



SUNSHINE COAST
GRAMMAR SCHOOL

2021

Annual Report



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01

INTRODUCTION

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.

School sector	Independent
Year levels offered	Prep to Year 12
Student body	Co-educational
Year levels offered	Prep to Year 12
Total enrolments	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

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

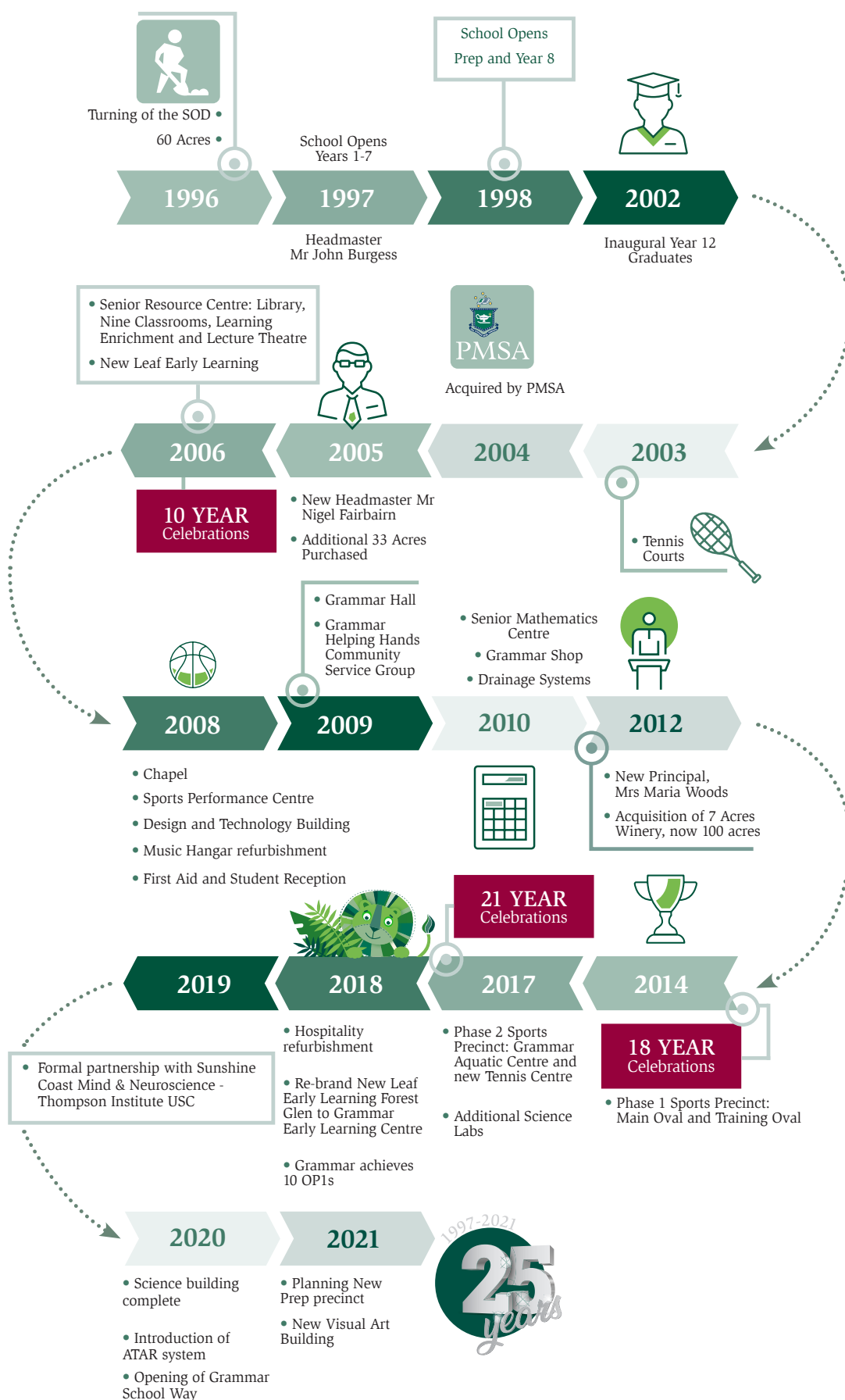
We foster resilience, where we learn from our mistakes and successes and seek continuous improvement and self-management.

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. Its 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".

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.



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.

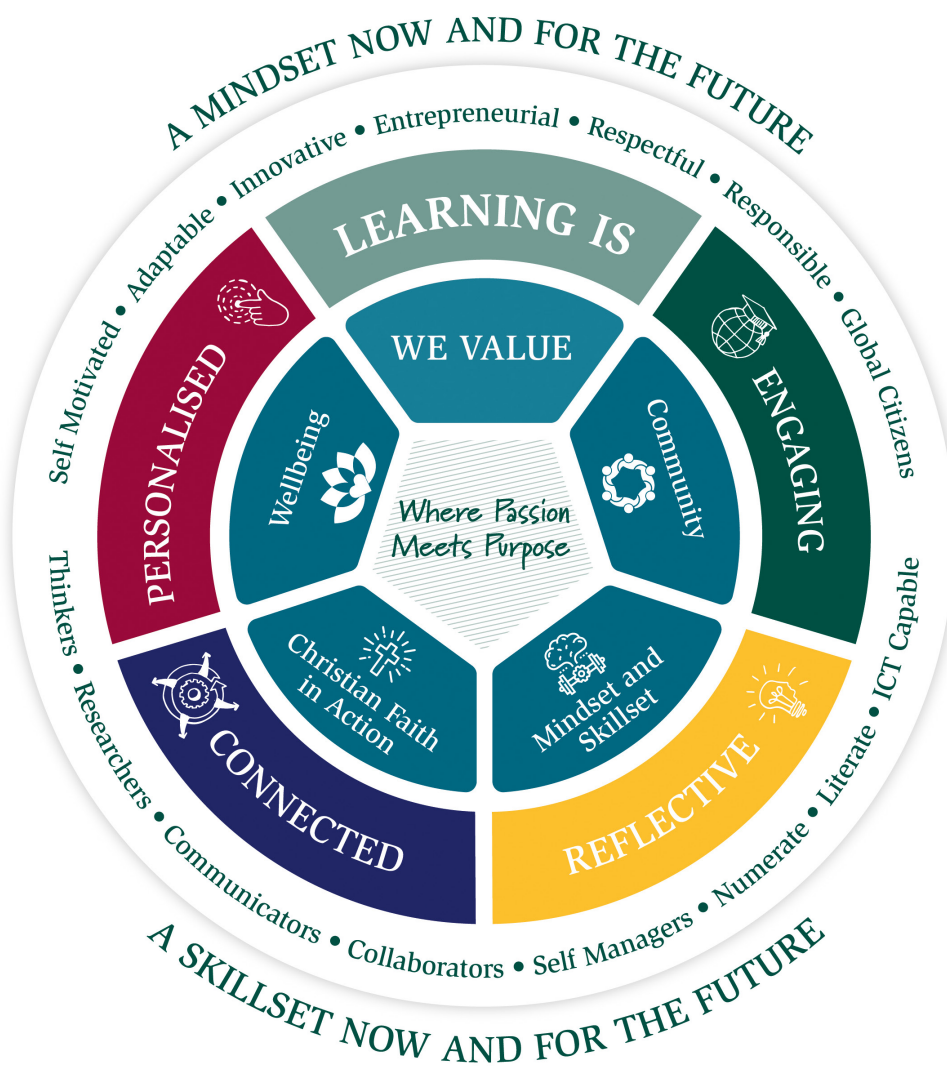
“Teachers working together to have appropriately high challenging expectations of what a year’s growth for a year’s input looks like- fed with the evidence of impact which sustains it” (Hattie, 2012).

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.

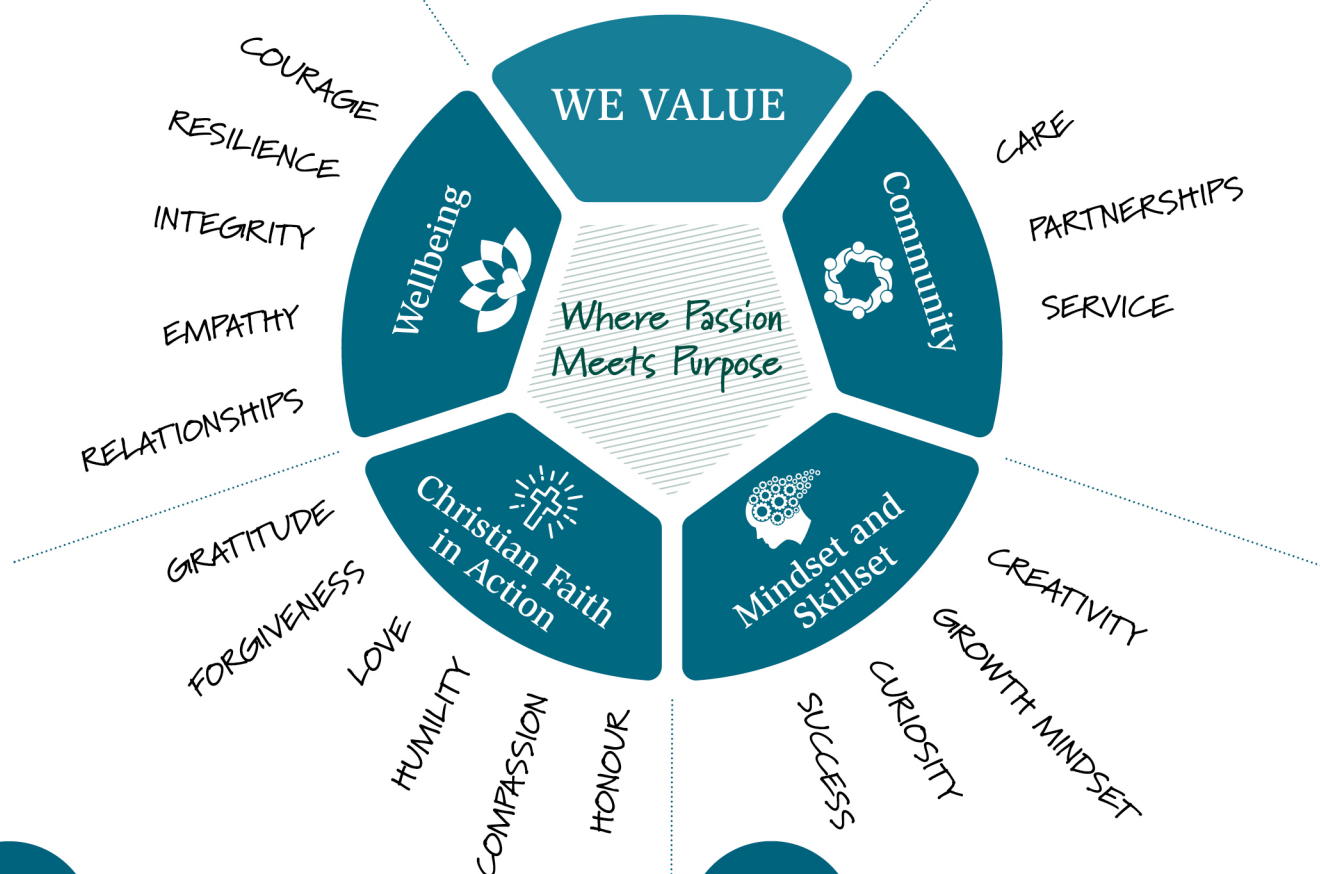
Meaningful connections are also the result of connecting with prior learning and the application of new knowledge into different contexts.

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.

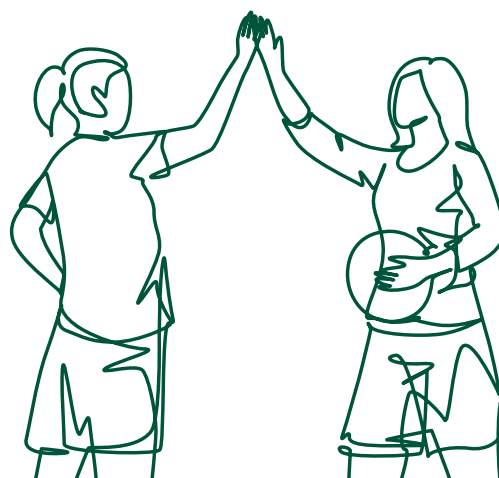
In the Junior Secondary years - Special interests subjects inspire and engage students and in the Senior Years students choose their own direction, whether it is tertiary studies or alternative pathways into the workforce. Students have the opportunity to undertake Head Start at universities, traineeships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

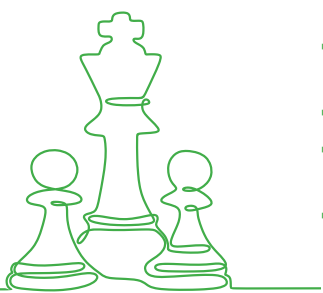
SPORTING ACHIEVEMENTS

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 Interscholastic 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.

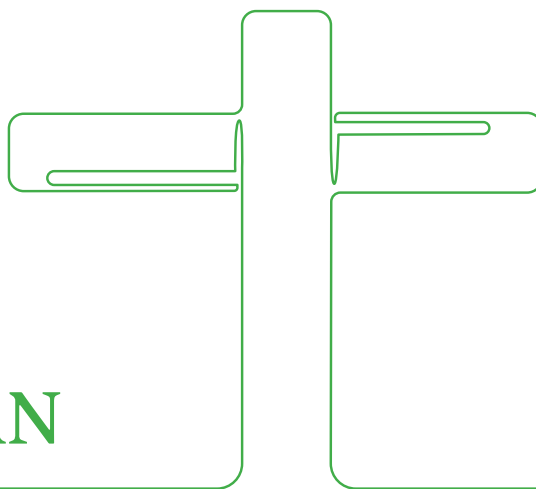
PASTORAL CARE



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.

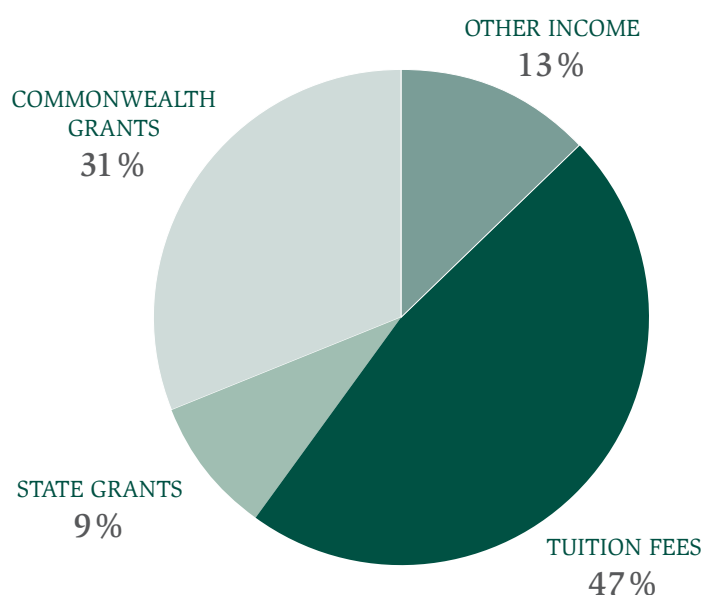
The PMSA's audited financial statements are prepared in accordance with Australian Accounting Standards and include accounting policies. They comply with the Association Incorporations Act 1981, Australian Education Act 2013, Education (Accreditation of Non-State Schools) Act 2017, and Australian Charities 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.

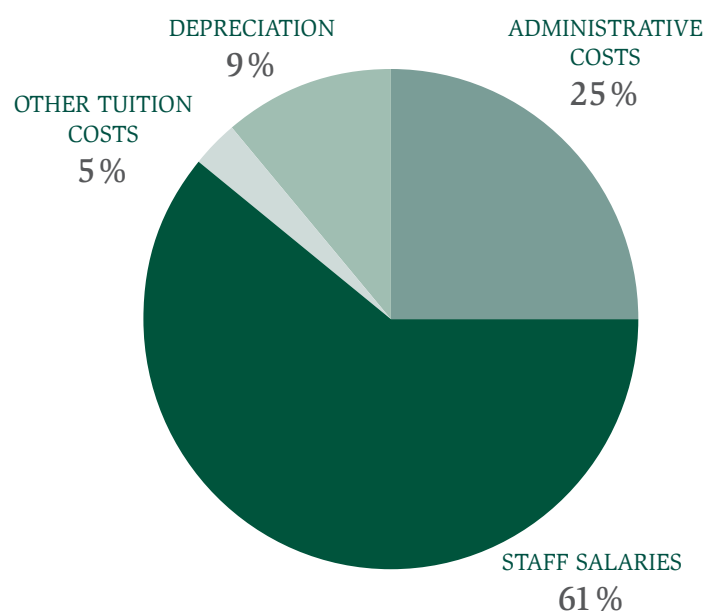
The PMSA works to ensure that the Group performance is achieved and optimised through a range of defined oversight and governance processes and prudent financial management. Each year, PMSA schools pay an amount to the PMSA to cover PMSA Group Office governing costs and collective expenses such as insurance 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^{*3}

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.

³Australian 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	99%

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

This is a summary of the post-school destinations of students from Sunshine Coast Grammar School who completed Year 12 and gained a Senior Statement in 2021. The results are from the Year 12 Completers Survey, which is conducted approximately six months after students completed Year 12.

For more information about the survey visit the Next Step website www.qld.gov.au/nextstep.

NUMBER OF YEAR 12 STUDENTS IN 2021 (A)	NUMBER OF RESPONSES RECEIVED FROM STUDENTS (B)	PERCENTAGE RESPONSE RATE (B/Ax100)
123	106	86.2 %

Post-school Engagement

Engaged in education, training or employment
99.1 %

Education or Training	Employment Only	Not in Education, Training or Employment
85.8 %	13.2 %	0.9 %

- Of the 106 respondents, 85.8% continued in some recognised form of education and training. The most common study destination was bachelor degree.
- A further 13.2% transitioned directly into paid employment and no further study.
- There were 0.9% of respondents seeking work.

Main Destinations

Summary of Findings in relation to Main Destinations of Students

6.6% of respondents deferred a tertiary offer and are reported in their current post-school destination in this report.

School Year 2021	Number of Students in Each Category	Percentage of Students in Each Category
Bachelor Degree	86	81.1 %
VET Certificate IV +	1	0.9 %
VET Certificate III	0	0.0 %
VET Certificate I-II/other	1	0.9 %
Apprenticeship	2	1.9 %
Traineeship	1	0.9 %
Part-time employment	5	4.7 %
Seeking work	9	8.5 %
Apprenticeship	1	0.9 %
NILFET*	9	0.0 %

*NILFET: Not in the labour force, education or training.

Education and Training

85.8% 91 out of 106 Year 12 continued in education or training in 2022

21.7% 23 Year 12 were enrolled in a double degree, combining two bachelor degrees into a single course of study.





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.*