

SYDNEY GRAMMAR SCHOOL



2008 Annual Report to the Commonwealth Government

College Street

Each year Sydney Grammar School is required by the Commonwealth Government to provide 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 closely the requirements of Schedule 2.

A. Professional engagement

1.	Staff attendance	The average staff attendance rate was 98.4%
2.	Staff retention	The actual staff retention rate was 92.1%
3.	Teacher qualifications	All 117 teaching staff in 2008 had a relevant recognised tertiary degree. 48 had at least one higher degree and 22 of these had a doctorate. 87 had a recognised teacher training qualification.
4.	Expenditure and teacher participation in professional 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.

B. Key student outcomes

5.	Student attendance	The average student attendance rate was 95.5%
6.	Proportions of Year 7 and 9 students meeting national benchmarks	In 2008 all boys in Year 7 and 9 took part in NAPLAN tests. All boys achieved results above the National Minimum Standard, defined to be Band 5 in Year 7 and Band 6 in Year 9, in the five reported assessment areas of Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.
7.	Changes in benchmark results from the previous year	2008 was the first year boys at the School sat NAPLAN tests. In 2007, 99.5% of boys achieved above the benchmark in the LANNA tests while all boys achieved above the benchmark in Reading, Numeracy and Spelling.
8.	Value added	<p>The School adds value in the following ways.-</p> <ol style="list-style-type: none"> 1. The School has a highly qualified staff and offers a wide range of traditional academic subjects taught to high standards. 2. A wide range of co-curricular activities is provided, including sport, music, debating, drama, cadets and an academic extension programme. There is also an extensive pastoral care system of Houses and Tutorials. 3. Excellent results in public tests and examinations are encouraged and achieved. Most recent evidence for this includes the following: <ul style="list-style-type: none"> • a significant improvement in results for each year group, relative to state-wide performance, between the LANNA testing in Year 7 and and the School Certificate in Year 10. • in English this relative difference between School and State for the 2005/2008 cohort increased from 7% in the LANNA test in 2005 to 10% in the School Certificate English Test in 2008. • in Mathematics this relative difference between School and State for the 2005/2008 cohort increased from 11% in the LANNA test in 2005 to 19% in the School Certificate Mathematics test in 2008. • the spread of marks for this cohort also reduced over this period, suggesting that the whole cohort is performing more strongly, relative to the state, in Year 10 than in Year 7. • these gains were further built on in the Higher School Certificate. In recent years approximately 20% of our boys have won UAIs in the top 1% of candidates in New South Wales, while over 50% have won places in the top 5%. Over 70% of boys win UAIs in the top 10% - the percentage of boys in the top 10% of the state candidature has increased over the last 5 years.

9.	Average standardised assessment results for Year 10 students	<table border="1"> <thead> <tr> <th data-bbox="660 241 1114 309">Median marks in School Certificate Tests in 2008</th> <th data-bbox="1118 241 1401 309">Median</th> </tr> </thead> <tbody> <tr> <td data-bbox="660 309 1114 360">English – Literacy</td> <td data-bbox="1118 309 1401 360">86</td> </tr> <tr> <td data-bbox="660 360 1114 412">Mathematics</td> <td data-bbox="1118 360 1401 412">90</td> </tr> <tr> <td data-bbox="660 412 1114 463">Science</td> <td data-bbox="1118 412 1401 463">87</td> </tr> <tr> <td data-bbox="660 463 1114 515">Australian History</td> <td data-bbox="1118 463 1401 515">80</td> </tr> <tr> <td data-bbox="660 515 1114 566">Australian Geography</td> <td data-bbox="1118 515 1401 566">86</td> </tr> <tr> <td data-bbox="660 566 1114 618">Computing Skills</td> <td data-bbox="1118 566 1401 618">92</td> </tr> </tbody> </table>	Median marks in School Certificate Tests in 2008	Median	English – Literacy	86	Mathematics	90	Science	87	Australian History	80	Australian Geography	86	Computing Skills	92
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10.	Senior Secondary outcomes	Median examination marks in Higher School Certificate Courses for 2008			
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	6.10	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	90.70	84.85	4.66	7.4	92
Music Extension	46.77	43.05	2.68	5.62	47
PDHPE	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	4.00	8.33	89
Chinese Continuers	90.47	84.88	2.73	8.16	91
Chinese Extension	44.90	45.47	0.60	2.4	45.5
Classical Greek Continuer	94.88	92.47	3.20	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	1.30	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

11.	Proportion of Year 9 students retained to Year 12 (or equivalent)	In 2006 there were 192 boys in Year 10. Of these, 8 had left by Year 12 in 2008, giving an actual retention rate of 95.8%. Apart from these withdrawals for individual reasons, all boys remained to complete the Higher School Certificate.
12.	Post-school destinations	Almost all boys seek and gain admission to a tertiary course, mostly in Sydney. The most common destinations are Sydney University and the University of New South Wales. A smaller number go to other universities in Sydney or to interstate or overseas institutions. Some defer university offers to spend a “gap” year doing something else, such as assisting in an overseas school.

C. Satisfaction

13.	Parent, student and teacher 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. 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.
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