



GEORGES
RIVER
GRAMMAR

Inspired to learn
committed to serve

Annual Report

to the School Community

2017

A Kindergarten to Year 12 Co-Educational
School in the Anglican Tradition where we
value inclusion, compassion and justice.



Acknowledgement of the Traditional Owners of the Land

Georges River Grammar acknowledges the Cabrogal Clan and the Darug Nation as the traditional custodians of the land and as such pays deep respect to the Elders past and present. We also acknowledge that the Dhurawal and Dharuk Nations continue to have a long standing relationship with this country and its people.



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Georges River Grammar School Limited ('Georges River Grammar') is an independent, co-educational school in the Anglican Tradition from Kindergarten to Year 12, fostering our students to be inclusive, compassionate and just.

The School was originally founded as St. Paul's Choir School and Bankstown Grammar School. The Rector, Fr Anthony Wood and the Assistant Rector, Fr Arthur Rossiter, of the Anglican Parish of St. Paul's Bankstown founded St. Paul's Choir School in 1984. In 1986, they went into partnership with the Reverend Brian Chamberlain and Reverend Robert Jackson, ministers at Bankstown Uniting Church and formed Bankstown Grammar School for students who had graduated Year 6 from St. Paul's Choir School. In 2008 both Schools combined and in 2011 Bankstown Grammar School was renamed Georges River Grammar, a School in the Anglican Tradition.

The total enrolment in 2017 was 881 students in both the Primary and Secondary Schools. The School is not academically selective. Its underlying philosophy is based on the following three values: inclusion, compassion and justice.

The information contained in this report has been compiled for submission to the New South Wales Education Standards Authority, Teaching and Educational Standards to comply with legislative requirements for the continuing Registration and Accreditation of Georges River Grammar as a school in New South Wales.

As well as its heritage, one of the greatest strengths of Georges River Grammar is its staff, a group of dedicated and hard-working teachers and support staff whose aim is to provide an excellent education and nurturing environment for our students.

Philosophy

As a School in the Anglican Tradition, our aim is to educate our students from Kindergarten through to Year 12 in more than the basic curriculum. There is an emphasis on spiritual and values development as well as other areas such as music, sport, drama and debating. We are committed to the development of leadership through service. It is our vision

that Georges River Grammar offers a holistic education which liberates, empowers and motivates students to use their individual gifts with confidence, creativity and generosity in loving and responsible service. Our Secondary Leadership Portfolio Program encourages students interested in being Senior Leaders to develop a portfolio of volunteering that demonstrates them giving back to the School and wider communities. A spirited house system, vertically aligned, allows students from different year groups to mix and also promotes healthy competition. In all of the above we work in partnership with parents, the first educators of children.

More information about the philosophy of the School can be gained by visiting the School website.

In assessing the value added by the School to the lives of students there are a number of reports we can generate. We can report on the immediate, quantifiable results gained from external testing such as NAPLAN and Higher School Certificate examinations. We can report on the many co-curricular activities we offer which are designed to enrich childrens' and adolescents' quality of life. We can report on the leadership program which is an important aspect of our schooling and we can report on the personal development and spiritual aspects of our School. These important elements of a Georges River Grammar education are all intended to add value to students' lives. We believe that the education we provide will have its maximum impact on our students when they are mature women and men, in many years to come. Quantifiable results gained from external examinations and testing are reported in Themes 3 and 4.

Governance

Georges River Grammar, a registered Company under the Corporations Act, has a governing School Board of Directors, plus the Principal who is the Chief Executive Officer. Board members are also Members of the Company. Each Board Member is appointed for a period of 12 months and they are eligible for re-election at the Annual General Meeting. The Board has two sub-committees: a Finance Committee and a Building Committee. The Principal is appointed by the Board and attends all Board meetings. The Board meets once a month during term time as do the two sub-committees.

Welcome



Theme One
Message from
Key School Bodies.





From the School Board



Dear Members of the Georges River Grammar Community

Over the past year our School has undergone several changes and challenges. Since my report was written last year Mr Patrick McGing and Mr Denis Lee have taken on new opportunities. On behalf of the Directors and our School Community we would like to thank both Patrick and Denis for all that they have done for our School during their time with us.

For much of this year the Board has been undertaking a process to recruit a new Principal and set up our School for its next chapter. This process was very extensive and the Board was pleased with the level of interest shown by many highly qualified candidates. The Directors were delighted to announce the appointment of Mrs Raquel Charet as the new Principal of Georges River Grammar, who will lead our School from 2018. If you have not had a chance to meet Mrs Charet, I urge you to say hello and welcome her into the GRG Family when you next see her in the playground.

Once again our School's dedicated staff have continued to serve our students in amazing ways. Our thanks go to all the Teaching and Administrative Staff of the School, especially Ms Nadine Jones and Mr Michael Turton, for all their efforts and commitment to our School. We are extremely fortunate to have you all.

There continues to be a vast array of volunteers who help with the running of our School. I would like to thank my fellow Directors, Mrs Bernadette English, Mrs Margaret Young, Mr Laurie Bulmer, Mr Vern Falconer and Mr John Tindall, for all of the time they so freely give to our School. They are joined by many other members of our community, including the countless members of the Parents and Friends Association through to the parent helpers, who likewise dedicate extensive periods of their time to assist the School in wide and varied ways; we thank you for all that you do.

We end this year in an extremely strong position, with our School being at capacity and a waitlist for students wanting to become part of the GRG community.

Mr David McGregor
Chair

The *spectacular* year that was.

From the Principal

Though I began my tenure at Georges River Grammar in 2018, I am pleased to have the opportunity to write about the spectacular year that was 2017 for Georges River Grammar.

For the first time in its 33 year history, in 2017 Georges River Grammar was at capacity for enrolments for the following year, demonstrating the increasing desirability of our School as a preferred destination for those seeking a well-rounded education for their children. The School also sadly said goodbye to Mr Denis Lee, who had been the Deputy Principal for two years and the Acting Principal for six months. Following his departure, Ms Nadine Jones and Mr Michael Turton held the fort, acting in the positions of Principal and Deputy Principal respectively. As the incoming Principal, I would like to acknowledge with thanks the marvellous job they did leading the School through the year.

Georges River Grammar made Student Wellbeing our School priority area of focus. With Mr Turton appointed as the head of Wellbeing, we began the process of implementing a Positive Education framework into all parts of the School because, as Angela Duckworth says, "positive education reminds us that our students are children. Their character and wellbeing matter as much as their ability to read and write." To further enhance this, we also began to host Positive Education Parent Evenings on topics such as cyber safety, parenting teens and mental health in school-aged children. These sessions sought to provide parents with an insight into these issues to enable them to partner with the School in supporting their children to not only remain safe, but thrive.

2017 also saw spectacular performances from our students across a range of academic, sporting and artistic pursuits.

Academically, students from Georges River Grammar achieved both second and third place in the Canterbury Bankstown Writing Competition, with nine of twelve finalists all being from our School. Three of our Year 10 students were listed in the top one hundred students in NSW in the Australian Intermediate Mathematics Olympiad (AIMO), and one of our Year 11 students won the Victor Chang Cardiac Research Institute School Science Award.

Our supportive Parents and Friends Association were also very active during 2017, organising and hosting a series of highly successful events. These included a musical bingo night and supporting our School's Open Day, Kindergarten Welcome Evening, Year 7 Welcome Evening and Mother's Day stall.

The School also ran a highly successful Variety Night, as well as our usual Book Week celebrations, all of which were fun-filled events enjoyed by all who participated.



Of course, service is essential to our ethos at Georges River Grammar. In 2017, we ran a series of events to raise money for those less fortunate than ourselves. Initiatives included, 'Socks and Jocks' for Wayside Chapel to provide clean underwear for the homeless. Students raised money for Little Wings - an initiative with Bankstown Airport - to provide free transportation (air and ground) to children with life-threatening illnesses, from regional areas, requiring medical assistance. Our students and families also assisted Samaritan's Purse and their 'operation Christmas Child' by sending 250 boxes to those less fortunate than ourselves in countries across the globe, including Cambodia, Thailand, Vietnam, Papua New Guinea, Samoa, Fiji and Madagascar.

As well as these community activities, the School also ran several events to raise money for cancer research. These included the Seven Bridges Walk to raise money for the Cancer Foundation, and Australia's Biggest Morning Tea, with students baking and selling cakes to raise money for the Cancer Council.

On the sporting field, 2017 represented a stellar year for Georges River Grammar. All of our students participated with gusto in our annual Athletics Carnivals, with separate carnivals for Years K-2, 3-6 and 7-12. More than anything, we want our children to have a go, do their best and take joy in all their pursuits, regardless of skill levels.

For those representing the School in competitive sports, our students performed spectacularly at regional, state and national interschool championships. In 2017, our representative teams even included skiing and snowboarding! One of our students represented AICES in the CIS National Netball Championships and we also contributed students to the NSW soccer team as well as the open girls softball team.

When putting this report together, as a new principal at Georges River Grammar I am impressed with the well-rounded approach that the School takes to the education of the next generation.

We offer a high-quality and holistic education for our students in all areas of the curriculum, as well as providing students and families with the support they need through our wellbeing and parent education initiatives. A core part of the curriculum and community, however, is to encourage our students to think not just of themselves, but to acknowledge the part we all play in the greater community and the care with which we should approach all of our social interactions. Students, families and staff seem to be striving to acknowledge that which is greater than themselves, accepting the Grace of God and working in the service of others. As the Gospels state, "Even as the Son of Man came not to be served but to serve, and to give his life as a ransom for many" (*Matthew 20:28*). How can we best do this? We can: "Feed the hungry, and help those in trouble. Then your light will shine out from the darkness, and the darkness around you will be as bright as noon" (*Isaiah 58:10*). We pray that 2018 be a year in which the light of Georges River Grammar continues to shine ever more brightly!

Raquel Charet
Principal

Parents and Friends Association

The Parents and Friends Association were honoured to once again host the 'Welcome to the School' events for Kindergarten and Year 7.

The Kindergarten Pizza Picnic and the Year 7 Dinner for new families provides a relaxing and welcoming feel for new students to the School. We were also honoured to support the School on Open Day by providing refreshments and engaging with current families, alumni, and future families on being part of the Georges River Grammar community.

Primary School students had the opportunity to select a present for their special loved ones at the Mother's Day and Father's Day Stalls. I am certain parents are proud of their children and the independence they gain through selecting their gifts and enjoy seeing the look on their child's face as they present their gifts.

Our family fun event, Musical Bingo was a great way to spend the night with parents, students and staff enjoying a night of musical trivia and laughs. We will forever have the memories of the best fashion parade to grace the grounds at GRG and I am sure all those in attendance had a fantastic evening.

The K-12 Celebration provided an intimate occasion to celebrate the commitment and perseverance that both students and parents have displayed throughout the students' entire 13-year schooling journey at Georges River Grammar. The event was a huge success with many compliments received from both students and parents.

Our annual Carols event continues to provide the highlight of the calendar for the students in the Primary School. The students revel in the opportunity to simply have fun and celebrate the closing of the school year and the coming of Christmas and provides lasting memories over the summer until they see each other again in the new school year.

On behalf of the Committee, I would like to thank the many families that support our efforts during the year. We are very lucky to have so many volunteers give up their free time to help, and without their assistance we would not be able to deliver the experience we aim to achieve for the School.

We also thank Ms Jones, Mr Turton, Mrs Heinecke and all the staff for their continued support.

I would like to express a sincere thank you to the Committee members, Debbie Green, Rae Crawford, Carolyn Emmas, Anna Edwards, Amanda Abouzeid, and Camilia Stelmaszak, for their dedication to the School. This year would not have been possible without their willingness to devote their time to enriching the students' experience.

Lastly, we say goodbye to Debbie Green and Rae Crawford, two long standing members of the Parents and Friends Committee. Their contribution to developing community spirit is immeasurable. Many of us have experienced firsthand their hard work, selflessness and commitment to provide positive outcomes for our School community. Whilst we say goodbye to both as members of the Committee, we know they will continue to keep GRG close to their hearts.



Kent Unwin
President

Primary School Leaders

At the conclusion of the previous year, after careful thought and input from teachers and students, two captains, two vice captains and eight house leaders are chosen to represent the Primary School as ambassadors. These young people give willingly of their time to help whenever needed, as well as coordinate our Primary Sports Carnivals throughout the first semester.

Secondary School Leaders

Georges River Grammar is deeply committed to offering the best facilities and programs for students so that they flourish as they share and utilise their gifts. The learning environment combines academic support with wellbeing and spiritual nourishment, so that our students develop as people living out the values of inclusion, compassion and justice.

After a 12 month program, Year 11 students who have successfully completed a Leadership Portfolio, and have been interviewed by the School's Executive Staff, are invited to attend The Leadership Camp where the Captains, Vice Captains and House Captains positions are filled. These young women and men are then inducted at the end of Term 3 as the Secondary School Leadership Team.

Theme Two

Contextual Information about the School.

Georges River Grammar is a non-academically selective school.

The majority of students live within a geographically accessible suburb to the School, largely in the south western suburbs of Sydney and the eastern Sutherland Shire.

Many of our students are either first or second generation Australians with 48% of students coming from a Language background other than English. We have a small population of about 1% who identify as Aboriginal, Torres Strait Islander or both. Further information about the School can be found on the My School website: www.myschool.edu.au.

fast facts

1%

percentage of our students who identify as Aboriginal, Torres Strait Islander or both.

48%

percentage of our students who come from a Language background other than English



Theme Three

Student Outcomes in Standardised National Literacy and Numeracy Testing.

Georges River Grammar Primary School: Kindergarten to Year 6

The National Assessment Program – Literacy and Numeracy (NAPLAN) tests the Numeracy and Literacy skills of all Australian students in Years 3, 5, 7, and 9. The performance of each student tested is reported in national achievement bands for each year level. The National scale of achievement across 10 bands makes it possible to see how much progress has been made by individual students across their years of schooling. All parents receive an individual report of their child's test results.

Literacy

Literacy achievement is reported in the domains of Reading, Writing, Spelling and Grammar and Punctuation.

		Year 3											
		Band 1		Band 2		Band 3		Band 4		Band 5		Band 6	
		2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Reading	State	3.1	4.0	8.9	6.5	17.1	15.7	19.0	22.7	23.7	21.8	21.8	29.2
	School	0.0	1.5	4.1	1.5	13.5	20.0	14.9	24.6	25.7	21.5	41.9	30.8
Writing	State	1.2	1.6	4.8	4.3	13.1	17.7	26.7	23.1	37.5	38.7	16.6	14.5
	School	0.0	0.0	0.0	0.0	6.8	7.7	23.0	21.5	37.8	55.4	28.4	15.4
Spelling	State	3.1	3.1	9.2	9.1	9.2	14.1	21.7	21.1	27.0	24.4	27.4	28.3
	School	1.4	0.0	1.4	7.7	8.1	12.3	20.3	16.9	37.8	21.5	31.1	41.5
Grammar & Punctuation	State	3.0	6.0	4.8	6.9	20.2	10.7	19.0	14.4	19.0	26.2	34.6	35.8
	School	2.7	0.0	2.7	4.6	13.5	12.3	18.9	9.2	23.0	43.1	39.2	30.8

		Year 5											
		Band 3		Band 4		Band 5		Band 6		Band 7		Band 8	
		2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Reading	State	6.0	4.5	12.9	12.7	18.8	17.0	23.7	26.1	23.2	21.3	15.4	18.4
	School	0.0	0.0	4.1	4.7	8.2	7.0	36.7	39.5	32.7	20.9	18.4	27.9
Writing	State	5.3	6.5	11.1	9.3	33.7	36.0	31.3	30.0	13.5	12.8	5.2	5.3
	School	0.0	0.0	2.0	0.0	30.6	30.2	44.9	44.2	16.3	23.3	6.1	2.3
Spelling	State	5.4	5.0	9.2	8.1	21.8	19.3	30.4	29.5	17.7	20.8	15.5	17.4
	School	0.0	0.0	2.0	2.3	16.3	14.0	49.0	32.6	16.3	41.9	16.3	9.3
Grammar & Punctuation	State	4.0	6.4	11.4	15.6	20.4	16.0	23.4	25.7	19.9	14.4	20.9	21.8
	School	0.0	2.3	6.1	7.0	14.3	9.3	18.4	41.9	28.6	23.3	32.7	16.3

Numeracy

The Overall Numeracy score incorporates results across the areas of Data, Measurement, Space and Geometry, Number and Patterns and Algebra.

		Year 3											
		Band 1		Band 2		Band 3		Band 4		Band 5		Band 6	
		2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Numeracy	State	3.1	2.9	11.4	9.6	24.5	17.0	22.3	27.3	19.0	20.3	19.7	23.0
	School	1.4	0.0	2.7	6.2	17.8	7.7	27.4	33.8	21.9	26.2	28.8	26.2

		Year 5											
		Band 3		Band 4		Band 5		Band 6		Band 7		Band 8	
		2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Numeracy	State	4.3	3.0	12.9	11.6	25.8	23.6	26.6	29.3	15.0	19.1	15.5	13.4
	School	0.0	0.0	6.1	2.3	16.3	11.6	30.6	39.5	22.4	27.9	24.5	18.6

International Competitions & Assessment for Schools (ICAS) organised by the University of New South Wales

		2017 Years 3–6				
		No. of Participants	High Distinction	Distinction	Credit	Merit
English		69	2	4	20	11
Maths		89	3	8	19	8
Science		66		13	19	5



Georges River Grammar Secondary School: Years 7 to 12

The National Assessment Program – Literacy and Numeracy (NAPLAN) tests the Numeracy and Literacy skills of all Australian students in Years 3, 5, 7, and 9. The performance of each student tested is reported in national achievement bands for each year level. The National scale of achievement across 10 bands makes it possible to see how much progress has been made by individual students across their years of schooling. All parents receive an individual report of their child's test results.

Literacy

		Year 7											
		Band 4		Band 5		Band 6		Band 7		Band 8		Band 9	
		2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Reading	State	4.8	5.2	14.9	11.1	27.1	23.5	23.1	29.6	18.0	18.8	12.0	11.8
	School	1.0	0.0	15.0	8.1	25.0	24.2	24.0	29.0	25.0	29.0	10.0	9.7
Writing	State	8.1	8.7	19.3	21.1	30.8	27.3	24.1	21.6	13.3	15.9	4.5	5.4
	School	3.0	0.0	17.0	9.7	35.0	37.1	27.0	33.9	15.0	14.5	3.0	4.8
Spelling	State	5.4	4.7	11.8	9.8	20.6	17.3	28.1	26.9	21.8	27.0	12.3	14.3
	School	2.0	0.0	9.0	0.0	21.0	16.1	30.0	25.8	22.0	38.7	16.0	19.4
Grammar & Punctuation	State	5.2	7.8	17.7	10.5	19.9	21.5	26.4	30.2	15.6	17.3	15.2	12.8
	School	1.0	0.0	16.0	3.2	21.0	9.7	34.0	58.1	17.0	14.5	11.0	14.5

		Year 9											
		Band 5		Band 6		Band 7		Band 8		Band 9		Band 10	
		2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Reading	State	5.6	5.6	16.8	14.9	26.7	21.1	26.2	33.7	16.9	17.1	7.9	7.6
	School	5.6	0.0	8.3	10.8	20.8	16.1	33.3	38.7	20.8	22.6	11.1	11.8
Writing	State	16.3	16.1	22.5	18.7	26.2	20.0	22.6	27.2	8.2	10.7	4.2	7.3
	School	11.1	10.8	22.2	9.7	29.2	33.3	18.1	33.3	13.9	4.3	5.6	8.6
Spelling	State	8.5	6.2	12.9	12.8	23.5	25.8	29.5	24.0	17.1	22.0	8.4	9.1
	School	5.6	4.3	11.1	11.8	16.7	18.3	37.5	29.0	18.1	23.7	11.1	12.9
Grammar & Punctuation	State	10.0	8.5	17.3	15.3	30.8	24.6	19.7	26.7	13.4	13.7	8.8	11.1
	School	6.9	1.1	15.3	8.6	30.6	35.5	22.2	30.1	8.3	14.0	16.7	10.8

Numeracy

		Year 7											
		Band 4		Band 5		Band 6		Band 7		Band 8		Band 9	
		2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Numeracy	State	3.0	2.4	12.9	11.6	23.4	22.2	29.3	29.0	17.7	17.8	13.7	17.1
	School	0.0	0.0	4.0	0.0	23.2	8.1	33.3	40.3	23.2	32.3	16.2	19.4

		Year 9											
		Band 5		Band 6		Band 7		Band 8		Band 9		Band 10	
		2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Numeracy	State	2.3	1.0	16.3	14.6	28.6	25.9	25.9	28.7	15.4	17.7	11.5	12.1
	School	0.0	0.0	5.6	4.3	18.1	12.9	19.4	38.7	27.8	32.3	29.2	11.8

The SMART data provided to schools offers comprehensive data which allows detailed analysis. It provides the School with information about how much students have progressed between Years 3, 5, 7, and 9. The data indicates which questions our students got correct and those that they found difficult. NAPLAN results are an additional resource which informs teaching and learning.

VALID Program

The Validation of Assessment for Learning and Individual Development (VALID) program provides online end-of-stage assessments for the science key learning area. The assessments assist schools to monitor student achievement and inform planning, programming and assessment practice.

VALID replaces the Essential Secondary Science Assessment (ESSA). The structure and delivery of the tests are similar to ESSA online.

Three assessments are offered:

VALID Science and Technology 6

Schools with students in Year 6 can elect to participate by registering their full cohort. Registered schools undertake to complete in-school marking of their students' responses. Teachers complete registered online training prior to commencing marking.

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

	School	State
Extended Response Tasks	88.6	80.2
Knowing and Understanding	88.6	79.9
Planning and Conducting Investigations	89.6	79.8
Problem Solving and Communicating	86.1	80.9
Overall Science	88.3	80.1

VALID Science 8

This test is mandatory for NSW government schools and optional for non-government schools. Tests are marked externally.

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

	School	State
Extended Response Tasks	91.2	87.4
Knowing and Understanding	93.6	87.9
Planning and Conducting Investigations	92.5	87.6
Problem Solving and Communicating	93.5	87.3
Overall Science	92.6	87.4

VALID Science 10

Schools with students in Year 10 can elect to participate by registering their full cohort. Registered schools undertake to complete in-School marking of their students' responses. Teachers complete registered online training prior to commencing marking.

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

	School	State
Extended Response Tasks	97.7	89.7
Knowing and Understanding	100.6	90.0
Planning and Conducting Investigations	98.3	89.2
Problem Solving and Communicating	99.2	90.6
Overall Science	99.3	89.9

International Competitions & Assessment for Schools (ICAS) organised by the University of New South Wales

Science Competition 2017

	Student Total	High Distinction	Distinction	Credit	Merit
Year 7	58		2	4	6
Year 8	89		1	4	8
Year 9	25		1	10	4
Year 10	22	1	5	7	2
Year 11	2		1		

English Competition 2017

	Student Total	High Distinction	Distinction	Credit	Merit
Year 7	7			7	
Year 8	12		1	6	5
Year 9	16		3	10	3
Year 10	11	2	3	6	
Year 11	7		3	2	2

Australian Mathematics Competition (AMC) 2017

	Student Total	High Distinction	Distinction	Credit
Year 7	31		1	11
Year 8	13		2	6
Year 9	28		4	8
Year 10	35	1	5	10
Year 11	9		1	3
Year 12	2			1

Australian Geography Competition 2017

Years 9 and 10 Australian Geography classes and Year 12 Senior Geography took part in the Australian Geography Competition this year.

	High Distinction	Distinction	Credit
Year 9	1	3	17
Year 10	4	2	2
Year 12		2	3

Assessment of Language Competence – Japanese 2017

	Year 9 Student Total	High Distinction	Distinction	Credit
Listening	9	7	2	
Reading	9	1	7	1



Theme Four Secondary School Outcomes.

Record of School Achievement Years 10 and 11

In 2017, 63 Year 11 students and 73 Year 10 students received a Record of School Achievement (RoSA). This was 100% of the cohort in both Year groups.

Higher School Certificate

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

Dux of School

Joseph Hanna

Top Achievers

Joel Hession

Minh Hieu Do

All Rounders

Joseph Hanna

Jennapher Khouzame

Distinguished Achievers

Phillip Bagala

Xin Yue Dai

Minh Hieu Do

Mia Domansky

Carol El-Zakhem

Alexander Fomin

Lorena Grzelak

Joseph Hanna

Joel Hession

Jennapher Khouzame

Daniel Martins

Bao Quynh Nguyen

Bevan Pulling

Joel Sandblom

Adriana Sukanova



Clockwise from top left: Joseph Hanna, Joel Hession, Minh Hieu Do and Jennapher Khouzame



Subject Results

Students at the School also performed above the State average in Ancient History, Biology, Business Services, Chemistry, Design & Technology, English Standard, English Advanced, English as a Second Language, English Extension 1, English Extension 2, Hospitality, IPT, Japanese Continuers, Mathematics General 2, Mathematics 2 Unit, Mathematics Extension 1, Mathematics Extension 2, Music 1, PDHPE, Physics, and Visual Arts.

The following table indicates subjects in which a greater percentage of students gained Bands 5 and 6 (E4 or E3 for Extension courses) compared to the State:

	School (%)	State (%)
Ancient History	50	35.98
Biology	42.85	39.28
Business Services	62.5	30.69
Chemistry	57.14	42.71
Design and Technology	100	43.2
English Standard	16.66	15.91
English Advanced	73.33	63.64
English as a Second Language	66.66	25.25
English Extension 1	100	93.27
English Extension 2	100	77.38
History Extension	100	79.62
Hospitality	66.66	29.82
IPT	50	29.84
Japanese Continuers	100	61.02
General Mathematics 2	42.42	25.49
Mathematics Extension 2	100	84
Music 1	100	65.22
Visual Arts	85.71	54.57
Vietnamese Continuers	100	66.2



Students at the School performed above the State average in many subjects, including Ancient History, Biology, Business Services, Chemistry, Design & Technology and English.

The following subjects had a greater percentage of students achieving Band 6 (or E4 for Extension courses) than the State:

	School (%)	State (%)
Ancient History	20	8.78
Business Services	12.5	5.17
Business Studies	15.38	8.15
English Advanced	20	15.21
English as a Second Language	33.33	5.22
English Extension 1	100	29.92
English Extension 2	100	20.52
Hospitality	22.22	3.64
IPT	25	7.41
Legal Studies	22.22	12.89
Mathematics General 2	18.18	6.79
Mathematics Extension 1	50	38.08
Mathematics Extension 2	100	33.52
Modern History	15.38	9.19
Music 1	40	20.35
Physics	14.28	10.69
Visual Arts	28.57	12.7

Theme Five

Teacher Qualifications and Professional Learning.



Professional learning in 2017 focused on Administration; Curriculum; Information Technology; Pedagogy; Work Health and Safety; Wellbeing and Leadership.

Teacher Qualifications

Category	No. of Teachers
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.	76
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.	0
Teachers who do not have qualifications as described in (a) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

There were no staff members of indigenous background employed in 2017. For further information go to www.myschool.edu.au.

Teacher Professional Development

The School focus in professional learning in 2017 focused on Staff and Student Wellbeing and Curriculum. A record of all formal professional learning activities was kept. This was divided into 7 areas: Administration; Curriculum; Information Technology; Pedagogy; Work Health and Safety; Wellbeing and Leadership. The number of hours and days per staff member was recorded. **All 76 teachers were involved in professional development activities.** A summary is provided in the table below.

In 2017 professional development in a whole school context was consistent with previous years. Whilst the greatest focus was again on curriculum due to the continued new NSW Syllabus implementation requirements, the hours were less than in 2016. Greater hours were dedicated to Wellbeing, including Middle Managers training in Mental Health First Aid, than previous years. The average expenditure per teacher on professional learning in 2017 was \$445.00, an increase from \$382.15 in 2016. 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.

	Description	Days (1 day = 6hrs)
Administration	Activities relating to areas of school administration and compliance.	115
Curriculum	Activities relating to subject matter in NESA endorsed courses and other academic areas within the School.	194
Information Technology	Activities related to the implementation of IT and learning technologies in the School.	8
Pedagogy	Activities related to general teaching and learning and basic literacy and numeracy.	87
Work Health & Safety	Activities relating to staff and student safety, including training in areas of mandatory fields such as Child Protection.	18
Staff & Student Wellbeing	Activities relating to staff or student wellbeing	99
Leadership	Activities relating to leadership development.	14



For more information go to:
www.myschool.edu.au

Theme Six Workforce Composition.

Workforce composition can be found on the My School website.
Georges River Grammar currently does not employ any indigenous staff.



For more information go to:
www.myschool.edu.au

Theme Seven

Student Attendance, Retention Rates & Post School Destinations in Secondary School.

Student Attendance Rates

Management of non-attendance

Attendance at Georges River Grammar is normally very high. Extended or repeated non-attendance by students was usually for illness. In the rare situation that a student had prolonged or repeated non-attendance not related to illness, the situation was first addressed by the Pastoral Care Coordinator and Director of Student Wellbeing. If the situation persisted, the Principal requested an interview with the parents and follow up actions were determined. If the situation still persisted, then a Compulsory Attendance Conference with the Secretary of the Department of Education (NSW) was held.

Student Retention Rates

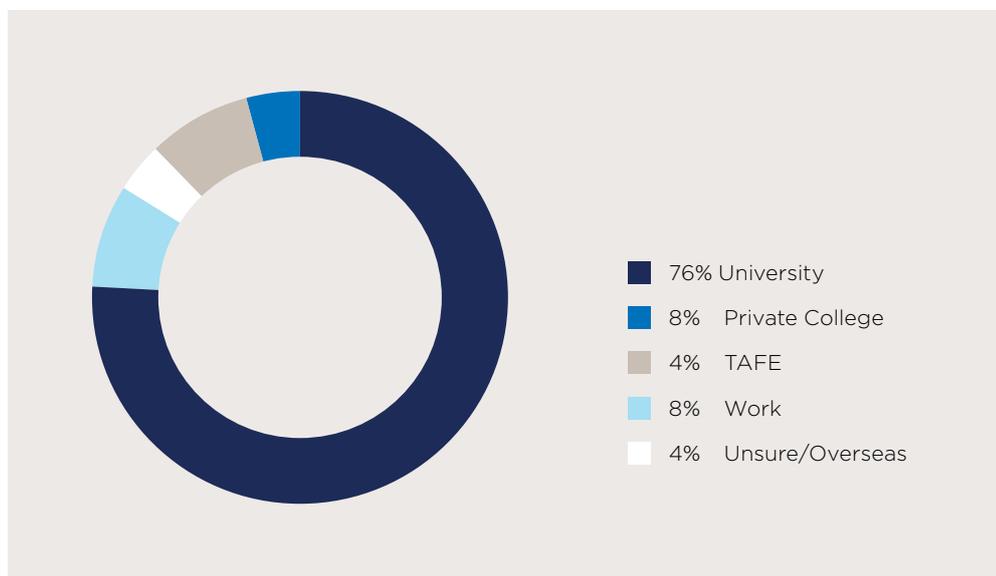
94.5% daily attendance in 2017.

Kinder	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
95.2	94.9	94.3	94.9	95.4	93.7	93.5	94.3	94.0	93.9	95.0	94.6	94.6

90.6% of the 2015 Year 10 cohort completed Year 12 in 2017. A few students moved schools as their family relocated. Throughout the Preliminary years and HSC a few students made the decision to move into TAFE study.

Post-School Destinations

The Year 12, 2017 cohort were made the following offers:





Theme Eight

Enrolment Policies.

8.1 Enrolment Policy

- 1 Applications for enrolment may be made at any time by the parent/carer(s) of students.
- 2 Preference will be given to students enrolling at school for the first time who will be *five years of age on or before 28 February of the year in which they enrol*.
- 3 The School will base any decision about offering a place to a student on:

Family relationship with the school:

- sibling of a current or ex-student
- either of the parents attended the school
- children of Anglican clergy
- they hold attitudes, values and priorities that are compatible with the School's ethos.

The student:

- the contribution that the student may make to the school, including its co-curricular activities
- the student's reports from previous schools or prior to school service e.g. the NSW Department of Education's Transition to School Statement.

The School:

- ability to meet the special needs or abilities of the student.

Other considerations:

- order of receipt — when the application to enrol is received by the School.

- 4 The School *may/will* meet with parent/carer(s) of the student before offering a place.
- 5 The School has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.
- 6 Continued enrolment at the School is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct and other requirements of the School which are applicable from time to time.

8.2 Terms and Conditions of Enrolment

1 Acceptance of Offer of Enrolment

- 1.1 An offer of enrolment must be accepted by both Parent/carer(s) where appropriate unless the School agrees to waive this requirement. Upon acceptance all signatories to the terms and conditions will be jointly and severally liable in respect of the obligations contained in these terms and conditions.
- 1.2 The acceptance of the offer must be accompanied by a non-refundable enrolment fee of \$500 and a \$500 refundable bond (one per family).
- 1.3 If Parent/carer(s) wish to defer the entry of a student to a different calendar year to the initial request, the School will advise whether it is able to agree to this. If it is unable to agree, the student will be placed on a waiting list for the requested year but enrolment will not be guaranteed.

2 Conditional Enrolment

- 2.1 All enrolments are conditional upon the School being satisfied, at its discretion, that the student's needs can be met by the School. The School may cancel the enrolment if it determines prior to the start of the enrolment that the student's needs cannot be met.
- 2.2 The School may require parent/carer(s) to provide reports and assessments necessary to determine the particular needs of the Student.
- 2.3 Competence in English is a prerequisite for enrolment. If the School considers that the English language capabilities of the Student are not sufficient it may require the Student to undergo an intensive English language course. If the required language level is not reached the School may decide that the enrolment should be cancelled.

3 Progress of Student

- 3.1 If the School considers that the progress of a Student is unsatisfactory and that it can no longer meet the Student's needs it may cancel the enrolment of the Student by giving not less than one term's notice.

4 Fees and Charges

- 4.1 The School Board determines the fees and charges that will be payable, which are set out in a Schedule of Fees. The fees are revised regularly and may be amended each year.
- 4.2 The School may also incur expenditure for the Student's needs on behalf of the Parent/carer(s) as it reasonably considers necessary, which may be added to the Parent/carer(s)'s school account.
- 4.3 All medical expenses incurred on behalf of a Student must be reimbursed by the Parent/carer(s).
- 4.4 All Fees and Charges must be paid on or before the due date set out in the fees notice.
- 4.5 Fees will not be remitted in whole or part if the Student is absent due to illness, leave or suspension.
- 4.6 Parent/carer(s) of new students enrolled at the School, (as of January 2017) must enter into a direct debit agreement with the School in respect of payment of all Fees and Charges.

5 Withdrawal of Students

- 5.1 Where students leave to enrol at another school, the NSW Education Standards Authority (NESA) requires that Parent/carer(s) advise the School in writing of the name of the school the Student will be attending and the grade the Student will be entering at the new school.
- 5.2 If parent/carer(s) wish to withdraw a Student from the School, not less than one full term's notice must be given with notice to expire at the end of a term.
- 5.3 If the required notice of withdrawal of a Student is not given the parent/carer(s) must pay a School term's fees plus GST in lieu of no notice submitted.

6 Obligations of Students

Students are required to have high standards of behaviour and:

- 6.1 abide by the School Rules and Code of Conduct as they apply from time-to-time
- 6.2 behave courteously and considerately to each other and to staff at all times
- 6.3 not do anything which may bring the School into disrepute, including in print and electronic media
- 6.4 support the goals and values of the School
- 6.5 attend and, if required, participate in assemblies, the School sports program, Chapel services, important school events such as Presentation Day, camps and excursions or other events that are an integral part of the School curriculum as determined by the Principal
- 6.6 wear the School uniform as prescribed including when travelling to and from school and follow conventional standards of appearance while at school in accordance with the School's guidelines and the expectation of the School community
- 6.7 attend the School during school hours, except in the case of sickness or where leave has been given or an exemption from attendance has been granted.

7 Obligations of Parent/Carer(s)

The Parent/carer(s):

- 7.1 must accept and abide by the requirements and directions of the School Board and the Principal relating to the Student or students generally and not interfere in any way with conduct, management or administration of the School
- 7.2 are required to support the goals, values and activities of the School, and
- 7.3 should view the School's parent portal and app on a regular basis and read the Newsletter.

The Parent/carer(s) must promptly advise the School:

- 7.4 in writing of any change of home, mailing, email address or contact details or other information on the Enrolment Application Form. Offers of enrolment may be cancelled if the School loses contact with the parent or mail is returned
- 7.5 must advise the School if the Student is absent from the School due to ill health or other reason
- 7.6 must advise in writing of any orders or arrangements that affect the Student concerning custody or access, any change to them or any other orders or arrangements which are relevant to the Student's education and welfare and provide copies of any orders to the School.

The Parent/carer(s) also:

- 7.7 must ensure the Student has each item of officially required uniform, clean and in good repair, and all other requirements such as textbooks and stationery,
- 7.8 should communicate with students, Parent/carer(s), visitors and staff members in a courteous manner, and follow the communication guidelines laid down by the School from time-to-time and observe the Parent Code of Conduct
- 7.9 should use their reasonable endeavours to attend parent-teacher interviews and parent forums and participate in courses offered by the School which are relevant to the Student's education
- 7.10 must not denigrate the School, staff, students or other members of the School community in any way or any forum (in person, via email, social media or any other platform).

8 Health and Safety

- 8.1 Parent/carer(s) must advise the School immediately if they become aware of any special needs that the Student may have including, but not limited to, any medical, physical, psychological needs, or any changes to these needs.
- 8.2 Parent/carer(s) must complete and return to the School the required health form for the Student prior to the Student commencing at the School and provide updates if circumstances change or as required by the School from time to time.
- 8.3 If the Student is ill or injured, requiring urgent hospital and/or medical treatment (for example injections, blood transfusions, surgery) and Parent/carer(s) are not readily available to authorise such treatment, the Principal or, in the Principal's absence, a senior staff member of the School, may give the necessary authority for such treatment. The Parent/carer(s) indemnify the School, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatment.

- 8.4 Parent/carer(s) must observe School security procedures for the protection of students.
- 8.5 Students are responsible for their personal property and the School does not accept any responsibility or liability for the loss of their belongings.
- 8.6 The Principal or the Principal's nominee may search the Student's bag, locker or other possessions where there are reasonable grounds to do so, in order to maintain a safe environment for all students.

9 Programs and Activities

- 9.1 The School determines the educational and other programs and activities conducted at the School from time to time at its absolute discretion.
- 9.2 The School may change its programs and activities and the content of these programs and activities without notice.
- 9.3 The Student will be required to participate in all compulsory activities including excursions, Chapel services, camps and outdoor education unless the Principal agrees otherwise. Charges may be levied for these activities and will be payable if the Student is unable to attend, unless the Student is unable to attend due to ill health or for a reason which renders attendance impossible and the reason is pre-approved by the Principal.

10 Reports

- 10.1 Academic reports are made available on the Parent Portal. Parents will be informed when reports are uploaded.

11 Leave

- 11.1 If the Parent/carer(s) wish to seek leave for the Student not to attend any School academic or co-curricular program or activity during a term, they must apply to the Principal. Leave will usually only be granted in most extreme circumstances.

12 Suspension & Termination of Enrolment

- 12.1 The School may suspend or terminate the enrolment of a student, either temporarily or permanently at any time for reasons which may include, but are not limited to:
 - a) a serious breach of the School's rules or Code of Conduct
 - b) conduct prejudicial to the reputation of the School or the well-being of its students or staff, and;
 - c) where the Principal or School Board believes that a mutually beneficial relationship of co-operation and trust between the School and the Parent/carer(s) has broken down to the extent that it adversely impacts on that relationship.
- 12.2 The School will only exercise its powers under this clause to expel a student if it has provided the Student and their parent/guardian(s) with details of the conduct which may result in a decision to expel the Student and provided them with a reasonable opportunity to respond and where there has been procedural fairness.

- 12.3 The School may terminate the enrolment of the Student without notice if, either before or after the commencement of enrolment, the School finds the relevant particulars of the special needs of the Student have not been provided to the School or the particulars provided are materially incorrect or misleading.

13 Privacy

- 13.1 The Parent/guardian(s) acknowledge that they have read the School's privacy policy.

14 Amendment of Terms and Conditions

- 14.1 The School may alter the terms and conditions of enrolment at any time by giving not less than two (2) terms' notice to the Parent/guardian(s) in writing which shall apply to both current and future students and parent/guardian(s) from the date specified in the notice.

15 Definitions

- 15.1 In the terms and conditions:
 - Parent** means the Parent/carer(s) who entered into the contract of enrolment with the School
 - School** means the Georges River Grammar
 - Student** means the student who is named in the Enrolment Application.

8.3 Parent Code of Conduct

This Code has been developed so that parents and those with parental responsibilities are aware of and meet the School's expectations with regard to their interaction with the School, its teachers, other parents and students. Adherence to this Code is important to promote positive and productive relationships within the School community.

Role of the School Generally

The School is responsible for establishing and administering the policies, procedures and rules which govern the day to day operations of the school. It is important that parents recognise and respect this, adhere and have their children adhere to the School's requirements, and support these decisions.

Discipline

The School expects students to comply with its rules and not engage in behaviour which is harmful to others or is contrary to the ethos and philosophy of the School. Parents are expected to support the School in relation to its discipline policy and not do anything which undermines its authority. It must be understood that in the case of minor disciplinary matters, the School will be the arbiter of what took place and what is a fair punishment. It will not engage in debate about the details of the conduct for the appropriateness of the punishment.

In relation to more disciplinary matters which may result in suspension or expulsion the School will inform parents of the matter and will deal with it in accordance with the School's disciplinary policy. While parents will be consulted, the final decision will be the School's.

Interaction with Staff

The School conducts regular meetings between staff and parents at which the student's progress can be discussed. There may be other times when a parent or staff member requests a meeting to discuss particular issues that may arise during the course of a student's schooling.

If a parent wishes to meet with a staff member, they should make an appointment so that a mutually convenient time can be arranged. This can be done through the school office.

Parents should never attempt to contact a staff member at their home.

It is important that parents show respect for staff and not publically criticise them or seek to undermine their authority. If a parent has a particular concern about a member of staff, they can raise it with the staff member concerned or with the Principal. However when doing so they should observe the general rules of conduct set out in this Code.

The School has a duty of care to protect all staff and for this reason any aggressive or abusive behaviour will not be tolerated.

Complaints

If a parent has a complaint about an issue, this should be directed to the teacher responsible for the particular area of activity. Following this, the parent may make an appointment with the Stage Coordinator, Subject Head or Wellbeing Coordinator to further discuss the issue. If the matter needs to be taken further then the parent may make an appointment with the Deputy Principal or Principal to further discuss the issue.

If a parent wishes to make a complaint, they should not use rude or abusive language. This is not productive and can make it harder to resolve concerns.

Interactions Generally

Communications whether verbal or in writing with other members of the school community whether teachers, administration staff, other parents or students should:

- show respect, courtesy and consideration;
- not harass or bully another person;
- not use intemperate language; and
- not be confrontational.

Social media should not be used to criticise or denigrate others in the school community.

Sport

Parents are welcome to attend sporting events, but should exercise restraint when supporting school teams. In particular, they should not abuse, threaten or otherwise seek to intimidate an umpire or referee or be directed against a player, or any School representatives.

The sports coaches at the School pick teams based on their view of the most appropriate selection at the relevant time. It is not appropriate for parents to complain about the failure of their child to be picked for a particular team.

Separated Parents

Where some students have parents that are separated or divorced, parents should not attempt to involve the School in any parental dispute that may arise. The School is not able to make judgments on the merits of claims made by one parent against another and should not be asked to do so. Nor should it be asked to take any action which would or is designed to disadvantage one party. The School will of course, observe any orders made by a Court in relation to a student or communications with parents.

Failure to Observe this Code

If a parent fails to observe this Code after being warned about a breach, the School may:

- limit access to a teacher or teachers;
- limit access to the school premises or sporting or other school events; or
- terminate the enrolment of the student.

Theme Nine Other School Policies.

9.1 Student Wellbeing Program

The School's Student Wellbeing Policy is based in the Christian Gospel and the call of John the Baptist, to conversion of self. Personal responsibility, respect, a genuine partnership between the student, the family and the School and a desire to restore relationships, are fundamental components of the School's Student Wellbeing Policy.



9.1 Student Wellbeing Program (cont.)

Georges River Grammar has built a reputation around the ability to maintain discipline, 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”.

Georges River Grammar does not use, or support the use of any disciplinary action that demeans, humiliates or physically harms a student including corporal punishment.

The Student Wellbeing Policy at GRG is underpinned by the following rights and responsibilities.

Students’ Rights

- All students have the right to learn through a range of learning styles and teaching practices
- All students have the right to feel safe and secure in an environment free from negative actions from others and from harmful substances and objects
- All students have the right to study, work and pursue activities in pleasant, well-kept surroundings
- All students have the right to feel proud in their School uniform
- All students have the right to solve their own problems when appropriate and manage their own behaviour
- All students have the right to prior knowledge and understanding of the consequences of inappropriate behaviour
- All students have the right to have their personal belongings treated with care.

Staff Members’ Rights

- All staff have the right to pursue their work unhindered by disorder or disrespect
- All staff have the right to find fulfilment in their vocation of teaching.

Everyone’s Rights:

- All students, staff, parents and visitors have the right to be treated with dignity and respect
- All students, staff, parents and visitors have the right to be free from harassment, physical abuse, emotional abuse and verbal abuse
- All students, staff, parents and visitors have the right to be communicated with clearly, politely and respectfully.

Responsibilities flowing from the rights above:

- Respecting the Anglican ethos and values of GRG
- Creating a positive learning environment and work ethic
- Behaving in an appropriate way in class and out of class
- Interacting positively with all members of the School community
- Ensuring that the uniform is worn with pride
- Taking pride in appearance and grooming
- Respect for the personal property of each person
- Using the internet, email and mobile phones appropriately
- Ensuring that GRG is smoke, alcohol and illegal drug free.



9.1.1 Primary School Wellbeing Policy

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.

Student Wellbeing 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.

Procedure

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. Blue cards that are not redeemed cannot be transferred to the next academic year.

Expectations

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 Expectations that are applicable to all School related situations.

- We are respectful
- We are learners
- We are safe
- We are caring.

9.1.2 Secondary School Wellbeing Policy

The School's Student Wellbeing Policy is based in the Christian Gospel and the call of John the Baptist, to conversion of self. Personal responsibility, respect, a genuine partnership between the student, the family and the School and a desire to restore relationships, are fundamental components of the School's Student Wellbeing Policy.

Georges River Grammar has built a reputation around the ability to maintain discipline, 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".

Georges River Grammar does not use, or support the use of any disciplinary action that demeans, humiliates or physically harms a student including corporal punishment.

The Student Wellbeing Policy at GRG is underpinned by the following rights and responsibilities.

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- All students have the right to study, work and pursue activities in pleasant, well-kept surroundings
- All students have the right to feel proud in their School uniform
- All students have the right to solve their own problems when appropriate and manage their own behaviour
- All students have the right to prior knowledge and understanding of the consequences of inappropriate behaviour
- All students have the right to have their personal belongings treated with care.

Staff Members' Rights

- All staff have the right to pursue their work unhindered by disorder or disrespect
- All staff have the right to find fulfilment in their vocation of teaching.

Everyone's Rights:

- All students, staff, parents and visitors have the right to be treated with dignity and respect
- All students, staff, parents and visitors have the right to be free from harassment, physical abuse, emotional abuse and verbal abuse
- All students, staff, parents and visitors have the right to be communicated with clearly, politely and respectfully.

Responsibilities flowing from the rights above:

- Respecting the Anglican ethos and values of GRG
- Creating a positive learning environment and work ethic
- Behaving in an appropriate way in class and out of class
- Interacting positively with all members of the School community
- Ensuring that the uniform is worn with pride
- Taking pride in appearance and grooming
- Respect for the personal property of each person
- Using the internet, email and mobile phones appropriately
- Ensuring that GRG is smoke, alcohol and illegal drug free.

Merits

Students are given positive reinforcement through the School day whenever they have done something to improve themselves or others. Students may earn Academic and School Merit points for achieving a Personal Best in learning and for showing School spirit. Staff members, through a stamp in the Student Organiser, distribute these points to students. The Student Wellbeing Coordinator keeps a tally of these stamps. These merit points are accumulated across the Stage.

Merit And Demerit Stamps

Academic Merit and Demerit Stamps are issued by classroom teachers and placed in the Organiser. Academic Merits recognise improving academic standards while Academic Demerits highlight areas of concern. Examples include homework, assessment tasks and classwork. Academic Merits and Demerits are collected by Student Wellbeing Coordinators and recorded on student files.

If a student receives three Academic Demerits in a five-day period, they will be placed on an Afternoon Detention.

If a student receives two Afternoon Detentions in a Term they will be placed on a Saturday Morning Detention.

Academic Personal Bests

Academic Personal Bests are worth three points. They may be awarded for maintaining or improving standards in the following areas:

- class work
- homework
- assessment tasks
- examinations.

School Personal Bests

School Personal Bests are worth one point. They may be awarded for maintaining or improving standards in the following areas:

- conduct
- School service
- grooming
- uniform.

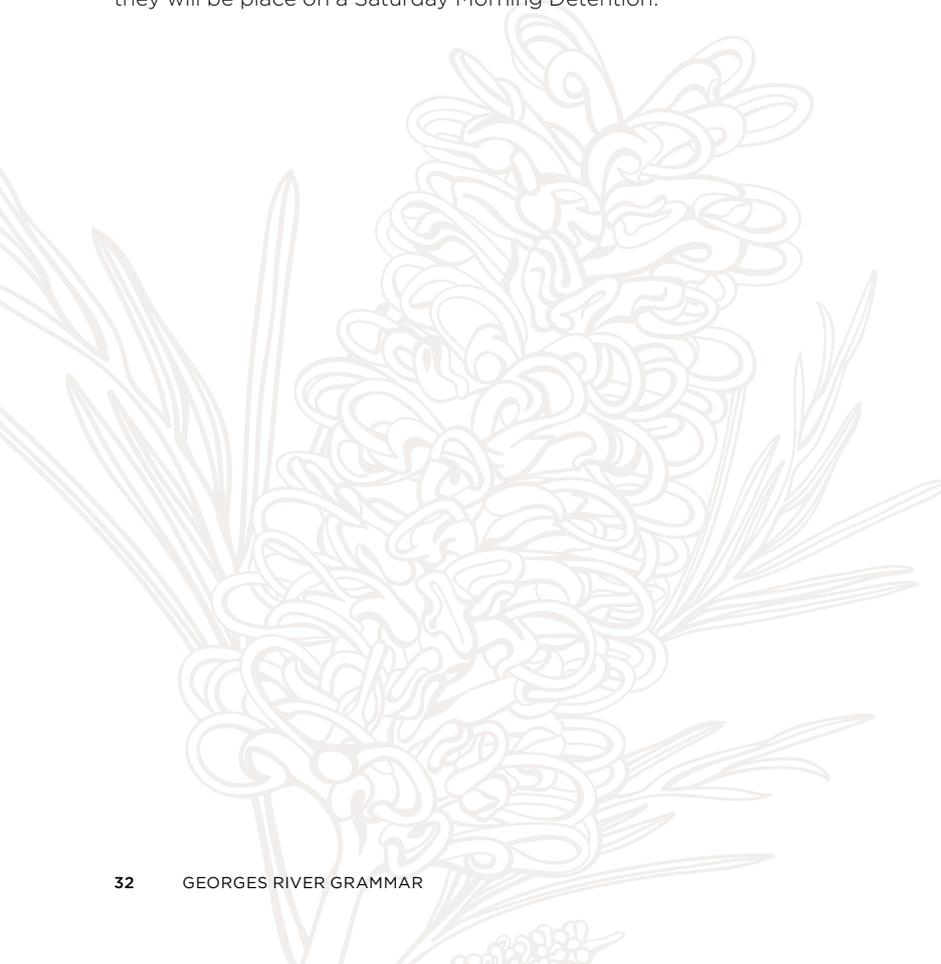
Criteria For Receiving Merit Points

Merit points must be unsolicited by the student. (i.e. Students may not request one.)

They may be awarded for academic performance or improved academic performance, House Spirit, manners, leadership, caring for others, effort, assisting staff or anytime a student exhibits positive behaviour that is not simply routine.

Examples may include, but are not confined to:

- School or Community Service — volunteering, School Spirit
- class work — outstanding or consistent academic performance
- conduct — exemplary conduct, politeness, punctuality, hospitality, etiquette
- homework and assessment tasks — effort and performance
- grooming and uniform — personal presentation.



9.2 Complaints and Grievance Resolution

9.2.1 Complaints and Grievance Resolution Policy

Rationale

Georges River Grammar 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

- Georges River Grammar 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 Georges River Grammar 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, the 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 grievance/complaint 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 grievance/complaint through an informal process in cases where the grievance/complaint is minor, the complainant wishes the matter to be dealt with informally or the grievance/complaint has arisen from lack of or unclear communication
- Formal processes will be used when informal processes have not been successful, a complainant seeks a formal process, or the Principal believes the grievance/complaint warrants formal investigation
- The formal process involved:
 - 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 Georges River Grammar 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.



Theme Ten

School Determined Priority Areas for Improvement.

Achievements of priorities identified in the School's 2016 Annual Report to the School Community.

	Priorities	Achievements
Quality Teaching and Learning	<ul style="list-style-type: none"> Establish a STEM committee K-12 to engage student learning in Science and Technology Further use data on student achievement to strengthen pedagogical practice and continue improvement of academic achievement at the School Continue emphasis on, and resourcing of, professional learning of Support Staff 	<ul style="list-style-type: none"> Review of current K-12 STEM initiatives. Plan for implementation of a K-12 STEM project for 2018 Literacy committee formed with priorities for 2018 identified Improved policy and processes for documenting evidence for NCCD Additional staff allocated to Learning Support in the Secondary School
Empowering School Leaders	<ul style="list-style-type: none"> Commit to ongoing professional learning of staff, in particular in the area of Student Wellbeing Develop the profile of the Head Teacher — Special Needs and Learning Support (7-12) Develop the profile of the Gifted Education Facilitator (K-12) Enliven the Student Representative Council 	<ul style="list-style-type: none"> Middle Management completed a two-day workshop on administering Mental Health First Aid Head Teacher Learning Support now attends Middle Managers meetings and liaises with psychologist and consulting for Primary staff G&T Facilitator presenting at combined staff meetings Needs continued focus
Staff and Student Wellbeing	<ul style="list-style-type: none"> Investigate the implications of employing a full time School Psychologist Conduct more Parent Information Evenings on student wellbeing 	<ul style="list-style-type: none"> Appointment of a full time School Psychologist Several Parent Information Evenings on student wellbeing were offered with pleasing take up from parents
Providing detailed information to the School Community	<ul style="list-style-type: none"> Launch the new public website and associated portals Conduct Parent Welcome Evenings for each Stage at the beginning of the year to meet new key staff members Update the format of the current School Newsletter Investigate new avenues of promoting the School 	<ul style="list-style-type: none"> New website and School app activated Principal Welcome Evenings achieved Newsletter format reviewed to reflect a 'one School' philosophy Carried over to 2018
Facilities and resources	<ul style="list-style-type: none"> Bless and officially open Stage 6 Reviewing the Secondary School Day Refurbishment of Science labs and learning Centre Complete the disability access ramp for Stage 6 Construct a new multipurpose court for student PDHPE lessons and sport whilst the Auditorium is being built 	<ul style="list-style-type: none"> Achieved Committee formed, review completed and presented to executive and staff Area was painted and carpet laid. Seminar rooms were constructed for small classes and to accommodate learning support assessments Plans and costings submitted, partial-completion Plans and costings submitted



MUSIC 2019
MUSIC 2019

LANGUAGES 2019
MAPUTSENO ABBASDOOR 2019

Theme Eleven

Initiatives Promoting Respect and Responsibility.

Whole School Activities

Our association with the Maphutseng Valley ended this year after completing our commitment of building a footbridge and supporting vulnerable orphans. Whilst the School takes some time to consider our next outreach project, we turned our attentions closer to home.

The School supported many charities in 2017 beyond those involved in the House Weeks. Two whole School initiatives that we participated in included the Wesley Mission Socks and Jocks appeal and Anglicare's Toys 'n' Tucker.

Providing basic necessities for those people in need or experiencing homelessness, restores both comfort and dignity.

Primary School Activities and Programs

Positive Behaviour Support

Our Positive Behaviour Support continues to provide a firm foundation for our School community in its teaching of kindness and care in all our interactions with one another. The School's expectations are valuable in teaching respect for one another and they enable staff to respond positively to students who may not always understand the need to be respectful. The four expectations are:

- we are Respectful
- we are Caring
- we are Learners
- we are Safe.

GRG's expectations:

We are
Respectful.

We are
Caring.

We are
Learners.

We are
Safe.



Since the implementation of this framework we have witnessed an increase in the ability of students to empathise with one another and to understand the need to be respectful in all our dealings with one another.

The student encouragement and recognition system includes Peace Awards and NED awards. The Peace Award acknowledges students who are helping to make our school a happy place and the NED Award's for those who Never give up, Encourage others and Do their best.

The Weekly Memory Verse and Manner of the Week also encourage a climate of tolerance and respect.

The planned and age appropriate experiences in community service include:

- child Support for a child in Kenya through ChildFund and six children in Lesotho through World Vision
- biggest Morning Tea fundraiser, Red Cross Bake Off and fundraising for communities affected by natural disasters
- Anglicare's Toys 'n' Tucker collection in summer
- operation Christmas Child is enthusiastically supported by our School community when we provide shoe-box size gifts of essentials for children in impoverished communities across the world
- Anglicare's 'Take Love' clothing collection in winter
- some families support those going through difficult times with offers of help and meals e.g. Deaths of family members and families where cancer treatment is ongoing.

Senior Leadership Program

The student development program continues to deliver students numerous opportunities to experience authentic leadership in the School and local community. The program focuses on developing confidence and competence as students learn the trials and triumphs that are associated with service and sacrifice. Students learn through experience and gain a deeper understanding of teamwork, leadership and commitment.

Each of the students involved in the program receive vital support from many GRG staff members who kindly volunteer time and expertise as supervisors and mentors. This support is crucial to the success of the program.

Our Captains and prefects have been outstanding representatives of the School at important events this year including the Year 7 Orientation Camp, World Vision Youth Summit, NSW Parliament House Youth Forum, MISA Leadership Seminars and the Prefect Service at St Andrews Cathedral to name but a few.

Remembrance Day and ANZAC Day Ceremonies

Georges River Grammar's recognition of these two occasions are significant, with special services organised and conducted by the students. Two of our Year 11 students, organised the ceremony and invited ex-serviceman Commander Phillip Anderson to address the School community. It was a very moving service where we remembered Australian and New Zealand Service men and women who lost their lives in conflict since the Gallipoli Campaign. The Primary and Secondary School Captains also represented GRG at the Hyde Park Commemoration with numerous other Sydney Schools.



Secondary School Activities and Programs

Tech Savvy Seniors

Once each term, students from Year 10 volunteered to assist senior citizens come to terms with their digital devices. The collaboration between GRG and the Canterbury-Bankstown City Council has afforded students at the School unique opportunities to work closely with senior members of our diverse local community. They work in small groups to help attendees at each session connect with family and friends, organise their calendars and enjoy working with their devices. The conversations are always enlightening for all involved and the students always come away feeling uplifted and valued.

Physical activity for students with disabilities

Year 10 students volunteer every Friday to work with students with disabilities at George Bass School. They assist them to participate safely in physical activity, many of which could not participate without their support. It is a fantastic example of how GRG students are showing compassion and empathy and a willingness to do something to make the lives of others more enjoyable.

Red Shield Appeal

Each year in May, Chaplain Tony DeTommaso from the Salvation Army, calls on the students from GRG to serve their community. The Red Shield Appeal has become an annual event that sees the prefect team at GRG lead students from all years to door knock homes in the streets neighbouring the School campus. The feedback from the local residents is always extremely positive and we are blessed to be surrounded by such a generous and giving community. The door knock provides opportunities for students to interact with a wide cross section of the community and learn more about the local area.

SES Cadet Program

The SES Cadet program continues to provide the students of GRG with a unique opportunity to serve the local community. The program for 2017 was run as an extra-curricular activity for students in Year 10 exclusively. The Cadet program provides an insight into the world of community service and helps students appreciate the importance of teamwork and leadership. This year GRG had its largest ever contingent of SES Cadets in the history of the program, anywhere in the State. Thirty three Year 10 students volunteered for the 10 weeks of training and a two-day assessment camp. This year GRG was also invited to compete in the Australian Fire Cadet Championships, which was held on the Central Coast.

One student was recognised for her excellent service and demonstration of personal growth with the Andy Roberts Memorial. The student and her family were invited to Parliament House for the award ceremony and she was also awarded a \$1,000 incentive payment to help fund her future educational opportunities.

Theme Twelve

Parent, Student and Teacher Satisfaction.

Parent Satisfaction Statement

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 and social and emotional development were held to keep parents informed about critical aspects of their child's progress. This was in addition to standard Parent Teacher evenings that are well attended. Parents are informed of academic progress via Semester Reports and Periodic reports which are issued once a term.

The Parents and Friends Committee (P&F) is the main representative body for parents. Attendance is strong and the level of support from those who do attend is very high. The P&F meet on the second Tuesday of every month during term time representing the students K-12. The P&F committee and volunteers support and sponsor numerous School community days and donate significant amounts of money to provide for School projects such as the thermoplastic playground markings and synthetic grass for the Primary play areas.

Student Satisfaction Statement

Regular meetings between the Student Leadership team and the Director of Student Wellbeing continue to occur so that students can raise concerns for the entire student body which are communicated to the School Leadership Team.

All available Year 7-12 students were surveyed about student wellbeing at GRG during class time in Term 2, 2017. Results of the survey concluded that:

- 97% of students agree that the teachers care about the students not just in their learning but in the overall day to day life of the School
- 92% of students feel safe at school
- 86% of students understand the School expectations and requirements
- 83% of students agree that the students care about each other and get along with each other
- 79% of students believe bullying IS NOT a problem at GRG
- 76% agree that the School code of conduct is fair and reasonable
- 67% of students are optimistic about their future
- 61% of students believe they are an engaged member of the School community.

fast facts

92% of students feel safe at school.

97% of students agree that teachers care about students, not just in their learning, but in the overall, day-to-day life of the School.

Teachers enjoy working in a Christian environment and work collaboratively to achieve the School's Strategic Plan. They acknowledged the School was operating in a dynamic environment with much growth and change.

Year 12 students complete an exit survey each year. The 2017 cohort overwhelmingly affirmed that they would highly recommend the School as an excellent education facility.

Teacher Satisfaction Statement

Teachers enjoy working in a Christian environment and work collaboratively to achieve the School's Strategic Plan. They acknowledged the School was operating in a dynamic environment with much growth and change.

The staff commented most favourably on the following:

- the opportunity to develop pedagogy by working with a mentor teacher through the Appretio process
- the availability of online Professional Learning opportunities such as Making Thinking Visible, to enhance the quality of teaching and learning
- the time and guidance provided in order to meet the implementation timelines for the NSW Syllabuses
- the Pastoral Care of students across K-12.

The School continues to offer staff a number of opportunities for informal feedback. Regular staff meetings, Middle Manager meetings and Professional Learning Days are significant times for consultation and reflection. More formal feedback was gathered from staff on issues like staff and student wellbeing and School operations. This feedback and all School initiatives are evaluated formally and discussed by the Senior Leadership Team at their weekly meetings.

86% of students understand the School expectations and requirements.

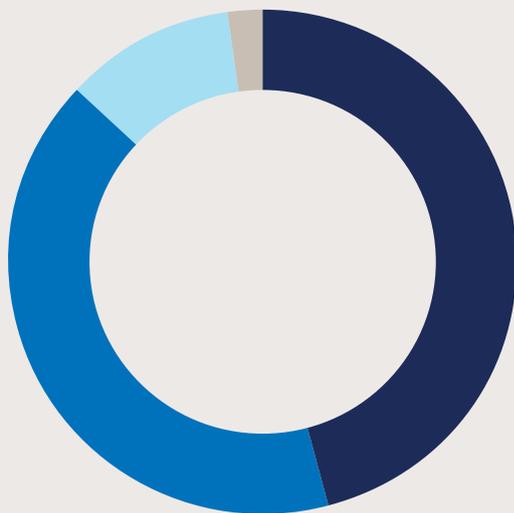
83% of students agree that the students care about each other and get along with each other.

Theme Thirteen

Summary

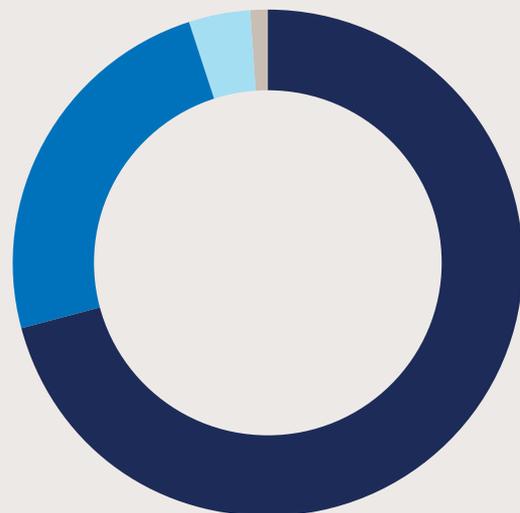
Financial Information.

Recurrent/Capital Income 2017



- 46% Fees & Private Income
- 41% Commonwealth Recurrent Grants
- 11% State Recurrent Grants
- 2% Other Income

Recurrent/Capital Expenditure 2017



- 71% Salary Expenses, Allowances and Related Expenditure
- 24% Non-Salary Expenditure
- 4% Capital Expenditure
- 1% Net Finance Costs

Theme Fourteen Publication Requirements.



As well as being available online,
a hard copy of this report can be made
available on request to the School.



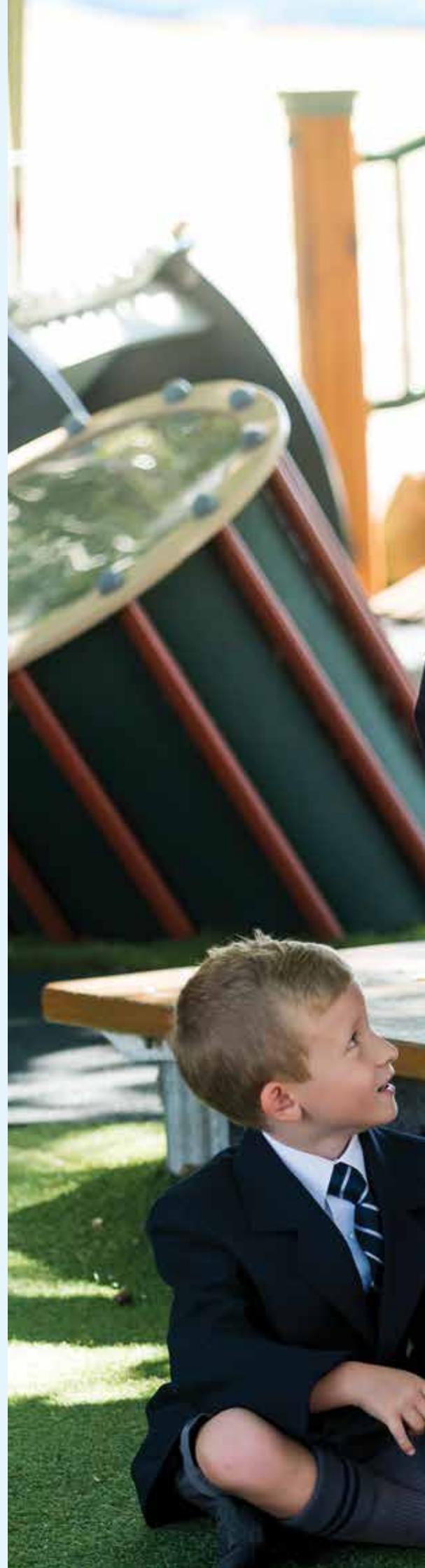
In 2017, Georges River Grammar continued its proud history of providing high quality, co-educational schooling to students in the Georges River Region and south western suburbs of Sydney.

This information on the 2017 school year is provided to comply with the NSW Education Standards Authority, Teaching and Educational Standards and State and Federal Government legislation and is accurate to the best of my knowledge.



Raquel Charet
Principal

30 June 2018







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