Mission Statement

Bankstown Grammar School is a caring, learning environment that actively strives to provide opportunities for every child to achieve their potential as well as experience success and enjoyment in their spiritual, academic, social and physical endeavours. The School’s mission is an expression of its Christian ethos. Our relationship with students, staff, parents and the wider community is governed by the values of tolerance, compassion and justice.

Bankstown Grammar School is an independent co-educational School in the Anglican tradition catering for the needs of students from Kindergarten to Year 12. The School offers a well-rounded education in a safe, supportive and challenging environment which reflects the Christian values that led to the School’s foundation. Our School statement: 'a caring, learning environment' finds expression in every aspect of school life and focuses everyone in the School community on enabling students to achieve their best in their academic, spiritual, sporting, social and cultural endeavours. It is a priority of the School for students to be happy, feel secure and know that staff and students care about them.

Formal programs such as the Kindergarten Orientation, 'Friendship Afternoon' and the Year 7 Camp are coordinated by Pastoral Care Teams and student leaders to welcome them to the School. These activities are typical of the nurturing approach that allows our students to grow in confidence and become increasingly independent as they move through their school life, being encouraged to undertake responsibility for their own learning. Our structure of Primary (K to 6), Junior (7 to 9) and Senior (10 to 12) Schools caters specifically for all students in their various stages of development.

Aims and Objectives

- To develop a caring, compassionate and understanding Christian community of learning.
- To develop a desire to attain excellence in all fields of endeavour.
- To instil in students Christian values, attitudes and activities, thus allowing them to take a responsible leadership position within the community.
- To foster initiative, good judgement and powers of leadership in all students.
- To create a positive Christian school environment which will allow the best possible education for the students in our care.
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A Message from Key School Bodies

The Board of Directors

Chair
Mr Laurie Bulmer

Deputy Chair
Mrs Kelly Batey

Treasurer
Mrs Margaret Young

Secretary
Reverend Arthur Rossiter

Board Member
Mr Jeffrey Clark

Board Member
Mr Wayne Cotterill

Board Member
Mrs Bernadette English

Board Member
Mr John Tindall

Speech by Deputy Chair Presentation Night - 8th December 2010

To our invited guests, our Principal, parents, teachers and students welcome to 2010 presentation night. Congratulations to all our students receiving awards this evening.

My name is Kelly Batey and I am the Deputy Chair of the Bankstown Grammar School Board. I take this opportunity to recognise the work of the individual Board members, who have volunteered their time over the past year: our Chairman Mr Laurie Bulmer who is also the school builder, Fr Arthur Rossiter co-founder of the School and Company Secretary, Mrs Margaret Young our Treasurer, Mr Jeff Clarke, Chair of our Building Committee, Mr Wayne Cotterill Chair of our Business Development Committee and Mr John Tindall.

Sadly, it is Mr Cotterill’s last formal occasion as a Board member as he is moving on to other ventures. We thank Mr Cotterill for his efforts and support with the Board over the years and wish him all the very best for his future endeavours.

Over the past 12 months, the Board has been very busy and tonight I would like to summarise some of those activities for you.

Building Works – anyone who has strolled through the school of late would have noticed that there were substantial building works being undertaken. Stage 5 of the building works is almost complete despite 65 days of rain over the year. Stage 5 delivers a new canteen and classrooms. These works were delivered under budget. We are due to start work on Stage 7 early in the New Year. The Board thanks Mr Clarke and Mr Bulmer for all of their efforts with the Building Committee in relation to this.

In addition to this, the School has, through the BER grant received from the Federal Government, been able to build a new covered basketball court. This area is not used only for basketball but as an all-weather sporting area and outdoor learning area.
Similar structures have been built by other schools at substantial costs. Our court was costed at $860,000.00 but the cost to the School was only $240,000.00.

Significantly, the Board has elected to change the name of the School and from January 2011, our school will be known as Georges River Grammar. This is not a decision that has been taken lightly by the Board and was decided after extensive feedback from staff, students, parents and ex-students. We hope that all members of the school community will show the school the loyalty and support that they provided to the name Bankstown Grammar School. The Board thanks Mr Cotterill and Mr Tindall for their efforts with the Business Development Committee in relation to this.

The Board has also been working extensively to re-vamp its governance and compliance procedures. To this end, there has been a committee under the guidance of Mrs Young developing a new Board Charter document. We have been led to believe that our school will be one of the first independent schools to compile a document of this type and that puts Georges River Grammar on the cutting edge of governance and compliance in this country.

The Board would like to take this opportunity to wish you all a happy and safe Christmas and we look forward to working with you in the New Year.

Kelly Batey
Principal’s Report

Delivered at the School’s Presentation Evening - Wednesday, 8th December, 2010

The Chairman, members of the Board of Directors, special guests, staff, parents, students and friends. We gather to acknowledge student excellence at the School and to mention other changes that have occurred or will occur in the future.

The most significant event for the school in 2010 was the changing of the name to ‘Georges River Grammar’. There was a lot of discussion with some interesting feedback from past students. Understandably their connection is closer. As well as the introductory promotion in the Torch and Leader newspapers, events are planned for 2011 to promote the new name while acknowledging 25 years for the School.

I will now outline the progress with the School’s building program, but first a little history.

In September 2009 the Federal Minister changed building regulations on the airport for non aviation users. This meant from September 2009 no progress was made on buildings at the School and in fact all work was suspended. Discussions with the minister took place and it was decided that the new regulations would not impact upon the School as long as total enrolment numbers were no more than 930 students K to 12. Six months was lost but planning for Stage 5 in the high school and Stage 7 in the primary school recommenced.

Currently the School is completing Stage 5, a building containing 6 high school classrooms, a canteen with an open space area. It is hoped that completion will occur in early 2011.

Work has begun on Stage 7 for the primary school, a building containing 7 classrooms and an amenities block. It needs to be appreciated that since May 2010, 65 days have been lost due to wet weather and this makes the meeting of deadlines difficult.

Our relationship with Bankstown Airport is good with lots of cooperation over many items. Recently I approached them regarding the possibility of questionable advertising appearing near the School and I received great support. Always be aware that regulations on Commonwealth land are different from the norm.

I acknowledge the contribution made by the Parents and Friends Association, both in their financial contribution and the time given by those who attend the meetings, support the School on Open Day and the incoming Year 7 barbeque and the Debutante Ball. The Deb Ball in 2011 will be special, as will so many other functions next year, as it will be the first for Georges River Grammar. I urge you to attend the Deb Ball in late May and support the students and the School on that special occasion. In 2010 the P & F spent a total of $58,284 on fencing for Agriculture, House banners, 2 laminators, subsidies to students and 7 interactive whiteboards. All this support is greatly appreciated and I encourage parents to attend the P & F meetings as it is the parent voice in the School.
The function of the School is the development of the young people placed in its care. The students are the heart of the School. Tonight is about student achievement and what the School can do to assist them. We want a balance of Academic, Sporting, Spiritual and Social development in each of our students to present them to the wider world when they leave as young people who are well rounded with leadership ability, a social conscience, a good work ethic and a willingness to serve. We want them to achieve personal bests. I am a parent, as are you, and we know our children have a place on a scale when it comes to ability. But what is more important is our children always trying to do PBs – personal bests. That is all I want from the students – PBs. The 2010 School Certificate results are above the state average in all subjects. Our HSC results are always good. Students from this School are always doing something constructive when they leave. More than 50% get university offers every year, some go to TAFE or employment. But more important than this is we want good people leaving the School making good decisions about their lives. Thinking of schools as a place for a good HSC result is only part of the story. This school turns out good people.

The Primary children have had a year of rich learning and continued academic success. Thank you to our teachers for their ongoing dedication and professionalism. Thank you to the parents for your ongoing support of your children, the teachers and our school.

We are always trying to make the School a better place and in 2011 we will introduce a new class in Year 2. It is my intention from 2012 to have a 3/4 composite Gifted and Talented class and in a future time a 5/6 Gifted and Talented class. This can only occur however when the building of Stages 7 and 8 for the Primary School is complete. Should the building not be ready for a further year, we may have to wait.

Further to this in 2011, the Primary School will review the Positive Behaviour Policy with a view to introducing a system that parallels that of the High School. The system will be devised, then discussed at the March P & F meeting for comment and sent home to parents to ensure all are aware of how it will work. In this way student behaviour will be a whole school initiative from Kindergarten to Year 12.

Schools are not just classrooms and this is evidenced by all the activities that occur. The School year book tells us of all these extra events. Be it Camps, Concerts, Carnivals, Drama Night, the Visual Arts and Design Exhibition, Musicales, Ag. Shows, Public Speaking, Debating, the Debutante Ball, Sport, Music – the list is endless. If you want to feel uplifted, attend one of these events seeing the children perform and learning skills that will equip them for many life experiences. That’s what I do. Sometimes when I am under pressure, I go and see some student achievement. It all changes. I feel good. I feel the School is functioning as it should. Developing young people.

The School is fortunate to have a staff of dedicated professionals who consider the well being of the students their priority, whether in class, learning their subject or in those other extra curricula activities that contribute to school life. It is not always easy to achieve the fine balance that can exist between home and school but the staff manage to give due consideration to all involved on all occasions. I thank the staff for their efforts and I especially thank the committee of staff who have worked so hard making tonight a success.
My thanks go to those who have volunteered for the School in 2010 and in so doing have given the students great assistance. I note Mrs Jeanine Mansell, Mrs Karen Nelson, parent helpers and the P & F volunteers and office bearers who assist with Open Day, the Year 7 BBQ and the second hand textbook sale. We could not offer the level of support to the students without your assistance.

For many years, the Hughes Clothing Company in Bass Hill has been associated with the School in providing our school uniform. This association began in 1984 with the formation of St Paul's Choir School and continued in 1986 with Bankstown Grammar School. Inevitably over time circumstances change and Gai Hughes has let me know that the company will no longer supply school uniforms but rather concentrate on men's clothing. I wish to take this opportunity to thank Gai for the support she has given the School over this time and wish her all the best for the future.

There will be some staff changes for 2011. Miss Leanne Araco is relocating to Western Australia. Miss Kelly Baxter has taken a position in the Illawarra, Miss Victoria Mackenzie is leaving us to travel to Europe, Mrs Heidi Shvetsoff is moving to country NSW, Miss Linda Spence has taken a position at another School and I must mention Mrs Doris Toouli who left us at the end of Term 2. I acknowledge Mrs DeLene Hoffner who, as our exchange teacher, returns to the USA passing the baton, as it were, to Miss Samantha Crane who returns. Keep in mind we have four teachers currently on maternity leave who should return to us for 2012.

In the high school 5 members of staff are leaving. Mrs Kellie McManus our Lab Assistant leaves to take a full time position. The others are very long serving. Mr Darrin Munro began at the School in January 1996 and leaves after 15 years service. Darrin has held the positions of Year Adviser and House Coordinator and is to be Head of Maths at Aquinas College, Bangor.

The quiet achiever in the School, Mr John Roser, has been our printer since October 1995. How many children have I heard ask me “Where is Mr John?”. After 15 years we will all miss “Mr John”.

Every child at the School has had support from Sandra Zigra. I have seen students who have left the School return years later for her advice. Taking students in Year 7, she has nurtured and encouraged them and by getting to know them so well has given wonderful advice over the years. All things must end and I know that we all acknowledge the impact Sandra has made while at the School and we wish her all the best for the future.

And finally to Robert Hodges. BBQ Bob has been with the School 22½ years. Leaving his farm in Wauchope, Robert started at the School in July 1988, and ironically his first appointment was as Careers Adviser, a hangover from his HR days with State Forests. Robert is not leaving in the traditional sense and will be doing casual days so we will still see him but I thank him for his service to the School in Ag, HSIE, Photography and barbequing over the years.

These staff leave with our best wishes and I encourage them to keep in touch with the School and to follow our future progress. Highly qualified staff are being resourced to
replace them so that a seamless transition can take place in 2011. The School is very fortunate to have Mrs Janelle Varlow as our Deputy Principal. I thank Janelle for the support given to me in 2010.

Of course the School is also very fortunate to have Mrs Nina Heinecke as our Head of Primary School. I thank Nina for the support given to me in 2010.

And what of 2011? Make sure you don’t miss the events that will be on during the year. At the time of writing the Deb Ball in May is booked as is the 25th Anniversary Dinner in August.

In week 3, Term 1 there will be a cake to celebrate the beginning of Georges River Grammar.

Mrs Boikov, a parent at the School, is promoting a marvellous production at the Capitol Theatre in February called Shen Yun and there is a brochure enclosed in your child’s report envelope. The sale of each ticket will guarantee a donation to our School.

As you can see, a lot is happening so don’t miss the opportunity to get involved.

In conclusion, I would like to again acknowledge the generosity of Bankstown Sports for their support throughout the year.

I hope all parents are happy with the progress the School has made in 2010 and I encourage you to speak to others and let them know the educational value of attending Bankstown Grammar School which of course, after tonight, is now Georges River Grammar.

2011 promises to be another exciting year and I encourage the staff and students to have a wonderful break, take care and come back refreshed at the end of January. To those leaving, both staff and students, I wish them every success.

I acknowledge the Board of Directors for their support during the year and on their behalf and my own, I wish all in the School community a happy and holy Christmas and I look forward to your safe return to the School in 2011.

Terry Lidgard
Student Representative Council

Primary School

The Primary School leadership team is comprised of a male and female Captain and Vice Captain, House Captains and the Year 6 Leadership Class.

Training days are conducted each term for our Leadership team and the Captains and House Captains attend the HICES Leadership Training Day at the beginning of the school year.

The 2010 Captains were: Laura Henderson, James Biviano, Taylor Kassably and Eric Lim.


The Leadership team has been instrumental in creating House war cries and dance cheer routines for carnivals, encouraging younger children by running a lunchtime program, ‘Active Afternoons’ and helping with weekly Bounce Back sessions. In addition, they organised the contributions for the sponsorship of our ChildFund support for a child in Kenya.

Nina Heinecke – Head of Primary School

Secondary School

The Student Representative Council (SRC) of Bankstown Grammar School comprises of one representative from each of the Houses in Year 10, 11 and 12. The Year 12 representatives are the House Prefects and students who completed the Senior Leadership Portfolio but were not elected as Prefects. Students are elected for a year.

Student Representatives assist Year Advisers and House Coordinators with school activities and perform an important role in liaising between the students and staff of the School. The following students were the Student Representative Council members in 2010:

Year 10: Kirsten Federico
          Shenuka Jeevaratne
          Nicole Harvey
          Paris Mondelo

Year 11: Dominic Chai
         Andrew Elias
         Jacqueline Mowday
         George Choueifaty
         Jack May

Year 12: Elizabeth Leigh
The SRC met approximately once a fortnight to address student needs and discuss practical ways to improve student facilities. The focus for the SRC in 2010 was to provide tables and benches in the playground for students.

Another important initiative the SRC considered was to survey the student body to determine the effectiveness of the Harassment Policy as stated in the Student Organiser, in particular, the appropriateness of hugging and touching in the playground. As a result the Harassment Policy was deemed to be an effective policy as stated and the SRC engaged in a program of directing students to the Harassment Policy in order to address any concerns they may have.

The SRC also created heraldic banners for each House in order to engage students and develop a greater sense of pride in their House. The cost of these banners was supplemented through the Parents & Friends' Association.

The SRC of 2010 determined that fundraising such as Red Nose days, while worthwhile, did not require students to make a significant sacrifice for the charity and therefore deemed that promotion of activities such as the Red Cross Blood Bank Youth Donor Program was a more effective way of contributing to the community.

Alex Balbi - Senior Leadership Coordinator
Parents & Friends’ Association

President - Bernadette English
Vice President - Karen Thompson
Secretary - Christine Barron
Treasurer - Llyn Bryant
Catering - Pam Cochrane
Refreshments - David Gebran
Debutante Ball Coordinator - Roslyn Fagan

P & F meetings are held monthly during School terms.

In the past, meetings have been attended by various guest speakers, e.g. Heads of Departments, Teachers, Parents Council President, Police Department Liaison Officers, Careers Adviser, School Captains/Vice Captains/Prefects, etc.

The P & F is the parent organisation at the School and parents are encouraged to attend and discuss issues of benefit to the School. Dates are published on the School’s mini calendar and advertised in the School newsletter and on the School’s website.

Bankstown Grammar School P & F meets at the School on the second Tuesday of the month at 8.00pm.

Parents & Friends’ Association Expenditure 2010:

- Fencing for Agriculture (Secondary) $2,250.00
- Electronic White Boards (Primary) $26,857.14
- Electronic White Boards (Secondary) $20,142.86
- Steps for Interactive White Boards (Primary) $1,200.00
- Donation to help SRC Purchase House Banners $1,000.00
- Laminators (Primary) $1,034.64
- Subsidy to students representing school (Secondary) (Music, Sport & Gold Duke of Edinburgh) $4,200.00
- Subsidy to students representing school (Primary) (Academic and Sport) $1,600.00
- Dux Pen (Secondary) $99.95

Total $58,384.59
Parents & Friends' Report

The Parents and Friends Association continued as a combined Primary and Secondary School body in 2010.

I would like to thank the P & F Committee and the parents who attended meetings throughout the year and generously gave their time to activities that benefited the school community.

During the year a social committee was formed, following an initiative of Primary school parents. The committee organised a trivia night, Christmas luncheon and a BBQ for the Primary Carols Night. These functions gave parents a chance to socialise and gather in outside meetings.

In 2010 the P&F provided funding for Interactive Whiteboards for both primary and secondary classrooms, steps for the primary Interactive Whiteboards, fencing for the Agriculture Department, laminators for the primary, assistance to SRC to purchase House Banners and subsidies to students representing the school in sport, music and academic camps and gold Duke of Edinburgh participants.

When possible a guest speaker attended meetings. Our guest speakers for this year were:

- Mrs Sandra Zigra and the 2009 Year 12 students (HSC results);
- Mr Terry Lidgard (2009 school survey results);
- Ms Nadine Jones (Naplan tests and Myschool website);
- Mrs Rowena Stulajter (NSW Parent Council);
- Mr Alex Balbi (School Leadership Program);
- Ms Amanda Fitzgerald (Pastoral Care)

The presentations were greatly appreciated by the parents in attendance.

Thanks to Mr Terry Lidgard and Mrs Nina Heinecke for their guidance and their attendance at meetings to keep the parents up to date with school activities.

The Debutante Ball was again one of the highlights of the year. The debutantes and their partners, families and friends enjoyed a memorable evening. Our thanks go to Bankstown Sports for their ongoing support of the ball and other school activities. Thanks also to Mrs Sandra Zigra, Matron of Honour, Mr Peter Rowling, the Master of Ceremonies, Mrs Roslyn Fagan and Mrs Lee Johnson for their contribution toward the night.

Special thanks go to the parents who assisted with the Open Day BBQ and Year 7 welcome dinner and to Mrs Karen Gaskell and the hospitality students who prepared the salads.

As I no longer have children attending the school I have resigned and handed over to a new president, Mrs Debbie Green. I wish Mrs Green and the new committee well and encourage all parents to attend meetings and play an active role.

Bernadette English - President
Value Added Information

Primary School

Mathematics
As a result of participation in a professional learning program in 2009 which focused on rich open-ended questions, teachers worked collaboratively in 2010 to further develop units of work which enabled students to work through hands-on tasks to develop and communicate deep understandings of mathematical ideas.

Primary Connections Science Program
The successful implementation of additional units from the Primary Connections Science program in 2009 was followed by the enrichment in 2010 of the School’s Science programme through the implementation of units of work based on the 5Es model: Engage, Explore, Explain, Elaborate and Evaluate where students undertake investigations and communicate their understanding of Science.

Student Support
The Multitilt (Making up lost time in literacy) programme was extended to include instruction for more students. It provided an additional support structure to enable students to move towards becoming independent readers through its systemic programme of individualised, sequenced support which provides phonics, word attack and daily reading.

English
The study of Australian literature was strengthened through the use of novels, short stories, fiction, picture books, film and plays to enrich students’ lives and develop the motivation, skills and knowledge to enable an informed appreciation of literature.

Computer Technology
The integration of computer technology was further enhanced through teacher professional learning and the use of interactive whiteboards.

Secondary School

Gifted & Talented
The Debating introduced previously was continued in 2010. Enrichment classes were offered in Art and Science. Gateway8, Science Titration and Da Vinci Challenge were attended by students including the HICES Music Competition and Mathematics Enrichment Day. Chess Club continued in 2010 as did Book Club.

Social Injustice
The School Chaplain organised a program of involvement for students with others less fortunate than themselves. Visits to local nursing homes were a priority with some students returning to help during school vacations.

Student Assistance to Others
A Tutor Reading Program was introduced where students in Year 11 tutor students in Years 7 – 9 during roll call each day. SRC volunteers also assisted students in Years 7 and 8 in Peer Study Skills to help exam preparation.

Duke of Edinburgh
This program continues to offer students from Years 9 – 12 the opportunity to complete Bronze, Silver and Gold awards.
Student Performance in State Wide or Equivalent Tests

Higher School Certificate
Bankstown Grammar School extends its congratulations to all students who worked conscientiously and achieved their best during the recent School Certificate and Higher School Certificate Examinations. The School is equally proud of those who achieved their best in cultural and sporting activities throughout the year.

Top Band Achievers:
- Jasmine Bouhali  Business Studies, Hospitality
- Elias Chalouhi  English Advanced
- Ji Ye Choi  Korean Background Speakers
- Annette English  Business Studies, General Mathematics
- Kosta Gioulis  Mathematics Extension 2
- Christopher Hudson  Mathematics, Mathematics Extension 1, Music 1
- Lauren Hunter  English Extension 1, English Advanced, Business Studies, PDHPE, Visual Arts
- Justine Katrib  Business Services
- Nicole Koncz  Visual Arts
- Elizabeth Leigh  English Extension 1, English Advanced, Visual Arts
- Alexandra Mack  English Extension 2, Society and Culture
- Betty Nguyen  English Extension 1
- Matthew Pham  Visual Arts
- Danielle Plusch  Music 1
- Christopher Sarabi  Information Processes and Technology
- Harpreet Singh  Mathematics Extension 2
- Bradley Walls  PDHPE

Subject Results
Students at the School also performed above the State average in Ancient History, Biology, Business Studies, Chemistry, Economics, English Standard, English Advanced, English as a Second Language, English Extension 1, Geography, Information Processes and Technology, Legal Studies, General Mathematics, Modern History, Music 1, PDHPE, Physics, Visual Arts and Business Services, Hospitality, Information Technology, Retail Services.

Business Studies, English Extension 1, Music 1, PDHPE, Visual Arts, Business Services, and Hospitality had a greater percentage of students achieving Band 6 than the State.

<table>
<thead>
<tr>
<th>Subject</th>
<th>School (%)</th>
<th>State (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Studies</td>
<td>12.00</td>
<td>9.58</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>30.00</td>
<td>24.48</td>
</tr>
<tr>
<td>Music 1</td>
<td>33.33</td>
<td>16.06</td>
</tr>
<tr>
<td>PDHPE</td>
<td>9.52</td>
<td>9.00</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>40.00</td>
<td>11.66</td>
</tr>
<tr>
<td>Business Services</td>
<td>9.09</td>
<td>3.51</td>
</tr>
<tr>
<td>Hospitality</td>
<td>6.66</td>
<td>5.06</td>
</tr>
</tbody>
</table>
The following table indicates subjects in which a greater percentage of students gained Bands 5 and 6 compared to the State:

<table>
<thead>
<tr>
<th>Subject</th>
<th>School (%)</th>
<th>State (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>44.44</td>
<td>38.3</td>
</tr>
<tr>
<td>Business Studies</td>
<td>44.00</td>
<td>37.03</td>
</tr>
<tr>
<td>Economics</td>
<td>41.66</td>
<td>41.14</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>100</td>
<td>85.56</td>
</tr>
<tr>
<td>Geography</td>
<td>40.00</td>
<td>38.32</td>
</tr>
<tr>
<td>IPT</td>
<td>63.63</td>
<td>34.07</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>46.66</td>
<td>37.74</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>35.29</td>
<td>26.1</td>
</tr>
<tr>
<td>Modern History</td>
<td>42.85</td>
<td>41.71</td>
</tr>
<tr>
<td>Music 1</td>
<td>83.33</td>
<td>60.22</td>
</tr>
<tr>
<td>PDHPE</td>
<td>52.37</td>
<td>38.39</td>
</tr>
<tr>
<td>Physics</td>
<td>42.85</td>
<td>39.12</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>100</td>
<td>50.58</td>
</tr>
<tr>
<td>Business Services</td>
<td>36.36</td>
<td>19.14</td>
</tr>
<tr>
<td>Hospitality</td>
<td>59.99</td>
<td>31.69</td>
</tr>
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</table>

In 2010, 53% of the Year 12 cohort participated in vocational or trade training. The number of Year 12 attaining a HSC/VET qualification in 2010:

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Qualification/Certificate</th>
<th>Percentage of Students</th>
</tr>
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<tbody>
<tr>
<td>2010</td>
<td>HSC</td>
<td>100%</td>
</tr>
<tr>
<td>2010</td>
<td>VET qualification</td>
<td>53%</td>
</tr>
</tbody>
</table>

**ATAR and Beyond the HSC**

We are pleased to announce that of the 74 students who sat for the HSC, 12% achieved an ATAR of 90 or above. The following table shows the paths to be taken by our Year 12 - 2010 students:

- 69% University
- 4% University colleges
- 11% TAFE
- 6% Private Colleges
- 5% Apprenticeship/Traineeships
- 4% Overseas Universities
- 1% Defence Forces

**School Certificate**

There were many students who achieved excellent results in the 2010 School Certificate. We extend our congratulations to Kirsten Federico, Sarah Dyer and Owen Evans who achieved Band 6 in English; Kirsten Federico, Julianne Phu, Mario Compatangelo, Christopher Duong, Jason Le, Jeffrey Wu, Anthony Liu, Adam Coorey, Samuel Lin, Hunter Maxwell, Owen Evans, Courtney Nelson, Steven Quach, Melina Bagala, Ryan Thompson, Aaron Jackson and Thomas Tran who achieved Band 6 in
Mathematics; Kirsten Federico, Caitlin Delaney, Aaron Jackson, Jackson Watt, Jeffrey Wu, Owen Evans, Christopher Duong, Melina Bagala, Ali Hage-Ali, Julianne Phu, Mario Compatangelo, Adam Coorey and Jason Le who achieved Band 6 in Science; Caitlin Delaney who achieved Band 6 in Australian History, Civics and Citizenship and Aaron Jackson, Owen Evans, Maya Kitemas and Peter Stojanovski who achieved Band 6 in Australian Geography, Civics and Citizenship.

All subjects at Bankstown Grammar School were above the State average.

<table>
<thead>
<tr>
<th>Subject</th>
<th>School Average (%)</th>
<th>State Average (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literacy</td>
<td>79.76</td>
<td>76.87</td>
</tr>
<tr>
<td>Mathematics</td>
<td>78.35</td>
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<tr>
<td>Science</td>
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<td>76.67</td>
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<td>Australian History, Civics and Citizenship</td>
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<td>Australian Geography, Civics and Citizenship</td>
<td>75.04</td>
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<tr>
<td>Computing Skills</td>
<td>83.87</td>
<td>79.44</td>
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</table>

Of the 68 students who sat the School Certificate in Science, 59.41% of students received a Band 5 or 6 compared with 40.88% of the State.

In English, 52.16% received a Band 5 or 6 compared with 36.38% of the State.

In Mathematics, 39.12% received a Band 5 or 6 compared with 27.33% of the State.

In Australian Geography, 33.32% received a Band 5 or 6 compared with 26.02% in the State.

In Australian History, 13.03% received a Band 5 or 6 compared with 18.45% in the State.

In Computing Skills, 76.81% of students performed at a Highly Competent Level compared with 54.86% of the State. All students who sat for the examination obtained either Highly Competent or Competent results.

**NAPLAN**

National Assessment Program Literacy and Numeracy Results 2010

The purpose of NAPLAN is to assess the literacy and numeracy learning of students in all Australian schools at Years 3, 5, 7 and 9. The national assessment is designed to provide information on student performance across a number of levels of achievement. Student results are reported on a 10 band scale which represents student development from Year 3 to 9.

Students at Bankstown Grammar School performed particularly well in the National literacy and numeracy testing. This is the third year National testing has been conducted and the first time directly comparative data is available on Years 5, 7 and 9. The data incorporates all schools including Independent, Catholic and Government schools. Bankstown Grammar results were consistently above the National benchmark.
in both literacy and numeracy. Year 7 and 9 students placed in Bands 4 and 5 respectively are considered to be below the National benchmark.

**Literacy**

Years 3, 5, 7 and 9 students’ literacy skills are tested in reading, writing and language conventions. The tables below outline our results:

**Year 3**

<table>
<thead>
<tr>
<th></th>
<th>Band 1</th>
<th>Band 2</th>
<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
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</table>

(Numbers relate to rounded percentage terms)

**Highlights**

Year 3 students at BGS scored above the state average in all aspects of the NAPLAN tests. Year 3 girls scored well above the state average in the test aspect of Spelling. 7% more students achieved a Band 6 in Grammar and Punctuation in 2010 compared to 2009.

**Year 5**

<table>
<thead>
<tr>
<th></th>
<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
<th>Band 7</th>
<th>Band 8</th>
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(Numbers relate to rounded percentage terms)
Highlights
Year 5 students at BGS scored above the state average in all aspects of literacy in the NAPLAN tests. Year 5 girls showed considerably more growth than the state average in the test aspect of Grammar & Punctuation.

Year 7

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</table>
(Numbers relate to rounded percentage terms)

Highlights
Year 7 students at BGS scored above the state average in all aspects of the NAPLAN tests.

Areas to investigate:
Year 7 girls are slightly below the state average growth in the test aspect of Reading.

Year 9

<table>
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<th>Band 7</th>
<th>Band 8</th>
<th>Band 9</th>
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</tbody>
</table>
(Numbers relate to rounded percentage terms)
### Highlights

Year 9 students have improved dramatically from the 2009 data in the test aspect of Spelling. In Writing, 39% of students placed in the top two bands compared with 20% state-wide. In Spelling, 46% of students placed in the top two bands compared with 28% state-wide.

### Numeracy

#### Year 3

<table>
<thead>
<tr>
<th></th>
<th>Band 1</th>
<th>Band 2</th>
<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
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(Numbers relate to rounded percentage terms)

#### Highlights

6% more Year 3 BGS students achieved a Band 6 in Numeracy compared to the State this year.

### Areas for investigation:

Year 3 students were marginally below the state average in Number, Patterns and Algebra.

#### Year 5

<table>
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<th>Band 6</th>
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(Numbers relate to rounded percentage terms)

#### Highlights

7% more Year 5 BGS students achieved a Band 8 in Data, Measurement, Space & Geometry compared to the 2009 cohort.
Areas for investigation:
Year 5 boys have shown a slight decrease in scale scores from the 2009 data in the test aspect of Numeracy. Year 5 girls are marginally scores below the state average in the test aspect of Numeracy.

<table>
<thead>
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</tr>
</tbody>
</table>
| (Numbers relate to rounded percentage terms)

**Highlights**
In the category of Data, Measurement, Space & Geometry, 50% of students placed in the top two bands compared with 35% state-wide. No Year 7 BGS students received a Band 4 result in any aspect of Numeracy.

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Band 5</th>
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<td>0</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>School</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>School</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>18</td>
<td>27</td>
</tr>
</tbody>
</table>
| (Numbers relate to rounded percentage terms)

**Highlights**
In the category of overall Numeracy, 40% of students placed in the top two bands compared with 27% state-wide.
**Essential Secondary Science Assessment (ESSA)**

Year 9 parents received their child’s 2010 ESSA report from examinations completed in Term 4 of Year 8. The test is run by the NSW Department of Education and Training and covers a range of areas from the Science Syllabus including the physical world, matter, the living world and Earth and space. The test also assesses students’ understanding of the process of science investigation.

The following table outlines the School and State Means (%). In each of the areas, the results of our students were above the State Mean.

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended Response Tasks</td>
<td>84.3</td>
<td>84.2</td>
</tr>
<tr>
<td>Knowing and Understanding</td>
<td>86.1</td>
<td>84.4</td>
</tr>
<tr>
<td>Communicating Scientifically</td>
<td>86.4</td>
<td>84.8</td>
</tr>
<tr>
<td>Working Scientifically</td>
<td>88.2</td>
<td>85.6</td>
</tr>
<tr>
<td>Overall Science</td>
<td>86</td>
<td>84.4</td>
</tr>
</tbody>
</table>

Of the 75 short response questions, the School’s percentage choosing the correct response was 10 or more above the state population percentage in 22 questions.

Bankstown Grammar School equalled the State results for Level 6 in Knowing and Understanding and exceeded it in Communicating Scientifically. In all areas we equalled or exceeded the State results for Bands 5 and 6 combined. One of our strongest areas was Working Scientifically in which 26% of our students achieved Bands 5 or 6.

---

**English**

International Competitions and Assessment for Schools (ICAS) organised by The University of NSW

<table>
<thead>
<tr>
<th>2010 English Comp</th>
<th>Student Total</th>
<th>Distinction Top 10%</th>
<th>Credit Top 20%</th>
<th>Total receiving an Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>20</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Year 8</td>
<td>26</td>
<td></td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Year 9</td>
<td>27</td>
<td>4</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Year 10</td>
<td>26</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Year 11</td>
<td>7</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Australian Mathematics Competition**

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of students</th>
<th>Mean</th>
<th>High Distinctions</th>
<th>Distinctions</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>32</td>
<td>40.7</td>
<td></td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>27</td>
<td>45.3</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>34</td>
<td>36.7</td>
<td>1</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>10</td>
<td>23</td>
<td>37.1</td>
<td></td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>20</td>
<td>36.5</td>
<td></td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td></td>
<td>1</td>
<td>10</td>
<td>42</td>
</tr>
</tbody>
</table>
ICAS Science Competition 2010

The following 9 students achieved Distinction in this competition:

**Year 7:** Emma Kohen 7G, Stephen Bortolussi 7G

**Year 8:** Alexander Driessen 8B, Mitchell Rogers 8B

**Year 10:** Aaron Jackson 10A, Jason Le 10A, Julianne Phu 10A, Jackson Watt 10A, Jeffrey Wu 10A

<table>
<thead>
<tr>
<th>ICAS Examinations Years 3 - 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No. participants</strong></td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Maths</td>
</tr>
<tr>
<td>Science</td>
</tr>
</tbody>
</table>

Assessment of Language Competence Certificates - Japanese

<table>
<thead>
<tr>
<th>Year</th>
<th>Certificate</th>
<th>No. of Students</th>
<th>Distinction</th>
<th>Credit</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Certificate 1 Listening</td>
<td>17</td>
<td>7</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>

Australian Competitions 2010 - Primary School

<table>
<thead>
<tr>
<th>Subject</th>
<th>Participants</th>
<th>High Distinctions</th>
<th>Distinction</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>59</td>
<td>2</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>62</td>
<td>5</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>56</td>
<td>1</td>
<td>2</td>
<td>15</td>
</tr>
</tbody>
</table>
Initiatives Promoting Respect & Responsibility

Primary School

Child Support
The Primary School has a commitment to sponsoring a child with ChildFund Australia. The funds to support Gatari Karauki and her family living in Kenya are raised by regular contributions to classroom money boxes.

Friendship Day
Our School's social climate is one of tolerance and friendship. To nurture this positive atmosphere each teacher teaches a ‘Friendship’ unit. The ‘Friendship Day’ which was the culmination of the whole school ‘Friendship’ unit, showed that the children see the importance of positive and encouraging relationships. The children were helped to understand that showing respect and kindness to others will always result in a happier life and that even in tough times we can still have the ability to increase other's joy through acts of simple kindness.

Memory Verse and Manner of the Week
A portion of scripture is chosen each week and is introduced to the children on Monday morning assembly as a way of drawing their attention to the many words of assurance and support that can be found in the Bible. A weekly manner is also introduced to encourage all to remember to think of the feelings of others. The memory verse and manner of the week are displayed in classrooms.

Heart Foundation ‘Jump Off’
Our School community generously supported the Heart Foundation’s fundraising through the ‘Jump Off’ program.

Fred Hollows Foundation
Our School community generously supported the Fred Hollows Foundation through the IPSHA appeal to provide better eye health care for indigenous Australians.

Biggest Morning Tea
The children played hosts to parents at a Biggest Morning Tea to raise funds for The Cancer Council to fund crucial research and treatment, implement education and prevention programs and provide essential support services for cancer patients and their families.

Loud Shirt Day
By supporting the Loud Shirt Day the children helped The Shepherd Centre with much needed funds to give deaf and hearing impaired children a voice.

“Have a Heart for Haiti Appeal”
The children gave generously to this appeal by supporting SchoolAid, an organisation that worked with Save the Children and Plan Australia to direct funds to provide food, water and medical supplies to children in Haiti.
**Operation Christmas Child**

Operation Christmas Child provides shoe-box size gifts of essentials for children in impoverished communities across the world. Our school community enthusiastically support this appeal.

**Secondary School**

**World Vision Sponsorship**

Jackson House, one of four Houses at the School, is now in its fifth year of World Vision Sponsorship of Millicent Amoah, a 15 year old girl who lives in Ghana, North-West Africa. Her parents are farmers, raising crops of cassava, maize and cocoa. Millicent's letters tell us that her family lives in a traditional mud house with a bamboo roof and that her parents work hard and long hours on the land to support their children.

Jackson House fundraising efforts have been highly successful with funds already in the special school account to support Millicent for at least another two years. This sponsorship, on behalf of Bankstown Grammar School, enhances Millicent's opportunity to gain education. In the Mpohor Wassa East district of Ghana where Millicent lives World Vision have developed a special area development program which includes the supply of English reading, Mathematics and writing books. It also promotes improved health, education and clinics including the distribution of treated mosquito nets for children in the fight against malaria.

**Aged Care Facility Christmas Visit**

A volunteer group of both staff and students give up the first day of their Christmas holidays to become part of the Bankstown Grammar School Carol Singers and Performers. For the previous six years this happy band have brought Christmas cheer to the elderly residents at Gillawarna Village Aged Care Facility at Georges Hall. This year our volunteers attended the Bankstown Uniting Care Nursing Home. The singers and performers comprise of students, staff members and some children of staff come along as well. This event was organised by Mrs Maxine Grice (Head of Music) and Mrs Helen Horton (Teacher’s Aide). The carol singers were accompanied on musical instruments played by both staff members and students.

The program included items of songs, music and dance. Our warm and cheery Santa Claus, Mrs Lee Johnson (Office Administration), and some of the students, handed out gifts to the residents. Once again it was the students and staff who contributed money to buy these gifts.

This is a wonderful example of the community spirit displayed by the students of the school in thinking of others at a time of year when many less fortunate people are without family.

**Red Cross Blood Bank Youth Donor Program**

The School’s commitment to the Red Cross Blood Bank Youth Donor Program continues with both senior students and staff making regular donations each week to the Red Cross Blood Bank at Liverpool. This program is coordinated at the School by Mr Alex Balbi (Librarian/English Teacher).
The school administration and staff has been most supportive of the Youth Donor Program which has been a part of the School Community since its inception in 2002.

Transport is provided by the Liverpool Blood Bank courtesy bus. A maximum of seven students attend every Friday morning to donate blood at the Blood Bank.

The generosity of students of Bankstown Grammar must be acknowledged. Students do not need to be coerced, cajoled or pleaded with to donate as they are most willing to volunteer when organising the “vampire run”. There are many times when students are turned away and asked to donate the following Friday as there are more than the seven that the Red Cross courtesy bus can accommodate.

It is easy to forget, in these fast times, that the human spirit is still alive and flourishing. The sense of community spirit that is shared by our students certainly augurs well for our future.
Professional Learning & Teacher Standards

The Professional Learning Policy and Management System were continued from the previous year. It was initially begun to enhance student outcomes and meet requirements from the NSW Institute of Teachers. A record of all formal professional learning activities was kept. This was divided into 7 areas: Administration; Curriculum; Information Technology; Sport; Pedagogy; Occupational Health and Safety and Pastoral Care. The number of hours and days per staff member was recorded. A summary is provided in the table below.

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
<th>No. of Staff</th>
<th>Days (1 day = 6hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Activities relating to areas of school administration and compliance.</td>
<td>101</td>
<td>46</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Activities relating to subject matter in Board of Studies endorsed courses and other academic areas within the School.</td>
<td>222</td>
<td>129</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Activities related to the implementation of IT and learning technologies in the School.</td>
<td>74</td>
<td>41</td>
</tr>
<tr>
<td>Sport</td>
<td>Specific to sporting programs outside of Board content subjects.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>Activities related to general teaching and learning and basic literacy and numeracy.</td>
<td>77</td>
<td>43</td>
</tr>
<tr>
<td>Occupational Health &amp; Safety</td>
<td>Activities relating to staff and student safety, including training in areas of mandatory fields such as Child Protection.</td>
<td>142</td>
<td>71</td>
</tr>
<tr>
<td>Pastoral Care</td>
<td>Activities relating to student welfare and leadership.</td>
<td>73</td>
<td>39</td>
</tr>
</tbody>
</table>

The average expenditure per teacher on professional learning in 2010 was $275.14. This figure does not include the cost of whole school professional development days or the cost of relief for teachers attending professional learning courses run by the School.

<table>
<thead>
<tr>
<th>Category</th>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or</td>
<td>71</td>
</tr>
<tr>
<td>Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or</td>
<td>0</td>
</tr>
<tr>
<td>Teachers who do not have qualifications as described in (a) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.</td>
<td>0</td>
</tr>
</tbody>
</table>

There were no staff members of indigenous background employed in 2010. For further information go to [http://www.myschool.edu.au](http://www.myschool.edu.au)
Student Attendance, Retention Rates & Destinations

94.45% of students attended school on average each school day in 2010. This was similar to the daily attendance in 2009.

(DEEWR STAT calculation 2010) Attendance by Year Groups:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr1</td>
<td>94.2</td>
</tr>
<tr>
<td>Yr2</td>
<td>97.2</td>
</tr>
<tr>
<td>Yr3</td>
<td>95</td>
</tr>
<tr>
<td>Yr4</td>
<td>96.9</td>
</tr>
<tr>
<td>Yr5</td>
<td>96</td>
</tr>
<tr>
<td>Yr6</td>
<td>96.1</td>
</tr>
<tr>
<td>Yr7</td>
<td>96.5</td>
</tr>
<tr>
<td>Yr8</td>
<td>96.9</td>
</tr>
<tr>
<td>Yr9</td>
<td>95.1</td>
</tr>
<tr>
<td>Yr10</td>
<td>89.7</td>
</tr>
<tr>
<td>Yr11</td>
<td>91.5</td>
</tr>
<tr>
<td>Yr12</td>
<td>88.3</td>
</tr>
</tbody>
</table>

84.6% of the 2008 Year 10 cohort completed Year 12 in 2010. There are a growing number of students who make the decision to leave school at the end of Year 10 after work experience where they have been offered an apprenticeship. A few also leave during Year 11 as they move into TAFE study or the workforce.

The following table represents the post-school destinations for Year 12 – 2010 students:

- 69% University
- 4% University colleges
- 11% TAFE
- 6% Private Colleges
- 5% Apprenticeship/Traineeships
- 4% Overseas Universities
- 1% Defence Forces

Management of Non Attendance:
The school implements policy and procedures for the management of student non attendance. An SMS notification is sent to parents of students who are absent or late to School. The School follows up where written explanation of absence is not received from the parents. Absences are monitored and parents contacted to resolve the non-attendance. Mandatory reporting procedures apply where absences are extended or the student may be at risk.
Staff

Academic Staff
Janelle Varlow, B.Ec., Dip.Ed. - Deputy Principal

Primary School
Nina Heinecke, T.Cert., Dip.Teach. - Head of Primary School

Director of Teaching & Learning:
Beverley Hudson, M.Ed.

Kindergarten:
Samantha Crane, B.Ed. (Exchange) – DeLene Hoffner
Kathryn Davis, B.Ed.
Joanne Strode, B.A., Dip.Teach.

Year 1:
Kelly Baxter, B.Ed.
Lorna Huxley, B.Ed.
Mary Stirrat, B.Ed.

Year 2:
Sarah Burgess, B.Ed.(Part Time),(Maternity Leave Term 2-4)
Fiona Perdikos, B.Ed.
Doris Toouli, Dip.Prim.Teach.(Part Time), (Term1-2)

Year 3:
Heidi Shvetsoff, B.Ed.

Year 4:
Connie Blemith, B.Ed.(Maternity Leave)
Timothy Boyd, B.Ed.
Victoria McKenzie, B.Ed.(Hons)
Year 5:
Adriana Savvides, B.Ed.
Christine Squires, Dip. Ed.

Year 6:
Paulina Contigiani, B.A., Dip. Ed.
Jenny Dao, B.Ed. (Terms 3, 4)
Debra Owens, B.Ed.(Maternity Leave Term 3, 4)

Physical Education:
Leanne Araco, B.Ed.,(Part Time), (Term 2-4)
Danielle Fox, B.Ed.,(Term 1), (Maternity Leave Term 2-4)

Christian Studies:
Christy Abecina, B.A., Dip.Ed. (Term 1), (Maternity Leave Term 2-4)
Linda Spence, Dip.Teach., Dip.Exp.Arts (Drama), (Term 2-4)

Primary Languages:
Rebecca Moody, B.A., M.Teach. (Part Time)

Music:
Angela Brown, B.Ed.(Mus), M.Ed., C.A.

Learning Support:
Julie Curtis, Dip.Teach. (Part Time), (ESL New Arrivals Program Term 3)
Kylie Gravitis, B.Teach.(Early Childhood) (Reading Recovery)
Anna Liberatore, Dip.Teach.(Problem Solving)

Secondary School

English Department:
Sue Kamp, B.Ed., Dip.Teach. - Head of English
Alex Balbi, M.Ed.(Lib.), B.Ed., Dip.Teach. - Librarian
Nensi Bisello, B.A., Dip.Ed., M.A.(Maternity Leave Term 3, 4)
Louella Grech, B.A., M.Teach.(Part Time)
Paula Irigoitia, B.A., Dip.Ed.
Jaime Lawrence, B.Sc., B.A., M.Teach.
Julia Oreo, B.A., M.Teach.(Part Time)
Muge Cakir, B.A., M.Teach.

Mathematics Department:
Darrin Munro, M.Ed.(Leadership), B.Sc., Dip.Ed., T.Cert. - Head of Mathematics
Kylee Freeman, B.Sc., B.Teach.
Philip Schaefer, B.A., Dip.Teach. - Head of Sport
Phil Gordon, T. Cert., Dip.Teach.(Part Time)

Human Society & Its Environment Department:
Lauren Imber, B.Ed., Cert.R.E. - Head of HSIE(Maternity Leave)
Belinda Brown, B.Ed., - Head of HSIE, VET
Jessica Armoo, B.Teach., B.A.
Sophie Haramis, B.Ec., B.Teach.(Part Time)
Peter Rowling, B.A., Dip.Teach., T.Cert. - **Head of Senior School**

**Science Department:**
Narelle Valentine, B.Sc., Dip.Ed. - **Head of Science**
Tom Bray, B.Sc., M.Ed.(Admin)
Daniel Chu, B.Sc., M.Teach.
Ann-Maree Holmes, B.Sc., Dip.Ed.

**Art Department:**
Christina Lovecek, B.Vis.A., M.Teach. - **Head of Art**
Deborah Kelly, B.Art Ed. - **Head of Junior School**
Michelle Greco, B.Art Ed., Assoc. Dip. Speech & Drama

**Music Department:**
Maxine Grice, B.Ed.(Mus.), A.T.C.L. - **Head of Music**
Ian Stenning, Dip. Mus. Ed.(Part Time)
Angela Brown, B.Ed.(Mus), M.Ed., C.A.

**Computing Studies Department:**
Michelle Hutchinson, B.Ed.

**Design & Technology Department:**
Michael Martin, B.Ed., - **Head of Design & Technology**
David Buckley, B.A.(D & T), B.Teach.
Karen Gaskell, B.Ed.

**Physical Education Department:**
Kristie Marks, B.PDHPE - **Head of Personal Development/ Health/ Physical Education**
Greig Harland, B.N., B.Ed.
Nadine Jones, B.Ed., Cert.Gifted Ed. - **Director of Studies**
Linton McRae, B.Health Sc., Dip.Ed. PDHPE
Kim Maurer, B.Ed.(Maternity Leave)

**Agriculture Department:**
Phillip Oliver, B.Sc.

**Languages Department:**
Kirrily Spain, B.A., Dip.Ed.(Part Time) - **Head of Languages**
Keishi Abe, Grad.Dip.(LOTE)

**Religious Studies Department:**
Amanda Fitzgerald, Cert. Christian Chaplaincy & Pastoral Care
Careers & Special Programs:

Support/Special Education/ESL:
Irene Burke, Dip.Teach., B.Spec.Ed.
Ingrid Demetriou, B.Ed.(Part Time)

Specialised Staff Appointments

Academic Advisers:
Michelle Greco  Year 7
Keishi Abe  Year 8
Paula Irigoitia  Year 9
Jaime Lawrence  Year 10
David Buckley  Year 11
Christina Lovecek  Year 12

House Coordinators:
Paula Irigoitia  Chamberlain
Linton McRae  Jackson
Greig Harland  Rossiter
Belinda Brown  Wood

Librarian & Student Leadership Coordinator
Alex Balbi  Supervisor of Students
Kim Maurer  Duke of Edinburgh Award Scheme
Tom Bray  Manager IT
Michelle Hutchinson  Colours Program
Paul Mahon  Professional Practice Mentor
Non Academic Staff

Graham Ferris
Lynn Balbi
Gae Barlow
Tim Bryant
Tina Carboni
Isobel Depre
Matthew Gebran
Marilyn Hanly
Helen Horton
Rick Horton
Roslyn J effery
Amanda Johnson
Leonie Johnson
Florecita La Madrid
Thuy Van Le
Kellie McManus
Stan Mikolajski
Yvonne Rosenow
John Roser
Diane Rowling
Elizabeth Ryan
Janene Samuel
Kim Seymour
Trevor Turner
Gloria Walsh
Grant Yorke

Bursar - B.A., CPA, ACIS ACIM
Office Assistant (Casual)
Hospitality Assistant (Part-Time)
IT Assistant
Office Assistant (Primary School)
Bursar’s Assistant
IT Assistant
Office Assistant
Teacher’s Aide (Secondary School)
School Duty Officer
Special Needs Aide (Secondary School)
Library Assistant (Part-Time)
Office Assistant
Library Assistant
Laboratory Assistant (Fri)
Laboratory Assistant (M-Th)
Finance Assistant
Staff Office Services
Printer
Executive Secretary
Teacher’s Aide (Primary)
Teacher’s Aide (Primary, Part-Time)
Canteen
Assistant Groundsman
Canteen (Terms 1, 3 & 4)
Caretaker

Itinerant Music Staff

Heather Boyd
Jacob Cook
Rob Galea
Fiona Jones
Nita Lawrie
Alena Melicher
Chris Moran
Niki Mortimer
Stephen Napper
George Trajkovski

Piano
Drums
Guitar
Singing
Flute/Piano
Piano/Violin
Brass
Clarinet/Saxophone
Brass
Guitar
Enrolment Policy & Characteristics of the Student Body

Enrolment Policy
Bankstown Grammar School offers a caring and vibrant learning environment within a Christian framework. There is a great demand for positions at the School and those parents who wish for their children to attend the School will need to appreciate the following factors influence application for enrolment.

The criteria below prioritises all enrolments:
- Siblings of existing students and children of ex students;
- Children of members of the Clergy;
- Children of members of the Anglican Church;
- Children of other Christian denominations.

A reference from your clergyman may be requested.

Students of other religions may be considered when space is available and/or for pastoral reasons.

Main entry years are Kindergarten and Year 7 but applications will also be accepted for other years if vacancies exist (still based on the above criteria). For prospective Kindergarten students wishing to enrol at the School priority will be given to children turning five years of age before the end of February in the year they commence School.

Topics to be discussed at interview will include:
- Student interests;
- Specific activities in areas such as Music, Sport;
- Social skills;
- Emotional maturity;
- Parent expectations of the School;
- How easy it will be to begin at the School;
- Conditions of Enrolment as outlined on the “Enrolment Application” form.

Parents will need to support the School in its endeavour to encourage children in their Christian lives. This includes attendance at relevant School Church Services throughout the year.

The School recognises children learn and develop in the best possible way when home and School work in unison. Parents will need to be supportive of the School within an academic, social, sporting and spiritual context. For more information, go to the My School website: http://www.myschool.edu.au.

Continuing enrolment is subject to the student’s adherence to School Rules and the Conditions of Enrolment. These are outlined on the Enrolment Application form.
Enrolment Procedure:

- Download an Enrolment Application form from the School’s website or contact the School and a prospectus will be mailed to you.
- Complete the Enrolment Application Form (with copies of Birth Certificate, Personal Reference and School Reports, NAPLAN etc. if applicable). Return the completed, signed and witnessed paperwork to the School, addressed to the Registrar.
- For current enrolments, the School will contact you regarding an interview or placement on the School’s waiting list.
- For future enrolments, you will receive a letter advising receipt of your application and its status.
- Interviews occur the year prior to the student’s enrolment. You will be contacted for arrangements regarding interviews.

**CONDITIONS OF ENROLMENT**

1. I/We have read the School Rules (back page) and understand that it is necessary that I/we endeavour to ensure my/our child will abide by the guidelines involved.
2. I/We understand that the School reserves the right to discipline, suspend or expel any student whose attitude or behaviour does not meet the expectations of the School.
3. I/We will co-operate with the School in matters of discipline, attendance, completion of homework and assignments and the wearing of School uniform.
4. I/We understand, as is usual in an Independent School, that full parental support is essential to the successful progress of students through the School.
5. I/We understand that attendance at one House Chapel Service per year is compulsory for all students.
6. I/We understand that the only religious adornments, symbolisation or practices that are allowed are those of the Christian faith. The sole arbiter of matters of this nature will be the School Principal.
7. I/We understand that every student’s performance with respect to behaviour, cooperation and general citizenship, is reviewed at the end of Years 2, 6 and 10. Progression to Years 3, 7 and 11 occurs upon receiving an invitation from the School at the end of this review process.
8. I/We understand that one term’s notice of withdrawal is to be given, in writing to the Principal, if a student is to be withdrawn from the School, otherwise one full term’s fees are payable in lieu of such notice.
9. I/We understand that all School fees are payable in advance of each billing stage (3 per year). A student’s enrolment may be forfeited if the fees have not been paid within 7 days of the due date, unless agreement has been reached with the Bursar regarding late payment.
10. I/We understand that an Enrolment Fee of $500 is necessary if this application is successful. This fee is NON REFUNDABLE. An Enrolment Bond of $500 will apply to students (one enrolment bond per family.) The bond will be refundable on completion of schooling; after sufficient notice of leaving is given; when all outstanding fees and charges have been paid in full; or at the discretion of the Principal. The bond is also payable on acceptance of offer.

11. I/We understand that at Bankstown Grammar School students are expected to and are encouraged to maintain and protect our school community by:
   - Having consideration for others by not engaging in bullying or harassment of others.
   - Following all Policies as documented in the Student Organiser.
   - Respecting the Christian foundations and purpose of the School.
   - Accepting the determinations of the Principal with respect to all of the above.
School Policies

Positive Behaviour Policy
Updated September 2010

Primary School

We recognise that the School plays an important role in assisting children to become responsible citizens with a commitment to personal, peer and community wellbeing and the skills and confidence needed to make valuable social contributions. Consequently, our School rules, expectations and responsibilities reflect the themes of

- Valuing Self
- Valuing others
- Living in community
- Staying safe

We consider the above to be essential life skills.

Behaviour Management in the Primary School is based on the understanding that, by reinforcing appropriate behaviour, we are modelling and teaching the standards of behaviour expected as well as encouraging intrinsically motivated positive behaviours. It is the staff’s commitment to this understanding that facilitates the development of the caring, supportive environment within the School.

This understanding is supported by our Merit system, which has been developed to encourage positive interactions and to acknowledge positive behaviour.

Award Criteria

- Blue cards are awarded to students demonstrating positive behaviours in the classroom, playground or during school activities.
- Blue cards may be awarded to any student by any member of staff at any time of the school day.
  - A Bronze certificate is awarded when 10 blue cards are redeemed.
  - A Silver certificate is awarded when a further 20 blue cards are redeemed.
  - A Gold certificate is awarded when a further 30 blue cards are redeemed.

It is the responsibility of each child to keep their blue cards and present them when they are entitled to a certificate. This system begins and ends with each academic year.

Rules

To ensure that our School is a safe and happy place and to encourage a sense of personal and communal responsibility, there are four basic school rules that are applicable to all school related situations.

- **BE SAFE**
- **BE KIND**
- **BE FAIR**
- **BE COOPERATIVE**
In an effort to encourage positive behaviour and to nurture resilience, our School Rules are displayed in the playground supported by the following strategies to encourage positive problem solving:

**STOP**
Ask the person to stop

**STATE**
Tell the person what they are doing and how it makes you feel

**SUPPORT**
Seek the support of a teacher or school leader

The staff in the Primary School are committed to assisting students as they work through this procedure in the process of developing resilience and positive problem solving strategies.

In the Primary School, we recognise that when we value others we treat them fairly and with respect. This helps us to achieve all that we are capable of because we work, play and learn in a friendly, safe and supportive School.

**Each member of the School Community has a responsibility to:**
- Strive to achieve their best at all times
- Be cooperative
- Practise honesty
- Be co-operative
- Work and play safely
- Practise positive problem solving strategies
- Share communal space and resources
- Respect the feelings of others by not teasing, bullying or hurting the feelings of others
- Actively listen to others
- Use good manners
- Seek help when required
- Attend School punctually and regularly
- Wear the School uniform correctly
- Make positive contributions to all School activities
- Attend the School’s family Church Services

**Consequences of unacceptable behaviour**
When dealing with unacceptable behaviour, it is important that staff remain consistent in their approach and professional in their conduct.

**Guidelines**
- Staff should remain conscious of their responsibility to deal with behaviours rather than personalities.
- Students are encouraged to accept responsibility for their behaviour and any resulting consequences.
- Students are encouraged to recognise and verbalise the rule they have broken.
Classroom misdemeanours should be dealt with by the classroom teacher except in the case of extreme behaviours which may be directed immediately to the Head of Primary School.

Class rules/expectations should be displayed in all classrooms and should be clearly understood by all members of the class.

A ‘Time Out’ is issued for misdemeanours. ‘Time Outs’ are recorded in the Student Organiser and require a parent’s signature. Student names are also recorded on a ‘Time Out’ Register.

Each ‘Time Out’ is served in a supervised environment for 20 minutes during lunch.

Students who fail to attend ‘Time Out’, are given an additional Time Out, which is served on the next appropriate day.

Any student who has been entered in the ‘Time Out’ Register three or more times in a week is given a Friday afternoon detention. The detention begins at 3.00pm and concludes at 4.00pm. Detention is supervised by the Head of Primary School and parents are formally notified. Friday detention may also be used as a consequence for more serious misdemeanours.

Corporal punishment is never accepted as a means of dealing with inappropriate behaviour. Bankstown Grammar School does not, under any circumstances, sanction the administering of corporal punishment by non-school persons, including parents to enforce discipline at the School.

Where an offence is deemed severe, the Head of Primary School and/or the Principal may issue an in-school suspension, a suspension or, in extreme cases, expulsion.

Strategies to promote good discipline and effective learning
At Bankstown Grammar School, we recognise the interdependence of a supportive community, effective learning and positive student management. This is demonstrated in our commitment to:

- Providing an interesting, relevant and inclusive curriculum.
- Developing school structures that promote continuity and consistency from K-6.
- Developing an atmosphere in classrooms and in the playground where ‘put downs’ are not tolerated and where students are encouraged to praise and support their peers in all they do.
- Explicitly teaching and modelling strategies for effective problem solving, conflict resolution and the ability to stand true to oneself and ones beliefs.
- Nurturing the self esteem of all students by encouraging a genuine belief in themselves and assisting them to see mistakes as opportunities to learn.
- Spending quality time with the children in our care.
- Setting clear boundaries.
• Jointly constructing a set of simple, clear class rules/expectations.
• Providing opportunities for students to experience success in a wide range of activities.
• Publicly recognising students who have made a difference in the school through our weekly Peace Awards.
• Publicly acknowledging personal achievements through weekly Merit Awards.
• Identifying classes that demonstrate appropriate behaviour at lines and during assemblies through the “Assembly Cup” Award.
• Acknowledging student birthdays.
• Building and maintaining a positive rapport between students, staff and parents.
• Making regular entries in student diaries offering praise and encouragement.
• Communal prayer times.

Secondary School

Rationale:
Bankstown Grammar School strives to maintain discipline and to deal with disciplinary matters quickly and effectively to ensure that a positive and productive learning environment is maintained for all students. The policy outlined below is underpinned by the principle of procedural fairness, which is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes described as the “hearing rule”, and the “right to an unbiased decision”. The principles of procedural fairness are outlined in the Staff Handbook.

The Merit System at Bankstown Grammar School seeks to recognise and reward students for outstanding effort and achievement and for positive contributions to the life of the school community. For Merit Award Level see the table on the following page.
## Merit Award Levels

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>DESCRIPTION</th>
<th>DOCUMENTED</th>
<th>TIME</th>
<th>CONSEQUENCES</th>
<th>STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Merit Level 4</strong>&lt;br&gt;Equivalent to Medallion</td>
<td>Students have earned 100 Merit Points</td>
<td>Merit Points will be recorded by Year Advisers &amp; distributed by all staff.</td>
<td>Late November each year</td>
<td>Students receive medallion on awards night and are given a reward day (e.g. beach trip, special excursion etc) in Term 4. Recorded for student reference and profile. The nature of the reward will vary with the number of students achieving the level. Sponsors and P &amp; F will help fund.</td>
<td>Teachers&lt;br&gt;Year Advisers&lt;br&gt;HOS&lt;br&gt;Principal</td>
</tr>
<tr>
<td><strong>Merit Level 3</strong>&lt;br&gt;Gold Equivalent to Gold Certificate</td>
<td>Students have earned 50 Merit Points</td>
<td>Merit Points will be recorded by Year Advisers &amp; distributed by all staff.</td>
<td>2 per year</td>
<td>Students presented on Assembly. Letter sent to parents and a letter of recognition given to student to use in CV. Reward day – special lunch or morning tea after Assembly.</td>
<td>Year Advisers</td>
</tr>
<tr>
<td><strong>Merit Level 2</strong>&lt;br&gt;Silver</td>
<td>Students have earned 25 Merit Points</td>
<td>Merit Points will be recorded by Year Advisers &amp; distributed by all staff.</td>
<td>N/A</td>
<td>Students receive a Silver Merit Certificate.</td>
<td>Year Advisers</td>
</tr>
<tr>
<td><strong>Merit Level 1</strong>&lt;br&gt;Bronze</td>
<td>Students earn Merit Points</td>
<td>Merit Points will be recorded by Year Advisers &amp; distributed by all staff.</td>
<td>N/A</td>
<td>Praise. Recognition. Record in Organiser Entry. Special privileges.</td>
<td>Teachers</td>
</tr>
<tr>
<td>0</td>
<td>Students who meet School’s expectations</td>
<td>Nil</td>
<td>N/A</td>
<td>Students enjoy all the rights and privileges the School offers.</td>
<td></td>
</tr>
</tbody>
</table>

**Academic PB’s** (Personal Best)<br>May be awarded for maintaining or improving standards in the following areas:<br>
- Assessment Tasks, Classwork, Homework, Examinations.<br><br>Academic PB’s are worth 3 points.

**School PB’s**<br>May be awarded for maintaining or improving standards in the following areas:<br>
- Behaviour, School service, Personal presentation.<br><br>School PB’s are worth 1 point.
Positive Behaviour

<table>
<thead>
<tr>
<th>1. Show respect for God.</th>
<th>• Attend your local church.</th>
</tr>
</thead>
</table>
| 2. Show respect for staff and other students. | • Be polite to others.  
• Help those who need it.  
• Keep to the left in moving in corridors or steps.  
• Put up your hand in class if you wish to ask a question.  
• Never interfere in the learning process of others by being disruptive in class.  
• Avoid rough play, arguments, rumbling, fighting.  
• Respect confidential matters of others. |
|-------------------------|-----------------------------|
| 3. Show respect for the School Community. | • Bring all necessary equipment.  
• Attend school regularly.  
• Be punctual to class.  
• Set goals that you can achieve.  
• Be attentive in class.  
• Obey instructions.  
• Complete – work, homework, assignments.  
• Develop worthwhile relationships.  
• Refrain from public displays of intimate affection.  
• Store your belongings in your locker at all times. |
|-------------------------|-----------------------------|
| 4. Show respect for the wider environment. | • Do not deface walls, desks, equipment.  
• No graffiti.  
• Avoid littering classrooms, playground, streets, buses in which you travel. |
|-------------------------|-----------------------------|
| 5. Show respect for your School. | • Wear the correct School uniform.  
• Behave in public.  
• Appreciate that rules are necessary and do your best to abide by them. |
|-------------------------|-----------------------------|
| 6. Show respect for yourself. | • Tell the truth.  
• Do your best at all times.  
• Be honest.  
• Behave responsibly at all times.  
• Be co-operative. |

**Discipline Levels**

The Discipline level system at Bankstown Grammar School seeks to establish appropriate standards of behaviour and to reinforce the role of the student in taking responsibility for their own behaviour and actions. At times, this may require students to provide leadership to their peers by encouraging them to meet School behaviour expectations. See Discipline Level table on the following page.
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Documented</th>
<th>2 weeks duration</th>
<th>Consequence</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-referral</strong></td>
<td>Inappropriate or unsuitable behaviour within the classroom context is managed by the classroom teacher through behaviour modification strategies.</td>
<td>Behaviour of student and action taken by the teacher is documented in the Student Organiser.</td>
<td>Time given for student to modify their behaviour</td>
<td>Student spoken to; moved to different position; given detention or other suitable punishment. Parents informed via Student Organiser if initial poor behaviour does not change.</td>
<td>Teachers</td>
</tr>
<tr>
<td><strong>1 Yellow</strong></td>
<td>After management strategies exhausted. HOD issues Level 1 Card and teacher and HOD monitor. Discipline Cards will describe problem behaviour/s and suggest strategies for the student to overcome their problem.</td>
<td>- Classroom teacher monitors behaviour on Level 1 Card (Yellow) for the subject. - Record in Student Organiser. - HOD records.</td>
<td>Unsat</td>
<td>- The student must follow all directions on the card and see teacher in their own time to discuss progress. - Teacher counsels student. - Failure to bring card results in Afternoon Detention.</td>
<td>Teachers</td>
</tr>
<tr>
<td><strong>2 Purple</strong></td>
<td>- Failure to modify behaviour on Level 1. - Student who was previously on this level and has begun to repeat problem behaviours within 4 weeks. - Serious misbehaviour such as challenging teachers or constant disruption of class.</td>
<td>- HOD monitors behaviour on a Discipline Level 2 Card (Purple) for the subject. - Letter home. - HOD records.</td>
<td>Sat</td>
<td>- Student is isolated in class. - Not permitted to represent School. - Failure to adhere to agreed standards of behaviour results in immediate move to Level 3. - Student is counselled by Head Teacher. - Receive Afternoon Detention.</td>
<td>HOD</td>
</tr>
<tr>
<td><strong>3 Orange</strong></td>
<td>- Failure to modify behaviour on Level 2. - Student who was previously on this level and has begun to repeat problem behaviours within 4 weeks. - Serious misbehaviour such as extreme insolence, physical abuse, serious bullying</td>
<td>- HOS monitors behaviour on an Orange Card for all subjects. - Parental interview. - HOS records</td>
<td>No Time Given</td>
<td>- Student is withdrawn from class and placed into a HOD’s class. - Student counselled by selected member of the School community. - If applicable professional behaviour counselling may be offered. - Saturday Detention.</td>
<td>HOS</td>
</tr>
<tr>
<td><strong>4 Green</strong></td>
<td>- Failure to modify behaviour on Level 3. - Serious physical violence to another student. - Serious damage to School property.</td>
<td>- Warning letter of expulsion if behaviour continues. - Parental Interview.</td>
<td>No Time Given</td>
<td>- Internal suspension for a week. - 1 week probation on return. - External suspension for one week. - Counselling a requirement for return to School.</td>
<td>HOS</td>
</tr>
</tbody>
</table>

Bankstown Grammar School reserves the right to circumvent some or all of the levels outlined above at the discretion of the Principal.
Discipline Procedure:

1. Classroom Teacher
   The classroom teacher takes appropriate action. This action is recorded as a note in the student’s Student Organiser and a note in the Behaviour Alert Folder. A running record of strategies employed may also be recorded on the REFERRAL OF STUDENT TO HEAD TEACHER form. Serious offences should be referred directly to the Head Teacher. Isolating a student outside of a classroom in an unsupervised situation should be avoided.

2. Referral to Head Teacher
   If the problem behaviour persists the student is to be referred to the Head Teacher with the REFERRAL OF STUDENT TO HEAD TEACHER form. The Head Teacher will interview the student and mediate between the classroom teacher and the student to establish conditions of the student’s return to class. At this stage, the Head Teacher may decide that placing the student on Discipline Level 1 or 2 is necessary. If this takes place, the Head of Department must inform the Year Adviser. If a student placed on Discipline Level 1 fails to show improvement in their behaviour, the Head Teacher may then place the student on Discipline Level 2.

3. Referral to the Head of Junior School/Head of Senior School
   Failure to meet behavioural standards on Discipline Level 2 will result in referral to the appropriate Head of School by the Head Teacher, together with all appropriate documentation of action taken as suggested in the REFERRAL OF STUDENT TO HEAD TEACHER form and recorded in the Behaviour Alert Folder. At this stage, the Head of School may decide that placing the student on Discipline Level 3 or 4 is necessary. Saturday detentions are authorised through these two positions or the Deputy Principal.

4. Uniform/Playground/Sport Issues
   Uniform/Playground/Sport: Student referred to Supervisor of Students, Head of Sport or Deputy Principal (PGD) and dealt with according to School Positive Behaviour Policy. Playground issues dealt with by Deputy Principal.

5. Referral from Sport
   A sporting group should be regarded in a similar manner to a classroom group, and is the allocated teacher’s responsibility until 3.30pm. Problems should be treated as in Step 1. Recurring problems should be referred to the Head of Sport.

6. At no time should any person not on the teaching staff of the School, or without explicit permission from the Principal, involve themselves in the discipline of any child. This is particularly important in the case of external providers.

7. It is important to note that throughout the whole disciplinary process maintained by the School, and its associated tutors and external providers, that under no circumstances may corporal punishment be administered.

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

9. All staff are to follow the steps as outlined in this Discipline Procedure.
Principles of Procedural Fairness

Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes described as the ‘hearing rule’ and the ‘right to an unbiased decision’. The ‘hearing rule’ includes the right of the person against whom an allegation has been made to:

- Know the allegations related to a specific matter and any other information which will be taken into account in considering the matter;
- know the process by which the matter will be considered;
- respond to the allegations; and
- know how to seek a review of the decision made in response to the allegations.

The ‘right to an unbiased decision’ includes the right to:

- impartiality in an investigation and decision making; and
- an absence of bias by a decision-maker.

The review mechanism adds to the fairness of the process and offers a check in case there is a perception of a “conflict of interest”.

Notes on Student Behaviour

1. Students are required to abide by the School’s Rules and to follow the directions of teachers and other people with authority delegated by the School.

2. Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the student may be subject to disciplinary action.

3. The disciplinary procedures undertaken by the School will vary according to the seriousness of the alleged offence. When advised of the allegation the student and parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, the student will be informed of the nature of the allegation and given an opportunity to respond to the allegations.

4. The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. Corporal punishment is not permitted.

5. Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student also will be:

- informed of the alleged infringement;
- informed as who will make the decision on the penalty;
- informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and
- afforded a right of review or appeal.

6. The Principal will reach a preliminary decision in relation to the allegation and any penalty to be imposed and advise the student (and parent/s) of that view. The student (and parent/s) would be advised that if they wish this preliminary decision
to be reviewed they may make application for a review to the Principal and submit any information they want to be considered during the review process. The Principal will then either confirm the preliminary decision as final or amend the preliminary decision based on the additional information provided.

7. If an offence is of a serious nature, the Principal may decide for the incident to be dealt with independently of the discipline levels. Examples of this may include Bullying, Theft, Assault and Harassment.

8. The committee appointed for the appeal to be heard is to be comprised of three staff not directly associated with the discipline matter that led to the suspension/expulsion. They may include the Deputy Principal, Head of School, Year Adviser, Head of Department or assistant teacher.

9. It is not the policy of Bankstown Grammar School to make submissions to other schools that recommends that a student who has been asked to leave the School or who has been expelled, be excluded from enrolling at another school. Where feasible, the Principal will actively seek to ensure the student is placed in another school.

Detention
Students who are placed on after school detention are directly supervised in a classroom by a teacher. No student is to be detained after school unless the parents have been given at least 24 hours notice. This written notice must detail the nature of the infringement of School rules and the exact time of dismissal. No student shall be detained at the morning recess, or first half of lunch nor should they be detained in a classroom unless a teacher is present.

When a student is given an afternoon detention, a “Detention Notification” form must be filled in. It must then be signed by the appropriate teacher and sent home with the student to be signed by a parent/caregiver prior to the student attending the detention.

The Detention Notification is recorded on a Behaviour Alert sheet. Detentions will be conducted on a faculty basis with each faculty group organising and conducting the afternoon detention on behalf of its own staff members. Detentions for breach of the uniform policy will be conducted by the supervisor of students on a fortnightly basis.

As a general rule, detentions may be issued for the following breaches:

<table>
<thead>
<tr>
<th>Afternoon Detention</th>
<th>Saturday Detention</th>
<th>Suspension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniform Breach</td>
<td>Failure to present for Afternoon detention without reasonable explanation</td>
<td>Failure to present for Saturday detention without reasonable explanation</td>
</tr>
<tr>
<td>Non Submission of Assessment Task</td>
<td>Harassment</td>
<td>Serious violence toward another student</td>
</tr>
<tr>
<td>Regular lateness to school (6 unexplained late arrivals)</td>
<td>Tuancy (including fractional truancy)</td>
<td>Public display of anti school sentiment</td>
</tr>
<tr>
<td>Playground misdemeanour</td>
<td>Chewing gum</td>
<td>Consumption of illicit substances</td>
</tr>
<tr>
<td>Progressing to Discipline Level 2</td>
<td>Misconduct on public transport</td>
<td>Serious damage to school property</td>
</tr>
<tr>
<td>Smoking cigarettes</td>
<td>Defacing or wilful damage to school property</td>
<td>Progressing to Discipline Level 4</td>
</tr>
<tr>
<td>Progressing to Discipline Level 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Welfare Policy

Primary School

Rationale:
Pastoral Care in the primary school involves every member of the School Community. It values shared responsibility among staff, students, family and the wider community, recognising that each member of our community is responsible for, and to each other member.

Pastoral Care involves both attitude and process and is built on a fundamental belief in the value of each individual. In the primary school, Pastoral care is expressed through:

- Mutual respect, responsibility and concern for others.
- Nurturing the spiritual and developmental growth of each individual.
- The provision of relevant, interesting, inclusive learning experiences.
- The establishment of an effective care network.
- Our commitment to the Christian ethos of the School.

Pastoral Care is experienced every time people within the School community interact with openness, honesty, awareness and compassion. The structures and processes of Pastoral Care should facilitate the development of positive self esteem, self discipline and reconciliation.

Guidelines
We believe that Jesus is central to our lives and strive to live out His commandment to love one another.
We believe in the development and maintenance of a school climate that encourages positive relationships between staff, students and families.

We believe in the importance of sharing a common vision for an education based on quality learning in a safe and supportive environment.

We believe that all students should have a hope for the future and the resilience needed to deal with life.

We believe in the importance of supporting and respecting the many facets of diversity that exist within our School community.

We believe in overcoming difficulties through the processes problem solving and conflict resolution.
**Secondary School**

**Rationale:**
The aim of this policy is to delineate how the School seeks to create an environment where, for each individual student, there is opportunity for spiritual, social, academic, psychological and physical development. This is to be achieved by the development of programs and activities, which foster a spirit of tolerance and respect for others while acknowledging achievement and individual differences. These programs and activities also ensure that all students are encouraged to develop to their full potential. All welfare programs and activities seek to help students become mature and stable citizens, exhibiting a healthy self-esteem with a love and knowledge of the Scriptures.
In all areas the School aims for excellence, with a view to maximising the potential of each student. Student Achievements are acknowledged by the Merit system, at the Principal’s assembly, through regular Academic Reports to parents and in the School Newsletter.

**Programs and Activities**

**House System:**
To maximise opportunities for personal development and to ensure that each individual develops a sense of community; the School is divided into four Houses. The role of the House System is to foster development of student leadership, including active participation in the Student Representative Council. The Houses are managed by House Prefects under the supervision of House Coordinators. All House members worship together at their respective House Chapel Services, with student input being the primary focus.

**House Points:**
Each student is awarded points for sporting and academic activities. These points are accumulated from the beginning of Term 4 in one year until the end of Term 3 the following year to determine the winning House for the year.

**Year Groups:**
Each Year group is directly under the management of a Year Adviser, who is primarily responsible for both student welfare and academic progress. The Year Adviser deals with issues related to pastoral care and the monitoring of academic standards.

The structure of the School Welfare Team is indicated below, but it is the over-riding policy of the School that students must feel free to approach the member(s) of staff with whom they feel most comfortable. It is the responsibility of this person(s) to work with the student as if part of the Welfare Team, while at the same time encouraging the student to “open up” to the relevant members of the Welfare Team. Of course there needs to be an open line of communication between the members of staff involved.

**The Welfare Team Structure**

- **School Chaplain**
  - HOJS Year 8 Adviser
  - Year 7 Adviser
  - Year 9 Adviser
  - Year 10 Adviser
  - Year 11 Adviser
  - Year 12 Adviser
  - HOSS

**Outdoor Education Programs:**
The Outdoor Education Program is integral to the Welfare Program, with the involvement of the Roll Teachers and other staff participating on the relevant Camp.
Year 7 - This camp concentrates on developing relationships and gives the students an opportunity to participate in a wide variety of outdoor recreational activities. It occurs at the very beginning of the year, and serves mainly as an introduction/orientation to high school.

Year 8 - The students are encouraged to extend themselves. The students are taught cooking skills and are involved in group initiative activities, canoeing and fishing.

Year 9 - The students are encouraged to push themselves a little further. This camp involves abseiling and a high ropes course. The students are taught cooking skills and are involved in group initiative activities.

Years 10/11 - This camp aims to develop the leadership skills of our students.

Extra Curricular Activities:
Bankstown Grammar School provides students with a variety of extra-curricular activities and staff are encouraged to participate. In recent years students have participated in Open Day, Public Speaking, Debating, Australian Schools Science, Mathematics, Computing and English Competitions. Students also participate in a range of Peripatetic music (vocal, drums, flute, piano, clarinet, trumpet and most Concert Band equipment).

Students participate in the National Chemistry Quiz, the RACI Titration Competition and the preliminary examinations for the Science Olympiads in Biology, Chemistry and Physics. A study skills and Personal Organisation and Learning and Literacy Skills (POLLS) program is offered to students. Students may also supplement their outdoor education skills by participation in the Duke of Edinburgh Scheme, and the School Ski Camp.

Complaints & Grievance Resolution Policy

Rationale:
Bankstown Grammar School has both a desire and a responsibility to ensure that high standards of conduct are maintained by staff and students at all times. To provide a harmonious, positive and productive school environment that aims to resolve grievances fairly, efficiently, promptly and in accordance with requirements. Most importantly, the School aims to carry out all aspects associated with complaints and grievances according to the principles of procedural fairness. The resolution of all alleged complaints and grievances associated with the School will be dealt with under this policy.

Procedures:
- Bankstown Grammar School seeks to provide a positive, harmonious and productive environment.
- It is important that all formal complaints, grievances, ensuing procedures and outcomes are fully documented. All formal complaints and grievances that are reported to the Principal will be recorded on a Complaints and Grievance Incident Report Form.
Complainants are encouraged to lodge formal grievances/complaints in serious cases or when unwelcome behaviour persists despite advice to a respondent that his/her behaviour is causing problems and must cease. Formal grievances/complaints should be lodged with the Principal, using the appropriate form, which should be completed as accurately as possible. If the Principal is an inappropriate person then the documentation should be lodged with the Bankstown Grammar School Board.

The rights of complainants and respondents will be upheld at all times, including the use of fair, confidential, impartial and dignified resolution procedures.

It is the Principal's responsibility to provide a healthy and positive school environment that is free from discrimination and harassment. In doing so, Principal must ensure that all staff are aware of their rights and responsibilities.

The Principal is required to use local grievances/complaints resolution procedures, where appropriate, for resolving grievances/complaints in relation to issues that fall within the school’s area of responsibility. All cases of serious misconduct – sexual offences, criminal charges, or other serious incidents – must be referred to the appropriate authority as well.

It is incumbent upon the Principal to act where unacceptable conduct is observed or brought to their attention.

A complainant may at any stage choose to take their grievances/complaints directly to an external agency such as the Equal Opportunity Commission, the Human Rights and Equal Opportunity Commission or the Ombudsman.

The Principal may choose to respond to a grievances/complaints through an informal process in cases where the grievances/complaints is minor, the complainant wishes the matter to be dealt with informally or the grievances/complaints has arisen from lack of or unclear communication.

Formal processes will be used when informal processes haven’t been successful, a complainant seeks a formal process, or the Principal believes the grievances/complaints warrants formal investigation.

The formal process involves:

1. Investigating the grievance/complaint including formal interviews, written statements, conveying the details of the complaint to the respondent in writing providing the opportunity for a written response.

2. Dismissing or accepting the grievance/complaint. Acceptance may involve verbal or written warnings, conciliation, or counselling etc.

3. Preparation of a detailed confidential report.

4. Monitoring of the situation.

Parties dissatisfied with the process can appeal to the previously mentioned external agencies or the Bankstown Grammar School Board.

All matters must be treated with utmost confidentiality, and professional respect at all times.
• Grievances/complaints occur when an employee complains that an action or decision has been taken (or not taken) that he/she believes to be a breach of a relevant Act, Regulation or Order, infringes upon the principles of merit and equity, or is otherwise unreasonable.

• Undisclosed or unresolved grievances/complaints create distress and can be a violation of a person's rights.

• Resolution of grievances/complaints at a local level, where appropriate, is the desired outcome.

• Employees may choose to resolve grievances/complaints personally by talking with, or writing to the person whose behaviour is of concern.

• Employees may choose to seek assistance in resolving grievances/complaints, including assistance from the Principal. In such circumstances the Principal may use local grievances/complaints resolution procedures including private discussions, mediation, monitoring, training or counselling.
Policy Directions

To ensure that all aspects of the School’s mission for providing for staff and student’s welfare are implemented, the following policies and procedures were in place (or developed) during 2010:

<table>
<thead>
<tr>
<th>Policy</th>
<th>Changes in 2010</th>
<th>Access to full text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child Protection Policy</strong> - encompassing:</td>
<td></td>
<td></td>
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<tr>
<td>definitions and concepts</td>
<td>100 Point Check</td>
<td>Staff Handbook:</td>
</tr>
<tr>
<td>legislative requirements</td>
<td>Updating of Policy</td>
<td>Section E: Page 105</td>
</tr>
<tr>
<td>preventative strategies</td>
<td>Letter of Offer</td>
<td>Section G: Page 156</td>
</tr>
<tr>
<td>reporting and investigating “reportable conduct”</td>
<td>Clearance Procedure</td>
<td>Section E: Page 106</td>
</tr>
<tr>
<td>investigation processes</td>
<td>Welcome Letter</td>
<td>Section E: Page 104</td>
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<tr>
<td>documentation</td>
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<td></td>
</tr>
<tr>
<td><strong>Security Policy</strong> - encompassing:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>procedures for security of the grounds and buildings</td>
<td>More work with Lockdown</td>
<td>Section G: Page 166</td>
</tr>
<tr>
<td>use of grounds and facilities</td>
<td></td>
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<tr>
<td>emergency procedures travel on school-related activities</td>
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<tr>
<td><strong>Supervision Policy</strong> - encompassing:</td>
<td></td>
<td></td>
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<tr>
<td>duty of care and risk management</td>
<td>Roll Marking Procedures changed to accommodate SMS</td>
<td>Section C: Pages 36-39</td>
</tr>
<tr>
<td>levels of supervision for on-site and off-site activities</td>
<td>Casual Teacher Induction Manual introduced</td>
<td>Section E: Pages 98-107</td>
</tr>
<tr>
<td>guidelines for supervisors</td>
<td>Coaching Information Handbook introduced</td>
<td>Section E: Pages 114-123</td>
</tr>
<tr>
<td><strong>Codes of Conduct Policy</strong> - encompassing:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code of conduct for staff and students</td>
<td>Anti Harassment Policy</td>
<td>Section G: Pages 144-146</td>
</tr>
<tr>
<td>Behaviour management</td>
<td>Positive Behaviour Policy</td>
<td>Section G: Pages 146-156</td>
</tr>
<tr>
<td>The role of the student leadership system</td>
<td></td>
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<tr>
<td><strong>Pastoral Care Policy</strong> - encompassing:</td>
<td>Revision of CRICOS</td>
<td>Section B: Page 114</td>
</tr>
<tr>
<td>the pastoral care system</td>
<td></td>
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<tr>
<td>critical incident policy</td>
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<tr>
<td>availability of and access to special services such as counselling</td>
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</table>
## School Determined Improvement Targets

### Achievement of Priorities for 2010

<table>
<thead>
<tr>
<th>Area</th>
<th>Priorities for 2010</th>
<th>Achievements in 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Welfare</strong></td>
<td>• Evaluation of Pastoral Care system &amp; appointment of Year Advisers.</td>
<td>• Investigated possibility of permanent Year 7 Adviser, adviser staying on a year for 2 or more years, senior &amp; junior advisers - evaluation and result to stay with status quo  &lt;br&gt; • Police visits to continue in the future &lt;br&gt; • Lockdown ongoing with problem regarding wireless &amp; airport proximity - hard wired in new buildings a priority</td>
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<td></td>
<td>• Continued input from NSW Police re cyberspace.</td>
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<td></td>
<td>• Finalising lockdown procedure.</td>
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<tr>
<td><strong>Teaching &amp; Learning</strong></td>
<td>• New Interactive White Boards in all Primary Classrooms and some in high school. Staff training a priority.</td>
<td>• Training continues with primary staff having different requirements to high school staff &lt;br&gt; • Ongoing - evaluation indicates the process is working well</td>
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<td></td>
<td>• Laptop program – organisation and training to maximise use.</td>
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<tr>
<td><strong>Student Achievements</strong></td>
<td>• Move to encourage Personal Best (PB) rather than comparison with other students as to what is acceptable for the individual.</td>
<td>• Ongoing at assemblies &amp; in class especially seniors</td>
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<td></td>
<td>• Change of the Merit System with ‘Academic’ and ‘other’ categories.</td>
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<td></td>
<td>• Community Service with outside organisations through the SRC.</td>
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<td></td>
<td>• Designing a new track suit &amp; minor modifications to school uniform – SRC.</td>
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<td></td>
<td>• House Captains designing House crests &amp; banners.</td>
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<tr>
<td><strong>Staff Development</strong></td>
<td>• Non academic staff - more inserviceing on relationships to students, duties.</td>
<td>• Inservice held regarding Child Protection, pay &amp; conditions, where to involve themselves with students &lt;br&gt; • Induction Inservice given to sports tutors &amp; paperwork inserted in Handbook</td>
</tr>
<tr>
<td></td>
<td>• Induction course for sports tutors so they are aware of requirements.</td>
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<tr>
<td><strong>Facilities &amp; Resources</strong></td>
<td>• Completion of Stages 5, 7 and 8.</td>
<td>• Still waiting</td>
</tr>
<tr>
<td></td>
<td>• Finalise the website in co-ordination with possible change of name.</td>
<td>• New website completed in conjunction with new name</td>
</tr>
</tbody>
</table>
## 2011 Priorities - Goals for Improvement

<table>
<thead>
<tr>
<th>Area</th>
<th>Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Welfare</strong></td>
<td>• New School buses for student travel&lt;br&gt;• Look to the addition of an extra Year 2 Class to decrease student numbers per class&lt;br&gt;• Investigate possibility of House Coordinator in Primary School&lt;br&gt;• New ‘Positive Behaviour Policy’ for Primary School&lt;br&gt;• Investigate possibility of part time School counsellor&lt;br&gt;• Revision of CRICOS policy</td>
</tr>
<tr>
<td><strong>Teaching &amp; Learning</strong></td>
<td>• The setting up of staff community learning groups for IWB’s&lt;br&gt;• Training staff in Critical Thinking Skills&lt;br&gt;• Organised reading by students in roll call for literacy improvement&lt;br&gt;• Revision of Student Assessment Handbooks</td>
</tr>
<tr>
<td><strong>Student Achievements</strong></td>
<td>• Further encouragement regarding ‘personal bests’&lt;br&gt;• Wider access to community service with more alternatives</td>
</tr>
<tr>
<td><strong>Staff Development</strong></td>
<td>• Look to a training course for volunteer parents who help at the School&lt;br&gt;• Finalise a policy for attendance by non-academic staff on PD days&lt;br&gt;• Evaluate sports tutors training program&lt;br&gt;• Staff inservice on student wellbeing, first aid, autism &amp; anaphylaxis</td>
</tr>
<tr>
<td><strong>Facilities &amp; Resources</strong></td>
<td>• Completion of Stage 5, 7. Complete planning for Stage 8. Call for tenders for Stage 6.&lt;br&gt;• Interactive data projectors for high school C Block and Science/Music&lt;br&gt;• Fencing the new area near IGA supermarket&lt;br&gt;• Extend the drawing area of the School with the new name</td>
</tr>
</tbody>
</table>
Parent, Student & Teacher Satisfaction

Parent Satisfaction Statement

One of the central beliefs of the School is that parents are important in the School’s ability to encourage students to develop educationally, socially and spiritually. The School maintained its consultative approach to parent-school relations by offering formal opportunities for parents to ask questions about the programs run by the School. Information evenings relating to academic, pastoral, social and sporting activities were held to keep parents informed about critical aspects of the School and their child’s development. This was in addition to routine Parent Teacher evenings that are well attended. Parents are informed of academic progress via formal reports and Periodic reports issued twice a term.

The P & F is the main representative body for parents. Attendance is reasonably strong and the level of support from those who do attend is very high. The P & F meets monthly representing the students in K-12. The P & F supports and sponsor numerous School community days and also donates significant amounts of money to provide for the School’s needs. A small number of primary parents meet each month during school hours. The aim of this group is to build relationships between primary parents in a social sense and to co-ordinate a number of activities throughout the year. This builds on the sense of community for parents and students alike.

Parents commented most favourably on:

- The quality of teachers and staff
- The quality learning environment where every student is provided with opportunities to excel
- The variety of opportunities and activities offered
- The approachability of staff and their willingness to discuss student issues
- The small school approach where students are known by name and treated as individuals
- The values and teachings involved in all school operations
- Overall Christian environment of the School
- The well rounded education available to all students
- Organisation of outside excursions
- General cleanliness of the grounds and buildings
- Reasonably or very satisfied with the School = 91%

The School continues to consult parents in various ways, mostly informal, to offer to parents the opportunity to provide feedback to the School to improve the quality of the education provided to their children. The School also maintained an official collation point for parental feedback, including complaints. All of the above avenues offered the School ample opportunity to gauge whether parents were satisfied with the general conduct of the School.
Student Satisfaction Statement

Students in Years 5 -12 were randomly surveyed during class time. The students commented most favourably on:

- The friendliness and accessibility of teaching staff
- Students were pleased with the behaviour management system and particularly the way in which staff manage students so that all may learn
- The encouragement given by staff to students and the emphasis on aiming for a “personal best”.
- The provision of annual camps that challenge students incrementally as development occurs.
- The expansion of the inter-school sporting competitions.
- The way in which activities and opportunities are communicated to students.
- Primary students particularly liked learning in the secondary specialist classrooms such as the Hospitality Centre, Music Rooms and Science laboratories.
- Students overwhelmingly affirmed that they would recommend the School to families new to the area.

Students also contributed favourable feedback on the strengths of the School, areas for improvement, additional facilities, and other improvements they would like to see made.

The School also conducted an annual exit survey of departing Year 12 students in 2010. 63% of students completed the survey to ensure that the School was able to use the survey responses to continue a process of school improvement. The survey asked students to respond to various statements about the School. The survey allowed students to comment quantitatively and qualitatively on various topics. The results are summarised below:

Students clearly indicated that they felt they were in a School where staff would “go the extra mile” to provide a quality learning environment for the students. Students expressed that the environment was safe and every effort was made to ensure their health and wellbeing was uppermost with respect to school organisation. They like the way students are encouraged towards success and are pleased with the amount of opportunity BGS has provided them. However, the departing Year 12 cohort felt that over time, the efforts to keep them safe had resulted in a loss of privilege afforded to previous senior students. The school executive is looking at ways to allow senior students a greater level of independence within the K-12 framework.

Equally clear is the perception that BGS lacks in some of the physical aspects of what it provides. Particular mention was made of the car park, the temporary nature of buildings, the library and a lack of sporting facilities. Students did recognise that the significant investment in IT facilities over the last year had addressed that area as previously cited by former students. Students also noted that the buildings under construction would benefit others.
following in their footsteps. Students also recognised that the new Basketball Covered Outdoor Learning Area afforded them an enhanced sporting facility not available at many other neighbouring schools.

The overall picture seems to be that with very few exceptions students are leaving school feeling very thankful that it was BGS that they attended and are enthusiastic about the praise they feel the School deserves for the quality, caring, learning environment it has provided.

**Teacher Satisfaction Statement**

The staff participated in a whole School Survey in 2009. For 2010, an abbreviated survey was conducted as a follow up. The staff commented most favourably on:

- Providing access to quality practical professional development programs that encourage teachers to implement new pedagogy in their work.
- BGS has always been an equal opportunity workplace
- Staff expressed that the planning for the staff laptop program in 2010 would be most beneficial for the implementation in the 2011 academic year.
- The School is a safe place for students
- Organisation of outside excursions
- The School is becoming cleaner and more functional. This process should continue as the new buildings become available.

The School once again offered a number of informal opportunities for staff to provide feedback. Staff meetings and professional development days were the most significant periods of reflection and consultation. Specific written feedback was requested from staff on timetabling, roll call and OHS. All initiatives of the School that involve staff are evaluated formally and this feedback is discussed by the School Executive at their weekly meetings. Heads of subject departments provide feedback on satisfaction in regular Curriculum Committee meetings.
Secondary School Sports Report

Integrated School Sport
As in previous years, school sport was conducted in year groups and on separate days. Years 7 and 8 had sport on Tuesday afternoon while Years 9 and 10 had sport on Thursday afternoon. Years 11 and 12 were not involved in regular school sport. This situation of integrated school sport, though probably not ideal, has its advantages and disadvantages, and is probably best for our school at the moment. One of the disadvantages is that it is extremely difficult to organise and run any kind of regular sporting activity against other schools. This is partly compensated for by fairly regular Gala Days and Carnivals in a variety of sports and also by combining Years 7 and 8 and 9 and 10.

During first term this year most of the students in Year 8 travelled to the Padstow Indoor Pool for swimming, water safety and life saving instruction under the guidance of the Doug Frost Swim School. Each student was assessed at the beginning of the term and placed in a level appropriate to his/her age and swimming ability. The students were then provided with swimming instructions and water safety skills by the Frost staff, who are suitably qualified. This venture will not be continued in 2011. Year 7 travelled to the Holsworthy swimming centre for swimming instruction and I was very pleased with the professionalism of the staff there and with the success of the activity. We will look to continue this association in 2011. Years 9 and 10 competed in a variety of competitive and recreational sports during Term 1. These sports included squash, tennis, touch football, rugby league (modified), golf, Dragon Boat racing, basketball, netball, football as well as modified school sports & games. From the end of term 1, Years 7 to 10 were involved in these sports.

Also during these afternoons in terms 1 and 2 a House competition was carried out in the sports of football and touch football. Unfortunately the involvement from the students was not as good as I had hoped and no House competition was held for other sports. Jackson House won the football competition and Chamberlain House won the Touch Football competition.

At this point I would like to offer a comment on the use of ex-students to supervise sport. I have been very impressed with the level of competence and confidence shown by our ex-students when supervising the current students. Many of them are, in fact, involved in teacher training courses. They are enthusiastic, innovative, careful and professional, and I have no qualms about employing them in the future. In fact I would like to use them more often as it enables us to offer a greater variety of sports. The students at school certainly appreciated their input.

Major School Carnivals
Both the School Swimming Carnival and the School Athletics Carnival were very successful this year and were completed without major problems. The participation at both carnivals was excellent. Well done. I do understand that some students cannot swim well and feel embarrassed about getting in the water. Nevertheless, there were a number of students in this category who did compete and performed very well given their limited ability in the water. I was very pleased with their efforts. We need to
remember that these carnivals are mainly about participation and ‘having a go’ so it is
good when students do ‘have a go’ and, at the same time, disappointing when
students don’t participate! The ones who don’t participate without a good reason let
themselves down as well as their team mates!

For the sixth time the Athletics Carnival was held over two days (although at the end of
term 2 instead of after the HSC Trials). This is to enable us to give as many students as
possible a chance to compete in as many events as possible without becoming too
tired. Once again it worked! We were very lucky with the weather because the first day
afternoon session was washed out and we had to postpone those events over to day
two. This illustrated the great advantage of having the carnival held over two days as
we were able to complete the events from day one as well as hold all the day two
events (except Tug-of-War) without too much trouble. I was very pleased with the way
everyone, students and teachers alike, responded to the adjusted format and helped
make the carnival such a success. The spirit among the Houses was tremendous and
the participation was very good! Thank you to all involved.

The Cross Country Carnival was also very successful and flowed smoothly. My thanks to
Linton McRae, the PE staff and House patrons for their wonderful efforts in making this
day a good one.

For the record, the winning House in the Swimming was Wood, with Rossiter second and
Chamberlain a close third. Rossiter won the Athletics with Wood second and Jackson
third. Rossiter was also the Cross Country champion, with Jackson second and
Chamberlain third!

Rossiter was clearly the overall House Champions for 2010 (second year in a row!).
Congratulations to everyone in that House. The Age champions are listed below.

<table>
<thead>
<tr>
<th>Age</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>U12</td>
<td>Daniela Mitrevska</td>
<td>Harrison Newport</td>
</tr>
<tr>
<td>U13</td>
<td>Brittany Pulling</td>
<td>Joshua Ibrahim</td>
</tr>
<tr>
<td>U14</td>
<td>Elise Gaskell</td>
<td>Luciano Viterale</td>
</tr>
<tr>
<td>U15</td>
<td>Dana Bolling</td>
<td>Daniel Ward</td>
</tr>
<tr>
<td>U16</td>
<td>Yvette Mechin</td>
<td>Adam Coorey</td>
</tr>
<tr>
<td>U17</td>
<td>Lauren Maytom</td>
<td>Jack May</td>
</tr>
<tr>
<td>U18</td>
<td>Charlotte Loughrey</td>
<td>Keiran Qaium</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>U12</td>
<td>Anastasia Katharios</td>
<td>Lachlan Farmer</td>
</tr>
</tbody>
</table>
| U13 | Brittany Pulling | Christian Bozino
| U14 | Yasemin Genc     | James Kemond     |
| U15 | Danielle Marousis| Brendan Aloisio  |
| U16 | Yvette Mechin    | Joel Liberatore  |
| U17 | Jacqueline Mowday| Steven Batey     |
| U18 | Charlotte Loughrey| Joshua Coorey   |
Athletics

U12  Anastasia Katharios  Lachlan Farmer
U13  Jessica Wu  Christian Bozinovski
U14  Nicole Bartley  James Kemond
U15  Courtney Thompson  Hunter Maxwell
U16  Isabel Nasser  Matthew Sotto
U17  Jacqueline Mowday  David Grace
U18  Charlotte Loughrey  Kosta Gioulos

Next year, all being well, the Swimming Championship will be held on the 16th of February, while the dates for the other two carnivals are yet to be confirmed, although the Athletics Carnival will be held in term 3 after the HSC trials.

Inter School Sport

Our major competition against other schools occurs within the NASSA Association. We compete against the other NASSA schools (Broughton Anglican College, Macarthur Anglican School, Penrith Anglican School, Thomas Hassall Anglican College, St Luke’s Anglican College and The Illawarra Grammar School) at major carnivals in swimming, cross country, athletics, as well as in Gala day carnivals involving sports such as tennis, football (soccer), netball, touch football, volleyball, AFL and basketball. There is also a NASSA cricket competition in the junior (Years 7 & 8) and senior (Years 9, 10 & 11) age groups that we compete in. This runs over terms 4 and 1 (of the following year). As a school we also competed in the Combined Independent Schools Rugby League Sevens and the CIS Football competition. We also play other schools in the occasional football (league, union and soccer) matches when we get a chance. This is not easy to arrange because of the busy schedule.

Overall this year our performances as a school, as well as individually, were sound. During term 1 we competed in the NASSA boys and girls tennis Gala day with both the boys and the girls teams performing solidly without placing. Our Senior cricket team came fourth in its competition and the Junior boys came fifth.

The BGS swimming team performed well in the NASSA swimming championship, coming fifth to TIGS (1462 to 919) in the overall points score and finishing second in the Senior trophy. A number of BGS swimmers were selected in the NASSA team. They were Michael Grace (9), Harrison Newport (7), Joshua Ibrahim (7), Brittany Pulling (7), Jack May (11), Keiran Qaium (12), Charlotte Loughrey (12), Karina Fagan (12), Luciano Viterale (8), Yvette Mechin (11), John Tindall (12), David Grace (12), Mahde Kheir (9) and Daniel Selmon (8). Keiran and Brittany were then selected in the AICES team and Keiran also made the CIS team. Special mention needs to be made about young Joshua Ibrahim who competed in the CIS Championship as a diver representing AICES. He came second and was selected in the CIS team to compete at the NSW ALL Schools Carnival where he came third and was selected in the NSW team to compete at the Australian Championship in Brisbane. Joshua won a bronze medal at that Championship. Well done!!

The main inter school sporting event staged during term 2 was the NASSA Cross Country Championship because the NASSA Football (Soccer) Gala day was unfortunately
washed out (again!!). The Cross Country results were again disappointing and we came last, even though our senior students won the Senior Division!! Five students were selected in the NASSA team for the CIS Championship. They were Nicole Bartley (9), James Kermond (8), Lachlan Farmer (7), Lachlan Hunt (7) and Christian Bozinovski (7). Congratulations to all those students.

On Friday, June 4, we entered a Junior Girls team in the Canterbury Bankstown Girls Rugby league Tens gala day. They thoroughly enjoyed themselves and were runners-up! A very good effort.

The NASSA Football Gala day was held in Bankstown on Monday, July 26. This was the first gala day in term 3 and was held instead of the Touch Football Gala day. The NASSA Sportsmasters decided to hold the football gala day instead because it had been washed out for the past two years and moved the boys touch football to term 4 with the girls touch football. The Junior boys team came fifth, the Intermediate boys team were fifth and the Senior boys team won its division for the first time! Both girls teams performed extremely well, each coming second.

On Friday, July 30 the NASSA Netball Gala day was washed out and postponed until later in the term. However, on that Friday we entered four teams in the SWISSA Futsal gala day, which was held indoors at the Bankstown Basketball stadium. This is indoor soccer and SWISSA stands for South Western Independent Schools Sports Association. All the teams performed well at our first SWISSA activity. The Junior boys and Junior girls came second while the two Senior teams came third. This gala day was a good opportunity to begin our association with SWISSA which will essentially involve Tuesday afternoon sport as well as some gala days. The following week on Tuesday, August 3, we began the SWISSA competitions in Netball (girls) and Touch Football (boys), at the Junior level. Both teams eventually won their respective competitions, with the Netball team winning quite comfortably!

On Monday, August 16 and Monday August 30, we entered five teams in the annual NSW CIS Rugby League Sevens carnival with limited success although the U15 team made the semi-final in their division. Nevertheless all the boys conducted themselves very well and had an enjoyable time.

On Wednesday, August 25, we sent a team to compete in the NASSA Athletics Carnival at the Campbelltown Showground. Our team was as strong as it could be, and I was satisfied with our efforts. Overall we came sixth. As a result of their performances, 20 students were selected to represent NASSA at the AICES carnival and then six students – Karina Fagan (12), Juanita Kum Yuen (9), Mahde Kheir (9), Elise Gaskell (9), Christian Bozinovski (7), Lachlan Hunt (7), Lachlan Farmer (7) and James Kermond (8) made it to the CIS carnival. Karina, Christian and James were subsequently selected in the CIS team to compete at the All Schools Championship if they wished. James did and came second in the 200m and first in the 400m, both U14.

The NASSA AFL/Volleyball Gala day was also conducted in term 3 at Macarthur Anglican School. We had very good results. The boys and girls AFL teams (senior) both came third, while the two volleyball teams (Year 9) won their respective competitions!
The postponed NASSA netball gala day was eventually held on Friday, September 17, in a modified form - there was no senior division! Our Junior girls came 4th and our Intermediate girls were runners-up.

On Thursday, September 16 we entered two teams in the Girls Western division Sevens Rugby League gala day held in Merrylands. This was quite a large competition with teams from the Western Suburbs, Canterbury and Parramatta districts. Our Intermediate team played very well in going down to the eventual winners in the third round while the Junior team was very unlucky to lose in the semi-final on countback!

During term 4 the NASSA cricket competition got underway. We played matches against Broughton and Penrith, as well as the Steve Small Cup against Inaburra. Unfortunately we are still without a win!

The SWISSA Volleyball competition was held on Tuesday afternoons during part of term 4 and our two Junior teams got better each game, both eventually finishing 4th.

On Thursday, November 4 we entered two teams in the Bankstown League Tag gala day for girls. A Junior team and an Intermediate team. Both teams won their respective competitions!

The NASSA basketball gala day was actually played on two days this year. The Junior and Intermediate competitions were played at Penrith on November 11 and the Seniors played at Bankstown on November 22. We had mixed results. The Intermediate boys came first and Intermediate girls came third, while the Senior boys came second and the Senior girls came third. The Juniors tried hard!

Unfortunately, the NASSA Touch Football Gala day was washed out.

**Representative Sport**

For sports representation Bankstown Grammar School is a member of the New Anglican Schools Sports Association (NASSA), which in turn is a member of the Association of Independent Co-Educational Schools (AICES). AICES is part of the Combined Independent Schools of New South Wales (CIS). This body includes most of the non-Catholic Independent Schools in NSW as well as some of the independent Catholic schools.

Students at Bankstown Grammar School are encouraged to use their abilities in sport and to go as far as those abilities will take them. There are representative opportunities in most sports at a variety of levels, from representing the School through to representing the State. In the sports of Swimming, Cross Country and Athletics, the progression is as follows - School - NASSA - AICES - CIS - State - National. Quite a number of students from the school progressed to the various levels. I won’t name everyone but a special mention to the following students who represented the AICES or CIS. I have already mentioned the Swimming (and Diving), Cross Country and Athletics representatives at the AICES and CIS levels.

The representative pathway for other sports is varied. Some require selection at the NASSA level first (eg softball) while others have selection trials for CIS directly (eg rugby
league). All our students have ample opportunity to try out. During term 1 Nicole Bartley (9) made the NASSA Hockey team; Karina Fagan (12), Courtney Thompson (10), Danielle Marousis (9), Brittany Pulling (7), Julie-Anna Petti (8) and Elise Gaskell (9) were selected in the NASSA netball teams; Simon Benyamin (10), Isabel Nasser (10), Matthew Sotto (11) and Shaun Tobin (10), were selected in NASSA Touch Football teams; Shaun Tobin (10) in the NASSA basketball team; Yasmin Genc (9), Daniel Sotto (12), Matthew Sotto (11), Mitchell Cross (12) and Chris Hudson (12) were selected in NASSA football teams. The actual representative fixtures were played at various stages later in the year.

During term 2 Simon Benyamin (10), Inia Qereqeretabua (10) and Ryan Abdel-Sayed (12) were all selected in the NASSA Rugby teams (U16 and Open) which competed in the AICES carnival. Subsequently, Julie-Anna Petti was selected in the AICES U15 netball team and Nicole Bartley in the AICES U16 Hockey team.

In term 4 Tara O’Brien (9), Elise Gaskell (9) and Rebecca Middleton (9) represented NASSA at the AICES Softball gala day while Daniel Selmon (8), Elise Gaskell (9) and Brittany Pulling (7) represented NASSA in the respective boys and girls AICES water polo gala days. Congratulations to all those students.

We certainly try to do our best at BGS to encourage students to participate in a variety of sporting activities and try to provide opportunities to allow students to develop their talents to their full potential. We will continue to do this as best we can.

*Phil Schaefer - Director of Sport*
Summary of Financial Information

**Income:**
Showing percentages derived from fees and private income, State recurrent grants, Commonwealth recurrent grants and other capital income.

![Income Bar Chart]

**Expenditure:**
Showing percentages spent on salaries and related expenses, non-salary expenses and capital expenditure.

![Expenditure Bar Chart]