



Newcastle Grammar School

2018 Annual Report



The information within this report is provided to meet Newcastle Grammar School's educational and financial reporting requirements for the 2018 reporting year as laid out in Section 3.10 of the Registered and Accredited Individual Non-government Schools (NSW) Manual.



Table of Contents

Reporting Theme 1:	3
Message from the Head of School	3
Message from the Board	4
Reporting Theme 2:	5
Our School	5
Our Values	6
Learner Attributes and Graduate Aims	7
Quality Education	8
Student Wellbeing	11
Reporting Theme 3:	13
Student Outcomes in Standardised National Literacy and Numeracy Testing (NAPLAN)	13
Reporting Theme 4:	17
Student Achievement	17
Reporting Theme 5 & 6:	21
Our Staff	21
Reporting Theme 7:	23
Student Attendance, Retention Rates and Post School Destinations	23
Reporting Theme 8:	25
Enrolment Policies	25
Reporting Theme 9:	32
Other School Policies	32
Reporting Theme 10:	35
School Determined Priority Areas for Improvement	35
Reporting Theme 11:	37
Initiatives Promoting Respect and Responsibility	37
Reporting Theme 12:	38
School Satisfaction	38
Reporting Theme 13:	42
The Financials	43



Reporting Theme 1: Message from the Head of School

2018 was a historic year for Newcastle Grammar School as we celebrated our Centenary. The celebration of our Centenary gave us opportunity to showcase the school in the community. Events included an afternoon of music on Honeysuckle and a large concert at King Edward Park. We were able to reconnect with our Alumni, celebrating Founder's Day with a Service at Christ Church Cathedral, and School tours. Our students performed our first whole school musical, 'Annie', and our Primary students dreamed of their future in the 'Together We Dream' production. Year 11 drama students recreated a tour of the historical School in 'Journeys to the Past'. The Centenary finished with a parent organised 'Centenary Ball' to raise funds for two STEM classrooms on both campuses.

2018 was the final year of our current Strategic Plan which saw many initiatives finalised. To enable the Schools focus on developing student wellbeing and Positive Education, Mrs Marnie Thomas was promoted to Head of Positive Education to continue this direction for the School. Teaching and Learning frameworks such as Inquiry Learning for K-6 is now embedded in our Primary Teaching and the CHALLENGE model for Secondary was initiated. Masterplanning for the School's future facilities commenced. Other smaller building works were completed throughout the School such as a new roof and ramp attached to Berkeley building and the Centenary Field on Hill Campus that has added much needed recreation space.

We were pleased with our academic results in external examinations including NAPLAN and the Higher School Certificate. In particular our Year 12's produced wonderful results and improved our ranking to 35th in the State.

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.

I hope you enjoy reading the 2018 Annual Report

Mrs Erica Thomas
Head of School





Message from the Board

The 2018 year has been one of transformation within many aspects of the School, further implementing the 2016 strategic plan. A wider curriculum and co-curricular offering, and Student wellbeing integrated into the School through the application of Positive education. The School continued to be one of a few in Australia to have a STEM curriculum focus from Pre-School to Upper Secondary.

The Board have worked to build on a new strategic plan and have developed with Executive staff the next plan to be launched at the start of 2019. This will continue to position the School as the leading educational provider in the region.

The Board have also commissioned a Master Plan to roadmap the future facility and space needs of the School.

During 2018, key property projects have been delivered, building on improvements to both campuses over the previous two years. The Master Plan will go further, outlining where we need to build to modernise and provide for the long term.

The Board welcomed Mrs Chris Giles to the Board (a past parent of the School) and Mr Richard Earp resigned from the Board after 5 years' service, in September.

The Board congratulate the School on its Centenary year and the achievement of the three year Strategic Plan that ends this year. We look forward to a positive 2019 at Newcastle Grammar School.

A handwritten signature in black ink that reads 'Cathy Cole'.

Cathy Cole
Chair 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 through 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
- A Global perspective
- Wide opportunities in co-curricular areas – sports, music, outdoor education, intellectual pursuits and service learning
- A strong languages programme – Mandarin, Japanese and French
- A strong values-based culture based on Christian principles, in the tradition of the Anglican Church
- A history of success for 100 years with a forward looking vision.

We are proud of our successful academic record. In the 2018 HSC, Newcastle Grammar School ranked 35th out of more than 650 schools in NSW. Newcastle Grammar School is the highest ranking school outside of the Sydney metropolitan area. Four of our Year 12 Students received an ATAR of above 99. In five subjects, six students came in the top twenty in the state. All practical and performance subjects received nominations for best practical work:

- SHAPE (*Design & Technology*) five nominations
- OnStage (Drama) one nomination
- Encoure (Music) six nominations
- Art Express (Visual Arts) one nomination

Seven students were included on the All Round Achievers list (achieving 90% or more in 10 course units). 57 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 2018, our social justice program continued in Vietnam, culminating in 27 students and 4 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

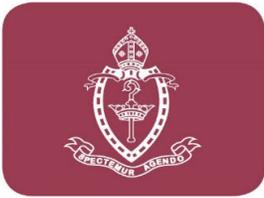
- We appreciate diversity and understand appropriate and authentic responses
- We desire to enrich the lives of others and understand this, in turn, enriches our own lives

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



NGS Students at the Long Hai Centre in South Vietnam as part of the School's social justice service learning programme.



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



The Heart

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



The Head

- The student embraces the experience of life-long learning: enjoying the challenges of problem solving; valuing and demonstrating critical and creative thinking.
- The student 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 student recognises the needs of the community and the wider world and responds with meaningful service and compassion.
- The student 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.

Our PreSchool currently has an 'Exceeding' rating as an Educational provider. This is the highest level available and reflects the strong programmes and caring staff.

Primary K-6

Students from Kindergarten to Year 6 are taught in an environment that is engaging, creative and supportive.

Students are naturally curious about the world and our inquiry-based learning approach is designed to foster their innate desire to learn.

Inquiry-based learning is a process where students are actively involved in their learning: they come up with questions, investigate widely, and as a result, build new understanding and knowledge across all subject areas. We want to teach students how to think, rather than what to think. But this doesn't mean there's no direct teaching.

We know the quality of teaching is a key factor affecting student outcomes and we support our staff to provide a consistently high standard of education founded on evidence-based teaching and learning research. Our teachers still explicitly teach the curriculum content and skills that students need at every stage of their education. However, under the inquiry approach, teaching opportunities arise out of meaningful real-life prompts or questions, giving students a true connection with what they are learning. Whether students are focusing on numeracy or history, literacy or coding, this approach ignites their passion for learning and helps them to develop the important 21st century skill of managing their own learning. It gives NGS students the foundations they need to succeed into Secondary School and beyond, preparing them to lead lives of purpose and success.



Inquiry-based learning encourages students to be:

- Confident
- Life-long learners
- Motivated
- Communicative
- Critical thinkers
- Reflective
- Adaptable
- Compassionate
- Creative



Learner attributes

Global education research recognises the importance of teaching students “skills for life” – key competencies that prepare young people for new and future challenges.

At the heart of our inquiry-based learning approach is the development of Learner Attributes – a transferrable set of skills that students will draw on throughout their schooling and beyond.

We instill five key attributes in all our students:

- We are communicators
- We are collaborators
- We are thinkers
- We are self-managers
- We are researchers

Key Learning Areas

We want to inspire our students to be curious, to extend their interest in the world around them, and to apply their understanding to new situations.

Research shows that students acquire skills more readily when new learning is presented in an authentic and purposeful way. Learning begins with strong foundations in Literacy and Numeracy.

In the primary years, children also study integrated Units of Inquiry in the areas of Science, Geography and History. Specialist teachers provide creative and enriching learning experiences in Music, the Arts, Languages, STEM (Science, Technology, Engineering and Mathematics), Physical Education and Religion. Information and digital literacy (Technology) is considered an essential tool to enhance learning and is fully integrated across the curriculum from Kindergarten to Year 6. By offering a differentiated curriculum, we can provide the optimal learning environment for students of all ages.

Enrichment opportunities

Our students also have the opportunity to enrich their learning by becoming involved in a broad range of external events, such as:

- Newcastle Writers Festival workshops
- Tournament of Minds: A problem-solving skills team challenge
- The da Vinci Decathlon: A team-based academic competition
- Participation in various Australian Mathematics Trust competitions including Computational and Algorithmic Thinking Competition (Years 5–6); Maths Challenge (Years 3–6) and the Australian Mathematics Competition (Years 3–6).
- ICAS competitions: UNSW assessments that recognise and reward academic excellence
- Debating: Years 5– 6
- Mars Rover Challenge: University of Newcastle coding/robotics competition
- Public speaking



NGS has developed a STEM pathway from Kindergarten and continuing through to HSC level, to ensure our students become tomorrow's problem-solvers and innovators. From their earliest years, students are introduced to many new and exciting opportunities in the area of STEM.

Students from Kindergarten to Year 6 enjoy hands-on, unplugged activities including coding robots to help develop their computational thinking and problem-solving skills. We use a variety of leading computer science programmes to give students a deeper understanding of key mathematical and scientific concepts.

In the older years, students continue to develop their skills through their interaction with more sophisticated coding programs, learning to maneuver real, moving robots, and develop engineering skills through innovative, hands-on projects.

Our students have competed successfully in several external STEM competitions and challenges including:

- The F1 Primary Schools Jaguar competition where students build a paper F1 racing car to test aerodynamics, apply graphics and race the car.
- The Mars Rover Challenge in which students transfer their coding knowledge from the classroom to automatically navigate a 3D Mars Rover around a life-size maze.

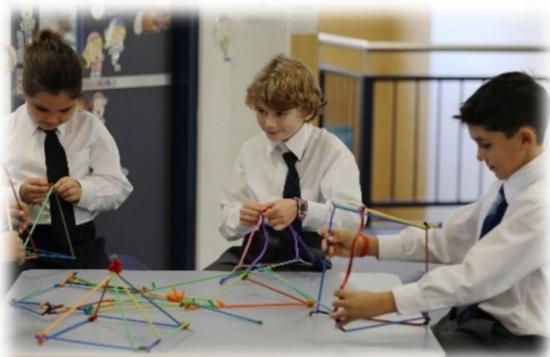
Students also have the opportunity to further their STEM skills through our extensive co-curricular programme, which includes courses in robotics and coding for all years, with the addition of Designing, Making & Mechatronics for Years 5 and 6 students.

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.





Student Wellbeing

Park Campus

Freedom to Flourish (K-4)

Students in Years K-4 are introduced to the concepts of positive education through a fun, engaging character called “Professor Empowerment”. He is equipped with five Tools of Empowerment which students can use help develop self-regulation and effective social and emotional coping skills.

We also place an emphasis on enriching students’ environment by developing relationships and a sense of connectedness with their family, peers, teachers and the wider community.

Five “tools of empowerment”:

- Flag of Friendship: Learning how to be a good friend
- Wand of Wisdom: Always striving to learn
- Mirror of Me: Developing self-awareness, and valuing yourself,
- Glove of Giving: Thinking of others

Strength to Soar (5-6)

In Years 5 and 6, our “Strength to Soar” positive education programme gives students the confidence and essential skills they need to flourish and soar into Secondary School. Students undertake regular Positive Education classes in the supportive environment of House and gender groupings. They focus on identifying and fostering their character strengths that will help them flourish as individuals, enrich the lives of others, view the world with positivity and strive for academic success.

Through the programme students:

- Explore their personal character strengths
- Learn how to develop positive, healthy relationships
- Develop respect for others and the environment
- Discover and achieve common goals
- Get involved in Service Learning opportunities
- Build resilience
- Foster individual and diverse talents

Hill Campus (7-12)

Student Wellbeing is centered 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 and fortnightly Sunday Community lunch
- 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

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 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: Student Outcomes in Standardised National Literacy and Numeracy Testing (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 2018 our students continue to perform well above the State average in all components of literacy and numeracy across Years 3, 5, 7 and 9.

In 2018, we completed NAPLAN Online.

Year 9 – 2018

In 2018, 94 students sat the NAPLAN tests.

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

The students in this year group showed strong performance across all tests. It was pleasing to see that 92.6% were in the top three bands for Numeracy, 81.9% for Spelling and 96.8% for Reading. The School's mean remains well above both State and National figures.

Percentages in Bands:

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	NGS	8.5	8.5	8.5	14.9	28.7
	State	8.2	5.6	8.2	9.0	13.0
Band 9	NGS	37.2	22.3	33.0	25.5	36.2
	State	16.6	9.8	18.8	17.9	17.4
Band 8	NGS	51.1	39.4	40.4	37.2	27.7
	State	30.1	24.9	29.2	29.3	26.2
Band 7	NGS	2.1	21.3	17.0	19.1	6.4
	State	25.6	21.5	24.7	19.5	27.5
Band 6	NGS	1.1	6.4	1.1	3.2	1.1
	State	14.2	19.6	10.7	17.5	13.3
Band 5 or below	NGS	0	2.1	0	0	0
	State	5.1	14.0	7.9	6.4	2.4

Means for all Australian schools and Newcastle Grammar School

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NGS	634	606	624	626	659
National	584	542	583	581	596



Year 7 – 2018

In 2018, 95 students sat the NAPLAN tests.

The students in this year group showed strong performance across all tests. It was pleasing to see that 95.6% were in the top three bands for Numeracy, 86.1% for Spelling and 83.2% for Reading. The School's mean remains well above both State and National figures.

Percentages in Bands:

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 9 or above	NGS	22.1	4.3	27.6	37.2	32.8
	State	12.4	4.7	13.3	15.8	14.3
Band 8	NGS	37.9	26.6	28.7	29.8	42.6
	State	18.9	14.9	23.0	15.4	17.7
Band 7	NGS	23.2	24.5	29.8	20.2	20.2
	State	27.2	20.7	25.9	26.5	28.7
Band 6	NGS	14.7	39.4	8.5	7.4	4.3
	State	24.6	27.2	22.2	22.1	25.3
Band 5	NGS	2.1	5.3	4.3	5.3	0
	State	12.0	22.9	9.5	14.0	11.7
Band 4 or below	NGS	0		1.1	0	0
	State	4.8	9.8	6.2	6.3	2.2

Means for all Australian schools and Newcastle Grammar School

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NGS	598	548	594	609	616
National	542	505	545	544	548



Year 5 – 2018

In 2018, 50 students sat the NAPLAN exams.

Year 5 performed well in Numeracy with 90% of students in the top three bands, Grammar & Punctuation with 92% and Reading with 92% in the top three bands.

Percentages in Bands:

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8 or above	NGS	46.0	14.0	38.0	46.0	12
	State	19.1	5.1	15.2	20.1	13.3
Band 7	NGS	34.0	22.0	28.0	20.0	40.0
	State	20.9	11.5	22.7	18.1	19.7
Band 6	NGS	12.0	38.0	22.0	26.0	38.0
	State	23.8	27.2	31.1	29.1	25.9
Band 5	NGS	6.0	26.0	10.0	8.0	10.0
	State	19.5	35.9	17.7	16.2	26.3
Band 4	NGS	2.0	0	2.0	0	0
	State	11.1	11.5	9.4	11.0	12.1
Band 3 or below	NGS	0	0	0	0	0
	State	5.4	8.8	4.1	5.5	2.7

Means for all Australian schools and Newcastle Grammar School

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NGS	573	516	553	570	539
National	509	465	502	504	494



Year 3 – 2018

In 2018, 41 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 – 100% in Reading, 97.5% in Writing, 95.1% in Spelling, and 90.5% Numeracy.

Percentages in Bands:

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6 or above	NGS	56.0	20.0	43.9	63.5	31.0
	State	31.3	13.0	27.9	35.0	19.1
Band 5	NGS	31.7	62.5	26.8	19.5	26.2
	State	24.7	36.0	25.0	16.8	25.7
Band 4	NGS	12.2	15.0	24.4	17.1	33.3
	State	20.2	24.3	21.0	23.2	26.5
Band 3	NGS	0	2.5	2.4	0	7.1
	State	12.8	18.4	13.7	12.5	16.6
Band 2	NGS	0	0	2.4	0	0
	State	7.2	5.4	8.0	8.2	10.1
Band 1	NGS	0	0	0	0	2.4
	State	3.8	2.8	4.5	4.2	2.1

Means for all Australian schools and Newcastle Grammar School

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NGS	504	452	466	508	441
National	434	407	418	432	408



Reporting Theme 4: Student Achievement

Higher School Certificate

In 2018, 79 students sat for the Higher School Certificate in 26 NESA-developed courses. Once again, Newcastle Grammar School has every reason to be proud of its students' HSC achievements.

School Rank

In 2018, Newcastle Grammar School ranked 35th out of more than 650 schools in NSW, which is our best-ever result. It meant that Newcastle Grammar was the highest-ranked school outside the Sydney metro region and maintained our position as the Hunter Region's Leading Independent School.

NSW Merit Lists

Seven students were included on the NSW Top Achievers list, which is for those who achieve a rank in the top 20 for their course across the state. There were seven students on the All-Round Achievers list (achieving 90 or more in at least 10 course units) and 57 students were on the Distinguished Achievers list (achieving 90 or more in a course unit). In total, there were 144 results in the top Band.

HSC Awards

In 2018,

- 100% of those students who finished Year 12 were awarded a Higher School Certificate.
- Of those who started the year, 4 (4.8% of the cohort) left Newcastle Grammar before the end.

VET Programmes

In 2018, no students completed a VET (Vocational Education and Training) course as part of their academic programme.

Year 12	Qualification/Certificate	Percentage/Number of Students
2018	HSC	100%
2017	VET Qualification	0%

ATARs

The top ATAR for a student from Newcastle Grammar was 99.75.

The breakdown of results shows that:

- 23% of Newcastle Grammar students received an ATAR over 95,
- 37% over 90
- 62% of students received an ATAR over 85.

Record of School Achievement (ROSA)

In 2018, the following number (percentage of their cohort) of students left the school AND applied for ROSA certificates:

- Year 10 – None
- Year 11 – None
- Year 12 – 2 students (2.4%) left the school AND applied for a ROSA Certificate



HSC Comparative Data

The percentage of students from Newcastle Grammar School in various bands in high-performing courses studied at the School in the 2018 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	80	36.1
Biology	80	36.87
Business Studies	65.21	36.96
Chemistry	88	42.08
Design & Technology	71.42	46.69
Drama	85.71	42.37
Economics	100	46.39
English Advanced	75.94	62.61
French Continuers	80	64.15
Geography	87.87	43.18
IPT	83.33	37.02
Legal Studies	66.66	43.99
Maths General	56.24	26.64
Mathematics	85.7	51.8
Modern History	61.9	41.82
Music1	100	64.5
Music 2	100	91.42
PDHPE	53.84	33.11
Physics	62.96	33.79
Visual Arts	100	53.28

Extension HSC Subject	Percentage of Students in Bands E4 or E3	
	NGS	State
English Extension 1	96	95.43
English Extension 2	49.99	71.53
History Extension	78.56	78.68
Maths Extension 1	94.43	79.6
Maths Extension 2	100	85.41
Music Extension	100	96

HSC Results – Trend Data

- The marks that students in 1 or 2-unit courses are reported in bands. The highest band of marks is 6, down to 1 and then a small proportion who do not get awarded a Band.
- For the purposes of reporting, we have chosen to report marks in Bands 6-3 against Band 2-None

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands 6>3		Band 2>None	
			School	State	School	State
Ancient History	2018	10	10 (100%)	84.07%	0 (0%)	15.93%
	2017	6	6 (100%)	80.5%	0 (0%)	19.5%
	2016	11	10 (91.91%)	81.71%	1 (9.09%)	18.29%
Biology	2018	25	25 (100%)	89.45%	0 (0%)	10.55%
	2017	23	22 (95.66%)	87.47%	1 (4.34%)	12.53%
	2016	28	28 (100%)	89.81%	0 (0%)	10.19%
Business Studies	2018	23	23 (100%)	86.64%	0 (0%)	13.36%
	2017	36	35 (97.23%)	86%	1 (2.77%)	14%
	2016	38	38 (100%)	86.1%	0 (0%)	13.99%
Chemistry	2018	25	24 (96%)	88.62%	1 (4%)	11.38%
	2017	24	24 (100%)	90.39%	0 (0%)	9.61%
	2016	25	25 (100%)	93.92%	0 (0%)	6.08%



Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands 6>3		Band 2>None	
			School	State	School	State
Design & Technology	2018	14	14 (100%)	96.42%	0 (0%)	3.58%
	2017	5	5 (100%)	94.44%	0 (0%)	5.56%
	2016	12	12 (100%)	95.1%	0 (0%)	4.9%
Drama	2018	7	7 (100%)	97.5%	0 (0%)	2.5%
	2017	7	7 (100%)	97.8% %	0 (0%)	2.2%
	2016	13	13 (100%)	97.84%	0 (0%)	2.16%
Economics	2018	4	4 (100%)	92.05%	0 (0%)	7.95%
	2017	7	8 (100%)	91.96%	0 (0%)	8.04%
	2016	8	8 (100%)	94.01%	0 (0%)	5.99%
English Advanced	2018	79	78 (98.74%)	97.83%	1 (1.26%)	2.17%
	2017	79	78 (98.74%)	98.5%	1 (1.26%)	1.5%
	2016	88	87 (98.96%)	98.84%	1 (1.04%)	1.16%
French Continuers	2018	5	5 (100%)	96.56%	0 (0%)	3.44%
	2017	3	3 (100%)	97.15%	0 (0%)	2.85%
	2016	9	9 (100%)	96.8%	0 (0%)	3.2%
Geography	2018	33	33 (100%)	87.27%	0 (0%)	12.73%
	2017	36	36 (100%)	88.33%	0 (0%)	11.67%
	2016	39	39 (100%)	89.19%	0 (0%)	10.81%
VET Hospitality	2018	N/A				
	2017	11	11 (100%)	79.05%	0 (0%)	20.95%
	2016	N/A				
IPT	2018	6	6 (100%)	86.18%	0 (0%)	13.82%
	2017	11	11 (100%)	80.51%	0 (0%)	19.49%
	2016	8	7 (87.5%)	81.36%	1 (12.5%)	18.64%
Japanese	2018	N/A				
	2017	3	3 (100%)	94.13%	0 (0%)	5.87%
	2016	N/A				
Legal Studies	2018	6	5 (83.33%)	84.79%	1 (16.66%)	15.21%
	2017	10	10 (100%)	90.43%	0 (0%)	9.57%
	2016	N/A				
Maths General	2018	32	31 (96.88%)	79.16%	1 (3.12%)	20.84%
	2017	35	35 (100%)	73.86%	0 (0%)	26.14%
	2016	38	38 (100%)	74.96%	0 (0%)	25.04%
Mathematics (2-Unit)	2018	49	49 (100%)	92.4%	0 (0%)	7.6%
	2017	33	33 (100%)	90.6%	0 (0%)	9.4%
	2016	32	32 (100%)	91.93%	0 (0%)	8.07%
Modern History	2018	21	20 (95.24%)	84.44%	1 (4.76%)	15.56%
	2017	13	13 (100%)	85.63%	0 (0%)	14.37%
	2016	11	10 (91.91%)	86.45%	1 (9.09%)	13.55%
Music 1	2018	9	9 (100%)	97.92%	0 (0%)	2.08%
	2017	2	2 (100%)	98%	0 (0%)	2%
	2016	7	7 (100%)	97.87%	0 (0%)	2.13%
PDHPE	2018	13	12 (92.31%)	85.52%	1 (7.69%)	14.48%
	2017	15	14 (93.33%)	80.54%	1 (6.66%)	19.46%
	2016	11	11 (100%)	82.63%	0 (0%)	17.37%
Physics	2018	27	27 (100%)	86.79%	0 (0%)	13.21%
	2017	21	20 (95.24%)	88.05%	1 (4.76%)	11.95%
	2016	30	30 (100%)	87.93%	0 (0%)	12.07%



Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands 6>3		Band 2>None	
			School	State	School	State
Visual Arts	2018	7	7 (100%)	99.18%	0 (0%)	0.82%
	2017	10	10 (100%)	98.68%	0 (0%)	1.32%
	2016	12	12 (100%)	97.72%	0 (0%)	2.28%

Music 2 only reports marks in Bands 6-3, so we have changed the reporting parameters in **Red**

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands 6>5		Bands 4>3	
			School	State	School	State
Music 2	2018	5	5 (100%)	91.44%	0 (0%)	8.56%
	2017	3	3 (100%)	89.18%	0 (0%)	10.82%
	2016	9	8 (88.89%)	89.55%	1 (11.11%)	10.45%

Extension Subjects

- Extension subjects report to a different scale than 1 or 2-unit courses. The highest band of marks is E4, down to E1 and then a small proportion who do not get awarded a Band.
- For the purposes of reporting, we have chosen to report Bands E4-E3 against Band E2-None

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands E4>E3		Band E2>None	
			School	State	School	State
English Ext 1	2018	25	24 (96%)	95.45%	1 (4%)	4.55%
	2017	19	17 (89.48%)	93.29%	2 (10.52%)	6.71%
	2016	31	29 (93.55%)	94.97%	2 (6.45%)	5.03%
English Ext 2	2018	12	6 (50%)	71.15%	6 (50%)	28.85%
	2017	8	6 (75%)	77.41%	2 (25%)	22.59%
	2016	10	5 (50%)	79.38%	5 (50%)	20.62%
Maths Ext 1	2018	36	34 (94.46%)	79.63%	2 (5.54%)	20.37%
	2017	22	14 (63.64%)	81.63%	8 (36.36%)	18.37%
	2016	21	19 (90.48%)	79.4%	2 (9.52%)	20.6%
Maths Ext 2	2018	5	5 (100%)	85.44%	0 (0%)	14.56%
	2017	1	1 (100)	84.02%	0 (0%)	15.98%
	2016	6	5 (83.34%)	85.36%	1 (16.66%)	14.64%
History Extension	2018	14	11 (78.58%)	78.7%	3 (21.42%)	21.3%
	2017	7	7 (100%)	79.65%	0 (0%)	20.35%
	2016	6	6 (100%)	80.61%	0 (0%)	19.39%
Music Extension	2018	4	4 (100%)	96.02%	0 (0%)	3.98%
	2017	2	2 (100%)	94.87%	0 (0%)	5.13%
	2016	6	6 (100%)	93.6%	0 (0%)	6.4%



Reporting Theme 5 & 6: Our Staff

Our staff are highly professional practitioners who are committed to supporting students to be the best they can be. We work together to realise the vision of the School and achieve the strategic goals we set.

Newcastle Grammar School values and encourages lifelong learning, recognising that effective professional development is fundamental for improving and enhancing professional practice. We provide many opportunities for staff to improve their practice and achieve the professional learning goals developed as part of our appraisal process. This engages staff in a systematic reflection on their practice within the framework of the Professional Teaching Standards and the principles of excellence underpinning practice at Newcastle Grammar School.

Staff engage in a range of experiences, including whole-school seminars, faculty-based workshops and participation in conferences. 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. Below is an overview of the professional learning experiences staff participated in throughout 2018.

<p>Whole School:</p> <ul style="list-style-type: none"> • First Aid • Growth Mindset Classrooms • Inquiry Learning with Kath Murdoch • Professional Learning Groups focusing on enhancing professional practice <p>Operations</p> <ul style="list-style-type: none"> • Edval Timetabling Software • Admissions • Finding Lost Alumni • Facebook for Business <p>Leadership</p> <ul style="list-style-type: none"> • Agility in Leadership • People Make the Difference 1:1 Mentoring Programme • HICES Leadership Conference <p>Teaching and Learning</p> <ul style="list-style-type: none"> • AHISA Directors of Studies Conference • A Day of Learning with Michael Fullan • National Future Schools Conference <p>Wellbeing</p> <ul style="list-style-type: none"> • Foundations of Positive Psychology • AIS Student Wellbeing Conference • PESA National Conference 	<p>Individual PD <i>Professional Development undertaken by teachers as part of their individual professional growth and development plans</i></p> <p>Pre-School</p> <ul style="list-style-type: none"> • Mental Health Masterclass for Leaders in Early Education • Masterclass in the NQF and NQS <p>Primary</p> <ul style="list-style-type: none"> • Functional Fitness for PDHPE Teachers • Sounds-Write (synthetics phonics) • Unpacking the NSW Syllabus (Coding/Design/Computational Thinking) • Scratch Coding Course • IPSHA Primary Sports Meeting • Seven Steps to Writing Success • HRIS Teacher Development Day • A Day with Tony Ryan – Provocative thinking about the future of education • Kath Murdoch Inquiry Learning (all Primary staff) <p>Secondary</p> <p>CAPA</p> <ul style="list-style-type: none"> • HSC Visual Arts Practical Marking Day • HSC Drama Practical Marking Day 	<p>Languages, Literacy & Library</p> <ul style="list-style-type: none"> • Projects: Workshop for teachers of Chinese • Programming for the new Chinese Syllabus • Familiarisation Workshop – new Chinese syllabus • 2018 CLTANSW Workshop for Chinese in Context • Get your head around the new K-10 Languages Syllabus • Stage 6 French Assessment and Marking Workshop • Stage 6 School-based Assessment in Languages • MLTAC TCI Workshop • AIS Workshop – Literary Mindscapes • AIS English Conference • Making Literacy Visible • Future Library Congress • MANTLE Conference <p>STEM:</p> <ul style="list-style-type: none"> • Online courses for the new Stage 6 Mathematics courses • New Stage 6 Syllabus Content – Mathematics Advanced • Unpacking Mathematics Advanced and Extension 1 for 2019 • Authentic Assessment in Mathematics
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WHS & Compliance

- MEA Interpretation Software
- Risk Management
- Chemical Safety in Schools
- Laboratory Officers Network Meeting
- Canteen Manager Workshop

Sport

- AIS Heads of Sport Conference

Learning Support

- Teaching & Motivating Students with Particular Needs
- Diverse Learners Conference

Global Studies

- GIS for schools
- EBE 2018 Annual Conference
- Newcastle History Teachers Conference
- My Challenging Geography Classroom
- AISNSW History Conference: Reanimating History – Leading Learning, Embedding Understanding

PDHPE

- AIS PDHPE Conference
- NSW PDHPE Syllabus Support
- Revisioning Music Education

- MANSW Annual Conference
- HSC Feedback Day (Maths)
- Science Teachers' Workshop
- Background Theory to the New Chemistry Syllabus
- Science in Focus: Year 12 Biology Familiarisation Workshop
- Using Autodesk Fusion 360
- Laser Cutter Training
- Unpacking the new Technology Mandatory Syllabus
- Technology Mandatory – Agriculture and Food Technologies
- Hospitality VET Network Day
- STEM Education Conference
- Future Focused Learning – STEM Conference
- RDA Workshop – STEM Conference

Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	2
Provisional	6
Proficient	78
<i>Total number of teachers</i>	86

Newcastle Grammar School also employs 55 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 2018, 95% of students on average attended school each day. This is similar to 2017.

	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 2018:

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
2016/2018	73	79	68	108	93

93% of the 2016 Year 10 cohort completed Year 12 in 2018. The students who left between Year 10 and 12, left because – further study at TAFE, moved interstate to attend school due to family relocations and others left for personal reasons or change in family circumstances.

Ratio of Girls to Boys:

Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Female	412	412	408	387	396	385	408	391	373	349	367	378	389	406
Male	417	419	406	401	421	424	435	436	409	373	380	402	397	412

Post School Destinations

The vast majority of Year 12 students in 2018 were eligible to go on to University such as 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 2018 cohort. We wish them all every success and personal fulfilment in their tertiary studies.



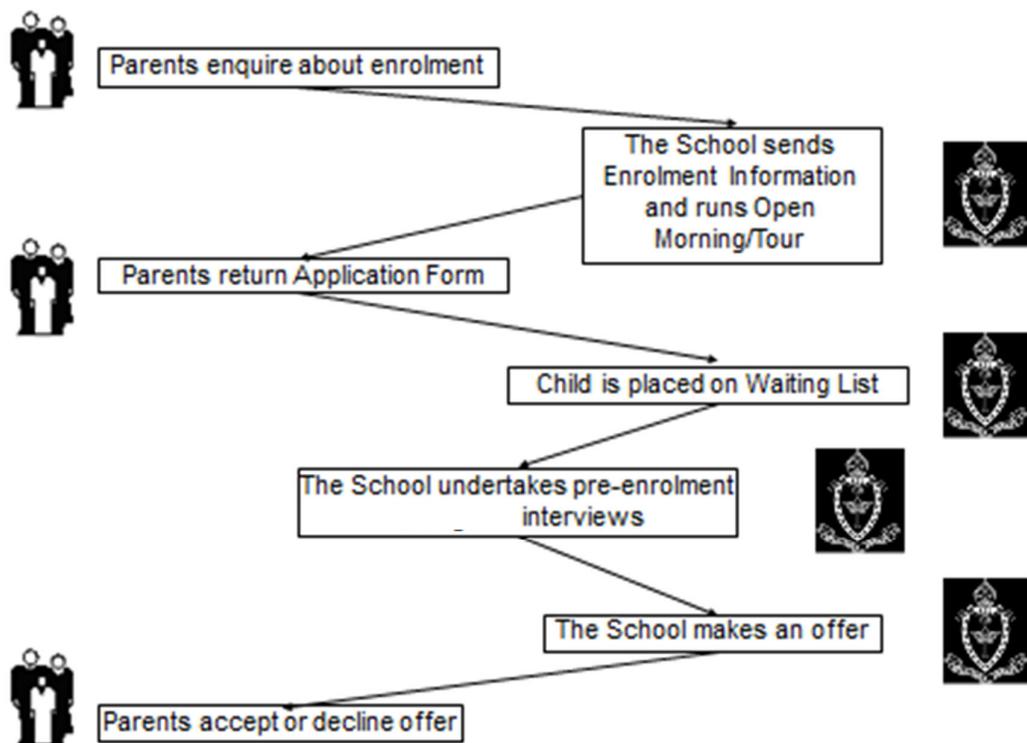
Reporting Theme 8: Enrolment Policies

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.

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:

- (a) copies of Passport and Visa;
- (b) the child's last two school reports together with an English translation (if applicable) and a validation of the translation;
- (c) two passport sized photographs;
- (d) copy of English language test results (AEAS, IELTS);
- (e) copies of ESL Reports for Intensive Language Schools; and
- (f) 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 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 June 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 June of the proposed year of entry, may be accepted, subject to:

- (c) a written application being addressed to the Head of School;
- (d) there being vacancies after all other children, who will have attained the age of five years before 30th June, have been offered places; and
- (e) 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:

- (a) presently exists; or
- (b) previously existed but no longer exists; or
- (c) may exist in the future (including because of a genetic predisposition to that disability); or
- (d) 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 (K-6) 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
- Deputy 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.

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, Integrity, Service and Excellence (RISE).

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 Deputy Head of Primary or Secondary.

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 or online 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 Deputy Head of Primary or Secondary.

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 using the process in the Complaints and Grievance Procedure available at <https://www.ngs.nsw.edu.au/about/policies>. 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
- Procedural Fairness

An Investigator may be appointed by the Head of School. 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. It will be again reviewed in 2018.



**Reporting Theme 10:
School Determined Priority Areas for Improvement**

Achievement of Priorities Identified in the School's 2017 Annual Report

Area	Priority Areas for 2018	Achievement in 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 	<ul style="list-style-type: none"> Creation of a secondary STEM faculty Representatives from the STEM faculty were selected to participate in the University of Sydney's STEM Academy Development of the P – 12 STEM Continuum Increased STEM offerings as part of the Co-curricular Programme New programmes devised for courses with new syllabuses Continued implementation of Inquiry Learning in Primary. Introduction of Inquiry Learning in Stage 4 – Action Learning Project involving teachers from Stage 3 and Stage 4 working collaboratively to devise programmes and tasks Professional Learning on Creating Growth Mindset Classrooms with James Anderson Appointment of a Head of HOPE to embed Positive Education across the School Development of a Teaching and Learning Framework, including a new programme template. Restructuring of faculties in the Senior School
Quality of Staff	<ul style="list-style-type: none"> Provide professional learning experiences focused on enhancing professional practice 	<ul style="list-style-type: none"> Expansion of Professional Learning Groups Working with the AIS to devise PLG experiences Provision of faculty-based professional development experiences to support staff programming for new syllabuses Hosted the Director of Studies Conference Hosted a range of HRIS Professional Development Workshops Kath Murdoch Primary Inquiry
Wellbeing	<ul style="list-style-type: none"> Continue to implement the Wellbeing Framework and Positive Education within the curriculum Enhance the Positive Education programme 	<ul style="list-style-type: none"> Expansion of the Positive Education programme to Year 10, providing timetabled lessons in PosEd for students in Years 7 – 10 Whole-school professional development on "The Growth Mindset Classroom"
Business	<ul style="list-style-type: none"> Continual improvement of business practices Develop the Master Plan for the School 	<ul style="list-style-type: none"> Development of both a new strategic plan and a Master Plan for 2019 onwards



2019 Priority Areas

Area	Priority for 2019
Academic	<ul style="list-style-type: none">• Development of STEM industry links• Implementation of the Secondary Teaching and Learning Framework, “Teaching for Deep Learning”• Expansion of Inquiry Learning in Primary• Implementation of data tracking processes to monitor student progress• Embedding Positive Education in the classroom• Develop opportunities for students to develop entrepreneurial skills
Quality of Staff	<ul style="list-style-type: none">• Become a NESA registered provider of professional development• Develop a more extensive professional development programme
Wellbeing	<ul style="list-style-type: none">• Review of the wellbeing system in the secondary school• Implementation of Visible Wellbeing• Develop more opportunities for community involvement and service learning
Business	<ul style="list-style-type: none">• Engagement of Alumni• Implementation of Master Plan• Review of preschool• Installation of a new Student Information System• Automation of processes• Increasing environmentally friendly operations



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 6, 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 endeavors 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.

Over time, the school has developed through a consultative and collaborative process, the RISE values.

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 2018 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 2018, a group of 27 students and 4 staff visited these institutions under the guidance of Ms. My Huong Le to provide concrete support to the students.



Reporting Theme 12: School Satisfaction

Each year integral to the School's teacher appraisal process, teachers survey (from Years 3-12) at least two of their classes or their teaching class in Primary 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 in 2018 also completed 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.



Year 12 Student and Parent Survey

Newcastle Grammar School is committed to listening to the views and expectations from key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics. The feedback from these surveys greatly assists the School with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

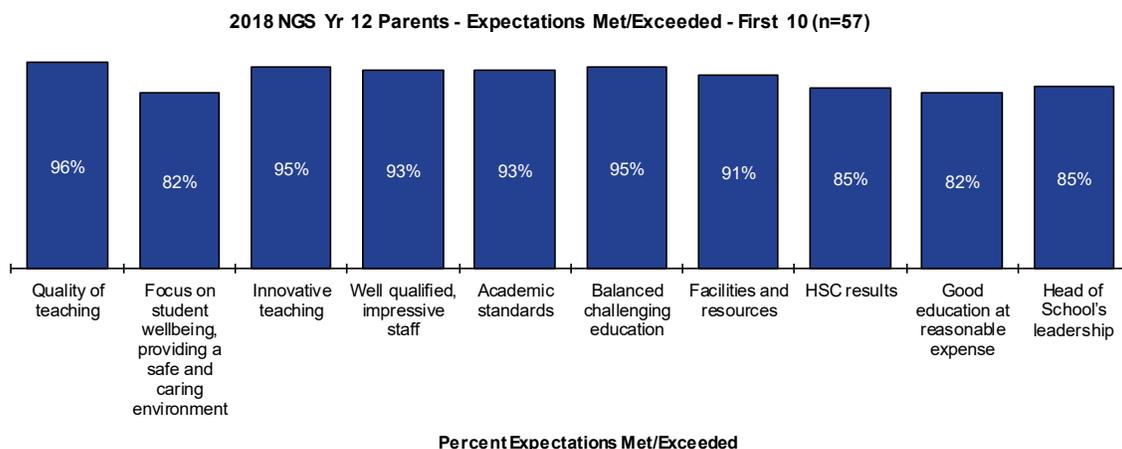
In 2018, 57 parents and 71 students participated in surveys and provided views on such areas as academic performance, student wellbeing, co-curricular, sport, boarding, communications, reputation and facilities.

Parents

A selection of the Year 12 parents' top-level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their child:

In relation to the top five areas parents noted as most important, expectations met/exceeded are:

- ◆ 96% of parents' expectations were met or exceeded in relation to the quality of teaching
- ◆ 82% of parents' expectations were met or exceeded in relation to focus on student wellbeing, providing a safe and caring environment
- ◆ 95% of parents' expectations were met or exceeded in relation to innovative teaching
- ◆ 93% of parents' expectations were met or exceeded in relation to well qualified, impressive staff
- ◆ 93% of parents' expectations were met or exceeded in relation to academic standards



Students

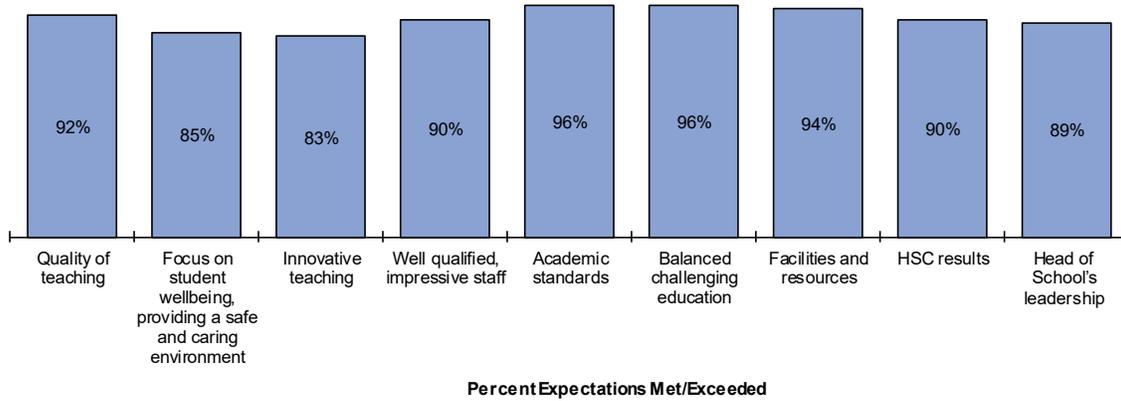
A selection of the Year 12 students' top-level findings are detailed below; ranked in order of the importance the parents placed on reasons for choosing a school:

In relation to the top five areas parents noted as most important, expectations met/exceeded are:

- ◆ 92% of students' expectations were met or exceeded in relation to the quality of teaching
- ◆ 85% of students' expectations were met or exceeded in relation to focus on student wellbeing, providing a safe and caring environment
- ◆ 83% of students' expectations were met or exceeded in relation to innovative teaching
- ◆ 90% of students' expectations were met or exceeded in relation to well qualified, impressive staff
- ◆ 96% of students' expectations were met or exceeded in relation academic standards



2018 NGS Yr 12 Students - Expectations Met/Exceeded - First 9 (n=71)



Year 12 parents and students were asked to provide open responses to the most valued aspects of Newcastle Grammar School. The most frequently nominated aspects are:

2018 NGS Year 12 Parents - Most Valued Aspects (Top 5)
Sense of community and belonging
Well-rounded education
Safe, caring environment
Dedicated staff
Relationship between staff and students
2018 NGS Year 12 Students - Most Valued Aspects (Top 5)
Teachers
Friendships
Supportive learning environment
High quality education
Art/co-curricular activities

Parent Quotes on what they value about Newcastle Grammar School:

The well-rounded education I feel NGS has provided my child.

Strong sense of school spirit which is shared between staff and students.

A sense of belonging to a well-run and high achieving school.

The ease and willingness to engage and listen to parents and the nurturing teachers who show their care

The consistent approachability. Strong sense of community and inclusiveness. I value the effort put into my child and his strengths and the opportunities he has been able to have.

I am confident I have chosen the best possible school for my children and I feel assured that I have chosen the best option to give my children the best start possible in life. I am proud that I have been able to give this gift of opportunity to my children. Their experience of school has given them an advantage and head start on other children their age.



We have valued the interaction with the staff, who we have found to be very helpful and supportive. We also value the support given to our child to help them perform the best of their ability.

The school's values and respect for each student. The teaching staff guidance and caring nature / The environment for successful and fun learning

We value the size of the school- every child has a chance to participate in whatever activity they choose and to be noticed. It is big enough to be strong but small enough to be personal. All the kids seem to know each other and by and large have respect for each other. It feels like a community, a village, and there is a sense of belonging of the kids, staff and families.

Student Quotes on what they value about Newcastle Grammar School:

Providing a broad learning environment that recognises the importance of having a well rounded character and recognises the need for a balance in life.

The values they have taught me, what I have learned throughout all my classes and the skills I have gained. I feel prepared to move into life and into Uni. I value the relationships and friendships I have made within the school and I look forward to maintaining those relationships in the future.

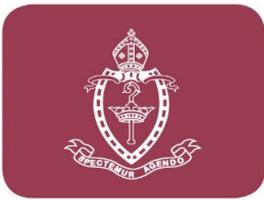
The academic program and the well being program. The teachers care just as much about how you are doing wellbeing wise as you are academically. Teachers have adjusted to how I respond to situations really well and the communication of how I respond is very strong. I have just as strong relationships with teachers who don't teach any of my classes because there is such a good focus on pastoral care that it transcends the class and classroom. I also highly value the friendships I've made whilst at Grammar.

High academic achievement. It feels good to be part of a school that is recognised for its academic performance.

My personal and academic growth to achieve my potential.

The education it provided and the lovely teachers I will keep in contact with.



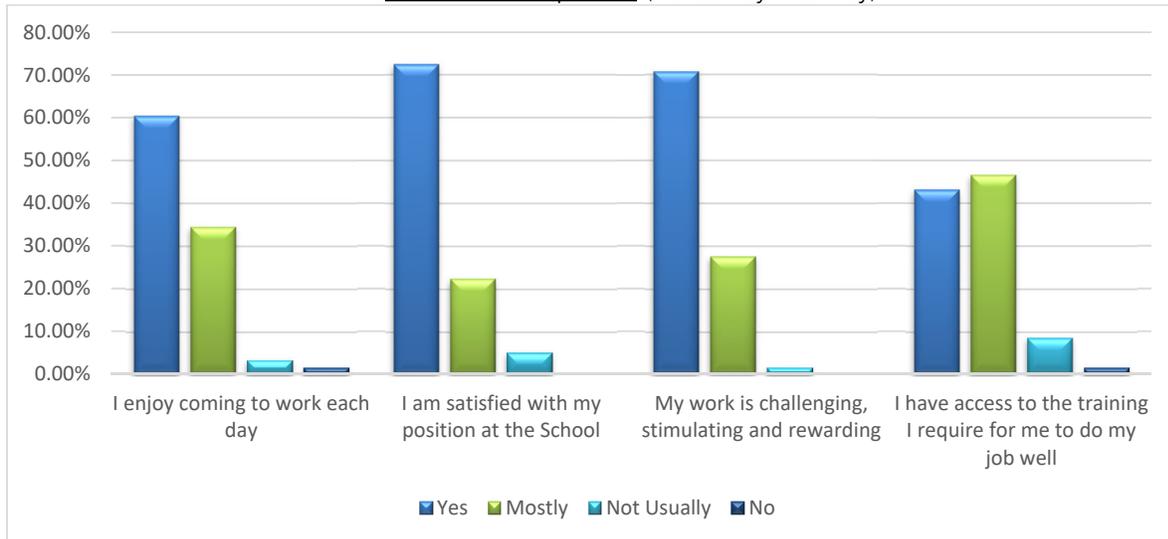


Staff Satisfaction:

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.

2018 was the third year we surveyed all staff about satisfaction.

2018 Staff Responses (via Survey Monkey)



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.



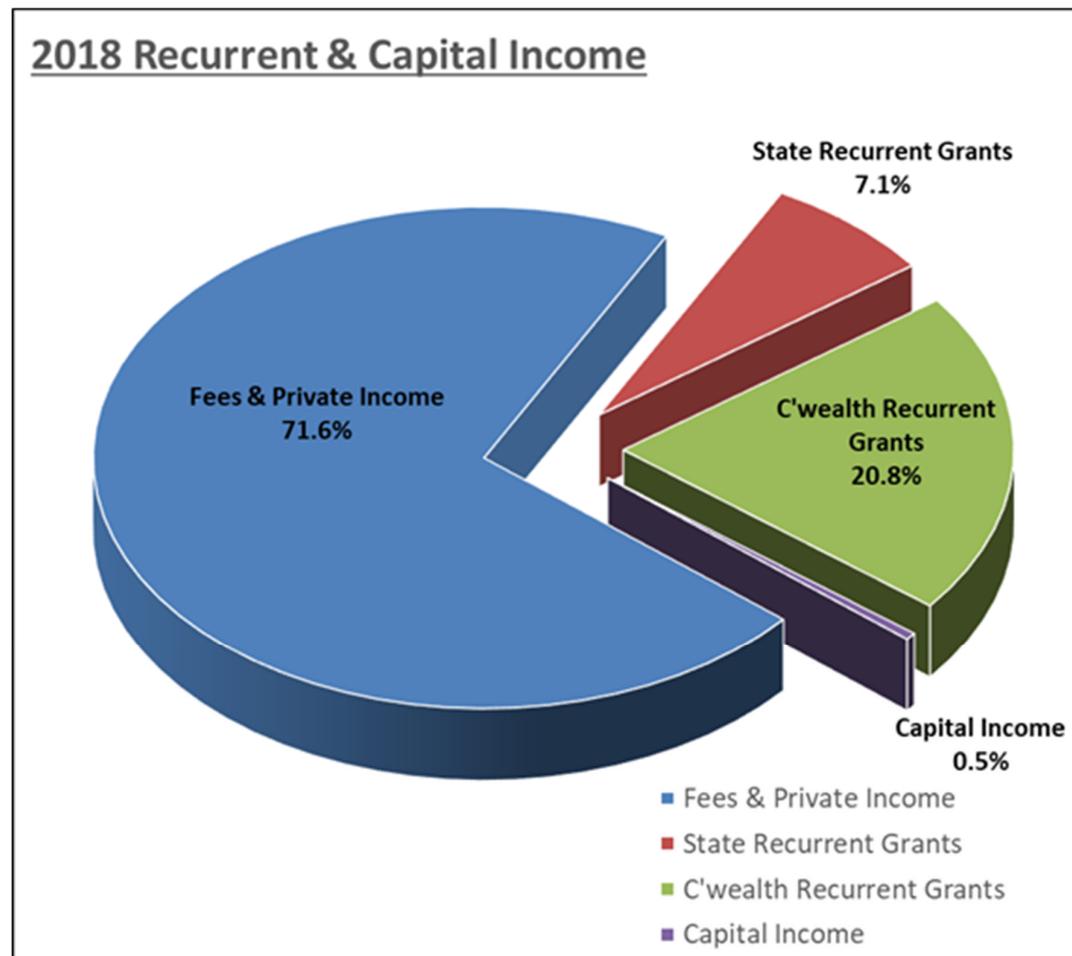
Reporting Theme 13: The Financials

In 2018 the School celebrated its Centenary year with a continued strategic focus on maintaining a strong financial position to support its delivery of excellence in education into the future. Operationally the School's financial position is managed by the School's Business office, overseen by the Head of Finance and Business Services and Head of School. The School's Board maintains ongoing governance and oversight of the School's operations with a focus on strategic matters.

Recurrent/Capital Income

Our income is sourced from:

- School fees and levies
- Grants from State and Commonwealth Governments
- Private capital, including State Government Capital grant support

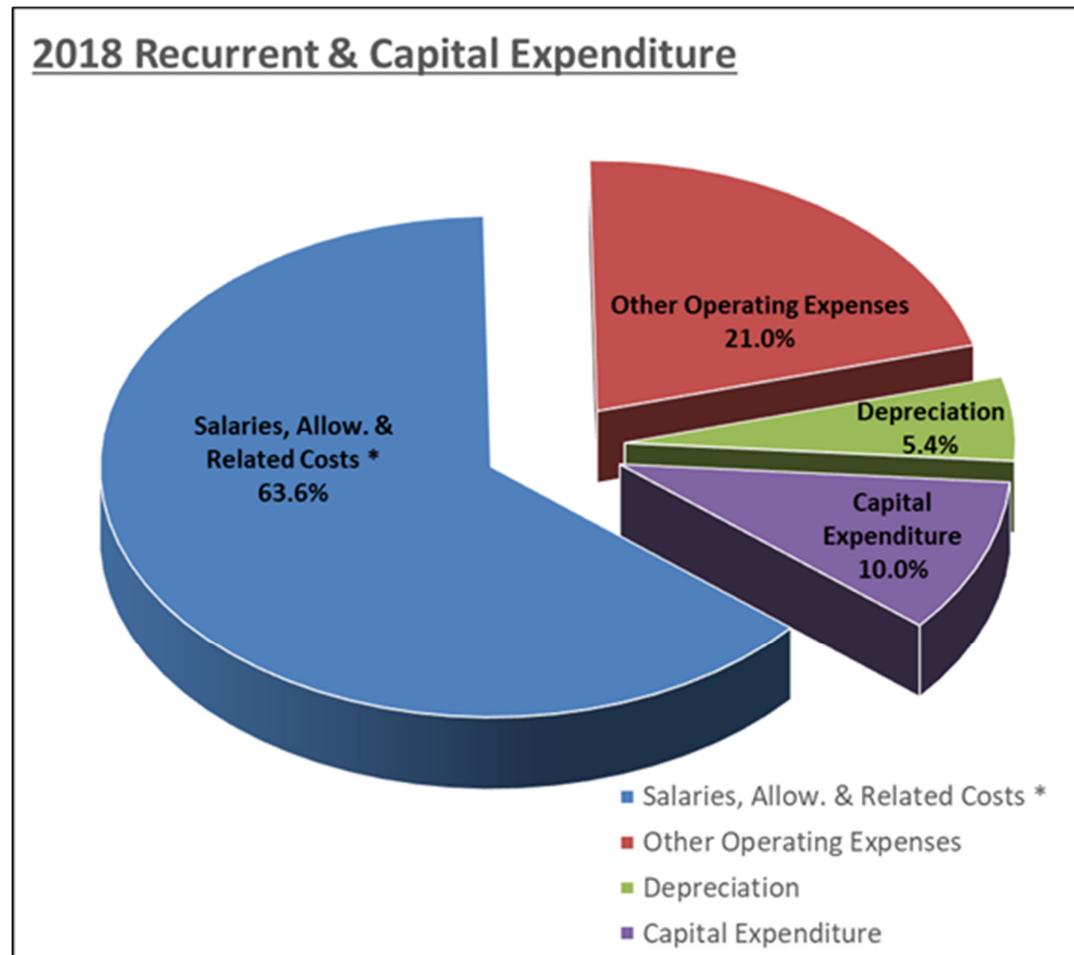




Recurrent/Capital Expenditure

Our expenditure includes to:

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





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.