

# NEWCASTLE GRAMMAR SCHOOL ANNUAL REPORT 2024



NEWCASTLE  
GRAMMAR  
SCHOOL



# MESSAGE FROM THE HEAD OF SCHOOL

2024 was a year marked by significant achievements and unwavering dedication across the Newcastle Grammar School community. The year's theme was RISE to the Challenge, incorporating the School's values of respect, integrity, service and excellence – RISE.

One of the most remarkable activities was the long-awaited Park Campus redevelopment and the construction of the new Union St building. Bordering Union St, Parkway Ave and Corlette St in Cooks Hill, Park Campus has been redesigned to align with the specific learning needs of primary students and to cater for the growing demand in enrolments.

A contemporary and innovative building has replaced old classrooms that had been in use for many decades, harking back to the site's history as a teachers' college and TAFE. In addition to 16 classrooms, the new building was designed with flexible learning spaces for breakout activities along with a rooftop play zone as part of the three-storey multi-function facility. The site works commenced in 2023. Throughout 2024, students in Kindergarten to Year 4 excitedly observed the construction process, with staff incorporating lessons in engineering and design into the curriculum. The staff at Park Campus deserve commendation for their perseverance, endurance and constant flexibility whilst navigating the challenges and limitations placed on them during the construction process.

The most obvious impact of the site changes is that Stage 3 (Year 5 and 6 students previously located at the school's Hill Campus), moves to Park Campus – creating, for the first time, a K-6 community in the one location.

Teaching and operational staff across Hill and Park Campuses demonstrated exceptional commitment and professionalism throughout the year. Service was, again, a vital part of the NGS culture throughout 2024, with initiatives including the Community Lunch, the Duke of Edinburgh Awards Scheme and providing support for community groups. NGS families actively and generously supported various organisations and initiatives – locally, nationally and internationally.

The NGS Executive team led the academic and operational staff with dedication and commitment, ensuring a focus on academic excellence, supported by co-curricular opportunities and a strong, holistic wellbeing program.

Implementation of the 2023-2025 Strategic Plan continued with nine specialist groups across the school focused on: performance framework, staff career cycle, organisational design, wellbeing, learning institute, community and partnerships, primary/secondary/tertiary alignment and financial stability & growth.

Newcastle Grammar School's Board, ably led by Ms Catherine Wilkinson, provided clear, strong and appropriate governance throughout 2024. Supported by eight other volunteers with experience across a range of industries, the Board continued to provide expertise to ensure the stability and sustainability of NGS. Much gratitude is owed to this dedicated team for their advice and ongoing commitment to the NGS community.



One of the key elements that makes the NGS environment unique is the united focus: to provide high quality, outstanding, holistic education to students; to assist all who are a part of this school community to truly be positive contributors to the world; to use their skills, knowledge, compassion and empathy to strive to make the world a better place. This is evident every day through the generosity of our students, staff, parents, families and alumni.

It is a privilege to be a part of Newcastle Grammar School. NGS did indeed RISE to the Challenge in 2024.

**Mr Matt Macoustra**  
**Head of School**

# MESSAGE FROM THE BOARD

2024 was another exciting year at Newcastle Grammar School, with high quality, holistic learning and teaching occurring in and beyond the classroom. Our students, whether at the beginning or approaching the end of their educational journey with NGS, are supported by staff who genuinely care for each individual. Our students faced new challenges, learned new skills, developed new friendships and have done so in an environment where the NGS staff put the students at the centre of everything they do.

The role of the NGS Board is to oversee the governance, leadership and sustainability of NGS. The NGS Board members give freely of their time and draw on their skills in a range of critical areas such as finance, governance, communication, education, infrastructure and law to provide oversight and inform the decision making of NGS. For some years now the Board has had in place a number of specialist sub-committees as part of the continual development of the governance of NGS. These consist of Property Development, Audit, Finance & Risk and Corporate Governance. I thank the Board members for the many hours they dedicate to the important role they fill in the NGS framework and for their professionalism and objectivity. The Board works closely with the Executive Team to ensure the School's strategic goals are actioned—to strengthen NGS' position as a world-class centre for holistic, high-quality learning and wellbeing. The work of the Executive Team with the Board is invaluable. The Executive Team provides a crucial link between the Board and the day-to-day operations of the School.

The strategic plan, launched to the NGS community in 2022, has involved over 35 staff across nine distinct

teams in areas such as Learning Excellence, Wellbeing, Staff, Financial Sustainability and Performance. In addition to other responsibilities, implementing the strategic plan and developing tangible and measurable outcomes required a significant investment of time and energy by the staff. The positive effect of this work has been seen in the operation of the school and will continue throughout 2025. I would like to thank the Executive staff for their hard work, agility, responsiveness and preparedness to embrace the implementation of the strategic plan.

In 2024, we saw the new Union St Building at Park Campus rise from the ground. This is a significant milestone for NGS and the NGS community and is equally as important to the Newcastle community more broadly. The move of Year 5 and 6 students to Park Campus allows for repurposing classroom spaces at Hill Campus.

The core focus of a school like NGS is its students, and in 2024 ours excelled, inspired, celebrated and looked beyond themselves to serve others.

On behalf of the students, parents and carers and the Board, I would like to congratulate and sincerely thank every member of the NGS staff—both teaching and operational—for all they do to provide our students with engaging experiences and create an environment in which they can flourish.

I would also like to thank Matt Macoustra for his leadership of NGS. The current economic climate and the impact of the reduction of government funding in the Independent school sector across Australia, makes steering an organisation such as NGS a very big task.



He has shown dedication, commitment to the staff and students, and has demonstrated a genuine care for the NGS community.

**Ms Catherine Wilkinson**  
**Chair of the Board**

# CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Newcastle Grammar School (NGS) is one of the Hunter region's leading co-educational independent schools, catering for students from Kindergarten to Year 12. The School proudly links back to the earliest days of Anglican education in the city and today stands tall as the pre-eminent school in the Hunter region, where outstanding learning opportunities prepare young people to live a life of purpose and success. NGS sits across two sites – Park Campus (Cnr Union St & Parkway Ave in Cooks Hill NSW) and Hill Campus (Cnr Church and Newcomen St Newcastle NSW).

## **Park Campus (Kindergarten to Year 4)**

Students from Kindergarten to Year 4 are taught in an environment that is warm, friendly and supportive. It allows the students to feel secure in their early years of primary education. Park Campus at Cooks Hill has facilities and play areas appropriate for our youngest students. Park Campus is home to the Sandi Warren Performance Centre used by the whole School for musical and dramatic productions, Kindergarten to Year 6 assemblies and physical education lessons.

## **Hill Campus (Years 5 to 12)**

The Hill Campus offers specialist teaching spaces appropriate to the subject and the age of the students. The facilities allow staff and students to engage with learning pedagogies that encourage individual academic growth.

Years 7 to 12 enjoy technology-enabled general-purpose classrooms and subject specific spaces for Science, iSTEM, Music, Design and Technology, Languages and Food Technology.

## **Other Sites**

In addition, students have access to the Bolton Street Creative and Performing Arts Centre, especially for Drama and Visual Arts, located a short walk from the Hill Campus. The heritage listed Horbury Hunt Hall is used for assemblies, and the historic Christ Church Cathedral is used for Chapel services. Students also utilise the wide range of excellent local sporting facilities.

## **Our Values – Respect, Integrity, Service and Excellence (RISE)**

### **Respect**

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

### **Integrity**

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

### **Service**

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

### **Excellence**

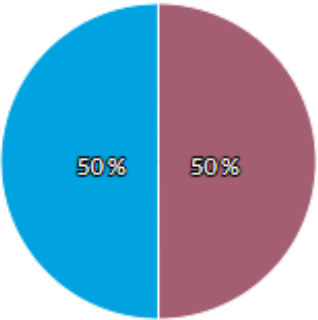
- We work together in an environment where the pursuit of excellence is encouraged, fostered and valued
- We aim to bring the best version of ourselves to school each day
- We aim to employ highly qualified staff whose examples of excellence are aligned with the vision of the School.



# CHARACTERISTICS OF THE STUDENT BODY

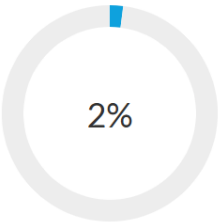
Total enrolments: 1052

Boys 522  
Girls 530



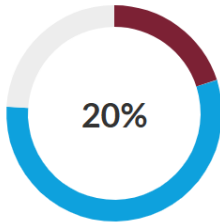
Full-time equivalent enrolments: 1052.0

Indigenous students



Language background other than English

Yes (20%)  
No (56%)  
Not stated (24%)



## STUDENT ATTENDANCE

### MANAGEMENT OF NON-ATTENDANCE

NGS maintains a register of attendance in a form approved by the Minister and has policies and procedures in place to support our partnership with parent/carer(s) and our commitment to promoting the daily attendance of students. Parent/carer(s) are required to notify the school of student absences via phone, email or App submission. Planned absences of more than three (3) consecutive days must be notified in advance through the submission of an 'exemption from attendance application' form. In the case of an unexplained absence, a text message is sent to the parent/carer(s) requesting a reason for the absence. In Years 7-12, Roll Call is held each morning where attendance is recorded. In Years K-6, the classroom teacher records attendance during Roll Call at the beginning of each day.

Concerns regarding student absences will be addressed by Wellbeing Staff, or the Deputy Head of School or Head of Primary. An interview may be held with the parent/carer(s) to discuss and resolve attendance issues. In the event of a student missing from class throughout the day, student services will be notified, the student will be located and a member of Wellbeing Staff, the Deputy Head of School or Head of Primary will address the absence with the student.

Average % Attendance Rates	
K	93.8
1	94.3
2	92.5
3	93.0
4	93.9
5	91.2
6	92.1
7	92.9
8	89.7
9	91.2
10	91.2
11	92.1
12	93.2

**AVERAGE = 92.1%**

# STUDENT ACHIEVEMENTS - KEY HIGHLIGHTS

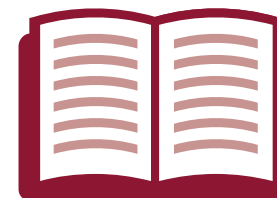
## Higher School Certificate (HSC)

NGS ranked **84th**  
in the State



## Vocational Education and Training (VET) Programmes

In 2024, no students completed a VET (Vocational Education and Training) course as part of their academic program.



## All Rounders & Distinguished Achievers

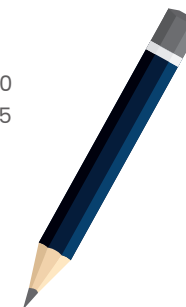
**One** student on the All-Round Achievers list (achieving 90 or more in at least 10 course units) and 68 students were on the Distinguished Achievers list (achieving 90 or more in a course unit).

## Top Achiever

**One** student achieved a mark in the top 20 of the State for their subject (Engineering Studies).

## Australian Tertiary Admission Ranks (ATARs)

**98.50** was the top ATAR  
**34%** - percentage of students over 90  
**53%** - percentage of students over 85



## Qualification Attainment

**100%** of those students who finished Year 12 were awarded a Higher School Certificate

9.3% of students undertook Vocational or trade training



## NAPLAN

**99%** of students in Years 3, 5, 7 and 9 participated in the 2024 NAPLAN tests in Reading, Writing, Spelling, Grammar and Numeracy.

## Record of School Achievement (RoSA)

**100%** of Year 10 students achieved a Record of School Achievement



# STUDENT OUTCOMES IN NATIONAL ASSESSMENT PROGRAM - LITERACY AND NUMERACY (NAPLAN)

In 2024, 99% of eligible NGS students participated in the National Assessment Program – Literacy and Numeracy testing. Students in all participating year groups at NGS performed well above the National average when compared with all Australian students across each domain. NGS NAPLAN information is available on the My School website: <https://www.myschool.edu.au/>

## NAPLAN COMPARATIVE DATA - YEAR 9

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
NGS	635	626	451	496	471

## NAPLAN COMPARATIVE DATA - YEAR 7

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
NGS	599	603	585	604	605

## NAPLAN COMPARATIVE DATA - YEAR 5

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
NGS	549	530	531	549	471

## NAPLAN COMPARATIVE DATA - YEAR 3

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
NGS	475	484	451	496	471

# STUDENT ACHIEVEMENTS

## HIGHER SCHOOL CERTIFICATE (HSC) COMPARATIVE DATA

Student performance in the Higher School Certificate examinations is reported in relation to defined standards (or levels of achievement) using performance bands that have been developed for each course. For 2 Unit courses students receive a mark out of 100 and a place within one of the six performance bands. For Extension courses students receive a mark out of 50 and a place within one of four performance bands.

Combined Band 5 and 6 HSC Results in comparison to the State:

2-Unit HSC Subject	Percentage of Students in Band 5 or 6		2-Unit HSC Subject	Percentage of Students in Band 5 or 6		Extension HSC Subject	Percentage of Students in Bands E4 or E3	
	NGS	State		NGS	State		NGS	State
Ancient History	66.67	37.29	Japanese Continuers	66.67	60.05	English Extension 1	100.00	95.50
Biology	68.57	35.59	Legal Studies	66.67	43.68	English Extension 2	100.00	87.35
Business Studies	68.96	37.45	Mathematics Advanced	61.67	50.03	History Extension	83.34	86.43
Chemistry	43.48	38.82	Maths Standard 2	37.50	28.75	Maths Extension 1	63.16	80.33
Chinese Continuers	100.00	78.80	Modern History	69.23	39.23	Maths Extension 2	66.66	86.37
Chinese Extension	100.00	95.89	Music 1	100.00	67.58	Music Extension	100.00	97.18
Design & Technology	45.45	48.04	Music 2	100.00	84.22	Science Extension	66.67	81.57
Drama	100.00	61.91	PDHPE	51.85	34.97			
Economics	62.50	51.57	Physics	42.86	38.32			
Engineering Studies	80.00	32.12	Software Design & Development	40.00	38.47			
English Advanced	64.83	67.57	Studies of Religion	80.00	43.80			
English Standard	0.00	13.41	Visual Arts	100.00	66.94			
French Continuers	100.00	89.24						
Geography	58.62	37.97						



## HSC RESULTS - TREND DATA

The marks that students achieve in 1 or 2 unit courses are reported in bands. The highest band of marks is 6, down to 1 and then a small proportion who are not awarded a band.

For the purposes of reporting, we have chosen to report marks in Bands 6-3 against Bands 2-1.

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands 6>3		Band 2>1	
			School	State	School	State
<b>Ancient History</b>	2024	12	12 (100%)	84.57%	0 (0%)	15.43%
	2023	9	8 (88.89%)	86.87%	1 (11.11%)	23.13%
	2022	7	7 (100%)	83.49%	0 (0%)	16.51%
	2021	10	10 (100%)	79.05%	0 (0%)	20.94%
<b>Biology</b>	2024	35	34 (97.14%)	88.25%	2 (2.86%)	11.75%
	2023	40	40 (100%)	89.38%	0 (0%)	10.62%
	2022	31	31 (100%)	79.75%	0 (0%)	20.25%
	2021	42	40 (95.66%)	91.26%	2 (4.76%)	8.72%
<b>Business Studies</b>	2024	29	28 (96.55%)	87.23%	1 (3.45%)	12.77%
	2023	36	36 (100%)	88.21%	0 (0%)	11.79%
	2022	29	29 (100%)	90.33%	0 (0%)	9.67%
	2021	36	33 (91.67%)	87.03%	3 (8.34%)	12.96%
<b>Chemistry</b>	2024	23	23 (100%)	87.25%	0 (0%)	12.75%
	2023	25	25 (100%)	73.26%	0 (0%)	26.74%
	2022	22	22 (100%)	84.54%	0 (0%)	15.46%
	2021	29	28 (96.54%)	88.72%	1 (3.45%)	11.29%
<b>Chinese Continuers</b>	2024	1	1 (100%)	99.29%	0 (0%)	0.71%
	2023	3	3 (100%)	94.81%	0 (0%)	5.19%
	2022	2	2 (100%)	99.52%	0 (0%)	0.48%
	2021	1	1 (100%)	98.08%	0 (0%)	1.91%
<b>Design &amp; Technology</b>	2024	11	11 (100%)	95.93%	0 (0%)	4.07%
	2023	18	18 (100%)	95%	0 (0%)	5%
	2022	9	9 (100%)	96.36%	0 (0%)	3.64%
	2021	6	6 (100%)	97.05%	0 (0%)	2.94%

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands 6>3		Band 2>1	
			School	State	School	State
<b>Drama</b>	2024	4	4 (100%)	98.99%	0 (0%)	1.12%
	2023	7	7 (100%)	98.95%	0 (0%)	1.05%
	2022	4	4 (100%)	98.52%	0 (0%)	1.48%
	2021	5	5 (100%)	98.48%	0 (0%)	1.52%
<b>Economics</b>	2024	8	8 (100%)	92.38%	0 (0%)	7.62%
	2023	13	13 (100%)	97.98%	0 (0%)	7.71%
	2022	10	9 (90%)	93.08%	1 (10%)	6.92%
	2021	13	12 (92.31%)	94.44%	1 (7.69%)	5.67%
<b>Engineering Studies</b>	2024	10	10 (100%)	93.90%	0 (0%)	6.10%
	2023	12	12 (100%)	95.23%	0 (0%)	4.77%
	2022	6	6 (100%)	85.98%	0 (0%)	14.02%
	2021	5	5 (100%)	92.54%	0 (0%)	7.46%
<b>English Advanced</b>	2024	91	91 (100%)	99.50%	0 (0%)	0.50%
	2023	89	89 (100%)	99.44%	0 (0%)	0.56%
	2022	76	76 (100%)	99.14%	0 (0%)	0.86%
	2021	92	91 (98.91%)	99.29%	1 (1.09%)	0.71%
<b>English Standard</b>	2024	6	6 (100%)	92.40%	0 (0%)	7.60%
	2023	8	8 (100%)	89.7%	0 (0%)	10.30%
	2022	9	7 (77.78%)	87.99%	2 (22.22%)	12.01%
<b>French Continuers</b>	2024	4	4 (100%)	97.98%	0 (0%)	2.02%
	2023	5	5 (100%)	99.02%	0 (0%)	0.98%
	2022	6	6 (100%)	95.72%	0 (0%)	4.28%
	2021	2	2 (100%)	97.49%	0 (0%)	2.51%

# HSC RESULTS - TREND DATA

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands 6>3		Band 2>1	
			School	State	School	State
Geography	2024	29	29 (100%)	91.38%	0 (0%)	8.62%
	2023	20	20 (100%)	92.81%	0 (0%)	7.18%
	2022	19	19 (100%)	89.96%	0 (0%)	10.04%
	2021	32	31 (96.87%)	91.98%	1 (3.13%)	8.02%
Hospitality	2023	7	7 (100%)	95.67%	0 (0%)	4.33%
	2022	3	3 (100%)	94.03%	0 (0%)	5.97%
	2021	5	4 (80.00%)	90.44%	20.00%	9.56%
Japanese Continuers	2024	3	3 (100%)	93.30%	0 (0%)	6.70%
	2023	1	1 (100%)	92.26%	0 (0%)	7.74%
	2022	3	3 (100%)	94.01%	0 (0%)	5.09%
Legal Studies	2024	21	21 (100%)	89.50%	0 (0%)	10.50%
	2023	12	12 (100%)	90.29%	0 (0%)	9.71%
	2022	18	18 (100%)	84.83%	0 (0%)	15.17%
	2021	17	17 (100%)	86.36%	0 (0%)	13.64%
Mathematics Standard	2024	41	39 (95.12%)	83.20%	2 (4.88%)	16.80%
	2023	37	36 (97.30%)	82.31%	1 (2.70%)	17.69%
	2022	31	27 (87.10%)	81.80%	4 (12.90%)	18.20%
	2021	26	22 (84.62%)	78.53%	4 (15.38%)	21.37%
Mathematics Advanced	2024	60	60 (100%)	94.75%	0 (0%)	5.25%
	2023	43	43 (100%)	93.07%	0 (0%)	6.93%
	2022	49	45 (91.84%)	94.48%	4 (8.16%)	5.52%
	2021	59	58 (98.31%)	93.92%	1 (1.69%)	6.08%
Modern History	2024	26	26 (100%)	90.54%	0 (0%)	9.46%
	2023	15	15 (100%)	84.42%	0 (0%)	15.58%
	2022	22	20 (90.01%)	88.81%	2 (9.09%)	11.19%
	2021	28	27 (96.43%)	84.21%	1 (3.57%)	15.79%
Music 1	2024	5	5 (100%)	97.12%	0 (0%)	2.88%
	2023	10	10 (100%)	97.97%	0 (0%)	2.03%
	2022	5	5 (100%)	98.05%	0 (0%)	1.95%
	2021	8	8 (100%)	98.29%	0 (0%)	1.71%

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands 6>3		Band 2>1	
			School	State	School	State
Software Design & Development	2024	5	3 (60%)	87.30%	2 (40%)	12.70%
	2023	6	6 (100%)	87.93%	0 (0%)	12.07%
	2022	5	4 (80%)	86.88%	1 (20%)	13.12%
	2021	5	4 (80%)	89.03%	1 (20%)	10.97%
Studies of Religion	2024	5	5 (100%)	96.28%	0 (0%)	3.72%
	2023	3	3 (100%)	96.84%	0 (0%)	3.16%
PDHPE	2024	27	27 (100%)	91.09%	0 (0%)	8.91%
	2023	16	16 (100%)	89.62%	0 (0%)	10.38%
	2022	26	24 (92.31%)	79.92%	2 (7.69%)	20.08%
	2021	18	17 (94.44%)	86.46%	1 (5.56%)	13.54%
Physics	2024	28	28 (100%)	86.14%	0 (0%)	13.86%
	2023	27	26 (96.30%)	89.10%	1 (3.70%)	10.90%
	2022	18	18 (100%)	86.75%	0 (0%)	13.25%
	2021	17	16 (9.12%)	90.85%	1 (5.88%)	9.15%
Visual Arts	2024	10	10 (100%)	99.41%	0 (0%)	0.59%
	2023	8	8 (100%)	98.96%	0 (0%)	1.04%
	2022	8	8 (100%)	98.58%	0 (0%)	1.42%
	2021	12	12 (100%)	98.45%	0 (0%)	1.55%
Music 2 only reports marks in Bands 6-3. The reporting parameters reflect this.						
Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands 6>5		Bands 4>3	
			School	State	School	State
Music 2	2024	4	4 (100%)	84.21%	0 (0%)	15.79%
	2023	4	4 (100%)	99.86%	0 (0%)	0.14%
	2022	4	4 (100%)	86.11%	0 (0%)	13.89%
	2021	4	4 (100%)	88.45%	0 (0%)	11.55%

## EXTENSION SUBJECTS

Extension subjects report to a different scale than 1 or 2 unit courses. The highest band of marks is E4, down to E1 and then a small proportion who are not awarded a band.

For the purposes of reporting, we have chosen to report Bands E4-E3 against Bands E2-E1. The table below shows the percentage of students in each band.

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands E4>E3		Band E2>E1	
			School	State	School	State
<b>Chinese Extension</b>	2024	1	1 (100%)	95.89%	0 (0%)	4.11%
	2023	1	1 (100%)	98.08%	0 (0%)	1.92%
	2022	1	1 (100%)	98.36%	0 (0%)	1.64%
<b>English Extension 1</b>	2024	19	19 (100%)	95.50%	0 (0%)	4.50%
	2023	15	15 (100%)	94.41%	0 (0%)	5.59%
	2022	26	22 (84.20%)	92.56%	4 (15.38%)	7.44%
	2021	15	15 (100%)	93.94%	0 (0%)	6.06%
<b>English Extension 2</b>	2024	7	7 (100%)	87.35%	0 (0%)	12.65%
	2023	4	4 (100%)	85.65%	0 (0%)	14.35%
	2022	5	5 (100%)	85.02%	0 (0%)	14.98%
	2021	1	1 (100%)	84.32%	0 (0%)	15.68%
<b>Mathematics Extension 1</b>	2024	38	24 (63.16%)	80.33%	14 (36.84%)	19.67%
	2023	35	24 (68.57%)	71.93%	11 (31.43%)	28.07%
	2022	30	24 (80%)	73.57%	6 (20.00%)	26.43%
	2021	40	34 (60.00%)	84.26%	16 (40.00%)	15.74%
<b>Mathematics Extension 2</b>	2024	3	2 (66.67%)	86.38%	1 (33.33%)	13.62%
	2023	5	4 (80%)	85.76%	1 (20%)	14.24%
	2022	7	5 (71.43%)	85.11%	2 (28.57%)	14.89%
	2021	5	5 (100%)	86.63%	0 (0%)	13.37%

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands E4>E3		Band E2>E1	
			School	State	School	State
<b>History Extension</b>	2024	12	10 (83.33%)	86.43%	2 (16.67%)	13.57%
	2023	11	11 (100%)	85.80%	0 (0%)	14.20%
	2022	18	17 (94.44%)	83.8%	1 (5.56%)	16.32%
	2021	10	10 (100%)	77.44%	0 (0%)	22.56%
<b>Music Extension</b>	2024	3	3 (100%)	97.18%	0 (0%)	2.82%
	2023	2	2 (100%)	99.85%	0 (0%)	4.15%
	2022	2	2 (100%)	97.45%	0 (0%)	2.55%
	2021	2	2 (100%)	95.28%	0 (0%)	4.72%
<b>Science Extension</b>	2024	3	2 (66.67%)	81.56%	1 (33.33%)	18.44%
	2023	4	4 (100%)	77.83%	0 (0%)	22.17%
	2022	2	2 (100%)	78.72%	0 (0%)	21.28%
	2021	3	2 (66.67%)	72.17%	1 (33.33%)	27.83%

# STAFF

## TEACHER ACCREDITATION

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	6
Proficient	117
Total number of teachers	123

## WORKFORCE COMPOSITION

Newcastle Grammar School also employs 68 operational staff.

In 2024, the workforce of NGS did not include any staff who identify as Aboriginal or Torres Strait Islander.



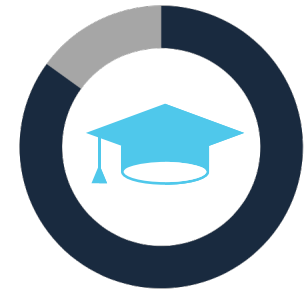
# POST SCHOOL DESTINATIONS

More than 80% of students in 2024 received offers to university through UAC. In addition, students were offered places to a range of universities through direct entry pathways. Many students were successful in gaining early entry through different programs being offered. Students have gained admission into variety of courses, including medicine, allied health care, engineering, law, political science, international studies and architecture. We also had students successfully apply to the defence forces.

There are a number of students who have taken gap years, to travel, work in paid employment, conduct volunteer work or participate in organised experiences in boarding houses and outdoor education companies overseas.



**90%** of 2022 Year 10 cohort graduated Year 12, 2024. A small number of students moved out of the area or commenced an apprenticeship.



# SCHOOL POLICIES

Key school policies are available on the Newcastle Grammar School website: <https://ngs.nsw.edu.au/parents/policies/>

Other School policies are made accessible to current parents/carer(s) on request to the Head of School. In all NGS policies and procedures child safety is prioritised, and the School's Values of Respect, Integrity, Service and Excellence (RISE) underpin all that we do.

All School policies and procedures are available to staff through the Risk and Compliance page on Schoolbox.  
The following policies can be viewed by selecting the relevant link below.

**Behaviour Management Policy**

**Bullying Prevention and Intervention Policy**

**Child Protection Policy**

**Complaints and Grievance Resolution Policy**

**Enrolment Policy**

**Whistleblower Policy**

**Annual Report**



# SCHOOL IMPROVEMENT PLANS

The current Newcastle Grammar School Strategic Plan runs from 2022–2025.

The overall goal for the Plan is deliberately ambitious – “By 2025 NGS will be recognised as the leading regional school and as a world-class centre for learning and wellbeing.” You can access the NGS Strategic Plan 2023–2025 launch video here – [NGS Strategic Plan 2023–2025](https://www.youtube.com/watch?v=7K35w1BcTqQ)

<https://www.youtube.com/watch?v=7K35w1BcTqQ>

**There are five Priorities:**



To achieve the overall goal and five priorities, we established nine initiative teams who would be tasked with conducting detailed investigations of each issue and then devising new plans and innovations.

**The nine Initiatives:**

- |                            |   |
|----------------------------|---|
| 1. Performance Framework   | 7. Community & Partnerships               |
| 2. Staff Career Cycle      | 8. Primary-Secondary-Tertiary Alignment   |
| 3. Organisation (Re)Design | 9. Organisational Sustainability & Growth |
| 4. Digital Learning        |   |
| 5. NGS Wellbeing           |   |
| 6. Learning Institute      |   |

The work of each team has been based on design thinking principles marked by extensive consultation and dialogue with staff, students, and parents, plus frequent contact with other schools to learn about their processes.

The Strategic Plan for 2023–2025 is moving towards the end of its cycle with some completing their work and others continuing to develop new structures and practices.

## TEAM ONE - PERFORMANCE FRAMEWORK

- This team has led the development of new goal-setting processes across the school from the Executive downwards. The process is aligned with the organisation's overall goals.
- Hand in hand with this, Team One led a revamp of the annual staff performance management process.
- Extensive planning has gone into creating data dashboards for different levels of the organisation to track performance.

## TEAM TWO - STAFF CAREER CYCLE

- Team Two's investigation into the staff recruitment and induction process has led to significant improvements.
- The EVP is being developed and added to in ways that are beneficial to NGS staff.

## TEAM THREE - ORAGANISATION (RE)DESIGN

- Mr Macoustra has conducted a thorough review of the NGS organisation chart and made significant changes to the model.
- We now have two Deputies and a new role of Director of Assessment & Curriculum. In addition, new middle management positions have been created Head of Student Leadership & Service Learning (K-12) and Head of Professional Growth & Development.

## TEAM FOUR - DIGITAL LEARNING

- This has been addressing the digital needs of our students and staff.
- A new position to manage our online learning resources – including Schoolbox and Edrolo – has been created and is working well.
- A K-10 Scope & Sequence for Digital Learning has been created and launched to staff.
- The team led the investigation into the impact of AI in education and how best to respond.

## TEAM FIVE - NGS WELLBEING

- Staff conducted a thorough investigation into models for teaching and practising wellbeing in schools.
- The decision was made to continue with the Visible Wellbeing approach, with Primary using the Friendology model which aligns well with Secondary's explicit use of the Visible Wellbeing model.
- Online training for staff is being provided through Schoolbox.

## TEAM SIX - NGS LEARNING INSITUTE

- This team has led tangible improvements in the way that NGS support staff in their professional development.
- The NGS Learning Institute delivers online PD to all staff through the TTA platform and NGS-specific courses on Schoolbox.
- In addition, a new role – Head of Professional Growth & Development – was created to lead staff in their professional development.

## TEAM SEVEN - COMMUNITY & PARTNERSHIPS

- This team leads our drive to connect more deeply with suitable organisations and people across the Newcastle and Hunter region.
- They have developed a policy and procedure for managing these connections.
- The team has moved into actively pursuing connections including with the University of Newcastle and major companies in Newcastle.

## TEAM EIGHT - PRIMARY-SECONDARY-TERTIARY ALIGNMENT

- Team Eight conducted a thorough analysis of how we can more closely align programs and practices across K-12.
- A Peschool Liaison Officer was appointed to help families and the School through the transition from pre-school into kindergarten, which has proved to be highly successful.
- A proposal has been made to appoint someone in a similar position for the final years of schooling to help their transition into tertiary education and world of work.
- New transition programs have been implemented to help students successfully navigate from Primary into Secondary and from Year 10 into the HSC years.

## TEAM NINE - SUSTAINABILITY & GROWTH

- Team Nine managed the major construction project at Park Campus while, at the same time, conducting a thorough reappraisal of the NGS Masterplan.
- Given the growth in student numbers over recent years, we have been exploring the use of green spaces in the surrounding areas for school-based activities.

## THE NEXT STRATEGIC PLAN

Preparatory work has commenced on the next Strategic Plan due to come into operation in 2026.

# SCHOOL SATISFACTION 2024

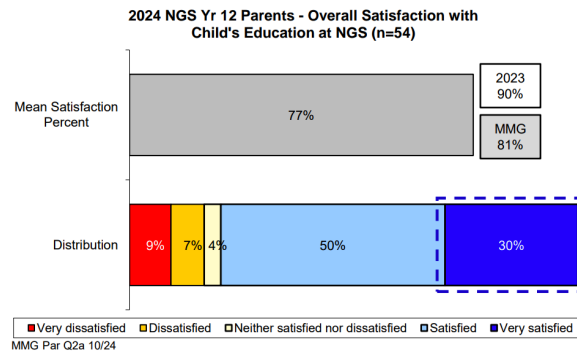
## MACQUARIE MARKETING GROUP (MMG) 2023 YEAR 12 PARENT & STUDENT SURVEY

Each year we engage MMG to conduct a survey of our Year 12 students and their parents in late Term 3, when they are preparing for their HSC exams. Response rate was 55% of parents and 96% of students.

### OVERALL SATISFACTION

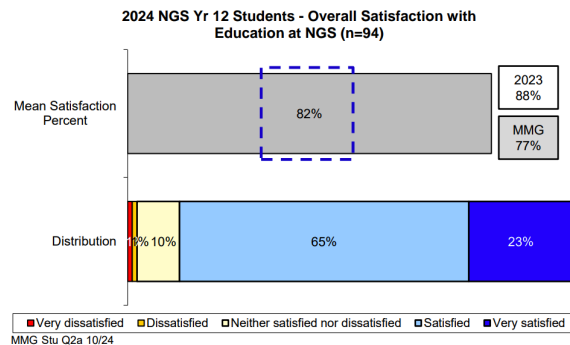
The MMG survey includes figures for Year 12 parent and student 'Overall Satisfaction' with the school.

#### Year 12 Parents



Year 12 parents are clearly very satisfied with the school, as the overall mean score is 77%, which places NGS in the "High" bracket. The mean score of 77% is below the 2023 mean (90%) and below the MMG average (81%).

#### Year 12 Students



Similarly, the Year 12 students results were pleasing – an overall mean of 82% also places the student satisfaction in the "High" bracket. This is below the 2023 figure (88%) but above the MMG average (77%).

# TEACHER SATISFACTION 2024

NGS teaching staff are involved in Professional Learning Groups linked to the school's Strategic Plan. Our staff teams have opportunities to work together on specific initiatives. In doing so, teaching staff provide their views on various issues and provide feedback on how the school can operate in the best interest of all. Regular staff wellbeing sessions are provided as part of our Learning Institute and staff are encouraged to contact our Head of People and Culture to contribute to the Staff Wellbeing page on Schoolbox.

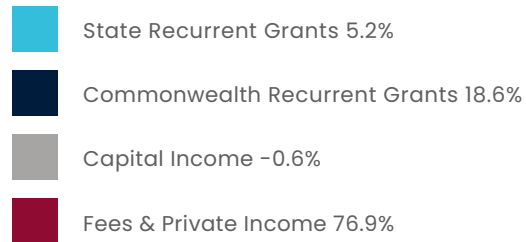
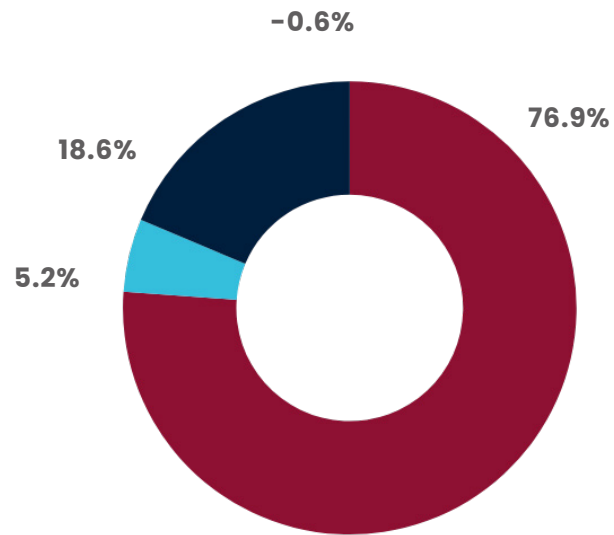


# THE FINANCIALS

## RECURRENT/CAPITAL INCOME

Our income is sourced from:

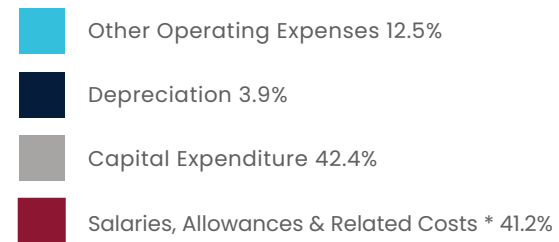
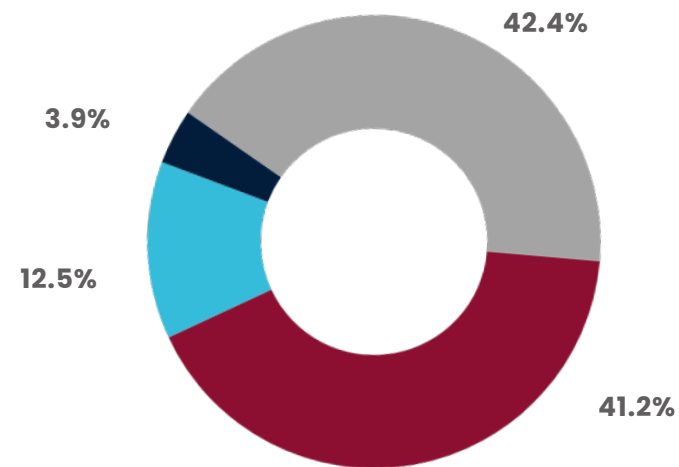
- School fees and levies
- Grants from Commonwealth and State Governments
- Private capital, including State Government Capital grant support.



## RECURRENT/CAPITAL EXPENDITURE

Our expenditure includes:

- Staff costs, including salaries, staff allowances, training and learning
- Capital expenditure to maintain premises
- Other non-salary items.





## NEWCASTLE GRAMMAR SCHOOL

### **Hill Campus**

Cnr Church & Newcomen Street  
Newcastle  
NSW 2300  
T (02) 4929 5811  
Email: [office@ngs.nsw.edu.au](mailto:office@ngs.nsw.edu.au)

### **Park Campus**

Cnr Union Street & Parkway Avenue  
Cooks Hill  
NSW 2300  
T (02) 4925 2121

**[www.ngs.nsw.edu.au](http://www.ngs.nsw.edu.au)**

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