



TIGS

The Illawarra Grammar School

2016 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 2015 TIGS Magazine the Chairman of the School Council wrote, in part "One of the highlights this year from the School events I attended, was the Year 12 Graduation Assembly. To see firsthand the superb and talented group of young men and women who graduated was a great joy. Obviously at TIGS we want our students to succeed academically. What impressed me though, was the obvious inspiration the School has had on our students inspiring them to become all-round people who can and will make worthwhile contributions to the community. At a recent function in Wollongong, one of civic leaders went out of his way to make the point that of the young and rising leaders in the region many had been educated at TIGS. He told me there is a difference with those young people educated at TIGS than those who attended other schools. When you look at the list of the Year 12 Graduates take note of some of the names as the indicators suggest they will be the future leaders of the Illawarra region.

To our parents of the School thank you for your continuing investment in your children at TIGS. We see having your children at TIGS as a privilege and I want to assure you of the School Council's commitment to provide the very best education for your children.

The students at TIGS are supported by a dedicated Headmaster, teaching staff and ancillary workers who all want the very best education for your children and to whom we say, "Thank you". Obviously, a strong academic tradition is important such as that enjoyed by TIGS. But the education of a TIGS student is more than just passing examinations. We want our students to be the very best all round young people when they leave the School. Our hope is that a TIGS education allows all of our students to develop into good citizens who care for each other, and more importantly care for, and about the community at large.

This School is unashamedly Christian with curricula that encourages a Christian world view in all that we teach and reflects the saving grace of our Lord Jesus Christ. Our history shows that it has always been important that TIGS be a school where Christian principles are not only taught but also put into practice. I know that many of our students are involved in practising their faith in many and varied ways and I want thank any of you who have 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.

There has been much media publicity recently that some schools are receiving Federal Government grants far and away in excess to what they are entitled to. Let me assure you The Illawarra Grammar School is not one of those schools. In fact, it would seem that TIGS receives around one million dollars a year less than what it ought to receive from the Federal Government. I want to assure the parents of the School that the Council will be pursuing the matter further in what we see as being an injustice and an undeserved penalty to our School.

These are exciting times for our School. In 2017 we will introduce the International Baccalaureate Diploma Programme for our year 11 students. I want to thank those parents who have supported this move and wish those students who have decided to be part of the inaugural Diploma Programme at TIGS every success in their endeavours. As has been stated, both by the Headmaster and Council, the Diploma Programme is not replacing the HSC. The School will continue to support those students who feel the HSC is a better path for them to follow. However, the DP is a choice not formerly available but is now part and parcel of wide array of learning opportunities available at TIGS. The School Council will ensure resources are available for all of our students to achieve their best.

The School Council has been undergoing some significant changes in its makeup with five new members joining this year. To those former Council members, I want to thank you for the considerable time and service you gave the School. Be assured it has been very much appreciated.



There are two retiring Council members I especially want to mention. The Reverend Barry Lee and Mr. David Burrows were students at TIGS in the very early days when Mr. Jock McKinnon was Headmaster. Mr. Lee, when he became Rector at Robertson, offered to join Council because the School had played such an important part in his Christian pilgrimage and he wanted to give something back. Mr. Burrows has not only been a student, a parent of students, and for a time a father of one of our staff, but as well, has served as Secretary to the Council for more than twenty years. He has also offered to act as a mentor to our new Council members. David's assistance and advice to the School has been invaluable and his support personally to me and the Headmasters over the years, has been more than could have been expected. I thank both of these fine men for their service to the School.

I want to welcome and thank for their offer to serve the School Ms. Eleonore Johannson, Mrs. Catherine Kirby, Mrs. Linda Ozols, Mr. James Ackland and the Reverend Michael Turner. These new members join a group of dedicated and skilled men and women- some parents, some grandparents, along with others who have a passion for our School and who serve us well.

2017 will see a revised Masterplan for the School property come to fruition. We are truly blessed to have our School situated on its current site. However, there are limitations. Council members, teaching staff and others including parents have been working on a new Masterplan that will not compromise the beauty of our School property but hopefully enhance it, whilst at the same time maximise the opportunities to provide a state of the art education facility for our students for many years to come. As well as the Masterplan, the School Council is working with the Headmaster and others within the School towards developing a revised Strategic Plan to replace the current plan that expires in 2018.

It would be remiss of me not to thank all of you who have in any way played a role this year whether in helping teachers, coaching sports teams, supporting Karobran and the Foundation, assisting at the Great Fete, providing whatever it might have been to make our School just that much better."

Roger Summerill
Chairman



MESSAGE FROM THE HEADMASTER

In the 2015 TIGS Magazine the Headmaster wrote, in part “What a wonderful year it has been at TIGS. The achievements that are represented in the pages of the TIGS Magazine, 2016 are a cause for celebration, both now and in the years to come. Who was my Year 3 teacher?”; Where was the Year 9 Camp held?; Which House won the Shell Shield? - the answer to all these questions are recorded for posterity in the pages that follow providing a useful record and reminder of what it means to be part of the TIGS community.

2016 was a significant year for the School because our programmes for teaching and learning were externally reviewed to ensure that our practice matched our ambitions - and we came through with flying colours:

- The NSW Board of Studies, Teacher Education and Standards (BOSTES) renewed our Registration to operate as a school and our Accreditation to deliver the BOSTES curriculum through to HSC level for the maximum 5-year period. It is reassuring to know that BOSTES has such confidence in our educational programme.
- The School is an IB World School, an achievement shared by 4,573 schools across the globe and 116 in Australia. To achieve this status, a school presents all aspects of its teaching and learning programmes, the staff and the facilities of the school for assessment by an IBO team to determine if the school conforms to the high standard of the International Baccalaureate Organisation (IBO). It is a significant achievement for a School to be found to have reached this international standard, and I am pleased to report that this is the case at TIGS:
 - Primary Years Programme (PYP) covering Pre-Prep to Year 6 – TIGS reauthorised for another 5 years (the maximum possible)
 - Middle Years Programme (MYP) covering Years 7 to 10 – TIGS gained full authorisation (the maximum possible)
 - Diploma Programme (DP) covering Years 11 and 12 - TIGS gained full authorisation (the maximum possible)

This makes TIGS only the second school in NSW to be accredited across all three programmes - a wonderful result for our community and independent affirmation that our programmes of teaching and learning represent best practice. A special note of thanks go to all our staff for their commitment to achieving this result and delivering the best learning possible for our students. TIGS joins an elite group of IB World Schools that offer the IB programmes for students at all ages.

Students moving into Year 11 from 2017 will have the choice of studying in our already successful HSC programme or the IB Diploma Programme – a choice that allows our students to choose the course of study that best suits their style of learning. We wish our first group of 16 DP students success as they commence their study in 2017 (and success for our cohort of 90 HSC students as well).

It has also been a momentous year for the Piper Centre which caters for our 3 and 4 year-old students. The decision of the School Council to extend the hours of operation to range from 7:30am to 5:30pm and to increase the number of weeks of operation to 50 weeks per year has made the educational programme of our pre-school more accessible and user friendly for our families. Planning is already underway for an additional 20 places to cater for the increased demand.

The staff in the Piper Centre do a wonderful job in teaching our youngest students, following the IB approach to learning and the Reggio Emilia philosophy, in such a happy and welcoming environment. It is great preparation for entry into our Kindergarten programme.

The academic performance of our students continues to strengthen within the framework of our strong curriculum and the expertise of our teachers. NAPLAN results and the performance of our HSC students all confirm the reputation of TIGS as achieving the leading results in the region and gives encouragement to families that make considerable sacrifices for their children to have the benefit of a TIGS education. 16 of



our Year 12 graduates in 2016 commenced at TIGS in 4-year old Prep and 5 graduates commenced in Kindergarten.

We received advice this year about our 2015 HSC cohort that confirms the excellence of the TIGS academic programme:

- 70% of our students were offered 'early entry' to a place at university before they sat for their HSC examinations – offered on the basis of their academic performance at TIGS, their involvement in the opportunities available at TIGS and the reputation of the School amongst the universities
- In published data, TIGS had the highest percentage of Band 6 results in Mathematics of any school in the region - an extraordinary result for TIGS (a non-selective school) measured against all other schools, including selective schools.

The success of our students runs much deeper than these headline results. It was wonderful to see the depth of understanding of our students revealed in our major exhibitions during the year.

- The Year 6 Exhibition;
- The Honours Programme (Years 7 & 8 Gifted and Talented students);
- The Exhibition of Year 10 Personal Projects; and
- The Works Exhibition (Year 12 Major HSC works)

These exhibitions revealed that TIGS students not only know how to complete their assignments well, they have also gained a deep understanding of the learning process itself which allows them to engage more deeply in their learning. This is a welcomed outcome from the IB approach to learning and positions our students well for success in the HSC or DP.

These pages contain evidence of the success of our students beyond the classroom. Students at TIGS have the choice of over 20 sport and other co-curricular activities in the Junior School and over 80 such activities in the Senior School. We have celebrated success in Girls' Futsal, HICES Music Festival, Community Problem Solving, Boy's Bill Turner Cup, Debating and a lot more - it is no wonder this magazine has so many pages. Two moments that I recall from the year capture well the ability of the School to bring out the best in our students. The first was observed while passing our infants students standing near the school buses on a cold spring morning ready to go off to swimming lessons. They looked frozen. The second moment was watching the same students welcoming our three Olympic Swimmers who represented Australia at the Rio Olympic Games: Emma McKeon (Class of 2012) and winner of 1 Gold, 2 Silver and 1 Bronze Medals, David McKeon (Class of 2010 - Dual Olympian) and Jarrod Poort (Class of 2012 - Dual Olympian). The progression from Learner to Olympian is possible at TIGS and it is a great privilege for staff to work in partnership with parents in allowing our students to identify and then excel in their areas of interest.

A major initiative of 2016 has been the preparation of a Master Plan that will inform the development of the School campus for the next 25 years. The Master Plan seeks to achieve a number of outcomes that will improve the amenity of the campus, including:

- Improved traffic flow and drop off/pick-up arrangements
- Stronger links between Junior School and Senior School
- A communal heart for the School providing better access to service for students and parents
- Meeting spaces for informal gathering of parents (coffee and chat)
- Up-grading key facilities for Sport and the Arts

Over the 25- life of the Master Plan, a number of major building projects and refurbishments are planned that will renew the campus. It is our belief that the quality of teaching is the prime factor that contributes most to excellent academic outcomes for students. It is our intention that our facilities will continue to enhance these outcomes. It will be exciting to observe how our already excellent facilities will morph in response to the educational and social changes that will occur over the life of the plan. The release of the Master Plan and the announcement of the first projects will occur early in 2017.

It is always sad when valued members of our community leave us. This year we have farewelled a number of long serving staff: Ms Krishnan, Ms Jane McIntosh, Mrs Renae Pinazza and Mr Martin Sormus. The Goodhew Research Centre is a sadder place with the retirement of Mrs Rosemary Dougherty (26 years at



TIGS), Mrs Carolyn Wells (28 years at TIGS) and Mrs Bev Pallister (45 years at TIGS). Mrs Pallister has mixed feeling because as she leaves, the Golden Jubilee wall hanging, a project that she has managed for seven years, has been completed and is now hanging in the library. We thank all our departing staff for the contribution they have made to our School.

We were also saddened at the news of the passing of the School's Foundation Headmaster, Rev Richard Bosanquet (1958-1965), and the second Headmaster, Mr Jock Mackinnon AM (1966-1971). We thank God in recognising the wonderful contribution of these early leaders of TIGS in laying the foundation and setting the course for the development of the School.

In reflecting on the contribution of our early leaders it is reassuring that the vision that led to the establishment of TIGS is still captured in what we do as a school in 2016. It is our commitment to Academic Excellence, Christian Beliefs and Behaviour and being a Caring Community that defines a TIGS education. It is our responsibility to the staff, students and parents that have gone before us to maintain the same commitment to these values. It defines who we are and what we believe is best for our students.

I congratulate and thank the School community on the completion of another excellent year at TIGS. We continue to go 'from strength to strength'."

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 (PYP) in the Junior School lay the foundation for outstanding educational outcomes in the Senior School. The School delivers the IBO's Middle Years Programme (MYP) in Years 7 to 10 and the Diploma Programme (DP) as well as the HSC for students in Years 11 and 12. 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

NAPLAN

Year 3

In 2016 100% of Year 3 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2016 Test	School Results	State Results	Difference between State and School	Similar Schools
Reading	492	429	63	457
Writing	455	424	31	441
Spelling	475	429	46	454
Grammar	506	441	65	474
Numeracy	468	406	62	433

Year 5

In 2016 100% of Year 5 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2016 Test	School Results	State Results	Difference between State and School	Similar Schools
Reading	546	502	44	530
Writing	494	427	17	497
Spelling	522	501	21	522
Grammar	548	512	36	542
Numeracy	531	499	32	525

Year 7

In 2016 100% of Year 7 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2016 Test	School Results	State Results	Difference between State and School	Similar Schools
Reading	578	543	35	569
Writing	540	515	25	538
Spelling	579	550	29	569
Grammar	571	545	26	572
Numeracy	584	554	30	581

Year 9

In 2016 100% of Year 9 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2016 Test	School Results	State Results	Difference between State and School	Similar Schools
Reading	619	583	36	610
Writing	564	546	18	575
Spelling	611	587	24	608
Grammar	603	572	31	598
Numeracy	630	595	35	622



THEME 4: SENIOR SECONDARY OUTCOMES

In 2016, 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
2016	HSC or VET qualification	100%

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

HIGHER SCHOOL CERTIFICATE – 2016

In 2016, 93 students sat for the NSW Higher School Certificate in 34 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	2016	15	School: 3 (20%) State: (30%)	School: 12 (79%) State: (50%)	School: 0 State: (17%)
	2015	8	School: 5 (63%) State: (33%)	School: 3 (38%) State: (50%)	School: 0 State: (17%)
Biology	2016	20	School: 9 (40%) State: (34%)	School: 9 (45%) State: (55%)	School: 2 (10%) State: (16%)
	2015	36	School: 12 (33%) State: (28%)	School: 22 (61%) State: (56%)	School: 2 (6%) State: (16%)
Business Studies	2016	35	School: 13 (36%) State: (33%)	School: 22 (62%) State: (51%)	School: 0 State: (12%)
	2015	43	School: 24 (56%) State: (36%)	School: 17 (40%) State: (52%)	School: 2 (5%) State: (11%)
Chemistry	2016	17	School: 7 (41%) State: (40%)	School: 10 (57%) State: (52%)	School: 0 State: (4%)
	2015	24	School: (33%) State: (41%)	School: (63%) State: (52%)	School: (4%) State: (6%)
Dance	2016	5	School: 3 (60%) State: (47%)	School: 2 (40%) State: (46%)	School: 0 State: (3%)
	2015	5	School: 5 (100%) State: (45%)	School: 0 State: (51%)	School: 0 State: (3%)
Design Tech	2016	5	School: 0 State: (36%)	School: 5 (100%) State: (56%)	School: 0 State: (4%)
	2015	5	School: 4 (80%) State: (36%)	School: 1 (20%) State: (59%)	School: 0 State: (5%)
Drama	2016	9	School: 2 (22%) State: (42%)	School: 7 (77%) State: (54%)	School: 0 State: (2%)
	2015	5	School: 3 (60%) State: (42%)	School: 2 (40%) State: (56%)	School: 0 State: (2%)
Earth and Environmental Science	2016	10	School: 5 (50%) State: (33%)	School: 5 (50%) State: (53%)	School: 0 State: (10%)
	2015	0	School: 0 State: 0	School: 0 State: 0	School: 0 State: 0
Economic	2016	12	School: 5 (41%) State: (44%)	School: 7 (57%) State: (48%)	School: 0 State: (4%)
	2015	10	School: 6 (60%) State: (46%)	School: 4 (40%) State: (46%)	School: 0 State: (8%)



Engineering	2016	2	School: 0 State: (37%)	School: 2 (100%) State: (55%)	School: 0 State: (4%)
	2015	0	School: 0 State: (37%)	School: 0 State: (57%)	School: 0 State: (6%)
English Standard	2016	18	School: 1 (5%) State: (12%)	School: 17 (93%) State: (72%)	School: 0 State: (11%)
	2015	12	School: 0 State: (8%)	School: 8 (67%) State: (76%)	School: 4 (33%) State: (15%)
English Advanced	2016	64	School: 30 (46%) State: (61%)	School: 34 (52%) State: (36%)	School: 0 State: (1%)
ESL	2016	8	School: 2 (25%) State: (26%)	School: 6 (50%) State: (55%)	School: 0 State: (15%)
	2015	4	School: 1 (25%) State: (26%)	School: 3 (75%) State: (57%)	School: 0 State: (17%)
Geography	2016	9	School: 6 (66%) State: (40%)	School: 3 (33%) State: (47%)	School: 0 State: (9%)
	2015	9	School: 6 (67%) State: (42%)	School: 3 (33%) State: (46%)	School: 0 State: (13%)
Industrial Technology	2016	9	School: 8 (88%) State: (25%)	School: 1 (11%) State: (51%)	School: 0 State: (21%)
	2015	9	School: 1 (11%) State: (27%)	School: 8 (89%) State: (52%)	School: 0 State: (21%)
Legal studies	2016	12	School: 8 (66%) State: (42%)	School: 4 (32%) State: (45%)	School: 0 State: (10%)
	2015	16	School: 7 (44%) State: (41%)	School: 9 (56%) State: (49%)	School: 0 State: (10%)
Maths General	2016	43	School: 20 (46%) State: (25%)	School: 21 (46%) State: (48%)	School: 4 (4%) State: (23%)
	2015	48	School: 28 (58%) State: (26%)	School: 19 (40%) State: (49%)	School: 1 (2%) State: (25%)
Mathematics	2016	26	School: 10 (38%) State: (52%)	School: 15 (57%) State: (38%)	School: 1 (3%) State: (7%)
	2015	28	School: 12 (43%) State: (52%)	School: 16 (57%) State: (38%)	School: 0 State: (9%)
Modern History	2016	13	School: 6 (45%) State: (40%)	School: 7 (53%) State: (44%)	School: 2 (15%) State: (12%)
	2015	12	School: 8 (67%) State: (44%)	School: 4 (33%) State: (46%)	School: 0 State: (10%)
Music 1	2016	16	School: 9 (56%) State: (63%)	School: 7 (43%) State: (35%)	School: 1 (6%) State: (1%)
	2015	8	School: 8 (100%) State: (62%)	School: 0 State: (36%)	School: 0 State: (2%)
Music 2	2016	6	School: 5 (83%) State: (89%)	School: 1 (16%) State: (10%)	School: 0 State: 0
	2015	4	School: 4 (100%) State: (88%)	School: 0 State: (12%)	School: 0 State: 0
PDHPE	2016	22	School: 9 (40%) State: (34%)	School: 12 (54%) State: (47%)	School: 1 (4%) State: (16%)
	2015	29	School: 11 (38%) State: (30%)	School: 18 (62%) State: (61%)	School: 0 State: (9%)
Physics	2016	19	School: 5 (26%) State: (29%)	School: 13 (67%) State: (57%)	School: 1 (5%) State: (10%)
	2015	20	School: 5 (25%) State: (29%)	School: 14 (70%) State: (61%)	School: 1 (5%) State: (10%)
Society and Culture	2016	16	School: 10 (61%) State: (47%)	School: 6 (37%) State: (45%)	School: 0 State: (5%)
	2015	14	School: 12 (86%) State: (47%)	School: 2 (14%) State: (48%)	School: 0 State: (5%)
Visual Arts	2016	19	School: 14 (73%) State: (54%)	School: 5 (26%) State: (42%)	School: 0 State: (2%)
	2015	18	School: 14 (78%) State: (54%)	School: 4 (22%) State: (45%)	School: 0 State: (2%)



Textiles and Design	2016	4	School: 0 State: (46%)	School: 4 (100%) State: (46%)	School: 0 State: (6%)
	2015	0	School: 0 State: 0	School: 0 State: 0	School: 0 State: 0
Japanese Continuers	2016	0	School: 0 State: (33%)	School: 0 State: (67%)	School: 0 State: 0
	2015	3	School: 1 (44%) State: (33%)	School: 2 (56%) State: (67%)	School: 0 State: 0
Chinese Background Speakers	2016	4	School: 3 (75%) State: (64%)	School: 1 (25%) State: (31%)	School: 0 State: (2%)
	2015	0	School: 0 State: 0	School: 0 State: 0	School: 0 State: 0
Entertainment	2016	11	School: 7 (63%) State: (33%)	School: 4 (36%) State: (45%)	School: 0 State: (8%)
	2015	10	School: 6 (60%) State: (24%)	School: 4 (40%) State: (72%)	School: 0 State: (4%)

Extension Courses	Year	Number Students	Performance band achievement by number and percentage		
			Bands E4	Bands E3	Bands E2
English Extension 1	2016	7	School: 6 (84%) State: (35%)	School: 1 (14%) State: (68%)	School: 0 State: (1%)
	2015	8	School: 3 (38%) State: (35%)	School: 5 (63%) State: (60%)	School: 0 State: (6%)
English Extension 2	2016	3	School: 1 (33%) State: (18%)	School: 2 (66%) State: (61%)	School: 0 State: (20%)
	2015	0	School: 0 State: (26%)	School: 0 State: (56%)	School: 0 State: (17%)
Maths Extension 1	2016	18	School: 4 (22%) State: (33%)	School: 9 (50%) State: (46%)	School: 5 (27%) State: (17%)
	2015	12	School: 5 (42%) State: (34%)	School: 7 (58%) State: (50%)	School: 0 State: (14%)
Maths Extension 2	2016	8	School: 0 () State: (32%)	School: 7 (87%) State: (53%)	School: 1 (12%) State: (12%)
	2015	5	School: 2 (40%) State: (36%)	School: 2 (40%) State: (50%)	School: 1 (20%) State: (12%)
History Extension 1	2016	4	School: 0 State: (21%)	School: 4 (100%) State: (59%)	School: 0 State: (17%)
	2015	9	School: 3 (33%) State: (22%)	School: 6 (67%) State: (56%)	School: 0 State: (19%)
Music Extension 1	2016	3	School: 1 (33%) State: (51%)	School: 2 (66%) State: (41%)	School: 0 State: (5%)
	2015	4	School: 2 (50%) State: (56%)	School: 2 (50%) State: (37%)	School: 0 State: (7%)
Japanese Extension 1	2016	0	School: 0 State: (33%)	School: 0 State: (55%)	School: 0 State: (11%)
	2015	3	School: 0 State: (33%)	School: 1 (33%) State: (55%)	School: 2 (67%) State: (11%)

Distinguished Achievement List 2016

- TIGS students received 36 Distinguished Achievements for scoring 90 or more in a subject.

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

- 12% of our students achieved ATARs of 90+
- 4% of our students achieved ATARs of 95+
- 51% of our students achieved ATARs of 80+



RECORD OF SCHOOL ACHIEVEMENT (RoSA) - 2016

BOSTES awarded the following grades for 2016 Year 10 students:

Courses		Grade A	Grade B	Grade C	Grade D
English	School 2016	13	30	53	4
	State average 2016	12	28	37	16
	School 2015	17	29	52	2
	State average 2015	13	27	37	16
Maths	School 2016	19	36	26	19
	State average 2016	15	23	31	23
	School 2015	20	45	25	10
	State average 2015	15	23	32	23
Geography	School 2016	15	46	39	0
	State average 2016	13	26	36	18
	School 2015	23	30	42	5
	State average 2015	13	26	36	18
Science	School 2016	10	38	39	13
	State average 2016	13	27	37	18
	School 2015	20	29	37	12
	State average 2015	13	25	36	19
History	School 2016	20	41	35	4
	State average 2016	14	27	35	6
	School 2015	29	31	35	5
	State average 2015	14	26	35	17



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	103
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 2016 has been concept and inquiry based learning, particularly focusing on assessment. Staff attended In-Services in specific subject areas and for all stages of Learning K-12.

English	Maximising English HSC Results, MYP Assessment Workshop, The HSC English ESL Area of Study, Teaching Stage 6 ESL, Imaginative Writing In Extension 1 English.	8
Mathematics	MYP Assessment Workshop	6
HSIE	Modern History Masterclass, Business Studies Workshop, ELC Teachers Conference, Society and Culture Association Conference, Legal Studies State Conference.	7
Arts	MYP Assessment Workshops, Opportunity to Collaborate in Curriculum – Dance Stages 4-6, HSC Essays and Dramatic Practice, VET Entertainment Validation Day.	8
LOTE	MYP Assessment Workshop, DP Online Course, Chinese Day with AIS, 2015 HSC Study Skills Day.	6
Library	First Aid, AIS Teacher Librarian Conference, AIS ICT Leadership and Management Conference.	4
PDHPE	First Aid Training, Enhancing Student Literary Practices in Stage 6 PDHPE.	5
TAS	MYP Assessment Workshop, Sony Foundation Conference.	4
Science	MYP Assessment Workshop, Webinar on Senior Years Writing Brief.	7
Biblical Studies		2
Careers	USYD Careers Advisors Day, UTS Careers Advisors Day, ACU Sydney Advisory Conference 2016, ICAN Turning Point Workshop, UOW Professional Development Day, Careers Advisors of NSW and SCT Conference.	1
Executive	DP Administrators Workshop, Effective Leadership Course.	3
Learning Support	ASD Teaching Strategies, Learning Support Conference.	0
Junior School		
Prep	AIS – Early Childhood Leadership Program	4
	REGGIO EMILIA - Documentation as a Vehicle for Extending and Sustaining Children And Adults' Learning	2



	St John's – Education and Care First Aid HICES – National Conference 2016/Courageous Leadership	10 1
Kinder	IB – PYP Mathematics AGORA – Positive Psychology Eleanor Curtin Publishing – Preparing Students for Success in Writing	1 1 1
Year 1	Eleanor Curtin Publishing – Preparing Students for Success in Writing Anglican Edcomm – Royal Ormsby Martin Lecture Christians in Teaching Conference NSW Health – Sports in Schools University of Sydney – Managing Anxiety Disorders at School IB – PYP Mathematics	1 1 1 1 1 1
Year 2	AIS – ICT as a General Capability in Geography K-6 The bigger picture and STEM Symposium 2016 Eleanor Curtin Publishing – Preparing Students for Success in Writing IB – Asia Pacific Annual Conference Anglican Edcomm- Women as Leaders – Servant Hearted Leadership in Practice	1 1 2 1 1
Year 3	IB – PYP Mathematics Evaluation Visit Eleanor Curtin Publishing – Preparing Students for Success in Writing AIS – Computational Thinking K-6 Online The bigger picture and STEM Symposium 2016 Think Education Group - Coding in the Classroom 4MAT- 4MAT Training	1 1 1 1 1 1 1
Year 4	AGORA – Positive Psychology Eleanor Curtin Publishing – Preparing Students for Success in Writing	1 1
Year 5	Anglican Edcomm – Royal Ormsby Martin Lecture Christians in Teaching Conference 2016 IB - Making the PYP Happen in the Classroom Eleanor Curtin Publishing – Preparing Students for Success in Writing 4MAT- 4MAT Training	1 1 1 1 1
Year 6	AGORA – Positive Psychology Eleanor Curtin Publishing – Preparing Students for Success in Writing IB – PYP Mathematics AIS - The bigger picture and STEM Symposium 2016	1 1 1 1
Head of Junior School	Anglican Edcomm – Royal Ormsby Martin Lecture Christians in Teaching Conference 2016 Women as Leaders – Servant Hearted Leadership in Practice Key Media Pty Ltd – Education Law Masterclass HICES – HICES National Conference 2016 – Courageous Leadership AGORA – Positive Psychology Law Sense – School Law Seminar Hawker Brownlow – Thinking & Learning Conference	1 1 1 1 1 1 1 1
Performing Arts	TTA - Unlocking Musical Potential	1
Library	Illawarra Schools Libraries Association ISLA Professional Development Day IB – Making the PYP Library the Hub of Learning AIS – Teacher Librarian conference 2016	1 1 1
Art		
Administration	THE BREAK THROUGH COACH - The Breakthrough Coach Online Course - Slideteam Outstanding Presentations Workshop St John's - Education and Care First Aid	1 1 7
Teaching & Learning /PYP	IB – IB Asia Pacific Annual Conference PYP Mathematics Eleanor Curtin Publishing – Preparing Students for Success in Writing	1 1 1



	NSW PYP Network – PYP Job Alike Day THE BREAK THROUGH COACH - The Breakthrough Coach	1
PE/Sport	NSW PYP Network – PYP Job Alike Day	2
Arrowsmith	4MAT- 4MAT Training	1
	AGORA – Positive Psychology	1
	Eleanor Curtain Publishing – Preparing Students for Success in Writing	1
Learning Support	4MAT- 4MAT Training	1
	IB – Creating Inclusive Classrooms PYP	1
	IPSHA – G&T Umbrella Group	1
	UNSW – Mini Certificate of Gifted Education	1
	Mulit-Lit – Spell-It	1
Student Wellbeing	IPSHA – 2016 Social Issues Teachers Forum	1
	AIS – AIS Student Wellbeing conference 2016	1
	Enhancing Your Child Protection Investigation Skills	1
	University of Sydney - Anxiety Disorders Course for Primary School Teachers – Managing Anxiety Disorders at School	1
	Arrowsmith - Arrowsmith Executive Programme	1
	HICES – HICES National Conference 2016 – Courageous Leadership	1
	AGORA – Positive Psychology	1
	Eleanor Curtain Publishing – Preparing Students for Success in Writing	1
	Esmart Schools – Pro-active, not Reactive Practices to Cyber Safety	1
	Law Sense – School Law	1
	Collaborative Care – Student Engagement & Attendance	1
	Anglican Edcomm – Women as Leaders 0 Servant Hearted Leadership in Practice	1
	EAL	4MAT- 4MAT Training
NSW Department of Education - Illawarra EAL/D Connect Meeting		1
EAL/D Illawarra Meeting		1
UNSW – Leading the Development of an Effective EAL Programme		1
Japanese		

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 Resuscitation Training.



LEADERSHIP

Staff with leadership responsibilities attended a number of conferences specifically focussed on IB within their leadership areas:

- 4MAT Assessment
- Asia Pacific IB Conference
- Positive Education Workshops
- Registration and Accreditation Briefing
- IB Workshops

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 implementing the International Baccalaureate (IB) Primary Years Programme, Middle Years Programme and the Diploma 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
- 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:

- Google apps for educators
- Collaboration on google drive
- Atlas curriculum management tool
- Atlas tracking curriculum outcome delivery
- Synergetic
- Professional Learning Community (PLC)

The PLC focus for 2016 was improving writing outcomes for all students. Staff participated in professional development each term aimed at increasing proficiency and confidence in explicitly teaching writing across multiple disciplines.



THEME 6: WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

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

School Staff 2016				
	Full Time – FTE	Part Time – FTE	Casual – FTE	Total – FTE
Academic	90	5.6	3.5	99.1
Non-Academic	37	16.4	1.8	55.2
Total	127	22	5.3	154.3



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

STUDENT ATTENDANCE

The average attendance rate for the whole school in 2016 was 94.37%.

Average student attendance rate for each Year level:

Year level	Average attendance rate for each Year level as a percentage in 2016
Kindergarten	96.2
Year 1	95.7
Year 2	95.3
Year 3	95.7
Year 4	94.7
Year 5	95.5
Year 6	94.6
Year 7	94.1
Year 8	92.8
Year 9	93.3
Year 10	92.7
Year 11	93.1
Year 12	93.1

The School monitors the daily attendance and absence of students by marking the rolls electronically every lesson in the Senior School, a class roll in the Junior School, and a sign in book in The Piper Centre at the start of each day and then maintaining a daily register of attendees and absentees through the School's administration package.

Parents can notify the School of reasons for absence via SMS, email or letter. After 7 days, absences are permanently recorded as unexplained if notification has not been received.



RETENTION RATES - SECONDARY

Of the 106 students enrolled in Year 10 in 2014, 89 were still enrolled at TIGS in 2016. These figures are based on the number of students who were at TIGS in 2014 compared with the Year 12 2016 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%
2014/2016	106	93	89	88%	84%



POST SCHOOL DESTINATIONS

In Years 10, 11 and 12 in 2016 a total of 11 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 2 enrolled in TAFE and 1 left for health reasons.

Reason	Year 10	Year 11	Year 12
Other School	4	2	0
TAFE/Other Studies	0	2	0
Employment	0	0	0
Unknown	2	0	1
International Students	0	0	0
Total	6	4	1



THEME 8: ENROLMENT POLICIES

Appendix A – Enrolment Policy



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 2016	Access to full text
<p>Student Welfare 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.</p> <p>The policies that relate to the Student Welfare policy include:</p> <p>Child Protection</p> <ul style="list-style-type: none"> • Child Protection – Abuse, Grooming & Neglect Identification & Initial Notification • Child Protection – Mandatory Reporting of Abuse & Neglect • Child Protection – Detecting, Reporting and Addressing Grooming Behaviours • Child Protection- Reportable Conduct of Staff, Volunteers & Others <p>Student Behaviour</p> <ul style="list-style-type: none"> • Assault (Student Against Student) • Bullying Prevention and Intervention • Cyber Safety • Drugs – Illicit (Student Use Of) • Information & Communication Technology • Truancy <p>Student Welfare and General Safety</p> <ul style="list-style-type: none"> • Access Arrangements for Separated Parents/Guardians • Counseling Services • Disability Discrimination • Hazardous Substances • Inclusion Policy • Medical & Biological Waste • Needles and Syringes • Noise • Personal Protective Equipment • Relationships between Staff and Students • Slips and Trips • Student Attendance Policy and Procedure • Student Code of Conduct Behaviour Management Policy • Student Leadership Policy and Procedure • Student Wellbeing Policy • Supervision (General) • Supervision & Inspection - Playground • Whole School Discipline Policy and Procedures 	<p>School began the move to CompliSpace with policies being amended as required. Some major policies were divided into more manageable sections, including Child Protection and Student Behaviour.</p> <p>Inclusion Policy Updated</p> <p>Review and modifications to all related policies in 2016.</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 in CompliSpace Student Duty of Care and in Teacher Information</p> <p>Summaries provided to staff in Staff Handbook, also on CompliSpace.</p>



<p>Programs that support this policy include:</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, international mindedness and incorporating positive education. • Pastoral Care structures such as House Mentors and House events, community service, outdoor education and leadership programs. 		
<p>Anti-bullying <i>In the Bullying Prevention & Intervention as well as in 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 • Cyber Safety 	<ul style="list-style-type: none"> • Move to CompliSpace began in 2016 • Embedded in student wellbeing programs and addressed in year meetings. 	<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 in CompliSpace</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>	<ul style="list-style-type: none"> • Policies were reviewed and rewritten in 2015 	<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 in CompliSpace</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>Changes made in 2016 include online ability to register complaints or grievances</p> <p>"Contact Us" tab link – "Feedback, compliments and concerns"</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 in CompliSpace</p>



THEME 10: SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

ACHIEVEMENT OF PRIORITIES IDENTIFIED IN THE SCHOOL'S 2015 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 Consolidation of student management systems	Teacher training continued to equip staff in the use of ICT. Head of information services appointed. Synergetic employed as new student management system.
	Integration of a Christian Worldview into teaching programmes	Faculties and Stages working with the Chaplain to integrate a Christian Worldview into the curriculum.
	Achieve authorisation to deliver the MYP and PYP	TIGS is now authorised to deliver three International Baccalaureate (IB) Programmes PYP, MYP and DP
Student achievements	Maintenance of excellent academic outcomes	Achieved as per results on pages 8 to 10 2015 HSC students received 10 nominations by BOSTES for special recognition. Over 75% 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	Development of a new School Master Plan	Master Plan received from architects.
	Refurbishment of Student Support Facilities	Refurbishment of Student Support Facilities completed
Student Welfare	Implementation of a new Student Wellbeing curriculum to Years 7 to 10	Programme implemented covering Years 7 to 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 12 to 14
	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 2017
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
	Differentiation in teaching and learning to better cater for students at all levels of academic ability
Student achievements	Maintenance of excellent academic outcomes
	Students to achieve improved learning outcomes through the use of ICT
Facilities and resources	Launch of Master Plan and commencement of initial projects Completion of all-weather covering in JS pick-up zone Paving of the Powell Street car-park for improved safety
Student Welfare	Explicit teaching of social and emotional learning skills across the Junior School
Staff Development -as per the 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
	Inclusion - PD related to catering to the specific learning needs of students



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 2016. • 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 7-10, 2016 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. • Ongoing training of Deans in using Synergetic to track discipline and welfare issues. • Trial of the Year 11 Wellbeing Programme in 2017 with a focus on relaxation, communication, engagement and physical activity. • Review of the Wellbeing Programme with the intention of including Year 11 permanently in 2018.
<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 2016 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 2016 was CareSouth. The goal was to raise \$5000 provide funds and materials for the homework hub.</p> <p>Since the flourishing of MYP, Community Service has gained even more authenticity. 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 and Junior 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
- Specific Purpose surveys conducted through the School's Marketing Department

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.

A new survey is to be conducted with all stakeholders in 2017.



THEME 13: SUMMARY FINANCIAL INFORMATION

Graphical representation of income and expenditure using percentages only:

