

NEWCASTLE GRAMMAR SCHOOL ANNUAL REPORT 2022



NEWCASTLE
GRAMMAR
SCHOOL



MESSAGE FROM THE HEAD OF SCHOOL

Following on from two years of uncertainty and the lived reality of pivoting from in-person to on-line teaching and learning and back again, we were hopeful that 2022 would bring some measure of a return to normality for our students, their families and our staff. The return of students to the physical campuses at Hill and Park was cause for both celebration and recalibration, with new technologies and approaches developed through the global pandemic now providing opportunities to explore and implement new possibilities.

The School continues to thrive, with enrolments climbing to meet the targeted number of one thousand post the pandemic shutdowns and experiences of learning from home. This increase in enrolments can largely be attributed to the exceptional quality of learning experiences provided by our teachers during the pandemic. Parent and student satisfaction levels as detailed later in this report are testament to the quality of the professional teaching staff and programmes on offer at Newcastle Grammar School.

With the changing needs of our School population, we continue to develop our overall Masterplan, with preliminary planning well underway through 2022 in preparation for the commencement of Stage 1 of the Masterplan in 2023. Stage 1 will involve the construction of a state of the art educational facility at the Park Campus that will enable the consolidation of the Primary School on the one campus. As planning progresses, this exciting new development will ensure that we are able to continue to deliver outstanding world class educational experiences to our school community from Kindergarten through to Year 12.

After eight years of dedication and commitment to serving the Newcastle Grammar School community, our Head of School, Mrs Erica Thomas, has completed her tenure at NGS and moves to commence a new challenge in 2023 as the Head of Kincoppal-Rose Bay School in Sydney. The Newcastle Grammar School and wider Newcastle communities recognise and appreciate the tireless efforts of Mrs Thomas in guiding the School through a significant period of regeneration, growth and challenge. Mrs Thomas leaves the School in excellent condition with a very positive future.

I am grateful to the School Board under the leadership of the Chair of the Board, Ms Catherine Wilkinson, for their generosity in volunteering their extensive skillsets and expertise to the School. With their unwavering support and guidance, the School continues to flourish through challenging times. I congratulate the students, from Kindergarten through to Year 12 on another excellent year and recognise the influence of all our staff on the exceptional outcomes illustrated by the outstanding HSC results for 2022.

Dr Alan Parsons
Acting Head of School



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MESSAGE FROM THE BOARD

In June 2022, The Board announced that Mrs Erica Thomas, the Head of School, had tendered her resignation and would be leaving NGS at the end of the school year, to relocate to Sydney for family reasons. An extensive international and domestic search was undertaken after an expert recruiter was appointed following a tender process. The search for the right candidate took several months, and Newcastle Grammar School announced in December 2022 the appointment of Mr Matthew (Matt) Macoustra to the position of Head of School, commencing July 2023. Mrs Thomas departed Newcastle Grammar at the end of 2022 after eight years of leadership. Dr Alan Parsons, Newcastle Grammar's current Deputy Head of School, will step in to be Acting Head of School for the first semester in 2023, working closely with the Executive Team and School Board to ensure a smooth transition. The Board wishes to thank and congratulate Erica for her many years of service and dedication to the NGS community and wish her well for her future.

Throughout 2022, the Board and School again needed flexibility and resilience to accommodate the challenges and impact of COVID-19. Rapid Antigen Home Tests (RAHT) were commonplace, mask-wearing was compulsory for much of the first semester of 2022, and navigating student and staff absences was a logistical effort. As a result, teaching staff used agile methods to instruct students in the classroom and at home simultaneously. These lessons were again, as we saw in 2021, exceptional in their quality and the engagement of students.

In addition to appointing a new Head of School, the Board's focus was on two key matters – the new Strategic

Plan and Stage 1 of the Masterplan for Park Campus. The 2023–2025 Strategic Plan was successfully launched in August 2022. The Board actively pursued the strategic goals, balanced with careful management of the welfare and wellbeing of staff and students. Approvals for Stage 1 of the Masterplan for Park Campus were delayed due to NSW Government's Flood response. This is the most significant building programme the School has undertaken for many years and the 16 new classrooms it will deliver will be state of the art and serve the School well into the future. Our expectation is that construction will start mid-2023 and continue until 2025. A comprehensive plan focusing on student wellbeing and learning has been developed to be implemented over the course of the building works.

In 2022 the Board welcomed two new directors, Mrs Michelle White and Ms Nicole Shelley, who joined after an Expression of Interest was published seeking people to complement the Board's current skill mix. Again, the response from the community both in Newcastle and beyond the Hunter was overwhelming. The Board meets monthly, and all Board members also serve on Board sub-committees, giving their time to focus on specific aspects of governance of the School. The work of the sub-committees continues to be excellent, and has been extensive, with the recruitment of a new Head of School and actioning the Masterplan, including finance arrangements, cash flow modelling and the communications needed as we embark on the building programme. Members of the School community with specialist expertise were invited to contribute to the Board sub-committee which focuses on the Masterplan. Once again, the Board was required to make a significant commitment of time and resources and I thank them for



their hard work and ongoing commitment to the School. We farewelled Andrew Beattie from the Board in 2022 and I thank him for his contribution during his long period of service, especially over the last few years when his skills to navigate the financial impacts of COVID-19 were outstanding.

Finally, on behalf of all Board members, I want to thank Mrs Thomas and the Executive Team for meeting the challenges of 2022, proving again to be adaptable in providing a seamless transition to hybrid learning and safely balancing the care and education of students and staff. The staff of Newcastle Grammar School have worked together to deliver an educational model which is at the forefront of our community. To all staff, thank you for your ongoing dedication, perseverance and flexibility.

Ms Catherine Wilkinson
Chair of the Board

CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Newcastle Grammar School (NGS) is one of the Hunter region's leading co-educational independent schools, catering for students from Kindergarten to Year 12. The School proudly links back to the earliest days of Anglican education in the city and today stands tall as the pre-eminent school in the Hunter region, where outstanding learning opportunities prepare young people to live a life of purpose and success. NGS sits across two sites – Park Campus Cnr Union St & Parkway Ave in Cooks Hill NSW and Hill Campus Cnr Church and Newcomen St Newcastle NSW.

Park Campus (Kindergarten to Year 4)

Students from Kindergarten to Year 4 are taught in an environment that is warm, friendly and supportive. It allows the students to feel secure in their early years of primary education. Park Campus at Cooks Hill has facilities and play areas appropriate for our youngest students. Park Campus is home to the Sandi Warren Performance Centre used by the whole School for musical and dramatic productions, Kindergarten to Year 6 assemblies and physical education lessons.

Hill Campus (Years 5 to 12)

Hill Campus offers specialist teaching spaces appropriate to the subject and the age of the students. Years 5 and 6 classes operate in flexible, technology-rich learning spaces and enjoy their own outdoor area. The facility allows staff and students to engage with learning pedagogies that encourage individual academic growth. Years 7 to 12 enjoy technology-enabled general-purpose classrooms and subject specific spaces for Science, iSTEM, Music, Design and Technology, Languages and Food Technology.

In addition, students have access to the Bolton Street Creative and Performing Arts Centre, especially for Drama and Visual Arts, located a short walk from the Hill Campus. The heritage listed Horbury Hunt Hall is used for assemblies, and the historic Christ Church Cathedral is used for Chapel services. Students also utilise the wide range of excellent local sporting facilities.

Our Values – Respect, Integrity, Service and Excellence (RISE)

Respect

- We acknowledge that 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 aim to bring the best version of ourselves to school each day
- We aim to employ highly qualified staff whose examples of excellence are aligned with the vision of the School.

STUDENT ACHIEVEMENTS - KEY HIGHLIGHTS

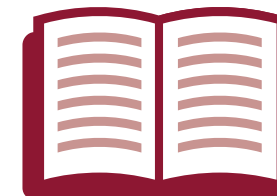
Higher School Certificate (HSC)

NGS ranked **53rd**
in the State



Vocational Education and Training (VET) Programmes

In 2022, five students completed a VET course as part of their academic programme



Distinguished Achievers



Three students made the All-Round Achievers list (achieving 90% or more in at least 10 course units)
55 students appeared on the Distinguished Achievers list (achieving 90% or more in a course unit)

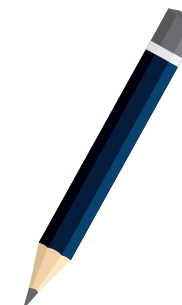
First in Subject

1st in Music 1 in the HSC



Australian Tertiary Admission Ranks (ATARs)

99.90 was the top ATAR
42% - percentage of students over 90
53% - percentage of students over 85



Qualification Attainment

100% of those students who finished Year 12 were awarded a Higher School Certificate

5% of students undertook Vocational or trade training



NAPLAN

99% of students in Years 3, 5, 7 and 9 participated in the 2022 NAPLAN tests in Reading, Writing, Spelling, Grammar and Numeracy.

Record of School Achievement (RoSA)

100% of Year 10 students achieved a Record of School Achievement



STUDENT OUTCOMES IN NATIONAL ASSESSMENT PROGRAM - LITERACY AND NUMERACY (NAPLAN)

In 2022, 99% of students in Years 3, 5, 7 and 9 participated in the NAPLAN tests in Reading, Writing, Spelling, Grammar and Numeracy. The School's results are well above all Australian students in all domains. The performance of our Year 3 students was outstanding. Our Year 9 cohort showed significant improvement across all areas. Of note is the improvement in Writing in both Years 7 and 9.

NAPLAN COMPARATIVE DATA - YEAR 9

In 2022, 116 students sat the NAPLAN tests.

Percentages in Bands:

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	NGS	19	12.9	6	23.3	25.4
	State	7.4	6.5	4.9	11.1	9.3
Band 9	NGS	32.8	26.7	28.4	21.6	24.6
	State	18.2	12.5	17.3	15.6	16.1
Band 8	NGS	31.9	31	43.1	31	37.7
	State	28.3	27.5	32.3	23.9	28.1
Band 7	NGS	13.8	21.6	19	17.2	11.4
	State	24.9	24.6	27.8	24.4	29.9
Band 6	NGS	1.7	5.2	3.4	6	0.9
	State	12.7	17.4	11.3	14.3	14.1
Band 5	NGS	0.9	1.7	0	0.9	0
	State	6.1	7.4	4.4	6.8	2.3
Band 4 or below	NGS	0	0.9	0	0	0
	State	2.4	3.7	2.1	3.8	0.2

Means for all Australian schools and Newcastle Grammar School

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
NGS	638.3	616.1	615.2	629.4	643.9
State	586.57	569.66	586.4	585.34	596.04
National	578	560	577	573	644

NAPLAN COMPARATIVE DATA - YEAR 7

In 2022, 117 students sat the NAPLAN tests.

Percentages in Bands:

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	NGS State	6 2.4	0.9 2.3	5.1 2.8	4.3 4.1	13.7 6.9
Band 9	NGS State	17.9 8.8	16.2 6.5	17.1 10.4	14.5 7.5	23.9 10.8
Band 8	NGS State	44.4 19.7	38.5 21	40.2 26.6	34.2 17.5	29.1 19.3
Band 7	NGS State	19.7 29.5	25.6 26.2	25.6 26.2	23.9 26.5	23.1 25.4
Band 6	NGS State	8.5 24.5	15.4 25	8.5 19.2	17.9 25.4	7.7 20.4
Band 5	NGS State	3.4 10.2	1.7 13	2.6 9.2	5.1 12.3	2.6 11.1
Band 4 or below	NGS State	0 4.1	1.8 5.9	0.9 5	0 6.5	0 5.9

Means for all Australian schools and Newcastle Grammar School

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
NGS	600.7	581.4	592.4	583.1	611.1
State	550.1	540.15	558.77	544.48	560.26
National	543	530	547	533	546

NAPLAN COMPARATIVE DATA - YEAR 5

In 2022, 55 students sat the NAPLAN exams.

Percentages in Bands:

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	NGS	0	0	0	0	0
	State	0.6	0.4	0.8	2.1	1
Band 9	NGS	3.6	1.8	3.6	2.1	3.6
	State	3.7	1.6	3.4	4	3
Band 8	NGS	23.6	10.9	27.3	20	14.5
	State	12.8	9.2	14	10.4	8.4
Band 7	NGS	38.2	32.7	32.7	34.5	40
	State	26.9	18.7	25	20.1	18.9
Band 6	NGS	20	25.5	21.8	18.2	14.5
	State	27.2	30.5	26.8	26.5	27.9
Band 5	NGS	12.7	23.6	14.5	14.5	23.6
	State	17.4	24.5	17.9	23.2	26.3
Band 4 or below	NGS	1.8	5.5	0	1.89	3.6
	State	11.4	15.2	12.2	13.7	14.7

Means for all Australian schools and Newcastle Grammar School

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
NGS	546	574	549	547	532
State	515	493	514	509	499
National	510	484	505	499	488

NAPLAN COMPARATIVE DATA - YEAR 3

In 2022, 48 students sat the NAPLAN tests.

Percentages in Bands:

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	NGS	2.1	0	0	4.2	2.1
	State	0.7	0	0	1.5	0.4
Band 9	NGS	10.4	0	2.1	8.3	2.1
	State	2.1	0	1	2.6	0.5
Band 8	NGS	10.4	4.3	4.2	14.6	4.2
	State	5.4	0.7	3.4	5.1	1.8
Band 7	NGS	20.8	6.4	16.7	18.8	14.6
	State	11.2	4.3	9.2	10.2	5.4
Band 6	NGS	20.8	36.2	29.2	14.6	22.9
	State	17.51	19.5	17.9	16.8	11.4
Band 5	NGS	14.6	40.4	22.9	16.7	22.9
	State	21	35	22.9	19.6	20.4
Band 4 or below	NGS	20.9	12.7	25	22.9	31.3
	State	42.1	40.4	45.6	43.8	60.2

Means for all Australian schools and Newcastle Grammar School

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
NGS	519	474	476	517	470
State	447	434	430	446	411
National	438	422	418	433	400

STUDENT ACHIEVEMENTS

HIGHER SCHOOL CERTIFICATE (HSC) COMPARATIVE DATA

Student performance in the Higher School Certificate examinations is reported in relation to defined standards (or levels of achievement) using performance bands that have been developed for each course. For 2 Unit courses students receive a mark out of 100 and a place within one of the six performance bands. For Extension courses students receive a mark out of 50 and a place within one of four performance bands.

Combined Band 5 and 6 HSC Results in comparison to the State:

2-Unit HSC Subject	Percentage of Students in Band 5 or 6	
	NGS	State
Ancient History	71.42	33.35
Biology	61.28	20.65
Business Studies	75.85	34.50
Chemistry	45.45	33.03
Chinese Continuers	100.00	75.35
Chinese Extension	100.00	98.35
Design & Technology	22.22	47.02
Drama	75.00	58.44
Economics	40.00	49.23
Engineering Studies	50.00	29.81
English Advanced	72.36	67.09
English Standard	0.00	15.39
French Continuers	33.32	57.78
Geography	78.94	41.94
Hospitality	66.66	39.88

2-Unit HSC Subject	Percentage of Students in Band 5 or 6	
	NGS	State
Legal Studies	77.77	40.55
Mathematics Advanced	63.26	48.88
Maths Standard 2	48.37	28.82
Modern History	54.54	34.17
Music 1	100.00	69.06
Music 2	100.00	86.10
PDHPE	34.61	25.81
Physics	46.66	41.30
Software Design & Development	80.00	37.60
Visual Arts	100.00	65.62

Newcastle Grammar School continues to perform strongly in the HSC, consistently recognised as one of the highest-ranked schools outside the Sydney metro region. The 2022 cohort performed extremely well, increasing our overall State ranking by three positions. In 2022, the School continued to see students on the All-Rounder list, demonstrating academic success across a range of subjects. The School once again accessed the Top Achiever's List with the achievement of 2022 First in Course in Music 1.

Extension HSC Subject	Percentage of Students in Bands E4 or E3	
	NGS	State
English Extension 1	84.60	92.36
English Extension 2	100.00	84.88
History Extension	94.43	83.52
Maths Extension 1	79.99	73.36
Maths Extension 2	77.42	82.00
Music Extension	100.00	97.44
Science Extension	100.00	78.71

Newcastle Grammar receives an excellent number of Band 6 results each year, with representation from 55% of the cohort accessing these results across all subject areas. Several of our subjects performed well above the State in the top two bands. Ten subjects saw 100% of their students achieve in the top two bands. Australian Tertiary Admission Rank (ATAR) statistics for our students continue to be strong with 42% of our candidature achieving an ATAR over 90. Students achieved impressive ATARs, with the highest ATAR in 2022 of 99.90, indicating an improvement from 2021. There is a strong gender balance with these very high results: girls ATAR Median (90.80), and boys ATAR Median (82.80).

HSC RESULTS - TREND DATA

The marks that students achieve 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 are not awarded a band.

For the purposes of reporting, we have chosen to report marks in Bands 6-3 against Bands 2-None.

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands 6>3		Band 2>1	
			School	State	School	State
Ancient History	2022	7	7 (100%)	83.49%	0 (0%)	16.51%
	2021	10	10 (100%)	79.05%	0 (0%)	20.94%
	2020	9	9 (100%)	84.39%	0 (0%)	15.6%
	2019	6	6 (100%)	83.79%	0 (0%)	14.78%
Biology	2022	31	31 (100%)	79.75%	0 (0%)	20.25%
	2021	42	40 (95.66%)	91.26%	2 (4.76%)	8.72%
	2020	20	20 (100%)	86.94%	0 (0%)	13.05%
	2019	27	27 (100%)	84.07%	0 (0%)	15.26%
Business Studies	2022	29	29 (100%)	90.33%	0 (0%)	9.67%
	2021	36	33 (91.67%)	87.03%	3 (8.34%)	12.96%
	2020	19	19 (100%)	83%	0 (0%)	17%
	2019	36	36 (100%)	82.89%	0 (0%)	16.02%
Chemistry	2022	22	22 (100%)	84.54%	0 (0%)	15.46%
	2021	29	28 (96.54%)	88.72%	1 (3.45%)	11.29%
	2020	21	20 (95.24%)	90.59%	1 (4.76%)	9.41%
	2019	19	19 (100%)	87.62%	0 (0%)	11.86%
Chinese Continuers	2022	2	2 (100%)	99.52%	0 (0%)	0.48%
	2021	1	1 (100%)	98.08%	0 (0%)	1.91%
Design & Technology	2022	9	9 (100%)	96.36%	0 (0%)	3.64%
	2021	6	6 (100%)	97.05%	0 (0%)	2.94%
	2020	5	5 (100%)	97.87%	0 (0%)	2.12%
	2019	13	13 (100%)	95.04%	0 (0%)	4.67%

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands 6>3		Band 2>1	
			School	State	School	State
Drama	2022	4	4 (100%)	98.52%	0 (0%)	1.48%
	2021	5	5 (100%)	98.48%	0 (0%)	1.52%
	2020	13	13 (100%)	97.98%	0 (0%)	2.02%
	2019	13	13 (100%)	98.12%	0 (0%)	1.73%
Economics	2022	10	9 (90%)	93.08%	1 (10%)	6.92%
	2021	13	12 (92.31%)	94.44%	1 (7.69%)	5.67%
	2020	12	12 (100%)	91.31%	0 (0%)	8.68%
	2019	8	8 (100%)	92.22%	0 (0%)	7.41%
Engineering Studies	2022	6	6 (100%)	85.98%	0 (0%)	14.02%
	2021	5	5 (100%)	92.54%	0 (0%)	7.46%
English Advanced	2022	76	76 (100%)	99.14%	0 (0%)	0.86%
	2021	92	91 (98.91%)	99.29%	1 (1.09%)	0.71%
	2020	77	77 (100%)	99.41%	0 (0%)	0.59%
	2019	72	71 (98.6%)	98.83%	1 (1.36%)	1.04%
English Standard	2022	9	7 (77.78%)	87.99%	2 (22.22%)	12.01%
	2021	N/A				
French Continuers	2022	6	6 (100%)	95.72%	0 (0%)	4.28%
	2021	2	2 (100%)	97.49%	0 (0%)	2.51%
	2020	4	4 (100%)	96.79%	0 (0%)	3.21%
	2019	3	3 (100%)	64.65%	0 (0%)	2.92%

HSC RESULTS - TREND DATA

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands 6>3		Band 2>1	
			School	State	School	State
Geography	2022	19	19 (100%)	89.96%	0 (0%)	10.04%
	2021	32	31 (96.87%)	91.98%	1 (3.13%)	8.02%
	2020	28	28 (100%)	87.22%	0 (0%)	12.78%
	2019	9	9 (100%)	71.97%	0 (0%)	27.2%
Hospitality	2022	3	3 (100%)	94.03%	0 (0%)	5.97%
	2021	5	4 (80.00%)	90.44%	20.00%	9.56%
	2020	N/A				
	2019	11	11 (100%)	89.58%	0 (0%)	10.42%
Japanese Continuers	2022	3	3 (100%)	94.01%	0 (0%)	5.09%
	2021	N/A				
Legal Studies	2022	18	18 (100%)	84.83%	0 (0%)	15.17%
	2021	17	17 (100%)	86.36%	0 (0%)	13.64%
	2020	9	9 (100%)	89.25%	0 (0%)	10.75%
	2019	6	6 (100%)	83.18%	0 (0%)	15.54%
Mathematics Standard	2022	31	27 (87.10%)	81.80%	4 (12.90%)	18.20%
	2021	26	22 (84.62%)	78.53%	4 (15.38%)	21.37%
	2020	32	29 (90.63%)	75.72%	3 (9.38%)	24.45%
	2019	28	28 (100%)	83.60%	0 (0%)	16.4%
Mathematics Advanced	2022	49	45 (91.84%)	94.48%	4 (8.16%)	5.52%
	2021	59	58 (98.31%)	93.92%	1 (1.69%)	6.08%
	2020	44	44 (100%)	95.8%	0 (0%)	4.19%
	2019	42	42 (100%)	92.17%	0 (0%)	7.56%
Modern History	2022	22	20 (90.01%)	88.81%	2 (9.09%)	11.19%
	2021	28	27 (96.43%)	84.21%	1 (3.57%)	15.79%
	2020	29	29 (100%)	84.47%	0 (0%)	15.54%
	2019	18	18 (100%)	85.66%	0 (0%)	13.46%
Software Design & Development	2022	5	4 (80%)	86.88%	1 (20%)	13.12%
	2021	5	4 (80%)	89.03%	1 (20%)	10.97%
	2020	6	6 (100%)	88.32%	0 (0%)	11.69%
	2019	4	4 (100%)	86.48	0 (0%)	12.82%

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands 6>3		Band 2>1	
			School	State	School	State
Music 1	2022	5	5 (100%)	98.05%	0 (0%)	1.95%
	2021	8	8 (100%)	98.29%	0 (0%)	1.71%
	2020	7	7 (100%)	98.22%	0 (0%)	1.77%
	2019	8	78 (100%)	97.82%	0 (0%)	1.73%
PDHPE	2022	26	24 (92.31%)	79.92%	2 (7.69%)	20.08%
	2021	18	17 (94.44%)	86.46%	1 (5.56%)	13.54%
	2020	14	14 (100%)	85.60%	0 (0%)	14.39%
	2019	16	16 (100%)	87.77%	0 (0%)	11.43%
Physics	2022	18	18 (100%)	86.75%	0 (0%)	13.25%
	2021	17	16 (9.12%)	90.85%	1 (5.88%)	9.15%
	2020	25	24 (96%)	86.06%	1 (4%)	13.98%
	2019	17	17 (100%)	85.41%	0 (0%)	14.20%
Visual Arts	2022	8	8 (100%)	98.58%	0 (0%)	1.42%
	2021	12	12 (100%)	98.45%	0 (0%)	1.55%
	2020	10	10 (100%)	99.01%	0 (0%)	1.79%
	2019	5	5 (100%)	97.64%	0 (0%)	2.03%

Music 2 only reports marks in Bands 6–3. The reporting parameters reflect this.

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands 6>5		Bands 4>3	
			School	State	School	State
Music 2	2022	4	4 (100%)	86.11%	0 (0%)	13.89%
	2021	4	4 (100%)	88.45%	0 (0%)	11.55%
	2020	5	5 (100%)	87.89%	0 (0%)	12.21%
	2019	5	4 (80%)	90.95%	1 (20%)	9.03%

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 are not awarded a band.

For the purposes of reporting, we have chosen to report Bands E4-E3 against Bands E2-None 0-24 marks. The table below shows the percentage of students in each band.

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands E4>E3		Band E2>E1	
			School	State	School	State
Chinese Extension	2022	1	1 (100%)	98.36%	0 (0%)	1.64%
English Extension 1	2022	26	22 (84.20%)	92.56%	4 (15.38%)	7.44%
	2021	15	15 (100%)	93.94%	0 (0%)	6.06%
	2020	12	12 (100%)	92.68%	0 (0%)	7.33%
	2019	16	16 (100%)	93.87%	0 (0%)	5.83%
English Extension 2	2022	5	5 (100%)	85.02%	0 (0%)	14.98%
	2021	1	1 (100%)	84.32%	0 (0%)	15.68%
	2020	1	1 (100%)	82.46%	0 (0%)	17.53%
	2019	9	9 (100%)	79.79%	0 (0%)	19.73%
Mathematics Extension 1	2022	30	24 (80%)	73.57%	6 (20.00%)	26.43%
	2021	40	34 (60.00%)	84.26%	16 (40.00%)	15.74%
	2020	29	23 (79.31%)	74.5%	6 (20.69%)	25.5%
	2019	30	24 (80%)	80.11%	6 (20%)	19.70%
Mathematics Extension 2	2022	7	5 (71.43%)	85.11%	2 (28.57%)	14.89%
	2021	5	5 (100%)	86.63%	0 (0%)	13.37%
	2020	6	6 (100%)	84.02%	0 (0%)	15.99%
	2019	9	8 (90%)	85.86%	1 (10%)	14.05%

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands E4>E3		Band E2>E1	
			School	State	School	State
History Extension	2022	18	17 (94.44%)	83.8%	1 (5.56%)	16.32%
	2021	10	10 (100%)	77.44%	0 (0%)	22.56%
	2020	17	16 (94.12%)	76.12%	1 (5.88%)	23.89%
	2019	6	3 (50%)	49.98%	3 (50%)	23.18%
Music Extension	2022	2	2 (100%)	97.45%	0 (0%)	2.55%
	2021	2	2 (100%)	95.28%	0 (0%)	4.72%
	2020	2	2 (100%)	97.25%	0 (0%)	2.75%
	2019	2	2 (100%)	97.83%	0 (0%)	2.15%
Science Extension	2022	2	2 (100%)	78.72%	0 (0%)	21.28%
	2021	3	2 (66.67%)	72.17%	1 (33.33%)	27.83%
	2020	3	3 (100%)	73.85%	0 (0%)	26.16%
	2019	2	2 (100%)	68.4%	0 (0%)	31.57%

OUR STAFF

Newcastle Grammar School strives for academic excellence and is committed to providing staff with access to high-quality, relevant, and targeted professional learning to ensure the continued growth and development of all staff. Professional learning is imperative to enabling staff to improve their practice and this has been a priority throughout 2022 after a disrupted 2020 and 2021.

PROFESSIONAL LEARNING UNDERTAKEN BY TEACHING AND OPERATIONAL STAFF

WHOLE SCHOOL

- Cyber Security
- Child Protection
- Maintaining Accreditation
- Microsoft training
- Discovering Positive Education 2.0 Cohort 7
- First Aid / Diabetes training

LEADERSHIP

- School Refusal
- AISNSW Curriculum Leadership Conference
- Craig Tegal – Leadership and mentoring
- Transforming workplace culture
- Dealing with difficult parents
- APPA National Conference
- Advanced Middle Leaders
- Difficult conversations

TEACHING AND LEARNING

- Deep Learning Capacity Building
- Making Learning Visible

LEARNING SUPPORT

- NCCD Network Meetings
- HSC Disability Provisions
- Positive Partnerships: Autism for Teachers and Parents
- Yellow Ladybugs Autistic and ADHD Minds
- Reframing Autism

OPERATIONAL

- Educate Plus
- PA Summit
- AIS Overseas Student CRICOS Briefing
- AIS Attendance, Exemption and Enrolment Requirements for Schools

WHS & COMPLIANCE

- AIS Privacy Briefing
- AIS Human Resources Professionals Briefing
- Data Protection in Schools

OOSH

- First Aid

PRIMARY

- RAP in the Region Learning Circle
- Knowledge Centre and Crowther Centre Science of Learning Accelerator Professional Learning
- Planning and Programming for the New Mathematics K-2 Syllabus

SECONDARY

- Building Capability for Critical and Creative Thinking
- Purposeful Programming and Assessment For 7-10 Languages
- STEM Education
- Living Works Suicide Intervention Training
- AIS NSW PDHPE Conference: The Power of Purpose
- AUSTA National Conference
- Teaching Economics in the New Normal Way
- Australian String Teachers' Association Conference
- Aboriginal and Torres Strait Islander perspectives in Mathematics
- Purposeful programming and assessment for assessment – Stage 6 languages
- Quality Teaching Rounds (Observations, Programming and Assessment)
- Living works: Suicide Prevention

SPORT & CO-CURRICULAR

- Sports coaching and essential communication
- Red Earth Tours
- HRIS Library

STUDENT ATTENDANCE

TEACHER ACCREDITATION

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	2
Proficient	102
Total number of teachers	104

WORKFORCE COMPOSITION

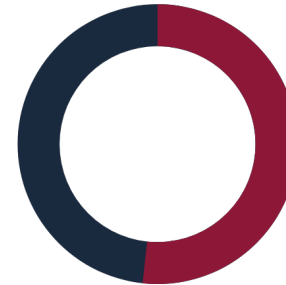
Newcastle Grammar School also employs 54 operational staff.

The workforce of NGS includes 0.63% staff who identify as Aboriginal or Torres Strait Islander.

STUDENT ENROLMENT

Total student enrolments are comprised of 51.7% girls and 48.3% boys. (512 girls and 478 boys). There were 990 students enrolled in 2022.

Boys
 Girls



MANAGEMENT OF NON-ATTENDANCE

Parent/guardian notifies the School of student absence via phone, email or App submission. In case of unexplained absence, a text message is sent to the parent/guardian requesting a reason for the absence that morning. Poor attendance will involve Wellbeing Staff or the Director of Learning and Teaching holding an interview with the parent/guardian to discuss and resolve the situation.

STUDENT ATTENDANCE

91.2% average whole school attendance rate

STUDENT ATTENDANCE

	Average % Attendance Rates
K	93.6
1	90.8
2	91.8
3	92.0
4	90.8
5	90.7
6	90.0
7	92.4
8	90.9
9	90.3
10	90.3
11	91.1
12	91.1

POST SCHOOL DESTINATIONS

The majority of our Year 12 graduates continue on to tertiary education. In 2022, more than half the cohort accepted offers to study at NSW universities. Students also accepted places at interstate universities and colleges in the USA. Some students have elected to take a gap year in 2023 before beginning their tertiary studies in 2024.

NGS students received early offers in the following courses before they completed their HSC examinations. Please note some Universities and courses do not offer early entry.



Science/ Medical/ Health Degrees

Charles Sturt University: Animal Science
University of Newcastle: Physiotherapy
Pharmacy
Nursing
Environmental Science
Biomedical Science
Medical Sciences
Psychological Science
Clinical Science
Medical Radiation Science
Exercise and Sport Science
Development Studies/Social Science
Occupational Therapy
Coastal and Marine Science



Law Degrees

University of Newcastle: Double Law Degrees – multiple combinations
Criminology



Engineering Degrees

University of Newcastle: Aerospace
System Engineering
Engineering – multiple



Business/Finance Degrees

University of Newcastle: Business
Commerce
Business/ Business Analytics
Macquarie University: Applied Finance
Professional Accounting
Computer Science



Education Degrees

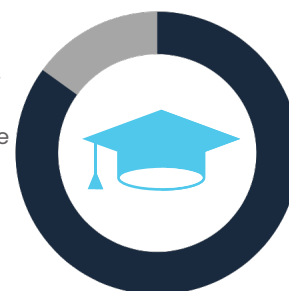
University of Newcastle: Education



Design/Creative Industries

University of Newcastle: Design
Arts
Communication
University of Sydney: Music

85% of 2020 Year 10 cohort graduated Year 12, 2022. A small number of students moved out of the area or commenced an Apprenticeship.



SCHOOL POLICIES

Enrolment Policy

<https://www.ngs.nsw.edu.au/uploads/files/policy-pdf-619ef32e9ed3a.pdf>


Student Welfare, anti-bullying, discipline and complaints and grievance

www.ngs.nsw.edu.au/about/policies

School policies are made accessible to current parents via the portal, Schoolbox.

NGS takes a proactive but positive stance towards student welfare, anti-bullying and discipline through its policies and procedures. In all School policies, student safety, wellness and wellbeing are a priority, and the School's Values of Respect, Integrity, Service and Excellence (RISE) underpin our policies and procedures.

Summary of Policy	Changes in 2022	Access to full text
<p>Student Wellbeing Policy</p> <ul style="list-style-type: none">• All staff are responsible for the pastoral care of the students in their classes K-12.• In Primary (K-6), classroom teachers are responsible for students and monitor student welfare.• In Secondary (7-12), classroom teachers in conjunction with Heads of House (7-8), and Heads of House (9-12) are responsible for students in their House group and monitor student welfare. Heads of House meet regularly with their House group and individual students and/or parents.• In Secondary, Mentors also monitor student welfare for their mentor group (7-12).• The Head of Student Wellbeing (K-6), the Deputy Head of Primary and the Deputy Head of School in the Secondary School have key roles in the wellbeing of students.	<p>There were no changes to this policy during 2022.</p>	<p>The full text of the school's Student Wellbeing Policy is available on the School's website at www.ngs.nsw.edu.au/about/policies or by contacting the School on (02) 4929 5811 or office@ngs.nsw.edu.au. There are also resources for students on the Staying Safe Schoolbox page and in Student Programme books.</p>



SCHOOL POLICIES

Summary of Policy	Changes in 2022	Access to full text
<p>Student Anti-Bullying Process</p> <ul style="list-style-type: none"> Bullying of any kind is not accepted at Newcastle Grammar School. Restorative responses (No Blame and/or Shared Concern) are employed when dealing with bullying incidents based on student Rights and Responsibilities and on effective strategies supported by research. Students have the right to be happy and to be treated with fairness, empathy and respect. Students have a responsibility to ensure that all members of the School Community are safe and treated with fairness, empathy and respect. 	<p>There were no changes to this policy during 2022.</p>	<p>The full text of the school's Student Anti-Bullying Process is available on the School's website at www.ngs.nsw.edu.au/about/policies or by contacting the School on (02) 4929 5811 or office@ngs.nsw.edu.au.</p>
<p>Behaviour Management Policy</p> <ul style="list-style-type: none"> Students and staff are bound by our values of Respect, Integrity, Service and Excellence (RISE) and are expected to interact with each other abiding by these values and conduct themselves responsibly daily. Our Student Code of Conduct outlines appropriate student behaviours which contribute to the functioning of our School as a safe and supportive learning environment for every student. Behaviours and actions are managed through a three level Behaviour Management Plan. Student discipline is managed within a framework of procedural fairness. The School involves parents in resolving discipline matters. Newcastle Grammar School expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School. 	<p>There were no changes to this policy during 2022.</p>	<p>The full text of the school's Behaviour Management Policy is available on the School's website at www.ngs.nsw.edu.au/about/policies or by contacting the School on (02) 4929 5811 or office@ngs.nsw.edu.au.</p>

SCHOOL POLICIES

Summary of Policy	Changes in 2022	Access to full text
<p>Complaints and Grievance Resolution Policy and Procedures – School Community</p> <ul style="list-style-type: none"> • The Policy and Procedures facilitate the resolution of a dispute or complaint and outline the principles applied to the handling and resolving of all disputes and complaints made to the School involving staff, students and parents. • The Internal Complaints and Appeals processes are conciliatory and non-legal. • Complaints and grievances are managed within a framework of procedural fairness. • Parents may raise concerns by contacting the School on (02) 4929 5811 or by email to kate.grogan@ngs.nsw.edu.au. • By their nature, allegations of a child protection nature are handled differently to complaints or grievances. Any such allegation is to be escalated to the Head of School immediately by calling (02) 4929 5811 or by email to kate.grogan@ngs.nsw.edu.au. Any such allegation will be handled in accordance with the School's Child Protection Policy treated with fairness, empathy and respect. 	<p>There were no changes to this policy during 2022.</p>	<p>The full text of the school's Student Complaints and Grievance Resolution Policy and Procedures – School Community is available on the School's website at www.ngs.nsw.edu.au/about/policies or by contacting the School on (02) 4929 5811 or office@ngs.nsw.edu.au.</p>

SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

2022 PRIORITY AREAS FOR IMPROVEMENT - PROGRESS

In 2021, NGS evaluated its progress towards achieving the targets of the Strategic Plan 2019–2022. In doing this, plans were made for the NGS Strategic Plan 2023–2025. Therefore 2022 was a transitional year of closing out the previous Strategic Plan and projecting towards

the next. This was produced in collaboration with a global strategy consultancy which conducted an extensive process of consultation, discussion and collaboration with all stakeholder groups.

2023 PRIORITY AREAS FOR IMPROVEMENT

In 2022, the school launched its new three-year Strategic Plan. The focus is on five priorities – Teaching Excellence, NGS Wellbeing, Good Citizenship, Sustainable Performance and a Commitment to Getting Better. From this will flow a number of key initiatives to design and implement change.

You can access the launch video here –

[NGS Strategic Plan 2023–2025](#)

<https://www.youtube.com/watch?v=7K35w1BcTqQ>

The result of this process is a plan with ambitious aim and objective:

By 2025 NGS will be recognised as the leading regional school and as a world-class centre for learning and wellbeing.

There are five Priorities:



And nine Initiatives:

- | | |
|----------------------------|---|
| 1. Performance framework | 7. Community & Partnerships |
| 2. Staff Career Cycle | 8. Primary–Secondary–Tertiary Alignment |
| 3. Organisation (Re)Design | 9. Organisational Sustainability & Growth |
| 4. Digital Learning | |
| 5. NGS Wellbeing | |
| 6. Learning Institute | |

Furthermore, implementation of the plan is being done in a new way, with teams of staff following the design-thinking methodology to investigate, analyse and implement each of the initiatives across the school. By the end of 2022, the process was well underway and the feedback has been extremely promising.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The NGS Framework, with students at the centre, has the values of RISE (Respect, Integrity, Service and Excellence) embedded in all that we do. Within our teaching and learning frameworks, students are provided with explicit instruction and learning experiences that build the VIA Character Strengths and the 6Cs of Deep Learning, which includes character. Positive Education is part of our curriculum, recognising the importance of respect and responsibility and taught through the lens of Visible Wellbeing and the SEARCH Framework.

Students are encouraged to engage in service activities in recognition of the importance of “doing good”. In 2022, opportunities included:

- Serving at the Christ Church Cathedral Community Lunch
- Clean Up Australia Day
- Fundraising for charities including Wall of Hands, Variety, Beyond Blue, Westpac Helicopter and Soul Café.
- Each year, we support the Samaritans through the Giving Tree and our local homeless community through the Community Pantry
- Supporting our sister school in Vietnam – The Long Hai School and Orphanage
- NAIDOC Week
- We completed our Reconciliation Action Plan (RAP)

As a Round Square School, we participated in conferences bringing together students from around the world to discuss current events within the themes of:

- Internationalism
- Democracy
- Environmentalism
- Adventure
- Leadership
- Service

In 2022, as part of our Wellbeing Programme, each of the four Houses unpacked one of the School's Values, providing students with activities that supported a deep understanding of and practice in Respect, Integrity, Service and Excellence.

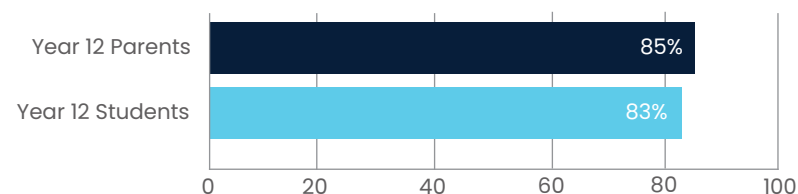


Students are encouraged to engage in service activities in recognition of the importance of ‘doing good’.

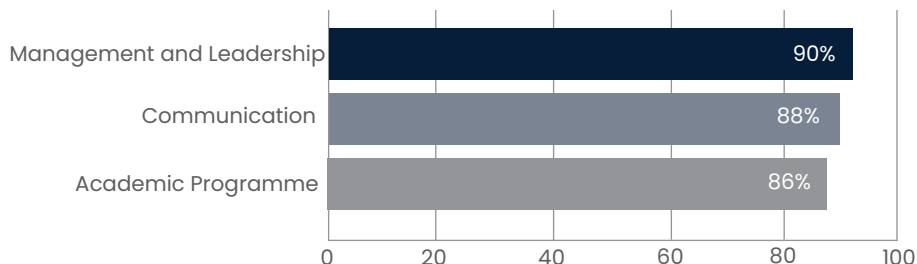
SCHOOL SATISFACTION 2022

MACQUARIE MARKETING GROUP (MMG) 2022 YEAR 12 PARENT & STUDENT SURVEY

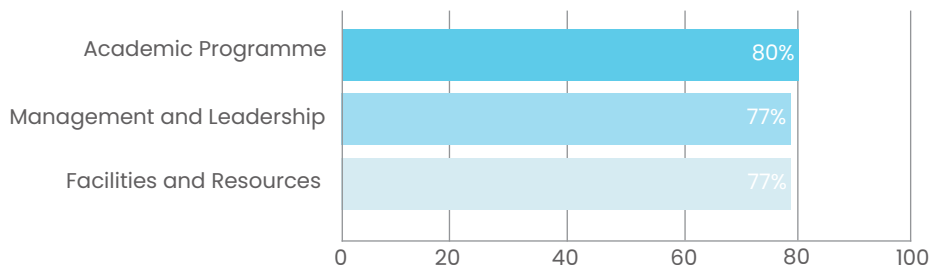
Overall Satisfaction with NGS



Year 12 Parents – Key Areas of Satisfaction



Year 12 Students – Key Areas of Satisfaction



By attending NGS, my child has become a well-rounded, polished individual who has formed strong relationships with teachers and students. My child has been provided many opportunities in leadership roles which have provided him the confidence to strive to be the best in his future pursuits.

Parent Response: 2022 Year 12 Parent & Student Survey

I love (Newcastle) Grammar and I'm so sad to leave. I feel that the connections with others have been amazing and I'm so grateful for every teacher and staff member. I have made some amazing friends here and I will always feel part of the NGS community and know that I have a place to call home

Student Response: 2022 Year 12 Parent & Student Survey

According to the MMG 2022 Year 12 Parent and Student Survey, the five most important reasons parents choose NGS are:

1. Quality of teaching
2. Focus on student wellbeing
3. Well qualified, impressive staff
4. Innovative teaching
5. Head of School's leadership

STAFF SATISFACTION

Each year, staff and students complete the Assessing Wellbeing in Education (AWE) survey instrument. The results for 2022 indicate strongly positive responses to staff satisfaction. Staff had an opportunity to respond to open ended questions in the survey which indicates their level of satisfaction at work. Four themes were identified illustrating those aspects of Newcastle Grammar School that make this school a great place to work. Of these responses, 67% identified relationships with colleagues and/or students as the most significant factor in making NGS a great place to work. Other themes to emerge were the School's culture and leadership.

COLLEAGUES

Responses include statements such as "the immediate people I work with", "colleagues who are supportive and have a sense of humour", "My Head of Department (HoD)." The trust and respect [HoD] has for me and my professionalism, makes me feel valued and supported. [HoD] makes me want to work harder and be better." "...relationships – working with excellent colleagues" and "positive demeanour and influence of colleagues". Support for the quality of teaching staff was recognised

by a non-teaching colleague who stated "the teachers are both professional and terrific people. As you gather, I am not a teacher. I am operational staff member. I have not met one yet that is below par of what I would have expected. In fact, I have been amazed."

CULTURE

Responses include support for the House System and the provision of a safe and comfortable environment for students and staff. The friendly, respectful, collaborative and helpful qualities of the staff were referred to, along with clear values and dedication to improving educational and wellbeing outcomes for students. The importance of a culture that values relationships was clear, as illustrated by the comment: "Very happy with the support of the school. Very happy with my connections with other staff and students and students' families."

STUDENTS

The centrality of positive relationships is a recurring theme through the free text responses. Education is a relational profession and the staff at Newcastle Grammar School clearly value their relationships with students. Students provide purpose and meaning for staff, as illustrated by comments such as: "Contributing to the betterment of the students' futures", "Great students who make it great to come to work", "The students are amazing, my faculty colleagues are friendly and collaborate well", "The wonderful students who we get to spend our days with", "The students are beautiful people" and "Helping students reach their potential."

LEADERSHIP

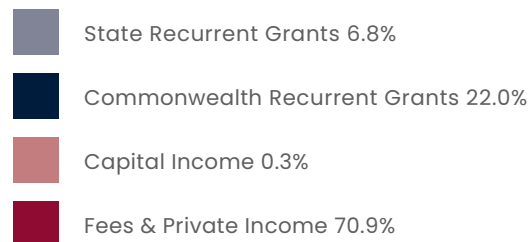
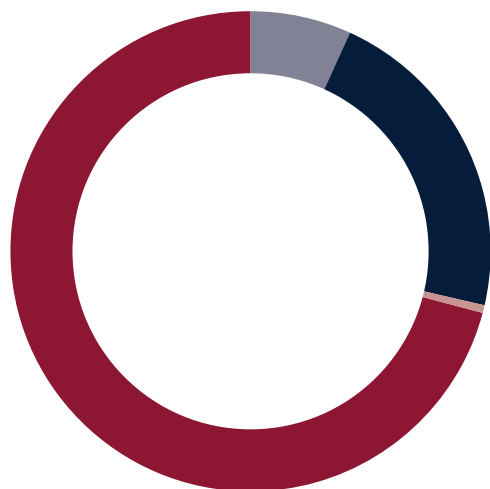
Five respondents referred to their satisfaction with the leadership of the School as the primary factor that makes NGS a great place to work. These colleagues' responses reflect the importance and appreciation of trust and support they have experienced from those in leadership roles. These include statements such as "The Principal and leadership team have made me feel very valued – they are always ready to listen", "Very happy with the support of the school. I feel executive trust my judgement and allow me to take ownership of my classroom environment and teaching", "The leadership of the school is strong ... strong leadership and that's important".

THE FINANCIALS

RECURRENT/CAPITAL INCOME

Our income is sourced from:

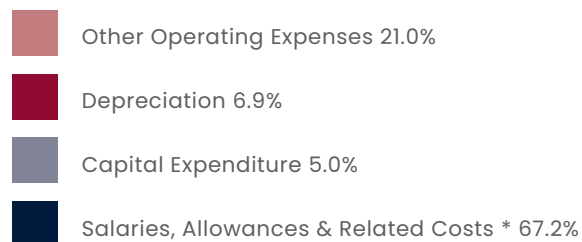
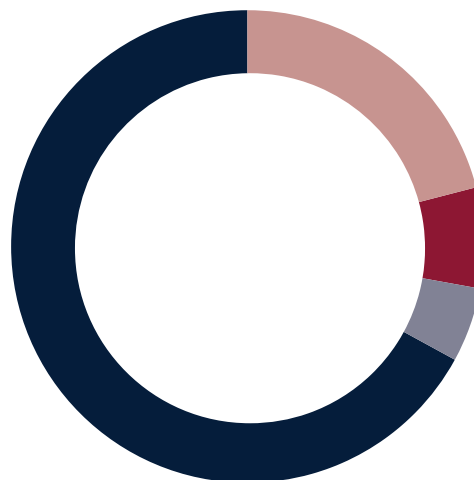
- School fees and levies
- Grants from Commonwealth and State Governments
- Private capital, including State Government Capital grant support.



RECURRENT/CAPITAL EXPENDITURE

Our expenditure includes:

- Staff costs, including salaries, staff allowances, training and learning
- Capital expenditure to maintain premises
- Other non-salary items.





NEWCASTLE GRAMMAR SCHOOL

Hill Campus

Cnr Church & Newcomen Street
Newcastle
NSW 2300
T (02) 4929 5811
Email: office@ngs.nsw.edu.au

Park Campus

Cnr Union Street & Parkway Avenue
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www.ngs.nsw.edu.au

CRICOS Provider Code: 02344D