

2020 ANNUAL REPORT

1997-2021

25
years



celebration | community | collaboration



SUNSHINE COAST
GRAMMAR SCHOOL

ALONE we can do so little;
TOGETHER we can do so much.

Helen Keller

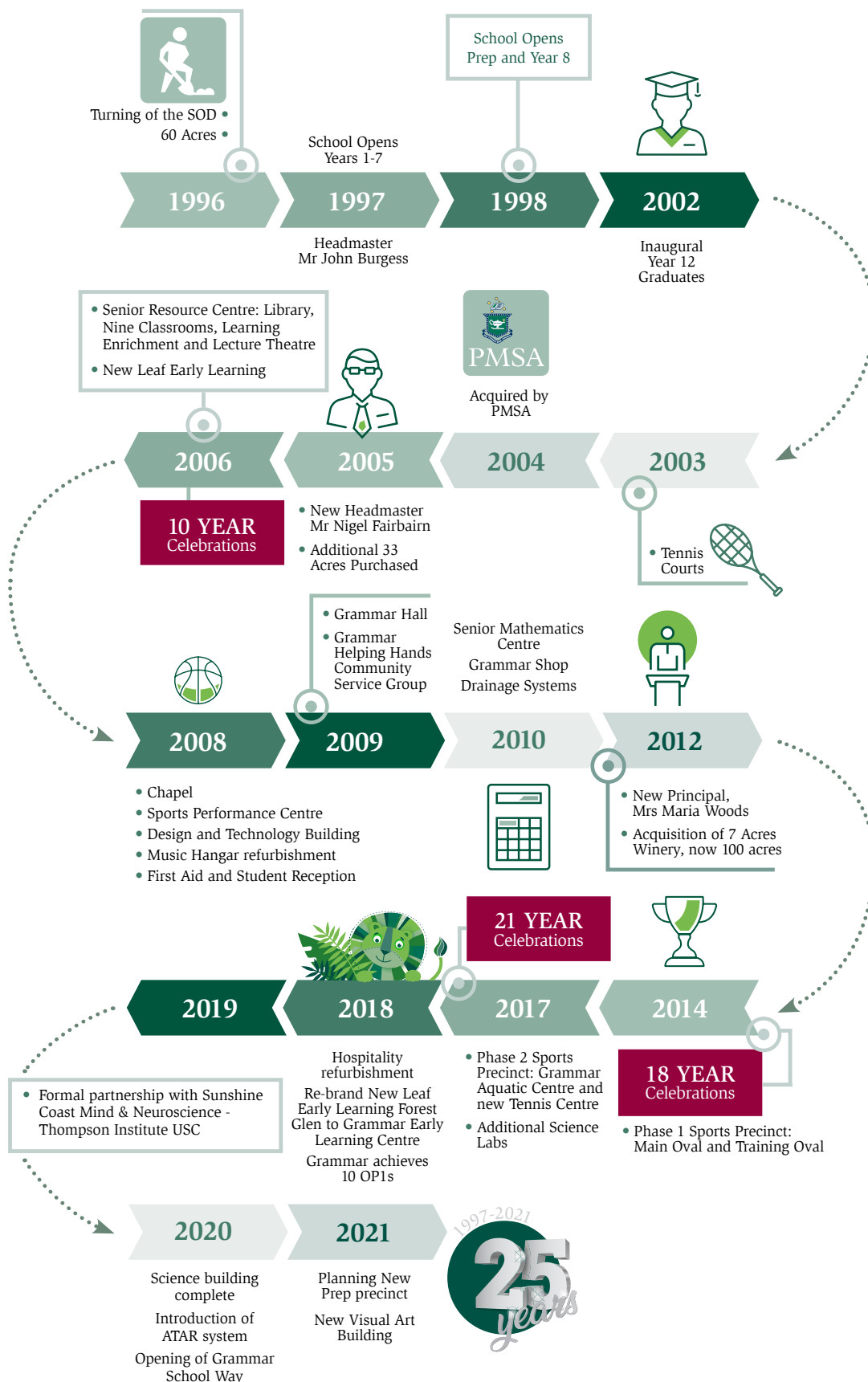


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GRAMMAR HISTORICAL TIMELINE



2020 HIGHLIGHTS

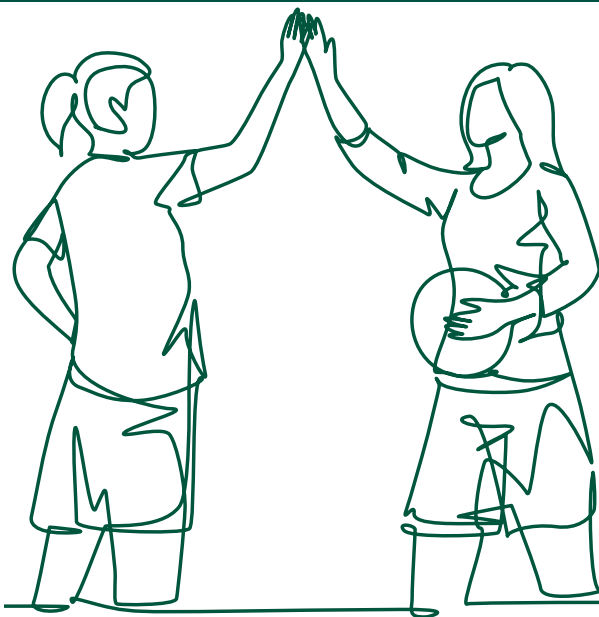
OUTSTANDING ACADEMIC ACHIEVEMENTS FROM STUDENTS

- 1 STUDENT achieved ATAR of 99.95
- 4 STUDENTS achieved 100% ACROSS 6 SUBJECTS
- CAMBRIDGE SUMMER SCHOLARSHIP awarded to a Year 12 2020 graduate
- IEU STATE WRITING competition – 3RD PLACE
- 1ST PLACE EDGE CREATIVE POETRY and SONG WRITING Competition (Primary)
- 1ST PLACE HATCHETTE AUSTRALIAN PRIZE for YOUNG WRITERS – National Poetry category (Secondary)
- UQ MATHEMATICS PROBLEM SOLVING Competition 3rd PLACE YEAR 9
- Australasian Problem Solving Mathematics Olympiad – 100 students competed
- 1ST AND 2ND YEAR 7 AND 8 teams in the regional Queensland Association of Mathematics Competition

In a challenging year, over 150 award recipients were honoured at Years 4-6 Primary Awards and some 500 secondary students acknowledged at two Secondary Awards events.

OUTSTANDING PROFESSIONAL ACHIEVEMENTS FROM STAFF

- SUCCESSFUL PREPARATION of students for ATAR and EXTERNAL ASSESSMENT
- Successful introduction of NEW SENIOR SUBJECTS
- TEACHER ACCREDITATION as external markers, endorsers and confirmers
- 100% SUCCESS with seamless transition to REMOTE LEARNING for every class from K-12
- Provided continued LEADERSHIP and OPPORTUNITIES for students (music, sport, debating, chess as examples)
- Introduction of CERT IV IN ENTREPRENEURSHIP and NEW BUSINESS CREATION
- Introduction of DESIGN YEARS 10 and 11
- Introduction of CERT II IN ENGINEERING PATHWAYS (DRONES)



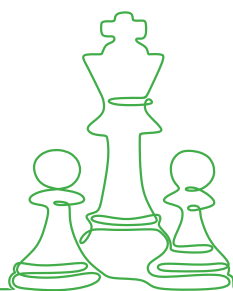
SPORTING ACHIEVEMENTS

Outstanding sporting achievements from individual students and school teams:

- Secondary Swimming team won Independent District Secondary
- Grammar Pool Lifesaving crowned 2020 National Club Champions
- Queensland short course swimming championships – 3 x Gold, 6 x silver and 5 x bronze medals
- Intermediate Girls Cricket – regional champions
- Primary Girls Cricket – district champions
- Won all divisions boys Sunshine Coast Secondary Schools Rugby Union competition
- Open and U13s rugby boys Queensland All Schools 7s Champions
- Grammar Basketball 3rd in aggregate Championship
- Grammar Equestrian Primary School Aggregate Award Champions
- Secondary girls tennis regional champions and finished 3rd in Queensland
- Over 300 students across Primary and Secondary have represented either/both school, district, region, state in a year when so much sport was cancelled due to COVID



CO-CURRICULAR ACHIEVEMENTS



- Outstanding co-curricular achievements from individual students and school teams:
- ➔ All music ensembles and co-curricular lessons continued in 2020 face to face, online, videos, and culminated in the video of Music Gala 2020
 - ➔ All private Speech and Drama lessons ran in 2020 initially face to face, then via ZOOM and then resumption of face to face
 - ➔ Chess students competed in local and online competitions
 - ➔ Grammar Debating Coordinator facilitated a Sunshine Coast ZOOM inter-school debating competition for senior debating students. Grammar were the inaugural runners up
 - ➔ Participation in the UQ e-sports competition
 - ➔ Write a Book in a Day competition – both entries to be published and placed in Australian hospitals as entertaining reading material for children undergoing medical treatment
 - ➔ 2nd in the Sunshine Coast Regional Inter-school Chess Tournament with the Primary team qualifying for State representation
 - ➔ 3rd Place for the Year 7 Readers Cup team
 - ➔ Participation in State Honours Ensemble Program
 - ➔ Year 12 student chosen for the Australian Honours Ensemble Program

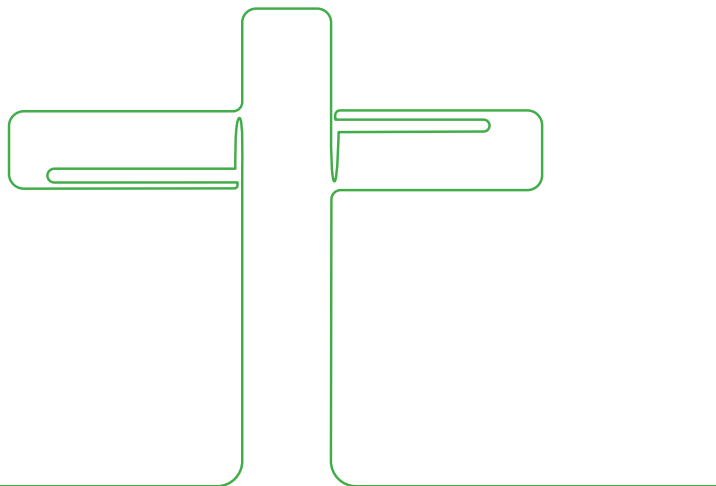
PASTORAL CARE

Key 2020 pastoral care initiatives and achievements:

- ➔ Grammar Helping Hands initiatives – Annual Beach Clean up
- ➔ Equipment and care packages for Team Adem, Wishlist and BloomHill Cancer Care
- ➔ Developed school resources for schools in Timor Leste
- ➔ Primary school initiatives included – koala habitat funding, war on waste initiative
- ➔ Food drive for The Shack
- ➔ Annual Christmas Backpack for The Shack
- ➔ Green Team recycling and wildlife conservation and education



CHRISTIAN EDUCATION



Key 2020 school Christian and spiritual care initiatives and achievements:

- ➔ ZOOM Chapel Services for staff and students
- ➔ Online Chapel services for families
- ➔ Prayer meetings for families and staff
- ➔ Operation Christmas Child Shoebox Appeal with 225 boxes created
- ➔ All students participated in online Chapel lessons and year level Chapel services through remote learning
- ➔ Individual year levels attended Chapel and Christian Studies classes throughout the year
- ➔ Significant Christian events celebrated – Easter and Christmas with both face to face (COVID compliant) and online
- ➔ Kindy students at GELC continued their Christian Studies with Grammar staff at GELC

CHAIR'S REPORT



Mr Ken Watson
*Chair of Sunshine Coast
Grammar School Council*

Staying focused on our moral purpose in the midst of adversity has highlighted the strength, resilience, creativity and adaptability of our community.

Our school has maintained its commitment to continual refurbishment and improvement with the completion of the Science Centre in May and students able to enjoy these new facilities when they returned for face to face learning after some five weeks of remote learning. The two-storey state-of-the-art facility comprises contemporary laboratories, preparation rooms, additional general learning areas, and staff facilities. As part of our Master Plan, work commenced on the new Visual Art Centre in September 2020. The new access road, Grammar School Way opened to school traffic at the beginning of the school year in January and included a new entry statement, signage, security gates and new landscaping.

Cognisant of the economic climate in 2020, the school remains committed to ensuring fees remain affordable to parents who have chosen a Grammar education for their children. The School Council acknowledges the families who were, and continue to be, affected by the COVID-19 pandemic.

The School commends the graduating class of 2020. They were the first cohort to graduate amid major upheavals to the school year. They were the first group of Year 12s in Queensland to sit external exams in nearly 50 years, and the first to collectively achieve an ATAR instead of an OP.

The school was well positioned to transition to remote learning through the school's established Grammar Education Community Online (GECO). All students P-12 were afforded seamless, engaging learning experiences and remained connected to their teachers throughout remote learning.

We acknowledge Grammar families, students and staff on navigating a challenging year with courage and a strength of purpose. The school year finished with 1322 enrolments, 55 above the budget number of 1267.

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 2020, Sunshine Coast celebrated 24 years of existence, growing from an initial primary school of 300 enrolments to over 1320 by the end of the 2020 school year. The School Council acknowledges and celebrates the achievements of staff, students and community during 2020, in unprecedented times.



SCHOOL GOVERNANCE

SUNSHINE COAST GRAMMAR SCHOOL COUNCIL MEMBERS

Dr John Glaister, Chair (retired 26 August 2020)
Mr Ken Watson (appointed Chair 26 November 2020)
Professor Jennifer Radbourne
Mr John Hall
Mr Bruce Swan
Mr Wayne Knapp
Mr Chris Wright
Mrs Maria Woods (Principal)

GRAMMAR SCHOOL COUNCILLORS

Sunshine Coast Grammar School Council is made up of six members including one PMSA Board member, up to five independent School Council members appointed from the school's community, and the school Principal, who is a non-voting member. The Sunshine Coast Grammar School Council is delegated the responsibility to govern and administer the performance of the school. The School Council's role includes:

- establishing and implementing Grammar business and strategic plans
- monitoring the management of risks within Grammar
- overseeing Grammar's financial and operational performance against KPIs
- ensuring Grammar adheres to all policies and procedures including child protection
- overseeing new School Council member appointments

The School Principal reports to the School Council and is responsible for the daily operations of the school.

When positions on the Sunshine Coast Grammar School Council are vacant, they are advertised on the Grammar website, the school newsletter, the PMSA website, and appropriate websites for available board positions.

The current Sunshine Coast Grammar School Council members are:



Dr John Glaister

(Chair - retired October 2020)

*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 Ken Watson (Chair- November 2020)
MA (Strat Studies), CSC, GAICD
Air Vice-Marshal K.N.Watson CSC (retired),
MA (Strat Studies), CSC, GAICD

Ken is a retired Air Force Air Vice-Marshal and current parent at Sunshine Coast Grammar School. Ken is a graduate of the Australian Institute of Company Directors Course and the Advanced Management Program at Harvard Business School and his 36-year career experience has prepared him well for committee work, policy development, public advocacy, risk management, strategic development, personnel management/leadership.

Councillor – Sunshine Coast Grammar School Council
Graduate, Australian Institute of Company Directors
Retired Air Force Air Vice Marshal
Principal Consultant/Advisor – KNW Consulting
Past Board member, Darwin Hospital
Past Co-Chair, HQ Central Command ISR Management Board



Mr John Hall
BEd, BComm,
MBA, AICD, 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 Chair, Deputy Chair, Company Secretary and Audit and Risk Committee Chair. 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
Chair – 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 Chair 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 Chief Executive Officer of Prescare, 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
Chair – Property Board, Presbyterian Church of Queensland
Director – Finance and Administration Board, Presbyterian Church of Queensland
Member – Presbyterian Church of Queensland
Chief Executive Officer - Prescare



Mr Bruce Swan
*BBus, ICAA, Registered
Company Auditor,
Registered Tax Agent*

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



Mr Chris Wright
*BSc Info Proc, BSc(Hons)
Computer Science,
CDE, GAICD, MACS*

Chris is an entrepreneur, investor and mentor and experienced company director with director experience in commercial and not-for-profit organisations. A past parent of Brisbane Boys' College and a current parent at Somerville House, Chris is a strong supporter of the Christian ethos that PMSA schools provide.

He has a personal interest in education, particularly around changes driven by digital information technology advances and looks forward to bringing his expertise in board governance and compliance; his passion for values-based, for-purpose business strategy

development and team building; and his diverse skills in enterprise information technology to the role.

Councillor – Sunshine Coast Grammar School Council

Graduate, Australian Institute of Company Directors

Principal, CPSZ Consulting Pty Ltd

*Non-Executive Director, Process PA
CEO & Director, Tutis Compliance Solutions*

*Co-Founder and past executive,
Oniqua Pty Ltd*



**Emeritus Professor
Jennifer Radbourne,**
*CertTeach, ATCL, LSDA,
BA, MA, PhD, GAICD, AICD*

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.

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.

PRINCIPAL'S REPORT



Mrs Maria Woods
Sunshine Coast Grammar School
Principal



We have been nurturing creativity, curiosity, problem solving, resilience and optimism all year.

A YEAR OF CHALLENGE, CHANGE, OPPORTUNITY AND GROWTH

2020 - An extraordinary year. A year of challenge, change, opportunity and growth. For our graduating students they started their year with plans to make this the best year of their lives so far; to create a lasting legacy to be proud of, to give more than they receive.

It was perhaps serendipitous in our choice of the bible verse this year. *'For I know the plans I have for you declares the Lord, plans to give you hope and a future.'* Jeremiah 29:11 has provided an anchor for our community, for our graduating class to know that the Lord's plans for a hope and a future underpin their plans to ensure a legacy; to give more and be more was indeed coming to fruition, but not quite as they envisaged it originally.

Our graduating class of 2020 are indeed the trailblazers - the cohort to experience so many firsts. 2020 - the year senior assessment changed, school sport postponed or cancelled, spectators and live audience members restricted, school events pushed further into the school year.

They were the first cohort to graduate amid major upheavals to the school year. The first Year 7 group to start high school when Queensland moved Year 7 from the last year of Primary to the first year of Secondary School. The first group of Year 12s in Queensland to sit external exams in nearly 50 years, and the first to achieve an ATAR instead of an OP.

Completing Year 12 is an achievement in its own right, but doing so during a pandemic makes this group of graduates a special cohort.

This cohort has navigated the setbacks and emerged ready for what's next, with grit, resilience and a maturity beyond their years.

They are grateful for their faith, family, friends and re-imagined opportunities to grow stronger, in spite of what has been thrown at them.

As a school we are grateful for each of our graduates; for your families who have walked alongside you and us this

year, even though this hasn't been face to face, we have traversed a path that was not there previously, and when a community faces challenge together it cements connection, values and a belief that the best is still ahead.

We discovered this year that freedom is not free and it should never be taken for granted. For our students, we have been immensely grateful for our 100 acre playground that is Sunshine Coast Grammar School, and that our students have had the freedom to enjoy open space and outdoor play which fosters intellectual, emotional, social, physical and spiritual development. To have the physical space to run, gather, play and walk in the fresh air and sunshine has been so important for health and wellbeing.

We do not take for granted our environment. Our children are future stewards of the earth and at Grammar they all take this stewardship very seriously. Our youngest students have led the way, spotlighting the devastation of the bushfires and the impact on Australia's unique wildlife like our koalas, to their WOW campaign - the war on waste and single use plastics, and in November the Year 5 Market Day products focused on sustainability and recycled materials.

In a year where we have all stepped out of our comfort zones into our courage zones, we stop and reflect on how fortunate we are to teach, learn, play and grow in our 100 acre playground and the creatures we share this environment with, there are reminders every day of life lessons.

There have been many challenges this year, and we have all been encouraged at every turn to look at things with a different lens, through fresh eyes, with a broader perspective. Rather than narrowly focusing on the challenge, allowing it to consume us, we have stepped into our courage zones to embrace opportunities.

March 2020 was an historic time for our community. In the course of one day across the campus there were in



In a year where we have all stepped out of our comfort zones into our courage zones, we stop and reflect on how fortunate we are to teach, learn, play and grow in our 100 acre playground and the creatures we share this environment with, there are reminders every day of life lessons.

excess of 368 Zoom lessons. We had planned very different experiences for our students, but we adapted quickly, chartering a new course and a new way of working.

Being vulnerable and learning alongside our students takes courage. We are more courageous because of our willingness to show vulnerability and see what we can do together.

Beauty is everywhere. It is abundant in our 100 acre playground. The dragonflies, the snakes slithering across pathways, the scrub turkeys and the abundance of wildlife in our trees and beneath the waters of the lakes are reminders that in a world of abundance and where we have seen the best and worst of humanity, we have an obligation to find what is beautiful, create it ourselves, celebrate and indeed honour it. Our Connect with Kindness campaign this year exemplified a focus on the beauty of care, compassion and generosity.

We have been nurturing creativity, curiosity, problem solving, resilience and optimism all year. We have been working in partnership our families, initially face to face, then Zooming into dining rooms, kitchen tables and backyards. An uninterrupted return to school, right through to the end of the year, has been an important milestone.

When we look around at the people God has put in our lives, they aren't there by accident.

I acknowledge our families - thank you for doing your best this year - we are cognisant you have been managing

your own personal and professional challenges, yet giving your best to work with your children and us during remote learning, and then supporting us as we have adapted to ensure programs in and out of the classroom have continued or been reintroduced in different ways.

To my colleagues, I acknowledge all staff and particularly those who have retired in 2020 - what a ride we have had this year. We have always kept our eyes firmly focused on student experience, opportunity, growth and connection. I thank each Grammar staff member immensely for spreading your wings, for your own vulnerability, stepping into your own courage zones and role modelling this for your students. Grammar staff, by the very nature of who they are as people, demonstrate that example is not the main thing in influencing others. It is the only thing.

Just as the Grammar Lion is a visible symbol to remind us of the strength of connectedness to this pride, and that this year we have lived with courage and resilience, the living creatures we share this beautiful environment with, can teach us all to see opportunities right in front of us if we but open our eyes, minds and hearts to what can be. It is our students who teach us this every day.

Congratulations to our students on your efforts, achievements and commitment to giving and being your best. In 2020 you have shown adaptability and courage, and you have never lost sight of all that is possible. We are incredibly proud of each of you.



**ATAR 98.90
or ABOVE
11.11%**



**CERTIFICATE
QUALIFICATIONS**

**42%
STUDENTS**

**ATAR 91.50
or ABOVE
47.78%**

**ATAR 65.50
or ABOVE
95.56%**

8% SAT (School-Based
Traineeship/Apprenticeships)

19% Diploma Qualification

5% Cert IV Qualification

13% Cert III Qualification

16% Cert II Qualification

3% Cert I Qualification



**AFTER
GRADUATION**



**29%
STUDENTS
STUDIED A
DUAL
PATHWAY**

84% University

16% Employment

- **12%**

Working full/part-time

- **4%** Apprenticeships

42%

STUDENTS

**MORE THAN ONE VET
QUALIFICATION**



**DUX
OF SCHOOL**
Grace Thomas



BUSINESS MANAGER'S REPORT



Ms Lyn Stokes
*Sunshine Coast Grammar School
Business Manager*

FACILITIES AND MAINTENANCE

During the December/January holiday period, all classrooms, plant and equipment underwent extensive maintenance, cleaning and safety audits/ checks. All outdoor areas, lawns, ovals and gardens received additional maintenance to ensure they remained in good condition throughout the summer months. Other projects completed during the year included further roofing maintenance and replacement across several buildings located throughout the school campus.

COMPLETION OF THE NEW SCIENCE BUILDING

Construction of the highly anticipated science building was successfully completed in May 2020, following an uncertain COVID-19 lock-down period. The brand new, two-storey state-of-the-art facility comprises modern laboratories, preparation rooms, additional general learning areas (GLAS) and storage facilities and was officially opened by our Sunshine Coast Grammar School Council Chair shortly after completion.

NEW ART CENTRE FACILITY

As part of our Master Plan, work on the new Visual Art Centre Facility commenced during the September 2020 school holidays. Due to current Council Planning restrictions, we were unable to renovate the original building as it was no longer compliant with the Sunshine Coast Council Planning Scheme. Unfortunately, that meant the old building needed to be demolished to make way for construction of the new facilities, which is designed to meet strict new building codes. Construction is expected to be completed at some stage during Semester 1 2021.

NEW ACCESS ROAD - GRAMMAR SCHOOL WAY

The new access road, now known as Grammar School Way, was opened to school traffic at the start of Term 1 2020 which included completion of the new entry statement, featuring signage, security gates and new landscaping.

FEES

Fees for 2021 were increased by 2.5%. The school is committed to ensuring fees remain affordable to parents who have chosen a Grammar education for their children. The School also acknowledges the families who were, and continue to be, affected by the COVID-19 pandemic.



DESCRIPTIVE INFORMATION

School sector:	Independent
School's address:	372 Mons Road, Forest Glen QUEENSLAND 4556
Total enrolments:	1311
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 1311 students of which 626 are female and 685 are males.

As at the Commonwealth non-government Schools Census (2020), Sunshine Coast Grammar School had a total enrolment of 1311 – 626 female/685 males.

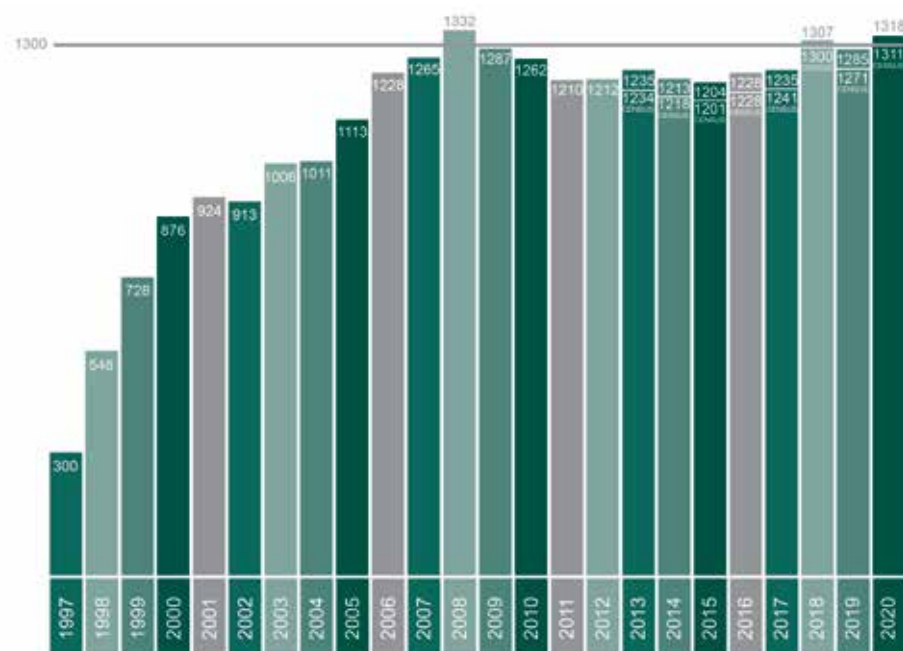
Australian born students comprise the majority of the student body (88%) with the remaining students coming from: Canada, China, England, Europe, India, Iran, Kenya, New Zealand, Pakistan, Papua New Guinea, Singapore, South Africa, Sri Lanka, UAE, USA and Zimbabwe.

We have 9 students who identify as Aboriginal/Torres Strait Islander.

Grammar 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.

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

ENROLMENT AND CENSUS DATA 1997-2020






SUNSHINE COAST
GRAMMAR SCHOOL

ESTABLISHED 1996
CO-EDUCATIONAL | PREP - YEAR 12

STUDENTS
± 1350



88%
AUSTRALIAN
BORN

STAFF 
± 160

12%
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

DISTINCTIVE CURRICULUM OFFERINGS

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.

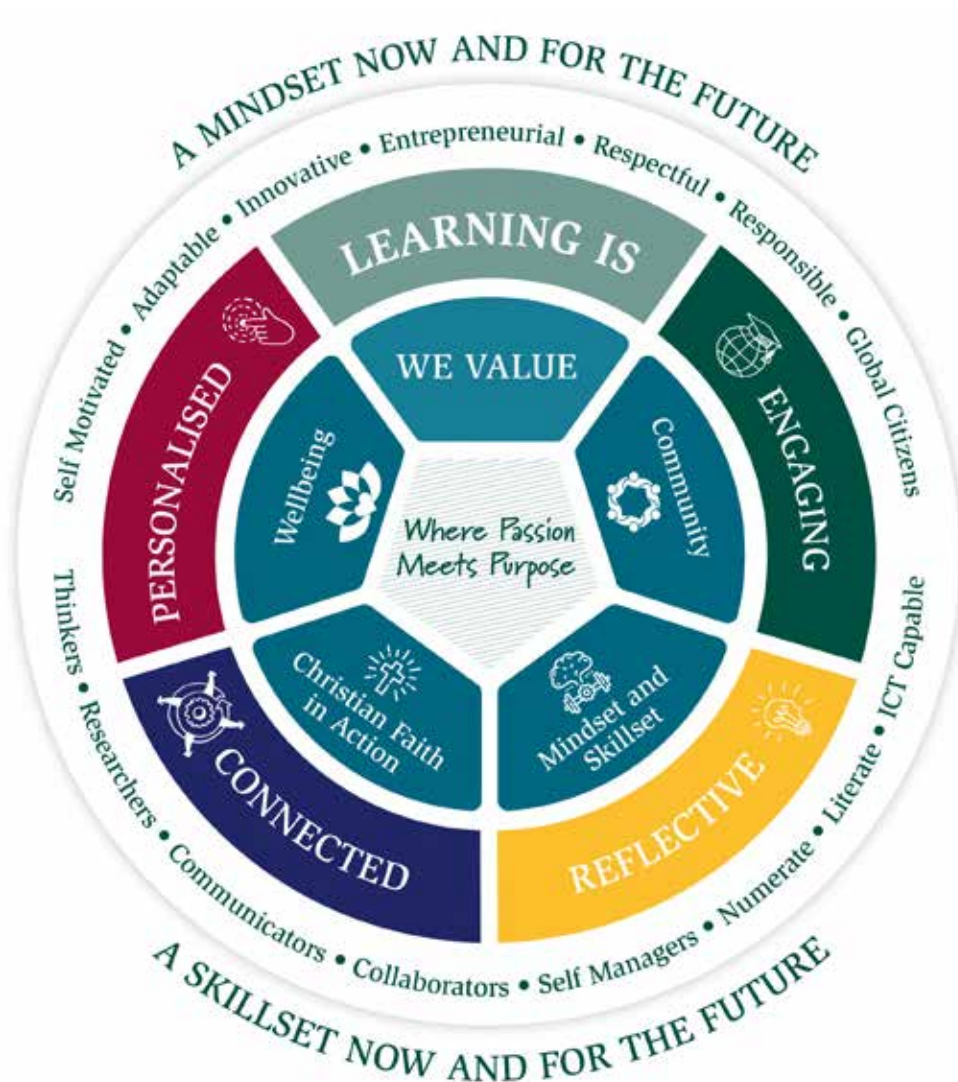
“Teachers working together to have appropriately high challenging expectations of what a year’s growth for a year’s input looks like- fed with the evidence of impact which sustains it” (Hattie, 2012).

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.





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.



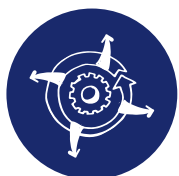
REFLECTIVE

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 feed-forward 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



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.



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-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-Year 12.

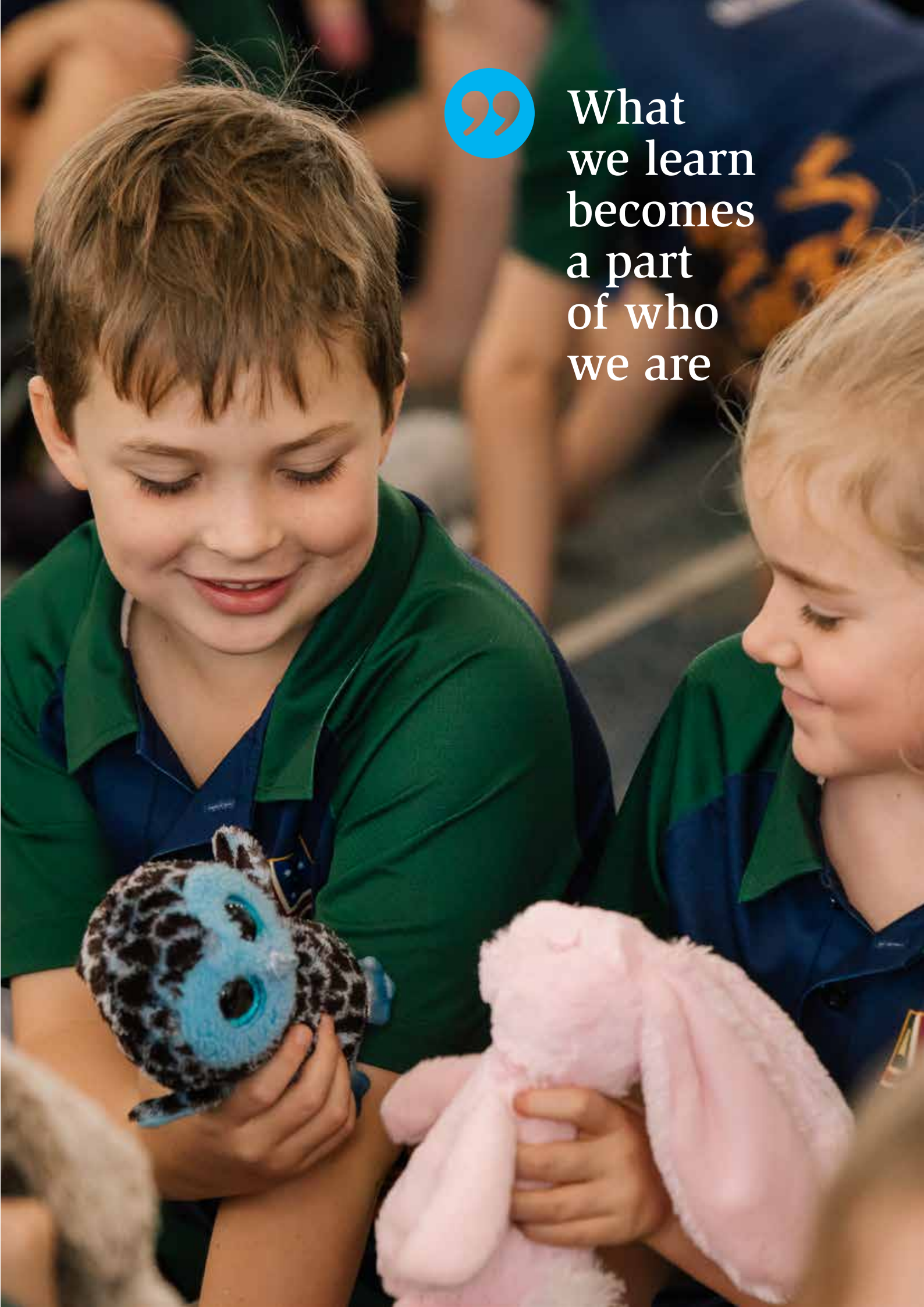
Points of difference in our Primary School are the specialist subject offerings of: Art, Languages, Performing Arts, Physical Education, Chess, Private Speech and Drama, and Instrumental Music lessons.

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.



What
we learn
becomes
a part
of who
we are





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.

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 Years 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

REMOTE LEARNING



Sunshine Coast Grammar School provided remote/online learning for students through the use of our dedicated Learning Management System, Schoolbox (our iteration is called Grammar Education Community Online or GECO). This was supplemented by the integration of Zoom Online Conferencing embedded within GECO, available to every educator P-12 on campus and working remotely from home. This enabled real-time virtual face-to face teaching and learning for every student.

Communication of processes to parents regarding teaching and learning occurred on a daily basis through detailed communications from the Principal. Detailed expectations and protocols regarding process of remote online teaching and learning was established for staff and students and communicated to all parties.



(GRAMMAR EDUCATION
COMMUNITY ONLINE)

The School has been refining our educational online presence over a number of years. 2020 was an opportunity to reiterate, refine and expand our GECO – Grammar Educational Community Online. Our preparation over the last few years prepared us well to embrace remote learning.

USE OF LEARNING MANAGEMENT SYSTEM (GECO) FOR WHOLE SCHOOL P-12

GECO includes all:

- teaching resources
- links to all external resources and education platforms
- lesson by lesson planning for students and parents
- student work submission
- continuous reporting
- daily news broadcasting
- all communications to staff, students and their parents
- in-class social streaming
- marketing

Student and parents have access to all resources and communications in GECO.

During remote learning and beyond:

- Zoom was integrated within GECO on every class page and parent page. This ensured appropriate targeting of audience and high-level security
- All secondary classes had video presence (Zoom) for every lesson during remote learning
- All primary core classes had video presence (Zoom) 3-5 times per day during remote learning
- P-2 classes had video presence (Zoom) with parents as facilitators of learning for their children 3-5 times per day during remote learning



- All primary specialist classes were pre-recorded for use by students and parents at appropriate times during the day
- Many teaching videos were created (e.g. using screencast-o-matic) to create teaching/learning resources that could be accessed again and again
- Weekly Chapels were either live-streamed or pre-recorded for students and community
- Year level, sector and whole school assemblies were either live-streamed or pre-recorded for students and community. Some Year level assemblies were conducted using live Zoom with 100 plus students
- Instrumental Music lessons were conducted using Zoom
- Bands and ensembles held Zoom practice sessions
- Faculty pages allowed for staff access to all faculty resources remotely
- Faculty pages had Zoom integrated to allow for faculty staff meetings and briefing

CONTINUOUS REPORTING

Continuous reporting has been implemented for Senior School providing rich, timely, accountable feedback designed to improve students learning outcomes.

POST SCHOOL CLOSURES

- Continued extensive use of GECO
- Live stream full school and year level assemblies
- Live stream and recorded concerts
- Live streamed and recorded Chapel services
- Lesson by lesson planning available for all students and parents on GECO

GECO has been established as an educational precinct for students, to supplement classroom teaching. In the remote learning environment, it is the predominant platform for teaching and learning for all students. Effectively, everything to do with teaching and learning and communication flows through GECO, with single sign-on for staff, students and parents. Even Webmail for students is integrated within GECO.

GECO is a single location for everything we are doing for remote online learning. It provides:

- Storage and real-time provision of all content. This can include:
 - o Documents, worksheets, teaching guides etc. of virtually any format
 - o PowerPoints
 - o Weblinks
 - o Embedded ClickView, Videos, YouTube Links, Podcasts
 - o Captured images and teaching captures
- Teaching tools. This can include:
 - o Collaborative Documents (allowing for the creation of documents simultaneously with multiple authors and real-time editing by all members)
 - o Wiki (providing an area for members of a homepage to work together to create joint documents)
 - o Surveys and Forms
 - o Polls for quick opinion gathering
- Embedded Teaching Tools which can include:
 - o Education Perfect
 - o Mathematics Online and multiple other Mathematics teaching platforms
 - o Quizlet
 - o YouTube Education Channel

- Directed and real-time communication to classes, individuals, groups and parents in various formats:
 - o News directed at specific audiences from individuals to whole school
 - o Social Stream on every class page for real-time interaction between teachers and students
 - o Capacity to email individual or whole class of students and or/parents
 - o Staff briefing, meetings, etc
- Student work submission and online marking for instant feedback which includes:
 - o Course Outlines which can be pushed to multiple classes simultaneously
 - o Drop boxes for quick submission on class pages
 - o Class Page due work, tasks or quizzes specific for individual classes



ZOOM VIDEO CONFERENCING

Most importantly however, was the establishment of Zoom Video Conferencing facilities for every educator P-12 in the school. Each educator was provided with Zoom-Pro registration, enabling face to face interactive video conferencing with classes, year levels, or individuals.

This was embedded within GECO for enhanced security, with specific measures taken to ensure the security and safety of our students in the online environment. Every class page had Zoom embedded. For Years 3-12, the video conferencing lessons were conducted directly with students through class pages. For Prep to Year 2, the video conferencing lessons were conducted with parents through parent class pages. All specialists were also provided with the opportunity to provide ongoing lessons through GECO with the use of the embedded Zoom video conferencing.

Staff were registered on the Zoom-Pro package and recording of lessons was saved to the cloud. There were many benefits of this, including enhanced security for staff and students. All one-to-one lessons (for example, Music tuition) were stipulated as compulsory recording.

Grammar positioned itself well for the term of remote online learning. GECO has been in-use for 4 years with staff well experienced and competent in the use of its capabilities and functionalities. Further, in week 10 of Term 1 2020, Grammar implemented remote online learning. Staff were provided with in-service and instruction on the use of Zoom Video Conferencing and then trialled and implemented it for the week with their classes. This provided every educator with the opportunity to gain experience in its use, and look to Term 2 with confidence.



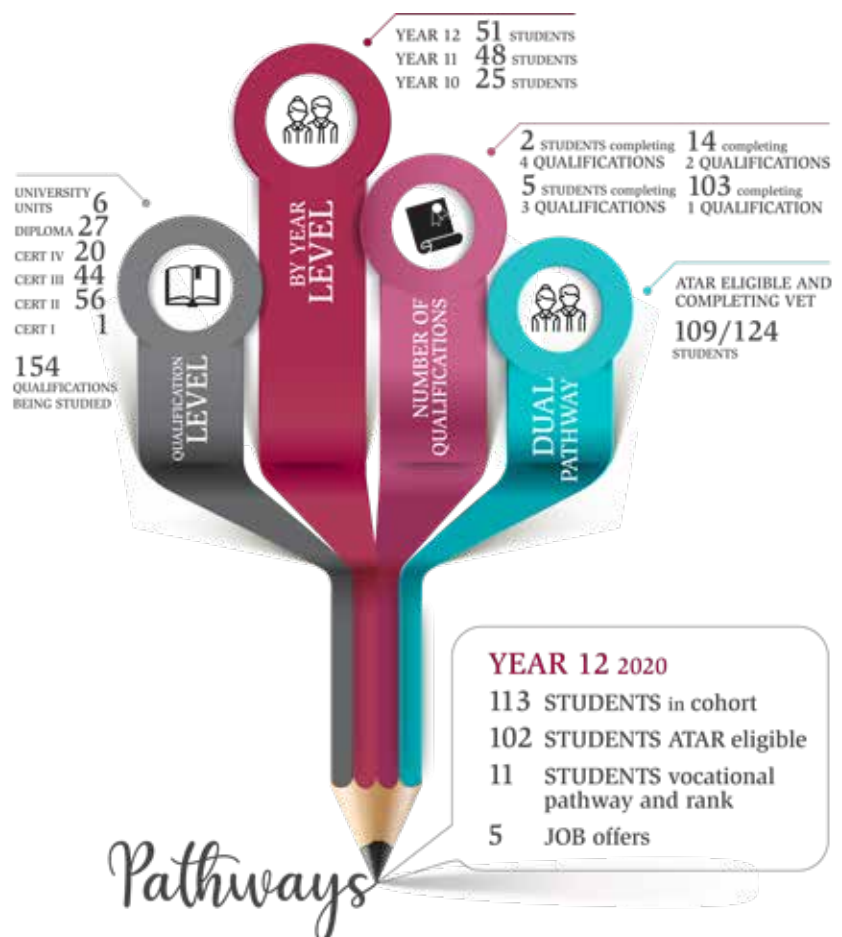
VET/PATHWAYS

VOCATIONAL PATHWAYS AT GRAMMAR

SUPPORTING STUDENTS TO ACCESS PATHWAYS

Strategies in place:

- Appointment of Head of Pathways and Partnerships
- Continuous professional development for these staff
- Promotion and information at Year 10, 11 and 12 parent information evenings, subject selection evenings and expos
- 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



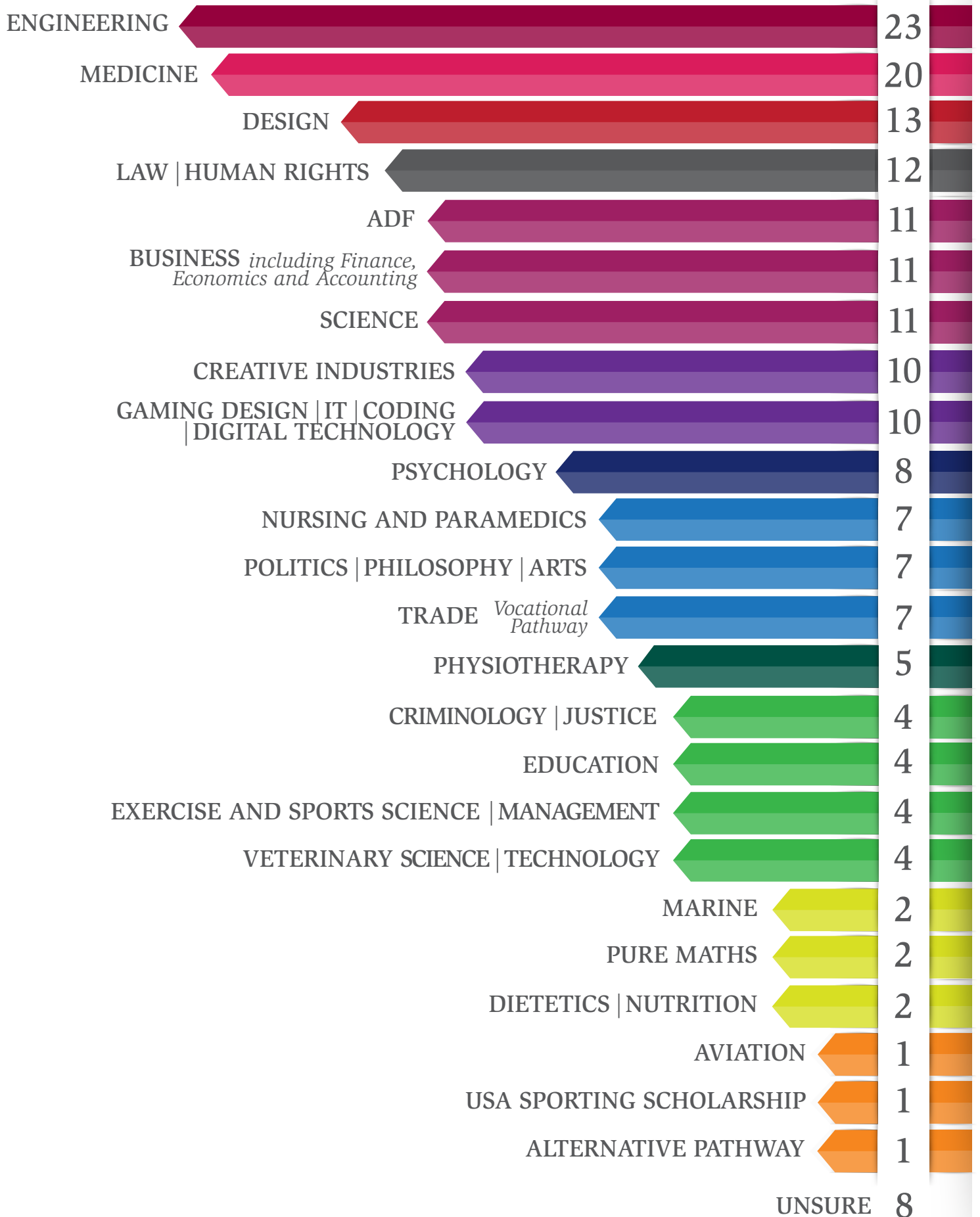


SUNSHINE COAST
GRAMMAR SCHOOL

SUNSHINE COAST
GRAMMAR
Pathways

PATHWAYS OF INTEREST

YEAR 10 2020





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.

A wide range of sports, both team and individual is provided to students. Individuals and teams have won local, state and National Titles in 2020. Students during 2020 were also selected to represent Australia (although these competitions did not proceed).

Grammar regularly hosts and sends teams from/to interstate and overseas; in Languages tours to France and Japan, Cultural Tours Sporting Tours.

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 Surf 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 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 coordinators. 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. In 2020 a House Review was undertaken, involving feedback from staff, parents and students, where it was resolved to update the logo for the Chisholm House to Chisholm Chargers with the horse as its icon, reflective of contemporary societal and global expectations.

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. A full time Psychologist is employed by the school to support student wellbeing from P-12.

Assemblies (which were mostly held on-line throughout 2020) 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.





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-Year 2 camps and assist with perceptual motor programs in Prep and Year 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.



GRAMMAR
PARENTS & FRIENDS

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










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, Mother-Daughter, Mother-Son, Father-Daughter and Father-Sons breakfasts are held throughout the year and are 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 %		
 ACADEMIC PROGRAM Primary 81 % Secondary 81 %	 EXTRA-CURRICULAR NON-SPORT Primary 78 % Secondary 81 %	 LOYALTY Primary 82 % Secondary 80 %
 CHRISTIAN EDUCATION Primary 75 % Secondary 73 %	 EXTRA-CURRICULAR SPORT Primary 75 % Secondary 78 %	 MANAGEMENT & LEADERSHIP Primary 84 % Secondary 80 %
 COMMUNICATIONS Primary 81 % Secondary 78 %	 FACILITIES & RESOURCES Primary 81 % Secondary 81 %	 STUDENT WELLBEING 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		✓	✓



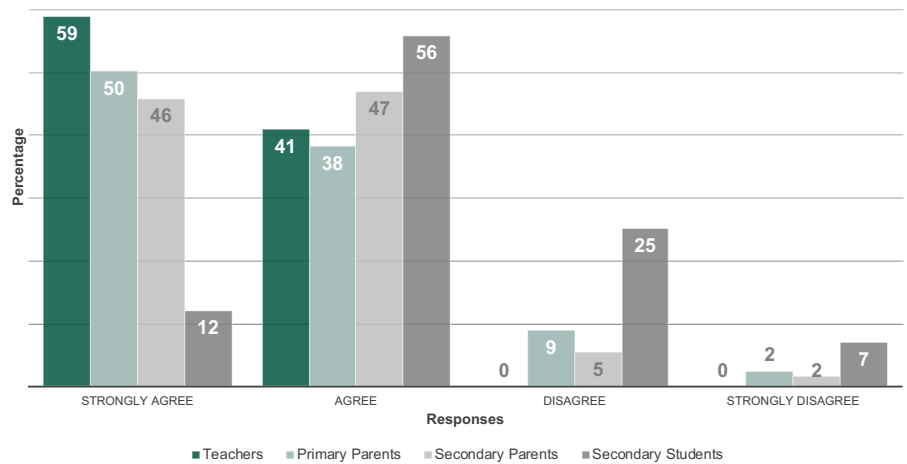
REMOTE LEARNING

REFLECTIONS FROM REMOTE LEARNING

Staff, students and parents were surveyed throughout 2020, seeking feedback upon their social-emotional wellbeing and their experience and progress with learning in the remote environment.

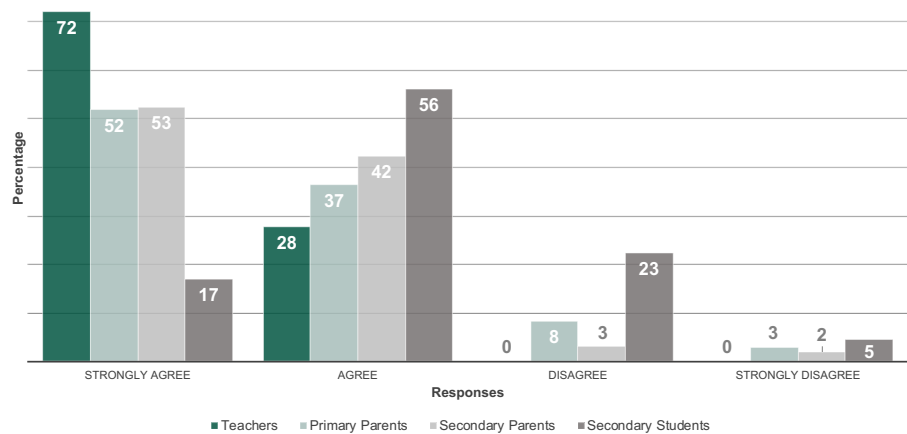
QUESTION A:

Overall, the remote learning experience provided by Grammar enabled continued quality teaching and learning in a supportive manner.



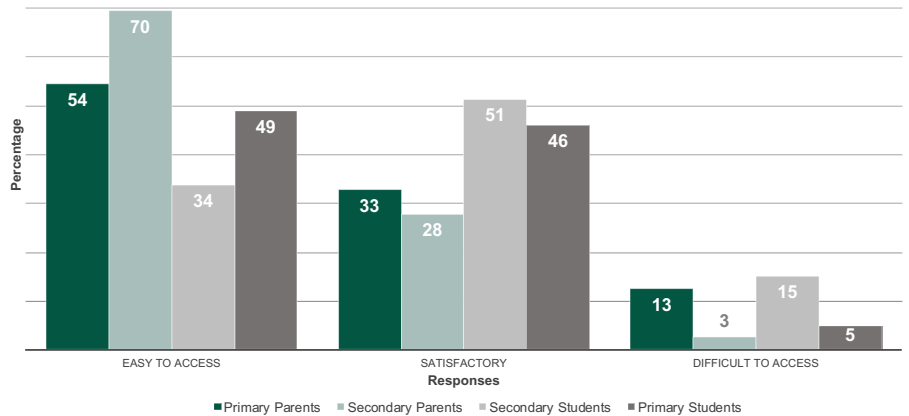
QUESTION B:

GECO and ZOOM facilities created an effective platform for the ongoing education of the students.



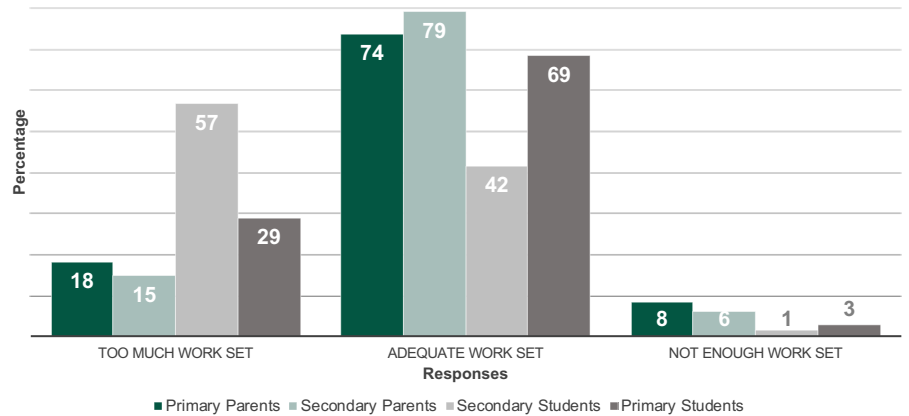
QUESTION C:

Access to course work and learning tasks was:



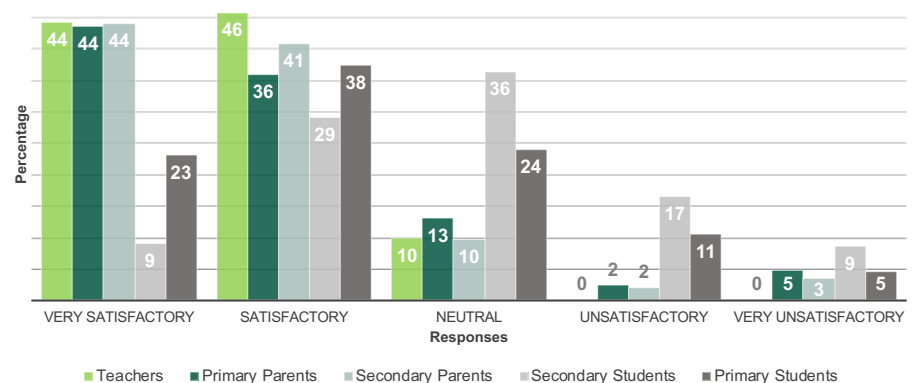
QUESTION D:

Please give an indication with respect to the amount of work that was set during the remote learning period.



QUESTION OVERALL:

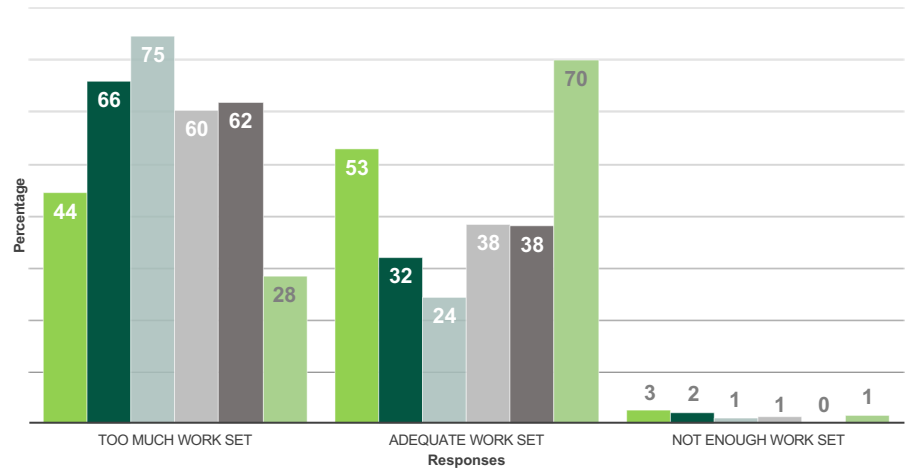
Please provide an overall rating for the remote learning that was provided during this period.





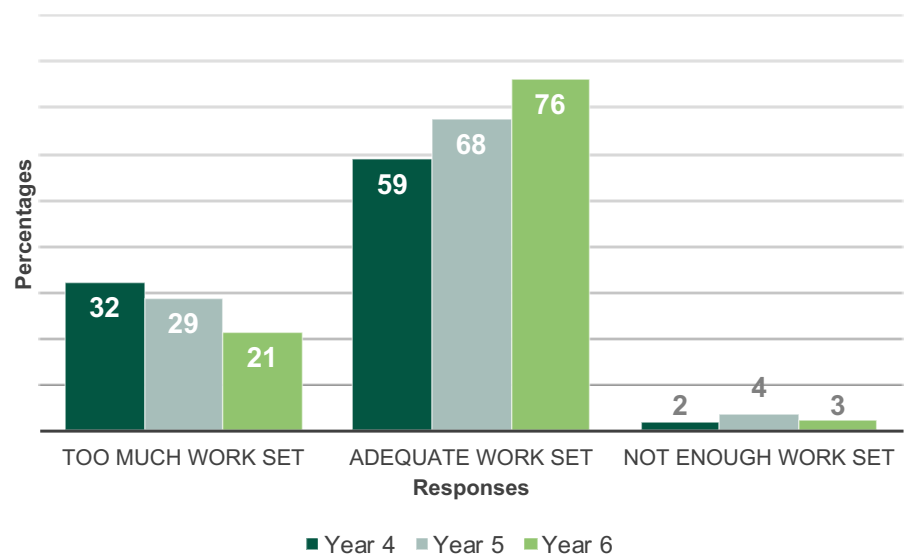
SECONDARY STUDENTS:

Please give an indication with respect to the amount of work that was set for you during the remote learning period.



PRIMARY STUDENTS:

The amount of learning activities during the remote learning period.



PRIMARY REMOTE LEARNING REFLECTION SUMMARY



ENGAGEMENT

Strengths:

- 100% of Prep – 6 staff and 86.57% of Primary parents agreed or strongly agreed, that the overall remote learning experience provided by Grammar enabled the continued quality teaching and learning for children enrolled at Grammar in a supportive manner
- 95.37% of Primary students knew what was expected of them as a learner each day
- 77.61% of Primary parents 68.52% and Primary students found the amount of learning activities provided by teachers just right
- Multimodal delivery of learning through video of lessons, Zoom and hands-on experiences
- Student independence increased
- Multimodal communication at all levels from teachers through to leaders
- Daily plans and remote learning expectations shared with parents and students
- Collective efficacy displayed by all Primary staff

Challenges

- Time constraints with the amount of planning involved in delivering effective remote learning experiences
- Our least independent learners struggled without the support and guidance that face to face teaching provides
- Balancing the supervision of up to 200 students, along with staff working remotely with teacher aides and Primary Leadership Team
- Parents personal contexts influenced student engagement and support
- For teachers to see all children in a whole class ZOOM environment
- Students being distracted at home

Opportunities

- More assistance with staff in creating videos and ZOOM functionality prior to remote learning
- Using digital mediums to refer back to as reminders to consolidate learning.

PERSONALISATION

Strengths

- 100% of Prep–6 staff either agreed or strongly agreed their skills and knowledge of GECO were adequate during the remote learning period
- One on One time through individual conversations and conferences through ZOOM
- Upskilling of staff with digital technology
- New ways of planning
- Leadership Team support: open to new ideas, professional development, providing extra planning time and supervision,
- Teacher Aides supporting students remotely and at school
- Parents seeing their own children learning

Challenges

- Catering for individual students, whilst parents juggle their work commitments
- Effectively differentiating for students in a remote environment
- Catering for the pace of completion of work for students

Opportunities

- Teacher Aides using GECO to support individual students in classes
- Ongoing teacher leaders running professional Development for staff- using videos and Zoom webinars
- GECO as a Professional Development platform for staff and parent education



CONNECTION

Strengths:

- 100% of Prep–6 staff and 85% of Primary parents either agreed or strongly agreed that GECO and ZOOM created an effective platform for the ongoing education of the students
- 100% of Prep–6 staff felt the ability to provide ongoing learning to students during the remote learning period was either successful or highly successful
- 92.54% of Primary parents found communication between teachers and the leadership team with parents, effective during the remote learning period.
- Connecting with teachers and students through ZOOM during the day
- Stronger collaboration with teaching teams
- Students connecting with their classmates through ZOOM
- 71.3% of Primary students agreed or strongly agreed that remote learning helped them to connect with their teachers and complete their learning.
- 94.9% of Primary students and 88.06% of Primary parents found it okay or easy to access learning tasks on GECO
- 84.41% of students agreed or strongly agreed that ZOOM was a helpful tool to connect with teacher and their learning
- Drop off and pick up arrangements have ensured safety and efficient practices for parents and students

Challenges

- Primary teachers with half a class of students at school and half at home
- Concern from parents about the amount of screen time for young children
- GECO platform received negative feedback from some students and parents in terms of functionality and ease of use. Drop Box is time consuming
- Missing the physical contact of friends
- Sometimes ZOOM was hard to access by students

Opportunities

- Parent sessions on GECO, particularly the Prep–2 parents
- Parent teacher interviews/ IEP meetings etc through ZOOM
- SeaSaw and Onenote as alternatives to time consuming GECO drop box
- How can we create parent connection opportunities as well as express drop off and pick routines?



SECONDARY REMOTE LEARNING REFLECTION SUMMARY

Strengths to celebrate

- In comparison to other systems, Grammar was able to maintain a very strong connection to students
- A significant number of students thrived in this environment in part due to some exceptionally creative and innovative practices from certain teachers
- All teachers were able to demonstrate to students what it means to be a 'life-long learner'. Having a growth mindset is about "adapting, improvising and overcoming"
- Students were able to see visible examples of how in life there is always more than one way to solve a problem

Challenges

- Unreliability of internet connection in some student homes (inevitable)
- More ownership of the learning required by students and as a result those students with limited/under-developed self-regulation strategies fell further behind
- Marked increase in student stress and anxiety. In part due to reduced social connection
- Reduced predictability of student performance meant that many teachers found it near impossible to plan ahead...wrote weekly planners but didn't necessarily follow them. Some challenges to identify what curriculum modifications might be necessary.

STUDENT FEEDBACK

Overall, the remote learning experience provided by Grammar enabled continued quality teaching and learning for my child/ren in a supportive manner.

The responses were very favourable across the entire secondary school, the student response was above 65% agreeing with this question.

Whilst this was quite positive, the following themes were identified:

- Length of lesson too long to stay focussed
- Hard to learn this way
- Missed the individual contact with the teachers

GECO and Zoom facilities created an effective connection between home and school.

Approximately 74% of the parental responses agreed with this statement.

The themes from the student responses were less favourable about ZOOM, difficulty with connecting, hard to communicate with teachers.

Another theme in the responses indicated a degree of dissatisfaction with the platform as a way to learn new material, no substitute for being in the classroom. Hard to ask individual questions.

Access to course work and learning tasks for my child/ren during the remote learning period was...

Approximately 73% of students indicated that they could satisfactorily access course work. Comments varied in this question areas of concern:

- Difficulty in finding the files teachers were referring to
- Problems needing to print work at home

Again, an area for improvement would be to streamline class pages so that there is a consistent approach to how and where work is situated.

Please give an indication with respect to the amount of work that was set for your child/ren for remote learning period.

Responses indicated that 55% of students indicated that there was too much work set. 61% Yr 7-9 and 52% of Yr 10-12.

Comments picked up on a theme of too much work set to be completed after the lesson. Many comments indicating that too much homework was also set.



The provision of a weekly planner/guide for every subject was very useful for me.

Approximately 80% of students agreed or strongly agreed with this comment.

Comments very favourable regarding this initiative, some comments indicating that this is something students would like to see remain.

The strongest feature of remote learning:

Weekly planners, ZOOM lessons, GECO, easier to focus at home.

Some challenges that arose from remote learning were

Themes: Coping with work load. Internet, lessons involved too much talking.

PARENTAL SUMMARY

Overall, the remote learning experience provided by Grammar enabled continued quality teaching and learning for my child/ren in a supportive manner.

The responses were very favourable across the entire secondary school, the parental response was above 90% agreeing with this question.

Whilst this was a very positive indicator, parental comments did highlight concerns that some children did not have a positive experience, this can be placed under the following headings:

- Learning styles, children with identifiable learning challenges did struggle with the way the content was delivered
- Disparity of content provided between subjects
- If child was an independent learner then the experience was successful

GECO and Zoom facilities created an effective connection between home and school.

Approximately 94% of the parental responses agreed with this statement.

The themes from the parental comments were that GECO in its current format for Parents is not easy to navigate.

Parent responses were very positive regarding ZOOM as a platform for learning. Some comments did identify the fact that teaching practices were not consistent across the secondary school.

Access to course work and learning tasks for my child/ren during the remote learning period was ..

Approximately 70% of parents found that their children could easily access course work. Comments varied in this question areas of concern:

- Navigating the individual class pages as each page is different
- Problems with students needing to print work at home
- Difficulty in finding files for students to work on

Area for improvement would be to streamline class pages so that there is a consistent approach to how and where work is situated.

Please give an indication with respect to the amount of work that was set for your child/ren for remote learning period.

Responses indicated that 78% of parents felt the amount of work set was adequate. 14% indicated that it was too much. Typically this number came from the lower secondary students.

Comments picked up on a theme of too much work set to be completed after the lesson, as well as homework being set. Comments indicated that students spent considerable time after the lesson completing work. Comments also raised the concern of screen time.

Whilst the % response seems quite favourable it is clear from the comments that this is the area we needed to review and improve upon.

The communication between the school (teachers, leadership team) and home was effective during the remote learning period.

Approximately 90% of parents responded with agree or strongly agree. The comments clearly from the 10% of parents had a heavy focus on the classroom Teachers level of communication with their students.

The strongest features of remote learning were

- Learning from home being less disruptive
- Less stressful learning from home
- Access to ZOOM and the face to face connection it provided during isolation
- Following the school timetable providing structure
- Greater time saved through no travel to and from school

Some challenges that arose from remote learning were

- Keeping focus within the home environment
- Too demanding in respect to workload
- Screen Time leading to fatigue
- Maintaining behaviour standards

If remote learning is ever required again in the future, please do not repeat these practices

- Too much talk time, with respect to lesson instruction
- Various comments that addressed specific issues pertaining to learning difficulties, breaking the day up, providing less work

POST COVID-19 SURVEY RESULTS

SOCIAL-EMOTIONAL WELLBEING ACROSS THE SECONDARY SCHOOL

Average score for each year level for coping at school



COMMON THEMES REGARDING SOCIAL AND EMOTIONAL CAPABILITIES

Most worried about at that point in time

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Events cancelled	25%	17%	23%	23%	25%	50%
Assessment	79%	64%	83%	71%	70%	29%
Overwhelmed	33%	36%	42%	34%	41%	21%
Family	8%	15%	10%	8%	13%	9%
Pressure to achieve	31%	45%	38%	44%	44%	36%
Concern about getting sick	8%	14%	8%	9%	7%	7%



Where words fail,
Music speaks



STAFFING INFORMATION

STAFF COMPOSITION, INCLUDING INDIGENOUS STAFF

	NUMBER OF STAFF	FULL TIME EQUIVALENT
Full Time Staff	91	91.0
Part Time Staff	14	8.7
TOTAL	105	99.7
Non-Teaching staff (including teacher-aides)	80	64.2
TOTAL	185	163.9

Two staff identified as Indigenous in 2020.

QUALIFICATION 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	79%
Diploma	2%



EXPENDITURE ON AND TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT

Teacher Participation in Professional Development

PROFESSIONAL DEVELOPMENT EXAMPLES INCLUDE:	NUMBER OF TEACHERS PARTICIPATING IN ACTIVITY
ADHD and Demand Avoidance Seminar	9
Continuous Reporting in GECCO	85
Differentiating Your Leadership	15
Visible Learning: Diving deep - into assessment for learning	185
Haemophilia Training	7
Hand Hygiene	2
Helping Schools Bounce Forward from COVID-19	14
Highly Effective Leadership Teams	15
Improving Teacher Well-being - 2 Key Areas to Have Impact	15
Infinite Ideas Online Numeracy Festival	39
Insight for School Leaders Series 2/4	11
iPad Training	10
ISQ Child Protection	185
IT: Security and Upgrades	185
Leadership and Management Program	14
Leadership for Future Focused Schools	11
Leadership Sprint 1: Crucial Behaviours for Now	15
Leading Through Uncertainty and Agile Leadership	15
Learning a New Skill - E-Learning Plan	85
Matific Training	20
NCCD Training	111
No Scaredy Cats: Reducing Anxiety in School Children	85
Oars and TrackOne Training	27
Oxford Mathematics	12
Planning	135
Planning - Digital Technology	21
Planning - NCCD	8
PMSA Code of Conduct	185
PMSA day Induction	12
Safe Schools Health and Safety Induction	185
Smart Spelling	40
STAFF ICT Use Policy	185
Staying Safe in Emergencies	185
Talk, Read, Sing, Play Early Literacy Conference	5
The Problem of Childhood Anxiety in Australian Primary Schools	5
Workplace Health and Safety	185
Youth Mental Health First Aid	32
Zoom Video-Conferencing Training	185
All staff participated in at least one professional learning activity in 2020	185

Expenditure On Professional Development

TOTAL NUMBER OF TEACHERS	TOTAL EXPENDITURE ON TEACHER PD (AS RECORDED IN FINANCIAL QUESTIONNAIRE)	AVERAGE EXPENDITURE ON PD PER TEACHER
105	\$26,654.90	\$253.86
The total funds expended on teacher professional development in 2020		\$26,654.90
The proportion of the teaching staff involved in professional development activities during 2020		100%

The major professional development initiatives were as follows: (details regarding in-kind professional development activities undertaken, e.g. mentoring or peer learning can be included)

- Child Protection and Mandatory Training
- Mental Health Awareness
- Planning Days
- Vision for Learning
- ZOOM video conference training

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 IN THE YEAR	TOTAL STAFF ABSENT DAYS	AVERAGE STAFF ATTENDANCE RATE
105	190	667	97%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 97% in 2020			

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
97	89	91.75
From the end of 2019 91.75% of staff were retained for the entire 2020 school 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
238,516	1311	15,200	223,316
The average attendance rate for the whole school as a percentage in 2020 was 93.63 %			

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 FOR EACH YEAR AS %
Prep	9,699	53	53	9,646	99.45 %
Year 1	8,601	47	658	7,943	92.35 %
Year 2	11,895	65	642	11,253	94.60 %
Year 3	14,457	79	785	13,672	94.57 %
Year 4	12,810	70	863	11,947	93.26 %
Year 5	17,385	95	1008	16,377	94.20 %
Year 6	17,202	94	953	16,249	94.46 %
Year 7	25,986	142	1320	24,666	94.88 %
Year 8	27,450	150	1620	25,830	94.10 %
Year 9	24,888	136	1874	23,014	92.47 %
Year 10	25,480	140	1586	23,894	93.78 %
Year 11	23,114	127	1597	21,517	93.10 %
Year 12	19,549	113	2241	17,308	88.54 %

MANAGEMENT OF NON-ATTENDANCE

Student non-attendance is predominantly very low. Dedicated staff monitor student absenteeism, with regular home/school contact being a Grammar trait. Contact is made via phone, email and/or the Grammar App.

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 2020

Due to the Coronavirus pandemic, NAPLAN testing was not conducted in Australia in 2020.

POST-SCHOOL DESTINATION INFORMATION

At the time of publishing this School Annual Report, the results of the 2020 post-school destinations survey, Next Steps – Student Destination report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.

NUMBER OF YEAR 10 STUDENTS IN 2020	NUMBER OF YEAR 12 STUDENTS IN 2020	RETENTION RATE AS %
120	113	94.17%

YEAR 12 OUTCOMES

OUTCOMES FOR YEAR 12 COHORT 2020	NUMBER OF STUDENTS IN EACH CATEGORY
Number of students awarded a Senior Education Profile	113
Number of students who received an ATAR	102
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	49
Number of students awarded one or more Vocational Education and Training (VET) qualifications	48
Number of students awarded a Queensland Certificate of Education at the end of Year 12	112
Number of students awarded an International Baccalaureate Diploma (IBD)	0
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	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%



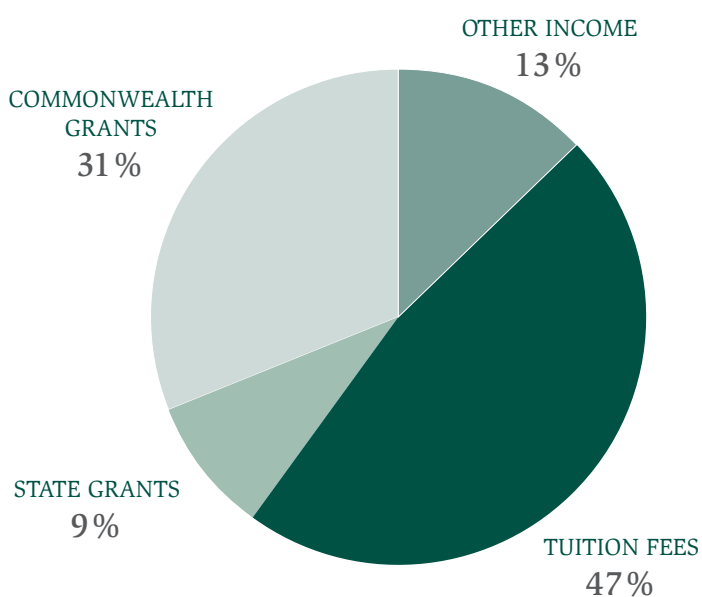
SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

MY SCHOOL FINANCE REPORT

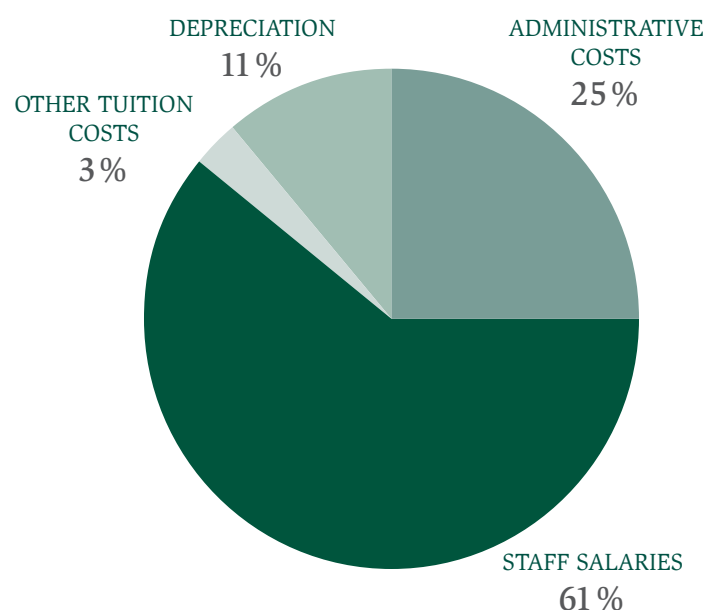
NET RECURRENT INCOME 2020	TOTAL
Australian Government recurrent funding	\$10,909,298
State/Territory Government recurrent funding	\$3,193,536
Fees, charges and parent contributions	\$16,737,177
Other private sources	\$866,539
Total gross income (excluding income from Government capital grants)	\$31,706,550
Less deductions	(\$3,663,283)
Total net recurrent income	\$28,043,267

INCOME AND EXPENDITURE FOR THE YEAR ENDING 31 DECEMBER 2020

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.

FROM THE CHAPLAIN



Pastor Jon Taylor
Chaplain

It would be an understatement to say that 2020 has been an unusual year full of many changes. The Bible; however, tells us that our good God does not change and remains available and accessible to all through faith in His Son Jesus. Jeremiah chapter 29 verse 11 tell us, 'For I know the plans I have for you,' declares the Lord, 'plans to prosper you and not to harm you, plans to give you hope and a future.' It has been wonderful to be reminded through our 2020 Bible verse, that in God we can have hope and a future.

At Grammar we have continued to promote our school's Christian mission in a variety of ways. The Christian program in both the Primary and Secondary schools have been designed to encourage students to consider a relationship with God through His Son Jesus. With regards to curriculum content, during 2020 the Christian Studies Staff have developed new units of work for both Secondary and Primary classes in preparation for a name change to Christian Education from 2021.

Chapel Services have given the opportunity for students to stop, think, be encouraged about the love of Jesus, as well as gain a greater understanding of the Christian values that underpin our school. With the Chapel building being positioned in such a beautiful setting overlooking the water, the students and staff have the chance to be still and take time out of their busy school week and be reminded how much God loves them.

Our Family Services had a different flavour this year, being made available to families online. The Primary Service followed a theme of, 'There is beauty in the world,' and the Secondary Service, 'Kindness is Catching'. Our Choirs and student leaders strengthened these services by their enthusiastic involvement.

Our charities program continued to run despite looking quite different. Grammar Helping Hands was heavily involved in supporting The Shack at Nambour and our Operation Christmas Child Shoebox appeal was highly successful with 225 boxes donated, showing that the Grammar community are very aware that children around the world need a little bit of extra love, hope and kindness.

At our Year 12 Valedictory Chapel Service, Tori Dutton shared these words about her schooling, 'I've learnt that I need to stay positive and look for the good in every situation. To cherish every moment that I have with my family and friends. And to not stress and worry about my future, because God's already got a plan for me as he says in Jeremiah 29:11, and I just need to live my life, trusting in Him as I do so.'

I leave you with the words of our 2020 prayer: *'God our Father, we thank you that through your Son Jesus we can have hope and a future in relationship with you. We recognise that you know our path as we move forward in life and we put our trust in you. May all we do today honour you and our school's values. Give us clarity to learn from the past, be mindful in this moment and look forward with gratitude. We ask you to help us to model ourselves on your Son Jesus and to always display faith in action. Through His name we pray, Amen.'*

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.

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.

OUR MISSION

The PMSA’s mission is to provide outstanding teaching and learning environments for our students and staff, in schools built on the teachings and examples 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.

DRIVEN BY OUR VISION

The PMSA’s vision is to build caring school communities, by providing world-class teaching and learning environments of excellence, founded on Christian faith and actions.

GUIDED BY OUR VALUES

The PMSA and each of our unique schools share collective values that play a part in every aspect of our daily lives – relationships, care, ethics, personal development, excellence and celebration.

RELATIONSHIPS | We strive to form binding, constructive relationships based on faith, love, compassion and forgiveness.

CARE | We care for our people and seek and provide a safe environment for growth and development, where we can respect ourselves and the needs of others.

ETHICS | We encourage the building of strong ethical standards based on truth and integrity.

PERSONAL DEVELOPMENT | We foster resilience, where we learn from our mistakes and successes, and seek continuous improvement and self management.

EXCELLENCE | We aspire to achieve excellence and encourage each person to reach our potential.

CELEBRATION | We collectively recognise and celebrate our own and others’ achievements and milestones.

For I know the plans
I have for you declares the Lord,
plans to prosper you
and not harm you,
plans to give you
hope and a future.

Jeremiah 29:11



SUNSHINE COAST
GRAMMAR SCHOOL

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*A School of the Presbyterian and Methodist Schools Association (PMSA).
The PMSA is a mission of the Presbyterian and Uniting Churches.*