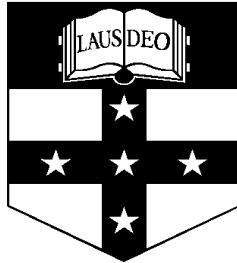


SYDNEY GRAMMAR SCHOOL



ANNUAL REPORT

to the Government of
New South Wales

2008

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1.1 Message from the Board of Trustees of Sydney Grammar School

One of the oldest independent schools in Australia, Sydney Grammar School is governed by a Board of Trustees constituted in accordance with the Sydney Grammar School Act of 1854. Six Trustees are holders of official positions in either the NSW Government or the University of Sydney, and the other six are elected on the basis of specific qualities they can bring to the benefit of the School.

The Trustees meet six times per year, and the Chairman holds regular meetings with the Headmaster throughout the year. As a group, the Trustees work very well together and with the Headmaster. The Trustees' work is purely voluntary and I greatly appreciate the enormous assistance given to me, and I believe the School, by each of them. All the Trustees place a high value on our association with Sydney Grammar School.

Mr D.M. Gonski AC
Chairman of Trustees

1.2 Message from the Headmaster

This report has been prepared in accordance with the current requirements of the New South Wales Minister for Education. The report covers all three of our Schools.

Sydney Grammar School is made up of a secondary school at College Street in the City of Sydney and two primary (preparatory) schools, one in Paddington (known as "Edgecliff") and the other in St Ives. The three schools are governed by a Board of Trustees, and the Headmaster of Sydney Grammar School is responsible to this Board for the running of the whole School.

As I said in last year's report, a useful sense of the life of a large and complex institution such as this one is not readily communicated in a single official report. If you are interested in finding out more about Sydney Grammar School, the following publications are also available. Foundations, a journal published twice a year, is available as a PDF file on the School's website www.sydgram.nsw.edu.au. (This website contains a wealth of other relevant information including Notes for Parents.) The Sydneian is the annual journal of record for College Street. Gateway has a similar role at Edgecliff, as does Telopea at St Ives. Inside Sydney Grammar School contains photographs of daily life at the School taken over many years by two famous Australian photographers, Max Dupain and Rex Dupain. Copies of these last four publications may be purchased from the Development Office, Sydney Grammar School, College Street, Darlinghurst NSW 2010.

Dr JT Vallance

1.3 Character of the School and Admissions

Sydney Grammar School is an independent secular school for boys with an academically selective entry policy and a traditional curriculum designed to provide a liberal, humane and pre-vocational education as a preparation for university.

The School aims to give young men a solid physical, intellectual and moral formation to prepare them for the specialised vocational training most will receive in later life. Nearly all of

our boys go on to tertiary study in Australia or overseas. The academic curriculum is supplemented by a wide range of co-curricular activities, including music, sport, drama, art, debating, public speaking, cadets and other activities.

The School maintains an extensive and expanding scholarship programme which allows boys who show high academic potential in a scholarship examination and at subsequent interview to be admitted with full or partial exemption from fees. We are currently able to offer a total of up to twenty full scholarships each year, many of which are means-tested.

Admission to First Form, (Year 7) is made either on the basis of prior attendance at one of our two Preparatory Schools (Edgecliff and St Ives) or on the basis of an entrance examination for boys who have not previously attended the School. Boys in Sixth Class at one of the Preparatory Schools are normally accepted into College Street unless in our opinion they are unlikely to be able to cope with the secondary curriculum at Grammar. 190 boys were admitted in 2008 into Form I, and the Secondary School at College Street had a total enrolment of 1129 boys. Edgecliff admitted 73 boys in 2008 and had a total enrolment of 306. St Ives admitted 72 boys in 2008 and the total enrolment was 415. Continued attendance at the School once a boy is admitted is dependent on satisfactory conduct and progress, and on adherence by his parents or guardians to the terms of the Conditions of Enrolment and Admission (see [Notes for Parents](#) on the School website), including payment of fees due. Further information about enrolment policies is available from the office of the Master of the Lower School at College Street, Mr PG Barr.

Boys who did not attend one of our Preparatory Schools come to us from many different primary schools – many of them public schools - in Sydney, country areas, interstate and overseas. Those who attended our own primary schools live for the most part in the Northern or Eastern suburbs of Sydney.

Admission to the School above Form I is possible from time to time. The Master of the Lower School, considers applicants by way of test and interview, and he may be contacted for further information.

The School takes great pride in the cultural and social diversity of its pupils. We take care to promote the integration of the Preparatory and other boys in First Form by means of a First Form Camp, a Peer Support programme and other more informal activities. The School works vigorously to promote respect, responsibility and cooperation throughout its entire community. This is done in a wide variety of ways, ranging from a carefully integrated system of discipline and pastoral care at the Preparatory Schools to an extensive community service programme in the senior years at College Street.

1.4 Parent, Staff and Student satisfaction

The School is a fee-charging independent school. It depends directly for its existence on the support of actual and prospective parents, pupils and masters. Places in the School are highly sought after, and in recent years, record numbers of applications for entrance into Year 7 have been received. Demand for places is also strong at Edgecliff and St Ives, with numbers of applicants well in excess of available places. The School has a very high rate of retention of both pupils and staff. The Trustees and Headmaster have consciously set great weight on having a well qualified staff and have arranged compensation and conditions accordingly. The result of these measures is a strong level of satisfaction on the part of parents, staff and pupils.

Regular contact between the Headmaster and the leaders of various parent support groups ensures that the School is in touch with the feelings of its broader community.

2. SYDNEY GRAMMAR SCHOOL: COLLEGE STREET

2.1 Curriculum

Throughout a boy's life at Grammar, we insist that he pursue a broad range of academic studies and a range of disciplines appropriate to his talents. Subjects offered in each Form are set out from year to year in the Prospectus, a copy of which may be obtained from the School Office or seen on the School's Website. Certain combinations of subjects may not be available every year because of staffing and timetable constraints. Inquiries about subject choices are dealt with by the Director of Studies, Mrs AH Smith. In Forms I – V boys take a Half-Yearly Examination in Term II. The Annual Examination for Forms I – IV is in Term IV and in Term III for Form V. In Form VI, the Half-Yearly Examination is held at the end of Term I and the Trial HSC at the beginning of Term III. Each set of examinations is followed by a report giving the examination result (which takes the form of a grade for boys in Forms I-IV) and class marks. In First and Third Term, a report covering class work and progress is issued. In other words, four reports to parents are issued each year.

2.2 Performance in State-wide Tests and Examinations

Higher School Certificate in 2008

In 2008 189 boys sat for the NSW Higher School Certificate in 35 courses. In total, 99% of boys across all 2 unit courses achieved marks of 50 or more (Band 2 or higher) with 84% of these placed in Bands 5 and 6 (80-100 marks). In the one unit extension courses 97% of boys achieved marks in the highest two bands (35 – 50 marks). In general, student achievement was significantly above state level.

The results in the Higher School Certificate led to 45 boys being listed in the Board of Studies "All Rounders" list for scoring 90 or above in 10 or more units. 148 of 189 boys appeared 543 times on the Honour roll for scoring above 90 in at least one course.

The distribution of marks by performance band for each of the 2 unit Higher School Certificate courses is shown in Table 1.

Table 1: 2008 Higher School Certificate Results in 2 Unit Courses

Subject	No of Students	Performance band achievement by number and %					
		Bands 1 – 2		Bands 3 – 4		Bands 5 and 6	
		Number	%	Number	%	Number	%
Ancient History	17	0	0	4	23.5	13	76.5
Biology	52	0	0	20	38.5	32	61.5
Chemistry	91	0	0	17	18.7	74	81.3
Earth & Environmental Science	14	0	0	2	14.3	12	85.7
Economics	83	0	0	19	22.9	64	77.1
English (Advanced)	189	0	0	28	14.8	161	85.2
Geography	41	0	0	2	4.9	39	95.1
Mathematics	90	3	3.3	21	23.3	66	73.3
Modern History	57	0	0	1	1.8	56	98.2
Music 1	5	0	0	0	0.0	5	100.0
Music 2	16	0	0	0	0.0	16	100.0
PDHPE	24	0	0	3	12.5	21	87.5
Physics	78	0	0	18	23.1	60	76.9
Visual Arts	17	0	0	0	0.0	17	100.0
Chinese Continuers	3	0	0	0	0.0	3	100.0
Classical Greek Continuers	8	0	0	0	0.0	8	100.0
Dutch Continuers	1	0	0	0	0.0	1	100.0
French Continuers	15	0	0	0	0.0	15	100.0
German Continuers	5	0	0	0	0.0	5	100.0
Italian Continuers	10	0	0	0	0.0	10	100.0
Japanese Beginners	11	0	0	3	27.3	8	72.7
Latin Continuers	29	0	0	0	0.0	29	100
Spanish Beginners	1	0	0	0	0.0	1	100

The distribution of marks by performance band for each of the Higher School Certificate Extension courses is shown in table 2.

Table 2: 2008 Higher School Certificate Results in Extension Courses

Subject	No. of Students	Performance band achievement by number and/or %			
		Band E3		Band E4	
		Number	%	Number	%
English Extension 1	76	41	53.9	32	42.1
English Extension 2	18	7	38.9	10	55.6
Mathematics Extension 1	125	40	32.0	79	63.2
Mathematics Extension 2	73	31	42.5	42	57.5
History Extension	24	5	20.8	19	79.2
Music Extension	11	2	18.2	9	81.8
Chinese Extension	2	0	0.0	2	100.0
Classical Greek Extension	8	0	0.0	8	100.0
French Extension	9	1	11.1	8	88.9
German Extension	5	0	0	5	100.0
Italian Extension	4	1	25	3	75.0
Latin Extension	19	0	0	19	100.0

The distributions of marks in all HSC courses compared very favourably with state statistics. School course means were significantly above state means. In the vast majority of courses, 80% or more boys scored marks equal to or greater than the state mean.

Table 3: Comparison of School and State Higher School Certificate Results

Course	School Mean	State Mean	School Std dev.	State Std. dev.	School Median
Ancient History	86.54	72.49	6.71	14.89	88
Biology	82.57	73.22	7.79	11.82	85
Chemistry	84.99	74.72	7.32	12.57	86
Earth & Environmental Science	85.53	76.11	5.42	12.41	88.5
Economics	84.24	75.45	8.07	15.09	85
English (Advanced)	85.19	79.03	5.36	8.35	86
English Extension 1	42.22	39.77	4.55	5.85	43
English Extension 2	43.34	39.78	5.36	6.84	45.5
Geography	87.36	76.35	4.63	12.93	88
Mathematics	83.84	75.69	10.53	14.15	87.5
Mathematics Extension 1	88.28	79.59	9.74	14.91	90
Mathematics Extension 2	89.67	83.16	6.1	11.39	91
Modern History	87.24	75.77	4.44	11.9	88
History Extension	45.49	37.65	2.72	7.47	46
Music 1	93.36	79.15	2.56	9.95	95
Music 2	90.7	84.85	4.66	7.4	92
Music Extension	46.77	43.05	2.68	5.62	47
Personal Dev,Health & PE	85.39	72.64	6.09	12.74	85
Physics	83.43	73.1	6.28	12.44	83.5
Visual Arts	88.55	80.72	4	8.33	89
Chinese Continuers	90.47	84.88	2.73	8.16	91
Chinese Extension	44.9	45.47	0.6	2.4	45.5
Classical Greek Continuer	94.88	92.47	3.2	5.01	96
Classical Greek Extension	48.13	48.02	1.01	0.96	48.5
French Continuers	93.52	81.51	3.02	10.86	94
French Extension	46.79	42.2	1.86	5.4	47
German Continuers	96.08	78.27	3.21	13.35	98
German Extension	46.66	42.47	1.3	4.99	46
Italian Continuers	91.42	78.64	4.56	10.59	90.5
Italian Extension	46.75	38.28	1.85	7.67	47.5
Japanese Beginners	83.22	73.65	7.36	14.63	84
Latin Continuers	93.19	89.74	4.39	7.36	95
Latin Extension	48.34	46.54	0.93	2.81	49

In recent years, the Higher School Certificate results place approximately 20% of the School cohort in the top 1% of the state candidature based on the Universities Admissions Index. Approximately 50% of boys place in the top 5% and over 70% of the School cohort are placed in the top 10% of the state candidature. The percentage of boys in the top 10% of the state candidature has remained consistently around 70% as is evident in table 4.

Table 4: Trends in UAI Ranks from 2000 – 2008

Range	UAI 2008	UAI 2007	UAI 2006	UAI 2005	UAI 2004	UAI 2003	UAI 2002	UAI 2001	UAI 2000
99 & over	41	39	43	34	28	35	36	37	30
98 & over	50	50	63	59	52	57	50	64	44
95 & over	94	100	99	98	84	90	81	106	87
90 & over	140	137	130	139	123	111	110	128	132
80 & over	173	163	158	173	162	151	164	154	165
Total	189	185	178	189	186	179	188	170	181
Boys with UAI of 100	4	4	1	2	3	2	3	5	2

2008 School Certificate

Boys performed significantly above state levels in the six School Certificate tests. In English Literacy 96% of boys scored in Bands 5 and 6 compared to 39% of the state, 94% were placed in Bands 5 and 6 in Mathematics compared to 25% of the state and in Science 95% of boys were placed in Bands 5 and 6 compared to 32% of the state. In the Australian History, Geography, Civics and Citizenship test:

- 53% of our boys were placed in Bands 5 and 6 in the Australian History section compared to 23% of the state candidature; and
- in the Australian Geography section 79% of our boys scored marks in Bands 5 and 6 compared to 28.2% of the state candidature.

In the Computing Skills test 99% of boys were in the “Highly Competent” band and 1% in “Competent” band.

Table 5: Comparison of School and State School Certificate Test results in 2008

Test	School Mean	School Std. Dev.	State Mean	State Std. Dev.	School vs State variation
English-literacy	86.57	4.00	76.63	9.00	9.94
Mathematics	89.48	5.47	70.67	12.17	18.81
Science	87.86	4.96	73.61	11.66	14.25
Aust History	79.64	6.57	70.58	11.61	9.06
Aust Geography	85.27	5.9	73.52	11.33	11.75
Computing Skills	91.61	4.31	80.71	10.7	10.9

The distribution of marks in the School Certificate tests continue to be significantly stronger than the distribution of the state results. This difference is reflected in the Grading Pattern shown in Table 6.

Table 6: Comparison of 2008 School and State Grading Patterns in the School Certificate

Course Name	School Pattern (%)						State Pattern (%)					
	A	B	C	D	E	N	A	B	C	D	E	N
Australian Geography	34.05	60	5.95	0	0	0	12.99	23.24	35.05	20.66	7.87	0.19
Australian History	54.59	33.51	10.27	1.62	0	0	12.79	22.98	34.19	21.4	8.46	0.17
Chinese 200H	32.14	25	35.71	7.14	0	0	45.68	25.19	18.66	7.44	3.03	0
Classical Greek 200H	25	25	37.5	12.5	0	0	52.94	11.76	29.41	5.88	0	0
Design and Technology 200H	43.75	50	6.25	0	0	0	23.58	29.65	29.78	12.93	3.85	0.2
English	53.51	42.16	4.32	0	0	0	12.76	25.72	37.71	17.7	5.93	0.18
French 100H	0	0	0	100	0	0	14.25	27.75	34	18.5	5.5	0
French 200H	28.13	35.94	32.81	3.13	0	0	35.54	30.07	23.44	7.46	3.43	0.06
Geography 100H	0	100	0	0	0	0	21.11	29.91	31.31	13.47	3.97	0.23
Geography 200H	45.05	43.96	10.99	0	0	0	34.73	31.21	21.54	7.91	4.62	0
German 100H	0	100	0	0	0	0	18.95	31.58	28.42	12.63	8.42	0
German 200H	13.64	36.36	45.45	4.55	0	0	35.88	27.43	25.25	8.9	2.45	0.09
History 100H	50	50	0	0	0	0	23.64	32.15	28.69	10.78	4.67	0.06
History 200H	60.16	36.59	3.25	0	0	0	36.92	29.99	22.26	8.22	2.49	0.12
Italian 200H	50	36.36	13.64	0	0	0	24.9	27.88	30.03	13.18	3.88	0.14
Latin 200H	63.27	26.53	8.16	2.04	0	0	52.94	23.11	15.55	6.51	1.89	0
Music 200H	57.69	21.15	21.15	0	0	0	22.44	28.77	29.27	13.28	5.89	0.35
Per Dev Health & P.E.100H	27.03	27.03	22.7	17.84	5.41	0	14.59	30.28	34.85	14.36	5.71	0.2
Science	65.95	25.41	8.65	0	0	0	12.85	23.78	36.02	19.86	7.21	0.28
Visual Arts 100H	0	100	0	0	0	0	14.36	31.15	32.61	16.41	5.39	0.09
Visual Arts 200H	52.86	40	5.71	1.43	0	0	24.15	31.11	28.85	11.82	3.81	0.26

Note that the distribution in some subjects is distorted by low candidate numbers.

The relationship between the distribution of marks for the School and State cohorts in each of the School Certificate tests from 2002 to 2008 is shown below. The significant difference between School means and state means continue to be maintained. In the 2008 cohort at least 98% of the boys scored a mark equal to or greater than the state mean in all tests except Australian History Test. In the Australian History test in 2008, 92 % of the boys scored marks equal to or greater than the State mean.

Table 7: Trends in the Distribution of marks in the School Certificate Tests between 2002 and 2008.

Test	Year	Boys	SGS Mean	SGS Std Dev	State Mean	State Std dev	Difference	Median
English-literacy	2002	182	85.3	4.83	74.1	10.48	11.2	85
	2003	179	85.41	5.52	72.71	11.28	12.7	86
	2004	188	85.91	5.56	73.14	11.97	12.77	87
	2005	188	85.91	5.56	73.14	11.97	12.77	86
	2006	186	87.94	5.2	74.1	11.46	13.84	88
	2007	182	87.08	4.76	74.76	10.15	12.32	88
	2008	181	86.57	4.00	76.63	9.00	9.94	86
	Mathematics Test	2002	183	86.48	6.3	72.18	11.15	14.3
2003		180	87.08	5.37	71.93	11.21	15.15	87
2004		187	89.63	6.35	71.01	12.17	18.62	88
2005		187	89.63	6.35	71.01	12.17	18.62	90.5
2006		183	89.04	6.92	67.87	12.61	21.17	89.5
2007		182	87.57	6.47	69.38	12.05	18.19	88
2008		181	89.48	5.47	70.67	12.17	18.81	90
Science Test		2002	182	86.48	4.92	72.51	9.85	13.97
	2003	179	86.54	4.54	74.32	9.19	12.22	87
	2004	188	89.71	4.97	74.57	9.87	15.14	88
	2005	188	89.71	4.97	74.57	9.87	15.14	91
	2006	185	87.03	5.37	72.85	10.78	14.18	87
	2007	182	85.73	5.22	73.48	9.82	12.25	86
	2008	181	87.86	4.96	73.61	11.66	14.25	87
	Aust History Test	2002	183	76.22	7.7	67.16	11.89	9.06
2003		180	81.88	6.93	69.13	12.97	12.75	81
2004		188	84.18	5.76	73.59	10.05	10.59	84
2005		188	84.18	5.76	73.59	10.05	10.59	85
2006		184	81.68	7.11	71.00	12.21	10.68	82
2007		182	80.49	7.4	72.14	11.37	8.35	80
2008		181	79.64	6.57	70.58	11.61	9.06	80
Aust Geography		2002	183	81.34	7.95	68.61	11.7	12.73
	2003	180	81.92	6.28	70.5	11.25	11.42	82
	2004	188	87.14	5.24	72.76	9.79	14.38	87
	2005	188	87.14	5.24	72.76	9.79	14.38	88
	2006	184	89.79	4.86	74.37	11.12	15.42	91
	2007	182	87.25	5.11	74.6	10.72	12.65	86
	2008	181	85.27	5.9	73.52	11.33	11.75	86
	Computing Skills	2006	185	90.86	4.61	80.55	10.46	10.31
2007		182	91.81	4.16	80.28	10.56	11.53	93
2008		181	91.61	4.31	80.71	10.7	10.9	92

There is a significant improvement in results evident for each cohort, relative to state performance, between the benchmark testing conducted in year 7 and the School Certificate in year 10.

The benchmark testing conducted for the 2008 cohort was LANNA and the results are shown in tables 9 and 10. In English this relative difference for the 2005/2008 cohort increased from 7% in the LANNA test to 10% in the School Certificate English test. In Mathematics this relative difference for the 2005/2008 cohort increased from 11% in the LANNA test to 19% in the School Certificate Mathematics test.

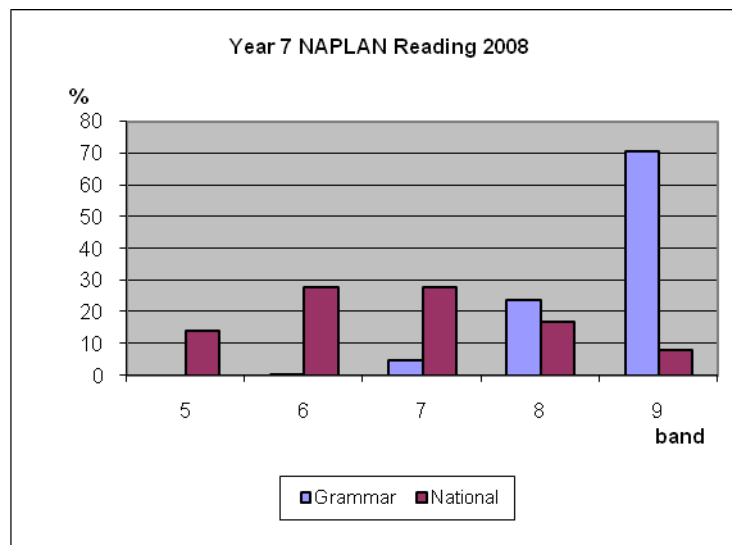
National Assessment Program Literacy and Numeracy - Results 2008

The School performed strongly in both the Year 7 and Year 9 National Assessment Program Literacy and Numeracy (NAPLAN) in all areas measured.

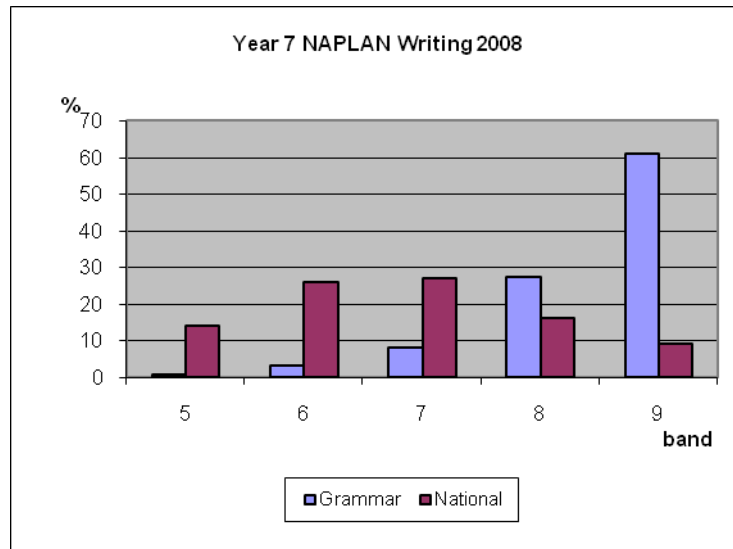
Performance in Literacy – Year 7

The four areas of literacy reported in these assessments were Reading, Writing, Spelling, Grammar and Punctuation.

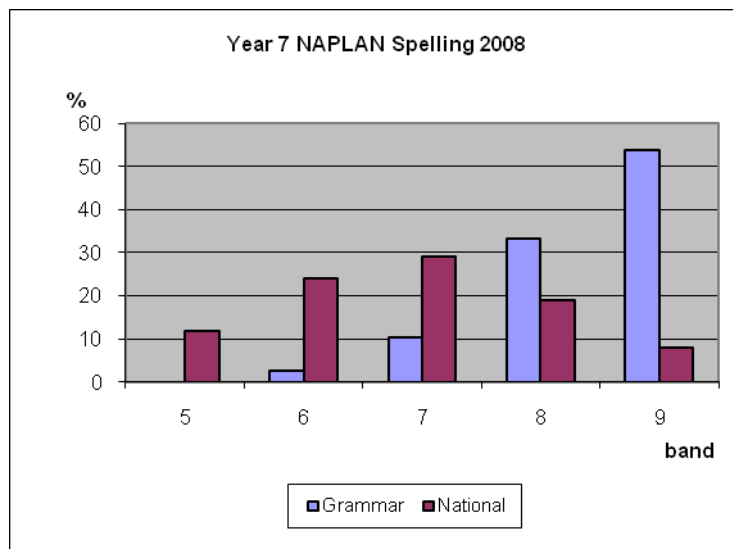
The School's results in the Reading assessment were strongly skewed towards Band 9, with no pupils placed below Band 6. Seventy-one percent in the highest awarded band is notable.



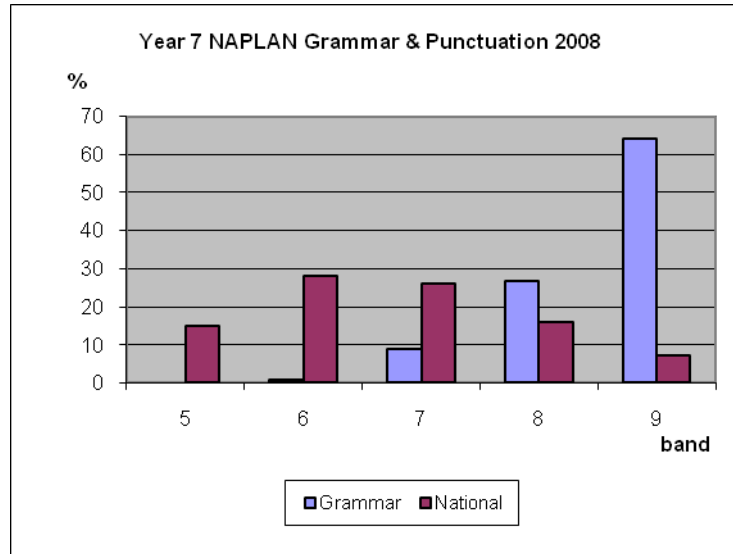
Again the School performed strongly in the Writing Test. While the national results for Reading and Writing show an almost identical distribution, the School's Writing results show a wider spread compared to its Reading outcomes. Sixty-one percent achieved a place in Band 9.



The School's spelling results place 87% of pupils in the top two bands and no pupils below Band 6.

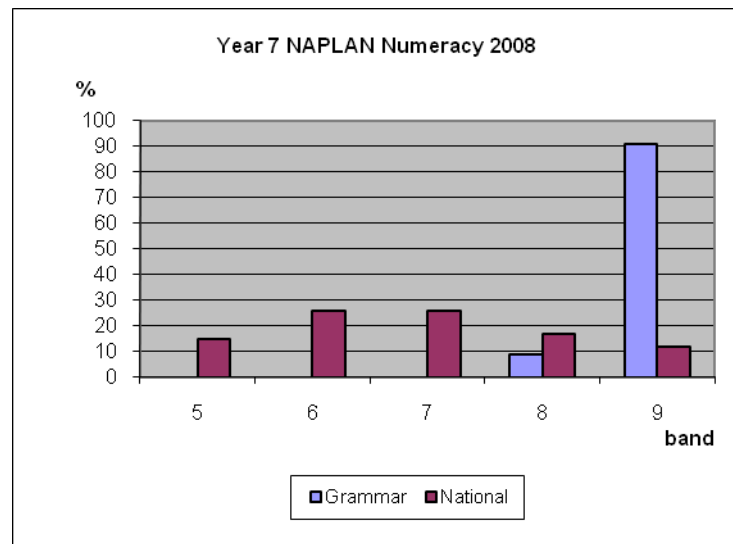


The School performed strongly in Grammar and Punctuation, placing 91% of pupils in the top two bands. The stronger results in Reading, as over Writing and Spelling, is mirrored in these results.



Performance in Numeracy – Year 7

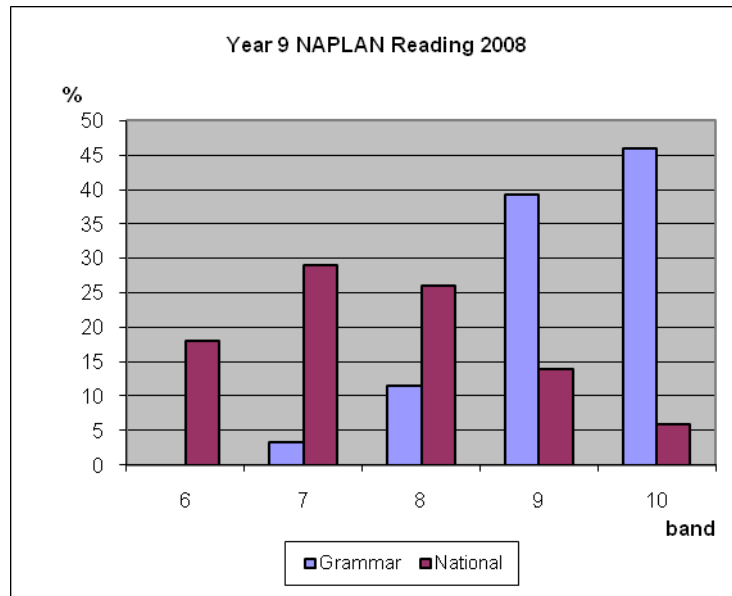
The School's results show a strong degree of homogeneity in these results, with no pupils falling below Band 8 and 91% in Band 9.



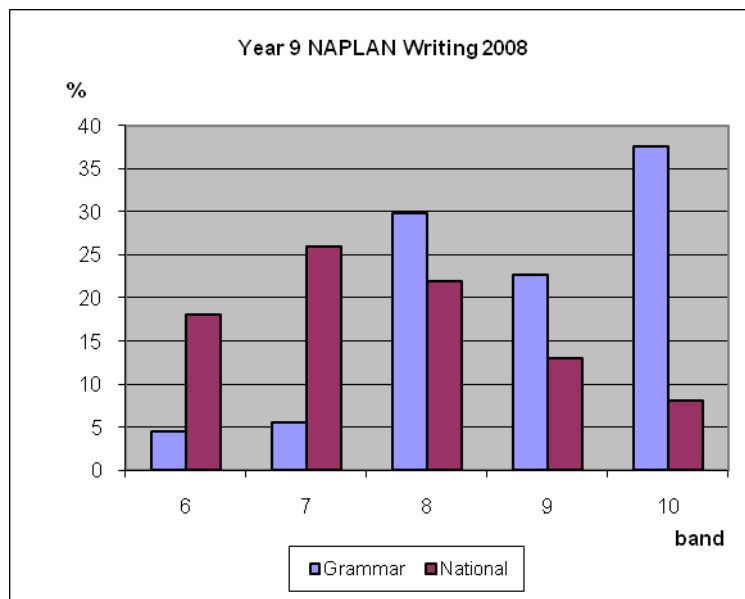
Performance in Literacy – Year 9

We consider again the four assessment areas in this category, Reading, Writing, Spelling, Grammar and Punctuation. Year 9 Assessment outcomes include the addition of Band 10, demonstrating the higher level that might be achieved by pupils at the later stage of schooling.

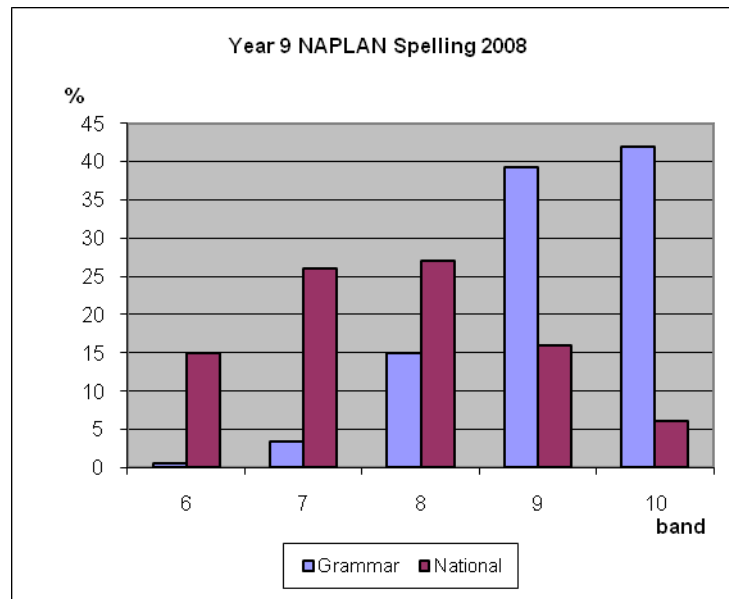
The strong distribution of results in this category remarked on in Year 7 is evident again. No pupils fell below Band 7 and 85% achieved a placing in either of the top two bands.



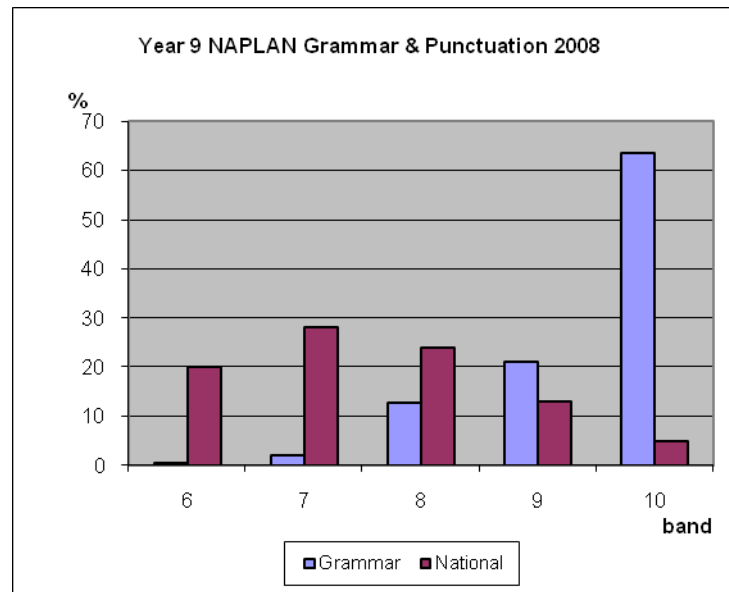
The School's Writing results show the wider spread evident in the Year 7 results, but the results are strong none-the-less. 91% reached the top three bands.



87% of pupils received a Band 9 or 10 result for spelling.

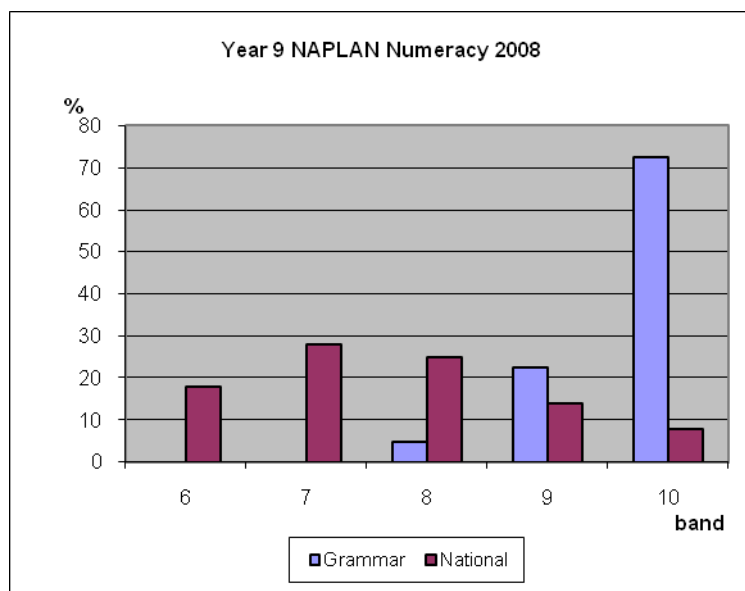


The School received strong results for Grammar and Punctuation, with 64% of boys in Band 10 and 85% in either of the top two bands.



Performance in Numeracy – Year 9

The results in this category are again exceptionally strong, with 95% of pupils placing in the top two bands.



“Value added” between years 7 and 10

Comments based on NAPLAN results

A statistical comparison shows that Sydney Grammar has significantly stronger results, with many fewer in Bands 1-6 and many more pupils in Band 9 (Year 7) or in Band 9-10 (Year 9) than the State averages. No pupils failed to meet the minimum national benchmarks in the respective assessment categories.

There is some difficulty with measuring added value here, since this is the first year that the NAPLAN has been administered. This should prove an interesting exercise in 2010 and beyond.

However, assuming a certain degree of homogeneity between 7 and 9 populations at the School, it is instructive to compare the result in each assessment task. A comparison of numbers in Bands 9-10 in Years 7 and 9, shows a highly significant improvement in Reading and an extremely significant improvement in Spelling and Grammar and Punctuation. Writing does not show any significant improvement under this test.

It must be noted that while Writing does not show an improvement under this test, it is impossible with this instrument to gauge numbers moving into a Band 10 level of ability from Years 7 to 9, since NAPLAN does not assess this level in Year 7. There may be a significant improvement at the upper end which we cannot measure.

Assuming a degree of similarity between populations in Years 7 and 9, it is notable that pupils are largely reporting at the higher Band 10 in Year 9, but again the Year 7 assessment instrument will not show if that ability is already present.

Comments based on LANNA results

Although LANNA and the School Certificate Tests are different assessment instruments, a comparison of some components of the LANNA results with the School Certificate English and Mathematics tests suggests a significant value added factor.

There is a significant improvement in results evident for each cohort, relative to state performance, between the LANNA benchmark testing conducted in year 7 and the School Certificate in year 10.

In English this relative difference for the 2005/2008 cohort increased from 7% in the LANNA test to 10% in the School Certificate English Test. In Mathematics this relative difference for the 2005/2008 cohort increased from 11% in the LANNA test to 19% in the School Certificate Mathematics Test. See Tables 9 and 10. It is also particularly notable that the spread of marks in both Mathematics and English is significantly reduced suggesting that cohort is performing uniformly stronger, relative to the state, by Year 10.

Table 9: LANNA Writing/SC English test

Cohort	Examination	SGS Mean %	SGS Std Dev.	State Mean %	State Std dev.	Difference %	Z score
2002/2005	LANNA	87.9	4.1	79.7	9.1	8.2	0.9
	School Certificate	85.91	5.56	73.14	11.97	12.77	1.07
2003/2006	LANNA	86.4	5.2	82.6	6.1	3.8	0.62
	School Certificate	87.94	5.2	74.1	11.46	13.84	1.21
2004/2007	LANNA	85.6	12.1	76.8	12.6	8.8	0.70
	School Certificate	87.08	4.76	74.76	10.15	12.32	1.21
2005/2008	LANNA	78.2	13.1	71.1	13.4	7.1	0.53
	School Certificate	86.57	4.00	76.63	9.00	9.94	1.1

Table 10: LANNA Numeracy/SC Mathematics test

Cohort	Examination	SGS Mean %	SGS Std Dev.	State Mean %	State Std dev.	Difference %	Z score
2002/2005	LANNA	80.0	12.7	70.0	13.1	10	0.76
	School Certificate	89.63	6.35	71.01	12.17	18.62	1.53
2003/2006	LANNA	80.5	9.6	70.0	12.8	10.5	0.82
	School Certificate	89.04	6.92	67.87	12.61	21.17	1.68
2004/2007	LANNA	80.5	10.5	70.0	13.5	10.5	0.78
	School Certificate	87.57	6.47	69.38	12.05	18.19	1.51
2005/2008	LANNA	81.1	11.3	70.3	12.9	10.8	0.84
	School Certificate	89.48	5.47	70.67	12.17	18.81	1.55

2.3 Safety, Welfare and Discipline of Boys

The School is committed to providing as far as practicable a safe environment in which boys can develop intellectually, emotionally and socially. It recognises the primary responsibility of parents for their sons, and is committed to working with them.

Welfare of Boys

The welfare of boys at the School guides the discipline, teaching, pastoral care, co-curricular activities, physical surroundings, health and safety procedures, and other policies adopted by the School.

The School welcomes a variety of pupils and recognises that even academically gifted boys may have special learning styles or problems which require particular approaches. Parents are encouraged to raise any matters which they think are or may be relevant to their own son so that the situation can be fully discussed at the earliest possible stage.

The co-curricular programme of the School is varied and it is intended to provide for a wide range of aptitudes and interests. We encourage an individual approach which also builds School spirit through the collective recognition of the achievements and efforts of others in many fields.

A fundamental value we seek to promote in our School community is mutual acceptance and regard among all our pupils and staff. We seek to provide safe and secure premises and good supervision of boys both at the School and on School activities. The School's Occupational Health and Safety Manual includes special sections on supervision of boys, emergency evacuations and references to other documents covering safety in particular areas such as Science Laboratories and Design and Technology. Procedures are reviewed regularly. A comprehensive system of incident reporting and investigation has been adopted. The School has policies on security of premises, property and computers. (Details and copies of policies are available from the Senior Master, Mr Kavanagh; see also the [Notes for Parents](#) on the School website.)

The School at College Street has a Health Centre with up-to-date facilities and a registered nurse to assist with day to day issues of health. A Medications Policy has been adopted, and necessary health information about boys is collected in accordance with relevant privacy regulations. There is a well defined procedure for dealing with critical incidents. (Details may be obtained from Mr Kavanagh.)

Welfare and Discipline

Pastoral care and discipline are provided by Housemasters and Tutors, under the direction of the Senior Housemaster and, in the case of boys in Form I, the Master of the Lower School.

Each boy is assigned to a Tutorial group of around twelve, under the supervision of a Tutor who is responsible for keeping a general eye on his progress, acting as the first point of contact with parents and writing Tutor's letters in reports.

The School does not permit any form of corporal punishment. Detentions are only awarded by Housemasters, Lower School Tutors and senior masters where they are required after a boy has been placed on report and the matter has been discussed with him. More serious penalties, such as suspension and expulsion, are discussed with parents before being determined, wherever practicable, and the boy will be heard on the issue. In less serious matters a warning may be sufficient.

The School Rules are set out in a Diary issued to boys. The Rules include points relevant to attendance, bounds, conduct in the playground and on public transport and behaviour.

There is a School Counsellor to whom boys may go on their own initiative or by way of referral from a Tutor or Housemaster. The Counsellor is also the Careers Master.

Welfare and Discipline in Sport

The conduct of games and training sessions by coaches is designed to protect the safety and well-being of boys, as well as providing appropriate technical training. To these ends the School instructs its coaches to adopt an encouraging and positive approach with boys, to avoid all forms of abuse, including verbal abuse, to be careful about personal participation in practices, and to insist that all play be in accordance with the rules of the game. Competition is important but should be kept within proper perspective. At all times the coach is responsible for and in charge of the boys.

Selection of teams is the responsibility of the relevant coaches and is a matter for their judgement. What they decide is not disturbed except on clear evidence of bias, prejudice or unreasonable behaviour. (See the Notes for Parents for further information.)

Respect and Responsibility

As has already been suggested “respect and responsibility” are promoted through the integrated pastoral care and discipline system, the School rules, discussion with parents, community service, the work of senior boys as School Prefects and Peer Support Leaders and the work of the Headmaster’s Advisory Council of boys. The staff keep a constant watch on problems related to bullying, teasing and respect for property. The PDHPE curriculum taught under the supervision of the PE Department, along with the other work of that Department, as well as the work of the Sportsmaster, and masters and coaches working under her direction, also encourage both self-respect and fairness and respect in conduct towards others.

Grievance and Complaint Procedures

The Headmaster is available to see any boy without an appointment when he is not otherwise engaged. Boys and parents have their Tutors to act as conduits to the School and they can also approach their Housemaster or Master of the Lower School with more serious matters. Boys and parents may write to the Headmaster with matters of special concern, and parents may seek an appointment with the Headmaster to discuss concerns which they believe have not been resolved by other members of staff. While parents may occasionally raise a very serious issue with the Headmaster in the first instance, he will usually arrange for them to be referred to another senior master with special experience of

the matter concerned. The discipline policy of the School provides for matters to be talked over and this allows boys and parents to comment on issues raised.

Child Protection

A **Child Protection Policy**, including a **Code of Conduct**, has been issued to staff, along with a series of other relevant documents. The Child Protection Policy sets out various categories of child abuse, explains what is now referred to as reportable conduct in various laws relevant to schools, and outlines possible signs of abuse such as marks of injury, poor health or hygiene, behavioural problems and symptoms of emotional distress or low self-esteem. The Policy requires masters and other employees to report allegations or suspicions of reportable conduct to the School. The School's Policy deals with mandatory notification to the relevant outside bodies.

The School has a detailed **Professional Propriety Policy** covering the conduct of staff. This policy includes prohibitions on sexual, physical and verbal abuse. It requires masters to avoid social contact with boys outside the School context unless a boy's parents and the Headmaster are aware of it and approve. It covers and limits some other matters, such as lifts given by masters to boys. Inquiries concerning this Policy and the Child Protection Policy may be made to the Senior Master, Mr Kavanagh.

As a further part of its programme to meet its obligations to boys, and as part of its overall approach to discipline, the School has adopted a **Policy on Bullying**, a **Policy on Drugs, Tobacco and Alcohol** and a **Policy on Sexual Conduct**. These are all attached as appendices to the Notes for Parents. These policies are aimed at protecting boys from abusive or inappropriate conduct by other boys and adults which might affect them physically or emotionally.

In the event of an allegation against anyone working in the School of something that falls within the definition of reportable conduct, the School will report the matter to the Ombudsman's Office, (unless it is of a type exempted from reporting) and either investigate the matter itself (through the Senior Master, Mr Kavanagh) or, in sufficiently serious cases, refer the matter to the police for investigation. The function of the Ombudsman's Office is to see that the investigation is properly conducted and recorded.

The Commission for Children and Young People is responsible for mandatory checks on people schools wish to appoint. This process excludes those with certain types of criminal convictions and will also enable the School to avoid appointing anyone whose history indicates that he or she represents an unacceptable risk to schoolchildren. All schools must now notify to the Commission the names of employees alleged to have committed an act of reportable conduct unless it is established that it did not occur.

The School is also subject to the requirement to make a report to the Department of Community Services if it has reasonable grounds for suspicion that any of its pupils are at risk for various reasons.

2.4 Attendance Checking

Rolls are called and records of absence collected three times a day. Notes are required from parents to explain absence and families are contacted if absence goes unexplained. The School keeps electronic records of attendance and absence. More information appears in the Diary. Inquiries as to details of procedures may be made of the Senior Housemaster (or Master of the Lower School in the case of First Form). The average student attendance rate in 2008 was 95.5%.

2.5 Retention Rate of Pupils

The vast majority of boys who attend College Street remain throughout their secondary schooling and complete the Higher School Certificate here. In 2006 there were 192 boys in Form IV (Year 10). Of these 8 had left by Form VI (Year 12) in 2008 for a variety of reasons, giving an actual retention rate of 95.8%.

2.6 Post School Destinations

Almost all boys remain to complete the Higher School Certificate at the School and seek university entry. Most go either to the University of Sydney or the University of New South Wales. A smaller number go to other universities in Sydney, other States or overseas. Some defer university studies.

2.7 Changes to Policies in 2008

Overall School policies remained the same in 2008. Work was done on further development of safety procedures in a number of areas, including Science and Art, inspection of premises, induction of masters and contractors, control of sharp objects, tour safety and control of chemicals. (Further information is available from the Senior Master, Mr Kavanagh.)

2.8 Qualifications, Attendance and Retention of Teaching Staff

i) Qualifications

In 2008 the staff included 117 masters teaching Board of Studies syllabus material. Of these 87 have a recognised teacher training qualification. All teaching staff have a recognised tertiary degree. 48 have at least one higher degree and of these 22 had a doctorate.

ii) Attendance

The average staff attendance rate was 98.4%.

iii) Retention

In 2007 the total number of relevant staff was 114. Nine left, including a number who retired at the end of the year, making a staff retention rate of 92.1%.

2.9 Professional Development and Learning

Professional learning takes many forms at this School, and is an organic part of its operation. Formal professional development takes place on special pupil-free days set aside for the purpose, and at regular meetings and conferences held throughout the year. For example, on a Professional Development Day in 2008, teachers were addressed by the Headmaster about recent developments in education policy in NSW, attended a training session on Asthma, and participated in subject specific departmental meetings with invited guests. Teachers are always encouraged to pursue their interests in their own subjects, and the School assists with the cost of books, course or conference fees and travel where appropriate. Regular training is given to the staff as relevant new technology appears. The average expenditure per teacher in 2008 on professional learning was \$600.80. This figure does not include ordinary salaries paid while masters were participating in professional learning activities, nor the fees of special consultants, advisors and other visitors who came to assist staff at the School during the year.

2.10 Grounds and Buildings

The School shares a city block opposite Hyde Park with the Australian Museum and one other building, and is centrally and conveniently located near rail and bus routes. It has playing fields at Weigall Sportsground Rushcutters Bay, a boatshed at Gladesville, and makes use of other community facilities including the swimming pools at Cook and Phillip Park, located close to the School on the northern side of William Street.

In 2008 there were no new building works at College Street, however existing facilities were maintained as required. A major renovation of the pavilion at the Weigall Sportsground commenced after the winter sports season. The School has full time maintenance and grounds staff to keep the buildings and grounds in good order, and has a system of rostered supervision by masters of the grounds and buildings at appropriate times.

3. THE PREPARATORY SCHOOLS: EDGECLIFF AND ST IVES

The School has a number of primary level entry points. At St Ives there is one Kindergarten class which precedes Transition (the year before Year I). In both schools, Transition is a principal point of entry, as are Years 3 and 5. (There are sometimes vacancies in other years.)

Entry into the Infants Department (up to Year 2) is in both schools dependent on a structured assessment of capabilities designed to determine which applicants are most ready for the School's programme. This assessment includes observation of structured activities.

Entry into the Primary Department of both schools (Years 3 to 6) involves an assessment which includes a component of written work (an Entrance Examination in the case of Years 3 and 5), and an interview, and those assessed to be most capable are offered places.

Further information about applications may be obtained from the office of each Preparatory School Headmaster. An Application Form must be completed. The Headmaster of Edgecliff is Mr Ian Stephens and the Headmaster of St Ives is Mrs Rowena Lee.

Following admission to the School, continued attendance depends upon satisfactory conduct and progress by the boy and on adherence by his parents or guardians to the terms of the Conditions of Enrolment and Admission (see [Notes for Parents](#) in the College Street section of the School website), including payment of fees due.

Both Preparatory Schools welcome boys from a wide variety of ethnic and cultural backgrounds. They seek actively to promote tolerance and respect among boys of different backgrounds.

At St Ives, because of its location on the Upper North Shore of Sydney, most boys come from that area, with some also coming from the Northern Beaches.

At Edgecliff, because of its location, most boys come from the Eastern Suburbs of Sydney, with some from other parts of the Sydney area.

3.1 Curriculum

Both Preparatory Schools teach the Board of Studies Primary curriculum. Subjects include English, Mathematics, Human Society and its Environment, Science and Technology, Personal Development, Health and Physical Education and Creative Arts.

Boys are taught in core areas of study by a Form Master, who is also responsible in the first instance for the pastoral care of each boy and for contact with parents. In both schools specialist teachers are employed for certain areas, such as Italian, Music and Art. Groups are withdrawn from class from time to time in order to develop skills in accordance with ability levels. Both Preparatory Schools have an enrichment and extension teacher. The curriculum is complemented by a wide range of co-curricular activities, including sport, music, drama, art and chess.

3.2 Performance in Statewide Tests and Examinations

All boys in Years 3 and 5 at both Preparatory Schools took part in the National Assessment Programme – Literacy and Numeracy (NAPLAN) for the first time in 2008. This test replaced the Basic Skills Test in NSW and was introduced to all students in government and non-government schools across Australia. Our boys performed well in comparison with the overall state candidature. The results are consistent with previous performance in similar tests.

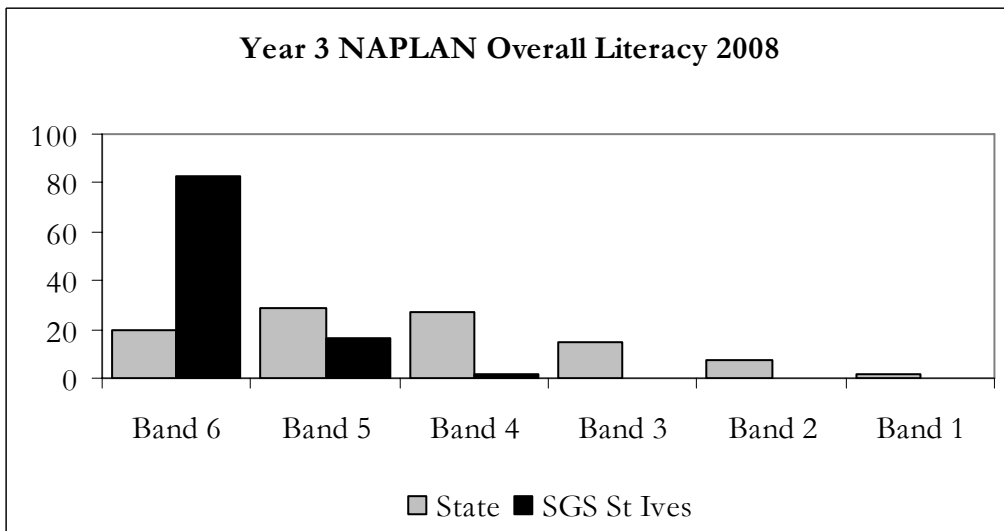
In 2005 special measures were taken to bring the two primary schools into line with each other. Boys at both Edgecliff and St Ives continued to perform well against state and national benchmarks.

(i) **St Ives**

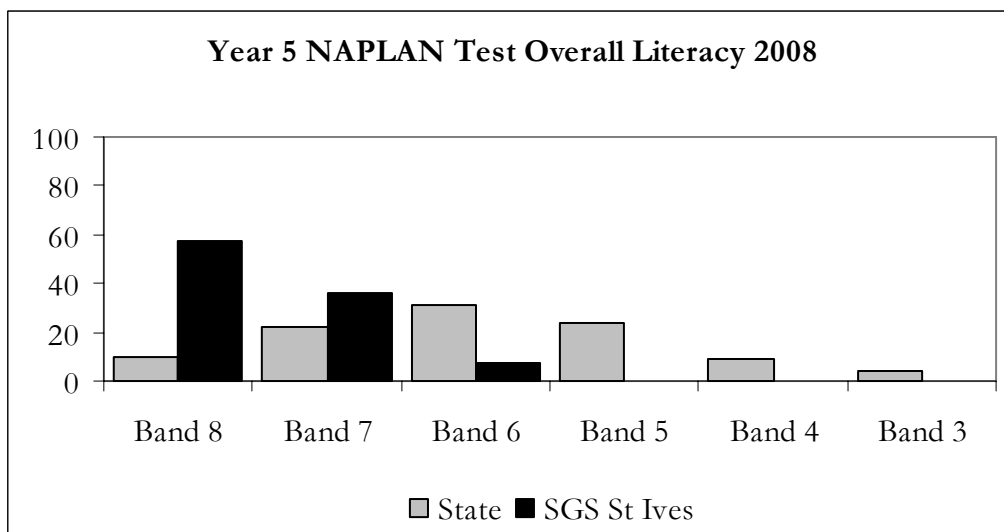
Performance in Literacy

All boys met the national benchmark for Literacy.

At St Ives in Year 3, 63 boys sat the NAPLAN in Literacy while 70 boys sat in Year 5. In Year 3, there were 6 skill bands and 83% were placed in Band 6 and 16% were placed in Band 5 compared with state figures of 20% and 29% respectively. 2% were placed in Band 4, compared with 27% of the state. No boys were placed in Bands 3, 2 or 1.



In Year 5, there were six skill bands; Bands 8 to 3. At St Ives, 57% were placed in Band 8 and 36% were placed in Band 7. 93% of our boys were placed in the top two bands, compared with 32% of the state. 7% of the boys were placed in Band 6, compared with 31% of the state. No boys were placed in the bottom three bands.

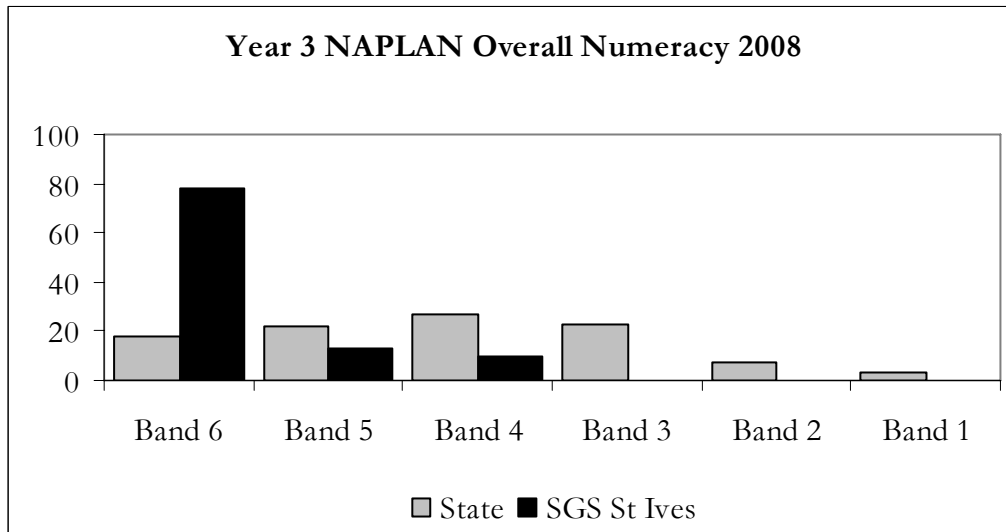


Of the 54 boys who sat the Year 3 Basic Skills Test in 2006 and the Year 5 NAPLAN in 2008, every student recorded positive growth in Overall Literacy.

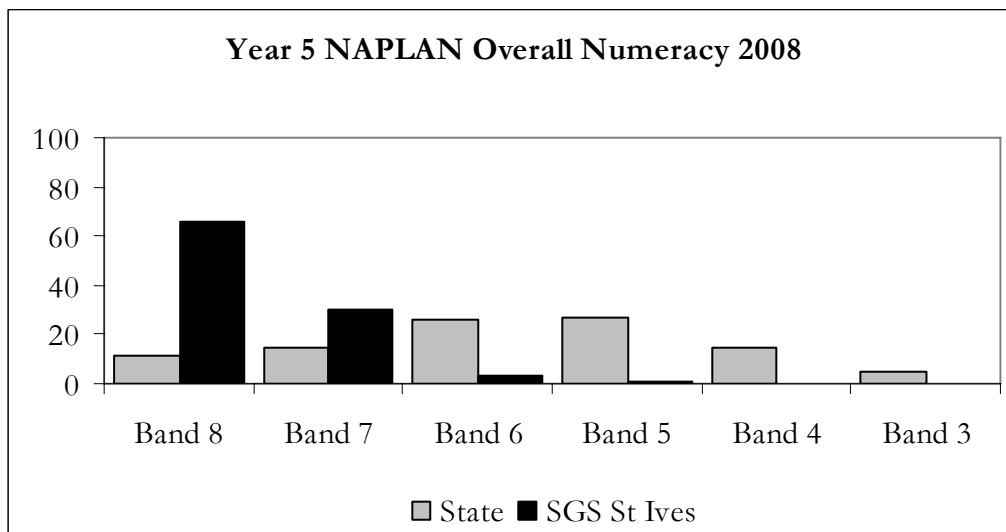
Performance in Numeracy

All boys met the national benchmark for Numeracy.

In 2008, 63 Year 3 boys and 70 Year 5 boys sat the Numeracy component of NAPLAN. In Year 3, there were 6 skill bands and 78% were placed in Band 6 and 13% were placed in Band 5. This represents 91% of our cohort placed in the top two bands, compared with 40% of the state. 10% of the cohort was placed in Band 4, compared with 27% of the state. No boys were placed in Bands 3, 2 or 1, as compared to the state figure of 33%.



In Year 5, of the 6 skill bands, 66% of our cohort was placed in Band 8 and 30% in Band 7. This represents 96% of our cohort placed in the top two bands, compared with 26% of the state. 3% was placed in Band 6, compared with 26% of the state. 1% was placed in Band 5, compared with 27% of the state. No boys were placed in Bands 2 or 1.



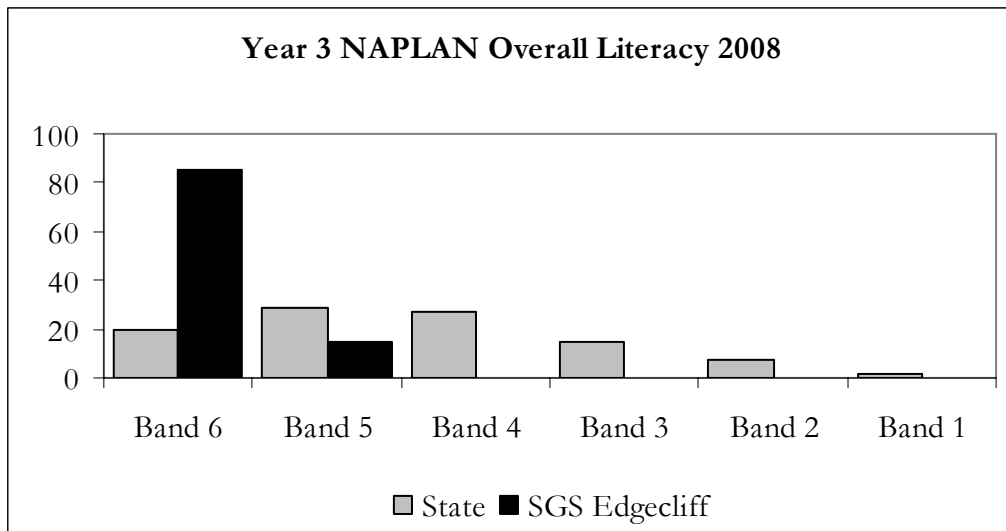
Of the 52 Year 5 boys tracked from the Basic Skills Test in Year 3 (2006) to NAPLAN Year 5 (2008), all boys recorded positive growth in Overall Numeracy from Year 3 to Year 5.

ii. **Edgecliff**

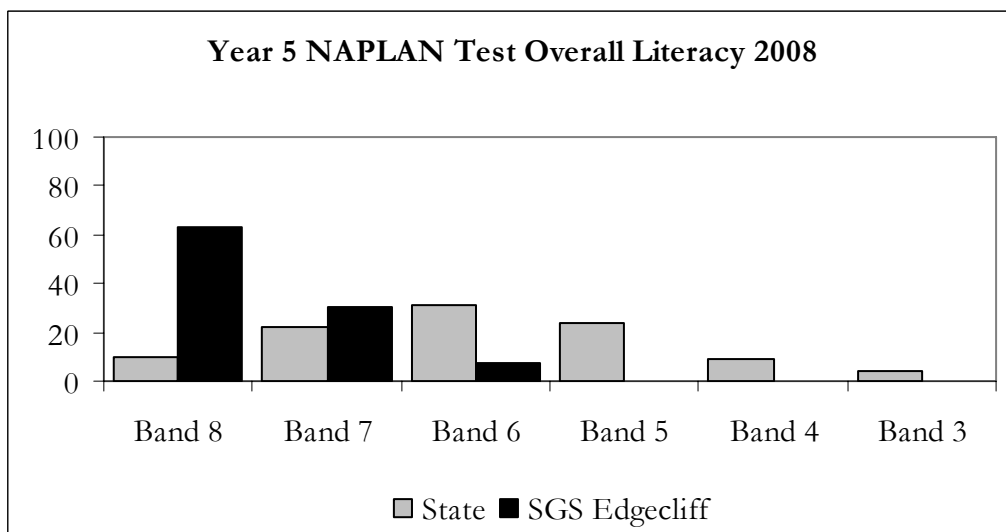
Performance in Literacy

All boys met the national benchmark for Literacy.

At Edgecliff in Year 3, 47 boys sat the NAPLAN in Literacy while 71 boys sat in Year 5. In Year 3, there were 6 skill bands and 85% were placed in Band 6 and 15% were placed in Band 5 compared with state figures of 20% and 29% respectively. No boys were placed in Bands 4, 3, 2 or 1.



In Year 5, there were six skill bands; Bands 8 to 3. At Edgecliff, 63% were placed in Band 8 and 30% were placed in Band 7. 93% of our boys were placed in the top two bands, compared with 32% of the state. 7% of the boys were placed in Band 6, compared with 31% of the state. No boys were placed in the bottom three bands.

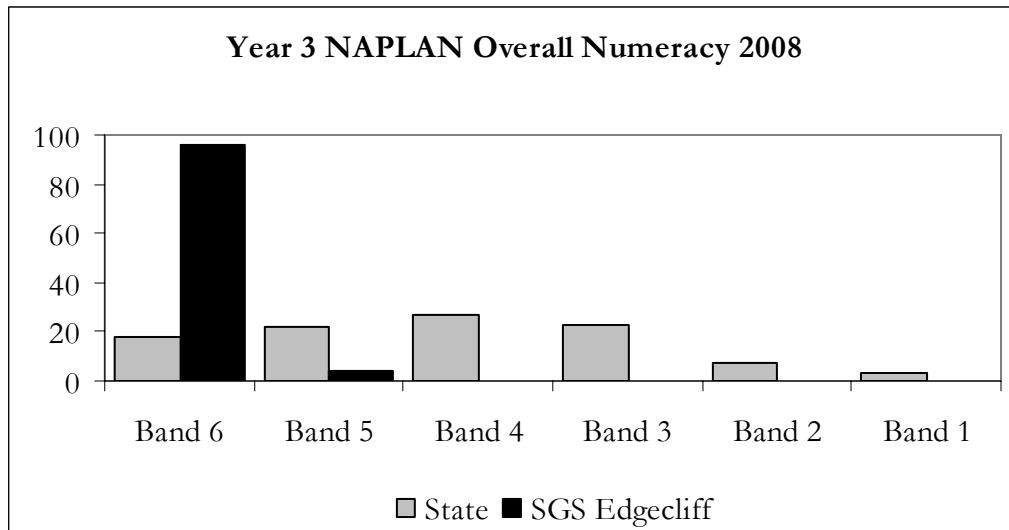


Of the 54 boys who sat the Year 3 Basic Skills Test in 2006 and the Year 5 NAPLAN in 2008, every student recorded positive growth in Overall Literacy.

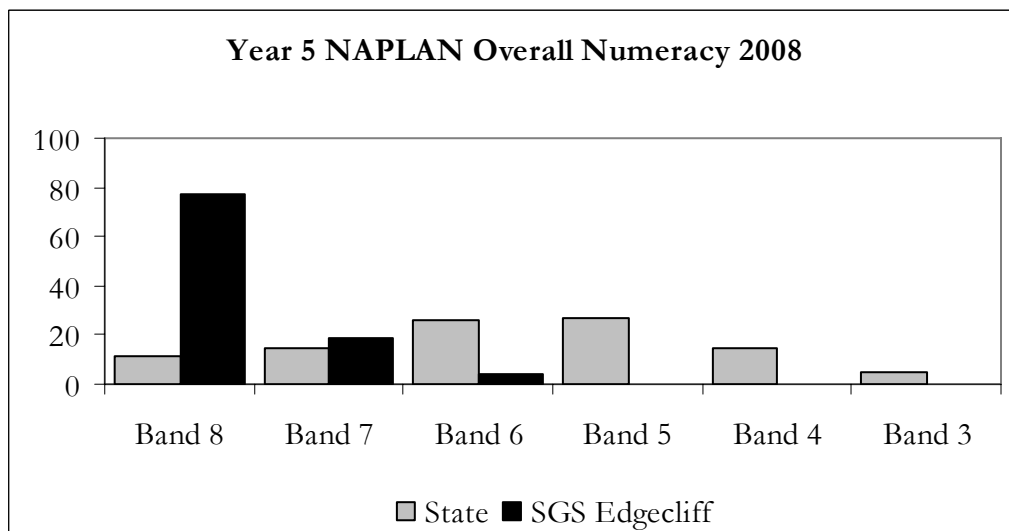
Performance in Numeracy

All boys met the national benchmark for Numeracy.

In 2008, 47 Year 3 boys and 71 Year 5 boys sat the Numeracy component of NAPLAN. In Year 3, there were 6 skill bands and 96% were placed in Band 6 and 4% were placed in Band 5. This represents 100% of our cohort placed in the top two bands, compared with 40% of the state. No boys were placed in Bands 4, 3, 2 or 1, as compared to the state figure of 60 %.



In Year 5, of the 6 skill bands, 77% of our cohort was placed in Band 8 and 19% in Band 7. This represents 96% of our cohort placed in the top two bands, compared with 26% of the state. 4% was placed in Band 6, compared with 26% of the state. No boys were placed in Bands 5, 4 or 3.



Of the 52 Year 5 boys tracked from the Basic Skills Test in Year 3 (2006) to NAPLAN Year 5 (2008), all but 1 boy recorded positive growth in Overall Numeracy from Year 3 to Year 5.

3.3 Safety, Welfare and Discipline of Boys

As part of Sydney Grammar School, Edgecliff and St Ives operate under the same overall policies as College Street. For information related to these areas see the College Street section of this Report or contact the Senior Master at College Street, Mr WJ Kavanagh. In cases where a report may have to be made to an external authority, such as the Ombudsman's Office, the Commission for Children and Young People or the Department of Community Services, the relevant Preparatory School Headmaster contacts the College Street Senior Master who is responsible for reports. From 2006, in case of reports to DOCS, the Preparatory School Headmaster may make the contact after speaking to the College Street Senior Master. Inquiries about other more specific matters relevant to the safety, welfare and discipline of boys should be made to the Preparatory Headmaster.

The Preparatory Schools have each developed rosters of teachers to carry out playground supervision. As is appropriate for schools with young pupils they have procedures for boys to be dropped off safely at school and picked up by their parents in an orderly manner. There are carefully formulated procedures for dealing with sick and injured boys. Likewise the Preparatory Schools have their own practices for the safe conduct of sports events and excursions, for security of premises, and for dealing with emergencies, including specific evacuation and other procedures.

Each Preparatory School has a Pastoral Care system the objectives of which include the fostering of confidence, mutual respect and responsibility for learning on the part of boys. In each School a central role is taken by the Form Master, who is the main teacher for the class. The Form Master handles day to day matters, including class management and contact with parents. A system of regular reports and homework is in place.

Edgecliff and St Ives both have a Peer Support Programme. Each School has developed and distributed a Code in suitable form to encourage the boys to respect and co-operate with others at the School and to develop a sense of responsibility and positive engagement in school life. Details of these Codes are available from the relevant Preparatory School Headmaster as are details of other specific arrangements in this area.

All three Schools prohibit any form of corporal punishment and require staff to treat boys with care and respect.

The Preparatory Schools have policies to help prevent and deal with bullying. These policies are consistent with those of the School as a whole and details are available from the relevant Preparatory School Headmaster or from the Senior Master. These policies identify unacceptable types of conduct and make it clear that the School treats this problem seriously.

Where there is a concern about behaviour or progress, the Form Master will refer the matter to the appropriate senior member of staff, such as the Headmaster, the Senior Master or the Director of Infants. Serious penalties are only awarded by senior members of staff. They will make sure they are aware of the facts, including talking to the boy or boys involved as required. The most serious disciplinary actions, such as

suspension or expulsion, are not put into effect without prior discussion with parents wherever practicable.

Each Preparatory School has a qualified psychologist on its staff in the position of School Counsellor. The Counsellors work with parents and staff as appropriate to help assess and deal with issues such as learning difficulties or behavioural or emotional problems.

Grievance and Complaint Procedures

In the first instance issues of concern about a boy are taken up with his Form Master. If dissatisfied with the response of the Form Master or any other member of staff, a parent may then contact the Preparatory School Headmaster. If there is some reason why an approach to the Form Master would be awkward, the Preparatory School Headmaster or other relevant senior master may be approached directly. Boys are able to see the Preparatory School Headmaster. In the event of concern still being felt, the Headmaster of Sydney Grammar School, Dr Vallance, may be contacted at College Street. These arrangements reflect long-standing practice at the School and were not changed in 2008.

3.4 Attendance checking

At each Preparatory School at the start of each school day the roll is called and absences registered. Parents call the School to inform it of their son's absence. If no such call is received, the School office will call the parents. The Schools will support boys who have long absences as appropriate. At the end of each school term, all rolls are reviewed by the relevant Senior Master.

The **average attendance rate** of boys in 2008 was:-

- for **St Ives** 96.9%; and
- for **Edgecliff** 97.8%.

3.5 Qualifications, Attendance and Retention of Teaching Staff

Qualifications

At **St Ives** in 2008 there were 34 teachers of Board of Studies syllabus material. All teaching staff have recognised teacher training qualifications. Eight have master's degrees. (Note: In calculating the number of teaching staff for the last report various additional temporary and replacement teachers were included.)

At **Edgecliff** there were 27 teachers of Board of Studies syllabus material. All teaching staff have recognised teacher training qualifications. Six of the teaching staff have master's degrees and one a doctorate.

Attendance

The **average attendance rate** of staff in 2008 was:-

- **St Ives** 96.34%; and
- **Edgecliff** 98.9%.

Retention

The **staff retention rate** from 2007 to 2008 was:-

- **St Ives** 88.89%; and
- **Edgecliff** 92.8%.

3.6 Professional Development and Learning

Professional Development is an organic part of the work of all teaching staff at the School. In 2008 at St Ives the focus was on new approaches to the teaching of writing and an author-in-residence programme connected with this. Individual staff attended conferences and updated their First Aid qualifications. Music staff worked with colleagues at Edgecliff on a Kodály music teaching programme. Two members of staff were supported in their university studies with fee relief.

The average expenditure per teacher in 2008 at St Ives was \$805.68 on professional learning excluding the cost of external consultants and special guests.

At Edgecliff in 2008 members of staff worked with a consultant-in-residence to improve the teaching of writing throughout the School. An In-Residence programme provided teachers with an opportunity to work alongside writers, authors, artists and musicians as they taught together. Various members of staff attended professional development courses throughout the year specific to their subject. Regular internal policy meetings were held. General training was regularly held for all staff in first aid and in sports coaching for teachers who take sporting teams.

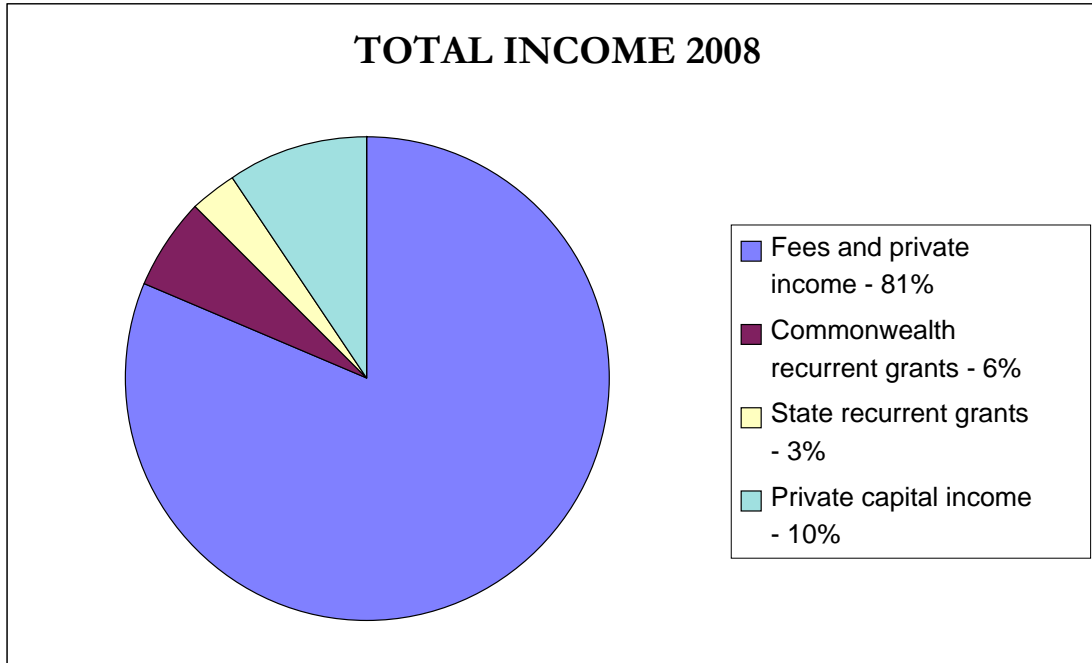
The average expenditure per teacher on professional learning at Edgecliff (excluding the salaries of visiting consultants and holders of special residencies) was \$925.

3.7 Grounds and Buildings

Each Preparatory School has its own campus, with classroom buildings and adjacent playing fields. The financial and property management of the three branches of the School is conducted on behalf of the Trustees by the Headmaster and the Bursar for the School as one entity. The financial information and graphs appearing in the College Street section of this report and the general information on building and premises apply to the Preparatory Schools as well. In addition to general classroom maintenance during the year, air conditioning equipment was progressively installed in the Edgecliff classrooms, and demountable classrooms were erected at St Ives in preparation for major renovations of classrooms in 2009.

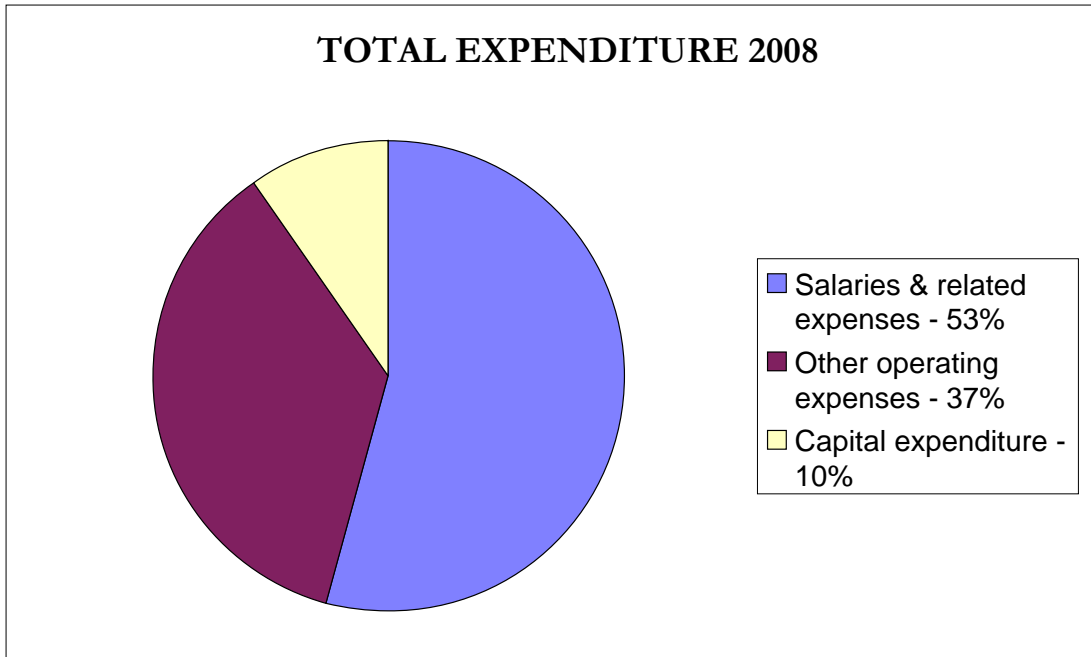
4. FINANCE

Analysis of the School's income and expenditure is shown on the following charts:



Income included:

- School fees, miscellaneous charges and other pupil receipts;
- Commonwealth and State government recurrent per capita grants;
- Interest and other private income;
- Voluntary Building Fund and capital appeal donations; and
- Donations from parents' organisations.



Expenditure included:

- Salaries and related costs including superannuation, workers' compensation insurance and long service leave;
- Other operating expenses include teaching costs and materials, administrative costs, repairs and maintenance, and depreciation;
- Capital items and equipment; and
- Refurbishment of buildings.

Note: The financial information above applies to Sydney Grammar School as a whole, including College Street and the two Preparatory Schools at Edgecliff and St Ives.

5. PRIORITIES FOR IMPROVEMENT AND ACHIEVEMENTS FOR 2008

Priority: Enhanced Safety

Achievements:

- annual external audit of occupational health and safety in all branches of the School
- a joint meeting of the OHS Committees of all three branches of the School to help co-ordinate an overall approach to health and safety
- work on further development of safety procedures in a number of areas, including Science and Art, inspection of premises, induction of masters and contractors, control of sharp objects, tour safety and control of chemicals

Priority: Pastoral Care

Achievements:

- decision to advertise for and appoint a Support teacher at College Street to work with boys experiencing problems with their academic work

Priority: Facilities

Achievements:

- completion of work on new playing fields in Paddington, now in use
- finalisation of plans for Library and classroom development at St Ives
- commencement of renovation of Weigall Pavilion

Note: The above information on priority areas for improvement covers the three branches of the School.

June 2009

