

# SYDNEY GRAMMAR SCHOOL



## ANNUAL REPORT

to the Government of  
New South Wales

2006

## INTRODUCTION

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

Sydney Grammar School was founded by an Act of Parliament in 1854. It is made up of a secondary school at College Street in the City of Sydney and two primary (preparatory) schools, one in Paddington (known as “Edgecliff”) and the other in St Ives. The three schools are governed by a single Board of Trustees, and the Headmaster of Sydney Grammar School is responsible to this Board for the running of the whole School.

In a large and complex School like Grammar, many of the most significant events and achievements do not readily lend themselves to communication in an official document such as this one. If you are interested in having a sense of the life of Sydney Grammar School, the following publications are also available. Foundations, a journal published twice a year, is available as a PDF file on the School’s website [www.sydneygrammar.nsw.edu.au](http://www.sydneygrammar.nsw.edu.au). (This website contains a wealth of other relevant information including Notes for Parents.) The Sydneian is the annual journal of record for College Street. Gateway has a similar role at Edgecliff, as does Telopea at St Ives. Our most recent publication, Inside Sydney Grammar School, contains photographs of daily life at the School taken over many years by two famous Australian photographers, Max Dupain and Rex Dupain. Copies of these last four publications may be purchased from the Development Office, Sydney Grammar School, College Street, Darlinghurst NSW 2010.

Dr JT Vallance  
Headmaster  
Sydney Grammar School  
College Street  
Darlinghurst NSW 2010  
Tel (02) 9332 5800

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

I am fond of saying, but it is true that the strength of our school comes from those who people it – our staff and the boys.

I never cease to be amazed at the ability and commitment of both staff and boys. You only have to visit College Street during a busy day – hearing the organ, watching the action in the playground, attending concerts, seeing the work going on in the library or watching the reverence and interaction between staff and students as you walk around. A visit to the Preparatory Schools is a similar experience.

I want to thank on behalf of all the Trustees, the Headmaster and the staff for all they do and have done during 2006. We truly appreciate their work.

Mr David Gonski AC  
Chairman

## **1.2 Message from the Headmaster**

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

The School aims to give young men a solid physical, intellectual and moral formation to prepare them for the specialised vocational training most will receive in later life. Nearly all of our boys go on to tertiary study in Australia or overseas. The academic curriculum is supplemented by a wide range of co-curricular activities, including music, sport, drama, art, debating, public speaking, cadets and other activities.

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

Admission to First Form, (Year 7) is made either on the basis of prior attendance at one of our two Preparatory Schools (Edgecliff and St Ives) and performance in an entrance examination, or on the basis of an entrance examination for boys who have not previously attended the School. Boys in Sixth Class at one of the Preparatory Schools sit the entrance examination but are normally accepted into College Street unless in our opinion they are unlikely to be able to cope with the secondary curriculum at Grammar. Around 185 boys are admitted each year into Form I, and the Secondary School at College Street has about 1100 boys attending at any one time. The pupil population at Edgecliff numbers 300, and 430 at St Ives. Continued attendance at the School once a boy is admitted is dependent on satisfactory conduct and progress, and on adherence by his parents or guardians to the terms of the Conditions of Enrolment and Admission (see [Notes for Parents](#) on the School website), including payment of fees due. Further information about enrolment policies is available from the office of the Master of the Lower School at College Street, Mr PG Barr.

Boys who did not attend one of our Preparatory Schools come to us from many different primary schools – many of them public schools - in Sydney, country areas, interstate and

overseas. Those who attended our own primary schools live for the most part in the Northern or Eastern suburbs of Sydney.

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

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

The School is a fee-charging independent school. It depends directly on the support of actual and prospective parents, pupils and masters. The well-being and satisfaction of pupils and staff is constantly monitored. Places in the School are highly sought after and in 2006 a record number of applications was received for Entrance Examinations into Year 7 in 2007. The Trustees and Headmaster have consciously set a high value on having a well qualified staff and have arranged compensation and conditions accordingly so that a high degree of harmony can prevail in the School.

Dr JT Vallance

## 2. SYDNEY GRAMMAR SCHOOL: COLLEGE STREET

### 2.1 Curriculum

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

### 2.2 Performance in Statewide Tests and Examinations

#### Higher School Certificate in 2006

In 2006 178 boys sat for the NSW Higher School Certificate in 37 courses. In total, 99.4% of boys across all 2 unit courses achieved marks of 50 or more (Band 2 or higher) with 81% of these placed in Bands 5 and 6 (80-100 marks). In the one unit extension courses 93.4% of the boys achieved marks in the highest two bands (35 – 50 marks). In general, student achievement was significantly above state level.

The results in the Higher School Certificate led to 44 boys being listed in the Board of Studies "All Rounders" list for scoring 90 or above in 10 or more units. 140 out of 178 boys appeared 501 times on the Honour roll for scoring above 90 in at least one course.

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

Table 1: 2006 Higher School Certificate Results in 2 Unit Courses

Subject	No of Students	Performance band achievement by number and %					
		Bands 1 – 2		Bands 3 – 4		Bands 5 and 6	
		Number	%	Number	%	Number	%
Ancient History	23	0	0	4	17.4	19	82.6
Biology	51	0	0	14	27.5	37	72.5
Chemistry	87	0	0	18	20.7	69	79.3
Earth & Environmental Science	25	0	0	7	28.0	18	72.0
Economics	76	0	0	16	21.1	60	78.9
English (Standard)	5	0	0	3	60.0	2	40.0
English (Advanced)	173	0	0	32	18.5	141	81.5
Geography	45	0	0	6	13.3	39	86.7
Mathematics	105	5	4.8	31	29.5	69	65.7
Modern History	55	0	0	5	9.1	50	90.9
Music 1	2	0	0	0	0.0	2	100.0
Music 2	12	0	0	0	0.0	12	100.0
PDHPE	8	0	0	1	12.5	7	87.5
Physics	84	0	0	12	14.3	72	85.7
Visual Arts	26	0	0	0	0	26	100
Chinese Continuers	3	0	0	0	0	3	100
Classical Greek Continuers	4	0	0	0	0	4	100
French Continuers	9	0	0	0	0	9	100
German Continuers	4	0	0	1	25	3	75
Italian Continuers	8	0	0	2	25	6	75
Japanese Beginners	6	0	0	0	0	6	100
Latin Continuers	15	0	0	0	0	15	100

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

Table 2: 2006 Higher School Certificate Results in Extension Courses

Subject	No. of Students	Performance band achievement by number and/or %			
		Band E3		Band E4	
		Number	%	Number	%
English Extension 1	76	41	53.9	27	35.5
English Extension 2	26	12	46.2	12	46.2
Mathematics Extension 1	119	37	31.1	73	61.3
Mathematics Extension 2	61	29	47.5	32	52.5
History Extension	29	15	51.7	10	34.5
Music Extension	11	2	18.2	9	81.8
Chinese Extension	1	0	0.0	1	100.0
Classical Greek Extension	3	0	0.0	3	100.0
French Extension	5	3	60.0	2	40.0
German Extension	4	2	50.0	2	50.0
Italian Extension	3	0	0.0	3	100.0
Latin Extension	12	1	8.3	11	91.7

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



Table 3: Distribution of marks in the 2006 Higher School Certificate

<b>Course</b>	<b>School Mean</b>	<b>State Mean</b>	<b>School Std dev.</b>	<b>State Std. dev.</b>	<b>School Median</b>
Ancient History	85.68	74.66	5.99	13.06	86
Biology	84.19	71.92	7.77	12.81	87
Chemistry	83.79	73.52	8.43	12.16	87
Earth & Environmental Science	85.22	75.08	6.59	12.37	88
Economics	84.28	76.42	8.16	12.86	87
English (Standard)	75.8	65.15	5.37	9.8	78
English (Advanced)	85.32	76.61	5.97	8.4	86
English Extension 1	42	38.91	4.28	5.7	43.5
English Extension 2	42.93	39.28	5.79	7.88	44
Geography	86.53	76.66	5.37	11.43	88
Mathematics	82.18	72.61	11.12	16.63	85
Mathematics Extension 1	86.7	75.64	11.27	18.91	86
Mathematics Extension 2	87.83	79.12	6.65	15.07	90
Modern History	87.8	75.49	5.33	12.3	88
History Extension	40.52	36.3	6.25	8.07	42
Music 1	93.8	77.77	2.8	10.76	94.5
Music 2	90.62	84.87	3.8	6.9	91.5
Music Extension	46.17	43.38	2.35	5.68	47
PDHPE	87.18	72.81	6.46	14.56	89.5
Physics	85.91	74.53	6.73	11.4	87
Visual Arts	89.75	80.19	5.63	8.22	91
Chinese Continuers	92.2	82.85	1.07	9.22	92
Chinese Extension	45.5	43.12	0	3.76	46
Classical Greek Continuer	96.95	87.91	1.17	17.31	97.5
Classical Greek Extension	47.53	48.1	0.41	0.79	48
French Continuers	91.82	80.73	3.92	11.74	93
French Extension	42.2	41.64	3.55	5.57	41
German Continuers	87.4	80.94	6.12	11.78	88
German Extension	42.45	39.55	5.01	7.04	42.5
Italian Continuers	85.1	77.16	5.71	12.96	86.5
Italian Extension	47.17	38.71	1.1	5.51	48
Japanese Beginners	92.23	75.46	4.11	15.88	93
Latin Continuers	95.49	91.8	3.61	6.15	97
Latin Extension	48.13	46.63	1.82	2.58	49

In recent years, the Higher School Certificate results consistently place 15 – 20 % of the School cohort in the top 1% of the state candidature based on the Universities Admissions Index. Approximately 50% of boys place in the top 5% and 65 – 70 % of the School cohort are placed in the top 10% of the state candidature. The percentage of boys in the top 10 % of the state candidature has increased significantly over the last five years from 58% in 2002 to 73% in 2006.

Table 4: Trends in UAI Ranks from 2000 – 2006

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

### 2006 School Certificate

Boys performed significantly above state levels in the six School Certificate tests. In English Literacy 91.0% of boys scored in Bands 5 and 6 compared to 31.2% of the state, 89.4% were placed in Bands 5 and 6 in Mathematics compared to 19.5% of the state and in Science 93.1% of boys were placed in Bands 5 and 6 compared to 29.7% of the state. In the Australian History, Geography, Civics and Citizenship test:

- 62.8% of our boys were placed in Bands 5 and 6 in the Australian History section compared to 24.1% of the state candidature; and
- in the Australian Geography section 95.7% of our boys scored marks in Bands 5 and 6 compared to 31.1% of the state candidature.

In the Computing Skills test 97.9% of boys were in the “Highly Competent” band and 1.6% in “Competent” band.

Table 5: Comparison of School and State School Certificate Test results in 2006

Test	School Mean	State Mean	School Std. Dev.	State Std. Dev.	School vs State variation
English - Literacy	87.94	74.1	5.2	11.46	13.84
Mathematics	89.04	67.87	6.92	12.61	21.17
Science	87.03	72.85	5.37	10.78	14.18
Australian History	81.68	71	7.11	12.21	10.68
Australian Geography	89.79	74.37	4.86	11.12	15.42
Computing Skills	90.86	80.55	4.61	10.46	10.31

The distribution of marks in the School Certificate tests continue to show a significant variation from the state results as seen by the difference between School and State means. This difference is reflected in the Grading Pattern shown in Table 6.

Table 6: Comparison of 2006 School and State Grading Patterns in the School Certificate

Course Name	Students in School	Students in State	School Pattern (%)						State Pattern (%)					
			A	B	C	D	E	N	A	B	C	D	E	N
Australian Geography MAND	193	82973	49.2	27.5	21.2	2.1	0.0	0	12.2	22.2	35.1	21.7	8.7	0.2
Australian History MAND	193	82970	57.0	32.1	9.8	1.0	0.0	0	12.5	22.3	34.3	22.0	8.8	0.1
Chinese 200 hr	20	520	60.0	30.0	5.0	5.0	0.0	0	50.6	22.3	16.9	6.9	3.3	0.0
Classical Greek 200 hr	17	25	64.7	17.7	11.8	5.9	0.0	0	60.0	24.0	12.0	4.0	0.0	0.0
Design & Technology 100 hr	1	1322	0.0	0.0	100	0.0	0.0	0	16.8	32.2	33.1	12.7	5.1	0.0
Design and Technology 200 hr	14	3457	35.7	42.9	21.4	0.0	0.0	0	20.8	27.9	31.9	14.6	4.6	0.2
English	193	83021	53.4	37.3	9.3	0.0	0.0	0	13.1	25.0	37.2	18.4	6.2	0.2
French 200 hr	76	3467	32.9	30.3	27.6	9.2	0.0	0	32.5	27.9	25.4	11.7	2.5	0.1
Geography 100 hr	3	1550	0.0	66.7	33.3	0.0	0.0	0	19.5	26.1	31.5	17.6	5.4	0.0
Geography 200 hr	111	497	40.5	36.0	21.6	1.8	0.0	0	32.2	31.4	27.4	7.4	1.4	0.2
German 100 hr	1	124	0.0	0.0	100	0.0	0.0	0	27.4	23.4	27.4	19.4	2.4	0.0
German 200 hr	22	1233	31.8	45.5	22.7	0.0	0.0	0	36.3	29.3	22.7	8.7	3.0	0.1
History 100 hr	2	3476	50.0	50.0	0.0	0.0	0.0	0	20.6	30.6	32.7	12.0	3.9	0.3
History 200 hr	93	3566	64.5	25.8	8.6	1.1	0.0	0	34.4	28.7	25.4	8.6	2.8	0.1
Italian 100 hr	1	192	0.0	0.0	100	0.0	0.0	0	14.1	17.2	37.5	23.4	7.3	0.5
Italian 200 hr	28	1451	35.7	53.6	10.7	0.0	0.0	0	23.6	28.1	29.5	14.8	3.9	0.2
Latin 100 hr	1	27	0.0	0.0	0.0	100	0.0	0	7.4	29.6	48.2	11.1	3.7	0.0
Latin 200 hr	63	528	54.0	27.0	12.7	6.4	0.0	0	49.1	22.7	17.6	8.9	1.7	0.0
Mathematics 200 hr	195	83158	61.0	31.0	7.0	1.0	0.0	0	14.0	23.0	31.0	25.0	7.0	0.0
Music 100 hr	1	2059	0.0	0.0	0.0	100	0.0	0	12.0	23.9	32.4	21.6	10.0	0.1
Music 200 hr	49	10527	55.1	22.5	20.4	2.0	0.0	0	21.9	28.6	29.3	14.3	5.7	0.2
PDHPE 100 hr	193	23229	16.6	36.3	22.8	17.6	6.7	0	14.5	27.8	35.1	17.0	5.6	0.1
Science	193	82957	61.1	30.6	8.3	0.0	0.0	0	12.8	23.5	36.1	20.1	7.4	0.2
Visual Arts 100 hr	2	3106	0.0	50.0	50.0	0.0	0.0	0	14.5	28.9	36.0	15.1	5.3	0.2
Visual Arts 200H	65	15618	46.2	30.8	18.5	3.1	1.5	0	24.0	30.0	29.1	12.2	4.3	0.3

The relationship between the distribution of marks for the School and State cohorts in each of the School Certificate tests from 2002 to 2006 are shown below. The means and median marks of the School's cohort in each of the School Certificate tests have generally increased over this five year period. The difference between the School means and the state means has been maintained or increased. In the 2006 cohort all boys scored a mark equal to or greater than the state mean in all tests except Australian History Test. In the Australian History test in 2006, 94 % of the boys scored marks equal to or greater than the State mean.

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

In English the difference between school and state results increased from 8.2% to 12.8% in the 2002/2005 cohort and from 3.8% to 13.8% in 2003/2006.

In Mathematics the difference between school and state results increased from 10% to 18.6% in the 2002/2005 cohort and from 10.5% to 21.2% in 2003/2006. See Tables 9 and 10.

Table 7: Trends in the Distribution of marks in the School Certificate English, Mathematics and Science Tests between 2002 and 2006.

Test	Year	Boys	SGS Mean	State Mean	SGS Std Dev	State Std dev	Difference	Median
English-literacy	2002	182	85.3	74.1	4.83	10.48	11.2	85
	2003	179	85.41	72.71	5.52	11.28	12.7	86
	2004	188	85.91	73.14	5.56	11.97	12.77	87
	2005	188	85.91	73.14	5.56	11.97	12.77	86
	2006	186	87.94	74.1	5.2	11.46	13.84	88
Mathematics Test	2002	183	86.48	72.18	6.3	11.15	14.3	87
	2003	180	87.08	71.93	5.37	11.21	15.15	87
	2004	187	89.63	71.01	6.35	12.17	18.62	88
	2005	187	89.63	71.01	6.35	12.17	18.62	90.5
	2006	183	89.04	67.87	6.92	12.61	21.17	89.5
Science Test	2002	182	86.48	72.51	4.92	9.85	13.97	87
	2003	179	86.54	74.32	4.54	9.19	12.22	87
	2004	188	89.71	74.57	4.97	9.87	15.14	88
	2005	188	89.71	74.57	4.97	9.87	15.14	91
	2006	185	87.03	72.85	5.37	10.78	14.18	87
Aust History Test	2002	183	76.22	67.16	7.7	11.89	9.06	75
	2003	180	81.88	69.13	6.93	12.97	12.75	81
	2004	188	84.18	73.59	5.76	10.05	10.59	84
	2005	188	84.18	73.59	5.76	10.05	10.59	85
	2006	184	81.68	71	7.11	12.21	10.68	82
Aust Geography	2002	183	81.34	68.61	7.95	11.7	12.73	81
	2003	180	81.92	70.5	6.28	11.25	11.42	82
	2004	188	87.14	72.76	5.24	9.79	14.38	87
	2005	188	87.14	72.76	5.24	9.79	14.38	88
	2006	184	89.79	74.37	4.86	11.12	15.42	91
Computing Skills	2006	185	90.86	80.55	4.61	10.46	10.31	92

## Literacy & Numeracy Assessments (LANNA) in Year 7

In 2006 all boys in Year 7 (176) participated in the Literacy and Numeracy National Assessment test developed by ACER.

All boys achieved results above the benchmark in each component of the test.

Table 8: LANNA results – percentage of boys above the national benchmark.

2006 Literacy and Numeracy National Assessment (LANNA)	Percentage of students above the national benchmark
	Year 7
Reading	100%
Writing	100%
Spelling – no benchmark is quoted (scored a mark of greater than 65%)	100%
Numeracy	100%

### “Value added” between years 7 and 10

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

The group mean for the 2002/2005 cohort in the LANNA numeracy component was 10% above the State mean. In the School Certificate Mathematics test the difference between the School group mean and the state mean was 18.6%. The difference between the two results in the 2004/2006 cohort increased from 10.5% in Year 7 to 21.2% in Year 10.

Table 9: LANNA Numeracy/SC Mathematics test

Cohort	Examination	SGS Mean %	State Mean %	SGS Std Dev.	State Std dev.	Difference %
2002/2005	LANNA	80.0	70.0	12.7	13.1	10
	School Certificate	89.63	71.0	6.35	12.17	18.62
2003/2006	LANNA	80.5	70.0	9.6	12.8	10.5
	School Certificate	89.04	67.87	6.92	12.61	21.17

This trend was also evident in a comparison of the LANNA Writing Content and Language results with the School Certificate English results. In the 2002/2005 cohort the difference between state and school means increased from 8.2% in Year 7 to 12.8% in Year 10. In the 2003/2006 cohort the difference between state and school means increased from 3.8% in Year 7 to 13.8% in Year 10.

Table 10: LANNA Writing/SC English test

<b>Cohort</b>	<b>Examination</b>	<b>SGS Mean %</b>	<b>State Mean %</b>	<b>SGS Std Dev.</b>	<b>State Std dev.</b>	<b>Difference %</b>
2002/2005	LANNA	87.9	79.7	4.1	9.1	8.2
	School Certificate	85.91	73.14	5.56	11.97	12.8
2003/2006	LANNA	86.4	82.6	5.2	6.1	3.8
	School Certificate	87.94	74.1	5.2	11.46	13.8

For the 2003/2006 cohort, the percentage of boys achieving a mark equal to or higher than the State mean increased from 75% in English and 86 % in Mathematics in Year 7 to nearly 100% in both examinations by the end of Year 10.

### **2.3 Safety, Welfare and Discipline of Boys**

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

#### **Welfare of Boys**

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

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

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

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

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

#### **Welfare and Discipline**

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

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

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

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

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

### **Welfare and Discipline in Sport**

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

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

### **Respect and Responsibility**

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

### **Grievance and Complaint Procedures**

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



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

### **Child Protection**

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

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

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

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

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

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

## **2.4 Attendance Checking**

Rolls are called and records of absence collected three times a day. Notes are required from parents to explain absence and families are contacted if absence goes unexplained. The

School keeps electronic records of attendance and absence. More information appears in the Diary. Inquiries as to details of procedures may be made of the Senior Housemaster (or Master of the Lower School in the case of First Form). The average student attendance rate in 2006 was 97.2%.

## **2.5 Retention Rate of Pupils**

The vast majority of boys who attend College Street remain throughout their secondary schooling and complete the Higher School Certificate here. In 2004 there were 182 boys in Form IV (Year 10). Of these 4 had left by Form VI (Year 12) making an actual retention rate of 97.8%.

## **2.6 Post School Destinations**

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

## **2.7 Changes to Policies in 2006**

In general policies which apply to the School as a whole remained the same in 2006. The Child Protection Policy revised extensively in 2004 remained in force in 2006. Some changes were made to the OHS Manual in 2006 covering issues concerning the welfare of staff, and a revised policy on violence better adapted to the School's situation was prepared. At College Street work was done on safety and emergency procedures for activities out of ordinary school hours, on responses to medical emergencies within school hours and improvements were made to the confidential classification of health risks among the boys. Material related to these changes appeared in the OHS Manual or College Street Masters' Book. Compliance with the National Safe Schools Framework was checked. Some particular changes in 2006 are noted in the section on priorities and achievements below (Further information is available from the Senior Master, Mr Kavanagh.)

## **2.8 Qualifications, Attendance and Retention of Teaching Staff**

### **i) Qualifications**

In 2006 the staff included 114 masters teaching Board of Studies syllabus material. Of these 83 had recognised teacher training qualifications. All teaching staff had a recognised tertiary degree. 47 had at least one higher degree and 18 had a doctorate.

### **ii) Attendance**

The average staff attendance rate was 98.7%.

### **iii) Retention**

The total number of relevant staff at College Street in 2005 was 118. Of these 7 left at the end of 2005 and one at the end of Term I 2006. Consequently the staff retention rate from 2005 to 2006 was 93.2%. In 2006 the total number of relevant staff was 114

following resignation by someone on long leave, withdrawal from Board of Studies syllabus work by a continuing member of staff, consolidation of two positions into one in one department, and the ending of a transitional overlap of two members of another department.

## **2.9 Professional Development and Learning**

Professional learning takes many forms at this School, and is an organic part of its operation. Formal professional development takes place on special pupil-free days set aside for the purpose, and at regular meetings and conferences held throughout the year. Teachers are encouraged to pursue their interests in their own subjects, and the School assists with the cost of books, course or conference fees and travel. Regular training is given to the staff as new technology appears. The average expenditure per teacher in 2006 on professional learning was \$324.66. This figure does not include ordinary salaries paid while masters were participating in professional learning activities, nor the fees of special consultants, advisors and other visitors who came to assist staff at the School during the year.

## **2.10 Grounds and Buildings**

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

In 2006 the library at College Street was further developed and extended, and existing facilities including science laboratories and general purpose classrooms were refurbished. The School has full time maintenance and grounds staff to keep the buildings and grounds in good order, and has a system of rostered supervision by masters of the grounds and buildings at appropriate times.

### **3. THE PREPARATORY SCHOOLS: EDGECLIFF AND ST IVES**

The School has a number of primary level entry points. At St Ives there is one Kindergarten class which precedes Transition (the year before Year 1). In both schools, Transition is a principal point of entry, as are Years 3 and 5. (There are sometimes vacancies in other years.)

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

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

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

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

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

At St Ives, because of its location on the Upper North Shore of Sydney, most boys come from that area, with some also coming from the Northern Beaches. St Ives had a total of around 430 boys in 2006.

At Edgecliff, because of its location, most boys come from the Eastern Suburbs of Sydney, with some from other parts of the Sydney area. Edgecliff had a total of about 300 boys in 2006.

#### **3.1 Curriculum**

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

Boys are taught in core areas of study by a Form Master, who is also responsible in the first instance for the pastoral care of each boy and for contact with parents. In both schools specialist teachers are employed for certain areas, such as Italian, Music and Art. Groups are withdrawn from class from time to time in order to develop skills in accordance with ability levels. Both Preparatory Schools have an enrichment and

extension teacher. The curriculum is complemented by a wide range of co-curricular activities, including sport, music, drama, art and chess.

### **3.2 Performance in Statewide Tests and Examinations**

All boys in Years 3 and 5 at both Preparatory Schools took part in the Basic Skills Tests in Literacy and Numeracy in 2005 and 2006. Our boys performed well in comparison with the overall state candidature. The results are consistent with previous performance in similar tests.

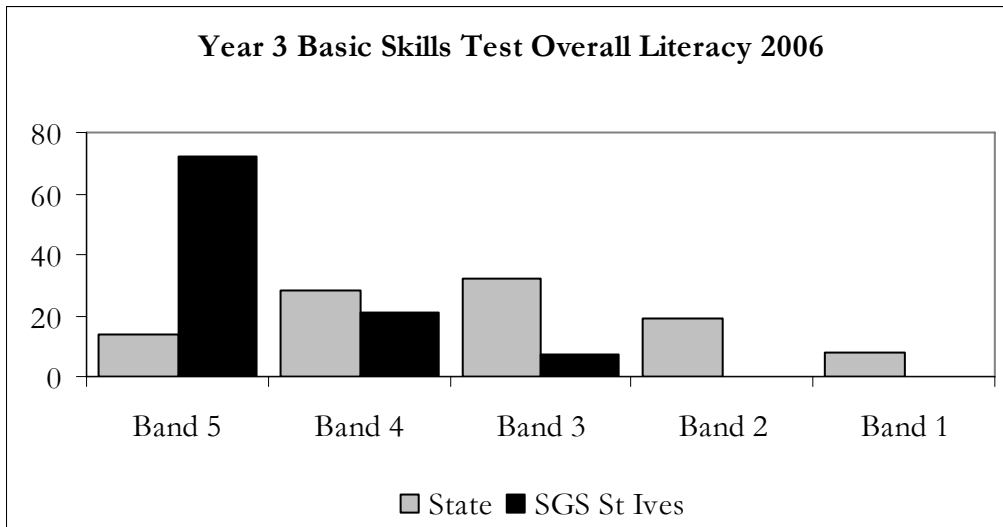
In 2005 special measures were taken to bring the two primary schools into line with each other. Boys at both Edgecliff and St Ives continued to perform well against state and national benchmarks.

**i St Ives**

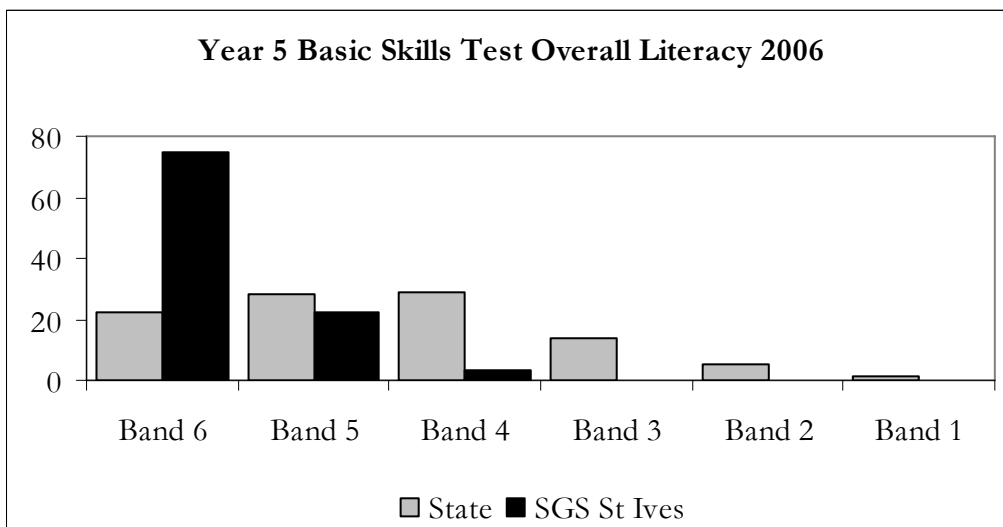
**Performance in Literacy**

All boys met the national benchmark for Literacy.

At St Ives in both Years 3 and 5, 65 boys sat for the Basic Skills Test in Literacy. In Year 3, there were 5 skill bands and 72% were placed in Band 5 and 21% were placed in Band 4 compared with State figures of 14% and 28% respectively. 7% were placed in Band 3 and no boys were placed in Bands 2 or 1.

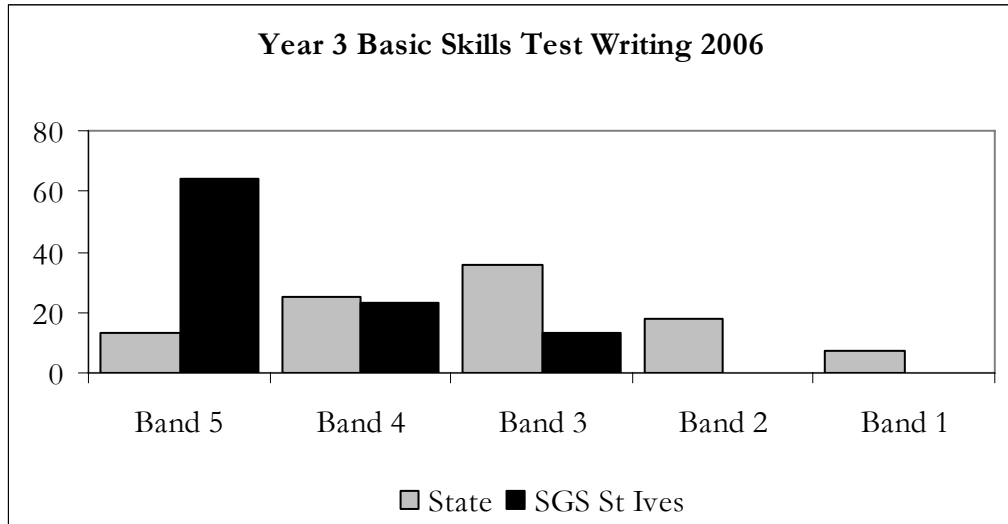


In Year 5, 75% were placed in Band 6 and 22% were placed in Band 5. At St Ives, 97% of our boys were placed in the top two bands, compared with 50% of the state candidates. 2 boys were placed in Band 4, compared with 43% of the state falling in Bands 4 and 3. No boys were placed in the bottom three bands.

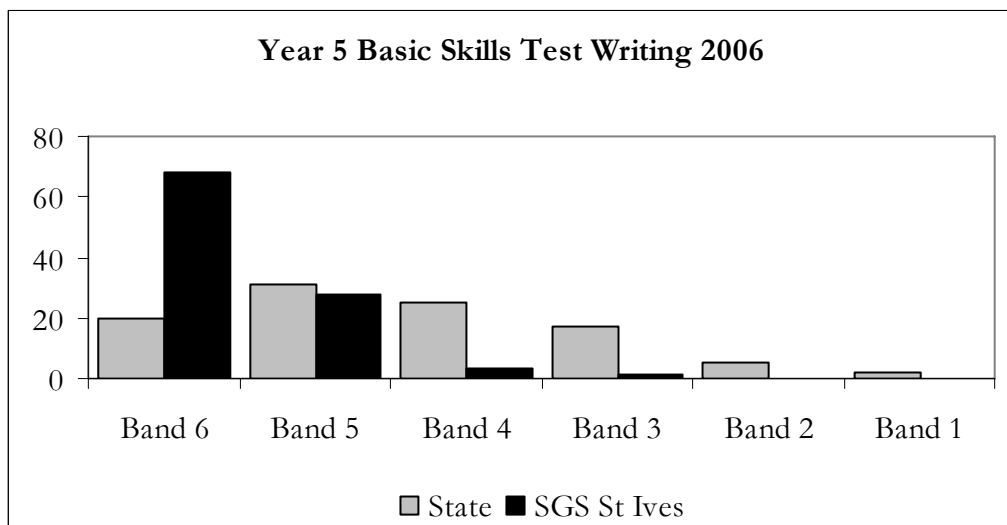


Of the 71 boys who sat the Year 3 Basic Skills Test in 2004 and the Year 5 Basic Skills Test in 2006, 92% recorded positive growth in Literacy (Reading and Language) and 96% recorded positive growth in Writing.

In Year 3, 63 boys participated in the Basic Skills Test Writing. 64% were placed in Band 5 and 23% were placed in Band 4. 87% of the cohort was placed in the top two bands, compared to 38% of the state. 13% were placed in Band 3 and no boys were placed in Bands 2 or 1, compared to the state result of 25%. No weaknesses were identified in either grade.



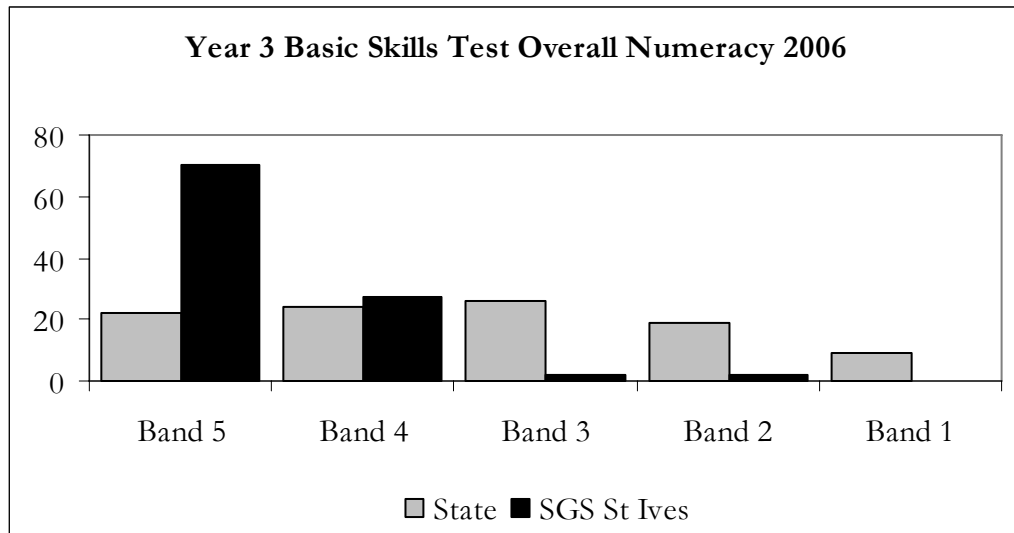
At St Ives in Year 5, 71 boys participated in the Basic Skills Test Writing. 68% were placed in Band 6 and 28% were placed in Band 5. Overall, 96% of our cohort was placed in Bands 6 and 5, compared to 51% of the state. 3% were placed in Band 4 and 1% was placed in Band 3, compared with the state results of 25% and 17% respectively. No boys were placed in Bands 2 or 1, compared to the State figure of 7%.



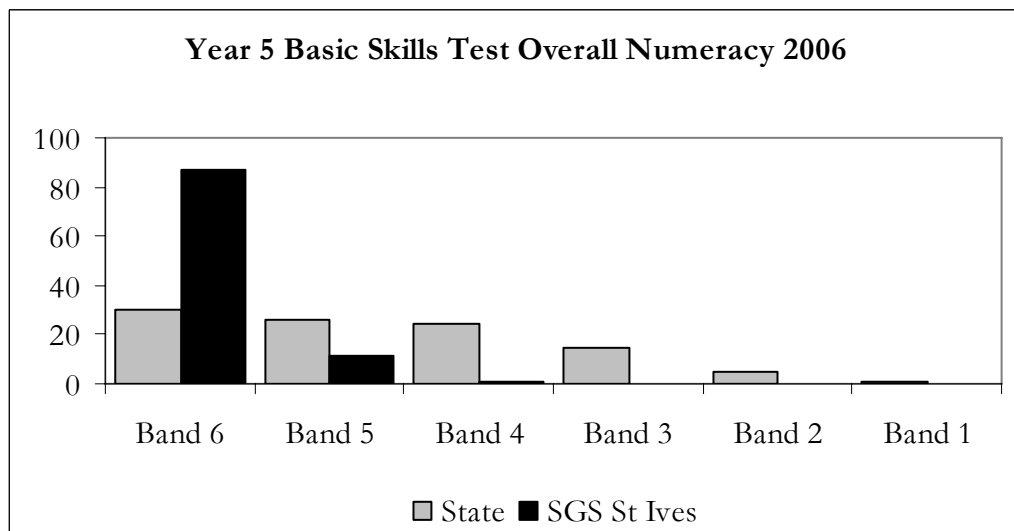
## Performance in Numeracy

All boys met the national benchmark for numeracy.

In 2006, 63 Year 3 boys and 71 Year 5 boys sat the Numeracy component of the Basic Skills Test. In Year 3, 70% were placed in Band 5 and 27% were placed in Band 4. This represents 97% of our cohort placed in the top two bands, compared to 46% in the State. In Bands 3 and 2, 2% of the cohort was placed in each band compared to 45% in the state. No boys were placed in Band 1, as compared to the State figure of 9%.



In Year 5, 87% of our cohort were placed in Band 6 and 12% were placed in Band 5. This represents 99% of our cohort placed in the top two bands, compared to 56% of the state. 1% was placed in Band 4, compared to 39% of the state placed in Bands 4 and 3. There were no boys placed in Bands 2 and 1, as compared with 6% of the state.



Of the 71 Year 5 boys tracked from Year 3 (2004) to Year 5 (2006), 91% of students recorded positive growth from Year 3 to Year 5.

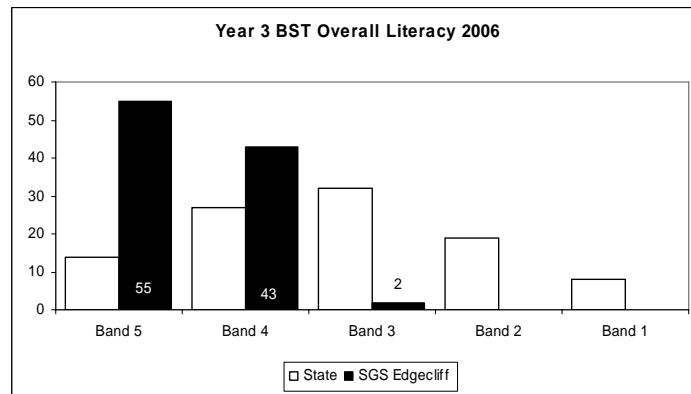


ii **Edgecliff**

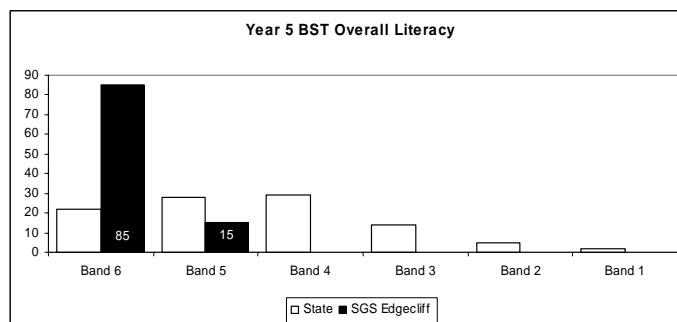
**Performance in Literacy**

All boys met the national benchmark for Literacy.

At Edgecliff in Year 3, 49 boys sat for the Basic Skills Test in Literacy while 71 boys sat the test in Year 5. In Year 3, there were 5 skill bands and 55% were placed in Band 5 and 43% were placed in Band 4 compared with State figures of 14% and 28% respectively. 2% placed in Band 3 and no boys were placed in bands 2 or 1.

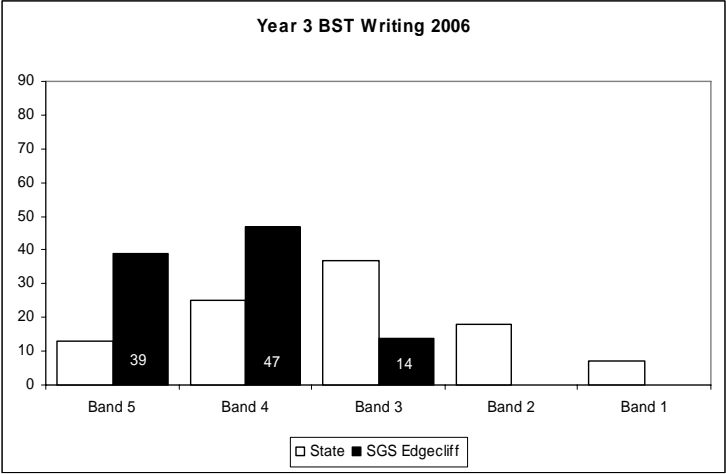


In Year 5 85% of boys were placed in Band 6 and 15% were placed in Band 5. At Edgecliff 100% of our boys were placed in the top two bands, compared with 50% of the State candidates. No boys were placed in the bottom four bands.

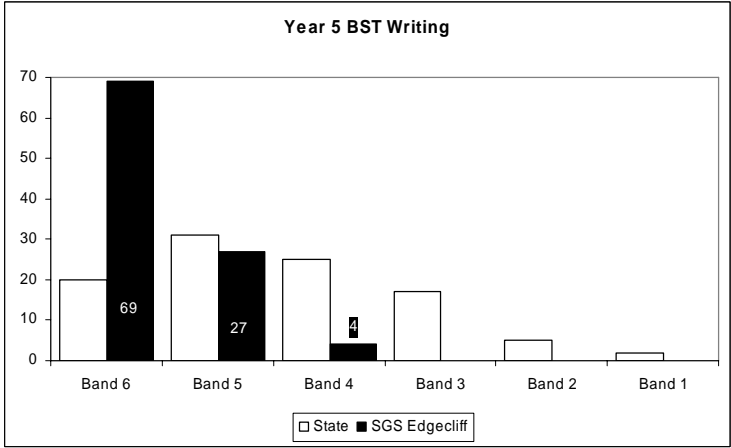


Of the 42 boys who sat the Year 3 Basic Skills Test in 2004, and Year 5 Basic Skills Test in 2006, 93% recorded positive growth in Literacy (Reading and Language) and 95% recorded positive growth in Writing.

In Year 3, 49 boys sat for the Basic Skills Test in Writing. In Year 3, there were 5 skill bands and 39% were placed in Band 5 and 47% were placed in Band 4 compared with 13% and 25% respectively in the State as a whole. 14% were placed in Band 3 and no boys were placed in bands 2 or 1. 86% of the cohort were placed in the top two bands, compared to 38% of the State.



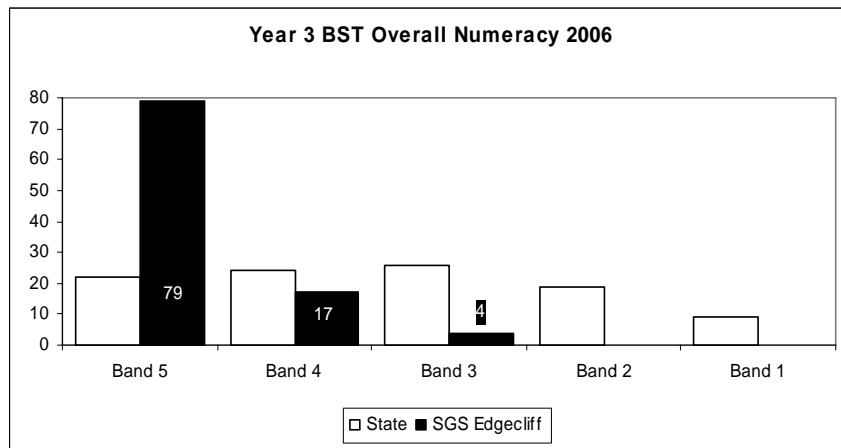
In Year 5, 71 boys sat for the Basic Skills Test in Literacy. In Year 5, there were 6 skill bands and 69% were placed in Band 6 and 27% were placed in Band 4 compared with 20% and 31% respectively. 4% were placed in Band 3 and no boys were placed in bands 2 or 1. 96% of the candidates were placed in the top two bands, compared to 51% of the State.



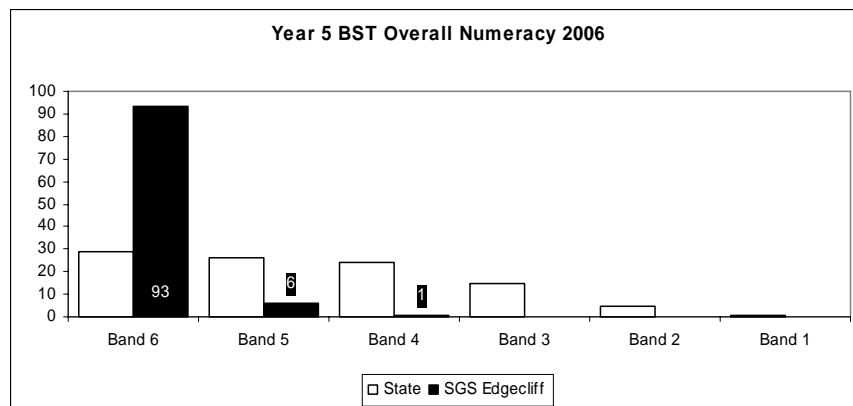
## Performance in Numeracy

All students met the national benchmark for numeracy.

In Year 3, 49 boys sat for the Basic Skills Test in Numeracy in 2006. There were 5 skill bands and 79% were placed in Band 5 and 17% were placed in Band 4. 4% were placed in Band 3 compared with 26% of the State. No boys were placed in bands 2 or 1 compared with 28% in the State. At Edgecliff 96% of our boys were placed in the top two bands, compared with 46% of the state.



In Year 5, of all the six skill bands, 93% were placed in Band 6 and 6% were placed in Band 5. At Edgecliff 99% of our boys were placed in the top two bands, compared with 56% in the State. No boys were placed in the bottom three bands compared with 21% of the state.



Of the 42 students tracked from Year 3 (2004) to Year 5 (2006), 93% recorded positive growth from Year 3 to Year 5.

### **3.3 Safety, Welfare and Discipline of Boys**

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

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

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

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

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

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

Where there is a concern about behaviour or progress, the Form Master will refer the matter to the appropriate senior member of staff, such as the Headmaster or Director of Infants. Serious penalties are only awarded by senior members of staff. They will make sure they are aware of the facts, including talking to the boy or boys involved as required. The most serious disciplinary actions, such as suspension or expulsion, are not be put into effect without prior discussion with parents wherever practicable.

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

### **Grievance and Complaint Procedures**

In the first instance issues of concern about a boy are taken up with his Form Master. If dissatisfied with the response of the Form Master or any other member of staff, a parent may then contact the Preparatory School Headmaster. If there is some reason why an approach to the Form Master would be awkward, the Preparatory School Headmaster or other relevant senior master may be approached directly. Boys are able to see the Preparatory School Headmaster. In the event of concern still being felt, the Headmaster of Sydney Grammar School, Dr Vallance, may be contacted at College Street. These arrangements reflect long-standing practice at the School and were not changed in 2006.

### **3.4 Attendance checking**

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

The **average attendance rate** of boys in 2006 was:-

- for **St Ives** 97%; and
- for **Edgecliff** 98%.

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

#### **Qualifications**

At **St Ives** in 2006 there were 35 teachers of Board of Studies syllabus material, all of whom had recognised teacher training qualifications. Ten of them have a higher degree.

At **Edgecliff** in 2006 there were 27 teachers of Board of Studies syllabus material, of whom 26 had recognised teacher training qualifications. One teacher was a conditionally qualified new scheme teacher with a relevant degree currently proceeding towards obtaining a teacher training qualification. Six of the teaching staff had master's degrees and one a doctorate.

#### **Attendance**

The **average attendance rate** of staff in 2006 was:-

- **St Ives** 98%; and
- **Edgecliff** 99.7%.

## **Retention**

The **staff retention rate** from 2005 to 2006 was:-

- **St Ives** 91%; and
- **Edgecliff** 90%.

### **3.6 Professional Development and Learning**

Professional development is an organic part of all teaching positions in the School. At St Ives in 2006 members of staff had a large number of special meetings in connection with a registration inspection conducted by the NSW Board of Studies. There was a general review of curriculum, together with further First Aid training, including Asthma Awareness Training. Senior staff met regularly with staff at Edgecliff and College Street.

The average expenditure per teacher in 2006 at St Ives was \$408 on professional learning excluding the cost of external consultants and special guests.

At Edgecliff in 2006 members of staff worked regularly with a consultant-in-residence, and also held discussions with visiting writers and artists with a view to improving teaching programmes. Regular internal policy meetings were held, and senior staff met regularly with staff at St Ives and College Street. Special programmes were run for Infants Staff, and there has been general training in first aid and sports coaching.

The average expenditure per teacher on professional learning at Edgecliff (excluding the salaries of visiting consultants and holders of special residencies) was \$549.

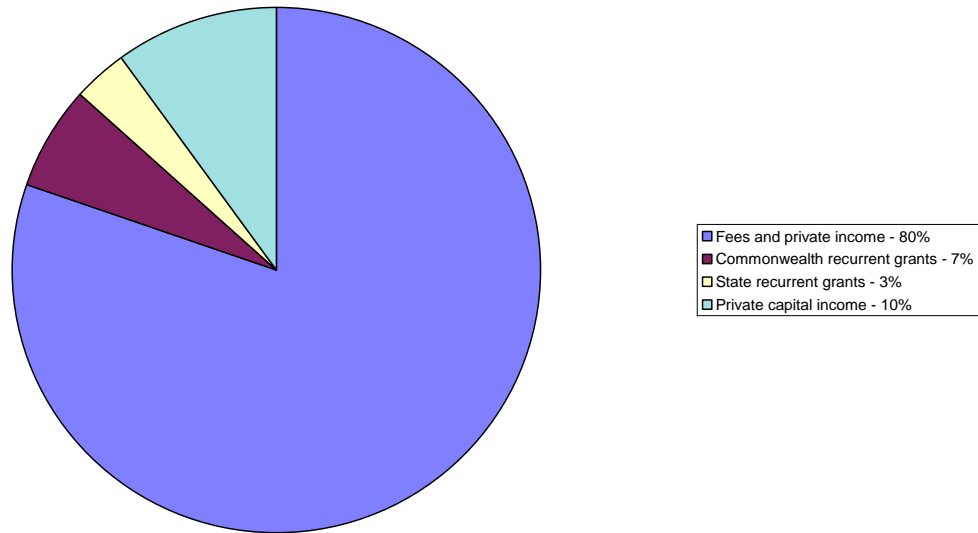
### **3.7 Grounds, Buildings and Finance**

Each Preparatory School has its own campus, with classroom buildings and adjacent playing fields. The financial and property management of the three branches of the School is conducted on behalf of the Trustees by the Headmaster and the Bursar for the School as one entity. The financial information and graphs appearing in the College Street section of this report and the general information on building and premises apply to the Preparatory Schools as well. In addition, however, a perimeter fence at the St Ives Preparatory School was also constructed in order to improve on-site security and safety.

## 4. FINANCE

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

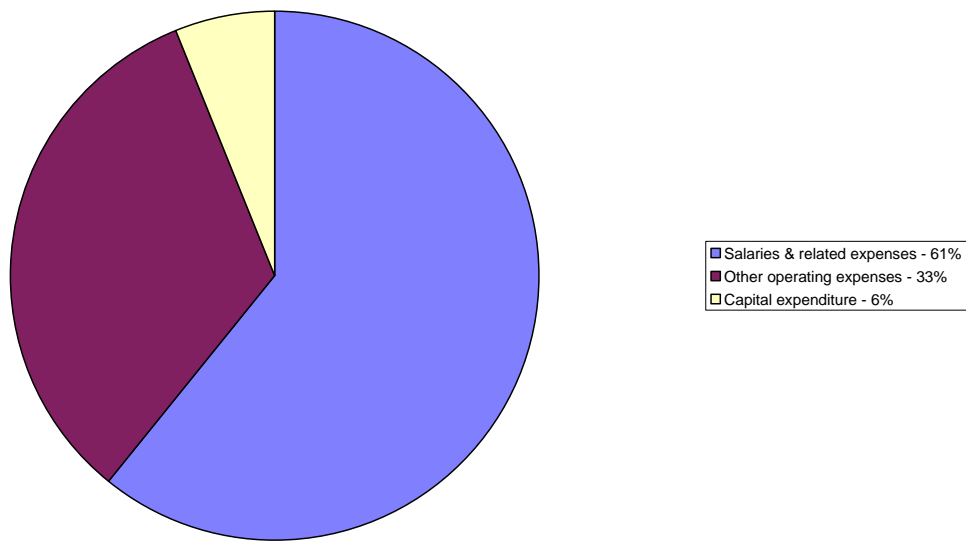
**TOTAL INCOME - 2006**



Income included:

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

TOTAL EXPENDITURE - 2006



Expenditure included:

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

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



## **5. PRIORITIES FOR IMPROVEMENT AND ACHIEVEMENTS FOR 2006**

### **Priority: Enhanced Safety**

#### **Achievements:**

- improvements to operation of the incident reporting system and more comprehensive collection of data
- revised policy on violence, development of cash handling policy, policies on after-hours activities and other OHS matters
- review and improvement of medical emergency procedures and classification of medical risk at College Street
- completion of perimeter safety fence at St Ives
- audit of Rugby safety

### **Priority: Pastoral Care**

#### **Achievements:**

- consolidation of work done in 2005 through review of the tutorial, peer support and prefect systems
- work on the introduction of electronic reporting of bullying as for accidents, injuries to help deal with any conflicts carried from one stage of the School onto later stages

### **Priority: Academic assistance in middle secondary years**

#### **Achievements:**

- continued modification of curriculum structure to accommodate boys with special needs in Forms III and Form IV

### **Priority: Extension of Sports Facilities**

#### **Achievements:**

- good progress on obtaining planning approval for development of land in Paddington (part of the old White City site) to be used for new playing fields

### **Priority: Physical restructuring of St Ives**

#### **Achievements:**

- first stages of architectural planning underway.

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

June 2007

