



Headmaster's Report 2022



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 2022 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 2022:

- | | |
|-----------------|-----------------|
| 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



In our second year implementing the Striving for Excellence Strategic Plan 2021 - 2025 we have continued our work strengthening the School's position as a leader in innovative and supportive learning.

Planning and preparation for the NSW curriculum changes was a key focus area in 2022. The rigorous work undertaken, in what is the most significant reform to education in over three decades, is a testament to the skill and professionalism of our teaching staff. Teacher quality was further recognised by the NSW Education Standards Authority (NESA) who selected four CCGS teachers to provide their expertise and guidance supporting the curriculum reform project.

Our continued work with the Association of Independent Schools NSW (AISNSW) Designing for Deep Learning project saw teachers translate the latest evidence-based practice into meaningful, impactful lessons in the classroom.

Colour and life returned to campus following the lifting of COVID restrictions. The opportunity to reconnect face-to-face was fostered through morning tea gatherings, class tours and formal events. It was a joy to host parents and carers at the Headmaster's Welcome Gathering earlier in the year. The popular P&F Christmas Fair saw out 2022 on a high, featuring student-run stalls and performances that showcased the talent and diversity within the School.

Student wellbeing continued to be at the forefront. In the Senior School, a Director of Wellbeing (7 - 12) was appointed, joining our Director of Wellbeing (K - 6) to create cohesive, age-appropriate programs to support the mental health and wellbeing of our student body. The Junior School engaged and empowered younger students with the introduction of the 3 R's which focused on the values of responsibility, relationships and respect.

For the ninth year in a row, CCGS placed in the top 100 NSW schools for HSC results. Strong academic performance resulted in over 20% of the cohort achieving an ATAR over 90. Dance, Drama, Music and Industrial Technology students were acknowledged for their dedication and creativity, with 15 Major Works nominated for inclusion in HSC showcases of exemplary work.

Critical work to develop a formal CCGS Partnerships Framework in collaboration with the AISNSW began. The structured framework will enhance connections with community, business and professional organisations, resulting in an enhanced student learning experience.

On campus, our canteen was transformed into a modern café space. The design was purposefully integrated with the natural surrounds, inviting staff and students to use the facility to connect, recharge and collaborate. On weekends the café becomes the hub of the School community, supporting cocurricular sport and special events.

Moving forward, a review of the School's masterplan identified ARTECH, the art and technology building, as the next project for development. Preliminary investigations into the project will commence in 2023.

This Headmaster's Report will be my last as Headmaster ahead of my retirement. Through clear strategic direction we are making significant strides to reach the ambitious goals we have set out. I am immensely proud of what we have achieved together and thank everyone for their contributions that continue to make CCGS such an outstanding learning community.

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.

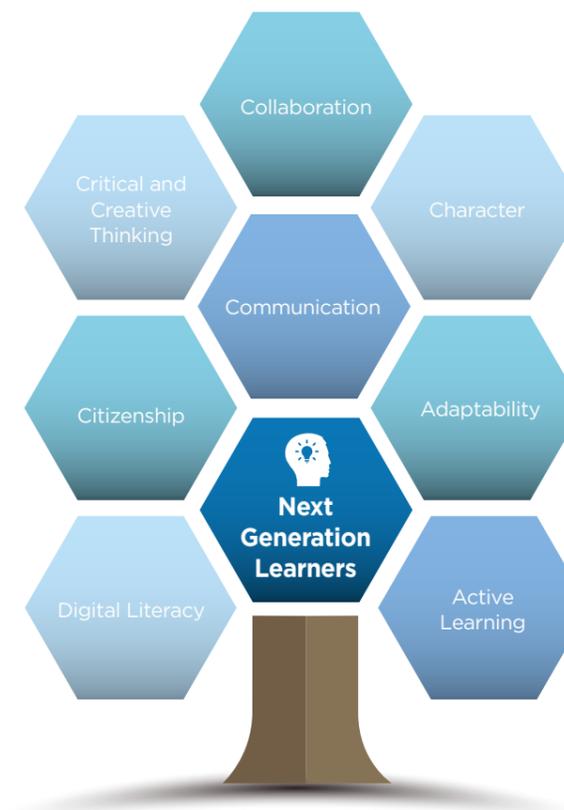
Next Generation Learners

ACHIEVEMENTS 2022

- A shift to the language of Designing for Deep Learning continued. Mapping of the Next Generation Learner (NGL) capabilities for Designing for Deep Learning Competencies was completed.
- Teams from K to 10 nominated focus competencies. In the Junior School, each year group covered the six Deep Learning Competencies. In the Senior School, each department across Years 7 to 10 addressed a single competency that supports learning in their subject area.
- An NGL scope and sequence of skills for K to 10, defined by the Designing for Deep Learning Competencies, was developed for implementation in 2023.
- Senior school teachers built on their understanding of the Designing for Deep Learning Competencies through professional development. They worked collaboratively to interrogate the competencies and plan assessments and teaching for 2023.
- Termly inquiry units were developed across K to 6 to address the Deep Learning Competencies for History, Geography, Science and Technology.
- To enhance the application of the Designing for Deep Learning Collaborative Inquiry Cycle, all Junior School teachers attended dedicated termly meetings to share tools and resources and plan collaboratively.
- A central database was established to store all K to 6 inquiry units, scope and sequences and associated resources.
- Assessment of Years 7 and 9 against one or more NGL competency was planned for implementation in every subject in 2023. Assessment of Years 8 and 10 student performance against NGL capabilities was mapped.

NEXT STEPS

- Implement teaching and assessment of Designing for Deep Learning Competencies in Years 7 and 9.
- Plan teaching and assessment of Designing for Deep Learning Competencies in Years 8 and 10 for implementation in 2024.
- Develop a program of professional development for Heads of Department, in conjunction with the Association of Independent Schools of NSW (AISNSW), to support the teaching and assessment of Deep Learning Competencies.
- Implement a K to 10 scope and sequence and develop an assessment schedule to ensure students at each stage are explicitly taught skills to develop each of the Deep Learning Competencies.
- Use the Collaborative Inquiry Cycle in the Junior School as a method to measure, reflect and adapt NGL units.
- Continue to develop digital tools, such as journals, to capture NGL within the Junior School to share amongst parents, teachers and students.



Inventors Club Expo

Following the success of the Inventors Club, an Inventors Expo was held, harnessing the creative minds of students from Years 5 to 11 who workshopped, pitched and prototyped solutions to an identified sustainability problem.

Students pitched their inventions to external judge, Ms Jessica Koncz from Crave New Media. Inventions included a Magna-Board, Styrofoam Worm Farm, Under-Housing for Students, CoBo Collapsible Bottles, Mechanical Blinds and a Porti-Cap.

William Richardson and Steven Pine (Year 10) were named winners for their invention of cost-effective sustainable mechanical blinds using 3D printing technology.

Sharing Learning at the NGL Showcase

CCGS's innovative NGL principles and learning environments were the focus of a presentation delivered by Acting Deputy Head of the Junior School, Sam Marker at the AIS Next Generation Learners exhibition.

Mrs Marker shared with other independent schools across NSW how the learning environment at CCGS helps teachers empower students to collaborate, be creative, build character, communicate, think critically and reflect on their work.





GOAL: Every student achieves their academic potential.

Academic Achievement

ACHIEVEMENTS 2022

- Continuous reporting was implemented across Years 7 to 12 to share real-time assessment task grades and help parents and carers support their child's learning journey.
- Planning and mapping of the new K to 2 Mathematics and English syllabuses commenced. Junior School teachers undertook specific Professional Development for the new courses.
- Heads of School and delegates from K to 12 attended a two-day conference on Riding the Wave of Curriculum Reform (AISNSW) to support planning and preparation for leading curriculum change.
- Expert committees were formed in the Junior School to share and disseminate expertise for writing, spelling, assessment and data analysis.
- A Literacy Coordinator for Years 7 to 10 was appointed as part of a revised whole school literacy approach. The coordinator will enrich literacy capabilities as students move towards the HSC.
- Outstanding HSC results ranked CCGS in the SMH top 100 NSW schools for the ninth consecutive year, placing 78 out of approximately 800 schools. 58% of all exams sat resulted in a Band 5 or 6 and an impressive 15 HSC Major Works were nominated across Dance, Drama, Music and Industrial Technology.
- Strong NAPLAN results saw CCGS place 53 out of 1868 primary schools (Year 5) and 115 out of 806 secondary schools (Year 9) in NSW.
- The AISNSW's Primary Numeracy Screener was implemented in Kindergarten, providing an in-depth understanding of students' numeracy development as they enter formal schooling.
- Senior school teachers worked collaboratively to review assessment patterns and rationalise the number and type of tasks in Years 7 to 10 to support student academic achievement and wellbeing.
- An acceleration committee was established to develop a clear process for evaluating students and guiding acceleration from K to 12.
- Alternative pathway options were broadened to include short, flexible courses to help students gain relevant workplace industry skills. TAFE (TVET) course offerings also increased. A

number of students gained dual credentials of an ATAR plus TVET. Examples include design fundamentals, real estate practice and ecosystem management.

NEXT STEPS

- Expand QApp to include a guided scaffold to support student discursive writing in English for Years 7 to 12.
- Refine tools and processes to support teachers and leaders to use data more effectively. Use this data to generate insights and develop enhanced action plans aimed at improving student outcomes.
- Provide opportunities for senior students to have increased agency and voice in the development of their Senior College learning journeys.
- Review and restructure Learning Support resource across the senior school to accommodate changing student requirements.
- Commence planning and programming for the NSW Education Standards Authority's (NESA) new 3 to 12 curriculum and assessment, to start in 2024.
- Continue to implement NESA's reformed K to 2 Mathematics and English syllabuses by designing new assessment rubrics and screening tools.



HSC Results

For the ninth consecutive year, CCGS ranked in the Top 100 NSW schools based on HSC results.

Almost 10% of students achieved an ATAR of 95+ and 45% were recognised on the NESA Distinguished Achievers List for achieving a Band 6 in one or more of their subjects. Other notable achievements include:

- 15 HSC Major Work nominations across Dance, Drama, Music and Industrial Technology
- Phoebe Britten (pictured) and Isabel Fanning received a Band 6 result in 10 or more units placing them on the All Rounders list
- Phoebe Britten, Amber Knight and Talon Woodward were listed on the Top Achievers list achieving one of the highest places in an HSC course in the state
- In Music Extension, Jack Li ranked equal first, receiving full marks in the course

(See page 22 for results highlights.)

Top Honours in Maths

Brian Zhang and Kathy Li placed joint first (Year 5) and Jaydon Miao placed first (Year 6), in the 2022 Newcastle Permanent Primary School Mathematics Competition, outperforming over 16,000 students from across NSW.



Lohith Pathala received the equal third-highest score of all Year 6 students.

The competition is the largest and longest running of its kind in Australia, with over 330 schools involved. Students are given 45 minutes to complete 35 questions without help from calculators, rulers or other mathematical instruments.



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

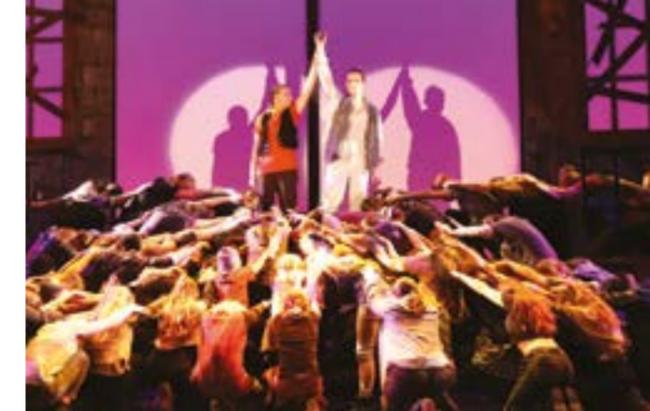
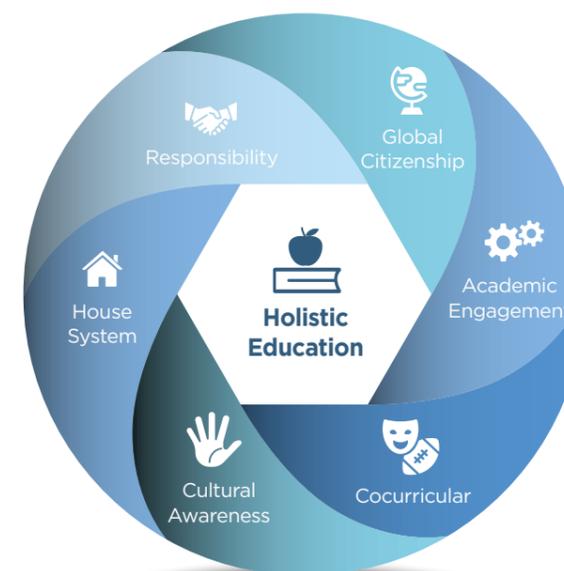
Holistic Education

ACHIEVEMENTS 2022

- Cocurricular opportunities were reinvigorated following the relaxation of health restrictions:
 - In sport, boys touch football and tennis experienced significant growth, with the tennis program attracting world-class tennis coaches, Nathan Healy and Clint Newcombe.
 - Junior and senior extension dance groups were established, representing CCGS at elite dance eisteddfods across NSW.
 - The senior musical adaptation of Jesus Christ Superstar involved over 130 students and the Junior School production of Shrek the Musical Jnr saw Year 6 students deliver a high-energy celebration of diversity.
 - Drama students from Years 3 to 12 were given the opportunity to enrol in the Trinity London Drama tuition program, working towards examinations in Speech, Acting and Drama. In 2022, CCGS's first Grade 8 (highest grade) student took the external examination, achieving a Distinction.
- Vertical peer mentoring opportunities were extended and enhanced. Year 12 students mentored Year 10 on healthy study habits, organising their workload and tips for revision. Year 9 supported Year 6 students in the transition to senior school through tours of the senior campus and Q & A sessions.
- A values-focused House Families program was introduced, enhancing understanding of CCGS's values. Each week, one value was examined through interactive, fun and productive activities in dedicated House Family time, fostering a sense of community and connection.
- Harmony Day activities expanded across K to 12. A public speaking competition for Years 3 to 12 explored topics including inclusiveness, respect and belonging for all Australians. Students from across the School celebrated different languages in a special video that highlighted all the languages that make up the CCGS community.
- The International Exchange Program reopened with 20 students selected to travel to five international schools in 2023.

NEXT STEPS

- Investigate opportunities to expand the International Exchange Program to accommodate increasing interest.
- Enhance the Year 9 and Year 10 Community Service projects by incorporating a House-based focus that gives students the opportunity to share learning and experiences with peers.
- Expand the Future Problem Solving program as a cocurricular offering into the Junior and Middle Schools.
- Undertake an international performing arts tour of the United Kingdom, providing unique learning opportunities for senior performing arts students.
- Reintroduce a senior SRC (Student Representative Council) to lead initiatives and create positive actions that will benefit the whole school community.
- Recommence the Cambodia Humanitarian Tour to promote cultural awareness and encourage responsibility and leadership among Year 11 students.



Jesus Christ Superstar

The relaunch of senior musical theatre following a hiatus during COVID was met with sold out performances and global recognition.

Over 130 students were involved in the adaptation of Jesus Christ Superstar which featured unique digital visuals and student-designed sets, props and costumes.

The production also attracted international attention, being recognised by Andrew Lloyd Webber's (ALW) team in London. Images from the show were shared on the official ALW website and social media. Messages of support were also sent from ALW staff to the CCGS production cast and crew.



Brain Eisteddfod

Following a rigorous selection process, four Year 11 students were given the unique opportunity to take part in a new TV quiz show - Brain Eisteddfod - hosted by comedian Shaun Micallef on Network 10.

Michael Lin, Catherine Purcell, Nicholas Moroney and Stella Hannagan represented CCGS, performing exceptionally well - only narrowly missing out on a potential spot in the final by one question.

CCGS was one of just 18 schools selected across Australia to take part in the show.



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

Teacher Quality

ACHIEVEMENTS 2022

- A digital teacher appraisal platform was developed and tested.
- A new leadership appraisal process for Heads of Department and Year Leaders was designed and implemented. The appraisal process meets requirements for teacher accreditation and increases opportunities for reflection and feedback.
- Two teachers successfully attained Proficient Teacher level accreditation through NESAs. One teacher successfully attained Experienced Teacher level accreditation at the Independent Schools Teacher Accreditation Authority.
- A professional development course was delivered to teaching staff, assisting them to meet National Consistent Collection of Data requirements to support students with diverse and additional learning needs.
- All senior school teachers completed an accredited professional development course to build their understanding of the Designing for Deep Learning Competencies. Teachers worked collaboratively to interrogate the competencies, determine which would best support learning in their subject area, and planned assessments and teaching for 2023.
- Three staff conference days were delivered to strengthen the professional development of teachers. These were led by experts from within the school community and registered as NESAs accredited professional development.
- Teachers worked in teams to reflect on their use of learning environments and develop action plans to refine their collaborative practice. They used the Maximising the Impact of Learning Environments framework to structure their reflection and planning.
- Three teachers were selected to support the development of NESAs Curriculum Reform project, the first comprehensive reform of the NSW school curriculum in over 30 years.
- The Director of Teaching and Learning was appointed to NESAs Technical Advisory Group for Curriculum Reform (Stage 6 English Extension).

NEXT STEPS

- Implement and review the new CCGS digital teacher appraisal platform.
- Support Heads of Department to implement the teaching and assessment of Deep Learning Competencies in partnership with AISNSW.
- Provide ongoing professional development to strengthen the use of data to improve student outcomes, including coaching, modelling and training.
- Provide structured professional development on the new curriculum to ensure changes are seamless for both staff and students.
- Develop plans to integrate artificial intelligence tools into teaching and learning practice. Model creative, effective and ethical use of these tools with students.



New Head of Library and Information Services

The school welcomed a new Head of Library and Information Services – Mrs Nadia Merchant.

With a diverse career spanning two decades, Mrs Merchant brings with her extensive experience in digital learning and information service including roles as Head of Library, Head of eLearning and Digital Learning Innovator. She believes libraries are a unique hub of community, inquiry-based learning and building critical information skills.

Mrs Merchant plans to focus on amplifying the use of technology within the library to support classroom learning as well as maximising senior student use of the library space and resources.



Adding Dramatic Flair

In an example of cross-departmental collaboration, Drama teacher Mrs Natalie Parsons-Clair presented to the English Department on using drama strategies to maximise teaching.

Utilising props, set designs, costuming and lighting, Mrs Parsons-Clair demonstrated how to use the learning zones within the B Block classrooms to boost engagement and promote student collaboration.

The demonstration aligned with a Year 8 English formal collaborative task where students had to work together to create a cohesive one act script.



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

Wellbeing

ACHIEVEMENTS 2022

- A number of initiatives were introduced to support staff wellbeing including: staff acknowledgement of each other's success via the MyCCGS wellbeing system, Junior School staff weekly morning tea gatherings and the launch of a staff choir.
- Languages Week expanded to include students in the Junior School. Students from K to 12 took part in an international food fair and cultural games to celebrate diversity within the School community.
- To recognise and support gender diversity, all access toilets were made available at various locations throughout the campus. Inclusivity training was delivered at the Staff Development Day and senior school teachers took part in an inclusion workshop.
- CCGS worked with the AISNSW to develop and refine gender identity planning processes, policies and documentation.
- Year 10 students took part in a whole day respectful relationships 'Love Bites' workshop. This national program, created by The National Association for Prevention of Child Abuse and Neglect, was extended to Years 7 to 9 helping younger students develop critical relationship skills.
- CCGS's annual fundraising music concert, Jamnesty, gave students a platform to help those impacted by the Ukrainian humanitarian crisis. Raising funds helped students feel empowered that their contributions could help make a difference.
- A new role of Director of Wellbeing (7-12) was created to provide wellbeing support and expertise specific to senior students.
- A whole-school approach for R U OK? Day focused on meaningful activities and lessons to help students, teachers and parents navigate challenging discussions around mental health.
- To embed the School's values in an age-appropriate way, the Junior School introduced the 3 R's (responsibility, relationships and respect). Engaging videos, lessons and talks fostered deeper understanding and encouraged students to model the values during everyday activities.

NEXT STEPS

- Consolidate wellbeing information in MyCCGS to provide families and students with easy to access resources and current information.
- Empower the whole CCGS community to engage in safe, positive and healthy internet use based on international best practice.
- Investigate opportunities for teachers to work with external education professionals on contemporary wellbeing practices.
- Implement the URSTRONG Program for students in the Junior School. URSTRONG is a friendship strategy that aims to improve the social climate in schools by connecting students, parents, and teachers with a common language of friendship.
- Extend the Junior School's focus on the 3 R's (responsibility, relationships and respect) to include resilience.
- Review and make appropriate changes to the Year 7 transition program with a specific focus on student wellbeing.



New Director of Wellbeing (7 - 12)

To further support the School's strategic focus on wellbeing, Mrs Jodi Clements was appointed as the Director of Wellbeing (7 - 12).

Mrs Clements joined the Director of Wellbeing (K - 6), Mr Craig Morrison to develop a cohesive wellbeing journey for students throughout their school life. Together they will lead the planning, development, delivery and evaluation of wellbeing programs.



R U OK? Day

A coordinated, whole-school approach for R U OK? Day focused on meaningful activities and lessons to help students navigate challenging discussions around mental health.

The day was extended to a week-long initiative with age-appropriate lessons delivered to specific year groups during extended rollcall. The MyCCGS R U OK? Day page brought together information and stories and was viewed nearly 3,000 times.

The library assembled a comprehensive range of resources centred on mental health and wellbeing for all ages.

In recognition of the activities implemented at the School, the official R U OK? Day organisation formally recognised CCGS as a case study on its website and social media channels.



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

Digital Citizenship

ACHIEVEMENTS 2022

- Device selection for K to 6 was reviewed. Based on program requirements and students' digital skills, Year 3 will progress from an iPad to a Microsoft Surface Go device in 2023, aiding their transition to a laptop in Year 4.
- All teaching staff undertook National Online Safety professional development which provides specialist training in key topics relating to child safety online.
- Student-led visual media and drone teams were established to help students develop real world skills and foster creativity using innovative technologies. Students planned, captured footage and edited their work for use on MyCCGS and the School's social media platforms.
- A new robotics program, Tale-Bot Pro, was introduced in Kindergarten, exposing students to patterns, positioning and sequencing in an age-appropriate, relevant setting.
- Zoom calls during Languages Week allowed students learning Japanese to strengthen their connection with our international sister school, Kanto Daiichi in Tokyo. This extended classroom learning and enabled cross-cultural peer collaboration.

NEXT STEPS

- Develop a policy to address the use of new technologies such as artificial intelligence creation tools.
- Evaluate and adapt the existing online safety program for students from K to 12, ensuring it is age-appropriate and relevant.
- Review the way digital awareness is delivered to senior students and incorporate learning about emerging technologies.
- Increase student voice regarding the topics and issues affecting them online and use this feedback to inform the development of further teaching and support.
- Conduct a strategic review of digital technology skills for Year 2 students as they prepare to transition to a new device in Year 3.
- Ensure all new students in Years 4 to 6 have completed DQ World, a comprehensive digital citizenship program covering skills such as screen time, privacy, critical thinking and digital empathy.



Drone Club Takes to the Sky

A student-led drone club was formed, giving senior students the opportunity to use innovative technologies to create and collaborate.

Students were mentored by teachers on how to appropriately use the drones. They conducted weekly fly-bys of the School's large open fields to hone their skills. They then applied these skills in real-world practice by capturing footage of events such as the athletics carnival and Foundation Day. This footage was edited by students in the club and shared more broadly with the School community via MyCCGS and social media.



Kindy Innovate with Robots

Kindergarten students were introduced to the world of digital technology through the innovative and interactive Tale-Bot Pro robot program.

There was awe and wonder as our youngest students manipulated their robots to learn math, develop stories and even draw. Fundamental coding and robotics skills exposed students to patterns, positioning and sequencing in an age-appropriate, relevant setting and was pivotal in sparking curiosity for further development of their digital skills.



GOAL: Positive engagement throughout the School community.

Community

ACHIEVEMENTS 2022

- In collaboration with the AISNSW, CCGS began work on a structured Partnerships Framework. The framework will enhance connections with community, business and professional organisations to enrich student learning.
- Following the relaxation of health restrictions, CCGS sought new ways to connect face to face with families:
 - Middle School welcomed families to join morning teas, Junior School invited families into classrooms and Senior College held a breakfast for Year 12 families.
 - The Headmaster's Welcome Gathering saw hundreds of parents and carers connect and explore the Junior School and grounds.
 - The P&F Christmas Fair entertained families with student-run stalls, performances and a food donation drive for Coast Shelter.
- Relationships between CCGS and past students continued to grow. In the lead up to alumni Matt 'Mogul' Graham's (2012) appearance at the 2022 Winter Olympics, students and staff got behind Matt by sharing videos and signs of support. Olympian Charlie Hunter (2014) gave an inspirational speech about drive, passion and consistency at a senior school assembly. Channel Nine presenter and alumni, James Bracey (2002) shared his key learnings for career success at a Colloquium evening held for Year 12 students.
- The Class of 2021 shared their post school and career pathway stories with the community via the website and school magazine, Bundara. Some attended the Year 10 My Future Self conference to share their experience in person.
- To support environmental sustainability, students from across the School were involved in Clean Up Australia Day with over 100 actions reported.
- A community partnership with UPPAREL was established to collect old school uniforms for reuse or recycling. A permanent clothing bin was placed in reception to help families dispose of their items to help keep valuable textiles out of landfill.
- Instagram and Facebook Reels were introduced to showcase CCGS's community spirit, ethos and identity. A behind the scenes view of life at CCGS featured student hosts sharing their authentic voice.

- The annual ARTECH exhibition was reimaged. Classrooms and corridors of the ARTECH building were transformed into a gallery space, showcasing student artworks and digital displays from K to 12. Over 300 people visited the exhibition including local schools, parents, past students and friends.
- Collaborations with Symphony Central Coast recommenced with talented CCGS musicians given the opportunity to participate in their annual events.

NEXT STEPS

- Form a Partnerships Framework staff working party to review current practices regarding partnerships. Design and co-create opportunities for partnerships with industry that are mutually beneficial for students, teachers and the community.
- Continue to develop MyCCGS as a hub of connection and communication.
- Celebrate the outgoing Headmaster's contribution to CCGS and welcome the new Head into the community.
- Develop a coordinated communications plan for onboarding new families to ensure a seamless transition into the School.



Sharing the write stuff

As Stephen King said, "Books are a uniquely portable magic". It is this type of magical distraction that many children affected by NSW's devastating floods needed, which is why CCGS was proud to donate five boxes of books to the Department of Education's Great Book Swap. This year's book swap supported schools in remote communities impacted by flood damage.

Our librarians helped to further this support by donating the prize money from winning the inaugural Children's Book Council of Australia Book Week Display to Lismore Primary School who lost their collection of books to the floods.



Year 10 Community Service

Year 10 students thought outside-the-box to support charity groups and organisations as part of their community service. Students were responsible for choosing, planning and executing projects, including:

- Repairing and refurbishing furniture for local organisations
- Crocheting beanies for people with cancer and premature babies
- Collecting donations of cricket equipment to send to Sri Lanka
- Creating handmade toys, gathering donations and creating a make-your-own pet toy video to support an animal shelter



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

Governance and Management

ACHIEVEMENTS 2022

- The School's masterplan was reviewed. ARTECH was identified as the next priority for development.
- An upgrade and expansion of the canteen was completed in Term 3, 2022. This contemporary space now includes a café, state-of-the-art commercial kitchen, self-serve food and drink options for senior students, indoor and outdoor seating and a barista training area.
- The bathrooms in the Chambers Building were completely refurbished in Term 1, 2022. Work commenced on extensive renovations to the remainder of the building at the end of Term 4.
- Work continued to develop and refine a comprehensive sustainability strategy that includes curriculum, energy, waste, procurement and transport.
- A Waste Free Wednesday initiative was introduced in the Junior School to help encourage a reduction in the amount of single-use plastics used. This also included trialing a soft plastic recycling program in the Year 2 neighbourhood.
- Worm farms and composting were introduced by the Earth and Environmental Sciences class.
- A new, larger digital sign was installed to display messages to the public and new directional signage was installed to include the canteen and uniform shop.
- Year 7 class structures for English, Mathematics and Science were reviewed due to growing enrolment.
- EnrolHQ software was implemented to improve efficiency and the online experience for prospective parents.
- New families were given early access to the School's online platform, MyCCGS, including a centralised hub of information and resources to help ensure a smooth transition to school.

NEXT STEPS

- Commence work on the ARTECH redevelopment project.
- Recruit and onboard a new Head following the retirement of current Headmaster, Mr Bill Low.
- Complete renovation works to the Chambers Administration Building to allow for additional office spaces, new air conditioning, painting, carpeting and glazing.
- Renovate the Science Block to update the storeroom and staff bathrooms. Render and paint the external walls to align with surrounding buildings.
- Complete drainage works to the rugby fields and cricket oval to alleviate local flooding issues.
- Undertake remediation works to the Arundel Road pathway.
- Launch online permission notes on MyCCGS to increase efficiency for parents.
- Install additional solar panels on the RLC roof.
- Restructure and recruit new staff in the Finance department to reflect the growing requirements of the School.
- Introduce a modified Senior College academic uniform for students in Years 10 to 12 for 2024, as a natural progression following the introduction of the new Kindergarten to Year 9 uniform in 2022.
- Develop a 5 year Environmental Sustainability Plan.



Junior School Awarded for Excellence

The Junior School and grandstand precinct were recognised for excellence at the Master Builders Awards, crowned winner in the 'Private Schools \$20M to \$40M' category.

The facility is known as one of the best junior schools for design and build across Australia and has proven to be an environment where teachers and students thrive.



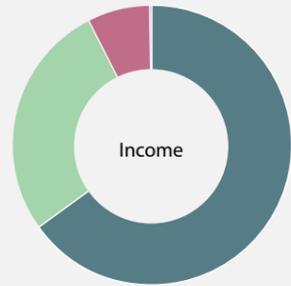
New Canteen and Café Unveiled

CCGS's school canteen was revamped to create a modern, open and inviting café. Centrally located and close to the outdoor pavilion, the new area has easy access to both the Junior School and Senior College campus and has been designed to further strengthen a sense of community and connection.

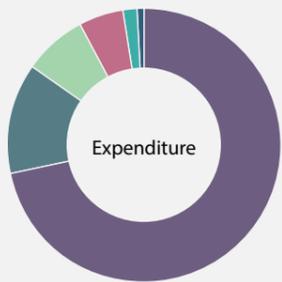
A new and expanded menu of healthy food and drink items was also launched to coincide with the new facility.

Finances

Income	2022
	(\$,000)
Fees and private income	26,221
Commonwealth recurrent grants	11,148
State recurrent grants	2,903
Fundraising	18
TOTAL	40,290



Expenditure	2022
	(\$,000)
Salaries, allowances & related expenses	27,452
Teaching and administration	4,970
Depreciation	2,787
Property expenses	2,045
Operating leases	622
Interest	283
TOTAL	38,159



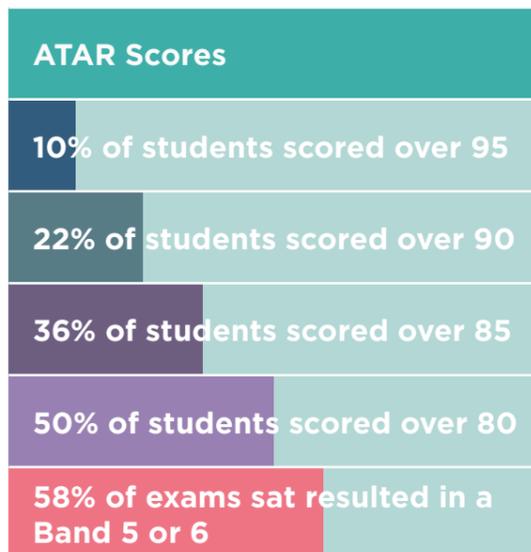
Net Trading Surplus	2022
	(\$,000)
Income	40,290
Expenditure	38,159
Net Surplus	2,131

Performance

HSC Results

For the ninth consecutive year CCGS ranked in the top 100 NSW schools based on the 2022 HSC results.

HSC Highlights



DUX of 2022
Phoebe Britten

Performance

External Competitions

ICAS English

Year 2 - Year 6: 2 High Distinction | 14 Distinction

ICAS Spelling

Year 3 - Year 6: 1 High Distinction | 10 Distinction

ICAS Digital Technologies

Year 5 - Year 6: 2 High Distinction | 9 Distinction

Year 7 - Year 10: 2 High Distinction | 4 Distinction

ICAS Mathematics

Year 2 - Year 6: 4 High Distinction | 15 Distinction

Year 7 - Year 10: 1 High Distinction | 9 Distinction

ICAS Science

Year 5 - Year 6: 3 High Distinction | 7 Distinction

Year 7 - Year 10: 6 Distinction

Brian Zhang Year 5, won the ICAS medal for Science and Mathematics placing top in the state of NSW.

Newcastle Permanent Primary Mathematics Competition

Year 5 - Year 6: 9 High Distinction | 26 Distinction

Brian Zhang and Kathy Li, Year 5, gained joint 1st place. Jaydon Miao (Year 6) gained 1st place and Lohith Pathala (Year 6) gained 3rd.

Colin Doyle Memorial Prize Mathematical Association of NSW

Year 11: 5 A Grade

Jacob Ramirez gained 2nd place in the Hunter and Central Coast region.

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 2022 NAPLAN results.

SUBJECT	CCGS % BAND 5-6	STATE % BAND 5-6
Reading	81	58
Writing	86	60
Spelling	71	54
Grammar & Punctuation	79	55
Numeracy	65	40

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 2022 NAPLAN results.

SUBJECT	CCGS % BAND 7-8	STATE % BAND 7-8
Reading	73	44
Writing	64	30
Spelling	61	43
Grammar & Punctuation	59	37
Numeracy	58	31

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 2022 NAPLAN results.

SUBJECT	CCGS % BAND 8-9	STATE % BAND 8-9
Reading	56	31
Writing	51	30
Spelling	58	40
Grammar & Punctuation	40	29
Numeracy	63	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 2022 NAPLAN results.

SUBJECT	CCGS % BAND 9-10	STATE % BAND 9-10
Reading	34	26
Writing	25	19
Spelling	28	22
Grammar & Punctuation	41	27
Numeracy	52	26



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