



Newcastle Grammar School

2014 Annual Report



The information within this report is provided to meet Newcastle Grammar School's educational and financial reporting requirements for the 2014 reporting year as laid out in Section 3.10 of the Registered and Accredited Individual Non-government Schools (NSW) Manual.

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Educational & Financial 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, Employment and Workplace Relations. This reporting will include public disclosure of the educational and financial performance measures and policies of the school, as required from time to time.

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

Procedures:

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 BOSTES by 30 June each year.

Requests for additional information

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

Mrs Erica Thomas
Head of School

Theme 1: A Message from the Board

It is with much pleasure that, on behalf of the Board, I make some remarks on the year that is drawing to a close and on our vision for the future.

2014 has been a very special year for our school. I am proud to say that, based on the HSC results from the previous year, Newcastle Grammar is the most successful school in the Hunter Region. During the year we said farewell to our long-serving Headmaster, Mr Alan Green and welcomed our new Head of School, Mrs Erica Thomas. The School is in a sound financial position and student numbers have started an upward trend.

Looking forward to 2015 and beyond, we will be working with the Church to renew our lease by the end of 2015. The Board has wholeheartedly supported the Head of School with a commitment to top quality staff. This will include increased support through professional development opportunities.

The Board is preparing to enter into a strategic planning process to upgrade facilities and secure the future of the School. We will tap into the immense skills and knowledge of our Head of School, her executive and staff, parents and students to create a framework for an even more successful school in the future.

Keith Lynch
Chairman of the Board

Theme 2: Contextual Information about the School and Characteristics of the Student Body

Newcastle Grammar School is a comprehensive co-educational K-12 school providing an education underpinned by Christian values in the Anglican tradition and operating within the policies of the BOSTES. The School caters for Kindergarten to Year 4 at the Park Campus and Years 5-12 at the Hill Campus.

As the leading co-educational Independent School in the region, Newcastle Grammar School prides itself on nurturing its students and harnessing their individuality. We are proud of our successful academic record. In the 2014 HSC, Newcastle Grammar School ranked 49th in the State. 18% of students received an ATAR over 95, four students were included on the All Round Achievers list, one student was included in the Top Achievers list for Business Studies and 55% of students were on the Distinguished Achievers list. One student's HSC Visual Arts Work was selected for ARTEXPRESS, three students' HSC Body of Work was nominated for the 2014 DesignTECH exhibitions. Our top ATAR was 99.80.

Students are encouraged to strive for excellence and 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 2014, our social justice program expanded to include social justice immersion experiences for Years 10 and 11 in Cambodia and Fiji, as well as ongoing support to local charities and organisations.

Visit www.ngs.nsw.edu.au for more information about Newcastle Grammar School.

Theme 3: Student Outcomes in Standardised National Literacy and Numeracy Tests

NAPLAN Year 9 - 2014

Number of students: 68

Percentages in Bands:

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	NGS	12	19	21	12	25
	State	8	6	12	7.5	14
	National	6	5	7	6	9
Band 9	NGS	26	15	19	21	22
	State	19	10	14	17	15
	National	16	10	16	14	15
Band 8	NGS	34	31	38	28	41
	State	26	23	28	20	24
	National	27	20	27	25	25
Band 7	NGS	21	15	16	31	12
	State	23	21	26	26	26
	National	27	25	25	27	28
Band 6	NGS	6	18	3	7	0
	State	16	20	11	19	17
	National	17	22	14	18	17
Band 5 or below	NGS	1	3	3	1	0
	State	8	19	8	10	2
	National	6	17	9	9	4

Means for all Australian schools and Newcastle Grammar School

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
	Mean	Mean	Mean	Mean	Mean
NGS	616	602	626	609	648
National	580	550	582	574	588

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 2014, the Year 9 cohort performed at a high level, achieving well above the national average in all domains. Students of Newcastle Grammar School continue to achieve at substantially higher levels than students across the state, with over 30% of students achieving Band 9 or 10 in all five domains. Student achievement has also improved since Year 7, with statistics indicating an upward trend in performance.

NAPLAN Year 7 - 2014

Percentages in Bands – Number of students: 59

Year 7		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 9 or above	NGS	36	17	29	46	36
	State	13	5	15	15	15
	National	10	4	10	11	9
Band 8	NGS	27	24	31	27	22
	State	18	14	23	19	17
	National	19	22	20	18	25
Band 7	NGS	25	20	25	17	20
	State	27	21	26	27	24
	National	28	24	28	26	26
Band 6	NGS	8	19	10	5	10
	State	25	28	19	17	26
	National	25	31	22	24	26
Band 5	NGS	3	19	5	5	2
	State	13	23	11	15	15
	National	13	19	11	14	14
Band 4 or below	NGS	0	2	0	0	0
	State	3	9	5	6	3
	National	0	10	6	5	3

Means for all Australian schools and Newcastle Grammar School

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
	Mean	Mean	Mean	Mean	Mean
NGS	610	561	595	625	617
National	546	512	545	543	546

Student achievement in the 2014, Year 7 National Assessment Program for Literacy and Numeracy was substantially above the State averages in all tests. The substantial difference in student achievement, when compared to all NSW Schools, is highlighted with the number of Newcastle Grammar School students achieving in the top band of performance for Reading, Grammar and Punctuation.

There has been a significant increase in performance in Reading and Writing in comparison with 2013 results. There have also been gains in Spelling, Grammar and Punctuation and Numeracy.

NAPLAN Year 5 - 2014

Percentages in Bands – Number of students: 56

Year 5		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8 or above	NGS	34	7	32	38	32
	State	17	6	15	23	14
	National	15	4	12	16	9
Band 7	NGS	29	23	29	36	14
	State	18	12	28	22	15
	National	20	12	22	20	17
Band 6	NGS	23	45	27	18	30
	State	26	28	26	21	29
	National	26	30	27	25	28
Band 5	NGS	13	23	5	7	18
	State	21	37	18	17	23
	National	21	31	21	20	26
Band 4	NGS	2	0	5	2	5
	State	12	10	8	11	14
	National	11	14	11	11	14
Band 3 or below	NGS	0	0	0	0	0
	State	5	8	5	6	5
	National	5	8	5	5	5

Means for all Australian schools and Newcastle Grammar School

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
	Mean	Mean	Mean	Mean	Mean
NGS	501	468	498	504	488
National	552	510	547	560	538

Student achievement in the 2014, Year 5 National Assessment Program for Literacy and Numeracy was substantially above the State and National averages in all tests. The substantial difference in student achievement, when compared to all NSW Schools is highlighted with the number of Newcastle Grammar School students achieving in the top performance bands in all domains.

Performance for Year 5 in 2014 was steady in comparison with 2013, but an upward trend in student gain is evident.

NAPLAN Year 3 - 2014

Percentages in Bands – Number of students:

Year 3		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6 or above	NGS	33	20	31	42	16
	State	26	14	26	31	17
	National	25	11	21	27	15
Band 5	NGS	22	51	22	33	39
	State	22	29	24	22	22
	National	22	28	23	23	22
Band 4	NGS	33	18	42	16	23
	State	23	29	22	21	26
	National	23	30	23	22	27
Band 3	NGS	4	9	0	7	18
	State	16	17	14	14	20
	National	16	18	16	15	21
Band 2	NGS	4	2	4	2	5
	State	8	7	8	7	9
	National	9	7	10	8	10
Band 1	NGS	2	0	0	0	0
	State	4	4	4	4	3
	National	5	4	5	4	3

Means for all Australian schools and Newcastle Grammar School

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
	Mean	Mean	Mean	Mean	Mean
NGS	452	447	440	472	429
National	418	402	412	426	402

NAPLAN assessment in Year 3 placed our students above the national average. Every student achieved in band 3 or higher. In Reading 70% of our students were in bands 5 or 6; in Writing 77% of our students were in bands 5 or 6; in Spelling almost 70% of our students were in bands 5 or 6; in Grammar and Punctuation 86% of our students were in bands 5 or 6; in Numeracy 58% of our students were in bands 5 or 6.

Record of School Achievement (ROSA)

In 2014, all Year 10, 11, and 12 students completed their senior program. In 2014, three students were issued a ROSA.

Higher School Certificate

In 2014, 91 students sat for the Higher School Certificate in 28 BOSTES developed courses. Once again, our students have excelled in the Higher School Certificate, achieving outstanding results both individually and as a School.

In 2014, Newcastle Grammar School ranked 49th out of 641 schools in NSW, maintaining our position as the leading Independent school in the Hunter Region and a long tradition of ranking in the top 60 schools in the state.

This year, the Dux of the School received an ATAR of 99.80, and the Proximae Accedit gained an ATAR of 99.65. Over 20% of our Year 12 cohort received an ATAR over 95.

Four students were listed All Round Achievers List, recognising their achievement of an HSC mark of 90 or more in 10 course units. Furthermore, 55% of the HSC cohort were named on the Distinguished Achievers List, recognising candidates who achieved 90 or more in a course. One student was named on the Top Achievers List for placing 17th in the State for Business Studies. Newcastle Grammar School students performed well above the state average in most courses. This reflects Newcastle Grammar School's long-standing exemplary academic record.

The talents of our students in other areas of the curriculum were recognised with nominations for the BOSTES annual HSC showcases and exhibitions. One Visual Arts Major Work was selected for exhibition in ArtExpress. Three Design and Technology Major Projects were nominated for DesignTech.

Newcastle Grammar School students achieved at an exceptional level in the following courses:

- Ancient History – 3 times the State average in the top band
- Business Studies - 3 times the State average in the top band
- Design and Technology – 4.6 times the State Average in the top band
- Geography – 4.3 times the State average in the top band
- Mathematics General – 6.5 times the State average in the top band
- Music 1 – 4.4 times the State average in the top band
- Visual Arts – 9.4 times the State average in the top band

Newcastle Grammar School students performed well above the State mean in the following courses:

- Ancient History
- Business Studies
- Design and Technology
- Geography
- IPT
- Legal Studies
- Mathematics General
- Music 1 (the average HSC Examination mark was over 90)
- PDHPE
- Visual Arts
- Hospitality (the average HSC Examination mark was over 90)

In 2014, the Grand School Average (the average scaled mark /50) was 34.59, which was up from 34.17 in 2013 and highest since 2009.

The percentage of students from Newcastle Grammar School in various bands in high-performing courses studied at the School in the 2014 Higher School Certificate compared to State percentages in the same courses are outlined in the table below:

Subject	Percentage of NGS students in Bands 5 & 6	Percentage of students in the State Bands 5 & 6 (State)
Ancient History	55	33
Business Studies	83	37
Chemistry	71	48
Design and Technology	83	37
English (Advanced)	72	59
Geography	92	43
Legal Studies	65	39
Mathematics General	77	25
Mathematics	75	54
Music 1	100	60
Music 2	100	87
Physics	57	31
Visual Arts	100	49
Hospitality	100	31

Theme 4: Senior Secondary Outcomes (Student Achievement)

In 2014, 99% of students in the Year 12 cohort were awarded a Higher School Certificate.

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

In 2014, three students were awarded a Record of School Achievement (ROSA).

Year 12	Qualification/Certificate	Percentage of Students
2014	HSC	99
2014	Vet Qualification	3

Theme 5: Teacher Qualifications and Professional Learning

Category	No. of Teaching Staff
(i) Having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	77
(ii) Having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	1

Summary of Professional Learning

All Staff

	% of Staff Participating
First Aid	98
Child Protection	100
WHS	95

Teaching Staff

	No. of Staff Participating
Australian Curriculum	20
Students with Special Needs	8
Student Wellbeing	25
ICT	5

Theme 6: Workforce Composition

Newcastle Grammar School's workforce consists of:

Category	No.
Teaching Staff	78
Full Time Equivalent Teaching Staff	68
Non Teaching Staff	38
Full Time Equivalent Non Teaching Staff	31

At present, the School does not employ any Aboriginal and Torres Strait Islander staff.

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

Student Attendance

	2014 Average Attendance Rates	
K	96	In 2014, 96% of students on average attended school each day. This is similar to 2013.
1	95	
2	97	
3	95	
4	97	
5	96	
6	96	
7	96	
8	93	
9	95	
10	95	
11	97	
12	98	

Management of Non-Attendance

Newcastle Grammar School implements policy and procedures for the management of student non-attendance. If a student is absent without explanation at the start of each day, the School secretaries call home to speak to a parent/guardian to identify the reason for the absence. This is followed up with a signed note from the parent/guardian upon the student's return to School. The signed note is kept with the student's individual file. Absences (and reason for absence) are recorded each day electronically and backed up.

If a student has a poor attendance record, then the relevant member of the pastoral staff organises an interview with the parent/guardian to discuss and resolve the situation. The Head of School becomes involved if attendance does not improve and an individual improvement plan is used.

Student Retention

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

Retention Table 2014:

Year	Y10 enrolment on census date	Y12 enrolment on census date	Y10 enrolment at census date remaining in Y12 on census date	Apparent retention rate (%)	Actual retention rate (%)
2001/ 2003	82	74	56	90	68
2002/ 2004	85	76	62	89	73
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	91.3	86.3

Post School Destinations

Of the Students in Year 10 (2012) to Year 12 (2014) who left school, four went on to further study at TAFE, four moved away to attend schools due to family relocations for work purposes, one to a boarding school, two relocated to another school in the area.

The vast majority (97%) of Year 12 students in 2014 were eligible to go on to University.

ROSA

In 2014, three students were awarded a Record of School Achievement (ROSA).

Theme 8: Enrolment Policies

Newcastle Grammar School is a comprehensive co-educational K-12 school providing an education underpinned by Christian values in the Anglican tradition and operating within the policies of the BOSTES. 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 to maintain the enrolment.

Conditions of Enrolment

1. In this Application for Enrolment, "School" means the Newcastle Grammar School Limited ACN 054 234 141 and where the context permits, the Head of School, and "my child" means the child referred to on the page overleaf under the heading "Student Details" being the child in respect of whom this Application is made.
2. I/We understand and agree that:
 - (a) My child may be required to undergo an entrance examination and that no warranty or undertaking has been given by or on behalf of the School that this Application will be accepted.
 - (b) My child must abide by the School Rules and School Policies in force from time to time as interpreted by the School and be involved in co-curricular activities as outlined by the School. The continued attendance at the School is at the absolute discretion of the Head of School.
 - (c) The School reserves the right to expel, suspend or take any other disciplinary action thought appropriate by the School in relation to any child whose attitude, progress or behaviour is not, in the School's opinion, conducive to the welfare of that child or the School.
 - (d) If the School or the Head of School believes that a mutually beneficial relationship of trust and cooperation between a Parent and the School has broken down to the extent that it adversely impacts on that relationship and/or the School, and the welfare of the child, then the School, or the Head of School may require the Parent to remove the child from the School. In this case no remission of fees will apply.
 - (e) The School reserves the right to amend its academic and other programmes and this may include the right to discontinue teaching subjects and other programmes.
 - (f) These Conditions of Enrolment may be amended at any time at the discretion of the School. Any amended Conditions of Enrolment shall be published on the website maintained by the School and shall apply after one full term's notice.
 - (g) Prior to accepting a place at the School I will disclose all information about my child that relates to details of special circumstances of my child that may need to be taken into account by the School such as medical conditions, special gifts or talents, special needs, psychological test results or English as a second language.

- (h) My child is responsible for their personal belongings and the School will not be liable for any loss of these belongings.
 - (i) The School will be notified of all changes to the personal details as supplied in the application.
3. In the event of injury or illness to my child necessitating urgent hospital and/or medical treatment including injections, blood transfusions, surgery and the like, and if the Parent or Guardian is not readily available to authorise such treatment, I/we authorise the Head of School or, in their absence, a member of the School Staff, to give the necessary authority for such treatment without the School, or such person, incurring any legal liability to the Parent, Guardian or Student in so doing. I/We indemnify the School, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatment.
4. I/We agree to the following conditions:
- (a) To pay, on furnishing and acceptance of an offer of a place for my child, an Entry Fee of such amount as the School has determined as being applicable for the calendar year in which entry to the School is sought.
 - (b) All School Fees at the scale determined and published by the School from time to time are payable and will be paid by the designated due date or as otherwise agreed by the School, upon an account being furnished by the School. All other expenses incurred by my child whilst enrolled at the School shall be paid by the date nominated by the School.
 - (c) Where any account is not settled prior to the return commencement of the following enrolled School term, unless special arrangements have been agreed, my child may be suspended from the School until it is paid. Notwithstanding such suspension or other arrangements for payment permitted by the School, the liability to pay the account shall not be reduced. The School reserves the right to charge interest and an administration charge on outstanding accounts.
 - (d) One full term's notice shall be given in writing of withdrawal of my child from the School, otherwise one term's fees become payable in lieu thereof (except in the case of expulsion for reasons other than non-payment of fees).
 - (e) Each Parent, or Guardian as the case may be, is jointly and severally liable for the payment of fees including any fees and costs incurred by the School in recovering or attempting to recover any unpaid amount due.

Collection Notice

1. The School collects personal information, including sensitive information about students and parents or guardians before and during the course of a student's enrolment at the School. The primary purpose of collecting this information is to enable the School to provide schooling for your son/daughter.
2. Some of the information we collect is to satisfy the School's legal obligations, particularly to enable the School to discharge its duty of care.
3. Certain laws governing or relating to the operation of schools require that certain information is collected. These include Public Health and child protection laws.
4. Health information about students is sensitive information within the terms of the National Privacy Principles under the Privacy Act. We ask you to provide medical reports about students from time to time.
5. The School from time to time discloses personal and sensitive information to others for administrative and educational purposes. This includes to other schools, government departments, medical practitioners, and people providing services to the School, including specialist visiting teachers, sports coaches and volunteers.
6. If we do not obtain the information referred to above we may not be able to enrol or continue the enrolment of your son/daughter.
7. Personal information collected from students is regularly disclosed to their parents or guardians. On occasions, information such as academic and sporting achievements, pupil activities and other news is published in School newsletters, Spectemur Agendo, Mitre, School's website and other similar publications.
8. Parents may seek access to personal information collected about them and their son/daughter by contacting the School. Students may also seek access to personal information about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the School's duty of care to the student, or where students have provided information in confidence.
9. As you may know the School from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organizations that assist in the School's fundraising activities solely for that purpose. We will not disclose your personal information to third parties for their own marketing purposes without your consent.
10. We may include your contact details in a class list and School directory. If you do not agree to this you must advise us now.
11. If you provide the School with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the School and why, that they can access that information if they wish and that the School does not usually disclose the information to third parties.

Procedure:

1. Enrolment form is received by the School.
2. An interview is arranged with the Head of School or Head of Primary.
3. A place at the School is offered if the Head of School or Head of Primary believes the family will support the ethos of the School.
4. A Parent has 14 days usually to accept or decline the offer of a place.

Students Leaving the School (except non-compulsory Schooling Age)

Written confirmation of a student leaving the School is sought from parents. If the student is of the age range of compulsory schooling requirement, future school of attendance is sought. If not forthcoming, the Registrar (or person responsible for enrolments) will inform the Head of School and she will ensure that the Home School Liaison Officer at the local Department of Education and Training is informed within 7 days of the Head of School being notified.

A ROSA will be issued to eligible students in Years 10, 11 and 12.

Attendance Records

The School will ensure that its rolls will be kept for at least a period of 7 years before archiving which will mean that the electronic roll register will be backed up and maintained for that period.

Student Population

In 2014 the School had 722 students. NGS students come from a wide range of backgrounds, including language backgrounds other than English and a number of students with special needs. In addition, the School enrolls international students. Further information available www.myschool.edu.au – school profile – 2014 enrolments.

Ratio of Girls to Boys:

Year	Girls	Boys
2001	391	359
2002	378	365
2003	404	382
2004	404	420
2005	412	417
2006	412	419
2007	408	406
2008	387	401
2009	396	421
2010	385	424
2011	408	435
2012	391	436
2013	373	409
2014	349	373

Theme 9: Other School Policies

Policy	Changes in 2014	Access to Full Text
<p>Student Welfare The School wishes to promote a learning environment where Teachers and Students should be mutually supportive. Students and Teachers should respect each other and not engage in conduct, which undermines this mutual trust and support, and also respects the philosophy and ethics of the School. The School encourages consultation between all members of the School community in matters, which affect them.</p>	No changes in 2014	On staff intranet In student Program books
<p>Anti Bullying The School provides education to all students on the importance of positive peer relations and provides avenues for reporting responding and managing allegations.</p>	No changes in 2014	Available on School's website www.ngs.nsw.edu.au Summaries in student Programme Books
<p>Student Discipline Where a Student disregards rules, disobeys instructions or otherwise engages in conduct, which causes or may cause harm, inconvenience or embarrassment to the School, Staff members or other Students, the Student may be subject to disciplinary action.</p> <p>The disciplinary procedures undertaken by the School will vary according to the seriousness of the alleged offence. When advised of the allegation the Student and Parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, Students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.</p>	No changes in 2014	Available on School's website www.ngs.nsw.edu.au Summaries in student Programme Books
Reporting Complaints and Resolving	Policy Updated	On request from the PA

<p>Grievances This policy outlines the way parents, students and staff can raise complaints and documents, the processes taken when a complaint is made. Procedural fairness including responding in a timely manner, is included in this policy.</p>	<p>November 2014 and reissued to staff. Grievance/complaints register established November 2014.</p>	<p>to the Head of School. Staff drive.</p>
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Theme 10: School Determined Priority Areas for Improvement

Achievement of Priorities Identified in the School's 2013 Annual Report

Area	Priority for 2014	Achievement for 2014
Teaching and Learning	Identify and review programmes and initiatives to enhance the quality of teaching and learning and improve student outcomes in order to maintain our excellent academic standing.	Ongoing
	Implementation of the Australian Curriculum.	Achieved
Facilities, Resources and Policies	Resourcing new syllabuses.	Achieved
Staff Development	Develop a staff appraisal process in accordance with the Australian Teacher Performance and Development Framework and the Australian Charter for Professional Learning.	Ongoing
	Provide professional learning opportunities focused on improving and enhancing pedagogical practice, using effective modes of delivery.	Ongoing

2015 Priority Areas

Area	Priority for 2015
Develop a Strategic Plan	Work with interest groups to develop a 5 year Strategic Plan
	Expand Staff Professional Development opportunities
	Strengthen compliance and Risk Management policies Build Board Governance and Executive staff capacity
	Increase parent engagement and community connections

Theme 11: Initiatives Promoting Respect and Responsibility

Newcastle Grammar School works to affirm the value of all Students and to include them as fully as possible in the life of the School community. All members of the School community are encouraged to respect others, their interests and property and to provide care and support where appropriate. The School believes that when people are respected they feel valued and so they grow in self-esteem and self-worth. In respecting others the School encourages the members of its community to realise that not all people have the same values or interests. Across a range of disciplines Students are encouraged to reflect on their own culture and to compare without judging. Teachers aim to promote respect for the diversity of cultural expressions and raise awareness of its value at the local, national and international levels. Tolerance and understanding of difference therefore is important and the mix of interests results in a richer community where all can feel safe and affirmed. The role of the House and Mentor system and the classroom and support teaching staff in K-4, provide support and encouragement for all members of the School community and build a sense of mutual care and responsibility. A School Psychologist supports them.

In 2014, Years 5-12 participated in the whole School initiative, 'Celebrating Strengths', all members of the School community are encouraged to value, develop and acknowledge strengths of character in themselves and others. These include, for example, the qualities of kindness, tolerance, open-mindedness, prudence and social intelligence. The continued review, development and implementation of the School's Anti-Bullying and Harassment Policy, in line with the National Safe School's Framework, is acknowledgement of the School's belief in the provision of a safe, inclusive, supportive and respectful teaching and learning community. K-4 utilise the You Can Do It program as a basis for positive and worthwhile relationships.

Newcastle Grammar School operates within a framework of Christian values but acknowledges that not all members of the community share these values to the same degree or even at all. The School respects these levels of difference within the community and respects the fact that many members of the community have different faith stories or none at all. The religious education program of the School acknowledges the worth of the Christian faith but at the same time acknowledges that there are other spiritual paths and that these are worthy of respect.

Newcastle Grammar School acknowledges its responsibility to the wider community of Newcastle and the world beyond. The School is often involved in various outreach activities where the respect shown for others can be developed into responsible action. The School supports various welfare agencies in the local community such as The Samaritans as well as activities as diverse as Youth Off the Street, Allambie Youth Services, Amnesty International and Wesley Mission, as well as encouraging participation in service programs run by the school, such as The Duke of Edinburgh Award Scheme and The Australian Army Cadets. In addition, Year 11 and 12 students work to support the volunteers from the Christ Church Cathedral by assisting with the fortnightly Community Lunch Programme.

On the wider scene the School has explored the challenges facing third world countries, in particular, Tanzania, in their efforts to improve their standard of living. For six years, the School has been committed to the School-to-School Project organised through World Vision. Newcastle Grammar School believes that such a project respects the value of education for all people and at the same time allows the members of the School community to acknowledge and accept responsibility as part of the wider world community. In 2014, Years 10 and 11 students were also involved in Outreach programs in Cambodia and Fiji.

Theme 12: Parent, Student and Teacher Satisfaction

Parents

- October 2014, new Parent Forum established
- Parents able to bring questions directly to the Head of School
- Open to all parents – minutes published
- Staff regularly meet with parents
 - Parent teacher evenings
 - Parent information evenings
 - Pastoral concerns and questions
 - Community events
- Groups such as The Friends of Rowing meet regularly to promote this sport

Students

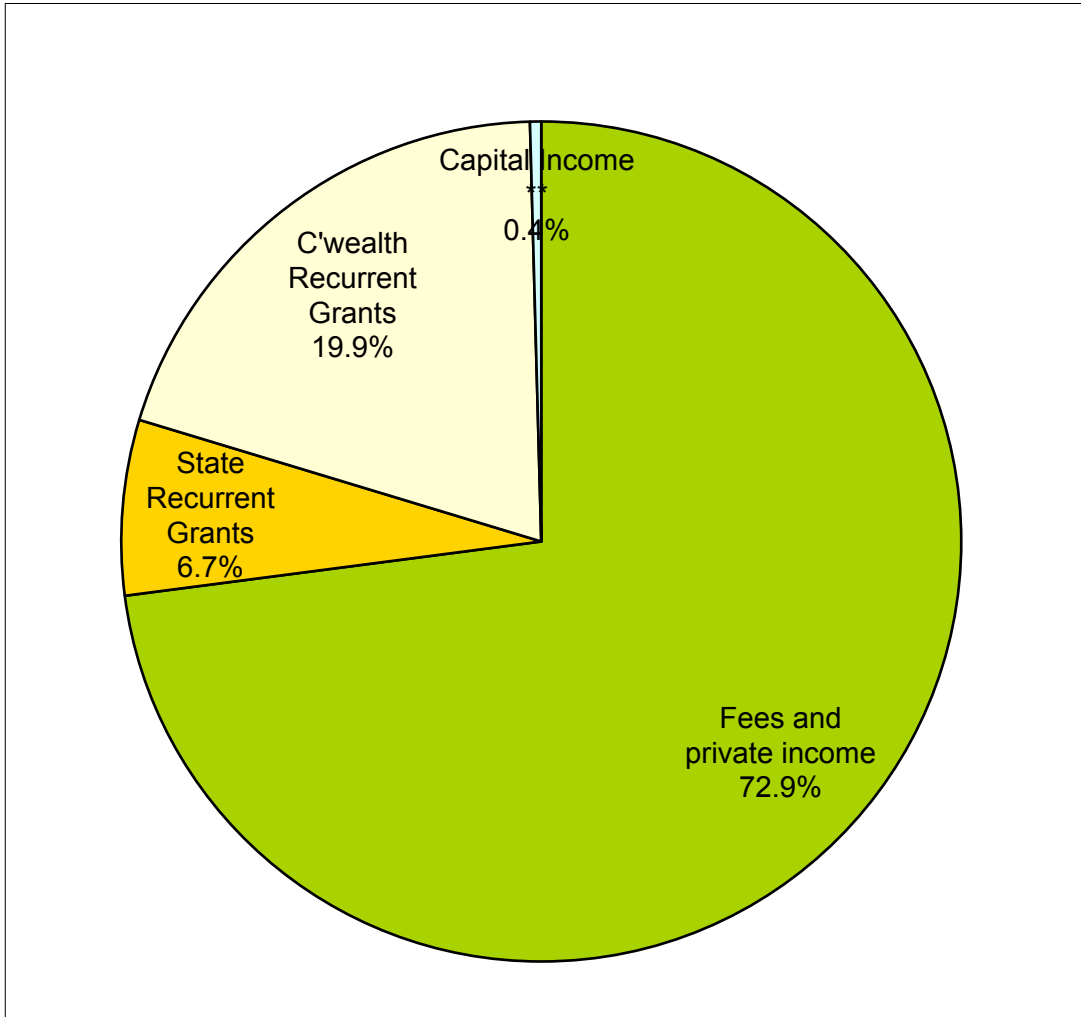
- Student Mentor and House system in Years 5-12 promote connectiveness
- Student Representative Council
- Prefects seek feedback from students

Teachers

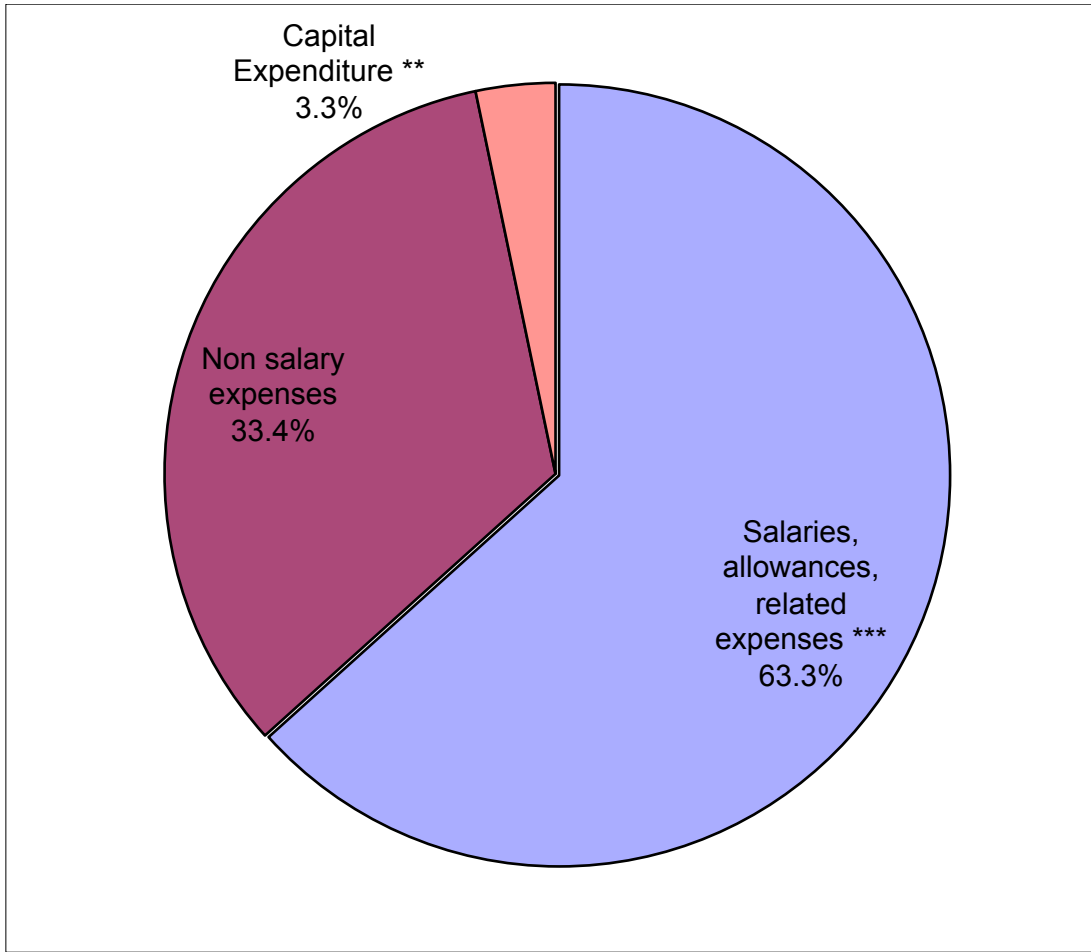
- Staff meetings held regularly
- Staff encouraged to contact members of the School Executive or Head of School
- Staff retention rates are high

Theme 13: Summary Financial Information

Recurrent/Capital Income



Recurrent/Capital Expenditure



** Capital Income and Expenditure includes network support for BYOD and Technology related projects.

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