



TIGS

The Illawarra Grammar School

2020

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 2020 TIGS Magazine the Chair wrote, "In 2020, The Illawarra Grammar School celebrated 61 years as an independent school. 2020 has been a unique year in our history.

The School Council acts like a board for our School. Its role is to oversee the financial and operational aspects to ensure our School remains financially sustainable and to develop the Strategic Vision. Council is also responsible for appointing the Principal. This year has been quite different to any other. We started the year for the first time in a decade with a growth in enrolments due to the implementation of our new enrolment strategy coupled with a number of marketing initiatives. I want to acknowledge the great work done by these departments in our School.

Many of the strategic initiatives planned for 2020 were put on hold in March as the impact of COVID-19 was felt in our school community. This resulted in significant changes to the delivery of our learning programmes. The staff did an amazing job in adapting quickly to the changing landscape and provided an outstanding hybrid learning programme that was second-to-none anywhere in New South Wales.

I want to thank all the teaching and professional staff for their efforts to facilitate this transition and for how you have persevered with the many changes that have occurred this year. Your resilience and professionalism have been admirable.

I want to congratulate our students on their efforts this year. No doubt you have been tested in ways unlike anything you have experienced. I am sure you have heard people say that this will make you stronger and more resilient - and this is true. Your voices are critical to the future of our School and what we want our society to look like. You live in a country with amazing opportunities and go to the best school in our region. Make the most of this. I spend time in a number of low- and middle-income countries and I can tell you that many children would give anything to have what you have. Use these opportunities responsibly to make the world around you more equitable, inclusive and sustainable. Finally, please ensure you continue to look after your friends. We know that COVID-19 has impacted young people's mental health, with many more anxious and depressed. Remember to stay connected and seek help if you need it.

In addition to COVID-19, the School undertook a significant operational restructure in 2020. This has been critical to ensuring the long-term sustainability of the School, in light of the impact of forecast changes to the funding model used to determine the support our School receives from the government. Council is indebted to Mrs Nealy and the School Executive team for their tireless work in leading the implementation of this restructure which will ensure our School remains competitive and viable into the future.

I want to thank all parents for your support for our School. Although it was not possible to come together as we usually would this year around events such as the Great Fete, School Production, concerts and graduation, I have no doubt you are still committed to partnering with the School in the education of your children. Thank you especially for how you have supported your child's learning during the period when students were participating in classes from home. I know many of you were juggling this along with all your other responsibilities. Your commitment to supporting our School and your child was very important at this time.

I want to thank our School Council. They, too, have worked tirelessly with Mrs Nealy on the School's strategic response to COVID-19 in identifying and ameliorating the perceived risks. A new committee was formed to work with the Principal on repositioning the School post-pandemic. Moving forward, new committees will also support the key areas of academic provision and enrolments.

This year also saw two of our School Council members step down. I want to thank James Ackland for his service over the past three years and our former Chair, Roger Summerill OAM. Roger has been on the School Council for 23 years, the last 20 of these as Chair. This equates to around one-third of our School's history. His contribution to the governance of TIGS has been significant and he has been a tremendous



example of what it means to serve your school community. Thank you, Roger, for your leadership, wisdom, and commitment over such an extended period. We also welcomed two new members to School Council. Former student from the Class of 2011 and now graduate architect at Pedavoli Architects, Samuel Jones, and distinguished former educator and administrator, Dr Bryan Cowling. It's wonderful to have their skills and experience on School Council.

On behalf of the School Council, I congratulate all those who received awards for their efforts and commitment to their studies. For those in leadership positions in 2021, I pray for wisdom and strength for you: that you would lead by example and continue the fine tradition of servant-hearted leadership at TIGS. As we look to the future, our School stands at the crossroads. As a result of COVID-19, TIGS looks different now and will not be the same school it was at the start of the year. We have a great opportunity as a school community to shape how we want our School to look in the future. The School Council is committed to driving our new Strategic Vision and we want your input and voice in this as we commence this process in 2021. TIGS will continue to espouse the values of being Academic, Christian and Caring. But how this looks and is lived out is the responsibility of us all. We can shape our future. To borrow a line from John F Kennedy, former US President - Ask not what TIGS can do for me but what I can do for TIGS. We can make our great School even greater if we all commit to doing this."

Professor Anthony Okely
Chair of School Council



A Message from The Principal

In the 2020 TIGS Magazine the Headmaster wrote, “Each academic year, I put a theme or goal to our community of staff, students and families so that we have a combined and shared focus on particular areas of our School. We started 2020 with the goal of high effort, high care and high expectations for students and each other. We intentionally looked at areas that we had identified to improve and set our sights on strengthening the academic culture of our School – rigour was the goal. Effort, care and expectations were the mountains we would climb in order to achieve it.

This meant that for every student, in every class, teachers were explicit about the behaviour, effort and outcomes that were required and expected. But this was not to happen in a vacuum of expectation, but with an ongoing commitment to high levels of care and support. Families will remember that this was written about in welcome back letters and subsequent newsletters. In a normal year, this goal would have provided cohesion and focus across our learning community and enabled us to continue to reflect and improve. Continual improvement is a characteristic of a great school, so this is routine business for us here at The Illawarra Grammar School (TIGS).

Our 2020 academic year at TIGS started well. COVID-19 was on our radar, but along with the rest of the world, we had no idea of the impact this virus was to have. We quickly realised that unprecedented levels of agility were going to be required in order to keep our community safe and maintain high levels of student learning. All of our stakeholders demonstrated Olympic gymnast level agility! A fourth mountain is added to the one we have scaled in 2020. We have trekked this mountain together.

TIGS parents kept up with gargantuan levels of communication from the School outlining the various shifts in learning provision, access to campus and events. Our families shifted to Zoom information meetings, digital parent teacher interactions and live streamed graduations, and have done so with grace and positivity.

TIGS students have managed unprecedented change and continued to learn and learn well. While newspapers and media feature reports of lost learning due to the pandemic, the newly implemented data and tracking systems in the Junior School demonstrated excellent levels of progress for the majority of Junior School students. Our learners from Preparatory to Year 12 have continued to feel connected to their School and each other during face to face, hybrid and online learning and even more recently, as our usual co-curricular and broad programmes have been modified so that they were able to continue. TIGS staff have lifted a heavy burden with positivity and professionalism. Our IT and Property teams have developed responses and safety guidelines for our campus and everyone present. They have managed access, deep cleaning, cohort separation, live streaming and online learning technical support. Our administration and support staff have cheerfully modified processes and programmes for attendance, communication, formal events and conducting the day-to-day business of running a busy school. Our teaching staff have designed and redesigned learning to cater for their students either face to face or online, ensuring that our original goals of high expectations, high effort and high care were still pursued.

A fifth mountain, larger than all the rest is apparent for me, it is the Everest of 2020 and it is gratitude. This mountain has not been a slog, it has been a joyful revelation. Positive psychology is clear that practising gratitude is an important tool in our wellbeing tool kit. In a pandemic year, we have a wonderful opportunity to practise gratitude. Even with all the things that have changed and all the things we have missed out on doing, we can be so thankful for the year we have had.

Thank you to our parents for modelling resilience and agility to your children and supporting the staff at TIGS. Thank you to our students, once again you have been a source of encouragement, energy and blessing. You have been positive and have focused on preserving the important things; relationships, community and learning. Thank you to our staff, the team at TIGS, and to our Great God who has protected our School, kept us safe, and blessed us with a positive year of learning and growth in 2020.

I am a teacher, to my core. I always look for the learning in every situation. So, what have we learnt? What we have learnt together in 2020 will change each of us, change our School and indeed change the



world. There is no doubt that it has been a tough year, but I remain grateful for what we have achieved, what we have learnt, and I look forward to seeing how we will apply this learning in 2021."

Mrs Judi Nealy
Principal



A Message from the P&F

In the 2020 TIGS Magazine, the President of P&F wrote, "Well, what a year 2020 has been, not just from a school perspective but from a personal and business one. To say things have been disrupted would be an understatement and one that truly doesn't reflect the impact that COVID-19 has had on each and every one of us.

It is with a sense of great loss that our TIGS community hasn't been able to share special times together, as normal, through the many and varied events we generally enjoy during the School year. Creating a close-knit school community underpins everything we do and we welcome our parents and friends into the school at every possible opportunity. COVID-19 has robbed us of these precious times, however, I know that they will be enjoyed in years to come and as soon as allowable.

I have previously spoken about parent involvement being key to maintaining a strong sense of community spirit and that the role of the P&F has been to establish, nourish and support the needs of parents, carers and friends as active members of the school community and that we are an integral part of the school structure. COVID-19 has restricted us somewhat, however, via Zoom we still managed to connect and be an integral part of the school community. Although it is a different form of connecting, we still managed to contribute to creating a sense of connectedness. Thank you to all who embraced this form of interaction and let's hope that we will be able to see each other's smiling faces, in person, sometime in 2021.

Unfortunately, our fundraising efforts this year have not allowed us to contribute significantly to any major projects, however, we have agreed to financially support the 2021 work around the tennis/basketball courts.

Even with restrictions in place, I would still like to thank Serena Gilligan for being the Coordinator of the Second-Hand Uniform Shop and making sure that parents can access this valuable resource.

As President, I have been blessed with an Executive Committee who are dedicated to P&F and the School. A special thankyou to Melanie Silburn (Deputy President), Jenny Evans (Treasurer) and Dominee Bentley (Secretary) for all their efforts throughout the year. Thank you also to the Karobran and Orana Year Representatives that contribute their time and energy.

On that note, I would like to personally wish everyone a prosperous 2021 and hope that we all continue to support each other moving forward."

Joanne Danckwardt
President TIGS P&F



A Message from the Foundation

In the 2020 TIGS Magazine the Chair of Foundation wrote, “A Strong Dedication (Even in Times of Challenge)

THE PURPOSE OF TIGS FOUNDATION

TIGS Foundation has a Board and Members and is a not-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 Principal and School Council and governed by a constitution.

OUR ROLES:

- Raise funds towards capital projects, land purchases, new buildings, and refurbishment.
- Raise funds for a fully paid humanitarian scholarship (The Foundation Scholarship in honour of the late Rev. Richard Bosanquet, which provides a life-changing pathway to a child from the Illawarra Community.)
- Manage funds bequeathed including the current Liney Family Music Scholarship. The pandemic has seen much loss around the world. Homes, jobs, businesses, health, life opportunities, life celebrations, mental and emotional challenges; in one or more ways each human has been affected. For most of us we have not seen such a globally impacted event as COVID-19 nor have we ever had to change our everyday way of life almost overnight. There has been a noticeable shift in people's lifestyles, and in, a positive sense, society has been given an opportunity to reset, slow down and reevaluate their needs, priorities, values, resources, and relationships.

During 2020, any fundraising organisation has been especially challenged. Events, meetings, and gatherings have been cancelled or postponed causing strain on the ability to raise funds for their cause. It has been difficult to expect financial assistance from people during their own time of uncertainty, even though the commitments have continued.

On behalf of the Foundation Board Members, I would like to thank the families and local businesses who donated to us this year and enabled our commitment of paying for a scholarship which provides a student with a positive, life-changing opportunity. In one of the most trying times, you have helped us to keep this student's dream alive and well.

I whole heartedly thank current, past, and future donors. Your contribution goes directly to our cause and over the years we have continued to have amazing outcomes for young people.

We pray that 2021 and beyond will enable all charities to get back to doing what they do best – making a difference to those who need a helping hand.

TIGS FOUNDATION FUNDRAISING EVENTS

TAJ MAHAL BALL

The Taj Mahal Ball is a biennial fundraising gala held by TIGS Foundation to raise funds for worthy courses. Typically, over 500 people fill the hall of Wollongong University to enjoy a lavish feast of Indian food, culture and performance. Guests are treated to glamorous surroundings with the Taj Mahal theme and the efforts by guests to dress in Bollywood attire make for a magical and fun evening. Funds raised support three worthy causes that partner with TIGS Foundation in assisting our School and our local community. Unfortunately, due to COVID-19 the next Taj Mahal Ball has been postponed to 2022.

The main beneficiaries of

The Taj Mahal event are:

- **The Disability Trust**
- **TIGS Sony Foundation Camp** which allows clients of The Disability Trust from around the region to be cared for by our Year 11 cohort during a weekend of fun and interaction. This gives The Disability Trust 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.

- **TIGS Foundation Rev. Richard Bosanquet Scholarship**

COMMUNITY BUSINESS DIRECTORY

During times of challenge, community support can provide a network that helps everyone. During the hardship of 2020, TIGS Foundation reached out to the small business families of our school offering them an opportunity to be promoted to our community via a listing on the School's website. The Community Business Register provides a list of businesses run by members of the school community with a direct connection to TIGS. The register is a continuously growing list with a mutually beneficial opportunity by providing a resourceful list of available goods and services amongst us. Advertising fees as a donation were waived for 2020 due to the pandemic.

You can now view and support the following family businesses:

Adfin Financial Services, All Residential Real Estate, Copywriting That Sells, Shellharbour Village Pharmacy, King Street Dental and Medical, Contractors United, Eyestore Kiama, Traffic Management Services Aust, Affective Services Group Aust, Elite Fireworks, Coast to Coast Logistics, Active Property Conveyancing, EZ Occupational Therapy, City Coast Motorcycles, HLB Mann Judd Chartered Accountants, One Agency JD Properties, RMB Lawyers, Christopher Adams Lawyers, RAMS Home Loans, All Day N Night Driving School and Cinnamon Twist Belly Dance.

TIGS GREAT FETE SILENT AUCTION

Packed with generous and exciting auction prizes from local businesses, all items sold provide the successful bidders with high end, well-priced experiences. All funds raised go towards our humanitarian scholarship fund. Thank you to all our donors of whom many continue to give generously from their family businesses.

GRADUATION AND ANNUAL PRESENTATION AWARDS

The Illawarra Grammar School Foundation proudly sponsors

10 awards for our high achieving Senior School students for outstanding academic and community achievements.

We were pleased to present the following Year 12 well-deserving students from the 2020 cohort, the following Awards:

The D.B. Thompson Prize for Chemistry: Aakriti Saroha

The Barbara Broadley Mathematics Extension 2

Prize: Kaichuan Yu

Evans Prize for Application

to Studies: Sarah Tubman

The Rees Jones Memorial Prize for Community Citizenship:

Julian MacDonald

TIGS Foundation Award for Service: Aaron Avenido

Best All Rounder Award: Alexandra Nicholl

The Edgar Beale Prize for

Modern History: Luca Gibbs

The Beth Delbridge Memorial Prize for Christian Citizenship: Elizabeth Westwood

Hoskins Prize for Loyalty to the School Community: Macy Carroll

TIGS Foundation Award for History Research: Aaron Avenido

Mrs 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

As NAPLAN was cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results as summarised below and available on MY School (<http://www.myschool.edu.au>)

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 2019 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 2020, 20% 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
2020	HSC or VET qualification	100

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

HIGHER SCHOOL CERTIFICATE – 2020

In 2020, 66 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
Biology	2019	21	School: 5 (24%) State: (24%)	School: 13 (62%) State: (53%)	School: 3 (14%) State: (15%)
	2020	23	School: 10 (43%) State: (31%)	School: 11 (57%) State: (56%)	School: 0 State: (13%)
Business Studies	2019	30	School: 11 (37%) State: (32%)	School: 17 (56%) State: (50%)	School: 2 (7%) State: (16%)
	2020	31	School: 11 (35%) State: (35%)	School: 16 (51%) State: (47%)	School: 0 State: (7%)
Chemistry	2019	16	School: 2 (13%) State: (32%)	School: 14 (87%) State: (42%)	School: 0 State: (11%)
	2020	16	School: 3 (19%) State: (43%)	School: 13 (81%) State: (47%)	School: 0 State: (10%)
Design Technology	2019	5	School: 3 (60%) State: (46%)	School: 2 (40%) State: (48%)	School: 0 State: (5%)
	2020	5	School: 5 (100%) State: (47%)	School: 0 State: (50%)	School: 0 State: (3%)
Drama	2019	6	School: 1 (17%) State: (44%)	School: 5 (83%) State: (55%)	School: 0 State: (2%)
	2020	8	School: 1 (13%) State: (47%)	School: 7 (87%) State: (50%)	School: 0 State: (2%)
Earth and Environmental Science	2020	7	School: 2 (29%) State: (30%)	School: 45 (71%) State: (55%)	School: 0 State: (15%)
Economics	2019	10	School: 7 (70%) State: (51%)	School: 3 (30%) State: (40%)	School: 0 State: (7%)
	2020	8	School: 4 (50%) State: (51%)	School: 4 (50%) State: (40%)	School: 0 State: (9%)



English Standard	2019	29	School: 0 State: (12%)	School: 28 (96%) State: (75%)	School: 1 (4%) State: (12%)
	2020	25	School: 3 (12%) State: (11%)	School: 21 (84%) State: (77%)	School: 1 (4%) State: (12%)
English Advanced	2019	37	School: 18 (49%) State: (62%)	School: 19 (50%) State: (37%)	School: 0 State: (1%)
	2020	30	School: 12 (40%) State: (63%)	School: 18 (60%) State: (36%)	School: 0 State: (1%)
EAL/D	2019	7	School: 0 State: (23%)	School: 7 (100%) State: (61%)	School: 0 State: (13%)
	2020	11	School: 3 (27%) State: (26%)	School: 8 (73%) State: (58%)	School: 0 State: (15%)
Industrial Technology	2019	7	School: 1 (14%) State: (21%)	School: 6 (84%) State: (56%)	School: 0 State: (20%)
	2020	5	School: 2 (40%) State: (24%)	School: 3 (60%) State: (57%)	School: 0 State: (19%)
Legal studies	2019	12	School: 6 (50%) State: (40%)	School: 5 (41%) State: (41%)	School: 1 (8%) State: (15%)
	2020	5	School: 3 (60%) State: (39%)	School: 2 (40%) State: (48%)	School: 0 State: (13%)
Mathematics Standard 2	2019	32	School: 8 (24%) State: (24%)	School: 22 (65%) State: (59%)	School: 2 (6%) State: (16%)
	2020	20	School: 5 (25%) State: (24%)	School: 14 (70%) State: (51%)	School: 1 (5%) State: (25%)
Mathematics Advanced	2019	28	School: 6 (21%) State: (48%)	School: 20 (71%) State: (42%)	School: 2 (7%) State: (7%)
	2020	29	School: 8 (28%) State: (52%)	School: 21 (72%) State: (43%)	School: 0 State: (4%)
Modern History	2019	19	School: 7 (36%) State: (38%)	School: 11 (57%) State: (45%)	School: 1 (5%) State: (13%)
	2020	6	School: 3 (50%) State: (37%)	School: 3 (50%) State: (47%)	School: 0 State: (16%)
Music 1	2019	8	School: 7 (87%) State: (66%)	School: 1 (13%) State: 31%	School: 0 State: (2%)
	2020	8	School: 7 (88%) State: (64%)	School: 1 (12%) State: (34%)	School: 0 State: (2%)
Music 2	2020	2	School: 1 (50%) State: (88%)	School: 1 (50%) State: (12%)	School: 0 State: (0%)
PDHPE	2019	19	School: 3 (16%) State: (31%)	School: 15 (78%) State: (56%)	School: 1 (5%) State: (11%)
	2020	19	School: 11 (58%) State: (34%)	School: 8 (42%) State: (50%)	School: 0 State: (16%)
Physics	2019	16	School: 1 (6%) State: (36%)	School: 15 (94%) State: (48%)	School: 0 State: (14%)
	2020	9	School: 5 (56%) State: (40%)	School: 3 (33%) State: (56%)	School: 1 (11%) State: (14%)
Society and Culture	2019	11	School: 7 (63%) State: (44%)	School: 4 (36%) State: (48%)	School: 0 State: (7%)
	2020	10	School: 7 (70%) State: (43%)	School: 3 (30%) State: (50%)	School: 0 State: (7%)



Visual Arts	2019	19	School: 9 (47%) State: (61%)	School: 10 (52%) State: (35%)	School: 0 State: (2%)
	2020	17	School: 12 (71%) State: (64%)	School: 5 (29%) State: (33%)	School: 0 State: (3%)
Japanese Continuers	2019	5	School: 1 (20%) State: (59%)	School 4 (80%) State: (35%)	School: 0 State: (4%)
	2020	2	School: 0 State: (56%)	School: 2 (100%) State: (38%)	School: 0 State: (6%)
Chinese and Literature	2019	6	School: 0 (0%) State: (70%)	School: 6 (100%) State: (28%)	School: 0 State: (3%)
	2020	8	School:4 (50%) State: (68%)	School: 4 (50%) State: (28%)	School: 0 State: (4%)
Entertainment	2019	13	School: 3 (23%) State: (36%)	School: 8 (62%) State: (35%)	School: 2 (15%) State: (4%)
	2020	12	School: 4 (33%) State: (42%)	School: 7 (58%) State: (41%)	School: 1(8%) State: (17%)

Extension Courses	Year	Number Students	Performance band achievement by number and percentage		
			Band E4	Band E3	Band E2
English Extension 1	2019	10	School: 1 (10%) State: (34%)	School: 8 (80%) State: (60%)	School: 1 (10%) State: (6%)
	2020	6	School: 0 (%) State: (39%)	School: 6 (100%) State: (54%)	School: 0 State: (6%)
English Extension 2	2019	6	School: 1(16%) State: (26%)	School: 3 (50%) State: (54%)	School: 2 (34%) State: (19%)
	2020	3	School: 0 State: (26%)	School: 3 (100%) State: (56%)	School: 0 State: (17%)
Maths Extension 1	2019	7	School: 3 (43%) State: (39%)	School: 2 (29%) State: (41%)	School: 2 (29%) State: (15%)
	2020	19	School: 2 (11%) State: (38%)	School: 8 (42%) State: (36%)	School: 5 (26%) State: (20%)
Maths Extension 2	2019	4	School: 0 State: (36%)	School: 2 (50%) State: (50%)	School: 2 (50%) State: (11%)
	2020	8	School: 1 (13%) State: (36%)	School: 2 (25%) State: (48%)	School: 4 (50%) State: (13%)
Music Extension 1	2020	1	School: 0 State: (69%)	School: 1 (100%) State: (29%)	School: 0 State: (2%)
Science Extension 1	2019	6	School: 0(7%) State: 0	School: 4 (67%) State: (62%)	School: 2 (34%) State: (31%)
	2020	6	School: 0 State: (7%)	School: 6 (100%) State: (67%)	School: 0 State: (25%)

Distinguished Achievement List 2020

TIGS students received 16 Distinguished Achievements for scoring 90 or more in a subject.

Student work selected for statewide recognition

One nomination was received for the ArtExpress 2021 Showcase

More outstanding achievements

14% of our students achieved ATARs of 90+

98.4% of students were offered Early Entry University places

**RECORD OF SCHOOL ACHIEVEMENT (RoSA) – 2020**

NESA awarded the following percentage of grades for 2020 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 2020	25	52	17	5
	State average 2020	12	28	36	16
Mathematics	School 2019	10	14	56	17
	State average 2019	15	23	32	23
	School 2020	18	26	42	14
	State average 2020	15	22	32	22
Geography	School 2019	17	39	38	4
	State average 2019	14	27	36	16
	School 2020	35	40	23	1
	State average 2020	15	28	35	16
Science	School 2019	18	37	32	13
	State average 2019	13	25	36	19
	School 2020	22	31	42	4
	State average 2020	13	25	36	19
History	School 2019	13	45	37	4
	State average 2019	14	27	35	16
	School 2020	36	48	15	1
	State average 2020	15	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	97
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 2020 was moving forward post MYP curriculum framework. Staff attended In-Services in specific subject areas and for all stages of Learning K-12.

English	HSC Marking Briefing, Revision Strategies Extension1 English, Eng. Ext 1 Drawing Lessons from 2019, Craft of Writing Workshop, Textual Conversations Module A Hag-seed & Tempest
Mathematics	New Stage 2 Syllabus, Vectors in Stage 6 Maths Ext 1 & 2
HSIE	HSC Marking Briefing, Legal Studies State Conference
Arts	Principles of Purposeful Programming,
LOTE	Principles of Purposeful Programming, HSC Marking Briefing, Speaking Skills HSC Chinese Continuers, Mini Certificate of Gifted Education
Library	
PDHPE	Principles of Purposeful Programming, Creating Your Experienced Teacher Digital Profile
TAS	
Science	Banish Teacher Burnout, Disease Masterclass
Careers	Careers Advisers Association Industry & Tertiary Update, UNSW Careers Advisers Seminar, USYD Careers Advisers Day, ACU Careers Advisers Seminar
Executive	Principles of Purposeful Programming, What is Educational Data, ROSA & HSC Curriculum Requirements for registration & accreditation, Registration Requirements for Schools Renewing Registration in 2021, School based Teacher Accreditation, Barnabos Online Conference
Learning Support	.
Whole Staff	Anaphylaxis Training; Resuscitation Training; The TIGS teacher
ELICOS	NEAS Conference



Junior School		
Prep	Resuscitation	11
Kinder	Resuscitation	3
	ALEA Workshop – Remote Teaching	2
	THRASS Foundation Level 1	1
Year 1	Resuscitation	3
	ALEA Workshop – Remote Teaching	2
Year 2	Resuscitation	2
Year 3	Resuscitation	2
	ALEA Workshop – Remote Teaching	1
Year 4	Resuscitation	2
Year 5	Resuscitation	3
Year 6	Resuscitation	2
	Creating your Experienced Teacher Digital Portfolio	1
	Disability Legislation Online	1
	The Collaborative Planning Process	1
Head of Junior School	Resuscitation	1
Performing Arts	Resuscitation	
Library	Resuscitation	1
	ALEA Workshop – Remote Teaching	1
	Librarians Leading Innovation	1
Administration	Resuscitation	2
Teaching & Learning /PYP	Resuscitation	1
	NCCD Term 1 Network Meeting	1
PE/Sport	Resuscitation	2
Biblical Studies	Resuscitation	1
	ALEA Workshop – Remote Teaching	1
Learning Support	Resuscitation	4
	ALEA Workshop – Remote Teaching	1
	NCCD Term 1 Network Meeting	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

Due to COVID-19 conferences specifically focussed on IB were either cancelled or attended via Zoom.

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:

- NESA Syllabuses
- PYP induction and continuing development
- PDHPE 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 2020				
	Full Time – FTE	Part Time – FTE	Casual – FTE	Total – FTE
Academic	73.0	12.5	2.1	87.6
Non-Academic	33.0	5.4	5.5	43.9
Total	106.0	17.9	7.6	131.5



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

Student Attendance

The average attendance rate for the whole school in 2020 was 93.4%.

Average student attendance rate for each Year level:

Year level	Average attendance rate for each Year level as a percentage in 2020
Kindergarten	93.60
Year 1	92.33
Year 2	95.43
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	91.76

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 75 students enrolled in Year 10 in 2018, 64 were still enrolled at TIGS in 2020. These figures are based on the number of students who were at TIGS in 2018 compared with the Year 12 2020 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
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%
2018/2020	75	72	64	96%	85%



Post School Destinations

In Years 10, 11 and 12 in 2020 a total of 17 students left the School (see table below).

Reason	Year 10	Year 11	Year 12
Apprenticeship	2	0	0
Educational Needs	4	1	1
Family Circumstances	0	1	0
Financial	0	1	0
Medical/Health Reasons	1	0	1
Pastoral	1	1	0
Returned Overseas	0	2	1
Total	8	6	3

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 additional 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 the Principal of the School to keep a register, in a form approved by the Minister, of the enrolments of all children at the School.

The NSW Registration Manual (3.6.2) requires the School to provide a safe and supportive environment by maintaining a student enrolment register.

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

Records of the Register of Enrolments

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

Implementation

TIGS has set up a series of compliance tasks in Complispace Assurance, 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 2020 to include levels of infringements.</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 2019 Annual Report

Area	Priorities for 2020	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 and 12.
	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.
	Explicit focus on learning outcomes	Whole school attention to ensuring the learning focus and goals is explicit to students.
	Junior School data informed planning and decisions	Further strengthen and embed data digs and tracing to influence decisions related to teaching and learning.
Student achievements	Maintenance of strong individual academic outcomes	Achieved as per results on pages 10 to 12 2020 HSC students received 1 nomination was 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 activates 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
	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 2020.
Staff Development -as per the current Strategic Plan	Ensure that our staff are of the highest professional quality	Professional development activities as per pages 14 to 16.
	Adoption of ICT into teaching and learning	Emphasis on ICT specifically to enhance remote learning during COVID-19.
	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 2021
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

Student Welfare and Discipline	<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.
Community Service	<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 2020 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. However, due to COVID-19 in 2020, they were unable to fully complete the programme. 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 2020 was Wollongong Homeless Hub, raising \$3,000.</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.

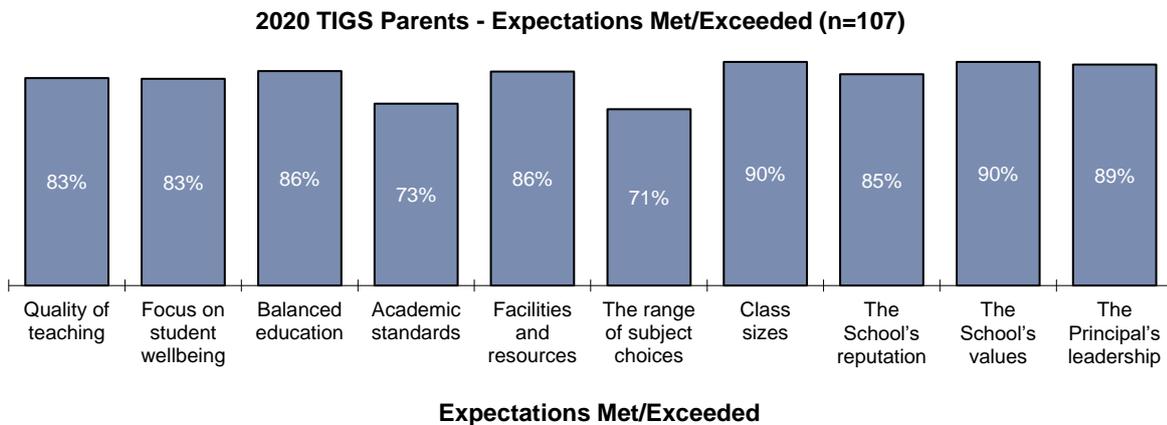
The feedback from these surveys greatly assists the School with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

In 2020, 114 parents and 173 students participated in surveys and provided views on such areas as academic performance, student wellbeing, Christian education, co-curricular cultural and arts activities, sport, communications, reputation and facilities.

A selection of the parents' top-level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their child:

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

1. 83% of parents noted their expectations were met or exceeded in relation to the quality of teaching
2. 83% of parents noted their expectations were met or exceeded in relation to the focus on student wellbeing
3. 86% of parents noted their expectations were met or exceeded in relation to balanced education
4. 73% of parents noted their expectations were met or exceeded in relation to academic standards
5. 86% of parents noted their expectations were met or exceeded in relation to facilities and resources





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

2020 TIGS Parents - Most Valued Aspects Top 5
Overall educational experience
Quality of teachers/teaching
School community/sense of belonging
Friendships made
Our children are happy

Parent Quotes on what they value about TIGS:

The staff is very friendly and most teachers are easy to approach and communicate with.

My children are happy. They love their school. They are well supported by the teachers an staff.

With good faith, entering into a 'partnership' with the School to provide my child with the optimum secondary experience.

The arrangement and effect of courses for students. 2. The correct guidance for students in terms of intelligence, physical education and morality. 3. Comprehensive feedback from school education information, plans, requirements and student's information.

Judi Nealy being a fair, honest person with integrity. I love that she knows most parents and students by name.

Balanced education, though we have missed out on outdoor education this year (understandably) this is one of the best aspects of TIGS.

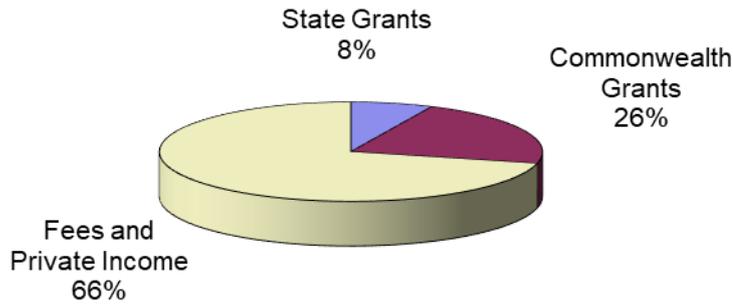
I value that the school has encouraged my children to express their individuality. I feel that the staff have a thorough understanding of my children. community activities from professional and caring staff in a co-educational and quality environment.

My child learns in a caring, Christian environment. He is supported, encouraged in his gifts and challenged to reach his maximum potential. He has a wonderful peer group and is engaged in the community around him. We feel blessed to be part of this community through association with his teachers and friends.

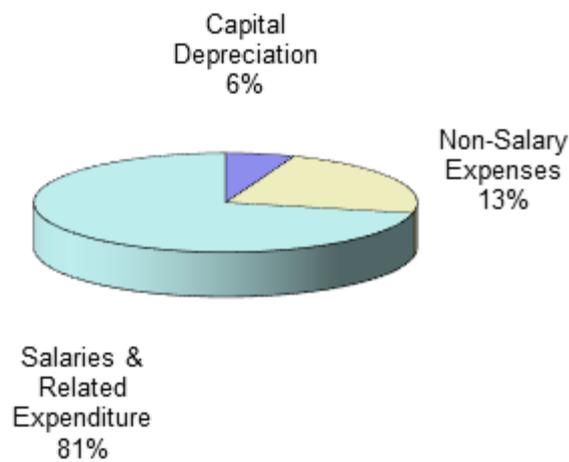
Summary Financial Information

Graphical representation of income and expenditure using percentages only:

Recurrent / Capital Income 2020



Recurrent / Capital Expenditure 2020



Document current as at 25 June 2021. 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 > Registration Guidelines > Student Enrolment Policy](#)

[CompliSpace Staff Sign In](#)

Student Enrolment Policy

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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 additional needs are enrolled at the School.

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Source of Obligation	<p>The NSW Registration Manual (3.8) requires the Principal of the School to keep a register, in a form approved by the Minister, of the enrolments of all children at the School.</p> <p>The NSW Registration Manual (3.6.2) requires the School to provide a safe and supportive environment by maintaining a student enrolment register.</p>
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 enrolments records the following information for each student:</p> <ul style="list-style-type: none"> • name, age and address • name and contact telephone number of parents/guardians • date of enrolment • date of leaving the School and the student's destination, where appropriate • for children older than six years of age, previous school or pre-enrolment situation • where the destination of a student under seventeen years of age is unknown, evidence that the Department of Education has been notified of: <ul style="list-style-type: none"> • the student's full name • the student's date of birth • the student's last known address • the student's last date of attendance • parents'/guardians' names and contact details • an indication of possible destination • any other information that may assist officers to locate the student • any known work health and safety risks associated with contacting the parents/guardians or student.
Records of the Register of Enrolments	The register is retained for a period of seven years after the last entry is 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 in CompliSpace Assurance , to ensure that key obligations under the NSW Registration Manual are managed effectively.
Key Legislation	<p>Disability Discrimination Act 1992 (Commonwealth)</p> <p>Disability Standards for Education 2005 (Commonwealth)</p> <p>Race Discrimination Act 1975 (Commonwealth)</p> <p>Anti-Discrimination Act 1997 (NSW)</p>
Related Policies	<p>Child Protection</p> <p>Exemption from Attending School Policy</p> <p>Student Code of Conduct</p> <p>Whole School Discipline Policy and Procedures</p>