



TIGS

The Illawarra Grammar School

2012 Annual Report:

Educational & Financial Reporting

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REPORTING AREA: 1

MESSAGES FROM SCHOOL BODIES

MESSAGE FROM THE CHAIRMAN OF SCHOOL COUNCIL

In the 2012 TIGS Magazine the Chairman of the School Council wrote, in part "This School has been greatly blessed over the years in so many ways. As our School reaches a form of maturity, now about to enter its 55th year it is pleasing to see that so many of our alumni have gone on to do good things not only in our local region but also in the wider community. Interestingly we have a number of former students sitting on the TIGS Council.

Obviously the students attend TIGS because their parents have made the investment and often sacrifice for their child to attend our School. On behalf of the School I want to thank the parents for the privilege you have given us in allowing TIGS to be part of the life of your child and your family. Your School Council is aware of the responsibility to ensure that you not only receive value for the decision to have your child receive a TIGS education but that hopefully over time your child will become a much better person and strong contributor to the future of our region and beyond.

Two great achievements of the School this year that will benefit both current and future students was the School achieving International Baccalaureate World School status for our Junior School Program and the decision to add the IB Middle Years Programme for Years 7 – 10. The accreditation and the introduction of the new 7 – 10 Programme places TIGS in company with some of the world's most outstanding and highly regarded and recognized schools. To all those involved in the accreditation process we thank you and as we move forward with the 7 – 10 Programme I want to encourage the Senior School staff as they embrace these important changes to our curriculum.

Next year will be another challenging year as we attempt to balance increasing costs and threats from some parts of Government to decrease our funding regime. However I am sure with God's goodness and blessings we will once more as our TIGS motto states go from strength to strength."

MESSAGE FROM THE HEADMASTER

In the 2012 TIGS Magazine the Headmaster wrote, in part "The year started with the appearance of chaos with the School Library, located in the Goodhew Research Centre, closed for the term to undergo essential repairs and transformation into a library appropriate for the 21st Century. We were so pleased with the outcome. We have a truly beautiful building which is stimulating and exciting for students and facilitates excellent teaching and learning.

What is not so visible, but equally important, is the development of the Virtual Library which provides 24/7 access to students working in the classroom, playground or at home. The provision of the wireless network and the requirement that each Senior School student access the network using their own technology has changed the way students learn. Junior School students also benefit from wireless access to the Library although they are very excited when it is their turn to climb the hill for a Library lesson. Story telling in the transformed Library is a special event.

Another highlight of the year was the School gaining accreditation as an IB World School. The International Baccalaureate Organisation (IBO) provides programs for teaching and learning that are recognized world-wide as best practice. There are 3,480 IB World Schools scattered over all continents. World-wide there are 980 schools teaching the Middle Years Program (43 schools in Australia teach the MYP) and 969 schools teaching the Primary Years Program (83 schools in Australia teach the PYP).

It is a great achievement by the School to be recognized as one of the world's elite schools. Parents that have children studying the PYP in the Junior School will know from observing their children what a positive impact a



student-centered, inquiry-based, internationally focused approach can have on a child's learning and self-esteem.

Given the success of the PYP, the decision to implement the MYP for Years 7 to 10 will have come as no surprise. The School is planning to achieve accreditation as an MYP School by 2015. As the benefits of the PYP and the MYP flow through to our HSC students, we can only look forward with great anticipation at what will happen to our already outstanding HSC results which no other school can match in the Illawarra.

The TIGS Statement of Mission and Values states that "Success in learning involves the development of the whole child. The School is committed to offering a broad curriculum, adopting a holistic approach to each student's academic, spiritual, physical, aesthetic, cultural, social and emotional development." The success of our athletes and students of the Creative and Performing Arts continue to amaze and inspire us.

The Annual Sports Presentation Evening saw 175 students receive recognition for outstanding achievement in sport. It was also a memorable moment when the guest speakers, Olympians David McKeon (Class of 2010) and Jarrod Poort (Class of 2012), reflected on their experiences at the London Games this year. Special mention must also be made of Ashley Dribbus who was named the Junior Girl Athlete of the CIS Athletic Event. Congratulations to all of our athletes on another great year. Around 300 Senior School students are now involved in the Duke of Edinburgh scheme which is also remarkable.

Our students involved in Creative and Performing Arts have also had a memorable year. Charlotte's MADD Web, The Music Dance and Drama Festival, The Boyfriend and The Works Exhibition were highlights of an extensive program of performances and exhibitions which pushed the boundary of excellence. Our school is enriched by the creative talents of our students and staff and we thank them for being so willing to perform for us.

Success appeared in many other fields, including Community Problem Solving and Tournament of the Mind. Special congratulations go to Ethan Butson who was named Australian Young Scientist of the Year and was placed 2nd in the world in international competition. These successes demonstrate that our students are engaged in the joy of learning that goes beyond classroom instruction.

A TIGS education demands that our students put their learning into action. This was clearly evident at the Year 6 Exhibition where students, at the end of their PYP studies demonstrated their skills in learning with a most memorable presentation of their research. The areas of inquiry were amazing, as was the action demonstrated by the students in putting their learning to good use. The excellence of their learning was replicated by an outstanding exhibition by students engaged in the Honours Program in Years 7 and 8.

Our statement of Mission describes this as "the achievement of academic excellence in a caring environment that is founded on Christian belief and behavior, so that students are equipped to act with wisdom, compassion and justice as faithful stewards of our world". Nowhere is this more clearly demonstrated than in the commitment of our students to serving others. Cake stalls in the Junior School through to assisting students with disabilities in the Senior School all indicate clearly that TIGS students care for others and are willing to put this care into action. Thank you to all our students for making a positive difference in the lives of others.

Year 2012 started with the celebration of the success of our Year 12 students in the 2011 HSC. We have great confidence in the School's ability to enable students to achieve their best. More than 60% of our students were offered a place at university before they sat for their HSC examinations and over 90% were offered a place at University in a course of their choice.

I am often told that students are lucky to attend TIGS. Luck has nothing to do with it. TIGS is successful because of the accumulated efforts of the members of our community over 54 years. The School was established by members of the Illawarra community who has a desire to establish a school where students receive a quality education within the framework of Christian beliefs and behavior. This same desire is still present in our families who make significant sacrifices for their children to have the best education possible. This is evident in the support of parents through the P&F, Karobran, Orana, TIGS Foundation. Through less visible, the support of parents and families in preparing their children for school each day, attending exhibitions and concerts, and



the sacrifices necessary to pay fees is all appreciated and continues the tradition set by the Founders of the School. Thank you all for your support in 2012.

Congratulations are also due to the staff. The adoption of the PYP and MYP, the integration of Christian Word View into the curriculum, the adoption of Information and Communication Technology that enhances student learning while maintaining the highest standard of teaching, learning and care is a tall order and one not usually attempted all at the same time in other schools. TIGS is a wonderful place to learn because of the dedication and professionalism of its teaching and non-teaching staff. Thank you to all TIGS staff for making 2012 such a memorable year."

Stephen Kinsella
Headmaster

MESSAGE FROM PARENTS AND FRIENDS ASSOCIATION

In the 2012 TIGS Magazine, the President of the P&F reported "A year of change has occurred in 2012 for the Parents and Friends Association (P&F). A new committee and structure is being trialed to ensure a spread of the duties and responsibilities across the P&F Executive members.

Governance and Partnerships have been liaising with the Foundation, the Council and the School to ensure integration towards the School's mission and vision. The development of some key planning documents such as a Strategic Plan, Financial Management Policy and a review of the Constitution will ensure sound governance across the P&F.

Financially, 2012 has seen the TIGS P&F contribute \$105,000 to improving the students learning experience at TIGS. This comprised the following donations:

- \$60,000 – 'H Block' Air Conditioning
- \$30,000 – Junior School Air Conditioning
- \$15,000 – Library Technology Equipment

Thanks to the ongoing hard work of the School Community the 2012 TIGS Great Fete raised \$54,690. Thanks to that effort the P&F has committed to donate \$50,000 early in 2013 towards to completion of the Junior School Air Conditioning Program.

The P&F would like to thank all of our volunteers and school staff who have helped so much during the year – we could not have done without you."



REPORTING AREA 2: CONTEXTUAL INFORMATION ABOUT THE SCHOOL

The Illawarra Grammar School (TIGS) is an Anglican, co-educational, non-selective day school for students aged 3 to 18 from Pre-Prep to Year 12. It's mission is: 'The achievement of academic excellence in a caring environment that is founded on Christian belief and behaviour, so that students are equipped to act with wisdom, compassion and justice as faithful stewards of our world'. Achievement of outstanding academic results in a safe, caring community is a feature of a TIGS education. Programs based on the Reggio Emilia philosophy and the International Baccalaureate Organisation (IBO) in the Junior School lay the foundation for outstanding educational outcomes in the Senior School. The School is now implementing the IBO's Middle Years Programme (MYP) in Years 7 to 10. Learning is individualised through specialist programs for gifted students and support for students with learning difficulties. A dynamic approach to curriculum development provides a stimulating and diverse curriculum. The School provides programs that stimulate the interest and creativity of students. Extensive co-curricular and extracurricular experience provides an environment that fosters the growth and learning of the whole child. Specialist areas include the Performing Arts, Creative Arts, Sport and Outdoor Education. We expect that a TIGS education will empower our students to succeed as citizens of the 21st Century.

For more detailed information please see the My School website:
<http://www.myschool.edu.au>



REPORTING AREA 3: STUDENT PERFORMANCE IN NATIONAL AND STATEWIDE TESTS AND EXAMINATIONS

HIGHER SCHOOL CERTIFICATE - 2012

In 2012 102 students sat for the NSW Higher School Certificate in 43 courses. In total, 97% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 54% of these placed in Bands 5 and 6 (80-100 marks). In general, student achievement was well above state level.

| Courses | | % Band 6 | % Band 5 | % Band 4 | % Band 3 | |
|---------------|----------------|-------------|----------|----------|----------|---|
| All Courses | School 2012 | 14 | 40 | 34 | 8 | |
| | School 2011 | 13 | 37 | 34 | 14 | |
| | State Average | 11 | 29 | 30 | 18 | |
| | School 2012 | 54 | | | | |
| | School 2011 | 50 | | | | |
| | State Average | 40 | | | | |
| | School 2012 | 88 | | | | |
| | School 2011 | 84 | | | | |
| | State Average | 70 | | | | |
| | School 2012 | 97 | | | | |
| | School 2011 | 98 | | | | |
| | State Average | 88 | | | | |
| | 2 Unit Courses | School 2012 | 13 | 37 | 37 | 9 |
| School 2011 | | 11 | 33 | 38 | 16 | |
| State Average | | 8 | 25 | 30 | 18 | |
| School 2012 | | 50 | | | | |
| School 2011 | | 44 | | | | |
| State Average | | 33 | | | | |
| School 2012 | | 87 | | | | |
| School 2011 | | 82 | | | | |
| State Average | | 63 | | | | |
| School 2012 | | 96 | | | | |
| School 2011 | | 98 | | | | |
| State Average | | 81 | | | | |



| Extension Courses | % Band E4 | % Band E3 | % Band E2 |
|-------------------|-----------|-----------|-----------|
| School 2012 | 22 | 66 | 12 |
| School 2011 | 33 | 62 | 5 |
| State Average | 31 | 52 | 4 |
| School 2012 | 88 | | |
| School 2011 | 95 | | |
| State Average | 83 | | |
| School 2012 | 100 | | |
| School 2011 | 100 | | |
| State Average | 87 | | |

2012 HIGHER SCHOOL CERTIFICATE ALL-ROUNDERS LIST

✚ Two students achieved 90% in 10 HSC Units

DISTINGUISHED ACHIEVEMENT LIST

✚ 38% of our students achieved 90 or more in at least one or more subjects

STUDENT WORK SELECTED FOR STATE WIDE RECOGNITION

✚ 13 Students were nominated by examiners to Board of Studies for special recognition:

- Encore (Music) – six students
- InTech (Industrial Technology) – three students
- CallBack (Dance) – one student (received three nominations)
- Art Express (Visual Arts) – one student

MORE OUTSTANDING ACHIEVEMENTS

✚ 12% of our students achieved ATARs of 95+

✚ 24% of our students achieved ATARs of 90+

UNIVERSITY ENTRY

✚ Over 65% of our students were offered a place at University prior to sitting for the HSC exams

✚ Over 90% of our UAC applicants achieved first round entry into the University course of their choice



RECORD OF SCHOOL ACHIEVEMENT 2012 (RoSA)

There were no RoSA credentials issued by the Board of Studies in 2012.



NAPLAN

Year 3

In 2012 98% of Year 3 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

| 2012 Test | School Results | National Results | Difference between National and School |
|-----------|----------------|------------------|--|
| Reading | 516 | 420 | 96 |
| Writing | 480 | 416 | 64 |
| Spelling | 500 | 414 | 86 |
| Grammar | 539 | 424 | 58 |
| Numeracy | 496 | 396 | 100 |

Year 5

In 2012 100% of Year 5 students achieved the National Benchmark or above in reading, writing and numeracy. 97% achieved the National Benchmark or above in spelling and 95% in grammar and punctuation.

| 2012 Test | School Results | National Results | Difference between National and School |
|-----------|----------------|------------------|--|
| Reading | 535 | 494 | 41 |
| Writing | 520 | 477 | 43 |
| Spelling | 522 | 495 | 27 |
| Grammar | 541 | 491 | 50 |
| Numeracy | 527 | 489 | 38 |

Year 7

In 2012 96% of Year 7 students achieved the National Benchmark or above in reading and numeracy. 99% achieved the National Benchmark or above for writing, spelling, grammar and punctuation.

| 2012 Test | School Results | National Results | Difference between National and School |
|-----------|----------------|------------------|--|
| Reading | 583 | 542 | 41 |
| Writing | 558 | 518 | 40 |
| Spelling | 577 | 543 | 34 |
| Grammar | 583 | 546 | 37 |
| Numeracy | 589 | 538 | 51 |

Year 9

In 2012 92% of Year 9 students achieved the National Benchmark or above in reading, spelling and numeracy. 96% of students achieved the National benchmark for spelling, grammar and punctuation.

| 2011 Test | School Results | National Results | Difference between National and School |
|-----------|----------------|------------------|--|
| Reading | 622 | 575 | 47 |
| Writing | 608 | 554 | 54 |
| Spelling | 613 | 577 | 36 |
| Grammar | 621 | 573 | 48 |
| Numeracy | 647 | 584 | 63 |



REPORTING AREA 4: SENIOR SECONDARY OUTCOMES

In 2012, 5% of the Year 12 cohort participated in vocational or trade training.

Year 12 attaining a certificate/VET qualification:

| Year 12 | Qualification/Certificate | Percentage of Students |
|---------|---------------------------|------------------------|
| 2012 | HSC or VET qualification | 100% |

Senior secondary outcomes are documented on the My School website: <http://www.myschool.edu.au>



REPORTING AREA 5: PROFESSIONAL LEARNING AND TEACHING STANDARDS

TEACHING STANDARDS

| Category | Number of Teachers |
|---|--------------------|
| Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines | 97 |
| Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEINOOSR guidelines but lack formal teacher education qualifications | 2 |
| Teachers who do not have qualifications as described in the above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. | 0 |

PROFESSIONAL LEARNING

ACADEMIC

To maintain and upgrade skills in all Board of Studies' Courses staff attended In-Services in specific subject areas and for all Stages of Learning K-12.

| | |
|---------------------------------------|---|
| English | Adjudication Training, Advanced course in speeches, 4MAT Basic Training, Inspirational English, Using Data to Inform Teaching & Learning, Level 1 course in Philosophy, Podcasting for Flipped Classrooms, Hamlet, Towards Technology Confident Schools, Christian Perspectives in English, Annual Conference in Philosophy, English Australia Conference |
| Maths | Towards Technology Confident Schools, 4MAT Basic Training, The New Year 11 and 12 General Maths Courses |
| HSIE | Technology in K-12, HSC Business Studies, We Connect, Business Teachers Conference, 4MAT Basic Training, Archaeological Thinking in Ancient History, ICT Integration Conference, Economic Teachers Conference, Creativity the Hub of Achievement, Interactive Whiteboards, International Human Rights Law, Towards Technology Confident Schools, Lessons from HSC Marking, Band 3 Accreditation |
| Performing Arts | Ipad for Musicians, 4MAT Basic Training, Kids in Cyberspace, Making it Mobile, Dance Toolkit for High School Teachers, Teaching Students with Autism Spectrum Disorder, VET Audit Update, How the Gifted Brain Works, Sirens Big Band, Accrediting the HICES Music Festival, Drama Quickstart: Year 11 – 12 Maximum Success. |
| LOTE | Japanese Teachers Conference |
| Library | Technology K-12, ICT Tools for Teacher Librarians, AIS Teacher Librarian Conference |
| PD/H/PE | Online Record Book, 4MAT Basic Training, Popular Media and Adolescent Girls, PDHPE Preparing for the National Curriculum, Band 3 Accreditation, Suicide Prevention Workshop, Senior First Aid, Alcohol Drugs and Mental Health, School Surfing Supervisor |
| Technology and Applied Studies | WeConnect, ICTENSW Workshops, Make it Mobile, TEA Conference, VET Audit Update, Java Fundamentals, 4MAT Basic |



| | |
|----------------------|--|
| | Training, ICT Educators Workshop, Computer Science for Girls, ICT Training Day in Regional NSW |
| Creative Arts | Semi-Permanent Design |
| Science | Towards Technology Confident Schools, 4MAT Basic Training, Autism Spectrum Disorder in the Secondary Classroom |
| Junior School | 4MAT Basic Training, NSW Anaphylaxis Training, Making It Mobile Making PYP Happen, Making it work – Implementing the Planning Process, Foundation Leadership Program for Middle Leaders, Child Protection, How big is a Million – Mathematical Inquiry, Rich Tasks in Early Mathematics, PYP Teacher Librarian Job Alike, Written Curriculum in PYP, Action in PYP, The Mind and Its Potential, St Johns First Aid - Recertification |

PASTORAL CARE

All school staff have participated in Professional Development on Child Protection, Pastoral Care. In addition to this, various staff have attended externally delivered courses in the following areas:

- Legal Implications: Bullying and Cyber bullying in Schools
- Positive Education: Enhancing Student Wellbeing for Student Learning
- An Introduction to Acceptance and Commitment Therapy (Counsellor)
- Adolescent Violence (Counsellor)
- Anxiety Disorders in Children and Adolescents
- Mind Matter Level One Introductory
- Child Protection Week
- Mental Health and Wellbeing Conference
- Rock and Water Program
- Managing Conflict and the Difficult Conversations

OHS

Various staff members have attended externally delivered courses in the following: Senior First Aid, St John's First Aid and OH&S Training in Secondary Science Laboratories. All Academic staff have completed refresher training in Asthma Management.

LEADERSHIP

Staff with leadership responsibilities attended a number of conferences specifically focussed on their leadership areas: specifically, MYP Conferences and/or Workshops. Specific courses were:

- Leadership Coaching
- Supervising New Scheme Teachers
- AIS Senior Executives
- MYP Leadership Conference
- MYP Coordinator Workshop

PROFESSIONAL ACCREDITATION

Staff continued to be supported in gaining Accreditation with the NSW Institute of Teachers and ISTAA. Staff wishing to progress through the grades of Accreditation attended support days, met as a group for professional support and were provided with time to observe lessons, gather evidence and attend professional mentoring meetings with their Supervisor. They also had the opportunity to attend AIS And ISTAA Workshops specifically for Professional Accreditation.



CURRICULUM DEVELOPMENT

The Schools will be transitioning into the International Baccalaureate (IB) Middle Years Program over the next few years. This combined with the NSW Board of Studies National Curriculum, provides a framework of concept based, constructive learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Specific departments have attended and workshopped courses on innovative technologies to enhance student learning and have engaged in software up-skilling during Professional Development Days.

| | |
|---------------------------------------|---|
| Junior School | Apps for Autism & Learning, A day in the life of Organising Yourself Online, Promethean Active board Professional Development |
| LOTE | Podcasting, e-portfolios |
| HSIE | Technology in K-12, ICT Integration Conference, Interactive Whiteboards |
| Maths | Maths Online |
| English | Podcasting in the Classroom |
| Science | Learning Management Databases |
| Performing Arts | Ipad for Musicians |
| Visual Arts | Podcasting |
| Technology and Applied Studies | ICT Workshops, Java Fundamentals, ICT Educators Workshop |
| Library | Effective use of Lib Guides, Technology in K-12 |

The average expenditure per teacher on professional learning in the Senior School for 2012 was \$504.00



REPORTING AREA 6: WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

Workforce composition, including indigenous are documented on the My School website:
<http://www.myschool.edu.au>



REPORTING AREA 7: STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY SCHOOLS

STUDENT ATTENDANCE

In 2012 the average daily student attendance rate was 94.3% and this is in line with the average daily student attendance rate in 2011 of 95.8%.

For further information on attendance please see <http://www.myschool.edu.au>.

RETENTION RATES - SECONDARY

Of the 108 students enrolled in Year 10 in 2010, 91 were still enrolled at TIGS in 2012. These figures are based on the number of students who complete the School Certificate at TIGS in 2010 compared with the Year 12 2012 candidature.

The School's actual retention rate of students in the table below continues to remain steady.

| Years Compared | Year 10 Total Enrolments | Year 12 Total Enrolments | Year 10 Enrolments Remaining in Year 12 | Apparent Retention Rate | Actual Retention Rate |
|----------------|--------------------------|--------------------------|---|-------------------------|-----------------------|
| 2006/2008 | 104 | 100 | 100 | 96% | 88% |
| 2007/2009 | 118 | 116 | 105 | 98% | 89% |
| 2008/2010 | 116 | 111 | 100 | 96% | 86% |
| 2009/2011 | 100 | 94 | 75 | 94% | 75% |
| 2010/2012 | 108 | 102 | 91 | 94% | 84% |



REPORTING AREA 8: POST SCHOOL DESTINATIONS

In Years 10, 11 and 12 in 2012 a total of 28 students left the School (see table below). Of these students three left to attend schools in other states or schools that offered elective choices that better suited their needs or to other schools due to family relocation while three left to attend TAFE.

| Reason | Year 10 | Year 11 | Year 12 |
|------------------------|----------------|----------------|----------------|
| Other School | 4 | 1 | 0 |
| TAFE/Other Studies | 0 | 1 | 0 |
| Employment | 0 | 0 | 1 |
| Unknown | 0 | 0 | 1 |
| International Students | 9 | 8 | 3 |
| Total | 13 | 10 | 5 |



REPORTING AREA 9: ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

The Illawarra Grammar School is an Independent Anglican School.

It is a co-educational, Pre-Preparatory (3 year olds) to Year 12 Day School providing an education underpinned by religious values.

It is Registered and Accredited by the New South Wales Board of Studies.

1. All applications will be processed according to these guidelines.
2. Consideration will be given to each applicant's ability and willingness to support the school's ethos.
3. Each applicant's educational needs will be considered. To do this the school will gather information and consult with parents and other relevant persons.
4. Siblings of present or former students have priority of admission, assuming that their application for enrolment was made early.
5. As far as possible, The Illawarra Grammar School seeks to maintain a reasonable balance of boys and girls.

Once enrolled, students and their parents are expected to support the School's ethos and comply with the School's rules to maintain the enrolment.

The School reserves the right to cancel an enrolment at any time. Details concerning this are contained in the School's Discipline Policy and are to be found in the "Conditions of Entry – Business Notices" on the Application Form.

Three (3) calendar months notice is required, in writing to the Headmaster, of the withdrawal of a student. If three (3) months notice is not given, a full term's fees will be charged.

Admission Procedures

1. All applications will be processed according to this Policy and the "Conditions of Entry – Business Notices" outlined on the Application for Enrolment Form.
2. Parents are required to complete an Application Form and return it to the School with the Application Fee of \$150 and additional documents as indicated on the Application Form.
3. The student and their parent/s will be required to attend an interview at the school.
4. Following the interview the School will consider each applicant's interview responses, documents and educational or special needs. To do this, the school may need to gather further information and consult with the parents/family and other relevant persons.
5. Further interviews may be required to identify any strategies that need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.



6. The School will inform the applicant in writing of the outcome of their application. Successful applicants will be provided with a Letter of Offer and be required to sign and return the copy of the Letter of Offer together with the Enrolment Fee of \$1,250.

Additional Procedures for International Students (Full Fee Paying)

1. International Students must comply with all the requirements of the International Student Application for Enrolment Form prior to the School considering their Application for Enrolment.
2. International Students must complete English and Ability Testing through AEAS or other testing agencies. The reports from this testing and translations of school reports must be provided to the School together with their Application for Enrolment.
3. In all instances the final decision concerning the offering of student visas to International Students rests with the Headmaster.
4. International Student numbers must not exceed 10% in any year group.

Additional Procedures for Exchange Students

1. The Illawarra Grammar School accepts Enrolments for Exchange Students who are coming to Australia as part of the Grammar School's Sister School Program. This includes the University High School in Sapporo, Japan and other schools as deemed appropriate from time to time by the Headmaster.
2. Exchange Students must abide by all conditions for enrolment as set out in this Enrolment Policy and in the Application for Enrolment.
3. Exchange Students must complete and submit to The Illawarra Grammar School an Application for Enrolment and provide evidence of appropriate Travel and Medical Insurance for the duration of their exchange prior to departing their home country.
4. Exchange Students are bound by the School's Discipline Policy for the duration of their Exchange.
5. The Exchange Student's host family is responsible for the supervision and welfare of Exchange Students while they are not at The Illawarra Grammar School.
6. As part of our service commitment Rotary Exchange Students who apply for Enrolment will not be required to pay full tuition fees, but will be required to pay the appropriate Activity Fee for their year to cover the cost/s of excursions, activities and school camps. This fee should be paid in advance. No more than two Rotary Exchange Students will be placed in a year group.



STUDENT POPULATION - 2012

The school has 1045 students of whom 573 are in the Secondary School. As it is a comprehensive school, the students come from a wide range of backgrounds, including language backgrounds other than English, and a number of students with special needs. In addition, the school enrolls overseas students for the senior years.

In the Junior School there are approximately 193 boys and 192 girls.

In the Secondary School there are 318 boys and 254 girls.



REPORTING AREA 10: SCHOOL POLICIES

A. POLICIES FOR STUDENT WELFARE

The School seeks to provide a safe and supportive environment which:

- + Minimises risk of harm and ensures students feel secure.
- + Supports the physical, social, academic, spiritual and emotional development of students
- + Provides student welfare policies and pastoral care programs that develop a sense of self-worth and foster personal development

To ensure that all aspects of the School's mission for providing for a student's welfare are implemented the following policies and procedures were in place during 2011. All policies were reviewed and updated where necessary in March 2011.

| Policy | Changes in 2011 | Access to full text |
|---|--|--|
| Child Protection Policy encompassing: <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating • reportable conduct • investigation processes • documentation | <ul style="list-style-type: none"> • Reviewed with all staff January 2012 Focus on: <ul style="list-style-type: none"> • reportable conduct • obligation under various legislative frameworks | <ul style="list-style-type: none"> • Issued to all staff and members of the School Board • Available on the School's website in the "About TIGS" section under "School Policies" • School Intranet copies available to all staff |
| Security Policy encompassing: <ul style="list-style-type: none"> • procedures for security of the grounds and buildings • use of grounds and facilities • emergency procedures • Travel on school-related activities | <ul style="list-style-type: none"> • Reviewed emergency procedures with staff and students • Emergency Evacuation practice drill with staff and students • Lockout procedure practice | Full text in: <ol style="list-style-type: none"> i) Staff Handbook ii) School Intranet <ul style="list-style-type: none"> • Student summary of emergency procedures in Student Diary • Parents may access a copy on the School's website in the "About TIGS" section under "School Policies" |
| Supervision Policy encompassing: <ul style="list-style-type: none"> • duty of care and risk management • levels of supervision for on-site and off-site activities • guidelines for supervisors | <ul style="list-style-type: none"> • Reviewed without change | Full text in: <ol style="list-style-type: none"> i) Staff Handbook ii) School Intranet iii) Playground Duty Areas |







| | | |
|---|--|---|
| <p>Code of Conduct Policy encompassing</p> <ul style="list-style-type: none"> • Code of Conduct for staff and students • Behaviour management • The role of the student leadership system | <ul style="list-style-type: none"> • Reviewed with Staff January 2012 • Cyberbullying policy incorporated in anti-bullying policies. Included in student diary for 2012 | <p>Full text in</p> <ol style="list-style-type: none"> Staff Handbook Student Diary (Summary) School website and intranet |
| <p>Pastoral Care Policy encompassing:</p> <ul style="list-style-type: none"> • the pastoral care system • availability of and access to special services such as counselling and student support. • health care procedures • critical incident policy • homework policy | <ul style="list-style-type: none"> • Position of counselling coordinator reviewed • Senior School Pastoral Care positions maintained • Procedures for caseload management to incorporate external referrals and review of caseloads each semester • Review of student case management procedures | <p>Full text in:</p> <ol style="list-style-type: none"> Staff Handbook School website and intranet <p>Text of homework policy in:</p> <ul style="list-style-type: none"> • Student Diary • Parent Information booklet |
| <p>Communication Policy encompassing:</p> <p>Formal and informal mechanisms in place for facilitating communication between the School and those with an interest in the student's education and well-being</p> | <ul style="list-style-type: none"> • Reviewed • No changes | <p>Full text contained in:</p> <ol style="list-style-type: none"> Staff Handbook School website and Intranet Parent Information Booklet |

B. POLICIES FOR STUDENT DISCIPLINE

Students are required to abide by the School's rules and to follow the directions of teachers and other people with authority delegated by the School. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances.

All disciplinary action involving a student, including suspension, expulsion or exclusion, is designed to be procedurally fair and reflect the Christian values of the School.

The full text of the School's discipline policy and associated procedures is provided to all members of the School community through:

-  The Staff Handbook
-  The Parent Information Booklet
-  School Intranet
-  School Website

Text of student rights and responsibilities is found in the student diary. This was updated to incorporate the model of behaviour management adopted by the whole school in 2006.



C. POLICIES FOR COMPLAINTS AND GRIEVANCES RESOLUTION

The School's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the School's policy and processes for complaints and grievances resolution is provided in the Staff Handbook and on the School's website and Intranet.



REPORTING AREA 11: SCHOOL DETERMINED IMPROVEMENT TARGETS

ACHIEVEMENT OF PRIORITIES IDENTIFIED IN THE SCHOOL'S 2012 ANNUAL REPORT

| Area | Priorities for 2012 | Achievements |
|---|--|--|
| Teaching and Learning – as per current strategic plan 2008-2012 | Integration of ICT into teaching and learning | Teachers trained in the use of appropriate pedagogy that incorporates the use of ICT to enhance teaching and learning outcomes. |
| | Integration of a Christian Worldview into teaching programs | Chaplain worked with teachers to enable the incorporation of a Christian Worldview into the planned curriculum. The School plays a leading role with the Anglican Schools Commission under the umbrella of 'Livewire'. |
| | Implementation of the PYP | The School has been authorised by International Baccalaureate Organisation to deliver the PYP and is now an IB World School. |
| Student achievements | Maintenance of excellent academic outcomes | Achieved as per results on Pages 5 to 8. On the basis of 2012 NAPLAN results. In the Top 100 Primary Schools, TIGS Junior School was ranked 71st in Australia. In the Top 80 NSW Secondary Schools, TIGS Senior School was ranked 43rd |
| | Students achieved improved learning outcomes using their own ICT devices in learning | BYOD fully implemented and enhancing students learning |
| Facilities and Resources | Refurbishment of the Library | Library refurbishment as a 21st Century Learning Space completed. |
| Student Welfare | Educate students in cyber safety | Policies reviewed and students trained in safe practice in cyber space. Professional Development activities as per Page 10. |
| Staff Development – as per current strategic plan | Professional and workplace excellence | Professional Development activities as per Pages 10-12. |
| | Integration of a Christian Worldview into teaching and learning | Chaplain worked with teachers to enable the incorporation of a Christian Worldview into the planned curriculum. The School plays a leading role with the Anglican Schools Commission under the umbrella of 'Livewire'. |
| | Adoption of ICT into teaching and learning | Teachers training in the use of appropriate pedagogy that incorporates the use of ICT to enhance teaching and learning outcomes. Appointment of a specialist support member of staff. |



PRIORITY AREAS FOR IMPROVEMENT

| Area | Priorities for 2013 |
|---|--|
| Teaching and Learning – as per the current Strategic Plan | <ul style="list-style-type: none">• Integration of ICT into teaching and learning• Integration of a Christian Worldview into teaching programs• Implementation of the PYP |
| Student Achievements | <ul style="list-style-type: none">• Maintenance of excellent academic outcomes• Students achieve improved learning outcomes through the use of ICT |
| Facilities and Resources | <ul style="list-style-type: none">• Construction of two new Science Laboratories• Refurbishment of School Reception areas, Junior School Staffroom facilities and music tuition rooms |
| Student Welfare | <ul style="list-style-type: none">• Review policies and programs in relation to student wellbeing |
| Staff Development – as per the current Strategic Plan | <ul style="list-style-type: none">• Professional and workplace excellence – all staff to be trained in 4MAT• Professional development related to the implementation of MYP and PYP• Integration of a Christian Worldview into teaching and learning• Adoption of ICT into Teaching and Learning |



REPORTING AREA 12: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

| | |
|--|---|
| <p>Student Welfare and Discipline</p> | <p>The School continues to place a high priority on providing quality care for students. Parents consistently report that this is a key reason for choosing to send their children to TIGS. Programs of student welfare currently under review:</p> <ul style="list-style-type: none"> • System of student encouragement and recognition monitored and retired in 2012. • Policies and procedures were reviewed and updated in 2012. • Implemented restorative practices in dealing with issues where there were breakdowns in relationships. Training of staff in this approach maintained. • Use of formalised 'time-out' procedures with students and Personal Response Sheets. • Tracking discipline issues, awards and welfare issues incorporated in the procedures via Edumate. Procedures updated and training of staff. |
| <p>Community Service</p> | <p>The School is committed to providing planned and age appropriate experience in community service across K – 12.</p> <ul style="list-style-type: none"> • Partnership with the Sony Foundation and the Disability Trust maintained and broadened to incorporate more students. • Expanded community service program for Year 11 students. • Duke of Edinburgh award program expanded for Year 9 and Year 10 students. • The School maintained links with an Aboriginal Community School located at Emu Point in the Northern Territory. • Links to local refugee community in Wollongong (SCARFE) strengthened and incorporated in community service program. • Reviewed and consolidated community service activities for each Year group 7-10. • Community service opportunities extended to an International Program in Hong Kong (Crossroads). Year 10 students involved in a pilot program in 2012. • Community service integrated into the curriculum via the implementation of the PYP program in Junior school. |



REPORTING AREA 13: PARENT, STUDENT AND TEACHER SATISFACTION

The core business of the School is student learning within a framework provided by Christian faith and underpinned by the core values of "Academic", "Christian" and "Caring".

While the School is one of the top regional Schools in terms of academic results the School prides itself on forging strong partnerships with families as the foundation of a caring, nurturing and safe environment that engages children as they grow, learn and mature into adulthood.

The School operates an active mentor time each morning and a pastoral program that helps students to develop life skills. Students consistently indicate that the School is a safe and secure environment and they feel they had developed leadership skills whilst at the School. Students felt that excellence in all pursuits is encouraged and efforts and achievements are acknowledged at the School.

Feedback from teachers occurs regularly through scheduled meetings and through the student portal 'Narradan'. Staff has indicated that engagement and interaction with students was rewarding and that they enjoyed the collegiality and team work they had at the School. Staff also advised that they liked the Schools ethos where students were encouraged "to be their best".

In 2012 the School undertook a whole-of-school review using the independent services of the Association of Independent Schools (NSW) through the Evaluating Excellence in Independent Schools (EEIS) programme. The EEIS process involved consultation with Parents (813), Students (327 from Years 3 to 12) and all teaching and non-teaching staff.

EEIS identified the following Strengths of the Illawarra Grammar School:

1. The Vision, Values and Ethos of TIGS

"There is an overwhelming understanding of, and commitment to the values and beliefs of The Illawarra Grammar School amongst staff, students and parents."

2. The Christian Faith

"The School's staff recognises that the formation of the young people of TIGS in the Christian faith is a core responsibility. The Christian faith is celebrated and proclaimed in the school community. This commitment manifests itself in teaching and learning, in the relationships between students and teachers and the deep commitment of students and staff to the needs of others."

3. The School's Commitment to Students

"The TIGS leaders and staff have a deep commitment to the students of TIGS. This was evidenced by the survey data and validated by the Focus Group conversations and the AIS observations of school operations."

4. Learning and Teaching

"The School has successfully implemented inquiry-based learning in the Junior School and is embedding these practices in the Senior School. This is an enormous benefit for all learners. TIGS' commitment to the achievement of academic excellence for all students emerged as a key strength of the School. The quality of learning and teaching at TIGS and the Executive's articulated vision for learning at TIGS make it a leading school in the Illawarra region. Throughout the EEIS process the staff, students and parents demonstrated their shared commitment to achieving academic excellence."



5. Students' connection with the TIGS community

"The students have a very positive perception of TIGS. They recognise the benefit to them of being a member of The Illawarra Grammar School. Students who participated in the EEIS Survey recognised the quality of the facilities and resources of the School. They articulated their high levels of happiness, pride and deep sense of belonging. Additionally they were able to highlight the overall quality of the learning environment, the learning opportunities provided by TIGS and the level of support provided by the teaching staff."

REPORTING AREA 14: SUMMARY FINANCIAL INFORMATION

Graphical representation of income and expenditure using percentages only:

