



Headmaster's Report 2018



CENTRAL COAST
GRAMMAR SCHOOL

SCHOOL BOARD

Following the AGM May 2018

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HEAD OF JUNIOR SCHOOL

Headmaster's Report 2018

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 endeavours 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.

VALUES

- The care of others
- Generosity and selflessness
- Personal integrity
- Love and loyalty
- Respect and forgiveness
- Responsibility and self discipline
- Compassion and friendship
- Courage and perseverance
- Truthfulness and honesty

This Headmaster's Report provides a summary insight into the operations of Central Coast Grammar School during the 2018 school year. It addresses the goals of our Next Generation Teaching and Learning strategic plan.



From the Headmaster

As I evaluate and report to you on our achievements in implementing our strategic plan, it's clear to me that next generation teaching and learning has gained incredible momentum across all key focus areas.

Our staff increasingly share a common language around the learning process and collaborate to create innovative learning experiences that enable students to reach their academic potential. The nine next generation learning characteristics are now deeply embedded in our learning culture. 83 teachers have now completed the Teaching for Understanding course through Harvard School of Education, and the learning framework has been integrated into teaching programs. The cumulative impact can be seen in exceptionally strong 2018 HSC results that ranked CCGS at number 56 in the Sydney Morning Herald top 100 NSW schools, an improvement of 27 places from 2017. Our international reputation for innovation in education also saw the University of Cambridge recognise CCGS for its pioneering approach to next generation learning.

Parallel investment in state of the art learning facilities accelerated our capacity to deliver next generation learning. The occupation of the renovated and extended English, History and Geography facilities provided much excitement for students and staff throughout 2018. The cutting edge digital technology and flexible learning spaces were enthusiastically embraced by students, their teachers and visiting schools researching best practice. Plans to construct a new K to 6 junior school were finalised, including the repurposing of existing K to 2 facilities for senior use, ready for occupation in 2021.

An intensive focus on professional development and learning to enhance student and staff wellbeing was a key element of our work in the area of balanced education this year. A comprehensive awareness campaign and learning activities reinforced our school values. Social media wellbeing and safety workshops supported parents, students and staff. A whole school wellbeing framework was finalised to inform future wellbeing programs, and implementation has commenced. In addition, new junior and senior cocurricular opportunities in art, sport and the performing arts were added to an already rich and comprehensive program.

Our high calibre teaching team was enhanced by the recruitment of highly qualified new staff and targeted ongoing professional development. Strong alignment of professional learning to the school's strategic goals enabled

increased staff collaboration. CCGS staff presented at a range of professional conferences and an increase in teacher-led professional development generated a high level of engagement and collegiality.

Programmable robots, drones and virtual reality apps were just some of the innovative digital tools that enhanced learning. The ICT curriculum support team researched custom resources for individual teachers, students and courses, building digital literacy capacity across the school. Ongoing support ensured teachers applied the digital literacy scope and sequence to their existing learning programs.

Our school community, past and present, became ever more connected and supportive. A new Alumni strategy generated increased engagement with our past student body. Year 10 students heard from successful past students and school parents at an inaugural Towards Leadership event. MyCCGS and the MyCCGS smartphone app went live to parents in Semester 2, receiving positive feedback from the parent community. A volunteer Capital Appeal Committee commenced planning to raise funds to support the construction of the new junior school buildings. Many in the community have already shown their generosity by pledging significant contributions to the Appeal, enhancing the spirit of school and community partnership upon which CCGS was built.

The School Board has worked to continually improve the school's governance. Planning commenced for an independent Board review and the school's banking requirements were put out to tender by the Finance, Risk and Audit Committee. Strong enrolment demand and rigorous financial planning allowed the Board to move to limit the 2018-19 school fee increase to a modest 3%, down 0.5% from the previous year.

It's exciting to see our focused investment in next generation learning programs and infrastructure create such a stimulating and productive learning experience for our students. This level of success is due to a high performing and dedicated staff, a cohesive and supportive school community and an informed and energetic School Board. As we look forward to ground breaking learning facilities coming on line in 2021, we have every cause to look confidently to the future.

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 complementary mix of learning characteristics necessary to participate, contribute and prosper in society.

Next Generation Learners

ACHIEVEMENTS 2018

- The new senior English, History and Geography learning facility (B Block) commenced operation at the start of the academic year. With next generation learning at the core of the design, this flexible learning environment is driving increased teacher and student collaboration and has attracted attention from local and international schools and universities.
- QApp was developed to incorporate Economics and History content plus an imaginative writing planning tool for English, enhancing the independent learning capacity of Year 12 students.
- Three years into the strategic plan, the nine next generation learning characteristics are now embedded in our learning culture. They are evident in promotion and interviews with prospective families, our school newsletter and parent information evenings. Teachers are using an interactive framework to share their projects. This is an ongoing focus in the teacher appraisal process and staff professional development. A scope and sequence related to the New South Wales Education Standards Authority (NESA) syllabi is informing the design of teaching, learning and assessment activities, ensuring that the characteristics underpin our practice. Next generation skills are evident in the planning and achievements throughout this Report.

- Our focus expanded to join the AIS NSW (Association of Independent Schools) Deep Learning Project, collaborating with a network of NSW schools to investigate current research and world best practice for developing next generation learning, teaching and assessment.
- An international reputation for innovation in education saw the University of Cambridge recognise CCGS for its cutting edge approach to next generation learning.
- Plans to provide a new next generation junior school facility were finalised, including repurposing existing K to 2 facilities for senior use. NBR architects were engaged to create detailed plans for the new K to 6 facility and tenders were invited for construction.

NEXT STEPS

- Update QApp to reflect new 2019 syllabi. Add Mathematics content including instant answer functionality that accelerates the feedback loop.
- Continue participation in the AIS NSW Deep Learning Project to design and implement practices that support the development of next generation capabilities for our students.
- Progress construction of the new junior school facility for occupation at the beginning of the 2020 academic year. Complete tender process, finalise complying development

approval, relocate Years 3 to 5 to demountable classrooms, demolish existing Prep classrooms and begin construction.

- Integrate key design principles and learnings from innovative learning environment research into the new junior school development.

New Junior School

The decision to construct a new K to 6 Junior School represents a significant investment in next generation learning.

Transforming learning and consideration of student and staff wellbeing have driven every design decision. Plans link cutting edge design, technology and education theory to create the most productive and inspiring learning environment for students.

Furniture and learning spaces will deliver flexibility to facilitate individual focus, group projects and grade workshops according to different learning intentions and learning styles.

Teachers and students will flourish in a culture of collaboration within an environment designed for next generation teaching and learning, resulting in innovative pedagogy and wellbeing possibilities.



Embracing Big Ideas

CCGS was recognised as a world-class educator, alongside 800 elite international organisations, in the high-profile Innovation 800 study published by the University of Cambridge.

The publication recognised the school for embracing big ideas that prepare students for the demands of life after school as well as its focus on real-world education to cultivate critical and creative thinkers, independent learners, effective problem solvers and competent communicators.



- Extend Junior School use of the B Block to share and develop collaborative teaching and learning practices amongst Junior School teachers, in preparation for best practice in the new junior school facility.

B Block In Action

Year 8 students collaborated on Claymation projects (pictured), using the flexible learning space and digital technology to design and create together.

A Towards Leadership event delivered workshops with visiting alumni for groups of Year 10 students in a seminar style environment.

A dedicated green room allowed students to create studio quality video across the curriculum.

School community groups including the P&F, the School Board and the Capital Appeal Committee used the space for meetings and workshops.





GOAL: Every student achieves his or her academic potential.

Academic Achievement

ACHIEVEMENTS 2018

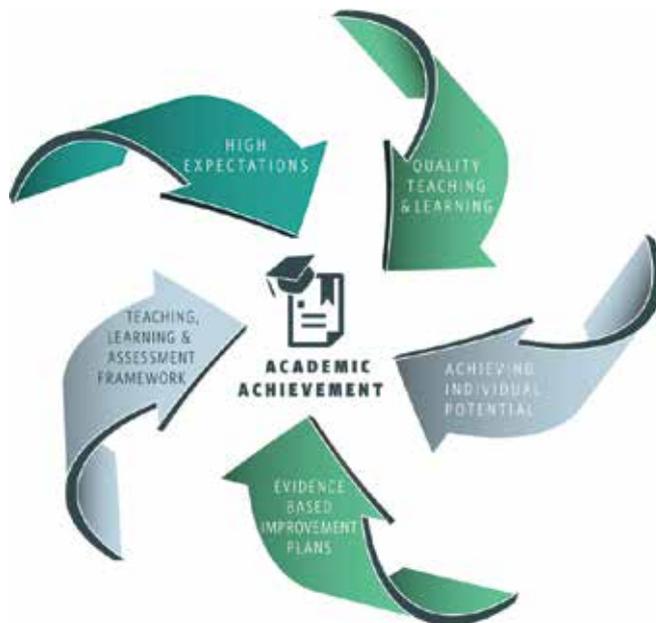
- Exceptionally strong 2018 HSC results ranked CCGS at number 56 in the SMH top 100 NSW schools, an improvement of 27 places from 2017.
- The second year of implementation of the Teaching for Understanding framework saw students develop a deeper understanding of content, leading to improved academic outcomes. A growing number of teachers completed the Teaching for Understanding course through Harvard Graduate School of Education, lifting pedagogy school wide. Understanding principles were embedded in programming processes, including subject and year level throughlines (overarching goals for a whole year or semester), strengthening the common language and approach to the learning process K to 12.
- The CCGS ELEVATE team continued to prototype assessment tasks that lifted learning outcomes for high potential learners. Their expertise and achievements were acknowledged when they assumed a mentoring role for the next cohort of schools joining the AIS ELEVATE project.
- Ongoing internal and external professional development enhanced the outcomes for high potential learners. Targeted teachers completed a Certificate of Gifted Education (COGE) at the UNSW Gifted Education Research and Resource Centre.

- The identification processes for high potential learners were refined utilising psychometric testing, academic testing and teacher and parent referral, to create a database of identified high potential learners K to 12. The database was used to streamline and develop comprehensive teaching programs and monitoring processes to meet the needs of a diverse range of high potential learners.
- Subject specific and whole grade acceleration programs were delivered for individual students from Years 3 to 12, in consultation with NESAs. Radical subject specific acceleration was implemented in the Mathematics Department.

NEXT STEPS

- Continue to build a data driven, evidence based culture to inform academic achievement.
- Continue implementation of the Teaching for Understanding framework, embedding understanding goals in programming processes.
- Integrate learning practices into MyCCGS learning management processes. Deliver all K to 12 assessment notifications through the MyCCGS learning platform to allow students and parents to receive grades, feedback and track progress, and staff to readily analyse data.

- Build teacher capacity to deliver quality differentiated teaching practice for all students.
- Develop, refine and monitor acceleration programs and pathway mapping for high potential learners.
- Continue to work with UNSW Gifted Education Research and Resource Centre to develop a school based Certificate of Gifted Education. This will increase access for CCGS staff and colleagues from other local schools and build the school's reputation as a lighthouse for high potential learner (HPL) education in the region.
- Commence planning for a HPL mentoring program and consider potential links with the corporate sector, universities and the Central Coast Medical and Research Institute.
- Prototype MyCCGS learning management functionality to support best practice design of assessment for understanding.
- Continue to implement innovative practice developed through the AIS ELEVATE project to lift learning outcomes for all students, including high potential learners.



HSC Achievers Recognised

Exceptional HSC results saw the 2018 cohort achieve excellent academic outcomes with almost one third of students achieving an ATAR over 90.

Four students (Emelia Corlett, Elena Khoury, Zoe Mitchell and Jake Vernon-Elliott) achieved one of the highest places in their subjects across the state and were named Top Achievers.

Outstanding performances were recorded in Society and Culture with Zoe Mitchell ranking 1st in state and two other students ranking in the top seven out of 4,500 students.



Perfect Score For Year 3 Mathematician

Year 3 student, Drew Baker Jones, took part in the Mathematics Challenge for Young Australians alongside students from Year 6 to 8, earning a High Distinction with a perfect score across all stages.

The Challenge was held over 16 weeks, comprising eight stages. Each stage required students to apply their knowledge, understanding and problem solving techniques to high level, complex challenges.





GOAL: Every student experiences a balanced education.

Balanced Education

ACHIEVEMENTS 2018

- A whole school wellbeing framework was finalised, based on SEL (social and emotional learning principles). The framework articulates our understanding of wellbeing in the CCGS context, addresses the needs of students, parents, carers, staff and community, and will inform future decisions regarding wellbeing programs.
- The framework was the result of a rigorous and structured scoping study that included best practice at other independent schools and the Department of Education. The wellbeing committee led extensive investigation including whole staff workshops and research of a range of wellbeing models. The final design of the CCGS framework is aligned to the well researched Australian Student Wellbeing Framework.
- Work commenced on a K to 12 wellbeing scope and sequence to map the implementation of the wellbeing framework.
- School values were brought to life in school culture and practice through a comprehensive awareness campaign. Values were explored in eight professional development sessions, within academic departments, house families and at assemblies and school service.
- Police liaison officers conducted workshops regarding social media and the law for students, parents and staff to improve social media wellbeing and safety. Student led workshops identified student cyber safety

issues experienced by students and featured formal presentations to staff educating them on popular platforms. Cyber awareness training targeted Years 7 to 9.

- Staff understanding of wellbeing issues facing young people was enhanced through a panel discussion involving a range of community and expert participants. Past and current students, mental health and medical professionals, counsellors, spiritual leaders and police liaison officers answered questions from staff.
- Staff feedback resulted in school bells to mark periods being replaced by uplifting music, creating a more positive atmosphere.
- New opportunities enriched the cocurricular program. These included a senior Year 11 and 12 girls rugby team, a Year 9 to 12 contemporary music ensemble and a Year 5 and 6 competitive junior dance company. A Sunday morning parent and child art club and specialised external fitness and critical performance training for winter Firsts sporting teams were also introduced.

NEXT STEPS

- Deliver staff professional development around the wellbeing framework to cement a shared understanding of wellbeing in the CCGS context.
- Continue work on a K to 12 scope and sequence, mapping wellbeing activities and programs to the framework.

- Embed school values in the scope and sequence and continue to raise their profile within the school community.
- Register CCGS in the AIS endorsed Be You program, a national initiative to help educators promote and protect positive mental health in children and young people.
- Access the Be You bank of evidence based resources created by recognised leaders in the youth mental health field.
- Begin participation in the I Respect initiative, a bystander intervention project which aims to build peer to peer support and a student led culture of respect.

Students Lead On School Values

Touched by the devastating effects of drought on Australia’s rural communities, students from across the school demonstrated their generosity and empathy by banding together through House Families to raise over \$15,000 to help Australian farmers in need. A special student led presentation at school Service educated younger students about the plight of Australian farmers and the care of others.

Years 3 to 6 heard from You Can Sit With Me founder Sophie Whitehouse about how a simple yellow wristband and five little words can have a life changing message. Junior School Student Representative Council members modelled compassion and friendship by wearing wristbands to encourage any child feeling lonely or isolated to come and join their group or game.



Family Bonds Strengthened Through Art

Parents and students came together in CCGS’s first ever Parent and Child Art Club. During a six week course, budding artists explored a variety of different mediums including charcoal and paint, culminating in an artwork display enjoyed by friends and family.

Families worked together, turning to each other for inspiration and ideas. One parent commented, “Everybody sees things differently and possibly I should listen to my daughter a bit more – she had some great ideas!”





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 2018

- Training was provided for all teachers to meet new compulsory NESA accreditation requirements effective 1 Jan 2018. A range of NESA registered professional development was delivered to enable teachers to complete the professional development hours required, focusing on wellbeing, digital literacy and Teaching for Understanding.
- 37 teachers completed the Teaching for Understanding course through Harvard Graduate School of Education. 83 teachers have now completed this course to date, surpassing an initial target of 16 teachers per year.
- Authentic teacher led professional development generated a high level of engagement with an increasing number of expert CCGS teachers delivering training tailored for the CCGS context. This included staff conference days entirely led by CCGS staff.
- Highly qualified teachers were recruited to join our high calibre teaching team.
- New activities to support staff wellbeing included weekly yoga sessions and a review of the school's Employee Assistance Program (EAP) provision.
- English, History and Geography teachers collaborated to maximise opportunities presented by the next generation B Block facility, refining practices for team teaching and meaningful integration of technology.

- 23 teachers were involved in Higher School Certificate activities with NESA as either markers, examination committee members or judges, or in NAPLAN marking activities with ACARA. This experience increased student exposure to examination success factors.
- One teacher completed accreditation at Experienced Teacher level through the Independent Schools Teacher Accreditation Authority (ISTAA).
- Five staff presented at a range of professional conferences, including the AIS Information Technology Annual Conference, the English Teachers' Association Annual Conference and the School Planning Design and Construction Summit. B Block hosted a range of visits from other schools researching best practice.

NEXT STEPS

- Plan an in-house blended learning course to lift the use of MyCCGS for learning, engagement and assessment. Components would include online and face to face learning in collaborative groups with mentors.
- Continue teachers' collaborative training through the Harvard Graduate School of Education.
- Build on the success of teacher led professional development, conducting further peer led workshops that leverage the burgeoning expertise of CCGS teachers.

- Develop further activities to support staff wellbeing during implementation of the wellbeing framework.
- Implement the findings of the EAP provision review.
- Continue support for teachers to engage in NESAs curriculum committees and HSC or NAPLAN activities.
- Continue to support teachers to develop their professional practice and career paths through the NESAs and ISTAA accreditation frameworks.

The Tool Of The 21st Century Learner



Dean of Senior Studies, Debbie Curtis, completed a five year learning journey to achieve a Master of Educational Studies with Distinction, specialising in ICT and Digital Learning.

Her final research paper investigated the use of mobile technology for teaching and learning. She reflected on innovative practice at CCGS including using apps for higher level mathematical problems.

Much of her research was conducted in her own classroom, with the conclusion that smart phone technology offers opportunities for rich, diverse and engaging learning experiences that enhance collaboration, critical thinking, communication and creativity.

Highly Qualified Teachers

Here is a flavour of the qualifications some of our new staff brought to CCGS:

Deputy Head of Senior College, Matthew Porter (pictured)

Bachelor of Teaching (Secondary) and Bachelor of Applied Science (Human Movement) Deakin University. Master of School Leadership, Monash University.

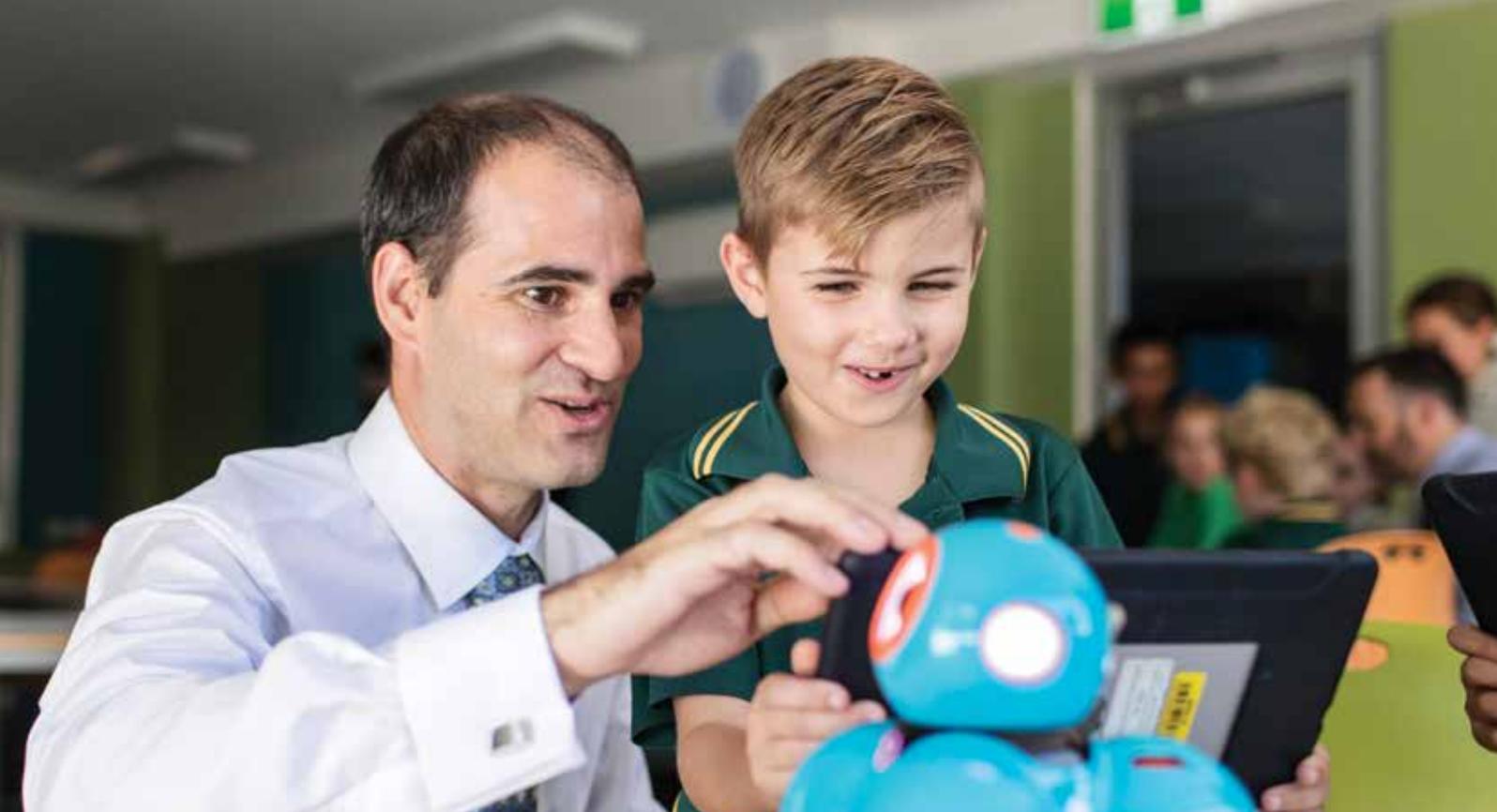
Mathematics Teacher, Dr Alison Irvine

Bachelor of Economics (First Class Honours) and Postgraduate Project in Physical Oceanography, UNSW. PhD (Economics) Australian National University. Bachelor of Teaching (Secondary) (Mathematics and HSIE) with Distinction, Charles Sturt University.

Learning Support Teacher, Tom Biddle

Bachelor of Education (Primary) (Inclusive Education) Charles Sturt University. Master of Special Education (Sensory Impairment) University of Newcastle.





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 2018

- The ICT curriculum support team provided structure and support to assist staff in applying the digital literacies scope and sequence to their existing learning programs. A first stage application of the scope and sequence was introduced in Year 7 History, with reportable digital skill outcomes embedded within a unit exploring world history.
- Programmable robots and drones in junior Mathematics, and the green room in B Block are some of the engaging new digital tools that have been enhancing learning. An innovative new virtual reality tool, Oculus Rift, allowed Year 6 Visual Arts students to bring their ceramic creations to life by animating them in 3D virtual reality productions.
- Staff attended a range of tailored professional development programs to strengthen digital literacy. These included small group workshops on using MyCCGS features in the classroom and student and expert led cyber safety and wellbeing workshops.
- Staff and student requests for online resources included help with video creation, image manipulation and spreadsheeting. Custom searches located age appropriate resources which were linked to MyCCGS class and course pages for easy access. Resources were also integrated in the scope and sequence for schoolwide reference. Existing online training tool Lynda.com was migrated to MyCCGS.

- Following a comprehensive submission and accreditation process the school gained official eSmart status, with the focus now on sustaining the application of digital safety practices across the school.
- Digital awareness sessions were expanded to include students from Years 2 to 12. A comprehensive certification course, DQ World, was delivered to Years 4 to 6. DQ scores map digital awareness skills and highlight areas for improvement.
- 1:1 iPads were introduced for Year 3. Students now have access to a personal learning device from Years 2 to 12, supporting digital literacy capacity throughout their learning journey.
- Video conferences strengthened relationships with other schools and organisations. Classes were connected with renowned authors as part of the Premier's Reading Challenge and a cyber safety forum delivered by the Office of the eSafety Commissioner.

NEXT STEPS

- Introduce student digital skills tracking, using the University of NSW Reach benchmarking assessment tool, to identify areas for skill development and inform program development.
- Introduce the Typing Club program in Years 1 to 6 to develop age appropriate typing skills.

- Work towards the introduction of digital skills in the teacher appraisal process.
- Introduce 1:1 iPads in Year 1, giving students access to a personal learning device from Year 1 through to Year 12.
- Continue to enhance the application of the digital literacies scope and sequence in the classroom environment with assistance from the ICT curriculum support team.
- Work with departments to identify further opportunities to integrate digital activities within existing learning programs and reflect digital literacy components in programming.
- Further develop the digital systems induction process for new teaching and non teaching staff. Conduct small group workshops delivered by ICT Curriculum Support and Information Technology staff to cover topics including MyCCGS use, devices, backend databases and school network navigation.

Art Meets Virtual Reality

Virtual reality Oculus Rift technology enabled Year 6 Art students to unleash their creativity and imagination.



Inspired by Shaun Tan’s book *The Lost Thing*, students hand drew designs onto paper before constructing three dimensional ceramic creatures.

The Oculus Rift Tilt Brush application allowed them to paint in a 3D space, bringing their ceramic creations to life in virtual reality productions.

Code, Design, Develop

Year 7 students study Digital Technology for one semester, with six lessons per fortnight, building skills that reflect real world practices.



After learning the fundamental basics of website design, students were given the challenge of building a personal activity tracker using Python software. They programmed a series of features including step counting, fitness goals and motivational messages.

The final part of the course saw students apply their skills to plan, code and build an app to track a vehicle, using App Inventor 2 GPS location technology.

Smart. Safe. Responsible.

CCGS is now accredited as an eSmart school where the smart, safe and responsible use of information and communications technology is a cultural norm. Our ongoing goal is a school where students, teachers and the wider school community are equipped to embrace the best these technologies can offer, while being savvy about the pitfalls.

The issue of cyber safety is a continual challenge for schools and families and requires sustained scrutiny.

An initiative of the Alannah & Madeleine Foundation, eSmart is a long term change program designed to educate, track, monitor and prevent bullying and cyber bullying.

Staff can access best practice information, evidence based strategies and practical resources to help them manage cyber bullying issues, so students can feel safer and more supported.





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

Community

ACHIEVEMENTS 2018

- Community and professional hire of the school's sport and performing arts facilities increased, building relationships with diverse organisations, locally and further afield. Hire of the Performing Arts Centre (PAC) saw growth for the fourth consecutive year with business conferences, church groups, orchestras, dance festivals and community groups enjoying the state-of-the-art facilities. Planning commenced for audio visual updates for the PAC theatre, lobby and foyer areas, including a cyclorama winch system and a lobby PA system.
- An alumni strategy was implemented with resource for one day per week. The percentage of alumni records with email addresses was increased by 10% from 1324 to 1467. Alumni email newsletters increased from 2 to 4 per year and 15 alumni news stories sent 990 new users to our website. LinkedIn alumni connections increased by 400% from 37 to 184.
- The inaugural Towards Leadership event for Year 10 students saw successful alumni and school parents share expertise and advice in a series of workshops supporting leadership development and career choice.
- A volunteer Capital Appeal Committee, chaired by school parent and local businessman David Heenan, commenced planning to raise funds to support the construction of the new junior school buildings in one phase.
- A first stage communication strategy was implemented to optimise the launch of the MyCCGS learning and school management system to the parent community. MyCCGS was promoted through various channels including a video tutorial about app navigation and on site hands on tutorials. The launch resulted in a high uptake rate and positive feedback from the parent body. Planning commenced for an overarching communication strategy for the MyCCGS platform.
- The P&F contributed funds towards a roadside digital sign and a new rugby scrum machine. The P&F continued to fund Innovation Grants for teacher-nominated projects. These included the purchase of Movi Smart Phone Cinema Robots, which allow Visual Arts students to create high quality film, and a Year 12 holiday HSC camp focusing on wellbeing and exam study.
- The school community continued to support a diverse range of causes through several whole school events and special interest fundraisers. Charities funded included Buy A Bale, The Indigenous Literacy Foundation, Amnesty International, Movember, Red Nose Day, Save the Children Fund, Coast Shelter and Cancer Council.
- Ties with the school's international community were strengthened. A winter sports tour took students to Japan, the United Kingdom and Singapore to play netball, girls football, tennis and rugby. The Taste of Japan food, language and cultural tour saw students enjoy superb Japanese cuisine and hospitality from host families.

- A range of events connected the school, parent body and broader community:
 - Parent seminars explored gaming addiction and the latest research on drug and alcohol use.
 - Espresso and Jamnesty concerts showcased and celebrated musical talent.
 - School productions including Oliver, The Real Inspector Hound and The Adventures of the Little Mermaid attracted a broad audience and media attention for their exceptional quality.
- The second Festival of Big Ideas saw Year 10 students propose innovative solutions to problems identified within the Central Coast, including matters relating to tourism and our local environment.
- Timely and relevant communication with prospective parents was maintained throughout the customer enrolment journey, with increased enrolment enquiry and registration rates.
- A new contemporary music group brought Year 7 to 9 students together to perform at numerous school events with great success.

Dream. Believe. Create. Succeed.

These were the themes of the inaugural Year 10 Towards Leadership event.



CCGS alumni and parents shared their experience during a two day program, empowering students to explore a personal path to leadership that will continue into their adult lives.

Local businessman Jim Hunter, microbiologist Caitlin Abbott and commercial analyst Christian Whitfield (pictured) were amongst 18 guest speakers who shared real life lessons from their post CCGS journeys.

Students learned that leadership requires awareness and skill. Workshop topics included the importance of planning and developing your critical path, goal setting for self leadership, stress management, assertive communication and having difficult conversations.

Students engaged with a diverse range of professions including journalism, trades, police force, science, music, human resources, accountancy, property management, law, dentistry and clinical psychology. They were privileged to hear first hand from successful past students and ask questions to shape their career plans.

NEXT STEPS

- Develop an overarching communication strategy for the MyCCGS platform. Implement communication for cocurricular activity notifications through MyCCGS and migrate the school newsletter to the MyCCGS platform.
- Promote the construction of the new junior school facility to the school and wider community.
- Work with the Capital Appeal Committee to host education events and seek donations.
- Continue to implement the Alumni strategy. Create a database of Alumni who have participated in school programs, as a resource for future activities. Continue to create and distribute Alumni related content that attracts enrolments and engages past students to support the school.

A Community That Cares For Others



Our own battle of the bands showcased talented musicians and entertained guests in support of Amnesty International.

Jazz, classical, choral, opera, contemporary dance and drama brought the community together to support youth refuges on the Central Coast operated by Coast Shelter.

Four students, aka the Coastie Shavers, raised an incredible \$12,500 for the Leukemia Foundation.

Christmas saw students support the Red Nose appeal, the Infants Choir and Senior Vocal Ensemble perform at Tarragal Glen Retirement Village, and the community place gifts under the CCGS tree to support the Smith Family.





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

Governance and Management

ACHIEVEMENTS 2018

- The Climate Survey was the catalyst for an intense focus on student wellbeing and the actions implemented have been detailed at greater length in the Balanced Education section of this Report (page 8). A comprehensive and high profile school values campaign brought CCGS values to life in school culture and practice. Social media wellbeing and safety was addressed through student, parent and staff workshops.
- MyCCGS and the MyCCGS smartphone app were launched to parents in Semester 2, receiving positive feedback from the parent community and engaging 60% of parents as active users. Initial features included portal content, sporting fixtures, student timetables and calendar and a parent directory. Junior School parents received access to core class pages, learning tools and homework, which connected them to the learning process. A MyCCGS project manager was engaged to assist with the implementation of MyCCGS moving forward.
- The Junior School Planning Committee, chaired by businessman and school parent Arthur Stanley, continued its work towards construction of a new world class junior school facility. Following a competitive tender process, NBRS Architects were engaged to prepare detailed plans. The school was successful in obtaining a \$6M grant to support construction costs through the Association of Independent School's Block Grant Authority. In December four builders were invited to submit initial pricing for the project.
- Building commenced for a new state of the art dance studio located within the existing Senior College building. This new specialist facility will further strengthen the school's outstanding dance program. As part of this development, building also commenced to create seven individual rooms and one larger space to facilitate special provision for examination requirements.
- The Board welcomed three new members to complement the expertise of current members. All Board members are appointed according to a skills matrix to ensure all aspects governance are covered at a high level. Women occupy four out of the nine Board positions.
- Planning commenced for an independent Board review early 2019, to be conducted by the AIS, to ensure continual improvement of the school's governance.
- Strong enrolment demand and rigorous financial management enabled the school to achieve a net surplus of \$2.3M in 2018.
- The Board moved to limit the 2018-2019 school fee increase to a modest 3%, down 0.5% from the previous year, ensuring the school remains accessible to as many families as possible.
- The school's banking requirements were put out to tender by the Board's Finance, Risk and Audit Committee, to ensure best value and best service is obtained. The outcome will be known early 2019.

- New and modernised school signage was designed and installed to provide bright and informative navigation throughout key school locations. Planning also commenced towards obtaining a promotional roadside digital sign.
- The Board's Treasurer, Patricia Cotterell, joined the AIS NSW Board. The Headmaster continued as a member of the AIS NSW Advisory Council and the ISTAA Council and has accepted the position of Chair of the AIS Centre of Excellence for 2019. The Head of Senior College is a member of the AIS Leadership Council. Continued collaboration and leadership within the independent school sector ensures CCGS is well informed about industry trends and is making a key contribution to the state and national agenda.
- Complete construction and occupy the new dance studio and examination rooms.
- Implement recommendations from the Board review and enhance the professional development program for Board members.
- Complete the school banking tender process.
- Install the new digital sign and complete the next stage of signage updates across the school's large site.
- Appoint a new auditor in 2019, as recommended by the Board, to ensure full transparency in the audit process.
- Update and implement Board policies developed by the Governance Committee, to ensure compliance with current legislation and regulatory requirements.
- Participate in NESA's five year registration and accreditation process during 2019, to gain approval to operate as an independent school in NSW and deliver courses leading to the award of the Record of School Achievement and Higher School Certificate. Renew registration with CRICOS to enrol Full Fee Paying Overseas Students.

NEXT STEPS

- Maintain an operating surplus in 2019 and 2020, with a target to generate \$6M towards the new junior school building.
- Appoint a builder and commence construction of the new junior school facility in July 2019. Relocate Years 3, 4 and 5 into new demountable accommodation for the duration of the build. Aim to occupy the new building by January 2021.

Welcome To The Board

The School Board welcomed three new members, to further strengthen a robust and comprehensive skill set. The broad experience and diverse skills of our new members complement the expertise of our existing Board and will assist in shaping the future strategic direction of our school.

Anne McGregor, an Executive Manager with the Commonwealth Bank, specialising in providing advice to schools, healthcare and not for profit organisations.



Dr Brok Glenn, Dean of the University of Newcastle's Central Coast Campus, with specific expertise in strategic management, and 27 years experience in the higher education sector.



Dr Denis Crimmins, a Central Coast based neurologist, a Clinical Associate Professor at the University of Newcastle and Director of Central Coast Neurosciences and Central Coast Neurosciences Research.



THANK YOU MR KEN JOLLY (AM)

During eight years of invaluable service as Chairman of the School Board, Mr Ken Jolly (AM) has led our institution through some of the most significant advances in its history.

His leadership of the team that shaped our strategic plan 2015-20, Next Generation Teaching and Learning, set the compass for the ground breaking achievements noted in this Report.

Ken has presided over exciting additions to the school's facilities, including the

iconic Performing Arts Centre and the germination of the new junior school facility to come.

Ken's educational background and business skills have made him a wonderful asset to the school.

On a personal note, I'd like to thank Ken for his support, guidance and friendship during his time on the Board.

Bill Low, Headmaster

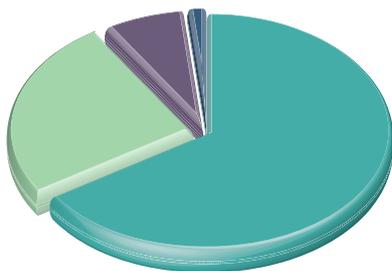


Finances

INCOME 2018

	2018 (\$'000)
Fees and private income	22,417
Commonwealth recurrent grants	8,666
State recurrent grants	2,413
Fundraising	529

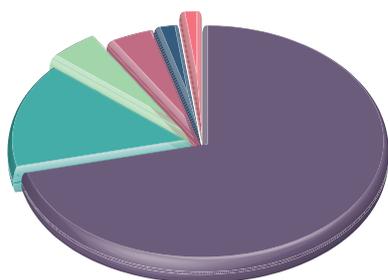
TOTAL 34,025



EXPENDITURE 2018

	2018 (\$'000)
Salaries, allowances & related expenses	22,642
Teaching and administration	4,746
Depreciation	1,598
Property expenses	1,412
Operating leases	726
Interest	585

TOTAL 31,709



NET TRADING SURPLUS 2018

	2018 (\$'000)
Income	34,025
Expenditure	31,709

NET SURPLUS 2,316

Performance

HSC RESULTS

For the fifth consecutive year CCGS ranked in the top 100 NSW schools based on the 2018 HSC results.

Emily Brooks, Emelia Corlett, Emma Farncomb, Elena Khoury, Zoe Mitchell, Indigo Neville and Jake Vernon-Elliott 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 56 IN THE TOP
100 SCHOOLS

5% OF OUR STUDENTS ACHIEVED AN ATAR OVER 99

18% OF OUR STUDENTS ACHIEVED AN ATAR OVER 95

31% ACHIEVED AN ATAR OVER 90

43% ACHIEVED AN ATAR OVER 85

55% ACHIEVED AN ATAR OVER 80

53% OF OUR STUDENTS WERE NOTED ON THE NESA DISTINGUISHED ACHIEVERS LIST FOR ACHIEVING A BAND 6 IN 1 OR MORE OF THEIR SUBJECTS

DUX OF 2018



Performance

EXTERNAL COMPETITIONS

ICAS English

Year 2 – Year 6: 13 High Distinction | 31 Distinction

Year 7 – Year 11: 4 High Distinction | 14 Distinction

ICAS Spelling

Year 3 – Year 6: 7 High Distinction | 22 Distinction

ICAS Writing

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

ICAS Mathematics

Year 2 – Year 6: 8 High Distinction | 28 Distinction

Year 7 – Year 11: 4 High Distinction | 29 Distinction

ICAS Science

Year 5 – Year 6: 4 High Distinction | 14 Distinction

Year 7 – Year 10: 6 High Distinction | 26 Distinction

ICAS Digital Technologies

Year 5 – Year 6: 8 High Distinction | 25 Distinction

Year 7 – Year 10: 2 High Distinction | 18 Distinction

Mathematics Challenge for Young Australians

1 Year 3 student achieved a High Distinction

Newcastle Permanent Primary Mathematics Competition

Year 5 – Year 6: 12 High Distinction | 46 Distinction

Assessment of Languages Competence (ALC)

Year 10 Japanese

1 High Distinction | 3 Distinction

Year 10 French

1 High Distinction

Year 10 Chinese

1 High Distinction | 2 Distinction

Year 12 Japanese

3 Distinction

Year 12 French

1 Distinction

Australia – Japan Relations Essay Contest

Year 8

2 Highly Commended

Year 10

1 Highly Commended

NAPLAN

While NAPLAN is not the only or the most important thing that we do at school, our results do assist us identify any literacy and numeracy deficits for individuals or groups to better inform 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 at each level. (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 2018 NAPLAN results.

SUBJECT	CCGS % BAND 5-6	STATE % BAND 5-6
Reading	81	56
Writing	73	49
Spelling	73	53
Grammar & Punctuation	69	52
Numeracy	76	45

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 2018 NAPLAN results.

SUBJECT	CCGS % BAND 7-8	STATE % BAND 7-8
Reading	72	40
Writing	46	17
Spelling	64	38
Grammar & Punctuation	67	38
Numeracy	68	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 2018 NAPLAN results.

SUBJECT	CCGS % BAND 8-9	STATE % BAND 8-9
Reading	55	30
Writing	34	19
Spelling	51	36
Grammar and Punctuation	46	31
Numeracy	61	32

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 2018 NAPLAN results.

SUBJECT	CCGS % BAND 9-10	STATE % BAND 9-10
Reading	49	25
Writing	33	15
Spelling	48	27
Grammar and Punctuation	47	27
Numeracy	69	30



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