



Newcastle Grammar School

2015 Annual Report



The information within this report is provided to meet Newcastle Grammar School's educational and financial reporting requirements for the 2015 reporting year as laid out in Section 3.10 of the Registered and Accredited Individual Non-government Schools (NSW) Manual.



Table of Contents

Reporting Theme 1:.....	3
Message from the Head of School	3
Message from the Board	4
Reporting Theme 2:.....	5
Our School	5
Quality Education for All Ages	6
Student Wellbeing.....	8
Co-curricular Programmes.....	9
Reporting Theme 3:.....	10
Proven Academic Results	10
Reporting Theme 4:.....	15
Student Achievement.....	15
Reporting Theme 5 & 6:.....	16
Our Staff	16
Reporting Theme 7:.....	18
Student Attendance, Retention Rates and Post School Destinations.....	18
Reporting Theme 8:.....	20
Enrolment Policies.....	20
Reporting Theme 9:.....	25
Other School Policies.....	25
Reporting Theme 10:.....	28
School Determined Priority Areas for Improvement	28
Reporting Theme 11:.....	29
Initiatives Promoting Respect and Responsibility	29
Reporting Theme 12:.....	31
School Satisfaction	31
Reporting Theme 13:.....	33
The Financials.....	33



**Reporting Theme 1:
Message from the Head of School**

Newcastle Grammar School aims to provide high academic standards in an environment that educates the whole person. In 2015 the School focused on developing teacher quality through professional learning, focusing on subject specific content and whole school development. The co-curricular program was popular amongst the student body. We were pleased with our academic results in external examinations including NAPLAN and the Higher School Certificate. In addition, our response to social justice issues and community service widened as we began a new project in South Vietnam. Student led activities from the Student Representative Council and the Prefect body are important aspects of this School. We are pleased to invite you to read our Annual Report.

Erica Thomas

Mrs Erica Thomas
Head of School



Hunter Region's Leading Independent School



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. 2015 has been a particularly special year for our school. I am proud to say that, based on last year's HSC results, Newcastle Grammar remains the leading independent school in the Hunter Region.

We have seen a change on the board with Mr. Robert Scrymgour retiring during the year. With the objective of improving governance standards, the Board has changed a number of its practices and directors have participated in a professional development program.

The School is in a good financial position with student numbers higher than recent years. Earlier in the year the Head of School moved her office and finance and administration back to Berkeley Building, making 51 Newcomen Street surplus to our needs. We proceeded to sell the building with settlement in December. We will use the funds for loan reduction and investment in the School. The contract has been let for the refurbishment of Cooks Hill Commercial Centre. The financial benefit from this process will provide funding for the future growth of the School.

Now looking forward to 2016 and beyond, growth in projected enrolments is showing increased confidence in our school. The lease for the Hill Campus is on track for finalisation by mid-year. We will be opening additional playground space on Hill Campus with the demolition of the Art Cottage on Tyrrell Street. As I indicated last year, a new strategic plan is under development. We have had valuable input from parents, staff and directors and with some further refinement we will see its release in the first half of 2016.

Once we have finalised the strategic plan we will proceed with master planning for the whole school. We will continue with our investment in our staff. Professional learning opportunities will be expanded. New positions beginning in 2016 include a Technology Integrator, a Head of Learning and Teaching for Primary and we also welcome a new Deputy, Mr. Alan Parsons, to the school. He will work with both staff and students on Hill Campus.

I would like to thank my colleagues on the board for their commitment and valuable contributions throughout the year. They are all busy people and readily give up their time for the betterment of the School. Before closing, I would like to say what an absolute pleasure it has been working with our Head of School, Mrs. Thomas this year. I repeat what I said last year that "this most personable lady has created a refreshing atmosphere of cheerfulness and professionalism in our school". I went on to say, "in Mrs. Thomas, we have found a gem". Now I say, we have found the whole treasure chest.

Keith Lynch
Chairman of the Board



Reporting Theme 2: Our School

Newcastle Grammar School is a comprehensive co-educational K to 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 to 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 2015 HSC, Newcastle Grammar School ranked 67th out of more than 650 schools in NSW. Newcastle Grammar School is the Hunter Region's Leading Independent School. The top ATAR received by our students was 99.20, 13% of students received an ATAR over 95 and 50% of students received an ATAR over 85. Three students were included on the All Round Achievers list (achieving 90 or more in 10 course units). Thirty three students were on the Distinguished Achievers list (achieving 90 or more in a course unit), achieving 85 top Band results. One Student's HSC Visual Arts Work was selected for the 2015 ARTEXPRESS exhibition, one Student was nominated for the 2015 ENCORE showcase and two students' HSC Body of Work was nominated for the 2015 DesignTECH exhibitions.

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 2015, our social justice program concluded in Farkwa, Tanzania and a new program was launched in Vietnam. A social justice immersion experiences for Year 10 in Cambodia as well as ongoing support to local charities and organisations continued. Visit www.ngs.nsw.edu.au for more information about Newcastle Grammar School.





Quality Education for All Ages

With a two campus focus – Park Campus (Pre-school to Year 4) and Hill Campus (Years 5 to 12) all the children in the family are able to be educated at the one school.

Modern facilities have been purpose built to cater for the special needs of all sections of the School. The School's campuses give the best possible opportunities for all students.

With excellent results in academic, cultural and sporting pursuits as well as consistent performances well above the State average in all external examinations and competitions, Newcastle Grammar School has an enviable record of achievement. Classes are structured to allow each student to work towards realising their potential in a supportive atmosphere conducive to achievement.

Park Campus (Before and After School Care)

Before and After School Care (otherwise known as OOSH) is a secure and fun filled centre that provides care for children outside of school hours. OOSH commences at 7 am prior to lessons, and reopens again after school until 6pm. We provide breakfast in the mornings and afternoon tea before home time.

OOSH care is provided by our highly qualified staff who have many activities at hand to keep the children busy and entertained.



Children planting flower seeds

Park Campus (Pre-school)

The Pre-school caters for children in the year before Kindergarten.

Our hand-picked, caring and qualified staff work in a safe, fun 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.



Park Campus (Kindergarten to Year 4)

Students from Kindergarten to Year 4 are taught in an environment that is warm, friendly and supportive. The Park Campus allows the students to feel secure in their early years of primary education.

The School provides the structure and discipline required for young children to develop both socially and academically. Although the curriculum provides a broad based introduction to the adventure of education, the emphasis is on the traditional areas of literacy and numeracy. Students work in ability groups in several areas of the curriculum.



Park Campus Students with Head of Primary

Specialist teachers work in the areas of music, PD/H/PE, library and languages including French and Mandarin. A varied programme of excursions and camps provides opportunities for the children to experience at first hand the subjects studied.

Students have access to specialist learning support including occupational therapy and counselling services.

Hill Campus (Year 5 to 12)

On the Hill Campus, Years 5 to 12 make up the remaindering years of schooling.

In years 5 to 8, students have a Home Base with one person as their key carer. For these years, our aim is that students' learning is more meaningful and they become more connected students who are able to achieve and excel. Students are encouraged to become aware of and strengthen their preferred learning styles and take advantage of the array of opportunities on offer at our School.



Year 7 Honour Students

In years 9 to 12 the School curriculum meets all Board of Studies requirements. The Years 9 and 10 Curriculum and Years 11 and 12 Curriculum are designed to develop the academic potential of each student, with the pursuit of excellence being the underlying objective.

The Years 9 to 12 students are given opportunities to develop in academic, social/emotional wellbeing and leadership roles in all aspects of School life. Support, guidance and encouragement are given to them by their mentors, teachers and the academic leadership team as they make choices in their selection of elective subjects.



Student Wellbeing

Student wellbeing is of the highest priority at Newcastle Grammar School.

The goals of the Student Wellbeing programme mirror the School's mission statement and acknowledge that student wellbeing is an intrinsic element in the ethos of the School. The essential purpose of the School is to develop the potential of our Students so that they can lead a satisfying life and make a positive contribution to society.

Spiritual – to promote an understanding of the Christian Faith in the Anglican tradition and a awareness and respect of other beliefs, thus assisting Students to develop a well-rounded and balanced approach to life.

Academic - to encourage Students to develop a capacity for independent thought and judgement, to foster in each Student a love of learning and to promote individual and group achievement.

Pastoral - to build Student's self esteem and confidence, to enable Students to develop a sense of personal responsibility and self-discipline and to re-enforce the values, attitudes and ideals of the School.

Social - to foster respect and concern for all others in the world in which we live so that Students show consideration for those around them, and become respected members of the community.

Cultural / Physical - to develop an appreciation of, and an interest in, pursuing cultural and physical activities.

The House System

Students are placed into one of the four School Houses; Hunter, Macquarie, Shortland and Tyrrell.

On the Hill Campus, each House is divided into two sections – Stewart (Years 5 to 8) and Berkeley (Years 9 to 12) – with each section being comprised of small, vertically streamed, single sex Mentor Groups. The Mentor, supported by the House Coordinator, monitors students' overall progress and wellbeing and establishes a long term, caring relationship with them. Mentor groups meet twice each week and also sit together during Chapel and Head of Schools Assemblies.



Tyrell's Crazy Hair Day raising funds for charity

At Park Campus (Pre-School to Year 4), the roles of the House Coordinator and Mentor are undertaken by the Class Teacher and the Head of Park Campus.



Each House is allocated a Term to spread their House group's values and mission. Activities are run throughout the term to raise awareness of special events or raise funds for charities the Houses' support.

Co-curricular Programmes

Our successful Co-curricular Programme at Newcastle Grammar School offers the opportunity of a holistic education and development of the whole person for a balanced and successful life. Qualities such as team work, healthy lifestyle and leadership to name a few can be gained by participation in the programme areas which include:



Surf Life Saving

Sport & Fitness: Sporting Team Competitions include; Aerobics and Hip Hop, Basketball, Futsal, Hockey, Netball, Rowing, Rugby, Soccer, Surf Survival and Surf Lifesaving, Sailing, Tennis and Touch Football

Music: Choirs, Choral Groups, Orchestras, String and Brass Ensemble

Service and Adventure Training Unit, Australian Army Cadets (SATU): outdoor education, leadership and experiential training. Activities include camping, trekking, abseiling, canoeing, initiative exercises, leadership courses and bushcraft.

Duke of Edinburgh: is available to any young person looking for challenge, adventure and personal development, including those with specific difficulties or needs.

Robotics: allows students to work in small groups to build and programme robots and develop computer coding.

Art: develop artistic skills by working with a practising and professional artist.

Other Activities: Debating and Public Speaking, Tournament of the Minds, Science Club, Mock Trial, Chess, Drama, Skateboarding, Sailing and Peer Tutoring

Participation in the School Co-curricular Programme is compulsory for all Students from Year 5. Consequently, Parents are expected to support the School in its Mission to develop the whole individual by ensuring that their child/children are fully involved in the programme and attend all associated obligations of their chosen activity.



Year 10
Adam's
Family
Production



Reporting Theme 3: Proven Academic Results

NAPLAN

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

NAPLAN Year 9 - 2015

In 2015, 68 students sat the NAPLAN exams.

Year 9 achieved exceptional results as they had increased their results in almost all assessment areas, and were significantly above those of students across the State and in other AIS schools.

Percentages in Bands:

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	NGS	13	19	15	13	29
	State	8	6	9	6	13
	National	6	4	8	5	9
Band 9	NGS	35	19	19	25	32
	State	17	9	19	13	16
	National	15	10	16	12	15
Band 8	NGS	35	29	37	29	21
	State	25	23	31	27	26
	National	26	20	27	24	27
Band 7	NGS	10	13	15	24	14
	State	24	22	22	22	28
	National	28	25	25	29	30
Band 6	NGS	4	10	7	6	5
	State	19	20	11	21	15
	National	17	22	14	20	15
Band 5 or below	NGS	1.5	9	7	3	0
	State	6	20	8	10	2
	National	6	18	8	9	3



Means for all Australian schools and Newcastle Grammar School

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NGS	630	609	611	616	646
National	580	547	583	568	592

NAPLAN Year 7 - 2015

In 2015, 61 students sat the NAPLAN exams.

An impressive 70% of students achieved in the top two bands for Reading and Grammar and Punctuation, and over 60% in Spelling and Numeracy. We saw overall improvement in the area of Reading.

Percentages in Bands:

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 9 or above	NGS	37	11	21	29	25
	State	12	4	12	16	13
	National	10	4	10	11	10
Band 8	NGS	34	24	40	42	38
	State	20	14	28	18	16
	National	18	12	21	18	16
Band 7	NGS	19	29	29	18	31
	State	26	22	27	23	26
	National	28	24	30	27	27
Band 6	NGS	8	27	6	10	5
	State	26	28	18	25	27
	National	26	30	22	24	29
Band 5	NGS	2	6	0	2	2
	State	13	21	8	11	16
	National	12	18	11	13	14
Band 4 or below	NGS	0	2	3	0	0
	State	3	10	6	7	2
	National	3	11	5	6	2

Means for all Australian schools and Newcastle Grammar School

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NGS	616	556	591	606	602
National	546	511	547	541	543



NAPLAN Year 5 - 2014

In 2015, 56 students sat the NAPLAN exams.

Over 50% of students achieved in the top two bands for Reading and Grammar and Punctuation.

Percentages in Bands :

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8 or above	NGS	10	5	15	28	10
	State	18	6	13	18	14
	National	10	4	12	16	10
Band 7	NGS	23	15	25	28	23
	State	21	15	27	21	17
	National	18	15	21	20	18
Band 6	NGS	30	48	33	28	30
	State	22	32	25	22	26
	National	28	33	28	25	28
Band 5	NGS	28	28	20	13	28
	State	21	33	20	22	25
	National	27	28	22	21	27
Band 4	NGS	8	3	5	0	8
	State	15	9	10	11	15
	National	13	12	11	11	13
Band 3 or below	NGS	0	0	0	0	0
	State	6	6	5	7	3
	National	3	6	5	5	3

Means for all Australian schools and Newcastle Grammar School

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NGS	547	503	521	554	510
National	499	478	498	503	493



NAPLAN Year 3 - 2015

In 2015, 34 students sat the NAPLAN exams.

Students in Year 3 showed significant overall improvement across the fields of assessment. Over 70% of students achieved in the top two bands in spelling and grammar and punctuation, with an impressive 91% of students achieving a Band 5 or 6.

Percentages in Bands:

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6 or above	NGS	50	35	50	59	14
	State	31	16	27	32	19
	National	27	16	20	30	14
Band 5	NGS	18	56	24	24	24
	State	20	39	20	20	19
	National	21	31	21	22	20
Band 4	NGS	15	9	9	9	15
	State	21	23	21	24	24
	National	23	29	24	21	27
Band 3	NGS	15	0	12	0	15
	State	19	16	18	13	21
	National	16	15	18	14	22
Band 2	NGS	0	0	6	9	3
	State	6	4	10	7	13
	National	7	5	10	7	11
Band 1	NGS	0	0	0	0	0
	State	4	2	4	4	4
	National	4	3	5	4	4

Means for all Australian schools and Newcastle Grammar School

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NGS	485	473	463	521	460
National	426	416	409	433	398



Higher School Certificate

In 2015, 79 students sat for the Higher School Certificate in 25 BOSTES developed courses. Once again, Newcastle Grammar School has every reason to be proud of its students' HSC achievements.

In the 2015 HSC, Newcastle Grammar School ranked 67th out of more than 650 schools in NSW, maintaining our position as the Hunter Region's Leading Independent School.

This year, the top ATAR received by our students was 99.20 with 13% of students received an ATAR over 95. In addition, 50% of students received an ATAR over 85.

Three students were included on the 'All Round Achievers list' (achieving 90 or more in 10 course units), 33 students were on the 'Distinguished Achievers list' (achieving 90 or more in a course unit) and they achieved 85 top Band results.

One Student's HSC Visual Arts work was selected for 2015 ARTEXPRESS exhibition, with two Students' HSC Body of Work being nominated for 2015 DesignTECH exhibitions and one nomination for Encore.

Congratulations to our class of 2015 who maintained the School's fine academic tradition.



Reporting Theme 4: Student Achievement

In 2015, 99% of students beginning Year 12 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.

Year 12	Qualification/Certificate	Percentage of Students
2015	HSC	99
2015	Vet Qualification	3

The percentage of students from Newcastle Grammar School in various bands in high-performing courses studied at the School in the 2015 Higher School Certificate compared to State percentages in the same courses are outlined in the table following:

Subject	Percentage of Students in Band 5 or 6	
	NGS	State
Biology	50	28
Business Studies	70	36
Chemistry	41	41
Design & Technology	90	36
Drama	90	42
Economics	57	46
English (Advanced)	59	58
English Extension 1	100	94
English Extension 2	100	82
French Continuers	67	66
Geography	94	41
History Extension	100	78
IPT	36	32

Subject	Percentage of Students in Band 5 or 6	
	NGS	State
Legal Studies	57	40
Mathematics General	68	26
Mathematics	52	52
Mathematics Extension 1	77	84
Mathematics Extension 2	100	86
Modern History	83	44
Music 1	100	62
Music 2	100	88
Music Extension 1	100	93
PDHPE	70	30
Physics	15	29
Visual Arts	100	53

Record of School Achievement (ROSA)

In 2015, all Year 10, 11 and 12 students completed their senior program. In 2015, one student was issued a ROSA.



**Reporting Theme 5 & 6:
Our Staff**

NGS employs 75 teaching staff, equating to 64 full time equivalent. All of our teaching staff hold education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines. One of our teaching staff holds a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.

NGS encourage our staff teaching staff to undertake a variety of Professional Learning activities throughout the year. Below is a list of continued learning our staff undertook this year:

<p>Whole School:</p> <ul style="list-style-type: none"> • ICT : SchoolBox and Learning Field • Students with special needs • Exploring the characteristics of the next generation and how to cater for this within the current educational environment • Child Protection • First Aid <p>Primary</p> <ul style="list-style-type: none"> • THRASS training • IPSHA meeting • AIS Programming for the new Science and Technology Syllabus • Teaching students with Autism <p>English</p> <ul style="list-style-type: none"> • Familiarisation with new prescribed texts for the HSC Advanced English course • ETA Conference • AIS Conference 	<p>Music</p> <ul style="list-style-type: none"> • improving performance in HSC Music <p>Social Science</p> <ul style="list-style-type: none"> • HSC Geography review • The HSC Business Studies Examination • Legal Studies Annual Conference • Better Assessment <p>Drama</p> <ul style="list-style-type: none"> • New topics in HSC Drama, HSC practical projects <p>Learning Support</p> <ul style="list-style-type: none"> • Positive Schools: supporting students with Autism • Supporting students with Autism • MultiLit Reading Tutor Programme • MiniLit Workshop <p>Science</p> <ul style="list-style-type: none"> • HSC Meet the Markers • Solar Energy 	<p>Languages</p> <ul style="list-style-type: none"> • AIS Languages Conference <p>Mathematics</p> <ul style="list-style-type: none"> • Flipping the Mathematics Classroom <p>Library</p> <ul style="list-style-type: none"> • MANTLE Conference <p>STEM</p> <ul style="list-style-type: none"> • STEM Symposium <p>Careers</p> <ul style="list-style-type: none"> • Annual Conference <p>Wellbeing</p> <ul style="list-style-type: none"> • Mental Health • AIS Wellbeing Conference • Accidental Counsellor <p>Executive</p> <ul style="list-style-type: none"> • Members of the School Executive participated in a leadership programme to develop skills in leading change
--	---	---



NGS also employs 50 non-teaching staff, of whom 37 are full time employees. NGS Administration and support staff have also undertaken the following courses:

- After School Care: Child Protection
- Business Finance: SAS Data Base Training
- Science Laboratory: safety in the Science Laboratory

It is compulsory for all new NGS staff members to hold a Working with Children Check and all staff are regularly trained in child protection matters. Staff are trained annually in First Aid.



Reporting Theme 7:

Student Attendance, Retention Rates and Post School Destinations

Student Attendance

In 2015, 93% of students on average attended school each day. This is similar to 2014.

	Average % Attendance Rates
K	86
1	94
2	91
3	91
4	91
5	94
6	94
7	94
8	94
9	92
10	92
11	94
12	96

Management of Non-Attendance

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



Student Retention

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

Retention Table 2014:

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

Ninety-five percent of the 2013 Year 10 cohort completed Year 12 in 2015. The 2013/2015 year produced our best student retention rate over the last fifteen years. The students who left between Year 10 and 12, left because - one went on to further study at TAFE, one moved interstate away to attend school due to family relocations for work purposes and the others relocated to other schools in the area.

Ratio of Girls to Boys:

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

Post School Destinations

The vast majority of Year 12 students in 2015 were eligible to go on to University. In 2015, Year 12 students entered University in Newcastle, Sydney and other States in Australia. Medical, Engineering, Science, Economics/Business and the Arts/Design were pursued by the 2015 cohort.



Reporting Theme 8: Enrolment Policies

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

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

Conditions of Enrolment

1. In this Application for Enrolment, 'School' means the Newcastle Grammar School Limited ABN 19 054 234 141 and where the context permits, the Head of School, and 'my child' means the child referred to on the Application Form 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/guardian 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/guardian 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 for Enrolment.
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 her 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 pupil in so doing. I/We indemnify the School, its employees and agents of all costs and expenses arising directly or indirectly out of such treatment.

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 due date as published, or as otherwise agreed to by the School, upon an account being furnished by the School. All other School expenses incurred by my child whilst enrolled at the School shall be paid by the date nominated by the School.
- (c) Where any account has not been settled within terms as published, unless special arrangements have been made, 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.



Enrolment of Students with a Disability

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

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

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

Termination of Enrolment

- Continued enrolment at Newcastle Grammar School is dependent on the student's adherence to the standards required of each student (see Enrolment contract, Student Code of Conduct and Behaviour Management policies) and payment of all school fees. Termination of a student is the decision of the Head of School.
- If a parent/guardian terminates the enrolment, one term's fees in advance may be charged.

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 1988 (Cth)* and the *Privacy and Personal Information Protection Act 1998 (Cth)*. You will be asked to provide medical reports about your son/daughter 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 occasion information such as academic and sporting achievements, student activities and other news is published in School newsletters, SchoolBox, Spectemur Agendo, The Mitre, the School's website and other similar publications.
8. Parents/Guardians 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. From time to time the School engages in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organisations 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. All applications should be processed within the School's enrolment policy.
2. Consider each applicant's supporting statement/interview responses regarding their ability and willingness to support the School's ethos.
3. Consider each applicant's educational needs. To do this, the School will need to gather information and consult with the parents/guardians and other relevant persons.
4. Identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.

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

Written confirmation of a student leaving the School is sought from parents/guardians. If the student is of the age range of compulsory schooling requirement, future school of attendance is sought. If not forthcoming, the Enrolments Officer will inform the Head of School who will ensure that the Home School Liaison Officer (HSLO) at the local Department of Education is informed within seven (7) days of the Head of School being notified.



Attendance Records

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

Student Population

In 2015 the School had 746 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-Students 2015.



Reporting Theme 9: Other School Policies

Student Welfare:

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

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

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

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

Anti-Bullying:

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

Bullying is not tolerated at Newcastle Grammar School.

It is our policy that:

- Bullying be managed through a 'whole of School community' approach involving students, staff and parents/guardians.
- Bullying prevention strategies be implemented within the School on a continuous basis with teaching age appropriate skills and strategies to empower staff, students and parents/guardians to recognise bullying and respond appropriately.
- Bullying response strategies be tailored to the circumstances of each incident.



- Staff establish positive role models emphasising our no-bullying culture.
- Bullying prevention and intervention strategies are reviewed on an annual basis against best practice.

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

Student Rights

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

Student Responsibilities

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

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

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

Student Discipline:

School discipline has two main goals:

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

At Newcastle Grammar School it is our aim to devise strategies and practises that promote positive student behaviours, including the development and maintenance of a climate of respect.

At Newcastle Grammar School there are three simple principles that guide our behaviour toward each other.

1. Will this action be SAFE for all concerned?
2. Is the action CONSIDERATE of everyone who might be affected?
3. Does this action REFLECT WELL on yourself, your family, and your school?



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

This intention is clearly embedded in the Goals of the School:

‘To build students’ self-esteem and confidence; to enable students to develop a sense of personal responsibility and self-discipline; to foster a respect and concern for others and the world in which we live so that students show consideration for those around them.’

The School’s Behaviour Management Policy is outlined in the Student Code of Conduct and the Behaviour Management Plan. This Code and Plan have at their basis the principles of *justice, compassion, reconciliation and forgiveness* to promote the dignity and responsibility of each person while ensuring respect for the rights of all students and staff.

The School’s student discipline policies and procedures undergo regular review and adjustment to ensure procedural fairness and the ideal of natural justice

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

Reporting Complaints and Resolving Grievances

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

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

The policy remained unchanged in 2015.

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



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

Achievement of Priorities Identified in the School’s 2014 Annual Report

Area	Priority for 2015	Achievement for 2015
Develop a Strategic Plan	Work with interest groups to develop a 5 year Strategic Plan	Board, Executive and Staff worked on the development of the Strategic Plan – Priority Achieved
	Expand Staff Professional Development opportunities	Ongoing – Budget increased and opportunities for staff grew
	Strengthen compliance and Risk Management policies Build Board Governance and Executive staff capacity	Achieved – Compliance Officer appointed Achieved – Executive restructured and tailored professional learning
	Increase parent engagement and community connections	Parent Forum and Newsletter updated weekly.

2016 Priority Areas

Area	Priority for 2016
Implement the Strategic Plan	Develop a Gifted and Talented Programme for years 3 to 10
	Implement a data tracking system
	Introduce a STEM Programme K to 10
	Develop and implement a Teaching and Learning Framework
	Enhance the use of ICT in teaching and learning
Literacy	Develop a whole-school literacy policy



Reporting 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 beliefs, value system, 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-efficacy 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 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 K to 4, provide support and encouragement for all members of the School community and build a sense of mutual care and responsibility. House coordinators, Mentor Teachers and Classroom Teachers are supported in their endeavours to provide an environment supportive of diversity and difference by the School Executive Team and independent School Psychologists.

In 2015, Years 5 to 12 participated in the whole School initiative, 'Celebrating Strengths', delivered through the school's well-being program. This initiative looks at the VIA Signature Strengths as identified by Martin Seligman in his texts, "Authentic Happiness" and "Flourish" as virtues and strengths valued by people across the planet from distinct and diverse cultural, social and spiritual backgrounds. All members of the School community are encouraged to value, develop and acknowledge strengths of character in themselves and to recognise the centrality of these strengths in the lives of 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 have utilised the "You Can Do It" program as a basis for positive and worthwhile relationships and are now in the process of designing and implementing "Freedom to Flourish", looking at developing a strong sense of self-worth and deep respect for members of our community.

While acknowledging and respecting that within our school community we have individuals and groups from a variety of spiritual and religious backgrounds, Newcastle Grammar School operates within a framework of Christian values. The religious education program of the School acknowledges the worth of



the Christian faith and the Christian tradition 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, Nexus 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, Years Ten, Eleven and Twelve students work to support the volunteers from the Christ Church Cathedral by assisting with the fortnightly Community Lunch Programme, providing meals for Newcastle's homeless and those in need. 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 seven 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 2015, Years 10 and 11 students were also involved in Outreach programs in Cambodia and the School is now looking to form strong ties with "Long Hai School" and "Trung Bao Orphanage" in Vung Tau, Vietnam.

These service projects within the School community, the local Newcastle community and the International community illustrate the school's promotion of respect for self and others and the development in our students of a sense responsibility for our actions as local, national and global citizens.



Reporting Theme 12: School Satisfaction

Parents:

“Where school, family and community partnerships are developed to support and improve children’s learning in school, this offers a realistic and practical approach that has consistent evidence of beneficial impact on children’s and young people’s attainment.” Bywater, 2015.

Bywater’s 2015 meta-analysis of the impacts of Parental Involvement in Schooling advances very strong evidence for the positive impact on student learning of constructive parental involvement. In keeping with the evidence, at Newcastle Grammar School, parental involvement in a variety of areas of schooling is encouraged and assists the school in ensuring parental satisfaction with the school’s programmes and processes.

A Parent Forum has been established at the school. This Forum provides an opportunity for parents to bring to the attention of the Head of School any issues that are of concern or any questions they may have regarding their child’s education at the school. The Head of School and members of the Executive team are readily available to meet with parents at these Forums, enabling direct communication in an open meeting with the Head of School. Minutes of these Forums are published and available to the school community.

There are regular opportunities for parents and care-givers to meet with their children’s classroom teachers at parent/student/teacher evenings, year specific parent information evenings and a variety of community and co-curricular events. Parents are welcome to attend weekly school assemblies and chapel services and are encouraged to meet with their children’s House Coordinator and/or Mentor Teacher should any pastoral concerns arise.

Students:

Lee and Smith (1995) found schools that offered opportunities for student voices to be heard, that exhibited fair, reasonable and transparent assessment practices and discipline procedures and held students accountable for compliance with high behavioural standards resulted in greater levels of overall student engagement. Given the research that indicates a significant correlation between school achievement and engagement and student resilience and engagement, both qualities necessary to ensure student satisfaction, Newcastle Grammar School has in place processes that enable student feedback. All students belong to the House System. In Year 5 to 12, this vertically arranged system enables development of strong and trusting relationships over time to be formed with House Coordinators and Mentor teachers. In turn, these pastoral structures provide safe opportunities for students to express concerns or satisfaction with issues at school that affect them. In addition to these pastoral structures, the Student Representative Council meets regularly and is open to any student to attend and express concerns or suggest initiatives. The Chairpersons from the Student Representative Council (SRC) meet regularly with the Head and Deputy Head of School and are able to feedback issues raised at SRC. School Captains and Senior Prefects, as



representatives of the student body, also meet on a weekly basis with the Head and Deputy Head of School to discuss issues of relevance and to promote student lead initiatives.

Teaching Staff:

There are regular staff meetings held that afford opportunities for professional dialogue between teaching colleagues. These meetings may be organised as Faculty meetings, Year Meetings, Wellbeing/mentor Meetings or full Staff Meetings. Through these meetings, issues can be raised by members of staff and brought to that group or person best able to assist in the resolution of concerns or the implementation of initiatives. Staff are encouraged as individuals to meet with any member of the School Executive to raise issues of concern.

Staff retention rates at Newcastle Grammar School are very high, which further indicates a high level of teacher satisfaction.



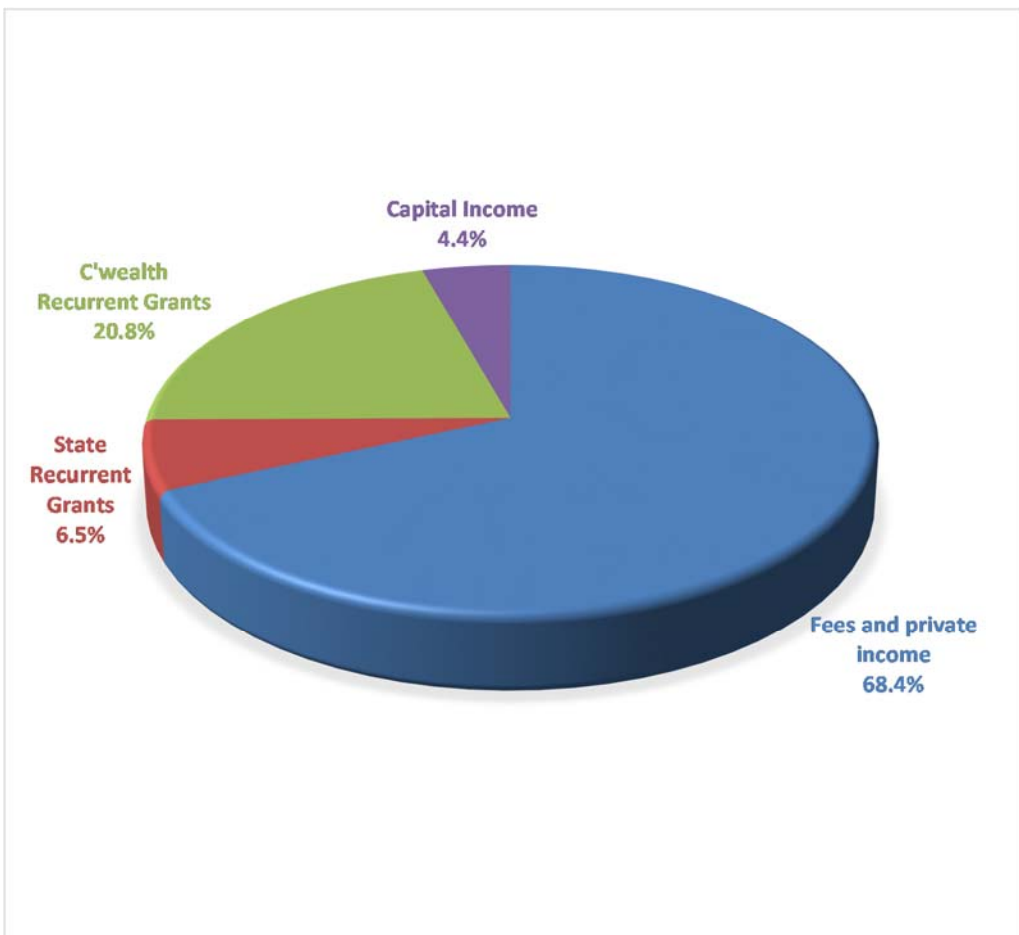
**Reporting Theme 13:
The Financials**

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

Recurrent/Capital Income

Our income is sourced from:

- School fees and levies
- Grants from State and Commonwealth Governments
- Private capital, including the sale of a property in 2015

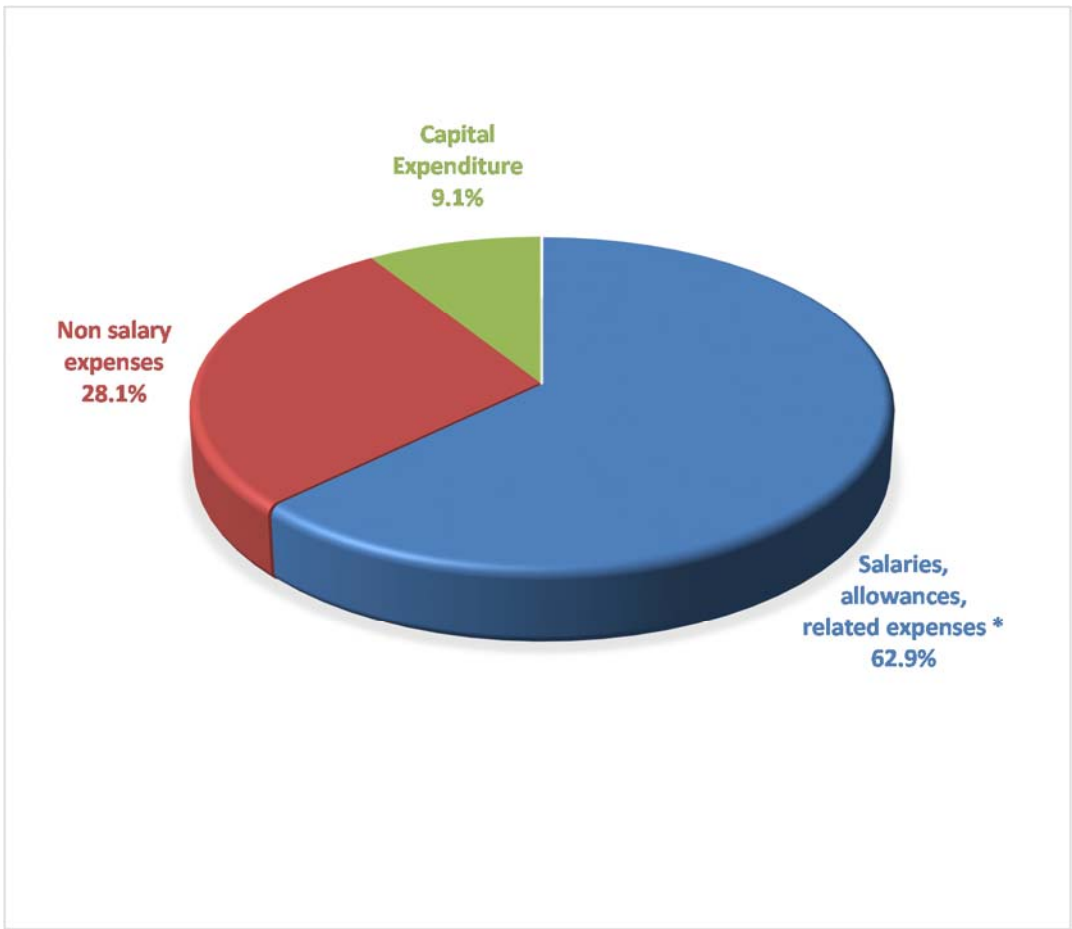




Recurrent/Capital Expenditure

Our expenditure includes to:

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



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



Reporting

Policy:

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

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

Annual Report

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