



SUNSHINE COAST  
GRAMMAR SCHOOL

2021

# Annual Report



A photograph of two young women in school uniforms standing outdoors. They are wearing dark green blazers, white collared shirts, and dark green hats with a white band. One is wearing a grey skirt and the other a blue and white striped skirt. They are both smiling and looking towards each other. The background is filled with lush green trees and foliage under bright sunlight.

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# 01

Sunshine Coast Grammar School is an independent, co-educational, Christian school for children from Prep to Year 12. Established in 1997, the school is committed to excellence and offers an outstanding comprehensive education, based on individual care and attention. The School provides high quality academic, cultural and sporting programs in a supportive learning environment to enable students to reach their individual goals.

At Sunshine Coast Grammar School we pride ourselves on our connectedness to each other, and the supportive and caring relationships students establish and maintain with their peers and teachers throughout their time at school.

We recognise the importance of preparing our students to contribute locally, nationally and globally in the 21st century, and are equipping our students with the digital tools to enhance and transform learning. Innovation, creativity, collaboration and problem-solving skillsets are vital tools to empower our students for the future.

|                            |                 |
|----------------------------|-----------------|
| <b>School sector</b>       | Independent     |
| <b>Year levels offered</b> | Prep to Year 12 |
| <b>Student body</b>        | Co-educational  |
| <b>Year levels offered</b> | Prep to Year 12 |
| <b>Total enrolments</b>    | 1342            |

As at the Commonwealth Non-government Schools Census (2021), Sunshine Coast Grammar School had a total enrolment of 1342 – 634 female, 708 male, and 8 of the total enrolment number identify as indigenous.

Australian born students comprise the majority of the student body (91%) 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.

Grammar parent occupation groups: Senior Management, Government Administration and qualified professionals – 50%; Business Managers, art/media/sports persons and associated professionals – 36%.

*This annual report is designed to inform stakeholders about key activities in 2021. It also includes detailed financial and operational information. Every effort has been made to ensure the 2021 SCGS Annual Report contains accurate and thorough information. We apologise if an omission or error has occurred. If you discover any errors, please contact the school.*

## From the PMSA Chair and the Chief Executive Officer

As an organisation, we have experienced great change over the past 12 months, including our ongoing response to the impacts of COVID-19.

Despite this uncertainty, our schools continued to provide an exceptional educational and learning experience for our students to thrive while sustainably serving our school community in accordance with our Christian faith and values.

Our schools were outstanding in responding to the pandemic and continued to lead the way in Queensland, meticulously juggling home-based learning and classroom education, while also supporting our students to carefully navigate the changes as they occurred. This devotion was reflected in our student outcomes as they continued to generate and deliver excellent academic and co-curricular results and achievements.

We congratulate all our schools for their resilience and commitment to adapt and embrace any restrictions brought on by the pandemic, and remain grateful for all their hard work, dedication and agility to serve our school communities. We are blessed by the quality of our talented and highly experienced staff who continually lead from the front, and ensure their focus remains wholly centred on the education and wellbeing of our many students.

While we further advanced our initiatives informed by the 2019-2023 Strategic Plan, our mission and values continued to define us, and we remained committed to our purpose to build caring school communities by providing world-class teaching and learning environments for our students and staff today and into the future.

The PMSA plays a benevolent governance role, overseeing our four great schools as they fulfill their mission to provide excellence in Christian education. Over the past three years the PMSA has implemented a contemporary governance framework to advance the PMSA in a constructive and clear direction. It provides clear lines of accountability, more informed and thus better decision making, and a clear separation of governance from management.

We are confident in the new governance model as it has given the PMSA a strong foundation to build upon, and we look forward to our future with great excitement and optimism.

On behalf of the PMSA, a heartfelt thank you to all our wonderful school community for their support and contribution to our mission. Thank you to all our governance members, advisory council members, foundation members, old collegians, school support groups, staff, parents, volunteers and the broader school community, for your unwavering support, contributions and enthusiasm as we all work together to develop Australia's next generations.

As we look ahead, we are eager to explore the possibilities that collectively we can achieve to enhance our students' experience in accordance with our Christian mission.



Peter Barker  
PMSA Chair



Shane Coppin  
PMSA Chief Executive Officer





## About the PMSA

The PMSA owns four outstanding Queensland schools – Brisbane Boys’ College, Clayfield College, Somerville House and Sunshine Coast Grammar School.

Established in 1918, the PMSA is a joint mission of the Uniting Church in Australia, Queensland Synod and the Presbyterian Church of Queensland to provide education founded on the strength of Christian faith and values.

Today, 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)

## 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, permeated by 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

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

## CARE

We care for our people. We 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

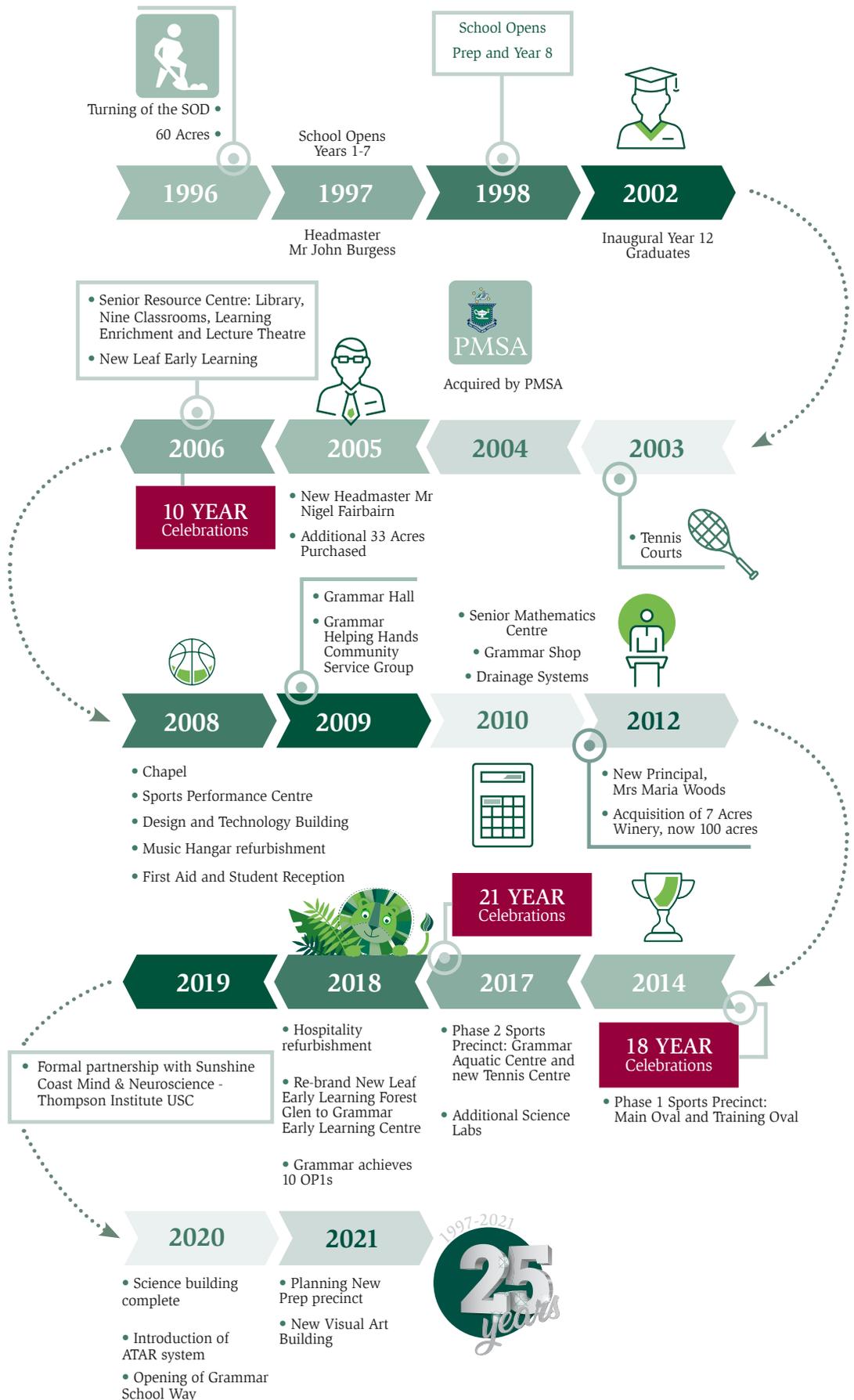
We foster resilience, where we learn from our mistakes and successes and seek continuous improvement and self-management.

## 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.



# SCHOOL COUNCIL CHAIRMAN

Mr Ken Watson  
Chair of Sunshine Coast Grammar Council  
*MA (Strat Studies), CSC, GAICD*



Congratulations to the graduating Class of 2021. Like their predecessors of last year, they adapted and overcame significant societal dislocations to successfully complete their final year at Sunshine Coast Grammar School. They were of course ably assisted by the dedication and skill of the staff at Grammar. Congratulations to the academic staff for their unstinting devotion and perseverance.

This year we farewelled our long serving Principal, Mrs Maria Woods. Mrs Woods, Grammar's third Principal, has for the past nine and a half years, personified the Grammar motto "Where Passion Meets Purpose". Passionate is perhaps the most apt single descriptor of her disposition and approach to her time at Grammar. Passion for the School as an educational institution, passion for the school as a community, passion for staff and students to achieve their best individual goals at Grammar. A hallmark of Mrs Woods' service was the passion that she brought each and every day of her leadership at Grammar. Mrs Woods served with distinction throughout her tenure and presided over academic, sporting and artistic excellence at the school. Mrs Woods was an ever-present beacon on encouragement and leadership for the school and very active in promoting the school to the wider community. In particular, Mrs Woods' leadership through the COVID pandemic is especially appreciated and was very successful due to her vision and management of systems and procedures at Grammar in the years preceding the pandemic. The Sunshine Coast Grammar School Council and I am sure all of you wish Mrs Woods every success in her new appointment and sincerely thank her for her years of exemplary service to the Grammar community.

I would also like to take the opportunity to acknowledge and thank Grammar's Business, Administrative, IT and Maintenance staff. Grammar is a sizeable institution and there are very considerable

supporting demands required to ensure the school meets all its financial, administrative, cyber and infrastructure responsibilities – which it does very satisfactorily. As a business enterprise, Grammar is in a very sound position. On your behalf, I thank all the Corporate staff for their attentive and industrious application to their duties.

Of course, the "business" is one side of the coin and as a PMSA school, Grammar offers a Christian education. It's an important caveat. It's not just an outstanding education, it is a Christian education. The school models and espouses a Christian worldview and promotes Christian values drawn from a personal relationship with Jesus Christ, through "faith in action". These are genuinely exhibited through daily personal exemplars by staff (and students), programs such as the school's Chapel services, Grammar Helping Hands, a charitable fundraising and volunteering, engagement in Christian education, Christian counselling and Pastoral care. Thank you for your continued prayerful support to "a Grammar education".

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## FROM THE PRINCIPAL

Mrs Maria Woods  
Principal Sunshine Coast Grammar Council  
MA (Strat Studies), CSC, GAICD



In our 25th year, Sunshine Coast Grammar School has so much to be proud of and celebrate as a whole school community. We take every opportunity to celebrate our people, student achievement and effort, major events and milestones, and acknowledge all we have accomplished in our history to date.

We celebrate as a means to connect, to build community and spirit and give thanks for all that we can do together.

*For everything there is a season;*

*And a time for every matter  
under earth... A time to weep and a time to laugh; A time  
to mourn, and a time to dance...*

*Ecclesiastes 3:1-8*

Celebrations are universal, eliciting a range of emotions depending on the occasion. The value is to unite us in common goals, and in this setting, spotlight our students and our community, acknowledging our past and present to inform our future.

Celebration dates back to ancient times and rituals. In an Olympic year, the games are forging ahead in globally challenging times to promote continued peace, harmony and unity across the world, and allow us to celebrate national pride and spirit. It is an opportunity to build optimism and hope for the future.

On our final school day of Term 2 we came together as a whole school to celebrate our foundations. The turning of the sod in 1996, when a group of committed people believed a great school could spring from humble beginnings to become a leader in education in the ensuing years. Each year we celebrate the continued growth and development of our school, acknowledging life-long learner students and their families and staff who have given 10, 15 and 20 years of service to date.

In 2021, our Grammar Early Learning Centre celebrates 15 years of operation, since opening the doors in 2006. We acknowledge staff who have given a decade of service, and one staff member who has been at GELC from the beginning, Ms Steph Ogle. More students now than ever have begun their Grammar journey at GELC.

At the Foundation Day Assembly the 25 year time capsule was announced and at the end of Term 3 the time capsule will be buried at the front of the school in front of the rock at Lake Serenity. Each Secondary form class, every Primary class, GELC, staff and the P&F will have the opportunity to place an item in the capsule that will be resurrected at the 50 year celebrations in 2046. Our Prep students will be 30 years of age and hopefully many will be alumni and potentially second generation Grammarians with their own children at school here!

We are hopeful that our last remaining Foundation staff member Mr Chris Smith, who taught in the Primary School for many years, will be able to join us on the final day of Term 3 to commemorate this special event and assist in burying the capsule.

From its earliest days to 2021, Grammar's enrolments have tripled, facilities are indeed world class and our staff and families have made long term commitments to a very special community. We do have so much to be proud of and to celebrate.



## 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.

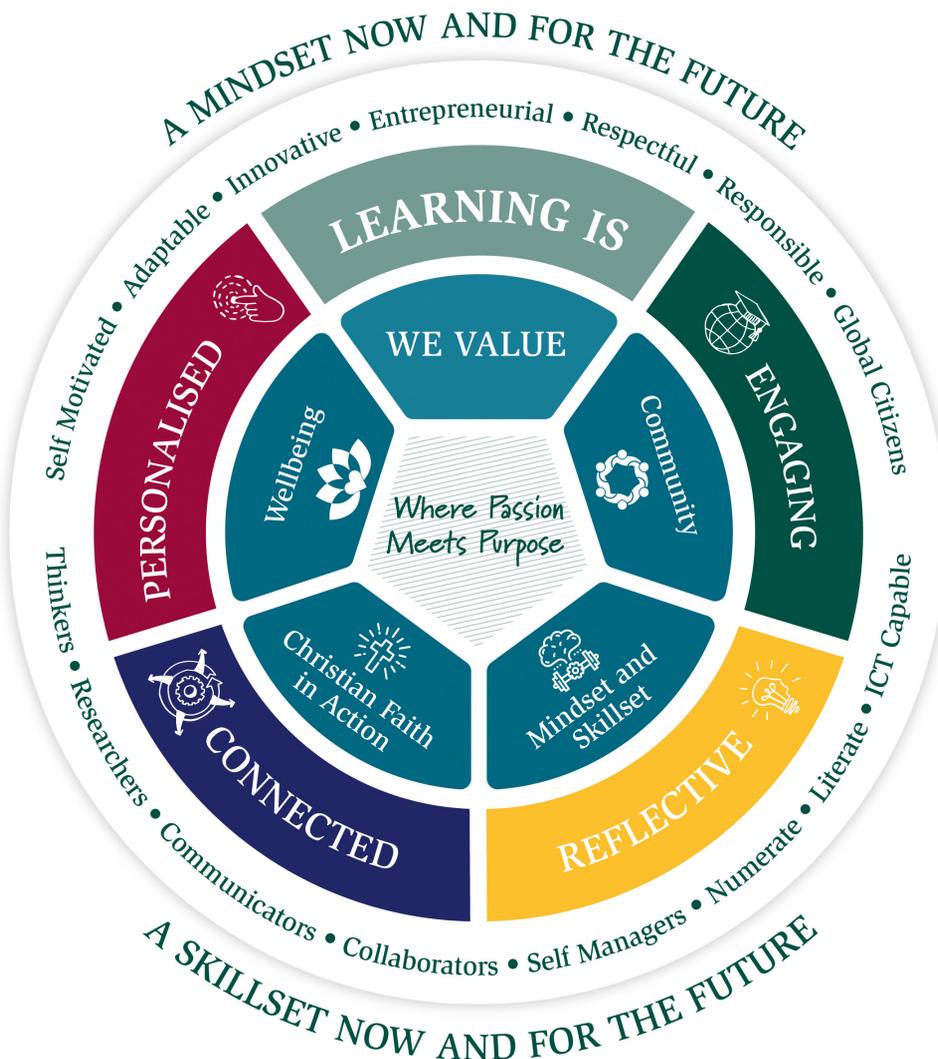
The Grammar Vision for Learning is reflective of a contemporary evidenced base, as identified in the references below. It acknowledges the importance of collective teacher efficacy as the united belief of teachers in their ability to positively affect students.

*“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      OUR VISION FOR LEARNING

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

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.



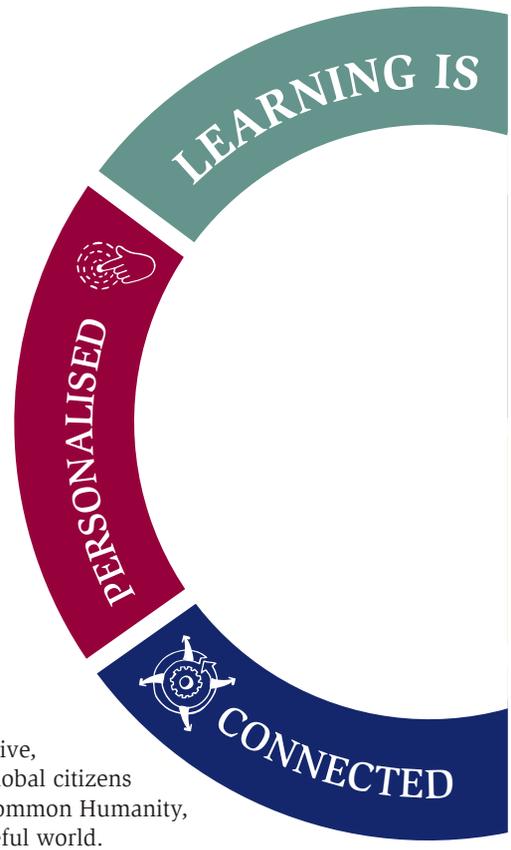
### PERSONALISED .....

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.

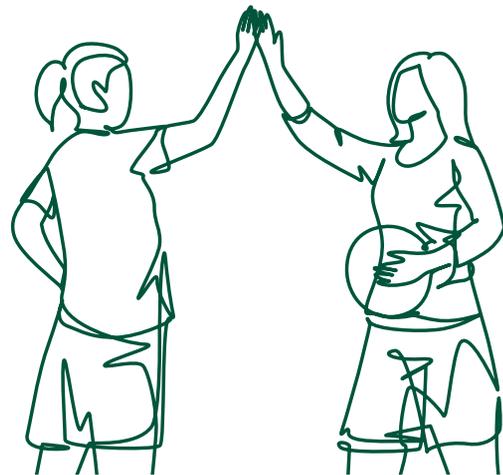
In the Junior Secondary years - Special interests subjects inspire and engage students and in the Senior Years students choose their own direction, whether it is tertiary studies or alternative pathways into the workforce. Students have the opportunity to undertake Head Start at universities, traineeships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

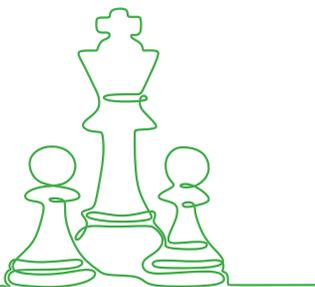
## SPORTING ACHIEVEMENTS

Outstanding sporting achievements from individual students and school teams:

- ➔ Primary District Representatives – 74 students
- ➔ Primary Regional Representatives – 20 students
- ➔ Primary State Merit Teams – 2 students
- ➔ Primary District Swimming received third position
- ➔ Independent District Representatives – 43 students
- ➔ Independent Regional Representatives – 45 students
- ➔ Independent State Representatives – 15 students
- ➔ Three students selected in the Queensland Cross Country Merit Team
- ➔ Pool Life Saving Teams won Overall Championships in both Primary and Secondary at the 2021 Queensland Schools Pool Life Saving Championships
- ➔ Student selected in Australia A Schoolboys Rugby Team
- ➔ U14s, U16s, 2nd XV and 1st XV won Sunshine Coast Secondary Schools Rugby Union Premierships
- ➔ 1st XV Rugby won the Garth Hunt Shield
- ➔ 1st XV Rugby Ballymore Cup Champions
- ➔ Queensland All School Rugby 7s Champions
- ➔ One student selected in Queensland Indoor Volleyball Team and the Queensland Beach Volleyball Team



## CO-CURRICULAR ACHIEVEMENTS



- ➔ Chess students competed in local and online competitions
- ➔ Participation in the UQ e-sports competition and robotics competition
- ➔ Participated in the Sunshine Coast Regional Interschool Chess Tournament with one team qualifying for State representation
- ➔ 1st Place for the Year 7 Readers Cup team
- ➔ The inaugural outdoor Music Festival held in June – 552 students performed throughout the afternoon and evening with a community and festival atmosphere enjoyed by all concert goers. This event was a great success and we hope for a bigger and even more impressive turnout in 2022.
- ➔ Various other Music concerts throughout the year to showcase the students and the high calibre of music being achieved at Grammar – these included: the annual Music Gala, the Mini Music Festival (for Primary students), studio concerts and various school performances.
- ➔ Over 300 students enrolled in private Music lessons at Grammar – a number that continues to grow as student interest intensifies.
- ➔ 9 Grammar Teams from Year 7 to 12, travelled to Brisbane to compete in the Queensland Debating Union competition.
- ➔ The Year 7, 9, 10 and 11 teams making it through to finals
- ➔ Five Sunshine Coast Grammar Students acting as adjudicators for a variety of junior, intermediate and senior debates.
- ➔ Year 7 team made it through to semi-finals along with the Year 12 team who were narrowly defeated by the Year 11 Team. This team competed in the Grand Final, in an exceptional debate, ultimately defeated by a very strong Year 12 team from Good Shepherd Lutheran College.

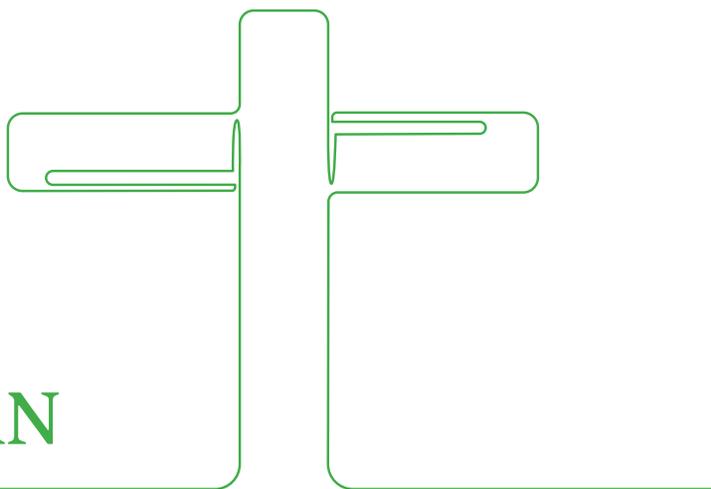
## PASTORAL CARE



Key 2021 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
- ➔ Partnership with Rainbow House, Zambia donatory old uniforms

## CHRISTIAN EDUCATION



Key 2021 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 200 boxes created
- ➔ All students participated in Christian Education lessons and year level Chapel Services.
- ➔ Significant Christian events celebrated – Easter and Christmas with both face to face (COVID compliant) and online
- ➔ Kindy students at GELC continued their Christian Education with Grammar staff at GELC

**Staff Composition, Including Indigenous Staff**

| Status                       | Number of Employees |
|------------------------------|---------------------|
| Full-time Teaching Staff     | 95                  |
| Full-time Non-teaching Staff | 37                  |
| Part-Time Teaching Staff     | 13                  |
| Part-time Non-Teaching Staff | 50                  |

\* Includes 2 Indigenous Staff

**Qualifications of all Teachers**

| Status              | Number of Employees |
|---------------------|---------------------|
| Doctorate or higher | 1 %                 |
| Masters             | 18 %                |
| Bachelor Degree     | 78 %                |
| Certificate         | 3 %                 |

**Staff attendances**

| Number of Staff | Number of School Days | Total Days Staff Absences | Average Staff Attendance Rate |
|-----------------|-----------------------|---------------------------|-------------------------------|
| 103.47          | 190                   | 773.16                    | 96.07 %                       |

For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 96.07% in 2021

**Teaching Staff retention**

| Number of permanent teaching staff at end of previous year | Number of these staff retained in the following year (the program year) | % retention rate |
|--|---|------------------|
| 93   | 88  | 94.62 %          |

From the end of 2020, 94.62% of staff were retained for the entire 2021 school year

# FUNDING INFORMATION

The Sunshine Coast Grammar School Principal and Business Manager are jointly responsible for managing financial accounts, budget and performance. SCGS 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 and Risk Committee. These are independently audited by KPMG and then consolidated into the PMSA Group special purpose financial statements for reporting.

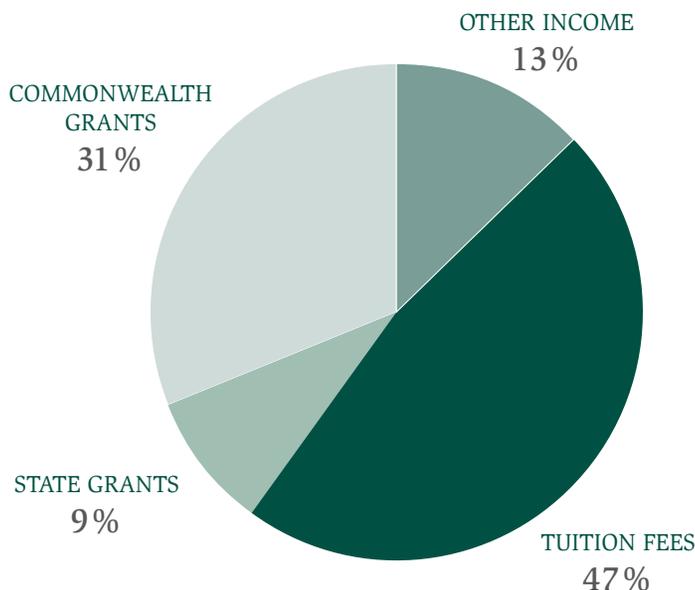
The PMSA's audited financial statements are prepared in accordance with Australian Accounting Standards and include accounting policies. They comply with the Association Incorporations Act 1981, Australian Education Act 2013, Education (Accreditation of Non-State Schools) Act 2017, and Australian Charities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

A financial summary of the PMSA accounts is publicly available in the PMSA Annual Report on the PMSA website, and the consolidated audited financial statements are available on the ACNC registry. Accounting policies are published in these accounts.

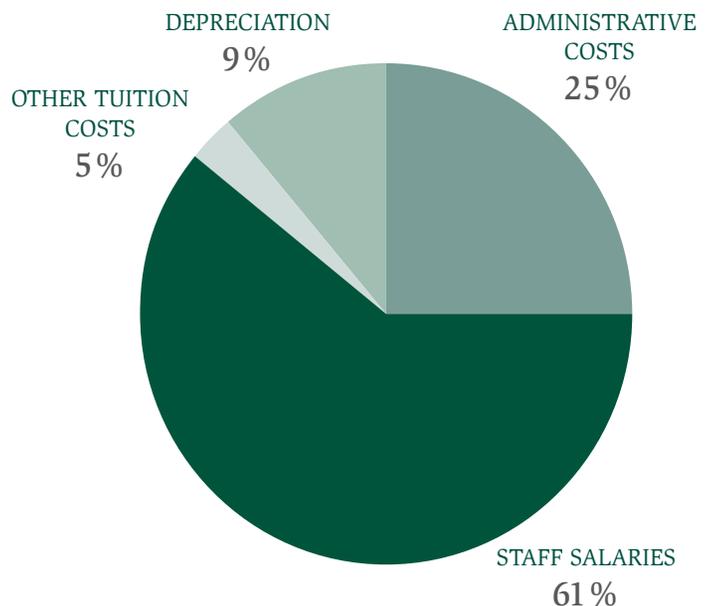
The PMSA works to ensure that the Group performance is achieved and optimised through a range of defined oversight and governance processes and prudent financial management. Each year, PMSA schools pay an amount to the PMSA to cover PMSA Group Office governing costs and collective expenses such as insurance premiums, auditing, professional development and training, compliance, and other consolidated school expenses.

## INCOME AND EXPENDITURE FOR THE YEAR ENDING 31 DECEMBER 2021

### Operational Income



### Operational Expenditure





**ACADEMIC PROGRAM**

|               |
|---------------|
| Primary 81%   |
| Secondary 81% |



**CHRISTIAN EDUCATION**

|               |
|---------------|
| Primary 75%   |
| Secondary 73% |



**COMMUNICATIONS**

|               |
|---------------|
| Primary 81%   |
| Secondary 78% |



**EXTRA-CURRICULAR SPORT**

|               |
|---------------|
| Primary 75%   |
| Secondary 78% |



**EXTRA-CURRICULAR NON-SPORT**

|               |
|---------------|
| Primary 78%   |
| Secondary 81% |



**FACILITIES & RESOURCES**

|               |
|---------------|
| Primary 81%   |
| Secondary 81% |



**LOYALTY**

|               |
|---------------|
| Primary 82%   |
| Secondary 80% |



**MANAGEMENT & LEADERSHIP**

|               |
|---------------|
| Primary 84%   |
| Secondary 81% |



**STUDENT WELLBEING**

|               |
|---------------|
| Primary 82%   |
| Secondary 80% |

## 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%**

(Based on 2018 results)

**Average student attendance rate**

| Total number of students | Number of possible attendance days | Total number of days absent | Total Attendance |
|--------------------------|------------------------------------|-----------------------------|------------------|
| 1,356                    | 246,792                            | 19,588                      | 227,204          |

The average attendance rate for the whole school as a percentage in 2021 was 92%.

**Average student attendance rate for each year level**

|         | Number of possible attendance days for year level | Total number of days absent for year level | Total Attendance days for year level |
|---------|---|--|--------------------------------------|
| Prep    | 182   | 162  | 11,112                               |
| Year 1  | 182   | 702  | 10,764                               |
| Year 2  | 182   | 210  | 10,164                               |
| Year 3  | 182   | 681  | 13,515                               |
| Year 4  | 182   | 1214                                       | 14,802                               |
| Year 5  | 182   | 246  | 15,406                               |
| Year 6  | 182   | 1242                                       | 20,234                               |
| Year 7  | 182   | 1884                                       | 17,408                               |
| Year 8  | 182   | 1585                                       | 24,987                               |
| Year 9  | 182   | 2456                                       | 25,208                               |
| Year 10 | 182   | 3425                                       | 21,691                               |
| Year 11 | 182   | 2507                                       | 22,609                               |
| Year 12 | 172   | 3274                                       | 18,054                               |

**The average attendance rate for each year level as a percentage in 2021**

|         |     |
|---------|-----|
| Prep    | 99% |
| Year 1  | 94% |
| Year 2  | 98% |
| Year 3  | 95% |
| Year 4  | 92% |
| Year 5  | 98% |
| Year 6  | 94% |
| Year 7  | 90% |
| Year 8  | 94% |
| Year 9  | 91% |
| Year 10 | 86% |
| Year 11 | 90% |
| Year 12 | 85% |

**How the School Manages Non-Attendance<sup>\*3</sup>**

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.

<sup>3</sup>Australian Education Regulation 2013 s60 (1)(d)(ii)

# NAPLAN RESULTS 2021\*4

## Literacy and Numeracy (Years 3, 5, 7 and 9)

### Progress

The percentage of students at the school who achieved above average progress, compared to students of a similar background and who had the same starting score on their previous NAPLAN test.

|          | Year 3-5 (2021) | Year 5-7 (2021) | Year 7-9 (2021) |
|----------|-----------------|-----------------|-----------------|
| Reading  | 49%             | 52%             | 46%             |
| Writing  | 48%             | 55%             | 53%             |
| Numeracy | 48%             | 62%             | 45%             |

### Results

The average NAPLAN score for all students at the school in each domain, compared to the average score of students in Australia for that domain

| READING                  |               |               |               |               |
|--------------------------|---------------|---------------|---------------|---------------|
|                          | Year 3 (2021) | Year 5 (2021) | Year 7 (2021) | Year 9 (2021) |
| Average Score (School)   | 462           | 549           | 573           | 609           |
| Average Score (National) | 438           | 511           | 542           | 577           |
| % above NMS              | 5.6%          | 7.3%          | 5.6%          | 5.5%          |

| WRITING                  |               |               |               |               |
|--------------------------|---------------|---------------|---------------|---------------|
|                          | Year 3 (2021) | Year 5 (2021) | Year 7 (2021) | Year 9 (2021) |
| Average Score (School)   | 458           | 498           | 567           | 587           |
| Average Score (National) | 425           | 480           | 522           | 551           |
| % above NMS              | 7.7%          | 3.8%          | 8.6%          | 7.1%          |

| SPELLING                 |               |               |               |               |
|--------------------------|---------------|---------------|---------------|---------------|
|                          | Year 3 (2021) | Year 5 (2021) | Year 7 (2021) | Year 9 (2021) |
| Average Score (School)   | 437           | 543           | 568           | 605           |
| Average Score (National) | 421           | 504           | 548           | 580           |
| % above NMS              | 3.8%          | 7.6%          | 3.5%          | 4.3%          |

| GRAMMAR AND PUNCTUATION  |               |               |               |               |
|--------------------------|---------------|---------------|---------------|---------------|
|                          | Year 3 (2021) | Year 5 (2021) | Year 7 (2021) | Year 9 (2021) |
| Average Score (School)   | 461           | 532           | 582           | 619           |
| Average Score (National) | 433           | 503           | 533           | 573           |
| % above NMS              | 6.4%          | 5.8%          | 9.1%          | 8.4%          |

| NUMERACY                 |               |               |               |               |
|--------------------------|---------------|---------------|---------------|---------------|
|                          | Year 3 (2021) | Year 5 (2021) | Year 7 (2021) | Year 9 (2021) |
| Average Score (School)   | 436           | 524           | 589           | 624           |
| Average Score (National) | 403           | 495           | 550           | 588           |
| % above NMS              | 8.1%          | 5.8%          | 7.0%          | 6.1%          |

# Year 12 Outcomes

## Apparent retention rate Year 10 to 12

|                    | Year 10 Base | Year 12 | Apparent Retention Rate % |
|--------------------|--------------|---------|---------------------------|
| Number of Students | 462          | 458     | 437                       |

The Year 12 student enrolment as a percentage of the Year 10 cohort was 99%.

## Year 12 Results 2021

|  |      |
|--|------|
| Number of students awarded a Senior Education Profile  | 123  |
| Number of students awarded a Queensland Certificate of Individual Achievement  | 0    |
| Number of students who received an ATAR  | 112  |
| Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)  | 5    |
| Number of students awarded one or more Vocational Education and Training (VET) qualifications  | 36   |
| Number of students awarded a Queensland Certificate of Education at the end of Year 12   | 123  |
| Number of students awarded an International Baccalaureate Diploma (IBD)  | 0    |
| Percentage of Year 12 students who received an ATAR above 90   | 57%  |
| 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% |

## Post-school Destination Information <sup>\*5</sup>

At the time of publishing this School Annual Report, the results of the 2021 post-school destinations survey, *Next Step – Student Destination Report* for the school were 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.



9%

99 or above  
ATAR



30%

95 or above  
ATAR



57%

90 or above  
ATAR



90%

of cohort achieved  
80 or above  
ATAR



123  
STUDENTS  
IN COHORT

100%

ACHIEVED  
QCE

91%

STUDENTS  
WERE  
ATAR  
ELIGIBLE

42%

STUDENTS  
WERE ENGAGED IN  
VET  
QUALIFICATIONS



## CERTIFICATE QUALIFICATIONS

- 2 STUDENTS successfully completed Diploma
- 14 STUDENTS successfully completed Certificate IV
- 25 STUDENTS successfully completed Certificate III
- 23 STUDENTS successfully completed Certificate II
- 1 STUDENT successfully completed Certificate I



## SATs

School Based Apprenticeship and Traineeships

- 3 STUDENTS enrolled in School Based Apprenticeship > ongoing
- 4 STUDENTS successfully completed School Based Traineeship



DUX  
OF SCHOOL  
Eloise Lawrie



## Sport

Grammar sport is a values-based program. Of greater importance than on-field results achieved over the years is the continued strength of our community; working together to develop young men and women of character. Sport at Grammar is about ensuring that we develop outstanding young people who understand success is about participation, discipline and commitment.

### DISCIPLINES INCLUDE:

Rugby

Football (Soccer)

Secondary Basketball

Netball

Athletics

Grammar Pool Lifesaving

Swimming Lessons

Water Polo

Tennis

Volleyball

Equestrian

## Community Service Activities

### DISCIPLINES INCLUDE:

Grammar Helping Hands

Amnesty International

Grammar Community Run Club

Grammar Green Team (Secondary School)

JOLT

## The Arts

Students studying the Arts at Grammar had the opportunity to experience a range of disciplines.

### DISCIPLINES INCLUDE:

Visual Art Club

Speech and Drama Tuition

Jewellery Club

## Academic Activities

### DISCIPLINES INCLUDE:

Robotics

Readers Cup Competition

Art Club

Chess Club

Debating

Grammar TECH - Technology Education &  
Competition Hub

SOAR



# Music

In 2021, we offered music programs in the following instruments:

| DISCIPLINES INCLUDE: |   |
|----------------------|---|
| Strings              | Cello, Viola, Violin, Double Bass   |
| Keys & Voice         | Voice, Piano, Keyboard  |
| Percussion           | Drum Kit, Tuned Percussion, Untuned Percussion  |
| Woodwind             | Clarinet, Flute   |
| Wind                 | Alto Saxophone, Baritone Saxophone, Euphonium, French Horn, Tenor Saxophone, Trombone Trumpet, Tuba |



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.*