

# 2020 ANNUAL REPORT

BASED ON 2019 DATA

*Stand firm in your faith.  
Be courageous. Be strong.  
Do everything with love.  
1 Corinthians 16:13-14*



SUNSHINE COAST  
GRAMMAR SCHOOL



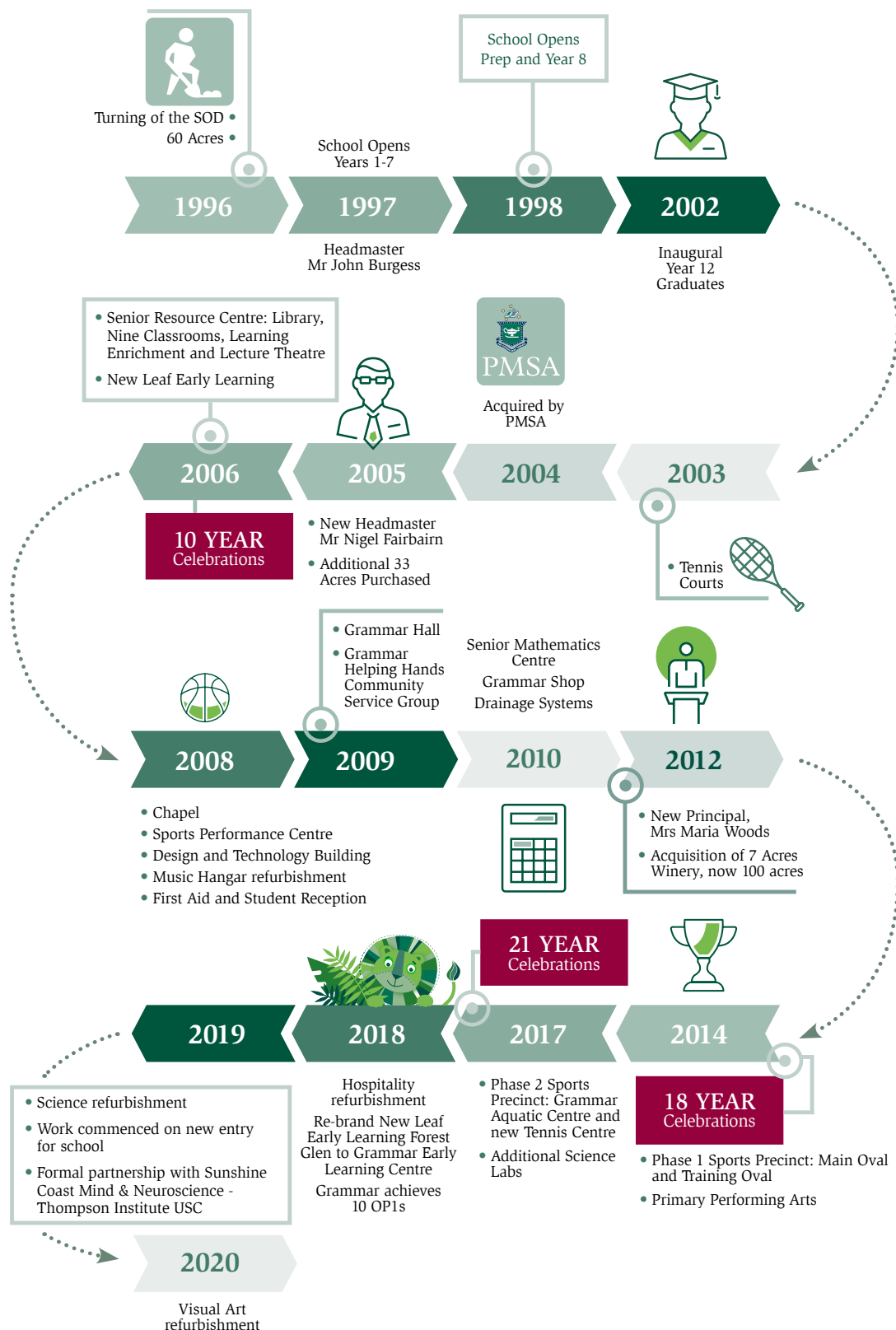
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# GRAMMAR HISTORICAL TIMELINE



# 2019 HIGHLIGHTS

## OP RESULTS AND QCS

OP Results – Sunshine Coast Grammar School ranked highest on the Sunshine Coast and 10th in the State with almost 44% OP1-5.

61% of Year 12 students achieved an A or B on the QCS test.



## GRAMMAR EARLY LEARNING CENTRE

Introduction of Bush Kindy.

Charity work – Red Nose Day, Jeans of Genes, Day for Daniel, Junior Type 1 Diabetes Walk, Great Book Swap, Give Me 5 for Kids, Lids for Kids, Superhero Day.

## MATHEMATICS

- USC Maths Maths Modelling Challenge – Regional Bronze Medalists
- Australian Mathematics Competition – Years 7/8 team State Bronze Medalists
- Sunshine Coast Mathematics Tournament –
  - o Gold Medalists – Year 12 and Year 9
  - o Silver – Years, 6, 7 and 11
  - o Bronze – Years 8 and 10

## TECHNOLOGY

Young ICT Explorers Competition – State Champions.

## COMMUNITY

Christian Studies Prayer Spaces in the Chapel – encouraging a relationship with God

Years 9 and 10 World Vision Youth Leadership Conference

World Vision 40 Hour Famine - \$8000 raised by the secondary school

Operation Christmas Child – 125 Christmas shoe boxes deployed overseas

Grammar Helping Hands

Community Kitchen – 400 meals

ANZAC Day Dawn Service, Buderim March



## NATIONAL & INTERNATIONAL TOURS AND OPPORTUNITIES

Years 5-7 Barker Trip

Years 7-9 NASA Space Camp in Houston, Texas USA

Years 11 and 12 Global Awareness Tour to Timor Leste

Term 3 SCGS hosts French students from Aurillac

French and Japanese Exchanges

U12s Rugby tour to Armidale

U15s Rugby tour to Melbourne

## CHESS

Interschool's Teams Chess Tournament - Grammar qualifying both a primary and secondary premier team in the Queensland Interschool State Chess Championships held in Brisbane.



## EXTENDED LEARNING OPPORTUNITIES

Brainways Quest team qualified for State Titles

GATEWAYS G&T Year 4 team - Regional silver medalists

Students participated in Write a Book in a Day - State and Territory Champions in Middle school category

Our Mathletes continue to be outstanding ambassadors for our School. Students from Years 6-12 competed in the Sunshine Coast Mathematics Tournament with our Year 8 & 11 teams taking out the tournament and our Year 7 teams placing 2nd and 3rd.

Students in Years 7 participated in the Reader's Cup becoming the first Grammar Year 7 team to bring home the Cup.

## QDU DEBATING

- 7 Grammar teams through to QDU finals.
- Year 12 semi-finalists in the QDU State Debating Senior Division.







# 2019 HIGHLIGHTS CONT'D

## SPORT

### Aquatics:

- Swimming – 12 selected in the Independent District team with 8 through to regional team to compete at State Champs
- Pool Life Saving – Secondary Boys team 2019 Champions, Secondary Girls Team Runners Up
- Grammar Swimming Club – Division 2 Wide Bay Season Champions
- Grammar 2nd at independent district carnival and 1st in % shield (first win since 2000)

### Athletics:

- Primary District team 3rd and 12 through to independent district at Regional level
- Secondary District team 3rd and 14 students through to District team
- Primary District Cross Country 2nd
- Secondary District Cross Country 3rd

*Intermediate Girls Cricket team*  
Regional Champions

*Year 9 Boys Volleyball* – Bronze medalists Trish Buckley Shield

*Inter school basketball* – 16 teams, five semi finalists, two champion teams – Intermediate C girls and Junior B Boys

7 competitors in Grammar *Equestrian* – two qualifying to represent Queensland in the State team at the Marcus Oldham



National international Equestrian Championships in Sydney.

### Netball:

- Sunshine Coast Secondary Schools Netball Competition – 15 teams, three grand finals, one Premiership
- QISSN – 7th from 60 schools
- Sunshine Coast Netball Association – 17 teams, three grand finalists

### Grammar Rugby:

- U13, U14, 1st XV sides SCSSRU Champions
- U12, U13, U14 SCRUI Champions

### Tennis: -

- Grammar Tennis nominated for Most Outstanding School Category of the Tennis Queensland annual awards.
- Regional Secondary Girls and Boys Champions
- Secondary Boys team 3rd in State

## VISUAL ART

Three Year 12 students were fortunate to have their Artwork exhibited in the Creative Generation Excellence Awards in Visual Art at USC.

## INTERNATIONAL WOMEN'S DAY

A very successful International Women's Day Breakfast was held with girls from Years 6-12 in attendance to hear from presenters Bianca Bond (Sustainable Dreaming), Chloe Kopilovic (FC Lawyers), Sami Muirhead (MIX-FM) and Zoe Sparks (Spectacular World Travel).

## STUDENT WELLBEING

### Primary Focus

- Gratitude
- Empathy
- Mindfulness
- Emotional Literacy

### Secondary Focus

- Health and Wellbeing
- Resilience
- Enhancing Academic Care
- Relationships

## CAMPS PROGRAM

Prep – Chambers Island

Year 1 – Apex Adventure Camp Mudjimba

Year 2 – Camping at School

Year 3 – Luther Heights Youth Camp

Year 4 – Mapleton

Year 5 – Maranatha

Year 6 – Mary Valley Experiential Learning Centre

Year 7 – Currimundi

Year 8 – Coolum

Year 9 – Sydney and Canberra Year

10 – Work Experience Program Year

11 – Brookfield

## MUSIC

*Live @ the Hangar Concert Series*  
–Band, Strings, Piano, Voice SHEP and AHEP participants at the Qld Conservatorium of Music

*Music Scholars Concert*  
Over 300 students learning an instrument through Grammar Music Instrumental Music Specialist Teacher Concert

*ANZAC Day Dawn Service, Buderim*  
March

*Annual Gala Concert* features all ensembles across the school

*Year 6 Battle of the Choirs*

*Biennial School Musical* – The Little Mermaid involving students Years 6-12.



# CHAIR'S REPORT



**Doctor John Glaister**

*Chair of Sunshine Coast Grammar School Council*

In 2019, The PMSA Board appointed Dr John Glaister as Chair of the Sunshine Coast Grammar School Council, the first non-PMSA Board member to be elected as Chair of a School Council.

Dr Glaister has been a member of the SCGS Council since 2016 and brings his long standing career in governance, consulting, planning, infrastructure management and stakeholder engagement to this role.

'Education has contributed greatly to me as a person and throughout my career. Being involved with Sunshine Coast Grammar School is a way for me to give something back. It is a brilliant school with extraordinary staff and gifted students.'

The 2019 Sunshine Coast Grammar School Business Plan mission and strategy aligns with the PMSA Strategic Plan.

The new Grammar Master Plan was endorsed in 2019 by the School Council. Council has focused on emerging capital priorities essential to the future growth, sustainability and viability of a school committed to continual improvement.

In 2018, the school engaged architects, Deicke Richards, to lead it through the process of developing a new Master Plan.

The brief was to provide clear, practical direction for future capital expenditure, embraced by the whole school community.

A series of collaborative workshops was used to inform a concept for the Master Plan that will deliver flexible teaching spaces appropriate to changing educational needs, as well as outdoor recreational spaces and road networks.

Through the MMG surveys, parents, students, staff and School Council have identified the increased support and belief in the school delivering exceptional facilities for Grammar students. There is a community expectation that a young school such as Sunshine Coast Grammar School will continue to forge ahead as a leader in education within a growing and vibrant region.

Another major impetus for the timing of the new Master Plan was that changes to the local road infrastructure require a new roadway and entrance into the school, adjacent to the current.

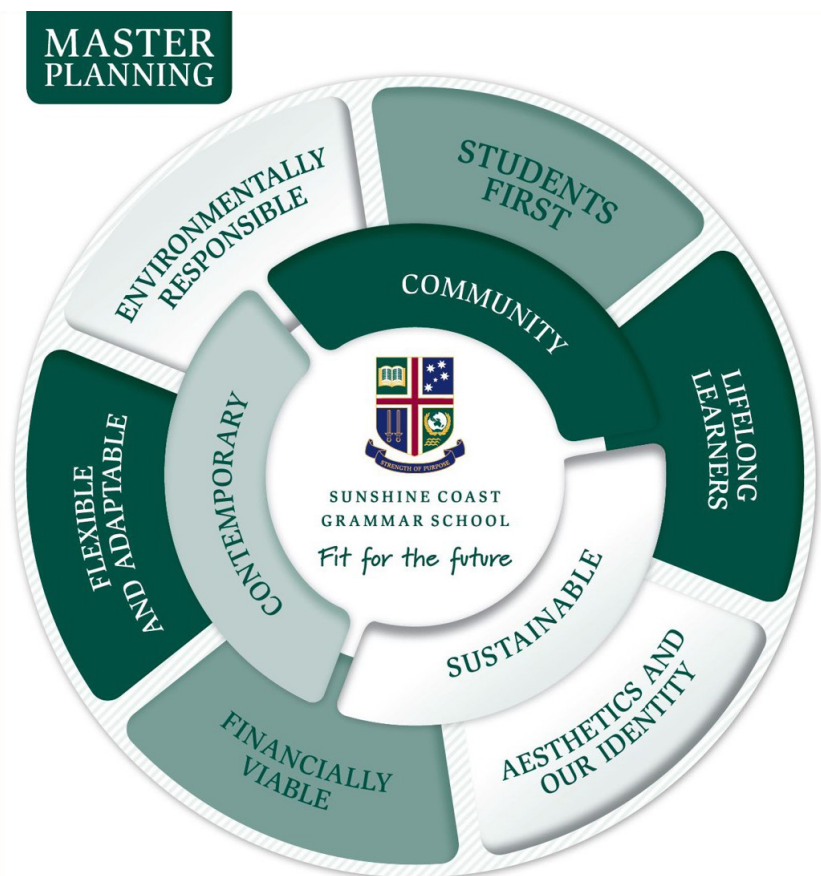
Whilst the Department of Transport and Main Roads will fund the new

road into campus, the new entrance will necessitate changes to the Primary school precinct as well as current roadways and parking areas for the whole of campus.

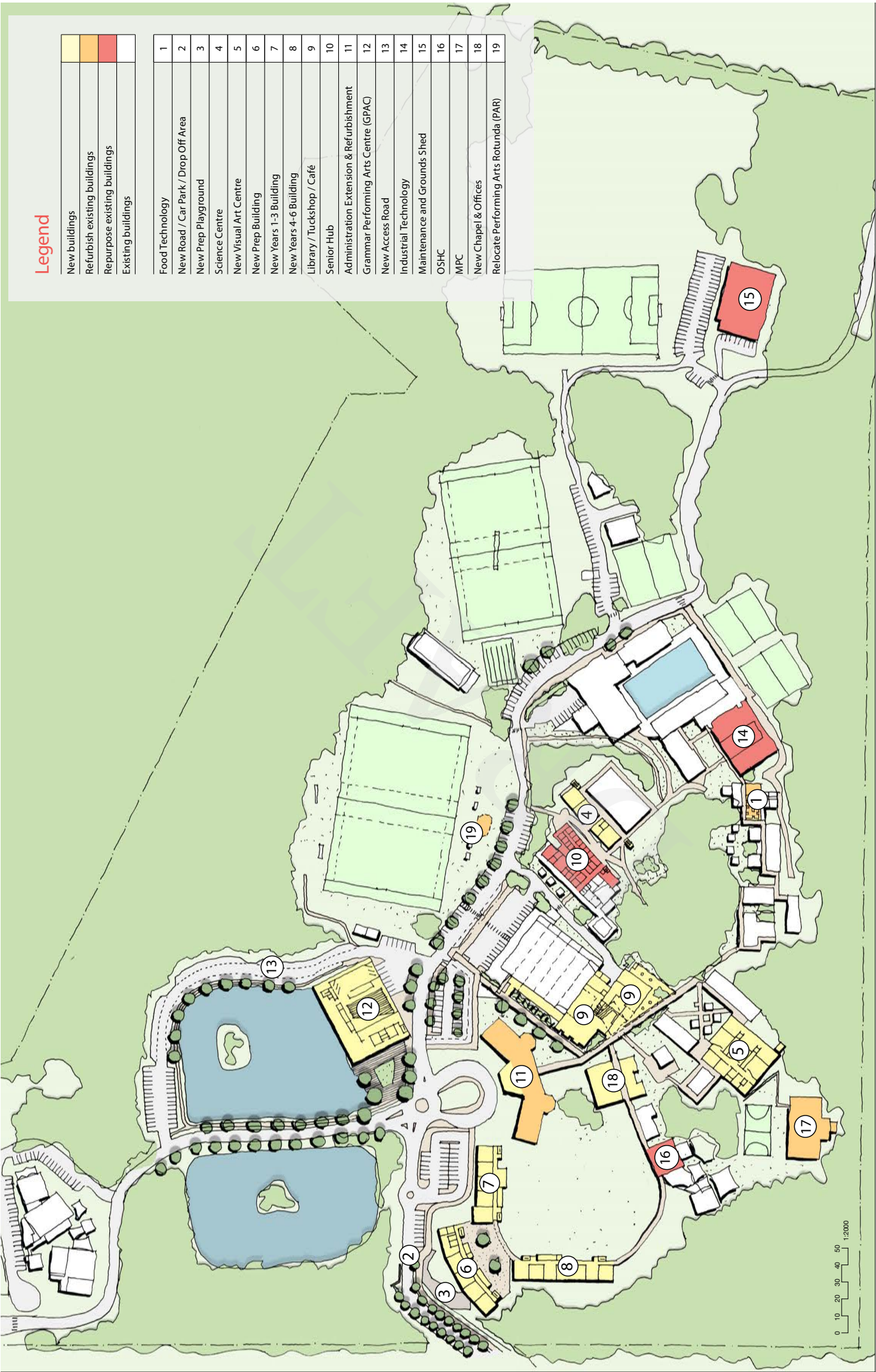
Delivering the outcomes of the Master Plan will require careful financial planning over the next ten years.

The School's Strategic Intent approved by the School Council is to ensure Sunshine Coast Grammar School offers opportunities for all students to be 'fit for the future' and that our programs, facilities and all resources are relevant, contemporary and fit for purpose.

In 2019, Sunshine Coast celebrated 23 years of existence, growing from an initial primary school of 300 enrolments to over 1250 by the end of the 2019 school year. The School Council acknowledges and celebrates the achievements of staff, students and community in 2019 in the local, national and international arenas.





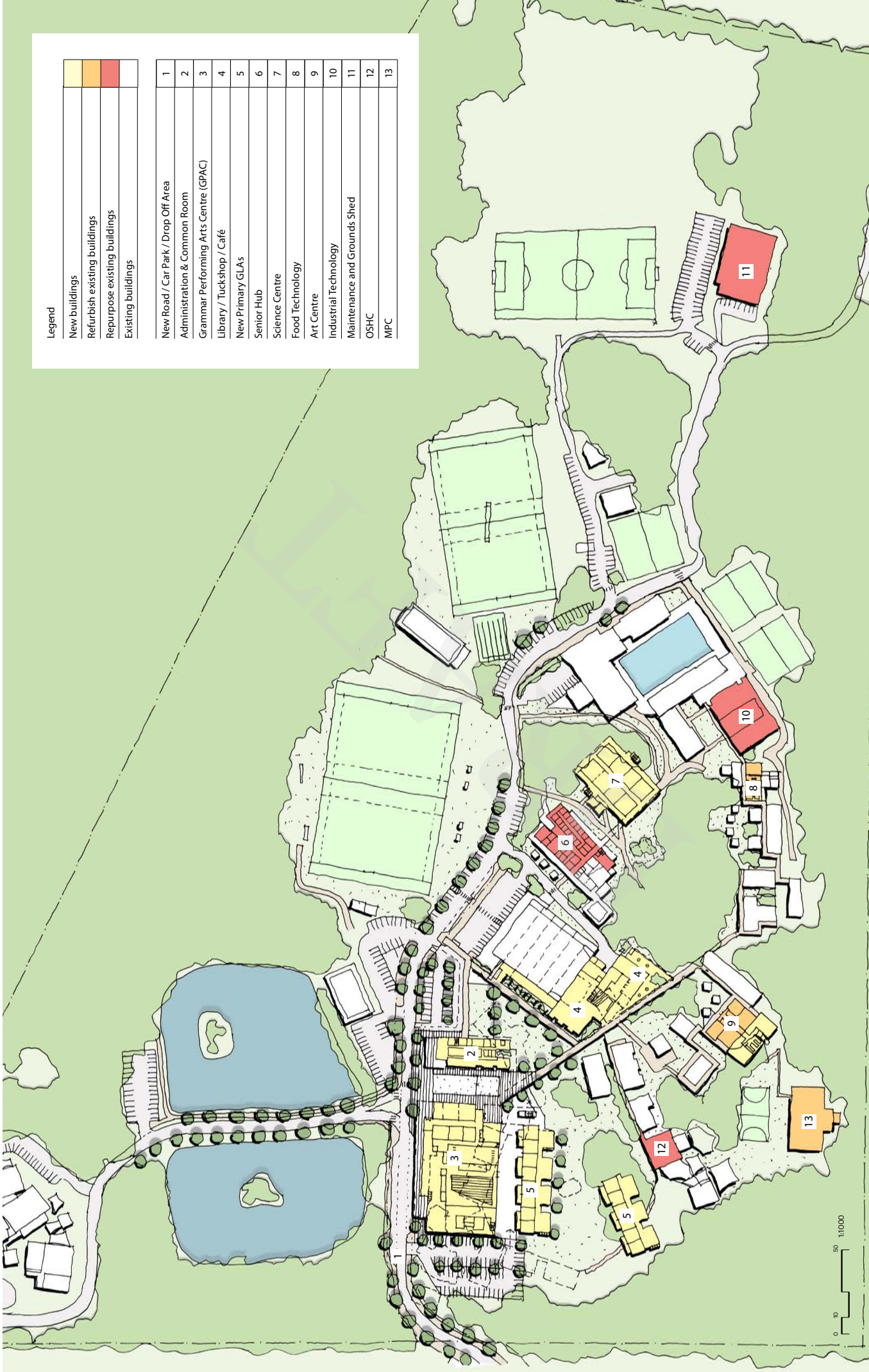


**Legend**

	New buildings
	Refurbish existing buildings
	Repurpose existing buildings
	Existing buildings

1	Food Technology
2	New Road / Car Park / Drop Off Area
3	New Prep Playground
4	Science Centre
5	New Visual Art Centre
6	New Prep Building
7	New Years 1-3 Building
8	New Years 4-6 Building
9	Library / Tuckshop / Café
10	Senior Hub
11	Administration Extension & Refurbishment
12	Grammar Performing Arts Centre (GPAC)
13	New Access Road
14	Industrial Technology
15	Maintenance and Grounds Shed
16	OSHC
17	MPC
18	New Chapel & Offices
19	Relocate Performing Arts Rotunda (PAR)









SUNSHINE COAST  
GRAMMAR SCHOOL

# SCHOOL GOVERNANCE

## SUNSHINE COAST GRAMMAR SCHOOL COUNCIL MEMBERS



**Emeritus Professor  
Jennifer Radbourne,**

**Chair** (Retired September 2019)  
*CertTeach, ATCL, LSDA,  
BA, MA, PhD, GAICD*

Jennifer Radbourne is a retired academic and has held teaching and management positions in the Faculty of Business at the Queensland University of Technology (QUT). Most recently, she was Dean and Pro Vice Chancellor, Faculty of Arts and Education at Deakin University in Melbourne.

Jennifer is a graduate of the AICD and has held board positions over 35 years in state and non-profit arts organisations in Queensland. She is also a current member of the Sunshine Coast Arts Advisory Board and chair of the SCGS Foundation.

Jennifer is keen to bring her knowledge of management in an educational institution to the PMSA. Her arts background, balanced by several years in a business faculty, gives her a creative edge in thinking and leading in contemporary governance. She has

published in relationship marketing, nonprofit governance, strategic management, curriculum development and teaching and learning. Jennifer also has a strong interest in international students, having managed a business program in Hong Kong and taught and recruited students in China, Vietnam and Indonesia.

*Chair – Sunshine Coast Grammar  
School Council*

*PMSA Board member (first appointed  
2018, current term until 2019)*

*Member – PMSA Nominations and  
Human Resources Committee*

*Director – Sunshine Coast Grammar  
School Foundation*

*Member – Sunshine Coast Arts  
Advisory Board*

*Graduate – Australian Institute of  
Company Directors*



**Dr John Glaister**

**Chair** (Appointed October 2019)  
*BSc (Hons), MSc, PhD (Mar Biol),  
MBA, PhD (Anth Soc), GAICD*

John Glaister has been a CEO of many large organisations and has experience in government relations at the State and Federal level, high level policy skills, and commercialisation of IP in a University environment.

In his current role as director of Glaister Consulting, John has experience in conceiving, drafting and delivering policy; change management and restructuring organisations; grant writing; and stakeholder engagement.

*Deputy Chair – Sunshine Coast  
Grammar School Council (first  
appointed 2016, current term until  
2020)*

*Director – Glaister Consulting*

*Deputy Chair – Bendigo Community  
Enterprises Ltd (Bendigo Bank)*

*Chair – NORMAC (Northern Prawn  
Management Advisory Committee-  
AFMA)*



**Mr Bruce Swan**  
*BBus, ICAA*

Bruce has more than 30 years' experience as a Chartered Accountant, both in Queensland and overseas. He has a wealth of experience in the practice area of audit, particularly through his work with not-for-profit and charity organisations, companies, and body corporates on the Sunshine Coast. In addition, Bruce has worked with a number of small and medium sized businesses, providing business advisory guidance.

*Councillor – Sunshine Coast  
Grammar School Council (first  
appointed 2017, current term until  
2020)*

*Partner, BDO*

# SCHOOL GOVERNANCE CONT'D



**Mr John Hall**  
*BEd, BComm,  
MBA, FAICD*

John is an experienced company director, with more than 30 years experience with listed public companies, unlisted public companies, government business enterprises, government public authorities and private businesses. The diverse entities involved include sand mining, tourism and events, superannuation, investment and funds management and debt raising and management.

John has held a variety of board related roles including Chairman, Deputy Chairman, Company Secretary and Audit and Risk Committee Chairman. He is a Fellow of the Australian Institute of Company Directors (AICD) and has a Company Director's Diploma from the AICD.

John holds degrees in Economics and Commerce and has a Masters

of Business Administration. He has extensive management experience in both the public (government and statutory authority) sector and the private sector, including 25 years at Chief Executive level. He specialises in corporate governance, strategic planning, finance and economics.

*Councillor – Sunshine Coast Grammar School Council (first appointed 2014, current term until 2021)*

*Fellow – Australian Institute of Company Directors*

*Board member – Caloundra Branch, Bendigo Bank*

*Board member – Visit Sunshine Coast  
Chairman – Pelican Waters  
Probus Club*



**Mr Wayne Knapp**  
*PG Cert (Applied Mgt),  
PG Dip (Bus Admin),  
PG Cert (Bus Admin)*

Appointed by the Presbyterian Church, Wayne Knapp has more than 20 years experience on not-for-profit boards for both the Presbyterian and Uniting Churches including Chairman of the board roles at the Wesley Hospital Townsville and PresCare. He also served for five years on the St Andrews War Memorial Hospital Board during a time of significant change. He is currently the Chair of the Presbyterian Church Property Board and a member of the Finance and Administration Board.

Looking forward to the challenge of governance change, Wayne has extensive experience in governance, risk management and leadership on boards. A former police officer retiring as an Inspector, Wayne is currently in a policy development and administration role

for the Presbyterian Church ensuring denominational compliance to Work Health and Safety and Child Safety legislation.

*Councillor – Sunshine Coast Grammar School Council*

*PMSA Board member (first appointed 2012, current term until 2021)*

*Retired police officer*

*Chairman – Property Board,  
Presbyterian Church of Queensland*

*Director – Finance and  
Administration Board, Presbyterian  
Church of Queensland*

*Member – Presbyterian Church of  
Queensland*





# PRINCIPAL'S REPORT



Mrs Maria Woods  
Sunshine Coast Grammar School  
Principal



*Nearly every moment  
of every day, we have  
the opportunity to give  
something to someone  
else - our time, our  
love, our resources.*

*S. Truett Cathy*

In the course of a year we acknowledge and celebrate student effort, achievement and excellence in all domains of school life; academic, cultural, sporting, spiritual and service.

In 2019 we have clearly articulated to our students that we have raised the bar. We have realised new opportunities in the classroom, in extra-curricular and internationally. Years 7-9 students accompanied by our Head of Science headed to Houston, Texas USA as part of the NASA Space Camp. This inaugural trip adds to a rich suite of international tours for our students.

Our graduating class of 2019 were in the final group of Queensland Year 12 students to undertake the QCST. Again, Sunshine Coast Grammar School students achieved outstanding results placing our school in the top 10 OP 1-5 % results in the state.

Our Year 11 students and teaching staff began the 2019 year with new syllabuses and the new ATAR regime in action. Our staff have engaged in additional professional learning to undertake roles in endorsement and confirmation of assessment. Grammar offers a range of pathways for students to pursue cognisant of the varied interests, passion and abilities. In 2019, Grammar students completed school based traineeships in the areas of child care, cabinet making, hospitality, horticulture, business, and occupational health and safety.

Grammar further strengthened our relationship with the Sunshine Coast Technical Trade Training Centre and TAFE QLD. In 2019 our students studied, music, rural operations, dance teaching and management, speech and drama, automotive vocational preparation, screen and media, electrotechnology and crime and justice.

In Year 9 business and technology curriculum, the faculty implemented Python programming with Tello drones. This is a combination of robotics and computer programming that had not been implemented in other Queensland secondary settings prior. At Sunshine Coast Grammar School we are using the drones as robots

that can be automated using Python programming language. The Year 9 Digital Technology students were very excited to be the inaugural class to be exposed to this. Beginning in 2019, the students began Python programming. This involved programming drones so that they can stabilise flight patterns. Students developed a web application to send commands to the drone while it was in flight. Lastly, students could then process GPS and video data from a mobile application. In essence, the combination of simulation technology, algorithm and programming, and robotics are all embedded in our Digital Technologies and Digital Solutions curriculum.

With the development of the new Master Plan the School has continued to forge ahead and upgrade existing facilities as well as begin new capital projects. In the course of 2019, students have been the beneficiaries of the refurbished and extended Hospitality classrooms, construction of the outdoor learning deck adjacent to the Year 7 classrooms, and the construction of the new Science Centre began in earnest Term 4.

Our Christian mission and values underpin who we are and the opportunity to encourage all members of our community to grow a relationship with God through his son Jesus. A new initiative in 2019 has been the development of 'Prayer Spaces' in the Chapel during Easter, creating the time and space for quiet reflection.

Charity work through our signature program Grammar Helping Hands and involvement in key national drives has exemplified servant leadership. Through the Christian Studies curriculum students have been able to gain a greater awareness of World Vision 40 Hour Famine and Samaritan's Purse Operation Christmas Child. Both of these organisations have Christian foundations and aim to show love and care to those in the world and are in need. Year 9 and 10 students participated in the World Vision Youth Leadership Conference, and in 2019, the secondary school raised some \$8000 for World Vision.



OP 1-5  
**43.9%**  
State average 22.5%



**CERTIFICATE  
QUALIFICATIONS**



OP 1-10  
**71.1%**

OP 1-15  
**84.7%**

**34%** successfully completed  
Diploma qualification  
**11%** successfully completed  
Certificate III  
**11%** successfully completed  
Certificate II



**AFTER  
GRADUATION**



**17%**  
STUDENTS  
STUDIED A  
**DUAL  
PATHWAY**

**67%** University  
**9%** Cert III - Diploma,  
Apprenticeship, Traineeship  
**3%** Working full-time  
**9%** Working part-time/casual

**13%**  
STUDENTS STUDIED  
**MORE THAN ONE**  
Nationally recognised  
**CERTIFICATE**

**61%**  
STUDENTS  
RECEIVED AN  
**A or B**  
on the QCS TEST



**DUX  
OF SCHOOL**  
Patrick Donovan



SUNSHINE COAST  
GRAMMAR SCHOOL

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## PRINCIPAL'S REPORT CONT'D

In 2019, our school participated in the third Global Awareness tour to Timor Leste serving and living in the small township of Maliana. This strong partnership with schools in Timor gives all participants and the respective schools including ours the opportunity to serve, to learn and recognise our collective and individual responsibilities as global citizens.

At Grammar experiences and opportunities for our students continues to be strengthened because of the many varied partnerships we have with our community, various charities both locally and internationally, our parent body, tertiary institutions, schools on the other side of the world, alumni, local business, as examples.

Our students are the beneficiaries of these partnerships. They can broaden their horizons, build skills and knowledge, pursue areas of interest and career pathways, as well as learn that connections and networking are vital skills for life.

Local Indigenous artist Daniel Shentone Romaine was a recipient of a Grammar

Helping Hands backyard blitz in 2018. Daniel has been fighting bladder cancer since early 2018 and was thankful for the many pairs of hands that tackled his Pomona property.

Daniel is an indigenous artist and his works of the Australian landscape are painstakingly created with dots. Daniel says 'visions of landscapes appear to him in dots'. Daniel was so impressed with our students and our GHH program, he wanted to give back to Grammar. In 2019, Daniel partnered with the school as an artist in residence, and of equal importance, Daniel worked with our students, and our community to create an artistic impression of Grammar on canvas.

We acknowledge the traditional custodians of the land on which Grammar was founded. Daniel's artwork of the land will capture our landscape through a contemporary lens but at the same time honour the indigenous origins.

Sunshine Coast Grammar School acknowledges the important work of our extensive volunteer network. Our

P&F are a committed and passionate group of parents who work tirelessly to both friend and fund raise. All funds are directed back into the school for the benefits of the students.



*The world always seems brighter when you make something that wasn't there before.*

*Neil Garmen*

In 2019, our P&F were responsible for the very successful Mother and Father Day stalls, the Grammar Games, Grammar Connect, Thank You Days, as examples. The P&F contributed funds to all areas of school life across both Primary and Secondary, sport, music, arts, general wellbeing. Areas such as shade, leisure and eating areas, scholarships and traineeships have benefited from the hard work of the P&F. 2019 has been an exceptional year for Sunshine Coast Grammar School.

*In 2019, we have deliberately ensured Grammar's symbols are deliberately visible at every turn. They speak to our core values and vision, and propel us forward by being a visual reminder of who we are, where we are going, and what we want to stay true to as we grow.*

**The Grammar lion – a symbol of strength. – our school motto – strength of purpose.**

We have purposefully given the lion more prominence. The Grammar lion initially represented our dominance in the sporting arena, but we have expanded the symbol to encompass so much more. Symbols are powerful, inspirational and instantly recognisable.

Many students have started at or have younger siblings at Grammar Early Learning – we invite children from an early age to join the pride. To begin as cubs and grow supported, protected, nurtured by the pride – our whole school community.

The lion symbolises majesty and honour reminding us of how we conduct ourselves every day with dignity, respect for self, others and that deliberate choices about your own words and behaviours are helpful to your own wellbeing and in turn the impact you can have on others. To live the life Jesus Christ the true king of the Jungle wants for

each of us. It takes great strength and courage to walk the honourable path every day.

Our Grammar lion is evolving as this school grows. We can never remain static. We must continue to raise the bar. Thank you to Grammar Rugby for the creation behind the latest iteration of the Grammar lion - the latest lion symbol the lion on fire runs forward into the Grammar Crest.

Each of our students have been 'on fire' in 2019 – enthusiastic, excited about their learning, taking advantage of opportunities and burning with a passion to make a difference.

Similarly, Grammar staff are ferocious in nurturing the immense potential of each student. They have encouraged a growth mindset which breaks the shackles of any cage students might have placed themselves in. They exude confidence because they know what they are doing, love what they are doing and believe in what they are doing. Grammar staff model passion and purpose in who they are and in what they give to students.

**To each student:**

*The Grammar lion is not just a picture of what could be; it is an appeal to our better selves, a call to become something more.*

*Every Grammar cub is becoming the lion you deserve to be.*



**In the words of Isak Dinesen - you know you are truly alive when you are living among lions.**

# BUSINESS MANAGER'S REPORT

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**Ms Lyn Stokes**  
*Sunshine Coast Grammar School  
Business Manager*

## FACILITIES

During the December/January holiday period, all classrooms, plant and equipment underwent maintenance and safety audits/checks. Outdoor areas, grass, ovals and gardens received additional maintenance, to ensure their prime condition throughout the summer months. The main reception area in the administration building also underwent refurbishment.

Other large projects during the year included the completion of the refurbished and extended Hospitality Learning Areas, construction of the outdoor learning area deck adjacent to the Year 7 classrooms, roof maintenance and replacement, security system upgrade, and lighting upgrades throughout campus.

## SCIENCE BUILDING

Construction works for the new Science building commenced at the start of Term 4 2019.

It is anticipated that the new, two-storey state-of-the-art facility will be complete by the end of Term 1 2020. The new building will deliver laboratories, preparation rooms, General Learning Areas (GLA's) and storage.

## NEW ACCESS ROAD

The new access road into the school from the intersection of Mons Road and Owen Creek Road, adjacent to the Kunara Precinct, was completed at the end of 2019. Over the school holiday period, extensive works were carried out to link the access road with the school. Realignment of the road and roundabout, plus alterations to the Primary School carpark were completed prior to the commencement of Term 1 2020. A new entry statement, including signage and secure gates, is expected to be completed early in Term 1.

In addition to the new access road, additional carparks were developed near the Industrial Tech and Aquatic Centre precinct.

## PLAYGROUND RELOCATION

The existing Prep playground was dismantled to allow for the new access road. However, construction of a new playground commenced at the beginning of 2020 and is expected to be completed very early in Term 1 2020.

## FEES

Fees were increased by 3.5% for 2020. 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:	1300
Year levels offered:	Prep – Year 12
Co-educational or single sex:	Co-educational
Religious Affiliation	Presbyterian and Uniting

## CHARACTERISTICS OF THE STUDENT BODY

The student body comprises 625 girls and 646 boys and is made up of 812 families.

As at Non-Government Schools Census (2 August 2019), Grammar had a total of 1271 enrolments with 625 girls & 646 boys

Australian born students comprise the majority of the student body (84%) 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 10 students who identify as Aboriginal/Torres Strait Islander.

The vast majority of students speak English at home (91%). Languages spoken at home by the remaining 9% include: Afrikaans, French, German, Greek, Hindi, Indonesian, Japanese, Mandarin, Persian, Portuguese, Sinhalese, Slovak, Spanish, Swedish, Telugu, Thai, Urdu, Maori and Vietnamese.

Grammar Parent Occupation groups: 55% 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.

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



SUNSHINE COAST  
GRAMMAR SCHOOL

ESTABLISHED 1996  
CO-EDUCATIONAL | PREP - YEAR 12

STUDENTS ▼  
± 1300



85 %  
AUSTRALIAN  
BORN

STAFF   
± 200

15 %  
AROUND THE  
WORLD

FOREST GLEN  
SUNSHINE  
COAST

 100  
ACRES } RAIN  
FOREST  
SETTING



GRAMMAR  
EARLY LEARNING CENTRE

Join the pride

EST. 2006

6 WEEKS -  
SCHOOL AGE



A SCHOOL OF THE PRESBYTERIAN AND  
METHODIST SCHOOLS ASSOCIATION

SUNSHINE COAST  
GRAMMAR SCHOOL

372 Mons Road, Forest Glen QLD

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# DISTINCTIVE CURRICULUM OFFERINGS



SUNSHINE COAST  
GRAMMAR SCHOOL

## OUR LANGUAGE OF LEARNING

At Grammar, our Vision for Learning provides a holistic learning framework that is the result of a whole of school reflective collaboration and research into what we value as a learning community, our key learning principles and the mindset and skillset we wish to develop within all learners.

The Grammar Vision for Learning is reflective of a contemporary evidenced base, as identified in the references below. It acknowledges the importance of collective teacher efficacy as the united belief of teachers in their ability to positively affect students.

*"Teachers working together to have appropriately high challenging expectations of what a year's growth for a year's input looks like- fed with the evidence of impact which sustains it" (Hattie, 2012).*

## OUR PURPOSE

To inspire our Grammar community to flourish and live with passion and purpose.

## OUR VISION FOR LEARNING

Requires us to work collaboratively with students and the community to create relevant and engaging learning experiences that will equip our learners with the mindset and skillset that prepares them for the future



# DISTINCTIVE CURRICULUM OFFERINGS CONT'D



## ENGAGING .....

When learning is relevant and students are engaged in class, they learn more. It is vital that teachers create the right classroom climate for learning; high expectations; developing a rapport with students; establishing routines; challenging students to participate and take risks. These all affect how much students engage and learn.



## REFLECTIVE .....

Reflection is an integral part of the learning process. It allows students to learn more about themselves and how they learn. Reflection provides an opportunity for feedback and feedforward conversations, as well as the creation of meaningful connections for deep learning.



## PERSONALISED .....

Learning is personalised to increase engagement, achievement and personal growth.

A commitment to recognising, appreciating, and catering for the variety of characteristics that make individuals unique is key to learner success. Tailoring student learning matches learning needs and supports the development of personal passions and interests.

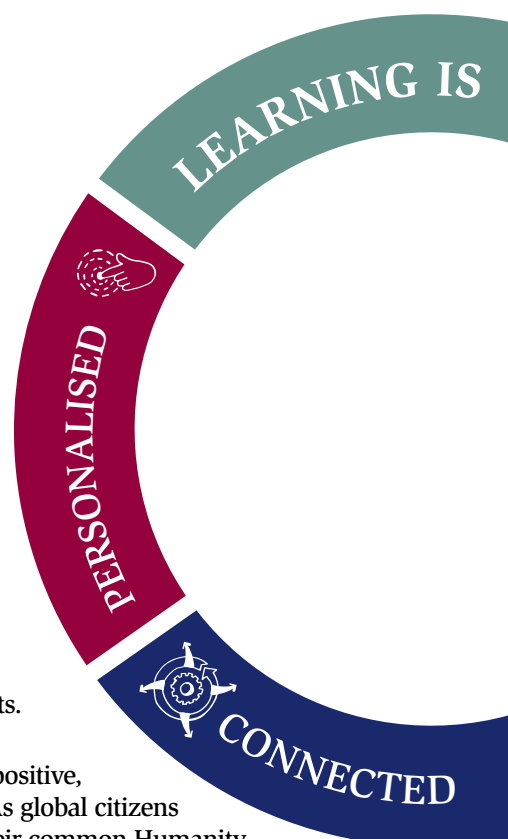


## CONNECTED .....

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.

Meaningful connections are also the result of connecting with prior learning and the application of new knowledge into different contexts. In a digitised world, learning is connected through technology.

We are also connected as a Grammar learning community through positive, professional relationships, and a personal relationship with Christ. As global citizens we aim to develop internationally minded people who, recognise their common Humanity, embed sustainable practices, and help to create a better and more peaceful world.





# WE VALUE



SUNSHINE COAST  
GRAMMAR SCHOOL



## WELLBEING

Addressing all dimensions of wellness (emotional, physical, nutritional, environmental and spiritual) in our lives builds a holistic sense of wellbeing and fulfillment. Wellbeing and Resilience are enhanced with a focus on critical life skills such as; the ability to recognise and regulate one's own emotions, establish and maintain positive and respectful relationships, make responsible decisions, effectively problem solve and apply individual character strengths.

Through these critical skills, we cultivate a culture where all are motivated to pursue their purpose and thrive in an everchanging world.



## MINDSET AND SKILLSET

Our learning environment promotes curiosity and creativity, as well as growing confident, capable and successful individuals.

The world our children will inherit is a world of complexity and ever-changing innovation. A world where it is insufficient to have knowledge and ideas without a positive growth mindset and skill set to apply knowledge and implement ideas.

It is essential to foster the cultivation of an adaptive mindset and skillset set, that together with knowledge from traditional disciplines will equip all to embrace change as opportunity.



## COMMUNITY

We all contribute to build an inclusive community of belonging, connection, mutual care and respect. We all participate in the community at a range of levels including the development of partnerships and service from local, to global.



## CHRISTIAN FAITH IN ACTION

At the heart of our Christian faith in action are our six values underpinning Christian identity. With a strong focus on relationships, we encourage all to live with honour, humility, compassion, gratitude, love and forgiveness.

# DISTINCTIVE CURRICULUM OFFERINGS CONT'D

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## 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.

Grammar 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.





Education is not only a ladder of opportunity, but it is also an investment in our future.

ED MARKEY



# DISTINCTIVE CURRICULUM OFFERINGS CONT'D

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## 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 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 began operating in the BYOD program.

In 2018, the School introduced a Year 5 iPad 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:
  - o Addressing diverse learning styles
  - o Accommodating individual learning rates
  - o Encouraging cooperative learning
  - o 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.







SUNSHINE COAST  
GRAMMAR SCHOOL

# VET/PATHWAYS

## VOCATIONAL PATHWAYS AT GRAMMAR

100% STUDENTS  
ACHIEVED A  
**QCE**

73% WERE  
**OP**  
ELIGIBLE

27% ELECTED A  
**VET**  
PATHWAY ONLY

17% STUDIED A  
**DUAL**  
PATHWAY

13% STUDIED  
MORE THAN ONE  
Nationally recognised  
**CERTIFICATE**



CERTIFICATE  
QUALIFICATIONS

31

COMPLETED  
**DIPLOMA**

10

COMPLETED  
**CERT III**

10

COMPLETED  
**CERT II**

SCHOOL BASED  
APPRENTICESHIP



**1 STUDENT**  
rolled into full-time  
employment upon  
graduation

SCHOOL BASED  
TRAINEESHIP



**3 STUDENTS**  
successfully  
completed



80

STUDENTS  
APPLIED  
TERTIARY  
STUDIES



TERTIARY  
INSTITUTIONS

**61 ACCEPTED  
OFFERS**

23 UQ  
15 USC  
11 QUT  
6 GRIFFITH  
4 INTERSTATE  
1 CENTRAL QLD  
1 INTERNATIONAL



SUNSHINE COAST  
GRAMMAR SCHOOL

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telephone +61 7 5445 4444 | email [enquire@scgs.qld.edu.au](mailto:enquire@scgs.qld.edu.au) | web [www.scgs.qld.edu.au](http://www.scgs.qld.edu.au)

# VET/PATHWAYS CONT'D

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## SUPPORTING STUDENTS TO ACCESS PATHWAYS

Strategies in place:

- Appointment of Careers and VET staff members to administer and facilitate.
- Continuous professional development for these staff.
- Promotion and information at Year 10, 11 and 12 parent information evenings, subject selection evenings and expos.
- Career and VET staff available for parent and student enquiries and meetings, 7.30am-5pm every day.
- Information sent home to parents via year level emails. Information also placed on parent GECO.
- Promotion of information to students through GECO and email.
- Promotion of vocational success on assemblies.
- Pathways up-dates regularly sent to staff, to engage and educate staff on opportunities and student success.
- Information distributed to staff to ensure class teachers support students with coordination of workload with out of school vocational placement.
- Regular contact with University ambassadors/Pathway Coordinators.
- Strong network connections with QTAC, QCAA, Apprenticeship Centres, SCTTTC, TAFE, DET and Training Organisations.
- Promotion of road shows and taster programs to students.
- Work Experience Program in Year 10 (5 day placement), with support for additional placements from Years 9-12, at the request of the students/parents to explore pathway options.
- Pathways reports sent regularly to Principal.







SUNSHINE COAST  
GRAMMAR SCHOOL

# 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 Grammar 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 2018. Students during 2018 were also selected to represent Australia.

Grammar regularly host and send teams from/to interstate and overseas; in 2018 students participated in a Languages tour to France and a Rugby Tour to Canada.

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.



# SOCIAL CLIMATE



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 2018 the School appointed a full time 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, persistent, 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.







SUNSHINE COAST  
GRAMMAR SCHOOL

# 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 large number of events held throughout the year.



## 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 Grammar
- 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

## PARENT SATISFACTION SURVEY

Over 440 parents responded to our Parent Satisfaction Survey conducted by Macquarie Marketing Group (MMG). Families have very clearly indicated strong loyalty and commitment to a Grammar education for their child/children. The MMG results reflect the overall scores (mean) across key areas for both Primary and Secondary School parents.

OVERALL SATISFACTION   Primary 84 %   Secondary 81 %		
 <b>ACADEMIC PROGRAM</b> Primary 81 % Secondary 81 %	 <b>EXTRA-CURRICULAR NON-SPORT</b> Primary 78 % Secondary 81 %	 <b>LOYALTY</b> Primary 82 % Secondary 80 %
 <b>CHRISTIAN EDUCATION</b> Primary 75 % Secondary 73 %	 <b>EXTRA-CURRICULAR SPORT</b> Primary 75 % Secondary 78 %	 <b>MANAGEMENT &amp; LEADERSHIP</b> Primary 84 % Secondary 80 %
 <b>COMMUNICATIONS</b> Primary 81 % Secondary 78 %	 <b>FACILITIES &amp; RESOURCES</b> Primary 81 % Secondary 81 %	 <b>STUDENT WELLBEING</b> Primary 84 % Secondary 81 %

## THE TOP 10 CONSTRUCTS FOR GRAMMAR

CONSTRUCT	STUDENTS	PARENTS	STAFF
Motivation	✓	✓	
Creative Thinking	✓	✓	✓
Curiosity	✓		✓
Resilience	✓	✓	✓
Respect	✓	✓	✓
Compassion	✓		✓
Problem Solving		✓	✓
Critical Thinking		✓	✓
Adaptability		✓	✓
Engagement/Communication Skills/ Collaboration		✓	✓





# STAFFING INFORMATION

## STAFF COMPOSITION, INCLUDING INDIGENOUS STAFF:

	NUMBER OF STAFF	FULL TIME EQUIVALENT
Full Time Staff	91	91.0
Part Time Staff	11	7.2
TOTAL	102	98.2
Non-Teaching staff (including teacher-aides)	85	65.7
TOTAL	187	163.9

One staff identified as Indigenous in 2019.

## QUALIFICATION OF ALL TEACHERS:

QUALIFICATION	PERCENTAGE OF CLASSROOM TEACHERS AND SCHOOL LEADERS AT THE SCHOOL WHO HOLD THIS QUALIFICATION
Doctorate or higher	1 %
Masters	15 %
Bachelor Degree	83 %
Diploma	1 %
Certificate	0 %

# STAFFING INFORMATION CONT'D

## EXPENDITURE ON AND TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT

### *Teacher Participation in Professional Development*

PROFESSIONAL DEVELOPMENT EXAMPLES INCLUDE:	NUMBER OF TEACHERS PARTICIPATING IN ACTIVITY
Cognitive Verbs	97
CPR Refresher and Full First Aid Course	25
Education Perfect Starters Course	19
Focus on Writing ISQ Social Moderation	24
Get Up Dress Up Show Up Resilience Strategies for Life and Work	31
Introduction to ACER Online Testing	19
ISQ Child Protection	99
ISQ Social Moderation	25
Mental Health Awareness with Dr Amanda	79
Planning Days (Multiple Days)	178
PMSA Code of Conduct	98
PMSA Safe Schools Health and Safety Induction	98
PMSA Staff ICT Use Policy	98
PMSA Staying Safe In Emergencies	98
PMSA Strategic Plan	81
Raising Screenagers	67
Vision for Learning Review	98
WHS and IT Privacy	98
Writers Workshop	36
Writing and Reading Links	31
<b>Total number of teachers participating in at least one activity in the program year</b>	<b>111</b>





# STAFFING INFORMATION CONT'D

## Expenditure On Professional Development

TOTAL NUMBER OF TEACHERS	TOTAL EXPENDITURE ON TEACHER PD (AS RECORDED IN FINANCIAL QUESTIONNAIRE)	AVERAGE EXPENDITURE ON PD PER TEACHER
102 Teachers	\$48,715.58	\$477.60
The proportion of the teaching staff involved in professional development activities during 2019		100 %
<p>The major professional development initiatives were as follows:</p> <ul style="list-style-type: none"> <li>• Child Protection and Mandatory Training</li> <li>• Mental Health Awareness</li> <li>• Planning Days</li> <li>• Vision for Learning</li> <li>• Raising Screenagers</li> </ul> <p>Staff also attended a variety of other professional learning opportunities including: curriculum and faculty forums and seminars. Leadership development and mentoring seminars, robotics and coding, internal systems, local area developments and student and staff wellbeing and mental health seminars.</p>		

## Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

NUMBER OF STAFF	NUMBER OF SCHOOL DAYS	TOTAL DAYS STAFF ABSENCES	AVERAGE STAFF ATTENDANCE RATE
98.2	189	697	96.24%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 96.24% in 2019			

## 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
91	86	94.51 %
From the end of 2018 94.51 % of staff were retained for the entire 2019 school year		





Develop a passion  
for learning. If you  
do, you will never  
cease to grow.

ANTHONY J. D'ANGELO



# QUALITY TEACHING AT SUNSHINE COAST GRAMMAR SCHOOL

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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.

Grammar has a very clear Vision for Learning – the principles that underpin our teaching and learning practices. Each teacher reflects and reviews their performance annually against our Vision for Learning Principles and the Australian Standards for Teachers. This is undertaken in consultation with their direct supervisor before they then plan their goals for the following year.

# STUDENT INFORMATION

*Average student attendance rate (%) for the whole school:*

NUMBER OF POSSIBLE ATTENDANCE DAYS	TOTAL NUMBER OF STUDENTS	TOTAL NUMBER OF DAYS ABSENT	TOTAL ATTENDANCE
226,069	1,249	20,725	205,344
The average attendance rate for the whole school as a percentage in 2019 was 90.83 %			

*Average student attendance rate for each year level:*

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	AVERAGE ATTENDANCE RATE % IN YEAR LEVEL
Prep	7,602	42	28	7,574	99.63 %
Year 1	10,679	59	536	10,143	94.98 %
Year 2	11,946	66	834	11,112	93.02 %
Year 3	11,403	63	838	10,565	92.65 %
Year 4	15,928	88	736	15,192	95.38 %
Year 5	14,661	81	967	13,694	93.40 %
Year 6	19,729	109	1,054	18,675	94.66 %
Year 7	26,788	148	1,355	25,433	94.95 %
Year 8	22,625	125	1,412	21,213	93.76 %
Year 9	24,616	136	1,527	23,089	93.80 %
Year 10	22,625	125	1,312	21,313	94.20 %
Year 11	20,996	116	1,459	19,537	93.05 %
Year 12	15,197	91	2,101	13,096	86.17 %

## MANAGEMENT OF ATTENDANCE

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

## NAPLAN RESULTS FOR YEARS 3, 5 AND 7 AND 9 IN 2019

YEAR (2018)	AVERAGE SCORE (SCHOOL)	AVERAGE SCORE (NATIONAL)	% AT OR ABOVE NATIONAL MINIMUM STANDARD
READING			
Year 3	491	432	100%
Year 5	530	506	100%
Year 7	583	546	98.6%
Year 9	620	580	97%
WRITING			
Year 3	449	423	100%
Year 5	492	474	100%
Year 7	548	513	98.6%
Year 9	610	549	94.8%
SPELLING			
Year 3	453	419	100%
Year 5	510	501	100%
Year 7	575	546	98.6%
Year 9	616	582	99.3%
GRAMMAR AND PUNCTUATION			
Year 3	487	440	98.5%
Year 5	519	499	98.8%
Year 7	586	542	100%
Year 9	619	573	98.5%
NUMERACY			
Year 3	446	408	100%
Year 5	506	496	100%
Year 7	603	554	100%
Year 9	634	592	100%

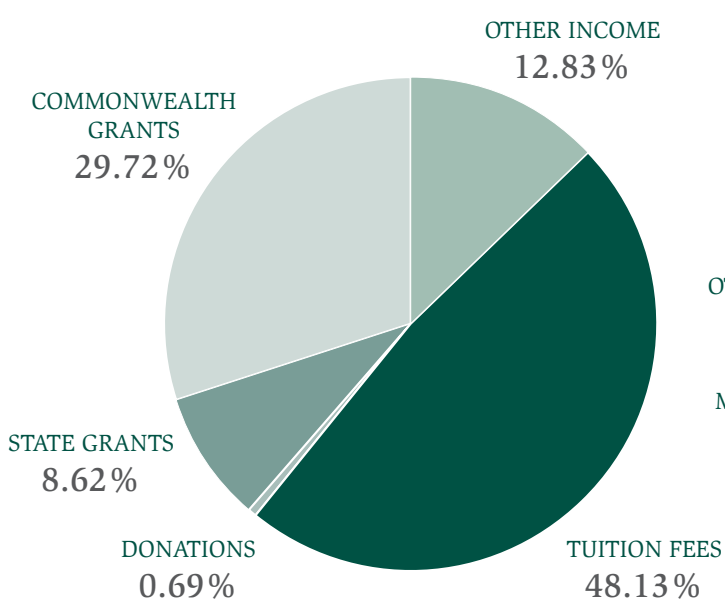
# SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

## MY SCHOOL FINANCE REPORT

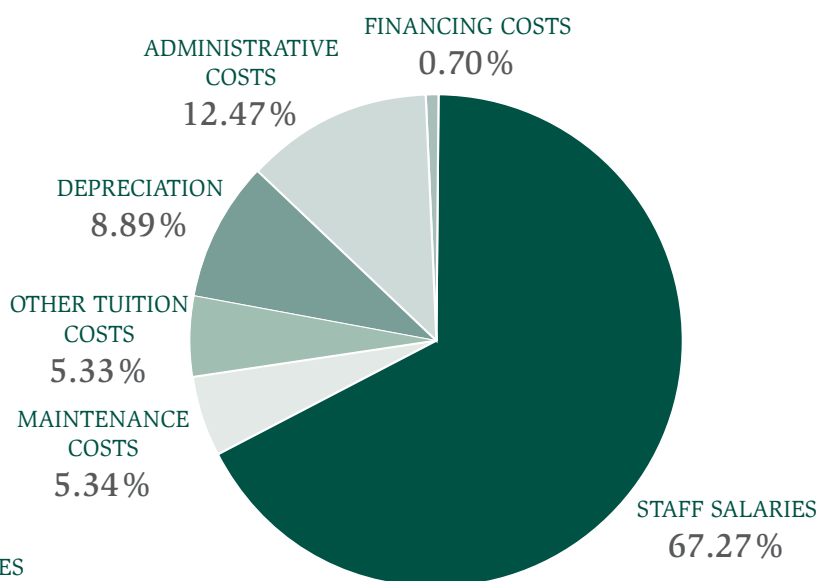
NET RECURRENT INCOME 2019	TOTAL
Australian Government recurrent funding	\$10,065,269
State/Territory Government recurrent funding	\$2,920,183
Fees, charges and parent contributions	\$16,691,017
Other private sources	\$1,322,068
<b>Total gross income</b> (excluding income from Government capital grants)	<b>\$30,998,537</b>
Less deductions	(\$4,079,563)
<b>Total net recurrent income</b>	<b>\$26,918,974</b>

## INCOME AND EXPENDITURE FOR THE YEAR ENDING 31 DECEMBER 2019

### Operational Income



### Operational Expenditure



Sunshine Coast Grammar School is a school of the Presbyterian and Methodist Schools Association (PMSA). Whilst the PMSA formally reports as a Consolidated Entity for its group of four schools, all income and expenditure related to Sunshine Coast Grammar School is separately accounted for at the School level.



# POST-SCHOOL DESTINATION INFORMATION



SUNSHINE COAST  
GRAMMAR SCHOOL

This is a summary of the post-school destinations of students from Sunshine Coast Grammar School who completed Year 12 and gained a Senior Statement in 2019. The results are from the Year 12 Completers Survey, which is conducted approximately six months after students completed Year 12.

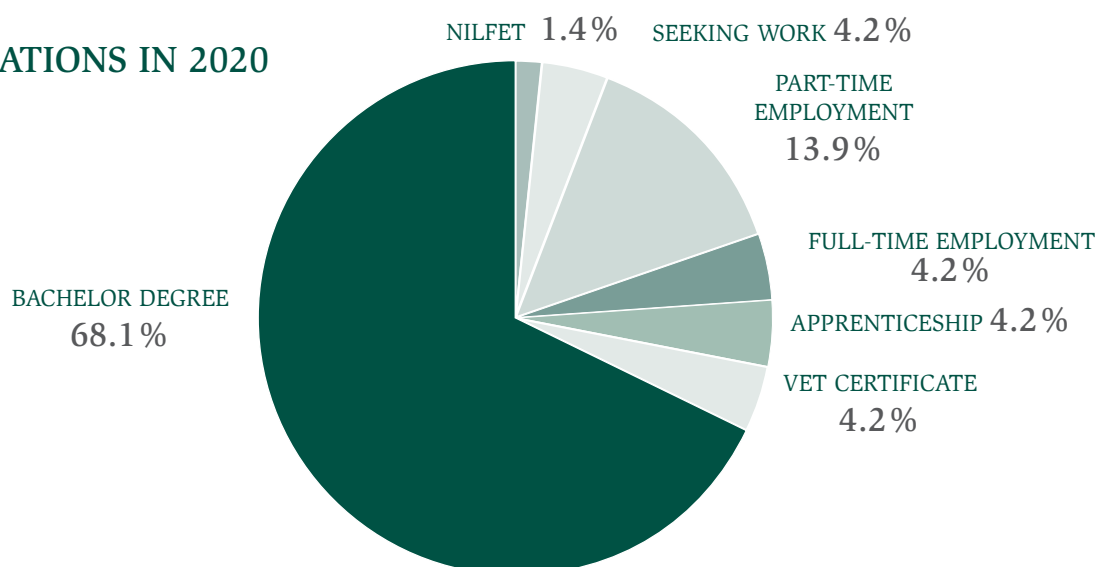
For more information about the survey visit the Next Step website  
[www.qld.gov.au/nextstep](http://www.qld.gov.au/nextstep).

NUMBER OF YEAR 12 STUDENTS IN 2019 (A)	NUMBER OF RESPONSES RECEIVED FROM STUDENTS (B)	PERCENTAGE RESPONSE RATE (B/Ax100)
90	72	80%

## SUMMARY OF FINDINGS IN RELATION TO MAIN DESTINATIONS OF STUDENTS

SCHOOL YEAR 2019	NUMBER OF STUDENTS IN EACH CATEGORY	PERCENTAGE OF STUDENTS IN EACH CATEGORY
University (degree)	49	68.1
VET total (Cert IV + III, I-II, apprenticeship, traineeship)	6	8.4
Working full-time	3	4.2
Working part-time/casual	10	13.9
Seeking work	3	4.2
Not studying or in the labour force	1	1.4
Total Year 12 students	103	100

## MAIN DESTINATIONS IN 2020



# CONTACT PERSON FOR FURTHER INFORMATION

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Sunshine Coast Grammar School

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## PMSA

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### ABOUT PMSA

The PMSA owns four outstanding independent schools in south east Queensland – Brisbane Boys' College, Clayfield College, Somerville House and Sunshine Coast Grammar School.

Formed in 1918, the PMSA is an ecumenical co-operation between the Presbyterian and Uniting Churches to provide education founded on strong Christian values.

One hundred years on, in an increasingly dynamic and interconnected world, our schools continue to offer students an outstanding education, access to global opportunities and ecumenical values for life.

For more information about the PMSA, please visit [pmsa-schools.edu.au](http://pmsa-schools.edu.au).

Sunshine Coast Grammar School operates independently and the School Council, Principal and Business Manager manage the school's financial accounts, budget and performance. Sunshine Coast Grammar School has independent income, bank accounts, expenditure, and targets. These are separate and distinct from the other PMSA schools.

All income that Sunshine Coast Grammar School receives from fees, donations, government grants and any other source is used entirely to operate and develop Sunshine Coast Grammar School. No funds are shared, cross subsidised or transferred between any PMSA schools.

Although operated independently, Sunshine Coast Grammar School is owned by the PMSA and is a part of a single legal entity which is the PMSA. As a part of the PMSA group, Sunshine Coast Grammar School's financial accounts and financial statements are prepared by the school's Business Manager, and presented to and ratified by the PMSA's Audit, Finance & Risk Committee. These are independently audited by KPMG and then consolidated into the PMSA group financial statements.

The PMSA's audited financial statements are prepared in accordance with Australian Accounting Standards and comply with Association Incorporations Act 1981, Australian Education Act 2013, Education (Accreditation of Non-State Schools) Act 2017, and Australian Charities and Not-for-profits Commission (ACNC) Act 2012.

These audited financial statements are publicly available on the PMSA website as well as on the ACNC registry. Accounting policies are published in these accounts.

The PMSA works to ensure that the group performance is achieved and optimised through a range of defined oversight and governance processes. Each year, PMSA schools pay an amount to the PMSA to cover PMSA corporate office costs incurred in governing the schools as well as collective expenses for insurance premiums, auditing, professional development and training, and compliance; and other consolidated costs for each of the schools.



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*A School of the Presbyterian and Methodist Schools Association*