



SUNSHINE COAST
GRAMMAR SCHOOL



2018 ANNUAL REPORT

BASED ON 2017 DATA



PMSA MISSION STATEMENT

OUR VISION

Our vision is to build communities based on Christian foundations, by providing teaching and learning environments of excellence, permeated by Christian faith and actions.

OUR MISSION

Our mission is to provide outstanding teaching and learning environments for our students and staff, in schools built on the teachings and example of Jesus Christ.

Our focus is to enable students to discover and then develop their God-given talents.

Our aim is for students to achieve personal excellence, live a fulfilling and satisfying life and make a meaningful contribution to family and society.

OUR VALUES

Relationships

Founded on God's relationship with us – love, justice, compassion, forgiveness

Care

Providing a safe environment for growth and development, respecting self and the needs of others

Ethics

Integrity, seeking the truth, right thinking and right action

Personal Development

Growth, resilience, learning from mistakes and successes, continuous improvement, self-management

Excellence

Encouraging all to fulfill their potential

Celebration

Recognising and celebrating the achievements of students, staff and our wider community



SCHOOL GOVERNANCE

SCGS COUNCIL MEMBERS



Mr Greg Adsett



Mr John Glaister



Professor Jennifer
Radbourne



Mr John Hall



Mr Richard
Wilkinson



Mr Bruce Swan



Mrs Maria Woods
(Principal)



Mrs Lyn Stokes
(Business Manager)

PMSA COUNCIL MEMBERS

Mr Gregory Adsett

Dr Elizabeth Bennett

Mr Cornelius Graves

Mr James Demack

Mrs Jacqueline McPherson

Mrs Helen Murray

Mr Greg Skelton

Mr Kevin Standish

Mr Richard Niessl



CHAIRMAN'S REPORT



Mr Gregory Adsett
(Chairman)

Abraham Heschel said, 'Our goal should be to live life in radical amazement.get up in the morning and look at the world in a way that takes nothing for granted. Everything is phenomenal; everything is incredible; never treat life casually. To be spiritual is to be amazed.'

At Sunshine Coast Grammar School we take nothing for granted, and we express our gratitude. Nothing is achieved alone. Congratulations and thank you to all who have contributed to the success of our students and the school in 2017. Every person is an important member of the team that makes this school shine.

There are very many people to thank and acknowledge. On behalf of our school community I, along with Mrs Woods, extend our gratitude to those who support us –

P&F The Parents and Friends Association led by Anna Ashton and the P&F Executive team for the outstanding contributions they make to the school. The P&F are comprised entirely of volunteers. Without these volunteers and the support groups, the co-curricular and other activities which are undertaken by our students would be much the poorer. Some activities simply could not proceed. I acknowledge that the P&F continues to provide substantial financial support to the school, by raising funds and reinvesting them in the school's facilities. I thank each of those who, during the year, have participated in the work of the P&F.

FOUNDATION SCGS Foundation, under the leadership of Professor Jennifer Radbourne, has made considerable strides forward this year. I know that the Foundation has plans in store for the future which will see their contribution to both the social and financial fabric of Sunshine Coast Grammar School further enhanced.

COUNCIL MATTERS Some of you may be aware that in taking on my role as PMSA Chairman, I had to conclude my role as Chairman of SCGS. I thoroughly enjoyed being part of the SCGS family. With the current School Council that includes Mr Richard Wilkinson, Professor Jennifer Radbourne, Dr John Glaister, Mr John Hall and Mr Bruce Swan, you are in good hands. I thank you all for your contribution during 2017.

Two years ago I announced that SCGS and PMSA Council would deliver on a promise. That promise, the Aquatic Centre, is now complete. It is a wonderful addition to the Grammar landscape.

Rest assured this does not see the finish of improvements at SCGS. The School Council and School Executive team are focused on ensuring that facilities are provided to meet the future. As such 2018 will see the completion of a new School Strategic Plan. A building master plan will form part of the strategic plan.

PARENTS AND STAFF Parents, teaching staff and corporate staff, on behalf of the school community, I thank you for your continuing commitment to and support of Sunshine Coast Grammar School. The continuous improvement of the physical learning environment of Sunshine Coast Grammar School, and the enhancement and professional development of our teachers fit within the school's key strategic goals.

Parents, teaching staff and corporate staff play key roles in the guidance and support of our students, and between them work together to produce optimal outcomes for our students. We all know that the influence great teachers have on students continues long after they have finished school. Great teachers are valued and remembered far into a student's future, and play a significant role in providing the foundations for students into the brightest of futures.

STUDENTS Finally, I turn to the students. For inspiration, I have turned to a writer from the last century. GK Chesterton was a famous English author from the early 20th century. Some of you would know him as the original writer of the Father Brown mysteries. He was also famous for his pithy sayings.

He once said, 'Daybreak is a never ending glory; getting out of bed is never ending nuisance.'

The school year is a busy one and the early starts – be they for sport, music, or some other activity – and the late afternoons and evenings participating in sport, music, debating and not to forget, last minute exam preparation and assignment completion, can leave all but the strongest and most valiant of you wishing for the year to end, and for the getting out of bed to be done only when the heat of a summer's day overwhelms you, or when hunger and thirst call you downstairs for a late breakfast.

Year 12s, you have finished. Some parting words for you.

When you take up your place in the world of paid employment, whether it be immediately, or after a period of further study, my encouragement to you is to find a place of employment and a field of endeavour which supports your social and community values, or find a place of employment where you will have an opportunity to make a contribution beyond simply earning your keep and paying your own way. Part of the wisdom that has come to you through your education at Sunshine Coast Grammar School, is a set of values and beliefs which you can hold onto and cherish as you leave and take your place in the world.

This is not advice which comes simply from me. It comes from the gospel of St Luke: From everyone who has been given much, much will be demanded; and from the one who has been entrusted with much, much more will be asked.

You have had the considerable benefit of a Sunshine Coast Grammar School education. Use that, and all that you have and are, for the benefit of the community and those who need your help.

Mr Gregory Adsett
Chairman



PRINCIPAL'S REPORT



Mrs Maria Woods
(Principal)

The traditional Masai greeting between people is How goes it with our children – suggesting the health and wellbeing check of the culture, the people, and society, rests with the children and how they are growing, learning, playing, preparing for their future.

In 2017, Sunshine Coast Grammar School has had at the forefront of our thinking, our planning, our teaching and learning, the wellbeing of our students as they have developed, played, and engaged in their learning. The student voice has been encouraged, listened to and acted upon in classroom activities, in designing a new primary playground, in the student leadership processes, in revitalising initiatives in the environment, charity work, buddy programs, peer mentoring and working alongside each other and their teachers.

It has been inspirational to observe the contemporary teaching and learning developments that have unfolded throughout 2017 particularly on the back of the changing educational landscape in senior curriculum and assessment and see the ever-strengthening partnership between students, teachers and parents.

We have in the course of our 21st year recognised the outstanding commitment and consistency students have applied across a range of endeavours. Our culture is such that educating the mind without educating the heart is no education at all.

To be fit for the future, requires high IQ, EQ and CQ. Our place in the world and global connectedness will only increase. We are outward looking to encourage our students to embrace the multitude of opportunities available to them across the world.

Our partnerships beyond our borders will continue to grow as seen this year with our inaugural Humanities tour to China, our second tour to Timor Leste, our own Ashes tour to the UK, the most recent Japan tour in December, the inaugural Primary sports tour to Barker College, ever increasing student exchanges and formal sister school agreements, we have a commitment to expanding our students' horizons.

We are actively contributing to building teaching and learning that equips students to be fit for the future.

Here at Grammar we are bound together by our values, a very clear moral framework that builds and enhances a respectful and safe environment, we are inclusive, and it is safe for difference to be acknowledged and celebrated. We are seeking in our teaching and learning environment to treasure individuality and allow diversity to flourish. We encourage our youngest learners to be curious about the world, to know that educating the mind without educating the heart is no education at all.

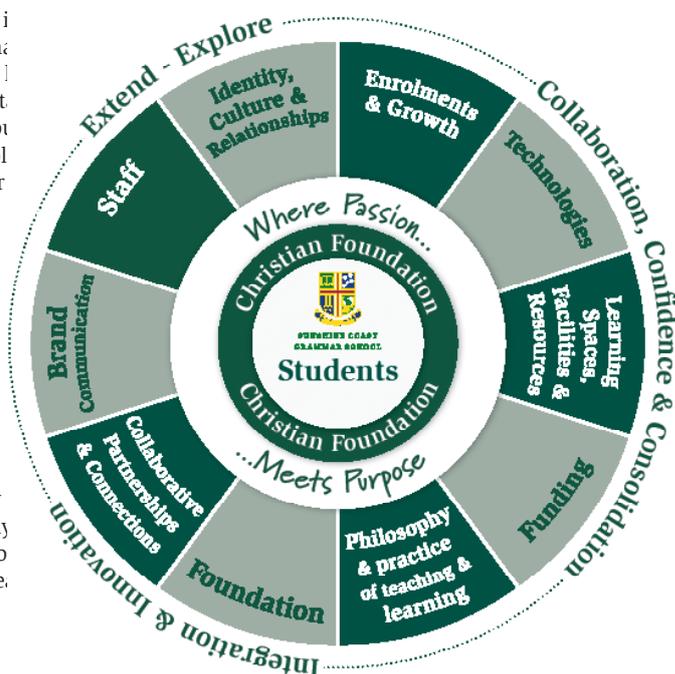
The student voice is alive and flourishing at Grammar. These children here tonight are testament to bold ideas, big dreams, wild creativity, endless optimism and a youthful outlook.

We have been inspired by local home grown talent such as Professor Alan Mackay-Sim – a Currimundi local who is Australian of the Year. His words were inspirational for educators. Literally following his nose has given thousands across the world. Hoping for transport of stem cells from the nose into the spinal cord can help repair the spinal cord and if not get people moving, then improve their quality of life in other ways.

He exemplifies what we want for our students – the world belongs to the curious – follow your passion, want more, and acknowledge it's a lot of hard work.

Ask questions – ask great, important questions that stimulate thinking. It's not the answer that gets you the prize, but the question.

Think for yourself and challenge convention. This takes real courage. It's easy just to follow along with everyone else. But Professor Mackay-Sim is not a herd animal and we do not grow our young people to just follow the crowd. His research took decades and persistence.



PRINCIPAL'S REPORT (CONTINUED)

His patients, those who have benefitted from his research say very loudly, don't stop. Keep exploring, keep working, continuous effort is the key. Be a contributor to the world - the basic driver to help others and to genuinely solve the real problems of today.

The possibility of anything is right in front of you. Keep stretching, keep going forward. Never stop trying.

In a world of instant gratification, and expectation that you will have everything right now, Professor Mackay-Sim is a living example of time and effort used wisely, equals success.

Students across the board have used their time wisely in the course of 2017.

The time staff have invested in each student is rewarding as our staff are deeply invested in nurturing the immense potential of each student. Each of my colleagues know what they are doing, love what they are doing, and believe in what they are doing. I extend a most sincere thank you to all Grammar staff in this important and deeply rewarding work – the Executive team, colleagues across all areas of the school, our School Council, PMSA and our wonderful families.

To our Grammar families, the direction in which education starts for a child will determine their future life. Thank you for your belief and commitment to a Grammar education. It is a partnership we treasure and gratefully accept the immense responsibility we share.

To our students:

Jesus said, "Recognize what is in your sight, and that which is hidden from you will become visible to you. For there is nothing hidden that shall not become apparent."

To each student; there is more to you than you know. If you can be made to see it, perhaps for the rest of your lives you will be unwilling to settle for less.

A vision is not just a picture of what could be; it is an appeal to our better selves, a call to become something more.

Take the time to build the person you deserve to be.

Congratulations to all our students on your achievements. For us there is no greater joy than assisting students to develop, perform and achieve individual goals and personal aspirations.

Students, you ignite the passion for us and strengthen our purpose.



BUSINESS MANAGER'S REPORT



Ms Lyn Stokes
(Business Manager)

AQUATIC CENTRE

After 12 months of construction, the school took possession of the new facility on Friday 11 November 2017. Our Year 12 Life-Long Learners were the first to swim in the 50-metre pool followed by the entire Year 12 cohort on the day of their graduation. Swimming squads were introduced immediately with at least 30 students taking part and the Grammar Swim Club was registered in November.

Whilst the Learn to Swim Program will begin in full force in 2018, some holiday activities are being planned for the December/January period. Likewise, the Aquatic Café will open in 2018 to provide service to swim club and Learn to Swim parents, as well as students attending major events. An official Grand Opening event is planned for April 2018.

EARLY LEARNING CENTRE

The New Leaf Early Learning Centre on our school campus will undergo a full rebrand at the commencement of 2018. The Centre will change its name to Grammar Early Learning Centre and will continue to provide services to the children in our care, including the very best opportunities available in Early Childhood Education. The re-brand will allow the Centre to align itself more closely with Grammar in the marketplace, and will continue to provide students with a continuous educational journey from 6 weeks of age to Year 12. Apart from signage, the community can expect to see fresh new uniforms for children and staff.

FACILITIES

During the December/January holiday period, all classrooms, plant and equipment will undergo maintenance and safety audits/checks. Outdoor areas, grass, ovals and gardens will receive additional maintenance to ensure their prime condition throughout the summer months. Other larger scale projects include a new Primary playground, with further plans to include a second renovation during 2018, and some major classroom renovations in the secondary school.

FEES

Fee were increased by 3.5% for 2018. The school is committed to ensuring fees remain affordable to parents who have chosen a Grammar education for their children.



DESCRIPTIVE INFORMATION

| | |
|--------------------------------------|--|
| School sector: | Independent |
| School's address: | 372 Mons Road, Forest Glen QUEENSLAND 4556 |
| Total enrolments: | 1241 |
| Year levels offered: | Prep – Year 12 |
| Co-educational or single sex: | Co-educational |
| Religious Affiliation | Presbyterian and Uniting |

CHARACTERISTICS OF THE STUDENT BODY

Australian born students comprise the majority of the student body (82%) with the remaining students coming from: Canada, Chile, China, Europe, Indonesia, India, Iran, Kenya, Korea, Malaysia, New Zealand, Pakistan, Papua New Guinea, Philippines, Russia, Singapore, South Africa, Sri Lanka, Thailand, UAE, USA and Zimbabwe.

We have 5 students who identify as Aboriginal/Torres Strait Islander.

The student body is comprised of 775 families. Within those families, 56% identify as being of a Christian-based faith; 40% identify as not having a religious belief or have not stated their religious belief; other religions identified in the School community are Buddhist, Hindu, Muslim and Sikhism.

The vast majority of students speak English at home (94%). Languages spoken at home by the remaining 6% include: Afrikaans, French, German, Greek, Hindi, Indonesian, Japanese, Mandarin, Persian, Portuguese, Sinhalese, Slovak, Spanish, Swedish, Telugu, Thai, Urdu, Maori and Vietnamese.

SCGS Parent Occupation groups: 57% fall into the category of senior management, government administration and qualified professionals; 35% fall into the category of business managers, art/media/sports persons and associate professionals.

Within the student body, we had 603 girls and 638 boys.

The majority of our students live within a 15km radius of the School, however, some students travel up to 80km round trip daily to attend SCGS.



DISTINCTIVE CURRICULUM OFFERINGS

GRAMMAR'S VISION FOR LEARNING IS UNDERPINNED BY FOUR PRINCIPLES:

- Differentiation
- Relevance
- Active Thinking
- Continuity

OUR VISION FOR LEARNING

SUNSHINE COAST
GRAMMAR SCHOOL

With our total commitment to positive, professional relationships,

WE VALUE

The spiritual basis of our school All that we do is grounded in Christian Faith and action.

Our strong sense of community The belonging, care and mutual respect fostered among all members of the Grammar community provides an important basis for our future-focused and interactive approaches to learning.

Each individual The recognition and celebration of each individual is central to uncovering and developing passion and potential. Each child's social and emotional wellbeing is supported and nurtured.

The concept of empowerment Students are encouraged and supported to take control of their own learning. Love of learning, enabling each student to achieve the highest possible standards in his/her learning endeavour, is our emphasis.

A mindset to the future Contribution to today's and tomorrow's society, preparation for digital citizenship, informed consumers in our media rich environment and awareness of global issues are responsibilities fundamental to our school.

Our unique and natural environment Our environment encompasses beautiful natural surrounds, excellent facilities, high standards, caring and supportive relationships, and outstanding, safe learning spaces.

The following pedagogical principles translate our vision and values into school wide teaching and learning practice.

- 1. Principle of difference**

A commitment to recognising, appreciating, and catering for the variety of characteristics that make individuals unique is key to learner success. Learning at Grammar is designed to ensure that all students have the opportunity to realise their personal interests and individual potential.
- 2. Principle of relevance**

Relevant, meaningful and engaging learning together with intelligent approaches to assessment connect learning and the learner to authentic contexts. Assessment is authentic when it produces a true reflection of a student's capabilities. This includes the appropriate selection and application of digital tools to transform learning, engage and energise students and inspire deeper thinking.
- 3. Principle of continuity**

Learning at Grammar is designed as a continuous pathway. This implies whole school alignment of curriculum and pedagogy and a shared responsibility for student learning realised through a strong team approach.
- 4. Principle of active thinking**

Learning is active, collaborative and connected, where the spirit of innovation creates learning opportunities that require students to think. Autonomous and independent learners engage in active thinking. The processes of active thinking are: knowledge acquisition; analytical, creative, critical, reflective and innovative thinking with application to new situations; together with ethical and global perspectives.



DISTINCTIVE CURRICULUM OFFERINGS (CONTINUED)

GRAMMAR *Where Passion Meets Purpose*

Sunshine Coast Grammar School provides a rigorous academic environment where learning:

- Recognises and caters for difference
- Is relevant and meaningful
- Is a continuous pathway from Prep to Year 12
- Is active, collaborative and connected

Our teachers have high expectations of students and purposely challenge each individual student to achieve to their full potential. To achieve this goal our curriculum is differentiated. Extensive learning enrichment is deployed in the early years and continued into the adolescent years, to assist in supporting students with learning needs and also challenging gifted students.

SCGS designs a seamless curriculum where the age- specific developmental needs of the Primary years, Junior Secondary years and Senior years is acknowledged and catered for to ensure relevant age appropriate learning experiences and assessment is delivered.

Technology literacy is integrated into learning experiences with the aim of engaging, and transforming learning and thinking. Digital citizenship is modelled and taught to ensure students thrive in the 21st century. Students are encouraged to think globally and ethically when solving real life problem situations.

Our curriculum is balanced with firm foundations in English, Mathematics, Science, and Humanities. The creative areas of Visual Art, the Performing Arts is valued highly, along with learning a language other than English either Japanese or French and Industrial Technology & Design and Hospitality. The health benefits and participation in a quality Physical Education program is also paramount. In the Secondary curriculum students may pursue alternative pathways with School Based Traineeships, a Diploma of Business, Certificate courses as examples.

The spiritual foundation of our school is reinforced through the teaching of Christian Studies to students from Prep to Yr12.

Points of difference in our Primary School are the specialist subject offerings of: Art, Languages, Performing Arts, Physical Education, Chess, Private Speech and Drama, and Instrumental Music lessons.

In the Junior Secondary years - Special Interests Subjects inspire and engage students and in the Senior Years students choose their own direction, whether it is tertiary studies or alternative pathways into the workforce. Students have the opportunity to undertake Head Start at universities, traineeships and apprenticeships.

Our school has embraced the principles of the Australian Curriculum with all students in Years 7-10 taught and assessed under the specifications and guidelines for English, Mathematics, Science and Humanities. In addition, we introduced a new Health & Physical Education program for students that is based on the Australian Curriculum documentation.



DISTINCTIVE CURRICULUM OFFERINGS (CONTINUED)

2015 – ICT INITIATIVE:

In 2012, the School implemented a 1:1 tablet PC program with Years 6-8 and has continued to further embed this in the curriculum with 2013 Year 6 students being equipped with a Fujitsu tablet.

In 2014, Ipads were introduced into P-3, a tablet pc program for Years 4 and 5 and the BYOD program for Years 11 and 12. In 2015, the BYOD program extended to include Year 10.

In 2017, all new Year 7 students and secondary students 8-12 are operating in the BYOD program.

A VISION FOR ICT – A MINDSET FOR THE FUTURE

Our 21st century vision recognises the changing needs of our students, staff and society. Our objectives must:

- Support the vision of the School
- Enhance teaching and learning
- Improve student outcomes

OUR GUIDING PRINCIPLES:

- As a result of growing up in a world where digital technologies are common place, today's students learn differently and have different expectations of school, teachers and learning;
- When effectively deployed, the school envisions that digital technologies will be effectively supported for the benefit of students and staff in order
- To meet the curricular needs of all learners including:
 - > Addressing diverse learning styles
 - > Accommodating individual learning rates
 - > Encouraging cooperative learning
 - > Enhancing academic outcomes
- To help students accept responsibility for their own learning
- To refine critical thinking skills and foster creativity
- To provide global access to information and providing the means to communicate globally
- To provide another medium for expression and communication
- To improve the effectiveness of administrative tasks
- To collect, assess, and share performance information

Sunshine Coast Grammar School embraces the important role that Information and Communication Technologies play in creating engaging and authentic learning experiences which foster collaboration and communication, support life- long learning and assist in preparing students for life in the 21st century.



EXTRA-CURRICULAR ACTIVITIES

Sunshine Coast Grammar School has an extensive extra-curricular offering that is showcased at the beginning of the year with an Extras Expo. The purpose of the extra-curricular program at SCGS is to:

- Offer an opportunity to students to contribute to the growth of the community, as well as receive its benefits; and,
- Provide the opportunity for students and teachers to build relationships based on a broader and deeper understanding and appreciation of each other than is possible in the formal classroom situation.

These factors lead to an improved community spirit and the building of a tradition of which to be proud.

Students are encouraged to be involved in extensive music, choir, chess, language, debating, art, drama and public speaking programmes. The School facilitates performance in camps, Optiminds, enrichment classes, concerts and drama productions. In 2015, the Primary School facilitated a whole of Primary Arts Festival.

A wide range of sports, both team and individual is provided to students. Individuals and teams have won local, state and National Titles in 2017. Students during 2017 were also selected to represent Australia.

Grammar regularly host and send teams from/to interstate and overseas; in 2017 students participated in a Languages tour to Japan, Community Service Tour to Timor Leste, Humanities tour to China and the Cricket Tour to UK.

At our School we offer opportunities to compete in Athletics, Australian Rules Football, Basketball, Cheerleading, Cricket, Cross Country, Equestrian, Futsal, Lawn Bowls, Netball, Pool and Beach Life-saving, Rugby, Sailing, Soccer, Softball, Sports Aerobics, Surfing, Swimming, Tennis, Touch Football, Triathlon, Volleyball and Waterpolo.





THE SOCIAL CLIMATE OF THE SCHOOL

Grammar has a strong emphasis on pastoral care and this is reflected in the approach all staff, including non-teaching staff, display when interacting with students, staff and members of the broader School community.

Whilst the Primary School teacher is best suited to the pastoral care needs of primary children, in the Secondary School, this is undertaken by Home Room and Form teachers, and Year Level Co-ordinators. The Secondary Classroom Teacher also plays a vital role in the pastoral care of each of the students in their respective classes.

Underpinning the social climate of Grammar is our Christian Heritage. Students regularly attend Chapel held by our school Chaplain and supported by the Christian Studies Faculty. Grammar Helping Hands, Interact and the Amnesty Club provide opportunities for students to assist beyond our community.

Each year level in the Secondary School partners with a charity of choice to raise funds. The Primary year levels have partnered with a specific Secondary year level and/or a specific charity.

Each student at Grammar belongs to one of four Houses named after leading Australians – Bradman, Chisholm, Lawson, and Sturt. House spirit is promoted and enhanced through various events and carnivals throughout the year.

All staff at Grammar are trained annually in PMSA Child Protection policy and procedures.

Students are explicitly taught through personal development classes about anti-bullying, and cyber bullying. In 2016 the School appointed a Psychologist to support student wellbeing P-12.

Assemblies and form classes are used to reinforce positive behaviours and school spirit.

In the Primary School students are explicitly taught social and emotional wellbeing strategies through the You Can Do It program, where confidence, persistence, organisation, resilience and getting along are reinforced. Several additional programs are offered to students who feel they may benefit from additional skills. These include 'Stop Think Do' (for refining social skills), Fun Friends and Friends for Life (Anxiety and Depression prevention), and Seasons for Growth (Grief and Loss). Parent Programs addressing a range of personal and social developmental topics are also offered throughout the year.





PARENTAL INVOLVEMENT

At Grammar, we encourage and support parents as partners in the education journey of children. Parents are active in parent support groups associated with each of the sub-schools; and as trained parent helpers in the Primary School.

Parent support groups exist in Equestrian, Netball, Music, Rugby, Cricket, Tennis, Football and Basketball.

Parents are actively involved in coaching and managing sports teams and serve in Executive roles within Support Groups.

The Class Coordinator program links the Class, Year Level parent representatives who are a point of contact for other parents whose children are in the same class.

Grammar hosts a number of parent evenings throughout the year including Welcome to the New Year, Year Level Information Evenings, Prep Information evenings, Educational evenings on topics such as Australian Curriculum, Technology, Social and Emotional Well Being.

In the Primary School parents are encouraged to attend Prep – Yr 2 camps and assist with perceptual motor programs in Prep – Yr 1.

The Sunshine Coast Grammar School Parents' and Friends' (P&F) Association provides all parents with the opportunity to participate in and contribute to the large number of school-related social activities which take place each year. The P&F collaboratively organise a biannual Walkathon, Winter Fair, Movie nights and social events.

THE AIMS OF THE P&F ARE:

- To foster friendships and develop a support network within the school community
- To accurately represent the views and expectations of the parents and friends of SCGS
- To co-ordinate social occasions where parents and friends of the school can join together to foster friendship
- To support the School and its aims

To benefit our children's education by assisting in the allocation of the funds available to the P&F through an annual levy

Special events include Mother's Day, Father's Day and Grandparents and Special Friends days in the Primary School where nearly 100% of students involve their parents. In the Secondary School Mothers and Daughters and Fathers and Sons breakfast are held annually and well attended.



PARENT, TEACHER AND STUDENT SATISFACTION WITH THE SCHOOL

In 2013, the PMSA supported Sunshine Coast Grammar School in commissioning Macquarie Marketing Group (MMG) to undertake a whole of school and community satisfaction survey.

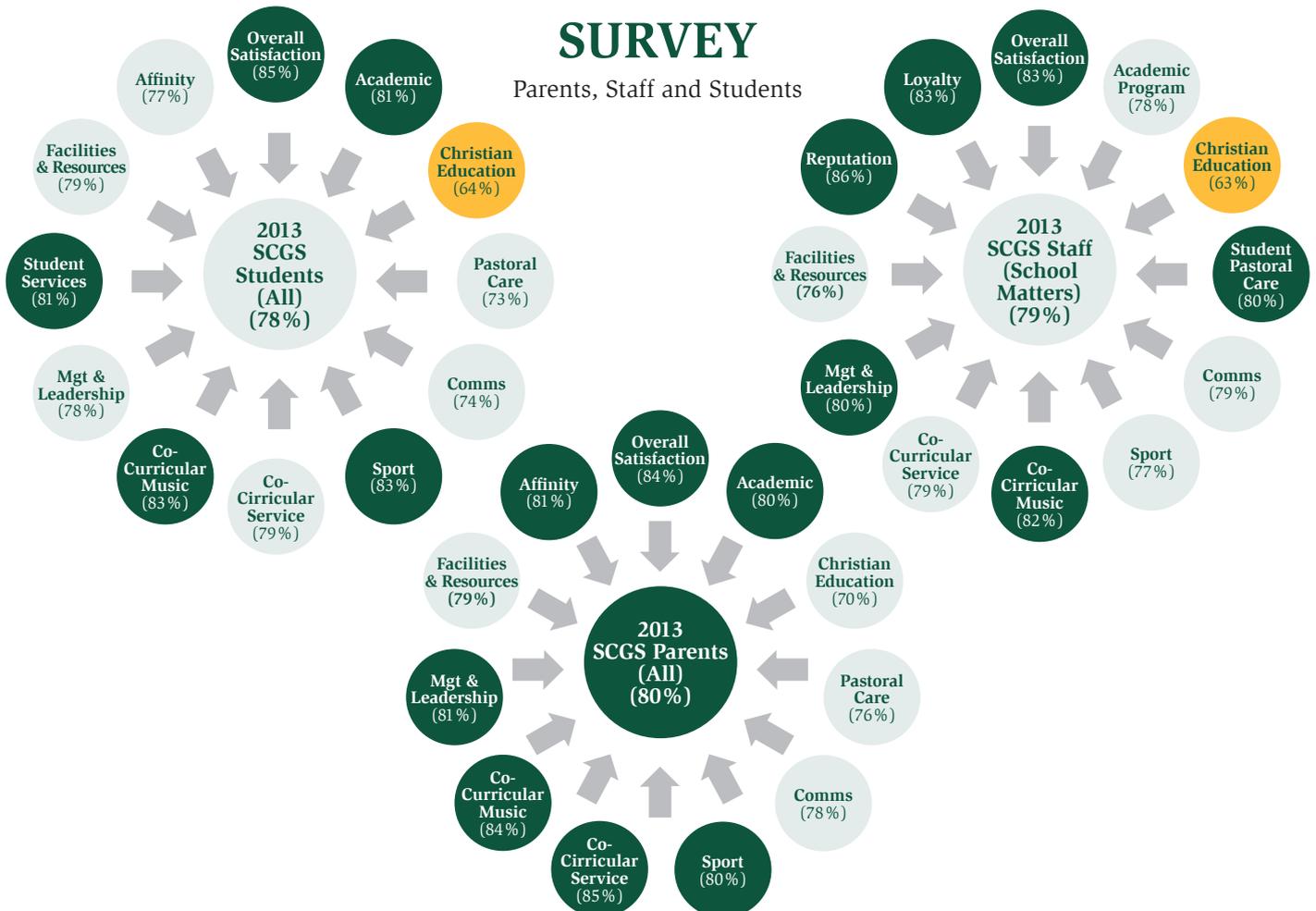
All surveys were conducted in an confidential on-line survey. Target groups were:

- All Parents P-12
- Students in Years 5-12
- All staff

THE SUMMARY SATISFACTION WHEELS ARE:

WHOLE SCHOOL SURVEY

Parents, Staff and Students



From 2014, each faculty have undertaken their own internal surveys to ascertain student engagement.



SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

| NET RECURRENT INCOME 2013 | TOTAL |
|---|---------------------|
| Australian Government recurrent funding | \$8,450,400 |
| State/Territory Government recurrent funding | \$2,803,081 |
| Fees, charges and parent contributions | \$15,343,584 |
| Other private sources | \$2,327,645 |
| Total gross income | \$28,924,110 |
| (excluding income from government capital grants) | |

<https://www.myschool.edu.au/school/47948/profile/2017>

CONTACT PERSON FOR FURTHER INFORMATION



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STAFFING INFORMATION

STAFF COMPOSITION, INCLUDING INDIGENOUS STAFF:

| | NUMBER OF STAFF | FULL TIME EQUIVALENT |
|---|-----------------|----------------------|
| Full Time Staff | 122 | 122 |
| Part Time Staff | 49 | 31.25 |
| TOTAL | 171 | 153.25 |
| Teaching Staff | 97 | 93.24 |
| Non-Teaching staff (including teacher-aides) | 74 | 60.01 |
| TOTAL | 171 | 153.25 |

No staff identified as Indigenous in 2016.

QUALIFICATIONS OF ALL TEACHERS:

| QUALIFICATION | Percentage of classroom teachers and school leaders at the school who hold this qualification |
|---------------------|---|
| Doctorate or higher | 1% |
| Masters | 18% |
| Bachelor Degree | 78% |
| Diploma | 3% |
| Certificate | 0% |



EXPENDITURE ON AND TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT

TEACHER PARTICIPATION IN PD:

| DESCRIPTION OF PD ACTIVITY | Number of teachers participating in activity |
|--|--|
| Curriculum Seminars | 56 |
| ICT | 101 |
| QCAA | 15 |
| Leadership | 13 |
| Pastoral | 24 |
| Learning Enrichment/Differentiation/Inquiry Learning/Analytics | 70 |
| Planning Days | 70 |
| First Aid and Safety Training | 10 |
| Child Protection | 82 |
| Mandatory training: Child Prot/WHS/Code of Conduct | 291 |
| Online safety | 83 |
| NAPLAN | 2 |
| Smart Goal Development | 84 |
| Christianity Explored | 3 |
| Vocational Education and Training | 11 |
| Other | 8 |
| Total number of teachers participating in at least one activity in the program year | 923 (97) |

EXPENDITURE ON PD:

| TOTAL NUMBER OF TEACHERS | TOTAL EXPENDITURE ON TEACHER PD | AVERAGE EXPENDITURE ON PD PER TEACHER |
|---|---------------------------------|---------------------------------------|
| 97 | \$120,098 | \$1,238.12 |
| The total funds expended on teacher professional development in 2017 | | \$120,098 |
| The proportion of the teaching staff involved in professional development activities during 2016 | | 100% |
| The major professional development initiatives were as follows: | | |
| <ul style="list-style-type: none"> • Mandatory training including Child Protection focus • Curriculum reviews and planning • Student wellbeing | | |



AVERAGE STAFF ATTENDANCE FOR THE SCHOOL, BASED ON UNPLANNED ABSENCES OF SICK AND EMERGENCY LEAVE PERIODS OF UP TO 5 DAYS

| NUMBER OF TEACHERS | NUMBER OF SCHOOL DAYS | TOTAL DAYS STAFF ABSENCES | AVERAGE STAFF ATTENDANCE RATE |
|-----------------------|--------------------------|------------------------------|-------------------------------------|
| 97 | 184 | 531.50 | 96.48% |

For permanent and temporary staff and school leaders the average staff attendance rate was 96.48% in 2017.

PROPORTION OF TEACHING STAFF RETAINED FROM THE PREVIOUS YEAR

| NUMBER OF PERMANENT TEACHING STAFF AT END OF PREVIOUS YEAR | NUMBER OF THESE STAFF RETAINED IN THE FOLLOWING YEAR (THE PROGRAM YEAR) | % RETENTION RATE |
|---|--|------------------|
| 95 | 92 | 94.84% |

From the end of 2016 98.96% of staff were retained for the entire 2017 school year. The three staff that left the School, gained promotions.



QUALITY TEACHING AT SUNSHINE COAST GRAMMAR SCHOOL

Each year at Grammar, we have an intentional focus on improving and enhancing student outcomes. Student achievement and student success is a key strategic driver. Our goal is to nurture and appropriately challenge each student P-12 to give their very best to become their very best.

HOW DO WE DO THIS AT GRAMMAR?

1. Supported by contemporary educational research, we know the biggest positive factor influencing student achievement is the quality of our teachers.
2. We invest in teacher development and support teachers to undertake professional learning that builds their skillsets, knowledge and capabilities.
3. Teachers are encouraged to experiment with new learning particularly in the use of technology, given this is the world for children of the 21st century.
4. Teachers set SMART (specific, measurable, achievable, realistic, time specific) goals that are carefully planned and executed throughout the year.
5. Teachers engage in meaningful professional conversations with their supervisors and each other about student progress and achievement.
6. We build teacher capability so that colleagues can give each other genuine feedback about the teaching and learning environments being created.
7. Collecting evidence of quality teaching –Peer to Peer (POP) observations, teachers offering to share their expertise with colleagues. A really effective learning tool for teachers has been teachers advising they want to be in a particular colleague's classroom to improve a specific strategy or further develop their own knowledge about a curriculum initiative in action.
8. Lead and undertake coaching and mentoring to support important conversations about practice and to learn the specific skillsets required to have those conversations with colleagues to improve practice.
9. We work intentionally on building a culture that supports collaboration, mentoring of teachers and providing feedback that improves practice.



KEY STUDENT OUTCOMES

AVERAGE STUDENT ATTENDANCE RATE (%) FOR THE WHOLE SCHOOL:

| NUMBER OF POSSIBLE ATTENDANCE DAYS | TOTAL NUMBER OF STUDENTS | TOTAL NUMBER OF DAYS ABSENT | TOTAL ATTENDANCE |
|------------------------------------|--------------------------|-----------------------------|------------------|
| 218,416 | 1,241 | 18,496 | 199,920 |

The average attendance rate for the whole school as a percentage in 2017 was 91.53 %

AVERAGE STUDENT ATTENDANCE RATE FOR EACH YEAR LEVEL:

| NUMBER OF POSSIBLE ATTENDANCE DAYS FOR YEAR LEVEL | TOTAL NUMBER OF STUDENTS IN YEAR LEVEL | TOTAL NUMBER OF DAYS ABSENT BY STUDENTS IN YEAR LEVEL | TOTAL ATTENDANCE |
|---|--|---|------------------|
| 10,560 | 60 | 106 | 10,454 |
| 9,680 | 55 | 648 | 9,032 |
| 12,672 | 72 | 795 | 11,877 |
| 12,320 | 70 | 727 | 11,593 |
| 14,080 | 80 | 1,167 | 12,913 |
| 21,648 | 123 | 1,358 | 20,290 |
| 16,720 | 95 | 1,621 | 15,099 |
| 24,992 | 142 | 1,745 | 23,247 |
| 22,000 | 125 | 1,927 | 20,073 |
| 20,064 | 114 | 2,051 | 18,013 |
| 16,896 | 96 | 1,413 | 15,483 |
| 21,648 | 123 | 1,449 | 20,199 |
| 14,362 (167 days) | 86 | 3,673 | 10,689 |



AVERAGE ATTENDANCE FOR EACH YEAR LEVEL IN 2016

| YEAR LEVEL | Average attendance rate for each year level as a percentage in 2017 |
|------------|--|
| Prep Year | 99% |
| Year 1 | 93.31% |
| Year 2 | 93.73% |
| Year 3 | 94.10% |
| Year 4 | 91.71% |
| Year 5 | 93.73% |
| Year 6 | 90.31% |
| Year 7 | 93.02% |
| Year 8 | 91.24% |
| Year 9 | 89.78% |
| Year 10 | 91.64% |
| Year 11 | 93.31% |
| Year 12 | 74.43% |

A DESCRIPTION OF HOW NON-ATTENDANCE IS MANAGED BY THE SCHOOL:

Student non-attendance is predominantly very low. Dedicated staff monitor student absenteeism, with regular home/school contact being a Grammar trait.

Each school day, student absence is electronically recorded and an SMS sent to parents.

The Head of Year, Form Teachers, Class Teachers contact home if any student is absent for 3 or more consecutive days.



BENCHMARK DATA

| | | National Mean | SCGS Mean | % at or above National Min Standard |
|--------|----------|---------------|-----------|-------------------------------------|
| Year 3 | Reading | 431 | 443 | 100% |
| | Writing | 414 | 427 | 100% |
| | Spelling | 416 | 429 | 100% |
| | G&P | 439 | 436 | 98.5% |
| | Numeracy | 409 | 420 | 100% |
| Year 5 | Reading | 506 | 541 | 100% |
| | Writing | 473 | 496 | 98.3% |
| | Spelling | 501 | 532 | 100% |
| | G&P | 499 | 530 | 98.3% |
| | Numeracy | 494 | 520 | 100% |
| Year 7 | Reading | 545 | 586 | 99.3% |
| | Writing | 513 | 556 | 97.9% |
| | Spelling | 550 | 583 | 100% |
| | G&P | 542 | 593 | 99.3% |
| | Numeracy | 554 | 502 | 99.3% |
| Year 9 | Reading | 581 | 610 | 99.1% |
| | Writing | 552 | 589 | 92% |
| | Spelling | 582 | 615 | 99.2% |
| | G&P | 574 | 607 | 99.1% |
| | Numeracy | 592 | 637 | 100% |



APPARENT RETENTION RATE

| | YEAR 10 BASE | YEAR 12 | RETENTION RATE % |
|--------------------|--------------|---------|------------------|
| Number of Students | 97 | 86 | 88.66% |

Year 12 student enrolment as a percentage of the Year 10 cohort is 88.66%

YEAR 12 OUTCOMES

| OUTCOMES FOR OUR YEAR 12 COHORT 2017 | |
|--|------|
| Number of students awarded a Senior Education Profile | 85 |
| Number of students awarded a Queensland Certificate of Individual Achievement | 0 |
| Number of students who received an Overall Position (OP) | 73 |
| Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT) | 3 |
| Number of students awarded one or more Vocational Education and Training (VET) qualifications | 28 |
| Number of students awarded a Queensland Certificate of Education at the end of Year 12 | 84 |
| Number of students awarded an International Baccalaureate Diploma (IBD) | 0 |
| Percentage of Year 12 students who received an OP1-15 or an IBD | 86% |
| Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification | 99% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer | 100% |



POST-SCHOOL DESTINATION INFORMATION:

This page presents a summary of results of the annual Next Step survey for Sunshine Coast Grammar School. The Next Step survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2017, whether they attended a state, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2018, approximately six months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

Statewide and regional reports from the Next Step survey will be available on the Next Step website in September 2018 at www.education.qld.gov.au/nextstep.

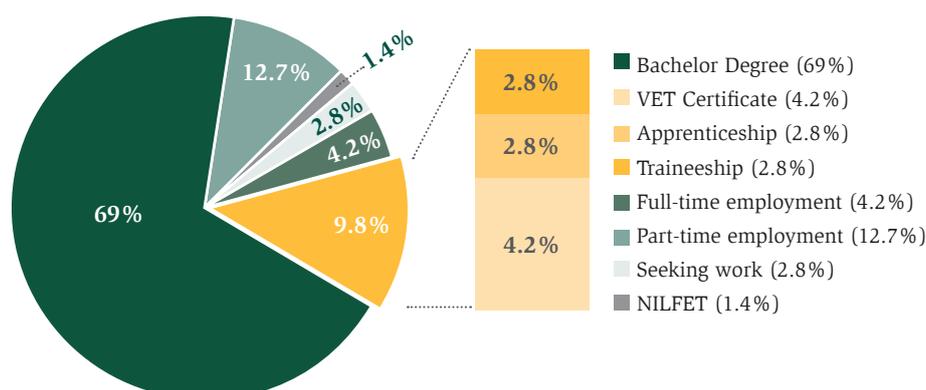
SCHOOL RESPONSE RATE TO THE SURVEY:

| NUMBER OF YEAR 12 STUDENTS IN 2017 (A) | NUMBER OF RESPONSES RECEIVED FROM STUDENTS (B) | PERCENTAGE RESPONSE RATE (B/A X100) |
|--|--|-------------------------------------|
| 85 | 71 | 83.5% |

SUMMARY OF FINDINGS IN RELATION TO MAIN DESTINATIONS OF STUDENTS

| SCHOOL YEAR 2017 | NUMBER OF STUDENTS IN EACH CATEGORY | PERCENTAGE OF STUDENTS IN EACH CATEGORY |
|---|-------------------------------------|---|
| University (degree) | 49 | 69% |
| VET total (Cert IV + III, I-II, apprenticeship, traineeship) | 7 | 9.8% |
| Working full-time | 3 | 4.2% |
| Working part-time/casual | 9 | 12.7% |
| Seeking work | 2 | 2.8% |
| Not studying or in the labour force | 1 | 1.4% |
| Total Year 12 students | 71 | 100% |

CHART SHOWING MAIN DESTINATIONS OF STUDENTS





SUNSHINE COAST
GRAMMAR SCHOOL



2018 ANNUAL REPORT

BASED ON 2017 DATA



SUNSHINE COAST
GRAMMAR SCHOOL

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