



Newcastle Grammar School

2016 Annual Report



The information within this report is provided to meet Newcastle Grammar School's educational and financial reporting requirements for the 2016 reporting year as laid out in Section 3.10 of the Registered and Accredited Individual Non-government Schools (NSW) Manual.



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Reporting Theme 1: Message from the Head of School

Newcastle Grammar School aims to provide high academic standards in an environment that educates the whole person. In 2016 we introduced the Strategic Plan for the School. The School focused on developing our responses to student welfare, introducing a new positive education strategies, Policy and Curriculum review occurred as part of a successful BOSTES registration and accreditation inspection, new subjects such as Mandarin and an I-STEM elective and approaches to learning including our Primary Inquiry Learning Framework began. 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





Message from the Board

Another busy year in the life of the School. From the perspective of the Board, we have worked to ensure the current stability and future direction of the organisation.

A strategic plan for the next three years was launched. The plan defines its central purpose as the desire to grow as a school of excellence in the Newcastle Region and wider NSW educational environment, where students are encouraged to strive to reach their individual potential and are well placed to meet the challenges of our changing world.

The school is developing in a number of areas including a new STEM student programme and Mandarin languages classes. The school undertook a number of refurbishments throughout the year, including an overhaul of the new Year 5 and 6 classes to become new learning space with standing and interactive desks. The Berkeley building also saw its roof being replaced within heritage requirements.

In the academic sphere, all staff were required as part of the BOSTES registration and accreditation process, to submit teaching programmes and all school policies were updated. The School successfully met standards in each critical area.

The upgrade of the Cooks Hill Commercial Centre has continued and has now reached the end of an important first stage of this process. To ensure the long-term stability of the school, CHCC remains an important asset.

The School's financial position is stable. Enrolment growth and careful financial management has resulted in a positive end of year position and reinvestment into the School

I would like to thank my colleagues on the Board for their commitment and valuable contributions. This year has seen the retirement of two directors, Mr Hugh McKensey and Mr Bill Clifton who between them have forty years of service on the Board. On behalf of the School I thank them for all they have done for us over many years. We also welcomed Mr Todd Williams on the Board and are looking forward to his involvement and guidance for the coming years.

Now looking forward to 2017 and beyond. The strategic plan is underway with progress in a number of areas such a new website and the introduction of the teaching appraisal system. The master planning for the whole school continues to ensure we have the structure and capacity for future growth.

Keith Lynch
Chairman of the Board



Reporting Theme 2: Our School

At Newcastle Grammar School, we believe education should be rich in curriculum offerings and co-curricular opportunities as well as provide an environment where student wellbeing and personal growth are encouraged. Students are at the heart of our work and, as a result, a positive learning culture permeates our School.



Newcastle Grammar School offers:

- A positive education approach to student wellbeing and personal growth K-12
- An academic environment that fosters personal achievement and enables each student to reach his or her potential
- A K-12 Learning Framework
- An innovative approach to STEM curriculum
- Excellent facilities and resources
- Wide opportunities in co-curricular areas – sports, music, outdoor education, intellectual pursuits and service learning
- A strong values-based culture based on Christian principles, in the tradition of the Anglican Church
- A history of success for close to 100 years with a forward looking vision.

We are proud of our successful academic record. In the 2016 HSC, Newcastle Grammar School ranked 64th 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 99.80, 17% of students received an ATAR over 95 and 50% of students received an ATAR over 85. Five students were included on the All Round Achievers list (achieving 90 or more in 10 course units). Thirty six students were on the Distinguished Achievers list (achieving 90 or more in a course unit), achieving 85 top Band results. One "Groups" and one "Individuals" HSC Drama Performances were selected for the 2016 OnStage showcase, five students' were nominated for the HSC Music 2015 ENCORE showcase and two students' HSC Body of Work were nominated for the 2016 SHAPE Design & Technology exhibitions. A student came 1st in the state in Music 1 and another student came 9th in the State in Drama.

Students are encouraged to strive for excellence in personal achievement across all areas of their academic and co-curricular program. Students from the School continue to be well represented at all levels of co-curricular competition from HRIS, AICES, CIS and NSW Schools' level as well as representing the School at a number of key community functions.

In 2016, our social justice program continued in Vietnam, culminating in 18 students and 3 staff travelling overseas to visit an orphanage and school. Newcastle Grammar School continued to support to local charities and organisations. Visit www.ngs.nsw.edu.au for more information about Newcastle Grammar School.



Our Values

Respect

- We acknowledge that a shared humanity underpins respect
- We believe that respect forms the basis of our interactions

Integrity

- Being honest to ourselves and others is central to a worthwhile life
- We aim to demonstrate trustworthiness and responsibility

Service

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

Excellence

- We work together in an environment where the pursuit of excellence is encouraged, fostered and valued
- We understand wellbeing promotes excellence and is dependent on both feeling good about ourselves and doing good for others
- We aim to bring the best version of ourselves to school each day





Learner Attributes and Graduate Aims

We strive to provide students with learning experiences and opportunities that will allow them to RISE to the challenges they will face in an increasing complex world. We want our students to develop the knowledge and skills that will allow them to FLOURISH as global citizens.

At the heart of our approach to teaching and learning is the fundamental belief that all students can achieve success at school. We know the quality of teaching is the most significant school-based factor affecting student outcomes, therefore our aim is to provide students with a consistently high standard of education founded on evidence-based research into effective teaching and current learning theory. Our staff are supported in their endeavours to enhance the quality of student learning and educational outcomes through high-quality professional development opportunities.

The over-arching goal of our approach to teaching and learning is to foster the development of key learning attributes that will prepare our students to lead lives of purpose and success.

We provide a holistic curriculum, designed to support and empower students in their individual pursuit for excellence. Student wellbeing is at the core of academic success and an intrinsic aspect of the School's ethos. Therefore, underpinning our academic curriculum is a progressive wellbeing programme based on the principles of Positive Psychology.

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



The Heart

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



The Head

- The graduate embraces the experience of life-long learning: enjoying the challenges of problem solving; valuing and demonstrating critical and creative thinking.
- The graduate is willing to challenge themselves in their learning, reflect on their thinking, build understanding through collaboration, demonstrate commitment, strive for excellence and take pride in their achievements.



The Hand

- The graduate recognises the needs of the community and the wider world and responds with meaningful service and compassion.
- The graduate is committed to ethical humanitarian values, promotes intercultural understandings and respects diversity.



Quality Education

Pre-school

Newcastle Grammar School Pre-school aims to ensure children are engaged in fun, play based learning activities that promote positive interactions and facilitate a smooth transition to school. The Pre-school caters for children in the year before Kindergarten (turning 4 years old in the year of enrolment).

Our caring and qualified staff work in a safe, fun-filled, enjoyable and challenging environment. They allow children to explore, experiment, create, discover and interact, developing the skills recognised as the foundations for a balanced life.

The flexible programmes promote self-discovery and spontaneous learning in a happy and secure way. Visits to specialist teachers in the Music Room and the Library at Park Campus as well as visits to Kindergarten help in the transition to school.

Providing a sense of belonging and comfort in a nurturing environment, where each child's health, safety and wellbeing, is paramount, the Newcastle Grammar School Pre-school's Mission and Philosophy complement and reflect The Early Years Learning Framework for Australia.

Belonging: To a school community which believes in the value of Christian living; the family; individual and collective achievement; our tradition and heritage; our interaction with the wider community and authentic leadership.

Being: Part of a school environment embraces individuality whilst being mindful of the diverse backgrounds and values in our community.

Becoming: A best Practice Early Childhood Service that recognises the importance of the year before school.

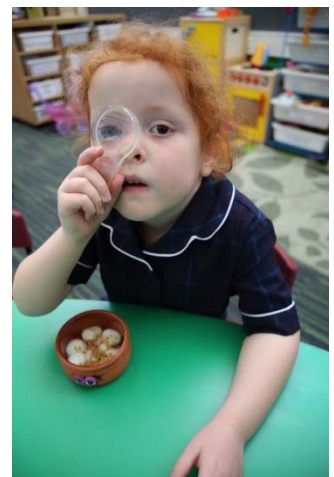
Park Campus (Kindergarten – Year 4)

Students from Kindergarten to Year 4 are taught in an environment that is warm, friendly and supportive. The Park Campus environment 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.

Our Inquiry based approach promotes independent and rich learning in Science, History and Geography. All students learn coding and have opportunities to join lunchtime clubs and, as they get older, join in the co-curricular programme.

Students work in ability groups in several areas of the curriculum. Specialist teachers work in the areas of music, PD/H/PE, library and languages, including Mandarin.

A varied programme of excursions and camps provides opportunities for the children to experience at first hand the subjects studied. Students have access to specialist learning support including occupational therapy and counselling services.





Hill Campus (Upper Primary - Years 5 & 6)

Years 5 and 6 work with our Primary teaching staff in a specialised area of the school. The dedicated area allows for a learning environment suited to upper primary with a focus on the development of literacy and numeracy skills as well as Inquiry based learning in Science, History and Geography. The students' contemporary learning spaces reflect our approach to upper primary education and offer Years 5 and 6 students a unique learning environment.

Senior School (Years 7 to 12)

The curriculum for each Year level is designed to develop the academic potential of each student, with the pursuit of excellence being the underlying objective. The School follows the Australian and NSW Education Standards Authority (NESA) Curriculum (formerly BOSTES). In addition, specialist elective subjects including iSTEM (Years 9 and 10), languages: French, Japanese and Mandarin, and Mathematics Acceleration programme from Year 9 can supplement a student's academic programme.

Students are divided into Houses and work with their Head of House and mentor group to achieve positive outcomes for the group. Pastoral Care and the Wellbeing Programme are delivered through this system.

The wide co-curricular programme supplements a students' experience of school and develops skills and talents. Weekly assemblies and Chapel services bring the Hill Campus together and emphasise our values.

Student Wellbeing

Utilising the Wellbeing Programme and Positive Education, the School seeks to enhance student outcomes and achievement through the development of essential 21st century skills. These include the experience of positive emotions and strengthened relationships, mindfulness, resilience, purpose and achievement. The programme is designed to enhance the social, emotional and physical wellbeing of each student through the application of positive education interventions, supported through rigorous research in the field of positive psychology.

Park Campus (K-4)

Based on the theories of positive education, the Wellbeing programme at Park Campus focuses on teaching students to develop the attitudes, values and behaviours that assist in their development. 'Professor Empowerment' is used to encourage children to engage with positive education in a format they understand.

Hill Campus (5-12)

Student Wellbeing is centred within the vertical House system. On enrolment, each student is allocated to one of four Houses; Tyrrell, Macquarie, Shortland or Hunter. At the Hill Campus, each House is led by two Heads of House; one for Years 5 to 8 and one for Years 9 to 12. These Heads of House work with teams of Mentor Teachers, nine for each House, to ensure a strong and positive relationship is formed with each student, their family and the House and School.

Students check in with their Mentor Teacher each morning before lessons commence to ensure a positive start to each day. Each Monday and every second Thursday, students meet again with their



Mentor Teacher or Head of House for Mentor Periods, during which the Wellbeing Programme is delivered.

In addition to these wellbeing sessions, students in Years 5 to 9 have regular Positive Education (PosEd) time-tabled lessons. PosEd at Newcastle Grammar School is based in the research that seeks to define authentic happiness as the outcome of feeling good within ourselves while doing good for others.

Service Learning

Our belief in the importance of service to others is a core value of our school. Service learning opportunities develop a student's empathy, perspective and resilience.

Newcastle Grammar School Students commit to the following projects

- Local, for example, the Samaritans
- National, for example, Cancer Council
- International, for example, Vietnam 'Hands on Humanity' project
- to engage with a range of issues including homelessness, poverty, mental and physical health, literacy, aged care and disability.

Our connection to a school and orphanage in Vietnam allows students from Year 9 to 12 an opportunity to travel and experience the wider perspective of education and life in a developing nation.

Spiritual Development

Students in Years 5-12 participate and lead weekly Chapel Services in Christ Church Cathedral. Our School Chaplain works as apart of our wellbeing team and is involved in the teaching of religious education in the School.





Reporting Theme 3: 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. In 2016 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 – 2016

In 2016, 60 students sat the NAPLAN tests.

Year 9 achieved excellent results with great improvements in reading, writing and numeracy. Given the introduction of minimum standards of literacy and numeracy from 2017, it is interesting to note that 88% of our students achieved a Band 8 (the new minimum standard) or above in Reading, 80% in Writing, 79% in Spelling, 77% in Grammar & Punctuation and a huge 95% in Numeracy.

Percentages in Bands:

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	NGS	25	33	15	22	37
	State	21	14	21	24	32
	National	6	3	7	4	8
Band 9	NGS	35	22	42	27	31
	State	31	21	28	25	27
	National	15	9	15	12	14
Band 8	NGS	28	25	22	28	27
	State	29	32	30	23	27
	National	27	20	27	25	27
Band 7	NGS	12	15	15	18	5
	State	14	21	14	20	11
	National	29	28	27	30	31
Band 6	NGS	0	3	7	5	0
	State	4	9	5	5	2
	National	16	23	15	20	15
Band 5 or below	NGS	0	2	0	0	0
	State	1	3	1	2	0
	National	5	15	8	8	3

Means for all Australian schools and Newcastle Grammar School

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NGS	648	637	638	635	672
National	581	549	580	569	589



NAPLAN Year 7 – 2016

In 2016, 87 students sat the NAPLAN tests.

The students in this year group showed strong performance across all tests. It was pleasing to see that 93% were in the top three bands for Numeracy, 87% for Spelling and 93% for Reading. The school's means remain well above both state and national figures.

Percentages in Bands:

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 9 or above	NGS	27	3	20	29	29
	State	28	13	20	31	31
	National	9	4	10	10	12
Band 8	NGS	36	30	44	25	35
	State	29	27	30	25	30
	National	18	12	18	17	19
Band 7	NGS	30	39	23	28	29
	State	24	31	30	27	28
	National	28	25	28	26	29
Band 6	NGS	7	22	8	16	6
	State	15	22	14	11	10
	National	27	31	24	25	24
Band 5	NGS	0	6	5	2	1
	State	3	6	5	6	2
	National	14	18	12	14	12
Band 4 or below	NGS	0	0	1	0	0
	State	1	1	1	1	0
	National	4	9	5	6	3

Means for all Australian schools and Newcastle Grammar School

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NGS	601	560	594	599	609
National	541	515	543	540	550



NAPLAN Year 5 – 2016

In 2016, 56 students sat the NAPLAN exams.

Year 5 performed well in Numeracy with 86% of students in the top three bands, Grammar & Punctuation with 88% and Reading with 84% in the top three bands.

Percentages in Bands :

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8 or above	NGS	25	11	29	41	23
	State	31	13	25	38	31
	National	14	4	11	16	11
Band 7	NGS	25	21	16	20	29
	State	34	25	23	26	24
	National	21	13	19	20	18
Band 6	NGS	34	38	20	27	34
	State	21	37	32	21	28
	National	27	31	28	26	28
Band 5	NGS	14	25	25	13	13
	State	10	21	16	11	13
	National	21	32	23	21	25
Band 4	NGS	2	5	11	0	2
	State	3	4	3	3	3
	National	10	13	12	10	13
Band 3 or below	NGS	0	0	0	0	0
	State	1	1	1	1	0
	National	5	5	6	5	4

Means for all Australian schools and Newcastle Grammar School

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NGS	541	509	518	561	542
National	502	476	493	505	493



NAPLAN Year 3 – 2016

In 2016, 42 students sat the NAPLAN exams.

Year 3 acquitted themselves well and their mean scores were well above the state and national averages. In terms of the top three bands, the Newcastle Grammar students' proportions were impressive – 90% in Spelling, 81% in Reading and 87% in Numeracy.

Percentages in Bands:

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6 or above	NGS	49	24	44	68	34
	State	53	34	44	61	41
	National	27	16	24	31	15
Band 5	NGS	32	59	34	10	24
	State	25	44	30	18	24
	National	22	33	22	21	21
Band 4	NGS	0	15	12	12	29
	State	12	16	16	13	20
	National	21	31	24	21	21
Band 3	NGS	15	0	5	7	7
	State	7	4	6	7	11
	National	16	12	16	15	22
Band 2	NGS	2	0	2	0	2
	State	1	1	2	1	3
	National	8	4	8	7	11
Band 1	NGS	0	0	0	0	0
	State	0	0	0	0	0
	National	3	2	4	3	3

Means for all Australian schools and Newcastle Grammar School

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NGS	481	462	481	525	451
National	426	421	420	436	402



Higher School Certificate

In 2016, 91 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 2016, Newcastle Grammar School ranked 64th out of more than 650 schools in NSW, maintaining our position as the Hunter Region's Leading Independent School.

The top ATAR received by our students was 99.80 (Azleena Akhand) with 33% of students receiving an ATAR over 90 and 47% of students receiving an ATAR over 85.

Five students were included on the All Round Achievers list (achieving 90 or more in 10 course units), 36 students were on the Distinguished Achievers list (achieving 90 or more in a course unit) and they achieved 120 top Band results.

One Student's HSC Music performance was selected for the 2016 ENCORE Music performance, with a further 5 students being nominated by markers for either the 2016 SHAPE Design & Technology exhibition, or the ONSTAGE Drama performance. In Drama, one student was nominated for both her individual performance and for her group performance.

Congratulations to the class of 2016 for maintaining the School's fine academic tradition.

The percentage of students from Newcastle Grammar School in various bands in high-performing courses studied at the School in the 2016 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	54	35
Business Studies	68	34
Chemistry	44	41
Design & Technology	67	41
Drama	62	43
Economics	50	45
English (Advanced)	68	62
English Extension 1	94	95
English Extension 2	50	79
French Continuers	44	65
Geography	74	41
History Extension	100	81

Subject	Percentage of Students in Band 5 or 6	
	NGS	State
IPT	50	38
Mathematics General	63	26
Mathematics	66	53
Mathematics Extension 1	91	79
Mathematics Extension 2	83	85
Modern History	46	41
Music 1	100	63
Music 2	89	90
Music Extension 1	100	94
PDHPE	64	34
Physics	20	30
Visual Arts	92	54



Reporting Theme 4: Student Achievement

In 2016, 97% of students beginning Year 12 were awarded a Higher School Certificate.

Four 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/Number of Students
2016	HSC	97%
2016	Vet Qualification	4

Record of School Achievement (ROSA)

In 2016, all Year 10, 11 and 12 students completed their senior program.



Reporting Theme 5 & 6: Our Staff

NGS employs 77 teaching staff, equating to 69.5 full time equivalent teachers. 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.

NGS acknowledges the importance of professional development in the provision of high quality teaching and learning experience. We encourage staff to engage in professional learning experiences as a key part of their ongoing professional growth and development. In 2016, staff participated in a range of professional development opportunities, including:

<p>Whole School:</p> <ul style="list-style-type: none"> • Compliance – First Aid and Fire Warden Training • Child Protection: Creating Safer Independent Schools <p>Executive</p> <ul style="list-style-type: none"> • Members of the School Executive team continued in a leadership programme • ACEL Annual Conference – Insight and Innovation, which focussed on emerging trends in education and educational leadership. • AHISA Director of Studies Conference – currency in curriculum matters, particularly with regard to HSC reforms. <p>Primary</p> <ul style="list-style-type: none"> • HRIS K-6 Geography Planning Day – familiarisation with the new Geography syllabus to be implemented in 2016. • HRIS Primary History/Geography Planning Day 	<ul style="list-style-type: none"> • Powering Up: Inquiry-based Learning w/ Kath Murdoch as part of our ongoing implementation of Inquiry Learning in the Primary School • Cracking the Hard Class – assisting teachers to deal with challenging behaviours in the classroom. • AHISA Conference – Leading, Learning and Caring <p>Careers</p> <ul style="list-style-type: none"> • Future-Proofing Careers – supporting students in pursuing careers in the 21st century <p>English</p> <ul style="list-style-type: none"> • The AIS English Conference • AOS Discovery – enhancing teacher capacity to teach the Area of Study component of the HSC Advanced English course. • Extension 1 English: After the Bomb • Extension 1 English: Romanticism • Extension 1 English: Imaginative Writing 	<p>History</p> <ul style="list-style-type: none"> • AIS History Conference: Embedding Historiographical Understanding <p>Learning Support</p> <ul style="list-style-type: none"> • Diabetes Teacher Training Seminar <p>Languages</p> <ul style="list-style-type: none"> • NAFT Annual Conference – supporting teachers to implement innovative teaching strategies in the Languages classroom <p>Library</p> <ul style="list-style-type: none"> • HRIS Library Group • MANTLE Conference <p>Mathematics</p> <ul style="list-style-type: none"> • Newcastle Mathematics Conference • Mathematics Association of NSW Annual Conference to support the integration of innovative pedagogical approaches in the Mathematics classroom.
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Student Wellbeing

- 'Welcome to Positive Psychology' and online course introducing participants to the research in the field of positive psychology and the work being done in this area by Barbara Fredrickson.
- Accidental Counsellor – Lifeline, Newcastle
- Using Technology to Support Youth Mental Health

Social Science

- Familiarisation and planning workshops for the implementation of the new Geography Syllabus for Stage 4 in 2017.

Technology

- Ongoing professional development to enhance the use of SchoolBox at NGS
- Foundations for UAV Flight Operations
- 3D Printing, Design and Basic CAD to support the introduction of the new iSTEM course to the Stage 5 curriculum as an elective.

Newcastle Grammar School also employs 40 support staff, who have also participated in a range of professional development opportunities this year, including:

- Child Protection
- First Aid
- Diabetes Training

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

We have no Aboriginal or Torres Strait Islanders employed at the School.



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

Student Attendance

In 2016, 94% of students on average attended school each day. This is similar to 2015.

	Average % Attendance Rates
K	90
1	95
2	94
3	93
4	95
5	94
6	95
7	94
8	94
9	93
10	92
11	94
12	97

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
2015/2016	93	89	80	95.7	86

Eighty-six percent of the 2014 Year 10 cohort completed Year 12 in 2016. The students who left between Year 10 and 12, left because - two went on to further study at TAFE, one moved interstate to attend school due to family relocations for work purposes and others left for personal reasons or change in family circumstances.

Ratio of Girls to Boys:

Year	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Female	391	378	404	404	412	412	408	387	396	385	408	391	373	349	367	378
Male	359	365	382	420	417	419	406	401	421	424	435	436	409	373	380	402

Post School Destinations

The vast majority of Year 12 students in 2016 were eligible to go on to University. In 2017, our former Year 12 students entered University in Newcastle, Sydney, Melbourne and other States in Australia. A very wide range of courses, such as Medicine, Engineering, Science, Economics/Business and the Arts/Design were pursued by the 2016 cohort. One student has entered the Sydney Conservatorium of Music. We wish them all every success and personal fulfilment in their tertiary studies.



Reporting Theme 8: Enrolment Policies

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

New Enquiries

The Enrolment Officer will send to everyone enquiring about enrolment details of the procedure for enrolment at the School including:

- (a) A Prospectus
- (b) A statement about the School Fees
- (c) An Application for Enrolment

Enrolment information is also to be available on the School's website.

All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the School, siblings already attending the School and other criteria determined by the School from time to time. Once enrolled, students are expected to support the School's ethos and comply with the School rules.

Waiting Lists

The Head of School through the Enrolment Officer is responsible for the maintenance of waiting lists for entry to the School, including future kindergarten classes.

Entrance to the School is normally in Kindergarten, Year 5, Year 7 and Year 11. Entrance at other year levels is limited to vacancies which may occur from time to time. Entrance may be accommodated at any time throughout the school year depending on circumstances. The School also enrolls students in its Pre-school. However, enrolment in Pre-school does not guarantee enrolment in Kindergarten.

Names of children will be entered on the appropriate waiting list (K-12) when their parents or a parent return:

- (a) the Application for Enrolment form;
- (b) a non-refundable Application Fee of \$250.00 (inclusive of GST);
- (c) a copy of the child's birth certificate;
- (d) a copy of the child's immunisation certificate;



- (e) copies of the child's last two school reports, NAPLAN results for Year 4 upwards;
- (f) all medical, psychological or other reports about the child in their possession or control; and
- (g) other information about the child which the School considers necessary.

In addition, overseas students must also provide:

- (a) copies of Passport and Visa;
- (b) the child's last two school reports together with an English translation (if applicable) and a validation of the translation;
- (c) two passport sized photographs;
- (d) copy of English language test results (AEAS, IELTS);
- (e) copies of ESL Reports for Intensive Language Schools;
- (f) details of the child's Guardian in Australia who must be over 21 years, reside in Newcastle all of the time and speak English.

Failure to provide all required information may result in the School declining to enter the child's name on the appropriate waiting list or delaying such entry, and may also result in the School declining or delaying the child's enrolment.

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 2016 the School had 785 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 is available from the My School website, www.myschool.edu.au



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 Head of House are there to help. Other people in the School to whom a student may go for help include:

- School Psychologist
- Deputy Head of School
- Director of Learning and Teaching
- Head of Learning and Teaching K-6
- Head of Primary
- 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 and self-regulation.

At Newcastle Grammar School, all students and members of staff are bound by our Values Statement, developed in 2016 following extensive collaboration with key stakeholders:



RISE:

Respect.

- We acknowledge that a shared humanity underpins respect. We believe that respect forms the basis of our interactions

Integrity.

- Being honest to ourselves and others is central to a worthwhile life. We aim to demonstrate trustworthiness and responsibility.

Service.

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

Excellence.

- We work together in an environment where the pursuit of excellence is encouraged, fostered and valued. We understand that wellbeing promotes excellence and is dependent on both feeling good about ourselves and doing good for others. We aim to bring the best version of ourselves to school each day.

The School's Values Statement underpins the Wellbeing Programme of the School and forms the scaffolding for the formation of our Discipline Policy and Procedures. Through the Student Discipline policies, Newcastle Grammar School seeks to provide a safe, inclusive, supportive and respectful teaching and learning community that:

- promotes student wellbeing through effective student welfare policies and programmes;
- minimises the risk of harm to, and ensures feelings of security for, all members of the School community;
- Supports the physical, social, academic, spiritual and emotional development of students.
- Actively promotes a safe and secure environment for all students and members of the School community

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

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 was reviewed in 2016.

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 2015 Annual Report

Area	Priority for 2016	Achievement for 2016
Implement the Strategic Plan	Develop a Gifted and Talented Programme for years 3 to 10	Employment of a Co-Ordinator of G&T (Stage 2 & 3) and implementation of an explicit G&T programme for Years 4-6. Participation in enrichment programmes such as the da Vinci Challenge and Tournament of Minds.
	Implement a data tracking system	Ongoing – review of Learning Analytics completed and trial begun Students in Years 2, 4, 6, 8 and 10 completed Academic Assessments to gather data on academic progress
	Introduce a STEM Programme K to 10	Partnership with Hunter RDA to develop a K-12 STEM Programme iSTEM introduced as an elective for students in Year 9
	Develop and implement a Teaching and Learning Framework	NGS Framework developed and launched Ongoing implementation of Inquiry Learning in the Primary School, including professional development of staff in this approach to teaching and learning.
	Enhance the use of ICT in teaching and learning	2 full-time ICT Integrators employed to facilitate the uptake of SchoolBox and increase the use of ICT to enhance teaching and learning
Literacy	Develop a whole-school literacy policy	Ongoing – key staff involved in training Early Literacy programme for Kindergarten reviewed and revised for implementation in 2017.

2017 Priority Areas

Area	Priority for 2017
Academic	<ul style="list-style-type: none"> • Maintain and improve academic results/achievement • Implement an effective data tracking system • Develop a teaching and learning framework for the Secondary School • Offer greater opportunities for students to connect with the outside world
Quality of Staff	<ul style="list-style-type: none"> • Implement a staff appraisal system focused on professional growth and development
Wellbeing	<ul style="list-style-type: none"> • Continue to improve the wellbeing programme at NGS • Enhance service learning opportunities for students
Co-curricular	<ul style="list-style-type: none"> • Ongoing review of the co-curricular and outdoor education programmes
Communication	<ul style="list-style-type: none"> • Improve the quality of communication with parents • Develop an alumnae association
Business	<ul style="list-style-type: none"> • Continual improvement of business practices



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 2016, 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 "Freedom to Flourish" program as a basis for positive and worthwhile relationships. This program is evidenced based, incorporating aspects of Positive Psychology as well as research by Carol Dweck and others into the concepts of Fixed vs Growth Mindsets.

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. This School encourages 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, Vietnam, in their efforts to improve their standard of living. The School is now forming strong ties with "Long Hai School" and "Trung Bao Orphanage" in Vung Tau, Vietnam. Through 2016 several significant fund raising events were held which enabled Newcastle Grammar to provide the financial and physical resources needed for the Long Hai School to furnish and stock with books a new school library. Additionally funds were allocated to the provision of equipment for the school's hairdressing traineeship program. A group of 18 students and three staff visited the school in December 2016 and were able to further strengthen the partnership between our two schools through a number of service activities.

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.

“Parents, carers and families are the first and most important influence in a child’s life, instilling the attitudes and values that will support young people to participate in schooling and contribute to broader local and global communities.

Partnerships between students, parents, carers and families, the broader community, business, schools and other education and training providers bring mutual benefits and maximise student engagement and achievement. Partnerships engender support for the development and wellbeing of young people and their families and can provide opportunities for young Australians to connect with their communities, participate in civic life and develop a sense of responsible citizenship.” Melbourne Declaration on Educational Goals for Young Australians, 2008.

In keeping with the Melbourne Declaration and the recognition of the crucial partnership between parents, students and school, the NGS Parent Forum continues to operate. 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.

Year-specific Information Evenings are held annually, providing parents of students enrolled in Kindergarten through to Year 12 opportunities to be fully informed with regards their child’s current year group’s academic, wellbeing and co-curricular activities and opportunities. These sessions provide opportunities for parents to ask questions, seek clarification and meet with members of the School’s Executive Team to discuss and concerns or queries.

There are regular opportunities for parents and care-givers to meet with their children’s classroom teachers at parent/student/teacher 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.

Year 12 students were invited to complete an Exit Survey at the conclusion of their Senior Year. Data provided by this survey each year are reviewed by the school with an eye to constant improvement through identifying those aspects of schooling that we can improve while recognising those things that the school does well. The results of the student survey for 2016 were substantially positive.

Teaching Staff:

There are regular staff meeting 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.

In 2016, all staff were invited to participate in a Staff Satisfaction Survey. The results of the survey were overwhelmingly positive. Note was taken of the perception of some staff that communication lines between the school executive team and teaching staff were at times unclear. Discussions have been held and systems have been introduced in order to improve communication at all levels.

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



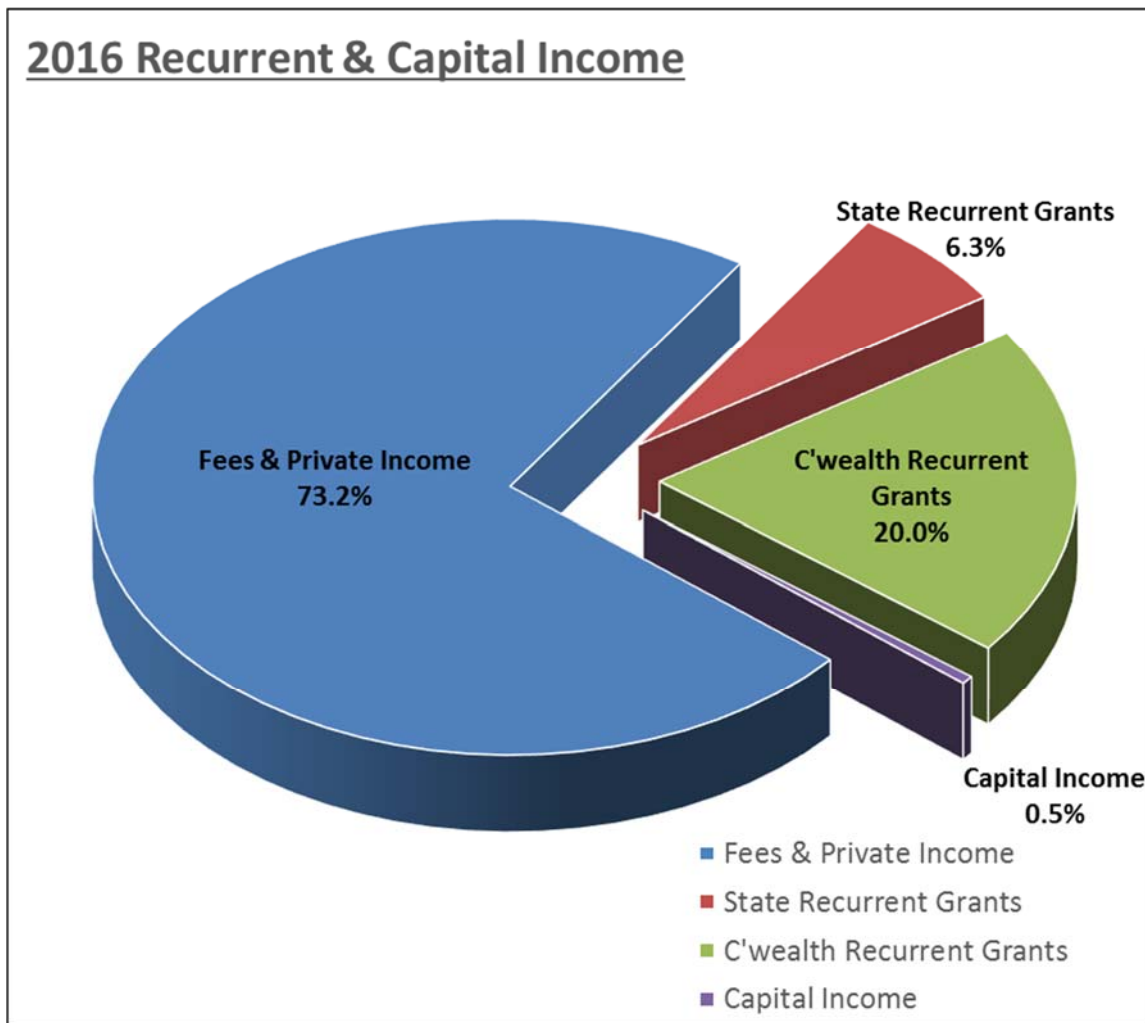
Reporting Theme 13: The Financials

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

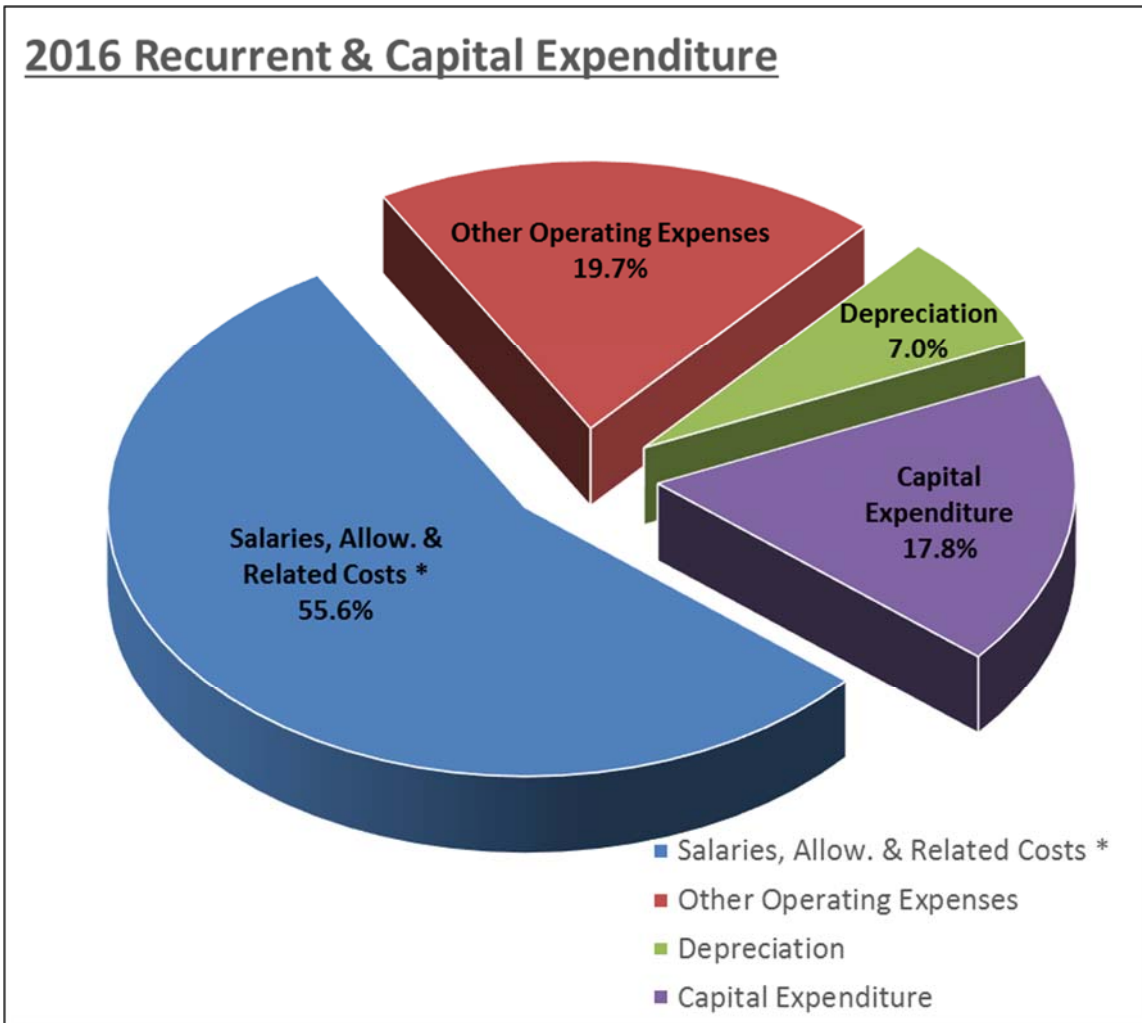




Recurrent/Capital Expenditure

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.