of high speed internet capacity that will facilitate greater access to on-line learning opportunities.

2010 will also be a year where we will be required to respond to an expanded national agenda in education. In particular there are three areas that will require our immediate attention. The launch of the My School Website by the Australian Curriculum, Assessment and Reporting Authority on 28th January next year will provide a range of information to parents, one of the main items being school NAPLAN results showing comparisons with like schools. Whilst the website will provide some useful information to parents it will not provide some of the broader benefits of an education at GSG that I shared with you last year:

- The ability to live in a community
- The ability to communicate well
- The ability to know yourself and what you believe
- The ability to handle intimacy
- The ability to do practical things
- The ability to be well mannered and to know etiquette
- The ability to accept responsibility
- The ability to be resilient and deal with grief and loss

In working with a National Agenda that is measurement based it is important that we do not lose sight of the holistic development of the young people in our care.

This year has also been a year where we have sought feedback from our parent community through the parent survey and the boarding forum. Areas where the community rated the School at an excellent level included co-curricular, leadership and direction, learning environment, reporting, values and culture and parent engagement. Good scores were received for learning and extension programs, student transition, homework, behavior management and curriculum indicating that there is some room for further improvement and development in these areas as we move into the year ahead. The boarding forum provided excellent feedback in terms of what is working well, what can be improved and what some of
As a school we have sought to improve a number of areas.

- Student wellbeing is essential if we are to achieve the optimum learning environment and provide our children with the opportunity to achieve to their full potential. We have strengthened our pastoral structures through the appointment of Heads of Year in the Middle School to work alongside and support our Heads of House in the Senior School. In recognition of this vital area of the School Mr Mark Bonnin will join GSG in 2010 as Director of Pastoral Care. He has extensive experience in Pastoral Care across three leading independent schools and will provide a strong focus in this aspect of school life.

- We have worked to further develop the provision of programs for Gifted and Talented students. The program to date has been highly successful under the direction of Ms Grace Humphreys. Recent examples include the highly successful Night of the Noteables. Mrs Kylie Woodgate will continue the development of this area in 2010. Both Mrs Woodgate and Mrs Margriet Walker will undertake studies in the Certificate of Gifted Education through the UNSW – the landing course in this field of study in Australia.

- We have also sought to improve the organization of the School day with a short pastoral care session each morning and a 40 lesson week. This will require a slightly earlier start to the School day at 8.45am but will be a great benefit to students.

- In 2009 we also focused on the continued development of GSG as a preferred employer in order to attract, develop and retain an outstanding staff and salary parity was finally delivered for our teaching staff. We have been able to make a number of significant appointments for the future and both our current staff and the staff joining the School are Mr Mark Bonnin Director of Pastoral Care, Ms Helena Streakley Head of Year 9 and Science teacher, Ms Claire Hard Pre-Primary, Mr Matthew Davidson Year 1, Ms Julie Ruscoe Kindergarten, Ms Lauren Miles IT/Art/English/D&T, Ms Kate Eastwell and Ms Erin Miller English, Ms Angela Golling and Ms Rosalie Brown Teachers Assistants. Mr Alistair McNeil Head of Learning Area Mathematics, Ms Sue Tucker Head of Senior Boarding Wing and Head of English, Mr Nick Bew Head of Physical Education, Ms Atsuko Kagi Head of Year 8 and Mrs Susan McCabe Head of Year 7 and from 2011 Ms Penny Leiper as Head of English.

- A further focus area this year was to reposition the role of the P&F within the School with a focus on major events, whole school projects and building community. This has been a spectacular success and the P&F have gone from strength to strength. With the addition of parent support groups for major activities in the year ahead the parent community will continue a history of strong involvement in the School.

- An area that also received considerable attention this year was the re-registration process for GSG. This process was led by our Deputy Headmaster Mr Mike Giles and he did an excellent job to gather together the vast amount of supporting documentation required as every area of our school was reviewed by the re-registration panel of Mrs Audrey Jackson, Mr Lindsay Usher and Mr Graeme Rixon.

Of course it is impossible to include every achievement but I do want to mention a few more....

- The achievement of William Pritchard (writing) and Hugh Manning (English) in achieving the highest mark in WA in the International ICAS competitions conducted by UNSW.

- The success of Ockert Botha and Kyle McCabe in winning AFS experience Japan scholarships being only 2 of 39 WA students selected from a total of 2000 students nationally.

- The excellence of our Junior School students so capably directed by Mr Ken Smith and Mrs Ilze Rautenbach in the production of Cinderella Rockerfella. We look forward to the Middle and Senior School production of Much Ado ‘bout Nothing in 2010.

- The continued excellence from our young musicians – hosting Eltham College, performing with the Royal Australian Navy Band and Police Pipe Band. The Jazz musicians supporting Mace Francis in the town hall, the annual Kingfisher Concert, the pipe band at the Albany Show, our VET musicians and Grammar Jamm, the massed choir, the sensational violettes and the moving Christmas service.....the list goes on. (Thank you to Ms Luxton, Mr Waldeck, Mr Manson Mrs Gunson, Mr Corson, Mrs R and the music team)

- The outstanding performance of our sportsmen and women in the local competitions and Countryweek where we performed strongly and with success in Hockey, Netball, Soccer and yes Public Speaking and Debating.

- The outstanding achievements of Brett Deadman in swimming at a national level.

- Guy Kalma in winning the State Cross Country, Bryce Philpott and Tim Metcalf in representing WA in U16 Hockey, Gabby Pither, Sienna Bergersen and Sheridan Weinert in being selected to represent WA in Equestrian, the award to GSG of Champion Secondary Showman Team and Champion Rural School at the Equestrian Interschool
Championships and the Chess team of Bronte Van Helden, Connor Layden, Oliver Lacy, Em Simpson and Thomas King in making the state final of this event.

Other highlights include:

- Hosting the Governor of WA His Excellency Dr Ken Michael and the Japanese Consul General Mr Torao Sato.
- Our involvement in the community including ANZAC Day, Relay for Life, Beast Cancer Awareness, Movember and the Albany Show. I make special mention of the excellent work of Dr Docters and the Robotics students and the Pipe Band at this event and Lieutenant Gary Fullarton and the TS Vancouver Cadets.
- We also launched our school Art collection due to the generosity of the Hon Thomas and Mrs Annette Knight. With the support of Gorepani Gallery will reinstated the Year 12 Art Exhibition.
- In the Senior School there was the implementation of new courses of study across all learning areas (replacing the old TEE subjects) and an outstanding effort put into this program by the Heads of Learning Area and teaching staff to ensure a smooth transition to the new courses.
- We also experienced considerable success with our VET program with our first graduates in the Certificate II Music Industry and our first group of VET hospitality students completing Certificate I this year. They also hosted numerous school events with a high level of expertise on display. The childcare students gained important industry based training skills in childcare centres around Albany and an important array of practical skills. (Teresa MCAllister).
- I am also pleased to announce that our school has been invited to support the work of the Yalari Foundation. The Foundation is the initiative of Mr Waverley Stanley who as a Year 7 student at Murgon State School was supported by his Year 7 teacher Mrs Rosemary Bishop to obtain a scholarship for his secondary schooling at Toowoomba Grammar School. Waverley through the Yalari Foundation is now providing young indigenous children the same opportunity with 64 students attending 17 of the best schools in the country. Currently WA children attend school in Adelaide but from next year Great Southern Grammar and Scotch College will officially become part of the Yalari program allowing WA children to attend school in their own state.
- The end of 2009 is the time when we start to say goodbye to staff who have accepted new challenges and opportunities in the year ahead. We say thank you to Mr John & Mrs Debbi Andrich, Mrs Cindy Kalma, Mr Tye Robinson, Mrs Andrea Wilson and Ms Grace Humphrey all who will move to Perth. We also wish Miss Katherine Hancock well for her move to Brisbane and Miss Jacqui Quek for her move to Melbourne. We extend our best wishes to Mrs Kym Meaton for her maternity leave and Miss Marisha Burnside for her travels. To Ms Nadene Walker, Miss Laine Ferry, Mrs Elizabeth Sharp, Mrs Deborah Kelly and Miss Natalie Rule we wish you well as you pursue new opportunities in your life.
- Thanks must go to Bill and Sharon Bird, Jeff & Sue Pyle, Brett and Brenda Ward and Murray and Sue Howson 2009 is no doubt a bitter sweet moment as your last child completes their Year 12 education. Thank you all for the enormous contribution you have made since the inception of this fine school.
- To our student leaders thank you for the difference you have made and the support you have given Mitchell Bradbury (Head Boy) and Miriam Ward (Head Girl). As a leadership group you have demonstrated great maturity and are a fine example of servant based leadership – I will miss you…..

Remember the lessons learned from Outward Bound...as one student wrote – “I’m going to take the skills I learnt from Outward Bound and use them to improve my everyday life. I’m going to be around my friends with tolerance, caring and helpfulness in mind. I will help more at home and take my independence seriously. As I move through life I will demonstrate what I learnt like leadership, patience, compromise and understanding”.

2009 has been a stellar year for our school. It has been a time when we have taken a further step forward in the achievement of our mission –

‘To provide the young people of the Great Southern Region and beyond, a world class school, incorporating a liberal education, the Christian faith and a maritime heritage’.

Stuart Marquart B.Ed; Dip T; M.A.C.E. M.A.C.E.L.
The K-12 learning journey at GSG is full of amazing opportunities.

Early Childhood & Junior School
Students in Kindergarten to Year Two are in the Early Childhood stage of development. Young children have a natural curiosity about the world, and they are trying to make sense of their experiences. They display an increasing control over their own learning. This is evident in their rapidly developing ability to relate to others and to events in their immediate surroundings. The learning activities provided for a young child are generally designed to build upon the child’s previous knowledge and experience. We have a strong focus on the development of the whole child: his or her physical, social, cognitive and spiritual development. Many of the planned activities are personally meaningful, and often allow children to manipulate objects in a discovery approach. We encourage the development of oral language and phonological awareness in preparation for reading and writing in later years. Our teachers closely observe the development of the child, and plan activities which will allow the child to grow into the next stage of their education.

As children move on to the Middle Childhood stage (typically Years Three to Seven) they begin to understand that they are part of a larger community. Our students in this phase develop social skills by working collaboratively on activities. There is a gradual shift of responsibility from the teacher to the student as they develop independence. During this phase the focus of the learning activities in which children participate will often be on developing skills for learning. We devote time to literacy and numeracy skills, often integrated across learning areas.

Although an outcomes approach is used in accordance with the requirements of the Western Australian Curriculum Framework, many essential and traditional learning strategies remain. We make every effort to cater for the learning needs of each individual in mixed ability classes. Talented students are provided with the opportunity to engage in extension tasks and students with learning difficulties are supported by the Learning Support team.

Middle School
GSG students enter Middle School in Year 7. The educational needs of students in Years 7 to 9 are well catered for by our dynamic teaching staff. All Learning Areas of the Curriculum Framework are covered to ensure as broad a range of learning experiences as possible for each student. There are many practical learning opportunities from Outdoor Expeditions to various excursions in the Albany region. Our purpose-built IT lab in the Middle School provides opportunities for students to enhance their technological literacy.

In Year 7, programmes are developed thematically, with the homeroom teacher ensuring integration of content knowledge and skills in Science, Society and Environment and Technology and Enterprise. In Years 8 and 9, teaching of the various Learning Areas may become more specialised, although we still focus on integration of the processes required for ongoing learning. In these years, the elective programme enables students to enjoy a wide range of alternative learning opportunities from Woodwork to Outdoor Education and Sport. The WA Curriculum Framework is fully implemented and reported to parents in the Middle School. Teaching and learning strategies are selected to maximize learning opportunities for all students, and parents are informed of any student experiencing difficulties with the curriculum. Comprehensive reports with outcome levels according to the Curriculum Framework Progress Maps are issued to parents each semester.

Senior School
Senior School (Years 10-12) is the final stage of preparation for higher education or the workforce. Year 10 students at GSG study a broad curriculum that includes eight lessons a week of option subjects that range from the Arts (Drama and Music) to practical activities and languages such as: Physical Recreation, Technology and Enterprise, Childcare, Hospitality and Japanese. GSG Year 10’s all participate in one week each of Outdoor Expedition and Work Shadowing at various stages during the year. All Year 10 students are involved in a Special Studies programme for two lessons per week, on a rotational basis. The special study programme includes Leadership, Careers Education, Study Skills and Civics.

Year 11 students are required to study six subjects. The subject choices for students are very broad. Two subjects that were introduced in 2006 are Media Production and Analysis and Digital Media. The School has endeavoured to broaden
the opportunities for students who are not inclined towards University entry by providing suitable Wholly School Assessed (non-TEE) subjects. In 2007, Small Business Management and Enterprise, Furniture Design and Technology and Music in Society were added to the Wholly School Assessed programme and we have had an increased number of Year 11 students studying a Wholly School Assessed programme.

The vast majority of Year 12 students are enrolled in the new English Course and the transition from the traditional syllabus approach to an outcomes based approach has been smooth in this learning area. Year 12 students at GSG are able to choose a subject programme that requires them to complete five or six subjects. Most Year 12’s are university bound and GSG currently has 45 of its 46 Year 12’s studying a TEE programme.

At GSG, we are honouring our commitment to attend to the learning needs of every individual student. Opportunities for individual assistance are provided by teaching staff during after school academic support classes. GSG provides an outstanding learning environment for students with a high quality teaching staff and mutually supportive and positive students.

**Whole School Programmes**

GSG is committed to developing culturally aware and broadly educated students. During the learning journey at GSG, all students will have the opportunity to study the Japanese language. The Music programme has developed significantly in recent times. There are in excess of 250 students enrolled in instrumental lessons and Music classes are available from Kindergarten to Year 12. The School is adorned with a range of fascinating visual images created by our students in their study of Art. Drama is another highly valued aspect of the curriculum and Performance Evenings are a showcase of the confidence and acting talent that many GSG students possess.

Students at all year levels are involved in Christian Studies and/or ethics programmes.

**Assessment Policies**

Great Southern Grammar's Assessment Policies are guided by the Curriculum Council's principles and guidelines. Assessment is used to:

- Measure the learning outcomes of students studying a course;
- Monitor and report on student progress;
- Diagnose learning difficulties; and
- Guide course/subject selection.

Quality school assessments ensure that assessments tasks:

- Are consistent and accurate and can be used with different groups of students to produce meaningful data;
- Have the capacity to differentiate performance;
- Are consistent with the teaching and learning programme and assist students in meeting the outcomes or requirements of the course or subject.

**Assessment Principles**

The following Assessment Principles underpin student assessment at GSG to ensure that we deliver an assessment program that is:

- **Valid** - Assessment tasks provide accurate and valid information on the knowledge, skills and understandings expected of students;
- **Educative** - Assessment makes a positive contribution to student learning;
- **Explicit** - Assessment criteria and marking keys are explicit and provide a clear basis for judgement;
- **Fair** - Assessment is demonstrably fair to all students and does not discriminate on grounds that are irrelevant to student achievement such as gender, disability or ethnicity;
- **Comprehensive** - Judgments on student progress and achievement are based on multiple assessment tasks of various types.

**Junior School Awards**

Students in Junior School are recognised for their achievement and effort across the different learning areas and for demonstrating social and civic responsibility towards others in the school community. The following awards are presented during the year at assemblies:
• Merit Award - for academic achievement or effort;
• Principal’s Award - for exceptional academic achievement or personal effort;
• Aussie of the Month Award - an initiative of the Australia Day Council of WA to encourage good citizenship.

At the end of the year, students in Years 3 to 6 are eligible for major awards. The book prizes are awarded for achievement in each learning area, effort and citizenship as well as the Headmaster’s Prize for overall dedication and commitment to the school and support of the school’s values and ethos.

**Middle and Senior School - Participation and Service Awards**
Student Commendation certificates are awarded during the year to students in Years 7 to 12 for an outstanding piece of work or for non-academic contributions in such areas as music, sport, art or community service.

The Wave award is presented at the end of each semester to students in Years 7 to 12 for participation and service. The award is in the form of a badge whose background colour represents the recipient’s House.

To be awarded the Wave Award, students must participate in at least three Inter-house sporting competitions, two cultural activities and one community service initiative. In addition, students should maintain good standing in the School community, be supportive of the values of Great Southern Grammar, behave appropriately, wear their uniform with pride and learn from their mistakes.

After three years of exemplary and generous participation and service to their House, students will be eligible for the highly esteemed Lighthouse Award. The Lighthouse connotes leadership, protection and service. Students who receive this award are beacons among their peers, those whose concern for the well-being of the group is demonstrated through pro-social, unselfish behaviours and actions.

**Middle and Senior School - Academic Awards**
Academic achievement and excellence is rewarded by Subject Merit Awards and Academic Merit Awards. At the end of each semester, Subject Merit Awards are awarded to the top ten percent of students in each learning area. Academic Merit Awards are awarded to students who achieve three or more Subject Merit Awards in a semester.

**Career Development Programme**
The Career Development Programme at Great Southern Grammar follows the Australian Blueprint for Career Development. The programme provides students with learning opportunities in the classroom and through practical experiences to develop self-awareness, confidence, knowledge and skills to explore career pathways that suit their interests, dreams and capabilities.

From Kindergarten to Year 12, participation in the school’s pastoral care, co-curricula and learning programmes assist students to identify and explore career pathways. Throughout Junior and Middle School, career education also takes place through excursions to local businesses, industries and services.

**Senior School Career Development**
The Year 10 Career Development Programme focuses on supporting students to identify and select subjects and pathways to follow in Years 11 and 12 and beyond school. Pathway options include:

• School subjects;
• Vocational Education Training (VET) programme;
• School Based Traineeships;
• School and TAFE combinations.

A wide range of resources, including interactive computer programmes, counselling, guest speakers, careers information evening and attending the Careers Expo, are available to students to identify their interests, skills and occupation preferences.
Work Experience week, which focuses on employability skills and understanding what employers want in young workers, is the culmination of the Year 10 Career Education Programme. Students negotiate their work placement with employers and prepare job application documents, including a résumé suitable for future use. Following their week-long work placement students evaluate their performance and identify employment skills which require further development.

Career development services continue in Years 11 and 12 through access to counselling with teachers, the Director of Studies, Head of Senior School and the Career Development Coordinator. Presentations from universities, Great Southern TAFE, the Apprentice Centre, business representatives, employers and GAP year programmes provide information and resources to assist students and parents in further education decisions and training options.

Senior School students can choose to include Workplace Learning in their programme of studies which provides a valuable, hands-on experience for students to learn about workplace requirements, explore certain occupations and industries, and develop future employment opportunities.

School Leaver Transition
In preparation for leaving school, students are required to participate in an interview with their House Tutor or Head of Senior School. School leavers complete a transition plan outlining their plan of action for the immediate future to assist engagement in ongoing education, training or employment.

Parents as Career Advisors
Parents are known to have the greatest influence on the attitudes, perceptions and choices students make in the formation of their career pathway from the very early years of childhood. Great Southern Grammar provide parents with opportunities to attend parent information meetings which provide information and advice to support students with their aspirations and career planning.

**ENRICHMENT PROGRAMS**

**Learning Support**
As this is an inclusive school, the aim of Learning Support at Great Southern Grammar is to provide for the diverse needs of our students in an educational environment where there is respect, tolerance and encouragement.

Our Learning Support Team works with all sub-schools to identify students with learning difficulties and special needs and provide teaching programmes that address those needs. In consultation with the Learning Support Coordinator, teachers provide modified learning programmes, designed to meet the special needs of individual students.

Our Learning Support team:
- Provides a basic level of direct support for children with special learning needs;
- Provides literacy and numeracy support programmes;
- Assesses students who may be at risk in literacy and numeracy;
- Writes Individual Education Plans for students with special needs;
- Provides resources and teaching strategy support for classroom teachers with students with special needs;
- Provides (or organises) professional assessment of current and prospective students with special needs;
- Case manages students with special needs including regular parent conferences with relevant teaching staff and external agencies such as school psychologist, occupational therapist etc;
- Assists in whole school literacy planning, focusing on students at risk;
- Provides pastoral care support for students with special needs and students at educational risk and assists with the implementation of behaviour management plans where necessary; and
- Implements best teaching and learning practices that reflect an inclusive model of education across the Learning Areas.
Gifted & Talented
Gifted learners have particular cognitive, affective, social, and aesthetic needs.

The Gifted Education Coordinator assesses these needs using data from multiple sources including student test results and a nomination process. Based on the data, provisions are put in place to provide a developmentally appropriate programme by the Gifted Education Coordinator and class teacher working collaboratively.

Provisions for gifted students include a variety of individual and group interventions specifically targeted at developing talent. Such provisions are divided into three areas: enrichment, acceleration and grouping. For example, one student may be provided with work at his or her own appropriate level in class whilst another may benefit from working with students from a higher year group.

A range of withdrawal and inclusive programmes is provided to support the class programmes and give students opportunities to work independently on research tasks and develop high-order thinking skills. Students are also encouraged to participate in a variety of external competitions and exams in all curriculum subjects.

EXTRA CURRICULAR ACTIVITIES

Students enjoy a range of special interest and fun activities before and after school. A number of subjects and optional activities are offered on an extra curricular basis to cater for the varied interests of our students.

Current activities include:
- Academic Support
- Athletics
- Basketball
- Chess
- Choir
- Cricket
- Cross Country
- Debating
- Drama
- Equestrian
- Hockey
- Indoor Hockey
- Jazz Band
- Lego Club
- Maths Club
- Navy Cadets
- Netball
- Outward Bound
- Pipe Band
- Rowing
- Sailing
- Soccer
- Strings ensembles
- Surfing
- Swimming
- Tennis

As the student numbers continue to grow, so too does the range and diversity of extra curricular opportunities. Great Southern Grammar welcomes input from students in the choice of additional activities.

PARENT INVOLVEMENT

Parent involvement is encouraged and welcomed at Great southern Grammar. Parents are active in the Parents’ and Friends’ Association, and as volunteers in the classroom. Great Southern Grammar has parents who assist in supporting the following sporting teams through involvement in coaching and managing:
- Basketball
- Chess
- Cricket
- Equestrian
- Football
- Hockey
- Netball
- Rowing
- Soccer
- Swimming
- Tennis

Parents volunteer to assist in the canteen, in coaching sports teams across the School and in the uniform shop.
### STAFF INVOLVEMENT

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>1</td>
</tr>
<tr>
<td>Masters</td>
<td>6</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>70</td>
</tr>
<tr>
<td>Diploma</td>
<td>50</td>
</tr>
<tr>
<td>Certificate</td>
<td>24</td>
</tr>
</tbody>
</table>

#### Expenditure on and teacher participation in professional development

<table>
<thead>
<tr>
<th>Description of PL activity</th>
<th>Number of teachers participating in activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conferences</td>
<td>1</td>
</tr>
<tr>
<td>Curriculum</td>
<td>116</td>
</tr>
<tr>
<td>Computing</td>
<td>11</td>
</tr>
<tr>
<td>Specialist</td>
<td>73</td>
</tr>
<tr>
<td>Library</td>
<td>2</td>
</tr>
<tr>
<td>PD days held at Great Southern Grammar</td>
<td>6</td>
</tr>
<tr>
<td>Total number of teachers participating in at least one activity in the programme year</td>
<td>81</td>
</tr>
<tr>
<td>Total expenditure of Teacher Professional Development</td>
<td>$43,232</td>
</tr>
<tr>
<td>Average expenditure on Professional Development per teacher</td>
<td>$470</td>
</tr>
</tbody>
</table>

The involvement of the teaching staff in professional development activities during 2009 was 95%.

Average staff attendance for the School, based on unplanned absence of sick and emergency leave periods of up 5 days

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of staff</td>
<td>133</td>
</tr>
<tr>
<td>Number of school days</td>
<td>191</td>
</tr>
<tr>
<td>Total days staff absences</td>
<td>204</td>
</tr>
</tbody>
</table>

The staff attendance rate in 2009 was 99%.

Portion of teaching staff retained from the previous year (2008 into 2009)

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of permanent teaching staff at end of programme year</td>
<td>73</td>
</tr>
<tr>
<td>Number of these staff retained in the following year</td>
<td>66</td>
</tr>
</tbody>
</table>

The staff retention rate in 2009 was 95%
KEY STUDENT OUTCOMES

Average student non-attendance rate

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students</td>
<td>645</td>
</tr>
<tr>
<td>Number of school days in programme year</td>
<td>184</td>
</tr>
<tr>
<td>Total number of student absences</td>
<td>5233</td>
</tr>
<tr>
<td>Average non-attendance rate</td>
<td>4.49%</td>
</tr>
</tbody>
</table>

Year Levels

<table>
<thead>
<tr>
<th>Year Levels</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>3%</td>
</tr>
<tr>
<td>Pre-Primary</td>
<td>5.9%</td>
</tr>
<tr>
<td>Year 1</td>
<td>5.3%</td>
</tr>
<tr>
<td>Year 2</td>
<td>5.3%</td>
</tr>
<tr>
<td>Year 3</td>
<td>5.6%</td>
</tr>
<tr>
<td>Year 4</td>
<td>6.4%</td>
</tr>
<tr>
<td>Year 5</td>
<td>5.4%</td>
</tr>
<tr>
<td>Year 6</td>
<td>6.5%</td>
</tr>
<tr>
<td>Year 7</td>
<td>6.4%</td>
</tr>
<tr>
<td>Year 8</td>
<td>3.46%</td>
</tr>
<tr>
<td>Year 9</td>
<td>4.08%</td>
</tr>
<tr>
<td>Year 10</td>
<td>4.3%</td>
</tr>
<tr>
<td>Year 11</td>
<td>3.2%</td>
</tr>
<tr>
<td>Year 12</td>
<td>5.52%</td>
</tr>
</tbody>
</table>

NON ATTENDANCE MANAGEMENT

Student absentees are reported to Student Services in each sub-school each day:

1. By phone to the appropriate Student Services (eg: Junior/Middle/Senior Schools)
2. By email, all emails come into the school under one email address: absentees@gsg.wa.edu.au. Student Services then use the relevant information to record any absentees for their sub-school.
3. By note from parents/guardians to student services: prior to absentee or after absentee has taken place.
4. By letter written to the Headmaster, once received the Personal Assistant to the Headmaster then enters relevant information into Synergetic and sends notification through to the relevant sub-school.
5. By email to a specific teacher or to Head of Sub-School, then forwarded onto Student Services.
6. By email or phone call from Boarding Staff for boarding students only.
7. Notification via sibling at GSG.

- When all information is gathered absences are entered into Synergetic, if a student is absent and no notification has been received, Student Services phone contacts listed in Synergetic eg: home phone numbers, parent/guardian mobile numbers or parent/guardian work numbers.

- If after trying to contact parent/guardian by phone and still not having contact, Student Services will leave the Absence Type as ‘U’ unexplained with a note explaining that no contact could be made with parents/guardians.
OUTCOME FOR YEAR 12 COHORT

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of graduates</td>
<td>40</td>
</tr>
<tr>
<td>Percentage of TEE students</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage gaining University Entrance</td>
<td>100%</td>
</tr>
</tbody>
</table>

Value Added
From our group of 29 students who studied a Tertiary Entrance subject programme in 2009, all of them have been offered a University place. Twenty four students achieved their first preference into University. This statistic recognised Great Southern Grammar as one of the top ten schools in WA for students achieving their first preference. Ten of our 2009 graduates will study at UWA, ten at Curtin, seven at Murdoch and two at ECU. Most of the GSG graduates will study science-based degrees. One student has been accepted into Medicine at UWA, three students will study Physiotherapy, three will study Engineering and one has enrolled in Pharmacy. One of our students is studying Law and Arts at UWA. There are two students studying Psychology and three have enrolled in a commerce degree. The 2009 GSG Dux, Jessica Brown, will study Environmental Science at Murdoch University. Some of the more varied degrees that our graduates have enrolled in include: Biotechnology, Forensic Biology and Toxicology, Creative Advertising and Graphic Design, and Mechatronic Engineering.

The academic achievements of our 2009 graduates were exceptional and we are confident that many of these talented and hard-working young people will have very successful careers beyond school. Most of the WSA students have accepted positions at TAFE or are working on a GAP year prior to engaging in further studies.

We acknowledge the excellent achievements of our Wholly School Assessed Year 12 students in 2009. We had our first Cert II Music Graduates under the guidance of Mr Geoffrey Waldeck, and all of our Year 12 students achieved secondary graduation by completing 10 subjects or 20 Courses of Study semester units during Years 11 and 12, achieving a ‘C’ grade average in at least eight of their subjects.

PARENT SURVEY RESULTS

Great Southern Grammar is delighted to provide you with summarised results of the recent School Results Survey undertaken between 13 August 2009 and 28 August 2009 by Access Management Corporation.

In this survey, parents responded to 45 set statements by choosing one of the following five options:

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A

In addition, open ended questions provided respondents with the opportunity to elaborate on feedback.

The survey response rate was 72.7% (261 out of a possible 359 respondents) and the School achieved an overall satisfaction score of 78.93% (3.95 out of 5).

We would like to sincerely thank parents for their participation in this survey. Your feedback highlights your opinions on a range of issues and will assist in delivering real benefits to students.

A result over 4 indicates an excellent satisfaction rating.
A result between 3 and 4 reflects a good satisfaction rating.
Explanation

Good rating areas include:
Student engagement, Teaching standards, Resources & facilities, School communication, Curriculum, Behaviour management, Homework, Student transition and Learning & extension programs.

Excellent rating areas include:
Co-curriculum, Leadership & direction, learning environment, Reporting, Values & culture and Parent engagement.

SCHOOL INCOME

Great Southern Grammar School 2009 Income

- Commonwealth Govt Recurrent Grants
- Commonwealth Govt other Grants
- State Govt Grants
- Other Grants
- Net Tuition Fees
- Boarding Fees
- Endowment Fees
- Music private lessons
- Sale of uniforms
<table>
<thead>
<tr>
<th>Year</th>
<th>Test</th>
<th>Above benchmark</th>
<th>2008/2009Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Grammar/Punctuation</td>
<td>96.30%</td>
<td>90.90%</td>
</tr>
<tr>
<td>3</td>
<td>Numeracy</td>
<td>96.30%</td>
<td>91.90%</td>
</tr>
<tr>
<td>3</td>
<td>Reading</td>
<td>96.30%</td>
<td>95.80%</td>
</tr>
<tr>
<td>3</td>
<td>Spelling</td>
<td>100.00%</td>
<td>86.36%</td>
</tr>
<tr>
<td>3</td>
<td>Writing</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>5</td>
<td>Grammar/Punctuation</td>
<td>91.40%</td>
<td>96.15%</td>
</tr>
<tr>
<td>5</td>
<td>Numeracy</td>
<td>91.43%</td>
<td>96.20%</td>
</tr>
<tr>
<td>5</td>
<td>Reading</td>
<td>88.58%</td>
<td>96.20%</td>
</tr>
<tr>
<td>5</td>
<td>Spelling</td>
<td>88.58%</td>
<td>92.30%</td>
</tr>
<tr>
<td>5</td>
<td>Writing</td>
<td>94.29%</td>
<td>88.00%</td>
</tr>
<tr>
<td>7</td>
<td>Grammar/Punctuation</td>
<td>93.55%</td>
<td>93.87%</td>
</tr>
<tr>
<td>7</td>
<td>Numeracy</td>
<td>96.88%</td>
<td>100.00%</td>
</tr>
<tr>
<td>7</td>
<td>Reading</td>
<td>96.90%</td>
<td>98.00%</td>
</tr>
<tr>
<td>7</td>
<td>Spelling</td>
<td>77.50%</td>
<td>85.71%</td>
</tr>
<tr>
<td>7</td>
<td>Writing</td>
<td>93.40%</td>
<td>100.00%</td>
</tr>
<tr>
<td>9</td>
<td>Grammar/Punctuation</td>
<td>97.62%</td>
<td>100.00%</td>
</tr>
<tr>
<td>9</td>
<td>Numeracy</td>
<td>98.81%</td>
<td>98.40%</td>
</tr>
<tr>
<td>9</td>
<td>Reading</td>
<td>98.81%</td>
<td>100.00%</td>
</tr>
<tr>
<td>9</td>
<td>Spelling</td>
<td>97.62%</td>
<td>87.69%</td>
</tr>
<tr>
<td>9</td>
<td>Writing</td>
<td>86.91%</td>
<td>97.00%</td>
</tr>
</tbody>
</table>