

Snowy Mountains Grammar School  
Annual Report 2025

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# Educational and Financial Reporting

Snowy Mountains Grammar School prepares this Annual Report by 30 June each year on its previous year's educational and financial performance. This report is circulated to the school community by publishing it on the school website and is made available to the NSW Education Standards Authority (NESA) and Teaching and Educational Standards online. The School is also committed to providing the Minister with appropriate data for their annual report to Parliament on the effectiveness of schooling in the state. This is made available through the NSW Education Standards Authority (NESA), Teaching and Educational Standards in the required period.

This report includes the following information:

## General Matters

- A message from key school bodies.
- Contextual information about the School.
- Details of the student's performance in all major school activities throughout the year.
- Details of Capital programs undertaken and completed throughout the year.
- Details of up-to-date school policies and how to access them.
- School-determined improvement targets.
- Initiatives promoting respect and responsibility.
- Parent, student, and teacher satisfaction statements.

## Educational Matters

- Value-added information provided by the school programs.
- Information on mandatory state-wide testing undertaken by the students in Years 3, 5, 7, 9 (NAPLAN) and Year 12 (Higher School Certificate).
- Post-school destinations.
- Student attendance and retention rates.
- Professional learning and teacher standards.

## Financial Matters

- A graphic summary of all sources of income received by the school.
- A graphic summary of all recurrent and capital expenditures.

In producing the Annual Report, the Principal allocates roles to appropriate staff members, predominantly executive members, to inform the report of the required aspects. This occurs on an annual basis, taking into consideration changing staff roles. Once the Annual Report is produced, it is presented to the School Board for final approval, typically in the May or June Board Meeting each year. All information is then published in the Annual Report on the School's website before 30 June.

## Requests for additional data

From time to time, the Commonwealth Government, through the Minister for School Education, Early Childhood and Youth, and the NSW Government, through the Minister for Education and Training, may request additional information. To ensure that such requests are handled appropriately, the Principal is responsible for coordinating the School's response and ensuring it is provided to the NSW Education Standards Authority (NESA), Teaching and Educational Standards in an appropriate electronic form.

## DESE Annual Financial Return

The Business Manager is responsible for completing the questionnaire, collecting the relevant data and ensuring it is provided to DESE appropriately.

# A Message from Key School Bodies

## A Message from the Board Chair

On behalf of the Board, I am pleased to present the Annual Report of Snowy Mountains Grammar School, reflecting on another year of continued growth, innovation, and achievement across our School community.

At Snowy Mountains Grammar School (SMGS), our purpose is to equip young people with the knowledge, skills, and support they need to engage thoughtfully with the world, build meaningful relationships, and pursue lifelong learning. Beyond academic excellence, we are committed to fostering creativity, resilience, ethical decision-making, and critical thinking, empowering students to become active and responsible citizens in their local, national, and global communities.

In 2025, we continued to advance our strategic priorities with confidence and purpose.

Through informed planning and collaboration, staff and leaders explored how teaching and learning must evolve in our increasingly complex and rapidly changing world. Particular attention was given to the opportunities and challenges posed by artificial intelligence, and to the growing importance of equipping students with the skills to think critically, evaluate information, distinguish opinion from fact, and make informed decisions.

We were delighted by the outstanding achievements of our Year 12 cohort, whose academic results ranked among the strongest in the School's history.

Their success included regional best performances, exceptional individual achievements, and personal bests across a broad range of subjects. These outcomes reflect the determination and commitment of our students, supported by the expertise, dedication, and pastoral care of our staff. Many graduates also secured early-entry offers and admission to their preferred tertiary pathways. We congratulate them on their achievements and wish them every success in the future.

A defining strength of SMGS remains our commitment to a safe, supportive, and positive culture of learning and care. This is underpinned by our comprehensive pastoral care framework, based on Positive Behaviour Interventions and Supports (PBIS), which is now embedded across all year levels. The program strengthens connections throughout the School community and reinforces a culture of respect, belonging, and wellbeing among students, staff, and families. In the coming year, we will continue extending this approach across our boarding and non-teaching staff teams.

Personal growth and character development remain central to the SMGS experience. Through strong pastoral support, we strive to ensure every student is known, valued, and supported. Programs including Service Learning, the Duke of Edinburgh's International Award, Outdoor Education, and our vibrant House system continue to provide meaningful opportunities for students to challenge themselves, build resilience and a sense of belonging, and develop character as they explore every opportunity available to them.

Our co-curricular offerings also continued to flourish. The revitalisation of our Aviation program has been highly successful, supported by an advanced flight simulator that provides a unique training experience rarely available in schools. The introduction of robotics, growing participation in chess, and expanded junior co-curricular opportunities have complemented our longstanding

strengths in music, drama, and debating. A particular highlight was the outstanding achievement of being named National Senior Debating Champions in 2025.

Our specialist academies in Aviation, Equestrian, Mountain Biking, and Snowsports remain distinctive features of the School. Through ongoing review and enhancement, these programs continue to attract strong enrolments and provide exceptional opportunities for students. Participation and success at regional, state, and national levels continue to bring recognition to the School and reflect the dedication of students, staff, and families.

The Curiosity Centre has quickly become a highly valued learning hub, supporting new and flexible approaches to teaching and learning while enhancing access to library and research resources for middle and secondary students.

Similarly, the Fitness Centre and Sports Science Precinct has exceeded expectations, becoming a highly utilised facility that supports student wellbeing and performance. Demand continues to grow, supported by increasingly specialised staff and trainers, while new adjacent change room and shower facilities will provide improved facilities for students and staff, when completed in 2026.

A significant milestone during the year was the successful acquisition and refurbishment of the former Panorama Motel as an additional Boarding House. The project has been extremely well received and has contributed to strong enrolment growth, with boarding numbers now exceeding 100 students from local, regional, metropolitan, and international communities. These students benefit from the School's academic, co-curricular, and outdoor education programs while living in the unique environment of the Snowy Mountains.

The Board extends its sincere appreciation to the SMGS Parents and Friends Association for its ongoing fundraising efforts and generous support of initiatives that directly benefit students and enhance School facilities. We also acknowledge the many donors, alumni, parents, grandparents, and friends of the School whose contributions to our Building, Library, and Scholarship Funds continue to strengthen educational opportunities and broaden access to a quality SMGS education.

The Board's Finance and Physical Resources Committees have continued to provide careful stewardship of School resources while planning for future facility needs, sustainable operations, and growth. The commitment and expertise of our volunteer Board and committee members are invaluable in supporting long-term strategic planning, prioritisation, and project delivery. The Board also remains committed to supporting and evaluating the Principal and Executive Team as they lead the School and advance its mission. During 2025, further refinement of senior leadership and executive structures strengthened the School's capacity to meet future opportunities and challenges.

The composition of the Board also evolved, with the appointment of Lucy Blyton-Gray as a Director and the continued development of our Board Observer and mentoring pathway, which is bringing fresh perspectives to Board discussions, whilst helping to build stronger governance capability.

On behalf of the Board, I extend my sincere gratitude to our entire School community and the broader Snowy Monaro region. Your commitment, partnership, and support continue to play a vital role in the success of Snowy Mountains Grammar School.

Together, we remain focused on continuous improvement and the pursuit of educational excellence for the greater benefit of the Monaro region. As we look to the future, we are committed to providing a high-quality, well-rounded education that prepares young people to thrive in an ever-changing world, while fostering a values-driven, inclusive, and positive school culture.

Thank you for your ongoing support of the vision and mission of Snowy Mountains Grammar School. We look forward with confidence and optimism to the opportunities ahead.

Yours sincerely,

**Michael E Jones OAM**

Board Chair

Snowy Mountains Grammar School Limited

## A Message From the Principal

Snowy Mountains Grammar School is an educational community offering diverse and comprehensive learning opportunities for students. Our staff provide exceptional dedication and commitment, and work closely with parents and carers to give our children a high-quality, well-rounded education. Located in the Snowy Mountains of NSW, our School offers an important educational choice for students from early learning to Year 12, both day and boarding, in a supportive co-educational environment.

It is with great pride that I present our Annual Report, highlighting the achievements of students facilitated by our staff and with support from the parent community at Snowy Mountains Grammar School, and acknowledging their progress throughout 2025. This year held particular significance, as the School celebrated 30 years of education in the Snowy Mountains — a milestone proudly recognised across our community, marking three decades of growth from the humble beginnings of a small brand-new school into an established Kindergarten to Year 12 day and boarding community of around 420 students. As we reflected on this anniversary, we celebrated not only what we have achieved, but the spirit behind it: belonging, effort, courage and joy. The School now helps anchor the wider community not only by providing high-quality education for local and boarding students, but also by providing significant employment and contributing to the local economy, all while serving as a core reason for many families to reside in our community and remain in the long term.

Academically, the School achieved its strongest Higher School Certificate (HSC) results to date in 2025, rising 25 places on the previous year to be ranked 153rd in the state and consolidating its place within the top 20 per cent of all schools undertaking the HSC for a fourth consecutive year — a position held by only a

handful of genuinely regional schools. The 2025 cohort recorded a school record 29 Band 6 results, with 40 per cent of students achieving at least one Band 6, 82 per cent of results in the top two bands, and Band 6 results achieved across 70 per cent of the two-unit courses studied. SMGS was the top-performing school in both the Snowy Monaro and Riverina regions. These results were achieved across a deliberately broad range of subjects — from Mathematics Advanced and Chemistry through to Design and Technology, Music 1 and Visual Arts — demonstrating that academic excellence can be pursued across academic, creative and applied pathways alike. Of our 2025 graduates, 81 per cent elected to pursue university, with many receiving early-entry offers, while others elected pathways into vocational training, apprenticeships, and immediate full-time employment, reflecting the School's commitment to valuing diverse definitions of success.

Our results are not merely academic in isolation but reflect the interrelationship among pastoral care, strong support for students, the development of a sense of belonging, and the offering of co-curricular programs, all leading to the holistic growth of students. This absolutely reflects the dedication of staff and their purpose in working with young people across both day and boarding environments. Academic programs continue to remain a focus from early learning pre-school through to Year 12, supported by a strong Educational Learning Support program and excellent academic and curriculum leadership. A diverse range of learning is available for students to elect from Year 9 onwards as part of their choice programs, including subjects such as Visual Arts, Design and Technology, Robotics, Commerce, Outdoor Education, Performing Arts, Aviation, Agriculture, and considerably more. In 2025, we further enriched our curriculum offerings by introducing Japanese, planned an international cultural tour for 2026, and established Outdoor Education as a fully-fledged subject, taking students into the alpine environment across all seasons.

Co-curricular life remained vibrant at every age and remains a strength of the School thanks to our dedicated teachers, energetic students and support from parents and the wider community. Our students embraced an outstanding Junior School musical, a flourishing Drama Club, art and design exhibitions, Young Archies entries and award-winning Lake Light Sculpture pieces, alongside enrichment, entrepreneurship and problem-solving programs including Bright Sparks, Write a Book in a Day, Shark Tank-style enterprise challenges, Da Vinci Decathlon and the National ASX Sharemarket Game. A particular highlight was the success of our debating program: after reaching the national semi-finals, our senior team was crowned National Debating Champions, which is an outstanding achievement for all involved. In Design and Technology, six of our HSC students were nominated for the prestigious HSC Shape Showcase, with one student subsequently selected to exhibit their major work across NSW — an extraordinary achievement that reflects the strength of our Arts and Design faculty.

Our School also retained its standing as one of the strongest performers in alpine and outdoor sports in the country, securing four national championships across Snowsports and Mountain Biking, complemented by strong results from our Equestrian team across NSW and spirited participation in swimming, athletics, and our Run Club and new gym programs. The outdoor education programs remain a defining strength of SMGS, with the Duke of Edinburgh's International Award attracting an exceptionally high proportion of students from Years 9 to 12 — indeed, based on our student numbers, one of the highest participation rates in Australia. Following numerous expeditions in the local alpine area, our students completed a Service in Learning tour to Borneo, continuing our tradition of pairing challenging expeditions with meaningful service in different communities.

Importantly, 2025 marked the official opening of the Curiosity Centre, the most significant facility delivered in the School's 30-year history. Comprising 16 STEAM learning areas and classroom facilities with industry-grade equipment for Design and Technology, Mathematics, Science and Visual Arts, the building was officially opened early in the year and has, in the words of our community, fitted us "like a glove" — alive seven days a week with students choosing to study and support one another. Within the boarding residential environment, the new boarding extension in Nettin Circuit — the Panorama Building, the refurbishment of the adjacent three-storey accommodation facility approved by the Board — was completed and operational for the start of Term 3, expanding our boarding capacity, restoring the desired balance of day to boarding students, and providing direct access onto the existing campus. I commend the entire boarding community for their superior care and support, seamlessly adapting to the newly expanded facilities through dedication and enthusiasm. We also completed two additional secondary classrooms, which became operational in Term 3, along with new change room and bathroom facilities adjoining the gymnasium, addressing the genuine need for additional learning space for our growing student population.

Beyond facilities, our wellbeing and respect initiatives continued to mature. Our 4Peaks Framework, built on our core values of CARE (Courage, Authenticity, Respect, and Empathy) became more embedded and data-informed during the year, with refined recognition systems, the introduction of more targeted tiered student support, and a consolidated Heads of Year structure strengthening the coordination of pastoral care. Student voice continued to expand through our restructured student leadership model, regular feedback mechanisms and a broad program of service, including support for the Starlight Foundation, winter-warmth collections, the Kiandra Film Festival fundraiser for Disabled Winter Sport Australia, and R U OK? Day.

On behalf of our school community, I wish to express my gratitude to the Snowy Mountains Grammar School Board, led by Chairman Mr Michael Jones OAM, for their dedicated, strong and effective governance as volunteers. I thank the exceptionally hardworking Executive leadership team and, equally, all middle leaders, staff, students, parents, and carers of our student body, all working towards a common purpose. I further acknowledge the Parents & Friends management and general committee for their excellent contribution in raising funds for student resources and building community, including the innovative "Win a \$30,000 Dream Holiday" campaign, with funds directed straight back to infrastructure that benefits our students. I also acknowledge the generosity of several donors who have each made a material difference by donating much-needed funds for facilities.

Looking ahead, our priorities for 2026 include renewing our strategic planning, completing the modular classroom relocation project, reviewing the School's Facilities Master Plan, and continuing to upgrade our outdoor student learning areas, as we build on the momentum of our 30th year. We will also explore our curriculum offerings to strengthen our diverse learning approach and focus on AI development for both students and teachers. To all who have contributed to our Vision and Mission across three decades, we are deeply grateful, and we look forward with confidence and optimism to the years ahead for Snowy Mountains Grammar School.

**Dr Andrew Bell**  
Principal

## A Message from the Parents and Friends Association

The 2025 school year was another busy, productive and rewarding one for the Snowy Mountains Grammar School Parents & Friends Association. Our sincere thanks to the many parents, committee members and staff who generously contributed their valuable time and energy to enthusiasm throughout the year. Their support was instrumental in the success of our events, fundraising initiatives and community-building activities.

We commenced the year with the annual P&F Welcome BBQ, held the day before the official start of term. This event continues to be a warm and welcoming introduction for new families and returning boarders, helping students and parents feel connected and supported as they join or return to the school community.

Our catering activities quickly resumed with the Junior School Swimming Carnival on 21 February. Blessed with beautiful summer weather, the BBQ ran smoothly—apart from the challenge of keeping the icy poles frozen!

On 12 March, the P&F hosted a SMGS Community Welcome Evening at Rydges. The evening offered parents and carers an opportunity to relax, connect and build relationships within the school community. Attendees were treated to a beautiful music backdrop courtesy of SMGS Senior School music students and Mrs Sell. We extend our appreciation to the teaching staff who engaged with families throughout the evening.

A significant fundraising initiative was launched on 25 March, introducing a major raffle featuring \$30,000 in Flight Centre vouchers as the first prize. The

raffle was established to raise funds for additional outdoor recreation areas to complement the recently completed Curiosity Centre. A total of 1,000 tickets were made available through RaffleLink, with strong promotion throughout the year culminating in the draw on 5 December 2025, with valuable funds raised for the landscaping projects. The committee extends their congratulations to the raffle winners and sincere thanks to Jo Larkin and Brooke Darlington for their assistance in promoting the raffle initiative.

The P&F once again proudly supported the SMIEC equestrian event at the Dalgety Showgrounds on 3-4 May through the operation of the canteen. Special thanks go to the committee members and parent volunteers who generously gave their time across the weekend, particularly Kate McDiven, Jeremy Mar and Melita Beilicz for their exceptional contribution. We also acknowledge the many families who donated an amazing array of delicious baked goods for the weekend. The canteen generated more than \$4,000 in gross proceeds and concluded the weekend with a complete sell-out!

The Junior School Mother's Day Stall continues to be a much-loved initiative as we share in the pride and care the students take in selecting their special gift for their loved one. To welcome back boarders and new students joining the school for Term 3, the P&F hosted another Welcome BBQ. The event provided an excellent opportunity to settle into school life before classes resumed.

The Junior School Father's Day Stall introduced an exciting new concept in 2025, featuring personalised mugs showcasing individual student artworks thoughtfully created for their special father figures. We extend thanks to Bronwyn Canham for her invaluable administrative support of this initiative.

The P&F were also pleased to support the School's 30<sup>th</sup> Anniversary celebrations on 31 October. Through the efforts of our dedicated volunteers,

approximately 800 sausage sandwiches were prepared and served during the school lunch period - an impressive achievement! We remain grateful to our wonderful committee volunteers and our additional parent helpers for their hard work on the day.

The year concluded with the annual Gingerbread House Making Evening on 28 November. This cherished tradition brings together students, parents, staff and guests for a festive evening of creativity, fun and Christmas cheer.

In addition to hosting events, in 2025 the P&F was proud to contribute to a number of school initiatives throughout 2025, including Speech Day prizes and end-of-year staff appreciation acknowledgements.

Looking ahead, the P&F are excited about several initiatives planned for 2026. These include the return of our highly anticipated Trivia Night, upgrades to athletics timing equipment, the development of an SMGS Community cookbook, and the launch of a “Buy a Paver” fundraiser to further support our landscaping objectives.

The SMGS Parents & Friends Association remain committed to fostering community connection, supporting school initiatives and investing in projects that directly benefit our students. We warmly encourage all parents and carers to become involved in the year ahead and thank our school community for its continued support.

**Christie Glasson**

President

## Contextual Information about the School

Snowy Mountains Grammar School, Jindabyne, is a co-educational day and boarding school for students from Kindergarten to Year 12, with approximately 420 students as of the end of 2024. Of these, there were 127 students in the Junior School, and 293 were in the Senior School. The intake is comprehensive as the students come from a wide range of backgrounds; however, all are English-speaking. The day students come from the surrounding Snowy Monaro region, with the most distant students travelling daily from Cooma, some 65 kilometres away. The boarding students provide the school with a diverse community, with weekly and full-time boarders predominantly from Canberra, Sydney, regional New South Wales, and some from other Australian states. The School's vision is to offer a diverse range of opportunities that lead to the development of outstanding citizens equipped for an ever-changing world. This vision is to be achieved through the following:

- Programs that encourage students to value themselves and those around them, with a particular focus on individual students, their ability to work as part of a team and their personal and academic needs.
- Programs that encourage individual development promote an understanding of the importance of community and value creativity.
- Rigorous curriculum development and delivery to achieve a high standard of personal academic achievement.
- Programs that use the Alpine environment to deliver integrated outcomes.

The Year 7 to 12 co-educational Boarding House, where almost all students have their room year-round, had a capacity of around 72 in 2025, mirroring the personal nature of the Day school. It functions as a 'home away from home'. It provides a supportive and positive environment where students from all over Australia can live, learn and develop into well-rounded, independent community members.

As a smaller school community, a key factor in delivering the curriculum is to better personalise the learning environment for students. Our contemporary learning environment offers students a curriculum immersed in technology with an iPad program in Junior School and a BYODT program in Middle and Senior School, utilising a range of software and data to leverage learning opportunities further. In Years 7-10, the school offers a large variety of elective units. In Years 11 and 12, the School offers a considerable range of subject offerings for its size.

The School's Mission is to work with families to develop well-rounded young people with active and creative minds who understand and are compassionate towards others, possess a passion for lifelong learning, and have the courage and confidence to act on their beliefs. The School achieves this through programs that deliver:

- Relevant and successful educational outcomes
- Strong self-esteem
- Positive relationships between students and staff
- Support and encouragement for individual differences
- A learning experience that is relevant to our natural environment.

At Snowy Mountains Grammar School, our school motto works closely with our School Values as the foundation of student development, wellbeing, and pastoral care programs.

### **School Motto**

#### *Challenge*

Students and staff to achieve the best of their potential.

Students take responsibility for their actions.

#### *Belong*

To the school and local community as a valued citizen

To a community that respects compassion, respect, honesty, and integrity.

#### *Explore*

How to be authentic and act with courage and conviction

How to develop life skills with flexible innovation and measured risk-taking.

How to care for and learn from our environment.

### **School Values**

The core values for Snowy Mountains Grammar School are CARE (Courage, Authenticity, Respect, and Empathy), and they remain an active component of school life. Snowy Mountains Grammar School attracts students seeking a supportive community and more personalised attention. Individual, pastoral-based relationships between staff and students are a key factor in delivering the curriculum at the school. With the Snowy Mountains and Lake Jindabyne in close proximity, areas of co-curricular focus for the school include Snowsports, Aviation, Equestrian, Mountain Biking, and Outdoor Education. Further enrichment is available through an Arts co-curricular program and a range of intellectual activities across all year levels for students to choose from.

# Student Outcomes in National and State-Wide Tests and Examinations

## Standardised National Literacy and Numeracy Testing SMGS 2025 NAPLAN Results Summary

Year 3 n=17	State NAPLAN Average Score	Students Exceeding, Strong or Developing (%)	
		SMGS	State
Reading	408.1	94	89
Writing	424.4	94	94
Spelling	416.7	94	89
Grammar & Punctuation	419	88	83
Numeracy	410.8	100	90

Year 5 n=24	State NAPLAN Average Score	Students Exceeding, Strong or Developing (%)	
		SMGS	State
Reading	496.8	96	92
Writing	486.7	96	91
Spelling	496.4	96	91
Grammar & Punctuation	506.7	96	88
Numeracy	499.1	100	91

Year 7 n=32	State NAPLAN Average Score	Students Exceeding, Strong or Developing (%)	
		SMGS	State
Reading	545.1	97	91
Writing	544.5	91	89
Spelling	551.3	84	85
Grammar & Punctuation	548.2	88	87
Numeracy	555.2	100	90

Year 9 n=48	State NAPLAN Average Score	Students Exceeding, Strong or Developing (%)	
		SMGS	State
Reading	571.4	98	89
Writing	578.3	98	88
Spelling	576.1	98	93
Grammar & Punctuation	565.9	96	86
Numeracy	581.0	100	89

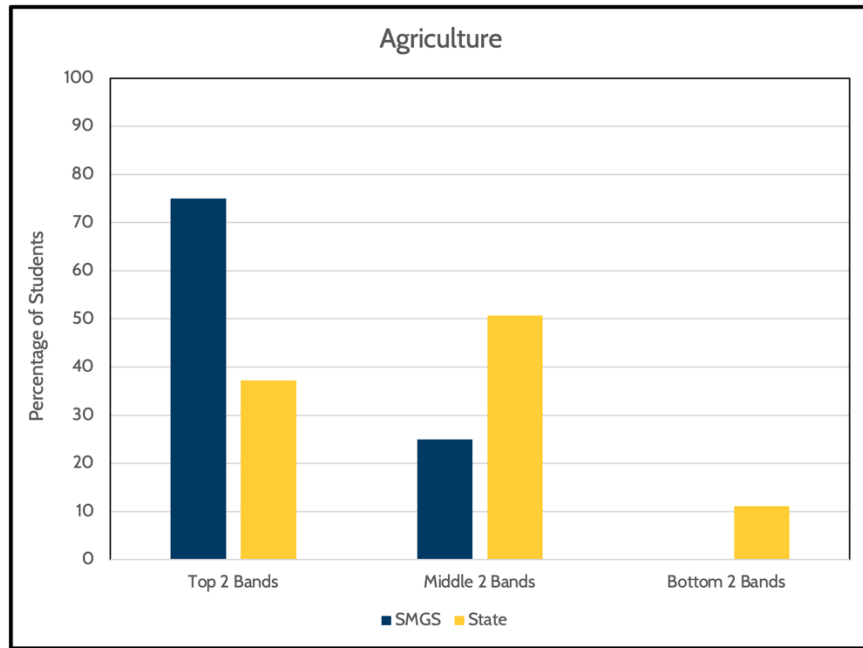
## 2025 HSC and ATAR Results

*Percentage in Bands:*

<i>2-unit Subjects</i>	<i>Number of Results</i>	<i>Percentage of Results</i>
Band 6	29	12.9
Band 5	76	33.8
Band 4	90	40.0
Band 3	25	11.1
Band 2	4	1.8
Band 1	1	0.4
<i>1-unit Subject</i>	<i>Number of Results</i>	<i>Percentage of Results</i>
E4	0	0
E3	13	86.7
E2	2	13.3
E1	0	0

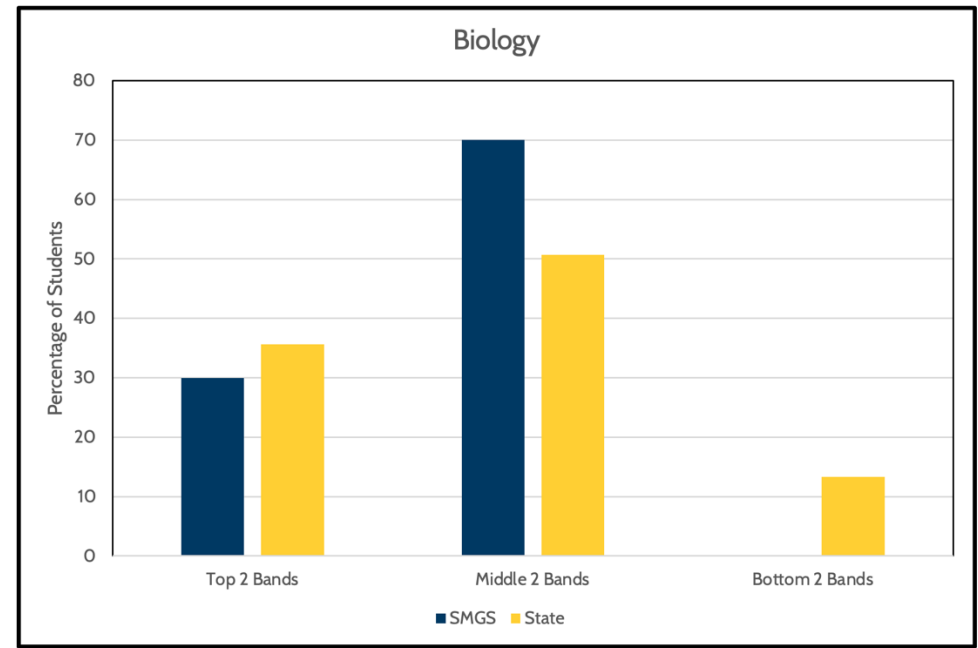
The highest ATAR achieved in 2025 was 97.75.

## Agriculture



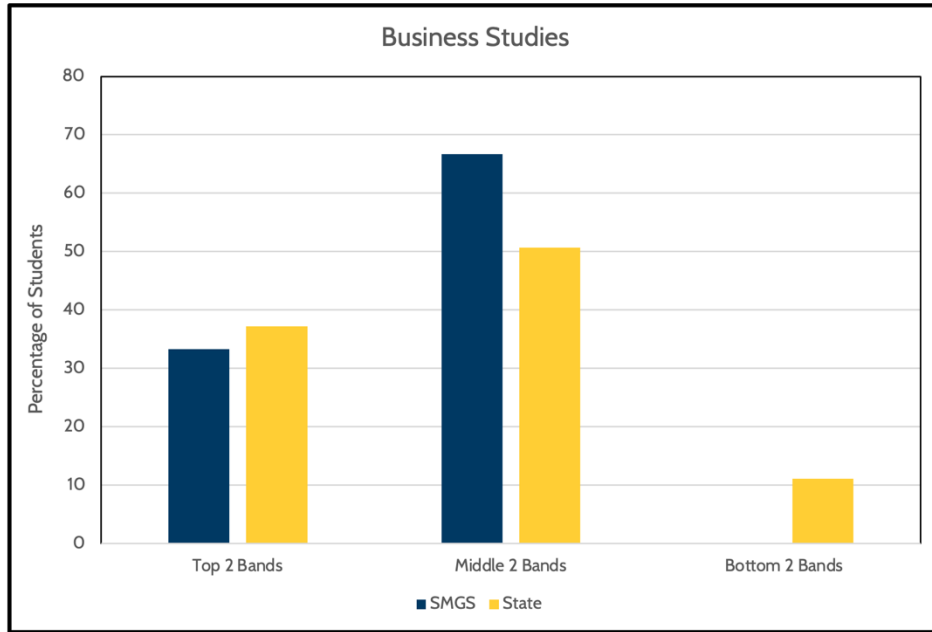
	Top 2 Bands	Middle 2 Bands	Bottom 2 Bands
SMGS	75	25	0
State	34.15	49.4	14.85

## Biology



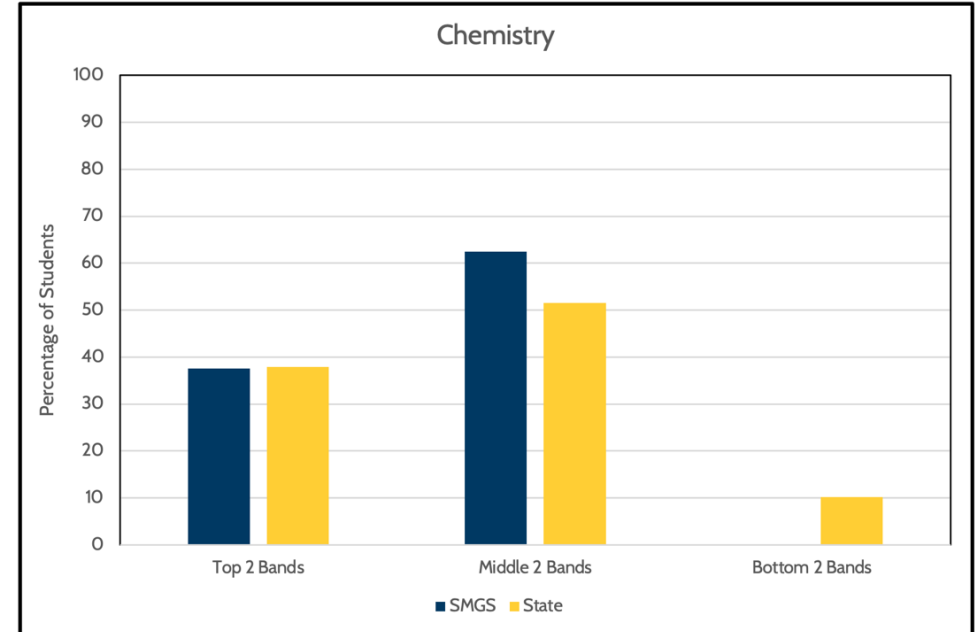
	Top 2 Bands	Middle 2 Bands	Bottom 2 Bands
SMGS	30	70	0
State	35.59	50.71	13.29

## Business Studies



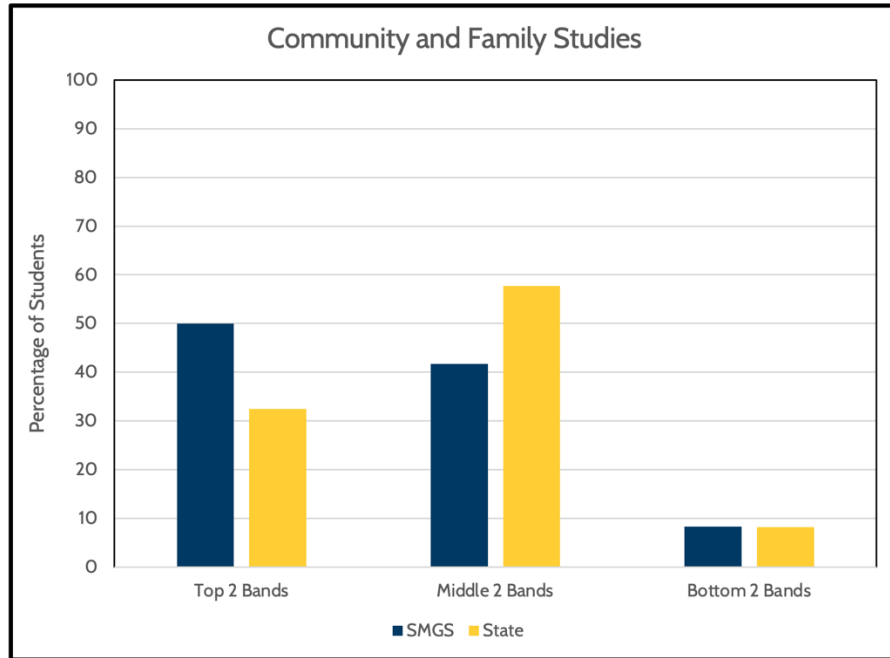
	Top 2 Bands	Middle 2 Bands	Bottom 2 Bands
SMGS	33.32	66.66	0
State	37.23	50.69	11.12

## Chemistry



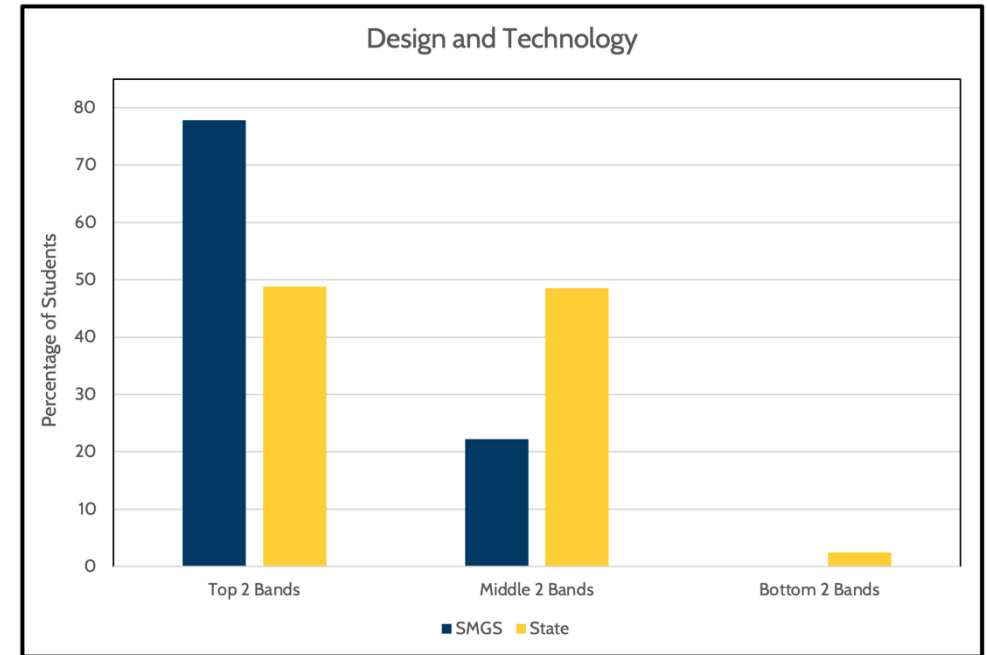
	Top 2 Bands	Middle 2 Bands	Bottom 2 Bands
SMGS	37.5	62.5	0
State	37.9	51.56	10.17

## Community and Family Studies



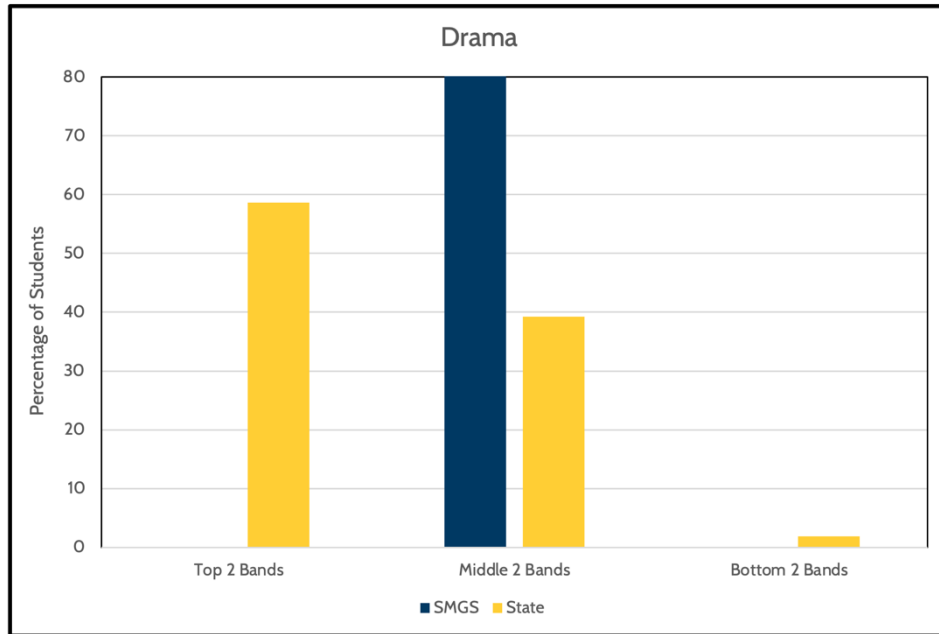
	Top 2 Bands	Middle 2 Bands	Bottom 2 Bands
SMGS	50	41.66	8.33
State	32.45	57.66	8.17

## Design and Technology



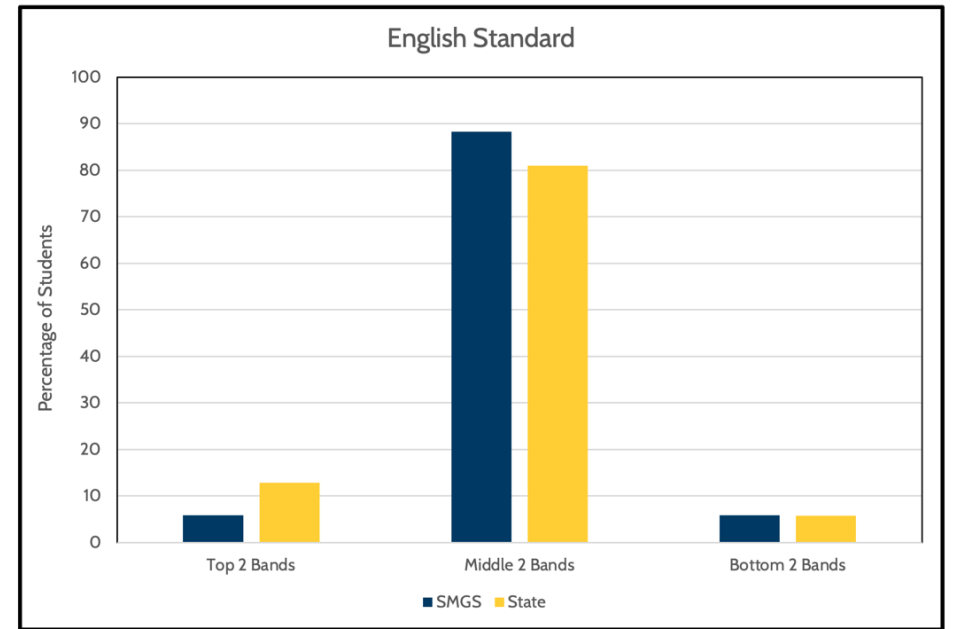
	Top 2 Bands	Middle 2 Bands	Bottom 2 Bands
SMGS	77.77	22.22	0
State	48.78	48.54	2.46

## Drama



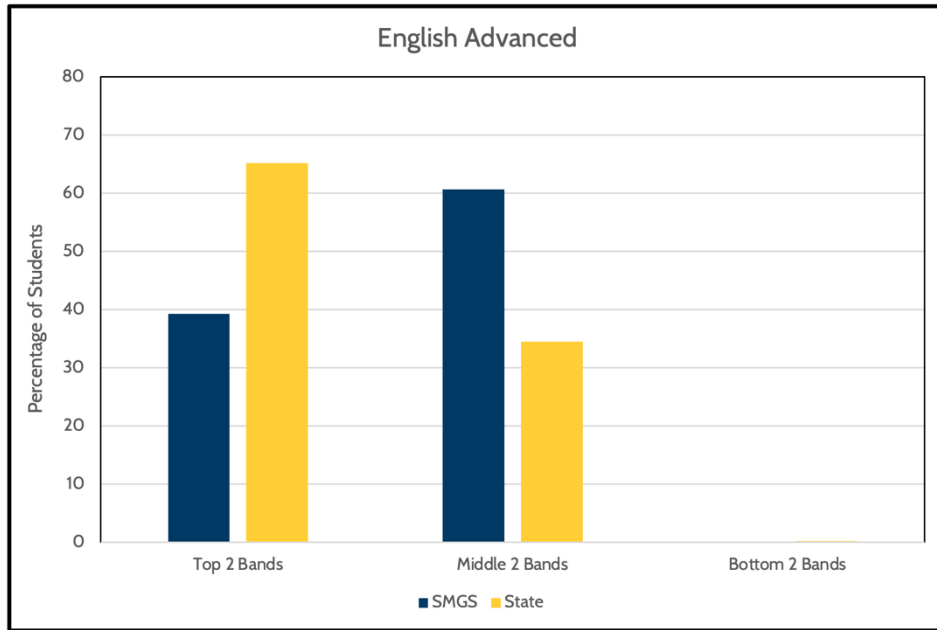
	Top 2 Bands	Middle 2 Bands	Bottom 2 Bands
SMGS	0	100	0
State	58.63	39.28	1.84

## English Standard



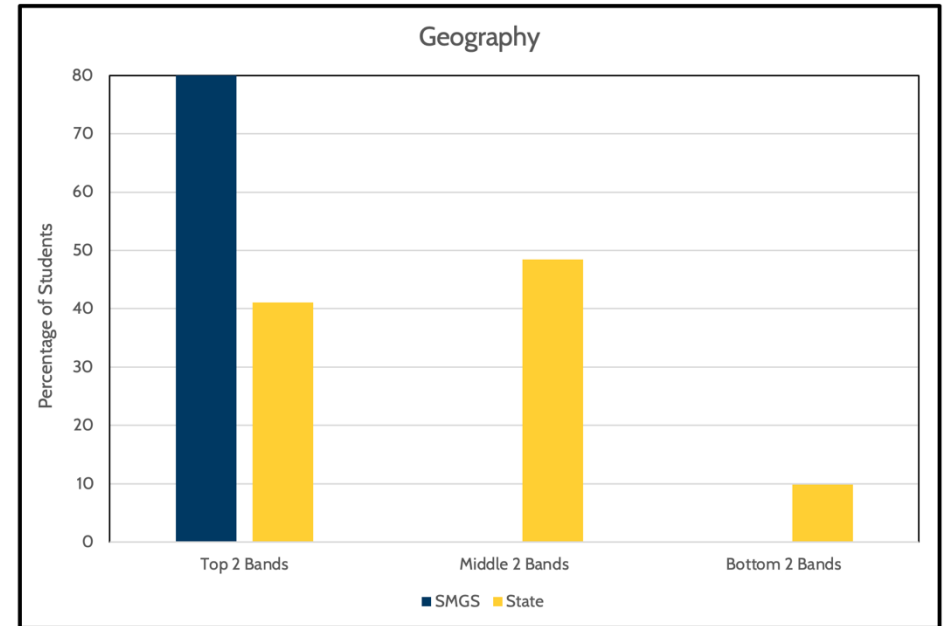
	Top 2 Bands	Middle 2 Bands	Bottom 2 Bands
SMGS	5.88	88.23	5.88
State	12.81	81.02	5.73

## English Advanced



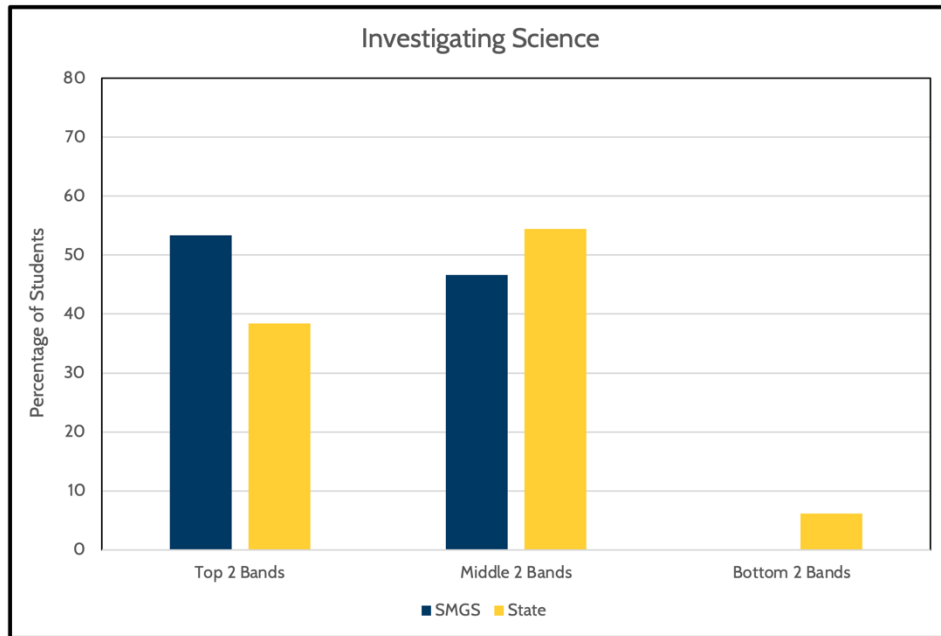
	Top 2 Bands	Middle 2 Bands	Bottom 2 Bands
SMGS	39.28	60.71	0
State	65.18	34.47	0.25

## Geography



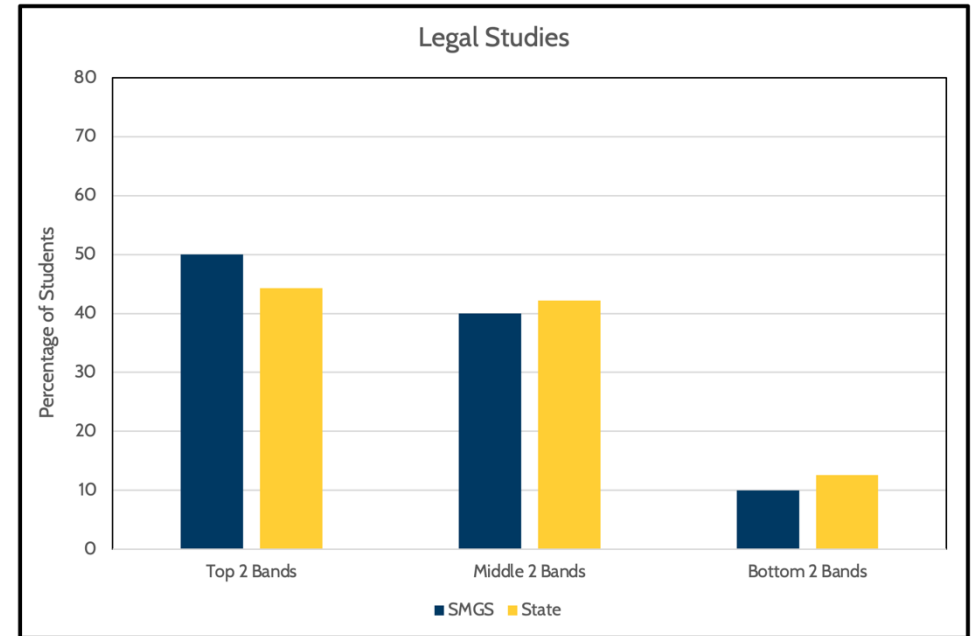
	Top 2 Bands	Middle 2 Bands	Bottom 2 Bands
SMGS	100	0	0
State	41.06	48.41	9.89

## Investigating Science



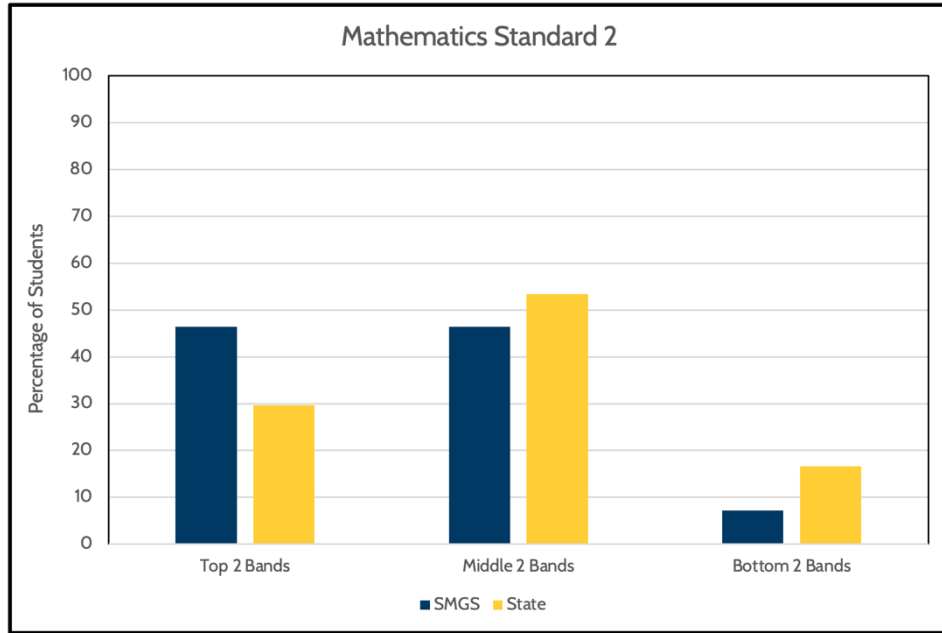
	Top 2 Bands	Middle 2 Bands	Bottom 2 Bands
SMGS	53.33	46.66	0
State	38.44	54.44	6.13

## Legal Studies



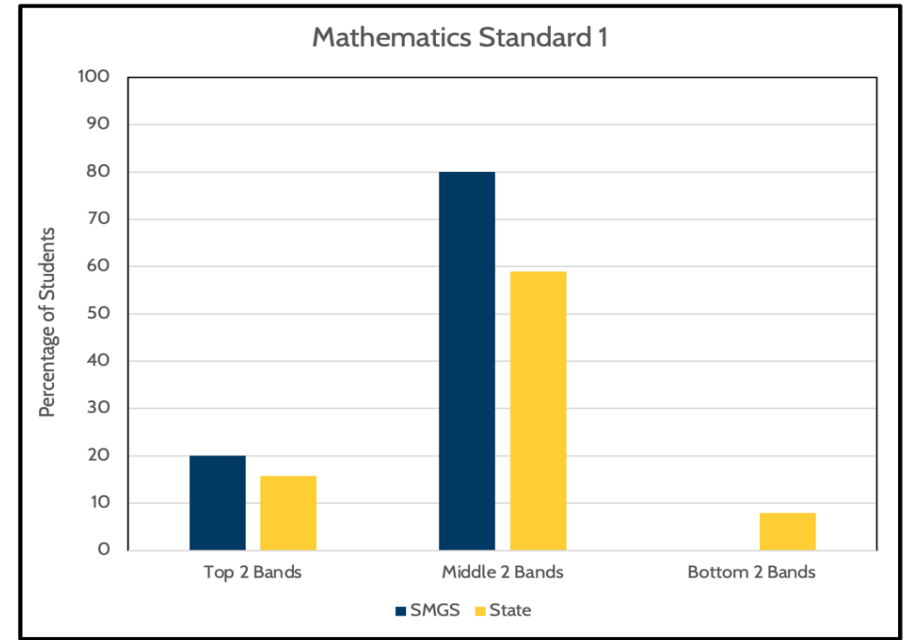
	Top 2 Bands	Middle 2 Bands	Bottom 2 Bands
SMGS	50	40	10
State	44.28	42.19	12.6

## Mathematics Standard 2



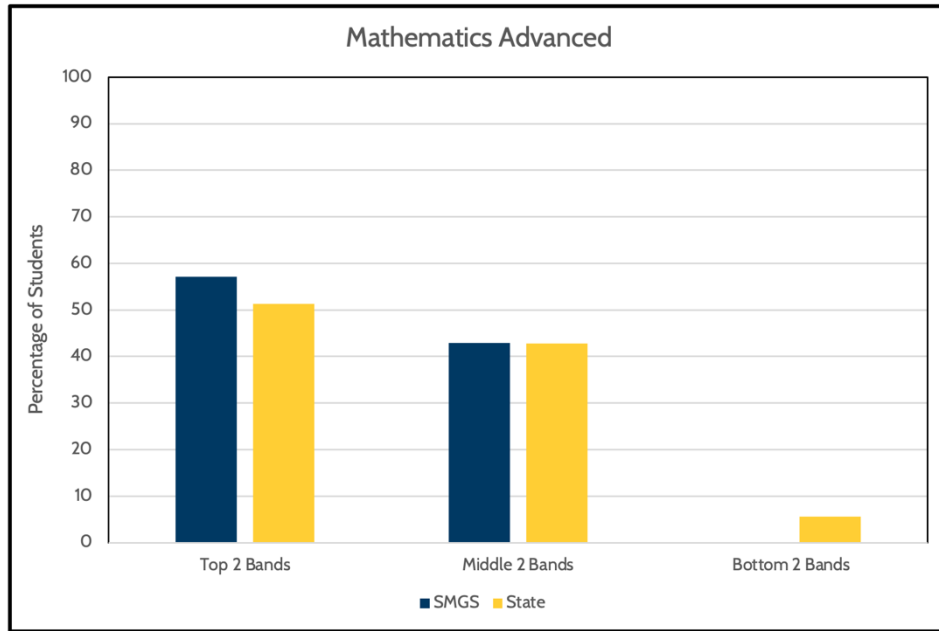
	Top 2 Bands	Middle 2 Bands	Bottom 2 Bands
SMGS	46.42	46.42	7.14
State	29.65	53.35	16.57

## Mathematics Standard 1



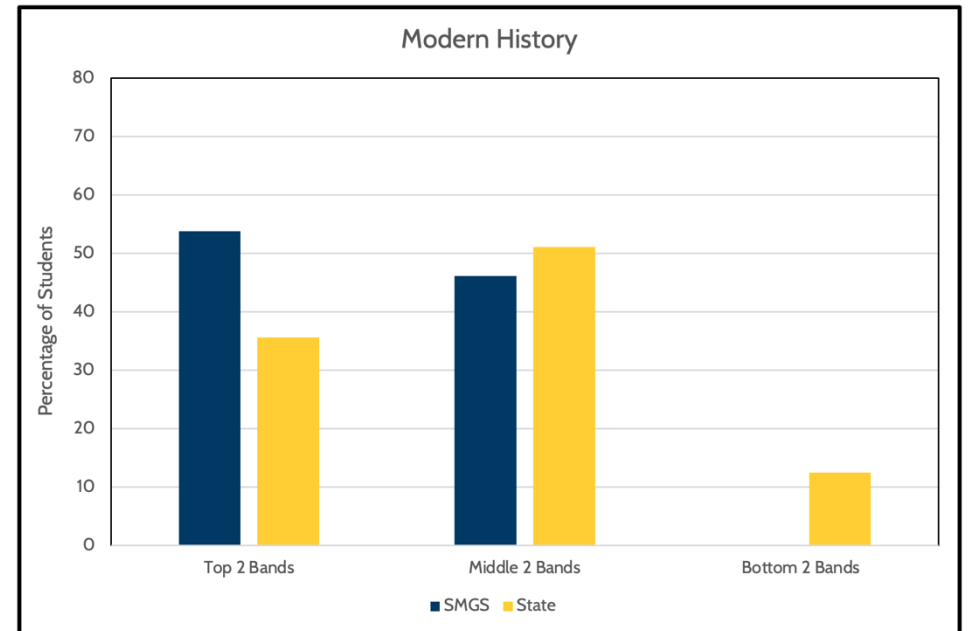
	Top 2 Bands	Middle 2 Bands	Bottom 2 Bands
SMGS	20	80	0
State	15.75	58.97	7.98

## Mathematics Advanced



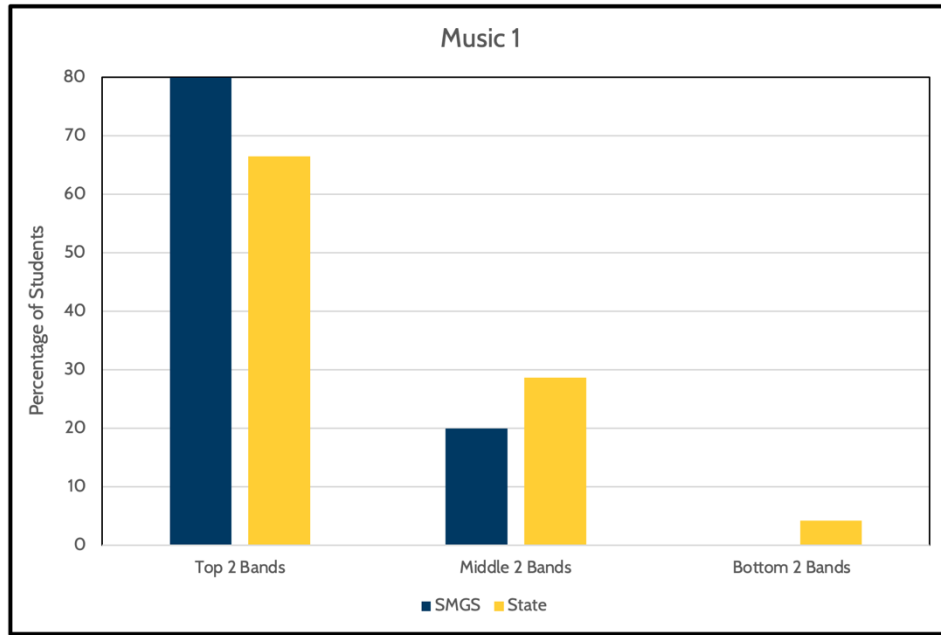
	Top 2 Bands	Middle 2 Bands	Bottom 2 Bands
SMGS	57.13	42.85	0
State	51.35	42.84	5.57

## Modern History



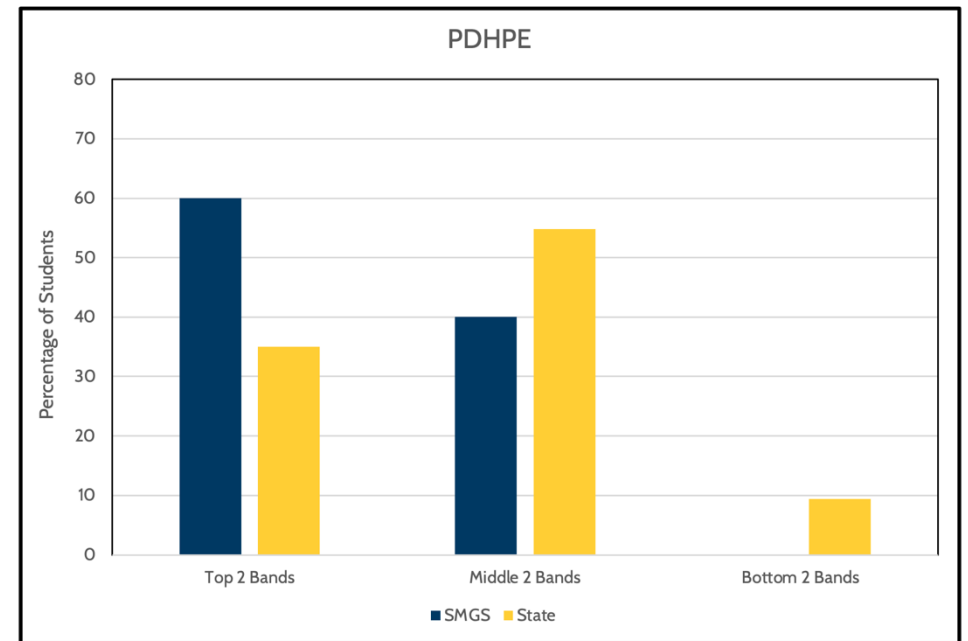
	Top 2 Bands	Middle 2 Bands	Bottom 2 Bands
SMGS	53.84	46.14	0
State	35.64	51.14	12.49

## Music 1



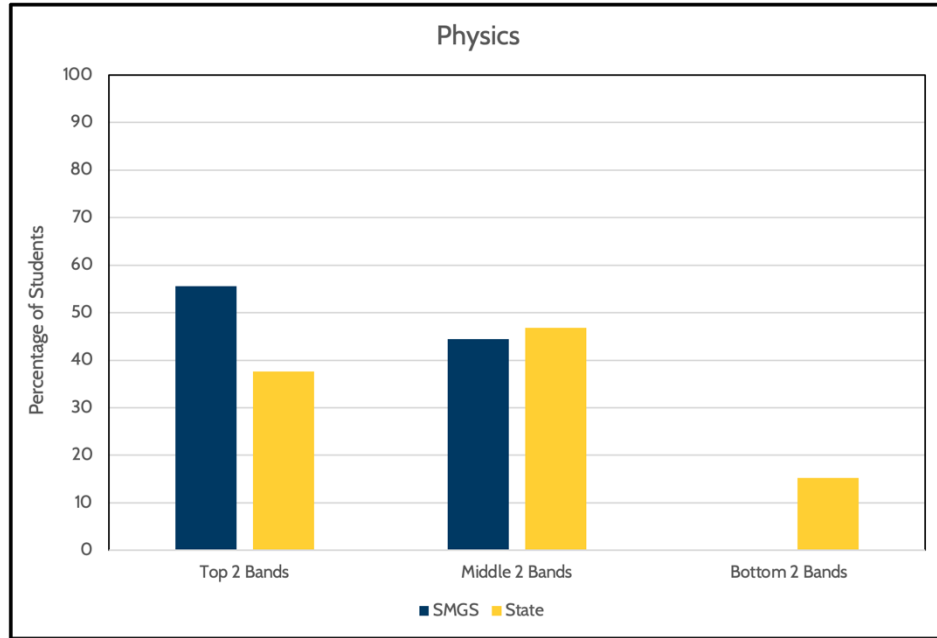
	Top 2 Bands	Middle 2 Bands	Bottom 2 Bands
SMGS	80	20	0
State	66.5	28.68	4.21

## PDHPE



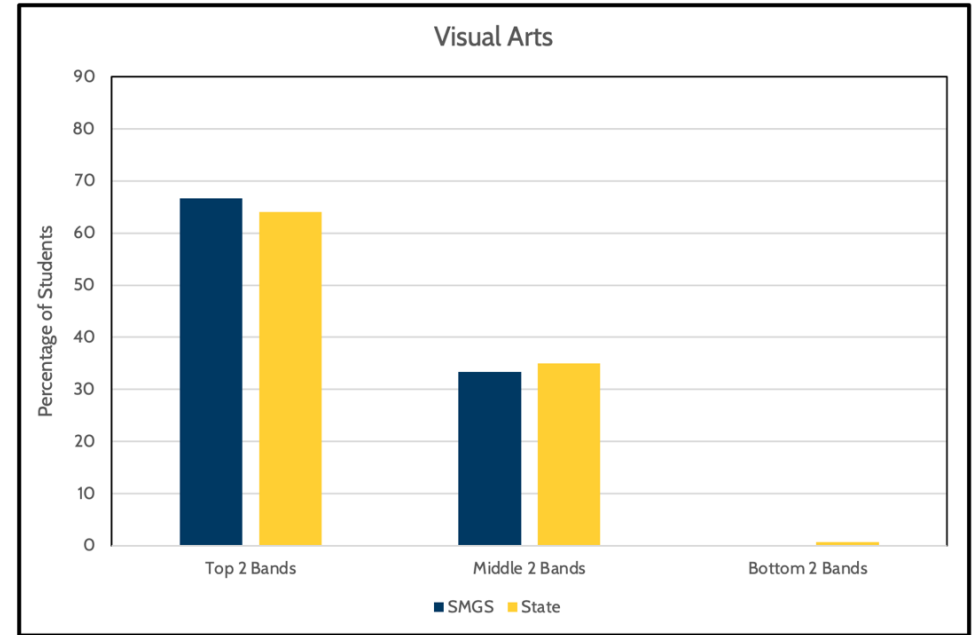
	Top 2 Bands	Middle 2 Bands	Bottom 2 Bands
SMGS	60	40	0
State	35.04	54.8	9.42

## Physics



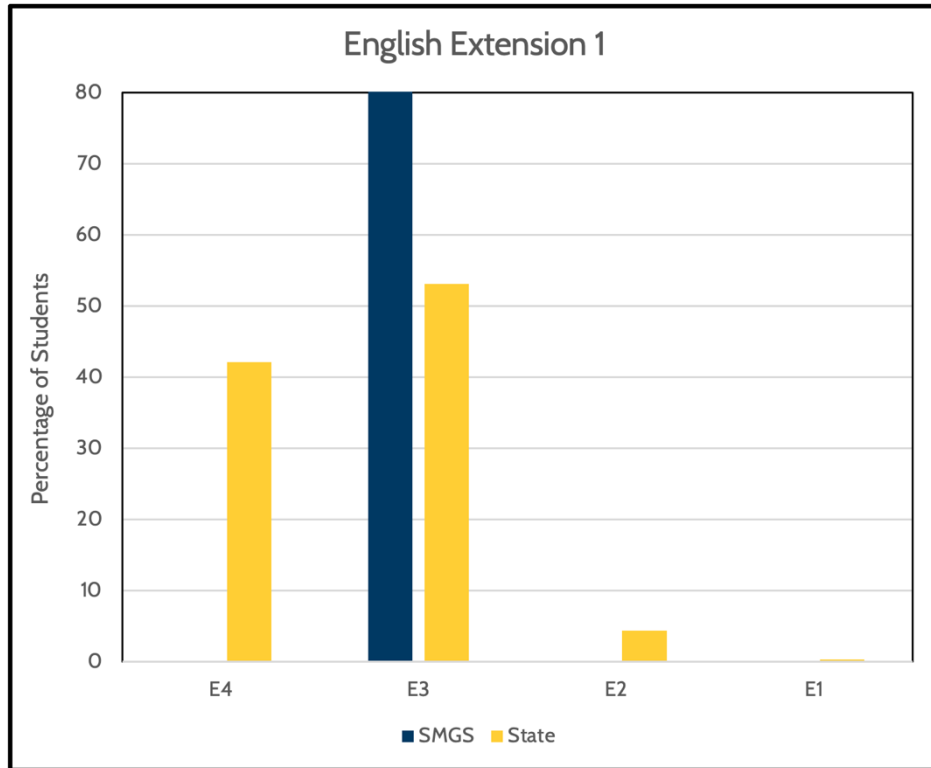
	Top 2 Bands	Middle 2 Bands	Bottom 2 Bands
SMGS	55.55	44.44	0
State	37.61	46.81	15.26

## Visual Arts



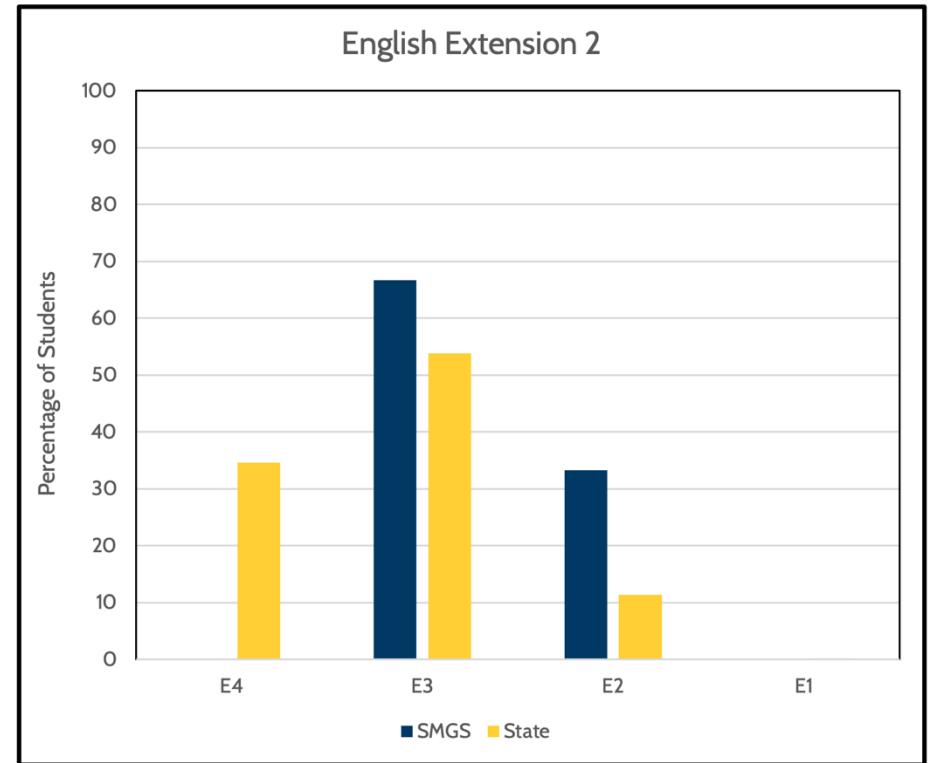
	Top 2 Bands	Middle 2 Bands	Bottom 2 Bands
SMGS	66.66	33.33	0
State	64.11	35.03	0.73

## English Extension 1



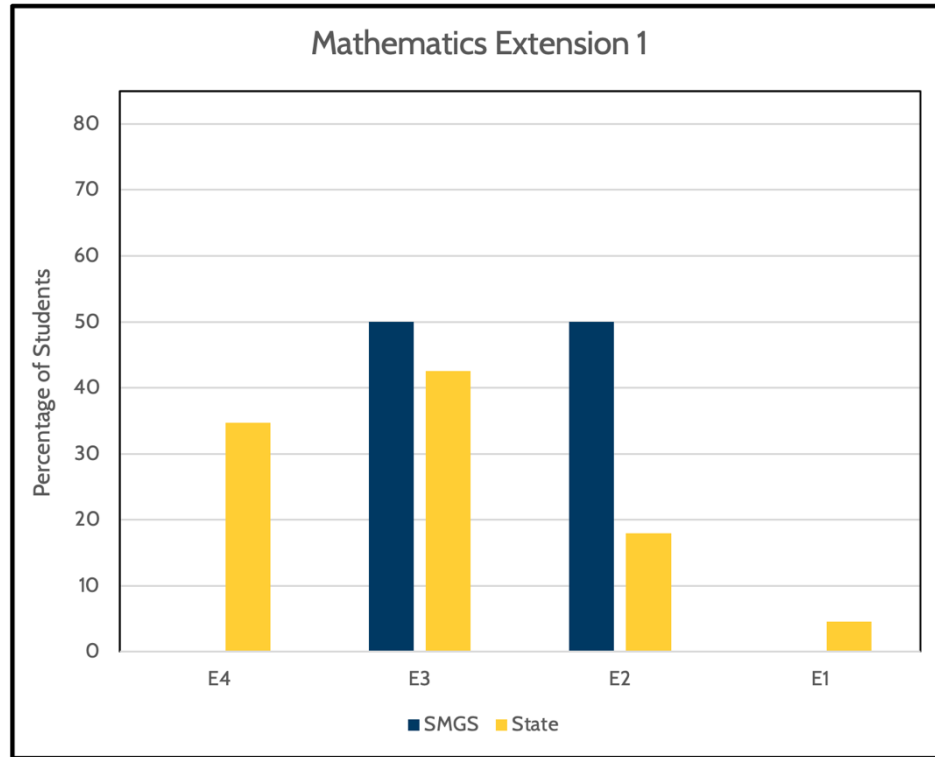
	E4	E3	E2	E1
SMGS	0	100	0	0
State	42.15	53.07	4.38	0.37

## English Extension 2



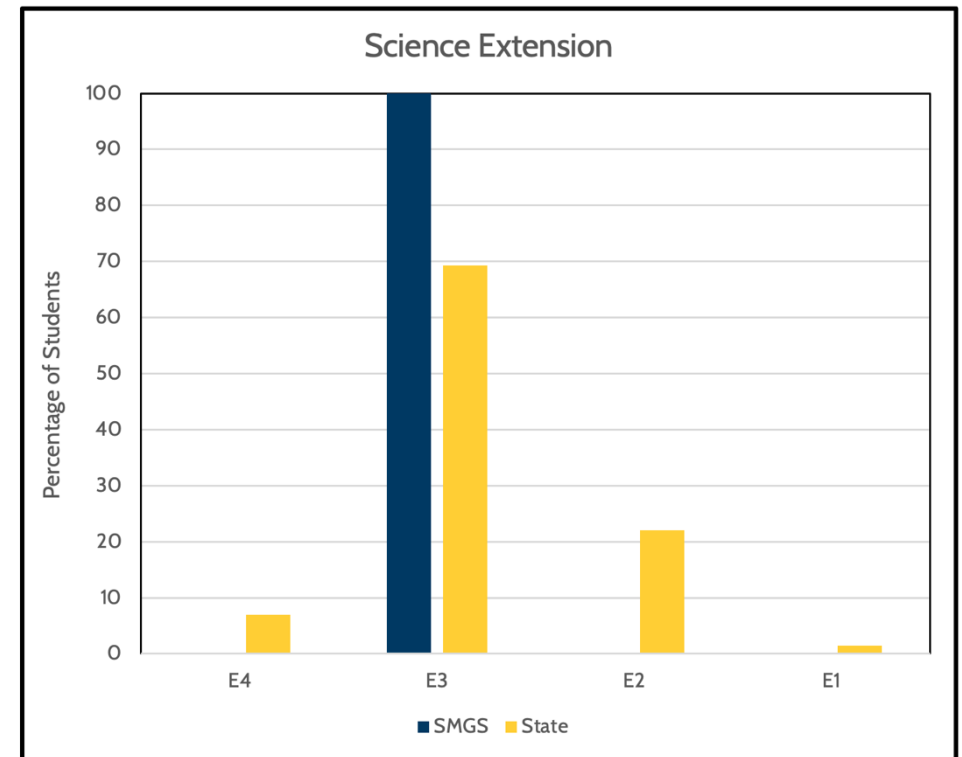
	E4	E3	E2	E1
SMGS	0	66.7	33.3	0
State	34.57	53.82	11.38	0.21

## Mathematics Extension 1



	E4	E3	E2	E1
SMGS	0	50	50	0
State	34.67	42.57	18.01	4.61

## Science Extension



	E4	E3	E2	E1
SMGS	0	100	0	0
State	7	69.31	22.05	1.4

## SMGS v State Examination Averages

	2023		2024		2025	
	<i>School Exam Mean</i>	<i>State Exam Mean</i>	<i>School Exam Mean</i>	<i>State Exam Mean</i>	<i>School Exam Mean</i>	<i>State Exam Mean</i>
Agriculture	-	-	68.27	72.14	82.20	72.91
Ancient History	80.85	71.44	70.60	72.92	-	-
Biology	75.98	73.30	74.58	73.89	74.00	73.04
Business Studies	75.12	73.77	73.40	73.45	75.87	74.28
Chemistry	71.03	74.13	75.90	74.33	76.68	74.86
Community and Family Studies	-	-	-	-	78.03	74.00
Design and Technology	83.73	77.16	80.48	77.25	88.02	78.25
Drama	79.87	81.12	83.97	81.85	74.13	81.30
English Advanced	81.34	81.73	79.62	82.03	77.88	81.80
English Standard	69.78	70.12	70.86	71.40	71.36	71.62
English Extension 1	36.40	42.17	35.77	42.42	40.50	42.38
English Extension 2	33.97	40.07	34.77	40.70	35.40	40.94
Geography	79.57	75.88	80.95	74.96	88.73	75.66
Investigating Science	73.50	74.30	82.56	74.55	79.32	75.13
Legal Studies	83.08	75.27	75.90	75.55	79.44	75.21
Mathematics Advanced	71.60	78.04	86.90	78.43	81.03	78.83
Mathematics Standard 2	72.33	71.76	75.71	71.63	77.79	71.56
Mathematics Standard 1 Exam	-	-	-	-	72.44	70.99
Mathematics Extension 1	53.90	77.78	-	-	66.10	78.71
Modern History	78.85	72.78	76.06	75.02	79.05	73.72
Music 1	85.80	82.09	82.32	81.49	85.80	81.27
PDHPE	76.99	72.98	81.28	74.03	81.22	74.15
Physics	74.54	74.81	66.60	73.75	76.47	73.58
Science Extension	-	-	41.93	38.03	37.38	37.09
Visual Arts	83.40	81.49	80.74	81.90	81.62	81.38

## Senior Student Outcomes

In 2025, 43 Year 11 students and 63 Year 10 students were awarded a Record of School Achievement (RoSA).

All 45 students in Year 12, 2025, who completed all HSC requirements were awarded a Higher School Certificate. Two students studied vocational subjects in Sport and Recreation and Early Childhood Education and Care, one of whom was not ATAR-eligible.

HSC results were outstanding in 2025, with the following highlights:

- Band 6 results were the highest in the School's history, with 29 high scores.
- 40% of students achieved a Band 6 result, and 82% of students achieved a result in the Top 2 bands.
- Snowy Mountains Grammar School ranked 153<sup>rd</sup> in the state in terms of Band 6 results as a proportion of total HSC entries. An improvement of 25 places from 2024.
- 5 students achieved ATAR results above 90.

# Post-School Destinations

The HSC cohort in 2025 included student enrolments from a range of locations, including Jindabyne, regional New South Wales, Canberra, and Interstate. Eighty per cent of students in the cohort applied to university; of those, 86% received early-entry offers. A small number of students pursued TAFE pathways, while approximately 20% of the cohort did not plan to go directly to university, instead undertaking gap years, apprenticeships, employment, or other alternative pathways.

The following range of courses was offered to students (including multiple students) who elected to go to university. This list is not exhaustive.

- Bachelor of Advanced Computing (Honours)
- Bachelor of Agricultural Business Management
- Bachelor of Arts and Bachelor of Science
- Bachelor of Aviation
- Bachelor of Biotechnology
- Bachelor of Business
- Bachelor of Communication and Media
- Bachelor of Creative Arts (Music)
- Bachelor of Design in Interior Architecture
- Bachelor of Economics
- Bachelor of Education (K–12 Teaching)
- Bachelor of Engineering
- Bachelor of Industrial Design (Honours)
- Bachelor of Interior Architecture
- Bachelor of Law / Bachelor of Criminology
- Bachelor of Marine Biology and Climate Change
- Bachelor of Marine Science
- Bachelor of Medical Science
- Bachelor of Music
- Bachelor of Nursing
- Bachelor of Occupational Therapy
- Bachelor of Paramedicine
- Bachelor of Science
- Bachelor of Social Science (Psychology)
- Bachelor of Social Work
- Bachelor of Sport and Exercise Science

# Student Attendance and Retention Rates

Rolls are marked electronically using the school management system for all students at the start of the day. Individual class rolls are taken by teachers each period during the day. Parents and Carers are requested to utilise the school management system, Sentral, to advise of absences in advance or respond to an automated text message explaining the child's absence. Absences without explanation on the day are subsequently pursued directly with Parents or Carers.

<i>Year Level</i>	<i>Total Days</i>	<i>Days Absent</i>	<i>Days Attended</i>	<i>Attendance (%)</i>
Kindergarten	2109	153	1956	92.7
Year 1	2133	158	1975	92.6
Year 2	3098	342	2756	89.0
Year 3	3261	256	3005	92.1
Year 4	3346	474	2872	85.8
Year 5	4705	641	4064	86.4
Year 6	4153	798	3355	80.8
Year 7	6861	921	5940	86.6
Year 8	10135	1389	8746	86.3
Year 9	9705	1574	8131	83.8
Year 10	12065	1949	10116	83.8
Year 11	8379	848	7531	89.9
Year 12	8085	576	7509	92.9
Total	78035	10079	67956	87.1

# Teacher Accreditation and Workforce

The accreditation status of teachers at Snowy Mountains Grammar School at the end of 2025 is indicated below. Additionally, overall staffing details are provided.

<i>Accreditation</i>	<i>Percentage of Teachers</i>
Conditional	5%
Provisional	0
Proficient	95%

<i>School Staff</i>	<i>Number</i>	<i>FTE</i>
Principal	1	1.0
Executive Staff	7	7
Teaching Staff	38	35.15
Specialist Support	3	2.60
Building Operations	13	12.71
Administrative & Clerical	19	15.75
No staff indicated as Indigenous and/or Torres Strait Islander		

# Professional Development

A selection of professional development opportunities from 2025 are listed below.

<i>Professional Development 2025</i>	
Faculty/Department	Description
Corporate/Executive	<ul style="list-style-type: none"> <li>• Deputy Principal HICES</li> <li>• Educate NSW/ACT Chapter Summit</li> <li>• Navigating the Chair and Principal Dynamic</li> <li>• CMEA Interpretation</li> <li>• From Risk to Opportunity</li> <li>• Executive Personal Assistants Program</li> <li>• Foundation for New School Business Managers</li> <li>• National Education Forum</li> <li>• Lawsense Managing Student Disability</li> </ul>
Junior School	<ul style="list-style-type: none"> <li>• Planning, Programming and Implementing the English Syllabus K-6</li> <li>• Spelling in the Literacy Block</li> <li>• Supporting Teacher Wellbeing: Practical Strategies for a Balanced Life</li> <li>• Consistent Teacher Judgement - Writing Moderation</li> <li>• Supporting Students with Challenging Behaviours</li> <li>• Universal Design Learning</li> <li>• Co-regulation Strategies for Teachers</li> <li>• Explicit Teaching - 4 Peaks Positive Behaviour Framework</li> <li>• Little Learners Love Literacy</li> <li>• STA NSW 2025 Virtual Forum: Excelling Science</li> <li>• Seven Steps to Writing Success</li> <li>• Teacher Training Australia Online Subscription</li> </ul>

	<ul style="list-style-type: none"> <li>• HICES 2025 Conference</li> </ul>
Wellbeing	<ul style="list-style-type: none"> <li>• Careers Advisors Annual Conference</li> <li>• LoveBites</li> <li>• Lawsense for School Counsellors</li> </ul>
Educational Support	<ul style="list-style-type: none"> <li>• EduTech</li> <li>• Disability Discrimination</li> <li>• NCCD Train the Trainer</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Stile Science Launch</li> <li>• Investigating Science HSC Analysis</li> <li>• Meet The Markers (Chemistry and Science Extension)</li> <li>• HSC Marking</li> </ul>
English	<ul style="list-style-type: none"> <li>• AIS Annual English Conference</li> <li>• Making a Nation - New Curriculum</li> <li>• Annual GTA Conference</li> <li>• Legal Studies Conference</li> <li>• HTA Webinar</li> <li>• HSC Marking</li> </ul>
HSIE	<ul style="list-style-type: none"> <li>• Making a Nation - New Curriculum</li> <li>• Annual GTA Conference</li> <li>• Legal Studies Conference</li> <li>• HTA Webinar</li> <li>• HSC Marking</li> </ul>

Mathematics	<ul style="list-style-type: none"> <li>• MANSW Annual Conference</li> <li>• Planning for New Standard Mathematics Course</li> <li>• Spreadsheets and Exploring Networks</li> <li>• Planning for New Extension One Mathematics Course</li> <li>• HSC Feedback Day (MANSW)</li> <li>• Building Maths Advanced (MANSW)</li> </ul>
PDHPE	<ul style="list-style-type: none"> <li>• ACHPER - Teaching Stage 6 CAFS</li> <li>• HMS Summit</li> <li>• Certificate III Personal Training</li> <li>• HSC Marking</li> </ul>
Boarding	<ul style="list-style-type: none"> <li>• Duty of Care Level 2 - Essential Elements</li> <li>• Assist with Medication</li> <li>• Academic Advantage - High-Performance Study and Prep.</li> <li>• LR Licence</li> <li>• The Accidental Counsellor</li> <li>• Online Boarding Conference</li> <li>• Youth Mental Health and Wellbeing</li> <li>• ABS Professional Development Webinar</li> </ul>

# School Policies

All policies can be accessed through the school website: <https://www.smgs.nsw.edu.au/policies/>

Relevant policies may be requested from the school for those unable to access the Internet. All policies are reviewed periodically and amended, when necessary, as part of a regular review process. A summary of the major policies found on our website is provided below. *Please follow the link above to access the full policies.*

## Enrolment Policy

Our School accepts applications for enrolment any time after birth. Due to demand and to avoid disappointment, we suggest that you apply as early as possible so that we can maintain communication for available places. Students entering Kindergarten must be 5 years of age on or before 31 July of the proposed year of enrolment. For all other aspects of enrolling in Kindergarten, the School provides a school readiness program called “Let’s Explore” in Term 4 each year to assist in the assessment for each student which is held over a number of sessions. Parents of students entering Kindergarten are encouraged to register their child for the program so that specialist school teaching staff can evaluate each child’s school readiness to commence. The School will communicate with Parents of children enrolling in Kindergarten in terms of their readiness or otherwise and provide further guidance where relevant.

## Student Welfare and Discipline Policy

The Student Welfare and Discipline Policy is based on the structure of the community at Snowy Mountains Grammar School in that it is reflected in the culture, values, policy, procedures and educational programs that develop and promote the intellectual, physical, social and emotional wellbeing of each and every child. Every teacher has a duty of care for all students enrolled in the school. The school has a duty of care for all students whilst they are entrusted to its care. All stakeholders within the school, including Parents and Carers, are expected to support the School’s philosophy and policies on student welfare. Any action taken against a student whilst outside the school’s jurisdiction, but which is intended to enforce the school’s discipline, must remain within the school’s guidelines laid out in this policy. The school does not permit any form of corporal punishment of a student by any person. Student welfare encompasses everything the school community does to meet students’ personal and social needs and enhance their well-being. It involves recognising, valuing and developing each student as a whole and unique person within society.

## Anti-Bullying Plan

Snowy Mountains Grammar School is committed to providing a caring, friendly and safe environment for all students so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at the school and will not be tolerated. We believe that each child has the right to feel sure that all bullying situations will be dealt with promptly and effectively.

## Child Protection Policy

Snowy Mountains Grammar School is committed to providing effective guidance for each student's personal development. This is achieved by careful coordination between pastoral care support and discipline, with all students required to follow the school community's behavioural expectations. All staff are responsible for students' wellbeing, particularly in the context of legislation relating to child protection. Employees are aware of reporting requirements and follow all requirements promptly and objectively. All school community members are obligated to contribute to a safe and supportive environment. All staff members are provided with the Child Protection Policy, Child Protection Procedures, the Staff Code of Conduct, and other associated documentation, including appropriate in-service/induction. Mandatory training is provided annually through an online course in each new academic year. It is intended that all volunteers, contractors and external providers will be provided with information on Child Protection, relevant parts of the Staff Code of Conduct Policy and any additional expectations the School expects and requires. A list of relevant providers will be identified by members of the school executive, and they will provide copies of the relevant information. Advice may be sought from the Principal, the Executive Team or the School Counsellors.

## Grievance Policy

Snowy Mountains Grammar School recognises that a successful school community is built upon open communication between its various stakeholders and, to this end, that all members of the community, staff, students and parents need a transparent process through which they can air any grievance. This policy applies to the whole school, including the Boarding House.

# School-Determined Improvement: Achievements in 2025

<i>Area</i>	<i>Priorities</i>	<i>Achievements in 2025</i>
<b>Teaching and Learning Years K – 6</b>	<p><b>Establish a consistent whole-school approach to spelling instruction</b></p> <ul style="list-style-type: none"> <li>• Prioritise the development of spelling knowledge and literacy outcomes through the implementation of an evidence-informed Kindergarten to Year 6 Spelling Scope and Sequence and instructional program.</li> <li>• Establish a consistent whole-school approach to spelling instruction, ensuring students developed a strong understanding of phonology, morphology and etymology through explicit, systematic teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Developed and implemented a comprehensive K–6 Spelling Scope and Sequence aligned with current literacy research and best practice.</li> <li>• Introduced a consistent instructional model across all year levels, ensuring continuity of learning and shared expectations for spelling development.</li> <li>• Strengthened teacher capacity through professional learning and collaborative planning, resulting in increased confidence and consistency in spelling instruction.</li> </ul>
	<p><b>Embed evidence-informed collaborative planning and programming practices</b></p> <ul style="list-style-type: none"> <li>• Engage in collaborative planning and programming processes to ensure teaching and learning experiences reflect syllabus requirements while maintaining a strong focus on student engagement, literacy development and quality classroom practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Developed and refined teaching and learning programs aligned with the English K–6 Syllabus across all stages.</li> <li>• Established collaborative planning structures that enabled teachers to design high-quality, evidence-informed learning experiences and share effective practice.</li> <li>• Enhanced curriculum consistency across year levels through the development of shared resources, assessment tasks and programming documentation.</li> </ul>

<i>Area</i>	<i>Priorities</i>	<i>Achievements in 2025</i>
	<p><b>Utilise high impact assessment and reporting practices to inform teaching and learning</b></p> <ul style="list-style-type: none"> <li>• Strengthen assessment and reporting practices by enhancing systems for data collection, analysis and informed decision-making.</li> <li>• Use student achievement data to guide teaching, monitor progress and support continuous improvement in learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Implemented consistent processes for collecting and analysing student achievement data across literacy and numeracy.</li> <li>• Increased teacher capacity to use assessment data to identify learning needs, differentiate instruction and monitor student growth.</li> <li>• Strengthened reporting practices through the use of evidence-based data, providing parents and caregivers with clear information about student achievement and progress.</li> </ul>
<p><b>Teaching and Learning Years 7 – 12</b></p>	<ul style="list-style-type: none"> <li>• Develop deeper/wider learning experiences - International experiences for Language students.</li> <li>• Develop flexibility in learning delivery to allow students to take advantage of different opportunities more freely - further development and exploration of Distance Education abilities, including supporting students travelling and training overseas.</li> <li>• SMGS Staff visible to wider educational communities and become leaders of education in a wider context. This includes the forming of local and wider professional networks.</li> <li>• Improved fluency from Stage 3 to Stage 6 including Stage 3 teachers being upskilled in</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion of Japanese Elective in Stage 5</li> <li>• Japanese Tour (December 2026)</li> <li>• Online Teams Meetings offered for Northern Hemisphere athletes</li> <li>• Deepened culture of hands-on learning. Inclusion of weekly experiments in Science classes and changes to projects capabilities in Art and Design resulting in outstanding HSC results.</li> <li>• Successful implementation of new syllabi across Maths and HSIE in particular.</li> <li>• Inclusion of new HSC course in Society and Culture</li> </ul>

<i>Area</i>	<i>Priorities</i>	<i>Achievements in 2025</i>
	<p>requirements for Stage 4 and thereby being able to backwards map more successfully.</p> <ul style="list-style-type: none"> <li>• Challenge and excite our learning especially in embracing new syllabus creatively whilst retaining rigour. With new facilities, we aim to offer more practical, experiential and/or real-world learning experiences.</li> </ul>	
<p><b>Student Welfare</b> <b>Years K – 6</b></p>	<p>Strengthen Student Voice and Agency</p>	<ul style="list-style-type: none"> <li>• Throughout 2025, the Junior School strengthened student voice and agency by providing meaningful opportunities for students to contribute to their learning, wellbeing and school community.</li> <li>• Through Tutor Group activities, House initiatives, leadership opportunities and regular student feedback processes, students were encouraged to take ownership of their learning and actively participate in decision-making. These initiatives fostered confidence, responsibility and a stronger sense of connection and contribution within the school community.</li> </ul>
	<p>Embed Consistent High-Impact Social Emotional Learning Practices</p>	<ul style="list-style-type: none"> <li>• During 2025, the Junior School embedded a more consistent and evidence-informed approach to social and emotional learning through the implementation of the CARE Values and 4 Peaks Framework.</li> <li>• Shared wellbeing language, explicit teaching of social and emotional skills, and restorative practices were used</li> </ul>

<i>Area</i>	<i>Priorities</i>	<i>Achievements in 2025</i>
		<p>across classrooms to support positive behaviour and student wellbeing.</p> <ul style="list-style-type: none"> <li>• Ongoing staff collaboration and professional learning strengthened the consistency of practice, resulting in enhanced student engagement, resilience, self-awareness and a stronger sense of belonging.</li> </ul>
	<ul style="list-style-type: none"> <li>• Student Support and Engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Achieved through the successful development and implementation of Personalised Learning Pathways for all identified First Nations students, created in genuine partnership with students and their families, embedding individual goals and fostering ongoing engagement with our school community.</li> <li>• Achieved through the successful implementation of Year 6 to Year 7 transition plans, culminating in a student-led forum where students deliver their transition plan to the Head of Year in Middle School.</li> <li>• Achieved through the successful rollout of the Student Voice Ready to Learn Plan, providing targeted and student-informed support to students requiring additional assistance in their learning.</li> <li>• Achieved through the successful design and implementation of a newly developed Individual Support Plan template, embedding three learning goals and a student-centred planning approach, ensuring alignment with best practice, AIS NSW standards, and NCCD compliance.</li> </ul>

<i>Area</i>	<i>Priorities</i>	<i>Achievements in 2025</i>
<b>Student Welfare</b> <b>Years 7 – 12</b>	<ul style="list-style-type: none"> <li>• 4Peaks Program</li> </ul>	<ul style="list-style-type: none"> <li>• Building on the foundational work of 2024, the 4Peaks Program matured into a more embedded and data-informed framework in 2025. Recognition systems were refined through consistent CARE-aligned award structures and assemblies, while the introduction of Tier 2 and Tier 3 tracking enabled more targeted monitoring of student progress and engagement. This has strengthened both visibility and impact across the school.</li> </ul>
	<ul style="list-style-type: none"> <li>• Classroom Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Following a strong focus on establishing expectations in 2024, classroom culture in 2025 demonstrated increased consistency and staff alignment. CARE Values are now more visibly embedded in daily practice, with behavioural expectations more routinely upheld, contributing to improved learning environments and student accountability.</li> </ul>
	<ul style="list-style-type: none"> <li>• Heads of Year structure</li> </ul>	<ul style="list-style-type: none"> <li>• After initial rollout, the Heads of Year structure became more cohesive and effective in 2025. Roles and processes were consolidated, resulting in stronger coordination of student support. This was reflected in a clearer sense of year group identity, supported by structured fortnightly Year Meetings and targeted cohort-based initiatives.</li> </ul>

<i>Area</i>	<i>Priorities</i>	<i>Achievements in 2025</i>
	<ul style="list-style-type: none"> <li>• Focus on Student Graduate Attributers Program</li> </ul>	<ul style="list-style-type: none"> <li>• With the program introduced in 2024, 2025 saw a shift towards meaningful application. Seen in Student Diaries. Wellbeing initiatives and events were increasingly aligned with Graduate Attributes and informed by student feedback, resulting in more relevant, engaging experiences that strengthened student ownership of their personal development.</li> </ul>
	<ul style="list-style-type: none"> <li>• Student Leadership restructure: SRC, Student Ambassadors and Prefects</li> </ul>	<ul style="list-style-type: none"> <li>• The 2024 restructure of student leadership evolved into a more active and influential framework in 2025. Opportunities for student voice expanded through regular feedback mechanisms and broader participation in leadership initiatives, resulting in a more representative and engaged student leadership culture across the school.</li> </ul>
<b>Staff Development</b>	<ul style="list-style-type: none"> <li>• Develop and implement faculty-led strategic priorities, including vision, pedagogy, and teaching practices informed by the Teaching and Learning Framework, SWOT analysis, and identified needs.</li> <li>• Align Professional Development Days and faculty meeting time with AITSL standards and continuous professional growth.</li> <li>• Increase staff participation in HSC marking to strengthen expertise and professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>• PD Days aligned with Standards</li> <li>• HSC Marking – 11 staff members involved in HSC Marking for 2025.</li> </ul>

<i>Area</i>	<i>Priorities</i>	<i>Achievements in 2025</i>
	<ul style="list-style-type: none"> <li>• Renew the focus on professional development in syllabus knowledge and curriculum understanding.</li> <li>• Ensure staff performance and development processes are aligned with the Teaching and Learning Framework, regularly reviewed, and designed to foster an aspirational, collaborative culture.</li> </ul>	
<b>Facilities and Resources</b>	<ul style="list-style-type: none"> <li>• Conversion of 16 Nettin Circuit as a new Boarding House.</li> <li>• Completion of the Gymnasium toilet and change room facility.</li> <li>• Completion of two addition classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• The refurbishment and upgrade works were completed in June with the facility with boarders moved in and ready for the start of Term 3 2025.</li> <li>• The project was completed in early 2026 and was well received by the School community.</li> <li>• The classrooms were completed and in operation for the start of Term 3 2025.</li> </ul>

# School-Determined Improvement: Targets for 2026

Area	Priorities for 2026
<p><b>Teaching and Learning Years K – 6</b></p>	<ol style="list-style-type: none"> <li><b>1. Literacy improvement through explicit spelling instruction</b> Continue to embed and refine the K–6 evidence-informed Spelling Scope and Sequence and instructional program to strengthen student literacy outcomes. A focus will be placed on monitoring student growth, ensuring consistency of practice across classrooms, and further developing teacher expertise in explicit spelling instruction.</li>   <li><b>2. Data-Informed assessment and reporting practices</b> Further strengthen assessment, moderation and reporting processes through the systematic collection and analysis of student achievement data. This priority will focus on building teacher capacity to use data effectively to inform instruction, personalise learning and monitor student growth over time.</li>   <li><b>3. Successful development of programming documents to support the implementation of new CHPS Syllabuses</b> Support the implementation of the new Creative Arts, Human Society and Its Environment (HSIE), Personal Development, Health and Physical Education (PDHPE), and Science and Technology K–6 syllabuses through collaborative planning, curriculum development and professional learning. A focus will be placed on building teacher confidence and capability, developing high-quality teaching and learning programs, and ensuring students experience engaging, contemporary and syllabus-aligned learning across all key learning areas.</li> </ol>
<p><b>Teaching and Learning Years 7 – 12</b></p>	<ol style="list-style-type: none"> <li><b>1. Curriculum Excellence and Student Achievement</b> <ul style="list-style-type: none"> <li>• Continue to strengthen student learning outcomes through the implementation of engaging, rigorous and evidence-informed teaching practices aligned with NSW syllabuses.</li> <li>• Refocus on improving continuity of learning from Stage 3 to Stage 6 through enhanced curriculum mapping and increased collaboration between primary and secondary teachers.</li> <li>• Monitor and support student progress through data-informed teaching and targeted intervention strategies.</li> </ul> </li> </ol>

Area

Priorities for 2026

**2. Innovative and Flexible Learning Pathways**

- Refocus on exploring flexible learning opportunities through the effective use of digital technologies and distance education methodologies.
- Support students in specialised programs through adaptable learning delivery models.
- Explore innovative approaches to curriculum access that enable students to engage in broader educational opportunities while maintaining academic progress.

**3. Experiential and Future-Focused Learning**

- Continue to leverage new facilities and resources to provide authentic, practical and real-world learning experiences.
- Continue to expand opportunities for experiential learning, including industry engagement, fieldwork, cultural experiences, and project-based learning.
- Foster student engagement, creativity, problem-solving, and critical thinking through innovative curriculum design.

**4. Curriculum Leadership and Professional Collaboration**

- Increase staff engagement in professional networks, curriculum leadership opportunities, and broader educational communities.
- Further promote staff expertise through participation in professional associations, curriculum development initiatives, networking, and HSC marking.
- Strengthen collaborative professional practice to support continual improvement in teaching and learning.

**5. Continued Effective Implementation of NSW Syllabuses**

<i>Area</i>	<i>Priorities for 2026</i>
	<ul style="list-style-type: none"> <li>• Continue to build teacher capacity in the implementation of new and revised NSW syllabuses through targeted professional learning.</li> <li>• Refocus on strengthened curriculum knowledge and understanding across all stages to support coherent teaching and learning programs.</li> <li>• Continue to encourage innovative curriculum delivery while maintaining high expectations and academic rigour.</li> <li>• Embed evidence-based pedagogical practices consistent with the school's Teaching and Learning Framework.</li> </ul>
<p><b>Student Welfare</b> <b>Years K – 6</b></p>	<ol style="list-style-type: none"> <li><b>1. Strengthening community engagement</b> Enhance opportunities for meaningful family involvement in school life through a range of inclusive and engaging initiatives. The Junior School will continue to foster a strong sense of belonging and partnership through events, celebrations and learning experiences that connect families with the school community.</li>   <li><b>2. Building strategic partnerships</b> Develop and strengthen partnerships between students, families, staff and the broader community to enrich learning opportunities and student wellbeing. This will include expanding connections with local organisations, community groups and inter-school networks, while creating authentic opportunities for students to engage in service, leadership and community-based learning experiences.</li>   <li><b>3. Strengthening student wellbeing, belonging and positive relationships</b> Continue to foster a positive and inclusive Junior School culture through the explicit teaching and consistent application of the CARE Values and 4 Peaks Framework. This priority will focus on building a shared understanding of behavioural and social expectations, embedding restorative practices, and strengthening staff capability to support student wellbeing.</li> </ol>

Area

Priorities for 2026

**4. Building student voice and connection**

Embed Tutor Group Tuesday as a key Junior School wellbeing structure that strengthens student voice, develops House identity and promotes meaningful connections across year levels. This priority will enhance students' sense of belonging and engagement through assemblies, service-learning opportunities, cultural celebrations and House-based activities that bring to life the school's values of Challenge, Belong and Explore while strengthening connections with the broader school community.

**5. Improve student attendance**

Implement consistent attendance monitoring and early intervention processes to support strong and sustained student attendance across K-6. A key priority will be strengthening communication with families regarding the importance of regular attendance, including greater education on the negative impacts of missed school days, to build shared understanding and accountability between home and school. Where attendance concerns are identified, the school will work in partnership with parents to develop individualised attendance plans tailored to each student's specific circumstances and needs, alongside promoting positive attendance through recognition and engagement strategies that encourage students to take ownership of their own attendance and engagement in learning.

Success in this area will be measured through increased overall attendance rates across K-6, a reduction in late arrivals and unjustified absences, improved parent engagement and responsiveness to school communication, and clear evidence of early intervention through documented attendance support plans. In line with the AIS NSW Policy Improvement Model, the school will work towards the key marker of 100% of students achieving at least 95% attendance, with progress tracked and reported against this target throughout the year.

<i>Area</i>	<i>Priorities for 2026</i>
<p><b>Student Welfare</b> Years 7 – 12</p>	<ol style="list-style-type: none"> <li><b>1. 4Peaks Framework – Embedding Student Ownership</b> <ul style="list-style-type: none"> <li>• Transition the 4Peaks framework from structured implementation to student-led ownership, with increased student involvement in recognition, peer nomination, and program design.</li> <li>• Refine Tier 2 and Tier 3 tracking to enable real-time data use, early intervention, and measurable impact on behaviour and engagement.</li> </ul> </li>   <li><b>2. Data-Informed Student Support Systems</b> <ul style="list-style-type: none"> <li>• Leverage 4Peaks and wellbeing data to implement a proactive, predictive approach to student support.</li> <li>• Strengthen case management processes within the Heads of Year structure for targeted and coordinated interventions.</li> </ul> </li>   <li><b>3. Heads of Year – Strategic Leadership of Wellbeing</b> <ul style="list-style-type: none"> <li>• Evolve the Heads of Year role from operational to strategic leadership, focusing on cohort trends, early intervention, and staff alignment.</li> <li>• Ensure consistency of pastoral care practices across all year groups.</li> </ul> </li>   <li><b>4. Student Voice and Agency – From Participation to Partnership</b> <ul style="list-style-type: none"> <li>• Move beyond consultation towards genuine co-design, where students actively shape programs, policies, and initiatives.</li> <li>• Embed structured feedback systems with visible “you said, we did” responses to build trust and engagement.</li> </ul> </li> </ol>

*Area*

*Priorities for 2026*

**5. Graduate Attributes – Integration Across the School Experience**

- Shift from program delivery to authentic integration of Graduate Attributes across curriculum, wellbeing, and co-curricular activities.
- Develop clear benchmarks and student self-reflection tools to track growth over time.

**6. Student Leadership – Impact and Accountability**

- Strengthen the restructured leadership model by focusing on role clarity, measurable impact, and leadership development.
- Provide targeted training to ensure student leaders actively contribute to school improvement and culture.

<i>Area</i>	<i>Priorities for 2026</i>
<b>Staff Development</b>	<ul style="list-style-type: none"> <li>• Further develop and implement faculty-led strategic priorities informed by school vision, Teaching and Learning Framework and identified improvement needs, including renewed focus on Teacher Goals and Development</li> <li>• Further strengthen consistent, evidence-informed pedagogical practice aligned with NSW curriculum requirements.</li> <li>• Continue to align Professional Development Days and faculty meeting time with AITSL Standards to ensure targeted and meaningful professional growth.</li> <li>• Renew focus on deepening staff knowledge and understanding of NSW syllabuses across all learning areas.</li> <li>• Support consistent curriculum implementation through targeted professional learning and collaborative planning.</li> <li>• Renew focus on aligning staff performance and development processes with the Teaching and Learning Framework.</li> <li>• Ensure regular review cycles to support continuous improvement and high-impact teaching practice.</li> <li>• Foster an aspirational, collaborative professional culture focused on excellence in teaching and learning.</li> </ul>
<b>Facilities and Resources</b>	<ul style="list-style-type: none"> <li>• Completion of the modular classroom relocation project</li> <li>• Review of the School Facilities Master Plan</li> <li>• Upgrade of outdoor student learning areas</li> </ul>

# Initiatives Promoting Respect and Responsibility

At Snowy Mountains Grammar School, we are highly aware of our role in promoting respect and responsibility amongst all students and staff. These values are integral to fostering a safe, inclusive, and pastorally positive environment. We are committed to building a school culture in which students are challenged to do their best, have a strong sense of belonging and can explore the world around them.

We have delivered targeted education programs to promote respect and understanding, including:

- Consent education is embedded within PDHPE and Wellbeing lessons for Years 7–12.
- Stage 2 and 3 Consent Education delivered by ‘Amazing Me’ external facilitators.
- The **Love Bites** program, for Years 10, focuses on respectful relationships and is delivered through NAPCAN.
- Whole-school promotion of uniform expectations to foster pride and self-respect.
- Vertically streamed Peer Support lessons K-6, explicitly teaching 4 Peaks CARE values, interpersonal skills and teamwork.

Additional achievements include:

- **Fortnightly Year Group Meetings** to address behavioural expectations, consent, e-safety, and CARE values.
- **Targeted tutor programs** emphasising student connection.
- School-wide events such as **NDA**, **Rural Aid**, **Biggest Morning Tea**, and **NAIDOC Week**, promoting inclusion and community.
- Ongoing **student and boarding surveys** to seek student voice in the wellbeing space.
- Implementation of Heads of Year roles
- Significant updates to the Student Welfare and Discipline Policy
- Improvement to the recording and notification process via Sentral
- Significant review and development of an Anti-Bullying Policy and Anti-Bullying Procedures
- Charitable donations to Lifeline and Kids Cancer Research through student-led service-learning initiatives
- Implementation of Service-Learning Captains in Junior School

We remain committed to refining and expanding our Student Wellbeing approach in 2026 with a strong emphasis on proactive wellbeing, authentic recognition, and meaningful student engagement.

# Parent, Student and Teacher Satisfaction

## Parent Satisfaction

Typical parent comments have included:

- *Just wanted to pass on our gratitude to you and all the JS staff for such a great start to the school year. There was such a vibe at drop-off this morning—all of the staff made a genuine effort to welcome the kids back to school. The energy and enthusiasm from everybody was incredible; it even made me skip off to work!*
- *Needless to say all my children had a great day and can't wait to get back tomorrow*
- *We received (student's) ISP last week after meeting with (the class teacher). It is the most comprehensive, accurate and specific ISP he has had! I know he is not the only student in JS with an ISP and we really appreciate that he is receiving such individualised care and support for his learning!*
- *Thank you for meeting with us to discuss the transition to Snowy Mountain Grammar School*
- *Thanks for being such wonderful teachers, role models and friends to our kids - and to me! We feel incredibly lucky to be welcomed into your school community.*

## Student Satisfaction

At Snowy Mountains Grammar School, we value the student voice and constantly seek ways to improve our practice, welcoming the student voice in that process.

### How has this teacher assisted in your learning?

Typical student comments included:

- *I love her so much. All of our lessons are good, we take lots of notes which is really helpful for assessments.*
- *She is very engaged and passionate; this allows her to help and give feedback when necessary.*
- *Always keeps us on track very well, somehow keeps me very engaged in the subject.*
- *She helps me outside of class and will try explain things in different ways*
- *He is a great teacher! He treats everyone equally. If I don't understand something he will explain it in a different way until I understand.*
- *It's been great to learn, the way she teaches and structures the lesson really helps me learn more, and my exam results do show she's such an amazing teacher and I really do thank her.*

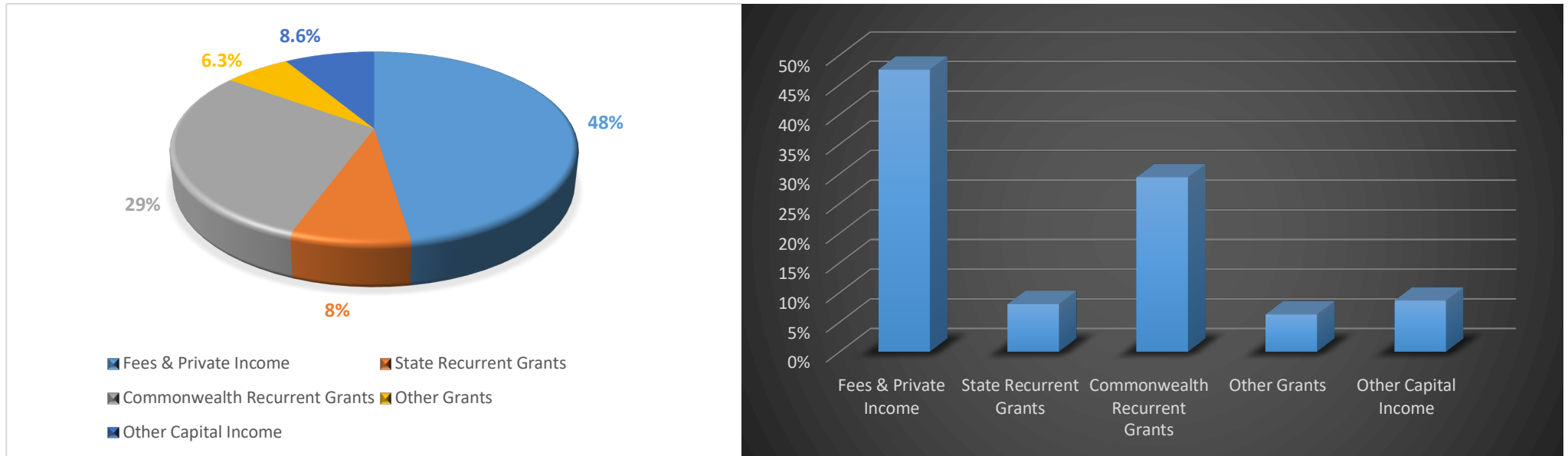
### How has this teacher hindered your learning?

Typical student comments included:

- *Sometimes when I need help, he's already busy helping other people, so I have to wait or just try figure it out myself. It can be hard to get one-on-one help when the class is busy.*
- *She teaches the lesson at a pretty fast pace and is a bit hard to keep up.*
- *It would be better if he explained the techniques a bit better so I can understand them.*
- *Sometimes I'd just prefer to copy off the board and write notes but I get the idea that you think we'd prefer do other methods of learning.*

# Summary of Financial Information

## Income



# Expenditure

