



SOUTHERN CROSS
GRAMMAR

Community Report
2017



From the Principal

Located in Melbourne's western suburb of Caroline Springs, Southern Cross Grammar is a coeducational school with a non-denominational status. In 2017, the school had 532 students from Foundation to Year 11.

This year in 2018, the school has introduced students at the Year 12 level.

Ever since opening, the school has experienced strong interest, with almost 700 students joining us over the first seven years. This is reflective of the high regard in which the community hold the staff and programs of the school.

An innovative approach to teaching and learning within the framework of New Generation Learning has seen Southern Cross Grammar recognised as a high-quality coeducational school. Consequently, demand for places is strong and well in advance of projections.

The ongoing goal of the school is to be the school of choice in the western metropolitan region. Many consider that the school is well on the way to achieving this objective.

Our 2017 NAPLAN results indicated that the vast majority of students are achieving at the 'above expected level' with 'high rates of progress', that places the school in the highly-regarded category nationally.

Intentionally, Southern Cross Grammar is a medium-sized, independent school—big enough to offer a broad range of opportunities, yet small enough for

students to experience regular success and be known.

What makes Southern Cross Grammar different?

- An internationally-benchmarked contemporary approach with an emphasis on high standards.
- Learning programs that are highly individualised, recognise talents and encourage a love of learning.
- An emphasis on the appointment of high-calibre teachers and leaders.
- Facilities that support innovative teaching practice.
- Our strong emphasis on knowing each child and preparing each child as well as we can for their preferred future through highly-personalised options.

In this report, you will find information regarding key aspects of the school's operation.

I warmly commend the students of 2017—where the overwhelming majority of Southern Cross Grammar students are performing to their potential. In an open enrolment setting, this says much about the quality of our staff, the commitment and support of our parents and the dedication of our student population.

More information on the school's innovative approach to teaching and learning can be found by visiting our website www.scg.vic.edu.au, or by contacting us via admin@scg.vic.edu.au.

Andrew Ponsford - Principal

New Generation Learning



The SCG Clinical Principle

The SCG Clinical Principle is the evidence-based process of diagnosing, responding to, and reviewing issues that are identified as critical to student achievement. This principle is applied at the individual student level, the teacher/classroom level and at the whole school/community level.

Learning is a complex process in which teachers have a primary responsibility for assessing each student's individual intellectual, social, emotional, physical and cultural needs relevant to their current stage of learning.

This requires the identification of any strengths or impediments, followed by the development and implementation of programs to enable each student to progress in their learning.



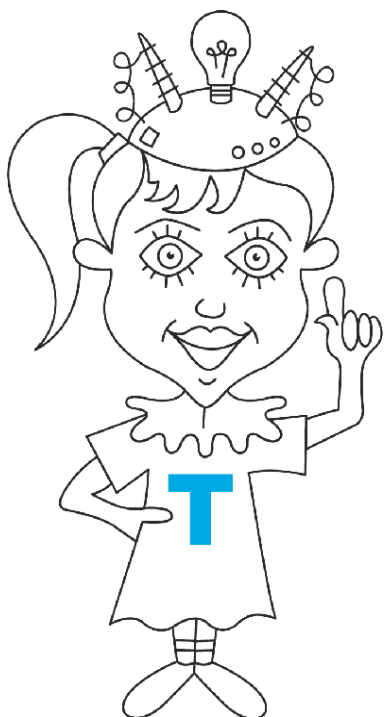
The SCG Futures Principle

The SCG Futures Principle focuses on the application of technology to expand learning opportunities, knowledge and pedagogy in ways that develop appropriate understanding, skills and orientations to learning.

The increasing availability of data and information, and the networks for accessing and utilising it as knowledge, require the development of teaching and learning practices with the capacity to leverage emerging opportunities in a variety of contexts.

The School addresses these issues by engaging learners through technology in enriched learning environments. Possibilities are created for expanded opportunities and high levels of student achievement.

New Generation Learning



The SCG Thinking Principle

The SCG Thinking Principle is defined as a continuous process of purposeful exploration to build student understanding.

This principle relates to the development of the human brain, particularly in relation to thinking processes. Thinking, especially deep thinking, requires effort, persistence, concentration and discipline, and is nurtured by a range of social, psychological and physical factors.

Fundamental to the SCG Thinking Principle is the concept of challenge, where students are challenged to think at levels of abstraction and depth beyond that to which they are accustomed.

The School believes that no single thinking theory or method works for all students.



The SCG Passion Principle

The SCG Passion Principle involves teaching and learning with heart, to create quality educational experiences and engaged responsiveness in learning.

We work with deep pedagogical motivation and conviction to build on the individual and collective knowledge, skills, gifts, talents and personalities of all members of the School community.

Southern Cross Grammar is unrelenting in its expectation that students will achieve their potential.

We believe understanding one's own gifts, talents and personality as well as those of others is a prerequisite for the development of effective teaching and learning.

Vision

At Southern Cross Grammar we will provide a high quality learning environment embracing the principles of New Generation Learning that affirm the individuality of each student. We endeavour to develop in our students the ability to:

Student Attribute Statements of the Student-Centred Vision	New Generation Learning Principle
Be an ethical, compassionate and socially responsible global citizen.	Clinical, Thinking, Futures, Passion
Have high aspirations, be curious about the world and demonstrate connectedness in a variety of ways.	Futures
Actively listen to others and value different points of view.	Clinical, Passion
Understand your own talents, strengths and weaknesses, and be respectful of the rights and feelings of others.	Clinical
Be resilient, determined and persevere through adversity.	Thinking, Futures
Be creative problem solvers and lateral thinkers.	Thinking
Take risks and value mistakes as an opportunity to learn.	Thinking, Futures
Accept responsibility and demonstrate accountability for your own learning.	Clinical, Futures
Question, investigate and reflect upon your learning.	Thinking, Passion
Demonstrate leadership and entrepreneurial qualities.	Passion

Our School's Leadership

Southern Cross Grammar is a company limited by guarantee.

The School Board is responsible for the governance and strategic direction of the School, with the management of the School vested in the Principal, Mr Andrew Ponsford.

In addition to the Principal, a team of experienced and highly credentialed senior staff are responsible for the day-to-day operation of the School.

The Board and Senior Staff of Southern Cross Grammar have developed and maintained a detailed Strategic Plan since inception which is updated annually.

The Strategic Plan, which incorporates the Annual School Improvement Plan, sets the framework for the success of the school both in the short-term and through to 2022.

The Strategic Plan, which underpins all aspects of the school's operation, is structured into core pillars: New Generation Learning (NGL), Community, Facilities, and Governance.

Each pillar lists initiatives which include comprehensive goals and processes for achievement.

NGL Curriculum and Pedagogy Innovation Individualism Pastoral Care	Community Virtual Community Local Community Parents and Friends Association	Facilities Site Maintenance Building Program
Governance Financial Planning and Management Governance and Risk Management		

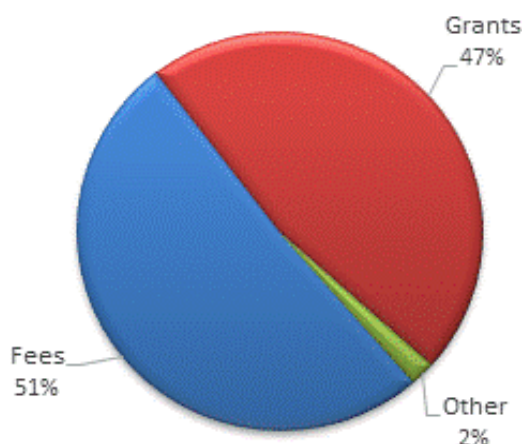
Finance

Southern Cross Grammar is a not-for-profit organisation and has strong business practices in place to ensure that finances are managed in an effective, efficient and compliant manner.

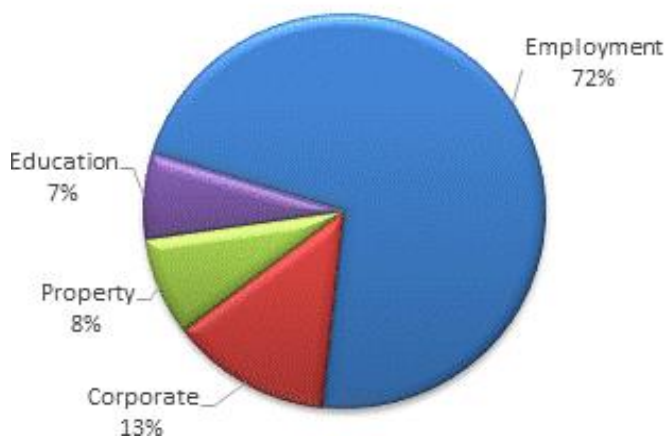
The School has now completed four full calendar years of operation, and has delivered surplus results in all years. These surpluses are applied to facility development and to improvements to educational resources and services.

The charts indicate sources of income and expenditure for the 2017 calendar year.

Income



Expenditure



Facilities

In 2017, the School commenced construction of a new VCE Centre. The VCE Centre will provide purpose-built rooms for the wide variety of VCE subjects.

The Junior School building, a finalist for a national design award, was opened in 2015 and accommodates the Foundation to Year 4 students. This building includes dedicated facilities that virtually enable complete independence from the other sections of the school.

The Middle School building enables the provision of all core subjects together with up to sixteen different elective subjects at the Year 8 and 9 levels. This building conforms to the highest standards in sustainable design.



The VCE Centre, which was opened in 2018



The Junior School Learning Hub

Facilities

The School's playing fields allow for year-round usage and include a large playing surface within a four-lane running track.

Passive playing areas around the Junior School building accommodate family and community engagement with the school.

The School's Student's Services program continues to expand with one-on-one mentoring across Literacy and Numeracy for students of all abilities as well as Welfare, Positive Education, Counselling and Individual Needs (WIN) and Gifted and Talented programs.

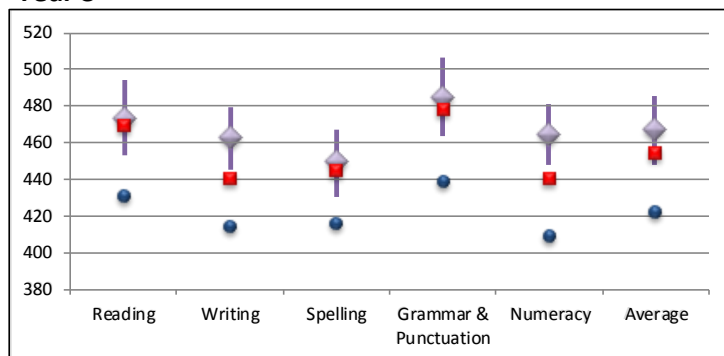
Southern Cross Grammar offers Outside of School Hours Care (OSHC) for students both before and after school.



Student Achievement

Student achievement and performance were again featured highly in the 2017 school year; we were particularly proud of the performance of our first cohort of VCE students since our commencement in July 2011.

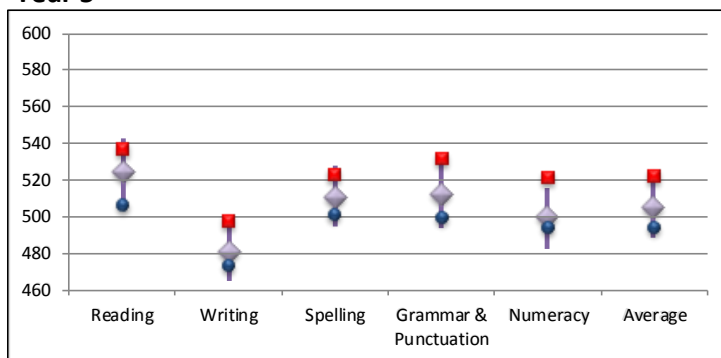
Year 3



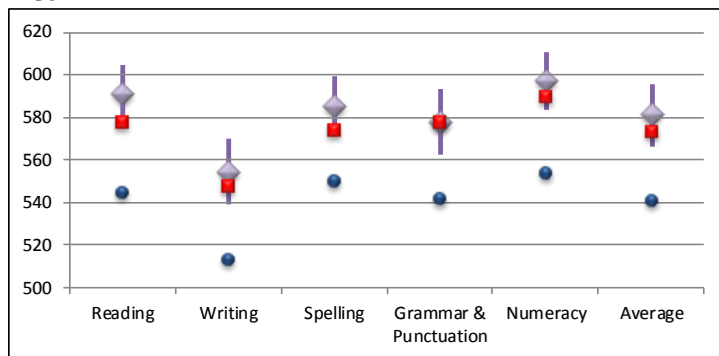
100% of Year 3 students were performing above the National Minimum standard.

98% of Year 5 and Year 7 students were performing above the National Minimum standard.

Year 5



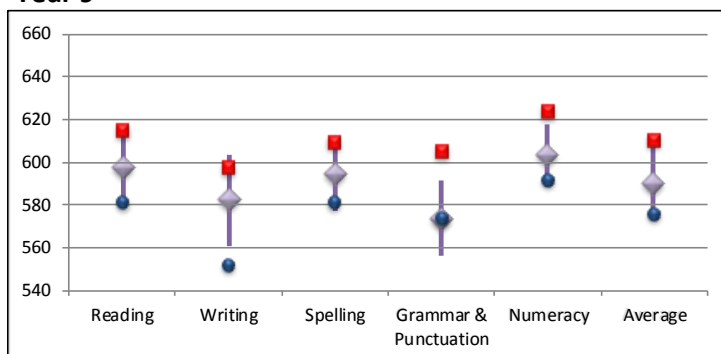
Year 7



81% of students recorded growth at the medium – high growth rate irrespective of year level.

96% of Year 9 students were performing above the National Minimum standard

Year 9



- ◆ Southern Cross Grammar NAPLAN Results
- Australian Average
- Similar Schools

Student Attendance and Community Service

The average attendance rate of students was 95.0%. Key reasons for absence included illness, medical reasons and family commitments.

The student retention rate for 2017 was 96.2%. This is measured by the number of 2017 enrolled students who re-commenced in 2018.

Southern Cross Grammar also encourages students to think beyond their own community and to consider those who are less fortunate.

Each year, the students elect School Captains as well as Social Justice Captains to lead action groups who select and support worthy causes within the community.



Investing in Human Resources

At Southern Cross Grammar, we recognise that our most important assets are our students and staff.

All staff, both teaching and non-teaching, have current Working with Children certificates and have completed a criminal record check and Level 2 First Aid training.

All members of the teaching staff, most with post-graduate qualifications, are registered with the Victorian Institute of Teaching.

In 2017, Southern Cross Grammar employed 42.7 FTE teaching staff and 14.0 FTE non-teaching staff. The average attendance rate for teachers in 2017 was 97.3%. 10 teachers (8.5 FTE) from 2017 did not return in 2018.

