Annual Report

2024

Blue Mountains Grammar School

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CONTEXT

From the Principal

The 2024 academic year was been marked by meaningful progress in student learning and achievement across BMGS. At every stage of development, from Kindergarten to Year 12, students at Blue Mountains Grammar School are challenged to engage with rigorous, relevant, and responsive learning about the world they are growing into. As a School, we remain committed to high expectations and high support, believing that all students can flourish when given purposeful challenges and the trust to meet them.

Across both campuses, academic outcomes have continued to strengthen. In the Junior School, we have seen sustained improvements in literacy and numeracy data, supported by high-quality teaching, targeted intervention, and a culture of care. In the Senior School, HSC outcomes and internal assessments demonstrate a lift in performance across key subject areas. These gains reflect a deliberate strategy to combine instructional excellence with increased student agency, encouraging deeper engagement and self-responsible learning.

This shift has not occurred in isolation. Throughout 2024, students have participated in an expanding range of real-world, interdisciplinary, and future-focused programs. Our Odyssey Program for Year 7-8 continues to embed design thinking, research skills, and collaborative learning into the heart of the secondary transition experience. Our Designed Inquiry pathway, introduced in Stage 4, offers an academically rigorous alternative to traditional models—anchored in the NESA curriculum requirements but driven by authentic inquiry and student voice. Early data suggests that students in this stream are more engaged and perform at or above their peers on core academic indicators.

Beyond the classroom, our students are confidently stepping forward into the world. In 2024, BMGS became the first School in NSW to be approved to teach outdoor leadership as a higher school certificate subject. This innovation has opened new doors for students who learn best through experiential, place-based education—capitalising on our unique World Heritage-listed environment. Similarly, our F1 in Schools team progressed to the international finals. Junior School researchers earned national recognition, proving that excellence can emerge when students are given space to explore their passions with rigour.

Importantly, we are seeing a shift in how our students view themselves. Feedback from student voice forums and surveys has highlighted a growing sense of identity, agency, and connection to learning. Students report feeling more confident in their abilities, more willing to take risks, and more motivated when they see the relevance of their work. While academic success remains critical, our commitment is broader: to form young people of character, courage, and compassion.

As a Christian school in the Anglican tradition, we continue to frame our educational model around the truth that every child is made in the image of God and called to live a life of meaning and service. This year, that belief has translated into action—through co-curricular involvement, social outreach, student leadership, and learning that asks, "What do you know?" and "What will you do with what you know?"

The progress we have seen this year is a shared achievement. It reflects the dedication of our teaching staff, the resilience of our students, and the enduring support of our families and community. While there is still more work to do, we remain confident in our direction.

The evidence is clear: when we believe in our students—and when they believe in themselves—they are more likely to rise.

Steven Coote
Principal



CONTEXT

From the School Captains

It has been a privilege to serve as the School Captains for 2024/2025. This position has not only allowed both of us to grow as individuals, but has offered us a deeper appreciation for our wonderful school and all of the dedicated people that contribute to it. We believe that at the heart of this school lies a deep sense of community— nurtured through honouring our past and celebrating our present.

We are immensely proud of all of the students who represented our school at ceremonies commemorating ANZAC day, a significant day in the Calendar that reminds us of the importance of service and teamwork. The Student Leadership team has also been working to cultivate respect for our school's rich history through events such as International Women's Day - where we collaborated with our wonderful school archivist, Maya, to shine a light on the formidable women who have played a crucial role in the history of Blue Mountains Grammar School. It was also wonderful to witness the continuation of one of our most special and unique traditions - the Year 11 Winter Ball. It was a fabulous event, and we extend our congratulations to all of the Year 11 students who conducted themselves beautifully on the night.

This same spirit of celebration and encouragement shone through at our recent Senior Production of Stories in the Dark. We both feel incredibly fortunate to have been part of the magic that is BMGS productions—an experience we will deeply miss, but one that will remain with us as a cherished memory. Another highlight of our captaincy has been our involvement in the BMGS Open Days. Speaking with prospective parents about our experiences here always reminds us of just how fortunate we are to be part of this community.

Finally, we would like to commend our immensely capable and passionate Student Council, with whom we have had the privilege of working closely this year. The Student Council is proof that student leadership is not exclusive to just a few but is woven into the fabric BMGS and nurtured every day.

We would like to thank everyone for your contribution to this unique community of ours, and we are both immensely excited for what is to come.

Sophia Huckel and Zachary Filla
School Captains 2024/25



CONTEXT

From the Board Chair

Blue Mountains Grammar School is owned and operated by 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 by the Constitution.

The Board oversees the governance of the Company including setting and monitoring strategic direction, and School finance, compliance, and performance. It is responsible for the recruitment and oversight of the Principal to whom the day-to-day operation of the School is delegated. Three Board Committees support the Board. They are Finance and Audit, Governance, Risk and Compliance, and Major Projects.

Directors are selected for appointment based on a skills matrix, which includes building and development, legal, marketing, risk management, strategic planning and education. This ensures that the Board is best placed to guide the school. All Directors participate in ongoing professional development to meet NESA requirements.

2024 has seen tremendous work from the Board, Principal and staff to establish a progressive and future focused strategic plan that will harness the history, locality and capability of the school to best position it for ongoing relevance and position in our changing world. Our aim is to ensure that our school community and graduates are best placed to contribute to society and have meaningful and fulfilling lives beyond our gates. This work will continue to evolve as we critique our own performance, reset our horizons and adapt to the world around us.

Blue Mountains Grammar will continue to need to confront the challenges associated with diminishing Commonwealth Government funding in a setting where our ability generate additional income is restricted by regulation and practice, costs are largely dictated by external activities, and the consumers of our product demand increased value. Our recent focus on innovation, future setting and financial diligence will help us to better understand and adapt to these challenges.

2024 saw some changes in the composition of the Board with planned retirement of some Directors. There were nine Director positions occupied through the year, five appointed by the Anglican Diocese of Sydney and four elected at an AGM or appointed by the Board to fill as casual vacancy.

Attendance at Director meetings is presented in the table, right.

Costa Zakis
Board Chair

Board Director	Board Meetings Eligible to Attend in 2024	Board Meetings Attended in 2024
Costa Zakis	8	8
John Goddard	8	7
Graham Isbister	8	8
Colin Fragar	8	8
Ruth French	8	7
Ben Davis	8	6
Michael Lord	4	4
Daniel Everett	4	4
Andrew Laurie	5	4
Rhod Grivas	5	4
Phillip Cunningham	8	2



CONTEXT

From the Head of Senior School

For over 100 years, Blue Mountains Grammar School has partnered with families to shape young people of integrity, wisdom and compassion. In the Senior School, this legacy continues with a strong emphasis on character development, academic achievement, leadership, and service. In 2024, our students again demonstrated resilience, creativity and care for one another, all while striving for excellence in their learning and contributions to the broader community.

The unique natural setting of our campus within a World Heritage Listed National Park continues to inform our curriculum and culture. Our Wilderness Education program remains a hallmark of the School, fostering confidence, independence, and environmental stewardship. In 2024, we were thrilled to receive national recognition for this outstanding program: the Outdoor Education Australia Exemplary Outdoor Education Program Award, the highest honour in the field. The program was recognised for its innovation, impact, and commitment to social and environmental responsibility. Wilderness Education at BMGS spans from Pre-Kindergarten to Year 12, and our Senior School students benefit from a rare opportunity to complete the Stage 6 Outdoor Leadership course—making us the only school in NSW to offer this HSC/TVET pathway.

The student body of the Senior School is diverse, with students drawn from across the Blue Mountains, Central West, and Greater Western Sydney regions. This diversity enriches the educational experience and fosters a strong sense of inclusion and community. Our students are deeply engaged in a range of co-curricular and leadership programs that promote the values of respect, responsibility, and service. From peer mentoring and student-led initiatives, to community partnerships and fundraising for local charities, students are encouraged to lead with compassion and conviction.

Priority areas for improvement in 2024 have centred on academic growth across all year levels, with a particular focus on supporting individual progress and improving student outcomes. We have introduced targeted academic support programs, invested in staff professional learning, and worked closely with students to set and monitor personal achievement goals.

A key focus this year has also been strengthening the culture of respectful relationships within the Senior School. Through initiatives such as Respectful Relationships Education, House and tutor programs, and student forums, we have empowered students to navigate challenges with empathy and maturity.

It has been an honour to step into the role of Head of Senior School in 2024. I am inspired daily by the calibre and character of our students and the dedication of our staff. Together, we continue to build a community where young people are known, challenged, and supported to become their best selves.

Alicia Michielsen
Head of Senior School

CONTEXT

From the Head of Junior School

The Junior School is a place where community is valued. We partner with families, which is especially important in the Early Years and into Primary. Young children are not wholly responsible for themselves, so how we communicate with families and facilitate relationships is vital.

Our Schoolbox rollout has been an important tool in fostering strong relationships and clear, timely communication. Administration has been utilising this platform to manage communications and permissions, and staff have been using Schoolbox to report on learning to parents. As we become more familiar with the tool, we will continue to 'unlock' more of its features. Two staff members have become experts, leading the way and supporting their colleagues in using the platform effectively.

Our focus on playful pedagogy and the outdoor environment has continued through our commitment to Wild Ed. Our Little Wildlings enjoy a play-based programme in the bush, following the lead of the children. Staff have incorporated high-quality literature, Science, Art and Geography in this space. Our students have had a wonderful time working together. The collaboration and social skills children develop and display in this area continue to affirm our belief that wellbeing is best taught through active play. The reflective discussions students and teachers have when experiences are put into action—particularly outdoors—are very encouraging.

Our Pre-Kindergarten class at Springwood has grown into a five-day programme. This is an exciting and deliberate step in building continuity into our Kindergarten classes. The Early Learning team is doing an outstanding job, welcoming new students mid-year and supporting them to settle into the programme. Both Pre-K classes are full, with purposeful, playful pedagogy flourishing in our Early Years.

Stage 2 students have continued their project for MANSW – a Maths investigation competition introduced to our school a few years ago. Guided by our Stage 2 teaching team, students on both campuses have based their learning around bats. Learning across Maths, Geography, Science and English has been rich and deep. The children—and their parents—have become passionate advocates for bats and the vital role they play in our ecosystems.

This year, Performing Arts students took a new approach to the musical. In a commitment to "Good Learning Doing Good", our students 'Took it on the Road'. The musical cast performed at the Springwood Campus and also visited two aged care facilities in Leura. Students were encouraged to think about how the Performing Arts can be a blessing to others. They performed well, and perhaps more importantly, engaged with the residents confidently and compassionately.



Junior School staff continue to work through curriculum changes, using this opportunity to ensure rigour, creativity and meaningful action in our programmes. Our Deputy Head of Junior School, Michelle O'Keefe, has been leading strong curriculum work behind the scenes, and teachers have diligently collaborated to ensure that documentation reflects the great learning taking place in our classrooms.

Junior School staff have also been challenged to reflect on how their own practice can benefit the whole team, and how much we can learn from one another. We have begun a project called "Growing Leadership for Learning", where staff work together to focus on an area of growth, visit and observe each other, and discuss and plan learning from there. The Junior School staff continue to celebrate the learning that happens across our campuses and share positive stories about the way children are growing and learning.

Rachael Newton
Head of Junior School



CONTEXT

From the P&F

The P&F Association is led by an Executive Committee representing both the Springwood and Wentworth Falls Junior School campuses and the Senior School campus. Four General Meetings were held in 2024 including the Annual General Meeting in Term 4. Thank you to all campus representatives and committee members for their dedication, including the newly re-established Senior School Campus representative team.

The P&F hosted a range of fundraisers and community events throughout 2024. Activities included welcome morning teas, Mother's Day and Father's Day stalls and events, a bulb drive, movie nights, a balloon-twisting show, a magic show, discos, pre-loved uniform stalls, gingerbread house decorating night, weekend sports canteens, various barbecues, school production refreshment stalls, and our annual colour run. The major fundraiser was the Junior School colour run.

Through its fundraising, the P&F has been able to make many contributions big and small to the school including providing new classroom equipment and updates, Wild Ed equipment, major playground upgrades, sporting equipment and canteen equipment.

We are grateful to all the parents and families who have supported the P&F, by attending events, helping with fundraising, baking goods, volunteering at stalls, manning barbecues and supporting our school community.

Mark Rodgers
President BMGS P&F

CONTEXT

About our School

For over 100 years, Blue Mountains Grammar School has been a dynamic, forward-thinking and inclusive Anglican co-educational day school. With two campuses—Springwood (Pre-K to Year 4) and Wentworth Falls (Pre-K to Year 12)—the School had a total enrolment of 537 students in 2024.

BMGS offers a holistic education that balances academic excellence with personal development, delivered by highly qualified and professional staff within a charter of quality pastoral care. Our nurturing Christian environment supports students as they grow in confidence, build meaningful relationships, and discover their place in the world.

We believe in equipping students with the skills and character to thrive in an ever-changing world. Our learning programs promote curiosity, self-awareness and a sense of purpose, helping students to understand that learning is not only for school, but for life. They are encouraged to develop their individual strengths while contributing to their community with compassion and integrity.

At BMGS, education is about more than results. It's about shaping capable, creative, courageous and responsible young people, ready to meet the challenges of the future with confidence.

Promoting Respect and Responsibility
Blue Mountains Grammar School is committed to providing students with outstanding academic and co-curricular programs, delivered by expert staff within a nurturing environment that prioritises wellbeing, character development and mutual respect.

All staff engage in ongoing professional learning, with a strong emphasis on designing programs that encourage deep thinking, foster students' intellectual curiosity, and integrate technology to enhance learning outcomes. Students are supported to become confident, independent learners who recognise the impact of education across their lives.

A rich array of co-curricular opportunities allows students to explore their interests, build resilience and develop their talents. Outdoor education promotes teamwork and perseverance; sport fosters humility and courage; and music, drama and public speaking give students space to express their identity and explore the human experience.

Service and social responsibility are embedded across the School. Students have the opportunity to participate in outreach programs with local churches and charities, student-led fundraising, and school-wide initiatives that build empathy and gratitude. The annual 45-kilometre Bungawarra charity walk is a powerful symbol of our commitment to community and student growth.

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

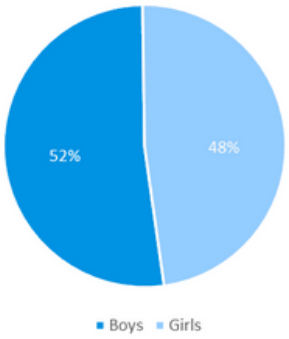
At BMGS, we want every student to be themselves—at their best.

CONTEXT

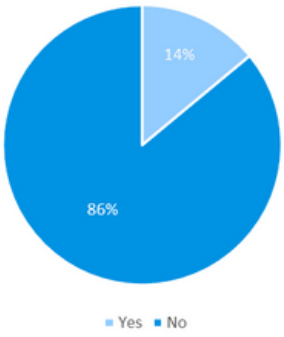
About our School

Student Body Characteristics

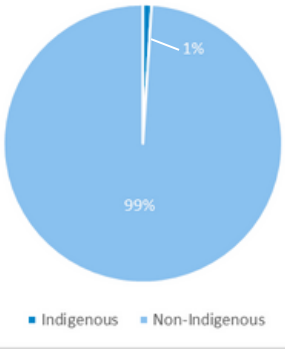
Student Body Characteristics - Gender



Student Body Characteristics - Language Background Other Than English



Student Body Characteristics - Indigenous Students



Students with Disability

Those with identifiable disabilities make up just over 33% of the student body, with needs ranging from quality differentiated teaching practices (QDTP) in our classrooms, through to extensive support.

According to the NCCD, 15% of the identified 33% are classified as QDTP, with the remaining 18% requiring assistance ranging from supplementary to extensive levels of adjustment. See table, right.

International Students
Although registered to enrol international students (Years 7 to 12), there were none enrolled at BMGS during the 2024 school year.

NCCD Category	No. of Students	% of students
QDTP	82	15.27%
Supplementary	85	15.83%
Substantial	11	2.05%
Extensive	1	0.19%
Total NCCD	179	33.33%
Total Students	**537**	100%

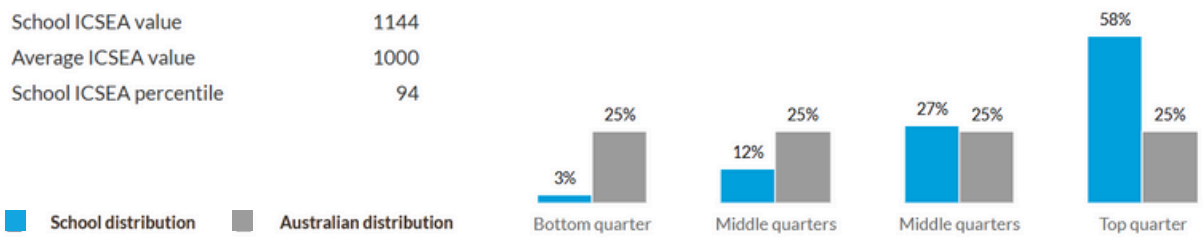
Socio-Educational Demographics

Blue Mountains Grammar School has an ICSEA (Index of Community Socio-Educational Advantage) value of 1144, placing it above the national average of 1,000. This indicates that the school's student population comes from a higher-than-average socio-educational background, providing a context for interpreting its academic performance.

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1144
Average ICSEA value	1000
School ICSEA percentile	94

Distribution of Socio-Educational Advantage (SEA)



OUTCOMES AND RESULTS

NAPLAN

In the 2024 NAPLAN assessments, Blue Mountains Grammar School students performed strongly overall, particularly in Reading and Numeracy, where results were mostly 'above' to 'well above' both the national average and those of schools with a similar background. These outcomes reflect the school's continued focus on developing core academic skills and ensuring high-quality teaching and learning in the classroom.

There are also some helpful insights into where we can grow. Writing results, for example, came in just below those of students from similar schools, suggesting this is an area we can target for further improvement. Spelling and Grammar were solid and in line with comparable schools, but we see opportunities to lift these even further. Results improve steadily from Year 3 to Year 9, showing the younger years as an area of focus for us.

Overall, the 2024 results are encouraging and affirm our commitment to helping every student achieve their best, while also guiding us in the areas we can continue to strengthen.

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

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	480	464	422	500	467
Year 5	536	511	492	512	520
Year 7	582	561	548	566	561
Year 9	621	620	582	593	610

Average student results compared to all Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	480	464	422	500	467
Year 5	536	511	492	512	520
Year 7	582	561	548	566	561
Year 9	621	620	582	593	610

Key (both tables)

- Well above
- Above
- Close to

OUTCOMES AND RESULTS

Senior Secondary Outcomes

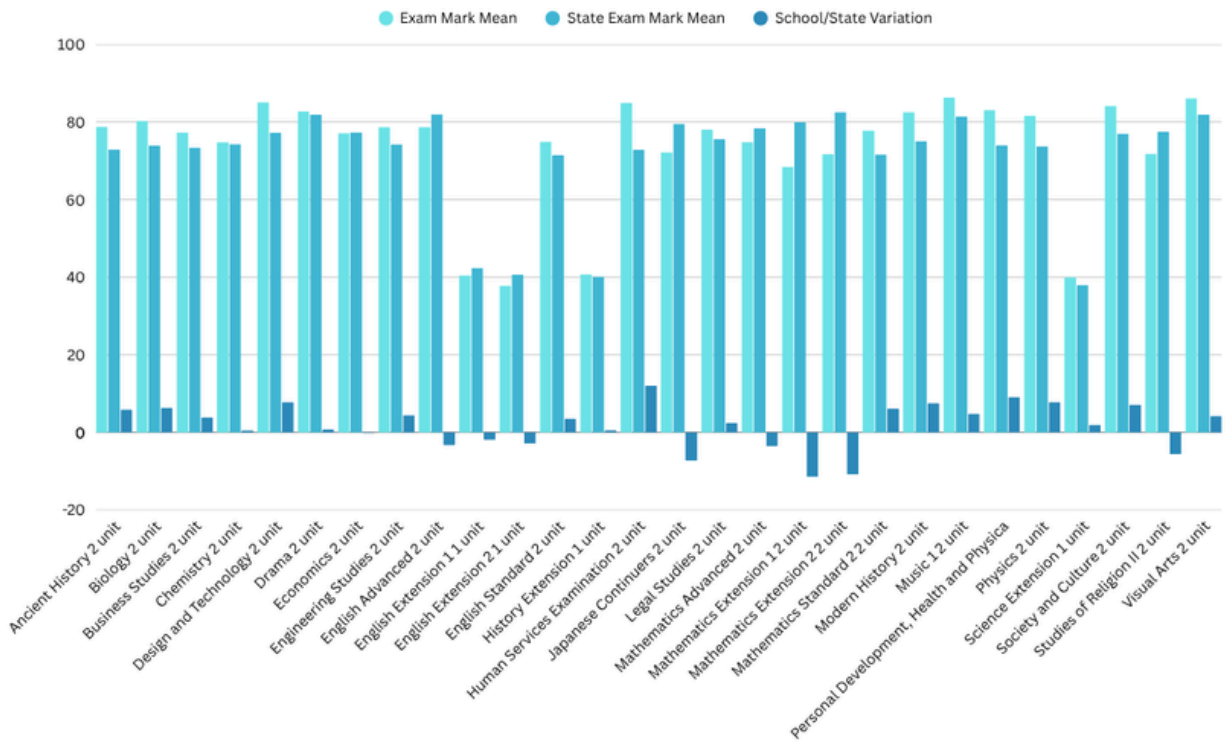
2024 HSC Results Analysis

The 2024 HSC results at Blue Mountains Grammar School reflect a sustained culture of academic achievement and a commitment to offering meaningful educational pathways for all students. The data below highlights trends in student performance over time, compares our outcomes to statewide performance, and recognises the diversity of academic and non-academic options accessed by our students.

100% of Year 12 students sitting the HSC were awarded their qualification, and all students who applied for university received an offer. Notably, 25% of our students achieved an ATAR of 90 or above, while 50% attained an ATAR of 80 or higher. However, we take equal pride in those who, through consistent effort, significantly improved their results—whether moving from a Band 3 to Band 4 or achieving personal academic milestones beyond their expectations.

School vs State Performance

This graph presents the Exam Mark Mean for each subject, comparing BMGS to the State Mean. In the majority of subjects, BMGS students achieved marks equal to or above the state average. Notable subject areas with strong positive variation include Design and Technology, Drama, Visual Arts, and PDHPE. These subjects consistently perform above state average and are reflective of strong staff expertise and student engagement in the creative and practical domains.



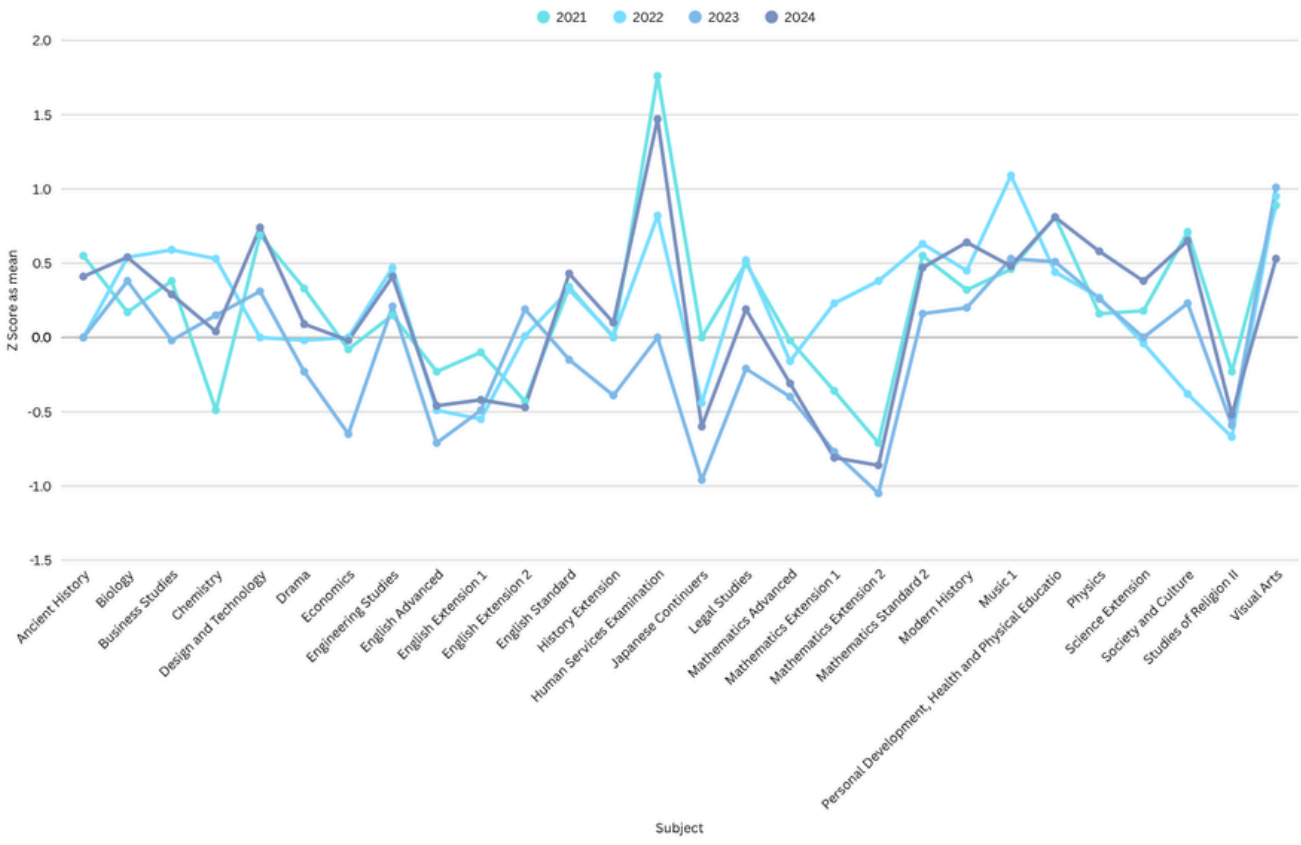
Senior Secondary Outcomes

Performance Trends (2021–2024)

Over the four-year period, our strongest and most consistent performers have been the creative and practical subjects —Drama, Visual Arts and Music 1—each maintaining Z-scores well above the state mean. Japanese Continuers saw a particularly large jump in 2024, reflecting the efforts of a small but dedicated cohort. In contrast, Mathematics Extension 2 has drifted downward, showing a sustained negative Z-score. Core STEM subjects such as Physics and Business Studies have fluctuated: Physics dipped in 2022 but recovered in 2023–24, while Business Studies improved steadily after a slight trough in 2022. English Advanced has hovered near the state average throughout, with a small decline in the last two years—demonstrating consistency but also room for growth. PDHPE and Society and Culture have enjoyed modest upward trends.

Contextual Factors

Both the disruption and gradual recovery from COVID-19—especially the switch between remote and face-to-face learning in 2021–22—likely introduced extra volatility in our Z-scores, with stronger rebounds in practical and collaborative subjects once normal school routines resumed. Additionally, very small candidature sizes in niche courses (like Japanese Continuers or Extension Maths) can magnify year-to-year swings, meaning a handful of individual results may disproportionately affect the overall trend.



OUTCOMES AND RESULTS

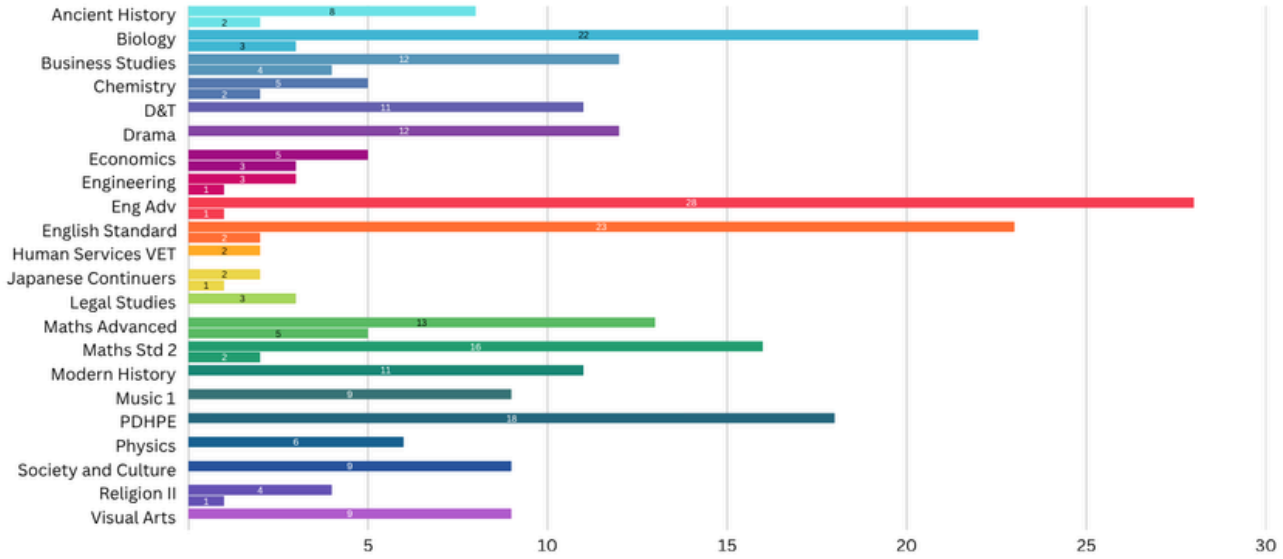
Senior Secondary Outcomes

Band Achievement Summary
This graph displays the number of Band 4–6 results (higher performance bands) compared with Band 1–3 results for each subject. The data shows that in most subjects, the majority of students achieved in Bands 4–6.

Highlights include:

- English Advanced, with 28 out of 29 students achieving a Band 4–6 result.
- PDHPE, where 18 students achieved Band 4–6 results and no students in Bands 1–3.
- Modern History, Music 1, Visual Arts, and Legal Studies also showed strong performance, with few or no students in Bands 1–3.

This pattern confirms that students are not only achieving at or above state averages, but also attaining high standards across a broad range of subjects.



Post School Destinations
The Class of 2024 is stepping into a wide range of exciting and purposeful pathways beyond school, reflecting the diversity of interests and talents within this cohort. Our graduates have secured places in leading universities across Australia to pursue degrees in areas such as engineering, nursing, science, computing, economics, communications, education, law, international security, and the performing and visual arts. Others have chosen to take a well-earned gap year, using the time to travel, work, and gain real-world experience before commencing tertiary study. These destinations highlight not only strong academic outcomes but also the school's commitment to nurturing well-rounded individuals equipped to make meaningful contributions to their chosen fields and the broader community.

Vocational Education and Training
Four students undertook VET qualifications, representing around 7% of the Year 12 cohort. Qualifications studied were Certificate III level in Health Services Assistance, Allied Health Assistance, Design Fundamentals and Early Childhood Education and Care.

Senior Secondary Outcomes

Academic
ACHIEVEMENTS



Oliver Stephens
Dux
ATAR 96.2

Thomas O'Connor
Proxime Accessit
ATAR 95.6

25% achieved an ATAR above **90.00**

50% achieved an ATAR above **80.00**

32 **Band 6 results**

99 **Band 5 results**

100% **University placement**

Creative
EXCELLENCE



William Louis
selected for **ENCORE Showcase**

Sienna Coleman, Ivy Downes & **Leyna Hawkes**
nominated for **ONSTAGE Showcase**

Jonathan McHugh
nominated for **SHAPE Showcase**

Aligned
QUALIFICATIONS

Kate Fraser and **Olivia Foster**
awarded **Academic Excellence**
in **Human Services**
VET in Schools courses.



Proud of **Every** Student

We are so proud of the hard work, resilience and determination our Year 12 students showed throughout their HSC journey. While these results are a testament to their efforts, they are just one part of who our students are. So much more than numbers—they are individuals with unique talents, passions, and bright futures ahead. We celebrate not just their achievements, but the wonderful people they have become.
Well done, Class of '24!

100%

STAFFING

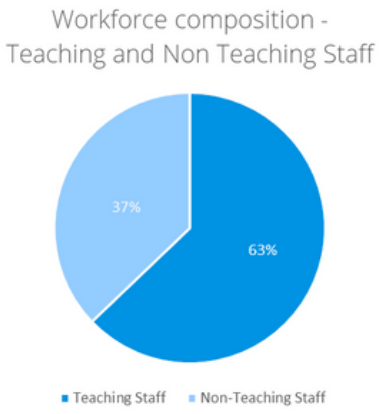
Workforce Composition

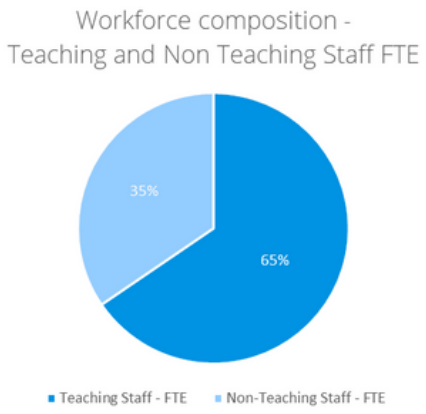
Workforce Composition

Our workforce reflects a rich diversity of faiths and backgrounds, aligned with our School's commitment to inclusivity and respect for all. One member of our permanent full-time teaching staff identifies as Aboriginal and Torres Strait Islander.

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

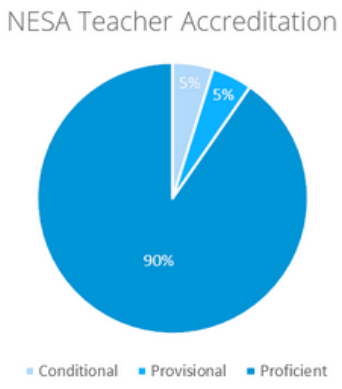
Teaching Staff	66
Full-time Equivalent Teaching Staff	51.6
Non-Teaching Staff	39
Full-time Equivalent Non-Teaching Staff	27.2





Teacher accreditation

Accreditation Level	Number of Teachers
Provisional	3
Conditional	3
Proficient	56
TOTAL	**62**



ATTENDANCE

Student Attendance

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

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

Attendance Rates
The school's overall attendance rate for the year was 90.51%, which is broadly consistent with national averages. According to the Australian Curriculum, Assessment and Reporting Authority (ACARA), the average attendance rate for students in Years 1–10 across Australia generally falls between 90% and 92%, positioning the school well within the expected range.

Attendance across individual year levels remains steady, with the highest rates recorded in Year 12 (93.34%) and Year 1 (93.21%), indicating strong engagement among students at both the early and final stages of schooling. While a slight dip is observed in some middle secondary years—such as Year 9 (89.06%) and Year 10 (88.29%)—this is consistent with broader trends seen in similar schools, and represents an area for continued focus and support.

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

Year Level	2024 Attendance rate
Kindergarten	91.88
Year 1	93.21%
Year 2	91.53%
Year 3	92.60%
Year 4	91.03%
Year 5	90.36%
Year 6	89.85%

Year Level	2024 Attendance rate
Year 7	90.24%
Year 8	90.16%
Year 9	89.06%
Year 10	88.29%
Year 11	90.62%
Year 12	93.34%
Whole School	**90.51%**

SCHOOL POLICIES

Policies and Procedures

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

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

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



Stakeholder Satisfaction

Student and Parent Satisfaction
The School continues to enjoy strong levels of student and parent satisfaction, as reflected in both engagement and retention. Anecdotal evidence of positive parent engagement is seen in the high attendance at community events such as Icebreaker Evenings, Presentation Days, and School Services throughout the year. These occasions provide valuable opportunities for connection, celebration, and the strengthening of our school community.

The School values open communication and ongoing dialogue with families. Forums with School Leadership have been held to respond directly to parent feedback and concerns—such as those raised regarding subject availability—ensuring that families feel heard and supported in their partnership with the School. In addition, a dedicated email address (feedback@) is provided to enable parents and carers to share comments, suggestions, and concerns at any time.

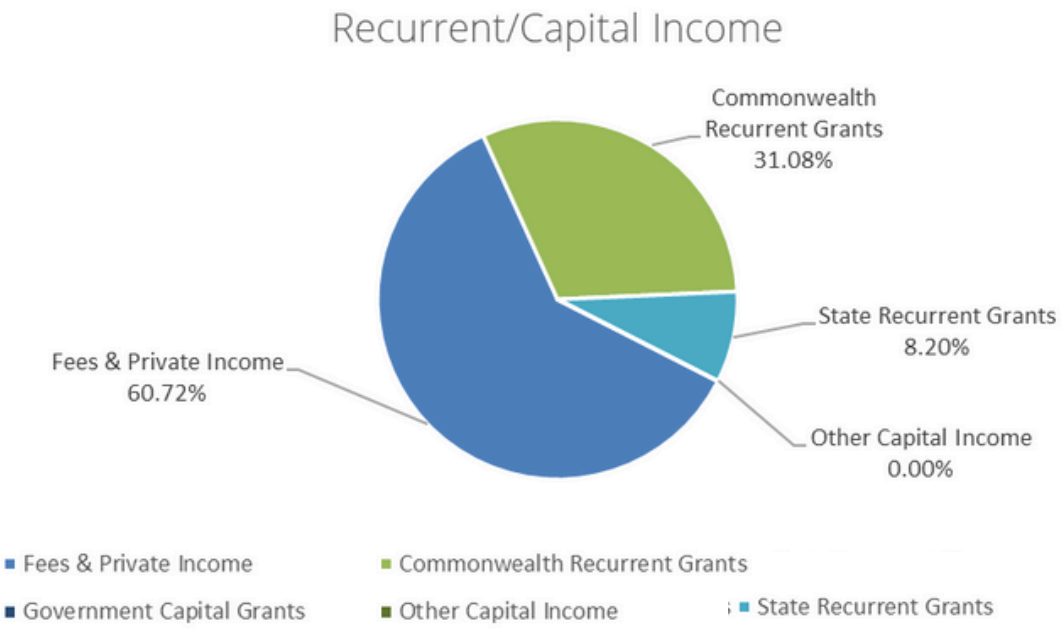
Low student withdrawal rates further indicate a high level of satisfaction with the educational experience, care, and support provided. The School remains committed to fostering strong relationships with families and maintaining a culture of openness, responsiveness, and continuous improvement.

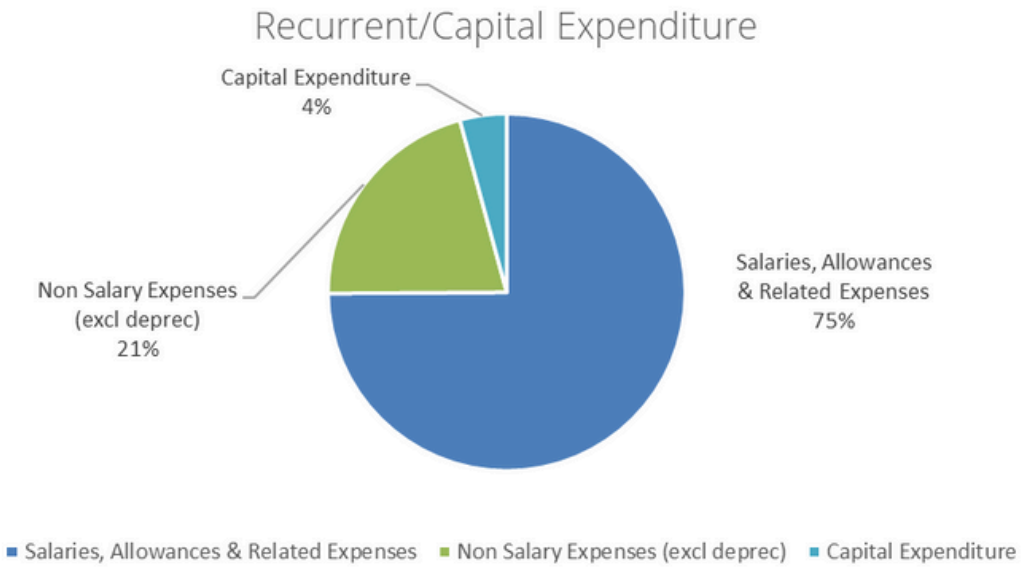
Teacher Satisfaction
Teacher satisfaction at Blue Mountains Grammar School remains high, supported by a positive staff culture, strong professional purpose, and a shared commitment to student growth. While the School experiences natural levels of staff turnover—often due to family circumstances, relocation, or personal career progression—it maintains a stable and dedicated teaching team. Open communication is a valued aspect of school life, with regular weekly staff meetings fostering collaboration and shared understanding. Staff are also encouraged to speak directly with School leadership, with ongoing opportunities for one-on-one meetings to discuss concerns, offer feedback, and contribute to the School's continuous improvement.

BMGS is widely regarded as an attractive place to work, offering meaningful professional development opportunities, including the in-house Leadership Greenhouse program and international learning trips that expose staff to leading-edge thinking in education. Teacher engagement is further reflected in the strong voluntary participation in school events, with Open Days and community activities consistently well attended by staff who generously contribute their time to support and represent the School.



Income and Expenditure





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BLUE MOUNTAINS
GRAMMAR SCHOOL