



TIGS

The Illawarra Grammar School

2014 Annual Report:

Educational & Financial Reporting

Academic • Christian • Caring

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THEME 1: A MESSAGE FROM KEY SCHOOL BODIES

MESSAGE FROM THE CHAIRMAN OF SCHOOL COUNCIL

In the 2014 TIGS Magazine the Chairman of the School Council wrote, in part "When our Founders started TIGS it was paramount in their thinking that this School be a place where Christian principles were not only taught but also put into practice.

Many of our students are involved in practising their faith in so many ways and I want to say thank you to each one of you who has in some way put their Christian witness to work over this past year whether it be with another student or touching the lives of someone else in the community here or in far flung places across the globe.

Last year I made mention that we were preparing to commence work on a new Science Block.

Alas due to problems with the regulatory authorities that was not possible. As a result we lost a considerable Government grant that would have assisted the financing of the project. As I have previously stated unlike some schools we don't have huge cash reserves to undertake major projects and we rely upon such grants along with our parents, the P. and F. and the Foundation for their much needed support to the School.

Following the realisation that the project as it was then could not go ahead as planned Council decided to revise our plans. I am pleased to advise that we are well advanced in the preparation of a design of a new block that will enhance the learning experience of all of our students over a three stage plan that will certainly be the biggest building programme we have undertaken for some time.

It will be a major challenge but in the end it will benefit every student at the School.

The Illawarra Grammar School is blessed in so many ways.

We have a wonderful body of students who impress in so many ways. We have a dedicated teaching and support team ably led by Mr Kinsella and his Senior Executive.

And we have a strong body of parents who support us in so many ways.

To all of you, I thank you for your contribution this year.

To those students who will leaving us this year I wish you every success in the future and hope that your experiences at TIGS whilst you have been with us will assist you in your day to day life pilgrimage.

To Mr Kinsella and the entire staff at TIGS thank you for your efforts in helping to make our students the very best they can be.

I especially want to thank those of the staff who have been involved with the implementation of the MYP.

This has been a major initiative of the School and I want the staff to know how much we appreciate your assistance in implementing what is a revolutionary and exciting way of sharing knowledge with our students.



To our parents and grandparents thank you for your support and investment in the education of your children at TIGS. Your decision to send your child to TIGS is something we value. We do not take lightly the responsibility we have to ensure that your child receives the very best holistic education that is available not only in our region but for that matter anywhere."



MESSAGE FROM THE HEADMASTER

In the 2014 TIGS Magazine the Headmaster wrote, in part “The Year of 2014 has been a special year in so many ways and yet it could also be described as a normal year – I have been at TIGS for nine years and each year has been characterised by wonderful student achievement in learning, great participation and success in sport and co-curricular programmes, significant improvements in the resources available for our students, fantastic sacrifice and commitment by our families and the continued acknowledgement in the broader community of the Illawarra that TIGS is the leading school in the region – The Illawarra's Grammar School.

Excellent academic results, a wonderful campus, dedicated teachers, an extensive range of sport and co-curricular activities, a commitment to Christian education, a comprehensive programme of service learning – the pages of this magazine tell the story of another special year.

From Day one in 1959, TIGS has prided itself in the care and nurture given to our students. Meeting the academic and developmental needs of students has always been and remains our top priority. The outstanding results of our HSC students in the 2013 HSC are already being matched by the 2014 cohort. We already know that over 72% of Year 12, 2014 have been offered a place at university prior to the release of the HSC results and that ten students have been nominated by BOSTES examiners for exhibition in ENCORE (Music), OnSTAGE (Drama), Callback (Dance) and ARTEXPRESS (Art). Success in public examinations, NAPLAN and subject specific competition is the norm at TIGS.

This year, two significant decision have been made that will extend the TIGS commitment to delivering excellent outcomes for students:

- TIGS has decided to offer the International Baccalaureate Diploma Programme (DP). The programmes of the IB are recognised world-wide as providing an exceptional basis for learning which is why TIGS is already teaching the PYP and the MYP. The DP will be offered as an alternative to the HSC in 2017 which will make TIGS just one of three schools in NSW that offer the three programmes covering Prep to Year 12. There are 2,608 schools world-wide that offer the DP, with 63 schools (government and independent) located in Australia. Through the IB programmes TIGS is providing a truly international education empowering students for life in the 21st Century.
- The programme for students with special educational needs has been expanded. The already extensive support for Gifted and Talented students and students with learning difficulties is to be strengthened by the School delivering the Arrowsmith Program, beginning in 2015. This programme, seeks to support students with learning difficulties by remediating cognitive deficits that are the cause of learning difficulties. Developed in Canada by Barbara Arrowsmith Young (author of *The Woman who Changed her Brain*), TIGS joins a small but growing group of NSW schools that provide this service.

These are just two examples of the School seeking to achieve excellence, the standard expected of our students and all who are members of our community. Our statement of Mission and Values describes this commitment in this way:

“The School sets excellence as its standard when planning and evaluating its academic programmes and outcomes. Excellence is viewed as neither elitist



nor exclusive and is accessible to all who aspire to be the best they can be. The advantages of our culture of academic excellence are not just for the individual but are for the benefit of our whole school community and beyond."

The aspirational goal of seeking to be the best we can be can be frustrating at times because such a goal will always be elusive. Nevertheless, when we do observe success and receive accolades for our achievements it sends a signal that is both encouraging and affirming that we are on the right track. Some examples of such affirmation this year include:

- The achievement of The Piper Centre in gaining accreditation by Australian Children's Education & Care Quality Authority (ACECQA) at the highest level possible of 'Exceeding National Quality Standards'. You only have to visit The Piper Centre to know what a wonderful and caring learning environment has been created by Mrs Duley-Smith and her team. In their report ACECQA said "The Piper Centre is commended on its achievements in providing quality outcomes for children. In particular, curriculum decision making, relationships with children, collaborative partnerships with families and staffing arrangements that enhance children's learning and development, demonstrates the commitment to quality by staff.

- Students in the Junior School continue to demonstrate excellence in learning under the framework of the PYP. This is becoming most evident in the quality of the learning demonstrated at the Year 6 Exhibition. Students have been learning under the PYP for three years now and the quality on display at the Exhibition continues to deepen as the compounding impact of the IB Learner Profile is demonstrated in the classroom. A visiting teacher from a significant Sydney school observed the Year 6 Exhibition this year and made this comment:

"We were delighted to observe the PYP Exhibition and were stunned at how articulate the Year 6 students were in explaining their learning. There was significant evidence of deep learning that impressed us greatly."

- Student-centred, concept-based learning through the PYP and the MYP engages students in learning in ways that are exciting for both the teacher and the learner. Two examples come to mind:
 - Year 5 students produced and then performed on the 'Sound Sculpture', a strange concoction of noisy household and nominally musical items. Through this wonderful machine, every student collaborated, composed and performed a variety of musical pieces that were connected with their unit of inquiry. Every student was engaged (as were many of the parents who 'had a go' at performing on the Sound Sculpture at the end of the performances).
 - Year 10 has the opportunity to reflect on their learning after an English Assessment task. One boy wrote "This idea of concepts is a key point in MYP learning and helps my understanding of topics in the artistic subjects such as English, Music and Visual Arts. It gives free reign in the creation of our works, which I find a lot more helpful, compared to the old way of learning. Previously, the teacher would give us something to learn and



then we would “spit” that out again in an essay, sometimes without creating our own meaning when we did the work, so that we did not learn as well. I hope that other years will get the opportunity to do this task as it has broadened my horizons as well as the entire year groups.” A great strength of the IB programmes is the understanding that students gain of how they learn.

- The achievement of students in The Arts continues to leave us in awe of the talent of our students and the skill of our teachers. At times we need to remind ourselves that TIGS is not a selective school, academically or in the arts, as our students achieve at a level that other schools seek to match. Highlights that come to mind from 2014 are:
 - The production of *The Secret Garden* – it was amazing. Everyone thought that it would be impossible to exceed the excellence of CATS the previous year - everyone was wrong. The quality of the singing, acting, dancing, orchestra and backstage crew showed through in a memorable season of this very difficult production. The moods and the sounds of this haunting musical still readily come to mind.
 - The ten nominations from BOSTES examiners for students that have excelled in their performances in the HSC confirm the outstanding quality of our Faculty of The Arts. These nominations are not easily given and for TIGS to receive so many on a regular basis is affirmation that our programme in The ARTS is outstanding.
- TIGS continues to be the team to beat on the sporting field. The achievements of our young sports men and women are well documented in these pages with outstanding achievements in team and individual sports. Special mention must be made of:
 - Girls Futsal team (State Champions) - Our Junior School Girls won their final 8-0, an astonishing score, to become State Champions for the second year in a row. This result was no fluke. The girls have been training hard for the carnival and have spent many hours in preparation. Congratulations to Ruby Tilden, Mila Lancaster, Selene Chadrawy, Annie McLearnie, Cartia Taranto, Margaux Chauvet and Zoe Dribbus and their coaches and supporting staff, Mr Robinson, Mr Yeo, Mrs Martin and Mrs Dribbus - and to the loyal parents who supported and encouraged the whole team during training and at the carnival.
 - Kieran Ackhurst – who has been given the opportunity and support to pursue his dream in Volleyball - He was chosen in many school and representative teams as well as gaining selection in the Australian Youth (U18s) Volleyball Team and the NSW Australian Volleyball League Team – Open Men’s division. We look forward to hearing of his future success.
- TIGS is committed to providing students with experiences that will lead to an understanding that a TIGS education opens doors and opportunities not available



to others and that with these opportunities come the responsibility to act in a way that is for the betterment of others. Our programme of service learning commences in the Junior School and has its ultimate expression in the final Years of the Senior School. Some of the highlights this year include:

- A team of 21 Year 10 and 11 students traveling to the charitable organisation, Crossroads (Hong Kong), to pack a container of goods for the charity Kids2Kids, which supports a school in Kenya. Kids2Kids has been established by our own School Captain, Dom Mortimer, and there were few dry eyes as the door of the container was shut ready for despatch to Kenya.
- 40 students from Year 11 supported 20 students with disabilities by providing respite care over a weekend camp held in conjunction with the Disability Trust and the Sony Foundation. Experiences like this are invaluable and life changing and there can be no better preparation for positions of leadership in the adult world than to learn to see the world through the eyes of others while at school.

The excellent achievements of our students reflect the commitment of our whole community to the values and aspiration of the School. Recognition must be made of our School Council, under the Chairmanship of Mr Roger Summerill, for the leadership and oversight they give to the School.

Acknowledgement is due to parents and extended family members for their wonderful support. The School would not be such a success without the dedicated support of families that drive, attend, finance, encourage and console - the support of families is an important but often under acknowledged strength of TIGS. The staff at TIGS appreciate the contribution of parents and grandparents and thank them for their wonderful support.

Thanks also are due to the teachers and support staff for the expertise and commitment they give so generously to our students. Teachers continue to take up the challenges of implementing the PYP and MYP frameworks (and soon the DP), 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. The School is blessed to have such professional, capable and caring staff.

Finally, congratulations to our students on their many achievements and progress over the year. This magazine contains a small sample of the many achievements of 2014. We expect a lot from our students and they rarely fail us. Congratulations to everyone for contributing to another great year at TIGS.

Stephen Kinsella
Headmaster



MESSAGE FROM PARENTS AND FRIENDS ASSOCIATION

In the 2014 TIGS Magazine, the President of the P&F reported, in part "As part of TIGS community we are very privileged to have access to many learning opportunities. This year we enjoyed another great PYP (Primary Years Programme) workshop where parents and carers had an opportunity to learn the way our children learn and attempt to open our minds to the infinite possibilities that our children get to experience every day in their school lives. We also had the amazing opportunity to attend a live presentation by the esteemed Barbara Arrowsmith Young who educated us on an approach to teaching and learning based on neuroscience research.

Term II saw a beautiful sunny day for TIGS Great Fete and the crowds turned out to support this great event and raised \$50,000 that will be used to introduce various Green Initiatives throughout the School supporting the Schools Sustainability Project.

Generous parents from our community ran many other great events this year including the Karobran Disco, Muffin Drive and Big Day in Picnic Lunch as well as volunteering to help in the Second Hand Uniform Shop and Canteen. We would like to thank all these generous people.

I would like to thank the other members of the P&F Committee for all their support this year along with all the Karobran Year Representatives and the many other people in our school community that contribute their time and energy to make TIGS community a wonderful community to be a part of."



THEME 2:

CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

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 and is preparing to implement the Diploma Programme (DP) from 2017. 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 21st Century.

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



THEME 3: STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

HIGHER SCHOOL CERTIFICATE - 2014

In 2014, 97 students sat for the NSW Higher School Certificate in 37 courses. In general, student achievement was well above state level.

Subject	Year	Number Students	Performance band achievement by number and percentage		
			Bands 6-5	Bands 4-3	Bands 2-1
Ancient History	2014	8	School: 2 (25%) State: (32%)	School: 6 (28%) State: (32%)	School: 0 State: (15%)
	2013	10	School: 5 (50%) State: (34%)	School: 5 (50%) State: (48%)	School: 0 State: (15%)
Biology	2014	32	School: 9 (28%) State: (27%)	School: 20 (62%) State: (56%)	School: 3 (9%) State: (8%)
	2013	29	School: 12 (41%) State: (32%)	School: 16 (54%) State: (57%)	School: 1 (3%) State: (8%)
Business Studies	2014	29	School: 16 (55%) State: (36%)	School: 13 (43%) State: (50%)	School: 0 State: (11%)
	2013	22	School: 12 (54%) State: (33%)	School: 10 (45%) State: (53%)	School: 0 State: (10%)
Chemistry	2014	28	School: 10 (35%) State: (45%)	School: 15 (52%) State: (45%)	School: 3 (10%) State: (7%)
	2013	29	School: 10 (34%) State: (41%)	School: 18 (62%) State: (49%)	School: 1 (1%) State: (10%)
Dance	2014	6	School: 2 (33%) State: (42%)	School: 4 (66%) State: (53%)	School: 0 State: (3%)
	2013	7	School: 3 (44%) State: (38%)	School: 4 (56%) State: (54%)	School: 0 State: (6%)
Design Tech	2014	2	School: 1 (50%) State: (36%)	School: 1 (50%) State: (56%)	School: 0 State: (4%)
	2013	2	School: 0 State: (36%)	School: 2 (100%) State: (59%)	School: 0 State: (2%)
Drama	2014	6	School: 6 (100%) State: (41%)	School: 0 State: (55%)	School: 0 State: (2%)
	2013	9	School: 3 (33%) State: (43%)	School: 6 (67%) State: (54%)	School: 0 State: (1%)
Earth and Environment	2014	11	School: 6 (54%) State: (39%)	School: 5 (45%) State: (50%)	School: 0 State: (8%)
	2013	6	School: 3 (50%) State: (36%)	School: 3 (50%) State: (54%)	School: 0 State: (6%)
Economic	2014	8	School: 5 (62%) State: (43%)	School: 3 (38%) State: (46%)	School: 0 State: (8%)
	2013	12	School: 7 (58%) State: (42%)	School: 4 (33%) State: (43%)	School: 1 (8%) State: (13%)
Engineering	2014	6	School: 3 (49%) State: (32%)	School: 3 (50%) State: (56%)	School: 0 State:
	2013	0	School: 0 State:	School: 0 State:	School: 0 State:
English Standard	2014	8	School: 0 (8%) State: (8%)	School: 7 (87%) State: (76%)	School: 1 (13%) State: (13%)
	2013	8	School: 0 State: (6%)	School: 6 (75%) State: (71%)	School: 2 (25%) State: (5%)



English Advanced	2014	81	School: 21 (25%) State: (58%)	School: 60 (73%) State: (39%)	School: 0 State: (1%)
	2013	77	School: 24 (31%) State: (52%)	School: 49 (62%) State: (44%)	School: 4 (5%) State: (1%)
ESL	2014	6	School: 1 (16%) State: (27%)	School: 5 (83%) State: (60%)	School: 0 State: (10%)
	2013	6	School: 2 (33%) State: (23%)	School: 4 (67%) State: (59%)	School: 0 State: (15%)
Geography	2014	13	School: 6 (46%) State: (43%)	School: 6 (45%) State: (40%)	School: 1 (7%) State: (14%)
	2013	5	School: 5 (100%) State: (39%)	School: 0 State: (42%)	School: 0 State: (28%)
Industrial Technology	2014	5	School: 5 (100%) State: (27%)	School: 0 State: (52%)	School: 0 State: (16%)
	2013	14	School: 7 (51%) State: (29%)	School: 7 (49%) State: (54%)	School: 0 State: (14%)
Legal studies	2014	12	School: 4 (32%) State: (39%)	School: 8 (66%) State: (43%)	School: 0 State: (14%)
	2013	6	School: 5 (82%) State: (42%)	School: 1 (16%) State: (45%)	School: 0 State: (11%)
Maths General	2014	52	School: 21 (39%) State: (24%)	School: 24 (45%) State: (50%)	School: 7 (13%) State: (23%)
	2013	37	School: 12 (31%) State: (20%)	School: 22 (59%) State: (54%)	School: 3 (15%) State: (23%)
Mathematics	2014	27	School: 17 (62%) State: (53%)	School: 10 (36%) State: (36%)	School: 0 State: (8%)
	2013	38	School: 20 (52%) State: (48%)	School: 18 (47%) State: (43%)	School: 0 State: (7%)
Modern History	2014	11	School: 6 (54%) State: (41%)	School: 5 (45%) State: (46%)	School: 0 State: (4%)
	2013	17	School: 9 (52%) State: (48%)	School: 7 (40%) State: (42%)	School: 4 State: (8%)
Music 1	2014	13	School: 12 (92%) State: (59%)	School: 1 (7%) State: (36%)	School: 0 State: (2%)
	2013	18	School: 16 (88%) State: (58%)	School: 2 (12%) State: (38%)	School: 0 State: (2%)
Music 2	2014	7	School: 6 (85%) State: (86%)	School: 1 (15%) State: (12%)	School: 0 State: 0
	2013	5	School: 5 (100%) State: (84%)	School: 0 State: (14%)	School: 0 State: 0
PDHPE	2014	25	School: 8 (32%) State: (30%)	School: 14 (56%) State: (57%)	School: 3 (12%) State: (11%)
	2013	26	School: 5 (20%) State: (27%)	School: 17 (65%) State: (53%)	School: 4 (15%) State: (16%)
Physics	2014	22	School: 11 (50%) State: (30%)	School: 11 (50%) State: (59%)	School: 0 State: (8%)
	2013	18	School: 5 (27%) State: (33%)	School: 12 (66%) State: (55%)	School: 1 (5%) State: (10%)
Society and Culture	2014	11	School: 6 (54%) State: (44%)	School: 5 (45%) State: (47%)	School: 0 State: (6%)
	2013	0	School: State:	School: State:	School: State:
Visual Arts	2014	18	School: 14 (77%) State: (47%)	School: 4 (23%) State: (47%)	School: 0 State: (12%)
	2013	17	School: 10 (58%) State: (51%)	School: 7 (40%) State: (45%)	School: 3 State: (10%)
Chinese Background	2014	3	School: 2 (66%) State: (67%)	School: 1 (34%) State: (30%)	School: 0 State: (3%)
	2013	3	School: 3 (100%) State: (68%)	School: 0 State: (29%)	School: 0 State: (1%)
French	2014	4	School: 3 (75%)	School: 1 (25%)	School: 0



			State: (65%)	State: (31%)	State: (9%)
	2013	1	School: 1 (100%) State: (66%)	School: 0 State: (30%)	School: 0 State: (4%)
Italian Beginners	2014	5	School: 1 (20%) State: (33%)	School: 3 (60%) State: (44%)	School: 1 (20%) State: (21%)
	2013	13	School: 1 (7%) State: (29%)	School: 9 (69%) State: (54%)	School: 3 (23%) State: (16%)
Japanese Continuers	2014	4	School: 3 (75%) State: (47%)	School: 1 (25%) State: (37%)	School: 0 State: (16%)
	2013	3	School: 1 (33%) State: (54%)	School: 2 (67%) State: (38%)	School: 0 State: (6%)
Entertainment	2014	4	School: 2 (25%) State: (17%)	School: 3 (75%) State: (68%)	School: 0 State: (7%)
	2013	3	School: 2 (66%) State: (12%)	School: 1 (34%) State: (67%)	School: 0 State: (10%)

Extension Courses	Year	Number Students	Performance band achievement by number and percentage		
			Bands E4	Bands E3	Bands E2
English Extension 1	2014	16	School: 16 (100%) State: (30%)	School: 0 State: (68%)	School: 0 State: (1%)
	2013	16	School: 0 State: (25%)	School: 15 (93%) State: (64%)	School: 1 (7%) State: (11%)
English Extension 2	2014	6	School: 5 (83%) State: (77%)	School: 1 (16%) State: (21%)	School: 0 State: (2%)
	2013	5	School: 2 (40%) State: (22%)	School: 2 (40%) State: (55%)	School: 1 (20%) State: (20%)
Maths Extension 1	2014	13	School: 13 (100%) State: (85%)	School: 0 State: (14%)	School: 0 State: (1%)
	2013	17	School: 0 State: (32%)	School: 15 (88%) State: (50%)	School: 2 (11%) State: (14%)
Maths Extension 2	2014	5	School: 5 (100%) State: (85%)	School: 0 State: (12%)	School: 0 State: (1%)
	2013	4	School: 0 State: (34%)	School: 4 (100%) State: (54%)	School: 0 State: (11%)
History Extension 1	2014	9	School: 7 (78%) State: (77%)	School: 2 (22%) State: (20%)	School: 0 State: (1%)
	2013	7	School: 2 (28%) State: (22%)	School: 4 (57%) State: (52%)	School: 1 (14%) State: (24%)
Music Extension 1	2014	8	School: 2 (25%) State: (32%)	School: 6 (28%) State: (32%)	School: 0 State: (15%)
	2013	2	School: 1 (50%) State: (70%)	School: 1 (50%) State: (27%)	School: 0 State: (3%)
Japanese Extension 1	2014	8	School: 2 (25%) State: (32%)	School: 6 (28%) State: (32%)	School: 0 State: (15%)
	2013	1	School: 0 State: (33%)	School: 1 (100%) State: (57%)	School: 0 State: (8%)

Distinguished Achievement List 2014

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

Student work selected for statewide recognition

- 10 nominations were received by examiners to Board of Studies teaching and educational standards for special recognition

More outstanding achievements

- 15% of our students achieved ATARs of 90+
- 3% of our students achieved ATARs of 95+



RECORD OF SCHOOL ACHIEVEMENT (RoSA) - 2014

The school reported the following internal grades for 2014 Year 10 students:

Courses		Grade A	Grade B	Grade C	Grade D
English	School 2014	21	33	46	0
	State average 2014	13	27	37	17
	School 2013	16	42	32	10
	State average 2013	12	30	28	20
Maths	School 2014	24	31	39	19
	State average 2014	15	23	31	23
	School 2013	32	26	33	9
	State average 2013	15	23	31	23
Geography	School 2014	17	37	35	11
	State average 2014	13	26	35	18
	School 2013	24	44	23	9
	State average 2013	13	25	35	19
Science	School 2014	17	30	35	11
	State average 2014	13	24	35	19
	School 2013	23	41	18	19
	State average 2013	13	24	35	19
History	School 2014	16	38	36	10
	State average 2014	14	25	34	19
	School 2013	26	32	38	4
	State average 2013	13	26	35	18



NAPLAN

Year 3

In 2014 100% of Year 3 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2014 Test	School Results	State Results	Difference between State and School
Reading	462	423	31
Writing	447	409	38
Spelling	450	423	26
Grammar	492	436	56
Numeracy	436	407	28

Year 5

In 2014 100% of Year 5 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2014 Test	School Results	State Results	Difference between State and School
Reading	573	504	69
Writing	520	474	46
Spelling	538	507	31
Grammar	570	512	57
Numeracy	538	494	41

Year 7

In 2014 100% of Year 7 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2014 Test	School Results	State Results	Difference between State and School
Reading	573	549	24
Writing	536	512	24
Spelling	569	552	16
Grammar	578	549	28
Numeracy	581	552	29

Year 9

In 2014 100% of Year 9 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2014 Test	School Results	State Results	Difference between State and School
Reading	615	586	29
Writing	578	548	29
Spelling	608	590	17
Grammar	605	578	27
Numeracy	630	597	32



THEME 4: SENIOR SECONDARY OUTCOMES

In 2014, 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
2014	HSC or VET qualification	100%

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



THEME 5: TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING

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	109
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

All academic staff (Senior School) undertake professional learning. The focus in 2014 has been the roll out of the MYP, particularly focusing on concept based learning and criterion based assessment. Staff attended In-Services in specific subject areas and for all stages of Learning K-12.

English	4Mat Training, MYP Workshop and Conference, 2014, Optimising results in the HSC, MYP English, Flat Connections: Connect, Collaborate, Change.	8
Mathematics	MYP Workshop and Conference	2
HSIE	MYP Workshop and Conference, Psychology and Well-being Conference, Philosophy in Schools - Supporting Critical & Creative Inquiry, CPR - First Aid, ELC Economics Teachers Conference, Legal Studies State Conference, Business Studies Conference, Planning & Programming 7-10 History, South Coast History Teacher Conference, Re-engaging with Extension History, 4Mat Training, New Syllabus PD Day HSC Course	19
Arts	MYP assessment, Composition Project, AIS RTO Assessment Tasks & Validation & Moderation Workshop – Entertainment, Middle Leaders, 4Mat Training, Workshop: Dance Stage 6 Course Prescriptions HSC 2015-2017	13
LOTE	MYP Assessment	2
Library	MYP Assessment, Preparing the Library for the Curriculum Changes in English, History, Science, First Aid	9
PDHPE	MYP Assessment, Strategies for Leading Wellbeing.	4
TAS	MYP Assessment, ICTENSW IT Workshop/AGM.	8
Science	4MAT assessment, MYP Workshop and Conference, Experienced Teacher Professional Support Session, 4Mat Training	4
Christian Studies	MYP assessment, Live Wire, Engaging Biblical Studies, Teachers and Chaplains Professional Development Day	6
Careers	UNSW Careers Advisors Day, USYD Careers Advisors Day, Notre Dame Careers Advisors Day, UTS Careers Advisors Day.	5
Executive Learning	MYP Workshop and Conference, NCCD Professional Development Session, Education & the Law: Students with a Disability, Learning Pedagogical Change, HR Planning.	11
Learning	Understanding Autism Spectrum Disorder, Teaching and Supporting Students with	3



Support	Special Needs.	
Junior School		
Prep	St John's Combines Asthma and Anaphylaxis Management	11
	PYP School Visit	5
	NQF Regulation Impact Statement Consultation	2
	Munch & Move Program (NSW Health)	2
	PYP Reggio School Visits	5
Kinder	PYP Network Differentiation	1
Year 1	4MAT Training	2
	THRASS – Foundation Level (THRASS Institute)	1
	Teaching Grammar Using Quality Literature (AIS)	1
	PYP Trinity Grammar Open Day	4
Year 5	4Mat Training	1
	Teaching Excellence in the Multi Stage & Multi Ability Classroom (AIS)	1
	PYP Network Differentiation	1
Year 6	4Mat Training	3
	IBEN Verification Visit – Adelaide	1
	IBEN Evaluation Visit Asia Pacific (Melbourne)	1
	Kings School PYP Exhibition	2
Executive	AGORA	2
	HICES 5 th National Conference (HICES)	2
	Ed560 Leadership – Vision & Mission (National Institute for Christian Education)	1
Japanese	Japanese Teachers Conference	1
	Japanese National Symposium (NSW Depart of Ed)	1
Teachers Aides	PYP Induction Job-a-Like Teacher's Aides (NSW PYP Network)	1
Learning Support	PYP Network Differentiation	1
Library	ISLA Professional Development Day (Illawarra School Libraries Association)	1
ICT	National Congress & Expo (Brisbane)	1
Pastoral Care	- Planning and development of student courses in Pastoral Care based on the model of Positive Education. - Training for teachers and counselling staff to assist them in pastoral care positions to undertake their role. This includes training in adolescent mental health, child protection, grief, strategies in leading student wellbeing.	17

WHS

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
- IB Assessment Workshop
- Asia Pacific IB Conference
- AIS Flagship Leadership Programme
- DP Mathematics
- HSC Planning Economics

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:

- 4MAT Assessment
- English HSC Success
- Positive Psychology
- History – National Curriculum Planning
- English – National Curriculum Planning
- Science – National Curriculum Planning

INFORMATION AND COMMUNICATION TECHNOLOGY

Specific departments have attended and workshopped courses on the use of ICT to enhance learning and student outcomes. There has also been considerable peer tutoring by "Power users" that have been conducted on an as needed basis.

Some key learning include:

- Edval training in the Junior School
- Digital portfolios
- Flipped lessons
- School box and class OLLE pages
- Google apps for educators
- Collaboration on google drive
- Atlas curriculum management tool
- Atlas tracking curriculum outcome delivery.



THEME 6: WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

Workforce composition, including indigenous are documented on the My School website:

<http://www.myschool.edu.au>

School Staff 2014				
	Full Time – FTE	Part Time – FTE	Casual – FTE	Total – FTE
Academic	99	7.8	6.4	113.2
Non-Academic	38	15.29	1.1	54.39
Total	137	23.09	7.5	167.59



THEME 7: STUDENT ATTENDANCE, AND RETENTION RATES AND POST-SCHOOL DESTINATIONS IN SECONDARY SCHOOLS

STUDENT ATTENDANCE

In 2014 the average daily student attendance rate was 96.2% and this is in line with the average daily student attendance rate in 2013 of 94.9%.

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

RETENTION RATES - SECONDARY

Of the 103 students enrolled in Year 10 in 2012, 87 were still enrolled at TIGS in 2014. These figures are based on the number of students who were at TIGS in 2012 compared with the Year 12 2014 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%
2012/2014	103	96	87	93%	84%



POST SCHOOL DESTINATIONS

In Years 10, 11 and 12 in 2014 a total of 14 students left the School (see table below). Of these students 3 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 2 left to attend TAFE.

Reason	Year 10	Year 11	Year 12
Other School	3	0	0
TAFE/Other Studies	0	2	0
Employment	0	0	0
Unknown	0	0	0
International Students	5	4	0
Total	8	6	0



THEME 8: ENROLMENT POLICIES

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 - 2014

The school has 1072 students of whom 577 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 205 boys and 187 girls.

In the Secondary School there are 306 boys and 271 girls.

In the Preparatory School there are approximately 49 boys and 54 girls.



THEME 9: OTHER 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 safe and 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.
- Is characterised by the principles of mutual respect and restorative practices when relationships have been damaged.

Policy	Changes in 2014	Access to full text
<p>Student Welfare</p> <p><i>The school seeks to provide a safe and supportive learning environment to support the mental, physical and emotional wellbeing of students through programs, policies and structures that have students at the centre.</i></p> <p><i>The policies that relate to the Student Welfare policy include:</i></p> <ul style="list-style-type: none"> • Child Protection Policy • Whole School Discipline Policy • Supervision Policy • Safety and Security Policy • Pastoral Care Policy • Code of Conduct Policy • Critical Incidents Policy <p><i>Programs that support this policy include:</i></p> <ul style="list-style-type: none"> • Early intervention programs that identify and support students at risk. This incorporates learning support and counselling services. • Proactive student wellbeing programs based on Christian principles and incorporating positive education. • Pastoral Care structures such as House Mentors and House events, community service, outdoor education and leadership programs. 	<p>Pilot student wellbeing program initiated in 2014 in Year 7 and planning for rollout to Year 8 as part of a School wide strategic initiative. Review of all wellbeing programs P – 12 conducted in 2014.</p> <p>Change to method of identifying, reviewing and supporting learning support and other students at risk, through scheduled rolling meetings between relevant staff at Year level.</p> <p>No significant changes to associated policies but review to take place in 2015.</p>	<p>All policies available on the school's website in "About TIGS" tab, in section titled "School Policies"</p> <p>All staff have access to all relevant policies on school intranet.</p> <p>Summaries provided to staff in Staff Handbook.</p>
<p>Anti-bullying</p> <p><i>The school provides plans and processes for identifying, managing and responding to incidents of bullying behaviour. The policy includes:</i></p> <ul style="list-style-type: none"> • Behaviours that constitute bullying • Strategies for the prevention of Bullying • Processes for responding to bullying behaviour • Responsibilities of school stakeholders in relation to the reporting and responding to bullying 	<p>Adjustments to the policy to incorporate definitions and strategies in relation to cyber-bullying.</p>	<p>All policies available on the school's website in "About TIGS" tab, in section titled "School Policies"</p> <p>All staff have access to all relevant policies on school intranet.</p> <p>Summary available to students and staff in Student Diary.</p>



<p>Discipline Policy</p> <p><i>Referred to as the Whole-School Discipline Policy. In this policy students are required to abide by the school rules, based on their Rights and Responsibilities and to follow the directions of teachers and other persons of responsibility delegated by the school. Where disciplinary action is required, consequences imposed vary according to the nature and severity of the behaviour, as well as the student's prior behaviour. The school expressly prohibits corporal punishment and does not sanction the administering of corporal punishment by non-school persons, including parents, to enforce school discipline.</i></p> <p><i>All disciplinary actions involving a student are based on Christian values, procedural fairness and restorative practices, seeking to restore relationships where relationships have been damaged. Parents are involved in the processes of procedural fairness when sanctions include suspension, exclusion or expulsion of a student.</i></p>	<p>Policies were reviewed in 2014 with minor modifications to some processes. Full review to take place in 2015.</p>	<p>All policies available on the school's website in "About TIGS" tab, in section titled "School Policies"</p> <p>All staff have access to all relevant policies on school intranet.</p> <p>Summary available to students and staff in Student Diary.</p>
<p>Complaints and grievances resolution</p> <p><i>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.</i></p>	<p>Reviewed without change 2014.</p>	<p>The full text of the school's complaints and grievance resolution policy is available on the school's website in "About TIGS" tab, in section titled "School Policies"</p> <p>All staff have access to all relevant policies on school intranet.</p>



THEME 10: SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

ACHIEVEMENT OF PRIORITIES IDENTIFIED IN THE SCHOOL'S 2013 ANNUAL REPORT

Area	Priorities for 2014	Achievements
Teaching and Learning -as per the current Strategic Plan 2014-2017	Integration of ICT into teaching and learning	Employment of specialist staff to assist staff in the use of ICT to enhance teaching and learning outcomes
	Integration of a Christian Worldview into teaching programmes	Chaplain assisted teachers in incorporating a Christian Worldview into the curriculum
	Implementation of the MYP and DP Adoption of the Australian Curriculum	Preparation and training of staff for accreditation visit by IBO staff in 2016
Student achievements	Maintenance of excellent academic outcomes	Achieved as per results on X to y 2014 HSC students received 10 nominations by BOS for special recognition. Over 70% received offers of early entry by universities.
	Students to achieve improved learning outcomes through the use of ICT	Students now access teachers and library resources through OLLE (On-line learning environment)
Facilities and resources	Construction of a new Junior School classrooms Refurbishment of Junior School playground	Planning complete for the provision of Junior School classrooms in 2015. Refurbishment of Junior School playground areas commenced. Planning commenced for 2 Senior School Science Laboratories
Student Welfare	Review co-curricular programme	Review complete. Implementation of revised Student Welfare Curriculum
Staff Development -as per the current Strategic Plan	PD related to the implementation of DP, MYP and PYP	Professional development activities as per pages 15 - 17
	Integration of a Christian Worldview into teaching and learning	Continued development
	Adoption of ICT into teaching and learning	Continued development



PRIORITY AREAS FOR IMPROVEMENT

Area	Priorities for 2015
Teaching and Learning -as per the current Strategic Plan	Integration of ICT into teaching and learning
	Integration of a Christian Worldview into teaching programmes
	Implementation of the MYP and DP
	Adoption of the Australian Curriculum
Student achievements	Maintenance of excellent academic outcomes
	Students to achieve improved learning outcomes through the use of ICT
Facilities and resources	Construction of a new Junior School classrooms
	Refurbishment of Junior School playground
	Construction of 2 Senior School Science Laboratories.
Student Welfare	Implementation of ne Student Wellbeing curriculum
Staff Development -as per the current Strategic Plan	PD related to the implementation of DP, MYP and PYP
	Integration of a Christian Worldview into teaching and learning
	Adoption of ICT into teaching and learning



THEME 11: 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 embedded in 2014. • Policies and procedures were reviewed without change in 2014. • Continued with restorative practices as a framework for dealing with issues where there were breakdowns in relationships. Training of staff in this approach maintained. • Reviewed cyber-bullying policy and incorporated the new policy in student diary and anti-bullying policies. • Implemented an explicit wellbeing program in Year 7, 2014 focusing on cyber safety, peer support and positive education. • 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.
<p>Community Service</p>	<p>The School is committed to providing planned and age appropriate experiences in community service across K – 12.</p> <p>In the Prep/Junior School, Community Service is localised 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.</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 2014 include (but are not limited to) Anglicare, Local Nursing Homes, Kidzwish, The Disability Trust, Port Kembla and Figtree Anglican Churches, The Smith Family and Crossroads Foundation, Hong Kong.</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. Year 12 nominate a charity to support in their final year at TIGS. A number of fundraising ventures are devised and implemented by the students. Their nominated charity for 2015 is Kids2Kids. The goal is to raise \$5000 to build a library for a school in Nairobi.</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>



THEME 12: 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
- Continue to develop 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 held throughout the year.
- Parents provide direct feedback to teachers regarding their children through the parent portal.
- Special events such as informed speakers and information sessions are organised in response to requests from parents

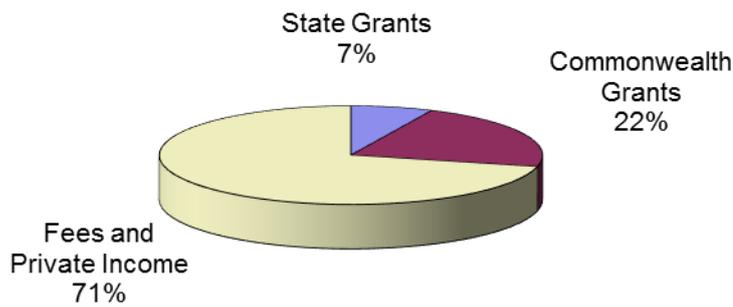
Feedback through all these sources indicate a very positive level of student, staff and parent satisfaction and is consistent with the independently conducted whole-of-school evaluation conducted by the Association of Independent Schools (AISNSW) in 2013.



THEME 13: SUMMARY FINANCIAL INFORMATION

Graphical representation of income and expenditure using percentages only:

Recurrent / Capital Income 2014



Recurrent / Capital Expenditure 2014

