

**2022**

**Annual**

**Report**



**TIGS**  
The Illawarra  
Grammar School

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# A Message from Key School Bodies

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## A Message from The Chair of School Council

In the 2022 TIGS Magazine the Chair wrote, “We end this year with a great sense of hope for the future and the knowledge that even under challenging circumstances, we have achieved much.

Increasing student numbers and a strong financial position have placed the School in an excellent position as we finalise the next strategic plan. This will provide a blueprint for TIGS for the next three years. The School’s vision is to empower our young people to be compassionate, of exemplary character and to have an impact in their communities.

The Key Pillars of the plan will prioritise academic excellence, Christian belief, behaviour and care, honouring our traditions while also focusing on the future, and on being good stewards.

The input of Council, the School executive, staff and members of the TIGS community have been integral to the development of this strategic document which represents an exciting time in the future of our school.

It positions the School well for the next three years, allowing us to build on our recent successes and achievements and to incorporate new areas of focus and initiatives.

I want to acknowledge our staff. Thank you for your professionalism, care for our students, and commitment to providing the highest quality of academic provision and support. Our students are fortunate to be served by professionals of your calibre.

Thank you for how you have cared for one another and how you have managed the challenges of higher- than-usual staff and student absence this year due to COVID-19 and other circumstances. On behalf of Council, I wish you a safe and well-deserved break and for you to feel refreshed to continue your excellent work in 2023.

Thank you to our Principal, Mrs Judi Nealy, for your outstanding leadership. You have been courageous in making necessary decisions for the long-term benefit of our school. Your hard work, love for our school, care for our staff, and your ability to connect with students and parents is inspiring and a model to all.

I have learnt that schools are incredibly complex organisations that require exceptional leadership for them to flourish. Thank you for providing this, for being a joy to work with, and for your vision and dedication to our school.

Thank you to all our Council members for your service to the School. In particular, I want to acknowledge Margaret McEwan, who recently stepped down after seven years of service on Council. Margaret worked on our Governance Committee and her expertise in, and experience of, the school sector was greatly valued. We wish her all the best for the future.

To our students, you are part of a wonderful tradition at TIGS. Your parents have sacrificed much to give you a TIGS education. Please continue to make the most of the exceptional opportunities you have at this school and remember to thank your teachers for their support. I challenge you to consider the legacy you wish to leave for future cohorts of students at TIGS, as both an individual and as part of your year group.

I pray that you would continue to take pride in our school and in shaping our school community to reflect the love of God to others and to care for one another.

I wish you all a safe and joyful Christmas as we celebrate the birth of our Saviour, the Lord Jesus Christ. May 2023 be a year of great personal growth for you.”

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

## **A Message from The Principal**

In the 2022 TIGS Magazine the Principal wrote, "In 2022 we have seen strong growth across all areas of our school. This is a testament to the outstanding work of all staff, our exceptional students and the partnership and collaboration of our parents. The year has been a transition year - shifting back to normal. This has provided unique challenges as well as insights and we have grown in capacity, in our flexibility and in our community.

This is the final year of the current strategic plan and work is well underway in planning for the next cycle at TIGS. Strategic plans can be boring things, dusty brochures in a bottom drawer that are talked about once and never heard from again.

Ours has been an integral tool for progress, and as we close a successful year of learning we have the opportunity to reflect on how the 2017-2022 strategic plan has influenced our thinking, decisions and the lives of our students and staff, and also how it points to the future vision for our school.

The enduring nature of our core values, Academic, Christian and Caring, provide the framework for our strategy and also form an excellent scaffold to report on the year.

### ***Christian***

The Christian values of our school provide the rationale for our strategic focus. TIGS is a Christian school with an open and diverse community. This view of the inherent value and potential of each individual person, of inclusion, and our orientation towards service is the reason why caring is prioritised, potential and excellence is pursued and sustainability and stewardship embedded.

Our students, staff and community experience this as being valuable, unique and worthy of effort, care and consideration.

### ***Caring***

The staff at TIGS demonstrate daily their commitment to individual care. This priority on wellbeing has an enormous impact on the achievement of our students. I have been delighted to observe the personalised and informed discussions that occur amongst staff as they plan for student success.

The care of families and students as they navigate difficulties and loss and also the way this modelled approach is taken up and exhibited by our students to each other.

Our students, staff and community experience the School as a safe, warm and caring place where young people can try new things, discover their potential, join in multiple activities, mix across and within cohorts, serve their school and also the community; they feel cared for and care for others.

### ***Academic***

The core purpose of a school is of course learning, and when we have values that esteem the person, prioritise safety, belonging and relationships, and that focus our attention outwards towards service; we create the ultimate conditions for learning success.

TIGS students have revelled in the return to on-campus learning and the broad experiences that have come back online as a result. External assessments have produced strong results and our graduating class are on the way to achieving their individual post school goals. This is excellence; an authentic experience of growth and progress for each student.

In 2022, TIGS teachers have focused on using data and evidence to know our students and understand the next steps in their learning and development. This use of evidence to support the professional judgement of excellent teachers has ensured students are empowered to achieve their goals.

Our students, staff and community experience academic rigour as having clarity around the purpose of learning engagements, opportunity for student voice and choice and setting high expectations, in an environment of high care with an approach of high effort.

Students, staff and community experience this as knowing the intention and reason for learning, having voice and choice, setting high individual expectations for excellence in a culture of high effort and high care.

### ***Sustainability and Stewardship***

This year has seen the reassessment of School practices and processes as we return to a 'normal' academic year. In some ways the enforced COVID-19 restrictions provided new insights into routines and practices. Our students, staff and community experience this as a well resourced and efficient organisation that seeks to serve not only our own community but more broadly.

TIGS Motto is “from strength to strength”, that has certainly been the experience in 2022. In 2023 we welcome the Director of Academic Excellence in the Senior School and several new staff across the School. We will also launch a new strategic plan and campus master plan. It is indeed an exciting time, and we are well placed for sustained growth and success.”

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

## Contextual Information About the School and Characteristics of the Student Body

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The Illawarra Grammar School (TIGS) is an Anglican, co-educational, non-selective day school for students aged 3 to 18 from Pre-Prep to Year 12. Its mission is: 'The achievement of academic excellence in a caring environment that is founded on Christian belief and behaviour, so that students are equipped to act with wisdom, compassion and justice as faithful stewards of our world'. Achievement of outstanding academic results in a safe, caring community is a feature of a TIGS education. Programmes based on the Reggio Emilia philosophy and the International Baccalaureate Organisation (PYP) in the Junior School lay the foundation for outstanding educational outcomes in the Senior School. Learning is individualised through quality in class differentiation as well as specialist programmes for gifted students and support for students with learning difficulties. A dynamic approach to curriculum development provides a stimulating and diverse curriculum. The School provides programmes that stimulate the interest and creativity of students. Extensive co-curricular and extracurricular experience provides an environment that fosters the growth and learning of the whole child. Specialist areas include the Performing Arts, Creative Arts, Sport and Outdoor Education. We expect that a TIGS education will empower our students to succeed as citizens of the 21<sup>st</sup> Century.

For more detailed information please see the My School website:  
<http://www.myschool.edu.au>

# Student Outcomes in Standardised National Literacy and Numeracy Testing

## NAPLAN 2022

### Year 3

In 2022 100% of Year 3 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2022 Test	School Results	All Results	Difference between State and School	Similar Schools
Reading	503	438	65	493
Writing	478	422	56	457
Spelling	481	418	63	462
Grammar	534	433	101	491
Numeracy	477	400	77	445

### Year 5

In 2022 98% of Year 5 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2022 Test	School Results	All Results	Difference between State and School	Similar Schools
Reading	548	510	38	544
Writing	525	484	41	516
Spelling	549	505	44	536
Grammar	545	499	46	535
Numeracy	539	488	51	523

### Year 7

In 2022 96% of Year 7 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

2022 Test	School Results	All Results	Difference between All and School	Similar Schools
Reading	593	543	50	584
Writing	574	530	44	571
Spelling	583	547	36	583
Grammar	576	533	43	577
Numeracy	616	546	70	598

**Year 9**

In 2022 99% of Year 9 students achieved the National Benchmark or above in reading, writing, spelling, numeracy, grammar and punctuation.

<b>2022 Test</b>	<b>School Results</b>	<b>All Results</b>	<b>Difference between All and School</b>	<b>Similar Schools</b>
Reading	632	578	54	623
Writing	612	560	52	606
Spelling	606	577	39	610
Grammar	611	573	38	623
Numeracy	625	584	41	626



## Senior Secondary Outcomes

In 2022, 20% of the Year 12 cohort participated in vocational or trade training.  
Year 12 attaining a certificate/VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2022	HSC or VET qualification	100

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

### HIGHER SCHOOL CERTIFICATE – 2022

In 2022, 66 students sat for the NSW Higher School Certificate in 29 courses. In general, student achievement was above the state level.

Subject	Year	Number Students	Performance band achievement by number and percentage		
			Bands 6-5	Bands 4-3	Bands 2-1
Ancient History	2021	0	-	-	-
	2022	8	School: 2 (25%) State: (33%)	School: 5 (62.5%) State: (49%)	School: 1 (12.5%) State: (16%)
Biology	2021	19	School: 7 (37%) State: (31%)	School: 12 (63%) State: (60%)	School: 0 State: (9%)
	2022	25	School: 9 (36%) State: (27%)	School: 14 (56%) State: (53%)	School: 2 (8%) State: (20%)
Business Studies	2021	16	School: 6 (37%) State: (36%)	School: 10 (62%) State: (51%)	School: 0 State: (13%)
	2022	23	School: 11 (48%) State: (35%)	School: 12 (52%) State: (55%)	School: 0 State: (10%)
Chemistry	2021	16	School: 5 (31%) State: (40%)	School: 11 (69%) State: (48%)	School: 0 State: (11%)
	2022	22	School: 6 (27%) State: (33%)	School: 14 (64%) State: (51%)	School: 2 (9%) State: (15%)
Chinese and Literature	2021	0	-	-	-
	2022	2	School: 2 (100%) State: (70%)	School: 0 State: (27%)	School: 0 State: (1%)
Dance	2021	3	School: 2 (67%) State: (55%)	School: 1 (33%) State: (43%)	School: 0 State: (2%)
	2022	1	School: 1 (100%) State: (66%)	School: 0 State: (33%)	School: 0 State: (0%)

Design & Technology	2021	6	School:6 (100%) State: (55%)	School: 0 State: (42%)	School: 0 State: (3%)
	2022	2	School: 2 (100%) State: (47%)	School: 0 State: (49%)	School: 0 State: (4%)
Economics	2021	3	School: 3 (100%) State: (50%)	School: 0 State: (44%)	School: 0 State: (6%)
	2022	14	School: 5 (36%) State: (49%)	School: 7 (50%) State: (43%)	School: 2 (14%) State: (7%)
English Standard	2021	26	School: 4 (15%) State: (17%)	School: 19 (74%) State: (74%)	School: 3 (11%) State: (9%)
	2022	32	School: 10 (31%) State: (15%)	School: 21 (66%) State: (72%)	School: 1 (3%) State: (12%)
English Advanced	2021	30	School: 22 (73%) State: (69%)	School: 8 (27%) State: (30%)	School: 0 State: (1%)
	2022	32	School: 23 (72%) State: (67%)	School: 9 (28%) State: (32%)	School: 0 State: (1%)
English EAL/D	2021	5	School: 1 (20%) State: (69%)	School: 4 (80%) State: (63%)	School: 0 State: (14%)
	2022	2	School: 0 State: (19%)	School: 2 (100%) State: (54%)	School: 0 State: (26%)
Entertainment	2021	10	School: 7 (70%) State: (54%)	School: 3 (30%) State: (43%)	School: 0 State: (3%)
	2022	10	School: 3 (30%) State: (42%)	School: 7 (70%) State: (44%)	School: 0 State: (3%)
French Continuers	2021	0	-	-	-
	2022	1	School: 0 State: (58%)	School: 1 (100%) State: (38%)	School: 0 State: (4%)
Geography	2021	0	-	-	-
	2022	1	School: 1 (100%) State: (42%)	School: 0 State: (47%)	School: 0 State: (10%)
German Continuers	2021	0	-	-	-
	2022	1	School: 1 (100%) State: (57%)	School: 0 State: (39%)	School: 0 State: (4%)

Human Services	2021	0	-	-	-
	2022	2	School: 2 (100%) State: (12%)	School: 0 State: (80%)	School: 0 State: (3%)
Industrial Technology	2021	11	School: 5 (45%) State: (25%)	School: 6 (55%) State: (54%)	School:0 (%) State: (20%)
	2022	5	School: 3 (60%) State: (22%)	School: 2 (40%) State: (64%)	School: 0 State: (13%)
Investigating Science	2021	0	-	-	-
	2022	3	School: 2 (67%) State: (25%)	School: 1 (33%) State: (59%)	School: 0 State: (14%)
Legal studies	2021	10	School: 7(70%) State: (42%)	School: 3(30%) State: (54%)	School: 0 State: (14%)
	2022	11	School: 8 (73%) State: (41%)	School: 3 (27%) State: (43%)	School: 0 State: (15%)
Mathematics Standard 2	2021	27	School: 6 (22%) State: (25%)	School: 15 (55%) State: (54%)	School: 6 (22%) State: (21%)
	2022	34	School: 10 (29%) State: (29%)	School: 14 (41%) State: (52%)	School: 10 (29%) State: (18%)
Mathematics Advanced	2021	24	School: 10 (42%) State: (50%)	School: 14 (58%) State: (44%)	School: 0 State: (21%)
	2022	21	School: 13 (62%) State: (49%)	School: 7 (33%) State: (45%)	School: 1 (4%) State: (6%)
Modern History	2021	14	School: 5 (36%) State: (38%)	School: 9 (65%) State: (44%)	School: 0 State: (6%)
	2022	12	School: 6 (50%) State: (34%)	School: 6 (50%) State: (54%)	School: 0 State: (11%)
Music 1	2021	7	School: 5 (71%) State: (64%)	School: 2 (29%) State: (34%)	School: 0 State: (16%)
	2022	3	School: 3 (100%) State: (69%)	School: 0 State: (28%)	School: 0 State: (2%)
Music 2	2021	2	School: 1 (50%) State: (88%)	School: 1 (50%) State: (12%)	School: 0 State: (0%)
	2022	1	School: 1 (100%) State: (86%)	School: 0 State: (14%)	School: 0 State: (0%)

PDHPE	2021	19	School: 4(21%) State: (31%)	School: 15(79%) State: (46%)	School: (%) State: (13%)
	2022	22	School: 6 (27%) State: (26%)	School: 13 (59%) State: (53%)	School: 3 (14%) State: (20%)
Physics	2021	22	School: 6 (27%) State: (40%)	School: 12 (55%) State: (50%)	School: 4 (18%) State: (9%)
	2022	7	School: 5 (71%) State: (41%)	School: 2 (29%) State: (45%)	School: 0 State: (13%)
Society and Culture	2021	11	School:8 (73%) State: (45%)	School: 3(27%) State: (48%)	School: 0 State: (6%)
	2022	10	School: 6 (60%) State: (43%)	School: 4 (40%) State: (50%)	School: 0 State: (7%)
Tourism, Travel and Events	2021	0	-	-	-
	2022	1	School: 0 State: (22%)	School: 1 (100%) State: (58%)	School: 0 State: (8%)
Visual Arts	2021	9	School: 6 (67%) State: (63%)	School:3 (33%) State: (35%)	School: 0 State: (2%)
	2022	9	School: 7 (78%) State: (66%)	School: 2 (22%) State: (33%)	School: 0 State: (1%)

Extension Courses	Year	Number of Students	Performance band achievement by number and percentage				
				E4	E3	E2	E1
2021 English Extension 1	2021	11	School	1 (9%)	9 (82%)	1 (9%)	0
			State	(42%)	(53%)	(5%)	0
2022 English Extension 1	2022	8	School	0	8 (100%)	0	0
			State	(40%)	(53%)	(7%)	0
2021 English Extension 2	2021	6	School	2 (33%)	3 (50%)	1 (17%)	0
			State	(25%)	(59%)	(15%)	(1%)
2022 English Extension 2	2022	3	School	1 (33%)	1 (33%)	1 (33%)	0
			State	(29%)	(55%)	(14%)	(1%)
2021 Mathematics Extension 1	2021	14	School	2 (14%)	5 (36%)	5 (36%)	2 (14%)
			State	(37%)	(37%)	(20%)	(6%)
2022 Mathematics Extension 1	2022	13	School	1 (7%)	9 (69%)	2 (15%)	1 (7%)
			State	(35%)	(39%)	(20%)	(6%)
2021 Mathematics Extension 2	2021	4	School	0	4 (100%)	0	0
			State	(43%)	(44%)	(12%)	(1%)
2022 Mathematics Extension 2	2022	3	School	0	2 (67%)	1 (33%)	0
			State	(40%)	(45%)	(11%)	(4%)
2021 History Extension	2021	2	School	0	2 (100%)	0	0
			State	(23%)	(54%)	(20%)	(2%)
2022 History Extension	2022	6	School	1 (17%)	2 (33%)	3 (50%)	0
			State	(25%)	(58%)	(14%)	(2%)
2021 Science Extension	2021	3	School	0	2 (67%)	1 (33%)	0
			State	(10%)	(62%)	(27%)	(1%)
2022 Science Extension	2022	5	School	0	4 (80%)	1 (20%)	0
			State	(8%)	(71%)	(21%)	(1%)

### Distinguished Achievement List 2022

17 TIGS students received Distinguished Achievements for scoring 90 or more in a subject, with a total number of scores over 90 of 31.

### Student work selected for state-wide recognition

No nominations were received for the various state-wide recognition in 2022.

### More outstanding achievements

12 of our students achieved ATARs of 90+

## RECORD OF SCHOOL ACHIEVEMENT (RoSA) – 2022

NESA awarded the following percentage of grades for 2022 Year 10 students:

Courses		Grade A	Grade B	Grade C	Grade D
English	School 2020	25	52	17	5
	State average 2020	12	28	36	16
	School 2021	6	39	52	1
	State average 2021	13	29	36	16
	School 2022	20	40	40	-
	State average 2022	12	29	36	16
Mathematics	School 2020	18	26	42	14
	State average 2020	15	22	32	22
	School 2021	20	51	24	5
	State average 2021	15	23	32	23
	School 2022	15	50	27	8
	State average 2022	15	22	32	23
Geography	School 2020	35	40	23	1
	State average 2020	15	28	35	16
	School 2021	37	32	27	5
	State average 2021	16	28	34	15
	School 2022	17	45	35	1
	State average 2022	15	28	35	16
Science	School 2020	22	31	42	4
	State average 2020	13	25	36	19
	School 2021	20	23	41	16
	State average 2021	14	25	36	18
	School 2022	17	33	40	9
	State average 2022	13	24	37	19
History	School 2020	36	48	15	1
	State average 2020	15	27	35	16
	School 2021	33	38	18	11
	State average 2021	16	28	34	15
	School 2022	37	47	15	1
	State average 2022	15	28	34	16

# Teacher Qualifications and Professional Learning

## Teaching Standards

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines	91
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEINOOSR guidelines but lack formal teacher education qualifications	0
Teachers who do not have qualifications as described in the above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

## Learning

### Academic

All academic staff undertake professional learning. The focus in 2022 was on teacher impact, academic care and counselling, with an explicit focus on learning outcomes and success criteria. Staff attended In-Services in specific subject areas and for all stages of Learning K-12. All staff undertook an update to Child Protection Legislation and were provided with the compulsory annual Resuscitation training.

Whole School
Anaphylaxis Training Work Health and Safety (NSW, 2021) Code of Conduct Privacy Update Child Protection Evacuation Procedures Email and Internet Usage Child Safe Standards First Aid – CPR NESLI Staff Wellbeing Program

Senior School	
English	AIS The Craft of Writing Visible Learning
Mathematics	MANSW – HSC Maths Ext 1 Course Visible Learning
HSIE	Economics & Business Educators NSW Annual Conference AIS The Thinking Classroom AIS Contested Discourses LSA – Legal Studies Annual State Conference Visible Learning
Arts	Visible Learning
Languages	Japanese Teachers Conference NSL Supervisors Seminar Visible Learning
Library	Visible Learning
PDHPE	Law Sense – Schools Sports Law 2022 AIS PDHPE Conference Compass 2022 Network Visible Learning
TAS	Visible Learning
Science	Crooked Science – Preparing for the 2022 HSC Physics Exam UNSW ICPE Workshop Visible Learning

Careers	ICAN Visible Learning
Senior Dean	AIS Aspiring Heads AIS Teaching Entrepreneurial Thinking Elevate Conference Lifeline – Applied Suicide Prevention Skills Training Visible Learning
Middle Leaders	Visible Learning Leading from the Middle - AIS Middle Leaders Program
Executive	Curriculum Leadership Conference Compass 2022 Network Scholarly Christian Educators Visible Learning

Junior School	
Prep	Early Childhood Australia National Conference Working with Children Behaviours and pedagogical documentation Picture Exchange Training Leadership Webinar
Kinder	Making the PYP Happen Building Mathematics Pedagogy through a conceptual lens – best practice Quality Mathematics Assessment Exploring the new K-2 English Syllabus
Year 1	K – 2 Syllabus Planning and Programming Making the PYP Happen Building Mathematics Pedagogy through a conceptual lens – best practice Quality Mathematics Assessment Exploring the new K-2 English Syllabus
Year 2	Making the PYP Happen Leading the Implementation of the new English K-2 Syllabus Leading the Implementation of the new Maths K-2 Syllabus Compass Network Day Term 1 Compass Network Day Term 3 Building Mathematics Pedagogy through a conceptual lens – best practice Quality Mathematics Assessment Middle Leaders Exploring the new K-2 English Syllabus
Year 3	Building Mathematics Pedagogy through a conceptual lens – best practice Quality Mathematics Assessment Middle Leaders Exploring the new K-2 English Syllabus
Year 4	NSW PYP Network Meeting Building Mathematics Pedagogy through a conceptual lens – best practice Quality Mathematics Assessment Exploring the new K-2 English Syllabus
Year 5	Building Mathematics Pedagogy through a conceptual lens – best practice Quality Mathematics Assessment NESLI staff Wellbeing Exploring the new K-2 English Syllabus Resuscitation Annual update on Child Protection
Year 6	Leading Evidence Informed Practice Compass Network Day Building Mathematics Pedagogy through a conceptual lens – best practice Quality Mathematics Assessment Exploring the new K-2 English Syllabus
Head of Junior School	APPA National Conference Compass Network Day Term 3 Leading Evidence Informed Practice Masterclass Series Building Mathematics Pedagogy through a conceptual lens – best practice Quality Mathematics Assessment
Performing Arts	IPSHA Choral Reading Day Schulwerk Teacher Training Level 2
Language	IPSHA Umbrella Group Meeting JLTAV Annual Conference
Administration	Diabetes in Schools Level 2
Teaching & Learning /PYP	Leading Evidence Informed Practice Leading the Implementation of the new English K-2 Syllabus Leading the Implementation of the new Maths K-2 Syllabus Building Mathematics Pedagogy through a conceptual lens – best practice



	Quality Mathematics Assessment
Learning Support	Building Mathematics Pedagogy through a conceptual lens – best practice Quality Mathematics Assessment

### **WORK HEALTH AND SAFETY**

Various staff members have attended externally delivered courses in the following: Senior First Aid and St John's First Aid. All Academic staff have completed refresher training in Asthma and Anaphylaxis.

### **LEADERSHIP**

Staff with leadership responsibilities participated in a number of professional development opportunities specifically focussed on their leadership areas. In 2022, Heads of Department, Deans and Stage Coordinators commenced the Leading from the Middle Program facilitated by AIS.

### **PROFESSIONAL ACCREDITATION**

Staff continued to be supported in gaining Accreditation. Staff wishing to progress through the levels of Accreditation attended support days, met as a group for professional support and were provided with time to observe lessons, gather evidence and attend professional mentoring meetings with their Supervisor. They also had the opportunity to attend AIS and union Workshops specifically for Professional Accreditation.

### **CURRICULUM DEVELOPMENT**

The School implements the International Baccalaureate (IB) Primary Years Programme. This combined with the NSW Education Standards Authority Curriculum, provides a framework of concept based, constructive learning. Staff attended specific training in the following areas:

- NESA Syllabi
- PYP induction and continuing development

### **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

Some key learning include:

- OLLE (Online Learning System)
- Consent2Go
- Schoolbox Data Analytics

## Workforce Composition, Including Indigenous

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

School Staff 2022				
	Full Time – FTE	Part Time – FTE	Casual – FTE	Total – FTE
Academic	69	11.2		80.20
Non-Academic	31	8.90		39.90
Total	100	20.1		120.1

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

The average attendance rate for the whole school in 2022 was 90.63%.

Average student attendance rate for each Year level:

Year level	Average attendance rate for each Year level as a percentage in 2022
Kindergarten	91.65
Year 1	89.69
Year 2	92.27
Year 3	90.23
Year 4	93.02
Year 5	91.17
Year 6	90.33
Year 7	92.28
Year 8	91.40
Year 9	89.97
Year 10	90.15
Year 11	89.81
Year 12	88.29

The School monitors the daily attendance and absence of students by marking rolls electronically every lesson in the Senior School, at the commencement of the school day in the Junior School, and via a sign in book in The Piper Centre and then maintaining a daily register of attendees and absentees through the School's administration package.

Junior and Senior School parents can notify the School of reasons for absence via SMS, email or letter. After seven (7) days, absences are permanently recorded as unexplained if notification has not been received.

## Retention Rates - Secondary

Of the 78 students enrolled in Year 10 in 2020, 64 were still enrolled at TIGS in 2022. These figures are based on the number of students who were at TIGS in 2020 compared with the Year 12 2022 candidature.

The School's actual retention rate of students in the table below continues to remain steady.

Years Compared	Year 10 Total Enrolments	Year 12 Total Enrolments	Year 10 Enrolments Remaining in Year 12	Apparent Retention Rate	Actual Retention Rate
2013/2015	104	91	88	88%	85%
2014/2016	106	93	89	88%	84%
2015/2017	88	78	78	89%	89%
2016/2018	104	93	93	89%	89%
2017/2019	92	82	78	89%	85%
2018/2020	75	72	64	96%	85%
2019/2021	73	66	60	90%	82%
2020/2022	78	67	64	86%	82%

### Post School Destinations

In 2022 a total of 4 students over the age of 17 left the School prior to the completion of Year 12 (see table below).

Reason	Year 10	Year 11	Year 12
Educational Needs		2	1
Pastoral		1	
<b>Total</b>		<b>3</b>	<b>1</b>

# Enrolment Policies

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## Student Enrolment Policy

The Illawarra Grammar School is a non-selective coeducational Anglican school enrolling students from Preparatory to Year 12.

Students from a wide range of backgrounds, including language background other than English, Aboriginal or Torres Strait Islanders, international students and a number of students with additional needs are enrolled at the School.

The School provides an education underpinned by Christian values and operating within the policies and requirements of the NSW Education Standards Authority.

As far as possible, the School seeks to maintain a reasonable balance of boys and girls.

All applications are processed in order of receipt. Consideration is given to the applicant's support of the ethos of the School, siblings already attending the School and other criteria determined by the School from time to time.

Once enrolled, students are expected to act consistently with the School's ethos and comply with School rules in order to maintain enrolment. Parents are expected to be supportive of the ethos of the School.

## Source of Obligation

The NSW Registration Manual (3.8) requires the Principal of the School to keep a register, in a form approved by the Minister, of the enrolments of all children at the School.

The NSW Registration Manual (3.6.2) requires the School to provide a safe and supportive environment by maintaining a student enrolment register.

## Student Enrolments

TIGS keeps a register of enrolments of all children at the school in Synergetic.

## Information for Register of Enrolments

The register of enrolment records the following information for each student:

- name, age and address;
- the name and contact telephone number of parents/guardians;
- date of enrolment;
- the date of leaving the school and the student's destination, where appropriate;
- for children older than six years of age, previous school or pre-enrolment situation;
- where the destination of a student under seventeen years of age is unknown, evidence that the Department of Education has been notified of:
  - the student's full name;
  - the student's date of birth;
  - the student's last known address;
  - the student's last date of attendance;
  - parents/guardians names and contact details;
  - an indication of possible destination;
  - any other information that may assist officers to locate the student;
  - any known work health and safety risks associated with contacting the parents/guardians or student.

## Records of the Register of Enrolments

The register is retained for a period of seven years after the last entry is made, and copies of information in the register are stored offsite at regular intervals.

## Implementation

TIGS has set up a series of compliance tasks in CompliSpace Assurance, to ensure that key obligations under the NSW Registration Manual are managed effectively.

## Other School Policies

### Policies for Student Welfare

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

- Minimises risk of harm and ensures students feel safe and secure.
- Supports the physical, social, academic, spiritual and emotional development of students.
- Provides student welfare policies and pastoral care programs that develop a sense of self-worth and foster personal development.
- Is characterised by the principles of mutual respect and restorative practices when relationships have been damaged.

Policy	Changes in 2022	Access to full text
<p><b>Student Welfare</b> The school seeks to provide a safe and supportive learning environment to support the mental, physical and emotional wellbeing of students through programs, policies and structures that have students at the centre.</p> <p>The policies that relate to the Student Welfare policy include:</p> <p><b>Child Protection</b></p> <ul style="list-style-type: none"> <li>• Child Protection – Abuse, Grooming &amp; Neglect Identification &amp; Initial Notification</li> <li>• Child Protection – Mandatory Reporting of Abuse &amp; Neglect</li> <li>• Child Protection – Detecting, Reporting and Addressing Grooming Behaviours</li> <li>• Child Protection - Reportable Conduct of Staff, Volunteers &amp; Others</li> <li>• Child Protection Working With Children checks.</li> <li>• Child Protection – Information Sharing</li> </ul> <p><b>Student Behaviour</b></p> <ul style="list-style-type: none"> <li>• Assault (Student Against Student)</li> <li>• Bullying Prevention and Intervention</li> <li>• Digital Citizenship</li> <li>• Drugs – Illicit (Student Use Of)</li> <li>• Information &amp; Communication Technology</li> <li>• Truancy</li> </ul> <p><b>Student Welfare and General Safety</b></p> <ul style="list-style-type: none"> <li>• Access Arrangements for Separated Parents/Guardians</li> <li>• Counselling Services</li> <li>• Disability Discrimination</li> <li>• Hazardous Substances</li> <li>• Inclusion Policy</li> <li>• Medical &amp; Biological Waste</li> <li>• Needles and Syringes</li> <li>• Noise</li> <li>• Personal Protective Equipment</li> <li>• Slips and Trips</li> <li>• Staff and Student Professional Boundaries</li> <li>• Student Attendance Policy and Procedure</li> <li>• Student Code of Conduct Behaviour Management Policy</li> <li>• Student Leadership Policy and Procedure</li> <li>• Student Wellbeing Policy</li> <li>• Supervision (General)</li> <li>• Supervision &amp; Inspection - Playground</li> <li>• Whole School Discipline Policy and Procedures</li> </ul>	<p>Review and modifications to all related policies in 2022, as per legal updates.</p> <p>Inclusion of Child Safe Standards and Statement of Commitment to Child Safety and Wellbeing.</p>	<p>All policies available by request via the School website. Parental access is via the Parent Portal</p> <p>All staff have access to all relevant policies in CompliSpace – Child Protection, Student Duty of Care and in Staff Information</p>

<p>Programs that support this policy include:</p> <ul style="list-style-type: none"> <li>• Early intervention programs that identify and support students at risk. This incorporates learning support and counselling services.</li> <li>• Proactive student wellbeing programs based on Christian principles, international mindedness and incorporating positive education.</li> <li>• Pastoral Care structures such as House Mentors and House events, community service, outdoor education and leadership programs.</li> <li>• Annual update for all staff in regard to their legal responsibilities related to child protection and other relevant school expectations (Staff Code of Conduct)</li> </ul>		
<p><b>Anti-bullying</b> In the Bullying Prevention &amp; Intervention as well as in Student Anti-Bullying Policy and Plans, the School provides plans and processes for identifying, preventing, managing and responding to incidents of bullying behaviour. The policy includes:</p> <ul style="list-style-type: none"> <li>• Behaviours that constitute bullying and those that don't</li> <li>• Strategies for the prevention of Bullying</li> <li>• Processes for responding to bullying behaviour</li> <li>• Responsibilities of school stakeholders in relation to the reporting and responding to bullying</li> <li>• Cyber Safety</li> </ul>	<p>Embedded in student wellbeing programs and addressed in year meetings and wellbeing classes.</p> <p>Seeking Support or Sharing a Concern to OLLE for Student anonymous reporting of incidents or seeking assistance.</p>	<p>Public can request policies via the School website.</p> <p>Parent access is via the Parent Portal.</p> <p>All staff have access to all relevant policies in CompliSpace</p> <p>Summary available to students and staff in Student Diary.</p>
<p><b>Discipline Policy</b> Referred to as the Whole-School Discipline Policy and Procedures. In this policy students are required to abide by the school rules, based on their Rights and Responsibilities and to follow the directions of teachers and other persons of responsibility delegated by the school. Where disciplinary action is required, consequences imposed vary according to the nature and severity of the behaviour, as well as the student's prior behaviour. The school expressly prohibits corporal punishment and does not sanction the administering of corporal punishment by non-school persons, including parents, to enforce school discipline.</p> <p>All disciplinary actions involving a student are based on Christian values, procedural fairness and restorative practices, seeking to restore relationships where relationships have been damaged. Parents are involved in the processes of procedural fairness when sanctions include suspension, exclusion or expulsion of a student.</p>		<p>The full text of the Whole School Discipline Policy is available on request via the school's website and is readily available to parents via the Parent Portal</p> <p>All staff have access to all relevant policies in CompliSpace</p> <p>Summary available to students and staff in Student Diary.</p>
<p><b>Complaints and grievances resolution</b></p> <ul style="list-style-type: none"> <li>• Grievance Policy and Procedures</li> </ul> <p>The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness and privacy.</p> <ul style="list-style-type: none"> <li>• Whistleblower (Protected Disclosure) Policy</li> </ul>	<p>Online ability to register complaints or grievances via Folio within "Contact Us" tab link – "Feedback, compliments and concerns"</p>	<p>The full text of the School's Grievance Policy is available on request via the school's website and is readily available to parents via the Parent Portal</p> <p>The full text of the Whistleblower Policy is available on request via the school's website and is readily available to parents via the Parent Portal</p> <p>All staff have access to all relevant policies in CompliSpace.</p>

# School Determined Priority Areas for Improvement

## Achievement of priorities identified in the School's 2021 Annual Report

Area	Priorities for 2022	Achievements
Teaching and Learning  -as per the current Strategic Vision 2018 - 2022	Focus on effective use of data to inform learning decisions.	Further strengthen and embed data digs and tracking to influence decisions related to flexible grouping K - 6
	Focus on teacher impact	Establishment of pedagogical coaching team to conduct.
	Academic care and counselling	Personalised and specific academic coaching that provides appropriate and timely insight to senior students to assist them in achieving their best personal learning outcomes and strive for excellence.  This provision is highly regarded by students in years 10 - 12 and routinely accessed to inform progress and individual strategies for learning success.
	Explicit focus on learning outcomes and success criteria	Cohesive use of clear learning intentions and success criteria for all learning engagements in years 7 - 12
	Enhance the capacity and impact of middle leaders to lead academic focus and performance for all students	Middle leaders have a strong understanding of their role and impact in enhancing the learning and wellbeing outcomes for students as well as in the development and support of staff.
	Continue flexible and specific grouping for learning that maximises student progress and achievement.	Further strengthen and embed data digs and tracking to influence decisions related to flexible grouping K - 6  Further development of flexible pathways 7 - 12 in Mathematics and other subjects as required for High Potential Learners.
Student achievements	Maintenance of strong individual academic outcomes	Achieved as per results on pages 6 to 8 2021 HSC of the students who applied, 90% received offers of early entry by universities.
	Continue to achieve excellent learning outcomes for diverse students	As a non-selective school, our focus is on personal best achievement, effort and growth. This ensures success for every learner. This has continued to be a strength at TIGS
	Broad range of opportunities to develop students holistically	Learning and wellbeing of students is enhanced by a comprehensive suite of co-curricular and extracurricular opportunities. Strong student development is achieved academically, in leadership, in service and in personal and collective wellbeing.
Facilities and resources	Continue to develop and maintain agile learning spaces.	The TIGS campus is a beautiful, welcoming and safe space that enhances the culture of learning, care and community. The School continues to improve the flexibility and amenity of learning as well as gathering or active play spaces around the campus.
	Deliver campus master plan that reflects the growth of the School as well as the needs of future learning.	The TIGS master campus plan has been submitted for endorsement by the School Council. A 12-month process of evaluation of the amenity and suitability of all buildings and facilities was undertaken by PMDL architects. The endorsed document will drive future development of the campus.



	2022 Major Projects	<ul style="list-style-type: none"> <li>• Continuation of Masterplan process</li> <li>• Renovation of the F Block Art Classrooms, and storage areas</li> <li>• Re-Roof of 45% F Block roof</li> <li>• Renovation of Senior Study</li> <li>• Senior School established tree replacement and garden rejuvenation project</li> <li>• Installation of CCTV system throughout Campus</li> <li>• Upgrade and replace major Electrical Distribution Boards throughout Campus</li> <li>• Installation of major JS Shade sail</li> <li>• Replacement of major HVAC systems</li> <li>• Senior School drinking refill stations</li> <li>• Senior School TAS computer refresh</li> <li>• TIGS Prep and Junior School Interactive Whiteboards</li> <li>• TIGS Transport bus replacement (25 seat)</li> <li>• Junior School GLA refresh (2 classrooms)</li> </ul>
Student Welfare	Provide students with an effective voice in their learning and wellbeing	Continue to equip SRC to contribute to decisions related to student and School matters.
	Continue to strengthen partnerships between the School and families	Return to on-campus interactions and activities has facilitated reconnection between families and the School.
	Broad range of opportunities to develop students holistically	The reintroduction of the entire programme of academic, co-curricular and extracurricular programme for students post COVID has seen high levels of engagement and enthusiasm across the School from Students and staff and returned the vibrancy and depth of a comprehensive learning community to the campus.
	Review and consolidate whole School wellbeing approach and programs to ensure cohesion, strong staff skills and knowledge and effective implementation and impact for students	COMPASS initiative commenced with AIS establishing a whole School understanding of wellbeing and review of programs and provision underway by K - 12 staff working group.
	Care holistically for the needs of each student	Strong structures for collaboration and sharing between staff in order to plan for the needs of individual students.
	Ensure that our staff are of the highest professional quality	Professional development activities as per pages 13 to 15.
Staff Development -as per the current Strategic Plan	Understand and implement consistent approaches to learning P-12	Strong cohesion in year group (JS) and faculty (SS) teams to ensure that students experience consistent language and approaches to learning.
	Continue to equip staff to provide differentiated learning opportunities that respond to the needs of students	Learning Enhancement team collaborate closely with teaching staff, students and parents to plan and implement differentiated learning and wellbeing provision for high levels of support and care.

## Priority Areas for Improvement

Area	Priorities for 2023
Academic Excellence -as per the current Strategic Plan	<p>Personalised learning growth informed by evidence and data.            Prioritise instructional impact for student growth.            Provision of accurate, timely and relevant feedback that is accessed, valued and useful.            Deliver instructional leadership at all levels with a particular focus on middle leadership impact.</p>
Student achievements	<p>Equip young people to be active participants and co constructors of learning.</p>
Facilities and resources	<p>Deliver a focussed and timely program of capital works with disciplined program implementation.</p>
	<p>Commence delivery of campus master plan for refurbishment and investment to reflect the TIGS standard of excellence and support outstanding classroom practice, enhance learning and promote community.</p>
Student Welfare	<p>Strengthen TIGS service program as a tangible expression of Christian love and ethics.</p>
	<p>Design opportunities to care for others that enhances self-knowledge and equips young people to play a meaningful and satisfying part in their families, friendships and communities.</p>
	<p>Refresh model for parent association so that parents are connected to each other and the School. Inform and educate parents so that they can support the growth and development of their children in partnership with the School.</p>
Staff Development -as per the Strategic Plan	<p>Support mandatory new curriculum roll out. JS focus on reading instruction to ensure comprehensive and sequential delivery of English and Mathematics learning K – 6.  SS focus on English curriculum roll out 7 – 12.</p>
	<p>Continue to strengthen and develop distributed leadership with a focus on formal middle leadership roles. Department heads, Stage coordinators and deans to develop annual improvement plans with their teams that are specific to their faculty or stage and connected with whole School strategic plan.</p>

## Initiatives Promoting Respect and Responsibility

<p><b>Student Welfare and Discipline</b></p>	<p>The School continues to place a high priority on providing quality care for students. Parents consistently report that this is a key reason for choosing to send their children to TIGS. In 2022 areas of strength include</p> <p>Strong system of student encouragement and recognition that affirms both excellence and effort.</p> <ul style="list-style-type: none"> <li>• Explicit Wellbeing Program across Years K - 12, focusing on cyber safety, peer support and positive relationships.</li> <li>• Wellbeing leaders use tracking procedures and via student management systems to monitor and respond to pastoral or wellbeing concerns.</li> </ul> <p>An expert and experienced counselling team of 3 School Psychologists provided high levels of specific support as well as referrals and collaborative care with external providers for students.</p> <p>Restorative practices as a framework for responding to issues where there were breakdowns in relationships. Training of staff in this approach maintained.</p>
<p><b>Community Service</b></p>	<p>Opportunities to proactive and develop service to others is a key component in developing the TIGS graduate. This is achieved through the provision of planned and age-appropriate experiences in community service across K – 12.</p> <p>In the Prep/Junior School, Community Service is localised within stages and generally flows out of learning in the classroom under the “Action” phase of the PYP. This results in action from students within school, at home or sometimes more broadly in the community.</p> <p>At the end of each year, the Senior School Deans (in collaboration with the Chaplain) determine the Community Service venture for their Year Group for the following year. In 2022, the ability for student participation in Community Service was restored following the impact of the COVID pandemic. Students and staff enthusiastically engaged with major partners such as Anglicare, The Disability Trust, Port Kembla and Figtree Anglican Churches, The Smith Family, Dressed For Success, Nganambala, a remote community in NT, and Coomaditchee.</p> <p>In Year 11, Community Service is undertaken by students outside the regular timetable. Students are presented with a range of service opportunities and are assisted as they commit themselves to serving those who are in some way disadvantaged or disabled. Year 12 nominate a charity to support in their final year at TIGS. A number of fundraising ventures are devised and implemented by the students. Their nominated charity for 2022 was the Coomaditchee United Aboriginal Corporation, raising \$12,097.63.</p> <p>As an IB school, Community Service has great authenticity. Christian Service is “embedded in the curriculum for maximum effect”. This means service is the ultimate expression of learning and leads to further learning.</p>

# Parent, Student and Teacher Satisfaction

TIGS is committed to listening to the views and expectations of key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the School with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

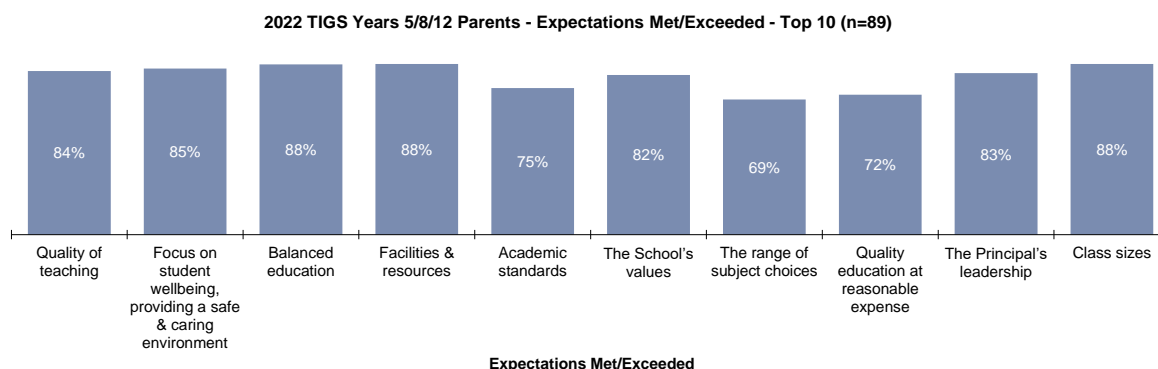
In 2022, 116 parents and 159 students from selected year groups participated in surveys and provided views on areas such as academic performance, student wellbeing, Christian education, sport, co-curricular arts, community service activities, communications and reputation.

## Parents

A selection of the parents' top-level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their children.

The top five areas are noted below:

1. 84% of parents noted their expectations were met or exceeded in relation to the Quality of teaching.
2. 85% of parents noted their expectations were met or exceeded in relation to the Focus on student wellbeing, providing a safe and caring environment.
3. 88% of parents noted their expectations were met or exceeded in relation to a Balanced education.
4. 88% of parents noted their expectations were met or exceeded in relation to the Facilities & resources.
5. 75% of parents noted their expectations were met or exceeded in relation to the Academic standards.

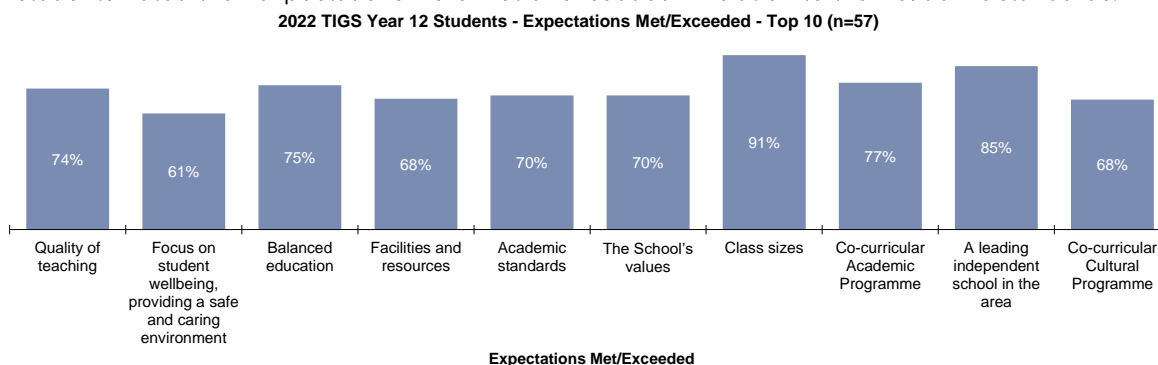


## Students

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

The top five areas are noted below:

1. 74% of students noted their expectations were met or exceeded in relation to the Quality of teaching.
2. 61% of students noted their expectations were met or exceeded in relation to the Focus on student wellbeing, providing a safe and caring environment.
3. 75% of students noted their expectations were met or exceeded in relation to a Balanced education.
4. 68% of students noted their expectations were met or exceeded in relation to the Facilities & resources.
5. 70% of students noted their expectations were met or exceeded in relation to the Academic standards.



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

2022 TIGS Years P/5/8/12 Parents - What do you value most about your association with the School? (Top 5)	2022 TIGS Years 5/8/12 Students - What do you value most about your association with the School? (Top 5)
Quality of teachers & staff	Academic curriculum & standards
The School community	Friendships/connections developed between students
Safe, caring & supportive environment	Sports Program
Personal growth, development & achievements	Quality of teachers & staff & connections made
Academic curriculum & standards	Safe, caring & supportive environment

**Parent Quotes on what they value about TIGS:**

*I value the communication with teachers and leadership staff, the participation in school events, relationships with other parents and the holistic approach to my child's education.*

*Teachers who are committed to knowing each of their students, and of their wellbeing and success.*

*Other parents and families we have met along the way. The good teachers... talented, hard working and competent.*

*The supportive teaching staff who go above and beyond to answer emails and help our children reach their potential, the happy smiles on the leadership team, the fact that staff know all kids across all grades by their first name, the welcoming and inclusive environment, the opportunities to participate in co-curricular activities and the opportunities for parent involvement.*

*Strong leadership and school community, positive culture that demonstrates Christian values and excellent teachers.*

*Holistic education! Educating the whole child - academic rigour, sport, arts, production, community service. They are loved and cared for.*

*Christian academic respect to the uniform personal presentation manners appropriate behaviour empathy community service from activities enrichment programs.*

*I believe that the management at TIGS are very focused on quality education.*

*Overall well rounded experience for my children (including beyond the classroom).*

**Student Quotes on what they value about TIGS:**

*The fact that there are so many varieties of learning levels. I also like how there are many subjects to learn. This helps us in real world situations.*

*What I value most is that it gives me a good education and agrees with Christian values. I also value that we can represent it with great pride that it is a good school.*

*The school is a fun place. I like to see friends and teachers in the community and spend time with them.*

*- TIGS is a school that is willing to provide the support for students who are struggling both mentally and physically.*

*TIGS has an exceptional sporting and outdoor education program!!!*

*Friend, Math, Sports and UOI*

*How it has given me a good foundation for the start of my life - excellent Pre-prep and Jr School program.*

*I great appreciated the breadth of creative and academic cocurricular activities offered (especially the yearly musical production and myriad orchestras and academic competitions).*

*I like my association with the school because I can ask anything to anyone and report my problems to any staff member.*

*I value that there are a good variety of subjects and that they try to take care of their students when their unhappy.*

*I value the opportunities that they give every student and how often they happen. Also, it is very supportive, even if you make a mistake.*

*My education and being able to express myself and involvement with TIGS through co-curricular activities.*

*My friends and my teachers*

*Some of the friends which I've made within school have been pretty good and I feel as if my year group has reached a point where we all get along with each other.*

*Teachers have been nothing short of supportive in my journey of year 12.*

*The connections I have made with the teachers and dean along with the friends I have made.*

## Summary Financial Information

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Graphical representation of income and expenditure using percentages only:

