

NEWCASTLE GRAMMAR SCHOOL 2005 ANNUAL REPORT



HEADMASTER'S INTRODUCTION

Welcome to Newcastle Grammar School's 2005 Annual Report. This report is a requirement of the NSW Board of Studies. I hope that you find it informative. Should you require further information or clarification, please do not hesitate to contact the School. Questions can be directed to the staff members listed below.

Once again the School had a very successful year. The 2005 Higher School Certificate results followed the trend of previous years with 38% with a UAI over 90 and 67% with a UAI over 80. Over the last four years students from Newcastle Grammar School have averaged 37% of Year 12 with a UAI over 90.

MISSION STATEMENT AND GOALS

Our Vision is to be a leading Australian School in the pursuit of excellence in all that we do.

Values

This School Community believes in the value of:

- Christian living;
- the self worth of the individual;
- the family;
- individual and collective achievement;
- our tradition and heritage; and
- our contribution to the wider community.

Goal 1

The essential purpose of the School is to develop the potential of our students so that they can lead satisfying lives and make a positive contribution to society.

Spiritual

To promote an understanding of the Christian faith and a tolerance 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 judgment, to foster in each student a love of learning and to promote individual and group achievement.

Pastoral

To build students' self esteem and confidence, to enable students to develop a sense of personal responsibility and self-discipline and to reinforce the values, attitudes and ideals of the School.

Social

To foster a respect and concern for others and 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.

Goal 2

Newcastle Grammar School is an independent, non-denominational, non-selective School, maintaining strong links with the Anglican Church which aims to:

- provide a balanced and coherent curriculum;
- employ Staff of the highest possible quality, and to promote their professional development so they can contribute most effectively to the life of this School;
- provide the best possible physical facilities which meet the present and future needs of this School;
- establish an efficient and effective corporate management system;
- interact productively with University and TAFE colleges, as well as with business and the community;
- provide an effective pastoral care system;
- have a well developed and wide-ranging co-curricular programme;
- have vibrant alumni and parent associations; and
- encourage parents to assist the School in the educational process.

In all the School's dealings with students, staff and parents where appropriate we will follow the principles of procedural fairness.

The full text of the School's policies and associated procedures is provided to all members of the School community through:

- the Programme Book;
- the Parent Information booklet; and
- more information can also be obtained from the Headmaster's 2005 Annual Report which was published and circulated at Speech Day 2005 and is available on the website. A copy may be obtained from the School.

Further questions about this report should be directed to:

- | | | |
|-------------------------|---------------------|-----------|
| - Head of Junior School | Mr David Sarich | 4925 2121 |
| - Head of Middle School | Mrs Lesley Harrison | 4929 5811 |
| - Head of Senior School | Mr Merv Filby | 4929 5811 |
| - Headmaster | Mr Alan Green | 4929 5811 |

DISCIPLINE POLICY

Students are required to abide by the School's Rules and to follow the directions of teachers and other people with authority delegated by the School.

Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the students may be subject to disciplinary action.

The disciplinary procedures undertaken by the School will vary according to the seriousness of the alleged offence. When advised of the allegation the student and parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.

The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. Corporal punishment is not permitted.

Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student and parent will be:

- informed of the alleged infringement;
- informed as to who will make the decision on the penalty;
- informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and
- afforded a right of review or appeal.

The Headmaster will reach a preliminary decision in relation to the allegation and any penalty to be imposed and advise the student (and parent/s) of that view. The student (and parent/s) would be advised that if they wish this preliminary decision to be reviewed they may make application for a review to the Headmaster and submit any information they want to be considered during the review process. The Headmaster will then either confirm the preliminary decision as final or amend the preliminary decision based on the additional information provided.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter;
- know the process by which the matter will be considered;
- respond to the allegations; and
- know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' includes the right to:

- impartiality in an investigation and decision making; and
- an absence of bias by a decision-maker.

The review mechanism adds to the fairness of the process and offers a check in case there is a perception of a conflict of interest.

ENROLMENT POLICY

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

Procedures:

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/family 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.

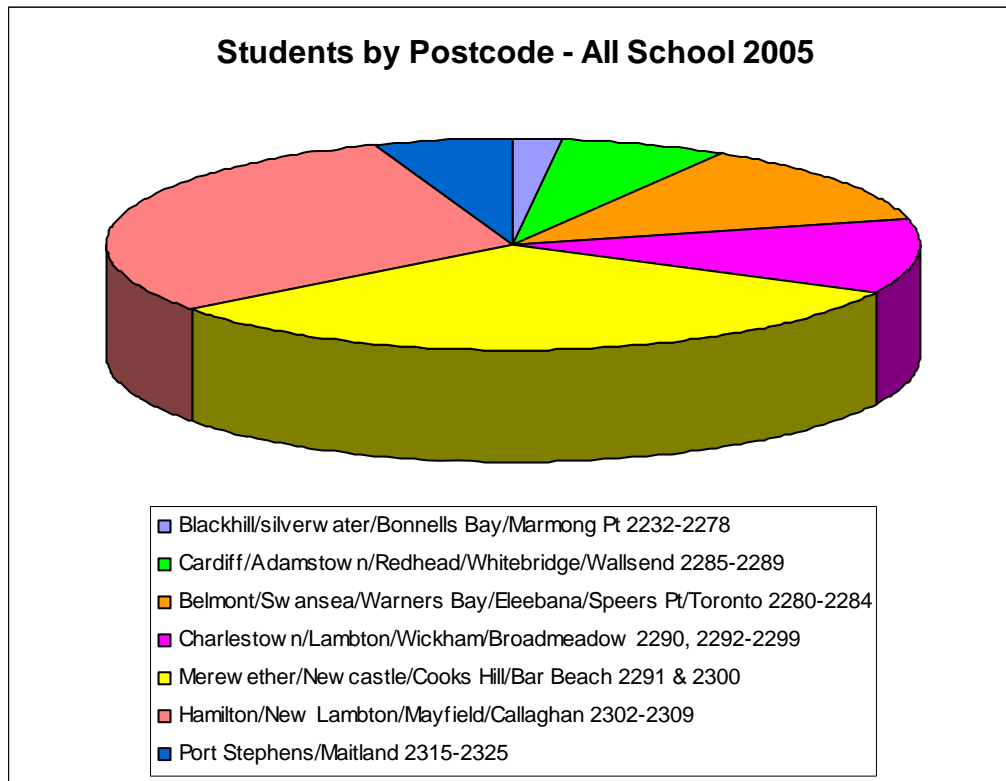
Student Population

The School has 829 students of whom 212 in the Junior School, 279 in the Middle School and 338 the Senior School. There are approximately equal numbers of boys and girls throughout the School. As it is a comprehensive School, the students come from a wide range of backgrounds, including language background other than English, and a number of students with special needs. In addition, the School enrolls overseas students for the senior years.

Ratio of Girls to Boys

Year	Girls	Boys
2000	384	350
2001	391	359
2002	378	365
2003	404	382
2004	404	420
2005	412	417

Students who attended Newcastle Grammar School by postcode in 2005.



The following is taken from Newcastle Grammar School's Enrolment form.

Conditions of Enrolment

1. In this application for enrolment, "School" means the Newcastle Grammar School Limited and where the context permits, the Headmaster, and "my child" means the child referred to on the page overleaf under the heading "Personal 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 the continued attendance at the School is at the absolute discretion of the Headmaster.
 - 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) 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.
 - e) These Conditions of Enrolment may be amended at any time at the discretion of the Board of the School.
3. I/We will support the ethos and philosophy of the School at all times whilst my child is enrolled.
4. 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 Headmaster or, in his 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.
5. I/We agree to the following conditions:
- a) To lodge with the School, an entry deposit of such amount as the School has determined as being applicable for the calendar year in which entry to the School is sought for my child. The deposit and any income it may earn, may be invested or otherwise used as the School, in its absolute discretion, determines. No interest shall be payable by the School in relation to the deposit.
 - 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 fourth Friday or each term upon an account being furnished by the School. All other School expenses incurred by my child whilst enrolled at the School shall be paid.
 - c) Where any account has not been settled by the fifth week of term, 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.
 - 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) The deposit will be refunded, after my child has left the School, upon written application within twelve months of my child leaving the School. Part or all of the deposit may be retained to offset any outstanding monies owing to the School or its agencies. Any deposit not claimed within twelve months of my child leaving the School, will be a gracious donation to the School.
 - f) Each parent, or guardian as the case may be, is jointly and severally liable for the payment of fees. Including any fees and costs incurred by the School in recovering or attempting to recover any unpaid amount due.

Collection Notice

1. The School collects personal information, including sensitive information about students and parents or guardians before and during the course of a student's enrolment at the School. The primary purpose of collecting this information is to enable the School to provide schooling for your son/daughter.
2. Some of the information we collect is to satisfy the School's legal obligations, particularly to enable the School to discharge its duty of care.
3. Certain laws governing or relating to the operation of schools require that certain information is collected. These include Public Health and child protection laws.
4. Health information about students is sensitive information within the terms of the National Privacy Principles under the Privacy Act. We ask you to provide medical reports about students from time to time.
5. The School from time to time discloses personal and sensitive information to others for administrative and educational purposes. This includes to other schools, government departments, medical practitioners, and people providing services to the School, including specialist visiting teachers, sports coaches and volunteers.
6. If we do not obtain the information referred to above we may not be able to enrol or continue the enrolment of your son/daughter.
7. Personal information collected from students is regularly disclosed to their parents or guardians. On occasions information such as academic and sporting achievements, student activities and other news is published in School newsletters, Spectemur Agendo, Mitre, School's website and other similar publications.
8. Parents may seek access to personal information collected about them and their son/daughter by contacting the School. Students may also seek access to personal information about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the School's duty of care to the student, or where students have provided information in confidence.
9. As you may know the School from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to 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.

Retention Rates

The apparent retention rate and the actual retention rate from Year 10 to Year 12 has stayed approximately the same over the last five years. Based on the information provided to the School, when students leave it would appear that only a minority of the students who leave the School at the end of Year 10 or during Year 11 do so because of family circumstances or to pursue employment or vocational training. Most appear to leave because they want a change of environment for the final years of their schooling. The table below shows the numbers for the years 2000/2002, 2001/2003, 2002/2004 and 2003/2005.

Retention Table 2005:

Years compared	Year 10 total enrolment on census date	Year 12 total enrolment on census date	Year 10 enrolment at census date remaining in Year 12 on census date	Apparent retention rate	Actual retention rate
2000/2002	78	75	56	96	72
2001/2003	82	74	56	90	68
2002/2004	85	76	62	89	73
2003/2005	86	76	70	92	81

STUDENT ATTENDANCE POLICY

The School will monitor the daily attendance and absence of students in the School by maintaining a daily register for each class, of students.

Student absences from classes or from the School will be identified and recorded in a consistent manner by the staff member responsible.

Unexplained absences from classes or School will be followed up in an appropriate manner with the student and/or their parent or guardian.

The School will notify parents and/or guardians in an appropriate manner where a student has a poor record of School or class attendance.

Where unsatisfactory class or School attendance is identified, the attendance issue and any action taken will be recorded, as appropriate, on the student file.

A SAFE AND SUPPORTIVE ENVIRONMENT

General

The NSW Board of Studies Registered and Accredited Non-Government Schools (NSW) Manual requires that a school must have in place policies and procedures to ensure that it provides a *'safe and supportive environment'* for all students.

Support

The School wishes to promote a learning environment where teachers and pupils should be mutually supportive. Students and teachers should respect each other and not engage in conduct which undermines this mutual trust and support, and also respects the philosophy and ethics of the School. The School encourages consultation between all members of the School community in matters which affect them.

Security

The School will implement measures designed to promote the safety and wellbeing of students, particularly having regard to its professional judgment as to what is required and will include in its consideration such matters as:

- a) appropriate levels of supervision;
- b) security of buildings;
- c) procedures in case of fire;
- d) use of grounds and facilities;
- e) travel on School-related activities; and
- f) other appropriate matters.

The implementation of these requirements and procedures will be monitored for compliance from time to time.

Supervision

Appropriate measures will be taken by School staff to seek to ensure that all students are adequately cared for and supervised while undertaking both on-site and off-site activities, bearing in mind the type of activities and age of the students involved.

Conduct

The School has put in place a Code of Conduct for staff and students which may be supplemented from time to time by specific rules and directives. The Code of Conduct will include such matters as:

- a) the rights and responsibilities of students and staff within the School community;
- b) behaviour management;
- c) the role of any School leadership system (or equivalent) in the School and the monitoring of that system; and
- d) the management and reporting of serious incidents.

The School will establish and implement appropriate behaviour management practices for students, consistent with the philosophy of the School and with other aspects of this policy.

The School will implement a student leadership system.

Concerns and Grievances

The School will have in place processes for dealing with concerns and grievances raised by students and/or parents. These processes will incorporate, as appropriate, principles of procedural fairness.

Pastoral Care

Students will be made aware of, and have access to, appropriate pastoral care arrangements and access to, and use of, counselling within the School.

The School will take reasonable measures to identify students with special needs and provide them with an appropriate level of support to assist such students with their schooling with minimal disruption, taking into account the resources available.

Students requiring health and/or medical services and support or medication will be assisted to access these in an appropriate manner.

The School will provide both formal and informal mechanisms to facilitate communication between those with an interest in the student's education and well-being. This may include communications between some or all of the following: student; parent or guardian or other significant family member of the student; teacher; counsellor; headmaster; representative of an appropriate government, welfare, health or other authority.

All of the above policies and procedures will apply when the School has made arrangements for students of the School to undertake courses, subjects, tutoring or other education either on or off-site or where the School has made alternative residential arrangements for the purposes of their schooling.

Teachers, staff and any other persons involved in the provision of education or other services for students of the School who are undertaking courses, subjects, tutoring or other education either on or off-site which have been arranged by the School, or who are involved, at the request of the School, in the provision of accommodation for students for the purposes of their schooling, will be subject to the requirements of relevant child protection legislation.

Any student undertaking distance education, outside tutoring, or accessing accommodation arranged by the School but outside of the School will have equal access to counselling and other student welfare services as appropriate.

All of the above policies will be implemented in a manner that is appropriate to the School, its students and the School community and with regard to the relevant legislative requirements that apply to the School and the students within its care.

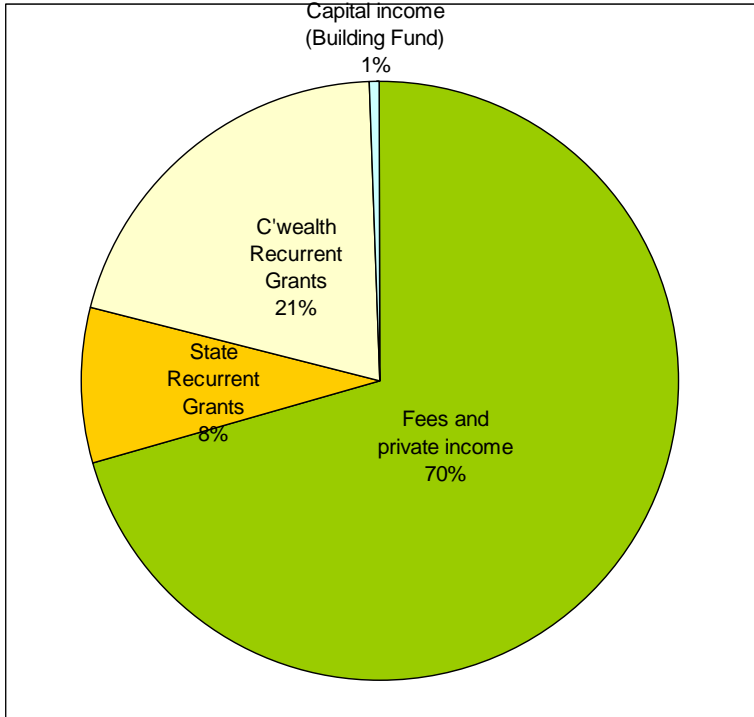
DETAILS OF ALL TEACHING STAFF AT NGS IN 2005

The following table outlines the teaching category for all staff at NGS. All staff at NGS have teaching qualifications from a recognised university.

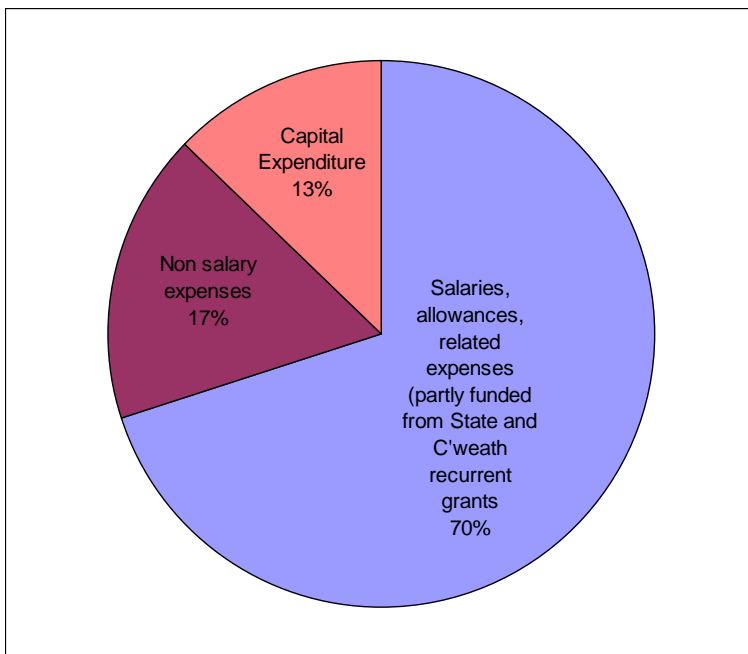
Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	74
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	-
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context (Manual, page 39)	-

FINANCIAL REPORT FOR THE ACADEMIC YEAR OF 2005

Recurrent/Capital Income



Recurrent/Capital Expenditure



CHILD PROTECTION POLICY

Introduction

Newcastle Grammar School is committed to fulfilling its duty of care to all of its students by:

- providing them with a learning environment that is safe, supportive and caring;
- seeking to recognise promptly when any of its students are at risk of harm; and
- taking appropriate action to protect its students when the School or its staff become aware that its students are at risk of harm.

Accordingly, reportable conduct by staff towards students will not be tolerated under any circumstances. The School expects all staff to honour the School's commitment in this Policy and to work with the School to achieve a safe learning environment.

The School is committed to complying with its obligations under the NSW Child Protection legislation and to educating its staff as to those obligations.

The School recognises that there is a danger that its staff could be seriously affected by false, vexatious or misconceived allegations against them. The School is therefore also committed to investigating all allegations promptly and fairly.

Publication and Distribution

This Policy must be published in the School's Staff Handbook.

This Policy must be given to all new staff who must, as part of their contract of employment, agree to its terms.

This Policy must also be given to:

- any person who makes a reportable allegation against an employee; and
- any person, being a member of the School community who requests a copy.

Creating a Safe Learning Environment

The School must develop strategies to create a safe learning environment. These will include educating all members of the School community about child protection issues.

All staff must become familiar with these strategies.

All reportable allegations must be taken seriously.

The strategies developed by the School must be monitored continuously and reviewed regularly.

The School must provide professional development to meet the needs of the staff in implementing this policy.

The Headmaster must:

- promote this Policy within the School, with particular regard to the professional development needs of staff; and
- monitor the strategies to create a safe learning environment.

Staff must:

- be aware of the content of NSW Child protection legislation; and
- report promptly in accordance with this policy whenever they:
 - a) have reasonable grounds to suspect that a student is at risk of harm; or
 - b) become aware of a reportable allegation against a member of staff whenever or wherever the reportable conduct took place.

Reporting Obligations

Any member of staff to whom a reportable allegation is made or who becomes aware of a reportable allegation or conviction must report this to the Headmaster.

Any member of staff who has reasonable grounds to suspect that a student is at risk of harm and those grounds arise during the course of or from the member of staff's work must report the name, or a description, of the student and the grounds for suspecting that the student is at risk of harm to the Headmaster.

Any member of staff who has reasonable grounds to suspect that a student who is under the age of 16 is at risk of harm must, in addition to reporting this to the Headmaster, satisfy himself or herself that the Headmaster has reported the matter to the Director-General of the Department of Community Services. Where, for any reason, it is decided that there are not 'reasonable grounds to suspect' abuse and consequently the matter is not going to be reported by the Headmaster, the original notifier will have an obligation under the legislation to report if he or she believes that reasonable grounds exist.

If the reportable allegation is against the Headmaster or if the student is at risk of harm from the Headmaster, the report should be made to the Head of the Senior School who must then comply with the obligations under this policy that would otherwise fall upon the Headmaster. The Chairman of the Board is to be informed immediately of any such allegation.

When the Headmaster receives a report from a member of staff under this section of the policy, he must, where required by law, report the matter to the Police, the Director-General of the Department of Community Services and/or the NSW Ombudsman.

Where the report is to the Ombudsman, it must be made as soon as practicable and, in the case of the notification of a reportable allegation or conviction, must be made, in any event, within 30 days of the Headmaster becoming aware of the allegation or conviction (or within such further period as may be agreed to by the Ombudsman).

The Headmaster must set up structures which make it easy for staff and other members of the School community to report to him reportable allegations or convictions and situations in which they suspect that a student is at risk of harm. The Headmaster must also educate the staff and the School community about these structures.

The Headmaster must ensure that no person reporting to him under this section of this policy is disadvantaged as a result.

Risk Management

Pending completion of any investigation (whether by the School or an external authority), the Headmaster may limit the contact that the member of staff is to have with students or other staff, may direct the member of staff to undertake duties other than normal duties or duties at different locations or may suspend the member of staff (but on normal pay). Before taking such action, the Headmaster must consider what risk, if any, the member of staff might pose to students. The Headmaster must take into account all relevant circumstances, including:

- the nature of the allegation;
- the vulnerability of the students (for example, because of their age);
- the nature of the position occupied by the member of staff;
- the extent to which the member of staff is supervised;
- the disciplinary record of the member of staff;
- the safety of the member of staff; and
- the extent to which the investigation could be compromised by the member of staff continuing his or her normal duties.

Any action taken by the Headmaster under this section of the policy is not an indication that the Headmaster has made, or is likely to make, any particular findings in relation to the allegation against the member of staff.

Investigation

This section of the policy applies unless an investigation is being carried out by the Police, the Department of Community Services, the Ombudsman or some other state or federal authority. This section also applies to any investigation carried out by the School once an investigation carried out by an external authority has been completed.

The guidelines set out in the Recommended Protocols for Internal Investigative and Disciplinary Proceedings – 2001 (developed by the NSW Independent Education Union and the Association of Independent Schools) must be followed in any investigation to which they apply.

The Headmaster must investigate or must cause to be investigated all reportable allegations and all allegations that do not amount to reportable conduct because they fall within the definition of ‘reportable conduct’ in the Dictionary.

The Headmaster must carry out all investigations in a way which affords procedural fairness to the member of staff involved. This means that, before completing an investigation of a reportable allegation, the Headmaster must inform the member of staff of the substance of the allegation against them and provide them with a reasonable opportunity to put their case forward (if required by the member of staff, with the assistance of a support person of the member of staff's choice). Normally the Headmaster is to decide the timing and the particular form this will take, ensuring the investigation is not compromised. It also means that the Headmaster must:

- act fairly and without bias;
- conduct an investigation without undue delay;
- ensure the case is not investigated or determined by someone with a conflict of interest;
- ensure the outcome is supported by evidence;
- take steps to maintain confidentiality for the sake of all parties involved in the investigation;

At the conclusion of the investigation, the Headmaster may:

- if the breach is minor, resulting from a misunderstanding of how certain words or behaviour were understood, require from the member of staff an apology and a commitment not to repeat the offence;
- if it is more serious, require from the member of staff:
 - a) an undertaking to attend counselling;
 - b) a written apology;
 - c) a commitment not to offend again; and
- in the most serious case, suspend or terminate the employment of the member of staff.

The Headmaster must advise the victim and the member of staff in writing of the result of the investigation and the action taken.

If the victim or the member of staff are unhappy with the conduct or result of the investigation, they may take their concern to the Headmaster and, if dissatisfied with the Headmaster's response to their concern, to the NSW Ombudsman, the Department of Community Services, the Police or any other relevant authority depending on the circumstances.

The Headmaster must, as soon as practicable after being satisfied that the investigation has been concluded:

- send to the ombudsman a copy of any report prepared by or provided to the Headmaster as to the progress or results of the investigation, and copies of all statements taken in the course of the investigation and of all other documents on which the report is based;

- provide the Ombudsman with such comments on the report and statements as the Headmaster thinks fit;
- inform the Ombudsman of the action that has been taken or is proposed to be taken, with respect to the reportable allegation which is the subject of the investigation, and whether or not the School proposes to take any disciplinary or other action in relation to the member of staff and the reasons why it intends to take or not to take any such action; and
- send to the Ombudsman any written submissions made to the Headmaster concerning any such allegation that the member of staff wished to have considered in determining what (if any) disciplinary or other action should be taken in relation to him or her.

The Headmaster must notify the Commission for Children and Young People of the name and other identifying particular of any member of staff against whom relevant employment proceedings have been completed by the School (other than proceedings in which a finding is made that the alleged reportable conduct, or the alleged commission of an act of violence, did not occur).

Pastoral Care

Where a student is at risk of harm from the person to whom the reportable conduct has allegedly been directed, the Headmaster must as soon as possible advise the student's parents or caregivers unless he is satisfied that:

- the Department of Community Services intends to notify the student's parents or caregivers promptly; and
- the School will not be in breach of its duty of care to the student or to other students by not advising the student's parents or caregivers.

The School must:

- make available its counselling staff to provide counselling and other support as required to:
 - a) any student who is at risk of harm or the person to whom reportable conduct has allegedly been directed; and
 - b) any member of staff against whom a reportable allegation has been made; and
 - c) where relevant, their families; and
- refer these people to external agencies able to provide relevant care and support.

Employment

The School must not employ a person in child-related employment without first requiring that person to disclose whether or not that person is a prohibited person.

A member of staff who becomes a prohibited person must immediately inform the Headmaster and resign from employment with the School.

The School must carry out all the relevant procedures of employment screening of a preferred applicant before employing that applicant.

The School must notify the Commission for Children and Young People of the name and other identifying particular of any person whose application for child-related employment with the School has been rejected primarily because of a risk assessment in employment screening.

Record Keeping

The School is committed to keeping accurate records of all matters required by this policy.

The School will collect and hold personal information relating to the Working With Children Check in accordance with the Data Protection Principles endorsed by the NSW Privacy Commissioner.

The School will keep securely and indefinitely records relating to reports to the Ombudsman.

The School will not disclose any information obtained by it in connection with employment screening, except as allowed by law.

The School will take all reasonable measures to prevent unauthorised access to information held on paper or electronic systems.

A member of staff who is the subject of relevant employment proceedings can:

- apply under the Freedom of Information Act 1989 for access to any documents held by the School containing information about those proceedings; and
- apply under the Freedom of Information Act 1989 for the amendment of any School records which contain information about the proceedings on the grounds that such records are incorrect or misleading

Review of Policy

The Headmaster is to ensure that this policy is regularly monitored and revised in the light of legislative or best practice changes.

Dictionary

Assault includes physical assault and sexual assault. Physical assault must include all three of the following elements:

- an act committed on or towards a child; and
- an act where there is the application of force to a child or an act that causes a child to think that immediate force will be used on them; and
- the act is hostile or reckless (a reckless act is one where the person foresees the likelihood of inflicting injury or fear, and ignores the risk). Actual physical harm does not have to occur for an assault to have taken place. That is, the child does not have to be injured. Physical contact which is an inevitable part of everyday life does not amount to an assault.

Sexual assault refers to a sexual offence against, with or in the presence of a child. It includes the involvement of children in sexual acts or acts of indecency and any sexual threat imposed on a child.

Child means a person under the age of eighteen years.

Employment screening means any or all of the following procedures with respect to a person who is employed or who has applied to be employed in child-related employment:

- a check for any relevant criminal record of the person, for any relevant apprehended violence orders made against the person or for any relevant employment proceedings completed against the person;
- any other relevant probity check relating to the previous employment or other activities of the person;
- an assessment of the risk to children involved in that child-related employment arising from anything disclosed by such a check, having regard to all the circumstances of the case; and
- the disclosure of the results of any such check or risk assessment to any person who determines whether the person is to be employed or continue in that child-related employment (or to a person who advises or makes recommendations on the matter).

Grooming behaviour means a pattern of behaviour aimed at engaging a child as a precursor to sexual abuse. The grooming process can include:

- persuading the child that a “special” relationship exists – spending inappropriate special time with the child, inappropriately giving gifts, showing special favours to them but not other children, allowing the child to overstep rules etc.
- testing of boundaries – undressing in front of the child, allowing the child to sit on the lap, talking about sex, ‘accidental’ touching of genitals, etc.

These behaviours may not indicate risk if occurring in isolation, but if there is a pattern of behaviour occurring it may indicate grooming. Grooming behaviour constitutes a form of sexual misconduct.

Neglect occurs when a child is harmed by the failure of a person whose job includes care responsibilities towards a child to provide basic physical and emotional necessities of life, including failure of such a person to provide or arrange for the provision of adequate and proper food, nursing, clothing, medical attention or lodging for a child in that person's care.

NSW Child Protection legislation means:

- *Children and Young Persons (Care and Protection) Act 1998;*
- *Commission for Children and Young People Act 1998;*
- *Ombudsman Act 1974;*
- *Child Protection (Prohibited Employment) Act 1998; and*
- *Child Protection (Offenders Registration) Act 2000;*
- *Child Protection Legislation Amendment Act 2003.*

Prohibited person means a person convicted of a serious sex offence within the meaning of the *Child Protection (Prohibited Employment) Act 1998* or a person who is a registrable person within the meaning of the *Child Protection (Offenders Registration) Act 2000*.

Psychological harm means significant emotional harm or trauma.

Relevant employment proceedings means disciplinary proceedings (in New South Wales or elsewhere) against a member of staff by the School or by a professional or other body that supervises the professional conduct of the member of staff, being proceedings involving:

- reportable conduct by the member of staff, or
- an act of violence committed by the member of staff in the course of employment and in the presence of a child.

Disciplinary proceedings are not relevant employment proceedings if there has been a finding in the proceedings that the allegations in respect of which they were brought were vexatious or misconceived.

Reportable allegation means an allegation of reportable conduct against a person or an allegation of misconduct that may involve reportable conduct.

Reportable conduct means:

- any sexual offence, or sexual misconduct, committed against, with or in the presence of a child (including a child pornography offence), or
- any assault, ill-treatment or neglect of a child, or
- any behaviour that causes psychological harm to a child, whether or not, in any case, with the consent of the child. Reportable conduct does not extend to:

- conduct that is reasonable for the purposes of the discipline, management or care of children, having regard to the age, maturity, health or other characteristics of the children and to any relevant codes of conduct or professional standards, or
- the use of physical force that, in all the circumstances, is trivial or negligible, but only if the matter is to be investigated and the result of the investigation recorded under workplace employment procedures, or
- conduct of a class or kind exempted from being reportable conduct by the Ombudsman.

Examples of conduct that would not constitute reportable conduct include (without limitation) touching a child in order to attract a child's attention, to guide a child or to comfort a distressed child; a school teacher raising his or her voice in order to attract attention or to restore order in the classroom; and conduct that is established to be accidental. Further examples of behaviours that are not reportable conduct include providing appropriate medical care to a child who is hurt; guiding a child by the shoulders, arms or hands; not providing supervision where this was for good reason, and for a short period of time and where the risk of harm was reasonably perceived at the time to be low; and actions found to have been appropriate physical contact in classes such as sport and drama.

Reportable conviction means a conviction (including a finding of guilt without the court proceedings to a conviction) in New South Wales or elsewhere, of an offence involving reportable conduct.

A child is at risk of harm if current concerns exist for the safety, welfare or well being of the child because of the presence of any one or more of the following circumstances:

- the child's basic physical or psychological needs are not being met or are at risk of not being met,
- the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child to receive necessary medical care,
- the child has been, or is at risk of being, physically or sexually abused or ill treated,
- the child is living in a household where there have been incidents of domestic violence and, as a consequence, the child is at risk of serious physical or psychological harm,
- a parent or other caregiver has behaved in such a way towards the child that the child has suffered or is at risk of suffering serious psychological harm.

Physical or sexual abuse may include an assault and can exist despite the fact that consent has been given. The NSW Interagency Guidelines for Child Protection Intervention 2000 provide a list of indicators that may raise concern about risk of harm.

Sexual misconduct includes a range of behaviour or a pattern of behaviour aimed at the involvement of children in sexual acts. Some of these behaviours may include:

- inappropriate conversations of a sexual nature;
- comments that express a desire to act in a sexual manner;
- unwarranted and inappropriate touching
- sexual exhibitionism;
- personal correspondence (including electronic communication) with a child in respect of the adult's sexual feelings for a child;
- deliberate exposure of children to sexual behaviour of others including display of pornography;
- possession of child pornography in the workplace;
- grooming behaviour

Staff or member of staff includes any School employee and any individual engaged by the School to provide services to its students (even as a volunteer, student teacher, gap student, private tutor or contractor).

PARENT/SCHOOL COMMUNICATION POLICY

Parent/School Communication (including Concerns)

The School holds many meetings through the year that encourage parents to attend the School and to meet the staff. The dates and times are published in a semester calendar, which is distributed to all parents. They are also detailed in the School's weekly Newsletter. These include Parent/Teacher evenings, information evenings, Family support nights, Friends' meetings and may be academic, pastoral, sporting or purely social in nature. The School strongly encourages parents to attend as a means of staying informed and voicing opinions.

There will always be occasions when parents need to contact the School on an individual basis. The School prefers that, in the case of the Junior School, such contact should commence with the class teacher. In the Middle School and the Senior School contact should commence with the student's class teacher, mentor/class patron. However, it must be understood that as these staff members are often in the classroom and therefore not immediately available, it will sometimes be necessary to leave a message requesting a return call. Parents are reminded that their child's Programme Book is an ideal means of communication for passing informal messages to members of staff.

Informal Parental Concerns

The staff members mentioned above should be the first to be contacted, although they may refer a parent on to a colleague whose responsibilities are more pertinent to the issue raised. This referral approach will usually follow the format below, with personnel listed in priority order so that the staff member mentioned first would be approached first:

Junior School	Middle School	Senior School
For academic issues:- - Class Teacher - Specialist Teacher - Head of Junior School	For academic issues:- - Class Teacher/Class Patron - Academic Coordinator - Head of Middle School	For academic issues:- - Class Teacher - Head of Department - Head of Senior School
For pastoral issues:- - Class Teacher - Head of Junior School	For pastoral issues:- - Class Patron - Year Patron - Ass. Head of Middle School - Head of Middle School	For pastoral issues:- - Mentor/House Patron - Senior House Patron - Head of Senior School
For disciplinary, administrative or organisational issues: - Class Teacher - Head of Junior School	For disciplinary, administrative or organisational issues:- - Year Patron - Ass. Head of Middle School - Head of Middle School	For disciplinary, administrative or organisational issues:- - House Patron - Dean of Students - Head of Senior School

For the whole School:

Enrolment issues:

- The Enrolments Secretary
- Registrar
- Headmaster

Financial issues:

- The Bursar
- Headmaster

Medical issues:

- Senior/Middle/Junior Office
- Head of School

Sports issues:

- The coach
- The teacher in charge of the sport
- Sportsmaster
- Head of School
- Headmaster

IT issues

- Network Administrator
- Head of School
- Headmaster

Canteen

- Canteen Supervisor
- Bursar/President of Friends
- Headmaster

Grounds and Maintenance

- Campus Coordinator
- Bursar
- Headmaster

Occupational Health and Safety

- Bursar
- Headmaster

Having raised an informal concern, parents are encouraged to follow it through, approaching staff in the order shown above, until the issue is satisfactorily resolved.

Formal Parental Concerns

Often issues can be resolved more satisfactorily and more expediently by initially making contact in person or by phone with the Head of School.

After following the previous format, unresolved or very serious concerns of any nature, should be addressed to the Head of School. If the matter is still unresolved the Headmaster should be contacted. If parents have a specific issue about a member of staff or another matter which they want the Headmaster to formally investigate, they must ultimately put the concern into writing and give permission for the concern to be shared with the staff member(s) or persons concerned.

Parents are advised that the School's Board will only act on issues if all of the following steps have been taken:

- a) they have first been discussed with the Headmaster and remain unresolved to the parent's satisfaction; and
- b) the Headmaster has been formally advised that the parent intends to take the issues to the School's Board; and
- c) parents write to the Chairman of the Board to formally advise their concern.

If the matter is still unresolved after discussion with the Board Chairman, parents must accept that their concern has been heard and cannot be resolved, as they would wish it to be resolved.

Parents are assured that, with their permission, concerns will only be shared with the people who need to be involved, as judged by the Headmaster. As professional educators we would expect no recriminations for the child(ren) of parents voicing a concern; the Headmaster should be informed immediately if parents believe that this has not been the case.

Other concerns not covered in this document are to be forwarded to the Company Secretary for attention of the Board.

Normal communication between members of the School Family and the Board of the School is through the Headmaster.

POLICIES

Student Welfare

The school seeks to provide a safe and supportive environment which:

- minimises risk of harm and ensures students feel secure;
- supports the physical, social, academic, spiritual and emotional development of students; and
- provides student welfare policies and programmes that develop a sense of self-worth and foster personal development.

Policies for Concerns and Grievance Resolution

The school's policy for dealing with concerns and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

SCHOOL-DETERMINED IMPROVEMENT TARGETS

Achievement of priorities for 2005

Area	Priorities	Achievements
Teaching and learning	Preparation for Accreditation.	Review of scope and sequence. Review of teaching programs.
	Review of academic reporting including reports to parents.	Reformatting reports to meet changed regulations.
	Explore the use of interactive whiteboards within the classroom.	For further implementation in 2006.
	First Year 12 Drama Course.	Monitor the performance of students and teaching program.
	Review of the Special Needs Education of the School.	Setup a department and employ a Coordinator of Special Education.
	Prepare for the introduction of foundation statements from Kindergarten to Year 6.	Conduct a number of sessions to introduce staff to the new foundation statements.
Facilities, Resources and Policies	Preparation for Registration	Reviewing all policies and resources, and facility needs.
Staff Development	Increase the level of staff participation in first aid treatment.	Currently over 80% have first aid certification.
	Continue Staff Professional Development for Life Long Learners program.	To continue the rotation of staff through this program.
Facilities	Plan for a new building on the Hill Campus.	Improved facilities for D&T, Computing, classrooms, student amenities, year 12 common room and staff room.

SCHOOL PERFORMANCE

2005 School Certificate

Percentage of students from Newcastle Grammar School in various School Certificate subject bands compared to State averages in all external examinations:

Subjects	Percentage of Students from Newcastle Grammar School in the Higher Bands (Band 6 and Band 5) ie. a mark of 80 or more	Percentage of Students in the State in the Higher Bands (Band 6 and Band 5) ie. a mark of 80 or more	Percentage of Students from Newcastle Grammar School in the Lower Bands (Band 2 and Band 1) ie. a mark below 60)	Percentage of Students in the State in the Lower Bands (Band 2 and Band 1) ie. a mark below 60)
English – Literacy	49.47	29.41	1.03	12.45
Mathematics	43.86	25.46	3.06	17.61
Science	65.97	31.55	1.03	6.14
Australian History, Civics and Citizenship	57.72	29.84	1.03	6.22
Australian Geography, Civics and Citizenship	48.45	27.09	1.03	7.17

2005 Higher School Certificate

Percentage of students from Newcastle Grammar School in various HSC course bands compared to State averages in all courses studied at the School:

2 Unit Courses	Percentage of Students from Newcastle Grammar School in the Higher Bands (Band 6 and Band 5) ie. a mark of 80 or more	Percentage of Students in the State in the Higher Bands (Band 6 and Band 5) ie. a mark of 80 or more	Percentage of Students from Newcastle Grammar School in the Lower Bands (Band 2 and Band 1) ie. a mark below 60)	Percentage of Students in the State in the Lower Bands (Band 2 and Band 1) ie. a mark below 60)
Ancient History	59.25	41.8	3.7	12.65
Biology	85.7	35.89	0	10.06
Business Studies	43.33	23.94	6.66	20.39
Chemistry	76.91	31.93	0	13.41
Design & Technology	41.66	20.65	0	11.79
Drama	49.99	35.47	0	6.82
Economics	100	48.99	0	10.86
English Advanced	60.52	45.79	1.31	1.05
French Continuers	42.85	48.44	0	4.81
General Mathematics	66.66	23.33	4.76	14.17

Geography	78.37	39.09	0	8.06
Hospitality	50	17.27	0	10.15
Legal Studies	50	34.48	0	9.97
Mathematics	45.15	38.78	16.12	16.71
Modern History	83.32	41.97	0	5.05
Music 1	62.5	53.89	0	2.29
Music 2	100	80.71	0	0.15
PD/Health/PE	85.7	34.32	0	7.35
Physics	66.66	36.09	0	10.05
Soft Des. & Develop.	100	33.22	0	7.88
Studies of Religion 2	56.25	42.47	6.25	3.74
Visual Arts	100	51.29	0	1.29

Extension Courses	Percentage of Students from Newcastle Grammar School in the Higher Bands (Band 6 and Band 5) ie. a mark of 80 or more	Percentage of Students in the State in the Higher Bands (Band 6 and Band 5) ie. a mark of 80 or more	Percentage of Students from Newcastle Grammar School in the Lower Bands (Band 2 and Band 1) ie. a mark below 60)	Percentage of Students in the State in the Lower Bands (Band 2 and Band 1) ie. a mark below 60)
English Extension 1	92.85	85.33	0	1.2
English Extension 2	90.9	80.49	0	2.25
French Extension	100	87.86	0	0
History Extension	66.66	53.34	0	8.88
Mathematics Extension 1	88.88	73.6	0	6.21
Mathematics Extension 2	100	85.99	0	2.08
Music Extension	100	96.97	0	0

2005 ELLA Year 7

		Writing (%)	Reading (%)	Language (%)
% students achieving proficient or above	School	100	96	97
	State	83	80	80
% students achieving above elementary performance	School	100	100	100
	State	95	95	94

Achievement level	Achievement level minimum scores
High	91.6
Proficient	82.4
Elementary	76.9
Low	Less than 76.9
Maximum score - 120	

2005 SNAP Year 7

		Numeracy	Number	Measurement	Space	Data	Numeracy Problem solving
% students achieving proficient or above	School	93	88	91	98	93	89
	State	85	60	67	67	64	62
% students achieving above elementary performance	School	100	100	100	100	100	100
	State	96	94	94	95	93	95

Achievement level	Achievement level minimum scores
High	90.7
Proficient	81.2
Elementary	71.6
Low	Less than 71.6
Maximum score - 120	

2005 BST Year 5

		Aspects of Literacy (%)	Aspects of Numeracy (%)	Primary Writing Assessment (%)
% students in top two bands. (Band 6 and 5)	School	78	76	55
	State	50	51	46
% students in Bands 3 to 6	School	100	100	98
	State	93	94	94