

NEWCASTLE GRAMMAR SCHOOL 2006 ANNUAL REPORT



A MESSAGE FROM KEY SCHOOL BODIES

From the Chairman representing the School Board

The Board of Newcastle Grammar School has continued to meet on the fourth Tuesday of each month in 2007. The focus for the Board has been to look at strategies to maintain the status of the School as the leading private school in the Hunter.

The Board has continued to develop the strategic plan adopted 12 months ago. This will ensure the development of consistent and effective processes in running the School and to build the School in ways to meet the needs of students in the years ahead, as both the educational and social needs of the students change.

Development and marketing are being considered as ways to ensure that the community is effectively aware of what the school has to offer.

Financial security through management of School property has continued to grow as an important area for the Board to consider. Close monitoring of the School's financial plan and the structure of a practical and workable budget allows the management team to provide facilities on a day to day basis without undue anxiety about what is required for the school.

The Board has been closely monitoring Stage 1 and 2 of the building projects to provide additional classroom space on the Hill campus. This will bring the School into a new stage of classroom facilities that are consistent with the schools priority of being a school of excellence in the 21st century.

Dr John Miller.

VALUE ADDED INFORMATION

The Special Education Faculty introduced extra classes before school for both group and individual tuition in Mathematics and English for Senior School students. Planning took place to expand the focus of the Special Education Faculty to include ESL and Gifted and Talented students. The number of applications submitted for Integration, Literacy and Numeracy Funding from Commonwealth Government increased significantly. The Faculty also submitted an application for Success for Boys Initiative.

In preparation for Boys' English, planning took place for the implementation of gender special classes in English in Year 11 for 2007.

The introduction of interactive whiteboards enhanced the learning of all classrooms Kindergarten to Year 7, Science, Music and Computing. These allow staff to better cater for the learning needs and styles of all students.

A school strategic plan was formulated and titled "Towards 2011". The Senior Management is to work on this during 2007.

A review of the 2006 HSC student performances was made.

STUDENT PERFORMANCE IN STATEWIDE OR EQUIVALENT TESTS & EXAMINATIONS

Junior School Basic Skills results

		Aspects of Literacy (%)	Aspects of Numeracy (%)
% of students in top 2 bands (4 & 5)	School	61	87
	State	42	46
% of students in top 4 bands (2 to 5)	School	98	100
	State	92	91

In the Year 3 Basic Skills Test, 100% of students achieved above the benchmark in Reading, and Numeracy. 98% of students achieved above the benchmark in Writing. In Reading and Numeracy there was no difference in the percentage of students achievement above the bench mark between the 2005 and 2006 Basic Skills Tests. There was a 2% reduction in the percentage of students achievement above the bench mark in Writing between the 2005 and 2006.

ELLA Year 7 – 2006

		Writing (%)	Reading (%)	Language (%)	Literacy (%)
% students achieving proficient or above	School	97	98	100	100
	State	84	82	83	84
% students achieving at or above elementary performance	School	99	100	100	100
	State	95	96	95	96

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

In 2006 100% of Year 7 students participated in statewide literacy and numeracy testing. In the English Language and Literacy Assessment (ELLA) test students performed above the state level in each of the three components. 100% Year 7 achieved at elementary level or above in writing, 100% Year 7 students achieved at elementary level or above in reading and 100% Year 7 students achieved at elementary level or above in language. Comparison of the 2006 results with those from previous years shows consistency in all areas.

SNAP Year 7 - 2006

		Numeracy	Number	Measurement	Space	Data	Patterns and Algebra
% students achieving proficient or above	School	91	92	81	89	86	84
	State	63	65	58	59	62	59
% students achieving at or above elementary performance	School	100	100	100	100	100	98
	State	93	92	89	93	90	88

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

The results of the Secondary Numeracy Assessment Program (SNAP) test for Year 7 were consistent with the previous basic skills testing with 100% achieving at elementary or above as compared with 93% statewide. The percentage of students who achieved the highest two bands (91%) was significantly higher than the state level (63%).

BST Year 5 - 2006

		Aspects of Literacy (%)	Aspects of Numeracy (%)	Primary Writing Assessment (%)
% students in top two bands. (Band 6 and 5)	School	76	81	72
	State	51	56	51
% students in Bands 3 to 6	School	100	100	98
	State	94	94	93

In Year 5, 100% of students achieved skill bands 3 or higher in literacy as compared to 94% of the state and 100% achieved skill bands 3 or higher in numeracy compared to 94% of the state. In Year 5 98% of students achieved skill bands 3 or higher in writing, as compared to 93% of the state. Comparison of the 2006 results with those from previous years shows consistency in all areas.

School Certificate

In 2006, 85 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 course 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 2006 SCHOOL CERTIFICATE COMPARED TO STATE PERCENTAGES IN THE SAME SUBJECTS

SUBJECTS	<i>Percentage of Students from NEWCASTLE GRAMMAR SCHOOL in the Higher Bands (Band 6 and Band 5) ie. A mark of 80% or more</i>	<i>Percentage of Students in the STATE in the Higher Bands (Band 6 and Band 5) ie. A mark of 80% or more</i>	<i>Percentage of Students from NEWCASTLE GRAMMAR SCHOOL in the Lower Bands (Band 2 and Band 1) ie. A mark below 60%</i>	<i>Percentage of Students in the STATE in the Lower Bands (Band 2 and Band 1) ie. A mark below 60%</i>	<i>Median Mark in each Course</i>
ENGLISH - LITERACY	54.01	30.98	0	9.98	81%
MATHEMATICS	52.87	19.42	1.14	27.82	81%
SCIENCE	75.86	29.48	0	9.78	84%
AUSTRALIAN HISTORY CIVICS AND CITIZENSHIP	62.06	23.97	0	15.65	84%
AUSTRALIAN GEOGRAPHY CIVICS AND CITIZENSHIP	66.66	30.91	0	8.06	88%
COMPUTING SKILLS	85.05	58.53	0	0.65	89%

Higher School Certificate

In 2006, 81 students sat for the Higher School Certificate in 27 courses. The results from all of these course 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. One student scored more than 90% in more than 10 course units, 1 student was ranked 7th in the state in Business Studies and students achieved 64 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 2006 HIGHER SCHOOL CERTIFICATE COMPARED TO STATE PERCENTAGES IN THE SAME COURSES

2 UNIT COURSES	<i>Percentage of Students from NEWCASTLE GRAMMAR SCHOOL in the Higher Bands (Band 6 and Band 5) ie. A mark of 80% or more</i>	<i>Percentage of Students in the STATE in the Higher Bands (Band 6 and Band 5) ie. A mark of 80% or more</i>	<i>Percentage of Students from NEWCASTLE GRAMMAR SCHOOL in the Lower Bands (Band 2 and Band 1) ie. A mark below 60%</i>	<i>Percentage of Students in the STATE in the Lower Bands (Band 2 and Band 1) ie. A mark below 60%</i>	<i>Median Mark in each Course</i>
ANCIENT HISTORY	63.14	40.08	0	12.06	83%
BIOLOGY	52.62	30.08	0	14.76	81%
BUSINESS STUDIES	53.83	29.39	0	16.37	80%
CHEMISTRY	46.14	36.03	0	10.31	79%
DESIGN & TECHNOLOGY	25	24.95	0	7.28	79%
DRAMA	87.5	41.43	0	5.36	84%
ECONOMICS	28.57	46.71	0	8.94	74%
ENGLISH ADVANCED	30.85	38.73	0	1.71	76%
FRENCH CONTINUERS	80	58.87	0	5.37	83%
GENERAL MATHEMATICS	38.46	17.79	7.69	22.78	77%
GEOGRAPHY	92	47.56	0	6.75	89%
HOSPITALITY	54.54	28.06	0	5.41	83%
INFORMATION TECHNOLOGY	28.57	8.9	0	21.62	75%
LEGAL STUDIES	54.54	37.36	0	10.59	85%
MATHEMATICS	44.43	38.68	2.77	16.36	75%
MODERN HISTORY	44.44	42.35	0	8.15	75%

MUSIC 1	100	46.89	0	3.93	93%
MUSIC 2	100	80.02	0	0	81%
PD/HEALTH/PE	64.27	38.06	0	15.33	84%
PHYSICS	61.53	37.29	0	8.44	82%
STUDIES OF RELIGION 2	63.15	46.36	0	7.04	83%
VISUAL ARTS	81.81	55.65	0	0.49	86%

EXTENSION COURSES	<i>Percentage of Students from NEWCASTLE GRAMMAR SCHOOL in Highest 2 Extension Bands (Band E4 and Band E3) ie. A mark of 35 or more out of 50</i>	<i>Percentage of Students in the STATE in Highest 2 Extension Bands (Band E4 and Band E3) ie. A mark of 35 or more out of 50</i>	<i>Percentage of Students from NEWCASTLE GRAMMAR SCHOOL in the Lowest Extension Band (Band E1) ie. A mark below 25 out of 50</i>	<i>Percentage of Students in the STATE in the Lowest Extension Band (Band E1) ie. A mark below 25 out of 50</i>	<i>Median Mark in each Course</i>
ENGLISH EXTENSION 1	84	83.67	0	1.17	39/50
ENGLISH EXTENSION 2	100	79.34	0	3.2	45/50
HISTORY EXTENSION	75	65.89	25	7.25	39/50
MATHEMATICS EXTENSION 1	91.29	71.53	0	8.66	40/50
MATHEMATICS EXTENSION 2	60	81.89	10	4.69	74%

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	74
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 2006

Twenty-seven of the School's senior leadership staff, comprising of the Executive, Heads of Departments, Heads of Houses, Stage Directors and other staff who have responsibility for the supervision of other staff, attended three days of GROWTH Coaching provided by the Australian Growth Coaching company. Eight of these leaders also had an additional six one-on-one sessions with the GROWTH Coaching facilitators to further develop their leadership skills.

Most teaching staff had in-service time on the use of Smartboards throughout the year. This in-service was initially offered by Electroboards, the company that supplied the School's Smartboards. Then some staff attended intensive workshops with Electroboards by phone conference.

Seven staff attended the SMART Teacher Conference on how to improve the use of Smartboards for the delivery of the BOS curriculum.

P.D. Day at the start of Term 1 for Middle and Secondary school teachers involved an introduction to iWise Markbook, run by Neale Graham (School's IT co-ordinator).

P.D. Day at the start of Term 2 for Primary School staff involved an in-service on "NSW Primary Curriculum: Using the Foundation Statements" as required by the Board of Studies, run by David Sarich (Head of Junior School).

P.D. Day at the beginning of Term 3 involved all teaching staff in commencing the GERRIC interactive CD on Catering for Gifted Learners, run by Peter Sanders (School's Co-ordinator of Gifted Education).

Twenty-four teaching staff attended one additional P.D. course during 2006 as well as the 3 school-based P.D. Days.

Twenty-two teaching staff attended two additional P.D. courses during 2006 as well as the 3 school-based P.D. Days.

Four teaching staff attended three additional P.D. courses during 2006 as well as the 3 school-based P.D. Days.

Six teaching staff attended four additional P.D. courses during 2006 as well as the 3 school-based P.D. Days.

Fifty-six of the 84 teaching staff attended a P.D. course as well as the 3 school-based P.D. Days.

The average expenditure per teacher on professional learning in 2006 was \$360

TEACHER ATTENDANCE AND RETENTION RATES

In 2006 the average daily teacher attendance rate was 97%.

The proportion of teachers retained from 2005 is 96%.

STUDENT ATTENDANCE AND RETENTION RATES

Student Attendance

"Ninety-five percent of students attended school on average each day in 2006. This was similar to the daily attendance in 2005".

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
2004/2006	84	81	76	96	91

Ratio of Boys to Girls

As at 1 December 2006

831 Students

213 Students Junior School
264 Students Middle School
354 Students Senior School

GIRLS 412 BOYS 419

Summary of Leaving Students 2006

Post School Destinations

Of the students in Years 10 to 12 who left the school in 2006, 2 went on to further studies through TAFE and 10 left to attend other schools, due to family relocations for work purposes or to attend Boarding Schools. Of the students who left school at the end of Year 12 following the completion of their school education, approximately 90% were eligible for further study at University, with the remainder continuing on to TAFE or pursuing employment.

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

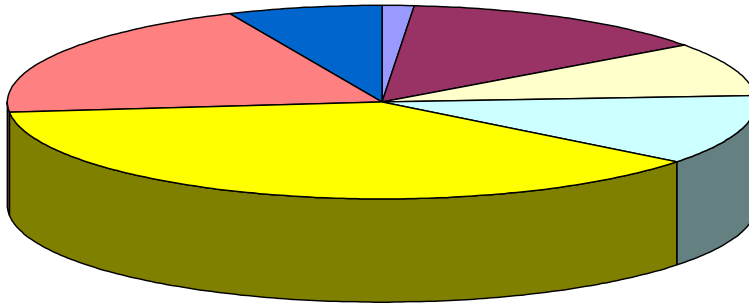
In 2006 the School had 831 students of whom 213 in the Junior School, 264 in the Middle School and 354 the Senior School. There are approximately equal numbers of boys and girls throughout the School. As it is a comprehensive School, the students come from a wide range of backgrounds, including language 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

Students by Postcode - All School

All School By Postcode 2006



■ Blackhill/Silverwater/Bonnells Bay/Marmong Pt 2232-2278
■ Belmont/Swansea/Warners Bay/Elleebana/Speers Pt/Toronto 2280-2284
□ Cardiff/Adamstown/Redhead/Whitebridge/Wallsend 2285-2289
□ Charlestown/Lambton/Wickham/Broadmeadow 2290, 2292-2299
■ Merewether/Newcastle/Cooks Hill/Bar Beach 2291-2300
■ Hamilton/New Lambton 2302-2305
■ Port Stephens/Maitland 2315-2324

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

Conditions of Enrolment

1. In this application for enrolment, "School" means the Newcastle Grammar School Limited and where the context permits, the Headmaster, and "my child" means the child referred to on the page overleaf under the heading "Personal Details" being the child in respect of whom this application is made.
2. I/We understand and agree that:
 - a) My child may be required to undergo an entrance examination and that no warranty or undertaking has been given by or on behalf of the School that this application will be accepted.
 - b) My child must abide by the School rules and School policies in force from time to time as interpreted by the School and the continued attendance at the School is at the absolute discretion of the Headmaster.
 - c) The School reserves the right to expel, suspend or take any other disciplinary action thought appropriate by the School in relation to any child whose attitude, progress or behaviour is not, in the School's opinion, conducive to the welfare of that child or the School.
 - d) The School reserves the right to amend its academic and other programmes and this may include the right to discontinue teaching subjects and other programmes.
 - e) These Conditions of Enrolment may be amended at any time at the discretion of the Board of the School.
3. I/We will support the ethos and philosophy of the School at all times whilst my child is enrolled.
4. In the event of injury or illness to my child necessitating urgent hospital and/or medical treatment including injections, blood transfusions, surgery and the like, and if the parent or guardian is not readily available to authorise such treatment, I/we authorise the Headmaster or, in his absence, a member of the School staff, to give the necessary authority for such treatment without the School, or such person, incurring any legal liability to the parent, guardian or pupil in so doing.
5. I/We agree to the following conditions:
 - a) To lodge with the School, an entry deposit of such amount as the School has determined as being applicable for the calendar year in which entry to the School is sought for my child. The deposit and any

income it may earn, may be invested or otherwise used as the School, in its absolute discretion, determines. No interest shall be payable by the School in relation to the deposit.

b) All School fees at the scale determined and published by the School from time to time are payable and will be paid by the fourth Friday of each term upon an account being furnished by the School. All other School expenses incurred by my child whilst enrolled at the School shall be paid.

c) Where any account has not been settled by the fifth week of term, unless special arrangements have been made, my child may be suspended from the School until it is paid. Notwithstanding such suspension or other arrangements for payment permitted by the School, the liability to pay the account shall not be reduced.

d) One full term's notice shall be given in writing of withdrawal of my child from the School, otherwise one term's fees become payable in lieu thereof (except in the case of expulsion for reasons other than non-payment of fees).

e) The deposit will be refunded, after my child has left the School, upon written application within twelve months of my child leaving the School. Part or all of the deposit may be retained to offset any outstanding monies owing to the School or its agencies. Any deposit not claimed within twelve months of my child leaving the School, will be a gracious donation to the School.

f) Each parent, or guardian as the case may be, is jointly and severally liable for the payment of fees. Including any fees and costs incurred by the School in recovering or attempting to recover any unpaid amount due.

Collection Notice

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

9. As you may know the School from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organisations that assist in the School's fundraising activities solely for that purpose. We will not disclose your personal information to third parties for their own marketing purposes without your consent.
10. We may include your contact details in a class list and School directory. If you do not agree to this you must advise us now.
11. If you provide the School with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the School and why, that they can access that information if they wish and that the School does not usually disclose the information to third parties.

Retention Rates

The apparent retention rate and the actual retention rate from Year 10 to Year 12 has stayed approximately the same over the last five years. Based on the information provided to the School, when students leave it would appear that only a minority of the students who leave the School at the end of Year 10 or during Year 11 do so because of family circumstances or to pursue employment or vocational training. Most appear to leave because they want a change of environment for the final years of their schooling. The table below shows the numbers for the years 2000/2002, 2001/2003, 2002/2004, 2003/2005 and 2004/2006

Retention Table 2006:

Years compared	Year 10 total enrolment on census date	Year 12 total enrolment on census date	Year 10 enrolment at census date remaining in Year 12 on census date	Apparent retention rate	Actual retention rate
2000/2002	78	75	56	96	72
2001/2003	82	74	56	90	68
2002/2004	85	76	62	89	73
2003/2005	86	76	70	92	81
2004/2006	84	81	76	96	91

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 may make application for a review to the Headmaster and submit any information they want to be considered during the review process. The Headmaster will then either confirm the preliminary decision as final or amend the preliminary decision based on the additional information provided

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

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, counselling within the School.

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

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 become aware that its students are at risk of harm.

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

The School is committed to complying with its obligations under the NSW Child Protection legislation and to

educating its staff as to those obligations.

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

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 investigation could be compromised by the member of staff continuing his or her normal duties.

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 2005.

SCHOOL DETERMINED IMPROVEMENT TARGETS

Achievement of Priorities Identified in the School's 2005 Annual Report

Area	Priority for 2005	Achievement for 2005
Teaching and Learning	Preparation for Accreditation	Reviewed Scope and Sequence and Teaching Programmes in Secondary School
	Review of Academic Reporting including reports to parents	Reformatted reports to meet changed regulations
	Explore the use of interactive whiteboards within the classroom	Further implementation in 2006
	First Year 12 Drama Course	Performance of students and teaching programme monitored
	Review of Special Needs Education of the School	Set up Learning Support Department and employed Coordinator of Learning Support
	Prepare for the introduction of foundation statements from Kindergarten to Year 6	Conducted a number of sessions to introduce staff to the new foundation statements
Facilities, Resources and Policies	Preparation for Registration	Reviewed all policies, resources and facility needs
	Plan for a new building on Hill Campus	Improved facilities for D&T, Computing, student amenities.
Staff Development	Increase the level of staff participation in first aid treatment	Approximately 80% of staff have acquired first aid certification
	Increase the level of Staff Development for Life Long Learners Programme	Continued the rotation of staff through this programme

2006 Priority Areas

Area	Priority for 2006
Teaching and Learning	Registration and Accreditation Process for Secondary School
	New reporting procedures to meet regulations
	Development and use of interactive whiteboards within the classroom
	Commence trial of electronic programming by staff
Facilities, Resources and Policies	Review School Policies (Towards 2011 Document)
	Completion of Stage 1 of new building at Hill Campus
	Class reading material updated
Staff Development	Improve upper-body play equipment for 8 to 10 year old children
	Increase the level of staff participation in first aid treatment, CPR training and Practical First Attack Firefighting
	Introduce Leadership Growth Coaching for Positions of Responsibility within School
	Staff Development for Life long Learners (Team response trialed)

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. 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 of community of Newcastle and the world beyond. The School is often involved in various outreach activities where the respect shown for others can 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.

At present the School is exploring the School to School Project organised through World Vision. The project is one of education and awareness where a school in country like Australia provides the funds for the building of a school in an African country. 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 2006 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 eg teenage parties and the use of the internet and other technology.

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.

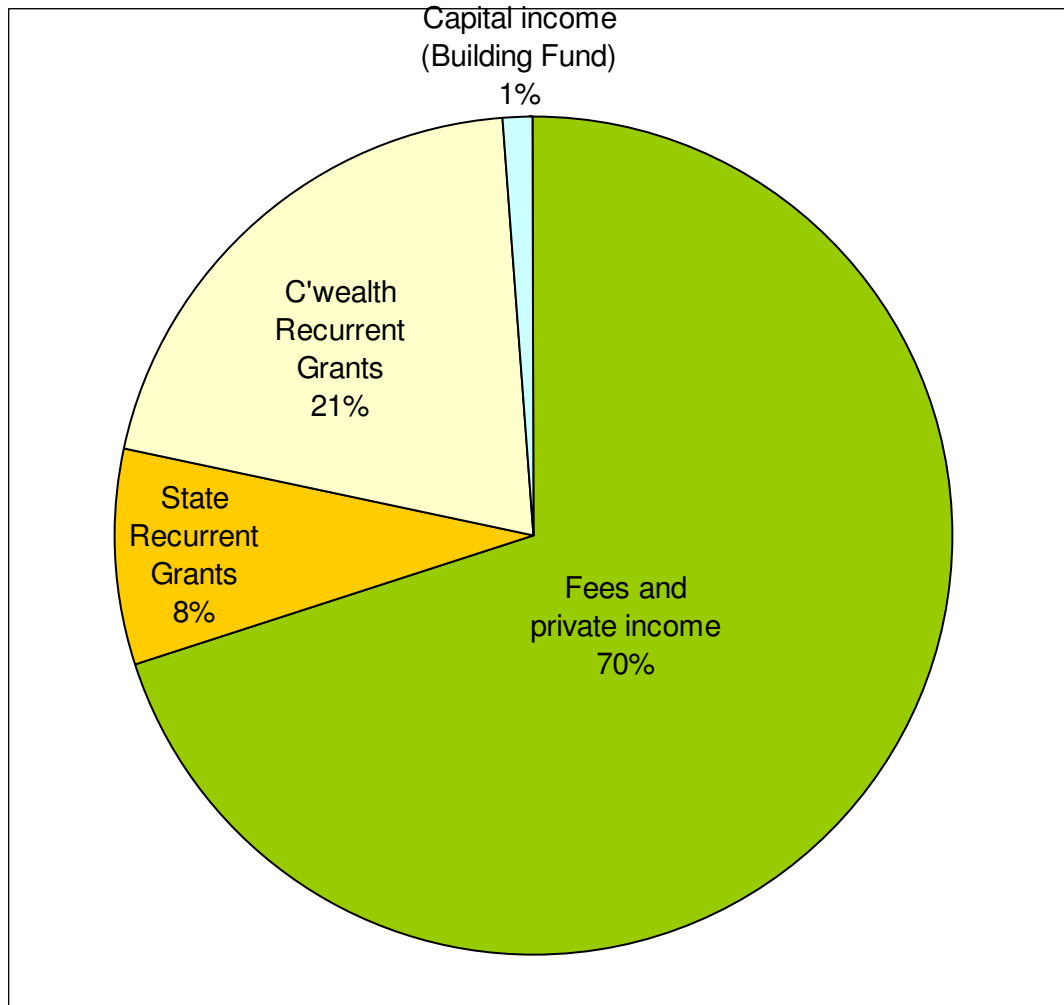
During the year teacher/parent interviews are conducted formally many times. Parents are able to make appointments with the staff at any suitable time.

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 indicating a high level of satisfaction amongst its staff. Informal feedback from teachers and discussions with Heads of Departments indicates during 2006 staff were generally very satisfied in all areas of our school.

SUMMARY FINANCIAL INFORMATION

Recurrent/ Capital Income 2006



Recurrent/ Capital Expenditure 2006

