



# TIGS

The Illawarra Grammar School

# 2013 Annual Report:

Educational & Financial Reporting

## CONTENTS

<b>MESSAGE FROM KEY SCHOOL BODIES .....</b>	<b>1</b>
<b>CONTEXTUAL INFORMATION ABOUT THE SCHOOL .....</b>	<b>4</b>
<b>SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS.....</b>	<b>5</b>
Higher School Certificate - 2013 .....	5
Record of School Achievement (RoSA) - 2013 .....	7
NAPLAN in Years 3, 5, 7 and 9 in 2013 .....	8
<b>SENIOR SECONDARY OUTCOMES .....</b>	<b>9</b>
<b>PROFESSIONAL LEARNING AND TEACHING STANDARDS .....</b>	<b>10</b>
<b>WORKFORCE COMPOSITION, INCLUDING INDIGENOUS .....</b>	<b>13</b>
<b>STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY SCHOOLS.....</b>	<b>14</b>
<b>POST SCHOOL DESTINATIONS .....</b>	<b>15</b>
<b>ENROLMENT POLICY AND CHARACTERISTICS OF THE STUDENT BODY .....</b>	<b>16</b>
<b>SCHOOL POLICIES.....</b>	<b>19</b>
A Policies for Student Welfare .....	19
B Policies for Student Discipline .....	20
C Policies for Complaints and Grievances Resolution .....	21
<b>SCHOOL-DETERMINED IMPROVEMENTS TARGETS.....</b>	<b>22</b>
<b>INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY .....</b>	<b>24</b>
<b>PARENT, STUDENT AND TEACHER SATISFACTION.....</b>	<b>25</b>
<b>SUMMARY OF FINANCIAL INFORMATION .....</b>	<b>26</b>



# REPORTING AREA: 1

## MESSAGES FROM SCHOOL BODIES

### MESSAGE FROM THE CHAIRMAN OF SCHOOL COUNCIL

In the 2013 TIGS Magazine the Chairman of the School Council wrote, in part "We have much to appreciate at TIGS due to the sacrifice made by many parents who send their children to our school, the hard work by fund raising groups in the School, the wise stewardship of a dedicated, hardworking Council along with generous grants and interest subsidy facilities from both State and Federal governments.

In 2006 the School developed a Statement of Mission and Values. This year we reviewed that statement with the Headmaster, assisted by senior staff and a sub-committee of Council driving the process as well as reviewing our Strategic Plan. The aim for the Plan is to assist in the direction for the School's activities and projects for the next five years. Our Mission and Values Statement encourages students to serve the greater community and in so doing hopefully understand, serve and support people from outside their normal social setting.

We would hope that when a child leaves TIGS they will not only have had an opportunity to reach their potential in an academic sense, but will also have received the opportunity to learn about the saving grace of Jesus as well as understanding and accepting that the privilege of an education at TIGS beings the responsibility of seeking opportunities to act with compassion to and for others. My perception is that as a general rule, that is what happens at our school. We may not always succeed by one cannot be anything by impressed with so many of our students.

As usual much of this depends on excellent teachers. At TIGS we are fortunate to have an excellent team of teachers and teaching assistants. On behalf of the Council I want to thank Mr Kinsella and his teaching team.

I also want to thank those behind the scenes who are often taken for granted but who are so important to the smooth running of the School organization. To the Administrative Staff, the Grounds Staff and many others who undertake a diverse range of jobs around the School, thanks to you all.

A school is only a school when there are students and parents who are willing to send their children to the School. To the students, on behalf of Council, I thank you for your contribution this year.

To our parents, thank you for having the confidence to entrust your children's education to TIGS. As a Council we take the responsibility seriously to provide your children with the very best facilities and resources that are available. We hope that our contribution will assist the School to be the School you would want it to be for your children."

### MESSAGE FROM THE HEADMASTER

In the 2013 TIGS Magazine the Headmaster wrote, in part "A quality education that enabled students to achieve their best in academic pursuits was as important on the first day in 1959 as it is on the last day of 2013. The care and nurture that was given to the first 28 boys is the same as that given to the 1020 students that attended in 2013, all within a curriculum based on Christian beliefs and values that encourages the development of the whole child.

The child-centred, inquiry-based learning that occurs in Prep to Year 6 Primary Year Programme (PYP) of the International Baccalaureate Organisation (IBO) is at the cutting edge of excellence in education. Our reputation for excellence in teaching and learning goes far beyond the Illawarra and the School has been invited to present at an International Conference in Singapore in 2014. Study under the PYP equips our students



with the attributes of the IB Learner Profile: they strive to be Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective. I have yet to meet a parent who does not want their child to have these attributes.

In 2013 the School has adopted the Middle Years Programme (MYP) as the curriculum framework for Years 7 to 10. While the MYP will not be fully implemented until 2016, the benefits of the IB approach to learning have already been experienced by our students. It is expected that our already outstanding academic results achieved in Year 12 will be improved further through the strong teaching and learning that occurs under the PYP and the MYP.

The School expects the same standard of excellence that it applies to academic performance to apply outside the classroom. The achievements of our students in Sport, Performing Arts, Visual Arts and a host of co-curricular and extra-curricular activities is amazing. At TIGS we are committed to educating the whole child and believe that the excellent academic progress and performance of our students is enabled by our students ability to participate in 'life' in its broadest sense.

If the wonderful achievements of our students in their academic, co-curricular and extra-curricular pursuits was all that was achieved in 2013, I am sure the Founders of the School would somehow feel disappointed. Our school has three core values and along with **Academic** excellence we strive to be a **Caring** community through our commitment to **Christian** beliefs and values. This is captured in our Mission Statement which says that we aspire for our students to *"be equipped to act with wisdom, compassion and justice as faithful stewards of our world."*

The Founders could only be pleased to read of the achievements. The commitment to serve others, led by our student leaders, can be found across both the Junior and Senior Schools and has no better expression than in the commitment by Year 10 students to Crossroads and the wonderful support given to children with disabilities by Year 11 students at the TIGS Sony Foundation Camp held in conjunction with the Disability Trust.

The commitment and sacrifice of parents and extended family members is also a special quality of our TIGS community. Our students would not achieve at the highest level without the commitment of families to pay fees, attend school functions, act as a tax service and provide congratulations and comfort as required for our children as they experience the highs and lows of School life and growing up. TIGS staff appreciates the support of families and value the partnership that exists between the School and home. The special contribution made by members of the P&F, particularly at the Great Fete, and the TIGS foundation is appreciated.

Thanks also are due to the teachers and support staff for the expertise and commitment they give so generously to our students. Teachers have willingly taken up the challenges of implementing the YPY and MYP frameworks, adopting ICT into teaching and learning in meaningful ways that contribute to better outcomes for students, and integrating a Christian worldview into teaching and learning in ways that are relevant and appropriate.

Finally, congratulations to our students on their many achievements and progress over the year. Teachers at TIGS expect a high standard of achievement from our students in the academic, co-curricular and extra-curricular activities on offer. We are not really surprised when they match our expectations as they have done in 2013. Well done."

**Stephen Kinsella**  
**Headmaster**



## MESSAGE FROM PARENTS AND FRIENDS ASSOCIATION

In the 2013 TIGS Magazine, the President of the P&F reported, in part "Communication within our school community is one of our core objectives and has been a point of focus for us during this year. Another focus for the P&F during 2013 was strengthening our relationship with the TIGS Foundation, working together for a common cause. As part of this initiative we supported the Foundation in their Innovative Technology Appeal for the transformation of the Goodhew Research Library into a 21<sup>st</sup> Century facility by purchasing an Interactive Magix Table with funds raised from the 2012 TIGS Great Fete.

The TIGS Great Fete is our largest fundraiser for the year and saw a profit of approximately \$50,000 this year. I would like to extend all of our thanks to the TIGS families and staff that contributed to the successful day. It is an enormous effort, well done and thank you.

TIGS P&F Funds contributed to school initiatives this year have been:-

- \$50,000 Air Conditioning
- \$15,000 Interactive Magix Table

Karobran has had another successful year running events such as the Welcome Parents Luncheon where we had fine food and an entertaining talk from Life Coach, Jodie Cooper. Other events and activities included the Mother's and Father's Day Stall, Mother's and Father's Day Breakfasts, Karobran Conversations, Karobran Disco, book covering and the Big Day In Picnic.

I look forward to a bigger and better 2014 and encourage our families to get involved in our school community. I would like to give sincere thanks for all our volunteers who have helped make 2013 such a successful year."



## 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. Its 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. Programmes 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 programmes 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 programmes 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 21<sup>st</sup> 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 - 2013

In 2013 92 students sat for the NSW Higher School Certificate in 42 courses. In total, 100% 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 2013	15	42	32	10	
	School 2012	14	40	34	8	
	State Average	12	30	28	20	
	School 2013	57				
	School 2012	54				
	State Average	41				
	School 2013	89				
	School 2012	88				
	State Average	71				
	School 2013	99				
	School 2012	97				
	State Average	90				
	2 Unit Courses	School 2013	12	39	38	8
		School 2012	13	37	37	9
State Average		8	25	30	18	
School 2013		51				
School 2012		50				
State Average		34				
School 2013		89				
School 2012		87				
State Average		65				
School 2013		97				
School 2012		96				
State Average	80					



Extension Courses	% Band E4	% Band E3	% Band E2	
School 2013	22	66	12	
School 2012	22	66	12	
State Average	31	52	4	
School 2013	88			
School 2012	88			
State Average	83			
School 2013	100			
School 2012	100			
State Average	87			

### DISTINGUISHED ACHIEVEMENT LIST 2013

✚ 44% of our students achieved 90 or more in at least one or more subjects

### STUDENT WORK SELECTED FOR STATE WIDE RECOGNITION

✚ 8 nominations were received by examiners to Board of Studies for special recognition:

- Encore (Music) – three students (one of which was nominated and accepted for BOS Honours List in Music 1 Musicology)
- CallBack (Dance) – three students (one student received two nominations)
- Art Express (Visual Arts) – one student (nominated and accepted)

### MORE OUTSTANDING ACHIEVEMENTS

✚ 9% of our students achieved ATARs of 95+

✚ 20% of our students achieved ATARs of 90+

### UNIVERSITY ENTRY

✚ Over 75% 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 2013 (ROSA)

The School reported the following internal grades for 2013 Year 10 students:

<b>Courses</b>		<b>Grade A</b>	<b>Grade B</b>	<b>Grade C</b>	<b>Grade D</b>
English	School 2013	15	42	32	10
	State Average 2013	12	30	28	20
Mathematics	School 2013	32	26	33	9
	State Average 2013	15	23	31	23
HSIE	School 2013	24	44	23	9
	State Average 2013	13	25	35	19
Science	School 2013	23	41	18	19
	State Average 2013	13	24	35	19



## NAPLAN

### Year 3

In 2013 100% of Year 3 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2013 Test	School Results	National Results	Difference between National and School
Reading	468	424	43
Writing	450	422	28
Spelling	454	423	31
Grammar	496	437	59
Numeracy	450	404	46

### Year 5

In 2013 100% of Year 5 students achieved the National Benchmark or above in reading, grammar and punctuation. 98% achieved the National Benchmark or above in writing and spelling.

2013 Test	School Results	National Results	Difference between National and School
Reading	553	507	46
Writing	498	484	14
Spelling	529	504	25
Grammar	546	508	38
Numeracy	548	495	53

### Year 7

In 2013 100% of Year 7 students achieved the National Benchmark or above in numeracy. 98% achieved the National Benchmark or above for writing, spelling and grammar.

2013 Test	School Results	National Results	Difference between National and School
Reading	580	544	35
Writing	534	516	17
Spelling	568	559	9
Grammar	572	542	30
Numeracy	578	549	28

### Year 9

In 2013 100% of Year 9 students achieved the National Benchmark or above in reading, grammar punctuation and numeracy. 98% of students achieved the National benchmark for spelling and 94% achieved the National benchmark for writing.

2013 Test	School Results	National Results	Difference between National and School
Reading	619	585	33
Writing	591	554	37
Spelling	603	591	12
Grammar	625	579	46
Numeracy	649	596	53



## REPORTING AREA 4: SENIOR SECONDARY OUTCOMES

In 2013, 4% 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
2013	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	99
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 as well as the necessary requirements in training for the MYP Implementation in the Senior School, staff attended In-Services in specific subject areas and for all Stages of Learning K-12.

<b>English</b>	4MAT Basic Training, VAPS Level 1 Philosophy in the Classroom, 2014 HSC English Marking, HICES Debating Adjudicator's Seminar
<b>Maths</b>	MYP - Developing Mathematics, 4MAT Basic Training, 2013 MYP/PYP Teacher training categories 1 & 2, MYP Mathematics, How St Paul's Penrith as integrated the NSW Curriculum with MYP, Maths Teachers Day
<b>HSIE</b>	National History Curriculum, Society and Culture Beginning Teachers Workshop, Planning for the new History Syllabus 7-10, IB - MYP Humanities, 2012 HSC Review, Business Studies Teacher Conference, School Surfing Supervisor Awards, Legal Studies State Conference, 4MAT Basic Training, Creating a Digital Portfolio - Experienced Teacher, Band 3 Accreditation, GTA Annual Conference, History /National Curriculum – Programming, History Planning MYP/National Curriculum
<b>Performing Arts</b>	4MAT Basic Training, Charting a Course to HSC Music Success
<b>LOTE</b>	Stage 6 Languages Extension Workshop, 4MAT Training, JTAN Now Extension Workshop
<b>Library</b>	4MAT Basic Training, AIS Teacher Librarians Conference
<b>PD/H/PE</b>	4MAT Basic Training, Creating a Digital Portfolio - Experienced Teacher, Band 3 Accreditation, State of Outdoor Education in NSW, Rugby League Coaching Accreditation Workshop, Rugby League Coaching Accreditation Workshop, The Talk one day workshop
<b>Technology and Applied Studies</b>	Google Apps for Educators, 4MAT Basic Training, ICTENSW Workshop
<b>Creative Arts</b>	4MAT Basic Training



<b>Science</b>	Edval Training, MYP Workshop, 2013 Secondary Schools Professional Development Day
<b>Christian Studies</b>	Firing Up Biblical Studies, Joining the Dots in Curriculum
<b>Careers</b>	UWS Career Advisors Day, UNSW Career Advisor's Day, University Of Sydney Careers Conference, UTS Career Advisors Day, KVB Careers Day, ANU Careers Seminar, Bond University Careers Seminar, ACU Career Advisors Day
<b>Executive</b>	IB - MYP Humanities, Edval Training, 4MAT Assessment, Enhancing Your child Protection Investigation Skills, MYP Workshop
Junior School	Apply First Aid, St John First Aid - Recertification, THRASS, Inquisitive Young Minds, AIS The Flagship Program, IPSHA Country Weekend 2013 – Leading & Challenging Learning, After school seminar for language teachers, 4MAT Training, Tablets in Languages K-6, ISLA Professional Development Day, Grand Theft Brainspace, PYP in Science, PYP Planning/Mapping Day, School Visit to AIS Singapore, AAIBS – The Exhibition, Making PYP Happen, Developing Capacity Seminar, Cert IV Training & Assessment, Creating Safer Independent Schools, From Inclusion to Infusion, Mind & its Potential Conference 2013, The APP Guide to Language & Early Literacy, The APP Guide to Social Skills, Online Reading Assessment, The Official Launch of Agora, School Law Manage your Legal Obligations and Risks, Support for Primary Educators Workshop, Mind & It's Potential Conference, Teaching Grammar using Quality Literature, Pictures of Practice – Cultures of Thinking in Action.

## PASTORAL CARE

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

- Wellbeing for Senior Students
- Working with Adolescents & Young Adults
- Positive Behaviour In Schools
- Child Protection Week
- Addressing Non-Melancholic Depression in the Anxious Worrier
- Enhancing Your Child Protection Investigation Skills

## OHS

Various staff members have attended externally delivered courses in the following: Senior First Aid and St John's First Aid. All Academic staff have completed refresher training in Asthma Management.

## LEADERSHIP

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

- IB MYP Humanities
- 4MAT Assessment
- IB MYP Mathematics
- History Planning MYP/National Curriculum
- IB MYP Science



## **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 is currently transitioning into the International Baccalaureate (IB) Middle Years Programme. This combined with the NSW Board of Studies National Curriculum, provides a framework of concept based, constructive learning. Staff attended specific training in the following areas:

- IB - MYP Humanities
- 4MAT Assessment
- MYP - Developing Mathematics
- History /National Curriculum – Programming
- History Planning MYP/National Curriculum
- Charting a Course to HSC Music Success
- Mark Treadwell (Guest Speaker) – Concept Based 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. Departments participated in courses in the following areas:

- Edval Training
- Creating a Digital Portfolio
- Google Apps for Educators
- School Box – Learning Management System

The average expenditure per teacher on professional learning across the School for 2013 was \$1866



## **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 2013 the average daily student attendance rate was 94.9% and this is in line with the average daily student attendance rate in 2012 of 94.3%.

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

## RETENTION RATES - SECONDARY

Of the 102 students enrolled in Year 10 in 2011, 83 were still enrolled at TIGS in 2013. These figures are based on the number of students who complete the School Certificate at TIGS in 2011 compared with the Year 12 2013 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
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%
2011/2013	102	92	83	90%	81%



## REPORTING AREA 8: POST SCHOOL DESTINATIONS

In Years 10, 11 and 12 in 2013 a total of 33 students left the School (see table below). Of these students 11 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 five left to attend TAFE.

<b>Reason</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
Other School	8	3	0
TAFE/Other Studies	3	2	0
Employment	0	0	0
Unknown	0	0	0
International Students	9	8	0
<b>Total</b>	20	13	0



## 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 \$1,500.

#### **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 - 2013**

The school has 1046 students of whom 579 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 194 boys and 192 girls.

In the Secondary School there are 319 boys and 260 girls.

In the Preparatory School there are approximately 51 boys and 40 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 from 2011 onwards. All policies were reviewed and updated where necessary in March 2013.

Policy	Changes in 2013	Access to full text
<b>Child Protection Policy</b> encompassing: <ul style="list-style-type: none"> <li>• definitions and concepts</li> <li>• legislative requirements</li> <li>• preventative strategies</li> <li>• reporting and investigating</li> <li>• reportable conduct</li> <li>• investigation processes</li> <li>• documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewed with all staff January 2013</li> <li>• No changes in 2013</li> </ul>	<ul style="list-style-type: none"> <li>• Issued to all staff and members of the School Board</li> <li>• Available on the School's website in the "About TIGS" section under "School Policies"</li> <li>• School Intranet copies available to all staff</li> </ul>
<b>Safety &amp; Security Policy</b> encompassing: <ul style="list-style-type: none"> <li>• procedures for security of the grounds and buildings</li> <li>• use of grounds and facilities</li> <li>• emergency procedures</li> <li>• Travel on school-related activities</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewed emergency procedures with staff and students</li> <li>• Children on premises after hours included</li> </ul>	Full text in: <ol style="list-style-type: none"> <li>Staff Handbook</li> <li>School Intranet</li> </ol> <ul style="list-style-type: none"> <li>• Student summary of emergency procedures in Student Diary</li> <li>• Parents may access a copy on the School's website in the "About TIGS" section under "School Policies"</li> </ul>
<b>Supervision Policy</b> encompassing: <ul style="list-style-type: none"> <li>• duty of care and risk management</li> <li>• levels of supervision for on-site and off-site activities</li> <li>• guidelines for supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewed without change</li> </ul>	Full text in: <ol style="list-style-type: none"> <li>Staff Handbook</li> <li>School Intranet</li> <li>Playground Duty Areas</li> </ol>



<p><b>Code of Conduct Policy</b> encompassing</p> <ul style="list-style-type: none"> <li>• Code of Conduct for staff and students</li> <li>• Behaviour management</li> <li>• The role of the student leadership system</li> </ul>	<ul style="list-style-type: none"> <li>• Minor modifications to student leadership roles</li> </ul>	<p>Full text in</p> <ol style="list-style-type: none"> <li>Staff Handbook</li> <li>Student Diary (Summary)</li> <li>School website and intranet</li> </ol>
<p><b>Pastoral Care Policy</b> encompassing:</p> <ul style="list-style-type: none"> <li>• the pastoral care system</li> <li>• availability of and access to special services such as counselling and student support.</li> <li>• health care procedures</li> <li>• critical incident policy</li> <li>• homework policy</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewed without change</li> </ul>	<p>Full text in:</p> <ol style="list-style-type: none"> <li>Staff Handbook</li> <li>School website and intranet</li> </ol> <p>Text of homework policy in:</p> <ul style="list-style-type: none"> <li>• Student Diary</li> <li>• Parent Information booklet</li> </ul>
<p><b>Communication Policy</b> 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"> <li>• Reviewed without change</li> </ul>	<p>Full text contained in:</p> <ol style="list-style-type: none"> <li>Staff Handbook</li> <li>School website and Intranet</li> <li>Parent Information Booklet</li> </ol>

## 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. Action should also consider the principles of Restorative Justice, aiming to restore damaged relationships when they occur, with mutual respect and fairness.

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 2013 ANNUAL REPORT

Area	Priorities for 2013	Achievements
Teaching and Learning – as per current strategic plan 2013-2017	Continued 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 programmes	The Chaplain undertook responsibilities within the implementation of the MYP focusing on embedding a Christian worldview into the planned curriculum.
	Implementation of the PYP	The School has been authorised by International Baccalaureate Organisation to deliver the PYP and is now an IB World School. The School is now implementing the MYP in the Senior School.
Student achievements	Maintenance of excellent academic outcomes	Achieved as per results on pages 5 to 8. 2013 HSC had 3 top achievers (band 6 across all subjects) and received 8 nominations by examiners to BoS for special recognition (Artexpress, Callback, Encore). 9 students achieved an ATAR of over 95 with the top ATAR being 98.95.
	Students achieved improved learning outcomes through the use of ICT	Students continue to work under the Bring Your Own Device (BYOD) policy. Learning is enhanced by the School's approach to the 'Flipped classroom' model, which is supported through internal learning management systems and use of technology equipment in the classroom.
	Integrating ICT into teaching and learning	Investigation and commitment to a whole school learning management system, which will be implemented in 2014.
Facilities and Resources	Refurbishment of the Junior and Senior Reception areas, Junior School Staffroom facilities and music tuition rooms.	Refurbishment was completed in 2013.
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.



## PRIORITY AREAS FOR IMPROVEMENT

Area	Priorities for 2014
Teaching and Learning – as per the current Strategic Plan	<ul style="list-style-type: none"><li>• Integration of ICT into teaching and learning</li><li>• Integration of a Christian Worldview into teaching programmes</li><li>• Implementation of the MYP</li><li>• Adoption of the Australian Curriculum</li></ul>
Student Achievements	<ul style="list-style-type: none"><li>• Maintenance of excellent academic outcomes</li><li>• Students achieve improved learning outcomes through the use of ICT</li></ul>
Facilities and Resources	<ul style="list-style-type: none"><li>• Construction of a new classroom block (to be completed in 2016)</li><li>• Refurbishment of Junior School playground</li></ul>
Student Welfare	<ul style="list-style-type: none"><li>• Review co-curricular programme</li></ul>
Staff Development – as per the current Strategic Plan	<ul style="list-style-type: none"><li>• Professional development in relation to the PYP and MYP</li><li>• Integration of a Christian worldview into teaching and learning</li><li>• Adoption of ICT into teaching and learning</li></ul>



## REPORTING AREA 12: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

<p><b>Student Welfare and Discipline</b></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"> <li>• System of student encouragement and recognition simplified in 2013.</li> <li>• Policies and procedures were reviewed without change in 2013.</li> <li>• Continued with restorative practices as a framework for dealing with issues where there were breakdowns in relationships. Training of staff in this approach maintained.</li> <li>• Reviewed cyber-bullying policy and incorporated the new policy in student diary.</li> <li>• Plan to implement an explicit wellbeing program in Year 7, 2014 focusing on cyber safety, peer support and positive education.</li> <li>• Tracking discipline issues, awards and welfare issues incorporated in the procedures via Edumate. Procedures updated and training of Deans in using these procedures to track pastoral or discipline issues.</li> </ul>
<p><b>Community Service</b></p>	<p>The School is committed to providing planned and age appropriate experience in community service across K – 12.</p> <p>In the Prep/Junior School Community Service is localized within stages and generally flows out of learning in the classroom under the “Action” phase of the PYP. This results in action from students within School, at home or sometimes more broadly in the community. An example of present action is a litter campaign led by some Year 5 students as a result of a unit of enquiry within the transdisciplinary theme of “Sharing the Planet”.</p> <p>In the Senior School, at the end of each year the Deans (in collaboration with the Chaplain) determine the Community Service venture for their Year Group for the following year. Major partners in 2013 include (but are not limited to) Anglicare, Local Nursing Homes, Kidzwish, The Disability Trust, Port Kembla &amp; Figtree Anglican Churches, The Smith Family and Crossroads Foundation.</p> <p>In Year 11, Community Service is undertaken by students outside the regular timetable. Students are presented with a range of service opportunities and are assisted as they commit themselves to serving those who are in some way disadvantaged or disabled.</p> <p>While Community Service in the Senior School is presently a little disconnected from the Curriculum the move to the MYP in Years 7-10 presents an exciting opportunity to link service more purposefully to the curriculum. As our strategic plan says, Christian Service needs to be “embedded in the curriculum for maximum effect”. When this happens service will become the ultimate expression of learning and even lead to further learning.</p>



## REPORTING AREA 13: PARENT, STUDENT AND TEACHER SATISFACTION

A strength of the School is the partnership that exists with parents and staff, working together to achieve outcomes consistent with the Mission and Values of the School. The School has established mechanisms by which parents, students and staff are consulted and afforded the opportunity to provide feedback.

### **Students:**

- meet daily with their classroom teacher in the Junior School and their Mentor teacher in the Senior School
- Junior School reports include a comment from the student on their academic progress
- A Student Representative Council operates in both the Junior and Senior School, representing the interests of students and reporting on student satisfaction
- Student leaders conduct the weekly Senior School assembly
- Students are able to communicate directly with their teachers through the On-Line learning Environment (Olle)

### **Staff:**

- Have well established lines of communication and access to managerial staff
- Are developing a staff initiated wellbeing policy under the guidance of counselling staff
- Have very low rates of staff turnover.

### **Parents:**

- Communicate with the School through parent organisations:
  - P & F Association
  - Karobran
  - Orana
  - TIGS Foundation
- Scheduled opportunities for direct consultation between parents and staff occur twice per year. Ad hoc meetings are available throughout the year.
- Parents are able to provide direct feedback to teachers regarding their children through the parent portal.

Feedback through all these sources suggest that the very positive level of student, staff and parent satisfaction reported on in 2013 has not changed since the independently conducted whole-of-school evaluation was conducted by the Association of Independent Schools (AISNSW) in 2013.

## REPORTING AREA 14: SUMMARY FINANCIAL INFORMATION

Graphical representation of income and expenditure using percentages only:

