



GEORGES  
RIVER  
GRAMMAR

Inspired to learn  
committed to serve.

Annual Report  
to the School Community

2025

# 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 Context

## Message from Key Bodies



## From the School Board



As we look back on 2025, it becomes clear that this has been one of the most transformative years in our School's history as long-term initiatives begin to shape the future of our school for decades to come. Our community has grown—not only in numbers, but in spirit, ambition and shared purpose. The achievements of our students, the dedication of our staff, and the resilience of our families have shaped a year of momentum and optimism.

From Primary through to Secondary years, our students have continued to demonstrate remarkable effort, resilience and enthusiasm. Whether in the classroom, on the sporting field, in performance spaces or through leadership opportunities, they have embraced challenges with positivity and a commitment to growth.

Progress has taken many forms. Some achievements were recognised publicly through awards, while many more occurred quietly in everyday moments—persevering through difficult tasks, supporting peers, showing courage, and approaching learning with curiosity. These moments, often unseen, form the true foundation of a thriving school culture.

One of the most visible and exciting developments of 2025 has been the construction of our new multipurpose auditorium. After years of planning, design refinement and preparation, it has been inspiring to watch the building take shape—transitioning from concept drawings to a structure that now stands as a symbol of our school's ambition and vision for the future.

The auditorium will become a central hub for assemblies, performances, ceremonies, sporting events and whole-school gatherings. While construction brings temporary disruptions—altered pathways, reduced play spaces, and the occasional hum of machinery—the patience and understanding shown by students, staff and families has been outstanding.

Equally significant has been the formal announcement of our standalone Pre-School to Year 2 campus project. Nearly seven years in development, this initiative reflects the School's long-term commitment to providing a purpose-built environment tailored to the needs of our youngest learners.

With adaptive learning spaces, dedicated play areas and facilities designed to spark curiosity and early exploration, the new campus will elevate the educational experience for future cohorts. Importantly, it will provide opportunities for more families to join our community.

We extend our sincere thanks to our Principal, Mr Ben Haeusler, as well as Deputy Principal, Mr Peter Joseph, for their leadership throughout a year of substantial change. Their stewardship has ensured that the School continues to thrive through a year filled with change and opportunity.

**The achievements of 2025 would not be possible without the dedication of our teachers, support staff, and broader school personnel.**

Their professionalism, creativity and care underpin every success we celebrate.

Our Board members—Mr Vern Falconer, Mr John McKenzie and Mr Sam Estephan—have played an instrumental role in advancing the School's strategic priorities. Their vision, governance and countless volunteer hours have been critical to moving both the auditorium and K-2 campus from long-held ambitions into active development.

Their leadership continues to guide the School through this exciting period of growth.

We acknowledge the enormous contribution of parents and carers. From early-morning routines to late-night assignments, from encouragement at home to support during school events, your partnership strengthens every child's learning journey.

Our parents, friends and volunteers continue to enrich school life through events, community-building activities and behind-the-scenes support. Your generosity of time and spirit makes a lasting impact and brings joy to school life.

We look toward the future with excitement and confidence. With transformative building projects underway, expanded opportunities for students, and a strong, supportive school community, our school stands poised for the continued evolution of a community anchored in excellence and care.

Thank you for your continued trust and partnership as we move confidently into the years ahead.

*D. McGregor*

**Mr David McGregor**  
Board Chair

*Building* the future  
for today's students.



## From the Principal

Last year, as we celebrated our 40th Anniversary, we looked back — honouring our past, our people, and a story that began in 1984 with St Paul's Choir School.

This year has felt entirely different. If 2024 was about reflection, then 2025 has been about imagining and stepping boldly into the future of GRG. It has been a year of momentum, transformation, and possibility.

One of the most significant steps toward that future has been watching our new auditorium rise. After years of planning, its size and scale has surprised all of us. Some of my favourite moments this year have been taking students on tours of the site, stepping onto the new stage for the first time with our Kindergarteners, and even the quiet early-morning walks through the gates before anyone arrives. From my office, you can always hear the gentle hum of the build — and there is something special in knowing that what's rising now will serve generations of GRG students to come.

That wasn't the only major development. This year we unveiled plans for a brand-new Primary building for Preschool to Year 2, along with a new carpark. These initiatives are a testament to our ongoing commitment to growth and improvement, ensuring that our school remains a vibrant and dynamic place for learning and development.

Such significant, forward-thinking initiatives are a direct result of our School Board's strategic foresight and dedication, and it is with this in mind that I extend my deepest gratitude to our School Board. Thank you for your leadership, clarity, and unwavering commitment to ensuring GRG continues to thrive. Your work behind the scenes touches every part of our school, providing the essential support and direction that allows our community to dream this big and build this boldly.

This year also marked a turning point in the global outlook of our school. In the September Holidays, we also stepped boldly onto the global stage with our first ever Service Trip to Cambodia. For the 27 Secondary students who went, it was truly life-changing—an experience that deepened empathy, resilience and global awareness. When the students returned, I spoke to many of them, and even before they finished their first sentence, I could hear it — something had changed. These weren't just stories about travelling overseas. They were stories about empathy, resilience, and understanding the world in new ways.

Of course, no reflection on 2025 would be complete without Alfie — our school support dog, morale booster, and proud master of strolling in like he owns the whole school. Alfie is, without question, the most popular member of GRG for 2025. He has been in reading sessions in the Primary School, wellbeing check-ins, the playground — and in those moments when a student simply needs a companion. He listens without judgement — although he may expect a pat in return. His presence has brought joy, calm, and comfort to so many students already, and he represents our continued commitment to supporting student wellbeing in meaningful, innovative ways.

Our students, as always, also achieved remarkable things this year. Our Secondary School Community Problem Solving teams placed first and second at the National Finals of the Future Problem-Solving Competition. The "Happy Bags" team — focused on improving the mental health of children in local hospitals — secured first place in the Senior Division and will represent Australia in the United States next year.

We also saw overwhelming success in Chess, Prime Minister's Spelling Bee, UNSW Solar Car Challenge, the MS Mega Swim, HICES Music Festival, Gateway 8, national competitions in Mathematics and Science, and so many other programs, including Sport. And we were especially proud to receive HSC Onstage and Shape nominations in Drama and Design & Technology — recognition of the talent and dedication of our senior students and teachers.

These achievements remind us of who we are. At GRG, we value holistic education. We value academic excellence, yes — but we equally value character, creativity, resilience, and wellbeing.

The world is changing rapidly, but our commitment to educating the whole child will not.

To our staff: thank you for your expertise, your dedication, and the countless ways you go above and beyond. Working alongside you is a privilege.

To our parents and caregivers: thank you for trusting us. We do not take that trust lightly, and every decision we make is driven by the responsibility to support, challenge, and care for your children so that they can thrive.

**And finally, to our students:**  
**congratulations on everything you have achieved in 2025. You bring joy, curiosity, energy, and purpose to this school. You are the reason we do what we do.**

Last year we marked forty years of the School's history; this year we began the work that will shape the next forty. Importantly, the future we are planning is not for a distant cohort — it is for the students who are sitting in front of us today. GRG's next chapter is beginning, and I look forward to seeing it develop.

*B. Haeusler*

**Mr Ben Haeusler**  
Principal

# From the Parents and Friends Association

As we bid farewell to another year at Georges River Grammar, the Parents and Friends Association (P&F) will conclude its journey as the School transitions to a model better aligned with the needs of families today. Beginning next year, the Parent Engagement Group (PEG), led by our dedicated Principal, Ben Haeusler, will commence. This new structure will offer a more flexible avenue for parent involvement and foster a stronger connection between school staff and families.

As this is our final official P&F report, I would like to reflect on our journey, a journey I am incredibly grateful to have been involved with over the last 14 years. The countless hours spent brainstorming event ideas, organising, shopping, and hosting have truly been an honour. I'm sure all our volunteers will agree our time together was filled with laughter, friendships, and traditions. We've watched children grow from kindergarten students carefully choosing Mother's and Father's Day gifts to Year 12s preparing to embark on their adult lives. It has been a journey that highlights the importance of working together for the benefit of GRG students and strengthening the community spirit that all GRG families recognise and appreciate.

Walking through the school grounds, we see the wonderful structures and playground areas we are proud to have contributed to. We look back fondly on our Welcome Events, Christmas Carols, Outdoor Cinemas, Colour Runs, and Carnival Days, and we are confident the PEG will continue to host and enhance these fun filled traditions. None of this would have been possible without the incredible volunteers who devoted their time to bringing these events to life, a true testament to the strength of our school community. We also extend our gratitude to the School's SLT for their unwavering support and assistance; the P&F thank-you nights were a reminder of your appreciation and made every moment worthwhile.

**On behalf of the P&F Committee, I extend heartfelt thanks to the many families who attended and supported our events over the years. Your enthusiasm and ongoing involvement have helped create a fun, inclusive, and vibrant community for our children.**

This year would not have been possible without the steadfast support, organisation, and planning skills of our current committee members: Mirvat Raphael, Monica Stephens-Saliba, Olivera Momirceviski, and Lisa Mason. Their dedication and commitment have been invaluable.

As we look ahead to 2026, we are confident that the PEG will continue our work in nurturing community spirit, strengthening our school community, and supporting our students. It will remain committed to creating spaces and opportunities for families to come together and celebrate the GRG experience.

Finally, I encourage all families to get involved with the PEG in 2026. Whether by volunteering your time, attending events, or sharing ideas, every contribution helps build a vibrant and supportive community where every student can flourish.

*C. Stelmaszak*

**Camilia Stelmaszak**  
President  
P&F Association





## From the Secondary School Captains

Our senior year was a journey that we will appreciate forever!

The Class of 2025 has experienced moments of incredible achievements, unexpected challenges and above all, unwavering unity. Reflecting on this year, we as leaders have faced both the pressures of senior study and the excitement of leadership. Although, through it all we were blessed to realise the community that surrounded us was a community with our best interests at heart. The strength of our year wasn't just found in our successes, but in the way we came together during times of difficulty, and this became a life lesson we will take on for our lives beyond school.

Leading this year alongside an inspiring group of students has been a privilege. The 2025 Leadership Team worked diligently to unite the School, celebrate our community and leave a positive impact that will last beyond our time here. Leadership, for us, was never about titles – it was about togetherness.

We would also like to extend our sincere gratitude to our Head of Year, Mr Buckley, for his constant guidance, encouragement and belief in us. His support has been a defining part of our senior experience and a source of motivation for so many within our year.

**To all teachers, staff and support personnel, we thank you wholeheartedly for your dedication, patience and care.**

From the countless lessons and words of encouragement to the quiet, behind-the-scenes efforts that make our school days run smoothly, you have each played a vital role in shaping our journey. Your commitment and kindness have left a lasting impression on us all.

We could not have endured our schooling experience without such an amazing cohort. Class of 2025, thank you for the laughter, the memories and the sense of belonging that made every challenge worthwhile. The Class of 2025 will be remembered not just for what we achieved, but for the way we did it – together.

**Ethan Hodge**  
Secondary School Captain

**Sienna Galea**  
Secondary School Captain

## Contextual Information About the School

Georges River Grammar (GRG) is a diverse, inclusive and supportive co-educational independent 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 a well-rounded, holistic and comprehensive educational experience which enables them to thrive, grow and prosper. The School provides students with a vibrant, encouraging and enriching learning environment, governed by its Christian ethos and the School's values of community, sacrifice, service and compassion.

The aims and objectives of GRG are to:

- create a nurturing environment which is defined by care, support, and community;
- develop students into compassionate, resilient, engaged and accomplished lifelong learners, ready to face the challenges of an increasingly complex world;
- help grow outward-looking members of the community who are considerate, respectful and conscientious;
- offer excellence in all facets of a well-rounded education; provide students with opportunities to discover and develop their passions; and,
- foster a sense of belonging within every student, parent and member of the school community, where relationships are developed and built with mutual respect, trust and empathy.

## Characteristics of the Student Body

The School caters to a multi-culturally diverse and inclusive 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.

In 2025, there were 933 students enrolled in the School. There is a relatively equal gender balance throughout the School. The School has a small population of about 1% who identify as Aboriginal, Torres Strait Islander or both. The School also enrolls overseas students for the senior years.

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

# Theme Two

# Outcomes & Results

## Standardised 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. 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 2025, 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	424	447	429	438	419
Year 5	512	511	519	516	535
Year 7	560	585	580	580	594
Year 9	584	593	594	580	604

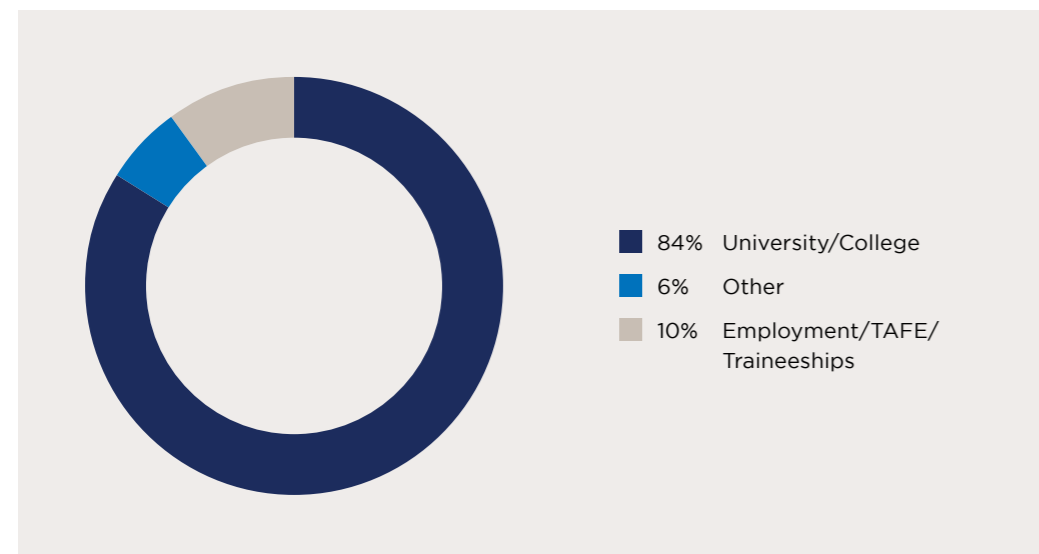
Comprehensive NAPLAN data can be found on the My School website (<http://www.myschool.edu.au>).

NAPLAN participation for GRG is 100%. NAPLAN participation for all Australian students is 94%.

## Post-School Destinations

The vast majority of students who graduated at the end of Year 12 in 2025, following completion of their Higher School Certificate, enrolled at university. Of the 81 students to complete their HSC and received an ATAR, 95% were offered a place at university. These students gained university admission into a variety of courses in the areas of Commerce, Computer Science, Construction, Engineering, Education, Nursing, Health Science, Law, and Psychology.

The post-school destinations of our Year 12 Class of 2025, are outlined below:



## Senior Secondary Outcomes

In 2025, 44% of Year 12 students studied a vocational education training (VET) course. More information relating to VET courses at GRG can be found on: <http://www.myschool.edu.au>

## Higher School Certificate 2025

In 2025, 80 students were awarded a Higher School Certificate. This was 99% of the cohort. Georges River Grammar extends its congratulations to all students who worked conscientiously and achieved their best during their examinations. These students epitomised the School’s unrelenting quest for excellence. The School is equally proud of those who achieved their best in cultural, co-curricular and sporting activities throughout the year.

### GRG 2025 Dux of the School

#### Natarsha Nguyen

- ATAR of 99.60
- Band 6/E4 in Chemistry, Economics, English Advanced, Mathematics Extension 1 and Mathematics Extension 2.

### GRG 2025 Proxime Accessit

#### Thomas Moore-Toledo

- ATAR of 98.00
- Band 6/E4 in Biology, Enterprise Computing, Mathematics Extension 1, Mathematics Extension 2 and Physics.

### GRG 2025 Tertius Locus

#### Lucas Ng

- ATAR of 97.80
- Band 6/E4 in Biology, Business Studies, English Advanced and Mathematics Advanced.



## Distinguished Achievers Honour Roll

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

May Abou-Haidar	Visual Arts
Ziara Aguila-Yusuf	Design and Technology, English Advanced, Visual Arts
Jackson Birrane	Mathematics Advanced, Mathematics Extension 1
Styliani Boutzetis	Mathematics Standard 2
Adam El-Hassan	Mathematics Extension 1
Oliver Emmas	Business Studies
Yasmine Faraj	Business Studies, English Advanced, English Extension 1, Food Technology, Legal Studies
Kaylee Foss	Drama, PDHPE
Phoebe Fuary	Biology, English Advanced, English Extension 1, Mathematics Advanced
Callum Gidney	Construction Examination (VET)
Veronika Gieseckam	Food Technology
Camryn Harland	Biology, English Advanced, Mathematics Standard 2, PDHPE
Amelia Hawk	Visual Arts
Ethan Hodge	Biology, Mathematics Advanced
Natalie Horg	Visual Arts
Theodore Karavas	Business Studies
Isabelle Luong	Business Studies
Sol Martinez	Business Studies, Business Services Examination (VET), PDHPE
Jamie Matta	Mathematics Advanced
Thomas Moore-Toledo	Biology, Enterprise Computing, Mathematics Extension 1, Mathematics Extension 2, Physics
Philippe Mouawad	Biology, Economics, Mathematics Advanced
Janice Mui	Mathematics Standard 2, Hospitality Examination (Kitchen Operations and Cookery)
Lucas Ng	Biology, Business Studies, English Advanced, Mathematics Advanced
Antoinette Nguyen	Food Technology
Emily Nguyen	English Advanced, Music 1
Natarsha Nguyen	Chemistry, Economics, English Advanced, Mathematics Extension 1, Mathematics Extension 2
Patrick Nguyen	Business Studies
Do Huu Toan Phan	Business Studies
Le Phan	Business Studies, Hospitality Examination (Kitchen Operations and Cookery)
Nihaar Pillai	Drama, English Advanced
Julia Porcu	Mathematics Advanced
Andrew Potuzak	Business Studies
Scarlett Robertson	Construction Examination (VET), English Advanced, PDHPE
Zakaria Sarmini	Business Studies, Legal Studies
Alexander Scott	Business Studies, Mathematics Standard 2
Ruby Strohmayer	Drama, English Advanced, English Extension 1, Japanese Continuers
Malikrehaan Tamboli	Business Studies
Ruby Upston	Ancient History, Mathematics Standard 2

Isabella Vu	Design and Technology, Geography
Harrison Welch	Mathematics Standard 2
Gisele Williams	Business Services Examination (VET)
Charlie Wills	Mathematics Standard 2

## HSC Exam Results

Students at the School also performed above the HSC Exam State Average in all courses. These courses are outlined below and also includes the number of GRG students enrolled.

Course Name	Students Included	School Exam Mean	State Exam Mean
Ancient History 2 unit	5	85.24	72.41
Biology 2 unit	29	78.59	73.04
Business Services Examination 2 unit	13	80.60	73.60
Business Studies 2 unit	32	84.19	74.28
Chemistry 2 unit	15	78.00	74.86
Construction Examination 2 unit	13	82.83	75.97
Design and Technology 2 unit	13	86.71	78.25
Drama 2 unit	6	86.93	81.3
Economics 2 unit	5	84.92	77.69
English Advanced 2 unit	47	85.77	81.80
English Extension 1 1 unit	5	43.20	42.38
English Standard 2 unit	33	73.04	71.62
Enterprise Computing 2 unit	11	80.8	73.52
Food Technology 2 unit	9	80.69	73.11
Geography 2 unit	10	78.30	75.66
Hospitality Examination (Kitchen Operations and Cookery) (VET) 2 unit	17	80.68	76.67
Human Services Examination 2 unit	1	77.4	73.10
Japanese Continuers 2 unit	4	81.9	78.89
Legal Studies 2 unit	10	79.94	75.21
Mathematics Advanced 2 unit	23	83.66	78.83
Mathematics Extension 1 2 unit	14	81.2	78.71
Mathematics Extension 2 2 unit	3	87.4	82.48
Mathematics Standard 2 2 unit	48	75.98	71.56
Modern History 2 unit	13	75.06	73.72
Music 1 2 unit	4	87.00	81.27
Personal Development, Health and Physical Education (PDHPE) 2 unit	29	78.16	74.15
Physics 2 unit	13	78.14	73.58
Visual Arts 2 unit	9	87.36	81.38

## Comparative Trends in Student Performance Over Time

The School's HSC Success Rate is a measurement of total Band 6 results achieved compared to the total number of examination attempts. The 2025 HSC results reflect the continued upward trend in academic achievement over the longer term and reaffirms the School's commitment to sustained academic improvement.

A six-year comparison of the School's performance rate in the top two bands (Band 5/6 and E3/E4) is in the table below. This table factors in all courses offered at the School.

### Percentage of Results Within the Top 2 Bands

2020	37%
2021	35%
2022	34%
2023	56%
2024	45%
2025	59%

## Band 6/E4 Course Performance

The following courses achieved Band 6/E4 results in 2025. Georges River Grammar congratulates the students on their effort and diligence in achieving top band performances in these courses. The School also wishes to thank the teachers of these courses for their dedication and care demonstrated.

- Ancient History
- Biology
- Business Services (VET)
- Business Studies
- Chemistry
- Construction (VET)
- Design and Technology
- Drama
- Economics
- English Advanced
- English Extension 1
- Enterprise Computing
- Food Technology
- Geography
- Hospitality (Kitchen Operations and Cookery) (VET)
- Japanese Continuers
- Legal Studies
- Mathematics Advanced
- Mathematics Extension 1
- Mathematics Extension 2
- Mathematics Standard
- Music 1
- Personal Development, Health and Physical Education (PDHPE)
- Physics
- Visual Arts

## All Candidates' Marks > Band 4/E3

The School measures the courses where 100% of candidates achieved a mark greater than or equal to 70. The School uses statistics such as this to analyse the quality of teaching within courses, and to establish whether students of all abilities are benefiting from the style of teaching. The following courses saw 100% of all candidates achieve a Band 4/E3 or greater:

- Ancient History
- Design and Technology
- Drama
- Economics
- English Advanced
- English Extension 1
- Enterprise Computing
- Hospitality - Kitchen Operations and Cookery (VET)
- Japanese Continuers
- Mathematics Advanced
- Mathematics Extension 1
- Mathematics Extension 2
- Music 1
- Visual Arts



# Theme Three Staffing

## Teacher Accreditation

Level of Accreditation	No. of Teachers
Conditional	0
Provisional	3
Proficient Teacher	79
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

## Workforce Composition

Georges River Grammar embraces non-discriminatory recruitment by providing equal employment opportunity to all, and pride ourselves on our inclusive and diverse staff culture. There were no staff members of indigenous background employed in 2025. Further information and details regarding GRG's workforce composition can also be found on the My School website: <http://www.myschool.edu.au>

School Staff	
Teaching Staff	82.0
Full-time equivalent teaching staff	76.6
Non-teaching staff	43.0
Full-time equivalent non-teaching staff	32.5

# Theme Four Attendance



## Student Attendance Rates

In 2025, an average of 92% of students attended each school day. This was similar to the daily attendance rate in 2024.

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
93.0%	92.0%	92.2%	91.1%	91.9%	89.9%	91.0%	93.9%	90.8%	90.7%	93.3%	91.2%	94.6%

## Management of Non-Attendance

Attendance at GRG is 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 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, family holidays and/or other leisure activities.
- Regular meetings are conducted between the Director of Student Wellbeing, Stage Coordinators (Primary) and Heads of Year (Secondary), as appropriate, to coordinate responses to student absences.
- If a student is absent for more than three days and this is unexplained, the Classroom Teacher (Primary) or Head of Year (Secondary) will contact the parent to check-in. Any absence in excess of three days with no explanation is referred to the School's Senior Leadership Team.
- Students with persistently low attendance are monitored, and personalised strategies 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/guardians. Where appropriate, the School will work with the parents/caregivers and the student to develop an Attendance Improvement Plan or seek the assistance of external agencies, including the Association of Independent Schools NSW.
- Where frequent absences are explained as being due to illness, the School requests medical certificates for the absences and will consult with parents/guardians 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.

# Theme Five School Policies

The following school policies are publicly available on the School's website (<https://www.grg.nsw.edu.au>) and can also be accessed using the hyperlinks below:

- [Enrolment Policy](#)
- [Child Protection Policy](#)
- [Bullying Prevention and Intervention Policy](#)
- [Student Discipline Policy](#)
- [Student Wellbeing and Discipline Procedures](#)
- [Complaints Handling Policy](#)



# Theme Six

# Stakeholder Satisfaction

GRG places significant importance on the perspectives of its stakeholders and is committed to cultivating a culture of ongoing growth through purposeful engagement with students, parents and staff.

During 2025, the School actively gathered feedback from across the community on a variety of important initiatives and operational matters. The insights provided have been instrumental in shaping future directions and ensuring that the School's systems, practices and structures continue to respond effectively to the changing needs of the community.

## Review of the Secondary Student Leadership Process

In 2025, the School undertook a comprehensive review of the Secondary Student Leadership process. Feedback was sought from students, staff and parents regarding the existing structure, election procedures and leadership opportunities available to students. The School recognised the importance of ensuring that the leadership process not only reflected the values of the School, but also provided students with authentic opportunities to demonstrate leadership capacity and engage meaningfully in the life of the School.

As a result of this consultation process, several significant changes were implemented for future student leadership elections. From 2026 onwards, members of both the student body and staff will have the opportunity to vote in the election process, creating a more collaborative and representative model. In addition, all applicants for senior leadership positions will now participate in a formal speech process, delivering presentations to the School community outlining their vision, leadership qualities and reasons for seeking election.

The School also introduced a revised leadership structure with clearer and more purposeful portfolio areas. Specific leadership positions such as Faith Captain, Social Justice and Wellbeing Captain and other defined portfolios were established to provide greater clarity regarding the responsibilities associated with each role and to ensure student leaders are able to make meaningful contributions in areas aligned to their passions and strengths. The School anticipates that these changes will strengthen student voice, leadership development and community engagement in future years.

## Parent Engagement Group (PEG)

Throughout 2025, the School also sought extensive feedback from parents regarding the existing Parents and Friends (P&F) Association structure and the ways in which families engage with the School community. Feedback indicated that many families were seeking more flexible and accessible opportunities to contribute to school life, particularly in consideration of the increasingly busy schedules and commitments experienced by modern families.

As a result of this consultation process, the School introduced a new Parent Engagement Group (PEG) structure, to commence in 2026. The PEG has been designed to create a more inclusive, collaborative and flexible approach to parent engagement and community involvement. Unlike traditional parent association models, the PEG will be directly led by the Principal and will focus on providing regular opportunities for parents to offer feedback, discuss School initiatives and contribute to the ongoing development of the School community.

The new structure includes twice-termly meetings, varied meeting times to improve accessibility for working families and more flexible volunteer opportunities that better reflect the realities of contemporary family life. The School believes that the introduction of the PEG will strengthen partnerships between home and school and provide a more responsive and meaningful framework for parent engagement moving forward.

## Review of School Communication and Technology Platforms

During 2025, GRG also engaged parents, staff and members of the wider school community in discussions regarding communication systems and the use of technology across the School. Feedback highlighted that many parents were finding it increasingly challenging to navigate the numerous applications and platforms required to access information relating to their child's education, including systems such as PC School, the GRG App, Flexischools and BusMinder.

In response to this feedback, the School undertook a review of its communication and technology platforms to identify opportunities to streamline communication and improve the parent experience. Following this review process, the School determined to implement Compass from 2026 as a centralised, "one-stop shop" communication platform for families.

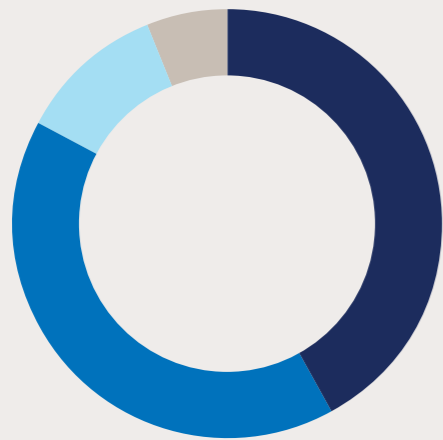
The introduction of Compass will consolidate key aspects of school communication, student information, attendance, reporting and payments into a single platform, reducing complexity for families and improving accessibility and efficiency. The School anticipates that this transition will strengthen communication between home and school while providing a more user-friendly and integrated experience for parents and caregivers.



# Theme Seven

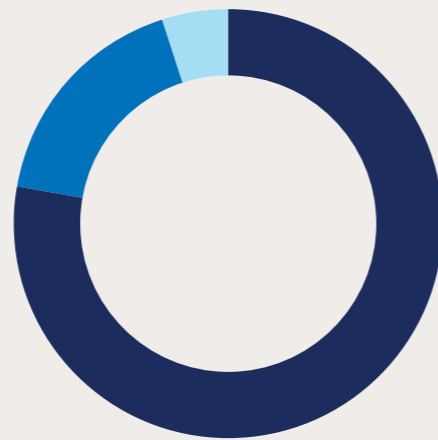
# Financial Information

Recurrent/Capital  
Income 2025



- 42% Commonwealth Recurrent Grants
- 41% Fees and Private Income
- 11% State Recurrent Grants
- 6% Other Income

Recurrent/Capital  
Expenditure 2025



- 78% Salaries, Allowances & Related Expenditure
- 17% Non-Salary Expenditure
- 5% Capital Expenditure



# Throughout 2025, GRG continued to strengthen its position as a leading provider of co-educational learning in southwestern Sydney.

With a continued focus on academic excellence, student wellbeing, and character formation, the School remained committed to delivering a contemporary and future-oriented education that supports students to thrive both within and beyond the classroom.

At the core of GRG's success is a connected and inclusive community where students are encouraged to explore their strengths, pursue their passions, and strive for personal growth. Through engaging learning experiences, dedicated and highly skilled educators, and a strong commitment to holistic education, students are equipped with the knowledge, confidence, and capabilities required to navigate an increasingly complex and changing world.

Beyond academic learning, the School continued to provide a wide range of co-curricular opportunities that enriched the educational experience of students. Participation in sport, performing and visual arts, leadership initiatives, and service programs encouraged students to develop as well-rounded individuals who contribute positively to both the School and the broader community.

Looking ahead, GRG remains committed to fostering a lifelong love of learning, encouraging curiosity and innovation, and supporting every student to achieve their full potential. Guided by its values and strengthened by its strong sense of community, the School continues to move forward with confidence, purpose, and an unwavering commitment to educational excellence.

*B. Haeusler*

**Mr Ben Haeusler**  
Principal





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