

ANNUAL REPORT

2017



Prepared for the NSW Education Standards Authority (NESA)

[In compliance with the *Registered and Accredited Individual Non-government Schools (NSW) Manual*, December 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 message in the Headmaster's Report 2017.

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 exemplary work of students and the dedication of their teachers.

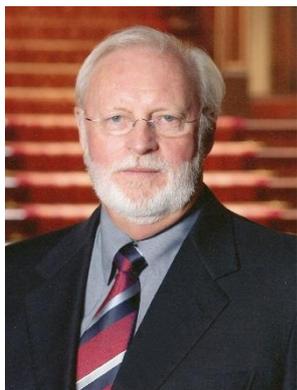
We've made significant progress on the school's master plan, with a comprehensive audit of our current facilities now completed. As a result, a draft scope of works has been established and three highly reputable firms have been invited to participate in an architectural competition for an initial design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

1.2 A message from the School Board

Extracts from the Chairman's address to the school community on Presentation Night 2017.



2017 has been a very busy and productive one for CCGS. The board remains absolutely committed to the strategic direction set out in *Next Generation Teaching and Learning*. A number of new staff have indicated that one of the attractions of working at CCGS was such clear and concise strategic direction. The Chief Executive Officer and Deputy Chief Executive Officer of the Association of Independent Schools remarked to the board very positively about the current direction of the school, the school's achievements and the very high regard in which CCGS is held within the broader education community.

On behalf of the board I pay tribute to the excellence of both the teaching and non-teaching staff, led by our Headmaster, in supporting and engaging with constant renewal to ensure the school is on a path of continual improvement.

I believe the workplace will change radically for all employees and employers. Higher level thinking skills - the soft skills of teamwork, leadership, collaboration, global citizenship and people management - will become highly sought after. You can be assured that the board and leadership of the school have a clear understanding of the need to plan for this future.

The work the school is undertaking in Teaching for Understanding, the School Climate survey, reviewing approaches to wellbeing, and emphasising the importance of learning in teams is being modelled right here and now.

With the delivery and occupation in early 2018 of the English, History and Geography building, you will see comfortable and attractive new rooms specifically designed to allow for next generation learning and teaching. Our teachers are well prepared to capitalise on the new design with digital collaboration zones, a green room for video production and the capacity for teachers to accommodate whole classes, small groups and, perhaps most importantly of all, the capacity for students to learn together in small groups in spacious areas with comfortable surrounds and modern furniture.

A major focus of the board throughout 2017 has been the consideration of a master plan to ensure the school is as well positioned in the next thirty years as it has been in the past thirty. A full day board workshop with the involvement of Heads of School was held in March as part of this planning process. Throughout the year input has involved senior staff from the Association of Independent Schools looking at trends in private schooling in NSW. Additionally we have worked closely with town planners, demographers and other experts to consider future planning. As with any master planning exercise this is a complex piece of work and will continue to develop over the next couple of years.

Both before and during my term on the board at CCGS the board has worked hard to update facilities and resources to provide a learning environment that enables every child to achieve their full potential. In regard to this we are very proud of the library, science labs, and the performing arts centre.

I am very happy to advise you that the board is currently undertaking a viability exercise in relation to new buildings for the Junior School. You will hear more about the progress on our investigations in 2018.

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 2017.

In 2017 the P&F have been busy welcoming new executive committee members, two new vice presidents, and myself as the P&F President. We have a great cohesive team from across the year groups and work well together.

We started the year with the Headmaster's Welcome Gathering. For the first time the parent representatives decorated their year group tables which really added to the festive feel of the evening. This is always a great evening to meet new parents, reconnect after the Christmas break and chat with our wonderful teachers and staff.

We had a great Trivia night with the theme of 'Under the Big Top', as well as a successful Spring Fair where a great team of parents work together to make the day a wonderful family event and fundraiser.

2017 also saw the P&F support and help fund Innovation Grants towards Multicultural Day, Infinity day, Festival of Big Ideas and the new QApp. We also purchased new school bubblers, school lockers, BBQS and installed a new cricket pitch cover.

I would like to personally thank all the parents, parent representatives, the fathers group and the P&F committee for all their support and assistance in making our school the great community it is. There are the parents who step up every year and wonderful new parents who jump straight in. We always look forward to new faces joining in.

The P&F would like to thank Mr Low, CCGS staff, school board and parents for supporting the P&F in 2017.

In 2018 we will be having a CCGS Ball and continuing all our regular school social and fundraising events.

Jennifer Waddington
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 (CCGS) is an independent, K-12, coeducational, non-selective and nondenominational school. Established in 1985 and located at the heart of its community in Erina Heights, 1.5 hours north of Sydney, CCGS offers a comprehensive education to its 1250 students.

CCGS has some of Australia's newest facilities teamed with a world-class vision. 2018 saw the opening of a \$2M senior humanities learning facility, reflecting the very latest design and technological thinking to support the school's next generation, collaborative learning culture.

The school's core goal is to ensure its exceptional teachers are the best they can be and that students reach their full potential in all areas of their development. Harvard University's 'Teaching for Understanding' framework guides a whole-school approach to teaching and learning. In recent years 30% of our HSC students seeking an ATAR have achieved 90 or above.

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.'

CCGS is structured as three dynamic sub-schools integrated on one campus - Junior (K-6), Middle (7-9), Senior (10-12) - dedicated to each stage of a child's emotional, physical and intellectual development. An energising Junior curriculum enhanced by specialists in Music, Art, Languages and Sport, inspires curiosity at every step. A wide choice of senior electives and HSC courses motivates students to explore and extend. Sustainable, dynamic and needs-driven learning support extends high potential learners and supports those coping with learning challenges.

CCGS is a technology rich learning environment committed to high levels of digital literacy. Staff and students are active learners and users, enabling effective navigation of new technology now and into the future. Students enjoy 1:1 learning technology in Years 2-12, with school assigned Notebooks in Years 4-9 and a Bring Your Own Device program in Years 10-12. Kindergarten and Year 1 classrooms are equipped with iPad and computer clusters and all classes can access five IT labs around the school.

CCGS students experience a balanced education in an industrious and supportive environment. A rich and comprehensive cocurricular program includes performing arts, outdoor education, sport and more. 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 school-based reciprocal student exchange program with China, Japan, USA, Canada, Wales, Ireland and Germany. Additional cross-cultural experiences, including international sport, performing arts, cultural, humanitarian and adventure tours, help students appreciate the diversity of the communities in which they will work and live.

CCGS is committed to providing inspiring facilities that develop cutting-edge teaching, learning and digital literacy capacities. In addition to this year's new humanities learning facility, Kindergarten classrooms were expanded in 2016 creating bright, modern, flexible learning spaces. A new \$10M Performing Arts Centre was opened in 2014 with a 750-seat theatre. Specialist facilities include music, drama, tutorial, orchestra and practice rooms as well as extensive foyers for school community gatherings. In the past seven years CCGS has enhanced Science facilities creating seven state-of-the-art laboratories, added a multipurpose all-weather sports field and built a new library and lecture theatre.

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	81	51
Writing	78	53
Spelling	65	53
Grammar and Punctuation	83	62
Numeracy	79	43

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	78	38
Writing	58	18
Spelling	67	38
Grammar and Punctuation	72	36
Numeracy	59	33

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	50	31
Writing	51	21
Spelling	64	41
Grammar and Punctuation	53	30
Numeracy	62	35

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	44	25
Writing	35	18
Spelling	48	31
Grammar and Punctuation	50	25
Numeracy	68	30

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 formal Record of School Achievement (RoSA) credential was awarded by NESA to four students.

4.2 Higher School Certificate

Academic highlights Year 12, 2017

Higher School Certificate candidates: 106

- 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
- 81% achieved an ATAR over 70
- 42% of our students were noted on the NSW Education Standards Authority Distinguished Achievers list for achieving a Band 6 in 1 or more of their subjects.
- Two 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.
- One student was nominated for inclusion in ENCORE
- Two students were nominated for inclusion in OnSTAGE
- Five students were nominated for Callback, with one student's core composition piece selected to be performed.

**ATAR data is based on an estimator program.*

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	2017	9	*	36
	2016	8	*	8
	2015	8	*	33
	2014	20	60	33
	2013	21	38	34
Biology	2017	39	56	39
	2016	39	18	9
	2015	33	45	29
	2014	26	62	28
	2013	32	47	33
Business Studies	2017	21	57	36
	2016	28	25	9
	2015	13	46	37
	2014	13	46	37
	2013	23	52	35
Chemistry	2017	17	65	43
	2016	19	26	10
	2015	7	*	14
	2014	12	67	46

	2013	20	40	41
Dance	2017	6	*	54
	2016	1	*	9
Drama	2017	14	50	42
	2016	9	*	14
	2015	6	*	42
	2014	10	40	42
	2013	6	*	44
Earth and Environmental	2017	16	38	36
	2016	11	*	7
	2015	7	*	43
	2014	14	36	40
	2013	6	*	37
Economics	2017	12	33	48
	2016	15	13	14
	2015	11	0	11
	2014	0	0	11
	2013	20	10	12
English Standard	2017	42	33	16
	2016	33	0	0.85
	2015	21	5	8
	2014	24	0	8
	2013	37	5	7
English Advanced	2017	63	76	63
	2016	73	10	15
	2015	53	51	58
	2014	63	59	59
	2013	72	68	53
English Extension 1	2017	10	100	93
	2016	10	30	35
	2015	9	*	94
	2014	10	90	93
	2013	12	100	88
	2012	17	94	87
English Extension 2	2017	4	*	77
	2016	3	*	18
	2015	3	*	82
	2014	7	*	77
	2013	6	*	78
	2012	5	*	78
ESL	2017	1	*	25
	2016	0	0	-
	2015	1	*	
Food Technology	2017	18	44	30
	2016	22	0	7
	2015	14	43	28

French Continuers	2017	0	-	-
	2016	1	*	30
	2015	2	*	66
	2014	3	*	66
Geography	2017	0	-	-
	2016	15	7	8
	2015	18	22	41
	2014	8	*	44
	2013	5	*	40
	2012	12	17	40
Japanese Continuers	2017	2	*	61
	2016	5	*	23
	2015	4	*	54
	2014	2	*	58
Japanese Extension	2017	1	*	89
	2016	2	*	36
	2015	2	*	88
	2014	3	*	96
	2013	3	*	90
	2012	3	*	85
Industrial Technology	2017	5	*	22
	2016	7	*	7
	2015	3	*	28
	2014	8	*	28
	2013	8	*	30
	2012	13	69	30
Information Processes (IPT)	2017	11	36	30
	2016	7	*	7
	2015	6	*	32
	2014	7	*	28
	2013	8	*	37
	2012	12	67	31
Legal Studies	2017	16	50	44
	2016	11	9	12
	2015	7	*	30
	2014	9	*	40
	2013	36	53	43
	2012	16	44	40
Mathematics General	2017	41	46	25
	2016	42	12	5
	2015	27	40	26
	2014	26	54	25
	2013	43	42	21
	2012	39	44	22
Mathematics	2017	36	47	53
	2016	37	24	23

	2015	20	50	52
	2014	31	55	54
	2013	31	58	49
	2012	22	77	53
Maths Ext 1	2017	15	80	82
	2016	11	55	33
	2015	12	92	84
	2014	15	73	84
	2013	19	74	84
	2012	9	*	85
Maths Ext 2	2017	5	*	84
	2016	2	*	32
	2015	3	*	86
	2014	3	*	86
	2013	5	*	86
	2012	4	*	88
Modern History	2017	42	62	39
	2016	25	20	9
	2015	20	75	44
	2014	35	60	42
	2013	35	63	47
	2012	39	67	46
History Extension	2017	4	*	80
	2016	1	*	22
	2015	3	*	78
	2014	2	*	78
	2013	3	*	74
Music 1	2017	8	*	65
	2016	11	36	18
	2015	9	*	61
	2014	9	*	60
	2013	7	*	89
	2012	6	*	58
Music 2	2017	3	*	89
	2016	3	*	34
	2015	6	*	98
	2014	2	*	87
	2013	4	*	85
	2012	1	*	85
Music Ext 1	2017	2	*	95
	2016	1	*	52
	2015	4	*	93
PD/H/PE	2017	38	68	31
	2016	38	44	11
	2015	22	64	*
	2014	17	29	31

	2013	26	50	28
	2012	27	78	33
Physics	2017	11	73	34
	2016	11	9	8
	2015	10	*	30
	2014	10	70	31
	2013	16	6	33
	2012	11	36	34
Society and Culture	2017	25	92	47
	2016	23	48	14
	2015	20	95	44
	2014	20	95	45
	2013	18	89	48
	2012	21	86	44
Software Design (SDD)	2017	12	58	35
	2016	8	*	11
	2015	6	*	30
	2014	4	*	28
	2013	6	*	30
	2012	10	30	23
Studies of RE 1 Unit	2017	60	67	50
	2016	44	27	14
	2015	41	61	52
	2014	49	76	49
	2013	73	63	49
	2012	62	58	42
Visual Arts	2017	10	100	54
	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 PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

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.	110.6
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 Teacher accreditation

LEVEL OF ACCREDITATION		NUMBER OF TEACHERS
1.	Pre-2004 teachers (accreditation not required in 2017)	88
2.	Conditional	0
3.	Provisional	3
4.	Proficient teacher	25
5.	Highly accomplished teacher (voluntary accreditation)	1
6.	Lead teacher (voluntary accreditation)	0
Total number of teachers		117

5.3 Professional learning

The table below indicates the broad spectrum of professional learning activities that were undertaken in 2017. It includes, but is not limited to, pedagogy, student development and wellbeing, literacy, and school leadership.

CATEGORY/COURSES	NO.OF TEACHERS
Curriculum based training included: subject/faculty specific conferences, literacy and reading	111
Governance training included: CPR, first aid and child protection	128
Leadership training included: AHISA Director of Studies Conference, HICES Head of Music Conference, NCN Heads of Learning Support Network Meeting	3
Other included: Digital Literacy, new Schoolbox operating system	125
Teacher accreditation: Australian Professional Standards for Teachers	1
Wellbeing included: the Positive Schools Conference, AIS Wellbeing Conference, Managing Anxiety Disorders at School	3

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	10	24	4	12	26	19	31	5	21.3	33.7
B. Non Teaching	0	0	15	7.5	7.5	3	5	13	8.9	12.1
TOTAL PART TIME (C, D)										
C. Teaching Staff	2	0	0	1.2	0	10	8	3	7.5	6.9
D. Non Teaching	0	0	1	0.3	0.3	2	3	15	5.6	6.3
TOTAL STAFF (A, B, C, D, E)										
A,C,E Teaching	12	25	4	13.2	27	29	39	8	28.8	40.6
B,D Non Teaching	0	0	16	7.8	7.8	5	8	28	14.5	18.4
E. Indigenous full and part time staff	0	1	0	0	1	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 2017	
Year Level	% Attendance
0	94.74
1	94.97
2	93.69
3	94.30
4	94.95
5	93.84
6	94.53
7	94.49
8	94.54
9	93.16
10	93.69
11	96.37
12	96.35
Overall	94.60%

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

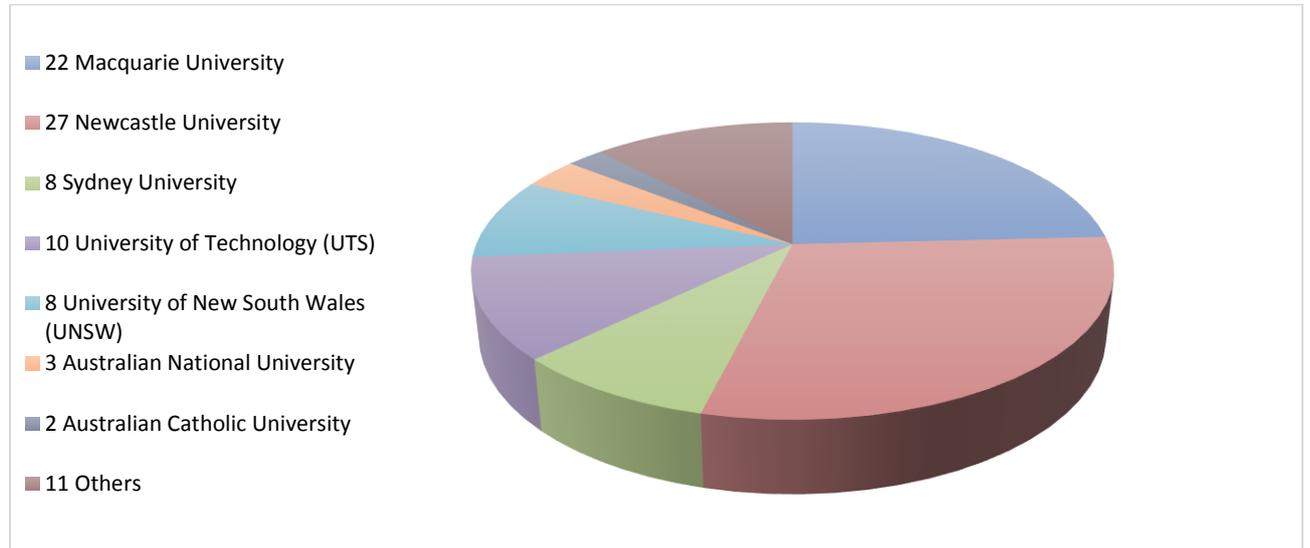
Retention rates for Year 10 to 12 for the past 10 years have been in excess of 80%.

STUDENTS	2006/8	2007/9	2008/10	2009/11	2010/12	2011/13	2012/14	2013/15	2014/15	2015/17
Year 10 total enrolment on census date	111	109	111	116	107	120	91	86	116	110
Year 12 total enrolment on census date	104	104	101	109	98	109	88	75	106	106
Year 10 total enrolment on census date remaining in Year 12 on census date	97	93	95	96	95	102	81	70	102	99
Apparent retention rate	94%	95%	91%	94%	92%	91%	97%	87%	91%	96%
Actual retention rate	87%	85%	86%	83%	89%	85%	89%	81%	88%	90%

7.4 Post school destinations

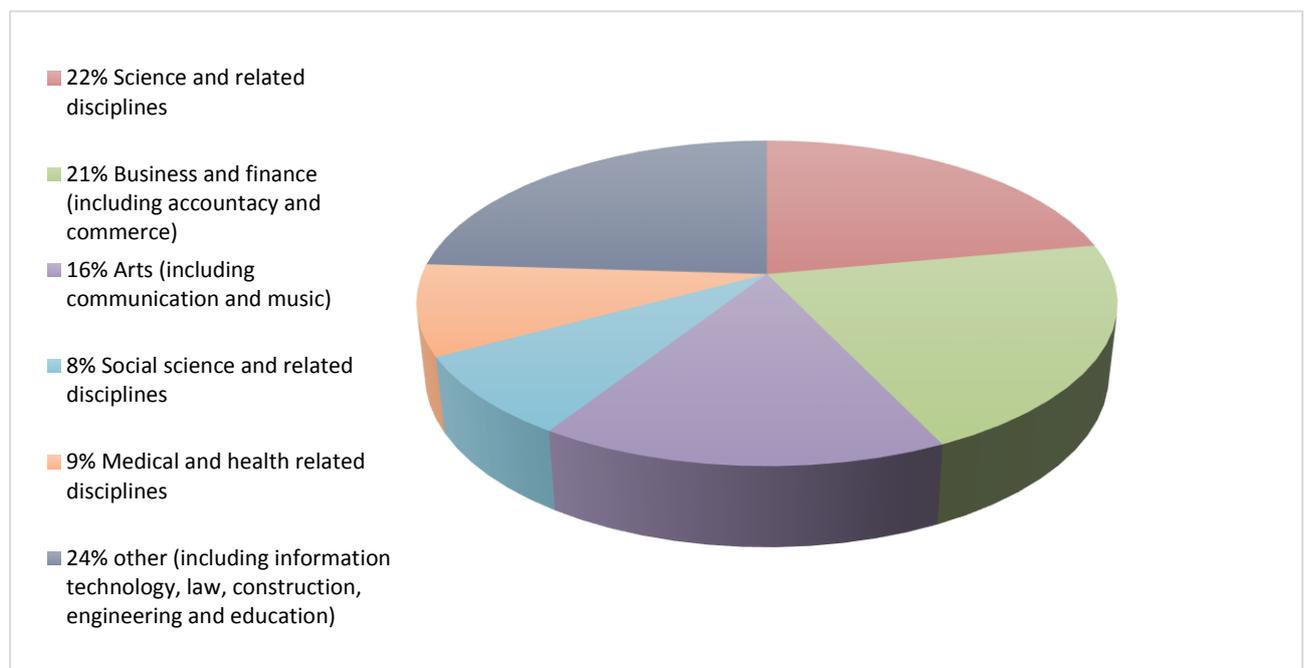
Post school destinations

The chart below indicates the post school destinations chosen by students from the class of 2017. Figures are shown by number of students.



Tertiary courses 2018

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



8. ENROLMENT POLICIES



CENTRAL COAST
GRAMMAR SCHOOL

POLICY: Enrolment

System: School Management	Audience: School Community
Primary Responsibility:	Registrar
Approved by:	School Board
Updated Document:	18/2/2013, 1/7/2016
Effective: 1/7/2017	Review Date: 1/7/2020

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 Parents are requested to submit an up to date Immunisation History Statement for each child entering the Junior School at CCGS.
- Any child without an Immunisation History Statement will not be prevented from enrolling in the Junior School. However, if the child's Immunisation History Statement is not up to date, parents refuse to provide an Immunisation History Statement to the School, or parents submit an immunization conscientious objection form, their child will be classified as not immunized and may be excluded from school if there is an outbreak of a vaccine-preventable disease in the school.
 - If parents provide the school with a record of vaccines given overseas the parent is advised to consult a local doctor who can assess whether the child needs additional vaccines. The doctor will then transfer the additional information to the ACIR and an Immunisation History Statement can be requested from Medicare.
 - CCGS is required to keep the student's Immunisation History Statement for three years after the student has left the school.
- 2.7 Receipt of an Enrolment Registration form or an Enrolment Application form by the School does not mean that a place will be offered.
- 2.8 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.
- 2.9 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.
- 2.10 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.
- 2.11 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.

2.12 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

The Enrolment Procedure

ASSOCIATED DOCUMENTS

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

9. OTHER SCHOOL POLICIES

Policy	Changes in 2017	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>Currently all policies and procedures are under review. No changes were made in 2017.</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/Downloads.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>Currently all policies and procedures are under review. No changes were made in 2017.</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/Downloads.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</p>	<p>Currently all policies and procedures are under review. No changes were made in 2017.</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/Downloads.aspx</p>

distinguish right from wrong, between what is acceptable and what is not. It is also a means of 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 policy outlines key members of staff who can be contacted should parents wish to raise a concern. Staff will make every effort to resolve issues and concerns in the first instance. If a resolution cannot be reached in the first instance, there is a formal process by which the issue can be escalated right through to the School Board to ensure procedural fairness.</p>	Currently all policies and procedures are under review. No changes were made in 2017.	<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.ccgs.nsw.edu.au/Community/Downloads.aspx</p>
<p>Privacy Policy, Privacy Collection Notice, Use & Management of Personal Information</p> <p>These policies and procedures detail how information will be gathered, held and used.</p>	Currently all policies and procedures are under review. No changes were made in 2017.	<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.ccgs.nsw.edu.au/Community/Downloads.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.ccgs.nsw.edu.au/Community/Downloads.aspx>

10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Priority Area	Achievements
<p>NEXT GENERATION LEARNERS</p>	<ul style="list-style-type: none"> • 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. • QApp, a web-based app developed by CCGS for Year 12 English students, was enhanced to allow for broader application across HSC subjects. • 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. • Online educational resource Edrolo was made available to students across a number of senior subjects including Biology, Chemistry, PDHPE and Legal Studies. • Innovative professional development opportunities to enhance teachers' understanding and application of next generation learning characteristics were offered. • Increased opportunities were explored for communicating next generation learning objectives through MyCCGS. • Work to develop an interactive framework for teachers to share next generation projects with colleagues was initiated.
<p>ACADEMIC ACHIEVEMENT</p>	<ul style="list-style-type: none"> • Teaching for Understanding (developed by the Harvard Graduate School of Education) was implemented as the school's K-12 learning framework. Implementation included: teachers completing training through the Harvard Graduate School of Education, two teacher-led conferences, a professional development familiarisation course and pilot implementation in two phases. • 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, commencement of the pilot stage and collection of key data measuring student impact. • A new High Potential Learners Policy (formerly Gifted and Talented Policy) was developed with guidance from the AISNSW. • 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.
<p>BALANCED EDUCATION</p>	<ul style="list-style-type: none"> • A specialised program of House Family wellbeing activities was made available on MyCCGS and was delivered during weekly House Family sessions. • 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. • 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. • 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 focused on holistic wellbeing activities to enhance skills in resilience, goal setting and stress management.
<p>TEACHER QUALITY</p>	<ul style="list-style-type: none"> • The teacher appraisal processes 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.

	<ul style="list-style-type: none"> • 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.
<p style="text-align: center;">DIGITAL LITERACY</p>	<ul style="list-style-type: none"> • A new digital literacies scope and sequence was formally introduced and implemented across the school. An accompanying reference document was made available to teachers to help them embed the new digital skills in their classrooms. • 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. • 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 digital literacy and teacher quality focus groups collaborated to deliver professional development to all teaching staff. • All teaching staff underwent a sequence of professional development throughout Term 2 focused on strengthening their understanding and implementation of MyCCGS. • 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.
<p style="text-align: center;">COMMUNITY</p>	<ul style="list-style-type: none"> • 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. • LinkedIn was established as an additional social media platform to engage and interact with our growing Alumni. • New Alumni activities strengthened ties and enhanced engagement with the past student community. • External hire of the Performing Arts Centre (PAC) continued to grow. • 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 P&F continued to direct funds toward Innovation Grants including the Festival of Big Ideas, mobile cricket covers and an Experts in Residence program. • The strength of the school's international exchange program saw twenty-three students participate in exchanges to Canada, Germany, Ireland, the USA and Wales.
<p style="text-align: center;">GOVERNANCE AND MANAGEMENT</p>	<ul style="list-style-type: none"> • 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. • A tender was successfully awarded for the construction of the new senior English, History and Geography facility. Construction commenced in September 2017, with work scheduled to be completed for the start of the 2018 school year. • Stage one of the new learning management and communications tool 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 which used 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.

- The Governance Committee worked to modernise the school constitution.

More information about the school's 2017 priorities areas and objectives for 2018 are outlined in the **2017 Headmaster's Report** which is available for viewing on the school's website:

<https://www.ccg.s.nsw.edu.au/about/publications>

Further information on the school's new strategic plan for 2015-2020, **Next Generation Teaching and Learning** can be found on the schools website: <https://www.ccg.s.nsw.edu.au/about/strategic-plan>



11. INITIATIVES 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.
- All students are encouraged to give generously to charity. Many students assisted with fundraising BBQs, sold raffle tickets and cooked cakes to raise funds for many worthy causes locally and nationally.
- Leadership seminars for students from the Middle School to the Senior College focused on empowering students with the skills necessary to become strong and resilient leaders in their school and wider community.
- A dedicated program of House Family activities was introduced to students from K-12 to reflect the schools values and focus on the key themes of connect, thrive, succeed and resilience.
- Workshops focused on self-awareness, responsible decision-making and relationship skills were the focus of social and emotional workshops for Year 8 students.
- 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.
- The Junior School held its inaugural Multicultural Day to recognise and celebrate the diverse cultures that make up our school community. The day included an assembly showcasing a colourful mix of culture, and a community art landscape to symbolise the diverse student culture and represent the Junior School's 2017 theme of 'We Are One'.
- The community service program was continued as part of the educational experience for Year 9 to 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.

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.

SchoolTV, an online resource to help parents become more informed about the contemporary issues impacting their children, was made available to all parents. The tool aggregates information from reputable, fact-based resources across topics including youth anxiety, cyberbullying and drug and alcohol use, saving parents' time searching across multiple sites for trustworthy information.

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 ever-popular annual Grandparent's Day. The Headmaster's Welcome Gathering, the P&F New Parent Morning Tea, the Fathers and Children Camp and the annual Spring Fair also 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 Services, International Women's Day Breakfast, musical performances at The Gosford Regional Show, 5 Lands Walk and the Youth in Performing Arts Showcase.

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.

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

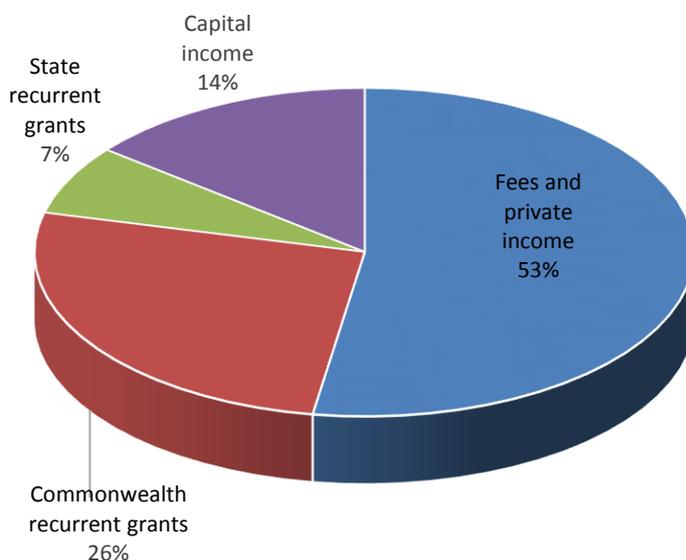
There was a very low turnover of staff in 2017 indicating that Central Coast Grammar School is an employer of choice for teachers in the Central Coast Region.

Staff were given the opportunity to grow and extend their skills through a number of internal and external personal development opportunities. They were also invited to apply for funding through P&F Innovation Grants for teacher-nominated projects that align with the strategic goals of the school.

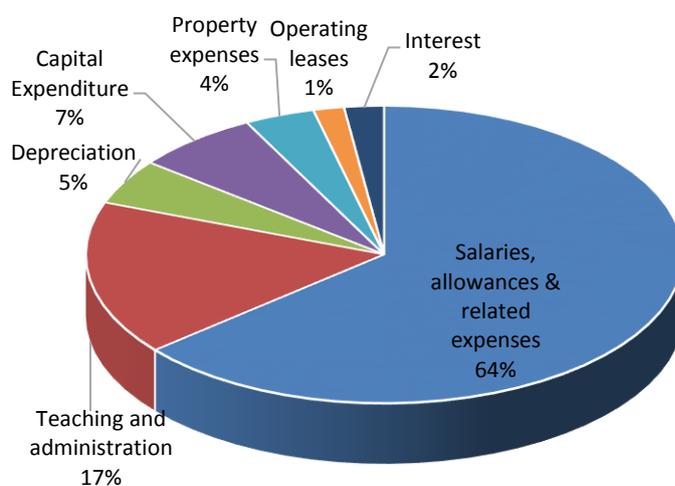
Staff patronage at school functions was high as was the level of engagement in professional development. Staff are also enthusiastically engaged in working towards the goals and outcomes of the *Next Generation Teaching and Learning* strategic plan. All of these are also indications of staff satisfaction.

13. FINANCIAL INFORMATION 2017

Income	2017
	(\$'000)
Fees and private income	16,957
Commonwealth recurrent grants	8,504
State recurrent grants	2,211
Capital income	4,615
TOTAL	32,287



Expenditure	2017
	(\$'000)
Salaries, allowances & related expenses	19,855
Teaching and administration	5,211
Capital expenditure	2,107
Depreciation	1,528
Property expenses	1,179
Interest	669
Operating leases	518
TOTAL	31,067





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