



# ANNUAL REPORT

## 2022



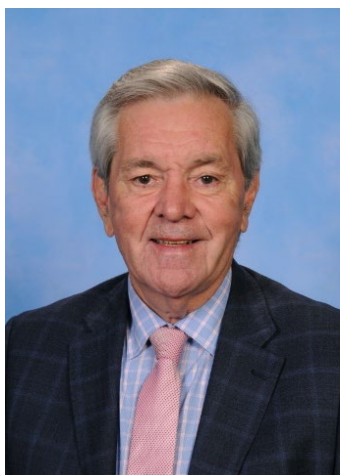
Prepared for the NSW Education Standards Authority (NESA)

[In compliance with the *Registered and Accredited Individual Non-government Schools (NSW) Manual*, November 2022 (the Manual) Section 3.10, and the *Australian Education Regulations 2013* (Part 5 (60).)]

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## 1. MESSAGE FROM KEY SCHOOL BODIES



### 1.1 A message from the Headmaster

2020 and 2021 saw us living under a multitude of varying health restrictions. COVID has taught us many things - one of the most important is adaptability. In 2022 we continued as a school and community to be agile, buoyant and focused on moving forward and we saw the full energy, potential and passion of our School resume after two years of disruption. It was wonderful to see our students perform in eisteddfods, compete against other schools at sporting carnivals, connect across cohorts through House Families and engage in the vast array of cocurricular programs the School provides. The growth and development that these experiences give our students shines through and makes our community very special and unique.

The opportunity to reconnect face-to-face was fostered through morning tea gatherings, class tours and formal events. It was a joy to host parents and carers at the Headmaster's Welcome Gathering. The popular P&F Christmas Fair saw out 2022 on a high, featuring student-run stalls and performances that showcased the talent and diversity within the School.

During 2022 we continued our work strengthening the School's position as a leader in innovative and supportive learning. Planning and preparation for the NSW curriculum changes was a key focus area. The rigorous work undertaken, in what is the most significant reform to education in over three decades, is a testament to the skill and professionalism of our teaching staff. Teacher quality was further recognised by the NSW Education Standards Authority (NESA) who selected four CCGS teachers to provide their expertise and guidance supporting the curriculum reform project.

Our continued work with the Association of Independent Schools NSW (AISNSW) Designing for Deep Learning project saw teachers translate the latest evidence-based practice into meaningful, impactful lessons in the classroom. Student wellbeing continued to be at the forefront. In the Senior School, a Director of Wellbeing (7 – 12) was appointed, joining our Director of Wellbeing (K – 6) to create cohesive, age-appropriate programs to support the mental health and wellbeing of our student body.

For the ninth year in a row, CCGS placed in the top 100 NSW schools for HSC results. Strong academic performance resulted in over 20% of the cohort achieving an ATAR over 90. Dance, Drama, Music and Industrial Technology students were acknowledged for their dedication and creativity, with 15 Major Works nominated for inclusion in HSC showcases of exemplary work.

On campus, our canteen was transformed into a modern café space. The design is purposefully integrated with the natural surrounds, inviting staff and students to use the facility to connect, recharge and collaborate. On weekends the café becomes the hub of the School community, supporting cocurricular sport and special events.

On a personal note, I made the decision to retire at the end of 2023. I am immensely grateful and proud to have led an incredible staff and student body for over 14 years and for all we have achieved together. I look forward to continuing this work until the end of my tenure. As ever, I continue to be inspired by the dedication, compassion and sense of community fostered by our staff and students each day.

**William Low**

Headmaster/ Chief Executive Officer



## 1.2 A message from the School Board

As I reflect on another industrious year, I am reminded of the strong sense of community that underpins every new facility, achievement or event at CCGS.

The Annual General Meeting was held in May and we reflected on another very successful year as we navigated the COVID pandemic with strong leadership, empathy and innovation. The Board extends its thanks to the Executive team, staff, families and students of CCGS who have shown resilience and determination. While we cannot predict what the future will hold, it is clear, CCGS is in a strong position to respond, manage and adapt.

The first semester of 2022 saw health restrictions lift further and the vast array of cocurricular programs offered at the School returned in full swing. Parents and carers were back onsite – volunteering in classes or watching performances and it was wonderful to see so many attend the Headmaster's Welcome Gathering – a thank you to the P&F for their excellent organisation.

This year, we continued to build on the strategic priorities set out in the Striving for Excellence Strategic Plan 2021-25. To safeguard the long-term sustainability of the School, investment towards innovative facilities continued. Our ongoing redevelopment of classrooms to create powerful learning environments continues to support student learning and drive teaching practice. We are committed to building an environment that embodies and empowers our vision for next generation learners.

To shape a space that invites our students and community to connect with each other, the School canteen was redesigned into a modern, open café and outdoor dining area. This upgrade is part of a coordinated master plan and will assist in ensuring that we continue to provide the best facilities in all aspects of the school.

Following the retirement announcement from our Headmaster, Mr William Low, it has been a priority of the Board to ensure there will be a continuation of the strong governance and leadership currently in place within the school. As such, we have commenced the rigorous process to recruit a new Headmaster and will provide an update in due course.

Once again 2022 has shown that CCGS is a remarkable school. We have seized new opportunities and challenges to continue CCGS's strong position and I look forward to continuing to build on this in 2023 and beyond.

**Stephen Brahams FAICD**  
Chairman of the Board

### 1.3 A message from the P&F

*Extracts from the P&F report published in the Student Yearbook 2022.*

The P&F is committed to helping develop a community of parents, with a focus on wellbeing and connectivity across the school. In 2022, the P&F were delighted to be back hosting events face-to-face, and having parents on campus.

Our P&F volunteers focus on creating school-wide events and we were delighted to have 600 parents join us for the Headmaster's Welcome Gathering to kick off the year in style. It was the community's first chance to get together and tour the Junior School campus and Senior College Precinct. The P&F hosted a Christmas in July Gala Ball at Terrigal and danced the night away in sparkling style. We also celebrated our wonderful care givers with a Mother's Day luncheon in May and a Father's Day breakfast in September. The P&F closed out the year with our first Christmas Fair and twilight markets.

The P&F also provided extra resources to the School community to help achieve common and long-term goals. In 2022, the P&F were happy to be able to support the new canteen, providing equipment and volunteers, in addition to updating the sporting shelters. We helped families recycle the original uniform pieces, either within the school community at our "drive in swap and drop," or by upcycling pieces past their reuse date through our donation collection bins and partnership with Upparel.

**Lana King**  
P&F President



*P&F Christmas Fair*

## 2. CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

Central Coast Grammar School (CCGS) is an independent, K-12, coeducational, non-selective and nondenominational school. Established in 1985 and located at the heart of its community in Erina Heights CCGS offers a first-class education to its students.

CCGS has some of Australia's newest facilities, a world-class vision and ongoing investment in cultivating innovative and engaging learning environments, programs and teaching. 2022 saw a new canteen and cafe, with an expanded menu of healthy food and drink options and relaxing indoor-outdoor spaces that bring students and community together.

Aspiration: 'Our graduates will be mature and articulate global citizens. They will have maximised their academic potential and have been exposed to a wide variety of cocurricular opportunities. They will have developed into confident, caring and well-balanced young adults. Our graduates will be able to thrive in a rapidly changing world through their collaborative skills, technological competence, enterprising spirit and capacity for innovation.'

Mission: 'Striving for excellence in all endeavours in a happy, caring and supportive environment'. We value kindness, inclusivity, gratitude, respect, integrity, resilience and responsibility. A welcoming culture and a connected, caring and respectful learning environment help students realise their abilities.

Exceptional teachers work together, developing new ways to engage individual students to reach their personal potential. Continuous reporting keeps senior school parents and carers in the loop in real time. Over the past nine years strong HSC results have ranked CCGS in the NSW top 100 schools. In recent years above 30% of HSC students seeking an ATAR have achieved 90 or above, creating choice and opportunity as they secure their future pathway.

Inclusive wellbeing programs nurture a sense of belonging and recognise the identity, uniqueness and diversity of each individual student. Junior and Senior Directors of Wellbeing support students to develop social and emotional skills, empowering them to meet challenges with resilience and persistence.

A comprehensive and diverse cocurricular program promotes friendships and interests beyond the classroom. Activities include performing arts, sport, robotics, public speaking and debating, outdoor education and more. Creativity and confidence flourish in a buzzing Performing Arts Centre, with a 750-seat theatre, dance studio, music and drama rooms. Expansive indoor and outdoor sporting facilities are a hive of activity before and after school, whether for fun, fitness or competition at the highest level.

CCGS is structured as three dynamic sub-schools integrated on one campus - Junior (K-6), Middle (7-9), Senior (10-12) - dedicated to each stage of a child's emotional, physical and intellectual development. In 2022 there were 1,405 students, comprising of 723 in the Senior School and 682 in the Junior School. Within the total number of students, 1.07% are Indigenous and 127 are ESL (English as a Second Language) students.

CCGS is a technology rich learning environment, committed to a high level of digital citizenship. Students enjoy 1:1 age-appropriate learning technology, with school assigned iPads in Kindergarten to Year 2, laptops in Years 3 to 9 and a bring your own device program in Years 10 to 12. Continual strengthening of digital capabilities ensures technology is used effectively and responsibly to improve learning and reflect real world practice.

Positive engagement with the school's community, present and past, immediate and international, creates strong partnerships for success. Through community service and leadership programs, students are encouraged to give, volunteer and help others, contributing at a local, national and international level.

A variety of domestic and international experiences foster mature and articulate global citizenship. CCGS offers a longstanding school-based, reciprocal student exchange program with China, Japan, USA, Canada, Wales, Ireland and Germany. Additional cross-cultural experiences broaden horizons, including international sport, performing arts, cultural, humanitarian and adventure tours.

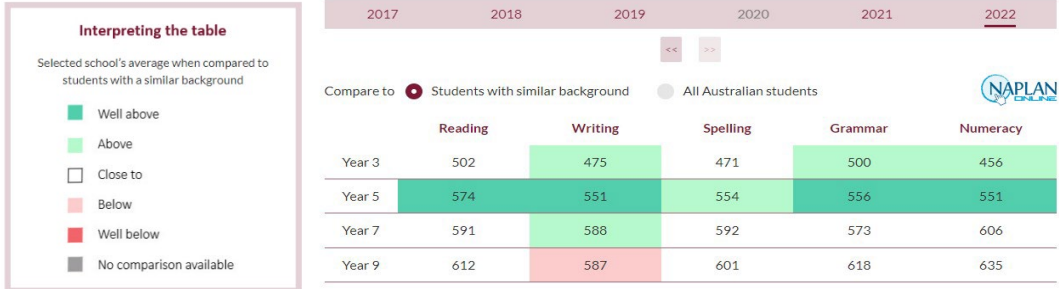
**Further information about Central Coast Grammar School can be found on the School's website:**  
[ccgs.nsw.edu.au](http://ccgs.nsw.edu.au)

### 3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

#### 3.1 NAPLAN

The tables below show the average student results at Central Coast Grammar School for 2022.

##### Compared to students with a similar background

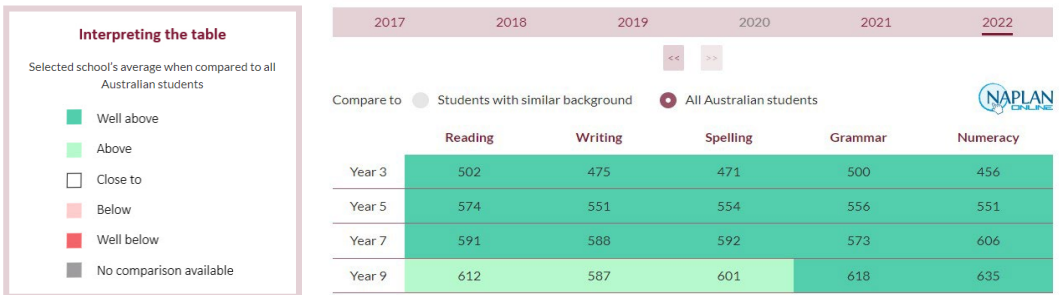


The cell colour shows how the School's results compared to those of students with a similar background.

Student background is determined by parental occupation and education. The background of students has been shown to have an impact on NAPLAN results.

##### Compared to all Australian students

The cell colour shows how the School's results compared to those of all students nationally.



#### NAPLAN comparison over time

Visit [myschool.edu.au](https://myschool.edu.au) to view a comprehensive breakdown of CCGS student performance in NAPLAN between 2008 – 2022.

## 4. SENIOR SECONDARY OUTCOMES (student achievement)

### 4.1 RoSA

The formal Record of School Achievement (RoSA) credential was awarded by NESA to 11 students.

### 4.2 Higher School Certificate

#### Academic highlights Year 12, 2022

Exceptional 2022 HSC results ranked CCGS at number 78 in the top 100 NSW schools.

#### Results at a glance

- CCGS ranked 78 out of approximately 800 schools
- Almost 10% of students achieved an ATAR of 95+
- 22% of students achieved an ATAR of 90+
- 50% of students achieved an ATAR of 80+
- 58% of all exams sat resulted in a Band 5 or 6
- 45% of CCGS students were recognised on the NSW Education Standards Authority (NESA) Distinguished Achievers list for achieving a Band 6 in one or more of their subjects
- 15 HSC Major Work nominations
- Ninth successive year listed as a Top 100 school

#### We are very proud of the collective and individual achievements of our students, some of which include:

- **Phoebe Britten** was named Dux of the School with an ATAR of 99.25.
- **Phoebe Britten** and **Isabel Fanning** were honoured by inclusion in the NESA All Rounders list for achieving Band 6 in 10 or more units of study.
- **Phoebe Britten, Amber Knight** and **Talon Woodward** were listed in the Top Achievers list achieving one of the highest places in an HSC course in the state.
- In Music Extension, **Jack Li** ranked equal first, receiving full marks in the course.
- In Science Extension, **Nell Hudson** ranked 13th in the state and equal 20th in Biology.
- In Business Studies, **Amber Knight** ranked third in the state.
- In Society and Culture, **Phoebe Britten** and **Talon Woodward** ranked equal third. **Talon Woodward** was also awarded a Distinction for his Personal Interest Project.

*\*ATAR data is based on an estimator program.*



The following table shows the CCGS candidature for each course and the percentage of the CCGS candidature in each course that achieved a mark in one of the top two Bands 5 or 6 for the course.

For comparison, the State percentage achieving in these bands is also provided. The top two bands represent a mark over 80%.

\* Mark not shown for small candidature in line with CCGS Privacy Policy.

Subject	Year	Total # of CCGS students	CCGS % Band 5/6	NSW % Band 5/6
Ancient History	2022	7	57	33
	2021	6	-	9
	2020	9	68	24
	2019	15	73	35
	2018	22	82	36
	2017	9	*	36
Biology	2022	26	54	27
	2021	32	72	31
	2020	24	13	31
	2019	35	80	31
	2018	41	63	37
	2017	39	56	39
Business Studies	2022	34	41	35
	2021	45	69	36
	2020	30	73	35
	2019	30	43	33
	2018	25	56	37
	2017	21	57	36
Chemistry	2022	13	54	33
	2021	18	39	40
	2020	19	63	30
	2019	17	77	46
	2018	18	72	42
	2017	17	65	43
Chinese Continuers	2022	3	100	75
Chinese in Context	2022	1	100	89
	2021	1	0	0
	2020	-	-	-
	2019	1	100	70
Dance	2022	7	86	66
	2021	5	60	55
	2020	6	83	57
	2019	4	100	54
	2018	4	100	55

<b>Drama</b>	2022	10	90	59
	2021	15	100	45
	2020	12	92	47
	2019	5	60	44
	2018	11	100	42
	2017	14	50	42
<b>Earth &amp; Environmental Sciences</b>	2022	6	17	32
	2021	8	87	28
	2020	11	46	23
	2018	7	43	38
	2017	16	38	36
	2016	11	*	7
<b>Economics</b>	2022	25	48	49
	2021	17	41	35
	2020	9	56	38
	2019	10	60	52
	2018	5	20	46
	2017	12	33	48
<b>English (Advanced)</b>	2022	45	71	67
	2021	76	75	69
	2020	54	72	63
	2019	66	80	62
	2018	66	68	63
	2017	63	76	63
<b>English (Standard)</b>	2022	51	22	15
	2021	32	22	16
	2020	41	34	11
	2019	36	22	12
	2018	32	19	15
	2017	42	33	16
<b>English (Extension 1)</b>	2022	7	100	92
	2021	11	100	94
	2020	9	100	93
	2019	7	*	*
	2018	10	100	95
	2017	10	100	93
<b>English (Extension 2)</b>	2022	2	50	29
	2021	6	100	84
	2020	3	100	82
	2019	2	*	*
	2018	3	100	71
	2017	4	*	77

<b>Food Technology</b>	2022	14	43	30
	2021	5	100	26
	2020	5	80	30
	2019	13	69	33
	2018	11	55	32
	2017	18	44	30
<b>French Continuers</b>	2022	2	100	58
<b>French Extension</b>	2022	1	100	87
<b>Geography</b>	2022	10	50	42
	2021	-	-	-
	2020	6	67	42
	2019	7	71	43
	2018	9	78	43
	2017	0	-	-
<b>History (Extension)</b>	2022	5	100	84
	2021	9	78	77
	2020	11	82	76
	2019	7	*	*
	2018	2	100	24
	2017	4	*	22
<b>Industrial Technology</b>	2022	12	25	22
	2021	9	67	25
	2020	6	50	34
	2019	5	80	21
	2018	8	100	22
	2017	5	*	22
<b>Information Processes &amp; Technology</b>	2022	8	63	28
	2021	10	70	32
	2020	13	23	32
	2019	9	78	35
	2018	5	80	37
	2017	11	36	30
<b>Japanese Continuers</b>	2022	-	-	-
	2021	3	67	58
	2020	1	100	27
	2019	6	50	60
	2018	3	67	61
	2017	2	*	61
<b>Japanese (Extension)</b>	2022	-	-	-
	2021	0	-	-
	2020	0	-	-
	2019	3	*	*
	2018	3	33	90
	2017	1	*	89

<b>Legal Studies</b>	2022	18	50	41
	2021	30	53	42
	2020	7	71	39
	2019	11	73	41
	2018	11	27	44
	2017	16	50	44
<b>Mathematics Standard 2</b>	2022	55	57	29
	2021	39	51	25
	2020	41	39	25
	2019	41	46	24
	2018	31	48	26
	2017	41	46	25
<b>Mathematics (Extension 1)</b>	2022	14	93	73
	2021	23	78	47
	2020	21	90	74
	2019	31	*	*
	2018	14	79	80
	2017	15	80	82
<b>Mathematics (Extension 2)</b>	2022	5	100	85
	2021	10	90	86
	2020	8	100	84
	2019	7	*	*
	2018	6	67	85
	2017	5	*	84
<b>Mathematics Advanced</b>	2022	26	69	49
	2021	48	40	30
	2020	31	65	53
	2019	41	59	49
	2018	48	40	52
	2017	36	47	53
<b>Modern History</b>	2022	21	52	34
	2021	28	75	38
	2020	41	55	37
	2019	29	59	39
	2018	34	91	42
	2017	42	62	39
<b>Music Extension</b>	2022	2	100	76
	2021	2	100	31
	2020	2	100	97
	2019	3	*	*
	2018	6	100	96
	2017	2	*	95

<b>Music 1</b>	2022	6	100	69
	2021	5	100	64
	2020	5	100	64
	2019	6	100	66
	2018	11	100	64
	2017	8	*	65
<b>Music 2</b>	2022	2	100	86
	2021	2	100	31
	2020	2	*	*
	2019	3	100	91
	2018	7	86	91
	2017	3	*	89
<b>PDHPE</b>	2022	29	41	26
	2021	28	61	31
	2020	21	62	34
	2019	32	66	31
	2018	31	77	33
	2017	38	68	31
<b>Physics</b>	2022	8	75	41
	2021	13	54	40
	2020	11	27	40
	2019	17	59	37
	2018	14	36	34
	2017	11	73	34
<b>Science Extension</b>	2022	4	100	79
	2021	5	80	72
	2020	1	100	74
	2019	2	*	*
<b>Society &amp; Culture</b>	2022	13	100	43
	2021	22	86	45
	2020	22	86	44
	2019	14	100	44
	2018	20	100	47
	2017	25	92	47
<b>Studies of Religion</b>	2022	35	54	41
	2021	36	53	42
	2020	47	62	44
	2019	58	67	46
	2018	38	71	37
	2017	60	67	50
<b>Software Design and Development</b>	2022	8	50	38
	2021	8	50	36
	2020	5	60	37

<b>Visual Arts</b>	2022	19	84	66
	2021	12	83	63
	2020	11	91	65
	2019	18	94	63
	2018	8	63	53
	2017	10	100	54

*Percentages have been rounded.*

#### **4.3 Senior Secondary Outcomes**

The percentage of Year 12 students undertaking TVET courses	0%
The percentage of Year 12 students attaining the HSC	100%



*Year 12, Class of 2022*

## 5. TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

### 5.1 Teacher qualifications

CATEGORY		NUMBER OF TEACHERS
1.	Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	132
2.	Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	1
3.	Teachers not having qualifications as described in (1) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	Nil

### 5.2 Teacher accreditation

LEVEL OF ACCREDITATION		NUMBER OF TEACHERS
1.	Conditional	0
2.	Provisional	2
3.	Proficient teacher	130
4.	Highly accomplished teacher (voluntary accreditation)	1
5.	Lead teacher (voluntary accreditation)	0
<b>Total number of teachers</b>		<b>133</b>

### 5.3 Professional Learning / Teacher Training 2022

The table below indicates the broad spectrum of professional learning activities that were undertaken in 2022. It includes, but is not limited to, pedagogy, student development and wellbeing, literacy and School leadership.

CATEGORY/COURSES	NUMBER OF TEACHERS
<b>Curriculum based training:</b> Subject/faculty specific conferences, Staff Conference Day – Supporting Every Student Every Day, Writing & Spelling, Stage 6 History Day, Collaborative Inquiry Cycle, Assessment, NGL & Curriculum Reform, Spell-IT, Teaching Legal Studies for the First Time, Deputies/Curriculum Coordinators, EBE Conference, New Mathematics K-2 Syllabus, New English K-2 syllabus, Indigenous Education	132
<b>Governance:</b> Identifying and Responding to Children & Young People at Risk - self paced Learning Experience, CPR	161
<b>Leadership training:</b> AIS Curriculum Leadership Conference, Dealing with Difficult Parents, Junior School Literacy & Leadership Development Day, Leading Change	22
<b>Other:</b> Staff Conference – Strengthening Digital Literacy, NCCD Requirements, Evaluation: Collaborative Enquiry Cycle, Maximising the Impact of Learning Environments, Learning Support Strategy, Goal Review, NGL Planning, Assessment & Data, Data & Moderation for Reports, Nationally Consistent Collection of Data: Process, Practice and Review, TENs Conference, Revisioning Assessments NAPLAN review, NCCD Implementation, Copyright	132
<b>Teacher accreditation:</b> Summit – Introduction to Experienced Teacher 2023 webinar	4
<b>Wellbeing:</b> Wellbeing Needs of Students in Senior School, Applied Suicide Intervention Skills training, Wellbeing Workshops: Inclusivity, Respect, Support & Leadership, Accidental Counsellor, AIS Wellbeing Conference: Along for the Ride, The Resilience Project, E-cigarettes and vaping in young people – where to from here?	85

## 6. WORKFORCE COMPOSITION

Teaching staff	133
Fulltime-equivalent teaching staff	127.5
Non-teaching staff	76
Fulltime-equivalent non-teaching staff	57.8

There were nil Aboriginal and/or Torres Strait Islander staff engaged in 2022.





## 7. STUDENT ATTENDANCE, RETENTION RATES AND POST SCHOOL DESTINATIONS IN SECONDARY SCHOOLS

### 7.1 Student attendance rates

Student attendance rates 2022	
Year Level	% Attendance
0	92.20%
1	90.77%
2	92.35%
3	90.69%
4	90.42%
5	91.14%
6	91.01%
7	91.07%
8	90.67%
9	89.81%
10	90.83%
11	92.43%
12	93.48%
<b>Overall</b>	<b>91.26%</b>

### 7.2 Management of non-attendance

- All student absences at CCGS are recorded and monitored within a set procedure and defined timeline.
- The student database is updated daily following roll call, including information on late arrivals, SMS texts received and other notifications.
- Absentee lists are sent to all relevant staff.
- An SMS notification or phone call is sent to the parent of any student who is absent and where parent documentation has not been provided.
- Documentation explaining absence must be received by the School within a set timeline.
- Executive staff check the Absentee Report daily and follow up on any obvious concerns with parents.

### 7.3 Retention rates Years 10 – 12

Retention rates for Year 10 to 12 for the past 10 years have been in excess of 80%.

STUDENTS	2008/ 2010	2009/ 2011	2010/ 2012	2011/ 2013	2012/ 2014	2013/ 2015	2014/ 2015	2015/ 2017	2016/ 2018	2017/ 2019	2018/ 2020	2019/ 2021	2020/ 2022
Year 10 total enrolment on census date	111	116	107	120	91	86	116	110	115	106	108	113	100
Year 12 total enrolment on census date	101	109	98	109	88	75	106	106	100	103	96	110	98
Year 10 total enrolment on census date remaining in Year 12 on census date	95	96	95	102	81	70	102	99	99	92	89	103	90
Apparent retention rate	91%	94%	92%	91%	97%	87%	91%	96%	87%	97%	89%	97%	98%
Actual retention rate	86%	83%	89%	85%	89%	81%	88%	90%	86%	87%	82%	91%	90%

## 7.4 Post school destinations

### Year 10 – 2022: Post school destinations for students include:

Workforce – none left to access the workforce.

Further study – 1 student left at the end of Year 10 to complete Trade Apprenticeships.

### Year 11 – 2022: Post school destinations for students include:

Workforce – 1 student left to access the workforce.

Further study – 2 students left to complete further study in TAFE courses.

### Year 12 – 2022: Post school destinations for students include:

Workforce – 5 students gained employment.

Further study – 2 students completing further study through TAFE and other options.

University – to our knowledge, all other students are attending university.

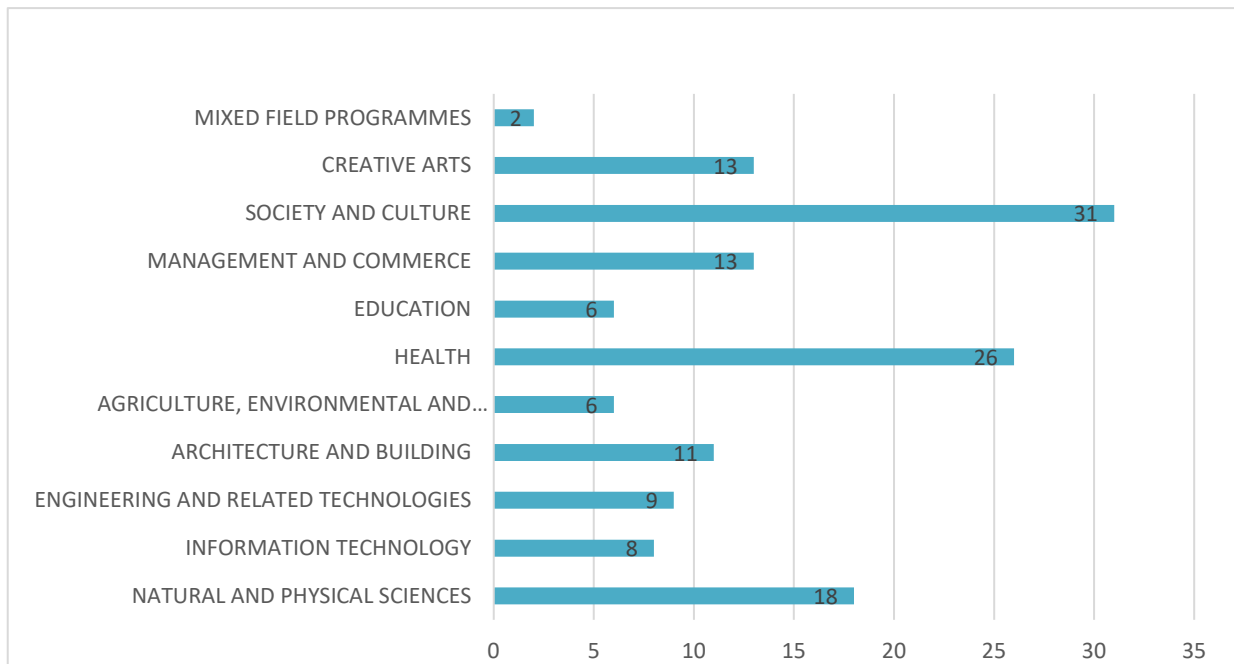
## Early Entry to University

CCGS students are accessing early entry programs because of the School's widely recognised focus on leadership, community engagement and global citizenship. Along with high academic achievement, our Year 12 students can demonstrate a long-standing record of extra-curricular activities, voluntary work, leadership and teamwork.

The students at CCGS who take full advantage of the opportunities available throughout the Middle School and Senior College are being rewarded when they seek access to tertiary institutions.

74% of Year 12 students received an early offer to university and college in 2022 *before* the HSC results were released in December.

## Major University Course Offers for CCGS Graduates 2022

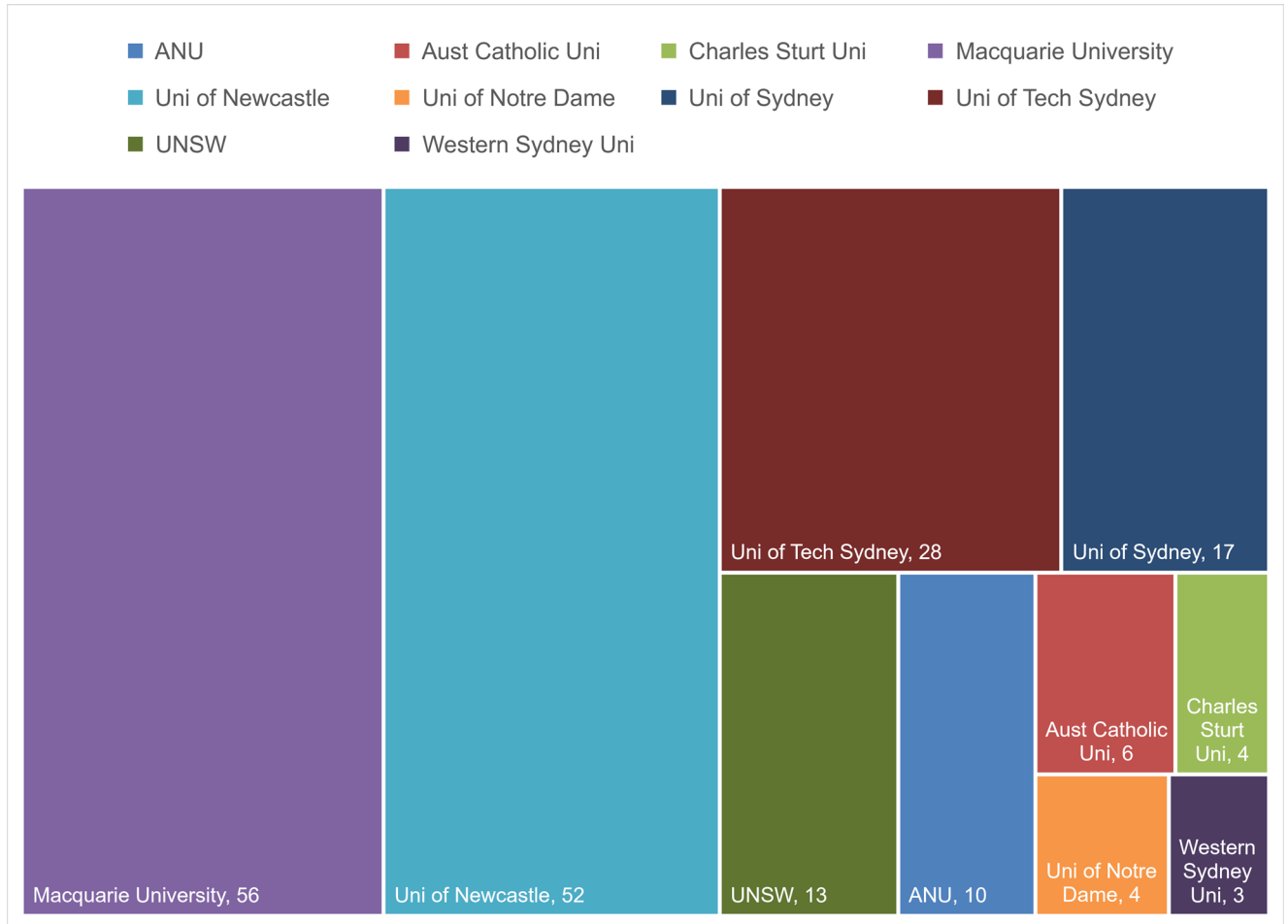


## 7.4 Post school destinations (continued)

### University Destinations for CCGS Graduates

The universities our students applied for offers from and were successful most commonly were Macquarie at 56 offers, Newcastle with 52 offers and UTS, University of Sydney and University of NSW close behind with 27, 17 and 13 offers respectively.

The chart below indicates the offers made to CCGS graduates from the following universities and institutions:



Other universities for which students received offers include:

International, New School, New York	1
ICMS (International College of Management Sydney)	1
NIDA (2021 applicant via TAFE in 2022)	1
ADFA (Defence)	1
SAE (Creative Media Institute)	1
Elly Lukas Diploma of Beauty, Melbourne	1
Deakin University	1
Whitehouse Institute Pty Ltd	1
CQ University	1
National Art School	1
University of Canberra	1
University of Wollongong	1
University of Western Australia	1

## 8. ENROLMENT POLICY



# CENTRAL COAST GRAMMAR SCHOOL

## POLICY: Enrolment

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System: School Management	Audience: School Community
Primary Responsibility:	Registrar
Approved by:	School Board – final approval to go to the Governance Committee
Updated Document:	18/2/2013, 1/7/2016, 1/4/2018
Effective: 6/11/2018	Review Date: 6/11/2021
Manual Reference:	3.6.2

### 1. OBJECTIVE

This policy gives guidance to all community members' concerning enrolment criteria and procedures. While the policy is as comprehensive as possible, there will inevitably be some situations, which are not specifically covered. In such instances, it is the Headmaster's responsibility to decide the appropriate course to take in the circumstances.

### 2. CONTEXT

- 2.1 The School is committed to fulfilling its obligations under the law in relation to the discrimination Acts noted under associated documents. These Acts make it unlawful to discriminate against a person on the grounds of their disability, sex, or race by refusing to enrol them at the School.
- 2.2 The Registrar will usually send (mail or electronic format) everyone enquiring about enrolment details, the procedure for enrolment at the School including:
  - A statement about the School Fees
  - An Enrolment Registration form

- 2.3 1 – 2 years prior to the proposed year of entry the Registrar will mail an invitation to apply with an Enrolment Application form to the parents of Registered children in order of date of Registration.
- 2.4 Priority is given to a sibling of a current student or the child of a former student.
- 2.5 The School will undertake an assessment process at some time decided by the School after an Enrolment Application has been received. As part of the assessment process, the School may ask the parents to provide more information about the child.
- 2.6 Parents are requested to submit an up to date Immunisation History Statement for each child entering CCGS.
- Any child without an Immunisation History Statement will not be prevented from enrolling at CCGS. However, if the child’s Immunisation History Statement is not up to date, parents refuse to provide an Immunisation History Statement to the School, or parents submit an immunization conscientious objection form, their child will be classified as not immunized and may be excluded from school if there is an outbreak of a vaccine-preventable disease in the school.
  - If parents provide the school with a record of vaccines given overseas the parent is advised to consult a local doctor who can assess whether the child needs additional vaccines. The doctor will then transfer the additional information to the ACIR and an Immunisation History Statement can be requested from Medicare.
  - CCGS is required to keep the student’s Immunisation History Statement for three years after the student has left the school.
- 2.7 Receipt of an Enrolment Registration form or an Enrolment Application form by the School does not mean that a place will be offered.
- 2.8 Where the Headmaster determines that the enrolment of the child would require the School to take unreasonable measures or actions to ensure that the child is able to participate in the School’s courses or programs, or to use the School’s facilities and services, on the same basis as a student without a disability, or would cause unjustifiable hardship, the Headmaster may decline the offer of a position or defer the offer.
- 2.9 Where information obtained by the School suggests:
- (a) a profile of wilful misconduct, illegal activities or strong anti-social behaviours that indicate that the child’s enrolment at the School is likely to be detrimental to other students, the staff or the School; or
  - (b) the parents may not be able to meet the financial commitment required by having a child at the school,
- notwithstanding that the child be the sibling of a current student, the Headmaster may decline to proceed any further with the enrolment process.
- 2.10 The School reserves the right to terminate the attendance and enrolment of any student whose lack of progress or whose conduct or behaviour is, in the opinion of the School, inappropriate.
- 2.11 The School reserves the right to terminate an enrolment where the parents have not provided known information pertaining to their child’s needs, or have provided misleading information about those needs or otherwise.

2.12 The School also reserves the right to terminate the enrolment where there are consistent and/or serious breaches of the Parent Charter.

2.13 Throughout this policy and the Enrolment Procedure, unless the context requires otherwise:

**parents** includes guardians or any other person who has applied to have a child entered on the waiting list or enrolled at the School and, where the child has only one parent, means that parent.

**disability** in relation to a child means:

- (a) total or partial loss of the child's bodily or mental functions; or
- (b) total or partial loss of a part of the body; or
- (c) the presence in the body of organisms causing disease or illness; or
- (d) the presence in the body of organisms capable of causing disease or illness; or
- (e) the malfunction, malformation or disfigurement of a part of the child's body; or
- (f) a disorder or malfunction that results in the child learning differently from a child without the disorder or malfunction; or
- (g) a disorder, illness or disease that affects a child's thought processes, perception of reality, emotions or judgment or that results in disturbed behavior.

and includes a disability that:

- (h) presently exists; or
- (i) previously existed but no longer exists; or
- (j) may exist in the future (including because of a genetic predisposition to that disability); or
- (k) is imputed to a person.

To avoid doubt, a **disability** that is otherwise covered by this definition includes behavior that is a symptom or manifestation of the disability.

### 3. ASSOCIATED DOCUMENTS

The Enrolment Procedure

The Parent Charter

Access to full text of the School policies, procedures, guidelines and other relevant documents is available for viewing by parents, staff or students (as applicable), via login to [my.ccggs.nsw.edu.au](https://my.ccggs.nsw.edu.au)

## 9. OTHER SCHOOL POLICIES

Policy	Changes in 2022	Access to full text
<p><b>Student Wellbeing</b></p> <p>House Families: Through House Families the House System provides students with a sense of belonging and identity and allocates each student both to a House and to a “House Family” comprising students of different ages from Kindergarten to Year 12. A House Family Tutor, who is a member of staff, is assigned to each House Family and can be approached if a student is experiencing problems.</p> <p>House Meeting times: House Meeting times occur each week and may provide an opportunity for older students to develop leadership skills and to take an interest in the younger students in the House Family. Time is allocated to focus on personal development.</p> <p>The Wellbeing team for Years 7-12 meet once a fortnight. The team consists of the House Coordinator, Head and Deputy Head of Schools, School Counsellors and the Head of Learning Support. On occasions, major meetings are held which include the Roll Call Teachers. K-6 students are monitored by the Wellbeing Coordinator and the Student Support Team to ensure a holistic approach to student wellbeing and support. This team meets weekly to review and assist identified students.</p> <p>In 2022 a new role of Director of Wellbeing (7-12) was created to provide wellbeing support and expertise specific to senior students.</p>	<p>No changes in 2022</p>	<p>Access to full text of the School policies, procedures, guidelines and other relevant documents is available for viewing by parents, staff or students, as applicable, via login to <a href="http://my.ccggs.nsw.edu.au">my.ccggs.nsw.edu.au</a>. A copy is also available by request from the Headmaster.</p>
<p><b>Anti-Bullying</b></p> <p>The School policy provides processes for responding to and managing allegations of bullying including the contact information for the local Police Youth Liaison.</p> <p>The objective of the policy is to ensure all persons at CCGS can be free of intimidation, harassment, discrimination and victimisation. It outlines a set of procedures: School awareness, risk minimisation, investigative processes, determination of issues and degree of seriousness, CCGS management response levels.</p>	<p>No changes in 2022</p>	<p>Access to full text of the School policies, procedures, guidelines and other relevant documents is available for viewing by parents, staff or students, as applicable, via login to <a href="http://my.ccggs.nsw.edu.au">my.ccggs.nsw.edu.au</a>. A copy is also available by request from the Headmaster.</p>
<p><b>Discipline</b></p> <p>The School expressly prohibits corporal punishment as a means of disciplining students. Corporal punishment is not sanctioned as a suitable means for parents or caregivers to deal with discipline issues at home.</p> <p>All behaviour management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension or expulsion of a student. Disciplinary actions do not include exclusion.</p>	<p>No changes in 2022</p>	<p>Access to full text of the School policies, procedures, guidelines and other relevant documents is available for viewing by parents, staff or students, as applicable, via login to <a href="http://my.ccggs.nsw.edu.au">my.ccggs.nsw.edu.au</a>. A copy is also available by request from the Headmaster.</p>

<p>The discipline and the student wellbeing systems strongly influence the ways that the School works towards achieving its aims as they relate to students' development as stated in the School's mission statement:</p> <p>Striving for excellence in all endeavours in a happy, caring and supporting environment.</p> <p>The objective of the discipline system is to ensure each student learns self discipline and learns to distinguish right from wrong, between what is acceptable and what is not. It is also a means of ensuring students learn that their actions have consequences.</p>		
<p><b>Complaints and grievances resolution</b></p> <p>This policy lists a set of procedures for informal or formal complaints. The School strongly encourages parents to attend School meetings as a means of staying informed and ensuring open dialogue with staff is maintained. Parents can raise a concern initially by talking with the teacher, House Coordinator, Head of School or the Headmaster, as appropriate. The School will make every attempt to resolve issues and complaints within a reasonable period of time and complaints should only be escalated if unresolved within a school working week (5 days). Procedural fairness will be followed in each case.</p>	<p>No changes made in 2022</p>	<p>Access to full text of the School policies, procedures, guidelines and other relevant documents is available for viewing by parents, staff or students, as applicable, via login to <a href="http://my.ccgsw.edu.au">my.ccgsw.edu.au</a>. A copy is also available by request from the Headmaster.</p>
<p><b>Privacy Policy, Privacy Collection Notice, Use &amp; Management of Personal Information</b></p> <p>These policies and procedures detail how information will be gathered, held and used.</p>	<p>No changes made in 2022</p>	<p>Access to full text of the School policies, procedures, guidelines and other relevant documents is available for viewing by parents, staff or students, as applicable, via login to <a href="http://my.ccgsw.edu.au">my.ccgsw.edu.au</a>. A copy is also available by request from the Headmaster.</p>



## 10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Priority Area	Achievements
<p style="text-align: center;"><b>NEXT GENERATION LEARNERS</b></p>	<ul style="list-style-type: none"> <li>• A shift to the language of Designing for Deep Learning continued. Mapping of the Next Generation Learner (NGL) capabilities for Designing for Deep Learning Competencies was completed.</li> <li>• Teams from K to 10 nominated focus competencies. In the Junior School, each year group covered the six Deep Learning Competencies. In the Senior School, each department across Years 7 to 10 addressed a single competency that supports learning in their subject area.</li> <li>• An NGL scope and sequence of skills for K to 10, defined by the Designing for Deep Learning Competencies, was developed for implementation in 2023.</li> <li>• Senior school teachers built on their understanding of the Designing for Deep Learning Competencies through professional development. They worked collaboratively to interrogate the competencies and plan assessments and teaching for 2023</li> <li>• Termly inquiry units were developed across K to 6 to address the Deep Learning Competencies for History, Geography, Science and Technology.</li> <li>• To enhance the application of the Designing for Deep Learning Collaborative Inquiry Cycle, all Junior School teachers attended dedicated termly meetings to share tools and resources and plan collaboratively</li> <li>• A central database was established to store all K to 6 inquiry units, scope and sequences and associated resources.</li> <li>• Assessment of Years 7 and 9 against one or more NGL competency was planned for implementation in every subject in 2023. Assessment of Years 8 and 10 student performance against NGL capabilities was mapped.</li> </ul>
<p style="text-align: center;"><b>ACADEMIC ACHIEVEMENT</b></p>	<ul style="list-style-type: none"> <li>• Planning and mapping of the new K to 2 Mathematics and English syllabuses commenced. Junior School teachers undertook specific Professional Development for the new courses.</li> <li>• Expert committees were formed in the Junior School to share and disseminate expertise for writing, spelling, assessment and data analysis.</li> <li>• A Literacy Coordinator for Years 7 to 10 was appointed as part of a revised whole school literacy approach. The coordinator will enrich literacy capabilities as students move towards the HSC.</li> <li>• Outstanding HSC results ranked CCGS in the SMH top 100 NSW schools for the ninth consecutive year, placing 78 out of approximately 800 schools. 58% of all exams sat resulted in a Band 5 or 6 and an impressive 15 HSC Major Works were nominated across Dance, Drama, Music and Industrial Technology</li> <li>• Strong NAPLAN results saw CCGS place 53 out of 1868 primary schools (Year 5) and 115 out of 806 secondary schools (Year 9) in NSW.</li> <li>• The AISNSW's Primary Numeracy Screener was implemented in Kindergarten, providing an in-depth understanding of students' numeracy development as they enter formal schooling.</li> <li>• Senior school teachers worked collaboratively to review assessment patterns and rationalise the number and type of tasks in Years 7 to 10 to support student academic achievement and wellbeing.</li> <li>• An acceleration committee was established to develop a clear process for evaluating students and guiding acceleration from K to 12.</li> <li>• Alternative pathway options were broadened to include short, flexible courses to help students gain relevant workplace industry skills. TAFE (TVET) course offerings also increased. A number of students gained dual credentials of an ATAR plus TVET. Examples include design fundamentals, real estate practice and ecosystem management.</li> </ul>
<p style="text-align: center;"><b>HOLISTIC EDUCATION</b></p>	<ul style="list-style-type: none"> <li>• Cocurricular opportunities were reinvigorated following the relaxation of health restrictions: In sport, boys touch football and tennis experienced significant growth, with the tennis program attracting world-class tennis coaches, Nathan Healy and Clint Newcombe. Junior and senior extension dance groups were established, representing CCGS at elite dance eisteddfods across NSW. The senior musical adaptation of Jesus Christ Superstar involved over 130 students and the Junior School production of Shrek the Musical Jnr saw Year 6 students deliver a high-energy celebration of diversity. Drama students from Years 3 to 12 were given the opportunity to enrol in the Trinity London Drama tuition program, working towards examinations in Speech, Acting and Drama. In 2022, CCGS's first</li> </ul>

<p><b>HOLISTIC EDUCATION</b></p> <p>(continued)</p>	<p>Grade 8 (highest grade) student took the external examination, achieving a Distinction.</p> <ul style="list-style-type: none"> <li>• A values-focused House Families program was introduced, enhancing understanding of CCGS's values. Each week, one value was examined through interactive, fun and productive activities in dedicated House Family time, fostering a sense of community and connection.</li> <li>• The International Exchange Program reopened with 20 students selected to travel to five international schools in 2023.</li> </ul>
<p><b>TEACHER QUALITY</b></p>	<ul style="list-style-type: none"> <li>• A digital teacher appraisal platform was developed and tested</li> <li>• A new leadership appraisal process for Heads of Department and Year Leaders was designed and implemented. The appraisal process meets requirements for teacher accreditation and increases opportunities for reflection and feedback.</li> <li>• Two teachers successfully attained Proficient Teacher level accreditation through NESA. One teacher successfully attained Experienced Teacher level accreditation at the Independent Schools Teacher Accreditation Authority.</li> <li>• A professional development course was delivered to teaching staff, assisting them to meet National Consistent Collection of Data requirements to support students with diverse and additional learning needs.</li> <li>• All senior school teachers completed an accredited professional development course to build their understanding of the Designing for Deep Learning Competencies. Teachers worked collaboratively to interrogate the competencies, determine which would best support learning in their subject area, and planned assessments and teaching for 2023.</li> <li>• Three staff conference days were delivered to strengthen the professional development of teachers. These were led by experts from within the school community and registered as NESA accredited professional development.</li> <li>• Three teachers were selected to support the development of NESA's Curriculum Reform project, the first comprehensive reform of the NSW school curriculum in over 30 years.</li> <li>• The Director of Teaching and Learning was appointed to NESA's Technical Advisory Group for Curriculum Reform (Stage 6 English Extension)</li> </ul>
<p><b>WELLBEING</b></p>	<ul style="list-style-type: none"> <li>• To recognise and support gender diversity, all access toilets were made available at various locations throughout the campus. Inclusivity training was delivered at the Staff Development Day and senior school teachers took part in an inclusion workshop.</li> <li>• CCGS worked with the AISNSW to develop and refine gender identity planning processes, policies and documentation.</li> <li>• CCGS's annual fundraising music concert, Jamnesty, gave students a platform to help those impacted by the Ukrainian humanitarian crisis. Raising funds helped students feel empowered that their contributions could help make a difference.</li> <li>• A new role of Director of Wellbeing (7-12) was created to provide wellbeing support and expertise specific to senior students.</li> <li>• A whole-school approach for R U OK? Day focused on meaningful activities and lessons to help students, teachers and parents navigate challenging discussions around mental health.</li> </ul>
<p><b>DIGITAL CITIZENSHIP</b></p>	<ul style="list-style-type: none"> <li>• Device selection for K to 6 was reviewed. Based on program requirements and students' digital skills, Year 3 will progress from an iPad to a Microsoft Surface Go device in 2023, aiding their transition to a laptop in Year 4.</li> <li>• All teaching staff undertook National Online Safety professional development which provides specialist training in key topics relating to child safety online.</li> <li>• Student-led visual media and drone teams were established to help students develop real world skills and foster creativity using innovative technologies. Students planned, captured footage and edited their work for use on MyCCGS and the School's social media platforms. A new robotics program, Tale-Bot Pro, was introduced in Kindergarten, exposing students to patterns, positioning and sequencing in an age-appropriate, relevant setting.</li> <li>• Zoom calls during Languages Week allowed students learning Japanese to strengthen their connection with our international sister school, Kanto Daiichi in Tokyo. This extended classroom learning and enabled cross-cultural peer collaboration.</li> </ul>

<p style="text-align: center;"><b>COMMUNITY</b></p>	<ul style="list-style-type: none"> <li>• In collaboration with the AISNSW, CCGS began work on a structured Partnerships Framework. The framework will enhance connections with community, business and professional organisations to enrich student learning.</li> <li>• Relationships between CCGS and past students continued to grow. In the lead up to alumni Matt 'Mogul' Graham's (2012) appearance at the 2022 Winter Olympics, students and staff got behind Matt by sharing videos and signs of support. Olympian Charlie Hunter (2014) gave an inspirational speech about drive, passion and consistency at a senior school assembly. Channel Nine presenter and alumni, James Bracey (2002) shared his key learnings for career success at a Colloquium evening held for Year 12 students.</li> <li>• The Class of 2021 shared their post school and career pathway stories with the community via the website and school magazine, Bundara. Some attended the Year 10 My Future Self conference to share their experience in person.</li> <li>• To support environmental sustainability, students from across the School were involved in Clean Up Australia Day with over 100 actions reported.</li> <li>• A community partnership with UPPAREL was established to collect old school uniforms for reuse or recycling. A permanent clothing bin was placed in reception to help families dispose of their items to help keep valuable textiles out of landfill.</li> <li>• The annual ARTECH exhibition was reimaged. Classrooms and corridors of the ARTECH building were transformed into a gallery space, showcasing student artworks and digital displays from K to 12. Over 300 people visited the exhibition including local schools, parents, past students and friends.</li> <li>• Collaborations with Symphony Central Coast recommenced with talented CCGS musicians given the opportunity to participate in their annual events.</li> </ul>
<p style="text-align: center;"><b>GOVERNANCE AND MANAGEMENT</b></p>	<ul style="list-style-type: none"> <li>• The School's masterplan was reviewed. ARTECH was identified as the next priority for development.</li> <li>• An upgrade and expansion of the canteen was completed in Term 3, 2022. This contemporary space now includes a café, state-of-the-art commercial kitchen, self-serve food and drink options for senior students, indoor and outdoor seating and a barista training area.</li> <li>• The bathrooms in the Chambers Building were completely refurbished in Term 1, 2022. Work commenced on extensive renovations to the remainder of the building at the end of Term 4.</li> <li>• Work continued to develop and refine a comprehensive sustainability strategy that includes curriculum, energy, waste, procurement and transport.</li> <li>• A Waste Free Wednesday initiative was introduced in the Junior School to help encourage a reduction in the amount of single use plastics used. This also included trialing a soft plastic recycling program in the Year 2 neighbourhood.</li> <li>• Worm farms and composting were introduced by the Earth and Environmental Sciences class.</li> <li>• A new, larger digital sign was installed to display messages to the public and new directional signage was installed to include the canteen and uniform shop.</li> <li>• Year 7 class structures for English, Mathematics and Science were reviewed due to growing enrolment.</li> <li>• EnrolHQ software was implemented to improve efficiency and the online experience for prospective parents.</li> </ul>

**More information about the School's priority areas and objectives for 2023 are outlined in the 2022 Headmaster's Report which is available for viewing on the School's website [www.ccgns.nsw.edu.au/about/publications](http://www.ccgns.nsw.edu.au/about/publications).**

**Further information on the School's new strategic plan for 2021-2025, *Striving for Excellence* can be found on the School's website: [www.ccgns.nsw.edu.au/about/strategic-plan](http://www.ccgns.nsw.edu.au/about/strategic-plan).**

## 11. INITATIVES PROMOTING RESPECT AND RESPONSIBILITY

- The student diary issued to all students contains the text of:
  - The Student Pledge to accept responsibility to be a positive member of our CCGS family
  - 'A Community of Respect' Discipline Policy which includes the Rights and Responsibilities of students. It also contains Academic Honesty Policy, Mobile Phone Guidelines, Acceptable use of technology guidelines.
- Vertical peer mentoring opportunities were extended and enhanced. Year 12 students mentored Year 10 on healthy study habits, organising their workload and tips for revision. Year 9 supported Year 6 students in the transition to senior school through tours of the senior campus and Q & A sessions.
- Harmony Day activities expanded across K to 12. A public speaking competition for Years 3 to 12 explored topics including inclusiveness, respect and belonging for all Australians. Students from across the School celebrated different languages in a special video that highlighted all the languages that make up the CCGS community.
- Languages Week was expanded to include students in the Junior School. Students from K to 12 took part in an international food fair and cultural games to celebrate diversity within the School community.
- Year 10 students took part in a whole day respectful relationships 'Love Bites' workshop. This national program, created by The National Association for Prevention of Child Abuse and Neglect, was extended to Years 7 to 9 helping younger students develop critical relationship skills.
- To embed the School's values in an age appropriate way, the Junior School introduced the 3 R's (responsibility, relationships and respect). Engaging videos, lessons and talks fostered deeper understanding and encouraged students to model the values during everyday activities.



*Harmony Day activities encourage inclusiveness, respect and belonging*

## **12. PARENT, STUDENT AND TEACHER SATISFACTION**

### **12.1 Parent satisfaction**

- New families were given early access to the School's online platform, MyCCGS, including a centralised hub of information and resources to help ensure a smooth transition to school.
- CCGS Highlights continued to share and celebrate School life. A promotional banner on the MyCCGS dashboard helped highlight to families important information and news.
- Continuous reporting was implemented across Years 7 to 12 to share real-time assessment task grades and help parents and carers support their child's learning journey.
- Following the relaxation of health restrictions, CCGS sought new ways to connect face to face with families: Middle School welcomed families to join morning teas, Junior School invited families into classrooms and Senior College held a breakfast for Year 12 families. The Headmaster's Welcome Gathering saw hundreds of parents and carers connect and explore the Junior School and grounds. The P&F Christmas Fair entertained families with student-run stalls, performances and a food donation drive for Coast Shelter.

### **12.2 Student satisfaction**

- Students shared views on issues and gathered support for causes including Clean Up Australia Day and UPPAREL.
- Cocurricular opportunities were reinvigorated following the relaxation of health restrictions: In sport, boys touch football and tennis experienced significant growth. Junior and senior extension dance groups were established, representing CCGS at elite dance eisteddfods across NSW. The senior musical adaptation of Jesus Christ Superstar involved over 130 students and the Junior School production of Shrek the Musical Jnr saw Year 6 students deliver a high-energy celebration of diversity. Drama students from Years 3 to 12 were given the opportunity to enrol in the Trinity London Drama tuition program, working towards examinations in Speech, Acting and Drama.
- Instagram and Facebook Reels were introduced to showcase CCGS's community spirit, ethos and identity. A behind the scenes view of life at CCGS featured student hosts sharing their authentic voice.

### **12.3 Staff satisfaction**

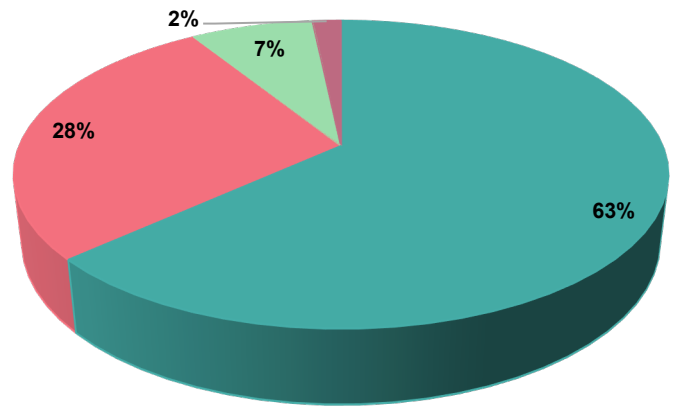
- There was a very low turnover of staff in 2022, indicating that Central Coast Grammar School is an employer of choice for teachers in the Central Coast Region.
- A digital teacher appraisal platform was developed and tested.
- A number of initiatives were introduced to support staff wellbeing including: staff acknowledgement of each other's success via the MyCCGS wellbeing system, Junior School staff weekly morning tea gatherings and the launch of a staff choir.
- Teachers worked in teams to reflect on their use of learning environments and develop action plans to refine their collaborative practice. They used the Maximising the Impact of Learning Environments framework to structure their reflection and planning.
- Heads of School and delegates from K to 12 attended a two-day conference on Riding the Wave of Curriculum Reform (AISNSW) to support planning and preparation for leading curriculum change.

13. FINANCIAL INFORMATION

Recurrent and Capital Income	('\$'000)
Fees and Private Income	25,401
Commonwealth Recurrent Grants	11,148
State Recurrent Grants	2,903
Capital Income	678

**TOTAL 40,131**

Recurrent and Capital Income 2022

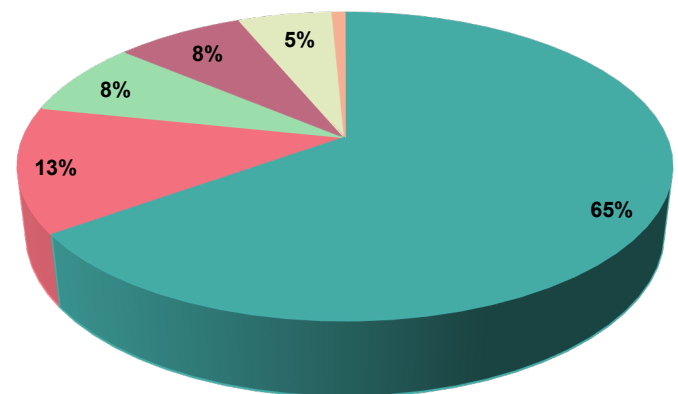


- Fees and Private income
- Commonwealth Recurrent Grants
- State Recurrent Grants
- Capital Income

Recurrent and Capital Expenditure	('\$'000)
Salaries, Allowances & Related Expenses	26,335
Teaching and Administration	5,343
Depreciation and Amortisation	3,180
Capital Expenditure	3,067
Property Expenses	2,243
Interest Expense	299

**TOTAL 40,467**

Recurrent and Capital Expenditure 2022



- Salaries, Allowances & Related Expenses
- Teaching and Administration
- Depreciation and Amortisation
- Capital Expenditure
- Property Expenses
- Interest Expense



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GRAMMAR SCHOOL**

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