



# TIGS

The Illawarra Grammar School

# 2018

## Annual Report

Educational & Financial Reporting

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## A Message from Key School Bodies

### A Message from The Chair of School Council

In the 2018 TIGS Magazine the Headmaster wrote, "2018 will go down as one of the most interesting, yet challenging years in our School's history.

Much of the year was spent searching for a Principal. It was a complicated and protracted process to ensure that the School Council appointed the best person for this important leadership position.

As it turned out, our Acting Headmaster, and former Deputy Headmaster, Mrs Judith Nealy, was successfully appointed to this position, much to the delight of our School community. The rigorous process was necessary, and although the length of the process caused some frustrations, School Council is convinced it made the right decision.

Mrs Nealy is an outstanding educator and School leader and we look forward to her taking the School forward in the years to come.

I want to thank the staff for their patience and "business as usual" approach during the period of the search, especially thanking our Chaplain, the Reverend James Rogers, for assisting Mrs Nealy and Acting for her when she was taken ill mid-year. TIGS is blessed with the calibre of staff at our School, who are of the highest quality, not only in academic leadership but as role models for our students. I also want to thank the non-teaching staff for their dedication and support throughout this year.

2018 saw the drawing up of the School's Strategic Vision for the next five years and I want to thank those of you who contributed to the process. Already work has been carried out between the Council and staff as to how we proceed to ensure the Vision is not only captured but experienced by our school community.

This year, the Master Plan, TIGS21 continued to be rolled out. Early in the year, we saw some renovation and improvements with the new Fitness Studio operating and, from what I hear, the facility itself is getting a good workout.

Council has committed to the continuing rollout of new facilities with the approval of \$2.5 million to renovate, expand and improve M Block in the first half of 2019. This will provide an agile learning space that is suited to the immediate and future needs of our students and ensures world class facilities.

Although Council has borrowed the funds for the project we are hopeful that fundraising, donations and perhaps sponsorship from the School community will help reduce the liability to the School for this important project.

2019 will be TIGS' Diamond Jubilee or 60th Anniversary since the School's commencement in the hall of St Mark's Anglican Church, West Wollongong in 1959. The School has certainly progressed and grown from those early days but our founders' wishes that the School be academic, Christian and caring, continue to be the hallmarks that guide and drive TIGS 60 years on.

To celebrate the event there will be several functions throughout the year with a special focus on the School Alumni.

TIGS has produced many outstanding young people over those 60 years who have made significant contributions not only locally, but also nationally and globally. It is hoped that many of our alumni will participate in the activities planned for the celebrations, and that relationships with each other and the School will be reinvigorated. It is pleasing to see children, and even grandchildren, of our Alumni enrolled at TIGS and it is only fitting that our Alumni be celebrated and recognised.



To the parents of the School, thank you for the continuing investment in your children at TIGS. We regard educating your children as a privilege. I want to assure you of the Council's commitment to providing the best education available in the Illawarra and in justifying your faith in selecting TIGS as your school of first choice for your children. I also want to thank those extended family members of our pupils who often play a quiet but important role in the development of our students.

Our hope is that a TIGS education will allow every child and young adult 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. All that we teach reflects the saving grace of our Lord Jesus Christ.

A strong academic focus is central to our School values and one of the ways this is enacted is through a choice of pathways to Year 12. TIGS is unique in being able to offer both the HSC path, along with the world recognised International Baccalaureate (IB) Diploma programme.

Our first IB Diploma cohort and the HSC group sat for their exams a few weeks ago and are eagerly awaiting their results. We look forward to celebrating those results in the weeks to come. Already many students have been accepted into early entry of their chosen University or TAFE course and we wish them well in their future endeavours.

For the School Council sadly, we have farewelled two of our members. Mrs Eleonore Johanssen, due to work commitments and the Reverend Rob Stubbs, due to illness. Both Eleonore and Rob played significant roles on Council and their expertise and passion for the School has been appreciated and will be missed.

Please keep Rob, who has shown much courage and faith during his illness, and his family, in your prayers at what is a difficult time for them all.

Another long-serving member of Council who is soon to leave us is Mr Glenn Smith. Glenn has been a wonderful supporter of TIGS firstly as a parent and beyond. He has served on TIGS Council for 14 years in a number of committees including a long period as Deputy Chair of the Council. We will miss Glenn's enthusiasm and loyalty to the School as well as his adroit and astute fiscal skills that have played a large part in enhancing the financial strengths of our School. I personally want to acknowledge Glenn's support of me over the years, wish him well and thank him for his long years of service to The Illawarra Grammar School.

As some leave Council, new members join and I'd like to welcome Mr David Langley. David comes to the Council as a former long-time senior executive of BlueScope and is currently the General Manager at Dapto Anglican Church.

It would be remiss of me not to mention those unsung, unrecognised volunteers who play such an important role in the life of TIGS. To TIGS Foundation, especially its Chairperson, Mrs Sandra Newhouse, congratulations on the growth of Foundation and its input this year.

To the P&F led so ably by Ms Joanne Danckwardt, thank you for your valuable contribution.

To those of you who have in any way played a role this year whether in helping teachers, coaching sports teams, supporting the P&F and Foundation, volunteering at TIGS Great Fete, or assisting to make our School just that much better, please know your contribution is appreciated.

2018 has been a busy and sometimes challenging year and I have no doubt 2019 will be equally as challenging.

In conclusion, I want to wish our TIGS family a happy and blessed Christmas.



May we all find time to have an enjoyable and relaxing break, be kept safe, and in 2019, with those whom we love, enjoy God's abundant blessings."

**Roger Summerill**  
**Chair of School Council**



## A Message from The Principal

In the 2018 TIGS Magazine the Headmaster wrote, "It has been a privilege to act in the role of Principal for 2018 and a great joy to be confirmed in this role for future years. Our School is a unique place and I am excited about continuing in this capacity with our students, parents and staff over the coming years.

2018 has been a challenging year with great sadness in our community with the loss of our colleague and friend, Mrs Anna Kinnear. It was wonderful to see our community come together to support Mrs Kinnear's family and each other at this time. Mrs Kinnear was loved both at TIGS and the other schools at which she taught. It is our privilege, as a school, to institute a new Presentation Day award for perseverance and creativity in the field of Design that honours her memory.

of the Vision for our School's development and growth over the coming five year period. The decision by Council to continue ongoing survey monitors of parents from Year 5, Year 8 and Year 12 ensures that we have input from our community and continue to head in the right direction as a school. I am very thankful to our families, students and staff for taking the time to provide insight into their experience of a TIGS education. Parent and student responses to this year's survey monitor confirm the following areas as being of great importance to our students and their families:

- a priority on academic excellence for each learner
- an agile and future facing learning environment
- quality staff who are expert in their field
- a focus on student wellbeing
- the development of 21st Century skills and attributes
- holistic learning

### Academic Excellence

Academic excellence has continued to be the focus of our teachers in 2018 for every student regardless of their position in a ranking system. This means that lessons have been differentiated so that each student is appropriately challenged and moved forward in their learning journey. Excellence in academic provision and progress cannot be measured merely by the aggregated student performance at any school, they are measured by the individual progress of each student, their sense of progress and achievement and the satisfaction of parents in observing and supporting the growth of their child.

Of course, the reality of schooling is that we come to the end of the process and our students are faced with the challenge of exams, career choices and tertiary education. Our first dual pathway Year 12 cohort completed their time at TIGS in 2018 with candidates sitting exams for both the HSC and the Diploma Programme (DP). Our 2018 DP candidates have been trail blazers as the first TIGS candidature, and alongside their HSC counterparts have worked diligently at their studies, engaged enthusiastically in the wider life of the school and made their mark on our community. TIGS students continue to deliver outstanding results in their final year of school and we expect very high percentages to again be offered early admission into the university of their choice prior to sitting their final exams. This is a consistent outcome for TIGS graduates and is due to the high regard in which our School is held by tertiary institutions in delivering agile and able young people ready to succeed at university or in the workforce.

### Future facing learning environment

Students at TIGS in 2018 are the beneficiaries of previous parents and community members in the excellent facilities we have and the clear articulation of our Mission and Values. Major steps have been taken this year towards the achievement of the Strategic Vision and the TIGS21 Master Plan so that future students will also benefit from world class facilities and classrooms.

The new Fitness Studio was launched at the beginning of the year and has proven to be a great benefit to our Talented Athlete Programme and to students and staff generally. It is fantastic to see so many students participating in physical activity in this convenient and practical facility each day.

The prototype building refurbishment of M Block commenced at the end of Term IV for an anticipated Term II 2019 opening. We expect this redevelopment to clearly model authentic learning spaces that are agile and amenable for our whole community. The design process was extensive with consultation of staff and students as well as visits to other exemplary learning environments. This progress benefits our current students and their families as well as holding our School in good stead for the future.

**Quality staff who are expert in their field** TIGS continues to employ and retain excellent staff both in our teachers and our support staff. In the Junior School we have several teachers who regularly deliver professional development on learning for the IB at other school around the world as well as here at TIGS. We have many teachers across Junior School and Senior School who have completed or are currently



undertaking their Master's degrees or PhDs. This demonstrates that our teachers are themselves learners and are current in their understanding of best practice teaching and learning. In the Senior School a large number of teachers are involved in HSC marking and exam setting. This means that our staff have a detailed understanding of what is involved in achieving excellent marks and can utilise this knowledge when designing and delivering their teaching programmes. As a School we are committed to not only supporting individual teacher expertise and growth but our corporate ability to be research and data informed and deliver best practice. Our teachers work exceptionally hard to deliver all of the elements of a TIGS education and I am very thankful for their efforts in 2018.

### **Focus on student wellbeing**

Students can only learn and flourish when they feel known, safe and cared for, when they have healthy connections with their peers and when they have strategies of self-care as well as engagement with others. Our Student Wellbeing Programmes in 2018 have focussed on providing opportunities to develop these markers of a happy and productive school. Students have participated in a multitude of service or personal growth activities, many of which you will read about in this publication. Our TIGS graduates continue to be set apart in the Illawarra by their capacity for empathy, to take action and to use their own personal strengths and gifts in collaboration with others.

### **The development of 21st Century skills and attributes**

Problem solving, creativity, collaboration, grit and resilience are some of the attributes mentioned by employers and tertiary learning institutions as necessary for success. In 2018 our students have been presented with opportunities to develop these and many other 21st Century fluencies. In every class or lesson these attributes are considered alongside skill development and content knowledge. The Exhibition in Year 6 and the Personal Project in Year 10 provide a formal opportunity for students to demonstrate their development in these fluencies to the community and to themselves. Once again the 2018 cohorts in Year 6 and Year 10 produced outstanding results.

### **Holistic learning**

Our busy calendar and very full Magazine will demonstrate clearly the emphasis placed on providing opportunities for holistic learning at TIGS in 2018. Our students participated in an astounding array of curricular, extra-curricular and co-curricular activities, in academic, the arts, sport and outdoor and cultural options. The participation rate was very high as was the enjoyment and benefit achieved for each student. We know that a broad education that encompasses all of these factors is of benefit to our students academically but also in their development as whole people and it is pleasing to see the involvement and energy in this area of our School.

Each year I talk to staff and students about a theme that we will maintain for the entire year of working and learning together. This year our theme was 'Confidence'. We have reflected on being confident in the approaches to learning that our School is driving. The Strategic Vision commits our School to concept based, student centred learning that prepares them to be global citizens. We are seeing the results of this approach across our School in what our learners can do and how they are learning and engaging with each other.

As you read through the pages of this Magazine, you will see and celebrate with us the outstanding achievements of our students from early childhood in the Prep right through to young adults in Year 11 and Year 12 in their learning, sport, the arts and in their engagement with the wider world. For me, it is so exciting to observe this for all of our students, some in high profile ways and others in their day-to-day commitment to being the best that they can be as learners and young people. Of course, this does not happen without the effort and engagement of our students, accompanied by the support of parents, our broader community, our magnificent staff and our School Council. I extend my very sincere thanks to all of our community in the contribution you have made to a successful year of learning and growth here at TIGS."

**Mrs Judi Nealy**  
**Principal**



## **A Message from the P&F**

In the 2018 TIGS Magazine the President of the P&F wrote, "Given the importance of connecting in our fast-paced lives, 2018 has provided a wonderful opportunity for our families to meet at the various events. The Karobran and Orana representatives have been a fantastic conduit for their various year groups and have relayed vital information from our meetings to the families within our wonderful school. I am grateful for the parents that take time out of their busy lives to attend our meetings which encourage a wonderful partnership between the School and parents. It is a terrific forum which allows parents to express opinions and encourages strengthened ties between the educators and ourselves. Our hope is that 2019 will continue with the same enthusiasm and the P&F will continue to play an important role within the community. We welcome existing parents and new parents, to be involved and enjoy the camaraderie that this group can provide.

### **2018 P&F Events**

The Mother's Day and Father's Day Stalls are always a delight, due to the excitement of the children, as they choose a special gift.

The Mother's Day and Father's Day Breakfasts are a wonderful opportunity to meet other mothers and fathers and a time to celebrate their role in the life of their families.

The Junior School Big Day In picnic provides parents with a peek into their children's school life, with classrooms opened up for parents to explore.

A special thank you to the coordinators and helpers at the above events including: Mrs Karen Gillespie, Ms Victoria Price, Mrs Rebecca Grneski, Mrs Vicky Tsaganas and Mrs Narelle McRae, who assisted in organising, purchasing for and manning the BBQ.

### **TIGS Great Fete**

By far the biggest occurrence is always the annual TIGS Great Fete and what a wonderful event it was. We were blessed with a sunny, crisp day with students and parents enjoying the wide variety of stalls on offer. Stall coordinators went to great efforts to make their stalls a visual delight and their items were quickly snapped up. The fantastic rides were a great success and everyone who came, walked away with a smile on their face. We enjoyed the many musical performances and dance routines, and the bagpipes at the beginning of fete day always stir the heart. We would like to thank everyone who supported this day with all their hard work, from the parents that donated items for the White Elephant stall, to the individuals who baked and cooked, to the team that helped put the stalls together and stayed back to pack up at night, not to mention the many volunteers who offered up their time on the stalls. This year, over \$25,000 will be donated to assist with the School's solar installation programme.

### **Second Hand Uniform Shop**

With the help of some wonderful volunteers, including Eva Boros, Jessica De La Fuente, Emma King, Jenny De Dominicis, Kate Lampe, Lauren Carroll, Sassy El-Husseini, Keran Gardner and Jennifer Evans, the Second-Hand Uniform Shop has been opening on a Thursday and we hope this will continue into 2019.

On the subject of uniforms, a lot of consultation was undertaken with intense discussion around the introduction of some additional school uniform items. It is hoped that the new items will be available shortly. The introduction of these changes has been carefully considered so that the School's high standard of presentation will be maintained. Principal, Mrs Judi Nealy has been responsible for taking on board all the suggestions made by students, parents and teachers, and we believe that the new items will be well received by everyone when delivered.

The reintroduction of the Senior School textbook swap has placed an emphasis on the "reduce, reuse, recycle" ethos and minimises the cost of textbooks; so keep your eyes open so that you can engage with this opportunity each year.



TIGS P&F doesn't exist without the dedication of TIGS' community and I'm thankful to have a wonderful executive committee who are diligent in their roles. Thank you, Deputy President, Melanie Silburn, and Treasurer, Jennifer Evans, for all your support and efforts throughout the year. I would also like to express my gratitude to Danielle Attorre for her contribution ensuring vital information is relayed to the Karobran representatives. Last, but certainly not least, the Orana representatives and parents that attend our P&F meetings: your contribution is greatly treasured and valued."

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



## A Message from the Foundation

In the 2017 TIGS Magazine the Chair of Foundation wrote,

### **“A CONTINUED TRADITION, A RENAISSANCE OF PURPOSE**

As Chairperson for TIGS Foundation, our year began with a passion for purpose: a drive of intent to uphold the values of the past, whilst creating a new and inclusive board of members. We have managed to create an increased diversity of stakeholders and an incredible diversity of Board Members spanning an age range of over 60 years, including 50% male and 50% female from varied nationalities and also the inclusion of Alumni. Across our Board we are Junior School parents, Senior School parents, grandparents, Alumni and past parents, and we are here to connect and serve our community.

Although I have assisted in several roles on Foundation, this year as Chair has been the fullest and most rewarding. The launch of a new look Board with five new dedicated members provided the perfect time to refocus on clarity, understanding of our purpose and delivering results. Many great Board Members have modestly served since 1986. Without their remarkable work, Foundation wouldn't be where it is today, providing capital works, land purchases and humanitarian scholarships. In the past, Foundation's presence has been traditional and humble, however this year we have taken an outward approach with our community engagement and immediately we have seen the overwhelmingly positive community response. This tells me that people like to be part of something that is active, optimistic, and transparent, and that brings together real people, with real resources, for real purpose.

### **The Purpose of TIGS Foundation**

TIGS Foundation has 10 Board Members and is a non-for profit, Australian Securities and Investment Commission (ASIC) registered organisation. As a team of volunteers, the Board is committed to giving their time and resources in a voluntary capacity, for the benefit of our children, premises and school community. Foundation Boards exist in almost all private schools. They traditionally have a long history and are embedded in the fabric of the School. Our Board is overseen by the Principal and School Council and are governed by a constitution.

Our Functions:

- Raise funds towards capital projects, land purchases, new buildings, and refurbishment.
- Raise funds for a humanitarian scholarship named the Rev. Richard Bosanquet Scholarship which provides a life-changing pathway for a child from the Illawarra community.

### **Our Key Events:**

#### **Taj Mahal**

The Taj Mahal Dinner is a biennial fundraising gala held by TIGS Foundation to raise funds for worthy causes. To date, the Taj Mahal Dinner has raised over \$320,000. These funds have supported three worthy causes that partner with TIGS Foundation in assisting our school and our local community. The main beneficiaries of the Taj Mahal event are:

1. The Disability Trust
2. The Rev. Richard Bosanquet Scholarship
3. TIGS Sony Foundation Camp which allows Disability Trust clients from around the region to be cared for by our Year 12 cohort during a weekend of fun and interaction. This gives not only the Disability Trust clients a fun weekend but also their families a chance for much needed respite. Every year, not only have The Disability Trust clients returned smiling and with new friendships, but also our students have returned with a new perspective on the value of diversity and compassion.

Save Saturday 16 March 2019 on your calendar to join with us at our next Taj Mahal dinner and a crowd of almost 500 local and Sydney based guests at the Wollongong University's UniHall for a night of Indian glamour, amazing food, entertainment, and dancing. The planning is already underway and it is truly worth supporting on so many levels.

#### **TIGS Great Fete Silent Auction**

In our fourth consecutive year, this year's TIGS Great Fete Silent Auction stall was the most successful to date. With generous and exciting offers, all items sold provided the successful bidders with high-end, well-priced experiences and raised \$4,500 towards our humanitarian scholarship funds. Thank you to all our donors of whom many continue to give generously from their family businesses.



### **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. This year, the Liney Family Music Scholarship was awarded to a talented Year 11 student. This wonderful gift of a bequest to the students and future students of TIGS enriches the living history of our school, continues its fine traditions and ensures our continued commitment to the Music Scholarship. The recipient for 2018 acknowledged Mr Liney's generosity in a letter to him expressing: "I am very excited to learn that I am the recipient of this scholarship. I look forward to all the opportunities that the scholarship offers".

Year 12 Graduation Awards Ceremony

TIGS Foundation proudly sponsored 10 awards to our high-achieving Year 12 students for academic and community achievements. We were pleased to celebrate their special day with them as we wish them the best of luck for a wonderful future. Congratulations to the following recipients:

- The D.B Thompson Prize for Chemistry –Risini Gamage
- TIGS Foundation Award for Services –Noah Koder
- The Beth Delbridge Memorial Prize for Christian Citizenship – Talitha Cannon
- Hoskins Prize for Loyalty to the School Community – Shelby Cresswell
- Best All Rounder Award – Joshua Fulterton-Harvey
- The Barbara Broadley Mathematics Extension 2 Prize – Ji Yoon Kang
- The Rees Jones Memorial Prize for Community Citizenship – Aika Hammond
- TIGS Foundation Award for History Research – Jana Massingham
- The Edgar Beale Prize for Modern History – Jana Massingham
- Evans Prize for Application to Studies –Blake McDougall

### **Community Business Event**

On Friday 14 September, TIGS Foundation hosted our first networking and business development event for the School community. Our guest speaker, renowned LinkedIn specialist Sue Ellson, gave an incisive view and behind the scenes tips on running a successful LinkedIn profile. Sue was generous with her time and knowledge and was a wealth of information. The evening was the first of many Foundation community events where we aim to offer something of beneficial interest. It's our way of showing our gratitude for families past and future. After a short survey was conducted post-event, the feedback was very positive with attendees expressing interest in similar events that would assist them in their profession or business in the areas of marketing, social media, personal development and business building. That evening, Foundation was also able to announce the new look Community Business Register that will launch in 2019. This register exists to promote businesses within the School community via TIGS website and is used as a listing of business categories according to the goods and services they provide. Foundation also held a separate interactive day session with Sue Ellson and our Year 12 cohort on how to appropriately create their own LinkedIn profile page. This was a fantastic forward-thinking initiative by TIGS in support of our Year 12 students as they now launch into the world beyond TIGS.

### **How Can You and Your Family be Part of our Work?**

- Support our 2019 Capital Appeal as we begin fundraising for the new M Block renovations
- Support our events throughout the year
- Join our Community Business Register in 2019 by emailing [foundation@tigs.nsw.edu.au](mailto:foundation@tigs.nsw.edu.au)
- Support our Wills Programme proudly supported by RMB Lawyers and Stacks Heard McEwan Lawyers by contacting Craig Osborne [craig@rmblawyers.com.au](mailto:craig@rmblawyers.com.au) or David Burrows [dburrows@heardmcewanstacklaw.com.au](mailto:dburrows@heardmcewanstacklaw.com.au)
- Make a tax-deductible donation over the phone by calling School Reception 4220 0200
- If you have any questions or would like to support Foundation, please contact any members of the Board.
- Mrs Sandra Newhouse, TIGS Foundation Chairperson"

**Sandra Newhouse**  
**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 2018 100% of Year 3 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2018 Test	School Results	State Results	Difference between State and School	Similar Schools
Reading	508	434	74	487
Writing	453	407	46	443
Spelling	460	418	42	462
Grammar	494	432	62	485
Numeracy	466	408	58	456

#### Year 5

In 2018 100% of Year 5 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2018 Test	School Results	State Results	Difference between State and School	Similar Schools
Reading	565	509	56	560
Writing	520	465	55	500
Spelling	540	502	38	542
Grammar	558	504	54	557
Numeracy	539	494	45	545

#### Year 7

In 2018 100% of Year 7 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2018 Test	School Results	State Results	Difference between State and School	Similar Schools
Reading	575	542	33	591
Writing	546	505	41	545
Spelling	564	545	19	582
Grammar	577	544	33	593
Numeracy	584	548	36	598

#### Year 9

In 2018 100% of Year 9 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2018 Test	School Results	State Results	Difference between State and School	Similar Schools
Reading	626	584	42	627
Writing	598	542	56	585
Spelling	617	583	34	619
Grammar	604	581	23	623
Numeracy	631	596	35	545



## Senior Secondary Outcomes

In 2018, 12% 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
2018	HSC or VET qualification	100%

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

### HIGHER SCHOOL CERTIFICATE – 2018

In 2018, 77 students sat for the NSW Higher School Certificate in 32 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	2018	4	School: 3 (75%) State: (36%)	School: 1 (25%) State: (48%)	School: 0 State: (16%)
	2017	0	School: 0 State: 0	School: 0 State: 0	School: 0 State: 0
Biology	2018	20	School: 11 (55%) State: (37%)	School: 8 (40%) State: (53%)	School: 1 (5%) State: (10%)
	2017	27	School: 18 (67%) State: (40%)	School: 8 (30%) State: (48%)	School: 1 (4%) State: (12%)
Business Studies	2018	31	School: 17 (55%) State: (37%)	School: 14 (45%) State: (50%)	School: 0 State: (13%)
	2017	28	School: 11 (39%) State: (37%)	School: 17 (61%) State: (51%)	School: 0 State: (13%)
Chemistry	2018	20	School: 6 (30%) State: (42%)	School: 12 (60%) State: (47%)	School: 2 (10%) State: (11%)
	2017	21	School: 10 (48%) State: (43%)	School: 11 (52%) State: (48%)	School: 0 State: (9%)
Dance	2018	2	School: 0 State: (55%)	School: 2 (100%) State: (40%)	School: 0 State: (15%)
	2017	3	School: 3 (100%) State: (54%)	School: 0 State: (43%)	School: 0 State: (3%)
Design Technology	2018	10	School: 6 (60%) State: (47%)	School: 4 (40%) State: (50%)	School: 0 State: (3%)
	2017	5	School: 0 State: (43%)	School: 5 (100%) State: (51%)	School: 0 State: (5%)
Drama	2018	7	School: 1 (14%) State: (42%)	School: 5 (72%) State: (55%)	School: 1 (14%) State: (3%)
	2017	10	School: 6 (60%) State: (42%)	School: 4 (40%) State: (56%)	School: 0 State: (2%)
Earth and Environmental Science	2018	11	School: 7 (64%) State: (38%)	School: 4 (36%) State: (52%)	School: 0 State: (10%)
	2017	5	School: 3 (60%) State: (36%)	School: 2 (40%) State: (55%)	School: 0 State: (8%)
Economic	2018	16	School: 9 (56%) State: (46%)	School: 7 (44%) State: (46%)	School: 0 State: (8%)
	2017	11	School: 6 (55%) State: (49%)	School: 5 (45%) State: (43%)	School: 0 State: (8%)



Engineering	2018	0	School: 0 State: 0	School: 0 State: 0	School: 0 State: 0
	2017	0	School: 0 State: 0	School: 0 State: 0	School: 0 State: 0
English Standard	2018	22	School: 1 (4%) State: (15%)	School: 18 (81%) State: (69%)	School: 3 (15%) State: (16%)
	2017	12	School: 0 State: (16%)	School: 10 (83%) State: (70%)	School: 2 (17%) State: (14%)
English Advanced	2018	48	School: 26 (54%) State: (63%)	School: 21 (44%) State: (36%)	School: 1 (2%) State: (1%)
	2017	60	School: 33 (55%) State: (64%)	School: 27 (45%) State: (35%)	School: 0 State: (1%)
ESL	2018	7	School: 3 (43%) State: (25%)	School: 4 (57%) State: (59%)	School: 0 State: (16%)
	2017	5	School: 2(40%) State: (25%)	School: 3 (60%) State: (57%)	School: 0 State: (18%)
Geography	2018	9	School: 4 (44%) State: (43%)	School: 5 (56%) State: (44%)	School: 0 State: (13%)
	2017	2	School: 2(100%) State: (42%)	School: 0 State: (47%)	School: 0 State: (11%)
Industrial Technology	2018	7	School: 3 (43%) State: (22%)	School: 4 (57%) State: (54%)	School: 0 State: (24%)
	2017	9	School: 7 (78%) State: (22%)	School: 2(22%) State: (52%)	School: 0 State: (25%)
Legal studies	2018	0	School: 0 State: 0	School: 0 State: 0	School: 0 State: 0
	2017	10	School: 6 (60%) State: (44%)	School: 4 (40%) State: (47%)	School: 0 State: (8%)
Maths General	2018	34	School: 17 (50%) State: (27%)	School: 15 (44%) State: (52%)	School: 2 (6%) State: (21%)
	2017	37	School: 22 (59%) State: (26%)	School: 12 (32%) State: (49%)	School: 3 (8%) State: (25%)
Mathematics	2018	22	School: 10 (45%) State: (52%)	School: 11 (50%) State: (41%)	School: 1 (5%) State: (7%)
	2017	22	School: 7 (32%) State: (54%)	School: 13 (59%) State: (37%)	School: 2 (9%) State: (9%)
Modern History	2018	9	School: 5 (56%) State: (42%)	School: 4 (44%) State: (43%)	School: 0 State: (15%)
	2017	20	School: 12 (60%) State: (39%)	School: 8 (40%) State: (47%)	School: 0 State: (14%)
Music 1	2018	10	School: 9 (90%) State: (65%)	School: 0 State: (33%)	School: 1 (10%) State: (2%)
	2017	10	School: 8 (80%) State: (66%)	School: 2 (20%) State: (33%)	School: 0 State: (1%)
Music 2	2018	1	School: 1 (100%) State: (91%)	School: 0 State: (9%)	School: 0 State: (0%)
	2017	3	School: 3 (100%) State: (89%)	School: 0 State: (11%)	School: 0 State: 0
PDHPE	2018	23	School: 9 (39%) State: (33%)	School: 14 (61%) State: (52%)	School: 0 State: (15%)
	2017	23	School: 11 (48%) State: (31%)	School: 9 (39%) State: (50%)	School: 3(13%) State: (19%)
Physics	2018	14	School: 5 (36%) State: (34%)	School: 9 (64%) State: (53%)	School: 0 State: (13%)
	2017	8	School: 4 (50%) State: (34%)	School: 2 (25%) State: (55%)	School: 2 (25%) State: (11%)
Society and Culture	2018	4	School: 4 (100%) State: (47%)	School: 0 State: (46%)	School: 0 State: (7%)
	2017	9	School: 8 (89%) State: (48%)	School: 1 (11%) State: (46%)	School: 0 State: (7%)



Visual Arts	2018	17	School: 12 (71%) State: (53%)	School: 5 (29%) State: (46%)	School: 0 State: (1%)
	2017	20	School: 13 (65%) State: (55%)	School: 7 (35%) State: (44%)	School: 0 State: (1%)
Textiles and Design	2018	0	School: 0 State: 0	School: 0 State: 0	School: 0 State: 0
	2017	0	School: 0 State: 0	School: 0 State: 0	School: 0 State: 0
Japanese Continuers	2018	3	School: 1 (33%) State: (61%)	School: 2 (67%) State: (61%)	School: 0 State: (61%)
	2017	6	School: 2 (33%) State: (61%)	School: 2 (33%) State: (34%)	School: 2 (33%) State: (5%)
Chinese and Literature	2018	4	School: 2 (50%) State: (70%)	School: 2 (50%) State: (28%)	School: 0 State: (2%)
	2017	3	School: 3 (100%) State: (67%)	School: 0 State: (32%)	School: 0 State: (1%)
French Continuers	2018	0	School: 0 State: 0	School: 0 State: 0	School: 0 State: 0
	2017	1	School: 1 (100%) State: (66%)	School: 0 State: (31%)	School: 0 State: (3%)
Entertainment	2018	9	School: 2 (22%) State: (33%)	School: 7 (78%) State: (44%)	School: 0 State: (23%)
	2017	9	School: 5 (56%) State: (39%)	School: 3 (33%) State: (53%)	School: 1 (11%) State: (8%)
Construction	2018	0	School: 0 State: 0	School: 0 State: 0	School: 0 State: 0
	2017	5	School: 2 (40%) State: (19%)	School: 3 (60%) State: (72%)	School: 0 State: (9%)
Human Services	2018	0	School: 0 State: 0	School: 0 State: 0	School: 0 State: 0
	2017	1	School: 1 (100%) State: (21%)	School: 0 State: (73%)	School: 0 State: (6%)

Extension Courses	Year	Number Students	Performance band achievement by number and percentage		
			Bands E4	Bands E3	Bands E2
English Extension 1	2018	4	School: 2 (50%) State: (38%)	School: 2 (50%) State: (58%)	School: 0 State: (4%)
	2017	9	School: 3 (33%) State: (30%)	School: 6 (67%) State: (64%)	School: 0 State: (6%)
English Extension 2	2018	3	School: 1 (33%) State: (17%)	School: 0 State: (55%)	School: 2 (67%) State: (28%)
	2017	6	School: 1 (17%) State: (21%)	School: 4 (67%) State: (57%)	School: 1 (17%) State: (22%)
Maths Extension 1	2018	18	School: 6 (33%) State: (33%)	School: 9 (50%) State: (47%)	School: 3 (17%) State: (16%)
	2017	13	School: 2 (15%) State: (38%)	School: 8 (62%) State: (44%)	School: 3 (23%) State: (16%)
Maths Extension 2	2018	9	School: 1 (11%) State: (33%)	School: 7 (78%) State: (52%)	School: 1 (11%) State: (13%)
	2017	8	School: 2 (25%) State: (34%)	School: 3 (38%) State: (51%)	School: 3 (38%) State: (13%)
History Extension 1	2018	2	School: 1 (50%) State: (24%)	School: 1 (50%) State: (55%)	School: 0 State: (20%)
	2017	4	School: 1 (25%) State: (22%)	School: 3 (75%) State: (58%)	School: 0 State: (18%)
Music Extension 1	2018	1	School: 1 (100%) State: (67%)	School: 0 State: (29%)	School: 0 State: (4%)
	2017	3	School: 0 State: (63%)	School: 3 (100%) State: (32%)	School: 0 State: (5%)
Japanese Extension 1	2018	0	School: 0 State: 0	School: 0 State: 0	School: 0 State: 0



	2017	2	School: 0 State: (37%)	School: 2 (100%) State: (53%)	School: 0 State: (9%)
French Extension 1	2018	0	School: 0 State: 0	School: 0 State: 0	School: 0 State: 0
	2017	1	School: 0 State: (40%)	School: 1 (100%) State: (53%)	School: 0 State: (7%)

**All Rounder List 2018**

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

**Distinguished Achievement List 2018**

- TIGS students received 43 Distinguished Achievements for scoring 90 or more in a subject.

**Student work selected for statewide recognition**

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

**More outstanding achievements**

- 15% of our students achieved ATARs of 90+
- 90% of students offered University placement

**Notable University Placements**

- Acceptance of a place in a Bachelor of Medical Studies (BMed) and Doctor of Medicine (MD) at UNSW.
- Acceptance into UNSW Co-operative Scholarship in Accounting and Business Management.
- Acceptance of a place at Rambert Ballet School in London as part of a Bachelor of Arts in Contemporary Dance and Ballet.

**RECORD OF SCHOOL ACHIEVEMENT (RoSA) - 2018**

NESA awarded the following percentage of grades for 2018 Year 10 students:

Courses		Grade A	Grade B	Grade C	Grade D
English	School 2018	15	52	32	0
	State average 2018	12	28	37	15
	School 2017	16	44	34	6
	State average 2017	12	28	37	16
Maths	School 2018	16	35	42	5
	State average 2018	15	22	31	22
	School 2017	20	35	33	13
	State average 2017	15	23	32	22
Geography	School 2018	25	47	27	0
	State average 2018	13	27	35	16
	School 2017	15	42	40	3
	State average 2017	13	26	37	17
Science	School 2018	17	53	27	4
	State average 2018	13	24	36	18
	School 2017	30	31	35	3
	State average 2017	13	24	37	19
History	School 2018	29	49	21	0
	State average 2018	13	27	35	16
	School 2017	21	54	25	0
	State average 2017	14	27	36	17



## 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	120
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 2018 has been formative assessment. Staff attended In-Services in specific subject areas and for all stages of Learning K-12.

Senior School		
English	HSC Marking Briefing, Ext 1 Course, DP Exam Writing Day, CAS Workshop, IB World Conference.	6
Mathematics	Differentiation for Gifted Students, MANSW Conference, Differentiation in the Classroom, Effective Practices for Stage 6 Assessment, IB Networking Day, Middle Leaders Programme, IB Math Workshop.	13
HSIE	Stage 6 History Planning, Modern History Planning Day, Effective Practices for Stage 6 Assessment, SCA Conference, DP Planning Day, Peer Support Workshop, Economics Conference, DP History Workshop, SCA Professional Learning Workshop, Extended Essay Workshop.	14
Arts	VET Entertainment Cert IV Upgrade, HSC Visual Art Marking Day, IB Dance Networking Day, Peer Support Workshop, VET Networking Day.	6
LOTE	Japanese Teachers Conference, Sony Camp Conference, Planning Day, IB Workshops, Syllabus Changes Workshop, Chinese and Literature Workshop.	12
Library	STEM Workshop, Teacher Librarian Conference, ICT Management and Leadership Conference.	3
PDHPE	Peer Support Programme, Discovering Positive Education, Sony Camp Conference.	4
TAS	STEM Seminar, Thinking and Learning Conference.	3
Science	Planning Days, STEM Seminar, Physics: Focus on Internal Assessment, Stage 6 Science Ext, Extended Response Training, DP Exam Writing Day.	9
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	Happy Educator: Wellbeing at Work, What is Educational Data, Elevate Programme Workshops.	5
Learning Support	Successful Learning Conference, Disability Provisions Workshop, Elevate Programme Workshops.	3



Junior School		
Prep	The Changing Face of Education	2
	Early Childhood Umbrella Group Meeting	1
	QIP An Overview	3
	Resuscitation	4
	Exploring STEM – Inspiring Childhood	2
	What's New in the 2018 NQS and Regulations	1
	Identify and Respond to Children and Young People at Risk	3
	Documentation through a Reggio Emilia Lens	2
	New Child Care Package Provider Information Session	2
	Early Childhood Education Update	2
Early Childhood Information Consultation Session	2	
Kinder	2018 AISNSW ICT Management and Leadership Conference	1
	AGORA Banish Teacher Burnout	1
	Diabetes Training	3
	Australian Literacy Educators' Association Workshop September	2
	Australian Literacy Educators' Association Workshop November	2
	Resuscitation	3
	Supervising Professional Experience: APSTAND Mentoring	1
	The role of Phonics in learning to be literate	1
	Successfully managing students with ADHD	1
Year 1	Australian Literacy Educators' Association Workshop September	2
	Australian Literacy Educators' Association Workshop November	1
	Diabetes Training	2
	Positive Assessment to report upon	1
	Resuscitation	2
	Supervising Professional Experience: APSTAND Mentoring	2
	The role of Phonics in Learning to be literate	1
	THRASS Foundation Level 1	1
Differentiation for students who are gifted	1	
Year 2	Australian Literacy Educators' Association Workshop September	1
	Australian Literacy Educators' Association Workshop November	1
	Diabetes Training	2
	Resuscitation	2
	AGORA Banish Teacher Burnout	1
	Differentiation for students who are gifted	1
	Enhancing you child protection investigation skills	1
Supervising Professional Experience: APSTAND Mentoring	1	
Year 3	AGORA Banish Teacher Burnout	1
	Diabetes Training	2
	Resuscitation	2
	Supervising Professional Experience: APSTAND Mentoring	2
	Australian Literacy Educators' Association Workshop September	1
	Australian Literacy Educators' Association Workshop November	1
Year 4	Australian Literacy Educators' Association Workshop September	1
	Australian Literacy Educators' Association Workshop November	1
	Diabetes Training	2
	Resuscitation	2
	Supervising Professional Experience: APSTAND Mentoring	2
	AGORA Banish Teacher Burnout	1
	Stem X	1
Year 5	AGORA Banish Teacher Burnout	1
	EduTECH Conference	1
	PYP Network Meeting	1
	Resuscitation	4



	Coding in the Classroom	1
	Supervising Professional Experience: APSTAND Mentoring	2
	Diabetes Training	4
	Australian Literacy Educators' Association Workshop November	1
Year 6	A framework for adaptive leadership	1
	AGORA Banish Teacher Burnout	1
	Diabetes Training	3
	Enhancing your child protection investigation skill	1
	Resuscitation	3
	Supervising Professional Experience: APSTAND Mentoring	3
	PYP Network Meeting	1
Head of Junior School	AGORA Banish Teacher Burnout	1
	Resuscitation	1
	Diabetes Training	1
	School Law	1
	Supervising Professional Experience: APSTAND Mentoring	1
Performing Arts	19th National Conference of ORFF Schulwerk	1
	Diabetes Training	2
	Resuscitation	3
	Make a music video in an afternoon	1
	NSW Orff Level 2 Creative Music & Movement Education	1
Library	30 Tech tools to support diverse readers	1
	A fresh approach to Book Week	1
	Diabetes Training	1
	Find your story treasure	1
	Future Problem Solving Program Coach Webinar	1
	IB PYP Teacher-Librarian Meeting	1
	Literacy Pro in Practice Forum	1
	Making Connections	1
	PIP Maintenance of Accreditation	1
	Planning and Implementing MakerSpare	1
	Reading Awards and Reading Incentives	1
	Resuscitation	1
	Scholastic Reading Leaders Event	1
Art	Resuscitation	1
	Diabetes Training	1
Administration	CPR Certification	2
	Diabetes Training	2
Teaching & Learning /PYP	Curriculum Coordinators Umbrella Conference	1
	Diabetes Training	1
	Resuscitation	1
	Differentiation for students who are gifted	1
	Supervising Professional Experience: APSTAND Mentoring	1
PE/Sport	Diabetes Training	2
	PDHPE Syllabus unpacking	1
	Planning & Programming for the new PDHPE K-10	1
	Resuscitation	2
	The state of play in PDHPE K-10	1
Arrowsmith	Crusaders Teachers Day	1
	Diabetes Training	1
	Resuscitation	1
Learning Support	Diabetes Training	3
	Resuscitation	1
Student Wellbeing	AGORA - Banish Teacher Burnout	1
	Australian Literacy Educators' Association Workshop September	1
	Australian Literacy Educators' Association Workshop November	1
	Connecting the Dots	1



	Diabetes Training	1
	IPSHA K - 2 Umbrella Meeting	1
	Resuscitation	1
	Supervising Professional Experience: APSTAND Mentoring	1
	The Happy Educator - Wellbeing at work	1
EAL	Diabetes training	1
Japanese	Resuscitation	1
	Diabetes training	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

### 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 implements 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:

- MYP Curriculum
- DP Course Specific Workshops
- PYP induction and continuing development
- PDHPE syllabus changes
- Mathematics syllabus changes
- Mathematics Extension 1 syllabus changes
- Mathematics Extension 2 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



## 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	89.0	9.7	3.5	102.2
Non-Academic	34.0	17.9	2.3	54.2
Total	123.0	27.6	5.8	156.4



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

### Student Attendance

The average attendance rate for the whole school in 2018 was 94%.

Average student attendance rate for each Year level:

Year level	Average attendance rate for each Year level as a percentage in 2017
Kindergarten	94.67
Year 1	95.79
Year 2	94.33
Year 3	94.34
Year 4	94.84
Year 5	95.03
Year 6	93.69
Year 7	94.40
Year 8	94.67
Year 9	92.98
Year 10	92.81
Year 11	94.30
Year 12	94.03

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

Junior and Senior School parents can notify the School of reasons for absence via SMS, email or letter. After seven (7) days, absences are permanently recorded as unexplained if notification has not been received.

### Retention Rates - Secondary

Of the 104 students enrolled in Year 10 in 2016, 93 were still enrolled at TIGS in 2018. These figures are based on the number of students who were at TIGS in 2016 compared with the Year 12 2018 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%
2016/2018	104	93	93	89%	89%



### Post School Destinations

In Years 10, 11 and 12 in 2018 a total of 11 students left the School (see table below).

Reason	Year 10	Year 11	Year 12
Other School	4	1	
TAFE/Other Studies			
Apprenticeship		1	
Unknown	2		
International Students	2		
Overseas		1	
<b>Total</b>	<b>8</b>	<b>3</b>	

# 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 2018	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> <li>• <i>Child Protection – Information Sharing</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>Slips and Trips</i></li> <li>• <i>Staff and Student Professional Boundaries</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>Review and modifications to all related policies in 2018, as per legal updates.</p> <p>Child Protection updated to include Information Sharing as per NESA 3.6.1</p> <p>Staff and Student Professional Boundaries updated to include social situations for staff children</p>	<p>All policies available on the school's website in "About TIGS" tab, in section titled "School Policies"            Public can request policies via the School website.</p> <p>All staff have access to all relevant policies in CompliSpace – Child Protection, Student Duty of Care and in Staff Information</p>



<p>Programs that support this policy include:</p> <ul style="list-style-type: none"> <li>• Early intervention programs that identify and support students at risk. This incorporates learning support and counselling services.</li> <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> <li>• Annual update for all staff in regard to their legal responsibilities related to child protection and other relevant school expectations (Staff Code of Conduct)</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>	<p>Embedded in student wellbeing programs and addressed in year meetings.</p>	<p>All policies available on the school's website in "About TIGS" tab, in section titled "School Policies"            Public can request policies via the School website.</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>	<p>Updated in 2018 to include levels of discipline.</p>	<p>All policies available on the school's website in "About TIGS" tab, in section titled "School Policies"            Public can request policies via the School website.</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 and privacy.</i></p>	<p>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"            Public can request policies via the School website.</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 2017 Annual Report

Area	Priorities for 2017	Achievements
Teaching and Learning -as per the current Strategic Vision 2018 -2021	Differentiation in teaching and learning to better cater for students at all levels of academic ability	Whole school continued attention to providing for the needs of all students building staff capacity in differentiating classroom and assessment tasks.
	Provide a cohesive programme of learning from Pre-Prep to Year 12	Across school focus on learning intentions and success criteria.
	Deliver teaching that promotes connected, integrated and authentic learning	Updated curriculum planner implemented and review of POI to reflect new syllabi as required.  Initial IDU implemented Years 7 -10
Student achievements	Maintenance of excellent academic outcomes	Achieved as per results on pages 11 to 14 2018 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	Provide agile high quality facilities and learning environments	Planning finalised for M Block Refurb for commencement and occupation in 2019.  Junior School playground redesign commenced with collaboration from students and staff.  Preliminary planning/assessment commenced to determine budget for Junior School refurbishment. Amendments to Whole School Masterplan to reflect actual works being undertaken in the short term.
Student Welfare	Implementation of a 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
	Care holistically for the needs of each student	Improved structures for collaboration and sharing between staff in order to plan for the needs of individual students.
	Strengthen culture where all students feel accepted, valued and respected	Online 'reporting a concern' system has allowed Senior School students to confidentially flag issues. Continued use of behaviour management strategies that are based on restorative practices, encouraging reflection and forgiveness. Celebrate student success and reinforce and acknowledge various strengths.



Staff Development -as per the current Strategic Plan	Ensure that our staff are of the highest professional quality	Professional development activities as per pages 16 to 19. Updated comprehensive appraisal programme including peer and supervisor coaching implemented.
	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.
	Support and equip staff as professionals and individuals in their care for others	PD wellbeing day for Staff. Continue to seek opportunities for this in 2019.



## Priority Areas for Improvement

Area	Priorities for 2019
Academic Excellence -as per the current Strategic Plan	Focus on effective use of data to inform learning decisions.
Student achievements	Continue to achieve excellent learning outcomes for diverse students.
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.
Staff Development -as per the Strategic Plan	Continue to strengthen strong partnerships between the School and families
	Understand and implement consistent approaches to learning P-12
	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 that affirms both excellence and effort.</li> <li>• Continue 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>• Explicit Wellbeing Programme across Years 7-10, focusing on cyber safety, peer support and positive education.</li> <li>• Tracking discipline issues, awards and welfare issues incorporated in the procedures via Synergetic. Procedures updated and training of Deans in using these procedures to track pastoral or discipline issues.</li> <li>• Year 11 Wellbeing Programme in 2018 with a focus on relaxation, communication, engagement and physical activity.</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 2018 was The Friends of the Disability Trust, raising in excess of \$7,600.00.</p> <p>As an IB school, Community Service has great authenticity. Christian Service is “embedded in the curriculum for maximum effect”. This means service is the ultimate expression of learning and leads 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
- Participate in open and respectful dialogue with leadership to resolve issues of concern
- Are acknowledged and thanked for their effort and commitment to the School
- 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.

Follow up surveys are conducted by MMG Education with Years 5, 9 and 12 in 2018. Following are extracts from the 2017 Research compiled by MMG:

TIGS 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 TIGS with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

In 2018, 114 parents and 203 students participated in surveys and provided views on such areas as academic performance, student wellbeing, Christian education, co-curricular, sport, communications, reputation and facilities.

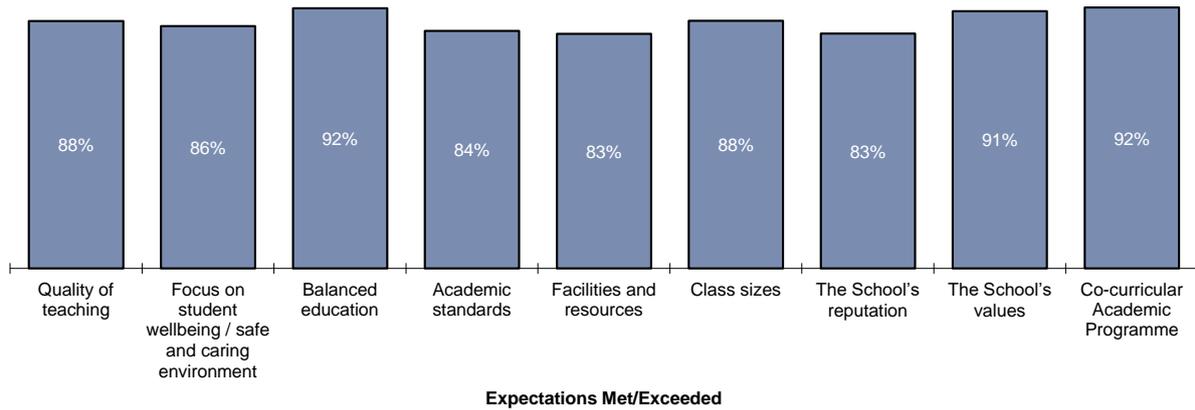
### Parents

A selection of the Year 5, 8 & 12 parents' top-level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a TIGS for their child:

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

- ◆ 88% of parents' expectations were met or exceeded in relation to the quality of teaching
- ◆ 86% of parents' expectations were met or exceeded in relation to focus on student wellbeing/safe and caring environment
- ◆ 92% of parents' expectations were met or exceeded in relation to balanced education
- ◆ 84% of parents' expectations were met or exceeded in relation to academic standards
- ◆ 83% of parents' expectations were met or exceeded in relation to facilities and resources

**2018 TIGS Years 5/8/12 Parents - Expectations Met/Exceeded - First 9 (n=114)**



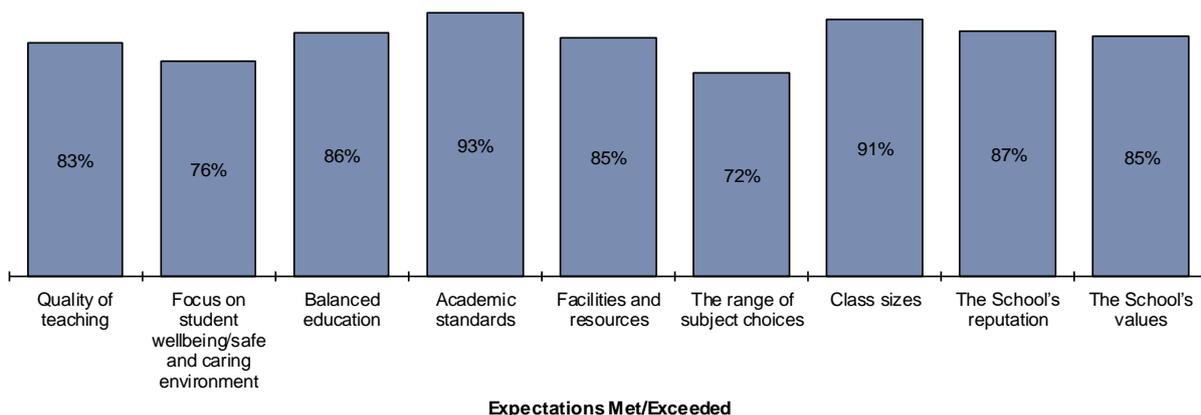
## Students

A selection of the Year 8 & 12 students' top-level findings are detailed below; ranked in order of the importance the parents placed on reasons for choosing a TIGS:

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

- ◆ 83% of students' expectations were met or exceeded in relation to the quality of teaching
- ◆ 76% of students' expectations were met or exceeded in relation to focus on student wellbeing/safe and caring environment
- ◆ 86% of students' expectations were met or exceeded in relation to balanced education
- ◆ 93% of students' expectations were met or exceeded in relation to academic standards
- ◆ 85% of students' expectations were met or exceeded in relation to facilities and resources

**2018 TIGS Years 8/12 Students - Expectations Met/Exceeded - First 9 (n=203)**





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

2018 TIGS Year 12 Students Most Valued Aspects (Top 5)	2018 TIGS Year 12 Parents Most Valued Aspects (Top 5)
Friendships made	The support given
Excellent teachers	Relationships built
Quality of education	My child enjoyment
Academic program/curriculum	The holistic approach
Range of opportunities provided	Values instilled

**Parent Quotes on what they value about TIGS:**

*Overall, TIGS is a place where my child is love, supported, encouraged and able to explore and develop themselves in social, emotional, academic and spiritual areas of life. I am so happy with my child's experiences at the school and the variety of life experiences they can access at school (sporting, camps, community service, arts, tours, extension programmes). Thank you!*

*The general teaching staff and school community. The facilities, co curricular and outdoor education programmes. The fabulous resources (art resources, photographic and digital equip, stage and tech equip, musical instruments, library).*

*The way my child is cared for holistically not just academically - their well being is as important as their academic achievements. Our school exemplifies the values of Christian, Academic and Caring.*

*We are often complimented on what a fantastic young man our son has developed into. The private schooling and all it provides in terms of child to adult development is definitely the point of difference.*

*A pleasant school to interact with, with a caring culture for my child. It has well balanced programs & a good academic record. It offers many opportunities for its students with teachers who are passionate about their students.*

*A group of teaching staff who constantly go above and beyond to support the children. The outdoor education programme. The broader school community. Judi Nealy as current leader.*

**Student Quotes on what they value about TIGS:**

*The positive way the school liaises between teachers and students and Students.*

*Sport. Snow trips/camp. Teachers. Friends.*

*The success most students have had and how it shines a good light on those who come through TIGS.*

*Academic Programme and assistance from teachers, community service Programme, outdoor education Programme, encouraging a balanced education.*

*experiences with co-curricular and outdoor education.*

*Academic Programme and assistance from teachers, community service Programme, outdoor education Programme, encouraging a balanced education.*

*Experiences with co-curricular and outdoor education.*

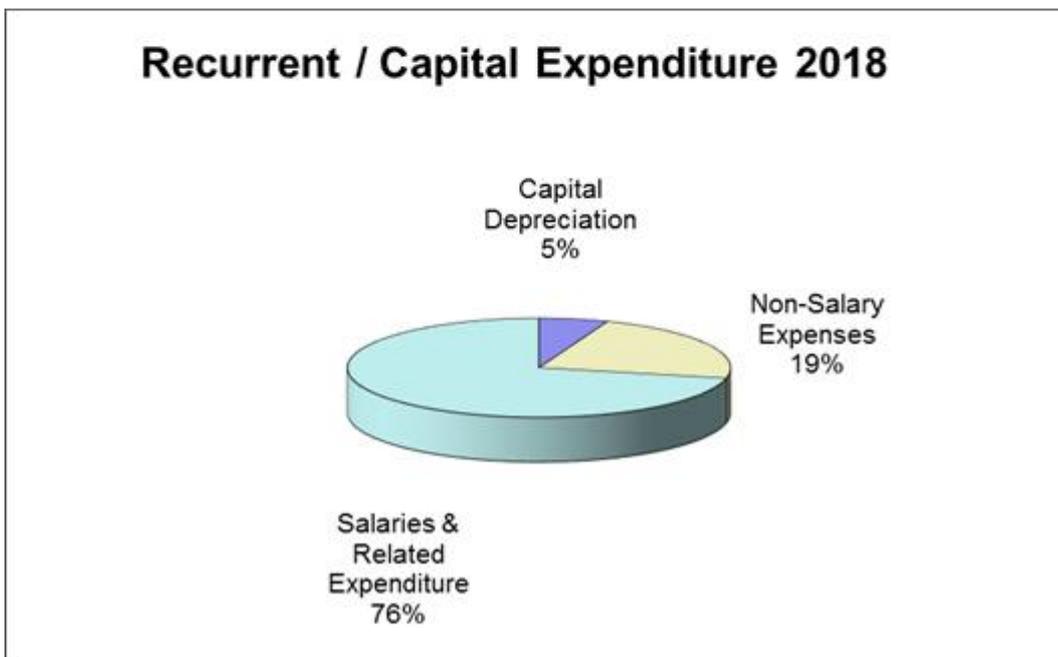
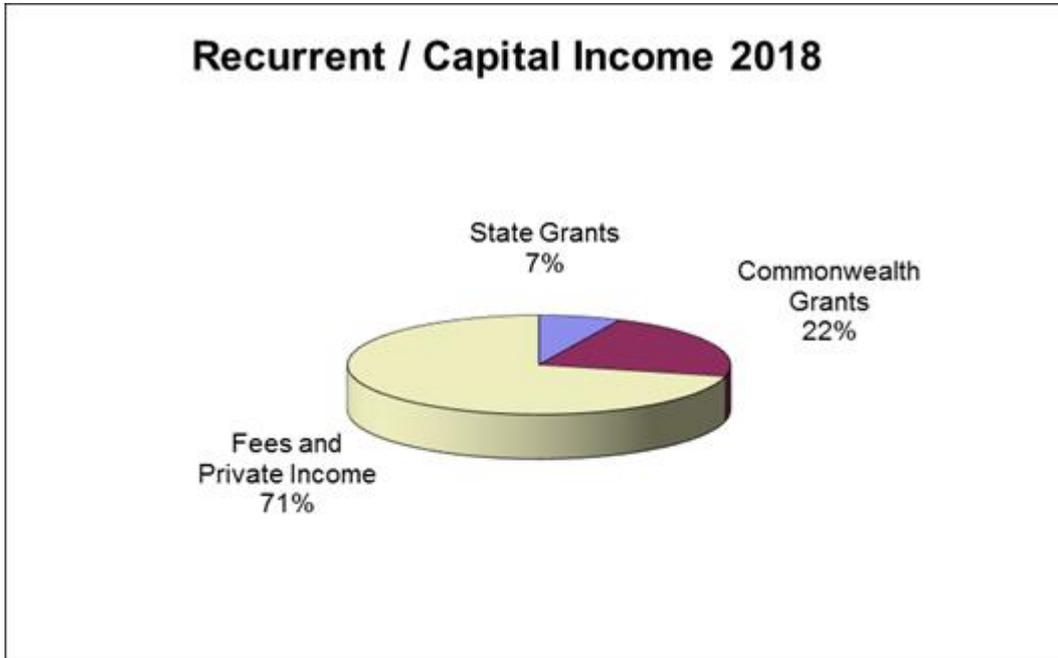


*The understanding of what not to do and the realization of the finite time which I and many other students realize we have left. Also the teachers, you've got some exceedingly good teachers at this school.*

*The co-curricular achievements and participation, particularly the Duke of Edinburgh Programme and outdoor education Programme.*

## Summary Financial Information

Graphical representation of income and expenditure using percentages only:



Document current as at 28 June 2019. Updates to content may have been made since this date. Refer to your Fundamentals site for the latest version.

The Illawarra Grammar School > School Governance > NSW Registration Guidelines > Student 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.

<b>Source of Obligation</b>	The NSW Registration Manual (3.8) requires all schools to keep a register of enrolments of all children at the school.
<b>Student Enrolments</b>	TIGS keeps a register of enrolments of all children at the school in Synergetic.
<b>Information for Register of Enrolments</b>	<p>The register of enrolment records the following information for each student:</p> <ul style="list-style-type: none"> <li>• name, age and address;</li> <li>• the name and contact telephone number of parents/guardians;</li> <li>• date of enrolment;</li> <li>• the date of leaving the school and the student's destination, where appropriate;</li> <li>• for students older than six years, previous school or pre-enrolment situation; and</li> <li>• 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:</li> </ul> <ul style="list-style-type: none"> <li>- the student's full name;</li> <li>- date of birth;</li> <li>- last known address;</li> <li>- last date of attendance;</li> <li>- parents' names and contact details;</li> <li>- an indication of possible destination;</li> <li>- any other information that may assist officers to locate the student; and</li> <li>- any known work health and safety risks associated with contacting the parents or student.</li> </ul>
<b>Records of the Register of Enrolments</b>	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 off-site at regular intervals.
<b>Implementation</b>	TIGS has set up a series of compliance tasks on our <b>Assurance System</b> , to ensure that key obligations under the NSW Registration Manual are managed effectively.
<b>Key Legislation</b>	<p><b>Disability Discrimination Act 1992 (Commonwealth)</b></p> <p><b>Disability Standards for Education 2005 (Commonwealth)</b></p> <p><b>Race Discrimination Act 1975 (Commonwealth)</b></p> <p><b>Anti-Discrimination Act 1997 (NSW)</b></p>
<b>Related Policies</b>	<p><b>Child Protection</b></p> <p><b>Exemption from Attending School Policy</b></p> <p><b>Student Code of Conduct</b></p> <p><b>Whole School Discipline Policy and Procedures</b></p>