



TIGS

The Illawarra Grammar School

2019

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 2019 TIGS Magazine the Headmaster wrote, "A walk with God through the life journey we lead. And, as we make our way through life with God, hopefully all of us will go from Strength to Strength."

At TIGS over the past 60 years, we have heard many times our School motto, "From Strength to Strength", and it struck me that not many of us may know where it comes from.

The words are part of Psalm 84 Verse 7 and has as its theme - a walk with God through the life journey we lead. And, as we make our way through life with God, hopefully all of us will go from Strength to Strength. As I thought about what this might mean to each of us, I went to Google to see what was suggested as strengths we might hope to gain in our life journey.

The results included most of the traits I hope that our students at TIGS would emulate. According to Google, the strengths we might expect from following the words of the writer of the Psalm include:

- Enthusiasm
- Trustworthiness
- Creativity
- Discipline
- Patience
- Respectfulness
- Determination
- Dedication

I suggest that those traits are worthy of following and hopefully achieving as one goes through life. However, there was one trait missing (not unexpectedly in a secular source such as Google) and that was growing in love for, and of God, and following in the steps of, and having faith in the Lord Jesus Christ. Whenever a student leaves TIGS, I hope that each of those traits including my addition at the end will be part and parcel of their life.

For 60 years, TIGS has provided an education that is proudly Academic, Christian and Caring. Obviously, every school aims for academic excellence for its students. A school must be evaluated in the way it teaches its students and in the implementation of the best teaching resources and skills. We need to ensure that our students receive the best education available in the Illawarra to justify the decision of parents and carers in selecting TIGS as their first choice of education for their children.

However, it is the other aspects of a TIGS education that often sets us apart from other schools in our region. Yes, academic success is important, as it is for any school, especially one with a reputation such as TIGS. But it is also important to strongly impart to our student body the importance of being Christian and because we are Christian, we are caring.

Now there may be times we don't achieve those aims. But aims they were 60 years ago, and they remain our aims today.

Our responsibility is to continually strive to equip our students to be good citizens in a changing and challenging world when they leave TIGS.

Recently, I was encouraged by the comments of a University Deputy Vice-Chancellor who told me that at his University the students coming from TIGS were better equipped to handle the rigours of university than students from many other schools.

TIGS as a school has gone from strength to strength, primarily because of its continued faith in a God who is generous and loving and kind. However, that faith has been backed up by students, family and carers, the best available teachers and support staff, a strong leadership team ably led by Mrs Nealy, the Rev. Rogers,



Mr Hackett and Ms Clayton, backed up by a supportive and hardworking School Council. At the most recent School Prayer Breakfast, Rev. Rogers remarked how the success of what happens at TIGS is often because we are a team united in achieving the best education for our students. As we face the challenges ahead, being united will be important. Being a Christian school in an ever-increasing secular society will be a challenge. Even now, it is not easy being a school based on Christian beliefs and values. And it won't be any easier in the future.

However, I am confident TIGS will continue to be the School our founders hoped for 60 years ago. I want to thank every person who plays a part in achieving those hopes.

To our student body, thank you for your contribution to our School.

Without your enthusiasm and willingness to learn, and to share in the unique experience that it is to be a student at TIGS, we would not have a School.

To the parents and extended family members of our students please know the School treats it as a privilege to play a part in the growth and development of your child.

I also want to thank the increasing involvement of our alumni as they step up to support and play their part in the future of their school. I encourage more of the alumni to become involved as they are able.

To our magnificent team of teachers and support staff, thank you for the marvellous application of your vocation as you share in the lives of your students.

To Mrs Nealy, Rev. Rogers, Mr Hackett and Ms Clayton and the remainder of the Executive team, thank you for your examples of Christian leadership.

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

Finally, I need to thank the School Council made up of former students, parents and past parents, grandparents, and other people who have a passion for TIGS and who give freely of their time to play their part in our TIGS team.

Together, our School community are a huge team that need the support of everyone if we are to continue the success hoped for 60 years ago when the School first opened in a back room of the Sunday School Hall at St Mark's Anglican Church, West Wollongong.

Yet, as I mentioned at the beginning, those exceptional ideals of TIGS have not changed and I hope never will.

Sadly, this year one of our more recent members of the Council, the Rev. Rob Stubbs, died and has gone to be with his Lord.

Rob, or Stubbsie as he was known to his students at the school where he once taught, was a wonderful example of what going from Strength to Strength meant. Those qualities I spoke of earlier, were attributes of Rob. Especially his faith in, and love of Jesus as his Lord. We miss Rob but are thankful and blessed for the time he spent with us on our School Council.

On a personal note, I intend to step down as the Chair of the School Council at the Council AGM in February. It dawned on me at the recent Soirée, as we celebrated our 60th anniversary, that I have been a member of Council and/or Chair for at least a third of those 60 years of existence of our School. It is time to move aside. I will be leaving when our enrolments are again on the increase; we have an excellent School leadership team in place and a School Council that is as strong as it has ever been in my



years on Council. I have been especially blessed to serve with men and women on Council all of whom had a desire for TIGS to be the first choice for parents of the Illawarra wanting an education of excellence for their children; and one which reflected being Academic, Christian and Caring, that has indeed taken the School, "from Strength to Strength". "

Roger Summerill
Chair of School Council



A Message from The Principal

In the 2019 TIGS Magazine the Headmaster wrote, "Schools are incredibly complex communities in the unique position of interacting with up to six generations simultaneously.

Our student body is made up of Gen Alpha and Gen Z; our parents, staff and grandparents are Boomers, Gen X and Gen Y (or Millennials); and we also have grandparents and great grandparents from the Builder generation.

The fact that each generation has different characteristics, preferred methods of communication and very different work expectations highlights the complexity and effort required to have meaningful and helpful relationships with and between parents, staff and students - and this is before we even begin to think about the learning needs of our students.

In the year which we celebrate the 60th anniversary of our School, it is timely to consider the interplay of generational difference, history and the values of our School. A humble swing provides a useful analogy to assist in this process. There are some basic principles of Physics which describe the motion of a swing. They operate by transferring energy to make the swing move. There are three ways the swing can be made to move. Someone can push you to get you started. You lean back to swing forward and up, and you lean forward to swing back and keep gaining momentum. All the time hanging on to the ropes. Mark McCrindle uses the backward swing as a metaphor for remaining connected to your past and a way for increasing momentum and height into your future. I would add to his metaphor that the ropes are the values that we hold, if you let go of your values, you are heading for a fall. This is true of riding a swing and it is true for schools.

This year, I explored with Year 12 the concept that to be human is to love and that what we love determines the decisions and action we take. This is an essential consideration for a school as opposed to other communities or organisations as we are in the business of developing the whole person. We aim to teach our students what and who to love.

I think the swing metaphor connects with this concept. We lean forward into what we love. We need to be moving forward - swinging, but you can't just swing up. A swing must return backwards also, and this backwards phase is a wonderful way to illustrate the importance of connection to history.

Sixty years ago, 'The Twilight Zone' first aired on television, the Beatles and the Rolling Stones were supergroups, the Barbie Doll was launched and The Illawarra Grammar School opened its doors to our first class of 29 boys and three teachers up at the St Mark's Anglican Church hall. This history along with 60 years of educational excellence and pastoral care is the "leaning back" in our swing analogy.

Gen Alpha, currently in our Prep to Year 1, will be the wealthiest, most educated and most technologically supplied generation ever. They are called the "Glass Generation" as they will use glass as we use paper, in their workplaces, for communication and on their heads up display in their driverless cars. It is difficult if not impossible, to imagine what the Alpha Generation will experience in the workplace with the rise of Artificial Intelligence.

The big question for schools is how do we prepare Gen Z and Alpha students for an increasingly uncertain future? We cannot just continue to "do" school as it was done for our Boomers, Builders, X's and Y's. We cannot replicate the experience at TIGS over the last 60 years, but we must protect some and beyond. This is our 60 years of history and intergenerational connection in action pushing the movement between history and the future.

Our students and staff are in the swing, we hold tightly to the values of our School, set for us 60 years ago. We lean back on the traditions and core purpose of our School. We lean back on the insight, effort and planning of the previous TIGS community so that we can lean forward, move and make progress for those that are here now and those that will be a part of our community in the future.

As we conclude the 60th year at The Illawarra Grammar School, I commend our students and staff on the manner in which they have held on to the values of our School and contributed to our history and



community for future learners. Many things have changed, but the enduring experience in TIGS community over 60 years has been a focus on Christian values, on academic excellence for each young person, on understanding the individual and promoting the development of their unique strengths and talents, and on pastoral care.

This is what we celebrate as members of our extended TIGS Community."

Mrs Judi Nealy
Principal



A Message from the P&F

In the 2019 TIGS Magazine the President of the P&F wrote, "The P&F has been established to nourish and support the needs of parents, carers and friends as active members of the School community and is an integral part of the school structure.

P&F's role has been to nurture the heart and soul of our School community, supporting social cohesion by creating a transparent communication platform and raising funds through various activities. Creating a close-knit school community underpins everything we do. We welcome our parents and friends into the School at every possible opportunity. We have an active Parents and Friends (P&F) Association that has contributed generously to the School's resources over several years.

Parent involvement is key to maintaining a strong sense of community spirit and throughout the year events such as the following activities, provide the opportunity for us to come together.

We welcome parents, carers and interested friends of the School to engage actively and attend a range of P&F activities such as:

- Quarterly P&F Meetings
- Father's Day Breakfast
- Father's Day Stall
- Mother's Day Breakfast
- Mother's Day Stall
- Big Day In
- TIGS Great Fete
- Second-Hand Uniform Shop

All our fundraising efforts last year and this year, amounted to P&F contributing \$100,000 to a sustainable 99kW Solar System which equates to 224 solar panels across the School's rooftop. This system during peak usage periods, supplies on average a third of the total school requirements. This is a feat that every parent can be proud of, as you have all contributed to our many events which in turn, have provided the P&F with the available funds to support this initiative. Not only does the School benefit but we are also helping to reduce our effect on the environment, so well done!

We have another \$10,000 to be distributed in the Junior School and value your thoughts and ideas on how to utilise this money best. As a school, we are very grateful for the commitment of all parents who have helped at P&F activities. Your efforts on behalf of TIGS are very much appreciated.

With the help of some wonderful volunteers including Jessica De La Fuente, Jenny De Dominicis, Kate Lampe, Caroline Banks, Lauren Carroll, Keran Gardner and Jenny Evans, the Second-Hand Uniform Shop has been open on a Thursday and we hope this will continue into 2020.

A special thank you goes to the coordinators and helpers at the special events including Danielle Attorre, Dominee Bentley, Melanie Silburn, Karen Gillespie and Rebecca Grneski.

This small group is always in need of extra volunteers, so if you would like to be involved please email pandf@tigs.com.au so you can contribute to the sustainability of these excellent initiatives.

All parents and friends of The Illawarra Grammar School are welcome to attend P&F meetings held once a term. These are usually conducted in the Goodhew Research Centre (Library). As a parent/carers, you can influence what topics will be discussed at the meetings by sharing your comments and ideas with us. The Principal, Mrs Nealy, always attends our meetings to report on school events, discuss matters that arise, clarify points, and listens to the points of view expressed by parents. Over this year, we have had input into a number of areas, including discussion about uniform, school camps, allocation of resources, avenues for



communication and the development of a parents Code of Conduct. We would love to hear your ideas and comments, so please come and be a part of this dynamic group of interested individuals.

As President, I have been blessed with an executive committee who are dedicated to P&F and the School. A special thank you goes to Melanie Silburn (Deputy President), Jenny Evans (Treasurer) and Dominee Bentley (Secretary) for all their efforts throughout the year. Thank you also to the Year Representatives, who contribute their time, energy and maintain the WhatsApp dialogue connections. Looking forward to seeing you all next year."

Joanne Danckwardt
President TIGS P&F



A Message from the Foundation

In the 2019 TIGS Magazine the Chair of Foundation wrote,

“WE DON'T BUILD HOPE, WE BUILD FUTURES

As 2019 ended, Foundation celebrated the close of a six-year commitment to the student recipient of our TIGS Foundation Scholarship in honour of Rev. Richard Bosanquet. A programme dedicated to providing a life-changing opportunity to a local child. Since 1986, this scholarship programme has had an enormous positive impact on past students as it has allowed them to have a first-class education, a supportive teaching system, the building of lifelong relationships and the ability to open doors for a successful and fruitful future.

Our Year 12 recipient graduated with Early Admission into University, and it has been a rewarding experience to support this family since the student's induction in Year 7. To each family who has generously supported Foundation over these years, you have enabled the creation of a great future for this student and as we watch them walk through the door and onto their next phase in life, we thank you for being part of this outcome. Our recipient would like to pass this message on:

“The opportunity to come to TIGS has given me the chance to have a new beginning.

I have experienced stability and belief in myself for the first time in my life. I have my sights set on achieving a University degree in Arts Law, a dream I could never have hoped for a few years ago. God bless the people who have been part of this.”

Foundation looks forward to selecting a new recipient of this Scholarship from our local community who due to their personal circumstances, would not have the chance to develop their full potential. We ask our community to join with us again and be part of not only building hope but building a future. As they say, “It takes a village”.

Foundation's goal for 2020 will be to continue building relationships with school families. We want every family to be an important part of creating TIGS history. There is much work to be done on the ground and there are many great plans for the School campus in the pipeline. We encourage a culture that thrives on creating a family legacy for generations to come. Whether it be in the form of bricks and mortar, resources to benefit students or support and contribution to scholarships, Foundation encourages every family to leave their stamp by assisting and supporting TIGS Foundation. For some families, it is giving time and resources, for others who are time-poor they may prefer to donate, and then for others, they like to do both. It is great to be part of something meaningful, something that makes a difference, and something that bonds your family into the fabric of the School.

THE PURPOSE OF TIGS FOUNDATION

TIGS Foundation has a Board and Members and is a non-for profit, Australian Securities & 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 a combination of parents, former parents and alumni who are overseen by the Head of School and School Council and are governed by a constitution.

OUR ROLES

- Raise funds for a TIGS Foundation Scholarship in honour of Rev. Richard Bosanquet Scholarship which provides a life-changing pathway to a child from the Illawarra community.
- Raise funds toward capital projects, land purchases, new buildings, and refurbishment.

GRADUATION AND ANNUAL PRESENTATION AWARDS CEREMONIES

TIGS Foundation proudly sponsors 10 awards for our high achieving Senior students for outstanding academic and community achievements. We were pleased to present the following students at both the Year 12 Graduation and the Senior School Presentation Day. Congratulations to:

1. The D.B. Thompson Prize for Chemistry - Min Seo Kang
2. The Barbara Broadley Mathematics Extension 2 Prize - Min Seo Kang
3. Evans Prize for Application to Studies - Cecilia Arsenovic
4. The Rees Jones Memorial Prize for Community Citizenship - Lana Atkinson
5. TIGS Foundation Award for Service -William Barber
6. Best All-Rounder Award - Benae Kuiper



7. The Edgar Beale Prize for Modern History - Finley McLaren
8. The Beth Delbridge Memorial Prize for Christian Citizenship - Seh Meh
9. Hoskins Prize for Loyalty to the School Community - Alexander Saddi
10. Senior School Encouragement of Mathematics and Science - Zachary Hah

THE TAJ MAHAL DINNER 2019

The Taj Mahal Dinner is a biennial fundraising gala held by TIGS Foundation to raise funds for worthy courses. On Saturday 16 March 2019, the event saw over 520 people fill the hall of the University of Wollongong to enjoy a lavish feast of Indian food, culture and performance. Guests were treated to glamorous surroundings with the Taj Mahal theme and the efforts by guests to dress in Bollywood attire made for another wonderful and fun event which raised just over \$126,000. To date, the Taj Mahal Dinner has now raised almost \$450,000. 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. TIGS Sony Foundation Camp which allows The Disability Trust students from around the region to be cared for by our Year 11 cohort during a weekend of fun and interaction. This gives not only The Disability trust students a fun weekend but also their families a chance for a much-needed respite. Every year not only have The Disability Trust students returned smiling and with new friendships, but also our students have returned with a new perspective on the value of diversity and compassion.
3. TIGS Foundation Scholarship in honour of Rev. Richard Bosanquet

TIGS GREAT FETE SILENT AUCTION

In our fifth consecutive year, the 2019 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 \$4,050 towards our scholarship fund. Thank you to all our donors of whom many continue to give generously from their family businesses.

HOW CAN YOU AND YOUR FAMILY BE PART OF OUR WORK?

- Donate online to our Annual Appeal. Your donation is fully tax-deductible
- Donate the suggested \$100 on the voluntary donation payment advice form that comes with your fee form, or request this form at any time during the year
- Donate any amount any time using the easy online payment platform PAYPAL
- Credit Card on OLLE
- Direct deposit Name: Tigs Foundation
BSB: 032695
ACC: 134983
Ref: your name
- Support our events throughout the year.
- Join our Community Business Registry in 2020 by emailing foundation@tigs.nsw.edu.au
- Support our Wills programme proudly supported by RMB Lawyers and Stacks Heard McEwan Lawyers.
- Make a tax-deductible donation over the phone by calling School reception on 4220 0200.

TIGS FOUNDATION BOARD 2019

- Chairperson: Sandra Newhouse
- Treasurer: Barry Hashemi
- Secretary: Lauren Clark
- Board Member: Kevin Donald
- Board Member: Usha Fernandez
- Board Member: James Cooper
- Board Member: Laleh Kalsi
- Board Member: Catherine Geenty
- School Council Representative: Catherine Kirby"

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 21st 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 2019 100% of Year 3 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2019 Test	School Results	State Results	Difference between State and School	Similar Schools
Reading	489	436	53	484
Writing	454	429	25	454
Spelling	465	428	37	466
Grammar	506	448	58	500
Numeracy	478	414	64	458

Year 5

In 2019 100% of Year 5 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2019 Test	School Results	State Results	Difference between State and School	Similar Schools
Reading	550	509	41	552
Writing	495	479	16	511
Spelling	529	508	21	542
Grammar	544	505	39	555
Numeracy	547	501	46	545

Year 7

In 201 100% of Year 7 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2019 Test	School Results	State Results	Difference between State and School	Similar Schools
Reading	593	549	44	591
Writing	563	516	47	550
Spelling	570	553	17	583
Grammar	588	545	43	590
Numeracy	604	560	44	610

Year 9

In 2019 100% of Year 9 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2019 Test	School Results	State Results	Difference between State and School	Similar Schools
Reading	621	586	35	623
Writing	582	552	30	592
Spelling	601	590	11	619
Grammar	610	57	31	618
Numeracy	622	599	23	640



Senior Secondary Outcomes

In 2019, 24% 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
2019	HSC or VET qualification	100%

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

HIGHER SCHOOL CERTIFICATE – 2019

In 2019, 74 students sat for the NSW Higher School Certificate in 30 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%)
Biology	2019	21	School: 5 (24%) State: (24%)	School: 13 (62%) State: (53%)	School: 3 (14%) State: (15%)
	2018	20	School: 11 (55%) State: (37%)	School: 8 (40%) State: (53%)	School: 1 (5%) State: (10%)
Business Studies	2019	30	School: 11 (37%) State: (32%)	School: 17 (56%) State: (50%)	School: 2 (7%) State: (16%)
	2018	31	School: 17 (55%) State: (37%)	School: 14 (45%) State: (50%)	School: 0 State: (13%)
Chemistry	2019	16	School: 2 (13%) State: (32%)	School: 14 (87%) State: (42%)	School: 0 State: (11%)
	2018	20	School: 6 (30%) State: (42%)	School: 12 (60%) State: (47%)	School: 2 (10%) State: (11%)
Dance	2018	2	School: 0 State: (55%)	School: 2 (100%) State: (40%)	School: 0 State: (15%)
Design Technology	2019	5	School: 3 (60%) State: (46%)	School: 2 (40%) State: (48%)	School: 0 State: (5%)
	2018	10	School: 6 (60%) State: (47%)	School: 4 (40%) State: (50%)	School: 0 State: (3%)
Drama	2019	6	School: 1 (17%) State: (44%)	School: 5 (83%) State: (55%)	School: 0 State: (2%)
	2018	7	School: 1 (14%) State: (42%)	School: 5 (72%) State: (55%)	School: 1 (14%) State: (3%)
Earth and Environmental Science	2018	11	School: 7 (64%) State: (38%)	School: 4 (36%) State: (52%)	School: 0 State: (10%)
Economic	2019	10	School: 7 (70%) State: (51%)	School 3 (30%) State: (40%)	School: 0 State: (7%)
	2018	16	School: 9 (56%) State: (46%)	School: 7 (44%) State: (46%)	School: 0 State: (8%)



English Standard	2019	29	School: 0 State: (12%)	School: 28 (96%) State: (75%)	School: 1 (4%) State: (12%)
	2018	22	School: 1 (4%) State: (15%)	School: 18 (81%) State: (69%)	School: 3 (15%) State: (16%)
English Advanced	2019	37	School: 18 (49%) State: (62%)	School: 19 (50%) State: (37%)	School: 0 State: (1%)
	2018	48	School: 26 (54%) State: (63%)	School: 21 (44%) State: (36%)	School: 1 (2%) State: (1%)
EAL/D	2019	7	School: 0 State: (23%)	School: 7 (100%) State: (61%)	School: 0 State: (13%)
	2018	7	School: 3 (43%) State: (25%)	School: 4 (57%) State: (59%)	School: 0 State: (16%)
Geography	2018	9	School: 4 (44%) State: (43%)	School: 5 (56%) State: (44%)	School: 0 State: (13%)
Industrial Technology	2019	7	School: 1 (14%) State: (21%)	School: 6 (84%) State: (56%)	School: 0 State: (20%)
	2018	7	School: 3 (43%) State: (22%)	School: 4 (57%) State: (54%)	School: 0 State: (24%)
Legal studies	2019	12	School: 6 (50%) State: (40%)	School: 5 (41%) State: (41%)	School: 1 (8%) State: (15%)
	2018	0	School: 0 State: 0	School: 0 State: 0	School: 0 State: 0
Mathematics Standard 2	2019	32	School 8 (24%) State: (24%)	School: 22 (65%) State: (59%)	School: 2 (6%) State: (16%)
	2018	34	School: 17 (50%) State: (27%)	School: 15 (44%) State: (52%)	School: 2 (6%) State: (21%)
Mathematics Advanced	2019	28	School 6 (21%) State: (48%)	School: 20 (71 &) State: (42%)	School 2 (7%) State: (7%)
	2018	22	School: 10 (45%) State: (52%)	School: 11 (50%) State: (41%)	School: 1 (5%) State: (7%)
Modern History	2019	19	School: 7 (36%) State: (38%)	School: 11 (57%) State: (45%)	School: 1 (5%) State: (13%)
	2018	9	School: 5 (56%) State: (42%)	School: 4 (44%) State: (43%)	School: 0 State: (15%)
Music 1	2019	8	School 7 (87%) State: (66%)	School: 1 (13%) State: 31%	School: 0 State: (2%)
	2018	10	School: 9 (90%) State: (65%)	School: 0 State: (33%)	School: 1 (10%) State: (2%)
Music 2	2018	1	School: 1 (100%) State: (91%)	School: 0 State: (9%)	School: 0 State: (0%)
PDHPE	2019	19	School: 3 (16%) State: (31%)	School: 15 (78%) State: (56%)	School: 1 (5%) State: (11%)
	2018	23	School: 9 (39%) State: (33%)	School: 14 (61%) State: (52%)	School: 0 State: (15%)
Physics	2019	16	School: 1 (6%) State: (36%)	School 15 (94%) State: (48%)	School: 0 State: (14%)
	2018	14	School: 5 (36%) State: (34%)	School: 9 (64%) State: (53%)	School: 0 State: (13%)
Society and Culture	2019	11	School: 7 (63%) State: (44%)	School: 4 (36%) State: (48%)	School: 0 State: (7%)
	2018	4	School: 4 (100%) State: (47%)	School: 0 State: (46%)	School: 0 State: (7%)



Visual Arts	2019	19	School: 9 (47%) State: (61%)	School: 10 (52%) State: (35%)	School: 0 State: (2%)
	2018	17	School: 12 (71%) State: (53%)	School: 5 (29%) State: (46%)	School: 0 State: (1%)
Japanese Continuers	2019	5	School: 1 (20%) State: (59%)	School 4 (80%) State: (35%)	School: 0 State: (4%)
	2018	3	School: 1 (33%) State: (61%)	School: 2 (67%) State: (61%)	School: 0 State: (61%)
Chinese and Literature	2019	6	School: 0 (0%) State: (70%)	School: 6 (100%) State: (28%)	School: 0 State: (3%)
	2018	4	School: 2 (50%) State: (70%)	School: 2 (50%) State: (28%)	School: 0 State: (2%)
Entertainment	2019	13	School: 3 (23%) State: (36%)	School: 8 (62%) State: (35%)	School: 2 (15%) State: (4%)
	2018	9	School: 2 (22%) State: (33%)	School: 7 (78%) State: (44%)	School: 0 State: (23%)
Human Services	2019	2	School: 0 State: (7%)	School: 2 (100%) State: (74%)	School: 0 State: (7%)
	2018	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	2019	10	School: 1 (10%) State: (34%)	School: 8 (80%) State: (60%)	School: 1 (10%) State: (6%)
	2018	4	School: 2 (50%) State: (38%)	School: 2 (50%) State: (58%)	School: 0 State: (4%)
English Extension 2	2019	6	School: 1 (16%) State: (26%)	School: 3 (50%) State: (54%)	School: 2 (34%) State: (19%)
	2018	3	School: 1 (33%) State: (17%)	School: 0 State: (55%)	School: 2 (67%) State: (28%)
Maths Extension 1	2019	7	School: 3 (43%) State: (39%)	School: 2 (29%) State: (41%)	School: 2 (29%) State: (15%)
	2018	18	School: 6 (33%) State: (33%)	School: 9 (50%) State: (47%)	School: 3 (17%) State: (16%)
Maths Extension 2	2019	4	School: 0 State: (36%)	School: 2 (50%) State: (50%)	School: 2 (50%) State: (11%)
	2018	9	School: 1 (11%) State: (33%)	School: 7 (78%) State: (52%)	School: 1 (11%) State: (13%)
History Extension 1	2018	2	School: 1 (50%) State: (24%)	School: 1 (50%) State: (55%)	School: 0 State: (20%)
Music Extension 1	2018	1	School: 1 (100%) State: (67%)	School: 0 State: (29%)	School: 0 State: (4%)
Science Extension 1	2019	6	School: 0(7%) State: 0	School: 4 (67%) State: (62%)	School: 2 (34%) State: (31%)

Distinguished Achievement List 2019

- TIGS students received 13 Distinguished Achievements for scoring 90 or more in a subject.

Student work selected for statewide recognition

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

More outstanding achievements

- 15% of our students achieved ATARs of 85+
- 90% of students offered University placement

**Notable University Placements**

- Acceptance of a place at the National Institute of Dramatic Arts (NIDA)
- Acceptance into a place at the Western Australian Academy of Performing Arts (WAPPA)

RECORD OF SCHOOL ACHIEVEMENT (RoSA) – 2019

NESA awarded the following percentage of grades for 2019 Year 10 students:

Courses		Grade A	Grade B	Grade C	Grade D
English	School 2019	10	39	45	6
	State average 2019	12	28	37	16
	School 2018	15	52	32	0
	State average 2018	12	28	37	15
Mathematics	School 2019	10	14	56	17
	State average 2019	15	23	32	23
	School 2018	16	35	42	5
	State average 2018	15	22	31	22
Geography	School 2019	17	39	38	4
	State average 2019	14	27	36	16
	School 2018	25	47	27	0
	State average 2018	13	27	35	16
Science	School 2019	18	37	32	13
	State average 2019	13	25	36	19
	School 2018	17	53	27	4
	State average 2018	13	24	36	18
History	School 2019	13	45	37	4
	State average 2019	14	27	35	16
	School 2018	29	49	21	0
	State average 2018	13	27	35	16



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	110
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 2019 has been a skilled based curriculum. 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.	6
Mathematics	Differentiation for Gifted Students, MANSW Conference, Differentiation in the Classroom, Effective Practices for Stage 6 Assessment.	8
HSIE	Stage 6 History Planning, Modern History Planning Day, Effective Practices for Stage 6 Assessment, SCA Conference, Economics Conference, SCA Professional Learning Workshop, Extended Essay Workshop, Understanding Data	11
Arts	VET Entertainment Cert IV Upgrade, HSC Visual Art Marking Day, VET Networking Day.	3
LOTE	Japanese Teachers Conference, Sony Camp Conference, Planning Day, Syllabus Changes Workshop, Chinese and Literature Workshop.	10
Library	Teacher Librarian Conference, ICT Management and Leadership Conference.	3
PDHPE	Sony Camp Conference.	1
TAS	STEM Seminar, Thinking and Learning Conference.	2
Science	Planning Days, Stage 6 Science Ext, Extended Response Training.	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.	8
Executive	What is Educational Data, Elevate Programme Workshops. IB World Conference.	5
Learning Support	Successful Learning Conference, Disability Provisions Workshop, Elevate Programme Workshops, Autism Conference, ASD Workshop.	4



Junior School		
Prep	Emergency First Aid Response – Education and Care Setting	10
	Numeracy and Thinking Skills for 3-5 Year olds	2
	ALEA Teaching Oracy from the Early Years of Schooling	1
	ELSA STEM Pilot Workshop 1	1
	ELSA STEM Pilot Workshop 2	1
	Education for Sustainability	1
	Reggio Emilia - Tiziana Filippini – Constructing a Hypothesis for Research: The Genesis of Learning for Teaching	2
Kinder	AISNSW Science Syllabus familiarisation	3
	AISNSW PDHPE Syllabus familiarisation	3
	ALEA Spelling Workshop	2
	Leading Early Years in PYP Schools	3
	Resuscitation	3
	Mia Mia Practitioner Research Day	1
	UNSW School of Education Ignite the Spark, Collaborating for Differentiation	1
Fountas and Pinnell Leveled Literacy Intervention	1	
Year 1	AISNSW Science Syllabus familiarisation	3
	AISNSW PDHPE Syllabus familiarisation	3
	ALEA Teacher Accreditation Workshop	3
	ALEA Spelling Workshop	4
	ALEA Teaching Oracy from the Early Years of Schooling	2
	Resuscitation	3
	Supporting Teacher through Accreditation	1
	THRASS Conference	1
IB World Conference	1	
Year 2	AISNSW Science Syllabus familiarisation	2
	AISNSW PDHPE Syllabus familiarisation	2
	ALEA Teacher Accreditation Workshop	2
	ALEA Spelling Workshop	2
	ALEA Teaching Oracy from the Early Years of Schooling	1
	Resuscitation	2
	STEM Literacies: Problem Solving and Invention	1
Year 3	AISNSW Science Syllabus familiarisation	3
	AISNSW PDHPE Syllabus familiarisation	3
	ALEA Teacher Accreditation Workshop	1
	ALEA Spelling Workshop	2
	ALEA Teaching Oracy from the Early Years of Schooling	2
	Resuscitation	1
	STEM Literacies: Problem Solving and Invention	1
Utilising MAP Growth	1	
Year 4	AISNSW Science Syllabus familiarisation	2
	AISNSW PDHPE Syllabus familiarisation	2
	ALEA Spelling Workshop	2
	Resuscitation	2
	STEM Literacies: Problem Solving and Invention	2
	Becoming Accredited at Experienced Teacher	1
	Viewing Experienced Teacher Digital Portfolios 2020	1
	Strategies for Teaching Problem Solving in Maths	1
	Understanding Autism Spectrum Disorder	1
APSMO – Maths Olympiad	1	
Year 5	AISNSW Science Syllabus familiarisation	2
	AISNSW PDHPE Syllabus familiarisation	2
	ALEA Spelling Workshop	1
	Resuscitation	1



Year 6	AISNSW Science Syllabus familiarisation AISNSW PDHPE Syllabus familiarisation ALEA Spelling Workshop ALEA Teaching Oracy from the Early Years of Schooling Resuscitation Digital Technologies Workshop Future Schools Expo Understanding Autism Spectrum Disorder IPSHA Innovative Learning and ICT Umbrella Group	3 3 1 1 3 2 1 1 1
Head of Junior School	AISNSW Science Syllabus familiarisation AISNSW PDHPE Syllabus familiarisation ALEA Spelling Workshop Resuscitation Making the PYP Happen Gifted Awareness Forum for Educators Utilising MAP Growth ACEL – Clarity, What Matters most in Learning, Teaching and Leading ACEL – 2019 National Conference IPSHA Heads of School Conference	1 1 1 1 1 1 1 1 1 1
Performing Arts		
Library	Resuscitation PYP Network Meeting – Library STEM X The use of robotics as a teaching tool IPSHA Innovative Learning and ICT Umbrella Group Digital Literacy: The challenges and opportunities for schools 2019 KOALA Awards	1 1 1 1 1 1
Art	ALEA Teacher Accreditation Workshop	1
Administration	Education and Care First Aid	1
Teaching & Learning /PYP	AISNSW Science Syllabus familiarisation AISNSW PDHPE Syllabus familiarisation ALEA Spelling Workshop Resuscitation IB World Conference PYP Network Meeting May PYP Network Meeting August PYP Network Meeting November NCCD Term 2 Network Meeting NCCD Term 4 Network Meeting Utilising MAP Growth ACEL – Clarity, What Matters most in Learning, Teaching and Leading	1 1 1 1 1 1 1 1 1 1 1 1
PE/Sport	Education and Care First Aid AISNSW Science Syllabus familiarisation AISNSW PDHPE Syllabus familiarisation	2 2 2
Arrowsmith	Fountas and Pinnell Leveled Literacy Intervention	1
Learning Support	AISNSW Science Syllabus familiarisation AISNSW PDHPE Syllabus familiarisation Education and Care First Aid ALEA Spelling Workshop Resuscitation AIS Student Services Conference CELF-5 Screener Workshop Illawarra Special Educators Network Meeting May Illawarra Special Educators Network Meeting November IPSHA Support Group Umbrella Meeting NCCD Term 2 Network Meeting NCCD Term 4 Network Meeting Fountas and Pinnell Leveled Literacy Intervention	1 1 2 1 1 1 1 1 1 1 1 1 1



Student Wellbeing	AISNSW Science Syllabus familiarisation	1
	AISNSW PDHPE Syllabus familiarisation	1
	ALEA Spelling Workshop	1
	Resuscitation	1
	ACEL – Clarity, What Matters most in Learning, Teaching and Leading	1
	IPSHA Deputies and Curriculum Coordinators Conference	1
	U R STRONG Friendship Summit	1
EAL		
Japanese	ALEA Teacher Accreditation Workshop	1
	ALEA Teaching Oracy from the Early Years of Schooling	1
	Japanese Conference	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
- IB Workshops

PROFESSIONAL ACCREDITATION

Staff continued to be supported in gaining Accreditation. Staff wishing to progress through the levels of Accreditation attended support days, met as a group for professional support and were provided with time to observe lessons, gather evidence and attend professional mentoring meetings with their Supervisor. They also had the opportunity to attend AIS and union Workshops specifically for Professional Accreditation.

CURRICULUM DEVELOPMENT

The 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
- NESAs Syllabuses
- DP Course Specific Workshops
- PYP induction and continuing development
- PDHPE syllabus changes
- MYP Approaches to Learning

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 2019				
	Full Time – FTE	Part Time – FTE	Casual – FTE	Total – FTE
Academic	90	9.2	6.1	105.3
Non-Academic	33	9.6	2.4	45
Total	123	18.8	8.5	150.3



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

Student Attendance

The average attendance rate for the whole school in 2019 was 93.4%.

Average student attendance rate for each Year level:

Year level	Average attendance rate for each Year level as a percentage in 2019
Kindergarten	93.60
Year 1	92.33
Year 2	93.55
Year 3	94.57
Year 4	93.70
Year 5	95.67
Year 6	92.97
Year 7	95.11
Year 8	93.83
Year 9	93.09
Year 10	92.87
Year 11	93.38
Year 12	91.47

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 92 students enrolled in Year 10 in 2017, 78 were still enrolled at TIGS in 2019. These figures are based on the number of students who were at TIGS in 2017 compared with the Year 12 2019 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%
2017/2019	92	82	78	89%	85%



Post School Destinations

In Years 10, 11 and 12 in 2019 a total of 16 students left the School (see table below).

Reason	Year 10	Year 11	Year 12
Other School	7	2	
TAFE/Other Studies			1
Apprenticeship		1	
Family Circumstances	2		
International Students			
Overseas	1	2	
Total	10	5	1

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 2019	Access to full text
<p>Student Welfare <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>Child Protection</p> <ul style="list-style-type: none"> • <i>Child Protection –Abuse, Grooming & Neglect Identification& Initial Notification</i> • <i>Child Protection – Mandatory Reporting of Abuse& Neglect</i> • <i>Child Protection – Detecting, Reporting and Addressing Grooming Behaviours</i> • <i>Child Protection - Reportable Conduct of Staff, Volunteers & Others</i> • <i>Child Protection Working With Children checks</i> • <i>Child Protection – Information Sharing</i> <p>Student Behaviour</p> <ul style="list-style-type: none"> • <i>Assault (Student Against Student)</i> • <i>Bullying Prevention and Intervention</i> • <i>Digital Citizenship</i> • <i>Drugs – Illicit (Student Use Of)</i> • <i>Information & Communication Technology</i> • <i>Truancy</i> <p>Student Welfare and General Safety</p> <ul style="list-style-type: none"> • <i>Access Arrangements for Separated Parents/Guardians</i> • <i>Counselling Services</i> • <i>Disability Discrimination</i> • <i>Hazardous Substances</i> • <i>Inclusion Policy</i> • <i>Medical & Biological Waste</i> • <i>Needles and Syringes</i> • <i>Noise</i> • <i>Personal Protective Equipment</i> • <i>Slips and Trips</i> • <i>Staff and Student Professional Boundaries</i> • <i>Student Attendance Policy and Procedure</i> • <i>Student Code of Conduct Behaviour Management Policy</i> • <i>Student Leadership Policy and Procedure</i> • <i>Student Wellbeing Policy</i> • <i>Supervision (General)</i> • <i>Supervision & Inspection - Playground</i> • <i>Whole School Discipline Policy and Procedures</i> <p><i>Programs that support this policy include:</i></p> <ul style="list-style-type: none"> • <i>Early intervention programs that identify and</i> 	<p>Review and modifications to all related policies in 2019, as per legal updates.</p>	<p>All policies available by request via the School website. Parental access is via the Parent Portal</p> <p>All staff have access to all relevant policies in CompliSpace – Child Protection, Student Duty of Care and in Staff Information</p>



<p>support students at risk. This incorporates learning support and counselling services.</p> <ul style="list-style-type: none"> • Proactive student wellbeing programs based on Christian principles, international mindedness and incorporating positive education. • Pastoral Care structures such as House Mentors and House events, community service, outdoor education and leadership programs. • Annual update for all staff in regard to their legal responsibilities related to child protection and other relevant school expectations (Staff Code of Conduct) 		
<p>Anti-bullying <i>In the Bullying Prevention & Intervention as well as in Student Anti-Bullying Policy and Plans, the School provides plans and processes for identifying, preventing, managing and responding to incidents of bullying behaviour. The policy includes:</i></p> <ul style="list-style-type: none"> • Behaviours that constitute bullying and those that don't • Strategies for the prevention of Bullying • Processes for responding to bullying behaviour • Responsibilities of school stakeholders in relation to the reporting and responding to bullying • Cyber Safety 	<p>Embedded in student wellbeing programs and addressed in year meetings and wellbeing classes.</p>	<p>Public can request policies via the School website.</p> <p>Parent access is via the Parent Portal.</p> <p>All staff have access to all relevant policies in CompliSpace</p> <p>Summary available to students and staff in Student Diary.</p>
<p>Discipline Policy</p> <p><i>Referred to as the Whole-School Discipline Policy and Procedures. In this policy students are required to abide by the school rules, based on their Rights and Responsibilities and to follow the directions of teachers and other persons of responsibility delegated by the school. Where disciplinary action is required, consequences imposed vary according to the nature and severity of the behaviour, as well as the student's prior behaviour. The school expressly prohibits corporal punishment and does not sanction the administering of corporal punishment by non-school persons, including parents, to enforce school discipline.</i></p> <p><i>All disciplinary actions involving a student are based on Christian values, procedural fairness and restorative practices, seeking to restore relationships where relationships have been damaged. Parents are involved in the processes of procedural fairness when sanctions include suspension, exclusion or expulsion of a student.</i></p>	<p>Updated in 2019 to include position which oversees each level.</p>	<p>The full text of the Whole School Discipline Policy is available on request via the school's website and is readily available to parents via the Parent Portal</p> <p>All staff have access to all relevant policies in CompliSpace</p> <p>Summary available to students and staff in Student Diary.</p>
<p>Complaints and grievances resolution</p> <ul style="list-style-type: none"> • Grievance Policy and Procedures <p><i>The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness and privacy.</i></p> <ul style="list-style-type: none"> • Whistleblower (Protected Disclosure) Policy 	<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 request via the school's website and is readily available to parents via the Parent Portal</p> <p>The full text of the Whistleblower Policy is available on request via the school's website and is readily available to parents via the Parent Portal</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 2018 Annual Report

Area	Priorities for 2019	Achievements
Teaching and Learning -as per the current Strategic Vision 2018 -2021	Academic care and counselling	Implemented strategic 1:1 Academic counselling sessions for year 10/11
	Focus on the CORE business of student learning	Review of interruptions and distractions from CORE business for students and teachers to ensure the best possible chance of excellent learning outcomes for every student.
	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.
Student achievements	Maintenance of strong individual academic outcomes	Achieved as per results on pages 11 to 15 2019 HSC students received 2 nominations were received by examiners to NSW Education Standards Authority (NESA) for special recognition. Of the students who applied, 90% received offers of early entry by universities.
	Broad range of opportunities to develop students holistically	Comprehensive range of intentional extra and cocurricular activities which enhance learning, confidence and wellbeing and improve academics and other outcomes.
Facilities and resources	Provide agile high quality facilities and learning environments	Occupation of agile learning space in M Block with positive impact on pedagogy and student engagement.
		Opening of Junior School playground collaboratively designed with students and staff. Focussing on imaginative and active play.
Student Welfare	Increased opportunity for Student Voice to Years 7 to 12	SRC used as a vehicle for student voice and agency to contribute to decisions regarding their School
	Uniform expansion	Implementation of a new girls uniform options to allow increased movement and comfort.
	Explicit teaching of social and emotional learning skills across the Junior School	Continuing focus area.
	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 and support effective communication between students, staff and parents.	Opportunities for interaction, community building and strong relationships prioritised in 2019.



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.
	Adoption of ICT into teaching and learning	Continued development of online collaborative programming tools and practices.
	Assessment - PD related to effective assessment techniques and strategies.	Whole school focus on formative assessment to improve learning outcomes.
	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.
	Adoption of ICT into teaching and learning	Continued development of online collaborative programming tools and practices.



Priority Areas for Improvement

Area	Priorities for 2020
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	Continue to develop and maintain agile learning spaces.
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	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>Student Welfare and Discipline</p>	<p>The School continues to place a high priority on providing quality care for students. Parents consistently report that this is a key reason for choosing to send their children to TIGS. Programs of student welfare currently under review:</p> <ul style="list-style-type: none"> • System of student encouragement and recognition that affirms both excellence and effort. • Continue with restorative practices as a framework for dealing with issues where there were breakdowns in relationships. Training of staff in this approach maintained. • Explicit Wellbeing Programme across Years 7-10, focusing on cyber safety, peer support and positive education. • 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. • Year 11 Wellbeing Programme in 2018 with a focus on relaxation, communication, engagement and physical activity.
<p>Community Service</p>	<p>The School is committed to providing planned and age appropriate experiences in community service across K – 12.</p> <p>In the Prep/Junior School, Community Service is localised within stages and generally flows out of learning in the classroom under the “Action” phase of the PYP. This results in action from students within school, at home or sometimes more broadly in the community.</p> <p>In the Senior School, at the end of each year the Deans (in collaboration with the Chaplain) determine the Community Service venture for their Year Group for the following year. Major partners in 2019 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 2019 was Anglican Aid Adjumani Camp, raising \$10,331.</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

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.

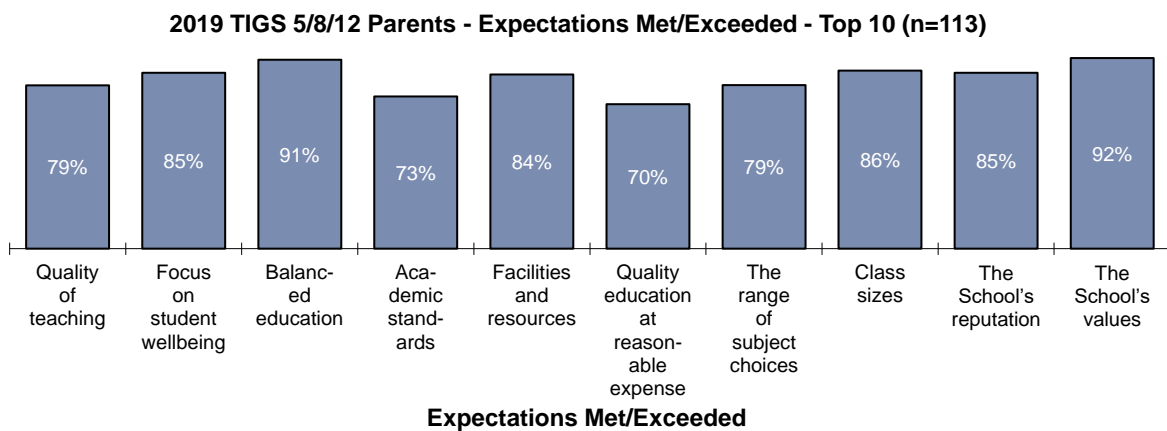
In 2019, 113 parents and 180 students participated in surveys and provided views on such areas as academic performance, student wellbeing, Christian education, co-curricular, sport, communications, reputation and facilities.

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:

- ◆ 79% of parents' expectations were met or exceeded in relation to the quality of teaching
- ◆ 85% of parents' expectations were met or exceeded in relation to focus on student wellbeing/safe and caring environment
- ◆ 91% of parents' expectations were met or exceeded in relation to balanced education
- ◆ 73% of parents' expectations were met or exceeded in relation to academic standards
- ◆ 84% of parents' expectations were met or exceeded in relation to facilities and resources



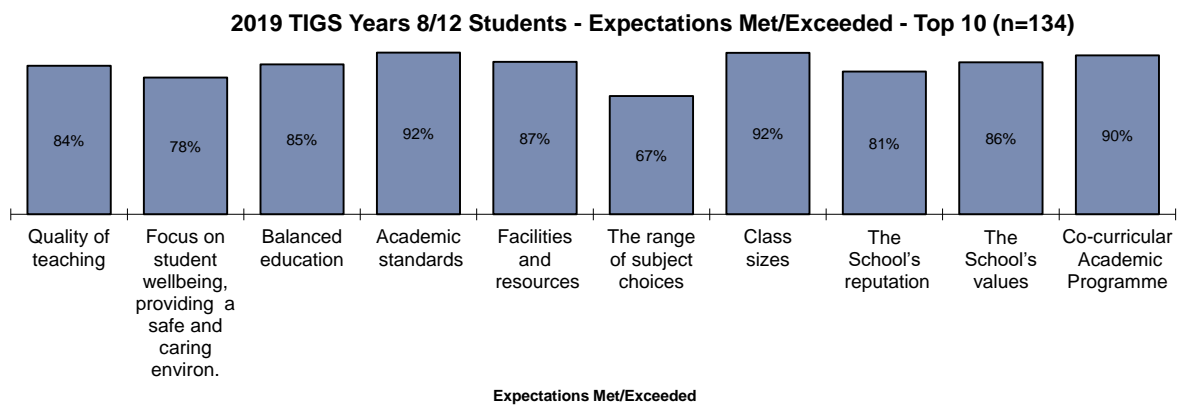


Students

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:

- ◆ 84% of students' expectations were met or exceeded in relation to the quality of teaching
- ◆ 78% of students' expectations were met or exceeded in relation to focus on student wellbeing/safe and caring environment
- ◆ 85% of students' expectations were met or exceeded in relation to balanced education
- ◆ 92% of students' expectations were met or exceeded in relation to academic standards
- ◆ 87% of students' expectations were met or exceeded in relation to facilities and resources



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

2019 TIGS Years 5/8/12 Parents - Top 5 Most Valued Aspects	2019 TIGS Year 5/8/12 Students Top 5 Most Valued Aspects
Quality of teachers	Friendships made
Safe and caring environment	Quality of overall education
School community	Excellent teachers
Range of opportunities offered	Sports programme
Friendships made	Connections and relationships



Parent Quotes on what they value about TIGS:

Committing to sending my children to TIGS is a declaration of the importance we place on a quality education. We see ourselves working in partnership with the School to provide the best experience possible for our children. I'm proud to be a TIGS parent.

Always aims for excellence!

The commitment by the school to provide a high-quality education for my children in a Christian, caring environment. I know that my children are well cared for and that the school is always striving to improve and make positive changes.

Our child's experience of the DP has been overwhelmingly positive. The staff have worked very hard in preparing students for the challenges of the programme and supporting their learning journey.

The opportunities that my children have received.

The breadth of my daughter's education, both academic and social.

The safe caring environment TIGS provides for my children and the respect, service and love of learning it fosters.

I know that TIGS is an excellent school that offers a caring and balanced approach to education and great development opportunities for our child. I trust the school will always place the best interests of our child first.

Great balance of academic, social, sport and community activities from professional and caring staff in a co-educational and quality environment.

Student Quotes on what they value about TIGS:

I value the strong sense of community and help in the school.

I value the opportunities that are provided like duke of Edinburgh, camps, sporting teams, and many more things.

I value my academic education and all the academic opportunities available to me.

Good educations, friendships and leaderships, good opportunities and activities.

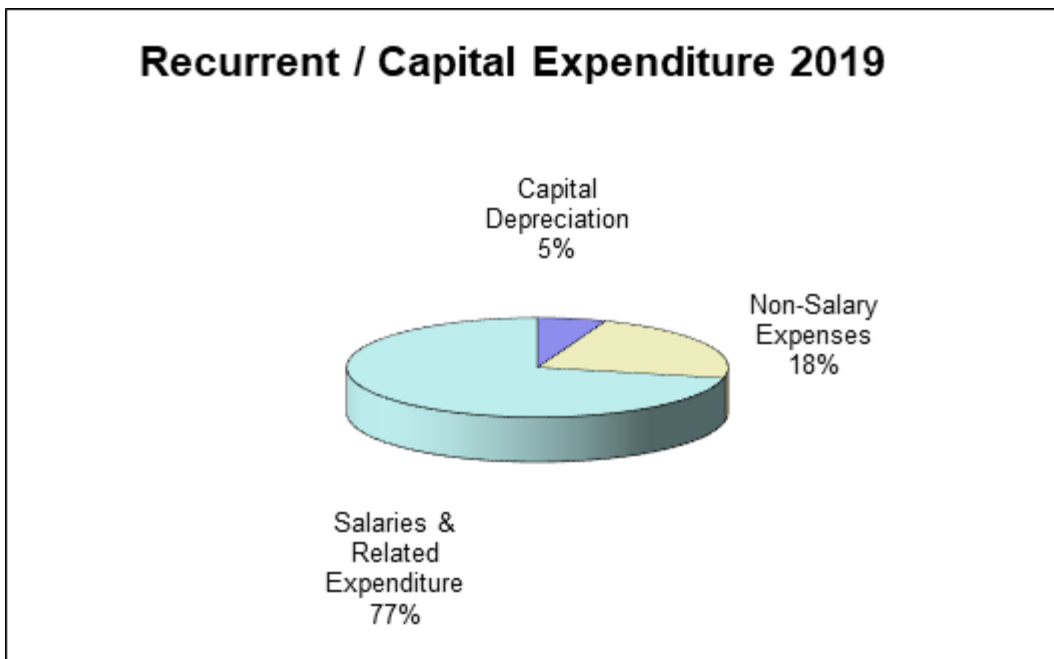
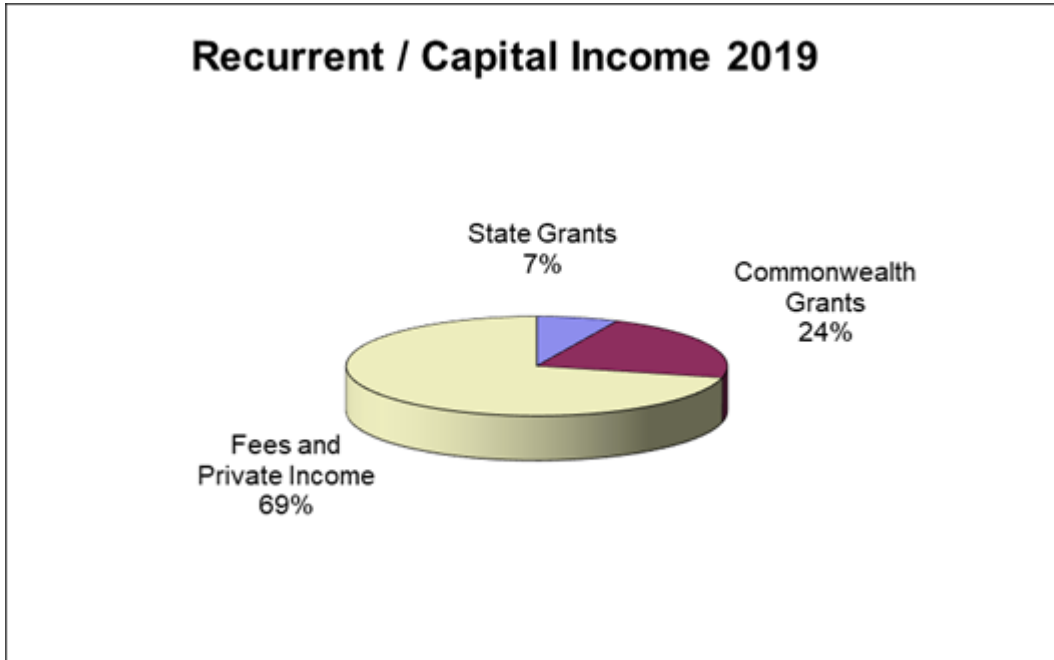
I overall am really impressed with the teaching staff of the school as most are able to effectively communicate their knowledge in a way which is easy to understand. Many of them are experienced in their field and has experience marking HSC papers which gives great incite into what markers look for and how to communicate yourself in a way which can maximize your results.

The opportunities which have arisen as a result of attending this school and the wellbeing support which has been beneficial in defining my identity.

The opportunities and experiences I have received and the friendships that have been forged, not just in my year but years below. As well as the support I have received from the teachers, especially regarding assessment feedback.

Summary Financial Information

Graphical representation of income and expenditure using percentages only:



Document current as at 26 June 2020. 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](#)

[CompliSpace Staff Sign In](#)

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	<p>The register of enrolment records the following information for each student:</p> <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">- 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 off-site 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.
Key Legislation	Disability Discrimination Act 1992 (Commonwealth) Disability Standards for Education 2005 (Commonwealth) Race Discrimination Act 1975 (Commonwealth) Anti-Discrimination Act 1997 (NSW)
Related Policies	Child Protection Exemption from Attending School Policy Student Code of Conduct Whole School Discipline Policy and Procedures