

# Headmaster's Report 2020



CENTRAL COAST  
GRAMMAR SCHOOL

## SCHOOL BOARD

Following the AGM October 2020.

<b>Chairman</b>	Stephen Brahams
Deputy Chair	Patricia Cotterell
Secretary	Kylie Tritton
Treasurer	Patricia Cotterell

### Board Members

Dr Denis Crimmins	Dr Brok Glenn
Ken Jolly AM	Anne McGregor
Arthur Stanley	Daphne Wayland

## EXECUTIVE



William Low  
HEADMASTER/  
CHIEF EXECUTIVE OFFICER



Walter Hopkins  
BUSINESS MANAGER



Denise McDonough  
HEAD OF SENIOR COLLEGE



Steven Bennett  
HEAD OF MIDDLE SCHOOL



Linda Webb  
HEAD OF JUNIOR SCHOOL

# Headmaster's Report 2020

## CCGS

Central Coast Grammar School is a comprehensive high performing K to 12 independent, coeducational, nondenominational school. Located on a single 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 2020 school year. It addresses the goals of our Next Generation Teaching and Learning strategic plan.*



# From the Headmaster

The Headmaster's Report for 2020 concludes our response to our Next Generation Teaching and Learning Strategic Plan 2015 – 2020.

During this roller coaster year, the pandemic inspired and required us to adapt, invent, pivot and re-prioritise. Long standing investment in our core goals meant we were well prepared for the challenge.

Next generation learning (NGL) has taken root across the school with the teaching of NGL capabilities being mapped into our curriculum and staff sharing best practice. The third year of engagement with the AIS NSW (Association of Independent Schools) Deep Learning Project has taken NGL to the next level. This year, Stanford University's Design Thinking Framework, Guided Inquiry by Design and Project Based Learning (PBL) pedagogies have underpinned innovative, real world learning experiences for juniors and seniors.

Consistent academic achievement saw the percentage of students who gained an ATAR over 90 (34%) increasing for the third consecutive year and a Year 5 student topping the state in spelling. Effective transition to remote education during the period of lockdown resulted in no negative impact on student learning. Further progress was made towards continuous reporting so families can track progress towards academic potential in real time in one location.

A balanced and holistic education became even more critical during this challenging year. An intense focus on wellbeing included support and virtual events that kept us connected and enhanced our sense of belonging as our world shifted. Restrictions limited our ability to deliver some traditional cocurricular activities, but new opportunities emerged like 'We r ok' day and Project LIFT (Learning, Innovation, Fun and Teamwork) to keep everyone engaged. New cocurricular activities were added in sailing, girls dance and contemporary music. Wellbeing was considered as a stand-alone goal in our next strategic plan.

The exceptional quality and flexibility of our teachers shone through this year, as they called on their strong relationships with their students and each other to keep students motivated and involved during remote education and restrictions. Collaborative practice was further refined in preparation for the new Junior School learning environment and teachers shared their expertise,

presenting professional development internally and externally.

When CCGS went virtual during remote education, the school's long-term focus on digital literacy ensured staff and students could confidently use technology for learning. Skills increased exponentially, and back in the classroom learning outcomes continued to be enhanced in exciting ways, integrating technology into units of work across the school. Examples include wireless sensors to capture weather data in Science; Paint 3D to create a picture book in English; biomechanical sensors to track body movements in Physical Activity and Sports Studies; and Minecraft to create a digital diorama in History.

During this most unusual year CCGS has been so much more than just a school. It has been a crucial place for social interaction and belonging while some other forms of community faltered. A great deal of gratitude has flowed both ways between families and staff, which has strengthened our school and community. Past students and parents re-connected when we celebrated 35 years of CCGS. Students continued to support a diverse range of causes and delivered projects with an impact in their communities.

Strong governance and management ensured the school continued to grow and thrive in a demanding operating environment. COVID-safe processes and guidelines kept us safe. The development of the new Junior School and plans for the new Senior College centre proceeded on schedule. Extensive refurbishments and energy efficiency modifications were undertaken across the school.

In a year of uncertainty, CCGS has been a lighthouse of adaptability and confidence. I thank the School Board for exceptional leadership during this time. I congratulate and thank all our students, staff and families who united in their determination to take care of each other and what we have built together, resulting in the wide range of achievements outlined in this Headmaster's Report 2020.

Our next strategic plan will be building on a very strong platform.

**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 2020

- Engagement with the AIS NSW (Association of Independent Schools) Deep Learning Project advanced and the development of next generation capabilities continued across the school. K to 6 projects were refined, and new projects were implemented in English (Years 7 to 12) and History/Geography (Years 7 to 10).
- A film was created, in association with AIS NSW, to share the school's experience in Designing for Deep Learning. Students and staff talked about the impact they had seen on their own learning and teaching.
- The Next Generation Learner (NGL) capabilities of character, citizenship, collaboration, communication, creativity and critical thinking were mapped in K to 6 NGL projects and in English in Years 7 to 12.
- An NGL 'Teach Meet' event was held for all staff to share practice and learnings. An NGL staff conference was planned and well-advanced but was cancelled when priority shifted to remote learning.
- Stanford University's Design Thinking Framework underpinned K to 6 NGL projects. Empathy was the first step in the design thinking for projects including the creation of an ideal family pet and the improvement of the lives of refugees.

- In Year 8 English, the Guided Inquiry by Design framework structured student research and composition of a speculative fiction narrative to develop their independence, creative thinking, and understanding of their learning process.
- Project Based Learning (PBL) guided the pedagogy for Project LIFT (Learning, Innovation, Fun and Teamwork) in Years 7 to 9. Students collaborated and engaged in a week of innovative, real-world and personally meaningful cross curricular projects. This project was supported by the P & F.
- Teachers presented their experience of developing and assessing collaborative skills to a group of independent school leaders at the AIS NSW Igniting Learning Lab.

## NEXT STEPS

- Refine the practice of Designing for Deep Learning through continued engagement with AIS NSW.
- Implement an NGL curriculum across a broader range of senior school subject areas.
- Continue to enhance NGL classes K to 6 by leveraging learning environments, deeper integration of digital technology, and pedagogies that support student development of NGL capabilities.

- Develop an NGL capabilities scope and sequence K to 6 to measure progress and inform teaching and learning.
- Develop a coherent language and understanding

### Project LIFT Takes Off

A week of learning, innovation, fun and teamwork, Project LIFT inspired Middle School students to develop initiatives and projects that would benefit others in the wider community or solve complex problems.

Projects included:

- Lego masters, a series of design and engineering challenges within set timeframes
- a community cookbook that was researched, designed, tested and built online
- development of Apps to help disadvantaged people

Students created high-quality work, used high-order thinking skills and worked together in teams to extend collaboration skills.



about NGL characteristics through the creation of a set of common logos, schemas and charts to display school-wide.



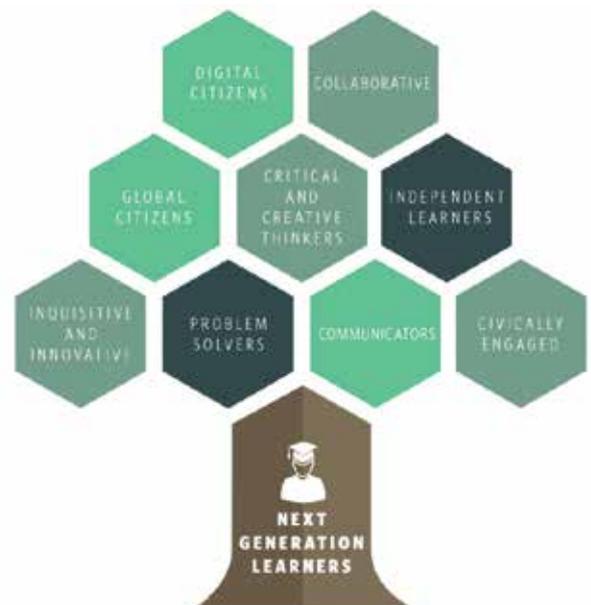
### My Perfect Pet

An NGL project conducted during remote learning challenged students in Years 1 and 2 to gain deeper insights from their families about the type of pet that would best suit their individual home environment.

Empathy was the first step in the design thinking process.

Students spoke with different family members to understand their preferences and used this research to create their perfect family pet.

They presented their projects to students in Years 7 and 8, who filmed their feedback, completing the final step in the design thinking process that underpinned this unit of work.





**GOAL:** Every student achieves his or her academic potential.

# Academic Achievement

## ACHIEVEMENTS 2020

- Effective transition to remote education during the period of lockdown resulted in no negative impact on student learning. Comparative analysis of 848 assessment tasks across 2019 and 2020 revealed an impact on academic performance during remote education of -0.08% (less than one mark out of every 1,000).
- Strong HSC results ranked CCGS at number 83 in the SMH top 100 NSW schools, an improvement of 17 places from 2019. 16% of students were recognised on the NESA Distinguished Achievers list. 63% of all exams sat resulted in a Band 5 or 6. The percentage of students who gained an ATAR over 90 (34%) increased for the third consecutive year.
- Year 4 students entered the national 'Investigating with Mathematics' competition run by the Mathematical Association of NSW and received a Highly Commended award.
- Leah Vitler in Year 11 became the school's first HSC Accelerated Dance student. She received a NESA nomination for her core performance and major study performance.
- The implementation of Teaching for Understanding practice continued. Professional development focused

on alignment between understanding goals and the teaching, learning and authentic assessment of that understanding.

- The MyCCGS mark book and academic reporting system for Years 7 to 12 was further developed to include assessment task results and termly Personal Learning Profile (PLP) data. This provided families with one platform to access reporting on academic progress.
- Initial steps were undertaken to establish links with the corporate sector, universities and the Central Coast Medical and Research Institute to develop a HPL (High Potential Learners) mentoring program.

## NEXT STEPS

- Continue to build a data driven, systematic approach to lift academic improvement plans.
- Maintain progress towards continuous reporting in MyCCGS for Years 7 to 12.
- Identify and define opportunities for suitable alternative pathways to ensure all students are able to fulfil their interests and academic potential.
- Develop a process K to 12 for subject and whole grade acceleration, including Mathematics and Science K to

12 and Dance and Studies of Religion 7 to 12.

- Plan and implement comprehensive adjustments for students identified in the Nationally Consistent Collection Data (NCCD), an annual collection of data regarding students with additional needs.

### NESA Recognises Quality of HSC Major Works

The school received 12 nominations for outstanding HSC major works.

Dance - Kasey Barnes and Leah Vitler (Year 11 HSC accelerated Dance) for Callback

Drama - Kasey Barnes, Rhiannan Brown, Alex Cooke, Bronte Fill, Abbey Healey, Sarah Milne, Ashley Nicholson, Breanna Perkovich and Danielle Stimson for OnSTAGE

Industrial Technology - Jade Sheridan for InTech

Kasey Barnes (pictured) will perform in the Callback Virtual Concert to be streamed to schools across NSW in 2021.



### Best Speller in the State

Year 5 student Richard Choi won the ICAS (International Competitions and Assessments for Schools) medal for spelling.

This put Richard in the top spelling position in the state of NSW.

ICAS Assessments are designed to recognise academic excellence. Students in over 20 countries participate.





**GOAL:** Every student experiences a balanced education.

# Balanced Education

## ACHIEVEMENTS 2020

- Workshops focused on developing wellbeing as a discrete focus area in the school's next strategic plan. Goals, strategies and objectives were established to help students realise their own abilities, and be empowered and supported to meet challenges and make positive contributions to the community.
- Explicit teaching of Social and Emotional Learning (SEL) was mapped across the curriculum, including PDHPE related to wellbeing. Additional teaching and learning resources and research articles, including Be You and School TV, were shared to support this.
- Staff completed the Be You online module 'Responding to Critical Incidents' to support students K to 12.
- A new student support system was introduced to track and monitor student wellbeing K to 12. The system focuses on the holistic nature of wellbeing and generates valuable analytical data to inform individual and whole school needs, practice and interventions.
- The wellbeing framework and topic of mental health was actively promoted via the Headmaster's newsletter, CCGS Highlights and social media. A wellbeing space in MyCCGS provided families with access to resources during remote learning and beyond.
- COVID-19 created a period of immense challenge and change. Various virtual events were created to help build relationships and enhance cohesion and a sense of belonging. This included a virtual Easter hat parade, light up the dawn Anzac services and the thank you project.
- A fifth House called Banksia was introduced K to 9. This provided more leadership opportunities for students and teachers and reduced House Family and roll call group numbers.
- Diverse reading and educational materials provided by the Library helped broaden the traditional notions of family dynamics, gender identity, disability and multiculturalism. A rotating visual display helped promote key cultural and diversity events like NAIDOC week and International Women's Day.
- While national and international travel was not possible during 2020, work began on planning a national Performing Arts tour and a combined UK Performing Arts and Sport tour when restrictions allow.
- A K to 12 student Environmental Action Group provided students with a vehicle to help create change in the school. Fortnightly meetings discussed environmental charities to support and a blue bin bottle return and earn recycling program.

- Students in Middle School composed and performed their own music in the Performing Arts Centre recording studio as part of Project LIFT.
- Cocurricular opportunities were expanded with the addition of Years 5 to 6 sailing, Years 1 to 2 Girls Dance and two new contemporary Music groups for Years 7 to 12. The Senior Drama production was extended for students in Year 10 in addition to Years 11 and 12.
- 'We r ok' day and Project LIFT gave students in Years 7 to 9 an opportunity to celebrate by engaging in fun team building and wellbeing activities to connect with and support each other.
- Experts and school psychologists presented face to face and online about future focused thinking, respectful relationships, e-cigarette use, stress management and holistic personal wellbeing.
- Student leadership was enhanced by requiring all prospective prefects to make a written application and participate in leadership mentoring, in addition to completing the Strive to Lead Diploma.
- All access toilets were made available for students with varying needs to help reduce stigma and promote inclusion.

## NEXT STEPS

- Actively promote wellbeing and mental health to the community through MyCCGS.
- Continue to value the diversity of the school's community through high profile events like Harmony Day, combined with specific actions to create a more inclusive school climate.

- Embed Social and Emotional Learning (SEL) in K to 12 programs.
- Create greater opportunities to strengthen partnerships with families and communities.
- Provide clear pathways of support for students, staff and families.
- Research wellbeing platforms for students and staff to track their own wellbeing and generate data to inform wellbeing strategies and support.
- Implement Resilience Super Circus for K to 6 to support student resilience.
- Provide further peer to peer leadership training and opportunities for students K to 12.
- Consider expanding opportunities for students to participate in local competitions including soccer and twilight sailing.
- Re-introduce the 'Love Bites' respectful relationships program and embed this focus in the My Future Self program for Year 10.
- Introduce combined Middle School and Senior College assemblies that showcase student leadership and achievements and support school transition.
- Establish specific drop off locations for recyclables and support other student-led environmental initiatives through the Environmental Action Group.
- Expand Future Problem Solving to Middle School students.
- Review tour opportunities for Performing Arts and Sport, subject to travel restrictions.

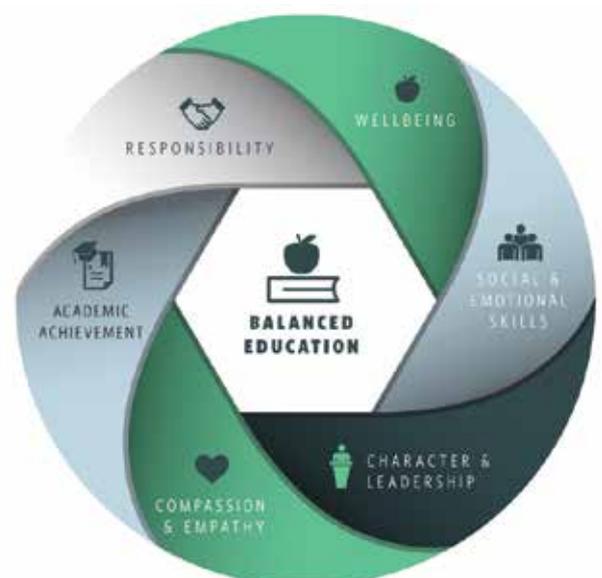
### The Importance of Gratitude

Head Prefects and House Captains asked students K to 12 to come together and think about someone who has helped them or their community during the COVID-19 pandemic.



Students created signs, photos and videos to display their appreciation, thanks and gratitude to their families, doctors, nurses, teachers, aged care workers and cleaners.

According to Headspace showing gratitude can boost our own mental health and wellbeing.





**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 2020

- Teacher collaborative practice was further refined to maximise innovative learning environments in preparation for the occupation of the new Junior School facility. A series of videos showcased a variety of collaborative teaching techniques.
- Staff meetings K to 12 focused on teacher collaborative practice, sharing key learnings and insights. Harvard Graduate School of Education suspended the training they provide due to the pandemic.
- Two teachers completed the AIS Senior Leaders course to help drive improvement in systems and structures.
- An online platform to apply for professional learning courses and share outcomes was implemented.
- The range of teacher-led professional learning was expanded and strengthened. Staff K to 12 developed and presented professional development internally and externally, on topics including collaborative teaching practice, next generation capabilities, digital learning and wellbeing.
- Teachers were encouraged and supported to develop their own professional practice and career paths through the NESAs (NSW Education Standards Authority) and ISTAA (Independent Schools Teacher

Accreditation Authority) frameworks. 18 teachers participated in the NESAs Higher School Certificate (HSC) examination process including examination development, marking and judging.

- One teacher completed accreditation through NESAs at the level of proficient teacher, and three teachers completed accreditation through ISTAA at the level of experienced teacher.

## NEXT STEPS

- Collaborate in teaching teams to create action plans that maximise the impact of learning environments on student outcomes.
- Strengthen teacher appraisals by including reflection and evaluation of teacher use of learning environments.
- Support the leadership and practice of senior and middle leaders through Heads of Department workshops.
- Continue to 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.

- A Deputy Headmaster, Leader - Middle School and Leader - Senior College were appointed to strengthen senior leadership for Years 7 to 12.

### Masters in Leadership and Management in Education

Mrs Janine Comber and Ms Belinda Ho, both achieved a distinction in the Masters in Leadership and Management in Education from the University of Newcastle.

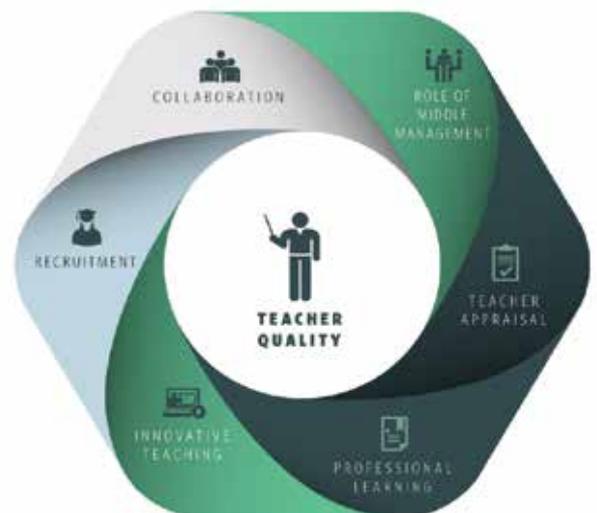
The course is designed to enhance teaching quality and equip individuals with the comprehensive leadership skills that today's learning environment demands. Participants learned to guide people and develop education strategy and policy to improve the lives and learnings of all students.



### Deputy Headmaster Appointed

Leadership was strengthened with the appointment of Mr Steven Bennett to the role of Deputy Headmaster for 2021, with specific responsibility for Years 7 to 12.

Steven has served CCGS since 2003 in the role of Head of Middle School and will develop synergy across Years 7 to 12 while nurturing distinctive programs in Middle School and Senior College.





**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 2020

- 1:2 iPads were introduced for Kindergarten, moving to 1:1 to increase device accessibility during remote learning.
- Opportunities for students to support peer to peer digital awareness and cyber safety were provided. House captains and prefects created video resources for their peers, including how to enact the school values when using digital platforms and technology.
- Staff participated in MyCCGS professional development and training, Microsoft Teams and other interactive applications. During remote learning all staff were provided with additional development opportunities and support to enhance the online learning and teaching experience.
- Skills gained during remote learning were shared with colleagues to further enhance learning opportunities and provide a strong framework for future online learning.
- Technology was further integrated into units of work to enhance learning outcomes. Year 1 used wireless sensors and weather balloons in Science to capture weather data, Year 8 used Paint 3D to create illustrations for picture books in English and Year 9 Physical Activity and Sport Studies (PASS) used biomechanical sensors to track body movements.
- A digital resource database for ICT Curriculum Support staff was established to identify and track digital literacies within learning programs K to 6.
- A hybrid Windows 10 device (Surface Pro7) was introduced as the 1:1 device for Years 4 and 7. A Surface Book 3 laptop was introduced for teaching and non-teaching staff. These lighter, more portable devices include touch screen and camera function which was important during remote learning to allow teachers and students to connect via remote classrooms.
- Professional development was provided to staff to ensure that key functions of the new Surface Book 3 were maximised.
- The MyCCGS learning management platform was extended to support the school's Learning Continuation Plan during remote learning.
- Parent-teacher conferences and information events were conducted online. Parents could video call to speak directly with teachers regarding their child's progress or view pre-recorded video content to help determine course choices.

## NEXT STEPS

- Continue to seek leadership opportunities for students to develop digital awareness resources for peers.
- Provide digital technology professional learning opportunities for staff based on identified needs.
- Further develop MyCCGS to support the self-paced learning of digital skills for students and staff.
- Implement a tracking system to support authentic delivery of digital skills across the curriculum for Years 7 to 12.
- Further develop a tailored digital awareness program to address age appropriate issues.

### Remote Learning Rolls Out

In response to COVID-19, CCGS implemented its Learning Continuance Plan marking the most fundamental paradigm shift in teaching, learning and wellbeing since the foundation of the school.

Teachers and students were already familiar with the school's learning management platform, MyCCGS. Functionality was quickly extended to include additional pages and classes. 1000 virtual classrooms and department teams were created in Microsoft Teams for Education. Devices were configured and delivered to every student ensuring digital access across the community.

Students experienced learning like never before. Roll call was conducted via Teams, Science lessons took place via video conferencing and the use of tools like FlipGrid and Kahoots kept students motivated and connected.

CCGS went virtual. The school's long term focus on digital literacy ensured staff and students could confidently use technology for effective learning.



### Convicts and Minecraft

As part of Year 4's History investigation into colonial Australia, students took a deep dive into Sydney Cove researching the First Fleet boats, types of huts and buildings and punishments used.

Students brought their research to life using the Minecraft Education App. They worked in teams to digitally recreate buildings and ships. Using correct materials, factually accurate details and slates to describe features, Year 4 were able to immerse themselves in Australian History. The digital diorama allowed students to easily make changes and alterations as their learning evolved.





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

# Community

## ACHIEVEMENTS 2020

- The CCGS alumni community continued to grow. The Year 10 My Future Self conference saw past students 'zoom' in to share their journey post CCGS. A quarterly poster and nine post school stories showcased alumni career paths to Senior College students and the wider community. A register was established to track alumni contributions across the school community. Alumni LinkedIn connections grew to 864 and alumni email records increased by 415.
- MyCCGS was established as the core platform to communicate with parents, delivering relevant and targeted communications. A daily email to parents was introduced to summarise their news and notices.
- CCGS Highlights was launched to share and celebrate school life. Published monthly in MyCCGS, the first July issue had 3,000 views from parents, students and staff. Rich multimedia content includes videos and photo galleries that take the community behind the scenes around the campus.
- A podcast series called Let's Ask Better Questions was launched to help support families and promote CCGS as a thought leader. Advice from experts like Dr Kristy Goodwin, a digital wellbeing professional, as well as teachers from the school, provided practical help and support on school and parenting topics.
- CCGS students and staff took part in an outdoor concert run by Symphony Central Coast and conductors and composers visited the school to share deeper insights into the musical pieces performed.
- Facebook and Instagram became vehicles to keep connections strong and community engagement high during remote learning and beyond. Community initiatives like Light up the Dawn, the thank you project, and the virtual Easter hat parade engaged students and parents. Two Year 6 students took Instagram viewers on a tour of life in Kindergarten. Facebook followers increased by 105% vs 2019 and Instagram followers tripled in numbers to over 1,200.
- The Junior School hosted a terrific Book Parade to celebrate the ease of COVID restrictions. Students and staff dressed as their favourite book characters and shared in the fun during grade parades.
- We celebrated 35 years of CCGS. A History page was added to the corporate website including an interactive timeline highlighting key developments and milestones. School founders came together to document the origins and early days of the school in a video which was shared with past parents and students as well as the wider community.
- The school community continued to support a diverse range of causes through whole school fundraisers like

Crazy Hat Day which raised over \$6k for the Melanoma Institute of Australia and Bands for the Bush which raised \$2k for BlazeAid.

- The Year 10 Community Service Award challenged students to choose a change initiative or project where they could have an impact within their community. Projects included raising awareness for Youth Off the Streets, participation in citizen science projects monitoring biodiversity, sewing felt hearts, and writing letters to raise the spirits of people experiencing loneliness.
- Virtual community events kept people together during lockdown, including 300 students sharing images and videos from their driveways at dawn to celebrate Anzac Day.
- Head Prefects took viewers on a video tour of the school, helping prospective students and parents see

CCGS life from a student's perspective.

## NEXT STEPS

- Review the alumni reunion model and establish a contemporary alternative that helps to showcase the school and further enhance alumni relationships.
- Continue to find new ways to share an authentic experience of CCGS via social media.
- Develop an innovative and engaging small group tour model for prospective Kindergarten families.
- Create a dynamic new virtual tour experience that showcases learning, cocurricular opportunities and cutting edge facilities.
- Continue to build strong connections with Symphony Central Coast.

### Bands for the Bush

Following the devastating bushfire season of 2019-20, students returned to school in Term 1 searching for ways they could respond and contribute. Bands for the Bush was born. Buskers performed across the school in the morning and at lunchtime and gold coins were dropped into donation buckets.

In the evening the Performing Arts Centre transformed into an intimate gig venue providing students with an opportunity to share their own compositions as well as familiar tunes. Bands for the Bush raised over \$2000 which was directed to BlazeAid through the Rotary Club of Kariong Somersby.

A BlazeAid spokesperson said, "We thank each and every member of your school community who have literally banded together to raise funds."

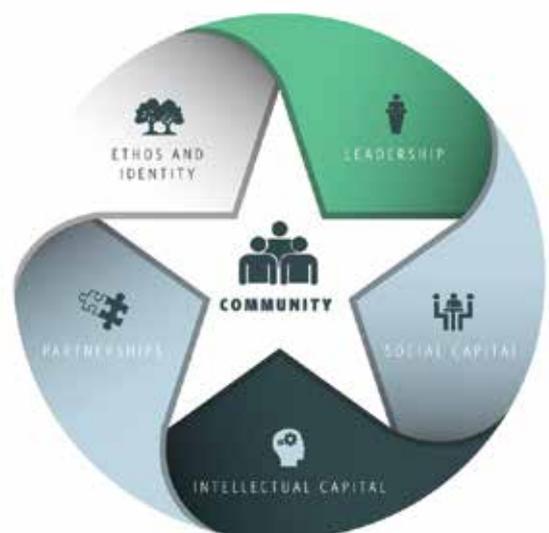


### CCGS Podcast Launch

The 'Let's ask better questions' podcast series was launched in early 2020 to help provide families with sound advice on hot school topics. Available on iTunes and direct from [ccgs.nsw.edu.au](http://ccgs.nsw.edu.au), the

podcast series took a deep dive into some of the issues facing young people and families in today's increasingly fast paced and busy modern world.

Topics like 'Is there a right age for starting school?', 'Technology: Too much or too little?' and 'Teenage anxiety – catchphrase or crisis?' saw school leaders, experts and students come together for honest, upfront conversation and helpful, practical advice.





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

# Governance and Management

## ACHIEVEMENTS 2020

- The Strategic Plan 2015-20 was reviewed with key staff and the Executive team in preparation for developing our next strategic plan.
- The school's annual audit process was completed in March. Strong leadership and management during COVID ensured strong enrolment demand. Stringent financial management enabled the school to achieve a surplus of \$2.9M in 2020.
- The school responded to the COVID pandemic establishing effective management, processes and guidelines. This included, but was not limited to, increased hygiene measures, temperature checking, signage to encourage social distancing, emergency procedures and systems and site visitor registrations and logs.
- Redevelopment plans for vacated K to 2 classrooms were finalised and approved after the school was successful in receiving a funds grant from the AIS Block Grant Capital Authority. Work commenced in Term 4 to transform the area for Senior College use including Senior College Administration, Year 12 Study and Common Room and multiple classrooms.
- Over 1,200 lights across the school campus were

replaced with LED lighting and a new solar system was installed on the Performing Arts Centre roof to improve energy efficiency.

- Extensive refurbishments were completed including a new Social Sciences block and a new Computing Studies block. Languages moved into A block which was refurbished to provide a larger home for the school's growing program and a senior Art classroom was established in the Artech building.
- Parking improvements included a new Kiss and Drop zone created at the Carlton Road entrance and extended staff parking near the multi-purpose sports field and tennis court areas.
- Projector replacements, computer laboratory upgrades and fibre upgrades were completed throughout the school.

## NEXT STEPS 2021

- Complete the Junior School building development including grandstand and amenities block.
- Complete development of the new Senior College area.
- Finalise and publish our next strategic plan.

- Create a new school uniform K to 9 to be available for the 2022 school year.
- Maximise energy efficiency and environmental sustainability.
- Implement new budgeting and forecasting software.
- Upgrade and expand the school canteen.



### Canteen Goes Online

The launch of an online canteen in June provided a quick, easy and secure way for families and students to place their food items.

Capabilities include the ability to set up an allowance, restrict food items, update food allergies and top up accounts.

By the end of Term 4, over 20,000 orders had been placed online and a number of specials promoted on MyCCGS.

The online canteen can be viewed on desktop and mobile.



# Finances

## INCOME

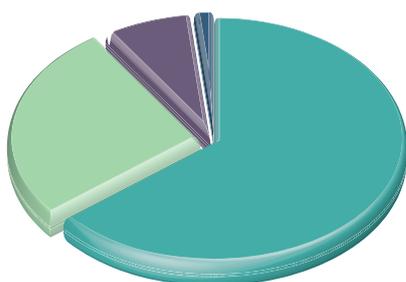
2020

(\$'000)

Fees and private income	23,189
Commonwealth recurrent grants	9,730
State recurrent grants	2,637
Fundraising	578

**TOTAL**

**36,134**



## EXPENDITURE

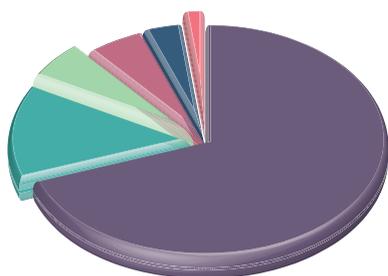
2020

(\$'000)

Salaries, allowances & related expenses	24,812
Teaching and administration	3,265
Depreciation	2,106
Property expenses	2,042
Operating leases	705
Interest	318

**TOTAL**

**33,248**



## NET TRADING SURPLUS

2020

(\$'000)

(\$'000)

Income	36,134
Expenditure	33,248

**NET SURPLUS**

**2,886**

# Performance

## HSC RESULTS

For the seventh consecutive year CCGS ranked in the top 100 NSW schools based on the 2020 HSC results.

Katelyn Williams was honoured in the NESA Top Achievers List for Society and Culture where she placed fourth in the state.

## HSC HIGHLIGHTS



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

14%

OF OUR STUDENTS  
ACHIEVED AN ATAR  
OVER 95

34%

ACHIEVED AN ATAR  
OVER 90

47%

ACHIEVED AN ATAR  
OVER 85

58%

ACHIEVED AN ATAR  
OVER 80

63%

OF ALL EXAMS SAT RESULTED  
IN A BAND 5 OR 6

## DUX OF 2020



KATELYN WILLIAMS

# Performance

## EXTERNAL COMPETITIONS

### ICAS English

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

### ICAS Spelling

**Year 3 – Year 6:** 3 High Distinction | 16 Distinction

Richard Choi, Year 5 won the ICAS medal placing top in the state of NSW.

### ICAS Mathematics

**Year 2 – Year 6:** 7 High Distinction | 29 Distinction

### ICAS Science

**Year 5 – Year 6:** 2 High Distinction | 12 Distinction

**Year 7 – Year 9:** 1 High Distinction | 15 Distinction

### ICAS Digital Technologies

**Year 4 – Year 6:** 3 High Distinction | 9 Distinction

**Year 7 – Year 10:** 3 High Distinction | 13 Distinction

### Australian Maths Trust Challenge

6 students received a Distinction

### Newcastle Permanent Primary Mathematics Competition

**Year 5 – Year 6:** 8 High Distinction | 33 Distinction

1 student placed 2nd and 1 student placed 3rd

1 student received a District Award

### Mathematical Association of NSW 'Investigating with Mathematics'

Year 4 received a Highly Commended award

### Assessment of Languages Competence (ALC)

#### Year 10 Japanese

3 High Distinction | 3 Distinction

#### Year 10 French

4 High Distinction

#### Year 10 Chinese

3 High Distinction | 4 Distinction

#### Year 11 Chinese

1 Distinction

#### Year 11 French

1 High Distinction | 2 Distinction

#### Year 11 Japanese

3 High Distinction | 2 Distinction

## NAPLAN

Due to COVID-19 NAPLAN assessment did not take place in 2020.



CENTRAL COAST  
GRAMMAR SCHOOL

Arundel Road, Erina Heights NSW 2260, Australia  
T +61 2 4367 6766 F +61 2 4365 1860  
W [www.ccgsw.edu.au](http://www.ccgsw.edu.au) E [info@ccgs.nsw.edu.au](mailto:info@ccgs.nsw.edu.au)  
ABN 85 002 839 607 CRICOS Provider Code: 02261G