



Learning from Experience: Report on the Independent Cultural Review of Ballarat Grammar School

Review Recommendations

This Review makes 44 recommendations across seven areas: the student experience, the boarding experience, the parent experience, the employee experience, governance, policy and change management. The recommendations are grounded in the evidence gathered through this Review and are designed to address both the immediate concerns raised by participants and the systemic and structural conditions that produced them. They are deliberately interconnected: many recommendations reinforce or depend on others across different sections, reflecting the reality that the issues identified in this Review do not sit within neat organisational boundaries. The cross-references in the table below identify the most significant of these interdependencies, and the school should treat them as a guide to sequencing and coordination during implementation.

The timing, prioritisation and sequencing of implementation is the critical work the school must now undertake to ensure the best possible outcome. That work belongs to the school, its staff and its community, and it should be undertaken through the consultative processes recommended in the change management section of the Report.

Student Experience (S1-S5)

REF	RECOMMENDATION	CROSS-REFS
S1	Establish authentic student voice mechanisms That Ballarat Grammar establish genuine, ongoing mechanisms for student voice on matters of culture, safety and wellbeing. This should include: - regular anonymous survey mechanisms focused on student culture and safety, distinct from teacher performance feedback; - a Student Advisory Group with direct and regular access to the Principal on cultural matters. The role of this Advisory Group should be considered in conjunction with student leadership positions and their role and articulated in a co-designed Terms of Reference; - structured consultation with students before significant decisions that directly affect their experience, including changes to boarding, House structures and co-curricular programs; and - transparent processes for selecting student leaders, with criteria communicated to the student body.	B5, P4



REF	RECOMMENDATION	CROSS-REFS
S2	Address the structural drivers of division within the Day House system That Ballarat Grammar should redesign its Day House system so that Houses are co-educational, with both boarding and day students as members of every House. In doing so, the school should: • remove the gendering of Houses, which reinforces gender segregation, normalises binary gender as the default organising principle and creates particular difficulties for gender-diverse students; • cease allocating students to Houses on the basis of family legacy and sibling connections, which perpetuates established sub-cultures, concentrates social capital and reduces the school's capacity to disrupt harmful norms; • ensure diversity is represented across all Houses to promote genuine inclusion; • address the significant variation in House sizes, which produces structural competitive disadvantage unrelated to student effort or ability; and • co-design the new model with students, staff and parents, ensuring the process itself models the inclusive culture the school is working to build. This redesign should be coordinated with Recommendation B2, which separates the residential function of boarding houses from the House identity and competition structure, so that boarding students are members of the same House system as day students.	B1, B2, B8
S3	Embed a sequenced wellbeing and behavioural curriculum in CREW That Ballarat Grammar develop and embed a sequenced wellbeing and behavioural curriculum within the CREW structure, building on the principles established in the Positive Behaviour @ Grammar framework and the values-based approach used effectively in the junior school. This should include: • a structured, developmental curriculum from Years 7 to 12 covering behavioural expectations, respectful relationships, bystander responsibility, consent, digital citizenship and community standards; • content that extends the PB@G approach beyond classroom behaviour into the relational, cultural and interpersonal dimensions of student life in line with the school's values; • integration of the external program content currently delivered in a piecemeal fashion (Elephant Ed, Ballarat Community Health, The Men's Project) into a single sequenced framework linked to the school values; • an upstander and bystander module embedded within the curriculum, drawing on the Men's Project 6Ds bystander framework already proposed for the school, or the Stand Up Project; • clear expectations, training and accountability for CREW Mentors in delivering wellbeing education; and • an evaluation framework that measures changes in student attitudes, behaviour and reporting confidence over time.	B4, S5



REF	RECOMMENDATION	CROSS-REFS
S4	Overhaul incident reporting, response and communication That Ballarat Grammar overhaul its systems for reporting and responding to incidents of bullying, harassment, discrimination and harmful behaviour, with particular attention to closing the communication gap between reporting and response. This should include: - ensuring that students directly involved in incidents always receive appropriate information about what has been done in response to their complaint, within the bounds of privacy obligations; - transparent, regular reporting at whole-of-school level about patterns of behaviour and consequences applied, without identifying individuals; - replacing or supplementing the current anonymous reporting platform with a system that has the express functionality to: o communicate with anonymous reporters, including acknowledging receipt, providing updates on actions taken, and requesting further information while preserving anonymity; and o conduct systemic and thematic analysis of behavioural incidents and reports across the school. - regular reporting to the Board on incident data, behavioural patterns and systemic risk.	B7, G4, PA3
S5	Building staff capability in diversity, respectful relationships and pastoral accountability That Ballarat Grammar establish an ongoing program of staff capability uplift in cultural diversity, respectful relationships, anti-discrimination and pastoral accountability, delivered as professional development training for all staff on a recurring basis. The program should be designed to build practical competence, not just awareness, equipping staff to recognise and respond to discrimination on the basis of race, disability, sexuality and gender identity, to understand their role as pastoral agents whose conduct directly shapes the safety and culture of the school, and to develop strategies for establishing safety in the classroom, including de-escalation, restorative practice and creating environments in which students feel confident to speak up, report concerns and be themselves. Staff must be held to the same behavioural standards and accountability frameworks as students. Where staff conduct falls short of those standards, it must be addressed through the same formal processes that apply to any other performance or conduct matter.	E6, E3, B4

Boarding Experience (B1-B8)

REF	RECOMMENDATION	CROSS-REFS
B1	Restructure boarding houses by age band to reduce the power differential between older and younger students That Ballarat Grammar extend the age-based restructure that commenced with the co-educational Junior Boarding model for Years 7 and 8 by establishing separate boarding arrangements for Years 9 and 10 and for Years 11 and 12. Each age band should have its own supervision model, staffing ratios and pastoral approach appropriate to the developmental stage of its students. Senior boarding houses for boys and girls should be retained.	S2, B2



REF	RECOMMENDATION	CROSS-REFS
B2	Redefine boarding residences and reimagine their culture with students That Ballarat Grammar redefine boarding houses as residences where students live, separate from the day school House system, and work with current boarding students to reshape the culture, traditions and identity of those residences. Boarding students should be allocated to a co-educational day school House alongside day students (see Recommendation S2). Under the age-banded residential structure in Recommendation B1, students will move through different residential settings as they progress through the school, with their cross-year connections provided through the day school House rather than the boarding residence.	S2, B1
B3	Close the boarding dining hall during school hours to reduce structural separation between boarders and day students That Ballarat Grammar close the boarding dining hall during the school day so that boarders eat lunch alongside day students, using the same facilities at the same times. The practice of boarders eating separately from day students was identified consistently as reinforcing the divide between the two groups.	S2
B4	Develop a boarding-specific behavioural and cultural curriculum, connected to the whole-of-school CREW curriculum That Ballarat Grammar develop a structured boarding-specific program that addresses the particular dynamics of residential living, including the normalisation of harmful traditions, the distinction between practices that build safety and those that cause harm, the dynamics of hierarchy and peer pressure, and the skills needed to be an active bystander in a residential setting. The program should explicitly build a safe-to-speak reporting culture in which boarders understand how to raise concerns, trust that reports will be taken seriously and acted on, and see reporting as a normal part of community life rather than a breach of loyalty. This program should run across all year levels, be embedded in the boarding calendar and connect to the whole-of-school CREW curriculum.	S3, S5, B8
B5	Establish a boarding student advisory group with genuine decision-making input That Ballarat Grammar establish a standing boarding student advisory group with a defined role in shaping boarding culture, reviewing changes and providing feedback to school leadership.	S1
B6	Implement a structured transition and induction program for new boarders That the induction process be reviewed and strengthened to include explicit education about what is and is not acceptable behaviour in the boarding houses, including the practices described in this chapter. It should also include named support contacts who are not the student's housemates or house staff, and scheduled follow-up check-ins through the first two terms. The Junior Boarding model provides the structural setting for this program for Years 7 and 8, but the content needs to be deliberate, sustained and extended to students entering boarding at any year level.	B2, B4
B7	Require quarterly reporting to the Board on boarding culture indicators That Ballarat Grammar require the school leadership to report to the Board quarterly on boarding culture indicators, including incident data disaggregated by boarding house, reporting rates through Whispli and other channels, staffing data including turnover and vacancy rates, and student feedback on safety and wellbeing.	S4, G4



REF	RECOMMENDATION	CROSS-REFS
B8	Address the gender dynamics of boarding through targeted S2, B1, B2, education and structural change S5 That Ballarat Grammar address the gendered dynamics identified in this chapter through targeted education in the boys' boarding houses on respectful relationships, masculinity and the impact of misogyny, building on the Men's Project and Monash University work already commenced; structured opportunities for cross-gender interaction between the boys' and girls' boarding houses; and explicit accountability for sexist and discriminatory behaviour, including ensuring that reports from female boarders about the conduct of male boarders are investigated and responded to within the boarding context. The structural separation of boarding residences from the House identity system (Recommendations B1, B2 and S2) addresses the gender segregation of Houses at a systemic level. The measures in this recommendation address the cultural and educational dimensions that structural change alone will not resolve.	

Parent Experience (P1-P4)

REF	RECOMMENDATION	CROSS-REFS
P1	Reset the parent-school relationship as an educational partnership, not a service-provider arrangement That Ballarat Grammar, in consultation with parents, take deliberate steps to reframe its relationship with parents as a partnership in the education and development of children, not as a transactional service. This should include a clear public statement of the school's expectations of parents, referencing the Parent Code of Conduct, developed with parent input and embedded in the enrolment process. The school's values should apply to the entire school community, including parents, and the consequences of behaviour that is inconsistent with those values should be clearly articulated. This recommendation should be read alongside Recommendation E7, which addresses the same relationship from the staff perspective, including strengthening leadership support for staff when they enforce standards, implementing clear communication guidelines and protocols, ensuring the Parent Code of Conduct is visible and accessible, and establishing ongoing parent education programs.	E7
P2	Develop and publish a clear, accessible complaints and concerns process for parents and students That Ballarat Grammar develop a complaints and concerns process that is transparent, well-documented and accessible to all parents and students. The process should include clear points of contact at each level of escalation, defined timeframes for acknowledgement and response, an expectation of feedback to the person who raised the concern (subject to privacy), and an independent pathway for concerns that cannot be resolved through normal channels. The process should be published, communicated regularly and reviewed annually. The current lack of a clear, known process was one of the most frequently raised concerns in the Review.	S4, PA3, G4



REF	RECOMMENDATION	CROSS-REFS
P3	Develop a whole-of-school communications strategy and protocol That Ballarat Grammar develop a formal communications strategy and protocol that establishes who communicates what, to whom and when, across all areas of the school. The strategy should: • set clear expectations for communication frequency, format, channel and responsiveness, standardised across campuses, year levels and staff roles so that the quality and timeliness of communication does not depend on the individual; • ensure communication is proactive and routine, and delivered through multiple channels appropriate to the content and audience. The protocol should specifically address communication with boarding parents, for whom regular updates about daily life, wellbeing and school changes should be provided as a matter of course given the distance between families and their children. The strategy should be reviewed annually and its effectiveness measured through parent and staff feedback.	E4
P4	Establish a whole-of-school parent consultation and advisory structure That Ballarat Grammar establish a formal, whole-of-school parent advisory body with clear terms of reference, representative membership and a direct reporting line to the Board. The advisory body should have diverse membership that reflects the breadth of the parent community, including boarding and day families across all year levels. Parents who are also employed by the school should not serve as parent representatives. The body should have a transparent process for raising and tracking issues, defined timeframes for the school to provide documented responses, and a formal reporting line to the Board. Boarding parent representation should be formalised at Board level.	S1, G5, P1

Employee Experience (E1-E8)



REF	RECOMMENDATION	CROSS-REFS
E1	Strengthen cohesion and communication across staff groups That Ballarat Grammar take deliberate steps to strengthen communication, collaboration and mutual recognition across all staff groups, particularly between teaching and non-teaching teams, to build a more cohesive, respectful and equitable workplace culture in which all staff feel recognised, valued and integral to the school's shared purpose. This should include: • ensuring regular briefings and whole-of-school updates are inclusive of all staff groups, to improve transparency, clarify priorities and expectations, and promote understanding of interdependent roles across the school; • building shared learning and understanding through collaborative professional development opportunities, with a focus on teamwork, collaboration and cultural awareness, building on the success of past joint training days for teaching and support staff; • developing a whole-of-school overview accessible to staff, students and parents that clarifies how each role contributes to the school's operations and educational mission; • implementing specific initiatives to improve the recognition and visibility of non-teaching staff, including celebrating achievements and contributions through communications, joint milestones and staff award programs, and ensuring school leaders regularly acknowledge the work of support teams in meetings and public communications; and • increasing opportunities for all staff to come together to discuss challenges and solutions, and supporting informal engagement and everyday interactions between staff groups through practical measures such as shared spaces, collaborative working groups and the co-location of administrative teams where feasible.	E4, P3
E2	Clarify organisational structure, roles, and leadership accountability That Ballarat Grammar implement measures to clarify and define roles, reporting lines and leadership responsibilities and standards. This should include: developing and distributing a clear and comprehensive organisational chart that is accessible to all staff and includes a summary of organisational responsibilities for each role, so that staff understand not only who reports to whom but what each part of the school is responsible for. Staffing policies, including recruitment, appointment and promotion, should be reviewed to ensure they reflect transparent, merit-based processes at every level, with selection criteria, assessment methods and decision-making documented and applied consistently. Leadership pathways and appointment processes should be visible and open to all staff, including non-teaching employees. Measurable standards should be defined for all leadership roles, and performance against those standards should be assessed regularly. The role of the Principal under the new leadership structure should be clearly defined. Leadership capability should be built through structured development programs that prepare staff for leadership responsibilities before they assume them.	G1, E5



REF	RECOMMENDATION	CROSS-REFS
E3	Consistent behavioural standards, policies, and accountability That Ballarat Grammar ensure behavioural standards and policies are applied consistently across the school, so that harmful behaviours are addressed, policies are trusted, staff feel empowered and supported to uphold standards, and both staff and leadership are held accountable. This should include: • tying the consistent application of behavioural standards to performance measures for staff and leaders at every level, so that accountability for upholding the school's expectations is embedded in how performance is assessed, not left to individual discretion; • consolidating and streamlining policy information so that staff have clear, accessible guidance on response protocols for different types of incidents and situations, supported by practical training that builds confidence in applying those protocols; and • providing trauma-informed post-incident debriefs for staff involved in enforcing standards or responding to incidents, so that staff are supported after difficult interactions and do not carry the cumulative weight of those experiences without institutional backing.	S5, E8, PA1
E4	Improve communication and transparency between leadership and staff That Ballarat Grammar leadership demonstrate its commitment to a culture of transparency by establishing clear, inclusive and consistent communication practices that rebuild employee trust. This should include: • proactively sharing the context, rationale and timelines for significant changes through structured updates, and documenting all significant non-confidential decisions for staff review, to reduce the perception that information and influence are confined to an inner circle; • consulting meaningfully with employees on decisions that affect their work before those decisions are finalised, including changes to leadership structures, roles and appointments; • providing clear and timely feedback to internal applicants, consistent with Recommendation E2 (transparent, merit-based recruitment and appointment processes), to address the perception that appointments are made informally or on the basis of personal relationships; • regularly communicating a unified strategic vision that connects the daily work of staff to the school's priorities, and that directly addresses uncertainty during periods of growth or change; • consolidating and streamlining the school's fragmented communication channels to ensure all staff groups, including non-teaching staff, have equitable access to information; and • leadership modelling accountability for communication by publicly acknowledging gaps when they occur, and tracking improvements through regular staff surveys on trust, clarity and inclusion. This recommendation should be read alongside Recommendation P2, which calls for the development of a whole-of-school communications strategy and protocol establishing who communicates what, to whom and when. That strategy should apply to internal communication with staff with the same rigour as it applies to communication with parents. Together, these recommendations recognise that the school's communication failures are not a matter of individual effort but of the absence of a coherent, institution-wide approach to how information flows across the organisation.	P3, E2



REF	RECOMMENDATION	CROSS-REFS
E5	Address role ambiguity, unsustainable workloads and resourcing gaps That Ballarat Grammar address the role ambiguity, unsustainable workloads and resourcing gaps that the Review found are contributing to staff stress, burnout and decisions to leave the school. Sustainable workloads, clear expectations and adequate resourcing are essential to reducing stress, supporting retention and enabling staff to focus on delivering outcomes for students in an increasingly complex school environment. This should include: • ensuring all staff have current position descriptions with clear responsibilities, reporting lines and key performance indicators, so that expectations are explicit and measurable rather than assumed; • establishing a consistent and effective performance management framework that applies to all staff across teaching and non-teaching roles, with annual reviews that are meaningful and supported by leadership training in constructive feedback, and that assess workload sustainability rather than relying on subjective impressions; • ensuring adequate support and resourcing for students with diverse needs, commensurate with the school's increased enrolments and its commitment to inclusion, recognising that the absence of specialist support has been a direct contributor to staff stress and to the inconsistent experience of students with disability and neurodivergence documented in Part A of this Report; • progressing the implementation of the Time and Teaching Practice Project (TAPP) with leadership accountability for its application, including training for leaders in responding to flexible work requests, and establishing clear policy limits on out-of-hours demands and administrative overload to challenge the expectation that staff absorb institutional growth through personal effort; and • addressing situations where individual employees are carrying multiple roles and responsibilities beyond their substantive position, and linking this to whole-of-school workforce planning that matches staffing to the actual scale and complexity of the school's operations.	E2, E6



REF	RECOMMENDATION	CROSS-REFS
E6	Targeted, inclusive professional learning and ongoing support That Ballarat Grammar ensure professional development and ongoing support is meaningful, role-specific, and accessible to all employees (teaching and non-teaching roles) to address capability gaps and improve staff motivation and career growth. A supported, skilled workforce where employees feel motivated and invested in helps to reduce burnout and support retention, leading to better student outcomes, and creates a strong professional culture. • Link professional development to personalised career development pathways and opportunities, with career mentoring and progression plans to help retain motivated staff. • Evaluate and tailor professional learning offerings for relevance to roles (rather than generic programs) and ensure equitable access to development for teaching and non-teaching staff. Measure impact on retention and staff feeling confident in their roles. • Include opportunities for joint and collaborative professional development for teaching and support staff, to clarify roles, share best practice and build mutual understanding. • Provide trauma-informed and safety-focused training to better support staff in their roles with respect to student safety, risk management processes, wellbeing and behaviour management, and trauma-informed practice. This should include training in restorative practices, equipping staff with the skills to facilitate restorative conversations, manage conflict constructively, and support students and colleagues through processes that prioritise accountability, repair and learning rather than purely punitive responses. • Provide targeted training for teachers on neurodiversity, challenging behaviours and additional learning needs.	S5, E3, E5
E7	Reset staff-parent relationships, boundaries and engagement That Ballarat Grammar reset the staff-parent relationship to reflect a partnership characterised by trust, respect and professionalism. This should include: • ensuring the Parent Code of Conduct is visible, accessible and actively enforced; • strengthening leadership support for staff when they uphold standards in interactions with parents; • implementing clear communication guidelines and protocols that set expectations for both parties; and • establishing ongoing parent communications that help parents understand the school's approach to behaviour management, child safety and wellbeing. This recommendation should be read alongside Recommendation P3, which addresses the same relationship from the parent perspective.	P1, P3



REF	RECOMMENDATION	CROSS-REFS
E8	Elevate staff wellbeing as a core cultural priority That Ballarat Grammar reframe staff wellbeing as a core institutional priority, equal in standing to student wellbeing, and recognise that the health, safety and psychological resilience of its workforce directly underpins student outcomes and the sustainability of cultural change. This should include: • developing a systematic, school-wide staff wellbeing strategy built on prevention, early support and continuous improvement, with clear ownership, resourcing and accountability for its delivery; • identifying and building on the pockets of positive staff culture that already exist within the school, and examining what makes those environments work so that the conditions can be extended rather than left to the efforts of individual leaders; • establishing clear policies that protect staff from harmful workplace behaviour, backed by transparent reporting and response procedures, firm leadership action, and protections against victimisation for those who raise concerns, consistent with the school's duty of care to its employees and its obligations under occupational health and safety legislation; and • introducing an anonymous reporting mechanism for staff to raise concerns about workplace bullying, harassment and safety without fear of reprisal, complementing the student-facing reporting systems already in place. This recommendation should be read alongside Recommendations E3 (behavioural standards and accountability), E5 (workload and resourcing) and E6 (professional development including trauma-informed practice).	E3, E5, E6

Governance (G1-G6)

REF	RECOMMENDATION	CROSS-REFS
G1	Clarify and communicate governance roles, responsibilities and decision-making authority That the Board undertake a formal clarification of the respective roles and responsibilities of the Board, the Principal and the senior leadership team, and communicate this clearly to the school community. This should include a published governance framework that describes the Board's role, the Principal's delegated authority, the function of each Board committee and the mechanisms through which parents, staff and students can access or engage with governance. The framework should establish clear boundaries between governance (strategy and oversight) and management (operations and implementation), consistent with the AICD's governance principles for not-for-profit entities. The Board should also consider the governance arrangements for the associated entities (the Ballarat Grammar Foundation and BGS Educational Services), including whether overlapping directorships create actual or perceived conflicts of interest.	E2



REF	RECOMMENDATION	CROSS-REFS
G2	Review Board composition and introduce term limits to ensure diversity, skills and renewal That the Board undertake a structured review of its composition, with reference to the skills, experience and diversity required to govern the school effectively in its current operating environment. This review should consider the balance between constitutional requirements (including the communicant provisions) and the need to recruit directors with specific skills in child safety, risk management, education, cultural diversity and community engagement. The Board should introduce definitive term limits for directors, prohibiting reappointment after a Director has served a set amount of terms on the Board. This is consistent with the AICD recommendation that not-for-profit boards adopt term limits of no more than nine years to support renewal and reduce the risk of groupthink. The Board should also consider mechanisms for ensuring that the interests and perspectives of current parents, including boarding parents, are represented in governance, whether through Board membership, advisory committees or structured engagement processes.	G1
G3	Develop a single, integrated regulatory compliance and implementation framework That the school develop a consolidated regulatory mapping document that aligns the recommendations of this Cultural Review, the Fenner Review implementation status, the VRQA conditions and audit requirements, the Victorian Child Safe Standards (Ministerial Order No. 1359), and the psychosocial hazard obligations under the Occupational Health and Safety Amendment (Psychological Health) Regulations 2022 into one framework. This framework should be maintained by the Principal, reported against to the Board on a quarterly basis and used to track implementation, identify gaps and demonstrate compliance. It should be a living document, updated as recommendations are implemented and new obligations arise, not a static compliance artefact.	CM2, CM3
G4	Strengthen risk management systems to provide the Board with adequate visibility of culture, behaviour and child safety risks That the school invest in data systems capable of recording, aggregating and reporting on incidents, complaints, behaviour and child safety concerns at a systemic level, not only at the individual student level. This should include the capacity to identify patterns and trends across cohorts, Houses, year levels and time periods. The Board should require structured, regular reporting on risk indicators, including incident data, reporting rates (including through anonymous reporting platforms), mandatory report tracking, staffing data (including turnover and vacancy rates across the whole school) and student and staff feedback on safety and wellbeing. Reporting should be quarterly at a minimum, benchmarked over time and disaggregated by relevant categories. The Board must also ensure that it has the capability to critically interrogate the data it receives, whether through upskilling existing directors, recruiting directors with relevant expertise, or engaging independent expertise to support the Board's oversight function.	S4, B7, PA3
G5	Increase Board visibility, accessibility and communication with the school community That the Board take deliberate steps to increase its visibility within and accessibility to the school community. This should include regular communication from the Board to the school community, including an annual report on governance, risk and culture that is accessible and substantive, not simply a compliance document. Board members should be visibly present in school life, including at key events, in boarding environments and through structured engagement with parent and staff representatives. Visibility is not a substitute for good governance, but it is a necessary condition for the trust and confidence that good governance depends on.	P4



REF	RECOMMENDATION	CROSS-REFS
G6	Transfer approval authority for the Whistleblower Policy from the Principal to the Board That the Board assume approval authority for the Whistleblower Policy (CGS-015), replacing the Principal as the approving body. Whistleblower protections are a governance safeguard, not an operational policy. Their credibility depends on their independence from the executive whose conduct they may need to address. ASIC's Regulatory Guide 270 recommends that whistleblower policies be owned and approved by the board, and the school should align its arrangements with this guidance as a matter of priority. The Board should also satisfy itself that the policy's provisions for feedback to whistleblowers, currently described as being at 'absolute discretion', are revised to include minimum standards for acknowledgement, communication and outcome reporting, consistent with the protections intended by Part 9.4AAA of the Corporations Act 2001 (Cth). The Board should also ensure that all whistleblower reports are directed to the Board, consistent with the school's stated intention, and that the policy and the reporting facility make clear that a report may be made about any member of staff, including the Principal, with reports concerning the Principal directed to the Board Chair.	E8, G1

Policy and Procedures (PA1-PA5)

REF	RECOMMENDATION	CROSS-REFS
PA1	Consolidate the policy framework into an integrated, navigable structure with clear guidance for staff That the school undertake further work to consolidate its policies and procedures into a single, integrated policy framework that maps the relationships between documents, clarifies which policy applies in which circumstances, and provides staff with practical decision-making guidance. This should include a one-page visual guide or decision tree for common scenarios, including behaviour incidents, bullying, harassment, discrimination, self-harm and safety concerns, so that staff can identify the correct pathway without needing to consult multiple documents. The framework should be accompanied by structured professional learning to ensure all staff understand their obligations, know which policy to apply and can navigate the system with confidence. This consolidation should be completed within 12 months and reviewed annually thereafter.	E3, E6
PA2	Develop a standalone anti-racism and discrimination response protocol That the school develop a specific, standalone protocol for identifying, responding to, recording, escalating and tracking incidents of racism and racial, cultural and religious discrimination. This protocol should: • define what constitutes a racist or discriminatory incident, • set out the mandatory steps staff must follow when one is reported or observed, • specify the expected range of consequences, • require central recording of all incidents, and • establish mandatory reporting to the Board on a quarterly basis. The protocol should be accompanied by capability-building training for all staff on recognising and responding to racism and discrimination, including training on unconscious bias and conscious inclusion. This recommendation should be read in conjunction with the student experience chapter's recommendations on a sequenced behavioural and values curriculum (see Chapter 7).	S5, S3



REF	RECOMMENDATION	CROSS-REFS
PA3	Establish a centralised reporting and tracking system that connects all reporting channels That the school implement a centralised system for recording, tracking and coordinating all reports of behaviour incidents, bullying, harassment, discrimination and safety concerns, regardless of which reporting channel is used. Reports made through Student Safeguarding Officers, the Wellbeing Team, the Health Centre, school counsellors, Heads of House, classroom teachers or the anonymous reporting platform (Whispli) should all feed into a single, searchable system that allows the school to identify patterns, monitor follow-through and report to the Board. This system should replace the current fragmented approach in which each reporting pathway operates within its own policy silo. It should include mandatory recording standards, required timeframes for initial response and follow-up, and a clear escalation pathway for matters that are not resolved within the expected timeframe. This recommendation complements recommendation G4 above.	S4, G4, B7
PA4	Commission an independent implementation audit/review of the policy framework within 24 months That the school commission an independent audit of the implementation, not the content, of its policy framework within 24 months. The audit should assess whether policies are known and understood by staff, whether they are being applied consistently across the school, whether reporting and recording requirements are being met, and whether the training provided is adequate to support effective implementation. The audit should report to the Board through the Audit, Risk and Governance Committee or the Cultural Review Committee, and its findings should be made available to the school community. This recommendation complements recommendation G3 above.	CM8, G3
PA5	Bridge the gap between disability inclusion policy commitments and procedural infrastructure That the school develop the procedural infrastructure needed to give effect to its existing disability inclusion policy commitments across the full scope of the school experience. The school should develop procedures that extend the reasonable adjustments framework to co-curricular activities, boarding, sport, camps, excursions and social events, consistent with the scope already contemplated by its own policies. Policies should also be revised to include: • a documented process for determining that an adjustment is not reasonable, including the consultative and decision-making steps required under the Disability Standards for Education 2005 (Cth); • clear guidance on how disability is taken into account in behaviour management and disciplinary proceedings, including how the school distinguishes between behaviour that is a manifestation of disability and behaviour warranting a disciplinary response; and • consistent coverage across disability types, so that the level of procedural guidance available to staff does not depend on which condition a student has.	E5, E6

Change Management (CM1-CM8)



REF	RECOMMENDATION	CROSS-REFS
CM1	Appoint a dedicated Change Coordinator with appropriate seniority, scope and resourcing That the Board fund and appoint a dedicated Change Coordinator to oversee delivery of the Review's recommendations. This role should report directly to the Cultural Review Committee rather than to the Principal alone, to preserve independence and ensure that implementation is subject to Board-level oversight from the outset. The role should be resourced at a minimum of 0.8 FTE for a period of not less than 24 months, with a brief to coordinate, sequence, track and report on implementation across all recommendation areas. This is not a role that can be absorbed into existing workloads. The Review identified unsustainable workloads and role ambiguity as existing concerns; asking current staff to absorb a 44-recommendation implementation program on top of their existing duties would compound the very issues this Review has identified.	CM2, CM3
CM2	Assign implementation oversight to the Cultural Review Committee, with structured quarterly reporting That the Cultural Review Committee assume responsibility for oversight of the implementation of all recommendations arising from this Review. The Committee is the appropriate body for this function: it was established to oversee the school's response to the cultural concerns that prompted the Review, and assigning implementation oversight to the same body ensures continuity, institutional memory and direct accountability to the Board. The Implementation Coordinator should report to the Committee quarterly against defined milestones, not activity. The distinction matters: 'training was delivered' is activity; 'staff demonstrated competency in responding to discrimination' is a milestone. The Committee should include at least one external member with relevant expertise in child safety, organisational culture or institutional reform, and its reporting to the Board should be structured, minuted and available to the school community in summary form.	G3, CM1
CM3	Develop a published implementation plan within three months, CM1, CM2, with realistic sequencing and accountable owners G3, P3, E1, E That the school develop and publish an implementation plan within three months of receiving the final Report. Recommendations should be sequenced into three horizons: short-term (one to 12 months), medium-term (12 to 24 months) and long-term (24 to 48 months). The sequencing should be based on risk, regulatory obligation and interdependency, not ease of delivery. Each recommendation should have a named accountable owner, defined milestones and a target completion date. Staff and the broader school community should be able to see the full plan, understand why certain matters are being prioritised and know when to expect action on matters that affect them.	
CM4	Resource implementation as a distinct budget line That the Board allocate a dedicated implementation budget sufficient to cover the Implementation Coordinator role, external expertise where required (including cultural advisory, organisational design and independent review), staff backfill for employees participating in implementation working groups, and professional development directly linked to recommendation delivery.	CM1



REF	RECOMMENDATION	CROSS-REFS
CM5	Involve staff, parents and students in implementation design, not only implementation delivery That staff, parents and students be meaningfully consulted on the design and sequencing of implementation, not merely informed of decisions after they are made. This is the most critical recommendation from a change management perspective, and it responds directly to the employee feedback.	S1, P4, E4
CM6	Develop a dedicated communication strategy for the implementation period That the school develop a communication strategy specifically for the implementation of the Review's recommendations, separate from routine school communications. The employee and parent experience data both identified communication as a systemic weakness. The implementation period will generate questions, anxiety and speculation across the community if it is not managed proactively. The strategy should include regular, scheduled updates to staff, parents and students on implementation progress; advance notice to staff before any changes that affect their roles, conditions or reporting lines; a standing commitment that staff will hear about matters affecting them internally before they hear about them externally; and a named contact point for questions about implementation.	P3, E4, E1
CM7	Monitor for change fatigue and actively manage workload impacts throughout implementation That the Change Coordinator and senior leadership actively monitor for change fatigue across the staff cohort throughout the implementation period. The school community has already absorbed the Dart House incidents, media scrutiny, the VRQA review and conditions, the Fenner Review, the organisational restructure and this Cultural Review within a compressed timeframe. Staff are not starting from a baseline of stability. Implementation planning must account for this reality. Recommendations should be sequenced to avoid overwhelming any single staff group. Where implementation requires additional work from staff, including participation in working groups, training or new reporting processes, the workload impact should be assessed and offset through backfill, time release or deprioritisation of other demands.	E5, E8
CM8	Commission an independent progress review within 36 months That the Board commission an independent review of implementation progress within 36 months. This review should assess whether recommendations have been implemented in substance rather than on paper, how the changes are being experienced by students, parents and staff, and whether the intended cultural outcomes are materialising. The review findings should be reported to the Board and made available to the school community.	PA4, G3