



Headmaster's Report 2019



CENTRAL COAST
GRAMMAR SCHOOL

SCHOOL BOARD

Following the AGM May 2019

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Headmaster's Report 2019

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 2019 school year. It addresses the goals of our Next Generation Teaching and Learning strategic plan.



From the Headmaster

As we move into the final phase of implementing our Next Generation Teaching and Learning strategic plan 2015-2020, we can all be very proud of the achievements of our dynamic and cohesive learning community.

Next generation learning momentum was evident across K to 12. Parents experienced the ingenuity of our junior next generation learners when they visited classrooms. Teachers shared a diverse range of NGL (next generation learning) projects and strategies with colleagues and continued to participate in the AIS NSW (Association of Independent Schools) Deep Learning Project.

Developments in pedagogy and technology enhanced reporting, tracking and improving academic achievement. Creating effective understanding goals was this year's professional development focus in the implementation of the Teaching for Understanding framework. Equal opportunity for all students to learn was enhanced by teacher workshops on Universal Design Learning (UDL) and pathway mapping for High Potential Learners. A mark book reporting tool was added to MyCCGS to help parents track academic achievement and enhance teacher use of academic data. Successful HSC results were achieved across the cohort with one third of students achieving an ATAR over 90. Strong NAPLAN results continued to compare favourably with leading schools on a local, state and national basis.

Balanced education is at the centre of a CCGS education, and this year an intensive focus on wellbeing structures, training and programs was complemented by new cocurricular opportunities and success. A sub committee for wellbeing was established and included staff and Board Members. A wellbeing scope and sequence, K to 12, supported the implementation of our wellbeing framework. Year 9 students learned how to mentor Year 7 and CCGS became an accredited Be You learning community.

Leadership recruitment, significant investment in professional development and a focus on staff wellbeing were key drivers of teacher quality. Three new Heads of Department with a depth of qualifications and experience were recruited to lead English, Languages, and Technology and Creative Arts. Middle and senior leaders participated in AIS courses to improve classroom observation, professional feedback, school systems and structures. 109 teachers have now completed the Teaching for Understanding course

through Harvard Graduate School of Education since training began in 2017.

Teacher training, delivery, assessment and student hardware continued to improve digital literacy teaching and learning. A formal digital systems induction process was introduced, and teacher delivery of digital skills was integrated into the teacher appraisal process. Students in Year 4 and Years 6 to 10 participated in the UNSW REACH Digital Technologies Assessment providing comparative data that will be utilised for program development. 1:1 iPads were introduced for Year 1 and external keyboards for iPads were provided to Years 1 to 3.

Our generous and engaged community enriched both the school and wider community. Student-led community service projects and charity appeals supported a diverse range of causes and an innovative community giving day brought everyone together in support of the Junior School Capital Appeal. P & F grants created student mentoring opportunities. Parents helped us identify parenting topics of interest and communication for cocurricular activities was implemented through MyCCGS.

The School Board acted on outcomes of reviews conducted during 2018 and we've made great strides forward in the provision of quality infrastructure. Transaction and loan accounts were moved to the Commonwealth Bank, a new auditor was appointed, and all Board policies were updated. Construction of the new Junior School campus commenced in Term 3 following relocation of students in Years 3 to 6. A new Dance studio and special provision examination rooms opened in March and directional signage and a digital sign were installed.

Our strong position today is the result of a consistent focus on our strategic goals, whilst flexibly addressing new challenges, opportunities and developments as they arise.

I congratulate everyone who has played their part in our community and our success.

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 2019

- QApp content was revised to reflect changes in key syllabus areas, and expanded to include additional modules. Instant answer Mathematics functionality was defined and a software developer was engaged to build a prototype for this new module.
- Teachers participated in the second year of a three year AIS NSW (Association of Independent Schools) Deep Learning Project. Staff presented at the AIS NSW Igniting Learning Lab and shared examples of Year 11 English collaborative assessments.
- Design of the new Junior School facility was finalised to include learning environments that reflect the school's philosophy of learning and teaching. The fundamental design principles of the development include: flexible learning spaces; technologically-enabled learning; collaboration; neighbourhood spaces; wellbeing, respect and student agency; and connection with the natural environment.
- The use of B Block was extended to the Junior School. Junior School classes and year groups accessed classrooms and the green screen studio throughout the year for Next Generation Learners (NGL) classes.
- The use of collaborative teaching models was expanded to include classes in Years 2, 11 and 12. Surveys at the end of the year demonstrated positive attitudes to this model of learning, including 88% of

those surveyed in Year 2.

- Teachers presented examples of NGL projects, strategies and tools to colleagues at professional learning meetings. This provided an opportunity to showcase and share the scope and diversity of next generation teaching and learning across K to 12.
- Junior School teachers developed and implemented a unit of work focused on exploration, connectedness and broader real-world purposes. The resulting NGL projects, across K to 6, were showcased in an open afternoon for families.

NEXT STEPS

- Continue to engage in the AIS NSW Deep Learning Project and support the implementation of NGL through professional development. Integrate six key capabilities defined by new pedagogies for deep learning: character, citizenship, collaboration, communication, creativity and critical thinking.
- Map these capabilities across K to 12 to map the implementation of NGL in all key learning areas across the school.
- Hold an NGL staff conference to draw on the existing expertise of teaching staff from K to 12 and share practical tools and strategies to drive the development of NGL capabilities in our students across all areas of

curriculum development.

- Enhance NGL teaching and learning by implementing:
 - Stanford University's Design Thinking Framework: problem solving where empathy is at the centrepiece of a human-centred design process.
 - Guided Inquiry Design: independent thinking

Open Afternoon Showcases NGL In Action

Families and friends attended an afternoon of curiosity and creativity when the Junior School opened up its classroom doors.

Students shared their independent learning, communication and problem solving skills as visitors were guided through Kindergarten to Year 6 NGL projects.

Issues and topics explored by students included: Supporting animals in our school, what our school would look like without water, looking at sustainability, how to save water, design thinking for marine turtles, environmental innovation exploration and Australia as a safe haven for migrants.

Students from ages five to thirteen presented their projects to small adult groups and peers. They demonstrated their empathy for real world problems, defining the issues, creating solutions and making prototypes ready to test.



supported by rigorous structured research and idea development.

- Project Based Learning: developing a driving question and using that to guide thinking and problem solving.

Building Entrepreneurial Skills

Students from Years 4 to 9 visited KPMG in Sydney for Kidpreneur Day, along with companies Energy Australia, KPMG, BUPA and Australia Post.

After completing a series of modules focused on building entrepreneurial skills, students were given four predetermined social or commercial challenges and were asked to deliver creative solutions to solve them.

Year 4 students applied their understanding of the Stanford University's Design Thinking Framework as well as NGL skills like collaboration, creativity and critical thinking to help bring their product to fruition.

CCGS was presented with Energy Australia's Award for Innovation. The team created an energy solution called People Power which converts the kinetic energy of foot pressure in high pedestrian traffic areas into electricity.





GOAL: Every student achieves his or her academic potential.

Academic Achievement

ACHIEVEMENTS 2019

- A new mark book facility and reporting tool was added to MyCCGS to help assess, report and track academic achievement across Years 7 to 12. The new academic reporting system helps support our goal to build a data driven, evidence based culture. Teachers and Heads of Departments have greater access to data to better inform their practice in the classroom and help students in Year 10 to 12 identify subject selection. Parents can also directly access results and reports.
- Ongoing professional learning for all teaching staff focused on development of effective understanding goals. Year groups and subject departments designed understanding goals for all units of work and embedded these in teaching and learning programs.
- Year 5 students came 35th in the top 50 best performing schools in NSW in a five year independent study of NAPLAN results 2014-2018.
- Successful HSC results were achieved across the 2019 cohort with one third of students achieving an ATAR over 90. CCGS ranked 100th out of approximately 800 schools. This is the sixth consecutive year that CCGS has been listed in the Top 100 schools.
- Year 12 graduates received 74 offers of early entry to university and college before the HSC results were released in December.
- A series of workshops was delivered to staff on strategies encompassing Universal Design Learning (UDL) to ensure all students have an equal opportunity to learn. Adjustments were made for students identified in the Nationally Consistent Collection of Data (NCCD), an annual collection of information about Australian school students with disability.
- Junior and senior school staff worked collaboratively across subject areas to track High Potential Learners (HPL) and manage and refine the pathway mapping to support the transition from Junior School to Middle School.
- In the area of political science, Year 11 Model United Nations Assembly (MUNA) competitors were supported by past student competitors, to develop their public speaking and debating skills and their understanding of the United Nations organisation.
- Teachers and students refined how they used MyCCGS to manage teaching and learning. K to 12 curriculum and elective information pages replaced information booklets for Years 7 to 12 and provided additional information for K to 6. Years 7 to 12 assessment tasks and Personal Learning Profiles (PLPs) were shared via MyCCGS further integrating learning practices into the school's learning management system.

NEXT STEPS

- Continue implementation of the Teaching for Understanding framework, developing alignment between understanding goals and teaching, learning and assessment strategies, and further refining authentic assessment of understanding.
- Build upon and further develop the mark book facility for teachers and academic reporting system for Years 7 to 12 to inform parents at more regular intervals about their child's academic progress.

- Investigate potential links with the corporate sector, universities and the Central Coast Medical and Research Institute for a HPL mentoring program.

Top Of Class - Five Year Study

An independent study, released by the Daily Telegraph in December 2019, ranked CCGS amongst the State's very best in Year 5 NAPLAN results from 2014-2018. The report ranked the best performing Year 5 schools by combining every school's Year 5 results across reading, writing, spelling, grammar & punctuation and numeracy. CCGS statistics at a glance:

- Number 35 in the Year 5 Top 50 Best Performing Schools
- Only K to 12 co-ed school in the top 35
- 15th ranked non-selective school
- Only non-metropolitan school in the top 50



NESA Recognises Quality Of HSC Work

The school received nine nominations for outstanding HSC major works.

Visual Arts - Gulliver Wright for ArtExpress

Music 1 - Ethan Campbell for ENCORE

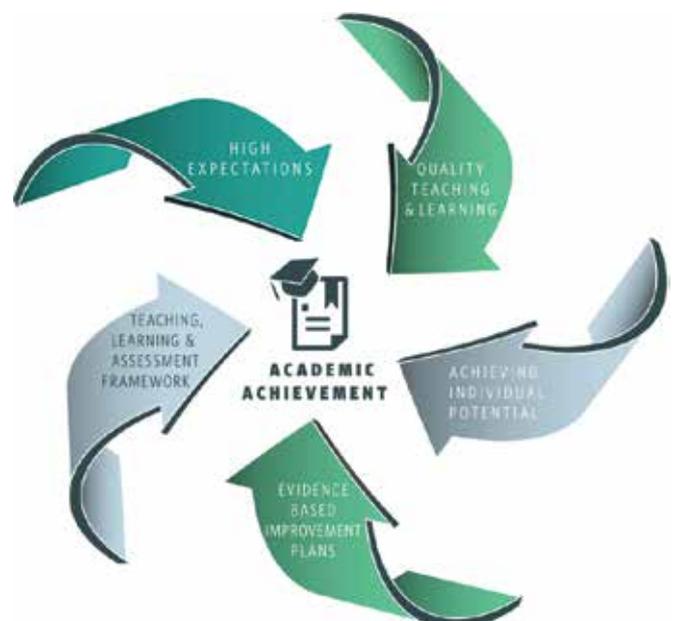
Music 2 - Sebastien Hibbard for ENCORE

Dance - Naomi Featherston and Eleanor Incoll for Callback

Drama - Bonnie-Grace Macklin and Tyson Male for OnSTAGE

Industrial Technology - Charles Crowley and Mackenzie Holden for InTech

Eleanor Incoll and Gulliver Wright (pictured) will perform and exhibit their work in Callback and ArtExpress 2020.





GOAL: Every student experiences a balanced education.

Balanced Education

ACHIEVEMENTS 2019

- Staff explored the school's wellbeing framework and cemented a shared understanding of wellbeing in the CCGS context through staff development days and other professional development.
- A wellbeing scope and sequence (K to 12) was completed to support implementation of the wellbeing framework. The scope and sequence also reflects the personal and social capabilities continuum published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). School-wide wellbeing activities and programs were mapped to the scope and sequence including school values, PDHPE syllabus and community initiatives.
- A wellbeing course was created in MyCCGS to centralise resources for staff across the school including Be You tools, School TV and evidence based fact sheets and programs.
- Commitment to mental health and wellbeing was enhanced when the school became an accredited Be You Learning Community.
- The 'I Respect' peer to peer mentoring program was implemented in Years 7 and 9, supported by funding from the P & F. Year 9 students learned how to facilitate mentoring sessions with Year 7, which were delivered over a three week period. 100% of Year 9 reported that they had improved their knowledge of how to support their own wellbeing and that of others.
- Work continued on raising the profile of our school values in the school newsletter, school service assemblies, House Families and in individual classroom contexts. Values were displayed on the digital sign and in posters around the school to raise awareness within our community and beyond.
- Support for students managing loss and grief was enhanced. Qualified teachers ran a number of workshops with targeted students to support social and emotional wellbeing.
- Red Frogs, an organisation that safeguards young people, spoke to Year 12 students on how to make positive choices at schoolies/leavers week.
- Year 10 fortnightly leadership and character sessions were enhanced to include a stronger focus on building compassion and empathy through community service projects.
- The Strive to Lead Diploma for Year 12 was extended to track a student's leadership profile from Year 9 and create a more comprehensive picture of an individual's leadership journey.
- Public speaking and debating continued to inspire and train more and more senior students to step up and find their voice. Strong results in HICES (Heads of Independent Co-educational Schools) Debating,

Probus Shield, Model United Nations Assembly and Legacy Public Speaking competitions were achieved. CCGS placed in the top 16 schools in NSW in the Mock Trials competition.

- High potential learners achieved cocurricular success at State level. The Year 7 team achieved second place in the Science section of the Da Vinci competition. Six students from Years 7 to 10 achieved Tournament Honours in Tournament of Minds. Year 7 achieved second place in Science in da Vinci.
- Opportunities to experience a different culture first hand were extended to Year 9. Over two weeks, seven students, accompanied by two CCGS teachers, visited Beijing Jingyuan School, lived with Chinese families and experienced China's cultural and heritage sites.
- A brand new Dance studio provided a home for our growing cocurricular Dance program. Three new dance groups were added for students in Years 3-6. Our senior dancers came first in the Live to Dance Ultimate Challenge and second in the Dance Life Unite competition, against the best dance schools across the Central Coast.
- Touch Football was added as a new summer sport for girls in Years 7 to 10, offering a new opportunity to stay active and grow friendships. Four teams competed in the first ever ISA competition.

NEXT STEPS

- Establish wellbeing as a discrete focus area in the school's next Strategic Plan.
- Map explicit teaching of social and emotional skills related to wellbeing across the curriculum for K to 12 and establish dedicated time to teach Social and Emotional Learning (SEL) in House Families.
- Complete targeted online professional learning modules from Be You and participate in collaborative activities that engage and unite all educators.

- Staff teams develop specific wellbeing strategies to support the wellbeing and mental health of individual students. Develop a new student support system to track and monitor student wellbeing across K to 12.
- Communicate the school's wellbeing framework, programs and priorities. Actively promote wellbeing and mental health through the school newsletter and other channels.
- Work in collaboration with children and young people to establish shared language that promotes mental health, reduces stigma and promotes inclusion. Provide clear pathways of support on how and where to seek help.
- Hold informal events that build relationships between students, families and educators and host positive transition events at critical points of the year to support periods of change.
- Increase wellbeing resource by introducing a fifth house, Banksia, generating more leadership opportunities and smaller senior roll call and House Family groups.
- Provide diverse reading materials in the Library including educational materials such as books and puzzles depicting a variety of family structures, gender roles and disabilities.
- Expand opportunities for national and international tours.
- Establish a K to 12 student environmental group to discuss sustainability issues and empower students to create solutions and be an agency for change.
- Expand the Future Problem Solving Program to include Middle School students.
- Create greater opportunities for students to compose and edit their own music in the Performing Arts Centre computer lab and recording studio.
- Expand opportunities for additional cocurricular activities.

Music Hits High Notes

Sebastien Hibbard (Year 12) was awarded the Outstanding Performance prize in the prestigious NSW Secondary Schools Concerto Competition for secondary students in NSW and the ACT.



After a gruelling number of stages, against some of the finest young musicians in the State, Sebastien was also awarded the Ku-ring-gai Philharmonic Orchestra Players' award.

Capped at just 100 entrants, ranking first was a remarkable achievement.





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 2019

- A MyCCGS self help course was created to facilitate guided discovery of the platform. One to one bookings with ICT curriculum support team and online tutorials supported staff with understanding of platform functionality.
- 109 teachers have now completed the Teaching for Understanding course through Harvard Graduate School of Education since training began in 2017 eclipsing initial targets of 16 teachers each year.
- Continued to provide teacher-led professional learning in a range of key strategic priority areas that drew on and developed the expertise of our staff. This included three successful staff conference days and professional learning courses.
- A range of Registered Professional Development endorsed by the NSW Education Standards Authority was delivered, supporting teachers to meet professional learning requirements to maintain their accreditation. These courses focused on Teaching for Understanding, wellbeing, Next Generation Learning, MyCCGS and digital literacy.
- To support staff wellbeing, yoga, mountain bike riding, walking, meditation and a campfire social event provided staff with an opportunity to connect and communicate outside of the classroom setting.
- As a result of the EAP provision review, a new provider AccessEAP was engaged. Support services for staff now include counselling services, self help fact sheets and training resources.
- 18 teachers worked with NESA (NSW Education Standards Authority) as HSC markers, judges or members of an HSC examination committee, or Chief Examiners.
- Four teachers completed accreditation with the NSW Education Standards Authority. Two completed accreditation at the level of proficient teacher and an additional two completed accreditation at the level of experienced teacher through ISTAA (Independent Schools Teacher Accreditation Authority).
- Four teachers completed the AIS Middle Leaders course to strengthen leadership practice and further empower middle management as a driver of quality improvement. An additional two teachers completed the AIS Senior Leaders course to drive improvement in systems and structures.
- Teachers presented at a number of conferences and professional learning workshops including the AIS Deep Learning Conference, Japanese Teachers Association and the English Teachers' Association Workshop.
- The teacher appraisal process was strengthened through professional learning for senior and middle leaders to increase quality and consistency of

classroom observation and professional feedback.

NEXT STEPS

- Further refine teacher collaborative practice and capacity to maximise innovative learning environments in preparation for occupation of the new Junior School facility in 2021.
- Continue teachers collaborative training through the Harvard Graduate School of Education.
- Support leadership development through targeted and collaborative professional learning for middle and senior leaders.

- Review and streamline processes for professional learning application, approvals and sharing.
- Evolve and strengthen the range of teacher-led professional learning that draws on and develops the expertise of teachers.
- Encourage and support teachers to develop their professional practice and career paths through the NESAs and ISTAA accreditation frameworks, curriculum committees and HSC or NAPLAN activities.

New Heads of Department

High quality leadership is a significant driver in the development of teacher quality.

New Heads of Department were appointed to our team, each with a depth of qualifications and experience.

Head of English, Amy Hall

Bachelor of Education (Secondary: Humanities and Social Science) and Masters in English. Amy was Acting Head of English at Canberra Girls Grammar School and Head of English at Queenswood.

Head of Languages, Aaron McLuckie

Bachelor of Japanese and Mandarin, Diploma of Education and Diploma of Modern Languages (Mandarin). Aaron has taught at MLC in Burwood and was Head of Languages at St Augustine's College, Brookvale.

Head of Technology and Creative Arts, Kate Sonter (pictured)

Bachelor of Industrial Design and Diploma in Education. Kate has taught at Santa Sabina College, Strathfield, Pymble Ladies' College and was Head of Technology at St Catherine's in Waverley.



Outstanding Professional Service

Mrs Melinda Buxton, Technology teacher, was recognised by the Professional Teachers' Council for the voluntary work she undertook in 2019.

She was one of 18 recipients to receive the Outstanding Professional Service award and was nominated by the Technology Educators Association of NSW.

The award acknowledges the outstanding professional contribution to education made by teachers.





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 2019

- Students in Year 4 and Years 6 to 10 participated in the UNSW REACH Digital Technologies Assessment providing comparative data that will be utilised for program development.
- Typing Club was introduced for Years 1 to 6 to enhance typing speed and accuracy. Students complete 30 minutes each week and are awarded certificates for 10wpm to 30wpm at 100% accuracy.
- Teachers delivery of digital skills was integrated into the teacher appraisal process. Teachers explicitly link the integration of technology and digital literacy to support and enhance syllabus outcomes.
- 1:1 iPads were introduced for Year 1 providing access to a personal device for personalised learning paths across Years 1 to 12.
- Students from Years 1 to 3 were provided with external keyboards for iPads to encourage improved ergonomics and typing proficiency.
- The digital literacy scope and sequence was further enhanced with ICT curriculum support embedded into the classroom. Junior School teachers worked collaboratively with ICT staff to integrate technology into unit outcomes. For example, cue robots (a motion and sensor robot programmed using coding) supported mathematical concepts to record angles and distance

and heart rate monitors were used to track, record and analyse data.

- A formal digital systems induction process was created for staff to gain a better understanding of the ICT systems and processes of the school.
- QR codes linking to videos were added to the Yearbook for the first time bringing to life events and activities from in and around the school.

NEXT STEPS

- Introduce 1:2 iPads in Kindergarten to increase device accessibility in the classroom.
- Provide opportunities for students to support peer to peer digital awareness and cyber safety within the school environment.
- Continue to develop and provide digital technology professional learning opportunities for staff.
- Work with staff to enhance learning outcomes through the integration of technology in units of work.
- Develop a mechanism to identify and track digital literacies within learning programs across K to 12 to aid classroom support.
- Introduce hybrid Windows 10 device (Surface Pro7) as a 1:1 device for Year 4 and Year 7. These devices

are lighter, more portable and will allow students to utilise tablet features such as touch screen and camera functionality. This will also provide an effective transition from iPads to Notebooks for students when they move to Middle School and Senior College.

Analysing heart rates

As part of a Mathematics unit focused on statistics and data representation, Year 5 developed skills in data analysis using a Polar optical heart rate monitor.



They collected data samples on the heart at rest, during exercise and post exercise to see how quickly their heart rate recovered.

Students wirelessly streamed their own heart rate measurement in real time to classroom screens.

They exported data to their own laptops and analysed results using tables and charts in Microsoft Excel spreadsheets. Analytical brains were set alight prompting questions like 'What was my lowest heart rate?' and 'How long did it take for my heart to recover once I stopped exercising?'. Using graphs students were able to easily see how healthy their hearts were.

Promoting language fluency

In collaboration with partner school, Ueda Nishi in Japan, Year 10 to 12 students from both schools participated in a Schoology wall as part of an international social media project to help promote language fluency and support social conversations.

Speaking in both English and Japanese, students were given the opportunity to create videos about their cultures, weather, seasons and what they did on the weekend. These videos were then posted onto the social wall.

The project helped strengthen pronunciation and, increase confidence in speaking a second language. It also supported stronger relations between students from each country prior to international exchange.



Robots support mathematical concepts

As part of the popular mini beasts project, Year 2 students explored the use of mathematical concepts and geometric spider patterns using a cue robot.



Students learnt to code angles, distance and direction to help their 'spider' create patterns. Using a pen attachment the robot would follow the programmed instructions to draw out a pattern.

Students then used the robots to engage with the English literature work of Charlotte's Web. Copying the actions of the spider in the story, the children programmed robots to draw letters and send messages.





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

Community

ACHIEVEMENTS 2019

- Communication for cocurricular activities was implemented through MyCCGS.
- A dedicated new webpage and live camera were deployed to promote the construction of the new Junior School facility. An architecture flythrough video was shown at key events like Open Mornings and Father's Day breakfast. Signage for the new Junior School facility was also placed in high traffic areas around the school.
- Parents attended conversation tables to give us a deeper understanding of the issues front of mind for our school community. Feedback indicated that families would be interested in advice and support from CCGS on a range of school and parenting topics.
- A police liaison officer, nutritionist, school psychologists and teachers ran informal sessions with Junior School families to provide advice on topics like nutrition, anxiety and safety online.
- A record number of tickets were sold (3,618) across three major productions: The Complete Works of William Shakespeare Abridged (Senior Drama), Annie Jnr. (Junior musical) and Wicked (Senior musical).
- A successful Junior School Capital Appeal ran throughout the year raising over \$2.4M. Thank you to our Appeal Chair David Heenan for leading a hard working fundraising committee that hosted a number of community events including an innovative community giving day where funds received were quadrupled by generous matching donors. CCGS received a Recognition Award in Fundraising from expert body Educate Plus, a network of professionals working in educational advancement.
- Alumni engagement continued to grow through quarterly email newsletters, monthly profile stories and alumni support for current students through events and other programs. The Year 10 My Future Self conference and International Women's Day saw past students visit the school to share their journey post CCGS and provide leadership development and ideas for career options. Alumni connections on LinkedIn increased by 52% over 2018 and our alumni records with email addresses also increased by 4%.
- Initiating a community service project remained a key component of the Strive to Lead leadership diploma. Year 10 community service projects included supporting a Central Coast dog pound, a movie night to support Kids Central Coast and leadership workshops with Junior School students.
- The school community continued to support a diverse range of causes through whole school fundraisers and special events. Charities funded included Amnesty International, Leukaemia Foundation, Save the Children Foundation, Boots for Africa, Donate for Dignity,

November and the Rural Fire Service. Birthing kits were assembled for Zonta and students sewed wildlife pouches for WIRES and sanitary kits for Days for Girls.

- An engaging enrolment campaign called Originals shared personal parent and student stories and insights into their journey at CCGS.
- The P & F continued to fund teacher nominated projects through the Innovation Grants. These included My Future Self conference and the I Respect peer to peer mentoring project.
- A P & F funded digital sign went live in March, sharing key messages with the school and broader community, including student achievements, cocurricular activities and school values.

career pathways with current students.

- Enhance school internal communication for families through MyCCGS providing a portal for news around sports, cocurricular, events and actions to targeted audiences across K to 12 as well as broader school community news.
- Introduce a podcast series to help support families with advice from experts and teachers on school and parenting topics. Provide a platform for families to access resources.
- Build greater connections with Symphony Central Coast to increase student integration into performances and educational learning opportunities and experiences.
- Grow social media outreach through the inclusion of Instagram as a channel to showcase our community.

NEXT STEPS

- Continue to grow alumni connections, increase past student engagement with the school and create a register of alumni contributions to the school community. Seek ways to showcase alumni stories and

Community Giving Day

Families, students and staff came together in one incredible day of giving and community to support the development of the new K to 6 Junior School facility.

In the lead up to the big day the Junior School engaged in a colouring competition expressing their own creative and colourful ideas for what the new Junior School would look like. On Giving Day the school was decorated in CCGS colours and students dressed in House colours.

22 volunteers staffed Giving Day HQ, creating a fantastic buzz at the heart of the school with parents, teachers and students dropping by with their donations and thanks. Students were invested and excited as they followed the running total on screens displayed in classrooms. Thank you to everyone who made a contribution and played their part.



15 Years Of Sunday Lunches

2019 marked the fifteenth year of CCGS involvement in Sunday Lunches, a community initiative providing meals to people who may be experiencing loneliness, unemployment or homelessness.

The long association with Uniting Church has seen around 1,500 CCGS students contribute over 4,500 hours of volunteer support. The program leaves a lasting impact on students and encourages compassion and empathy, opening their eyes and hearts to the problems many people in our community face.





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

Governance and Management

ACHIEVEMENTS 2019

- The NSW Government awarded the school with a \$6M Grant to support the development of the new Junior School.
- Year 3 to 5 classes were successfully relocated to eleven new air conditioned demountable classrooms. Old Prep classrooms were demolished and a building contract was signed with Reitsma Constructions after completing a rigorous tender process.
- The Junior School building construction began in Term 3. Viewing platforms provided students and families with an opportunity to see the build in situ. At the end of 2019 all construction project management deadlines had been met or exceeded.
- Work was simultaneously undertaken on a new grandstand and amenities block to alleviate potential site access problems and increase cost savings.
- A new Dance studio was completed in March. The acoustically engineered studio includes sprung flooring and mirrored wall. Five additional rooms to facilitate special provision for examination requirements were also incorporated in the development, for use by the whole school.
- All Board policies were reviewed, updated and approved to ensure compliance with current legislation and regulatory requirements.
- A Board Governance review was undertaken and completed by an external consultant. The consultant was very complimentary of the skills mix and cohesion of the Board.
- Under the guidance of the Finance, Risk and Audit Committee a banking tender was completed. The Board approved the school move its transaction and loan accounts to the Commonwealth Bank due to significant long term savings.
- A new digital sign was installed on the Central Coast Highway and new directional signage was installed across the school.
- In accordance with governance best practice, a new auditor was appointed and the annual audit was completed in April.
- The school successfully completed NESA accreditation enabling the school 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. The School also completed the CRICOS registration allowing the school to enrol full fee-paying overseas students.
- A traffic warden was contracted to assist with traffic flow, parking and pedestrian safety in the top carparks.
- Additional uniform options of shorts and trousers for female students from K to 12 were introduced in Term 4.

- A small section of school land was purchased by Central Coast Council to enable extensive road improvements at the Carlton Road entrance including pedestrian footpaths.
- The Board appointed a sub committee for wellbeing to support the increased focus on mental health and wellbeing throughout the school community.

NEXT STEPS

- Lease an additional two demountables to support the increase in class numbers for Year 1 and Year 5.
- Develop plans for the conversion of the existing K to 2 classrooms for Senior College use.
- Update the school’s site Master Plan.
- Develop Strategic Plan 2021 to 2023.



New Chair of the Board

Stephen Brahams became Chair of the Board in March 2019, having joined the Board in 2011.

Stephen is a CCGS parent and director of a number of internationally based companies with over 40 years experience in the commercial property development and investment market.

He is a non-executive director of Pacific Link Housing and a fellow of the Australian Institute of Company Directors.

Stephen’s appointment as Chair further strengthens the relationship between Board and CCGS teachers, staff and executive ready to shape the future strategic direction of our school.

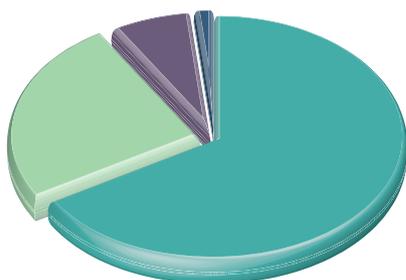


Finances

INCOME 2019

	2019 (\$'000)
Fees and private income	24,323
Commonwealth recurrent grants	9,162
State recurrent grants	2,535
Fundraising	529

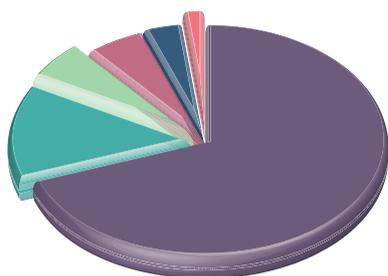
TOTAL 36,549



EXPENDITURE 2019

	2019 (\$'000)
Salaries, allowances & related expenses	23,755
Teaching and administration	4,652
Depreciation	2,059
Property expenses	1,890
Interest	1,206
Operating leases	606

TOTAL 34,168



NET TRADING SURPLUS 2019

	2019 (\$'000)
Income	36,549
Expenditure	34,168

NET SURPLUS 2,381

Performance

HSC RESULTS

For the sixth consecutive year CCGS ranked in the top 100 NSW schools based on the 2019 HSC results.

Natalie Band was honoured 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 100 IN THE TOP
100 SCHOOLS**

12% OF OUR STUDENTS ACHIEVED AN ATAR OVER 95

32% ACHIEVED AN ATAR OVER 90

54% ACHIEVED AN ATAR OVER 85

65% ACHIEVED AN ATAR OVER 80

51% 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 2019



NATALIE BAND

Performance

EXTERNAL COMPETITIONS

ICAS English

Year 2 – Year 6: 1 High Distinction | 7 Distinction
One Year 6 student was also awarded 1st place in English in NSW.

ICAS Spelling

Year 3 – Year 6: 5 High Distinction | 18 Distinction

ICAS Writing

Year 3 – Year 6: 5 High Distinction | 27 Distinction

ICAS Mathematics

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

ICAS Science

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

Year 7 – Year 9: 9 Distinctions

ICAS Digital Technologies

Year 4 – Year 6: 8 High Distinction | 13 Distinction

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

Australian Maths Trust Challenge

11 students received a Distinction

Newcastle Permanent Primary Mathematics Competition

Year 5 – Year 6: 10 High Distinction

1 student in Year 4 placed 2nd in a Year 5 exam

2 students received District Awards

Assessment of Languages Competence (ALC)

Year 10 Japanese

1 High Distinction | 3 Distinction

Year 10 French

1 High Distinction | 5 Distinction

Year 10 Chinese

1 High Distinction | 1 Distinction

Year 12 Japanese

1 High Distinction | 4 Distinction

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 2019 NAPLAN results.

SUBJECT	CCGS % BAND 5-6	STATE % BAND 5-6
Reading	81	47
Writing	77	58
Spelling	76	48
Grammar & Punctuation	82	50
Numeracy	70	39

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 2019 NAPLAN results.

SUBJECT	CCGS % BAND 7-8	STATE % BAND 7-8
Reading	74	38
Writing	39	19
Spelling	62	38
Grammar & Punctuation	76	36
Numeracy	63	30

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 2019 NAPLAN results.

SUBJECT	CCGS % BAND 8-9	STATE % BAND 8-9
Reading	59	32
Writing	41	19
Spelling	58	35
Grammar and Punctuation	62	33
Numeracy	64	38

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 2019 NAPLAN results.

SUBJECT	CCGS % BAND 9-10	STATE % BAND 9-10
Reading	45	25
Writing	18	14
Spelling	39	26
Grammar and Punctuation	43	22
Numeracy	51	29



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