

Annual Report

INTERNATIONAL GRAMMAR SCHOOL

2019



to the NSW Educational
Standards Authority (NESA)



INTERNATIONAL
GRAMMAR SCHOOL



Table of Contents

1. Messages from key school bodies	2
2. About International Grammar School	9
3. Student outcomes in standardised national literacy and numeracy testing	15
4. Senior secondary outcomes	16
5. Professional learning	19
6. Workforce composition	23
7. Student attendance and retention rate	25
8. Post school destinations	27
9. Enrolment policy and characteristics of the student body	28
10. Whole school policy updates	31
11. Priority areas for improvement (based on strategic plan 2016-2020)	33
12. Actions undertaken by the School to promote respect and responsibility	45
13. Parent, student and teacher satisfaction	47
14. Summary of financial information	49
Appendix 1: Enrolment policy	51
Appendix 2: Anti-bullying policy	52



A Message from the Chair

On behalf of the IGS Board, I am delighted to present my 2019 report. During 2019, International Grammar School continued to benefit from sound governance structures, robust growth and exciting improvements to the campus and academic program.

Celebrating the School's 35th year as a unique Sydney independent school, we were impressed by the achievements of IGS staff, students and community alike.

The community acknowledged the vibrant legacy of the founder of IGS, Professor Reg St Leon OAM, who, sadly, died early in 2019. His rich vision for a bilingual education continues to thrive in the School's staff, students and alumni.

With extraordinary support from staff and families, Reg St Leon's vision continues to equip IGS students for our increasingly global, multicultural and ever-changing environment, building their skills to live, work and contribute to a global society and economy.

The calibre of IGS students continues to impress. They live their motto *Unity Through Diversity*. I admire the fact that IGS students feel comfortable to express themselves as individuals. They are as confident wearing their uniforms in a range of ways as they are to stand up and express themselves at School, at Climate Change rallies and elsewhere, in English and in other languages.

The School is enriched by long-standing global and local partnerships. Fittingly, IGS 2019 International Day was a day-long festival of languages and culture, in keeping with the United Nations Year of Indigenous Language.

There were many achievements to celebrate, both in individual subject areas and collaboratively. Staff, students and parents and caregivers joined in to create some unforgettable performances in Music and Drama, including *Grease*.

Curriculum expansion continued, with Philosophy rolling into Year 8 and a growing number of students engaging with Aboriginal Studies. Steps were taken in the introduction of an exciting new senior course, Critical Thinking in the 21st Century.

Outstanding academic results in 2019 rewarded the dedication of staff, students and families, while other experiences, such as international exchanges, outdoor education and student contributions to the wider community promoted teamwork and the development of diverse skills, enriching and empowering all involved.

DIRECTORS' MEETINGS	Number eligible to attend	Number attended
Dr Marie Leech	5	5
Ms Rita Fin	5	5
Ms Elizabeth Grady	3	3
Prof Lesley Harbon	3	1
Mr Michael Heenan	5	3
Ms Dyranda Hortle	3	3
Mr Jim Meynink	3	3
Prof Liam Semler	2	2
Mr Vince Tropiano	5	4
Ms Judith Waldock	5	4

The School's strategic plan *Into the World 2016-2020* continued to guide the progressive roll-out of Masterplan initiatives.

The magnificent multi storey Global Learning Centre for the Teaching and Learning of Languages opened in the Kerrie Murphy Building, along with the Imaginarium, a flexible learning space, and the Literarium.

A specialist counselling suite for the Counselling and Wellbeing Team was also completed, next to Student Reception on Level 1 of the Reg St Leon Building in Kelly Street, while planning continued for the IGS Bibliothèque, a two-story space for all ages to explore diverse resources and exhibit their creative work.

A Giving Day supported building projects and the impressive IGS Indigenous Scholarship Program which ensures the education of at least 20 Indigenous scholars at IGS from Kindergarten to Year 12 each year.

We thank everyone who was able to take part in the Giving Day, lending their support in a very practical way to improvements which will provide multiple benefits for many years to come.

I was delighted to meet members of the IGS Parents Teachers and Friends (PTF) at one of their term meetings where we discussed some of the Board's processes, Campus improvements, NAPLAN and the ATAR.

It is always gratifying to report that IGS is maintaining its sound financial position, with sufficient reserves to deliver its strategic initiatives. Once again, working capital remained strong as the School progressed its plans for careful growth, delivering surpluses and addressing risks.

We congratulate Principal Shauna Colnan on her inspiring leadership and thank her and her staff for their professionalism and dedication.

The Board met on five occasions during 2019 (see table of attendance above). In 2019, Board Committees (which had been restructured in 2018) met regularly to address their Terms of Reference, drilling down to address such matters as finance, strategy, building, remuneration and nomination, risk, philanthropy and marketing.

I am grateful to the Members of the Board for their ongoing dedication and strong support for IGS.

Dr Marie Leech
IGS School Board Chair 2019



A Message from the Principal

We celebrated the 35th anniversary of our extraordinary School throughout 2019.

International Day

The United Nations declared 2019 The Year of Indigenous Languages, and we took this theme for our International Day, a vibrant community celebration of our School's central love of languages. It was a kaleidoscope of colour, culture and music.

Limitless learning in 2019

Limitless learning is the first aspiration of our strategic plan. In pursuit of that aspiration, in 2019, we staged *Grease*, a musical production that burst off the stage.

A week before the show, I knew we were in for something special. Danny, Sandy and the gang from Rydell High gathered around the lectern in the hall. I asked them to sing a song from the show.

They sang "Summer Lovin'" with intricate harmonies, clicking fingers and smiling, confident faces. They were in the moment and filled with joy.

Meanwhile Year 4 students danced around the edges of the group and sang along. I stood back and watched this sublime moment unfold, witnessing that sense of belonging that comes from being in a school musical.

2019 marked our fifth year of the SAGE Program, a week-long project in limitless learning, a unique curriculum offering for students in the middle years. Our students breathe fresh life into the program each year and make it their own.

Individual talent emerges, reinforcing the fact that our students' capacities are endless if given the right opportunities. As it matures, the SAGE program has begun to merge with and enhance other fields of endeavour for our students.

Deeper learning and achievement

In 2019, 140 IGS students in Years 9 to 12 joined thousands of young people around the world to participate in the Duke of Edinburgh's International Award program. Each young person must learn a skill, improve their physical wellbeing, volunteer in their community and experience a team adventure in a new environment.

While in Tasmania, students hiking the 65km Overland Track, the Three Capes Trek or Freycinet National Park counted these achievements toward their award. The program's aim is to draw young people into value-forming experiences, to build in them tenacity in pursuit and above all, compassion.

Compassionate students

Regarding compassion, in 2019 our students showed their support for people in our local community. Ahead of Mother's Day and Father's Day, our students spent time with cancer patients in the Chris O'Brien Lifehouse.

They listened with open hearts, they gave handwritten cards, made flower arrangements and delivered chocolates and smiles. In what could have been confronting emotional encounters, our students showed quiet strength, courage and kindness. These visits helped patients get through their treatment that day. The patients let us know with messages like this:

"Today I was visited by some of your wonderful students with a beautiful card and a gift. This meant so much to me, to all the patients and to the fantastic hardworking staff at the Lifehouse. Well done and a big thank you. Your students brightened up everyone's day more than you can imagine. Best wishes to you all."

There were so many selfless examples of fundraising, letter writing, embracing causes and rallying support this year, showing that responsibility lies not just in words but in actions as well.

We will continue to pursue opportunities for our students to participate meaningfully in our local communities in 2020, as we carve out a new program in altruism, compassion, empathy and giving back.

Celebrating our Primary students

Our High School students stride with such confidence into the world because of the firm foundations given to them in Early Learning and in Primary School.

The IGS Primary School is an extraordinary place, a place where our children freely and confidently share their ideas and opinions in English and with growing confidence and fluency in a range of other languages.

In 2019 we had our first Kindergarten Chinese class, as Mandarin joined Japanese, French, German and Italian as one of our core languages from Preschool. This class astonished us with their performance at International Day, ushering in an exciting new era in the expansion of languages' offerings at our School.

Primary assembly remains my favourite moment of joy in the week as the children flourish up on that stage.

The Year 5 Indonesian Dance Project was a representation of a whole year group working in harmony. Spectacular and beautiful.

Vale

Our community was deeply saddened by the death of our School's founder, Reg St Leon OAM, in March.

Our close and connected community found some comfort by working together to celebrate his exceptional life.

Campus improvements

In keeping with the School's strategic plan *Into the World 2016-2020*, 2019 was a year of planning for campus improvements, to build on the achievements of our past and to prepare for the future.

Every day, Reg's legacy lives on at our School, where each of our students lives out his dream of receiving a bilingual education.

It was fitting that in 2019 we were able to celebrate the opening of our Global Learning Centre (GLC) for the Teaching and Learning of Languages in the iconic Kerrie Murphy Building.

With its flexible learning spaces and Paris, Rome, Madrid, Beijing, Tokyo and Berlin rooms, the GLC is a vibrant hub of language learning for students of all ages.

We also completed our Imaginarium in the ground floor of the Wright Building, and the light and bright Literarium, on Level 2 of the Reg St Leon Building during 2019.

As with every space on our campus, these rooms were filled with memorable exhibitions, classes, performances, clubs, learning and diverse achievements throughout the year, even while we prepared for another great year ahead.

Shauna Colnan
Principal



Reflections from the Head Boy

I believe that IGS and the opportunities that it has offered us will stay with us all as we begin to navigate our adult lives, and for this I couldn't be more grateful.

As someone who came to this school being from a different culture, initially I felt odd and out of place. I looked different, had a name which most people would never have heard of and lived in an area where most people don't go. I felt tempted to hide in my shell and not risk the exposure of not fitting in. But I learnt that this sense of difference was not reflected in how others saw me.

Through the interactions with different people at IGS, in the corridors of the school or at the lunch time clubs and though the general embracing nature of the School, whereby the students and teachers are accepting of all people, I've been able to surpass any roadblocks and drive into a position where I can park myself alongside everyone else, and not feel a centimetre out of place.

This kindness shown by the School towards me and all students - whoever they are and wherever they are from - has allowed us to participate fully with the school community.

It is this culture of acceptance and support that in no small way contributed to me raising my hand to run for this role. I certainly would not have done so had it not been for the positive, encouraging and nurturing environment at IGS.

It is this culture of acceptance and support that in no small way contributed to me raising my hand to run for this role.

Reflecting upon all the memories at IGS, especially in the past year, my strongest message to the students is to try out new things and to give everything a shot. You never know what's going to happen if you step forward no matter the circumstances. In the words of a wise teacher, "just go for it, because you don't lose anything for trying".

I'd like to thank some important people. Firstly, thank you to all the teachers who have helped guide me along the way. The hours spent both in and out of class that you've all dedicated not just me but to all your students really does go a long way and we appreciate it.

To Ms Colnan, I'll be forever grateful for the opportunity that you gave me. The people I've met and skills I've developed have been incredible and I cannot thank you enough.

I wish everyone the best of luck in the future, and for all the students still at IGS, you should know that you are in very good hands.

Thank you.

2019 Head Boy
Fadi Al Hatu

NB: This is a condensed version of Fadi's 2019 Speech Night address.

Reflections from the Head Girl

I have always loved using extended metaphors. I have never felt particularly inclined towards the institution of marriage. However I do understand it to represent a coming of age and the importance of family, tradition and culture, all of which are valued at IGS. In my final hours at IGS, it is as if I and my fellow graduates of 2019 are being given away, with "something old, something new, something borrowed and something blue".

Something old. IGS may have only been around for 35 years but it has instilled in us its own traditions. Our school has provided us with tools that ensure a deeper understanding of culture and traditions that should define the way in which we interact with each other in the School and beyond.

On a local scale we should continue to remain committed to Indigenous culture and language and to learning languages as a whole.

IGS cements in each of us the practicality and indispensable nature of language in assemblies and in the classroom. We learn that those hours of grammar, spelling and worksheets hold so many more benefits than simply getting gelato on International Day (though that is a definite must).

Something blue. After 12 years as a committed member of Baado it is clear that my heart does in fact and forever will bleed blue. Our houses, our totems and tutor groups give every student the support they need. Whether that be a friend in another year or an over enthusiastic house leader coercing Year 7s into the early swimming races.

Something borrowed. What you take with you from IGS when your big day does finally come will always be down to you... The respect you show towards the hard work and generosity of your teachers. The way you treat your peers, even that kid in the locker below you. Your gratitude towards the opportunities you have.

Sometimes you may have to forgo teen angst to make your time worthwhile. In short, as IGS hero and my role model Max Rodie once famously said "you gotta risk it for the biscuit".

Something new. I love IGS but that doesn't mean there aren't areas where we can continue to improve. In my time at IGS I have watched it evolve with totems, and initiatives for sustainability and diversity, into an inner city oasis of inclusivity and forward thinking we should be proud of.

The Class of 2019, now dressed in the benefits of IGS schooling, waits expectantly at the altar of our futures. And therefore as my final vows, I hope IGS continues to champion authenticity.

I want to thank Ms Colnan and the IGS community for my leadership position this year. IGS will be a part of me till death do us part.

2019 Head Girl
Siena Scott-Hickie

NB: This is a condensed version of Siena's 2019 Speech Night address.



Message from the PTF

At the start of 2019 the Committee of the Parents, Teachers and Friends (PTF) Association expressed our deepest sympathies to the IGS Board following the death of Reg St Leon and acknowledged his outstanding legacy. After 35 years, IGS continues to be a thriving community with staff working hard to engage and inspire students.

One of the key objectives of the PTF is to support student and teacher-led initiatives. In 2019, we continued to do this as well as connecting parents, caregivers and teachers, and providing regular services to the IGS Community.

Support

The PTF assisted the IGS Music department with their inaugural fundraising concert for Assistance Dogs Australia. We also worked with the Deputy Head of High School to manage the front of house for the High School musical production of *Grease*. Approximately 140 parent volunteer hours were applied to planning, preparing and running this project.

Other notable events in which the PTF was involved in 2019 included:

- RUOK? Day and the Years 9 to 12 Girls Charity Sleepover
- the High School Project Runway Design Show
- the inaugural IGS Primary Colour Fun Run.

Every year the PTF donates \$10,000 towards the book prizes that the School awards students at Speech Night.

Connection

The PTF calendar provides regular opportunities for staff and parents and caregivers to interact. These events include:

- the “Welcome to Parents and Caregivers” evening at the start of the year
- the School Community Meetings held once a term, and
- the Community Learning Program.

The PTF provides funding for these events covering costs relating to catering, printing, marketing and design, speaker fees and subsidising any ticket costs.

In 2019, topics discussed at School Community Meetings included parent communication and the new Engage platform, teacher effectiveness, and the management of student behaviour at IGS. The IGS Board Chair addressed the PTF about the composition and role of the Board, and what is governance. The Community Learning Program included emotionally intelligent parenting classes and art and design evening classes for parents and caregivers.

An important aspect of community engagement at IGS is the PTF Representative network. In 2019 a group of over 70 parents and caregivers volunteered to organise social events for families outside School including the Year 6 Farewell Carnival, Year 10 formal and Year 12 formal.

Services

The PTF Committee oversees “regular” services to the community including:

- sales of second hand uniforms
- an online market for second hand textbooks and musical instruments
- sorting of lost property items
- production and distribution of student ID signs to assist with Primary School drive-by pick up, and
- the annual Primary Disco.

This is only possible because of the efforts of the many parents and caregivers who volunteered their energy and time. For example, 480 students attended the Primary Disco representing about 90 per cent of all Primary students. We estimate that 200 volunteer hours were applied on the day with an additional 150 hours applied to organising the event.

My wholehearted thanks to the PTF Committee and all the parent and caregiver volunteers who chose to contribute their precious ‘spare time’ during 2019. As a Committee we are very grateful for the support of all PTF activities and events, by the parent and caregiver community at IGS, the School and the IGS Canteen.

Andrea Belunek
2019 PTF President

My wholehearted thanks to the PTF Committee and all the parent and caregiver volunteers who chose to contribute their precious ‘spare time’ during 2019.



Parents, caregivers and staff celebrate the start of the 2019 academic year



The founding Principal, the late Reginald St Leon OAM, who was awarded the Medal of the Order of Australia in June 2017 for his service to the multicultural community, and to education, died on 1 March 2019 at the age of 90.

About International Grammar School

International Grammar School (IGS) is a non-selective, co-educational, secular inner-city independent school providing education from Preschool through to Year 12. The School has a special focus on languages education and delivers classes in six languages in addition to English.

IGS is a local school with a global outlook and is equipping our students to be world ready. The School occupies a unique position on the landscape of independent schools in Sydney. Since the doors of our School first opened in February 1984, we have grown from an initial enrolment of 44 students to 1,280 students from Preschool to Year 12 in 2019.

The School's campus in Ultimo is on the cosmopolitan, creative, entrepreneurial and education western fringe of Sydney's CBD, close to the University of Sydney, Notre Dame and UTS.

The founding Principal, the late Reginald St Leon OAM, who was awarded the Medal of the Order of Australia in June 2017 for his service to the multicultural community, and to education, died on 1 March 2019 at the age of 90.

IGS was founded with the values of diversity, personal achievement, connectedness, vibrancy and authenticity, in keeping with our motto *Unity Through Diversity* and commitment to bilingual immersion.

School's growth and history of premises

IGS opened in 1984 in the Stanley Street premises of the Little Sisters of the Poor, Randwick, with 44 students ranging from Kindergarten to Year 11. By the end of that first year, there were 123 students and by first term in 1985 enrolments had grown to 231.

Several years later, having lost the lease at Randwick, the School moved to the old Elizabeth Arden cosmetics factory in Riley Street, Surry Hills. The old buildings were converted into a school in the space of six weeks. With expanding enrolments and the need for specialised High School teaching facilities, additional space was needed, and from 1990 to 1994 premises in Balmain were employed as a Senior High School, accommodating Years 11 and 12.

In 1995, the High School moved to a temporary site in Mountain Street, Ultimo and in 1997, the whole School moved to our current premises, constructed on the historic site of the Dalgety Wool store in Kelly Street, Ultimo.

The architects sought a spectacular and colourful design appropriate for the School's city location, incorporating its historical facade with the modern aesthetics of the building. In 2005, the School opened the Senior Annexe in a converted warehouse building in Mountain Street, very close to the Kelly Street building. This enabled us to introduce new learning spaces and opportunities across the full range of school activities.

The Kerrie Murphy building at 1 Macarthur Street, adjacent to the Kelly Street campus, was constructed and opened in 2011 under the Federal Government's Building the Education Revolution (BER) program, with four levels, including a ground floor gym.

In May 2015, IGS acquired 77 and 79 Bay Street into which a Senior Art Studio and the Community Relations Directorate relocated in 2017. In 2019, the upper floor of 77 Bay Street was upgraded to create meeting spaces.

Under the School's strategic plan *Into the World 2016-2020*, a number of teaching and learning spaces are being reimagined and modernised to reflect the changing needs of the School. Continuing improvements to the IGS Campus, 2019 saw the completion of the Imaginarium, Literarium, Counselling and Wellbeing Suite, and Global Learning Centre for the Teaching and Learning of Languages.

Student population

At the end of Term 4 2019, there were 1,261 full time enrolments comprising 627 Senior (high) School students; 532 Junior (primary) School students; and 102 full time equivalent enrolments in Preschool and Transition, comprising 155 three to five year olds.

Twenty-seven Indigenous students (2.14 per cent of the school population) were enrolled across the school.

46 per cent of the student population was female and 54 per cent male. Of all students from Preschool to Year 12, 24 per cent lived in households where English is not the first or home language and where more than one language is spoken.

Ethical framework

The ethical framework at IGS is grounded in the core values of diversity, personal achievement, connectedness, authenticity and vibrancy. The School is secular and welcomes people from all backgrounds.

The School prides itself on its high levels of cooperation, support and compassion, as expressed in relationships between the diverse group of students, staff, families and friends who make up our community. When students are safe, happy and challenged, they grow.

At IGS, students have the opportunity to blossom from Preschool to the end of their secondary schooling. All students are treated with respect and they are encouraged to set their own goals and directions.

Our academic results, at the end of Year 12, are consistently impressive. It is the individuals – their character, maturity and integrity – who speak most strongly for our School.

IGS is a local school with a global outlook and is equipping our students to be world ready.



2019, the fifth year of the unique Middle Years SAGE program saw students from Years 7 to 10 engaged in extraordinary experiences outside the classroom for a full week in November

Highlights of 2019

Campus, curriculum and community enhancements

Under the Strategic Plan *Into the World 2016-2020*, exciting new spaces continue to emerge through the reimagining of our campus. Following the opening of the Design Centre in the Wright Building in 2017, construction began on the Global Learning Centre for the Teaching and Learning of Languages in the iconic Kerrie Murphy Building and the Imaginarium in the Wright Building and was completed in 2019, along with a new Counsellors' Suite and the Literarium in the Reg St Leon Building in Kelly Street.

2019, the fifth year of the unique Middle Years SAGE program saw students from Years 7 to 10 engaged in extraordinary experiences outside the classroom for a full week in November. Year 7 students immersed themselves in Shakespeare Boot Camp, Year 8 took on The Rocks Quest, Year 9 created Opera on Kelly, and Year 10 ventured south for Writing the Island in Tasmania. Meanwhile, Year 11 continued their transition to Year 12 with a week of tailored activities.

Following the curriculum developments in 2018 of the introduction of Chinese (Mandarin) as a fifth language in Preschool, Philosophy for Year 7, the launch of the two-unit HSC courses Aboriginal Studies, Legal Studies, Investigating Science, and Textiles and Design, Chinese was rolled into Transition in 2019, and Philosophy rolled out to Year 8. A new senior course, Critical Thinking for the 21st Century was developed for Years 9 and 10 for 2020.

Relationships and connections beyond the School

With languages at the heart of an IGS education, the School's global partnerships continued to flourish, with intercultural and academic experiences at our longstanding Languages Exchange programs with global partners in Europe and Asia.

The IGS Exchange Program continued to offer our students opportunities for immersion language learning and personal growth. Throughout the course of the year we hosted a multitude of students from our sister schools in Italy, Germany, France, Japan and China. By the end of 2019 many IGS students travelled overseas on an exchange trip of a life time.

This year was particularly significant as we solidified our Senior Japanese exchange program with our sister school Owada International High School in Osaka. 2019 saw the second year of this exchange.

In December, six students and IGS Chinese teacher Ms Shuyi Wu took part in the exchange program to the Guangdong Experimental Yuexiu School Guangdong, China.

Year 9 once again headed west with Red Earth Connections in Central Australia for immersion in the Anangu Pitjantjatjara Yankunytjatjara (APY) lands.

Many exceptional achievements in music, drama, sport and co-curricular activities are detailed below.

The unique Digital Innovation (DI) High, immersing interested High School students in local digital start-up businesses, continued to flourish.

The IGS Memorandum of Understanding with University of Sydney's Brain and Mind Research Institute continued, while renowned saxophonist and piano brother and sister Duo Leung mentored students as Artists in Residence.

Our Indigenous journey continued as the School engaged again with AIME and our Koori Club ambassadors Professor The Honourable Dame Marie Bashir AD CVO, Professor Larissa Behrendt, Richard Glover, Jack Manning Bancroft, Natalie Ahmat, Warren Mundine and Kim Williams AM.

The Community Learning Program, supported by the IGS Parents, Teachers and Friends Association (PTF), provided a number of diverse and successful forums in 2019, including:

- YSafe Executive Director Yasmin London who advised parents on how to handle gaming and screen time for their children
- The six-week Tuning in to Kids program for parents of children in Kindergarten to Year 4, presented by Rachael Spitzer
- Food for Wellbeing, presented by IGS Psychologist Dr Tamara Kezelman and other special guests
- Youth Mental Health First Aid for Parents, presented by IGS Director of Counselling Services Joseph Degeling
- Adventures in Art and Design (Beer and Stitch, Wine and the Nude, Photographic Portraiture and Lightroom 101, and Ceramics), presented by IGS Art and Design teachers

- 1-2-3 Magic for Early Learning and Primary Parents, presented by IGS Director of Counselling Services Joseph Degeling
- A presentation by Lars Janowski exploring the notion that "65 per cent of primary school children will end up working in jobs that don't exist today!"

Observance of special days such as National Day Against Bullying and Violence, Harmony Day, Wear it Purple Day, B Kinder Day and Walk Safely to School Day encouraged wellbeing, while personal drop off and collection signs organised by the PTF assisted in kerbside safety.

The school welcomed a number of popular authors including Oliver Phommavanh and Kate Temple.

IGS in the news

IGS HSC successes and other student achievements were featured or mentioned at least 25 times throughout 2019, in mainstream, education, regional and local media including print, radio and television media. Follower numbers grew steadily on the IGS Facebook, LinkedIn, Instagram and Twitter channels.



External academic competitions

A number of our students took part in the Australian Mathematics Association Trust's Australian Mathematics Competition, and Mathematics Challenge for Young Australians with a number of students achieving high distinctions, distinctions and credits.

One of our most capable mathematics students, from Year 11, was accepted into the ANU-AAMT National Mathematics Summer School (NMSS) in January 2020.

Please find details of IGS results in NAPLAN, Record of Student Achievement (RoSA) and the Higher School Certificate on pages 15-16.

Some highlights in external sporting competitions

Primary School

- One student was named in the ASISSA Soccer team.
- One student was named in the CIS Soccer team.
- One student was named in the ASISSA Netball team.

High School

- One student was awarded the AICES Tennis championship, while another made the AICES Tennis team.
- Two students were named in the CIS Tennis Team.
- One student was named in the national Synchronised Swimming team.
- Two students were named in the CDSSA Touch Team.
- One student was named in the CDSSA Netball Team.
- One student was named in the CDSSA Football Team.



High School Athletics Carnival



2019 IGS Swimming Carnival



Early Learning Cultural Hat Parade

Co-curricular and other opportunities

Our youngest learners enjoyed a Cultural Hat Parade, while an Early Learning Book Parade and Primary School Book Parade engaged students during Book Week.

A number of IGS students brightened the lives of patients receiving treatment at the Chris O'Brien Lifehouse, while others visited the Opal Annandale Aged Care Centre, bringing joy and learning from their elders.

Hundreds of IGS students showed their passion for halting climate change, taking part in student strikes with the support of their parents.

In 2019 we saw superb performances by Year 10 Drama, *Children of the Black Skirt* and *The Popular Mechanicals*. The Year 8 Shakespeare Dancers reached the State Finals level of their competition, as did a number of IGS Theatresports competitors. An IGS team achieved first place in the semi-final Junior Theatresports Competition, and two IGS students were awarded the Elliot Miller Most Valued Improviser Award.

A highly creative set of music concerts included "The Big 'Play-In' Concert" which welcomed parents in our ensembles, and the "pawsome" *Who Let the Dogs Out?* concert which featured pet pooches on catwalks, raising funds for Assistance Dogs Australia.

The Art and Design department showcased the work of their talented students on the runway and exhibitions.

Other activities included inter-school debating and a fiercely contested inter-house debating competition, student participation in Open Night for prospective and current families, and more than 100 special interest clubs on offer at lunch times and after school.

The Art and Design department showcased the work of their talented students on the runway and exhibitions.

Student outcomes in standardised national literacy and numeracy testing



Speech Night 2019

National Assessment Program – Literacy And Numeracy (NAPLAN)

We were delighted with IGS results in the Australian Curriculum, Assessment and Reporting Authority (ACARA) National Assessment Program – Literacy And Numeracy (NAPLAN) tests in 2019.

“All year levels performed well above the State in all test domains,” said IGS Director of Studies Jacqui Baker.

The outstanding results reaffirmed the IGS literacy and numeracy strategies and were used to inform further strategic planning.

Teachers analysed individual student data in the context of all formative and summative assessment collected throughout the year as they considered student learning progressions in literacy and numeracy.

Other highlights for students:

Year 3 performed well above Association of Independent Schools (AIS) in reading and grammar and punctuation.

Year 5 performed well above AIS schools in grammar and punctuation, reading and numeracy, with growth well above AIS and State schools in all test domains.

Year 7 growth was well above AIS schools in spelling, reading and writing.

Year 9 growth was well above AIS schools in spelling, reading, grammar and punctuation and numeracy.

2019 Naplan Mean Scores

Year	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3					
IGS	501	451.4	455.5	510	463.6
NSW AIS	491.65	457.1	470.04	507.39	464.07
STATE	436.99	429.61	428.57	448.08	414.81
Year 5					
IGS	574.6	511.6	541.9	584.3	553.2
NSW AIS	557.66	513.34	544.63	559.39	547.91
STATE	509.13	479.2	508.29	505.83	501.34
Year 7					
IGS	601.1	556.6	581.2	588.6	598.3
NSW AIS	598	557.06	587.62	595.69	618.83
STATE	549.61	516.85	553.31	545.98	560.84
Year 9					
IGS	625.9	569.5	608.9	611.4	636.8
NSW AIS	628.28	597.77	623.7	622.25	647.17
STATE	586.58	552.31	590.54	579.03	599.72

Record of School Achievement (RoSA)

In 2019, 97 students in Year 10 were awarded the Record of Student Achievement (RoSA), with 37 of these students accelerating in Year 11 Mathematics, Languages or Music studies. 105 students were awarded their Preliminary Higher School Certificate with 24 of these students accelerating in Year 12 HSC Mathematics or Languages courses. RoSA Grades for both Years 10 and 11 were considerably above State measures for all areas.

Higher School Certificate (HSC)

One IGS student placed second in the State in English Extension 2, second in the State in Italian Extension and fifth in the State in French Extension.

Another placed third in the State in German Extension, while another placed fifth in the State in Spanish Continuers.

Four students were named in the prestigious NSW All-Round Achievers List. They have been awarded Band 6 (90 per cent or above) across courses totalling 10 or more units. This is an outstanding achievement reserved for a small number of students across the State.

There were 59 Distinguished Achievers – students who were awarded 90 per cent or above in at least one course.

IGS students received 134 honourable mentions for the distinguished achievement of 90 per cent or above.

100 per cent of students studying Spanish Continuers, Spanish Extension, Japanese Continuers, Japanese Beginners, French Beginners, Chinese Continuers, French Extension, German Extension, Italian Extension, Music 1, Music 2, Music Extension, English Extension 1, Mathematics Extension 2 achieved in the top two bands.

In French Beginners and Japanese Beginners, our students performed at more than 18 per cent above the State mean.

In Drama, students performed at 12.7 per cent above the State mean and all students were nominated for OnSTAGE.

In Ancient History and Aboriginal Studies, our students performed at more than 11 per cent above the State mean.

In Biology, IGS students performed at 10.11 per cent above the State mean.

In the newly introduced Investigating Science course, our students performed at 9.76 per cent above the State mean.

In 2019, IGS introduced Textiles and Design. 37 per cent of students were awarded Band 6 results, with the highest mark being 95 per cent. One student was selected for inclusion in Textstyle and nominated for inclusion in Shape, the annual exhibition of outstanding Major Textiles Projects, among 29 selections and nominations for HSC showcases at IGS.

IGS was placed 60th in the State in *The Sydney Morning Herald* school rankings, up 41 places.

There were 59 Distinguished Achievers – students who were awarded 90 per cent or above in at least one course.

Course	No. Students	Band 6 (top)		Band 5		Band 4	
		%IGS	%State	%IGS	%State	%IGS	%State
Aboriginal Studies	9	22	10	33	17	22	16
Ancient History	16	38	9	31	26	25	29
Biology	19	5	7	74	24	16	29
Chemistry	10	10	16	30	30	50	21
Design and Technology	2	0	14	50	32	50	35
Drama	16	88	15	0	29	13	40
Economics	21	14	15	48	37	33	23
English Standard	41	0	1	22	11	59	40
English Advanced	58	19	13	52	48	29	30
Geography	25	16	10	52	33	24	29
Investigating Science	3	0	2	67	20	33	30
Legal Studies	23	9	13	52	28	17	24
Mathematics Standard 2	21	5	5	24	19	33	32
Mathematics	52	27	24	25	26	25	29
Modern History	34	3	10	41	30	47	27
Music 1	12	33	22	67	44	0	25
Music 2	7	14	41	33	50	0	9
PDHPE	13	8	6	31	25	54	31
Physics	16	13	12	25	25	38	27
Textiles and Design	8	38	16	50	37	0	28
Visual Arts	28	36	16	57	47	7	27
Chinese Continuers	1	100	40	0	39	0	13
Chinese in Context*	1	100	50	0	40	0	10
French Beginners	4	75	24	25	23	0	20
French Continuers	16	44	31	25	34	25	23
German Continuers	9	22	22	33	34	44	33
Italian Beginners	5	20	14	40	18	20	33
Italian Continuers	13	23	24	46	34	23	24
Japanese Beginners	3	100	14	0	29	0	23
Japanese Continuers	5	40	28	60	33	0	22
Korean Beginners*	1	100	24	0	33	0	23
Modern Greek Beginners*	1	0	37	1	38	0	15
Spanish Beginners	5	40	18	20	18	20	27
Spanish Continuers	2	50	7	50	40	0	34
Spanish Continuers*	1	100	7	0	40	0	34
Turkish Continuers*	1	0	44	100	34	0	9

Outstanding acceleration results

We congratulate Year 11 IGS students who sat their HSC early in one or more courses.

Acceleration in Languages

Twenty students accelerated in Languages, completing Year 12 language courses one year early. Students accelerated across five languages in German, Japanese, French, Italian, Spanish Continuers and Spanish Extension.

These students achieved a mean of 90 per cent. The highest result of 96 per cent was achieved by a Year 11 student for German Continuers and by a Year 11 student for Italian Continuers.

Acceleration in Mathematics

Ten Year 11 students accelerated in Mathematics, completing the Year 12 Mathematics course a year early. Their marks range from 81 to 97 with a mean of 89.

HSC Showcases

There were 29 nominations and selections for HSC showcases for exemplary Major Projects in Design and Technology, Drama, Music, Textiles and Design, and Visual Arts.



Speech Night 2019

Course (1 unit)	No. Students	Band E4 (top)		Band E3	
		%IGS	%State	%IGS	%State
English Extension 1	11	55	34	45	60
English Extension 2	8	75	26	13	54
Mathematics Extension 1	17	18	39	65	41
Mathematics Extension 2	4	25	36	75	50
History Extension	8	25	28	38	49
Music Extension	2	100	66	0	31
Science Extension	2	0	7	50	62
French Extension	2	100	29	0	59
German Extension	1	100	43	0	57
Italian Extension	1	100	56	0	44
Spanish Extension	1	0	25	100	69
Spanish Extension*	1	100	25	0	69

TABLES:
Higher School Certificate
results - 2019

*Studied externally



Professional learning, teaching standards, attendance and retention rates

2019 saw a strategic focus in our professional development program around teacher effectiveness; honing the skills of our teachers and developing the collective efficacy of our staff.

In total our teaching and support staff completed nearly 5,000 hours of professional learning, designed to enhance their skills and knowledge, while enriching their practice. Of particular focus in 2019, was our program of teacher observations, coordinated by IGS Director of Teacher Effectiveness Lisa Kelliher.

Commencing with our Effective Teacher Staff Conference in January, our staff had a number of opportunities to collectively participate in forums and presentations throughout the year. Presentations exploring strategies for effective behaviour management, the provision of meaningful feedback to students, and the collaborative curriculum planning framework provided our teachers the opportunity to reflect on their own practice and to listen to the insights and practices of their peers.

Teachers from Early Learning, the Primary School and the High School participated in a program of Lesson Observations throughout 2019. Central to this process and to the success of the program was the pre-observation discussion, which served to establish teacher goals in alignment with the Australian Professional Teaching Standards, and the teacher reflection, which allowed for a professional dialogue to take place between teachers and the Director of Teacher Effectiveness. This program will be continued in 2020, under the management of Heads of Department and Heads of Stage.

In 2019, IGS was successfully endorsed as a School Based Provider of Registered Professional Development. This successful endorsement allows teachers at the School to maintain their accreditation with NESAs by including the completion of their school based professional development hours as part of the maintenance of accreditation process. Head of Teacher Accreditation (Primary) Michelle Weir and Head of Teacher Accreditation (High School) Irina Braun have also ably supported and mentored a number of teachers through their accreditation process.

Throughout Term 2, Principal Shauna Colnan shared her insights and detailed knowledge about the Adaptive Leadership Framework by designing a Middle Leaders' Program, Leading with Courage, which guided the Middle Leaders of the School to challenge themselves in examining their leadership strengths, reflecting on opportunities for growth, learning through professional reading and engaging in meaningful professional dialogue.

The introduction of syllabi in a number of subjects led to a range of opportunities for professional learning for our teachers, particularly with regard to Stage 6. Teachers participated in conferences and forums in a range of modes, specifically designed to refine and enhance their knowledge and understanding of new syllabi, before sharing this knowledge with their peers. On a number of occasions in 2019, we were privileged to listen to the knowledge and expertise of speakers from organisations such as NESAs.

Description of professional learning activity	Number of staff participating
General professional learning on pedagogy	
Conference on student engagement	3
Classroom management workshop	92
Workshop on numeracy development for Primary School students	1
Philosophy in Schools workshops	2
Workshop on critical thinking	2
Workshop on philosophical inquiry	1
National Highly Accomplished and Lead Teacher (HALT) conference	2
Workshop on collecting evidence for accreditation	10
Workshop on conducting quality lesson observations	85
Workshop on supporting teachers through accreditation	104
Student care	
Conference on child safe schools	3
Mental health and wellbeing conference	2
Student wellbeing conference	2
Workshop on peer support programs	4
Workshop on Supporting Transgender and Gender Diverse Students at School	1
Youth Mental Health First Aid Training	8
Students with special needs	
Workshop on teaching students with ASD	2
Workshop on teaching primary students with additional needs	5
Convention on teaching twice exceptional learners	1
Workshop on teaching primary students with additional needs	3
Workshop on teaching students with ASD	4
Technology training	
Canvas learning management system conference	1
Workshop on timetabling development	9
Technology integration workshop	1
Workshop on Engage management system	59
Indigenous and intercultural understanding	
Conference on Aboriginal Education Leadership	2
Workshop on teaching Indigenous students	1
Workshop on developing partnerships with Aboriginal agencies	1
English	
Annual conference for English Teachers	2

Description of professional learning activity	Number of staff participating
Science	
Science conference	2
Science Education Technicians Conference	1
Workshop on preparing for HSC science exams	2
State conference for Science teachers	3
Mathematics	
Mathematics Conference	2
Workshop for Stage 6 Mathematics assessment	1
Mathematics resources workshop	3
Humanities	
State Geography Conference	1
State History Conference	1
Economics Teachers Conference	2
New Stage 6 History syllabus familiarisation	1
Workshop on future planning for Legal Studies	2
Languages	
Chinese teachers conference	2
Planning for the new Languages syllabus workshop	2
Workshop on ICT integration in languages learning	1
Languages resources workshop	1
French teachers conference	1
Languages resources workshop	1
Workshop on the new Languages Kindergarten to Year 10 Syllabus	1
National conference for German teachers	2
Japanese teachers conference	1
Art and Design	
Photomedia conference for teachers	1
Music	
Workshop on understanding the neuroscience around music learning	1
Choral conducting training	1
Music pedagogy conference	1
Level 1 Orff training	1
Workshop on teaching HSC Music	2
Music education conference	1
PDHPE	
PDHPE wellbeing toolkit workshop	1
New Years 7 to 10 PDHPE syllabus familiarisation	9
Workshop on improving student performance in PDHPE	2
Sports conference	2
Workshop on programming the new Kindergarten to Year 10 PDHPE syllabus	3

Description of professional learning activity	Number of staff participating
Drama	
Drama NSW State Conference	2
Workshop on multi-discipline theatre	1
School Drama workshop	5
Library and careers	
Library conference	1
Careers advisors conference	1
Literacy	
Literacy and reading conference	1
Workshop on literacy	2
Science and technology	
Science and Technology syllabus familiarisation	1
Robotics workshop	2
Educational leadership	
Directors of Studies Conference	1
Building effective teams workshop	12
ICT Leaders Conference	2
Leadership coaching workshop	36
Educational Leaders Conference	7
Workshop on professional mentoring	13
Compliance and Safety	
Asthma Training	110
Conference on school governance	1
Chief Warden Training	13
First aid training	4
CPR and AED Training	16
Fire Warden Training	122
Workshop on enhancing child protection investigation skills	2
Workshop on understanding privacy obligations	1
Workshop on school disability law	1
Conference on school governance	1
Work, Health and Safety Consultation training	1
Work, Health and Safety Due Diligence training	1
Child protection training for mandatory reporters	192
Other	
Business Administration Conference	1
Customer service training	28
Workshop on developing quality student reports	39

Workforce composition, including Indigenous

Across the School's workforce in both teaching and non-teaching roles there are 25 languages other than English spoken at home. Approximately 35 per cent of our staff were born outside of Australia. At present no Indigenous Australians are employed at the School.

Attendance and retention rates for teaching staff

Attendance rate:	96.64 per cent
Retention rate:	93.7 per cent

Teaching Standards

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	120.68
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications; or	0
Teachers not having qualifications as described in (i) and (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to "teach" in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and worked as a "teacher" during the last five (5) years in a permanent, casual or temporary capacity	0



Student attendance and retention rate

School Year	Attendance rate
Kindergarten	91%
Year 1	94%
Year 2	93%
Year 3	94%
Year 4	94%
Year 5	96%
Year 6	93%
Year 7	94%
Year 8	94%
Year 9	94%
Year 10	91%
Year 11	91%
Year 12	93%
Average	93%

At the end of Term 4 2019, there were 1,261 full time enrolments comprising 627 Senior (high) School students; 532 Junior (primary) School students; and 102 full time equivalent enrolments in Preschool and Transition, comprising 155 three to five year olds.

Twenty-seven Indigenous students (2.14% of the school population) were enrolled across the school.

46% of the student population was female and 54% male. Of all students from Preschool to Year 12, 24% lived in households where English is not the first or home language and where more than one language is spoken.

Management of non-attendance

Regular attendance at school is essential to assist students to maximise their potential. IGS, in partnership with parents, is responsible for promoting regular school attendance of students, as outlined under the NSW Education Act 1990.

Holidays

As part of the implementation of the National Standards, holidays taken by students outside of school vacation periods will now be included as absences. A Certificate of Exemption can no longer be granted for this purpose. Families are encouraged to holiday or travel during school vacations.

Leave requests

Applications for leave from school for five (5) days or more must be made in writing to the Deputy Principal either by sending an email to maryd@igssyd.nsw.edu.au or by submitting a hand written request to Student Reception.

Parents and caregivers are subsequently required to complete an application form for the period of absence. Leave requests must be signed by both of the student's parents or caregivers. A Certificate of Extended Leave – Travel is then issued by the Deputy Principal in accordance with legislative requirements.

Attendance protocols at IGS

Lateness

Students need to be at school on time. All students attend Home Class or Tutor Group when the bell rings at 8.35am. Students who arrive late are required to report to Student Reception to obtain a late note that must be given to the teacher. While the School understands that lateness is sometimes unavoidable, it is important to develop in students the value of being punctual. Late arrival to school can disrupt the learning of the individual and others. Consequently, unexplained lateness to school may require High School students to make up this time.

Leaving school early

If a student must leave school early, they are to present a note to Student Reception on the morning of the day requiring early leave. This note needs to be signed by the Head of House or a senior member of staff and students are to report to Student Reception at the time of their departure from the School. Students not at school during school hours must carry with them an IGS leave pass.

Years Compared	Year 10 Total enrolment on census date ¹	Year 12 Total enrolment on census date	Year 10 Enrolment at census date remaining in Year 12 on census date	Apparent retention rate	Actual retention rate
2015/2017	107	95	87	89	81
2016/2018	112	105	99	94	88
2017/2019	98	101	91	103	93

Short term student absence

The School should be informed before 8.30am if a student is to be away on any given day. Contacting the School via email at absences@igssyd.nsw.edu.au is the preferred method for this. A note is required the day the student returns after an absence.

All notes must be dated and provide a reason for the absence. This note must be given to the Home Class teacher or the student's Tutor. If no note is received, this will remain recorded as an unexplained absence.

Habitual absence

"Habitual absence" is a minimum of 30 days of absence within the previous 100 school days. In accordance with the Mandatory Reporter Guide, a course of action under the Keep Them Safe Legislation ensues on the part of the School.

If a student continues to have unacceptable absences, some of the following actions may be undertaken:

- **Compulsory Schooling Conferences:** Parents are asked to attend a Compulsory Schooling Conference with their child. The conference helps to identify the supports a student may need to have in place so they attend school regularly. The School, parents and caregivers, and agencies work together to develop an agreed plan (known as an Attendance Improvement Plan) to support a student's attendance at the School.
- Report to Community Services
- Report to the Youth Liaison Officer.

Please visit <https://www.igssyd.nsw.edu.au/app/uploads/2019/03/IGS-compulsory-student-attendance-policy.pdf> to view our attendance policy.



Primary School Disco

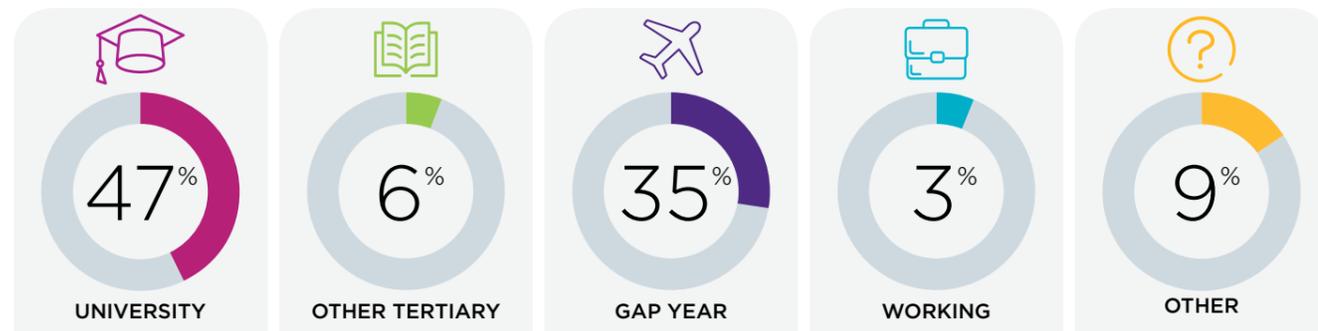


Post school destinations

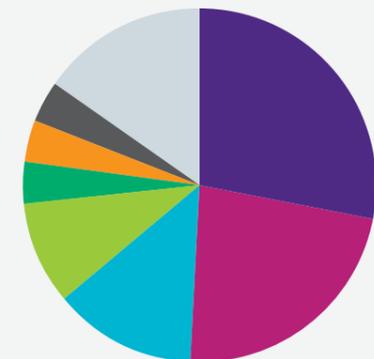
A total of 100 IGS students were awarded an HSC in 2019. Of those, almost half received main round university offers within the Universities Admission Centre (UAC) area of administration. Past trends indicate that more students will have received offers in later rounds and some will have taken offers for institutions outside of the

UAC such as private institutions within Australia or overseas.

The infographic gives a snapshot of activities and plans of the Class of 2019. Please note that many alumni are working and studying at the same time.

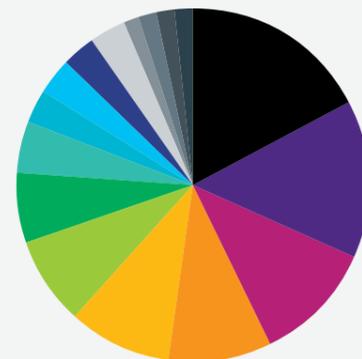


Post school destinations by institution



15	USYD
12	UTS
7	Macquarie University
5	UNSW
2	ANU
2	Notre Dame
2	TAFE
8	Other

Post school destinations by discipline



11	Arts/Arts Science/Arts Law
9	Commerce/Economics/Business/Finance
7	Design/Animation/Visual Comms
6	Other
6	Sciences
5	Engineering
4	Biomedicine/Medical Science
3	International/Global studies
2	Law
2	Mathematics/Data Science
2	Media Arts & Production/Comms
2	Nursing/Social Work
1	Education
1	Environmental Studies
1	Music
1	Psychology

Enrolment Policy and Procedures

Entry points

In 2019 the main years of entry to International Grammar were Preschool (age 3), Year 5 and Year 7. Year 5 was a new intake year for the school starting in 2018 and the school plans to add Kindergarten as an intake year in 2020.

Preschool students with regular attendance receive priority for entry into Kindergarten and are made an offer for Kindergarten enrolment during their Preschool year.

All Year 6 students are guaranteed a place in Year 7 and remaining places are offered to students on the waitlist. In 2019 this resulted in a Year 7 cohort made up of 66% continuing students and 33% new students.

Applications

Application fees and forms and information about the steps to enrolments are available on the School's website. Applicants from overseas must provide an English literacy assessment.

Enrolment offers will be made in order of the receipt of applications with priority given to siblings of current students, then to children of permanent staff members, then to students returning to the School, then to children with one parent who completed Year 12 at the school.

Consideration will also be given to the following matters:

- The applicant's support of the School's core commitments, ethical framework and educational activities
- Total class numbers in each of the School's four second language programs, as the School cannot guarantee the availability of a specific language
- The educational, social and emotional needs of all students in a year group and
- Other criteria determined by the School from time to time

Enrolment offers are made at the discretion of the Principal and following an interview. In the High School entry interviews are conducted by a member of the senior leadership team. In the Junior School the interview is conducted by the Head of Junior School (or his Deputy). Families who are seeking Preschool entry all meet with the Head of Early Learning prior to an offer being made.

Once enrolled, students are expected to support the School's ethos and to comply with the school rules.

Parent, student and teacher satisfaction

Exit surveys are sent to every family upon notice of the withdrawal of their child/ren. Aside from the completion of schooling, the most common reasons for exit in 2019 (according to information supplied by families either via the Exit Survey or other communication) were:

- Relocation/overseas posting or travel (29%)
- Have decided on another school or course of study (24.3%)
- Changes in family circumstances/financial stress, includes ill health (19.4%)

25% of all students who withdrew from IGS in 2019 requested to be waitlisted for future re-entry.



School families nominated thirty-seven different languages (other than English) as their home language.



Characteristics of the Student Body

In 2019, there were 27 Indigenous students (2.14%) enrolled from Kindergarten to Year 12.

General breakdown of composition of the student population was 46% female, 54% male. 24% of students lived in households where more than one language is spoken and school families nominated thirty-seven different languages (other than English) as their home language. See following Table.

TABLE: Composition of student population according to language background*

Language spoken at home	Total	Language spoken at home	Total
Arabic	9	Korean	2
Armenian	1	Laos	1
Bulgarian	2	Mandarin	21
Cantonese	16	Persian	2
Chinese	29	Polish	2
Croatian	5	Portuguese	8
Czech	2	Romanian	2
Dutch	2	Russian	6
English	992	Serbian	1
French	37	Sinhalese	1
Gaelic	5	Spanish	23
German	46	Tamil	2
Greek	20	Thai	6
Gujarati	1	Turkish	6
Hebrew	1	Ukrainian	2
Hindi	7	Urdu	1
Hungarian	1	Uzbek	1
Italian	25	Vietnamese	5
Japanese	9		
Total			1302

* language mainly spoken at home.
 Note: Total student numbers in this table vary from enrolment numbers as some students are from a shared cultural/language background

Our policies

IGS is a school community that respects the rights of the individual within the context of the rights of the community as a whole.

IGS uses the CompliSpace Platform, combining governance, risk, compliance and policy management expertise with technology solutions to deliver sustainable governance solutions. A team of lawyers and industry experts actively monitor changes to relevant laws and registration standards to deliver IGS a full suite of online policies, procedures and governance progress that enable IGS to continuously comply with our legal and regulatory obligations. CompliSpace is an approved NESA provider.

Visit <https://www.igssyd.nsw.edu.au/about-us/governance-policies> to view our policies.

A. Policies for student welfare

The School seeks to provide a safe and supportive environment which:

- minimises risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

IGS is committed to retaining its status as a lighthouse school for good social, emotional and mental health practice in schooling. Student care is not an end in itself but a means to enhance the learning and development of every student. Every student can be successful and it is through achievement that student self-esteem is enhanced.

B. Policies for student discipline

IGS values the wellbeing of all members of the school community. This is achieved by positive reinforcement of appropriate behaviour and a consequential approach to inappropriate behaviour, which may include exclusion, suspension or expulsion, but will never include corporal punishment. Insofar as is possible, this policy will be applied in a manner appropriate to each individual student and each individual circumstance with the ultimate goal of enabling students to make good behavioural choices on their own.

The NSW Registration Manual (3.7.1 and 3.7.2) requires that a registered non-government school must have policies relating to discipline of students attending the School that are based on principles of procedural fairness and do not permit corporal punishment of students. Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

Procedural fairness

The principles of procedural fairness include the right to:

- know what the rules are, and what behaviour is expected of students
- have decisions determined by a reasonable and unbiased person
- know the allegations that have been made, and to respond to them
- be heard before a decision is made
- have a decision reviewed.

IGS is committed to ensuring procedural fairness when disciplining a student.

C. Policies for complaints and grievances resolution

Procedures for the resolution of grievances were adopted and published on the Complispace platform which includes procedural fairness and makes explicit reference to complaints procedure for dealing with staff issues and student issues.

Policy on bullying

The School is committed to providing a safe and secure community for all of its members and will therefore not tolerate any action that undermines a person's rights in relation to this. The School will take whatever steps are necessary to prevent, or intervene in, such behaviour.

Every member of the School community has the right to be free from bullying. Therefore, all members of the School community have a responsibility to actively practise and promote:

- acceptance for individual differences
- the values of courtesy, respect, compassion, and care for others
- a supportive and encouraging climate where the achievements and efforts of others are applauded
- a commitment to adhering to, and upholding, all aspects of this policy.

A safe, secure community requires all members to be sensitive to others. [A copy of the full policy on Anti-Bullying can be found in Appendix 2.](#)

Policy, procedure or statement changes in 2019

Policies contained in the IGS policy suite were reviewed by the School's Leadership Team in August 2019, and subsequently approved by the School Board.

Since then, the following policies/procedures were added/amended in 2019:

- Late to Class Procedure
- Late to School Procedure
- Leave Protocol
- Legal Advice Policy.

Priority areas for improvement based on the Strategic Plan *Into the World 2016-2020*

In response to the School's Strategic Plan *Into the World 2016-2020*, the year 2019 realised the following improvements and achievements in the key areas.

1. Limitless learning

- Boost innovation and collaboration
- Champion excellence
- Incite passionate and creative learning

Limitless Learning was reflected in:

- **Week-long SAGE projects**, unique to IGS
- **The IGS Global Scholar's Award** to provide students with an opportunity to conduct research and write about Climate Change.
- **Curriculum Expansion Program** to provide students with a richer educational journey with more choice:
 - **Philosophy** was rolled further into the High School, into Year 7, following its introduction in 2019, and Aboriginal Studies gained in popularity following its introduction in 2018. A new senior course, Critical Thinking for the 21st Century was planned for introduction in 2020.
 - **Co-curricular choices** through successful Debating, Mock Trial, Theatresports and Duke of Edinburgh Award teams - as well as more than 80 special interest student clubs such as the skateboarding, IGS Robotics Club and Women's Robotics Club.
 - The pilot **Digital Innovation High (DI High)** Program gave students opportunities to collaborate with local startup technology companies and specialist university innovation centres.
 - The **Community Learning Program**, held in collaboration with the PTF, included creative arts classes and wellbeing workshops.
 - **International Day 2019** brought parents, caregivers, students and teachers together around the theme of Indigenous Languages, in keeping with the UN Mother Tongue Day.

The School's strong social justice program included:

- Red Earth Connections; International Women's Day; NAIDOC Week; and myriad special charity and community awareness days throughout the year
- Continued effective use of data to inform teaching and learning
- Amnesty International and Girl Up! clubs
- Professional Development for teachers, globally and locally
- High School students performing Children of the Black Skirt and other thought-provoking drama.



Above: SAGE learning during Writing The Island
Right: The inaugural IGS Primary Colour Fun Run.



2. Empowered students

• Grow tenacious and confident individuals

There were countless 2019 highlights for empowering our students. Initiatives included:

- Many high school students took part in **international exchanges** with our global partner schools in Europe and Japan.
- **IGS families hosted visiting students** from global partner schools.
- The continuation of the highly successful **SAGE program** for the Middle Years of Year 7 to Year 10, with Year 7 experiencing a week of Shakespeare Boot Camp; Year 8, The Rocks Quest; Year 9, Opera on Kelly; and Year 10, Tasmania - Writing the Island.
- Students performed a number **concerts, plays** and **Grease the Musical**.
- **Red Earth**: For the sixth time, staff and a group of Year 9 students ventured to Central Australia with Red Earth, to explore Uluru, Kata Tjuta and Kings Canyon and visit the Anangu Pitjantjatjara Yankunytjatjara (APY) lands, staying with the Kenmore mob on their land.
- Students raised funds and awareness for many causes, including **Assistance Dogs**.
- Senior students visited a retirement home and the **Chris O'Brien Life House**.
- The IGS community donated resources to **women's refuges** and for **refugees**.
- Many **incursions across all age groups** had a wellbeing focus.

3. Sustainable future

• Inspire meaningful engagement with local, national and global communities

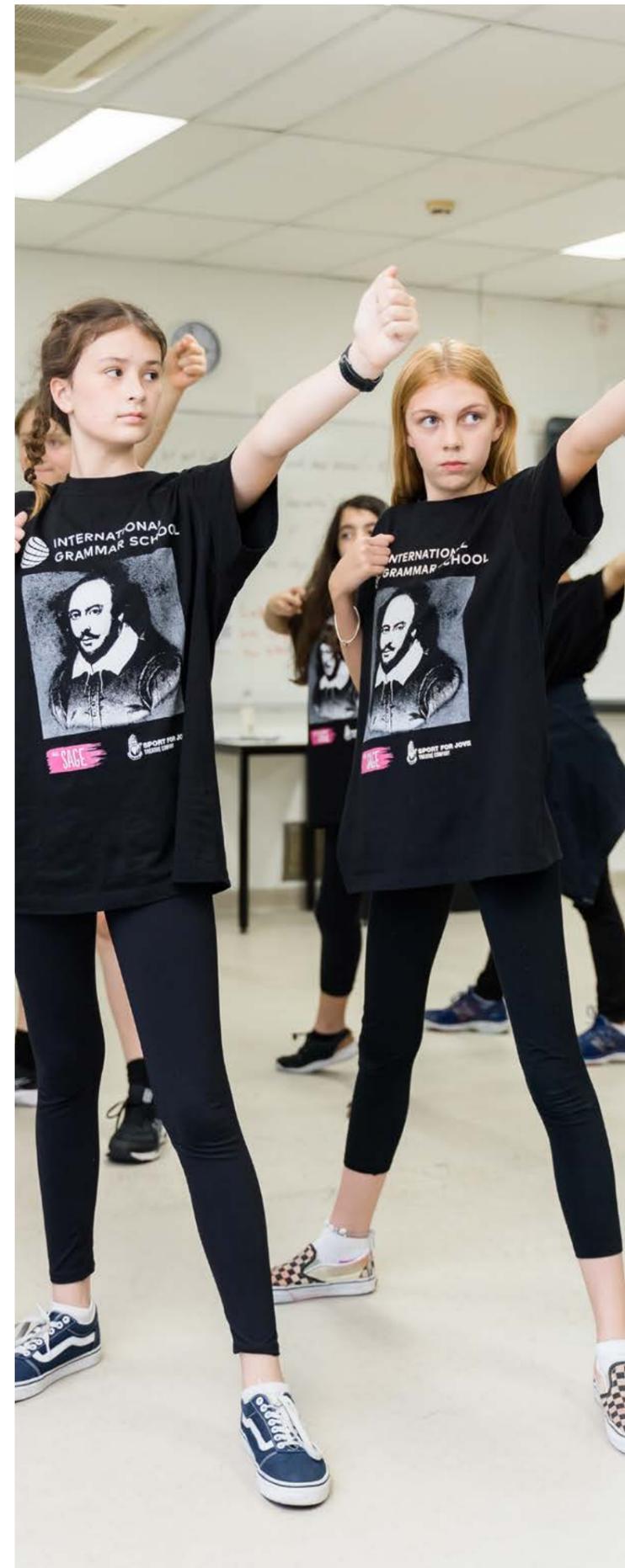
- The PTF held regular **Rue Kelly** secondhand uniform, textbook and instrument sales.
- The School's recently introduced **Sustainability Framework** provided a touchpoint for promoting effective, enduring and ethical practices.
- The **Sustainability Club** promoted recycling and raised awareness, while the **Garden Club** gave students hands-on experience of caring for plants.
- With the permission of their parents, hundreds of IGS students took part in **international student rallies demanding climate change action**.

• Improve the School's information communication technology

- **Engage**, introduced in 2018, continued to be rolled out as the School's major database.
- **Staff and student laptops** were updated.
- Hardware was refreshed including a **new fleet of MacBooks and iMacs**.
- **Apple TV** devices were replaced.
- **iPads** with an integrated keyboard and camera were introduced for **Years 1 to 4**.
- The **MiTel phone system** continued to be rolled out.
- **AV refresh** included motorised screens, laser projectors and wall-mounted speakers were refreshed in the Fusion Building in Mountain Street and interactive touch panels in Primary School classrooms.

• Secure, reimagine and redesign the campus

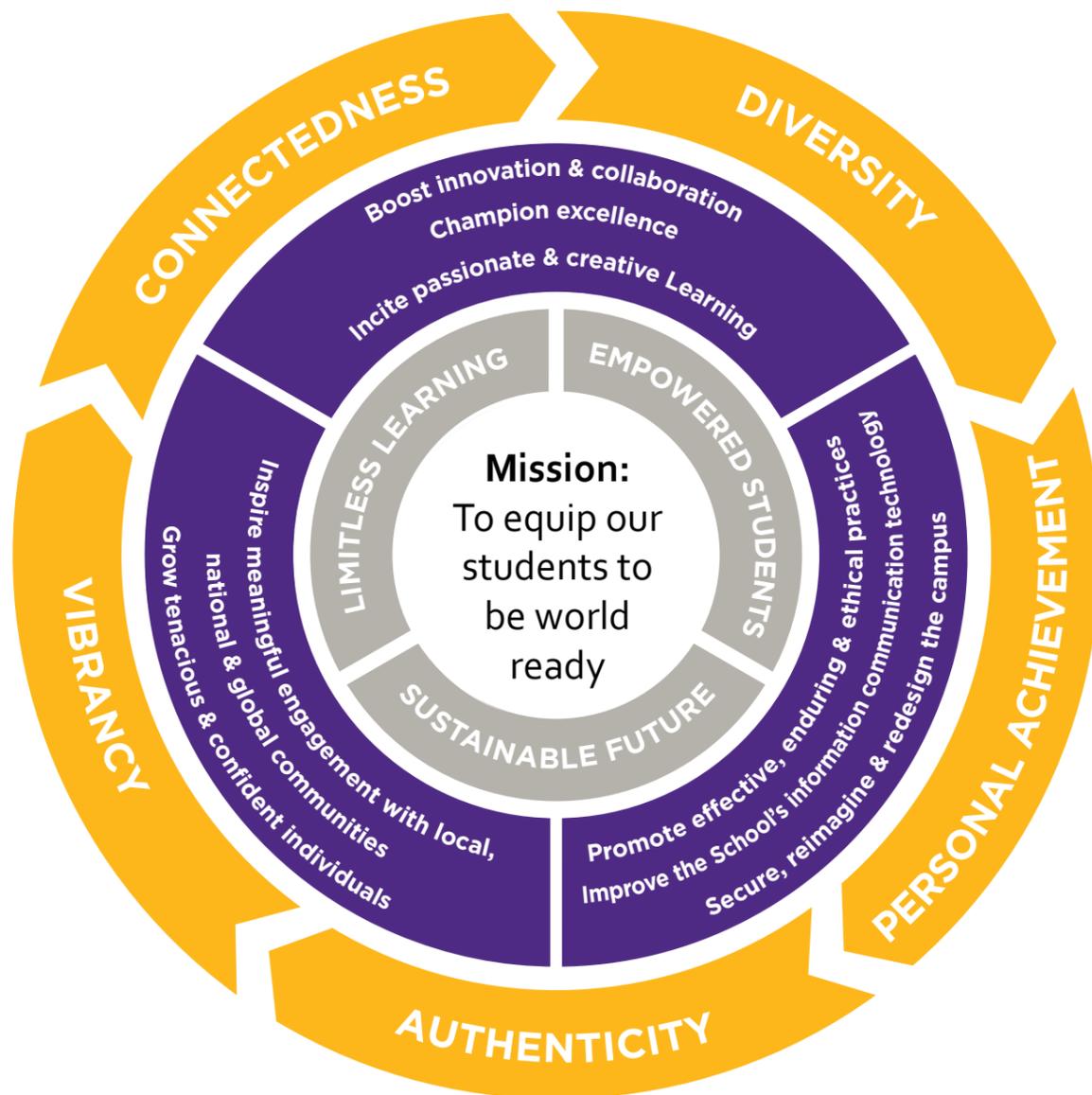
- Work was completed on the **Global Learning Centre for the Teaching and Learning of Languages, Imaginarium** and **Literarium** with efficient, flexible learning spaces.
- Detailed consultation with BVN architects began for the design of a purpose-built **Bibliothèque** in the heart of the School.
- Plans for the **IGS Centre for the Dramatic Arts** were finalised.
- A new **Counselling Suite** was created adjacent to Student Reception.



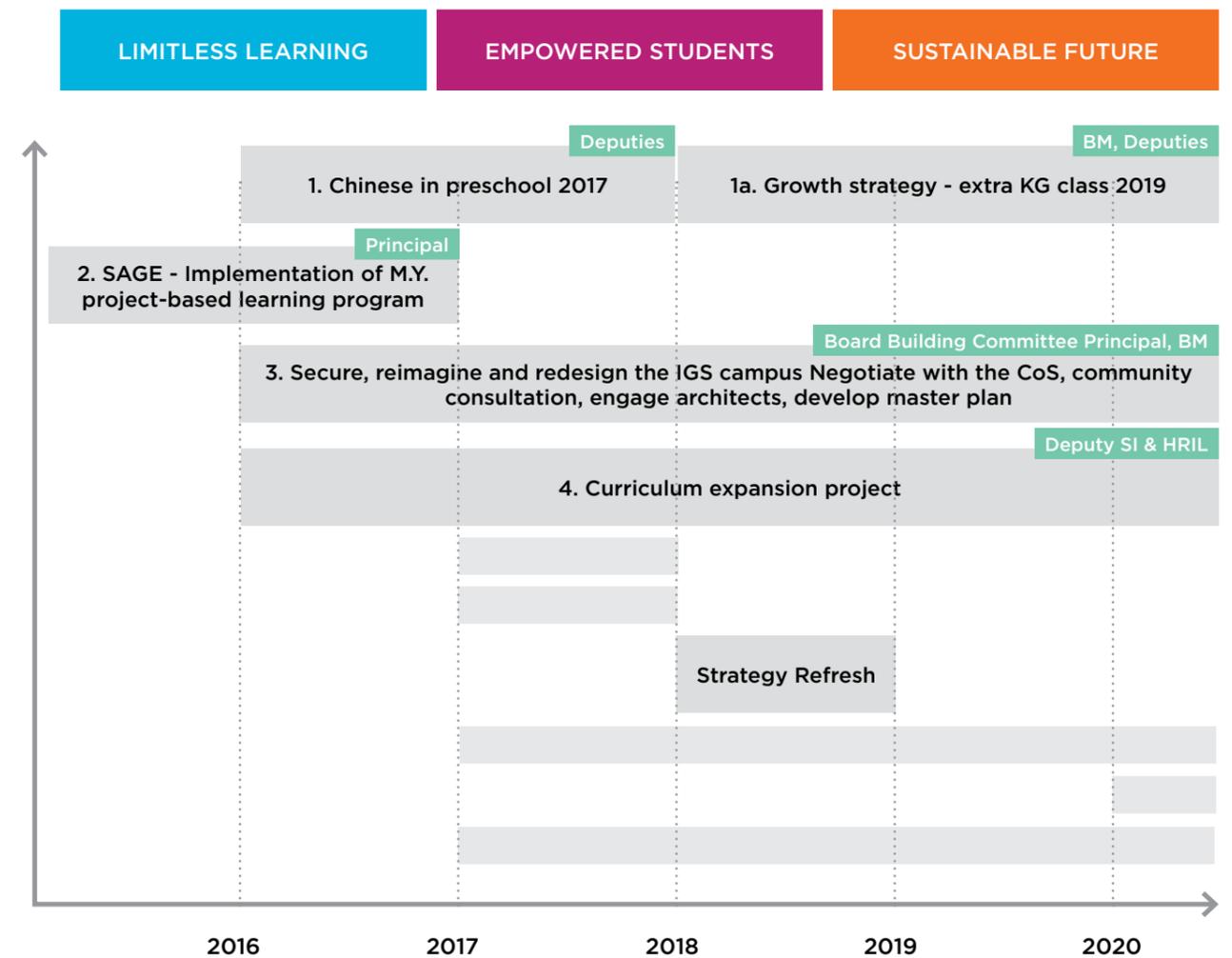
Into the World 2016 - 2020



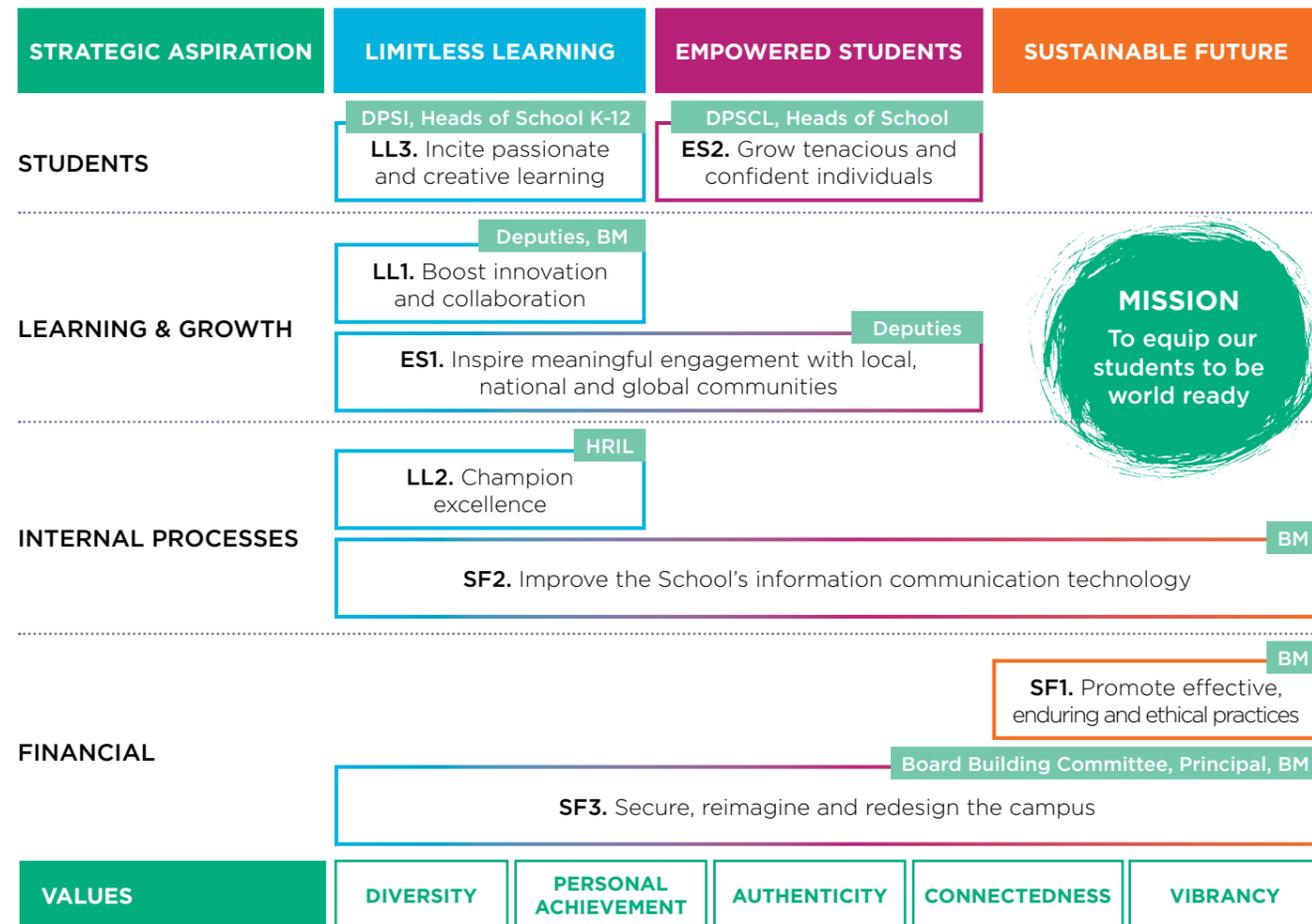
Strategy Wheel



Development of Strategic Initiatives 2016-2020



IGS Strategy Map



15 Measures of the Balanced Scorecard – a summary

1. Staff goals, action plans, projects
2. Student academic results
3. Satisfaction surveys
4. Student learning outcomes in middle years program
5. Teacher impact in the classroom
6. Quality of learning opportunities for students locally, nationally and globally
7. and for staff
8. Student effort
9. Student hope, engagement, wellbeing, faith entrepreneurial spirit
10. Financial performance measures
11. Enrolment targets & measures
12. Advancement targets & measures
13. ICT targets & measures
14. Acquisition strategy
15. Projects of the Master Plan Framework

KEY TERMS

STRATEGY MAP

Focuses the School's efforts, supports the choice of appropriate measures to report progress in implementing the strategy, communicates the strategy, captures implementation of the SP on one page

BALANCED SCORECARD

A report used by Management to track the actions, projects and initiatives implemented by staff within their span of control and to monitor the consequences arising from these

Aspiration 1 - Limitless Learning

Balanced Scorecard

STRATEGIC AREAS OF ACTION	MEASURE How could we measure success?	TARGET What level of performance is targeted?	WHO Responsibility
Boost innovation and collaboration	1 Through annual program of staff goal setting, dept action planning & the portfolio of key strategic projects (Terms 1 and 4)	100% staff participation, driving effective ongoing professional conversations, feedback, support and performance management of all staff; successful implementation of projects within the project management framework	Deputies/ Business Mgr.
	2 By analysing and tracking HSC results, ATARs, university offers, NAPLAN data (Terms 4 and 1)	Upward trends in all key performance indicators: For the HSC: Nomination and selection for HSC Showcases for best major works, All Rounders (Band 6 in at least 10 units including English), First in Course, Top Achievers (top 10 students in state), Distinguished Achievers (Band 6 in at least one course), Percentage of courses in which cohort performed above the state mean, Percentage of Band 6s achieved vs potential Band 6s (SMH School Ranking), Courses in which students did not meet the minimum standard Band 2, Courses in which 100% of students scored in the top two bands, How far the cohort in each course performed above the state, ATARs and university offers For NAPLAN: Substantially above All Schools and above Similar Schools in reading, writing, spelling, grammar and punctuation, numeracy, upward trends in Gains for students in reading, writing and numeracy	Head of Research & Innovative Learning
Champion excellence	3 By conducting annual national school opinion survey for students, staff and parents (Term 3)	In School Opinion Survey Satisfaction across all survey items indicated by a mean of between 4-5 on all survey items, higher satisfaction levels than benchmark schools	Head of Research & Innovative Learning
	4 By measuring student outcomes in PBL program (Terms 3 & 4)	A mean of 3-4 (high - very high) in levels of engagement, learning, challenge and achievement in Eminence (Year 5), Information Research Task - IRT (Year 6), SAGE Program (Years 7-10)	Heads of School (Kindergarten to Year 12)
Incite passionate and creative learning	5 By measuring teacher impact through Educator Impact (EI) (Terms 2, 4)	Upward trends in teacher impact in key areas against benchmark schools	Deputy Principal Staff & Innovation

Aspiration 2 – Empowered Students Balanced Scorecard

STRATEGIC AREAS OF ACTION	MEASURE How could we measure success?	TARGET What level of performance is targeted?	WHO Responsibility
Inspire meaningful engagement with local, national and global communities	6 By developing a register of local, national and global learning opportunities offered to our students and tracking and evaluating student participation and the quality of outcomes (Terms 1, 3)	A rich and diverse suite of learning opportunities that meet key quality criteria	Deputy Principal Students and Campus Life
	7 By developing a register of local, national and global learning opportunities offered to our staff and tracking and evaluating staff participation and the quality of outcomes (Terms 2, 4)	A rich and diverse suite of professional learning opportunities that meet key quality criteria	Deputy Principal Staff & Innovation
Grow tenacious and confident individuals	8 By measuring and tracking student academic effort twice a year from Kindergarten to Year 12 on school reports (Terms 2, 4)	Growth in percentage of students with effort grades 1 and 2 (1: excellent 2: good 3: more effort required: 4 unsatisfactory)	Heads of School Kindergarten to Year 12
	9 By using the Australian Gallup Student Poll annually to measure and track levels of hope, engagement, wellbeing & entrepreneurial spirit in students from Years 5 to 12. (Term 3)	Upward trend against the nation (participating schools) in students who are: <ul style="list-style-type: none"> hopeful for the future engaged with their studies thriving in terms of their wellbeing entrepreneurial in their outlook 	Deputy Principal Students and Campus Life

Aspiration 3 – Sustainable Future Balanced Scorecard

STRATEGIC AREAS OF ACTION	MEASURE How could we measure success?	TARGET What level of performance is targeted?	WHO Responsibility
Sustainability - Promote effective, enduring and ethical practices	10 By measuring financial performance through: <ul style="list-style-type: none"> Developing a financial plan for IGS Annual audit Annual ASBA/Somerset Non-Government Schools' Financial Performance Survey and benchmarking report (Terms 1, 3)	Achieving all objectives of the financial plan Best practice financial performance on all measures and positive endorsement from auditor Favourable ratios in comparison with similar schools and positive endorsement of strengths from the Somerset report	Business Manager
	11 By developing an Enrolment Management Plan that measures key enrolment data, trends and forecasting, and facilitates the growth strategy for enrolment to 2025 (Term 1, 2, 3, 4)	Enrolments to grow by 175 students in Primary by 2025 100% enrolment in each year group >80% retention of students from Year 6 into Year 7 Upward trends in application and conversion rates	Business Manager
	12 By developing an Advancement Plan (Terms 1, 4)	Achieving all objectives of the Advancement Plan	Business Manager
Improve information, communication technology	13 By developing an effective ICT Plan as a companion to the Strategic Plan and its 3 aspirations (limitless learning, empowered students, sustainable future) and measures its achievement of outcomes (Terms 2, 4)	Best practice in information communication technology (ICT) pedagogy, skills development for staff and students, resourcing and infrastructure.	Business Manager
Secure, reimagine and redesign the campus	14 By developing, adopting and implementing an effective acquisition strategy for the school (Term 2, 4)	Increase ownership of the school's five major sites from 40% towards 100% and/or improve lease terms	Board Building Committee/ Principal / Business Manager
	15 By developing, adopting and implementing an effective master plan framework for the school (Terms 1, 2, 3, 4)	Completion of high quality building projects within the master plan's timeframe and the school's cap ex budget	Board Building Committee/ Principal / Business Manager

What is the reporting schedule?

TERM 1

Spoken reports by leadership team members at final leadership team meeting of term

TERM 2

Briefing papers and presentations by leadership team members at semester 1 leadership team conference

TERM 3

Spoken reports at final leadership team meeting of term

TERM 4

Briefing papers and presentations at Semester 1 leadership team conference

The Principal reports on strategic initiatives at each Board meeting.

IGS recognised as equipping students to be ready for the world

Categories of excellence

- Excellence in educational innovation
- Outstanding HSC results
- Excellence in project-based learning programs: Heads of School
- Excellence in local, national and/or global learning opportunities: Deputies
- Excellence in school design: Principal and architecture audiences
- School-based publications: *InFocus*, *Jigsaw*, social media platforms, professional development, *A great start - Early Learning at International Grammar School*, and *A unique languages program at International Grammar School*
- External conference presentations
- Local, national and international media coverage
- Academic research papers
- Educational awards and prizes.



Actions undertaken by the School to promote respect and responsibility

Good leadership was promoted at IGS through:

- 18 **community and special faculty student leaders** in Years 6 and 12
- **Sustainability Club**
- Year 6 and 12 **Leadership Day** with Heads of School and parent presenters
- **Home Class groups, Tutor groups and Houses** providing a solid basis for fostering peer group support and camaraderie.
- Kindergarten and Year 12 **Zoo trip**

With dedicated digital co-ordinators in both the Primary and High Schools, **cyber safety** and **good digital citizenship** training took place to develop students' awareness, respect for others and a sense of responsibility in the online world.

Other key initiatives included:

- **PDHPE and outdoor education camps**, increasing the onus on students to be more independent and responsible in the way they react to challenges
- **Study skills** workshops
- **The Student Representative Council** met regularly and developed plans for 2020 and beyond around use of physical spaces and ways of improving student experiences
- The whole school participated in **R U OK? Day, Wear it Purple Day, Bullying. No Way! Day, White Ribbon Day** and **B Kinder Day**, and the Primary School ran various "gold coin" days to raise awareness and funds for charities.
- **Youth Mental Health First Aid** training for parents in March and for teaching staff during Term 3, conducted by the Director of Counselling Services.

Primary School

- Kindergarten Life Education: **My body matters**, on health and safety
- Kindergarten to Year 6 **Walk Safely to School Day**
- Kindergarten to Year 6 **Safer Internet Day**
- Kindergarten introduction to **Wild Primary Series**
- Kindergarten and Year 1 **Stones and Bones Incursion**, providing hands on, sustainable and active experiences which promote understanding of indigenous history and culture.
- Kindergarten to Year 6 **Fly High Billie Christmas Cards Fund Raiser**
- Kindergarten to Year 6 **Harmony Day**
- Kindergarten to Year 6 **National Reconciliation Week** activities
- Kindergarten to Year 6 **Amnesty International** black and yellow **Mufti Day**
- Kindergarten to Year 6 **National Day of Action Against Bullying and Violence**
- Years 1 to 6 **Primary Colour Run**
- Year 1 Life Education: **Ready, Steady, Go**, on health and safety
- Year 1 **Occupational Therapy Free Screening** from Qualia Occupational Therapy for Children
- Years 1 and 2 **Filling our Buckets Series** (5 sessions)
- Year 2 Life Education: **Growing Good Friends**
- Years 2 and 5: **Y-PEP Incursions**
- Year 3 and 4 School Performance Tour: **Circus of Life**
- Year 3 Life Education: **All Systems Go**, on keeping the body healthy, managing peer pressure, and healthy food
- Year 4: **My Green Home** project with visiting architects
- Primary School Excursion to **Pocket City Farm**
- Year 4: **Mind your Medicines**, on safety, choices and strategies to manage conflict and stress
- Year 5: **Relate Respect Connect**, on building positive, safe and respectful relationships
- Year 5 **Respectful Relationships**, continuing to develop respectful collaboration skills within their inter-school teams through team building exercises, drama and sport at one of the other participating schools
- Year 6 Life Education: **Think Twice**, on alcohol.



High School

- Year 7 **Unleashing Personal Potential Workshop** on growth mindset and Neuroplasticity.
- Year 7 **Verbal Combat**, Brainstorm Productions
- Year 7 **Chill Out and Breathe** Project
- Year 7 **Inquisitive Minds**, Problems, Patterns, Pictures and Puzzles
- Year 7: **The Cyber Safety Lady**
- Students from Years 7, 10 and 11 visited the **Chris O'Brien Lifehouse**
- Years 7 to 10 PDHPE **Y-PEP** program on recognising abuse, power in relationships and protective strategies
- Years 7 to 11 Indigenous students' **AIME Workshop** at the University of Sydney
- Years 7 and 11 **Peer Support**, introduction to resilience
- Years 7 to 12 **Safer Internet Day**
- Years 7 to 12 **R U OK? Mufti Day**
- **Amnesty International** black and yellow Mufti Day
- Years 7 to 12 **National Day of Action Against Bullying and Violence**
- Years 7 to 12 **Harmony Day**
- Years 7 to 12 **National Reconciliation Week**
- Year 8 **Lucky Country** collaborative learning task exploring racism
- Year 8 **High Resolves, Just Society**, building personal decision-making skills and encouraging critical thinking about social change.
- Years 8 and 9 **The Hurting Game** by Brainstorm Productions, on positive relationships in person and online.
- Years 8 and 10 wellbeing activity, **Sticks and Stones**, by Brainstorm Productions, addressing bullying in schools and providing strategies for anger management, conflict resolution and breaking the cycle of violence.
- Year 9 **Zeal Theatre, The Stones**, exploring health and risk
- Year 9 **Development Day and Day of Hope**, from the HopeFull Institute.
- Year 9 Wellbeing activity, **Cheap Thrills**
- Year 9 **Cyber Bullying** presentation by a Police Liaison Officer
- Year 9 **High Resolves: Social Progress Workshop**
- Years 9 and 10 **Girls in STEM** (science, technology, engineering and mathematics) at the University of Technology Sydney (UTS)
- Years 9 to 12 **Mental health presentation** by Batyr, on mental health issues
- Year 10 PDHPE, **Ryda road safety** education
- Year 10 **High Resolves: Better Self**
- Year 10 visits to **Opal Aged Care** Annandale
- Year 10 **Wired**
- Year 10 **Zeal Theatre**
- Years 10 to 12 **Paul Dillon Presentation** on the dangers of drug and alcohol
- Year 11 **sleep workshop**
- Year 11 **Peer Support Leader Training Day**
- Years 11 and 12 **Girledworld WOW Summit** at University of Sydney
- Year 11 "Y Lead" Leadership Day
- Year 11 **Biggest Morning Tea** fundraiser for cancer research
- Year 12 PDHPE **Big Day Out** exploring factors affecting performance, health priorities in Australia and sports medicine
- **ArtsFest**
- **Duke of Edinburgh's Award** opportunities
- **Senior girls' sleepover** was held to support cancer research
- **Red Earth Indigenous Immersion** trip to the Anangu Pitjantjatjara Yankunytjatjara (APY) lands in Central Australia.

Parent, student and teacher satisfaction

IGS parents and caregivers rated IGS in a number of key areas of performance early in 2019 using the Calnin International School Improvement Tool (CISIT).

The survey is modelled on the Harvard Balanced Scorecard management tool.

The confidential survey collects and analyses both quantitative and qualitative data to measure effective schooling, using key variables which are likely to make a difference to student outcomes, according to CISIT Director Dr Gerard Calnin, a Senior Research Fellow at the University of Melbourne's Graduate School of Education.

There were 524 respondents, a response rate of 26 per cent, and the ratings indicated that on the whole, respondents were satisfied with the School.

The survey attracted responses from parents and caregivers of students of all ages.

The greatest levels of satisfaction were with the School's "excellent range of subjects", students' enthusiasm about their learning, students' positivity about their school, "excellent relationships between students and teachers", the School's encouragement of participation in community activities, and the way "students from different backgrounds and cultures are treated respectfully" at the School.

Respondents indicated that they "receive regular communication" from the School, that they "feel welcome" at the School, and that they "are encouraged to participate in school activities".

Respondents were also particularly positive about "opportunities for students to participate in school life before and after school", and their access to an "excellent" range of co-curricular offerings, as well as their "access to excellent contemporary learning technologies".

The highest levels of satisfaction were with the School's ethos and values, its vibrant culture, the support provided by the teachers, and the opportunities on offer for students at IGS.

Parents and caregivers overwhelmingly agreed that students had respect for the Principal and that the Principal encourages a positive atmosphere in the school.

A majority of parents indicated they were "very satisfied" with their decision to send their child or children to IGS and that they were happy to recommend the School to other parents.

The survey has provided valuable feedback to indicate the need for continued focus on consistent high quality teaching, administration and communication, tuition affordability, student behaviour, and allocation of resources.

While a number of parents responded they were happy with the School "overall," there were also a number of suggestions for improvements.

This feedback included detailed comments about supporting consistent quality teaching, administration and communication, allocation of resources, management of student behaviour and affordability of tuition fees. It is being taken into account in planning and fine tuning of programs and processes.

The School thanks those members of our community who were able to take part in the survey.

Some parent comments:

"It's not perfect but we LOVE IGS. Great staff and atmosphere of unity, care and optimism."

"My child feels very happy at IGS."

"My children are always happy to go to school."

"IGS is truly a wonderful and remarkable place and the best school I have encountered in Sydney. Here children are encouraged and supported to be strong individuals, to embrace socially progressive values and to contribute to social change. In addition, when they are at school, ALL students are embraced and included given the strong culture of inclusivity and openness."

"We are looking forward in continuing our journey with IGS through to Year 12 and would not hesitate to recommend the school to any parent looking for a wholesome 13 years of schooling."



"The lunch time extra-curricular activities program is brilliant because it allows students to mix easily with other students and hence not to feel alone or marginalised. The focus on the arts and dramatics is a very positive part of the IGS experience. I particularly like the longer school day that students have as this usually means that they have less homework and home based assignments which works well for my children and our family. I am glad that there is an increasing awareness in the school about the importance of technology (coding, programming etc) learning and STEM subjects given the centrality of these for the future of this generation of students..."

"...I have witnessed a marked increase in happiness in both my children since they started IGS. They continually talk about older students being kind and inclusive and love tutor group."

"We are looking forward in continuing our journey with IGS through to Year 12 and would not hesitate to recommend the school to any parent looking for a wholesome 13 years of schooling."

"We are proud to send our child to IGS."

Summary of financial information



Enrolments are growing steadily and reached a high of 1,280 in 2019. This was due to the planned effect of the IGS growth strategy bolstering numbers in our Primary School.

Based on our Federal Government Socio-Economic Score (SES) of 122, IGS received \$4,409 million of 2019 Federal funding.

The 2019 State Government funding received was \$1,490 million.

Funding for 2020 is expected to remain at similar levels, with a nominal increase announced by the Australian Federal Government as they progress the implementation of the announced PIT model of funding that is based on parents capacity to contribute.

Increases in salary and on-costs were offset against additional revenue due to consistent growth in student numbers and nominal increases in student fees over the previous year. Overhead costs were within budget, and overall working capital remains strong.

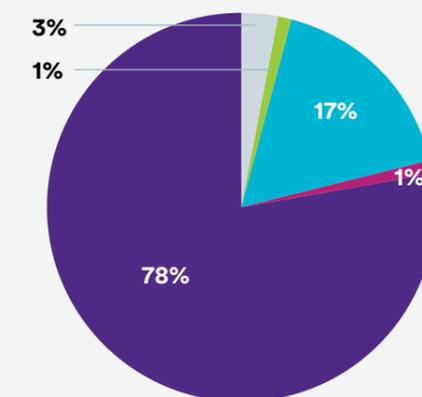
2019 saw the continuation of campus improvements, including use of the new Global Learning Centre for the Teaching and Learning of Languages, Imaginarium, Literarium and Counsellors' Suite. Further planning was carried out ahead of 2020 works on a Centre for the Dramatic Arts and IGS Bibliothèque, progressing the roll-out of the IGS Master Plan.

The charts on the following page show details of reported Income and Expenditure for 2018 and 2019. The increase in depreciation, provisions and amortisation costs in 2019 reflects the implementation of the new accounting standard AASB 16 Leases impacting the presentation of the school's leases in the financial statements.

The charts on the following page show details of reported Income and Expenditure for 2018 and 2019.

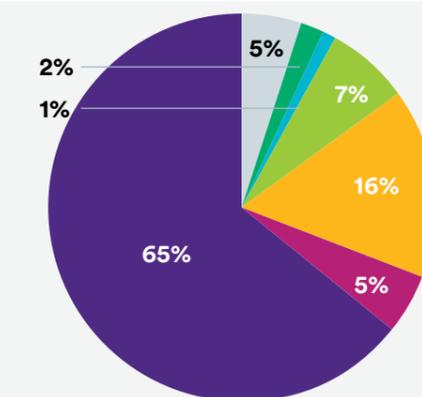
INCOME - 2018

- 78 Tuition Fees
- 1 Other Fees & Income
- 17 Federal/State Govt Grants
- 1 Donations (PTF & Building Fund)
- 3 Net Other Income



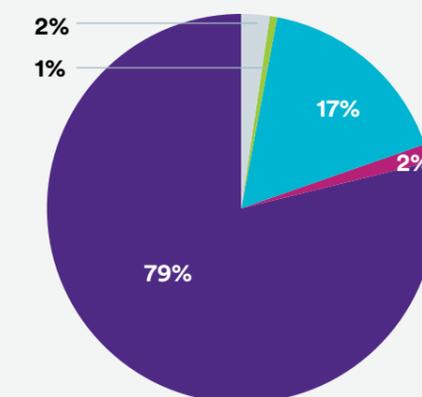
EXPENDITURE - 2018

- 65 Salaries & On Costs
- 5 Teaching & Learning Costs
- 16 Occupancy Costs
- 7 Administration Costs
- 1 Admissions, Community Engagement & Communications
- 2 Scholarships
- 5 Depreciation & Provisions



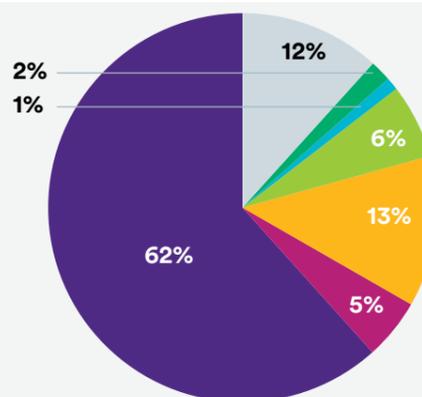
INCOME - 2019

- 79 Tuition Fees
- 2 Other Fees & Income
- 17 Federal/State Govt Grants
- 1 Donations (PTF & Building Fund)
- 2 Net Other Income



EXPENDITURE - 2019

- 62 Salaries & On Costs
- 5 Teaching & Learning Costs
- 13 Occupancy Costs
- 6 Administration Costs
- 1 Admissions, Community Engagement & Communications
- 2 Scholarships
- 12 Depreciation & Provisions



2019 IGS enrolment policy

IGS is a non-selective, co-educational, secular school which seeks to be representative of contemporary Australian society. As such, IGS is open to enrolment from any individual who adheres to the values and attitudes that underpin the culture and ethos of the School.

All enrolment offers are made at the discretion of the Principal.

Entry into the School will primarily be determined by the date the application is received by the School. Priority will, however, be given in the following circumstances (in order):

1. Where an applicant has a sibling at the School
2. Where the applicant is the child of a permanent member of staff at the School
3. Where an applicant has previously been enrolled at the School, and
4. Where one parent of the applicant has completed Year 12 at the School.

The School attempts to ensure that there is a reasonable balance of male and female students in each year group. Where gender imbalance exists in a year group, action may be taken to redress the imbalance.

In Preschool to Year 10, enrolment offers will be linked to, and conditional upon, the language/s allocated to the student. Upon acceptance, the student will study the language/s allocated until the year level at which the study of the language is no longer compulsory. For new enrolments at the commencement of Year 7 only, languages allocations will be made subsequent to enrolment offers.

Consideration will be given to the educational, social and emotional needs of all students in a year group prior to an offer of enrolment to a new student.

Entry points

In 2019 the main years of entry to International Grammar were Preschool (age 3), Year 5 and Year 7. Year 5 was a new intake year for the school starting in 2018 and the school was planning to add Kindergarten as an intake year in 2020.

Preschool students with regular attendance receive priority for entry into Kindergarten and are made an offer for Kindergarten enrolment during their Preschool year.

All Year 6 students are guaranteed a place in Year 7 and remaining places are offered to students on the waitlist. In 2019 this resulted in a Year 7 cohort made up of 66 per cent continuing students and 33 per cent new students.

Waiting lists

Applicants will be placed on a waiting list based on the date the application is received by the School, subject to the conditions listed above referring to siblings, children of permanent staff, returning students and children of alumni who have completed Year 12 at the School.

Student entry into Early Learning

The Policy for children entering Early Learning is as follows:

1. All children must turn three years of age by May 31.
2. Children cannot commence until their third birthday.
3. Children must be toilet trained before commencement, failing which the attendance of the child will be deferred.

IGS bullying prevention and intervention policy

The hazard – bullying

Bullying is the repeated and intentional behaviour of causing fear, distress or harm towards another person that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment. In any bullying incident there are likely to be three parties involved: the bully, the person being bullied, and bystanders.

Bullying can take many forms including:

- Physical bullying which involves physical actions such as hitting, pushing, obstructing or being used to hurt or intimidate someone. Damaging, stealing or hiding personal belongings is also a form of physical bullying.
- Psychological bullying which is when words or actions are used to cause psychological harm. Examples of psychological bullying include name calling, teasing or making fun of someone because of their actions, appearance, physical characteristics or cultural background.
- Indirect bullying which is when deliberate acts of exclusion or spreading of untrue stories are used to hurt or intimidate someone.
- Cyber bullying which is the ongoing abuse of power to threaten or harm another person using technology. Cyber bullying can occur in chat rooms, on social networking sites, through emails or on mobile phones.

What isn't bullying?

There are many negative situations which, whilst being potentially distressing for students, are not bullying.

These include:

- Mutual Conflict Situations which arise where there is disagreement between students but not an imbalance of power. Mutual conflict situations need to be closely monitored as they may evolve into a bullying situation.
- One-Off Acts (of aggression or meanness) including single incidents of loss of temper, shouting or swearing do not normally constitute bullying.

Signs of bullying

Major behavioural changes in a student may be indicative of bullying. Such behavioural changes may include:

- crying at night and having nightmares
- refusing to talk when asked "What's wrong?"
- having unexplained bruises, cuts or scratches
- an unwillingness or refusal to go to school
- feeling ill in the mornings
- a decline in quality of school work
- becoming withdrawn and lacking confidence
- beginning to bully siblings
- acting unreasonably.

IGS policy

IGS recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the School is respected and accepted.

Bullying is not tolerated at IGS.

It is our policy that:

- bullying be managed through a 'whole-of-School community' approach involving students, staff and parents/guardians
- bullying prevention strategies are implemented within the School on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students and parents/guardians to recognise bullying and respond appropriately
- bullying response strategies are tailored to the circumstances of each incident
- staff establish positive role models emphasising our no-bullying culture
- bullying prevention and intervention strategies are reviewed on an annual basis against best practice.

Bullying prevention strategies

IGS recognises that the implementation of wholeSchool prevention strategies is the most effective way of eliminating, or at least minimising incidents of bullying within our community.

The following initiatives form part of our overall bullying prevention strategy and our strategy to create a “no bullying” culture within the School:

- a structured curriculum and peer group support system, that provides age-appropriate information and skills relating to bullying (including cyber bullying) and bullying prevention, to students over the course of the academic year
- education, training and professional development of staff in bullying prevention and response strategies
- regular provision of information to parents/guardians, to raise awareness of bullying as a school community issue to equip them to recognise signs of bullying, as well as to provide them with clear paths for raising any concerns they may have relating to bullying directly with the School
- promotion of a supportive environment that encourages the development of positive relationships and communication between staff, students and parents/guardians
- promotion of responsible bystander behaviour amongst students, staff and parents/guardians
- reporting of incidents of alleged bullying by students, bystanders, parents/guardians and staff are encouraged, and made easy through the establishment of multiple reporting channels (as specified below)
- regular risk assessments of bullying within the School are undertaken by surveying students to identify bullying issues that may ordinarily go unnoticed by staff
- records of reported bullying incidents are maintained and analysed, in order to identify persistent bullies and/or victims and to implement targeted prevention strategies where appropriate
- statements supporting bullying prevention are included in students’ School diaries
- education of staff, students and parents/guardians on health conditions to promote understanding and to reduce stigma and fear
- anti-bullying posters are displayed strategically within the School
- promotion of student awareness and a ‘no-bullying’ environment by participating in events such as the National Day of Action Against Bullying and Violence.

Reporting bullying

Students and their parents/guardians are sometimes reluctant to pursue bullying incidents, for fear that it will only make matters worse.

A key part of the School’s bullying prevention and intervention strategy is to encourage reporting of bullying incidents as well as providing assurance to students who experience bullying (and parents/guardians) that:

- bullying is not tolerated within the School
- their concerns will be taken seriously
- the School has a clear strategy for dealing with bullying issues.

Bullying incidents can be advised to the School verbally (or in writing) through any of the following avenues:

- informing a trusted teacher
- informing the School psychologist
- informing a student’s head of house
- informing a student’s head of year or head of school
- informing the Deputy Principal or the Principal.

Responding to bullying

Bullying behaviours vary enormously in their extent and intent and, as a consequence, each incident needs to be dealt with on its facts.

In all circumstances the School:

- takes bullying incidents seriously
- provides assurance to the victim that they are not at fault and their confidentiality will be respected
- takes time to properly investigate the facts including discussing the incident with the victim, the bully and any bystanders
- takes time to understand any concerns of individuals involved
- maintains records of reported bullying incidents
- will escalate its response when dealing with persistent bullies and/or severe incidents.

Actions that may be taken when responding to bullying include:

- The “Method of Shared Concern” Approach (Pikas)
- The “No Blame” Approach (Maines & Robinson)

These approaches may be used to intervene in group or relational bullying situations. They are only appropriate during the initial stages. They are not appropriate for persistent or severe bullying incidents.

- notification of/consultation with parents/guardians
- offering counselling to persistent bullies/victims
- implementing effective follow up strategies
- disciplinary action, at the Principal’s discretion, including suspension and expulsion of persistent bullies, or in cases of severe incidents.

Bullying: Other support services

The following support services are available to students and staff:

Youth Liaison Officers

Youth Liaison Officers are NSW Police Force members who are responsible for administering the Young Offenders Act 1997 (NSW). They are responsible for delivering cautions, referring children to youth justice conferences, and implementing strategies to reduce crime by juveniles in the community.

The Youth Liaison Officer allocated to IGS is Constable Allison Kachoyan. The Youth Liaison Officer can be contacted on (02) 9265 6467.

Other Support Services

IGS also provides access to Counselling Services (Student).

Staff responsibilities

All staff are responsible to:

- model appropriate, respectful and supportive behaviour at all times
- deal with all reported and observed incidents of bullying in accordance with this policy
- ensure that any incident of bullying that they observe or is reported to them, is recorded appropriately
- be vigilant in monitoring students that have been identified as either persistent bullies or victims
- acknowledge the right of parents/guardians to speak with the School if they believe their child is being bullied.

Signage

Anti-bullying posters may be posted in strategic locations in the School to promote appropriate behaviour and encourage students to respect individual differences and diversity.

Implementation

This policy is implemented through a combination of:

- staff training
- student and parent/guardian education and information
- effective incident reporting procedures
- effective management of bullying incidents when reported
- the creation of a ‘no-bullying’ culture within the School community
- effective record keeping procedures
- initiation of corrective actions where necessary.

Discipline for breach of policy

- Where a staff member breaches this policy IGS will take disciplinary action, including in the case of serious breaches.



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