

ANNUAL REPORT

2020



Prepared for the NSW Education Standards Authority (NESA)

[In compliance with the *Registered and Accredited Individual Non-government Schools (NSW) Manual*, March 2020 (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



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.

William Low
Headmaster/ Chief Executive Officer

1.2 A message from the School Board



2020 has been a very challenging year, with the COVID pandemic affecting society and business more than any other event in recent history. At CCGS our resilience was put to the test, and we quickly adapted to the immediate educational requirements and wellbeing of our students and staff as they were confined to their homes. In our fortunate corner of the world, our strong CCGS community worked together to keep our families and School thriving, adapting to changed conditions and supporting each other.

Strong leadership has been crucial during this period. I thank my Board colleagues for their tireless governance to position the School so strongly during this unsettling time. The education and care of our students has been at the core of all decisions made and the people making those decisions have been well informed and consulted widely.

I acknowledge the exemplary leadership of our Headmaster and Executive who have provided clarity whilst navigating uncertainty. As we steered our way through COVID-19, the School provided opportunities for regeneration and hope. Our teachers are the critical factor in student achievement and satisfaction and we are most grateful to our teaching staff for their unwavering dedication and support.

During the remote learning period and transition back to the classroom, a number of Board members received very positive comments from parents, colleagues and the broader business community. This recognition of the responsiveness of our School, and in particular the excellence of our teachers and staff, has been overwhelming and a testament to our strength and spirit.

Whilst society is transforming around us, 35 years of CCGS operation offers enduring values and continuity. Congratulations to the group of School founders who came together to create a video about the early years of CCGS. It's a worthy celebration of the extraordinary commitment, vision and determination of the small group of individuals who established our top rate school back in 1985.

We have much to look forward to as we approach 2021, with the opening of our newly built Junior School and the refurbishment of the current K to 2 facilities to house the new Senior College administration, Year 12 common room and study centre. CCGS is constantly evolving and enriching next generation learning, and we can all take immense pride in the way our School continues to advance.

2020 has been a tough year. 2021 will offer its own challenges. Rest assured that CCGS has the quality and depth to navigate the future with optimism and excitement.

Stephen Brahams FAICD
Chairman of the Board

1.3 A message from the P&F

Extracts from the P&F report published in the Student Yearbook 2020.

Despite challenging circumstances due to COVID, the P&F managed to continue their wonderful support of both staff and students of CCGS.

The generous funding of coffee was hugely appreciated by remote learning weary staff, as were the beautiful cupcakes that appeared on Teacher Appreciation Day.

The P&F also made a first aid donation for Saturday Sport and contributed to the Year 6 formal as no fundraising could be done due to COVID restrictions.

The second P&F contribution of \$40,000 towards the new Junior School playground equipment was also made.

The P&F also supported Project LIFT (Learning, Innovation, Fun and Teamwork) – a series of Middle School cross-curricular projects to encourage innovation, collaboration and support wellbeing.

The P&F once again showed how important they are to the School community.

Jo Heenan
P&F President



P&F funded Project LIFT (Learning, Innovation, Fun and Teamwork)

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 1,296 students.

CCGS has some of Australia's newest facilities teamed with a world-class vision. A new \$20M state-of-the-art K to 6 Junior School facility was opened at the start of the 2021 school year, reflecting the very latest design and technological thinking to support the School's next generation, collaborative learning culture. A new Senior Centre followed in Term 2, comprising learning, private study, common room, careers and administration facilities.

The School's core goal is to ensure its exceptional teachers are the best they can be and that students reach their full potential in all areas of their development. Harvard University's 'Teaching for Understanding' framework guides a whole-school approach to teaching and learning. In recent years above 30% of HSC students seeking an ATAR have achieved 90 or above and exceptionally strong HSC results have ranked CCGS in the NSW top 100 schools over the past seven years.

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. In 2020 there were 1,296 students, comprising of 685 in the Senior School and 611 in the Junior School. 0.69% of students were Aboriginal or Torres Strait Islanders and 114 were ESL (English as a Second Language) students.

An energising Junior curriculum enhanced by specialist teachers 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 students experience a balanced education in an industrious and supportive environment. A rich and comprehensive cocurricular program includes performing arts, sport, robotics, public speaking and debating, outdoor education and more. Well-resourced wellbeing programs build social and emotional skills, character and leadership, creating a safe, healthy and supportive environment. CCGS is a technology rich learning environment committed to high levels of digital literacy. Staff and students are active learners and users, enabling effective assimilation of new technology now and into the future. Students enjoy 1:1 age-appropriate learning technology, with School assigned iPads in Kindergarten to Year 3, Windows 10 Notebooks in Year 4 to 9 and a Bring Your Own Device program in Year 10 to 12. K to 12 can access four IT labs around the School.

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 past decade has also seen a new \$10M Performing Arts Centre with a 750-seat theatre, music and drama learning facilities and a dance studio; enhanced Humanities and Science facilities including seven state-of-the-art laboratories; a multipurpose all-weather sports field and a new library and lecture theatre.

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

3.1 NAPLAN

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results as summarised below and available on My School website: myschool.edu.au.

Similar background – students have a similar background as determined by parental occupation and education. The background of students has been shown to have an impact on NAPLAN results.

Interpreting the table		Compare to <input checked="" type="radio"/> Students with similar background <input type="radio"/> All Australian students					
Selected school's average when compared to students with a similar background		Reading	Writing	Spelling	Grammar	Numeracy	
<input checked="" type="checkbox"/>	Well above	Year 3	491	462	475	519	457
<input checked="" type="checkbox"/>	Above	Year 5	573	515	552	578	553
<input type="checkbox"/>	Close to	Year 7	603	558	597	600	614
<input type="checkbox"/>	Below	Year 9	621	590	619	621	646
<input type="checkbox"/>	Well below						
<input type="checkbox"/>	No comparison available						

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 eleven students over twelve subjects.

4.2 Higher School Certificate

Academic highlights Year 12, 2020

For the seventh consecutive year CCGS ranked in the top 100 NSW schools based on the 2020 HSC results, ranking at number 83.

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

Special congratulations to Katelyn Williams, our Dux of the School for 2020, for achieving a 98.35 ATAR.

Higher School Certificate candidates: 96

- 14% of our students achieved an ATAR over 95
- 34% of our students achieved an ATAR over 90
- 47% of our students achieved an ATAR over 85
- 58% of our students achieved an ATAR over 80
- 16% 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.*
- Two students were nominated for inclusion in Callback and one student's piece was selected to be performed
- Nine students were nominated for inclusion in OnSTAGE
- One student was 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	2020	9	68	24
	2019	15	73	35
	2018	22	82	36
	2017	9	*	36
	2016	8	*	8
Biology	2020	24	13	31
	2019	35	80	31
	2018	41	63	37
	2017	39	56	39
	2016	39	18	9
Business Studies	2020	30	73	35
	2019	30	43	33
	2018	25	56	37
	2017	21	57	36
	2016	28	25	9

Subject	Year	Total # of CCGS students	CCGS % Band 5/6	NSW % Band 5/6
Chemistry	2020	19	63	30
	2019	17	77	46
	2018	18	72	42
	2017	17	65	43
	2016	19	26	10
Chinese	2020			
	2019	1	100	70
Dance	2020	6	83	57
	2019	4	100	54
	2018	4	100	55
	2017	6	*	54
Drama	2020	12	92	47
	2019	5	60	44
	2018	11	100	42
	2017	14	50	42
	2016	9	*	14
Earth & Environmental Sciences	2020	11	46	23
	2018	7	43	38
	2017	16	38	36
	2016	11	*	7
	2015	7	*	43
Economics	2020	9	56	38
	2019	10	60	52
	2018	5	20	46
	2017	12	33	48
	2016	15	13	14
English (Advanced)	2020	54	72	63
	2019	66	80	62
	2018	66	68	63
	2017	63	76	63
	2016	73	10	15
English (Standard)	2020	41	34	11
	2019	36	22	12
	2018	32	19	15
	2017	42	33	16
	2016	33	0	0.85
English (Extension 1)	2020	9	100	93
	2019	7	*	*
	2018	10	100	95
	2017	10	100	93
	2016	10	30	35
English (Extension 2)	2020	3	100	82
	2019	2	*	*
	2018	3	100	71
	2017	4	*	77
	2016	3	*	18

Subject	Year	Total # of CCGS students	CCGS % Band 5/6	NSW % Band 5/6
Food Technology	2020	5	80	30
	2019	13	69	33
	2018	11	55	32
	2017	18	44	30
	2016	22	0	7
Geography	2020	6	67	42
	2019	7	71	43
	2018	9	78	43
	2017	0	-	-
	2016	15	7	8
History (Extension)	2020	11	82	76
	2019	7	*	*
	2018	2	100	24
	2017	4	*	22
	2016	1	*	22
Industrial Technology	2020	6	50	34
	2019	5	80	21
	2018	8	100	22
	2017	5	*	22
	2016	7	*	7
Information Processes & Technology	2020	13	23	32
	2019	9	78	35
	2018	5	80	37
	2017	11	36	30
	2016	7	*	7
Japanese Continuers	2020	1	100	27
	2019	6	50	60
	2018	3	67	61
	2017	2	*	61
	2016	5	*	23
Japanese (Extension)	2020	0		
	2019	3	*	*
	2018	3	33	90
	2017	1	*	89
	2016	2	*	36
Legal Studies	2020	7	71	39
	2019	11	73	41
	2018	11	27	44
	2017	16	50	44
	2016	11	9	12
Mathematics Standard 2	2020	41	39	25
	2019	41	46	24
	2018	31	48	26
	2017	41	46	25
	2016	42	12	5

Subject	Year	Total # of CCGS students	CCGS % Band 5/6	NSW % Band 5/6
Mathematics (Extension 1)	2020	21	90	74
	2019	31	*	*
	2018	14	79	80
	2017	15	80	82
	2016	11	55	33
Mathematics (Extension 2)	2020	8	100	84
	2019	7	*	*
	2018	6	67	85
	2017	5	*	84
	2016	2	*	32
Mathematics Advanced	2020	31	65	53
	2019	41	59	49
	2018	48	40	52
	2017	36	47	53
	2016	37	60	53
Modern History	2020	41	55	37
	2019	29	59	39
	2018	34	91	42
	2017	42	62	39
	2016	25	20	9
Music Extension	2020	2	100	97
	2019	3	*	*
	2018	6	100	96
	2017	2	*	95
	2016	1	*	52
Music 1	2020	5	100	64
	2019	6	100	66
	2018	11	100	64
	2017	8	*	65
	2016	11	36	18
Music 2	2020	2	*	*
	2019	3	100	91
	2018	7	86	91
	2017	3	*	89
	2016	3	*	34
PDHPE	2020	21	62	34
	2019	32	66	31
	2018	31	77	33
	2017	38	68	31
	2016	38	44	11
Physics	2020	11	27	40
	2019	17	59	37
	2018	14	36	34
	2017	11	73	34
	2016	11	9	8
Science Extension	2020	1	100	74
	2019	2	*	*

Subject	Year	Total # of CCGS students	CCGS % Band 6	NSW % Band 6
Society & Culture	2020	22	86	44
	2019	14	100	44
	2018	20	100	47
	2017	25	92	47
	2016	23	48	14
Studies of Religion	2020	47	62	44
	2019	58	67	46
	2018	38	71	37
	2017	60	67	50
	2016	44	27	14
Software Design and Development	2020	5	60	37
Visual Arts	2020	11	91	65
	2019	18	94	63
	2018	8	63	53
	2017	10	100	54
	2016	25	16	14

Percentages have been rounded.

4.3 Senior Secondary Outcomes

The percentage of Year 12 students undertaking TVET courses	1%
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	128
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	1
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	1
2.	Provisional	3
3.	Proficient teacher	120
4.	Highly accomplished teacher (voluntary accreditation)	1
5.	Lead teacher (voluntary accreditation)	0
Total number of teachers		125

5.3 Professional Learning / Teacher Training 2020

The table below indicates the broad spectrum of professional learning activities that were undertaken in 2020. 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, differentiation in geography webinar, building mathematical thinking, K-12 PDHPE conference, HICES sports convenor meeting, teacher librarian conference, STEM in libraries, PD4Maths Extension 1, legal studies association conference, painting and drawing, spell it, initial lit 2	45
Governance: Obligations in identifying and responding to young people at risk, CPR, Provide First Aid, induction workshop: child protection at CCGS	152
Leadership training: Senior Leaders Program, Certificate of School Management & Leadership, Data Network meetings, Courageously Navigating Hard Conversations, Performance Management Basic Principles, AHISA Director of Studies Conference: Education during a pandemic	7
Other: Teaching for understanding, Looking back and looking forward, building capacity after remote learning, PD applications & digital communication, Effective use of rubrics in MyCCGS, Collaborative practice – preparing for the new Junior School, Using SCOUT	132
Teacher accreditation: Viewing of Experienced Teacher Digital Portfolios, Becoming accredited at high accomplished or lead teacher workshop, Professional support for experienced teachers – standards online course	3
Wellbeing: Wellbeing & Healthy Communities, Recognising Critical Incidents, Responding to Critical Incidents, Introduction to Student Wellbeing System, School Counsellors and the NCCD	134

6. WORKFORCE COMPOSITION

Teaching staff	129
Fulltime-equivalent teaching staff	121.5
Non-teaching staff	58
Fulltime-equivalent non-teaching staff	49.8

There were nil Aboriginal and/or Torres Strait Islander staff engaged in 2020.



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

7.1 Student attendance rates

Student attendance rates 2020	
Year Level	% Attendance
0	95.72%
1	94.93%
2	92.89%
3	94.39%
4	94.54%
5	94.42%
6	95.72%
7	95.98%
8	95.02%
9	94.73%
10	93.78%
11	97.26%
12	97.63%
Overall	95.23%

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	2008/10	2009/11	2010/12	2011/13	2012/14	2013/15	2014/15	2015/17	2016/18	2017/19	2018/20
Year 10 total enrolment on census date	111	116	107	120	91	86	116	110	115	106	108
Year 12 total enrolment on census date	101	109	98	109	88	75	106	106	100	103	96
Year 10 total enrolment on census date remaining in Year 12 on census date	95	96	95	102	81	70	102	99	99	92	89
Apparent retention rate	91%	94%	92%	91%	97%	87%	91%	96%	87%	97%	89%
Actual retention rate	86%	83%	89%	85%	89%	81%	88%	90%	86%	87%	82%

7.4 Post school destinations

Year 10 – 2020: Post school destinations for students include:

Workforce – none left to access the workforce.

Further study – 3 students left at the end of Year 10 to complete Trade Apprenticeships.

Year 11 – 2020: Post school destinations for students include:

Workforce – 1 student gained employment.

Further study – 2 students left to complete further study in TAFE courses.

Other – one student left due to ongoing health issues.

Year 12 – 2020: Post school destinations for students include:

Workforce – 1 student gained employment.

Further study – 2 students completing further study through TAFE and other options.

University – to our knowledge, all other students are attending university.

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.

Year 12 graduates had 90 offers of early entry to university and college in 2020 *before* the HSC results were released in December.



7.4 Post school destinations continued

Tertiary Courses 2020

Students were offered places in a variety of university degrees, with Commerce/Economics/Business and Science/Health fields being the most highly received. Security/Criminology and Medical Health were close behind.

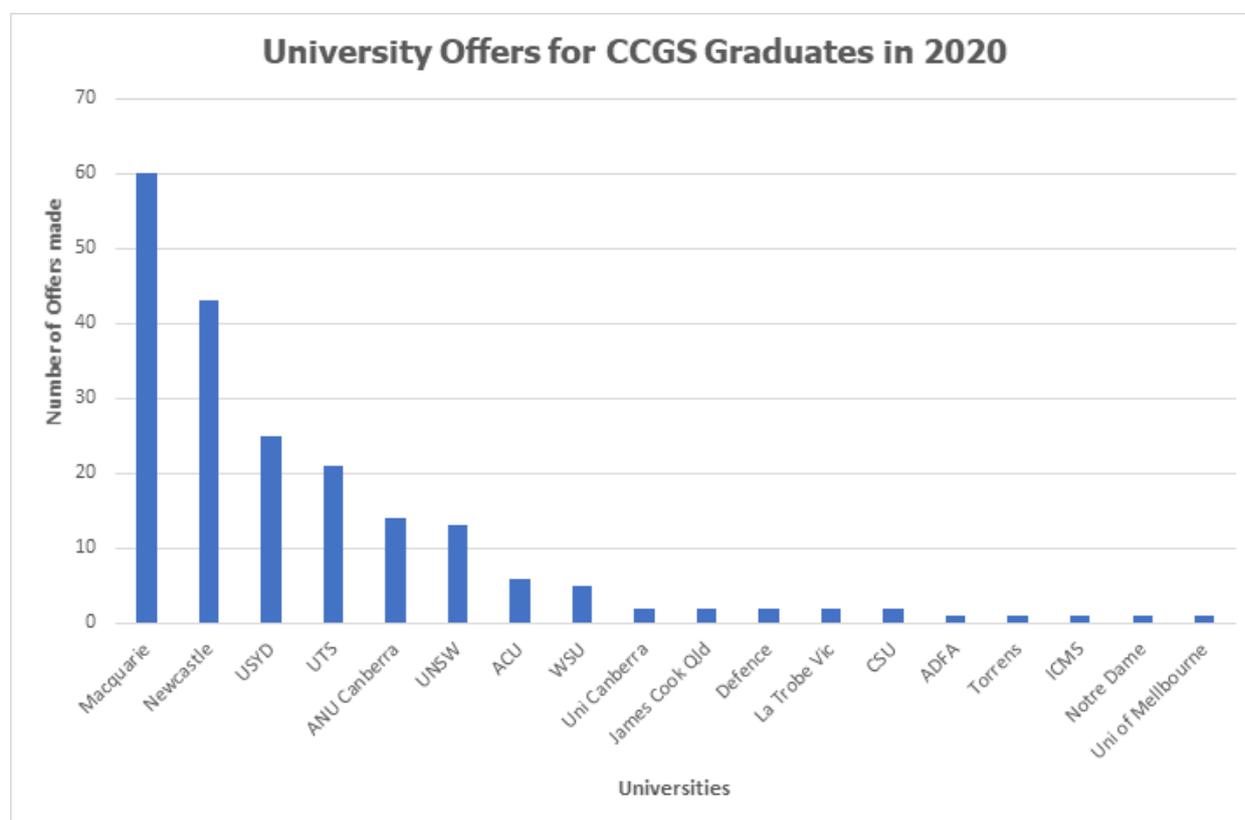
Other courses for which students received offers include:

University Course	Student Offers
Surveying	1
Nursing / Paramedics/Midwifery	3
Pharmacy	1
Accounting	2
Vet Bio Science	1
Development Studies	1
Performing Arts	1
Hospitality	1
Chiropractic Science	1
Occupational Therapy	1
Speech Pathology	4

University Destinations for CCGS Graduates

Macquarie University and University of Newcastle remained students preferred destinations with 60 offers at Macquarie, and 43 offers at Newcastle. The University of Sydney and UTS were close behind with 24 and 21 offers respectively.

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



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.ccgs.nsw.edu.au

9. OTHER SCHOOL POLICIES

Policy	Changes in 2020	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 2020</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.ccgsw.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 2020</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.ccgsw.edu.au</p>
<p>Discipline</p> <p>The School expressly prohibits corporal punishment as a mean of disciplining students. Corporal punishment is not sanctioned as a suitable means for parents or caregivers to deal with discipline issues at home.</p> <p>All behaviour management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension or expulsion of a student. Disciplinary actions do not include exclusion.</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>No changes in 2020</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.ccgsw.edu.au</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 ensuring students learn that their actions have consequences.</p>		
<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. Parents can raise a concern initially by talking with the teacher, House Coordinator, Head of School or the Headmaster, as appropriate. The School will make every attempt to resolve issues and complaints within a reasonable period of time and should only be escalated if unresolved within a school working week (5 days). Procedural fairness will be followed in each case.</p>	<p>No changes made in 2020</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.ccgsw.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 2020</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.ccgsw.edu.au</p>

10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Priority Area	Achievements
<p align="center">NEXT GENERATION LEARNERS</p>	<ul style="list-style-type: none"> Engagement with the AIS NSW (Association of Independent Schools) Deep Learning Project advanced the development of next generation capabilities 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. 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.
<p align="center">ACADEMIC ACHIEVEMENT</p>	<ul style="list-style-type: none"> 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 in Mathematics' competition run by the Mathematical Association of NSW and received a Highly Commended award. A student 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.
<p align="center">BALANCED EDUCATION</p>	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> • 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. • 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. • 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. • 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.
<p style="text-align: center;">TEACHER QUALITY</p>	<ul style="list-style-type: none"> • 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. • Two teachers completed the AIS Senior Leaders course to help drive improvement in systems and structures. • Teachers were encouraged and supported to develop their own professional practice and career paths through the NESA (NSW Education Standards Authority) and ISTAA (Independent Schools Teacher Accreditation Authority) frameworks. 18 teachers participated in the NESA Higher School Certificate (HSC) examination process including examination development, marking and judging. • One teacher completed accreditation through NESA at the level of proficient teacher, and three teachers completed accreditation through ISTAA at the level of experienced teacher.
<p style="text-align: center;">DIGITAL LITERACY</p>	<ul style="list-style-type: none"> • 1:2 iPads were introduced for Kindergarten, moving temporarily 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. • 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. • The MyCCGS learning management platform was extended to support the School's Learning Continuanace 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.
<p style="text-align: center;">COMMUNITY</p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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. • 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.
<p style="text-align: center;">GOVERNANCE AND MANAGEMENT</p>	<ul style="list-style-type: none"> • 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 Capitol 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.

More information about the School's 2020 priority areas and objectives for 2020 are outlined in the 2020 Headmaster's Report which is available for viewing on the School's website www.cqgs.nsw.edu.au/about/publications.

Further information on the School's new strategic plan for 2021-2025, *Striving for Excellence* can be found on the School's website: www.cqgs.nsw.edu.au/about/strategic-plan.

11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

- The student diary issued to all students contains the text of:
 - The Student Pledge to accept responsibility to be a positive member of our CCGS family
 - 'A Community of Respect' Discipline Policy which includes the Rights and Responsibilities of students
 - Illegal Drugs and Smoking Policy
 - Anti -Bullying Policy
 - Uniform Policy
- Staff completed the Be You online module 'Responding to Critical Incidents' to support students K to 12.
- 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.
- 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.
- '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.
- 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.
- 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.

12. PARENT, STUDENT AND TEACHER SATISFACTION

12.1 Parent satisfaction

- 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.
- 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.
- A podcast series called Let's Ask Better Questions was launched to help support families. 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.
- 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.

12.2 Student satisfaction

- 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.
- 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.
- Students aged 15 -18 took part in Mission Australia's 19th annual Youth Survey. The survey aims to identify young people's values, aspirations and concerns.
- 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.
- 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.
- 1:2 iPads were introduced for Kindergarten, moving temporarily to 1:1 to increase device accessibility during remote learning.

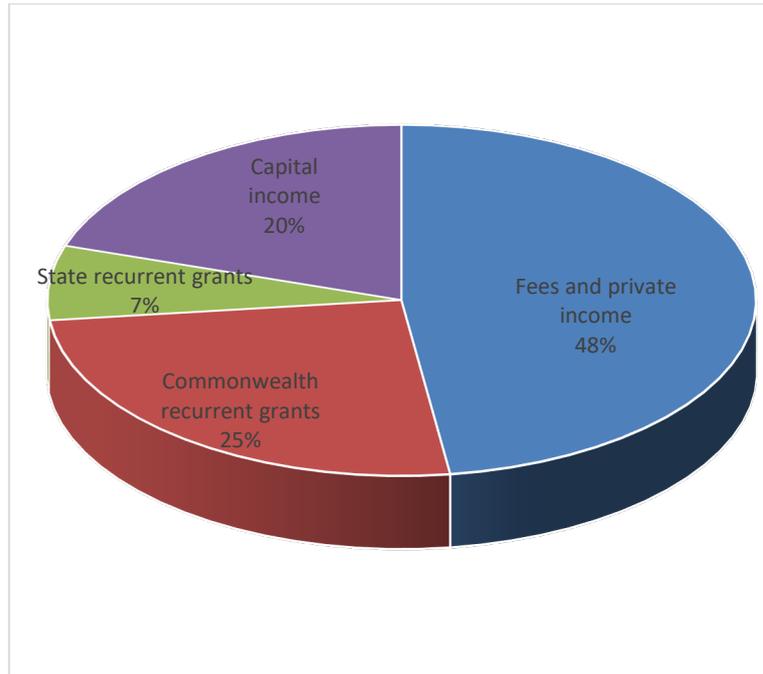
12.3 Staff satisfaction

- 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.
- 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.
- Teachers were encouraged and supported to develop their own professional practice and career paths through the NESA (NSW Education Standards Authority) and ISTAA (Independent Schools Teacher Accreditation Authority) frameworks.
- 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.

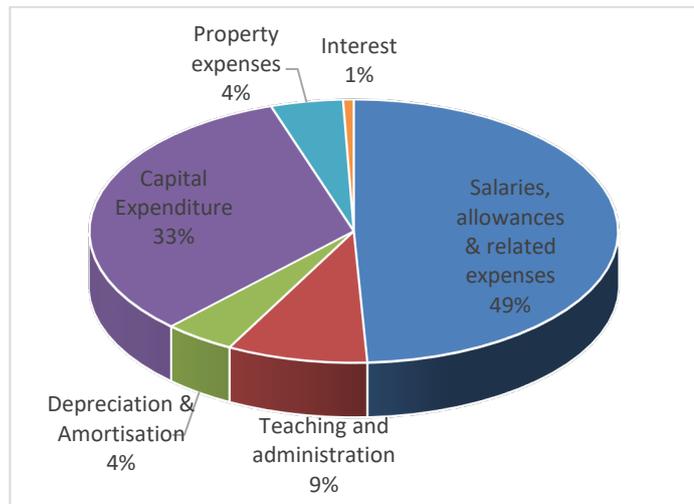


13. FINANCIAL INFORMATION 2020

Income	2020
	(\$'000)
Fees and private income	18,345
Commonwealth recurrent grants	9,730
State recurrent grants	2,637
Capital income	7,667
TOTAL	38,379



Expenditure	2020
	(\$'000)
Salaries, allowances & related expenses	23,856
Teaching and administration	4,168
Depreciation & Amortisation	2,106
Capital Expenditure	15,913
Property expenses	2,144
Interest	318
TOTAL	48,505





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