ANNUAL REPORT

to the Government of
New South Wales

2014
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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.

The Trustees of Sydney Grammar School include six official members drawn from those holding high position in the NSW Government and the University of Sydney. Further Trustees are elected on the basis of specific qualities they can bring to the benefit of the School.

Trustees meet regularly, and I meet frequently with the Headmaster throughout the year. All of the Trustees place a high value on their association with Sydney Grammar School and act in a voluntary capacity.

The School once again finds itself in a strong position as evidenced by its achievement and performance in the year under review.

Mr DE Kirk MBE
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 of our Schools.

Sydney Grammar School is made up of a secondary campus 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. I am responsible to the Trustees of the Sydney Grammar School for running the whole School.

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. 

- **Foundations**, a journal published twice a year, can be found on the School’s 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 Sydneyian** 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 Development Office, Sydney Grammar School, College Street, Darlington NSW 2010. I always welcome inquiries about the School from interested people.

Dr JT Vallance
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 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 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. 189 boys were admitted in 2014 into Form I, of whom 20 were awarded scholarships, and the Secondary School at College Street had a total enrolment of 1127 boys. Edgecliff admitted 76 boys in 2014 and had a total enrolment of 304. St Ives admitted 82 boys in 2014 and the total enrolment was 440 (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 (see Notes for Parents on the School website), including payment of fees due. Further information about enrolment is available from the office of the Master of the Lower School at College Street.

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 attend 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 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 Beecroft 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. 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 Prospects, 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 timetabling constraints. Inquiries about subject choices are dealt with by the Director of Studies.

In Forms I – V boys take a Half-Yearly Examination in Term II. The Annual Examination for Forms I – IV occurs in Term IV and in Term III for Form V. In Form VI, the Half-Yearly Examination occurs in the middle of Term I and the Trial HSC takes place 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 Term, a report covering class work and progress is issued for boys in Form I – IV and a full report (with marks and comments) in Term III. In other words, four reports to parents are issued each year. A progress report is issued in Term I for boys in Forms V and VI. A full report is issued in Term II for boys in Form V and in Term III for boys in Form VI.

2.2 Performance in State-wide Tests and Examinations

Higher School Certificate in 2014

In 2014, 188 boys sat for the NSW Higher School Certificate in 34 courses. All boys achieved marks of 50 or more (Band 2 or higher) in all 2 Unit courses, with 85.8% of them placed in Bands 5 and 6 (80-100 marks). In the 1 Unit Extension courses, 97.6% of boys achieved marks in the highest two performance bands (35-50 marks). In general, student achievement was significantly above average State levels.

The results in the Higher School Certificate led to 40 boys being listed in the Board of Studies “All Rounders” list for scoring 90 or above in ten or more units. 147 out of 188 boys appeared 546 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.

Note: In the Tables and Graphs below percentages for some components may not add up to 100 because of rounding.
Table 1: 2014 Higher School Certificate Results in 2 Unit Courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>No of Students</th>
<th>Performance band achievement by number and %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Bands 1 – 2 Number</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Ancient History</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Biology</td>
<td>49</td>
<td>0</td>
</tr>
<tr>
<td>Chemistry</td>
<td>93</td>
<td>0</td>
</tr>
<tr>
<td>Economics</td>
<td>68</td>
<td>0</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>188</td>
<td>0</td>
</tr>
<tr>
<td>Geography</td>
<td>38</td>
<td>1</td>
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<tr>
<td>Mathematics General</td>
<td>9</td>
<td>0</td>
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<tr>
<td>Mathematics</td>
<td>91</td>
<td>3</td>
</tr>
<tr>
<td>Modern History</td>
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<td>0</td>
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<tr>
<td>Music 1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Music 2</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>PDHPE</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>Physics</td>
<td>91</td>
<td>0</td>
</tr>
<tr>
<td>Studies of Religion 1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>29</td>
<td>0</td>
</tr>
<tr>
<td>Chinese Continuers</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Classical Greek Continuers</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>French Continuers</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>German Continuers</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Italian Continuers</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Japanese Beginners</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Latin Continuers</td>
<td>29</td>
<td>0</td>
</tr>
</tbody>
</table>
The distribution of marks by performance band for each of the Higher School Certificate Extension courses is shown in Table 2.

**Table 2: 2014 Higher School Certificate Results in Extension Courses**

<table>
<thead>
<tr>
<th>Subject</th>
<th>No. of Students</th>
<th>Performance band achievement by number and/or %</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Band E3</td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>60</td>
<td></td>
<td>26</td>
<td>43.3</td>
</tr>
<tr>
<td>English Extension 2</td>
<td>22</td>
<td></td>
<td>9</td>
<td>40.9</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>119</td>
<td></td>
<td>52</td>
<td>43.7</td>
</tr>
<tr>
<td>Mathematics Extension 2</td>
<td>78</td>
<td></td>
<td>50</td>
<td>64.1</td>
</tr>
<tr>
<td>History Extension</td>
<td>23</td>
<td></td>
<td>12</td>
<td>52.2</td>
</tr>
<tr>
<td>Music Extension</td>
<td>9</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Chinese Extension</td>
<td>2</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Classical Greek Extension</td>
<td>8</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>French Extension</td>
<td>18</td>
<td></td>
<td>9</td>
<td>50</td>
</tr>
<tr>
<td>Italian Extension</td>
<td>5</td>
<td></td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Latin Extension</td>
<td>26</td>
<td></td>
<td>2</td>
<td>7.7</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Course</th>
<th>School Mean</th>
<th>School Std dev.</th>
<th>State Mean</th>
<th>State Std. dev.</th>
<th>School Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>89.01</td>
<td>6.97</td>
<td>71.68</td>
<td>14.56</td>
<td>92</td>
</tr>
<tr>
<td>Biology</td>
<td>84.73</td>
<td>7.44</td>
<td>71.65</td>
<td>12.67</td>
<td>87</td>
</tr>
<tr>
<td>Chemistry</td>
<td>85.97</td>
<td>5.75</td>
<td>76.13</td>
<td>12.42</td>
<td>87</td>
</tr>
<tr>
<td>Economics</td>
<td>83.95</td>
<td>8.51</td>
<td>75.73</td>
<td>12.05</td>
<td>86</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>86.78</td>
<td>5.72</td>
<td>80.53</td>
<td>8.3</td>
<td>87</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>43.43</td>
<td>3.48</td>
<td>41.19</td>
<td>4.74</td>
<td>45</td>
</tr>
<tr>
<td>English Extension 2</td>
<td>41.08</td>
<td>6</td>
<td>38.49</td>
<td>6.89</td>
<td>44</td>
</tr>
<tr>
<td>Geography</td>
<td>86.75</td>
<td>9.61</td>
<td>73.64</td>
<td>14.47</td>
<td>88</td>
</tr>
<tr>
<td>Mathematics General</td>
<td>85.47</td>
<td>6.25</td>
<td>68.89</td>
<td>14.18</td>
<td>87</td>
</tr>
<tr>
<td>Mathematics</td>
<td>84.59</td>
<td>9.98</td>
<td>78.37</td>
<td>13.94</td>
<td>87</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>88.66</td>
<td>8.15</td>
<td>80.58</td>
<td>13.03</td>
<td>89</td>
</tr>
<tr>
<td>Mathematics Extension 2</td>
<td>85.91</td>
<td>7.89</td>
<td>81.58</td>
<td>11.91</td>
<td>86</td>
</tr>
<tr>
<td>Modern History</td>
<td>87.18</td>
<td>5.16</td>
<td>74.95</td>
<td>13.18</td>
<td>88</td>
</tr>
<tr>
<td>History Extension</td>
<td>43.32</td>
<td>4.2</td>
<td>38.71</td>
<td>6.51</td>
<td>44</td>
</tr>
<tr>
<td>Music 1</td>
<td>87.4</td>
<td>3.68</td>
<td>80.29</td>
<td>10.23</td>
<td>90</td>
</tr>
<tr>
<td>Music 2</td>
<td>91.96</td>
<td>4.41</td>
<td>86.26</td>
<td>6.48</td>
<td>91</td>
</tr>
<tr>
<td>Music Extension</td>
<td>48.16</td>
<td>1.72</td>
<td>45.82</td>
<td>3.78</td>
<td>49</td>
</tr>
<tr>
<td>PDHPE</td>
<td>84.02</td>
<td>5.35</td>
<td>72.86</td>
<td>11.72</td>
<td>85</td>
</tr>
<tr>
<td>Physics</td>
<td>84.66</td>
<td>7.65</td>
<td>73.49</td>
<td>11.69</td>
<td>87</td>
</tr>
<tr>
<td>Studies of Religion 1</td>
<td>41.9</td>
<td>0.6</td>
<td>38.15</td>
<td>5.59</td>
<td>42</td>
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<tr>
<td>Visual Arts</td>
<td>88.55</td>
<td>5</td>
<td>78.3</td>
<td>9.22</td>
<td>90</td>
</tr>
<tr>
<td>Chinese Continuers</td>
<td>89.87</td>
<td>1.62</td>
<td>81.54</td>
<td>9.39</td>
<td>90</td>
</tr>
<tr>
<td>Chinese Extension</td>
<td>46.7</td>
<td>0</td>
<td>46.23</td>
<td>1.97</td>
<td>47</td>
</tr>
<tr>
<td>Classical Greek Continuers</td>
<td>96.64</td>
<td>2.63</td>
<td>92.59</td>
<td>5.85</td>
<td>97.5</td>
</tr>
<tr>
<td>Classical Greek Extension</td>
<td>49</td>
<td>0.53</td>
<td>48.03</td>
<td>1.55</td>
<td>49</td>
</tr>
<tr>
<td>French Continuers</td>
<td>91.31</td>
<td>5.03</td>
<td>82.6</td>
<td>11.04</td>
<td>91.5</td>
</tr>
<tr>
<td>French Extension</td>
<td>43.74</td>
<td>3.25</td>
<td>42.15</td>
<td>4.52</td>
<td>44.5</td>
</tr>
<tr>
<td>German Continuers</td>
<td>87.88</td>
<td>3.65</td>
<td>81.13</td>
<td>11.11</td>
<td>91</td>
</tr>
<tr>
<td>Italian Continuers</td>
<td>87.54</td>
<td>8.11</td>
<td>78.87</td>
<td>13.15</td>
<td>89</td>
</tr>
<tr>
<td>Italian Extension</td>
<td>44.7</td>
<td>3.5</td>
<td>38.83</td>
<td>5.78</td>
<td>47</td>
</tr>
<tr>
<td>Japanese Beginners</td>
<td>93.7</td>
<td>4.9</td>
<td>74.37</td>
<td>13.88</td>
<td>94</td>
</tr>
<tr>
<td>Latin Continuers</td>
<td>92.17</td>
<td>6.98</td>
<td>84.79</td>
<td>10.46</td>
<td>95</td>
</tr>
<tr>
<td>Latin Extension</td>
<td>44.96</td>
<td>9.26</td>
<td>43.34</td>
<td>5.93</td>
<td>47</td>
</tr>
</tbody>
</table>
In recent years, the Higher School Certificate results place over 20% of the School cohort in the top 1% of the State candidature based on the UAI or ATAR. Over 50% of boys are placed in the top 5%. The percentage of boys in the top 10% of the State candidature has remained consistently above 70%.

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 Board of Studies.

Table 4: Trends in UAI/ATAR Ranks from 2000

<table>
<thead>
<tr>
<th>Year</th>
<th>99 &amp; above</th>
<th>98 &amp; above</th>
<th>95 &amp; above</th>
<th>90 &amp; above</th>
<th>80 &amp; above</th>
<th>Total</th>
<th>Maximum UAI/ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 HSC ATAR</td>
<td>38(20.2%)</td>
<td>60(31.9%)</td>
<td>102(54.3%)</td>
<td>144(76.6%)</td>
<td>170(90.4%)</td>
<td>188</td>
<td>7</td>
</tr>
<tr>
<td>2013 HSC ATAR</td>
<td>43(23.5%)</td>
<td>63(34.4%)</td>
<td>100(54.6%)</td>
<td>132(72.1%)</td>
<td>164(89.6%)</td>
<td>183</td>
<td>7</td>
</tr>
<tr>
<td>2012 HSC ATAR</td>
<td>41(22.7%)</td>
<td>65(35.9%)</td>
<td>101(55.8%)</td>
<td>149(78.5%)</td>
<td>170(93.9%)</td>
<td>181</td>
<td>3</td>
</tr>
<tr>
<td>2011 HSC ATAR</td>
<td>41(21.4%)</td>
<td>56(29.2%)</td>
<td>107(55.7%)</td>
<td>145(75.5%)</td>
<td>177(92.2%)</td>
<td>192</td>
<td>5</td>
</tr>
<tr>
<td>2010 HSC ATAR</td>
<td>43(23.2%)</td>
<td>68(36.8%)</td>
<td>110(59.5%)</td>
<td>153(82.7%)</td>
<td>179(96.8%)</td>
<td>185</td>
<td>5</td>
</tr>
<tr>
<td>2009 HSC ATAR</td>
<td>35(21.4%)</td>
<td>64(35.2%)</td>
<td>105(57.7%)</td>
<td>139(76.4%)</td>
<td>173(95.1%)</td>
<td>182</td>
<td>6</td>
</tr>
<tr>
<td>2008 HSC UAI</td>
<td>41(21.6%)</td>
<td>50(26.3%)</td>
<td>94(49.5%)</td>
<td>140(73.7%)</td>
<td>173(91.1%)</td>
<td>190</td>
<td>4</td>
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<tr>
<td>2007 HSC UAI</td>
<td>35(21.1%)</td>
<td>50(27.0%)</td>
<td>100(51.1%)</td>
<td>137(74.1%)</td>
<td>163(88.1%)</td>
<td>185</td>
<td>4</td>
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<tr>
<td>2006 HSC UAI</td>
<td>43(24.2%)</td>
<td>63(35.4%)</td>
<td>99(55.6%)</td>
<td>130(73.0%)</td>
<td>158(88.8%)</td>
<td>178</td>
<td>1</td>
</tr>
<tr>
<td>2005 HSC UAI</td>
<td>34(18.0%)</td>
<td>59(31.2%)</td>
<td>98(51.9%)</td>
<td>139(73.5%)</td>
<td>173(91.5%)</td>
<td>189</td>
<td>2</td>
</tr>
<tr>
<td>2004 HSC UAI</td>
<td>28(15.1%)</td>
<td>52(28.0%)</td>
<td>84(45.2%)</td>
<td>123(66.1%)</td>
<td>162(87.1%)</td>
<td>186</td>
<td>3</td>
</tr>
<tr>
<td>2003 HSC UAI</td>
<td>35(19.6%)</td>
<td>57(31.8%)</td>
<td>90(50.3%)</td>
<td>111(62.0%)</td>
<td>151(84.4%)</td>
<td>179</td>
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</tr>
<tr>
<td>2002 HSC UAI</td>
<td>36(19.1%)</td>
<td>50(26.6%)</td>
<td>81(43.1%)</td>
<td>110(58.5%)</td>
<td>164(87.2%)</td>
<td>188</td>
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</tr>
<tr>
<td>2001 HSC UAI</td>
<td>37(21.8%)</td>
<td>64(37.6%)</td>
<td>106(56.2%)</td>
<td>128(75.3%)</td>
<td>154(90.6%)</td>
<td>170</td>
<td>5</td>
</tr>
<tr>
<td>2000 HSC UAI</td>
<td>30(16.6%)</td>
<td>44(24.3%)</td>
<td>87(48.1%)</td>
<td>132(72.9%)</td>
<td>165(91.2%)</td>
<td>181</td>
<td>2</td>
</tr>
</tbody>
</table>
National Assessment Programme – Literacy and Numeracy, Results 2012

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

Performance in Literacy – Year 7

The four areas of Literacy assessed in the NAPLAN Tests are: Reading, Writing, Spelling and Grammar and Punctuation.

In the Reading assessment the School was strongly represented in Band 9, with no pupils placed below Band 7. Having 81% of boys in the highest performance band is a notable achievement. 97% of boys achieved a place in the top two performance bands. Comparison with National outcomes is favourable in Reading. The same favourable comparison is evident in the other areas tested, as seen in the graphs below.

![Year 7 NAPLAN Reading Comparison with National Figures](image)

The results in the Writing and Spelling Tests show a wider spread when compared to the Reading and Grammar and Punctuation results. 30% of boys achieved a place in Band 9 in the Writing tests with 70% of pupils placed in the top two performance bands.

![Year 7 NAPLAN Writing Comparison with National Figures](image)
The School’s Spelling results place 94% of pupils in the top two performance bands and no pupils below Band 6.

The School performed strongly in Grammar and Punctuation, with 96% of pupils in the top two performance bands.
Performance in Numeracy – Year 7

The School's results show almost all boys performed at a very high level, with 95% of the boys in Band 9.

Performance in Literacy – Year 9

Year 9 NAPLAN Assessment outcomes include the addition of Band 10, which indicates the higher level of performance that can be achieved by pupils at this later stage of their schooling.

The strong distribution of results in the Reading Assessment in Year 7 is evident again with 91% of boys in the top two performance bands.
The School’s Writing results continue to show the wider spread evident in Year 7 results. 69% of boys achieved a place in the top two performance bands.

84% of boys achieved a place in the top two performance bands for Spelling.
The School received strong results for Grammar and Punctuation, with 63% of boys in Band 10 and 92% in the top two Bands.

Performance in Numeracy – Year 9

The results in this category were again exceptionally strong, with 94% of boys placed in the top two performance bands.

“Value added” between Years 7 and 9 and beyond

Comments based on NAPLAN results

In 2014 at Sydney Grammar School no boys failed to meet the minimum national benchmarks in the areas assessed by NAPLAN. Further, the School’s results were significantly stronger than the State mean, with a large number of boys placed in the top bands and very few in the lower and middle bands. (The top band in Year 7 is Band 9 and the top band in Year 9 is Band 10. For the sake of this comparison, the lower and middle bands in both Years 7 and 9 are Bands 1 to 6).
It is instructive to compare NAPLAN results in Year 7 and 9, for the same Grammar boys. The following graphs are obtained from the website [http://www.myschool.edu.au](http://www.myschool.edu.au) and show improvements in boys’ results. The gradient indicates a significant improvement by boys at the School. This is the case even though there will be less evident improvement by boys to the extent that they were already achieving results at the highest level.

**Student Gain Graphs**

**Reading**

![Reading Graph](image)

**Persuasive Writing**

![Persuasive Writing Graph](image)

**Numeracy**

![Numeracy Graph](image)
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 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 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; 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 WJ 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 First Form Housemaster.

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 are two School Counsellors, both 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 and the other provides learning support.

**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 the Sportsmaster’s 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 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 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.

In 2013 the Children’s Guardian assumed responsibility for mandatory checks on people schools wish to appoint. This process excludes those with certain types of criminal convictions and 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 have been required to notify to the Children’s Guardian the names of employees alleged to have committed certain serious types of reportable conduct (sexual misconduct and serious physical assault).

The School was also subject in 2014 to the requirement to make a report to Community Services if it has reasonable grounds for suspicion that any of its boys are at risk of significant harm for various reasons.
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 Community Services and the Student Welfare Directorate of the New South Wales Department of Education and Training 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 of the Senior Housemaster (or First Form Housemaster in the case of First Form).

The average student attendance rate in 2014 was 97.25% overall. The following were the rates of attendance for each year level:

- Form I (Year 7): 97.77%
- Form II (Year 8): 97.54%
- Form III (Year 9): 97.12%
- Form IV (Year 10): 96.86%
- Form V (Year 11): 97.08%
- Form VI (Year 12): 90.11%

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 2012, there were 187 boys in Form IV (Year 10). Of these, four had left by Form VI (Year 12) in 2014, giving an actual retention rate of 97.86%.

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 2014 Higher School Certificate are given in this Report. The School does not offer any vocational courses.

2.7 Changes to Policies in 2014

Overall School policies remained the same in 2014. However, the School’s Work Health and Safety Policy (substantially revised in 2013) had a few minor revisions in 2014. More significantly the School’s Child Protection Policy, while reflecting the same basic substance as previously, was updated in 2014 to reflect the latest advice from relevant authorities, such as definitions from the Ombudsman’s Office of reportable conduct and the range of outcomes for investigations of allegations of such conduct, and signs of possible child abuse as set out by Community Services. The revised Policy also included information on the Working with Children Check introduced in 2013 (previously separately notified to staff and implemented by the School) and the role of the Children’s Guardian as well as directions previously given separately to staff to further regulate communication with pupils, such as by banning the use of social media for this purpose.
2.8 Qualifications, Composition, Attendance and Retention of Teaching Staff

i) Qualifications

In 2014, the teaching force of the School was 119. Of these masters 99 had a recognised teacher training qualification. All teaching staff had a relevant recognised tertiary degree. 51 had at least one higher degree and of these 22 had a doctorate.

ii) Composition

The teaching staff includes eight Housemasters working under the leadership of the Senior Housemaster (as assisted by the Deputy Senior Housemaster) to provide pastoral care and discipline for boys in Forms II to VI. Housemasters lead other masters acting as Tutors who provide pastoral care to boys in tutorial groups of about a dozen. Tutors also act as the principal contact between the School and parents for most matters. In Form I, tutors worked under the First Form Housemaster. 96 masters are tutors. Assistance in caring for boys was also provided by two School Counsellors who are qualified psychologists. Both are also teachers. In addition, one was also the School’s Careers Master and the other provided learning support.

iii) Attendance

The average staff attendance rate was 96.89%.

iv) Retention

In 2013 the total number of relevant staff was 119. Five of these ceased to work at the School, making a staff retention rate of 95.79 %.

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 boy-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 2014, teachers were addressed by the Headmaster on educational issues and attended a variety of sessions (including talks from visiting experts and workshops) on matters including: Development Difference and Disorder; Understanding Millennial Adolescents; Interactive Whiteboard and Schoology (elegant subject forums). 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. In addition, the School has initiated a programme of providing a modest reduction in teaching time to enable teachers to visit other classes and work with colleagues to enhance their professional skills.

The average expenditure per teacher in 2014 on professional learning was $942.

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.
3. THE PREPARATORY SCHOOLS: EDGECLIFF AND ST IVES

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 1). 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 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 St Ives is Mr Ian Stephens and the Headmaster of Edgecliff is Dr Matthew McCloskey.

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 the largest group of boys come from the Eastern Suburbs of Sydney, with other boys 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, Music, Visual Arts, Dance and Drama. In 2014 each Preparatory School offered a foreign language from Kindergarten to Year 6 (Italian at St Ives and Spanish at Edgecliff).

Boys are taught in core areas of study by a Class Teacher, 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, Spanish, Music, Art, Science and Drama. 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 as well as a Learning Support teacher. The curriculum is complemented by a wide range of co-curricular activities, including sport, music, drama, debating, art and chess.
Performance in National Tests

Performance in Literacy

All boys met the national benchmark for Literacy.

In 2014, at St Ives in Year 3, 65 boys sat the NAPLAN test in Literacy while in Year 5, 74 boys sat the test. In Reading in Year 3, there were six bands and 85% of our boys were placed in Band 6 and 11% were placed in Band 5 compared with national figures of 25% and 22% respectively. 5% were placed in Band 4, compared with national figures of 23%. No boys were placed in Bands 3, 2 or 1 for Reading.

In Year 5, there were six bands: Bands 8 to 3. In Reading at St Ives, 78% were placed in Band 8 compared with national figures of 15%. 18% of our boys were placed in Band 7 compared with national figures of 20%. 96% of our boys were placed in the top two bands, compared with 35% nationally. 4% of the boys were placed in Band 6 compared with 26% nationally. No boys were placed in the lowest three bands for Reading.

Writing in Year 5 consisted of six bands and 50% were placed in Band 6 and 42% were placed in Band 5 compared with national figures of 11% and 28% respectively. 6% were placed in Band 4 compared with national figures of 30% and 2% were placed in Band 3 compared with 18% of the nation. No boys were placed in Band 2 or Band 1 for Writing.
In Year 5, there were six bands: Bands 8 to 3. In Writing at St Ives, 32% were placed in Band 8 and 27% were placed in Band 7 compared with national figures of 4% and 12% respectively. 31% of the boys were placed in Band 6, compared with 30% nationally; 9% were placed in Band 5, compared with 31% nationally. No boys were placed in the lowest two bands for Writing.

In Spelling in Year 3, there were six bands and 80% were placed in Band 6 and 12% were placed in Band 5 compared with national figures of 21% and 23% respectively. 3% were placed in Band 4, compared with national figures of 23%; 3% were placed in Band 3 compared with national figures of 16%. 2% were placed in Band 2 compared with national figures of 10%. No boys were placed in Band 1 for Spelling.
In Year 5, there were six bands: Bands 8 to 3. In Spelling at St Ives, 61% were placed in Band 8 and 31% were placed in Band 7 compared with national figures of 12% and 22% respectively. 8% of the boys were placed in Band 6, compared with 27% nationally. No boys were placed in the bottom three bands for Spelling.

In Grammar and Punctuation in Year 3, there were six bands and 86% were placed in Band 6 and 9% were placed in Band 5 compared with national figures of 27% and 23% respectively. 3% were placed in Band 4 and 2% in Band 3 compared with national figures of 22% and 15% respectively. No boys were placed in Bands 2 or 1 for Grammar and Punctuation.
In Year 5, there were six bands: Bands 8 to 3. In Grammar and Punctuation at St Ives, 85% were placed in Band 8 and 14% were placed in Band 7 compared with national figures of 16% and 20% respectively. No boys were placed in the lowest four bands for Grammar and Punctuation.

Performance in Numeracy

All boys met the national benchmark for Numeracy.

In 2014, 65 Year 3 boys and 74 Year 5 boys sat the Numeracy test component of NAPLAN. In Year 3, there were six bands and 69% were placed in Band 6 and 22% in Band 5 compared with national figures of 15% and 22% respectively. Of the cohort, 8% were placed in Band 4, compared with 27% nationally and 2% were placed in Band 3, compared with 21% nationally. No boys were placed in Bands 2 or 1.
In Year 5, of the six bands, 84% of our cohort were placed in Band 8 and 14% in Band 7 compared with national figures of 9% and 17% respectively. 5% were placed in Band 6 compared with 28% nationally. No boys were placed in Bands 5, 4 or 3.

**Student Gain**

Boys in Year 5 in 2014 showed significant improvement in Reading, Persuasive Writing and Numeracy over their results in 2012 when the same boys were in Year 3. This is demonstrated by the graphs on the following page showing student gain, taken from [http://myschools.edu.au](http://myschools.edu.au).

Gains are reported in Reading, Persuasive Writing and Numeracy. NAPLAN results here only relate to matched students. Matched students are those students who sat the 2012 and 2014 NAPLAN tests at the same school and have results at the two year levels. 73% of our Year 5 boys who sat the 2014 NAPLAN tests had previously sat the 2012 Year 3 NAPLAN tests at St Ives. It should be noted that in NAPLAN testing, students starting with lower scores tend to make greater gains over time than those starting with higher scores.
Numeracy

Edgecliff

Performance in Literacy

All boys met the national benchmark for Literacy.

In 2014, at Edgecliff in Year 3, 48 boys sat the NAPLAN in Literacy while in Year 5, 72 boys sat the test.

In Reading in Year 3, there were six skill bands, 92% of our boys were placed in Band 6 and 8% were placed in Band 5 compared with national figures of 30% and 20% respectively. No boys were placed in Bands 4, 3, 2 or 1 for Reading.

In Year 5, there were six skill bands: Bands 8 to 3. In Reading at Edgecliff, 86% were placed in Band 8 and 13% were placed in Band 7. 1% were placed in Band 6, compared with 26% nationally. No boys were placed in the bottom two bands for Reading.
In Writing in Year 3, there were six skill bands and 58% of boys were placed in Band 6 and 42% were placed in Band 5 compared with national figures of 12% and 36% respectively. There were no boys were placed in Bands 4, 3, 2 or 1 compared with 52% nationally.

In Year 5, there were six skill bands: Bands 8 to 3. In Writing at Edgecliff, 24% were placed in Band 8 and 32% were placed in Band 7 compared with national figures of 6% and 12% respectively. 35% of the boys were placed in Band 6, compared with 28% of Australia. 10% of boys were placed in Band 5 compared to 37% nationally. There were no boys in Bands 4 and 3 compared to 18% nationally.
In Year 3, there were six skill bands and 84% were placed in Band 6 and 8% were placed in Band 5 compared with national figures of 26% and 25% respectively. 8% were placed in Band 4, compared with 23% nationally. No boys were placed in Bands 3, 2 or 1 for Spelling.

In Year 5, there were six skill bands: Bands 8 to 3. In Spelling at Edgecliff, 53% were placed in Band 8 and 40% were placed in Band 7 compared with national figures of 15% and 28% respectively. 6% of the boys were placed in Band 6, compared with 25% of Australia. 1% of boys were in Band 5. No boys were placed in the bottom two Bands for Spelling.
In Grammar and Punctuation in Year 3, there were six skill bands and 94% were placed in Band 6 and 4% were placed in Band 5, compared with national figures of 33% and 22% respectively. 2% of boys were placed in Band 4, while no boys were placed in Bands 3, 2 or 1 for Grammar and Punctuation.

In Year 5, there were six skill bands: Bands 8 to 3. In Grammar and Punctuation at Edgecliff, 90% were placed in Band 8 and 10% were placed in Band 7, compared with national figures of 73% and 32% respectively. No boys were placed in Band 6, 5, or 4 compared to 55% nationally.
Year 5 NAPLAN Grammar and Punctuation Comparison with National Figures

Band

0 100

SGS Edgediff National
Performance in Numeracy

All boys met the national benchmark for Numeracy.

In 2014, at Edgecliff in Year 3, 48 boys sat the NAPLAN test in Numeracy while in Year 5, 72 boys sat the test.

In Year 3, there were six skill bands and 92% were placed in Band 6 and 8% in Band 5. This represents 100% of our cohort placed in the top two performance bands, compared with 43% nationally.

In Year 5, of the six skill bands, 89% of our cohort were placed in Band 8 and 8% in Band 7 compared with 14% and 15% respectively at a national level. 3% of boys scored in Band 6 compared with 30% nationally.

Summary of Growth

The graphs below compare the gains made by the same students who have sat NAPLAN tests in both 2012 and 2014 at Grammar on both occasions. The graph shows gains in Reading and Numeracy between Years 3 and 5 at Sydney Grammar School Edgecliff Preparatory School, compared with results for schools serving students from statistically similar backgrounds.
Average achievement of students in the school
Margin of error at 90% level of confidence
Average achievement of all students
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 Ombudsman’s Office, the Children’s Guardian or Community Services, the relevant Preparatory School Headmaster contacts the College Street Senior Master who is responsible for reports. In case of reports to Community Services, 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 who is the main teacher for the class. The Class Teacher 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 Class Teacher will refer the matter to the appropriate senior member of staff, such as the Headmaster, the Senior Master or (at St Ives) the Director of Infants or (at Edgecliff) the Infants Co-ordinator. 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. If dissatisfied with the response of the Class Teacher 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 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 JT Vallance, may be contacted at College Street. These arrangements reflect long-standing practice at the School and were not changed in 2013.

3.4 Attendance checking and Management of Non-attendance

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. Any extended or recurring problems of non-attendance are taken very seriously and discussed with parents. The Schools 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 Community Services and the Student Welfare Directorate of the New South Wales Department of Education and Training 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 97.58%.

The attendance rate for each year level was as follows:

- Kindergarten: 96.00%
- Year 1: 97.39%
- Year 2: 98.56%
- Year 3: 98.02%
- Year 4: 97.34%
- Year 5: 98.00%
- Year 6: 97.74%
At **Edgecliff**, the overall attendance rate of boys was 97.56%.

The attendance rate for each year level was as follows:
- Kindergarten: 96.90%
- Year 1: 98.53%
- Year 2: 98.55%
- Year 3: 97.94%
- Year 4: 97.20%
- Year 5: 97.41%
- Year 6: 96.41%

### 3.5 Qualifications, Composition, Attendance and Retention of Teaching Staff

#### Qualifications

At **St Ives**, in 2014 there were thirty-four teachers of BOSTES syllabus material. All teaching staff had recognised teacher training qualifications. Eight had master’s degrees and one had a doctorate.

At **Edgecliff**, there were twenty-seven teachers of BOSTES syllabus material. All teaching staff had recognised teacher training qualifications. Six of the teaching staff had master’s degrees and one had a doctorate.

#### Composition

At St Ives, eighteen of the teachers were Class Teachers, responsible for pastoral care and discipline as well as contact with parents in regard to the boys in one class. They worked under three Stage Co-ordinators and in the case of Kindergarten to Second Class, under the Director of Infants.

At Edgecliff, thirteen of the teachers were Class Teachers, responsible for pastoral care and discipline as well as contact with parents in regard to the boys in one class. They worked under the Director of Pastoral Care and in the case of Kindergarten to Second Class, under the Infants Co-ordinator.

#### Attendance

The average attendance rate of staff in 2014 was:
- St Ives 96.78%; and
- Edgecliff 98.42%.

#### Retention

The staff retention rate from 2013 to 2014 was:
- St Ives 94.10%; and
- Edgecliff 96.30%.
Professional Development and Learning

Professional Development is an organic part of the work of all teaching staff at the School. In 2014 the teaching staff of both Preparatory Schools took part in regular staff meetings and all attended a whole-school Professional Development Day along with College Street staff which included an address from the Headmaster and sessions on: Development Difference and Disorder; Understanding Millennial Adolescents; Interactive Whiteboard; and Schoology (a school electronic forum system).

At St Ives, in addition, staff continued to develop teaching strategies, with the main focus being on new English and Mathematics syllabuses.

The average expenditure per teacher in 2014 on professional learning at St Ives was $1,326.

At Edgecliff, in addition, activities included work on the new English and Mathematics syllabuses.

The average expenditure per teacher on professional learning in 2014 at Edgecliff was $1,324.

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 also to the Preparatory Schools.
4. FINANCE

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

<table>
<thead>
<tr>
<th>TOTAL INCOME 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition fees and private income - 81.5%</td>
</tr>
<tr>
<td>Australian Government recurrent grants - 6.1%</td>
</tr>
<tr>
<td>NSW Government recurrent grants - 3.0%</td>
</tr>
<tr>
<td>Private capital income - 9.5%</td>
</tr>
</tbody>
</table>

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.
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.
5. PRIORITIES FOR IMPROVEMENT AND ACHIEVEMENTS FOR 2014

Priority: Enhanced Safety

Achievements:
- annual external audit of health and safety with focus on sun playground safety, Art and Applied Arts (design and technology)
- safer playground equipment and stair railings at St Ives
- updating of Child Protection Policy to reflect latest advice from relevant authorities

Priority: Professional Development

Achievements:
- organisation of whole school professional development day with a wide range of sessions covering topics relevant to adolescent development and use of communications technology among other matters
- new appointment of Director of Continuing Education to oversee adherence to continuing education requirements for teachers

Priority: Student Support

Achievements:
- planning of new position of Director of Pastoral Care at St Ives for 2015
- planning of new learning support programme at College Street for 2015 involving a number of teachers in different disciplines

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

June 2015