



GEORGES
RIVER
GRAMMAR

Inspired to learn
committed to serve.

Annual Report

to the School Community

2021

A Kindergarten to Year 12 Co-Educational
School in the Anglican Tradition

Principal: Raquel Charet

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 their 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.

The School was originally founded as St. Paul’s Choir 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.

The School has a capacity of 930 students over the Primary and Secondary Schools. The School is not academically selective. Its underlying philosophy is based on the following values: community, compassion, service, sacrifice.

The information contained in this report has been compiled for submission to the New South Wales Education Standards Authority to comply with legislative requirements for the continuing registration and accreditation of Georges River Grammar as a non-government school in New South Wales.

Philosophy

As a School in the Anglican Tradition, our aim is to educate our students from Kindergarten through to Year 12. There is an emphasis on a holistic education including 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 and particularly the servant leadership model, learning from the life and acts of Jesus Christ.

It is our vision that Georges River Grammar offers an 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 promotes healthy competition and resilience. In all 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](#).

Governance

Georges River Grammar, a registered Company under the Corporations Act, has a governing School Board of Directors. The Principal acts as 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 four sub-committees: Finance Committee, a Building Committee, a Legal Committee and a Governance Committee. The Principal is appointed by the Board and attends all Board meetings. The Board meets once a month during term time.



Theme One Message from Key School Bodies.

From the School Board



The last two years have been like no other that we have experienced in history, once again our resilience has been tested like never before.

These breaks in the continuity of life have pushed back many of the projects we have all wanted to achieve over the last two years. Whilst we all may not have achieved all the things, we had hoped to over this time, instead, we have all hopefully been able to spend more time with our children and our connections with them are things that we, and more importantly they, will cherish more than anything else over this period.

I mentioned last year that the goalposts in school life, and life generally, have shifted beneath our feet, and this has continued to occur again this year, however, our students have again taken it in their stride, and adapted as best they could. Technology has enabled us to undertake, from the confines of our homes, so many more things than ever before and facilitated us to undertake things like remote learning and working from home. These all generate challenges for students, teachers and especially parents trying to juggle their study and work commitments with the needs of the rest of their family members. For some, this adaption has been more of a challenge than for others, and this may not always be obvious for those close to them. Please check in with your friends, neighbours and family members to see how they are going. After the last couple of years, friendships and social connections are more important than ever before. Remember that whilst GRG is a school, at our core, we are a community and we are there to support each other wherever we can, so do not hesitate to reach out to a staff member, or fellow parent, we are there to assist in any way.

Thank you to all of those who have helped our School continue to meet the challenges over the past year. My fellow directors, your tireless work behind the scenes is greatly appreciated, without your continued support and dedication the school could not operate as effectively as it does. Our teaching and administrative staff, led by our Principal, Mrs Raquel Charet, and Deputy Principal, Ms Nadine Jones, thank you for all the modifications, adjustments and pivoting you undertook this year to meet the changing learning landscape we encountered.

To our wonderfully supportive Parent & Friends and parent community, led by Mrs Carolyn Emmas, thank you. Many of the usual events were not able to be held, and those that could be were impacted by outside events, like our Open Day held on a day of atrocious weather. Despite all the hurdles, you still turned up with a smile and because of your dedication, we had one of the most successful events we have had for many years.

To our students, once again COVID has impacted so many parts of your school life, despite all the obstacles of this year you have continued to work hard and make the best of a difficult situation, and you should be commended for everything you have achieved.

Parents are an important part of school life, you are constantly there to provide encouragement, support, and access to all of the activities that enable your children to grow and develop in life. As a school, we would not be able to operate without the support you provide to your children, and we thank you for that. Whilst they may not always seem to appreciate what you do for them, deep down they do and will forever be grateful for having you as their parents.

As the year draws to a close and society is opening up again, we hope that you are able to spend some quality time over the Christmas period with your extended family and friends. Have a safe and relaxing break and we look forward to seeing you in 2022.

D. McGregor

Mr David McGregor
Chair of Board

From the Principal

2021 started from a place of excitement, with so many initiatives we were excited to implement. Some went well and were achieved, and others fell victim to the long COVID lockdown in Semester 2.

The School completed its cycle of Professional Development with regard to its contract with the Association of Independent Schools, on behalf of the global movement, New Pedagogies for Deep Learning, an essential component of our 2019-2022 Strategic Plan. New Pedagogies for Deep Learning made space for our teachers to contemplate embedding the learning of six core competencies (creativity, collaboration, citizenship, character, critical thinking and communication) into the School's curriculum, documentation and practices. It engendered a shared language of the development of the essential skills required by our young adults in future workplaces. It also encouraged cross-curricular collaboration, to enable real-life and hands-on learning experiences to engage our children in a love of learning, with the vision of creating an 'inspiring learning community'.

The particular focus of Professional Development in 2021 was on the Berry Street Educational Model (BSEM). The Berry St Model is an evidence-based, trauma informed program that provides tools for teachers to manage behaviour before it escalates, by developing positive relationships with students, taking a positive approach to behaviour management, de-escalating behaviours and teaching their students mechanisms for impulse control and self-management. It is about approaching our students in the first instance with 'unconditional positive regard'.

Routinely, families and students comment on the beautiful feeling of community in our school. They say that the students feel known and cared for by their teachers. People love being part of the Georges River Grammar community. In 2021, we also wanted to improve student outcomes. We did this by upskilling teachers in their understanding and use of data. Our students are regularly assessed using a variety of test mechanisms. Summative data that can be used for assessment at GRG includes Allwell, NAPLAN and HSC RAP data. Teachers were trained to read and analyse this data. A Performance Development and Growth Program

(GRG's PDGP) was implemented to provide a structure to teacher goal development. Teachers design professional goals in line with the School's annual priorities. The PDGP framework assists teachers in developing their practice with a 2021 priority of ensuring that alongside excellent pedagogy and a focus on student wellbeing, data drives teaching, allowing us to do our very best to assist our students to do their very best.

Despite all our best efforts for a fabulous year, the reality was a year heavily marked by an extensive COVID lockdown in Sydney. The people of South-West Sydney were particularly affected by even more stringent restrictions and a longer lockdown. This meant that Georges River Grammar was closed from July through to the 18 October, with very strict return to school rules on the return of students. There is no doubt that parents, teachers and students suffered, and that the effect of those lockdowns is likely to be seen for years to come. Ultimately, however, our school met the challenges it faced. Feedback about remote learning parents indicated that students and parents were pleased with GRG's Remote Learning offering.

We worked hard as a school and as a community, to get through particularly hard times, support one another and still working on our cycle of improvement, always striving to deliver the very best to our students.

RCharet

Mrs Raquel Charet
Principal



Parents and Friends Association

We began 2021 with hope that we would be able to bring joy and celebrations back to the students and community of GRG. As a committee, we ensured community spirit remained positive and joyous at GRG. We cannot host events and celebrations without the wonderful team of volunteers that give up their time to help the Parents & Friends.

In 2021, the Parents & Friends Association pledged funds to the school for the addition of Solar Panels to assist the School with lowering costs towards electricity and reducing our carbon footprint. The role of the PARENTS & FRIENDS Association is to support and assist the School in every way we can, whether it be financially or creating community spirit through events and celebrations.

In Term 1, we enjoyed the company of our Kindergarten families as we welcomed them to GRG at the Kindergarten Pizza Picnic. The picnic is a relaxed evening for Kindergarten families to enjoy the company of other families and meet new friends, some of which will be lifelong, and engage with teaching staff and P & F committee and volunteers. The children always enjoy the evening with a feast of pizza and unlimited fun on the playground equipment. The Parents and Friends Association enjoys introducing new families to the community spirit we have at GRG. It makes us happy knowing that we have a great team of volunteer parents and that we are bringing the community together with new faces joining us every year.

Term 1 also saw the return of one of the most important days on our school calendar. Open Day 2021 was a different experience this year with limited numbers and bookings required. The Parents & Friends hosted the BBQ and Cafe areas which this year were complementary; our way to give back to the community after a tumultuous 2020. Open Day this year saw us battle with the 'weather gods', as bucket loads of rain came down, roads flooded, and winds whipped through the playgrounds. This did not stop us! We made tea, coffee, and hot chocolate to welcome and warm the many visitors. We also made toasties, egg and bacon rolls, and sausage sandwiches to fill their bellies after touring the School. The spirit of GRG was not dampened as we had a troupe of volunteers to help us on the BBQ and at the Cafe, providing smiles, knowledge and displaying the strong sense of community we have at GRG.

Term 2 began with the return of our Annual Mother's Day stall. It is always a pleasure to host these days and witness the excitement of the Primary students selecting their gifts for the special Mums, Grandmothers, and Carers in their lives. This day engages the children in being independent with their money and their choices. It is lovely to witness the bond of the children as siblings check with each other to avoid choosing similar gifts, and work together to ensure their special people receive surprises of all kinds. It was a busy day, and we had another amazing team of volunteers to assist with the delivery, set up and pack down, and assist the children at the stall.

We modified our Year 7 Welcome Evening this year to ensure limited numbers on campus. The Year 7 children had their camp delayed until Term 2 for 2021. It was after this we welcomed them and their parents, with a Pizza Picnic lunch for students with their Year 12 leadership mentors, and a light supper evening with parents to meet their children's teachers and watch the Camp video of all the activities and fun the children had.

Our team of volunteers spent the afternoon setting up and cooking for the event, mingling and welcoming new and familiar faces to the Senior School.

Term 3 threw us a curveball with a return of Covid-19 and remote learning. This put all our plans on hold for a big event we were to host in the Secondary school. We saw the K-12 Graduation become an online celebration again this year. This event is generally one of the highlights of the year. The Parents & Friends Committee celebrated this event with a light supper, a video presentation of the students throughout their 13 years at GRG, and the presentation of their GRG medallion to commemorate their 13 years of schooling at GRG. We celebrated their commitment to GRG from both students and parents throughout their school journey. As we grow as a school, we hope to see this event be a cherished part of the school journey and we can once again host this as a group together.

Our 2021 Carols event was also cancelled this year due to restrictions. Since 2013 we have ended our year with our Annual Christmas Party and Carols event. I personally have seen this event grow over the years and become the highlight of the calendar year for the students and families in the Primary school. This event would not be possible without the support of a large team of volunteers who donate prizes and devote their time to the committee in organising, setting up, and packing down the day. Watching the children burst from their classrooms at 3 pm and run with their friends to enjoy themselves on the rides, eating the yummy treats, and having fun playing games at the many stalls brings us so much pleasure. It is also wonderful to see families relax and socialise to see out the year and welcome the Christmas holiday period. The students provide entertainment with a small Carols concert during the afternoon and there is always the anticipation of the giant raffle to end the day. We look forward to the day we can host this event again.

On behalf of the Committee, I would like to thank the many families that have supported our efforts during the years. We are very lucky to have so many volunteers give up their free time to help at the various functions we hold.

Without their assistance we would not be able to deliver the experience and foster the community spirit we aim to achieve for the School.

We also thank Mrs Charet, Ms Jones, Mr Turton, Mrs Heinecke, and Mrs Mellars, and all the staff for their continued support in the work that we do.

Finally, I would like to express a sincere thank you to the Executive Committee members, Fiona Macnaught, Karin Aguila-Yusuf, Anna Edwards, Lisa Mason, and Camilla Stelmaszak for their dedication to the School. We also have a growing number of committee members whom we are very thankful for; they demonstrate their commitment by supporting the School, always offering their help and donations for events we hold. We would not be successful without these volunteers and our dedicated committee. We look forward to 2022, pray that the world recovers and we at GRG can look at holding our events. Until that time, we continue to support the School in every way.

C. Emmas

Mrs Carolyn Emmas
President
P&F Association

Primary School Leaders

At the conclusion of the previous year, after careful thought and input from teachers and students, two captains, two vice-captain, two prefects 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.

Primary Leaders 2021	
Ellis Tzanakis	School Captain
Madeleine Hulme	School Captain
Callum Tonks	Vice Captain
Chloe Cheung	Vice Captain
Savannah Carruthers	Prefect
Dean Stelmaszak	Prefect
Jentzen Lim	Rossiter House Captain
Emily Olivotto	Rossiter House Captain
Jim Jeremy	Jackson House Captain
Shelby Toddie	Jackson Captain
Leo Simmons	Wood House Captain
Natalie Porcu	Wood House Captain
Levi Athota	Chamberlain House Captain
Sandra Talevski	Chamberlain House Captain

Secondary School Leaders

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, senior prefects and house captain and general prefect positions are voted on and filled. These young women and men are then inducted at the end of Term 3 as the Secondary School Leadership Team.

Secondary School Leaders 2021	
Dylan de Domizio	School Captain
Madelene Giannisis	School Captain
Ivan Stojanovic	School Vice Captain
Courtney Emmas	School Vice Captain
Hayley Prenter	Senior Prefect
Charlotte O'Neill	Senior Prefect
Joel Brodie	Wood House Captain
Rhys Macnaught	Wood House Captain
Tim Phillips	Chamberlain House Captain
Josh Wills	Chamberlain House Captain
Ayman Edwards	Jackson House Captain
Maddison Winslett	Jackson House Captain
Ava Williams	Rossiter House Captain
Jet Tjong	Rossiter House Captain
Zena Bourgal	Prefect
Jackson Sloss	Prefect
Annalisa Siwak	Prefect
Lara Kassably	Prefect
Stephanie Skiadopoulos	Prefect

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 Sutherland Shire. Many of our students are either first- or second-generation Australians with 55% of students coming from a language background other than English. There is a relatively equal gender balance with the total enrolment made up of 53% male to 47% female. 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: <http://www.myschool.edu.au>



Theme Three

Student Outcomes

in Standardised National Literacy and Numeracy Testing.

The National Assessment Program - Literacy and Numeracy (NAPLAN) tests the literacy and numeracy skills of all students in Years 3, 5, 7, and 9. The performance of each student tests 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 for their child's test results.

The table below shows the average student results of Georges River Grammar in 2021, when compared to all Australian students. Cells coloured dark blue indicate that GRG students achieved well above average when compared to all Australian students, whilst light blue indicates that GRG students achieved above average in comparison to all Australian students. The cells that remain indicate that the School's results are 'close' to those of all students nationally.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	453	461	473	463	430
Year 5	508	508	534	516	506
Year 7	554	554	573	552	582
Year 9	593	586	607	595	631

Comprehensive NAPLAN data can be found on the My School website (<https://myschool.edu.au/school/43874>).



Theme Four

Secondary School Outcomes (Student Achievement).

Record of School Achievement Years 10 and 11

In 2021, 48 Year 11 students and 74 Year 10 students received a Record of School Achievement (RoSA). This was 100% of the cohort in both Year groups.

Higher School Certificate 2021

In 2021, 74 students were awarded a Higher School Certificate. This was 100% of the cohort. Georges River Grammar extends its congratulations to all students who worked conscientiously and achieved their best during their examinations, particularly due to the challenges they faced in light of the COVID-19 pandemic and the lockdown that ensued. The School is equally proud of those who achieved their best in cultural and sporting activities throughout the year.

GRG 2021 Dux of the School

Joshua Wills

- ATAR of 98.30
- Band 6/E4 in English Advanced, English Extension 1, Mathematics Extension 1, Mathematics Extension 2 & Modern History

Distinguished Achievers

Distinguished Achievers are recognised for achieving a Band 6 or Band E4 result in a course.

Elle Alloggia
Zena Bourgol
Thomas Borg
Dylan de Domizio
Courtney Emmas

Ryan Freeman
Madelen Giannisis
Rachael Gillett
Raymond Hatem

Joshua Hutchinson
Tarryn Shaw
Ava Williams
Joshua Wills

GRG HSC Top Band Honour Roll 2021

The students listed below achieved in the highest band awarded for 2021 students. The first student named is the highest Georges River Grammar performer in the course (alphabetical for more than one). The remainder are listed alphabetically.

	Student
Business Services	Zena Bourgol Ava Williams
Chemistry	Joshua Hutchinson
English Advanced	Joshua Wills
English Extension 1	Madelen Giannisis Joshua Wills
History Extension	Madelen Giannisis
Hospitality	Tarryn Shaw
Investigating Science	Rachael Gillett
Mathematics Standard 2	Zena Bourgol Courtney emmas
Mathematics Advanced	Dylan de Domizio Ryan Freeman
Mathematics Extension 1	Raymond Hatem Joshua Hutchinson Joshua Wills
Mathematics Extension 2	Raymond Hatem Joshua Hutchinson Joshua Wills
Modern History	Madelen Giannisis Joshua Wills
Music 1	Thomas Borg
PDHPE	Ava Williams
Physics	Ryan Booker
Visual Arts	Elle Alloggia

Subject Results

Students at the School also performed above the State average in Business Services, VET, Construction Pathways VET, Drama, English Studies Examination, English Extension 1, Hospitality VET, Information Processing and Technology, Investigating Science, IDT VET, Mathematics Standard 2, Mathematics Extension 2, Modern History, Music 1.

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

	School (%)	State (%)
Business Services	11.76	3.93
Investigating Science	9.09	8.28
Mathematics Extension 2	60	42.74
Modern History	15.38	10.6
Hospitality	10	5.6

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 (%)
Business Services Examination	35.28	27.42
Construction Pathways Examination	50	29.2
Drama	66.66	45.47
English Extension 1	100	93.63
English Extension 2	100	83.86
Hospitality Examination	60	29.09
Information Processes and Technology	37.5	31.74
IDT Examination	45.45	21.89
Investigating Science	45.45	40
Mathematics Standard	30.23	24.5
Mathematics Extension 2	100	86.48
Modern History	38.45	37.59
Music 1	88.88	64.24

Theme Five

Teacher Professional Learning, Accreditation and Qualifications.

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, or	84
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	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 2021. For further information go to <http://www.myschool.edu.au>

Teacher Accreditation

Level of Accreditation	No. of Teachers
Conditional	4
Provisional	5
Proficient Teacher	75
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

Teacher Professional Development

As a result of the extended COVID-19 pandemic lockdowns that occurred between June – October 2021, and the various restrictions placed on schools as a result of this, teaching staff participated in significant less formal professional development when compared to previous years, particularly in Semester 2. Nonetheless, **all teaching staff were involved in professional development activities throughout the year.** As was the case in 2021, staff opted to engage in courses provided remotely by external providers, including via Zoom and Microsoft Teams.

In 2021, all members of the Teaching Staff, as well as some members of Non-Teaching Staff, commenced training in the Berry Street Education Model (BSEM). This four-day training course was completed online, and as described on its website: 'The Berry Street Education Model (BSEM) provides strategies for teaching and learning that enables teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement. Our pedagogical strategies incorporate trauma-informed teaching, positive education, and wellbeing practices.' (<https://www.berrystreet.org.au>)

Additionally, Professional Learning Days at GRG continued to focus the implementation of the New Pedagogies for Deep Learning framework across the School, as well as the introduction of the GRG 'Professional Development & Growth Program.' Consistent with school policy, all staff engaged in CPR and Asthma/Anaphylaxis training or maintained their Senior First Aid Training qualifications. Staff also had access to the Teacher Learning Network online to complete various online courses of their choice.

The Association of Independent Schools was also employed to mentor teachers through the process of achieving their Proficient Teacher status.

A record of all formal professional learning activities was kept; a summary is provided in the table below:

Description of the Professional Learning Activity	No. of Staff Participating
Child Protection NSW Training	84
Berry Street Education Model: Days 1 – 2	76
Analysing HSC Data	45
Understanding Allwell Data	33
Curriculum: Conferences, networking days, or symposiums focusing on specific subject areas	19
Curriculum: HSC Marking and Briefing Sessions	5
Pedagogy: NAPLAN Markers Course Narrative Writing	3
Pedagogy: NAPLAN Markers Course Persuasive Writing	3
Wellbeing: Behaviour Management	2
Curriculum: Orff Levels	2
Leadership: Growing Evidence Informed Practice	1
Leadership: AIS Middle Managers Course	1
Pedagogy: Differentiating for All Students (AISNSW)	1
Leadership: VET Compliance Officers Day	1
Leadership: Duke of Edinburgh's Award Leader Training	1
Curriculum: AISNSW The Craft of Writing	1
Curriculum: Meet the Markers HSC Biology	1
Leadership: Pathways and Partnerships Forum	1
Curriculum: Ancient History Core Study	1
Pedagogy: Teaching Metacognitive Thinking Skills	1
Wellbeing: Recognise and Respond to Domestic Violence	1
Curriculum: Texts and Human Experiences Stage 6 English	1
Curriculum: Navigate Preliminary Food Technology	1
Pedagogy: Supporting Students with EALD in the Classroom	1
Wellbeing: Dyscalculia Webinar	1
Wellbeing: Anxiety in Children	1
Pedagogy: Working with PAT Data	1
Curriculum: Early Literacy Learning	1
Curriculum: Minecraft Workshop	1
Curriculum: Preparing for the 2021 HSC Investigating Science Exam	1

Theme Six Workforce Composition.

84 Teaching Staff
76.1 Full-time equivalent teaching staff
37 Non-teaching staff
27.8 Full-time equivalent non-teaching staff

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

<http://www.myschool.edu.au>

GRG

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 Student Wellbeing 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, and students were placed on a Graduated Attendance Plan.

Please note student attendance rates for 2021 may have been impacted by COVID-19.

Student Retention Rates

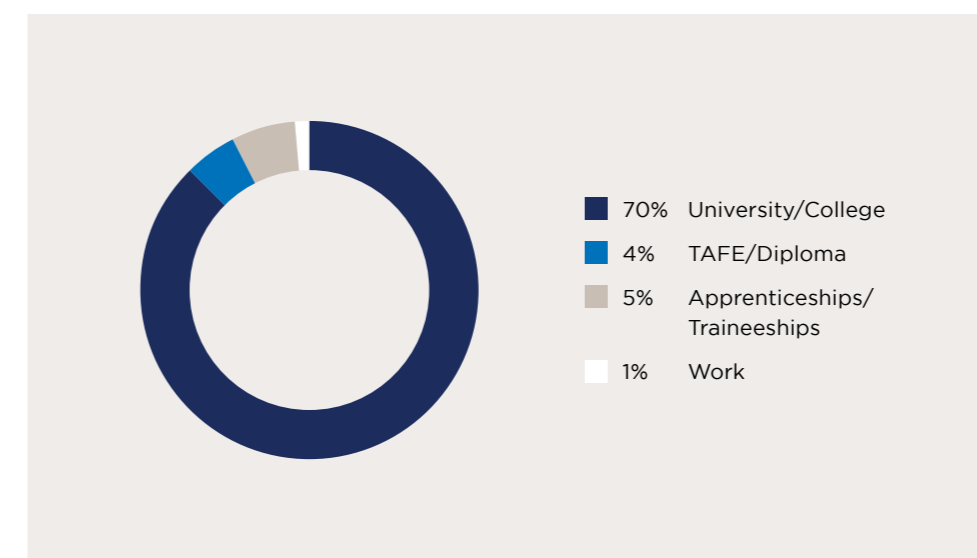
89% of the 2019 Year 10 cohort completed Year 12 in 2021. A few students moved schools as their family relocated. Throughout the Preliminary years and HSC, a few students also made the decision to move into TAFE study or full time employment

96.4% daily attendance in 2021

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
96.6%	97.0%	97.1%	95.9%	96.3%	95.8%	95.5%	96.5%	95.4%	97.0%	95.9%	97.4%	97.4%

Post-School Destinations

The Year 12, 2021 cohort of 73 students 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 the 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 considers 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 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 administration fee of \$500 and the \$500 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 continue to be due and payable 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 parents/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.

6 Obligation of Students

- Students are required to have high standards of behaviour and:
- 6.1 abide by the School Rules and Codes 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 Obligation 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 Application for Enrolment 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 medical and general information 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) indemnifies 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 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 Georges River Grammar
Student means the student who is named in the Enrolment Application

Signature of both Parents/Guardians

Print Name	Relationship to Student	Signature	Date

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 a fair punishment is. 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 publicly 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 Student Wellbeing Coordinator, Subject Head or Director of Student Wellbeing 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, this 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.

Public Disclosure and the Communication of Changes to Policy

A select of key school policies are publicly available on the School's website. All school policies are available to staff on the School's Policy Hub.

Changes to policy affecting staff are communicated to staff via email and in staff meetings.

Changes to policies relating to parents and students are communicated via the School's newsletter or via email.

Changes to student policy are communicated to students in assemblies, on the school's LMS and in Roll Call announcements.

Student Wellbeing Program

Georges River Grammar (GRG) understands that promoting student wellbeing enhances learning; the School plays a critical role in supporting each student in their own unique learning journey. Personal responsibility, respect, and a genuine partnership between the student, the family and the School are fundamental components of the School's Student Wellbeing Program – a program that aims to develop students into resilient, engaged and accomplished lifelong learners who are equipped to face the challenges of our increasingly complex world.

GRG focuses on the whole student and aims to provide opportunities that enable every student to thrive, grow and prosper. The School is committed to ensuring that every student is known, valued and has an authentic sense of belonging; essential to this is the creation of an inclusive school environment where students feel supported, safe and their voices are heard.

GRG Student Wellbeing and Discipline Procedures have been designed to ensure that students are supported cognitively, emotionally, and socially in their development of the skills needed to make valuable contributions to society. The policy recognises that students have diverse learning

needs and some students may require additional support in their acquisition of the knowledge and skills that enable them to succeed. It also aims to foster a sense of personal responsibility and commitment to others, whilst establishing positive, collaborative relationships across the School community.

Underpinning the GRG Student Wellbeing and Discipline Policy are elements of positive psychology. Staff at GRG are currently training in and practising the implementation of the Berry Street Education Model (BSEM), an approach to teaching and learning that enables GRG staff to engage all students and improve students' self-regulation, growth and academic achievement. Therefore, this policy will be updated annually as the BSEM is implemented and embedded in practice over the coming years.

GRG does not use or condone the use of any disciplinary action that demeans, humiliates, or physically harms a student. Corporal punishment is prohibited in our school and will not be used in any circumstance. The School has also built a reputation around the ability to maintain discipline, deal with behavioural issues quickly and ensure that a supportive and productive learning environment is maintained for all members of the School community. When dealing with any discipline issues, genuine care and concern for the student are central to the management of any behaviour and restorative justice is utilised to repair and achieve outcomes for all, particularly when relationships are ruptured.

Staff employ a range of techniques to promote pro-social behaviours by modelling and explicitly teaching the standards of behaviour expected at GRG to facilitate the development of a compassionate and supportive school environment. Unconditional positive regard underpins all interactions between staff and students.

GRG also employs a full-time psychologist, who is able to provide additional academic, psychosocial and emotional wellbeing support for student across K-12, as necessary.

Georges River Grammar Primary School: Discipline Policy

We recognise that the School plays an important role in assisting children become responsible citizens with a commitment to personal, peer and community wellbeing. The School also has the responsibility to help equip students with the skills and confidence needed to make valuable contributions to society. Consequently, the School rules, expectations and responsibilities reflect the themes of:

- valuing self
- valuing others
- engaging in community, and,
- staying safe.

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. GRG staff show commitment to this understanding by facilitating the development of a caring and supportive school environment. This ideology is supported by the Primary School Merit System, which has been developed to encourage positive interactions and acknowledge positive behaviour.

Primary School Merit System 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 to the Head of Primary 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.

Primary School Expectations

To ensure that the 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

In order to encourage positive behaviour and nurture resilience, GRG School Expectations are displayed throughout the School. We recognise that when we value others, we treat them fairly and with respect; not only does this help students achieve, but is also allows each individual work, play, and learn in a friendly, safe and supportive environment.

How to be a Positive Behaviour Champion

We Are Respectful	We Are a Community of Learners	We Are Safe	We Are Caring
We are respectful when we follow directions	We are learners when we are doing NED	We are safe when we are sun safe	We are caring when we help others
We are respectful when we take turns	We are learners when we are being peaceful	We are safe when we are in the right place at the right time	We are caring when we are global citizens
We are respectful when we touch our own and property, and the property of others with their permission	We are learners when we do things for ourselves	We are safe when we use and store equipment safely	We are caring when we include others.
We are respectful when we look after our environment	We are learners when we use strategies to prepare ourselves for learning.	We are safe when we are hands off others	
We are respectful when we speak in a peaceful tone.		We are safe when we are hygienic.	

Primary School Discipline Level System

The Discipline Policy at Georges River Grammar seeks to promote positive behaviour within the School, establish appropriate standards of behaviour and to reinforce the role of the student in taking responsibility for their own behaviour and actions. Students demonstrating unacceptable behaviour may receive consequences for their action, as detailed below.

Level 1 Behaviour (Yellow)	
Examples of Conduct	Suggested actions/consequences
Low level behaviour (one-off or minor incidents) that cause minor disruptions to learning or distress to another student: <ul style="list-style-type: none">Minor rudeness to peers e.g. name callingExcluding others from a gameDeliberate interference in learning or playRefusing to participate in lessons or follow instructionsMinor swearing or rudenessMinor physical altercation e.g. a small pushActing in a manner that potentially causes harm to another student	<ol style="list-style-type: none">Provide an opportunity for the student to de-escalateImplement a restorative process. The conversation should include questions such as:<ul style="list-style-type: none">What have you done?What could you do differently next time?How can you repair the situation?What do you think is a fair outcome?
Who will investigate and manage?	Who will be informed?
Supervising teacher (Classroom teacher or playground duty teacher)	Class teacher

Level 2 Behaviour (Purple)	
Examples of Conduct	Suggested actions/consequences
Repeated incidents of low level behaviour or behaviour that is disruptive or unsafe and causes distress to another student: <ul style="list-style-type: none">Rudeness to a teacher or repeated rudeness to another studentRepeated disruption to classroom learningThreatening harm to another studentMaking contact with another student that is intimidating or threateningDeliberate use of words to cause emotional distressPrompting others to exclude an individual from a playFostering ill-feeling towards another studentMisuse of technology (mild to moderate)Repeated instances of Level 1 behaviour	<ol style="list-style-type: none">Provide an opportunity for the student to de-escalateImplement a restorative process. The conversation should include questions such as:<ul style="list-style-type: none">What have you done?What could you do differently next time?How can you repair the situation?What do you think is a fair outcome? <p>The cycle of actions and consequences should be made in consultation with the student and in the context of their specific actions.</p> <p>Some examples of Level 2 consequences may include:</p> <ul style="list-style-type: none">Time off the playgroundTime away from the regular class (in the classroom of a Stage Coordinator or other teacher)
Who will investigate and manage?	Who will be informed?
Supervising teacher (Class teacher or playground duty teacher)	Class teacher Stage Coordinator

Level 3 Behaviour (Orange)	
Examples of Conduct	Suggested actions/consequences
Repeated incidents of unsafe behaviour, or behaviour that is significantly disruptive to learning and/or causes more lasting distress to another student: <ul style="list-style-type: none">Deliberately causing harm to another student, resulting in injuryActing in a manner that risks harm to another student, leading to subsequent contact with a student or minor property damageWilful damage to propertyDisplaying poor behaviour on public transportMisuse of technology (deliberate and anti-social)Theft	<ol style="list-style-type: none">Provide an opportunity for the student to de-escalateImplement a restorative process. The conversation should include questions such as:<ul style="list-style-type: none">What have you done?What could you do differently next time?How can you repair the situation?What do you think is a fair outcome? <p>The cycle of actions and consequences should be made in consultation with the student and in the context of their specific actions.</p> <p>Some examples of appropriate Level 3 consequences may include:</p> <ul style="list-style-type: none">For playground incidents, additional days off the playgroundFor classroom incidents, 1-day internal suspension
Who will investigate and manage?	Who will be informed?
Stage Coordinator	Parents Classroom teacher Stage Coordinator Director of Student Wellbeing (for possible referral)

Level 4 Behaviour (Green)	
Examples of Conduct	Suggested actions/consequences
On-going behaviour that is impacting significantly on the learning or sense of safety of other students or staff: <ul style="list-style-type: none">Repeated incidents of Level 3 behaviourBehaviour that results in significant injury to another studentSignificant misuse of technologyBehaviour that results in significant injury to another student	Ensure all students and staff are safe. Evacuate, as necessary. <ol style="list-style-type: none">Provide an opportunity for the student to de-escalateImplement a restorative process. The conversation should include questions such as:<ul style="list-style-type: none">What have you done?What could you do differently next time?How can you repair the situation?What do you think is a fair outcome? The cycle of actions and consequences should be made in consultation with the student and in the context of their specific actions. <p>Some examples of appropriate Level 4 consequences may include:</p> <ul style="list-style-type: none">withdrawal from regular school activitiesinternal or external suspension Expulsion is considered by the Principal at this stage.
Who will investigate and manage?	Who will be informed?
Head of Primary Director of Student Wellbeing Deputy Principal	Parents Classroom teacher Stage Coordinator Head of Primary Director of Student Wellbeing Deputy Principal Principal

Georges River Grammar Secondary School: Discipline Policy

In the Secondary School, students are provided with strategies which enable them to take a proactive approach when dealing with the issues they will inevitably face; fostering a sense of belonging is vital in ensuring that every students' needs are met. Under the direction of the GRG Student Wellbeing Team, students are equipped with the tools required to flourish emotionally, academically, mentally and spiritually.

The Secondary School's Discipline Policy is underpinned by the following rights and responsibilities.

All students have the right to:

- learn in a safe and secure environment
- study, work and pursue school-based activities in pleasant, well-kept surroundings
- feel proud in their school uniform
- be supported to solve their own problems
- be supported to manage their own behaviour, and,
- have their personal belongings treated with respect and care.

All staff have the right to:

- work in a safe and secure environment
- contribute to ongoing learning, practice pedagogy and school-based activities
- contribute to upholding pleasant and well-kept surroundings
- find fulfilment in their vocation of teaching, and,
- feel proud and supported to work at GRG.

All members of the school community have the right to:

- be treated with dignity and respect
- conduct their duties in a safe and secure environment, and,
- be communicated with respect and receive respectful communication.

As a result of the rights outlined above, students have the following responsibilities:

- to respect the Anglican ethos and values of GRG
- to contribute to the creation of a positive learning environment
- to behave in an appropriate way
- to interact positively with all members of the School community
- to take pride in their appearance, including personal grooming, in accordance with the School's policies and procedures

- to respect the property of others
- to use ICT facilities appropriately, and,
- to ensure that GRG is a smoke-free environment, where smoking, alcohol and drug-use is prohibited.

Secondary School Merit System

Students are given positive reinforcement through the day whenever they have done something to improve themselves or assist others. Students may earn Academic and School Merit points for achieving a Personal Best (PB) in learning and for showing School spirit. Staff members, by placing 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.

Academic merit and demerit stamps are issued by classroom teachers and placed in the Student Organiser. Merit points must be unsolicited by the students (i.e. students may not request one from a teacher). Academic merits recognise improving academic standards, while demerits highlight areas of concern. If a student receives three academic demerits in a 5-day period, they are placed on an afternoon detention. If a student receives two afternoon detentions in a term, they will be issued a Saturday morning detention.

Academic personal bests (PBs) are worth 3 points. They may be awarded for maintaining or improving standards in the following areas:

- class work
- homework, and,
- assessment tasks and/or examinations.

School Personal Bests (PBs) are worth 1 point. They may be awarded for maintaining or improving standards in the following areas:

- conduct
- homework and/or assessment tasks
- personal presentation
- school or community service, and,
- uniform and/or personal grooming.

Secondary School Merit Levels and Reward Program

	Description	Recognition
Platinum	Student has earned 100 Merit Points	Student is allowed to attend a Reward Day in Term 4. Recorded for student reference and profile.
Gold	Student has earned 75 Merit Points	Student receives a Gold Merit Certificate and a letter from Head of Secondary School.
Silver	Student has earned 50 Merit Points	Student receives a Silver Merit Certificate.
Bronze	Student has earned 25 Merit Points	Student receives a Bronze Merit Certificate.

Secondary School Behaviour Policy

The Discipline Policy at Georges River Grammar seeks to promote positive behaviour within the School, establish appropriate standards of behaviour and to reinforce the role of the student in taking responsibility for their own behaviour and actions. Students demonstrating unacceptable behaviour may receive consequences for their action, as detailed below.

Pre-referral		
Description	Documentation	Consequence
Inappropriate or unsuitable behaviour within the classroom context is managed by the classroom teacher through behaviour modification strategies	Behaviour of student and action taken by teacher is document in the Student Organiser	Student spoken to; moved to different position; other suitable consequence. Parents informed via Student Organiser if initial poor behaviour does not change
Duration		Staff
Time given for student to modify their behaviour		Classroom Teacher
Level 1 Yellow		
Description	Documentation	Consequence
After management, strategies are exhausted, and after consultation with the HOD, the classroom teacher issues a Level 1 Card and both the teacher and the HOD monitor the student. Discipline Cards will describe problem behaviour/s and suggest strategies for the student to overcome their problem.	Class teacher monitors behaviour on Level 1 Card (Yellow) for the subject. A record is made in the Student Organiser that student is on Level 1. The HOD makes a record on PC School	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
Duration		Staff
6 lessons		Classroom Teacher
Level 2 Purple		
Description	Documentation	Consequence
Failure to modify behaviour on Level 1, through consultations with the HOD, or Student Wellbeing coordinator. Student who was previously on this level has begun to repeat problem behaviours within 4 weeks Serious behaviour such as challenging teachers or constant disruption of class	Head of Department/Student Wellbeing Coordinator monitors behaviour on a Discipline Level 2 Card (Purple) for the subject. Head of Department makes a record on departmental files.	Failure to adhere to agreed standards of behaviour results in immediate move to Level 3. Student is counselled by Head of Department/Student Wellbeing Coordinator/Head of Secondary School. Student receives After School Detention. Student is withdrawn from class and placed into the Head of Department's class if necessary.
Duration		Staff
2 weeks		Head of Department Student Wellbeing Coordinator

Level 3 Orange		
Description	Documentation	Consequence
Failure to modify behaviour on Level 2 issued by Head of Department and Student Wellbeing Coordinator. 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, significant ICT breach, damage to school property	Head of Secondary School monitors behaviour on an Orange Card for all subjects. Parental interview Head of Secondary School makes a record on student file.	Not permitted to represent School Student counselled by selected member of the School community. If applicable professional behaviour counselling may be offered. Student receives a Saturday Detention.
Duration	Staff	
As required	Head of Secondary School	
Level 4 Green		
Description	Documentation	Consequence
Failure to modify behaviour on Level 3 issued by Head of Secondary School. Physical violence to another student. Significant ICT breach Severe damage to School property	Warning letter of possible loss of enrolment if behaviour continues Parental interview.	Internal Suspension External Suspension Probation on return
Duration	Staff	
As required	Deputy Principal Head of Secondary School	
Description	Documentation	Consequence
Continued failure to change behaviour.	Parental interview	Expulsion
Duration	Staff	
	Principal	

Georges River Grammar reserves the right to circumvent some or all of the levels outlined above at the discretion of the Principal.

Behaviour Procedure

1. **Classroom Teacher/Playground Supervising Teacher**
The classroom teacher takes appropriate action. This action is recorded as a note in the Student Organiser. A running record of strategies employed may also be recorded. Serious offences should be referred directly to the Head of Department or Head of Secondary School. Isolating a student outside of a classroom in an unsupervised situation should be avoided.

2. **Referral to Head of Department/Student Wellbeing Coordinator**
If the negative behaviour persists, the student is to be referred to the Head of Department/Student Wellbeing Coordinator. The Head of Department/Student Wellbeing Coordinator 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 teacher after consultation with the Head of Department/Student Wellbeing Coordinator 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 Student Wellbeing Coordinator. If a student placed on Discipline Level 1 fails to show improvement in their behaviour, the Head of Department may then place the student on Discipline Level 2.
3. **Referral to the Head of Secondary School**
Failure to meet behavioural standards on Discipline Level 2 will result in referral to the Head of Secondary School by the Head of Department or Student Wellbeing Coordinator, together with all appropriate documentation of action taken in the Behaviour Notes on PC School. At this stage, the Head of Secondary School may decide that placing the student on Discipline Level 3 or 4 is necessary. Saturday detentions are authorised through the Head of Secondary School. Parent discussions are recorded.

4. **Uniform/Playground/Sport Issues**
Student referred to Head of Sport (Sport) or Student Wellbeing Coordinator (Playground/Uniform).

- 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 behaviour management of any child. This is particularly important in the case of external providers.
- All staff must record behaviours in Student Organiser and on PC School.

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 behaviour management.
3. The behaviour management 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.** In some instances, such as alleged incidences of bullying, it may be appropriate for the Head of Secondary School to facilitate a restorative meeting between students to resolve conflicts between students.
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 may result in suspension or expulsion.
5. Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student will be:

- a. informed of the alleged infringement;
 - b. informed as to who will make the decision on the penalty
 - c. 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,
 - d. 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) will 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, serious misuse of technology, 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 Deputy Principal, Head of Secondary School, Director of Student Wellbeing, Student Wellbeing Coordinator and/or Head of Department.
 9. It is not the policy of Georges River Grammar 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 one day’s notice. This written notice will 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 will be filled in. It will then be signed by the Head of Secondary School and sent home with the student to be signed by a parent/caregiver prior to the student attending the detention.

The following items are restricted and must not be brought to School:

- large amount of money
- illicit substances
- aerosol spray cans/ aerosol deodorants

- metal rulers
- weapons of any kind
- chewing gum
- infrared hand controllers or laser pointers
- inappropriate printed material

- collectible cards

If unacceptable items, including those listed above, are brought to School, they will be confiscated for a nominated time and only returned to a parent/caregiver.

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

Afternoon Detention	Saturday Detention	Suspension
<ul style="list-style-type: none">• Uniform Breach• Non-submission of Assessment Task• Regular lateness to School• Playground misdemeanour• Unauthorised use of technology• Chewing gum• Ongoing behavioural issues e.g. being disrespectful• Progressing to Behaviour Level 2• Removal of filtering technology from device	<ul style="list-style-type: none">• Failure to present for Afternoon Detention without reasonable explanation• Harassment/Bullying• Truancy (including fractional truancy)• Misconduct on public transport, school excursion or event• Defacing or wilful damage to school property• Inappropriate use of technology• Progressing to Behaviour Level 3	<ul style="list-style-type: none">• Failure to present for Saturday detention without reasonable explanation• Serious breach of Discipline Policy of School Rules• Public display of anti-school sentiment• Consumption of illicit substances• Serious damage to school property• Found in possession of restricted item at school• Progressing to Behaviour Level 4

General School Rules

1. Students are expected to be punctual in their attendance at School and to attend all timetabled classes.
2. Students are expected to move between classes and activities quietly and quickly. Students not ready to begin work on time may be required to obtain a late note and may be deemed to be truanting.
3. Out of Bounds Areas must be observed.
4. Students must not enter a classroom without the permission of a member of staff. A class arriving at a classroom before the teacher must line up quietly outside the room until the teacher arrives. On entry, students must stand until seated by the teacher.
5. At all times, students are to behave in an appropriate manner. Rooms are to be left in a tidy state, with furniture arranged according to the seating diagram. Bags are to be stored in student lockers.
6. Personal property is to be clearly marked with the owner’s name. Stealing will not be tolerated. The School will not be responsible for loss or damage to personal property, including electronic devices.
7. The School’s premises are to be kept in a tidy condition. Students will be required to clean up their own litter at the end of each recess and lunch time.
8. Students must not leave the School’s premises without the permission of the Head of Secondary School. This rule applies from the moment students arrive at school. Permission to leave school will generally only be given on presentation of a note from parents. The request note must be presented at the School Office before 8.25 am for those leaving early. An ‘Early Leaver’ pass will be issued to leave at the appropriate time. This pass must be kept by the student until they arrive home that evening.
9. Students must not bring dangerous implements or illicit substances to school. Students found in possession of such substances or implements can expect the authorities to be informed. Smoking or drinking of alcohol is prohibited. Prescription drugs will be administered by the School Nurse or her delegate. Some secondary students will be given permission by the administration staff to self-administer these medications once they have been authorised by their parent/caregiver and shown to administration staff.
10. Chewing gum must not be consumed at School.
11. Students must wear their uniform appropriately and personal grooming must be according to School expectations.
12. The use of mobile phones is prohibited at School and phones should be switched off during school hours. The School does not accept responsibility for lost, stolen or damaged mobile phones. Improper use will result in the phone being confiscated (see ‘Mobile Phone Policy’ in Student Organiser).
13. Any student found interfering with or improperly using a fire extinguisher or other safety equipment, will be required to pay the cost of having the equipment serviced. Similarly, willful damage to school property will result in charges to the account of the student responsible and may result in disciplinary action.
14. At all times students are expected to behave with decorum and consideration. When speaking to adults, proper forms of address must be used. If travelling on public transport, the rules pertaining to such travel are to be strictly observed.

Bullying Prevention and Intervention Policy

This policy is publicly available on the School website and is printed in the GRG Student Organiser.

Bullying is the repeated and intentional behaviour of causing fear, distress or harm towards another person that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment. In any bullying incident there are likely to be three parties involved: the bully, the person being bullied, and bystanders.

Bullying can take many forms including:

- **Physical bullying** which involves physical actions such as hitting, pushing, obstructing or being used to hurt or intimidate someone. Damaging, stealing or hiding personal belongings is also a form of physical bullying.
- **Psychological bullying** which is when words or actions are used to cause psychological harm. Examples of psychological bullying include name calling, teasing or making fun of someone because of their actions, appearance, physical characteristics or cultural background.
- **Indirect bullying** which is when deliberate acts of exclusion or spreading of untrue stories are used to hurt or intimidate someone.
- **Cyber bullying** which is the ongoing abuse of power to threaten or harm another person using technology. Cyber bullying can occur in chat rooms, on social networking sites, through emails or on mobile phones.

What Isn't Bullying?

There are many negative situations which, whilst being potentially distressing for students, are not bullying

These include:

- **Mutual Conflict Situations** which arise where there is disagreement between students but not an imbalance of power. Mutual conflict situations need to be closely monitored as they may evolve into a bullying situation.
- **One-Off Acts** (of aggression or meanness) including single incidents of loss of temper, shouting or swearing do not normally constitute bullying.

Signs of Bullying

Major behavioural changes in a student may be indicative of bullying. Such behavioural changes may include:

- crying at night and having nightmares
- refusing to talk when asked "What's wrong?"
- having unexplained bruises, cuts or scratches
- an unwillingness or refusal to go to school
- feeling ill in the mornings
- a decline in quality of school work
- becoming withdrawn and lacking confidence
- beginning to bully siblings
- acting unreasonably

Parents/guardians are encouraged to recognise signs of bullying and notify the School through a trusted staff member immediately (such as a class teacher or School psychologist), if they suspect their child is a victim of bullying.

Georges River Grammar recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the School is respected and accepted.

Bullying is not tolerated at Georges River Grammar. It is our policy that:

1. bullying be managed through a 'whole-of-School community' approach involving students, staff and parents/guardians
2. bullying prevention strategies are implemented within the School on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students and parents/guardians to recognise bullying and respond appropriately
3. bullying response strategies are tailored to the circumstances of each incident
4. staff establish positive role models emphasising our no-bullying culture
5. bullying prevention and intervention strategies are reviewed on an annual basis against best practice.



Bullying Prevention Strategies

Georges River Grammar recognises that the implementation of whole-School prevention strategies is the most effective way of eliminating, or at least minimising incidents of bullying within our community.

The following initiatives form part of our overall bullying prevention strategy and our strategy to create a 'no-bullying' culture within the School:

- a structured curriculum that provides age-appropriate information and skills relating to bullying (including cyber bullying) and bullying prevention, to students over the course of the academic year
- education, training and professional development of staff in bullying prevention and response strategies
- regular provision of information to parents/guardians, to raise awareness of bullying as a School community issue to equip them to recognise signs of bullying, as well as to provide them with clear paths for raising any concerns they may have relating to bullying directly with the School
- promotion of a supportive environment that encourages the development of positive relationships and communication between staff, students and parents/guardians
- promotion of responsible bystander behaviour amongst students, staff and parents/guardians
- reporting of incidents of alleged bullying by students, bystanders, parents/guardians and staff are encouraged, and made easy through the establishment of multiple reporting channels (as specified below)
- regular risk assessments of bullying within the School are undertaken by surveying students to identify bullying issues that may ordinarily go unnoticed by staff
- records of reported bullying incidents are maintained and analysed, in order to identify persistent bullies and/or victims and to implement targeted prevention strategies where appropriate
- statements supporting bullying prevention are included in students' School diaries

- education of staff, students and parents/guardians on health conditions to promote understanding and to reduce stigma and fear
- anti-bullying posters are displayed strategically within the School
- promotion of student awareness and a 'no-bullying' environment by participating in events such as the National Day of Action Against Bullying and Violence.

Reporting Bullying

Students and their parents/guardians are sometimes reluctant to pursue bullying incidents, for fear that it will only make matters worse.

A key part of the School's bullying prevention and intervention strategy is to encourage reporting of bullying incidents as well as providing assurance to students who experience bullying (and parents/guardians) that:

- bullying is not tolerated within the School
- their concerns will be taken seriously
- the School has a clear strategy for dealing with bullying issues.

Bullying incidents can be advised to the School verbally (or in writing) through any of the following avenues:

- informing a trusted teacher
- informing the School Psychologist
- informing a student's Stage Coordinator or Student Wellbeing Coordinator
- informing the Director of Student Wellbeing K-12
- informing the Deputy Principal or the Principal.

Responding to Bullying

Bullying behaviours vary enormously in their extent and intent and, as a consequence, each incident needs to be dealt with on its facts.

In all circumstances the School:

- takes bullying incidents seriously
- provides assurance to the victim that they are not at fault and their confidentiality will be respected
- takes time to properly investigate the facts including discussing the incident with the victim, the bully and any bystanders
- takes time to understand any concerns of individuals involved
- maintains records of reported bullying incidents
- will escalate its response when dealing with persistent bullies and/or severe incidents.

These approaches may be used to intervene in group or relational bullying situations. They are only appropriate during the initial stages. They are not appropriate for persistent or severe bullying incidents.

- notification of/consultation with parents/guardians
- offering counselling to persistent bullies/victims
- implementing effective follow up strategies
- disciplinary action, at the Principal's discretion, including suspension and expulsion of persistent bullies, or in cases of severe incidents.

Bullying and Other Support Services

The following support services are available to students and staff:

- School Liaison Police are NSW Police officers who work with schools to reduce crime, violence and anti-social behaviour. School Liaison Police are a point of contact for the School community and the NSW Police Force. Our students are encouraged to contact the School Liaison police if they have any concerns.
- Our School Liaison Police Officer can be contacted at Bankstown Police Station on (02) 9783-2199.

Georges River Grammar also provides access to Counselling Services (Student).

Staff Responsibilities

All staff are responsible to:

- model appropriate, respectful and supportive behaviour at all times
- deal with all reported and observed incidents of bullying in accordance with this policy
- ensure that any incident of bullying that they observe or is reported to them, is recorded appropriately
- be vigilant in monitoring students that have been identified as either persistent bullies or victims
- acknowledge the right of parents/guardians to speak with the School if they believe their child is being bullied.

Implementation

This policy is implemented through a combination of:

- staff training
- student and parent/guardian education and information
- effective incident reporting procedures
- effective management of bullying incidents when reported
- the creation of a 'no-bullying' culture within the School community
- effective record keeping procedures
- initiation of corrective actions where necessary.

Complaints and Grievance Resolution

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

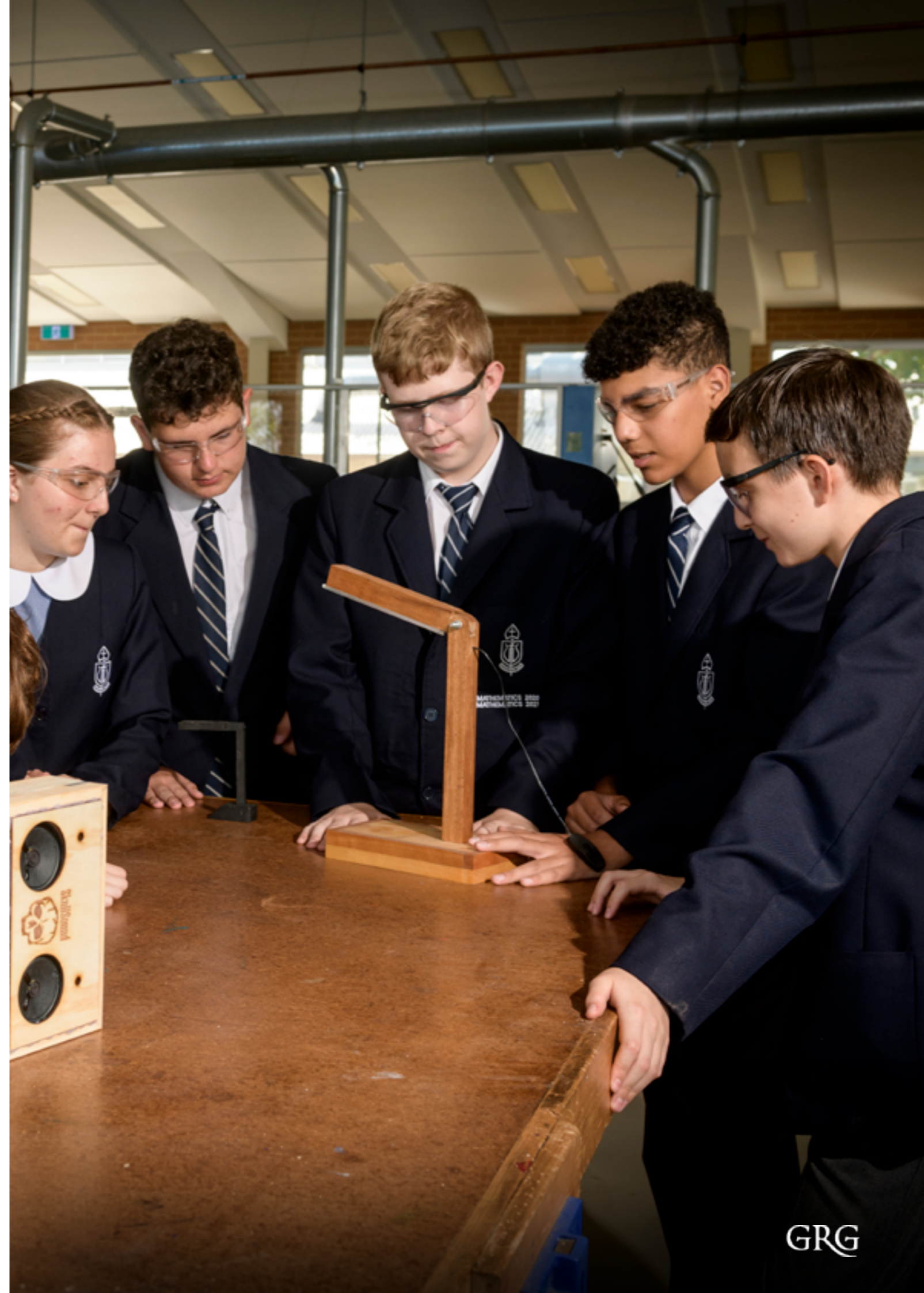
- charges, or other serious incidents – must be referred to the appropriate authority as well.
- It is incumbent upon the Principal to act where unacceptable conduct is observed or brought to their attention.
- A complainant may at any stage choose to take their grievance/complaint directly to an external 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: -
 - 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.
 - Dismissing or accepting the grievance/complaint. Acceptance may involve verbal or written warnings, conciliation, or counselling, etc.
 - Preparation of a detailed confidential report.
 - 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

Priority Areas for Improvement.

Achievements or priorities identified in the School's 2019-2022 Strategic Plan to the School Community.

	Priorities	Achievement
Teaching and Learning	<ul style="list-style-type: none"> Introduce a model of continuous review and professional growth. Promote an inspiring learning environment. Consider the importance of a wide selection of subject choices for our students. Analyse data analysis identify strengths and weaknesses to support continuous improvement and set targets. Improve students' literacy skills. 	<ul style="list-style-type: none"> In 2021, the PDGP (Performance Development and Growth Program) was introduced to the staff. The New Pedagogies for Deep Learning (NPDL) initial program reached its conclusion. A new, updated system of Year 11 Subject Selection was introduced, whereby students knew what subjects were being offered and when, prior to selection, to maximise the number of subjects offered annually. Teaching staff engaged in professional learning that focused on HSC Data analysis in the Secondary School and Allwell Data in the Primary School. Additionally, the School engaged the services of an external consultant to assist with data collection and effective analysis. A Year 7 Literacy course was developed and implemented.
Leadership	<ul style="list-style-type: none"> Conduct a review of the Student Leadership Program. 	<ul style="list-style-type: none"> Following the review of the Primary Leadership Program in 2020, the Secondary Leadership Program was reviewed in 2021 and adjustments made based on the feedback obtained from students and staff.
Student Wellbeing	<ul style="list-style-type: none"> Develop a Scope and Sequence outlining the School's approach to Positive Education. Adopt and implement evidence-based teaching practices. Design a sequence of lesson plans for Positive Psychology. 	<ul style="list-style-type: none"> A new GRG Wellbeing Program 7-12 Scope and Sequence was developed and implemented in 2021. The Berry Street Education Model training commenced with all staff - this is an evidence-based program that focuses on social and emotional wellbeing. A mandatory Year 9 Positive Psychology course was developed and implemented.
Administration and Communication	<ul style="list-style-type: none"> Consistently seek staff, student and parent feedback. 	<ul style="list-style-type: none"> As a result of COVID lockdowns, we surveyed all stakeholders and requested feedback on a wide variety of matters, including how the School dealt with and managed the remote learning environment.
Facilities and Resources	<ul style="list-style-type: none"> Explore Cloud capability and security. Update School facilities, using the principles of environment sustainability. 	<ul style="list-style-type: none"> One Drive, as part of the Microsoft Suite of programs, was rolled out to all staff in 2021. The Firefly online Learning Management System was deeply embedded through Remote Learning and remains an essential component of GRG teaching practice. The School installed solar panels and other facilities to monitor our environmental footprint.



Theme Eleven

Initiatives Promoting Respect and Responsibility.

Whole School Activities

The School supported many charities in 2021 although this was greatly affected by COVID-19 restrictions in Semester 2. As a whole school the students raised funds for: Indigenous Literacy Foundation and RSPCA NSW. The School also participated in the National Day of Action Against Bullying and Violence, raising awareness of the School's policies regarding bullying and its impact on victims. Our students also partook in various activities for random Acts of Kindness Day, embodying and applying the Principles of Positive Psychology.:

Primary School Activities and Programs

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

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 include Peace Awards and NED awards. The Peace Awards acknowledge students who are helping to make our school a happy place and the NED award is 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
- Funding for disadvantaged children
- Caring for animals on weekly visits to the RSPCA
- Some families support those going through difficult times with offers of help and meals, for example, death of family members and families where cancer treatment is ongoing



Secondary School Activities and Programs

Senior Leadership Program

The Student Development Portfolio continues to offer students numerous opportunities to experience authentic leadership in the School and local community with a focus on servant leadership. The portfolio 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 mentors. This support is crucial to the success of the program and to the development of the individual students who participate within it.

Our Captains and Prefects have been outstanding representatives of the School at important events this year including the Year 7 Camp, and in supporting the various House activities run throughout the year.

Secondary School Merit System

Students are given positive reinforcement through the day whenever they have done something to improve themselves or assist others.



The Secondary School Merit Program encourages students to achieve Bronze, Silver, Gold and ultimately Platinum levels for their service to the school or community, as well as working to their best in the classroom.

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.

Community Service and Support

Various charities were supported throughout the year both through individual fund-raising activities as well as in the various House Week initiatives. Fundraising was highly limited due to COVID-19 restrictions however, students participated in the following:

- Support and fundraising for local group 'Little Wings'
- Beyond Blue mental health support through Pedal for a Purpose
- MS Swimathon

Our Secondary students also engaged in a diverse range of wellbeing programs that focused on respect and responsibility, for example, our Year 10 cohort participated in a series of workshops that focused on respectful relationships and sexual consent.

Theme Twelve

Parent, Student and Teacher Satisfaction.

Parent, Student and Teacher Satisfaction Statement

In July 2021, NSW was placed into lockdown for four months as a result of the Delta COVID-19 strain and NSW Metropolitan Schools, including GRG, needed to re-introduce Remote Learning procedures. As a result of this, feedback was sought from all stakeholder groups in relation to Remote Learning. This feedback was gathered via surveys, and students, parents and staff were given the opportunity to provide feedback detailing their experiences with Remote Learning at Georges River Grammar.

409 students, 135 parents and 43 staff responded to the online surveys at the end of October 2021. Key findings are presented below.

Students

- Only students in Years 5-12 were surveyed.
- For the most part, students informed the School that they found the work set by their teachers to be clear. 70% felt that the work was able to be completed within the week.
- GRG students were very happy with how easy it was to contact teachers, and those requiring it felt supported by our Learning Support Team.
- Students informed the School that they appreciated being supported by their families by being given a quiet space to learn at home, emotional support, subject specific help as needed, as well as help understanding content.
- Students did report feeling anxious and stressed at times.
- 60% of students 'liked' or 'didn't mind' remote learning. 20% 'disliked it a lot.'
- Some students shared their belief that there were times when they felt overwhelmed by the amount of work they received.

Teachers

- Overwhelmingly, staff found the School's Learning Management System 'Firefly' very easy to use. They also reported that technical issues disrupted their teaching 'rarely' (60%) or only 'sometimes' (35%).
- Most staff reported that they felt supported by the School during this time.
- Teachers noted that most students were able to 'complete most of the work' they set each week and they provided students with feedback 'very frequently' or 'frequently.'
- Most staff reported that their workload increased during the period of Remote Learning (86%). There were some staff that noted that they were not coping 'well' with the remote learning arrangements (14%).
- Teaching Staff found it easy to contact parents to discuss their child's learning. Likewise over 95% of staff found it easy to contact members of the School Leadership Team.



Parents

- Parents reported that 70% were very, or quite satisfied, with how the School managed Remote Learning, whilst 22% were moderately or slightly satisfied. Only two parents reported not being satisfied.
- Parents were generally happy with the clarity of the work provided and the amount of teacher feedback. Over 80% of parents reported that their child received feedback on their work either 'very frequently' or 'quite frequently.'
- Parents reported that it was 'very easy' or 'easy' to contact the School if needed. Again, 82% of parents described the communication from the School as either 'very clear' or 'clear' during the remote learning period. They were very happy and appreciative of the ease in which they could contact the School and their child's teacher/s.
- There was a wide spectrum of responses to whether parents were confident in supporting their child through Remote Learning.
- 85% of parents reported that their child coped well and 13.33% reported that their child struggled in this online learning environment.
- Parents reported that overall the School was very successful in making them feel part of a community during this period of isolation.

Theme Thirteen

Summary

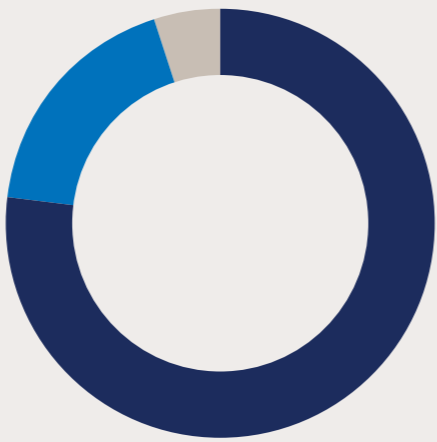
Financial Information.

Recurrent/Capital
Income 2021



- 57% State & Federal Grants
- 42% Fees & Private Income
- 1% Other Income

Recurrent/Capital
Expenditure 2021



- 77% Salary Expenses, Allowances and Related Expenditure
- 18% Non Salary Expenditure
- 5% Capital Expenditure

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.

The Annual Report is provided to NESA via RANGS Online by 30 June 2022.
Information is able to be provided to the Minister on request.

In 2021, 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 2021 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.

RCharet

Raquel Charet
Principal

30 June 2022





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