

Headmaster's Report 2017



CENTRAL COAST
GRAMMAR SCHOOL

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Headmaster's Report 2017

CCGS

Central Coast Grammar School is a truly comprehensive high performing K-12 independent, coeducational, nondenominational school. Located on a single seventeen hectare campus in Erina Heights, 1.5 hours north of Sydney, our school enjoys a magnificent setting and first class facilities.

MISSION

Striving for excellence in all endeavors in a happy, caring and supportive environment.

ASPIRATION

Our graduates will be mature and articulate global citizens. They will have maximised their potential and have been exposed to a wide variety of academic and 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.

This Headmaster's Report provides a summary insight into the operations of Central Coast Grammar School during the 2017 school year. It addresses the goals of our Next Generation Teaching and Learning strategic plan.

Note: The NSW Education Standards Authority (NESA) has replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES). This report will reference NESA throughout.

From the Headmaster



2017 was another remarkable year at CCGS. We are now over halfway into our five-year Next Generation Teaching and Learning strategic plan with a number of key objectives having already been achieved and many more well underway.

In the area of digital literacy there has been a revolution in the way that technology is being used to complement learning and teaching at the school. We've continued to extend access to devices, including Notebooks and iPads, to students from Kindergarten right through to Year 12. A repository of online digital resources has been created allowing for flexible, self-directed learning, and our teaching staff have undertaken a series of professional development activities designed to enhance the application of digital technologies in the classroom environment.

One of our key aspirations is for students to be mature and articulate global citizens equipped with the tools and skills needed to thrive in our ever-changing world. The adoption and implementation of the Harvard Graduate School of Education's Teaching for Understanding learning framework across the school is one way we're fostering these skills to develop next generation learners and thinkers. Over thirty teachers have already completed the Harvard training course with another cohort enrolled in 2018.

In the first partnership of its kind in Australia, we worked with the New York-based National Climate Center to conduct a comprehensive School Climate Survey, evaluating the school's strengths and areas for improvement across thirteen key dimensions. CCGS rated above the international mean in all areas, with some areas rating highly above. An action plan will be developed and implemented as a result of the key findings from the survey.

MyCCGS was successfully implemented in a staged approach to teachers and students, providing a centralised location for school news, teacher resources, student timetables and sporting fixtures. The new system, along with our MyCCGS smartphone app, will be made available to parents in Semester 1, 2018.

A new mobile-friendly promotional website was also launched, creating a modern, engaging and distinctive online presence to reflect the vibrancy of the school's contemporary learning environment. I am proud to say the project received an award for Excellence in Marketing and Communication from the Australasian education organisation, Educate Plus.

Strong academic performances continued and for the fourth consecutive year CCGS ranked in the top 100 NSW schools based on the 2017 HSC results. For the first time, our Performing Arts department received HSC nominations across all subject areas: Dance (Callback), Drama (OnSTAGE) and Music (ENCORE). This is a remarkable achievement and an acknowledgement of the exemplar work of students and the dedication of their teachers.

We've made significant progress on the school's master plan, with a comprehensive audit of our current facilities now completed. As a result, a draft scope of works has been established and three highly reputable firms have been invited to participate in an architectural competition for an initial design concept. It is our intention to appoint an architect to further develop the initial designs in March 2018.

These are exciting times for the school as we continue to grow, develop and prosper. We can all take pride in our 2017 achievements and I look forward to building on this work in 2018.

William Low
Headmaster/Chief Executive Officer



GOAL: Create a contemporary learning community inclusive of students, parents and teachers and a K-12 next generation learning framework, encompassing the complimentary mix of learning characteristics necessary to participate, contribute and prosper in society.

Next Generation Learners

ACHIEVEMENTS 2017

- Additional visits to schools who have built new learning centres for students were carried out, with best practice ideas incorporated into the design of the new senior English, History and Geography classrooms (B Block). Work commenced on the refurbishment and extension in September 2017, with a purposely chosen design to support cutting-edge teaching, learning and digital literacy capacities.
- QApp, a web-based app developed by CCGS for Year 12 English students, was enhanced to allow for broader application across HSC subjects. As a result of a P&F Innovation Grant, the app was expanded to include over 280,000 syllabus-connected practice questions across a wider range of subjects including History, Geography Society and Culture, Drama and Economics. A planning tool to help students in Years 7 to 12 write critical responses was also made available.
- Clear definitions of each of the nine next generation learning characteristics were developed to establish common language and support a consistent understanding of these characteristics across the school community. Work was also undertaken to determine the best channels for promoting the characteristics.
- Online educational resource Edrolo was made available to students across a number of senior subjects including Biology, Chemistry, PDHPE and Legal Studies.

The program features comprehensive video lectures supported by past paper examples and practice questions to assist students in understanding, clarifying and revising classroom content.

- A number of innovative professional development opportunities to enhance teachers' understanding and application of next generation learning characteristics were offered. In Term 1, a development day was held for all staff which focused on introducing each of the characteristics and their definitions, a review of the current environment and familiarisation with a draft scope and sequence document.
- Increased opportunities were explored for communicating next generation learning objectives through MyCCGS. These communication tools will be executed once the next stage of MyCCGS has been completed.
- Work to develop an interactive framework for teachers to share next generation projects with colleagues was initiated. The finalisation of the framework was rescheduled to take advantage of the new capabilities available within MyCCGS.

NEXT STEPS

- Complete the refurbishment and extension of the senior English, History and Geography classrooms (B Block). Modify current curriculum programs to maximise the

digital and flexible learning opportunities available within the newly renovated facility.

- Further develop QApp to incorporate additional subjects and question types, as well as a new imaginative writing planning tool.
- Promote next generation learning characteristics using MyCCGS to embed them within the broader school community.

- Map and publish a Stage 6 scope and sequence following New South Wales Education Standards Authority's (NESA) release of the syllabi at the end of 2017.
- Finalise the interactive framework for teachers to share their next generation projects with colleagues.

Work Commences On Next Generation Learning Facility

The refurbishment and extension of the senior English, History and Geography classrooms commenced in September 2017.

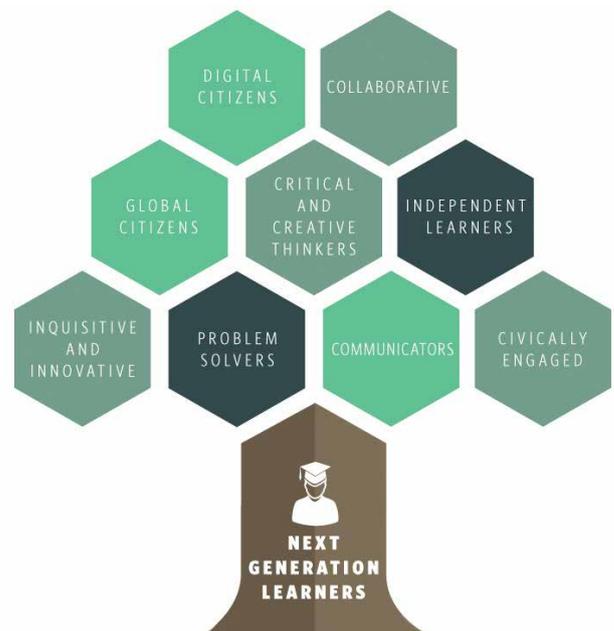
Existing classrooms were purposely re-designed to create innovative learning environments that increase student engagement and independence. Larger rooms feature digital collaboration zones, areas for small group learning hubs and capacity for larger classes. Operable walls installed between every second classroom will allow teachers and students to work collaboratively throughout the building, and café style windows increase natural light, seamlessly connecting indoor and outdoor learning areas.



Festival Of Big Ideas

Year 10 students took part in CCGS's first ever Festival of Big Ideas, an innovative project which challenged students to use their critical and creative thinking skills to collaborate on a project or idea that mattered to them. Students were empowered to have a voice and agency in their own learning with some of the selected ideas including: how to maximise the potential of the Gosford waterfront, what to do with the old Masters building in West Gosford, and how to preserve the Avoca Theatre heritage site.

Six of the shortlisted ideas were presented to a panel of external judges and the Deputy Mayor at the Gosford Smart Work Hub.





GOAL: Every student achieves his or her academic potential.

Academic Achievement

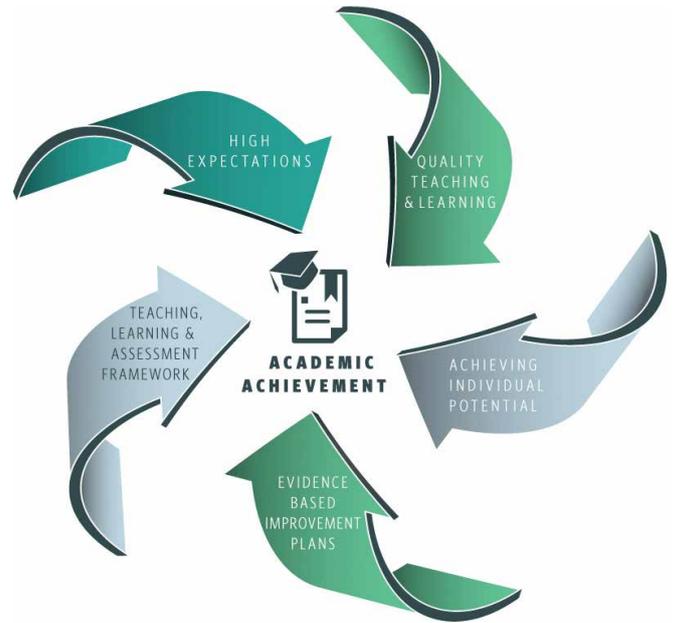
ACHIEVEMENTS 2017

- Teaching for Understanding (developed by the Harvard Graduate School of Education) was implemented as the school's K-12 learning framework. The framework is a specialised learning approach that supports students to develop a deeper understanding of content. The implementation included:
 - Collaborative teams of teachers completing online staff training through the Harvard Graduate School of Education.
 - Two teacher-led conferences which harnessed the growing expertise of teachers within the school community.
 - A professional development familiarisation course - Programming for Next Generation Learning - undertaken by all teaching staff.
 - Pilot implementation of the framework in two phases; phase one in English, History and Computing Studies, and phase two in Performing Arts, Technology and Visual Arts.
- CCGS participated in the Association of Independent Schools of NSW (AISNSW) ELEVATE project to design and implement practices to lift learning outcomes for high potential learners. Key activities included:
 - Completion of the prototyping phase (converting theoretical ideas into practice and then testing those ideas in the CCGS context). As part of this phase, assessment tasks for students from Kindergarten to Year 10 were prototyped, providing a valuable tool to challenge and extend high potential learners.
 - Commencement of the pilot phase (focused on the tangible ways to measure the outcomes of student agency in assessment).
 - Collection of key data measuring student impact.
 - Sharing of models, data-analysis and implications at the AISNSW Assessment Conference and AISNSW Primary Conference.
- A new High Potential Learners Policy (formerly Gifted and Talented Policy) was developed with guidance from the AISNSW. Targeted workshops were held to engage staff with the major tenets of the policy.
- A review of the identification process for high potential learners was conducted to ensure it aligned with the new policy and was in keeping with best practice protocols as identified by the AISNSW and other sectors.
- The school's acceleration model, which supports students who have been identified as moving through the curriculum at rates faster than typical, was broadened to include whole grade and subject specific acceleration across two cohorts or more.
- Methods of curriculum compaction for high potential learners continued to be refined, with a focus on

developing techniques tailored to each student's needs. Approaches included adjustments to the curriculum, self-directed learning opportunities and enrichment activities.

NEXT STEPS

- Assume a mentoring role for the AISNSW, providing guidance to new schools who join in the ELEVATE project during 2018.
- Explore a combination of internal and external professional development opportunities to enhance the delivery of effective programs for high potential learners.
- Work towards offering a Mini Certificate of Gifted Education on site in association with the University of New South Wales' Gifted Education Research and Resource Centre (GERRIC).
- Continuously review and refine the identification processes for high potential learners.
- Deliver acceleration programs from Kindergarten to Year 12 in consultation with NESAs.



Wild Fig Award Winner

Sophia Walcott (Year 11) won the annual Wild Fig Young Entrepreneur Support (YES) Program competition with her unique business idea to upcycle denim jackets into custom one-of-a-kind pieces with personality. Sophia impressed the local business audience with her pitch, robust business plan and the future potential of her idea. She plans to invest the prize money to further develop her business. The Wild Fig YES Program is open to Central Coast Year 11 Business Studies students with entrepreneurial flair to test their dreams and business potential.



Society And Culture Goes From Strength To Strength

Strong academic performances in Society and Culture continued in 2017, with Year 12 students Aimee Ball, Bella Salvo and Hannah Sterling being awarded a Certificate of Distinction from the Society and Culture Association for their outstanding Personal Interest Project (PIP). Their PIPs were ranked in the top twenty out of over 4,800 projects and covered the topics of: Boys will be boys, The superficiality of success and Strong is the new skinny.





GOAL: Every student experiences a balanced education.

Balanced Education

ACHIEVEMENTS 2017

- A specialised program of House Family wellbeing activities was made available on MyCCGS and was delivered during weekly House Family sessions. The practical learning experiences and activities reflect the school's values and focus on the key themes of connect, thrive, succeed and resilience.
- The wellbeing team met with the AISNSW Educational Consultant for Wellbeing to conduct a comprehensive resource exploration based on Social and Emotional Learning (SEL) research. Evidence-based resources such as websites and applications were identified to support student wellbeing. Students were given access to the resources through school seminars and practical in-class activities. The ACARA Personal and Social Capability learning continuum also formed part of the exploration, with content incorporated into staff development days throughout the year.
- All teaching staff took part in a workshop facilitated by members of the wellbeing team covering topics such as: leadership and relationships, resources for wellbeing, and contemporary wellbeing issues in the CCGS context.
- A comprehensive, whole school Climate Survey was conducted to evaluate the school's strengths and areas for improvement across thirteen dimensions. Preliminary work on a wellbeing framework occurred through the survey with measurements such as safety, interpersonal

relationships, teaching and learning, and institutional environment baselined. These results will form the foundation for ongoing development of the framework in 2018.

- Self-awareness, responsible decision-making and relationship skills were the focus of social and emotional learning workshops for Year 8 students in Term 4.
- An off-site Year 12 orientation retreat was conducted for the first time. The transition to the final year of school is recognised as a period of increased stress and anxiety for students, so the retreat focused on holistic wellbeing activities to enhance skills in resilience, goal setting and stress management.

NEXT STEPS

- Finalise a whole school wellbeing framework, based on SEL principles, to bring the various wellbeing activities together in one cohesive, well-articulated plan.
- Develop a school scoping study in consultation with teaching staff to map wellbeing programs.
- Create a K-12 scope and sequence document to support the wellbeing framework.
- Establish a whole school approach to wellbeing literacy and support the clear and consistent application across the school's wellbeing activities and initiatives.

Junior School Multicultural Day

The Junior School held its inaugural Multicultural Day to recognise and celebrate the diverse cultures that make up our school community. The day started with an assembly showcasing a colourful mix of culture, from Haiku poetry to Irish dancing and even a special performance from the China Australia Friendship Association. A community art landscape which gave students the opportunity to add a paper silhouette of their own hand to symbolise their culture was created to represent the Junior School's 2017 theme of 'We Are One'.



Robotics Duo Beep-Botting To Championship Win

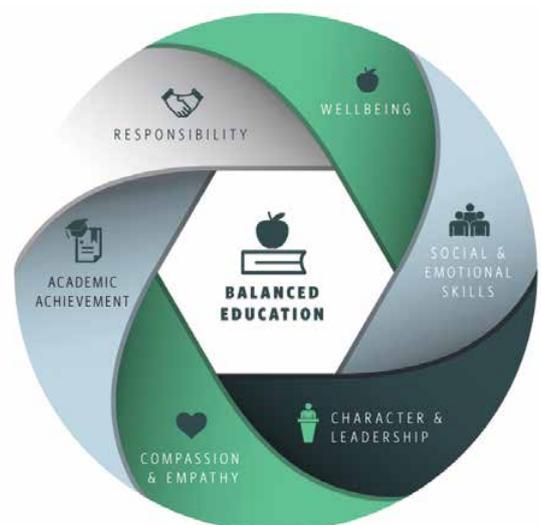
Champion robotics duo Ollie Butcher and Ben Oliver (Year 11), otherwise known as Team C-137, continued their winning streak after placing first in the OnStage league of the RoboCup Asia Pacific Competition held in Thailand in December. The Year 11 students were also declared the overall champions of their league and took out first place in the Superteam Challenge which saw them paired with a team from Russia – an especially impressive accomplishment given the language barrier!



Oh, The Places You'll Go!

A diverse curriculum supported by strong cocurricular activities opens up a world of opportunities after Year 12. Students from our 2017 cohort have been accepted into a range of nationally and internationally recognised institutions including:

- Maya Soni into the Western Australian Academy of Performing Arts (WAAPA).
- Kimberly Gilbert into the Sydney Conservatorium of Music.
- Damon Wilson into Brent Street Performing Arts in Sydney.
- Nicholas Anderson-Vine has received a full academic scholarship to Iowa Central Community College (USA).
- Laura Farrelly has received a four-year soccer scholarship to Marshall University in West Virginia (USA).





GOAL: Continually develop expert next generation teachers and the professional relationships between students, teachers and parents, which are fundamental to excellent practice and outstanding student outcomes.

Teacher Quality

ACHIEVEMENTS 2017

- The teacher appraisal process was reviewed and adjusted to include the new Teaching for Understanding learning framework.
- Thirty-three teachers from Kindergarten to Year 12 completed the online Teaching for Understanding course through the Harvard Graduate School of Education, which included a mix of collaborative and blended learning opportunities.
- As a NESA endorsed provider of registered professional development, CCGS delivered six courses in 2017: Teaching for Understanding, MyCCGS, digital literacy, reading skills, literacy skills and a new Stage 6 syllabus familiarisation course.
- Two teacher-led conferences were designed and delivered by CCGS teachers for CCGS teachers. The two conferences, New Ways Now: Next Generation Learning (Term 2) and Towards Teaching for Understanding (Term 3) empowered teachers to be central agents of change in innovative learning practices.

NEXT STEPS

- Support teachers to comply with new NESA accreditation requirements, effective 1 January 2018 by:
 - Ensuring they understand the requirements of accreditation and maintain their accreditation through demonstration of their competency in relation to the Australian Professional Standards for Teachers (APSTs) and completion of professional development hours.
 - Continuing to provide registered professional development courses across a range of APSTs.
- Continue teachers' collaborative training through the Harvard Graduate School of Education in Semester 1 and 2, 2018.
- Draw on the professional expertise of staff through teacher-led professional development and teacher-led conferences. This collegial approach to learning from the growing expertise amongst CCGS staff will continue to be a focus of ongoing professional development.

Mathematics – A New Addition



Inspiring students to talk about maths around the dinner table is the vision of the new Head of Mathematics, Kingsley Hunt. Having come from a diverse career in teaching as well as private enterprise, Kingsley was the most recent addition to the CCGS Mathematics department in 2017.

His teaching ethos is centred on engaging and extending students by challenging them to problem-solve through fun, real-world scenarios. Students have responded enthusiastically to his infectious approach to all things numerical and we're looking forward to seeing this passion multiply across the school community in future years.

Teaching For Understanding In Practice

Application of the new Teaching for Understanding learning framework is being realised in classrooms from Kindergarten right through to Year 12.

Junior School

Kindergarten teacher Jacqui McAtamney, who was one of the first CCGS teachers to complete the Harvard Graduate School of Education's Teaching for Understanding training, said it has given her a valuable reference point when making decisions on the learning priorities for her Kindergarten class.

She has seen her young students blossom using the concept of peer feedback where they're taught essential life skills in effectively communicating their opinion and expanding their vocabulary to describe what they like as well as suggestions to improve one another's work.

Senior School

English teachers Jennifer Pullen and Josh Owen have also seen tangible benefits to applying the framework in the classroom environment.

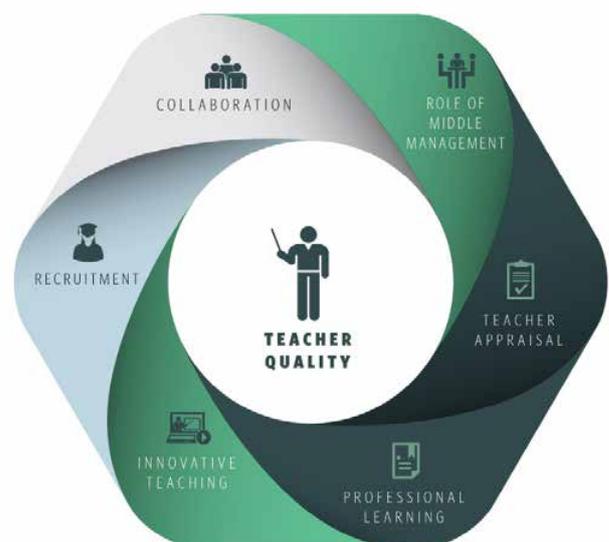
Josh has introduced essential questions at the beginning of his Middle School lessons to anchor and focus the key learning for students, resulting in greater participation, understanding and responsibility for their learning.

Jennifer was involved in a new senior mentoring program which aims to broaden access to peer and teacher feedback. In the program students work with their class teacher as well as a dedicated mentor and their peers to develop and improve their ideas. Participation in providing peer feedback has also assisted students to develop the meta-language required to articulate their own understanding of concepts and themes.



Impact

Student-centred learning through activities such as these demonstrate the capacity of the Teaching for Understanding learning framework to strengthen real-world soft skills in effective communication, critical thinking and collaboration for students across all age groups.





GOAL: Develop a high level of digital literacy, with staff and students as active learners and users, to enable them to function effectively now and into the future.

Digital Literacy

ACHIEVEMENTS 2017

- A digital literacies scope and sequence was formally introduced and implemented across the school. To assist teachers with embedding the new digital skills into their classrooms an accompanying reference document was created and all teachers from Kindergarten to Year 12 successfully completed professional learning sessions.
- As part of CCGS's commitment to create a cyber-safe school for students and staff, work towards gaining recognised eSmart School status was progressed. The first phase (planning) of the eSmart School's status framework was finalised in Term 1. Evidence of school processes, policies, procedures and learning structures has been collated for the second phase (implementation) and has been submitted to the eSmart Schools portal.
- An online repository of digital resources for staff and students was made available on MyCCGS. The resources are tailored to different skill levels (from beginner through to guru) and are designed to engage and aid in the development of digital literacy for all staff and students. The resources can be accessed inside and outside of the classroom, allowing both directed and self-directed learning.
- Notebooks were introduced for students in Year 4 along with 1:1 iPads for students in Year 2. Kindergarten, Year 1 and Year 3 were given class sets of iPads and desktop computers, providing greater access to technology and enhanced learning opportunities within the classroom.
- Students in Years 4 to 12 were involved in tailored, digital awareness courses during the first week of Term 1. The courses were purposely held at the start of the school year so that learning was relevant and targeted to students for the academic year ahead. This was accompanied by various seminars and presentations throughout the year.
- The digital literacy and teacher quality focus groups collaborated to deliver professional development to all teaching staff, designed specifically to support the implementation of the Teaching for Understanding framework and to enhance learning using digital technologies within the classroom environment.
- All teaching staff underwent a sequence of professional development throughout Term 2 focused on strengthening their understanding and implementation of MyCCGS. Staff worked alongside the ICT and curriculum support staff to learn how features on the platform can enhance learning opportunities.
- ICT curriculum support resourcing was refined to allow teaching staff structured access to members of the support team.
- Video conferencing facilities were used to connect and collaborate with external groups such as Taronga Zoo, authors from the Premier's Reading Challenge, and

prominent scientists working on the Human Genome project. The application of technology provided students with new learning opportunities and wider access to information.

NEXT STEPS

- Enhance the application of the digital literacies scope and sequence in the classroom environment with the support of a dedicated curriculum support team. Identify opportunities to further integrate digital activities within existing learning programs.
- Strengthen digital literacy within the school through tailored professional development opportunities for staff.
- Review, create and diversify online resources for both staff and students based on feedback.
- Gain recognised eSmart School status and move onto the third phase (sustaining) which focuses on the continued application of digital safety best practices across the school.
- Expand digital awareness sessions to incorporate all students from Year 2 through to Year 12. Roll out DQ World, a comprehensive certification course to the Junior School (Years 4 to 6). Supported by the Office of the eSafety Commissioner, DQ World relates to digital intelligence across topics such as safety and security, screen time management, and identity and information literacy. Students who complete the course will be given a 'DQ score' as an indication of their digital awareness and capability.
- Introduce 1:1 iPads in Year 3, giving students' access to a personal learning device from Year 2 through to Year 12. Develop digital literacy from an earlier age to strengthen student skill and capacity throughout their learning journey.
- Explore the use of innovative technology to enhance learning opportunities within the classroom.
- Strengthen and develop opportunities to use new technology to formalise existing relationships with other schools and external groups.

Year 7 Students Become Website Whizzes!



Students in Year 7 took part in a full day interactive web design workshop to introduce them to the fundamentals

of website building. The day was broken up into three sessions, each with dedicated learning outcomes, commencing with simple website coding using HTML5 and CSS3. Their newly found skills were then used to build a website featuring images, hyperlinks and embedded video, with the final part of the day focussing on the look and feel of their new website.

SchoolTV

Thanks to support from the P&F, SchoolTV was implemented as a new online resource to help parents become more informed about contemporary issues impacting their children. SchoolTV aggregates information from reputable, fact-based resources such as BeyondBlue and ReachOut across topics including youth anxiety, cyberbullying and drug and alcohol use, saving parents' time searching across multiple sites for trustworthy information.

Lynda.com

Online, on-demand learning platform Lynda was made available to staff and students in Term 4 providing unlimited access to more than 3,500 courses and over



114,000 video tutorials covering technology, creative and business topics. Access to the platform will support the development of digital literacy through interactive learning, expert instructors and convenient learning available 24/7 on any device.





GOAL: Enriched engagement with the school's community, present and past, immediate and international.

Community

ACHIEVEMENTS 2017

- A mobile-friendly promotional website was launched to align the look and feel of school communications with the Next Generation Teaching and Learning strategic plan. The brand refresh and website received an award for Excellence in Marketing and Communication from Educate Plus, the Australasian organisation for professionals working in the education sector.
- A corporate LinkedIn channel was established at the end of 2017 as an additional social media platform to engage and interact with our growing Alumni.
- A number of Alumni activities strengthened ties and enhanced engagement with the past student community. Select Alumni profiles were featured across corporate channels including the website, LinkedIn, Facebook and in email newsletters, resulting in increased Alumni and community engagement. Over seventy past students attended ten and twenty year reunions held throughout the year, and five old boys, representing twenty-two years of CCGS basketball, returned to the school to present singlets to the 2017 Firsts.
- External hire of the Performing Arts Centre (PAC) continued to grow in 2017. Overall profits made through external bookings increased for the third consecutive year with \$61,000 generated. Positive feedback was received from all hirers resulting in 100% retention for 2018 bookings.
- A twelve month review of the PAC's online ticketing platform (SeatAdvisor) was conducted with the review highlighting its success ticketing both school and external events. The platform is of industry standard allowing users to manage bookings with greater levels of control and communication than available previously. SeatAdvisor's success is further evidenced from its expanded usage serving numerous events within the school community.
- A record number of tickets (3,200) were sold across three major productions: The Great Gatsby (Senior College performance), Beauty and the Beast (school musical performance) and Ali Baba and the Bongo Bandits (Junior School performance). Overwhelming feedback was received on the levels of professionalism, innovation and the calibre of each of the performances.
- The P&F continued to support and fund innovation grants for teacher-nominated projects that align with the strategic goals of the school, with just some of the projects including:
 - \$10,500 for mobile cricket covers that increase accessibility to fields during inclement weather, enhancing the school's sporting cocurricular capacity.
 - \$4,000 towards the Festival of Big Ideas involving Year 10 students using real-world problem solving skills to engage in critical and creative thinking.
 - \$2,800 for QApp, a web-based app developed by

CCGS for Year 12 students with over 280,000 syllabus-connected practice questions across a wider range of subjects including History, Geography, Society and Culture, Drama and Economics.

- \$1,500 towards Infinity Day focussing on problem-based STEM activities for Year 8 and 9 students.
- \$3,600 towards an Experts in Residence program which saw industry professionals including scriptwriters and directors collaborate with students in engaging and practical learning experiences.
- The continued strength of the school's international exchange program saw twenty-three students participate in exchanges to Canada, Germany, Ireland, the USA and Wales. Of note, there was increased participation in the Asia program with a total of five students going on exchange to China and six to Japan. All participants partaking in exchanges reported enriching cultural experiences and a significant improvement in the development of foreign language skills.

NEXT STEPS

- Establish a new contemporary music group who will write, perform and record their own music, to further diversify existing cocurricular music opportunities.
- Create additional collateral to attract hirers and events beyond the Central Coast region and promote the PAC as a high-quality and professional performing arts facility.
- Enhance facilities in the PAC with the installation of a foyer and lobby PA system, extra sound and recording equipment, and additional technical theatre equipment for improved creative lighting and projection states.
- Develop and implement a comprehensive strategy to encourage Alumni to engage with and support the school.
- Implement a communication strategy to optimise the rollout of MyCCGS to the parent community.
- Leverage marketing automation software to segment and enhance timely and relevant communication throughout the customer enrolment journey.

Old Boys Present Basketball Jerseys

The enduring close bond with our past sporting community was evident when five intergenerational old boys, representing an impressive twenty-two years of CCGS basketball, presented jerseys to the 2017 Firsts.

They offered their advice and celebrated the legacy they had left in the past for this next generation to chase, reflecting on what CCGS basketball meant to them and how facilities, coaching and opportunities had increased for today's players.



Star 104.5 Radio Broadcast

Star 104.5 held a live radio broadcast at the school in November. Parents and students were delighted to see a radio show in action, while the broadcast also helped to raise the profile of the school in the wider community.

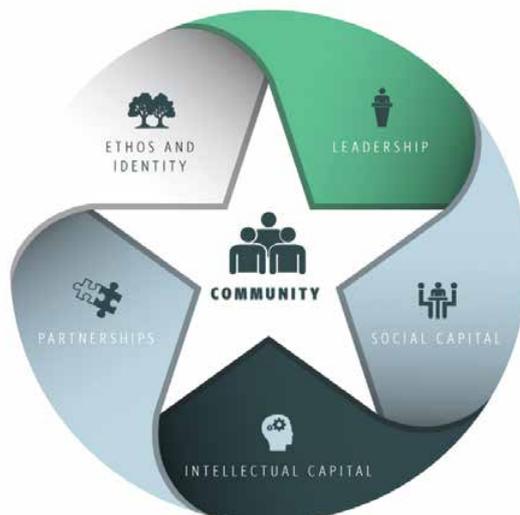
During their visit a BBQ was held to raise funds to build houses for those in need in Cambodia, with Star 104.5 donating \$500 to the cause.

The Tyger

A standout on Presentation Night, The Tyger was performed as an original, contemporary composition comprising of eight students and their teachers, showcasing the collaboration between the school's Dance, Drama and Music programs.



Due to the exceptional feedback from audiences on the night, the video was made available on the school's Facebook page and has since been viewed almost 2,000 times.





GOAL: Ensure the sustainability of our institution through effective and efficient governance and management.

Governance and Management

ACHIEVEMENTS 2017

- Term 1 commenced with a total of 1,252 students. This exceeded the enrolment target for the year and was a further increase on strong figures in 2016. Continued growth in enrolments across 2017 can be attributed to sustaining a fourth Kindergarten class, strong demand in Years 3 to 6, a low leaver rate, and robust out of area enrolments.
- In the first partnership of its type in Australia, CCGS and the AIS partnered with the National School Climate Center based in New York to undertake a comprehensive School Climate Survey. The survey evaluated the school's strengths and areas for improvement across thirteen dimensions including safety, teaching and learning, and interpersonal relationships. All parents in Years 3 to 12 were asked to participate in the study with sixteen student focus groups held and over thirty-five individual parent interviews conducted. In all areas CCGS rated above the international mean, with a number of areas rating highly above.
- A tender was conducted and successfully awarded for the construction of the new senior English, History and Geography facility (B Block). Construction commenced in September 2017, with work scheduled to be completed for the start of the 2018 school year.
- Stage one of MyCCGS was launched to all staff and students with initial features including teacher resources, class rolls, and internal news and notices. The MyCCGS smartphone app (using Digistorm technology) was made available concurrently, increasing access to the system across a variety of devices.
- Master planning to ensure the school's ongoing sustainability continued throughout 2017 with the School Board researching demographic information and school performance data as well as undertaking a comprehensive audit of the school's current facilities. New buildings for the Junior School designed to reflect modern, innovative learning environments emerged as a priority. A draft scope of works was established and the board invited three highly reputable firms to participate in an architectural competition for an initial design concept with the intention of appointing an architect in March 2018.
- An increased net trading surplus has strengthened the school's financial capacity and placed it in a robust position to implement the school's master plan.
- The Governance Committee worked to modernise the school constitution. After a lengthy review by the School Board and a law firm specialising in independent school affairs, the school's constitution was updated, with the new version approved at the 2017 Annual General Meeting.

- Following an internal review and the involvement of external specialist consultants, the School's Critical Incident Policy was updated.
- The 2016 Annual Report was published in compliance with NESAs regulatory requirements.

NEXT STEPS

- Develop an action plan and implement whole school objectives based on the findings of the Climate Survey.
- Launch MyCCGS and the MyCCGS smartphone app to parents in Semester 1, 2018 with initial features including school news, portal content, sport fixtures and student timetables.
- Following a rigorous assessment process, appoint an architect to finalise the design concepts for a new Junior School as part of the school's master planning process, to enable a development application to be lodged.

Welcome To The Board

The School Board was strengthened by the addition of three new members at the end of 2017: Patricia Cotterell, Kylie Tritton and Daphne Wayland.

Patricia Cotterell, an accountant and director at financial advisory firm Fortunity, has been appointed as the board's Treasurer.



Kylie Tritton is a partner at Peninsula Law Solicitors who specialises in conveyancing, estate planning, probate, civil and commercial law.



Daphne Wayland is an experienced governance professional and business executive who brings with her strong project management, finance and organisational skills.



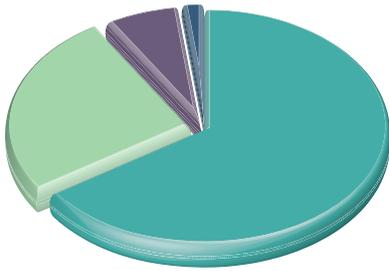
The broad experience and diverse skills of our new members complement the expertise of our existing board and will assist in ensuring the future strategic direction of our school.



Finances

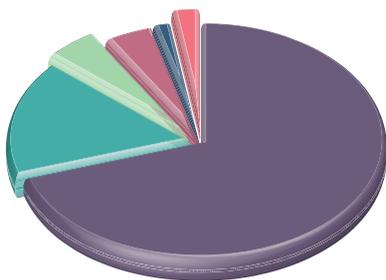
INCOME 2017

	2017 (\$'000)
Fees and private income	21,591
Commonwealth recurrent grants	8,504
State recurrent grants	2,211
PAC Fundraising	601
TOTAL	32,907



EXPENDITURE 2017

	2017 (\$'000)
Salaries, allowances & related expenses	20,772
Teaching and administration	4,794
Depreciation	1,529
Property expenses	1,299
Operating leases	517
Interest	699
TOTAL	29,580



NET TRADING SURPLUS 2017

	2017 (\$'000)
Income	32,907
Expenditure	29,580
NET SURPLUS	3,327

Performance

HSC RESULTS

For the fourth consecutive year CCGS ranked in the top 100 NSW schools based on the 2017 HSC results.

Jemma Smith and Samuel Wait were both named dux of the school with ATARS of 98.15.

Callan MacLeod and Jemma Smith were included on NESA's All Rounders list for achieving Band 6 in ten or more units of study.

HSC HIGHLIGHTS

TOP 100 SCHOOLS
CCGS WAS RANKED **83** IN THE TOP 100 SCHOOLS

15% OF OUR STUDENTS ACHIEVED AN ATAR OVER **95**

30% ACHIEVED AN ATAR OVER **90**

40% ACHIEVED AN ATAR OVER **85**

57% ACHIEVED AN ATAR OVER **80**

42% OF OUR STUDENTS WERE NOTED ON NESA'S DISTINGUISHED ACHIEVERS LIST FOR ACHIEVING A BAND 6 IN ONE OR MORE OF THEIR SUBJECTS

DUX OF 2017

JEMMA SMITH

SAMUEL WAIT

Performance

EXTERNAL COMPETITIONS

ICAS English

Year 2 – Year 6: 10 High Distinction | 33 Distinction

Year 7 – Year 11: 3 High Distinction | 18 Distinction

ICAS Spelling

Year 3 – Year 6: 3 High Distinction | 27 Distinction

ICAS Writing

Year 3 – Year 6: 6 High Distinction | 31 Distinction

ICAS Mathematics

Year 2 – Year 6: 6 High Distinction | 35 Distinction

Year 7 – Year 11: 3 High Distinction | 29 Distinction

ICAS Science

Year 5 – Year 6: 4 High Distinction | 10 Distinction

Year 7 – Year 10: 5 High Distinction | 36 Distinction

ICAS Digital Technologies

Year 5 – Year 6: 3 High Distinction | 14 Distinction

Year 7 – Year 10: 1 High Distinction | 15 Distinction

Mathematics Challenge for Young Australians

Year 4 – Year 6: 26 Distinction

Newcastle Permanent Primary Mathematics Competition

Year 5 – Year 6: 10 High Distinction | 25 Distinction

Web.Comp Design Competition

Years 6-12

1 student achieved a perfect score

Assessment of Languages Competence (ALC)

Year 10 Japanese

1 Distinction | 1 High Distinction

Year 12 Japanese

2 Distinction

NAPLAN

Naplan results are an important indication of our academic performance. The results assist us to identify any literacy and numeracy deficits for individuals or groups and enhance learning programs for students.

The National Assessment Program – Literacy and Numeracy tracks the progress of students in Years 3, 5, 7 and 9. The tables show the percentage of CCGS students compared to state school students (percentages for the components may not add up to 100 due to rounding).

YEAR 3

In Year 3 there are six achievement bands. The bands start at Band 1. Band 6 is the top band. The following figures show the percentage of students in the top two bands based on 2017 NAPLAN results.

SUBJECT	CCGS % BAND 5-6	STATE % BAND 5-6
Reading	81	51
Writing	78	53
Spelling	65	53
Grammar & Punctuation	83	62
Numeracy	79	43

YEAR 5

In Year 5 there are six achievement bands. The bands start at Band 3. Band 8 is the top band. The following figures show the percentage of students in the top two bands based on 2017 NAPLAN results.

SUBJECT	CCGS % BAND 7-8	STATE % BAND 7-8
Reading	78	38
Writing	58	18
Spelling	67	38
Grammar & Punctuation	72	36
Numeracy	59	33

YEAR 7

In Year 7 there are six achievement bands. The bands start at Band 4. Band 9 is the top band. The following figures show percentage of students in the top two bands based on 2017 NAPLAN results.

SUBJECT	CCGS % BAND 8-9	STATE % BAND 8-9
Reading	50	31
Writing	51	21
Spelling	64	41
Grammar and Punctuation	53	30
Numeracy	62	35

YEAR 9

In Year 9 there are six achievement bands. The bands start at Band 5. Band 10 is the top band. The following figures show percentage of students in the top two bands based on 2017 NAPLAN results.

SUBJECT	CCGS % BAND 9-10	STATE % BAND 9-10
Reading	44	25
Writing	35	18
Spelling	48	31
Grammar and Punctuation	50	25
Numeracy	68	30



CENTRAL COAST
GRAMMAR SCHOOL

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