The right learning environment

2013 ANNUAL REPORT
REPORTING AREA 1

MESSAGES FROM KEY SCHOOL BODIES

From the Chair of the Board

Another year has flown by and I find myself reflecting on the amazing transformation in academic culture and scholarship that continues to unfold at Hunter Valley Grammar School. The enthusiasm and vigour with which staff and students are embracing the opportunities for teaching, learning and personal growth is truly inspiring and a source of pride and joy for the School Board.

One of the great privileges of being a Board member at this School is to have a ringside seat to the diverse and fabulous achievements of the students and to play a role in providing the infrastructure, resources and opportunities that underpin those achievements.

Looking around the School on any given day provides a vista of beautiful grounds, impressive buildings and a lively hum of happy students and smiling staff members. Every newsletter is brimming with the academic, sporting and cultural achievements of our students and staff, highlighting the values, education and engagement with local and global communities offered by our School.

Community-based programs

The Board has endorsed plans to further build the School’s reputation in the wider community by implementing community-based service learning programs, including the introduction of a Leo Service Club and strengthening ties with the local NSW Aboriginal Education Consultative Group (AECG).

The Board also endorses the continued strengthening of links with international schools through tours, exchanges and GAP programs.

HSC success

Our Year 12 students and teachers excelled in the 2013 HSC, achieving outstanding results across all subjects and the third best results in the history of the School.

Accreditation

As an International Baccalaureate (IB) Candidate School, we continue the journey to authorisation, a lengthy process requiring significant investment of time and resources, with the aim to achieve authorisation by the end 2016. The School is also investigating the adoption of the IB Middle Years Program.

This year is an accreditation year for HVGS and the staff has been working hard to complete all of the necessary documents and requirements.
Building program

HVGS embarked on further major building during 2013 and work is well advanced on the new Secondary (C Block) and Junior School classrooms (P5) to accommodate the significant growth in enrolments for 2014 and beyond. Extensions to the Visual Arts block are nearing completion. Further infrastructure projects planned for 2014, subject to detailed specifications and costings, include an extension to and renovation of the rowing facility planned for 2015 and refurbishment of the TAS block.

The projects will be funded partially from the School Building Fund and from cash reserves.

Finance

Hunter Valley Grammar School remains in a strong financial position due to sustained excellence in management. There have been significant changes to State Government funding but there has so far been little negative impact on the School’s operating income due to increased enrolments and some unexpected benefits from the new Federal funding proposals. Hunter Valley Grammar School will continue to deliver an outstanding teaching and learning environment.

Scholarships

An exciting initiative launched during 2013 at the inaugural Business Industry Dinner is the expansion of our existing scholarship program to include one-year university scholarships providing financial help and industry partnerships.

The School Board, through its Scholarship Committee, has approved and awarded a teaching scholarship funded by the School.

Board Member Mr Tony Dockrill has offered a civil/structural engineering scholarship to be funded by his Newcastle engineering firm, Izzat Consulting Engineers, which will also provide a mentor to the scholar to provide ongoing support during the year.

The Board has supported a proposal to investigate the introduction of sporting scholarships.

In addition, past Board members and parents of the School, Dr John O’Brien and Mrs Gwen O’Brien, have offered to fund two scholarships to outstanding science students to allow them to study at HVGS during years 11 and 12. These scholarships also come with the opportunity to gain valuable industry work experience at Jurox, a veterinary pharmaceutical company, with global markets, located in the Hunter Valley.

Principal’s re-appointment

The re-appointment of Mr Paul Teys as Principal for another five years commencing in 2014 consolidates the exceptional progress the School has made over the past few years. This ensures for the future, a decisive and persuasive leader and a highly efficient administrator.

Mr Greg Farrow has retired from the board and we welcomed Mr Martin Heffron.

Mrs Kristine Littlewood

Chair of the Board on behalf of Board Members:

Dr Bernard Curran
Dr Ken Dobler (Deputy Chair)
Mr Tony Dockrill
Rev George Garnsey
Mr Martin Heffron
Mrs Heather McLaren
Mrs Michelle McPherson
From the Students Representative Councils (SRC)

Junior School SRC 2013

During 2013 a high quality, peer elected group of student representatives has worked exceptionally well to lead our student body, under the direction of Miss Belinda Polwarth and Mrs Katy Bragg.

The work of the SRC can be broadly categorised in the following ways:

- Fundraising for a Cause
- Community Service
- School-based Fundraising

Fundraising for a Cause

At the beginning of the year, the SRC published a survey and each class was asked to take a vote. As a result we were able to determine which charities Hunter Valley Grammar School would support in 2013.

Each charity event was well supported by the staff, students and families of the Junior School and we were able to raise considerable funds for Bandaged Bear Appeal, Red Nose Day, Jeans for Genes Day and Bandanna Day, which were gratefully accepted by the respective charities.

Community Service

During Term One, the Semester One SRC representatives led the Clean Up Australia effort at HVGS. Each class was given a specific area of the Junior School playground to clean up. It was spectacular to witness the enthusiasm with which the students took part in cleaning up our School grounds.

As part of our ongoing commitment to teaching our students to become responsible global citizens, the Year 4 and 5 SRC representatives led the VISY-bin Recycling Initiative throughout the year.

Further to this, the SRC led the Junior School to support several projects through Kiva Loans. Kiva Loans is a program whereby we can make a loan and throughout the life of the loan, we receive updates. Then as the borrower repays the loan, the money becomes available in our account for us to reinvest. The students have thoroughly enjoyed receiving regular updates about the progress of the loans.

During the latter part of 2013 the SRC was able to contribute financially towards the School’s effort with Operation Christmas Child, donating funds to help cover the costs incurred when posting gifts to countries overseas.

School-based Fundraising

The major activity for 2013 was the K-6 School disco. As always, the disco was eagerly anticipated and well supported. All funds raised will go towards supporting SRC initiatives including future projects in the Junior School.

Miss Belinda Polwarth and Mrs Katy Bragg

Junior School SRC Co-ordinators
Secondary and Senior Secondary SRC 2013

SRC President 2013 (Hannah Marshall)

The Secondary and Senior Secondary SRC groups have been very active during 2013. They have led the School community in a number of different projects aiming to:

- Provide assistance at School events (welcoming committees during Open Day)
- Lead the School in fundraising events for various not-for-profit organisations and charities
- Support and promote the involvement of HVGS students in the community through the initiation of community-based projects
- Voice student opinion with the School leaders

Developing student leaders and empowering students to contribute to a positive School culture is enhanced throughout the year by participation in numerous events, both within the local community and beyond. The SRC has been involved with promoting and organising the School’s participation in events such as Earth Hour, World’s Greatest Shave and hosting a dinner at Ronald McDonald House (John Hunter Hospital).

In 2013 the SRC has been involved in fundraising for:

The Leukaemia Foundation (World’s Greatest Shave), Cystic Fibrosis NSW (65 Roses Day), SIDS and Kids (Red Nose Day), The Children’s Medical Research Institute (Jeans for Genes Day), The RSPCA (Cupcake Day), World Vision (40 Hour Famine), CANTEEN (Bandanna Day) and The Samaritans (Cans for Christmas).

These funds were raised through a variety of events including out-of-uniform days, an Easter raffle, selling merchandise and hosting cake stalls and BBQs. The students enjoyed planning and implementing these fundraisers.

They have also raised money for some School-based projects and have seen one of their proposals - the improvement of the student playground with additional seating - come to fruition in 2013. The SRC would like to take this opportunity to thank Mr Simon Brookman and the maintenance team for making this possible. The SRC will continue to work with the School leaders towards seeing further School-based initiatives implemented during 2014.

This year, the HVGS SRC has chosen to support the Maitland Mai-Wel Group as its local fundraising recipient.

In 2014 there will be a continuation of student leadership, values, environmental and community projects. I would like to extend my thanks to the SRC students for their enthusiastic support and reliability throughout this year.

Mrs Andrea Ferguson

Secondary and Senior Secondary SRC Co-ordinator
REPORTING AREA 2

CONTEXTUAL INFORMATION ABOUT HUNTER VALLEY GRAMMAR SCHOOL

Contextual information about the School is documented on the My School website: http://www.myschool.edu.au

REPORTING AREA 3

STUDENT PERFORMANCE IN NATIONWIDE AND STATE WIDE TESTS AND EXAMINATIONS

During 2013, Hunter Valley Grammar School participated in the National Assessment Program for Literacy and Numeracy (NAPLAN) for Years 3, 5, 7 and 9.

Reporting for each group was indicated on a five-band scale across reading, writing, numeracy, spelling, grammar and punctuation. A common scale was divided into 10 bands: Bands 1-6 for Year 3; Bands 3-8 for Year 5; Bands 4-9 for Year 7; Bands 5-10 for Year 9.

The national minimum standard was defined in the following areas: Year 3 Band 2, Year 5 Band 4, Year 7 Band 5 and Year 9 Band 6.

This was the fourth year in which Hunter Valley Grammar School had participated in the test.

Junior School

Year 3

In 2013, 65 students in Year 3 sat the NAPLAN tests.

Year 5

In 2013, 73 students in Year 5 participated in the NAPLAN tests.

A breakdown for each year is contained in the below table, comparing the percentage of students at HVGS achieving above the National Minimum Standard for Literacy and Numeracy with State data across Years 3 and 5.

<table>
<thead>
<tr>
<th></th>
<th>YEAR 3</th>
<th></th>
<th>YEAR 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of students above Band 2</td>
<td>% of students above Band 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LITERACY RESULTS</strong></td>
<td></td>
<td><strong>STATE</strong></td>
<td></td>
<td><strong>STATE</strong></td>
</tr>
<tr>
<td>Reading</td>
<td>94</td>
<td>87</td>
<td>97</td>
<td>89</td>
</tr>
<tr>
<td>Writing</td>
<td>99</td>
<td>92</td>
<td>87</td>
<td>85</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
<td>90</td>
<td>95</td>
<td>86</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>86</td>
<td>89</td>
<td>99</td>
<td>86</td>
</tr>
<tr>
<td><strong>NUMERACY RESULTS</strong></td>
<td></td>
<td><strong>STATE</strong></td>
<td></td>
<td><strong>STATE</strong></td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
<td>89</td>
<td>89</td>
<td>80</td>
</tr>
<tr>
<td>Data, Measurement, Space &amp; Geometry</td>
<td>91</td>
<td>88</td>
<td>91</td>
<td>83</td>
</tr>
<tr>
<td>Numbers, Patterns and Algebra</td>
<td>92</td>
<td>82</td>
<td>89</td>
<td>78</td>
</tr>
</tbody>
</table>
SECONDARY SCHOOL

Year 7
In 2013, 116 students participated in the Nationwide Literacy and Numeracy testing.

<table>
<thead>
<tr>
<th></th>
<th>% ACHIEVING ABOVE NATIONAL MIN. STANDARD (ABOVE BAND 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HVGS</td>
</tr>
<tr>
<td>LITERACY RESULTS</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>91</td>
</tr>
<tr>
<td>Writing</td>
<td>90</td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>93</td>
</tr>
<tr>
<td>NUMERACY RESULTS</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
</tr>
<tr>
<td>Data, Measurement, Space &amp; Geometry</td>
<td>96</td>
</tr>
<tr>
<td>Numbers, Patterns and Algebra</td>
<td>97</td>
</tr>
</tbody>
</table>

Year 9
In 2013, 102 Year 9 students participated in the Nationwide Literacy and Numeracy testing.

<table>
<thead>
<tr>
<th></th>
<th>% ACHIEVING ABOVE NATIONAL MIN. STANDARD (ABOVE BAND 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HVGS</td>
</tr>
<tr>
<td>LITERACY RESULTS</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>98</td>
</tr>
<tr>
<td>Writing</td>
<td>90</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>94</td>
</tr>
<tr>
<td>NUMERACY RESULTS</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
</tr>
<tr>
<td>Data, Measurement, Space &amp; Geometry</td>
<td>96</td>
</tr>
<tr>
<td>Numbers, Patterns and Algebra</td>
<td>95</td>
</tr>
</tbody>
</table>

Year 10
In 2012 the School Certificate was replaced with the Record of School Achievement (RoSA) credential, for students who leave school after Year 10 and before they receive their Higher School Certificate. Information on the RoSA is available on the BoS website: [http://www.boardofstudies.nsw.edu.au/rosa](http://www.boardofstudies.nsw.edu.au/rosa)

In 2013, 100 students completed Year 10. Of these, two (2%) students left School and were issued with RoSA credentials.
### SENIOR SECONDARY SCHOOL

**Higher School Certificate**

In 2013, 81 students completed the Higher School Certificate at Hunter Valley Grammar School.

<table>
<thead>
<tr>
<th>TEST</th>
<th>NO. OF STUDENTS</th>
<th>PERFORMANCE BY % IN BANDS 5 AND 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>HVGS</td>
</tr>
<tr>
<td>Ancient History</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>Biology</td>
<td>22</td>
<td>50</td>
</tr>
<tr>
<td>Business Studies</td>
<td>22</td>
<td>64</td>
</tr>
<tr>
<td>Chemistry</td>
<td>24</td>
<td>38</td>
</tr>
<tr>
<td>CAFS</td>
<td>9</td>
<td>89</td>
</tr>
<tr>
<td>Design Tech</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>Drama</td>
<td>15</td>
<td>87</td>
</tr>
<tr>
<td>Earth and Environmental Science</td>
<td>7</td>
<td>71</td>
</tr>
<tr>
<td>Economics</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>7</td>
<td>86</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>75</td>
<td>51</td>
</tr>
<tr>
<td>Geography</td>
<td>4</td>
<td>75</td>
</tr>
<tr>
<td>Info P &amp; T</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>11</td>
<td>63</td>
</tr>
<tr>
<td>General Maths</td>
<td>34</td>
<td>47</td>
</tr>
<tr>
<td>Mathematics</td>
<td>25</td>
<td>48</td>
</tr>
<tr>
<td>Modern History</td>
<td>13</td>
<td>69</td>
</tr>
<tr>
<td>Music 1</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>PDHPE</td>
<td>26</td>
<td>50</td>
</tr>
<tr>
<td>Physics</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>Senior Science</td>
<td>11</td>
<td>81</td>
</tr>
<tr>
<td>Software Design and Development</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Studies of Religion 2</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td>Textiles and Design</td>
<td>7</td>
<td>71</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>8</td>
<td>75</td>
</tr>
<tr>
<td>French (Continuers)</td>
<td>3</td>
<td>67</td>
</tr>
<tr>
<td>VET IT Examination</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>VET Hospitality Examination</td>
<td>7</td>
<td>71</td>
</tr>
<tr>
<td>VET Human Services Examination</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>VET Metals and Engineering</td>
<td>2</td>
<td>50</td>
</tr>
</tbody>
</table>
There were 94 mentions on the Distinguished Achievers List, with these being achieved by 40 students (49.5% of the cohort). Three students were on the All-Rounder list and thus received a Premier’s Award. Two students achieved a Top Achievers mention for Engineering and Music 1.

In general, student achievement in 95% of all courses has been at or above State level. This has shown a gradual improvement over the past three years, up from 86% in 2011.

### REPORTING AREA 4

#### SENIOR SECONDARY OUTCOMES

REPORTING AREA 5

PROFESSIONAL LEARNING AND TEACHING STANDARDS

During 2013, the School continued with the following targeted areas for Professional Learning:

- School Policies and Procedures (including Work Health and Safety)
- Teaching and Learning: Enhancing student outcomes / School Wide Pedagogy and Touchstones of Teaching
- Teaching in the 21st Century
- Primary Years Program and Australian Curriculum
- Peer Classroom Observations and Feedback (PLGs) / Teacher Collaboration
- National Professional Standards for Teaching

There were six compulsory professional development days throughout the year. Staff presented sessions to their peers that focused mainly on the Australian Curriculum but also on assessment, improving student outcomes and teaching strategies relevant to individual Key Learning Areas. The Primary Years Program implementation gained momentum in the Junior School with many staff completing on-line training.

The staff were addressed by highly regarded speaker Andrew Fuller on issues such as The Learning Brain, Bullying Prevention and Mind Set. The Association of Independent Schools also had a representative speak to staff about Teaching Students with Learning Needs. These sessions were all completed on-site.

The focus on Work Health and Safety is always present with courses such as CPR and Asthma and Anaphylaxis training provided for staff. Several staff also completed First Aid courses.

Teaching and non-teaching staff have continued their participation in State and National Conferences. Outcomes of these Conferences have been shared with staff at Professional Development days, which has provided excellent opportunities for staff members to be leaders in their areas of expertise. Staff are also accessing courses presented via the HUB located on-site. Many staff are further accessing on-line learning from their homes, which enables flexibility in the timing of the training.

All staff have access to externally provided professional development courses and are actively encouraged to participate in ongoing training in their areas of expertise. Staff have nominated themselves as presenters at State Conferences and have received positive feedback for their contributions. The diverse nature of working in a school allows staff to pursue their curriculum focus along with pastoral and personal areas of interest. All areas contribute to the holistic education of our students and this is highly valued within the School.

<table>
<thead>
<tr>
<th>DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY</th>
<th>No. Of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; Learning / PYP / Australian Curriculum ~ Subject specific PD providing ‘expert’ assistance across all KLAs</td>
<td>195</td>
</tr>
<tr>
<td>Pastoral Care Focus - Specific PD providing assistance to staff with an emphasis on Pastoral Care, including Behaviour Management</td>
<td>18</td>
</tr>
<tr>
<td>ICT Focus - external courses</td>
<td>8</td>
</tr>
<tr>
<td>Work Health &amp; Safety/ Compliance Matters – courses designed to inform staff of current practices and to update qualifications if required</td>
<td>23</td>
</tr>
<tr>
<td>Accreditation - providing staff the opportunity to pursue formal recognition of their achievements through ISTAA and NSW Institute of Teachers</td>
<td>10</td>
</tr>
</tbody>
</table>
TEACHING QUALIFICATIONS

The staff at Hunter Valley Grammar School are dedicated, hardworking members of the School community. All teaching staff hold appropriate tertiary qualifications that include the requisite teaching qualifications and the Diploma of Education (or its equivalent).

There is diversity within the teaching staff due to age, experience, previous teaching locations and interests. Many staff have qualifications beyond teaching in areas such as sport, music and drama, which all contribute to the wonderful opportunities afforded to the students.

Eligible staff are actively engaging in the National Teacher Accreditation process, with many staff seeking accreditation at the voluntary levels. Staff are also completing further university studies voluntarily.

The table below profiles the qualifications of the teaching staff at Hunter Valley Grammar School.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>NO. OF TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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, or</td>
<td>94</td>
</tr>
<tr>
<td>Teachers who have a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or</td>
<td>0</td>
</tr>
<tr>
<td>Teachers who do not have qualifications as described in the above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.</td>
<td>0</td>
</tr>
</tbody>
</table>

REPORTING AREA 6

WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

Hunter Valley Grammar teaching staff are high quality educators who work closely with the students to promote a passion for lifelong learning. The mix of teaching staff, from highly experienced staff to new graduates, accommodates enthusiasm and expertise to produce a quality environment for students.

In addition to the teaching staff, our School has a Psychologist; teachers with Bachelors of Education in Early Childhood; Child Care Assistants with Diplomas in Early Childhood Studies from TAFE and Certificate 3 Early Childhood TAFE qualifications. The non-teaching staff are highly qualified and experienced and offer exceptional support to the teaching staff and community of HVGS.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>NO. OF TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching staff</td>
<td>94</td>
</tr>
<tr>
<td>FTE Teaching staff</td>
<td>87.9</td>
</tr>
<tr>
<td>Non teaching</td>
<td>42</td>
</tr>
<tr>
<td>FTE Equivalent non teaching</td>
<td>36.7</td>
</tr>
<tr>
<td>Indigenous</td>
<td>0</td>
</tr>
</tbody>
</table>
REPORTING AREA 7

STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY SCHOOL

In 2013, HVGS achieved a staggering attendance rate of 95%. The main reason for this is the students’ engagement and commitment to their School. HVGS is a great place of learning and our students know and value this, demonstrated by this attendance statistic.

At the close of 2011 our Year 10 roll was 85. At the conclusion of 2013, 81 students graduated from Year 12. This is better than 95%. I challenge any school across the whole of Australia to match this outstanding statistic. The data speaks for itself and requires no commentary.

REPORTING AREA 8

POST SCHOOL DESTINATIONS

Year 10
In 2013, 6% of the students exited the School at the end of Year 10. Several went to TAFE and apprenticeships and the students who transferred to another school were due to changes in family circumstances.

Year 11
Five students left at the end of Year 11, two of these entered vocational training, two moved interstate and one transferred to another school due to family circumstances.

Year 12
73 students of the eligible students who completed their HSC (ie 91% of these students) received an offer of a university place through UAC.

Of these, 73 students (100%) received an offer in the Main Round or Early Offers (1 Early offer).

There were seven other later offers, which were students changing courses after Main Round Offers.

The students gained entry to a variety of courses including law, allied health, arts, science, international studies, information technology, commerce, communications, engineering, nursing, business, psychology and music. While a high proportion of students (46%) chose to attend the local university, the others were spread across a wide range of institutions, both Sydney based as well as regional. This indicated that the students were making choices based on courses rather than institutions or localities.

The remaining students went into apprenticeships or TAFE, while others have taken a gap year to travel, or have directly entered the workforce.

REPORTING AREA 9

ENROLMENT POLICIES AND PROFILES

Enrolment Policy
Hunter Valley Grammar School is a non-selective, independent, coeducational Preschool to Year 12 School. The School is committed to providing a broad curriculum, encompassing a value for life education for each student; embracing their intellectual, physical, emotional and spiritual development. Hunter Valley Grammar School operates within the policies of the NSW Board of Studies.

Enrolment Applications are processed in order of date of receipt of the application 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 enrolment.

Hunter Valley Grammar School is compliant with the The Disability Discrimination Act (DDA) Education Standards, which became federal law in August 2005.
Procedures:
> A School Prospectus is requested by a potential applicant, outlining the School’s policies.
> Applications are completed by parent/guardian and submitted to the School with relevant requested documentation before an offer is considered.
> All applications are processed within the School’s enrolment policy and must accompany the Application Fee.
> Prior to entry and an offer being made, all prospective students and their parents/guardians must attend an interview with the Principal or Member of the Senior Management Team to discuss the student’s educational and personal needs and demonstrated commitment to the values of the School.
> On the offer of a place, parents are required to agree to the School’s Terms and Conditions of Enrolment and by way of confirmation, pay the Enrolment Bond.

Enrolment criteria
> Siblings of children already enrolled
> Children of ex students
> Date of application
> Gender balance

Continuing enrolment is contingent upon Term Fees being paid within seven days of the commencement of each Term. The School reserves the right to exclude any student where fees are not paid in accordance with this policy. Enrolment to the Preschool is based on the same criteria but consideration is also applied to whether a School Application for Kindergarten has also been submitted.

Student Population

Hunter Valley Grammar School had 1,031 students at the time of reporting from Kindergarten to Year 12, of which 454 were in Primary School and 577 were in Secondary School. Secondary/Senior School is made up of Secondary School (Years 7, 8, 9 & 10) and Senior School (Years 11 & 12). The population in these two Schools is 427 for Secondary School and 150 for Senior School. The ratio of girls to boys is even. We expect that this will vary slightly from year to year.

In addition to this, the School had 89 students in its Early Learning Centre (Preschool) in 2013.

Student Profile

Hunter Valley Grammar School is a coeducational, Early Learning Centre (ELC) to Year 12 School. It has a sub-School structure divided into Junior School (K-6), Secondary School (7-10) and Senior School (11-12).

Students attending Hunter Valley Grammar School come from a wide variety of backgrounds, including language backgrounds other than English and varying religious backgrounds. A number of students with special needs are catered for within the School. Hunter Valley Grammar School draws its student population from an extensive area.

For further information refer to the My School website: http://www.myschool.edu.au
SCHOOL POLICIES

Summaries of School Policies are contained below. Details of the full policies can be obtained on the Parent Portal or from the School.

**Student Welfare Policies**

Student welfare encompasses everything that Hunter Valley Grammar School does to enhance the well-being of students and to meet their personal, social and learning needs. It involves recognising, valuing and developing each student as a total and unique person and fostering attitudes of mutual respect and confident participation.

Hunter Valley Grammar School aims to develop a community in which all participants have the support and opportunities needed to grow physically, emotionally, socially and intellectually.

At Hunter Valley Grammar School, Pastoral Care has the individual as its focus and is an integral part of the School philosophy and curriculum. It promotes respect for the rights of every person and is fostered by co-operation between all members of the School Community.

**Structure**

The School cares for each individual student through a well developed pastoral care structure:

- The sub-Schools are led by Heads of School.
- In Junior School the classroom teacher is the primary pastoral carer. Heads of Primary advise and support classroom teachers and individual students, they are responsible to the Head of Junior School.
- In Secondary School (Years 7-12) the Heads of House and Heads of Year have oversight of the pastoral care of students. Heads of House and Heads of Year are in turn supported in their work by a team of Mentors.
- A formal pastoral care program is in place across the whole of the School.
- Pastoral Care is supported by the Principal and School Psychologist.

The following policies support the School’s Student Welfare program and incorporate the principles of procedural fairness and natural justice:

Pastoral Care Policy, Student Discipline - Behaviour Management, Anti Discrimination Policy, Critical Incident Policy, Child Protection Policy, Student Services Policy, Student Attendance Policy, Duty of Care Policy and Medication Policy.

**Policy Changes in 2013**

The School Board reviewed the following policies in 2013:

- Child Protection Policy - amendments were made to reflect the requirements of the Child Protection (Working with Children) Act 2012.
- Student Attendance Policy - amendments were made to the procedures associated with student attendance in accordance with legislation.
- Drug Policies and Protocols - reviewed to reflect amendments to School guidelines and procedures.
- Grievance and Communication: Parent/ Students - amendments were made to reflect changes to the School structure.
- Staff Code of Conduct Policy - reviewed to reflect updated legislation and amendments to school procedures.

A full copy of all policies can be accessed via the School Compliance Manager and from the Staff Handbook. Abridged versions are available in Parent Information Booklets and School Diaries.
Discipline Policy
Hunter Valley Grammar School’s Values (Responsibility, Integrity, Respect, Courage, Citizenship and Compassion) provide the framework for the School’s Behaviour Management and Discipline Policy.

The School’s behaviour management strategies include addressing issues such as behaviour management and discipline, bullying and harassment, student health and well-being, improved relationships and personal achievement. These strategies empower students to build social skills, resilience and responsibility.

The policy incorporates, as appropriate, principles of procedural fairness and natural justice, expressly prohibiting corporal punishment.

No changes were made to this policy.

A full copy can be accessed via:
> School Diaries
> Parent Portal
> The Staff Handbook, or
> The School Compliance Manager

Grievance & Communication: Parents & Students Policy
Hunter Valley Grammar School is committed to the maintenance of a positive relationship with the School community and to the timely resolution of any grievance of a parent or student.

HVGS aims to provide a prompt response to all telephone and written inquiries and subject to the need for any further investigation and evaluation in relation to a particular complaint, the complete resolution of an issue as soon as practicable.

Inquiries should be directed to the appropriate staff member as per the procedure. If the grievance concerns that staff member, or if it is believed that the issue has not been dealt with expeditiously by that staff member, a more senior person should be informed.

Reviewed 2013 - amendments were made to reflect changes to the School structure.

A full copy can be accessed via:
> Parent Portal
> The Staff Handbook, or
> The School Compliance Manager
To ensure that all aspects of the School's mission of providing for a student's welfare are implemented, the following policies and procedures are in place.

<table>
<thead>
<tr>
<th>POLICY</th>
<th>CHANGES IN 2013</th>
<th>ACCESS TO FULL TEXT</th>
</tr>
</thead>
</table>
| **Child Protection Policy encompassing:**        | Changes were made to reflect the requirements of the Child Protection (Working with Children) Act 2012.                                                                                                         | Administration Office  
School Compliance Manager  
Staff Handbook  
Available to all staff on School server  
Available to all parents on the School's Parent Portal                                                                                                                                             |
| > definitions and concepts                       |                                                                                                                                                                                                              |                                                                                                                                                                                                                     |
| > legislative requirements                       |                                                                                                                                                                                                              |                                                                                                                                                                                                                     |
| > preventative strategies                        |                                                                                                                                                                                                              |                                                                                                                                                                                                                     |
| > reporting & investigating ‘reportable conduct’ |                                                                                                                                                                                                              |                                                                                                                                                                                                                     |
| > investigation processes                        |                                                                                                                                                                                                              |                                                                                                                                                                                                                     |
| > documentation                                  |                                                                                                                                                                                                              |                                                                                                                                                                                                                     |
| **Security Policy encompassing:**                | Emergency procedures are amended to reflect new buildings and the location of additional emergency resources. Emergency procedures are reviewed following each emergency drill and minor amendments made to enhance the movement and safety of students. | Administration Office  
School Compliance Manager  
Staff Handbook  
Available to all staff on School server and public drive                                                                                                                                               |
| > procedures for security of the grounds and buildings |                                                                                                                                                                                                              |                                                                                                                                                                                                                     |
| > use of grounds and facilities                  |                                                                                                                                                                                                              |                                                                                                                                                                                                                     |
| > emergency procedures                           |                                                                                                                                                                                                              |                                                                                                                                                                                                                     |
| > travel on school related activities            |                                                                                                                                                                                                              |                                                                                                                                                                                                                     |
| **Supervision Policy encompassing:**             | Nil                                                                                                                                                                                                            | Administration Office  
School Compliance Manager  
Staff Handbook  
Available to all staff on School server and public drive                                                                                                                                               |
| > duty of care and risk management               |                                                                                                                                                                                                              |                                                                                                                                                                                                                     |
| > levels of supervision for on site and off site activities |                                                                                                                                                                                                              |                                                                                                                                                                                                                     |
| > guidelines for supervisors                    |                                                                                                                                                                                                              |                                                                                                                                                                                                                     |
| **Behaviour Management Policy encompassing:**   | Staff code of conduct was amended to reflect updated legislation and amendments to school procedures.                                                                                                         | Administration Office  
School Compliance Manager  
Staff Handbook  
Student Diaries  
Orientation Booklets                                                                                                                                       |
| > Code of conduct for staff and students         |                                                                                                                                                                                                              |                                                                                                                                                                                                                     |
| > Behaviour management                           |                                                                                                                                                                                                              |                                                                                                                                                                                                                     |
| > The role of the student leadership system      |                                                                                                                                                                                                              |                                                                                                                                                                                                                     |
| **Pastoral Care Policy encompassing:**           | Nil                                                                                                                                                                                                            | Administration Office  
Staff Handbook  
School Compliance Manager  
Student Diaries                                                                                                                                                    |
| > the pastoral care system                       |                                                                                                                                                                                                              |                                                                                                                                                                                                                     |
| > availability of and access to special services such as counselling |                                                                                                                                                                                                              |                                                                                                                                                                                                                     |
| > health care procedures                         |                                                                                                                                                                                                              |                                                                                                                                                                                                                     |
| > critical incident policy                        |                                                                                                                                                                                                              |                                                                                                                                                                                                                     |
| > homework policy                                |                                                                                                                                                                                                              |                                                                                                                                                                                                                     |
| **Grievance & Communication Policy encompassing:** | Changes were made to reflect changes to the School structure.                                                                                                                                               | Administration  
Parent Portal  
School Compliance Manager  
Staff Handbook  
School Newsletter                                                                                                                                         |
| > formal and informal mechanisms in place for facilitating communication between the School and those with an interest in the student’s education and well-being. |                                                                                                                                                                                                              |                                                                                                                                                                                                                     |
Student Attendance Policy:
- student absence procedures
- roll making procedures
- mandatory reporting requirements

Changes were made to the procedures associated with student attendance in accordance with legislation.

Administration Office
School Compliance Manager
Staff Handbook

REPORTING AREA 11
SCHOOL-DETERMINED IMPROVEMENT TARGETS

HVGS Tutoring commenced with the appointment of a Head of Academic Support, which meant that after-hours tutoring could be provided to all students who needed it as part of the service provided to students.

HVGS achieved status as a Candidate International Baccalaureate School offering the Primary Years Program. This achievement was awarded to the School in September. This sets in place a wonderful global curriculum that has at its core developing inquiring, knowledgeable and caring young people, who help to create a better and more peaceful world through intercultural understanding and respect.

An exciting new initiative was introduced for our Year 12 students: our first Year 12 Conference, ‘Smash the Glass Ceiling’. This was held at the Collaroy Centre on the Northern Beaches of Sydney in early February to establish a solid foundation for the year ahead from which students could work collaboratively and with core teachers to do their best in their HSC year.

The School’s parent education programs continued in 2013 with Andrew Fuller presenting to parents at a parent evening held on Tuesday 22 January. Andrew is one of Australia’s pre-eminent psychologists and does extensive work on brain based learning for adolescents and coping with teenage children. His presentation was very well received by parents in attendance. Andrew had spent the day with all teaching staff in an excellent professional development activity for teachers.

Asset development included:
- A new covered recreational space for the Junior School students with the Year 5/6 students the most immediate beneficiaries.
- Drainage of the rugby oval; with our grounds staff creating a way of taking the water from the oval and using it as a feature at the wetlands.
- New Junior School classrooms to cope with the expansion of the Junior School to three streams at each year level.
- The opening of our new Information Communications Technology block incorporating four purpose-designed rooms for student learning, a teacher training space, work rooms for the technology support team and included in the development, a video conferencing room.

eSmart Accreditation

Our School achieved eSmart accreditation, ensuring that our learning environment is maximising our students’ cybersafety and enhancing our effectiveness in dealing with bullying. eSmart is a program of The Alannah and Madeline Foundation, www.amf.org.au

To achieve accreditation as an eSmart School means we are moving towards our aim to ensure all students are safe in cyberspace.
Principal for a Day

A new initiative supporting student leadership was introduced for the first time in 2013. On June 6 students across Australia were given the opportunity to step into the shoes of ‘principal’ for a day as part of Principals Australia Institute’s Student Principal for a Day.

Newcastle City Bus

Due to the significant increase in enrolments from the catchment of Newcastle East we launched our Newcastle City Bus service, funded completely from our own budget. Sadly Transport NSW were not interested, nor prepared to subsidise this service, despite the fact that close to 30 pupils use the service on a regular basis. This will only increase into the future.

Year 12 Business & Industry Dinner

Another new initiative was introduced in 2013: the Year 12 Business & Industry Dinner. Year 12 students with an equal number of business professionals enjoyed a three-course meal together while engaging in meaningful dialogue about the world of work, pathways to employment, university requirements and careers advice. The evening gave pupils the chance to speak with many professionals from business, services and professions.

Two Tertiary Scholarships were offered to Year 12 students for their first year of university study at the university of their choice. The Scholarships to the value of $5,000 were offered in Engineering and Teaching. Funds for the scholarships are provided by local benefactors and corporate partners.

Appointment of Aboriginal Students Co-ordinator

We are pleased to announce the appointment of one of our teachers to the newly created position of Aboriginal Students Welfare Co-ordinator. She is the School’s liaison officer for all programs and opportunities for our indigenous students, monitoring the welfare and progress of students and is the School’s representative on the local AECG (Aboriginal Education Consultative Group). In 2013 we had 14 ATSI students enrolled at the School, the enrolment will grow further in 2014.

Re-appointment of the Principal

A significant matter for the Board and community was the re-appointment of Mr Paul Teys as Principal for another five years commencing from 1 January 2014.

This followed a comprehensive external review process conducted by a consultant expert in the education sector and involved a peer panel and wide consultation with the School community. The Review Report affirms the Board’s high opinion of the Principal and commends him as a visionary, decisive and persuasive leader who has effected a major change in the academic culture of the School. He is an approachable, caring and just leader, an exceptional role model for self-improvement and learning and a highly efficient administrator.
REPORTING AREA 12
INITIATIVE PROMOTING RESPECT AND RESPONSIBILITY

All students are familiar with the Hunter Valley Grammar School Values for Life Statement, made up of the values that are to be embraced by each member of the School community.

Two of those explicit values are:

> **Responsibility**: faithfulness to the School and its ideals, being accountable for one’s behaviour in all situations, doing one’s best, personal excellence in all endeavours.

> **Respect**: honouring (oneself, others, property, values), fairness, tolerance, inclusion.

2013 at HVGS was the Year of **RESPONSIBILITY**. This value was the feature of the School’s annual Founders Day observation.

In 2013, secondary students were once again given the opportunity to travel to Vietnam as part of the School’s overseas community service program. The trip included work at a blind school and orphanage, as well as building a home for a family in Red Zhou Village.

The Year 12 students continued with buddy programs across the Secondary School, which developed an atmosphere of respect and understanding among all involved. Year 12 girls were able to work with Year 9 girls during a pastoral day sharing their experiences of school and life with younger students. Additionally Year 7 and Year 12 Mentor group talks have cultivated a continual dialogue among all students, despite age hurdles.

Students have been given the opportunity to be involved with many charitable and service organisations, including, but not limited to: The Leukaemia Foundation, Cystic Fibrosis NSW, The Children’s Medical Research Institute, Westmead Children’s Hospital, CANTEEN, the RSPCA, World Vision, Clean up Australia, Mai-Wel, the VISY Recycling program, as well as supporting our own local and school-based organisations, like Samaritans. Our Grandparents and Special Friends Day, attended by over 400 grandparents, remains a special event where our core values can be expressed in a very practical way.

Our 2013 Anzac Day Service strengthened the link between parents who are currently serving in our armed forces and their children at HVGS. The service was punctuated with contributions from these children as we paused in the hustle and bustle of school life to remember those fallen and those who continue to serve us today. Students were also invited to join the procession wearing the medals of their relatives.
REPORTING AREA 13

PARENT, STUDENT AND TEACHER SATISFACTION

Principal’s Review

A most significant satisfaction survey was conducted during 2013 in the form of the Principal’s summative performance review. This was more than an evaluation of the Principal’s performance, it served to gauge parent-teacher-student satisfaction with the School.

The Review involved an on-line survey of all staff, a sample of students and a sample of parents (including those in key positions) conducted prior to the Assessment Panel’s visit. The survey questions were designed to gather affirmations as well as information about issues that need to be attended to.

The Assessment Panel attended the School for two full days to seek further data, in relation to the Principal’s effectiveness gathered through interviews with the Chair of Board, the School Leadership Team (Executive), Middle Management, a representative sampling of staff members and through focus group meetings, with a large number of students across all secondary year levels, Year 7-12.

The role of the review panel was to critique the Principal’s performance, using the data gathered through surveys, interviews and focus group meetings and to arrive at an informed judgment of the Principal’s performance and the levels of satisfaction with the performance of the School.

SUMMARY AND COMMENDATIONS

There can be no doubt that Mr Teys’ leadership of Hunter Valley Grammar School is extremely successful. The staff survey shows that staff members rate his leadership capacity as outstanding. He has addressed with considerable success all the expectations set by the School Board when he was appointed. So there is much about his leadership of the School that can be commended. In particular he is commended for the following.

1. Leadership

Mr Teys is highly commended for his successful leadership, which has effectively brought a complete change to the culture of the School during his time as Principal. His basic leadership style is visionary, decisive, forthright, confident, passionate and persuasive. Personally he is an approachable, compassionate, hardworking, caring and just leader who is likeable and makes people feel valued. His success as leader is the result of his capacity to keep himself informed and knowledgeable about education generally and his ability to be proactive and consistent and to make courageous decisions.

2. Self-Improvement

Mr Teys is highly commended for his capacity to demonstrate to the school community his own determination to improve his knowledge and leadership skills. He is the lead learner in the School who provides an exceptional role model for others to follow. This focus on his own improvement is based on his exceptional capacity as a teacher of physics and his outstanding capacity as an inspirational public speaker.

3. School Culture

Mr Teys is an extremely successful leader. In the context of the culture of the School he inherited and the culture of the School today it is clear to see that there has been significant improvement in almost every aspect of the School’s operation. In particular, Mr Teys has brought about significant improvement in all of the following:

> Staff morale
> Academic standard
> Academic results
> Pastoral care and School tone
4. Organisation and Administration

Mr Teys is commended for his ability as an organiser and administrator. He is roundly admired because of his general efficiency in this regard as well as his capacity.

5. Social Justice Orientation

Mr Teys is commended for the fact that he has successfully introduced a meaningful program of social justice activity and involvement to the School for the first time.

YEAR 11 STUDENT SURVEYS

At the end of Term 3, Year 11 students complete teacher surveys for each preliminary course they study. Reports for each course are generated and made available to the teacher and Head of Faculty. The feedback contained in the report forms part of the teacher’s performance review.

The purpose of having the students complete surveys at this time of year is so that the feedback can direct and inform teacher practices in the HSC year (which starts in Term 4), for the benefit of the students directly involved.

TEACHER SURVEYS

Each year, teachers are asked to complete the EOWA Satisfaction Surveys, which provide valuable feedback to executive leaders about the well-being of staff and their employment satisfaction levels. These surveys are used to continually seek improvements in operations related to staff well-being and work conditions.

PARENTS AND FRIENDS ASSOCIATION

The P&F meets monthly providing an opportunity for parents to bring to the meeting matters of concern at an individual and collective level. The Heads of Junior School and Secondary School attend these meetings and faithfully report to the School’s Executive any matters of concern to parents.

Parents have liberal access to the Principal and Executive Leaders through our commitment to keen communication and partnership with families and this is used effectively by parents as a vehicle to raise any matters of concern.
REPORTING AREA 14
SUMMARY OF FINANCIAL INFORMATION

Recurrent/Capital Income 2013

- Fees and Private income 58%
- Commonwealth Recurrent Funding 32%
- State Recurrent Funding 9%
- Government Capital Grants 1%
- Other capital income 0%

Recurrent/Capital Expenditure 2013

- Salaries and Related Expenses 65%
- Non Salary Expenses 24%
- Capital Expenditure 11%