

A photograph of two young girls standing outdoors, smiling at the camera. They are wearing school uniforms consisting of light blue collared shirts, red bows, and blue and white plaid dresses. The background is a blurred natural setting with trees and foliage. A vertical yellow bar is on the left side of the image.

2024 Annual Report



TIGS
The Illawarra
Grammar School

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A Message from Key School Bodies

The Chair of School Council

I want to acknowledge the School's strong performance in NAPLAN and other academic endeavours, including our success in the Future Problem Solving World Championships and the da Vinci Decathlon.

This year has seen many examples of cocurricular excellence, including the impressive performances by Junior School ensembles at the Shoalhaven Eisteddfod, another outstanding School Production, and our success at the CASA Cross Country Carnival.

Our students have engaged in a number of leadership and community activities, such as the Youth Parliament and local projects focusing on sustainability and service. In all these endeavours, they have excelled and represented the School admirably.

I want to acknowledge the positive impact of our new Principal. Under Dr Julie Greenhalgh's leadership, the School has experienced significant growth across all pillars of our current strategic plan: academics, Christian faith, wellbeing and citizenship. Dr Greenhalgh has implemented several important initiatives that have transformed our School, supported higher-quality learning environments, enhanced staff professional development, and improved our operations and programs. I am particularly thankful for her wisdom and vision. We have benefited greatly from her many years of leadership experience, and the Council is confident that we will continue to see growth in all areas over the coming years. Dr Greenhalgh understands what is needed for the School to achieve its potential, and she has the Council's full support in implementing our strategic vision. We have seen growth in student numbers, the recruitment of outstanding teaching and professional staff, improvement in academic standards and the development of a master plan that will ensure the School has the necessary infrastructure and facilities to support our academic and cocurricular programs into the future.

We have seen a record number of nominations for the HSC showcase among our Technology and Applied Studies students. Congratulations on this stellar achievement. The planned introduction of the Cambridge course in Science in Years 9 and 10 will strengthen our Stage 5 offerings, with Illawarra Grammar being the only school in the Illawarra to offer this academically-rigorous course. Our Open Days have been a huge success, with many new families attending and subsequently enrolling in the School.

Next year will see the highest number of students from K-12 in my twelve years on School Council. The School's reputation for delivering academic excellence within a Christian environment that

shapes how we care for one another is noteworthy. Several new parents have commented on how impressed they are with the School and its leadership, as well as the differences they've noticed compared to other schools. It's clear that the value proposition of Illawarra Grammar is becoming more evident, and what the School offers is increasingly attractive to our community.

As I reflect on the current strategic vision, I want to reiterate how the School's accomplishments align with our strategic plan, which emphasises academic excellence, student and staff wellbeing, citizenship, and growth in Christian faith. We have continued to build on the excellent foundation laid by former principal Mrs Judi Nealy, with a clear focus on our future. These achievements are vital for the continued growth of our School, particularly as we focus on nurturing resilience and academic excellence in the coming years.

I want to thank the members of the School Council for their service to the governance of the School. They have given their time, energy and expertise to support, and when necessary, question our strategic direction. Their counsel has been crucial as we've made major decisions concerning the School's governance.

I want to especially thank our retiring members of Council. Mrs Nicole Sullivan has served on Council for nine years. During this time, she chaired our Governance Committee and was on the selection committee for our current Principal. Her wisdom, particularly in governance and risk management, has been invaluable. Thank you, Nicole, for your dedication and service.

Mr Paul Vassallo has been on Council for seven years and has chaired our Finance Committee for the past three years. He has brought his financial expertise to this role and worked closely with our School's Business Manager. Paul, your diligence and humility have been greatly appreciated. Thank you for your service.

Professor Anthony Okely
Chair of School Council

The Principal

Upon my arrival, I reflected long and hard about the journey of The Illawarra Grammar School. It is, of course, well known that Wollongong was once totally dependent on the Steelworks for its survival. Many years ago, few residents of Wollongong would have been classified as “professionals”; even fewer would have been tertiary graduates.

However, over the years, the city has changed. With the establishment of a highly-regarded university, the growth in reputation of the Wollongong hospitals, and the Steelworks’ move towards “green” technology, Wollongong 2024 is very different to the Wollongong of 1959 when our School was opened.

And, so, our School must evolve too. Even though the Illawarra Grammar founders envisaged a “grammar” school, the features of a grammar school would not have been possible until decades later.


I see it as my responsibility to continue to move the School towards being a well-known and high-achieving grammar school – that is, a school that offers a rigorous, engaging and purposeful education to its students.

Many changes have been made this year to support this evolution. These have included:

- the formation of the Colonnade Model that outlines the whole education package that we offer
- the writing of a new STEM program for Junior School students
- the restructuring and expansion of the electives for Year 8 students
- the introduction of Cambridge Science course for Stage 5 students
- the appointment of specialist staff in the Senior School including a Director of Studies, Director of Cocurricula and Teacher Librarian (Research).
- the formation of two additional Senior School departments, and
- the revised style of academic reports in the Senior School.

From timetables to syllabuses, staffrooms to bell times, many changes have been made to encourage academic growth and success.

Our buildings have also undergone improvement. The Senior School Reception is now more efficient and brighter; the Kindergarten children are enjoying new playground equipment (thanks to a generous gift from the P&F Association); and many of the gardens have been refreshed. New staffrooms and new classrooms have been formed to allow for the formation of departmental “precincts” around the Senior School.



However, the most exciting news is the planned demolition of the H Block and the construction of a new building – the Hoskins Building – that will accommodate Junior School facilities (four classrooms, a STEM Lab and a Library) on the ground floor, and Senior School facilities (six English classrooms and a Lecture Theatre) on the first floor. Over the course of 2024, the TIGS Foundation launched a capital appeal for the Lecture Theatre, and so it is envisaged that it will be referred to as The Foundation Theatre.

Culturally, there has also been a shift towards increased maturity within the School, particularly for the older students. The student leadership structure has been adjusted to allow some clarity around the names of the various leadership positions; Year 10 students are now regarded as Senior Students; and the attendance rate of students across the School has increased markedly. There has been a deliberate attempt to help Years 10 to 12 students prepare for their tertiary studies, including the opening of the library on Saturdays, as well as the appointment of a Teacher Librarian who specialises in Research to assist students to undertake quality research.

However, despite all these changes, there are many things that have remained unchanged. The students at Illawarra Grammar are still friendly and welcoming, the staff are still generous and competent; the School still offers a wonderful cocurricular program, and the love of God and the message of salvation are still proclaimed. The joyous atmosphere of the playground and the desire to grow from “Strength to Strength” that permeated the hall at St Mark’s in 1959 when our School first opened are still obvious today.

I look forward to continuing the story of The Illawarra Grammar School next year.

Dr Julie Greenhalgh
Principal

Parents and Friends Association

The past year has been a wonderful reminder of the value of community and the strong friendships that form within the school grounds. As parents and friends, we are continually reminded of the important role we play in fostering a supportive and connected environment for both students and families.

While some events like The Great Fete and Mother's Day Breakfast were cancelled due to extreme weather, our Father's Day event went ahead with great success. This year the P&F took the reins and it was truly a community effort; thank you for all who were involved. The Father's Day Stall featured new gifts like local honey, condiments, jams and fun crazy socks, which supported Cana Communities, a local charity. A big thanks to Chrissy Latis for her endless efforts!

Thank you also to the Year 5 and 8 parents, along with the P&F Executive for organising the annual thank you morning tea for our teachers to celebrate World Teacher Day. This celebration allows our parent community to celebrate and show our gratitude for all the hard work and dedication our teachers put into their roles.

P&F Donation

In 2024 the main donation from the P&F was the installation of a new playground in the Junior School play lawn, where Kindergarten and Year 1 students spend their play time. A special mention goes to Lena Huda for her support of this.

Looking ahead, we are excited to introduce some new events to further enhance our sense of community:

Movie Night: A fun-filled evening with a family-friendly movie, designed to bring students and parents together.

Year 7 Family Picnic: To welcome new families and help them feel connected, we are introducing a Year 7 Family Picnic, offering a chance for parents and students to build relationships at the start of their high school journey.

P&F Meetings

We currently have one meeting per term and encourage each of you to join us whether in person or via Zoom. Dates are published in the fortnightly newsletter. To get involved, ask questions or offer suggestions, email us at pandf@tigs.com.au; we would love to hear from you.

Mrs Sophie Taggart
President

Mrs Chrissy Latis
Deputy President

School Captains

Throughout our time as School Captains, it has been an honour to work alongside Jude De Araujo and Laura Ellis (our Vice Captains), the House Captains, Prefects and our Year 12 cohort. The past 12 months have provided notable experiences and memories that will stay with us for the rest of our lives: the Year 12 Trivia Night, the Christmas Celebration, House carnivals and of course, the usual ups and downs of being Year 12 students grappling with a steady stream of assessment tasks and the challenges of completing HSC courses!

With regard to our fundraising throughout the year, the Class of 2024 raised the impressive final sum of \$20,522, which will go to our Year 12 charity, Women Illawarra. It has been a privilege to serve our wider community in this way, and our shared endeavours have brought our year group together.

The Class of 2024 deserves to be proud of the things we have achieved together - not just over the last 12 months, but over the last 6 years as we have moved up through the Senior School. It has been an honour to have been given the opportunity to serve such an incredible group of peers as School Captains. We'd like to extend our gratitude for all of the amazing teachers who have supported us endlessly. Thank you to Dr Greenhalgh for guiding us through our final year at Illawarra Grammar and leading the school community. Thank you to Mrs Sullivan and Mr Breheny for their academic mentoring and advice on so many occasions. We are all extremely thankful for Mr Hackett and his enduring support and guidance throughout our final year of School. They have each supported and engaged with our visions for our cohort and the wider school community, and have been an inspiration to our morale during the stresses and hardships of Year 12. Thank you to Mrs Burton for always inspiring us to embrace new experiences and for advice throughout the year.

Mrs Cassidy, our Dean, has followed us throughout our journey at Illawarra Grammar and has shown us nothing but kindness, compassion, empathy and support. We couldn't imagine being at TIGS without her; it wouldn't have been the same.

Mia Parker and James Brewer
School Captains

Contextual Information About the School

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

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

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

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

The Junior School has a range of expert specialist teachers providing regular lessons in STEM, Japanese, Mandarin, sport, music and Biblical studies.

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

In 2024, there were a total of 1042 students enrolled, made up of 563 boys and 479 girls, 23 (2.21%) of whom were Indigenous students.

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

2024 Outcomes and Results

NAPLAN

Year 3

Test	School Results	All Results	Difference between All and School	Similar Schools
Reading	458	404	54	452
Writing	461	416	45	451
Spelling	427	401	26	436
Grammar	469	409	60	461
Numeracy	453	404	49	443

Year 5

Test	School Results	All Results	Difference between All and School	Similar Schools
Reading	567	492	75	550
Writing	542	485	57	530
Spelling	535	486	49	529
Grammar	584	498	86	555
Numeracy	565	489	76	544

Year 7

Test	School Results	All Results	Difference between All and School	Similar Schools
Reading	598	535	63	594
Writing	593	540	53	592
Spelling	577	540	37	581
Grammar	595	537	58	599
Numeracy	601	540	61	602

Year 9

Test	School Results	All Results	Difference between All and School	Similar Schools
Reading	627	565	62	617
Writing	635	574	61	627
Spelling	588	567	21	598
Grammar	599	555	44	614
Numeracy	625	565	60	620

Higher School Certificate



Higher School Certificate Cont.

In 2024, 67 students sat for the NSW Higher School Certificate in 36 courses. In general, student achievement was above the state level.

Subject	Year	Student #	TIGS/ State	Bands 6/5	Bands 4/3	Bands 2/1
Ancient History	2024	6	School State	4 (67%) 37%	2 (33%) 47%	0 (0%) 16%
	2023	-		-	-	-
Biology	2024	20	School State	14 (70%) 36%	6 (30%) 53%	0 (0%) 11%
	2023	22	School State	13 (59%) 32%	9 (41%) 57%	0 (0%) 11%
Business Studies	2024	11	School State	5 (45%) 37%	6 (55%) 50%	0 (0%) 13%
	2023	18	School State	13 (72%) 36%	5 (28%) 52%	0 (0%) 12%
Chemistry	2024	17	School State	6 (35%) 39%	11 (65%) 48%	0 (0%) 13%
	2023	19	School State	8 (42%) 38%	11 (58%) 47%	0 (0%) 15%
Community and Family Studies	2024	6	School State	6 (100%) 36%	0 (0%) 57%	0 (0%) 7%
	2023	11	School State	6 (55%) 36%	5 (45%) 56%	0 (0%) 8%
Design and Technology	2024	9	School State	8 (89%) 48%	1 (11%) 48%	0 (0%) 4%
	2023	7	School State	7 (100%) 47%	0 (0%) 48%	0 (0%) 5%
Earth and Environmental Science	2024	7	School State	3 (43%) 33%	4 (57%) 56%	0 (0%) 11%
	2023	11	School State	6 (55%) 34%	5 (45%) 49%	0 (0%) 17%
Economics	2024	12	School State	6 (50%) 52%	4 (33%) 41%	2 (17%) 7%
	2023	10	School State	7 (70%) 48%	3 (30%) 44%	0 (0%) 8%
English Advanced	2024	27	School State	25 (93%) 68%	2 (7%) 32%	0 (0%) 0%
	2023	21	School State	17 (81%) 67%	4 (19%) 32%	0 (0%) 1%
English Standard	2024	40	School State	17 (43%) 13%	22 (55%) 79%	1 (3%) 8%
	2023	52	School State	19 (37%) 13%	32 (62%) 77%	1 (2%) 10%
Entertainment Industry Examination	2024	4	School State	2 (50%) 45%	2 (50%) 50%	0 (0%) 5%
	2023	12	School State	7 (58%) 45%	5 (42%) 48%	0 (0%) 7%

Geography	2024	12	School State	7 (58%) 38%	5 (42%) 52%	0 (0%) 10%
	2023	17	School State	7 (41%) 42%	9 (53%) 51%	1 (6%) 7%
Industrial Technology	2024	8	School State	6 (75%) 23%	2 (25%) 64%	0 (0%) 13%
	2023	3	School State	2 (67%) 24%	1 (33%) 62%	0 (0%) 14%
Japanese Continuers	2024	3	School State	0 (0%) 60%	3 (100%) 33%	0 (0%) 7%
	2023	-	-	-	-	-
Legal Studies	2024	8	School State	8 (100%) 44%	0 (0%) 46%	0 (0%) 10%
	2023	9	School State	5 (56%) 43%	4 (44%) 48%	0 (0%) 9%
Mathematics Advanced	2024	18	School State	6 (33%) 50%	12 (67%) 45%	0 (0%) 5%
	2023	29	School State	14 (48%) 50%	15 (52%) 43%	0 (0%) 7%
Mathematics Standard 2	2024	39	School State	18 (46%) 29%	21 (54%) 54%	0 (0%) 17%
	2023	34	School State	21 (62%) 32%	13 (38%) 51%	0 (0%) 17%
Modern History	2024	13	School State	12 (92%) 39%	1 (8%) 51%	0 (0%) 10%
	2023	9	School State	1 (11%) 35%	8 (89%) 49%	0 (0%) 16%
Music 1	2024	5	School State	5 (100%) 68%	0 (0%) 29%	0 (0%) 3%
	2023	6	School State	6 (100%) 69%	0 (0%) 29%	0 (0%) 2%
Personal Development, Health and Physical Education	2024	19	School State	12 (63%) 35%	7 (37%) 56%	0 (0%) 9%
	2023	14	School State	9 (64%) 31%	5 (36%) 59%	0 (0%) 10%
Physics	2024	10	School State	7 (70%) 38%	2 (20%) 48%	1 (10%) 14%
	2023	14	School State	6 (43%) 39%	8 (57%) 50%	0 (0%) 11%
Society and Culture	2024	10	School State	10 (100%) 45%	0 (0%) 50%	0 (0%) 5%
	2023	4	School State	4 (100%) 45%	0 (0%) 50%	0 (0%) 5%
Studies of Religion I	2024	3	School State	3 (100%) 44%	0 (0%) 52%	0 (0%) 4%
	2023	-	-	-	-	-
Visual Arts	2024	13	School State	12 (92%) 67%	1 (8%) 32%	0 (0%) 1%
	2023	25	School State	22 (88%) 66%	3 (12%) 33%	0 (0%) 1%

Subject	Year	Student #	TIGS/ State	Band E4	Band E3	Band E2	Band E1
English Extension 1	2024	5	School	3 (60%)	2 (40%)	0 (0%)	0 (0%)
	2023	4	State	42%	54%	4%	0%
	2024	4	School	1 (25%)	2 (50%)	1 (25%)	0 (0%)
	2023	4	State	41%	54%	5%	0%
English Extension 2	2024	3	School	3 (100%)	0 (0%)	0 (0%)	0 (0%)
	2023	4	State	34%	53%	12%	1%
	2024	4	School	1 (25%)	1 (25%)	2 (50%)	0 (0%)
	2023	4	State	29%	57%	13%	1%
History Extension	2024	4	School	2 (50%)	2 (50%)	0 (0%)	0 (0%)
	2023	1	State	28%	58%	12%	2%
	2024	1	School	0 (0%)	1 (100%)	0 (0%)	0 (0%)
	2023	1	State	26%	59%	13%	2%
Mathematics Extension 1	2024	7	School	1 (14%)	4 (58%)	2 (28%)	0 (0%)
	2023	18	State	35%	45%	17%	3%
	2024	18	School	3 (17%)	9 (50%)	6 (33%)	0 (0%)
	2023	18	State	34%	38%	24%	4%
Mathematics Extension 2	2024	4	School	0 (0%)	4 (100%)	0 (0%)	0 (0%)
	2023	4	State	40%	46%	12%	2%
	2024	7	School	1 (14%)	5 (72%)	1 (14%)	0 (0%)
	2023	7	State	38%	48%	13%	1%

Year 12 attaining a certificate/VET qualification

2024, 5% of the Year 12 cohort participated in vocational or trade training.

Year 12	Qualification/Certificate	Percentage of Students
2024	HSC or VET qualification	100

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

Record of School Achievement (RoSA)

NESA awarded the following percentage of grades for 2024 Year 10 students:

Courses		Grade A	Grade B	Grade C	Grade D
English	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
	School 2024	16	37	45	2
	State average 2024	12	29	37	15
Mathematics	School 2022	15	50	27	8
	State average 2022	15	22	32	23
	School 2023	20	40	38	2
	State average 2023	15	22	33	23
	School 2024	32	39	26	4
	State average 2024	15	23	32	23
Geography	School 2022	19	45	35	1
	State average 2022	15	28	35	16
	School 2023	22	59	18	1
	State average 2023	15	29	35	15
	School 2024	15	56	27	2
	State average 2024	15	29	35	15
Science	School 2022	17	33	40	9
	State average 2022	13	24	37	19
	School 2023	21	18	39	20
	State average 2023	13	24	36	19
	School 2024	23	21	44	11
	State average 2024	13	24	37	19
History	School 2022	37	47	15	1
	State average 2022	15	28	34	16
	School 2023	30	57	13	-
	State average 2023	15	28	35	15
	School 2024	15	61	19	5
	State average 2024	15	28	35	15

Post School Destinations

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

Theme 3

Staffing

Teacher Accreditation

Accreditation Level	Number of Teachers
Conditional	1
Provisional	2
Proficient Teacher	100
Experienced Teacher (voluntary accreditation)	15
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

Workforce Composition

School Staff 2024				
	Full Time FTE	Part Time FTE	Casual FTE	Total FTE
Academic	83.00	11.2		94.20
Non-Academic	38.29	13.9		52.19
Total	121.29	25.1		146.39

Attendance

The average attendance rate for the whole school in 2024 was 92.26%, an increase of 0.12% on 2023.

Average Student Attendance Rate by Year Level

Year level	Average attendance rate for each Year level as a percentage in 2023
Kindergarten	94.49
Year 1	93.04
Year 2	92.49
Year 3	92.49
Year 4	94.00
Year 5	93.33
Year 6	91.97
Year 7	94.39
Year 8	92.90
Year 9	92.03
Year 10	91.84
Year 11	92.65
Year 12	91.89
Whole School	92.26

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 Years 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 Deputy Head (Junior School). In Years 7-12, the Dean of Year or Head of Academic and Pastoral Care (Senior School) is responsible. For absences of 30 days or more, the Principal or delegate should access the mandatory reporters section of the Keep Them Safe website www.keepthemsafe.nsw.gov.au to determine whether a report is required.

Where unsatisfactory class or school attendance is identified, the attendance issue and any action taken are recorded, as appropriate, on the student file in Synergetic.

Additional Management of Senior School Non-Attendance

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, a Mandatory Report Guide (MRG) Report will be filed for habitual absence.

Additional Management of Junior School Non-Attendance

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.

School Policies

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](#)
- [Privacy Policy](#)
- [Privacy Collection Notice](#)
- [Student Code of Conduct](#)
- [Code of Conduct \(Parents and Guardians\)](#)

Stakeholder Satisfaction

Student Responses

School Environment

- 86% of students said the School helps them to develop their knowledge and understanding of the Christian faith.

Teaching and Learning

- 85% of students said their teachers knew their learning strengths and challenges
- 90% of students said that teachers gave them learning that challenged them.

Student Wellbeing

- 93% of students said they felt safe in the classroom
- 93% of students said they felt safe outside of the classroom.

Parent Responses

School Environment

- 89% of parents/carers say the School's vision and mission are at the heart of everything the School does
- 99% of parents/carers say that visitors to the School feel welcome.

Teaching and Learning

- 95% of parents/carers say that teachers know their child's academic strengths and challenges
- 90% of parents/carers say that teachers create rigorous and challenging learning experiences.

Student Wellbeing

- 91% of parents/carers say their child feels valued and accepted at the School
- 97% of parents/carers say that their child feels safe in their classes.

Teacher Responses

School Environment

- 97% of staff say the School's vision and mission are at the heart of everything the School does
- 99% of staff say students are supported to develop knowledge and understanding of the Christian faith.

Teaching and Learning

- 99% of teachers say they know their students' academic strengths and challenges
- 99% of teachers say they create rigorous and challenging learning experiences for the students.

Student Wellbeing

- 100% of teachers say students feel valued and accepted
- 100% of teachers say students feel safe in and outside the classroom.

Non-Teaching Staff Responses

School Environment

- 97% of non-teaching staff say students are supported to develop knowledge and understanding of the Christian faith
- 100% of non-teaching staff say visitors to the School feel welcome.

Teaching and Learning

- 97% of non-teaching staff say teachers know their students' academic strengths and challenges.

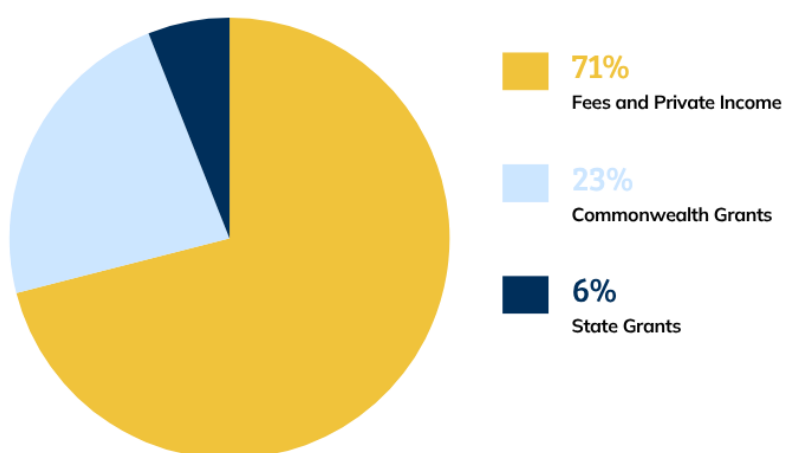
Student Wellbeing

- 94% of non-teaching staff say students feel like they belong at the School
- 100% of non-teaching staff say students feel safe in their classes.

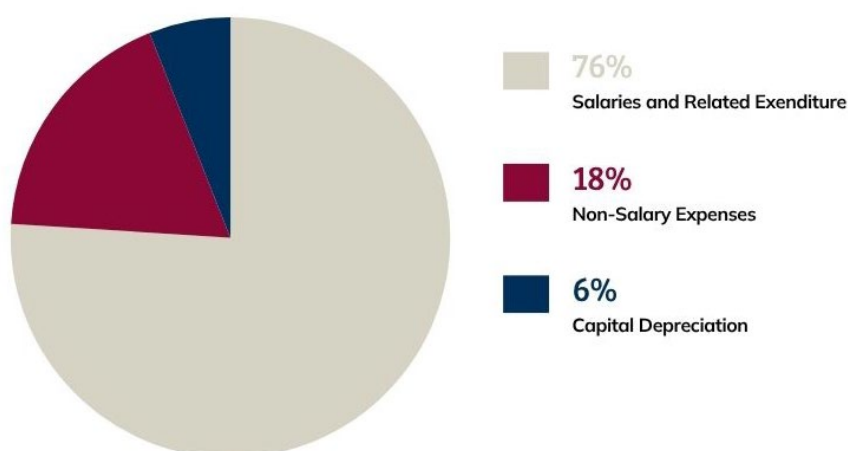
Financial Information

Graphical representation of income and expenditure using percentages only:

Recurrent / Capital Income



Recurrent / Capital Expenditure





TIGS

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