



# Newcastle Grammar School

## 2019 Annual Report



The information within this report is provided to meet Newcastle Grammar School's educational and financial reporting requirements for the 2019 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**

Our students are central to each decision that is made at Newcastle Grammar School (NGS). The School seeks to provide outstanding academic education and also develop the mind, the body and the spirit within and beyond the classroom. This statement incorporated many goals for the 2019 new Strategic Plan which will see continuing development for students academic expectations, extending our Positive Education programme, develop further Co-Curricular offerings and our commitment to STEM education.

NGS became a Visible Wellbeing School in 2019. The two year program is designed by Dr Lea Waters (AM, PhD), research professor and world expert in positive psychology. Visible Wellbeing™ (VWB) combines the science of wellbeing with the science of learning and teaching to make wellbeing visible in all classes and across co-curricular areas. This program will enhance our existing pedagogy and teaching practices.

In 2019, NGS was thrilled to become a NESA-registered provider of Professional Development. This will assist our staff and ultimately the wider educational community, to access high quality training at NGS.

We were also thrilled to form partnerships with a number of local STEM Industries to provide wider work experience opportunities for our students.

Masterplanning for the School was completed in 2019. Following several consultations with staff, students and our parent body, a thoughtful and engaging Masterplan for Hill and Park Campus is now in place. The Masterplan will be broken into stages for completion and we are very much looking forward to seeing Stage 1 develop.

I would also like to thank Cathy Cole, Chair of NGS Board for her 14 years of service as both the Board Chair and Board Member. Her contribution to and involvement with the School has been invaluable and greatly appreciated.

*Erica Thomas*

Mrs Erica Thomas  
Head of School





### Message from the Board

In 2019 the Board launched its next three-year Strategic Plan which focuses on delivering the students of the School an outstanding preparation for life. It has been a busy year in the School and many aspects of the Strategic Plan have taken shape – with highlights including the Positive Education approach to student wellbeing and the development of STEM industry partners.

A key focus for the Board has been on finalising the Masterplan for the School. This is an exciting time for the School where, the School's current and future strategies are linked to facilities. It provides a blueprint for the facilities the School needs for the next 20 plus years, ensuring the School has a plan that will serve it well for current and future generations.

This year, the Board continued to commit to best practice in governance. For the first time, the Board openly invited expressions of interest for new Board members and were delighted with the number of high quality applicants, with expertise in a range of areas complementing the skill set of existing Directors.

The Board welcomed Mr John Candy, CFO at Westpac Rescue Helicopter Service, and Professor Mark Flynn, the Executive Director of the Global Impact Cluster for Better Health, Healthcare and Treatment at the University of Newcastle. Board Committees were reviewed, and Charters updated in order to ensure they reflect current priorities and use the diverse strengths of Directors to the best advantage of the School.

At the end of 2019 I resigned as Board Chair and member of the Newcastle Grammar School Board in December following fourteen years of service. I am pleased to welcome Ms Catherine Wilkinson as the next Board Chair, commencing in 2020.

Cathy Cole  
Chair of the Board





## Reporting Theme 2: Our School

Newcastle Grammar School is a Visible Wellbeing School. We know clearly success in life follows from high levels of subjective wellbeing or happiness. Using a strengths-based approach, anchored in the science of Positive Psychology, Newcastle Grammar School strives to promote a philosophy in which 'Every Face Matters'. 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 fostering 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, promoted through our membership of the international coalition of schools, Round Square.
- 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 over 100 years with a forward-looking vision.

We are proud of our successful academic record. In the 2019 HSC, Newcastle Grammar School ranked 55th out of more than 650 schools in NSW. Newcastle Grammar School is again one of the highest-ranking schools outside of the Sydney metropolitan area. One of our students came 3<sup>rd</sup> in the State in the new Science Extension subject.

Seven students were included on the All Round Achievers list (achieving 90% or more in 10 course units). 58 students were on the Distinguished Achievers list (achieving a mark of 90% or more in at least one of their courses). With a highest ATAR of 99.80, 20% of the cohort earned an ATAR above 95 and over 50% of the cohort earned an ATAR above 85.

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 2019, our social justice program continued in Vietnam, culminating in 42 students and 7 staff travelling overseas to visit an orphanage and school in Vung Tau. Newcastle Grammar School continued to support local charities and organisations.

Visit [www.ngs.nsw.edu.au](http://www.ngs.nsw.edu.au) for more information about Newcastle Grammar School.



## Our Values - RISE

### Respect

- We acknowledge a shared humanity underpins respect
- We believe 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

Newcastle Grammar School is a Visible Wellbeing School. As such, we use a strengths-based approach to our teaching and learning, cognisant that success in school, academic, personal and social, follows on from high levels of subjective wellbeing. Wellbeing precedes success.

We strive to provide students with learning experiences and opportunities that will allow them to RISE to the challenges they will face in an increasingly complex world. We want our students to develop the knowledge and skills enabling students 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 Primary Education

### Focusing on every child's wellbeing

We believe a focus on students' wellbeing is at the heart of education and have implemented a whole-of-school approach to Positive Education, encompassing all students, our staff and parents. We aim to give every student the vital life skills of thinking optimistically and developing a growth mindset.

### Inspiring tomorrow's idea-generators

We focus on teaching our students how to think as opposed to teaching them what to think. Our Learning Inquiry Framework fosters students' natural curiosity with the world, challenging them to develop key competencies and skills and igniting their passion for learning across all subject areas. Our approach ensure students are on a pathway to success in Secondary School and beyond.

### Involving parents

We invite parents to be actively involved in their child's education and encourage open communication with families, who are an integral part of the NGS community. Children's education is a three-way partnership and we believe students thrive when we build positive relationships between home and school.

### A balanced program

Our programs are designed to give all students a balanced, well-rounded education, with opportunities to learn and excel in academic pursuits, STEM (Science, Technology, Engineering and Mathematics), music, languages, the arts, sport and a wide range of co-curricular activities.

### A track record of success

We have been educating the young people of Newcastle for a more than 100 years and continue to grow and develop as a thriving learning community. We are proud of our strong record of academic success that carries through from the Primary School to outstanding HSC achievements.

### Values-driven education

NGS continues to have a strong values-based culture based on Christian principles, in the tradition of the Anglican Church. Our core values of Respect, Integrity, Service and Excellence underpin all that we do.

### A global mindset

We are committed to educating our students to become compassionate global citizens, who not only have strong connections within their local community but are ready to meet the challenges of a diverse and rapidly-changing world.

### An investment in your child's future

We know that your child's education is an investment and strive to provide the very best for all students in our care. Our student outcomes across both Primary and Secondary School demonstrate the impressive results that can be achieved by giving every student the opportunity to thrive.





## 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.

## Primary K-6

### 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 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





## Student Wellbeing

### A culture of caring

As a recognised Visible Wellbeing school, currently in the process of formal accreditation through Prof. Lee Waters and the University of Melbourne, our students' wellbeing is at the heart of all we do at NGS. We have created a unique, whole-of-school wellbeing programme aimed at enhancing the social, emotional and physical wellbeing of every student. This programme is based on a strengths-based approach, applying Positive Education principles, which are supported by rigorous research, primarily in the field of positive psychology.

From Kindergarten right through to Year 12, we focus on the development of social awareness, self-awareness, self-reflection, wisdom, social justice, relationships and a sense of connectedness.

When students develop knowledge, skills and attributes across all these areas, they develop resilience and positive wellbeing.

Students explore these concepts directly through targeted classroom programmes, as well as our religious education and outdoor education programmes, School Assemblies and Chapel Services.

We strive to create an environment in which positive education is promoted and reinforced through all we do, from everyday activities through to positive interactions between staff, students and their families.

This isn't only about helping students in need, but about giving all our students the skills to think optimistically, to have a growth mindset and, importantly, to understand we can change our mindset. We know parents want their children to attend a school with a strong sense of student wellbeing – and it is widely acknowledged academic success flows from it.

### **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 which 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

### **Secondary (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 Visible 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 whilst functioning well and doing good for others – a balance of hedonic and eudemonic wellbeing.





### 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 for less privileged members of the Newcastle community in partnership with Christ Church Cathedral
- National, for example, Cancer Council, Bullying No Way Day, White Ribbon, and Clean Up Australia Day
- 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.

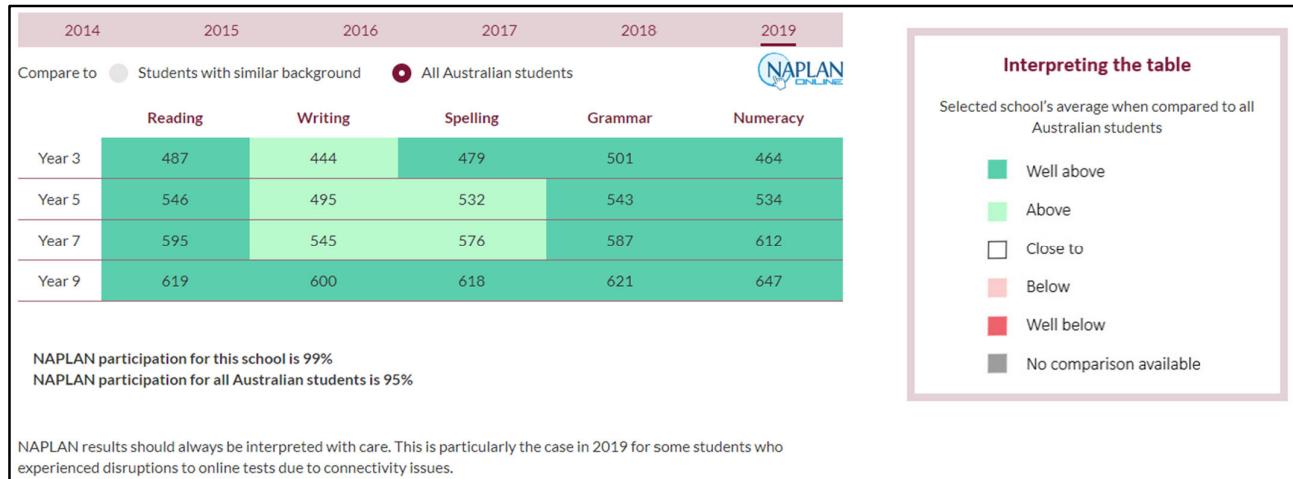
Students are further exposed to aspects of spirituality up to Year 10 through the Religious Education program and the Positive Education program.





## 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 2019 we once again completed NAPLAN online and our students continue to perform well above the State average in all components of literacy and numeracy across Years 3, 5, 7 and 9.

The table above represents Newcastle Grammar School students are 'Above' or 'Well Above' in every subject across every year group.

#### Year 9 – 2019

In 2019, 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 – 2019

In 2019, 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 – 2019

In 2019, 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 – 2019

In 2019, 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 2019, 74 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 2019, Newcastle Grammar School ranked 55<sup>th</sup> out of more than 650 schools in NSW. It meant that Newcastle Grammar was one of the highest-ranked school outside the Sydney metro region and maintained its position as the Hunter Region's leading independent school.

### NSW Merit Lists

One student was 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 58 students were on the Distinguished Achievers list (achieving 90 or more in a course unit). In total, there were 66 results in the top Band.

### HSC Awards

In 2019,

- 100% of those students who finished Year 12 were awarded a Higher School Certificate.
- Of those who started the year, 4 (5.41% of the cohort) left Newcastle Grammar before the end.

### VET Programmes

In 2019, 11 students completed a VET (Vocational Education and Training) course as part of their academic programme.

Year 12	Qualification/Certificate	Percentage/Number of Students
2019	VET Certificate II Kitchen Operations	100% (11)
2018	VET Certificate II Kitchen Operations	N/A
2017	VET Certificate II Kitchen Operations	100% (11)

### ATARs

The top ATAR for a student from Newcastle Grammar was 99.8

The breakdown of results shows that:

- 18.92% of Newcastle Grammar students received an ATAR over 95,
- 33.78% over 90
- 45.95% of students received an ATAR over 85.

### Record of School Achievement (ROSA)

In 2019, the following number (percentage of their cohort) of students left the school and applied for ROSA certificates:

- Year 10 – 1 student (0.95%)
- Year 11 – 0 students
- Year 12 – 1 student (1.35%)



## HSC Comparative Data

The percentage of students from Newcastle Grammar School in various bands in high-performing courses studied at the School in the 2019 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	33.33	35.46
Biology	83.56	31.31
Business Studies	72.21	33.02
Chemistry	73.67	45.93
Design & Technology	69.22	46.53
Drama	84.6	43.66
Economics	37.5	51.73
English Advanced	53.41	61.79
French Continuers	100	64.65
Geography	66.66	43.18
IPT	50	34.62
Legal Studies	83.33	41.02
Maths General	39.28	24.05
Mathematics	64.27	49.18
Modern History	66.66	39.33
Music1	100	65.96
Music 2	80	90.95
PDHPE	56.25	31.26
Physics	76.46	36.88
Visual Arts	80	62.5
Hospitality VET	27.27	29.49
Japanese Continuers	0	60.18
Chinese Beginners	0	35
English EAL/D	0	23.45
Software Design & Development	50	44.24

Extension HSC Subject	Percentage of Students in Bands E4 or E3	
	NGS	State
English Extension 1	100	93.87
English Extension 2	100	79.79
History Extension	49.99	76.59
Maths Extension 1	79.99	80.11
Maths Extension 2	90	85.86
Music Extension	100	97.83
Science Extension	100	68.4

**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	2019	6	6 (100%)	83.79%	0 (0%)	14.78%
	2018	10	10 (100%)	84.07%	0 (0%)	15.93%
	2017	6	6 (100%)	80.5%	0 (0%)	19.5%
Biology	2019	27	27 (100%)	84.07%	0 (0%)	15.26%
	2018	25	25 (100%)	89.45%	0 (0%)	10.55%
	2017	23	22 (95.66%)	87.47%	1 (4.34%)	12.53%
Business Studies	2019	36	36 (100%)	82.89%	0 (0%)	16.02%
	2018	23	23 (100%)	86.64%	0 (0%)	13.36%
	2017	36	35 (97.23%)	86%	1 (2.77%)	14%
Chemistry	2019	19	19 (100%)	87.62%	0 (0%)	11.86%
	2018	25	24 (96%)	88.62%	1 (4%)	11.38%
	2017	24	24 (100%)	90.39%	0 (0%)	9.61%
Chinese Beginners	2019	1	1 (100%)	77.5%	0 (0%)	17.50%
	2018	N/A				
	2017	N/A				
Design & Technology	2019	13	13 (100%)	95.04%	0 (0%)	4.67%
	2018	14	14 (100%)	96.42%	0 (0%)	3.58%
	2017	5	5 (100%)	94.44%	0 (0%)	5.56%
Drama	2019	13	13 (100%)	98.12%	0 (0%)	1.73%
	2018	7	7 (100%)	97.5%	0 (0%)	2.5%
	2017	7	7 (100%)	97.8%	0 (0%)	2.2%
Economics	2019	8	8 (100%)	92.22%	0 (0%)	7.41%
	2018	4	4 (100%)	92.05%	0 (0%)	7.95%
	2017	7	8 (100%)	91.96%	0 (0%)	8.04%
English Advanced	2019	72	71 (98.6%)	98.83%	1 (1.36%)	1.04%
	2018	79	78 (98.74%)	97.83%	1 (1.26%)	2.17%
	2017	79	78 (98.74%)	98.5%	1 (1.26%)	1.5%
French Continuers	2019	3	3 (100%)	64.65%	0 (0%)	2.92%
	2018	5	5 (100%)	96.56%	0 (0%)	3.44%
	2017	3	3 (100%)	97.15%	0 (0%)	2.85%
Geography	2019	9	9 (100%)	71.97%	0 (0%)	27.2%
	2018	33	33 (100%)	87.27%	0 (0%)	12.73%
	2017	36	36 (100%)	88.33%	0 (0%)	11.67%
VET Hospitality						
	2018	N/A				
	2017	11	11 (100%)	79.05%	0 (0%)	20.95%
IPT	2019	6	6 (100%)	84.70%	0 (0%)	14.51%
	2018	6	6 (100%)	86.18%	0 (0%)	13.82%
	2017	11	11 (100%)	80.51%	0 (0%)	19.49%
Japanese Continuers	2019	1	1 (100%)	96.09%		
	2018	N/A				
	2017	3	3 (100%)	94.13%	0 (0%)	5.87%
	2019	6	6 (100%)	83.18%	0 (0%)	15.54%



Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands 6>3		Band 2>None	
			School	State	School	State
Legal Studies	2018	6	5 (83.33%)	84.79%	1 (16.66%)	15.21%
	2017	10	10 (100%)	90.43%	0 (0%)	9.57%
Maths General	2019	28	28 (100%)			
	2018	32	31 (96.88%)	79.16%	1 (3.12%)	20.84%
	2017	35	35 (100%)	73.86%	0 (0%)	26.14%
Mathematics (2-Unit)	2019	42	42 (100%)	92.17%	0 (0%)	7.56%
	2018	49	49 (100%)	92.4%	0 (0%)	7.6%
	2017	33	33 (100%)	90.6%	0 (0%)	9.4%
Modern History	2019	18	18 (100%)	85.66%	0 (0%)	13.46%
	2018	21	20 (95.24%)	84.44%	1 (4.76%)	15.56%
	2017	13	13 (100%)	85.63%	0 (0%)	14.37%
Software Design & Development	2019	4	4 (100%)	86.48	0 (0%)	12.82
	2018	N/A				
	2017	N/A				
Music 1	2019	8	78 (100%)	97.82%	0 (0%)	1.73%
	2018	9	9 (100%)	97.92%	0 (0%)	2.08%
	2017	2	2 (100%)	98%	0 (0%)	2%
PDHPE	2019	16	16 (100%)	87.77%	0 (0%)	11.43%
	2018	13	12 (92.31%)	85.52%	1 (7.69%)	14.48%
	2017	15	14 (93.33%)	80.54%	1 (6.66%)	19.46%
Physics	2019	17	17 (100%)	85.41%	0 (0%)	14.20%
	2018	27	27 (100%)	86.79%	0 (0%)	13.21%
	2017	21	20 (95.24%)	88.05%	1 (4.76%)	11.95%
Visual Arts	2019	5	5 (100%)	97.64%	0 (0%)	2.03%
	2018	7	7 (100%)	99.18%	0 (0%)	0.82%
	2017	10	10 (100%)	98.68%	0 (0%)	1.32%

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	2019	5	4 (80%)	90.95%	1 (20%)	9.03%
	2018	5	5 (100%)	91.44%	0 (0%)	8.56%
	2017	3	3 (100%)	89.18%	0 (0%)	10.82%



## 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	2019	16	16 (100%)	93.87%	0 (0%)	5.83%
	2018	25	24 (96%)	95.45%	1 (4%)	4.55%
	2017	19	17 (89.48%)	93.29%	2 (10.52%)	6.71%
English Ext 2	2019	9	9 (100%)	79.79%	0 (0%)	19.73%
	2018	12	6 (50%)	71.15%	6 (50%)	28.85%
	2017	8	6 (75%)	77.41%	2 (25%)	22.59%
Maths Ext 1	2019	30	24 (80%)	80.11%	6 (20%)	19.70%
	2018	36	34 (94.46%)	79.63%	2 (5.54%)	20.37%
	2017	22	14 (63.64%)	81.63%	8 (36.36%)	18.37%
Maths Ext 2	2019	9	8 (90%)	85.86%	1 (10%)	14.05%
	2018	5	5 (100%)	85.44%	0 (0%)	14.56%
	2017	1	1 (100)	84.02%	0 (0%)	15.98%
History Extension	2019	6	3 (50%)	49.98%	3 (50%)	23.18%
	2018	14	11 (78.58%)	78.7%	3 (21.42%)	21.3%
	2017	7	7 (100%)	79.65%	0 (0%)	20.35%
Music Extension	2019	2	2 (100%)	97.83%	0 (0%)	2.15%
	2018	4	4 (100%)	96.02%	0 (0%)	3.98%
	2017	2	2 (100%)	94.87%	0 (0%)	5.13%
Science Extension	2019	2	2 (100%)	68.4%	0 (0%)	31.57%
	2018	N/A				
	2017	N/A				



## 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 effective professional development is fundamental for improving and enhancing professional practice. All teaching staff engage in a process of staff appraisal – Professional Learning Conversations @ NGS – which provides a systematic approach to reflective practice and goal setting aligned to the Professional Teaching Standards. Staff are supported to participate in learning experiences to improve their content knowledge and pedagogical skills in line with the School’s strategic goals and their individual professional learning plan.

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 2019.

In 2019, staff attended at a variety of conferences, including the RDA STEM Day, the AIS English Conference, the Geography Teachers Annual Conference and the PESA National Conference. This reflects the depth of expertise of our staff and our commitment to contributing to the continuous improvement of our profession.

In 2019, we continued our work with the AIS on the School Improvement Project, delivering professional development to staff on strategies to improve writing skills and programming within the Inquiry Learning Framework in Mathematics.

<p><b>Whole School:</b></p> <ul style="list-style-type: none"><li>Visible Wellbeing</li><li>Professional Learning Groups focusing on enhancing professional practice</li><li>Inquiry-based Learning in years 7 – 10</li><li>Improving Literacy Outcomes: Writing</li></ul> <p><b>Operations</b></p> <ul style="list-style-type: none"><li>Digital Marketing</li><li>First Aid</li><li>APAC Advancement Conference</li><li>Mailchimp</li><li>Adobe Digital Conference</li><li>Front of House: Brilliant Waiting List Management</li><li>Hunter Economic Breakfast Series</li><li>The Executive Leadership Summit</li></ul> <p><b>Individual PD</b></p>	<p><b>Leadership</b></p> <ul style="list-style-type: none"><li>Diploma of Business</li><li>Middle Leaders Conference</li><li>Leading Others: Conversations that Work</li><li>Women's Middle Leadership Program</li><li>National Boys Education Conference</li><li>ITE Education Conference</li><li>Schools Law and Regulation Annual Conference</li><li>AIS Mathematics HOD Day</li><li>Information for newly endorsed PD providers</li></ul> <p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"><li>AHISA Directors of Studies Conference</li><li>AIS Educational Leaders Conference</li><li>Career's Advisers Day</li><li>AIS Igniting Learning Lab</li><li>AIS Education Research Symposium</li></ul> <p><b>PDHPE</b></p>	<p><b>Wellbeing</b></p> <ul style="list-style-type: none"><li>Masters of Applied Psychology</li><li>PESA National Conference</li><li>HICES Pastoral Care Network</li><li>Positive Behaviour Management</li><li>Propsych: The Body as a Voice</li><li>Friendship Summit</li><li>Positive Education Symposium</li></ul> <p><b>WHS &amp; Compliance</b></p> <ul style="list-style-type: none"><li>Cybersafety</li><li>Food Handlers Certification</li><li>Identify and Respond to Children and Young People at Risk</li><li>Understanding the ESOS Act and National Code</li><li>NSW Class or Kind Investigators Accreditation Course</li></ul> <p><b>STEM:</b></p>
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*Professional Development undertaken by teachers as part of their individual professional growth and development plans*

## Pre-School & OOSH

- First Aid
- Risk Assessment

## Primary

- Teaching EAL/D Students K-6
- On Track with PDHPE
- Teaching Kindergarten: It's Child's Play
- Igniting a Passion for Learning
- ALEA National Conference
- Turukilliko Teacher Day
- Sensory Art Lab
- Unlocking Musical Potential
- Talk for Writing
- Art Lab
- InialiLit – F/1/2

## Secondary

### CAPA

- What elevates a Visual Arts Major Work?
- Drama NSW State Conference
- Scriptwriting for Years 3 – 8

### Global Studies

- AISNSW History Conference
- AIS Economics Conference
- After the Fact – The Search for Historical Truth
- Business Studies Through the Eyes of a Student
- Modern History HSC Review
- HTA HSC Exam Review

- AIS PDHPE Conference
- Exploring Assessment in the new PDHPE Syllabus
- Aspiring Leaders – PDHPE

## Sport & Co-Curricular

- Level 3 Performance Rowing Coach
- Heads of Sport Conference
- HICES Debating Adjudicators Course

## Learning Support

- NCCD Network Meetings
- Understanding the Autism Spectrum Disorder: Practical Strategies for Teachers
- Working Together

## Languages, Literacy & Library

- School visit – Xin Jin Shan Chinese Language School
- AIS English Conference
- NAFT Annual Conference
- Biennial Languages Conference
- AIS Languages Conference

- University of Newcastle – Engineering Studies II
- WINDSMM Workshop – Advanced and Extension 1 Mathematics
- Investigative-style Assignments in Stage 6 Mathematics
- Future Focused Learning in STEM
- Hunter Business Innovation
- Cert IV: Training and Assessment
- New Stage 6 Syllabus Content: Mathematics
- Preparing for the 2019 HSC Biology Exam
- Preparing for the 2019 HSC Chemistry Exam
- Extension Science Teacher Workshop
- Planning and Programming for the new Year 12 Maths courses
- HSC Extension 2 Mathematics
- Programming Depth Studies for Stage 6 Biology
- Vector in the new Stage 6 Extension Mathematics Syllabuses



### Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	2
Provisional	5
Proficient	80
<i>Total number of teachers</i>	87

Newcastle Grammar School also employs 59 support staff who also participated in a range of professional development opportunities this year, including:

- Child Protection
- First Aid
- Diabetes Training
- Visible Wellbeing

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

We have 1 Aboriginal or Torres Strait Islander Staff member employed at the School.





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

### Student Attendance

In 2019, 95% of students on average attended school each day. This is similar to 2018.

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

### Management of Non-Attendance

Newcastle Grammar School implements our 'Non-Attendance' policy when managing 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 requesting a reason for the absence. Absences (and reason for absence) are recorded each day on our student database and electronically 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 2019:

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
2017/2019	68	74	64	109	94

96% of the 2017 Year 10 cohort completed Year 12 in 2019. The students who left between Year 10 and 12, left because – further study at TAFE and others left for personal reasons.

#### Ratio of Girls to Boys:

Year	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Female	396	385	408	391	373	349	367	378	389	406	430
Male	421	424	435	436	409	373	380	402	397	412	429

#### Post School Destinations

The vast majority of Year 12 students in 2019 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 2019 cohort. We wish them all every success and personal fulfilment in their tertiary studies.



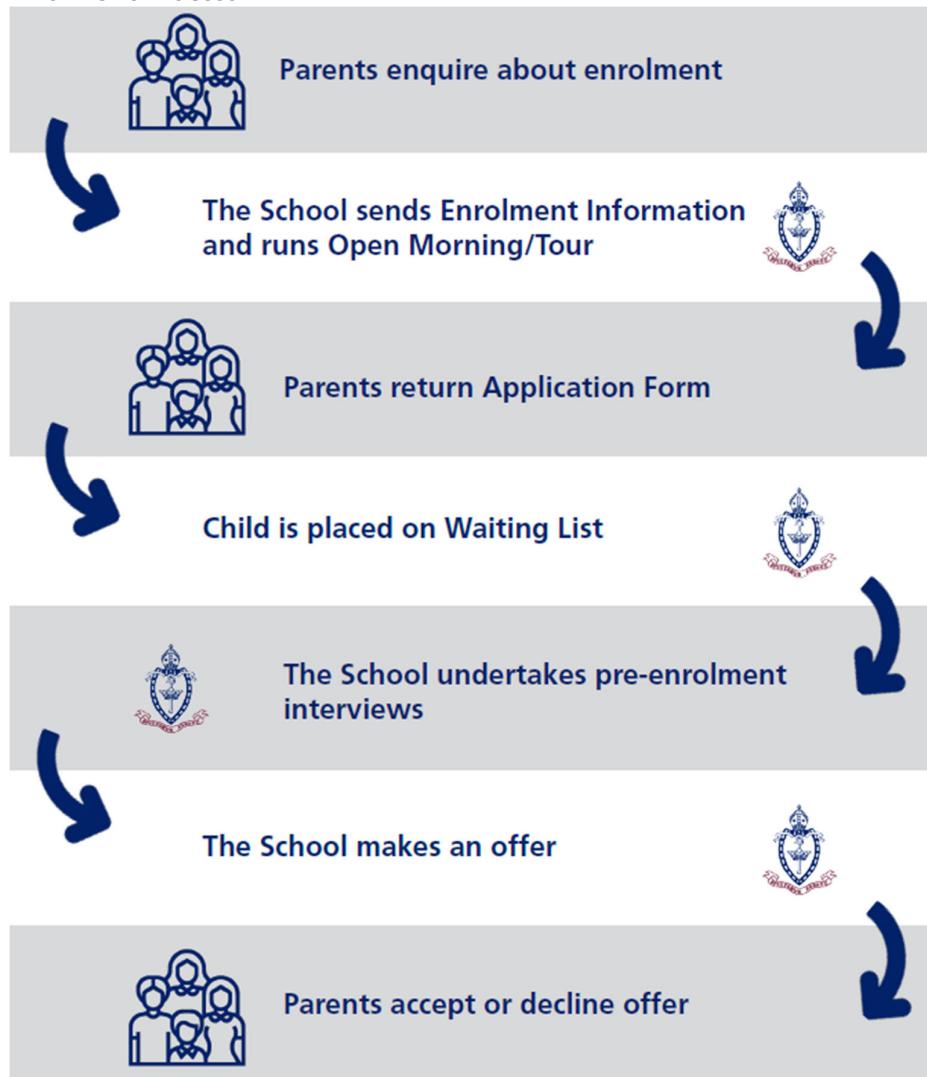
### Reporting Theme 8: Enrolment Policies

Newcastle Grammar School is a comprehensive co-educational K-12 school providing an education underpinned by Visible Wellbeing and 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.

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.

### Entry to the School

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) 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
- Disability provisions for students in assessments and examinations

The key concept of the Standards is the principle of student-centred planning which seeks to identify and provide an environment where the student with a disability is able to participate 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 an identified disability with associated need for adjustments, the School will make an initial assessment of the child's needs. This will include consultation with the child and/or the child's parents.

In addition, the Head of School may require the parents to:

- (a) 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 adjustments 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 a disability. Where the Head of School determines that the child would require adjustments, the Head of School will seek to identify whether those adjustments required are reasonable in that they balance the interests of all parties affected. In assessing whether a particular adjustment 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 adjustment is reasonable;



- II. the extent to which the particular adjustment 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 adjustment on anyone else affected, including the School, its staff and other students;
- (e) the costs and benefits of making the adjustment.

The School will make adjustments that are reasonable but will not necessarily make adjustments that are unreasonable or that would impose unjustifiable hardship on the School. In determining whether making the required adjustments, 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 adjustments 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 30<sup>th</sup> 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 5<sup>th</sup> birthday falls after 30<sup>th</sup> June 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 30<sup>th</sup> June, 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:

- (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.



## 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. As a Visible Wellbeing School, we 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/ Deputy Head of Primary
- 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.

### 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 Visible 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 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.

The full text of the School's anti-bullying policy can be found on the schools 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.

This policy has been reviewed yearly since 2016.



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

**Achievement of Priorities Identified in the School's 2018 Annual Report**

Area	Priority Areas for 2019	Achievement in 2019
Academic	<ul style="list-style-type: none"><li>• Development of STEM industry links</li><li>• Implementation of the Secondary Teaching and Learning Framework, "Teaching for Deep Learning"</li><li>• Expansion of Inquiry Learning in Primary</li><li>• Implementation of data tracking processes to monitor student progress</li><li>• Embedding Positive Education in the classroom</li><li>• Develop opportunities for students to develop entrepreneurial skills</li></ul>	<ul style="list-style-type: none"><li>• Engagement with a range of industry partners to provide more opportunities for students to participate in experiential learning</li><li>• Teaching and Learning Framework implemented in the secondary school – new programme template, CHALLENGE framework established to reiterate principles of excellence</li><li>• Inquiry Learning Units created for Mathematics</li><li>• Ongoing training in the use of Learning Analytics and TASS to track student performance</li><li>• Positive Education lessons timetabled. Character Strengths embedded in Teaching and Learning Programmes and report writing.</li></ul>
Quality of Staff	<ul style="list-style-type: none"><li>• Become a NESA registered provider of professional development</li><li>• Develop a more extensive professional development programme</li></ul>	<ul style="list-style-type: none"><li>• The School attained accreditation as a NESA-registered provider of Professional Development in 2019. Courses have been designed and delivered.</li><li>• Ongoing development of a more comprehensive PD programme part of our School Improvement Project</li></ul>
Wellbeing	<ul style="list-style-type: none"><li>• Review of the wellbeing system in the secondary school</li><li>• Implementation of Visible Wellbeing</li><li>• Develop more opportunities for community involvement and service learning</li></ul>	<ul style="list-style-type: none"><li>• Implementation of Visible Wellbeing – 3 staff training days in 2019</li><li>• Appointment of a Head of Positive Education to facilitate the implementation of VWB</li></ul>
Business	<ul style="list-style-type: none"><li>• Engagement of Alumni</li><li>• Implementation of Master Plan</li><li>• Review of preschool</li><li>• Installation of a new Student Information System</li><li>• Automation of processes</li><li>• Increasing environmentally friendly operations</li></ul>	<ul style="list-style-type: none"><li>• Successful implementation of Student Information System (TASS)</li><li>• Master Plan finalised</li><li>• PreSchool review undertaken</li><li>• Implementation of automation processes</li><li>• Commenced additional environmentally friendly operations</li></ul>



## 2020 Priority Areas

Area	Priority for 2020
Academic	<ul style="list-style-type: none"><li>• Sustain high quality teaching and learning</li><li>• Further integration of Inquiry Learning in Stage 4</li><li>• Ongoing monitoring of student progress</li><li>• Design a Boys Education programme for NGS</li></ul>
Quality of Staff	<ul style="list-style-type: none"><li>• Introduce Quality Teaching Rounds</li><li>• Further work on the Centre for Professional Development</li></ul>
Wellbeing	<ul style="list-style-type: none"><li>• Continued staff development in Visible Wellbeing as the over-arching vehicle through which to implement staff and student wellbeing initiatives.</li><li>• Development of adult professional learning units in areas of Positive Psychology and Positive Education to be offered to the wider Newcastle community</li></ul>
Business	<ul style="list-style-type: none"><li>• Continued focus upon Business efficiencies and modernisation</li><li>• Continued investment in sustainability both environmental and financial</li><li>• Master plan Stage 1 implementation and general refurbishment</li></ul>



### **Reporting Theme 11: Initiatives Promoting Respect and Responsibility**

As members of a Visible Wellbeing School, with our underlying mantra of 'every face matters', 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 operational staff, 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 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 on alternating Sundays. Each term, the House of the term commits to an awareness and fund raising program for a charity or NGO of their choice. In 2019 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 2019, a group of 42 students and 7 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 ....

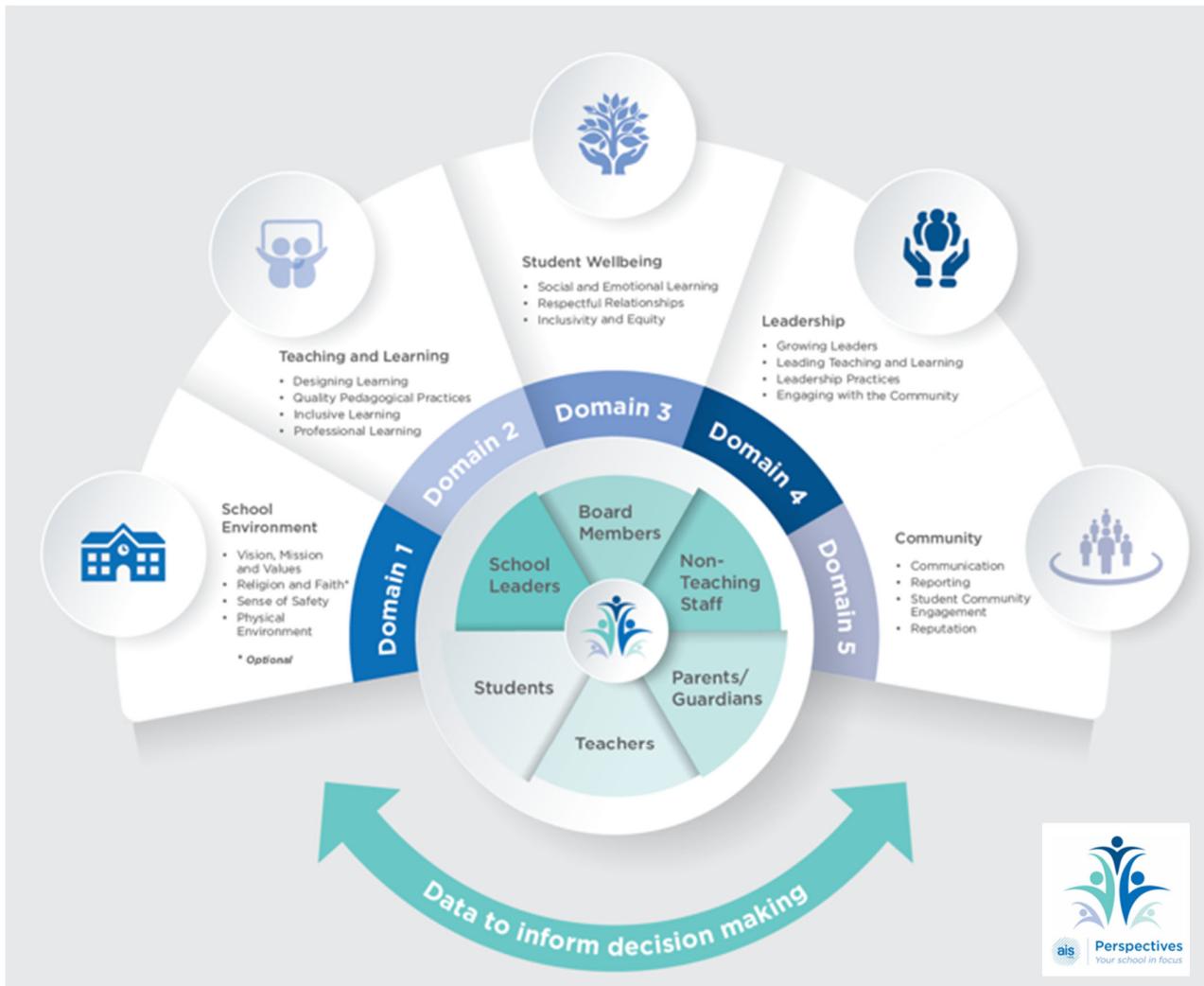
1. is committed to the learning of all the students in the class.
2. adjusts the lesson if we experience difficulties in learning.
3. enables us to develop confidence and self-esteem in this subject.
4. uses assessment results to provide extra help/extension to appropriate students.
5. creates a positive 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.



## AIS Perspectives Survey

In 2019, the NGS Community took part in the AIS Survey - *Perspectives: Your School in focus*. Students, Parents and Staff completed the survey to assist in the growth and development of our whole school community. The survey gathered insights and perspectives on how our school community can continue to lead improvement, innovation and change.





The survey focuses on five important domains: School Environment, Teaching and Learning, Student Wellbeing, Leadership and Community. NGS's overall results for each category were all above average. The Net Promoter Score indicated that 62% of parents who responded to the survey indicated that they would actively promote the School. This was one of the highest results from the survey. A number of areas were identified as areas of opportunity which are now being worked through for improvement.

## Domain Mean

School Environment Mean 690 Responses



Teaching and Learning Mean 688 Responses



Student Wellbeing 690 Responses



Leadership Mean 134 Responses



Community Mean 690 Responses





## 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 2019, 50 parents, a 61% response rate, and 62 students, representing an 84% response rate participated in the 2019 Year 12 Parent and Student Review facilitated by a professional outside organisation, MMG Education. and provided views on such areas as student wellbeing, academic performance, co-curricular opportunities and involvement, sport, communications, reputation and facilities.

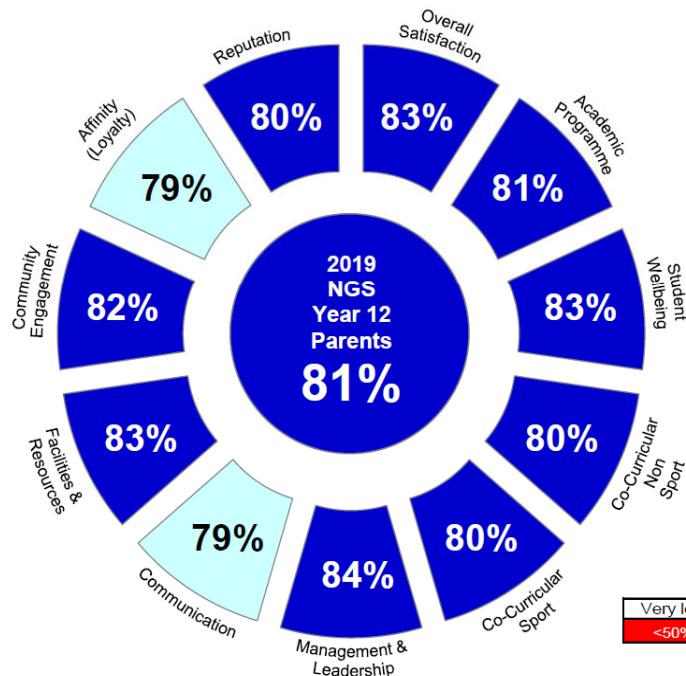
### Parents

Parents were asked to note the importance they placed on reasons for choosing NGS as the school for their children.

The 5 most important reasons for choice are:

1. Quality of teaching (94%)
2. Focus on student wellbeing (90%)
3. Well qualified, impressive staff (90%)
4. Academic standards (89%)
5. Innovative teaching (85%)

### Overview of Key Areas – Parents



The 'MMG Wheel' reflects average scores of Year 12 parents' responses for 2019 in key areas.

NGS achieved 'very high' scores in 9 of the 11 areas and 'high' scores in the remaining 2 areas.

The overall score of these areas is 'very high' (81%).

These scores suggest the School is in 'very good' overall health from a Year 12 parents' perspective, and is above the 80% MMG hurdle level.

School of first choice, strong advocacy and loyalty, positive WOM and strong conversion of waiting lists typically results from schools achieving overall 'very high' status i.e. 80% or higher.

Very low <50%	Low 50%-<60%	Moderate 60%-<70%	High 70%-<80%	Very high 80%+
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## 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, from the students' perspective, expectations met/exceeded are:

- ◆ 87% of students' expectations were met or exceeded in relation to the quality of teaching
- ◆ 78% of students' expectations were met or exceeded in relation to focus on student wellbeing, providing a safe and caring environment
- ◆ 93% of students' expectations were met or exceeded in relation to innovative teaching
- ◆ 86% 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

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 by students are:

2019 NGS Year 12 Students - Most Valued Aspects (85 Comments from 48 Students)
Relationship between staff and students
High quality teaching staff
Support provided to students
Well-rounded education
Friends made
Opportunities provided by the School
The learning experience
Safe, caring environment
Music activities
Sense of community and belonging
Dedicated staff

## Parent Quotes on what they value about Newcastle Grammar School:

*The majority of the students value their education and work hard towards good results.*

*Relationships - my child and I have developed wonderful relationships with some staff members. Many teachers have been incredibly supportive and genuine. They show the children love and respect and I am amazed by the lengths some teachers will go to help.*

*I think he has made deep connections with some wonderful male and female teachers that will go well beyond year 12.*



*Relationships built with school staff and other NGS parents. We have prioritised our children's education and their friendship groups will hopefully extend beyond finishing school.*

*Giving my child independence, academic rigour and a sense of community. Being part of a school community that cares about and nurtures the 'whole' student*

*The teachers care about the students which is evident in the time they dedicate to helping them reach their potential. The teachers are what makes the school successful.*

*The care, attention and encouragement provided for each of my children. I am confident in the school's commitment to working with my children's strengths to help them to aspire, to develop effective skills, to work hard and to achieve.*

**Student Quotes on what they value about Newcastle Grammar School:**

*The support systems available for all students especially with senior students that are dealing with high levels of stress. Freedom of choices, trusted to make informed and educated decisions based on our individual choices / Wellbeing, treated with respect and are checked up on regularly, very beneficial in the learning environment and my association with the school.*

*School is an awesome place to be. The culture of this school is very good and I don't think people outside of the school would understand this. It makes me feel valued and a strong sense of pride in the school and especially when representing the school. The teachers are great and very supportive and knowledgeable. Year 12 has especially lead to strong relationships with teachers and I think the whole school would be of benefit if they had these very close relationships from the start. The people in the school are of great calibre and make the place a great school.*

*It has a good reputation in terms of uni and job applications, and I have many lasting connections with teachers and students.*

*The teachers show such a high level of dedication and put so much extra time into my studies.*

*The students are and relationships with the kids around me are extremely valuable. From personal friendship groups, to mentor and house groups and co-curricular associations. I find that the mixing of students from different years has helped me become more integrated into the school and find that these connections and support are extremely worthwhile. Furthermore, a number of specific teachers of mine have been great support and are extremely passionate in their teaching, particularly through year 12.*

*I value all the fantastic teachers and staff at the school. They all have been inspirations to me. I value the sense of being a part of a place that has positive intentions and strives to facilitate everyone. I value the sense of history surrounding the school. I also value my education which I am so grateful for, which was challenged and aided by the school community. All in all I love my school.*



**Staff Satisfaction:**

2019 saw the commencement of our school journey to becoming a Visible Wellbeing accredited school. As such, a significant portion of staff professional development was dedicated to understanding strategies that can be implemented to enhance both staff and student wellbeing. For staff, this included numerous activities and conversations designed to qualitatively improve levels of staff satisfaction.

Staff are surveyed each year. In 2019 87% stated that they enjoyed coming to school each day.

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

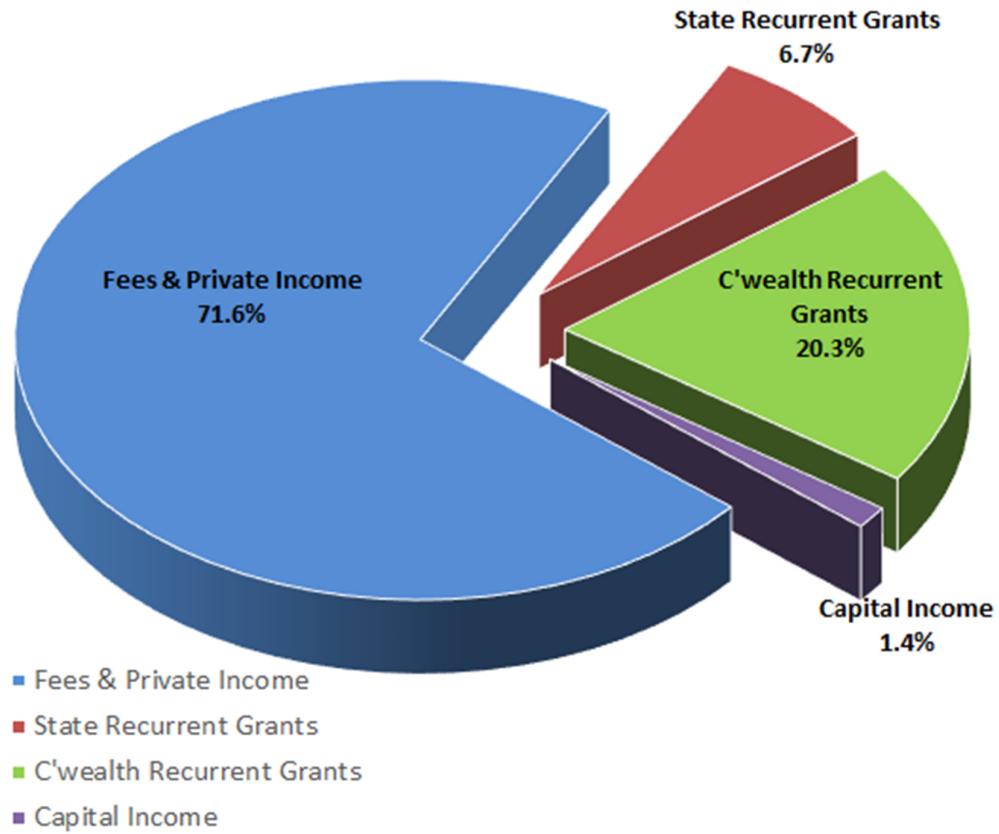
In 2019 the School maintained strong student enrolment growth whilst implementing a range of new initiatives to develop further its holistic education, including Positive Education and STEM programmes. The School launched its next three-year Strategic Plan and finalised a Master Plan for the School's facilities. 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

#### 2019 Recurrent & Capital Income



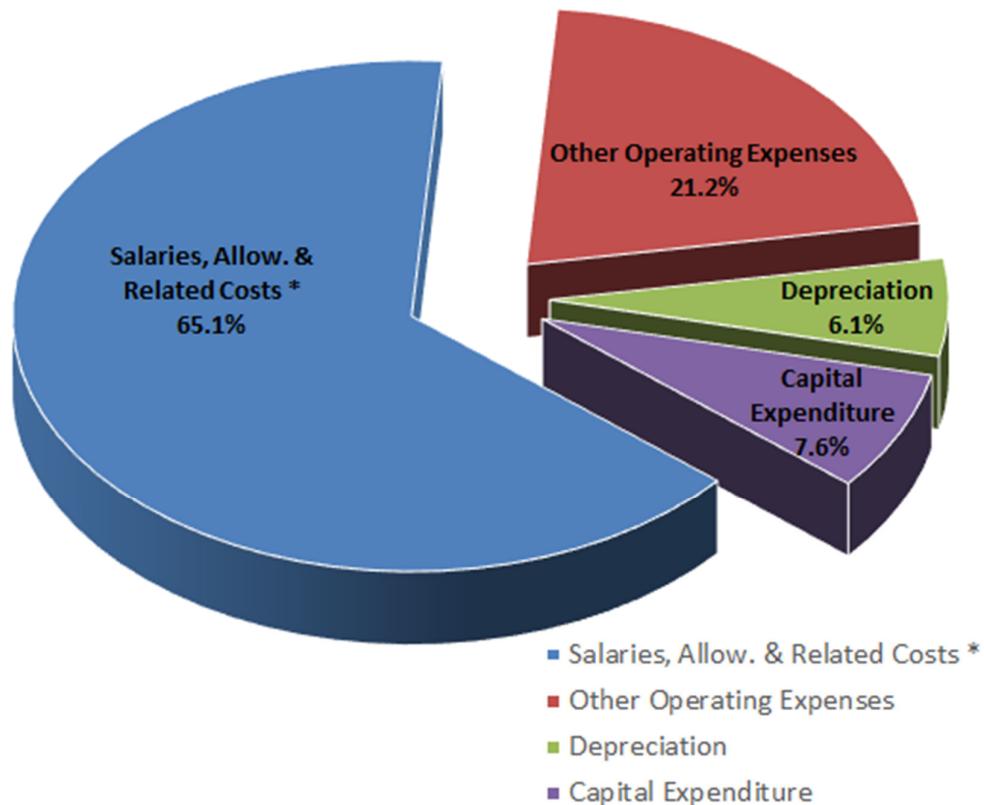


### Recurrent/Capital Expenditure

Our expenditure includes to:

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

### 2019 Recurrent & Capital Expenditure





## 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.

As required, the annual report will be made available for public viewing on the School's website at [www.ngs.nsw.edu.au](http://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**

On occasions 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 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 such requests are dealt with appropriately, the Head of School is responsible for coordinating the School's response.