



TIGS

The Illawarra Grammar School

2015 Annual Report:

Educational & Financial Reporting

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THEME 1: A MESSAGE FROM KEY SCHOOL BODIES

MESSAGE FROM THE CHAIRMAN OF SCHOOL COUNCIL

In the 2015 TIGS Magazine the Chairman of the School Council wrote, in part "One of the pleasures, if not privileges, of being the Chairman of the School Council is that I receive invitations to many if not all of the activities of the School. I try to attend most although that is not always possible. But whether it be attending the new Parents' evening early in the year, witnessing the enthusiasm and hope for our new parents, through to the school production, to the Works Exhibition of the HSC students and the Year 6 Exhibition, through to attending sports Carnivals, the Leadership Induction Ceremony, the end of year Christmas Celebration, the Presentation Ceremonies and other school activities one always comes away amazed at the remarkable and varied talents and gifts of so many of our students.

And then of course there are the myriad of community service activities that our students are involved in. At TIGS we proudly state that we are Academic, Christian and Caring and as such we want to develop and uncover the skills of all of our students whether they be in Prep or Year 12 to become fulfilled individuals who will fully participate and hopefully provide leadership to and importantly communicate to a changing and variable world.

It is important for any school to emphasise the academic side of what it is about. And proudly year after year TIGS is able to hold its head high whenever the ATAR or other results are published due to a strong cohort of students along with excellent teachers who are dedicated to their students' success. And although achieving wonderful results has to be the aim of every student what we seek at TIGS is to see each student achieve to the best of their ability.

One of the achievements this past year has been the introduction of a Christian world view into our curriculum. This new initiative has been so successful that TIGS is being recognised as the leader in this field by many Anglican and other Christian schools, academics and teachers who are now using TIGS as the example for their own curricula.

On behalf of Council I want to congratulate the Headmaster, the School Chaplain, and the Faculty Heads and teaching staff for their embracing of this concept and for their support.

As I have stated many times TIGS is unashamedly Christian, albeit in an Anglican tradition. When TIGS commenced in the back hall of St. Mark's Wollongong, it was paramount in the thinking of those pioneer 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 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.

To the parents I want to thank you for the investment you have made in allowing us to educate your children. We take that responsibility seriously and we will do our best to ensure you have made a good investment.

To the teaching and ancillary staff led by our Headmaster, Mr. Kinsella, thank you for your dedication and hard work over this past year. TIGS is blessed to have so many dedicated teachers and other staff to ensure the very best for our children.

By some standards our School is not an "old" school although one can see traditions starting to form with more and more of our Alumni becoming interested in their former School. I want to encourage that participation and support offered by our Alumni along with the work to raise ever important funds by the



TIGS Foundation ably led by Mr. Craig Peden. Please support the Foundation as they do their bit to make The Illawarra Grammar School an even better school.

It would be remiss of me not to thank the members of the School Council for their contribution to our School. I want to thank the Council members for their continuing service and dedication to the School. The TIGS Council is made up of a talented and gifted group of men and women all of whom have a great passion for our School. Some are former students, some parents, others former parents even a grandparent or two and others who have a desire to see TIGS be the School we all want it to be. Although mostly in the background the Council plays an important role ensuring the future viability of and the direction of TIGS."

Roger Summerill
Chairman



MESSAGE FROM THE HEADMASTER

In the 2015 TIGS Magazine the Headmaster wrote, in part "As we reflect on the stories and photos of 2015 at TIGS we can be proud of the achievements of our students, staff and parents in maintaining the TIGS traditions and commitment to our core values that have defined our school since 1959.

One of the things that I value about TIGS is that we have a clear statement and understanding of who we are, what we value and where we are headed as a school. Our Statement of Mission and Values provides a clear and unambiguous statement of what a TIGS education entails. When students, parents and staff join our school they are accepting the responsibility of supporting the School's values and the challenge of taking the School to the next level, thus benefiting those who are yet to join our community. The pages of the 2015 Magazine capture just some of the wonderful achievements of our students, staff and parents in their endeavour to enhance our already great TIGS traditions.

The year commenced with great celebration as we recognised the achievements of our graduates in the 2014 HSC. Our students exceeded expectations at all academic levels and we congratulated them on their results. Of particular note was the 10 nominations by BOSTES examiners for exceptional performance by students in The Arts. Our students regularly receive nominations for Encore, CallBack, OnStage and Art Express each year, which is a tribute to the culture of excellence that our students and teachers have established.

This culture of excellence is reflected in the results across the whole cohort. An analysis of our 2014 HSC results reveals that even though TIGS has an open enrolment policy it was placed ahead of 8 of the 17 NSW State Selective High Schools when students of like ability were compared.

Excellent academic performance is no surprise given the quality of our curriculum and teaching. TIGS is an IB World School and has been judged by the prestigious International Baccalaureate Organisation as meeting the high standards that are required to be awarded this status. Students from the Piper Centre through to Year 10 are taught using the IB philosophy: PYP in the Junior School and MYP in Years 7 to 10. From 2017, the IB Diploma Programme (DP) in Years 11 and 12 will provide our most senior students with the rare opportunity to choose between our already successful HSC programme or the DP - which ever course of study suits their style of learning.

A highlight of the Year was the Year 6 Exhibition in which the students demonstrated the depth of their learning under the PYP approach. The central ideas were impressive and covered research topics as diverse as "Body image may change people's social and private lives" through to "People have different views of the way their nation should be governed." Just as impressive as their presentations was their demonstrated understanding of the learning process in which they were engaged. Their results when they reach the end of Year 12 will be something to see.

Academic learning at TIGS occurs within the context of a balanced approach to living and learning. We expect our students to participate in a range of life experiences and this year is characterised by the enthusiastic participation by our students across a range of co-curricular activities. The pages of this magazine are full of wonderful achievements in sport, the visual and performing arts, and a host of amazing activities ranging from chess to robotics.

Special mention and congratulations go to:

- Our representative sportsmen and women, including
 - State Champions and Teams of the Year – U/14 Boys and Girls Futsal teams
 - Junior School CIS Representatives at NSW State level – 9 students
 - Senior School CIS Representatives at NSW State level – 17 students
 - Senior School NSW All Schools Representatives – 14 students
 - Australian Representatives – Ethan Dorrian-Nancarrow (Swimming), Maudie Skyring (Athletics), Lachlan Scott (Football), Ethan Jackson (Skiing)
- Our Community Problem Solving Team who placed 1st at the International Championships held in Iowa, USA
- Adrian Whitehall selected in the Australian Youth Orchestra



- 17 students selected for the HICES Music Festival from Year 5 to 8
- 139 students involved in the TIGS production of *Beauty and the Beast*.

A TIGS education has at its core the importance of service to others. This is not surprising as TIGS is an Anglican School that intentionally organises learning so that students gain an understanding of a Christian worldview. Opportunities for students to serve others are organised across all age groups and culminate in significant experiences in the Senior Years. This year our students visited Nganambala in the Northern Territory, Cross Roads in Hong Kong and 42 students assisted at the TIGS/Sony Foundation/ Disability Trust respite weekend for children with disabilities.

A letter received from the Disability Trust said:

"I would like to take the opportunity to thank all the students from TIGS for giving up their weekend to support the 25 participants from The Disability Trust. Over the past six years we have been fortunate enough to be supported by some fantastic individuals who are a credit not only to their school but more importantly to their families and our local community. The 2015 group of students were no different, from the moment they met their campers they all showed the compassion and caring nature we have come to expect from your students and this was reassuring for all parents as we took their children away for the weekend. Together we were able to provide 1450 hours of meaningful respite for families here in the Illawarra. Some of the families unfortunately do not have the supports required to access this type of respite and it is the first time they have been afforded this opportunity in the past 14 years. For others it meant they were able to completely focus upon their other children and have uninterrupted time because supporting a child with a disability this is not always possible."

Thank you to all our students who demonstrated they care through their service of others.

The opportunities that our students have at TIGS to excel in their studies and in their holistic development are made possible through the partnership that exists between parents a staff. Shaped by the current Strategic Plan, 2015 has seen some significant advances in the School's curriculum and strategies for teaching and learning. From Prep to Year 12, our students have benefited from our teachers:

- Adopting best practice in implementing the NSW BOSTES curriculum and assessment requirements
- Using the approach to learning provided by the PYP in the Junior School (TIGS has now been an authorised PYP school for 5 years) and the MYP for Years 7 to 10
- Integrating a Christian worldview throughout the School curriculum, policies and procedures (our intention is to inform students about the Christian faith as they develop their own understanding of their relationship with God)
- Adopting the use of ICT into teaching and learning strategies that enhance student learning while retaining the academic integrity of subjects
- Assessing student progress using criteria rather than marks, transforming assessment into a learning activity rather than a judgemental process

Our teachers are to be congratulated for the professional way they have taken up these improvements to our curriculum and for their commitment to provide the very best for our students.

This year also saw a full class of ten students commence in the Arrowsmith Program. The commitment of the students and their teacher, Mrs Mammone, to this challenging program has been remarkable and we look forward to their successful graduation from the programme in the future. The programme is hard work but they have risen to the challenge and will soon reap their reward.

The teachers at TIGS could not do their work without the skilled support of our non-teaching staff. Our excellent grounds and buildings, enviable ICT facilities, marketing, clerical and financial services provide the framework that supports teaching and learning and we thank our hard working non-teaching staff for their expertise that demonstrates their care for our students.

We also thank our volunteers that provide support in the classrooms, help in the canteen, support the Great Fete and help maintain parent organisations such as Karobran, Orana, the P & F and the TIGS Foundation. Such enthusiastic support is greatly appreciated by our School community.



It is always sad when long serving members of staff leave our community. This year we have said farewell to: Mrs Carolyn Brown (commenced in 1999), Mrs Tessa McMaugh (commenced 2002), Mr Rob Whitton (40 year association with TIGS as a student {Class of 1971}, Dux and Head Boy, parent and more recently as a teacher commencing in 2007) and Ms Jo Graydon {Class of 1983} (commenced as a teacher in 1988). We thank them for their contribution to our School, the care they have shown to our students and the many hours have given beyond what was expected as part of their commitment to the enhancement of the traditions at TIGS.

We also say farewell to Mrs Monica Watt, Deputy Headmaster and Head of Senior School, after 42 years of service to our School. Mrs Watt commenced at SCEGGS Gleniffer Brae in 1974 as a teacher of English. She participated in the amalgamation with TIGS in 1975 and has served the School in many roles including Teacher of English, Head of Faculty and Director of Studies. She served as acting Headmaster on three occasions. She has been a parent, teacher, mentor and friend serving thousands of students, parents and staff for over four decades. Her professionalism and expectation that others will match her commitment to excellence has served as a significant foundation for the growth of the School for three quarters of its history. She goes with our heartfelt thanks and our expectation that she will remain a part of the TIGS community. Thank you Mrs Watt.

It is normal to get to the end of an academic year exhausted by the many things that fill the year. Lessons, fetes, excursions, musicals, carnivals, assignments, tests, assemblies, chapels, presentations ... the list seems endless. The great trap for schools is that everyone is so busy doing school things that the purpose of the at times hectic activity is lost.

At the end of 2015 we can feel proud of the many things that have been achieved. We can also be proud that we have not lost sight of where we are heading as a school. Our School Motto, taken from Psalm 84:7, is a fitting summary of what has been another excellent year at TIGS:

“From Strength to Strength”

Thank you to our students, families, School Council, teachers and non-teaching staff and the many friends of TIGS for the contribution made to our School in 2015.

Stephen Kinsella
Headmaster



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 – 2015

In 2015, 91 students sat for the NSW Higher School Certificate in 31 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	2015	8	School: 5 (63%) State: (33%)	School: 3 (38%) State: (50%)	School: 0 State: (17%)
	2014	8	School: 2 (25%) State: (32%)	School: 6 (28%) State: (32%)	School: 0 State: (15%)
Biology	2015	36	School: 12 (33%) State: (28%)	School: 22 (61%) State: (56%)	School: 2 (6%) State: (16%)
	2014	32	School: 9 (28%) State: (27%)	School: 20 (62%) State: (56%)	School: 3 (9%) State: (8%)
Business Studies	2015	43	School: 24 (56%) State: (36%)	School: 17 (40%) State: (52%)	School: 2 (5%) State: (11%)
	2014	29	School: 16 (55%) State: (36%)	School: 13 (43%) State: (50%)	School: 0 State: (11%)
Chemistry	2015	24	School: (33%) State: (41%)	School: (63%) State: (52%)	School: (4%) State: (6%)
	2014	28	School: 10 (35%) State: (45%)	School: 15 (52%) State: (45%)	School: 3 (10%) State: (7%)
Dance	2015	5	School: 5 (100%) State: (45%)	School: 0 State: (51%)	School: 0 State: (3%)
	2014	6	School: 2 (33%) State: (42%)	School: 4 (66%) State: (53%)	School: 0 State: (3%)
Design Tech	2015	5	School: 4 (80%) State: (36%)	School: 1 (20%) State: (59%)	School: 0 State: (5%)
	2014	2	School: 1 (50%) State: (36%)	School: 1 (50%) State: (56%)	School: 0 State: (4%)
Drama	2015	5	School: 3 (60%) State: (42%)	School: 2 (40%) State: (56%)	School: 0 State: (2%)
	2014	6	School: 6 (100%) State: (41%)	School: 0 State: (55%)	School: 0 State: (2%)
Economic	2015	10	School: 6 (60%) State: (46%)	School: 4 (40%) State: (46%)	School: 0 State: (8%)
	2014	8	School: 5 (62%) State: (43%)	School: 3 (38%) State: (46%)	School: 0 State: (8%)
Engineering	2015	0	School: 0 State: (37%)	School: 0 State: (57%)	School: 0 State: (6%)
	2014	6	School: 3 (49%) State: (32%)	School: 3 (50%) State: (56%)	School: 0 State:
English Standard	2015	12	School: 0 State: (8%)	School: 8 (67%) State: (76%)	School: 4 (33%) State: (15%)
	2014	8	School: 0 State: (8%)	School: 7 (87%) State: (76%)	School: 1 (13%) State: (13%)
English Advanced	2015	75	School: 23 (31%) State: (58%)	School: 52 (69%) State: (41%)	School: 0 State: (1%)
	2014	81	School: 21 (25%) State: (58%)	School: 60 (73%) State: (39%)	School: 0 State: (1%)
ESL	2015	4	School: 1 (25%) State: (26%)	School: 3 (75%) State: (57%)	School: 0 State: (17%)



	2014	6	School: 1 (16%) State: (27%)	School: 5 (83%) State: (60%)	School: 0 State: (10%)
Geography	2015	9	School: 6 (67%) State: (42%)	School: 3 (33%) State: (46%)	School: 0 State: (13%)
	2014	13	School: 6 (46%) State: (43%)	School: 6 (45%) State: (40%)	School: 1 (7%) State: (14%)

Industrial Technology	2015	9	School: 1 (11%) State: (27%)	School: 8 (89%) State: (52%)	School: 0 State: (21%)
	2014	5	School: 5 (100%) State: (27%)	School: 0 State: (52%)	School: 0 State: (16%)
Legal studies	2015	16	School: 7 (44%) State: (41%)	School: 9 (56%) State: (49%)	School: 0 State: (10%)
	2014	12	School: 4 (32%) State: (39%)	School: 8 (66%) State: (43%)	School: 0 State: (14%)
Maths General	2015	48	School: 28 (58%) State: (26%)	School: 19 (40%) State: (49%)	School: 1 (2%) State: (25%)
	2014	52	School: 21 (39%) State: (24%)	School: 24 (45%) State: (50%)	School: 7 (13%) State: (23%)
Mathematics	2015	28	School: 12 (43%) State: (52%)	School: 16 (57%) State: (38%)	School: 0 State: (9%)
	2014	27	School: 17 (62%) State: (53%)	School: 10 (36%) State: (36%)	School: 0 State: (8%)
Modern History	2015	12	School: 8 (67%) State: (44%)	School: 4 (33%) State: (46%)	School: 0 State: (10%)
	2014	11	School: 6 54 State: 41	School: 5 45 State: 46	School: 0 State: 4
Music 1	2015	8	School: 8 (100%) State: (62%)	School: 0 State: (36%)	School: 0 State: (2%)
	2014	13	School: 12 (92%) State: (59%)	School: 1 (7%) State: (36%)	School: 0 State: (2%)
Music 2	2015	4	School: 4 (100%) State: (88%)	School: 0 State: (12%)	School: 0 State: 0
	2014	7	School: 6 (85%) State: (86%)	School: 1 (15%) State: (12%)	School: 0 State: 0
PDHPE	2015	29	School: 11 (38%) State: (30%)	School: 18 (62%) State: (61%)	School: 0 State: (9%)
	2014	25	School: 8 (32%) State: (30%)	School: 14 (56%) State: (57%)	School: 3 (12%) State: (11%)
Physics	2015	20	School: 5 (25%) State: (29%)	School: 14 (70%) State: (61%)	School: 1 (5%) State: (10%)
	2014	22	School: 11 (50%) State: (30%)	School: 11 (50%) State: (59%)	School: 0 State: (8%)
Society and Culture	2015	14	School: 12 (86%) State: (47%)	School: 2 (14%) State: (48%)	School: 0 State: (5%)
	2014	11	School: 6 (54%) State: (44%)	School: 5 (45%) State: (47%)	School: 0 State: (6%)
Visual Arts	2015	18	School: 14 (78%) State: (54%)	School: 4 (22%) State: (45%)	School: 0 State: (2%)
	2014	18	School: 14 (77%) State: (47%)	School: 4 (23%) State: (47%)	School: 0 State: (12%)
Japanese Continuers	2015	3	School: 1 (44%) State: (33%)	School: 2 (56%) State: (67%)	School: 0 State: 0
	2014	4	School: 3 (75%) State: (47%)	School: 1 (25%) State: (37%)	School: 0 State: (16%)
Entertainment	2015	10	School: 6 (60%) State: (24%)	School: 4 (40%) State: (72%)	School: 0 State: (4%)
	2014	4	School: 2 (25%) State: (17%)	School: 3 (75%) State: (68%)	School: 0 State: (7%)



Extension Courses	Year	Number Students	Performance band achievement by number and percentage		
			Bands E4	Bands E3	Bands E2
English Extension 1	2015	8	School: 3 (38%) State: (35%)	School: 5 (63%) State: (60%)	School: 0 State: (6%)
	2014	16	School: 16 (100%) State: (30%)	School: 0 State: (68%)	School: 0 State: (1%)
English Extension 2	2015	0	School: 0 State: (26%)	School: 0 State: (56%)	School: 0 State: (17%)
	2014	6	School: 5 (83%) State: (77%)	School: 1 (16%) State: (21%)	School: 0 State: (2%)
Maths Extension 1	2015	12	School: 5 (42%) State: (34%)	School: 7 (58%) State: (50%)	School: 0 State: (14%)
	2014	13	School: 13 (100%) State: (85%)	School: 0 State: (14%)	School: 0 State: (1%)
Maths Extension 2	2015	5	School: 2 (40%) State: (36%)	School: 2 (40%) State: (50%)	School: 1 (20%) State: (12%)
	2014	5	School: 5 (100%) State: (85%)	School: 0 State: (12%)	School: 0 State: (1%)
History Extension 1	2015	9	School: 3 (33%) State: (22%)	School: 6 (67%) State: (56%)	School: 0 State: (19%)
	2014	9	School: 7 (78%) State: (77%)	School: 2 (22%) State: (20%)	School: 0 State: (1%)
Music Extension 1	2015	4	School: 2 (50%) State: (56%)	School: 2 (50%) State: (37%)	School: 0 State: (7%)
	2014	8	School: 2 (25%) State: (32%)	School: 6 (28%) State: (32%)	School: 0 State: (15%)
Japanese Extension 1	2015	3	School: 0 State: (33%)	School: 1 (33%) State: (55%)	School: 2 (67%) State: (11%)
	2014	8	School: 2 (25%) State: (32%)	School: 6 (28%) State: (32%)	School: 0 State: (15%)

Distinguished Achievement List 2015

- 34% of our students achieved 90 or more in at least one or more subjects

Student work selected for statewide recognition

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

More outstanding achievements

- 14% of our students achieved ATARs of 90+
- 35% of our students achieved ATARs of 95+



RECORD OF SCHOOL ACHIEVEMENT (RoSA) - 2015

BOSTES awarded the following grades for 2015 Year 10 students:

Courses		Grade A	Grade B	Grade C	Grade D
English	School 2015	17	29	52	2
	State average 2015	13	27	37	16
	School 2014	21	33	46	0
	State average 2014	13	27	37	17
Maths	School 2015	20	45	25	10
	State average 2015	15	23	32	23
	School 2014	24	31	39	19
	State average 2014	15	23	31	23
Geography	School 2015	23	30	42	5
	State average 2015	13	26	36	18
	School 2014	17	37	35	11
	State average 2014	13	26	35	18
Science	School 2015	20	29	37	12
	State average 2015	13	25	36	19
	School 2014	17	30	35	11
	State average 2014	13	24	35	19
History	School 2015	29	31	35	5
	State average 2015	14	26	35	17
	School 2014	16	38	36	10
	State average 2014	14	25	34	19



NAPLAN

Year 3

In 2015 100% of Year 3 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2015 Test	School Results	State Results	Difference between State and School	Similar Schools
Reading	490	426	64	477
Writing	460	416	44	450
Spelling	472	409	63	451
Grammar	500	433	67	485
Numeracy	450	398	52	442

Year 5

In 2015 100% of Year 5 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2015 Test	School Results	State Results	Difference between State and School	Similar Schools
Reading	546	499	50	545
Writing	507	478	29	510
Spelling	525	498	27	528
Grammar	550	503	47	545
Numeracy	530	493	37	533

Year 7

In 2015 100% of Year 7 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2015 Test	School Results	State Results	Difference between State and School	Similar Schools
Reading	578	546	32	592
Writing	532	511	21	556
Spelling	564	574	-10	578
Grammar	568	541	27	587
Numeracy	576	543	33	591

Year 9

In 2015 100% of Year 9 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2015 Test	School Results	State Results	Difference between State and School	Similar Schools
Reading	619	580	39	624
Writing	573	547	26	602
Spelling	603	583	20	617
Grammar	592	568	24	611
Numeracy	643	592	51	640



THEME 4: SENIOR SECONDARY OUTCOMES

In 2015, 11% 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
2015	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	105
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	1
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 2015 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, The Art of Travel Workshop, Maximising English HSC Results, MYP Planning Days, MYP Assessment Workshop, The HSC English ESL Area of Study, Teaching Stage 6 ESL, Imaginative Writing In Extension 1 English.	7
Mathematics	MYP Planning Days, IB Asia Pacific Conference, DP Training Workshops, Mini COGE Workshop, MYP Assessment Workshop	7
HSIE	MYP Planning Days, Modern History Masterclass, DP History Workshop, Business Studies Workshop, ELC Teachers Conference, Discovering Positive Education Workshop, Well-being Programme Workshop, MYP Assessment Workshop, DP Planning Days, Society and Culture Association Conference, Legal Studies State Conference.	7
Arts	DP Training Workshops, MYP Assessment Workshops, MYP Planning Days, Well-being Workshop, Opportunity to Collaborate in Curriculum – Dance Stages 4-6, Discovering Positive Education, HSC Essays and Dramatic Practice, Mini COGE, VET Entertainment Validation Day.	8
LOTE	MYP Planning Days, DP Planning Days, MYP Assessment Workshop, DP Online Course, Chinese Day with AIS, 2015 HSC Study Skills Day.	4
Library	First Aid, 4Mat Training, AIS Teacher Librarian Conference, AIS ICT Leadership and Management Conference, MYP Assessment Workshop.	2
PDHPE	MYP Planning Days, Well-bring Programme Day, 4Mat Training, First Aid Training, The Break Through Coach Conference, Meet Manager Training, Enhancing Student Literary Practices in Stage 6 PDHPE, Discovering Positive Education, MYP Workshop.	5
TAS	MYP Assessment Workshop, Laser Cutter Training Day, 4Mat Training, MYP Planning Days, Sony Foundation Conference.	4
Science	MYP Assessment Workshop, DP Workshop, Webinar on Senior Years Writing Brief, DP Planning Days.	5
Biblical Studies	MYP Assessment Workshop, MYP Planning Days.	2



Careers	USYD Careers Advisors Day, UTS Careers Advisors Day, ACU Sydney Advisory Conference 2015, ICAN Turning Point Workshop, UOW Professional Development Day, Careers Advisors of NSW and SCT Conference.	1
Executive	Registration and Accreditation Briefing, MYP Workshops, Discovering Positive Education, MYP Assessment Workshop, DP Workshop.	5
Learning Support		0
Junior School		
Prep	4MAT – 4MAT Training AIS – Briefing for Early Childhood Services Regulated Under the National Law REGGIO EMILIA - Documentation Centre Visit - Introduction to Reggio Emilia ACECQA - National Workshop Area 2 – Programming REVERSE GARBAGE CENTRE - Sustainability and Reverse Garbage CENTRE SUPPORT - Embedding Sustainability NETWORK OF COMMUNITY ACTIVITIES - Supporting Transition to School Age Care ABBOTSLEIGH JUNIOR SCHOOL- ELC - The Wonder of Young Minds Conference SUE LARKY LEARNING MEDIA - Understanding Autism Spectrum Disorders KU CHILDREN'S SERVICES - Guiding Children's Behaviour SCHOOL VISITS - Early Childhood & Care Services Site Visits	2 1 4 2 1 4 1 1 1 2 1 4
Kinder	REGGIO EMILIA AUSTRALIA - 2015 Biennial Conference AASE - Anxiety in the Classroom ABBOTSLEIGH JUNIOR SCHOOL - The Wonder of Yong Minds Conference	1 1 2
Year 1	KIDS MATTER - Social and Emotional Learning for Students AIS - Writing K-6: Teaching Beyond Text Types 4MAT - 4MAT Training IB - Making the PYP Happen PYP - PYP Introduction - PYP Induction Day for Teachers ACHPER - K-6 Physical Activity & Healthy Eating Conference	1 2 2 1 1 1 1
Year 2	AASE - Anxiety in the Classroom PETAA - Explicit Teaching Strategies for Reading Comprehension 4MAT - 4MAT Training IB - PYP Introduction - Making The PYP Happen - PYP Induction Day for Teachers	1 1 1 1 1 1
Year 3	4MAT - 4MAT Training PETAA - Explicit Teaching Strategies for Reading Comprehension AIS - Child Protection Investigation PRIMARY CONNECTIONS - Teaching Inquiry Science	1 1 1 1
Year 4	SUE LARKY LEARNING MEDIA - Understanding Autisim Spectrum Disorders	1
Year 5	IBEN - IBEN Verification Visit AASE - Anxiety In The Classroom	1 1
Year 6	PRIMARY CONNECTIONS - Analysing the NSW Science and Technology Syllabus K-6 AIS - Child Protection PETAA - Explicit Teaching Strategies for Reading Comprehension	1 1 1
Head of Junior School	AGORA - Apologetics Without Answers – Diffusing Belief Blockers for Today's Teenagers - Does Character Trump Competency in Education? - Positive Psychology – A Robust Discussion KELLS SEMINARS - Bullying in the Workplace LIQUID LEARNING GROUP - HR Essentials Toolkit for Non-HR Professionals Workshop 2015 IB - IBAP Annual Conference 2015 (Asia Pacific) IPSHA - IPSHA Country Weekend AIS - Leading the Agile School - Teacher Accreditation Authorities Briefings	1 1 2 1 1 1 1 1 1



	EVENTRITE - The Educator with Dyslexia – A Journey from Phonics to Cognitive Intervention	1
Performing Arts	IB - Making the PYP Happen	1
	4MAT- 4MAT Training	1
	RADFORD COLLEGE CANBERRA AND CANBERRA GIRLS GRAMMAR - Orff Ideas and the National Curriculum	1
	ORFF NSW - ORFF Level 1	1
Library	ISAL - ISLA Professional Development Day (Illawarra Schools Libraries Association)	1
Art	4MAT - 4MAT Training	1
Administration	NSW PYP Network - Job-alike Day for Administration Staff	1
	THE BREAK THROUGH COACH - The Breakthrough Coach	2
	IB - IBAP MYP Category 1 & 2 Workshops	1
	- MYP Assessment Workshop	1
	AGORA - Positive Psychology – A Robust Discussion	1
	IBO - IBAP Annual Conference 2015 (Asia Pacific)	2
	PYP - PYP Network Differentiation	
	EVENTRITE - The Educator with Dyslexia. A Journey from Phonics to Cognitive Intervention	1
	AIS - Writing K - 6. Teaching Beyond Text Types	1
PE/Sport	4MAT – 4MAT Training	1
Arrowsmith	EVENTRITE - The Educator with Dyslexia – A Journey from Phonics to Cognitive Intervention	1
	ARROWSMITH PROGRAM - Arrowsmith Training	1
	WOLLONGONG UNIVERSITY Early Start Conference	1
Learning Support	AIS - Nationally Consistent Collection of Data	1
	EVENTRITE - The Educator with Dyslexia – A Journey from Phonics to Cognitive Intervention	1
	UNSW - Mini Certificate of Gifted Education	1
	MULTI LIT - Mini Lit Professional Development Workshop	1
Student Wellbeing	AASE -Anxiety in the Classroom	5
	POSITIVE EDUCATION SCHOOLS ASSOCIATION - The Only Way is Up! Functioning to Flourishing	1
	4MAT - 4MAT Training	1
	IPSHA - IPSHA NSW Deputies Umbrella Group Conference	1
	PESA - The Only Way Is Up! Functioning to Flourishing Conference	1
EAL	AIS - Using The ESL Scales with EAL Learners K-6	1
	MULTILIT - Workshop and Starter Kit	1
Japanese	DET – Japanese Teachers Conference 2015	1

Work Health and Safety

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 Anaphylaxis Management.



LEADERSHIP

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

- 4MAT Assessment
- IB MYP Mathematics
- IB Assessment Workshop
- Asia Pacific IB Conference
- DP Mathematics
- Positive Education Workshops
- Registration and Accreditation Briefing

PROFESSIONAL ACCREDITATION

Staff continued to be supported in gaining Accreditation. Staff wishing to progress through the levels 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 union Workshops specifically for Professional Accreditation.

CURRICULUM DEVELOPMENT

The Schools is currently transitioning into the International Baccalaureate (IB) Middle Years Programme and Diploma Programme (DP). 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
- Discovering Positive Education
- MYP Assessment
- DP Course Specific Workshops
- PYP induction and continuing development

INFORMATION AND COMMUNICATION TECHNOLOGY

Specific departments have attended and workshopped courses on the use of ICT to enhance learning and student outcomes.

Some key learning include:

- Edval training in the Junior School
- Digital portfolios
- Flipped lessons/Presentations
- Class OLLE pages
- Google apps for educators
- Collaboration on google drive
- Atlas curriculum management tool
- Atlas tracking curriculum outcome delivery
- Synergetic
- iPods for staff
- Establish Junior School Staff Lounge – a platform for teachers to share information and learning



THEME 6: WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

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

School Staff 2015				
	Full Time – FTE	Part Time – FTE	Casual – FTE	Total – FTE
Academic	86	5.4	10.2	101.6
Non-Academic	28	12.84	1	41.84
Total	114	18.24	11.2	143.44



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

STUDENT ATTENDANCE

In 2015 the average daily student attendance rate was 96.8% and this is in line with the average daily student attendance rate in 2014 of 96.2%.

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

RETENTION RATES - SECONDARY

Of the 104 students enrolled in Year 10 in 2013, 88 were still enrolled at TIGS in 2015. These figures are based on the number of students who were at TIGS in 2013 compared with the Year 12 2015 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
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%
2013/2015	104	91	88	88%	85%



POST SCHOOL DESTINATIONS

In Years 10, 11 and 12 in 2015 a total of 10 students left the School (see table below). Of these students 6 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 3 left to return overseas and 1 left for health reasons.

Reason	Year 10	Year 11	Year 12
Other School	6	0	0
TAFE/Other Studies	0	0	0
Employment	0	0	0
Unknown	0	1	0
International Students	3	0	0
Total	9	1	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 \$175 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 \$1,750.

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 - 2015

The school has 1029 students of whom 536 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 209 boys and 193 girls.

In the Secondary School there are 293 boys and 243 girls.

In the Preparatory School there are approximately 49 boys and 42 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 2015	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 and Procedures • Student Supervision Policy and Procedures • Site Safety and Security Policy • Student Wellbeing Policy • Student Code of Conduct Behaviour Management Policy • Critical Incidents Policy • Student Leadership Policy and Procedure • Inclusion 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>Student Wellbeing programme rollout Year 7 – 10. Explicit teaching of skills, based on elements of Positive Education, cyber safety and study skills.</p> <p>Change to method of identifying, reviewing and supporting learning support and other students at risk in 2015. Rewrite of Inclusion Policy.</p> <p>Review and modifications to all related policies 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>In the Student Anti-Bullying Policy and Plans, the School provides plans and processes for identifying, preventing, managing and responding to incidents of bullying behaviour. The policy includes:</i></p> <ul style="list-style-type: none"> • Behaviours that constitute bullying and those that don't • 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>Policy rewritten in consultation with parents and SRC 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>Discipline Policy</p> <p><i>Referred to as the Whole-School Discipline Policy and Procedures. 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 and rewritten 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> <ul style="list-style-type: none"> Grievance Policy and Procedures <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 and minor changes made in 2015.</p>	<p>The full text of the School's Grievance 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 2014 ANNUAL REPORT

Area	Priorities for 2015	Achievements
Teaching and Learning -as per the current Strategic Plan 2014-2017	Integration of ICT into teaching and learning	Teacher training continued to equip staff in the use of ICT to enhance teaching and learning outcomes
	Integration of a Christian Worldview into teaching programmes	Faculties and Stages working with the Chaplain to integrate a Christian Worldview into the curriculum
	Implementation of the MYP and DP Adoption of the Australian Curriculum	Preparation of curriculum 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. 2015 HSC students received 7 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 continue to 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 Construction of 2 Senior School Science Laboratories	Three Junior School classrooms completed. Refurbishment of Junior School playground completed. Planning for two Senior School Science Laboratories deferred due to design challenges on the chosen site.
Student Welfare	Implementation of an expanded Student Wellbeing programme to cover Years 7 to 10	Programme expanded to cover Year 7 & 8 and curriculum developed for implementation with Years 9 & 10
Staff Development -as per the current Strategic Plan	PD related to the implementation of DP, MYP and PYP	Professional development activities as per pages 13 - 15
	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 2016
Teaching and Learning -as per the current Strategic Plan	Integration of ICT into teaching and learning.
	Consolidation of student management systems
	Integration of a Christian Worldview into teaching programmes
	Achieving authorisation to deliver the MYP and DP
Student achievements	Maintenance of excellent academic outcomes
	Students to achieve improved learning outcomes through the use of ICT
Facilities and resources	Development of a new School Master Plan
	Refurbishment of Student Support Facilities
Student Welfare	Implementation of new Student Wellbeing curriculum to Years 7 to 10
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 2015. • Policies and procedures were reviewed without change in 2015. • 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 Programme across Years 7-8, 2015 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. • Training of Deans in using Synergetic to track discipline and welfare issues. • Review of the Wellbeing Programme with the intention of including Years 9-10, 2016
<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 2015 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 was Kids2Kids. The goal was 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:

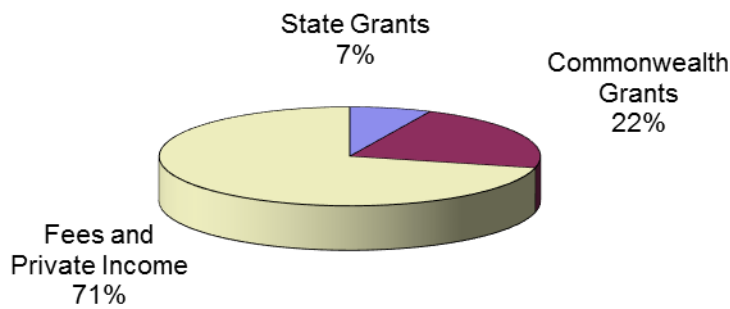
- Communicate with the School through parent organisations:
 - P & F Association
 - Karobran
 - Orana
 - TIGS Foundation
- Scheduled opportunities for direct consultation between parents and staff occur twice per year. Ad hoc meetings are held throughout the year.
- Parents provide direct feedback to 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 2015



Recurrent / Capital Expenditure 2015

