

ANNUAL REPORT

Hope
in our HEARTS

Purpose
in our MINDS

Courage
in our LIVES



2019

BLUE MOUNTAINS
GRAMMAR SCHOOL



Our Mission
Education for Life

Our Vision
Hope in our Hearts
Purpose in our Minds
Courage in our Lives



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OUR SCHOOL

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BLUE MOUNTAINS
GRAMMAR SCHOOL



Contextual Information about the School

About BMGS

Blue Mountains Grammar School (BMGS) is an Anglican, co-educational day school for students from Pre-Kindergarten to Year 12.

BMGS has two campuses - Springwood (Pre-Kindergarten to Year 4) and Wentworth Falls (Pre-Kindergarten to Year 12) - with a total enrolment of 563 students. In 2019, there were 50 students in the Preparatory School (Springwood), 117 students in the Junior School at Wentworth Falls and 396 students in the Senior School at Wentworth Falls including a one Exchange Student and three International students.

Established in 1918, the School is a non-selective, forward thinking school with a proud tradition of academic excellence, comprehensive student wellbeing programs and a 'whole child' approach to education. Our students thrive in a caring, holistic education, equipping individuals with personal excellence and Christian integrity.

Our students come from a range of backgrounds, including students with language backgrounds other than English (1.772%) and those with identifiable disabilities (31.08%), ranging from quality differentiated teaching practices in our classrooms, through to extensive support. According to the NCCD, 15.28% of the identified 31.08% are classified as QDTP, with the remaining 15.81% requiring assistance ranging from supplementary to extensive levels of adjustment.

In 2019, the School's Socio Economic Status (SES), a ranking used by the Commonwealth to determine per capita recurrent funding levels, was 106.

The School aims to provide students with superior academic and co-curricular programs, delivered by highly qualified and professional staff in an outstanding learning environment, within a charter of quality pastoral care.

All BMGS staff continue to undertake training in current and emerging curriculum practices, especially program design that encourages deep thinking, the development of students' thinking dispositions, and the integration of technology in the classroom environment that focuses on improved educational outcomes for all students. Students are encouraged to make personal meaning from study and learning, to appreciate the implications of learning for the trajectory of their lives (i.e. a lifelong process), and are transformed, through learning, into more confident young people.

The academic results of BMGS students' places it as one of the best independent schools not only in the

region but across the state.

Results are tracked longitudinally to monitor student performance and to assist with development strategies. Typically, a third of our HSC students achieve an ATAR score higher than 90, with a large number of students receiving University Scholarships and Corporate Cadetships upon completion of Year 12.

Through a diverse and broad range of extra and co-curricular activities, students find an excellent balance to their studies whilst further developing their natural gifts. Sport is an excellent outlet for students and helps to shape character. Through sport students learn to win with grace, lose with courage and participate with pride. The School's extensive Outdoor Education programs, offered from Years 2 to 11 teaches students to understand their personal limits and to push through them when appropriate. It teaches the value of teamwork and management of risks. Music, drama and public speaking activities allow students to express their inner self and discover the sensitivity that inhabits each human being, male or female.

A special emphasis is placed on all students' learning and developing leadership skills for the inspiration, encouragement and benefit of others, especially in the Senior years.

The strength of the BMGS community is reflected in the quality of the relationships that exist within it. Relationships are founded on mutual respect and understanding to create a sense of care and compassion and allow each person to feel safe to be themselves. We strive to instill in our students an awareness of the communities to which they belong, both local and international, encouraging their contribution, service and example in these communities.

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

2019 - Our Year in Review

The first year of the second century in the life of our School was one of change, celebration and reflection, with myriad opportunities created for our students to thrive and shine. 2019 was also an opportunity for the School to develop an exciting new blueprint for the future, to ensure the continuity of innovation and renewal necessary to stay at the forefront of change to meet the evolving educational and personal needs of our students, and to continue to offer the dynamic and progressive programs for which our School is known.

Contextual Information about the School continued

educational and personal needs of our students, and to continue to offer the dynamic and progressive programs for which our School is known.

Significantly, we began this new chapter in our School's history by welcoming our new Headmaster, Mr. Ian Maynard, to the School community, and his Commissioning, in March, brought together the students and staff from all three campuses, with parents, members of the BMGS Board and Alumni.

We joined in the celebrations of our Design & Technology Department whose Year 10 F1 in Schools' team took on Australia's best in the National Finals and, in an outstanding result, qualified to represent Australia in the World Championships in Abu Dhabi in November. As this occurred, our Year 9 F1 in Schools' team qualified for the National Finals of the next competition.

Our mighty Year 8 Kids' Lit Quiz team reached the National Finals for the second time in two years, breaking through this year to represent Australia in the World Finals in Singapore, in July. On the topic of literature, two Year 4 students from the Preparatory School had the stories they had written for the annual Write4fun Competition selected for publication, and our Preparatory School's Stage 2 class published their novel, *Resurrection of the Bronze Shell*.

In Visual Arts, five Year 11 students were selected to attend the prestigious Intensive Studio Practice course at the National Art School thus maintaining an unbroken succession of BMGS representation in this program stretching back over fifteen years. The Department's annual Dr. Ken Marshall Art and Design Awards Exhibition was a particular highlight of the year, showcasing the extraordinary depth and variety of creative expression in our Senior School art and design students, and our elective Art classes returned once again to the Arthur Boyd Education Centre for their annual Art enrichment camp.

Meanwhile, our Music Department maintained a busy calendar of events, with the Orchestra, Stage Band, Concert Band, Choirs, String Ensemble and Handbell Ensemble in high demand at School and local community events. Highlights of the year included performances at the IPSHA Festival at the Sydney Town Hall and the Upper Mountains Combined Blue Mountains Schools' Choral and Instrumental Celebration. In April, 45 of our musicians from Years 6 to 12 enjoyed a wonderful Music Camp at Stanwell Tops. BMGS students also shone individually, with representation in the Australian Youth Orchestra, the Young Mannheim Symphonists program, the Australian Honours Ensemble Program (QLD Conservatorium of

Music program) and a Year 7 student winning the Banjo Division of the Bluegrass Competition at the Tamworth Country Music Festival.

Students in Years 2 to 11 continued to rise to the challenges set in our Wilderness Education program through not only the annual camping program, but the elective courses, which included undertaking a Snowshoe Expedition in the Kosciuszko National park, caving at Bungonia National Park or abseiling down the many natural rock features of our own Blue Mountains National Park. This year was also the first year of our new 1 Unit HSC Outdoor Leadership course was offered, which added skills such as planning and leadership of Junior camps and expeditions to the more physical aspects of the course.

The Drama Department was another to offer a new Year 11/12 course this year, and our first candidature in the HSC 2 Unit Dance course gained extremely pleasing results. In May, the Department's annual Senior production (Years 10 to 12) thrilled audiences with six extraordinary performances of *Les Miserables*, with the students involved in the annual Junior Production (Years 7 to 9) of *Cinderella* in turn charming their audiences in November. Individual highlights included two Year 12 students gaining selection to the Riverside Theatre Upstage Club (national program) and one of these students also being selected for the prestigious Griffin Theatre's Ambassadors' Program.

Meanwhile, the Junior School presented an outstanding production of *The Wizard of Oz*, led by students in our Year 5/6 Performing Arts class but involving students from Years 2 to 6 overall. For the Preparatory School, it was a 'film' year (which alternates with a 'musical' year), and their production of *The Drummer's Tale* (with a nod to *The Lord of the Rings*) was premiered at the Preparatory School's Celebration Evening to great acclaim.

Many of our students expanded their educational horizons with travel during 2019, either locally, through curriculum excursions, or overseas. Stage 3 (Years 5 and 6) toured Victoria; 45 Senior School students from Years 9 to 12 joined the biennial Sport/Humanitarian Tour to Fiji, whilst our Japanese elective students participated in the biennial tour to Japan. On the topic of Japanese, a Year 8 student received a Highly Commended citation for the 2019 Australia-Japan Relations Essay Contest, which is an outstanding achievement in a national competition.



Contextual Information about the School continued

Our School community was generous in their support of many charities this year. Funds raised by the students participating in the annual Massive Murray Paddle were donated to Junction 142 in Katoomba. Students collected money for the Red Shield Appeal, participated in Beanies4BrainCancer, StepTember, and supported the Indigenous Literacy Foundation's (ILF) Great Book Swap. The School's annual 45KM Charity Walk was enthusiastically supported, with the funds raised being shared between the Compassion Project (Indonesia), the Ibulanku School Project (Uganda), Maleke School (Fiji) and Greystanes Disability Services (Leura).

Our Tournament of Minds teams had a stellar year, with both our Stage 3 and Stage 4 STEM teams qualifying for the State finals.

A Year 11 student qualified as one of only 24 students, nationally, to participate in the Earth & Environmental Science Intensive Training course at the ANU, the precursor to the selection of the national Science Olympiad teams.

Students also involved themselves in local issues through their participation in the Annual Waterways Festival (which supports threatened or endangered local ecosystems), the Annual Winter Sleepout (support for the homeless) and the launch of a Headspace Centre in Katoomba (youth mental health). They honoured their country, their forebears and represented their School with dignity and respect at ANZAC Day ceremonies across all villages in the Blue Mountains.

There was much to celebrate in the co-curricular life of the School, including our talented Debating teams, whose combined efforts this year led to their proud presentation of the HICES Champion Debating School Shield to the Headmaster. They were also highly competitive in the local Blue Mountains Debating competition with several teams victorious overall. Our Junior School Chess players became the Blue Mountains One Day Tournament champions, and also qualified for a place in the State Finals.

Among the other many and - varied - highlights this year, there were the annual Mathematics and Science competitions and the Da Vinci Decathlon, in which our students performed exceptionally well, their poise and elegance was on display at the annual Debutante Ball and their true grit shone through during the challenging 404km Massive Murray Paddle.

In the sporting arena, BMGS offered the summer sports of Cricket, Basketball and Touch Football and the winter sports of Netball, Hockey, Football and Rugby Union and, at the conclusion of each code's competition, several teams returned to School celebrating Premierships. Individual excellence in sport was also celebrated, with BMGS students

featuring in State and National championships in swimming, athletics and cross country events. BMGS students also gained representative honours in Cricket, Netball, Football, Futsal, White Water Rafting, Boulderling, and Orienteering.

Rounding out a busy School calendar were the Presentation Evenings for each sporting code, Special Assemblies, the Valedictory Dinner (Year 12) and the end of year Presentation Days, providing further opportunities to acknowledge and celebrate our students' achievements.

Also during the year we had many opportunities to reconnect with our Alumni, celebrating with them their 'milestone' Reunions and hearing of their successes in their post-BMGS careers. Our ex-students continue to impress in both their character and their achievements. There is also a pleasing, and increasing, number of our Alumni who are enrolling their children at 'their School', and their faith and confidence in our School's ability to provide their children with the same comprehensive educational journey, and to experience significant moments through the School's traditions - which they themselves enjoyed - is both affirming and heartening.

Standing in partnership with the School and its endeavours throughout 2019 were our parents, who supported us through their volunteer work at sporting carnivals, worked in Saturday canteens for Home sporting rounds, held a wonderfully successful annual Trivia Night, hosted Mothers' and Fathers' Day events, Fun Days, Movie Nights and Discos, worked on stalls when our Preparatory School was employed as both a State and a Federal election centre, drove buses, ran reading groups, helped coach teams and accompanied Junior camps and excursions. Our partnership with our School families remains at the heart of all we do at BMGS and it is integral to the continued success of our School. We are grateful and humbled by our parents' willing support.

Whilst we may celebrate the achievements of individuals or groups throughout the year, we are immensely proud of *all* our students; of their commitment to their studies, of their investments in the life of our School, and of their willingness to challenge themselves - and their School - to bring out their best.

We congratulate our students for a wonderful year and acknowledge and thank our exemplary teaching and administrative staff for their significant investments of time, talent and professional expertise in our students and our School.

Governance

The School is owned and operated by Blue Mountains Grammar School Limited, a company limited by guarantee. Membership includes members of the BMGS Board of Directors, members of the Anglican Church Property Trust, Alumni members, current and past School parents, friends of BMGS and patrons of the School.

The School's Constitution complies with the Corporations Act and details the objectives of the company, general meetings, voting, the appointment of Directors, the rights and responsibilities of directors, and the Company accounts.

The BMGS Board of Directors

Blue Mountains Grammar School Limited is managed by a Board of Directors. In 2019, there were nine Directors, with five Members as nominees of the Anglican Diocese and the remainder appointed by the Board. One member is a member of the School's Alumni.

A person is eligible to be admitted to membership if the person:

- (a) is a natural person;
- (b) has never been a registrable person for the purposes of the Child Protection (Offenders Registration) Act 2000 (NSW) nor ever been convicted of an indictable offence;
- (c) is not an undischarged bankrupt; and
- (d) in the case of an Ordinary Member is:
 - (i) the parent or guardian of a person currently enrolled as a student at the School; or
 - (ii) The Head of the School
- (e) in the case of an Associate Member, has formerly been enrolled as a student in the School or is a family member of a person who has formerly been enrolled as a student in the School but is not entitled to be admitted as a Member'
- (f) is an Appointed Director

The Board has a minimum of nine Members and a maximum of fourteen, with Appointment Members (i.e. by the Anglican Church) in the majority and a minimum of one and a maximum of six Members appointed by the Company.

The role of the Board of Directors is to determine and oversee the mission and vision of the School; to determine its long-term strategic direction, and to support the Head of School in carrying out the mission, vision and strategic direction of the School.

It is also the role of the Board to select the Head of School, and this year it appointed Mr. Ian Maynard (B.Sc., Dip.Ed., MBA., M.Ed. (Ed.Lead.)) as the twelfth Headmaster of Blue Mountains Grammar School.

Mr. Maynard's tenure as Headmaster commenced in January, 2019.

From the BMGS Board

In 2019 the Board was focused on the ongoing development and growth of the school in accord with the stated objects of the Company which require that education be provided to students "so as to develop to the fullest extent possible the spiritual, social, intellectual, cultural and physical characteristics of the school's students"

The Board supported this purpose in several areas -

- A new Headmaster was welcomed to the school by the Board which, in the latter part of the year, supported his implementation of Vision 2020 and Beyond This is a document of intent about the quality of education to be offered and the means by which that could be supported. It aligns with a set of strategic intents previously endorsed by the Board..
- The Board was given the opportunity to hear from reports from members of staff to enhance their understanding of the work of the organisation.
- The Board strengthened the work of its committees - Governance, Risk & Compliance, Finance and Audit, Major Projects and Foundation – by the judicious appointment of new members.
- The financial position of the school allowed the Board to support an investment budget in line with its purpose of growing numerically and supporting the stated objects about the type of education we seek to provide.
- The Board continued to manage its Risk Profile and ensure its compliance with the structures and regulations which govern its performance.

No major building projects were undertaken in 2019.

Mrs. Christine Olliffe
Chair, Blue Mountains Grammar School Board



From the Headmaster

It was a tremendous privilege to join Blue Mountains Grammar School in its 101st year as its 12th Headmaster, not only because the School is located in one of my favourite parts of the world but because of its extraordinary reputation and the tremendous difference it makes in the lives of so many members of our community. For many years, I knew Grammar to be a school with a long and rich history, deep roots in the Anglican tradition, an excellent academic record, comprehensive management of student wellbeing, an extensive co-curricular offering, outstanding facilities, gorgeous grounds, and a close-knit community. Throughout my first year, from my new office in magnificent Coorah, I walk past the photographs of eleven previous Headmasters. Their watchful eyes reminded me daily of the need to honour the School's history and tradition whilst remaining committed to the pursuit of educational and community excellence; principles that I believe are crucial if our School community is to flourish for the next 100 years.

Consultation

If it were possible for the word unique to apply more to one school than any other, it would be Blue Mountains Grammar School. This is the reason I spent the year listening to staff, parents, students, and members of the wider Blue Mountains community to help me understand the local context, including their hopes, dreams, passions and priorities. In addition to conversations with individuals, a series of Vision and Values community consultations were held to explore the thoughts of students, staff, students and wider community members.

In addition to listening, I spent the year watching at the many and varied events that populate the School calendar; Festival events such as ANZAC Day, Easter and Christmas services and regular assemblies led by fabulous student leaders. I was very impressed with the passion, talent and commitment of students and staff in our sporting teams, our Wilderness Education program, our music ensembles and orchestras, our various dramatic productions, our competitive co-curricular pursuits (such as our Chess, Debating, Kids' Lit Quiz [National Champs] and F1 in Schools [National Champs] teams), our service to Junction 142 and the clients of Greystanes Disability Services, as well as our many other co-curricular programs and high quality events.

Our Vision for Young People

Throughout these observations, I was excited to discover that my own personal vision for a future-focused education; one that is aimed at equipping students for the ever-changing 21st Century world, is shared by the School Board, School staff as well as many parents and students. As a forward thinking School we have an opportunity to become a leader in 21st Century education. Whilst strengthening our excellent academic performance, we must continue to focus on the manner in which we prepare students for the world they will enter, ensuring that our graduates are not only work-ready, but also life-ready, able to meet any challenge their future might hold.

I am a strong believer in the capacity of education to change a life, but even more so when educators enter into a partnership with parents to shape the way our young people perceive and experience the world, the way they see those around them and especially the way they see themselves. Together we must aim to establish in each student a cohesive and well-considered world view that opens possibilities, helps them discover an exciting purpose that will motivate and provide direction for their life, and develops in them the capacity to pursue and fulfil that purpose.

Vision 2020 and Beyond

The community consultation led to the formulation of a new Vision for our School; our Vision 2020 and Beyond. This vision built upon the six Strategic Intents the School community derived in 2017 and identified a range of Community Priorities that would enable us to bring about improvement in these Intents.

We are committed to the best Educational outcomes for every student and so we plan to create engaging learning environments, set high expectations, express confidence in each student, systematically monitor student progress and reflect on our teaching and learning practice. Particular attention will be given to creating a rigorous high-growth learning culture, empowering learners to meet our expectations and improving our systems of monitoring progress and providing feedback to students and parents.

We plan to focus on the Support we provide to staff, students and parents because we are committed to empowering individuals to strive for excellence on the foundations of clarity, consistency, efficiency and accountability.

From the Headmaster continued

We plan to focus on the Support we provide to staff, students and parents because we are committed to empowering individuals to strive for excellence on the foundations of clarity, consistency, efficiency and accountability. For this reason we seek and listen to feedback and implement well-considered and responsive systems that support our focus on learning. Particular attention will be given to improving systems, equipping people and partnering with School families.

We plan to focus on Relationships because we are committed to people flourishing in a network of rich, positive, open and inclusive relationships with their family and friends, within the School and with our community, including people from diverse backgrounds, worldviews and lifestyles. Particular attention will be given to interpersonal relationships as well as our relationships with our local Mountains community and local indigenous communities.

We plan to focus on Authenticity so that we become more authentically Christian, more authentically Mountains and more authentically 'Grammar.' We do this because we are committed to people flourishing and believe they do so when they experience personal wellbeing, are motivated by purpose, live with integrity and have authentic connections to their community and their locality. Particular attention will be given to individual wellbeing and our connections to others, to nature and to the big ideas at the heart of faith and life.

We plan to focus on strengthening our culture of Innovation because we are committed to the pursuit of excellence in all areas of School operation. We will strengthen the scope and depth of our research and extend our networks to support our particular focus on rethinking how best to facilitate learning and how best to use spaces and technologies to do so.

Ad Altiora Framework

The community consultation also led to the creation of our own bespoke Ad Altiora Framework for Learning and Life, pictured overleaf. This Framework describes the type of graduates Blue Mountains Grammar School strives to foster; young people with hope in their hearts, purpose in their minds and courage in their lives.

At the heart of the Ad Altiora Framework sits a ship that is a metaphor for the type of young people we seek to nurture; formidable people inclined and equipped to live life to the highest, striving optimistically for a better future; people with a

Strong Identity, High Ideals, Tenacious Grit and Broad Capabilities. We are intentional in nurturing in them a Strong Identity with a backbone of Integrity, Purpose and Adaptability. We call them to the High Ideals of Love, Hope and Faith that make life worthwhile. Finally, we seek to grow in them a Tenacious Grit that will make them unstoppable when they face life's challenges. This Grit is underpinned by our problem solving process that includes Reflection, Courage and Perseverance.

The icons that encircle the ship represent the skills that make us powerful learners and equip us for the challenges of life. Our aspiration for each learner is that they become so proficient at these skills that they become habits or dispositions. We hope that they will be more than 'what they can do,' but become 'what they actually do.'

Looking Ahead

I am so pleased that by the end of my first year I have begun to understand this wonderful School. I can sense our aspiration for our students and our desire for excellence. I have identified pockets of practice where we achieve this excellence and have insights into the reasons we sometimes achieve it and sometimes fall short. I know that in the coming years, the effort we invest in our Community Priorities will remove the obstacles and grease the wheels of progress so that excellence will become not only accessible to every area of the School, to every educator and to every student, but a habit. I am also confident that our Ad Altiora Framework for Learning and Life will be central to focusing educators on specific, and often forgotten, areas of personal growth in character and capability that, once mastered, will add enormous value to our students' education.

Mr. Ian Maynard
Headmaster





Ad Altiora

Framework for Learning

we form images or models in our minds to help our experience or understanding



we review, adapt, refine and improve our creations



we are inventive and entrepreneurial in our approach to challenges and opportunities



we seek to understand the experiences, thinking and feelings of others



we consider the audience and context as we share our thoughts and feelings



to improve team effectiveness we choose when and how to lead, follow and work alone



Strong Identity ... provides a backbone to our life

Who We Are

Purpose – we passionately pursue tasks that have meaning

Adaptability – we are resilient; strong and flexible under pressure

Integrity – our beliefs, words and actions line up

High Ideals ... make life worthwhile

Faith – our trust in God helps us

Hope – we have an expectation

Love – we serve others rather than

ng & Life

Hope in our HEARTS

Purpose in our MINDS

Courage in our LIVES



we ask great questions as we inquisitively and sceptically explore and clarify



ENGAGE

we intentionally observe to uncover details, patterns, underlying complexity and deeper truths



we form a strategic overview of actions to map a way forward



we seek coherence by identifying patterns, making inferences and forming conclusions



THINK

we discern what is important and condense information to capture the essence



we use intuition and logical evidence-based thinking to generate and critique ideas

while
 us overcome life's challenges
 n of a positive future
 than ourselves

Why We Are Here

Tenacious Grit ... makes us unstoppable

What It Takes

Reflection – we pay attention to our actions and their outcomes
Courage – we take well-considered risks that stretch us so we grow
Perseverance – we strive to keep focused and persist

From the Parents' and Friends' Association

This year we welcomed Mr. Ian Maynard as Headmaster of Blue Mountains Grammar School, and we look forward to a close and productive working relationship with him, as we seek to support his exciting plans for our School.

Following the extensive Centenary celebrations held throughout 2018, this year the Parents' and Friends' Association limited its activities to campus-centric fundraising, such as Mothers' Day Stalls, Special Food Days and Movie Nights, with only one major All School fundraising event held: the Annual Trivia Night.

Throughout the year, the Executive Committee continued to host the per-term General Meetings, moving these between our three campuses to ensure parents from all areas of the Mountains could meet with the Executive Committee, the Headmaster and Senior Staff at a convenient location.

Whilst the Executive Committee has oversight of all the activities across the School's three campuses and annually conducts several 'whole school' events, each of the campuses also has its own organising sub-committee for events and activities unique to each campus.

I thank my predecessor, Mr. Duncan Barrell, who stepped down at this year's AGM, for his excellent stewardship of the Parents' and Friends' Association over the preceding three years, and his membership of the Executive Committee for a total period of six years.

I extend my sincere thanks to campus representatives Ms Deirdre O'Hara (Senior School), Mrs. Bonnie Mamo (Junior School) and Mrs. Kate Klein (Preparatory School), who led their individual sub-committees with enthusiasm, drive, initiative and wholehearted commitment.

I also thank Mrs. Kate Prowse and Mr. Bruce Groenewegen for the organisation of the highly successful Annual P & F Trivia Night.

Finally, I thank all parents who supported the endeavours of the 2019 Committee and whose considerable combined efforts continue to benefit all the students of this School, and for their personal support of me in my role as Chair.

Mr. Michael Magill
Chair, Parents' & Friends' Association



TEACHING & LEARNING

- NAPLAN Results
- HSC Results



BLUE MOUNTAINS
GRAMMAR SCHOOL



2019 NAPLAN Results

Every two years, students in Years 3, 5, 7 and 9 undertake testing under the Federal government’s National Assessment Plan – Literacy and Numeracy (NAPLAN) and are assigned an achievement score in numeracy and four strands of literacy.

In 2019, Blue Mountains Grammar School students did very well in the NAPLAN testing, attracting the interest of local journalists. In the articles that resulted I was glad that our strong beliefs shone through. NAPLAN is not the high-stakes regime so many parents take it to be. The outcomes of NAPLAN tests provide educators and parents with useful data to inform their practice, but it is a very narrow set in a much broader and very complex array of data that must be considered when measuring a student’s performance and planning for a student’s academic growth. For this reason, BMGS does not explicitly prepare students for NAPLAN tests and does not exclude students from sitting NAPLAN (99% participation compared with 95% participation nationally), preferring to reduce anxiety and ensure that each student’s performance is authentic.

Areas of Strength

Our students, in all four age cohorts, demonstrated very clearly that Numeracy and Reading were their most obvious strengths, with very strong results

also achieved in Grammar and Punctuation.

Areas to Improve

Spelling in Years 3 and 5 is an area of literacy where our students are not performing at a standard equivalent to their exceptional Reading skills.

In the assessment area of Writing, it remains commendable that the School’s average remains above the Nation’s average, however, the results were inconsistent across the cohorts and Senior School Writing is the only area in which the School has fallen behind the average of students with similar backgrounds.

Our Response

Staff at our Primary campuses are working with our Learning Enrichment team to maintain their focus on improving literacy. In 2020, InitialLit will be implemented in K-2 to strengthen the early development of literacy. In addition, Renaissance Reading will be implemented in Stages 3 and 4 to expose students to increasingly challenging texts. It is hoped that this approach will support ongoing literacy development whilst teachers in both Primary campuses and the Senior School devise a whole of School approach to improving Writing skills.

2019 Tests	Year 3 (15 Students)		Year 5 (25 Students)		Year 7 (71 Students)		Year 9 (72 Students)	
	Bands 3-6*	Bands 1-2*	Bands 5-8	Bands 3-4	Bands 5-9	Bands 4-5	Bands 6-10	Bands 5-6
Reading	100%	0%	96.2%	7.4%	95.9%	4.1%	98.4%	1.7%
	81.7%	4%	86.8%	4.6%	93.1%	4.8%	98.3%	6.5%
	79%	11%	83%	27.5%	94.1%	15.3%	83.5%	18.4%
Writing	100%	0%	92.5%	7.4%	98.5%	9.6%	94.9%	10%
	98.9%	1.1%	92.9%	6.3%	90.2%	11.9%	94.9%	6.3%
	94.8%	5.2%	73.2%	15.3%	91.4%	24.6%	85.1%	38.2%
Spelling	85.7%	14.3%	88%	12%	95.7%	8.2%	99%	8%
	95.9%	1.1%	94%	6%	96.8%	4.8%	98.2%	8%
	88.7%	11.3%	87%	13%	93.6%	12.6%	78.1%	19%
Grammar & Punctuation	100%	0%	79.2%	3.7%	94%	9.5%	100%	14.4%
	97.1%	2.9%	86.8%	6.3%	93%	9.3%	97.9%	9%
	89.6%	10.4%	77.5%	17%	80%	20.7%	71.4%	24%
Numeracy	100%	0%	92.5%	7.4%	100%	2.7%	89.9%	1.6%
	96.3%	3.7%	90%	4.4%	94%	3.2%	99.4%	3.6%
	87.6%	12.4%	84.1%	13.7%	92.7%	14.5%	98.6%	15.4%

Legend: BMGS Similar Schools State



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GRAMMAR SCHOOL



2019 HSC Results

Blue Mountains Grammar School students in Year 12, 2019 have achieved a wonderful set of Higher School Certificate results, very much in keeping with the excellent standards consistently recorded by our students over many years. Many of our students have achieved results well beyond their expectations.

Each of these results are the product of an outstanding partnership between our dedicated and highly professional teachers, our students and their parents. Together we form a community that supports every student to achieve the highest academic outcomes possible for them whilst pursuing a rich co-curricular program, both being essential elements in nurturing the capacities young people need to succeed in life.

BMGS students gained 27 Band 6 results, in 16 of 33 HSC courses studied at the School. This means a mark of 90 or more in a 2 Unit course, or 45 or more in an Extension or 1 Unit course. This equates to 25% of the students in Year 12 gaining at least one Band 6 or Extension E4 result. Equally noteworthy is that, overall, 79% of our Year 12 cohort achieved one or more Band 5 or 6 result. In addition, a number of courses have recorded several times the state averages of students in the top Bands.

These are outstanding achievements for a non-selective school that caters for a broad range of students' academic interests. These results reflect our students' dedication to achieving their best,

and the incredible support they receive from the teaching and wellbeing Staff at BMGS.

We are proud of the way these students have worked throughout their years at the School. The culture of thinking and learning they have fostered, together with the resilience and work ethic they have developed, will hold them in great stead for their lives beyond school.

Record of School Achievement (ROSA)

There were no applications from students to NESA for a Record of School Achievement (ROSA) in 2019.

Special Recognition by NESA

This year the major practical works of three students were nominated by the NSW Education Standards Authority (NESA) for inclusion in various HSC showcases.

Miriam Cooney's Music 2 performance (Oboe) and Annabelle Huston's Music 1 performance (Flute) were both nominated for inclusion in the HSC Music Showcase, Encore.

Miriam Cooney's intuitive and moving Drama Individual Performance, from the play *Dear Evan Hansen*, and James Barrell's remarkable Drama Individual Performance, a self-devised piece, drawing excerpts from several Shakespearean works, were both nominated for inclusion in OnSTAGE.



2019 HSC Results continued

2019 Course	Students	School Mean	State Mean	School/State Variation
Ancient History 2 Unit	11	79.09	72.62	6.47
Biology 2 Unit	23	76.37	71.93	4.44
Business Studies 2 Unit	5	80.68	72.18	8.50
Chemistry 2 Unit	14	75.81	75.38	.43
Dance 2 Unit	3	73.33	78.44	-5.11
Design & Technology 2 Unit	13	76.66	77.82	-1.16
Drama 2 Unit	12	80.18	78.31	1.87
Earth & Environmental Science 2 Unit	6	78.80	72.52	6.28
Economics 2 Unit	8	77.50	77.34	.16
Engineering Studies 2 Unit	7	79.06	74.25	4.81
English Advanced 2 Unit	44	77.20	80.73	-3.53
English EAL/D 2 Unit	2	68.90	70.73	-1.83
English Extension 1 1 Unit	9	39.58	41.68	-2.10
English Extension 2 1 Unit	3	45.27	39.14	6.13
English Standard 2 Unit	22	69.59	69.16	.43
French Continuers 2 Unit	2	85.00	82.29	2.71
Geography 2 Unit	8	76.13	74.66	1.47
History Extension 1 Unit	10	37.05	38.92	-1.87
Industrial Technology 2 Unit	4	81.10	68.69	12.41
Information Processes & Technology 2 Unit	7	73.66	72.46	1.20
Investigating Science 2 Unit	6	74.40	68.71	5.69
Japanese Continuers 2 Unit	2	70.70	80.55	-9.85
Japanese Extension 1 Unit	1	44.40	41.76	2.64
Legal Studies 2 Unit	16	72.26	73.66	-1.40



2019 HSC Results continued

2019 Course	Students	School Mean	State Mean	School/State Variation
Mathematics Extension 1	18	65.80	79.98	-14.18
Mathematics Extension 2	7	75.31	81.59	-6.28
Mathematics Standard	26	76.01	70.68	5.33
Mathematics 2 Unit	23	74.51	78.01	-3.50
Modern History 2 Unit	23	73.60	73.44	.16
History Extension 1 Unit	1	47.80	44.98	2.82
Music 1 2 Unit	5	88.76	81.85	6.91
Music 2 2 Unit	3	91.20	87.67	3.53
Personal Development/Health/Physical Education 2 Unit	7	75.60	72.57	3.03
Physics 2 Unit	14	77.89	73.20	4.69
Science Extension 1 Unit	1	40.80	36.28	4.52
Society & Culture 2 Unit	4	76.60	76.72	-.12
Visual Arts 2 Unit	13	84.88	80.77	4.11



Higher School Certificate Results - Continuity of results in top Bands

Course	Year	Number of Students	Performance Band Achievement by Percent			
			Bands 3-6 BMGS	Bands 3-6 Statewide	Bands 1-2 BMGS	Bands 1-2 Statewide
Ancient History 2 Unit	2019	11	100%	85%	0%	15%
	2018	0	...	...	...	...
	2017	10	100%	82%	0%	19%
Biology 2 Unit	2019	23	100%	85%	0%	15%
	2018	17	100%	90%	0%	10%
	2017	26	100%	87%	0%	13%
Business Studies 2 Unit	2019	5	100%	84%	0%	16%
	2018	10	100%	88%	0%	12%
	2017	13	85%	86%	15%	14%
Chemistry 2 Unit	2019	14	86%	88%	14%	12%
	2018	18	94%	89%	6%	11%
	2017	23	96%	90%	4%	10%
Dance 2 Unit	2019	3	100%	96%	0%	4%
	2018	0	...	...	...	...
	2017	0	...	...	...	...
Design & Technology 2 Unit	2019	13	100%	95%	0%	5%
	2018	12	100%	86%	0%	4%
	2017	4	100%	94%	0%	6%
Drama 2 Unit	2019	12	100%	98%	0%	2%
	2018	22	100%	87%	0%	3%
	2017	21	100%	98%	0%	2%
Earth & Environmental Science 2 Unit	2019	6	100%	96%	0%	4%
	2018	0	...	...	...	...
	2017	8	100%	91%	0%	9%
Economics 2 Unit	2019	8	100%	92%	0%	8%
	2018	5	80%	92%	20%	8%
	2017	8	100%	92%	0%	8%
Engineering Studies 2 Unit	2019	7	100%	92%	0%	8%
	2018	11	91%	90%	9%	10%
	2017	6	100%	90%	0%	10%
2U English Standard	2019	22	91%	88%	9%	12%
	2018	16	75%	85%	25%	15%
	2017	19	95%	86%	5%	14%



Higher School Certificate Results continued

Course	Year	Number of Students	Performance Band Achievement by Percent			
			Bands 3-6 BMGS	Bands 3-6 Statewide	Bands 1-2 BMGS	Bands 1-2 Statewide
English Advanced 2 Unit	2019	44	100%	99%	0%	1%
	2018	45	100%	98%	0%	2%
	2017	55	96%	98%	4%	2%
English as a Second Language 2 Unit	2019	2	100%	85%	0%	15%
	2018	0	...	...	...	...
	2017	3	66%	82%	33%	18%
Geography 2 Unit	2019	8	100%	88%	0%	12%
	2018	8	100%	87%	0%	13%
	2017	0	...	...	...	...
Industrial Technology 2 Unit	2019	4	100%	79%	0%	21%
	2018	6	100%	76%	0%	24%
	2017	5	80%	74%	20%	26%
Information Processes & Technology 2 Unit	2019	7	100%	85%	0%	15%
	2018	10	100%	86%	0%	14%
	2017	8	100%	80%	0%	20%
Investigating Science 2 Unit	2019	6	83%	77%	17%	23%
	2018	0	---	---	---	---
	2017	1	100%	99%	0%	1%
French Continuers 2 Unit	2019	2	100%	88%	0%	12%
	2018	2	100%	97%	0%	3%
	2017	4	75%	90%	25%	10%



Higher School Certificate Results continued

Course	Year	Number of Students	Performance Band Achievement by Percent			
			Bands 3-6 BMGS	Bands 3-6 Statewide	Bands 1-2 BMGS	Bands 1-2 Statewide
Japanese Continuers 2 Unit	2019	2	100%	82%	0%	18%
	2018	0	---	---	---	---
	2017	4	25%	94%	75%	6%
Legal Studies 2 Unit	2019	2	87%	83%	13%	17%
	2018	9	100%	85%	0%	15%
	2017	15	100%	90%	0%	10%
General Mathematics 2 Unit	2019	26	100%	84%	0%	16%
	2018	21	100%	79%	10%	21%
	2017	26	92%	74%	8%	26%
Mathematics 2 Unit	2019	23	87%	92%	13%	8%
	2018	23	87%	92%	13%	8%
	2017	30	93%	91%	7%	9%
Modern History 2 Unit	2019	23	91%	87%	9%	13%
	2018	9	89%	85%	11%	15%
	2017	8	100%	86%	0%	14%
Music 1 2 Unit	2019	5	100%	91%	0%	9%
	2018	2	100%	88%	0%	2%
	2017	8	100%	98%	0%	2%
Music 2 2 Unit	2019	3	100%	100%	0%	0%
	2018	3	100%	100%	0%	0%
	2017	1	100%	100%	0%	0%
Personal Development/ Health/Physical Education 2 Unit	2019	7	100%	89%	0%	11%
	2018	20	100%	86%	0%	14%
	2017	23	100%	81%	0%	19%
Physics 2 Unit	2019	14	100%	86%	0%	14%
	2018	11	100%	87%	0%	13%
	2017	13	100%	88%	0%	12%
Society and Culture 2 Unit	2019	4	100%	79%	0%	21%
	2018	0	---	---	---	---
	2017	0	---	---	---	---
Visual Arts 2 Unit	2019	13	100%	90%	0%	10%
	2018	10	100%	99%	0%	1%
	2017	11	100%	99%	0%	1%



Higher School Certificate Results - Extension Courses

Course	Year	Number of Students	Performance Band Achievement by Percent			
			Bands E2-E4 BMGS	Bands E2-E4 Statewide	Bands E1 BMGS	Bands E1 Statewide
English Extension 1 1 Unit	2019	9	89%	94%	11%	6%
	2018	10	100%	95%	0%	5%
	2017	9	88%	77%	22%	23%
English Extension 2 1 Unit	2019	3	100%	99%	0%	1%
	2018	5	80%	71%	20%	29%
	2017	5	20%	79%	80%	21%
Mathematics Extension 1 1 Unit	2019	18	91%	96%	11%	4%
	2018	14	50%	80%	50%	20%
	2017	14	50%	81%	50%	19%
Mathematics Extension 2 1 Unit	2019	7	100%	97%	0%	3%
	2018	3	66%	85%	33%	15%
	2017	3	100%	84%	0%	16%
History Extension 1 Unit	2019	10	100%	98%	0%	2%
	2018	3	100%	79%	0%	21%
	2017	4	100%	80%	0%	20%
Music Extension 1 Unit	2019	1	100%	100%	0%	0%
	2018	3	100%	96%	0%	4%
	2017	2	100%	95%	0%	5%
Japanese Extension 1 Unit	2019	1	100%	100%	0%	0%
	2018	0	---	---	---	---
	2017	1	100%	89%	0%	11%
Science Extension 1 Unit	2019	1	100%	100%	0%	0%
	2018	0	---	---	---	---
	2017	0	---	---	---	---

OUR STAFF

- Teachers' Professional Learning
- Teacher Accreditation and Qualifications
- Workforce Composition



Professional Learning

The School remains very supportive of its staff in their pursuits in professional accreditation, professional learning and professional development. We support the New Scheme Teachers to achieve professional competence and all other staff to gain higher levels of professional accreditation. A significant number of teachers already hold post-graduate qualifications, whilst others continue to pursue post-graduate study in the areas of subject knowledge and professional practice. The School encourages others to do the same.

In 2019, many staff renewed their First Aid accreditation and a range of staff undertook further training in Cultures Of Thinking. During our whole of staff training days in January, staff attended workshops on the Headmaster's wide ranging Vision and Values roadmap for the School. Further PD days prior to the commencement of Term 3 focused on the Headmaster's Vision for Learning, together with Policy Updates and sessions on Inclusive

Assessments and the introduction of the new PD/H/PE Syllabus.

A further aspect of staff training and learning is the high level of involvement our teachers have in professional and statutory bodies in NSW and nationally, including the NSW Education Standards Authority (NESA). Our teachers have been heavily involved in Higher School Certificate marking, either as examiners and judges or as senior markers and markers. They have also represented the School and the independent sector on committees at the Association of Independent Schools and subject specific organisations.

Professional partnerships between the School and other organisations, such as universities, continue. The School has formed a new strategic partnership with Alphacrucis in the training of Beginning Teachers who understand the ethos of independent schooling, especially in the Anglican tradition.

Description of the Professional Learning Activity	Number of Staff Participating
AIS Conference: English on Stage	1
AIS Developing Cultural Responsiveness	1
AIS Senior Leaders (4 Days)	1
Ancient Sparta Seminar	1
Annual English Teachers' Association Conference	1
Arrow Executive Residential Course Parts 1 - 3	1
Art Appreciation and Visual Literacy	1
ASA 2019 Conference (Hobart)	1
ASBA 2019	1
Autism: Myths and Facts	1
Autism: Myths and Faces - Learning Difficulties Coalition	3
Best Practice Science Education Using Stile	2
BIALIK Conference, Melbourne	6
Big Ideas from Reggio	2
Carnet de Vacances: Vers de nouvelles decouverte	1
EduTECH	4
Entropy and Enthalpy	1
GTA NSW Annual Conference	1
HSC and Beyond: Opportunities and Options	1
Improving Students Performance in Stage 6 PDHPE	1
Introduction to Gymnastics	1
Investigating Tasks for Stage 6 Advanced and Extension	1

Professional Learning continued

Description of the Professional Learning Activity	Number of Staff Participating
IPSHA Art Umbrella Group	1
IPSHA Learning Support Umbrella Group Meeting Term 2	2
Lectures for High School Teachers	1
Light Up Your Classroom: Full STEM Ahead	1
MacqLit Professional Development Workshop	1
Macquarie Uni Ancient History Teachers' Conference	1
Managing School Construction Projects	1
MANSW Mathematical Thinking with Rich Tasks	1
MANSW Stage 1-4 Fractions, Decimals and Percentages	1
Mental Health First Aid	3
Middle Leaders' Programs	1
New Careers Advisor Day	1
New Careers Advisor Day	1
New Extension Resource Workshop	1
NSW Orff Schulwerk Association 2-Day Conference	1
PD Course	1
PDHPE TA Annual State Conference	1
Reading to Learn across the KLAs Years 5-9	1
STANSW K-12 Teachers' Conference	1
Success with Dyslexia	1
Teaching Primary History through role play	1
Technology Stage 4 Food and Agriculture Course	2
The CBCA Short List Professional Development Conference	1
The Mind on Fire	1
TTA - Online Bulk Hours Purchase	1
What is Discursive Writing	1
WISC-V Assessment and Report Writing - Beyond the Basics	1
Young Children are Engineers Science Tech	1
Youth in Distress: Managing Suicidality and Self-Harm	1

The average amount spent per teacher for Professional Development in 2019 was \$906.00



Workforce Composition

BMGS Workforce Composition	FTE
Administration, Clerical, Aides and Assistants	15
Maintenance, Cleaning, Canteen and Uniform Shop staff	11.4
Teaching Staff - Non Indigenous	56.1
Teaching Staff - Indigenous	1

Teacher Standards

In 2019 the actual numbers of teachers who have teaching qualifications are set out in the categories as listed below:

Level of Accreditation	Number of Teachers
Conditional	1
Provisional	1
Proficient Teacher	62
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	64

Category	Number of Teachers
i. Teachers who have education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	62
ii. Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teachers education qualifications.	2
<i>* Note that the number of teachers falling within these two categories may not reflect the total number of teachers as reported in the previous accreditation table as some teachers with Conditional accreditation may not be included.</i>	

OUR STUDENTS

- Enrolments
- Attendance
- Retention
- Post-School Destinations



2019 Enrolments

Student Body

Government Funded Students

Funded Primary K - 6	148
Funded Secondary 7 - 12	392
Total Funded Students	540

Non-Government Funded Students

Non Funded Pre Kindergarten Students	19
Full Fee Paying International Students	3
Exchange Students	1
Total Non-Funded Students	23

Total Student Enrolments	563
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2019 Attendance

School Year	Students	Days	Attendance Rate	Punctuality Rate
Kindergarten	19	184	94.5%	95.8%
Year 1	14	184	93.7%	96.2%
Year 2	22	184	95.4%	97.8%
Year 3	12	184	94.9%	96.4%
Year 4	27	184	94.8%	98.0%
Year 5	28	184	93.9%	97.3%
Year 6	26	184	93.5%	98.6%
Year 7	74	184	93.8%	97.4%
Year 8	68	184	92.1%	96.5%
Year 9	58	184	93.7%	94.8%
Year 10	70	184	93.5%	97.4%
Year 11	57	184	94.8%	95.3%
Year 12	68	184	94.2%	96.0%
	543		94.1%	96.7%

- *Attendance Rate is the percentage of students attending all school days for the year.*
- *Punctuality Rate reflects the percentage of students present at the start of their school day.*

Student Retention

The 2019 graduating cohort of Year 12 began their time in the Blue Mountains Grammar Senior School in 2014. Students came and went along the way. Their comings and goings are itemised below:

Cohort Size	Apparent Retention	Actual Retention in Sub-Period	Actual Retention Since Year 7
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The original Year 7 cohort of 75 students grew to 76 at the end of Year 10, however only 59 of those were common to both cohorts. So, whilst retention looked to be 100%, the actual retention rate was 79%.

2014 - Year 7 Commencement	75		75
New Enrolments	21		
Withdrawals	(20)		(16)
2017 - End of Year 10	76	(100%)	59 (79%)

The Year 10 cohort of 76 students grew to 77 at the commencement of Year 11, however the new cohort consisted of only 72 of our Year 10 students. So, whilst retention again looked to be 100%, the actual retention rate was 95% cohort wide and 98% for original Year 7 students.

2017 - End of Year 10	76	76	59
New Enrolments	5		2
Withdrawals	(4)	(4)	(3)
2018 - Year 11 Commencement	77	(100%)	72 (95%)
			58 (98%)

By graduation, of the 77 who started Year 11, 68 remained. With no further students added, actual and apparent retention were both 88% whereas retention in this period was 93% for original Year 7 students.

2018 - Year 11 Commencement	77	77	58
New Enrolments			
Withdrawals	(9)	(9)	(4)
2019 - Graduating Year 12 students	68 (88%)	68 (88%)	54 (93%)

In 2019, the School graduated 68 students. With an original Year 7 cohort of 75 students, an apparent retention rate of 91% was achieved. Given that only 54 of the original 75 students remained, the actual overall retention rate was 72%.

2014 - Year 7 Commencement	75		75
New Enrolments	26		2
Withdrawals	(33)		(23)
2019 - Graduating Year 12 Students	68 (91%)		54 (72%)

Post School Destinations

The number of graduates in 2019 was 68 students.

Between Year 10 and Year 12, there were 13 students withdrawn. One student withdrew from the cohort to undertake a student exchange program in Japan and will return to re-enrol, a year behind her previous peers, to complete her HSC in 2020. Two students commenced apprenticeships (one in his parents' hospitality business, and the other in landscaping), and ten students transferred to other schools for either financial reasons, relocation, or seeking specific HSC courses not offered by BMGS, i.e. some VET courses.

The School gained five more students directly enrolling into Year 11, all of whom were transferring due to the subjects offered at BMGS, with two of these students returning to BMGS having been previously withdrawn from younger Year groups.

As it is not compulsory for students to report their final decisions post-secondary school, we are not informed of each of our students' final decisions regarding tertiary education, TAFE careers, travel, GAP years or their entry directly

into the workforce. We are fortunate, however, that the majority of our students do elect to stay in contact with our staff after their graduation, particularly during their first year post-secondary school, and we are therefore able to establish that of the students completing their Higher School Certificate in 2019, an excellent set of results led to the majority of students gaining entry into their first choice of course at their preferred university.

This year also featured a considerable number of students who applied for, and gained, early entry into their desired courses.

In 2019 there were two international students, both of whom were from China and who enrolled at BMGS when in Year 9. Both students successfully completed their HSC and have entered tertiary education in Australia.

The trend of a number of the cohort deferring commencement at university or technical colleges for a period of one to two years, for travel, or to temporarily enter the workforce, or to undertake a GAP year, continued with the graduates of 2019.



OUR POLICIES

- Enrolment Policy
- Staff and Student Wellbeing
- Other Policies



Enrolment Policy

Enrolment Criteria

Blue Mountains Grammar School is a non-selective, Anglican, co-educational day school for students in Pre-Kindergarten (four years of age) to Year 12. A copy of a student's most recent School report is obtained, at time of interview, to establish:

- (a) class placement
- (b) learning support if required
- (c) extension programmes if required

In the event of any learning difficulties advised by the student's parents, or alluded to in a school report, a Paediatric or Psychometric (i.e. WISC III) report should be requested and advice from the School's Learning Support staff must be sought prior to enrolment being offered. The recommendations made on any of these reports should be addressed in any offer of enrolment. Students are not offered placement if an academic report is not provided.

All students must attend an interview with the Headmaster and the Registrar prior to enrolment being offered. If the Headmaster is unavailable, the interview for senior school enrolments must be conducted by the Registrar with one of the Deputy Heads and, in the case of students enrolling in either of the Junior campuses, the interview must be conducted by the Registrar and the Head of the respective Junior campus.

All families attending an interview are offered the opportunity to tour the School and its grounds.

No student can be interviewed without a parent/guardian present.

A non-refundable Registration Fee applies to all students enrolling at Blue Mountains Grammar School. A maximum of two Registration Fees can be received from a family, provided all children from that family attend the School at the same time.

Families are given a period of four weeks from the date of interview to pay the Registration Fee. The only exception to this allowance is if the student is due to commence immediately, in which case the Registration Fee must be paid immediately.

Places at School

Students are placed on the waiting list for the desired year of entry and each application is processed by date of receipt of application.

Enrolment Procedure

An enrolment cannot proceed without a duly completed Application for Admission Form. The Application for Admission Form cannot be processed without the signatures of both parents/guardians. Where a student is residing with only one of his/her natural parents, as a result of separation or divorce, the School requires copies of all documentation pertaining to Parenting Orders, Residence Orders, Contact Orders, Interim Orders or Specific Orders. This requirement also applies to weekend arrangements.

The Application for Admission Form must be accompanied by a document confirming birth details, i.e. birth certificate, an official extract of the birth certificate or a passport.

The Enrolment procedures are as follows:

1. Lodgement of Application for Admission Form with the Registrar's office.
2. A written invitation to attend an interview is issued to those families whose children can be accommodated. These interviews will be, for secondary school enrolments, with both the Registrar and the Headmaster; with the Registrar and the Head of Junior School (for Years Pre-K to 6 at the Wentworth Falls campus) or with the Registrar and the Head of Preparatory School (for Years Pre-K to 4 at the Valley Heights campus).
3. In the case of students entering the Junior and Preparatory Schools, a student's immunisation record must be viewed at interview.
4. Copies of the student's most recent School report is to be provided at the interview.
5. Interview is then conducted, including tour if required.
6. Interviews are held in the year preceding the desired year of entry. As a general guide, students on the waiting lists for enrolment in the Secondary campus are interviewed during Semester 1 and students on the waiting lists for enrolment in the Junior campuses are interviewed during Semester 2.
7. A letter of offer forwarded, stating due date of Registration Fee (four weeks from date of interview), Year group and commencement year.
8. When the Registration Fee is received, enrolment has been confirmed. If a Registration Fee is not payable, for example in such instances of multiple siblings, enrolment is confirmed by letter.

Enrolment Policy continued

Exceptions

If a student requires special learning support, enrolment cannot proceed without due consultation with Learning Support staff and the parents of the child concerned.

If Registration Fee has not been received by due date, a maximum of two reminder notices are given prior to the enrolment application being cancelled.

Enrolment of a Student Already Enrolled at Another AHISA School

Any family seeking enrolment of a child already enrolled at an AHISA-affiliated School, must advise their current school of their notice to withdraw prior to BMGS offering enrolment. An interview can be conducted, however, an offer of placement cannot be made without the current school having received notice.

Parents are to be made aware of this protocol at time of initial contact with BMGS.

Withdrawals

A period of one term's notice is required for any family wishing to withdraw their child. Notice is not required for a student completing Year 12.

Holiday periods do not constitute adequate notice.

Notice of withdrawal is required in writing, to the Headmaster of the School. In accordance with the Registration requirements of the School, notice of withdrawal should include advice of the intended plans for the ongoing education of the student.

An exit interview will be carried out with families who withdraw their children prior to completion of Year 12. Preferably, this would be conducted as an interview with either the Headmaster or the Head of Junior School or the Head of Preparatory School as appropriate. If no reason is given for a student to be withdrawn, or if the family refuses the invitation of an exit interview at which such information can be gleaned, the Registrar's Office must contact the Home School Liaison Officer with the Penrith office of the Department of Education and Training (02) 4724 8799) and provide this officer with the student's name, age and last known address.

The School Board, through the Headmaster, may at any time require the removal from the School, permanently or temporarily, of any pupil if, in their absolute discretion, the Board and the Headmaster deem such action advisable either in the interest of the pupil or for the good of the School or if the parent or guardian is not complying with the policies and practices of the School. No remission of fees will

apply in such cases.

Religious Affiliation

Students are not required to be of the Anglican faith, however, if a student is not of the Anglican faith and wishes to proceed with an enrolment, they must be made aware of the Religious ethos and program within the School and advised, prior to the School accepting the Registration Fee, that no students are exempt from this programme.

International Students

An international student is any student who is not an Australian resident.

The Application for Admission form must be completed and lodged with the Registrar to commence the enrolment procedure.

For overseas students, an interview must take place with the Headmaster and the Head of International Students.

An overseas student's enrolment is conditional on the successful achievement of the required level of English ability (both written and oral) for their age and Year group. This assessment may be via IELTS Testing (minimum Level 6 grade achieved) or through School-based testing administered by the Head of International Students.

The international student is to provide a copy of his/her passport.

The international student is to provide the previous two School reports, translated.

Following the provision of the above documentation and, pending the offer of enrolment from the Headmaster, the international student will be required to complete:

- Application for Homestay
- Courses of Study Application
- a complete Medical report

On receipt of the required documentation, the School will apply for a CoE (Conditions of Enrolment) for the desired course of study (Junior Secondary Years 7 to 10, or Senior Secondary Year 11 and 12).



Student and Staff Wellbeing

Blue Mountains Grammar School is a caring Christian community, within which the growth and development of each student is nurtured. The School aims to accomplish this by working in conjunction with parents.

Senior School

The basic unit of care is the House System. All students are members of one of six Houses and are allocated to a Tutor Group within that House. Tutors and Heads of House track the academic progress and welfare of each student. Tutors meet with their group at least three times per week and also attend Assembly and Chapel with them. Parents are encouraged to approach the Tutor in the first instance if they have any concerns or questions.

Students with problems or difficulties are encouraged to turn to their Tutor or Head of House or any staff member they feel comfortable with in time of need. They may approach the School Counsellor for guidance on any matter and also seek assistance from the Careers Co-ordinator to establish goals for the future. The School has also updated Tutor time to include structured activities underpinned by the School's Christian ethos and evidence-based practice, including positive psychology.

Junior and Preparatory Schools

Junior and Preparatory School students learn in an environment where respect and responsibility are core values developed predominantly through the Christian example set by all staff and the School's student wellbeing programs.

The School Chaplain conducts a Chapel Service each week with all boys and girls. The School Chaplain or class teacher gives a formal lesson of Religious and Values Education to each of the classes. The Chaplain is also prominent in his accessibility to students.

Values such as respect, responsibility, compassion, care and empathy are also regularly reinforced in Assemblies by the Heads of the Junior and Preparatory Schools and in the wider student wellbeing program in class by the class teachers. As classes are not streamed, they provide a realistic spread of abilities and as a result foster an environment that promotes diversity and nurtures tolerance and empathy.

The principles of positive education and positive psychology underpin the approach to fostering and maintaining student wellbeing in the Junior

School. The Blue Mountains Grammar School Circle of Strength has been modelled on such principles. It focuses on character strengths and seeks to explicitly instruct and develop the attributes of resilience, responsibility, integrity and so on. These residuals of education that we hope our children leave school with dovetail nicely in with the intended residuals of our i.think philosophy (modelled on the practices associated with Cultures of Thinking) that include these and other strengths such as curiosity, empathy and an ability to think critically and reflectively.

The House System supports student development through meetings and Assemblies. Class teachers run programs in developing positive peer group relationships and use many strategies including role playing and group discussion to enhance respect and responsibility.

Policy Accessibility and Review

This policy is published in the Blue Mountains Grammar School Staff Policy and Procedures Manual, the Student Diary and on the School's website.

Any policy operating within the constantly changing school environment must respond to the dynamic nature of that environment. Blue Mountains Grammar School is therefore committed to the evaluation of its Student Behaviour Management Policy and the practices derived from its implementation. This will ensure that the Policy remains relevant to the School community.

The evaluation process may be undertaken as an appropriate response to:

- (a) Changes in the School's environment.
- (b) Research activities (e.g. surveys).
- (c) Global research findings.
- (d) A periodic/annual review.

Student and Staff Wellbeing continued

Staff and Students' Rights and Responsibilities

For effective behaviour management to occur it is important for staff and students to recognise that they share some general rights and responsibilities.

Rights

Staff and students have the right to:

- (i) Feel safe and secure.
- (ii) Be respected and valued as individuals.
- (iii) Learn in a positive environment.
- (iv) Express opinions and feelings with due respect for others.
- (v) Be free from harassment and bullying.
- (vi) Feel free to seek and receive help and support.
- (vii) Privacy and confidentiality (consistent with safety and legal responsibility).
- (viii) Be involved in the education process.

Responsibilities

Staff and students have a responsibility to:

1. Be respectful, courteous and fair to others. Contribute to a positive and safe School environment by meeting expectations identified in the Staff and Students' Rights and Responsibilities policy.
2. Communicate openly and seek to build and maintain positive relationships with other members of the School community.
3. Contribute to the education process by meeting expectations identified later in this policy.
4. Expectations of all members of the School community are based on these mutual rights and responsibilities.

All policies and procedures are outlined in full in the relevant School Handbook available on the school intranet.

Leadership (Senior Campus)

All students in the Senior School are actively encouraged to make the most of leadership opportunities. Students can participate in leadership portfolios which focus on an important theme in the school such as Sustainability, Student

Learning or Community Engagement. All Year 11 students are encouraged to be considered for the role of House Prefect and may also lead portfolios relating to co-curricular or other activities. The Student Representative Council is an important body in the school for promoting student voice. All students are encouraged to become involved in service opportunities such as the 45km walk and Red Shield Appeal.

Leadership (Junior Campuses)

In the Junior School there are two Captains, six House Captains, and Leadership teams in School Service, Wellbeing and Co-curricular. All children in Year 6 are members of one or more of these leadership teams. In the Preparatory School there are two Year 4 School leaders.

These students perform leadership duties in their various roles. All students have opportunities to develop their leadership skills through the 'Buddy' program.

Supervision

The Duty of Care for all staff is outlined in the various sections of the Staff Handbook where staff responsibilities are listed.

Excursions

Care is taken on all activities outside the normal classroom procedures. Excursion and Risk Management forms must be completed for all events on the Calendar. The Excursion and Risk Management forms and explanations are available on the School intranet.



Other Policies

Student Welfare

The School seeks to provide a safe and supportive environment to support the social, physical and emotional wellbeing of students through programs that:

- Meet the personal and social and learning needs of students
- Provide early intervention programs for students at risk
- Develops students sense of self- worth and foster personal development

Throughout 2019 staff, students and parents were involved in a thorough review of the School's approach to Smart Phones including surveys, focus groups and parent forums. This led to the development of a trial policy which was implemented which promotes appropriate use of smart devices and increasing student self-regulation.

The Student Welfare Policy can be accessed by request from the Headmaster or Head of Senior, Junior and Preparatory Schools.

Anti-Bullying

The School policy provides processes for responding and managing allegations of bullying including the contact information for the local Police School Liaison Officer.

The full text of the School's Anti-Bullying Policy can be accessed by request from the Headmaster or from the Head of the Senior, Junior or Preparatory Schools. It is also available in student diaries.

Behaviour Management

The School expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School.

All behaviour management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in detention, suspension and expulsion of a student.

The School's behaviour management policy continues to be reviewed to ensure that expectations for students are clearly communicated.

The full text of the School's Behaviour Management Policy can be accessed by request from the Headmaster or from the Head of the Senior, Junior or Preparatory Schools.

Complaints and Grievances Resolution

The policy uses as appropriate procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents may raise complaints and grievances and how the School will respond.

In 2019 the school introduced additional channels for feedback through the creation of a dedicated email address called feedback@bmgns.nsw.edu.au. This has helped to ensure feedback is responded to quickly by responsible staff.

The full text of the School's Complaints and Grievance Resolution Policy can be accessed by request from the Headmaster or from the Head of the Senior, Junior or Preparatory Schools.

Safe Partying Policy

This policy provides guidelines to parents to enable them to exercise safe practices when hosting a student party at home. Further, the policy highlights the need to nurture children's independence as well as protect them from various dangerous situations.

Attendance Policy

The School Attendance policy provides processes for managing enrolment and attendance. It outlines the various stakeholder's responsibilities and provides the guidelines processes for families and the school to follow for exemptions for attendance, extended leave, travel leave and to address cases of unsatisfactory attendance.

The full text of the School's Attendance Policy can be accessed by request from the Headmaster or from the Head of the Senior, Junior or Preparatory Schools.

Internal processes were reviewed in 2019 including a review of data integrity.

Public Policies

The School's Enrolment Policy, Privacy Policy and the Acceptable Use of Technology Policy are published on the School's website.

SCHOOL PRIORITIES

- Accomplishments in 2019
- Priorities for 2020



BLUE MOUNTAINS
GRAMMAR SCHOOL



Improvements Achieved in 2019

The School's Improvement Priorities were set in 2017 as part of a Strategic Planning process that included consultation with students, parents, staff and directors of the School Board. The achievements listed below are reported against the areas of focus set for the 2019 School year:

Intent 1: Provide great educational outcomes for compassionate, resilient and creative students.

- | | |
|---------------------------|--|
| 1. Academic Improvement | School sections, including Senior School faculties, developed academic improvement plans focused on the optimisation of individual student academic learning as well as progressive cohort improvement in external tests (NAPLAN and HSC). |
| 2. Academic Programs | We reviewed academic programs and planned changes designed to improve outcomes. Early Learning teachers planned the implementation of InitialLit to improve early literacy. An inclusive rotation of Drama, Cultural Studies and STEM courses was introduced to Year 7. Further plans were formulated for implementation in 2020. |
| 3. Learning Framework | We developed a bespoke learning framework that identifies and describes the character and capabilities we seek to grow in our young people. |
| 4. 21st Century Education | Built upon our understanding of Cultures of Thinking, we formulated our own model of education designed to equip our students for the 21st Century. It is founded on our understanding of how to sustain a 'High Growth Culture' focused on 'Growing Dispositions' from identified character traits and learning capabilities by sustaining students in 'Learning Mode' and preparing them for 'Performance Mode' when it is required. |

Intent 2: Attract and grow great teachers in a period of significant succession

- | | |
|-----------------------------|--|
| 1. HR Management | We reviewed human resource management practices with a view to become an employer of choice. This included: <ol style="list-style-type: none">a review of classification levels for all Staff and the development of School-wide standardsa review of teacher work requirements and the development of School-wide standard for teacher loads,the development of a range of HR policies, including a Staff Code of Conduct specifying standards of attire, ready for implementation in 2020. |
| 2. Professional Development | We reviewed the professional development needs of staff and planned training to meet those needs. We identified this as an opportunity for significant gains and formulated a plan to invest more significantly in the professional development of staff in 2020. |
| 3. Leadership Development | We provided a range of professional learning opportunities for incumbent and aspiring leaders. |

Improvements Achieved in 2019 continued

Intent 3: Make our world heritage environment an increasing asset and aspect of the school.

- | | |
|-------------------------------|--|
| 1. Outdoor Learning | To maximize the benefit our students receive in their education from our World Heritage Area we: <ul style="list-style-type: none">a. expanded inter-campus initiatives to support outdoor activities;b. increased the frequency of outdoor learning, especially through access to Bungawarra and the Blue Mountains National Park; andc. reviewed the implementation of a Stage 6 Wilderness Education program focused on Outdoor Leadership. |
| 2. Sustainability in Learning | To improve the education of our students <ul style="list-style-type: none">a. reviewed our curriculum and began embedding important principles into the curriculum; andb. have yet to review service opportunities. |
| 3. Sustainable Practice | To improve our ecological sustainability we: <ul style="list-style-type: none">a. further reduced electricity use by more than our target of 5% on 2018 levels.b. further reduced waste beyond the 20% on 2016 levels we had already achieved |
| 4. Indigenous Connections | Positive connections have been established with local Indigenous communities to assist us in further embedding indigenous themes within our classroom, curriculum, excursions and camps to enhance student appreciation of indigenous history and culture. |

Intent 4: Build and leverage strong, informed brand awareness in our target area

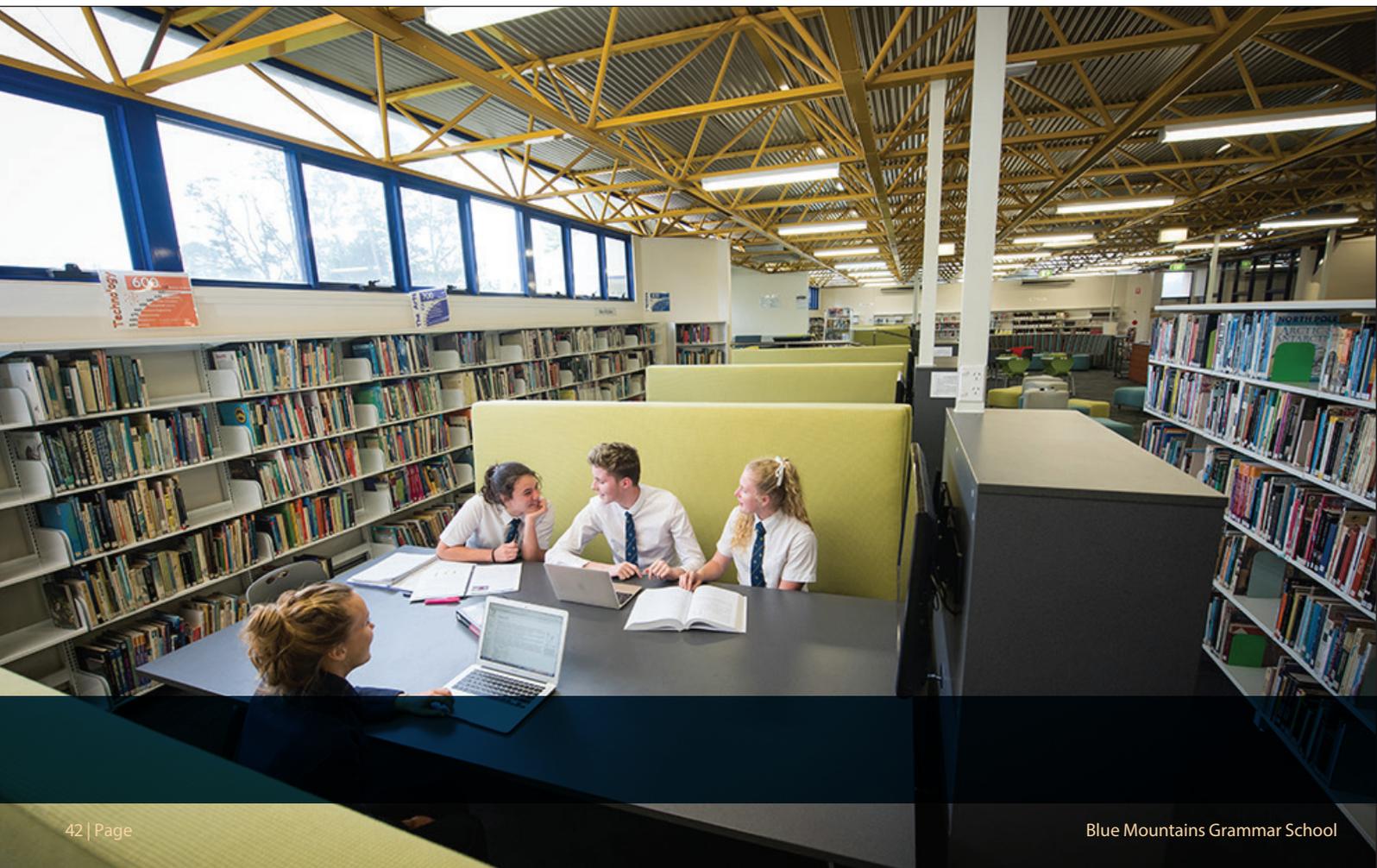
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|---------------------------|--|
| 1. Awareness v Reputation | A review was undertaken in 2019 to establish what was the cause of reduced enrolment interest. It was established that awareness of the Preparatory School campus at Valley Heights was low, however awareness was not considered to be an issue for the Wentworth Falls campus or the School as a whole. It was decided that some work was required on reputation before advertising would be likely to benefit enrolments. |
| 2. Advertising | We reviewed all advertising collateral in the light of the School's evolving vision and methodology and then: <ul style="list-style-type: none">a. updated various items of collateral;b. began writing a School-wide style guide;c. developed a series of promotional videos. |
| 3. Community Engagement | Whilst 'Community Engagement' is important for the value our students can bring to the community and the value such engagement brings to our students' lives, it also benefits the School's reputation to have the community engage with our fabulous students. With these purposes in mind, we worked towards the School become more integrated in the Blue Mountains community by: <ul style="list-style-type: none">a. more intentionally engaging in a variety of community events;b. undertaking preliminary planning for a Community Engagement Team to seek a broader involvement with local communities throughout the Mountains - implementation was deferred to 2020. |



Improvements Achieved in 2019 continued

<u>Ensure Financial Sustainability</u>	<u>Intent 5: Ensure adequate enrolments and financial sustainability</u>
1. Operational Efficiency	We undertook a review of operational efficiency and established a corrective plan for implementation progressively throughout 2019 and in the coming years.
2. Enrolment Growth	We did not achieve enrolment growth in 2019, however we laid the foundation for growth in the coming years.
3. Debt Reduction	We reduced net debt by more than our target of \$500,000.
4. Capital Expenditure	We did not spend our target of \$800,000 on upgrading property and other assets, however we did: <ol style="list-style-type: none"> a. substantially reduce the maintenance backlog b. complete our transition to a scheduled maintenance program.
5. Facilities Master Plan	Whilst we did make some progress on the School's Master Plan it was not as much as we had planned.

<u>Christian Purpose and Identity</u>	<u>Intent 6: Make the School's Christian identity and purpose evident, engaging and fruitful in the life of the whole School community</u>
1. Review 2018 Choices	The Headmaster spoke extensively with the community in relation to the choices the School had made in 2018 to inform forward-planning.
2. Review Current Practice	The Headmaster reviewed the Alphacrucis report and observed current practice to inform forward-planning.
3. Staff Discussion	A concept paper was presented to staff for discussion.
4 Staff Training	A program of professional learning was established for implementation in 2020.
5. Determine Direction	A formal document with an operational framework and implementation planning will be developed in future years.



Improvement Priorities for 2020

The School's Improvement Priorities were changed somewhat for 2020. The new priorities are included below. The Headmaster framed these priorities, as well as a wider scope of improvement initiatives intended to 'RAISE the Bar', within the School's Vision 2020 and Beyond. The targets below were set for the 2020 School year:

Intent 1: Facilitate outstanding educational outcomes for all students

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|---------------------------------------|--|
| 1. Academic Rigour | Strengthen the culture of challenge and support for our students focused on attaining the best academic outcomes possible. |
| 2. Academic Improvement | Implement academic improvement plans in all academic sections/vaculties and collect baseline and developmental data for individual students and academic cohorts. |
| 3. Monitoring Feedback | Develop and implement systems to monitor student progress, be responsible in our planning and provide meaningful and timely feedback. |
| 4. Academic Programs | Implement planned changes to academic programs (InitialLit (K-2), Stage 3 Discovery Class, Year 7 rotation, Stage 4 Explorer Time). Develop further plans for implementation in late 2020 and 2021. |
| 5. Learning Framework | Implement the Ad Altiora Framework and begin to explore pedagogies that will nurture the character and capabilities in our young people. |
| 6. 21 st Century Education | Embed a cohesive understanding of a 'High Growth Culture,' 'It Takes a Village,' 'Growing Dispositions,' 'Learning Mode versus Performance Mode' and Cultures of Thinking in staff, parents and students in role-appropriate ways. |

Intent 2: Attract, retain and grow staff with high standards and the capacity to meet them

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|-----------------------------|---|
| 1. HR Management | Further review human resource management practices to ensure expectations are clear and accountabilities effective. |
| 2. Professional Development | Invest very significantly in the professional development of staff. |
| 3. Leadership Development | Provided more extensive professional learning opportunities for incumbent and aspiring leaders. |
| 4. Culture of Innovation | Grow a culture of innovation that finds new ways to do existing things as well as new things to do. |

Intent 3: Maximise the benefit of our proximity to the Blue Mountains World Heritage Area.

- | | |
|-------------------------------|--|
| 1. Outdoor Learning | Continue to increase the frequency, quality and integration of outdoor learning in the curriculum, especially through access to Bungawarra and the Blue Mountains National Park. |
| 2. Sustainability in Learning | Further develop our plan for embedding important principles of sustainability in the curriculum in multiple Key Learning Areas. |
| 3. Sustainable Practice | To further improve ecological sustainability in our operations and grow a culture of service in relation to Land Care and Campus Care programs. |

Intent 4: Foster personal wellbeing and high quality relationships

- | | |
|-------------------------|---|
| 1. Monitoring Wellbeing | Improve monitoring of student wellbeing. |
| 2. Supporting Wellbeing | Improve explicit, pro-active programs that support student wellbeing. |
| 3. Community Engagement | Establish a lower Mountains 'Community Engagement' hub. |



Improvement Priorities for 2020 continued

Intent 5: Ensure fiscal responsibility and financial sustainability

- | | |
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| 1. Efficiency and Effectiveness | Further implement plans to improve both efficiency and effectiveness. |
| 2. Enrolment Growth | Continue to improve the complex range of factors that will together turn the enrolment trend around. |
| 3. Capital Expenditure | Limit capital expenditure to enable the acquisition of school buses and necessary teaching and learning equipment. |

Intent 6: Make the School's Christian identity and purpose evident, engaging and fruitful in the life of the whole School community

- | | |
|---------------------------|--|
| 1. Inclusion | Consolidate a culture of inclusivity that enables every student to feel the love and care of our School community, to know they are known and know that they belong. |
| 2. Staff Training | Undertake professional learning for key staff in crucial areas and all staff in relevant areas. |
| 3. Indigenous Connections | Consolidate connections with local Indigenous communities and further explore embedding indigenous themes within our classroom, curriculum, excursions and camps. |
| 4. Future Directions | Undertake discussions in relation to the links between the School's Anglican heritage and values and the nature of events we run, the charities we serve and the behaviours we honour. An operational framework and implementation plan will follow. |



STUDENT INITIATIVES

- Promoting Respect and Responsibility within the student body



General Student Responsibilities

Expectations of Students

Students are expected to conduct themselves with appropriate respect for themselves and others (peers, staff and members of the wider community). Details regarding the Student Code of Behaviour are contained within the School Diary for the Senior and Primary Schools and in Parent Handbooks for the Junior and Preparatory Schools. All students are expected to uphold these regulations and practices and to take responsibility for their own actions.

In the classroom, students are not to 'put others down'. Staff are particularly vigilant about this and students are reminded of this responsibility from time to time. Students are actively encouraged to support and encourage one another to be themselves yet to act in a respectful and responsible manner.

To this end, all BMGS activities, whether of an academic or non-academic nature, are well supported and enjoyed.

Junior and Preparatory School Initiatives

Junior and Preparatory School boys and girls learn in an environment where respect and responsibility are core values developed predominantly through the Christian example set by all staff and the School's student wellbeing programs.

The School Chaplain conducts a Chapel Service each week with all boys and girls and gives a formal lesson of Religious and Values Education to each of the classes. The Chaplain is also very prominent in his accessibility to students including informal visits.

Values such as respect, responsibility, compassion, care and empathy are also regularly reinforced in assemblies by the Heads of the Junior and Preparatory Schools and in the wider student wellbeing program in class by the class teachers. As the classes are un-graded, it provides a realistic spread of abilities and as a result fosters an environment that promotes diversity and inclusiveness, and nurtures tolerance and empathy.

The House System supports classroom student development through regular fortnightly meetings. Class teachers run a program in developing positive peer group relationships and use many strategies including role playing and group discussion to enhance respect and responsibility.

The Junior Schools' Parent Handbook was reviewed to ensure it outlined the core and distinguishing features of the Junior and Preparatory Schools, including the values and attitudes being inculcated within the student body.

Senior School Initiatives

The Senior School is a place where every student is known and supported based on the conviction that all students are made in the image of God.

For this reason every student makes a unique and important contribution to the life of the School and the diversity of our staff and students is considered a source of great strength. Students are actively encouraged to nurture their own gifts and talents and our staff have high expectations for student conduct and engagement of students in the academic and co-curricular life of the School. This is evident throughout the life of the Senior School. Students engage in a wide range of co-curricular activities which are provided by the School, including ISA Winter and Summer Sports such as Netball, Basketball, Hockey, Cricket and Football as well as representative pathways through a wide range of other sports in the ISA organisation.

Students actively engage in a wide range of service opportunities including the challenging 45km Walk from the School to its Wilderness Education Centre, *Bungawarra*, to raise funds for a range of partnerships the School has. Students are also presented with opportunities to represent the School locally, nationally and internationally. In 2019 the Kids' Lit team was successful in reaching the world finals held in Singapore while the F1 in Schools team also represented Australia at the world finals in the United Arab Emirates.

Students serve the student body and develop their leadership skills through captaincy and prefectship roles in their House, their co-curricular activities or through SRC representation.

Students are also locally involved in community events such as ANZAC services and a local initiative for the disadvantage, Junction 142. It is expected that all students will participate in service activities and these are recognised and students also access a range of specialist activities such as ceramics, theatre sports, photography, coding, chess and STEAM.

The Senior School is committed to equipping students with the skills to face future challenges with a range of wellbeing initiatives such as the Study Without Stress Course and a student wellbeing group. Students also seek social justice through partnerships with disadvantaged schools in Africa and Fiji and a partnership with Compassion Australia. Students are also able to develop an appreciation of our local environment through increased engagement with local indigenous elders and our extensive Wilderness Education program.

MEASURES OF SUCCESS

- Parents' Satisfaction
- Students' Satisfaction
- Staff Satisfaction





Stakeholder Feedback and Satisfaction

The School's Executive undertake frequent and ongoing evaluations of the School's performance using a variety of tools and methods, such as:

- Our dedicated email address (feedback@bmgns.nsw.edu.au).
- Submissions from student leaders and the SRC
- Parent/Teacher/Student meetings and conversations
- Parents' and Friends' Association meetings
- Analysis of attendance and wellbeing data
- Analysis of formative and summative assessment data
- Analysis of external academic tests (NAPLAN and HSC).
- School surveys

Such evaluations enable the Executive to identify both strengths and concerns, to allocate priorities and then to formulate School improvement plans.

Parent Feedback

Parent attendance at Parent-Teacher-Student Interviews continues to be high. Feedback to staff from those occasions is consistently positive. Parent involvement in the School's co-curricular pursuits, in particular our sport, music and drama programs, is significant, and provides tremendous assistance to the smooth running of these activities at the School. In fact, the School would not be able to offer this breadth of programs if not for the support of parents. Feedback from parents on the co-curricular opportunities available is also very positive.

The Parents' and Friends' Association involvement in the School has continued to be most encouraging and significant. The Association meets once each term and provides parents with an avenue to express matters of concern as well as provide suggestions and make commendations. Once again, our parents have been most positive.

In mid-2019, the School undertook a survey administered by New South Wales' peak independent School body, the Association of Independent Schools (AIS). This survey provided us with positive feedback across a range of key areas.

Collectively, the parents were satisfied with the:

- maintenance and presentation of the School grounds;
- sense of welcome and belonging/connection that they feel and their children feel;

- sense of safety their children feel;
- manner in which students and the School manage bullying; and
- balance between faith and academics.

Parents drew the School's attention, for the purpose of improvement, to:

- students who do not seek help when struggling; and
- the need for student goalsetting.

Overall, parents indicated the following levels of satisfaction:

- Quality of education meets expectations (84%)
- BMGS is their School of Choice (89%)
- Feel pride in their child attending BMGS (92%)

Student Feedback

Students meet regularly with their Primary Class Teacher, Tutor and/or Head of House to discuss matters of importance. Reports from teachers suggest that students, on the whole, find BMGS a positive environment. In interviews and conversations with teachers, students said that BMGS was a learning environment in which they felt valued, and happy. They were very satisfied with the support they received pastorally as well as in the classroom. Their satisfaction also derived from the way they were treated, using words that included compassion, empathy and respect. When issues arose they knew that they would be dealt with in a supportive and fair manner. They have a feeling of security in terms of the School providing a safe work environment.

The Student Representative Council (SRC) includes students from each Year group and provides an important forum for student feedback about the School. Senior staff meet regularly with students in leadership positions to discuss matters that impinge on the student body. Students in these meetings register a high level of satisfaction from the student body as a whole. This is confirmed by spectator participation and attendance at sporting functions as well as student attendance at other school functions. All show significant satisfaction and add to the School's sense of spirit and community.



Stakeholder Feedback and Satisfaction continued

A significant number of students volunteer for fund-raising activities, such as the Red Shield Appeal and the Annual 45km Walk from BMGS to Bungawarra, the School's Outdoor Education Centre.

Such activities are conducted outside of school hours and the level of participation demonstrates that students are positive about BMGS, the values of the School and are supportive of the School and the wider community.

Collectively, data from the AISNSW survey indicated that students were satisfied with the:

- sense of welcome that they feel;
- sense of safety their children feel; and
- the value placed on all cultures.

Students indicated that the School's could give further attention, for the purpose of improvement, to:

- the degree to which their home background situation is known by staff;
- the variety of assessment strategies used;
- differentiation of learning; and
- the use of digital technologies.

Interestingly, on average, students did not prioritise a future focus in their learning.

Staff Feedback

The Headmaster spent this year in rigorous exploration with staff of the future direction of the School.

There was much discussion and debate about history, tradition, standards, expectations and the effectiveness of current and proposed approaches.

Collectively, data from the AISNSW survey indicated that staff were satisfied with the:

- sense of welcome that they feel and their students feel;
- sense of safety their students feel;
- manner in which the School managed bullying; and
- the degree to which they know their students' backgrounds, interests, prior knowledge and academic needs.

Staff drew the attention of management to the need to enhance:

- coaching and mentoring;
- leadership training for staff;
- the meaningfulness of connections with the community; and
- our 'distributed leadership' model.



FINANCIAL REPORT

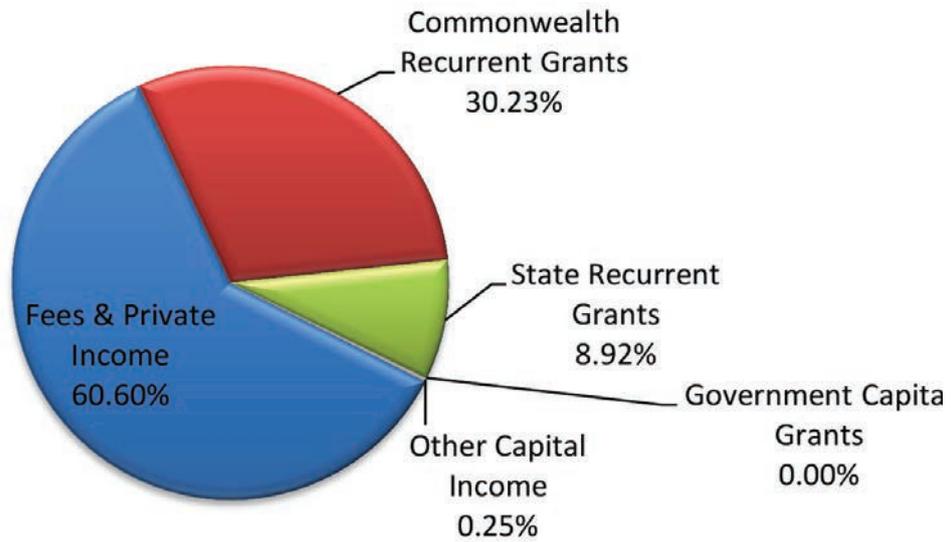


BLUE MOUNTAINS
GRAMMAR SCHOOL

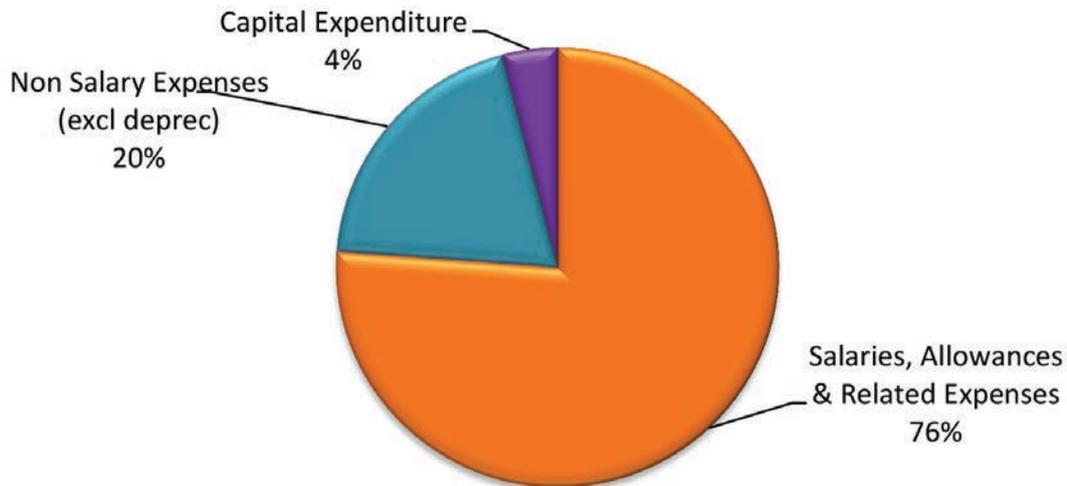


Summary of Financial Information

Recurrent/Capital Income



Recurrent/Capital Expenditure



PUBLICATIONS AND ARCHIVES



BLUE MOUNTAINS
GRAMMAR SCHOOL



Publication/Information Requirements

Blue Mountains Grammar School maintains the relevant data and complies with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Employment and Workplace Relations. This reporting includes public disclosure of the educational and financial performance measures and policies of the School as required from time to time.

Preparation of the 2019 Annual Report

In accordance with the legislative requirements set by the NSW government, contributions to this publication were prepared by the Headmaster, the Business Manager, the Deputy Head - Head of Senior School, the Deputy Head - Head of Teaching & Learning, the Head of the Junior School and the Registrar.

Procedures

The Annual Report is compiled in an electronic form and provided to the NSW Education Standards Authority (NESA) by 30th June in the year following the reporting year. For those unable to access the internet, a number of hard copies of the Annual Report are retained by the Registrar and the Headmaster's Assistant, in their offices, and made available on request.

Procedures for implementing the policy include:

- identification of the position of the staff member responsible for co-ordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required
- for each reporting area, identification of the position of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report
- determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness
- preparation of the report in an appropriate form for the NSW Education Standards Authority (NESA)
- setting the annual schedule for:
 - delivery of information for each reporting area to the coordinator
 - preparation and publication of the report
 - distribution of the report to the NSW Education Standards Authority (NESA) and other stakeholders
 - provision of information for My School website, as requested
 - retaining digital and hard copies in the Headmaster's Assistant's Office for a period of 12 months to ensure availability of information to the Minister on request
 - providing copies of the preceding Annual Report, just prior to the next Annual Report being prepared, in both digital and hard copy, to the Archivist.



BLUE MOUNTAINS
GRAMMAR SCHOOL



An Anglican, Co-Educational Day School
Pre-Kindergarten to Year 12
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**BLUE MOUNTAINS
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