



SOUTHERN CROSS  
GRAMMAR

# Community Report 2019



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A young boy with short brown hair, wearing a dark blue school sweater with a crest that says 'SOUTHERN CROSS GRAMMAR' and 'NEW GENERATION LEARNING', a white shirt, and a purple tie, is sitting on a large blue beanbag chair. He is looking down at an open book he is holding in his lap. The background is a library with colorful bookshelves filled with books. The word 'CONTENTS' is written in large white letters at the bottom of the page, with a white horizontal line underneath the first few letters.

# CONTENTS

# PRINCIPAL'S ADDRESS



Southern Cross Grammar is a co-educational School with a non-denominational status located in Melbourne's western suburb of Caroline Springs. In 2019, the School had 681 students from Foundation to Year 12.

Since commencement in 2011, the School has experienced strong interest, with an average of 100 students joining us annually over the first eight 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 believe the School is well on the way to achieving this objective.

Our 2019 NAPLAN results indicated that the vast majority of students are achieving at the above expected level with high rates of progress; this places Southern Cross Grammar 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 to be known and understood.

What makes Southern Cross Grammar different?

- The School has an internationally-benchmarked contemporary approach with an emphasis on high standards.
- Its learning programs are highly individualised, recognise talents and encourage a love of learning.
- The School appoints high-calibre teachers and leaders, and our facilities support innovative teaching practices.
- We have a strong emphasis on knowing each student and preparing them 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 staff and students of 2019 and their striving for excellence, which has resulted in admirable achievement.

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 students.

More information on the School's innovative approach to teaching and learning is available on our [website](#).

Andrew Ponsford - Principal



# OUR VISION

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# NEW GENERATION LEARNING

SCG PEDAGOGY & GRADUATE



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# NEW GENERATION LEARNING

The foundation of Southern Cross Grammar's vision is the New Generation Learning (NGL) pedagogical model. NGL is a modern approach to schooling, based on leading international research and educational thinking, and is at the core of Southern Cross Grammar's teaching and learning model.

NGL seamlessly intersects a contemporary education experience that is connected to the real world. Guided by four principles: Clinical, Passion, Thinking and Futures, NGL ultimately creates students who are discerning, thinking, global citizens who are profoundly empowered by deep insights regarding their aspirations, morals, ethics, values, talents and capabilities. At Southern Cross Grammar, we believe every student is unique; NGL also affirms the individuality of each student through its Passion principle.

The 'Stars of NGL' characters: Clinical Clara, Passionate Pablo, Futures Freddy and Thinking Thelma, are used as visual cues particularly by our younger students. The characters, which are introduced at Junior School, are integrated into students' daily classroom routines and empower and stimulate their thinking and learning.

The NGL model is not only applied at the individual student, teacher and classroom level, but also in whole School community.

## THE SCG CLINICAL PRINCIPLE

The SCG Clinical Principle is the evidence-based process of diagnosing, responding to, and reviewing issues that are 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 and 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.

## THE SCG THINKING PRINCIPLE

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

The SCG Thinking Principle focuses on the 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: students are challenged to think at levels of abstraction and depth beyond that to which they are accustomed.

## 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.

# OUR STUDENT CENTRED VISION

Our vision at Southern Cross Grammar is to provide a high-quality learning environment that embraces the principles of New Generation Learning, which affirms the individuality of each student. We endeavour to develop in our students the ability to:

## STUDENT CENTRED VISION

The following student attribute statements represent the collective goals of Southern Cross Grammar's New Generation Learning Principles, and, embedded in our pedagogy, they continually shape the journey of our learning community.

### Be fair and helpful

Be an ethical, compassionate and socially responsible global citizen.

### Listen and respect

Actively listen to others and value different points of view.

### Understand yourself

Understand your own talents, strengths and weaknesses, and be respectful of the rights and feelings of others.

### Take risks

Take risks and value mistakes as an opportunity to learn.

### Be responsible

Accept responsibility and demonstrate accountability for your own learning.

### Do your best

Be resilient, determined and persevere through adversity.

### Question and explore

Question, investigate and reflect upon your learning.

### Aim high

Have high aspirations, be curious about the world and demonstrate connectedness in a variety of ways.

### Be a leader

Demonstrate leadership and entrepreneurial qualities.

### Be creative and a problem solver

Be creative problem solvers and lateral thinkers.



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**OUR  
LEADERSHIP**

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# 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 six experienced and highly credentialed senior staff are responsible for the day-to-day operations 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 2021.

The Strategic Plan, which underpins all aspects of the school's operation, is structured into four core pillars: Our Education, Our Community, Our Facilities and Our Governance. These four pillars, together with the Student Centred Vision and New Generation Learning, work together to support and drive the School and its community of staff, students and families towards long-term growth and ultimately success.

Our strategic plan is as followed:

## OUR EDUCATION

From 2019 to 2021, we will:

- shape a School culture that is underpinned by the Student Centred Vision (SCV) so that the SCG community can articulate a shared understanding of it
- protect the New Generation Learning pedagogy as the foundation for all teaching and learning at SCG by providing a rigorous, contemporary and responsive education in line with its principles (Passion, Clinical, Thinking and Futures)
- attract, develop and retain a high performing team of staff
- promote continuous improvement as the hallmark of SCG by reviewing, reflecting on and adapting practices and procedures in response to feedback and organisational needs.

## OUR COMMUNITY

From 2019 to 2021, we will:

- grow the SCG brand within the community to build the School's reputation as the School of choice in the Caroline Springs region and surrounding suburbs, thereby underpinning future enrolment
- develop partnerships, connections and engagement with external organisations to create opportunities for students to build real-world experiences and for staff to enhance their qualifications and knowledge.

## OUR FACILITIES

From 2019 to 2021, we will:

- maintain the grounds, buildings and equipment at a standard that promotes excellence in teaching and learning and enhances the School's reputation
- enable the provision of an IT network and services that protects and supports the School's requirements
- develop the School's master plan to provide facilities that delivers on the School's needs.

## OUR GOVERNANCE

From 2019 to 2021, we will:

- ensure that the school is financially viable now and for future years
- ensure that the school is compliant with relevant Government and legislative requirements.

# FINANCE

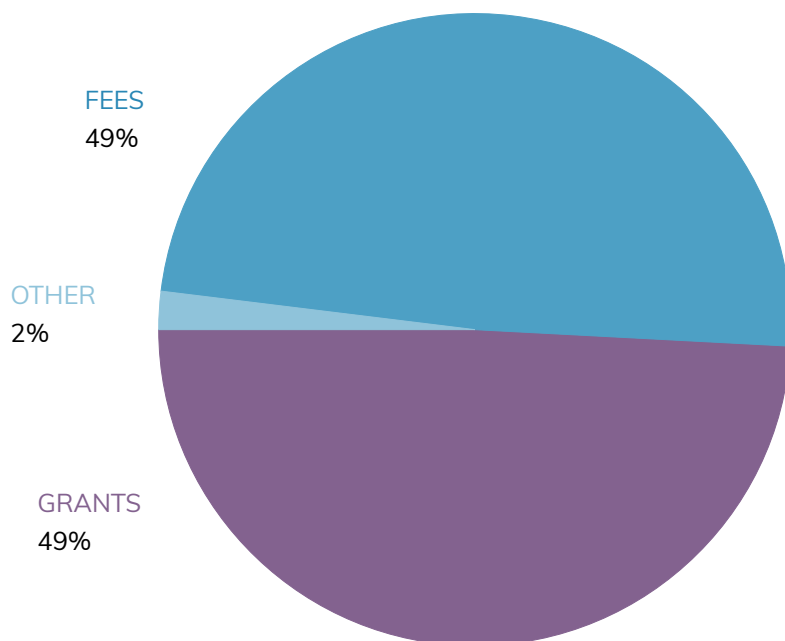
Southern Cross Grammar is a not-for-profit organisation and has strong business practices in place to ensure that its finances are managed in an effective, efficient and compliant manner.

The School has now completed eight 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 the categories of income and expenditure for the 2019 calendar year.

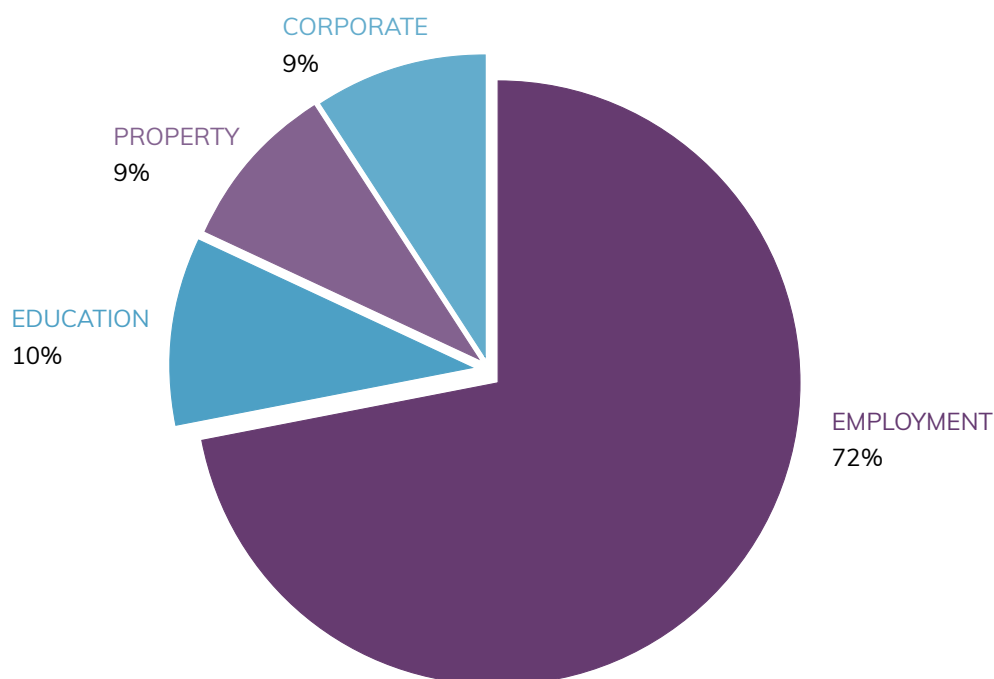
## 2019 INCOME

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## 2019 EXPENSES

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# FACILITIES

Southern Cross Grammar has dedicated buildings for Junior, Middle and Senior School students whilst providing opportunities to interact across the year levels as one school.

Plans are well advanced for the next exciting stage of our Master Plan to enhance our performing arts and visual arts facilities along with further improvements to the existing buildings.

The School's synthetic 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.





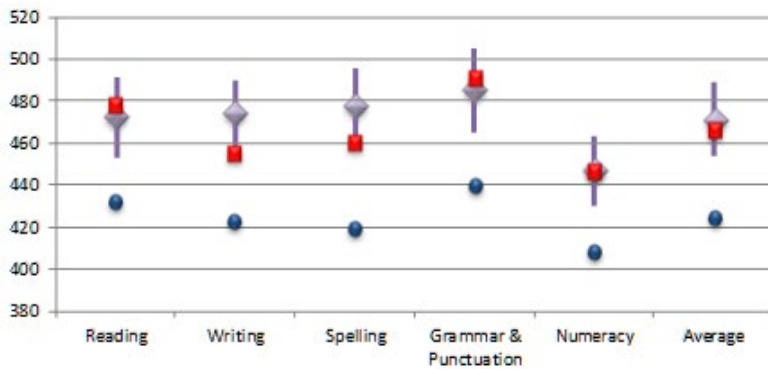
**OUR STUDENTS**

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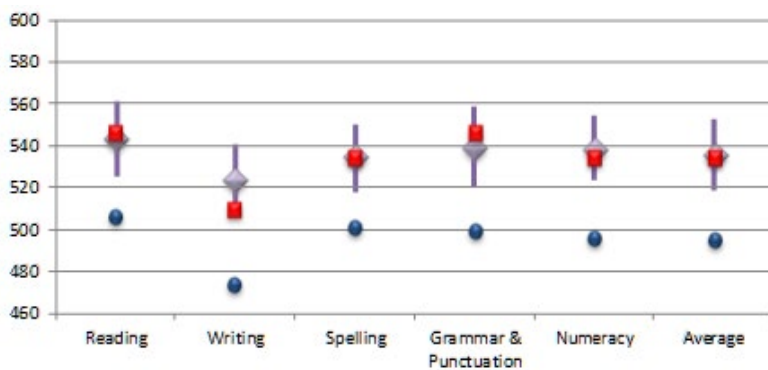
# STUDENT ACHIEVEMENT

Student achievement and performance were again featured highly in the 2019 school year. We were particularly proud of our students' NAPLAN performance and the performance of our second cohort of VCE students since our commencement in July 2011.

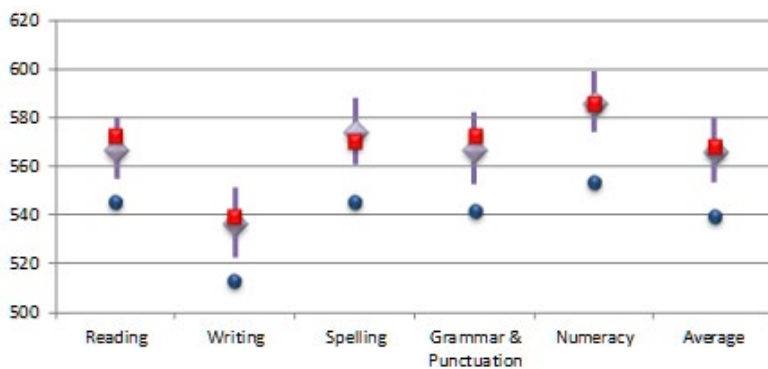
## YEAR 3



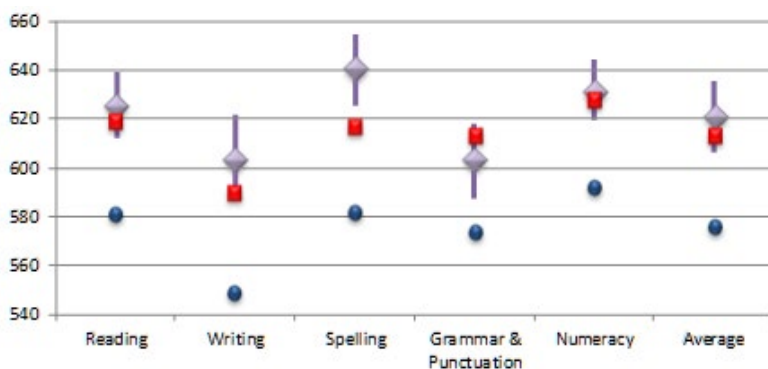
## YEAR 5






## YEAR 7



## YEAR 9



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

## 2019 VCE RESULTS

In 2019, 43% of SCG students achieved an Australian Tertiary Admission Rank (ATAR) above 80, putting them in the top 20% of students in the state. 24% of these rankings were in the high eighties or in the nineties, with 14% in the nineties. Our Dux and Dux Proximus achieved ATARs above 95.

100% of students satisfactorily completed their VCE certificate with 71% of our students achieving an ATAR above 70, putting them in the top 30% of the state. Our median ATAR was 78.15, well above the Victorian median of 67.74. These are remarkable achievements for our young school.

Five SCG students achieved a total of 6 Study Scores of 40 or higher in five different Studies (Subjects). In addition to this, there were numerous Study Scores in the mid to high 30s, indicating students were placed in the top 26% of students for those Studies (subjects).

The median Study score for our Year 12 students has been calculated at 33 —this places SCG in an elite position as one of the state's higher performing schools.

Our students' excellent results is a testament to their high calibre of hard work and dedication to their studies, and our staff's commitment to their learning. We are incredibly proud of their results and wish them the best with their future.





## STUDENT ATTENDANCE AND COMMUNITY SERVICE

The average attendance rate of students was 93.5%. Key reasons for absence included illness, medical reasons and family commitments.

The student retention rate for 2019 was 92.8%: this is measured by the number of 2019 enrolled students (excluding Year 12 students) who re-commenced in 2020.

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.

In July, our Senior School captains met with other captains from Aitken College, Hume Anglican Grammar and Sacred Heart College at Southern Cross Grammar for the School's first Galway Association Senior School Student Leader Forum. During the event, student leaders discussed how to foster student leadership opportunities to create solutions for environmental problems and the importance of empowering students to champion environmental change in their communities.

After their discussion, students presented an action plan to their School Principals, Deputies and Senior Leaders on the active steps that need to be taken to protect the planet and create a sustainable future for generations to come.

Our school community commemorated ANZAC Day with a student-led Assembly on Wednesday 24 April 2019 and welcomed veterans, Mr Peter Burquest and Mr Alan Godfrey, to the School. Students listened to Mr Burquest and Mr Godfrey's first-hand accounts of their war time experiences and thanked them for their service. The following day, some of our students represented our school at the Dawn Service in Caroline Springs.

The entire Year 6 cohort were privileged to visit Canberra and partake in the ANZAC Day Remembrance events on ANZAC Day. Students attended the Dawn Service at the Australian War Memorial and experienced the importance of remembering and honouring all the men and women who served our country past and present.

On Monday 11 November 2019, our Junior School Captains took part in the Caroline Spring RSL's Remembrance Day Service at Lake Caroline Springs. During the Service, the Captains read verses and laid wreaths alongside other attendees to show their respects to the men and women who fought for Australia's freedom.

Furthermore, to commemorate Remembrance Day, Southern Cross Grammar hosted a whole School Remembrance Day Service and were privileged to have Mr Marshall from the Caroline Springs RSL in attendance. The Service was hosted by our Middle School and Senior School Captains –who all spoke with respect and sincerity.



# OUR STAFF



## 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 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 2019, Southern Cross Grammar employed 49.52 FTE teaching staff and 27.70 FTE non-teaching staff. The average attendance rate for teachers in 2019 was 94.4%. 10 teachers (7.31 FTE) from 2019 did not return in 2020.





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2 - 20 Lancefield Drive, Caroline Springs, 3023

(03) 8363 2000

[admin@scg.vic.edu.au](mailto:admin@scg.vic.edu.au)

