



SUNSHINE COAST
GRAMMAR SCHOOL



2022

Annual Report

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01

Sunshine Coast Grammar School is an independent, co-educational, Christian school for children from Prep to Year 12. Situated in the suburb of Forest Glen, between the beaches and the hinterland, our campus is nestled amongst 100 acres of rainforest and open green space.

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
Total enrolments	1380

As at the Commonwealth Non-government Schools Census (2021), Sunshine Coast Grammar School had a total enrolment of 1380 – 667 female, 713 male, and 6 of the total enrolment number identify as indigenous.

Sunshine Coast Grammar School is governed by the Presbyterian and Methodist Schools Association (PMSA).

INTRODUCTION

NEW EARLY YEARS PRECINCT unveiled

In 2022 we officially welcomed our Prep students and their families into our new Early Years Precinct.

Students were buzzing with excitement as they discovered, explored and investigated their new purpose-built classrooms and facilities.

Those involved with the build also shared our excitement of the new facility and were invited into the classroom to answer student questions. Students were curious and fascinated with the building process and the materials used, which lead to many interesting discussions.

We have been in a fortunate position to be able to design and build this precinct from the ground up, providing us with the opportunity to reimagine our teaching and learning environment with additional consideration of our weather patterns, our environment and needs for collaborative spaces for our teachers and the growth of our school.

The building explores relationships of space, light and shape within its modern architecture. Its curved structure can be likened to an eye wide open and taking in the world around it. Very fitting as our wide-eyed learners start their journey in this aesthetic precinct in which every aspect has been carefully considered through the lens of a child.

The cool ground floor space will support a broad range of activities including our Perceptual Motor Program and will allow children to escape the elements if required and add to the sensory landscaped playground.

The classrooms, on the second floor, extend and merge into an enclosed gallery that offers a hybrid of outside and inside learning. Boasting naturally styled alcoves for small group learning and a purpose-built low island bench perched in front of a teaching kitchen, for inquiry into cooking, experimenting and science.

The classrooms reflect new ideas and trends with teaching walls, high ceilings, reading nooks and purpose-built storage. The new Early Years building will create a calm, well-organised, well-maintained, beautiful space where courage and curiosity are born.

Collective discussion between Deicke Richards Architects and Grammar Staff has enabled teacher voice with intent and purpose. This Grammar Early Years building has been constructed to inspire future generations.

"We are incredibly excited and fortunate to have been a part of designing and having input into the building of our new purpose-built Precinct. The flexible classrooms, teaching kitchen and thoughtful resources will be at our fingertips and the children are going to love the new inquiry-based, interactive playground", said Mrs Geraldine Frohloff – Prep Teacher.

The Grammar Early Years Precinct is Stage 1 of 4 on our current Primary Building Masterplan to be completed.





Commissioning Service **OF OUR FOURTH PRINCIPAL** **MRS ANNA OWEN**

We formally welcomed our new Principal at a Commissioning Service on Friday, 17 June 2022 and it was wonderful to share this special occasion with our Grammar community.

Mrs Owen reflected on the year so far, offered words of wisdom, gratitude and direction, and shared her discoveries of our wonderful school, including the pride of our community, its green heart and its great potential for the future.

OUR COMMUNITY

Community is a shared experience and a common focus. This school draws you in and it holds you here. The teachers, the parents and the students. The pride of those who built our school is enormous. They love our school and want it to thrive moving forward. Whatever we achieve in the next 25 years we must always remember those who laid the path for us to follow. Staff who are sitting in this Hall today quite literally laid the path, painted the fences, and built the flower beds and the veggie patch. The uniqueness of a young school is that the big personalities, the characters, are all still here; larger than life and changing young lives.

OUR GREEN HEART

When we sat down as a school to have a conversation about the plans for a new building at the end of the last term, it became very clear that our green heart would always be fiercely guarded. There wasn't a single voice in opposition to the unnecessary destruction of the rainforest; the traditional and loved centre of our school.

It was a new chance for a new beginning, and a positive ripple effect including rediscovering the power of collaboration. The preservation of our Rainforest Walk has acted as a catalyst for the students and the school to reflect on our larger civic responsibilities. It has not been difficult convincing the community that, in fact, we have the choice to make a local powerful and positive impact, and contribute globally to the UN's Sustainable Development Goals. This is not moral grandstanding, but, quite simply, cleaning up after ourselves and doing the right thing.



OUR FUTURE

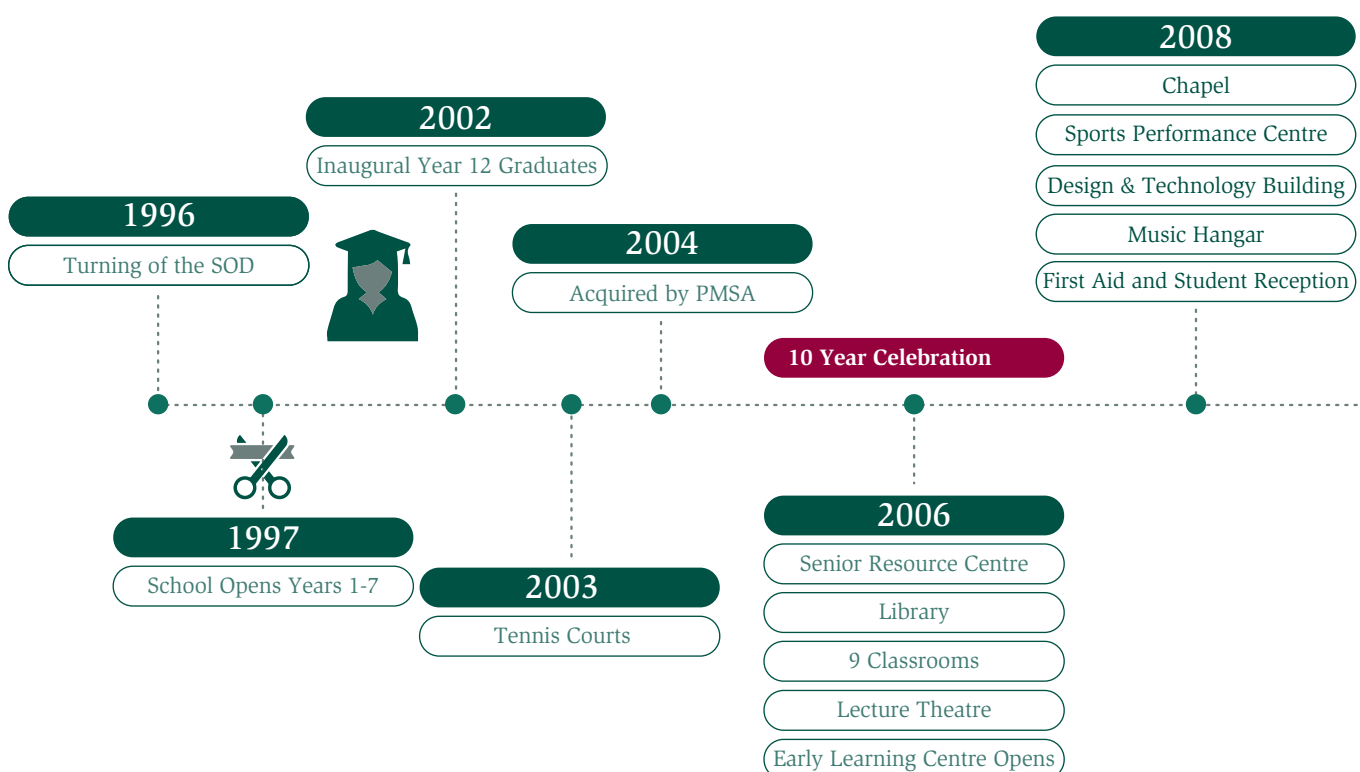
Our young school, young heart and great potential.

I feel profoundly the privilege and the responsibility to lead a school that is only 25 years old, one that has played such a significant role in founding and shaping independent education in the Sunshine Coast region.

We reflect with pride but equally with hope and confidence in the future. I feel a sense of positive anticipation in our community and excitement about what our future may look like. It is my great privilege to share this future with you.

My hope as Principal is that, looking back on their school days, our students will remember compassion, kindness, encouragement, empathy, challenge and humour in equal measures. That they will be a performer as much as an audience member, and rarely an online onlooker. That they will find enjoyment in the struggles and they will have learned to give their personal best.

I commit to you that I understand the importance of taking over the mantle of Principal just 25 years since Sunshine Coast Grammar School was founded.





21 Year Celebration

2014

Main Oval

Training Oval

2018

Hospitality Refurbishment

2021

Visual Arts Building

2009

Grammar Hall

Grammar Helping Hands
Community Group Established

2017

Grammar Aquatic Centre

New Tennis Centre

2020

New Entry Grammar School Way

Science Precinct

2022

Early Years Centre Opening

From the PMSA Chair and the Chief Executive Officer

On behalf of the PMSA Board, we congratulate and thank all our schools for their exceptional academic and co-curricular successes in 2022.

We would like to express our gratitude to all our staff who made these results possible. Their passion, expertise and devotion to our students is inspirational, and we thank them for faithfully serving our Mission.

Our responsibility at the PMSA is to provide strong governance and we commenced the year continuing to implement our enhanced governance framework including updating the PMSA Board and School Advisory Council's charters and establishing a dedicated Risk, Child Safeguarding and Assurance Committee.

These changes allowed us to further mature as a business and provide the foundations for the PMSA to move forward as a collaborative group.

While these reforms have been important at a governance level, our focus continues to remain on making the most appropriate decisions and choices in the best interests of our students and our schools.

This included upgrading some of our facilities as part of our capital works program to create contemporary and stimulating learning environments for our students as well as embracing new initiatives to ensure we are delivering leading edge education for years to come.

Given we live in an increasingly complex and dynamic world, we have an important and fundamental role to prepare and equip our young people of tomorrow with the best resources and tools they need to succeed.

As a result, we commenced the process of developing a new Strategic Vision 2024 - 2044 to guide us forward for the next 20 years.

By establishing the group's 20-year vision, it will set us on a course of action for our long-term future and help us create an organisation that continues to offer the best possible educational and learning opportunities for our students.

Our success is continually shaped by our staff and our supportive school communities who lie at the heart of our Christian ministry.

We would like to thank all our staff, governance members, council members, foundation members, old collegians, school support groups, staff, parents, volunteers, and the broader school community, for your ongoing support and dedication. Your contribution reflects the generous spirit that exists within our schools, for which we are truly grateful.

It is a privilege for us to be leading this great organisation that inspires our students to become everything that God intended them to be.



Peter Barker
PMSA Chair



Shane Coppin
PMSA Chief Executive Officer





SCHOOL COUNCIL CHAIR

Prof Jennifer Radbourne
Chair of Sunshine Coast Grammar Council
CertTeach, ATCL, LSDA, BA, MA, PhD, GAICD



A bright future

2022 has been both an exciting and challenging year. We have a new Principal, completed the Early Years building, we reviewed our Master Plan, and new areas of focus, and particularly for me, a new role and responsibility for the School Council.

The PMSA has re-examined its governance structure and redefined the School Council Charter, such that our key objective is to provide strategic advice to the Principal and to take up the role of ambassadors, connecting with the community and support groups across the school and promoting partnerships in the wider community to enrich the school's offering to its students.

To this end, we have recruited new members to Council who have a deep knowledge of our region and can represent key stakeholders in our ambition. Advisory Councils are pivotal to analysing the environment, thinking strategically, and engaging in the transformation that will achieve our desired future position. We believe that we are well equipped to do this. In early 2023, with our new members, we will set down our plan to engage with the school community and to bring leaders in the region into the school to share ideas and strategies for the new digital, innovative, resilient, globally aware, and distinctive educational environment that is Grammar.





FROM THE PRINCIPAL

Mrs Anna Owen
Principal, Sunshine Coast Grammar
BSc., MSc., Post Grad Dip (Ed), MAICD, MACEL



In our 26th year, Sunshine Coast Grammar School has much to celebrate and be proud of as a community. The year was extraordinary from the start to finish.

We commenced the year with an aspirational vision, a determination to reset ourselves post pandemic, and a desire to lead strongly into the future. As the Principal of the School, I led the setting of the vision, and together we created an articulation of the new Strategic Design.

When visualising the next four years in words and the next 20 years as an aspiration of growth at Grammar, we see a school community looking purposefully to a future of distinction. Our aim is to be creative and ambitious, supported by progressive thinking about the place and value of education in an increasingly complex world.

When engaging with stakeholders, either through the MMG survey, meetings or focus groups) to develop the Strategic Design (2023–2026), we reflected upon the challenges faced by educators as we emerge and consider the new educational and societal landscape. It was important to think big to ensure our Grammar learners are prepared for the future of their choosing and the future they will create.

To achieve this, we asked ourselves some challenging questions: What place does digital and flexible learning have now? How do we compete in the age of artificial intelligence? How do we equip students with the skills required for professions not yet imagined? How do we safeguard our strong sense of community – ensuring civility, humanity and Christian values? How do we communicate when everyone is busy writing emails and no one is reading them?

The co-created Strategic Design, outlines our transition from a young, emerging school, building on the foundations created by the goals and achievements of our first 25 years. From this solid base we can make great strides in the next four years – transforming into a mature, leading educational institution with a wide sphere of influence.

Congratulations to the Business Manager, Ms Lyn Stokes; the Head of Secondary, Mr Darren MacLeod-Paterson; Acting Head of Primary, Mr Craig Angel; the Senior Leadership Team and the staff and students for the many

achievements throughout 2022. This year at Grammar we have seen considerable stability despite the growth in population. The School has a strong reputation for being a community that looks to develop the whole child. The whole child after all is the whole point.

In addition to our strong academic record, our staff, most particularly the Primary School team, have not just kept the ship steady, but continued to grow and flourish whilst our long-serving and well-respected Mr Paul Clegg took extended leave due to ongoing health challenges, announcing his retirement in December this year.

The position of Dean of Co-Curriculum was created, with Mark Henricks commencing in Semester 2. Additionally, two new positions will commence in 2023, Dean of Curriculum and Dean of Teaching to support our core business, the business of Teaching and Learning. Congratulations to Ms Kelly Broderick and Ms Fiona Roush who have been offered and accepted these roles. The focus for the new leadership team in 2023 will be to build and enhance both teaching and learning impactS and outcomes.

Thank you to the members of the School's Advisory Council for their calm, unwavering support and wise counsel as stewards of our School. For your trust this year, particularly, and for being there, whatever you were managing in your own professional and personal lives. To Jennifer Radbourne, for your integrity, compassion, and focus in decision making.

To the Grammar community – students, staff, parents and alumni thank you for making me feel so welcome.



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.

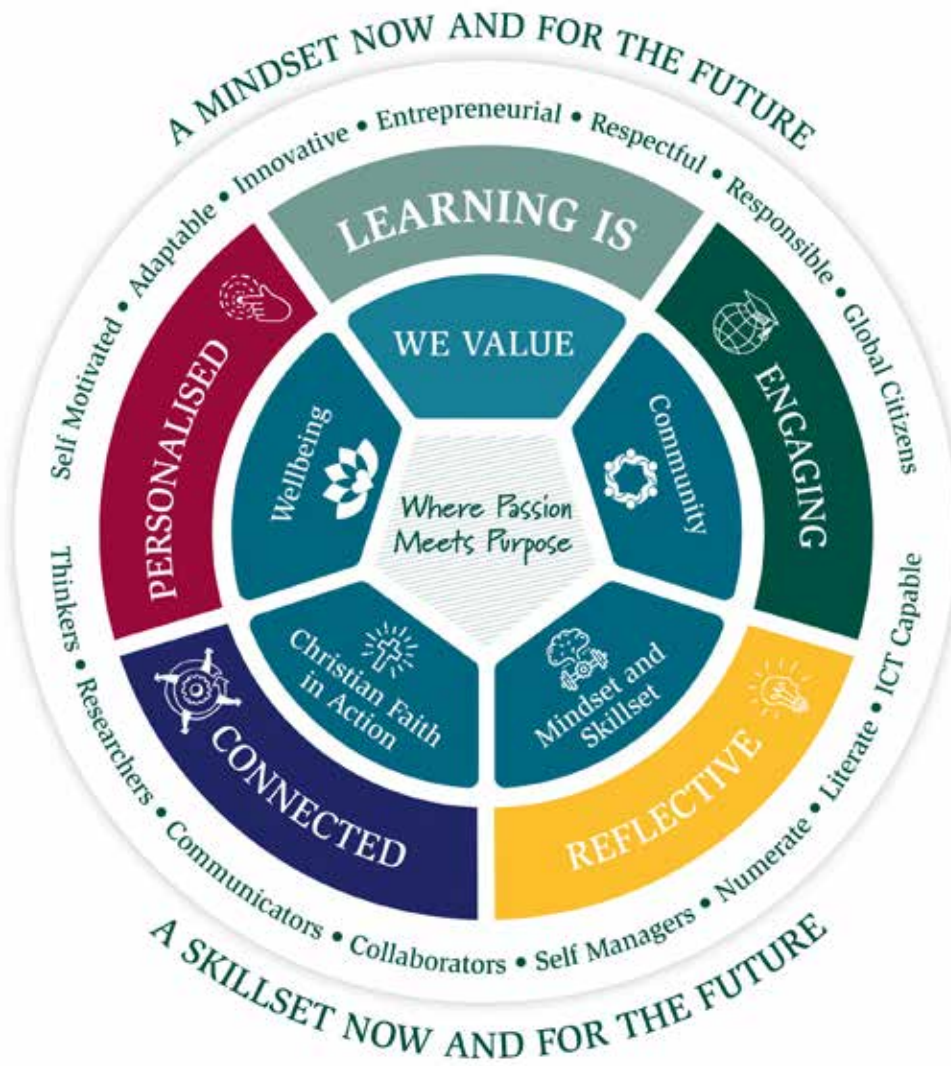
“Teachers working together to have appropriately high challenging expectations of what a year’s growth for a year’s input looks like- fed with the evidence of impact which sustains it” (Hattie, 2012).

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.

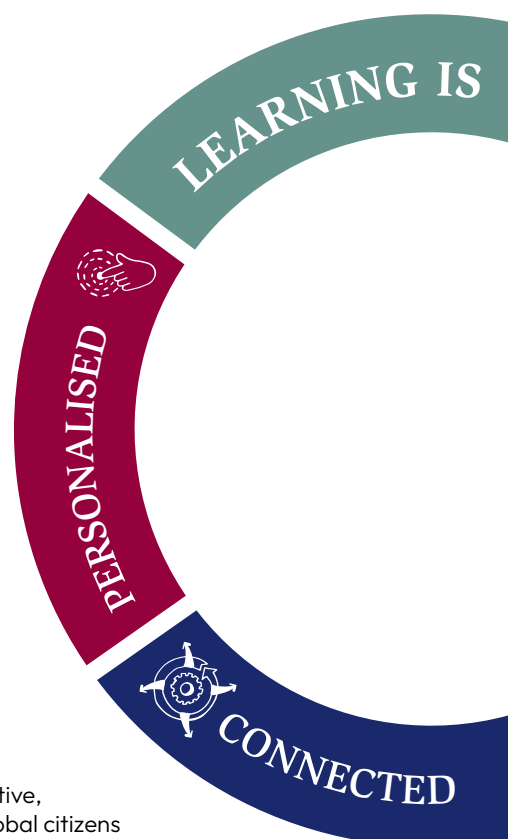


CONNECTED

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.



Primary School

The Primary School curriculum and learning environment is designed to cultivate curiosity and grow confident, capable and creative learners.

Our teaching nurtures a sense of wonder with which we are all born. Through engaging, real life and personalised learning approaches, we help our students grow as; thinkers, problem solvers, collaborators, self-managers, communicators and researchers through our contemporary approaches to learning.

Our Primary School curriculum is planned collaboratively and delivered by individual class teachers covering the Australian Curriculum learning areas of English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technologies and Health and Physical Education. In Years 4 to 6, Mathematics classes are formed around the needs of students to assist with differentiating the curriculum. Specialist teachers engage students in the learning areas of; Christian Studies, Visual Art, Performing Arts, Drama and Physical Education from Prep to Year 6 and the languages of French and Japanese in Years 4 to 6.

Our quality resources and curriculum prepares students with the mindset and skillset required to thrive now and into the future. We encourage students to develop academic grit, a growth mindset and zest towards learning.

We teach students that mistakes are learning opportunities and it is through their attitude, effort, hard work, response to feedback and persistence they achieve personal success. In our connected, globalised world, students maximise technology to research, create, deepen and personalise their learning. In addition students and parents have access to our Grammar Education Community Online, GECO.

The platform is a virtual learning environment where we share, teach and learn online. In a digitised world, GECO provides parents with an opportunity to access information about the curriculum, and your child's learning experiences.

Our co-curricular program offers a perceptual motor program in Prep, the explicit teaching of chess in Year 1 and 2, a strings program in Year 3 and 4, brass, woodwind and percussion band in Year 5, SOAR extension opportunities, innovation central, Tournament of the Minds, da Vinci Decathlon and debating. On top of the co-curricular program is a diverse range of extra curricula offerings, showcased each year at our Grammar Extras Expo.

Through our Primary School curriculum, students are inspired and empowered through innovative learning strategies to explore their world and develop a love of learning. Our end goal is to develop successful learners, confident and creative individuals and active and informed citizens.



Secondary School

YEAR 7 TO YEAR 9

In Years 7 to 9 we endeavor to inspire students to fully engage and challenge themselves to embrace a love of learning each day.

“Find your purpose”

We achieve this through:

A relevant, meaningful and rich curriculum

In which students experience a variety of subjects in line with the Australian curriculum.

Outstanding student welfare

We are renowned for our friendly, supportive environment and individualised care with a focus on student wellbeing.

Specialist teachers

Teaching with a passion in their chosen fields.

World-class, age-appropriate pedagogy

Where students use their individual device for anywhere, anytime access to technology.

Year 10 to Year 12 builds upon the knowledge, understanding and skills that are cohesively and sequentially developed across all previous years of learning. Year 10 is identified as a time of transition and consolidation in our students' education journey and there is a strong link between Years 7 to 9 and the academic challenges of Years 11 and 12. As such, we further develop and integrate the total learning process at home, at school and in the community. The student remains the focal point in all that we do and our aim is to provide each student with the 21st century skills to act as innovators, entrepreneurs, life-long learners and responsible global citizens.

Our curriculum is designed with a strong academic focus to meet the needs of students considering further studies post Year 12. We also recognise the need to provide suitable pathways for all students throughout the Senior Phase of Learning where opportunities exist for students to be involved in School Based Traineeships and Apprenticeships.

It is acknowledged that, regardless of the pathway taken, all students have an obligation to uphold the specific academic demands that best prepare them for life beyond school.

2022 HIGHLIGHTS

- Grammar has 57 District Representatives, 17 Regional Representatives and four students who represented Queensland at State Carnivals.
- Seven students with Australian, Regional and State Representative honours in Water Polo
- 18 athletes competed at the 2022 Australia Pool Life Saving Championships in Sydney with Grammar regaining the National Club Championship. Six club members were selected in Australian squads.
- Four Pool Lifesaving Club members represented Australia at the 2022 World Lifesaving Championships in Italy
- Four students selected in District and Regional Representative Players for Netball
- Grammar won the Sunshine Coast Q7s Rugby Competition
- Ballymore Cup Rugby First XV runners-up

Sport

DISCIPLINES INCLUDE:
Athletics
Basketball
Equestrian
Football
Netball
Pool Lifesaving
Volleyball
Rugby
Swimming
Tennis
Water Polo
Rowing

Academic Enrichment
Activities

DISCIPLINES INCLUDE:
Robotics
Readers Cup Competition
Art Club
Chess Club
Debating
Grammar TECH - Technology Education & Competition Hub
Jewellery Club
SOAR
Visual Art

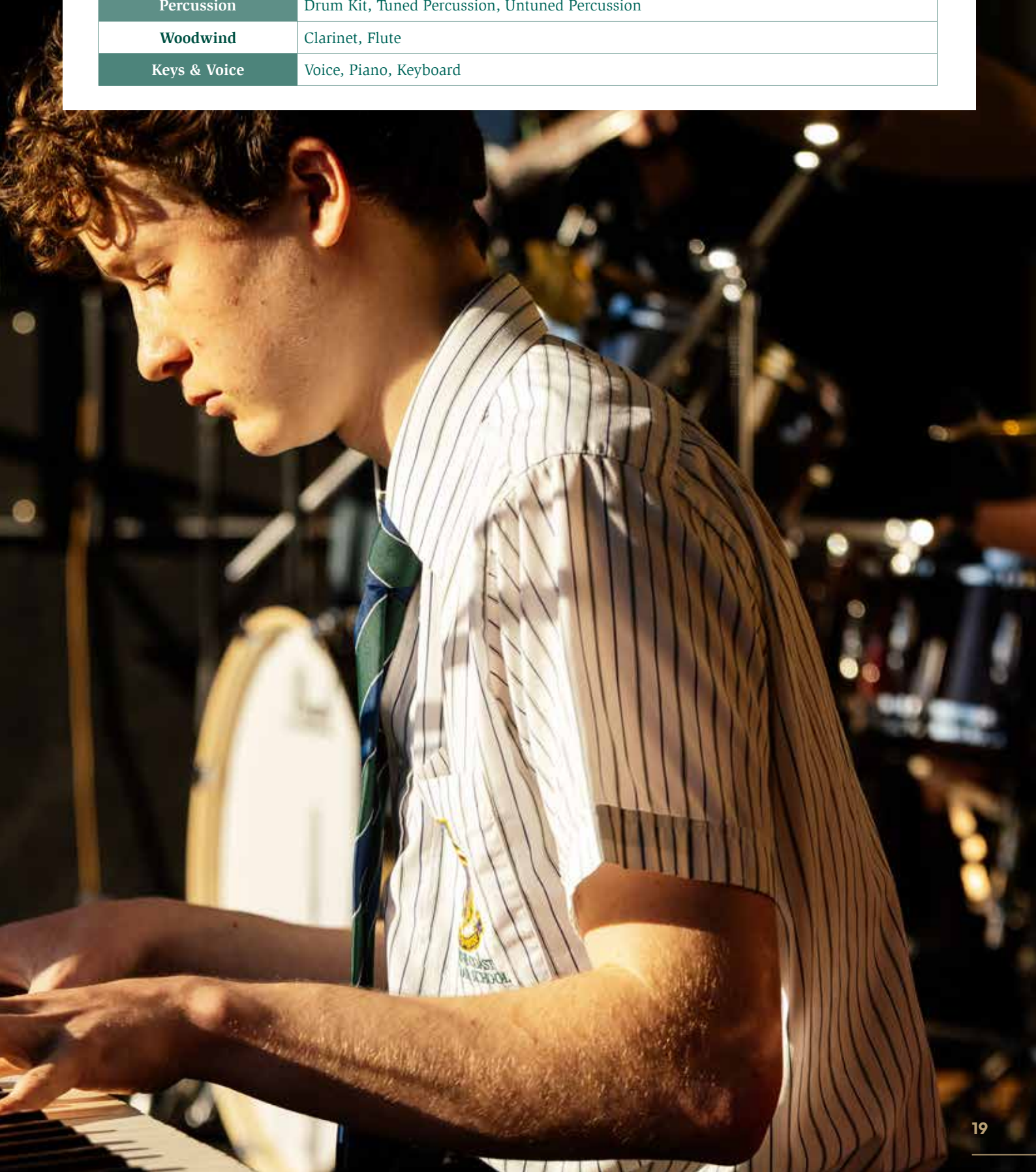
Community Service
Activities

DISCIPLINES INCLUDE:
Grammar Helping Hands
Green Team
Duke of Edinburgh
Grammar Community Groups
JOLT



Music

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





Pastoral Care and Wellbeing

Our wellbeing impact has focussed on communicating and implementing strategies with students about relationships, friendships and wellness. Students have enjoyed experiences from incursions about their wellbeing through the URSTRONG Program, camps fostering independence and resilience, weekly lessons showcasing their learning assets and how they should lean into their strengths, to personal development lessons focussing on healthy habits and teamwork through weekly sports lessons.

The URSTONG program guides students to understand what healthy friendships are and reinforce that everyone deserves healthy “green zones” friendships that “feel good”. We explicitly teach the four facts of friendship, helping children to learn that no friendship or relationship is perfect, it is normal to have disagreements and misunderstandings with our friends, but healthy friendships make us feel good a majority of the time. Our students unpack Friendship Fires and Mean in Purpose behaviour and how to address these. These shared understandings build our students’ capacity to identify different types of conflict and make decisions on how to address these issues in the moment, whether it be through Talking it Out or using a Quick Comeback and reporting to an adult. Through our shared understanding and language, our students are building a concept of what respectful relationships look like and what they should expect when interacting with others.

Christian Education

- JOLT (Jesus Over Lunch Time) groups continued, and we experienced growth in numbers in Years 7-9.
- Successful Primary and Secondary Easter and Christmas Assemblies.
- Year 12 Valedictory Service - JOLT students and Chapel Captains shared their faith journey.
- Staff and Parent Prayer groups provided a wonderful foundation.
- Grammar Helping Hands meals delivered to families going through times of hardship.
- Staff Christianity Explored Course was completed for six Staff members, a very encouraging and bonding seven weeks together.
- Christian Education Staff have worked to refine and further develop Christian Education Programs from Prep to Year 12.
- Chapel Services gave students and staff the opportunity to hear about the love of Jesus and our Christian values. ‘Gideons International’ gifted all Year 7 and 8 students with their own pocket-sized Bible.
- Primary and Secondary Family Services both followed our theme for the year: ‘Jesus can be our Strength,’ and our Choirs and students lead these services.

Community Service

At Sunshine Coast Grammar School, we pride ourselves on looking outward to others and serving our community with passion and purpose. Built on our strong Christian ethos, we believe in encouraging faith in action. Through our Christian Studies programs, students from Prep to Year 12 are informed about the life, death and rising of Jesus Christ. They are given the opportunity to develop their faith and in doing so have the opportunity to participate in voluntary Christian groups, Family Chapel Services and more.

A number of opportunities are also available to all students which ensure that we are doing all we can to assist those who need a 'helping hand'. These activities are carried out under the "Grammar Helping Hands" banner. Through giving their time and energy, students develop a strong sense of community engagement and build empathy for those less fortunate. A number of project teams undertook initiatives to support aged care residents, source and organise hundreds of kilograms of food donations, create backpacks for school aged children in need and coordinate donations to the local op shop network.

In all that Grammar continues to do for those in need, it is important to reflect upon, not only what was done but importantly, the spirit in which it was undertaken. Our students and staff continue to be true servant leaders. They continue to make a valuable contribution to our community and ensure that our responsibility to people and planet is exceeded.

Outdoor Education

The Health and Physical Education Learning Area aims to equip students with the knowledge, attitudes and behaviours required to live a healthy and satisfying life. Many curriculum offerings provided across Years 7 to 10 HPE Program are designed to build individual and social capacity and these lessons occur on the sporting field, on the court, in the gym and in the classroom.

Promoting elements of positive psychology linked to Growth Mindset occurs early in Year 7 and is revisited at different junctures across the course. Students are exposed to a diverse range of activities, where they are challenged to take risks, to be optimistic about their performance and to acknowledge that growth comes through practice. By completing mindfulness and yoga, gym and other fitness-based activities, students are provided with the skill sets to optimise their physical and mental well-being. Across the four year levels from Year 7 to 10, students compete in excess of 25 diverse sporting activities that further present opportunities for them to hone and transfer their skill sets, and to be challenged by something completely new. Senior offerings, such as the Certificate III in Fitness and the Senior Physical Education Course, allow students to follow their passions in the field and ultimately into university studies and beyond.



Parents and Friends Association

The Sunshine Coast Grammar School P&F is an active and enthusiastic team of volunteers which aims to provide support through fundraising and friend raising through social events and activities for students.

The P&F Executive Committee is elected at the Annual General Meeting held in March each year. Meetings are held each term with dates, times and locations noted on the School calendar and published in the School newsletter. All parents are welcome to attend meetings, and encouraged to join.

Operating under the P&F umbrella is a network of support groups; each support group has its own President, Treasurer and Secretary. The support groups' primary role is to provide support to particular activities enjoyed by the students at the School and to actively assist with fundraising in the provision of services and resources to the specific groups.

The aims of the P&F are:

- To foster friendships and develop a support network within the school community
- To accurately represent the views and expectations of the parents and friends of Grammar
- To co-ordinate social occasions where parents and friends of the school can join together to foster friendship
 - To support the School and its aims
 - To benefit our children's education by assisting in the allocation of the funds available to the P&F through an annual levy
 - Support of special student focussed events including Mother's Day and Father's Day Stalls and Grandparents and Special Friends Day in the Primary School where nearly 100% of students involve their parents.

Alumni Association

Grammar Alumni is a broad term used to describe all past students of Grammar. While the school has entered into its 26th Year in 2022, it's alumni are still young with the first cohort graduating in 2002.

The Alumni:

- Includes all past students of Sunshine Coast Grammar School
- Includes students that may not have completed their Year 12 schooling at Sunshine Coast Grammar School
- Are not required to pay a fee to join the group
- Engagement and communication are achieved by leveraging our current communication channels and publications
- Are referred to as The Grammar Alumni
- Have not made donations to the School to date
- Are involved regularly as guest speakers, mentors invited to special events and actively participate in Alumni reunions each year
- Contribute to our annual Alumni publication

Foundation

Sunshine Coast Grammar School is built on a heritage of giving, with a rich history describing the community who built our school, and contributed generously and within their means financially, in time, in expertise, in skills and materials, and in smaller scale targeted sponsorships.

Founded in 2007, the Sunshine Coast Grammar School Foundation (Foundation) has played a background role in raising funds for the ongoing support and development of the School.

Alongside the important work undertaken through the Foundation, we nurture active groups within our Community working to leverage School-based events to raise funds to support programs and activities within the School.

Examples of these activities may include but are not limited to; providing catering services at co-curricular, music and sporting events, fees and funds collected via Support Groups, raising funds to support specific excursions or equipment and material items. The groups undertaking these activities include the Parents and Friends Association, Supporter Groups for Rugby, Football, Music etc.

In addition to these activities, our students are also directly engaged in fundraising activities. These can occur within their Houses or year level groups or on a whole of school level, including Grammar Helping Hands.

PARENT, TEACHER AND STUDENT SATISFACTION

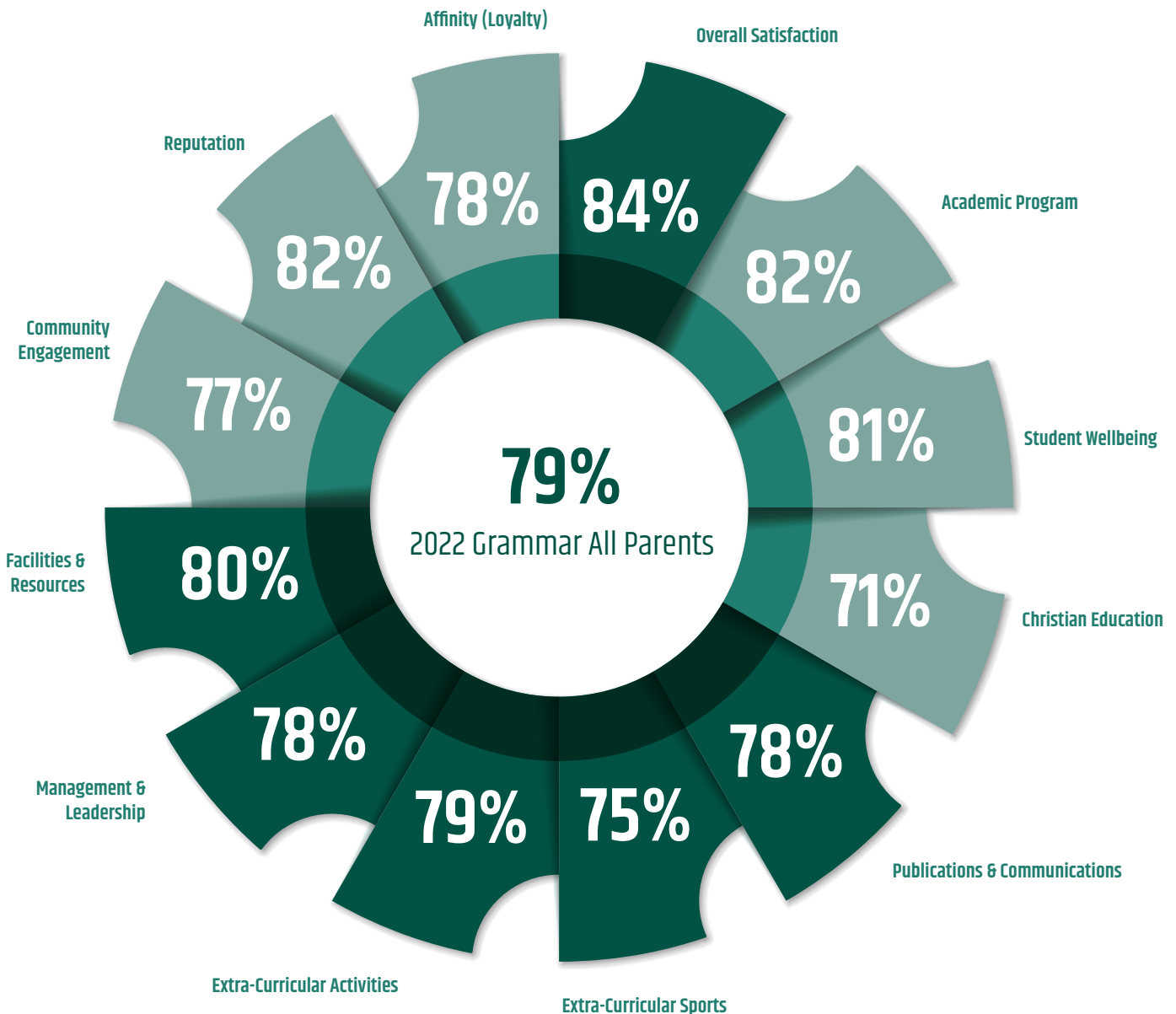
In 2022, Sunshine Coast Grammar School commissioned an independent, confidential “experience” survey of parents (ELC to Year 12), staff and students (Years 5 to 12) as part of our commitment to consult broadly as we endeavour to co-create our new Sunshine Coast Grammar School Strategic Design.

The survey is also a helpful tool to drive school improvement. That is, the information is most important for the School for our operational and strategic planning, as well as for tracking changes in our performance. For the 2022 review, a total of 517 parents completed the survey.

Overview of Key Areas

The ‘MMG Wheel’ below reflects the average scores for all parents across key areas.

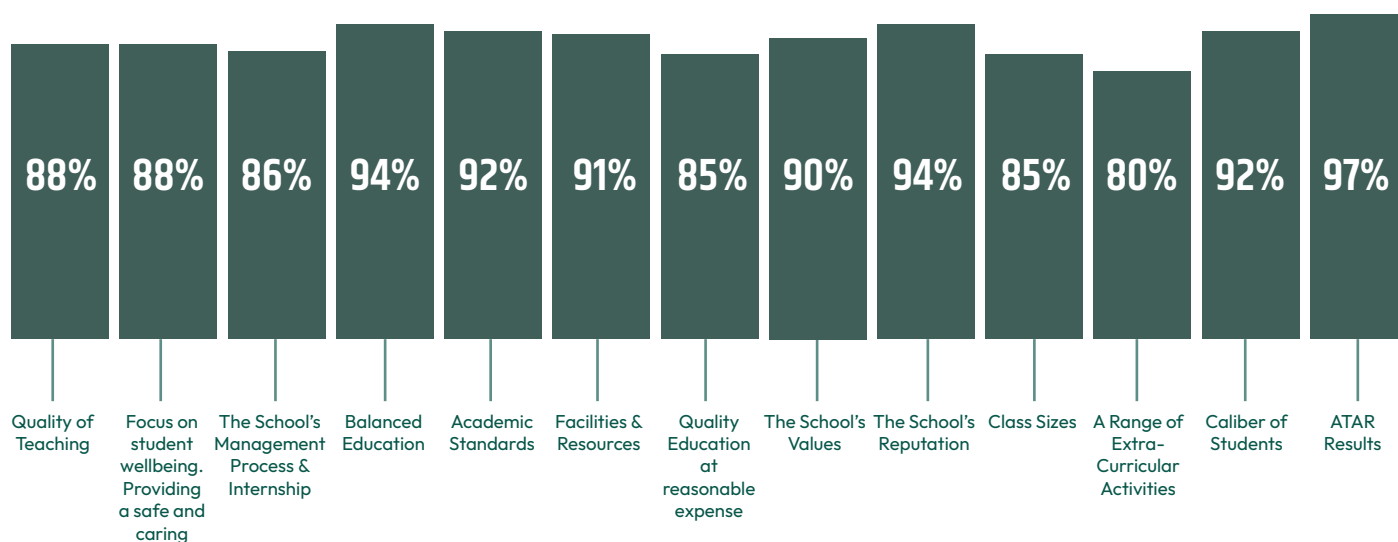
Parents noted ‘very high’ scores for 5 of the 12 areas and ‘high’ scores for the remaining 7 areas. The overall score is ‘high’ (79%).



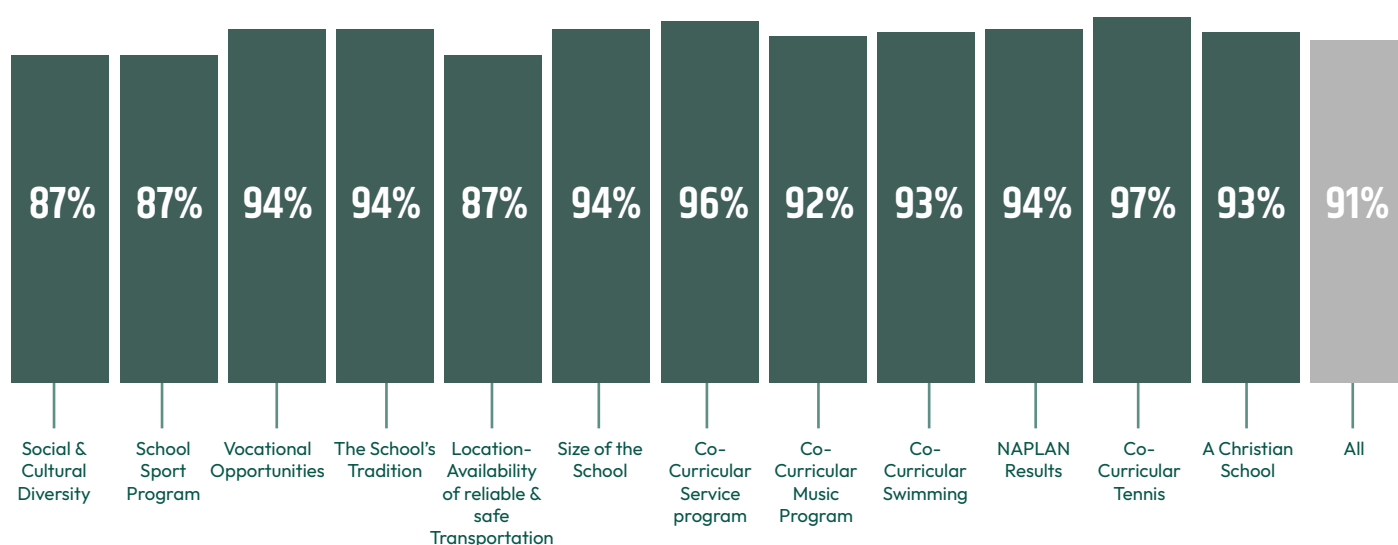
Expectations Met or Exceeded

The following charts detail the percentage of parents who noted their expectations had been met or exceeded across key areas, ranked in order of the importance they placed on these same areas when choosing the School for their Children. For example, 88% of parents noted their expectations had been met or exceeded for 'Quality of Teaching' – the noted most important area.

2022 Sunshine Coast Grammar P-12 Parents - Expectations Met/Exceeded - First 13 (n+489)



2022 Sunshine Coast Grammar P-12 Parents - Expectations Met/Exceeded - Next 12 (n+489)



Expectations Met/Exceeded for Top 5 Most Important Areas

1. 88% of parents noted their expectations were met or exceeded in relation to the Quality of Teaching
2. 88% of parents noted their expectations were met or exceeded in relation to the Focus on student wellbeing, providing a safe and caring environment.
3. 86% of parents noted their expectations were met or exceeded in relation to The School's Management & Leadership
4. 94% of parents noted their expectations were met or exceeded in relation to a Balanced Education
5. 92% of parents noted their expectations were met or exceeded in relation to Academic Standards

Open Responses

Parents also provided valuable 'open ended' comments on a number of areas. These responses added greatly to the value of the review. In response to the question about what parents valued most about Sunshine Coast Grammar School. The top five areas noted by parents are detailed below.

2022 Sunshine Coast Grammar School Parents - What is valued most about association with the School (Top 5)
Safe, Caring & Supportive Environment
Quality of Teachers & Staff
Student personal growth, development & achievements
The School Community
Friendships/Connections developed between students, staff & parents

13 STAFF

Staff Composition, including Indigenous staff	No. of Employees
Full-Time Teaching Staff	97
Full-Time Non-Teaching Staff	40
Part-Time Teaching Staff	14
Part-Time Non-Teaching Staff	61

Teacher standards and Qualifications	
Doctorate or Higher	1%
Masters	15%
Bachelor Degree	81%
Diploma	2%
Certificate	1%

Staff Composition, including Indigenous staff	No. of Teachers Participating in activity
Doctorate or Higher	1%
Masters	15%
Bachelor Degree	81%
Diploma	2%
Certificate	1%



Teacher Participation in Professional Development

Description of PD Activity	No. of Teachers Participating in activity
ISQ Forum & Project	6
ACARA Curriculum Design	3
Christian Culture Development	5
Curriculum Seminar	2
Curriculum Support	5
Leadership	3
Personal Development	5
QLD Curriculum & Assessment Authority	11
Safety/Professional Growth	83
Student Wellbeing	9
Teaching, Learning & Assessment	35
Vocational Education & Training	2

Total number of teachers participating in at least one activity in the program year 174

Total number of teachers	Total expenditure on professional development	Average expenditure on professional development per teacher
59	\$36,570	\$619.83

Staff Attendances

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
105.80	189	703.70	96.48

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
98	93	94.90

Average student attendance rate

Total number of students	Number of possible attendance days	Total number of days absent	Total Attendance
1,380	242,890	21,962	220,964

The average attendance rate for the whole school as a percentage in 2022 was 91%.

Average student attendance rate for each year level

	Total number of students in year level	Number of possible attendance days for year level	Total Number of Days absent by students in the year level	Total Attendance	The average attendance rate for each year level as a percentage in 2022
Prep	58	10,208	104	10,105	104
Year 1	75	13,200	904	12,297	904
Year 2	70	12,320	1,217	11,103	1,217
Year 3	64	11,264	1,148	10,117	1,148
Year 4	872	15,312	1,005	14,308	1,005
Year 5	100	17,600	1,495	16,106	1,495
Year 6	96	16,869	1,395	15,502	1,395
Year 7	145	25,520	1,554	23,966	1,554
Year 8	113	19,888	2,375	17,514	2,375
Year 9	142	24,992	2,193	22,800	2,193
Year 10	150	26,400	2,935	23,466	2,935
Year 11	141	25,521	3,255	22,266	3,255
Year 12	139	23,769	2,351	21,419	2,351

* Based on 2022 Census #'s

Management of Non-Attendance

Parents and guardians are required to inform the School if their child will be absent from school for any reason as soon as possible.

If a student is late for school, they must sign in at Student Reception. If a student needs to leave school early, they will require a not from home to allow them to go out of class and to Student Reception. From there, a parent or guardian is required to sign out the student. For legal reasons, unless a parent or guardian is present, or a student has written permission to leave with another responsible adult, students will not be permitted to leave the school.

Attendance data and roll marking is captured at a classroom level by teachers via the TASS system.

Student absences are recorded daily by the Student Administration Officers for both Primary and Secondary Schools. Entries are date and time stamped.

Teaching staff have access to their student rolls via TASS (Teacher Kiosk). Rolls are marked in class at the beginning of the day and teachers do not have access to change the roll once marked.

Student Administration Officers, for both Primary and Secondary Schools, have access to the system to record student absences notified by the parents.

NAPLAN RESULTS 2022

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

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 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)	462	529	576	601
Average Score (National)	438	510	543	578
% above NMS	97	97	98	87
WRITING				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)	445	496	566	595
Average Score (National)	422	484	530	560
% above NMS	98	91	95	80
SPELLING				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)	445	517	576	596
Average Score (National)	418	505	547	577
% above NMS	93	95	98	91
GRAMMAR AND PUNCTUATION				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)	426	518	575	612
Average Score (National)	433	499	533	573
% above NMS	98	98	96	86
NUMERACY				
	Year 3 (2021)	Year 5 (2021)	Year 7 (2021)	Year 9 (2021)
Average Score (School)	427	510	591	613
Average Score (National)	400	488	546	584
% above NMS	95	95	96	95

Year 12 Outcomes

Apparent retention rate Year 10 to 12

	Year 10 Base	Year 12	Apparent Retention Rate %
Number of Students	140	139	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	138
Number of students awarded a Queensland Certificate of Education at the end of Year 12	138
Number of students who received an ATAR	90%
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	7
Number of students awarded one or more Vocational Education and Training (VET) qualifications	51
Number of students awarded a VET qualification Certificate II	44
Number of students awarded a VET qualification Certificate III	36
Number of students awarded a VET qualification Certificate IIII	1
Percentage of Year 12 students who received an ATAR of 99 and above	9%
Percentage of Year 12 students who received an ATAR of 95 and above	37%
Percentage of Year 12 students who received an ATAR of 90 and above	65%



2022 GRADUATE RESULTS



138
Students

9%

of the year 12 cohort
achieved an **ATAR** of
99 or above

37%

of the year 12 cohort
achieved an **ATAR** of
95 or above

65%

of the year 12 cohort
achieved an **ATAR** of
90 or above

77%

of the year 12 cohort
achieved an **ATAR** of
85 or above

100%

achieved a
QCE

90%

were
ATAR eligible

42%

engaged in
VET qualifications

35%

Dual Rank
**ATAR &
Selection Rank**



**DUX
OF SCHOOL**

Wantong Xie



SATS

5

Students enrolled in School Based
Apprenticeships

5

Students enrolled in School Based
Traineeships



**NATIONALLY RECOGNISED
QUALIFICATIONS**



1

Student successfully completed
Certificate IV



36

Students successfully completed
Certificate III



44

Students successfully completed
Certificate II

2022 GRADUATE PATHWAYS



138
Students

118 FURTHER EDUCATION

8 EMPLOYMENT

12 GAP YEAR

FURTHER EDUCATION

102 UNDERGRADUATE STUDIES

10 APPRENTICESHIPS

3 ADFA

3 VOCATIONAL STUDIES

EMPLOYMENT

6 EMPLOYMENT

2 ADF



**QLD TERTIARY
INSTITUTIONS**

91

44 UQ

20 QUT

14 UniSC

8 Griffith University

2 ACU

1 CQU

1 Bond Uni

1 JCU



**INTERSTATE TERTIARY
INSTITUTIONS**

11

Students accepted offers at

5 ANU

1 Uni Sydney

1 Uni Adelaide

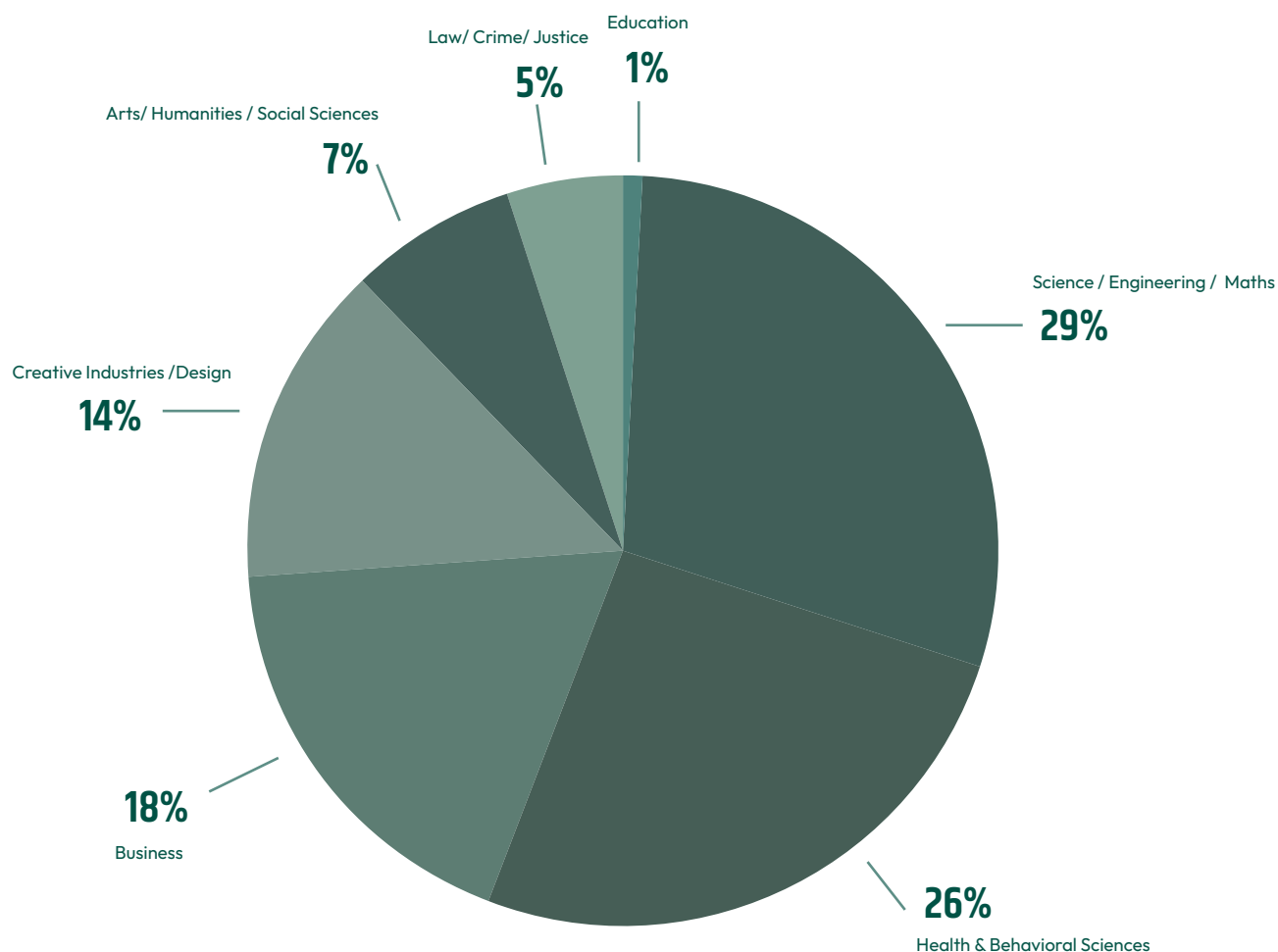
1 UNSW

1 Uni Canberra

1 UTAS

1 Uni Melbourne

Post School Destination Information



2022 University Pathways by Faculty

FACULTY	Total No.	Undergraduate Degree	No.
Science / Engineering / Maths	30	Engineering	8
		Engineering Dual with science/ Commerce / Business Management / Computer Science / Maths	5
		Biomedical Science + Dual Biomed/Science	4
		Advanced Science	3
		Science dual with Laws/Journalism	3
		Computer Science Dual Degree w Business/Cyber Security	2
		Health Science (Pre-Med Stream)	1
		Applied Science (Nautical)	1
		Environmental Science & Sustainability	1
		Pharmacy	1
		Dual Maths/Arts	1



15 FINANCIAL INFORMATION

Although operated independently, Sunshine Coast Grammar School is owned by the Presbyterian and Methodist Schools Association and is a part of a single legal entity which is the PMSA.

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.

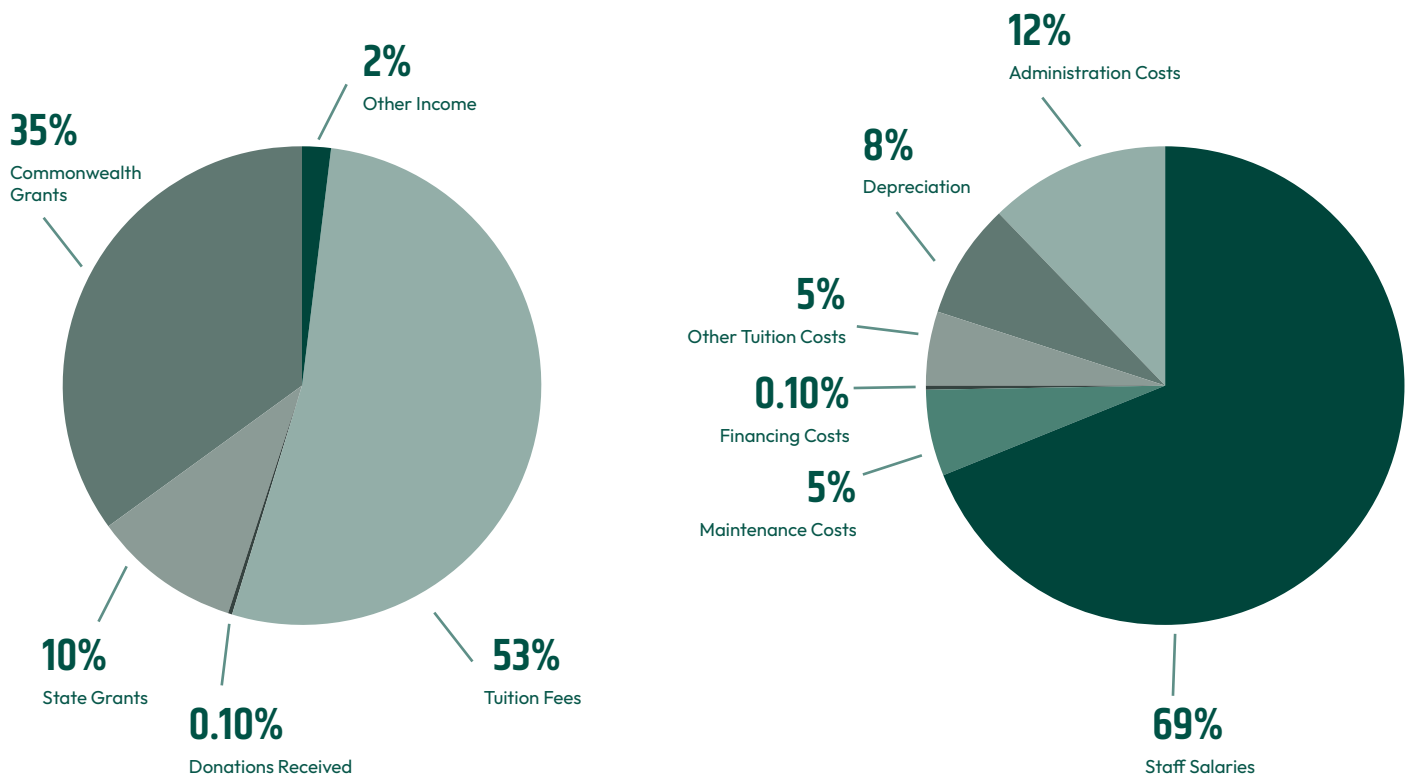
All income that Sunshine Coast Grammar School receives from fees, donations, government grants and any other source is used entirely to operate and develop Sunshine Coast Grammar School.

As a part of the PMSA Group, Sunshine Coast Grammar School financial accounts and financial statements are prepared by the School's Business Manager and presented to and ratified by the PMSA's Finance and Audit 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 the relevant Australian Accounting Standards required by the Australian Charities and Not For Profits Commission (ACNC) Act 2012. Unless otherwise stated, these financial statements have been prepared on an accrual basis and in accordance with the historical cost convention.

Each year, PMSA schools pay an amount to the PMSA to cover PMSA group governing costs and collective expenses such as auditing, compliance, and other consolidated expenses for each of the schools.

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.







“For I can do everything through Christ who give me strength.” (Philippians 4:13)

2022 has been a year where our Bible verse of the year has been a source of great strength to many in the school community. To know and be reminded that we can seek Jesus for the strength we need to not only face but thrive each day has been a wonderful blessing.

As we continued to promote our school's Christian mission, we worked to refine and further develop Christian Education programs from Prep to Year 12. Throughout both the Primary and Secondary classrooms, students' learning involved having the freedom to ask questions and to hear answers through the lens of a Christian worldview. The JOLT group (Jesus Over Lunch Time) where students in Primary and Secondary meet each week, was another great way to explore Christianity whilst sharing lunch, playing some games and enjoying getting to know fellow students.

Chapel Services gave students and staff the opportunity to hear about the love of Jesus, as well as gain a greater understanding of the Christian values that underpin our school. It was wonderful that The Gideons International returned to Grammar and gifted all Year 7 and 8 students with their own pocket-sized Bible. Our Primary and Secondary Family Services both followed our theme for the year: “Jesus can be our strength”, and our Choirs and students lead these services by their enthusiastic involvement.

At our Year 12 Valedictory Chapel Service, several students shared their personal faith journey with the Year 12 cohort. Some of the words shared were: “The Christian message in particular is an important part of our school community as the messages displayed through the faith are the pillars of our school values. It has been a pivotal part of my personal growth as I yearned to display faith in action through showing kindness, humility and compassion” and “Whether it be Family Chapel Services or functions, the Grammar community ensures an inclusivity of both us as the students and our families”.

I leave you with the words of our 2022 prayer:

“Dear Lord Jesus, we thank you for your love and that, through faith in action, we can gain the strength we need each day. We ask for help to model ourselves on you, to uphold our school's Christian values and to display faith in action at all times. Through His name we pray, Amen.”

18 ABOUT THE PMSA

The Presbyterian and Methodist Schools Association (PMSA) owns four outstanding Queensland independent 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.

PMSA MISSION, VISION AND VALUES

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 are guided by our shared values that reflect our heritage, inform our strategic vision and guide us in all that we do.

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



GRAMMAR

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