

# Headmaster's Report 2021



CENTRAL COAST  
GRAMMAR SCHOOL



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*This Headmaster's Report provides a summary insight into the operations of Central Coast Grammar School during the 2021 school year. It addresses the goals of our Striving for Excellence strategic plan.*



## Mission

Striving for excellence in all endeavours in a happy, caring and supportive environment.



## Values

- Kindness
- Inclusivity
- Gratitude
- Respect
- Integrity
- Resilience
- Responsibility



## 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.

### EXECUTIVE TEAM



William Low  
Headmaster/  
Chief Executive Officer



Steven Bennett  
Deputy Headmaster



Jacki Lynch  
Head of Middle School



Walter Hopkins  
Business Manager



Janine Comber  
Head of Senior College



Rita Boys-Smith  
Head of Junior School

### SCHOOL BOARD

Following the AGM May 2021.

#### Chairman

Stephen Brahams

Deputy Chair

Arthur Stanley

Secretary

Kylie Tritton

Treasurer

Anne McGregor

#### Board Members

Dr Denis Crimmins

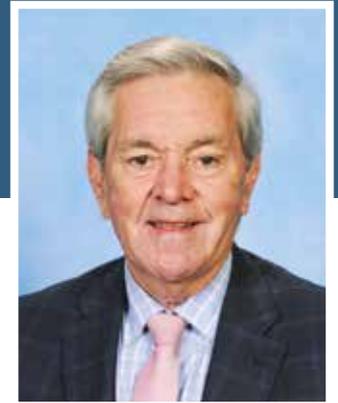
Dr Brok Glenn

Ken Jolly AM

Daphne Wayland

*Central Coast Grammar School acknowledges the Darkinjung people, the Traditional Owners of the land on which the School is located. We acknowledge the continued deep spiritual attachment and relationship of Aboriginal and Torres Strait Islander peoples to this country.*

# From the Headmaster



The Headmaster's Report for 2021 commences our response to our new Striving for Excellence Strategic Plan 2021 – 2025.

During another year marked by fast moving changes to health restrictions and school operations, students, staff and families worked together to sustain a happy, caring and supportive environment that safeguarded wellbeing and academic outcomes.

Continued engagement with Designing for Deep Learning and the Deep Learning Collaborative Inquiry Cycle strengthened the development and assessment of next generation learning (NGL) capabilities. The new Junior School learning environment enhanced innovative teaching and learning, in tandem with focused professional development and the integration of the latest digital technology.

Despite being heavily impacted by the pandemic throughout their HSC course, Year 12 2021 achieved excellent HSC outcomes. CCGS was ranked in the top 100 NSW schools for the eighth consecutive year ranking 75.

Heads of Department collaborated to identify strengths and consistent focus areas across the School. New courses were introduced as alternatives to the HSC for students not pursuing a university pathway. Processes for whole grade and subject specific acceleration were advanced, and individualised support programs were established for students identified in the Nationally Consistent Collection Data (NCCD), so every student can achieve their academic potential.

Students took the lead on the environment, community service and peer to peer leadership, learning important life skills. New Languages Week and House Music Festival events, and new cocurricular activities in Project LIFT, expanded opportunities for every student to access a holistic education.

Teacher quality was enhanced through new guidelines to maximise the impact of learning environments to support academic achievement, collaboration and wellbeing. Middle leadership was strengthened through a new appraisal process and Heads of Department workshops. Senior leadership was enriched as new appointments commenced in the roles of Deputy Headmaster K to 12, Head of Middle School and Head of Senior College.

Wellbeing emerged as an additional stand-alone focus area in the strategic plan. Wellbeing, belonging, diversity, inclusivity and perseverance were actively promoted to the School community via CCGS Connect and Harmony Day. The student support system was refined, and Social and Emotional Learning (SEL) was embedded into K to 12 programs.

The National Online Safety program was introduced to deliver expert digital citizenship resources and tools to CCGS families and students. Further professional development, including self-paced resources, helped teachers integrate digital technologies to enhance learning. A system was introduced to track teaching and acquisition of digital skills across the curriculum.

During remote learning and lockdown, virtual School community events kept everyone's spirits up, including Guess the Teacher, Pets of CCGS and Cheer on Charlie in the Winter Olympics. We welcomed wellbeing ambassador Sunny, our Australian Cobberdog, into the CCGS family. Alumni returned to CCGS to address the International Women's Day breakfast and the newly formed CCGS Rugby Old Boys group presented current players with their jerseys.

Astute long-term planning resulted in a leap forward for learning environments with the opening of the new Junior School and Senior College facilities, plus refurbishment of a variety of learning spaces around the campus. A new uniform shop was opened, and work commenced on upgrading and expanding the canteen. Environmental sustainability was enhanced through onsite power generation and a procurement review helped to minimise landfill waste from the canteen.

Our new strategic plan 2021-2025 was the result of leaders from across the School collaborating with the Board to evaluate progress and identify areas for development. We have made substantial progress towards our key objectives during 2021, and our next steps for 2022 indicate ambitious plans as CCGS strives for excellence.

**William Low**  
Headmaster/ Chief Executive Officer



**GOAL:** Create a contemporary learning community which empowers students and staff with the learning characteristics necessary to engage, contribute and innovate.

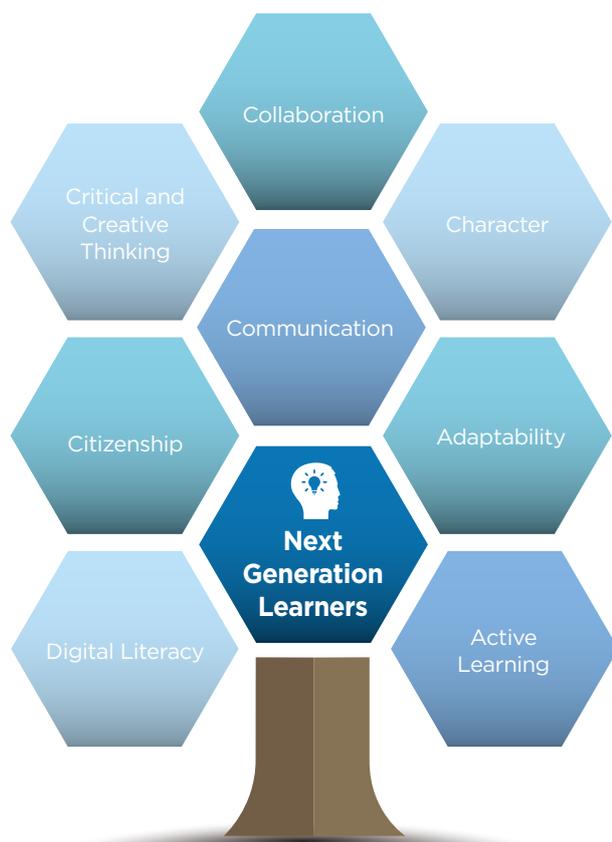
## Next Generation Learners

### ACHIEVEMENTS 2021

- The practice of Designing for Deep Learning was refined through continued engagement with the AIS NSW (Association of Independent Schools). K to 12 rubrics for observation and assessment of student NGL (Next Generation Learners) capabilities were enhanced. Collaboration and creative process capabilities were integrated in English programs across Years 7 to 12.
- Professional development was researched and planned to support the implementation of an NGL curriculum across a broader range of senior school subjects.
- K to 6 NGL classes were enriched by using the Deep Learning Collaborative Inquiry Cycle to design NGL units that incorporate deep learning pedagogies and explicit NGL competencies.
- A variety of collaborative models enhanced NGL classes in both internal and external teaching areas of the new Junior School learning environment.
- Digital technology, including the latest web-based programs such as digital journals and online whiteboards for design creation, enhanced NGL classes K to 6.
- Year 12 student and Head Prefect, Jack Quinlan, established a new Inventors Club for Years 7 to 12. Students engaged with experts in new ways and used engineering skills to develop creative solutions to real world problems.

## NEXT STEPS

- Develop an NGL capabilities scope and sequence K to 10 to measure progress and inform teaching and learning.
- Nominate focus NGL capabilities for each unit of work in K to 6 and each subject area, Years 7 to 10.
- Enhance application of the Collaborative Inquiry Cycle K to 6 through investing in tools, resource and allocation of time for collaborative planning.
- Develop termly inquiry units K to 6 for History, Geography, Science and Technology.
- Establish a central database for K to 6 Inquiry units and resources.
- Conduct professional development Years 7 to 12 in preparation for implementing teaching and learning of identified NGL capabilities.
- Assess Years 7 to 10 student performance of at least one capability, in at least one assessment task in every subject, at every Year level.
- Develop a coherent language and understanding about NGL characteristics through the creation of a set of common logos, schemas and charts to display school-wide.



### Designing the Perfect Lunchbox

Using Stanford University's Design Thinking Framework, students in Junior School tackled a three week NGL project to design and create the perfect lunchbox for a friend.

The five stage process of empathise, define, ideate, prototype and test was at the heart of their learning. They developed designs with facial recognition, food temperature adjusters and slimline profiles to easily fit into any bag.



### Inventive Solutions to Real World Problems

A club for Years 7 to 12 provided a new way for students to engage with experts and use engineering skills to develop creative solutions to real world problems.

Student ambassadors from the University of Newcastle shared some of the innovative and forward-thinking science and engineering projects they are working on.

The club helps students think creatively, solve problems and create a community that is civically and socially aware and engaged.



**GOAL:** Every student achieves their academic potential.

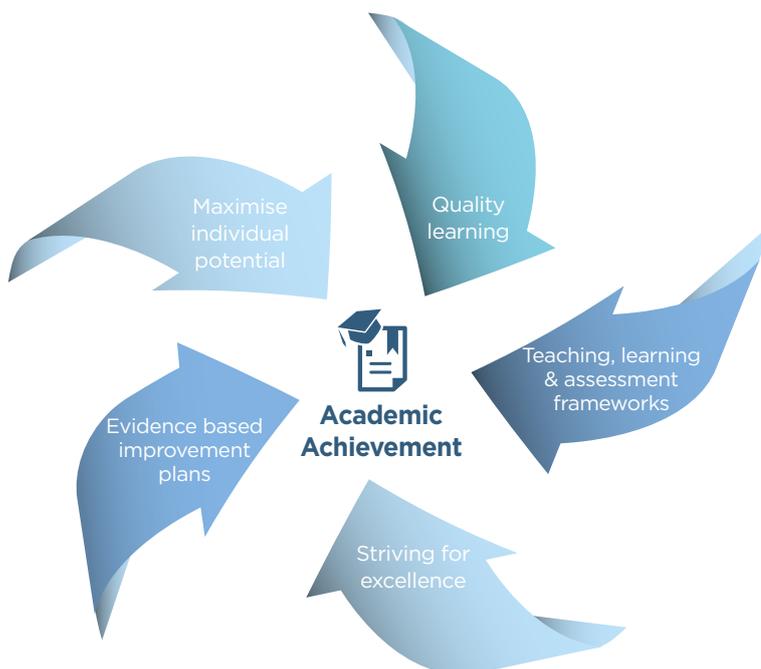
# Academic Achievement

## ACHIEVEMENTS 2021

- Strong HSC results ranked CCGS at number 75 in the SMH top 100 NSW schools, an improvement of eight places from 2020. Exceptional HSC results saw the 2021 cohort achieve excellent outcomes with over a third of students achieving an ATAR over 90. This is an impressive achievement as Year 12 2021 were heavily impacted by the pandemic throughout their HSC course.
- A data driven, systematic approach to lift academic improvement plans included analysis of 2021 NAPLAN data and collaboration across Junior and Middle School to target areas for improvement. Data from NESA's Results Analysis Package (RAP) informed detailed information of Record of School Achievement (ROSA) outcomes and HSC performance. A Heads of Department workshop identified strengths and common areas of focus within and across departments.
- A continuous reporting pilot was launched in MyCCGS for the first Year 12 HSC assessment task. Heads of Department collaborated across teams to refine the reporting format and content, ready for launch in 2022.
- Alternative pathways were enhanced by the identification and implementation of new course options for Years 11 to 12. The new courses can contribute towards the attainment of a HSC and sometimes towards an ATAR. The courses included traditional face to face TAFE courses and TAFE NSW Schools Launchpad courses that combine teacher-led virtual classrooms with workshops and work placements across a range of exciting career areas within growth industries.
- Initial steps were implemented to manage whole grade and subject specific acceleration. Termly meetings were established between the Head of Learning Support and Heads of Schools to develop a clearly articulated process to guide acceleration.
- Comprehensive adjustments were planned and implemented for students identified in the Nationally Consistent Collection of Data (NCCD), an annual collection of information about Australian school students with disability. Following staff workshops, individualised student programs were developed and these NCCD adjustments were integrated in the School's data management platform.

## NEXT STEPS

- Launch continuous reporting across Years 7 to 12 to share real time assessment task grades and teacher feedback and help parents and carers support their child’s learning journey.
- Begin implementation of NESA’s reformed K to 2 Mathematics and English syllabi, which will be taught in all NSW primary schools from 2023.
- Build professional engagement with, and understanding of, NESA’s reformed Years 3 to 10 Mathematics and English syllabi, which will be taught in all NSW schools from 2024.
- Form K to 6 working groups to share and disseminate expertise for assessment and data analysis, writing and spelling.
- Explore the AIS NSW’s Primary Numeracy Project, to enhance the explicit and systematic teaching of numeracy skills in the Junior School.
- Implement a revised whole school literacy approach across all subjects K to 10.
- Review and rationalise assessment across Years 7 to 10 to strengthen quality, validity and reliability, and to support student academic achievement and wellbeing.



## Strong HSC Results

Outstanding HSC results saw 51% of CCGS students recognised on the NESA Distinguished Achievers list. 63% of all exams sat resulted in a Band 5 or 6. Five students were honoured by inclusion in the Distinguished Achievers list for achieving Band 6 in 10 or more units of study.

- Daisy Hughes was accepted to showcase her major work in Art Express during 2022. (Body of Work pictured above.)
- Hannah Stanley’s Visual Arts HSC Body of Work was accepted for exhibition in First Class 21, at the Museum of Art and Culture, Lake Macquarie (MAC yapang).
- Tim Wilkins ranked equal 7th in NSW in Science Extension.
- Emily Anstice was awarded a Distinction for her Society and Culture Personal Interest Project which explored how the role of masculinity impacts climate denialism.
- William Trethewy was accepted to showcase his major work in InTech in 2022.

(See page 22 for results highlights.)

## Top Ranking



An online report by the Better Education Group on academic performance of NSW schools saw CCGS in the Top 100.

The Better Education Group ranked the academic performance of the state’s best primary and secondary schools ‘based on a statistical approach using median scores’.

The Junior School received 97/100 and was ranked 56 in NSW and the senior school received a mark of 99/100, ranking 65.



**GOAL:** Every student is encouraged to access a holistic education.

# Holistic Education

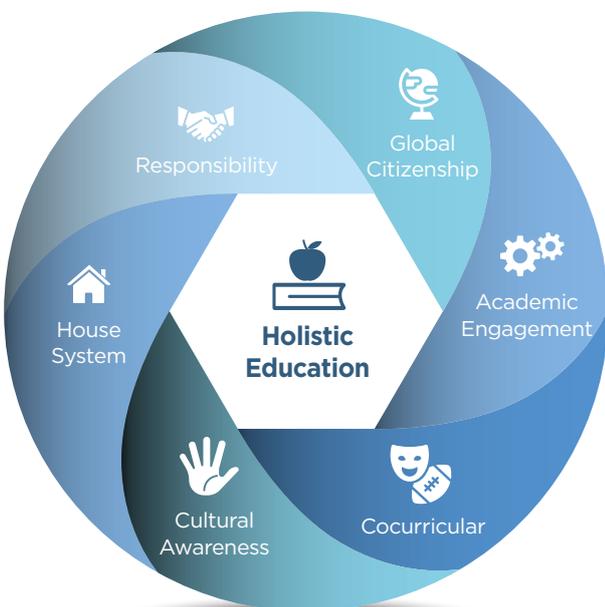
## ACHIEVEMENTS 2021

- Peer to peer leadership opportunities and training for students were enhanced across K to 12. Year 11 students supported a Year 7 student to run the week-long schoolwide, Action for Oxygen, fundraising event. Year 9 took part in the FrogID citizen science data collection project. Senior College students delivered leadership training sessions to Year 6 House Captains. Year 10 led a leadership session with K to 2.
- Community Police Liaison Officer addressed Years 8 and 12 about maintaining respectful relationships online.
- Combined Middle School and Senior College assemblies led by Senior College student leaders highlighted CCGS values and recognised student achievements.
- Environmental Action Group members attended a Take 3 for the Sea conference at Taronga Zoo alongside 150 young leaders from 25 schools across NSW. They discussed the problem of plastic pollution and considered potential solutions to implement at School.
- Year 10 My Future Self Conference was expanded to a five day program. New features included a Wiping Out Waste program and waste audit to develop a baseline survey of rubbish generated on campus, and team building exercises facilitated by Southbound Adventures.
- The inaugural CCGS Languages Week provided a platform for everyone to immerse themselves in Chinese, French and Japanese culture, language, food, games and art.
- The inaugural House Music Festival broadened House Spirit and connections.
- Senior College students and staff took part in a House Count.It Step Challenge, keeping everyone moving and active during remote learning.
- A fresh Year 11 retreat program included onsite activities, Southbound Adventures outdoor and team building activities and a student-led focus to foster positive students peer to peer connections.
- Tour opportunities for Performing Arts and Sport were reviewed. Initial steps were undertaken to establish links with Performing Arts and Sports schools in the UK. However, tour opportunities were put on hold due to travel restrictions.

- 13 CCGS teams joined the local Central Coast Football competition with 123 students participating.
- A Junior School Dance Company was established to provide extension opportunities for Years 5 and 6 students who demonstrated exceptional dancing capabilities.
- Trinity College London Drama and Acting examinations were extended to include students from Years 2 to 11.
- Project LIFT for Years 7 to 9 was expanded to include golf, onsite school nature trails and outdoor hiking.

## NEXT STEPS

- Reinvigorate and promote cocurricular opportunities, following the relaxation of health restrictions.
- Explore additional, innovative cocurricular opportunities to challenge and extend highly skilled musicians, dancers and actors.
- Expand vertical peer mentoring opportunities across K to 12.
- Promote CCGS values through the House Families program.
- Expand Harmony Day activities across K to 12 to include public speaking and celebration of languages spoken by CCGS families.
- Identify opportunities to expand the Future Problem Solving program into Junior and Middle School.



## Ain't No Mountain High Enough

Year 12 took part in a one day workshop with inspirational coach and motivational leader, Bernie Kelly.

Bernie worked with the group on leadership skills and how to bond together as a grade to face the challenges of Year 12 as a united cohort.

Students took on board Bernie's favourite phrase 'Ain't no mountain high enough' and left the workshop with a will to serve, a desire to act and a commitment to add value to other people's lives.



## House Music Festival

The first ever CCGS House Music Festival reminded us of the key role music and performance plays in our CCGS culture.

Experienced musicians, and those who had just started learning an instrument, performed across a range of musical genres and instruments.

Points for participation and overall placings were awarded to each of the CCGS Houses.

Professional adjudicators, including world-renowned concert pianist Simon Tedeschi, reviewed 175 entries from Kindergarten to Year 12.



**GOAL:** Continually develop expert teachers who engage professionally and empower students to maximise their potential.

## Teacher Quality

### ACHIEVEMENTS 2021

- All K to 12 teaching teams collaborated to develop action plans to maximise the impact of learning environments on student outcomes. A rubric was designed to define and evaluate the use of learning environments to support academic achievement, collaboration and wellbeing and a digital resource was developed to support teacher reflection and planning.
- The leadership and practice of senior and middle leaders was supported through Heads of Department workshops. Cross departmental strategies included sharing best practice to facilitate action plans that support HSC outcomes.
- Teacher appraisals were strengthened to include evaluation of, and feedback on, the use of learning environments.
- A new appraisal process for middle leaders was developed. This provides structured opportunities for targeted reflection, evaluation and feedback.
- A digital teacher appraisal app was designed to streamline process and increase functionality to support teachers and supervisors.
- Two teachers successfully completed accreditation through NSW Education Standards Authority (NESA) at the level of proficient teacher, and two teachers completed accreditation through the Independent Schools Teacher Accreditation Authority (ISTAA) at the level of experienced teacher.
- Three teachers contributed to NSW curriculum reform through participation in NESA Teacher Expert Networks.
- Two teachers contributed to the development of HSC examinations through leading or sitting on examination committees.
- Senior leadership was strengthened. The Deputy Headmaster took on responsibility across K to 12, and a Head of Middle School and Head of Senior College were appointed to strengthen senior leadership for Years 7 to 12. A Deputy Head of Middle School was also appointed to help drive academic and wellbeing outcomes.
- The Junior School professional culture was enhanced. Team charters were developed to recognise and celebrate the different strengths and skills individual staff bring to their teaching teams. More opportunities were created to engage in professional dialogue about best practice and student progress.

## NEXT STEPS

- Implement and evaluate digital tools for teacher appraisal.
- Implement and evaluate leadership appraisal for middle leaders, including Junior School Year Leaders and Senior School Heads of Department.
- 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.
- Establish structured professional development for all teachers to meet NCCD requirements and support students with diverse and additional learning needs.
- Establish structured professional development for Senior School teachers to support practical implementation of teaching, learning and assessment of NGL capabilities.
- Deliver staff conference days that provide professional development on innovation and digital technology and, learning support for all students.
- Monitor, evaluate and refine action planning to maximise the impact of learning environments.



### Maximising Learning Environments

Teams of teachers across K to 12 used a new rubric to evaluate their use of learning environments, focusing on use of space, collaboration, academic achievement and wellbeing.

Processes for student feedback, celebrating student work and collaborative observation and evaluation of student learning and behaviour were reviewed.

Senior school departments and Junior School year groups developed plans, including room layout, outdoor learning spaces and technology integration, to maximise learning environments.



**GOAL:** Individuals realise their own abilities, and are empowered and supported to meet challenges and make positive contributions to the community.

## Wellbeing

### ACHIEVEMENTS 2021

- Wellbeing and mental health were actively promoted through MyCCGS. A resource hub supported families during remote learning and the return to school. CCGS Connect provided weekly connection activities to bring senior school students and teachers together during remote learning.
- The diversity of the school's community was celebrated on Harmony Day, with students K to 12 engaged in activities to support a more inclusive school climate. Year 12 students led meaningful year group conversations about belonging, diversity and inclusivity. A large display, including over 1300 paper hands representing each student, helped everyone feel they belong.
- The student support system was refined to provide clear pathways of support for students and families. Information regarding students who need additional support was communicated at staff meetings.
- Wellbeing platforms for students were researched, including a Year 7 two-term trial of the School Day app, which asked questions about wellbeing and provided teachers with real-time insights and data.
- Resilience Super Circus was implemented for K to 6. Students became the stars of the show, performing testing acrobatic skills and circus tricks to encourage them to persist, persevere and never give up.
- House coordinators joined educators and caregivers around the Central Coast at an intensive two day workshop on suicide intervention and prevention.
- CCGS joined other schools to support Central Coast Local Health District's Say No to Vaping campaign. Social media shared key messages with students and MyCCGS news provided additional information for families.
- Social and Emotional Learning (SEL) was embedded into K to 12 programs. A review of the respectful relationships scope and sequence was refined to increase visibility in learning and assessments across the whole school.

## NEXT STEPS

- Develop and implement strategies to celebrate the diversity of the School and continue building a cohesive and supportive climate.
- Implement specific actions to support staff wellbeing.
- Recognise and support gender diversity through inclusive practice K to 12.
- Incorporate Love Bites (a national respectful relationships program created by The National Association for Prevention of Child Abuse and Neglect) into Year 10 respectful relationships education.
- Implement wellbeing initiatives to respond to the impact of significant adverse high profile and global events.



## Sole to Soul

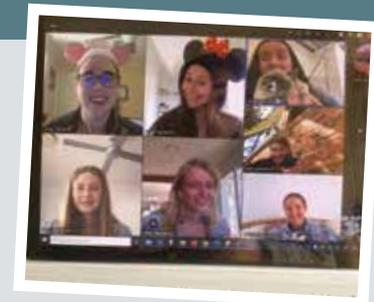
From the bottom of their feet (soles) to the centre of their hearts and minds (souls), Sole to Soul day invited junior students to take part in a diverse range of fun activities to support their wellbeing.

Teachers created short explainer videos, from ice-cream making and learning to juggle to cup challenges and surfing tips, encouraging students to try something new.

Sole to Soul day helped junior students stay happy healthy and active, by taking a day out from remote learning to focus on themselves.



## CCGS Connect



A place for senior school students to stay connected with each other and their teachers, CCGS Connect became a hub of activity during remote learning.

Students and families were involved in virtual events like online trivia, fun games, Wellness Wednesday and virtual athletics carnivals, keeping the community engaged and motivated.



**GOAL:** Develop a high level of digital citizenship and a culture of innovation, encompassing staff, students and the School community.

# Digital Citizenship

## ACHIEVEMENTS 2021

- Digital technology professional development included the development of resources and support in lesson planning and implementation, 1:1 departmental and whole school training, remote learning support and project implementation in the classroom.
- A new individual learning plan feature in MyCCGS allowed staff to make modifications to tasks for individual students based on learning needs.
- Staff self-paced learning digital skills, via MyCCGS was enhanced by the addition of resources and tutorials on programs like Microsoft Office Suite and Teams.
- Access to learning was enhanced through new digital tools including Immersive Reader, Read Aloud and Teams Reading Progress.
- A tracking system to support the authentic delivery of digital skills across the curriculum was implemented for Years 7 to 12. Current delivery of digital skills was audited. New opportunities to deliver digital skills to enhance learning were identified, including embedding data analysis spreadsheet skills into the Healthy Behaviours assessment task for Year 8 PDHPE.
- The National Online Safety platform was introduced to deliver expert resources and tools to CCGS families and students. Fortnightly news bulletins directed parents and carers to a dedicated Digital Awareness MyCCGS page.
- Staff were supported to establish video conferencing connections with external experts including virtual incursions with the Australian Reptile Park and, authors and illustrators.

## NEXT STEPS

- Provide opportunities for students to contribute to a digital awareness program that addresses current, age-appropriate issues.
- Conduct a review of device selection for K to 6 based on program requirements and student digital skills and capabilities.
- Establish a platform that allows staff access to tailored digital citizenship professional development.

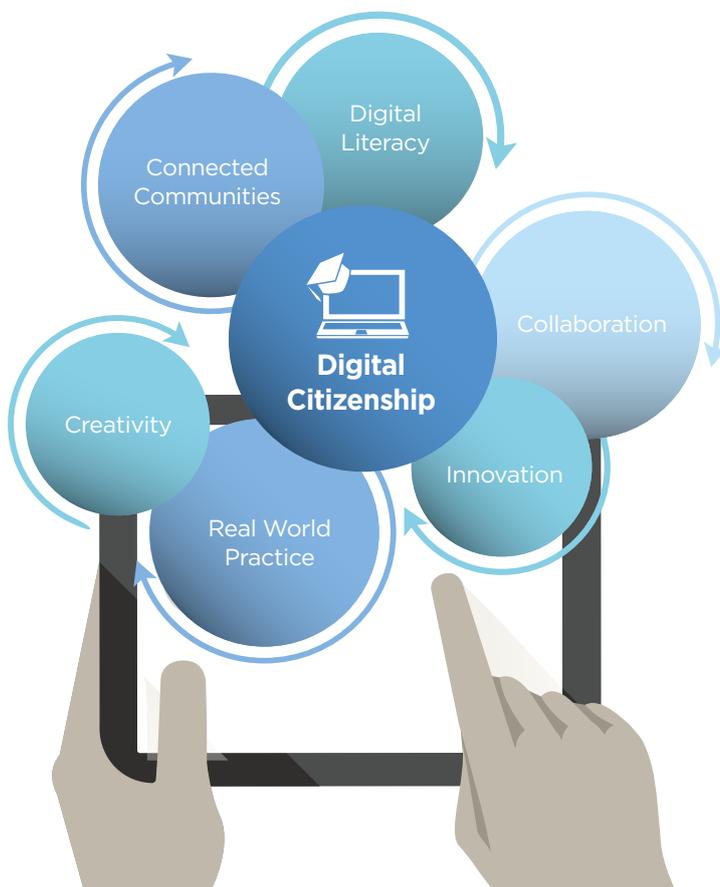


### Online Linguafest Victory

Using green screens, mobile devices and video editing software, Year 9 students scripted and produced a two minute video in French for Linguafest 2021.

Linguafest is a Tropfest style short film competition run by the Modern Language Teachers' Association of NSW. The creative piece entitled 'Un choix a Paris' won Best Drama.

This is the first-time students at CCGS have entered this prestigious competition. Students were asked to create a film on the theme of 'choice' and use a piece of fruit as the signature item.



### QR Codes Bring History to Life

Senior College outdoor areas were transformed into a virtual museum. QR codes were shared in the outdoor spaces as part of Year 11's Modern History class.

Using quick response technology, students were transported deep into World War II where Holocaust survivors shared accounts of their past.



**GOAL:** Positive engagement throughout the School community.

## Community

### ACHIEVEMENTS 2021

- The alumni reunion model was reviewed and a contemporary alternative established to showcase the school and enhance alumni relationships. The new model includes inviting alumni for an afternoon function at the School including drinks, canapes, music and a school tour.
- Increasing use of Instagram and Facebook Stories became a primary vehicle to share students' authentic experience of CCGS via social media. The story format creates urgency and excitement by sharing photos and videos that appear at the top of the newsfeed but disappear after 24 hours. Students shared views on issues like diversity and gathered support for causes like Movember.
- An innovative and engaging small group tour model for prospective Kindergarten families was developed. Visitors to the school were invited to find CCGS superheroes who displayed NGL key characteristics. Children were given a passport, badge and hat once they had found all six characters.
- A dynamic virtual tour experience was launched showcasing learning, cocurricular opportunities and cutting-edge facilities. Video footage, panoramic views and voiceover guided families through 24 junior, senior, sport and performing arts locations.
- CCGS came together in a week of activities and fun to raise funds to support poor and low-income households in India who were suffering the impact of COVID-19.
- During remote learning and lockdown virtual community events were key to keeping everyone's spirits up including parades, carnivals, Guess the Teacher, Pets of CCGS and Cheer on Charlie in the Tokyo Olympics.
- Sunny, our Australian Cobberdog, was welcomed as the latest member of the CCGS family. Sunny spends time in the classroom and around the campus supporting the wellbeing of students.
- International Women's Day (IWD) celebrations were expanded to include activities for Junior and Middle School students. Under the theme #ChooseToChallenge, students explored gender bias and inequality. Alumni Lauren Curtis (2006) was invited to speak at the traditional Senior College IWD breakfast.
- The first home rugby game of the season saw the official opening of the William Low Stand and inaugural get together of the newly formed CCGS Rugby Old Boys group. Past students presented current players with their jerseys and Chairman, Stephen Brahams officiated.
- CCGS partnered with Rumbalara Environmental Education Centre to review recyclable stations and awareness campaigns and to gain best practice from other schools.

- Senior Drama students explored the world of online footage and social media responsibilities in the thought-provoking play *Viral*.
- Students contributed through a wide range of community service programs including making Christmas Hampers for Coast Shelter, raising funds for FoodBank and volunteering at the Sunday Lunches program to provide nutritional meals to those in need.
- The P&F elected a new President, Mrs Lana King, who kept the P&F connected via zoom meetings.
- A new business directory was launched by the P&F. The directory features businesses owned and operated by CCGS families and is accessible via MyCCGS.

## NEXT STEPS

- Actively seek new ways to connect face to face with CCGS families following the relaxation of health restrictions.
- Connect with the Class of 2021 to share their post school and career pathway stories with current students and the School community.
- Continue to develop partnerships with Rumbalara Education Centre, Take 3 and Clean Up Australia Day to support environmental sustainability.
- Work with the P&F to develop a community partnership to support the recycling and reuse of the school uniform.
- Introduce Instagram and Facebook Reels to showcase community spirit, the School's ethos and identity.



### Sunny the Dog

Australian Cobberdog, Sunny was welcomed to the CCGS community in May to help support students, staff and families. Over the past few years, growing research has seen an increase in the implementation of animals, such as dogs, in education and care settings.

Sunny quickly became a special friend to all. In the classroom, she familiarised herself with school life, assisting students with empathy, kindness, self-confidence and communication, demonstrating some of the skills she has learned as part of her formal training.



### Action for Oxygen

A week of fun activities was held to support the purchase of oxygen tanks for poor and low income households in India.

Car window cleaning, a friendly teachers vs students cricket match, canteen specials and a school-wide music concert - along with the generosity of the CCGS community - helped raise \$9,000 for the Indian Red Cross.



**GOAL:** Ensure the long-term sustainability of our institution through effective and efficient governance, strategic planning and management.

# Governance and Management

## ACHIEVEMENTS 2021

- The new Junior School buildings were completed, including grandstand and amenities block. Junior School students started the 2021 school year in a visionary new facility with spacious and flexible bright rooms, new playgrounds and beautiful landscaping.
- A new Senior College precinct was opened on Day 1, Term 2, including Senior College administration centre, Year 12 study and common room, dedicated careers and international programs offices and multiple senior learning spaces. Functional and attractive landscaping provides outdoor learning environments and areas for students to connect.
- Leaders across the School collaborated with the Board to evaluate progress, identify areas for development and set a strategic course for 2021-25. A new strategic plan was published entitled *Striving for Excellence* which includes a new stand-alone Wellbeing focus area. The School values were also streamlined and modernised.
- A new academic uniform was created for K to 9 students following a comprehensive design and development process.
- A new uniform shop, including online ordering, was established in the vacated Year 12 common room and careers office. Midford School Uniforms were contracted to manage the retail of school uniform.
- Energy efficiency was increased with 100 percent of the School's power requirements sourced from renewable sources. 33 percent of power is now generated onsite and the remainder is from renewable sources on the grid.
- Environment sustainability was enhanced through a procurement review in the canteen to look at ways to minimise landfill waste. Compostable food containers, utensils and other sustainable packaging options were sourced.
- Work commenced on upgrading and expanding the school canteen to include undercover seating and improved kitchen facilities. Architectural designs and a tender process were completed, and construction work commenced in Term 4.
- A new computer lab and recording studio were established in the Performing Arts Centre, to help senior students compose and publish their own works.

- Various learning facilities were modernised and refurbished, including the ARTECH building and C, G and H Blocks.
- The School continued to successfully navigate the COVID-19 pandemic with established processes and procedures in place to ensure the health and safety of students and staff.
- Strong leadership and management ensured strong enrolment demand and stringent financial management enabled the school to achieve a surplus of \$2.9M in 2021.
- The School's internal audit, over five days, was completed in April. The audit found no deficits in the School's financial management and was complimentary about the School's financial processes. The auditors commented that the School was in a very sound financial position.

## NEXT STEPS 2022

- Complete the expansion and upgrade of the school canteen.
- Implement Waste Free Wednesday to help raise awareness and minimise rubbish onsite.
- Complete the refurbishment of the Chambers Administration bathroom facilities.
- Install additional solar panels on the RLC roof.
- Develop a comprehensive sustainability strategy that includes curriculum, energy, waste, procurement and transport.
- Review the School's Master Plan to forecast additional facilities required due to growth in enrolment.



## New School Uniform

Following a comprehensive design and development process, a new academic uniform was introduced for students in K to 9.

Jane Parker, a co-founder of Country Road Australia, created fresh, light, memorable designs that reflect the best of CCGS traditions.

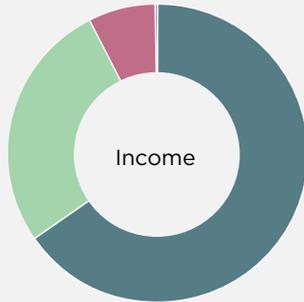
The natural environment and location of the campus were the inspiration for the designs. Mix and match pieces are trans-seasonal, making the uniform more practical as seasons change, with more choice for students.

The 2022 new school year will see Junior and Middle School students start wearing the new designs.

# Finances

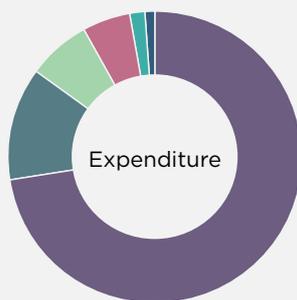
## Income 2021

|                               | 2021          |
|-------------------------------|---------------|
|                               | (\$,000)      |
| Fees and private income       | 25,093        |
| Commonwealth recurrent grants | 10,431        |
| State recurrent grants        | 2,831         |
| Fundraising                   | 21            |
| <b>TOTAL</b>                  | <b>38,376</b> |



## Expenditure 2021

|   | 2021          |
|---|---------------|
|   | (\$,000)      |
| Salaries, allowances & related expenses | 25,771        |
| Teaching and administration             | 4,400         |
| Depreciation                            | 2,500         |
| Property expenses                       | 1,820         |
| Operating leases                        | 659           |
| Interest                                | 325           |
| <b>TOTAL</b>                            | <b>35,475</b> |



## Net Trading Surplus 2021

|                    | 2021         |
|--------------------|--------------|
|                    | (\$,000)     |
| Income             | 38,376       |
| Expenditure        | 35,475       |
| <b>Net Surplus</b> | <b>2,901</b> |

# Performance

## HSC Results

For the eighth consecutive year CCGS ranked in the top 100 NSW schools based on the 2021 HSC results.

## HSC Highlights



## ATAR Scores

15% of students scored over 95

31% of students scored over 90

41% of students scored over 85

56% of students scored over 80

63% of exams sat resulted in a Band 5 or 6



# Performance

## External Competitions

### ICAS English

**Year 2 – Year 6:** 4 High Distinction | 34 Distinction

### ICAS Spelling

**Year 3 – Year 6:** 6 High Distinction | 15 Distinction

### ICAS Mathematics

**Year 2 – Year 6:** 10 High Distinction | 28 Distinction

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

### ICAS Science

**Year 5 – Year 6:** 3 High Distinction | 8 Distinction

**Year 7 – Year 10:** 2 High Distinction | 5 Distinction

### ICAS Digital Technologies

**Year 5 – Year 6:** 3 High Distinction | 15 Distinction

### Newcastle Permanent Primary Mathematics Competition

**Year 5 – Year 6:** 9 High Distinction | 45 Distinction

Brian Zhang, Year 5 gained 2nd place

### Linguafest, Modern Languages Teachers Association

Year 9 awarded Best in Drama

## NAPLAN

The National Assessment Program – Literacy and Numeracy tracks the progress of students in Years 3, 5, 7 and 9. The tables show the percentage of CCGS students compared to state school students at each level.

(Percentages for the components may not add up to 100 due to rounding).

### YEAR 3

In Year 3 there are six achievement bands. The bands start at Band 1. Band 6 is the top band. The following figures show the percentage of students in the top two bands based on 2021 NAPLAN results.

| SUBJECT               | CCGS % BAND 5-6 | STATE % BAND 5-6 |
|-----------------------|-----------------|------------------|
| Reading               | 83              | 58               |
| Writing               | 87              | 62               |
| Spelling              | 70              | 56               |
| Grammar & Punctuation | 87              | 59               |
| Numeracy              | 69              | 42               |

### YEAR 5

In Year 5 there are six achievement bands. The bands start at Band 3. Band 8 is the top band. The following figures show the percentage of students in the top two bands based on 2021 NAPLAN results.

| SUBJECT               | CCGS % BAND 7-8 | STATE % BAND 7-8 |
|-----------------------|-----------------|------------------|
| Reading               | 75              | 43               |
| Writing               | 59              | 26               |
| Spelling              | 64              | 46               |
| Grammar & Punctuation | 68              | 39               |
| Numeracy              | 66              | 34               |

### YEAR 7

In Year 7 there are six achievement bands. The bands start at Band 4. Band 9 is the top band. The following figures show percentage of students in the top two bands based on 2021 NAPLAN results.

| SUBJECT               | CCGS % BAND 8-9 | STATE % BAND 8-9 |
|-----------------------|-----------------|------------------|
| Reading               | 53              | 32               |
| Writing               | 43              | 26               |
| Spelling              | 50              | 36               |
| Grammar & Punctuation | 53              | 32               |
| Numeracy              | 66              | 37               |

### YEAR 9

In Year 9 there are six achievement bands. The bands start at Band 5. Band 10 is the top band. The following figures show percentage of students in the top two bands based on 2021 NAPLAN results.

| SUBJECT               | CCGS % BAND 9-10 | STATE % BAND 9-10 |
|-----------------------|------------------|-------------------|
| Reading               | 50               | 25                |
| Writing               | 29               | 15                |
| Spelling              | 55               | 25                |
| Grammar & Punctuation | 48               | 24                |
| Numeracy              | 53               | 27                |



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