BLUE MOUNTAINS GRAMMAR SCHOOL

Annual Report

2025

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CONTEXT

From the Principal

2025 was a year of disciplined progress at Blue Mountains Grammar School. While many schools speak of innovation, transformation and improvement, our focus remained on the practical work of becoming a better school for the young people entrusted to our care in all of those areas. Throughout the year, our staff continued to implement the Strategic Transformation Project, a long-term initiative designed to ensure that Blue Mountains Grammar School remains both deeply connected to its local community and responsive to the changing world our students will inherit.

The Strategic Transformation Project continued to provide a clear framework for school improvement across culture, leadership, learning and community engagement. This work has not been viewed as a short-term initiative or a collection of disconnected projects. Rather, it represents a sustained commitment to organisational improvement informed by research, consultation and evaluation.

While meaningful change is often slower than people anticipate, our experience continues to affirm that effective school improvement is rarely achieved through dramatic intervention. More often, it is the cumulative effect of consistent effort, careful reflection and a willingness to improve practice week by week and year by year.

A defining characteristic of this work has been the commitment to co-design. The Strategic Transformation Project was not developed in isolation. It has been informed by contributions from students, staff, parents, alumni, Board members, and external partners who have generously shared their perspectives and aspirations for the School's future. This process has strengthened not only the quality of the work itself but also the sense of shared ownership around the direction of the School.

The Strategic Transformation Project is organised around three primary channels of work: Culture and Leadership; Learner Experience; and Place, Space and Belonging. Together, these channels seek to strengthen both students' experience and the school's capability. **Culture and Leadership** focuses on building adaptive leadership capacity, strengthening staff and students' cultures and ensuring the School remains a place where people feel valued, supported and challenged to grow. **Learner Experience** is concerned with the design of learning itself, exploring how students can be engaged as active participants in their learning while maintaining high expectations for academic achievement.



Place, Space and Belonging considers the physical, relational and cultural environments that shape how people experience community, connection and belonging within the School. Supporting these channels are a number of enabling projects, including curriculum renewal, pedagogical development, systems improvement, global partnerships and the continued growth of innovation and research initiatives across the School.

Much of this work is only possible because of the extraordinary contribution of our staff. I would like to acknowledge the dedication and professionalism of our teachers, administrative staff, learning support teams, property and maintenance personnel, operational staff and volunteers. Our school functions best when each member of our community understands the important role they play in the lives of our young people. Across both of our campuses, staff continued to demonstrate a commitment not only to their individual responsibilities but also to the School's broader mission and purpose.

The school has many great options for all people, no matter where you are academically the school has a place for you.

CONTEXT

From the Principal

One of the most encouraging aspects of 2025 was the continued growth in student learning outcomes. While Blue Mountains Grammar School does not subscribe to the increasingly simplistic narrative created by school league tables, we remain deeply committed to evaluating student growth and achievement through a range of meaningful measures. Internal data, external assessment programs and Higher School Certificate outcomes continue to demonstrate positive trends in student achievement. These outcomes reflect the deliberate work undertaken by staff to strengthen curriculum design, improve pedagogy, and ensure that students are challenged, supported, and known as learners.

Importantly, academic achievement remains only one dimension of our educational purpose. We continue to hold the view that schools exist not merely to produce examination results, but to assist in the formation of young people. Academic learning matters to us greatly, but so too do character, resilience, relationships, service, leadership, wellbeing and a sense of purpose. This is captured in our intent to design 'good learning, doing good'. Throughout 2025, the School remained committed to developing educational experiences that support the growth of the whole person.

The year also saw a number of significant milestones. Following several years of development, Blue Mountains Grammar School became the first school in New South Wales approved to deliver Outdoor Leadership as a Higher School Certificate subject. This achievement reflects both the quality of our Outdoor Education program and the expertise of the staff who have invested in its development. Our Wild Ed program continued to receive national recognition during the year and remains a distinctive feature of the School's educational offering. The recognition received by the program is particularly pleasing because it reflects a philosophy of learning that values challenge, experience, leadership and personal growth alongside academic development.

The School was also encouraged by the external recognition received during 2025. Blue Mountains Grammar School was recognised as a finalist in the Australian Education Awards for Best Strategic Plan and Most Innovative Curriculum Design. In addition, one of our staff members was recognised as a finalist in the Rising Star category. While awards are not a measure of success, they do provide encouraging affirmation that the work occurring within our community is being recognised beyond the Blue Mountains.

Significant attention was also given to staff learning and professional growth throughout the year. Staff Professional Growth Plans continued to align with the priorities identified in the Strategic Transformation Project, ensuring that individual development contributed directly to whole-school improvement. Alongside this work, staff engaged extensively in curriculum reform and in implementing new syllabus requirements mandated by the NSW Education Standards Authority (NESA). The capacity of a school to improve is directly linked to the capacity of its people to learn, and we remain committed to investing in our staff's growth.



I love my Tutor group and the family we have become over the years! I love seeing their faces every morning and laughing with them.

CONTEXT

From the Principal

Particular progress was also evident in the development of innovative learning programs across the School. The continued refinement of Year 7 Odyssey, the implementation of new pathways for Year 8 students, the development of Stage 3 learning experiences and the planning undertaken for future curriculum initiatives all reflect a willingness to question existing assumptions and explore approaches better aligned to the needs of contemporary learners. These initiatives are not pursued for novelty's sake, but as part of an ongoing commitment to improving engagement, belonging and learning outcomes for students.

As a school of our size, we continue to achieve outcomes that compare favourably with many significantly larger institutions. Whether in academic achievement, outdoor education, student leadership, curriculum innovation, cocurricular participation or community engagement, Blue Mountains Grammar School continues to demonstrate what is possible when talented staff, supportive families and committed students work together towards a common purpose.

I remain grateful for the trust our families have placed in our School and for the commitment of our staff and students throughout the year. While much work remains, there is also good reason for encouragement. The School continues to grow in capability, clarity and confidence as we pursue our mission of providing an education that equips young people not only to succeed in life, but to contribute meaningfully to the communities they will one day serve.

The pages that follow provide a more detailed account of the progress made throughout 2025. They capture not only key achievements and milestones, but also the ongoing work occurring across the School as we continue to pursue improvement. I encourage readers to explore these reports as evidence of a community committed to learning, growth and service. Together they tell the story of a school seeking not simply to preserve what has always been valued for the past 107 years, but to thoughtfully prepare for what comes next while remaining grounded in the values, relationships and sense of purpose that have shaped Blue Mountains Grammar School for more than a century.

Steven Coote
Principal



I started year 7 in 2025 and so far I really enjoy it. My favourite thing about BMGS is the Odyssey program. I really like doing Project Based Learning and I enjoy doing showcase.

CONTEXT

From the Board Chair

The Board of Blue Mountains Grammar School comprises ten members, six of whom are recommended to and formally appointed by the Anglican Diocese of Sydney and four of whom are Board appointments. The Board meets eight times during the year and, in addition, meets for a full day of significant planning in the middle of the year. The Board operates three committees covering Finance and Audit, Major Projects, and Governance, Risk and Compliance. The committees brief the full Board on these vital aspects of overseeing the effective management of the school.

In 2025, the Board focused on, firstly, the careful monitoring of the financial wellbeing of the school. The annual audit reflects the school's sound position. Nevertheless, the Board is aware of challenges in the form of community concern about fees and of a demographic situation which indicates zero growth in the school-aged population of our area in the years ahead. The Board will continue to monitor this situation carefully.

The Board also looks closely at governance matters, checking with school executive that all necessary policies are in place and are properly administered. In addition, the Board regularly discusses reputational matters, so that the school is best positioned to have and to hold the confidence of the community.

The Board expresses its heartfelt thanks to the Principal of the school, Mr Steven Coote, to his executive, and to all the staff for the splendid work they do. In recent years, the school has, under Mr Coote, explored new ways of thinking about education, seeking partnerships with schools in other countries and developing innovative programs. The Board takes a very close interest in these developments because it wants Blue Mountains Grammar School to be a school that is constantly looking for the most interesting and valuable educational and pastoral programs to best fit our students for the complex world they will enter.

The Board is grateful for the support of the Sydney Anglican Diocese in positioning the school as a confident Christian school offering a focused and exciting education to the Blue Mountains community.

Dr John Goddard
Board Chair

Board Member	Board Meetings Eligible to Attend	Board Meetings Attended
John Goddard	8	8
Graham Isbister	8	8
Colin Fragar	8	5
Ruth French	8	8
Ben Davis	8	7
Michael Lord	8	8
Daniel Everett	8	8
Tim McIver	8	8
Rochelle Groombridge	2	2
Costa Zakis	3	3

I love the school grounds and Sticktopia...and I love the library because it has so many books to read!



CONTEXT

From the Head of Senior School

Throughout 2025, the Senior School at Blue Mountains Grammar School continued to foster a culture of learning, belonging, responsibility, and growth. The year was characterised by a strong focus on academic improvement, student wellbeing, leadership development, and strengthening partnerships between students, staff, and families.

A significant focus throughout the year was the ongoing implementation of the School's Strategic Transformation Project (STP). Within the Senior School, this work centred on strengthening the learner experience, building clarity and consistency around classroom expectations, and continuing to shape a culture in which students are known, challenged, and supported to achieve their personal best. Staff engaged in ongoing professional collaboration and reflective practice designed to strengthen teaching, wellbeing, communication, and student engagement across all year groups.

A key priority throughout the year was the continued development of a positive and aspirational learning culture. Staff worked collaboratively to strengthen classroom expectations, improve consistency in teaching and learning practices, and support students in developing greater independence, resilience, and accountability in their learning. Particular attention was given to monitoring academic progress, supporting students through personalised interventions, and strengthening communication between home and school to ensure students were well supported both academically and pastorally.

The Senior School also continued to place significant emphasis on student wellbeing and belonging. Programs and initiatives across year groups encouraged students to develop empathy, respect, responsibility, and positive relationships with others. Through tutor programs, pastoral care initiatives, guest speakers, and wellbeing workshops, students were encouraged to reflect on their role within both the school community and the wider world. Staff worked closely with families to support students through the challenges and opportunities of adolescence, recognising that strong partnerships between school and home are essential to student success.

Leadership and service remained important aspects of Senior School life in 2025. Student leaders made valuable contributions across a wide range of areas including House activities, peer mentoring, co-curricular programs, assemblies, community events, and student advocacy. Students were encouraged to lead through service, integrity, and example, helping to strengthen the culture of the School and contribute positively to the broader community.



The breadth of opportunities available to students beyond the classroom continued to be a significant strength of the Senior School. Students participated in a diverse range of co-curricular, sporting, cultural, outdoor education, and service-learning experiences throughout the year. Events such as the Winter Ball, productions, carnivals, outdoor education programs, leadership opportunities, and representative sport continued to play an important role in developing confidence, teamwork, and school spirit.

As a community, the Senior School remains committed to supporting young people to become capable learners, thoughtful leaders, and compassionate citizens who are prepared to contribute meaningfully to the world around them.

Alicia Michielsen
Head of Senior School

Through my involvement in the STEM co-curricular activities and the Odyssey program, I have had the opportunity to work alongside a group of Year 7s, offering guidance and support with their tasks.

CONTEXT

From the Head of Junior School

One of the great privileges of working at Blue Mountains Grammar School is seeing the learning journey of our students unfold from their earliest years through to graduation. During 2025, in my role supporting pedagogy and strategic initiatives across the School, I had the opportunity to observe this journey from a unique perspective. It reinforced my belief that the foundations established in the Junior School shape not only future academic success, but also the character, confidence and curiosity that students carry throughout their education.

Across our Junior School communities at Springwood and Wentworth Falls, 2025 was marked by thoughtful teaching, purposeful learning and a strong commitment to knowing each child as an individual. Staff continued to create learning experiences that challenged students academically while nurturing creativity, resilience and a genuine love of learning. Whether in the classroom, through outdoor education, the performing arts, sport or co-curricular activities, students were encouraged to ask questions, solve problems, work collaboratively and develop confidence in themselves and others.

A defining strength of the Junior School continues to be the quality of the relationships between students, staff and families. Learning flourishes when children feel known, supported and encouraged, and this partnership between home and school remains one of the defining characteristics of our community. Throughout 2025, families continued to play an important role in the life of the School, contributing to the strong sense of belonging that underpins student wellbeing and growth.

The year also reflected the professionalism and dedication of our teaching staff. As curriculum renewal continued across New South Wales, teachers embraced opportunities to collaborate, refine their practice and design learning that is both rigorous and engaging. Their willingness to learn alongside one another ensured that our students benefited from contemporary, evidence-informed teaching while continuing to experience the warmth and care that have long characterised Blue Mountains Grammar School.

Looking back on 2025, I am grateful for the work of Mrs Rachael Newton and the Junior School staff, whose commitment laid strong foundations for the future. Having now spent the first half of 2026 leading the Junior School, I have already seen these strengths continue to flourish. The culture of curiosity, care and continuous improvement established throughout 2025 continues to shape our work today, and I look forward to building on that foundation in the years ahead.

Christopher Sanders
Head of Junior School



I really loved the drama program where we were part of the whole school musical. This helped me to become more confident about dancing on stage and singing in front of an audience.

CONTEXT

From the Student Leaders

It has been a privilege to serve as your School Captains for 2025/26. The role has offered us not only the opportunity to represent our peers, but a deeper understanding of the values that underpin our school community.

Early in the year, we were privileged to welcome Sula Lule, a guest speaker from Uganda, whose address on resilience and the importance of education left a lasting impression across the student body. His visit served as a heartfelt thank you for our support of the Ibulanku School Project, funded through the proceeds of our annual 45-kilometre Bungawarra Walk. It served as a meaningful reminder that our commitment to service extends well beyond our immediate community, and our impact on the lives of others.

Closer to home, the Winter Ball was a night to remember. There is something genuinely heartening about watching our peers come together with such warmth, confidence and maturity, an evening that captured the friendship and spirit that define our senior years. Our thanks go to the staff, parents and students whose efforts made it such a success.

The Performing Arts continued to flourish this year, with both our junior and senior productions proving to be resounding successes. Each brought months of dedication from staff and students across all year levels rising to the occasion. These productions stand as a testament to the abundant talent and commitment within our school.

Leadership has also extended well beyond the senior years. Project Daffodil was launched in alignment with the Year 7 Odessey Project, where Year 7 students, supported by Year 11 mentors are partnered with residents of local aged care facilities to work with generations to grow as young individuals.

To our families, our teachers and our fellow students: thank you. Your generosity, energy and belief in this community have made our year as Captains deeply meaningful. We leave the role proud of all we have shared, and excited for everything still to come.

Zara Nicholas and Finley Snedden
School Captains 2025/26



CONTEXT

From the P&F

The Parents and Friends (P&F) Association is led by an Executive Committee comprising representatives from the Springwood Junior School campus, Wentworth Falls Junior School campus and the Senior School campus. During 2025, the P&F held four General Meetings including the Annual General Meeting in term 4.

We extend our sincere thanks to all campus representatives and committee members for the dedication, enthusiasm and ongoing commitment to our P&F and school community. We warmly welcome our new Treasurer, new Secretary, and our new campus leaders at the Springwood Junior School campus. We invite members of our community who may be interested in contributing to P&F leadership to consider joining our Senior School campus committee as our current leaders move on.

Throughout 2025 the P&F hosted a range of fundraising and community building events across all campuses. These events including welcome morning teas, Mother's Day and Father's Day stalls and celebrations, flower bulb drive, hot cross bun drive, movie nights, winter warmers events, balloon twisting show, magic show, discos and pre-loved uniform stalls, as well as various barbeques and school production refreshment stalls, and providing a canteen service at Senior School weekend sport. These events have generated valuable funds but more importantly they have fostered connection, engagement and a sense of community within the school. The Junior School Colour Run was once again the major fundraising event of the year, while the pre-loved uniform stalls and weekend sport canteen continued to be popular and successful initiatives.

The P&F contributed to BMGS school life in many ways including by providing enjoyable social events for students and families, offering community building initiatives, and by gathering and directing fundraising towards the purchase of various equipment and updates for the benefit of the school. Purchases included colourful playground markings and microphones at the Wentworth Falls junior school campus, outdoor tables and stand-up sandpits and a water run at the Springwood junior school campus, and new sporting equipment across the campuses.



We are grateful to all of the parents and families who supported the P&F in 2025; it is thanks to our families and friends supporting, attending, and volunteering at our events, stalls, and canteens that we are able to continue making a positive contribution to our special school community.

Mark & Sarah Rodgers
Co-Presidents BMGS P&F

Grammar has been from Pre K to Year 8 . I have made a lot of friends. The experiences I've had at this school will stick with me forever and I always look forward to arriving each morning.

CONTEXT

About our School

For over 100 years, Blue Mountains Grammar School has been a dynamic, forward-thinking and inclusive Anglican co-educational day school. With two campuses — Springwood (Pre-K to Year 4) and Wentworth Falls (Pre-K to Year 12) — the School had a total enrolment of 512 students in 2025.

BMGS offers a holistic education that balances academic excellence with personal development, delivered by highly qualified, professional staff within a culture of strong pastoral care. Our nurturing Christian environment supports students as they grow in confidence, build meaningful relationships and discover their place in the world. We believe in equipping students with the skills, character and sense of purpose needed to thrive in an ever-changing world and contribute to their community with compassion, integrity and courage.

At BMGS, education is about more than results. It is about shaping capable, creative and responsible young people who are prepared to meet the challenges of the future with confidence.

Learning and Growth
Blue Mountains Grammar School is committed to providing outstanding academic and co-curricular programs within an environment that prioritises wellbeing, character development and mutual respect. Students are supported to become confident, independent learners who understand the value of education not only for school, but for life.

All staff engage in ongoing professional learning, with a strong emphasis on designing programs that encourage deep thinking, foster intellectual curiosity and integrate technology in meaningful ways to enhance learning.

Co-curricular Opportunities
A rich array of co-curricular opportunities allows students to explore their interests, build resilience and develop their talents. Outdoor education promotes teamwork and perseverance; sport fosters humility and courage; and music, drama and the creative arts provide opportunities for students to express themselves creatively and grow in confidence.



Service and social responsibility are embedded across the School. Students participate in outreach programs with local churches and charities, student-led fundraising initiatives and community service opportunities that build empathy and gratitude. The annual 45-kilometre Bungawarra charity walk remains a significant expression of the School's commitment to community and student growth.

Leadership and Community
Leadership development is intentionally woven throughout the senior years, empowering students to serve others with integrity and purpose. Through these experiences, students learn to take responsibility for themselves and those around them, developing a strong sense of belonging and contribution.

At BMGS, we want every student to be themselves — at their best.

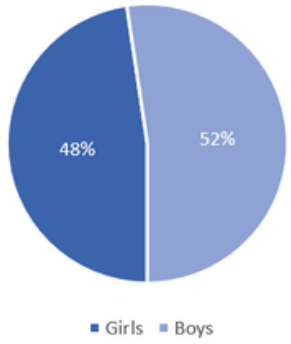
At BMGS, sport is a fun way to get involved and make new friends. From early bus rides to the city, to winter home games, the sporting experience has always been a love for me at BMGS.

CONTEXT

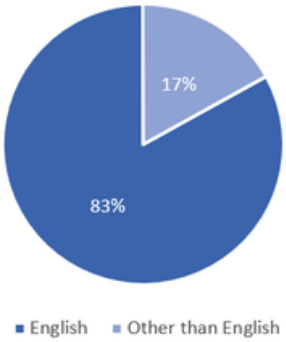
About our School

Student Body Characteristics

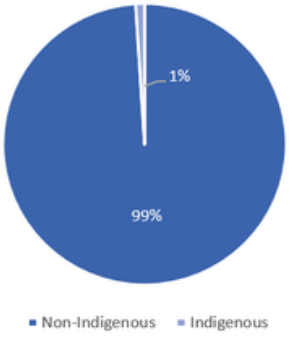
Student Body Characteristics - Gender



Student Body Characteristics - Language Background Other Than English



Student Body Characteristics - Indigenous Students



Students with Disability

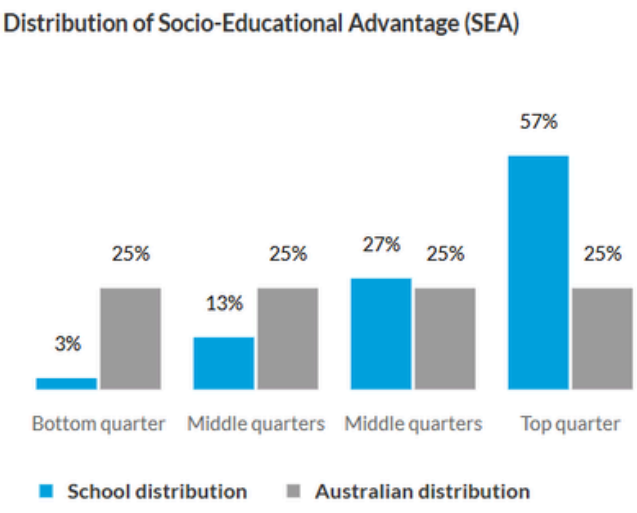
Those with identifiable disabilities make up just under 41% of the student body, with needs ranging from quality differentiated teaching practices (QDTP) in our classrooms, through to extensive support.

According to the NCCD, 10% of the identified 41% are classified as QDTP, with the remaining 31% requiring assistance ranging from supplementary to extensive levels of adjustment. See table, right.

NCCD Category	No. of Students	% of students
QDTP	53	10.35%
Supplementary	118	23.05%
Substantial	37	7.23%
Extensive	1	0.20%
Total NCCD	209	40.82%
Total Students	**512**	100%

Socio-Educational Demographics

Blue Mountains Grammar School has an ICSEA (Index of Community Socio-Educational Advantage) value of 1140, placing it above the national average of 1,000. This indicates that the school's student population comes from a higher-than-average socio-educational background, providing a context for interpreting its academic performance.



OUTCOMES AND RESULTS

NAPLAN

In the 2025 NAPLAN assessments, BMGS students continued to perform strongly overall, with results generally above or well above the national average, and comparable to those of students from similar socio-economic backgrounds. Results were particularly strong in Reading, Grammar and Numeracy across the upper year levels, reflecting the School's ongoing focus on high-quality teaching and learning.

Year 9 results were especially encouraging, with students achieving well above comparable groups in Reading, Grammar and Numeracy, alongside strong results across the other domains. Year 5 students also performed strongly, particularly in Writing, Grammar and Numeracy. Across the School, results generally strengthened from Year 3 through to Year 9, demonstrating steady academic growth over time.

The 2025 data also provides valuable insight into areas for continued focus. While most results were above national benchmarks, some Year 3 outcomes were closer to those of similar schools, highlighting opportunities to continue strengthening foundational literacy and numeracy skills in the early years.

Overall, the 2025 NAPLAN results reflect the School's commitment to supporting every student to achieve their best, while continuing to identify areas for growth and improvement.

Average student results compared to students with similar socio-economic background

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	476	443	441	455	445
Year 5	523	535	504	542	533
Year 7	600	582	576	596	598
Year 9	625	619	592	613	619

Average student results compared to all Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	476	443	441	455	445
Year 5	523	535	504	542	533
Year 7	600	582	576	596	598
Year 9	625	619	592	613	619

Key (both tables)

- Well above
- Above
- Close to

Senior Secondary Outcomes

2025 HSC Results Analysis

The 2025 HSC results at Blue Mountains Grammar School reflect the commitment of students and staff to academic achievement and meaningful learning across a broad range of pathways. The data below highlights student performance across subjects, and compares outcomes with statewide results.

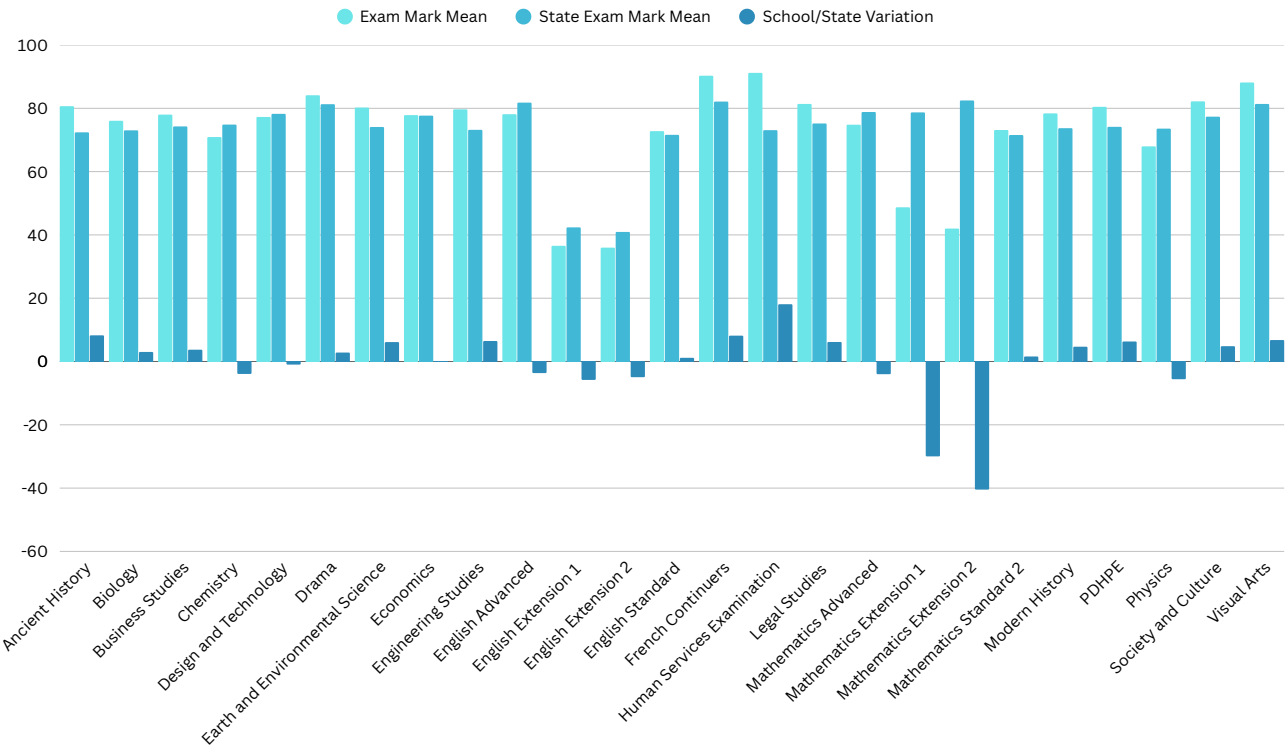
100% of Year 12 students sitting the HSC were awarded their qualification. Students achieved 24 Band 6 results and 77 Band 5 results across the cohort. All students seeking university entry received an offer, continuing the School's strong record of post-school pathways. Alongside these academic achievements, students were recognised for excellence in creative and practical fields, receiving nominations for ArtExpress, OnSTAGE and SHAPE showcases.

School vs State Performance

This graph presents the Exam Mark Mean for each subject, comparing BMGS performance with the NSW State Mean. Across a wide range of subjects, students achieved results at or above the state average, demonstrating both the breadth and consistency of achievement across the cohort.

Particularly strong performances were recorded in subjects including Ancient History, Biology, Business Studies, Drama, Earth and Environmental Science, French Continuers, Legal Studies, PDHPE, Society and Culture and Visual Arts. These results reflect strong student engagement, dedicated teaching and the value of providing students with opportunities to pursue their individual interests and strengths.

Overall, the 2025 HSC results affirm the School's commitment to helping every student achieve their personal best while preparing them for success beyond school.



Senior Secondary Outcomes

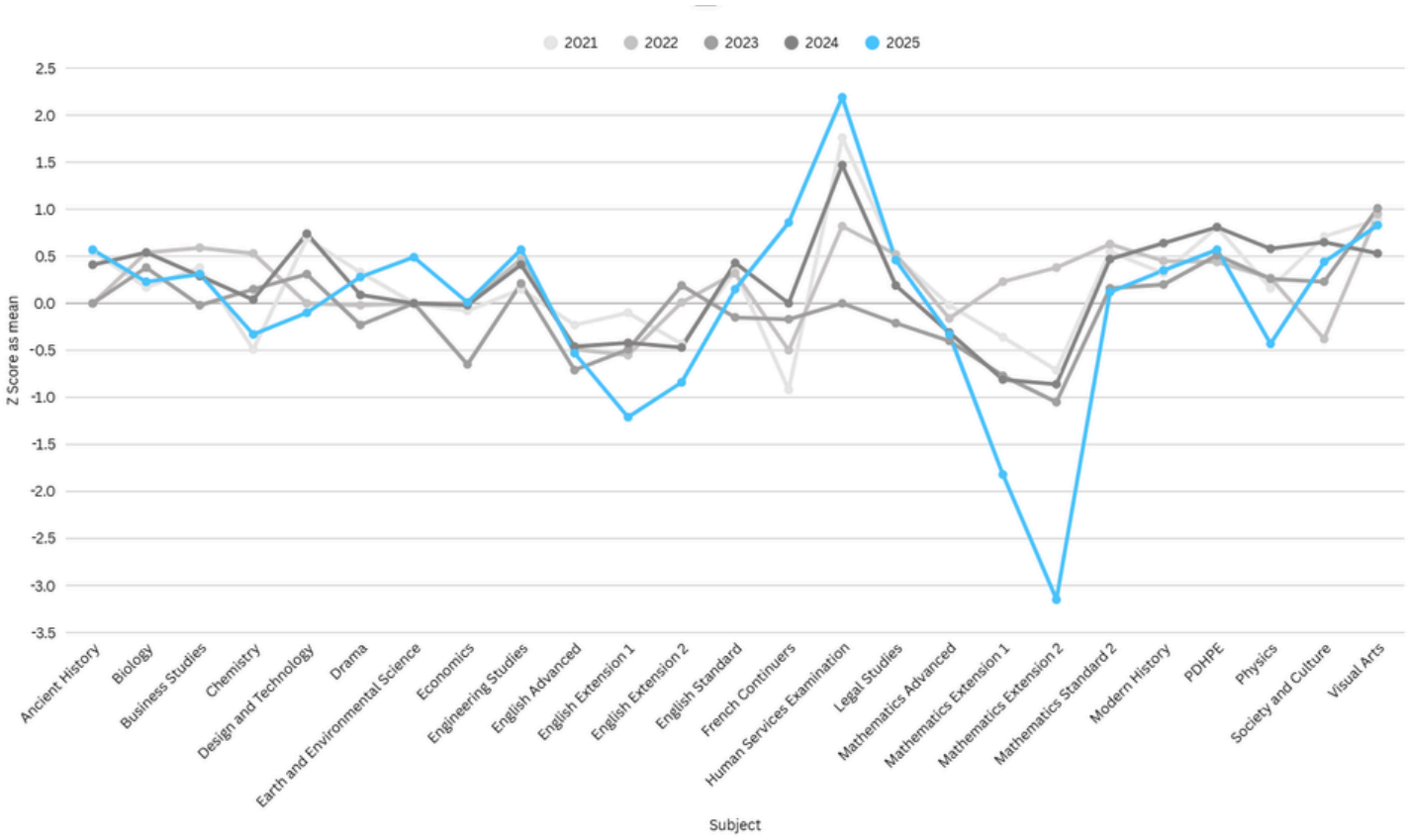
Five-Year Performance Trends

Over the five-year period, Blue Mountains Grammar School has demonstrated consistently strong performance across a broad range of subjects. Particularly notable have been the creative, practical and human-centred disciplines, with subjects such as Visual Arts, PDHPE, Human Services Examination and several humanities courses regularly achieving results above the state mean.

The data also highlights the breadth of student achievement across the curriculum. While performance naturally varies from year to year, many subjects have maintained positive results over an extended period, reflecting sustained student engagement, effective teaching and the School's commitment to providing diverse pathways for success.

Contextual Factors

When interpreting performance trends, it is important to recognise that some senior secondary subjects attract relatively small candidature numbers. In these cases, the results of a small number of students can have a significant impact on year-to-year averages and Z-scores, particularly in Extension courses and specialised electives.
For this reason, individual subject fluctuations should be considered within the context of longer-term trends. The overall pattern across the five-year period indicates consistent achievement across a wide range of academic, creative and practical disciplines.



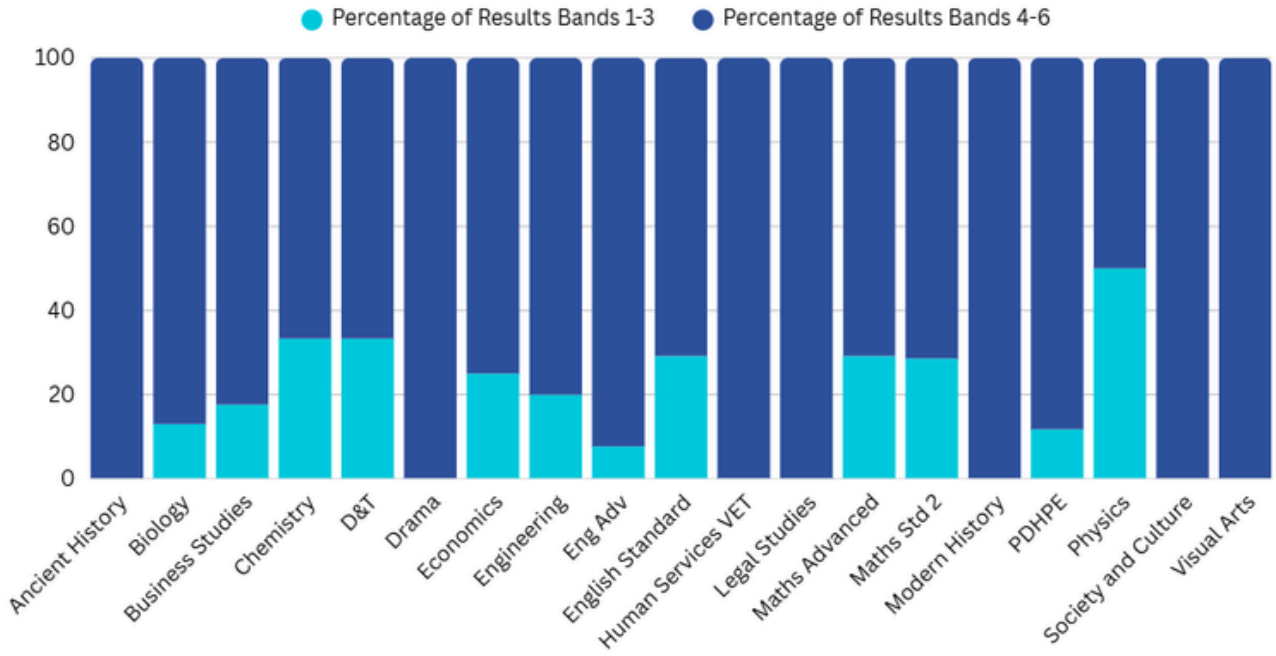
Senior Secondary Outcomes

Band Achievement Summary
This graph displays the proportion of Band 4–6 results (higher performance bands) compared with Band 1–3 results for each HSC subject. Across most subjects, the majority of students achieved results within Bands 4–6, demonstrating strong performance across a broad range of academic, creative and practical disciplines.

Several subjects recorded all students achieving Band 4–6 results, including Ancient History, Drama, Human Services VET, Legal Studies, Modern History, Society and Culture and Visual Arts. Strong outcomes were also evident in English Advanced, Biology, Business Studies and PDHPE, where a high proportion of students achieved results in the higher performance bands.

Overall, the distribution of results reflects consistent achievement across the curriculum and highlights the diverse strengths of the Class of 2025.

Contextual Interpretation
Percentages are based on the number of students completing each course. Small candidature subjects may show greater variation from year to year, as the results of a small number of students can have a proportionally greater impact on overall outcomes. Band distributions should therefore be considered alongside subject candidature sizes and broader performance trends when interpreting results. Across the School, the overall pattern indicates strong achievement across a wide range of courses and learning pathways.



Post School Destinations
The Class of 2025 is pursuing a diverse range of pathways beyond school, reflecting the breadth of interests, talents and aspirations within the cohort. Graduates have secured places at universities across Australia to study fields including engineering, nursing, science, computing, economics, communications, education, law, and the performing and visual arts. Others have chosen to take a gap year, using the opportunity to travel, work and gain valuable life experience before commencing further study or employment.

These post-school destinations reflect not only strong academic achievement, but also the School's commitment to supporting students to discover their strengths, pursue their interests and make meaningful contributions to their communities and the wider world.

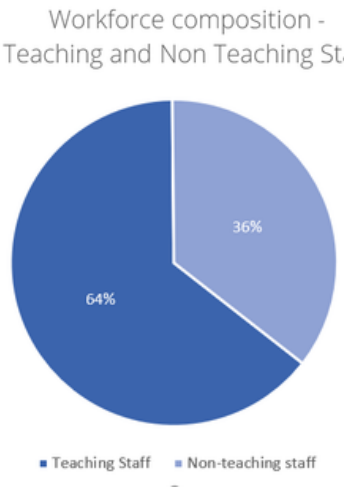
Vocational Education and Training
18% of the 2025 Year 12 cohort completed a VET course. Qualifications studied were Human Services (Certficiate III), Outdoor Leadership and Design Fundamentals (Certificate II).

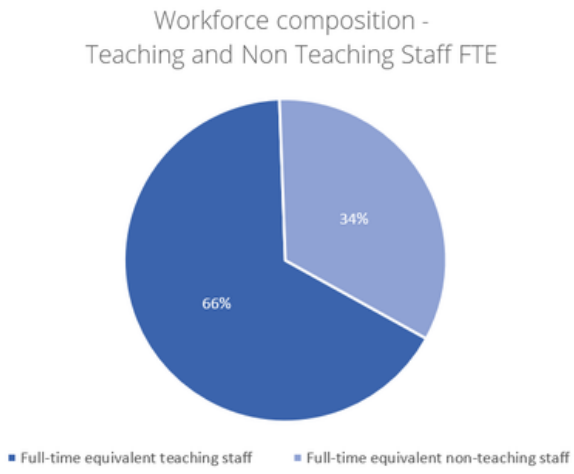
Workforce Composition

Workforce Composition
Our workforce reflects a rich diversity of faiths and backgrounds, aligned with our School's commitment to inclusivity and respect for all. Two members of staff identify as Aboriginal and/or Torres Strait Islander. They are employed in casual teaching and casual teaching assistant roles.

A further breakdown of our teaching and non-teaching staff is below.

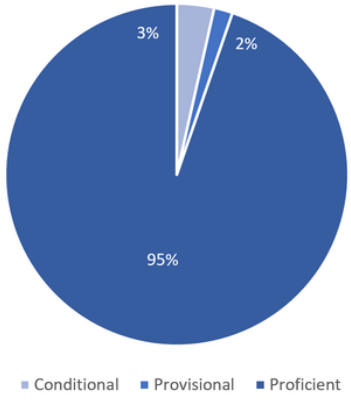
Teaching Staff	63
Full-time Equivalent Teaching Staff	50.3
Non-Teaching Staff	35
Full-time Equivalent Non-Teaching Staff	25.5





Teacher accreditation

Accreditation Level	Number of Teachers
Provisional	1
Conditional	2
Proficient	54
TOTAL	**57**



The teacher accreditation data (57 teachers) reflects individual teaching staff. The workforce composition data shown above (63 teaching staff), sourced from My School, includes staff assigned across both the Springwood and Wentworth Falls campuses, resulting in a higher reported total.

Student Attendance

Management of non-attendance
Parents are required to notify the School of student absences via phone, email, or the Parent Portal. The School follows up on unexplained or unjustified absences with an email or phone call. For extended absences, a medical certificate or a detailed, signed note is required. The relevant Dean of Students regularly reviews attendance data to identify and respond to any emerging patterns of concern.

If a student will be absent from school for more than three days—such as for family travel—parents or carers are required to submit a formal application to the School for approval by the Principal.

Attendance Rates
The school's overall attendance rate for the year was 91.26%, which is broadly consistent with national averages. According to the Australian Curriculum, Assessment and Reporting Authority (ACARA), the average attendance rate for students in Years 1–10 across Australia in 2025 for Independent Schools was 91.5%, positioning the School well within the expected range.

Attendance across individual year levels remains steady, with the highest rates recorded in Junior School, indicating strong engagement among students in the early stages of schooling. Year 7, 11 and 12 figures were also strong. While a slight dip is observed in some middle secondary years—such as Year 10 (88.54%)—this is consistent with broader trends seen in similar schools, and represents an area for continued focus and support.

Overall, the data reflects a healthy culture of attendance and engagement across the school.

Year Level	2025 Attendance rate
Kindergarten	91.41%
Year 1	94.14%
Year 2	93.95%
Year 3	90.25%
Year 4	93.99%
Year 5	88.61%
Year 6	91.74%

Year Level	2025 Attendance rate
Year 7	92.98%
Year 8	90.28%
Year 9	91.15%
Year 10	88.54%
Year 11	91.12%
Year 12	91.99%
Whole School	**91.26%**

School Policies

Blue Mountains Grammar School maintains a comprehensive suite of policies in relation to student attendance, enrolment, anti-bullying, student discipline, and complaints and grievances. Policies are reviewed on a regular basis as the School works towards best-practice in a complex and ever-evolving environment.

The following policies are publicly available on our website - https://www.bmgs.nsw.edu.au/policies-and-reports/

- Anti-Harassment Policy
- Child Protection Policy
- Student Behaviour Management Policy
- ICT Policy
- Privacy Policy
- Whistleblower Policy
- Complaint and Appeals Policy
- Enrolment Policy



I love all the sport BMGS has. I also like how the teachers teach all the subjects and how kind everyone is.

Stakeholder Satisfaction

Student and Parent Satisfaction
Blue Mountains Grammar School continues to enjoy strong levels of engagement and support from students and families. While formal satisfaction surveys were not conducted during 2025, positive parent and student engagement is reflected in strong participation at community events, including Icebreaker Evenings, Presentation Days, Open Days, Sporting Events and School Services throughout the year. These occasions provide valuable opportunities for families to connect with one another and with the life of the School.

The School values open communication and encourages regular feedback from parents and carers. Opportunities for dialogue are provided through meetings with School leadership, parent information sessions and ongoing communication with staff. A dedicated feedback email address is also available, enabling families to share comments, suggestions and concerns at any time.

Student retention remains strong, indicating a high level of satisfaction with the educational experience, pastoral care and opportunities available at the School. BMGS remains committed to fostering positive relationships with families and maintaining a culture of openness, responsiveness and continuous improvement.

Staff Satisfaction
Teacher satisfaction at Blue Mountains Grammar School remains strong, supported by a collegial culture, a shared sense of purpose and a commitment to professional growth. The School maintains a stable and dedicated staff, with turnover generally reflecting normal career progression, relocation or changing personal circumstances.

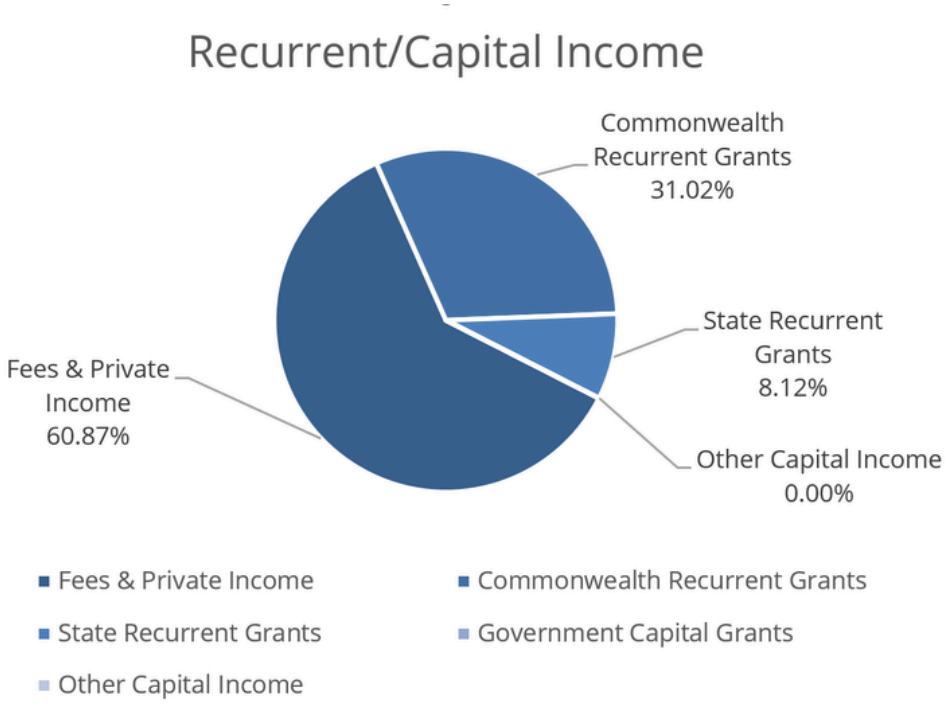
Open communication continues to be a valued aspect of school life. Regular staff meetings, collaborative planning opportunities and direct access to School leadership support a culture in which staff are encouraged to contribute ideas, raise concerns and participate in ongoing school improvement.

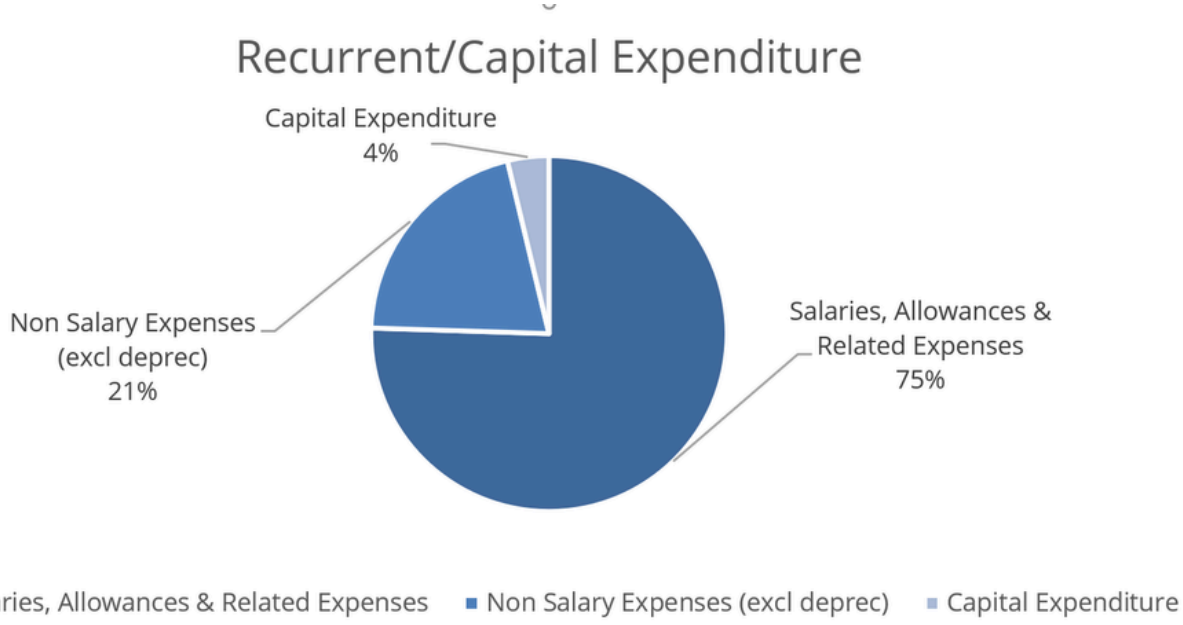
BMGS is committed to providing meaningful professional learning opportunities for staff. In 2025, these included participation in the Leadership Greenhouse program, interstate professional learning experiences and a range of internal and external development opportunities. Staff engagement is also evident in the strong support provided for Open Days, co-curricular activities and community events, reflecting a shared commitment to the life of the School and its students.



One thing I love about BMGS is the opportunity to learn and immerse ourselves in the beautiful natural environment of the Blue Mountains. Getting the chance to strengthen connections with our peers and challenge ourselves makes our experience at Blue Mountains Grammar school truly rewarding.

Financial Information





bmgs.nsw.edu.au
1300 MY BMGS



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GRAMMAR SCHOOL