

ANNUAL REPORT

2016



Prepared for the NSW Standards Authority (NESA)

[In compliance with "Registered and Accredited Individual Non-government Schools (NSW) Manual Transitional, January 2017 (the Manual) Section 3.10, and the Australian Education Regulations 2013 (Part 5 (60).]

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1. MESSAGE FROM KEY SCHOOL BODIES

1.1 A message from the Headmaster

Extracts from the Headmaster's Address to the school community on Presentation Night 2016 and the Headmaster's Report 2016.



2016 has been a busy year as we enter the implementation phase of the *Next Generation Teaching and Learning* strategic plan.

Digital literacy has been a core focus for us over 2016 and our strategic plan seeks to position CCGS students at the forefront. Over 90 teaching staff have been through intensive training to improve their own digital literacy skills. The feedback and enthusiasm from K-12 staff has been extremely positive and importantly these staff are being supported in their classrooms to implement cutting edge digital literacy to enhance teaching and learning.

Our long running laptop program from Years 5-9 was extended in 2016. Kindergarten, Year 1 & Year 3 classes currently enjoy a cluster of 7 iPads and desktop computers, Year 2 have 1:1 iPads and desktop computers, Years 4 - 9 have 1:1 notebook computers for school and home use and Years 10-12 use their own devices as part of the BYOD program. Having appropriate devices available for all students K-12, coupled with highly trained staff, continually improving technology infrastructure and ongoing staff development and innovation will provide our students with one of the most advanced digital technology environments in the country.

After much consultation with staff and parents we embarked upon implementing a new Learning Management System. A rigorous review of existing products, with the assistance of an external consultant, led us to settle on a product called Schoolbox. This new technology replaces many individual programs and integrates a number of technology platforms to streamline communication and administration and provide for a highly sophisticated teaching/learning and assessment capability. The new technology will be rolled out as MyCCGS to the school community.

Over the past 12 months, we have also focussed on implementing a new teaching framework for students K-12. After an excellent appraisal of world's best practice in teaching, learning and assessment, a decision was made to implement *Teaching for Understanding* (developed through Harvard Graduate School of Education). The platform will allow us to build a coherent set of learning, teaching and assessment frameworks which will become embedded practice right across the school.

We know that a balanced education is fundamental in developing the whole child so we've undertaken a detailed review and fine-tuning of our student wellbeing programs to ensure even greater coherence throughout the school. A new framework to better use House Family time to focus on wellbeing activities has been developed and will be implemented in 2017.

Great schools are about evolving with a common purpose, excellent partnerships between teachers and students and a strong sense of community. Through the P&F's strong engagement with the school community and outstanding organisation of community events, the 2016 Spring Fair was one of their biggest fundraisers yet. In 2016 they also directed \$12,000 in grants to creative and diverse innovation projects which support the strategic goals of the school and they initiated the installation of fans in the RLC, new lockers and water stations.

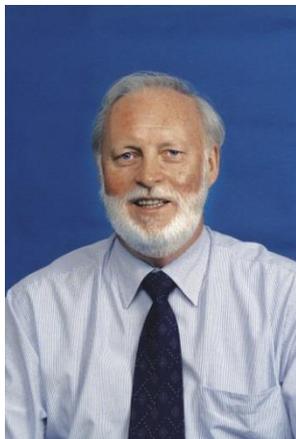
I was recently asked "*What is CCGS's niche in the market place?*" Are we an academic school, a sporting school, a technology school, a performing arts school, a school that focuses on social justice, community, leadership, or a school focused on international programs? The answer was simple – we are none of these. We are all of these. The last two strategic plans purposely built on the long established ethos of the school to comprehensively strive for excellence in all endeavours.

I'm proud of our achievements over the past 12 months and am excited to launch into 2017 in excellent shape, with a strong vision and enthusiastic and committed staff, students and parents.

William Low
Headmaster/ Chief Executive Officer

1.2 A message from the School Board

Extracts from the Chairman's Address to the school community on Presentation Night 2016



This year the School commenced in earnest, the implementation of our *Next Generation Teaching and Learning* strategic plan. This plan aims to take us from strength to strength and in a number of the key areas of the plan, progress has exceeded the target set, and certainly has exceeded the expectations of the Board. We are confident a number of initiatives implemented in 2016 will become embedded practice in 2017 and beyond.

The school is in a state of constant renewal, striving constantly to be better today than it was yesterday. This process does not involve throwing the baby out with the bathwater but looking closely at school practices in teaching, curriculum assessment, wellbeing programs, administration and business practice.

The focus of this work, of course, is to provide the best possible education for our students to achieve at the very best of their ability - academically, on the stage or theatre, on the sports field and most importantly as active, engaged, compassionate

young people.

The work of the Board during 2016 has been assisting the Headmaster in the implementation of the strategic plan and with the general issues of governance that all contemporary Boards deal with.

During the year the Board established a Master Planning Committee and working together with the Headmaster and Business Manager, have commenced the very early considerations of a site Masterplan to take the school forward over the next 10-15 years. Given enrolment pressure at the school, changing demographics on the Central Coast, expected changes in educational delivery and the aging nature of some of our buildings, this is an important process for the school to move through.

As a Board we are proud about the very high reputation the school has achieved on the national stage. In my first Speech Night address I previously shared a vision that CCGS could be one of the best schools in Australia – the world! Any reasonable assessment would say that we are one of the best schools in Australia and continually improving. The great thing is that all of us including the Headmaster and school staff, know we can do even better.

I thank the Headmaster and teachers for their devoted work during 2017, especially their engagement and enthusiasm for the strategic plan. As a Board we continue to be absolutely impressed with the level of expertise and commitment of teaching staff to engage in ongoing improvement to continue the high ranking of our school nationally. I also thank and congratulate our staff on the outstanding job that they do. Thank you also to the amazing support staff for their courtesy, friendliness and efficiency in all that they do.

The school is in a very good position. A strong and ever improving reputation for excellence across all areas of endeavour and strong enrolment demand with waitlists at most year levels. Students are achieving remarkable individual results and personal bests and are representing CCGS in national and international events and competitions. The future for the School appears bright indeed and in 2017 we can better articulate that future through our Master Planning process.

Ken Jolly, AM
Chairman of the Board

1.3 A message from the P&F

Extracts from the P&F report published in the Student Yearbook 2016

2016 began well with the Headmaster's Gathering in February – a chance to welcome all the new parents and teachers to the school.

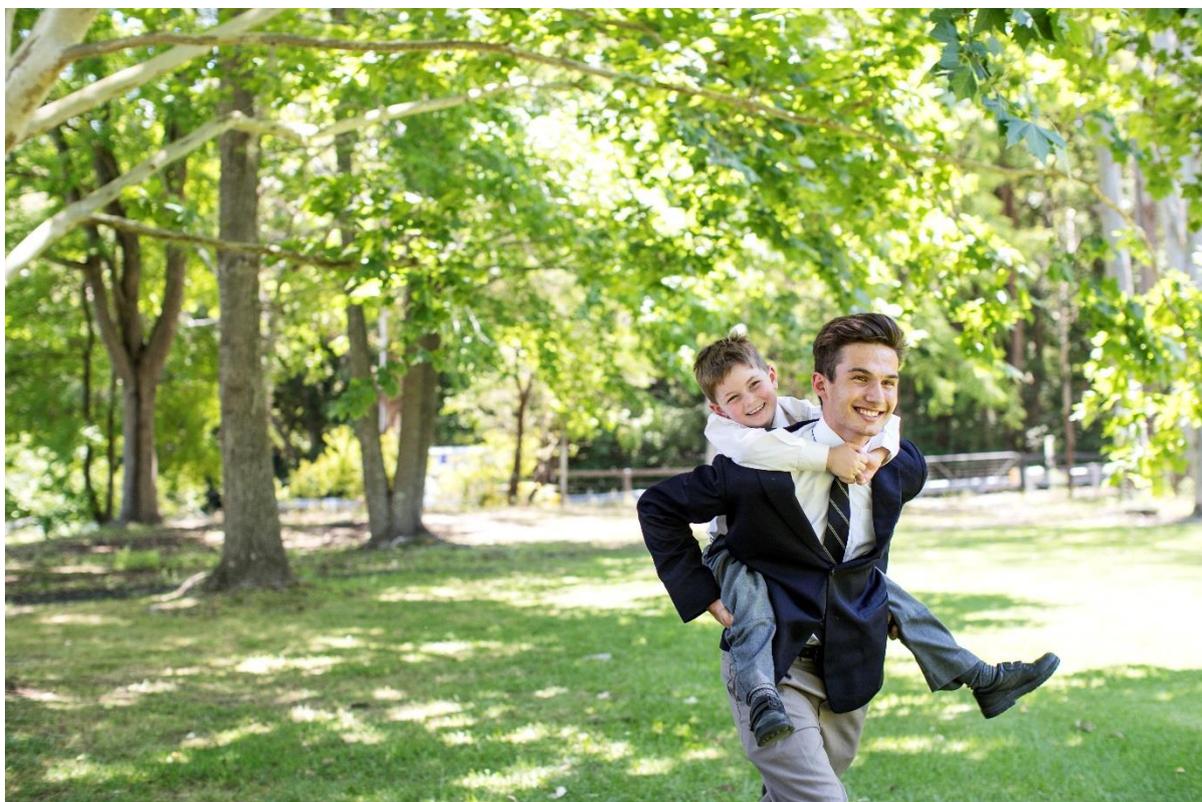
May saw a night of feathers, fun and frivolity at The Rio Carnivale Trivia night and a great result raising around \$4,000. The night also had a touch of sadness with some of the stalwarts of the Trivia night over many years leaving school this year with their last child finishing Year 12.

Over many years the P&F have raised funds for various capital projects around the school including a Kindy playground, bus shelters and the huge fans in the RLC. This year, the P&F decided to also contribute to developing the intellectual infrastructure in the school by offering grants to drive innovative ideas to benefit CCGS students either directly or indirectly. The first roll out of this initiative was aimed at CCGS staff and we were thrilled with the standard of entrants.

The weather really tested us this year for the Spring Fair. We were all geared up for changed plans with torrential rain leading up to the event but it didn't impact the amazing result of just over \$38,000 profit made on the day. A huge thank you to the zone coordinators, stallholders, volunteers and our generous sponsors and donators who were responsible for this fantastic result.

There are so many wonderful people who contribute their time and resources to the P&F but none more so than the Parent Representatives. I cannot thank them enough for all that they do for CCGS.

Karen Evans
P&F President



2. CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

2.1 Contextual information about the school

Central Coast Grammar School is truly comprehensive high performing K-12 independent, coeducational, nondenominational school. Established in 1985, the school offers a broad education to its 1250 students. Situated on a single 18 hectare campus at Erina Heights, 1.5 hours north of Sydney, the school enjoys a magnificent setting and first class facilities.

Aspiration: 'Our graduates will be mature and articulate global citizens. They will have maximised their academic potential and have been exposed to a wide variety of cocurricular opportunities. They will have developed into confident, caring and well balanced young adults. Our graduates will be able to thrive in a rapidly changing world through their collaborative skills, technological competence, enterprising spirit and capacity for innovation.'

The school's core goal is to ensure its exceptional teachers are the very best they can be and students reach their potential in all areas of their development. The contemporary learning community is inclusive of students, parents and teachers. Students learn to be problem solvers, critical and creative thinkers and independent learners through developing a complimentary mix of next generation learning characteristics necessary to participate, contribute and prosper in society.

CCGS is organised into 3 dynamic sub-schools - Junior (K-6), Middle (7-9), Senior (10-12) - dedicated to each stage of a child's emotional, physical and intellectual development. Learning Support operates across K-12 and draws on the expertise of specialist staff who work with teachers to monitor each student's core learning as they journey through school, offering support or extension where needed.

A key focus is developing a high level of digital literacy, with staff and students as active learners and users, enabling them to function effectively now and into the future. Kindergarten, Year 1 & Year 3 classes have a cluster of 7 iPads and desktop computers, Year 2 students use 1:1 iPads and desktop computers, Years 4 - 9 use 1:1 notebook computers for school and home use and Years 10-12 can select their own technology needs as part of the BYOD program.

Every student experiences a balanced education as part of achieving their academic potential. CCGS provides contemporary ways for students to learn inside and outside the classroom. Rich and comprehensive cocurricular programs in the performing arts, outdoor education and sport provide a myriad opportunities for every student to explore where their talents lie and what interests them. Well-resourced student wellbeing programs build social and emotional skills, character and leadership and create a safe, healthy and supportive environment where students can excel.

Enriched engagement with the school's community, present and past, immediate and international, creates strong partnerships for success. Through community service and leadership programs students are encouraged to participate in projects which contribute to communities at a local, national and international level. CCGS offers a student exchange program and a range of sport, performing arts, cultural, humanitarian and adventure tours in a variety of countries.

CCGS is committed to the continuous development of inspirational learning spaces that motivate students and staff alike. Kindergarten classrooms were expanded in 2016, creating bright, modern, flexible learning spaces. A new Performing Arts Centre was opened in 2014, with a 750 seat theatre and specialist facilities including music and drama classrooms, tutorial, orchestra and practice rooms and extensive foyers for school community gatherings. Our enhanced Science facilities include 7 state-of-the-art laboratories and students enjoy a multipurpose all weather sports field, well maintained ovals and a purpose built library and lecture theatre.

The CCGS strategic plan, *Next Generation Teaching & Learning*, presents our goals and strategies for the education of tomorrow's thought leaders, creators and community achievers. It defines the school's value and excellence and can be viewed on the school's website.

Characteristics of the student body can be found on the My School website: myschool.edu.au

Further information about Central Coast Grammar School can be found on the school's website:
ccgs.nsw.edu.au

3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

The tables below show the percentage of students achieving at each level compared to state school students in Literacy and Numeracy. Percentages for the components may not add to 100 due to rounding.

YEAR 3		
In Year 3 there are 6 achievement bands. The bands start at Band 1. Band 6 is the top		
Component	CCGS % Band 5-6	State % Band 5-6
Reading	85	52
Writing	82	54
Spelling	79	54
Grammar and Punctuation	82	53
Numeracy	68	39

YEAR 5		
In Year 5 there are 6 achievement bands. The bands start at Band 3. Band 8 is the top		
Component	CCGS % Band 7-8	State % Band 7-8
Reading	68	39
Writing	48	19
Spelling	52	33
Grammar and Punctuation	73	41
Numeracy	55	31

YEAR 7		
In Year 7 there are 6 achievement bands. The bands start at Band 4. Band 9 is the top		
Component	CCGS % Band 8-9	State % Band 8-9
Reading	55	30
Writing	43	18
Spelling	54	34
Grammar and Punctuation	52	31
Numeracy	69	31

YEAR 9		
In Year 9 there are 6 achievement bands. The bands start at Band 5. Band 10 is the top		
Component	CCGS % Band 9-10	State % Band 9-10
Reading	52	25
Writing	33	12
Spelling	45	26
Grammar and Punctuation	42	22
Numeracy	59	27

NAPLAN comparison over time

Visit myschool.edu.au to view a comprehensive breakdown of CCGS student performance in NAPLAN between 2008 – 2016

4. SENIOR SECONDARY OUTCOMES (student achievement)

4.1 RoSA

The school did not have any students that required the formal Record of School Achievement.

4.2 Higher School Certificate

Academic highlights Year 12, 2016

Higher School Certificate candidates: 106

- 16% of students achieved an ATAR over 95
- 32% of our students achieved an ATAR over 90
- 45% of our students achieved an ATAR over 85
- 59% of our students achieved an ATAR over 80
- 45% of our students were noted on the NSW Board of Studies Distinguished Achievers list for achieving a Band 6 in 1 or more of their subjects
- 5 students were honoured by inclusion in the NSW Board of Studies All Rounders Achievers list for achieving Band 6 in 10 or more units of study.
- 3 students were nominated for inclusion in ENCORE
- 2 students were nominated for inclusion in ARTEXPRESS and 1 student was selected for ARTEXPRESS
- 1 student was nominated for InTECH
- 1 student received a Certificate of High Distinction from the Society and Culture Association for an outstanding research in their Personal Interest Project (PIP) and received the Peg White Award.

Information on HSC performance 2014 and 2015 is contained in the Annual Reports displayed on the school's website: <http://www.ccgns.nsw.edu.au/AboutCCGS/Publications/CCGSAnnualReport.aspx>

Results by subject and state comparison

The following table shows the CCGS candidature for each course, the percentage of the CCGS candidature in each course that achieved a mark in one of the top two bands, Bands 5+6 for the course. For comparison, the State percentage achieving in these bands is also provided. The top two bands represent a mark over 80%.

* Mark not shown for small candidature in line with CCGS Privacy Policy

Subject	Year	No. of CCGS students	CCGS % Band 5/6	NSW % Band 5/6
Ancient History	2016	8	*	8
	2015	8	*	33
	2014	20	60	33
	2013	21	38	34
	2012	38	47	27
Biology	2016	39	18	9
	2015	33	45	29
	2014	26	62	28
	2013	32	47	33
	2012	31	45	27
Business Studies	2016	28	25	9
	2015	13	46	37
	2014	13	46	37
	2013	23	52	35
	2012	5	*	38

Chemistry	2016	19	26	10
	2015	7	*	14
	2014	12	67	46
	2013	20	40	41
	2012	17	29	43
Dance	2016	1	*	9
Drama	2016	9	*	14
	2015	6	*	42
	2014	10	40	42
	2013	6	*	44
	2012	6	*	44
Earth and Environmental	2016	11	0	7
	2015	7	*	43
	2014	14	36	40
	2013	6	*	37
	2012	5	*	39
Economics	2016	15	13	14
	2015	11	0	11
	2014	0	0	11
	2013	20	10	12
Engineering Studies	2016	0	0	-
	2015	3	*	39
	2014	3	*	33
	2013	6	*	30
English Standard	2016	33	0	0.85
	2015	21	5	8
	2014	24	0	8
	2013	37	5	7
	2012	30	13	16
English Advanced	2016	73	10	15
	2015	53	51	58
	2014	63	59	59
	2013	72	68	53
	2012	68	53	54
English Extension 1	2016	10	30	35
	2015	9	*	94
	2014	10	90	93
	2013	12	100	88
	2012	17	94	87
English Extension 2	2016	3	*	18
	2015	3	*	82
	2014	7	*	77
	2013	6	*	78
	2012	5	*	78
ESL	2016	0	0	-
	2015	1	*	

Food Technology	2016	22	0	7
	2015	14	43	28
French Continuers	2016	1	*	30
	2015	2	*	66
	2014	3	*	66
Geography	2016	15	7	8
	2015	18	22	41
	2014	8	*	44
	2013	5	*	40
	2012	12	17	40
Japanese Continuers	2016	5	*	23
	2015	4	*	54
	2014	2	*	58
Japanese Extension	2016	2	*	36
	2015	2	*	88
	2014	3	*	96
	2013	3	*	90
	2012	3	*	85
Industrial Technology	2016	7	*	7
	2015	3	*	28
	2014	8	*	28
	2013	8	*	30
	2012	13	69	30
Information Processes (IPT)	2016	7	*	7
	2015	6	*	32
	2014	7	*	28
	2013	8	*	37
	2012	12	67	31
Legal Studies	2016	11	9	12
	2015	7	*	30
	2014	9	*	40
	2013	36	53	43
	2012	16	44	40
Mathematics General	2016	42	12	5
	2015	27	40	26
	2014	26	54	25
	2013	43	42	21
	2012	39	44	22
Mathematics	2016	37	24	23
	2015	20	50	52
	2014	31	55	54
	2013	31	58	49
	2012	22	77	53
Maths Ext 1	2016	11	55	33
	2015	12	92	84
	2014	15	73	84

	2013	19	74	84
	2012	9	*	85
Maths Ext 2	2016	2	*	32
	2015	3	*	86
	2014	3	*	86
	2013	5	*	86
	2012	4	*	88
Modern History	2016	25	20	9
	2015	20	75	44
	2014	35	60	42
	2013	35	63	47
	2012	39	67	46
History Extension	2016	1	*	22
	2015	3	*	78
	2014	2	*	78
	2013	3	*	74
Music 1	2016	11	36	18
	2015	9	*	61
	2014	9	*	60
	2013	7	*	89
	2012	6	*	58
Music 2	2016	3	*	34
	2015	6	*	98
	2014	2	*	87
	2013	4	*	85
	2012	1	*	85
Music Ext 1	2016	1	*	52
	2015	4	*	93
PD/H/PE	2016	38	44	11
	2015	22	64	*
	2014	17	29	31
	2013	26	50	28
	2012	27	78	33
Physics	2016	11	9	8
	2015	10	*	30
	2014	10	70	31
	2013	16	6	33
	2012	11	36	34
Society and Culture	2016	23	48	14
	2015	20	95	44
	2014	20	95	45
	2013	18	89	48
	2012	21	86	44
Software Design (SDD)	2016	8	*	11
	2015	6	*	30
	2014	4	*	28

	2013	6	*	30
	2012	10	30	23
Studies of RE 1 Unit	2016	44	27	14
	2015	41	61	52
	2014	49	76	49
	2013	73	63	49
	2012	62	58	42
Visual Arts	2016	25	16	14
	2015	7	*	53
	2014	15	53	49
	2013	15	80	51
	2012	14	43	54

Percentages have been rounded

4.3 Senior Secondary Outcomes

The percentage of Year 12 students undertaking Vet courses	0%
The percentage of Year 12 students attaining the HSC or a VET qualification	100%



5. TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING

5.1 Teacher qualifications

CATEGORY		NUMBER OF TEACHERS
1.	Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	107.9
2.	Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	Nil
3.	Teachers not having qualifications as described in (1) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	Nil

5.2 Professional learning

The table below indicates the broad spectrum of professional learning activities that were undertaken in 2016. It includes, but is not limited to, pedagogy, student development and wellbeing, literacy, gifted and talented and school leadership.

CATEGORY/COURSES	NO.OF TEACHERS
Curriculum based training – Subject/faculty specific conferences, Literacy & Numeracy, Visible Thinking, Future Schools Conference	83
Governance – included CPR, First Aid, Child Protection, Fire Safety Awareness, Asthma & Anaphylaxis	137
Leadership training took place including : Heads of Dept Seminar, ACE 2016 National Conference, National School Leaders Conference, Future Leaders Congress	24
Other – Digital Literacy, Learning & Digital Literacy, NAPLAN Report, Progress Report regarding Strategic Plan Groups, New Management System, Elevate, Project Zero Perspectives: Global Connections in the Digital Age, Personal Learning Profiles	119
Teacher accreditation – Australian Professional Standards for Teachers	101
Wellbeing – included The AIS Student Wellbeing Conference	4

6. WORKFORCE COMPOSITION

Table 1: Staff are shown in categories as defined

A:	Full time Non-Indigenous Teaching Staff includes the Principal and teaching staff (including Librarians)
B:	Full time Non-Indigenous Non-teaching Staff includes Administrative and Clerical (including aides & assistants, Specialist Support, Building Operations, Maintenance & other staff
C:	Part-time Non-Indigenous Teaching Staff includes the Principal and teaching staff (including Librarians)
D:	Part-time Non-indigenous Non-teaching staff includes Administrative and Clerical (including aides & assistants), Specialist Support, Building Operations, Maintenance & other Staff
E:	Indigenous Full and Part-Time Teaching Staff

Table 2: Gender and allocation of Staff with Kindergarten – Year 6, Years 7-12, or across K-12

Category	Male					Female				
	HEAD COUNT			FTE		HEAD COUNT			FTE	
	Pmy K-6	Sec 7-12	Both K-12	Pmy K-6	Sec 7-12	Pmy K-6	Sec 7-12	Both K-12	Pmy K-6	Sec K12
TOTAL FULL TIME (A,B)										
A. Teaching Staff	7	24	3	8.5	25.5	22	31	3	23.8	32.2
B. Non Teaching	0	0	14	7	7	1	5	15	8.4	12.6
TOTAL PART TIME (C, D)										
C. Teaching Staff	1	0	5	1.5	0.4	11	7	10	8.3	6.7
D. Non Teaching	0	0	2	0.6	0.6	3	4	12	6.3	5.8
TOTAL STAFF (A, B, C, D, E)										
A,C,E Teaching	8	25	8	10	26.9	33	38	13	32.1	38.9
B,D Non Teaching	0	0	16	7.6	7.6	4	9	27	14.7	18.4
E. Indigenous full and part time staff	0	1	0	0	0	0	0	0	0	0

Further information about workforce composition can be found by visiting Central Coast Grammar School at the My School website: myschool.edu.au

7. STUDENT ATTENDANCE, RETENTION RATES AND POST SCHOOL DESTINATIONS IN SECONDARY SCHOOLS

7.1 Student attendance rates

Student Attendance rates 2016	
Year Level	% Attendance
0	95.47%
1	94.34%
2	94.48
3	95.32
4	94.30
5	94.41
6	93.77
7	95.56
8	93.83
9	92.75
10	94.50
11	95.77
12	94.85
Overall	94.55%

7.2 Management of non-attendance

- All student absences at CCGS are recorded and monitored within a set procedure and defined timeline.
- The student database is updated daily following roll call, including information on late arrivals, SMS texts received and other notifications.
- Absentee lists are sent to all relevant staff.
- An SMS notification or phone call is sent to the parent of any student who is absent and where parent documentation has not been provided.
- Documentation explaining absence must be received by the school within a set timeline.
- Executive staff checks the Absentee Report daily and follow up on any obvious concerns with parents.

7.3 Retention rates Years 10 – 12

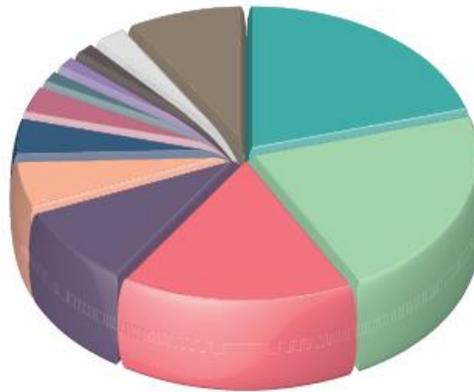
Retention rates for Year 10 to 12 for the past 8 years have been in excess of 80%.

STUDENTS	2006/8	2007/9	2008/10	2009/11	2010/12	2011/13	2012/14	2013/15	2014/15
Year 10 total enrolment on census date	111	109	111	116	107	120	91	86	116
Year 12 total enrolment on census date	104	104	101	109	98	109	88	75	106
Year 10 total enrolment on census date remaining in Year 12 on census date	97	93	95	96	95	102	81	70	102
Apparent retention rate	94%	95%	91%	94%	92%	91%	97%	87%	91%
Actual retention rate	87%	85%	86%	83%	89%	85%	89%	81%	88%

7.4 Post school destinations

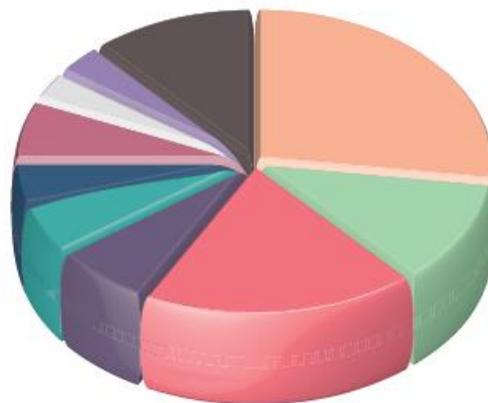
Post school destinations

The chart below indicates the post school destinations chosen by students from the Class of 2016. Figures are shown by number of students.



Tertiary courses 2017

The chart below indicates the courses chosen by students undertaking tertiary study. Figures shown are numbers of students.



ENROLMENT POLICIES



CENTRAL COAST
GRAMMAR SCHOOL

POLICY: Enrolment

System: School Management	Audience: School Community
Primary Responsibility:	Registrar
Approved by:	School Board
Superseded Document:	Enrolment Policy: 18/2/2013
Effective: 1/7/2016	Review Date: 1/7/2017

1. OBJECTIVE

This policy gives guidance to all community members' concerning enrolment criteria and procedures. While the policy is as comprehensive as possible, there will inevitably be some situations, which are not specifically covered. In such instances, it is the Headmaster's responsibility to decide the appropriate course to take in the circumstances.

2. CONTEXT

- 2.1 The School is committed to fulfilling its obligations under the law in relation to the discrimination Acts noted under associated documents. These Acts make it unlawful to discriminate against a person on the grounds of their disability, sex, or race by refusing to enrol them at the School.
- 2.2 The Registrar will usually send (mail or electronic format) everyone enquiring about enrolment details, the procedure for enrolment at the School including:
 - A statement about the School Fees
 - An Enrolment Registration form
- 2.3 1 – 2 years prior to the proposed year of entry the Registrar will mail an invitation to apply with an Enrolment Application form to the parents of Registered children in order of date of Registration.
- 2.4 Priority is given to a sibling of a current student or the child of a former student.
- 2.5 The School will undertake an assessment process at some time decided by the School after an Enrolment Application has been received. As part of the assessment process, the School may ask the parents to provide more information about the child.
- 2.6 Receipt of an Enrolment Registration form or an Enrolment Application form by the School does not mean that a place will be offered.
- 2.7 Where the Headmaster determines that the enrolment of the child would require the School to take unreasonable measures or actions to ensure that the child is able to participate in the School's courses or programs, or to use the School's facilities and services, on the same basis as a student without a disability, or would cause unjustifiable hardship, the Headmaster may decline the offer of a position or defer the offer.
- 2.8 Where information obtained by the School suggests:
 - (a) a profile of wilful misconduct, illegal activities or strong anti-social behaviours that indicate that the child's enrolment at the School is likely to be detrimental to other students, the staff or the School; or
 - (b) the parents may not be able to meet the financial commitment required by having a child at the school,

notwithstanding that the child be the sibling of a current student, the Headmaster may decline to proceed any further with the enrolment process.

- 2.9 The School reserves the right to terminate the attendance and enrolment of any student whose lack of progress or whose conduct or behaviour is, in the opinion of the School, inappropriate.
- 2.10 The School also reserves the right to terminate an enrolment where the parents have not provided known information pertaining to their child's needs, or have provided misleading information about those needs or otherwise.
- 2.11 Throughout this policy and the Enrolment Procedure, unless the context requires otherwise:
parents includes guardians or any other person who has applied to have a child entered on the waiting list or enrolled at the School and, where the child has only one parent, means that parent.
disability in relation to a child means:

- (a) total or partial loss of the child's bodily or mental functions; or
- (b) total or partial loss of a part of the body; or
- (c) the presence in the body of organisms causing disease or illness; or
- (d) the presence in the body of organisms capable of causing disease or illness; or
- (e) the malfunction, malformation or disfigurement of a part of the child's body; or
- (f) a disorder or malfunction that results in the child learning differently from a child without the disorder or malfunction; or
- (g) a disorder, illness or disease that affects a child's thought processes, perception of reality, emotions or judgment or that results in disturbed behavior.

and includes a disability that:

- (h) presently exists; or
- (i) previously existed but no longer exists; or
- (j) may exist in the future (including because of a genetic predisposition to that disability); or
- (k) is imputed to a person.

To avoid doubt, a *disability* that is otherwise covered by this definition includes behavior that is a symptom or manifestation of the disability.

3. ASSOCIATED DOCUMENTS

- Disability Discrimination Act
- Sex Discrimination Act
- Race Discrimination Act
- Anti-Discrimination Act
- The Enrolment Procedure

8. OTHER SCHOOL POLICIES

Policy	Changes in 2016	Access to full text
<p>Student Wellbeing</p> <p>House Families: Through House Families the House System provides students with a sense of belonging and identity and allocates each student both to a House and to a “House Family” comprising students of different ages from Kindergarten to Year 12. A House Family Tutor, who is a member of staff, is assigned to each House Family and can be approached if a student is experiencing problems.</p> <p>House Meeting Times: House Meeting times occur each week and may provide an opportunity for older students to develop leadership skills and to take an interest in the younger students in the House Family. Time is allocated to focus on personal development.</p> <p>The Wellbeing Team for Years 7-12 meet once a fortnight. The team consists of the House Coordinator, Head and Deputy Head of Schools, School Counsellors and the Head of Learning Support. On occasions, major meetings are held which include the Roll Call Teachers. K-6 students are monitored by the Wellbeing Coordinator and the Student Support Team to ensure a holistic approach to student wellbeing and support. This team meets weekly to review and assist identified students.</p>	<p>The House System Policy was reviewed in 2014. No changes were made in 2016.</p>	<p>Access to full text of the school policies is available for viewing by parents, staff or students, as applicable, via login to the Community Portal:</p> <p>http://portal.ccgsw.edu.au/Community/Policies/PolicyDownloads.aspx</p>
<p>Anti-Bullying</p> <p>The school policy provides processes for responding to and managing allegations of bullying including the contact information for the local Police Youth Liaison.</p>	<p>The Anti-Bullying Policy was reviewed in 2015. No changes were made in 2016.</p>	<p>Access to full text of the school policies is available for viewing by parents, staff or students, as applicable, via login to the Community Portal:</p> <p>http://portal.ccgsw.edu.au/Community/Policies/PolicyDownloads.aspx</p>
<p>Discipline</p> <p>The Discipline and the Student Wellbeing Systems strongly influence the ways that the school works towards achieving its aims as they relate to students’ development as stated in the School’s Mission Statement:</p> <p>“Striving for excellence in all endeavours in a happy, caring and supporting environment.” The objective of the discipline system is to ensure each student learns self-discipline and learns to distinguish right from wrong, between what is acceptable and what is not. It is also a means of</p>	<p>The discipline policy and procedure were reviewed in 2014. No changes were made in 2016.</p>	<p>Access to full text of the school policies is available for viewing by parents, staff or students, as applicable, via login to the Community Portal:</p> <p>http://portal.ccgsw.edu.au/Community/Policies/PolicyDownloads.aspx</p>

ensuring students learn that their actions have consequences.		
<p>Complaints and grievances resolution</p> <p>This policy lists a set of procedures for informal or formal complaints. The school strongly encourages parents to attend school meetings as a means of staying informed and ensuring open dialogue with staff is maintained.</p>	<p>The Complaints - Parent/School Communication Policy & Procedure were reviewed in 2014. No changes were made in 2016.</p>	<p>Access to full text of the school policies is available for viewing by parents, staff or students, as applicable, via login to the Community Portal:</p> <p>http://portal.ccgsw.edu.au/Community/Policies/PolicyDownloads.aspx</p>
<p>Privacy Policy, Privacy Collection Notice, Use & Management of Personal Information</p> <p>This policies and procedures detail how information will be gathered, held and used.</p>	<p>Privacy Policy, Privacy Collection Notice, Use & Management of Personal Information were reviewed and updated in 2016.</p> <p>Updates were in line current practices.</p>	<p>Access to full text of the school policies is available for viewing by parents, staff or students, as applicable, via login to the Community Portal:</p> <p>http://portal.ccgsw.edu.au/Community/Policies/PolicyDownloads.aspx</p>

Related policies:

Wellbeing / Discipline: Academic Honesty Policy, Discipline: 'A Community of Respect', Homework Policy, ICT Student Acceptable Use Policy, ISA Code of Conduct, Professional Standards, Prefect Leadership System, Prohibited Substance Statement, Student Pledge, Values & Habits of Minds (K-6)

Complaints & Grievances: Complaints Policy & Procedure

Access to full text: Access to full text of all the school policies is available for viewing by parents, staff or students, as applicable, via login to the Community Portal:

<http://portal.ccgsw.edu.au/Community/Policies/PolicyDownloads.aspx>

9. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Priority Area	Achievements
<p style="text-align: center;">NEXT GENERATION LEARNERS</p>	<ul style="list-style-type: none"> • Research was undertaken into other schools and learning institutions who successfully implemented a next generation learning platform. This was followed by visits to schools who have reimagined and reconfigured the use of space, timetabling and technology to support next generation learning. • Agreement was reached on what defines each of the nine next generation learning characteristics. • A draft K-12 scope and sequence which articulates what each of the next generation learning characteristics looks like at each learning and development stage was completed. Note: Stage 6 has not been mapped as the new syllabi has not yet been released by NESA. • Work commenced on building an interactive framework for teachers to share their next generation projects with colleagues. • QApp, a new web-based app for Year 12 English students was piloted. The app allows students to create responses to randomly generated questions as study practice for their HSC examinations • Following an Innovation Grant from the P&F, English classrooms have been trialling Digital Collaboration Zones so students can work together in more relevant, engaging and creative ways.
<p style="text-align: center;">ACADEMIC ACHIEVEMENT</p>	<ul style="list-style-type: none"> • After in-depth research and evaluation of world's best practice in learning, teaching and assessment frameworks, a decision was made to implement <i>Teaching for Understanding</i> as the school's K-12 learning framework. • CCGS was selected to participate in the Association of Independent Schools of NSW (AISNSW) ELEVATE project which focuses on lifting learning outcomes for high potential learners. • The Gifted and Talented team commenced writing a new Gifted and Talented Policy to replace our existing guidelines. • Evidence based and data-driven improvement plans were implemented school wide. • We built on last year's achievements in the Newcastle Permanent Primary Maths Competition. One Year 6 students came first in the Hunter Region and another Year 6 student was named District Winner for the Central Coast region. • A Year 8 student placed first in the International Competitions and Assessments for Schools (ICAS) Digital Technologies test and received a medal from the University of New South Wales • A Year 12 Society and Culture student received the Peg White Award from the Society and Culture Association for the most outstanding HSC Personal Interest Project out of a candidature of 4,700 students
<p style="text-align: center;">BALANCED EDUCATION</p>	<ul style="list-style-type: none"> • An audit of wellbeing programs was completed. The audit identified the need to refine and strengthen the vast array of wellbeing initiatives into a more effective and succinct program. • A wellbeing subcommittee was developed with the explicit role to consider new ways to incorporate wellbeing activities into House Family time. • The subcommittee developed a new framework of House Family wellbeing activities. • Workshops were undertaken with teaching staff to collaboratively develop suitable activities and resources and a new wellbeing course was written for teachers to use during House Family time. • A new Philosophy for Children program was introduced for selected Junior School students. • Cocurricular Dance students participated in eisteddfods and competitions for the first time – achieving excellent results. • Our RoboCup team travelled to Germany to participate in the International Competition. They also won the 2016 Australian Competition and are eligible to compete in Japan in 2017.
<p style="text-align: center;">TEACHER QUALITY</p>	<ul style="list-style-type: none"> • The Teacher appraisal processes was adjusted to include strategic priorities identified in the strategic plan.

	<ul style="list-style-type: none"> • Middle and senior leaders participated in collaborative professional learning on the Australian Professional Standards for Teachers, classroom observation and feedback and appraisal for improvement. • Members of the English Department completed collaborative professional learning in Making Thinking Visible (Harvard Graduate School of Education). • In 2016 we developed and delivered eight courses to teachers that contributed to the professional learning requirements to maintain accreditation. • We attracted and retained teachers locally, nationally and internationally – including a new Director of Performing Arts from the UK. • 1 teacher was awarded the <i>The Peter Cornish Award</i> for their contribution to the Independent Sporting Association (ISA) since its inception. The award citations acknowledged strong leadership, energy and commitment to independent school sport. • Over 90 teachers completed digital literacy professional development workshops.
<p style="text-align: center;">DIGITAL LITERACY</p>	<ul style="list-style-type: none"> • A new digital literacies scope and sequence was developed. • Work commenced towards achieving the eSmart Schools status. • Three digital awareness sessions were introduced for students in Years 7, 8 and 9 and focused on eSafety, cyberbullying and digital literacies. • Termly digital literacy professional development workshops were introduced which focus on a core set of skills and technologies that enhance next generation teaching and learning. • New opportunities for teachers to work 1:1 with the ICT Curriculum Support team were realised. • A BYOD (Bring Your Own Device) program was introduced for students in Years 10, 11 and 12. Clusters of iPads were also introduced for Kindergarten, Year 1 and Years 3 and 4 • A new Digital News Crew of nine students from Years 6 –10 learned how to film, edit and produce a digital news program made for students by students. The student production team learned all aspects of designing and creating news content including reporting, camera operation, direction, audio, graphics, editing and writing. • A new mandatory digital technology course was introduced for Year 7. Once a fortnight, students are taught practical ways to use design thinking to be innovative developers and effective users of digital systems.
<p style="text-align: center;">COMMUNITY</p>	<ul style="list-style-type: none"> • A series of group workshops comprising 16 parents, students and staff tapped into the authentic experience of our community to find out what CCGS means to them. These insights provided new language, fresh thinking and an exciting design direction to align our brand messaging, communications and marketing activities with exciting school developments. • Through their strong engagement with the school community and outstanding organisation of community events, the P&F were pleased to see the 2016 Spring Fair their biggest fundraiser yet. • In 2016 the P&F directed \$12,000 in grants to creative and diverse innovation projects which support the strategic goals of the school and they initiated the installation of fans in the RLC. • CCGS hosted two French students from Centre d'Exchanges Internationaux for the first time - expanding our international program. • Work began on designing and developing a new school promotional website. • Our relationship with Symphony Central Coast (SCC) continued to build in 2016 with ticket sales and performance opportunities for CCGS students, staff, tutors and parents increasing through the year. • Australian Business Week brought past students, parents and community business people to the school and provided excellent mentoring and networking opportunities for senior Economics students. • A new food tour to Singapore was introduced for Food Technology students in Years 8, 9 and 10. Thirteen students and their teachers went on the tour which focused on the food culture and broader culture of Singapore. • Ubuntu, a group of talented African performers provided students from K-12 with an exciting new multidisciplinary cultural and educational experience. Ubuntu

	<p>also delivered a sold-out concert in the Performing Arts to the broader community.</p> <ul style="list-style-type: none"> • One Year 11 student was invited onto the 5 Lands Walk Committee as the Social Media Coordinator. • In 2016 we welcomed students and staff from Nganmarriyanga to CCGS. Our whole community increased its understanding of Indigenous culture through interacting with our visitors.
<p>GOVERNANCE AND MANAGEMENT</p>	<ul style="list-style-type: none"> • Existing governance policies were reviewed and changes implemented. The changes detail the requirements for Board members to undergo professional development every year. • A new site Master Planning Committee was established to develop a blueprint to facilitate the future needs and growth of the school. • The Governance Committee reviewed the school's constitution • Preliminary designs for the enhancement and extension of B-Block (English & History). • After a comprehensive review, consultation and tender process a new technology vendor (Schoolbox) was engaged to fulfil the learning management and communication needs of the school. • A decision was made to upgrade the existing school management system (Synergetic) as it works well in partnership with Schoolbox technology and is familiar to staff and cost effective to manage and upgrade. • Digistorm Education was commissioned to develop a school app for parents and students to access real-time school based resources on mobile devices. • School evacuation and lock down policies and procedures were reviewed by an outside consultancy. • A review of the school's critical incident policies commenced, using an external consultancy. • New Kindergarten classrooms were opened for the 2016 school year

More information on the school's new strategic plan for 2015-2020, *Next Generation Teaching and Learning* can be found on the schools website: <http://www.ccg.s.nsw.edu.au/AboutCCGS/Publications/StrategicPlan20152020.aspx>



11. INITATIVES PROMOTING RESPECT AND RESPONSIBILITY

- The Student Diary issued to all students contains the text of
 - The Student Pledge to accept responsibility to be a positive member of our CCGS family
 - 'A Community of Respect' Discipline Policy which includes the Rights and Responsibilities of students
 - Illegal Drugs and Smoking Policy
 - Anti -Bullying Policy
 - Uniform Policy
- Dress and appearance is monitored. It is expected that students' school uniform will be neat and tidy and worn with pride at all times.
- Students across Y5-11 attended leadership seminars aimed at making them aware of their potential as leaders and the responsibilities of leading by example.
- All students are encouraged to give generously to charity. Many students assisted with BBQs, sold raffle tickets and cooked cakes to raise funds for many worthy causes locally and nationally.
- Through our overseas Student Exchange program and annual Humanitarian tours we encouraged appreciation for cultural diversity and built awareness of the plight of others less fortunate.
- During the year the community service program was further entrenched as part of the educational experience for Year 9 - 11 students. Students undertook a wide variety of in-school and external activities and were acknowledged by members of the community for their contributions.



12. PARENT, STUDENT AND TEACHER SATISFACTION

12.1 Parent satisfaction

The *Next generation Teaching and Learning* strategic plan recognises that participation by parents builds the fabric of our school and that the health of our school as a community is critically important for the school to thrive and prosper. Through the extensive efforts of the P&F, Parent Reps and the Fathers Group, parents and families were provided with a range of opportunities to network and socialise, and to assist both their children and the school in strengthening connections with the broader community.

Parents and grandparents turned up in force to assist with the K-2 camp, attendance was high at the annual sports days and carnivals and we hosted the Grandparent's Day with over 540 grandparents attending. The Headmaster's Welcome Gathering, the P&F New Parent Morning Tea, UBUNTU Community Concert, the Fathers & Children Camp and the annual Spring Fair attracted large crowds. In addition to these events countless occasions were held throughout the year by the Parent Reps to help parents get together with others in their child's year group.

12.2 Student satisfaction

High student attendance and retention rates are indicators that students enjoy their learning environment and parents are satisfied with the educational offerings at the school.

Students' willingness to participate and engage in volunteer activities, usually conducted outside of school hours, is also an indicator of students' satisfaction with the school. The school was well represented at many external community events, including the ANZAC Dawn Service at Terrigal, International Women's Day Breakfast musical performances at The Gosford Regional Show, 5 Lands Walk and the Youth in Performing Arts Showcase.

We continued to strengthen our Alumni connections through a number of events. Past students from the classes of 1996 and 2006 had the opportunity to reconnect at 20 and 10 year reunions, past students and past parents were in attendance at the Spring Fair both as stall holders and visitors and Alumni returned to the school to catch up with staff and students.

Once again students and staff supported a number of local and national charity organisations and charity fundraising days including Movember, Save the Children, the Cancer Council's 'Seven Bridges Walk', the Smith Family Christmas Appeal, St Vincent de Paul Society Christmas Hamper Appeal, White Ribbon Day, Pink Ribbon Foundation, Coast Shelter and many others.

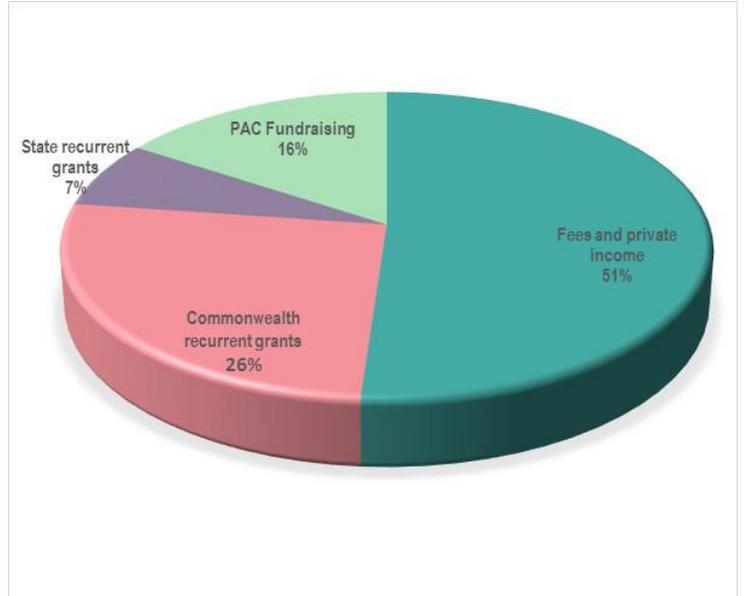
12.3 Staff satisfaction

There was a very low turnover of staff in 2016 indicating that Central Coast Grammar School is an employer of choice for teachers in the Central Coast Region.

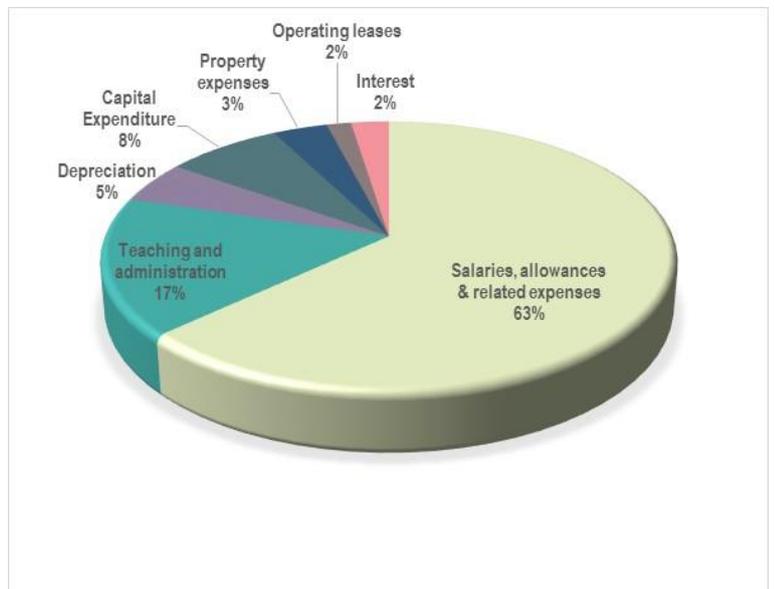
Staff patronage at school functions was high as was the level of engagement in professional development. Staff are also enthusiastically engaged in working towards the goals and outcomes of the *Next Generation Teaching and Learning* strategic plan. All of these are also indications of staff satisfaction.

13. FINANCIAL INFORMATION 2016

Income	2016
	(\$'000)
Fees and private income	15,479
Commonwealth recurrent grants	7,904
State recurrent grants	2,130
PAC Fundraising	4,764
TOTAL	30,277



Expenditure	2016
	(\$'000)
Salaries, allowances & related expenses	19,059
Teaching and administration	5,018
Capital expenditure	2,300
Depreciation	1,516
Property expenses	1,077
Interest	744
Operating leases	485
TOTAL	30,199





**CENTRAL COAST
GRAMMAR SCHOOL**

Arundel Road, Erina Heights NSW 2260, Australia

T: +61 2 4367 6766 **F:** +61 2 4365 1860

W: www.ccgsw.edu.au **E:** feedback@ccgsw.edu.au

ABN 85 002 839 607 CRICOS Provider Code: 022619