



# TIGS

The Illawarra Grammar School

# 2017

## Annual Report

Educational & Financial Reporting

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## A Message from Key School Bodies

### A Message from The Chairman of School Council

In the 2017 TIGS Magazine the Headmaster wrote, "At the end of the year many people reflect upon the previous 12 months.

When I reflect on this past year I realise much has happened within our School family. We continue to do well academically, which is a primary reason for our School. Our students continue to be the best advertisement any school could hope for, as they serve the community and shine as examples of what a Christian school ought to be about. We are well served by excellent teachers and staff. Our parents continue to support the School. The Foundation and P&F (Karobran and Orana) are both going strong. We have a dedicated, enthusiastic School Council where the members willingly and generously give their time to serve the School. To everyone involved at TIGS I want to say thank you. Your individual and group contribution and the combination of all those parts of the School make TIGS the School it is today.

However, 2018 will be a year of change in several ways. Firstly, we will be without our Head of the last 12 years, Mr Stephen Kinsella, and I will mention his going shortly. Also, this year much work has been done by the School Chaplain, the Reverend James Rogers and the staff as they continue to implement a Christian world view into the curricula of the School. This initiative has been ground-breaking with many other Christian schools across the country watching and visiting TIGS for advice and input into how what we are doing at TIGS might be introduced into their schools.

At the same time, a research project was carried out in September to search for the views of students, staff, parents and other members of the School community to seek their opinions about TIGS, to capture the School's unique qualities to plan future directions, and to provide a platform for growth of the School. This project was part of a larger undertaking by the School Council to review the School's Mission Statement to better reflect who and what we are at TIGS, and to develop a new Strategic Vision for the School for the next five years, that best incorporates the School as being Academic, Christian and Caring. It is hoped that the reshaped Strategic Vision and Mission Statement will be published early in the new year.

We also had the exciting news of the property master plan, TIGS21, being released a few weeks ago. TIGS21 was devised in co-operation with one of Australia's leading architectural educational experts and again involved the participation of a large cross section of School stakeholders over many months. The result is an excellent platform for the School to go forward utilising the current property for the next 20 or more years. The first signs of the implementation of TIGS21 happen over the school holidays when some refurbishments to learning and other areas will occur along with the establishment of a long-awaited on site fitness studio that should be in place at the start of Term I next year.

All these initiatives come at a time of great change at the School with the resignation of Mr Kinsella to occur in January prior to school returning. The resignation of a Headmaster can sometimes cause disruption and instability in schools. The School Council, in its desire to keep the change of Head occurring in an orderly manner along with the introduction of the Strategic Vision and TIGS21, is delighted that the Deputy Head, Mrs Judi Nealy, has accepted the invitation of Council to be Acting Headmaster of TIGS for 2018 until a new Head is appointed. Mrs Nealy, apart from being an outstanding educator in her own right, has played an integral role in the formation of the various initiatives mentioned above and will guarantee a degree of order and stability over coming months.

Naturally, we are saddened that Mr Kinsella is leaving the School. However, he feels this is God's calling for him and we wish him well in his new role as Executive Director of EdComm, the Sydney Anglican Diocesan



Education Commission. This is an important role in the Diocese and it is not only an honour for Mr Kinsella to have been selected for the position but also for the School where he has spent his last twelve years as Headmaster.

I look forward to 2018 with confidence and pray that with your support and through the grace of our almighty and generous God that The Illawarra Grammar School will continue to be blessed as has been the case for the past 59 years.

Again, I want to thank all who have contributed in any way to the life of TIGS this year. I also want to wish the entire TIGS family a blessed Christmas and a wonderful 2018.

### **Farewell**

Mr Kinsella was appointed Headmaster in 2006 after leading Kormilda College in Darwin. During his time as Headmaster of TIGS, Mr Kinsella has first and foremost championed the Mission and Values of the School. He has been unwavering in his commitment to these core elements of our School's purpose and has ensured that a Christian world view has been integrated within the curricula of the School.

He has shown Christian leadership at the highest level and his kindness, courage and perseverance have been hallmarks of that Christian leadership.

During his time at TIGS, Mr Kinsella has led a range of initiatives which have strengthened the academic programme and holistic education available at the School. TIGS has become an International Baccalaureate World School with the successful implementation of the Primary Years Programme, Middle Years Programme and Diploma Programme. He has introduced the Arrowsmith Program and enhanced the service programme, with engaging opportunities for students from Pre-Prep through to Year 12. Under his Headmastership the School's Co-curricular programme is arguably the best in the Illawarra and TIGS has continued to be a regional educational leader which caters to the needs and aspirations of every one of our students.

As the seventh Headmaster at TIGS and on any measure, Mr Kinsella has been an outstanding leader and we shall miss him. He has inspired and led a highly effective team for the betterment of our students and TIGS community at large.

He leaves a legacy that will benefit generations of TIGS families to come, and as he takes on his new role, I am confident he will continue to leave an indelible mark on the education of children in the Illawarra, the broader Sydney Anglican Diocese, and the wider Australian educational sector. We are also indebted to Gay, his highly-supportive wife.

For myself, I want to acknowledge his integrity, his professionalism, his resilience and, dare I say it, his sense of humour, as well as our valued friendship. I am sure you will join me in wishing him and Mrs Kinsella our best wishes for their future and on your behalf, I thank them both for their contribution to TIGS."

**Roger Summerill**  
**Chairman**



## A Message from The Headmaster

In the 2017 TIGS Magazine the Headmaster wrote, "In writing the first paragraph of a report like this it is easy to fall into the trap of using too many clichés. 'Another great year', 'a lot to celebrate', 'outstanding achievements', 'where did that year go' – all true, and all regularly said about TIGS. I hope when you read through these pages, now and in the years to come, your memories of 2017 will be happy ones and that you will be reminded of the contribution you made to a 'memorable' year at TIGS.

The year ended with two major initiatives of the School Council that will shape the School as it moves towards the end of its sixth decade.

All students, parents and staff were surveyed by an independent research company to provide information for the School Council to consider in shaping the School's next 5-year Strategic Vision, which will be launched in early 2018.

TIGS21, the School's building master plan was released, which included both the longer-term plans for our campus and the building priorities for the next five years. These include:

- Provision of a gym facility.
- Refurbishment of M Block (HSIE/Languages building next to the IGC) to better support the teaching of the Middle Years Programme.
- Refurbishment of B Block in the Junior School (the building with the long corridor) to make better use of the space.
- Building of a new Design/Science/Mathematics Building (where Senior School Mathematics is taught) to provide new resources that will facilitate the already excellent learning occurring in the STEM subjects.

As important as these initiatives are, it is the success of our students in their endeavours in the classroom, on the field, and on stage that will be remembered most.

The School celebrated its first full year as an authorised International Baccalauriate (IB) World School - The Primary Years Programme (PYP), The Middle Years Programme (MYP) and the Diploma Programme (DP).

2017 saw our first cohort of 17 DP students commence their study in Year 11. TIGS is only the second school in NSW to offer all three IB programmes and is the leading school south of Sydney to offer a comprehensive DP programme in addition to the HSC programme.

The year also saw important changes in The Piper Centre with the School now offering a full-day programme for students, 50 weeks of the year. Support for the educational programme that embraces both the Reggio Emilia philosophy and the IB is strong and growing and continues to be a great stepping stone for students into Kindergarten, thanks to the wonderful, caring teaching delivered by Mrs Duley-Smith and her team of dedicated teacher, educators and support staff.

In the classroom, the standard set at TIGS for our students is academic excellence, which could also be described as another cliché. However, we see excellence as being inclusive rather than elitist, and we expect all our students to be aspiring to be the best they can be. The performance of our students in NAPLAN tests, academic competitions, PYP and MYP assessments, and the HSC confirm that the learning culture at TIGS continues to be very positive and creates an environment where students are able to be 'the best they can be'.

We received advice about our 2017 HSC cohort that confirms the excellence of the academic programmes at TIGS:

99% of our students who applied for early entry were offered a place at university before they sat for their HSC examinations – offered on the basis of their academic performance, their involvement in the opportunities available at TIGS and the reputation of the School amongst the universities. It is exciting to know that the offer of early entry will be available to our IB students as well in 2018.

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 PYP Exhibition
- The Honours Programme
- The Exhibition of Year 10 Personal Projects
- 'The Works' Exhibition (Year 12 Major HSC works)



These exhibitions revealed that TIGS students not only know how to complete their research projects 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.

The success of our students beyond the classroom fill these pages. One of the joys of my role as Headmaster is to join with our students in celebrating their successes. What is impressive is the variety of fields in which our students achieve success. Science competitions, Duke of Edinburgh Awards, sporting successes, art competitions, musical performances, medieval dinners, TIGS Sony Camp and other charities, chess competitions, musical performances - these pages are full of these and many more achievements and I congratulate our students on their many successes. (The annual Headmaster/Year 6 Handball Challenge finished 6-6 over the twelve years of the competition – thanks to all the Year 6 students who participated over the years).

An often asked question is what makes a great school? I believe there are five elements:

- Strong and supportive governance, ensuring the School never strays from its core values and mission
- Shared values held by the School and parents ensuring that students are receiving a consistent message at school and at home
- Outstanding staff committed to the values of the School and the ongoing development of their professional expertise
- An effective environment in which to learn
- Amazing students that have a culture of learning and engagement that is supportive of the achievements of their peers across the whole spectrum of living and learning

TIGS has all five elements so it is no surprise that it continues to have the reputation of the leading school in the Illawarra.

This is my last year as Headmaster of The Illawarra Grammar School. It has been a privilege to serve as the seventh Headmaster of TIGS over the last 12 years and I thank all members of School Council, parents, staff and students for their support. I wish the eighth Headmaster of TIGS success in building on the achievements of all that have gone before.

I congratulate and thank the School community on the completion of another excellent year at TIGS. God has blessed the School in its 59-year history; may The Illawarra Grammar School continue to go 'From Strength to Strength'."

**Stephen Kinsella**  
**Headmaster**



## A Message from the P&F

In the 2017 TIGS Magazine the President of the P&F wrote, "2017 has been a wonderfully productive year. With the reinstatement of Orana, Junior and Senior School have been equally represented in the P&F. Together we have worked as a cohesive unit for the benefit of all TIGS students and it's with great excitement that I take this opportunity to update you all on the year that has been..."

This year started strong with the reinvigoration of Orana. In previous years, Senior School has been under represented in the P&F, it has been delightful to see the parents of Year 7 to Year 12 students having input into our School's future.

The P&F organisation is a great way to contribute to the conversations between home and School, parents and teachers. Our School recognises that parents provide a unique and valuable perspective on the learning that occurs each day. I encourage you to join the conversation at our regular meetings, they are a great way to stay informed about what is happening at TIGS and provide opportunities for you to contribute to the School community.

P&F was proud to work in collaboration with the Headmaster and School Council this year on areas of importance to parents such as school fees, sibling discounts and HSC information presentations.

In addition, there have been discussions surrounding communication dissemination, fund raising activities and uniform changes. We are also reintroducing the Senior School textbook swap and hope that with your support, it will become a regular event on our calendar. It will reinforce the "reduce, reuse, recycle" ethos we try to instil in our children. Tied in with this, the Second-Hand Uniform shop is another great way to recycle a valuable resource.

I also encourage you to be involved in our yearly School fundraising events, promoting a sense of community amongst parents, staff and students. Some of the events that the P&F have coordinated in 2017 include the following:

- Mother's Day Stall
- Mother's Day Breakfast
- TIGS Great Fete
- Father's Day Stall
- Father's Day Breakfast
- Big Day In Picnic

Thank you to the wonderful volunteers that support the P&F, without your hard work and commitment these events wouldn't happen. Thanks to you, we have raised funds enabling the refurbishment of the Powell Street Carpark.

As President, I have been blessed with an Executive Committee who are dedicated to the improvement of our School. Thank you Melanie Silburn (Deputy President), Danielle Attore (Secretary) and Jenny Evans (Treasurer) for your efforts all year long.

Thank you also to the Karobran and Orana Year Representatives, as well as the volunteers that contribute their time and energy into making TIGS community a wonderful community to be a part of."

**Joanne Danckwardt**  
**President TIGS P&F**



## A Message from the Foundation

In the 2017 TIGS Magazine the Chair of Foundation wrote,

### “THE PURPOSE OF TIGS FOUNDATION

To assist the School to achieve financial independence by procuring, managing and expending funds derived from non-school fee activities (ie bequests, gifts, donations and strategic fundraising) on capital projects and scholarship programmes that benefit the School community.

To develop and nurture a culture of giving both within the School and its broader community that will help ensure students are equipped and encouraged to act as faithful stewards of our world.

To strengthen and promote the School as an institution of excellence.

During 2017, TIGS Foundation has welcomed the opportunity to engage with its donors and has seen some successful events and key fundraising initiatives that promote and further develop the many facets for which our School prides itself.

- Annual General Meeting
- Taj Mahal Evening
- TIGS Great Fete Silent Auction
- Regular Giving Programme
- End of Financial Year Appeal
- Year 12 Graduation Ceremony
- TIGS Community Business Directory
- Wills and Estate Planning Fundraising Initiative
- The Reverend Richard Bosanquet Scholarship
- The Liney Family Music Scholarship

### TAJ MAHAL EVENING

An important part of our TIGS calendar, the third Taj Mahal evening was held on Saturday 25 March 2017 in the University of Wollongong's UniHall. The volunteer Taj Mahal Committee reformed in 2016 to stage a bigger, brighter and more brilliant display of exotic entertainment, Indian food, and a Bollywood atmosphere. Over 450 guests enjoyed the evening and felt transported to an Indian Raja's palace.

TIGS community extends our gratitude and appreciation to Dr Sharad and Dr Lata Tamhane, and to Dr Cedric and Mrs Usha Fernandez, who, as past TIGS parents, have given generously of their time, talents and resources. It is very gratifying to see such a vast number of local people and businesses unifying to celebrate the diversity, heritage and culture of the Indian community here in the Illawarra.

The evening raised over \$90,000 that has been divided between two significant school and community partnerships: TIGS Foundation and The Disability Trust. TIGS Foundation raises funds for the advancement of the School, in particular, the Reverend Richard Bosanquet Scholarship. This initiative, inspired by the vision of the founding Headmaster, seeks to offer a TIGS world-class education to a local child who could not otherwise access such a life-changing opportunity.

Each year, TIGS partners with The Disability Trust to engage our Year 11 students to become companions and carers to a large group of children with dual-diagnosis disabilities at TIGS Sony Camp. The three-day residential camp offers companionship and compassion but also provides valuable respite for the families of children with disabilities. The funds raised from the Taj Mahal evening enables a large cohort of children to access these camps in 2017 and 2018. This opportunity changes lives for both the Disability Trust's clients and TIGS students.



The Taj Mahal Committee looks forward to bringing another magnificent evening to our community in March 2019.

### **TIGS GREAT FETE SILENT AUCTION**

This year's weather didn't compromise the outcome of TIGS Foundation Silent Auction. Now in its third year, it again was a popular stall and a remarkable success. Thank you to all the donors who generously contributed a wonderful array of auction items. The monies raised from the Auction were directed to the Scholarship Fund.

### **'THE WORKS' EXHIBITION WORKSHOP**

TIGS Foundation was again proud to be part of 'The Works' Exhibition. A Saturday morning Art Workshop for Junior School students funded by TIGS Foundation ran in conjunction with this year's outstanding collection of artworks by our Year 12 students. Thank you to Mrs Sandra Esposito who kindly facilitated this workshop and enabled Junior School students to not only view the exhibits but to participate and develop their interests and talents so that one day they may be creating pieces of a similar quality.

### **THE LINEY FAMILY MUSIC SCHOLARSHIP**

The Liney family have had a long association with the School being one of our original families back in 1959, and their generous bequest to TIGS Foundation is an enduring way to continue this association into the future.

This year has seen the continuation of the Liney Family Music 2 Scholarship which was awarded to a talented Year 11 Music 2 student in 2016. Applications will once again be open to a Year 11 music student, with a successful candidate commencing this Scholarship in 2018.

### **YEAR 12 GRADUATION CEREMONY**

Congratulations to all the prize recipients of TIGS Foundation sponsored awards at the Year 12 Graduation Ceremony. These awards are proudly donated by TIGS Foundation and include specific subjects such as Chemistry, Mathematics and History as well as those celebrating broader leadership and involvement such as the Community and Christian Citizenship prizes.

### **TIGS COMMUNITY BUSINESS DIRECTORY**

The Business Directory has been enabling TIGS families to promote their businesses by advertising their details on the School's website for an annual fee of \$300. This initiative provides an opportunity to strengthen and tighten the bonds between the School, parents, and the businesses contained within the School community, with funds raised assisting the extensive educational opportunities your children receive here at TIGS.

### **TIGS FOUNDATION WILLS PROGRAMME**

This fundraising initiative has been made possible by partnering with local law firms RMB Lawyers and Heard McEwan Lawyers. It offers TIGS students, parents, grandparents, and extended family members wills and estate planning documents free of charge and/or at heavily discounted rates with a donation to TIGS Foundation.

### **THANK YOU**

TIGS Foundation is very active and is receiving increasing support from the broader TIGS community. It is the goal of TIGS Foundation to reach out to our families and provide an opportunity to partner with us in our imminent and future projects to preserve, improve and develop its property and facilities.

Thank you to all the families who generously donated through the course of 2017. Your generous donations aid in achieving our goals and objectives for the funding of the Reverend Richard Bosanquet Scholarship



provided for students whose circumstances would not otherwise allow them to access a TIGS education, and to capital works programmes and assets which support teaching and learning at the School.

With the Strategic Vision currently being prepared for 2018 to 2022 by School Council, TIGS Foundation will continue to work closely with the Headmaster and School Council to deliver key strategic initiatives through fundraising activities that align with the goals and objectives of the school taking it forward into the next phase of its development.

TIGS Foundation looks forward to another year of partnering with our TIGS community in making a difference for current and future children attending TIGS.

**TIGS FOUNDATION BOARD**

Chair	Olga Early
Vice Chair/Treasurer	David Laing
Secretary	Craig Osborne
Members	Kevin Donald, Joanne Danckwardt, Usha Fernandez, Sandra Newhouse"

**Olga Early**  
**TIGS Foundation Chair**



## **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 quality in class differentiation as well as specialist programmes for gifted students and support for students with learning difficulties. A dynamic approach to curriculum development provides a stimulating and diverse curriculum. The School provides programmes that stimulate the interest and creativity of students. Extensive co-curricular and extracurricular experience provides an environment that fosters the growth and learning of the whole child. Specialist areas include the Performing Arts, Creative Arts, Sport and Outdoor Education. We expect that a TIGS education will empower our students to succeed as citizens of the 21<sup>st</sup> Century.

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



## Student Outcomes in Standardised National Literacy and Numeracy Testing

### NAPLAN

#### Year 3

In 2017 100% of Year 3 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2017 Test	School Results	State Results	Difference between State and School	Similar Schools
Reading	473	431	42	481
Writing	461	414	47	442
Spelling	457	416	41	454
Grammar	490	439	51	491
Numeracy	458	409	49	453

#### Year 5

In 2017 100% of Year 5 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2017 Test	School Results	State Results	Difference between State and School	Similar Schools
Reading	562	506	56	552
Writing	503	473	30	504
Spelling	526	501	25	531
Grammar	549	499	50	549
Numeracy	534	494	40	534

#### Year 7

In 2017 100% of Year 7 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2017 Test	School Results	State Results	Difference between State and School	Similar Schools
Reading	579	545	34	588
Writing	545	513	32	559
Spelling	567	550	17	578
Grammar	575	542	33	583
Numeracy	588	554	34	598

#### Year 9

In 2017 100% of Year 9 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2017 Test	School Results	State Results	Difference between State and School	Similar Schools
Reading	622	581	41	620
Writing	606	552	54	604
Spelling	593	581	12	613
Grammar	600	574	26	617
Numeracy	633	592	41	632



## Senior Secondary Outcomes

In 2017, 14% 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
2017	HSC or VET qualification	100%

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

### HIGHER SCHOOL CERTIFICATE – 2017

In 2017, 77 students sat for the NSW Higher School Certificate in 37 courses. In general, student achievement was well above state level.

Subject	Year	Number Students	Performance band achievement by number and percentage		
			Bands 6-5	Bands 4-3	Bands 2-1
Ancient History	2017	0	School: 0 State: 0	School: 0 State: 0	School: 0 State: 0
	2016	15	School: 3 (20%) State: (30%)	School: 12 (79%) State: (50%)	School: 0 State: (17%)
Biology	2017	27	School: 18 (67%) State: (40%)	School: 8 (30%) State: (48%)	School: 1 (4%) State: (12%)
	2016	20	School: 9 (40%) State: (34%)	School: 9 (45%) State: (55%)	School: 2 (10%) State: (16%)
Business Studies	2017	28	School: 11 (39%) State: (37%)	School: 17 (61%) State: (51%)	School: 0 State: (13%)
	2016	35	School: 13 (36%) State: (33%)	School: 22 (62%) State: (51%)	School: 0 State: (12%)
Chemistry	2017	21	School: 10 (48%) State: (43%)	School: 11 (52%) State: (48%)	School: 0 State: (9%)
	2016	17	School: 7 (41%) State: (40%)	School: 10 (57%) State: (52%)	School: 0 State: (4%)
Dance	2017	3	School: 3 (100%) State: (54%)	School: 0 State: (43%)	School: 0 State: (3%)
	2016	5	School: 3 (60%) State: (47%)	School: 2 (40%) State: (46%)	School: 0 State: (3%)
Design Tech	2017	5	School: 0 State: (43%)	School: 5 (100%) State: (51%)	School: 0 State: (5%)
	2016	5	School: 0 State: (36%)	School: 5 (100%) State: (56%)	School: 0 State: (4%)
Drama	2017	10	School: 6 (60%) State: (42%)	School: 4 (40%) State: (56%)	School: 0 State: (2%)
	2016	9	School: 2 (22%) State: (42%)	School: 7 (77%) State: (54%)	School: 0 State: (2%)
Earth and Environmental Science	2017	5	School: 3 (60%) State: (36%)	School: 2 (40%) State: (55%)	School: 0 State: (8%)
	2016	10	School: 5 (50%) State: (33%)	School: 5 (50%) State: (53%)	School: 0 State: (10%)
Economic	2017	11	School: 6 (55%) State: (49%)	School: 5 (45%) State: (43%)	School: 0 State: (8%)
	2016	12	School: 5 (41%) State: (44%)	School: 7 (57%) State: (48%)	School: 0 State: (4%)



Engineering	2017	0	School: 0 State: 0	School: 0 State: 0	School: 0 State: 0
	2016	2	School: 0 State: (37%)	School: 2 (100%) State: (55%)	School: 0 State: (4%)
English Standard	2017	12	School: 0 State: (16%)	School: 10 (83%) State: (70%)	School: 2 (17%) State: (14%)
	2016	18	School: 1 (5%) State: (12%)	School: 17 (93%) State: (72%)	School: 0 State: (11%)
English Advanced	2017	60	School: 33 (55%) State: (64%)	School: 27 (45%) State: (35%)	School: 0 State: (1%)
	2016	64	School: 30 (46%) State: (61%)	School: 34 (52%) State: (36%)	School: 0 State: (1%)
ESL	2017	5	School: 2(40%) State: (25%)	School: 3 (60%) State: (57%)	School: 0 State: (18%)
	2016	8	School: 2 (25%) State: (26%)	School: 6 (50%) State: (55%)	School: 0 State: (15%)
Geography	2017	2	School: 2(100%) State: (42%)	School: 0 State: (47%)	School: 0 State: (11%)
	2016	9	School: 6 (66%) State: (40%)	School: 3 (33%) State: (47%)	School: 0 State: (9%)
Industrial Technology	2017	9	School: 7 (78%) State: (22%)	School: 2(22%) State: (52%)	School: 0 State: (25%)
	2016	9	School: 8 (88%) State: (25%)	School: 1 (11%) State: (51%)	School: 0 State: (21%)
Legal studies	2017	10	School: 6 (60%) State: (44%)	School: 4 (40%) State: (47%)	School: 0 State: (8%)
	2016	12	School: 8 (66%) State: (42%)	School: 4 (32%) State: (45%)	School: 0 State: (10%)
Maths General	2017	37	School: 22 (59%) State: (26%)	School: 12 (32%) State: (49%)	School: 3 (8%) State: (25%)
	2016	43	School: 20 (46%) State: (25%)	School: 21 (46%) State: (48%)	School: 4 (4%) State: (23%)
Mathematics	2017	22	School: 7 (32%) State: (54%)	School: 13 (59%) State: (37%)	School: 2 (9%) State: (9%)
	2016	26	School: 10 (38%) State: (52%)	School: 15 (57%) State: (38%)	School: 1 (3%) State: (7%)
Modern History	2017	20	School: 12 (60%) State: (39%)	School: 8 (40%) State: (47%)	School: 0 State: (14%)
	2016	13	School: 6 (45%) State: (40%)	School: 7 (53%) State: (44%)	School: 2 (15%) State: (12%)
Music 1	2017	10	School: 8 (80%) State: (66%)	School: 2 (20%) State: (33%)	School: 0 State: (1%)
	2016	16	School: 9 (56%) State: (63%)	School: 7 (43%) State: (35%)	School: 1 (6%) State: (1%)
Music 2	2017	3	School: 3 (100%) State: (89%)	School: 0 State: (11%)	School: 0 State: 0
	2016	6	School: 5 (83%) State: (89%)	School: 1 (16%) State: (10%)	School: 0 State: 0
PDHPE	2017	23	School: 11 (48%) State: (31%)	School: 9 (39%) State: (50%)	School: 3(13%) State: (19%)
	2016	22	School: 9 (40%) State: (34%)	School: 12 (54%) State: (47%)	School: 1 (4%) State: (16%)
Physics	2017	8	School: 4 (50%) State: (34%)	School: 2 (25%) State: (55%)	School: 2 (25%) State: (11%)
	2016	19	School: 5 (26%) State: (29%)	School: 13 (67%) State: (57%)	School: 1 (5%) State: (10%)
Society and Culture	2017	9	School: 8 (89%) State: (48%)	School: 1 (11%) State: (46%)	School: 0 State: (7%)
	2016	16	School: 10 (61%) State: (47%)	School: 6 (37%) State: (45%)	School: 0 State: (5%)



Visual Arts	2017	20	School: 13 (65%) State: (55%)	School: 7 (35%) State: (44%)	School: 0 State: (1%)
	2016	19	School: 14 (73%) State: (54%)	School: 5 (26%) State: (42%)	School: 0 State: (2%)
Textiles and Design	2017	0	School: 0 State: 0	School: 0 State: 0	School: 0 State: 0
	2016	4	School: 0 State: (46%)	School: 4 (100%) State: (46%)	School: 0 State: (6%)
Japanese Continuers	2017	6	School: 2 (33%) State: (61%)	School: 2 (33%) State: (33%)	School: 2 (33%) State: (6%)
	2016	0	School: 0 State: (33%)	School: 0 State: (67%)	School: 0 State: 0
Chinese and Literature	2017	3	School: 3 (100%) State: (67%)	School: 0 State: (32%)	School: 0 State: (1%)
	2016	4	School: 3 (75%) State: (64%)	School: 1 (25%) State: (31%)	School: 0 State: (2%)
French Continuers	2017	1	School: 1 (1000%) State: (66%)	School: 0 State: (31%)	School: 0 State: (3%)
	2016	0	School: 0 State: 0	School: 0 State: 0	School: 0 State: 0
Entertainment	2017	9	School: 5 (56%) State: (39%)	School: 3 (33%) State: (53%)	School: 1 (11%) State: (8%)
	2016	11	School: 7 (63%) State: (33%)	School: 4 (36%) State: (45%)	School: 0 State: (8%)
Construction	2017	5	School: 2 (40%) State: (19%)	School: 3 (60%) State: (72%)	School: 0 State: (9%)
	2016	0	School: 0 State: 0	School: 0 State: 0	School: 0 State: 0
Human Services	2017	1	School: 1 (1000%) State: (21%)	School: 0 State: (73%)	School: 0 State: (6%)
	2016	0	School: 0 State: 0	School: 0 State: 0	School: 0 State: 0

Extension Courses	Year	Number Students	Performance band achievement by number and percentage		
			Bands E4	Bands E3	Bands E2
English Extension 1	2017	9	School: 3 (33%) State: (30%)	School: 6 (67%) State: (64%)	School: 0 State: (6%)
	2016	7	School: 6 (84%) State: (35%)	School: 1 (14%) State: (68%)	School: 0 State: (1%)
English Extension 2	2017	6	School: 1 (17%) State: (21%)	School: 4 (67%) State: (57%)	School: 1 (17%) State: (22%)
	2016	3	School: 1 (33%) State: (18%)	School: 2 (66%) State: (61%)	School: 0 State: (20%)
Maths Extension 1	2017	13	School: 2 (15%) State: (38%)	School: 8 (62%) State: (44%)	School: 3 (23%) State: (16%)
	2016	18	School: 4 (22%) State: (33%)	School: 9 (50%) State: (46%)	School: 5 (27%) State: (17%)
Maths Extension 2	2017	8	School: 2 (25%) State: (34%)	School: 3 (38%) State: (51%)	School: 3 (38%) State: (13%)
	2016	8	School: 0 State: (32%)	School: 7 (87%) State: (53%)	School: 1 (12%) State: (12%)
History Extension 1	2017	4	School: 1 (25%) State: (22%)	School: 3 (75%) State: (58%)	School: 0 State: (18%)
	2016	4	School: 0 State: (21%)	School: 4 (100%) State: (59%)	School: 0 State: (17%)
Music Extension 1	2017	3	School: 0 State: (63%)	School: 3 (100%) State: (32%)	School: 0 State: (5%)
	2016	3	School: 1 (33%) State: (51%)	School: 2 (66%) State: (41%)	School: 0 State: (5%)
Japanese Extension 1	2017	2	School: 0 State: (37%)	School: 2 (100%) State: (53%)	School: 0 State: (9%)



	2016	0	School: 0 State: (33%)	School: 0 State: (55%)	School: 0 State: (11%)
French Extension 1	2017	1	School: 0 State: (40%)	School: 1 (100%) State: (53%)	School: 0 State: (7%)
	2016	0	School: 0 State: 0	School: 0 State: 0	School: 0 State: 0

**All Rounder List 2017**

- Two TIGS students achieved a result in the highest band possible (Band 6 or Band E4) in 10 or more units.

**Top Achievers List 2017**

- One TIGS student achieved a result of 10<sup>th</sup> place in the state for Biology.
- One TIGS student achieved a result of 2<sup>nd</sup> place in the state for Entertainment Industry Exam.

**Distinguished Achievement List 2017**

- TIGS students received 50 Distinguished Achievements for scoring 90 or more in a subject.

**Student work selected for statewide recognition**

- 8 nominations were received by examiners to NSW Education Standards Authority (NESA) for special recognition

**More outstanding achievements**

- 17% of our students achieved ATARs of 90+
- 10% of our students achieved ATARs of 95+
- 40% of our students achieved ATARs of 80+

**RECORD OF SCHOOL ACHIEVEMENT (RoSA) - 2017**

NESA awarded the following grades for 2017 Year 10 students:

Courses		Grade A	Grade B	Grade C	Grade D
English	School 2017	16	44	34	6
	State average 2017	12	28	37	16
	School 2016	13	30	53	4
	State average 2016	12	28	37	16
Maths	School 2017	20	35	33	13
	State average 2017	15	23	32	22
	School 2016	19	36	26	19
	State average 2016	15	23	31	23
Geography	School 2017	15	42	40	3
	State average 2017	13	26	37	17
	School 2016	15	46	39	0
	State average 2016	13	26	36	18
Science	School 2017	30	31	35	3
	State average 2017	13	24	37	19
	School 2016	10	38	39	13
	State average 2016	13	27	37	18
History	School 2017	21	54	25	0
	State average 2017	14	27	36	17
	School 2016	20	41	35	4
	State average 2016	14	27	35	6



## 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	104
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 2017 has been differentiation. Staff attended In-Services in specific subject areas and for all stages of Learning K-12.

Senior School		
English	Planning and Programme Writing for New Syllabus, ETA Annual English Conference, Planning Days, Maximising HSC Marks for New English Syllabus, DP English Literature Workshop, Romanticism Workshop, Revised Stage 6 Syllabus, DP Workshops.	23
Mathematics	DP Networking Days, Making Maths Meaningful Workshop	5
HSIE	Geography Conference, Stage 6 History Planning, MYP Geography Planning Day, Programme Writing for New Syllabus, Geography Skills Roadshow, Stage 6 NESA History Planning, Society and Culture Workshop, HSC Economics Day, Business Studies Conference, Legal Studies Conference.	18
Arts	HSC Music Composition Marking Workshop, Studio Recording Techniques for Music Teachers, DP Networking Days.	6
LOTE	Chinese and Literature Workshop, Lifting Languages Workshop, HSC Study Skills Day for Chinese, Project Based Learning in Languages.	5
Library	ManageBac Workshop, Teacher Librarian Conference, AIS ICT Managers Conference.	3
PDHPE	First Aid Training, Enhancing Student Literary Practices in Stage 6 PDHPE, Game Training Certificate, Sony Camp Conference.	4
TAS	Super STEM Workshop, Thinking and Learning Conference.	3
Science	Planning Days, Revised Stage 6 Science Syllabus, Sony Camp Conference, Diving Deep into Depth Studies, NSW South Coast Geology Field Trip, EduTech Congress and Expo.	15
Careers	Tertiary Update – Careers Advisers Association, UNSW Careers Advisers Information Day, UTS Careers Advisers Day, Sydney Uni Careers Advisers Conference, ACU Careers Conference, Macquarie Uni Careers Advisers Day, ACS Careers Seminar, Notre Dame.	9
Executive	Elevate Workshop, School Law, Senior Executive Programme, World Education Leadership Summit.	5
Learning Support	Elevate Workshop, AIS Student Services Conference, Successful Learning Conference, Understanding Autism - Teaching Strategies and Behaviour Support, DP Creating Inclusive Classrooms, MacqLit, YARC Workshop and Disability Provisions.	8



Junior School		
Prep	Royal Life Saving Society of Australia - Resuscitation	1
	Accelerating learning through play	1
	Certificate III in Early Childhood Education and Care – Distance study	1
	Little Scientist Mathematics	2
	St Johns - Education and Care First Aid	2
	Accelerating literacy through play	2
	Identify and respond to young people at risk	8
Kinder	Royal Life Saving Society of Australia - Resuscitation	2
	Anglican Edcomm - Christians in Teaching	1
	Anglican Edcomm – AGORA A Christian Reflection 'Cultures of Learning'	1
	AISNSW – Elevate Workshops	1
	THRASS - Foundation level course	1
	THRASS Conference	1
	GFSG and Teachers' Guild NSW - Gifted Awareness Forum for Educators	1
	IPSHA Umbrella Meeting K-2 at All Saints Grammar – Kindergarten observations gathering information to inform teaching	1
Year 1	Royal Life Saving Society of Australia - Resuscitation	3
	THRASS – Foundation level course	3
Year 2	Royal Life Saving Society of Australia - Resuscitation	3
	Anglican Edcomm - Christians in Teaching	1
	THRASS – Foundation level course	2
	Positive People Solutions – Building Positive Team Leadership Skills	1
	AISNSW – Becoming accredited at experiences teacher through standards based pathway	1
Year 3	Royal Life Saving Society of Australia - Resuscitation	2
	Demonstration lessons – feedback to improve student outcomes	2
	THRASS – Foundation level course	1
Year 4	Royal Life Saving Society of Australia - Resuscitation	3
	IB PYP Open Day – St Pauls College	1
	Anglican Edcomm – Challenges of middle leadership in a faith-based school	1
	THRASS - Foundation level course	1
	IBEN Verification visit – Trinity Grammar School Melbourne	1
	IBEN Verification visit – Balwyn North Primary School	1
	Positive People Solutions – Building Positive Team Leadership Skills	1
Year 5	Royal Life Saving Society of Australia - Resuscitation	2
Year 6	Royal Life Saving Society of Australia - Resuscitation	3
	IB PYP Open Day – St Pauls College	1
	Anglican Edcomm – Challenges of middle leadership in a faith-based school	1
Head of Junior School	Royal Life Saving Society of Australia - Resuscitation	1
	Anglican Edcomm – AGORA A Christian Reflection 'Cultures of Learning'	1
	Criterion Conferences – Improving STEM Education including pre-workshops	1
	AISNSW – Bridging the Research to Practice Gap	1
	HICES Deputies Meeting	1
	HICES – Repurposing staff meetings to become learning opportunities	1
Performing Arts	Royal Life Saving Society of Australia - Resuscitation	2
	NSW Orff – Creative Music and Movement	1
Library	Introduction to Tournament of Minds	1
	IB PYP Open Day - Summer Hill	1
Art	Royal Life Saving Society of Australia - Resuscitation	1
Administration	St Johns – Education and care first aid	1
Teaching & Learning /PYP	Royal Life Saving Society of Australia - Resuscitation	1
	AISNSW – Elevate Workshops	1
	GFSG and Teachers' Guild NSW - Gifted Awareness Forum for Educators	1
	NAPLAN Online	1
	AISNSW – Supporting School Improvement	1



PE/Sport	Royal Life Saving Society of Australia - Resuscitation	1
Arrowsmith	Royal Life Saving Society of Australia - Resuscitation	2
	Arrowsmith Teacher Training – Oakleigh Grammar School	1
	Anglican Edcomm - Christians in Teaching	2
	ARC Reading and Spelling workshop	2
Learning Support	Royal Life Saving Society of Australia - Resuscitation	1
	Sue Larkey – Key Strategies for success	4
	Sue Larkey – Developing knowledge of autism teaching strategies	3
	St Johns – Education and care first aid	1
	THRASS – Foundation level course	1
Student Wellbeing	Royal Life Saving Society of Australia - Resuscitation	1
	Anglican Edcomm - Christians in Teaching	1
	Anglican Edcomm – AGORA A Christian Reflection 'Cultures of Learning'	1
	IPSHA – Joint Deputies and Curriculum Coordinators Conference	1
	Positive Schools – Mental Health and Wellbeing Conference	1
	The Kings School – National Boys Education Conference	1
	AI NSW – Supporting School Improvement	1
EAL	Royal Life Saving Society of Australia - Resuscitation	1
	EAL/D Connect meeting – Grammar as a tool for developing writing	1
	EAL/D Connect meeting – Pauline Gibbons How language and literacy can be integrated with subject learning	1
	EAL/D Connect meeting – Professional networking	1
Japanese	Royal Life Saving Society of Australia - Resuscitation	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 Resuscitation and Anaphylaxis.



## **LEADERSHIP**

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

- Asia Pacific IB Conference
- Positive Education Workshops
- IB Workshops
- Elevate – HPL Innovation/AIS
- Senior Executive Programme

## **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 School has implemented the International Baccalaureate (IB) Primary Years Programme, Middle Years Programme and the Diploma Programme. This combined with the NSW Education Standards Authority Curriculum, provides a framework of concept based, constructive learning. Staff attended specific training in the following areas:

- Discovering Positive Education
- MYP Curriculum
- DP Course Specific Workshops
- PYP induction and continuing development
- English syllabus changes
- HSIE syllabus changes
- Science syllabus changes

## **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:

- OLLE
- EduTech International Conference
- STEM Workshops
- Professional Learning Community (PLC)

The PLC focus for 2017 was differentiation. Staff participated in professional development each term aimed at increasing proficiency and confidence in adapting programmes and teaching to cater for students of varying needs.



## Workforce Composition, Including Indigenous

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

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

School Staff 2017				
	Full Time – FTE	Part Time – FTE	Casual – FTE	Total – FTE
Academic	92	7.6	3.6	103.2
Non-Academic	35	15.9	4.5	55.4
Total	127	23.5	8.1	158.6



## Student Attendance, and Retention Rates and Post-school Destinations in Secondary Schools

### Student Attendance

The average attendance rate for the whole school in 2017 was 94.31%.

Average student attendance rate for each Year level:

Year level	Average attendance rate for each Year level as a percentage in 2017
Kindergarten	95.08
Year 1	94.39
Year 2	93.88
Year 3	96.37
Year 4	95.75
Year 5	95.05
Year 6	94.12
Year 7	94.60
Year 8	91.45
Year 9	93.24
Year 10	92.31
Year 11	94.09
Year 12	95.76

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 88 students enrolled in Year 10 in 2015, 78 were still enrolled at TIGS in 2017. These figures are based on the number of students who were at TIGS in 2015 compared with the Year 12 2017 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%
2015/2017	88	78	78	89%	89%



### Post School Destinations

In Years 10, 11 and 12 in 2017 a total of 17 students left the School (see table below).

Reason	Year 10	Year 11	Year 12
Other School	5	1	
TAFE/Other Studies			1
Apprenticeship	1	1	1
Unknown	2		
International Students	4		
Overseas		1	
<b>Total</b>	12	3	2

# Enrolment Policies

## Appendix A – Enrolment Policy

### Student Enrolment Policy

The Illawarra Grammar School is a non-selective coeducational Anglican school enrolling students from Preparatory to Year 12.

Students from a wide range of backgrounds, including language background other than English, Aboriginal or Torres Strait Islanders, international students and a number of students with special needs are enrolled at the School.

The School provides an education underpinned by Christian values and operating within the policies and requirements of the NSW Education Standards Authority.

As far as possible, the School seeks to maintain a reasonable balance of boys and girls.

All applications are processed in order of receipt. Consideration is given to the applicant's support of the ethos of the School, siblings already attending the School and other criteria determined by the School from time to time.

Once enrolled, students are expected to act consistently with the School's ethos and comply with School rules in order to maintain enrolment. Parents are expected to be supportive of the ethos of the School.

### Source of Obligation

The NSW Registration Manual (3.8) requires all schools to keep a register of enrolments of all children at the school.

### Student Enrolments

TIGS keeps a register of enrolments of all children at the school in Synergetic.

### Information for Register of Enrolments

The register of enrolment records the following information for each student:

- name, age and address;
- the name and contact telephone number of parents/guardians;
- date of enrolment;
- the date of leaving the school and the student's destination, where appropriate;
- for students older than six years, previous school or pre-enrolment situation; and
- where the destination of a student below seventeen years of age is unknown, evidence that a Department of Education officer with home school liaison responsibilities has been notified of:
  - the student's full name;
  - date of birth;
  - last known address;
  - last date of attendance;
  - parents' names and contact details;
  - an indication of possible destination;
  - any other information that may assist officers to locate the student; and
  - any known work health and safety risks associated with contacting the parents or student.

### Records of the Register of Enrolments

The register is retained for a period of seven years after the last entry was made, and copies of information in the register are stored offsite at regular intervals.

### Implementation

TIGS has set up a series of compliance tasks on our Assurance System, to ensure that key obligations under the NSW Registration Manual are managed effectively.

## Other School Policies

### 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 2017	Access to full text
<p><b>Student Welfare</b>  <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> <p><b>Child Protection</b></p> <ul style="list-style-type: none"> <li>• <i>Child Protection –Abuse, Grooming &amp; Neglect Identification &amp; Initial Notification</i></li> <li>• <i>Child Protection – Mandatory Reporting of Abuse &amp; Neglect</i></li> <li>• <i>Child Protection – Detecting, Reporting and Addressing Grooming Behaviours</i></li> <li>• <i>Child Protection- Reportable Conduct of Staff, Volunteers &amp; Others</i></li> <li>• <i>Child Protection Working With Children checks</i></li> </ul> <p><b>Student Behaviour</b></p> <ul style="list-style-type: none"> <li>• <i>Assault (Student Against Student)</i></li> <li>• <i>Bullying Prevention and Intervention</i></li> <li>• <i>Digital Citizenship</i></li> <li>• <i>Drugs – Illicit (Student Use Of)</i></li> <li>• <i>Information &amp; Communication Technology</i></li> <li>• <i>Truancy</i></li> </ul> <p><b>Student Welfare and General Safety</b></p> <ul style="list-style-type: none"> <li>• <i>Access Arrangements for Separated Parents/Guardians</i></li> <li>• <i>Counselling Services</i></li> <li>• <i>Disability Discrimination</i></li> <li>• <i>Hazardous Substances</i></li> <li>• <i>Inclusion Policy</i></li> <li>• <i>Medical &amp; Biological Waste</i></li> <li>• <i>Needles and Syringes</i></li> <li>• <i>Noise</i></li> <li>• <i>Personal Protective Equipment</i></li> <li>• <i>Relationships between Staff and Students</i></li> <li>• <i>Slips and Trips</i></li> <li>• <i>Student Attendance Policy and Procedure</i></li> <li>• <i>Student Code of Conduct Behaviour Management Policy</i></li> <li>• <i>Student Leadership Policy and Procedure</i></li> <li>• <i>Student Wellbeing Policy</i></li> <li>• <i>Supervision (General)</i></li> <li>• <i>Supervision &amp; Inspection - Playground</i></li> <li>• <i>Whole School Discipline Policy and Procedures</i></li> </ul> <p><i>Programs that support this policy include:</i></p> <ul style="list-style-type: none"> <li>• <i>Early intervention programs that identify and support students at risk. This incorporates learning</i></li> </ul>	<p>School continued to 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>Review and modifications to all related policies in 2017.</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 Staff Information</p> <p>Summaries provided to staff on CompliSpace.</p>



<p>support and counselling services.</p> <ul style="list-style-type: none"> <li>Proactive student wellbeing programs based on Christian principles, international mindedness and incorporating positive education.</li> <li>Pastoral Care structures such as House Mentors and House events, community service, outdoor education and leadership programs.</li> </ul>		
<p><b>Anti-bullying</b>  <i>In the Bullying Prevention &amp; 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"> <li>Behaviours that constitute bullying and those that don't</li> <li>Strategies for the prevention of Bullying</li> <li>Processes for responding to bullying behaviour</li> <li>Responsibilities of school stakeholders in relation to the reporting and responding to bullying</li> <li>Cyber Safety</li> </ul>	<ul style="list-style-type: none"> <li>Move to CompliSpace continued</li> <li>Embedded in student wellbeing programs and addressed in year meetings.</li> </ul>	<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><b>Discipline Policy</b></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"> <li>Policies were reviewed and ICT section updated in 2017</li> </ul>	<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><b>Complaints and grievances resolution</b></p> <ul style="list-style-type: none"> <li>Grievance Policy and Procedures</li> </ul> <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 2017 include online ability to register complaints or grievances via Folio within "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>

## School Determined Priority Areas for Improvement

### Achievement of priorities identified in the School's 2016 Annual Report

Area	Priorities for 2016	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 online learning environment (OLLE). Review of various school processes and shift to online systems.
	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. Commence planning for evaluation process to ensure best practice.
	Differentiation in teaching and learning to better cater for students at all levels of academic ability	Whole school focus on understanding and providing for the needs of all students building staff capacity in differentiating classroom and assessment tasks.
Student achievements	Maintenance of excellent academic outcomes	Achieved as per results on pages 11 to 14 2017 HSC students received 8 nominations were received by examiners to NSW Education Standards Authority (NESA) for special recognition. Of the students who applied, 99% 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	Launch of Master Plan and commencement of initial project	Master Plan endorsed by School Council and launched to the TIGS community. Planning for first refurbishment project commenced.
	Completion of all-weather covering in JS pick-up zone Paving of the Powell Street car-park for improved safety	completed
Student Welfare	Implementation of an new Student Wellbeing curriculum to Years 7 to 10	Review and refinement of Student Wellbeing Programme covering Years 7 to 10
	Explicit teaching of social and emotional learning skills across the Junior School	ongoing
Staff Development -as per the current Strategic Plan	PD related to the implementation of DP, MYP and PYP	Professional development activities as per pages 15 to 17
	Integration of a Christian Worldview into teaching and learning	Continued development
	Adoption of ICT into teaching and learning	Continued development of online collaborative programming tools and practices.
	Inclusion - PD related to catering to the specific learning needs of students	Whole school focus on understanding and providing for the needs of all students building staff capacity in differentiating classroom and assessment tasks.



## Priority Areas for Improvement

Area	Priorities for 2018
Academic Excellence -as per the current Strategic Plan	Provide a cohesive programme of learning from Pre prep to Year 12 Deliver teaching that promotes connected, integrated and authentic learning.
Student achievements	Continue to be recognised as the leading non selective academic school in the Illawarra.
Facilities and resources	Completion of refurbishment of M block to provide agile 21st C learning environment.
Student Welfare	Provide students with an effective voice in their learning and wellbeing.
	Continue to strengthen strong partnerships between the School and families
Staff Development -as per the Strategic Plan	Focus on effective assessment including formative practices that inform the planning of learning opportunities. Continue to equip staff to provide differentiated learning opportunities that respond to the needs of their students.



## Initiatives Promoting Respect and Responsibility

<p><b>Student Welfare and Discipline</b></p>	<p>The School continues to place a high priority on providing quality care for students. Parents consistently report that this is a key reason for choosing to send their children to TIGS. Programs of student welfare currently under review:</p> <ul style="list-style-type: none"> <li>• System of student encouragement and recognition embedded in 2015.</li> <li>• Policies and procedures were reviewed without change in 2016.</li> <li>• Continued with restorative practices as a framework for dealing with issues where there were breakdowns in relationships. Training of staff in this approach maintained.</li> <li>• Reviewed cyber-bullying policy and incorporated the new policy in student diary and anti-bullying policies.</li> <li>• Implemented an explicit Wellbeing Programme across Years 7-10, 2016 focusing on cyber safety, peer support and positive education.</li> <li>• Tracking discipline issues, awards and welfare issues incorporated in the procedures via Edumate. Procedures updated and training of Deans in using these procedures to track pastoral or discipline issues.</li> <li>• Ongoing training of Deans in using Synergetic to track discipline and welfare issues.</li> <li>• Trial of the Year 11 Wellbeing Programme in 2017 with a focus on relaxation, communication, engagement and physical activity.</li> <li>• Review of the Wellbeing Programme with the intention of including Year 11 permanently in 2018.</li> </ul>
<p><b>Community Service</b></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 2017 was The Wollongong Homeless Hub, raising in excess of \$12,000 to provide funds for emergency housing.</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>



## 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 survey was conducted by MMG Education with all stakeholders in 2017. Following are extracts from the 2017 Research compiled by MMG:

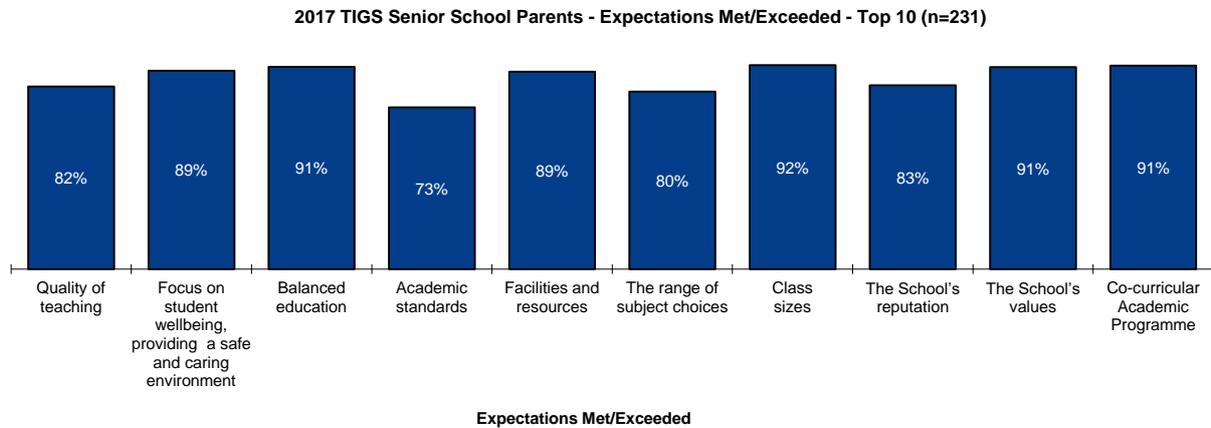
TIGS School is committed to listening to the views and expectations from key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the School with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

In 2017, 362 parents, 485 students and 108 staff participated in surveys and provided views on such areas as academic performance, student wellbeing, co-curricular, sport, communications, reputation and facilities.

## Senior School Parents

A selection of the Senior School parent top level findings are detailed below, ranked in order of the importance parents placed on reasons for choosing a school for their child.

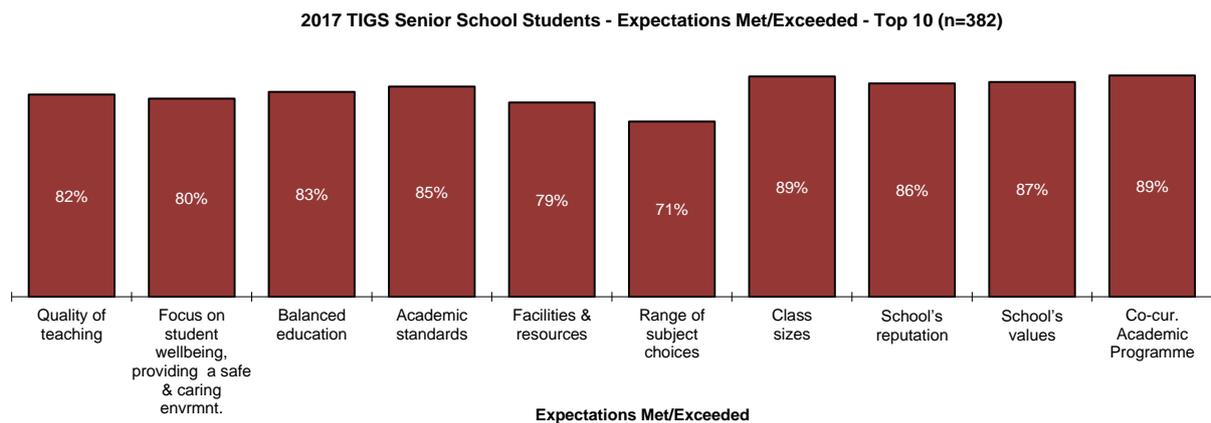


In relation to the top five areas parents noted as most important, expectations met/exceeded are:

- 82% of parents' expectations were met or exceeded in relation to the quality of teaching
- 89% of parents' expectations were met or exceeded in relation to the focus on student wellbeing, providing a safe and caring environment
- 91% of parents' expectations were met or exceeded in relation to providing a balanced education
- 73% of parents' expectations were met or exceeded in relation to academic standards
- 89% of parents' expectations were met or exceeded in relation to the School's facilities and resources

## Senior School Students

A selection of the senior school student top level findings are detailed below; ranked in order of the importance parents placed on reasons for choosing a school.



In relation to the top five areas parents noted as most important, expectations met/exceeded for students are:

- 82% of students' expectations were met or exceeded in relation to the quality of teaching
- 80% of students' expectations were met or exceeded in relation to the focus on student wellbeing, providing a safe and caring environment
- 83% of students' expectations were met or exceeded in relation to providing a balanced education



- 85% of students' expectations were met or exceeded in relation to academic standards
- 79% of students' expectations were met or exceeded in relation to the School's facilities and resources

Parents, students and staff were asked to provide open responses to the most valued aspects of TIGS School. The most frequently nominated aspects are:

2017 TIGS JS Parents Top 5 Most Valued Aspects	2017 TIGS JS Students (Yr 5/6) Top 5 Most Valued Aspects
Safe and caring environment	Friendships made
Excellent teaching staff	Teaching staff
School community	Great overall education
Close relationship with staff	Sports program
Grounds, facilities & resources	Quality of education
2017 TIGS SS Parents Top 5 Most Valued Aspects	2017 TIGS SS Students Top 5 Most Valued Aspects
Quality of teachers	Friendships made
Safe and caring environment	Excellent teachers
School community	Quality of education
Friendships made	Sports programme
Our children are happy	Range of opportunities provided
2017 TIGS Staff Top 5 Most Valued Aspects	
Excellent students	
Opportunities provided	
Support from the School	
Caring & supportive workplace	
Sense of community	

**Parent quotes on what they value about TIGS School:**

*My children are learning the niceties in life, like taking the time to say thank you to people. Showing respect to other parents, teachers, coaches, and other students. It is something that we try to instil into our children and that we appreciate the school also holding those values high and for us this was the difference between the local public schools and TIGS, that we were willing to pay for.*

*The Christian Education at TIGS is the thing I value most for my children's learning and development.*

*The atmosphere of freedom and fun. The devotion of staff. The fact that children aren't given labels or put in boxes as academic or sporty. They are allowed to just be children.*

*Lines of communication with teachers to make sure our children are getting the most out of their education, the lovely manner and welcome by all staff and the well run car line.*

*I am very impressed by the level of independence and cooperation between students encouraged by the school. My child's teacher this year is very special, truly passionate and an expert in her field. I do feel, that on a personal level, the staff truly cares about every student. The facilities and co-curricular opportunities are fantastic.*

*I think the teachers and staff know the children and genuinely care. There needs to be a change in culture from turning out well rounded children to turning out smart capable well rounded children TIGS does have a balance between academic, Christian and caring values which we agree with. It is inclusive not exclusive and works hard to care for my children.*



The most important thing is an environment where my child is challenged and can perform well whilst feeling safe and supported. I am glad that they feel positively about being part of the school community.

The Christian aspect & the lovely children and families you meet at TIGS. However it is not the school my older children attended.

My children have developed wonderful friendships as have we through the wonderful TIGS community. I have been fortunate to have met wonderful teachers who have touched & influenced my children in wonderful ways... thank you

The teachers are genuine in the care they have taken with both my children. It feels that sometimes they are the ones who are driving the school when it is really their job to teach. It will always be for us the teachers who went the extra, they will always be the ones most cherished and remembered for making the difference.

Well balanced program, with community spirit and values, catering for the advancement of all children into responsible adults.

I'm proud of the association and of the way my children have been educated at TIGS. I love that the school caters to all aspects of my children's education, including their creativity, confidence and their maturity.

That the school cares for my child and their wellbeing which is my highest priority.

### **Student quotes on what they value about TIGS School:**

The teachers are amazing. Every single one is simply amazing. They are kind, helpful, caring, intelligent, intuitive. This school has done a great job with the teachers that it has employed.

The level of sport is a very high standard which means you have to give 110% and raise your level.

Whenever I represent the school and when I win something there, I feel proud of representing our talented students.

The great effort that the school puts into education.

I like the variety of activities I can participate in.

I really value the community of people at TIGS and the relationship that students can build with their teachers especially in Yr 11 onwards.

I think the relationships I have with teachers I will always remember. I actually really value some of the teachers, lessons and experiences I have had. I think sometimes teachers don't get enough credit. A LOT of the teachers at TIGS are lovely people and really, really talented. I wish I could actually have them nominated for teaching awards.

The connection to my peers is what I value most about the school. We have very much been encouraged to act as one group and friendly towards each other. / Also its reputation in regards to universities.

I value the global perspective that TIGS and my studies into the IB Program has offered me. I feel as though both has enabled my to have a bright & furling future.

Many people believe that TIGS have such a successful reputation because we have a community that cares and a staff that cares about the school, these people are right as this school values every student. Although, the younger students or newer students are having the expectation of being valued below students such as the higher years.

The friendship I have with my friends and teachers.



*That most people are friendly and I like playing at lunch.*

*Communication with friends, pupils and staff.*

*It's a caring environment.*

**Staff quotes on what they value about TIGS School:**

*The staff are very supportive of one another at the coal face and the relationships between staff and students is strong and supportive providing a very positive learning environment for students.*

*The school provides me with continuous employment and makes me proud to be a part of a professional and caring organisation knowing that our kids are receiving the best possible education and guidance.*

*Proud to be part of the TIGS family that my own family has a long standing history with. I like how staff wellbeing has massively increased over the last few years - recognizing that we are more than simply our identity in the classroom and many factors affect how we teach on any given day*

*The ability to teach students in a Christian environment - Staff collegiality - Providing students with every opportunity to discover and explore their gifts and talents. - The school's focus on community service.*

*The way the school genuinely cares for students and staff and the way the school is constantly striving for excellence.*

*Being part of an amazing team of colleagues who care deeply, are authentic and passionate about what they do and want the best for students and each other. / A chance to live out my God-given talents and encourage others in their faith journey with God.*

*The professionalism and friendliness of my colleagues, the excellent education it provided for my children when they were here, the opportunity for PD and that the school keeps up with the latest trends in education in both the academic and wellbeing areas.*

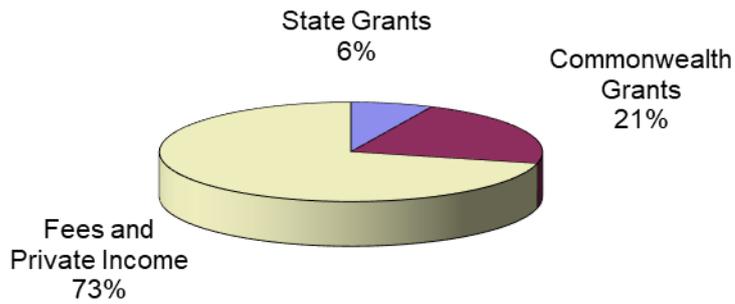
*The IB programme. The lovely grounds. The student and staff attitude towards the school. It's a positive place.*

*Respect / Understanding for staff's life challenges and flexibility for Balancing staff's home needs and responsibilities ie. doing some work at home.  
The students and my colleagues.*

## Summary Financial Information

Graphical representation of income and expenditure using percentages only:

### Recurrent / Capital Income 2017



### Recurrent / Capital Expenditure 2017

