



Court Grammar School

2024 Annual Report

"Respect for Learning"



Melissa Homodza
Year 12 2024 student
"Through her hair" - Pulse Exhibition



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School Overview

Court Grammar School, previously known as Serpentine Jarrahdale Grammar School, whose name was registered on 11 October 2004 by a group of local residents led by the Anglican Parish of Serpentine Jarrahdale who had the vision, commitment to the local community and determination to establish a local high school for the children of the Serpentine Jarrahdale Shire. The School commenced operation with 47 students in February 2006 in the old Mundijong Shire offices. The School flourished from the start as enrolments grew to over 250 by the commencement of the 2009 school year.

The School was fortunate to receive a gift of land from the Bett family located on the corner of Bishop and Soldiers Roads in Mundijong. Building commenced in 2008 and was completed in 2009. A second build was undertaken in 2011 and further buildings commenced in 2015/6. In 2016, the School became the first Pre-Kindergarten to Year 12 school in the area. In 2020, a modern Art Centre was built comprising of specially designed art, drama/dance and digital technology classrooms. 2022 saw the opening of a "Pavilion" comprising of additional classrooms and a library.

The Principal is responsible for the operation of the School, reporting to an independently constituted Board. The School's motto is Integrity, Humility, Community expressed through a RESPECT ethos.

These are articulated as:

- Respect for God
- Respect for Self
- Respect for Others
- Respect for Learning
- Respect for the Environment

The School's learning environment is based on a partnership between parents, teachers and students. Court Grammar School students have opportunities to explore a wide variety of learning endeavours including sporting, academic and cultural activities while a focused core curriculum emphasises literacy and numeracy skills. The whole person is encouraged to grow through a strong and developing pastoral care system, as well as developing a sense of belonging within the School community.

Our Primary School practices a nature based pedagogy and this is reflected in the set up of their classrooms and is enabled by our location which is a semi-rural part of Perth.

The AFL/W Academy introduced in 2017, remains successful, whereby selected students are exposed to professional coaches, athletes and resources during school contact time to excel in the learning of our great Australian game. The AFL/W Academy continues to grow each year with over 200 students involved in Years 5 to 12.

The Arts Academy established in 2021, where students are able to focus on either Musical Theatre or Visual and Digital Arts continues to grow at a steady pace.

From the Board Chair

David Gossage ASFM

It is with deep appreciation and purpose that I present this year's Chairman's Report for Court Grammar School. This past year has been one of reflection, renewal, and focused progress—anchored in our unwavering commitment to our School's Purpose, Vision, and Values.

Purpose, Vision and Values in Action.

Everything we do at Court Grammar School is guided by our foundational purpose—to provide our community with Independent, Affordable, Comprehensive, Quality education in the Anglican tradition. This mission continues to be the compass for both strategic decision-making and our day-to-day operations, whilst staying true to our founders visions.

Our **vision**, "Through education, make a difference," has been a living principle, visible in the achievements of our students, the dedication of our staff, and the supportive partnerships with families. Underpinning all of this are our core values: **Integrity, Humility, and Community**, enacted through a culture of Respect—for God, Self, Others, Learning, and the Environment.

Governance and Strategic Leadership

The Board has maintained strong oversight of our strategic direction, ensuring all initiatives align with our core ethos. We have continued to govern with diligence and purpose, upholding the responsibilities entrusted to us as stewards of the School's legacy and future.

From financial decisions to policy development, our actions have been measured not only for their immediate impact but also for how they reflect and reinforce our values. To have a successful business with passionate staff you must have an inspirational CEO/Principal to which we are truly blessed to have Patricia steering the ship and I congratulate her on her due diligence, passion, drive and commitment to Court Grammar.

Educational and Operational Excellence

We have seen continued academic growth, with evidence of improved learning outcomes across cohorts. This success is a testament to our staff, who embody our ethos in their teaching and mentorship. The leadership of the Principal and senior staff has been instrumental in embedding our values into curriculum, behaviour expectations, and community interactions—ensuring that students not only gain knowledge but grow in character.



Community and Culture

Community is one of our defining values, and we've seen it flourish through active engagement with families, alumni, and the wider Serpentine Jarrahdale region. Initiatives that build relationships and foster a sense of belonging have created a school environment where every individual feels seen, supported, and valued. The commitment of our parents, volunteers, and staff to creating a respectful, inclusive, and service-oriented culture has made a lasting impact.

Facilities, Finance, and Future Planning

Our financial position remains sound, guided by principles of stewardship, transparency, and long-term sustainability. The completion of key facilities upgrades has enhanced our learning environment, providing modern, flexible spaces that encourage collaborative and innovative learning—aligned with our aspiration to make a difference. As a Board we acknowledge the outstanding work of our Business Manager Erica and commend her on her attention to detail and acknowledge our Treasurer for his dedication to the role. Planning for future growth continues with a Master Plan framework that considers both practical needs and our enduring mission.


Gratitude and Looking Ahead

As we move forward, our focus remains on faithful leadership and bold vision. We will continue to pursue excellence in all we do while remaining grounded in the values that define us.

I would like to thank my fellow Board Members for their wisdom, our school founders who had the vision that enabled us to be where we are today, our Principal for steadfast leadership, and our entire school community for living out our shared commitment to educating with purpose, vision, and integrity. Together, we remain resolved to honour our mission—and through education, continue to make a meaningful difference.

With sincere gratitude

David Gossage ASFM Chairman, School Board
Court Grammar School



Board Members*

*As appointed from the 2024 AGM

Chairperson:	David Gossage
Deputy Chair:	Elizabeth Court
Treasurer:	Jeff Thorne
Members:	Jake Branley
	Robert Coales
	Donna Colvin
	The Right Reverend Bishop Kate Wilmot (The Visitor's Nominee)
	Patricia Rodrigues OAM - Ex officio
	Erica Captain - Secretary

Mission and Values

Our Mission

"Empowering each child for their lifelong journey"

Our Values

Integrity

Adherence to moral and ethical principles, soundness of moral character and honesty

Humility

Demonstrating respect for others in all areas at all times

Community

Students, staff and families growing together and serving one another to support the mission and values of the school.

From the Principal

Patricia Rodrigues OAM

The 2024 academic year at Court Grammar School was distinguished by our theme of “**Respect for Learning.**” This principle permeated every facet of school life, influencing our teaching methodologies, learning experiences, and community interactions.

We witnessed consistent **growth in student enrolments**, underscoring the confidence families place in our educational offerings. To accommodate this increasing demand, we proudly introduced another additional stream to our Primary School in 2024, marking a significant milestone in our ongoing journey of expansion and excellence.

The year also brought notable changes to our **School Board**. We bid farewell to three esteemed and long-serving members—Reverend David Bradbury, Mr Ross Adams and Mr Ron Dullard . Their years of unwavering commitment, wisdom, and leadership have been invaluable, and we extend our heartfelt gratitude for their contributions.

Simultaneously, we were honoured to welcome The Right Reverend Bishop Kate Wilmot to the Board and Donna Colvin. Their insights and experience will undoubtedly enrich the governance and strategic direction of our School. I am deeply appreciative of all Board members for their continued dedication and support.

Our commitment to providing diverse pathways for student success remains unwavering. In 2024, our **specialised academies** continued to flourish:

- **AFL/W Academy:** Established in 2017, this program offers students from Years 5 to 12 the opportunity to enhance their football skills through a combination of practical training and theoretical understanding. Students also engage in umpiring and coaching courses, gaining valuable insights into the broader aspects of the sport.
- **Arts Academy:** Housed in our state-of-the-art Art Centre, the Arts Academy provides a platform for talented students to delve deeper into their artistic pursuits. Participants benefit from specialised instruction, excursions, exhibitions, and the chance to be part of our biennial musical production
- **Ricky Grace Basketball Specialist Program:** Under the guidance of Olympian and NBL legend Ricky Grace, this program offers students tailored training sessions and competitive opportunities, fostering both skill development and a love for the game.

Reflecting on our journey since the School's establishment in 2006 fills me with immense pride. The development of our facilities, the breadth of our programs, and, most importantly, the growth and achievements of our students, stand as testaments to the **strength and dedication** of our entire school community. Together, we have consistently set high standards in education, striving to equip our students with the knowledge, skills, and character to make meaningful contributions to the world—both now and in the future.

From the Principal

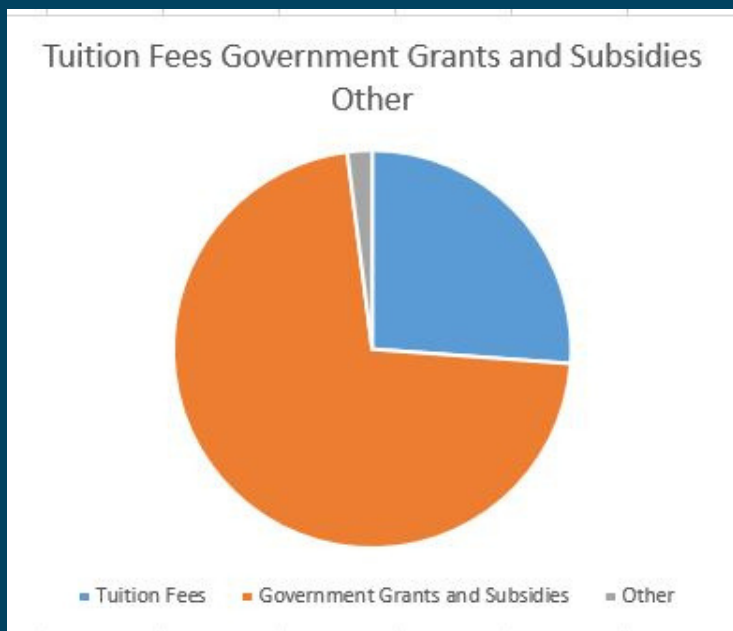
Patricia Rodrigues OAM

These programs, alongside our robust academic curriculum and co-curricular activities, exemplify our holistic approach to education. They reflect our dedication to fostering an environment where every student can explore their passions and achieve their potential.

As we look ahead, we remain committed to our mission of empowering each student for their lifelong journey. I extend my sincere thanks to our dedicated staff, supportive families, and the wider community for their unwavering support. Together, we will continue to build upon our successes and strive for even greater heights in the years to come.

School Income (Pending approval from Board at AGM)

School Income by funding source, tuition fees, government grant, subsidies and other



We appreciate the support of the Anglican Diocese of Perth and assistance provided by the Anglican Community Fund.

Teacher Standards and Qualifications*

Court Grammar employed a total of 114 staff members, compiled of 70 teaching staff and 44 non teaching staff as per the table below.

	Teaching Staff	Non Teaching Staff
Female	46	37
Male	24	7

Court Grammar employed 70 teaching staff members in 2024. Most Teaching staff hold more than one qualification. The following is a summary of the qualifications collectively:

Qualification	Number
Doctor	1
Masters	6
Graduate Diploma	37
Bachelor's Degree	61
Diploma	11

Court Grammar employed 44 non teaching/support staff in 2024, with the following qualifications collectively:

Qualification	Number
Bachelor's Degree	1
Diploma	3
Certificate IV	18
Certificate III	10

*As per the August Federal Census 2024

Student Activities



Y12 Outdoor Education



Primary Jump Jams



Y10 River Cruise



Peer Support



Pyjamas Day



Cross Country



Primary Athletics



ELC St John Ambulance
Incursion



Police Rangers

Service Learning Programmes

In 2024 our students continued to shine in their dedication to our Service Learning Programmes some of the examples of Service Learning included

- Year 10 Primary School Placement programme which sees every Year 10 student do a minimum of one day each semester in the Primary School. Some students volunteer and assist with other Primary School events.
- Year 10-12 Disabled Surfing at Leighton Beach in February.
- Anglicare Sleepout in August this year raised over \$23,000 through the sleepout and the many events held throughout the year for Anglicare.
- The Anglicare Christmas Backpacks appeal collected in excess of 50 backpacks full with school equipment for the new year for families in need.



Disabled Surfing



Y10 Primary School Placement



Backpack Appeal



Anglicare Sleepout

Arts and AFL/W Academy



Y9 Work



Visual Arts General



Musical Theatre - Hairspray



Y6 Art Work



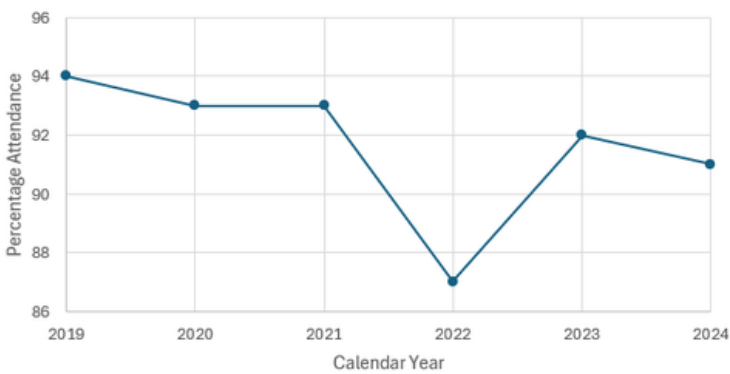
Y4 Natural pieces

Court Grammar Day

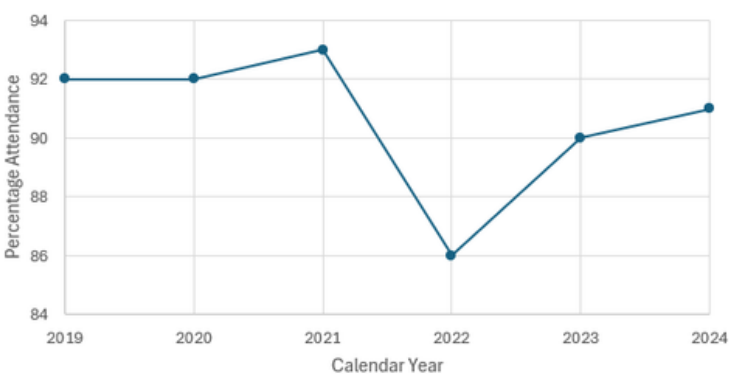


Student Attendance

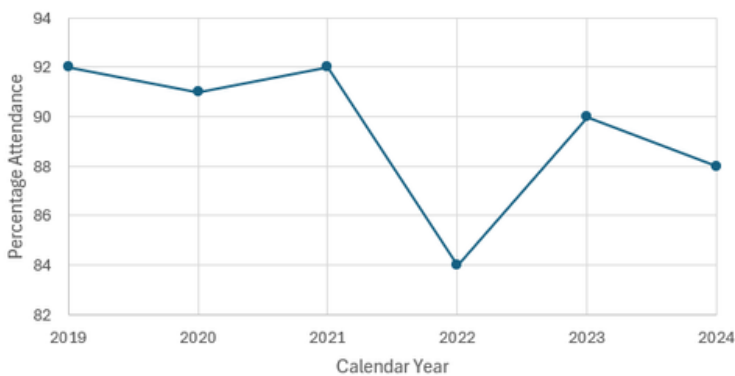
Attendance % - Year 7's



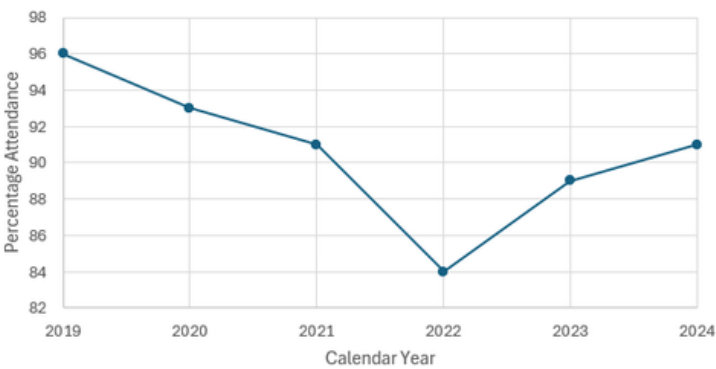
Attendance % - Year 8's



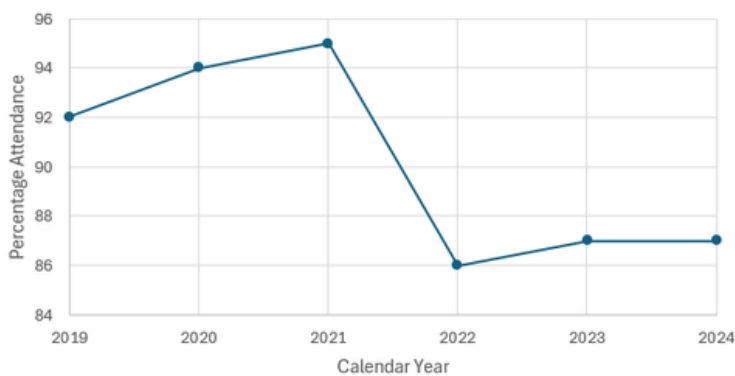
Attendance % - Year 9's



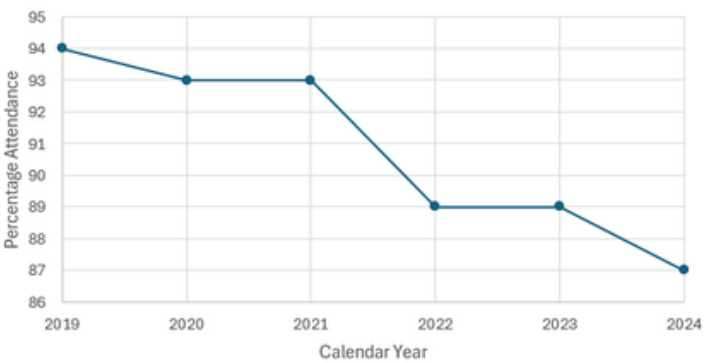
Attendance % - Year 10's



Attendance % - Year 11's



Attendance % - Year 12's



Non-Attendance Management

Attendance Notification Procedures

Parents and guardians are expected to inform the School of any student absence, illness, or emergency by 9:00 am on each school day. In instances where the School does not receive notification, follow-up contact will be made via phone, SMS, or letter.

For planned absences extending five days or more, written notification must be provided to the Principal in advance.

Attendance Monitoring and Intervention

The School monitors student attendance closely. When a student's attendance falls below 90%, or when a student is identified as being at risk, targeted intervention strategies are implemented to support improved attendance and engagement.

Post-COVID Attendance Trends

Like many schools, Court Grammar School continues to experience lower-than-average attendance following the COVID-19 pandemic. This is attributed, in part, to ongoing lifestyle-related decisions made by families. The School is actively addressing these trends and remains hopeful that attendance rates will continue to improve through ongoing communication and support.

Attendance Matters



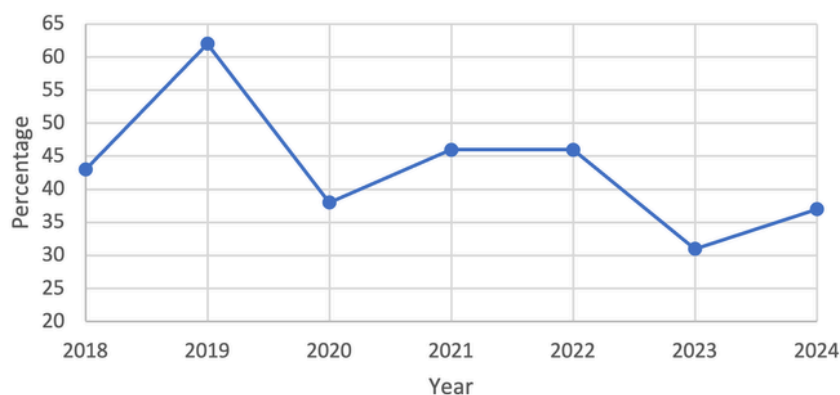
WACE, ATAR and VET Summary

WACE ACHIEVEMENT

The class of 2024 returned Court Grammar School to 100% WACE achievement. Targeted intervention programs in OLNA ensured all students were well placed by obtaining the OLNA by the end of Term 3. We spent time as a staff group (including Year Coordinator and Year 12 PCA's) in monitoring Year 12 performance as the year progressed. This allowed us to more closely track students who may have been slipping and provide intervention.

ATAR PARTICIPATION

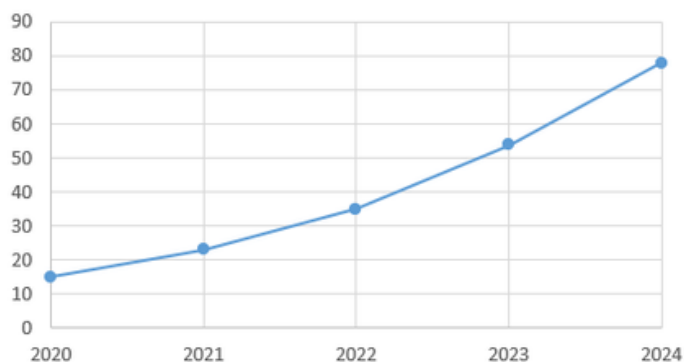
Percentage of Year 12 students obtaining an ATAR rank (4 or more ATAR subjects)



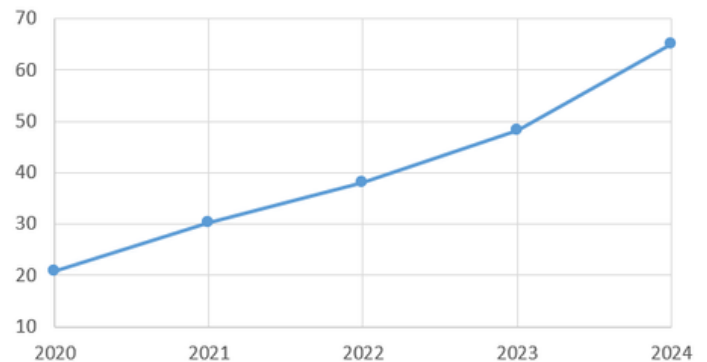
VET ACHIEVEMENT

Vocational Education and training again showed an increase in both overall numbers and percentage of students engaging in training. With a near-even split of students attending our own on-campus Cert II in Hospitality and off-campus options provided by TAFE. This growing trend towards certificate qualifications is reflected in a downward trend in students taking ATAR and is indicative of the overall trend across the state.

Number of Year 11 & 12 students engaged in VET Qualifications



Percentage of Year 11 & 12 students engaged in VET Qualifications



WACE, ATAR and VET Summary

UNIVERSITY ADMISSIONS STATISTICS

Number of students with an ATAR who applied: 17

University entry statistics indicate that entry into courses remains positive. This data needs to be carefully interpreted, as only 17 students who generated an ATAR applied through TISC. The 21 students shown in the total of the first row also include those applying through alternative entry points. The data indicates that over half of our students gained entry into their first preference, and all but 3 students were offered a place at university.

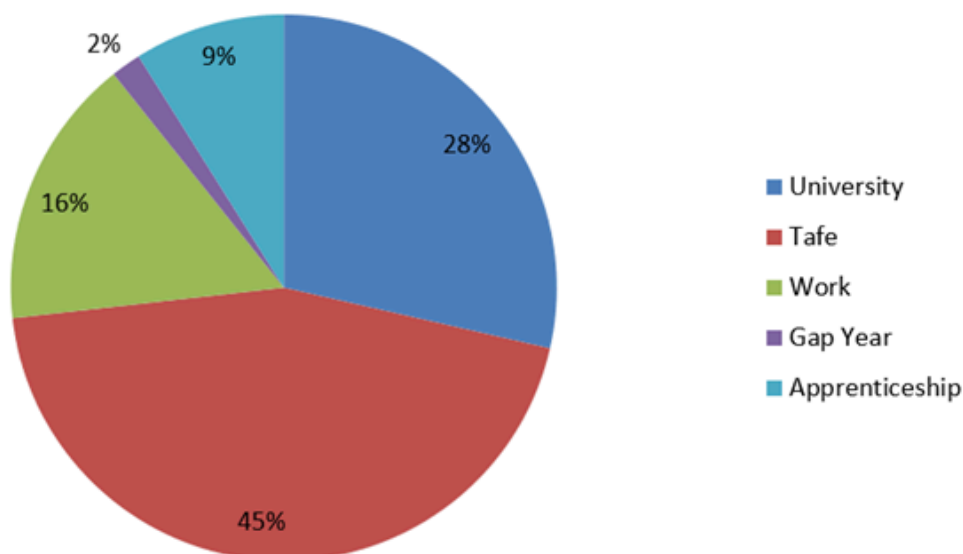
COURT GRAMMAR SCHOOL - 1465

Statistics extracted on 05 May 2025

Number of students with an ATAR who applied	17
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	Curtin	ECU	Murdoch	NDU	UWA	Total
Number of students with a 1 st preference (includes students without an ATAR)	9	3	2	2	5	21
Number of students offered their 1 st preference	5	1	1	2	3	12
Number of students offered any of their preferences	7	2	2	2	5	18
Number of students who have enrolled	6	2	1	2	4	15
Number of students who have deferred	0	0	1	0	1	2

Post School Destinations



Post School destination figures:

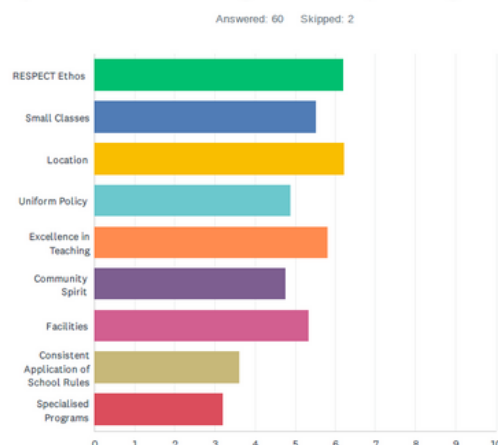
University - 17 students
TAFE - 22 students
Workforce - 8 students
Gap year - 1 student
Apprenticeships - 5 students

Parent and Staff End of Year survey summaries

Parent Feedback

- Parent Feedback continues to be predominantly positive
- With many parents feeling our RESPECT Ethos, Small classes, Excellence in Teaching and Facilities continue to be our School's strengths.
- Noting CGS has realistic educational expectations of their children
- Communication from the school was noted as being effective with most parents agreeing with this.
- The majority of parents felt they were able to approach the School with any concerns they have.
- Parents felt they were well informed about class activities

Q2 Please rank the strengths of CGS. ("1" being the best)



Teaching Staff Feedback

- Teachers felt supported to keep up to date in understanding educational trends and issues
- SEQTA and communication with parents was strong.
- Staff appraisal process could continue to be improved
- Parents could encourage their children more to take responsibility for their learning ie being on time, prepared for class and completion of work
- Teachers felt that CGS parents are approachable and willing to talk about their child's progress
- Teaching staff felt students care about each other
- Teachers felt they would like to see more activities and interaction between the School and local community.

Non Teaching Staff Feedback

- Respect ethos strong in the School.
- Technology plays an important part of teaching and learning programme at CGS
- Staff felt CGS has effective procedures for meeting the professional needs of its staff
- Staff felt CGS values the role of parents in the educational process
- Felt CGS parents are approachable
- Non teaching staff felt both staff and students care about each other

In summary it feels that the Parent satisfaction continues to improve. Staff feedback was reasonable, considering a very fast growing school with many new staff needed each year.

Court Grammar School

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