

# SYDNEY GRAMMAR SCHOOL



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**ANNUAL REPORT 2020**

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**MESSAGE FROM  
KEY SCHOOL BODIES**

# 1. Message from key School bodies

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## 1.1 Message from the Board of Trustees of Sydney Grammar School

Sydney Grammar School was established by the Sydney Grammar School Act, an act of the NSW Parliament, in 1854. The School is governed by a Board of Trustees. They comprise six Official Trustees with designated senior roles in the NSW Government and the University of Sydney and six elected Trustees. In practice the six elected Trustees and two of the Official Trustees from the University of Sydney are the Trustees who meet regularly. These Trustees act in a voluntary capacity, all have a connection with the School, and they are committed deeply to their association with the School and to the continuation and further development of a secular, broad based liberal education. I meet with the Headmaster on a regular basis.

Social and intellectual enrichment of the boys is a balance of emphasis on academic, sporting, cultural and other extracurricular activities as well as on pastoral care. We employ the highest quality staff who further “our tradition of producing independent, often pioneering young men with the drive and confidence to make the most of opportunities and to make a difference in the world.”

The Trustees have set two key priorities. The first is to increase the diversity of the school population, by increasing the number of boys on fee assisted places. The second is to invest in improved sports facilities, and a proposal for a new sporting precinct at Weigall is under consideration.

Emeritus Professor Richard Henry AM FRSN  
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 and covers all three campuses of the School.

Sydney Grammar School is made up of a secondary campus at College Street in the City of Sydney and two primary (preparatory) campuses, one in Paddington (known as “Edgecliff”) and the other in St Ives. I am responsible to the Trustees of the Sydney Grammar School for running the whole School.

During 2020, there was extensive disruption to schooling in NSW due to COVID-19. The School’s response to this situation across the three campuses is summarised within the body of this report. I would like to record my gratitude for the contribution of all members of the Sydney Grammar School community for the way that the life of the School was sustained during this challenging time.

It is not easy to offer a useful sense of the life of a large and complex institution such as this one in a single official report. If you are interested in finding out more about Sydney Grammar School, the following publications are also available. *SGS*, a journal published twice a year, can be found on the School website [www.sydgram.nsw.edu.au](http://www.sydgram.nsw.edu.au) (This website contains a wealth of other relevant information including *Notes for Parents* and details of our extra-curricular programmes.) *The Sydneian* is the annual journal of record for College Street. *Gateway* has a similar role at Edgecliff, as does *Telopea* at St Ives. Printed copies of these publications are available from the Reception, Sydney Grammar School, College Street, Darlinghurst NSW 2010. I always welcome inquiries about the School from interested people.

Dr RB Malpass  
Headmaster

## 1.3 Character of the School and Admissions

Sydney Grammar School is an independent secular school for boys with an academically focused entry policy and a traditional curriculum. This curriculum is designed to provide a liberal, humane and pre-vocational education as 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 programmes, in areas such as music, sport, drama, art, debating, public speaking, and cadets to name only a few.

An extensive and expanding scholarship programme 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.

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 Year 6 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. 201 boys were admitted in 2020 into Form I, of whom 23 were awarded scholarships and 15 boys were admitted into higher forms with the Secondary School at College Street having a total enrolment of 1,163 boys. Edgecliff admitted 71 boys in 2020 and had a total enrolment of 306. St Ives admitted 82 boys in 2020 and had a total enrolment of 417 (including one pre-school class). Continued attendance at the School is dependent on satisfactory conduct and progress, and on adherence by parents or guardians to the Conditions of Enrolment and Admission, including payment of fees due. Further information about enrolment is available on the School website at <https://www.sydgram.nsw.edu.au/admissions/enrolment> and from the office of the Master of the Lower School at College Street. A full version of the School's Conditions of Enrolment and Admission can be found at Appendix A.

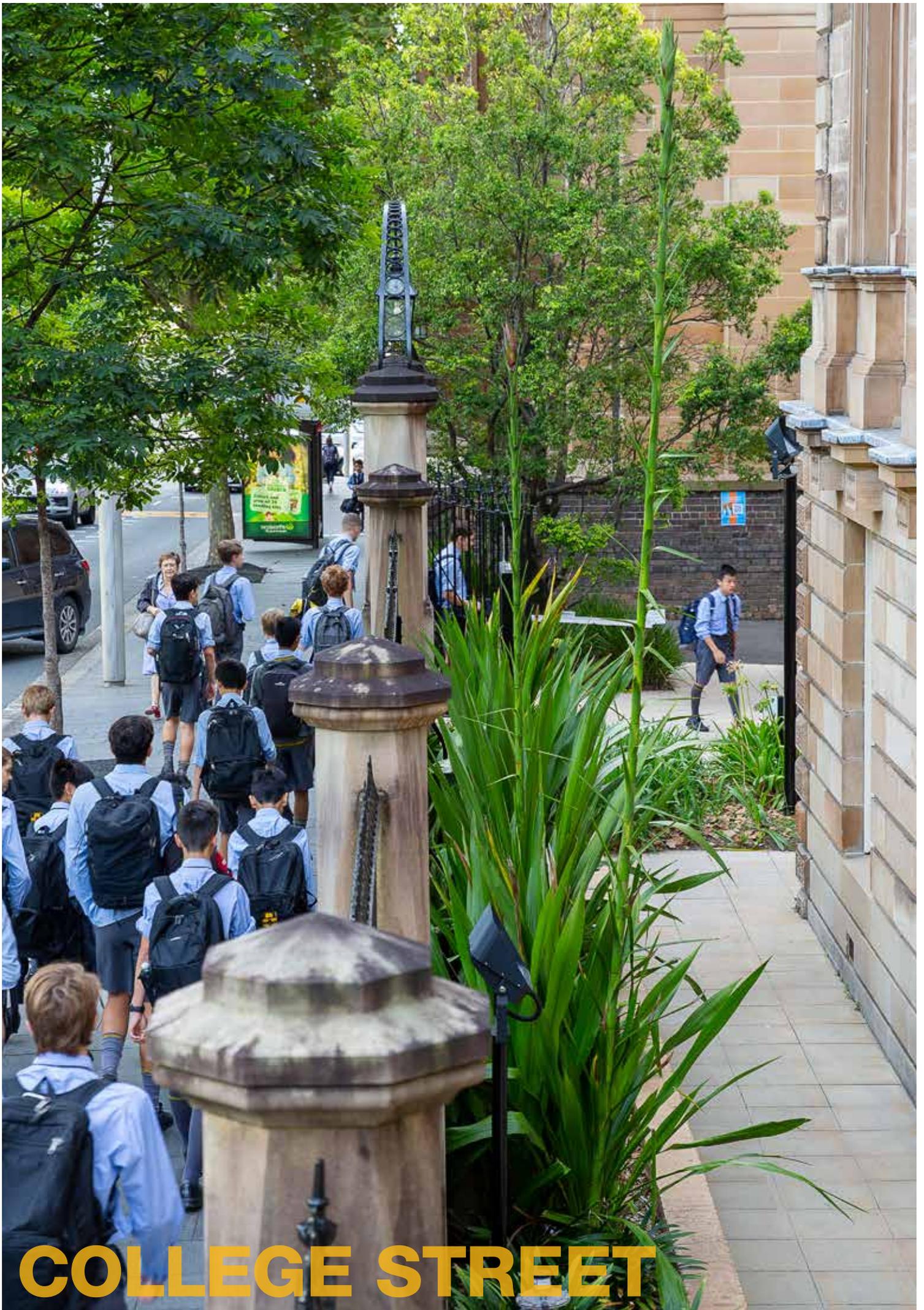
Boys who did not attend one of our Preparatory Schools come to us from many different primary schools – many of them public schools – in Sydney, country areas, interstate and overseas. All pupils must be Australian citizens or hold appropriate visas. Those who attended our own primary schools live for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

Admission to the School above First Form is possible from time to time. The Master of the Lower School considers such 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. We work vigorously to promote respect, responsibility and cooperation throughout our 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, high 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.



**COLLEGE STREET**

## 2. College Street

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### 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 Forms I – VI are set out from year to year in the **Prospectus**, a copy of which may be obtained from the School office or on the School 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 Deputy Headmaster (Academic).

#### College Street and COVID-19

From February 2020, it was evident that the COVID-19 pandemic was likely to affect schooling in Australia. Planning began immediately, and preparations were soon underway. Acceleration of the School's existing technology plans underpinned the School's rapid development of a robust capability to move teaching and learning online during a period of lockdown. Staff training and resources were a priority. Alongside curriculum matters, the School also developed extensive strategies for delivering pastoral, sport and other co-curricular programmes in a remote format.

By Sunday 22 March a lockdown appeared inevitable. Monday 23 March was designated a pupil free day, in order to train staff appropriately and allow planning time for staff on site. The Term I assessment cluster due to begin that week was cancelled.

From Tuesday 24 March until the end of Term I, teaching and learning was delivered in an online environment. Lessons took place via tasks in Schoology and via video conferencing. Boys checked in at the start of each lesson and met online for a Tutorial session each day. Tutors and Housemasters were in contact with families to see how boys were coping with the online environment. School assemblies were delivered online. Changes were made to the timetable of formal assessment tasks scheduled for Form V and Form VI in Term II, and adjustments were made to the types of tasks required.

For Term II, the daily timetable was altered to allow 5 minutes between lessons, so that boys could have more time to log out, stretch, and refresh themselves prior to the next lesson. More co-curricular and sporting activity was added online. Boys' attendance and engagement with online lessons was actively monitored through the School's House and Tutorial system of pastoral care.

#### Phase I Return

Prior to the Half-Yearly Assessments for Forms I-IV, the School began the process of returning boys to on-site learning, starting on Monday 11 May. This involved different forms on different schedules: Form VI returned full-time, and the other forms for a day or several days during the Phase I period. During Phase I, some staff and boys were not able to be on-site, and so technology was used in a hybrid classroom-online model to ensure the continuation of learning.

#### Phase II Return

From Monday 1 June the hybrid model of delivery ceased, and there was a general return to on-site learning. The timetable was altered to allow for staggered recess and lunch arrangements, but a full allotment of time in class was completed by all forms. At the end of Term II, boys in Forms V and VI were able to complete their assessments in the normal manner.

#### Phase III and onwards

From the start of Term III, the staggered timetabled was removed. Assemblies, staff meetings, and other professional activities and training continued to be conducted online until the end of the year.

#### Summary

During 2020, the following periods of online learning applied to the different forms on the College St campus:

Form	Online days in Term I	Online days in Term II
VI	12	9
V	12	15
IV	12	19
III	12	19
II	12	20
I	12	20

## Assessment and reporting

In 2020, all boys in Forms I – IV completed Half-Yearly Assessments in Term II and Annual Examinations in Term IV. Boys in Form V completed a cluster of assessment tasks towards the ends of both Terms I and II, and one set of formal examinations: the Annual Examinations in Term III. Form VI followed the same basic pattern as Form V, with the addition of another assessment block in Term IV 2019, early in their HSC year. Form VI completed their Trial Examinations in Term III 2020.

Building on the internal assessment programme outlined above, Progress Reports were issued in Term II and an Annual Report in Term IV (Term III for Forms V and VI). Throughout the year, tutors continued to be in direct contact with parents.

Each set of reports consisted of written comments from masters in individual subjects, results from the most recent set of assessments or examinations, a Tutor's Letter, and a comment from a boy's Housemaster. The Progress Reports in Term II commented on the year's work-to-date and provided guidance for the second half of the year. The Annual Reports in Term IV (Term III for Form V and VI) provided a summative view of a boy's work across the year, with a view to future development in subsequent years (or, in the case of Form VI, the final HSC examinations). In addition, at the end of Term IV, a set of brief "update" reports was issued to the parents of the new HSC cohort (Form V in Term IV) after their initial weeks of work in their new HSC courses.

All reports were delivered to parents in a digital format via the School's new Parent Portal. Past reports remain available to parents via the Parent Portal during a boy's remaining time at the School.

## 2.2 Performance in National and State Tests and Examinations Tests and Examinations

### Record of School Achievement

No boy at the School required the award of the Record of School Achievement in 2020.

### Higher School Certificate results in 2020

In 2020, 184 boys sat for the NSW Higher School Certificate in 37 courses. All boys achieved marks of 50 or more (Band 2 or higher) in non-extension courses, with 93.1% of these results placed in Bands 5 and 6 (80–100 marks). In extension courses, 96.5% of boys achieved marks in the highest two performance bands (35–50 marks). In general, pupil achievement was significantly above average state levels.

Results in the Higher School Certificate led to 63 boys being listed in the NSW Education Standards Authority's (NESA) All Rounders list for achieving 90 or above in ten or more units. 164 out of 184 boys appeared 669 times on NESA's Honour Roll for achieving above 90 in a course.

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

## 2. College Street continued

Note: In the tables and graphs below, percentages for some components may not add up to 100 due to rounding.

Table 1: Higher School Certificate results in non-extension courses for 2020

Subject	No. of Pupils	Performance band achievement by number and %			
		Bands 3 – 4		Bands 5 – 6	
		Number	%	Number	%
Ancient History	12	1	8.3%	11	91.7%
Biology	53	7	13.2%	46	86.8%
Chemistry	108	4	3.7%	104	96.3%
Chinese Continuers	3	0	0%	3	100%
Classical Greek Continuers	5	1	20%	4	80%
Design and Technology	5	0	0%	5	100%
Drama	6	0	0%	6	100%
Earth and Environmental Science	6	0	0%	6	100%
Economics	74	12	16.2%	61	82.4%
English Advanced	178	8	4.5%	170	95.5%
English Standard	6	0	0%	6	100%
French Continuers	21	0	0%	21	100%
Geography	53	0	0%	53	100%
German Continuers	5	0	0%	5	100%
Italian Continuers	5	0	0%	5	100%
Japanese Beginners	5	2	40%	3	60%
Latin Continuers	22	0	0%	22	100%
Mathematics Advanced	92	12	13%	80	87%
Mathematics Standard 2	9	2	22.2%	7	77.8%
Modern History	45	3	6.7%	42	93.3%
Music 1	2	0	0%	2	100%
Music 2	13	0	0%	13	100%
Personal Development, Health and Physical Education	18	2	11.1%	16	88.9%
Physics	76	3	3.9%	73	96.1%
Studies of Religion I	2	0	0%	2	100%
Visual Arts	20	0	0%	20	100%

The distribution of marks for the top two performance bands for each Higher School Certificate extension course is shown in Table 2.

Table 2: Higher School Certificate results in extension courses for 2020

Subject	No. of Pupils	Performance band achievement by number and %			
		Band E3		Band E4	
		Number	%	Number	%
Classical Greek Extension	3	0	0%	3	100%
English Extension 1	26	3	11.5%	23	88.5%
English Extension 2	14	8	57.1%	6	42.9%
French Extension	11	6	54.5%	5	45.5%
German Extension	3	0	0%	3	100%
History Extension	19	8	42.1%	11	57.9%
Italian Extension	3	0	0%	3	100%
Latin Extension	17	1	5.9%	16	94.1%
Mathematics Extension 1	127	27	21.3%	91	71.7%
Mathematics Extension 2	78	28	35.9%	48	61.5%
Music Extension	9	0	0%	9	100%

## 2. College Street continued

The distribution of marks in all HSC courses compared very favourably with State statistics. School course means were significantly above State means.

**Table 3: Comparison of School and State Higher School Certificate results**

Course	School Mean	School SD	State Mean	State SD
Ancient History 2 unit	89.62	7.05	72.10	14.10
Biology 2 unit	87.14	5.89	72.39	11.72
Chemistry 2 unit	89.94	5.75	75.52	12.19
Chinese Continuers 2 unit	95.53	1.09	84.28	12.68
Classical Greek Continuers 2 unit	87.76	10.24	87.06	9.22
Classical Greek Extension 1 unit	47.73	1.65	46.43	2.71
Design and Technology 2 unit	92.88	2.07	78.54	9.67
Drama 2 unit	93.87	4.71	79.62	9.90
Earth and Environmental Science 2 unit	85.77	4.96	71.75	12.63
Economics 2 unit	85.65	8.12	77.02	12.47
English Advanced 2 unit	87.47	4.69	81.33	7.50
English Extension 1 1 unit	46.04	2.05	41.66	5.49
English Extension 2 1 unit	42.94	4.37	39.43	6.52
English Standard 2 unit	86.67	5.79	69.93	8.52
French Continuers 2 unit	94.50	3.30	81.92	11.02
French Extension 1 unit	43.69	2.67	39.65	5.46
Geography 2 unit	91.55	3.92	74.45	13.98
German Continuers 2 unit	92.76	3.54	81.32	10.53
German Extension 1 unit	47.17	1.55	43.54	3.66
History Extension 1 unit	44.54	2.68	38.36	6.44
Italian Continuers 2 unit	92.04	1.75	80.40	11.65
Italian Extension 1 unit	46.43	1.05	43.04	5.63
Japanese Beginners 2 unit	78.52	14.27	71.92	16.41
Latin Continuers 2 unit	90.47	5.00	87.64	7.52
Latin Extension 1 unit	47.49	1.65	46.72	2.77
Mathematics Advanced 2 unit	87.48	7.48	79.20	12.12
Mathematics Extension 1 2 unit	89.15	11.10	78.49	17.09
Mathematics Extension 2 2 unit	89.47	7.48	81.46	14.21
Mathematics Standard 2 2 unit	84.51	6.18	68.40	14.61
Modern History 2 unit	89.87	5.31	72.53	15.38
Music Extension 1 unit	48.90	1.51	45.10	5.62
Music 1 2 unit	87.70	0.50	81.56	9.87
Music 2 2 unit	94.14	3.87	87.03	6.06
Personal Development, Health and Physical Education	86.68	6.10	72.46	13.18
Physics 2 unit	89.98	4.77	73.99	13.99
Studies of Religion I 1 unit	45.65	1.65	37.69	5.34
Visual Arts 2 unit	91.94	3.17	81.02	9.33

In recent years, the Higher School Certificate results place well over 25% of the School cohort in the top 1% of the State candidature based on ATAR. Well over 60% of boys are placed in the top 5%. The percentage of boys in the top 10% of the State candidature has remained consistently well above 80% in recent years. The figures for 2020 continue these recent outstanding results: over 25% in the top 1% state-wide; nearly 68% of boys in the top 5% state-wide; and over 80% of boys in the top 10% state-wide.

The School is not formally notified of boys' individual rankings. The figures presented here are based on information given to us informally by the candidates themselves, carefully checked against scaling statistics provided each year by the Universities Admissions Centre and the NSW Education Standards Authority.

**Table 4: Trends in ATAR outcomes from 2011 to 2020**

	Max ATAR	99 & above	98 & above	95 & above	90 & above	80 & above	Total
2020	6	48 (26.1%)	79 (42.9%)	125 (67.9%)	154 (83.7%)	177 (96.2%)	184
2019	5	50 (27.2%)	89 (48.4%)	137 (74.5%)	169 (91.8%)	184 (100%)	184
2018	4	58 (30.1%)	85 (44%)	130 (67.4%)	158 (81.9%)	184 (95.3%)	193
2017	2	46 (25.3%)	71 (39%)	113 (62.1%)	150 (82.4%)	175 (96.2%)	182
2016	6	44 (23.9%)	65 (35.3%)	110 (59.8%)	150 (81.5%)	176 (95.7%)	184
2015	3	35 (18.4%)	57 (30.0%)	106 (55.8%)	143 (75.3%)	183 (96.3%)	190
2014	7	38 (20.2%)	60 (31.9%)	102 (54.3%)	144 (76.6%)	170 (90.4%)	188
2013	7	43 (23.5%)	63 (34.4%)	100 (54.6%)	132 (72.1%)	164 (89.6%)	183
2012	3	41 (22.7%)	65 (35.9%)	101 (55.8%)	142 (78.5%)	170 (93.9%)	181
2011	5	41 (21.4%)	56 (29.2%)	107 (55.7%)	145 (75.5%)	177 (92.2%)	192

#### **Cancellation of the National Assessment Program – Literacy and Numeracy, 2020**

Due to COVID-19, the National Assessment Program – Literacy and Numeracy was cancelled for 2020.

## 2. College Street continued

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### 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 boys and recognises that even academically gifted boys may have special needs in learning 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 but we also build School spirit through the recognition of the boys' diverse achievements.

A fundamental value we seek to promote in our School community is mutual acceptance and regard among all our boys 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 Work 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 Applied Arts. 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 WJ Kavanagh; a range of relevant policies are made available to parents via the School's Parent Portal.)

In 2020, the School at College Street and St Ives had a Health Centre with up-to-date facilities and registered nurses to assist with day to day issues of health. Edgecliff Preparatory School have a sick bay area to care for unwell and injured boys, and a School Nurse was appointed at Edgecliff in latter part of 2020. 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 WJ Kavanagh.)

#### **Welfare and Discipline**

Pastoral care and discipline are provided by Housemasters and Tutors, under the direction of the Deputy Headmaster, assisted by the two Assistant Headmasters (Senior Housemaster). Boys in Form I are under the particular care of the Master of the Lower School and the Form I Housemaster. Housemasters lead other masters acting as Tutors who provide pastoral care to boys in tutorial groups.

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. Tutors also act as the principal contact between the School and parents for most matters.

The School does not permit or approve of 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.

In 2020, there were three School Counsellors, all psychologists, to whom boys may go on their own initiative or by way of referral from a Tutor or Housemaster. One 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. Current parents may consult 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 various groups of boys who advise the Headmaster on matters relating to the School. 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 the Sportsmaster’s direction, also encourage both self-respect and fairness and respect in conduct towards others.

## Grievance and Complaint Procedures

The School’s Complaint Handling Policy is available on the School’s website.

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

The School’s Child Protection policies, including a Staff Code of Conduct, were under review in 2020 in light of further changes in legislation. The School’s Child Protection policies set out various categories of child abuse, explains what is referred to as Reportable Conduct in various provisions 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 School’s Child Protection policies require masters and other staff to report allegations or suspicions of Reportable Conduct to the School. The School’s Child Protection policies set out requirements for notification of allegations of Reportable Conduct to the

Office of the Children’s Guardian, and Mandatory Reporting to the Department of Communities and Justice where a child is at risk of significant harm and to the NSW Police where a child abuse offence is suspected to have occurred.

The School has a detailed Staff Code of Conduct 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 Code of Conduct and the School’s Child Protection policies may be made to the Senior Master, Mr WJ 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 policies on Bullying, on Drugs, Tobacco and Alcohol and on Sexual Conduct. These are all attached as appendices to the *Notes for Parents* (available for current parents via the Parent Portal) These policies are aimed at protecting boys from abusive or inappropriate conduct by other boys and adults which might affect them physically or emotionally.

A full version of the School’s policy on Bullying can be found at Appendix B.

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 Office of the Children’s Guardian, and, if required by the situation, to the Department of Communities and Justice and the NSW Police, and either investigate the matter itself (through the Senior Master, Mr WJ Kavanagh) or otherwise act in accordance with the directives of the appropriate outside body. A key function of the Office of the Children’s Guardian is to see that the investigation is properly conducted and recorded.

The Office of the Children’s Guardian also has responsibility for mandatory checks on people schools wish to appoint. This process excludes those with certain types of criminal convictions or other relevant serious disciplinary histories and prevents anyone whose history indicates that he or she represents an unacceptable risk to school children from being appointed to the School. All schools are required to notify the Office of the Children’s Guardian if a staff member, volunteer or contractor is subject to an adverse finding in relation to an allegation of misconduct that is the subject of a Mandatory Reporting and/or a Reportable Conduct notification.

## 2. College Street continued

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### 2.4 Attendance Checking and Management of Non-attendance

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. Any extended or recurring problems of non-attendance are taken very seriously and discussed with parents. Boys with ongoing illnesses are supported, for example by providing work to be done at home and arranging marking. In the event of truancy, disciplinary action and pastoral care are pursued as appropriate. In the case of ongoing truancy or parents' failure to ensure their son's regular attendance, contact would be made with Department of Communities and Justice and the Student Welfare Directorate of the New South Wales Department of Education as appropriate. (It should be noted that the School experiences very limited problems with truancy.) More information appears in the Diary. Inquiries as to details of procedures may be made to the Deputy Headmaster (or Master of the Lower School in the case of First Form).

The average student attendance rate in 2020 was 95.99% overall. The following were the rates of attendance for each year level:

Form I (Year 7)	97.10
Form II (Year 8)	95.41
Form III (Year 9)	95.72
Form IV (Year 10)	95.72
Form V (Year 11)	95.97
Form VI (Year 12)	96.96

### 2.5 Retention Rate of Boys

The vast majority of boys who attend College Street remain throughout their secondary schooling and complete the Higher School Certificate here. In 2018, there were 189 boys in Form IV (Year 10). Of these, six had left by Form VI (Year 12) in 2020, giving an actual retention rate of 96.83%.

### 2.6 Year 12 Outcomes and 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. Outcomes for the 2020 Higher School Certificate

are given in this Report. The School does not offer any vocational courses.

### 2.7 Changes to Policies in 2020

The below information on changes to policies applies to all three branches of the School unless otherwise specified.

The major focuses of policy initiative in 2020 arose in response to the COVID-19 pandemic and significant changes to Child Protection legislation. Developments included the following:

1. In March 2020, the School established a Working from Home Framework, Working from Home Policy and Working from Home Checklist for staff as the transition to online learning took place.
2. In the subsequent months, a range of protocols were established and adjusted as required in response to NSW Government guidance and directives about the safe operation of schools in the context of COVID-19. These included:
  - COVID-19 Guidelines for Parents and Staff
  - COVID-19 Protocols for Visitors
  - Lock-in Procedure for a Positive COVID case
3. Work was underway during 2020 to revise the School's Child Protection policies in response to significant changes in legislation, including the formation of two new policies:
  - Duty to Protect Pupils from Child Abuse or Harm
  - Mandatory Reporting of Child Abuse Offences to Police

In addition, work continued at the School to move legacy PDF policy and procedure documents into a dynamic online form via the CompliSpace platform.

### 2.8 Teacher Qualifications, Teacher Accreditation and Workforce Composition

All figures are as at the non-government schools census reference date in August.

#### i) Qualifications

In August 2020 at College St, the number of teaching staff delivering NESA curriculum was 133. Of these staff, 120 had a recognised teacher training qualification. All teaching staff had a relevant recognised tertiary degree, and among these staff, 51 had at least one higher degree and 23 had a doctorate.

#### ii) Teacher Accreditation

In August 2020 at College St, teaching staff delivering NESA

curriculum held the following levels of accreditation.

#### College St 2020

Level of accreditation	Number of teachers
Conditional	4
Provisional	5
Proficient Teacher	124
Highly Accomplished (voluntary)	0
Lead Teacher (voluntary)	0
Total	133

#### iii) Workforce composition

##### College St, St Ives and Edgecliff 2020

Teaching staff	272
Full-time equivalent teaching staff	205.3
Non-teaching staff	97
Full-time equivalent non-teaching staff	86.9

In 2020, no staff members elected to be included in a count of staff identifying as being of Aboriginal and/or Torres Strait Islander origin.

## 2.9 Professional Development and Learning

Professional learning takes many forms at this School, and it is an organic part of its operation. It is referred to as “Continuing Education” in order to underline the fact that staff are expected to continue their own education while working at the School. 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.

In 2020, the School undertook three full Professional Development Days at the start of Terms I, II and III. In Term I, all Sydney Grammar staff attended a day that involved an introduction to CompliSpace, Child Protection Training, a presentation on Privacy, Confidentiality and Data Security and a presentation called “The Accidental Counsellor”, which focused on how to assist and provide support for others in distress. Due to the COVID-19 pandemic, the Professional Development Day at the start of Term II involved staff in departments working online together to create resources and plan for online learning in the coming term. At the start of Term III, teachers from all three campuses participated in an online Professional

Development day focused on “Collaboration”. The morning session including presentations from senior staff on the meaning of collaboration, collegial communities, co-teaching and brain-based coaching. Staff then selected to view three of twelve seminars on topics that ranged from Socratic circles to collaborating using ICT. In the afternoon, all teachers participated in an online virtual challenge that required them to collaborate to solve clues and progress through the game.

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, and the School runs a comprehensive program of seminars throughout the year using in-house expertise as well as inviting in relevant external experts where appropriate. In 2020 a broad program was offered that addressed issues in the pastoral, academic, technical, co-curricular and operational sides of School life. Whether these courses are NESA accredited or Elective PD, this provides essential support for all academic staff to maintain their accreditation with NESA within the scope of their work at the School.

Individual staff study is also encouraged, with grants offered for both academic and non-academic staff to pursue tertiary courses. A number of staff, including support staff, are pursuing further education in the areas of their work at Grammar.

The average expenditure per teacher in 2020 on professional learning at College Street was \$691.66.

## 2.10 Grounds and Buildings

The School shares a city block opposite Hyde Park South 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 on the Parramatta River at Gladesville, and makes use of various community facilities including the swimming pool at Cook and Phillip Park, located close to the School, north of William Street.

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.



**THE PREPARATORY  
SCHOOLS: ST IVES  
AND EDGECLIFF**

# 3. The Preparatory Schools: St Ives and Edgecliff

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## 3.1 Curriculum

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

Entry into the Infants section (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 section 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. Throughout 2020, the Headmaster of St Ives was Mr Ian Stephens and Headmaster of Edgecliff was Mr Simon Bailey.

### Edgecliff and COVID-19

The Edgecliff campus closed on 23 March 2020, and the online platform (with learning activities) went live for the boys on 24 March. During Term I, all boys pursued online learning from 24 March to 8 April, and then for two weeks more in Term II (28 April to 8 May), across a period of 21 school days. In weeks 3 and 4 of Term II there was a phased and staggered return to face-to-face teaching, beginning on 11 May and ending on May 22. During this phased re-entry, Kindergarten attended five days a week, and Years 1 – 6 attended for three days over the fortnight. The full School was back on campus from Monday 25 May.

In line with College Street and St Ives, Edgecliff embarked on online learning at the end of Term I. Class Teachers and Specialist Teachers adapted their programmes to allow boys to continue learning in all areas of the curriculum. To facilitate communication between School and home, we adopted Seesaw as our primary online learning platform.

These changes involved considerable effort for both staff and boys in becoming fluent with the online experience. Staff put in many additional working hours in learning how to use online functions, in collaborating with colleagues to share ideas, and in developing appropriate lessons and learning opportunities that would transfer to a home

environment. A whole-School timetable was designed to run on a weekly basis, but with the recognition that this timetable needed to be a constantly evolving document that could be flexible and reactive to the needs of the boys, parents and staff. Class Teachers provided daily schedules for their classes and there were regular 'check-ins' each day. This ensured the maintenance of the relationships between boys and staff and allowed opportunities for boys to connect with their classmates.

Lessons were designed to provide variety and fun activities for the boys, while also being engaging and challenging, and following NESA curriculum outcomes in all syllabuses. During this period of online learning, various contingency plans were developed, and there was lots of forward thinking about how and when School might return to more normal patterns.

When boys and staff returned to School, priority was given to reinforcing routines and making the boys feel safe and happy at Edgecliff. Opportunities for questions and general discussion around the period of online learning were facilitated by all staff. It was clear that the boys had very different experiences of the time spent at home, and as a result the volume of learning varied from boy to boy and from grade to grade. Class Teachers conducted a wide range of informal assessments to ascertain current ability levels and areas that required consolidation. As a result, teaching and learning programs during the remainder of 2020 were altered to suit the different needs of boys, subjects and grades.

COVID-19 and online learning had particular impact on Kindergarten, Year Three and Year Five, since these are the main intake years at Edgecliff. For all the Kindergarten boys, the 24 new Year 3 boys and the 24 new Year 5 boys, Term I 2020 was their first experience of attending Edgecliff. Staff were particularly conscious of providing additional input for these boys where necessary, not only to assist with their learning, but also with their overall wellbeing and integration into the School community.

### St Ives and COVID-19

The St Ives campus closed on 23 March 2020, and the online platform (with learning activities) went live for the boys on 24 March. During Term I, all boys pursued online learning from 24 March to 8 April, and then for two weeks more in Term II (28 April to 8 May), across a period of 21 school days. In weeks 3 and 4 of Term II there was a phased and staggered return to face-to-face teaching, beginning on 11 May and ending on May 22. During this phased re-entry, the Preschool class attended for five days over the fortnight, Kindergarten attended four days a week,

# 3. The Preparatory Schools: St Ives and Edgecliff

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and Years 1 – 6 attended for five days over the fortnight. The full School was back on campus from Monday 25 May.

During the School's time in online learning and during our subsequent phased return to full-time school with continued COVID-related restrictions, we set curriculum priority areas. Literacy was a key area that we maintained throughout, and as a result we covered all usual curriculum outcomes during 2020. Numeracy was also a key area but we did lose some important face to face teaching time. Not all content areas were covered by the end of 2020, but these areas were incorporated into the early weeks of 2021 to make up for this. History and Geography units sometimes had to change depending on the particular activities normally carried out, but despite this most of our content outcomes were met. PDHPE was the biggest area of change where the School focused its time in this subject on physical education, given the significant restrictions to the normal range of sporting activities that are part of weekly life at St Ives.

Throughout this time, a key priority for staff was building positivity so that we could keep the boys engaged, happy and connected to their community. We did this in a range of ways that included: daily contact, Zoom calls, phone calls to parents, funny videos, puzzles, and personalised projects where the boys pursued a passion of theirs. On return to face-to-face School life, all staff provided activities that allowed the boys to talk about their experiences, the high points of staying at home and any worries they had considered. All staff were focused on rebuilding classroom culture and the social connections between the boys. Our Pastoral Care programmes were guided by the boys themselves and revolved around their sense of well-being in a suddenly uncertain world. We also discovered new insights. Some boys thrived in online learning and brought this new engagement back into our classrooms to great effect both pastorally and academically. Others struggled with the lack of contact during our time away or were tentative in re-emerging into School life with 440 boisterous boys around them again. All boys were monitored and supported by staff.

## 3.2 Cancellation of the National Assessment Program – Literacy and Numeracy, 2020

Due to COVID-19, the National Assessment Program – Literacy and Numeracy was cancelled for 2020.

## 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 had to be made to an external authority, such as the Office of the Children's Guardian or the Department of Communities and Justice, the relevant Preparatory School Headmaster contacts the College Street Senior Master who is responsible for reports. In the case of reports to Department of Communities and Justice, 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 boys, 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 Class Teacher or Form Master who is the main teacher for the class. The Class Teacher or 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.

Further details of other specific arrangements in this area are available from the relevant Preparatory School Headmaster. 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 Class Teacher or Form Master will refer the matter to the appropriate senior member of staff, such as the Headmaster, the Senior Master or Deputy Headmaster. 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 Class Teacher or Form Master. If dissatisfied with the response of the Class Teacher, 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 Class Teacher or 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, may be contacted at College Street. These arrangements reflect long-standing practice at the School and were not changed in 2020.

### 3.4 Attendance checking and Management of Non-attendance

In 2020 at each Preparatory School at the start of each school day, the roll was 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. Any extended or recurring problems of non-attendance are taken very seriously and discussed with parents. The School will support boys who have long

absences as appropriate, for example by arranging for work to be done at home and to be marked. At the end of each school term, all rolls are reviewed by the relevant senior master. In the event of ongoing truancy or failure by parents to ensure the regular attendance of their son, contact would be made with Department of Communities and Justice and the Student Welfare Directorate of the New South Wales Department of Education as appropriate. However, truancy has not been a problem in the Preparatory Schools. Further details may be obtained from the Preparatory School Headmasters.

At St Ives, the overall attendance rate of boys was 97.16%.

The attendance rate for each year level at St Ives was as follows:

Kindergarten	97.81%
Year 1	97.34%
Year 2	97.50%
Year 3	97.20%
Year 4	97.39%
Year 5	97.06%
Year 6	96.61%

At Edgecliff, the overall attendance rate of boys was 96.63%.

The attendance rate for each year level at Edgecliff was as follows:

Kindergarten	96.90%
Year 1	97.74%
Year 2	95.18%
Year 3	97.34%
Year 4	97.65%
Year 5	96.06%
Year 6	96.51%

### 3.5 Teacher Qualifications and Teacher Accreditation

#### i) Qualifications

In August 2020 at Edgecliff, the number of teaching staff delivering NESA curriculum was 30. All except two members of the teaching staff had recognised teacher training qualifications. Among these, eleven of the teaching staff had a higher degrees.

### 3. The Preparatory Schools: St Ives and Edgecliff

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In August 2020 at St Ives, the number of teaching staff delivering NESA curriculum was 34. All members of the teaching staff had recognised teacher training qualifications. Among these, eleven of the teaching staff had a higher degrees, and one had a doctorate.

#### ii) Teacher Accreditation

##### Edgecliff and St Ives 2020

In August 2020 at Edgecliff and St Ives, teaching staff delivering NESA curriculum held the following levels of accreditation.

Level of accreditation	Number of teachers
Conditional	0
Provisional	4
Proficient Teacher	60
Highly Accomplished (voluntary)	0
Lead Teacher (voluntary)	0
Total	64

#### 3.6 Professional Development and Learning

Professional Development is a significant part of the work of all teaching staff at the School. In 2020, the teaching staff of both Preparatory Schools took part in regular staff meetings on their respective campuses to pursue collaborative professional learning, and the staff of both Preparatory Schools joined College Street staff in a whole-school Professional Development Day at the start of Term III. Staff also engaged in a broad range of learning experiences on an individual basis, in line with their accreditation requirements and the needs of specific subject areas.

Professional learning pursued collaboratively at the Preparatory Schools included the following:

1. At Edgecliff, staff worked in Stage groups to build a K-6 scope and sequence which would effectively embed the NSW PDH syllabus into the School's current PDHPE program. The House and Tutor Group system was further developed to support the teaching and learning in this curricular area.
2. At Edgecliff, staff engaged in professional learning to support general IT knowledge and skills whilst using their individual Surface Pro devices. Areas of development were lesson planning to integrate use of CleverTouch boards through individual devices, the use of Accelerus for reporting purposes, and the recording of School programmes and documents.
3. At Edgecliff, it was a priority to create a Safe School environment. This was done through refining and integrating CP policy, procedures and practice across the School, and building Staff awareness and knowledge of systems and requirements.
4. At Edgecliff, School values of Respect, Curiosity, Honesty and Resilience were reinforced to build a common language within the School community. This was done through Assemblies, morning lines, classroom discussions, newsletter articles, awards and acknowledgements, and daily interactions.
5. At St Ives, the year began with a full staff in-service with Kath Murdoch on developing Inquiry models within learning. Staff reignited their thinking around the power of inquiry learning.
6. At St Ives, in preparation for the period of remote learning, professional development focused around two interwoven areas: the technology required to enable effective online learning and the pastoral care of boys in the context of a global pandemic. The staff completed intensive practical in-service sessions on: Sharepoint, Zoom, Seesaw, and the use of prerecorded video and delivery via Microsoft Stream. Much of the learning was focused on how to best utilise videos of staff to deliver teaching programmes and connect with the boys to build and maintain community. Humour played a particular important role in fostering positive interactions in an online environment. Staff utilised research from Europe, the UK and the US on practices to help build strong online communities as well as ways to use technology to connect with each boy to foster their well-being and ensure they were feeling supported.

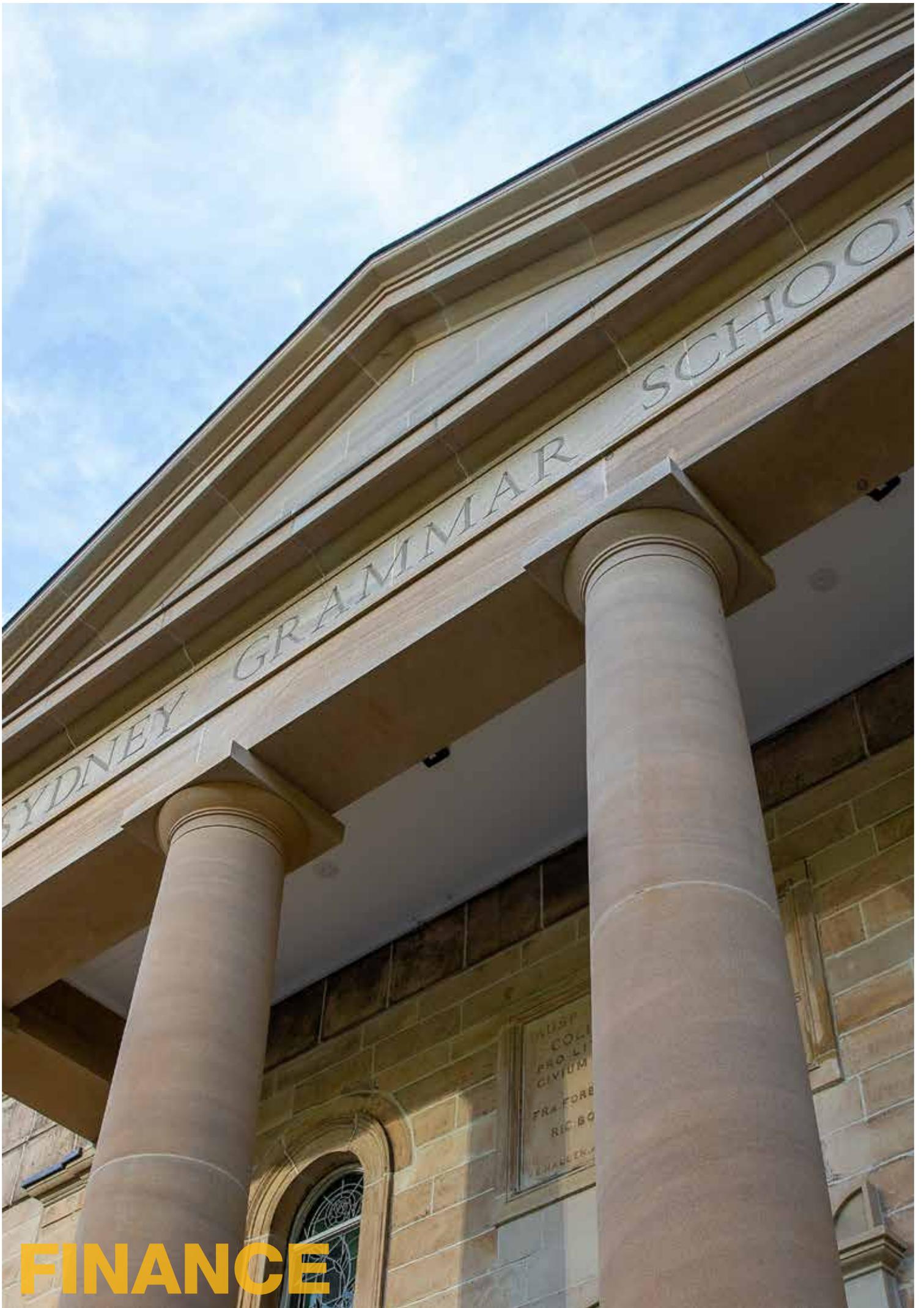
7. At St Ives, other areas of professional learning included: Debating Adjudication and Coaching, Yoga in the Classroom, Introducing Decodeables into Early Development of Reading, Cognitive Behaviour Therapy, English Writing conferences, Assessment for Visible Learning, Kodaly workshops for Music, First Nations Perspectives, and First Aid and CPR training for all staff.

The average expenditure per teacher in 2020 on professional learning at St Ives was \$1896.56.

The average expenditure per teacher in 2020 on professional learning at Edgecliff was \$989.40.

### 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 this report and the general information on building and premises apply also to the Preparatory Schools.



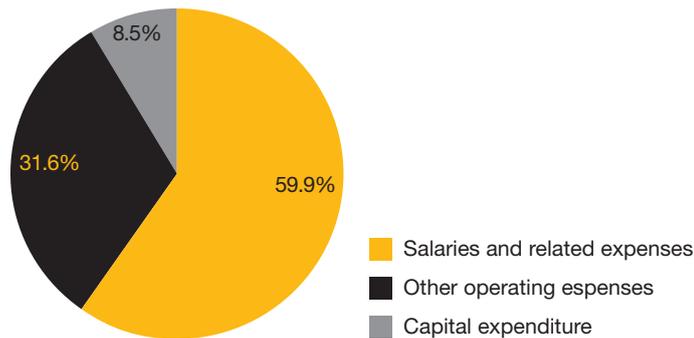
**FINANCE**

# 4. Finance

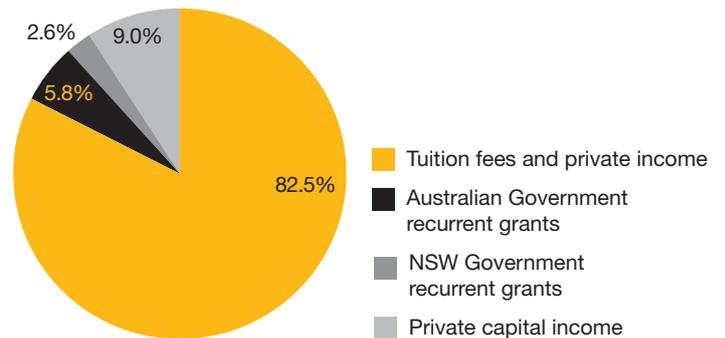
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Analysis of the School's income and expenditure is shown on the following charts:

Total Expenditure 2020



Total Income 2020



### Expenditure included:

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

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.

### 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;
- Donations from parents' organisations; and
- Commonwealth capital grants.



**PRIORITIES FOR  
IMPROVEMENT AND  
ACHIEVEMENTS  
FOR 2020**

# 5. Priorities for Improvement and Achievements for 2020

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## Priority: Access

### Achievements:

- Increase in the number of boys on fee-assisted places.
- Ongoing development of extensive scholarship programme.

## Priority: Child Welfare and Child Protection

### Achievements:

- Ongoing revision of and training in the School's Child Protection policies in light of legislative changes in 2019 that came into force in 2020.

## Priority: Enhanced Safety

### Achievements:

- Development and implementation of COVID-safe protocols across all campuses throughout 2020, including sanitization, temperature monitoring, enhanced management of foot traffic through spaces and buildings, and QR code check-ins, in accordance with NSW Government advice.
- Annual external audit of health and safety.

## Priority: Facilities

### Achievements:

- Completion of the roll-out of individual Surface Pros for all staff across all three campuses, including the reworking of all existing classroom IT facilities to accommodate changed requirements.
- Refurbishment of the main staff area at College St as part one of a two-stage process to provide a modern and comfortable work environment for staff.
- Creation of a separate staff area for the Geography Department at College St to complement the refurbishment of the main staff area at College St.
- Weigall: continued work on the design and development approval process for the planned Sports Complex.

## Priority: Improved Pastoral Care

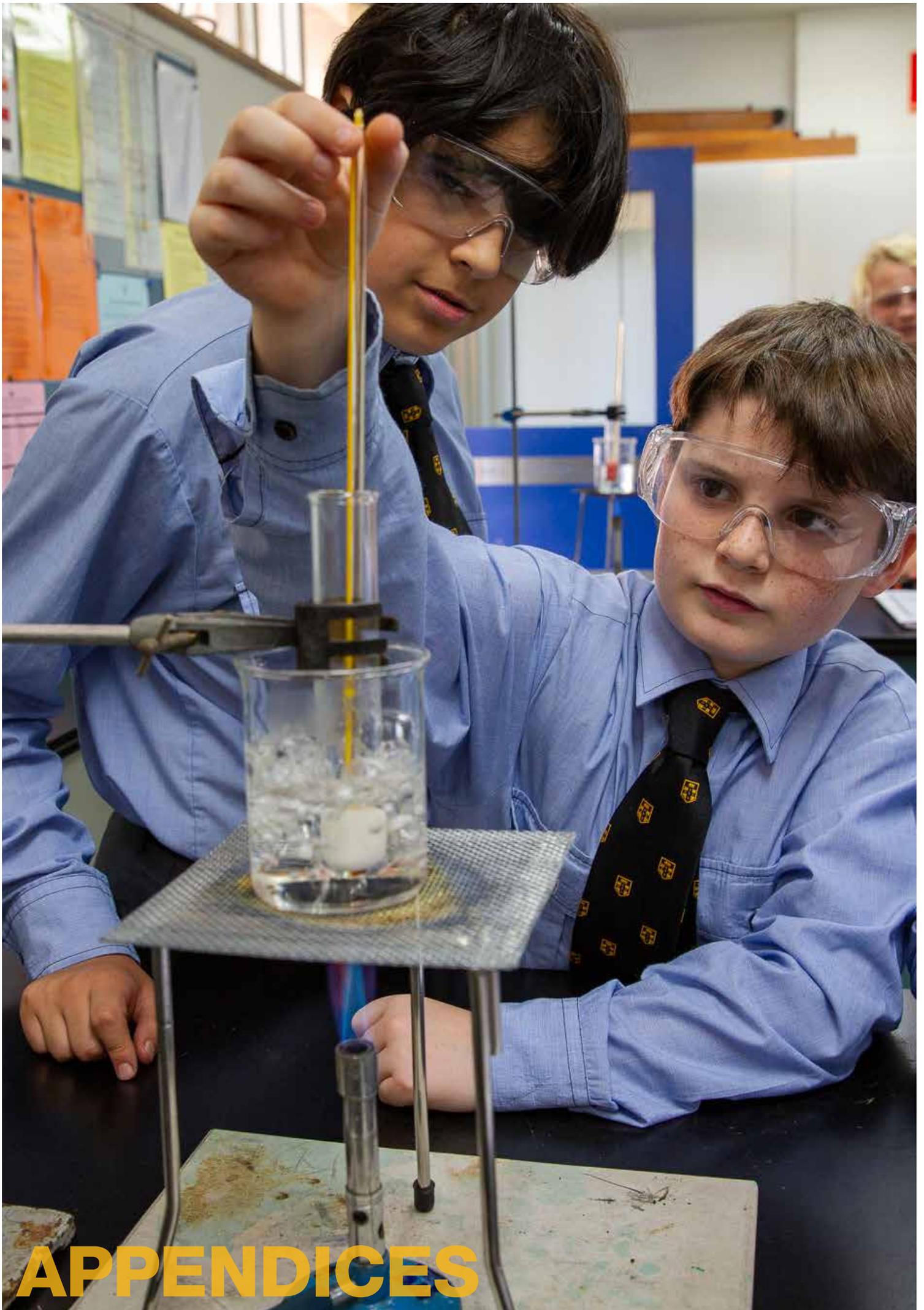
### Achievements:

- High standards of pastoral care delivered in the context of the global pandemic and the sudden period of online learning prompted by COVID-19.
- High levels of online attendance and engagement during the period of online learning, and high levels of attendance at School throughout the year, in the context of COVID-19

## Priority: Professional Development

### Achievements:

- Rapid and effective training in the delivery of online learning, including via training videos and courses, and collaboration among staff on all campuses and departments.
- A combined professional development day for all three campuses of the School.
- Additional campus-specific professional development days for collaborative work on School and departmental goals.
- Continued support for individual teacher professional development.
- Further revision of teacher professional reflection and development through the Professional Review and Development process, in the context of a highly disrupted year.



# APPENDICES

# 6. Appendices

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## Appendix A

### Conditions of Enrolment and Admission

#### A School Attendance, Leave and Uniform

1. The School has a strict attendance policy. All boys must attend school on all school days in term and must attend sport or other compulsory activities on all Saturdays or other days or times on which they are required to play or to watch sport or to take part in any other compulsory event unless granted leave in writing in advance by the responsible person or prevented from attending by misadventure or illness.
2. Attendance must be in the prescribed School or sports uniform as required unless explicit permission has been granted to wear non-uniform clothes.
3. Any misadventure or illness which prevents attendance must be notified to the School as soon as possible and further explanation provided as required in accordance with the requirements of each branch of the School.
4. Requests for leave in advance will be considered under the terms of the School's Policy on Leave and Related Matters as issued or amended by the Headmaster from time to time.
5. Leave is considered under the following categories only (in summary form): health-related reasons; bereavement; serious compassionate reason as judged by the School; the funeral of a close relative or friend; special religious observance, as approved for leave by the School; participation in an approved School-based competition or activity or a competition or activity closely connected to the same, as judged by the School; and exceptional and compelling circumstances as judged by the School.
6. Requests for leave to be granted must be sent in writing to the address and person nominated by the relevant branch of the School from time to time.
7. Failure to attend regularly or truancy may lead to the removal of a boy from the School by the Headmaster.

#### B School Work, Sport etc.

8. At College Street each boy is given a copy of the School Rules in his School Diary. He is expected to keep the Diary with him at School and to know and obey the School Rules.
9. Regular reports upon the conduct and progress of the boy will be sent to the parent.

10. Each boy must do the prescribed homework.
11. Promotion from year to year and retention in the School depend upon satisfactory progress and conduct. These considerations are especially important for entry to the First Form and to the Fifth Form at College Street.
12. A high standard of behaviour is expected from parents. Parents must treat all staff and members of the School community with respect and courtesy at all times. Written and spoken communications should always be civil and courteous.
13. Sport is an important part of the School's programme. The School endeavours as far as reasonably possible to ensure that sporting activities are both safe and enjoyable. The risks associated with each sport are regularly assessed, as is the condition of equipment and grounds. Accidents do happen from time to time, and it is important that you are aware of the risks associated with playing the sports in which your son participates. Details of some of the main risks associated with particular sports are available from the Sportsmaster's Office.
14. Boys in Third Class and above at the Preparatory Schools participate in School sport. Sport is compulsory for all boys in all Forms at College Street up to the end of Third Term in the Fifth Form, after which point it is optional. A boy who is chosen to represent the School at any level must fulfil this obligation in preference to any commitment to an outside body. School sport comes before club sport, for example.

#### C Payment of Fees, Removal

15. The School fees shall be as the Trustees from time to time determine. Such fees are payable by the parents in advance in three equal instalments at the commencement of the First, Second and Third Terms and the School shall be under no obligation to render an account or make a demand.
16. Each parent is jointly and severally liable for the payment of fees and for the payment of any additional charges incurred in respect of compulsory activities or purchases or incurred with the consent of either parent. Each parent is jointly and severally liable for costs incurred by the School including legal costs in recovering or attempting to recover fees or charges payable which remain unpaid.

## 6. Appendices

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17. If the School fees for a boy remain unpaid six weeks after the relevant due date, he may not continue to attend the School except with the permission of the Trustees.
  18. A boy will not be admitted at the commencement of a term if fees for the previous term remain unpaid.
  19. Before the removal of a boy from the School by his parents, one full term's notice in writing must be given to the Headmaster. Where a boy is removed and notice has been given in accordance with the above provision, the total fee charged for the boy's period at the School in that calendar year will be equal to the number of terms attended in that calendar year times one quarter of the annual tuition fee. In cases where adequate notice has not been given, an additional fee equal to one quarter of the annual tuition fee will be charged.
  20. If a boy's parents wish to withdraw him temporarily from the School the Headmaster may, in his absolute discretion, hold open the boy's place for as long as he thinks fit. In such cases, full fees are payable. One full term's notice should accompany a request for temporary withdrawal unless the reasons for the request have arisen unexpectedly.
  21. The Headmaster may require the removal from the School at any time of any boy whose conduct or progress he considers unsatisfactory, or whose parents he considers not to be complying with these conditions. If the boy is removed during a term, the School is entitled to retain or be paid, as the case may be, that term's fees. Without limiting or being limited by the generality of the foregoing, where the Headmaster is of the opinion that the conduct of a boy is so unsatisfactory as to affect the interests of either the School or other boys attending the School, then the Headmaster may remove any boy concerned forthwith. Without being exhaustive, a boy's use, possession or supply of illegal drugs, whether inside or outside the School, would be conduct so affecting the interests of either the School or other boys attending the School.
  22. The Headmaster may at any time suspend the right to attend the School or any of its premises or any School activities of any boy whose conduct or progress he considers unsatisfactory, or whose parents he considers not to be complying with these conditions. No fees paid or payable for the period of suspension shall be remitted.
  23. No remission of fees either in whole or in part shall be made should the boy be absent from the School for any reason.
- D General**
24. "Headmaster" means the Headmaster of Sydney Grammar School or in the case of a boy attending St Ives or Edgecliff, the relevant Headmaster of the Preparatory School.
  25. "Prescribed" means prescribed or required by the Trustees or the Headmaster, or with their or his authority.
  26. "Enrolment" means entry of a boy's name on the School's Entrance List, which is a prerequisite of admission but does not bind the School to admit a boy or to offer a place to him. "Admission" means confirmation by the School of a boy's place in the School.
  27. Any reference in these Conditions of Enrolment and Admission to "parents" includes "parent 1 and parent 2".
  28. Any general information to be given to parents will be published in the 'Grammar Newsletter' or in the case of boys in a Preparatory School, in the relevant Preparatory School Newsletter, on the Parent Portal or via an occasional notice. Newsletters are emailed to parents and available on the Parent Portal. Notice of the contents of each Newsletter is deemed to have been given and received on the sending of the email to the email address supplied or via posting on the Parent Portal. Other notices are deemed to have been received once a notice is posted on the Parent Portal or an email has been sent or a letter sent by post would have been received in the usual course of events. Fee Notices are posted on the Parent Portal.
  29. The Trustees may alter these conditions of application and enrolment at any time and from time to time, and any alteration will be binding upon the parents as if originally embodied in these conditions. Notice of any alteration will be given to the parents of all boys at the School by means of the Newsletter, Parent Portal, website, letter, or email as appropriate and the variation will take effect as of the date specified in the notice. Subject to the authority of the Trustees, the Headmaster may authorise a variation of School policy, practice or procedure at any time with or without notice to parents. No indulgence granted in any of the Conditions of Enrolment and Admission shall constitute a waiver of these conditions.

**E Consent for Emergency Treatment, Day Excursions, Sport and Other Matters**

30. Parents must ensure that the School is advised at the interview held prior to admission, or otherwise advised in writing, of any disabilities, allergic reactions, medical conditions affecting a boy and any medications to be taken by the boy while he is under the care of the School, such medications being subject to the School's Policy on Medications. Emergency contact names and telephone numbers must be provided. Any such disabilities, reactions or conditions which become known after that earlier advice, or any change to them or to the emergency contact name and/or telephone number must be notified immediately in writing to the Headmaster, or to the relevant Headmaster of the Preparatory School (or in the case of boys in First Form at College Street, to the Master of the Lower School) and updated on the Parent Portal. In the event of accident or sudden illness where the boy is under the School's care, the School will endeavour to contact parents as soon as possible but without impeding the School in taking action as set out below. If judged necessary by the School, and whether or not contact has been made, and without thereby subjecting the School to liability in consequence of any such decision, a boy may be taken for emergency treatment to a hospital or doctor, or may be given first aid. It is a condition of enrolment that parental consent is given for any necessary medical treatment, surgical treatment and/or first aid in such circumstances and consent is given by virtue of enrolment and/or admission. When contact is made with the parents, arrangements may be made for the parents to take over and direct their son's medical care accordingly, whereupon the School will cease to be involved in that care. Any expenses incurred in connection with such treatment will be met by the parents. This section does not of itself impose any liability or obligation on the School.

31. a) Each boy will be required to participate, unless exempted by the Headmaster or his delegate on medical or other grounds, in such sporting activities and excursions as may reasonably be considered necessary or suitable by the Headmaster or other relevant senior master for compliance with any requirements of the New South Wales Education Standards Authority or other relevant regulatory authority or any rule of law, statute or regulation or necessary or

suitable for the furtherance of the educational or other objectives or policies of the School. As a condition of and in consideration of enrolment the parent consents to such participation. A boy may also participate in voluntary sporting activities and excursions, the consent express or implied of at least one parent having been given to the School. In all cases of such compulsory and voluntary sporting activities and excursions the School will not be liable for any injury or illness, whether physical or mental, or loss of property suffered by the boy in the course of or because of such participation and the parent or parents, as a condition of and in consideration of that enrolment, acknowledge and agree to that exclusion of liability. Nothing in this section excludes mandatory liability that may not be excluded by law.

- b) For the purposes of this section (Section 30) "excursion" means any official School activity in which a boy or boys are taken out of the School premises under the control of a master or masters of the School or other approved agents of the School for a visit, activity, sporting and otherwise, tour or other approved purpose, whether during class hours, after class hours or overnight, in Australia or overseas.
- c) For the purposes of this section (Section 30) "School premises" means the School's campuses at College Street, Darlinghurst, Ayres Road, St Ives and Alma Street, Paddington, the Weigall sports ground at Rushcutters Bay and the Grammar Boatshed at Wharf Road, Gladesville.
- d) The School will not be liable for any injury or illness, whether physical or mental, or loss of property suffered by the boy in the course of or because of any activity which a boy participates in which is not an official School activity, whether or not it is an activity which involves any person or persons who are boys, parents, masters or other persons of any kind whatsoever who are associated with the School.
- e) For the purposes of this section (Section 30) an "official activity" of the School means any activity involving a boy or boys of the School held under the control of a master of the School or other person approved by the Headmaster, being an activity which is compulsory or is a voluntary

## 6. Appendices

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activity organised by the School or an official Department, House, Form, Class or Society of the School (as listed in the relevant School Diary from year to year) or an activity expressly notified in writing to the parents of the participating boys as an official School activity by the Headmaster or by the relevant Headmaster of the Preparatory School or by their delegates.

### Appendix B

#### Policy on Bullying

1. The School is committed to taking appropriate measures to protect the physical and emotional security of the boys under its care. It recognises that bullying is detrimental to that security.
2. Bullying is aggression aimed at hurting someone physically or emotionally. This aggression can be direct or indirect and takes the following forms, among others:
  - (i) direct physical aggression (e.g. hitting, pushing, spitting)
  - (ii) threats of physical aggression
  - (iii) direct verbal aggression (e.g. insults; swearing at someone; sarcasm; belittling comments about appearance, ethnicity, abilities, religion, social background, medical or psychological problems, disability or sexuality, actual or supposed)
  - (iv) written forms of abuse (e.g. notes; graffiti; email; internet messages)
  - (v) intimidation or pressuring (e.g. blocking someone's way; demanding money, food or other objects)
  - (vi) nuisance activities (e.g. taking, hiding or damaging a person's property; nuisance phone calls)
  - (vii) indirect aggression (e.g. snubbing; pointedly excluding someone from groups and activities)
  - (viii) sexual harassment (See Policy on Sexual Conduct)
3. Teasing and jokes involving teasing are often a form of bullying. (If a boy knows or intends that another boy will be hurt or ought to know it, then bullying is involved. If someone says he does not like jokes which refer to him then the boy making the jokes must stop them and should apologise. Even if there is no such comment and even if the boys are friends, it is not all right just to assume that the joke is acceptable.)
4. It is wrong to take part in bullying in any way. This includes standing by and laughing. Boys who witness bullying must not get involved in fights to stop it. If the situation involves violence or the possibility of violence, they must seek adult help immediately.
5. No boy who is bullied need be ashamed. It is the bullies who have something to be ashamed of. If a boy is bullied he may ask the bully to stop. If the boy affected does not feel able to do this or if it has been tried unsuccessfully or he is being bullied by a number of boys, then he must report the matter to his parents or to his Tutor. Parents should inform the School through the Senior Housemaster or First Form Housemaster. Boys who witness or become aware of bullying affecting others must inform the Senior Housemaster or First Form Housemaster. Tutors will notify the Senior Housemaster or First Form Housemaster and will keep a note of events, so the School can be aware of patterns of conduct.
6. If parents observe symptoms of aggression, anxiety or depression in their son, such as forgetfulness, fearfulness, preoccupation, irritability or reluctance to go to school, or if they receive unusual requests for money or notice damaged clothes or bruises, they should speak to their son and contact the Senior Housemaster or First Form Housemaster. They should report any suspected or alleged bullying by adults or boys. Parents should not take the matter up directly with the suspected or alleged bully or his parents. The senior masters contacted will take steps to investigate, to stop any bullying found to be occurring, and prevent victimisation as a result of the complaint, whether or not it proves well-founded. The parents of all boys concerned will be informed and consulted as appropriate.
7. If a boy or his parents know or believe that the boy is being bullied on his way to or from school by children, youths or adults who are not part of the School, then the Senior Housemaster or First Form Housemaster should be informed immediately. While the School does not control the actions of outsiders and is not responsible for them, it will do its best to protect boys from this type of bullying, by contacting the relevant authorities, gathering information where possible, and by giving appropriate advice and warnings to boys and parents.

8. Masters, coaches and other adults working in the School must take steps to encourage courteous behaviour among boys both by precept and example. They must report all acts of bullying, as defined in this Policy, to the Senior Housemaster or the First Form Housemaster, whether the bullying is the act of an adult or a boy. They must immediately discourage any behaviour which may be preliminary to bullying.
9. Whenever bullying has been found to occur, the School will act as appropriate to the particular circumstances to take disciplinary measures, change attitudes, provide pastoral attention, pursue reconciliation and seek an apology. In cases of serious or repeated bullying, a boy's or adult's place in the School may be terminated.
10. The School is committed to the implementation of a pro-active programme against bullying. This involves education in PDHPE classes, pastoral care through Houses and Tutorials and instruction and direction of masters as well as maintaining an up to date awareness of the issues.
11. The School prohibits all harassment and victimisation of pupils with disabilities, on the basis of disability, including any forms of bullying referred to in this Policy. This issue will be addressed in professional development and pastoral care programmes at the School, and regular reminders will be issued as appropriate in staff meetings and school assemblies.
12. Any pupil or parent may complain about a breach of this policy to the Headmaster and all staff must report any knowledge or suspicion of a breach to the Headmaster without delay. The Headmaster will ensure that the matter is investigated thoroughly, promptly and fairly by an appropriate member of staff, normally the Senior Master, with due regard to its gravity. Where appropriate, disciplinary action will be taken against a pupil or member of staff commensurate with the nature of the misconduct.





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