

# NEWCASTLE GRAMMAR SCHOOL ANNUAL REPORT 2025



NEWCASTLE  
GRAMMAR  
SCHOOL



# MESSAGE FROM THE HEAD OF SCHOOL

2025 was a year defined by purpose, growth and a deep commitment to Excellence in Action across all aspects of Newcastle Grammar School. This guiding theme encouraged each member of the community to pursue their personal best – not in comparison with others, but through sustained effort to realise individual potential. As a result, the collective achievements of the School were once again outstanding.

Since its founding in 1918, Newcastle Grammar School has remained committed to preparing young people to take their place in the world as the best versions of themselves. This enduring purpose continues to be expressed through the School's four core values: respect, integrity, service and excellence. In 2025, these values were clearly evident across academic, co-curricular and community life, shaping both individual growth and shared success.

A significant milestone was the completion of the Union Street Building, which created innovative, world-class spaces for learning and play. This development enabled the relocation of Year 5 and 6 students to the Park Campus, marking a new era for NGS Primary. The enhanced facilities and site redevelopment strengthened connections within the Primary School and provided teachers with greater opportunities to deliver engaging and dynamic learning experiences.

The graduating Class of 2025 played a central role in shaping the School's culture. Their leadership was characterised by maturity, humility and a strong sense of responsibility. They contributed meaningfully not only through formal leadership roles, but also through everyday actions that reinforced a positive and inclusive community.

Academic endeavour remained at the heart of School life. The continued expansion of the Secondary accelerated academic program provided students with increased flexibility, including opportunities to complete Higher School Certificate courses ahead of schedule. This reflects both the expertise of the teaching staff and the School's commitment to delivering a rigorous and supportive academic environment.

Student achievement was widely celebrated throughout the year. While formal awards recognised exceptional outcomes, equal importance was placed on perseverance, resilience and personal growth demonstrated in daily efforts. These quieter achievements were aligned to the School's focus on excellence.

The House system continued to play a vital role in fostering connection, belonging and leadership across both campuses. Through House activities, mentoring and service initiatives, students engaged meaningfully, contributing and leading within and beyond the School community.

Creativity flourished across all year levels. Outstanding HSC Major Works showcased both technical excellence and creative insight, while performances, exhibitions and musical ensembles enriched the cultural life of the School. The production of *City of Steel* was a particular highlight, exemplifying the depth of talent and collaboration within the community.

The co-curricular program continued to develop, offering students diverse opportunities to challenge themselves and build resilience. Participation in the Duke of Edinburgh's International Award, Round Square initiatives,



and a broad range of sporting and academic activities allowed students to engage meaningfully beyond the classroom. In all pursuits, students represented the School with pride and distinction.

These achievements were made possible by the dedication and professionalism of the School's staff. Teaching, professional and operational teams worked collaboratively – often behind the scenes – to ensure every student was supported, challenged and known. Their commitment underpinned the success of the entire community.

Ultimately, the strength of Newcastle Grammar School lies in its people – students, staff, families and alumni – united by a shared sense of purpose and belonging. In 2025, this collective commitment to excellence, not just as an outcome but as a way of being, continued to build upon the School's proud legacy.

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

# MESSAGE FROM THE BOARD

In 2025, the Board of Newcastle Grammar School continued to exercise its governance responsibilities with diligence, professionalism and a clear commitment to the long-term success of the School. Working largely behind the scenes, the Board focused on providing strategic oversight, setting direction and ensuring that the School remained a leading provider of holistic, high-quality education.

The Board comprised nine directors, each bringing a diverse and valuable range of professional expertise. This breadth of experience strengthened the Board's capacity to engage in robust discussion, informed decision-making and careful stewardship of the School's strategic priorities. Throughout the year, directors demonstrated a high level of integrity, objectivity and commitment, contributing both at the Board level and within sub-committee structures. Their collective efforts ensured that governance processes remained strong, transparent and aligned with best practice.

The Board recognised that effective governance does not operate in isolation. It relied on the capability and dedication of the School Executive to enact strategy and deliver operational excellence. In 2025, the Executive, alongside teaching and professional staff, continued to exemplify the School's commitment to excellence in education and wellbeing. The Board acknowledged the professionalism of staff and the genuine care shown to students, which underpinned a nurturing environment in which young people could thrive.

Under the guidance of the Head of School, Mr Matt Macoustra, the School continued to build on its reputation as a centre of educational excellence, characterised by a strong sense of community and a

clear focus on preparing students to engage confidently with the challenges of an evolving world. His leadership ensured continuity of vision while fostering innovation and responsiveness across all aspects of School life.

A significant milestone in 2025 was the completion and opening of the Union Street Building at Park Campus. This project, the result of many years of planning and investment, delivered contemporary learning environments that enhanced both the educational experience and the sense of community within the Primary School. The co-location of Kindergarten to Year 6 students on a single campus contributed to increased collaboration among staff, strengthened student leadership opportunities and a positive cultural shift across the campus.

Looking ahead, the Board advanced its multi-year property masterplan with a strategic focus on Hill Campus. This included planning for improved facilities and the development of adaptable, future-focused learning spaces to support secondary education. In progressing these initiatives, the Board remained mindful of balancing fiscal responsibility with the need to invest in infrastructure that supports contemporary teaching and learning.

Throughout 2025, the Board reflected on the meaning of success for Newcastle Grammar School. It was evident that success extended beyond measurable outcomes to encompass the strength of the community itself – students who were engaged and flourishing, families who were supportive and connected, and staff who were deeply committed to their roles. This collective strength remained central to the School's identity and future direction.



The Board acknowledged with gratitude the ongoing support of parents, carers and the broader community. Their partnership with the School played a critical role in enabling each student's educational journey and contributed significantly to the vitality of the School community.

In closing, the Board expressed its appreciation to all who contributed to a successful 2025. The year reflected a shared commitment to excellence, grounded in strong governance, purposeful leadership and a deeply connected 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 6)

Students from Kindergarten to Year 6 are taught in an environment that is warm, friendly and supportive, which 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 7 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.

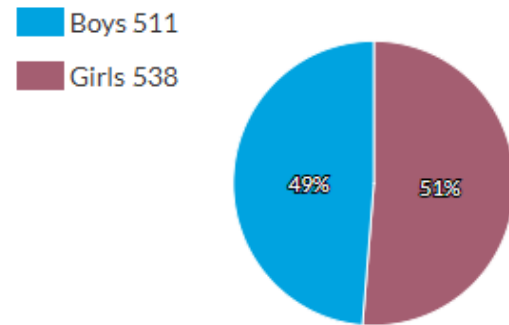
## OUR VALUES

### Respect, Integrity, Service and Excellence (RISE)

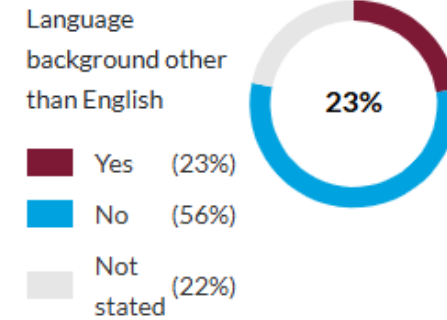


# CHARACTERISTICS OF THE STUDENT BODY

Total enrolments: 1049



Full-time equivalent enrolments: 1048.3



# 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 three (3) or more consecutive days must be notified in advance through the submission of an 'Application for Extended Leave' form. In the case of an unexplained absence, a text message is sent to the parent/carer(s) requesting a reason for the absence. Parents can also log into Parent Lounge and explain absences.

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 the Head of Wellbeing (K-6), Heads of House (7-12) or the Deputy Head of School - Wellbeing and School Life or Head of Primary. An interview may be held with the parent/carer(s) to discuss and resolve attendance issues. In Years 7-12, in the event of a student missing from class throughout the day, student services will notify the Deputy Head of School. The student will be located, and the Heads of House or the Deputy Head of School - Wellbeing and School Life will address the absence with the student.

Average % Attendance Rates	
K	93.3
1	94.1
2	93.3
3	93.3
4	92.6
5	94.4
6	92.1
7	91.8
8	91.1
9	89.4
10	91.6
11	91.3
12	92.1

**AVERAGE = 91.9%**

# STUDENT ACHIEVEMENTS - KEY HIGHLIGHTS

## Higher School Certificate (HSC)

NGS ranked

**61st**

in the State



## All Rounders & Distinguished Achievers

**Seven** students on the All-Round Achievers list (achieving 90 or more in at least 10 course units) and 94 students were on the Distinguished Achievers list (achieving 90 or more in a course unit).

## 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



## Top Achievers

**Four** students achieved a mark in the top 20 of the State for their subject

## NAPLAN

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

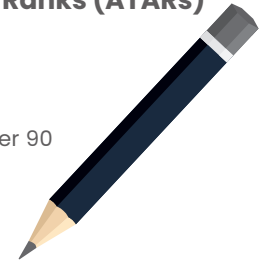
## Vocational Education and Training (VET) Programs

In 2025, three students completed a VET (Vocational Education and Training) course as part of their academic program.



## Australian Tertiary Admission Ranks (ATARs)

**99.4** was the top ATAR  
**22%** - percentage of students over 95  
**over 40%** - percentage of students over 90



## 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 2025, 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	622	626	607	624	652

## NAPLAN COMPARATIVE DATA - YEAR 7

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
NGS	604	587	587	616	619

## NAPLAN COMPARATIVE DATA - YEAR 5

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
NGS	564	526	534	570	573

## NAPLAN COMPARATIVE DATA - YEAR 3

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
NGS	453	468	416	460	455

# 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	
	School	State		School	State		School	State
Ancient History	70.00	35.47	Geography	66.67	42.45	English Extension 1	100.00	95.24
Biology	82.00	35.73	Japanese Continuers	50.00	55.79	English Extension 2	100.00	88.40
Business Studies	59.46	37.59	Legal Studies	76.92	44.70	History Extension	100.00	87.45
Chemistry	59.38	38.05	Mathematics Advanced	58.33	51.46	Maths Extension 1	78.95	77.33
Chinese Continuers	33.33	78.74	Maths Standard 2	51.51	29.78	Maths Extension 2	100.00	84.41
Chinese Extension	100.00	100.00	Modern History	81.82	35.90	Music Extension	100.00	98.21
Design & Technology	85.71	48.88	Music 1	100.00	66.89	Science Extension	62.50	76.49
Drama	85.72	58.77	Music 2	100.00	86.09			
Earth and Environmental Science	81.82	37.78	PDHPE	57.14	35.29			
Economics	77.78	52.68	Physics	71.43	37.73			
Engineering Studies	100.00	28.61	Society & Culture	83.33	46.76			
English Advanced	67.55	65.24	Studies of Religion	66.66	46.26			
French Continuers	50.00	62.89	Visual Arts	100.00	64.18			
French Extension	100.00	87.50						

## 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>	2025	10	10 (100%)	81.5%	0 (0%)	18.46%
	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%
<b>Biology</b>	2025	50	50 (100%)	86.3%	0 (0%)	13.67%
	2024	35	34 (97.14%)	88.25%	1 (2.86%)	11.75%
	2023	40	40 (100%)	89.38%	0 (0%)	10.62%
	2022	31	31 (100%)	79.75%	0 (0%)	20.25%
<b>Business Studies</b>	2025	37	37 (100%)	87.92%	0 (0%)	12.04%
	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%
<b>Chemistry</b>	2025	32	32 (100%)	89.46%	0 (0%)	10.15%
	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%
<b>Chinese Continuers</b>	2025	3	3 (100%)	98.8%	0 (0%)	1.2%
	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%
<b>Design &amp; Technology</b>	2025	9	9 (100%)	97.2%	0 (0%)	2.65%
	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%

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>	2025	7	7 (100%)	97.91%	0 (0%)	2.06%
	2024	4	4 (100%)	98.88%	0 (0%)	1.12%
	2023	7	7 (100%)	98.95%	0 (0%)	1.05%
	2022	4	4 (100%)	98.52%	0 (0%)	1.48%
<b>Economics</b>	2025	9	9 (100%)	88.68%	0 (0%)	11.32%
	2024	8	8 (100%)	92.38%	0 (0%)	7.62%
	2023	13	13 (100%)	92.29%	0 (0%)	7.71%
	2022	10	9 (90%)	93.08%	1 (10%)	6.92%
<b>Engineering Studies</b>	2025	5	5 (100%)	88.68%	0 (0%)	2%
	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%
<b>English Advanced</b>	2025	114	114 (100%)	99.65%	0 (0%)	0.32%
	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%
<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>	2025	6	6 (100%)	98.63%	0 (0%)	1.34%
	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%

## 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	2025	33	33 (100%)	89.74%	0 (0%)	10.53%
	2024	29	29 (100%)	91.38%	0 (0%)	8.62%
	2023	20	20 (100%)	92.82%	0 (0%)	7.18%
	2022	19	19 (100%)	89.96%	0 (0%)	10.04%
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%)	90.44%	20.00%	9.56%
Japanese Continuers	2025	2	2 (100%)	93%	0 (0%)	1.34%
	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	2025	26	26 (100%)	86.47%	0 (0%)	13.53%
	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%
Maths Standard	2025	33	33 (100%)	83.0%	0 (0%)	17%
	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%
Mathematics Advanced	2025	59	59 (98.33%)	94.20%	1 (1.67)	5.78%
	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%
Modern History	2025	22	22 (100%)	86.7%	0 (0%)	13.2%
	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%
Music 1	2025	2	2 (100%)	95.18%	0 (0%)	4.76%
	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%

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	2025	6	6 (100%)	94.88	0 (0%)	5.08%
	2024	5	5 (100%)	96.28%	0 (0%)	3.72%
	2023	3	3 (100%)	96.84%	0 (0%)	3.16%
PDHPE	2025	33	33 (100%)	90%	0 (0%)	11%
	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%
Physics	2025	27	27 (96.43%)	84.42	1 (3.57%)	15.57%
	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%
Visual Arts	2025	5	15 (100%)	99.14%	0 (0%)	0.84%
	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%

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>3		Band 2>1	
			School	State	School	State
Music 2	2025	2	2 (100%)	99.87%	0 (0%)	0.13%
	2024	4	4 (100%)	84.21%	0 (0%)	15.79%
	2023	4	4 (100%)	85.28%	0 (0%)	14.72%
	2022	4	4 (100%)	86.11%	0 (0%)	13.89%

## 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>	2025	1	1 (100%)	100%	0 (0%)	0%
	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>	2025	26	26 (100%)	95.2%	0 (0%)	4.78%
	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%
<b>English Extension 2</b>	2025	8	8 (100%)	88.4%	0 (0%)	11.59%
	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%
<b>Mathematics Extension 1</b>	2025	30	30 (78.95%)	77.31%	8 (21.05%)	22.76%
	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%)	26.43%
<b>Mathematics Extension 2</b>	2025	10	10 (100%)	84.5%	0 (0%)	15.56%
	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%

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>	2025	12	12 (100%)	87.3%	0 (0%)	12.7%
	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%
<b>Music Extension</b>	2025	1	1 (100%)	78.1%	0 (0%)	21.9%
	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%
<b>Science Extension</b>	2025	10	10 (100%)	89%	0 (0%)	10%
	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%

# STAFF

## TEACHER ACCREDITATION

Level of Accreditation	Number of Teachers
Conditional	2
Provisional	1
Proficient	29
Accomplished	74
<b>Total number of teachers</b>	<b>106</b>

## WORKFORCE COMPOSITION

Teaching staff	106
Full-time equivalent teaching staff	97.7
Non-teaching staff	75
Full-time equivalent non-teaching staff	62.1

In 2025, the workforce of NGS did not include any staff who identify as Aboriginal or Torres Strait Islander.



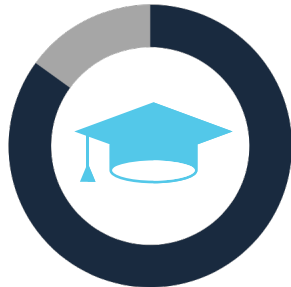
# POST SCHOOL DESTINATIONS

82% of students in 2025 received offers to university through UAC. Many students were offered places through direct entry to university as part of early entry schemes.

Students received offers in a range of disciplines including, medicine and allied health care, engineering, teaching, architecture, law and commerce/economics/business studies.

Some NGS students also applied for places interstate and internationally.

**92%** of 2023 Year 10 cohort graduated Year 12, 2025. A small number of students moved to other learning institutions; others moved out of the area or left due to health reasons.



# SCHOOL POLICIES

Key school policies are available on the Newcastle Grammar School website: [ngs.nsw.edu.au/parents/policies/](https://ngs.nsw.edu.au/parents/policies/)

Other School policies are available to current parents/carers through Schoolbox or may be obtained from the Head of School upon request. Child safety is prioritised in all NGS policies and procedures, 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 Policy Connect via the Risk and Compliance page on Schoolbox.

**Behaviour Management Policy (Discipline)**

**Bullying Prevention and Intervention Policy**

**Child Protection Policy**

**Complaints and Grievance Resolution Policy and Procedures**

**Enrolment Policy**

**Whistleblower Policy**

**Annual Report**

# SCHOOL IMPROVEMENT PLANS

In 2025, the 2023–2025 Strategic Plan concluded.

During the three-year period, working groups comprised of staff members from across the organisation undertook nine strategic initiatives:

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

The impact of these nine teams was highly impressive, with significant operational and procedural changes taking place as a result of their work and conclusions.

## **For example:**

From the work of Team One, we have implemented a new annual and explicit goal-setting process across the organisation. Dashboards are being developed for different groups to be able to monitor and manage School performance.

Team Three's review of the organisation led to new positions and responsibilities being added to the School organisation chart.

Team Six's recommendations led directly to the creation of the NGS Learning Institute which is dedicated to staff training and development, plus the new position of Head of Professional Growth & Development.

Team Eight's work on aligning the work of our K-12 School saw significant benefits for students and parents. The new Pre-school Liaison Officer is building strong connections with our feeder pre-schools and new Kindergarten enrolments. The key points of transition across the School now see carefully considered and managed programs, i.e. the start in Kindergarten, entering Year 7 and moving from Year 10 into Year 11. Furthermore, the School has developed plans for a Tertiary Transition Officer role to assist our students into life beyond NGS.

The work of Teams 4 and 9 will continue on a more operational basis given that these challenges will never be completed.

In late 2025, after a tendering process had been conducted, NGS re-engaged the same consultancy from Brisbane that developed the 2023–2025 plan. Work has begun developing the next Strategic Plan for NGS with study sessions of NGS staff, School Executive and Board members undertaken.

We are looking to consolidate our position as the leading regional independent school in NSW and target growth and development in key areas.

# SCHOOL SATISFACTION 2025

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

At NGS, the views and feedback of our stakeholders are taken very seriously. To that end, every year the School conducts several surveys of our key stakeholder groups to assess their levels of satisfaction with NGS including suggestions for improvement.

In 2025, members of the School community contributed to the following:

- AIS Perspectives Survey
- MMG Survey of Year 12 Students and their parent/carer(s)
- AWE Survey

## AIS PERSPECTIVES

This is a bi-annual survey conducted by AISNSW, now called Independent Schools NSW, sent to students, parents and staff.

The results showed high levels of stakeholder satisfaction across several metrics – including School leadership, environment, student wellbeing, sense of community and teaching & learning.

Overall, a breakdown of the Net Promoter Score of 35 showed that 50% of the community would actively promote the School, with another 35% being supporters.

## MMG SURVEY

This is an annual survey of School leavers and their families asking them to reflect on their whole time at NGS, whether that was the full 13 years or less.

The results of the MMG survey were extremely positive. For example, student and parent scores for “Overall Satisfaction” were very high at 90% and 85% respectively.

The Net Promoter Score for parents of 25 is in the ‘High’ range, while the Student score of 9 is in the ‘Very High’ range.

## AWE SURVEY

Every year the School conducts a survey of students and staff to gauge their wellbeing across several metrics.

The scores for 2025 show growth in student happiness since we started conducting the surveys in 2021, growth in self-reported health, very low levels of bullying and a relatively high level of ‘wellbeing enablement’.

# TEACHER SATISFACTION 2025

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.

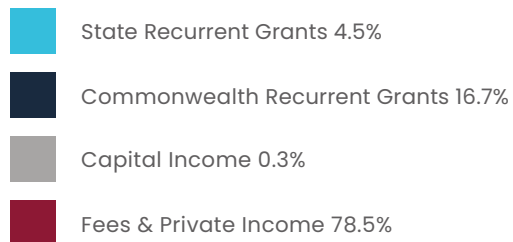
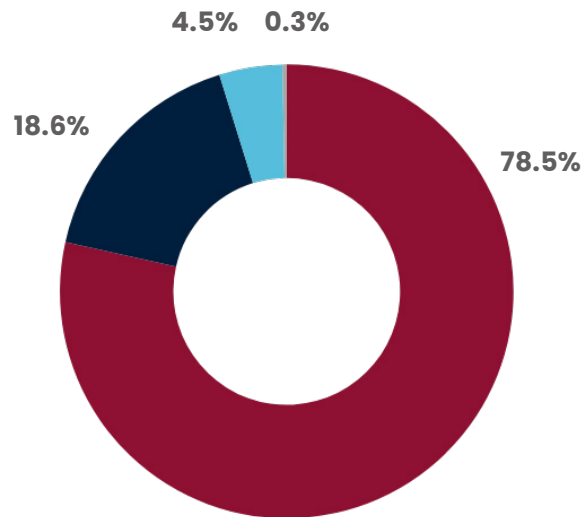


# THE FINANCIALS

## RECURRENT/CAPITAL INCOME

Our income is sourced from:

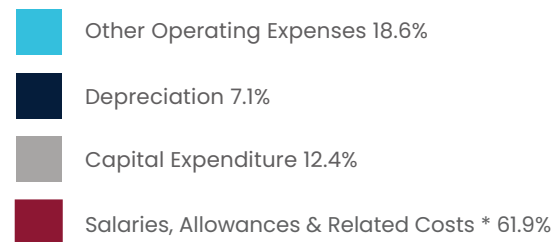
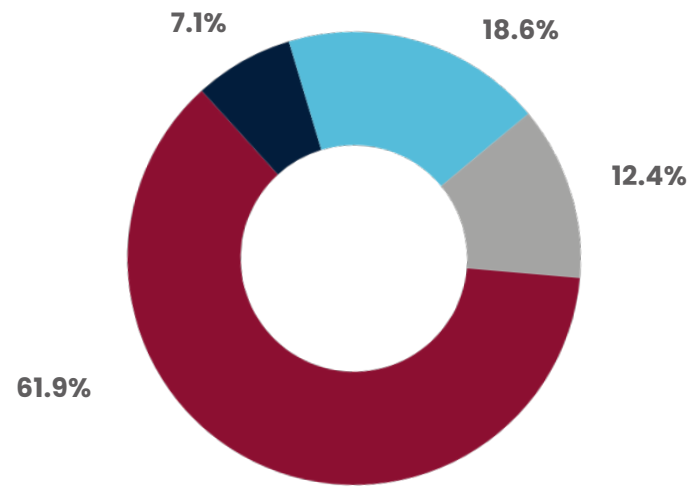
- School fees and levies
- Grants from Commonwealth and State Governments
- Private capital, including State Government Capital grant support.



## 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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