

# **NEWCASTLE GRAMMAR SCHOOL 2008 ANNUAL REPORT.**



## **A MESSAGE FROM KEY SCHOOL BODIES.**

The role of the Board for Newcastle Grammar School is to ensure that management of the School is maintained at the highest level. The Board meets monthly and its primary focus is to oversee the continuing high standard of the educational experience on offer for the Students of the School as well as monitor the financial resources available to provide a stable financial footing for the School's many and varied activities.

The high standard of facilities was most evident in 2008 with the completion of the Holland Building opened by the Governor of New South Wales, Professor Marie Bashir, in the presence of Bishop Holland, after whom the building was named, and the Bishop of Newcastle, Brian Farran. Students and Staff will continue to benefit from these outstanding facilities now and into the future.

School enrolments have remained stable, a result of the Communications team's initial work within the School. This is a pleasing result given the current uncertain financial climate, and we are confident this will remain the case for the year ahead. The Board is vigilant in monitoring the financial running of the School to ensure that the high quality of educational programmes available along with exceptional facilities will continue, while endeavoring to keep fees as low as possible.

The School prides itself on the high quality of its Staffing and the Board will continue to encourage the employment of Staff who will continue these high standards of support and teaching at the School.

Dr John Miller  
Chairman of the Board

## **VALUE ADDED INFORMATION**

Staff Professional Development using the Quality Teaching Model (QT) from the University of Newcastle, was the main focus for 2008. The QT Model gives a common approach to pedagogy across the whole School. This will continue in 2009. Another focus for 2008 was to improve the quality of Careers Education at the School. This led to the setting up of a Careers Office next to the Year 12 common area. The English Faculty continued to monitor the number of students sitting for Standard English.

Learning Support across the School, Kindergarten to Year 12, continued to be monitored in 2008. As a result, there will be more hours of Learning Support in the Junior School (Kindergarten to Year 4) in 2009.

A thorough review of the 2008 School Certificate, Higher School Certificate and NAPLAN was conducted.

The installation of further technology in the School continued. Stage II of the Holland Building was completed and opened in 2008 with more Interactive White Boards being installed. The School purchased a Lego Engineering Robotics kit, further developing the level of technology in the School. The Robotics kit will be used in classes in Years 9, 10 & 11 and will give students an enjoyable and practical hands-on experience of constructing and using robots in the classroom.

The School's strategic plan titled 'Towards 2011' continued to be implemented with a major review of progress to occur in the first part of 2009.

On the Park Campus site, building restoration of the Library was completed. An increase in its size and the installation of a bank of computers resulted in an increased use of the Library by Staff and Students.

The School continued its Value Education by supporting a student teacher from Fiji through her university training and commenced its World Vision project in Farkwa, Tanzania.

## STUDENT PERFORMANCE IN STATEWIDE OR EQUIVALENT TESTS & EXAMINATIONS

NAPLAN Newcastle Grammar School Year 3

### Means for State & NGS

		READING	WRITING	SPELLING	GRAMAR & PUNCTUATION	NUMERACY
	Number of Students	MEAN	MEAN	MEAN	MEAN	MEAN
State	84604	412.2	427.8	418.6	416.4	409.6
NGS	37	469.1	473.9	461.0	484.9	475.8

Newcastle Grammar School Students scored above the State average in each of the areas.

In OVERALL LITERACY the students' achievements placed **87%** of our students (State 49%) in bands 5 & 6.

In NUMERACY the students' achievements placed **73%** of our students (State 40%) in bands 5 & 6.

### Percentages in Bands

		READING	WRITING	SPELLING	GRAMAR & PUNCTUATION	NUMERACY
Band 2 - 6	State	96	98	97	96	97
	NGS	100	100	100	100	100
Band 1	State	4	2	3	4	3
	NGS	0	0	0	0	0

There were no Newcastle Grammar School Students below the National minimum standard.

For Year 3, Students in band 1 are below the national minimum standards.  
The band range for Year 3 is 1 – 6.

## NAPLAN Year 5

### Means for State & NGS

		READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
	Number of Students	MEAN	MEAN	MEAN	MEAN	MEAN
State	84746	494.4	495.5	498.5	504.5	489.1
NGS	49	572.1	544.7	530.6	564.6	562.1

Newcastle Grammar School Students scored above the State average in each of the areas.

In OVERALL LITERACY the students' achievements placed **72%** of our students (State 32%) in bands 7 & 8.

In NUMERACY the students' achievements placed **64%** of our students (State 26%) in bands 7 & 8.

### Percentages in Bands

		READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
Band 4 - 8	State	92	95	94	94	95
	NGS	98	96	98	98	100
Band 3	State	8	5	6	6	5
	NGS	2	4	2	2	0

The number of Newcastle Grammar School Students below the National minimum standard was lower than the State's number below the National minimum standard.

For Year 5, Students in band 3 are below the national minimum standards.

The band range for Year 5 is 3 – 8.

## NAPLAN Year 7

### Means for State & NGS

		READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
	Number of Students	MEAN	MEAN	MEAN	MEAN	MEAN
State	84571	543.2	535.5	549.5	537.3	552.9
NGS	73	603.4	590.1	591.0	591.8	621.8

Newcastle Grammar School students scored above the State average in each of the areas.

In OVERALL LITERACY the students' achievements placed **59%** of our students (State 26%) in bands 8 & 9.

In NUMERACY the students' achievements placed **75%** of our students (State 34%) in bands 8 & 9.

### Percentages in Bands

		READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
Band 5- 9	State	96	93	94	93	97
	NGS	100	100	100	100	100
Band 4	State	4	7	6	7	3
	NGS	0	0	0	0	0

There were no Newcastle Grammar School Students below the National minimum standard.

For Year 7, Students in band 4 are below the national minimum standards.  
The band range for Year 7 is 4 -9.

## NAPLAN Year 9

### Means for State & NGS

		READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
	Number of Students	MEAN	MEAN	MEAN	MEAN	MEAN
State	84313	584.0	569.8	586.4	578.8	593.7
NGS	71	639.3	632.8	603.9	631.7	653.7

Newcastle Grammar School Students scored above the State average in each of the areas.

In OVERALL LITERACY the students' achievements placed **48%** of our students (State 21%) in bands 9 & 10.

In NUMERACY the students' achievements placed **58%** of our students (State 28%) in bands 9 & 10.

### Percentages in Bands

		READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
Band 6 – 10	State	94	90	91	89	95
	NGS	100	99	100	97	99
Band 5	State	6	10	9	11	5
	NGS	0	1	0	3	1

The number of Newcastle Grammar School Students below the National minimum standard was lower than the State's number below the National minimum standard.

For Year 9, Students in band 5 are below the national minimum standards.

The band range for Year 9 is 5 – 10.

## School Certificate - 2008

In 2008, 80 Students sat for the School Certificate in the mandatory statewide examinations of English-Literacy, Mathematics, Science, Australian History, Geography, Civics and Citizenship, and Computing Skills. The results from all of these courses are illustrated in the table below where Student achievement is compared to state percentages. The median mark of Student performance in each course is also shown. As may be seen from the table, Student achievement in the School Certificate was well above state average. This has been a consistent trend over past years.

PERCENTAGE OF STUDENTS FROM NEWCASTLE GRAMMAR SCHOOL IN VARIOUS SCHOOL CERTIFICATE COURSE BANDS IN ALL OF THE MANDATORY STATEWIDE EXAMINATIONS IN THE 2008 SCHOOL CERTIFICATE COMPARED TO STATE PERCENTAGES IN THE SAME SUBJECTS

<b>SUBJECTS</b>	<b>Percentage of Students from NGS in the Higher Bands (Bands 5&amp;6) ie. A mark of 80% or more</b>	<b>Percentage of Students n the STATE in the Higher Bands (Bands 5&amp;6) ie. A mark of 80% or more</b>	<b>Percentage of Students from NGS in the Lower Bands (Bands 1&amp;2) ie. A mark below 60%</b>	<b>Percentage of Students in the STATE in the Lower Bands (Bands 1&amp;2) ie. A mark below 60%</b>	<b>NGS Median Mark in each Course</b>
<b>English - Literacy</b>	75.3	38.55	0	2.4	84%
<b>Mathematics</b>	56.78	25.39	2.46	19.54	82%
<b>Science</b>	69.12	31.92	0	11.8	83%
<b>Australian History Civics &amp; Citizenship</b>	40.73	22.98	1.23	15.71	77%
<b>Australian Geography Civics &amp; Citizenship</b>	66.66	28.17	0	9.25	82%
<b>Computing Skills</b>	83.75	57.27	0	0.35	89%

## Higher School Certificate

In 2008, 76 Students sat for the Higher School Certificate in 29 Board Developed courses. The results from all of these courses are illustrated in the tables below where student achievement is compared to State percentages. The median mark of Student performance in each course is also shown. Three Students scored more than 90% in 10 or more course units and 44% of Year 12 Students received a UAI over 90 with the top UAI being 99.5. Students achieved 107 mentions on the statewide Merit List (for students who gained 90% or more in a course). One Student was selected to perform at Encore 2009 and one Student's artwork was nominated for Art Express 2009. In general, Student performance was well above State level. This has been a consistent trend over past years.

PERCENTAGE OF STUDENTS FROM NEWCASTLE GRAMMAR SCHOOL IN VARIOUS HSC COURSE BANDS IN ALL COURSES STUDIED AT THE SCHOOL IN THE 2008 HIGHER SCHOOL CERTIFICATE COMPARED TO STATE PERCENTAGES IN THE SAME COURSES

<b>2 UNIT COURSES</b>	<b>Percentage of Students from NGS in the Higher Bands (Bands 5&amp;6) ie. A mark of 80% or more</b>	<b>Percentage of Students in the STATE in the Higher Bands (Bands 5&amp;6) ie. A mark of 80% or more</b>	<b>Percentage of Students from NGS in the Lower Bands (Bands 1&amp;2) ie. A mark below 60%</b>	<b>Percentage of Students in the STATE in the Lower Bands (Bands 1&amp;2) ie. A mark below 60%</b>	<b>NGS Median Mark in each Course</b>
<b>Ancient History</b>	66.66	37.32	11.11	18.53	88%
<b>Biology</b>	70.58	31.52	5.88	10.53	82%
<b>Business Studies</b>	59.99	31.72	0	13.83	82%
<b>Chemistry</b>	68.41	38.29	0	10.96	86%
<b>Design &amp; Technology</b>	70	35.17	0	5.22	84%
<b>Drama</b>	92.3	48.42	0	2.19	87%
<b>Economics</b>	75	47.22	0	12.58	90%
<b>English Standard</b>	13.33	5.95	0	20.5	77%
<b>English Advanced</b>	73.76	49.39	0	0.93	85%
<b>French Continuers</b>	66.66	60.86	0	2.58	80%
<b>General Mathematics</b>	81.81	25.67	0	17.11	85%
<b>Geography</b>	96.29	47.88	0	8.96	92%
<b>Hospitality</b>	66.66	23.5	0	7.86	83%

<b>Japanese Continuers</b>	33.33	54.65	0	6.49	78%
<b>Legal Studies</b>	90	41.89	0	8.39	87%
<b>Mathematics</b>	65.38	44.81	0	12	82%
<b>Modern History</b>	50	41.6	0	7.46	83%
<b>Music 1</b>	91.66	53.94	0	2.62	93%
<b>Music 2</b>	100	78.6	0	0	90%
<b>PD/Health/PE</b>	80	32.22	0	13.89	85%
<b>Physics</b>	81.81	32.78	0	10.57	86%
<b>Studies Of Religion 2</b>	58.81	48.66	0	5.88	80%
<b>Visual Arts</b>	100	61.03	0	0.98	84%

<b>EXTENSION COURSES</b>	<b>Percentage of Students from NGS in Highest 2 Extension Bands (Bands E3 &amp; E4) ie. A mark of 35 or more out of 50</b>	<b>Percentage of Students in the STATE in Highest 2 Extension Bands (Bands E3 &amp; E4) ie. A mark of 35 or more out of 50</b>	<b>Percentage of Students from NGS in the Lowest Extension Band (Band E1) ie. A mark below 25 out of 50</b>	<b>Percentage of Students in the STATE in the Lowest Extension Band (Band E1) ie. A mark below 25 out of 50</b>	<b>NGS Median Mark in each Course</b>
<b>English Extension 1</b>	100	83.91	0	0.7	44/50
<b>English Extension 2</b>	100	81.97	0	1.3	42/50
<b>History Extension</b>	100	73.19	0	4.43	47/50
<b>Mathematics Extension 1</b>	100	81.61	0	3.93	43/50
<b>Mathematics Extension 2</b>	80	90.39	0	1.61	85%
<b>Music Extension</b>	100	93.42	0	0.22	42/50

## PROFESSIONAL LEARNING AND TEACHER STANDARDS

### Teaching Standards

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	79
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI_NOOOSR guidelines but lack formal teacher education qualifications, or	0
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.	0

### Professional Learning 2008

#### Professional Development – in summary

57 of our 79 Staff have attended at least one P.D. course during 2008:

- 32 attended one P.D. in-service
- 10 attended two P.D. in-services
- 8 attended three P.D. in-services
- 4 attended four P.D. in-services
- 2 attended five P.D. in-services
- 1 attended six P.D. in-services

The average amount of money spent for each academic Staff member during 2008 was \$420.

#### General In-School In-service for new and beginning Staff:

- SMARTboard Intro session
- Iwise & Markbook Intro session
- First Attack Fire fighting
- Anaphylaxis & Epipen training
- First Aid Training
- Manual Handling

#### General In-School In-Service for teaching Staff:

- Providing for Boys' Education
- SMARTBoard in-service sharing sessions by Staff who have attended further training
- Child Protection Protocol
- K-6 HSIE Policy Review
- Yrs 5 to 8 - HOTmaths.com
- K-4 Promoting Active Learning workshop

- 5 – 6 Promoting Active Learning workshop
- Anaphylaxis & Epipen training
- 5 – 8 Preparation for Registration Workshop
- 5 to 12 cyber-bullying by Police Liaison Officer
- 5 to 12 All My Own Work
- 7 to 12 Disability and Discrimination

### **Quality Teaching Programme (QTP)**

On Monday 28<sup>th</sup> April Dr James Ladwig, Principal Research Fellow, Institute of Advanced Study for Humanity (IASH), Faculty of Education and Arts, University of Newcastle Callaghan, launched a focus on the Quality Teaching Programme (QTP) to all Academic Staff at Newcastle Grammar School.

Quality Teaching in New South Wales schools is a pedagogical model developed by Dr James Ladwig and Professor Jennifer Gore from the University of Newcastle and expands on work carried out by Newmann and others in the United States ('authentic pedagogy'), and the 'productive pedagogies' work in Queensland, Australia. It is designed for use across all subjects to improve the learning outcomes of students from Kindergarten to Year 12. It is based on the best current national and international research into quality teaching but also builds, most importantly, on what our teachers already know and value, and what many are doing already in terms of quality teaching practice.

Dr Ladwig gave an extensive background on the research for Quality Teaching and an overview of the Three Dimensions of QTP:

- o Dimension 1: Intellectual quality
- o Dimension 2: Quality learning environment
- o Dimension 3: Significance

Then the focus moved to looking in greater detail at the aspects of Dimension 1: Intellectual Quality:

- o Deep knowledge
- o Deep understanding
- o Problematic knowledge
- o Higher-order thinking
- o Metalanguage
- o Substantive communication

Staff watched a video of lessons and discussed evidence of the elements of the 3 Dimensions. It is through "coding" a lesson that a greater understanding of the elements can be made. QTP is a filter through which all teaching can be viewed. This filter assists staff to ensure that their lessons, and the assessments they use to gauge the depth of understanding, are promoting the best possible quality learning for all students. Then, working in their Faculties or Stage groups, teachers continued the process of observing recorded lessons and determining the quality of each of the elements being used.

During the next three school terms, Academic Staff worked in Faculty groups to review lessons, assessment tasks and programmes through the filter of Quality Teaching.

Quality Teaching Professional Development will continue into 2009 with Academic staff being given further in-service by Dr Ladwig into Dimension 2: Quality Learning Environment and Dimension 3: Significance

### **GROWTH Coaching**

Fourteen Staff attended the two-day course in GROWTH coaching conducted by Australian Growth Coaching.

The programme includes:

- Enhancing the individual's awareness of their strengths and limitations in terms of their leadership style.
- Bringing Staff together and improving their teamwork.

- Developing leadership coaching knowledge, confidence and capabilities, particularly with a focus on managing productive dialogue around the school's Professional Growth for Life Long Learning program.
- Building deeper leadership coaching capabilities amongst Staff that will, in turn, coach and mentor other Staff in their coaching skills.

### **First Aid Training**

Newcastle Grammar School continues to aim to be a 100% workplace where everyone who is employed by the School has a current first aid certificate. The School provided new First Aid Certification courses and the three-yearly refresher course for staff.

### **Anaphylaxis & Epipen Training**

All Staff attended a refresher course run at the commencement of the School year and at the conclusion of the year.

### **Manual Handling Training**

Thirty-Two Staff attended a two-hour refresher course on manual handling.

### **Specific P.D. courses attended**

1. AISRTO Internal Audit Workshop
2. New HSC Texts
3. AIS VET Collegiate Meeting
4. Mentoring Early Career Teachers
5. Legal Studies State Conference
6. Using Interactive Whiteboards in Maths
7. Support for becoming Classroom/Professional Teacher
8. Becoming an Accomplished Teacher
9. Hunter ETA Conference: Extension 1 & 2 English
10. Professional Excellence/Classroom Meeting
11. Hunter ETA: Advanced English
12. Interactive Whiteboard in Languages: Exploring new strategies
13. Middle Management Leadership program
14. OH&S Training
15. AHISA Dir of Studies Conference
16. Lab Technician in-service
17. Chemwatch Gold Training
18. Management of Information Technology in Education
19. Maze Training
20. Schooltech 2008
21. Business Studies Teachers Conference
22. Enhancing Skills in Pastoral Care
23. Crisis to Calm: Making it happen
24. Meeting the needs of diverse learners
25. Mentoring Early Career Teachers
26. HRIS Yr 6 Grade Day
27. Living Newspapers – Secondary Drama teachers
28. Mathematics General 1 & 2 Stage 6
29. Visual Arts & Understanding
30. Autism and Aspergers, Hunter Institute of Mental Health
31. Planning and Organising for Greater Success
32. Conflict Management Skills for Women

33. Today's Adolescent Learner
34. Enhancing Personal and Interpersonal Leadership Capabilities
35. Understanding Misbehaviour
36. Communication and Problem Solving
37. Engaging the Withdrawn Child
38. Kinder Intensive Course
39. AASE (Australian Association of Special Education) Conference
40. Singing & Percussion
41. HSC Extension 2 Day
42. Texts in Time: Frankenstein and Blade Runner
43. HRIS Yr 5 Grade Day
44. Review of HSC Geography
45. Geography Award for 2007 HSC Results
46. Mathematics General 1 & 2 Stage 6
47. Switched on, Burnt Out, The consequences of connectedness
48. Stage 2 & 3 PDHPE
49. Executive Leadership program
50. Engaging Generation Y in PDHPE through ICT in Years 7-10
51. Structured Workplace Procedures, Cardiff, Career Links
52. CLAMS and MEVI Training
53. AASE (Australian Association of Special Education) Conference
54. Supporting Teachers through Accreditation
55. HTA NSW Extension History
56. AIS History Conference
57. Writing for success in Languages
58. MYSA Regional Conference
59. Registration & Accreditation
60. Today's Adolescent Learner
61. Exchange Programs Welcome & Debriefing Conference
62. AIS Pastoral Care Conference: Optimism, Ethics & Young People
63. Adjudicator for HICES Debate Final
64. Breakfast seminar OH&S Incident Management
65. Compliance Group Meeting
66. Child Protection Investigation Refresher Training
67. MTEC 09 Music Technology in Education Conference

## TEACHER ATTENDANCE AND RETENTION RATES

The 2008 average daily Teacher attendance rate was 96.6%.

The proportion of Teachers retained from 2007 was 93%

## STUDENT ATTENDANCE AND RETENTION RATES

95.9% percent of Students attended School on average each day in 2008. This was similar to the daily attendance in 2007.

### Student Retention

The apparent retention rate and the actual retention rate from Year 10 to Year 12 are shown on the table below. Based on the information provided to the School, when Students leave at the end of Year 10 or during Year 11 it is due to changes in family circumstances, to pursue employment or vocational training or they want a change of environment for their final years of schooling.

Retention Table 2008:

Year	Yr 10 enrolment on census date	Yr 12 enrolment on census date	Yr 10 enrolment at census date remaining in Yr 12 on census date	Apparent retention rate	Actual retention rate
2001/ 2003	82	74	56	90	68
2002/ 2004	85	76	62	89	73
2003/ 2005	86	76	70	92	81
2004/ 2006	84	81	76	96	91
2005/ 2007	97	94	81	97	83.5
2006/ 2008	88	78	69	89	78.5

### Summary of Leaving Students 2008

#### Post School Destinations

Of the Students in Years 10 to 12 who left the school in 2008, two went on to further studies through TAFE, two went to employment and thirteen left to attend other schools due to family relocations for work purposes or to attend Boarding Schools. The majority of Year 12 Students in 2008 were eligible to go on to University (92%).

## ENROLMENT

### 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.

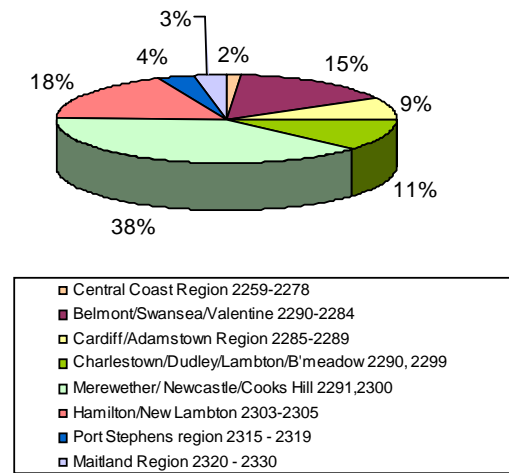
### Student Population

In 2008 the School had 788 Students of whom 200 were in the Junior School, 261 in the Middle School and 327 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
2006	412	419
2007	408	406
2008	387	401

## Families by Postcode – K-year 12



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 ACN054 234 141 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) If the School or the Headmaster believes that a mutually beneficial relationship of trust and cooperation between a parent and the School has broken down to the extent that it adversely impacts on that relationship and/or the School, and the welfare of the child, then the School, or the Headmaster may require the parent to remove the child from the School. In this case no remission of fees will apply.
  - (e) The School reserves the right to amend its academic and other programmes and this may include the right to discontinue teaching subjects and other programmes.
  - (f) These Conditions of Enrolment may be amended at any time at the discretion of the School. Any amended Conditions of Enrolment shall be published on the website maintained by the School and shall apply after one full term’s notice.
  - (g) Prior to accepting a place at the School I will disclose all information about my child that relates to details of special circumstances of my child that may need to be taken into account by the School such as medical conditions, special gifts or talents, special needs, psychological test results or English as a second language.

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 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.
4. 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 of each term, 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 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 accepted as 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 be 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.

## **SCHOOL POLICIES**

These are a summary of some of the School's policies. The full policies can be found in the School's handbook published on the School's intranet or upon request from the School.

### **Student Discipline**

#### **Discipline (Summary)**

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 might 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.

### **Student Welfare**

#### **A Safe and Supportive Environment (Summary)**

Support:

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

#### 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 Grievance:

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, counseling 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.

#### **Child Protection Policy (Summary)**

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 becomes 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.

#### 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.

#### 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 (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 member of Staff continuing his or her normal duties could compromise the investigation.

#### 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.

## **REPORTING COMPLAINTS AND RESOLVING GRIEVANCES**

### **Parent/School Communication Policy (Summary)**

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.

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. 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.

These policies are published in full in the Staff Handbook, which is available on the School's intranet. A copy of the policies can be obtained from the School upon request to the Headmaster.

The policies are unchanged since 2007.

## SCHOOL DETERMINED IMPROVEMENT TARGETS

### ACHIEVEMENT OF PRIORITIES IDENTIFIED IN THE SCHOOL'S 2007 ANNUAL REPORT

Area	Priority for 2007	Achievement for 2007
<b>Teaching and Learning</b>	To review all School based procedures/policies in all KLA areas from K to 6	Process commenced – committees formed – reviews completed in KLA's of English and Mathematics
	To review teaching programmes	All teaching programmes reviewed with K-6 programmes in a standard format
	To commence Registration and Accreditation Process for K to 6 (due in 2009)	Process commenced
	To fully implement new Reporting system	New reporting system implemented and parents informed of the differences
<b>Facilities, Resources and Policies</b>	Completion of Stage 2 of new building	Stage 2 of the new building was completed
	To upgrade Computing Rooms and other facilities (K to 12)	Computer Rooms upgraded with the latest technology and almost all teaching rooms in the School now have Interactive Whiteboards
	To re-structure the Learning Support Team (K to 12)	Learning Support Team re-structured (K to 12)
	To purchase new Mathematics resources (K to 6)	Evaluated a variety of Mathematics textbooks and resources (incorporating a number of different teaching styles) in readiness for purchase
<b>Staff Development</b>	To investigate a variety of pedagogy including the Quality Teaching Programme	Staff Professional Development using Quality Teaching Model as the main focus for the School
	To re-structure K to 6 to incorporate Stage Directors of Curriculum	Separate Curriculum Stage Directors introduced for Stages 1, 2, 3.
	To design a programme to assist staff in preparation for (and those currently in) the initial phase of Leadership positions	Ongoing Professional Development offered to staff in preparation for (and those currently in) the initial phase of Leadership positions
	To further increase the level of staff participation in first aid treatment, CPR training and Practical First Attack Firefighting	Almost all staff now hold current First Aid Certification and have been trained in CPR and Practical First Attack Firefighting
	To expand Leadership Growth Coaching for further Positions of Responsibility within School	Numerous staff members were given the opportunity to complete "Growth Coaching" during the year and further individual coaching sessions were offered.

### 2008 PRIORITY AREAS

Area	Priority for 2008
<b>Teaching and Learning</b>	Review of teaching programme in preparation for Registration (K to 6) in 2009
	Review of assessment procedures for senior secondary years
	Writing new units of work K-6
	Commencement of incorporating Quality Teaching Model strategies into teaching programs
<b>Facilities, Resources and Policies</b>	To fully utilise the teaching areas of the new building
	Update resources in KLA's (K to 6). Special emphasis on Mathematics textbooks and resources.
	Planning of new Library at Junior School
	Planning for new computing resources in Library at Junior School
<b>Staff Development</b>	To develop pedagogy related to the Quality Teaching Model
	Staff Professional Development on the use of Interactive Whiteboards within the class room
	Middle Management to be involved in additional training for OH&S Certification
	Growth Coaching for Leadership – continued inservice within School
	Teacher Accreditation Process commenced

## **INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

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

Newcastle Grammar School operates within a framework of Christian values but acknowledges that not all members of the community share these values to the same degree or even at all. The School respects these levels of difference within the community and respects the fact that many members of the community have different faith stories or none at all.

The religious education program of the School acknowledges the worth of the Christian faith but at the same time acknowledges that there are other spiritual paths and that these are worthy of respect. The teaching of the subject Studies of Religion in the senior years provides the opportunity for an academic study of religion which encompasses the broad nature of religious experience in human life and existence, while acknowledging the existence and worth of many faith and religious traditions.

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 through its House system supports various welfare agencies in the local community as well as activities as diverse as The Nicholas Trust, Jeans for Genes, and Beyond Blue. The School also supports the work of various Christian welfare agencies such as the Samaritans Foundation, which works in the community of Newcastle amongst people with particular need. Each year the School collects a large quantity of food and quality Christmas presents for distribution in the local community through the Samaritans. On the wider scene the School saw to fruition the support of a young woman in Fiji by providing the funds, which allowed her to complete her tertiary education (tuition, accommodation, textbooks, living allowance etc). These activities help all members of the School to acknowledge their responsibility to the local and world community.

Through 2007 and 2008, the School has been committed to the School-to-School Project organised through World Vision. The project is one of education and awareness where our school has pledged to raise the funds for the building of a school in Tanzania. Newcastle Grammar School believes that such a project respects the value of education for all people and at the same time allows the members of the School community to accept responsibility as part of the world community.

## **PARENT, STUDENT AND TEACHER SATISFACTION**

The School is very proud of its 'open door policy' with Parent involvement welcomed and encouraged. The parents' and friends' association is called 'The Friends' and is the main Parent body which meets twice a term.

Under its umbrella there are many committees formed for different purposes. 'Nexus' is a parent committee that organises an annual Art Exhibition of local artists; 'Artslink' is involved in recitals and functions associated with the Music Department; 'The Rowers Supporters' Group supports the rowing crews and the Year Parents organise functions for their particular year as well as welcome new School families. Each year a Spring Fair is planned by the Spring Fair Committee which involves many Parents. Parent and grandparents volunteer for helping in many ways especially in the Junior School.

In 2008, the Middle School has run Parent Information Sessions each term to allow Parents to ask questions and learn more about what we do in the Middle School. The topics for discussion at the sessions this year were Bullying, Y Generation and Examination Preparation, Homework and Learning Support at Newcastle Grammar School.

The Middle School also ran a Meet the Teacher session in Week 4 of Term 1 to allow Parents to be more informed of the expectations of Newcastle Grammar School and the various year levels.

In 2008, the Junior School had regular Coffee Mornings where Parents could come to the School and talk to the Head of the Junior School or the Stage Directors about issues of concern or to just find out what is happening in the Junior School during the term.

The Friends operate the School canteen in which parents volunteer to help. In 2008, The Friends sponsored a series of talks for Parents devised by the School's Clinical Psychologist which were specially chosen to inform Parents of many issues that the School body had expressed interest in learning more about. The talks for 2008 were about: Adolescents: beyond surviving, towards thriving; and Resilience, Raising resilient children and helping anxious children become worry free.

The School's Pastoral Care and Mentor Systems ensure there is continual communication between the Students, home and School. Students attend mentor sessions twice weekly where they are encouraged to interact with their Mentor and other Students providing peer support. Students prepare a variety of programmes including music festivals, debating and fund raising. A Clinical Psychologist is on site every week for Student, Staff and parental consultations.

During the year Teacher/Parent interviews are conducted formally many times. Parents are able to make appointments with the staff at any suitable time.

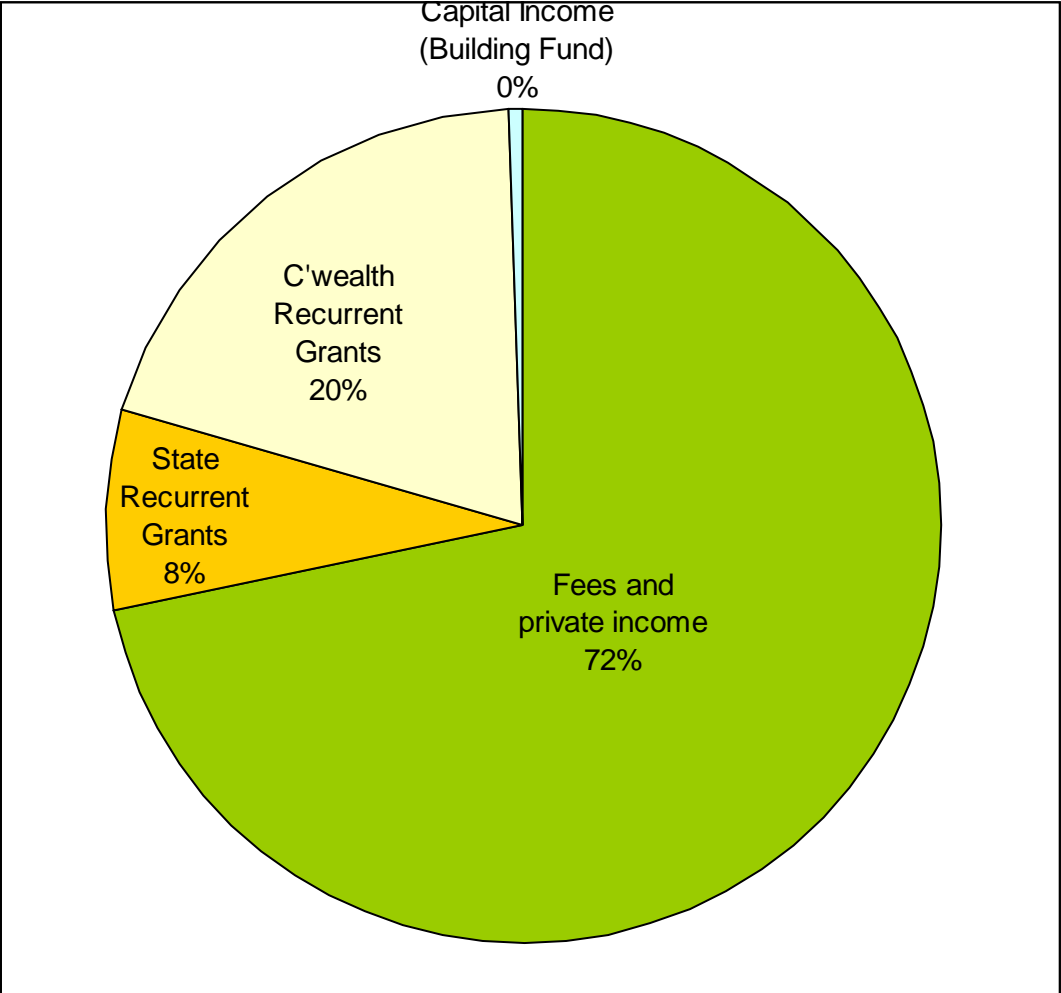
Information evenings for incoming Kindergarten, Year 5, Year 7, Year 9 and Year 11 Students are held for Parents in the year before entry into those years. Kindergarten and Year 7 are also involved in Orientation Days the year before their entry.

The School has a high Staff retention rate and a low rate of absenteeism. Informal feedback from Teachers and discussions with Heads of Departments indicates during 2008 staff were generally very satisfied in our School.

Within our students we aim to develop pride and respect for one another and the facilities that we have. We aim to achieve the feeling that once a Grammar student always a Grammar student.

# SUMMARY FINANCIAL INFORMATION

## Recurrent/ Capital Income 2008



**Recurrent/ Capital Expenditure 2008**

