

ANNUAL REPORT

2019



Prepared for the NSW Education Standards Authority (NESA)

[In compliance with the *Registered and Accredited Individual Non-government Schools (NSW) Manual*, September 2019 (the Manual) Section 3.10, and the *Australian Education Regulations 2013* (Part 5 (60).)]

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1. MESSAGE FROM KEY SCHOOL BODIES

1.1 A message from the Headmaster



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 complimented 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.

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

1.2 A message from the School Board



The Board is made of up a professional skill set, and as a team, we work cohesively to support the Headmaster and School Executive. I thank all members of the School Board for their support and continual contribution.

As a Board we have been collectively involved, working with the School Executive led by Headmaster Mr William Low.

Whilst there has been a range of initiatives this year, I would like to mention a couple of very important ones.

The Board, in accordance with the School's direction, has established a wellbeing sub-committee, led by Dr Denis Crimmins to support the continued focus on the development of a wellbeing programme for students at CCGS. This is to ensure a holistic approach to the ongoing wellbeing of our students and staff across the entire school.

Our Finance, Risk and Audit Committee, led by Treasurer, Ms Tricia Cotterell undertook the complex task of tendering for the provision of a preferred financial service provider for CCGS. Transaction and loan accounts were moved to the Commonwealth Bank, a new auditor was appointed, and all Board policies were updated. This work led us to establish a new relationship with an alternate banking provider, and in the process we have been able to secure our debt at a much lower interest rate. This provides opportunity to utilise funds elsewhere, as well as enabling us to keep fee increases as low as possible.

As part of our master planning strategy, a major emphasis this year has been the continuance of our capital works program. Construction of the new Junior School campus commenced in Term 3 following relocation of students in Years 3 to 6. The implementation of the demountables was quite a challenge and I thank our Business Manager, Mr Wal Hopkins, who was instrumental in the logistics of this process. We are delighted with the progress of the construction and are currently ahead of program and are on track for the whole of K- 6 to move into the new buildings at the beginning of the 2021 school year. A new Dance studio and special provision examination rooms were opened in March and directional signage and a digital sign were installed.

Work is well advanced with the architects to convert the current K-2 buildings for senior school learning spaces, together with a Year 12 study room and common room. The refurbished spaces will also incorporate the Senior College Administration offices and the Social Science staffroom.

As important as it is for great schools like ours to continually upgrade their facilities and provide infrastructure, we never lose sight of the fact that schools are first and foremost about people. About little people, about big people, our students, our staff, our parent body and our extended community.

The Board continues to be impressed by the excellence demonstrated within the teaching and non-teaching staff. We admire and appreciate their dedication and passion, always seeking innovative ways to improve practice, and that innovation is so apparent in every aspect of the school's operation.

Without great people to lead others, the infrastructure means nothing. We as a Board are extremely grateful to each and every one of you and I thank all staff for a great team effort in 2019.

Stephen Brahams
Chairman of the Board

1.3 A message from the P&F

Extracts from the P&F report published in the Student Yearbook 2019.

The P&F have organised and celebrated many great events throughout 2019.

The Fathers' Golf Day was immensely popular, with over 70 attendees enjoying a putt on the green. Equally appreciated was the fathers and children's camp at Point Wolstoncroft, where campers participated in fun activities over the weekend while socialising with other members of the school community. Our industrious parent representatives from each year group have regularly arranged many fun events including paintball, bushwalks, morning teas and dinners.

The Community Giving Day was a great showcase of all our school families coming together to contribute donations to "Raise the Roof" of our new Junior School. We hosted another very happy Grandparent's Day, with lots of new parents putting their hand up to volunteer on the day.

Due to the invaluable support of our parents, this year we held our best Spring Fair yet! It was a wonderful day out for all with rides, music and dance performances, market stalls and an impressive assortment of delicious food on offer.

The P&F Executive team has worked diligently to establish a new P&F constitution for the future while continuing to support the parent groups and school with a friendly and positive attitude.

They have all been a joy to work with and contribute a huge bonus to our school community. The P&F wish all CCGS families and associates a happy and healthy year in 2020.

Jennifer Waddington
P&F President



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

Central Coast Grammar School (CCGS) is an independent, K-12, coeducational, non-selective and nondenominational school. Established in 1985 and located at the heart of its community in Erina Heights, 1.5 hours north of Sydney, CCGS offers a comprehensive education to its 1280 students.

CCGS has some of Australia's newest facilities teamed with a world-class vision. 2018 saw the opening of a \$2M senior humanities learning facility, reflecting the very latest design and technological thinking to support the school's next generation, collaborative learning culture. A new Dance studio was completed in March 2019. 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.

The school's core goal is to ensure its exceptional teachers are the best they can be and that students reach their full potential in all areas of their development. Harvard University's 'Teaching for Understanding' framework guides a whole-school approach to teaching and learning. In 2019 65% of our HSC students seeking an ATAR have achieved 80 or above.

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

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

CCGS is a technology rich learning environment committed to high levels of digital literacy. Staff and students are active learners and users, enabling effective navigation of new technology now and into the future. 1:1 iPads were introduced for Year 1. Students now have access to a personal learning device from Years 1 to 12, supporting digital literacy capacity throughout their learning journey.

CCGS students experience a balanced education in an industrious and supportive environment. A rich and comprehensive cocurricular program includes performing arts, outdoor education, sport and more. Well-resourced student wellbeing programs build social and emotional skills, character and leadership and create a safe, healthy and supportive environment where students can excel.

Enriched engagement with the school's community, present and past, immediate and international, creates strong partnerships for success. Through community service and leadership programs, students are encouraged to participate in projects which contribute to communities at a local, national and international level. CCGS offers a school-based reciprocal student exchange program with China, Japan, USA, Canada, Wales, Ireland and Germany. Additional cross-cultural experiences, including international sport, performing arts, cultural, humanitarian and adventure tours, help students appreciate the diversity of the communities in which they will work and live.

CCGS is committed to providing inspiring facilities that develop cutting-edge teaching, learning and digital literacy capacities. The new Junior School building construction began in Term 3.

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

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

3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

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

| YEAR 3 | | |
|--|----------------------------|-----------------------------|
| In Year 3 there are 6 achievement bands. The bands start at Band 1. Band 6 is the top. | | |
| Component | CCGS % Band 5-6 | State % Band 5-6 |
| Reading | 81 | 47 |
| Writing | 77 | 58 |
| Spelling | 76 | 48 |
| Grammar and Punctuation | 82 | 50 |
| Numeracy | 70 | 39 |

| YEAR 5 | | |
|--|----------------------------|-----------------------------|
| In Year 5 there are 6 achievement bands. The bands start at Band 3. Band 8 is the top. | | |
| Component | CCGS % Band 7-8 | State % Band 7-8 |
| Reading | 73 | 38 |
| Writing | 39 | 19 |
| Spelling | 62 | 38 |
| Grammar and Punctuation | 76 | 36 |
| Numeracy | 63 | 30 |

| YEAR 7 | | |
|--|----------------------------|-----------------------------|
| In Year 7 there are 6 achievement bands. The bands start at Band 4. Band 9 is the top. | | |
| Component | CCGS % Band 8-9 | State % Band 8-9 |
| Reading | 59 | 32 |
| Writing | 41 | 19 |
| Spelling | 58 | 35 |
| Grammar and Punctuation | 62 | 33 |
| Numeracy | 64 | 38 |

| YEAR 9 | | |
|---|-----------------------------|------------------------------|
| In Year 9 there are 6 achievement bands. The bands start at Band 5. Band 10 is the top. | | |
| Component | CCGS % Band 9-10 | State % Band 9-10 |
| Reading | 45 | 25 |
| Writing | 18 | 14 |
| Spelling | 39 | 26 |
| Grammar and Punctuation | 43 | 22 |
| Numeracy | 51 | 29 |

NAPLAN comparison over time

Visit myschool.edu.au to view a comprehensive breakdown of CCGS student performance in NAPLAN between 2008 – 2019.

4. SENIOR SECONDARY OUTCOMES (student achievement)

4.1 RoSA

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

4.2 Higher School Certificate

Academic highlights Year 12, 2019

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

Natalie Band was included on NESA's All Rounders list for achieving Band 6 in ten or more units of study.

Special congratulations to our Natalie Band, for achieving a 98.45 ATAR

Higher School Certificate candidates: 103

- 12% of our students achieved an ATAR over 95
- 32% of our students achieved an ATAR over 90
- 54% of our students achieved an ATAR over 85
- 65% of our students achieved an ATAR over 80
- 51% of our students were noted on the NSW Education Standards Authority Distinguished Achievers list for achieving a Band 6 in 1 or more of their subjects.
**ATAR data is based on an estimator program.*
- One student was nominated for inclusion ArtExpress and work was selected for ArtExpress 2020
- Two students were nominated for inclusion in ENCORE
- Two students were nominated for inclusion in Callback and one student's piece was selected to be performed
- Two students were nominated for inclusion in OnSTAGE
- Two students were nominated for InTech

Results by subject and state comparison.

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

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

| Subject | Year | Total # of CCGS students | CCGS % Band 5/6 | NSW % Band 5/6 |
|------------------|------|--------------------------|-----------------|----------------|
| Ancient History | 2019 | 15 | 73 | 35 |
| | 2018 | 18 | 82 | 36 |
| | 2017 | 9 | * | 36 |
| | 2016 | 8 | * | 8 |
| | 2015 | 8 | * | 33 |
| Biology | 2019 | 35 | 80 | 31 |
| | 2018 | 26 | 63 | 37 |
| | 2017 | 39 | 56 | 39 |
| | 2016 | 39 | 18 | 9 |
| | 2015 | 33 | 45 | 29 |
| Business Studies | 2019 | 30 | 43 | 33 |
| | 2018 | 14 | 56 | 37 |
| | 2017 | 21 | 57 | 36 |
| | 2016 | 28 | 25 | 9 |
| | 2015 | 13 | 46 | 37 |

| Subject | Year | Total # of CCGS students | CCGS % Band 5/6 | NSW % Band 5/6 |
|--------------------------------|------|--------------------------|-----------------|----------------|
| Chemistry | 2019 | 17 | 77 | 46 |
| | 2018 | 13 | 72 | 42 |
| | 2017 | 17 | 65 | 43 |
| | 2016 | 19 | 26 | 10 |
| | 2015 | 7 | * | 14 |
| Chinese | 2019 | 1 | 100 | 70 |
| Dance | 2019 | 4 | 100 | 54 |
| | 2018 | 4 | 100 | 55 |
| | 2017 | 6 | * | 54 |
| Drama | 2019 | 5 | 60 | 44 |
| | 2018 | 11 | 100 | 42 |
| | 2017 | 14 | 50 | 42 |
| | 2016 | 9 | * | 14 |
| | 2015 | 6 | * | 42 |
| Earth & Environmental Sciences | 2019 | 10 | 50 | 31 |
| | 2018 | 3 | 43 | 38 |
| | 2017 | 16 | 38 | 36 |
| | 2016 | 11 | * | 7 |
| | 2015 | 7 | * | 43 |
| Economics | 2019 | 10 | 60 | 52 |
| | 2018 | 1 | 20 | 46 |
| | 2017 | 12 | 33 | 48 |
| | 2016 | 15 | 13 | 14 |
| | 2015 | 11 | 0 | 11 |
| English (Advanced) | 2019 | 66 | 80 | 62 |
| | 2018 | 45 | 68 | 63 |
| | 2017 | 63 | 76 | 63 |
| | 2016 | 73 | 10 | 15 |
| | 2015 | 53 | 51 | 58 |
| English (Standard) | 2019 | 36 | 22 | 12 |
| | 2018 | 6 | 19 | 15 |
| | 2017 | 42 | 33 | 16 |
| | 2016 | 33 | 0 | 0.85 |
| | 2015 | 21 | 5 | 8 |
| English (Extension 1) | 2019 | 7 | * | * |
| | 2018 | 10 | 100 | 95 |
| | 2017 | 10 | 100 | 93 |
| | 2016 | 10 | 30 | 35 |
| | 2015 | 9 | * | 94 |
| English (Extension 2) | 2019 | 2 | * | * |
| | 2018 | 3 | 100 | 71 |
| | 2017 | 4 | * | 77 |
| | 2016 | 3 | * | 18 |
| | 2015 | 3 | * | 82 |

| Subject | Year | Total # of CCGS students | CCGS % Band 5/6 | NSW % Band 5/6 |
|------------------------------------|------|--------------------------|-----------------|----------------|
| Food Technology | 2019 | 13 | 69 | 33 |
| | 2018 | 6 | 55 | 32 |
| | 2017 | 18 | 44 | 30 |
| | 2016 | 22 | 0 | 7 |
| | 2015 | 6 | 55 | 32 |
| Geography | 2019 | 7 | 71 | 43 |
| | 2018 | 7 | 78 | 43 |
| | 2017 | 0 | - | - |
| | 2016 | 15 | 7 | 8 |
| | 2015 | 18 | 22 | 41 |
| History (Extension) | 2019 | 7 | * | * |
| | 2018 | 2 | 100 | 24 |
| | 2017 | 4 | * | 22 |
| | 2016 | 1 | * | 22 |
| | 2015 | 3 | * | 22 |
| Industrial Technology | 2019 | 5 | 80 | 21 |
| | 2018 | 8 | 100 | 22 |
| | 2017 | 5 | * | 22 |
| | 2016 | 7 | * | 7 |
| | 2015 | 3 | * | 28 |
| Information Processes & Technology | 2019 | 9 | 78 | 35 |
| | 2018 | 4 | 80 | 37 |
| | 2017 | 11 | 36 | 30 |
| | 2016 | 7 | * | 7 |
| | 2015 | 6 | * | 32 |
| Japanese Continuers | 2019 | 6 | 50 | 60 |
| | 2018 | 2 | 67 | 61 |
| | 2017 | 2 | * | 61 |
| | 2016 | 5 | * | 23 |
| | 2015 | 4 | * | 54 |
| Japanese (Extension) | 2019 | 3 | * | * |
| | 2018 | 1 | 33 | 90 |
| | 2017 | 1 | * | 89 |
| | 2016 | 2 | * | 36 |
| | 2015 | 2 | * | 88 |
| Legal Studies | 2019 | 11 | 73 | 41 |
| | 2018 | 3 | 27 | 44 |
| | 2017 | 16 | 50 | 44 |
| | 2016 | 11 | 9 | 12 |
| | 2015 | 7 | * | 30 |
| Mathematics General | 2019 | 41 | 59 | 49 |
| | 2018 | 15 | 48 | 27 |
| | 2017 | 41 | 46 | 25 |
| | 2016 | 42 | 12 | 5 |
| | 2015 | 27 | 40 | 26 |

| Subject | Year | Total # of CCGS students | CCGS % Band 5/6 | NSW % Band 5/6 |
|----------------------------------|------|--------------------------|-----------------|----------------|
| Mathematics (Extension 1) | 2019 | 31 | * | * |
| | 2018 | 11 | 79 | 80 |
| | 2017 | 15 | 80 | 82 |
| | 2016 | 11 | 55 | 33 |
| | 2015 | 12 | 92 | 84 |
| Mathematics (Extension 2) | 2019 | 7 | * | * |
| | 2018 | 4 | 67 | 85 |
| | 2017 | 5 | * | 84 |
| | 2016 | 2 | * | 32 |
| | 2015 | 3 | * | 86 |
| Mathematics Standard | 2019 | 41 | 46 | 24 |
| | 2018 | 19 | 40 | 52 |
| | 2017 | 36 | 47 | 53 |
| | 2016 | 37 | 24 | 23 |
| | 2015 | 20 | 50 | 52 |
| Modern History | 2019 | 29 | 59 | 39 |
| | 2018 | 31 | 91 | 42 |
| | 2017 | 42 | 62 | 39 |
| | 2016 | 25 | 20 | 9 |
| | 2015 | 20 | 75 | 44 |
| Music Extension | 2019 | 3 | * | * |
| | 2018 | 6 | 100 | 96 |
| | 2017 | 2 | * | 95 |
| | 2016 | 1 | * | 52 |
| | 2015 | 6 | 100 | 96 |
| Music 1 | 2019 | 6 | 100 | 66 |
| | 2018 | 11 | 100 | 64 |
| | 2017 | 8 | * | 65 |
| | 2016 | 11 | 36 | 18 |
| | 2015 | 9 | * | 61 |
| Music 2 | 2019 | 3 | 100 | 91 |
| | 2018 | 6 | 86 | 91 |
| | 2017 | 3 | * | 89 |
| | 2016 | 3 | * | 34 |
| | 2015 | 6 | * | 98 |
| PDHPE | 2019 | 32 | 66 | 31 |
| | 2018 | 24 | 77 | 33 |
| | 2017 | 38 | 68 | 31 |
| | 2016 | 38 | 44 | 11 |
| | 2015 | 22 | 64 | * |
| Physics | 2019 | 17 | 59 | 37 |
| | 2018 | 5 | 36 | 34 |
| | 2017 | 11 | 73 | 34 |
| | 2016 | 11 | 9 | 8 |
| | 2015 | 10 | * | 30 |
| Science Extension | 2019 | 2 | * | * |

| Subject | Year | Total # of CCGS students | CCGS % Band 6 | NSW % Band 6 |
|------------------------------|------|--------------------------|---------------|--------------|
| Society & Culture | 2019 | 14 | 100 | 44 |
| | 2018 | 20 | 100 | 47 |
| | 2017 | 25 | 92 | 47 |
| | 2016 | 23 | 48 | 14 |
| | 2015 | 20 | 95 | 44 |
| Studies of Religion | 2019 | 58 | 67 | 46 |
| | 2018 | 27 | 71 | 37 |
| | 2017 | 60 | 67 | 50 |
| | 2016 | 44 | 27 | 14 |
| | 2015 | 41 | 61 | 52 |
| Visual Arts | 2019 | 18 | 94 | 63 |
| | 2018 | 5 | 63 | 53 |
| | 2017 | 10 | 100 | 54 |
| | 2016 | 25 | 16 | 14 |
| | 2015 | 7 | * | 53 |

Percentages have been rounded.

4.3 Senior Secondary Outcomes

| | |
|--|-------|
| The percentage of Year 12 students undertaking TVET courses | 0.97% |
| The percentage of Year 12 students attaining the HSC or a TVET qualification | 99% |

5. TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

5.1 Teacher qualifications

| CATEGORY | | NUMBER OF TEACHERS |
|----------|---|--------------------|
| 1. | Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines | 110.8 |
| 2. | Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications | 2 |
| 3. | Teachers not having qualifications as described in (1) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. | Nil |

5.2 Teacher accreditation

| LEVEL OF ACCREDITATION | | NUMBER OF TEACHERS |
|---------------------------------|---|--------------------|
| 1. | Conditional | 2 |
| 2. | Provisional | 2 |
| 3. | Proficient teacher | 116 |
| 4. | Highly accomplished teacher (voluntary accreditation) | 1 |
| 5. | Lead teacher (voluntary accreditation) | 0 |
| Total number of teachers | | 121 |

5.3 Professional Learning / Teacher Training 2019

The table below indicates the broad spectrum of professional learning activities that were undertaken in 2019. It includes, but is not limited to, pedagogy, student development and wellbeing, literacy and school leadership.

| CATEGORY/COURSES | NUMBER OF TEACHERS |
|--|--------------------|
| Curriculum based training: subject/faculty specific conferences, literacy, reading, new syllabus content | 63 |
| Governance: CPR, child protection | 136 |
| Leadership training: HICES Agility in Leadership Conference, Leading Change, Directors of Studies Conference, Middle Leaders Program, Learning for Tomorrow / Educating the Future | 20 |
| Other: Staff Conference – Starting Strong, Assessment through MyCCGS, Induction workshops, Teaching for Understanding goals, NAPLAN data analysis, Next Generation Learning teach meet, MyCCGS 'pinkies' & start of year set up, Staff Conference: Innovation for a Next Generation World, NCCD requirements and classroom differentiation: Meeting the needs of all students, Next Generation Learning, Workshop on choking, Deep Learning Project | 140 |
| Teacher accreditation: maintenance of accreditation requirements and processes, becoming accredited at experienced teacher, Becoming accredited and supporting Highly Accomplished and Lead Teachers, Becoming accredited with NESA at Highly Accomplished workshop | 3 |
| Wellbeing: Student wellbeing meetings, Staff Conference: Wellbeing & Assessment, Bystander Intervention Train the Trainer, Companion Training for Seasons for Growth Children, Accidental Counsellor Training, Voice Matters, Manual Handling | 120 |

6. WORKFORCE COMPOSITION

Table 1: Staff are shown in categories as defined

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

Table 2: Gender and allocation of staff in Primary (K-Year 6), Secondary (Years 7-12) and whole school (K-12).

| Category | Male | | | | | Female | | | | |
|--|------------|-------------|--------------|------------|-------------|------------|-------------|--------------|------------|------------|
| | HEAD COUNT | | | FTE | | HEAD COUNT | | | FTE | |
| | Pmy K-6 | Sec 7-12 | Both K-12 | Pmy K-6 | Sec 7-12 | Pmy K-6 | Sec 7-12 | Both K-12 | Pmy K-6 | Sec K12 |
| TOTAL FULL TIME (A,B) | | | | | | | | | | |
| A. Teaching Staff | 8 | 28 | 3 | 9.9 | 29.1 | 23 | 32 | 7 | 26.1 | 35.9 |
| B. Non Teaching | | | 13 | 6.5 | 6.5 | 3 | 4 | 14 | 9.4 | 11.6 |
| TOTAL PART TIME (C, D) | | | | | | | | | | |
| C. Teaching Staff | 1 | | | 0.6 | | 8 | 3 | 5 | 6.4 | 3.8 |
| D. Non Teaching | | | 1 | 0.3 | 0.3 | 7 | 6 | 12 | 7.4 | 7.4 |
| TOTAL STAFF (A, B, C, D, E) | | | | | | | | | | |
| A,C,E Teaching | 9 | 29 | 3 | 10.5 | 30.1 | 31 | 35 | 12 | 32.5 | 39.7 |
| B,D Non Teaching | | | 14 | 6.8 | 6.8 | 10 | 10 | 26 | 16.8 | 19.3 |
| E. Indigenous full and part time staff | | 1 | | | | | | | | |

Total Teaching Staff = 112.8

Visit www.myschool.edu.au for further information about workforce composition.

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

7.1 Student attendance rates

| Student attendance rates 2019 | |
|-------------------------------|---------------|
| Year Level | % Attendance |
| 0 | 94.32% |
| 1 | 92.89% |
| 2 | 93.96% |
| 3 | 94.81% |
| 4 | 94.45% |
| 5 | 94.82% |
| 6 | 94.83% |
| 7 | 94.58% |
| 8 | 93.95% |
| 9 | 92.45% |
| 10 | 96.07% |
| 11 | 96.41% |
| 12 | 96.65% |
| Overall | 94.68% |

7.2 Management of non-attendance

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

7.3 Retention rates Years 10 – 12

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

| STUDENTS | 2007/9 | 2008/10 | 2009/11 | 2010/12 | 2011/13 | 2012/14 | 2013/15 | 2014/15 | 2015/17 | 2016/18 | 2017/19 |
|--|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Year 10 total enrolment on census date | 109 | 111 | 116 | 107 | 120 | 91 | 86 | 116 | 110 | 115 | 106 |
| Year 12 total enrolment on census date | 104 | 101 | 109 | 98 | 109 | 88 | 75 | 106 | 106 | 100 | 103 |
| Year 10 total enrolment on census date remaining in Year 12 on census date | 93 | 95 | 96 | 95 | 102 | 81 | 70 | 102 | 99 | 99 | 92 |
| Apparent retention rate | 95% | 91% | 94% | 92% | 91% | 97% | 87% | 91% | 96% | 87% | 97% |
| Actual retention rate | 85% | 86% | 83% | 89% | 85% | 89% | 81% | 88% | 90% | 86% | 87% |

7.4 Characteristics of student body including :

- Students by gender

| | | | | | |
|--------|-----|----------|-----|---------|------|
| Male : | 642 | Female : | 639 | Total : | 1281 |
|--------|-----|----------|-----|---------|------|

- Primary students

| | | | | | |
|--------|-----|----------|-----|---------|-----|
| Male : | 316 | Female : | 286 | Total : | 602 |
|--------|-----|----------|-----|---------|-----|

- Secondary students

| | | | | | |
|--------|-----|----------|-----|---------|-----|
| Male : | 326 | Female : | 353 | Total : | 679 |
|--------|-----|----------|-----|---------|-----|

- Indigenous students

| | | | | | |
|--------|---|----------|---|---------|----|
| Male : | 6 | Female : | 4 | Total : | 10 |
|--------|---|----------|---|---------|----|

- Students with disability

| | | | | | |
|--------|-----|----------|----|---------|-----|
| Male : | 130 | Female : | 92 | Total : | 222 |
|--------|-----|----------|----|---------|-----|

| Primary Disability category | Level of Adjustments | | | | Total |
|-----------------------------------|------------------------|---------------|-------------|-----------|-------|
| | Support within QDTP | Supplementary | Substantial | Extensive | |
| Physical | 16 | 2 | 0 | 1 | 19 |
| Cognitive | 66 | 5 | 1 | 0 | 72 |
| Social- Emotional | 14 | 10 | 1 | 0 | 25 |
| Sensory | 0 | 0 | 0 | 0 | 0 |
| Primary Total | 96 | 17 | 2 | 1 | 116 |

| Secondary Disability category | Level of Adjustments | | | | Total |
|-------------------------------------|------------------------|---------------|-------------|-----------|-------|
| | Support within QDTP | Supplementary | Substantial | Extensive | |
| Physical | 21 | 3 | 0 | 0 | 24 |
| Cognitive | 32 | 7 | 1 | 0 | 40 |
| Social- Emotional | 21 | 7 | 2 | 0 | 30 |
| Sensory | 4 | 0 | 1 | 0 | 5 |
| Secondary Total | 78 | 17 | 4 | 0 | 99 |

ESL (English as a Second Language):

- 107 ESL students in total
- 1280 students on the census date = 8.36% of student community with ESL.

Access to full text of the school policies, procedures, guidelines and other relevant documents is available for viewing by parents, staff or students (as applicable), via login to my.ccs.nsw.edu.au

7.5 Post school destinations

Early Entry to University

CCGS students are accessing early entry programs because of the school's widely recognised focus on leadership, community engagement and global citizenship. Along with high academic achievement, our Year 12 students can demonstrate a long-standing record of extra-curricular activities, voluntary work, leadership and teamwork.

The students at CCGS who take full advantage of the opportunities available throughout the Middle School and Senior College are being rewarded when they seek access to tertiary institutions.

- 74 students gained university offers before the HSC results were released in December.
- 20 Students achieved early entry into the Global Leadership Education Program at Macquarie University. CCGS was presented with an award by Macquarie University for the number of outstanding applications in 2019.
- Two students were selected for highly competitive positions within international companies, UBS and PWC.

Tertiary Courses 2020

Offers made to CCGS graduates can be grouped into the following fields of study:

| Field of Study | Percentage of total offers made: |
|-----------------------|----------------------------------|
| Engineering | 13% |
| Education/Arts | 9% |
| Medical Science | 9% |
| Science | 7% |
| Commerce/Eco | 7% |
| Business | 6% |
| Law / Social Science | 6% |
| Appl Science/Health | 7% |
| Media Comm | 4% |
| Int. Studies Politics | 4% |
| Design | 3% |
| Architecture | 3% |
| Construction | 3% |
| Exercise Sport Sc | 3% |
| IT Comp Sc | <3% |
| Innovation | <3% |
| Animation / Sound | <3% |
| Nursing | <3% |
| Marine/ Environment | <2% |
| Creative Industries | <1% |
| Newstep Pathway | <1% |
| Actuarial Studies | <1% |

7.6 Post school destinations continued

University Destinations for CCGS Graduates

- University of Newcastle and Macquarie University remain students preferred destinations with almost 53% of students opting for these destinations, however a significant number of CCGS graduates are choosing University of Sydney, UTS Sydney and ANU Canberra. 15% of students opted for other university destinations like UNSW, ACU, Wollongong and University of Canberra.

The chart table below indicates the offers made to CCGS graduates from the following universities and institutions:

| University | Percentage of total offers made |
|-----------------|---------------------------------|
| Macquarie | 26.6% |
| Newcastle | 26% |
| USYD | 14% |
| UTS | 9% |
| ANU Canberra | 6% |
| UNSW | 4% |
| ACU | 4% |
| Wollongong | 3% |
| Uni of Canberra | 2% |
| ADFA | 1% |
| Western Sydney | 1% |
| SAE | <1% |
| ICMS | <1% |
| USA College | <1% |
| UTAS | <1% |
| UK Sussex | <1% |
| Bond Qld | <1% |
| CSU Wagga | <1% |

8. ENROLMENT POLICY



CENTRAL COAST
GRAMMAR SCHOOL

POLICY: Enrolment

| | |
|---------------------------|-------------------------------|
| System: School Management | Audience: School Community |
| Primary Responsibility: | Registrar |
| Approved by: | School Board |
| Updated Document: | 18/2/2013, 1/7/2016, 1/4/2018 |
| Effective: 6/11/2018 | Review Date: 6/11/2021 |
| Manual Reference: | 3.6.2 |

1. OBJECTIVE

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

2. CONTEXT

- 2.1 The School is committed to fulfilling its obligations under the law in relation to the Discrimination Acts noted under associated documents. These Acts make it unlawful to discriminate against a person on the grounds of their disability, sex, or race by refusing to enrol them at the School.
- 2.2 The Registrar will usually send (mail or electronic format) everyone enquiring about enrolment details, the procedure for enrolment at the School including:
- A statement about the School Fees
 - An Enrolment Registration form
- 2.3 1 – 2 years prior to the proposed year of entry the Registrar will mail an invitation to apply with an Enrolment Application form to the parents of Registered children in order of date of Registration.

2. CONTEXT CONTINUED

- 2.4 Priority is given to a sibling of a current student or the child of a former student.
- 2.5 The School will undertake an assessment process at some time decided by the School after an Enrolment Application has been received. As part of the assessment process, the School may ask the parents to provide more information about the child.
- 2.6 Parents are requested to submit an up to date Immunisation History Statement for each child entering CCGS.
- Any child without an Immunisation History Statement will not be prevented from enrolling at CCGS. However, if the child's Immunisation History Statement is not up to date, parents refuse to provide an Immunisation History Statement to the School, or parents submit an immunization conscientious objection form, their child will be classified as not immunized and may be excluded from school if there is an outbreak of a vaccine-preventable disease in the school.
 - If parents provide the school with a record of vaccines given overseas the parent is advised to consult a local doctor who can assess whether the child needs additional vaccines. The doctor will then transfer the additional information to the ACIR and an Immunisation History Statement can be requested from Medicare.
 - CCGS is required to keep the student's Immunisation History Statement for three years after the student has left the school.
- 2.7 Receipt of an Enrolment Registration form or an Enrolment Application form by the School does not mean that a place will be offered.
- 2.8 Where the Headmaster determines that the enrolment of the child would require the School to take unreasonable measures or actions to ensure that the child is able to participate in the School's courses or programs, or to use the School's facilities and services, on the same basis as a student without a disability, or would cause unjustifiable hardship, the Headmaster may decline the offer of a position or defer the offer.
- 2.9 Where information obtained by the School suggests:
- (a) a profile of wilful misconduct, illegal activities or strong anti-social behaviours that indicate that the child's enrolment at the School is likely to be detrimental to other students, the staff or the School; or
 - (b) the parents may not be able to meet the financial commitment required by having a child at the school,
- notwithstanding that the child be the sibling of a current student, the Headmaster may decline to proceed any further with the enrolment process.
- 2.10 The School reserves the right to terminate the attendance and enrolment of any student whose lack of progress or whose conduct or behaviour is, in the opinion of the School, inappropriate.
- 2.11 The School reserves the right to terminate an enrolment where the parents have not provided known information pertaining to their child's needs, or have provided misleading information about those needs or otherwise.
- 2.12 The School also reserves the right to terminate the enrolment where there are consistent and/or serious breaches of the Parent Charter.

2. CONTEXT CONTINUED

2.13 Throughout this policy and the Enrolment Procedure, unless the context requires otherwise:

parents includes guardians or any other person who has applied to have a child entered on the waiting list or enrolled at the School and where the child has only one parent, means that parent.

disability in relation to a child means:

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

and includes a disability that:

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

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

3. ASSOCIATED DOCUMENTS

- The Enrolment Procedure
- The Parent Charter

Access to full text of the school policies, procedures, guidelines and other relevant documents is available for viewing by parents, staff or students (as applicable), via login to my.ccgsw.edu.au

9. OTHER SCHOOL POLICIES

| Policy | Changes in 2019 | Access to full text |
|--|---------------------------|---|
| <p>Student Wellbeing</p> <p>House Families: Through House Families the House System provides students with a sense of belonging and identity and allocates each student both to a House and to a “House Family” comprising students of different ages from Kindergarten to Year 12. A House Family Tutor, who is a member of staff, is assigned to each House Family and can be approached if a student is experiencing problems.</p> <p>House Meeting Times: House Meeting times occur each week and may provide an opportunity for older students to develop leadership skills and to take an interest in the younger students in the House Family. Time is allocated to focus on personal development.</p> <p>The Wellbeing Team for Years 7-12 meet once a fortnight. The team consists of the House Coordinator, Head and Deputy Head of Schools, School Counsellors and the Head of Learning Support. On occasions, major meetings are held which include the Roll Call Teachers. K-6 students are monitored by the Wellbeing Coordinator and the Student Support Team to ensure a holistic approach to student wellbeing and support. This team meets weekly to review and assist identified students.</p> | <p>No changes in 2019</p> | <p>Access to full text of the school policies, procedures, guidelines and other relevant documents is available for viewing by parents, staff or students, as applicable, via login to my.ccggs.nsw.edu.au</p> |
| <p>Anti-Bullying</p> <p>The school policy provides processes for responding to and managing allegations of bullying including the contact information for the local Police Youth Liaison.</p> <p>The objective of the policy is to ensure all persons at CCGS can be free of intimidation, harassment, discrimination and victimisation. It outlines a set of procedures: school awareness, risk minimisation, investigative processes, determination of issues and degree of seriousness, CCGS management response levels.</p> | <p>No changes in 2019</p> | <p>Access to full text of the school policies, procedures, guidelines and other relevant documents is available for viewing by parents, staff or students, as applicable, via login to my.ccggs.nsw.edu.au</p> |
| <p>Discipline</p> <p>The discipline and the student wellbeing systems strongly influence the ways that the school works towards achieving its aims as they relate to students’ development as stated in the school’s mission statement:</p> <p>Striving for excellence in all endeavours in a happy, caring and supporting environment.</p> <p>The objective of the discipline system is to ensure each student learns self discipline and learns to distinguish right from wrong, between what is acceptable and what is not. It is also a means of</p> | <p>No changes in 2019</p> | <p>Access to full text of the school policies, procedures, guidelines and other relevant documents is available for viewing by parents, staff or students, as applicable, via login to my.ccggs.nsw.edu.au</p> |

| | | |
|---|--|--|
| ensuring students learn that their actions have consequences. | | |
|---|--|--|

| | | |
|---|--------------------------------|--|
| <p>Complaints and grievances resolution</p> <p>This policy lists a set of procedures for informal or formal complaints. The school strongly encourages parents to attend school meetings as a means of staying informed and ensuring open dialogue with staff is maintained.</p> | <p>No changes made in 2019</p> | <p>Access to full text of the school policies, procedures, guidelines and other relevant documents is available for viewing by parents, staff or students, as applicable, via login to my.ccg.s.nsw.edu.au</p> |
| <p>Privacy Policy, Privacy Collection Notice, Use & Management of Personal Information</p> <p>These policies and procedures detail how information will be gathered, held and used.</p> | <p>No changes made in 2019</p> | <p>Access to full text of the school policies, procedures, guidelines and other relevant documents is available for viewing by parents, staff or students, as applicable, via login to my.ccg.s.nsw.edu.au</p> |

10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

| Priority Area | Achievements |
|--|---|
| <p>NEXT GENERATION LEARNERS</p> | <ul style="list-style-type: none"> • QApp content was revised to reflect changes in key syllabus areas, and expanded to include additional modules. • Teachers participated in the second year of a three year AIS NSW (Association of Independent Schools) Deep Learning Project. • Design of the new Junior School facility was finalised to include learning environments that reflect the school's philosophy of learning and teaching. • The use of B Block was extended to the Junior School. • 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. • 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. |
| <p>ACADEMIC ACHIEVEMENT</p> | <ul style="list-style-type: none"> • 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. • Ongoing professional learning for all teaching staff focused on development of effective understanding goals. • 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. • 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. |
| <p>BALANCED EDUCATION</p> | <ul style="list-style-type: none"> • A wellbeing scope and sequence (K to 12) was completed to support implementation of the wellbeing framework. 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. • 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. • 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. • Opportunities to experience a different culture first hand were extended to Year 9. Over two weeks, seven students, 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. • Touch Football was added as a new summer sport for girls in Years 7 to 10. |
| <p>TEACHER QUALITY</p> | <ul style="list-style-type: none"> • A MyCCGS self help course was created to facilitate guided discovery of the platform. • 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. • A range of Registered Professional Development endorsed by the NSW Education Standards Authority was delivered, supporting teachers to meet |

| | |
|---|---|
| <p>TEACHER QUALITY CONT.</p> | <p>professional learning requirements to maintain their accreditation. These courses focused on Teaching for Understanding, wellbeing, Next Generation Learning, MyCCGS and digital literacy.</p> <ul style="list-style-type: none"> • 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. • 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. |
| <p>DIGITAL LITERACY</p> | <ul style="list-style-type: none"> • 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. • 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. • 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. |
| <p>COMMUNITY</p> | <ul style="list-style-type: none"> • 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. • 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. • The Junior School Capital Appeal reached a total of over \$2.4m in donations and pledges, culminating in a Community Giving Day in June. • Alumni engagement continued to grow through quarterly email newsletters, monthly profile stories and alumni support for current students through events and other programs. Alumni connections on LinkedIn in 2019 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. • 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. |

GOVERNANCE AND MANAGEMENT

- 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. 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.
- 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.
- 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.

More information about the school's 2019 priority areas and objectives for 2019 are outlined in the 2019 Headmaster's Report which is available for viewing on the school's website www.ccg.s.nsw.edu.au/about/publications

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

11. INITATIVES PROMOTING RESPECT AND RESPONSIBILITY

- The student diary issued to all students contains the text of:
 - The Student Pledge to accept responsibility to be a positive member of our CCGS family
 - 'A Community of Respect' Discipline Policy which includes the Rights and Responsibilities of students
 - Illegal Drugs and Smoking Policy
 - Anti -Bullying Policy
 - Uniform Policy
- 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.
- Police liaison officers conducted workshops regarding social media and internet use and the law for students, parents and staff to improve social media wellbeing and safety.
- Cyber awareness week helped students in Middle School to think about appropriate behaviour online, risks and safety.
- 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, Movember 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.
- The Junior School celebrated Harmony Day with a special assembly featuring performances from cultures all around the world. Classroom activities today centred around the theme "everyone belongs" as students and visiting families shared their cultural heritage.
- Red Frogs, an organisation that safeguards young people, spoke to Year 12 students on how to make positive choices at schoolies/leavers week.
- CCGS is now accredited an accredited Be You Learning Community. The school is committed to a whole learning community approach to mental health and wellbeing.



12. PARENT, STUDENT AND TEACHER SATISFACTION

12.1 Parent satisfaction

- Parents were surveyed as part of a Be You survey to capture subjective data relating to perceptions and levels of understanding relating to mental health and wellbeing. Overall, results were positive and showed CCGS has strengths in areas of family partnerships and developing a mentally healthy community.
- The Be You Survey was the catalyst for developing an action plan with measurable outcomes. 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.
- Parents were given access to a new mark book facility and reporting tool in MyCCGS to provide them with direct access to results and reports for Years 7 to 12. Curriculum and elective pages were also added to MyCCGS.
- The Board moved to limit the 2020-2021 school fee increase to a modest 3%, which is the same as the previous year, ensuring the school remains accessible to as many families as possible.
- Families were invited to a Junior School Next Generation Learning open afternoon where they could hear from students and see and experience first hand their learning.
- 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.
- Timely and relevant communication with prospective parents was maintained throughout the customer enrolment journey, with increased enrolment enquiry and registration rates.

12.2 Student satisfaction

- Students were also surveyed as part of a Be You survey to provide a child's view point on perceptions and levels of understanding relating to mental health and wellbeing and where the school can do more to help.
- 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.
- 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.
- 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.
- 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.
- Year 12 graduates received 74 offers of early entry to university and college before the HSC results were released in December.
- New opportunities enriched the cocurricular program. These included three dance groups for students in Years 3 to 6, Year 9 exchange to China, Touch Football for girls in Years 7 to 10.

- 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.

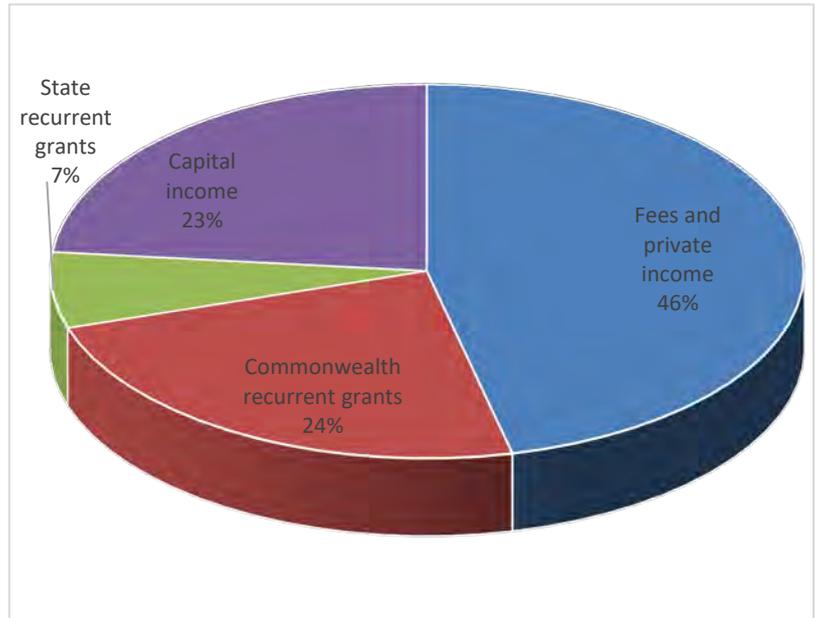
12.3 Staff satisfaction

- 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.
- Non teaching and teaching staff were also engaged in the Be You survey. Results from this were used to develop an action plan to address areas for improvement.
- Training was provided for all teachers to meet new compulsory NESA accreditation requirements effective Jan 2019.
- 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.
- New activities to support staff wellbeing included campfire get togethers, walking and cycling.
- 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. This experience increased student and teacher exposure to examination success factors.

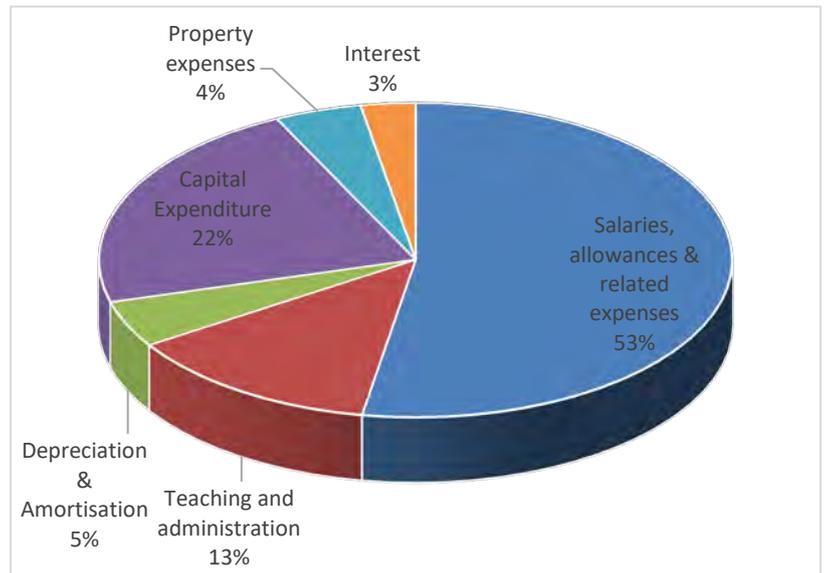


13. FINANCIAL INFORMATION 2019

| Income | 2019 |
|--------------------------------------|---------------|
| | (\$'000) |
| Fees and private income | 17,913 |
| Commonwealth recurrent grants | 9,162 |
| State recurrent grants | 2,535 |
| Capital income | 9,036 |
| TOTAL | 38,646 |



| Expenditure | 2019 |
|--|---------------|
| | (\$'000) |
| Salaries, allowances & related expenses | 22,718 |
| Teaching and administration | 5,673 |
| Depreciation & Amortisation | 2,059 |
| Capital Expenditure | 9,538 |
| Property expenses | 1,909 |
| Interest | 1,206 |
| TOTAL | 43,103 |





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GRAMMAR SCHOOL**

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