



SUNSHINE COAST  
GRAMMAR SCHOOL



# 2017 ANNUAL REPORT

BASED ON 2016 DATA



## PMSA MISSION STATEMENT

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### OUR VISION

Our vision is to build communities based on Christian foundations, by providing teaching and learning environments of excellence, permeated by Christian faith and actions.

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### OUR MISSION

Our mission is to provide outstanding teaching and learning environments for our students and staff, in schools built on the teachings and example 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.

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### OUR VALUES

#### Relationships

Founded on God's relationship with us – love, justice, compassion, forgiveness

#### Care

Providing a safe environment for growth and development, respecting self and the needs of others

#### Ethics

Integrity, seeking the truth, right thinking and right action

#### Personal Development

Growth, resilience, learning from mistakes and successes, continuous improvement, self-management

#### Excellence

Encouraging all to fulfill their potential

#### Celebration

Recognising and celebrating the achievements of students, staff and our wider community



## SCHOOL GOVERNANCE

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### SCGS COUNCIL MEMBERS



Mr Greg Adsett



Mr John Glaister



Professor Jennifer  
Radbourne



Mr John Hall



Mr Richard  
Wilkinson



Mrs Maria Woods  
(Principal)



Mrs Lyn Stokes  
(Business Manager)

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### PMSA COUNCIL MEMBERS

Mr David Munro

Rev Murray Fysh

Rev Christine Digby

Dr Anne Bennett

Mr Richard Wilkinson

Mr Greg Adsett

Mrs Jacqueline McPherson

Mr Gary Lynch

Mr Greg Skelton

Mr Robert McCall

Mr Jim Demack

Mr Kevin Standish

Mrs Helen Murray

Mr Richard Niessl

Mr Greg Rodgers



## CHAIRMAN'S REPORT

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Mr Gregory Adsett  
(Chairman)

The 2016 school year has been another busy one for the school and for the School Council. I am pleased to report a highly successful year for the school with many notable achievements. I feel privileged to be part of this strong, vibrant school community through a year of great achievement, both individual and collective, of our students, staff and the school as a whole. This year I, along with other Council members, delighted in being present at many School functions that have highlighted the Christian values of individuals and of the School.

It is with excitement that construction for the proposed Aquatic Centre will commence prior to the end of 2016. We hope that the facility will be ready to use late in 2017. The Aquatic Centre will be a show piece for the school and the only 50m school pool on the Sunshine Coast. This project would not have been possible without the support of the PMSA and the fundraising efforts of the Parents and Friends Association.

This year saw the retirement of Mr John Fadian, SCGS General Manager Corporate Services. John was appointed to the position at Sunshine Coast Grammar School almost 11 years ago, when the PMSA first purchased the school. I wish John, God's blessing, every continued happiness and good health as he enjoys retirement.

As a School council we wish to acknowledge the partnership with parents. We thank parents for allowing us to partner with them in educating their children within an environment where children become young adults. During this time, they develop an understanding of what it means to succeed, whilst being thankful for what they receive. I thank you, the parents, for your continued loyal support.

We are blessed that we are a School community with staff across all areas; teaching, pastoral care, administrative and ground staff of the school, who embrace a positive and encouraging vision for learning. Therefore on behalf of School Council I would like to take this opportunity to thank the executive, all teachers and school staff for their wonderful contribution throughout 2016. You are all passionate about delivering education outcomes to students, and creating an environment in which education outcomes can flourish.

Finally, I pay tribute to my dedicated colleagues on the School Council. We look forward to supporting Mrs Woods and her executive team in enhancing the performance of Sunshine Coast Grammar School in 2017.

**Mr Gregory Adsett**  
Chairman



## PRINCIPAL'S REPORT

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Mrs Maria Woods  
(Principal)

There are exactly as many special occasions in life as we choose to celebrate.

We applaud the collective energies of our students P-12 who have worked towards a year of ambitious goals and best endeavours.

Students flourish when they are encouraged to develop and express their strengths and talents – when they can develop what they do best. It was Albert Einstein who reminds us that everyone is a genius. But if you judge a fish by its ability to climb a tree, it will spend its whole life thinking it is stupid. At Grammar we are focused on identifying strengths in our students and they can flourish in a setting that allows them to be 'in their element'.

Our students have been able to thrive as we have deliberately raised the bar in our expectations of what they are capable of doing. They are surrounded by like-minded students who provide inspiration and provocation to raise the bar on their own achievements. They know there are no shortcuts to success, nor is it luck. Grammar students have maximised their opportunities, and we all know that the harder you work, the luckier you become.

This year students have brought their A game. Our expectation of our students and ourselves is that in order to bring our A game, to get our game on, stay in the game, or get ahead of the game we are thriving in a carefully cultivated environment.

We are cognisant that we are working with the next generation; the future. And we must be equipping them with skills sets that they will need to take on the challenges and opportunities of a future that we are still imagining. To bring their A game, requires a mix of skills and capabilities and for our young players to know that regardless of what their world may encompass as they grow into adults – players in the real world, in the virtual work or in an augmented reality, they need a great game plan. It is much more than just being able to catch pikachu.

Success is not an isolated event, but a series of moments, the sum of all our choices.

We talk a lot about creating a great game plan. Planning, reflecting, put the hard work in, creating your own game plan for success. Solid work habits are established right from Prep. Students know that every habit you have leads you towards success or away from it.

In 2016, we have been encouraging a growth mindset. Students don't need to go in search of complicated strategies to unlock their true potential. It's all directly above their shoulders – their brains and their minds. To be an A game kind of student, they use a high performance mindset – a growth mindset, one that means they believe in their own power and capacity to learn, change and achieve the things they want to.

It takes more effort to be consistently positive and more than that – grateful for what you have and the opportunities in front of you. So what is gratitude? At Grammar students are encouraged to live this in their words and actions. It's about appreciating what you have, not what you don't. Being grateful is actually a high performance strategy. The focus moves from being all about the problem to being all about the possible opportunities and positive change. Our mantra is to adopt a gratitude attitude as a way of living, not an isolated act.

# PRINCIPAL'S REPORT (CONTINUED)

We are in a blessed position to be working with the future generation. A generation who must be at the forefront of their game, be game changers, with the right skills and attitude to play their best game every day.

It has been a privilege to partner with parents, extended family and colleagues who have given so generously to growing students as people of character. All of these people are part of our students' game plan, supporting them as they navigate each challenge, as they power up through every level that grows in complexity and demand every year.

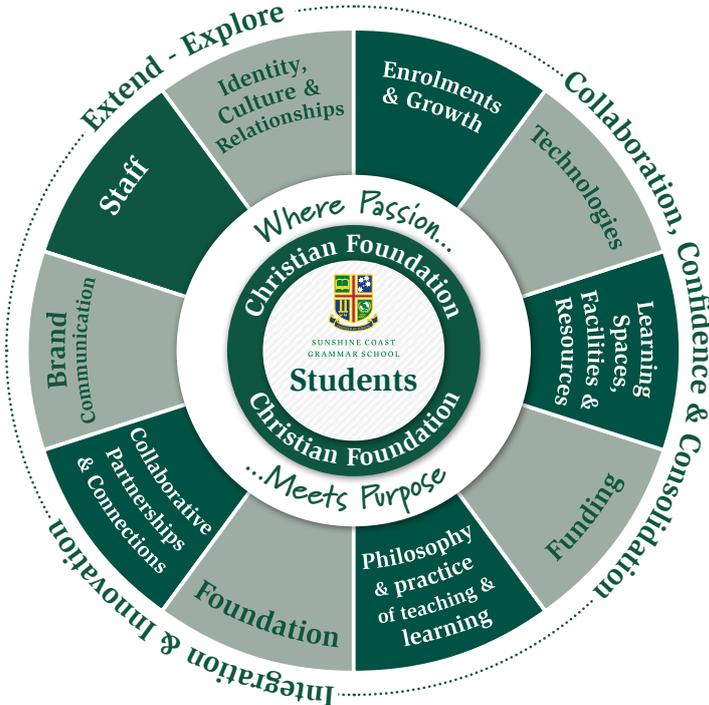
Congratulations to all our students on your achievements in 2016.

You've actioned your A game.

For us there is no greater joy than assisting students to develop, perform and achieve individual goals and personal aspirations.

*Students, you ignite the passion for us and strengthen our purpose.*

**Mrs Maria Woods**  
Principal, Sunshine Coast Grammar School





## BUSINESS MANAGER'S REPORT

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Ms Lyn Stokes  
(Business Manager)

2016 saw the school commence some major capital works projects as well complete a number of smaller projects. These were:

### **Modular Science Laboratories**

Two factory fitted modular science labs were delivered in early December. Over the December/January holidays, the labs were connected to services and the surrounds landscaped. The facilities will be available for scheduled classes in Term 1, 2017.

### **Prep Amenities Upgrade**

The Prep Amenities were refurbished during the December holidays.

### **Outdoor Art Room - Stage 2:**

This was completed in January ready for the start of the 2016 school year.

### **Disaster Recovery Centre:**

The centre was established in the first half of 2016 as part of the school's ICT data recovery program

### **Aquatic Centre Project:**

The site was established prior to the close of Term 4 with operational works commencing early December. Demolition and clearing of the site was finalised during the first week of the holidays. Construction is expected to be complete towards the end of Term 4, 2017.

### **Ring Road, Student Pick up Zone and New Carparks:**

These were constructed during the year to prepare for, and facilitate, traffic around the vicinity of the Aquatic Centre.

### **Outside School Hours Care:**

Grammar continued to partner with School Plus Foundation to provide Before and After School Care Services during school terms. A Vacation Care Service was operated during all of the holiday period. The service will continue in 2017.

### **Early Learning Centres:**

A second New Leaf Early Learning Centre was opened at Alexandra Headland in January. The Centre has grown steadily throughout the year. Both the new centre and the existing centre on school campus provided care and early education services to children from 6 weeks old to school age. A substantial amount of Pre-prep graduates will be continuing on to Grammar in 2017.

### **Maintenance:**

The school uses an electronic maintenance management system to ensure its facilities, plant and equipment are regularly maintained to the highest standard. Formal maintenance and safety audits of classrooms are carried out annually, whilst amenities blocks are physically checked on a monthly basis.

### **Fees:**

Fee increases were constrained to 3% in 2016. The same increase will apply in 2017. The school is committed to ensuring fees remain affordable to parents.



## DESCRIPTIVE INFORMATION

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<b>School sector:</b>	Independent
<b>School's address:</b>	372 Mons Road, Forest Glen QUEENSLAND 4556
<b>Total enrolments:</b>	1219
<b>Year levels offered:</b>	Prep – Year 12
<b>Co-educational or single sex:</b>	Co-educational

## CHARACTERISTICS OF THE STUDENT BODY

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Australian-born students comprise the majority of the student body (82%) with the remaining students coming from Europe, China, Hong Kong, Japan, Indonesia, Malaysia, Korea, United Kingdom, New Zealand, South Africa, USA, Canada, India, Sri Lanka, Pakistan, United Arab Emirates, Iran and Papua New Guinea.

We have 5 students who identifies as Aboriginal/Torres Strait Islander.

The student body is comprised of 775 families. Within those families, 58% identify as being of a Christian-based faith; 40% identify as not having a religious belief or have not stated their religious belief; other religions identified in the community are Buddhist, Hindu and Muslim.

The majority of students speak English at home (94%). Languages spoken at home by the remaining 6% include:

Afrikaans, French, German, Greek, Hindi, Indonesian, Japanese, Mandarin, Persian, Portuguese, Sinhalese, Slovak, Spanish, Swedish, Telugu, Thai, Urdu, Maori and Vietnamese.

SCGS Parent Occupation groups – 61% fall into the category of senior management, government administration and qualified professionals. 28% fall into the category of business managers, arts/media/sports persons and associate professionals.

Within the student body, we have 602 girls and 628 boys.

The majority of our students live within a 15km radius of the School, however, some students travel up to 100 klm's round trip daily, to attend SCGS.



# DISTINCTIVE CURRICULUM OFFERINGS

## GRAMMAR'S VISION FOR LEARNING IS UNDERPINNED BY FOUR PRINCIPLES:

- Differentiation
- Relevance
- Active Thinking
- Continuity



SUNSHINE COAST  
GRAMMAR SCHOOL



## OUR VISION FOR LEARNING

*With our total commitment to positive, professional relationships,*

**WE VALUE**  
The spiritual basis of our school All that we do is grounded in Christian Faith and action.

Our strong sense of community  
The belonging, care and mutual respect fostered among all members of the Grammar community provides an important basis for our future-focused and interactive approaches to learning.

Each individual  
The recognition and celebration of each individual is central to uncovering and developing passion and potential. Each child's social and emotional wellbeing is supported and nurtured.

The concept of empowerment  
Students are encouraged and supported to take control of their own learning. Love of learning, enabling each student to achieve the highest possible standards in his/her learning endeavour, is our emphasis.

A mindset to the future  
Contribution to today's and tomorrow's society, preparation for digital citizenship, informed consumers in our media rich environment and awareness of global issues are responsibilities fundamental to our school.

Our unique and natural environment  
Our environment encompasses beautiful natural surrounds, excellent facilities, high standards, caring and supportive relationships, and outstanding, safe learning spaces.

*The following pedagogical principles translate our vision and values into school wide teaching and learning practice.*

- 1. Principle of difference**  
A commitment to recognising, appreciating, and catering for the variety of characteristics that make individuals unique is key to learner success. Learning at Grammar is designed to ensure that all students have the opportunity to realise their personal interests and individual potential.


- 2. Principle of relevance**  
Relevant, meaningful and engaging learning together with intelligent approaches to assessment connect learning and the learner to authentic contexts. Assessment is authentic when it produces a true reflection of a student's capabilities. This includes the appropriate selection and application of digital tools to transform learning, engage and energise students and inspire deeper thinking.


- 3. Principle of continuity**  
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.


- 4. Principle of active thinking**  
Learning is active, collaborative and connected, where the spirit of innovation creates learning opportunities that require students to think. Autonomous and independent learners engage in active thinking. The processes of active thinking are: knowledge acquisition; analytical, creative, critical, reflective and innovative thinking with application to new situations; together with ethical and global perspectives.





## DISTINCTIVE CURRICULUM OFFERINGS (CONTINUED)

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### *GRAMMAR Where Passion Meets Purpose*

Sunshine Coast Grammar School provides a rigorous academic environment where learning:

- Recognises and caters for difference
- Is relevant and meaningful
- Is a continuous pathway from Prep to Year 12
- Is active, collaborative and connected

Our teachers have high expectations of students and purposely challenge each individual student to achieve to their full potential. To achieve this goal our curriculum is differentiated. Extensive learning enrichment is deployed in the early years and continued into the adolescent years, to assist in supporting students with learning needs and also challenging gifted students.

SCGS designs a seamless curriculum where the age- specific developmental needs of the Primary years, Junior Secondary years and Senior years is acknowledged and catered for to ensure relevant age appropriate learning experiences and assessment is delivered.

Technology literacy is integrated into learning experiences with the aim of engaging, and transforming learning and thinking. Digital citizenship is modelled and taught to ensure students thrive in the 21st century. Students are encouraged to think globally and ethically when solving real life problem situations.

Our curriculum is balanced with firm foundations in English, Mathematics, Science, and Humanities. The creative areas of Visual Art, the Performing Arts is valued highly, along with learning a language other than English either Japanese or French and Industrial Technology & Design and Hospitality. The health benefits and participation in a quality Physical Education program is also paramount. In the Secondary curriculum students may pursue alternative pathways with School Based Traineeships, a Diploma of Business, Certificate courses as examples.

The spiritual foundation of our school is reinforced through the teaching of Christian Studies to students from Prep to Yr12.

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

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

Our school has embraced the principles of the Australian Curriculum with all students in Years 7-10 taught and assessed under the specifications and guidelines for English, Mathematics, Science and Humanities. In addition, we introduced a new Health & Physical Education program for students that is based on the Australian Curriculum documentation.



## DISTINCTIVE CURRICULUM OFFERINGS (CONTINUED)

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### 2015 – ICT INITIATIVE:

In 2012, the School implemented a 1:1 tablet PC program with Years 6-8 and has continued to further embed this in the curriculum with 2013 Year 6 students being equipped with a Fujitsu tablet.

In 2014, Ipads were introduced into P-3, a tablet pc program for Years 4 and 5 and the BYOD program for Years 11 and 12. In 2015, the BYOD program extended to include Year 10.

### A VISION FOR ICT – A MINDSET FOR THE FUTURE

Our 21st century vision recognises the changing needs of our students, staff and society. Our objectives must:

- Support the vision of the School
- Enhance teaching and learning
- Improve student outcomes

### OUR GUIDING PRINCIPLES:

- As a result of growing up in a world where digital technologies are common place, today's students learn differently and have different expectations of school, teachers and learning;
- When effectively deployed, the school envisions that digital technologies will be effectively supported for the benefit of students and staff in order
- To meet the curricular needs of all learners including:
  - > Addressing diverse learning styles
  - > Accommodating individual learning rates
  - > Encouraging cooperative learning
  - > Enhancing academic outcomes
- To help students accept responsibility for their own learning
- To refine critical thinking skills and foster creativity
- To provide global access to information and providing the means to communicate globally
- To provide another medium for expression and communication
- To improve the effectiveness of administrative tasks
- To collect, assess, and share performance information

Sunshine Coast Grammar School embraces the important role that Information and Communication Technologies play in creating engaging and authentic learning experiences which foster collaboration and communication, support life- long learning and assist in preparing students for life in the 21st century.



## EXTRA-CURRICULAR ACTIVITIES

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Sunshine Coast Grammar School has an extensive extra-curricular offering that is showcased at the beginning of the year with an Extras Expo. The purpose of the extra-curricular program at SCGS is to:

- Offer an opportunity to students to contribute to the growth of the community, as well as receive its benefits; and,
- Provide the opportunity for students and teachers to build relationships based on a broader and deeper understanding and appreciation of each other than is possible in the formal classroom situation.

These factors lead to an improved community spirit and the building of a tradition of which to be proud.

Students are encouraged to be involved in extensive music, choir, chess, language, debating, art, drama and public speaking programmes. The School facilitates performance in camps, Optiminds, enrichment classes, concerts and drama productions. In 2015, the Primary School facilitated a whole of Primary Arts Festival.

A wide range of sports, both team and individual is provided to students. Individuals and teams have won local, state and National Titles in 2016. Students during 2016 were also selected to represent Australia.

Grammar regularly host and send teams from/to interstate and overseas; in 2016 students participated in a Languages tour to France and rugby tours to UK and Europe, Melbourne and Armidale. Netball to New Zealand. Year 10 - 12 students participated in exchange tours to USA.

At our School we offer opportunities to compete in Athletics, Australian Rules Football, Basketball, Cheerleading, Cricket, Cross Country, Equestrian, Futsal, Lawn Bowls, Netball, Pool and Beach Life-saving, Rugby, Sailing, Soccer, Softball, Sports Aerobics, Surfing, Swimming, Tennis, Touch Football, Triathlon, Volleyball and Waterpolo.





## THE SOCIAL CLIMATE OF THE SCHOOL

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Grammar has a strong emphasis on pastoral care and this is reflected in the approach all staff, including non-teaching staff, display when interacting with students, staff and members of the broader School community.

Whilst the Primary School teacher is best suited to the pastoral care needs of primary children, in the Secondary School, this is undertaken by Home Room and Form teachers, and Year Level Co-ordinators. The Secondary Classroom Teacher also plays a vital role in the pastoral care of each of the students in their respective classes.

Underpinning the social climate of Grammar is our Christian Heritage. Students regularly attend Chapel held by our school Chaplain and supported by the Christian Studies Faculty. Grammar Helping Hands, Interact and the Amnesty Club provide opportunities for students to assist beyond our community.

Each year level in the Secondary School partners with a charity of choice to raise funds. The Primary year levels have partnered with a specific Secondary year level and/or a specific charity.

Each student at Grammar belongs to one of four Houses named after leading Australians – Bradman, Chisholm, Lawson, and Sturt. House spirit is promoted and enhanced through various events and carnivals throughout the year.

All staff at Grammar are trained annually in PMSA Child Protection policy and procedures.

Students are explicitly taught through personal development classes about anti-bullying, and cyber bullying. In 2016 the School appointed a Psychologist to support student wellbeing P-12.

Assemblies and form classes are used to reinforce positive behaviours and school spirit.

In the Primary School students are explicitly taught social and emotional wellbeing strategies through the You Can Do It program, where confidence, persistence, organisation, resilience and getting along are reinforced. Several additional programs are offered to students who feel they may benefit from additional skills. These include 'Stop Think Do' (for refining social skills), Fun Friends and Friends for Life (Anxiety and Depression prevention), and Seasons for Growth (Grief and Loss). Parent Programs addressing a range of personal and social developmental topics are also offered throughout the year.





## PARENTAL INVOLVEMENT

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At Grammar, we encourage and support parents as partners in the education journey of children. Parents are active in parent support groups associated with each of the sub-schools; and as trained parent helpers in the Primary School.

Parent support groups exist in Equestrian, Netball, Music, Rugby, Cricket, Tennis, Football and Basketball.

Parents are actively involved in coaching and managing sports teams and serve in Executive roles within Support Groups.

The Class Coordinator program links the Class, Year Level parent representatives who are a point of contact for other parents whose children are in the same class.

Grammar hosts a number of parent evenings throughout the year including Welcome to the New Year, Year Level Information Evenings, Prep Information evenings, Educational evenings on topics such as Australian Curriculum, Technology, Social and Emotional Well Being.

In the Primary School parents are encouraged to attend Prep – Yr 2 camps and assist with perceptual motor programs in Prep – Yr 1.

The Sunshine Coast Grammar School Parents' and Friends' (P&F) Association provides all parents with the opportunity to participate in and contribute to the large number of school-related social activities which take place each year. The P&F collaboratively organise a biannual Walkathon, Winter Fair, Movie nights and social events.

### 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 SCGS
- To co-ordinate social occasions where parents and friends of the school can join together to foster friendship
- To support the School and its aims

To benefit our children's education by assisting in the allocation of the funds available to the P&F through an annual levy

Special events include Mother's Day, Father's Day and Grandparents and Special Friends days in the Primary School where nearly 100% of students involve their parents. In the Secondary School Mothers and Daughters and Fathers and Sons breakfast are held annually and well attended.



# PARENT, TEACHER AND STUDENT SATISFACTION WITH THE SCHOOL

In 2013, the PMSA supported Sunshine Coast Grammar School in commissioning Macquarie Marketing Group (MMG) to undertake a whole of school and community satisfaction survey.

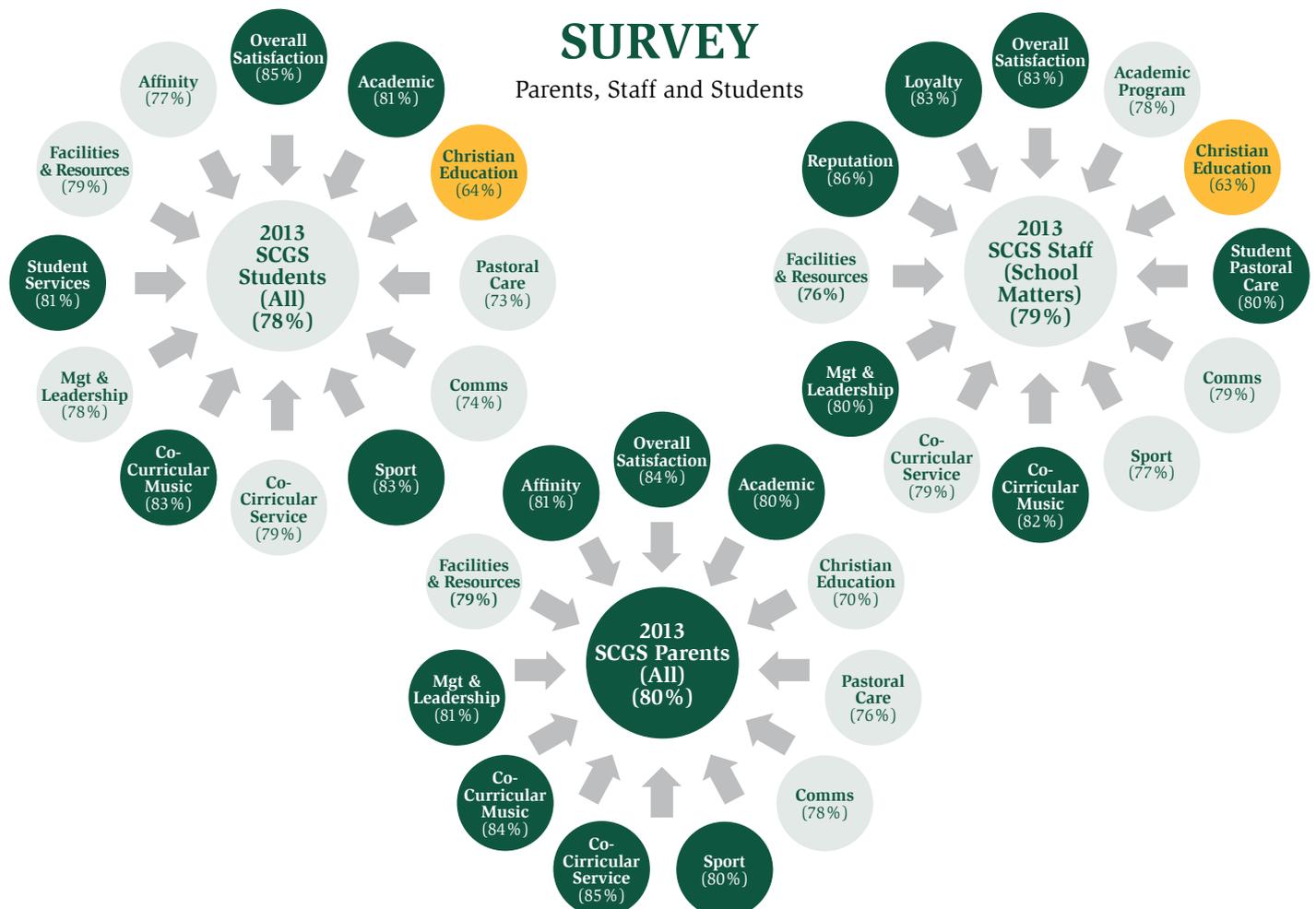
All surveys were conducted in an confidential on-line survey. Target groups were:

- All Parents P-12
- Students in Years 5-12
- All staff

## THE SUMMARY SATISFACTION WHEELS ARE:

### WHOLE SCHOOL SURVEY

Parents, Staff and Students





## SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

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NET RECURRENT INCOME 2013	TOTAL
Australian Government recurrent funding	\$7,705,108
State/Territory Government recurrent funding	\$2,636,738
Fees, charges and parent contributions	\$13,678,899
Other private sources	\$718,124
<b>Total gross income</b>	<b>\$24,738,869</b>
(excluding income from government capital grants)	

[www.myschool.edu.au/Finance/Index/89251/SunshineCoastGrammarSchool/47948/2016](http://www.myschool.edu.au/Finance/Index/89251/SunshineCoastGrammarSchool/47948/2016)

## CONTACT PERSON FOR FURTHER INFORMATION

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## STAFFING INFORMATION

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### STAFF COMPOSITION, INCLUDING INDIGENOUS STAFF:

	NUMBER OF STAFF	FULL TIME EQUIVALENT
Full Time Staff	124	124
Part Time Staff	40	27.24
<b>TOTAL</b>	<b>164</b>	<b>142.23</b>
Teaching Staff	95	92.25
Non-Teaching staff (including teacher-aides)	69	50.98
<b>TOTAL</b>	<b>164</b>	<b>143.23</b>

No staff identified as Indigenous in 2016.

### QUALIFICATIONS OF ALL TEACHERS:

QUALIFICATION	Percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	1%
Masters	18%
Bachelor Degree	78%
Diploma	3%
Certificate	0%



# EXPENDITURE ON AND TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT

## TEACHER PARTICIPATION IN PD:

DESCRIPTION OF PD ACTIVITY	Number of teachers participating in activity
Curriculum Seminars	9
ICT	32
QCAA	41
Leadership	11
Pastoral	177
Personal Development	36
Planning Days	126
First Aid and Safety Training	25
Curriculum Support	19
Independent Schools Queensland	5
Staff professional development	685
Christian Culture Development	3
Teaching, Learning and Assessment	38
Child Protection Training	128
Vocational Education and Training	5
<b>Total number of teachers participating in at least one activity in the program year</b>	<b>128</b>

## EXPENDITURE ON PD:

TOTAL NUMBER OF TEACHERS	TOTAL EXPENDITURE ON TEACHER PD	AVERAGE EXPENDITURE ON PD PER TEACHER
95	\$101,050	\$1,063.68
The total funds expended on teacher professional development in 2016		\$101,050
The proportion of the teaching staff involved in professional development activities during 2016		100%
The major professional development initiatives were as follows:		
<ul style="list-style-type: none"> <li>• Mandatory training including Child Protection focus</li> <li>• Curriculum reviews and planning</li> <li>• Student wellbeing</li> </ul>		



## AVERAGE STAFF ATTENDANCE FOR THE SCHOOL, BASED ON UNPLANNED ABSENCES OF SICK AND EMERGENCY LEAVE PERIODS OF UP TO 5 DAYS

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NUMBER OF TEACHERS	NUMBER OF SCHOOL DAYS	TOTAL DAYS STAFF ABSENCES	AVERAGE STAFF ATTENDANCE RATE
95	185	531.50	92.13%

For permanent and temporary staff and school leaders the average staff attendance rate was 92.13% in 2016.

## PROPORTION OF TEACHING STAFF RETAINED FROM THE PREVIOUS YEAR

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NUMBER OF PERMANENT TEACHING STAFF AT END OF PREVIOUS YEAR	NUMBER OF THESE STAFF RETAINED IN THE FOLLOWING YEAR (THE PROGRAM YEAR)	% RETENTION RATE
96	95	98.96%

From the end of 2015 98.96% of staff were retained for the entire 2016 school year.



# QUALITY TEACHING AT SUNSHINE COAST GRAMMAR SCHOOL

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Each year at Grammar, we have an intentional focus on improving and enhancing student outcomes. Student achievement and student success is a key strategic driver. Our goal is to nurture and appropriately challenge each student P-12 to give their very best to become their very best.

## HOW DO WE DO THIS AT GRAMMAR?

1. Supported by contemporary educational research, we know the biggest positive factor influencing student achievement is the quality of our teachers.
2. We invest in teacher development and support teachers to undertake professional learning that builds their skillsets, knowledge and capabilities.
3. Teachers are encouraged to experiment with new learning particularly in the use of technology, given this is the world for children of the 21st century.
4. Teachers set SMART (specific, measurable, achievable, realistic, time specific) goals that are carefully planned and executed throughout the year.
5. Teachers engage in meaningful professional conversations with their supervisors and each other about student progress and achievement.
6. We build teacher capability so that colleagues can give each other genuine feedback about the teaching and learning environments being created.
7. Collecting evidence of quality teaching –Peer to Peer (POP) observations, teachers offering to share their expertise with colleagues. A really effective learning tool for teachers has been teachers advising they want to be in a particular colleague's classroom to improve a specific strategy or further develop their own knowledge about a curriculum initiative in action.
8. Lead and undertake coaching and mentoring to support important conversations about practice and to learn the specific skillsets required to have those conversations with colleagues to improve practice.
9. We work intentionally on building a culture that supports collaboration, mentoring of teachers and providing feedback that improves practice.

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



## KEY STUDENT OUTCOMES

### AVERAGE STUDENT ATTENDANCE RATE (%) FOR THE WHOLE SCHOOL:

NUMBER OF POSSIBLE ATTENDANCE DAYS	TOTAL NUMBER OF STUDENTS	TOTAL NUMBER OF DAYS ABSENT	TOTAL ATTENDANCE
225,515`	1,219	19,611	205,904

The average attendance rate for the whole school as a percentage in 2016 was 91.30%

### AVERAGE STUDENT ATTENDANCE RATE FOR EACH YEAR LEVEL:

NUMBER OF POSSIBLE ATTENDANCE DAYS FOR YEAR LEVEL	TOTAL NUMBER OF STUDENTS IN YEAR LEVEL	TOTAL NUMBER OF DAYS ABSENT BY STUDENTS IN YEAR LEVEL	TOTAL ATTENDANCE
10,175	55	105	10,070
12,580	68	779	11,801
11,840	64	699	11,141
13,505	73	980	12,525
19,240	104	1,036	18,204
17,205	93	168	15,521
20,350	110	1,397	18,953
22,755	123	1,732	21,023
20,350	110	1,472	18,878
17,390	94	1,826	15,564
22,755	123	1,548	21,207
16,465	89	2,395	14,070
19,888	113	3,958	15,903



## AVERAGE ATTENDANCE FOR EACH YEAR LEVEL IN 2016

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YEAR LEVEL	Average attendance rate for each year level as a percentage in 2016
Prep Year	98.97%
Year 1	93.81%
Year 2	94.10%
Year 3	92.74%
Year 4	94.62%
Year 5	90.21%
Year 6	93.14%
Year 7	92.39%
Year 8	92.77%
Year 9	89.50%
Year 10	93.20%
Year 11	85.45%
Year 12	80.10%

### A DESCRIPTION OF HOW NON-ATTENDANCE IS MANAGED BY THE SCHOOL:

Student non-attendance is predominantly very low. Dedicated staff monitor student absenteeism, with regular home/school contact being a Grammar trait.

Each school day, student absence is electronically recorded and an SMS sent to parents.

The Head of Year, Form Teachers, Class Teachers contact home if any student is absent for 3 or more consecutive days.



## BENCHMARK DATA

		National Mean	SCGS Mean	% at or above National Min Standard
Year 3	Reading	426	435	98.6%
	Writing	421	422	98.6%
	Spelling	420	443	100%
	G&P	436	448	100%
	Numeracy	402	430	100%
Year 5	Reading	502	538	98.9%
	Writing	475	511	100%
	Spelling	493	524	98.9%
	G&P	505	525	98.9%
	Numeracy	493	521	100%
Year 7	Reading	541	589	100%
	Writing	515	543	99.2%
	Spelling	543	570	99.2%
	G&P	540	586	99.2%
	Numeracy	550	606	100%
Year 9	Reading	581	624	100%
	Writing	548	584	100%
	Spelling	580	604	96.7%
	G&P	570	600	95.6%
	Numeracy	589	628	100%



## APPARENT RETENTION RATE

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	YEAR 10 BASE	YEAR 12	RETENTION RATE %
Number of Students	111	121	109.01 %

Year 12 student enrolment as a percentage of the Year 10 cohort is 109.01 %

## YEAR 12 OUTCOMES

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OUTCOMES FOR OUR YEAR 12 COHORT 2015	
Number of students awarded a Senior Education Profile	112
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	89
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	4
Number of students awarded one or more Vocational Education and Training (VET) qualifications	41
Number of students awarded a Queensland Certificate of Education at the end of Year 12	111
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	30%
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	35%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	98%



## POST-SCHOOL DESTINATION INFORMATION:

This page presents a summary of results of the annual Next Step survey for Sunshine Coast Grammar School. The Next Step survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2016, whether they attended a state, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2017, approximately six months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

Statewide and regional reports from the Next Step survey will be available on the Next Step website in September 2017 at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep).

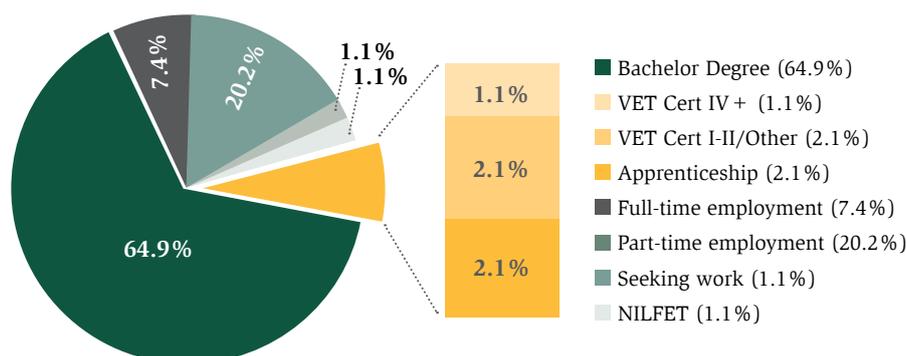
### SCHOOL RESPONSE RATE TO THE SURVEY:

NUMBER OF YEAR 12 STUDENTS IN 2016 (A)	NUMBER OF RESPONSES RECEIVED FROM STUDENTS (B)	PERCENTAGE RESPONSE RATE (B/A X100)
112	94	83.9%

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

SCHOOL YEAR 2016	NUMBER OF STUDENTS IN EACH CATEGORY	PERCENTAGE OF STUDENTS IN EACH CATEGORY
University (degree)	61	64.9%
VET total ( Cert IV + III, I-II, apprenticeship, traineeship)	5	5.3%
Working full-time	7	7.4%
Working part-time/casual	19	20.2%
Seeking work	1	1.1%
Not studying or in the labour force	1	1.1%
Total Year 12 students	94	100%

### CHART SHOWING MAIN DESTINATIONS OF STUDENTS





SUNSHINE COAST  
GRAMMAR SCHOOL



# ANNUAL REPORT



SUNSHINE COAST  
GRAMMAR SCHOOL

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*A School of the Presbyterian and Methodist Schools Association*