



TIGS

The Illawarra Grammar School

2021

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 2021 TIGS Magazine the Chair wrote, "I said in my address last year that 2020 was arguably the most unique in the School's history as we managed the COVID-19 pandemic. There were many unknowns we faced. This year has been no different, as we managed more than a term of remote learning and the cancelling of many of our regular activities.

It was wonderful that some could still occur, especially the production of My Fair Lady. I wanted to congratulate the staff and students who worked tirelessly under enormous pressure to make this happen. I was speaking to a prospective parent who travelled from Sydney to attend. His experience of school productions meant his expectations were low. He was "blown away" by the quality of the acting, music, sound, and lighting. I told him that our School puts on productions of this calibre every year, regularly winning awards. We really are so spoiled to enjoy such entertainment and we look forward to seeing what new talent will be showcased in 2022.

Our School finishes 2021 in a very strong financial position. This provides opportunities to invest in ensuring our school continues to provide the highest quality of education in the Illawarra. I want to thank our Finance Committee, chaired by Mike Turner, our Principal, our business manager Allan Monroe, and committee member Paul Vassallo for their leadership in this area.

Council commenced with two new committees in 2021. Our academic committee, chaired by Nathan Sandon and involving Dr Bryan Cowling, has worked with the Principal to support our School in achieving its academic goals. I'm sure you will attest to the outstanding quality of our academic provision at TIGS, especially during Term III when students were learning remotely. On behalf of Council, I want to thank our academic and professional staff for their commitment to our students, the support they provide, and how tirelessly they have worked this year.

Council also formed an enrolment and marketing committee, chaired by Catherine Kirby with support from David Langley. This committee worked with the Principal, registrar, and marketing manager to optimise the value proposition of our school and to examine ways to grow our enrolments. I'm delighted to say that in 2022 our total school enrolments from Kindergarten to Year 12 will exceed 800 students, an increase of more than 25 students since 2019. I want to acknowledge the incredible work of the Principal, Sally Ann Gail and the marketing department on this achievement and thank them for all their work this year.

I want to acknowledge the amazing efforts of our Year 12 cohort. They have encountered tremendous challenges over the past two years. I know this final year has not allowed you to enjoy many of the activities you deserved. Congratulations on completing your schooling and for the resilience you have shown. We are very proud of you. Thank you to our School Council for your guidance this year. For your commitment to supporting our School in achieving its vision and the many hours you give voluntarily. We have worked through some significant matters this year. The seriousness in which you take this role and the advice you provide is much appreciated and crucial to the success of our school. Thank you especially to two of our members Peter Hayward and David Grace, who are stepping down at the end of the year. David will continue as chair of TIGS Foundation and we look forward to continuing to work together. Peter, thank you for the wisdom you have provided to our council and the support you have shown for our School as our local Bishop.

I want to acknowledge the leadership of our Principal, Mrs Judi Nealy. For your commitment to implementing an ambitious strategy for our school. For how well you have led the school through this COVID period and a number of other substantial challenges. For making many difficult decisions that will ensure the strong future of our School. TIGS is very fortunate to have you as our leader. You have been outstanding in every respect this year and we thank you for your support."

Professor Anthony Okely
Chair of School Council



A Message from The Principal

In the 2021 TIGS Magazine the Principal wrote, "The 2021 academic year commenced with the theme of unity across our School. In part this was a response to the pandemic impact felt in 2020. As I reflected deeply on identifying a common theme that would allow us to draw together around our clear TIGS purpose and values, I realised that the act of intentionally drawing together was actually the key – unity is what we longed for and was required in order to rise to the challenges of 2021.

It was true to say that at the commencement of the 2021 academic year there was a somewhat misguided optimism that COVID-19 was close to being controlled. We were not to know that our year was again going to be a mixed experience of challenges along with triumphs. As a community we have navigated these challenges with a unified and cohesive approach that always had the wellbeing of students and staff at the centre and prioritised student learning as our goal.

Unity is centred on shared belief, purpose and endeavour and TIGS is uniquely placed as a values based, vocational and service organisation, to be united. Our common purpose put simply, "is the provision of the best possible educational experience for young people from age 3 to 18 which prepares them for a flourishing future"

The concept of unity requires us to do certain things, to take action that benefits the whole community. Each person in our community has had an individual role to play in building, sustaining and benefitting from unity. Our commitment to high care, high effort and high expectations, has continued into this most challenging year. Our teaching and support staff have not seen the complexities of remote learning as a reason to diminish this commitment in any way. Instead, they have displayed themselves as exceptional learners and discovered new and alternate ways to reliably deliver high quality learning, connection, support and even alternate methods for delivering many of the intangibles of a TIGS education. Despite the challenges of remote working, our staff have continued to pursue the strategic goals of the School with a focus on clear communications, building community and strong academic outcomes for every student. These goals are firmly supported by a foundational commitment to knowing every student well and providing excellent pastoral care. The staff at TIGS are exceptional and have my sincere thanks for their effort and support this year.

I have been delighted to see our students remain connected to their learning and demonstrate progress and achievement. I am fully cognisant of the role of parents and carers in supporting and ensuring that their children have continued to participate in remote and on campus opportunities provided this year and take this opportunity to thank our parents for your support of your children and our School. Students in the Junior and Senior School have also participated in a fantastic range of creative and enjoyable activities including the "in house" challenges, online cooking lessons with their mentor teachers, kitchen Science experiments, a virtual Year 6 exhibition and the crazy Friday dress up themes in the Junior school. These interactions underpinned our learning and culture during online learning just as they do in a usual year. They protect and build unity and are priceless.

The graduating class of 2021 have been singularly impacted and must be acknowledged. Year 12 have experienced significant change with remote learning in the lead up to a deferred HSC and the postponement and possible cancellation of all of the normal celebrations and rites of passage for completing their school education. They have been touched by great tragedy in the loss of a loved and valued friend. They have drawn together, comforted each other, persevered in their studies and demonstrated extraordinary levels of courage, compassion and perseverance. They have displayed incredible unity as a cohort and have lead our School with distinction.

As the year comes to a close and we read of resilience fatigue, compassion fatigue, lock down fatigue and a growing concern around our capacity to cope, it would be reasonable to feel pessimistic about the future and dissatisfied about the year we chronicle in this publication. It is right now that the Christian values of our School and the philosophy of positive psychology provide great insight and hope. We have much to be thankful for, we belong to something bigger than our individual self, we have served our families, our TIGS community and our broader community well and we have done our best in a very difficult year. TIGS students, families and staff have my deep gratitude for a stellar response in 2021 and I hope you each reflect on the year that has been with quiet satisfaction and with optimism for the future."

Mrs Judi Nealy
Principal



A Message from the P&F

In the 2021 TIGS Magazine, the President of P&F wrote, "Even in a pandemic year the TIGS P&F has been active and busy in supporting our children, and our School. We have come together as a small but dedicated group of parents who want to make a difference for our children and their School and much has been achieved.

Some of our major achievements this year

Ensuring the meeting agenda is within the framework of the constitution. Aim to limit meetings to a 1hr time limit.

- Introduction of Zoom meetings as well as face to face so all parents can access and be involved in the P&F, especially those with young children who find evening meetings challenging.
- Using Facebook as a method of communicating information and community engagement. I encourage every Parent and Carer to join the TIGS P&F page. It is a private group with strict rules regarding privacy and an ideal way to keep up to date and engaged.
- Basketball Court resurfacing (I love the TIGS logo) This innovative resurfacing solution was supplied by a TIGS family owned company and our students think it looks great!
- Recycling of Text Books – Second Hand Uniform Shop additional building and fit out.
- \$22,000 was allocated to installing an additional portable building (located behind the uniform shop). The work included excavation, retaining wall, concrete slab, portable building purchase, awning, electrical, book shelving, stairs and balustrade. The objective of this project was to increase the size of the shop so that the P&F could expand the service to include the recycling of textbooks. This will help save parents money and is environmentally responsible.

The P&F depends on the generosity of our volunteers. We have had a dedicated band of regular volunteers in 2021 and I would like to acknowledge:

- Jenny Evans – Treasurer
Jenny undertook the task of updating the P&F constitution which was a huge task and very appreciated.
- Serena Gilligan, Lauren Carrol and Ellie Dodd
This team of volunteers lead by Serena, has worked extremely hard to set up and expand the offerings in our Second Hand Uniform and Text Book shop.
- Paul Royal
Shelving supplier for refurbished and expanded uniform shop.
- Lena Huda
Committee

We also enjoy the support and encouragement of School staff and would like to thank:

- Matt Field
Matt has again overseen and delivered various projects identified and funded by the P&F. Matt is always positive and seeks solutions to achieve the desired goal.
- Rev James Rogers, Nick Hackett, Geneva Clayton and Naomi Sullivan
They have continued to be accessible and supportive to the P&F.
- Principal Mrs Judi Nealy
for helping me to integrate into the role of President and improve my meeting skills. Her enthusiasm to provide outstanding educational experiences for children and to create a strong parent and carer community that supports students is infectious.

2021 also saw some long-standing members step away from their roles. On behalf of the P&F, I would like to thank Joanne Danckwardt, Melanie Silburn and Dominee Bentley for their contribution to the TIGS community and many years of service.

Your hard work on the P&F will benefit our students now, and into the future.

I look forward to a return of the Great Fete in 2022 and some other exciting initiatives which I plan to share early in the New Year."

John Ford
President TIGS P&F



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. 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 2021

Year 3

In 2021 90% of Year 3 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2021 Test	School Results	All Results	Difference between State and School	Similar Schools
Reading	503	438	65	489
Writing	461	425	36	459
Spelling	468	421	47	462
Grammar	501	433	68	486
Numeracy	454	403	51	446

Year 5

In 2021 97% of Year 5 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2021 Test	School Results	All Results	Difference between State and School	Similar Schools
Reading	566	511	55	557
Writing	529	480	49	517
Spelling	538	504	34	540
Grammar	556	503	53	550
Numeracy	559	495	64	540

Year 7

In 2021 94% of Year 7 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2021 Test	School Results	All Results	Difference between All and School	Similar Schools
Reading	577	542	35	583
Writing	543	522	21	558
Spelling	558	548	10	580
Grammar	564	533	31	580
Numeracy	589	550	39	598

Year 9

In 2021 95% of Year 9 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2021 Test	School Results	All Results	Difference between All and School	Similar Schools
Reading	630	577	53	625
Writing	598	551	47	598
Spelling	600	580	20	616
Grammar	622	573	49	623
Numeracy	649	588	61	634

Senior Secondary Outcomes

In 2021, 29% 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
2021	HSC or VET qualification	100

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

HIGHER SCHOOL CERTIFICATE – 2021

In 2021, 64 students sat for the NSW Higher School Certificate in 31 courses. In general, student achievement was above the state level.

Subject	Year	Number Students	Performance band achievement by number and percentage		
			Bands 6-5	Bands 4-3	Bands 2-1
Biology	2020	23	School: 10 (43%) State: (31%)	School: 11 (57%) State: (56%)	School: 0 State: (13%)
	2021	19	School: 7 (37%) State: (31%)	School: 12 (63%) State: (60%)	School: 0 State: (9%)
Business Studies	2020	31	School: 11 (35%) State: (35%)	School: 16 (51%) State: (47%)	School: 0 State: (7%)
	2021	16	School: 6 (37%) State: (36%)	School: 10 (62%) State: (51%)	School: 0 State: (13%)
Chemistry	2020	16	School: 3 (19%) State: (43%)	School: 13 (81%) State: (47%)	School: 0 State: (10%)
	2021	16	School: 5 (31%) State: (40%)	School: 11 (69%) State: (48%)	School: 0 State: (11%)
Chinese Continuers	2021	3	School: 0 State: (71%)	School: 3 (100%) State: (27%)	School: 0 State: (2%)
Dance	2012	3	School: 2 (67%) State: (55%)	School: 1 (33%) State: (43%)	School: 0 State: (2%)
Design Technology	2020	5	School: 5 (100%) State: (47%)	School: 0 State: (50%)	School: 0 State: (3%)
	2021	6	School: 6 (100%) State: (55%)	School: 0 State: (42%)	School: 0 State: (3%)
Drama	2020	8	School: 1 (13%) State: (47%)	School: 7 (87%) State: (50%)	School: 0 State: (2%)
	2021	0			
Earth and Environmental Science	2020	7	School: 2 (29%) State: (30%)	School: 45 (71%) State: (55%)	School: 0 State: (15%)
	2021	0			
Economics	2020	8	School: 4 (50%) State: (51%)	School: 4 (50%) State: (40%)	School: 0 State: (9%)
	2021	3	School: 3 (100%) State: (50%)	School: 0 State: (44%)	School: 0 State: (6%)
English Standard	2020	25	School: 3 (12%) State: (11%)	School: 21 (84%) State: (77%)	School: 1 (4%) State: (12%)
	2021	26	School: 4 (15%) State: (17%)	School: 19 (74%) State: (74%)	School: 3 (11%) State: (9%)
English Advanced	2020	30	School: 12 (40%) State: (63%)	School: 18 (60%) State: (36%)	School: 0 State: (1%)
	2021	30	School: 22 (73%) State: (69%)	School: 8 (27%) State: (30%)	School: 0 State: (1%)



EAL/D	2020	11	School: 3 (27%) State: (26%)	School: 8 (73%) State: (58%)	School: 0 State: (15%)
	2021	5	School: 1 (20%) State: (69%)	School: 4 (80%) State: (63%)	School: 0 State: (14%)
Industrial Technology	2020	5	School: 2 (40%) State: (24%)	School: 3 (60%) State: (57%)	School: 0 State: (19%)
	2021	11	School: 5 (45%) State: (25%)	School: 6(55%) State: (54%)	School:0 (%) State: (20%)
Legal studies	2020	5	School: 3 (60%) State: (39%)	School: 2 (40%) State: (48%)	School: 0 State: (13%)
	2021	10	School: 7(70%) State: (42%)	School: 3(30%) State: (54%)	School: 0 State: (14%)
Mathematics Standard 2	2020	20	School: 5 (25%) State: (24%)	School: 14 (70%) State: (51%)	School: 1 (5%) State: (25%)
	2021	27	School: 6(22%) State: (25%)	School: 15(55%) State: (54%)	School: 6(22%) State: (21%)
Mathematics Advanced	2020	29	School:8 (28%) State: (52%)	School: 21 (72%) State: (43%)	School: 0 State: (4%)
	2021	24	School: 10 (42%) State: (50%)	School: 14 (58%) State: (44%)	School: 0 State: (21%)
Modern History	2020	6	School: 3 (50%) State: (37%)	School: 3 (50%) State: (47%)	School: 0 State: (16%)
	2021	14	School:5 (36%) State: (38%)	School:9 (65%) State: (44%)	School: 0 State: (6%)
Music 1	2020	8	School: 7 (88%) State: (64%)	School: 1 (12%) State: (34%)	School: 0 State: (2%)
	2021	7	School: 5(71%) State: (64%)	School: 2(29%) State: (34%)	School: 0 State: (16%)
Music 2	2020	2	School: 1 (50%) State: (88%)	School: 1(50%) State: (12%)	School: 0 State: (0%)
	2021	2	School: 1(50%) State: (88%)	School:1 (50%) State: (12%)	School: 0 State: (0%)
PDHPE	2020	19	School: 11 (58%) State: (34%)	School: 8 (42%) State: (50%)	School: 0 State: (16%)
	2021	19	School: 4(21%) State: (31%)	School: 15(79%) State: (46%)	School: (%) State: (13%)
Physics	2020	9	School: 5 (56%) State: (40%)	School: 3 (33%) State: (56%)	School: 1 (11%) State: (14%)
	2021	22	School: 6(27%) State: (40%)	School:12 (55%) State: (50%)	School: 4(18%) State: (9%)
Society and Culture	2020	10	School: 7 (70%) State: (43%)	School: 3 (30%) State: (50%)	School: 0 State: (7%)
	2021	11	School:8 (73%) State: (45%)	School: 3(27%) State: (48%)	School: 0 State: (6%)
Visual Arts	2020	17	School: 12 (71%) State: (64%)	School: 5 (29%) State: (33%)	School: 0 State: (3%)
	2021	9	School: 6 (67%) State: (63%)	School:3 (33%) State: (35%)	School: 0 State: (2%)
Japanese Continuers	2020	2	School: 0 State: (56%)	School: 2 (100%) State: (38%)	School: 0 State: (6%)
	2021	3	School: 3(100%) State: (58%)	School:0 State: (34%)	School: 0 State: (8%)
Chinese and Literature	2020	8	School:4 (50%) State: (68%)	School: 4 (50%) State: (28%)	School: 0 State: (4%)
	2021	2	School:2 (100%) State: (70%)	School: 0 State: (28%)	School: 0 State: (2%)
Entertainment	2020	12	School: 4 (33%) State: (42%)	School: 7 (58%) State: (41%)	School: 1(8%) State: (17%)
	2021	10	School: 7(70%) State: (54%)	School: 3(30%) State: (43%)	School: 0 State: (3%)



Extension Courses	Year	Number Students	Performance band achievement by number and percentage		
			Band E4	Band E3	Band E2
English Extension 1	2020	6	School: 0 (%) State: (39%)	School: 6 (100%) State: (54%)	School: 0 State: (6%)
	2021	11	School: 1 (9%) State: (41%)	School: 9 (82%) State: (53%)	School: 1 (9%) State: (6%)
English Extension 2	2020	3	School: 0 State: (26%)	School: 3 (100%) State: (56%)	School: 0 State: (17%)
	2021	6	School: 2 (33%) State: (25%)	School: 3 (50%) State: (59%)	School: 1 (17%) State: (15%)
Maths Extension 1	2020	19	School: 2 (11%) State: (38%)	School: 8 (42%) State: (36%)	School: 5 (26%) State: (20%)
	2021	14	School: 2 (14%) State: (37%)	School: 5 (36%) State: (37%)	School: 5 (36%) State: (30%)
Maths Extension 2	2020	8	School: 1 (13%) State: (36%)	School: 2 (25%) State: (48%)	School: 4 (50%) State: (13%)
	2021	4	School: 0 State: (43%)	School: 4 (100%) State: (44%)	School: 0 State: (12%)
Music Extension 1	2020	1	School: 0 State: (69%)	School: 1 (100%) State: (29%)	School: 0 State: (2%)
	2021	1	School: 1 (100%) State: (64%)	School: 0 State: (31%)	School: 0 State: (4%)
Science Extension 1	2020	6	School: 0 State: (7%)	School: 6 (100%) State: (67%)	School: 0 State: (25%)
	2021	3	School: 0 State: (10%)	School: 2 (67%) State: (62%)	School: 1 (33%) State: (27%)
History Extension	2021	2	School: 0 State: (23%)	School: 2 (100%) State: (54%)	School: 0 State: (27%)

Distinguished Achievement List 2021

TIGS students received 20 Distinguished Achievements for scoring 90 or more in a subject.

Student work selected for statewide recognition

No nominations were received for the various statewide recognition in 2021.

More outstanding achievements

14 of our students achieved ATARs of 90+

90% students were offered Early Entry University places

**RECORD OF SCHOOL ACHIEVEMENT (RoSA) – 2021**

NESA awarded the following percentage of grades for 2021 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
	School 2021	6	39	52	1
	State average 2021	13	29	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
	School 2021	20	51	24	5
	State average 2021	15	23	32	23
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
	School 2021	37	32	27	5
	State average 2021	16	28	34	15
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
	School 2021	20	23	41	16
	State average 2021	14	25	36	18
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
	School 2021	33	38	18	11
	State average 2021	16	28	34	15

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	84
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	0
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

Learning

Academic

All academic staff (Senior School) undertake professional learning. The focus in 2021 was in managing the demands of COVID and distance learning as well as embedding programs that were renewed following our move away from the IB in 2020. Staff attended In-Services in specific subject areas and for all stages of Learning K-12. All staff also undertook an update to Child Protection legislation

Whole School
Anaphylaxis Training Work Health and Safety (NSW, 2021) Code of Conduct Privacy Update Child Protection Evacuation Procedures Email and Internet Usage CCTV and Security Camera Surveillance

Senior School	
English	Consolidating Extension 2 English Onsite Clevertouch Basic Panel Training
Mathematics	Focus on Mathematics Ext 1 & 2 Engaging Students in Higher Order Thinking - Y7-10
HSIE	Resource and Programme Planning (Year 10 Commerce, Year 11 Ancient History)
Arts	N/A
Languages	NESA Exam Committee Meetings Languages and Literacy 7-12
Library	N/A
PDHPE	2021 SONY Camp Virtual Conference
TAS	N/A
Science	Onsite Clevertouch Basic Panel Training
Careers	UNSW Careers Advisers Seminar UTS Careers 2021 ACU Advisory Conference Day Sydney University Careers Day UAC Admissions Forum Macquarie Uni Careers Advisors Day ICAN



Executive	Lawsense - Transgender & Gender Fluidity Lawsense - School Law NSW The Breakthrough Coach CRU Teachers Conference Edval Timetable Training Visible Learning (Maximising Learning and Impact), TAA Training
Learning Support	AIS Network Meeting NCCD Term 1 Network Meetings
ELICOS	N/A

Junior School	
Prep	Resuscitation Annual update on Child Protection
Kinder	Working with and creating texts in the early years: an inquiry approach Annual update on Child Protection
Year 1	Working with and creating texts in the early years: an inquiry approach Annual update on Child Protection
Year 2	NSW PYP Network Meeting Annual update on Child Protection
Year 3	Making the PYP Happen Annual update on Child Protection
Year 4	NSW PYP Network Meeting Annual update on Child Protection
Year 5	Annual update on Child Protection
Year 6	Annual update on Child Protection
Head of Junior School	AISNSW Education Research Symposium Annual update on Child Protection
Performing Arts	Annual update on Child Protection
Library	ALEA Workshop – Remote Teaching Librarians Leading Innovation Annual update on Child Protection
Administration	Resuscitation Annual update on Child Protection
Teaching & Learning /PYP	Resuscitation NCCD Term 1 Network Meeting Annual update on Child Protection
PE/Sport	Resuscitation Update to First Aid Qualifications Annual update on Child Protection
Biblical Studies	Resuscitation ALEA Workshop – Remote Teaching Annual update on Child Protection
Learning Support	Resuscitation ALEA Workshop – Remote Teaching NCCD Term 1 Network Meeting Annual update on Child Protection

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 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. 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 Syllabi
- PYP induction and continuing development

In 2021 NESA Registration was undertaken and given a renewal of registration for 5 years.

IB PYP Registration was also undertaken and given a renewal of registration for 5 years.

INFORMATION AND COMMUNICATION TECHNOLOGY

Specific departments have attended and workshoped courses on the use of ICT to enhance learning and student outcomes and to provide support for online learning.

Some key learning include:

- OLLE
- Zoom Workshops
- Consent2Go



Workforce Composition, Including Indigenous

Workforce composition, including indigenous are documented on the My School website:
<http://www.myschool.edu.au>

School Staff 2021				
	Full Time – FTE	Part Time – FTE	Casual – FTE	Total – FTE
Academic	66	10.32	2.9	79.22
Non-Academic	30	7.21	2.2	39.41
Total	96	17.53	5.1	118.63

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

The average attendance rate for the whole school in 2021 was 93.6%.

Average student attendance rate for each Year level:

Year level	Average attendance rate for each Year level as a percentage in 2021
Kindergarten	94.44
Year 1	94.50
Year 2	93.38
Year 3	95.72
Year 4	96.25
Year 5	94.66
Year 6	95.91
Year 7	95.86
Year 8	93.45
Year 9	93.86
Year 10	92.72
Year 11	93.02
Year 12	91.25

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 73 students enrolled in Year 10 in 2019, 60 were still enrolled at TIGS in 2021. These figures are based on the number of students who were at TIGS in 2019 compared with the Year 12 2021 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
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%
2019/2021	73	66	60	90%	82%



Post School Destinations

In 2021 a total of 7 students over the age of 17 left the School prior to the completion of Year 12 (see table below).

Reason	Year 10	Year 11	Year 12
Apprenticeship		2	
Educational Needs		1	2
Family Circumstances		1	1
Total		4	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 2021	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"> • Child Protection –Abuse, Grooming & Neglect Identification& Initial Notification • Child Protection – Mandatory Reporting of Abuse& Neglect • Child Protection – Detecting, Reporting and Addressing Grooming Behaviours • Child Protection - Reportable Conduct of Staff, Volunteers & Others • Child Protection Working With Children checks • Child Protection – Information Sharing <p>Student Behaviour</p> <ul style="list-style-type: none"> • Assault (Student Against Student) • Bullying Prevention and Intervention • Digital Citizenship • Drugs – Illicit (Student Use Of) • Information & Communication Technology • Truancy <p>Student Welfare and General Safety</p> <ul style="list-style-type: none"> • Access Arrangements for Separated Parents/Guardians • Counselling Services • Disability Discrimination • Hazardous Substances • Inclusion Policy • Medical & Biological Waste • Needles and Syringes • Noise • Personal Protective Equipment • Slips and Trips • Staff and Student Professional Boundaries • Student Attendance Policy and Procedure • Student Code of Conduct Behaviour Management Policy • Student Leadership Policy and Procedure • Student Wellbeing Policy • Supervision (General) • Supervision & Inspection - Playground • Whole School Discipline Policy and Procedures <p><i>Programs that support this policy include:</i></p> <ul style="list-style-type: none"> • Early intervention programs that identify and support students at risk. This incorporates learning support and counselling services. 	<p>Review and modifications to all related policies in 2021, 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>

<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 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:</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>Addition of Seeking Support or Sharing a Concern to OLLE for Student anonymous reporting of incidents or seeking assistance.</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>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.</p> <p>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.</p>	<p>Updated in 2021 to include detailed 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>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.</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 2020 Annual Report

Area	Priorities for 2021	Achievements
Teaching and Learning -as per the current Strategic Vision 2018 - 2022	Focus on effective use of data to inform learning	Junior School data informed planning and decisions. MAP data and flexible grouping extended into literacy instructional sessions.
	Academic care and counselling	Continued to implement 1:1 Academic counselling sessions for Year 10 and Year 11 and have established a team of Executive to work specifically with Year 12.
	Focus on the CORE business of student learning	Shared and cohesive view of inclusive excellence and rigour as high expectations, high effort and high care with regard to student learning and teacher delivery of curriculum and learning opportunities.
	Explicit focus on learning outcomes	Focus on clear learning outcomes for online and remote learning as well as on campus learning.
	Extending the capacity of middle leaders to provide academic care and counselling for Year 10 – Year 12 students	Expansion of academic coaching team to deliver personalised, data informed and specific goal setting and feedback for senior students.
	Response to COVID impact on learning and wellbeing	Successful and responsive implementation of hybrid and remote learning platform delivery. Provision of supervision and learning to students from essential worker families during enforced lock down.
	Junior School data informed planning and decisions	Further strengthen and embed data digs and tracking to influence decisions related to teaching and learning.
Student achievements	Maintenance of strong individual academic outcomes	Achieved as per results on pages 6 to 8 2021 HSC of the students who applied, 90% received offers of early entry by universities.
	Continue to achieve excellent learning outcomes for diverse students	As a non-selective school, our focus is on personal best achievement, effort and growth. This ensures success for every learner. This has continued to be a strength at TIGS
	Broad range of opportunities to develop students holistically	Comprehensive range of intentional extra and cocurricular activities which enhance learning, confidence and wellbeing and improve academics and other outcomes.
Facilities and resources	Continue to develop and maintain agile learning spaces	Responsible use of resources and facilities has allowed the School to continue to improve the flexibility and amenity of learning as well as gathering or active play spaces around the campus. The campus is a beautiful, welcoming and safe space that enhances the culture of learning, care and community.
	2021 Major Projects	<ul style="list-style-type: none"> • F Block Art Rooms refurbishment • Year 12 Common Room refurbishment • Basketball Court resurfacing • Installation of CCTV throughout the campus • Major shade sail in Junior School • Second Hand Uniform Shop addition • Commencement of Masterplan process • Classroom Interactive panel rollout (school wide)

		<ul style="list-style-type: none"> • New Public Address (PA) and Emergency Evacuation System • New uninterruptible Power Supply (UPS) for main communications room • Phase 1 of Junior School classroom device rollover (Chromebooks and iPads)
Student Welfare	Provide students with an effective voice in their learning and wellbeing	Increased opportunity for Student Voice from Year 7 to Year 12. Continue to equip SRC to contribute to decisions related to student and School matters.
	Continue to strengthen partnerships between the School and families	Agility in moving to online opportunities for parent teacher nights, information sessions, etc. These were well attended and useful to parents who value ongoing interactions with the School to support the learning and development of their children. Junior School UR Strong parent information session.
	Broad range of opportunities to develop students holistically	Despite COVID-19 restrictions, sustained innovation and design of extra curricular and TIGS culture sustaining activities and connection to promote holistic development, wellbeing and continued learning engagement.
	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.
	Ensure that our staff are of the highest professional quality	Professional development activities as per pages 9 to 11.
Staff Development -as per the current 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 students	Ongoing refinement of processes in Learning Enhancement team, differentiated learning and wellbeing provision to deliver high levels of support and care.
	Assessment - PD related to effective assessment techniques and strategies.	Whole school focus on formative assessment to Improve learning outcomes.
	Adoption of ICT into teaching and learning	Continued development of online collaborative programming tools and practices.

Priority Areas for Improvement

Area	Priorities for 2022
Academic Excellence -as per the current Strategic Plan	Focus on effective use of data to inform learning decisions. Continue flexible and specific grouping for learning that maximizes student progress and achievement.
Student achievements	Continue to achieve excellent learning outcomes for diverse students in the context of a broad and holistic approach.
Facilities and resources	Continue to develop and maintain agile learning spaces. Deliver campus master plan that reflects the growth of the School as well as the needs of future learning.
Student Welfare	Provide students with an effective voice in their learning and wellbeing.
	Continue to strengthen strong partnerships between the School and families
	Review and consolidate whole School wellbeing approach and programs to ensure cohesion, strong staff skills and knowledge and effective implementation and impact for students
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. Using the research of John Hattie develop a deep understanding of teacher impact on student learning achievement. Equip and upskill middle leaders to lead for improvement and excellence. Upskill staff to confidently deliver research based wellbeing initialises and support for all students. Prioritize and provide staff research-based and sustained professional learning about their own wellbeing and mental health awareness and care.



Initiatives Promoting Respect and Responsibility

<p>Student Welfare and Discipline</p>	<p>The School continues to place a high priority on providing quality care for students. Parents consistently report that this is a key reason for choosing to send their children to TIGS. Programs of student welfare currently under review:</p> <ul style="list-style-type: none"> • System of student encouragement and recognition that affirms both excellence and effort. • Continue with restorative practices as a framework for dealing with issues where there were breakdowns in relationships. Training of staff in this approach maintained. • Explicit Wellbeing Program 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.
<p>Community Service</p>	<p>The School is committed to providing planned and age appropriate experiences in community service across K – 12.</p> <p>In the Prep/Junior School, Community Service is localised within stages and generally flows out of learning in the classroom under the “Action” phase of the PYP. This results in action from students within school, at home or sometimes more broadly in the community.</p> <p>At the end of each year, the Senior School Deans (in collaboration with the Chaplain) determine the Community Service venture for their Year Group for the following year. In 2021, the ability for student participation in Community Service was greatly impacted by COVID-19. The School however maintained its connection with major partners such as Anglicare, Local Nursing Homes, The Disability Trust, Port Kembla and Figtree Anglican Churches, The Smith Family, Dressed For Success 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 2021, 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 2021 was The Leukaemia Foundation, raising \$14,764.22.</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

The Illawarra Grammar School is committed to listening to the views and expectations of 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.

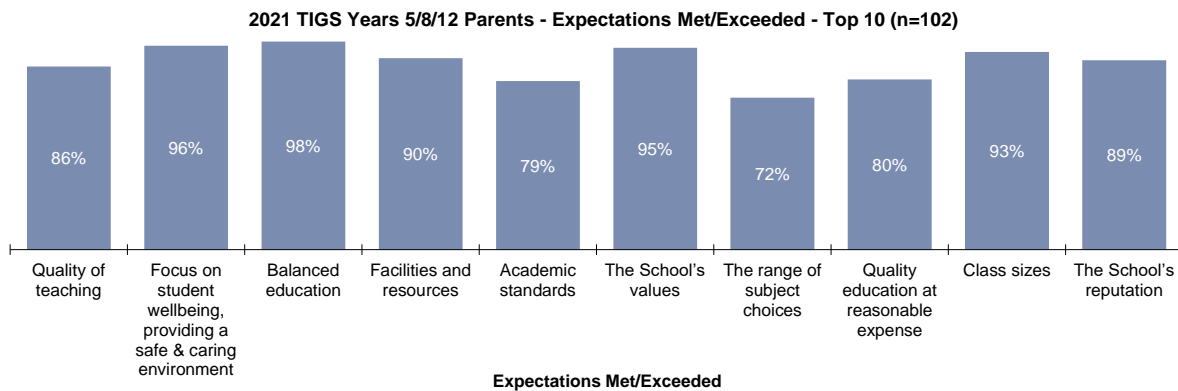
In 2021, 131 parents (Prep and Years 5, 8 & 12) and 181 students (Years 5, 8 & 12) participated in surveys and provided views on areas such as academic performance, academic co-curricular, student wellbeing, approach to Christian education, co-curricular cultural activities, co-curricular arts activities, sport, communications, reputation and facilities.

Parents

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 children.

The top five areas are noted below:

1. 86% of parents noted their expectations were met or exceeded in relation to the Quality of teaching
2. 96% of parents noted their expectations were met or exceeded in relation to the Focus on student wellbeing, providing a safe and caring environment
3. 98% of parents noted their expectations were met or exceeded in relation to a Balanced education
4. 90% of parents noted their expectations were met or exceeded in relation to the Facilities and resources
5. 79% of parents noted their expectations were met or exceeded in relation to Academic standards

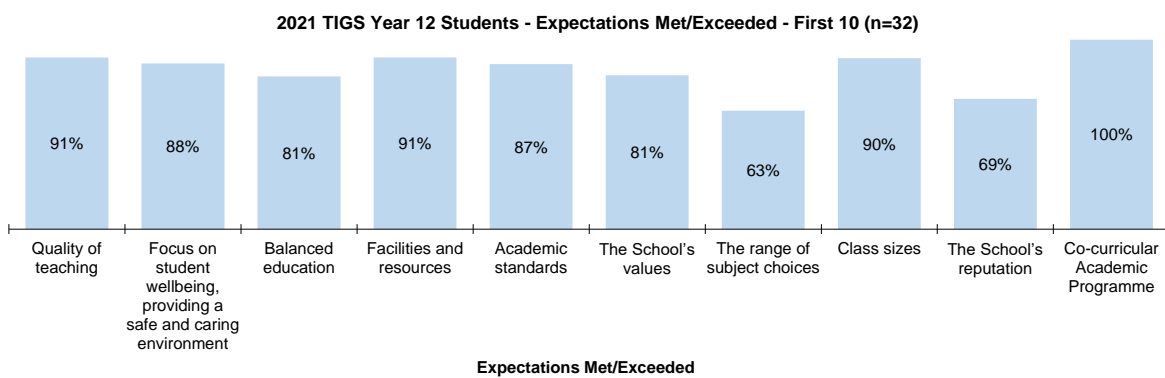


Students

A selection of the students' (Year 12) top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school.

The top five areas are noted below:

1. 91% of students noted their expectations were met or exceeded in relation to the Quality of teaching
2. 88% of students noted their expectations were met or exceeded in relation to the Focus on student wellbeing, providing a safe and caring environment
3. 81% of students noted their expectations were met or exceeded in relation to a Balanced education
4. 91% of students noted their expectations were met or exceeded in relation to Facilities and resources
5. 87% of students noted their expectations were met or exceeded in relation to Academic standards



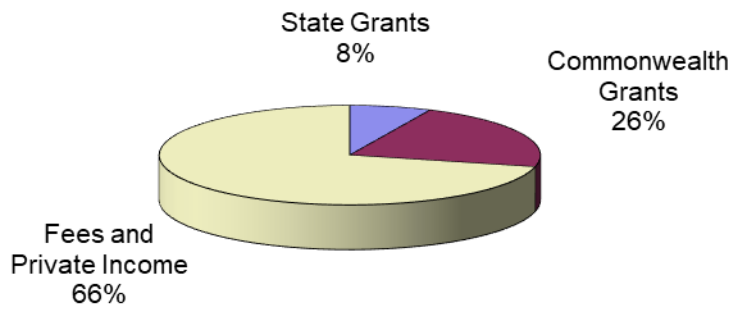
Parents and students were asked to provide open responses to the most valued aspects of The Illawarra Grammar School. The most frequently nominated aspects were:

2021 TIGS P/5/8/12 Parents - What do you value most about your association with the School? (Top 5)
Safe, caring & supportive environment
Friendships/connections developed
Academic curriculum & standards
Quality of teachers & staff
Sense of community
2021 TIGS Years 5/8/12 Students - What is valued most about association with the School? (Top 5)
Friendships/connections between other students & staff
Academic curriculum & standards
Quality of teachers & staff
Sports Program
Safe, caring & supportive environment

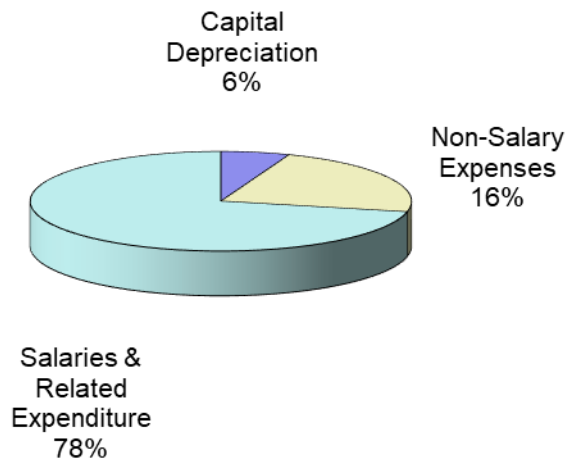
Summary Financial Information

Graphical representation of income and expenditure using percentages only:

Recurrent / Capital Income 2021



Recurrent / Capital Expenditure 2021





Student Enrolment Policy

<p>Source of Obligation</p>	<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>
<p>Student Enrolments</p>	<p>TIGS keeps a register of enrolments of all children at the School in Synergetic.</p>
<p>Information for Register of Enrolments</p>	<p>The register of enrolments records the following information for each student:</p> <ul style="list-style-type: none"> • name, age and address • the name and contact telephone number of parent(s)/guardian(s) • date of enrolment and, where appropriate, the date of leaving the school and the student's destination • for students older than six (6) years, previous school or pre-enrolment situation • where the destination of a student below seventeen (17) 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, 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.
<p>Records of the Register of Enrolments</p>	<p>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.</p>

Implementation	The Principal and appointed delegates are responsible for the effective implementation of this Policy.
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