



# ANNUAL REPORT

## 2021



Prepared for the NSW Education Standards Authority (NESA)

[In compliance with the *Registered and Accredited Individual Non-government Schools (NSW) Manual*, November 2021 (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

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



## 1.2 A message from the School Board

At the end of 2020 I said that 2021 would offer its own challenges but that CCGS had the quality and depth to navigate the future with optimism. Little did I know how much further we'd be tested.

The leadership of our Headmaster and School Executive, and my fellow Board colleagues, has been robust and ambitious during another year of disruption. We aimed high throughout, expected a lot of each other, and collaborated closely to secure the very best outcome for CCGS families. This was reflected in every area of the School's operation.

Our new Strategic Plan 2021-25, Striving for Excellence, was launched by the Board at the Annual General Meeting in May. It shares our transparent and ambitious plan for the coming five years, along with our key goals and measurements of success.

In the face of further lockdowns we did not freeze, but sustained our forward momentum. We started the year with the opening of a wonderful new Junior School, followed by Senior College facilities in Term 2, then finished up with a brand-new uniform shop and a fresh new take on our school uniform for 2022. While our foundation traditions like the coin line continued to sustain us, new traditions like the House Music Festival were added to the mix.

When I read about the strategy underpinning our shift to remote learning, I truly understand and appreciate the enormous effort our teachers made to secure such strong academic and wellbeing outcomes for our children. I applaud their professionalism, grit and flexibility and congratulate all our staff, particularly our long serving retirees, on their service to CCGS. Of course, all this would come to nothing without your partnership at home, on the front line, making sure our children made the most of all opportunities provided.

Once again, we conquered the pandemic challenges and have come back stronger than we have ever been. Looking forward, we are experiencing very high demand for positions at CCGS and the school is in a very strong position. With high levels of vaccination and the country opening up, we can look forward with optimism to a new COVID-normal in 2022, heralding a return to many of the activities we have been missing.

Thank you to everyone who has played their part in our journey this year.

**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 2021.*

Despite the challenging year, where flagship events like our Spring Fair were postponed due to COVID restrictions, our P&F have continued to look for ways to bring our school community together.

The P&F Business Directory called Community Connect was trialled in Term 4, showcasing over 100 businesses from within the school community, in a creative way to actively support our community's businesses. Available to download from MyCCGS – the school's online platform – it features businesses, discounts and special offers directly for CCGS families.

Thank you to our year group specific parent reps and organising committees who gave up their time to bring us COVID friendly events including year group dinners, picnics, Mother's Day high tea and a Mother's Day K to 2 stall. The Mother's Day stall was a true highlight bringing together children from Kindergarten to Year 2 to select an extra special gift for their mums.

In 2021, the P&F connected online via ZOOM meetings to help maximise cooperation between the school and parent community and deliver the best school experience for our children.

Every family is welcome to join the P&F team. We strive to develop a real community of parents and carers with a focus on wellbeing and connection across the whole school.

**Lana King**  
P&F President



*P&F Mother's Day Stall*

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

Central Coast Grammar School (CCGS) is a non-denominational, co-educational school established in 1985, which offers classes from Kindergarten to Year 12. Located in Erina Heights on the NSW Central Coast, the school is sitting on a magnificent 18-hectare tree-studded campus with first class facilities.

CCGS has some of Australia's newest facilities, a world-class vision and ongoing investment in cultivating state of the art learning environments, programs and teaching practices. Two major new facilities opened in 2021: an award-winning, \$20M K-6 Junior School; and a new Senior College centre comprising learning, private study, common room, careers and administration facilities. Both reflect the very latest design and technological thinking to support the School's next generation, collaborative learning culture.

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. In recent years above 30% of HSC students seeking an ATAR have achieved 90 or above, and strong HSC results have ranked CCGS in the NSW top 100 schools over the past eight 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 2021 there were 1,359 students, comprising of 704 in the Senior School and 655 in the Junior School. Within the total number of students, 0.96% are Indigenous and 126 were ESL (English as a Second Language) students.

An energising junior curriculum inspires curiosity at every step, enhanced by specialist teachers in Music, Art, Languages and Sport. A wide choice of senior electives and HSC courses motivates students to explore and extend. Dynamic and needs-driven learning support extends high potential learners and supports those coping with learning challenges.

Every student is encouraged to access a holistic education and participate in all aspects of school life. Well-resourced wellbeing programs build social and emotional skills, empowering students to meet challenges and make positive contributions to the community. A welcoming culture and a connected, caring and respectful learning environment help students realise their own abilities. A rich, comprehensive and diverse cocurricular program includes performing arts, sport, robotics, public speaking and debating, outdoor education and more.

CCGS is a technology rich learning environment, committed to a high level of digital citizenship and a culture of innovation encompassing staff, students and the school community. Students enjoy 1:1 age-appropriate learning technology, with school assigned iPads in Kindergarten to Y3, Windows 10 Notebooks in Y4 to 9 and a Bring Your Own Device program in Y10 to 12. Continual strengthening of digital capabilities ensures technology is used effectively and responsibly to improve learning and reflect real world practice.

A variety of domestic and international experiences foster mature and articulate global citizenship. When international travel conditions allow, 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 investing in contemporary learning environments that support and drive quality practice and engagement. 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; a multipurpose all-weather sports field and a new library and lecture theatre.

The COVID-19 pandemic saw unprecedented challenges to our way of life and learning. Thanks to robust governance, leadership and strategic planning, CCGS has thrived during this period, delivering a positive and progressive experience. The School's strategic plan 2021-2025, Striving for Excellence, can be found on the School's website, [ccgs.nsw.edu.au](http://ccgs.nsw.edu.au)

**Further information about Central Coast Grammar School can be found on the School's website:**  
[ccgs.nsw.edu.au](http://ccgs.nsw.edu.au)

### 3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

#### 3.1 NAPLAN

The tables below show the average student results at Central Coast Grammar School for 2021.

##### Compared to students with a similar background

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.

The cell colour shows how the School's results compare to those of students with a similar background.

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	502	482	481	498	460
<input type="checkbox"/>	Above	Year 5	574	543	548	580	560
<input type="checkbox"/>	Close to	Year 7	587	565	590	589	609
<input type="checkbox"/>	Below	Year 9	640	606	637	630	651
<input type="checkbox"/>	Well below						
<input type="checkbox"/>	No comparison available						

##### Compared to all Australian students

The cell colour shows how the School's results compare to those of all students nationally.

Interpreting the table		Compare to <input type="radio"/> Students with similar background <input checked="" type="radio"/> All Australian students					
Selected school's average when compared to all Australian students		Reading	Writing	Spelling	Grammar	Numeracy	
<input checked="" type="checkbox"/>	Well above	Year 3	502	482	481	498	460
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<input type="checkbox"/>	Below	Year 9	640	606	637	630	651
<input type="checkbox"/>	Well below						
<input type="checkbox"/>	No comparison available						

#### NAPLAN comparison over time

Visit [myschool.edu.au](https://myschool.edu.au) to view a comprehensive breakdown of CCGS student performance in NAPLAN between 2008 – 2021.

#### **4. SENIOR SECONDARY OUTCOMES (student achievement)**

##### **4.1 RoSA**

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

##### **4.2 Higher School Certificate**

###### **Academic highlights Year 12, 2021**

For the eighth consecutive year CCGS ranked in the top 100 NSW schools based on the 2021 HSC results, ranking at number 75.

**Special congratulations to Joshua Dickford, our Dux of the School for 2021, for achieving a 99.35 ATAR.**

Higher School Certificate candidates: 110

- 56% of students achieved an ATAR of 80+
- 41% of students achieved an ATAR of 85+
- 31% of students achieved an ATAR of 90+
- 15% of students achieved an ATAR of 95+
- 63% of all exams sat resulted in a Band 5 or 6
- 51% of students were recognised on the NESA Distinguished Achievers list
- Five students were honoured by inclusion in the NSW Education Standards Authority (NESA) All Rounders list for achieving Band 6 in 10 or more units of study.
- One student ranked equal 7<sup>th</sup> in the State in the subject Science Extension
- One student was awarded a Distinction for their Personal Interest Project in the subject Society and Culture.
- One student has been accepted to showcase their major work in InTech.
- One student has been accepted to showcase their major work in ArtExpress.
- One student has been accepted for exhibition in First Class 21, at the Museum of Art and Culture.

*\*ATAR data is based on an estimator program.*

**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	2021	6	-	-
	2020	9	68	24
	2019	15	73	35
	2018	22	82	36
	2017	9	*	36
	2016	8	*	8
Biology	2021	32	72	31
	2020	24	13	31
	2019	35	80	31
	2018	41	63	37
	2017	39	56	39
	2016	39	18	9
Business Studies	2021	45	69	36
	2020	30	73	35
	2019	30	43	33
	2018	25	56	37
	2017	21	57	36
	2016	28	25	9
Chemistry	2021	18	39	40
	2020	19	63	30
	2019	17	77	46
	2018	18	72	42
	2017	17	65	43
	2016	19	26	10
Chinese	2021	1	0	0
	2020	-	-	-
	2019	1	100	70
Dance	2021	5	60	55
	2020	6	83	57
	2019	4	100	54
	2018	4	100	55
	2017	6	*	54
Drama	2021	15	100	45
	2020	12	92	47

	2019	5	60	44
	2018	11	100	42
	2017	14	50	42
	2016	9	*	14
<b>Earth &amp; Environmental Sciences</b>	2021	8	87	28
	2020	11	46	23
	2018	7	43	38
	2017	16	38	36
	2016	11	*	7
	2015	7	*	43
<b>Economics</b>	2021	17	41	35
	2020	9	56	38
	2019	10	60	52
	2018	5	20	46
	2017	12	33	48
	2016	15	13	14
<b>English (Advanced)</b>	2021	76	75	69
	2020	54	72	63
	2019	66	80	62
	2018	66	68	63
	2017	63	76	63
	2016	73	10	15
<b>English (Standard)</b>	2021	32	22	16
	2020	41	34	11
	2019	36	22	12
	2018	32	19	15
	2017	42	33	16
	2016	33	0	0.85
<b>English (Extension 1)</b>	2021	11	100	94
	2020	9	100	93
	2019	7	*	*
	2018	10	100	95
	2017	10	100	93
	2016	10	30	35
<b>English (Extension 2)</b>	2021	6	100	84
	2020	3	100	82
	2019	2	*	*
	2018	3	100	71
	2017	4	*	77
	2016	3	*	18
<b>Food Technology</b>	2021	5	100	26
	2020	5	80	30
	2019	13	69	33
	2018	11	55	32

	2017	18	44	30
	2016	22	0	7
<b>Geography</b>	2021	-	-	-
	2020	6	67	42
	2019	7	71	43
	2018	9	78	43
	2017	0	-	-
	2016	15	7	8
<b>History (Extension)</b>	2021	9	78	77
	2020	11	82	76
	2019	7	*	*
	2018	2	100	24
	2017	4	*	22
	2016	1	*	22
<b>Industrial Technology</b>	2021	9	67	25
	2020	6	50	34
	2019	5	80	21
	2018	8	100	22
	2017	5	*	22
	2016	7	*	7
<b>Information Processes &amp; Technology</b>	2021	10	70	32
	2020	13	23	32
	2019	9	78	35
	2018	5	80	37
	2017	11	36	30
	2016	7	*	7
<b>Japanese Continuers</b>	2021	3	67	58
	2020	1	100	27
	2019	6	50	60
	2018	3	67	61
	2017	2	*	61
	2016	5	*	23
<b>Japanese (Extension)</b>	2021	0	-	-
	2020	0	-	-
	2019	3	*	*
	2018	3	33	90
	2017	1	*	89
	2016	2	*	36
<b>Legal Studies</b>	2021	30	53	42
	2020	7	71	39
	2019	11	73	41
	2018	11	27	44
	2017	16	50	44
	2016	11	9	12

<b>Mathematics Standard 2</b>	2021	39	51	25
	2020	41	39	25
	2019	41	46	24
	2018	31	48	26
	2017	41	46	25
	2016	42	12	5
<b>Mathematics (Extension 1)</b>	2021	23	78	47
	2020	21	90	74
	2019	31	*	*
	2018	14	79	80
	2017	15	80	82
	2016	11	55	33
<b>Mathematics (Extension 2)</b>	2021	10	90	86
	2020	8	100	84
	2019	7	*	*
	2018	6	67	85
	2017	5	*	84
	2016	2	*	32
<b>Mathematics Advanced</b>	2021	48	40	30
	2020	31	65	53
	2019	41	59	49
	2018	48	40	52
	2017	36	47	53
	2016	37	60	53
<b>Modern History</b>	2021	28	75	38
	2020	41	55	37
	2019	29	59	39
	2018	34	91	42
	2017	42	62	39
	2016	25	20	9
<b>Music Extension</b>	2021	2	100	31
	2020	2	100	97
	2019	3	*	*
	2018	6	100	96
	2017	2	*	95
	2016	1	*	52
<b>Music 1</b>	2021	5	100	64
	2020	5	100	64
	2019	6	100	66
	2018	11	100	64
	2017	8	*	65
	2016	11	36	18
<b>Music 2</b>	2021	2	100	31
	2020	2	*	*
	2019	3	100	91

	2018	7	86	91
	2017	3	*	89
	2016	3	*	34
<b>PDHPE</b>	2021	28	61	31
	2020	21	62	34
	2019	32	66	31
	2018	31	77	33
	2017	38	68	31
	2016	38	44	11
	<b>Physics</b>	2021	13	54
2020		11	27	40
2019		17	59	37
2018		14	36	34
2017		11	73	34
2016		11	9	8
<b>Science Extension</b>	2021	5	80	72
	2020	1	100	74
	2019	2	*	*
<b>Society &amp; Culture</b>	2021	22	86	45
	2020	22	86	44
	2019	14	100	44
	2018	20	100	47
	2017	25	92	47
	2016	23	48	14
<b>Studies of Religion</b>	2021	36	53	42
	2020	47	62	44
	2019	58	67	46
	2018	38	71	37
	2017	60	67	50
	2016	44	27	14
<b>Software Design and Development</b>	2021	8	50	36
	2020	5	60	37
<b>Visual Arts</b>	2021	12	83	63
	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	3%
The percentage of Year 12 students attaining the HSC or a TVET qualification	100%

## 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	124.5
2.	Teachers having a bachelor's 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	2
3.	Proficient teacher	132
4.	Highly accomplished teacher (voluntary accreditation)	1
5.	Lead teacher (voluntary accreditation)	0
<b>Total number of teachers</b>		<b>136</b>

### 5.3 Professional Learning / Teacher Training 2021

The table below indicates the broad spectrum of professional learning activities that were undertaken in 2021. It includes, but is not limited to, pedagogy, student development and wellbeing, literacy and School leadership.

CATEGORY/COURSES	NUMBER OF TEACHERS
<b>Curriculum based training:</b> Subject/faculty specific conferences, Reading Essentials K-6, Seven Steps for Writing Success, Teacher Librarian Conference, Teaching Stage 6 PDHPE for the first time, Bigger Better Brains, 2021 TEN's Conference, Initial Lit, Reflections on the 2020 Modern History Core, Strategies for Teaching Problem Solving in Mathematics, Reserve Bank's 2021 Teacher Immersion Event	46
<b>Governance:</b> NSW Reportable Conduct & Allegations Against Employees, CPR, Provide First Aid, Asthma & Anaphylaxis	159
<b>Leadership training:</b> Senior Leaders Program, HOD's Seminar Day, Forum on Staff Misconduct & the School Community, Certificate in School Management & Leadership, HICES Conference 2021, AHISA Director of Studies Conference	23
<b>Other:</b> COVID and beyond – What's next?, Staff Conference Day Term 1, Continuous Reporting, Activity Week Planning, Maximising the Impact of Learning Environments, Next Generation Learning, Moderation, Data & Assessment, NAPLAN Online Test Admin Training, Introduction to NAPLAN online SRT 2021, Staff Conference Day Term 2, NCCD Overview and Moderation	135
<b>Teacher accreditation:</b> Summit – Highly Accomplished & Lead Teacher	1
<b>Wellbeing:</b> Wellbeing System, Applied Suicide Intervention Skills training, Transgender & Gender Fluidity NSW	67

## 6. WORKFORCE COMPOSITION

Teaching staff	132
Fulltime-equivalent teaching staff	125.5
Non-teaching staff	60
Fulltime-equivalent non-teaching staff	51.7

There were nil Aboriginal and/or Torres Strait Islander staff engaged in 2021.



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

### 7.1 Student attendance rates

Student attendance rates 2021	
Year Level	% Attendance
0	95.73%
1	96.63%
2	95.91%
3	94.62%
4	95.86%
5	96.36%
6	96.71%
7	96.36%
8	96.13%
9	95.06%
10	95.87%
11	95.48%
12	97.29%
<b>Overall</b>	<b>96.03%</b>

### 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/ 2010	2009/ 2011	2010/ 2012	2011/ 2013	2012/ 2014	2013/ 2015	2014/ 2015	2015/ 2017	2016/ 2018	2017/ 2019	2018/ 2020	2019/ 2021
Year 10 total enrolment on census date	111	116	107	120	91	86	116	110	115	106	108	113
Year 12 total enrolment on census date	101	109	98	109	88	75	106	106	100	103	96	110
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	103
Apparent retention rate	91%	94%	92%	91%	97%	87%	91%	96%	87%	97%	89%	97%
Actual retention rate	86%	83%	89%	85%	89%	81%	88%	90%	86%	87%	82%	91%

## 7.4 Post school destinations

### Year 10 – 2021: Post school destinations for students include:

Workforce – none left to access the workforce.

Further study – 1 student left at the end of Year 10 to complete Trade Apprenticeships.

### Year 11 – 2021: Post school destinations for students include:

Workforce – 1 student left to access the workforce.

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

### Year 12 – 2021: Post school destinations for students include:

Workforce – 5 students gained employment.

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

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

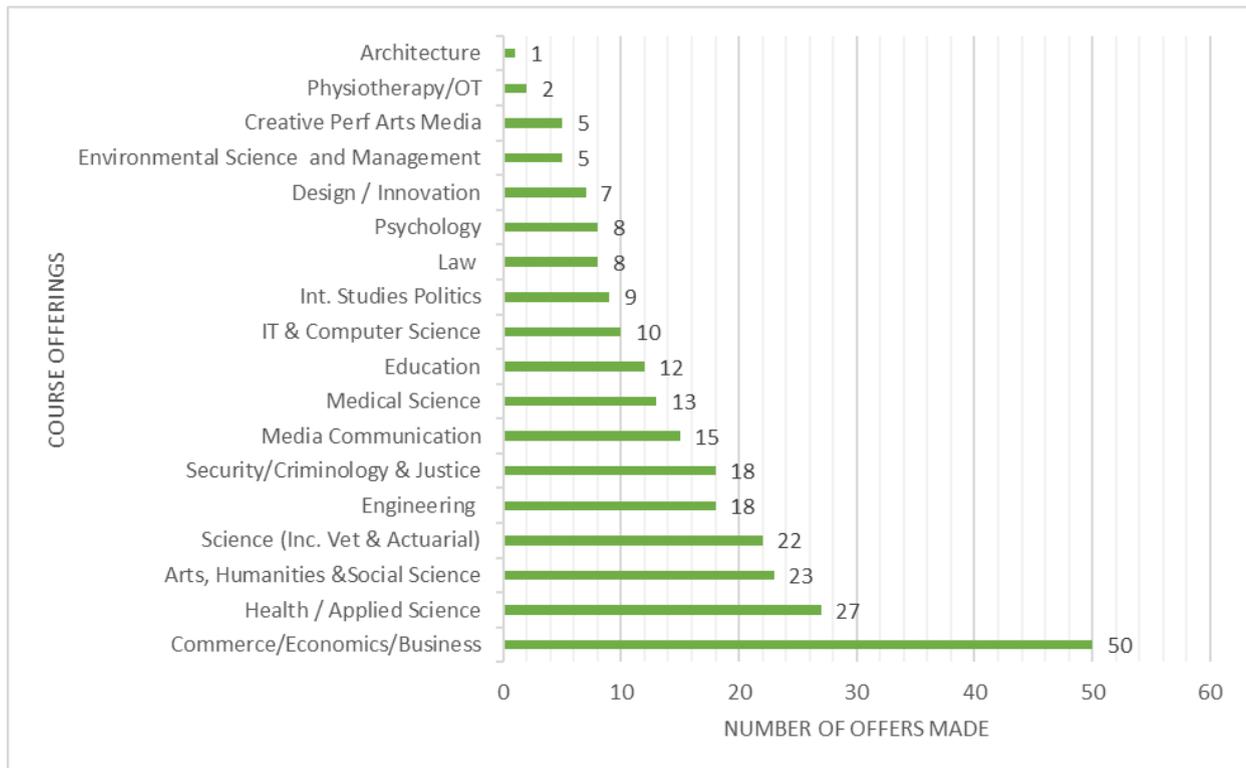
## Early Entry to University

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 88 offers of early entry to university and college in 2021 *before* the HSC results were released in December.

## Major Course Offers for CCGS Graduates 2021



## 7.4 Post school destinations (continued)

### Tertiary Courses 2021

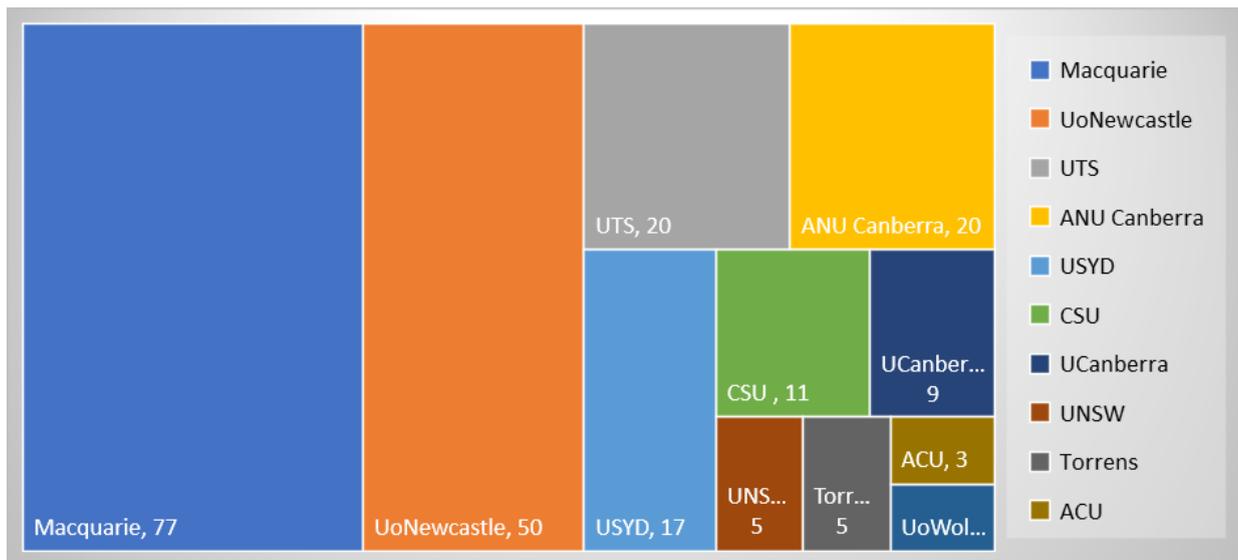
Students were offered places in a variety of university degrees, with Commerce/Economics/Business and Science/Health fields being the most highly received. Health or Applied Sciences and Art, Humanities/Social Sciences were close behind.

Other courses for which students received offers include Space engineering, law, medical bioscience, cyber security, nutrition science, physiotherapy, communications, global development, education, business analytics, politics and economics, health science and architecture and music.

### University Destinations for CCGS Graduates

The universities our students applied for offers from and were successful most commonly were Macquarie at 77 offers, Newcastle with 50 offers and the University of Sydney, ANU Canberra and UTS close behind with 17, 20 and 20 offers respectively.

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



Other universities for which students received offers include:

University Course	Student Offers
International	3
Western Sydney University	2
ICMS (International College of Management Sydney)	2
La Trobe University (Vic)	2
ADFA (Defence)	1
SAE (Creative Media Institute)	1
University of Tasmania	1
University of Melbourne	1
TAFE (Design course)	1
ACPE (Australian College of Physical Education)	1

## 8. ENROLMENT POLICY



# CENTRAL COAST GRAMMAR SCHOOL

## POLICY: Enrolment

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System: School Management	Audience: School Community
Primary Responsibility:	Registrar
Approved by:	School Board – final approval to go to the Governance Committee
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.
- 2.4 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.

2.13 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 behavior.

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 behavior 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.ccggs.nsw.edu.au](https://my.ccggs.nsw.edu.au)

## 9. OTHER SCHOOL POLICIES

Policy	Changes in 2021	Access to full text
<p><b>Student Wellbeing</b></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 2021</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 <a href="http://my.ccggs.nsw.edu.au">my.ccggs.nsw.edu.au</a></p>
<p><b>Anti-Bullying</b></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 2021</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 <a href="http://my.ccggs.nsw.edu.au">my.ccggs.nsw.edu.au</a></p>
<p><b>Discipline</b></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</p>	<p>No changes in 2021</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 <a href="http://my.ccggs.nsw.edu.au">my.ccggs.nsw.edu.au</a></p>

<p>students' development as stated in the School's mission statement:</p> <p>Striving for excellence in all endeavours in a happy, caring and supporting environment.</p> <p>The objective of the discipline system is to ensure each student learns self discipline and learns to distinguish right from wrong, between what is acceptable and what is not. It is also a means of ensuring students learn that their actions have consequences.</p>		
<p><b>Complaints and grievances resolution</b></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 2021</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 <a href="http://my.ccggs.nsw.edu.au">my.ccggs.nsw.edu.au</a></p>
<p><b>Privacy Policy, Privacy Collection Notice, Use &amp; Management of Personal Information</b></p> <p>These policies and procedures detail how information will be gathered, held and used.</p>	<p>No changes made in 2021</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 <a href="http://my.ccggs.nsw.edu.au">my.ccggs.nsw.edu.au</a></p>

## 10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Priority Area	Achievements
<p style="text-align: center;"><b>NEXT GENERATION LEARNERS</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Professional development was researched and planned to support the implementation of an NGL curriculum across a broader range of senior school subjects.</li> <li>• 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.</li> <li>• A variety of collaborative models enhanced NGL classes in both internal and external teaching areas of the new Junior School learning environment.</li> <li>• Digital technology, including the latest web-based programs such as digital journals and online whiteboards for design creation, enhanced NGL classes K to 6.</li> <li>• An Inventors Club for Years 7 to 12 was established. Students engaged with experts in new ways and used engineering skills to develop creative solutions to real world problems.</li> </ul>
<p style="text-align: center;"><b>ACADEMIC ACHIEVEMENT</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p style="text-align: center;"><b>HOLISTIC EDUCATION</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Community Police Liaison Officer addressed Years 8 and 12 about maintaining respectful relationships online.</li> </ul>

<p style="text-align: center;"><b>HOLISTIC EDUCATION</b></p> <p style="text-align: center;"><b>(continued)</b></p>	<ul style="list-style-type: none"> <li>• Combined Middle School and Senior College assemblies led by Senior College student leaders highlighted CCGS values and recognised student achievements.</li> <li>• 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.</li> <li>• 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.</li> <li>• The inaugural CCGS Languages Week provided a platform for everyone to immerse themselves in Chinese, French and Japanese culture, language, food, games and art.</li> <li>• The inaugural House Music Festival broadened House Spirit and connections.</li> <li>• Senior College students and staff took part in a House Count.It Step Challenge, keeping everyone moving and active during remote learning.</li> <li>• 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.</li> <li>• 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.</li> <li>• 13 CCGS teams joined the local Central Coast Football competition with 123 students participating.</li> <li>• A Junior School Dance Company was established to provide extension opportunities for Years 5 and 6 students who demonstrated exceptional dancing capabilities.</li> <li>• Trinity College London Drama and Acting examinations were extended to include students from Years 2 to 11.</li> <li>• Project LIFT for Years 7 to 9 was expanded to include golf, onsite school nature trails and outdoor hiking.</li> </ul>
<p style="text-align: center;"><b>TEACHER QUALITY</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Teacher appraisals were strengthened to include evaluation of, and feedback on, the use of learning environments.</li> <li>• A new appraisal process for middle leaders was developed. This provides structured opportunities for targeted reflection, evaluation and feedback.</li> <li>• A digital teacher appraisal app was designed to streamline process and increase functionality to support teachers and supervisors.</li> <li>• 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.</li> <li>• Three teachers contributed to NSW curriculum reform through participation in NESA Teacher Expert Networks.</li> <li>• Two teachers contributed to the development of HSC examinations through leading or sitting on examination committees.</li> <li>• 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.</li> </ul>

<p style="text-align: center;"><b>DIGITAL CITIZENSHIP</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• A new individual learning plan feature in MyCCGS allowed staff to make modifications to tasks for individual students based on learning needs.</li> <li>• 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.</li> <li>• Access to learning was enhanced through new digital tools including Immersive Reader, Read Aloud and Teams Reading Progress.</li> <li>• 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.</li> <li>• 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.</li> <li>• Staff were supported to establish video conferencing connections with external experts including virtual incursions with the Australian Reptile Park and, authors and illustrators.</li> </ul>
<p style="text-align: center;"><b>COMMUNITY</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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 (alumni 2006) was invited to speak at the traditional Senior College IWD breakfast.</li> <li>• 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.</li> <li>• CCGS partnered with Rumbalara Environmental Education Centre to review recyclable stations and awareness campaigns and to gain best practice from other schools.</li> <li>• Senior Drama students explored the world of online footage and social media responsibilities in the thought-provoking play <i>Viral</i>.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The P&amp;F elected a new President, Mrs Lana King, who kept the P&amp;F connected via zoom meetings.</li> <li>• A new business directory was launched by the P&amp;F. The directory features businesses owned and operated by CCGS families and is accessible via MyCCGS.</li> </ul>
<p style="text-align: center;"><b>GOVERNANCE AND MANAGEMENT</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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 <i>Striving for Excellence</i> which includes a new stand-alone Wellbeing focus area. The School values were also streamlined and modernised.</li> <li>• A new academic uniform was created for K to 9 students following a comprehensive design and development process.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• A new computer lab and recording studio were established in the Performing Arts Centre, to help senior students compose and publish their own works.</li> <li>• Various learning facilities were modernised and refurbished, including the ARTECH building and C, G and H Blocks.</li> <li>• 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.</li> <li>• Strong leadership and management ensured strong enrolment demand and stringent financial management enabled the school to achieve a surplus of \$2.9M in 2021.</li> <li>• 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.</li> </ul>

More information about the School's priority areas and objectives for 2021 are outlined in the 2021 Headmaster's Report which is available for viewing on the School's website [www.ccggs.nsw.edu.au/about/publications](http://www.ccggs.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.ccggs.nsw.edu.au/about/strategic-plan](http://www.ccggs.nsw.edu.au/about/strategic-plan).

## 11. INITATIVES PROMOTING RESPECT AND RESPONSIBILITY

- The student diary issued to all students contains the text of:
  - The Student Pledge to accept responsibility to be a positive member of our CCGS family
  - 'A Community of Respect' Discipline Policy which includes the Rights and Responsibilities of students
  - Illegal Drugs and Smoking Policy
  - Anti - Bullying Policy
  - Uniform Policy
- 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.
- 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.

## **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 – the school's internal communication platform - became the primary core platform to communicate with parents, delivering relevant and targeted communications. Parents could keep connected with the School and staff during remote learning through initiatives like CCGS Connect as well as one on one regular check in phone calls with teachers and House Coordinators.
- CCGS Highlights continued to share and celebrate School life. A promotional banner on the MyCCGS dashboard helped highlight to families important information and news.
- A dedicated COVID-19 page on MyCCGS was created to act as one source and point of information regarding COVID management, information and changes.
- 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.
- Feedback from families during remote learning was very positive. Direct messages, emails and phone calls were received across all areas of the School thanking staff for their support, engagement and actions to bring together the community.

### **12.2 Student satisfaction**

- 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.
- 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.
- Students shared views on issues like diversity and gender bias and gathered support for causes like Movember through the School's social media platforms and CCGS Highlights.
- 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.
- New programs like a Junior Dance company for Years 5 to 6, Trinity College London Drama and Acting for Years 2 to 11 and events like Languages Week and the House Music Festival provided additional opportunities for students to actively engage in school life.
- Combined Middle School and Senior College assemblies led by Senior College student leaders highlighted CCGS values and recognised student achievements.

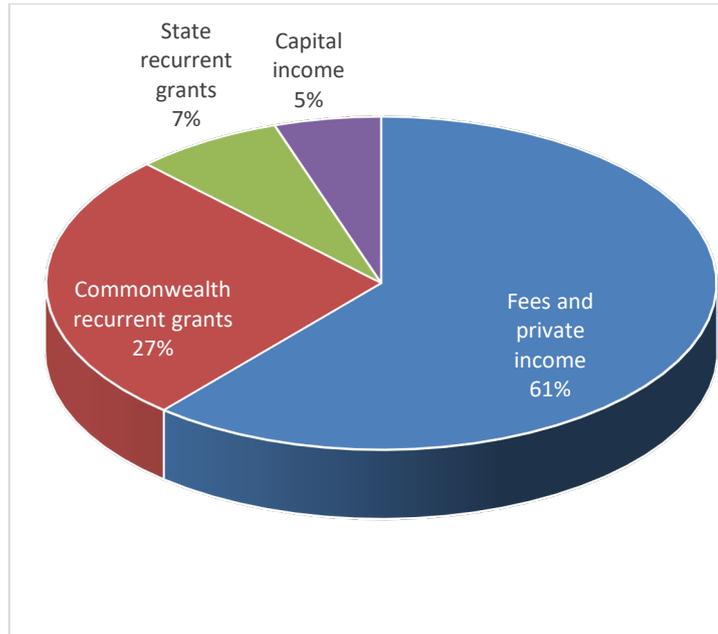
### 12.3 Staff satisfaction

- Senior College students and staff took part in the Count.It Step Challenge to keep everyone moving and active during remote learning.
- K to 12 teaching teams collaborated to develop action plans to maximise the impact of learning environments on student 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 to provide structured opportunities for targeted reflection, evaluation and feedback.
- Teachers were encouraged and supported to develop their own professional practice and career paths through the NESAs (NSW Education Standards Authority) and ISTAA (Independent Schools Teacher Accreditation Authority) frameworks.
- 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.
- Staff were encouraged to be involved in Guess the Teacher, Pets of CCGS, Cheer on Charlie in the Tokyo Olympics and other community engagement initiatives during remote learning.
- Team charters in Junior School were developed to recognise and celebrate the different strengths and skills individual staff bring to their teaching teams.

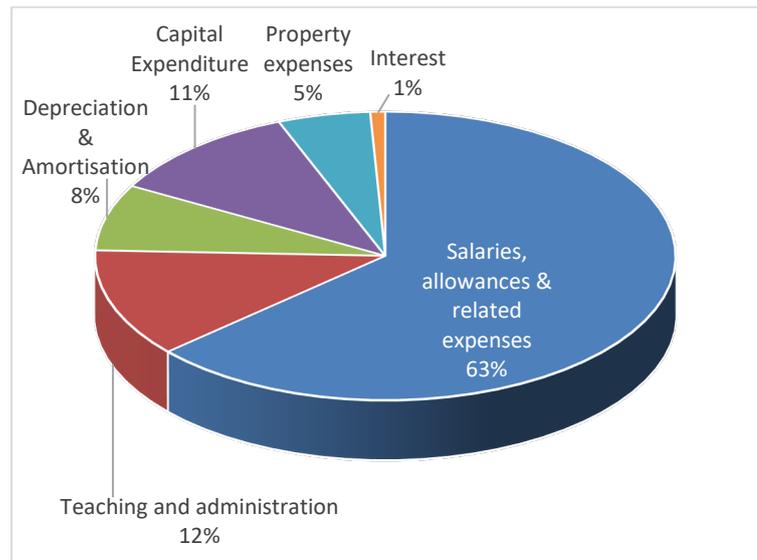


### 13. FINANCIAL INFORMATION 2021

Income	2021
	(\$'000)
<b>Fees and private income</b>	24,137
<b>Commonwealth recurrent grants</b>	10,431
<b>State recurrent grants</b>	2,831
<b>Capital income</b>	2,032
<b>TOTAL</b>	<b>39,431</b>



Expenditure	2021
	(\$'000)
<b>Salaries, allowances &amp; related expenses</b>	24,747
<b>Teaching and administration</b>	4,742
<b>Capital Expenditure</b>	4,277
<b>Depreciation &amp; Amortisation</b>	2,909
<b>Property expenses</b>	2,007
<b>Interest</b>	325
<b>TOTAL</b>	<b>39,007</b>





CENTRAL COAST  
GRAMMAR SCHOOL

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