

# ANNUAL REPORT

*Hope*  
in our HEARTS

*Purpose*  
in our MINDS

*Courage*  
in our LIVES



2022

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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# 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 525 students. In 2022, there were 40 students in the Junior School (Springwood), 112 students in the Junior School at Wentworth Falls and 373 students in the Senior School at Wentworth Falls.

There were no International students attending BMGS in 2022.

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 our caring and holistic approach to their education, which seeks to equip them with personal excellence and Christian integrity.

Our students come from a range of backgrounds, including students with language backgrounds other than English (2%) and those with identifiable disabilities (34%), ranging from quality differentiated teaching practices in our classrooms, through to extensive support. According to the NCCD, 14% of the identified 34% are classified as QDTP, with the remaining 20% requiring assistance ranging from supplementary to extensive levels of adjustment.

In 2022, the School's Capacity to Contribute (CTC) ranking, a mechanism used by the Commonwealth to determine per capita recurrent funding levels, was 108.

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 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, 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.

## 2022 - Our Year in Review

Whilst the first few weeks of 2022 included continuing to observe government guidelines in response to the pandemic, eventually the lifting of all restrictions experienced over the past two years led to the resumption of our busy School calendar, which thenceforth unfolded without interruption.



## Contextual Information about the School continued

No events were cancelled and there was a tangible joy and excitement for students, and their families, as the School community could once again unite for, support and experience together each event without separation or restraint. The year was peppered with many events that brought our school community together, such as Grandparents' Day at both Junior schools, Book Week celebrations, school sports carnivals, showcase evenings, concerts, major drama productions, a Careers Expo, and special assemblies.

In July, the much-anticipated World Championships of the F1 in Schools Competition was held, with two BMGS students joining forces with students from Newington College to form *Team Aqueous*, representing Australia in this premier, international, school STEM competition. In an outstanding result, *Team Aqueous* finished in 19th position from more than 50 schools worldwide. Our STEM program, which begins in earnest in Year 1 with weekly lessons, and included in the co-curricular offerings in the secondary school, continue to challenge and extend students with a natural affinity for not just STEM curriculum work, but also for those with creative and inventive problem solving abilities.

In the Performing Arts, Semester 1 brought two major productions: children in the both Junior campuses joined together to present *Joseph and the Amazing Technicolour Dreamcoat*. In the Senior School, this year the annual production the Music and Drama Departments combined to present *Illuminate*, a celebration of the performing arts involving more than 100 students from Years 7 to 12. After the disappointments of 2020 and 2021, *Illuminate* was a welcome return to staging not only dramatic productions, but our Senior School music groups performing live in ensembles and choirs. The first half of the program featured all Senior school music groups and soloist, and the second half of the program was an abridged version of Gilbert & Sullivan's *Iolanthe*, also notable as the first time a G&S production has been staged at the school since the 1970s. Both *Joseph* and *Illuminate* were high energy, colourful and happy productions, reflecting 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, in Penrith, with seven schools from Western Sydney. The weekly co-curricular activity of Theatresports also made its return this year, involving students from Years 7 to 12. Junior students in our Stage 3 Performing Arts class also presented two evening Soirées of dramatic and musical pieces reflecting their finely developed stagecraft and performance skills.

Rounding out a busy year in the Performing Arts, in November students in Years 7 to 9 presented six performances of *A Christmas Carol* to very appreciative audiences.

The Performing Arts Department also celebrated the selection of Sierra Corkins to the coveted Bell Shakespeare work experience program, and the film of Ava Adams, Ana Swait and Claudia Ivery winning the Blue Shorts Film Festival with their evocative piece, *Illuminate*, which was also the opening feature of the aforementioned major Senior School production.

In the Music Department, the Rock Band began to perform, by invitation, at external events, and the Chamber Ensemble and the Stage Band performed at the annual Year 11 Winter Ball. Music groups were in demand at community events such as ANZAC Day services, and evening music Soirées also returned to the calendar for students in Years 7 to 12, showcasing many instrumentalists and vocalists. A highlight of the year was the annual Whole School Music Concert (Vita Musicale), which was a celebration of all musicians, vocalists and ensembles presented in the one 2-hour program, from our youngest performers in our Early Learning Choir, to the senior students in the School's Orchestra.

In the Visual Arts, the annual Dr Ken Marshall Art & Design Awards celebrated the diversity and richness of the work produced by senior school students in their Visual Arts, Design & Technology and Industrial Technology (Timber) courses (Years 7 to 12). This exhibition showcases work produced throughout the year, not only in the curriculum areas, but also in the co-curricular activities which compliment these areas, such as co-curricular Ceramics, Photography, STEM and Art Enrichment. The Visual Arts Department also celebrated the selection of Mia Underwood's (Year 12) self-portrait *Intangible Thoughts* as the People's Choice award in the annual Blue Mountains Portraits Award, and the selection of seven Year 11 students for the prestigious Intensive Studio Practice course at the National Art School in Darlinghurst. A particular highlight was selection of the HSC 12 Body of Work of Oliver Stephens (*Symbiosis*) for ArtExpress.

After having, by necessity, our excursions beyond the Mountains restricted or cancelled altogether for the past two years, outings, tours and camps returned to the School calendar in earnest in 2022. In March, our elective art students in Years 9 and 10 travelled to the Arthur and Yvonne Boyd Education centre at Bundanon for their annual Art Camp. Our biennial Stage 3 Victoria Tour was undertaken in the June holidays, with visits to Echuca, the Eureka Stockade, Sovereign Hill, the Old Melbourne Gaol and the historic village of Beechworth among the highlights of their eight-day itinerary.





## Contextual Information about the School continued

Closer to home, our Junior students from both campuses ventured to Penrith Lakes, Featherdale Wildlife park, Hyde Park Barracks and the Royal Botanical Gardens.

Our indefatigable Wilderness Education staff led the exciting and challenging annual School camp program for all students in Years 2 to 9, with our Outdoor Education Centre, *Bungawarra*, in Little Hartley serving as base camp. They also offered our Year 10 students the choice of SCUBA Diving, Horse Riding, Surfing, Canyoning and the breathtaking Nadgee Walk as options for their final annual School camp. Students undertaking Wilderness Education as an elective in Years 9 and 10 enjoyed multi-pitch climbs, canyoning, canoeing and rock climbing in and around various sites in our beautiful Blue Mountains regions.

In Wilderness Education, a key distinctive of our School, 2022 brought the introduction of *Wildlings*, a new outdoor education program for our littlest learners. The brainchild of our Head of Junior School, Mrs Rachael Newton, in collaboration with Mr Parrish Robbins (Head of Outdoor Education), this was a program specially designed to introduce our Early Learning students (Pre-K to Year 2) to the wonders of our natural environment, exploring and experiencing the beautiful natural environment on our doorstep.

Among their investigations were water ecology and the development of a new area on the school grounds – *Sticktopia* – where various activities are undertaken that stimulate, nurture and spark the curiosity of these young explorers. With the addition of *Wildlings*, our Wilderness Education program now extends from Pre-K to Year 12.

Sport in 2022, which had finally resumed after the pandemic, was this year to suffer from continued rain delays or wash-outs, however, BMGS teams

were again featured in the ISA competition rankings for Basketball (boys and girls), cricket (boys), Touch Football (boys and girls), Football (boys and girls), Netball (girls) and Hockey (girls). Tennis also made a comeback to BMGS for the first time since the 1960s, with fourteen students from Years to 10 forming teams in the ISA competition.

Meanwhile, our Junior students celebrated all things French with the return of our annual *Le Tour de Montagnes Bleues* (Wentworth Falls campus) and *Le Tour de Vallée* (Springwood campus) bike races.

Our School Houses ran their annual major fundraisers, with students supporting, among others, Pink Day (McGrath Foundation), StepTEMBER, Beanies for Brain Cancer, Bandanas for CanTEEN, the Pyjama Foundation (supporting Foster Carers) and Anglicare. Our support of Junction 142, an organisation based in Katoomba supporting underprivileged families in the Blue Mountains, also continued in 2022.

The annual Indigenous Literacy Foundation (ILF) Great Book Swap - together with a giant Cake Sale - was again co-ordinated by Sidney Edwards (Year 10) and his Deane House Tutor group. It was a tremendous success, raising more than \$1,000 for the Foundation.

There were also many individual achievements to celebrate in 2022:

- Orienteering was introduced as a new co-curricular activity this year and, in a stellar result, the BMGS team won the Secondary Shield of the Schools Orienteering Championships.
- Brothers Oliver (Year 12) and Anton (Year 7) Freeman qualified for the Australian Schools Orienteering Championships.





## Contextual Information about the School continued

- One of our two Junior School Kids' Lit Quiz teams qualified for the National Finals of the competition and whilst they did not finish in the top three places, can be proud of their performance against a strong field which included several secondary school teams.
- BMGS fielded six teams – both Junior and Secondary - in the 2022 Tournament of Minds competition, with our Primary Language Literature team qualifying for the State Final, receiving Tournament Honours as one of the top three teams in the state.
- Our Debaters excelled in both local and interschool competitions, with a Year 7 and Year 8 team reaching the Semi-Finals of the local competition, and the Year 8 team going on to win the Grand Final. Our Senior team of Year 11 students won the HICES Competition, which draws teams from across NSW, defeating Scone Grammar School in their Final.
- Twenty-two students from Stage 5 competed in the annual Science and Engineering Challenge, hosted by Western Sydney University. The competition consisted of eight different challenges and, in a thrilling result, BMGS won the final challenge (bridge building) defeating Penrith Selective High, the overall winners on the day.
- Musicians Emily Colbran (Year 11, viola) and Iluka Horn (Year 9, cello) were selected to the Australian Honours Ensemble program held in Queensland.
- Musicians Zara Wigan (Year 12, voice) and Maeve Wagner (Year 11, violin) were selected to the State Honours Ensemble program.
- Noah Erne (Year 6) left others in his wake at the National Swimming Championships in Brisbane, winning five gold and three silver medals and one bronze medal across all four strokes and an Individual Medley, including setting a national record in breaststroke. Noah was named Swimmer of the Meet for gaining the most points overall in his program of events.
- Casper Larkin (Year 11), Keeden Harrison (Year 7) and Tasman Harrison (Year 4) represented BMGS at the NSW All Schools Cross Country Championships, with all three students qualifying to represent NSW in the National Championships in Adelaide. Casper also competed at the NSW Short Course Cross Country Championships, placing 3rd in the U18 Division.
- William Zakis (Year 11), Oliver Drew (Year 11), Casper Larkin (Year 11), Olivia Harris (Year 11), Amelie Hugo (Year 10), Zara Nicholas (Year 8), and Rose Nicholas (Year 7) qualified for the NSW All Schools Athletics Championships in fourteen events, achieving seven Top 10 placings, with Will and Casper (Steeplechase) and Amelie (400m) qualifying for the National All Schools' Carnival in Adelaide.
- Olivia Harris (Year 11), Jessica Harris (Year 8) and Sophia Whitelaw (Year 8) competed for BMGS at the Rowing NSW Independent Schools Championships, with each girl coming home with a Silver medal from their events.
- Our Girls' Intermediate and our Boys' 15 Years/ Open Boys' Basketball teams competed at the Australian School Basketball Championships on the Gold Coast.



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## Contextual Information about the School continued

The School continues to strengthen its ties with its Alumni, with three significant Reunions held during 2022, for 10, 20 and 30 year graduation anniversaries. We also extended our invitations to include those who should have celebrated these anniversaries over the past two years, but whose Reunions had been cancelled due to the pandemic. In addition to these regular events, we are delighted by the increasing number of children enrolled whose parents are BMGS Alumni.

December brought 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. Dux of the Year, with an ATAR of 98.30, was Oliver Freeman, who achieved excellent results in English Advanced, Chemistry, Engineering Studies, Mathematics Extension 1, Mathematics Extension 2 and Physics. Proxime Accessit of the Year, with an ATAR of 96.05, was Ethan Patton, who gained excellent results in Chemistry, Mathematics Extension 1, Mathematics Extension 2 and Physics

Also notable are the results of Tien Attwater (Year 11) who undertook his HSC examinations in Mathematics Extension 1 and Extension 2 this year.

Overall, this Year Group's wonderful results are a testament to the excellent work ethics maintained by this Year group throughout the past two years, continuing BMGS's excellent tradition of academic excellence and its standing as the premier school in our region. We are particularly pleased that the hard work of so many students was rewarded with early entry into their first preference courses for tertiary study.

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.

As always, the School stands in partnership with our parents, who demonstrated through their feedback tremendous support and gratitude for the efforts made by the Staff on behalf of their children. 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.

2022 concluded with the announcement by the School Board that a current member of Executive Staff, Mr Steven Coote, had been appointed to the role of Principal, effective from January, 2023. Mr Coote had been Acting Headmaster since Mr Maynard stepped down from the role at the beginning of Term 2.

This appointment was widely endorsed by the School community, and Mr Coote's previous leadership experience, as Head of several schools in NSW, Queensland and Western Australia prior to joining BMGS, ensured a seamless transition to his stewardship of our School throughout the remainder of 2022 and, in his vision for our School, there is much to look forward to in 2023 and beyond.

We acknowledge and thank our outstanding teaching staff for their investment of time, talents and energy in, and their compassion for, our students, in class and through their extensive co-curricular, pastoral and wellbeing roles.

We further acknowledge our administrative staff for their tireless support of the Leadership team and the teaching staff, and our grounds and maintenance staff for their efforts in creating and preserving such a beautiful learning and working environment for all at BMGS.





## Governance

From its inception over 100 years ago, Blue Mountains Grammar School has had as its foundation a Biblical Christian identity which informs its culture and its practices.

The school is owned and operated by the Blue Mountains Grammar School Limited. Membership of the Company includes members of the Board of Directors, a Church Member appointed by the Archbishop of Sydney, Ordinary Members and Associate members as defined in the Constitution.

In 2022 there were ten Directors, six appointed by the Anglican Diocese of Sydney and four elected at an AGM or appointed by the Board to fill a casual vacancy.

A skills matrix, which includes building and development, legal, marketing, risk management, strategic planning and education, is used in the appointment of Board members to ensure effective management.

All Directors participate in ongoing professional Development with a minimum of three hours per annum being recorded.

## From the BMGS Board

In 2022 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 students.'

As the school emerged from the years of lockdown and online education, the Board focused on strategic financial planning and completion of a plan for the construction of a hub for student well-being centrally located within the school infrastructure.

Mrs Christine Olliffe  
Chair, BMGS Board



**BLUE MOUNTAINS  
GRAMMAR SCHOOL**





## From the Acting Headmaster

I am pleased to present the annual report for Blue Mountains Grammar School for the academic year 2022-2023. This year has been one of transition and growth for our school, and I am proud to report that we have achieved many accomplishments together.

It is appropriate that I extend my heartfelt gratitude to all school community members for their efforts and contributions in making the transition to the new Principal as seamless as possible. The support and encouragement brought our community together. In May, I was offered the opportunity to take on the role of Acting Headmaster, and I did so confident that the school's reputation and the work that my predecessor had completed had positioned the school well to step courageously into the future.

The central narrative of Blue Mountains Grammar School centres around the growth of every individual in the community, regardless of age. Our school is dedicated to empowering students to explore their intellectual and emotional potential while nurturing their spiritual development. At Calvary, the primary goal is to foster lifelong learning and provide a safe place for them to explore learning, their capacity and the fullness of God's love.

This year, we have continued demonstrating our commitment to high-quality education for our students, ensuring they have the knowledge and skills they need to succeed in a rapidly changing world.

Our students have excelled academically, and their achievements in various fields beyond the classroom have made us proud.

Academics are highly valued at Blue Mountains Grammar School, the scope of learning at the school reaches beyond the content evaluated through assessments and exams. Throughout 2022, Blue Mountains Grammar School has not only recognised students' academic achievements but also celebrated their success in a diverse range of fields. This includes exemplary achievements in national competitions, debating, public speaking, and various sports.

The performing arts have also been a highlight, with students entertaining audiences through several quality productions, including our showcase events.

Our students have continued to enjoy their opportunities to engage in chapel services, head out on various trips, excursions and camps and enjoy

our World Heritage Listed environment.

We have continued to offer a wide range of extracurricular activities, from sports to music to drama, allowing our students to explore their interests and talents. While COVID restrictions somewhat restricted us at the start of the year, the opportunities to enrich our students' learning gained momentum as restrictions were lifted. At Blue Mountains Grammar School, we recognise that learning extends beyond the classroom. That is why we have developed a rich co-curricular program that offers our students more than 40 options to grow themselves and their learning and become more involved in the life of the school and the wider community.

From sports teams to music ensembles to volunteering opportunities, our co-curricular program provides diverse options for students to explore their interests and develop new skills. Our programs are designed to encourage leadership, teamwork, and community engagement, and we are proud of the many achievements of our co-curricular groups over the past year. Our co-curricular program is essential to the Blue Mountains Grammar School experience. We are committed to providing our students with the opportunities they need to flourish inside and outside the classroom.

Blue Mountains Grammar School have intentionally improved our professional learning model and offerings to ensure our staff are equipped with the latest teaching practices and pedagogies. Our teachers and staff are the keys to our growth as a learning community, and we believe in investing in their ongoing development. To this end, our staff have trained through the Association of Independent Schools (AIS), New South Wales Education Standards Authority (NESA), and other leading providers. We ensure that our students receive the best possible education by providing our staff with the tools and resources they need to excel in their roles. We are committed to continuing to invest in our staff and providing them with ongoing professional growth and development opportunities.



## From the Acting Headmaster continued

### Stakeholder Feedback

Our School takes great pride in providing a nurturing and stimulating environment that promotes academic excellence, personal growth, and a sense of belonging.

We also value feedback from our community, and the voices of our parents are an essential aspect of our school community. We maintain open lines of communication and actively seek feedback.

To receive such feedback, the School continues to engage with data from the Perspectives Survey undertaken by the Association of Independent Schools (AIS) New South Wales. The Perspectives Survey invited all community members to provide extensive insight into our community, including parents, students and staff.

The table below provides details of how many in the community were invited to contribute, along with the number of respondents in percentage format:

### Our Priorities

With the change of Principal the school prioritised a focus on stability in 2022. However, a focus on the COVID delayed John Cunningham Student Centre remained a priority and planning for a nearly 2023 commencement on that project was confirmed by the Board.

As we look ahead, we have exciting plans for the future of Blue Mountains Grammar School. We will continue to innovate and adapt to meet the changing needs of our students while staying true to our core values. We will continue to invest in our staff, ensuring they have the support and resources they need to provide the best possible education to our students. And we will continue to work closely with parents and the wider community to ensure that we are meeting the needs of all our stakeholders.

We thank our parents and carers for choosing Blue Mountains Grammar School to partner with them in educating their children.

Mr Steven Coote  
Acting Headmaster

Stakeholders	Respondents	Response Rate
Students	380 direct emails were sent to members of this cohort group, and 339 respondents completed the survey	89%
Teachers	35 direct emails were sent to members of this cohort group, and 28 respondents completed the survey	80%
Parents/Guardians	349 direct emails were sent to members of this cohort group, and 114 respondents completed the survey Stakeholder	33%
Non-Teaching Staff	45 direct emails were sent to members of this cohort group, and 26 respondents completed the survey Stakeholder	58%
Board	10 direct emails were sent to members of this cohort group, and 8 respondents completed the survey Stakeholder	80%
School Leaders	25 direct emails were sent to members of this cohort group, and 23 respondents completed the survey	92%





## From the Parents' and Friends' Association

The P & F Association is led by an Executive Committee consisting of a Chair, Secretary, Treasurer, and campus representatives for our Junior campuses (Springwood and Wentworth Falls), and the Senior School campus (Wentworth Falls).

We began the year by co-hosting the annual Icebreakers Evening with the Headmaster, introducing our new parents to our Association and its activities.

Many events spanned the 2022 school year, including fundraisers for Easter, Mother's Day and Father's Day, Pancake Days, Lollypop Days, barbecues, coffee mornings, and culminating in a Fun Run in Term 4 that brought students and families from both Junior campuses together. The Junior campuses' representatives also provided excellent cullinary support for the Intermissions of this year's major Junior School production of *Joseph and the Amazing Technicolour Dreamcoat*.

Parents served as timekeepers and Marshalls at the Swimming, Cross Country and Athletics carnivals, operating a food stall at the latter.

The Junior School at Springwood again served as a polling station for the Federal election held in May, with parents operating a very successful barbecue and second hand book stall throughout election day.

The major fundraiser for the year was the highly successful annual Trivia Night, which brought together parents and students across all three campuses.

With the funds accumulated since 2019 (to 2022 inclusive), the Association was proud to complete the major fundraising project of upgrading the

heating/air conditioning system in the Junior School (Wentworth Falls) assembly hall (Coote Hall) and to purchase a number of new wetsuits for the Wilderness Education program. These purchases will benefit all students in all Year groups, which is a key aim of our fundraising endeavours.

This year, a significant change was made to the meeting schedule of the Association, with the Annual General Meeting returning to Term 4 (brought forward from Term 1 each year), a change which was endorsed by the Executive Committee. This model, moving forward, will mean there will be the usual three General Meetings in Terms 1, 2 and 3, 2023 with the newly elected committee, and the General Meeting/AGM held at the conclusion of the school year in Term 4, 2023.

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 commitment throughout the year. Your every effort was appreciated and your continued commitment to the children of our School is valued.

Finally, I thank all parents and students who supported the endeavours of the P & F Executive 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
- Record of School Achievement (RoSA)
- HSC Results





## 2022 NAPLAN Results

The table below is a summary of the results for 2022 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.

2022	Year 3 (24 Students)		Year 5 (27 Students)		Year 7 (73 Students)		Year 9 (50 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: 100% Sim: 96.8% State: 88.9%	School: 0% Sim: 3.2% State: 11.1%	School: 92.6% Sim: 96.6% State: 89.2%	School: 7.4% Sim: 3.3% State: 10.8%	School: 95% Sim: 96% State: 85%	School: 5% Sim: 4% State: 15%	School: 90% Sim: 93% State: 78%	School: 10% Sim: 7% State: 22%
<b>Writing</b>	School: 100% Sim: 98.6% State: 93.5%	School: 0% Sim: 1.4% State: 6.5%	School: 96.3% Sim: 94.8% State: 85.2%	School: 3.7% Sim: 5.2% State: 14.8%	School: 89% Sim: 93% State: 81%	School: 11% Sim: 7% State: 19%	School: 90% Sim: 86% State: 71%	School: 10% Sim: 14% State: 29%
<b>Spelling</b>	School: 91.7% Sim: 95.7% State: 87.1%	School: 8.3% Sim: 4.3% State: 12.9%	School: 88% Sim: 94% State: 87%	School: 12% Sim: 6% State: 13%	School: 88% Sim: 95% State: 86%	School: 12% Sim: 5% State: 14%	School: 90% Sim: 93% State: 82%	School: 10% Sim: 7% State: 18%
<b>Grammar and Punctuation</b>	School: 100% Sim: 96.9% State: 89.1%	School: 0% Sim: 3.1% State: 10.9%	School: 92.6% Sim: 94.9% State: 86.9%	School: 7.4% Sim: 5.1% State: 13.1%	School: 88% Sim: 93% State: 81%	School: 12% Sim: 7% State: 19%	School: 92% Sim: 90% State: 75%	School: 8% Sim: 10% State: 25%
<b>Numeracy</b>	School: 100% Sim: 95.7% State: 86.2%	School: 0% Sim: 4.3% State: 13.8%	School: 88.8% Sim: 94.9% State: 85.3%	School: 11.2% Sim: 5.1% State: 14.7%	School: 90% Sim: 95% State: 83%	School: 10% Sim: 5% State: 17%	School: 96% Sim: 96% State: 83%	School: 4% Sim: 4% State: 17%

### Areas of strength

Areas of strength are very clearly our Year 9 Writing and Numeracy results.

Reading is improving with the introduction of a reading program in the Junior School and Senior School. Targeted, evidence-based support programmes are helping all students to improve in Reading. The Year 3 cohort performed strongly across the board, while Year 5 showed strength in Writing.

### 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, although staff have mixed feedback about it. With training around the new K – 6 syllabus, and as that then moves into 7 – 10, staff will be upskilled in this area.

The school as a whole is working on Writing, with the Junior School and all High School faculties working to teach the fundamentals of Writing.



## 2022 Records of School Achievement (RoSA)

The formal Record of School Achievement credential was awarded by NESA to two students.

### 2022 HSC Results

Blue Mountains Grammar School congratulates our Year 12 graduates of 2022 on their excellent HSC success. As a school focused on the holistic development of all our young people, we are particularly proud of these students, who not only achieved excellent academic outcomes, they did so whilst pursuing myriad sporting, cultural and personal goals, all of which have contributed to their development as confident and accomplished young men and women.

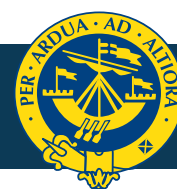
Whilst we recognise and celebrate the achievements of all our students, we particularly note that 82% of our 49 HSC candidates achieved one or more Band 5 or Band 6 result. More than a third of the students received Distinguished Achievements (Band 6 or E4). Dux of the year, with an ATAR of 98.30, is Oliver Freeman, and Proxime Accessit is Ethan Patton, who achieved an ATAR of 96.05.

Other highlights from this year's results include the Visual Arts body of work by Oliver Stephens selected in the ArtExpress showcase of exemplary HSC work, and Tien Attwater (Year 11) who achieved an E4 and E3 (Notional Band 6) results respectively for his Mathematics Extension 1 and Extension 2 examinations.

The majority of our students received early offers to a range of highly competitive university courses, with many students receiving multiple offers.

We are tremendously proud of all our students and wish them the very best in all their future endeavours.

2022 Course	Students	School Mean	State Mean	School/State Variation
Biology 2 unit	18	77.15	70.03	6.99
Business Studies 2 Unit	15	80.75	73.95	6.89
Chemistry 2 Unit	10	80.54	72.51	7.09
Drama 2 Unit	19	81.00	80.71	-0.24
Engineering Studies 2 unit	6	79.57	72.64	5.63
English Advanced 2 unit	32	77.54	81.53	-3.88
English Extension 1 1 unit	6	38.87	41.79	-2.84
English Extension 2 1 unit	4	40.08	39.89	0.09
English Standard 2 unit	17	73.52	69.88	3.01
French Continuers 2 unit	3	74.73	80.38	-5.65
History Extension 1 unit	6	39.52	39.47	0.06
Human Services Examination 2 unit	1	0	72.22	5.78



## 2022 HSC Results continued

2022 Course	Students	School Mean	State Mean	School/State Variation
Industrial Technology 2 unit	11	73.78	70.32	2.84
Japanese Continuers 2 unit	4	75.3	79.25	-5.55
Legal Studies 2 unit	4	81.35	73.78	7.57
Mathematics Advanced 2 unit	19	76.78	78.31	-1.99
Mathematics Extension 1 1 unit	8	80.63	77.45	3.80
Mathematics Extension 2 1 unit	4	87.75	81.43	5.62
Mathematics Standard 2 2 unit	16	79.10	70.87	8.24
Modern History 2 unit	14	80.09	73.67	5.70
Music 1 2 unit	2	95.2	81.88	10.82
PDHPE 2 unit	14	75.41	69.75	5.52
Physics 2 unit	10	78.18	74.25	3.87
Retail Services Examination 2 unit	1	0	69.41	7.19
Science Extension 1 unit	1	37.3	37.50	-0.20
Society and Culture 2 unit	9	71.64	76.13	-4.46
Studies of Religion II 2 unit	7	70.83	76.82	-7.51





## 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	2022	0	...	...	...	...
	2021	13	100%	79%	0%	21%
	2020	8	100%	84%	0%	16%
Biology 2 Unit	2022	18	94%	80%	6%	20%
	2021	14	100%	91%	0%	9%
	2020	13	100%	87%	0%	13%
Business Studies 2 Unit	2022	11	100%	90%	0%	10%
	2021	11	100%	87%	0%	13%
	2020	14	93%	83%	7%	17%
Chemistry 2 Unit	2022	10	100%	85%	0%	15%
	2021	15	100%	89%	0%	11%
	2020	15	93%	91%	7%	9%
Community and Family Studies 2 Unit	2022	0	...	...	...	...
	2021	6	100%	93%	0%	7%
	2020	4	100%	91%	0%	9%
Dance 2 Unit	2022	0	...	...	...	...
	2021	0	...	...	...	...
	2020	0	...	...	...	...
Design & Technology 2 Unit	2022	0	...	...	...	...
	2021	9	100%	97%	0%	3%
	2020	10	100%	98%	0%	2%
Drama 2 Unit	2022	19	100%	98%	0%	2%
	2021	14	100%	98%	0%	2%
	2020	16	100%	98%	0%	2%
Earth & Environmental Science 2 Unit	2022	0	...	...	...	...
	2021	0	...	...	...	...
	2020	5	100%	85%	0%	15%
Economics 2 Unit	2022	0	...	...	...	...
	2021	7	100%	94%	0%	6%
	2020	6	100%	91%	0%	9%
Engineering Studies 2 Unit	2022	6	100%	93%	0%	7%
	2021	10	100%	93%	0%	7%
	2020	7	100%	92%	0%	8%
2U English Standard	2022	17	94%	88%	6%	12%
	2021	23	100%	91%	0%	9%
	2020	25	96%	89%	100%	84%



## 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	2022	32	97%	99%	3%	1%
	2021	39	100%	99%	0%	1%
	2020	31	100%	99%	0%	1%
English Extension 1 1 Unit	2022	6	100%	99%	0%	1%
	2021	2	100%	94%	0%	6%
	2020	7	100%	93%	0%	7%
English Extension 2 1 Unit	2022	4	100%	99%	0%	1%
	2021	2	100%	84%	0%	16%
	2020	3	100%	82%	0%	18%
English as a Second Language 2 Unit	2022	0	...	...	...	...
	2021	0	...	...	...	...
	2020	0	...	...	...	...
French Continuers 2 Unit	2022	3	100%	96%	0%	4%
	2021	3	100%	98%	0%	2%
	2020	4	100%	97%	0%	3%
Geography 2 Unit	2022	0	...	...	...	...
	2021	7	100%	92%	0%	8%
	2020	6	100%	87%	0%	13%
History Extension 1 Unit	2022	6	100%	98%	0%	2%
	2021	0	...	...	...	...
	2020	3	100%	98%	0%	2%
Human Services 2 unit	2022					
	2021	2	100%	93%	0%	3%
	2020	0	...	...	...	...
Industrial Technology 2 Unit	2022	1	100%	93%	0%	3%
	2021	6	100%	79%	0%	21%
	2020	7	86%	81%	14%	19%
Information Processes & Technology 2 Unit	2022	0	...	...	...	...
	2021	0	...	...	...	...
	2020	7	100%	85%	0%	15%
Investigating Science 2 Unit	2022	0	...	...	...	...
	2021	0	...	...	...	...
	2020	0	...	...	...	...
Japanese Continuers 2 Unit	2022	4	100%	95%	0%	5%
	2021	0	...	...	...	...
	2020	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	2022	11	100%	87%	0%	13%
	2021	11	100%	87%	0%	13%
	2020	2	87%	83%	13%	17%
Mathematics Standard 2 Unit	2022	16	100%	82%	0%	18%
	2021	22	100%	79%	0%	21%
	2020	18	94%	76%	6%	24%
Mathematics Advanced 2 Unit	2022	19	95%	95%	5%	5%
	2021	25	96%	94%	4%	6%
	2020	24	100%	90%	0%	4%
Mathematics Extension 1 1 Unit	2022	8	88%	94%	12%	6%
	2021	11	100%	94%	0%	6%
	2020	8	100%	95%	0%	5%
Mathematics Extension 2 1 Unit	2022	4	100%	96%	0%	4%
	2021	2	100%	97%	0%	3%
	2020	4	100%	97%	0%	3%
Modern History 2 Unit	2022	14	100%	89%	0%	11%
	2021	17	100%	84%	0%	16%
	2020	13	100%	84%	0%	16%
Music 1 2 Unit	2022	2	100%	98%	0%	2%
	2021	5	100%	98%	0%	2%
	2020	3	100%	92%	0%	8%
Music 2 2 Unit	2022	0	...	...	...	...
	2021	1	100%	100%	0%	0%
	2020	2	100%	100%	0%	0%
Music Extension 1 Unit	2022	0	...	...	...	...
	2021	0	...	...	...	...
	2020	2	100%	99%	0%	1%
Personal Development/ Health/Physical Education 2 Unit	2022	14	100%	80%	0%	20%
	2021	12	100%	87%	0%	13%
	2020	5	100%	89%	0%	11%
Physics 2 Unit	2022	10	90%	87%	10%	13%
	2021	5	100%	91%	0%	9%
	2020	11	100%	87%	0%	13%
Science Extension 1 Unit	2022	1	100%	99%	0%	1%
	2021	2	100%	99%	0%	1%
	2020	1	100%	99%	0%	1%



## 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
Society and Culture 2 Unit	2022	9	90%	93%	10%	7%
	2021	8	100%	94%	0%	6%
	2020	9	100%	94%	0%	6%
Studies of Religion II 2 Unit	2022	7	100%	93%	0%	7%
	2021	10	100%	91%	0%	9%
	2020	10	100%	92%	0%	8%
Visual Arts	2022	5	100%	98%	0%	2%
	2021	13	100%	98%	0%	2%
	2020	5	100%	98%	0%	2%





# OUR STAFF

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



# Professional Learning

## Overview

In 2022 the School continued to respond to the constraints, recommendations and limitations regarding the COVID-19 pandemic, while also beginning the transition into more typical professional learning. While many events at the start of the year were held online, as the year progressed the amount of face-to-face professional learning increased dramatically.

Despite COVID-19 restrictions lifting, the amount of self-paced or online learning was dramatically higher than pre-pandemic levels. This is attributed to higher levels of competence and confidence in using online modules, as well as a growth in online professional development offerings.

Ten whole-school training days were held focusing on the themes:

- vision and culture,
- learning needs as of Generation Alpha,
- whole school approaches to writing,
- pedagogy and practice, and
- the environment as the third teacher.

Professional learning session involved staff from all three campuses with bespoke sessions for different roles within the school. The school experienced a shift, moving from a top-down model of content delivery into teachers and middle leaders sharing and shaping the direction of professional learning days.

## Middle Leaders

Decisive and distinctive resources were poured into the middle leaders of the school including whole-school training days off-site. The training focused on breaking down the learning 'silos' in the school and coming together around common strategies and purposes, particularly given the change in the school leadership.

## Learning Partnerships

In mid-2022 the School partnered with Future Schools in response to the changing educational landscape and the acceptance that the current model of schooling needs strong rethinking. This

partnership has provided teachers, faculties and teams opportunities to experience and diversify their teaching and pedagogical work with additional support and training around them. In addition to face to face training the school has had significant uptake with online webinars and podcasts that are opt-in and recognize the teaching experience, expertise and diversity across the school.

## Perth Trip

Four teachers and two executives took part in professional learning trip to Western Australia in collaboration with Future Schools in the second half of the year. These staff represented the breadth of the school from P-12 and the teaching experience of the staff. This style of professional learning was new and fresh for staff and was the start of a new angle for professional learning in the school. By exploring alternative models of pedagogy, assessment and life-long learning the School continued to shift its focus from its past to its future.

## Professional Reading Groups

To build the robustness of academic learning, teachers formed groups to explore different readings which align with their professional interests. The groups met throughout the year and explored contemporary educational research.

## Contribution to Industry

As well as upskilling staff internally, significant value and emphasis was placed on contributing to industry knowledge. A number of staff marked practical and theory examinations across the state in a range of subjects. The School continues to see this as a value action in building professional knowledge and competence, as well as building the collective capacity of the profession.



## Professional Learning continued

### Professional Learning Activities

In addition to the above-mentioned learning and activities undertaken in teachers' own time, the follow training was undertaken:

Description of the Professional Learning Activity	Area	Number of Staff Participating
Autism Awareness and Strategies for the Educational Environment	Learning Support	2
History Extension Symposium 2022 - Threads & Traces: Historiography and the Problem of Truth	Curriculum	1
Mental Health First Aid (Youth)	Wellbeing	8
Future Schools Alliance Perth visit	Pedagogy	6
Risk assessment and management in schools	Compliance	2
Term 3 Branch Meeting IPSHA NSW	Leadership	1
Supporting executive functioning in students with learning difficulties	Learning Support	1
Deeper Learning Lab - Level up: Precision in Pedagogy	Pedagogy	5
ASBA 2023 Conference	Leadership	1
AIS Mathematics Conference	Curriculum	1
Sharing Best Practice in Philosophy	Curriculum	1
ResearchED Conference	Curriculum	1
Science Teachers Association, Stage 6 Conference	Curriculum	1
AIS Studies of Religion Conference	Curriculum	1
Risk Assessment and Management in Schools: Child protection and mental health	WHS	2
Analysis to Action in the NSW HSC	Assessment	8
Making Learning Visible	Curriculum	4
Women in Art Conference	Professional Networking	1
EdVal Timetable Essentials	ICT	5
TAA: Making a Short Film	Curriculum	2
AIS: Deep Dive into Blended Learning Experiences	Curriculum	5
NESA: Assessment in Stage 6	Assessment	8
Leading Staff Wellbeing	Leadership	3
Anglican School's Chaplain Conference	Leadership	1
Getting Started with PAT	Assessment	1
AIS Curriculum Leadership Conference	Curriculum	1
Heads of Sport Conference	Sport	1
MANSW Winter Leadership Program	Curriculum	1
2022 History Curriculum Symposium	Curriculum	2
NAFT: Classroom Ideas for Stage 4	Curriculum	1
Getting Started with PAT	Assessment	1



## Professional Learning continued

Description of the Professional Learning Activity	Area	Number of Staff Participating
AIS Curriculum Leadership Conference	Curriculum	1
Heads of Sport Conference	Sport	1
MANSW Winter Leadership Program	Curriculum	1
2022 History Curriculum Symposium	Curriculum	2
NAFT: Classroom Ideas for Stage 4	Curriculum	1
AIS English Conference	Curriculum	2
Economics and Business Studies teachers 2022 Annual Conference	Curriculum	2
Wilderness First Aid	WHS	2
VADEA Conference 2022	Curriculum	2
STC: Teaching Artistry	Curriculum	1
Behavior support for students with learning difficulties	Wellbeing	2
AIS NSW Music Conference	Curriculum	1
Computing Technology Syllabus Writing	Curriculum	1
SOC: Reconnect and Renew	Wellbeing	1
ITE Technology Education Conference	Curriculum	1

The average amount spent per teacher for Professional Development in 2022 was \$959.00





## Workforce Composition

<b>BMGS Workforce Composition</b>	<b>FTE</b>
Administration, Clerical, Aides and Assistants	22.7
Maintenance, Cleaning, Canteen and Uniform Shop staff	11
Teaching Staff - Non Indigenous	48.7
Teaching Staff - Indigenous	1

## Teacher Standards

In 2022 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	2
Provisional	5
Proficient Teacher	59
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
<b>Total number of teachers</b>	<b>66</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	65
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



## 2022 Enrolments

### Student Body

#### Government Funded Students

Funded Primary K - 6	138
Funded Secondary 7 - 12	374
<b>Total Funded Students</b>	<b>512</b>

#### Non-Government Funded Students

Non Funded Pre Kindergarten Students	13
Full Fee Paying International Students	0
Exchange Students	0
<b>Total Non-Funded Students</b>	<b>13</b>

<b>Total Student Enrolments</b>	<b>525</b>
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## 2022 Attendance

School Year	Students	Days	Attendance Rate
Kindergarten	19	185	87.95%
Year 1	14	185	93.71%
Year 2	17	185	89.30%
Year 3	23	185	90.95%
Year 4	12	185	88.47%
Year 5	28	185	92.45%
Year 6	24	185	91.30%
Year 7	74	185	91.47%
Year 8	68	185	88.96%
Year 9	56	185	89.48%
Year 10	66	185	88.70%
Year 11	62	185	88.03%
Year 12	49	185	89.26%
	<b>512</b>		<b>89.86%</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 2022 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, 2017. 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 68 students diminished to 52 at the end of Year 10, however only 49 of those were common to both cohorts. The actual retention rate was 72%.

<b>2017 - Year 7 Commencement</b>	<b>68</b>		<b>68</b>
New Enrolments	3		
Withdrawals	(19)		(19)
<b>2020 - End of Year 10</b>	<b>52</b>	<b>(76%)</b>	<b>49</b>
			<b>(72%)</b>

The Year 10 cohort of 52 students diminished by a further four students by the commencement of Year 11, however the new cohort consisted of 49 of our original Year 10 students. So, whilst retention looked to be 96%, the actual retention rate was 92% cohort wide and 91% for original Year 7 students.

<b>2020 - End of Year 10</b>	<b>52</b>	<b>52</b>	<b>49</b>
New Enrolments	2		
Withdrawals	(4)	(4)	(4)
<b>2021 - Year 11 Commencement</b>	<b>50</b>	<b>(96%)</b>	<b>48</b>
			<b>(92%)</b>
			<b>45</b>
			<b>(91%)</b>

By graduation, of the 50 students who commenced Year 11, 50 remained, to which two new enrolments were added and two existing students departed, leaving the same number. With an apparent retention were both 97% whereas retention in this period was 98% for original Year 7 students.

<b>2021 - Year 11 Commencement</b>	<b>50</b>	<b>50</b>	<b>45</b>
New Enrolments	2		
Withdrawals	(3)	(2)	(2)
<b>2022 - Graduating Year 12 students</b>	<b>49</b>	<b>(98%)</b>	<b>48</b>
			<b>(96%)</b>
			<b>43</b>
			<b>(95%)</b>

In 2022, the School graduated 49 students. With an original Year 7 cohort of 68 students, an apparent retention rate of 72% was achieved. Given that 43 of the original 68 students remained, the actual overall retention rate was 63%.

<b>2017 - Year 7 Commencement</b>	<b>68</b>		<b>68</b>
New Enrolments	7		
Withdrawals	(26)		(25)
<b>2022 - Graduating Year 12 Students</b>	<b>49</b>	<b>(72%)</b>	<b>43</b>
			<b>(63%)</b>



## Post School Destinations

The number of graduates in 2022 was 49 students. Between Year 10 and Year 12, there were seven 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. Three students left to pursue apprenticeships.

This year two student enrolled to undertake their HSC at BMGS. Following 2021 where, for the first time, there were no new students enrolled to complete Years 11 and 12 at BMGS, the number is still much lower than pre-pandemic new enrolments into Stage 6.

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 2022, 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, 2022 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 still low when compared with pre-pandemic figures, however, we believe this to be less than 3% of the 49 graduates, with the majority committed to commencing their tertiary studies.





# 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.





BLUE MOUNTAINS  
GRAMMAR SCHOOL





## 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 experiencing 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.

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:

- 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.
- Communicate openly and seek to build and maintain positive relationships with other members of the School community.
- Contribute to the education process by meeting expectations identified later in this policy.



## Student and Staff Wellbeing continued

Expectations of all members of the School community are based on these mutual rights and responsibilities.

All relevant policies are outlined in full on the Parent and Student Portals.

### 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 including Performing Arts, Debating, Music, Wellbeing, STEM, Christian Leadership, Visual Arts, Communications, Wilderness Education, Chess, Sustainability, Student Learning, 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 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.

### 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 Principal 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.









## Other Key Policies continued

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 Principal. If the Principal is suspected of Reportable Conduct, it must be immediately addressed to the Chair of the Board.

The full text of the Child Protection can be accessed via the School's website, and detailed guidelines are available to staff via the School's intranet.

### 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 full text of the School's Anti-Harassment Policy can be accessed via the School's website, and detailed guidelines are available to staff via the School's intranet.

### 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.

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 full text of the School's Behaviour Management Policy can be accessed on the School's website, and detailed guidelines are available to staff via the School's intranet.

### 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.

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

Towards the end of 2022, our school completed work in the 'Compass Programme' with AIS and developed some new systems and initiatives to better meet the wellbeing needs of our students.

The Junior School has coordinated a well being focus for assembly on both campuses. This focus reflects the explicit teaching happening in PDHPE and the needs of the student body. Each class presents and teaches on the well being topic, which then becomes part of the language of the Junior School. Importantly, assembly times were changed to encourage parents to attend our assemblies, which they are enjoying.

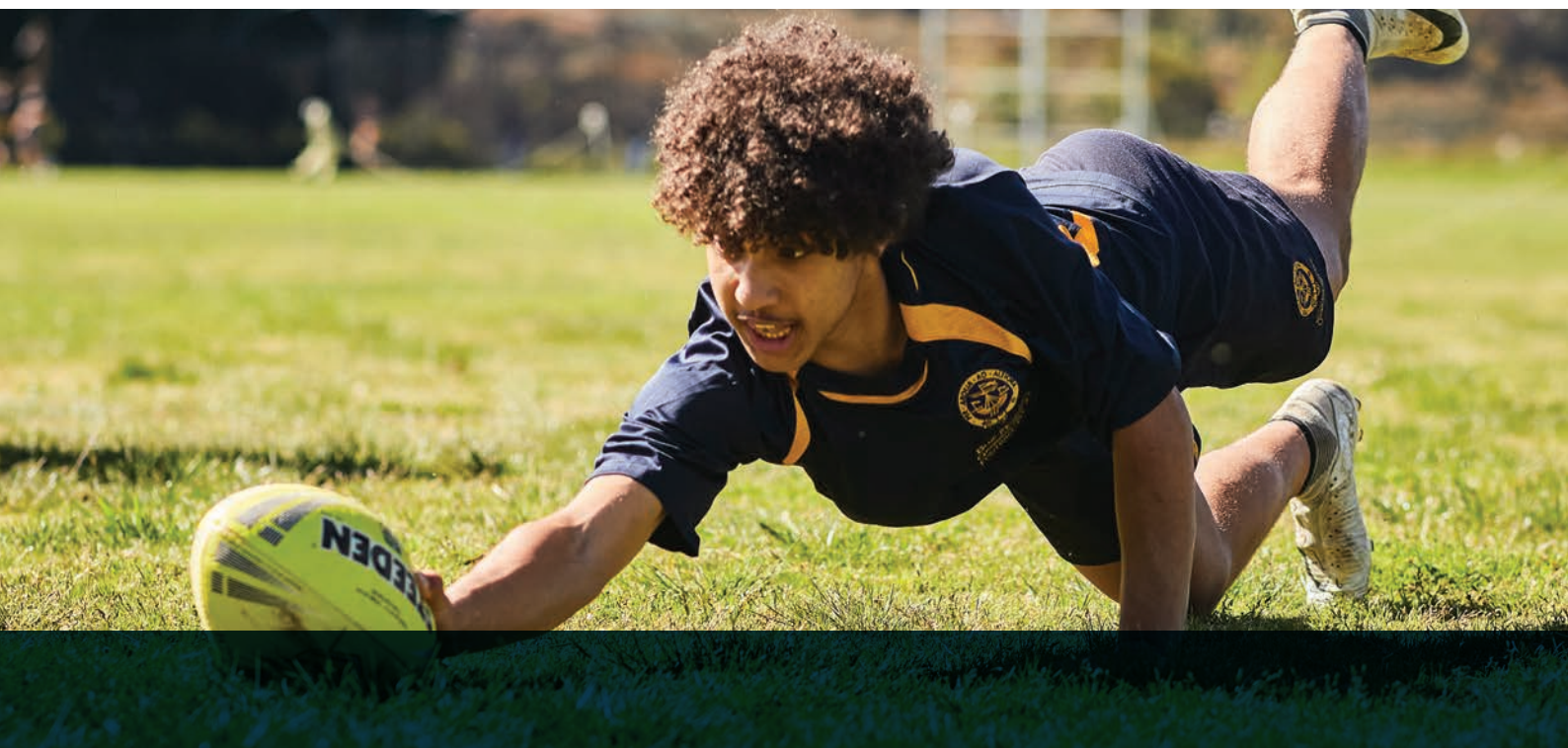
Following up about this well being focus in our

newsletters, in visual displays around the school and in other communication (Dojo, school reports) means that we are all talking about well being with the same focus and language.

Our awards system in the Junior School is also improved with our change in assembly focus. This helps staff stay "on top" of the awards system and ensure that all children have the opportunity to be involved. Our students are regularly being rewarded for respectful and responsible behaviour, for taking initiative and action in social and academic learning. Students love to work towards their badges and parents all support this system too.

Co-curricular learning helps our students to see learning as wholistic. We offer cocurricular learning in Sports, Choir, Orchestra, Debating, Tournament of the Minds, Kids Lit Quiz, Sustainability, Cooking, Drama and Bike Repairs. As a small school we have found it difficult to offer all of the sporting opportunities our children would like so have sought more gala days and the like to give children a chance to either shine in areas they know and love, or try something new. The values learning that takes place in these co-curricular clubs is significant and an important part of helping children to grow in respect and responsibility.

We continue to highlight individual and group achievements at assemblies, in the newsletter and on social media. We have had significant success in the MANSW Maths competitions, being National winners and the environmental focus of the winning project (which was an initiative of the students) has been promoted in local media too. Importantly we keep lines of communication with parents open, so that we can include the learning and service our students do outside of school on our whole school community's radar.





## General Student Responsibilities continued

### 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 STEM/STEAM.

Students also actively engage in a wide range of service opportunities including support for a range of charities throughout the year, and work in a local church-based op-shop and food bank.

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

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. Students are involved each year in the F1 in Schools Competition, regularly achieving both national and international recognition.

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.



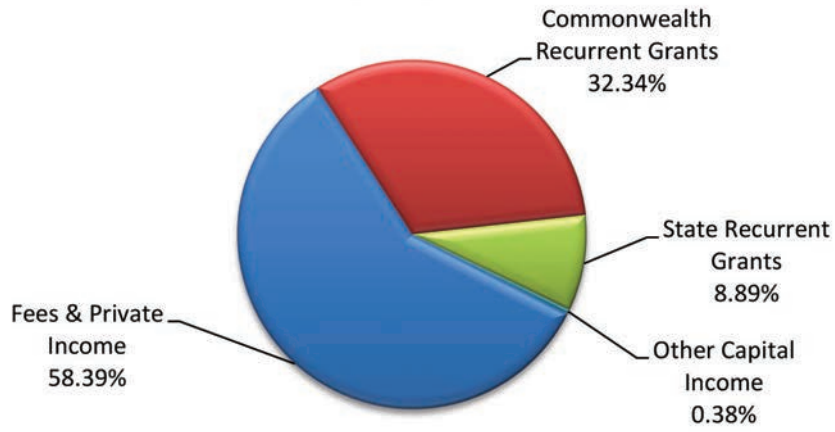




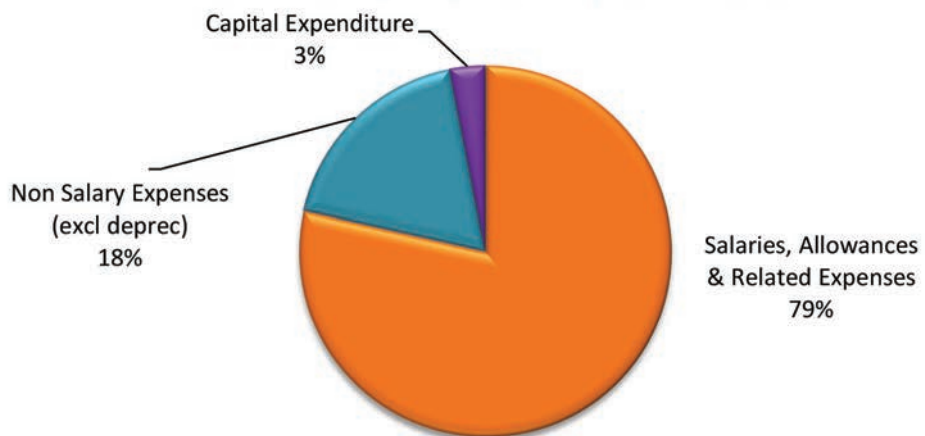


# 2022 Summary of Financial Information

## 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 2022 Annual Report

In accordance with the legislative requirements set by the NSW government, contributions to this publication were prepared by the Acting Headmaster, the Business Manager, the Deputy Head - Head of Senior School, the Dean of Curriculum, 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.







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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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