Brisbane Girls Grammar School
2012 Government Reporting Requirements

A recognised leader in the education of teenage girls, Girls Grammar is an academically non-selective secular school with an enviable record for academic achievement. Brisbane Girls Grammar School is one of eight grammar schools in Queensland established under the Grammar Schools Act. In 2000 these schools established the Queensland Grammar Schools Association. The School is governed by a Board of Trustees consisting of seven members: three elected by subscribers or donors to the School, and four appointed by the Governor in Council. The Trustees hold offices for four years and at the end of that time are eligible for re-election or re-appointment.

Click here to read more on the Board of Trustees and School Governance.

Founded in 1875, Brisbane Girls Grammar School offered girls the same educational opportunities as their brothers. This was six years before women were admitted to universities in Sydney and Melbourne and before similar schools appeared elsewhere in the country. The opening of Brisbane Girls Grammar School signified the School’s establishment as a leading academic secondary School for girls in Queensland. Equality of opportunity has become an accepted part of our culture and Girls Grammar is proud of the role it has played in the development of education for girls in Australia. The majority of those entering the School at Year 8 graduate from Year 12 after five years of secondary schooling when the students achieve a Queensland Certificate of Education. The majority of graduates choose to proceed to university studies and the opportunities that the principles of life-long learning promote, together with the growing acceptance of the value that multiple pathways present for our young people, are now well accepted.

These philosophies are reflected in the way in which we organise our School. A large variety of extension experiences are available at different stages including university link programmes, community service, vocational education and sister school programmes, which contribute to helping our young women develop knowledge, understanding and sensitivity to the society of which they are part.

Click here to read more about the School’s strategic direction

School sector
Brisbane Girls Grammar School is an independent day school specialising in secondary education

Address
Gregory Terrace Brisbane QLD 4000 AUSTRALIA
(E) communications@bggs.qld.edu.au (T) 617 33321300 (F) 617 38393187

Total enrolments
The School had 1163 students enrolled in Years 8-12 to commence 2011.

Year levels offered
Years 8-12

Co-educational or single sex
Single sex

Distinctive curriculum offerings
With a background of distinguished academic achievement, Brisbane Girls Grammar School provides a broad-based holistic education that equips each young woman to meet her future with confidence.
The extensive range of subjects offered at Brisbane Girls Grammar School, combined with our comprehensive co-curricular activities and well developed student care programmes, provides a platform for each girl to experience success and develop intellectually, emotionally, spiritually and physically.

Brisbane Girls Grammar School is committed to maintaining innovative educational practices. The School offers a liberal education—an education that provides a basis for continuous learning and one that encourages girls to engage in critical thought using a variety of methodologies. From Year 8, learning experiences are designed to excite our students, capturing their imagination, challenging them intellectually and promoting their academic success. A differentiated approach to teaching and learning, co-curricular experiences and involvement in national and international competitions and experiences are just some of the strategies employed to stimulate positive and enjoyable outcomes for students.

The School’s curriculum offers each student the opportunity to express her individuality, work towards her goals and be prepared to embark on a rewarding future.

The Alumni network, which includes past students and staff, provides our students with access to a powerful group of mentors. This is a valuable resource providing guidance to our young women as they consider tertiary options and career paths and ultimately as they enter the adult world.

Click here to read more about the School’s curriculum

Co-curricular activities

At Brisbane Girls Grammar School we recognise that academic success needs to be balanced with a comprehensive co-curricular programme. Designed to complement the curriculum, these programmes encourage participation, team-work, self-esteem and creativity. Grammar girls are encouraged to extend and explore their knowledge and interest in particular areas through their choice of co-curricular activities. With over 100 co-curricular options available, all our students have the opportunity to be involved in a variety of pursuits including service groups, music ensembles, debating, public speaking, performing arts, enrichment activities and sport. The leadership roles assumed by girls in many of these activities contribute to academic success and significant personal development. This emphasis on involvement in the School and wider community builds leadership skills, commitment and understanding. Students are encouraged to take a global perspective and look beyond their immediate environment.

In order to promote a broad knowledge and understanding of the students in our care and to provide for positive student-staff interactions beyond the classroom context, all teaching staff are expected to participate in at least one co-curricular activity across a year.

Click here to read more about the School’s co-curricular programme

Social Climate

At Brisbane Girls Grammar School we understand the importance of a strong and caring community in nurturing intellectual, emotional, spiritual and social growth in our young women. Growing in learning and life requires courage and an ability to take risks. Grammar girls are encouraged to set themselves high standards and to be strong and resilient in their endeavour to realise their potential. We strongly believe in the value of positive relationships as a powerful factor in supporting our students in their growth. Staff work together with parents to consider the learning and emotional needs of each girl, while providing a stimulating and challenging learning environment. Our student care programmes assist students to develop their sense of identity and purpose to prepare them for life after school. This careful, professional and individualised approach is rewarded by the growth of confidence and self-belief in our young women. We expect our maturing girls to develop inner discipline based on empathy and respect for others. The School has
an anti-bullying policy entitled: *Promoting Positive Relationships* and a carefully devised and responsive Student Ethics Programme which communicates the School’s expectation, that while difficulties in relationships can occur in all human contexts, there is a clear belief that respectful and tolerant interactions should occur. Staff endeavour keep up-to-date with understanding adolescent social media usage and communicate to parents about how we can work proactively together to protect the students in our care. Our *Social Media Policy (Students), Acceptable Use of the Internet and Student Code of Conduct* provide guidance to the students’ in regard to the School’s expectations. Philosophically, we believe in fostering connectedness between people and ideas in a strong community with a shared purpose and the Student Ethics Programme from Years 8 – 12 provides age appropriate experiences to assist students to make ethical and informed choices in the world they inhabit. Grammar girls are encouraged to question and to make things happen, both here at School and later in the wider community—where so many have become outstanding contributors both nationally and internationally. We have a tradition of nurturing imaginative and adventurous women who use mind and spirit to benefit the world they inhabit.

[Click here to read more about our student care programme](#)

**Parental involvement**

Partnerships between staff and parents form the basis of the School community. The relationship of this School with our parents is central to the success of the students. In order to facilitate this relationship, based on mutual trust and the appropriate sharing of knowledge, an effective system of communication has been implemented. Each girl is placed in a House with the Head of House responsible for her welfare and communication management; and from the Year 7 interview prior to her entering the School, there is systematic and regular two-way communication between the School and parents in the form of parent-teacher interviews, parent information evenings, regular reporting (both formal and informal) in regard to her learning and the School curricular and co-curricular programmes. In this way, we seek to involve parents in the learning journey of their daughters.

The School is fortunate also to have many parents actively involved in the School through the many support groups that provide invaluable assistance and opportunities for participation. These groups include the Parents and Friends Association, Mother’s Group, Father’s Group, Music Support Group, various Sporting Support Groups as well as the volunteer activities such as Cafe and Uniform Shop support. Our parents are very involved in our annual Open Night. The School sends out a weekly newsletter *BGGS News* which is emailed directly to parents. Our public website is also kept up to date with information regarding the School’s activities and parents have the facility to access more specific information through a dedicated intranet login. They also have the facility to comment on the weekly educational essays written by senior staff either through email or an electronic comment capacity. Twice yearly, the School sends out a publication to the School community – the Grammar Gazette – which outlines key initiatives and happenings in the life of the School.

[Click here to visit the P&F Association web page](#)

**Presentation of Information**

For further information on the School and its policies please contact:

Loren Bridge
Director of Communications and Community Relations
Tel: +61 7 3332 1336
lbridge@bggs.qld.edu.au
**Staffing Information**

Our professional and talented staff is dedicated to establishing an educational foundation for our young women so that they are able to contribute to their world with wisdom, imagination and integrity. Each student is unique and the staff and the programmes created are shaped so that every girl feels that she has a place and is able to contribute in her own unique way to the school community and in due course, to the world she enters. This requires the recruitment and the development of a highly skilled, dedicated and professional staff.

**Staff composition**

Our academic staff is composed of 105 full time, 8 part time and 5 non-teaching staff.

**Staff development**

Professional development opportunities at this School encourage continuous professional growth in the belief that there is a strong connection between teaching standards and teacher professional learning. The School prides itself on the fact that it has a history of being a strong learning community and the culture is one where the staff strive to deepen their subject knowledge, develop their teaching skills and stay current with new research while endeavouring to remain innovative and imaginative. The School endeavours to support the whole staff in their working lives and the judgments they must make with a substantial annual budget that sources appropriate opportunities for professional development or training. Visiting experts, keynote speakers, seminars, workshops and conferences covered a disparate range of fields and topics in the past year. In addition to the professional development programme on Staff Conference Days, there were more than two hundred separate external training experiences for staff, many taking place in vacation time or after School hours. The School has a Centre for Professional Practice through which regular on-site professional development opportunities are afforded our staff through the provision of outside experts and also from the expertise of our own staff. Another significant strategy for teacher learning is the biennial cycle of reflective appraisals for classroom teachers which is carried out by the Principal. This process encourages teachers to assess their effectiveness in the maintenance and improvement of teaching and pastoral care skills while providing information and receiving mentoring in regard to professional and personal plans for the next three years. The data accumulated from these reflections assist the School to address diverse future needs more effectively, implement good ideas and plan for the future.

2011 saw the appointment of a new Dean of Academic Development to continue the work of the 2010 Scholar-in-Residence, Dr Erica McWilliams, in the development of pedagogical expertise in our teachers in the context of the contemporary and future teaching and learning needs. In addition, a Dean of Studies position was created and the administrative area of the School restructured so that a strong understanding of School’s philosophy of learning underpins administrative decision-making. In addition, an Assistant Dean was appointed specifically to direct and care for the Year 12 cohort and also to liaise with the Old Girls and Alumni.

Our teaching staff remains committed to supporting QSA District and State Panels that monitor assessment at Years 11 and 12 with approximately twenty teachers involved in this rigorous professional exercise. Four of our teachers have contributed to the development of the National Curriculum and they, with other staff, have led our teachers in curriculum design. The School’s two Directors of Technology continued their strategy of working across all faculties to extend the capacity of the staff to use IT meaningfully in their teaching programmes. The totality of professional development experiences has strengthened current theoretical understanding of our students and encouraged in our teachers a confident, active response to the ‘... shift from an era of mass communication to an era of individuated communication ... from the ‘passive’ audience to the
‘interactive’ audience.’ (Snyder, 2002, p.179) Increasingly, there is a focus on more active engagement, creativity and imagination in teaching performance.

Brisbane Girls Grammar School was recognised by the Federal Government’s Equal Opportunity for Women in the Workplace Agency (EOWA) and awarded as an Employer of Choice for Women for the sixth time in 2011.

Click here to view current staff list

2004 saw the award of the inaugural BGGS Staff Fellowship and, in subsequent years, another important initiative was the offer of a BGGS Staff Research Grant. A second Staff Fellowship was awarded in 2009.

The aim of these awards is to encourage staff to undertake further research via approved higher degree courses (particularly Masters Degrees and Doctorates) to enhance their professional qualifications, to contribute to the School’s Archive and to promote the School as a leader in effective and innovative projects throughout the wider education community.

**Staff qualifications**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage of classroom teachers and school leaders with qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>3%</td>
</tr>
<tr>
<td>Masters</td>
<td>21%</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>95%</td>
</tr>
<tr>
<td>Diploma</td>
<td>57%</td>
</tr>
<tr>
<td>Certificate</td>
<td>14%</td>
</tr>
</tbody>
</table>

**Expenditure on and teacher participation in professional development**

The School values the knowledge and commitment of its employees. We recognise teacher knowledge and skills contribute significantly to the quality of teaching and the School therefore actively supports the professional development of our staff which for 2011 included:

- the School reviewed its appraisal system for academic staff. Criteria were established as a basis for ongoing professional conversations. This is the commencement phase for a new model for teacher appraisal. Professional staff also underwent an annual performance appraisal process;
- Professional Development for middle management occurred specifically in relation to human resource management;
- a series of regular ‘in-house’ professional development opportunities occurred on campus, throughout the year;
- on School Staff Days professional development workshops took place with key speakers providing presentations to staff;
- QSA State and local panel involvement of the academic staff;
the Principal attended the Oxbridge Teacher Seminar and Student Programmes at Cambridge and Oxford, UK;
International Federation for the Teaching of English (Natasha Mayne – New Zealand);
ASBA Conference 2011 (Colette Pretorius – New Zealand);
The Art Association of Australia and New Zealand Annual Conference 2011 (Hollie Hollie – New Zealand).

Other management and training activities in which staff have participated, as part of school-funded external professional development, include:

- Administration & Marketing: 13 courses/conferences
- ICT: 8 courses/conferences
- Pedagogy: 35 courses/conferences
- Pastoral Care: 10 courses/conferences
- Personnel Management & Women’s Leadership: 10 workshops
- Technology: 12 courses/workshops
- Student career support: 15 courses/workshops
- Differentiated studies: 15 courses/workshops

The involvement of teaching staff in professional development activities during 2011 was 100 per cent. The total funds expended on teacher development in 2011 were $93,226 — an average of $790 per teacher. Total expenditure on all staff training was $138,000.

**Staff Attendance**

Average staff attendance for the School, based on unplanned absences of sick and emergency leave periods of up to 5 days was 97 per cent in 2011

**Staff Retention**

From the end of 2010, 98.3 per cent of staff were retained for the entire 2011 school year.
Key Student Outcomes

Attendance Rates

The average attendance rate as a percentage in 2011 was 95.9 per cent.

<table>
<thead>
<tr>
<th>Year Levels</th>
<th>Average attendance rate for each year level as a percentage in 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>96.9%</td>
</tr>
<tr>
<td>9</td>
<td>95.9%</td>
</tr>
<tr>
<td>10</td>
<td>95.5%</td>
</tr>
<tr>
<td>11</td>
<td>95.4%</td>
</tr>
<tr>
<td>12</td>
<td>95.9%</td>
</tr>
</tbody>
</table>

A description of how non-attendance is managed by the school

The School has a Student Attendance Policy which sets out procedures for early intervention for students at risk of developing irregular patterns of attendance.

NAPLAN Results (National Assessment Program – Literacy and Numeracy)

Year 9 Reading, writing and numeracy benchmark results

<table>
<thead>
<tr>
<th></th>
<th>READING</th>
<th>WRITING</th>
<th>SPELLING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average Score (School)</td>
<td>Average Score (Australia)</td>
<td>Statistically Similar Schools*</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>635</td>
<td>574</td>
<td>632</td>
</tr>
<tr>
<td>2011</td>
<td>637</td>
<td>580</td>
<td>641</td>
</tr>
</tbody>
</table>
### GRAMMAR AND PUNCTATION

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (Australia)</th>
<th>Statistically Similar Schools*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>665</td>
<td>579</td>
<td>641</td>
</tr>
<tr>
<td>2011</td>
<td>644</td>
<td>573</td>
<td>639</td>
</tr>
</tbody>
</table>

### NUMERACY

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (Australia)</th>
<th>Statistically Similar Schools*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>647</td>
<td>585</td>
<td>653</td>
</tr>
<tr>
<td>2011</td>
<td>653</td>
<td>584</td>
<td>655</td>
</tr>
</tbody>
</table>

*Statistically Similar Schools – as defined by the Index of Community Socio-Educational Advantage (ICSEA)*

Further information can be obtained from [www.myschool.edu.au](http://www.myschool.edu.au)

**Apparent Retention Rate**

The Year 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students in Year 10 two years previously (this may be greater than 100%).

<table>
<thead>
<tr>
<th>Leaving Year</th>
<th>Year 10 Base</th>
<th>Year 12</th>
<th>Retention rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>224</td>
<td>227</td>
<td>101.3</td>
</tr>
<tr>
<td>2009</td>
<td>232</td>
<td>233</td>
<td>100.4</td>
</tr>
<tr>
<td>2010</td>
<td>230</td>
<td>232</td>
<td>100.8</td>
</tr>
<tr>
<td>2011</td>
<td>231</td>
<td>234</td>
<td>101.3</td>
</tr>
</tbody>
</table>

**Year 12 Outcomes**

The School has a consistent record of academic excellence – particularly remarkable as Brisbane Girls Grammar is not an academically selective school and offers only one merit bursary each year.

Of the 2011 Year 12 cohort 100% per cent were eligible to receive an OP (Overall Position) score.

<p>| Total number of Senior Certificates awarded | 234 |
| Number of students awarded a Queensland Certificate of Individual Achievement | 0 |</p>
<table>
<thead>
<tr>
<th>Number of students who received an Overall Position (OP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>234</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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</table>

<table>
<thead>
<tr>
<th>Number of students awarded one or more Vocational Education and training (VET) qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students awarded a Queensland Certificate of Education at the end of Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>234</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students awarded an International Baccalaureate Diploma (IBD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 12 students who received an OPI 1-15 or an IBD</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.44%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Queensland Tertiary Admissions centre (QTAC) applicants receiving an offer</th>
</tr>
</thead>
<tbody>
<tr>
<td>98.7%</td>
</tr>
</tbody>
</table>

**Added Value**

In addition to the extensive curriculum and co-curriculum programmes offered at Girls Grammar, the School provides unique opportunities for its students to be involved in the wider community, extending their learning and personal experiences beyond the classroom through connections with universities, our alumni, participation in national and international forums and competitions, real-world projects, our affiliate school programmes and outdoor education at the School’s second campus – Marrapatta – in the Mary Valley.

**QUT Accounting in Schools Programme**

Brisbane Girls Grammar School is now in its eighth consecutive year in offering this tertiary studies opportunity to its Accounting students through the Queensland University of Technology’s Accounting in High Schools Programme. Accounting students are able to complete a first year university subject in Accounting free of HECS fees whilst completing Year 12.

Successful completion may allow the students to use this subject as a credit towards a qualification in a university course at QUT or other institutions. While students do exactly the same course as their university counterparts they do not have to attend lectures each week but they sit the same examinations. This early experience of university is an excellent introduction to university style study and life on a large university campus.

**Real World Projects**

Year 12 ITS students worked with a local child care centre to test and observe children playing their games. Students then set about designing and developing interactive child-friendly computer games and then authentically tested their products. This is an exciting, innovative and interactive team-oriented activity that employs emerging technologies to produce online curriculum for pre-school
aged children. The games are designed with either a literacy or numeracy focus and encourage pre-

school children to use multimodal environments to enhance their learning. Our students found it

exciting and rewarding to see the children so engaged in games that they had produced. This activity

is a fine example of Brisbane Girls Grammar School students developing their IT fluency to create

interesting products that can both entertain and educate their target audience.

Post Secondary Planning

Career education is a lifelong commitment for each and every one of us. As the School's Director of

Post Secondary Planning says, "Effective career assessment, guidance and planning takes time.

People who invest time and sit down with an advisor to discuss and understand their options make

better choices."

The School's Strategic Design recognises this and aims to promote life-long learning and to

encourage students to develop the skills that will allow them to deal successfully with transitions in

their careers. The focus of career education is to provide quality tertiary programme advice -

assisting girls to choose secondary subjects and tertiary programmes that provide flexibility and,

importantly, reflect their personal interests and passion for learning. In an extension of the careers

services provided to our students, the School also offers individual careers counselling to the wider

Girls Grammar community. Past students are encouraged to take advantage of these services and

particularly the staff expertise and knowledge of QTAC and the tertiary sector if considering second

degrees, postgraduate studies or a change of course.

International Affiliate Schools

Brisbane Girls Grammar School has relationships and interchanges with seven overseas schools with

the following intent:

- Provide students with opportunities to meet students from the countries of these schools.
- Develop further understanding of diverse cultures and ways of thinking.
- Encourage students to experience and use their target language in real life communication.

The Affiliate Schools we interact with are in England, France, Germany, China and Japan. The

programme began officially in 1978 and has run continuously since that time.

Click here to read more about our Affiliate School Programme

Marrapatta - Memorial Outdoor Education Centre

The School's Memorial Outdoor Education Centre, Marrapatta, was established to provide a range

of experiences and challenge for our students. This Centre is sited 175 km north of Brisbane in the

Mary Valley. Outdoor Education is regarded as an integral part of the School’s Junior Curriculum

emphasising environmental awareness, knowledge of self, interpersonal skills, and physical

challenge. The programme is a carefully considered sequential progression through Years 8, 9 and

10, encouraging students to firstly, manage themselves and secondly, to think and work

interdependently with others.

Activities undertaken serve to focus on specific aspects; for example, an activity like canoeing

necessitates communication and teamwork. Expeditioning has become a common theme

throughout the three Year levels. Students use multimodal transport to reach a destination. The

learning comes from more than reaching the destination; importance is placed on the journey. Most

activities (particularly the rope adventure activities) operate on a ‘challenge by choice’ philosophy

which enables students to set personal goals and encourages them to challenge their own level of

ability. The Centre is committed to providing innovative outdoor experiences to nurture the
development of independent and spirited young women who make positive contributions to their communities.

Click here to read more about Marrapatta and our Outdoor Education Programme

**Centre for Science Research Programme**

The Centre for Science Research is a facility designed to create synergy between young scientists, science educators, professional scientists, technicians, physical resources and infrastructure to foster a passion for scientific research among all students during their school years, regardless of academic achievement.

Click here to read more about Centre for Science Research

**Satisfaction data**

The School reports regularly to parents on its achievements via the School’s weekly newsletter (BGGS News), the twice-yearly publication (Grammar Gazette), the Annual Report and the School’s website.

The current parent section of the website receives on average over 2000 unique visitors each month and feedback from parents indicates a high level of satisfaction with the information provided.

In 2008 Year 8 parents evaluated the information provided by the School’s website and gave a rating of 4.21 (out of a possible 5) on the question: Key questions about the school are answered by the website.

The Annual Report is mailed to all current families in the School. Each year the report contains transcripts of the Chair of the Board’s and the Principal’s Speech Day Addresses. Both of these detail the School’s achievements relative to the School’s Strategic Design. In 2006 a readership survey of the Annual Report indicated that 87 per cent of parents read the report. Of those 97 per cent found it informative and 98 per cent indicated that they were happy with the level of disclosure it contained.

Similarly readership surveys of the Grammar Gazette indicate that 97 per cent of current parents find the information informative. There were no requests for additional articles on the School’s achievements or strategic plan, indicating a high satisfaction level by parents for the School’s communication strategies.

In addition to its publications the School holds numerous forums for parents to express their opinions about the School and to request information, these include:

- Year level information evenings
- Focus group sessions
- P&F meetings

In the instance that a particular issue/s has been raised by a number of parents the School has convened an open meeting of interested parents, relevant staff and industry/educational experts.

Feedback from all of these is positive in regard to the School’s communication of its objectives and achievements and its willingness to report to parents.

The School prefers not to overtly survey parents’ opinions and perceptions to obtain quantitative data but rather to obtain more meaningful qualitative information using a consultative approach.

An exit survey conducted with Year 12 students over several years has produced consistent longitudinal data that positively supports the School’s Aspiration and Intent.