

# Annual Report

INTERNATIONAL GRAMMAR SCHOOL

2017



to the NSW Educational  
Standards Authority (NESA)



INTERNATIONAL  
GRAMMAR SCHOOL



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## A Message from the Chair

I am delighted to present the 2017 IGS School Board Chair's Report. This year has witnessed robust growth and enhancement of both IGS's campus and the School's teaching and learning offerings. I am also pleased to report significant progress in the development and implementation of new and sound governance structures.

The Board strongly supports IGS's unique place on the Sydney independent schools' landscape - the continuing achievements of the students through the School's bilingual vision; empowerment of students through their global outlook and strong sense of social justice; partnerships with several overseas schools through exchange; and nurturing of the arts through creative and highly successful music, drama and visual arts programs. These unique features position students wonderfully for an increasingly global, multicultural and ever-changing environment, and equip them with skills to live and work and contribute to a global society and economy.

In keeping with the strategic plan *Into the World 2016-2020*, IGS continued with its progressive roll-out of the IGS Masterplan initiatives, with the new Design Centre completed in October. The concept and design phases of the Global Learning Centre commenced, with construction earmarked for 2018.

We thank those in the school community whose generous donations through our Annual Giving campaign assisted in bringing these projects to fruition. Such enhancements will also lead the way to increasing the School's student intake with an additional Kindergarten class in 2019, and the successful bringing forward of our Growth Strategy by establishing a new Year 5 intake for 2018.

IGS maintained its sound financial position throughout the year, with sufficient reserves to deliver its strategic initiatives. Working capital remained strong as the School enters a period of planned growth, delivering surpluses and addressing its risks.

2017 saw the Australian Government's Quality Schools funding package introduced. IGS is well placed to absorb changes, with the revised funding regime not expecting to have any material impact on IGS's liquidity levels.

We were delighted with our students' outstanding academic results across all areas of the School in 2017, in particular their external test results. Students engaged in

diverse learning opportunities and developed new passions both in and out of the classroom, locally and internationally.

Science, Technology, Engineering, Arts and Mathematics (STEAM) opportunities were expanded with the inaugural NASA Astronaut Training Expedition to the US.

Late in 2017, Principal Shauna Colnan travelled to Europe, renewing long-held partnerships with our valued exchange schools in France, Germany, Italy and Spain. She also visited Oxford Royale to establish a program at their summer school for 2018.

Director of Advancement Julia Glass met Ms Colnan in London for an IGS alumni reunion which included former Acting Principal and England Rugby Team Head Coach Eddie Jones, Board member Professor Liam Semler, past staff, alumni and friends of the School.

Ms Colnan continued on to New York to create a relationship with The British International School of New York, and establish a teacher exchange program for IGS teachers.

I congratulate Principal Shauna Colnan on her wonderful leadership and thank her and her staff for their dedication, energy and professionalism in their work with our students and the wider IGS community.

The Board met on seven (7) occasions during 2017 (see table of attendance below). The Board also held a Planning Day in July to progress work on a new Constitution for IGS. Other significant governance work included the development of a Skills Matrix to guide the process of recruitment of Directors; and revision and updating of the Board Code of Conduct. During 2017, various Board Sub-Committees contributed significantly to progressing the work of the Board.

I would like to thank the Members of the Board for their ongoing support for IGS and also offer a special thank you to the outgoing Board Directors Annette Cairnduff and Tony Pearson for their commitment to the governance of IGS. We welcomed Vince Tropicano to the Board in August and thank him for his contributions.

I look forward to leading the School Board into 2018.

### Dr Marie Leech IGS School Board Chair 2017

DIRECTORS' MEETINGS	Number eligible to attend	Number attended
Dr Marie Leech	7	7
Rita Fin	8	7
Michael Heenan	8	7
Professor Liam Semler	8	6
Vince Tropicano	2	2
Judith Waldock	8	6
Annette Cairnduff	6	4
Peter Macarthur	5	3
Tony Pearson	6	6
Andrew Rothery	1	0



## A Message from the Principal

2017 was a year of expanding opportunities for our students and one of remarkable accomplishments. Our students have worked very hard and they excelled across diverse fields while the School's reputation continued to grow from strength to strength in the wider world.

Importantly, our founding Principal Professor Reg St Leon was awarded a Medal in the Order of Australia for establishing our School. This award brought lifetime acknowledgement for Reg and marked out IGS for special recognition as a successful educational project.

Our School's bilingual focus was celebrated in *The Sydney Morning Herald's* 27 July 2017 feature, *Bilingual education: A good idea in anyone's language*.

In that article, I expressed the notion that bilingualism is not just an advantage, linguistically and cognitively. It is not just a leg-up for our students in the economic globally connected world, though it is certainly increasingly all of that.

It is so much more.

Ninth century emperor Charlemagne put it best when he said that to know two languages is to possess a second soul.

During 2017, we built upon our School commitment to the 20 Indigenous scholars in our community in a range of ways, including adapting our Early Learning Good Morning Song, to include the Aboriginal language of the Dharug people of Western Sydney.

Each morning now in Early Learning at IGS, we hear our youngest learners singing in English, French, German, Italian, Japanese, Mandarin and Dharug.

The School's global partnerships flourished in 2017 with more intercultural and academic experiences abroad offered than ever before.

In 2017, new entries to our flagship global education program included an art and design tour of Venice, Paris, Florence and New York, a space camp to NASA, and a history tour to Germany and the Czech Republic.

In October, I trod the path of my predecessors, and visited our European exchange schools, meeting with each of the Principals. We formally renewed our long-term partnerships and developed new ideas for the future.

In each school, I heard a remarkably similar story about IGS students: confident, curious, easy going, fun to be with, open, affable, flexible, even urbane, and linguistically superior.

Closer to home, enhancement of the learning environment at IGS has remained on our agenda.

In keeping with our Master Plan, we engaged award-winning architects BVN to work with us to design a new Global Learning Centre for the Teaching and Learning of Languages in the iconic Kerrie Murphy Building, with construction to commence in 2018.

Our strategic plan *Into the World 2016-2020* was further advanced with the opening of the new Design Centre in the Wright Building, an inspiring makerspace including three studios - the Bauhaus, Vivienne Westwood and Miyazaki - in addition to the breakout learning spaces of DT lane and DT courtyard resplendent with a vibrant mural by artist Brad Eastman.

The Design Centre will facilitate excellence in design education at IGS for generations to come.

The School continued to achieve well above the State in all areas of NAPLAN and the graduating Class of 2017 achieved strong HSC results including two All Round Achievers, 59 Distinguished Achievers and 117 honourable mentions.

In the HSC showcases, an impressive 15 nominations and four selections came in for ARTEXPRESS, ENCORE, OnSTAGE and Shape 2017 (Design and Technology).

Curriculum developments in 2017 saw the introduction of Chinese into Early Learning as a core language, along with Drama in Year 8, Photography and Digital Media in Years 9 and 10, and Aboriginal Studies for the HSC.

Our commitment to curriculum expansion was also reflected in detailed planning for the introduction of Philosophy for Year 7 in 2018, along with Legal Studies, Investigating Science, and Textiles and Design for the HSC. Our students now have more choice in the curriculum than ever before.

There is nothing like the arts to bring joy, build a sense of belonging, enhance the cultural life of the school and transform lives for the better. Arts Fest and the unique IGS Middle Years SAGE Program are testament to this.

Beyond the classroom in 2017, opportunities expanded in exciting ways. We had our first full Shakespearean production *The Comedy of Errors* and staged *Chitty Chitty Bang Bang* with a huge cast of students from across the School.

We celebrated a vibrant SAGE Week together in November, with Year 7's Shakespeare Boot Camp, Year 8's The Rocks Quest, Year 9's Opera on Kelly, and Year 10's reflections, explorations and creative responses in *Tasmania - Writing the Island*.

Throughout 2017, IGS teachers taught with passion and care and engaged in valuable professional development, while our students excelled academically and learnt more about leadership, cyber safety and wellbeing.

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**The School's global partnerships flourished in 2017 with more intercultural and academic experiences offered than ever before.**

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As always, we appreciated the support of our community, including our Parents, Teachers and Friends Association (PTF) which collaborated to present four IGS Community Learning Program forums in 2017. Topics included *Mental Health First Aid for Parents*, *Raising an Ethical Child* and *The Impact of Parents' Words on Children*.

2017 was a busy, fun, successful year, filled with new ideas being enacted by my creative colleagues, by our amazing parent body and by our wonderful students. I look forward to the journey ahead and to leading our extraordinary school into 2018!

Thank you!

**Shauna Colnan**  
Principal



## Reflections from the 2017 student leaders

We often talk about the spirit of IGS. For me this spirit is seen every day in the people we greet every day as we walk down those corridors. I love our values of compassion, acceptance, tolerance, creativity and innovation.

IGS takes young kids and encourages them to be free-thinking and independent human beings and I'm so proud to be a part of that. IGS students are so well placed to make a contribution in this world.

This school and the people in it have done everything in their power to make me feel safe and secure. You have created an environment where people like me can feel like we belong and we can thrive, and I am so incredibly in debt to this School.

### Jamie Heath, Head Boy 2017

IGS really is an incredible place, and like many, I feel so fortunate to have spent so many years within its walls. It has provided me with a world of opportunities, while ensuring a safe and comfortable environment.

In 1986, IGS students stood outside Parliament House on Macquarie Street as they also did, locked outside of their Riley Street campus. In both scenarios they protested against the attempted dismantling of their School.

This tradition of affirming what you believe in is ingrained in every IGS student who passes through the School.

### Pickle Howe Head Girl 2017

## Message from the PTF

In 2017 the Parents, Teachers and Friends Association (PTF) hosted Community Meetings once a term with the aim of enhancing communication amongst parents, caregivers, staff and teachers. Topics included a Year 12 student panel, a staff panel to discuss the Science, Technology, Engineering, Arts and Mathematics (STEAM) program at IGS, a wellbeing discussion panel, and a presentation by Head of Research and Innovative Learning Jacqui Baker to discuss recent changes to the HSC.

The PTF-sponsored IGS Community Learning Program in 2017 covered porn-wise parenting, raising an ethical child, the impact of parents' words on children and a repeat of the two-day "Mental Health First Aid Training for Parents" course.

The 2017 IGS Trivia Night was the first whole-school event organised by the PTF under the auspices of the IGS Board Sub-Committee for Philanthropy and Community Relations, and 180 parents, caregivers, teachers, staff and friends attended. The PTF also organised a raffle and silent auction. As a result of these initiatives, more than \$16,000 was raised for additional resources for the future Global Learning Centre for the Teaching and Learning of Languages.

The other key PTF hosted event for parents, caregivers and teachers was the Welcome to Parents evening held at the beginning of the school year.

**The PTF continues to support the School in new and ongoing initiatives to benefit the students of IGS. In 2017 these included International Day, literacy, STEAM, sustainability and wellbeing. Key activities included:**

- creating activities for Book Week in the Primary Library, including the construction of a "sensory inspiring" Fun Tunnel for students to crawl through
- assisting Primary STEAM Innovator Michelle Sullivan to organise and promote Movie Nights for Primary students to raise funds for Primary STEAM resources
- preparing for, and assisting on the day of, the Primary Languages STEAM incursion and student activities during Science Week.

The PTF and the School started to combine their sustainability initiatives. For example, the inaugural end-of-year "Sustainable Futures Fair" combined Year 9 Enterprise Day, the Sustainable Futures student team's fund-raising efforts and the PTF's secondhand sale.

In addition to the Community Meeting panel discussion on student wellbeing, the PTF supported R U OK?DAY activities and the annual Year 9 to Year 12 Girls' Sleepover, to promote awareness of mental health and wellbeing.

A highlight of the Primary School calendar is the Primary Disco. In 2017, 465 children attended, representing almost 90 per cent of all Primary students. More than 100 parents and caregivers

volunteered to ensure a fun and safe evening, along with Canteen and other staff, educators and Out of School Hours (OOSH) staff.

The PTF has for many years supported the community with the sale of secondhand uniforms, textbooks and musical instruments, as well as the weekly review and return of lost property items.

**The PTF continues to support the School in new and ongoing initiatives to benefit the students of IGS. In 2017 these included International Day, literacy, STEAM, sustainability and wellbeing.**

Class and Year PTF Representatives from Early Learning through Primary to High School provide a social network for parents and students to interact outside school. These volunteers organise social events as well as the Year 10 Formal, Year 12 Formal and the Year 6 Farewell Carnival.

Many thanks to the 2017 PTF Committee and all the parent and caregiver volunteers who donated their skills and time throughout to support the activities of the PTF.

**Andrea Belunek  
2017 PTF President**



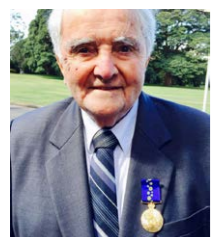
Of all students from Preschool to Year 12, 25.7 per cent lived in households where English is not the first or home language and where more than one language is spoken.

## 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 the present enrolment of 1,200 students from Preschool to Year 12. We now occupy a unique inner-city campus in Ultimo, on the cosmopolitan western fringe of the CBD.

celebration of diversity would be the cornerstones for our values based educational programs. Our commitment to bilingualism then and now places our school at the cutting edge of innovative and holistic education practices that focus upon the development in our students of attitudes of trust, resilience, respect, responsibility and acceptance.



**The founding Principal, Professor Reginald St Leon OAM, was awarded the the Medal of the Order of Australia in June 2017 for his service to the multicultural community, and to education.**

The founding Principal, Professor Reginald St Leon OAM, was awarded the the Medal of the Order of Australia in June 2017 for his service to the multicultural community, and to education. He conceived International Grammar School as a place where acceptance of difference and

### 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.

A new Primary building at 1 Macarthur Street, adjacent to the two buildings in Kelly Street, was constructed and opened in 2011 under the Federal Government's Building the Education Revolution (BER) program. This purpose-built facility includes a new Primary Library, indoor wet weather play area, languages staff offices, other administration areas and a multi-purpose space on Level 3.

And in May 2015, IGS acquired a small property at 77-79 Bay Street into which a senior Art Studio and the Community Relations Directorate relocated in 2017.

### Student population

At the end of Term 4 2017, there were 1,234 full time enrolments comprising 615 Senior (high) School students; 510 Junior (primary) School students; and 109 children in Preschool and Transition (aged three to five years).

Twenty-two Indigenous students (1.78 per cent of the school population) were enrolled across the School.

46.2 per cent of the student population was female and 53.8 per cent male. Of all students from Preschool to Year 12, 25.7 per cent lived in households where English is not the first or home language and where more than one language is spoken. See Section 9 for more information about students' backgrounds.

### 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 outstanding. It is the individuals - their character, maturity and integrity - who speak most strongly for our School.



Curriculum developments in 2017 included planning for the introduction of Chinese (Mandarin) as a fifth language into Preschool in 2018.



**Highlights of 2017**

**Campus, curriculum and community enhancements**

Under the Strategic Plan *Into the World 2016-2020*, exciting new spaces are emerging through the reimagining of our campus. Planned in collaboration with UTS's School of Architecture, our Design Centre in the Wright Building was opened in 2017. Planning began on the Global Learning Centre for the Teaching and Learning of Languages in the iconic Kerrie Murphy Building and an Imaginarium in the Wright Building.

IGS's unique Middle Years SAGE program engaged students from Years 7 to 10 for the first time in the same week during 2017, from 13 to 17 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 experienced Writing the Island in Tasmania.

Curriculum developments in 2017 included planning for the introduction of Chinese (Mandarin) as a fifth language into Preschool in 2018, along with Philosophy for Year 7 and the launch of the two-unit HSC courses Aboriginal Studies, Legal Studies, Investigating Science and Textiles and Design.

IGS's global partnerships flourished with more intercultural and academic experiences offered than ever before. Our traditional Languages Exchange program took more than 100 students to or from Europe or Asia and as many more participated in other tours including Antipodeans Abroad and Red Earth Connections.

The STEAM scene also flourished with the IGS robotics team, rIGS team, taking part in the international Zero Robotics competition, in which students can compete to program robots on the International Space Station.

The Community Learning Program, supported by the IGS Parents, Teachers and Friends Association (PTF), provided four highly successful forums in 2017.

Many exceptional achievements in music, drama, film, sport and co-curricular activities are highlighted on pages 12 and 13.

**Relationships and connections beyond the School**

Our global partnerships continued to flourish with close to 200 students participating in languages exchange or other inter-cultural and academic experience overseas.

Exchanges took place with Rovereto, Italy; Montpellier and Valbonne, France; Tokyo, Japan; and Madrid, Spain.

IGS also hosted teachers and a group of 24 Primary School students from Duijiangyan Guangming Tuanjie Primary School in China.

IGS's Memorandum of Understanding with University of Sydney's Brain and Mind Research Institute continued.

Renowned saxophone quartet and musicians-in residence NEXAS mentored students.

**Students had the opportunity to take part in three extraordinary international tours:**

- the inaugural NASA astronaut training tour to the US in July
- the History group tour of Germany and the Czech Republic in June and July
- an Art and Design Tour of Venice, Florence, Paris and New York.

Year 9 headed west in July for the fourth time, to undertake the 2017 IGS Red Earth Tour to Central Australia for immersion in the Anangu Pitjantjatjara Yankunytjatjara (APY) lands.

Our Indigenous journey continued as the School engaged formally with AIME and our Koori Club ambassadors Dame Professor Marie Bashir and Richard Glover. IGS attended Indigenous Literacy Day at the Sydney Opera House with Upper Primary Indigenous Students and the Primary Library Leaders. Our Primary students also highlighted their connection to the community at the yearly Reconciliation week assembly and raised money to donate books to the Redfern Jarjum College in Redfern.

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

Parents, caregivers and alumni mentored senior students throughout the year and offered creative partnerships for students in media and film.

During HSC Preparation Week, as Year 11 began their transition into Year 12, they heard from former IGS parent Derek Leddie who discussed ways of keeping stress at bay.

Other parents shared their experiences of specialties as diverse as trading on the stock market and producing television series, and shared advice on increasing professional networks, interview preparation, and how to create great CVs.

Popular visiting authors included Libby Gleeson, Kate and Jol Temple, Antonia Pesenti, Morris Gleitzman, Tim Harris, Yves Stening, Oliver Phommavanh and our own Stuart Daly.



Above: IGS Red Earth Tour to Central Australia



**IGS in the news**

Media coverage in mainstream and local media included *Bilingual education: A good idea in anyone's language*, a feature article in *The Sydney Morning Herald* quoting Principal Shauna Colnan on the details and benefits of an IGS education and acknowledging the awarding of a Medal of the Order of Australia to the School's founder, Professor Reg St Leon OAM.

Some 14 IGS students in Years 5 and 6 featured in an ABC ME series, *The Mindfulness Toolkit*, students took part in ABC TV's Q&A program on voting eligibility, and IGS Teacher in Residence Phil Beadle received coverage in the *Inner West Courier* and ABC Radio.

Year 11 student Mi-kaisha Masella featured on the cover of *City Hub* for her musical performances during National Aborigines and Islanders Day Observance Committee (NAIDOC) celebration in Sydney, and Junior School students Max Braun and Jonas Meyer were featured in *The Sydney Morning Herald* for winning prize in the 2016 Young ICT Explorer's national awards.

Maxine Baker was featured in *Central Sydney* for winning second place in the Australian Children's Music Foundation's national songwriting competition and securing a recording contract in Nashville.

Facebook and LinkedIn continued to be popular, and Instagram and Twitter channels were added in 2017.

**External academic competitions**

The 2017 UNSW Global ICAS competitions saw a number of IGS Primary School students demonstrate excellence across a broad range of disciplines. In the Science competition, one student achieved High Distinction and 11 students achieved Distinctions. In the Mathematics competition, three students were awarded High Distinctions and nine students were awarded Distinctions. Six students were awarded Distinctions in the Spelling competition and 10 students achieved Distinctions in Digital Technologies. Six students were awarded High Distinctions and six awarded Distinctions in the English competition.



Above: Maxine Baker

IGS students competed in the international Brebas Computational Thinking Challenge for the first time in 2017, with 26 students being awarded Distinctions. The IGS Mock Trial team successfully made it to the knock-out round and students from Years 5 to 8 participated in the HICES Music Festival.



Speech Night 2017

Fifty per cent of IGS entrants achieved Distinctions or High Distinctions in the Australian History Schools competition with one student placing third in NSW and fifth nationally. In the Australian Geography Schools Competition, one student achieved High Distinctions and two students achieved Distinctions.

Details of IGS results in NAPLAN and the Higher School Certificate are on page 16.

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## External sporting competitions

### Primary School

- One boy was named All Suburbs Independent School Sport Association (ASISSA)
- Swimming Age Champion (Under 12)
- One boy and two girls attained ASISSA Cross Country Age Champion (Under 9, 10 and 11)
- One boy attained NSW Primary Schools Sports Association (NSWPSSA) Athletics Competition
- Two boys students were selected in the ASISSA Football Team
- One student competed at Nationals for Ice Skating.

### High School

- Four students were named CDSSA Swimming Age Champions (Under 13, 6, 16 and 18)
- One boy was named AICES Swimming Age Champion (Under 16)
- One boy was named Combined Districts Secondary Sports Association (CDSSA) Cross Country Age Champion (Under 16)
- Four students were named CDSSA Athletics Age Champion (Under 16, 17 and 18)
- Three students competed at NSW All Schools Athletics Competition
- Two students competed at Nationals for Athletics
- One student was named in Combined Independent Schools (CIS) Open Volleyball Team
- 21 students were named as CDSSA Team Representatives across Basketball, Netball, Touch Football and Soccer.

## Co-curricular and other opportunities

For our youngest learners, Book Week incorporated an Early Learning Book Parade for the first time in 2017.

Chinese was successfully introduced into Preschool, an addition to the existing language options of French, German, Italian, Japanese, Chinese and English for all students until Year 7, when Spanish is added to the mix.

Kindergarten students were introduced to mindfulness by Primary educators Christina Cosolito and David Engelbert.

In Music, a new Year 3 extension program was devised by Director of Music Alison Housley and supported by string tutor Shaun Warden, and a Year 6 ukulele program was introduced.

The wide range of performances in 2017 for students of all ages included the Year 11 play, the IGS production of Shakespeare's *The Comedy of Errors*, and performances in regional and state carnivals.

The integration of English and Drama in Year 7 and 8 (one English lesson a week in which English outcomes are taught in Drama) produced some magnificent Shakespeare Festival productions with students interpreting a multitude of scenes from *A Midsummer Night's Dream*.

Together, IGS celebrated 2017 International Day through the theme of International Film and Theatre, with performances taking place throughout the day in our Drama Space, along with many other activities.

There were a number of exciting Open Night performances and Drama Showcase evenings for senior students.

An Innovation Fair included presentations from Music staff on Scratch Coding and Makey Makey Kits, Little Bits and Sound Lounge.

By Term 4, students of all ages were enjoying our newly completed Design and Technology spaces.

STEAM activities steamed ahead, with another NASA trip, a Robotics and Coding Club and the pilot Digital Innovation (DI) High initiative.

The wide range of co-curricular activities for students of all ages further diversified with the inaugural Year 11 Scuba Diving Club.



Above: The inaugural Year 11 Scuba Diving Club.

Top, left to right:

Primary Athletics Carnival 2017

Human Society and Its Environment (HSIE) Director  
David Miller, Finn Barker-Tomkins and Principal  
Shauna Colnan

Patrick Flood of Year 12

Students experiencing astronaut training at NASA  
in the US

## Student outcomes in standardised national literacy and numeracy testing

### NAPLAN

Years 3, 5, 7 and 9 students participated in the National Assessment Program for Literacy and Numeracy (NAPLAN). In 2017, IGS students excelled in all areas of literacy and numeracy. In particular, IGS student means for each of Years 3, 5, 7 and 9 were higher than state means and higher than or equivalent to means for NSW Independent schools across all test areas.

Of key importance, we saw positive outcomes for our specific strategies in literacy and numeracy across all year groups. We were particularly pleased to have achieved our highest ever mean scores over a three-year period for Year 3 numeracy, Year 5 literacy and numeracy, Year 7 numeracy and Year 9 in all test areas in both literacy and numeracy. These results are a validation of our approach and commitment to the development of student skills in literacy and numeracy.

For Year 9 students, these NAPLAN tests were the first opportunity to meet minimum requirements in literacy and numeracy for their HSC under the new HSC reforms. The percentage of Year 9 students at IGS who achieved a Band 8 or higher were

<b>Reading</b>	<b>90%</b>	<b>(75% in NSW Independent schools, 58% in all NSW schools)</b>
<b>Writing</b>	<b>74%</b>	<b>(61% in NSW Independent schools, 45% in all NSW schools)</b>
<b>Numeracy</b>	<b>88%</b>	<b>(77% in NSW Independent schools, 59% in all NSW schools)</b>

TABLE 1: Literacy test results showing percentages of students in highest three bands (rounded to nearest whole)

TABLE 2: Numeracy test results showing percentages of students in highest three bands (rounded to nearest whole)



### Literacy

Year	Reading	Persuasive Writing	Spelling	Grammar & Punctuation
<b>Year 3</b>				
State	74	76	74	76
IGS	85	90	88	90
<b>Year 5</b>				
State	66	48	68	62
IGS	91	61	86	86
<b>Year 7</b>				
State	60	43	68	60
IGS	84	51	78	80
<b>Year 9</b>				
State	58	45	55	52
IGS	90	72	82	82

TABLE 1

### Numeracy

Year	Reading	Persuasive Writing	Spelling	Grammar & Punctuation
<b>Year 3</b>				
State	71			
IGS	92			
<b>Year 5</b>				
State	62			
IGS	85			
<b>Year 7</b>				
State	64			
IGS	86			
<b>Year 9</b>				
State	59			
IGS	88			

TABLE 2

## Record of School Achievement (RoSA)

In 2017 96 students in Year 10 were awarded the RoSA with 25 students accelerating in Preliminary Mathematics or their continuer language study. 102 students were awarded their Preliminary Higher School Certificate with 28 of these students accelerating in HSC Mathematics, languages. RoSA Grades for both Years 10 and 11 were well above the State in all areas.

### Higher School Certificate

We were delighted with the 2017 HSC results. 94 Year 12 students from our school were awarded the NSW Higher School Certificate. One student achieved a mark of 100 in Mathematics Extension 1. Two students made the prestigious All-round Achievers list.

A total of 12 Year 11 students accelerated in Mathematics one year ahead of their cohort. Of those, marks ranged from 79 to 99 with an average of 88 for this group.

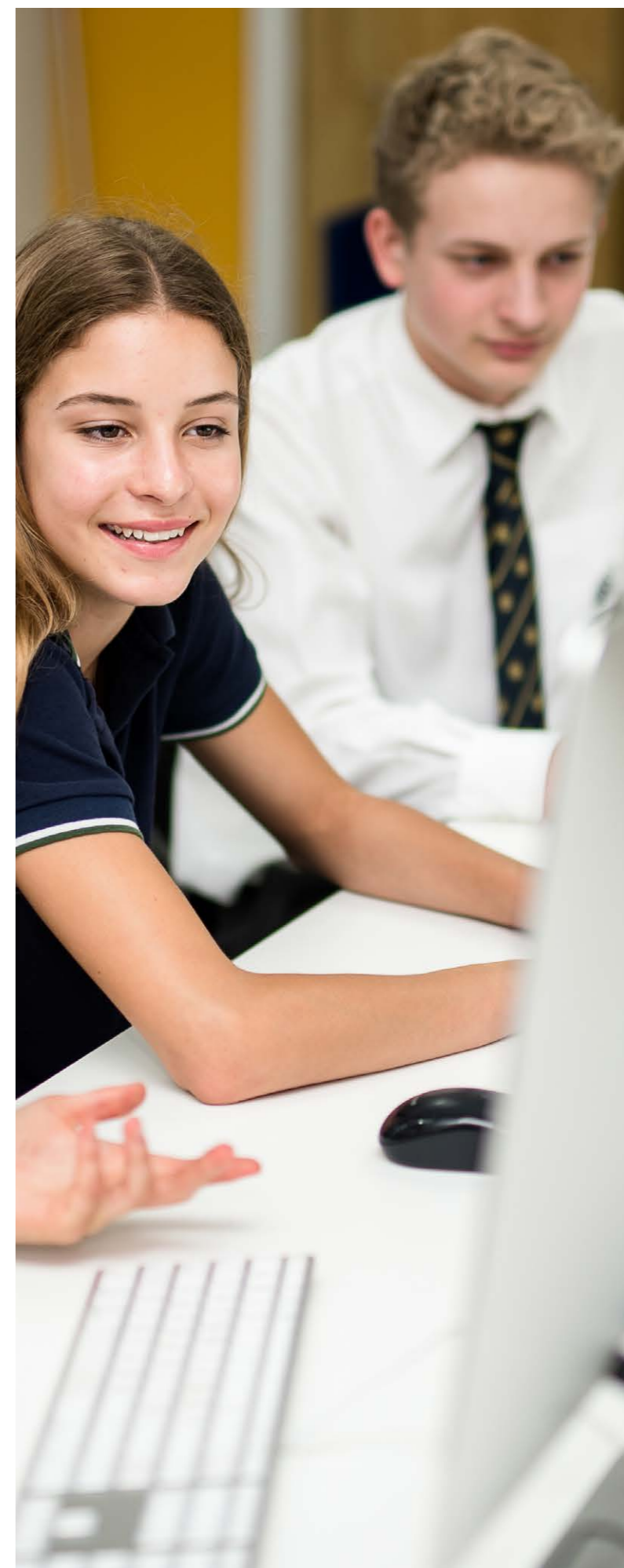
In 2017, 19 students accelerated in their continuer language study with results ranging from 82 to 94 and a mean of 87. One Year 10 student accelerated in French Continuers, achieving a result of 92.

There were 59 IGS students who were awarded an Honour Roll mention in at least one course with 117 Honour Roll mentions in total for the School.

We remain proud of the standard of the science results with all three courses of Biology, Chemistry and Physics achieving results well above the state mean.

IGS students performed above the State mean on 85 percent of courses, with Creative and performing arts, Japanese and Physics students performing well above the State means.

An impressive 48 per cent of IGS students studied one or more Extension courses. Together, 82 per cent of Extension course results were in the top two performance bands.



#### 4. Secondary Student Outcomes

Course	Students	Band 6		Band 5		Band 4	
		%IGS	%NSW	%IGS	%NSW	%IGS	%NSW
Aboriginal Studies*	1	100	13	-	13	-	19
Ancient History	15	-	9	40	27	27	25
Biology	25	24	12	32	27	36	29
Business Studies*	2	-	8	50	28	50	28
Chemistry	17	24	9	35	33	29	28
Design and Technology	15	-	11	67	32	27	34
Drama	25	28	13	44	29	24	42
Economics	21	24	14	38	35	10	25
English Standard	27	-	1	33	15	41	39
English Advanced	67	6	15	72	48	19	28
Geography	23	-	8	57	34	26	31
Mathematics General 2	19	-	7	42	19	26	25
Mathematics	44	11	23	32	30	25	21
Modern History	37	8	9	49	30	27	32
Music 1	9	44	20	56	45	-	24
Music 2	7	43	37	43	52	14	11
PDHPE	20	10	9	45	22	30	29
Physics	14	29	11	29	23	36	33
Senior Science*	1	-	6	-	18	-	35
Visual Arts	31	61	13	32	42	6	35
Chinese Continuers	1	-	45	100	34	-	9
Chinese in Context*	1	100	40	-	48	-	12
French Continuers	18	22	26	61	40	17	24
German Continuers	5	-	26	100	33	-	29
Italian Continuers	16	44	22	25	34	31	30
Japanese Continuers	6	83	28	17	33	-	21
Spanish Beginners*	1	-	13	-	34	100	32
Spanish Continuers	10	-	6	70	38	20	36
Ukrainian Continuers*	1	-	20	100	80	-	-
Human Services*	2	-	2	-	17	100	43



Course	Students	Band E4		Band E3	
		%IGS	%NSW	%IGS	%NSW
English Extension 2	14	21	21	64	57
Mathematics Extension 1	21	33	38	29	44
Mathematics Extension 2	7	43	34	43	50
History Extension	12	25	22	50	58
Music Extension	5	60	63	20	32
French Extension	3	33	40	67	53
German Extension	1	100	41	-	59
Italian Extension	5	60	49	40	49
Japanese Extension	4	50	37	50	53

TABLES:  
Higher School Certificate  
results - 2017

\* Course studied elsewhere



## Professional learning, teaching standards, attendance and retention rates

2017 saw many wonderful initiatives for staff professional learning programs. A key highlight year was the Digital Innovation Fair which brought together dozens of technology suppliers as well IGS clubs and programs. At the Fair, IGS students and staff visited stalls and saw the future of educational technology.

Staff professional development grew from strength to strength during 2017 with a total of more than 3,700 hours of professional learning being completed by staff. A great deal of this was achieved outside of school hours to minimise impact on student learning.

2017 saw our first ever Teacher in Residence with the world-renowned Phil Beadle, an award-winning teacher and writer from the UK who spent the first week of Term 3 in the School providing inspirational workshops to staff on student engagement and behaviour management. Phil also worked with some of our students in a highly engaging *Macbeth* masterclass.

Ahead of the introduction of the Year 7 Philosophy program a number of staff trained in the Philosophy for Children pedagogies.

Several of our staff achieved important professional milestones this year. Numerous staff attained Proficient Teacher accreditation through the NSW Educational Standards Authority (NESA). One staff member was also acknowledged by the Independent Schools Teacher Accreditation Authority after achieving Experienced Teacher accreditation. A number of our staff were also engaged in further study throughout the year, working towards Masters and Doctoral degrees.

As in previous years, IGS staff have continued to support the development of the teaching profession. This year saw more than 40 student teachers engage in their professional practicums at IGS. Students from across Sydney and regional NSW universities completed studies at the School, as well as several international students through our international internship program. These students were ably supported by IGS staff and greatly added to the vibrancy and diversity of the School.

As optimising student learning and wellbeing are always in focus, and as many of our subjects are taught from Preschool through to Year 12, including languages and music, students of all ages benefited from professional development for a wide range of our staff in 2017.

Description of professional learning activity	Number of staff participating
<b>General professional learning on pedagogy</b>	
Teaching study skills	48
Symposium on transformational teaching	117
Forum on high school student management	23
Understanding HSC reforms forum	2
Philosophy in schools workshops	16
Workshop on improving writing across the curriculum	14
Assessment symposium	3
Workshop on positive behaviour management	13
Conference on gifted and talented students	1
<b>Professional learning on teaching standards</b>	
National summit for Highly Accomplished teachers	2
Workshop on understanding Highly Accomplished and Lead Teacher standards	1
Workshop on supporting teachers through accreditation	1
<b>Student care</b>	
Workshop on identifying student safety needs	91
Forum on supporting LGBTIQ+ students	10
Conference on mental health and school-based support	3
Conference on supporting transgender students	2
School counsellors conference	1
Workshop on dealing with the impacts of pornography on students	1
Mental health and cyber safety conference	1
<b>Students with special and particular needs</b>	
Workshop on practical strategies for teaching students with Autism Spectrum Disorder (ASD)	29
International conference on ASD	2
Workshop on Nationally Consistent Collection of Data teacher judgments	1
ASD training	1
Understanding occupational therapy workshop	1
International conference on Gifted and Talented education	1
Conference on dyslexia	1
<b>Technology training</b>	
Using Canvas Learning Management System (LMS) with primary classes	32
Workshop on digital citizenship	31
Conference on educational innovation	1
Conference on management of ICT	2
Workshop on Science, Technology, Engineering and Mathematics (STEM) programs	2
Planning for primary STEM programs workshop	1
Workshop on Lego robotics	3
Makerspace workshop	1

Description of professional learning activity	Number of staff participating
<b>Indigenous and intercultural understanding</b>	
Workshop on teaching Indigenous students	90
Conference on Indigenous education	2
National Indigenous education forum	1
<b>English</b>	
Stage 6 curriculum familiarisation workshop	2
<b>Science</b>	
Physics teachers' conference	2
Workshop on test design in science	1
Stage 6 curriculum familiarisation workshop	2
<b>Mathematics</b>	
Workshop on teaching HSC Mathematics	1
Mathematics leaders conference	1
Stage 6 curriculum familiarisation workshop	3
Workshop on assessment for learning in Mathematics	1
Workshop on teaching Mathematics Extension 1	1
<b>HSIE</b>	
Economics teachers' conference	2
Environmental education conference	1
State History teachers' conference	2
<b>Languages</b>	
National Language Conference	3
Workshop on using film in language teaching	1
German teaching conference	2
Chinese teachers' conference	1
<b>Visual Arts and Design</b>	
Technology learning conference	2
National technology in education conference	1
Visual Arts conference	3
<b>Music</b>	
Conference on using Orff music education methods	7
Workshop on trends on music education	1
<b>PDHPE</b>	
Conference on teaching Stage 6 PDHPE	1
Conference for Heads of Sport	1
Staff forum on visible thinking routines in PDHPE	18

Description of professional learning activity	Number of staff participating
<b>Drama</b>	
School drama workshop	4
French drama workshop	1
Using the 4Cs in drama pedagogy conference	1
<b>Library and careers</b>	
Careers advisors conference	1
State Librarians Conference	1
Workshop on understanding UAC requirements	1
<b>Literacy</b>	
Kindergarten to Year 2 Primary literacy workshop	10
Guided reading workshop	2
Synthetic phonics workshop	1
Phonics conference	1
<b>Numeracy</b>	
Workshop on mathematics pedagogy	1
<b>Science and technology</b>	
Conference on Primary Science and technology	1
Primary technology workshop	32
<b>General</b>	
Primary education conference	1
<b>Educational leadership</b>	
International Innovative learning conference	2
Conference on curriculum leadership	2
Workshop on providing feedback to colleagues	14
Middle leaders conference	1
Beta leadership conference	4
Forum on leading wellbeing programs	1
State conference for Heads of Sport	2
Workshop for aspiring leaders	1
<b>Compliance and Safety</b>	
Anaphylaxis Response Training	136
School law conference	5
Child Protection Training for teachers of young children	15
Work Health and Safety training	1
First aid training	1
<b>Other</b>	
Forum on report writing	62

## 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. In 2017 no Indigenous Australians were employed at the School.

### Attendance and retention rates for teaching staff

Attendance rate:	96.44 per cent
Retention rate:	91.6 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	105.5
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 (per cent)
Kindergarten	94%
Year 1	93%
Year 2	95%
Year 3	95%
Year 4	95%
Year 5	94%
Year 6	95%
Year 7	94%
Year 8	93%
Year 9	92%
Year 10	93%
Year 11	94%
Year 12	95%
<b>Average</b>	<b>94%</b>

### 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 - Holiday is then issued by the Deputy Principal in accordance with legislative requirements.

Parents and caregivers are requested to allow sufficient time for the Deputy Principal to consider all requests that are made and to provide a response.

### 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 <sup>1</sup>	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
2002/2002	59	63	50	107	85
2003/2005	72	58	53	82	74
2004/2006	86	82	68	95	79
2005/2007	80	84	72	105	90
2006/2008	75	73	57	97	75
2007/2009	80	89	67	111	84
2008/2010	99	93	81	94	84
2009/2011	94	66	59	70	63
2010/2012	99	95	88	96	89
2012/2014	83	91	79	110	95
2013/2015	84	86	79	102	94
2014/2016	109	109	102	100	94
2015/2017	107	95	87	89	81

### 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/about-us/governance-policies> to view the full IGS Compulsory School Attendance Policy.

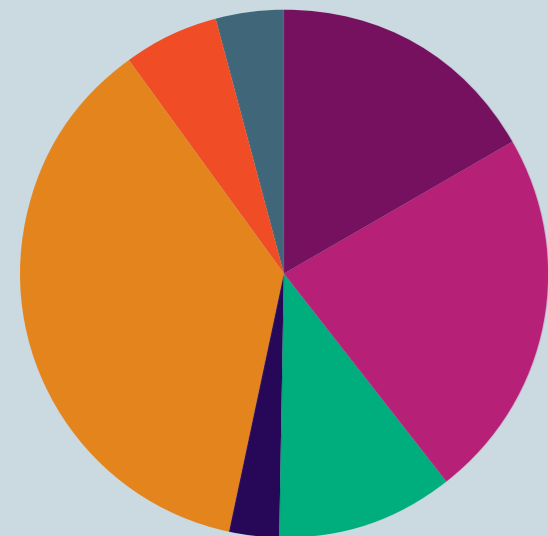


## Post school destinations

A total of 94 students were awarded an HSC in 2017 at IGS. Of those, 74 students, or 79 per cent, 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.

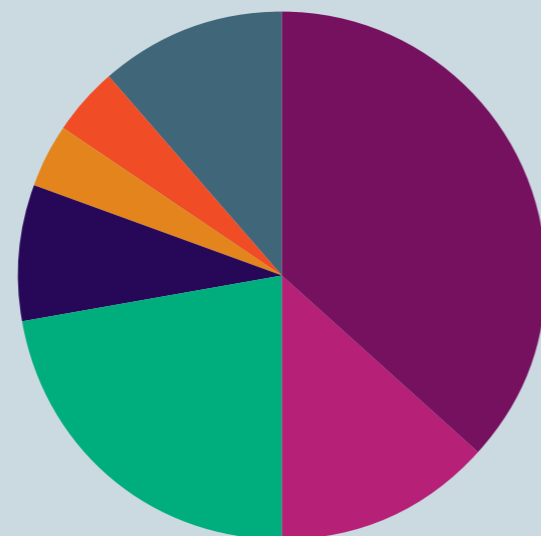
For the students who received offers, the graph below shows the percentage of offers arranged by discipline. Some students received offers for more than one discipline.

Post school destinations by discipline



- Commerce/Economics/Business (17%)
- Sciences/Medical Science (23%)
- Design/Fine Arts/Performing Arts (11%)
- Music (3%)
- Arts/International Studies/Communications (37%)
- Applied Science/Architecture (5%)
- Other (4%)

Post school destinations by institution



- University of Sydney (36%)
- UTS (22%)
- Other (11%)
- UNSW (13%)
- Macquarie University (8%)
- University of Wollongong (5%)
- Australian National University (5%)

## Enrolment Policy and Procedures

### Entry points

In 2017 the main years of entry to International Grammar were Preschool (age 3) and Year 7. In 2019 the School will add Kindergarten as an intake year.

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. Typically this results in a Year 7 cohort of approximately two-thirds current students and one-third 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 complete an English literacy assessment.

In 2017, 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 Director 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.

[See copy of full Enrolment Policy at Appendix 1.](#)

### Parent satisfaction upon early exit

Exit surveys are sent to every family upon notice of the withdrawal of their child or children. Aside from the completion of schooling, common reasons for exit in 2017 (according to information supplied by families either via the Exit Survey or other communication) were:

- Have decided on another school or course of study (23 per cent)
- Relocation or overseas posting (19 per cent)
- Children leaving Early Learning to begin formal schooling at a local Primary School (16 per cent)
- Changes in financial or family circumstances, including ill health (10 per cent).

In 2017, 30 per cent of all students who withdrew from IGS requested to be waitlisted for future re-entry.





School families nominated 40 different languages (other than English) as their home language.

## Characteristics of the Student Body

In 2017, there were 22 Indigenous students (1.78 per cent) enrolled from Kindergarten to Year 12.

General breakdown of composition of the student population was 46.2 per cent female, 53.8 per cent male, and 25.7 per cent of students lived in households where more than one language is spoken. School families nominated 40 different languages (other than English) as their home language.

Further information on the IGS Student Body is available at [www.myschool.edu.au](http://www.myschool.edu.au), the My School website.

**TABLE: Composition of student population according to language background\***

Language spoken at home	Total	Language spoken at home	Total
Arabic	1	Italian	33
Armenian	1	Japanese	14
Bulgarian	1	Korean	2
Cantonese	16	Lao	2
Catalan	1	Mandarin	20
Chinese	20	Norwegian	2
Croatian	4	Polish	3
Czech	2	Portuguese	7
Dutch	3	Romanian	2
English	887	Russian	7
Estonian	1	Serbian	5
Farsi	5	Sinhalese	1
French	33	Spanish	22
Gaelic (Scotland)	4	Swedish	1
German	40	Tamil	2
Greek	22	Thai	6
Gujarati	1	Turkish	9
Hebrew	1	Ukrainian	2
Hindi	4	Urdu	1
Hungarian	1	Vietnamese	5
<b>Total</b>			<b>1194</b>

\* 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 NESAs 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.

### 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 in the conduct of relationships
- 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.](#)

### 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.

### IGS policies and procedures updated in 2017

Policy, procedure or statement	Changes in 2017
Grievance Procedures	Changes to staff titles (From Assistant Principal to Deputy Principal)
Complaints Procedure	Changes to staff titles (From Assistant Principal to Deputy Principal)
Work Health and Safety Consultation 2017-2018	Annual review, implemented 14 July 2017
Teacher Accreditation Policy	Changed all references from BOSTES to "NESA" Changed "Suspension/revocation of accreditation" section as only NESA has the authority to suspend or revoke a teacher's accreditation.

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

In response to the School's Strategic Plan 2016-2020, the year 2017 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 the Rise of Donald Trump.
- **Curriculum Expansion Program to provide students with a richer educational journey with more choice:** Chinese was introduced in Early Learning as part of our flagship language program
- **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.
- **The IGS Robotics Club (rIGS)** grew from strength to strength, competing in the first round of the International Zero Robotics Competition, where the team placed 7th within Australia and 49th in the world.
- **The pilot Digital Innovation High (DI High) Program** gave students opportunities to collaborate with local startup technology companies and specialist university innovation centres.

- **The School's strong social justice program:** 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**
- **Professional Development for teachers in the global space:** Harvard online programs
- **IGS staff attended Philosophy Training at the University of Notre Dame** in preparation for the introduction of philosophy into Year 7 in 2018.
- **Phil Beadle was our Teacher in Residence** and worked with our staff on *What makes a transformational teacher* and presented to parents in an exclusive forum, *How to help your child have a successful life*. Drawing on tenets of emotional intelligence, this interactive session by one of Britain's best known educators took parents through the five key areas that young people will need to perform successfully and, most importantly, happily, in modern society.
- Students performed the musical *Chitty Chitty Bang Bang*.



- **PTF Forums continued** with many powerful presentations to parents, teachers and members of the community. *The Impact of Parents' Words on Children* was presented on 3 August by University of Wollongong Professor Marc de Rosnay. Marc's research focuses on emotional development in early childhood, and the long-term influence of early relationships and parenting practices on children's emotional development.
- **International Day on 28 July 2017** brought parents, students and teachers together around the theme of International Film and Theatre.
- **A very strong year for NAPLAN performance at IGS** IGS has recorded strong results for all year groups across all five test domains - spelling, reading, numeracy, writing, and grammar and punctuation in NAPLAN 2017. We believe that collectively, these are our best results to date.
- **Year 9 students prequalified for the HSC early** From 2017, Year 9 students who achieve a Band 8, 9 or 10 in reading, writing and numeracy are considered to have demonstrated the new HSC Minimum Standard early.

A large majority of IGS Year 9 students met the HSC minimum standard early and therefore pre-qualified for the HSC. This signaled a significant rise in Year 9 NAPLAN results at IGS.

The sector comparison was as follows:

NAPLAN assessment area for Year 9	IGS results (per cent)	NSW independent schools results (per cent)	NSW government schools results (per cent)
Reading	90	75	55
Writing	74	61	42
Numeracy	88	77	54



## 2. Empowered students

- Inspire meaningful engagement with local, national and global communities
- Grow tenacious and confident individuals

There were countless 2017 highlights for empowering our students.

### Initiatives included:

- **Science, Technology, Engineering, Arts and Mathematics (STEAM)** activities across all years
- **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.
- **NASA Expedition:** 40 students from Years 7, 8 and 9 travelled with staff to experience the magnificence of NASA and university sites in Houston. They participated in Science activities and undertook astronaut training in Huntsville Alabama.
- **Red Earth:** Staff journeyed with a group of 22 Year 9 students as part of the Red Earth program, flying into Yulara then heading to Uluru for a sunset tour of the Rock. They ventured into the permit-regulated APY Lands, driving to Pukatja for a visit to the community and the art centre before heading to the Yunyarinyi Homeland where they were welcomed with a traditional ceremony. The days were spent working on service projects and cultural activities which included spear-making, dancing, arts and crafts, visiting sacred sites, eating and cooking traditional foods.
- **Germany and Czech Republic History Tour:** Staff travelled with 17 students from Years 8 to 10. Hands on learning took place in Strasbourg, Heidelberg, Marienplatz and Munich with visits to castles and churches (Heiliggeistkirche and Jesuitenkirche) revisiting Berchtesgaden and Obersalzberg, visiting Hitler's former retreat, known as the Eagle's Nest, and exploring Berlin's Museum Island to add to their knowledge of World War II.
- **IGS Art and Design Tour:** Staff together with 16 students from Years 10 and 11 visited Venice, Florence, Paris and New York, exploring the galleries of the Louvre, Uffizi and Louis Vuitton Foundation along with photography, painting, illustration and architecture workshops. Students created their own works for display at an exhibition on their return to school.
- **School uniform:** At the request of the Student Representative Council the popular IGS hoodie was introduced as part of the suite of IGS uniform items.
- **Principal's global-network strengthening visits to Europe the UK and the US:** The Principal hosted a European Alumni dinner in London to build alumni program and philanthropic possibilities and to celebrate our alumni achievements. She engaged with the Principals of our six IGS exchange schools in Italy, Germany, France, Spain, building the sustainability of the partnerships. She expanded the IGS global network into the US by securing a teacher exchange for IGS at the British International School of New York, and IGS student participation in Oxford Summer School for 2018.
- **Principal's appointment to Committees of the Board of NESA:** The IGS Principal was appointed to the Communications Committee of the NSW Education Standards Authority (NESA) after being nominated by the Association of Heads of Independent Schools of Australia (AHISA). The IGS Principal was also approached by NESA to serve on the newly formed HSC Malpractice Committee which reviewed and made decisions about each case of academic malpractice, non-serious examination attempts and non-certification of submitted HSC major works. Deeper involvement in the work of NESA during this time of significant change in NSW curriculum and the HSC keeps IGS close to key developments as they emerge and allows us to shape these for the benefit of our students and all NSW students and educators.

## 3. Sustainable future

- Promote effective, enduring and ethical practices
- Improve the School's information communication technology
- Secure, reimagine and redesign the campus

### Exciting developments for a reimagined campus

A new design centre was opened on 29 November incorporating the Bauhaus, Vivienne Westwood and Hayao Miyazaki Studios with makerspaces available to students from Kindergarten to Year 12.

A number of Kindergarten, Year 1 and Primary classrooms were enhanced in line our IGS Master Plan, creating learning centres where same year groups are located next to each other, allowing for collaborative learning opportunities.

Two General Learning Classrooms were created, along with staff offices for the Deputy Head of Primary School and Enrichment Coordinator.

Shade cloth replaced on the roof above our play equipment.

### The Master Plan and the Global Learning Centre

BVN made outstanding progress on staging stakeholder consultation workshops, validating the master plan framework and developing designs for the Global Learning Centre, the ground floor of the Wright Building as a new teaching and learning space, the Imaginarium, and new Counsellors' offices.

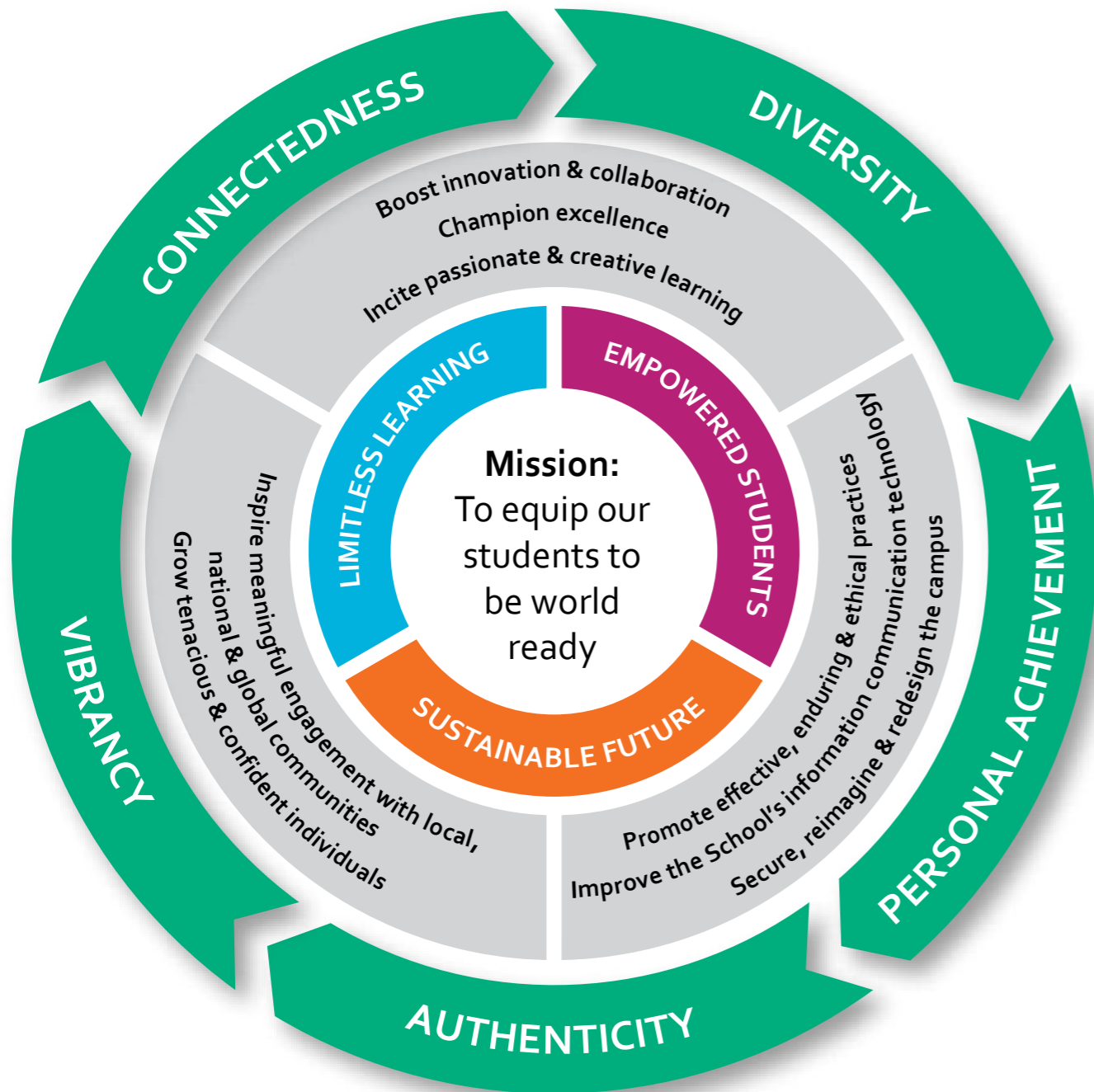
They presented preliminary designs to the Board, leadership team, building committee and school community.



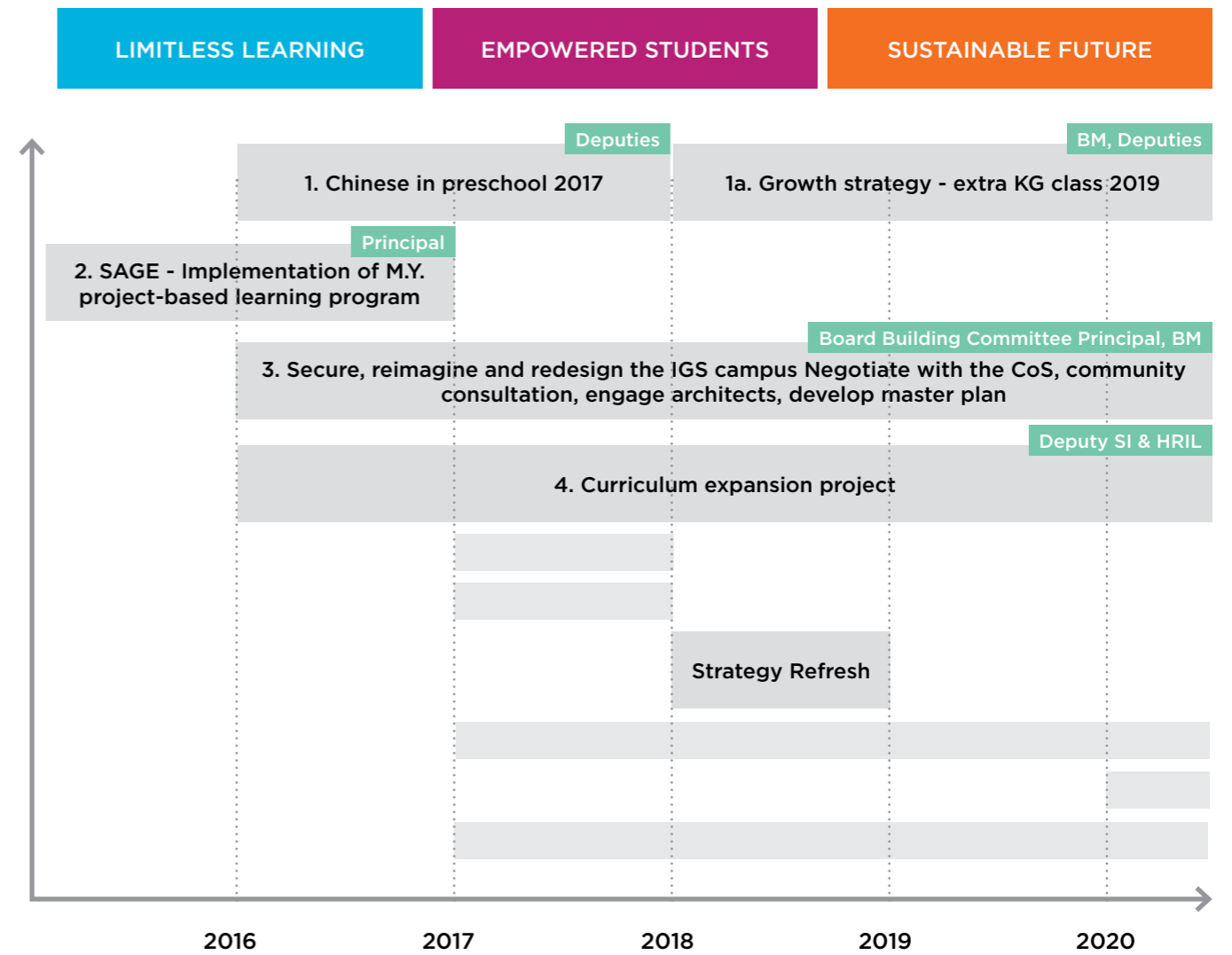
Into the world 2016 - 2020



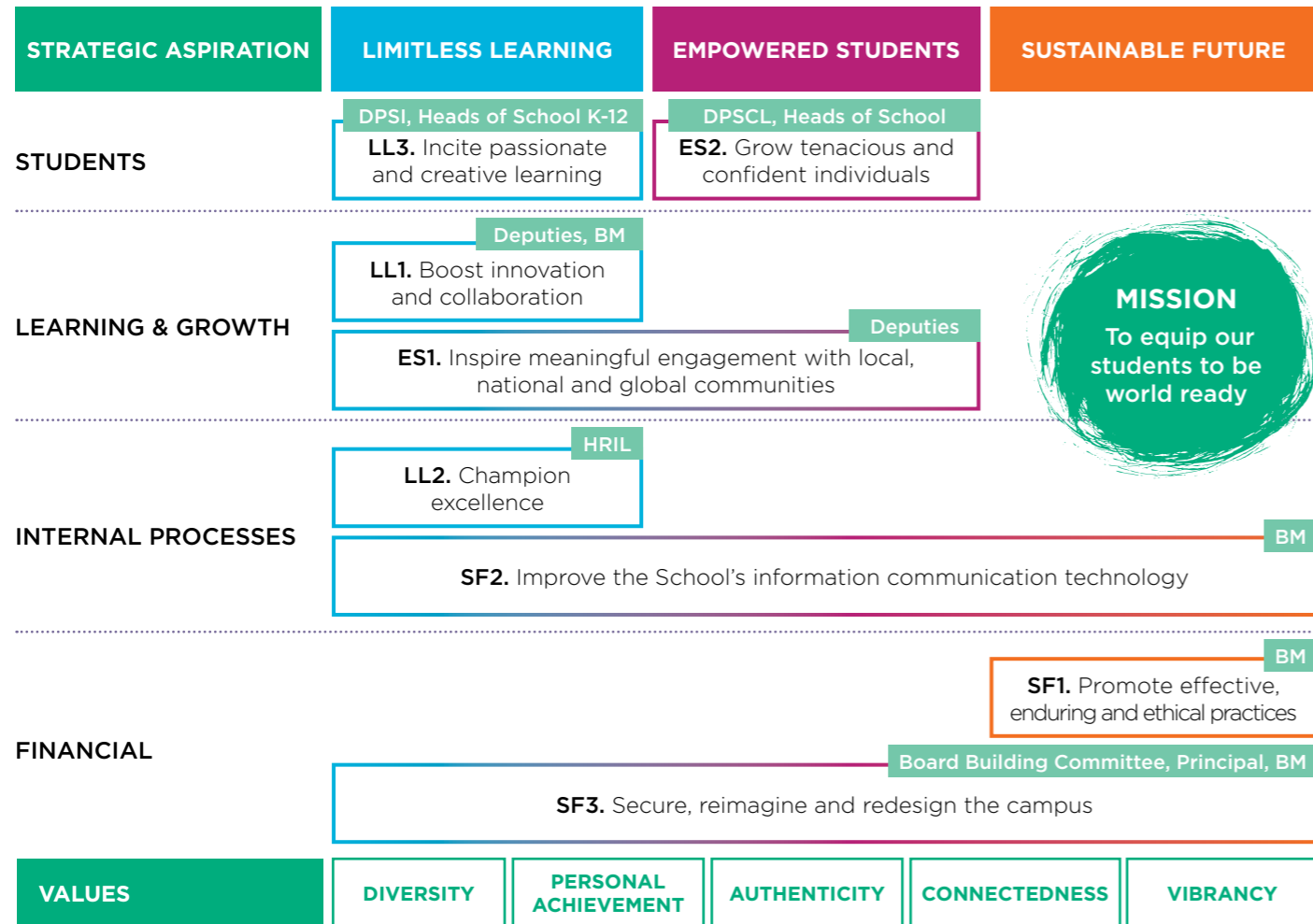
Strategy Wheel



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, 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 1,4)	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.
Champion excellence	2 By analysing and tracking HSC results, ATARs, university offers, NAPLAN data (Terms 4,1)	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
	3 By conducting annual national school opinion survey for students, staff & 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
Incite passionate and creative 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 (K-12)
	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	<b>6</b> 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
	<b>7</b> 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	<b>8</b> 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 K-12
	<b>9</b> 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"> <li>hopeful for the future</li> <li>engaged with their studies</li> <li>thriving in terms of their wellbeing</li> <li>entrepreneurial in their outlook</li> </ul>	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	<b>10</b> By measuring financial performance through: <ul style="list-style-type: none"> <li>Developing a financial plan for IGS</li> <li>Annual audit</li> <li>Annual ASBA/Somerset Non-Government Schools' Financial Performance Survey and benchmarking report</li> </ul> (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
	<b>11</b> 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
	<b>12</b> By developing an Advancement Plan (Terms 1, 4)	Achieving all objectives of the Advancement Plan	Business Manager
Improve information, communication technology	<b>13</b> 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	<b>14</b> 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
	<b>15</b> 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/BM

### Publication venues

- School-based: InFocus, Jigsaw, INK, social media platforms, professional development
- External conference presentations
- Local, national, international media
- Academic research papers
- Educational awards & prizes (eg National Trust Heritage Award for SAGE program)





## Actions undertaken by the School to promote respect and responsibility

### IGS prides itself on its sense of social justice, global outlook and core value of diversity.

Good leadership is promoted at IGS through 18 community and special faculty student leaders in Years 6 and 12.

Tutor groups and Houses also provide a solid basis for fostering peer group support and camaraderie.

Cyber safety and good digital citizenship training also continued this year to develop students' awareness, respect for others and a sense of responsibility in the online world. There are dedicated digital co-ordinators in both the Primary and High Schools.

PDHPE and sporting camps increase the onus on students to be more independent and responsible in the way they react to challenge and "hardship". Camps were conducted for Years 5 to 9 and Year 11 (Study Skills).

The Student Representative Council has been a great success, meeting regularly and developing plans for 2018 and beyond around the physical spaces and usages at IGS as well as ways to improve student experiences.

The whole school participated in R U OK?DAY Wear it Purple Day, Bullying. No Way! Day and White Ribbon Day and the Primary School ran various "gold coin" days to raise awareness and funds for charities.

In other social justice initiatives, the High School participated in the following events and programs:

- **Years 7 to 10** participated in different programs run by High Resolves to explore varying aspects of global leadership.
- **Year 7:** Independent Thinking and Digital Citizenship within the Global Citizens' program
- **Year 8:** Integrative Thinking and Social Justice within the Global Citizens' program
- **Year 9:** Global Leaders' Program focused on the issue of social exclusion through their "Future is Now"

campaign, including a social media campaign through Facebook and Instagram, creating films and running workshops for Year 7 students in their Personal Development and Health lessons

- **Senior girls'** sleepover was held to support cancer research
- **Year 10:** Global Leaders' Program focused on the issue of refugees through their Open Arms Campaign including a barbeque breakfast, raising funds and awareness at the Glebe markets, producing a film and working with Amnesty International.

#### Other highlights

IGS administered Gallup Student Polls to students in Years 5 to 12 to track student hope, engagement, wellbeing and entrepreneurship.

Survey data is shared with staff and reported in the annual report to NESAs and the Speech Night report.

As a result, in 2017 the wellbeing structure of the school was significantly enhanced with the introduction of Stage Coordinators in the Primary School and Heads of Year in the High School. A Deputy Head of High School role was also created to continue to address individual student responsibility relating to school work, behaviour and respect for self and others.

The Director of Counselling Services conducted Youth Mental Health First Aid training for parents in March, and for teaching staff during Term 3.

With more than 20 per cent of our staff trained in Mental Health First Aid, in 2017, IGS was again re-accredited as a Gold Mental Health First Aid Skilled Workplace.

Dr Kezelman's Ethical Parenting workshop in May, part of the IGS Community Learning Program, was well attended, while the Director continued supporting the parents in early learning through the presentation of the 1-2-3 Magic and Emotion Coaching parenting program. This popular program is expected to be extended to our primary parents in 2018.

## Parent, student and teacher satisfaction

### School satisfaction surveys

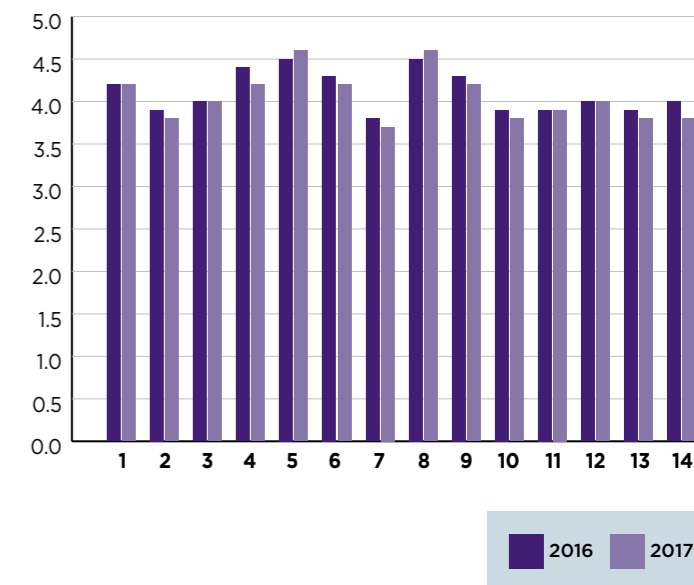
Students, staff and parents across the Early Learning Centre, Primary School and High School as well as non-teaching staff participated in the School Satisfaction Surveys for the 2017 school year.

The surveys indicated that students and parents believe their teachers expect them to do their best and that they can talk to their teachers about concerns. Students also feel safe, like being at the School and believe that IGS provides them with a range of opportunities.

IGS staff reported that they were able to exercise autonomy in their work and were able to engage in a range of professional development opportunities. While further opportunities for improvement were indicated in the areas of harnessing the student and staff voice, in particular regarding school improvement opportunities, there was strong agreement that the School respects the cultural diversity of staff and their personal and family commitments.

**Table: School Satisfaction survey means for High School Parents.** The highest level of satisfaction is 5, indicating "Strongly agree". A score of 4 indicates "Agree"; 3, "Neutral"; 2, "Disagree"; and 1, "Strongly disagree". The highest level of satisfaction is 5. Students and staff also completed corresponding survey items.

Question	2016 mean	2017 mean
1 Teachers at this school expect my child to do his or her best.	4.2	4.2
2 Teachers at this school provide my child with useful feedback about his or her school work.	3.9	3.8
3 Teachers at this school treat students fairly.	4.0	4.0
4 This school is well maintained.	4.4	4.2
5 My child feels safe at this school.	4.5	4.6
6 I can talk to my child's teachers about my concerns.	4.3	4.2
7 Student behaviour is well managed at this school.	3.8	3.7
8 My child likes being at this school.	4.5	4.6
9 This school looks for ways to improve.	4.3	4.2
10 This school takes parents' opinions seriously.	3.9	3.8
11 Teachers at this school motivate my child to learn.	3.9	3.9
12 My child is making good progress at this school.	4.0	4.0
13 My child's learning needs are being met at this school.	3.9	3.8
14 This school works with me to support my child's learning.	4.0	3.8
<b>Grand mean</b>	<b>4.1</b>	<b>4.1</b>



## Summary of financial information



Enrolments reached a median of 1,240 in 2017, three fewer than the 2016 median. This was due to lower numbers mostly in Primary, which is expected to be offset by strong waitlist numbers in the future.

Based on our Federal Government Socio-Economic Score (SES) of 122, IGS received \$3.938 million 2017 Federal funding. The 2017 State Government funding received was \$1.362 million.

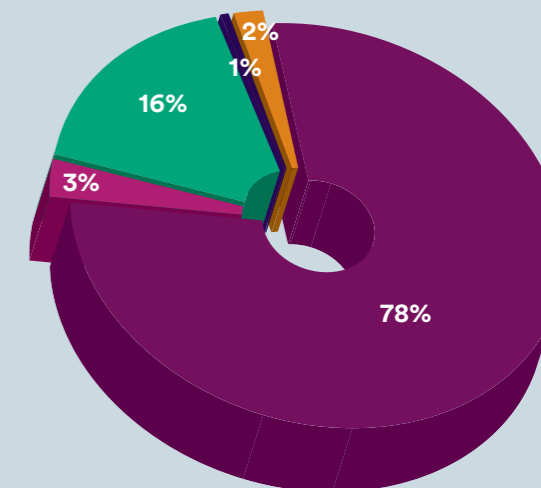
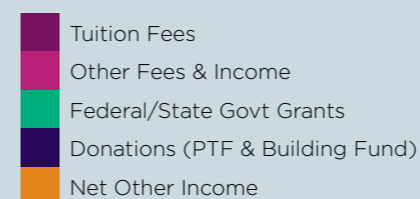
Funding for 2018 is expected to remain at similar levels, despite changes announced by the Australian Federal Government under the Quality Schools Package.

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 year before. Overhead costs remained within budget, and overall working capital remained strong.

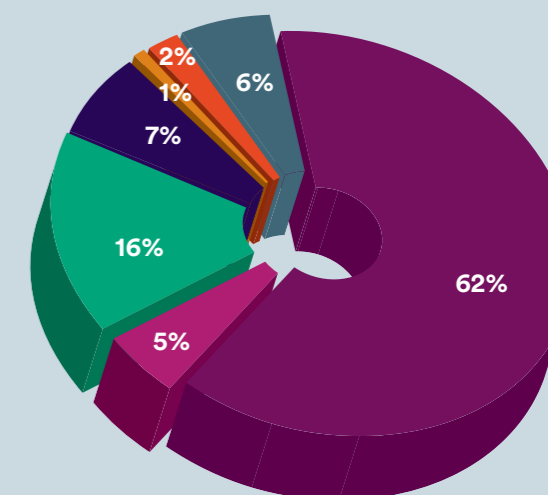
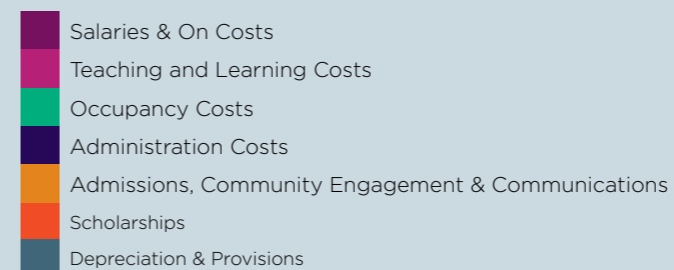
2017 also saw the official start in delivering the IGS Masterplan with the opening of the newly created Design and Technology Centre. Plans are under way to recreate further improved learning spaces with the Global Learning Centre earmarked for roll-out in 2018.

**The charts on the following page show details of reported Income and Expenditure for 2017.**

### INCOME - 2017



### EXPENDITURE - 2017



### 2017 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

The main entry points to the School are Preschool and Year 7.

Enrolments for all other years will be offered subject to the availability of places. Early Learning students will receive priority for entry into Kindergarten over applicants for entry directly into Kindergarten. Students enrolled at IGS in Year 6 are automatically enrolled into the High School unless notice of withdrawal is received within the applicable notice period.

### 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.

### 2017 IGS anti-bullying policy

This policy must be read in conjunction with the IGS Child Protection Policy. If bullying amounts to harm as referred to in the Child Protection Policy then the matter must be dealt with under the Child Protection Policy.

International Grammar 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 in the conduct of relationships • 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.

### What is bullying?

Bullying is a systematic abuse of power. It typically involves repeated acts of aggression that aim to dominate and cause hurt, fear, or embarrassment in another person. Bullying is generally deliberate and planned, but can also be a result of thoughtlessness. It can be perpetrated by an individual or by groups.

Bullying may take many forms. It may be physical, verbal, by gesture or exclusion, extortion or e-bullying.

### Strategies for prevention

As a School Community all members have the responsibility to work actively towards the prevention of bullying.

### Staff:

This requires staff to:

- be positive role models at all times, in both words and in deeds;
- be vigilant in monitoring for signs of bullying behaviour;
- make efforts to remove occasions for bullying by proactive supervision during breaks;

- take steps to help victims by removing sources of distress;
- actively seek appropriate assistance to help students develop resilience;
- recognise instances of bullying and be able to differentiate them from playful activity;
- report suspected incidents of bullying to the Head of Year or other appropriate staff member;
- develop curriculum materials to develop students' awareness and coping skills.

### Students:

When a student who witnesses bullying has the courage to speak out, they help reduce the distress to the victim and contribute to the building of a safe and secure school environment.

This requires students to:

- make a conscious decision not to be involved in any incidents of bullying;
- take some form of preventative action if present when a bullying incident occurs;
- report any incidents of bullying (including suspected incidents) to a member of staff or senior student.

### Parents:

This requires parents to:

- watch for, and report, signs of distress in their child - eg. unwillingness to attend school;
- advise their child to tell a member of staff if bullying has occurred;
- keep a written record of the incident;
- not encourage their child to retaliate;
- be willing to work with the School if their child is involved in incidents of bullying (either as victim or bully);
- be willing to inform the School of any cases of suspected bullying even if their child is not directly affected.

When staff, students and parents work together to prevent incidents of bullying there is a much greater chance of creating a safe, secure, tolerant and happy school community.

### Support for victims of bullying

The School will provide support to all victims of bullying.

A victim may be assisted by:

- receiving a report (where appropriate) as to the outcome of the School's intervention/investigation procedures;
- being consulted in respect of the procedure to be followed by the School;
- receiving an explanation or apology from the bully;
- counselling to help develop strategies for dealing with any future bullying.

### Reporting bullying

It is essential that all forms of bullying be reported. All reports of bullying will be dealt with on a confidential basis. To ignore bullying is to give your approval to bullying and will only serve to foster its existence in the School.

### Procedures for reporting

Anyone who is bullied or who witnesses an incident of bullying behaviour should report the incident no matter how minor, and follow the procedures below.

As a student: You should alert your Home Class Teacher, your Tutor, another member of the teaching staff, counsellor, or a parent or responsible adult (at home).

As a teacher: After ensuring the safety of the victim, discuss the incident with the Head of Student Care in Primary and Head of House in High School.

### Investigation procedures

All reports of bullying will be investigated by the appropriate member of staff. The nature and extent of the investigation will depend upon the seriousness of the bullying. As far as is reasonably possible the investigation and its outcome will be kept confidential although parents of students involved will be informed.

### Outcomes

Following the completion of an investigation into bullying the School will implement such measures as are appropriate which could include one, or more, of the following:

- conflict resolution/mediation with students, and or families involved;
- counselling;
- restitution;
- an agreement regarding standards of future behaviour;
- detentions;
- suspension;
- expulsion.

Process relating to allegations of bullying in the Primary School

When an allegation of bullying involving just children is received from a student or parent in the Primary School, the following procedures are immediately activated:

1. Incidents involving allegations of bullying involving adults should be immediately referred to the Principal and must not be investigated by anyone else.
2. The teacher receiving the allegation is to make a decision to determine the severity of the allegation and appropriate cause of action. If the teacher believes that the allegation is severe and requires a thorough investigation, the incident is referred to the Head of Primary Student Care. If the teacher believes that the bullying is relatively minor and doesn't correlate with any existing patterns of behaviour of any particular student, then that teacher must apply a conflict resolution process to resolve the dispute between the parties involved.

If the incident is referred on, the Head of Primary Student Care must activate the following procedures:

1. Immediately reassure the student making the allegation that the school is a safe place for them to be and that there is support available to help them deal with this situation.
2. Investigate the incident and interview the respective students involved. Parents of both parties will be contacted by telephone and made aware of the alleged incident and counsel given.
3. If a pattern of 'bullying behaviour' or 'victim behaviour' emerges from a student, a meeting with the parent/s is scheduled by the Head of Primary Student Care. A support plan is developed that involves individual counselling with the Head of Primary Student Care. The student's behaviour is closely monitored over a set period of time.
4. If the supportive intervention has limited success, the student and or parent/s will see the school counsellor who may provide further supportive strategies.
5. If all supportive strategies that the school offers are exhausted, the student and parent/s will be asked to see the Assistant Principal - Junior School to discuss how to best meet the needs of the student from this point.
6. Serious matters or matters left unresolved at this point will be referred to the Principal.

Please visit [www.igssyd.nsw.edu.au](http://www.igssyd.nsw.edu.au) to view policies and other information about International Grammar School.





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