



# 2019 ANNUAL REPORT

BASED ON 2018 DATA



SUNSHINE COAST  
GRAMMAR SCHOOL



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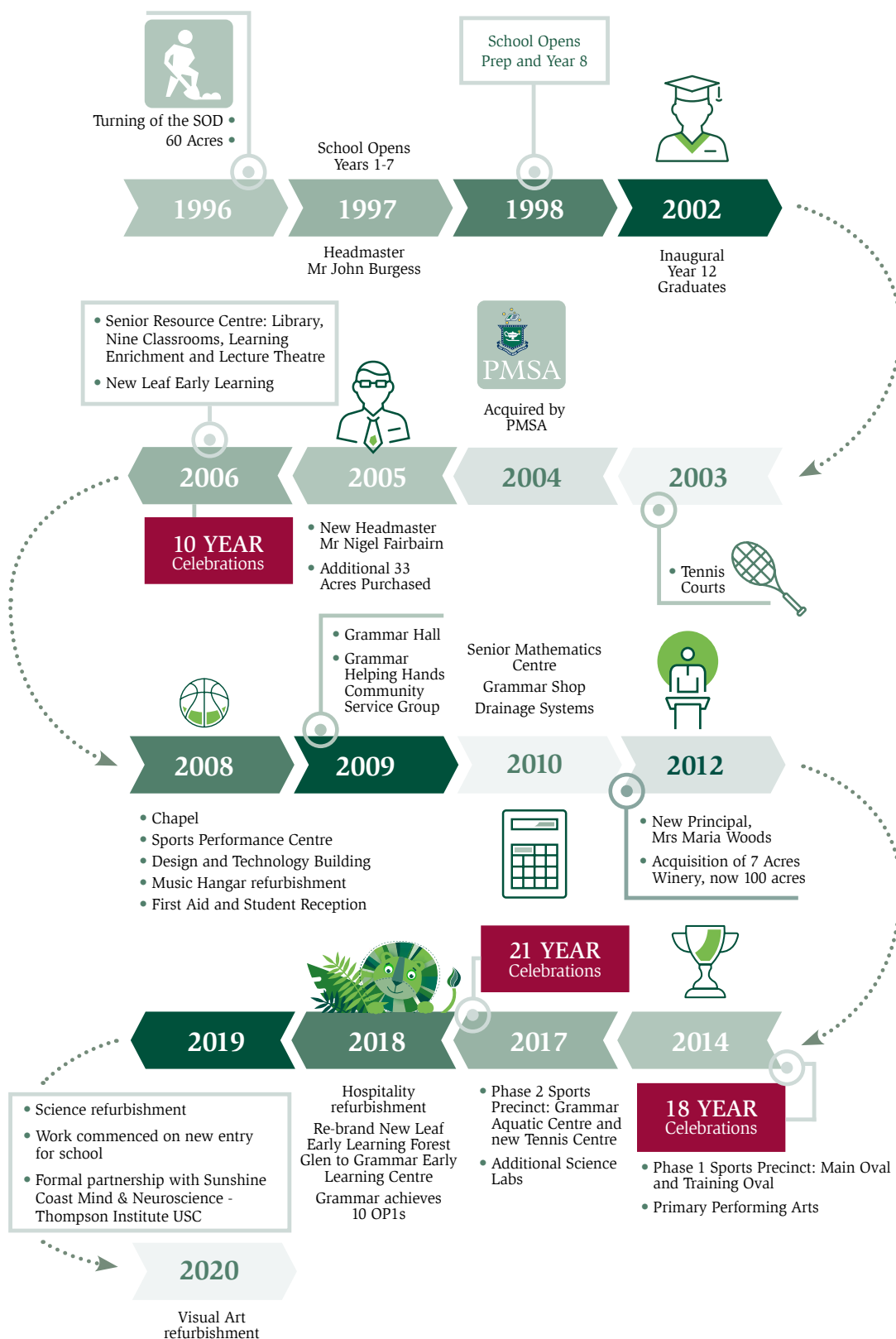
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# GRAMMAR HISTORICAL TIMELINE





## 2018 HIGHLIGHTS

### OP RESULTS AND QCS

OP Results – Sunshine Coast Grammar School ranked 8th in the State with almost 43% OP1-5

Best QCS results in School's history with 75% achieving either an A or B



### PROGRAMS

Prep Discovery Day – A new initiative to promote learning and life in Prep to the Community

Educating Boys Project

Review of Vision for Learning

Presenter Madonna King ran sessions for both Staff and parents on the topic of Raising Girls.

### LANGUAGES

International exchange programs to Germany and Japan

Students from across the School joined over 600 students from Brisbane to Gympie to compete in the annual MLTAQ speaking Competition held at USC. Students competed in French, Japanese, Spanish, Italian and Chinese with a number of first places being recorded in addition to numerous second, third and highly commended placings also being achieved on the day.

### DEBATING

Grammar debating experienced unparalleled success this year with our Year 9 girls and Senior Boys taking out the USC competition.

### PARTNERSHIPS

Continued Centre for Excellence in Pre-service Teacher Education partnering with University of the Sunshine Coast

Professional teaching opportunity for a teacher from East Timor to participate in classes and professional learning at Sunshine Coast Grammar School

We welcomed approximately 20 school leaders from Lanny Jaya in Papua. The group of senior school leaders (Principals, Deputy Principals and senior teachers) were interested in, and very impressed with, the integration of technology in the teaching and learning at Grammar.

### TOURS

Music Tour to Tasmania

Rugby Tour to Canada

Language Tour to France



### CHESS

Interschool's Teams Chess Tournament – Secondary Team finished third, narrowly missing State section; Primary Premier Team awarded third on count back, securing a place at the State Championships in October; Primary A, B and Novice Gold teams also all took out third in their division.

### EXTENDED LEARNING OPPORTUNITIES

Brainways Quest team qualified for State Titles

GATEWAYS G&T Year 4 team placed 3rd da Vinci Decathlon Year 6 team taking out first place in Maths and Science, and placing second in Creative Producers and General Knowledge.

Our Year 7 and 8 students performed creditably in the annual QAMT Competition. Our teams finished in second and third positions with the Year 8 team progressing to the Regional final.

Students participated in Write a Book in a Day and the Young ICT Explorers at UQ as a part of our Secondary G&T program.

Our Mathletes continue to be outstanding ambassadors for our School. Students from Years 6-12 competed in the Sunshine Coast Mathematics Tournament with our Year 8 & 11 teams taking out the tournament and our Year 7 teams placing 2nd and 3rd.

Students in Years 7 participated in the Reader's Cup becoming the first Grammar Year 7 team to bring home the Cup.

### TECHNOLOGY

The introduction of the BYOD program to ALL new Secondary students.





SUNSHINE COAST  
GRAMMAR SCHOOL

## 2018 HIGHLIGHTS CONT'D

### SPORT

Primary and Secondary Pool Life Savers QLD Champions

Pool Lifesaving: Excellent results in the State Championships with First - Overall Secondary; First - Overall Secondary Boys; Second - Overall Secondary Girls

Netball held on Monday nights and Saturday, with 3 teams taking out the premierships of the Monday night competition.

Our Rugby boys completed their season played their final games for 2018 against TSS and Kirkham Grammar – a touring side from the United Kingdom.

We had two successful teams (U12s and U15s) take out their respective Club rugby Championships.

Our boys and girls tennis teams were successful in making it through to the finals of the National Teams Tennis in Rockhampton.

Our Intermediate Cricketers continued on their winning way making it to the final four in the T20 competition.

Our boys and girls Basketball teams (First V) competed in the Champion Schools Competition, held over four days, at the end of term in Brisbane.

Our U13 Boy's Futsal team competed in the Sunshine Coast Regional Futsal Titles coming away sixth in their pool. Grammar students have also been



competing in Water Polo with the Open Boys team making it through to the Grand Final.

Our cricketers have gone exceptionally well with the First XI playing a game against touring side Ashburton College from New Zealand as well as coming third in the Sth Qld T20 Competition.

Our basketballers saw two teams make it through to the Grand Finals of the Friday night competition.

Our Rugby boys continued on their winning way with outstanding success in the Queensland all School's Rugby 7's carnival held in Brisbane. The U13 and U15 boys were crowned Champions of the All School's Tournament with the Open Boys being defeated in the Grand Final. Our U13s followed this with a 5th placing in the Noosa 7s, and the U15's being defeated in the Grand Final.

Our First VII Netball team were unlucky not to proceed through to the final of the Vicki Wilson Cup coming 6th overall.

### VISUAL ART

Three Year 12 students were fortunate to have their Artwork exhibited in the Creative Generation Excellence Awards in Visual Art at USC.

### INTERNATIONAL WOMEN'S DAY

A very successful International Women's Day Breakfast was held with girls from Years 6-12 in attendance to hear from presenters Bianca Bond (Sustainable Dreaming), Chloe Kopilovic (FC Lawyers), Sami Muirhead (MIX-FM) and Zoe Sparks (Spectacular World Travel).USC.



### AQUATIC CENTRE

Grammar Learn To Swim PROGRAM launched at the Sunshine Coast Grammar Aquatic Centre.

### MUSIC

Stage Band placed 2nd in Prestige Music Festival Brisbane

Rock Band (No Prophet) participated in the Breakthru Music Competition held on the Riverfront Stage at Sunshine Plaza. The students were successful taking out the Judge's Vote for their heat and progressing through to the final. In the Grand Final, they placed 2nd.

Our Bel Canto Choir travelled to St Andrew's Uniting Church in Brisbane to participate in Thulele Mama Ya alongside students from Somerville House and Clayfield College.

Da Capo and Dolce Choirs performed at Sunshine Coast Eisteddfod







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GRAMMAR SCHOOL

## CHAIR'S REPORT



**Professor Jennifer Radbourne**  
*Chair of Sunshine Coast Grammar  
School Council*

It gives me great pleasure to provide my first report as the Chair of Sunshine Coast Grammar School Council.

I want to share a story with you. There are actually three stories and each makes up the Sunshine Coast Grammar School story.

The first story is about the Gubbi Gubbi people, the original inhabitants of the beautiful Grammar campus.

It is over 150 years since the first official record of Buderim was made by Tom Petrie who had been commissioned by a Brisbane timber merchant to look for red cedar on the Sunshine Coast. He was brought to this area by 25 Aboriginal people and found forests of fine timbers.

The name Buderim derives from the Aboriginal word 'badderam' for the Hairpin Honeysuckle, a type of Banksia which grew on the lower slopes of Buderim. It still grows here in native bushland. I pay homage to these first storytellers, as I tell you the next two stories.

The second story is about the Presbyterian and Methodist Schools Association which celebrates 100 years this year. 100 years is short in the span of a few hundred in recorded history or thousands of years of Indigenous habitation, but it is an important story in our heritage.

The creation of the PMSA was inextricably linked to the foundation of the University of Queensland in 1909, and the establishment of University Colleges by the two churches, Emmanuel College

and Kings College, in 1911 and 1913.

An Education Committee was formed in April 1917 and by December 1918 the Brisbane High School for Girls and Clayfield College Boys School (later moved to Toowong as BBC), had been purchased.

Today the PMSA owns four schools – Somerville House, BBC, Clayfield College and Sunshine Coast Grammar School.

The sod was first turned at Sunshine Coast Grammar in 1996, on a 60 acre parcel of land, in Forest Glen. The school opened in 1997 for students in Years 1 to 7, under headmaster Mr John Burgess. Our inaugural Year 12 graduates completed their education in 2002.

One of those graduates, Mr Eli Moorman, is currently on the Board of the School Foundation. He married his high school sweetheart and their three young children attend the School.

The PMSA acquired the School in 2004, investing financially in its strategic future. The following year an additional 33 acres were purchased and a new Headmaster appointed. The 10 year celebrations in 2006 were marked by the additions of nine classrooms, a Resource Centre and the development the Early Learning Centre.

In 2008 the Sports Performance Centre and the Chapel were constructed. Our multi-purpose Grammar Hall was built in 2009 and the Grammar Helping Hands Community Service Group established, focusing Grammar's role in our community, the same year.

2012 may have been our most exciting year; our energetic and passionate Principal, Mrs Maria Woods was appointed, and we acquired our final seven acres, bringing to 100 acres the land on which our school resides – an amazing environment inspiring creativity and learning. And finally, in 2017 we celebrated our 21st birthday and the construction of the world class Aquatic Centre.

This is a very brief history of the points of interest from 1996 and 320 students,

to 2018 and over 1300 students. But the real stories are from those who lived the dream and share their memories, our alumni. They make us so proud of what Grammar stands for, and how our graduates are leading with our values, in their many chosen careers.

Eve Norton, for example, who graduated in 2008, is now in Sydney working as a lawyer for Sony Music Entertainment. When she finished university, Eve spent three months travelling round Europe before moving to London to gain overseas experience in law firms. In 2017 Eve was admitted as a Lawyer at the Queensland Supreme Court.

Josh Stone, who began Engineering studies after school at UQ, completed work experience in the aviation sector, then with a scholarship spent six months studying in Milan and secured a 12 month internship with Rolls-Royce in the UK. He returned to finish his degree, capping it off with a grant to study in Japan. Josh says, "never sit still, always keep looking for the next thing..."

Clare Harris, graduate in 2008, now a medical doctor studying Computational Neuroscience at the Queensland Brain Institute, who is passionate about altruism, helping others to achieve their dreams.

Hayden Franklin, who graduated with honours from Canada's world renowned Vancouver Film School and now has his own film production company on the Sunshine Coast.

Georgia Ray, who is a registered psychologist with work experience in Sydney in clinical and forensic psychology, but now lives and works in Noosa, enjoying life with her young family.

Each of these alumni has conquered the world – this world, their world. Their stories inspire and engage us in the diverse ways that Grammar moves.

I feel very fortunate to be part of this School. Grammar epitomises the vision that the Sunshine Coast Council has for our future – healthy, smart and creative.



# SCHOOL GOVERNANCE

## SUNSHINE COAST GRAMMAR SCHOOL COUNCIL MEMBERS



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

Jennifer Radbourne is a retired academic and has held teaching and management positions in the Faculty of Business at the Queensland University of Technology (QUT). Most recently, she was Dean and Pro Vice Chancellor, Faculty of Arts and Education at Deakin University in Melbourne.

Jennifer is a graduate of the AICD and has held board positions over 35 years in state and non-profit arts organisations in Queensland. She is also a current member of the Sunshine Coast Arts Advisory Board and chair of the SCGS Foundation.

Jennifer is keen to bring her knowledge of management in an educational institution to the PMSA. Her arts background, balanced by several years in a business faculty, gives her a creative edge in thinking and leading in contemporary governance. She has

published in relationship marketing, non-profit governance, strategic management, curriculum development and teaching and learning. Jennifer also has a strong interest in international students, having managed a business program in Hong Kong and taught and recruited students in China, Vietnam and Indonesia.

*Chair – Sunshine Coast Grammar School Council*

*PMSA Board member (first appointed 2018, current term until 2019)*

*Member – PMSA Nominations and Human Resources Committee*

*Director – Sunshine Coast Grammar School Foundation*

*Member – Sunshine Coast Arts Advisory Board*

*Graduate – Australian Institute of Company Directors*



**Dr John Glaister**  
*BSc (Hons), MSc, PhD  
(Mar Biol), MBA, PhD  
(Anth Soc), GAICD*

John Glaister has been a CEO of many large organisations and has experience in government relations at the State and Federal level, high level policy skills, and commercialisation of IP in a University environment.

In his current role as director of Glaister Consulting, John has experience in conceiving, drafting and delivering policy; change management and restructuring organisations; grant writing; and stakeholder engagement.

*Deputy Chair – Sunshine Coast Grammar School Council (first appointed 2016, current term until 2020)*

*Director – Glaister Consulting*

*Deputy Chair – Bendigo Community Enterprises Ltd (Bendigo Bank)*

*Chair – NORMAC (Northern Prawn Management Advisory Committee-AFMA)*



**Mr Bruce Swan**  
*BBus, ICAA*

Bruce has more than 30 years' experience as a Chartered Accountant, both in Queensland and overseas.

He has a wealth of experience in the practice area of audit, particularly through his work with not-for-profit and charity organisations, companies, and body corporates on the Sunshine Coast.

In addition, Bruce has worked with a number of small and medium sized businesses, providing business advisory guidance.

*Councillor – Sunshine Coast Grammar School Council (first appointed 2017, current term until 2020)*

*Partner, BDO*



SUNSHINE COAST  
GRAMMAR SCHOOL

## SCHOOL GOVERNANCE CONT'D



**Mr John Hall**  
*BEd, BComm,  
MBA, FAICD*

John is an experienced company director, with more than 30 years experience with listed public companies, unlisted public companies, government business enterprises, government public authorities and private businesses. The diverse entities involved include sand mining, tourism and events, superannuation, investment and funds management and debt raising and management.

John has held a variety of board related roles including Chairman, Deputy Chairman, Company Secretary and Audit and Risk Committee Chairman. He is a Fellow of the Australian Institute of Company Directors (AICD) and has a Company Director's Diploma from the AICD. John holds degrees in Economics and Commerce and has a Masters of Business

Administration. He has extensive management experience in both the public (government and statutory authority) sector and the private sector, including 25 years at Chief Executive level. He specialises in corporate governance, strategic planning, finance and economics.

*Councillor – Sunshine Coast Grammar School Council (first appointed 2014, current term until 2021)*

*Fellow – Australian Institute of Company Directors*

*Board member – Caloundra Branch, Bendigo Bank*

*Board member – Visit Sunshine Coast*

*Chairman – Pelican Waters Probus Club*



**Mr Wayne Knapp**  
*PG Cert (Applied Mgt),  
PG Dip (Bus Admin),  
PG Cert (Bus Admin)*

Appointed by the Presbyterian Church, Wayne Knapp has more than 20 years experience on not-for-profit boards for both the Presbyterian and Uniting Churches including Chairman of the board roles at the Wesley Hospital Townsville and PresCare. He also served for five years on the St Andrews War Memorial Hospital Board during a time of significant change. He is currently the Chair of the Presbyterian Church Property Board and a member of the Finance and Administration Board.

Looking forward to the challenge of governance change, Wayne has extensive experience in governance, risk management and leadership on boards. A former police officer retiring as an Inspector, Wayne is currently in a policy

development and administration role for the Presbyterian Church ensuring denominational compliance to Work Health and Safety and Child Safety legislation.

*Councillor – Sunshine Coast Grammar School Council*

*PMSA Board member (first appointed 2012, current term until 2021)*

*Retired police officer*

*Chairman – Property Board, Presbyterian Church of Queensland*

*Director – Finance and Administration Board, Presbyterian Church of Queensland*

*Member – Presbyterian Church of Queensland*



**Mrs Maria Woods**  
*Principal*





## PRINCIPAL'S REPORT



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



**Without involvement, there is no commitment.  
Mark it down, asterisk it, circle it, underline it.  
No involvement, no commitment.**

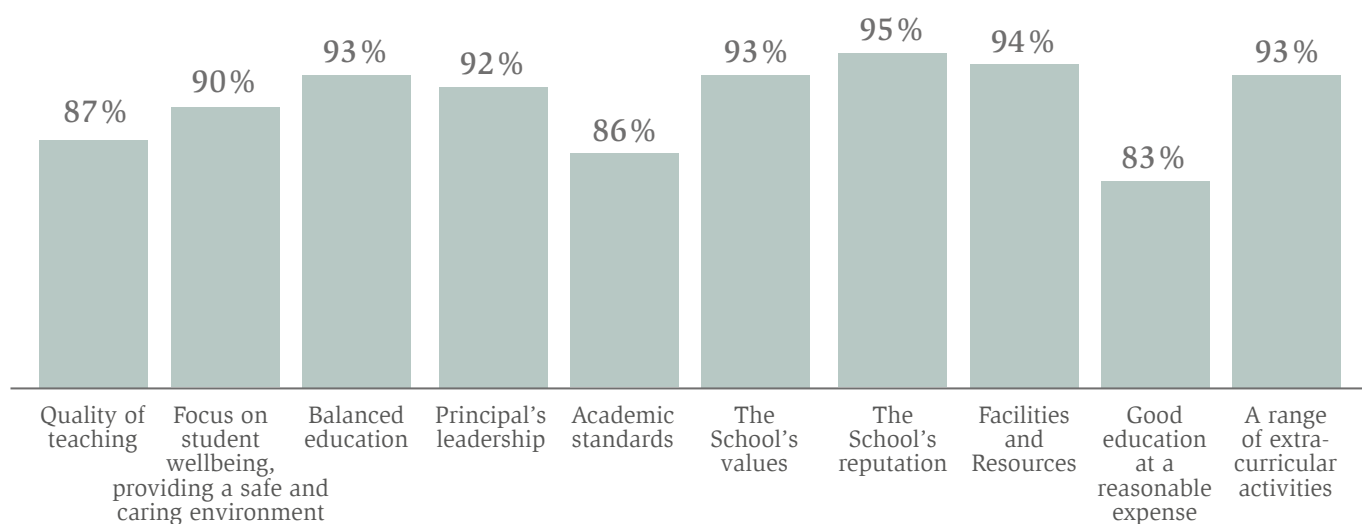
STEPHEN COVEY

2018 was an important year for Sunshine Coast Grammar School to review, reflect, reconnect, and recommit to our continued focus on whole school improvement. To undertake this process, the School invited students Years 5-12, all staff and all parents to participate in a range of surveys, face to face interviews and group discussions to take the pulse of the school's operations and plan for the future. It was also an important process to celebrate and acknowledge what our community believe we do exceptionally well.

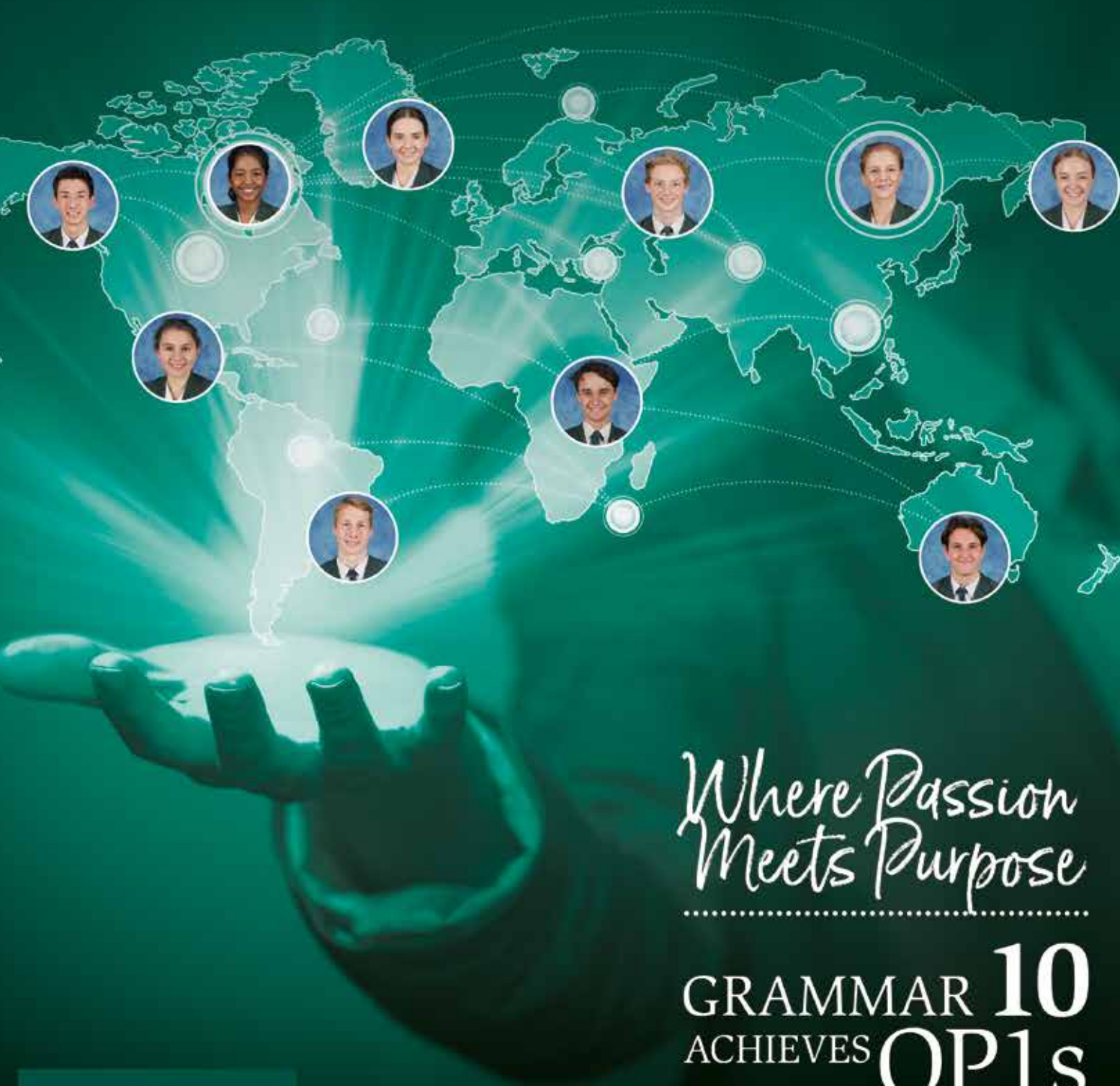
Throughout the year, we utilised the work of the OECD and most particularly the position paper - The Future of Education and Skills – Education 2030 to assist in framing our thinking and shaping Grammar's teaching and learning practices that build future knowledge, skills and the attitudes and values required of young people as they grow. We surveyed our staff, students and parents to ascertain what are the skills and values they perceive as important for our present and our future. The top responses are included in this report.

Sunshine Coast Grammar School engaged Macquarie Marketing Group (MMG) to conduct our whole of school satisfaction survey in 2018. The results were shared with the whole community via letters, school newsletters, formal publications and in the end of year magazine. MMG set 80% as the benchmark for achieving excellence.

### 2018 GRAMMAR PARENTS - EXPECTATIONS MET/EXCEEDED - TOP 10 (N = 441)



# Congratulations class of 2018!



Where Passion  
Meets Purpose

GRAMMAR **10**  
ACHIEVES **OP1s**



SUNSHINE COAST  
GRAMMAR SCHOOL

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372 Mons Road, Forest Glen Qld 4556  
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web [www.scgs.qld.edu.au](http://www.scgs.qld.edu.au)

A School of the Presbyterian and Methodist Schools Association

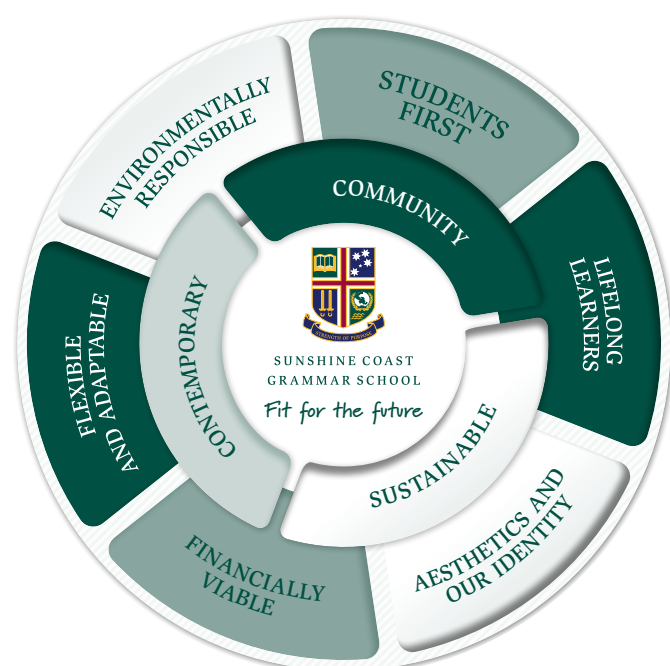
20% students achieved OP 1-2  
42% students achieved OP 1-5  
84% students achieved OP 1-10



## PRINCIPAL'S REPORT CONT'D

The School engaged in a formal master planning process in 2018. Again parents, staff and students were provided opportunities to contribute via formal planning sessions and in the MMG surveys.

### MASTER PLAN



### OP RESULTS

We congratulate our class of 2018 on outstanding academic achievements. Sunshine Coast Grammar School ranked 8th in the State with almost 43% securing an OP 1-5, 75% achieving an A or B on the QCS test and a significant number offered scholarships to study in Queensland or interstate. Students have also been offered international sporting scholarships at USA universities.

With a key focus on staff and student wellbeing, the School engaged Steve Francis to facilitate both workshops with staff and a staff wellbeing survey.

#### Staff – Enhancing Professional Culture, Capability and Performance

Key focus on wellness at work – enhancing a culture of wellbeing and resilience for staff – spiritual, emotional, psychological and physical

- *Staff Well-Being Initiative*, facilitated by Steve Francis:
  - Staff Professional Development:*
    - Three sessions specifically targeted at Primary, Secondary and Corporate Staff
    - Improving Your Well-Being and Work-Life Balance -
    - Outcomes
      - › Key messages conveyed on the importance of self-talk, mindset and taking personal responsibility for our own well-being
      - › Establish common language across the school on the challenges and rewards of working in a school environment
      - › Practical strategies provided for self-managing your own well-being and job satisfaction
  - *Staff Satisfaction and Well-Being Survey:*
  - Outcomes
    - › Benchmark staff satisfaction
    - › Identify potential areas for improvement from staff perspective
    - › Generate breakout reports for each department and staff role
    - › Administer and generate reports from staff survey



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

We believe we live the school vision in all we are and in all we do. Students ignite the passion for us and strengthen our purpose.





SUNSHINE COAST  
GRAMMAR SCHOOL

# STRATEGIC PLAN





# BUSINESS MANAGER'S REPORT



**Ms Lyn Stokes**  
*Sunshine Coast Grammar School  
Business Manager*

## FACILITIES

During the year scheduled maintenance and safety audits were carried out on all classrooms, equipment and grounds. Outdoor areas, grass, ovals and gardens received additional maintenance to ensure their prime condition throughout the summer months. Other, larger scale projects included repairs to roofing across the campus, including new roofing for the Grammar Function Centre, the refurbishment of student amenities adjacent to the Senior Resource Centre and the construction of additional shower/toilet facilities near the Aquatic Centre and Tennis Clay Courts.

## FEES

Fees were increased by 3% for 2019. The school is committed to ensuring fees remain affordable to parents who have chosen a Grammar education for their children.

## NEW ROAD

Plans are continuing to advance for a new access road into the School which will join up with the recently installed roundabout at the intersection of Mons Road and Owen Creek Road, adjacent to the Kunara Precinct. We are continuing to work closely with the Department of Transport and Main Roads (TMR) and neighbouring properties to ensure that we achieve the best outcome possible for the benefit of the School community.

## MASTER PLAN

The school engaged architects, Deicke Richards, to lead it through the process of developing the new Master Plan for Sunshine Coast Grammar School. The impetus for the timing was changes to the local road infrastructure requiring a new roadway and entrance into the school. Whilst the Department of Transport and Main Roads (TMR) will fund the new road into campus, the new entrance will necessitate changes to the Primary School section of the campus as well as the current roadways and parking areas for the whole of campus. Whilst the new plan is yet to be finalised, some of the high priority projects include:

- New internal roads, parking and drop off area
- Extension and refurbishment of the science centre, hospitality (completed 2019) and art buildings
- Upgrade existing and additional student amenities

## MOVING SCHOOL PLUS OSHC

Over the December/January holidays, School Plus OSHC and Vacation Care was relocated to the area commonly referred to as the Prep Precinct. Our Prep classrooms in turn relocated into the Primary classrooms of P7 and P8. These rooms have undergone a mini-renovation in order to create an exciting and fresh classroom environment for our new Prep students.



## DESCRIPTIVE INFORMATION

|                                      |  |
|--------------------------------------|--|
| <b>School sector:</b>                | Independent                                |
| <b>School's address:</b>             | 372 Mons Road, Forest Glen QUEENSLAND 4556 |
| <b>Total enrolments:</b>             | 1300                                       |
| <b>Year levels offered:</b>          | Prep – Year 12                             |
| <b>Co-educational or single sex:</b> | Co-educational                             |
| <b>Religious Affiliation</b>         | Presbyterian and Uniting                   |

## CHARACTERISTICS OF THE STUDENT BODY

The student body comprises 630 girls and 670 boys and is made up of 812 families.

We have 6 students who identify as Aboriginal/Torres Strait Islander.

Australian born students comprise the majority of the student body (83%) with the remaining students coming from: Canada, Chile, China, Europe, Indonesia, India, Iran, Kenya, Korea, Malaysia, New Zealand, Pakistan, Papua New Guinea, Philippines, Russia, Singapore, South Africa, Sri Lanka, Thailand, UAE, USA and Zimbabwe.

The vast majority of students speak English at home (92%). 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.

Grammar Parent Occupation groups: 57% fall into the category of senior management, government administration and qualified professionals; 35% fall into the category of business managers, art/media/sports persons and associate professionals.

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



# SUNSHINE COAST GRAMMAR SCHOOL

ESTABLISHED 1996

CO-EDUCATIONAL | PREP - YEAR 12

STUDENTS

2019 ± 1,250



STAFF  
± 200



FOREST GLEN  
SUNSHINE  
COAST

100  
ACRES

RAIN  
FOREST  
SETTING

## STUDENT BODY ORIGINS



85%  
AUSTRALIAN BORN

15% AROUND THE  
WORLD



A SCHOOL OF THE PRESBYTERIAN AND  
METHODIST SCHOOLS ASSOCIATION

## GRAMMAR

EARLY LEARNING CENTRE

6 WEEKS -  
SCHOOL AGE

FOREST GLEN

EST. 2006



# 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.

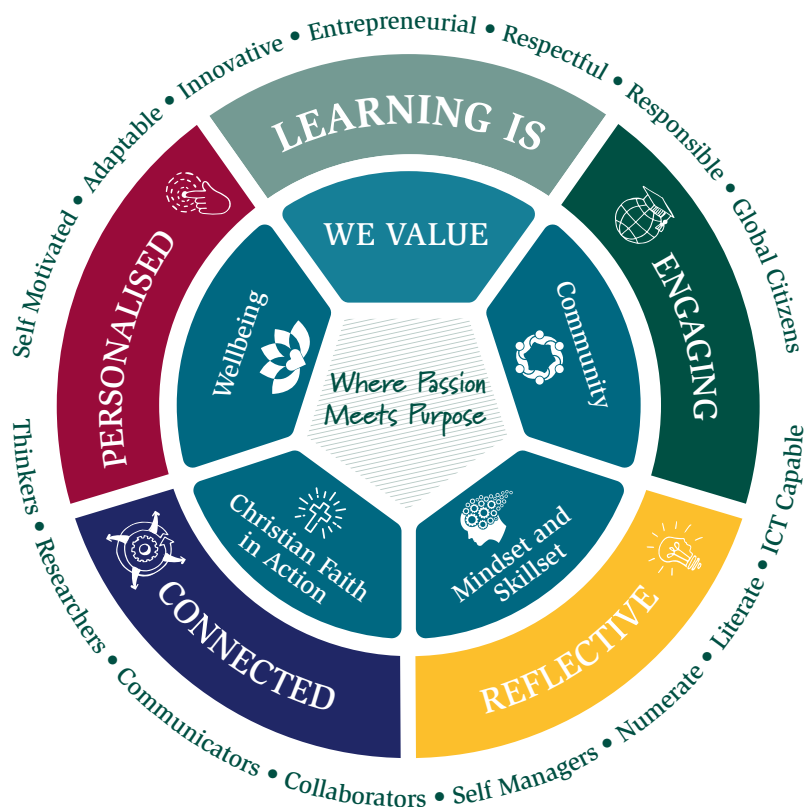
*"Teachers working together to have appropriately high challenging expectations of what a year's growth for a year's input looks like- fed with the evidence of impact which sustains it" (Hattie, 2012).*

## 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







## DISTINCTIVE CURRICULUM OFFERINGS CONT'D



### 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 feedforward 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.



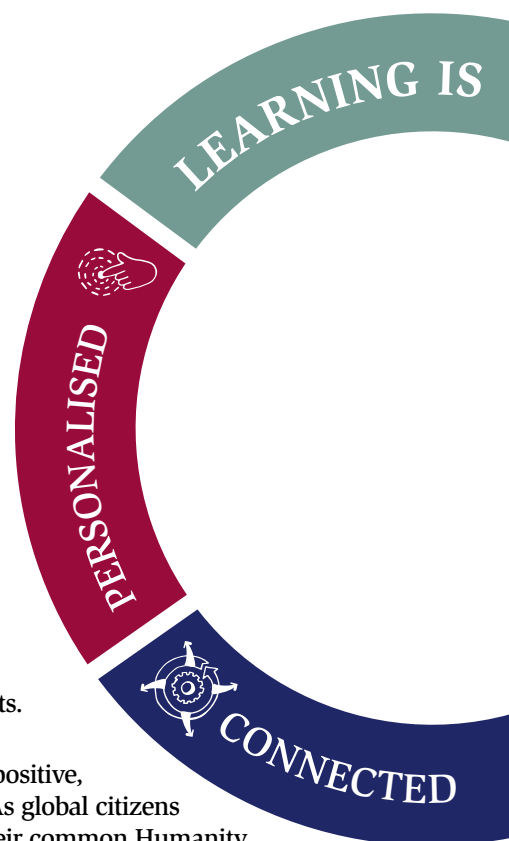
### CONNECTED .....

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.

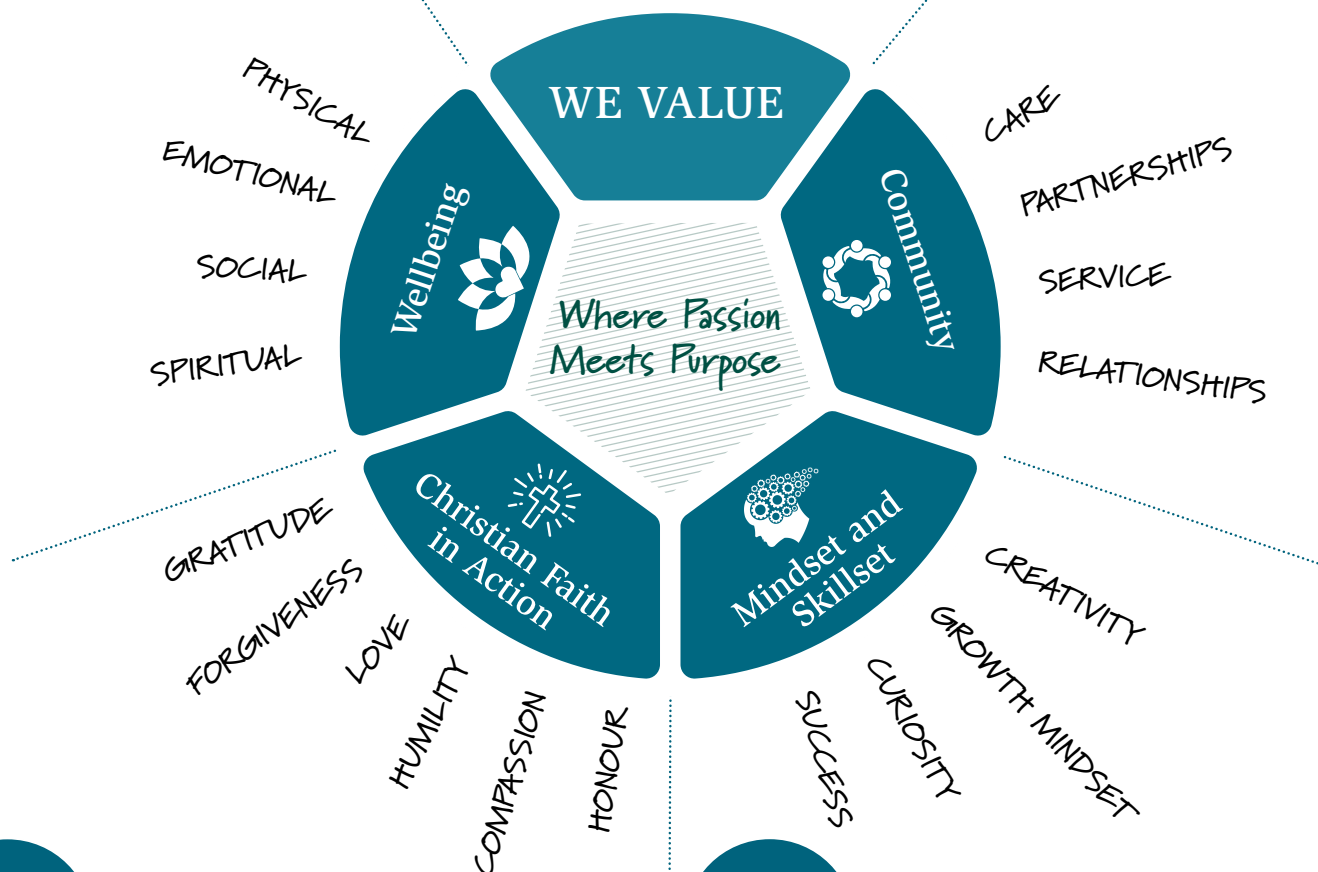
Meaningful connections are also the result of connecting with prior learning and the application of new knowledge into different contexts.

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.







## WELLBEING

Student resilience and wellbeing are essential for both academic and social development, and are optimised in a safe, supportive and respectful learning environment.

Here at Grammar we explicitly teach our students critical life-skills, such as: how to recognise and regulate their emotions, establish positive and respectful relationships, make responsible decisions, learn how to effectively problem-solve, and how to understand and apply their own character strengths.

It is through these critical skills we cultivate a culture that recognises and encourages the importance of engagement, autonomy and mastery, where students are encouraged to pursue their purpose and learn to thrive in an ever changing world.



## MINDSET AND SKILLSET

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 skillset to apply knowledge, and implement ideas.

Grammar is committed to fostering the cultivation of an adaptive set of skills and values that, together with knowledge from the traditional disciplines, will equip students to embrace change as opportunity.



## CHRISTIAN FAITH IN ACTION

At the heart of our Christian faith in action are our six values underpinning our Christian identity.

With a strong focus on relationships we strive to encourage students to display honour at all times and to have Jesus as their role model and in so doing to be humble, compassionate, forgiving, grateful and loving.



## COMMUNITY

The sense of belonging, connection, care and mutual respect fostered among all members of the Grammar community is focussed on the needs and awareness of individuals, our local and global community.



## DISTINCTIVE CURRICULUM OFFERINGS CONT'D

### 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.

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 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.



Education is not only a ladder of opportunity, but it is also an investment in our future.

ED MARKEY





## DISTINCTIVE CURRICULUM OFFERINGS CONT'D

### ICT INITIATIVE

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

In 2014, iPads were introduced into P-3, a tablet program for Years 4 and 5 and the BYOD program for Years 11 and 12.

In 2015, the BYOD program extended to include Year 10.

In 2017, all new Year 7 students and secondary students 8-12 began operating in the BYOD program.

In 2018, the School introduced a Year 5 iPad program

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

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

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

### OUR GUIDING PRINCIPLES:

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

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





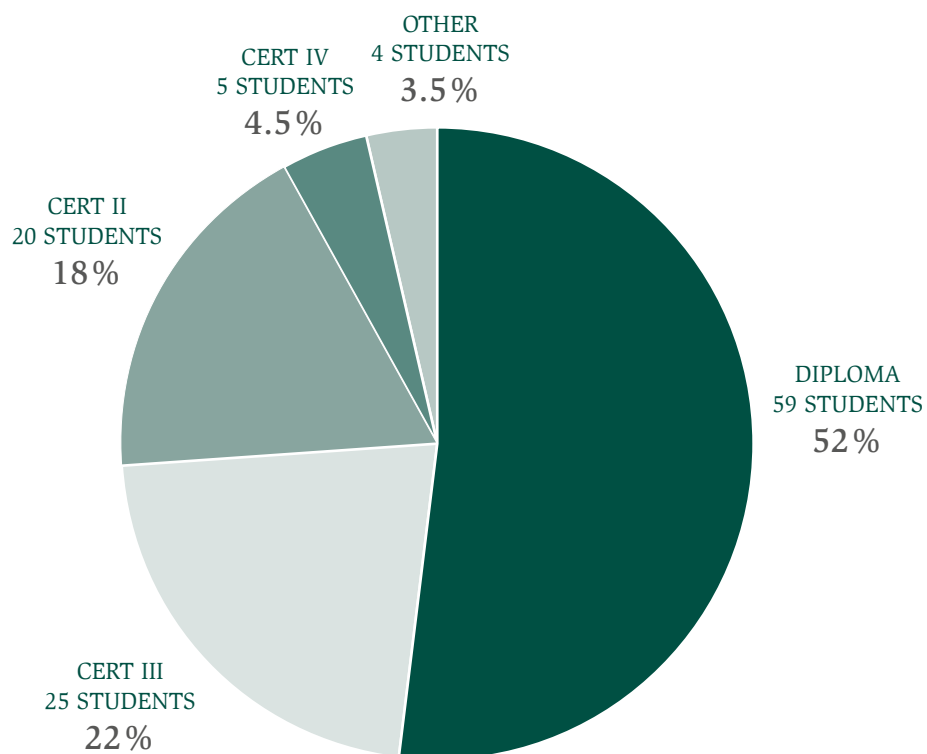
## VET/PATHWAYS

### VOCATIONAL PATHWAYS AT GRAMMAR

98 students across Years 10-12 undertook 113 vocational studies in 2018.

15 students studied 1 or more qualification

- o 11 students completed a dual qualification (Cert III Fitness with embedded Cert II Sport and Recreation)
- o 1 student enrolled in Diploma Business and Cert IV TESOL.
- o 3 students completed 3 qualifications (Diploma Business, Cert III Fitness and Cert II Sport and Recreation).



#### COMPLETION RATES

72 of the 113 pathways were satisfactorily completed in 2018

2 withdrawals from qualification

1 placement that did not roll into a traineeship

38 students continuing their vocational studies in 2019

**Successful completion rate of 96% in 2018**

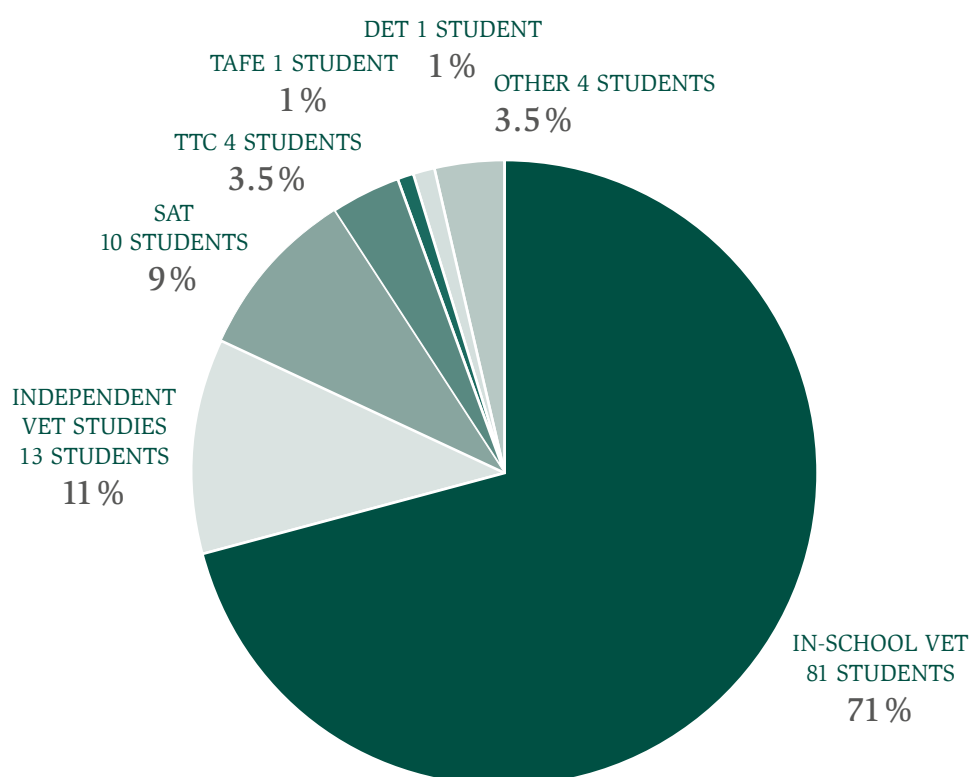


## VET/PATHWAYS CONT'D

### TYPE OF PATHWAYS

The largest percentage of qualifications are completed at Grammar as part of the curriculum (Diploma Business and Cert III Fitness with embedded Cert II Sport and Recreation).

The largest growth area over the past 3 years has been in Independent VET Studies.



- In-School VET**  
 Diploma Business & Cert III Fitness with embedded Cert II Sport and Rec
- Independent VET Studies**  
 Where students can elect to enrol in a course of their choice, with an external Registered Training Organisation (RTO), and complete their study independently. Students can study Certificate I to Diploma level, in varying formats including online study with volunteer work, work placement, weekly training sessions, and/or one-on-one with a Trainer. Some Certificate III courses attract Government funding, although majority of studies are financed by parents. Nationally recognised certificates also qualify for QCE points and Certificate III and above qualifications can be used to calculate a student's ATAR.
- SAT**  
 School Based Apprenticeship and Traineeships
- TTC**  
 Sunshine Coast Technical Trade Training Centre
- TAFE**  
 TAFE at School Program
- DET**  
 Department of Employment, Small Business Training GENR8 Program
- Other**  
 Diploma Speech and Drama Trinity College  
 UK based certificate course  
 Volunteer work experience, rolling into a traineeship/apprenticeship offer





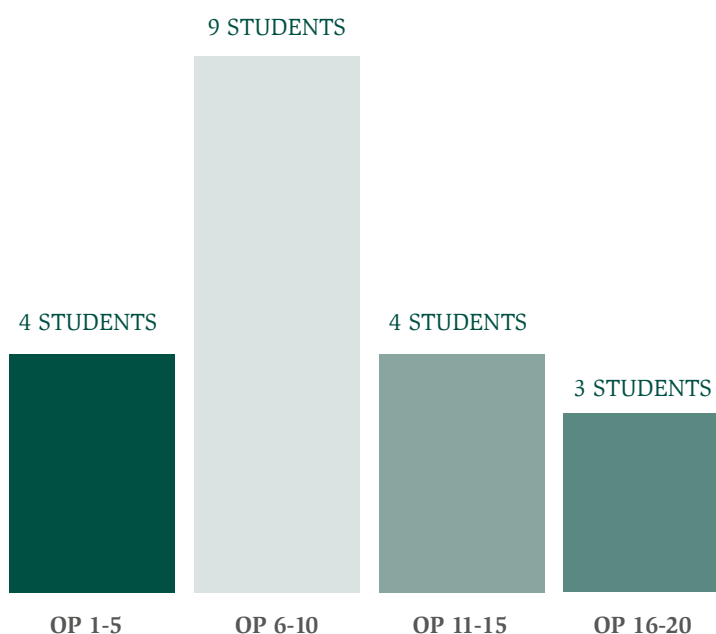
## VET/PATHWAYS CONT'D

### VET - OP DUAL PATHWAY

20 OP students elected to enrol in VET studies.

2 students used their stand-alone VET ranking in place of their OP ranking to gain entry to a tertiary institution.

OP students elect to study a vocational pathway to enhance their skill set, gain employability skills, pursue a course of study they are passionate about, or pursue a course of study that is not offered at Grammar.



#### OP RAKING AND TYPE OF VET STUDY

**OP 1-5** | 2 Cert III SAT, 1 Cert IV Independent VET, 1 Diploma Business

**OP 6-10** | 5 Cert III Fitness, 1 Cert IV Independent VET, 1 Diploma Business, 2 Diploma Independent VET

**OP 11-15** | 1 Cert II Independent VET, 1 Cert III SAT, 1 Cert III Fitness, 1 Diploma Business

**OP 16-20** | 1 Cert II TTC, 1 Cert III SAT, 1 Diploma Business

### DIPLOMA OF BUSINESS

27 Year 12 students completed a Diploma of Business in 2019, (23 students in school, and 4 as independent VET students).

A Diploma of Business gives an OP equivalent of approximately 9.

24 of the 27 students used their Diploma as entry to tertiary studies (2 students achieved an OP 3 and 8, 1 student did not pursue a tertiary pathway).

12 students have pursued Business studies at a tertiary institution.



## VET/PATHWAYS CONT'D

### SUPPORTING STUDENTS TO ACCESS PATHWAYS

- Strategies in place:
- Appointment of Careers and VET staff members to administer and facilitate.
  - Continuous professional development for these staff.
  - Promotion and information at Year 10, 11 and 12 parent information evenings, subject selection evenings and expos.
  - Career and VET staff available for parent and student enquiries and meetings, 7.30am-5pm every day.
  - Information sent home to parents via year level emails. Information also placed on parent GECO.
  - Promotion of information to students through GECO and email.
  - Promotion of vocational success on assemblies.
  - Pathways up-dates regularly sent to staff, to engage and educate staff on opportunities and student success.
  - Information distributed to staff to ensure class teachers support students with coordination of workload with out of school vocational placement.
  - Regular contact with University ambassadors/Pathway Coordinators.
  - Strong network connections with QTAC, QCAA, Apprenticeship Centres, SCTTTC, TAFE, DET and Training Organisations.
  - Promotion of road shows and taster programs to students.
  - Work Experience Program in Year 10 (5 day placement), with support for additional placements from Years 9-12, at the request of the students/parents to explore pathway options.
  - Pathways reports sent regularly to Principal.





## EXTRA-CURRICULAR ACTIVITIES



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

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

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

Students are encouraged to be involved in extensive music, choir, chess, language, debating, art, drama and public speaking programmes. The School facilitates performance in camps, Optiminds, enrichment classes, concerts and drama productions. 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 2018. Students during 2018 were also selected to represent Australia.

Grammar regularly host and send teams from/to interstate and overseas; in 2018 students participated in a Languages tour to France and a Rugby Tour to Canada.

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.







## SOCIAL CLIMATE



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 2018 the School appointed a full time 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, persistent, organisation, resilience and getting along are reinforced. Several additional programs are offered to students who feel they may benefit from additional skills. These include 'Stop Think Do' (for refining social skills), Fun Friends and Friends for Life (Anxiety and Depression prevention), and Seasons for Growth (Grief and Loss). Parent Programs addressing a range of personal and social developmental topics are also offered throughout the year.





SUNSHINE COAST  
GRAMMAR SCHOOL

## 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 large number of events held throughout the year.



GRAMMAR  
PARENTS & FRIENDS

### THE AIMS OF THE P&F ARE:

- To foster friendships and develop a support network within the school community
- To accurately represent the views and expectations of the parents and friends of Grammar
- To co-ordinate social occasions where parents and friends of the school can join together to foster friendship
- To support the School and its aims

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 SATISFCTION WITH THE SCHOOL

## PARENT SATISFACTION SURVEY

Over 440 parents responded to our Parent Satisfaction Survey conducted by Macquarie Marketing Group (MMG). Families have very clearly indicated strong loyalty and commitment to a Grammar education for their child/children. The MMG results reflect the overall scores (mean) across key areas for both Primary and Secondary School parents.

OVERALL SATISFACTION | Primary **84 %** | Secondary **81 %**

|  |   |  |
|--|---|--|
|  <b>ACADEMIC PROGRAM</b><br>Primary <b>81 %</b><br>Secondary <b>81 %</b>      |  <b>EXTRA-CURRICULAR NON-SPORT</b><br>Primary <b>78 %</b><br>Secondary <b>81 %</b>   |  <b>LOYALTY</b><br>Primary <b>82 %</b><br>Secondary <b>80 %</b>                       |
|  <b>CHRISTIAN EDUCATION</b><br>Primary <b>75 %</b><br>Secondary <b>73 %</b> |  <b>EXTRA-CURRICULAR SPORT</b><br>Primary <b>75 %</b><br>Secondary <b>78 %</b>     |  <b>MANAGEMENT &amp; LEADERSHIP</b><br>Primary <b>84 %</b><br>Secondary <b>80 %</b> |
|  <b>COMMUNICATIONS</b><br>Primary <b>81 %</b><br>Secondary <b>78 %</b>      |  <b>FACILITIES &amp; RESOURCES</b><br>Primary <b>81 %</b><br>Secondary <b>81 %</b> |  <b>STUDENT WELLBEING</b><br>Primary <b>84 %</b><br>Secondary <b>81 %</b>           |

## THE TOP 10 CONSTRUCTS FOR GRAMMAR

| CONSTRUCT                                      | STUDENTS | PARENTS | STAFF |
|--|----------|---------|-------|
| Motivation                                     | ✓        | ✓       |       |
| Creative Thinking                              | ✓        | ✓       | ✓     |
| Curiosity                                      | ✓        |         | ✓     |
| Resilience                                     | ✓        | ✓       | ✓     |
| Respect  | ✓        | ✓       | ✓     |
| Compassion                                     | ✓        |         | ✓     |
| Problem Solving                                |          | ✓       | ✓     |
| Critical Thinking                              |          | ✓       | ✓     |
| Adaptability                                   |          | ✓       | ✓     |
| Engagement/Communication Skills/ Collaboration |          | ✓       | ✓     |





# STAFFING INFORMATION

## STAFF COMPOSITION, INCLUDING INDIGENOUS STAFF:

|   | NUMBER OF STAFF | FULL TIME EQUIVALENT |
|---|-----------------|----------------------|
| Full Time Staff                                 | 125             | 125                  |
| Part Time Staff                                 | 57              | 37.68                |
| <b>TOTAL</b>                                    | <b>182</b>      | <b>162.68</b>        |
| Teaching Staff                                  | 101             | 96.49                |
| Non-Teaching staff<br>(including teacher-aides) | 81              | 66.19                |
| <b>TOTAL</b>                                    | <b>182</b>      | <b>162.68</b>        |

Two staff identified as Indigenous in 2018.

## QUALIFICATION OF ALL TEACHERS:

| QUALIFICATION       | PERCENTAGE OF CLASSROOM<br>TEACHERS AND SCHOOL LEADERS<br>AT THE SCHOOL WHO HOLD THIS<br>QUALIFICATION |
|---------------------|--|
| Doctorate or higher | 1 %  |
| Masters             | 15 %   |
| Bachelor Degree     | 81 %   |
| Diploma             | 3 %  |
| Certificate         | 0 %  |



# STAFFING INFORMATION CONT'D

## EXPENDITURE ON AND TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT

### *Teacher Participation in Professional Development*

| DESCRIPTION OF MAJOR PD ACTIVITIES   | NUMBER OF TEACHERS PARTICIPATING IN ACTIVITY                       |
|--|--|
| 1-2-3 Magic & Emotion Coaching in the Classroom  | 47   |
| Child Protection   | 96   |
| Christianity Explored Course   | 4  |
| Colour Reductive Lino Basics Workshop  | 1  |
| CPR Refresher Training   | 4  |
| Dan Haesler - Wellbeing & engagement   | 97   |
| Dan Haesler - Leadership   | 19   |
| Diabetic Training  | 13   |
| Digital Technology Curriculum  | 27   |
| Diploma of Leadership Higher Education - Alphacrucis College                               | 1  |
| Disability Standards for Education   | 51   |
| Educating Boys - Dr Ian Lillico  | 69   |
| Education Perfect  | 11   |
| English Learning Area PD and Networking Opportunity  | 1  |
| Evidence based strategies for improving reading with writing                               | 1  |
| Fierce Conversations Programs  | 1  |
| First Aid & CPR  | 15   |
| GECO Planning & Preparation  | 94   |
| Introduction to the PMSA Code of Conduct 2018  | 98   |
| Planning   | 103  |
| PMSA Child Protection: Safe Places for Children to Learn and Grow 2018                     | 98   |
| Primary School Reflection  | 32   |
| QCAA: Unit 1 Preparing for the New QCE   | 62   |
| Raising Girls  | 46   |
| SafeSchools Health & Safety Induction 2018   | 98   |
| Social Moderation - Numeracy   | 28   |
| Social Moderation - Science  | 28   |
| Staying Safe in Emergencies @ Sunshine Coast Grammar School 2018                           | 98   |
| Steve Francis: Engagement with the Workplace   | 47   |
| Technology   | 25   |
| Tennis for Schools Practical Workshop  | 2  |
| Wellbeing Planning   | 15   |
| WHS & Mandatory Reporting  | 95   |
| <b>Total number of teachers participating in at least one activity in the program year</b> | <b>104 Full time and Temp/contract Teachers - 22 Teacher Aides</b> |



## STAFFING INFORMATION CONT'D

### *Expenditure On Professional Development*

| TOTAL NUMBER OF TEACHERS  | TOTAL EXPENDITURE ON TEACHER PD<br>(AS RECORDED IN FINANCIAL QUESTIONNAIRE) | AVERAGE EXPENDITURE ON PD PER TEACHER |
|---|---|---------------------------------------|
| 101 Teachers  | \$42,443.00   | \$420.22                              |
| The proportion of the teaching staff involved in professional development activities during 2018  |   | 100%                                  |
| <p>The major professional development initiatives were as follows:</p> <ul style="list-style-type: none"> <li>• Child Protection and Mandatory Training</li> <li>• Educating Boys project</li> <li>• Implementation of Australian Curriculum and Senior Assessment (ATAR)</li> <li>• Student wellbeing</li> </ul> <p>Staff also attended a variety of other professional learning opportunities including: curriculum and faculty forums and seminars. Leadership development and mentoring seminars, robotics and coding, internal systems, local area developments and student and staff wellbeing and mental health seminars</p> |   |                                       |

### *Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:*

| NUMBER OF STAFF  | NUMBER OF SCHOOL DAYS | TOTAL DAYS STAFF ABSENCES | AVERAGE STAFF ATTENDANCE RATE |
|--|-----------------------|---------------------------|-------------------------------|
| 133  | 25,079                | 586                       | 97.72%                        |
| For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 97.72% in 2018 |                       |                           |                               |

### *Proportion of teaching staff retained from the previous year:*

| NUMBER OF PERMANENT TEACHING STAFF AT END OF PREVIOUS YEAR                         | NUMBER OF THESE STAFF RETAINED IN THE FOLLOWING YEAR (THE PROGRAM YEAR) | % RETENTION RATE |
|--|---|------------------|
| 92   | 91  | 98.91%           |
| From the end of 2017 98.91% of staff were retained for the entire 2018 school year |   |                  |





Develop a passion  
for learning. If you  
do, you will never  
cease to grow.

ANTHONY J. D'ANGELO





SUNSHINE COAST  
GRAMMAR SCHOOL

# 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.





## STAFFING INFORMATION CONT'D

*Average student attendance rate (%) for the whole school:*

| NUMBER OF POSSIBLE ATTENDANCE DAYS   | TOTAL NUMBER OF STUDENTS | TOTAL NUMBER OF DAYS ABSENT | TOTAL ATTENDANCE |
|--|--------------------------|-----------------------------|------------------|
| 237,312  | 1,304                    | 20,186                      | 217,126          |
| The average attendance rate for the whole school as a percentage in 2018 was 91.49 % |                          |                             |                  |

*Average student attendance rate for each year level:*

| YEAR LEVEL | NUMBER OF POSSIBLE ATTENDANCE DAYS FOR YEAR LEVEL | TOTAL NUMBER OF STUDENTS IN YEAR LEVEL | TOTAL NUMBER OF DAYS ABSENT BY STUDENTS IN YEAR LEVEL | TOTAL ATTENDANCE | AVERAGE ATTENDANCE RATE % IN YEAR LEVEL |
|------------|---|--|---|------------------|---|
| Prep       | 11,163  | 61                                     | 59  | 11,102           | 99.45 %                                 |
| Year 1     | 11,529  | 63                                     | 586   | 10,943           | 94.92 %                                 |
| Year 2     | 10,797  | 59                                     | 767   | 10,030           | 92.90 %                                 |
| Year 3     | 14,274  | 78                                     | 870   | 13,404           | 93.91 %                                 |
| Year 4     | 14,091  | 77                                     | 910   | 13,181           | 93.54 %                                 |
| Year 5     | 18,300  | 100                                    | 1,098   | 17,302           | 94.55 %                                 |
| Year 6     | 23,241  | 127                                    | 1,660   | 21,581           | 92.86 %                                 |
| Year 7     | 23,424  | 128                                    | 2,108   | 21,316           | 91.00 %                                 |
| Year 8     | 26,535  | 145                                    | 1,893   | 24,642           | 92.87 %                                 |
| Year 9     | 23,241  | 127                                    | 2,120   | 21,121           | 90.88 %                                 |
| Year 10    | 22,326  | 122                                    | 2,151   | 20,175           | 90.37 %                                 |
| Year 11    | 17,751  | 97                                     | 2,192   | 15,559           | 87.65 %                                 |
| Year 12    | 20,640  | 120                                    | 3,772   | 16,868           | 81.72 %                                 |

## MANAGEMENT OF ATTENDANCE

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

## NAPLAN RESULTS FOR YEARS 3, 5 AND 7 AND 9 IN 2018

| YEAR (2018)             | AVERAGE SCORE<br>(SCHOOL) | AVERAGE SCORE<br>(NATIONAL) | % AT OR ABOVE<br>NATIONAL<br>MINIMUM<br>STANDARD |
|-------------------------|---------------------------|-----------------------------|--|
| READING                 |                           |                             |  |
| Year 3                  | 474                       | 434                         | 99 %   |
| Year 5                  | 524                       | 509                         | 98 %   |
| Year 7                  | 577                       | 542                         | 99 %   |
| Year 9                  | 628                       | 584                         | 99 %   |
| WRITING                 |                           |                             |  |
| Year 3                  | 403                       | 407                         | 100 %  |
| Year 5                  | 473                       | 465                         | 96 %   |
| Year 7                  | 545                       | 505                         | 100 %  |
| Year 9                  | 597                       | 542                         | 95 %   |
| SPELLING                |                           |                             |  |
| Year 3                  | 448                       | 418                         | 100 %  |
| Year 5                  | 516                       | 502                         | 99 %   |
| Year 7                  | 583                       | 545                         | 98 %   |
| Year 9                  | 612                       | 583                         | 99 %   |
| GRAMMAR AND PUNCTUATION |                           |                             |  |
| Year 3                  | 465                       | 432                         | 100 %  |
| Year 5                  | 522                       | 504                         | 98 %   |
| Year 7                  | 574                       | 544                         | 98 %   |
| Year 9                  | 608                       | 581                         | 99 %   |
| NUMERACY                |                           |                             |  |
| Year 3                  | 427                       | 408                         | 99 %   |
| Year 5                  | 512                       | 494                         | 100 %  |
| Year 7                  | 586                       | 548                         | 100 %  |
| Year 9                  | 640                       | 596                         | 100 %  |



## RETENTION RATE YEAR 10-12

|                    | YEAR 10<br>BASE | YEAR 12 | RETENTION<br>RATE % |
|--------------------|-----------------|---------|---------------------|
| Number of Students | 123             | 119     | 96.7%               |

## YEAR 12 OUTCOMES

| OUTCOMES   |       |
|--|-------|
| Number of students awarded a Senior Education Profile  | 120   |
| Number of students awarded a Queensland Certificate of Individual Achievement  | 0     |
| Number of students who received an Overall Position (OP)   | 90    |
| Number of students or 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  | 44    |
| Number of students awarded a Queensland Certificate of Education at the end of Year 12   | 119   |
| Number of students awarded an International Baccalaureate Diploma (IBD)  | 0     |
| Percentage of Year 12 students who received an OP1-15 or an IBD  | 95.5% |
| 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 | 99.2% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer   | 100%  |

## POST SCHOOL DESTINATION INFORMATION

At the time of publishing this School Annual Report, the results of the 2018 post-school destinations survey, Next Steps – Student Destination report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.



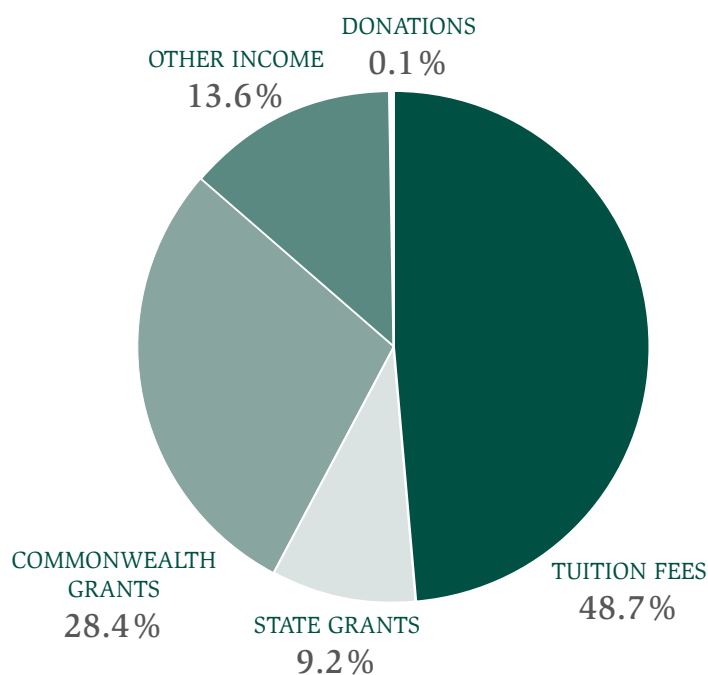
# SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

## MY SCHOOL FINANCE REPORT

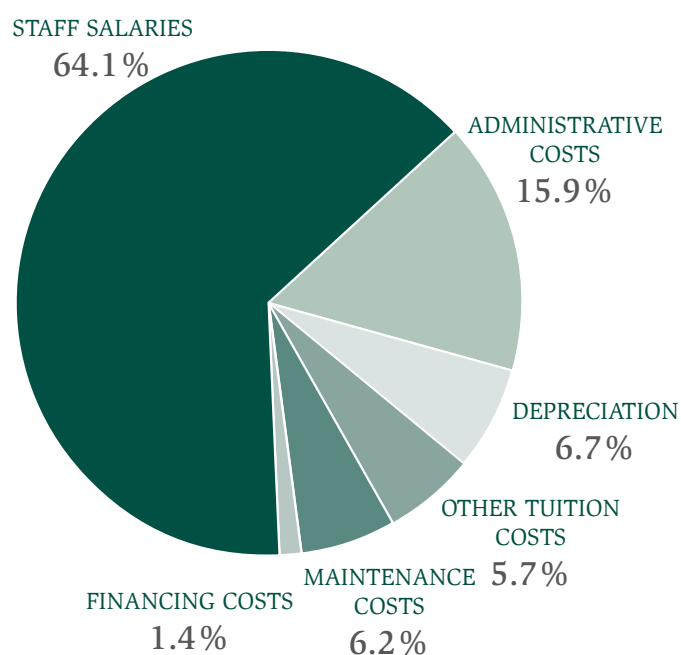
| NET RECURRENT INCOME 2018  | TOTAL               |
|--|---------------------|
| Australian Government recurrent funding  | \$9,447,150         |
| State/Territory Government recurrent funding                                   | \$3,050,954         |
| Fees, charges and parent contributions   | \$16,518,646        |
| Other private sources  | \$404,478           |
| <b>Total gross income</b><br>(excluding income from Government capital grants) | <b>\$29,421,228</b> |
| Less deductions  | (\$5,841,417)       |
| <b>Total net recurrent income</b>  | <b>\$23,579,811</b> |

## INCOME AND EXPENDITURE FOR THE YEAR ENDING 31 DECEMBER 2018

### Operational Income



### Operational Expenditure



Sunshine Coast Grammar School is a school of the Presbyterian and Methodist Schools Association (PMSA). Whilst the PMSA formally reports as a Consolidated Entity for its group of four schools, all income and expenditure related to Sunshine Coast Grammar School is separately accounted for at the School level.





## 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 2018. The results are from the Year 12 Completers Survey, which is conducted approximately six months after students completed Year 12.

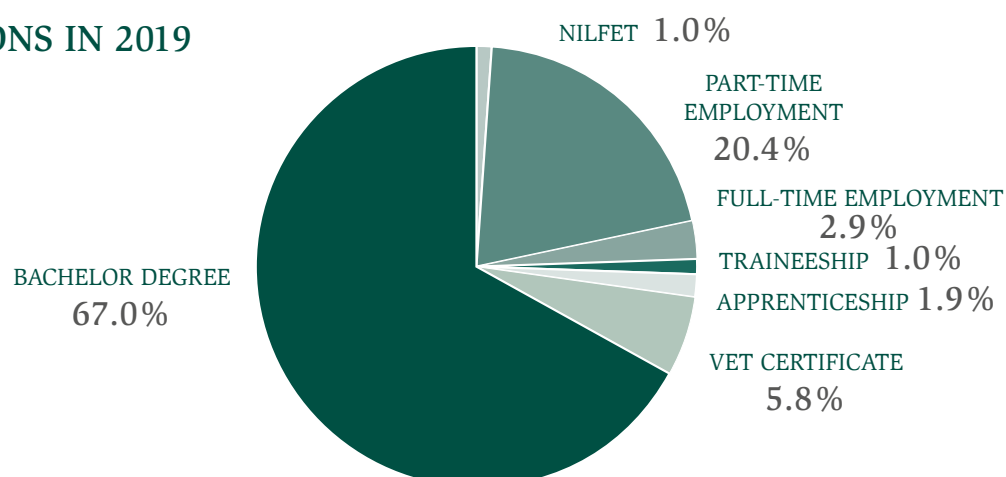
For more information about the survey visit the Next Step website  
[www.qld.gov.au/nextstep](http://www.qld.gov.au/nextstep).

| NUMBER OF YEAR 12 STUDENTS IN 2018 (A) | NUMBER OF RESPONSES RECEIVED FROM STUDENTS (B) | PERCENTAGE RESPONSE RATE (B/Ax100) |
|--|--|------------------------------------|
| 118                                    | 103  | 87.3 %                             |

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

| SCHOOL YEAR 2018   | NUMBER OF STUDENTS IN EACH CATEGORY | PERCENTAGE OF STUDENTS IN EACH CATEGORY |
|--|-------------------------------------|---|
| University (degree)  | 69                                  | 67                                      |
| VET total (Cert IV + III, I-II, apprenticeship, traineeship) | 9                                   | 8.7                                     |
| Working full-time  | 3                                   | 2.9                                     |
| Working part-time/casual                                     | 21                                  | 20.4                                    |
| Seeking work   | 0                                   | 0                                       |
| Not studying or in the labour force                          | 1                                   | 1                                       |
| Total Year 12 students                                       | 103                                 | 100                                     |

### MAIN DESTINATIONS IN 2019





SUNSHINE COAST  
GRAMMAR SCHOOL

## CONTACT PERSON FOR FURTHER INFORMATION



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Sunshine Coast Grammar School

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## PMSA

### ABOUT PMSA

The PMSA owns four outstanding independent schools in south east Queensland – Brisbane Boys' College, Clayfield College, Somerville House and Sunshine Coast Grammar School.

Formed in 1918, the PMSA is an ecumenical co-operation between the Presbyterian and Uniting Churches to provide education founded on strong Christian values.

One hundred years on, in an increasingly dynamic and interconnected world, our schools continue to offer students an outstanding education, access to global opportunities and ecumenical values for life.

For more information about the PMSA, please visit [pmsa-schools.edu.au](http://pmsa-schools.edu.au).

Sunshine Coast Grammar School operates independently and the School Council, Principal and Business Manager manage the school's financial accounts, budget and performance. Sunshine Coast Grammar School has independent income, bank accounts, expenditure, and targets. These are separate and distinct from the other PMSA schools.

All income that Sunshine Coast Grammar School receives from fees, donations, government grants and any other source is used entirely to operate and develop Sunshine Coast Grammar School. No funds are shared, cross subsidised or transferred between any PMSA schools.

Although operated independently, Sunshine Coast Grammar School is owned by the PMSA and is a part of a single legal entity which is the PMSA. As a part of the PMSA group, Sunshine Coast Grammar School's financial accounts and financial statements are prepared by the school's Business Manager, and presented to and ratified by the PMSA's Audit, Finance & Risk Committee. These are independently audited by KPMG and then consolidated into the PMSA group financial statements.

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

These audited financial statements are publicly available on the PMSA website as well as on the ACNC registry. Accounting policies are published in these accounts.

The PMSA works to ensure that the group performance is achieved and optimised through a range of defined oversight and governance processes. Each year, PMSA schools pay an amount to the PMSA to cover PMSA corporate office costs incurred in governing the schools as well as collective expenses for insurance premiums, auditing, professional development and training, and compliance; and other consolidated costs for each of the schools.

# SUNSHINE COAST GRAMMAR SCHOOL



SUNSHINE COAST  
GRAMMAR SCHOOL

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*A School of the Presbyterian and Methodist Schools Association*