



2025
Annual
Report



TIGS
The Illawarra
Grammar School

Contents

Theme 1	Context	
	A Message from Key School Bodies	3
	Contextual Information About the School	10
Theme 2	2025 Outcomes and Results	
	NAPLAN	9
	Higher School Certificate	13
	Record of School Achievement (RoSA)	16
	Post School Destinations	16
Theme 3	Staffing	
	Teacher Accreditation	17
	Workforce Composition	17
Theme 4	Attendance	
	Average Student Attendance Rate by Level	18
	Monitoring Daily Attendance	19
	Following Up Unexplained Student Absences	19
	Additional Management of Non-Attendance	20
Theme 5	School Policies	21
Theme 6	Stakeholder Satisfaction	
	Executive Summary	22
	Survey Overview	22
	Key Strengths	23
	Areas for Growth	24
	Overall Conclusion	25
Theme 7	Financial Information	
	Recurrent / Capital Income	26
	Recurrent / Capital Expenditure	26

Theme 1

A message from key school bodies

The Chair of School Council

It is an honour to be able to write in this publication for the first time as Chair of Council. There is much to be grateful to God for as we reflect on the year.

Illawarra Grammar is a thriving place, abounding in opportunities and achievements in academic, sporting and cocurricular fields. It's a delight to see those opportunities so enthusiastically and fruitfully taken up by the student body.


In particular, progress on the academic front has been strong. HSC, NAPLAN and other results are reflective of the hard and transformative work being undertaken by our Principal, Dr Julie Greenhalgh, and her team. This is very pleasing as Illawarra Grammar is, after all, a school. Our mission has at its heart strong learning for strong futures. I'm confident that TIGS will continue to grow as a school of academic excellence under her leadership.

On behalf of Council, congratulations to every student on their progress this year. Whether you won awards or not, your growth and improvement as a student and in character are of highest worth and of most interest to us. We encourage you to keep doing your best and making the most of your time in this great school.

The transformative work being done educationally is matched by revitalising work on the strategic front. The most obvious example is the Hoskins Building development, which is now going ahead in leaps and bounds. However, this is only one piece of a larger plan that will provide the foundation for continued growth of the School. As Wollongong changes and grows, it is exciting to imagine what Illawarra Grammar will look like in years to come

Council's responsibilities overseeing the School and supporting its leadership draws heavily on the expertise of several staff at the School. In particular, I want to acknowledge Mr Matt Field (Director of Operations and Facilities) and Mr Allan Munroe (Business Manager) who graciously and patiently give their time to Council to assist in their decision-making.

I want to thank the members of the School Council for their service to the School. They generously give their time, expertise and wisdom because they believe in the mission of the School. Their counsel has been crucial as we made major decisions concerning the School's governance.



I thank Mr Roger Summerill OAM who is retiring from Council after many years of involvement in the School. Roger has served on Council and Foundation with grace, wisdom, patience and good humour. He is to be congratulated for the years of stable governance his steady hands have contributed to, and will be missed. Thank you, Roger.

I also acknowledge Mr Kevin Donald, who has been noted as an Emeritus member of Council until this year. Mr Donald was enthusiastically involved in the School as a parent, including as a member of Council from 1986 to 2004, a role to which he brought his sincere Christian faith and business expertise to bear. In his role as Emeritus Council Member since 2011, he has remained a supportive figure on campus, including at Foundation meetings. I add my thanks to those given at his recent farewell.

I also thank Professor Tony Okely, my predecessor as Chair of Council. Not only has he led Council with distinction, he has been a great help and encouragement to me at a personal level.

Finally, I thank you. You will be reading this because you have some connection to the School. Whether as a student, parent, grandparent, carer or staff member, you have played your part, large or small, this year. Thank you, and my prayer is that you will continue to be blessed by your involvement here at The Illawarra Grammar School.

Rev Gary Eastment
Chair of School Council

The Principal

Arguably the most obvious development at the School in 2025 was the construction of the Hoskins Building. The groundwork took a considerable amount of time and we were all beginning to wonder whether we would ever see an actual building! However, all of a sudden, the frame rose magnificently above its large concrete slab. Still on track for completion in readiness for the start of Term II 2026, the building is now cause for much happy anticipation amongst the staff and students as they look forward to its use for our teaching and learning in both the Junior and Senior Schools.

The new Hoskins Building has been constructed using PassivHaus principles, meaning that sustainability has been a prime focus. The use of cross-laminated timber, the installation of a “green” roof and the careful orientation of glass and windows are some of the strategies employed in the building.


Another area of the School which has received attention from our builders is our new commercial kitchen. Located on the ground floor of the Smart Building, this kitchen will allow the teaching of Food Technology as an elective from Years 9 to 12, as well as the VET Hospitality course for Stage 6 students. All in all, this year has seen much infrastructure improvement with visible signs of the implementation of the School’s Master Plan which is based on the establishment of clear precincts within the School for the different disciplines and cocurricular opportunities.

To help with this process, the different buildings in the Senior School were renamed in 2025. No longer using alphabetical labels, the buildings are now named after former significant principals or contributors to the School. It is anticipated that this practice will continue with new buildings in the future too.

The introduction of more opportunities for Music across the School has been another feature of 2025. Many parents have enjoyed ensemble performances in Junior School Assemblies, while the inaugural Ensemble Concerts were received with much enjoyment by audience members. Of course, the annual production – this year with some Junior School students – provided its usual entertainment and excitement.

Unprecedented success was experienced by our sportsmen and women in both the Junior and Senior Schools at CASA carnivals and Gala Days. Many Year 12 students took part in representative sport, even at the international level. Other cocurricular opportunities – from Robotics to Chess, Theatresports to the Student Christian Groups – continued to thrive at the School.

As always, teaching and learning have remained our *raison d’etre*. Under the expertise of Dr Anna Carswell, our inaugural STEM Coordinator, the Junior School students have enjoyed innovative and meaningful STEM classes as witnessed in many of the Celebrations of Learning. The Junior



School's Learning Framework was also introduced and used to add evidence-based cohesion and depth to the teaching and learning programs.

In the Senior School, 2025 saw the implementation of new electives in Year 8, providing students with the choice of creative options, continued foreign language development or further study in History. These electives have proven to be greatly appreciated by students and staff alike.

Following on from pleasing HSC results in 2025 and excellent NAPLAN results for 2025, the level of energy and purpose in classrooms at this School is palpable. This will continue to be a priority at this School as we endeavour to be leading the way in the education of the students in our care.

At the end of 2025, we farewelled the Head of Senior School, Mr Nick Hackett. Mr Hackett and his wife plan to return to England to be with their families. We wish them every blessing for the future and thank Mr Hackett for his six years of faithful service to the School.

It is often said that a school cannot rise above the quality of its (Staff) Common Room, and I believe this to be the case. Illawarra Grammar students benefit from the hard work of our generous and competent staff at the School, along with the support of our community groups including the Christian prayer group, the P and F, TIGS Foundation, and of course the School Council.

2025 has been another wonderful year for the School, and I sincerely thank those who continue to support, and pray for, the School.

Dr Julie Greenhalgh
Principal

The Parents and Friends Association

This year, the Parents and Friends Association (P&F) focused on community and connection, creating more opportunities for parents and families to come together while finding new and creative ways to fundraise. With the much-loved School Fete unable to proceed due to building works, we reimagined how to strengthen our sense of belonging.

Each year group was allocated an event to organise, which proved a wonderful success. Thank you to everyone who contributed to making this approach work so well. We aim to keep a similar structure for next year.

To give our new Senior School cohort and their families the chance to connect, we introduced a Year 7 Parent Coffee Morning on the first day of School, followed by a Family Picnic Day at the Botanic Gardens. Both were beautiful ways to start the year.

Our first on-site event was the Welcome Back Junior School Movie Night, where families gathered on the lawn outside Rees Hall to enjoy Paddington Bear under the stars. This was a perfect choice that delighted both children and parents alike.

Our Junior School Mother's and Father's Day Stalls and Breakfasts remain cherished traditions. It was wonderful to see so many parents come together to plan, decorate and host these celebrations and create such a welcoming and joyful atmosphere for our community. We also focused on offering sustainable gifts and supporting local businesses and charities as part of our gift-giving.

For the first time, the Senior School celebrated these occasions too – with a beautiful Mother's Day lunch at the Novotel and a lively Father's Day breakfast on campus. Huge thanks to everyone who helped make these new traditions such a success. We hope they become part of the TIGS fabric and continue to grow in numbers each year.

To boost fundraising, we introduced bake sales, book stalls, and our first and hugely successful Junior School Walkathon, raising funds for the new Junior School STEM Lab opening in 2026.

To our amazing community, class reps, organising committees and staff – thank you for your ongoing support. We look forward to another year of connection and community spirit in 2026.

Mrs Sophie Taggart
President

Mrs Chrissy Latis
Deputy President



Head Prefects

Class of 2025, please take a bow. You have been nothing short of extraordinary – a cohort whose spirit, achievement and character have left an indelible mark at Illawarra Grammar. It may be easy to discount this claim as bias. However, the facts speak for themselves.

What other year can lay claim to an astonishing 10% of its students representing Australia on the world-stage, across a plethora of disciplines including triathlon, surfing, snowboarding, dance, acrobatics, community problem solving and women’s leadership? We also hold the record for the largest ever participation in a Gold Duke of Edinburgh expedition in the School’s history, showing our collective sense of adventure and perseverance.

Throughout our years at Illawarra Grammar, we have been a presence both on and off the stage from our consistent overrepresentation in the spectacular musicals to our commitment to community service. Whether volunteering at Disability Trust camps or continuing our proud relationship with the Nganambala community, we have sought to lead with compassion and to give back with purpose. This was showcased at the Year 12 Trivia Night where our hard work, collaboration and balancing of our HSC studies and commitments beyond the classroom raised a record-breaking amount for our charity.

Although we write these words before our final HSC examinations, we are confident that our academic achievements will mirror the dedication and excellence that have defined our journey over the past six years. Yet beyond the awards, records and milestones, it is the countless acts of kindness, camaraderie and resilience that have truly shaped individuals and collectively the Class of 2025. It has been a privilege to lead such a gifted, engaged and inspiring cohort, and we thank the School community for its ongoing support.

When our journey as Head Prefects began twelve months ago, we decided that our leadership would celebrate the spirit of the entire Illawarra Grammar community – a community distinguished by its courage to participate, its curiosity to explore, and its readiness to give everything a go. In the end, our motif ‘Be All, Be TIGS’ was simple, and highlights the privileged and incredible opportunities awaiting your involvement at Illawarra Grammar.

Marcelle Davis-Cook and Saxon Parrish
Head Prefects



Chair of TIGS Foundation

The Illawarra Grammar School Foundation continues to play a vital role in shaping the future of the School by supporting initiatives that enhance learning, creativity and opportunity for all students. From scholarships to major infrastructure, the Foundation is a registered charity and helps ensure that students have access to exceptional opportunities.

One of the most exciting developments currently underway is the construction of the Hoskins Building. This facility will feature a 150-seat lecture theatre. To help bring this vision to life, the Foundation launched the “Take A Seat” campaign, inviting members of the TIGS community to contribute by sponsoring a seat for \$5,000. Each sponsored seat will carry a personalised plaque honouring its donor, creating a lasting legacy within the space. If you are interested in sponsoring a seat, please email foundation@tigs.nsw.edu.au. All donations are tax deductible.

The Foundation has also played a key role in financially supporting the development of the new Commercial Kitchen, enabling the School to broaden its subject offering with the introduction of Food Technology and the VET Hospitality course.

I would like to extend my sincere thanks to Mr Roger Summerill OAM, who retired as Chair of the Foundation this year and has handed the reins over to me. Roger’s dedication and leadership have been deeply appreciated. I also warmly acknowledge the volunteers who make up the Foundation board, committed individuals united by a shared commitment to the School’s vision and values.

Mr Daniel Rowan
Chair of TIGS Foundation

Contextual information about the School

The Illawarra Grammar School is an Anglican, co-educational day school for students from Pre-K to Year 12.

Exceptional teaching, engaged learning, academic care and Christian principles are the foundations on which the school culture is built. Situated in beautiful grounds, students develop a lifelong love of learning in a joyful atmosphere.

Educators at Illawarra Grammar are exceptional, providing a balance of challenge and personalised support to create a safe and empowering learning environment where students grow and flourish.

The Senior School offers a wide range of subjects, including the Cambridge Science course, a suite of languages, electives from Year 8, VET courses and more.

The Junior School has a range of expert specialist teachers providing regular lessons in STEM, Japanese, Mandarin, Sport, Music and Biblical Studies.

The School offers an extensive cocurricular program, including Duke of Edinburgh, an annual School Production, orchestra, dance, debating, service opportunities, Christian groups, chess, public speaking and more.

In 2025, a total of 970 students were enrolled from Kindergarten to Year 12, comprising 506 boys and 464 girls. Of this cohort, 2% were Indigenous students, and 36% had a language background other than English.

For more detailed information please see the [My School](#) website.

Outcomes and results

NAPLAN

Year 3

Test	School Results	All Results	Difference between All and School	Similar Schools
Reading	477	402	75	453
Writing	477	414	63	452
Spelling	472	405	67	448
Grammar	517	408	109	470
Numeracy	486	405	81	450

Year 5

Test	School Results	All Results	Difference between All and School	Similar Schools
Reading	563	492	71	543
Writing	537	480	57	521
Spelling	537	487	50	526
Grammar	581	497	84	556
Numeracy	573	492	81	544

Year 7

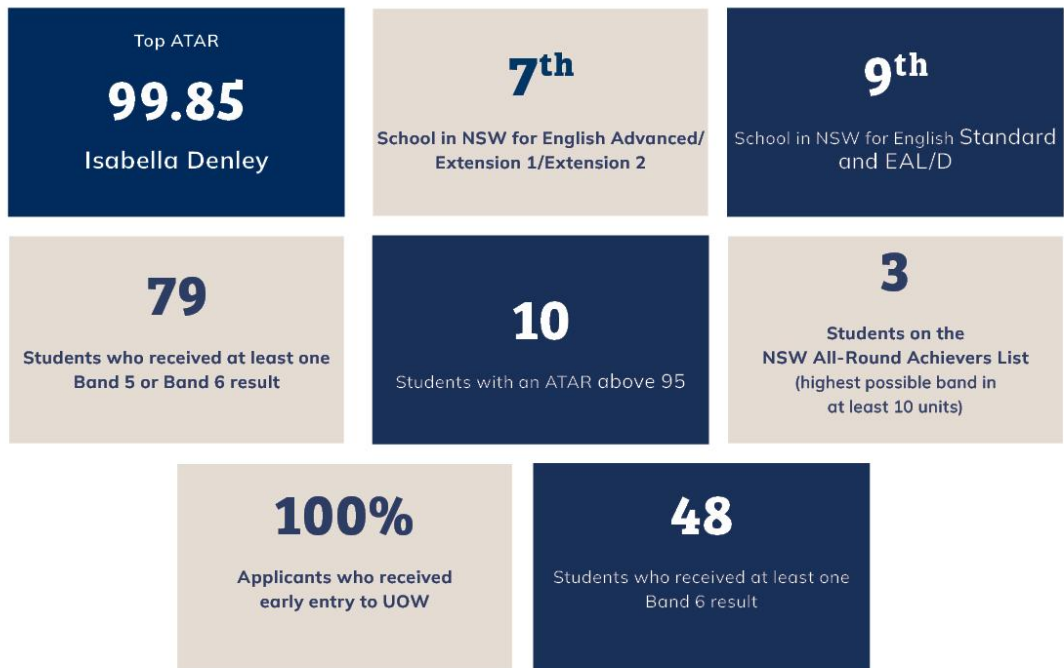
Test	School Results	All Results	Difference between All and School	Similar Schools
Reading	590	538	52	587
Writing	588	538	50	584
Spelling	570	542	28	576
Grammar	577	539	38	592
Numeracy	605	492	113	544

Year 9

Test	School Results	All Results	Difference between All and School	Similar Schools
Reading	623	568	55	617
Writing	631	575	56	628
Spelling	597	569	28	601
Grammar	622	559	63	620
Numeracy	650	573	77	631

Higher School Certificate

Senior secondary outcomes are documented on the [My School](#) website:



Higher School Certificate Cont.

In 2025, 92 students sat for the NSW Higher School Certificate in 33 courses. In general, student achievement was above the state level.

Subject	Year	Number of Students	TIGS/State	Bands 6/5	Bands 4/3	Bands 2/1
Ancient History	2025	7	School State	5 (71%) 35%	2 (29%) 47%	0 (0%) 18%
	2024	6	School State	4 (67%) 37%	2 (33%) 47%	0 (0%) 15%
Biology	2025	29	School State	20 (69%) 36%	9 (31%) 51%	0 (0%) 13%
	2024	20	School State	14 (70%) 36%	6 (30%) 53%	0 (0%) 12%
Business Studies	2025	29	School State	21 (72%) 38%	8 (28%) 51%	0 (0%) 11%
	2024	11	School State	5 (45%) 37%	6 (55%) 50%	0 (0%) 13%
Chemistry	2025	26	School State	12 (46%) 38%	14 (54%) 52%	0 (0%) 10%
	2024	17	School State	6 (35%) 39%	11 (65%) 48%	0 (0%) 13%
Chinese and Literature	2025	3	School State	3 (100%) 80%	0 (0%) 20%	0 (0%) 0%
	2024	-	- -	- -	- -	- -
Design and Technology	2025	9	School State	8 (89%) 49%	1 (11%) 49%	0 (0%) 2%
	2024	10	School State	9 (90%) 48%	1 (10%) 48%	0 (0%) 4%
Drama	2025	9	School State	6 (67%) 59%	3 (33%) 39%	0 (0%) 2%
	2024	-	- -	- -	- -	- -
Earth and Environmental Science	2025	7	School State	5 (71%) 38%	2 (29%) 51%	0 (0%) 11%
	2024	7	School State	3 (43%) 33%	4 (57%) 56%	0 (0%) 12%
Economics	2025	15	School State	9 (60%) 53%	6 (40%) 40%	0 (0%) 7%
	2024	12	School State	6 (50%) 52%	4 (33%) 41%	2 (17%) 8%
English Advanced	2025	44	School State	43 (98%) 65%	1 (2%) 34%	0 (0%) 0%
	2024	27	School State	25 (93%) 68%	2 (7%) 32%	0 (0%) 0%
English EAL/D	2025	6	School State	2 (33%) 23%	4 (67%) 63%	0 (0%) 14%
	2024	-	- -	- -	- -	- -

English Standard	2025	42	School State	18 (43%) 13%	24 (57%) 81%	0 (0%) 6%
	2024	40	School State	17 (43%) 13%	22 (55%) 79%	1 (2%) 8%
Entertainment Industry Examination	2025	14	School State	11 (79%) 45%	3 (21%) 52%	0 (0%) 2%
	2024	4	School State	2 (50%) 45%	2 (50%) 50%	0 (0%) 5%
French Continuers	2025	4	School State	3 (75%) 63%	1 (25%) 36%	0 (0%) 1%
	2024	-	-	-	-	-
Geography	2025	7	School State	5 (71%) 42%	2 (29%) 48%	0 (0%) 10%
	2024	12	School State	7 (58%) 38%	5 (42%) 53%	0 (0%) 9%
Industrial Technology	2025	7	School State	5 (71%) 23%	2 (29%) 62%	0 (0%) 15%
	2024	8	School State	6 (75%) 23%	2 (25%) 64%	0 (0%) 13%
Investigating Science	2025	4	School State	3 (75%) 39%	1 (25%) 55%	0 (0%) 6%
	2024	-	-	-	-	-
Japanese Continuers	2025	1	School State	0 (0%) 56%	1 (100%) 37%	0 (0%) 7%
	2024	3	School State	0 (0%) 60%	3 (100%) 33%	0 (0%) 7%
Legal Studies	2025	9	School State	8 (89%) 45%	1 (11%) 43%	0 (0%) 13%
	2024	8	School State	8 (100%) 44%	0 (0%) 46%	0 (0%) 10%
Mathematics Advanced	2025	35	School State	19 (54%) 51%	15 (43%) 43%	1 (3%) 6%
	2024	18	School State	6 (33%) 50%	12 (67%) 45%	0 (0%) 5%
Mathematics Standard 2	2025	50	School State	17 (34%) 30%	31 (62%) 54%	2 (4%) 17%
	2024	39	School State	18 (46%) 29%	21 (54%) 54%	0 (0%) 17%
Modern History	2025	12	School State	9 (75%) 36%	3 (25%) 52%	0 (0%) 13%
	2024	13	School State	12 (92%) 39%	1 (8%) 51%	0 (0%) 9%
Music 1	2025	12	School State	11 (92%) 67%	1 (8%) 29%	0 (0%) 4%
	2024	5	School State	5 (100%) 68%	0 (0%) 30%	0 (0%) 3%
PDHPE	2025	21	School State	14 (67%) 35%	7 (33%) 55%	0 (0%) 9%
	2024	20	School State	13 (65%) 35%	7 (35%) 56%	0 (0%) 9%

Physics	2025	16	School State	7 (44%) 38%	9 (56%) 47%	0 (0%) 15%
	2024	10	School State	7 (70%) 38%	2 (20%) 48%	1 (10%) 14%
Society and Culture	2025	11	School State	11 (100%) 47%	0 (0%) 48%	0 (0%) 5%
	2024	10	School State	10 (100%) 45%	0 (0%) 50%	0 (0%) 5%
Visual Arts	2025	11	School State	11 (100%) 64%	0 (0%) 35%	0 (0%) 1%
	2024	13	School State	12 (92%) 67%	1 (8%) 32%	0 (0%) 1%

Subject	Year	Number of Students	TIGS/ State	Band E4	Band E3	Band E2	Band E1
English Extension 1	2025	5	School State	2 (40%) 42.15%	3 (60%) 53.07%	0 (0%) 4.38%	0 (0%) 0.37%
	2024	5	School State	3 (60%) 41.96%	2 (40%) 53.54%	0 (0%) 4.01%	0 (0%) 0.47%
English Extension 2	2025	2	School State	2 (100%) 34.57%	0 (0%) 53.82%	0 (0%) 11.38%	0 (0%) 0.21%
	2024	3	School State	3 (100%) 33.94%	0 (0%) 53.41%	0 (0%) 11.96%	0 (0%) 0.67%
History Extension	2025	4	School State	3 (75%) 25.60%	1 (25%) 61.84%	0 (0%) 11.59%	0 (0%) 0.95%
	2024	4	School State	2 (50%) 28.05%	2 (50%) 58.37%	0 (0%) 12.15%	0 (0%) 1.41%
Mathematics Extension 1	2025	15	School State	3 (20%) 34.71%	9 (60%) 42.62%	2 (13.33%) 18.04%	1 (6.66%) 4.62%
	2024	7	School State	1 (14.28%) 34.95%	4 (57.14%) 45.37%	2 (28.57%) 17.16%	0 (0%) 2.50%
Mathematics Extension 2	2025	4	School State	1 (25%) 41.49%	3 (75%) 42.92%	0 (0%) 14.30%	0 (0%) 1.27%
	2024	4	School State	0 (0%) 40.23%	4 (100%) 46.13%	0 (0%) 11.96%	0 (0%) 1.66%
Science Extension	2025	1	School State	0 (0%) 7.01%	1 (100%) 69.47%	0 (0%) 22.10%	0 (0%) 1.40%
	2024	-	School State	- -	- -	- -	- -

Record of School Achievement (RoSA)

NESA awarded the following percentage of grades for 2025 Year 10 students:

Courses		Grade A	Grade B	Grade C	Grade D
English	School 2023	9	38	48	5
	State average 2023	12	29	37	16
	School 2024	16	37	45	2
	State average 2024	12	29	37	15
	School 2025	19	40	40	1
	State average 2025	12	30	37	15
Mathematics	School 2023	20	40	38	2
	State average 2023	15	22	33	23
	School 2024	32	39	26	4
	State average 2024	15	23	32	23
	School 2025	12	53	29	6
	State average 2025	14	21	34	22
Geography	School 2023	22	59	18	1
	State average 2023	15	29	35	15
	School 2024	15	56	27	2
	State average 2024	15	29	35	15
	School 2025	12	44	37	7
	State average 2025	15	30	36	14
Science	School 2023	21	18	39	20
	State average 2023	13	24	36	19
	School 2024	23	21	44	11
	State average 2024	13	24	37	19
	School 2025	24	33	34	9
	State average 2025	13	25	37	19
History	School 2023	30	57	13	-
	State average 2023	15	28	35	15
	School 2024	15	61	19	5
	State average 2024	15	28	35	15
	School 2025	18	42	22	18
	State average 2025	15	29	36	15

Post School Destinations

The majority of students who completed Year 12 at Illawarra Grammar continued their educational journey by enrolling in university, TAFE or private colleges. Of the students who applied for early entry into university, 100% were successfully offered a place. A number of graduates chose to take a gap year or travel before commencing their tertiary studies. Others pursued employment opportunities directly, reflecting the diverse pathways and aspirations of our graduating cohort.

Theme 3

Staffing

Teacher Accreditation

Accreditation Level	Number of Teachers
Conditional	2
Provisional	2
Proficient Teacher	97
Experienced Teacher (voluntary accreditation)	19
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

Workforce Composition

School Staff 2025			
	Full Time – FTE	Part Time – FTE	Total – FTE
Academic	92.4	12.4	104.8
Non-Academic	38.96	14.45	53.41
Total	131.36	26.85	158.21

Attendance

The average attendance rate for the whole school in 2025 was 92.71%, an increase of 0.45% on 2024.

Average student attendance rate by Year level:

Year level	Average attendance rate for each Year level as a percentage in 2025
Kindergarten	95.34
Year 1	92.97
Year 2	92.45
Year 3	93.34
Year 4	94.64
Year 5	93.70
Year 6	93.51
Year 7	94.48
Year 8	94.08
Year 9	91.24
Year 10	92.43
Year 11	93.16
Year 12	92.00
Whole School	92.71

Monitoring Daily Attendance

The School has implemented the following systems and procedures in order to monitor the daily attendance of students and identify absences from the School:

- Parents are responsible for ensuring that they notify the School to explain the absence of their children on any particular school day. Notification may be provided via email or by telephoning the School and should be made prior to the start of school.
- Class teachers take the class roll promptly at the commencement of the School day and at the start of each lesson
- All absences are recorded using Synergetic. The Attendance Officer is then notified and they cross check against absentee notifications that have been provided to the School that day.

Following Up Unexplained Student Absences

Unexplained absences from classes are followed up with the student and/or their parent or guardian. In the first instance, in Years K-6 this is by the classroom teacher. In Years 7-12 this is by the Attendance Officer.

- Where an absence has not been explained by 10:00am an SMS Text message is forwarded to the student's parents notifying them of the absence and requesting that they immediately contact the School.
- Where the absence remains unexplained, the matter will be reported to the classroom teacher K - 6, Mentor or Dean of Year 7 - 12 for investigation and follow up.
- The School notifies parents and/or guardians where a student has a poor record of School or class attendance. In Years K-6 this is monitored and followed up by the Director of Academics and Pastoral Care (Junior School). In Years 7-12, the Dean of Year or Head of Academic and Pastoral Care (Senior School) is responsible. For absences of 30 days or more the Principal or delegate, would access the mandatory reporters section of the Keep Them Safe website www.keepthemsafe.nsw.gov.au to determine whether a report is required.
- Where unsatisfactory class or school attendance is identified, the attendance issue and any action taken are recorded, as appropriate, on the student file in Synergetic.

Additional management of non-attendance - Senior School

All 'Exemption From Attendance' and 'Extended Leave Request' forms are submitted for approval to the Head of Senior School. Each request is carefully considered and further information sought as required. Once the form has been processed, the form is uploaded to the student's file.

Attendance data is reviewed formally every fortnight during Pastoral Care meetings between the Head of Academic and Pastoral Care and Dean of Year.

Expected	95-100%	Mentor Attendance Data
Indicated Risk	90-94%	Informal School Intervention
Moderated Risk	80-89%	Formal School Intervention
Severe Risk	<79%	Principal Determination

Parents/carers are invited to attend a meeting with the School to discuss strategies to support the student and family in rectifying the attendance issues through the attendance improvement planning process.

NOTE: For sustained absence where the School is not satisfied that appropriate reasons for absence have been provided and/or the School is not satisfied that the parent/carer(s) are making a concerted effort to support school attendance, an MRG Report will be filed for habitual absence.

Additional management of non-attendance – Junior School

Junior School Attendance and Leave Requests are recorded which tracks extended leave and alerts where actions or outcomes are added as 'Notes' on a student's attendance percentage. Alerts are tracked weekly as percentage rates per student using a colour coding system to indicate the level of alert and follow up action needed.

Green is On Track.

Yellow is Early Intervention. A student absence rate of 10 days alerts the class teacher to make contact with home and check barriers/challenges for school attendance.

Orange is Formalise School Support and Parent Responsibility. A student absence rate of 20 days alerts the need for a formal meeting with parents and the school and an attendance support plan to be implemented overseen by the Director of Academics and Pastoral Care (Junior School). Actions and communications are recorded and filed on the student's record.

Red is Mandatory Reporting. A student absence rate of 30 days in the past 100 consecutive school days is an alert for the need to submit a Mandatory Report Guide (MRG) for Educational Neglect (chronic absenteeism) by the Head of Junior School. Actions and communications are recorded and filed on the student's record.

School Policies

The following School policies are publicly available on the website:

- [Enrolment Policy](#)
- [Child Protection Policy](#)
- [Bullying Prevention and Intervention Policy and Procedure](#)
- [Whole School Discipline Policy](#)
- [Complaints Handling](#)
- [Privacy Policy](#)
- [Privacy Collection Notice](#)
- [Student Code of Conduct](#)
- [Code of Conduct \(Parents and Guardians\)](#)
- [Toileting Policy and Procedure – TIGS Prep](#)

Stakeholder Satisfaction

Executive Summary

The School Feedback Survey gathered perspectives from students in Years 6, 9 and 12 as well as parents and staff to assess experiences of safety, learning, wellbeing, culture, communication and organisational effectiveness. Overall results indicate strong confidence in the School's culture, values and care for students, with high levels of pride and satisfaction expressed across all stakeholder groups.

Students report feeling safe, respected, and supported by teachers. Parents express confidence in staff care and school culture, and staff demonstrate high alignment with school values and pride in their workplace. While overall sentiment is positive, communication clarity, timeliness of issue resolution, cocurricular breadth, and consistency in feedback and support emerge as key areas for further development.

Survey Overview

- **Respondent groups:**
 - Students: Years 6, 9, and 12 (~221 responses)
 - Parents: Kindergarten, Years 6, 9 and 12 (~82 responses)
 - Staff: Teaching and PAOS (~56 + 26 responses in different sections)
- **Survey themes:**
 - Safety & wellbeing
 - Teaching & learning
 - Relationships & care
 - Faith & values
 - Communication & engagement
 - Staff experience & leadership

Key Strengths

1. Student Safety, care and belonging

- Strong agreement that students feel safe in classes and on school grounds
- High levels of students feeling respected, cared for, and supported by teachers
- Clear understanding of where to seek help when needed
- Strong endorsement of kindness, cultural respect, and inclusivity

Overall: Student wellbeing is a notable strength and well embedded.

2. Teaching and Learning

Students report:

- Teachers understand their learning strengths and challenges
- Learning tasks are appropriately challenging
- Feedback supports improvement

Parents corroborate:

- Confidence in teachers' understanding of their child
- Access to digital technologies is strong
- Learning experiences are engaging

Overall: Teaching quality is viewed positively by all stakeholder groups.

3. School Culture, Values, and Faith

Very strong agreement across students, parents, and staff that:

- The School promotes a safe and respectful environment
- Staff model the School's values
- The Christian faith is appropriately taught and modelled
- Cultural respect, including Aboriginal and Torres Strait Islander perspectives, is valued

Overall: Values and faith are clearly evident in daily practice.

4. Parent Confidence and Advocacy

Parents report:

- High levels of satisfaction with their child attending the School
- Willingness to recommend the School to others
- Strong sense that their child is cared for and valued by the School

Overall: Parent trust and advocacy are strong.

5. Staff Engagement and Pride

Staff report:

- Strong alignment with School values
- Pride in working at the School
- Positive collegial relationships
- Confidence in senior staff participation in professional learning

Many staff indicate they would recommend the School as a place of employment

Overall: Staff morale and organisational commitment are high.

Areas for Growth

1. Communication and Information Flow

Both parents and students report lower agreement around:

- Clarity and conciseness of communications
- Knowing who to contact
- Timeliness of responses and issue resolution

Opportunity: Streamline communication channels and clarify pathways for concerns, including the education of parents in the use of OLLE.

2. Timeliness of Problem Resolution

Students and parents report lower agreement that:

- Concerns are resolved quickly
- Issues are consistently followed through

Opportunity: Review escalation processes and response timelines. The new senior staff structure in the Junior School should help with this.

3. Cocurricular Opportunities

Lower agreement that:

- Cocurricular options are varied or meet interests
- Participation experiences are consistently enjoyable

Opportunity: Review breadth, accessibility, and student voice in cocurricular offerings, especially once the building work is completed.

4. Consistency of Feedback and Support (Staff)

Some staff responses suggest variability in:

- Professional learning support
- Recognition and feedback from leadership
- Feeling adequately resourced

Opportunity: Improve consistency and visibility of staff support and recognition.

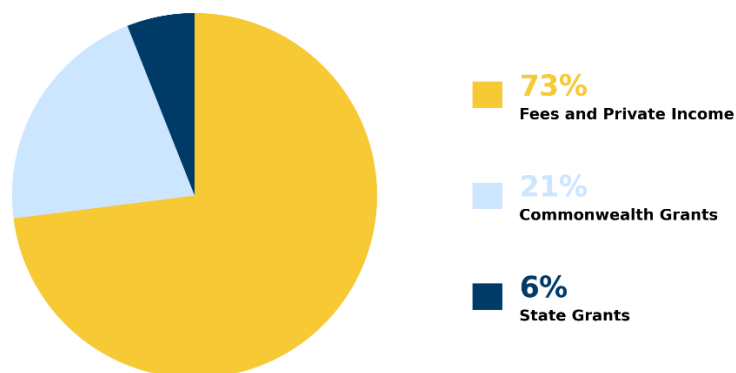
Overall Conclusion

The survey results present a strong, values-driven school community with high levels of trust, safety, and pride across all stakeholder groups. The data affirms the School's strengths in relationships, teaching quality, culture, and faith, while also providing clear direction for improvement in communication, responsiveness, and enrichment opportunities.

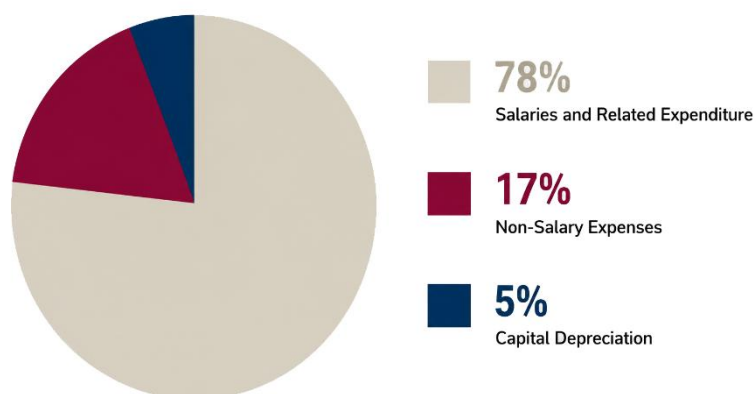
Financial Information

Graphical representation of income and expenditure using percentages only:

Recurrent / Capital Income



Recurrent / Capital Expenditure





TIGS

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