

NEWCASTLE GRAMMAR SCHOOL 2007 ANNUAL REPORT



A MESSAGE FROM KEY SCHOOL BODIES

From the Chairman representing the Board of Newcastle Grammar School

The Board of Newcastle Grammar School has continued to meet on a regular basis to monitor the performance both educationally and financially of the School. The Board has encouraged the School to continue to be the leading independent school outside of Sydney and to maintain its academic record in all external examinations. As evidence of this, 2007 saw the School gain its first UAI of 100 and another student received 100 in the School Certificate. The Students of the School have continued to excel both inside and outside of the classroom with a large number of students representing at State or higher.

During 2007 the Board's main area of focus was on the communication within, and marketing of, the School and in 2008 will see the employment of Communications Managers focusing on both internal and external areas.

A significant stage in the development of the School was the completion of Stage 1 and 2 of Holland House and the Students and Staff are now enjoying these new modern facilities.

The June Storm created havoc at the School and in particular a large amount of damage occurred at the Park Campus with the insurance claim being in excess of \$1.2 million. At the end of 2007, many items which were affected in the storm still had not been finished. The Library lost in excess of 5,000 books however it is hoped that it will be ready for use at the beginning of Term 2 2008.

The Board continues to monitor the financial position of the School and to balance the need to provide worthwhile programs and facilities while keeping the tuition fees as low as possible.

Dr John Miller
Chairman of the Board

VALUE ADDED INFORMATION

The School changed the focus from Special Education to Learning Support so that the department could better service the needs of the whole School. Increased applications were made for funding from both State and Commonwealth Government. This saw increased funds available for individual as well as project based activities.

The English faculty trialed the policy of having every student in Year 12 study Advanced English. This policy is being reviewed yearly and the School will determine annually whether or not to offer Standard English. At the present time the preferred outcome is that the very large majority of Year 12 Students study Advanced English.

The School continued to install further technology through increased numbers of Interactive White Boards in class rooms. This particularly occurred with the use of the new Holland Building. The Holland Building was completed which has seen improved facilities for Teaching Staff and Student amenities.

The School's strategic plan titled 'Towards 2011' continues to be implemented with a major review of progress to occur in February 2009. This date will see the midway implementation of this strategic plan.

A thorough review of the 2007 School Certificate, Higher School Certificate, SNAP, ELLA and Basic Skills Test was conducted.

STUDENT PERFORMANCE IN STATEWIDE OR EQUIVALENT TESTS & EXAMINATIONS

Junior School Basic Skills results 2007

| | | Aspects of Literacy (%) | Aspects of Numeracy (%) |
|--|--------|-------------------------|-------------------------|
| Percentage of students in top 2 Bands (4 & 5) | School | 72 | 65 |
| | State | 47 | 46 |
| Percentage of students in top 4 Bands (2 to 5) | School | 100 | 100 |
| | State | 91 | 91 |

The Junior School Basic Skills results in the top 2 Bands are well above state average.
 The percentage of students in the top 4 bands is above state average.
 Compared with the state results, above average school results were also obtained last year.

Year 5 Basic Skills - 2007

| | | Literacy (Reading & Language) | Literacy (Writing) | Overall Numeracy |
|---|--------|-------------------------------|--------------------|------------------|
| Percentage of students in top 2 Bands (5 & 6) | School | 87 | 78 | 85 |
| | State | 53 | 55 | 55 |
| Percentage of students in Bands 3-6 | School | 98 | 100 | 96 |
| | State | 94 | 95 | 93 |

Comparison of the 2007 results with those from previous years shows consistency in all areas. As may be seen from the table, student achievement in the Basic Skills Test was well above state average.

Year 7 ELLA - 2007

| | | Writing | Reading | Language | Overall Literacy |
|--|--------|----------------|----------------|-----------------|-------------------------|
| Percentage of students achieving proficient or above | School | 100 | 99 | 99 | 100 |
| | State | 85 | 85 | 80 | 84 |
| Percentage of students achieving at or above elementary performance | School | 100 | 100 | 100 | 100 |
| | State | 95 | 96 | 93 | 96 |

Comparison of the 2007 results with those from previous years shows consistency in all areas. As may be seen from the table, student achievement in the ELLA test was well above state average.

Year 7 SNAP - 2007

| | | Overall Numeracy | Number | Measurement | Space | Data | Patterns and Algebra |
|--|--------|-------------------------|---------------|--------------------|--------------|-------------|-----------------------------|
| Percentage of students achieving proficient or above | School | 96 | 96 | 87 | 95 | 94 | 82 |
| | State | 62 | 63 | 58 | 67 | 63 | 58 |
| Percentage of students achieving at or above elementary performance | School | 100 | 100 | 100 | 100 | 100 | 100 |
| | State | 93 | 92 | 92 | 89 | 92 | 87 |

Comparison of the 2007 results with those from previous years shows consistency in all areas. As may be seen from the table, student achievement in the SNAP test was well above state average.

School Certificate - 2007

In 2007, 91 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 2007 SCHOOL CERTIFICATE COMPARED TO STATE PERCENTAGES IN THE SAME SUBJECTS

| SUBJECTS | Percentage of Students from NGS in the Higher Bands (Bands 5&6) ie. A mark of 80% or more | Percentage of Students in the STATE in the Higher Bands (Bands 5&6) ie. A mark of 80% or more | Percentage of Students from NGS in the Lower Bands (Bands 1&2) ie. A mark below 60% | Percentage of Students in the STATE in the Lower Bands (Bands 1&2) ie. A mark below 60% | Median Mark in each Course |
|--|--|--|--|--|-----------------------------------|
| English - Literacy | 70.96 | 33.59 | 0 | 6.24 | 83% |
| Mathematics | 64.83 | 21.65 | 4.39 | 22.35 | 84% |
| Science | 60.21 | 27.08 | 1.07 | 8.28 | 82% |
| Australian History Civics & Citizenship | 45.15 | 24.65 | 1.07 | 13.6 | 79% |
| Australian Geography Civics & Citizenship | 70.96 | 32.65 | 0 | 9.31 | 85% |
| Computing Skills | 97.84 | 97.57 | 0 | 0.82 | 87% |

HIGHER SCHOOL CERTIFICATE

In 2007, 94 students sat for the Higher School Certificate in 29 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. Six students scored more than 90% in more than 10 course units, 1 student gained a UAI of 100, 1 student was ranked equal 3rd in the state in Geography, 1 student was ranked 4th in the state in Physics, 1 student was 19th in the state in Chemistry and students achieved 106 mentions on the Merit List (for students who gained 90% or more in a course) 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 2007 HIGHER SCHOOL CERTIFICATE COMPARED TO STATE PERCENTAGES IN THE SAME COURSES

| 2 UNIT COURSES | Percentage of Students from NGS in the Higher Bands (Bands 5&6) ie. A mark of 80% or more | Percentage of Students in the STATE in the Higher Bands (Bands 5&6) ie. A mark of 80% or more | Percentage of Students from NGS in the Lower Bands (Bands 1&2) ie. A mark below 60% | Percentage of Students in the STATE in the Lower Bands (Bands 1&2) ie. A mark below 60% | Median Mark in each Course |
|--------------------------------|--|--|--|--|-----------------------------------|
| Ancient History | 54.53 | 35.9 | 0 | 17.91 | 81% |
| Biology | 49.99 | 32.57 | 10.71 | 10.65 | 80% |
| Business Studies | 30.3 | 24.91 | 21.21 | 19.43 | 73% |
| Chemistry | 62.96 | 39.15 | 0 | 8.59 | 87% |
| Design & Technology | 12.5 | 23.82 | 0 | 7.06 | 72% |
| Drama | 87.5 | 41.25 | 0 | 5.89 | 91% |
| Economics | 57.13 | 46.51 | 0 | 11.73 | 80% |
| English Advanced | 46.8 | 46.85 | 8.5 | 0.93 | 79% |
| French Continuers | 100 | 57.48 | 0 | 6.28 | 82% |
| General Mathematics | 34.2 | 22.51 | 10.52 | 15.84 | 77% |
| Geography | 87.49 | 49.03 | 4.16 | 6.33 | 90% |
| Hospitality | 38.46 | 18.43 | 0 | 9.24 | 78% |
| Information Technology | 14.28 | 12.5 | 0 | 16.58 | 70% |

| | | | | | |
|------------------------------|-------|-------|------|-------|-----|
| Japanese Continuers | 66.66 | 55.88 | 0 | 9.68 | 80% |
| Legal Studies | 50 | 40.76 | 20 | 13.26 | 79% |
| Mathematics | 43.24 | 39.47 | 10.8 | 11.67 | 79% |
| Modern History | 50 | 43.71 | 12.5 | 11.24 | 80% |
| Music 1 | 92.85 | 51.96 | 0 | 2.77 | 89% |
| Music 2 | 100 | 76.44 | 0 | 0.29 | 86% |
| PD/Health/PE | 100 | 35.58 | 0 | 13.35 | 85% |
| Physics | 76.46 | 34.01 | 0 | 10.42 | 85% |
| Studies Of Religion 2 | 44 | 43.47 | 0 | 3.59 | 78% |
| Visual Arts | 90.9 | 51.96 | 0 | 0.5 | 88% |

| EXTENSION COURSES | Percentage of Students from NGS in Highest 2 Extension Bands (Bands E3 & E4) ie. A mark of 35 or more out of 50 | Percentage of Students in the STATE in Highest 2 Extension Bands (Bands E3 & E4) ie. A mark of 35 or more out of 50 | Percentage of Students from NGS in the Lowest Extension Band (Band E1) ie. A mark below 25 out of 50 | Percentage of Students in the STATE in the Lowest Extension Band (Band E1) ie. A mark below 25 out of 50 | Median Mark in each Course |
|--------------------------------|--|--|---|---|-----------------------------------|
| English Extension 1 | 93.75 | 80.45 | 0 | 1.76 | 45/50 |
| English Extension 2 | 100 | 79.27 | 0 | 2.35 | 48/50 |
| History Extension | 100 | 72.66 | 0 | 6.01 | 38/50 |
| Mathematics Extension 1 | 95.23 | 74.57 | 0 | 3.88 | 42/50 |
| Mathematics Extension 2 | 90 | 82.85 | 0 | 1.25 | 80% |
| Music Extension | 100 | 92.28 | 0 | 0.24 | 44/50 |

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 2007

Professional Development – in summary

54 of our 79 staff have attended at least one P.D. course during 2007:

- 30 attended one P.D. in-service
- 13 attended two P.D. in-services
- 7 attended three P.D. in-services
- 2 attended four P.D. in-services
- 2 attended five P.D. in-services

The average amount of money spent for each academic staff member during 2007 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

General In-School In-Service for teaching staff:

- Providing for Boys' Education by P. J.
- SMARTBoard in-service sharing sessions by staff who have attended further training
- Child Protection Protocol by R.Y.
- K-6 HSIE Policy Review by leadership team
- Yrs 5 to 8 - HOTmaths.com by J. W.
- K-4 Promoting Active Learning workshop by G. R. & H. T.
- 5 – 6 Promoting Active Learning workshop by A. I.

- Anaphylaxis & Epipen training – SOLET First Aid Trainers
- 5 – 8 Preparation for Registration Workshop by K. W., S. S. & L. H.
- 5 to 12 cyber-bullying by Police Liaison Officer, Snr Constable J. S.
- 5 to 12 All My Own Work by R. Y.
- 7 to 12 Disability and Discrimination by S. S.

GROWTH Coaching

Seventeen 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.

AGQTP Grant for LEADERSHIP Project “A Vision For Leadership”

Summary of Grant – Grant applied for in November 2006 through the AIS for \$3,000 from the Australian Government to prepare a “Vision For Leadership at NGS”. This involves the developing of a support structure for current staff leaders and aspiring staff leaders. This project fitted in between our current Professional Growth For Life Long Learning (PGFLLL) for all staff and our GROWTH Team Profile for Management and leadership of small groups.

One day in-service for members of P.D. committee with Dr B. (Academic Advisor to the project).
Half day in-service for members of P.D. committee with J. M. (AIS Consultant).

First Aid Training

NGS 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 44 staff.

Anaphylaxis & Epipen Training

All staff attended a refresher course run at the commencement of the school year.

Specific P.D. courses attended

1. TAS OHS
2. International Education Workshop
3. A Fresh Look at K-6 PDHPE
4. All My Own Work
5. Australian Anglican School Network Conference
6. Science, Religion & Ethics Conference
7. Legal Studies State Teachers Conference
8. Peer Support Foundation Implementing Workshop
9. Integrating the Curriculum K – 6 using BOS outcomes

10. AHISA Director of Studies Conference
11. Extension History Teachers' Day, Uni of Sydney
12. Pompeii and Herculaneum Study Day
13. Programming Preliminary English Courses
14. K minus 1 Briefing
15. Administering MS SQL Server 2000
16. Business Studies Teachers Conference
17. Peer Support Foundation Implementing Workshop
18. Promoting Active Learning
19. Bringing Writing to Life
20. Mastering Mathematics Extension 2
21. AAMT Conference, Uni of Tasmania, Hobart,
22. Surfing Supervisors award,
23. PD for Beginning teachers – Drama NSW
24. Secondary New Scheme Teachers: Supporting a Successful Start,
25. Keeping the Artist Alive in the Child,
26. Engaging Young People in Dance, Sydney Opera House
27. Registration & accreditation workshop,
28. Assessing English Language achievements of ESL and International students in stages 5 & 6,
29. Stage 6 ESL English
30. The Alchemy of Paint
31. Programming Preliminary English Courses,
32. ProDesktop Training Course
33. AGQTP School Grant Orientation
34. Supervising New Scheme Teachers
35. AIS Leadership Conference,
36. AIS Special Ed. Conference
37. Registration & accreditation workshop,
38. Leadership Training Seminar
39. Introduction to Interactive Whiteboards for Secondary teachers
40. Using Outcomes to Develop K-6 Scope and Sequence
41. Tournament of Minds Workshop,
42. HSC Economics PD day
43. MS Word – Intermediate
44. Music Education in the Curricular & Co-curricular context
45. Digital Movie Making
46. Curriculum Leadership for Primary Connections (Science & Technology K-6)
47. Positive Behaviour Management for 5 year olds
48. SMARTBoard User Group sharing and in-service sessions
49. Nutrition Training Session
50. History Teachers' Associations Annual Conference
51. "Head Start to Extension"

TEACHER ATTENDANCE AND RETENTION RATES

In 2007 the average daily teacher attendance rate was 94.6%.

The proportion of teachers retained from 2006 was 91%.

STUDENT ATTENDANCE AND RETENTION RATES

Student Attendance

Ninety Five percent of students attended school on average each day in 2007. This was similar to the daily attendance in 2006.

Student Retention

| 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 |
|----------------|--|--|--|-------------------------|-----------------------|
| 2005/2007 | 97 | 94 | 81 | 97% | 83.5% |

Ratio of Boys to Girls

As at 5 December 2007

814 Students

200 Students Junior School
265 Students Middle School
349 Students Senior School

GIRLS 408 BOYS 406

Summary of Leaving Students 2007

Post School Destinations

Of the students in Years 10 to 12 who left the school in 2007, 3 went on to further studies through TAFE and 8 left to attend other schools, due to family relocations for work purposes or to attend Boarding Schools. The majority of Year 12 students in 2007 were eligible to go on to University (90%).

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

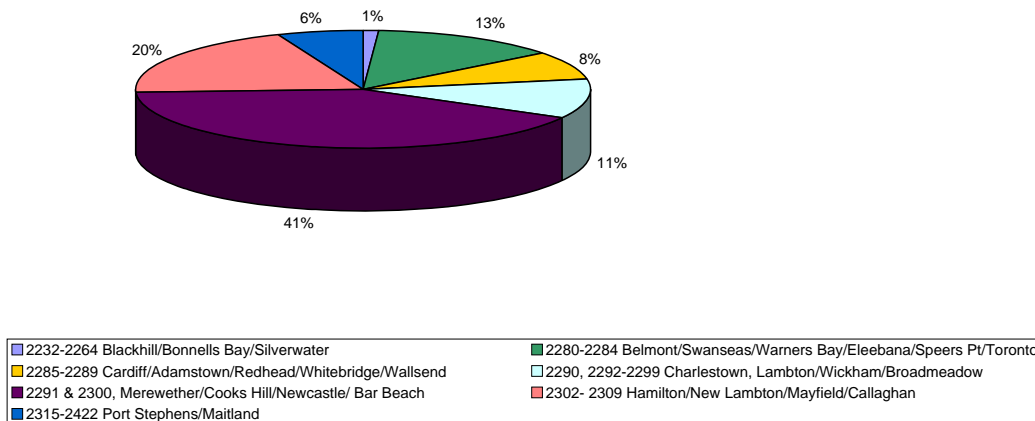
In 2007 the School had 814 students of whom 200 were in the Junior School, 265 in the Middle School and 349 the Senior School. There are approximately equal numbers of boys and girls throughout the School. As it is a comprehensive School, the students come from a wide range of backgrounds, including 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 |

Students by Postcode – All School

All School Postcodes 2007



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.

Retention Rates

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 2007:

| 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 |

SCHOOL POLICIES

These are a summary 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 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 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

(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 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 2006.

SCHOOL DETERMINED IMPROVEMENT TARGETS

Achievement of Priorities Identified in the School's 2006 Annual Report

| Area | Priority for 2006 | Achievement for 2006 |
|---|---|--|
| Teaching and Learning | Registration and Accreditation Process for Secondary School | School Accreditation and Registration granted for the maximum 5 year period |
| | New reporting procedures to meet regulations | New reports trialled and evaluated- further implementation |
| | Further development and use of interactive whiteboards within the classroom | Junior and Middle Schools, Science and Music Faculties trained |
| | To commence trial of electronic programming by staff | Some electronic programming completed |
| Facilities, Resources and Policies | To review School Policies (Towards 2011 Document) | New Master policy Booklet (also electronic) including all School Policies |
| | Completion of Stage 1 of new building | Stage 1 completed and usage plan developed |
| | To update class reading material | Additional reading materials purchased and Reading Recovery Level determined |
| | To improve upper-body play equipment for 8 to 10 year old children | Additional fixed play equipment installed and staff trained in appropriate use |
| Staff Development | To increase the level of staff participation in first aid treatment, CPR training and Practical First Attack Firefighting | Over 80% of staff have acquired certification in these areas |
| | To introduced Leadership Growth Coaching for Positions of Responsibility within School | Leadership Growth Coaching completed and a smaller sub-group completed a higher level course |
| | Staff Development for Life long Learners (Team response trialled) | Team Response evaluated |

2007 Priority Areas

| Area | Priority for 2007 |
|---|---|
| Teaching and Learning | To review all School based procedures/policies in all KLA areas from K to 6 |
| | To review teaching programmes |
| | To commence Registration and Accreditation Process for K to 6 (due in 2009) |
| | To fully implement new Reporting system |
| Facilities, Resources and Policies | Completion of Stage 2 of new building |
| | To upgrade Computing Rooms and other facilities (K to 12) |
| | To re-structure the Learning Support Team (K to 12) |
| | To purchase new Mathematics resources (K to 6) |
| Staff Development | To investigate a variety of pedagogy including the Quality Teaching Programme |
| | To re-structure K to 6 to incorporate Stage Directors of Curriculum |
| | To design a programme to assist 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 |
| | To expand Leadership Growth Coaching for further Positions of Responsibility within School |

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, The Westpac Rescue Helicopter, and the Starlight Foundation. 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 supports a young woman in Fiji by providing the funds, which allow 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.

In 2007 the School 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.

The Friends operate the School canteen in which parents volunteer to help. In 2007, 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.

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.

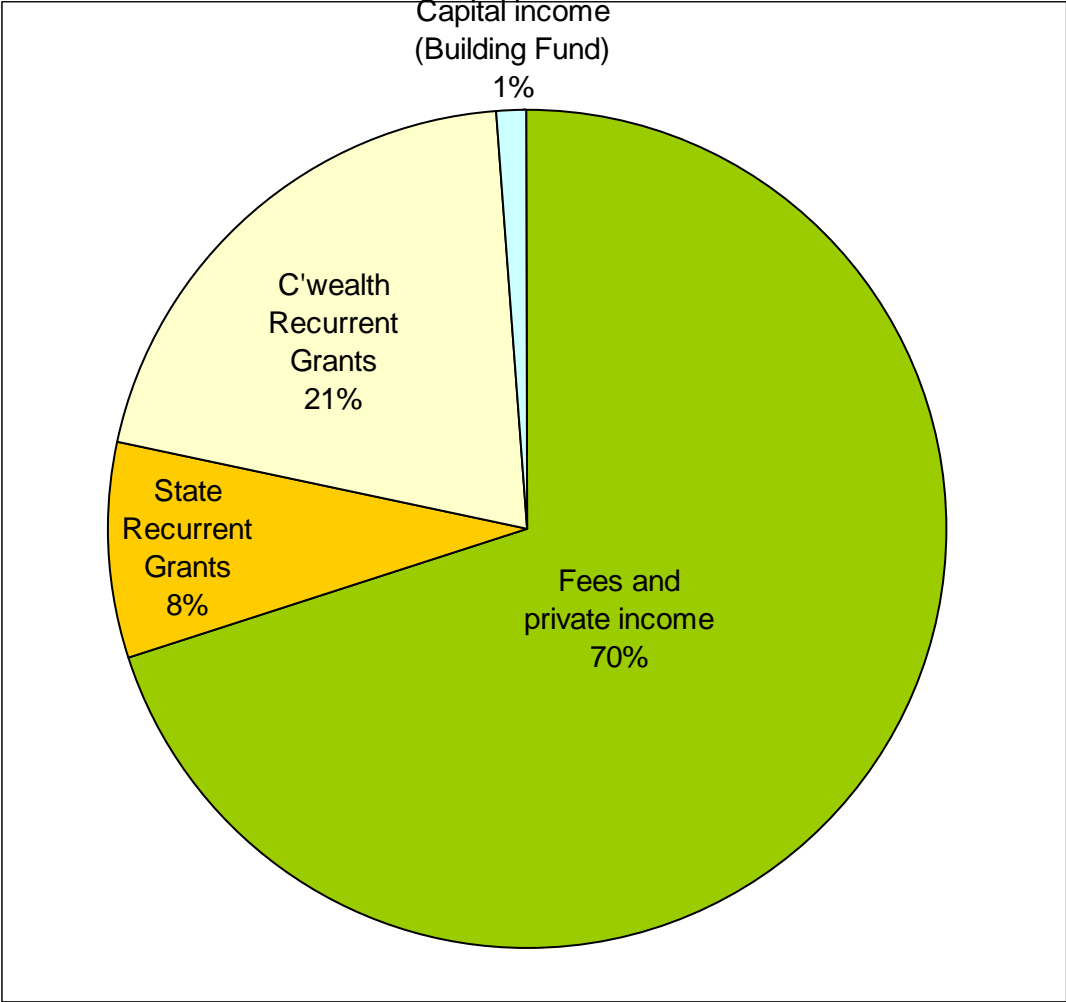
During the year Teacher/Parent interviews are conducted formally many times. Parents are able to make appointments with the staff at any suitable time.

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 2007 staff were generally very satisfied in our School.

SUMMARY FINANCIAL INFORMATION

Recurrent/ Capital Income 2007



Recurrent/ Capital Expenditure 2007

