



Newcastle Grammar School

2017 Annual Report



The information within this report is provided to meet Newcastle Grammar School's educational and financial reporting requirements for the 2017 reporting year as laid out in Section 3.10 of the Registered and Accredited Individual Non-government Schools (NSW) Manual.



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Reporting Theme 1: Message from the Head of School

Newcastle Grammar School aims to provide high academic standards in an environment that educates the whole person. In 2017 we continued to execute the Strategic Plan into the School. The School focused on developing student wellbeing through positive educational strategies. Teaching and Learning frameworks including the embedding of Inquiry Learning K-6 to enable students to seek information, knowledge and understanding in all facets and phases of life. Teachers had opportunities for professional learning and in 2017, teaching staff worked in Professional learning groups to further their understanding of learning pedagogies and the NGS learning framework. A full appraisal system for teaching staff was also introduced, aimed at giving quality feedback.

We were pleased with our academic results in external examinations including NAPLAN and the Higher School Certificate. In addition, our response to social justice issues and community service continued with our commitment to Sunday community lunch and a wide number of local charitable organisations. Our International Service Learning Project in Vietnam was further developed. Student led activities from the Prefect body are important aspects of this School and student leaders meet weekly with the Head and Deputy Head of School.

In October we announced a restructure of our secondary departments to align with our strategic plan, creating large departments of STEM (Maths, Science and Design & Technology), Literacy and Languages (English, Language, Literacy and Library) and Global Studies (History, Social Science and Geography). Creative and Performing Arts (Music, Drama and Visual Arts) and PDHPE. This structure aims to increase cross subject pedagogies and meet the challenges of our changing world.

Erica Thomas

Mrs Erica Thomas
Head of School





Message from the Board

Throughout 2017 the Board has worked to ensure the current stability and future direction of the organisation. Significantly the strategic plan in its second year of operation has shaped this direction and we are starting to see the emergence of a modern forward thinking organisation that is responding to wider educational imperatives.

This year the Board invested in the School's vision to create modern learning spaces for Year 5 and 6 students on the Hill Campus. These classrooms have helped facilitate the Inquiry Learning approach in Primary and have successfully given these students their own "home" on the Hill Campus, supporting their emotional and social wellbeing.

At Park Campus, the landscaping around the new bridge in 2017 has assisted our Infant students to engage with different surfaces and develop sensory skills. The School continued to invest throughout the year in projects such as LED Lighting to improve lighting and reduce energy consumption and the upgrade of playground and internal classroom facilities.

Most significantly for the Board, the sale of Cooks Hill Commercial Centre this year was a decision made to capitalise on the current Newcastle market and ensure we are positioned to Master Plan for the School. Over the course of 2018, a Master Plan process will begin. This will include opportunities for parents to give feedback about their priorities for facilities. A Master Plan will map out the stages of development needed to ensure first rate facilities for future generations.

A handwritten signature in black ink, appearing to read 'K. A. Lynch'.

Keith Lynch
Chairman of the Board



Reporting Theme 2: Our School

At Newcastle Grammar School, we believe education should be rich in curriculum offerings and co-curricular opportunities as well as provide an environment where student wellbeing and personal growth are encouraged. Students are at the heart of our work and as a result, a positive learning culture permeates our School.



Newcastle Grammar School offers:

- A positive education approach to student wellbeing and personal growth K-12
- An academic environment that fosters personal achievement and enables each student to reach his or her potential
- A K – 6 Inquiry Learning Framework
- A K – 12 Learning Framework
- An innovative approach to STEM curriculum
- Excellent facilities and resources
- Wide opportunities in co-curricular areas – sports, music, outdoor education, intellectual pursuits and service learning
- A strong values-based culture based on Christian principles, in the tradition of the Anglican Church
- A history of success for close to 100 years with a forward looking vision.

We are proud of our successful academic record. In the 2017 HSC, Newcastle Grammar School ranked 85th out of more than 650 schools in NSW. Newcastle Grammar School is the Hunter Region's Leading Independent School. The top ATAR received by our students was 99.50, 32% of students received an ATAR over 90%. A student came 1st in the State in Design & Technology (achieved highest mark in NSW in that subject). Four students were included on the All Round Achievers list (achieving 90% or more in 10 course units). Thirty two students were on the Distinguished Achievers list (achieving a mark of 90% or more in at least one of their courses).

Students are encouraged to strive for excellence in personal achievement across all areas of their academic and co-curricular program. Students from the School continue to be well represented at all levels of co-curricular competition from HRIS, AICES, CIS and NSW Schools' level as well as representing the School at a number of key community functions.

In 2017, our social justice program continued in Vietnam, culminating in 24 students and 3 staff travelling overseas to visit an orphanage and school. Newcastle Grammar School continued to support to local charities and organisations. Visit www.ngs.nsw.edu.au for more information about Newcastle Grammar School.



Our Values

Respect

- We acknowledge that a shared humanity underpins respect
- We believe that respect forms the basis of our interactions

Integrity

- Being honest to ourselves and others is central to a worthwhile life
- We aim to demonstrate trustworthiness and responsibility

Service

- We appreciate diversity and understand appropriate and authentic responses
- We desire to enrich the lives of others and understand this, in turn, enriches our own lives

Excellence

- We work together in an environment where the pursuit of excellence is encouraged, fostered and valued
- We understand wellbeing promotes excellence and is dependent on both feeling good about ourselves and doing good for others
- We aim to bring the best version of ourselves to school each day





Learner Attributes and Graduate Aims

We strive to provide students with learning experiences and opportunities that will allow them to RISE to the challenges they will face in an increasing complex world. We want our students to develop the knowledge and skills that will allow them to FLOURISH as global citizens.

At the heart of our approach to teaching and learning is the fundamental belief that all students can achieve success at school. We know the quality of teaching is the most significant school-based factor affecting student outcomes. Therefore our aim is to provide students with a consistently high standard of education founded on evidence-based research into effective teaching and current learning theory. Our staff are supported in their endeavours to enhance the quality of student learning and educational outcomes through high-quality professional development opportunities.

The over-arching goal of our approach to teaching and learning is to foster the development of key learning attributes that will prepare our students to lead lives of purpose and success.

We provide a holistic curriculum, designed to support and empower students in their individual pursuit for excellence. Student wellbeing is at the core of academic success and an intrinsic aspect of the School's ethos. Therefore, underpinning our academic curriculum is a progressive wellbeing programme based on the principles of Positive Psychology.

A graduate of Newcastle Grammar School is cognisant of a shared humanity through the complementary elements of the heart, head and hand.



The Heart

- The graduate has an understanding of self and others. This encompasses the expression of empathy, kindness, forgiveness, positivity, gratitude and resilience.
- The graduate operates from a position of integrity, self-efficacy, resilience, respect and compassion in their interactions with others.



The Head

- The graduate embraces the experience of life-long learning: enjoying the challenges of problem solving; valuing and demonstrating critical and creative thinking.
- The graduate is willing to challenge themselves in their learning, reflect on their thinking, build understanding through collaboration, demonstrate commitment, strive for excellence and take pride in their achievements.



The Hand

- The graduate recognises the needs of the community and the wider world and responds with meaningful service and compassion.
- The graduate is committed to ethical humanitarian values, promotes intercultural understandings and respects diversity.



Quality Education

Pre-school

Newcastle Grammar School Pre-school aims to ensure children are engaged in fun, play based learning activities that promote positive interactions and facilitate a smooth transition to school. The Pre-school caters for children in the year before Kindergarten (turning 4 years old in the year of enrolment).

Our caring and qualified staff work in a safe, fun-filled, enjoyable and challenging environment. They allow children to explore, experiment, create, discover and interact, developing the skills recognised as the foundations for a balanced life.

The flexible programmes promote self-discovery and spontaneous learning in a happy and secure way. Visits to specialist teachers in the Music Room and the Library at Park Campus as well as visits to Kindergarten help in the transition to school.

Providing a sense of belonging and comfort in a nurturing environment, where each child's health, safety and wellbeing is paramount, the Newcastle Grammar School Pre-school's Mission and Philosophy complement and reflect The Early Years Learning Framework for Australia.

Belonging: To a school community which believes in the value of Christian living; the family; individual and collective achievement; our tradition and heritage; our interaction with the wider community and authentic leadership.

Being: Part of a school environment embraces individuality whilst being mindful of the diverse backgrounds and values in our community.

Becoming: A best Practice Early Childhood Service that recognises the importance of the year before school.

Park Campus (Kindergarten – Year 4)

Students from Kindergarten to Year 4 are taught in an environment that is engaging, creative and supportive.

As the world changes rapidly, we not only celebrate our heritage but also continue to evolve and innovate to enable our students to receive an education that engages, challenges and inspires.

The Primary School combines superb teaching with outstanding facilities and resources to support the learning of our students, whether this be in the academic, social, emotional or physical domains. We use an inquiry based approach to promote independent and rich learning in History, Science and Geography. This is packaged together with the New South Wales curriculum in a manner that challenges students to ask important questions, build skills, conduct in-depth research, analyse findings, build conceptual understandings, share their learning in a variety of way and reflect on their responsibility as part of a global community. Each child is encouraged and supported to discover and fulfil their unique potential within a balanced program that nurtures the whole – person – mind, body and soul.

Within our overarching framework, positive education is of particular importance to us; hence, Newcastle Grammar School instills opportunities for students to learn about themselves through their learning experiences in the classroom, their interactions with each other in the school playground and in the way that they engage with the world.



We believe that the best way to support our students is in partnership with our parents. This occurs best through open and honest communication.

Students work in ability groups in several areas of the curriculum. Specialist teachers work in the areas of music, PD/H/PE, library and languages, including Mandarin.

A varied programme of excursions and camps provides opportunities for the children to experience at first hand. Students have access to specialist learning support including occupational therapy and counselling services.

Hill Campus (Upper Primary - Years 5 & 6)

Years 5 and 6 work with our Primary teaching staff in a specialised area of the school. The dedicated area allows for a learning environment suited to upper primary with a focus on the development of literacy and numeracy skills as well as Inquiry based learning in Science, History and Geography. The students' contemporary learning spaces reflect our approach to upper primary education and offer Years 5 and 6 students a unique learning environment.

Senior School (Years 7 to 12)

The curriculum for each Year level is designed to develop the academic potential of each student, with the pursuit of excellence being the underlying objective. The School follows the Australian and NSW Education Standards Authority (NESA) Curriculum (formerly BOSTES). In addition, specialist elective subjects including iSTEM (Years 9 and 10), languages: French, Japanese and Mandarin, and Mathematics Acceleration programme from Year 9 can supplement a student's academic programme.

Students are divided into Houses and work with their Head of House and mentor group to achieve positive outcomes for the group. Pastoral Care and the Wellbeing Programme are delivered through this system.

The wide co-curricular programme supplements a student's experience of school and develops skills and talents. Weekly assemblies and Chapel services bring the Hill Campus together and emphasise our values.





Student Wellbeing

Utilising the Wellbeing Programme and Positive Education, the School seeks to enhance student outcomes and achievement through the development of essential 21st century skills. These include the experience of positive emotions and strengthened relationships, mindfulness, resilience, purpose and achievement. The programme is designed to enhance the social, emotional and physical wellbeing of each student through the application of positive education interventions, supported through rigorous research in the field of positive psychology.

Park Campus (K-4)

Based on the theories of positive education, the Wellbeing programme at Park Campus focuses on teaching students to develop the attitudes, values and behaviours that assist in their development. 'Professor Empowerment' is used to encourage children to engage with positive education in a format they understand.

Hill Campus (5-12)

Student Wellbeing is centred within the vertical House system. On enrolment, each student is allocated to one of four Houses; Tyrrell, Macquarie, Shortland or Hunter. At the Hill Campus, each House is led by two Heads of House; one for Years 5 to 8 and one for Years 9 to 12. These Heads of House work with teams of Mentor Teachers, nine for each House, to ensure a strong and positive relationship is formed with each student, their family and the House and School.

Students check in with their Mentor Teacher each morning before lessons commence to ensure a positive start to each day. Each second Thursday, students meet again with their Mentor Teacher or Head of House for Mentor Periods, during which the Wellbeing Programme is delivered.

In addition to these wellbeing sessions, students in Years 5 to 9 have regular Positive Education (PosEd) time-tabled lessons. PosEd at Newcastle Grammar School is based on the research that seeks to define authentic happiness as the outcome of feeling good within ourselves whilst doing good for others.

Service Learning

Our belief in the importance of service to others is a core value of our school. Service learning opportunities develop a student's empathy, perspective and resilience.

Newcastle Grammar School Students commit to the following projects

- Local, for example, the Samaritans, Lifeline, Allambi
 - National, for example, Cancer Council
 - International, for example, Vietnam 'Hands on Humanity' project
- to engage with a range of issues including homelessness, poverty, mental and physical health, literacy, aged care and disability.

Our connection to a school and orphanage in Vietnam allows students from Year 9 to 12 an opportunity to travel and experience the wider perspective of education and life in a developing nation.



Spiritual Development

Each Friday, Chapel is held at Park Campus in conjunction with the weekly assembly. Students in Years 5-12 participate and lead weekly Chapel Services in Christ Church Cathedral. These services are facilitated by the Dean of the Cathedral and lead of the student body.

Students are further exposed to aspects of spirituality up to Year 10 through the Religious Education program and the Positive Education program.





Reporting Theme 3: Academic Results

NAPLAN

NAPLAN (The National Assessment Program - Literacy and Numeracy) is a measure of student performance across five domains mapped against national standards, providing a longitudinal view of students' progress through schooling. NAPLAN provides valuable data about student's knowledge and skills in various components of literacy and numeracy. In 2017 our students continue to perform well above the State average in all components of literacy and numeracy across Years 3, 5, 7 and 9.

NAPLAN Year 9 – 2017

In 2017, 70 students sat the NAPLAN tests.

Year 9 achieved excellent results with great improvements in reading, writing and numeracy.

This was the first (and now only) year that students' results were linked to the new HSC Minimum Standards approach for literacy and numeracy. It is interesting to note that 95.6% of our students achieved a Band 8 (the new minimum standard) or above in Reading, 80.9% in Writing, 76.5% in Spelling, 72% in Grammar & Punctuation and a huge 97.1% in Numeracy.

Percentages in Bands:

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	NGS	25.0	14.7	26.5	13.2	26.5
	State	7.6	7.3	9.1	11.1	12.1
	National	4	5	7	5	8
Band 9	NGS	33.8	33.8	23.5	19.1	36.8
	State	17.1	10.7	22.0	13.7	17.7
	National	17	11	16	14	16
Band 8	NGS	36.8	32.4	26.5	39.7	33.8
	State	33.7	27.2	24.0	26.7	28.7
	National	29	21	28	26	29
Band 7	NGS	2.9	14.7	19.1	23.5	2.9
	State	21.1	20.0	25.8	24.6	25.9
	National	26	25	27	27	29
Band 6	NGS	1.5	2.9	4.4	4.4	0.0
	State	14.9	18.7	12.8	15.3	14.6
	National	15	20	14	17	14
Band 5 or below	NGS	0.0	1.5	0.0	0.0	0.0
	State	5.6	16.1	6.2	8.5	1.0
	National	6	16	8	9	2



Means for all Australian schools and Newcastle Grammar School

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NGS	651	627	636	621	659
State	589	559	592	583	603
National	581	552	581	574	592

NAPLAN Year 7 – 2017

In 2017, 75 students sat the NAPLAN tests.

The students in this year group showed strong performance across all tests. It was pleasing to see that 93.2% were in the top three bands for Numeracy, 88% for Spelling and 83.8% for Reading. The school's means remain well above both state and national figures.

Percentages in Bands:

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 9 or above	NGS	20.3	13.3	30.7	24.0	39.2
	State	11.8	5.4	14.3	12.7	17.1
	National	10	4	11	10	13
Band 8	NGS	21.6	21.3	32.0	24.0	24.3
	State	18.8	15.9	27.0	17.3	17.8
	National	19	12	22	19	20
Band 7	NGS	41.9	24.0	25.3	34.7	29.7
	State	29.6	21.6	26.9	30.2	29.0
	National	29	24	28	27	28
Band 6	NGS	13.5	29.3	9.3	13.3	6.8
	State	23.5	27.3	17.3	21.5	22.2
	National	24	30	21	24	23
Band 5	NGS	1.4	10.7	2.7	4.0	0.0
	State	11.1	21.1	9.8	10.5	11.6
	National	12	18	10	13	11
Band 4 or below	NGS	1.4	1.3	0.0	0.0	0.0
	State	5.2	8.7	4.7	7.8	2.4
	National	4	10	5	6	3

Means for all Australian schools and Newcastle Grammar School

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NGS	589	551	603	590	611
State	549	517	558	547	560
National	545	513	550	542	554



NAPLAN Year 5 – 2017

In 2017, 45 students sat the NAPLAN exams.

Year 5 performed well in Numeracy with 86.6% of students in the top three bands, Grammar & Punctuation with 80% and Reading with 86.7% in the top three bands.

Percentages in Bands:

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8 or above	NGS	48.9	17.8	35.6	44.4	44.4
	State	18.4	5.3	17.4	21.8	13.4
	National	16	3	12	15	9
Band 7	NGS	17.8	22.2	20.0	17.8	17.8
	State	21.3	12.8	20.8	14.4	19.1
	National	21	12	23	20	19
Band 6	NGS	20.0	33.3	20.0	17.8	24.4
	State	26.1	30.0	29.5	25.7	29.3
	National	26	32	29	25	30
Band 5	NGS	8.9	17.8	13.3	6.7	13.3
	State	17.0	36.0	19.3	16.0	23.6
	National	21	31	21	21	26
Band 4	NGS	2.2	6.7	11.1	13.3	0.0
	State	12.7	9.4	8.1	15.6	11.6
	National	10	13	10	12	12
Band 3 or below	NGS	2.2	2.2	0.0	0.0	0.0
	State	4.5	6.5	5.0	6.4	3.0
	National	4	6	4	6	3

Means for all Australian schools and Newcastle Grammar School

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NGS	564	519	534	556	557
National	506	473	501	499	494



NAPLAN Year 3 – 2017

In 2017, 35 students sat the NAPLAN exams.

Year 3 acquitted themselves well and their mean scores were well above the state and national averages. In terms of the top three bands, the Newcastle Grammar students' proportions were impressive – 97.2% in Reading, 100% in Writing, 94.3% in Spelling, and 87% in 97.2% Numeracy.

Percentages in Bands:

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6 or above	NGS	60.0	20.0	37.1	57.1	48.6
	State	29.2	14.5	28.3	35.8	24.2
	National	28	15	23	34	17
Band 5	NGS	22.9	65.7	28.6	34.3	22.9
	State	21.8	38.7	24.4	26.2	20.3
	National	23	30	23	22	23
Band 4	NGS	14.3	14.3	28.6	5.7	25.7
	State	22.7	23.1	21.1	14.4	27.3
	National	22	30	23	20	27
Band 3	NGS	2.9	0.0	5.7	2.9	2.9
	State	15.7	17.7	14.1	10.7	16.9
	National	14	16	16	13	20
Band 2	NGS	0.0	0.0	0.0	0.0	0.0
	State	6.5	4.3	9.1	6.9	9.6
	National	7	5	9	7	9
Band 1	NGS	0.0	0.0	0.0	0.0	0.0
	State	4.0	1.6	3.1	6.0	2.9
	National	3	3	5	4	3

Means for all Australian schools and Newcastle Grammar School

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NGS	508	458	458	517	476
National	431	414	416	439	409



Higher School Certificate

In 2017, 79 students sat for the Higher School Certificate in 28 NESA-developed courses. Once again, Newcastle Grammar School has every reason to be proud of its students' HSC achievements.

In 2017, Newcastle Grammar School ranked 85th out of more than 650 schools in NSW, maintaining our position as the Hunter Region's Leading Independent School.

The top ATAR received by our students was 99.50 with 28% of students receiving an ATAR over 90 and 43% of students receiving an ATAR over 85.

Four students were included on the All Round Achievers list (achieving 90 or more in 10 course units), 32 students were on the Distinguished Achievers list (achieving 90 or more in a course unit) and they achieved 80 top Band results.

Congratulations to the class of 2017 for maintaining the School's fine academic tradition.

The percentage of students from Newcastle Grammar School in various bands in high-performing courses studied at the School in the 2017 Higher School Certificate compared to State percentages in the same courses are outlined in the table following:

2-Unit HSC Subject	Percentage of Students in Band 5 or 6	
	NGS	State
Ancient History	67	36
Biology	65	39
Business Studies	56	34
Chemistry	63	43
Design & Technology	40	43
Drama	14	42
Economics	86	49
English Advanced	63	64
French Continuers	100	66
Geography	89	42
Hospitality	45	30
IPT	36	30
Japanese Continuers	67	61
Legal Studies	54	44
Maths General	54	25
Mathematics	73	53
Modern History	54	39
Music1	100	65
Music 2	100	89
PDHPE	33	31
Physics	48	34
Visual Arts	90	55

Extension HSC Subject	Percentage of Students in Bands E4 or E3	
	NGS	State
English Ext 1	89	93
English Ext 2	75	77
History Extension	100	80
Maths Extension 1	64	82
Maths Extension 2	100	84
Music Extension	100	95



Reporting Theme 4: Student Achievement

In 2017, 97% of students beginning Year 12 were awarded a Higher School Certificate.

Eleven (11) students also completed a VET (Vocational Education and Training) course as part of their academic programme, attaining a Certificate II in Hospitality, which is a nationally recognised certification.

Year 12	Qualification/Certificate	Percentage/Number of Students
2017	HSC	97%
2017	Vet Qualification	4

Record of School Achievement (ROSA)

In 2017, all Year 10, 11 and 12 students completed their senior program.



Reporting Theme 5 & 6: Our Staff

Newcastle Grammar School recognises the importance of professional learning in enhancing the quality of teaching. We engage staff in a formal staff appraisal process to engage them in the process of reflective practice against the Professional Teaching Standards and qualities of a teacher at NGS. Part of this process is the identification of professional development goals.

In addition, all teachers are part of a K-12 cross-curriculum Professional Learning Group that meets regularly throughout the year to discuss aspects of professional practice. In 2017 we have explored the work of John Hattie and Visible Learning and Kath Murdoch's Inquiry Learning Approach.

Whole School:

- First Aid
- Professional Learning Groups focusing on enhancing professional practice

Leadership

Professional Learning focused on advancing the strategic goals of the school and undertaken by members of School Leadership Team

- Next Generation Library Conference (1)
- STEM Education Conference (1)
- School Law (2)
- Education Law (1)
- Child Protection Investigation (2)
- AHISA Directors of Studies Conference (2)
- Reconceptualising Assessment (2)

Faculty-Based Professional Development

- The English and Science faculties participated in workshops facilitated by the AIS to support their programming for the implementation of the new syllabuses in 2018.

Individual PD

Professional Development undertaken by teachers as part of their individual professional growth and development plans

Primary

- Kagan Cooperative Learning (1)
- AIS Primary Conference (1)
- Diabetes Teacher Training (4)
- The Traffic Jam in my Brain (Sensory Processing) – (2)
- Powering Up Inquiry Learning (3)

Secondary

CAPA

- HSC Visual Arts (1)

English

- AIS English Conference (2)
- HRIS English Writing Day (2)
- Improving Writing Across the Curriculum (2)
- Stage 6 English Familiarisation Day (2)
- Understanding the New Syllabus: English (1)
- Macq Lit (1)

History

- Reinvigorating History (1)
- HRIS History Writing Day (3)

Languages

- Marking and Assessment in Stage 6 Languages (2)
- NAFT Conference (1)
- AIS Languages Conference (2)

Mathematics:

- AIS Mathematics Syllabus (1)
- Mathematics new syllabus (2)
- Assessment of Learning in Mathematics (2)
- What's New in Stage 6 Mathematics (1)
- RDA STEM Conference (1)
- Implementation of the New Curriculum: Mathematics (1)
- MANSW (1)

Science

- HRIS Physics Teachers Workshop (2)
- Meet the Markers: Science (1)

Technology

- Technology Syllabus Consultation Meeting (1)

Social Science

- AIS Economics Conference (1)
- Legal Studies Conference (1)
- HSC Marking Workshop: Legal Studies (1)
- HRIS Programming Day: Geography (4)



Library

- HRIS Library Support Group (2)
- Microbiology in Schools (1)

Wellbeing

- Emotional Management for Students with ASD (1)
- The Accidental Counsellor (1)
- PESA National Conference: Building Positive Communities (2)
- Embedding Character Strengths (1)
- HSC Marking

Teacher accreditation

Level of Accreditation	Number of Teachers
Pre-2004 teachers	67
Conditional	1
Provisional	4
Proficient	18
<i>Total number of teachers</i>	90

Newcastle Grammar School also employs 40 support staff, who have also participated in a range of professional development opportunities this year, including:

- Child Protection
- First Aid
- Diabetes Training

All staff complete a First Aid refresher at the beginning of each year and are given regular training in the area of child protection.

We have no Aboriginal or Torres Strait Islanders employed at the School.





Reporting Theme 7: Student Attendance, Retention Rates and Post School Destinations

Student Attendance

In 2017, 96% of students on average attended school each day. This is similar to 2016.

	Average % Attendance Rates
K	96
1	96
2	97
3	97
4	97
5	96
6	96
7	96
8	96
9	95
10	95
11	94
12	96

Management of Non-Attendance

Newcastle Grammar School implements our 'Non-Attendance' policy when managing the non-attendance of a student. If a student is absent without explanation at the start of each day a text message is sent to the parent/guardian. The School Assistants contact the parent/guardian to identify the reason for the absence. This is followed up with a signed note from the parent/guardian upon the student's return to School. The signed note is kept with the student attendance file. Absences (and reason for absence) are recorded each day electronically and backed up. If a student has a poor attendance record, then the relevant member of the Wellbeing Staff or the Director of Learning and Teaching organises an interview with the parent/guardian to discuss and resolve the situation. The Head of School becomes involved if attendance does not improve and an individual improvement plan is used.



Student Retention

The apparent retention rate and the actual retention rate from Year 10 to Year 12 are shown on the table below.

Retention Table 2014:

Year	Y10 enrolment on census date	Y12 enrolment on census date	Y10 enrolment at census date remaining in Y12 on census date	Apparent retention rate(%)	Actual retention rate(%)
2003/ 2005	86	76	70	92	81
2004/ 2006	84	81	76	96	91
2005/ 2007	97	94	81	97	83.5
2006/ 2008	88	78	69	89	78.5
2007/2009	93	88	74	95	79.5
2008/2010	81	79	65	98	80
2009/2011	82	78	66	95	80
2010/2012	97	97	88	100	90.5
2011/2013	81	91	70	112	86.5
2012/2014	80	73	69	91	86.3
2013/2015	83	80	79	96	95.2
2014/2016	93	89	80	95.7	86
2015/2017	77	80	70	104	87

87% of the 2015 Year 10 cohort completed Year 12 in 2017. The students who left between Year 10 and 12, left because – one to study further at TAFE, two moved interstate to attend school due to family relocations for work purposes and others left for personal reasons or change in family circumstances.

Ratio of Girls to Boys:

Year	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Female	391	378	404	404	412	412	408	387	396	385	408	391	373	349	367	378	389
Male	359	365	382	420	417	419	406	401	421	424	435	436	409	373	380	402	397

Post School Destinations

The vast majority of Year 12 students in 2017 were eligible to go on to University. In 2017, our former Year 12 students entered University in Newcastle, Sydney, Melbourne and other States in Australia. A very wide range of courses, such as Medicine, Engineering, Science, Economics/Business and the Arts/Design were pursued by the 2017 cohort. We wish them all every success and personal fulfilment in their tertiary studies.



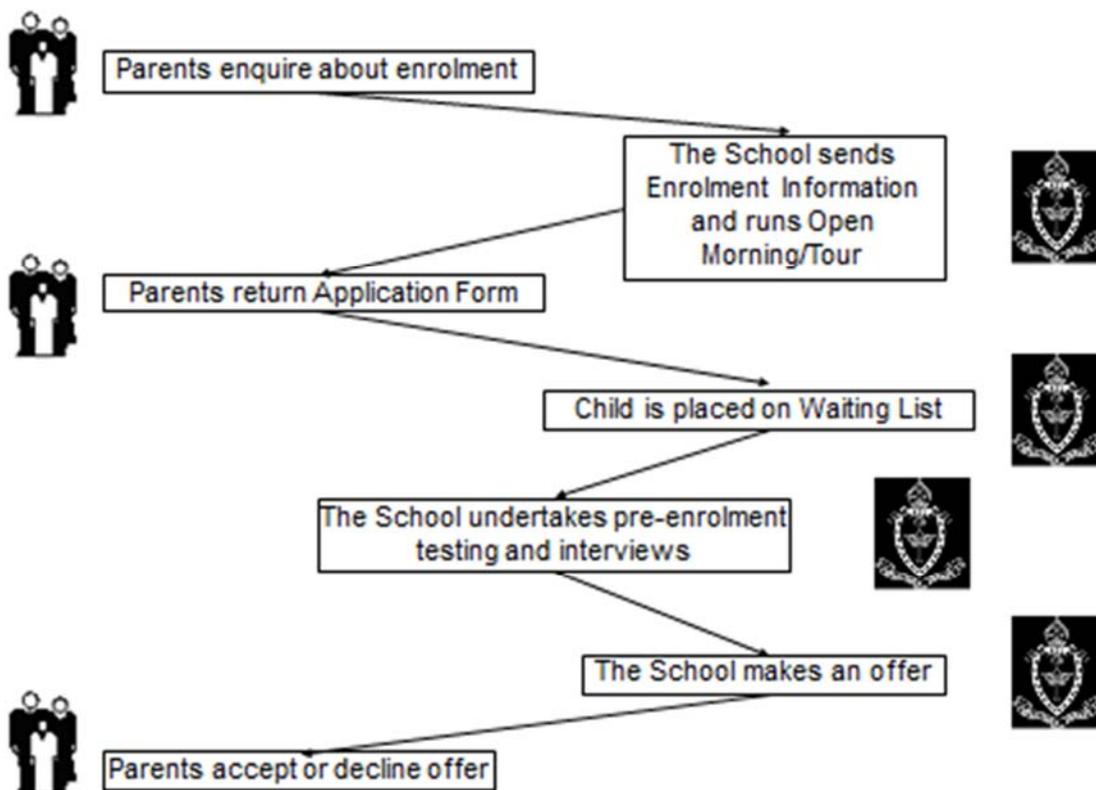
Reporting Theme 8: Enrolment Policies

Newcastle Grammar School is a comprehensive co-educational K-12 school providing an education underpinned by Christian values in the Anglican tradition and operating within the policies of the NSW Education Standards Authority for Kindergarten to Year 12.

This policy gives guidance to those within the School community and to those who would join it 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 Head of School's responsibility to decide the appropriate course to take in the circumstances.

Newcastle Grammar School is a registered CRICOS (Commonwealth Register of Institutions and Courses for Overseas Students) provider. For details and further information relating to CRICOS and the Amendments to the Commonwealth's *Education Services for Overseas Students Act 2000* (ESOS Act), refer to the School's Policy and Procedure document for International Students.

Enrolment Process





New Enquiries

The Enrolment Officer will send to everyone enquiring about enrolment details of the procedure for enrolment at the School including:

1. A Prospectus
2. A statement about the School Fees
3. An Application for Enrolment

Enrolment information is also to be available on the School's website.

All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the School, siblings already attending the School and other criteria determined by the School from time to time. Once enrolled, students are expected to support the School's ethos and comply with the School rules.

Waiting Lists

The Head of School through the Enrolment Officer is responsible for the maintenance of waiting lists for entry to the School, including future kindergarten classes.

Entrance to the School is normally in Kindergarten, Year 5, Year 7 and Year 11. Entrance at other year levels is limited to vacancies which may occur from time to time. Entrance may be accommodated at any time throughout the school year depending on circumstances. The School also enrolls students in its Pre-school. However, enrolment in Pre-school does not guarantee enrolment in Kindergarten.

Names of children will be entered on the appropriate waiting list (K-12) when their parents or a parent return:

- (a) the Application for Enrolment form;
- (b) a non-refundable Application Fee of \$250.00 (inclusive of GST);
- (c) a copy of the child's birth certificate;
- (d) copies of the child's last two school reports, NAPLAN results for Year 4 upwards;
- (e) all medical, psychological or other reports about the child in their possession or control; and
- (f) other information about the child which the School considers necessary.

In addition, overseas students must also provide:

- (g) copies of Passport and Visa;
- (h) the child's last two school reports together with an English translation (if applicable) and a validation of the translation;
- (i) two passport sized photographs;
- (j) copy of English language test results (AEAS, IELTS);
- (k) copies of ESL Reports for Intensive Language Schools; and
- (l) details of the child's Guardian in Australia who must be over 21 years, reside in Newcastle all of the time and speak English.

Failure to provide all required information may result in the School declining to enter the child's name on the appropriate waiting list or delaying such entry and may also result in the School declining or delaying the child's enrolment.



Assessment

The School will undertake an assessment process at some time decided by the School after a child's name has been entered on the Waiting List. As part of the assessment process, the School may ask the parents to provide more information about the child.

Any assessments or reports required from non-school personnel will be at the parents' expense.

In considering all prospective enrolments, the School may ask parents to authorise the Head of School or delegate to contact:

- (a) the Head of School of the child's previous school to obtain or confirm information pertaining to the child or the child's enrolment;
- (b) any medical or other personnel considered significant for providing information pertaining to the needs of the child.

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 Head of School may decline to proceed any further with the enrolment process.

Disability

The *Disability Standards for Education 2005* are formulated under the *Disability Discrimination Act 1992 (Cth)*. The primary purpose of the Standards is to clarify and make more explicit the rights of students with disabilities and the obligations of providers in relation to:

- Enrolment
- Participation
- Curriculum development, accreditation and delivery
- Student support services
- Elimination of harassment and victimisation
- Special provisions for students in assessments and examinations

The key concept of the Standards is the principle of treating a student with a disability on the same basis as a student without a disability. Achieving this equality involves education providers making adjustments for students with a disability. Only reasonable adjustments are required. An educational provider can be exempt from making an adjustment where it is proven that such an adjustment would cause unjustifiable hardship.

Where a child has declared educational support needs, a disability or other information has come to light indicating a possible need for education support services or for some measures or actions to assist the child to participate in the School's courses or programmes or to use the School's facilities or services, the School will make an initial assessment of the child's needs. This will include consultation with the child or the child's parents.

In addition, the Head of School may:



- (a) require the parents to provide medical, psychological or other reports from specialists outside the School.
- (b) obtain an independent assessment of the child.

Where information obtained by the School indicates that the child has a disability, the Head of School will seek to identify the exact nature of the child's needs and the strategies required to address them. Having obtained this information, the Head of School will determine whether the child, if enrolled, would require some measures or actions to assist the child to participate in the School's courses or programmes or to use the School's facilities or services that are not required by students who do not have the child's disability. Where the Head of School determines that the child would require some such measures or actions, the Head of School will seek to identify whether those measures or actions required are reasonable in that they balance the interests of all parties affected. In assessing whether a particular measure or action for a particular child is reasonable, the Head of School will have regard to all the relevant circumstances and interests, including:

- (a) the child's disability;
- (b) the views of the child or the child's parents about:
 - I. whether the particular measure or action is reasonable;
 - II. the extent to which the particular measure or action would ensure that the child was able to participate in the School's courses or programs or to use the School's facilities or services on the same basis as a child without the disability;
- (c) the effect of the adjustment on the child, including the effect on the child's:
 - I. ability to achieve learning outcomes; and
 - II. ability to participate in courses or programmes; and
 - III. independence;
- (d) the effect of the particular measure or action on anyone else affected, including the School, its staff and other students;
- (e) the costs and benefits of taking the particular measure or action.

The School will take measures and actions that are reasonable but will not necessarily take measures or actions that are unreasonable or that would impose unjustifiable hardship on the School. In determining whether taking the required measures or actions, even though they are reasonable, would impose unjustifiable hardship on the School, the Head of School will take into account all relevant circumstances of the case, including:

- (a) the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the School, the child, the family of the child, and the School community); and
- (b) the effect of the disability of the child; and
- (c) the School's financial circumstances and the estimated amount of expenditure required to be made by the School; and
- (d) the availability of financial and other assistance to the School.

Where the Head of School 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 programmes, 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 Head of School may decline the offer of a position or defer the offer.



Interview

When a position becomes available, the School may in its discretion invite the parents of a child on the waiting lists to attend an interview at the School with the Head of School or a member of staff appointed by the Head of School. At the interview, among other things, the School's representative will:

- (a) inform the parents of their responsibility to the School in relation to fees and will ascertain their ability to afford the current fees;
- (b) will seek to establish that the expectations and commitments of the parents are consistent with the vision, values, goals, policies and resources of the School.

Holding Fee

If parents seek enrolment of their child more than a year in advance of his or her year of entry and the School has a place available for the child, the School may request the parents to pay a Holding Fee. The Holding Fee will form part of the Entry Fee and will reserve a place at the School for the child subject to the School's reserved rights and considerations and the parents accepting the School's offer of the place for their child.

School Reserves Rights

The School reserves the right not to offer any child a place at the School or to defer the offer of a place to any child in its discretion but particularly when the parents, having been aware of their child's specific educational needs, decline to declare those needs or to withhold relevant information pertaining to their child.

The School also reserves the right to terminate an enrolment where the parents have not declared or have withheld known information pertaining to their child's needs.

School's Considerations

When considering making offers of a place at the School, the School gives preference to:

- (a) families who have paid a Holding Fee for a place at the School;
- (b) families who support the ethos of the School;
- (c) brothers or sisters of students already at the School;
- (d) sons or daughters or grandsons or granddaughters of former students of the School; and/or
- (e) scholarship winners.

The School also considers: evidence of a place at a similar independent school elsewhere in Australia if a family relocates from interstate; a student's willingness and ability to contribute to the wider life of the School; evidence of good leadership and good character; and the date of lodgement of the Application for Enrolment.

Offer

At the satisfactory conclusion of the assessment process, the School may make an offer to the parents to enrol the child. To accept the offer, the parents must, within fourteen days of receiving it, deliver to the School:

- (a) the Acceptance Form which includes acceptance by the parents of the then current Conditions of Enrolment; and
- (b) the non-refundable Entry Fee.



Failure to reply within the required time may result in the position being re-offered where other children are waiting for entry to the School.

Any Holding Fee will be applied to the Entry Fee. The Entry Fee is additional to tuition and other fees.

Entry at the Start of Kindergarten

Normal Entry

5 year-olds and 4 year-olds whose 5th birthday falls on or before 30th April of the proposed year of entry are eligible to commence Kindergarten.

All children must undertake a readiness for school assessment. If parents have already indicated specific learning needs, an alternative and/or additional assessment process may be required.

For those who do not turn 6 until after the end of the fourth term of the proposed year of entry, and who are assessed as being not yet ready for school, the Head of School may require an additional assessment process to be undertaken to determine whether or not the child has specific learning needs. Unless specific learning needs are identified, the Head of School reserves the right to defer the enrolment to the following year.

In respect of any prospective enrolment, the School reserves the right to have members of its staff visit the child's preschool, early intervention centre or (with the parents' agreement) the home, to more accurately assess the learning needs of the child.

Early entry

Early entry to Kindergarten for a 4 year-old, whose 5th birthday falls after 30th April of the proposed year of entry, may be accepted, subject to:

- (a) a written application being addressed to the Head of School;
- (b) there being vacancies after all other children, who will have attained the age of five years before 30th April, have been offered places; and
- (c) the Head of Primary's assessment of the child concerned confirming that he or she is ready for admission to Kindergarten.

Students Leaving the School

If a student who is of compulsory school age leaves the School, the School must ask the parents to advise the School of the student's new school. If this is not provided, the Enrolments Officer must inform the Head of School who, within seven days of being notified, must inform the Home School Liaison Officer (HSLO) at the local Department of Education office.

Relevant Legislation

Disability Discrimination Act
Sex Discrimination Act
Race Discrimination Act
Anti-Discrimination Act



These Acts make it unlawful to discriminate against a person on the grounds of their disability, sex, sexual orientation, gender identity, intersex status or race by refusing to enrol them at the School. The School is committed to fulfilling its obligations under the law in this Enrolment Policy.

Definitions

Throughout this policy, 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 behaviour.

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 behaviour that is a symptom or manifestation of the disability.

Related Policies:

- Attendance Policy
- Application for Enrolment Form
- Behaviour Management Procedures
- Conditions of Enrolment Policy
- Child Protection Policy
- First Aid Policy
- Illness and Accident Policy
- International Students Policy and Procedure
- Medical Administration Policy
- Medical Protocol Policy
- Privacy Policy
- Staff Code of Conduct
- Student Code of Conduct



Reporting Theme 9: Other School Policies

Student Welfare:

The continued wellbeing of students in the School is of paramount importance to all involved in the School Community. The School attempts to foster a climate whereby each student realises their fundamental right to feel safe and to be treated with respect. The School encourages an environment that unambiguously sends the message to all members of the School Community that bullying is totally unacceptable. It is within this environment created by class teachers and the House system that a student should feel secure in the knowledge that their Classroom Teacher, Mentor Teacher and Head of House are there to help. Other people in the School to whom a student may go for help include:

- School Psychologist
- Deputy Head of School
- Director of Learning and Teaching
- Head of Learning and Teaching K-6
- Head of Primary
- Head of School
- A member of the School Staff with whom the student has a trusted relationship

The full text of the School's student welfare policies can be found on the school website, the staff intranet and on request from the Deputy Head, Head of Primary or Head of School. Information pertaining to student welfare is available also in the Student Programme Book.

The Student Welfare policy is supported by the Pastoral Care Policy and Procedures.

Anti-Bullying:

Newcastle Grammar School recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the School is respected and accepted for all.

Bullying is not tolerated at Newcastle Grammar School.

It is our policy that:

- Bullying be managed through a 'whole of School community' approach involving students, staff and parents/guardians.
- Bullying prevention strategies be implemented within the School on a continuous basis with teaching age appropriate skills and strategies to empower staff, students and parents/guardians to recognise bullying and respond appropriately.
- Bullying response strategies be tailored to the circumstances of each incident.
- Staff establish positive role models emphasising our no-bullying culture.
- Bullying prevention and intervention strategies are reviewed on an annual basis against best practice.



In the first instance, at Newcastle Grammar School, restorative responses (No Blame and/or Shared Concern) are employed when dealing with bullying incidents based on the Rights and Responsibilities outlined below and on effective strategies supported by research. Bullying of any kind at Newcastle Grammar School is unacceptable.

Student Rights

I expect the right to be happy and to be treated with fairness, empathy and respect; this means being able to move about the School without being laughed at, hit, pushed, threatened, or denigrated in any way.

Student Responsibilities

I have a responsibility to see that I do not laugh at, hit, push, threaten or in any way denigrate other people in our School. I also have the responsibility to ensure that all members of our School Community are safe and treated with fairness, empathy and respect.

Anti-bullying policies and processes are regularly reviewed in order to ensure practice is in line with current research. For this reason, at Newcastle Grammar School the “No Blame Approach” and the “Method of Shared Concern” form the basis of anti-bullying interventions.

In 2017 the student anti-bullying policy was reviewed and supplemented with the inclusion of presentations on cyber-bullying to students in the upper primary and lower secondary years.

The full text of the School’s anti-bullying policy can be found on the school website and is available on request from the Head of School.

Student Discipline:

School discipline has two main goals:

- To ensure the safety of staff, students and visitors.
- To generate an environment where students can maximise their learning, both academically and socially, developing a strong sense of self-discipline and self-regulation.

At Newcastle Grammar School, all students and members of staff are bound by our Values Statement, developed in 2016 following extensive collaboration with key stakeholders:

Respect.

- We acknowledge that a shared humanity underpins respect. We believe that respect forms the basis of our interactions

Integrity.

- Being honest to ourselves and others is central to a worthwhile life. We aim to demonstrate trustworthiness and responsibility.

Service.

- We appreciate diversity and understand appropriate and authentic responses. We desire to enrich the lives of others and understand that, in turn, this enriches our own lives.

Excellence.

- We work together in an environment where the pursuit of excellence is encouraged, fostered and valued. We understand that wellbeing promotes excellence and is dependent on both feeling good about ourselves and doing good for others. We aim to bring the best version of ourselves to school each day.



The School's Values Statement underpins the Wellbeing Programme of the School and forms the scaffolding for the formation of our Discipline Policy and Procedures. Through the Student Discipline policies, Newcastle Grammar School seeks to provide a safe, inclusive, supportive and respectful teaching and learning community that:

- promotes student wellbeing through effective student welfare policies and programmes;
- minimises the risk of harm to, and ensures feelings of security for, all members of the School community;
- Supports the physical, social, academic, spiritual and emotional development of students;
- Actively promotes a safe and secure environment for all students and members of the School community.

The School's student discipline policies and procedures undergo regular review and adjustment to ensure procedural fairness and the ideal of natural justice. Parents are involved in the processes of procedural fairness where the discipline process involving any student has been escalated to a level that may result in suspension or exclusion from the School.

Under no circumstances does the School in any form permit corporal punishment of students, nor does the School sanction corporal punishment of students by non-school persons.

The School's Behaviour Management Policy can be found on the School's website, the School's intranet and is available in full on request from the head of School.

Reporting Complaints and Resolving Grievances

The School aims to manage grievances that arise in an appropriate and timely manner through the implementation of the Grievance Procedure and Resolution Policy.

The School recognises that grievances take different forms and can be a part of any workplace environment. The School hopes to provide a positive and respectful resolution to grievances. All staff members involved in grievances are required to work co-operatively with the School with good will in resolving problems and staff conflict. The School will act in a timely, considerate and confidential manner in their attempt to solve the problem.

Students and parents or members of the community may lodge a complaint with the Head of School. This may be about the provision of education/conduct of a school employee.

Complaints will be handled promptly, confidentially and according to procedural fairness. Appropriate confidentiality will be maintained between parties involved and support persons (unions or professional associations).

The Head of School will:

- Maintain confidentiality and impartiality
- Ensure complaints are resolved
- Ensure that procedures for resolving complaints are communicated to Staff and parents
- Ensure complainants and respondents are aware that they can have a support person present during discussion

An Investigator will be appointed by the Head of School, follow direction from the Head of School in accordance with the principles of procedural fairness. The Investigator will inform the Head of School of the findings of the investigation. The Head of School will inform the claimant and the respondent of the



findings. In the case of International students/parents a suitable interpreter will be provided for the duration of the procedures.

The policy was reviewed in 2016 and again in 2017.

The full policy can be found on the school's intranet and is available on request from the Personal Assistant to the Head of School.



Reporting Theme 10: School Determined Priority Areas for Improvement

Achievement of Priorities Identified in the School's 2016 Annual Report

Area	Priority for 2017	Achievement for 2017
Academic	<ul style="list-style-type: none"> Maintain and improve academic results/achievement Implement an effective data tracking system Develop a teaching and learning framework for the Secondary School Offer greater opportunities for students to connect with the outside world 	<ul style="list-style-type: none"> In 2017, NGS employed a Literacy Coordinator to develop a whole school literacy plan. In addition, a new literacy programme has been implemented to support students identified as being "at risk" in terms of their literacy skills. Learning Analytics selected as the preferred data tracking system. Staff worked with the Track One to set up the data base ready for implementation in 2018. Ongoing implementation of Inquiry Learning in the Primary School. Planning to implement Visible Learning in the Secondary School. Development of links with international schools to enhance Languages programmes within the School.
Quality of Staff	<ul style="list-style-type: none"> Implement a staff appraisal system focused on professional growth and development 	<ul style="list-style-type: none"> Professional Learning Conversations, a staff appraisal process designed to build capacity through reflective practice was implemented across the school.
Wellbeing	<ul style="list-style-type: none"> Continue to improve the wellbeing programme at NGS Enhance service learning opportunities for students 	<ul style="list-style-type: none"> NGS Wellbeing Framework developed. Continuation of the Positive Education programme Increased opportunities for students to engage in service learning through the wellbeing programme and the Vietnam Project.
Co-curricular	<ul style="list-style-type: none"> Ongoing review of the co-curricular and outdoor education programmes 	<ul style="list-style-type: none"> NGS engaged in a partnership with OEG to deliver outdoor education experiences across the school. Expansion of the co-curricular offerings. Employment of a Director of Sport
Communication	<ul style="list-style-type: none"> Improve the quality of communication with parents Develop an alumni association 	<ul style="list-style-type: none"> Expansion of the use of SchoolBox as the primary method for communicating with parents. Development and implementation of the NGS app. Work on the development of an alumni association is ongoing.
Business	<ul style="list-style-type: none"> Continual improvement of business practices 	<ul style="list-style-type: none"> Portal based access to major customer and staff ITC systems Continued refurbishment / enhancement of campus spaces



2018 Priority Areas

Area	Priority for 2018
Academic	<ul style="list-style-type: none">• Continue to develop the STEM programme• Implementation of new syllabuses• Embed Inquiry Learning• Development of Growth Mindset Classrooms• Develop a continuum of learning from Stage 3 to Stage 4• Enhance the quality of teaching and learning programmes
Quality of Staff	<ul style="list-style-type: none">• Provide professional learning experiences focused on enhancing professional practice
Wellbeing	<ul style="list-style-type: none">• Continue to implement the Wellbeing Framework and Positive Education within the curriculum• Enhance the Positive Education programme
Business	<ul style="list-style-type: none">• Continual improvement of business practices• Develop the Master Plan for the School



Reporting Theme 11: Initiatives Promoting Respect and Responsibility

Teachers aim to promote respect for the diversity of cultural expressions and raise awareness of the value of cultural diversity at the local, national and international levels. Tolerance and understanding of difference therefore are important and the mix of interests results in a richer community where all can feel safe and affirmed. The structures of the House and Mentor system and the classroom and support teaching staff in Kindergarten to Year 4, provides support and encouragement for all members of the School community and build a sense of mutual care and responsibility. Heads of House, Mentor Teachers and Classroom Teachers are supported in their endeavours to provide an environment supportive of diversity and difference by the School Executive Team and independent School Psychologists.

As teachers and students who value our membership of the community that is Newcastle Grammar School, we acknowledge and agree to abide by the values of our School Community as we RISE to meet the challenges ahead.

Respect

We acknowledge that a shared humanity underpins respect for all and believe that our interactions must operate from a basis of mutual respect.

Integrity

We value honesty to ourselves and others, while being guided by our informed moral compass. We will demonstrate trustworthiness and responsibility in our interactions with others.

Service

We are prepared to lead and act to enrich the lives of others and understand that this, in turn, enriches our lives.

Excellence

We work together collaboratively in an environment where the pursuit of excellence is encouraged, fostered and valued. Everyday we strive to bring the best version of ourselves to all we do. We understand that authentic wellbeing promotes excellence and is dependent on both feeling good about ourselves and doing good for others.

Over time, the school has developed through a consultative and collaborative process, the RISE values described above. In 2017, a full term was dedicated to developing a deep understanding and embedding of each of these values in turn. In term 1, the values of Respect was explored through weekly chapel and assemblies. A House Day was set aside in the term, dedicated to activities in support of the theme, "Respect – Every face matters".

In further support of the Respect – Every face matters theme, the school continued its association with the fortnightly 'Community Lunch', serving the homeless and people in need with a 3 course meal. Each term, the House of the term commits to an awareness and fund raising program for a charity or NGO of their choice. In 2017 these included:



- **Allambi Care**, a provider of disability services, residential care, foster care and family and clinical support in the Newcastle, Central Coast and Hunter regions of New South Wales.
- **Wall of Hands**, a program that delivers literacy programs in Indigenous communities across Australia.
- **Lifeline**, a national charity providing all Australians experiencing a personal crisis with access to 24 hour crisis support and suicide prevention services.
- **State Emergency Service**, an emergency and rescue service dedicated to assisting the community. A volunteer-based organisation that provides emergency assistance to the people of NSW.

In addition to these organisations, Newcastle Grammar School is continuing to develop its partnership with Trung Tam Bao Orphanage in Vung Tau, Vietnam and Long Hai Primary School in Long Hai, Vietnam, raising much-needed funds to continue to develop educational and vocational resources for these institutions. In 2017, a group of 24 students and 3 staff visited these institutions under the guidance of Ms. My Huong Le to provide concrete support to the students.



Reporting Theme 12: School Satisfaction

Student Satisfaction:

Each year integral to the School's teacher appraisal process, teachers survey at least two of their classes utilising The Irving Student Evaluation of Accomplished Teaching Scale. This survey of student satisfaction with learning and teaching consists of 24 items under 4 groupings;

- Commitment to Students and their learning,
- Pedagogy in this subject,
- Student Engagement with the curriculum
- Relationship between subject and the real world

The 24 items measured on a 6-point Likert scale are as follows:

This teacher

1. is committed to the learning of all the students in the class.
2. adjusts the lesson if we experience difficulties in learning.
3. enables us to develop confidence and self-esteem in this subject.
4. uses assessment results to provide extra help/extension to appropriate students.
5. creates a positive atmosphere in class in which we feel part of a team of learners.
6. provides time for us to reflect and talk about the concepts that we are learning.
7. encourages us to test ideas and discover principles in this subject.
8. develops our ability to think and reason in this subject.
9. encourages us to try different techniques to solve problems.
10. encourages us to place a high value on this subject.
11. tells us what the purpose of each lesson is.
12. knows and caters for the problems that we commonly encounter in learning new topics.
13. helps us to construct an understanding of the language and processes of this subject.
14. challenges students to think through and solve problems, either by themselves or together as a group.
15. makes this subject interesting for me.
16. makes learning this subject satisfying and stimulating.
17. makes this subject come alive in the classroom.
18. shows us interesting and useful ways of solving problems.
19. compared with all other teachers that I have had is the best.
20. helps the class to understand how this subject relates to the real world.
21. helps us to make the links between the different topics of this subject and other aspects of our lives.
22. prepares us for adult life by helping us to see how important this subject will be to our careers and to everyday life.
23. teaches us about the way in which this subject contributes to changes in society, And the way in which society has changed this subject.
24. helps us to realize that this subject is continuously evolving and growing to make sense of the world.



Individual teachers use the results of this survey to reflect on their practice, in discussion with their Head of Department in planning professional Development priorities for the next 12-month cycle and in setting professional goals for the following year.

Students in Year 7 to 12 also complete a wellbeing survey – “Flourishing at School” – based in the Positive Psychology flourishing framework and PERMA (Positive emotions, Engagement, Relationships, Meaning, Accomplishment). The school is developing longitudinal data through the results of this annual survey, which is utilised in prioritising and preparing sessions in Positive Education and Student Wellbeing interventions.

Student and Parent Satisfaction:

Year 12 students and parents were invited to complete an exit survey in August 2017. The results of this survey have allowed the School to identify areas of very high satisfaction and areas that would benefit from ongoing review. A summary of results of the survey appear below:

Areas of Very High Performance

1. Overall Satisfaction – Parents/Students
2. Academic Program– Overall Satisfaction – Parents
3. Subjects – Overall Satisfaction – Parents/Students
4. ICT – Parents
5. Student Wellbeing – Overall Satisfaction – Parents
6. Co-Curricular Non Sport – Overall Satisfaction, Emphasis & Number – Parents
7. Management & Leadership – Parents
8. Student Services – Parents/Students
9. Communication – Parents
10. Facilities – Parents
11. Community Engagement Events – Parents
12. Affinity – Parents
13. Reputation – Parents

Areas for Further Review:

1. Overall Satisfaction - Parents of Male Students
2. Academic Program – Overall Satisfaction – Parents of Male Students
3. Academic Program – Homework – Students
4. Learning Support – Aspects – Parents
5. ICT – Students
6. Bullying Frequency – Students
7. Co-curricular Non Sport – Female Students
8. Sport – Overall Satisfaction – Parents of Male Students
9. Sport – Emphasis Polarised Views – Students
10. Next Stage of Life & Facing Future Challenges –Students



Staff Satisfaction:

Staff were invited to participate in the “Flourishing at Schools” staff survey for both teaching and operational staff. The design of this survey follows the same PERMA framework as the student ‘Flourishing at School’ survey and provides individual teachers with a profile that identifies those areas of the PERMA flourishing components that provide them with greatest positive support. A number of staff who took up this option reported on the benefits they felt came from this opportunity. This survey was an optional activity for staff and the results are confidential to the participants.

The organisational structure of the school ensures that individual members of staff have access to their Heads of Department, their Head of House and members of the Executive Team should any concerns arise. Members of the Executive maintain an ‘open door policy’ to all staff members.



Reporting Theme 13: The Financials

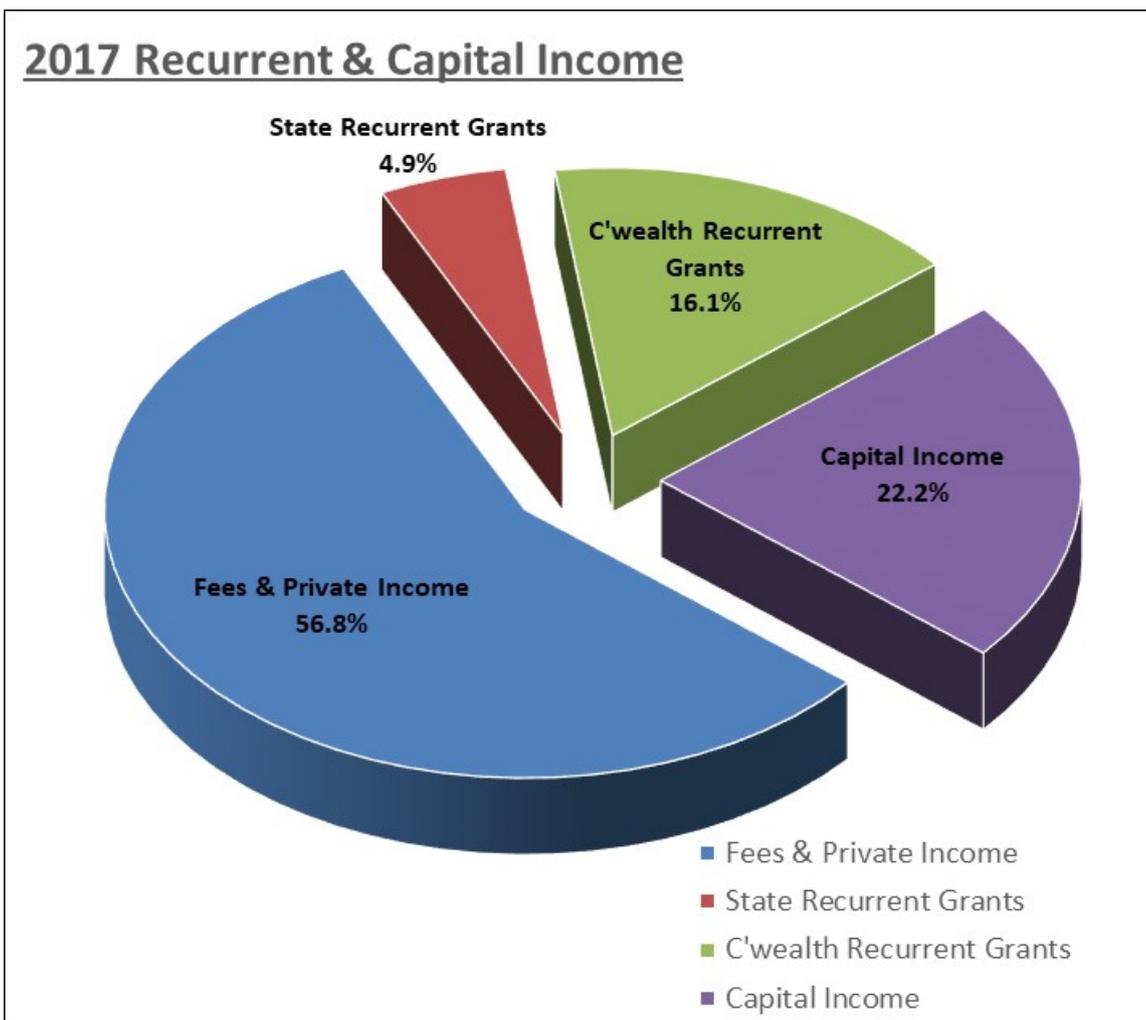
Over the last 99 years, NGS has positioned itself in a strong financial position. With regular reviews and constant monitoring being conducted from our Head of Finance & Business Services and Head of School. The Board has transparency of all financial matters to ensure the School's objectives are maintained.

Recurrent/Capital Income

Our income is sourced from:

- School fees and levies
- Grants from State and Commonwealth Governments
- Private capital, including the sale of a property in 2017

Our Capital Income increased significantly in 2017 due to the sale of the Cooks Hill Commercial Centre building.





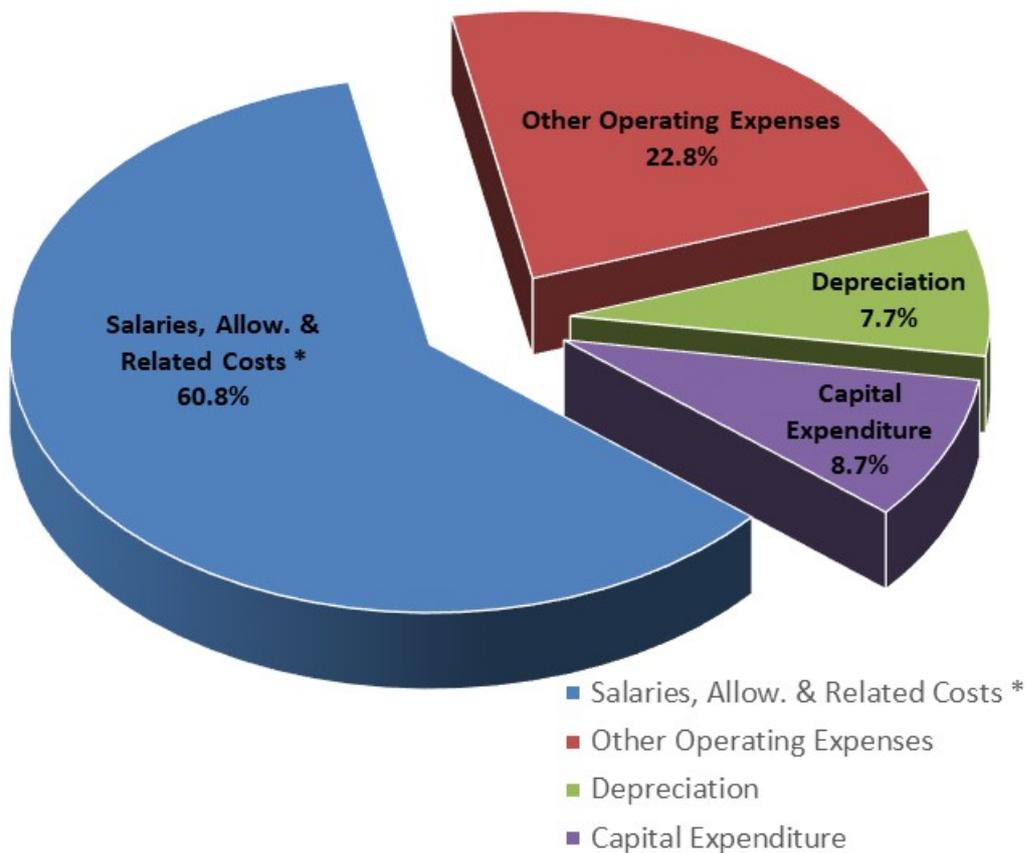
Recurrent/Capital Expenditure

Our expenditure includes to:

- Staff costs, including salaries, staff allowances, training and learning
- Capital Expenditure on maintaining of premises
- Other non-salary items.

In 2017, our capital expenditure decreased 9% from 2016 due to the redevelopment outlay of Cooks Hill Commercial Centre that year.

2017 Recurrent & Capital Expenditure



* State and Commonwealth recurrent grants are fully allocated to salary costs. Salary costs in excess of grant allocations are funded from tuition fees and private income.



Reporting

Policy:

Newcastle Grammar School will maintain the relevant data and will comply with any annual reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education & Training. This reporting will include public disclosure of the educational and financial performance measures and policies of the school, as required from time to time.

As required, the annual report will be made available for public viewing on the School's website at www.ngs.nsw.edu.au

Annual Report

The Head of School is responsible for collecting the data required for the School's Annual Report and for compiling the report in its final form. The data will be requested from relevant members of the Executive. The Annual Report will be posted on the School's website and provided to NESA by 30 June each year.

Requests for additional information

From time to time the Commonwealth Government, through the Minister for School Education, Early Childhood and Youth and the NSW Government, through the Minister for Education and Training, may request additional information. The School will provide any data to the Minister that is relevant to the Minister's annual report to Parliament on the effectiveness of schooling in NSW. This will be provided to the Minister within three months of notification. Such data will be provided to NESA in an online or appropriate electronic form unless otherwise agreed by NESA. To ensure that such requests are dealt with appropriately, the Head of School is responsible for coordinating the School's response.