



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.

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.

Board Members*

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

*As appointed from the 2024 AGM

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.

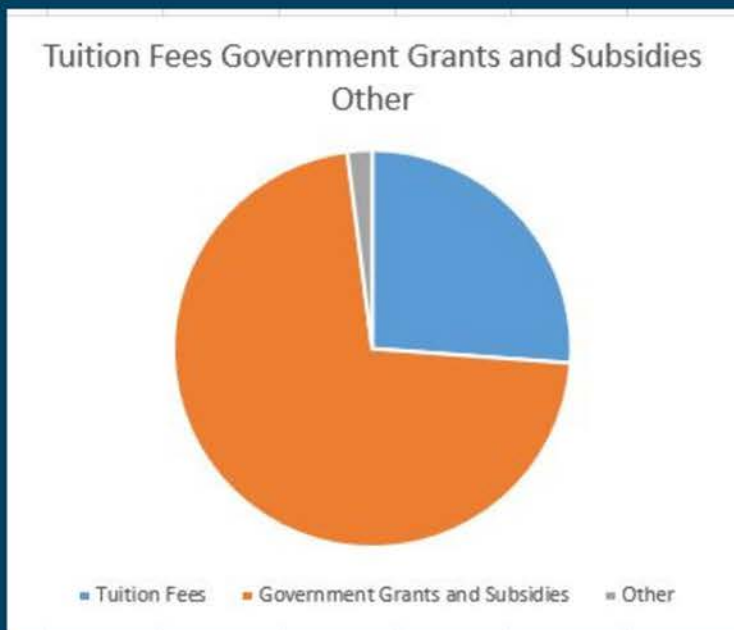
From the Principal Patricia Rodrigues OAM

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



Primary Athletics



ELC St John Ambulance
Incursion



Cross Country



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



Y6 Art Work



Y4 Natural pieces



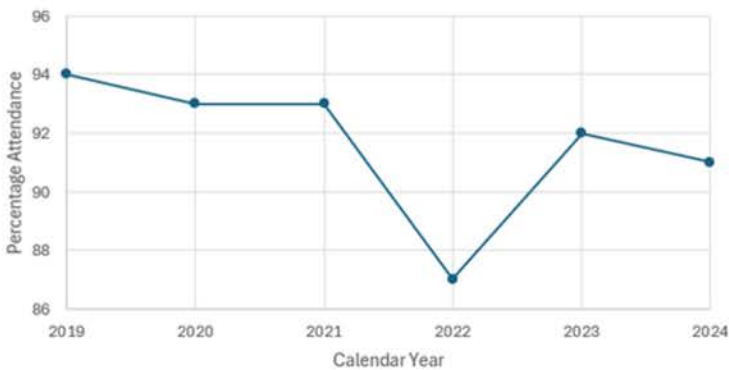
Musical Theatre - Hairspray

Court Grammar Day

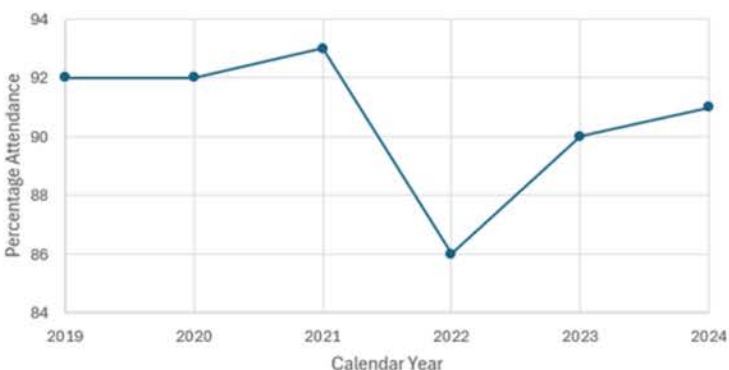


Student Attendance

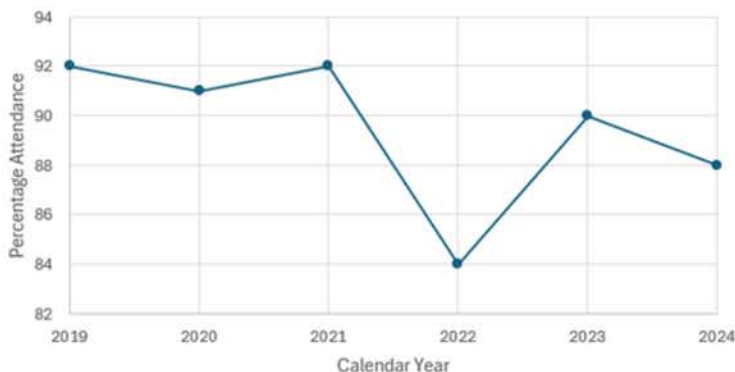
Attendance % - Year 7's



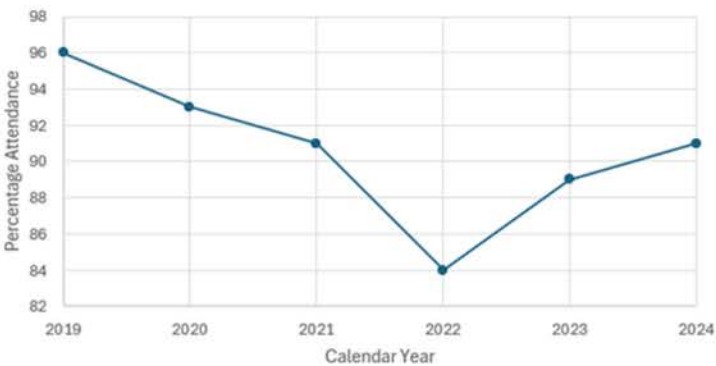
Attendance % - Year 8's



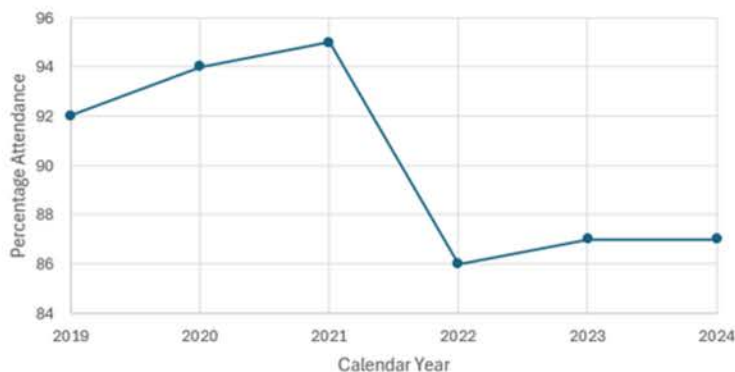
Attendance % - Year 9's



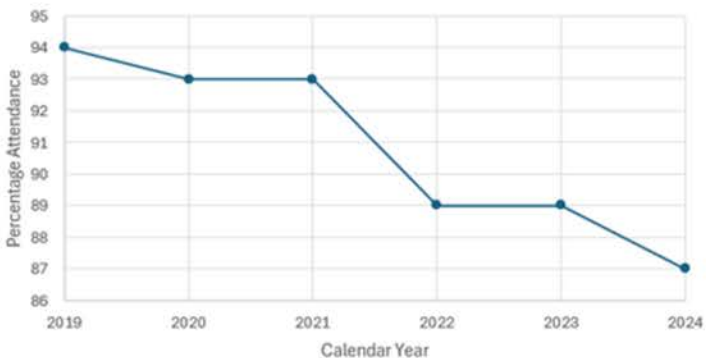
Attendance % - Year 10's



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.

Attendance Matters



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.

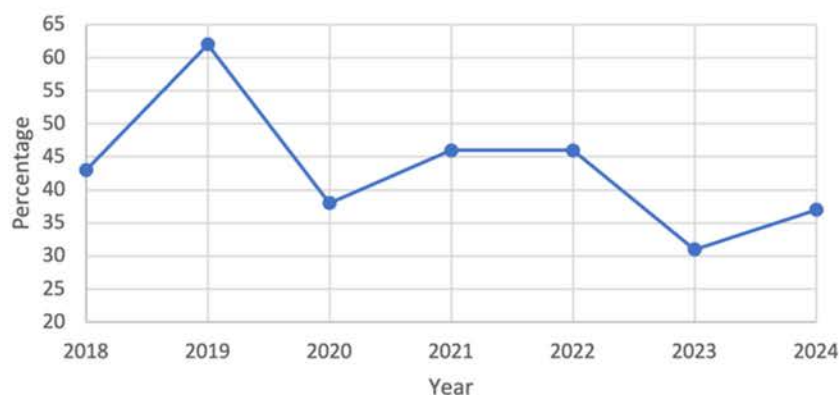
WACE, ATAR and VET Summary

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

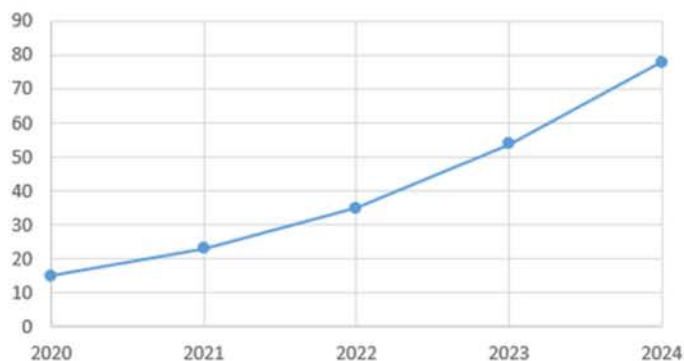
Percentage of Year 12 students obtaining an ATAR rank (4 or more ATAR subjects)



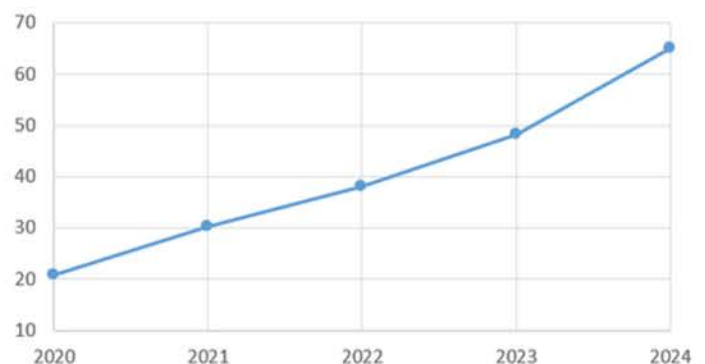
VET ACHIEVEMENT

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.

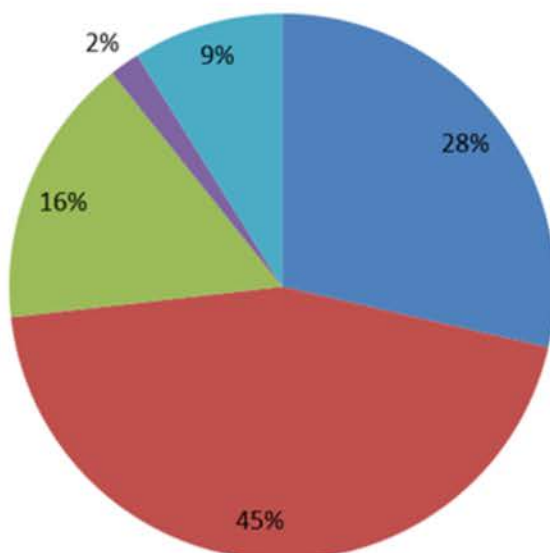
COURT GRAMMAR SCHOOL - 1465

Statistics extracted on 05 May 2025

| | |
|---|----|
| Number of students with an ATAR who applied | 17 |
|---|----|

| | 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



- University
- TAFE
- Work
- Gap Year
- Apprenticeship

Post School destination figures:

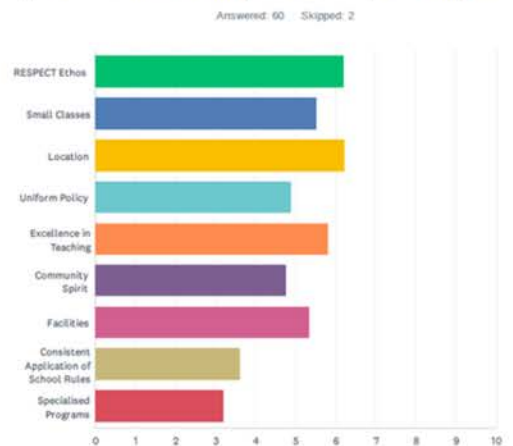
University - 17 students
TAFE - 22 students
Workforce - 8 students
Gap year - 1 student
Apprenticeships - 5 students

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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