

SYDNEY GRAMMAR SCHOOL



2007 Annual Report to the Commonwealth Government

Edgecliff Preparatory School

In common with all Australian schools, Sydney Grammar School is required by the Commonwealth Government to provide each year prescribed information relating to its performance. The following report has been prepared in accordance with the "Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Regulations 2005", and follows the pattern set out in Schedule 2 of those Regulations.

A. Professional engagement

1.	Staff attendance	The average staff attendance rate was 98.8%
2.	Staff retention	The actual staff retention rate from 2006 to 2007 was 83%
3.	Teacher qualifications	26 of the 27 teaching staff had a recognised teaching qualification. One teacher had a relevant degree and was completing a teacher training qualification. 6 of the teaching staff have master's degrees and 1 a doctorate.
4.	Expenditure and teacher participation in professional learning	<p>Professional development is an organic part of all teaching positions in the School. At Edgecliff in 2007 members of staff worked regularly with a consultant-in-residence, and also held discussions with visiting writers and artists with a view to improving teaching programmes. Various members of staff attended professional development courses throughout the year specific to their subject. Regular internal policy meetings were held, and senior staff met regularly with staff at St Ives and College Street. Special programmes were run for Infants Staff, and there has been general training in first aid and sports coaching.</p> <p>The average expenditure per teacher on professional learning (excluding the salaries of visiting consultants and holders of special residencies) was \$1,328.</p>

B. Key student outcomes

5.	Student attendance	The average attendance rate was 97.2%
6.	Proportions of Year 3 and 5 students meeting national reading, writing, spelling and numeracy benchmarks	100%
7.	Changes in benchmark results from the previous year	No change
8.	Value added	<p>The School adds value through an academic and co-curricular programme which develops boys' talents and capacity in ways that include the following:-</p> <ul style="list-style-type: none"> • having a well-qualified and capable teaching staff; • a wide range of activities such as sport, music, drama, chess and debating; • streaming of classes where appropriate; • regular assessment of boys' progress in language and mathematical skills and use of information from such assessment to determine the sequence of learning activities and appropriate grouping of boys for extension work and support.
9.	Average standardised assessment results for Year 9 and Year 10 students	Not applicable
10.	Senior Secondary outcomes	Not applicable
11.	Proportion of Year 9 students retained to Year 12 (or equivalent)	Not applicable
12.	Post-school destinations	Not applicable

C. Satisfaction

13.	Parent, student and teacher satisfaction	<p>The School is a fee-charging independent school. It depends directly on the support of actual and prospective parents, pupils and masters, and the well-being of pupils and staff is constantly monitored. Places in the School are highly sought after. The Trustees and Headmaster have consciously set a high value on having a well qualified staff and have arranged compensation and conditions accordingly so that a high degree of harmony can prevail in the School. These steps produced a high level of satisfaction among parents, pupils and staff.</p>
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