

# ANNUAL REPORT

*Hope*  
in our HEARTS

*Purpose*  
in our MINDS

*Courage*  
in our LIVES



# 2021

BLUE MOUNTAINS  
GRAMMAR SCHOOL



**Our Mission**  
Education for Life

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



<b>Contents</b>	<b>Page</b>
<b>Our School</b>	5
Contextual Information about the School	6
Governance	11
From The Chair of the School Board	11
From The Headmaster	12
From The Chair of the Parents' & Friends' Association	16
<b>Teaching &amp; Learning</b>	17
Student Outcomes in Standardised National Literacy & Numeracy Testing	18
Senior Secondary Outcomes - Higher School Certificate Results	19
<b>Our Staff</b>	25
Professional Learning	26
Workforce Composition	28
Teacher Standards	28
<b>Our Students</b>	29
Enrolments	30
Attendance Rates	30
Student Retention	31
Post School Destinations	32
<b>Our Policies</b>	33
Enrolment Policy	34
Student and Staff Wellbeing	36
Other School Policies	39
<b>Student Initiatives</b>	41
General Student Responsibilities	42
<b>Financial Reports</b>	43
<b>Publications/Archives</b>	45





# OUR SCHOOL

- About BMGS
- Highlights of 2021
- Governance
- From the Chair of the Board
- From the Headmaster
- From the Chair of the Parents' and Friends' Association



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 537 students. In 2021, there were 40 students in the Junior School (Springwood), 119 students in the Junior School at Wentworth Falls and 378 students in the Senior School at Wentworth Falls including one 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 (9%) and those with identifiable disabilities (31%), ranging from quality differentiated teaching practices in our classrooms, through to extensive support. According to the NCCD, 11% of the identified 31% are classified as QDTP, with the remaining 20% requiring assistance ranging from supplementary to extensive levels of adjustment.

In 2021, the School's Capacity to Contribute (CTC) ranking, a mechanism 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 and thorough pastoral care and student wellbeing program.

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 above 80, 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 12, 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.

## 2021 - Our Year in Review

2021 was a tale of two semesters, with Terms 1 and 2 unfolding relatively 'normally' - albeit with the continuing observation of social distancing for large assemblies and gatherings - and Terms 3 and 4 returning to remote learning for students, working from home arrangements for staff and progressive cancellations of school programs, such as annual camps, excursions and performing arts presentations.

## Contextual Information about the School continued

The year began with energy and optimism and Terms 1 and 2 featured many excursions, camps, co-curricular activities and the welcome return to regular Saturday sport and Carnivals.

Overarching Semester 1 was the The New South Wales Education Standards Authority's (NESA) School Inspection process, which is undertaken at every school in NSW every five years. The Staff are to be commended for incorporating this additional work into their busy schedules, the high standard of which was endorsed by NESA, in June, by the School's re-registration to 2026.

Highlights in the Junior School included Grandparents' Day, the Mini Olympics, *Le Tour de Vallee*, the Junior School hosting this year's HICES Cross Country Carnival, and the Year 6 da Vinci Decathlon team finishing in 1st Place in the Central West regional competition, qualifying for the National event.

In May we learned of the fantastic achievement of one of the School's Year 10 F1 in Schools team, *PerPetrol*, who won the National Finals of this fantastic STEM competition, and will represent Australia in the World Championships in June 2022. This is the second BMGS team to win the National competition in the past three years. Also notable was that BMGS is the first School to have four teams qualifying to compete in the National finals.

In the Performing Arts, Semester 1 brought the welcome return of live productions for both campuses, with the students in Years 10 to 12 presenting Shakespeare's hilarious *Much Ado About Nothing* (May), and the Junior School students staging an energy-charged production of *Matilda Jnr*

(June). Both productions reflected the absolute joy the students felt in returning to the stage.

In June, the Year 11 Drama students performed in the Annual Youth Theatre Festival at The Joan, with seven schools from Western Sydney.

The Performing Arts Department also celebrated the selection of two Year 10 students for the coveted Sydney Theatre Company's (Online) Work Experience Week, and two Year 10 films submitted for the annual Bell Shakespeare Shorts Film Festival reaching the shortlist for the national finals. Despite not reaching the top three, BMGS had the rare distinction of being the only school to be listed twice on the shortlist of twelve finalists, and it is the second successive year that a BMGS film has featured in the national finals of this prestigious competition.

In the Music Department, the Stage Band and the Rock Band attended the annual *Music Amongst the Autumn Leaves*, a Rotary Fundraiser held in May in Yellow Rock that BMGS has supported for many years. In June, the Chamber Ensemble and the Stage Band performed at the annual Year 11 Winter Ball. There were also evening Soirees held in Terms 1 and 2, however, sadly, the scheduled Soirees for Terms 3 and 4 Soirees were cancelled due to the Semester 2 lockdown, as was the annual Whole School Music Concert (P-12) which was due to be performed in August.

The annual Indigenous Literacy Foundation (ILF) Great Book Swap - together with a giant Cake Sale - was again co-ordinated by Sidney Edwards (Year 9) and his Deane House Tutor group. It was a tremendous success, raising more than \$1,000 for the Foundation.



## Contextual Information about the School continued

There were many individual achievements to celebrate in 2021:

- Year 6 students Henry Laurie and Xavier Stephens represented HICES at the CIS Football Championships, with their team finishing 3rd in their pool.
- Noah Erne (Year 5) receiving NSW Primary Schools Sports Association awards in recognition of his selection in the 2021 NSW Merit Team for Swimming and the breaking of the Multiclass Junior Boys backstroke record.
- Year 10 student Isaac Nicholls competed in the AW Green Shield Cricket Championships for his Penrith Representative side. Isaac was ranked 8th from 200 bowlers and, over the course of the championship, took 16 wickets, finishing first among the Penrith Team's wicket takers.
- Bethany Lane (Year 11) attended trials for the NSW CIS Girls' Open Cricket team and was selected to represent NSW CIS at the NSW All Schools Secondary Open Girls' Championships.
- Oliver Freeman (Year 11) was named in the NSW All Schools Team for Orienteering, qualifying for the National Championships.
- Rosie Sullivan (Year 12) was again selected to the NSW CIS Football Championships, with her team placing 2nd overall.
- Olivia Harris (Year 10) was selected to play for ISA (15 Years) Netball Team in the NSW CIS Netball Challenge, with Zoe Long (also Year 10) named in the ISA Open Squad.
- James Reynolds (Year 8) was selected to the U15 NSW Hockey team.
- Hunter Costigan (Year 6), Keeden Harrison (Year 6) and Tasman Harrison (Year 3) competed in the CIS Cross Country Carnival, representing HICES. Keeden finished 5th in his age group and qualified for the State Championships.
- Caspar Larkin (Year 10) qualified for the NSW Triathlon Emerging Talent Squad for 2021/2022.
- Year 10 students Will Zakis (middle distance and cross country running) and Sophia Chen (Canoe Slalom/Marathon Paddling) were announced as two of eleven local athletes who successfully obtained scholarships at the Western Sydney Academy of Sport Lone Star program.
- Talented rower Olivia Harris (Year 10) was selected to compete at the NSW Independent School Championships Regatta and the NSW Schools Girls Head of the River Regatta.
- Zara Nicholas (Year 7) and Amelie Hugo (Year 8) competed at the Athletics NSW Schools Nitro

Event, with their team coming second overall in the Junior Girls' events.

- Casper (Year 10) and Mirah Larkin (Year 12) participated in the Triathlon NSW Billigence series this season and had great competition opportunities. They were in the age group of Junior B and Casper finished 5th in the series. Mirah and Casper also both achieved National entry standards for the 2021 Australian Junior (U/14-U/20) Athletics Championships in the 2000m Steeplechase.
- Katerina Reynolds (Year 11) was selected to the ISA Open Girls' team and her brother James (Year 8) was selected to the Open Boys' team.

Other notable achievements in 2021 included

- Our two Kids' Lit Quiz teams (drawn from Years 5 to 8) finished 3rd and 6th overall in this year's competition,
- Year 7 student Liam Baker won the 12 Years Division of the 2021 Nan Manefield Young Writer's Award, and
- in Visual Arts, four Year 11 students (Oliver Stephens - Life Drawing; Mia Underwood - Life Drawing; Ruby Pierce - Sculpture and Ella Russell - Painting) were selected to participate in the 3 Unit Visual Arts Program at the National Art School.

Semester 2 brought the extended lockdown which, as mentioned, brought with it not only the cancellation of many activities, but moving many of the usual school calendar highlights online, such as Book Week, Science Week, the Mini Olympics (creatively held via Zoom) and Tournament of Minds; the latter was particularly disappointing as the Junior School Language Literature and Social Sciences teams both won their disciplines and had again qualified for the State Final.

To support families and students through the lockdown period, there were regular Year Group Zoom meetings between School and home, across all Year groups. The Orientation Program for Year 7/2022 also moved online, with an additional two days of Orientation scheduled for Commencement 2022. The School also introduced a new online co-curricular - Mindfulness & Movement - to provide students and families with a peaceful 'time out' each week, and Wellbeing Wednesdays, where students were instructed to switch off their devices for the last two periods of the day and take up a 'non-screen' activity, ie outdoor play, cycling or running, or something creative and hands-on indoors. This proved to be highly successful, and an excellent counterpoint to screen/lockdown fatigue.

## Contextual Information about the School continued

The annual major production for students in Years 7 to 9 which is usually presented in Term 4 was not able to be staged due to the regulations around 'mixing' students in different Year groups, however, the annual Dr. Ken Marshall Art & Design Exhibition went ahead late in Term 4. In response to the restrictions, this year the exhibition was presented to families by way of a virtual tour video and parents of exhibiting students were able to visit the exhibition via a limited roster after Presentation Day.

Once again, the COVID-19 restrictions had a major impact on the on the sporting life of the School, with the second half of ISA winter sport competitions (Rugby, Football (girls and boys), Netball and Hockey (girls)) suspended in Term 3 and a reduced summer sport 'season' (Cricket, Basketball (girls and boys) and Touch Football (girls and boys)) commencing in Term 4.

As was the case in 2020, the annual 45km Charity Walk from BMGS to *Bungawarra* was again a casualty of the ongoing COVID-19 restrictions, as were several of our other regular Semester 2 major fundraisers.

Despite the changing regulations and ongoing restrictions under which the School operated in Semester 2, the Year 12 students' Valedictory Dinner, and their Formal, were successfully held, albeit postponed from September to December, with the Valedictory Dinner live-streamed to parents.

The final events for 2021 were the end of year Presentation Day (Junior Schools) and Presentation Evening (Senior School) events, providing further opportunities to acknowledge and celebrate our students' achievements. By December, observing social distancing had become a normal protocol, and the event, hosted in the Sports Centre, was again accomplished by a ballot system for available seating and live streaming the event for those who were unable to attend.

Sadly, the restrictions throughout the year also led to progressive cancellations of all planned Alumni Reunions, however, planning is already underway to host multiple events for the benefit of all Year groups who have missed their milestone Reunions for 2020 to 2022.

2021 ended in the celebration of another wonderful set of HSC results from our Year 12 students, whose work ethic, determination and adaptability were rewarded by excellent examination results. Their outcomes were particularly impressive, given those in our graduating Year 12 cohort had had both their final, crucial years of secondary school severely impacted by the strictures of the pandemic, and their HSC examinations delayed by a further three weeks. All students showed their considerable resilience in overcoming their many disappointments, their flexibility in returning to remote learning, and

their willingness to support the School's Staff when inevitable changes and adjustments to their 'normal' school programs were imposed. Whilst many of the "rites of passage" that Year 12 students traditionally enjoy during their final year at BMGS were unavoidably denied them, they retained their focus and determination, and their tenacity and resilience were rewarded.

Dux of the Year, with an ATAR of 97.3, was Scarlett Weston-Cole who achieved excellent results in English 2 Unit Advanced, English Extension 1, English Extension 2, Drama, Economics, Legal Studies and Mathematics Advanced.

Proxime Accessit of the Year, with an ATAR of 97.0, was Mia Brischetto, who gained excellent results in English Advanced, Mathematics Extension 1, Mathematics Extension 2, Geography and Modern History.

Overall, this Year Group's wonderful results moved BMGS back inside the 'top 150 schools' rankings in the State (of more than 700 selective and non-selective schools) and we retained our position as the premier school in our region. To maintain the high level of achievement this cohort reached, when both years of their Higher School Certificate were interrupted and altered by COVID regulations and requirements, speaks volumes for the character of this group of young men and women.

Standing in partnership with the School and its endeavours throughout 2021 were our parents, who demonstrated tremendous support and gratitude for the efforts made by the Staff, particularly during Semester 2, when the School returned to remote learning. 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 particularly acknowledge and thank our exemplary teaching staff for their significant investments of time, talent and professional expertise in supporting our students, both in class and during lengthy periods of online learning, ensuring that both the academic and wellbeing needs of all students were met.

We also acknowledge the professionalism and expertise of our Administrative, Operational, Maintenance and Grounds Staff for their sterling work throughout this memorable year.





## Governance

Blue Mountains Grammar School is owned and operated by the Blue Mountains Grammar School Limited, a company limited by guarantee. Membership of this Company includes members of the BMGS Board of Directors, the Anglican Church Property Trust, Ordinary members and Associate members as defined by the Constitution.

The 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 requirement that financial records of the Company be maintained and audited.

### The BMGS Board of Directors

Blue Mountains Grammar School Limited is managed by a Board of Directors. In 2021 there were ten Directors, six being appointed by the Sydney Anglican Diocese and four being elected by Company members at the AGM or appointed by Board members to fill a casual vacancy.

The membership of the Board is based on a skills matrix to ensure the effective management of its responsibilities. These skills incorporate building and development, financial, legal, marketing, risk management, strategic planning and other corporate skills.

All Directors maintain ongoing Professional Development with a minimum of three hours per annum being recorded.

### From the BMGS Board

In 2021 the Board maintained its focus on 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:

- In the second year of COVID the Board had a focus on supporting student wellbeing which led to the endorsement of the development of a centre in the school grounds which draws together all resources pertinent to the ongoing nurture of student wellbeing. The Board oversaw planning and architectural drawings for this centre.
- The Board oversaw and managed a Budget impacted by COVID.
- The input of the Committees – a) Governance, Risk & Compliance, b) Finance & Audit and c) Major Projects – continued to inform the Board and underpin the decision-making processes of the Board.
- The Board continued to support the work of the Headmaster in managing the changes necessary for the ongoing development and growth of the school in line with the broad statement of the school’s purpose in the Constitution and the specific vision published in 2020 as a means of achieving that purpose.

Mrs. Christine Olliffe  
Chair, Blue Mountains Grammar School Board



**BLUE MOUNTAINS  
GRAMMAR SCHOOL**



## From the Headmaster

Blue Mountains Grammar School has been through a period of transition over the past two years. Since 2019, we have been initiating our new vision, one that I believe is a re-articulation of the visions of the past. We have a new Framework and, again, I believe this to be a re-articulation of existing values. We have a new organisational culture. Finally, we have a new educational philosophy, that is an extension of the Cultures of Thinking philosophy we have followed for many years. We brought with us all that we could - that was excellent - of the first 100 years of BMGS. Our goal in 2021 was to continue in our pursuit of excellence within the Vision 2020 framework established in 2019.

At the end of 2020 we celebrated the achievements of our students, of our teachers and of the School community as a whole. In summary, we celebrated what can be achieved when a community stands united in a challenge.

I adopted the theme of unity for the 2021 School year and commenced the year speaking to staff and students in accordance with this theme.

During our start of year Conference, we reviewed many existing policies and launched two, very important, new policies: our Student Behaviour Management Policy and our Academic Assessment Policy. We collaborated around the topics of Student Awards, Enhancing Student Learning, HSC Analysis and Improvement Planning, Student Profiles, Best Practice in Literacy, Wellbeing Matters and Pedagogies for Growing Character and Capability. All staff also undertook training in First Aid.

The highlight of the Conference was an enthralling presentation by our guest speaker, Mrs Jann Robinson, retired Principal of St Luke's Grammar School, Dee Why. Mrs Robinson led her School from 146th in NSW to a very impressive 24th in the Sydney Morning Herald's HSC School Rankings in 2020, her final year as Head. She spoke on the topic of "Making a Good School Great," reinforced much of what we are already doing, and inspired our teachers to continue to strive for excellence in their own practice as well as that of their students.

Blue Mountains Grammar School is already great in so many ways, however with regards to academic outcomes we are on this same journey, from Good to Great. I am pleased to reflect on 2021 as a year of further progress on our journey of improvement.

From an operational standpoint, Staff unity came to the fore with the preparations for the scheduled inspection of BMGS by NESA for the State Government's 5-yearly inspection/registration program for NSW Schools. The professionalism, dedication and teamwork of our Staff as they meticulously prepared and reviewed the evidential documentation required by NESA was rewarded by confirmation, in June, that the School's NESA Registration had been renewed for a further five year period.

### Stakeholder Feedback

The School normally undertakes formal Community Satisfaction surveys in 'odd' years and uses less formal feedback mechanisms during 'even' years. In 2021, due to the pandemic, the School only undertook Staff Satisfaction surveys, deferring the Parents' and Students' Perspectives Survey until Term 1, 2022. In the interim, parents and students were able to provide comments directly to me via the feedback email address specifically created for this purpose.

### 2021 School Improvement

Whilst plans to pursue our Vision 2020 and Beyond RAISE the Bar community priorities were hampered, yet again, by the pandemic, we kept the big principles in mind as we navigated our way through the year. This enabled us to make significant progress in some key goals despite the challenges we faced.

In-School Staff Professional Development sessions during the year focused on 'Strengthening the Centre' with discussions centred around policy updates, campus improvements, ICT security and improvements, progressing the Compass Wellbeing project and commencing our engagement with the Mezzo Academic Reports module.

A highlight of the 2021 year was the announcement by the BMGS Board of Directors of the first major facility to be built on the Wentworth Falls campus since the performing Arts Centre in 2012: the John Cunningham Student Centre, which will house all facets of our student wellbeing program. Stratford Building has been decommissioned in preparation for the development, which will see the existing structure enlarged and internally reconfigured to provide offices and meeting spaces for Wellbeing Staff, Counsellors, Student Reception, the Sick Bay, and areas for quiet study or reflection.

## From the Headmaster continued

In a new initiative, the School undertook a Giving Day, in May, reaching out beyond our current School community to our Alumni and they, together with our current community embraced the initiative with humbling generosity. Such was the support that we exceeded our target, although we were unable to commence building works due to lockdown regulations. We anticipate opening this superb new facility for our students in 2022.

This year we also upgraded the technological capabilities and installed new lighting and sound facilities in both the Junior and Senior School assembly halls on the Wentworth Falls site. Similar work was also completed in the School's Chapel.

Major refurbishments were completed in other areas of the School. The Residence (formerly the Headmaster's Residence) has been converted to an Art Gallery, adding a considerable asset to the School's Visual Arts program.

In the Pitt-Owen Library Science Building all fixtures, fittings and utilities (including IT) in Lab P6 were updated; this is the first of all laboratories due to be renovated. The Art & Design foyer was refreshed, parking areas behind Bartlett Building were upgraded, and the School's greenhouse was relocated.

The introduction of a new school-wide student management system in Semester 2 was another significant project to be completed in 2021, and its launch has led to a marked improvement in the reporting and communication capabilities of the School, addressing the need for increased avenues of communication within the School community.

Despite the disappointments of the pandemic continuing into 2021, I am particularly proud of our Staff and students for their response to, and achievements within, the challenges of an extended lockdown period.

The results of our Year 12 students are particularly noteworthy as, despite their interruptions throughout both 2020 and 2021, and the cancellations of so many of the usual 'rites of passage' for their final year, they overcame these challenges and delivered a remarkable set of HSC results.

### Looking Ahead

In addition to the launch of the John Cunningham

Student Centre project, there is much to anticipate in 2022.

Crucial to the continued progress of our strategic Vision 2020 in our goal to bring excellence to all areas of the School's operation are the appointments of two new key roles on the School's Executive team: a Director of Strategic Growth (P-12), who will work with Staff to assist them in responding to the School's priorities and implement initiatives in their sections, and a Director of Pedagogy and Innovation whose role it will be to support, coach and mentor teachers across the Junior and Senior School.

Further, in 2022 we will seek to increase professional development for all staff; the scheduled upgrading of several of our older facilities will continue, and we will complete the conversion of the Junior School's technology room into a dedicated STEM classroom.

### Conclusion

I am so pleased that, as a School community, our aspirations for our students and our desire for excellence are growing year to year. I am thankful that, throughout 2021, this commitment enabled us to make significant progress towards our goals, despite additional challenges.

I am grateful to our students for their determination and perseverance in their studies, adapting to much change yet continuing to meet curriculum expectations with positivity and success.

I am also grateful to our parents for their positive feedback during the year and their support of the School's endeavours to deliver quality and intentional learning experiences to their children, whether in a virtual or an actual classroom.

I am proud of our teaching, administrative and grounds Staff for their exemplary work throughout 2021.

I particularly acknowledge the work of our Leadership Team, Mr. Owen Laffin (Deputy Head - Head of Senior School), Mr. Nigel Cockington (Head of Junior School), Mrs. Gaynor McKinnon (Director Teaching & Learning), Mrs. Alicia Michielsen (Director of Wellbeing and Inclusion (7-12) and Head of Learning Enrichment (P-12) and Mr. Malcolm Michielsen (Business Manager) for their exemplary leadership throughout 2021, particularly in their responses to the challenges of Semester 2.

As we consistently strive for excellence, a standard achieved in many areas throughout the School, I look forward to 2022 with great optimism and excitement for the advancements soon to come.





# 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



CREATE

FAITH

RELATE

PURP

ADAPTABILITY

INTEG

REFLECTION

COURAGE

PE

**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



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



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

Why We Are Here  
to overcome life's challenges  
in pursuit of a positive future  
beyond ourselves

**Tenacious Grit ... makes us unstoppable**  
**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

Following the restrictions experienced throughout 2020, it was an optimistic Committee who reconvened at the AGM in March 2021 to plan the year's calendar of events.

In Semester 1, we were able to support the Swimming, Athletics and Cross Country Carnivals as Timekeepers, event Marshalls or manning the BBQ.

There were also the P&F food stalls operating throughout the HICES Cross Country Carnival hosted by our Junior School this year and our dedicated parents kept not only our staff and students but also the staff, parents and students of all the visiting Schools very well catered for with their delicious lunches.

The Junior campuses' representatives held very successful Mothers' Day Stalls, and provided excellent cullinary support for the Intermissions of this year's major Junior School production of *Matilda, Jnr.*

However, whilst the early months of the year returned to relative, if cautious, 'normalcy', the larger events planned for Semester 2 did not proceed. The School entered lockdown at the beginning of Term 3 from which it did not emerge until the final two weeks of Term 4. By this stage, the focus was on providing our Year 12 and Year 6 students with the best, though delayed, graduation celebrations possible given the regulations that remained in place at that time.

I extend my sincere thanks to the hardworking campus representatives Ms Bonnie Mamo (Senior School), Mrs. Magdalena Herceg (Junior School, Wentworth Falls) and Mr Mark Rodgers and Mrs Sarah Rodgers (Junior School, Springwood), who led their individual sub-committees with enthusiasm and drive, despite the challenges arising throughout 2021. Whilst the fruits of much of your labour was unrealised in so many cancellations, your every effort was appreciated and your continued commitment to the children of our School is valued.

Finally, I thank all parents who supported the endeavours of the 2021 Parents' & Friends' Association 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



## 2021 NAPLAN Results

The table below is a summary of the results for 2021 comparing the BMGS students with all students from NSW in the Standardised National Literacy and Numeracy Testing.

A Year 3 student may receive a result in Bands 1 to 6, a Band 6 being the best result.

A Year 5 student may receive a result in Bands 3 to 8, a Band 8 being the best result.

A Year 7 student may receive a result in Bands 4 to 9, a Band 9 being the best result.

A Year 9 student may receive a result in Bands 5 to 10, a Band 10 being the best result.

2021	Year 3 (10 Students)		Year 5 (19 Students)		Year 7 (64 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
<b>Reading</b>	School: 90% Sim: 96% State: 89%	School: 10% Sim: 4% State: 11%	School: 84% Sim: 96% State: 89%	School: 16% Sim: 4% State: 11%	School: 95% Sim: 95% State: 83%	School: 5% Sim: 5% State: 17%	School: 91% Sim: 90% State: 76%	School: 9% Sim: 10% State: 24%
<b>Writing</b>	School: 100% Sim: 98% State: 94%	School: 0% Sim: 2% State: 6%	School: 84% Sim: 93% State: 85%	School: 16% Sim: 7% State: 15%	School: 92% Sim: 92% State: 78%	School: 8% Sim: 8% State: 22%	School: 78% Sim: 83% State: 66%	School: 22% Sim: 17% State: 34%
<b>Spelling</b>	School: 100% Sim: 95% State: 89%	School: 13% Sim: 5% State: 13%	School: 88% Sim: 94% State: 87%	School: 12% Sim: 6% State: 13%	School: 91% Sim: 93% State: 84%	School: 9% Sim: 7% State: 16%	School: 92% Sim: 92% State: 81%	School: 8% Sim: 8% State: 19%
<b>Grammar and Punctuation</b>	School: 100% Sim: 96% State: 89%	School: 0% Sim: 5% State: 11%	School: 95% Sim: 94% State: 85%	School: 5% Sim: 6% State: 15%	School: 97% Sim: 92% State: 80%	School: 3% Sim: 8% State: 20%	School: 95% Sim: 89% State: 75%	School: 5% Sim: 11% State: 25%
<b>Numeracy</b>	School: 89% Sim: 95% State: 87%	School: 11% Sim: 5% State: 13%	School: 95% Sim: 95% State: 87%	School: 5% Sim: 5% State: 13%	School: 95% Sim: 96% State: 84%	School: 5% Sim: 4% State: 16%	School: 98% Sim: 96% State: 84%	School: 2% Sim: 4% State: 16%

### Areas of strength

Areas of strength are very clearly our Writing as well as our Numeracy across the board. Two areas where the students far exceeded projected growth were in Years 3 and 9 Spelling and Years 3 and 5 Numeracy.

### Areas of focus

Spelling continues to be an area that needs further work. The Junior School has implemented a specific spelling program to address this. Year 3 are seeing these results. Reading needs further development, and this has begun to be addressed by the introduction of a reading program in the Junior School and Senior School.

## 2021 HSC Results

Blue Mountains Grammar School students in Year 12, 2021 achieved some magnificent results, very much in keeping with the excellent standards consistently recorded by our students over many years. Despite the many challenges this cohort faced over the past two (COVID-affected) years, many students achieved outstanding results and 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.

In the Sydney Morning Herald Honour Roll of Band 6 students (students who gained a mark of 90 or more in a 2U course, or 45 or more in an Extension or 1U course) 24 students received 42 Distinguished Achievements (Band 6 or E4) in 22 of the 35 courses undertaken. While we recognise and celebrate the achievements of all our students, we particularly note that 79% of our 62 HSC candidates achieved one or more Band 5 or 6 results.

These are phenomenal achievements for a non-selective school that caters for a broad range of students. It speaks volumes of the dedication of the students to achieve their best, and the incredible support they received from the dedicated Heads of Department, Heads of House, Tutors, teaching staff and of course their families and friends.

2021 Course	Students	School Mean	State Mean	School/State Variation
Ancient History 2 unit	13	79.77	71.06	8.71
Biology 2 unit	14	75.33	73.38	1.95
Business Studies 2 Unit	11	78.24	73.32	4.92
Chemistry 2 Unit	15	68.19	74.37	-6.18
Community and Family Studies 2 Unit	6	88.87	74.28	14.59
Design & Technology 2 Unit	9	86.53	79.11	7.42
Drama 2 Unit	14	82.04	78.7	3.34
Economics 2 unit	7	76.77	77.66	-0.89
Engineering Studies 2 unit	10	76.5	74.79	1.71
English Advanced 2 unit	39	80.04	81.92	-1.88
English Extension 1 1 unit	2	41.55	42.07	-0.52
English Extension 2 1 unit	2	36.85	39.56	-2.71
English Standard 2 unit	23	73.68	70.47	3.21
French Continuers 2 unit	3	72	82.05	-10.05
Geography 2 unit	7	83.8	75.75	8.05
Human Services Examination 2 unit	2	84.2	70.68	13.52
Industrial Technology 2 unit	6	77.23	69.42	7.81
Information Processes and Technology 2 unit	5	69.84	70.97	-1.13



## 2021 HSC Results continued

2021 Course	Students	School Mean	State Mean	School/State Variation
Legal Studies 2 unit	11	81.58	74.72	6.86
Mathematics Advanced 2 unit	25	78.18	78.41	-0.23
Mathematics Extension 1 1 unit	11	72.09	78.21	-6.12
Mathematics Extension 2 1 unit	2	74.2	83.07	-8.87
Mathematics Standard 2 2 unit	22	76.59	69.15	7.44
Modern History 2 unit	17	77.65	72.85	4.80
Music 1 2 unit	5	85.68	81.34	4.34
Music 2 2 unit	1	87.4	87.57	-0.17
PDHPE 2 unit	12	81.87	72.19	9.68
Physics 2 unit	5	77.28	75.34	1.94
Science Extension 1 unit	2	38	37.05	0.95
Society and Culture 2 unit	8	85.23	76.88	8.35
Studies of Religion II 2 unit	10	73.06	75.86	-2.80
Visual Arts 2 unit	13	89.02	80.99	8.03



## 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	2021	13	100%	79%	0%	21%
	2020	8	100%	84%	0%	16%
	2019	11	100%	85%	0%	15%
Biology 2 Unit	2021	14	100%	91%	0%	9%
	2020	13	100%	87%	0%	13%
	2019	23	100%	85%	0%	15%
Business Studies 2 Unit	2021	11	100%	87%	0%	13%
	2020	14	93%	83%	7%	17%
	2019	5	100%	84%	0%	16%
Chemistry 2 Unit	2021	15	100%	89%	0%	11%
	2020	15	93%	91%	7%	9%
	2019	14	86%	88%	14%	12%
Community and Family Studies 2 Unit	2021	6	100%	93%	0%	7%
	2020	4	100%	91%	0%	9%
	2019	0	...	...	...	...
Dance 2 Unit	2021	0	...	...	...	...
	2020	0	...	...	...	...
	2019	3	100%	96%	0%	4%
Design & Technology 2 Unit	2021	9	100%	97%	0%	3%
	2020	10	100%	98%	0%	2%
	2019	13	100%	95%	0%	5%
Drama 2 Unit	2021	14	100%	98%	0%	2%
	2020	16	100%	98%	0%	2%
	2019	12	100%	98%	0%	2%
Earth & Environmental Science 2 Unit	2021	0	...	...	...	...
	2020	5	100%	85%	0%	15%
	2019	6	100%	96%	0%	4%
Economics 2 Unit	2021	7	100%	94%	0%	6%
	2020	6	100%	91%	0%	9%
	2019	8	100%	92%	0%	8%
Engineering Studies 2 Unit	2021	10	100%	93%	0%	7%
	2020	7	100%	92%	0%	8%
	2019	7	100%	92%	0%	8%
2U English Standard	2021	23	100%	91%	0%	9%
	2020	25	96%	89%	100%	84%
	2019	22	91%	88%	9%	12%



## 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	2021	39	100%	99%	0%	1%
	2020	31	100%	99%	0%	1%
	2019	44	100%	99%	0%	1%
English Extension 1 1 Unit	2021	2	100%	94%	0%	6%
	2020	7	100%	93%	0%	7%
	2019	9	89%	94%	11%	6%
English Extension 2 1 Unit	2021	2	100%	84%	0%	16%
	2020	3	100%	82%	0%	18%
	2019	3	80%	71%	20%	29%
English as a Second Language 2 Unit	2021	0	...	...	...	...
	2020	0	...	...	...	...
	2019	2	100%	85%	0%	15%
French Continuers 2 Unit	2021	3	100%	98%	0%	2%
	2020	4	100%	97%	0%	3%
	2019	2	100%	88%	0%	12%
Geography 2 Unit	2021	7	100%	92%	0%	8%
	2020	6	100%	87%	0%	13%
	2019	8	100%	88%	0%	12%
History Extension 1 Unit	2021	0	...	...	...	...
	2020	3	100%	98%	0%	2%
	2019	10	100%	98%	0%	2%
Human Services 2 unit	2021	2	100%	93%	0%	3%
	2020	0	...	...	...	...
	2019	0	...	...	...	...
Industrial Technology 2 Unit	2021	6	100%	79%	0%	21%
	2020	7	86%	81%	14%	19%
	2019	4	100%	79%	0%	21%
Information Processes & Technology 2 Unit	2021	0	...	...	...	...
	2020	7	100%	85%	0%	15%
	2019	7	100%	85%	0%	15%
Investigating Science 2 Unit	2021	0	...	...	...	...
	2020	0	...	...	...	...
	2019	6	83%	77%	17%	23%
Japanese Continuers 2 Unit	2021	0	...	...	...	...
	2020	0	...	...	...	...
	2019	2	100%	82%	0%	18%
Japanese Extension 1 Unit	2021	0	...	...	...	...
	2020	1	100%	99%	0%	1%
	2019	1	100%	100%	0%	0%

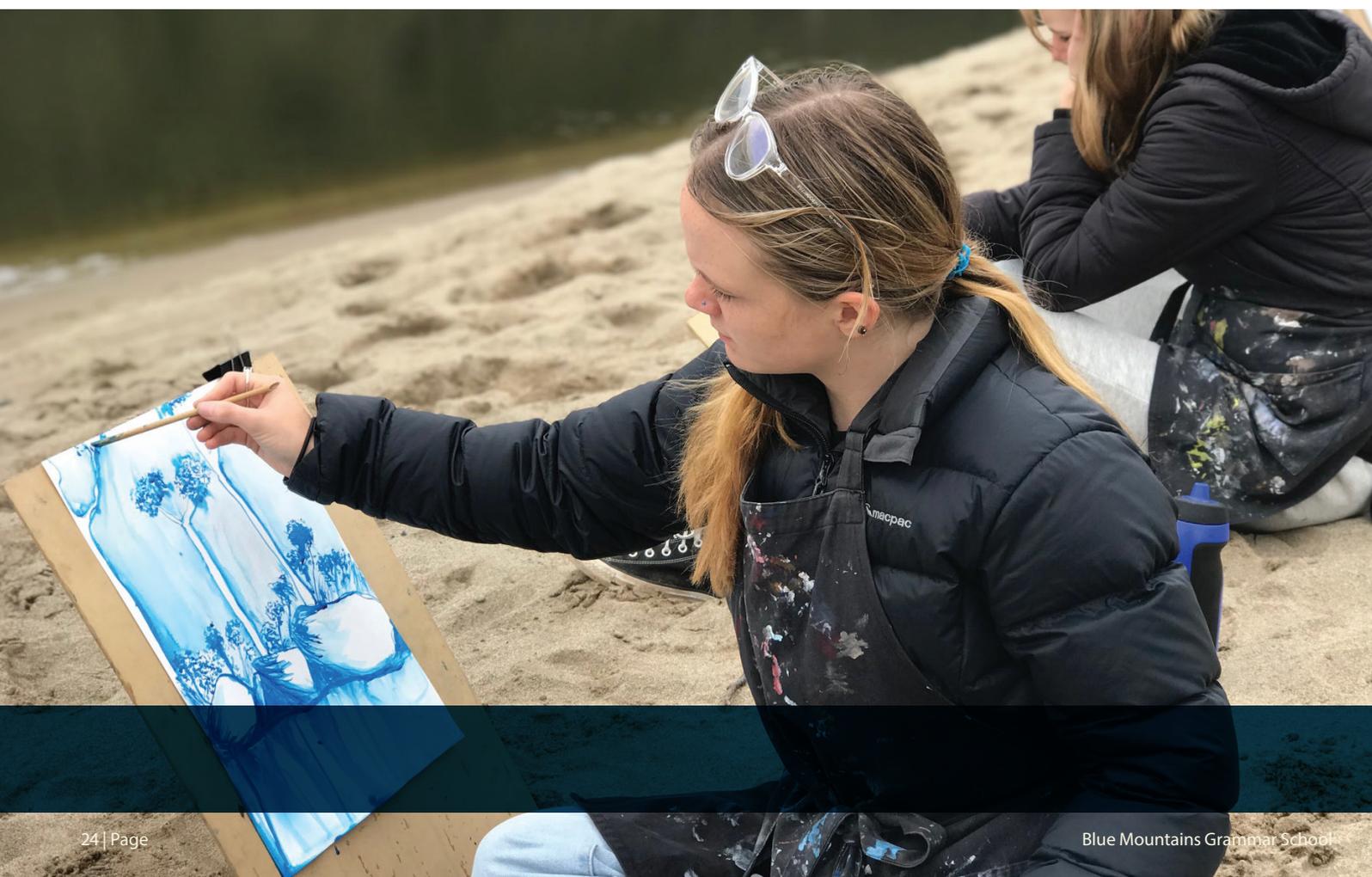
## Higher School Certificate Results continued

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
Legal Studies 2 Unit	2021	11	100%	87%	0%	13%
	2020	2	87%	83%	13%	17%
	2019	2	87%	83%	13%	17%
Mathematics Standard 2 Unit	2021	22	100%	79%	0%	21%
	2020	18	94%	76%	6%	24%
	2019	26	100%	84%	0%	16%
Mathematics Advanced 2 Unit	2021	25	96%	94%	4%	6%
	2020	24	100%	90%	0%	4%
	2019	23	87%	92%	13%	8%
Mathematics Extension 1 1 Unit	2021	11	100%	94%	0%	6%
	2020	8	100%	95%	0%	5%
	2019	18	91%	96%	11%	4%
Mathematics Extension 2 1 Unit	2021	2	100%	97%	0%	3%
	2020	4	100%	97%	0%	3%
	2019	7	100%	97%	0%	3%
Modern History 2 Unit	2021	17	100%	84%	0%	16%
	2020	13	100%	84%	0%	16%
	2019	23	91%	87%	9%	13%
Music 1 2 Unit	2021	5	100%	98%	0%	2%
	2020	3	100%	92%	0%	8%
	2019	5	100%	91%	0%	9%
Music 2 2 Unit	2021	1	100%	100%	0%	0%
	2020	2	100%	100%	0%	0%
	2019	3	100%	100%	0%	0%
Music Extension 1 Unit	2021	0	...	...	...	...
	2020	2	100%	99%	0%	1%
	2019	1	100%	100%	0%	0%
Personal Development/Health/Physical Education 2 Unit	2021	12	100%	87%	0%	13%
	2020	5	100%	89%	0%	11%
	2019	7	100%	89%	0%	11%
Physics 2 Unit	2021	5	100%	91%	0%	9%
	2020	11	100%	87%	0%	13%
	2019	14	100%	86%	0%	14%
Science Extension 1 Unit	2021	2	100%	99%	0%	1%
	2020	1	100%	99%	0%	1%
	2019	4	100%	79%	0%	21%



## 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
Society and Culture 2 Unit	2021	8	100%	94%	0%	6%
	2020	9	100%	94%	0%	6%
	2019	4	100%	79%	0%	21%
Studies of Religion II 2 Unit	2021	10	100%	91%	0%	9%
	2020	10	100%	92%	0%	8%
	2019	0	...	...	...	...
Visual Arts	2021	13	100%	98%	0%	2%
	2020	5	100%	98%	0%	2%
	2019	13	100%	90%	0%	10%



# 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 2021, many staff renewed or obtained their First Aid accreditation and, where applicable, renewed their WWCC accreditations. 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.

As it was in 2020, our PD plans differed from 'normal years' in 2021 due to the pandemic, with more PD sessions conducted in-house, and fewer opportunities to attend external PD until the second half of the year.

There was continued upskilling of teachers for online and remote learning, and improved technology to support the the provision of excellent teaching practices during online learning periods.

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 continue to be sought for Higher School Certificate marking, either as examiners and judges or as senior markers and markers.

In addition, the following professional development activities were undertaken in 2021:

Description of the Professional Learning Activity	Number of Staff Participating
Whole School Staff PD Days (January, July and December)	58
Introduction to Microsoft Excel 2016 (for Stage 5 digital technologis class)	1
Mathematics Ext 2 - Part 1 Proof & Vectors (Online)	1
Autism Spectrum Disorder Online Course (Online)	1
Edval Self Paced Online Course (Online)	2
Rugby Union Coaching Directors Day	1
IEU Union Rep Training Day	1
Japanese Extention Workshop	1
Introduction to Lasercut Jewellery	1
Intro to Circles of Pedagogy for Student Wellbeing	1
VADEA Conference	2
GTA NSW Annual Conference	1
The Leading Edge Women in Education Conference	1
CAFS HSC Marking Simulation Workshop	1
PDHPE Marking Simulation Workshop	1
Dyscalculia: The Dyslexia of Maths (Online)	1
Recharging Business Studies	1
Inclusive Design of Instructional and Assesment Practices	1
HSC Music Aural	1
HSC Music Composition	1
Wellbeing Conference 2021	2
Programming for Differentiation in Science	1
AD/HD Adaptations & Strategies (Online)	1

## Professional Learning continued

Description of the Professional Learning Activity	Number of Staff Participating
Wilderness First Aid	2
YARC Assessment Webinar (Online)	1
BeYou Supporting Student Anxiety (Online)	1
Spell it Course (Online)	1
Data Analysis 101 for Educators	1
Legal Studies Association Conference	1
Geogebra Course (Online)	1
Learning Support Umbrella Group Conference	1
MINI Certificate of Gifted Education	1
Intro to Restorative Practice in Schools	1
Extension 2 Mathematics Long Course for Year 12 (Online)	1
Mathematical Association NSW Annual Conference	1
AIS History Extension Symposium 2021	1
HTA - Introduction to teaching History Extension (Online)	1
ACEL National Conference. Leading Excellence Through Equity (Online)	1
AISNSW English Conference (Online)	2
Compass Network Day 3: Wellbeing and PDHPE	1
LDC The Science and Language of Reading is for Everyone	1
TTA Youth Mental Health First Aid	1
Sydney Teacher Writing Conference	1

The average amount spent per teacher for Professional Development in 2021 was \$730.00



**BLUE MOUNTAINS  
GRAMMAR SCHOOL**



## Workforce Composition

<b>BMGS Workforce Composition</b>	<b>FTE</b>
Administration, Clerical, Aides and Assistants	22.4
Maintenance, Cleaning, Canteen and Uniform Shop staff	11
Teaching Staff - Non Indigenous	51.5
Teaching Staff - Indigenous	1

## Teacher Standards

In 2021 the actual numbers of teachers who have teaching qualifications are set out in the categories as listed below:

<b>Level of Accreditation</b>	<b>Number of Teachers</b>
Conditional	1
Provisional	3
Proficient Teacher	54
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
<b>Total number of teachers</b>	<b>58</b>

<b>Category</b>	<b>Number of Teachers</b>
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	57
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.	1
<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



# 2021 Enrolments

## Student Body

### Government Funded Students

Funded Primary K - 6	140
Funded Secondary 7 - 12	378
<b>Total Funded Students</b>	<b>518</b>

### Non-Government Funded Students

Non Funded Pre Kindergarten Students	18
Full Fee Paying International Students	1
Exchange Students	0
<b>Total Non-Funded Students</b>	<b>19</b>

<b>Total Student Enrolments</b>	<b>537</b>
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## 2021 Attendance

School Year	Students	Days	Attendance Rate	Punctuality Rate
Kindergarten	13	184	97.17%	97.77%
Year 1	16	184	95.12%	99.09%
Year 2	22	184	96.70%	98.73%
Year 3	9	184	93.39%	98.43%
Year 4	25	184	96.23%	99.29%
Year 5	19	184	96.62%	98.64%
Year 6	32	184	96.04%	98.53%
Year 7	70	184	94.67%	97.23%
Year 8	59	184	93.58%	96.74%
Year 9	78	184	93.20%	97.20%
Year 10	62	184	93.44%	95.54%
Year 11	51	184	96.49%	97.15%
Year 12	62	184	94.50%	97.30%
	<b>518</b>		<b>95.17%</b>	<b>97.82%</b>

- *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

Approximately one third of the 2021 graduating cohort of Year 12 began their time in the Blue Mountains Grammar Junior School, with the remaining joining the Senior School in Year 7, 2016. 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 71 students diminished to 64 at the end of Year 10, however only 60 of those were common to both cohorts. The actual retention rate was 66%.

<b>2016 - Year 7 Commencement</b>	<b>71</b>		<b>71</b>
New Enrolments	11		3
Withdrawals	(12)		(10)
<b>2019 - End of Year 10</b>	<b>70</b>	<b>(98%)</b>	<b>64</b>
			<b>(90%)</b>

The Year 10 cohort of 64 students diminished by a further two students by the commencement of Year 11, however the new cohort consisted of 60 of our original Year 10 students. So, whilst retention looked to be 91%, the actual retention rate was 93% cohort wide and 94% for original Year 7 students.

<b>2019 - End of Year 10</b>	<b>70</b>	<b>70</b>	<b>64</b>
New Enrolments			
Withdrawals	(6)	(6)	(4)
<b>2020 - Year 11 Commencement</b>	<b>64</b>	<b>(91%)</b>	<b>64</b>
			<b>(93%)</b>
			<b>60</b>
			<b>(94%)</b>

By graduation, of the 60 students who commenced Year 11, 59 remained. with an apparent retention were both 97% whereas retention in this period was 98% for original Year 7 students.

<b>2020 - Year 11 Commencement</b>	<b>64</b>	<b>64</b>	<b>60</b>
New Enrolments			
Withdrawals	(2)	(2)	(1)
<b>2021 - Graduating Year 12 students</b>	<b>62</b>	<b>(97%)</b>	<b>62</b>
			<b>(97%)</b>
			<b>59</b>
			<b>(98%)</b>

In 2021, the School graduated 62 students. With an original Year 7 cohort of 11 students, an apparent retention rate of 87% was achieved. Given that 59 of the original 71 students remained, the actual overall retention rate was 83%.

<b>2016 - Year 7 Commencement</b>	<b>71</b>		<b>71</b>
New Enrolments	11		3
Withdrawals	(20)		(15)
<b>2021 - Graduating Year 12 Students</b>	<b>62</b>	<b>(87%)</b>	<b>59</b>
			<b>(83%)</b>



## Post School Destinations

The number of graduates in 2021 was 62 students.

Between Year 10 and Year 12, there were six students withdrawn. Four of the withdrawn students transferred to other schools for either financial reasons, relocation, or seeking specific HSC courses not offered by BMGS. Two students left to pursue apprenticeships.

For the first time in many years, no new students enrolled to complete Years 11 and 12 at BMGS. As this was an anomaly for the School, it is considered another by-product of the pandemic, when financial stresses impacted on many families in the Blue Mountains region.

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 2021, an exceptional set of results led to the majority of students gaining entry into their first choice of course at their preferred university.

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

There were no international students in the Year 12, 2021 cohort.

The number of students in 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, was reduced due to the pandemic. Some students have entered the workforce, however, the majority have elected to continue with their studies due to their inability to travel beyond Australia for the immediate future.



# 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.

Parents are required to provide various documents as part of the application process :

- (a) a copy of a student's most recent School report
- (b) a copy of a student's most recent NAPLAN report, if applicable
- (c) all other relevant educational, psychological or medical assessments

These documents are used to establish:

- (a) the suitability of the student to the School
- (b) the capacity of the School to cater for the needs of the student
- (c) class placement
- (d) learning support if required
- (e) extension programmes if required

The application process may not proceed in the absence of any of these documents.

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.

## Places at School

Where there is no available place, applicants are placed on the waiting list for the desired year of entry.

## 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. If a student requires special learning support, enrolment cannot proceed without due consultation with Learning Support staff and the parents of the child concerned.
3. A written invitation to attend an interview is issued to those families whose children can be accommodated.
4. In the case of students entering the Junior School, a student's immunisation record must be viewed at interview.
5. Interview is then conducted, including tour if required.
6. Interviews are held in the year preceding the desired year of entry.
7. A letter of offer forwarded, stating due date of Registration Fee, Year group and commencement year. The letter of offer is only valid until this date.
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.
9. If Registration Fee has not been received by due date, if a place remains available, reminder notices will be sent prior to the enrolment application being cancelled.

## 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. If no reason is given for a student to be withdrawn, the Registrar's will contact the Home School Liaison Officer with the Penrith office of the Department of Education and Training and provide this officer with the student's name, age and last known address.

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 the Headmaster.

## Enrolment Policy continued

The Headmaster, may at any time require the removal from the School, permanently or temporarily, of any pupil if, in his absolute discretion, he deems 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

Families are not required to be of the Christian faith, or the Anglican denomination, however, families must support the Religious ethos and program of the School and must be aware that no students are exempt from this program.

### Overseas Students

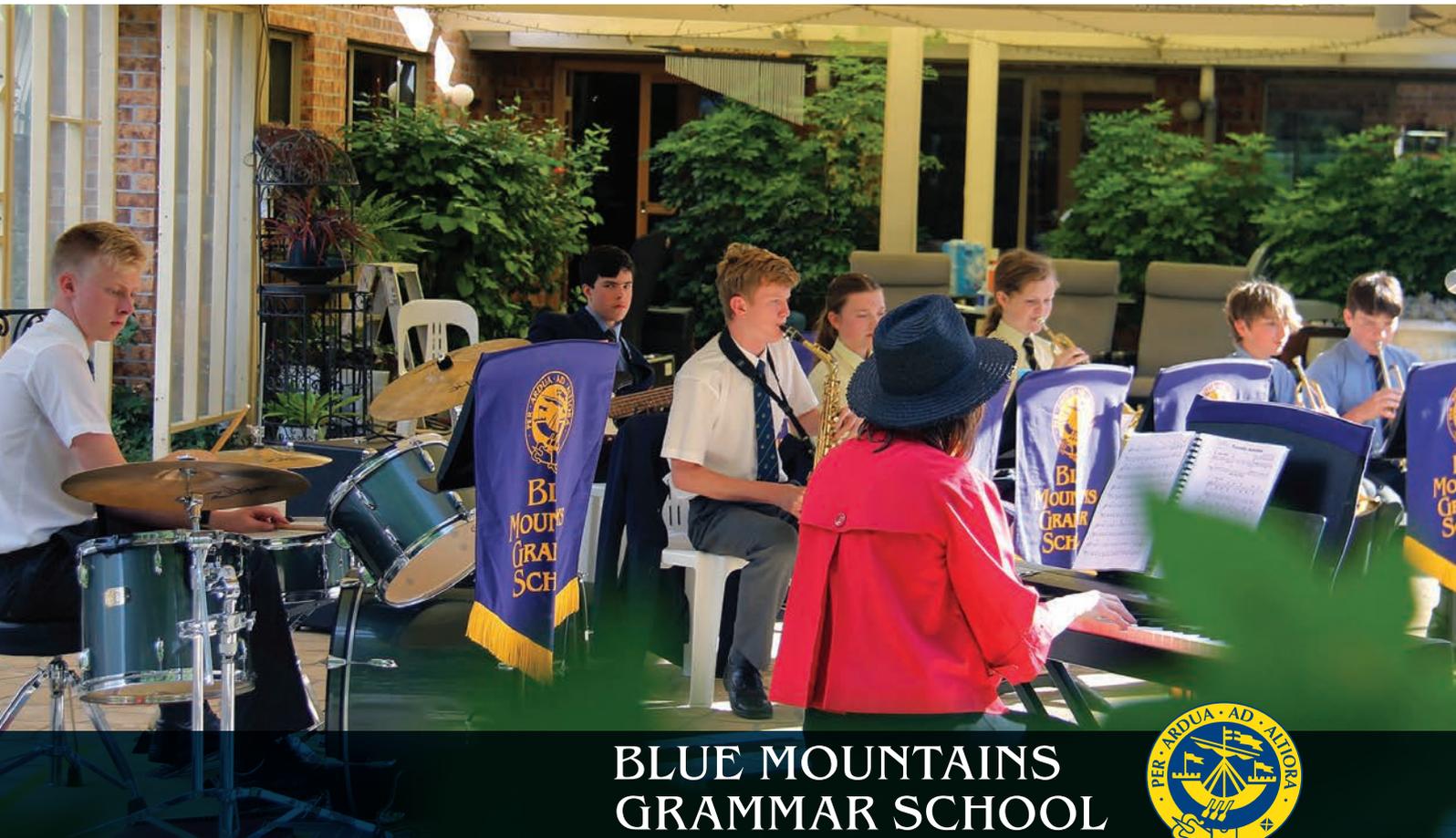
An overseas student is any student who is not an Australian resident. The School is registered to accept overseas students. An overseas student's enrolment is conditional on the successful achievement of the required level of English (both written and oral) for their age and Year group. This assessment may be via IELTS Testing (minimum Level 6 grade achieved) or through School-based testing.

As part of the application process, the overseas student is to provide

- (a) a copy of his/ her passport.
- (b) the previous two School reports, translated.

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

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



BLUE MOUNTAINS  
GRAMMAR SCHOOL



## 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 School

Junior School students (Wentworth Falls and Springwood) 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 students. 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 Head of Junior School 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.



# 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's 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 Junior School (Springwood) 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 School's '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 Key Policies

The School considers all people precious as they are made in God's image and must be treated with honour and respect. The School publishes on its website the following key policies that together provide a framework for the School to:

1. ensure that all School community members are kept safe and treated with love, respect, tolerance and fairness;
2. nurture a social environment that supports each student in the development of rich and rewarding relationships
3. maintain a positive School culture and learning environment in which all students can maximise their learning;
4. raise student confidence and motivation through the recognition of positive behaviour;
5. promote broad participation in School life and positive community citizenship;
6. take a developmental approach to students' character, capability and behaviour;
7. train young people to consider the impact of their behaviour on others; and
8. provide students with an opportunity to reflect upon and consider a Christian worldview.

### 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
- Develop students' sense of self-worth and foster personal development

### Child Protection Policy

The School is committed to fulfilling its legal obligations and responsibilities relating to Child Protection and to being a Child Safe Institution. The Headmaster strives to create a Child Safe culture by adopting effective strategies and procedures for monitoring, communicating and managing matters relating to Child Protection. The purpose of the School's Child Protection Policy is to provide a framework and rationale for Child Protection practices within the School that includes both preventative and responsive actions and practices that the School adopts to help children, parents, volunteers and employees recognise

unacceptable behaviours and respond appropriately in the event that they become aware of, or suspect, a violation of the rights of a child.

Most crucially, the Policy makes it clear that if a child is considered at risk, members of our community must address the matter immediately to the Head of School. If a member of staff is suspected of Reportable Conduct, it must be immediately addressed to the Headmaster. If the Headmaster is suspected of Reportable Conduct, it must be immediately addressed to the Chair of the Board.

The current policy replaced the pre-existing policy in the 2020 School year. The full text of the Child Protection can be accessed via the School's website.

### Anti-Harassment Policy

The School seeks to provide a safe, positive and supportive environment for all; one where mistreatment is reported and responses are prompt and effective in modifying behaviour and restoring relationships. Members of the School community are to be treated with respect, accepted for their differences and able to participate in School life free from mistreatment of any kind, including harassment and bullying. The School will seek to nurture a culture that readily reports incidents of serious or repeated mistreatment. Staff members will intervene to prevent mistreatment in any form and manage all incidents in accordance with the Student Behaviour Management Policy and other policies that pertain to adults. The School will promptly consider all reports of suspected harassment, including bullying, act where necessary to elicit a change of behaviour, attempt to bring matters to a point of resolution through restorative processes, act to exclude persons from the School community where necessary and make legal referrals where warranted.

The current policy replaced the pre-existing policy in the 2020 School year. The full text of the School's Anti-Harassment Policy can be accessed via the School's website.

### Student Behaviour Management Policy

The School's Behaviour Management practices are designed to ensure we provide a safe and supportive environment for our students to learn and grow by identifying and eliminating harmful behaviours. We are focused primarily on growing character and personal autonomy through the development in students of the habit of personal reflection.



## Other Key Policies continued

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 various natural consequences, suspension and expulsion of a student.

The current policy replaced the pre-existing policy in the 2020 School year. The full text of the School's Behaviour Management Policy can be accessed on our website.

### Complaints and Appeals Policy

The policy uses as appropriate procedural fairness in dealing with complaints and appeals 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.

This policy was significantly modified in the 2020 School year with the introduction of the 'Appeals' section. The full text of the School's Complaints and Appeals Policy can be accessed on our website.

### Other Public Policies

Apart from those above, the School's Enrolment Policy, Privacy Policy, Whistleblower Policy and the Acceptable Use of Technology Policy are published on the School's website.



# 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 Early Learning years. 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 School Initiatives

Junior 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 students and gives a formal lesson of Christian Studies 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 Head of the School 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 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.

## Senior School Initiatives

The Senior School is a place where every student is known, cared and planned for 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 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, Touch Football and Football as well as representative pathways through a wide range of other sports in the ISA organisation. Students also participate in a broad array of other co-curricular activities, carefully designed to provide a broad and rich education. These include activities such as ceramics, photography, theatre sports, debating, chess and STEAM.

Students also 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 community partnerships. Students are also locally involved in community events such as ANZAC services and a local initiative for the disadvantaged, Junction 142.

Students serve both the student body and broader School community while developing their leadership skills through Captains, Vice-Captains, Portfolio and Sport Captains and Prefect roles in their House, or through Student Representative Council (SRC) representation.

Students are also presented with opportunities to represent the School locally, nationally and internationally. In 2020-2021 the our F1 in Schools Teams were successful in reaching and competing in National competitions.

The Senior School is committed to equipping students with the skills to face future challenges with a range of wellbeing and careers initiatives throughout the year. Students are also able to develop an appreciation of our local environment through increased engagement with local Indigenous Elders through Explorer Time, and through our extensive Wilderness Education program.

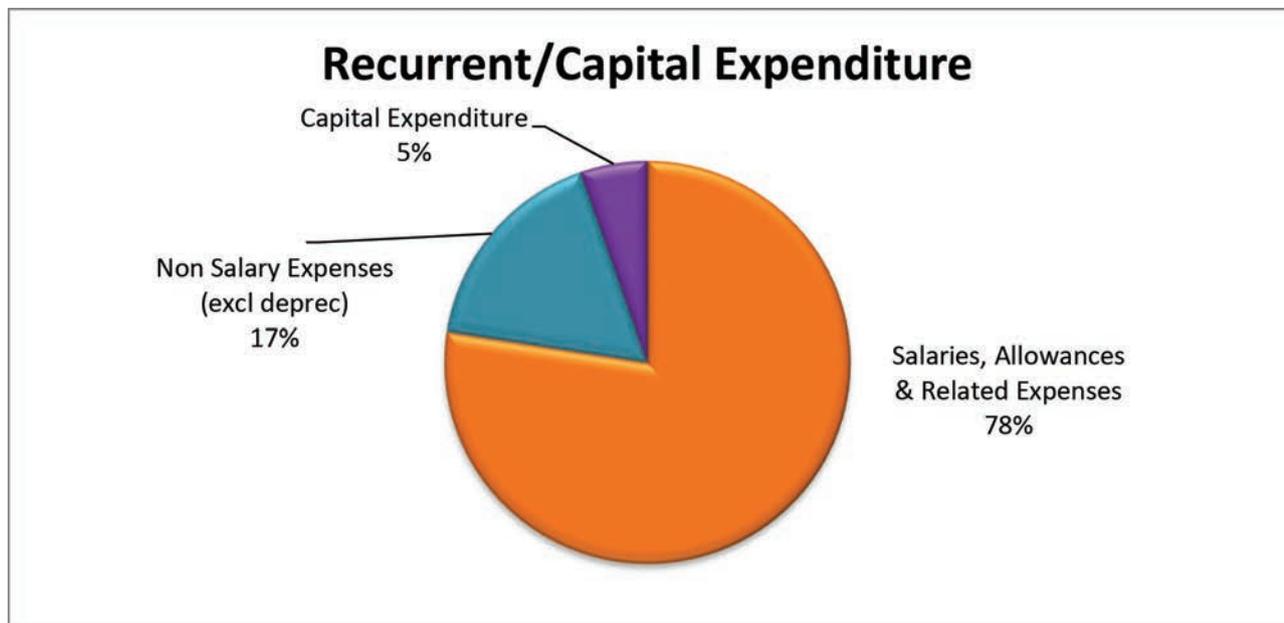
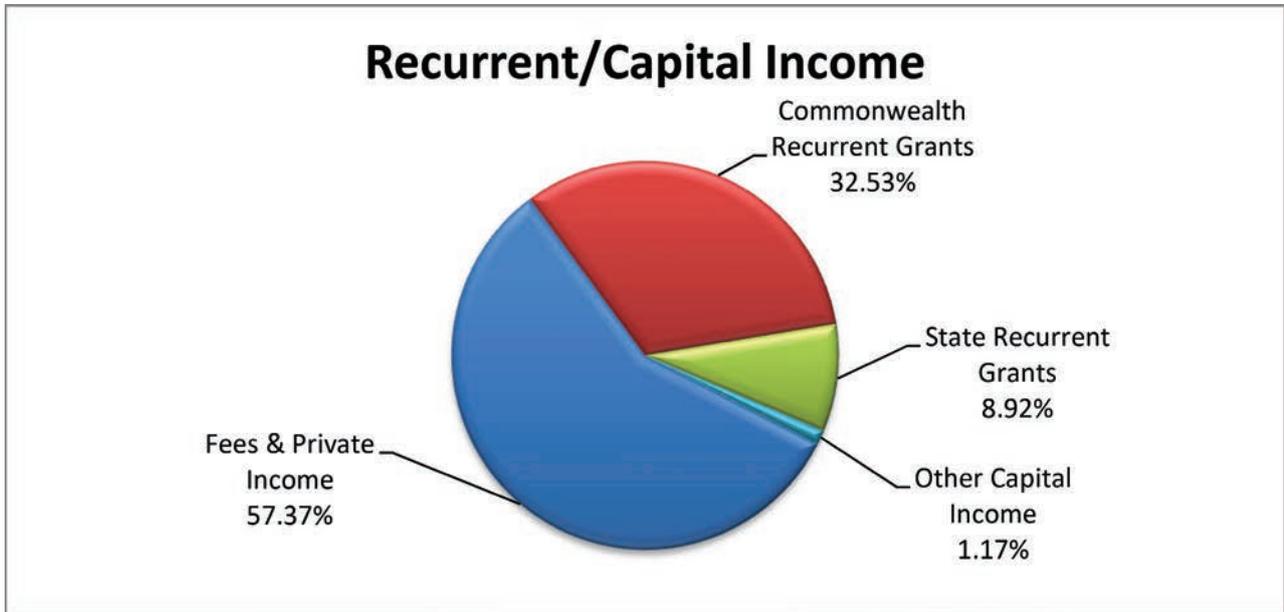
# FINANCIAL REPORT



BLUE MOUNTAINS  
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# 2021 Summary of Financial Information



# PUBLICATIONS AND ARCHIVES



BLUE MOUNTAINS  
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## 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 2021 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 Director of Teaching & Learning, the Director of Wellbeing and Inclusion (7-12) and Head of Learning Enrichment (P-12), 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 30<sup>th</sup> 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), and
- setting the annual schedule for:
  - the 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, in both digital and hard copy, to the Archivist.





**BLUE MOUNTAINS  
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An Anglican, Co-Educational Day School  
Pre-Kindergarten to Year 12  
Tusculum Road, Valley Heights and Matcham Avenue, Wentworth Falls  
(02) 4757 9000 | [www.bmgs.nsw.edu.au](http://www.bmgs.nsw.edu.au) | CRICOS No: 02312A

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