GEORGES
RIVER
GRAMMAR

Inspired to learn committed to serve.

Annual Report
to the School Community
2022

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

Principal: Raquel Charet

Acknowledgement
of the Traditional Owners of the Land

The Aboriginal groups of the entire Sydney region were part of the Australian south-east coast cultural group, and they are the original people of Canterbury Bankstown. It is believed that the Darug and Eora people were the original inhabitants of the Bankstown and Canterbury area, for many thousands of years before European settlement. Georges River Grammar acknowledges the Darug and Eora people as the traditional custodians of the land and as such, we pay deep respect to their Elders past and present.

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Theme One

Message from Key School Bodies.

From the School Board

As we adapt to the last few years and continue to take new paths in life, we are comforted by the elements which remain consistent and familiar.

Whilst school life and the GRG Community around it is a wonderfully supportive and stable environment for all, we too are taking new paths, but will always seek to retain the community traits we all know and love.

We welcomed a number of new members to our School Leadership Team, led by Mrs Raquel Charet, with the appointment of Mr Ben Haeusler as our new Deputy Principal, and Ms Rachel Green as Director of Student Wellbeing (K-12). They were joined by new members of our school, Mr Matthew Green as Operations Manager, Mr Joshua Mitchell as Head of Secondary School and Mr Peter Joseph as our Director of Teaching and Learning (7-12).

Alas, as we welcomed new members to our school it invariably means we also wished some farewell, and this year three long serving members of our School took a new path. We thank Ms Nadine Jones, whom many of you would have dealt with and many, most notably myself, owe a great debt of gratitude and appreciation to. Our school would not be the success it is today without the efforts of Ms Jones over the last 14 years. Similarly, Mrs Lee Johnson with 23 years and Mrs Joanne Mellars with 10 years, also moved on to new stages of their lives. We thank you for all that you have done to assist our students and families over the years; it has been greatly appreciated by all. Whilst we may not see you every day you will always be part of the GRG Community.

During the year we also sadly lost two dear members of our school community. Father Arthur Rossiter, the last surviving founder of our school passed away at the age of 97. Father Arthur was extremely committed to the school and remained an active member of the Board until well into his 90s. Without Father Arthur's commitment and belief in the School, to the point of providing his house as security to ensure staff members were paid during the lean years, the School may not be here today. Sadly, we also lost another beloved member of our school, Mrs Ingrid Demetriou, or "Ms D" as she was affectionately known as.

Ingrid was a member of our teaching staff for over 22 years and touched the lives of, and will forever be remembered by, countless GRG students for her dedication and support to their education. We pass on our thoughts to all families who have lost someone close this year.

During the year we presented the plans for our new multi-purpose auditorium. It is now in the final stages of regulatory approval and will be going out to tender soon. The building will be able to accommodate over 1000 people for presentation days, dance and music recitals, drama events and movie screenings, as well as cater for a variety of sporting activities from basketball to futsal. In addition to all of this, it will also house all the ancillary needs to support these functions - from a kiosk and change rooms, to stage, lighting, props and rehearsal facilities.

Our wonderfully supportive GRG community, led by our P&F President Mrs Fiona McNaught, again went above and beyond. Thank you for all that you do to bring the social side of GRG to life. Our volunteers are the lifeblood of our community and we are eternally grateful for all your hard work and efforts.

Thank you to my colleagues on the Board for their tireless work throughout the year. Our school is indebted to you all, Ms Heard - Deputy Chair, Mr McKenzie - Treasurer, and Mr Falconer - Building Committee Chair. It has been a pleasure working with you all and I look forward to an even more successful year ahead.

Lastly and most importantly, on behalf of our students, I would like to thank our GRG Parents for all the tireless efforts you put in to assist the students with all avenues of their school life, and as usual, they have excelled.

D.McGregor

Mr David McGregor
Chair of Board

GRG

In loss and joy, we discovered the

strength of community and human resilience

From the Principal

2022 was a phenomenal year. After two years of dreary lockdown, with the cancellation of event after event, and the sheer horribleness of remote learning, 2022 saw the joyful return of events that we had never fully appreciated.

Whilst we remained cautious in Term One, with overnight camps taking place as day camps only, and interschool sports events still on hold, excursions began again, and we were able to begin catching up on celebrations from 2021. In February, our 2021 graduates were able to formally graduate and enjoy their school formal. Swimming carnivals were able to go ahead, the Open Day was live onsite and we had our first onsite parent event – the GRG annual Kindergarten Pizza Picnic. It was a huge joy to watch parents flock back onto the campus, for the first time in 2 years.

In March, the NASSA Swimming Carnival was able to go ahead and slowly the NASSA Gala days came back.

Interschool sports was not far off and we started to get excited about a return to our normal sense of community and fun.

The year progressed with the return of events such as the school Cross Country Carnivals, the Mother's Day celebration, Variety Night and Primary Production, the Book Week Parade, and a new and improved Father's Day Breakfast, which included for the very first time, Secondary fathers and grandfathers. Our students ran Enterprise Day and a Secondary Dance Party that was so epic that it BROKE THE HALL! Luckily, this happened just days before the architectural design for the new School auditorium was released, to great joy and excitement. It is slated for opening by the end of 2024.

Whilst the year had a 'back to normal' vibe, and was filled with fun and joy, it was also marred by the pain and mourning of the loss of loved ones. In the first part of the year, we became aware that our beloved Mrs Demetriou was not well and would not be with us for very long. Our students and staff came together to celebrate her shining spirit through a great big GRG Goes Pink Community Day to raise funds in her honour for the Breast Cancer Awareness Network. The event was full of intensity and fun, and the community really came together. We were so excited by this vibe, that the students then made a Yellow Community Day, riding on the momentum to raise further funds, this time for the Cancer Council. Ultimately though, Mrs Demetriou's life came to an end, and the school community was left bereft.

Thousands of GRG students throughout the years have benefitted from Mrs Demetriou's passion for teaching and care of students. She will be mourned and missed by staff and families for many years to come.

In July, we were informed that one of our founders, Father Arthur Rossiter, as well as the School's first Principal, Dr John Hey, had both passed away within a week of each other. School representatives attended Father Rossiter's funeral and were entranced by the story of his life – a war hero, hard worker, active member of his church and church choir who, in the sunset of his life, became ordained before establishing our school with Reverend Tony Wood. He was a remarkable man whose legacy will live on through the thousands of student graduates of GRG.

We also said goodbye to long standing staff members, including Mrs Johnson who had been at GRG for 23 years, and had some movement in our Senior Leadership Team with Mr Turton and Ms Jones leaving GRG. We welcomed to our Senior Leadership Team Mr Joseph in the position of Director of Teaching & Learning (7-12), Mr Mitchell as Head of Secondary School and Ms Green moved into the role of Director of Student Wellbeing (K-12).

The School was represented throughout the year at a variety of regional, state and national competitions by our outstanding GRG students. These included winning representatives across Swimming, Rugby League, Baseball, Snowsports and Athletics. Academically, our students placed in state and national competitions for Maths, Music, Spelling and Science (Titration).

In 2022, there was a focus on lifting our expectations of standards of academic performance. This saw the opening of our new Senior Study Centre program, with the new positions of Director of Senior Study Centre and Academic Advisor. The Secondary Library was opened for extended hours and After School Study Hub took off. On offer were academic writing and study skills workshops, as well as Lunch n' Learn – ultimately transforming our academic culture.

All in all, the year was productive and positive in nature, with the development of gratitude for a 'return to normal'. We said goodbye to important people in our community who we love, but their memories will live on in our hearts and in the history of GRG.

As always, I wish to thank the members of the School Board and the Board Chair, Mr David McGregor, for the enormous number of hours they voluntarily put into the support and leadership of the school. In addition, I thank the members of the P&F Executive and Mrs Fiona McNaught, their President, as well as the dozens of dedicated volunteers who assist throughout the year to support and run GRG school events. I acknowledge the incredible hard work of all staff members who commit their time to the education and care of the children of the GRG community. Finally, I offer my sincere thanks and appreciation to the GRG Senior Leadership Team, Mr Haeusler, Mr Green, Mrs Heinecke, Mr Mitchell, Mr Joseph, Ms Green and Ms Errington. They are an exceptional team of leaders and are a pleasure to work with each and every day.

R Charet

Mrs Raquel Charet
Principal

The Parents and Friends Association

This year we have been fortunate to see a somewhat return to the 'new' normal, and have been blessed to be able to welcome the community back onto school grounds for events.

We began the new school year with the annual Kindergarten Pizza Picnic, which saw our Kindergarten students and their families enjoy an evening of fun, food and entertainment which was enjoyed by all. This event brings together our newest GRG community members in a laid back setting to get to know each other, and to be introduced to their children's friends and teachers.

The next event on our busy calendar was Open Day – a wonderful opportunity to showcase GRG to the wider community. As always it was a pleasure for the P&F to support the School via the Open Day BBQ, and the Coffee and Cake Café. Both stalls take a great amount of teamwork and we are always privileged to have a large number of volunteers to assist with the smooth running of the day.

Term 2 began with our Primary School Mother's Day stall, which was a huge success thanks to the wonderful volunteers who banded together to coordinate the purchase and packaging of the gifts, and put smiles on the faces of all our Primary School students.

Term 2 also brought with it our annual Year 7 Welcome Dinner which was well attended by families new to the School, as well as many familiar faces from past years. It's always such a joy to hear tales of the first few weeks of high school, and to see the adventures experienced on the traditional Camp Video presentation. This casual evening also provided parents the opportunity to become acquainted with their children's Head of Year and teachers, and to navigate their high school journey with other parents they met during the evening.

During Term 2 the P&F hosted an evening with the GRG Board of Directors, where the plans for the new School Auditorium were presented. Detailed architectural drawings, as well as an AV presentation, certainly helped to build excitement for this project.

Term 3 saw the Father's Day stall hosted by wonderful P&F volunteers who provided a fabulous range of gifts for the primary school children to purchase for the fathers and father figures in their lives. We love to see the joy on the faces of the students as they carefully choose gifts for their loved ones.

One of our favourite annual events is the K-12 evening. This is where we bring together those students who have travelled their entire school journey at GRG, from Kindergarten to Year 12.

It is always so lovely to see how these students have grown and matured over their 13 years at GRG. This group of students share a special bond, which is clearly evident in the way they interact with each other. Congratulations to the seventeen K-12 students and their families who we celebrated in 2022.

Our year culminates in Term 4 with the end of year celebration. This year we embarked on a whole school experience, which aimed at being more inclusive than the traditional Primary School carols event we have held in the past. We hope the Community Day activities were enjoyed by all, students and staff, and that everyone was pleased with the contributions we were able to make to charity as a result.

Throughout the year we held our monthly meetings in a range of formats – online, hybrid and in person. If the last two years has taught us anything, it is to be adaptable. With that in mind we have tried to make the meetings open to as many members of the community as possible through the different formats. We also had some wonderful guest speakers, including Mr McRae who presented on the Duke of Edinburgh's Award and the Class of 2021 who shared their HSC and post school experiences with us.

The support role the P&F plays for GRG would not be possible without the immense effort of our executive team, and the wonderful volunteers who donate their time so generously.

I would particularly like to thank the 2022 Executive team:

- Carolyn Emmas – Vice President
- Hoda Welch – Treasurer
- Lisa Mason – Secretary
- Camilia Stelmaszak – Assistant Secretary
- Jeanette Kassably and Mirvat Raphael – Catering and Volunteer Co-Ordinators

F. Macnaught

Fiona Macnaught
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 were chosen to represent the Primary School as ambassadors. These young people gave willingly of their time to help whenever needed, as well as coordinate our Primary Sports Carnivals throughout the first semester.

Primary School Leaders 2022	
Eliana Jovanovic	School Captain
Luca Algie	School Captain
Thea Luttrell	Vice Captain
Alexander Georgievski	Vice Captain
Alekzander Oguz	Prefect
Kayla Ristevski	Prefect
Isabel Papadopoulos	Rossiter House Captain
Bill Owens	Rossiter House Captain
Zara Bozinovski	Jackson House Captain
Joe Jeremy	Jackson House Captain
Stefanie Trpkoski	Wood House Captain
Zac Simmons/ Zachariah Eid	Wood House Captain
Marley McRae	Chamberlain House Captain
Darrell Chigofito	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, house captains 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 2022	
Ethan Foss	School Captain
Alyssa Bullock	School Captain
Chloe Chea	Vice Captain
Blake Horsnell	Vice Captain
Natalia Rodriguez	Senior Prefect
Ella Simpson	Prefect
Tamara Geany	Prefect
Matthew McGregor	Chamberlain House Captain
Estelle Nader	Jackson House Captain
Joshua Hall	Jackson House Captain
Dylan Horsnell	Rossiter House Captain
Elle McMahon	Rossiter House Captain
Kurt Strohmayer	Wood House Captain
Alicia Challinor	Wood House Captain

Theme Two
Contextual Information
about the School.

Georges River Grammar is a non-academically selective independent, co-educational school for students from Kindergarten to Year 12, located in Sydney's South-West.

Affectionately known as GRG, the School is a dynamic and supportive environment that offers students varied opportunities for a holistic and engaging education which enables every GRG student to thrive, grow and prosper. The School provides students with a safe, encouraging, and nurturing learning environment, whereby each student is known and supported throughout their own unique learning journey and provided with opportunities to experience success and achievement. We are a community where the values of sacrifice, community, compassion, and service take pride of place.

The School caters to a multi-culturally diverse community, with many of our students coming from a language background other than English. 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.

There is a relatively equal gender balance throughout the School. We have a small population of about 1% who identify as Aboriginal, Torres Strait Islander or both. The School enrols overseas students for the senior years.

Further information about the School can be found on the My School website: http://www.myschool.edu.au

GRG

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 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 2022, when compared to all Australian students. Numbers 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	446	**449**	**450**	**456**	**420**
Year 5	513	**514**	**534**	**517**	**512**
Year 7	543	**561**	**576**	**551**	**575**
Year 9	**592**	**588**	**611**	**599**	**619**

Comprehensive NAPLAN data can be found on the My School website.

NAPLAN participation for GRG is 99%. NAPLAN participation for all Australian students is 95%. (https://myschool.edu.au/school/43874).

Secondary School Outcomes
(Student Achievement).

Record of School Achievement Years 10 and 11

In 2022, 100% of the Year 10 and Year 11 cohorts were eligible to receive their Record of School Achievement.

Higher School Certificate 2022

In 2022, 47 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 with the COVID-19 pandemic. The School is equally proud of those who achieved their best in cultural, co-curricular and sporting activities throughout the year.

GRG 2022 Dux of the School

Kurt Strohmayer

- ATAR of 99.25

- Band 6/E4 English Extension 1, Mathematics Extension1, Mathematics Extension 2, Chemistry, Physics & Japanese Continuers

Distinguished Achievers

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

Chloe Chea	Ethan Foss	Elle McMahon
Serina Dabbagh	Tamara Geany	Brady Reynolds
Oliver Driessen	Matthew McGregor	Kurt Strohmayer

GRG HSC Top Band Honour Roll 2022

The students listed below achieved in the highest band awarded for 2022 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
Biology	Ethan Foss
Business Studies	Tamara Geany
Chemistry	Kurt Strohmayer
English Extension 1	Ethan Foss Kurt Strohmayer
Legal Studies	Tamara Geany
Mathematics Standard 2	Matthew McGregor Oliver Driessen Tamara Geany Elle McMahon
Mathematics Extension 1	Kurt Strohmayer
Mathematics Extension 2	Kurt Strohmayer
Music 1	Tamara Geany Serina Dabbagh
PDHPE	Ethan Foss
Physics	Kurt Strohmayer
Visual Arts	Chloe Chea
Japanese Continuers	Kurt Strohmayer
VET Construction	Brady Reynolds

Course Results

Students at the School also performed above the HSC Exam State Average in Ancient History, Biology, Business Services VET, Chemistry, Construction VET, English Extension 1, English Standard, Hospitality VET, Japanese Continuers, Mathematics Extension 2, Mathematics Standard 2, Music 1, PDHPE, and Visual Arts.

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

	School (%)	State (%)
Chemistry	11.11	9.22
English Extension 1	66.67	39.60
Mathematics Extension 2	50.00	39.56
Mathematics Standard 2	12.90	7.38
Music 1	33.33	21.70
PDHPE	9.09	5.22
Visual Arts	33.33	16.46

The following table indicates the percentage of students who achieved a result in the top 2 bands of a course:

	School (%)
Ancient History	19
Biology	32
Business Studies	22
Chemistry	24
English Advanced	49
English Extension 1	100
Legal Studies	19
Mathematics Standard 2	34
Mathematics Extension 1	44
Mathematics Extension 2	100
Modern History	13
History Extension	100
Music 1	100
PDHPE	38
Physics	11
Visual Arts	100
Japanese Continuers	100
VET Business Services	28
VET Construction	100
VET Hospitality	78

In 2022, 55% of the Year 12 cohort studied a vocational education training (VET) course.
More information relating to VET courses at GRG can be found on: https://www.myschool.edu.au/

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	83
Teachers having a Bachelor's Degree 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 2022. For further information go to http://www.myschool.edu.au

Teacher Accreditation

Level of Accreditation	No. of Teachers
Conditional	2
Provisional	3
Proficient Teacher	78
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

Teacher Professional Development

Throughout 2022, **all teachings staff were involved in professional development activities throughout the year**. As in previous years, there has been an increase in courses being provided remotely via online platforms, and many of our staff engaged in these online professional learning activities. Overall, the impact of the COVID-19 pandemic decreased and the number of professional activities our teaching staff engaged in increased significantly over the course of 2022 when compared to previous years.

The professional development activities our staff participated in were conducted in a wide variety of formats including:

• Face-to-face courses/conferences

• Workshops

• Online courses conducted via Zoom and/or Microsoft Teams

• Online webinars and/or workshops

• Self-paced online courses

All teaching and non-teaching staff completed their annual Child Protection Training in 2022. This is mandatory for all staff.

In 2022, all members of the Teaching Staff, as well as some members of Non-Teaching Staff, concluded their 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 focused on a range of topics, including a specific focus on using HSC RAP data effectively to improve student outcomes, backward mapping, learning intentions and success criteria. All teaching staff participated in a workshop that examined autism and ADHD, which was conducted by the School's Head of Learning Support (K-12).

Consistent with school policy, all staff engaged in CPR and Asthma/Anaphylaxis training and/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.

An increasing number of Secondary Teachers completed HSC Marking this year and two staff members were on various HSC Examination Committees.

The Association of Independent Schools was also employed to mentor teachers through the process of achieving their Proficient Teacher status. Several staff also commenced their ISTAA Experienced Teacher Accreditation in 2022.

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 (online)	83
The Art and Science of Energy Management	83
Child Safe Standards Legislation	83
Berry Street Education Model: Days 3-4	76
Understanding Autism & ADHD	75
Analysing HSC RAP Data (Association of Independent Schools)	45
Planning and Programming for the New English K-2 Syllabus	12
Planning and Programming for the New Mathematics K-2 Syllabus	12
Conferences, networking days, or symposiums focusing on specific subject areas	11
Growing Evidence Informed Practice	5
InitiaLit Training	4
NAPLAN Writing Markers Course	4
MaquLit Training	3
MiniLit Training	3
MiniLit SAGE & MiniLit SAGE Bridging Course	3
Daily Organiser Training	3
VET Training Upgrade	3
Leading the Implementation of the New K-2 English Syllabus	3
Leading the Implementation of the New K-2 Mathematics Syllabus	3
A Day with Guy Claxton	2
Timetable Training	2
HSC Analysis to Action	2
VET Hospitality Webinar	2
Be Accredited at Experienced Teacher	2
Modern History: Cold War	1
Writing in HSC Modern History	1
Evolving Assessment Strategies	1
VET Construction Network Day	1
Ed Perfect Training	1
AIS Middle Managers Course	1
Meet the Markers: HSC Science	1
Leading Effective Classrooms	1
Governance Symposium	1
Duke of Edinburgh's Program Level 2 Training	1
Work Health & Safety In Schools	1
Australian Copyright Council Refresher Course	1
Numeracy Essentials for K-2 Teachers	1
Vocabulary, Comprehension and Decodables	1
Teaching EALD Learners in the Primary Classroom	1
Making Numerical Data Work	1

Theme Six
Workforce Composition.

Details regarding Georges River Grammar's workforce composition can also be found on the My School website: http://www.myschool.edu.au

School Staff	No. of Teachers
Teaching Staff	83
Full-time equivalent teaching staff	76.9
Non-teaching staff	41
Full-time equivalent non-teaching staff	32.4

Georges River Grammar currently does not have any Aboriginal and/or Torres Strait Islander staff.

GRG

Theme Seven

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

Management of non-attendance

Attendance at Georges River Grammar is 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 School has implemented the following strategies to improve unsatisfactory attendance and student engagement in school and learning:

- The School encourages parents/caregivers to understand their legal obligations to ensure their child attends school, and does not condone absences for unauthorised reasons, including, but not limited to events such as birthdays, holidays and/or other leisure activities.

- Regular meetings are conducted between the Director of Student Wellbeing (K-12), Stage Coordinators and Heads of Year, as appropriate, to coordinate responses to student absences.

- Students with persistently low attendance are monitored, and personalised strategies are implemented to increase their attendance and/or engage them in continuing with their education program. For students requiring more intensive support, one-on-one meetings and alternative arrangements are organised in consultation with parents/caregivers. Where appropriate, the School will work with the parents/carergivers and the student to develop an Attendance Improvement Plan.

- Where frequent absences are explained as being due to illness, the School requests medical certificates for the absences and will consult with parents/caregivers regarding the health care needs of the student.

- For continued, unjustified absences, or concerns regarding 'Educational Neglect', the Director of Student Wellbeing makes a mandatory report to the Community Services Child Protection Helpline. Contact will also be made with the Child Wellbeing Unit if there are safety, welfare or wellbeing concerns in relation to student attendance.

Please note student attendance rates for 2022 may have been impacted by the continuing impact of the COVID-19 pandemic.

Student Retention Rates

98% of the 2020 Year 10 cohort completed Year 12 in 2022. Based on the information provided to the School, the student who left the School in Year 11/Year 12 did so to pursue full-time employment and vocational training.

Student Attendance Rates

91.3% of students attended school on average each school day in 2022.

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
91.6%	91.7%	92.1%	91.5%	93.1%	90.8%	90.6%	92.1%	89.6%	91.6%	89.2%	91.1%	91.9%

Post-School Destinations

The post-school destinations of our Year 12 Class of 2022, consisting of 47 students, are outlined below:

- 89% University/College
- 10% Employment
- 1% TAFE/Traineeship
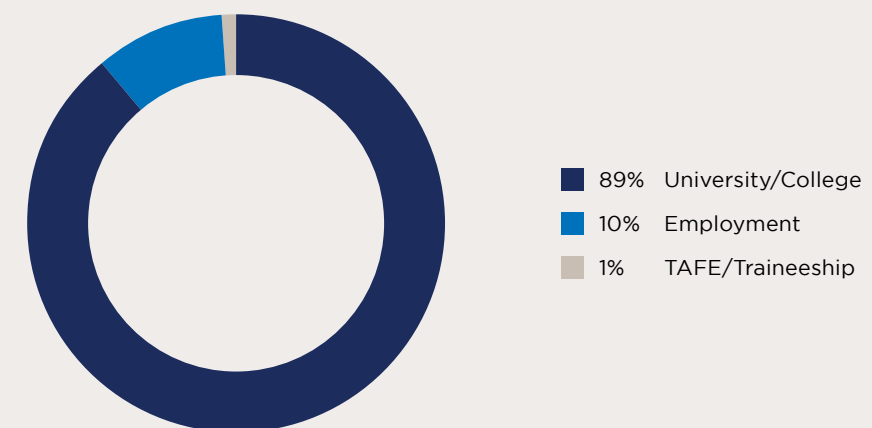
Theme Eight
Enrolment Policies.

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.

GRG

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

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 Head of Year (Secondary), Head of Department (Secondary), Director of Teaching and Learning (K-6) or Director of Teaching and Learning (7-12) 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.

GRG

Theme Nine
Other School Policies.

A select number of key School policies are publicly available on the School's website and/or included in the GRG Student Organiser. All School policies are available to staff on the School's CompliSpace Policy Hub and parents are able to request the School's policies from the Deputy Principal.

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, via email, on the School's Learning Management System and in Mentor Groups.

Student Wellbeing

The School's Student Wellbeing Policy has been designed to ensure that the School meets its obligations to ensure that the School provides a safe and supportive environment that:

- supports the mental, academic, physical and emotional development of students.
- guarantees that all students are treated with respect and fairness.
- ensures that the risk of harm is minimised and students feel secure.

Changes in 2022

In 2022, the School's Student Wellbeing Policy was revised to reflect the changes in the School's Organisational Structure. Heads of Year were introduced into the Secondary School, replacing what was previously known as the Student Wellbeing Coordinator role.

The principles of the Berry Street Education Model were also embedded into this policy.

Access to Policy

The School's Student Wellbeing Policy is publicly available on the School website and is printed in the GRG Student Organiser. This policy is reviewed annually by the School's Senior Leadership Team.

All staff have access to this policy via Complispace.

Student Discipline

The School's Student Discipline Policy 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.

The Policy provides information regarding the consequences of students demonstrating unacceptable behaviour.

The Policy lists the principles of procedural fairness and states how behaviour management strategies are based on procedural fairness. This policy explicitly outlines how parents are involved in any disciplinary matters involving their child/ren, particularly when sanctions of suspension and expulsion are involved.

The School's Discipline Policy states that the School does not use or condone the use of any disciplinary action that demeans, humiliates, or physically harms a student. Corporal punishment is prohibited and will not be used in any circumstance. The School does not sanction corporal punishment of students by non-school persons, as stated in the policy.

Changes in 2022

In 2022, the School's Student Discipline Policy was revised to reflect the changes in the School's Organisational Structure. Heads of Year were introduced into the Secondary School, replacing what was previously known as the Student Wellbeing Coordinator role.

The principles of the Berry Street Education Model were also embedded into this policy, with an added focus on restorative justice and repair.

Access to Policy

The School's Student Discipline Policy is publicly available on the School website and is printed in the GRG Student Organiser. This Policy is reviewed annually by the School's Senior Leadership Team.

All staff have access to this policy via Complispace.

Bullying Prevention & Intervention Policy

Georges River Grammar is committed to the safety and wellbeing of all children and young people, to acting in students' best interests and to keeping them safe from harm.

The School's Bullying Prevention and Intervention Policy outlines the School's processes for responding to and managing allegations of all types of bullying. The Policy includes information about the School's Youth Liaison Officer, as well as outlining the prevention strategies implemented by the School.

Bullying is not tolerated at Georges River Grammar.

Changes in 2022

In 2022, the Policy was revised to include more information regarding cyber-bullying and how to make a complaint regarding cyber-bullying to the eSafety Commissioner.

Access to Policy

The full text of the School's Bullying Prevention and Intervention Policy is publicly available on the School website and is printed in the GRG Student Organiser. It is reviewed annually by the School's Senior Leadership Team.

All staff have access to this policy via Complispace.

Complaints Handling & Grievance Resolution

The School's Complaints Handling Policy details the School's commitment to handling complaints effectively and efficiently. The Policy informs members of the community/public how they can lodge a complaint, details the complaints handling process, with a focus on procedural fairness, and provides information about how the School will respond.

The Policy lists the various ways a formal complaint can be lodged, including via our school website, email or via telephone.

Changes in 2022

In 2022, the School's Complaints Handling Policy underwent significant change. All complaints and grievances can now be lodged online via the School's website and are recorded online using the School's CompliSpace Assurance platform.

Access to Policy

The School's Complaints Handling Policy is publicly available on the School website. It is reviewed annually by the School's Senior Leadership Team.

All staff have access to this policy via Complispace.

Theme Ten

Priority Areas for Improvement.

	Priorities	Achievement
Teaching and Learning	• The establishment of the Senior Study Centre and introduction of Director of Senior Study Centre (Academic Culture).	• A new position, Director of Senior Study Centre (Academic Culture), was established. This position oversees the Study Hub (a dedicated time and space after-school for tutoring and homework help), which is available for all students in the Secondary School. This position is also tasked with lifting academic results by explicitly mentoring senior students and teaching study skills across the Secondary school. As part of this, new staff were employed to resource the Study Hub and Study Centre.
	• Improved academic mentoring.	• To assist senior students select the most appropriate subjects for senior study, and ensure that their HSC results benefit as a result, all Year 10 students underwent academic mentoring. This involved each student meeting 1:1 with a member of the Senior Leadership Team to discuss their subject choices and make informed decisions based on data and student goals.
Leadership & Staff Development	• Introduction of new leadership positions, in line with improving academic results in the HSC.	• The English and HSIE faculties were re-structured and a Humanities faculty was introduced with a Head of Humanities and Assistant Head of Humanities. Additionally, a dedicated Social Sciences department was created with a Head of Social Sciences, and a Head of VET & Career Pathways leadership position was established.
	• More effective HR practices be embedded throughout the School.	• A HR Officer was employed to improve the School's HR practices and procedures, particularly with regards to staff induction, recruitment and mentoring.
Student Wellbeing	• Implement the Berry Street Education Model (BSEM) throughout the School.	• All staff completed training for the Berry Street Education Model and implemented facets of this in their pedagogy. Relevant school policies were also reviewed in light of this training to embed BSEM principles.
	• A formalised wellbeing program in Year 7-12 be introduced, including the creation of Mentor Groups.	• Mentor Groups were established in Years 7-12. Each week students attend dedicated wellbeing sessions (two per week), to cover a wide variety of wellbeing issues relevant to their age and development. This resulted in a slightly adjusted timetable.
Organisation, Administration and Communication	• Improved communication to parents across the School.	• New communication procedures and policies were implemented to ensure accuracy and timeliness of information from the School to the parent body via email and the GRG School App.
	• School policies to be reviewed and amended, where appropriate.	• Following the introduction of Policy Connect, CompliSpace was reviewed and this platform was formally adopted as a way to communicate and update all policies and procedures, ensuring compliance in all matters related to the School.
Culture	• The re-introduction of whole-school events, which include all members of the community, following COVID lockdowns and restrictions, to rebuild community.	• With the end of COVID lockdowns and restrictions, the School re-established long held events and traditions that brought the community together. This included a myriad of regular annual P&F-hosted events, such as Year 7 Welcome Evening, as well as new events including 'Community Fun Run'. These events had a profound positive impact on morale throughout the entire school community.

GRG

Theme Eleven

Initiatives Promoting Respect and Responsibility.

The School's values – community, sacrifice, service and compassion – underpin all aspects of our school. These values undeniably have a substantial impact on the initiatives implemented throughout the School to promote respect and responsibility.

As is the case every year, the School supported many charities in 2022. As a school the students raised funds for: Indigenous Literacy Foundation, Child Fund, Little Wings, the McGrath Foundation, Beyond Blue, Australia's Biggest Morning Tea 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 that are integral to the School.

Various initiatives were introduced throughout the School for this first time at GRG in 2022, with the aim of promoting respect and responsibility.

Pink Day was initiated in the Secondary School as a way to raise awareness for the McGrath Foundation and raise funds in the fight against Breast Cancer. This day was an overwhelming success as students dressed in pink and partook in range of fundraising activities, including a Staff VS Student cricket match. Additionally, Yellow Day was also introduced to raise funds for cancer research and culminated in a student-led concert. One Year 11 student also raised funds for National Reconciliation Week by selling native hibiscus flower pins to students and teachers; the money raised from this important initiative supported the Kimberly Stolen Generation Aboriginal Corporation.

Secondary students and staff participated in the MS Swimathon at Sydney Aquatic Centre to support the growing number of people diagnosed with multiple sclerosis. A group of Year 11 students also raised awareness with regards to gender equality, by raising funds for International Women's Day by selling cupcakes and organising a range of activities for the student body to participate in, in their pursuit of a world free of bias, stereotypes and gender discrimination.

Primary School Activities and Programs

GRG's 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 continued to witness 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. The 2022 ANZAC Day Ceremony was of particular importance as it was the first time in many years that the entire School was able to assemble and welcome external members of the School community, including local politicians and MPs.

Wellbeing Programs

Our Secondary students engaged in a diverse range of wellbeing programs that focused on specific areas of respect and responsibility as part of the School's Student Wellbeing Program. For example, our Year 8 and 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

Georges River Grammar is committed to ongoing improvement. GRG is a school of choice for the community, and we want it to remain this way. As such, we routinely survey all stakeholders in the community (parents, students and teachers) on matters that are important to them and seek ways to continually develop and improve our school.

Parents

Primary School Student-Led Conferences

- In 2022, the School asked Primary-School parents for feedback on Student-Led Conferences. These conferences take place in Term 3 of each school year, and provide students with the opportunity to show their parents/caregivers the work they have been completing in school and set goals in a conference with all relevant parties (teacher, student and parent/s). Parents were surveyed, via an online questionnaire, about the Student-Led Conferences, specifically asked about their effectiveness in terms of student goal setting, reflective practice and student engagement. 49 parents completed the questionnaire.

- 93% of parents reported that they found the goals their child set were realistic and purposeful. Some parents wrote that their children 'showed great self-awareness in the goals they set' and found the conferences to be 'informative', 'well organised' and 'purposeful.'

- Parents were generally happy with the information they gained about their child's progress from the conferences. However, some parents noted that they were concerned about the presence of other parents/students in the classroom at the same time as their child's conference and wished there was more time, feeling that it 'was too fast.'

Secondary School Merit System

At the School's monthly P&F Meeting, parents are given the opportunity to provide the School's Leadership Team with information and feedback relating to their experience as parents. One piece of feedback raised throughout the 2022 year related to the Secondary School's Merit System. Parents raised concerns about the difficulty of Secondary students achieving 100 merits and being able to attend 'Rewards Day'. Parents also noted that it was difficult for students who consistently behaved well to obtain merits as they went 'unnoticed' and therefore struggled to reach the 100-merit goal. As a result of this feedback, the School commenced a review of the Secondary School's Merit System.

Students

With the introduction of a new, formalised Student Wellbeing Program in the Secondary School and the establishment of Mentor Groups and Mentor teachers, students were asked to provide feedback on this new initiative in focus groups. Overwhelmingly, students were very positive about this new initiative and noted that they enjoyed spending time with a smaller group of students from their year group and engaging in the activities conducted in Mentor Groups.

At GRG, students are encouraged to provide feedback to their teachers, Year Mentors, Heads of Year or any member of the Senior Leadership Team. Throughout the year, both male and female students provided feedback on the state of bathroom facilities and requested they be updated and refreshed. Students also requested that some type of 'student-elected' body be introduced in the Secondary School for all year groups, rather than the Year 12 Student Leadership Team. As a result of this feedback, these two areas have become priorities for the School in the 2023 academic year.

Teachers

In Semester 2, staff participated in a professional learning activity entitled 'The Art and Science of Energy Management.' In preparation for this workshop, staff were asked to complete an online survey that asked them specific questions about how they manage stress in the workplace and the self-care strategies they employ to manage their physical, mental and emotional health. 45 members of staff completed the survey.

- 72% of staff noted that they 'sometimes' feel stressed in their role, whilst 12% recorded that they feel stressed infrequently. 8% of teaching staff said they 'always' feel stressed.

- Teaching staff outlined the various strategies they use to manage their stress effectively, describing exercise, relaxation, getting enough sleep and connecting with others as the most common methods in which they manage stress.

- 'Lack of time' was the issue identified as the element that most teachers (78%) find the most stressful element of their role. Staff shared about the teaching profession in general, via comments stating that the profession has become 'overly burdensome' as a result of pressures from external bodies when it comes to administration and paperwork.
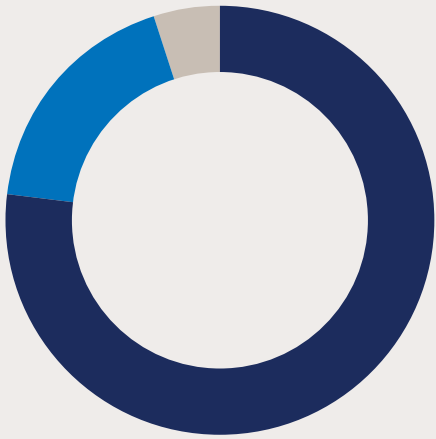
Summary
Financial
Information.

Publication
Requirements.

Recurrent/Capital Income 2022
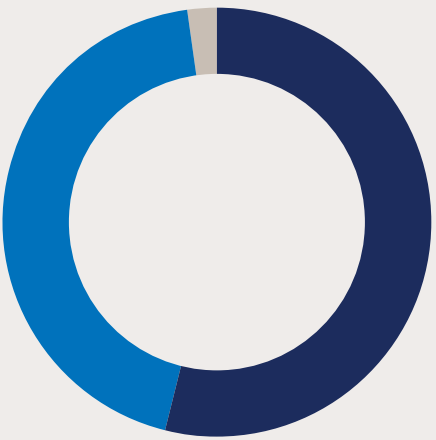
- ■ 54% State & Federal Grants
- ■ 44% Fees & Private Income
- ■ 2% Other Income

Recurrent/Capital Expenditure 2022

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

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 2023.

Additional information can be provided to the Minister on request.

GRG

In 2022, 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 2022 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.

R Charet

Mrs Raquel Charet
Principal

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