



International
Grammar School

International Grammar School

2008 Annual Report

(This report should be read in conjunction with the Principal's Annual Report published December 2008 and available from Reception, Level 2, 4-8 Kelly Street Ultimo).

The International Grammar
School Sydney Limited
ABN: 74 002 807 525
4-8 Kelly Street,
Ultimo NSW 2007
Locked Bag 1022,
Broadway NSW 2007, Australia
Telephone: 61 2 9219 6700
Facsimile: 61 2 9211 2474
Email: admin@igssyd.nsw.edu.au

Contents

| | |
|--|-------------------------------------|
| MESSAGES FROM KEY SCHOOL BODIES | 3 |
| SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS..... | 10 |
| PRIMARY SCHOOL | 11 |
| HIGH SCHOOL | 11 |
| PROFESSIONAL LEARNING, TEACHING STANDARDS, ATTENDANCE AND RETENTION RATES | 21 |
| PROFESSIONAL LEARNING..... | ERROR! BOOKMARK NOT DEFINED. |
| ATTENDANCE AND RETENTION RATE | 21 |
| STUDENT ATTENDANCE, RETENTION RATES AND POST SCHOOL DESTINATIONS | 23 |
| POST SCHOOL DESTINATIONS | 23 |
| ENROLMENT POLICY..... | 23 |
| SCHOOL POLICIES..... | 25 |
| STUDENT WELFARE POLICIES..... | 25 |
| SCHOOL-DETERMINED IMPROVEMENT TARGETS | ERROR! BOOKMARK NOT DEFINED. |
| DEVELOPMENTS IN 2006 | ERROR! BOOKMARK NOT DEFINED. |
| CORE VALUES | 33 |
| PARENT, STUDENT AND TEACHER SATISFACTION | 35 |
| SUMMARY FINANCIAL INFORMATION | ERROR! BOOKMARK NOT DEFINED. |

Messages from key school bodies

Message from the Chairperson of the School Board:

In 2007 the School Board of Directors had nine (9) members . Those members each contribute their time and expertise on a voluntary basis, to support our principal, to promote the interests of the School and the general welfare of our community.

In 2003 the IGS Board decided to invite the parent group to elect a parent to the Board each year for a two (2) year term. The balance of Board membership is selected and appointed by the Board from the wider community to maintain a collective mix of appropriate skills, knowledge and experience. The School has been well served by a number of long standing Board members, who contribute their time and expertise at Board meetings, through membership of various sub committees and during special planning sessions.

Over the course of 2007, the Board met on nine(9) occasions with our principal and business manager (who acts as the Board secretary), to review and report upon the performance of the School in 2006 and progressively, in 2007 (scholastically, culturally and financially), to review and consider a range of policy issues, to participate in an ongoing revision and update of the strategic plan for the School, to consider and approve the budget for 2008 and to assess, plan and implement various property initiatives that are required to support the delivery of the strategic plan

| | Directors' Meetings | |
|---------------------------|---------------------|-----------------|
| | Eligible to attend | Number attended |
| David Baker (Chairman) | 9 | 6 |
| Julieanne Alroe | 3 | 2 |
| Larissa Cook | 6 | 6 |
| Cheryl Hayman | 9 | 7 |
| Barbara Kozak | 9 | 7 |
| Peter Lewis | 9 | 8 |
| Lesley Lynch | 9 | 7 |
| Peter Macarthur | 9 | 9 |
| Stephen Matchett | 9 | 9 |
| Cecilia Rice | 9 | 5 |
| Kerrie Murphy (Principal) | 9 | 9 |
| Ron Spinner (Secretary) | 9 | 8 |

Message from the PTF:

The PTF – Parent Teacher Friends Association – believes it makes an important contribution to the IGS school community. It has been well served over the past year by enthusiastic and conscientious Executive members and support from across the parent body.

The PTF serves a number of roles. Primarily it is a conduit between the Principal and colleagues and the parent body. The monthly meetings provide a forum for open, honest and informative discussion whereby parents raise issues, seek clarification and question the Principal, and senior staff, who attend from time to time. The corollary is that the Principal can use this time to seek parent approval, gather support for new projects and evaluate ideas against parent opinions. These forums are important to the development of trusting relationships between the school staff and the parent body.

The PTF also provides a framework for knitting the community together. We value strong connections with our students; similarly parent connections are facilitated through the PTF. It is not just the monthly meetings, although they do provide a good opportunity for parents from different areas of the school to meet, to discuss common aspects of parenting and to gain a broad perspective on the journey of parenting throughout the fifteen years covered by our parent group. There are also off-shoots of the main PTF structure that offer similarly important opportunities for communication between IGS parents. The Parent Reps serve an important role for each year group and the Social Committee organises informal events that encourage social interaction.

The PTF also serves the school by raising revenue that is donated to provide equipment and other resources that would not otherwise be available for the students. The staff and students are very appreciative of the generosity of the parent group over the past years.

Lastly, the PTF serves the students by organising events that are supplementary to their education such as the language film days, and support for International Day.

There are challenges in making a success of a community based group such as the Parents Teachers Friends Association. Everyone is pressed for time already to meet their work and family commitments and in our case, families come from across the Sydney region. In an age when we're happy to pay a bit extra for "outsourcing" so we don't have to worry about something, is that our we should treat our children's education? The PTF Executive keeps the role of the PTF under review to ensure that it remains relevant. However, it consistently finds parents strongly hold that family involvement in the life of IGS is well worth working for.

It has benefits for the students, their families and the IGS team of teachers and management through identifying and working to achieve common educational goals. It is also fun. Anyone who has come to a PTF event, the welcome drinks at the beginning of each year is a great example, will agree that they not only found it useful to talk to other parents and carers but they had a good time as well.

Message from the Principal:

This is the 25th end-of-year celebration for International Grammar school. On the occasion of this significant milestone, it is a great pleasure to present my eighth annual report. The school grew out of passion; the passion of a few individuals to create a place, unique in Australian culture, where young children and adolescents could be educated bilingually, experience a rich musical environment, and grow up in one school from Preschool to Year 12 where individual differences are celebrated and respected. The school's motto was "unity through diversity"; our logo portrayed the globe, with an arc to signify the bridges we build between people and cultures.

A quarter of a century of world history has transformed the realities of our globe during that time. But the core principles at the heart of our school remain unchanged. Technology, globalism, wealth, and mass communications, have made it easier for our students to acquire a global perspective. Today IGS is an outstanding place, a community of young people and teachers of which we can all be very proud.

The following is a summary of this year's outstanding achievements.

This year literacy and numeracy results in Australia-wide standardised tests demonstrated the outstanding achievement of IGS students. In 2008 students in Years 3 and 5 in the Primary school and in Years 7 and 9 in the High school participated in the National Assessment Programme - Literacy and Numeracy (NAPLAN). This was the first year of the NAPLAN. English students

performed up to 40% above, and Mathematics up to 36% above the state average in the top two bands. All four groups performed well above the state average for achievement in these top bands.

Our students have performed at exceptionally high levels in all external competitions and examinations. In Mathematics two students again received prizes in the University of New South Wales (UNSW) Mathematics Competition. This is a high level competition for exceptionally talented students across the state. XXXXXXXXXXXX received a Distinction and XXXXXXXXXXXX a Credit prize. XXXXXXXXXXXX entered the NSW Young Scientist competition and gained first place in the Year 7 - 9 Earth and Environmental Science category. Twenty six students gained a distinction or higher award in the UNSW Science Competition.

In Music XXXXXX composition was selected for performance at the Australian Music Day. XXXXXXXX was chosen from a large number of applications from a wide cross-section of schools to participate in the Australian Chamber Orchestra combined school workshop.

XXXXXXXXof Year 4 earned a perfect score in the Computer Skills competition and received a medal at a ceremony at UNSW. XXXXXX, XXXXXX, XXXXXX and XXXXXX won the Dance section of the Sydney schools Robocup competition. The Robocup Rescue team of XXXXXX and XXXXXX, both of Year 5, were the youngest competitors in their division. They were one of only two Primary student teams competing against 18 High school teams; they finished 5th overall and received an invitation to the national titles.

At the start of 2008 the school was delighted to receive news of the exceptional results achieved by our 2007 Higher School Certificate students. English students were highly successful with XXXXXX's Extension 2 short story being selected for publication in the Young Writers Showcase. He was placed 8th in the state in Extension 2 English and XXXXXX was placed 3rd in Extension 1 English. This year 46 students achieved a Distinction in the UNSW English Competition and six students a High Distinction.

In the areas of art, design and drama our students have performed at an outstanding level. XXXXXX exhibited work in Operation Art and was selected as the winning entry; her work hangs in the NSW Art Gallery and will be moved eventually to the permanent collection at the Westmead Children's Hospital. 2007 HSC students XXXXXX and XXXXXX had their work displayed in Art Express. XXXXXX and XXXXXX were selected to participate in the Intensive Studio Practice, and XXXXXX and XXXXXX had their silk cuts exhibited (and printed in the catalogue) of the Printmaking National Competition. Early in 2008 XXXXXXXX's HSC video from 2007 was shown at the Seymour Centre as part of the ONSTAGE, ONSCREEN presentation. He went on to win at both national and international Film Festivals. XXXXXXXX, XXXXXXXX, XXXXXXXX, XXXXXXXX and XXXXXXXX were all selected into the Griffin Theatre Ambassadors' Programme.

Language students began the year with the announcement of success in two language film festivals held over the summer break. Both the Year 6 Japanese students and the Year 9 Spanish

students won 1st prize in the MLTA film competitions. During this year the Year 7 and 8 Italian students won the Young Filmmakers' award in the *I Love Little Italy* Short Film Festival.

The co-curricular programme was significantly expanded this year. The introduction of a recognition and reward scheme for High school students has encouraged participation. In 2009 we expect that every student will be involved in some aspect of the co-curricular programme. Student participation will be rewarded with pennant, badge or trophy, depending on the level, and this year new awards presented at speech night will recognise overall service, commitment, and performance in both music and drama.

The new drama companies proved a great success as did the new music ensembles. Other new activities included new clubs; the Avant Garde Arts and Literature club, and the Film and Digital Video club. Textiles and photography clubs increased students' exposure to creative design skills.

In debating ToXXXXXXXX was particularly successful, winning "best debater" in every debate he entered, and an award for overall best debater in both the regional and the inter-regional rounds in the HICES Chapman Cup competition. XXXXXXXX received an award as best debater at Middle level in the inter-regional round. XXXXXXXX of Year 6 received the best debater award in the regional rounds of the HICES Junior debating competition.

The Primary Intermediate Chess Team won their division in the Primary Interschool Chess Competition this year.

In sport IGS students achieved at the highest level. XXXXXXXX was selected in the CIS Basketball team for the fourth successive year, competing in the NSW All-Schools Basketball championships. She has been awarded colours and honours in recognition of her sporting excellence and achievement in basketball. XXXXXXXX and XXXXXXXX were selected to represent NSW in the 8th Pacific School Games. The games are for Primary and Secondary students aged from 10 to 19. They will build on the tradition of past Pacific School Games, fostering friendship and understanding of other cultures through a rare sporting and educational spectacle. XXXXXXXX and XXXXXXXX were again successful in the national snowboarding championships, winning the shield for the best Primary school girls.

But the school is much more than just the success of the few high achievers. It is a community, and this year we have worked towards making every member realise that they are an important contributor. There are many celebrations during the course of the year; such events are significant landmarks in a student's life, and part of the rituals and traditions of the school that students remember after they have left school.

We have increased our commitment to serve and connect with others; this is an important aspect of our student care programme. Our aim is to challenge students through their engagement with others, whether locally, nationally or internationally. Our students acquire self-awareness, esteem, confidence, humility and

resilience through their learning. Ultimately the full circle of “personal achievement” includes giving back understandings, insights, truths and perspectives that have arisen from personal achievement. This requires the motivation of “making a contribution” with humility and empathy. For thirty IGS students, one focus of their journey this year was to serve the Tibetan refugee people living in the eastern Indian Himalayas; to work alongside them with physical hard work, taking the time to learn about their life, their story and their traditions.

Our resources, facilities, enrolments and financial position are all very healthy - the best they have been in the school's history. We finished the year in a very good position with enrolments high, significant waiting lists for entry into the school, and sound cash reserves. Our commitment to the professional development of teachers has continued this year, with staff undertaking training and additional learning. We also received and allocated various funding grants for specific initiatives.

Primary School

In 2008 the learning support programme was restructured for students in Years 4 to 6. To limit the time spent out of class, students received either before- or after-school support once or twice a week in general literacy or numeracy support. Flexible staff timetabling enabled this to take place. In 2008 all students identified as requiring learning support at school received it. Most Year 5 students who received learning support returned NAPLAN value-added scores that surpassed expectations.

The introduction of interactive whiteboards continued, this year including Years 4 and 5. IGS received an Australian Government Quality Teaching project grant to develop a unit of work, “Global Connections using the Interactive Whiteboard”; Year 5 teacher XXXXXXXX managed this project successfully. Primary school teachers benefited through professional development and sharing ideas and skills.

Staff professional development covered a wide variety of areas in 2008. XXXXXXXX and XXXXXXXX attended the annual Thinking Conference in Melbourne, bringing back many strategies and resources for use in Kindergarten to Year 6 classrooms. All staff demonstrated their love of lifelong learning by participating in a variety of learning opportunities and training courses. These included areas such as brain research and its implications for the Primary classroom, to the more pragmatic aspects of dealing with dyslexia in the mainstream classroom, and all manner of topics in between. Our professional development programme is based on an annual independent professional development plan for each staff member, based on how it will help IGS students to achieve improved results in all areas of schooling.

XXXXXXX delivered training to staff on effective classroom management strategies, and developing behavioural change frameworks for students, integrating the Bounce Back programme into the Scope and Sequence programme.

The Interrelate programme was broadened in 2008 to include two well-attended parent and child evening sessions. A further initiative in 2008 was the introduction of the Life Education Healthy Living programme for all Kindergarten to Year 6 students.

The refurbished Primary library was the hub of the school in 2008. Room 102 was converted into a Primary computer laboratory, enabling two classes at a time to use the space without disturbing each other. New shelving and seating have created an improved ambience.

The leadership programme in the Primary school continues to provide opportunities for students to develop important skills and strategies and to serve their peers, teachers and school. Students participated in Primary assemblies and facilitated events. Peer support programmes continued as part of the leadership programme.

All newly elected SRC representatives participated in a number of leadership training modules. These explore concepts such as conflict, bullying, resilience, service, team work and cooperation, peer group pressure, and peer support. Leadership training in the Primary school is an extremely valuable tool. Students who train in leadership tend to naturally transfer these skills to other aspects of their school and personal life.

Physical Education and Sport

All students from Kindergarten to Year 6 have at least one physical education (PE) lesson and two sport lessons per week as part of the Personal Development, Health and Physical Education (PDHPE) programme. The PE lessons concentrate on skill development within a particular sport; students are taught a different skill each lesson. The sport lessons focus on game sense development.

Year 5 and 6 students competed against other independent schools in the ASISSA (All Suburbs Independent Schools Sports Association) competition. The boys competed in soccer and Oz Tag, while the girls competed in netball and Oz Tag. In addition to competitive sports, students were offered a number of recreational options, including fitness.

Following the success of the one-day outdoor education programme last year, 2008 saw the introduction of overnight camps for Year 5 and 6 students. At both camps students were encouraged to try different and challenging experiences which encouraged teamwork, leadership, self-sufficiency and independence. Year 5 students spent two days and a night at Stanwell Tops, south of the Royal National Park. Activities included a high ropes course, bushwalking, initiative games, archery, rock climbing and mountain bike riding. Year 6 students spent two days and a night at Crosslands Convention Centre, Galston. Activities included flying fox, orienteering, bush walking, challenge games and canoeing.

School carnivals are about participation, gaining from experience and working as part of a team to gain points for each House. The annual inter-house swimming, cross-country and athletics carnivals were very successful. A large number of students went on to achieve success at representative levels.

High School

This year we have continued to introduce the Habits of Mind as a whole-school pedagogical framework. Habits of Mind provides a descriptive model of the mental attitudes and approaches exemplified by successful and engaged learners of any age. By promoting the Habits of Mind across the school, and embedding it in subject programmes, the school provides students with a consistent vocabulary and means of explanation, through which they are able to become more mindful and deliberate about their own learning and behaviours.

Teachers from diverse subject areas were allocated time in 2008 to enhance the Habits of Mind in the Senior school, and to work with Heads of Department and teachers to embed Habits of Mind in Year 7 courses in all faculties. The Science faculty has further incorporated this framework into its teaching with the assistance of an AGQTP grant.

The use of Habits of Mind in Senior school has enabled us to develop several learning programmes that transcend the boundaries of individual subjects and faculties. During Term 2 a Cooperative Learning Project (CLP) for Year 10 was successfully piloted as preparation for the introduction of CLPs in Years 7-10. The CLP used the occasion of an excursion to Canberra by the whole of Year 10 to create a rich learning experience, with students exploring environments such as the National Gallery and Questacon. They developed individual and group projects, then presented them on their return to school.

Another opportunity for interdisciplinary learning was provided by a whole-school "hypothetical" in Term 1. Modelled on the TV show *Geoffrey Robertson's Hypotheticals*, the forum called on a panel of teachers, parents and students to explore the complex issues of values education, with the Senior school providing the audience.

The Senior school continues to meet the specific learning needs of individual students. The Enrichment Coordinator and Coordinator of Special Programmes and Provisions have continued to oversee the development and implementation of Individual Education Plans (IEPs) to ensure that the needs of individual students are being met. Four students have completed courses in six subjects in the 2008 HSC as part of an accelerated programme, and a new policy for student acceleration has been developed to focus on the socio-emotional development of students, as well as their academic needs. Senior school teachers received training to help them identify and meet the unique needs of individual students in their classrooms. This focus on differentiated learning is changing the ways in which classes are taught, and tasks such as assignments are structured. The level of ESL support for students in the Senior school has also increased this year, with two staff members receiving a time allocation to support students as necessary.

Creating a close-knit learning community characterised by active student care is central to the values of IGS. This year has seen a significant improvement to the Student Care structure in the Senior school. The discontinuation of Year Advisors in 2008 has resulted in Tutors and Heads of House taking greater responsibility for student care. This has been greatly facilitated by the creation of a fourth House, Bamal.

Students connect with the Senior school as a learning community through Tutor groups comprising students from Years 7 to 12. Their Tutor provides a point of contact with parents and is responsible for overseeing the wellbeing of their students, in consultation with the Heads of House, Student Coordinator, and ultimately the Senior school Student Care team, which includes the Principal, Deputy Principal, Assistant Principal - Senior school, and Director of Child and Adolescent Development. Students have taken part in House-based activities and competitions such as Scientia, the Athletics carnival, Public Speaking, Debating, and Arts Festival. The diversity of these activities has ensured that involvement is possible for all students, regardless of their interests and abilities.

Another significant way that students connect with the school as a community is through the extensive co-curricular programme, which has continued to expand in 2008. Through activities as diverse as historical fencing, dressmaking, philosophy, and social justice, students can connect with like-minded peers and teachers. Formal recognition of student involvement in co-curricular clubs through certificates and badges, reinforces that these activities are an important part of a student's total school experience.

The identification of students requiring support through the House system has enabled the appropriate referral of students to the school Counsellors.

A number of activities this year were aimed at the needs of particular year groups. During Term 1, Year 11 students met with students in Year 7 as part of a Peer Support programme. A number of the Year 11 students also attended the Year 7 camp, held early in Term 1, to assist students to get to know others in their year group. Year 11 also enjoyed a Leadership day run by the Australian Youth Development Programme that helped bring the group together and focus their attention on the challenges and opportunities of their HSC year. Staff mentoring of Year 12 students also occurred throughout the year.

The School's premises continued to be maintained to the highest standards with improvements evident throughout. During 2008, major milestones included:

Information & Communication Technology

Further development of digital media saw the expansion of hardware and software resources in a variety of learning areas including video, image manipulation, and animation. Our learning environments have been enriched by the provision of laptop trolleys and additional interactive white boards. We continued our professional development programme, and strengthened the curriculum in a variety of technology areas.

Maintenance

The facilities department continues to support the IGS community with enthusiasm and dedication. Now in its third year, the department uses a strategic combination of ICT and maintenance to provide the school with unprecedented levels of support and care.

School performance in state-wide tests and examinations

PRIMARY SCHOOL

Year 3 and 5 students sat the NAPLAN Test. The results were as follows. The table below shows the percentage of IGS students in each skill band. Band 6 is the highest for Year 3, and Band 8 is the highest for Year 5. SEG stands for Socio-Economic Group. Not all totals may add up to 100 due to rounding.

| Basic Skills | | | | | | |
|---------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Year 3 | | | | | | |
| Literacy | Band 6 | Band 5 | Band 4 | Band 3 | Band 2 | Band 1 |
| State | 20 | 29 | 27 | 15 | 7 | 2 |
| IGS | 47 | 30 | 15 | 8 | - | - |
| SEG | 29 | 33 | 24 | 10 | 3 | - |
| Numeracy | Band 6 | Band 5 | Band 4 | Band 3 | Band 2 | Band 1 |
| State | 18 | 22 | 27 | 23 | 7 | 3 |
| IGS | 42 | 30 | 20 | 8 | - | - |
| SEG | 26 | 26 | 27 | 16 | 4 | 1 |
| Year 5 | | | | | | |
| Literacy | Band 8 | Band 7 | Band 6 | Band 5 | Band 4 | Band 3 |
| State | 10 | 22 | 31 | 24 | 9 | 4 |

| | | | | | | |
|-----------------|---------------|---------------|---------------|---------------|---------------|---------------|
| IGS | 13 | 32 | 43 | 10 | 3 | - |
| SEG | 15 | 28 | 33 | 17 | 5 | - |
| Numeracy | Band 8 | Band 7 | Band 6 | Band 5 | Band 4 | Band 3 |
| State | 11 | 15 | 26 | 27 | 15 | 5 |
| IGS | 11 | 24 | 37 | 27 | 1 | - |
| SEG | 18 | 23 | 28 | 22 | 8 | 2 |

In Year 3 literacy (reading, language and writing) the state mean was 419.5. At IGS it was 465.9.

In Year 3 numeracy the state mean was 409.6. At IGS it was 469.3.

In Year 5 literacy the state mean was 497.4. At IGS it was 528.7.

In Year 5 numeracy the state mean was 489.1. At IGS it was 512.5.

Year 3 results included the fact that there were more than 16 literacy questions and more than eight numeracy questions where IGS' percentage correct was at least 10 higher than the state-wide percentage.

Year 5 results included the fact that there were more than 16 literacy questions and more than eight numeracy questions where IGS' percentage correct was at least 10 higher than the state-wide percentage.

External Competitions

In 2008 student participation in the following competitions and assessments was optional, whereas in previous years they had been compulsory. Understandably, numbers were down. The following sets out IGS participant numbers in 2008 (and 2007); and the number of High Distinctions (HD), Distinctions (D) and Credits (Cr) awarded.

English Competition for Years 3 – 6:

82 participants (105 in 2007)

HD – 2 D – 19 Cr – 27

Mathematics Assessment for Years 3 – 6:

107 participants (116 in 2007)

HD – 10 D – 9 Cr – 29

Science Competition for Years 3 – 6:

93 participants (94 in 2007)

HD – 1 D – 13 Cr – 29

Computer Competition Results for Years 3 – 6:

78 participants (82 in 2007)

HD – 3 D – 16 Cr – 24

Writing Competition for Years 4 and 6:

45 participants (49 in 2007)

HD – 3 D – 16 Cr – 9

Spelling Assessment for Years 3 and 5:

43 participants (45 in 2007)

HD – 0 D – 6 Cr – 12

HIGH SCHOOL

Higher School Certificate

HSC results in 2007 exceeded even our expectations. Of the 82 students who completed their HSC studies and received a UAI, twenty four students gained a UAI over 90; that is 29% of IGS candidates received a UAI in the top 10% of the state. Of these students, 12 received a UAI over

95. Another significant group scored a UAI over 80. Overall, 60% of IGS students were in the top 20% of the state.

In the following courses, percentages of Band 6 students are indicated: Ancient History (12%), Drama (21%), English Advanced (31%), English Extension 1 (71%), English Extension 2 (86%), Geography (14%), French Extension (50%), German Extension (100%), History Extension (67%), Italian Continuers (18%), Mathematics (16%), Mathematics Extension 1 (25%), Mathematics Extension 2 (33%), Music 2 (40%), Music Extension (100%), PDHPE (40%), Visual Arts (41%).

Table: Higher School Certificate course results

| Subject | No. of students | Performance band achievement by number | |
|-----------------------|-----------------|--|-----------|
| | | Bands 3-6 | Bands 1-2 |
| Ancient History | 26 | 26 | 0 |
| Biology | 15 | 15 | 0 |
| * Business Studies | 1 | 0 | 1 |
| Chemistry | 11 | 11 | 0 |
| Design and Technology | 9 | 9 | 0 |
| Drama | 19 | 19 | 0 |
| Economics | 24 | 22 | 2 |
| English Standard | 19 | 19 | 0 |
| English Advanced | 65 | 65 | 0 |

| | | | |
|----------------------|----|----|---|
| Geography | 14 | 14 | 0 |
| Mathematics General | 15 | 15 | 0 |
| Mathematics | 37 | 34 | 3 |
| Modern History | 21 | 21 | 0 |
| Music 1 | 15 | 15 | 0 |
| Music 2 | 5 | 5 | 0 |
| PDHPE | 5 | 5 | 0 |
| Physics | 10 | 9 | 1 |
| Visual Arts | 29 | 29 | 0 |
| Chinese Beginners | 3 | 3 | 0 |
| * Chinese Continuers | 1 | 1 | 0 |
| French Continuers | 8 | 8 | 0 |
| German Continuers | 6 | 6 | 0 |
| Italian Continuers | 11 | 11 | 0 |
| * Japanese Beginners | 1 | 1 | 0 |
| Japanese Continuers | 8 | 8 | 0 |
| Spanish Beginners | 11 | 11 | 0 |
| * Spanish Continuers | 1 | 1 | 0 |
| * Turkish Continuers | 1 | 1 | 0 |

* Course studied externally

| Extension courses Subject | No. of students | Performance band achievement by number | |
|------------------------------|-----------------|---|-----------|
| | | Bands 3-6 | Bands 1-2 |
| English Extension 1 | 21 | 20 | 1 |
| English Extension 2 | 14 | 14 | 0 |
| History Extension | 9 | 9 | 0 |
| Mathematics Extension 1 | 16 | 14 | 2 |
| Mathematics Extension 2 | 3 | 3 | 0 |
| Music Extension | 1 | 1 | 0 |
| French Extension | 2 | 2 | 0 |
| German Extension | 1 | 1 | 0 |
| Japanese Extension | 4 | 4 | 0 |

School Certificate

Students scored well above the state level on all five School Certificate tests.

93% were placed in Bands 4-6 in English Literacy compared to 72% of the state.

71% were placed in Bands 4-6 in Mathematics compared to 45% of the state.

87% were placed in Bands 4-6 in Science Service Award compared to 66% of the state.

85% were placed in Bands 4-6 in Australian History Civics and Citizenship compared to 60% of the state. 89% were placed in Bands 4-6 in Australian Geography Civics and Citizenship compared to 71% of the state.

The School Certificate percentile performance showed that our overall percentile ranking improved for the 4th successive year.

All candidates achieved a Highly Competent or Competent in the Computing Skills test.

Table: School Certificate Tests Results

| Test | No. of Students | Performance Band Achievement by percentage | |
|--------------------|-----------------|--|-----------|
| | | Bands 3-6 | Bands 1-2 |
| English – Literacy | 87 | 100% | 0 |
| Mathematics | 86 | 91% | 9% |
| Science | 87 | 99% | 1% |

| | | | |
|--|----|-----|----|
| Australian History Civics and Citizenship | 86 | 97% | 3% |
| Australian Geography Civics and Citizenship | 86 | 99% | 1% |

Student results during 2008

NAPLAN Results

In 2008 Year 7 and 9 students participated in the National Assessment Programme - Literacy and Numeracy (NAPLAN). This was the first year of the NAPLAN, which replaced the previous ELLA and SNAP tests. Tests results were represented across six band levels throughout the state. IGS students performed well above the state level on all tests.

Literacy

Percentage of students in top three bands

| | | Reading | Writing | Spelling | Grammar & Punctuation | Literacy |
|---------------|--------------|----------------|----------------|-----------------|----------------------------------|-----------------|
| Year 7 | State | 53 | 53 | 65 | 55 | 56 |
| | IGS | 92 | 87 | 87 | 82 | 92 |
| Year 9 | State | 49 | 46 | 54 | 43 | 48 |
| | IGS | 84 | 67 | 77 | 74 | 80 |

TABLE: Literacy test results – percentage of students in highest three bands

Numeracy

Percentage of students in top three bands

| | | Number, Patterns & Algebra | Measurement & Data | Space & Geometry | Numeracy |
|---------------|------------|---------------------------------------|-------------------------------|-------------------------------|-----------------|
| Year 7 | State | 56 | 59 | 58 | 58 |
| | IGS | 82 | 85 | 81 | 86 |
| Year 9 | | Number & Data | Patterns & Algebra | Measurement, Space & Geometry | Numeracy |
| | State | 50 | 54 | 55 | 53 |
| | IGS | 74 | 78 | 81 | 80 |

TABLE: Numeracy test results – percentages of students in highest three bands

Professional learning, teaching standards, attendance and retention rates

IGS remains committed to providing high quality services to our staff to ensure that our teaching, administrative and support staff are provided with opportunities and support to help them excel in their work.

Staff have participated in more than 1500 hours of individual professional development, with around 600 hours of this being conducted outside school hours. Staff also participated in a large amount of professional development with their colleagues at a whole school or faculty level. Much of the professional development is conducted through the highly successful Fastbreak programme by IGS staff with particular expertise.

Many of our teachers supervised student teachers this year. Students from University of Sydney, UNSW, Macquarie University, Newcastle University, University of New England, Australian Catholic University, University of Western Sydney, Notre Dame University, Boston University and New York State University all completed practical teaching programmes at IGS. Child-care TAFE students also completed practical units in the Preschool. This extensive student-teacher programme has helped the school enhance its links with the tertiary sector as well as providing mentoring and leadership opportunities for our staff.

The induction programme for new staff has been improved this year to ensure that they have a smooth transition into their new workplace. Each new teacher participates in a formal induction programme, and is appointed a mentor to guide and advise them in their first few months at the school.

2008 has seen several staff working towards accreditation with the NSW Institute of Teachers, which accredits all new teachers. Our staff excelled in their accreditation submissions and were very ably supported by their supervisors. We also had several staff seek Senior accreditation with the Independent Schools Teacher Accreditation Authority. This recognises senior teachers in the independent schools sector. Again our staff produced remarkably detailed and thorough submissions and their supervisors worked extremely hard to support them.

Workplace safety is a key concern for the school and this year a considerable effort has been made in regards to occupational health and safety (OH&S). In 2008 we produced a quarterly OH&S bulletin in order to improve staff understanding on key safety issues. We also conducted several special safety training courses which included the safe use of ladders and cable safety. Regular OH&S audits also helped to identify and eliminate safety hazards.

The recruitment and retention of outstanding educators and non-teaching staff remains a top priority for the school. To this end considerable work has gone into identifying high-achieving staff and assisting them to further their careers. Several of our staff are undertaking advanced study to upgrade existing qualifications, or obtain new ones. The development of an extensive staff services section on our website, and analysis of our recruitment strategies is also helping the school to develop a strong “employment brand”.

Attendance and retention rate

In 2007 the average daily staff attendance rate was 96.7%. The proportion of staff retained from 2006 is approximately 90%.

Teaching standards

| Category | Percentage 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 (AEI-NOOSR) guidelines. | 100% |

Student attendance, retention rates and post school destinations

Student attendance

Ninety-six per cent of students attended school on average each school day in 2007. This was 2% improvement on the daily attendance in 2006.

Student retention rates

| Years Compared | Year 10 Total enrolment on census date ¹ | Year 12 Total enrolment on census date | Year 10 Enrolment at census date remaining in Year 12 on census date | Apparent retention rate | Actual retention rate |
|----------------|---|--|--|-------------------------|-----------------------|
| 2001/2003 | 55 | 50 | 47 | 91 | 89 |
| 2002/2004 | 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 |

Post school destinations We sent in a statement late to fill this space...just need same statement added here for 2007

Enrolment Policy

International Grammar School is a non-selective, coeducational, secular school. Its enrolment policy is indicative of this and is implemented according to these criteria at all times.

Applicants are waitlisted in order of date of application received, except for the conditions listed below referring to siblings and gender equity.

Priority: Siblings will be given preferential entry, provided they attend to the normal enrolment application within 18 months of point of entry. Entry to Kindergarten will be by priority to the present students in Transition

¹ Enrolment numbers are taken on the Commonwealth census date in each year

classes, with reference to sibling priority and gender equity, then by date of application. Where gender inequity exists in a year group affirmative action may be taken to redress the imbalance. Ex-students of IGS who have to leave the school for reasons of travel interstate or overseas for work or family reasons will be placed on a priority list for their return.

Entry points: The main year of entry to International Grammar is Preschool (age 3). Preschool enrolment offers will be made by date of application, with priority to siblings and staff children. Entrance for all other years will only be offered when a place becomes vacant.

Entry Kindergarten-Year 12: Applicants are waitlisted in order of date of application received. The school will ensure a gender balance, and a balance of the number of students into each of the four language programs. The availability of a specific language cannot be guaranteed. Entry to the School will be dependent upon a commitment to the School ethos and attention to the Conditions of Enrolment. Maintenance of gender equity and the educational, social and emotional needs of all students in a year group will be considered prior to entry of a new student into the group.

A child, applying for entry after Kindergarten, who is developmentally delayed, may be refused entry, as the school does not provide special facility for such a child. Any child with specific developmental delay, but otherwise normal development, will be accepted, although the Principal will advise the parents regarding the limited provision for the child, and the curriculum demands of the language program.

Re-entry: Students who leave the school intending to return at a given date cannot be guaranteed a place on their return.

Overseas students: A limited number of places exists for overseas students in the school at any one time. All overseas students are to have a special literacy assessment before being offered a place.

School policies

Student Welfare Policies

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

- Minimizes 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.

At IGS the central focus on our students as people - not just learners - has led us to the recognition that student care and student achievement are not separate, but mutually reinforcing. There is commitment to ensuring that the School retains 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.

In 2008 IGS staff and parents have been supported by the guidance from the professionals at the Sydney University's Brain & Mind Research Institute (BMRI). Working together has highlighted the importance that meaningful connections between schools and the broader community can have on the wellbeing of students. There are important elements of our educational culture that the BMRI team have highlighted as the platform for future success for our students. These elements are set out in a two-year series of PTF seminars entitled *Youth Mental Health A Priority @ IGS*. It is presented by leading professionals in the field. The programme commenced in 2008 and included:

Semester 1

Catherine Boland - Clinical Psychologist: *Promoting resilience in children – what does the psychological evidence reveal?*

Semester 2

Paul Dillon - Drug and Alcohol research: *Young people, drugs and alcohol*

In 2009 we have planned the following:

Andrew Fuller - Clinical Psychologist, Family Therapist, Author will present three seminars:

Tricky kids, for staff;

The challenges of parenting, for parents;

The brain and its affect on you - the student, for students.

Dr Robyn Moloney, Director of Languages and Cultural Programmes at IGS will present:

Why it is so important to our children to maintain a family language background, in whichever generation it occurs?

Professor Ian Hickie, Executive Director, Brain & Mind Research Institute will chair a mental health summit: **A local school community youth Mental Health Summit** - What parents need to know about their 17-20-year-olds and their preparedness for the post-High school world. Presenters for the summit are yet to be confirmed.

In 2008 IGS staff, as part of their commitment to the mental health of young people, collaborated with the Inspire Foundation (Reachout Pro).

In the Primary school the Interrelate Programme was expanded to include an evening parent-child session to foster the social and emotional development of this age group.

“The beneficial effects of engaging with others, through volunteer and other socially-minded activities, on mental health and wellbeing are clear. The brain sprouts new connections when we challenge ourselves - and that is as true for social and personal challenges as much as it is true for other more traditional academic activities”. (Professor Ian Hickie)

Student Care

2008 saw the area of child and adolescent development moving towards our goal of providing an evidence-based, active psychological service to all members of the IGS school community. Two clinical psychologists provide individual assessment, treatment and consultation as a free service to all families in the school from Preschool to Year 12. Our commitment to the “whole child” ensures that the mental health of young people in our community is at the forefront of our attention.

This year the focus was on early intervention and group programmes across the school. The rationale was to provide an active service to assist *all* students to develop age-appropriate psychological coping skills, and to do this early in their development. Whilst this is not a panacea for all possible future episodes of psychological distress, evidence indicates that such active interventions significantly reduce anxiety, depression and other adjustment problems of adolescence and young adulthood.

A significant achievement this year has been the initiation of a social skills programme for some of our youngest school members. The PALS programme (Playing and Learning to Socialise) was piloted with our four- and five-year old Transition students. The focus on social skills, from simple

skills (such as greeting others) to more complex tasks (such as calming down and speaking up), provides these youngsters with the tools to start “big school” next year. The 10-week programme is delivered by clinical psychologists, who also provide written information for parents, and staff training to supplement the children’s skill development.

2008 has also seen the initiation of the “Bounce Back” programme in all levels of the Primary school. Working collaboratively with the Primary student care team, this resiliency programme is delivered across curriculum areas with some extra input from outside specialists. The students have been provided with a range of psychological coping skills relevant to their developmental stage. For example, Year 5 and 6 students had sessions with a clinical psychologist about managing stressful thoughts and emotions, whilst our younger students studied stories and strategies about playing fairly with friends.

Of course, our commitment to students’ psychological wellbeing necessarily involves a close partnership with parents. This year we have continued to develop and refine this partnership with parenting seminars on relevant topics regarding child and adolescent development.

As knowledge and research in the field of child and adolescent psychology expands rapidly, we work in close consultation with all IGS staff to disseminate best-practice theory and research in this area. Staff training continues to be a large focus. This year we have trained all staff in the area of psychological development across young childhood to adulthood, encouraging teachers to adapt their practice according to the developmental needs of students. Similarly, we have provided specialised training with particular groups of staff to enable them to meet the needs of the young people in their care. We have also provided a focus on self-care skills for teachers, a significant challenge in an industry with a “care for others” rationale.

Along with improvements in professional knowledge, our work with young people necessitates an exponential increase in the use of technology. The technological generation gap that separates care providers and young people presents an exciting challenge to the way we offer psychological services. This year we have continued to experiment by providing psychological services using different technologies. Many young people prefer their initial encounters with a psychologist or counsellor to be via SMS or email, and this is now available to all our students. We also provide reliable “self-help” information to all students through the intranet. We have also begun sending students timely information through their email accounts, for example - prior to examination periods - tip-sheets on relaxation and stress management, and MP3 relaxation exercises. We have also started using online assessment tools and online content.

Cross-age peer mentoring

As one school, Preschool to Year 12, we are able to offer students experiences in cross-age mentoring. The vertical nature of Tutor Groups in the Senior school ensures that cross-age mentoring is a natural part of the experience of IGS students. In many cases tutors foster mentoring by asking students in Years 10-12 to assist younger students with daily tasks such as organising their lockers and planning homework.

More formally, Year 11 students provide mentoring to Year 7's during Term 1 in our Peer Support programme coordinated by the Heads of House. Year 7's meet in small groups with Year 11 mentors during the first six weeks of Term 1, working through a structured programme to assist Year 7's adjust to Senior school and build lasting relationships with their Peer Support mentors and each other. A number of these Year 11's also attend the Year 7 orientation camp.

The Year 9 and Year 4 mentoring programme has gone from strength to strength, with the mentoring starting earlier in Term 1 and a greater variety of activities incorporated into the programme. The students look forward to meeting with their buddy each week. The Year 9 students have risen to the challenge of being the "grown-up" and we have seen some genuine relationships develop alongside some very positive role modelling.

Class 4 Green surveyed and designed games for 2 Gold based on their interests and came and played those games with the children. 6 Green visited Preschool and read to the children.

| Policy | Changes in 2008 | Access to full text |
|--|--|--|
| <p>Child Protection Policy encompassing</p> <ul style="list-style-type: none"> • Definitions and concepts • Legislative requirements • Preventative strategies • Reporting and investigating “reportable conduct” • Investigation processes • Documentation | <p><i>Full review of policy completed with revisions including removing the Working with Children Guidelines to appear as a separate policy</i></p> | <p>Issued to all staff and members of School Board</p> <p>Parents may request copy by contacting Dean of Students/Director Administration</p> <p>Copy listed on the School Website</p> |
| <p>Safe & Secure Practices encompassing</p> <ul style="list-style-type: none"> • Student safety including playground duty safety • Staff safety • Emergency procedures • Travel on school-related activities | <p><i>The 2006 separate sections relating to students and staff were combined into one section.</i></p> <p><i>Deputy Principal was deleted from the last paragraph in the Critical Incidents procedure</i></p> <p><i>Critical Incidents – Student Care was a new procedure for 2007</i></p> <p><i>Lock Down procedures published</i></p> | <p>Full text in staff handbook</p> <p>Parents may request a copy by contacting the Dean of Students/Director Administration</p> <p>Detailed in Staff Daily Notices and communicated each term at Full Staff meetings</p> |
| <p>Supervision Policy encompassing</p> <ul style="list-style-type: none"> • Duty of care and risk management • Levels of supervision for on-site and off-site activities • Guidelines for supervisors | <p><i>A revision of the supervision for on-site and off-site activities can be found in the Code of Conduct</i></p> <p><i>Inclusion of Risk Assessment and Management Processes</i></p> | <p>Full text in Staff Handbook</p> <p>Material available on the school Intranet and in Staff Handbook</p> <p>Details outlined in the Staff Daily Notices and in the Staff Handbook</p> |

| Policy | Changes in 2008 | Access to full text |
|---|---|--|
| <p>Codes of Conduct Policy for Staff encompassing</p> <ul style="list-style-type: none"> Supervision of students Relationship with students Discipline and Classroom Practice Communication with Each Other and Parents | <p><i>The definition of electronic communication was again updated</i></p> | <p>Full text in Staff Handbook</p> <p>Full text on Intranet</p> |
| <p>Welfare Policy encompassing</p> <ul style="list-style-type: none"> The student care system Availability of and access to special services such as counselling Health care procedures Critical incident policy Homework policy Student Responsibility Common Courtesies Student Management Bullying Policy School Rules Values at IGS Conflict Resolution Social skills coaching sessions | <p><i>Rewritten such that Approach to Critical Incidents, Role of Counsellor, Counselling and referral process, Procedures for students and critical events involving parents all appear in the Student Care Policy.</i></p> <p><i>New sections including leg injury, nut reduction and diabetes procedures written.</i></p> <p><i>All other sections reviewed as part of regular process of review – no changes made</i></p> | <p>Full text in Staff handbook.</p> <p>Text of health and homework policy in student diary</p> <p>Parent information booklet</p> <p>Intranet</p> |
| <p>Communication Policy encompassing</p> <ul style="list-style-type: none"> Mechanisms for communication between school and school community | <p><i>Deputy Principal deleted and replaced with Director of Administration</i></p> | <p>Staff Handbook</p> <p>School Website</p> |

B. Policies for Student Discipline

IGS recognizes the unique value of each child and the importance of ensuring the healthy emotional development of each child. IGS does not use any form of corporal punishment. Discipline is reinforced by detentions, including community services. This policy is consistent with the Education Reform Amendment (Corporal Punishment) Act 1995.

Underlying our practices are fundamental principles of human respect and dignity, and fair treatment. It is every person's right to expect to be treated according to these principles. We are also conscious of a need to attend to gender equity and anti-harassment. A right can only be enjoyed when everyone acts responsibly. We aim to teach students that mutual rights are essential if we are to cooperate with one another at school in such a way as to enable good learning in the classroom and to construct a social environment around the school. In order to guide responsible behaviour we have rules. Student behaviour should reflect our School Rules. All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

In 2008 the School Discipline Policy was reviewed and rewritten. The full text of this new policy is available on the school website. The text of the school's discipline policy and associated procedures is provided to all members of the school community through

- The Staff Handbook
- School Website

An abridged version of the Discipline Policy is found in the Student Diary with a full version in the Staff Handbook and on the school Website.

C. Policies for Complaints and Grievances Resolution

In 2005 procedures for the resolution of grievances were adopted and published in the Staff Handbook which include procedural fairness and makes explicit reference to complaints procedure for dealing with staff issues and student issues.

Core Values

The five core values:

1. Diversity
2. Personal Achievement
3. Connectedness
4. Authenticity
5. Vibrancy

Diversity

We believe that through diversity and intercultural understanding, students will acquire a global perspective. We value this as an essential quality for our kids to achieve by the time they finish school. Our language learning program is a key plank in this process. Children develop an understanding of themselves and others through language, music and art. We honour all cultures and rejoice in learning from the diversity of our students and their families. We value all members of our community and the contributions each can make and share – this brings dignity to our community. The globe on our school logo represents our perspective and our place in the world; the arc which spans the globe represents the bridges we are building between people and cultures.

Personal Achievement

Quality learning requires passionate teachers and learners. We aim to provide a quality environment for every student. To this end we design rich and challenging learning experiences within a broad curriculum and co-curricular program. Learning is designed to allow every student to maximise their potential and, through success, grow in self-esteem and develop as an individual. Our students acquire self-awareness, esteem, confidence, humility and resilience through their learning. Our approach to teaching is to focus on each individual, meeting his or her needs as a learner. This allows us to adapt programs as students develop. The curriculum is as flexible as possible, allowing us to tailor programs for individual students as the need arises.

Connectedness

It is essential to provide a warm, friendly and caring environment so that every child will feel safe and secure at school. We provide challenges and risks, which are necessary for student development, within a nurturing and caring community. We want each individual to feel welcome and accepted; part of a team who will support his or her growth and development. We believe that students grow when they feel safe and happy and when they are strongly connected to others. To this end, every child is part of a close-knit Homeclass or Tutor Group. All our structures are designed to ensure connectivity between students, teachers, parents and the wider community. Participation promotes a healthy lifestyle and our children are encouraged to share, cooperate and work together. The school is not an isolated entity; it is a learning community which directly involves staff, parents and students in student learning. Parents are always welcome in the school, and are encouraged to take an active role in the community, working as collaborators in student learning.

Authenticity

We aspire to high levels of personal responsibility. Children learn best when they are responsible for their own learning, so we encourage independence and self-evaluation. Students learn that consequences flow from their behaviour choices. We express support and compassion through our relationships with others. We value individual character, maturity and integrity. We encourage students to set goals and directions, and the aspiration to achieve them. We encourage students to increase their independence and self-discipline, especially as they move into senior high school. Our relationships are transparent, honest and ethical. We trust our students and parents, and are proud of the interpersonal relationships between staff and students. We will maintain and nurture our culture of high levels of staff support for students.

Vibrancy

This is probably the hardest to articulate. It defines the unique tone and mood of the school. Newcomers feel this immediately upon entering the building - an emotional response to the colour, the buzz, the relaxed vibrancy of the school. We are informal, friendly, contemporary, happy – it is fun to be in the school! We do things in new ways; we experiment and use innovative methods and technology, whilst pursuing quality at all times. We are an inner-city contemporary, cosmopolitan community – and we are proud of this.

Parent, student and teacher satisfaction

A good school is much more than just classrooms, teachers and students, and I wish to acknowledge the excellent contribution of the Parents, Teachers and Friends (PTF) group in supporting the staff and me this year. The PTF primary disco was again a raging success, with more staff attending than in previous years. Parents again made a large contribution to learning in the school with their assistance in reading and numeracy groups, and their attendance at assemblies and musical performances. Parents and friends also assisted by providing expertise in a variety of fields within the classroom, and by helping out at excursions and camps. Their contribution is a major factor in the maintenance and improvement of our strong, productive and supportive school community. Without the work of parents, and especially the PTF Executive and the Parent Representatives, our school would be much the poorer.

Our school values feedback. It is important to senior management that the voices of students and parents are heard. This year there has been a focus on enquiry as we draw together a strong knowledge base from which the strategic goals for the next five years are drawn. Informal feedback from teachers and discussions with Heads of Departments indicated during 2008 that staff were generally very satisfied in all areas of our school, particularly in terms of relationships, staff morale, school operations, work roles and work value/recognition.

Year 12 again in 2008 gave invaluable feedback from their experience at IGS. They reinforced many of the reflections made by previous groups, including:

- Their perception that the co and extra curricular activities are critical for their development of self-esteem, confidence and to build character and resilience.
- The need for more opportunities for student leadership
- The importance of getting younger students involved in the full range of opportunities and experiences available in the School and
- That teachers do make a difference, - students value the friendly, approachable, caring manner of staff and the individual attention, respect and encouragement they receive.

The PTF monthly meetings provide an important forum for feedback to the Principal.

Exit surveys are given to every family following the withdrawal of the student and a more extensive exit survey is conducted with year 12 parents on completion of the HSC. Staff Forum is held each term to allow staff to express concerns or other issues.

Finances

Total enrolment reached 1170 students in 2008.

The Socio-Economic Score (SES), which is the formula used by the federal government, remained at 121. It has been at this level for the last four years and will remain the same for the next four. This means there will be no further per capita increase until at least 2011.

State government per capita grants increased in response to growth in enrolment and the Consumer Price Index since 1984. Total annual funding from both the state and commonwealth in 2008 was \$3.25 million. Other operating support grants, from various federal government agencies, totalled approximately \$90,000. Grants constitute only 18% of the school's total revenue.

In 2008 we made a number of capital works grant applications for solar power, additional computers in classrooms, and upgrading security.

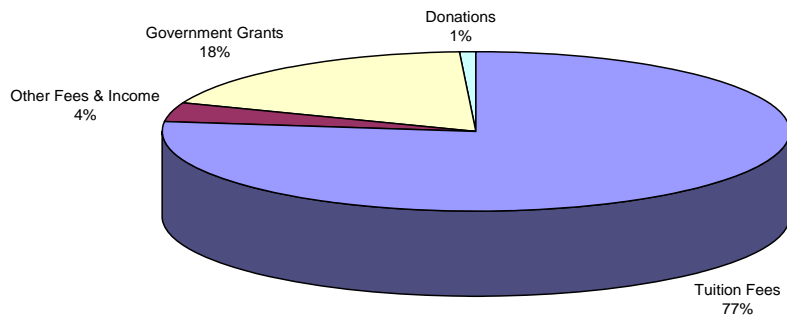
Donations to the building fund totalled more than \$140,000, and the Parents Teachers & Friends (PTF) kindly donated \$15,000. Combined donations over the last ten years have totalled more than \$1.7 million, thus significantly contributing to the development of the school's facilities.

Teacher salaries were subject to an award increase of approximately 5% in 2008. The current teachers' industrial agreement is in place until 2010. It guarantees minimum annual salary increases averaging 5% throughout that period.

In 2008 we carried out several major renovation works to the school hall and the Wright building. We acquired two more commercial units in the Mountain Street fusion complex. The uniform shop will be moved to one of these units and outsourced to school uniform specialist Ranier Design Group from Term 4, 2008. The second unit will be converted to a business centre incorporating the finance and the registrar's offices. This will open in early 2009.

The following "pie charts" show the 2008 breakdowns of proportional income, and expenditure.

Income 2008



Expenses 2008

