

**2023**

**Annual**

**Report**



**TIGS**  
The Illawarra  
Grammar School

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# Theme 1: A message from key school bodies

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## A message from the Chair of School Council

In the 2023 TIGS Magazine the Chair wrote, "I want to start by thanking our retiring Principal, Mrs Judi Nealy, for her contributions. Since taking over in 2018, Judi has had a positive impact on TIGS in many ways. Our school community values and respects you very much. We appreciate the difficult choices you have made, always making judgements that were necessary for our School while acting in its best interests.

Thank you for giving TIGS such a strong foundation going forward. We are financially sound, our enrolments are growing, our staff culture is positive, and our parents are supportive. Running a school is an incredibly complex business. We thank you for all that you have done and wish you and David every blessing as you transition into the next phase of your lives.

We are excited to welcome Dr Julie Greenhalgh as our new Principal in 2024. She brings with her extensive experience in school leadership. Her focus will be on academic excellence and strengthening connections with local Anglican churches.

We know there will be some changes as is expected when any new leader takes over, so, I ask for you to please give Dr Greenhalgh time to get to know the School and support her as she takes TIGS into the future. I want to thank the School Council for their support this year in the selection of our new Principal, with overseeing important strategic elements such as our finances, academic provision, property, and enrolments. We have faced challenges this year and I know that as a council we have emerged stronger and more committed to TIGS as a result.

Thank you to our academic staff for your commitment to your profession, care for our students and dedication to our School. Thank you to our parents in supporting your children and our School community. Thank you for the sacrifices you make to give your children a TIGS education.

Thank you to TIGS Foundation - Mr Roger Summerill, Mr Barry Hashemi, and Mr Usha Fernandez. We look forward to working together in 2024 to raise funding for the new H and J Blocks and other initiatives around the School.

Thank you to the P&F, in particular to President Mrs Lena Huda and the Executive. It's been wonderful to see the growth in the P&F this year. I was thrilled at TIGS Great Fete, to see how you brought together an army of volunteers and supported and built the School community.

As we reflect on another year together, I want to draw our attention to the importance of unity. Unity is what fuels our achievements, both academically and socially. It's what empowers us to overcome challenges that might seem insurmountable when faced alone. Unity is the cornerstone upon which we build our successes and our future. At TIGS, it's seen in the teacher who dedicates extra time to help a struggling student, the student who stands up against bullying, the parent who volunteers their time and resources, and the staff member who goes above and beyond their duties. It's all of us, together, contributing our best to make TIGS the vibrant and nurturing place it is.

I challenge each and every one of us to renew our commitment to unity. Let us seek out opportunities to collaborate, to listen and learn from one another to support the members of our amazing School community.

I would like to wish everybody a joyous Christmas, safe and restful holiday period, and prosperous 2024."

**Professor Anthony Okely**  
**Chair of School Council**

## **A message from the Principal**

In the 2023 TIGS Magazine the Principal wrote, "I write this magazine article with mixed emotions. On the one hand, 2023 has been a successful and happy year for our School. Our students have experienced an outstanding year of learning and growth, and this has been made possible by their individual efforts, the dedication of our staff and the support and partnership of parents. But, I also write this article with more than a tinge of sadness, as it will be my final one at this very special place.

It is true that in every school, each academic year is experienced as a single unit and celebrated as such. It is also true that the cumulative impact of each 'individual' academic year creates the essence of our community. The success and positive year that has been experienced by our students in 2023 is in part the result of cumulative years of strategic vision, implementation, and relational capital. Quite simply, many of the positives we celebrate and value so highly are deeply embedded in the fabric of our School because they are recognised by our School Council as being central and crucial to a TIGS education. They are experienced by our community as care for every student and their families, the pursuit of individual excellence for every student, the provision of a comprehensive and broad education and the recognition of the rightful place of God and our Lord Jesus in the world and in our lives.

During my 18 years as a leader at TIGS, these values have been an area of focus and during the last 6 years in my time as the Principal, they have been the lens through which every decision and action is considered and if appropriate, implemented. Working in any capacity in a school such as ours is a privilege, none more so than in a position of leadership. I am deeply aware of the responsibility of standing on the shoulders of those who have led at TIGS and building on their good work. I am fiercely protective of all that is honourable and good within our School, and I have been energised and excited by the opportunities that have occurred in my tenure to shape and mould our School so that it is fit for the future. But schools are essentially a people business, so it is right that at the end of the year and the end of my time here, that I reflect on the people who are TIGS.

The staff at TIGS are exceptional, they are the heartbeat of our School. Their commitment to our students and focus on their development as learners and as people is the beating source of life and growth here. A diverse group of highly skilled, passionate and dedicated people, we can (and have!) argued our way through difficult decisions, supported each other in times of great sadness and stress, and celebrated great accomplishments and life achievements. We are called to this work and we have unity in this calling. I am thankful for each and every member of staff for your contribution to a successful 2023 at TIGS.

One of the most important decisions that parents make is choosing the educational setting for their child. It is a large financial decision and one with significant impact on the trajectory that your sons' and daughters' lives may take. I am very grateful for the confidence that parents place in our School and for their support and encouragement. You have made a great choice and I trust that as you reflect on the growth your children have made in 2023 this decision will be affirmed.

But for me, the preeminent reason to work in a school is the students. The potential of young people, the privilege of speaking into their sense of self, their understanding of the world and the impact that they might make is so important, so exciting and so satisfying. In 2023 I have observed Prep students learning to share toys and equipment and hold a pencil. Infants students learning to consider the preferences and needs of others and decode the mystery of the written word. Primary School students beginning to understand the connectedness of the world and express both complex ideas as well as their own feelings and thoughts. I have witnessed Year 7 to Year 10 students navigate adolescence and the complexity of specific discipline based learning and seen our Senior School students come together as a unified and effective cohort, focusing on a challenging and rigorous public examination process and at the same time leading and serving their community. The continuum of development from a delightfully cute pre schooler to a competent, confident and impactful young adult is on display every single day from Prep to Year 12 and it is so energising and quite simply miraculous! My gratitude to our students for the life, energy, and enthusiasm that they bring to our community each day is immense.

In 2023 we have had a strong year in learning, in serving, in growth and in achievement.

This is because we have been living out our values every day – seeking excellence, serving each other and honouring God.

We have gone from strength to strength, and I know that as TIGS enters its next season, this will continue to be the case."

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



## **A message from The Parents and Friends Association**

In the 2023 TIGS Magazine the President wrote, "As the voice of TIGS Parents and Friends Association, I wish to extend my deepest gratitude to the parents and caregivers whose incredible support has been the cornerstone of our efforts this year.

### **A tapestry of giving: strengthening our community for our children**

The willingness and enthusiasm with which you have volunteered your time and efforts do not go unnoticed. At TIGS, we take immense pride in our School community. The P&F has worked hard to help build up our parent community after disruptions due to COVID-19, where we had limited opportunity to welcome new families to our community. There is a large body of evidence that demonstrates the significant and ongoing impact parental engagement has on academic outcomes and social and emotional wellbeing of children and youth. The P&F aims to give parents and carers opportunities to be involved in their children's journey at TIGS.

### **Celebrating unity: the Great Fete returned**

We are proud to have helped to bring the Great Fete back to TIGS after four years of disruptions and cancellations. It was a splendid occasion that united our community in joy. The dedication shown by hundreds of parents in supporting stalls, coordinating logistics, boosting promotion, and providing sponsorship was remarkable. New and familiar faces came together, a testament to the enduring bond that exists within our community.

### **Honouring traditions: Mothers and Fathers Day celebrations**

Our time-honoured traditions of celebrating Mothers and Fathers Day continued this year with more parent volunteers than ever to support our Junior School staff to run the events.

### **Sustainability in action: the Second Hand Uniform Shop**

In 2022, we were grateful that Mrs Megan and Mr Charles Blair volunteered to coordinate the Second Hand Uniform Shop. Thanks to the tireless efforts of the dedicated team of volunteers, this initiative has not only continued to offer an economical choice for our School community but also embodied sustainability. The shop's meticulous attention to cleaning and quality repairs of uniforms (led by volunteer Mrs Lauren Carroll) before sale, reflects the shops commitment to quality.

### **Unity in leadership: P&F Executive and Year Group Representatives**

I want to express my heartfelt appreciation to the members of the P&F Executive and the Year Group Representatives. Your leadership and willingness to shoulder responsibilities have been the backbone of our achievements. We have worked over the last years to build an inclusive organisation where people understand how to become involved, raise important topics and contribute to building a successful parent community.

### **A vision for the future: together we thrive**

I am grateful for the collective efforts that have shaped TIGS Parents and Friends Association into the thriving organisation it is today. Let's continue to work together to make a positive difference to TIGS community."

**Mrs Lena Huda**  
**President**

## **A message from the School Captains**

In the 2023 TIGS Magazine the School Captains wrote, "They say that it takes 100 hours to learn a new skill, but 10,000 hours to perfect it. From Kindergarten until today, every single Year 12 student has spent over 15,000 hours at school dedicating themselves to studying, learning and growing, so I think it's safe to say that we have all perfected the art of school.

But that entails more than simply learning how to read, write and analyse Shakespeare, over this colossal number of hours we have learnt to make friends, organise our time and become the best version of ourselves that we can be. TIGS has provided an amazing platform to undergo the immense and tumultuous journey that is Senior School, and to all our amazing teachers, parents, and friends, we are eternally grateful.

Previously, we have likened the passage of school life to a signature TIGS Outdoor Education hike. There are times when you're on top of the world, figuratively, but also literally; any student who went on the Gold Duke of Edinburgh trip last summer will attest that the snow-capped majesty of New Zealand's mountain ranges is as close to 'the top of the world' as you are ever going to get. There are, however, just like with any challenging hike, times when you feel like giving up, and it's in those crucial moments that the strength of the group gets everybody through together. That's never been more true than in Year 12.

Balancing more schoolwork than ever before, alongside the uncertainty of university applications and 18<sup>th</sup> birthday parties, was made possible by our year group's commitment to each other and by the amazing help of Mrs Burton, Mr Gardiner, Mr Hackett, Mrs Goodhew, Mr Edgerton, our teachers, parents and so many others.

It's also this strength and support from Year 12 as a family that has enabled us to raise a huge \$23,000 for our chosen charity, Forever Projects, amidst the rocky terrain of being Year 12 students. We couldn't be more proud of the way our close-knit year group has come together through various fundraisers, whether it be our soccer tournaments, selling cakes in our bake sales, playing and supporting Music on the Grass, cooking up a storm at our carnival barbecues or enjoying our awesome 80s themed Trivia Night. The plethora of decorations, musical items, food, drinks and more leading up to this event took us many, many weeks over Term II, but the culmination of this hard work from our entire year group was an amazing and successful night which we will never forget.

While we will certainly be sad to see everyone go in their separate directions, we can say with great confidence that it has been a blessing to be the School Captains of 2023 for such a great year group and School community, and we know that for each of our peers in Year 12, the journey of success is only just beginning, and that summit on top of the world is really still in sight."

**Luc Do and Isabel O'Brien**  
**School Captains**

## **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 21<sup>st</sup> Century.

In 2023, there were a total of 906 students enrolled, made up of 484 boys and 422 girls, 2% of which were Indigenous students.

For more detailed information please see the My School website:

<http://www.myschool.edu.au>

## Theme 2: Outcomes and results

### NAPLAN 2023

#### Year 3

2023 Test	School Results	All Results	Difference between All and School	Similar Schools
Reading	496	405	91	462
Writing	485	416	69	459
Spelling	463	404	59	448
Grammar	502	411	91	468
Numeracy	488	407	81	458

#### Year 5

2023 Test	School Results	All Results	Difference between All and School	Similar Schools
Reading	549	496	53	542
Writing	529	483	46	523
Spelling	517	404	113	523
Grammar	547	497	50	542
Numeracy	533	407	126	533

#### Year 7

2023 Test	School Results	All Results	Difference between All and School	Similar Schools
Reading	595	536	59	579
Writing	582	534	48	572
Spelling	577	539	38	570
Grammar	581	539	42	579
Numeracy	603	538	65	583

#### Year 9

2023 Test	School Results	All Results	Difference between All and School	Similar Schools
Reading	611	564	47	618
Writing	610	567	43	620
Spelling	589	568	21	603
Grammar	589	557	32	615
Numeracy	619	568	49	629



# HSC Results 2023

Strong Learning, Strong Futures.

Highest ATAR



14 students with ATAR 90-99  
(18.6% of total students)



90-99

20 students with ATAR 80-89  
(26.6% of total students)



80-89

26

Students made the NSW Distinguished Achievers list

74

Students achieved at least one Band 5 or 6 result

7

Year 11 Accelerated Students

2

Students earned their Gold Duke of Edinburgh Award

100%

Participation rate

45.3%

of students received an ATAR above 80

88%

of courses delivered by TIGS achieved Band 5 and 6 results above the state average

In 2023, 16% 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
2023	HSC or VET qualification	100

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

## HIGHER SCHOOL CERTIFICATE – 2023

In 2023, 75 students sat for the NSW Higher School Certificate in 38 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	2022	25	School: 9 (36%) State: 27%	School: 14 (56%) State: 53%	School: 2 (8%) State: 20%
	2023	22	School: 13 (59%) State: 32%	School: 9 (41%) State: 57%	School: 0 (0%) State: 11%
Business Studies	2022	23	School: 11 (48%) State: 35%	School: 12 (52%) State: 55%	School: 0 (0%) State: 10%
	2023	18	School: 13 (72%) State: 36%	School: 5 (28%) State: 52%	School: 0 (0%) State: 12%
Chemistry	2022	22	School: 6 (27%) State: 33%	School: 14 (64%) State: 51%	School: 2 (9%) State: 16%
	2023	19	School: 8 (42%) State: 38%	School: 11 (58%) State: 47%	School: 0 (0%) State: 15%
Chinese in Context	2022	-	-	-	-
	2023	2	School: 2 (100%) State: 89%	School: 0 (0%) State: 11%	School: 0 (0%) State: 0%
Community and Family Studies	2022	-	-	-	-
	2023	11	School: 6 (55%) State: 36%	School: 5 (45%) State: 56%	School: 0 (0%) State: 8%
Dance	2022	1	School: 1 (100%) State: 66%	School: 0 (0%) State: 33%	School: 0 (0%) State: 0%
	2023	2	School: 2 (100%) State: 69%	School: 0 (0%) State: 31%	School: 0 (0%) State: 0%
Design & Technology	2022	2	School: 2 (100%) State: 47%	School: 0 (0%) State: 49%	School: 0 (0%) State: 4%
	2023	7	School: 7 (100%) State: 47%	School: 0 (0%) State: 48%	School: 0 (0%) State: 5%
Drama	2022	-	-	-	-
	2023	8	School: 5 (63%) State: 61%	School: 3 (37%) State: 38%	School: 0 (0%) State: 1%
Earth and Environmental Sciences	2022	-	-	-	-
	2023	11	School: 6 (55%) State: 34%	School: 5 (45%) State: 50%	School: 0(0%) State: 16%
Economics	2022	14	School: 5 (36%) State: 49%	School: 7 (50%) State: 43%	School: 2 (14%) State: 7%
	2023	10	School: 7 (70%) State: 49%	School: 3 (30%) State: 43%	School: 0 (0%) State: 8%
English Standard	2022	32	School: 10 (31%) State: 16%	School: 21 (66%) State: 72%	School: 1 (3%) State: 12%
	2023	52	School: 19 (37%) State: 13%	School: 32 (62%) State: 77%	School: 1 (1%) State: 10%
English Advanced	2022	32	School: 23 (72%) State: 67%	School: 9 (28%) State: 32%	School: 0 (0%) State: 1%
	2023	21	School: 17 (81%) State: 67%	School: 4 (19%) State: 32%	School: 0 (0%) State: 1%

English EAL/D	2022	2	School: 0 State: 19%	School: 2 (100%) State: 55%	School: 0 (0%) State: 26%
	2023	1	School: 0 (0%) State: 22%	School: 1 (100%) State: 57%	School: 0 (0%) State: 21%
Entertainment	2022	10	School: 3 (30%) State: 47%	School: 7 (70%) State: 49%	School: 0 (0%) State: 4%
	2023	12	School: 7 (58%) State: 45%	School: 5 (42%) State: 49%	School: 0 (0%) State: 6%
French Continuers	2022	1	School: 0 (0%) State: 58%	School: 1 (100%) State: 38%	School: 0(0%) State: 4%
	2023	1	School: 1 (100%) State: 59%	School: 0 (0%) State: 40%	School: 0(0%) State: 1%
Geography	2022	1	School: 1 (100%) State: 42%	School: 0 (0%) State: 47)	School: 0 (0%) State: 10%
	2023	17	School: 7 (41%) State: 42%	School: 9 (53%) State: 51%	School: 1 (6%) State: 7%
German Continuers	2022	1	School: 1 (100%) State: 57%	School: 0 (0%) State: 39%	School: 0 (0%) State: 4%
	2023	1	School: 1 (100%) State: 57%	School: 0 (0%) State: 43%	School: 0 (0%) State: 0%
Industrial Technology	2022	5	School: 3 (60%) State: 22%	School: 2 (40%) State: 64%	School: 0 (0%) State: 14%
	2023	4	School: 2 (50%) State: 24%	School: 2 (50%) State: 62%	School: 0 (0%) State: 14%
Legal studies	2022	11	School: 8 (73%) State: 41%	School: 3 (27%) State: 44%	School: 0 State: 15%
	2023	9	School: 5 (56%) State: 43%	School: 4 (44%) State: 47%	School: 0 (0%) State: 10%
Mathematics Standard 2	2022	34	School: 10 (29%) State: 29%	School: 23 (68%) State: 53%	School: 1 (3%) State: 18%
	2023	34	School: 21 (62%) State: 32%	School: 13 (38%) State: 51%	School: 0 (0%) State: 27%
Mathematics Advanced	2022	21	School: 13 (62%) State: 49%	School: 7 (33%) State: 45%	School: 1 (4%) State: 6%
	2023	29	School: 14 (48%) State: 50%	School: 15 (52%) State: 43%	School: 0 (0%) State: 7%
Modern History	2022	12	School: 6 (50%) State: 35%	School: 6 (50%) State: 54%	School: 0 (0%) State: 11%
	2023	9	School: 1 (11%) State: 35%	School: 8 (89%) State: 49%	School: 0 (%) State: 16%
Music 1	2022	3	School: 3 (100%) State: 70%	School: 0 (0%) State: 28%	School: 0 (0%) State: 2%
	2023	6	School: 6 (100%) State: 69%	School: 0 (0%) State: 29%	School: 0 (0%) State: 2%
Music 2	2022	1	School: 1 (100%) State: 86%	School: 0 (0%) State: 14%	School: 0 (0%) State: 0%
	2023	3	School: 2 (67%) State: 85%	School: 1 (33%) State: 15%	School: 0 (0%) State: 0%
PDHPE	2022	22	School: 6 (27%) State: 26%	School: 13 (59%) State: 54%	School: 3 (14%) State: 20%
	2023	14	School: 9 (64%) State: 31%	School: 5 (36%) State: 59%	School: 0 (0%) State: 10%
Physics	2022	7	School: 5 (71%) State: 41%	School: 2 (29%) State: 45%	School: 0 State: 14%
	2023	14	School: 6 (43%) State: 39%	School: 8 (57%) State: 50%	School: 0 (0%) State: 11%

Serbian Continuers	2022	-	-	-	-
	2023	1	School: 1 (100%) State: 93%	School: 0 (0%) State: 7%	School: 0 (0%) State: 0%
Society and Culture	2022	10	School: 6 (60%) State: (43%)	School: 4 (40%) State: (50%)	School: 0 (0%) State: (7%)
	2023	4	School: 4 (100%) State: 45%	School: 0 (0%) State: 50%	School: 0 (0%) State: 5%
Visual Arts	2022	9	School: 7 (78%) State: 66%	School: 2 (22%) State: 33%	School: 0 (0%) State: 1%
	2023	25	School: 22 (88%) State: 65%	School: 3 (12%) State: 34%	School: 0 (0%) State: 1%

Extension Courses	Year	Number of Students	Performance band achievement by number and percentage				
				E4	E3	E2	E1
English Extension 1	2022	8	School State	0 (0%) 40%	8 (100%) 53%	0 (0%) 7%	0 (0%) 0%
	2023	4	School State	1 (25%) 41%	2 (50%) 54%	1 (25%) 5%	0 (0%) 0%
English Extension 2	2022	3	School State	1 (33%) 30%	1 (33%) 55%	1 (33%) 14%	0 (0%) 1%
	2023	4	School State	1 (25%) 29%	1 (25%) 57%	2 (50%) 14%	0 (0%) 0%
French Extension	2022	-	School State	- -	- -	- -	- -
	2023	1	School State	0 (0%) 18%	0 (0%) 66%	1 (100%) 16%	0 (0%) 0%
German Extension	2022	-	School State	- -	- -	- -	- -
	2023	1	School State	0 (0%) 62%	1 (100%) 36%	0 (0%) 2%	0 (0%) 0%
History Extension	2022	6	School State	1 (17%) 26%	2 (33%) 58%	3 (50%) 14%	0 (0%) 2%
	2023	1	School State	0 (0%) 26%	1 (100%) 59%	0 (0%) 13%	0 (0%) 2%
Mathematics Extension 1	2022	16	School State	3 (19%) (35%)	9 (56%) (39%)	3 (19%) (20%)	1 (6%) (6%)
	2023	18	School State	3 (17%) 34%	9 (50%) 38%	6 (33%) 24%	0 (0%) 4%
Mathematics Extension 2	2022	3	School State	0 (0%) (40%)	2 (67%) (45%)	1 (33%) (11%)	0 (0%) (4%)
	2023	7	School State	1 (14%) 38%	5 (72%) 48%	1 (14%) 13%	0 (0%) 1%
History Extension	2022	6	School State	1 (17%) 26%	2 (33%) 58%	3 (50%) 14%	0(0%) 2%
	2023	1	School State	0 (0%) 26%	1 (100%) 59%	0 (0%) 13%	0 (0%) 2%
Science Extension	2022	5	School State	0 (0%) 8%	4 (80%) 7%	1 (20%) 21%	0 (0%) 1%
	2023	4	School State	0 (0%) 7%	3 (75%) 71%	1 (25%) 21%	0 (0%) 1%

## RECORD OF SCHOOL ACHIEVEMENT (RoSA) – 2023

NESA awarded the following percentage of grades for 2023 Year 10 students:

Courses		Grade A	Grade B	Grade C	Grade D
English	School 2021	6	39	52	1
	State average 2021	13	29	36	16
	School 2022	20	40	40	-
	State average 2022	12	29	36	16
	School 2023	9	38	48	5
	State average 2023	12	29	37	16
Mathematics	School 2021	20	51	24	5
	State average 2021	15	23	32	23
	School 2022	15	50	27	8
	State average 2022	15	22	32	23
	State average 2023	15	22	33	23
Geography	School 2021	37	32	27	5
	State average 2021	16	28	34	15
	School 2022	19	45	35	1
	State average 2022	15	28	35	16
	State average 2023	15	29	35	15
Science	School 2021	20	23	41	16
	State average 2021	14	25	36	18
	School 2022	17	33	40	9
	State average 2022	13	24	37	19
	State average 2023	13	24	36	19
History	School 2021	33	38	18	11
	State average 2021	16	28	34	15
	School 2022	37	47	15	1
	State average 2022	15	28	34	16
	State average 2023	15	28	35	15

### Post School Destinations

In 2023 a total of 8 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
Educational Needs		3	2
Family Circumstances		1	
Pastoral			1
Returned Overseas		1	
<b>Total</b>		<b>5</b>	<b>3</b>

## Theme 3: Staffing

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### Teacher Accreditation

Accreditation Level	Number of Teachers
Conditional	2
Provisional	3
Proficient Teacher	73
Experienced Teacher (voluntary accreditation)	7
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

### Workforce Composition

School Staff 2023				
	Full Time – FTE	Part Time – FTE	Casual – FTE	Total – FTE
Academic	71	11.0		82.0
Non-Academic	31	7.0		38.0
Total	102	18.0		120.0

## Theme 4: Attendance

The average attendance rate for the whole school in 2023 was 92.14%, an increase of 1.51% on 2022.

Average student attendance rate by Year level:

Year level	Average attendance rate for each Year level as a percentage in 2023
Kindergarten	92.1
Year 1	92.44
Year 2	91.8
Year 3	93.51
Year 4	93.15
Year 5	92.49
Year 6	93.59
Year 7	93.04
Year 8	91.52
Year 9	92.20
Year 10	92.00
Year 11	92.26
Year 12	91.53
Whole School	92.14

### 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, House 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 Life and Learning (Junior School). In Years 7-12, the Dean of Year or Deputy Principal (Senior School) is responsible. For absences of 30 days or more the Principal or delegate should access the mandatory reporters section of the Keep Them Safe website [www.keepthemsafe.nsw.gov.au](http://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 information is stored both on the students file as well as in a centralised spreadsheet which records and tracks all leave taken by students across Years 7-12.

This same spreadsheet is also used to track weekly attendance percentage rates for each student using a colour coding system (green, yellow, amber, red) to indicate the different levels of attendance and respond accordingly as follows:

Green = no action required

Yellow = Mentor teacher and Dean to monitor

Amber = Dean to contact parent and talk to student

Red = Attendance letter to be sent home (Warning, Letter 1, Letter 2 or Letter 3)

Each letter stipulates the importance of regular school attendance and the significant impact that absenteeism has on a student's learning. 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.

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 in a spreadsheet 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. Student absence rate of 10 days alerting us to the fact that the class teacher needs to make contact with home and check barriers/challenges for school attendance.

Orange is Formalise School Support and Parent Responsibility. Student absence rate of 20 days alerting us to the need for a formal meeting with parents and school attendance support plan to be implemented overseen by the Deputy Head of Junior School (Administration). Actions and communications are recorded and filed on the student's record.

Red is Mandatory Reporting. 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.



## Theme 5: School policies

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The following School policies are publicly available on the website:

- [Enrolment Policy](#)
- [Child Protection Policy](#)
- [Bullying Prevention and Intervention Policy and Procedure](#)
- [External Complaints Policy and Procedures](#)
- [Whole School Discipline Policy](#)
- [Complaints Handling](#)
- [Statement of Commitment](#)
- [Privacy Policy](#)
- [Privacy Collection Notice](#)
- [Student Code of Conduct](#)
- [Code of Conduct \(Parents and Guardians\)](#)

## Theme 6: Stakeholder satisfaction

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TIGS is committed to listening to the views and expectations of key stakeholders and commissions annual 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 priorities and its determination to continually improve the educational experience offered to the students.

In 2023, 201 parents and 408 students from Year 5 to Year 12 participated in surveys and provided views on areas such as academic performance, student wellbeing, cocurricular activities, community service activities, communications and reputation.

### Student Responses

A selection of students' top-level findings are detailed below:

#### Sense of Safety

83% agree that the school rules are clear and easy to understand.

#### Respectful Relationships

80% agree that they feel safe in their classes.

#### Physical Environment

93% agree that the buildings, classrooms and grounds are well maintained.

#### Designing Learning

83% agree that their teachers know their learning strengths and challenges.

#### Quality Pedagogical Practices

88% agree that their teachers give them feedback to help them learn.

#### Inclusive Learning

92% agree that their teachers give them learning that challenges them.

#### Social and Emotional Learning

94% agree that they know what they are good at and what they need to work on.

#### Respectful Relationships

93% agree that they feel safe in the classroom and 90% say they feel safe outside the classroom.

#### Inclusivity and Equity

87% agree that the school shows respect for all cultures, including Aboriginal and Torres Strait Islander people.

#### Communication

89% agree that it is easy to access important information about the School.

#### Student Community Engagement

85% agree that they enjoy the cocurricular activities they participate in.

### Parent/Guardian Responses

A selection of parents' top-level findings are detailed below:

#### Vision, Mission & Values

93% agree that the school's vision and mission clearly explains the School's values.

#### Sense of Safety

94% agree that the school rules are clear and easy to understand.

### **Physical Environment**

99% agree that the buildings, classrooms and grounds are clean and tidy.

### **Designing Learning**

83% agree that teachers know their child's academic strengths and challenges.

### **Quality Pedagogical Practices**

97% agree that there are adequate opportunities for their child to use digital technologies to support their learning.

### **Inclusive Learning**

92% agree that teachers create rigorous and challenging learning experiences.

### **Social and Emotional Learning**

93% agree that their child believes if they work hard, success can be attained.

### **Respectful Relationships**

93% agree that their child feels like they belong at this School.

### **Inclusivity and Equity**

92% agree that the School holds all cultures, including Aboriginal and Torres Strait Islander people, in high esteem.

### **Communication**

93% agree that communications from the School are clear and concise.

### **Reporting**

93% agree that the information the School provides about their child's progress is easy to understand.

### **Student/Community Engagement**

90% agree that there is enough variety in the co-curricular activities provided.

### **Reputation**

92% agree that they are proud to have their child attend this School.

## **Staff Responses**

A selection of staffs' top-level findings are detailed below:

### **Vision, Mission and Values**

96% agree that students and staff behave in ways that reflect the School's values.

### **Sense of Safety**

91% agree that students and staff follow the school rules.

### **Physical Environment**

100% agree that visitors to the School feel welcome.

### **Designing Learning**

99% agree that they use a range of differentiated strategies when planning for teaching and learning.

### **Quality Pedagogical Practices**

99% agree that use a range of high impact teaching strategies in their daily practice.

### **Inclusive Learning**

100% agree that they help students overcome barriers they have to learning.

### **Professional Learning**

91% agree that the School values and supports ongoing professional learning.

**Social and Emotional Learning**

91% agree that students ask for help when they need it.

**Respectful Relationships**

99% agree that students at this School feel valued and respected.

**Inclusivity and Equity**

81% agree that they use strategies to foster intercultural understanding among students.

**Leading Teaching and Learning**

85% agree that leaders lead and participate in professional learning with staff.

**Leadership Practices**

88% agree that leaders regularly update their knowledge of effective pedagogical practices.

**Communication**

83% agree that the School communicates the right information to the right people.

**Reporting**

93% agree that there are regular opportunities for families to interact with teachers about individual learning progress.

## Theme 7: Summary financial information

Graphical representation of income and expenditure using percentages only:

