
Annual Report

INTERNATIONAL
GRAMMAR SCHOOL
2021



to the NSW Educational
Standards Authority (NESA)



INTERNATIONAL
GRAMMAR SCHOOL



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A Message from the Chair

On behalf of the IGS Board, I am pleased and honoured to present my 2021 report.

The COVID-19 global pandemic continued to create unprecedented challenges for every organisation in 2021. I take this opportunity to thank and congratulate IGS Principal Shauna Colnan, her Leadership Team and staff. Their professionalism and dedication once again saw International Grammar School (IGS) continue a trajectory of robust growth and exciting improvements to the campus and to the academic program. I thank our IGS Board of Directors for their dedicated support for the School throughout these challenging times, dealing with difficult decisions for the School and often within tight timelines.

I am proud to report that with COVID safety a top priority, IGS remained open throughout the year for the children of essential workers while teachers joined forces to deliver the IGS Off-Campus Learning Program. And then our staff welcomed our students back to the campus, fully vaccinated and masked, to crown a year of academic rigour and successes. IGS students achieved a remarkable two HSC first in course placements in the State, one second place, three third places and one fourth place (see pages 20 to 23).

We thank our parents and carers for their willingness to take advantage of online options in place of events formerly held in person, such as parent and teacher interviews and subject selection evenings. Indeed, with their busy schedules and multiple commitments, some community members voiced their preference for these fresh and creative ways of receiving information. Innovation and creativity have long been part of the School's DNA, and the ability of students, staff, Board and community to celebrate together, apart, was demonstrated in abundance as COVID-safe online offerings were expanded. Some wonderful examples of the outstanding ingenuity of the IGS community were the livestreamed Year 12 graduation ceremony; and the Kindergarten to Year 2 and Year 6 end-of-year celebrations. The flexibility and resilience of our entire IGS community deserves special mention. We were fortunate that impressive productions postponed during 2020 were able to go ahead in 2021, most notably *Much Ado About Nothing* and *Matilda the Musical*.

A wonderful Speech Night was held once again at the State Theatre for Year 12, for prizewinners and their families and live performers, and livestreamed to the rest of the community. It featured a mix of safely pre-recorded and live performances and speeches as well as prize giving. The graduating Class of 2021 is to be congratulated on their resilience in a climate of rapid change. It was very

pleasing to see so many of this cohort receive early offers to university in collaboration with the School. We congratulate every IGS student on their efforts and tenacity. Please see page 34 for a summary of their many tertiary degree choices and fields of study.

At Speech Night, we witnessed the launch of the IGS Strategic Plan *Into the World 2022-2026*, a truly collaborative expression of vision, care, consultation and unstoppable momentum. It was a pleasure for the Board to work closely with the Principal and her team to initiate this work and then to finalise these directions for the School for the years to come. Strategic initiatives include creating the IGS Renaissance Centre, a deeper learning timetable, further curriculum expansion, and the extension of opportunities for IGS students out in the world, including IGS Connect, creative internships and an IGS Gap Year. Campus plans include a new Kindergarten Centre and new Early Learning Centre, Piazza and school entry, and IGS in Nature. I commend this strategic plan to our community and congratulate all involved.

Once again I am grateful to report on the sound financial position of IGS, including sufficient reserves to deliver its fresh strategic initiatives. Despite the many challenges of COVID-19, working capital remained strong as the School progresses its plans for careful growth and addressing risks. Thanks to sound governance and dedicated and inspired management, IGS more than met the challenges of 2021.

As IGS approaches its 40th anniversary in 2024, it is exhilarating to see this extraordinary and unique School grow from strength to strength. The vibrant vision of the late founder of IGS, Professor Reg St Leon OAM, of a bilingual education for students aged three to 18, continues to resonate, despite the many challenges presented by the pandemic. I thank our Principal and her team for their tireless work to continue wonderful IGS traditions such as International Day and deliver a vibrant education to all in their care, despite the pandemic. I thank the IGS teachers and support staff for all they continue to do to safely nurture IGS children and young people, every day, as I thank our Board Directors for their ongoing dedication and strong support for IGS during another extraordinary year. I want to send a special thank you to parents, carers and families for their exceptional resilience throughout the year and for contributing to making IGS such a wonderful community.

Dr Marie Leech
IGS School Board Chair 2021



Dr Marie Leech



Ms Rita Fin



Mr Michael Heenan



Ms Judith Waldock



Mr Vince Tropiano



Ms Elizabeth Grady



Ms Dyranda Hortle



Professor Lesley Harbon



Mr Jim Meynink

Board committee meetings (in person or via Zoom) and attendance 2020 committee meetings (in person or via Zoom) and attendance 2021

Board	Eligible to attend	Attended
Marie Leech	5	5
Rita Fin	5	4
Elizabeth Grady	5	4
Lesley Harbon	5	5
Michael Heenan	5	5
Dyranda Hortle	5	3
Jim Meynink	5	5
Vince Tropiano	5	4
Judith Waldock	5	5
BFSC	Eligible to attend	Attended
Michael Heenan	6	6
Jim Meynink	6	6
Vince Tropiano	6	5
Marie Leech	6	6
RNC	Eligible to attend	Attended
Vince Tropiano	4	4
Marie Leech	4	4
Elizabeth Grady	4	4
Judith Waldock	4	4
RC	Eligible to attend	Attended
Judith Waldock	4	4
Rita Fin	4	4
Lesley Harbon	4	4
Dyranda Hortle	4	4
Marie Leech	4	4



A Message from the Principal

Beautiful Work

2021 was another remarkable year. We began in January with a sense of excitement about the year ahead. Our goal was to build beautiful work across the campus.

Staff and students quickly embraced the goal and before we knew it, the campus had become a gallery, a rolling exhibition of beautiful student work.

In Semester 1, we staged *Much Ado About Nothing*, under the brilliant directorship of Damien Ryan, reflecting our enduring commitment to Shakespearean scholarship and performance. And then at the end of Term 2 we staged *Matilda the Musical*, a superb production that would not have been out of place on the Broadway stage.

We remained cautious about the pandemic but we hoped that the worst of it might be behind us. This was not to be. As we bumped out the set of *Matilda* in early May, the Delta strain had begun to circulate in Bondi, and soon took hold, with NSW going into the State's longest lockdown.

Teaching and Learning

Again, we took learning home, this time for all of Term 3. Those months were marked by care, kindness and creativity, and I couldn't be more grateful for the gentle sense of understanding, compassion and empathy that characterised the ways in which we worked together for the sake of our students who we knew needed us. Parents rose to the challenges of managing home learning, bringing a whole new meaning to the term multitasking.

Our students did an amazing job in continuing to adapt and to learn under circumstances that we've never seen before.

A new Strategic Plan

2021 marked an important historical moment for our School, with the development of a bold five-year strategic plan, *Into the World, 2022-2026*.

The Strategic Plan outlines a vision for our School and a clear and compelling direction for the next five years. It builds upon the strong foundations of the School's history and continues our exciting progress. Our strategic aspirations will be Deeper Learning, Students Striving and Flourishing and A Strong and Sustainable School.

This plan is the result of widespread consultation with the IGS community as we engaged in a year-long conversation about who we are and who we want to be. Conscious that our current preschoolers will leave school in 2035, we sought to leverage emerging forces in the external environment to create a fresh future.

This is our blueprint, forged during a pandemic, but with a profound sense of hope and optimism, and a deep appreciation of the crucial importance of education in the life of a child.



Our commitment to action sees us implementing 10 initiatives over five years to carry out our Mission to equip our students to be ready for the world.

The Renaissance Centre

Next year, we plan to construct the School's first academic lecture theatre in the Fusion building, adjacent to our senior classrooms. It will expand the campus, extending our footprint in the Fusion building into the corner of Mountain and Smail Streets and broadening our performing arts offerings with the Manuela Bachmann Dance Studio.

IGS Connect

We will launch a program in altruism for our Primary and Middle School students. Each year students and their teachers will spend time with charities and Not-for-Profit Organisations, learning and giving back, out in the community.

We will reimagine and redesign the school day with a more flexible timetable, more conducive to personal achievement and deeper learning, with access to opportunities in the innovation corridor beyond our gates.

Aboriginal Languages

Building on our extraordinary languages program, our successful HSC Aboriginal Studies course, and our Indigenous Scholarship program, we will do our part to contribute to the revitalisation and celebration of the languages of First Nations People. We will collaborate with local Aboriginal communities, with our Indigenous Scholars and their families, and with Aboriginal academics and linguists, as we develop an inspirational new program in Aboriginal Languages.

We will continue to expand curriculum offerings by introducing HSC Software Design and Development, Studies of Religion, and Community and Family Studies. We will develop more vocational education opportunities for students through TAFE, along with more diverse individual pathways into the workforce, into university, and into further training.

We will continue to pave the way for students who choose to accelerate and sit the HSC early, building on our long tradition of impressive graduate outcomes and our recent success in supporting Year 12 students to gain early entry into university.

The Kindergarten Centre and plans for Early Learning

We will create an enchanting, safe and nurturing teaching and learning wing in the Wright Building for our children's first year of school.

The new Reggio Emilia inspired Early Learning Centre, Piazza and school entry is a game changing landmark project of the Master Plan. It honours the fundamental importance of early childhood education. It will provide

flexible learning, through play-based experiences suited to young children's interests and developmental stages.

The Centre will have an atelier (or artist's studio), musical playground on Level 1, and a kitchen and dining room for our Early Learning children to enjoy a cooked lunch each day as they converse in one or two of six languages.

A greener, expanded Piazza at our Reg St Leon Building gates will provide more recreational space and a café.

Professional Work Shadowing

In partnership with our parent body and our Alumni, we will pioneer a professional work shadowing program for Year 10 students in our vibrant neighbourhood. This will culminate in a Night of Industry exhibition of learning staged by our students and teachers, a celebration of real-world learning out in the field. This is just one project that will knit the School into the fabric of the exciting 24/7 global hub that is emerging locally, offering expansive possibilities in the Pyrmont and Bays Precincts and the Innovation Corridor.

The IGS Gap year

We will create a global Gap Year Program for the Year 12 graduating class. In Year 13, or the year after school, we will support our new Alumni to see the world with a gap year, working in schools in the UK, the US, Europe and Asia.

IGS in Nature

In a bold and calculated move at this point in our history, we will expand our campus to encompass an outdoor education centre in nature and on Country, for our students from Early Learning to Year 12, and for our school community. The outdoor education centre, wellness retreat and place for professional learning and community engagement will offer a peaceful learning continuum, expanding their opportunities to belong, strive and flourish, and make memories together.

An inspiring conclusion to 2021

At Speech Night, we celebrated our extraordinarily resilient Class of 2021 graduates, who have emerged world ready, many with early offers to university, optimistic about the opportunities ahead of them.

Speech Night featured *The Wonder Project*, compiled by the Music Department from separate music and voice performances from community members, including in the Dharug language of the Gadigal people of the Eora nation on which IGS stands.

It was but one of the many tremendously uplifting and inspiring examples of achievement in 2021 and of the capacity of the IGS community to transcend the limitations placed on us by the pandemic.

Shauna Colnan
IGS Principal



Reflections* from 2021 Head Boy

Orlando Read

As I sat down last week to reflect on my time here at IGS, all whilst waiting for some cakes to finish baking in the oven, I couldn't help but think about all that this School has taught me.

I've learnt what it means to be kind, to be morally courageous, to reach for the stars, to be bold, to learn, to be passionate, to be vibrant and to celebrate individuality. I've built authentic friendships and connections with these people. I've developed a strong global appreciation for culture because of these people. I've uncovered my passion and found my voice because of these people. And above all, I have discovered exactly who I am because of these people. I am lucky enough to call these people my IGS family.

This family calls 4-8 Kelly Street, Ultimo, home. While it's gone through its changes over the years, now having its architecturally renowned Bibliothèque, world-class Global Learning Centre, state of the art laboratories, theatre and sewing rooms, to me what hasn't changed since I took my first steps through those big iron gates on 5 February 2007, with my crocs on the wrong feet and a bag that reached my toes, is the overwhelming sense of love. IGS has a way of not forcing its students into a mould, but rather helping them, guiding them to find what best suits them. This family nurtures tiny toddlers through to gentle giants to become authentic, vibrant and courageous global citizens, ready to take on any challenge they face.

As my time at this special place comes to an end, I've been reflecting on all the valuable lessons my IGS family has taught me. I'd be here for hours if I mentioned them all, so I've narrowed it down to four.

- 1. Learn:** Life is best filled by learning as much as you can. Life will sometimes seem long and tough, and there will be happy and sad times, but it's how you embrace these moments as an opportunity to learn, that is key. Be critical and analytical as you consume the world around you. Think deeply as you navigate your lives and your education.
- 2. Strive:** IGS celebrates uniqueness and student talent and I have been so lucky to have been brought up in a school that celebrates each student's individual passions. Life is all about striving for what is best for yourself, so if you are passionate about something and it brings you joy, then pursue it. In saying this, don't stress if you don't find "your thing". Part of life is exploring what interests us, and if at the end of the day you haven't found what you thought you were looking for, just know that you have your whole life ahead of you to keep searching. Like archery, striving is about aiming for a target. Some days you'll get a bullseye, some days you'll miss. But then we pick up

the bow and arrow, try again, and, with a bit of time and practice, we can hit the bullseye.

- 3. Be morally courageous:** Stand up for what you believe in and don't let anyone tell you you're wrong because you're different or unique. Your moral compass will guide you, so listen to it. Be that person who takes action despite the adversity you may face. Standing up always prevails over standing by. Don't sit back and watch the world pass you by.
- 4. Be Kind:** What IGS has taught me most is the importance of being kind to yourself and others. In the words of American poet, memoirist and civil rights activist, Maya Angelou, *"people will forget what you said, people will forget what you did, but people will never forget how you made them feel."* Let this be a reminder that no matter who you are or where you come from, you have a choice. A choice to be kind. The choice to decide whether you'll remind that person that everything is going to be okay. The choice to hold that door open for a stranger or simply give them a smile. Don't forget to also be kind to yourself. Embrace all your quirks, imperfections and flaws. These are what make you special and don't let anyone make you think otherwise.

I can't stand here today without thanking some special people who have had a monumental impact on my journey here at IGS; from my Preschool teacher, Angela, to my Kindergarten teacher Ms Gagliano, to my Year 6 teacher Mrs Weir, right through to all IGS teachers who have shown me nothing but support, kindness and generosity. Likewise, Mrs Duma and Mr Dennehy have been the most encouraging and uplifting mentors I could've ever asked for.

Thank you Ms Colnan for giving me one of the best opportunities thus far in my life. Your vision, creativity, enthusiasm and drive have been incredibly inspiring and I can't help but praise you for everything you have done for both past and present students of IGS.

I will cherish all the memories made during SAGE programs, especially in Year 10 "Writing the Island", which was a once in a lifetime opportunity that I will never forget.

Thank you to my friends, the Class of 2021 for inspiring me every day, for showing me what true courage looks like, for smiling even in the toughest of times.

As I say my final farewell to the multi-layered abundant universe that is International Grammar School, a small village infused with German, French, Italian, Spanish, Mandarin, Japanese and countless other tongues, that has taken me on adventures around the world, I walk proudly out of those big iron gates as they close behind me, this time with my crocs on the correct feet, and an elongated grin from ear to ear, ready to embark the journey of life.

For now, it is time to say goodbye, even though I know my IGS family will always be by my side in one way or another. Thank you.

** From Orlando's address at Speech Night 2021 in the State Theatre*





Reflections* from 2021 Head Girl

Grace Truman

I'm waiting for the moment when it all sinks in; for something that will make this moment feel real.

This is my last IGS Speech Night, with so many of us together, in this spectacular building, looking back on a year that feels like so many different years pulled into one.

To be honest, all the Speech Nights I've known have been surreal.

At last year's Speech Night, it felt like I spent the whole evening levitating above my seat, still elated and in disbelief from Ms Colnan's phone call that afternoon that I was going to be Head Girl for 2021.

Speech Night 2012, my first Speech Night in Year 3, I won the effort prize for German and I was beyond chuffed.

Not only was I winning a prize for my most challenging subject, I had somehow made it to a princess ballroom, palace, theatre, and I was going to be onstage!

I was entranced by this place that first Speech Night, and I still am now.

Between those two nights was not only the most surreal Speech Night I'd experienced, but also the most surreal moment of my life.

In 2014 while books and prizes were being handed out up here, I spent the last night with my Dad in hospital, before he was pronounced brain dead the next morning.

The Speech Nights of my life not only defined the year that was, they changed the course of the years after.

Since the announcement of Head Girl last Speech Night, I spent a year collaborating with Orlando as we tried to come up with new ways to celebrate all the generosity, intelligence and creativity of IGS. I know there were a number of times where I felt challenged and extended, but looking back at the experience now all I remember feeling was a sense of awe.

I was inspired by you, the students, every day.

Since receiving that Year 3 Effort Prize, I've just wanted to keep learning.

Maybe that has had something to do with wanting to come back here again, but that's a very small part, because mostly the effort hasn't been deliberate.



It just seemed right to try and match the enthusiasm that my teachers brought to our lessons.

Every teacher I have had has made the joys of learning infinite.

And for all the times I went off on tangents, all the times at the end of lessons where I would pack up my things really slowly and ask one last question, they all listened and they were all more than willing to keep the discussion going.

There is no way to convey how grateful I am to have learnt from them.

And I really tried to find a way, but all I managed to do was rip through a box of tissues.

I have returned to this building more times than Year 3 me would have ever dreamed, because of my teachers.

The only year I missed this was 2014, that night where I had to say goodbye to my Dad, who I had always imagined would be around forever. Nothing was ever going to be the same after that.

I could have gotten so lost; I was so lost. But not at this School. Not when Mr Bird arrived at my house straight from the 2014 Picnic Day to present me with the Speech Night award I missed receiving.

Not when I landed in Mrs Weir's Year 6 classroom the next year, a space where I felt so safe when life seemed so fragile and uncertain.

Mrs Weir, your thoughtfulness and care from the first moment I spent in your classroom and every day since changed my life.

Feeling understood and cared for in all aspects of school life is pretty remarkable, and that culture of compassion starts at the top.

It starts with the leadership of Ms Colnan, Ms Duma, Mr Dennehy and Mr Bird.

Their support was always there; it never stopped. The response to any question was always "yes, how can we help?" That has continued to astonish me.

But the thing I am most grateful for is how they and so many IGS teachers and students supported what I did well beyond the school gates, particularly my project to celebrate my Dad. They understood that for me there would always be someone missing.

Right now, he should be sitting somewhere here, up the front, but he's not, and I miss him so much. It's moments like these that you realise how much is wrapped around

a moment. It's amazing that each new moment doesn't crack under the pressure.

But, instead of breaking down, the moments continue, just continue. Ready or not, they're here.

And they all have value, they're all important, because moments are what we take with us and what we leave behind in the memories of others.

How do we make the most of moments? I think we're all working that out for ourselves.

Primary students, High School students, Class of 2021 graduates, teachers, parents, everyone here tonight, we're all making it up as we go along.

Luckily we're a part of a community where so many opportunities are possible, where we can all learn from each other's experiences, where we can all lift each other up to be the people we've wanted to be but were never quite sure we could be.

So, my greatest hope, in this moment, is that you will use tonight among this incredible IGS community as your launchpad.

A moment that propels you into years to come.

A moment that leads you to share more or learn more or appreciate more. Because there is so much right here and out there for all of us. Our next moment is the next big thing.

Thank you.

** From Grace's address at Speech Night 2021 in the State Theatre*



Message from the PTF President

As we emerged from the disruptions of 2020, we were looking at 2021 as an opportunity to “review and renew” how the PTF engages with the IGS Community. At the start of the year, no-one expected 2021 to be more complex than 2020.

The PTF Committee is grateful for all the staff at the School who continued to work and teach during lockdown. We also acknowledge and appreciate the parent volunteers who chose to support the IGS community during this difficult time.

Over the past two years, the role of the PTF has been limited to the key areas of Communications, Drive-by and Traffic Safety, the PTF Representative network and Sustainability.

Sustainability

A COVID-safe Rue Kelly second hand uniform sale took place in each of Terms 1 and 2. These events proved yet again how highly the IGS Community values the services provided by PTF Sustainability Co-ordinator - Secondhand Karen Roberts and her team of parent volunteers. No markets or sales were held in Terms 3 and 4 due to lockdown and ongoing restrictions.

The PTF Committee acknowledges Karen’s continued efforts in seeking and promoting sustainability initiatives including the Sustainable School Shop membership and engagement with Worn Up. Worn Up takes non-wearable uniform items and makes them into new things including acoustic tiles and school desks.

Karen and PTF Sustainability Coordinator Virginie Vernin continued to develop the relationship between the PTF and the School with Head of Sustainability Carmelo Fedele.

The PTF Committee acknowledges the support of Head of Campus Administration Brittney Wedd and her team of Amanda, Katie and Rebecca in managing lost property items on campus.

PTF Representatives

In 2021, around 60 parents and carers volunteered to represent their year group. The PTF held an online briefing, or forum, for Reps on 24 March to discuss the role, COVID safe measures and guidelines on communications and conduct. A few social gatherings were held in Term 2 in compliance with the applicable COVID restrictions.

In Term 3, an online catch up for all PTF Reps was held on 3 September to discuss the proposal for a virtual year group event; the commemorative tea towel projects for Transition, Kindergarten, Year 3 and Year 6; and the end of year gift giving process.

During Term 4 the PTF Rep Coordinators, Virginie Vernin and Kim Thomas, spoke with a member of each Primary PTF Rep group. PTF Reps organised the Year 6 Farewell event, Year 10 Formal and Year 12 Formal. A group of Year 12 parents and students also created a Year 12 Yearbook for the 2021 cohort.

To the members of the PTF Committee who had students completing their Year 12 studies in 2021 and the Year 12 PTF Reps, a wholehearted thanks for contributing your energy at this significant time of your child’s life.

PTF Committee

The PTF Committee met seven times during 2021 on 12 February, 30 April, 18 June, 12 August, 16 September, 21 October and 30 November. All meetings were held online, except for 30 April. The first virtual PTF AGM was held on 30 March at which the PTF Committee for 2021 was elected, as follows:

- Adeline Truong: Community Services
- Afsoon Kisirwan: Committee member
- Andrea Belunek: President (Terms 1-3), Secretary (Term 4)
- Bryony Gerofi: PTF Representative Co-ordinator (Early Learning)
- Cressida Pollack: Bibliothèque and Primary Disco
- Helene Fogarty: Assistant Treasurer
- Julian Oppen: Communications, PTF Representative Co-ordinator (High School) and Traffic and Drive-by Safety
- Karen Roberts: Recycled Uniforms (Rue Kelly) and Sustainability
- Kim Thomas: PTF Representative Co-ordinator and Primary Disco
- Virginie Vernin: PTF Representative Co-ordinator and Sustainability

On 16 September, two new members joined the PTF Committee - Hayley Dean, Vice President Early Learning and Primary School, and Lisa Story, Treasurer.

Many thanks to Barbara Karakassidis and Hayley Dean for leading the end-of-year gift giving project and Afsoon Kisirwani for managing the Early Learning and Primary commemorative tea towel project. The PTF Committee acknowledges the work of PTF Communications Co-ordinator Julian Oppen and IGS Director of Media and Communications Alison Handmer on the updated IGS Parent Lounge (including the PTF Hub) and IGS Notices.

After having had the privilege of being part of the PTF Committee for the past eight years, this is my final report. I have appreciated the opportunity to work with a dedicated group of people on the PTF Committee, and in the broader parent body, committed to supporting the IGS community in an authentic way. We have worked with some equally dedicated staff to create inspiring experiences.

Thank you and best wishes.

Andrea Belunek
PTF President 2021

About International Grammar School

IGS is a local school with a global outlook. We are equipping our students to be world ready. IGS was founded by the late Reginald St Leon OAM in 1984. His vision was to create a school based on bilingual immersion, diversity and acceptance.

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

The School occupies a unique position on the landscape of independent schools in Sydney. Since the doors of our School first opened in February 1984, we have grown from an initial enrolment of 44 students to 1,300 students from Preschool to Year 12 in 2021.

The School's campus in Ultimo is in the centre of the exciting, emerging 24/7 global Innovation Hub that is offering expansive possibilities in the Pyrmont and Bays Precincts, at the cosmopolitan, creative, entrepreneurial and education western fringe of Sydney's CBD, close to the University of Sydney, Notre Dame and UTS.

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

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

School's growth and history of premises

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

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

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

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

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

In May 2015, IGS acquired 77 and 79 Bay Street into which a Senior Art Studio and the Community Relations Directorate relocated in 2017. In 2019, the upper floor of 77 Bay Street was upgraded to create meeting spaces and in 2020, it became the new Business Office while the ground floor of 77 Bay Street was converted into another art studio.

Under the School's strategic plan *Into the World 2016-2020*, which was extended into 2021 due to COVID restrictions, a number of teaching and learning spaces were reimagined and modernised to reflect the changing needs of the School. Continuing improvements to the IGS Campus, 2019 saw the completion of the Imaginarium, Literarium, Counselling and Wellbeing Suite, and the Global Learning Centre for the Teaching and Learning of Languages.

2020 saw the completion of the Centre for the Dramatic Arts, and the IGS Bibliothèque, which features two levels of resource, teaching and learning spaces for IGS students from Preschool to Year 12, and in 2021, the Year 6 Centre and Out of School Hours Care (OSHC) Centre was created.

Plans for further campus changes may be viewed in the School's strategic plan *Into the World 2022-2026*, launched at the end of 2021.

Student Population

At the end of Term 4 2021, there were 1,300.6 full time enrolments comprising 651 Senior (high) School students; 558 Junior (primary) School students; and 91.6 full time equivalent enrolments in Early Learning, comprising 134 three to five year olds.

Twenty-five Indigenous students (1.9 per cent of the school population) were enrolled across the school.

45 per cent of the student population was female and 55 per cent male. Of all students from Early Learning to Year 12, 22 per cent lived in households where English is not the first or home language and where more than one language is spoken.

Ethical framework

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

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

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

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





Highlights of 2021

Campus, curriculum and community enhancements

Under the Strategic Plan Into the World 2016-2020, which was extended into 2021 due to the COVID pandemic, exciting new spaces continued to emerge through the reimagining of our campus.

Following the opening of the Global Learning Centre for the Teaching and Learning of Languages in the iconic Kerrie Murphy Building and the Imaginarium in the Wright Building in 2019, along with a new Counsellors' Suite and the Literarium in the Reg St Leon Building in Kelly Street, the new Centre for Dramatic Arts and the two-level Bibliothèque, were unveiled in 2020, and the Year 6 Centre and Out of School Hours Care (OSHC) Centre in 2021.

The School transitioned to the IGS Off-Campus Learning Program in 2021 during the NSW lockdown. Teachers and staff expanded their methods of immersing students in their subjects while learning from home, while keeping the community informed despite restrictions on entering the campus.

Following further curriculum developments in 2019, during which Chinese was rolled into Transition and Philosophy rolled out to Year 8, these rollouts have continued. In 2020, a new senior course, Critical Thinking for the 21st Century was developed for Years 9 and 10 in 2020, and an accelerated Aboriginal Studies course was introduced in 2021.

Relationships and connections beyond the School

With languages at the heart of an IGS education, the restrictions on international travel did not stop the School's global focus. The School continued to celebrate the various languages taught at IGS through intercultural and academic experiences that remained safe for our students and community.

Year 6 Language students deepened their understanding at the Language Immersion Day, and International Day went online, with a host of activities made available in all our languages. Continuing their mutually beneficial relationship, Year 6 students travelled to Goodooga School in Northwestern NSW to share resources collected in collaboration with the PTF. Students enjoyed learning more about similarities and differences in their lifestyles and schooling.

Our Indigenous journey continued as the School engaged again with Koori Club. Year 5 students met with students from Goodooga School in Northwestern NSW via Zoom.

Students participated in a Science project, where they created sustainable containers for the students, and filled them with stationary and letters. Students also learnt

songs in the Yuwaalaraay language. In celebration of international cuisines, the PTF organised a collection of recipes from the IGS community called "Together Apart with Food".

Observance of special days such as R U OK Day?, the National Day Against Bullying and Violence, Harmony Day, Wear it Purple Day, B Kinder Day, World Kindness Day, Love Your Body Week, and Walk Safely to School Day encouraged wellbeing, while teachers and staff were celebrated during World Teachers' Day.

The IGS Community observed ANZAC Day and Remembrance Day, and NAIDOC Week was celebrated across the School.

Productions to remember

COVID restrictions were lifted enough for the School to stage *Much Ado About Nothing* to live audiences in the new Commedia dell'Arte theatre in the IGS Centre for the Dramatic Arts, along with Matilda the Musical in the School Hall.

Both shows were originally planned for 2020.

IGS in the news

Follower numbers continued to grow on the IGS Facebook, LinkedIn, Instagram and Twitter channels, reflecting a strong and engaged community.

The IGS Bibliothèque won first place in an Australasian award for teaching and learning spaces. The highly coveted award, from the Australasian Association for Learning Environments, was in the category of renovation and modernisation under \$5m.

External academic competitions

In the Primary School many students participated in the WriteOn Competition, Maths Olympiad, Bebras Digital Computation Challenge, UNSW ICAS, Gateways Online and a Gateways Maths Challenge.

In High School, students participated in the Australian Mathematics Competition and the Maths Challenge through the Australian Mathematics Trust. Students from Years 7 to 10 also took part in the Australian History Competition.

Some highlights in external sporting competitions

Due to COVID-19 restrictions and the cancellation of many events during 2021, students were unable to compete in many external sporting events.

At IGS Speech Night 2021 a number of students received awards for their sporting achievements.

Primary School

- Two students were commended for their participation in the All Suburbs Independent School Sport Association (ASISSA) Cross Country (Junior) competition.
- Two were commended for ASISSA Cross Country (Senior) achievements.
- One student was commended for ASISSA Junior swimming (Junior) achievements.
- Two were commended for ASISSA Junior Swimming (Senior) achievements.
- One student was commended for Combined Independent Schools (CIS) Football achievements.
- One student was commended for achievements in Football.
- Two students were commended for achievements in Futsal.

High School

- One student was commended for achievements in CIS AFL.
- One student was commended for achievements in CIS Cricket.
- Two students were commended for Combined Districts Secondary Sports Association (CDSSA) Football (Junior) achievements.
- Two students received awards for Football (Senior).
- One student received an award for Futsal (Junior).
- One student received an award for Futsal (Senior).
- One student was awarded for achievements in Basketball (Senior).
- One student was awarded for achievements in CDSSA Touch Football (Senior).
- Five students received awards for their achievements in CDSSA Touch Football (Junior).
- One student was awarded for achievements in CDSSA Tennis (Junior).
- One student was awarded for achievements in Association of Independent Co-Educational Schools (AICES) Waterpolo (Junior).
- Two students received awards for CDSSA Junior Swimming.
- One student was awarded for Senior Swimming (CDSSA), and one for CIS swimming.
- Two students received awards in AICES Junior Cross Country, and one for achievements in AICES Senior Cross Country.



Co-curricular and other opportunities

Due to COVID, a number of regular activities were carried out online, such as the IGS Virtual Book Week Parade, with primary students dressing up at home and sharing their characters via Zoom lessons.

Students showed their passion for climate change action by taking part in the HalfCut initiative to raise money to save forests and via their Sustainable Futures Instagram channel, while Year 8 students greened the campus near the Wright Building and Design and Technology Centre, and the PTF ran their regular Rue Kelly secondhand sales when COVID restrictions permitted.

While learning took place remotely, the PDHPE Department once again ran the IGS 1,000 Point Challenge, a platform that offered a wide range of additional opportunities for physical, skill-based and wellbeing activities.

To celebrate the start of the Olympic Games, the IGS PDHPE Department hosted an initiative to run, walk, cycle, swim or scooter around Australia's 25,000 coastline, with all efforts adding to the total distance covered.

Remote learning

IGS transitioned to the Off-Campus Learning Program for several months during 2021 in response to NSW Public Health Orders.

The IGS community joined together to create The Wonder Project, providing voice and music performances in and out of lockdown, culminating in the performance of *Wonder* at Speech Night.

The School's popular after school Co-Curricular Clubs program was disrupted by lockdowns, although a number of clubs, such as Karate and Chess, were able to move online.

A number of national days were celebrated either on campus or remotely. These included National Close the Gap Day, the National Day of Action Against Bullying and Violence, Harmony Day, National Apology Day, National Reconciliation Week, MABO Day, National Aboriginal Children's Day

The Kindergarten Teddy Bear's Picnic with Principal Shauna Colnan was held in the IGS Bibliothèque, along with COVID-safe cohort-based ANZAC Day observance.

Year 1 returned to campus with a flash mob dance on the rooftop of "The Cha Cha Slide" after learning it individually at home.

High School students celebrated ArtsFest on campus, and Years 5 to 11 took part in the NSW da Vinci Decathlon.

HSC Major Work exhibitions went virtual in 2021 and allowed students to showcase their work in new and innovative ways.

Online exhibitions showcased the work of Aboriginal Studies, English Extension 2, Visual Arts, Design and Technology and Drama, as well as Year 11 Geography students.



Key events of 2021

26 May	National Apology Day
27 May – 3 June	National Reconciliation Week
27 May	Year 10 Career Avenue Interviews
31 May – 4 June	Aboriginal Studies Major Project Exhibition
1 June	Year 10 Vaccinations
3 June	MABO Day
7 June	Years 8-10 Subject Selection Digital Packages released to parents Year 11 and 12 Careers Convention
9 June	Music Concert #2
11 June	Years 10 and 11 Paul Dillon Sessions
14 June	Queen’s Birthday (PH)
15 June	Year 10 Individual Student Interviews Subject Selections (LT Members)
NAIDOC Week (4 July – 11 July)	
12 July	Staff Day
13 July	First Day Term 3 All students return
16 July	HSC Music Rehearsal Day
17 July	French Speaking Day Year 12 French Continuers and Beginner Students
19-20 July	HSC Drama Trials
19 July	PS Athletics Carnival
22 July	Rue Kelly Second Hand Sale High School
23 July	International Day Rue Kelly Second Hand Sale Primary School
26 July to 9 Aug	HSC Trials
26 July to 30 July	Years 8-10 Subject Selection
30 July	International Day of Friendship Schools Tree Day
31 July	HSC Oral Language Exams NESAS
2 August	HSC Dance Performance Examinations
4 August	National Aboriginal Children’s Day
5 August	Music Concert #3
7 August	North Shore Schools Expo HSC Oral Language Exams NESAS
8 August	North Shore Schools Expo
9 -13 August	HICES Music Camp

10-13 August	Year 9 Camp
10 August	DRAMA HSC Preparation Day and Showcase
12 August	HS Music Mock Trial Day
14 August	HSC Oral Language Exams NESAS
15-18 August	2021 HISCES Music Festival (Stanwell Tops) Years 7-12
16 August	Drama HSC – Practical Performances NESAS Examiners
17 August	Year 7 Vaccinations No. 2
21 August	HSC Oral Language Exams NESAS
23 August	HSC Showcase Open Rehearsal
26 August	Music Concert #4
27 August	Wear it Purple Day
28 August	HSC Oral Language Exams NESAS
30 August to 10 September	Year 11 Exams
31 August	IPSHA Performing Arts Festival Sydney Town Hall
1 September	Indigenous Literacy Day
2 September	Board Meeting
3 September	Trial HSC Examinations
3 September to 10 September	Year 11 Examinations
6 September	National Child Protection Week
6 September to 10 September	ELC Parent / Teacher Conferences
9 September	RU OK Day
10 September	IGS Environment Conference
13 September	Year 11 Young UN Activities
14 September	Year 11 Young UN Activities
16 September	Year 12 House Farewell
17 September	Last Day Term 3
17 September	Year 12 Farewell Assembly
18 September to 3 October	Term 3 Break
4 October	Labour Day (PH)
5 October to 29 October	UNSW ICAS Competitions for Years 2 to 6 (On line)
6 October	First Day Term 4
7 October	HSC digital assessment information package to HSC 2022
8 October	International Day

19 October	2021 HSC Written Exams
13 October to 13 November	Walk for a Kinder World
15 October	K-6 Musica Viva (Wyniss)
25 October to 29 October	Children’s Week
25 Oct to 29 October	Year 7-10 Examinations
29 October	World Teachers Day
5 November	Year 7 2022 Information Morning
8 November	Year 11 Model UN
11 November	Remembrance Day
23 November to 21 November	K-6 Life Education
25 November	Music Concert #5 Showcase Concert
Early Learning End of Year Celebration	
2 December	Last Day of School for Students
3 December	IGS Picnic Day





Record of School Achievement (RoSA)

In 2021, 105 students in Year 10 were awarded the Record of Student Achievement (RoSA), with 30 of these students accelerating in Year 11 Mathematics and Languages. 120 students were awarded their Preliminary Higher School Certificate with 20 of these students accelerating in Year 12 HSC Mathematics or Languages courses and seven students completing the Year 12 Aboriginal Studies course by compressed delivery.

Record of Student Achievement (RoSA)

Grades for both Years 10 and 11 were considerably above State measures for all areas.



Higher School Certificate (HSC)

One student topped the State in Chinese Continuers with 99 per cent and topped the State in French Beginners, with a result of 100 per cent. She was one of only eight students to top the State in two courses.

These achievements followed her outstanding performances as an accelerated Year 11 student last year, when she was placed second in the State in Italian Extension and fifth in the State in Italian Continuers. This is an extraordinary attainment across three languages.

This student also achieved the highest possible ATAR of 99.95. Of the 54,894 students in NSW who were eligible to receive an ATAR, 48 students received an ATAR of 99.95.

Another student topped the State in Spanish Continuers with 95 per cent. He also achieved 99 per cent in Drama and 98 per cent in French Beginners, with an ATAR of 99.5.



IGS Class of 2021 students also achieved the following outstanding HSC results:

- One student achieved second in the State in Spanish Beginners.
- One student achieved third in the State in German Extension.
- One student achieved fourth in the State in German Beginners.
- One student achieved third in the State in Spanish Beginners.
- One student, a Year 11 accelerant, achieved third in the State in German Continuers. He also accelerated in Mathematics Advanced, topping IGS in this course with a result of 98 per cent.

Other outstanding achievements from the IGS Class of 2021

- Each year, students who achieve results in the top band for at least 10 units of HSC courses are recognised in the prestigious NSW All-Round Achievers list. This year five IGS students gained such an honour. Their average ATAR was 98.9.
- There were 65 Distinguished Achievers – students who were awarded 90 per cent or above in at least one course.
- IGS students received 127 Honourable Mentions for the distinguished achievement of 90 per cent or above in a course.
- 100 per cent of students studying English Extension 1, English Extension 2, French Extension, Chinese Continuers, Chinese Extension, Music 2, German Extension, Italian Continuers, Japanese Extension, Spanish Beginners, Spanish Continuers, Spanish Extension achieved in the top two bands.
- Our students performed above the State in 74 per cent of courses.
- In Spanish Beginners our students performed 16.51 per cent above the State mean.
- In Aboriginal Studies our students performed at 16.35 per cent above the State mean.
- In French Beginners, we were 11.13 per cent above the State mean.

Accelerated study of courses

Students may complete HSC courses early via acceleration or compression. We congratulate 26 Year 11 students who completed HSC courses this year.

Acceleration in Languages

Thirteen Year 11 students accelerated in Languages. Students accelerated across four languages, in French Continuers, German Continuers, Italian Continuers and Japanese Continuers.

These students achieved a mean of 90 per cent. The highest result was 99 per cent, followed by 97 per cent for Italian Continuers.

Acceleration in Mathematics

Eight Year 11 students accelerated in Mathematics Advanced, achieving an average of 92 per cent.

The highest result was with 98, followed by 94.

Aboriginal Studies via compression

For the second time, a group of our Year 11 students completed both the Year 11 and Year 12 Aboriginal Studies courses in one year. Their average result was 90 per cent, with the highest result, 94, followed by 92.

HSC Showcases

In a year when COVID restrictions changed procedures for HSC showcase nominations and selections, we are proud that IGS students received seven nominations for HSC showcases for exemplary Major Projects and one student's work was selected for exhibition.

We congratulate all our Class of 2021 students on their impressive results in a year in which they faced even tighter COVID restrictions than those faced in the previous year.

Course (2-units)	No. of students	Band 6 (top)		Band 5		Band 4	
		% IGS	% State	% IGS	% State	% IGS	% State
Aboriginal Studies	19	32	11	58	17	5	19
Ancient History	15	20	9	27	24	20	27
Biology	17	18	7	29	24	41	35
Chemistry	15	7	11	33	30	47	26
Chinese Continuers	2	50	43	50	28	0	18
Design and Technology	4	0	17	25	37	75	27
Drama	26	31	18	38	27	27	37
Economics	17	12	15	47	35	29	27
English Advanced	75	19	16	44	52	28	25
English Standard	24	0	1	13	16	50	41
French Beginners	8	63	25	25	26	0	24
French Continuers	12	33	33	25	30	25	25
Geography	18	11	9	39	35	33	30
German Beginners	6	67	33	0	24	17	20
German Continuers	5	40	37	40	31	0	17
Italian Beginners	3	33	21	33	27	33	26
Italian Continuers	6	100	39	0	33	0	20
Japanese Beginners	5	0	13	0	22	60	22
Japanese Continuers	3	0	27	67	31	33	20
Legal Studies	24	21	15	38	27	33	27
Mathematics Standard 2	19	0	6	42	19	42	26
Mathematics Advanced	47	21	23	19	27	32	28
Modern History	16	0	11	50	27	19	27
Music 1	10	40	20	30	44	30	25
Music 2	2	50	45	50	43	0	11
Personal Development, Health and Physical Education	13	23	7	31	24	23	29
Physics	10	0	12	30	28	50	30
Spanish Beginners	5	80	22	20	32	0	23
Spanish Continuers	3	33	9	67	39	0	32
Textiles and Design	14	36	17	29	40	21	24
Visual Arts	22	27	17	50	46	23	27

EXTENSION COURSE RESULTS

Course (1-unit)	No. of students	Band E4 (top)		Band E3	
		% IGS	% State	% IGS	% State
Chinese Extension	1	100	67	0	31
English Extension 1	17	53	41	47	53
English Extension 2	15	27	25	73	59
French Extension	3	0	24	100	53
German Extension	3	67	73	33	24
History Extension	7	14	23	57	54
Japanese Extension	1	100	60	0	31
Mathematics Extension 1	19	26	37	37	37
Mathematics Extension 2	8	25	43	38	44
Science Extension	4	0	10	75	62
Spanish Extension	2	50	47	50	51

Tables: Higher School
Certificate results 2021



Professional learning, teaching standards, attendance and retention rates

The ongoing challenges of the COVID-19 pandemic meant that 2021 proved to be another year requiring flexibility and adaptability in terms of professional learning for staff in schools across the globe. For staff at IGS this meant consolidation upon the skills acquired in 2020 in relation to our IGS Off-Campus Learning Program, while our commitment to the continuity of learning for our students acted as a powerful reminder of the importance of maintaining ongoing professional development in key areas such as curriculum and student wellbeing.

Our year commenced with a whole staff conference on the concept of “Beautiful Work”, designed to prompt thinking around the school-wide goal of building beautiful work across the School. Staff were challenged by the provocations of keynote speaker Dr Karl Kruzelnicki and participated in professional learning sessions around Ron Berger’s Austin’s Butterfly and the way in which detailed, affirming and collaborative feedback processes can have a significant impact on mastery of skills. Our support and operational staff were also challenged to consider best practice in their areas of work through their participation in seminar sessions around optimal customer service principles and the strengthening of interpersonal skills.

Our Early Learning staff participated in a range of Professional Learning opportunities throughout the year, commencing with a conference on best practice in language teaching and learning for our youngest learners. Having presented our staff with a comprehensive literature review on contemporary practices in language acquisition in Early Learning, Dr Leonie Arthur presented to the staff in a conference day which deepened and updated our philosophical understanding of language learning.

Staff and student wellbeing remains a high priority for all staff at IGS, and professional development in relation to wellbeing and child protection remained a priority in 2021. Our wellbeing team participated in a Safe Schools program of professional development at the beginning of 2021, the principles of which have resonated through our programs in this important area of the School. Our Heads of Year also participated in fortnightly professional development in relation to NESA regulatory requirements, future directions in careers, curriculum development and key academic milestones for our students in the High School.

Professional development remained a priority for all of our teaching staff during the periods of off-campus learning in 2021. Regular “coffee catch up” sessions were well attended by our teaching staff, providing them with the opportunity to learn about case studies curated by the AIS in remote teaching and learning. Our ICT Integrator delivered a range of valuable Professional Learning sessions to Primary and High School teaching staff which enabled them to hone their skills and deepen their knowledge and understanding of our remote platforms such as Zoom, and our LMS systems such as CANVAS and See-Saw.

Our ongoing CREATE partnership with the University of Sydney afforded teaching staff in the English department the opportunity to participate in lectures and seminars delivered by academics from the university. These lectures in key HSC texts served to deepen the knowledge and understanding of our teachers in this important area of their practice.

Curriculum development remained a focus for the professional learning of all teaching staff at IGS in 2021. Heads of Stage and Heads of Department attended individual mentoring sessions, as well as group sessions designed to boost capacity and confidence in the writing of high quality teaching and learning programs. Our Heads of Department attended a symposium on assessment practices, and during Wednesday afternoon professional development sessions they provided opportunities for their teams to learn together in their composition of beautiful units of work.

Throughout the year, teaching staff were also supported to attend professional development sessions delivered by outside providers. These sessions were attended in alignment with both the school-wide goal and also individual goals for 2021.



Description of professional learning activity	Number of participants
General professional learning on pedagogy	
Becoming an Extensive Processing Instruction Teacher	10
National Highly Accomplished and Lead Teacher (HALT) conference	1
Symposium on Educational Research	2
Professional learning on teaching standards	
Becoming Accredited at Experience Teacher through the Standards Pathways	2
Workshop on supporting teachers through accreditation	1
Experienced Teacher Inquiry Pathway Course	2
Workshop on supporting teachers through accreditation	1
Workshop on reviewing evidence for accreditation	1
Experienced Teacher Inquiry Pathway Course	
Student Care	
Student wellbeing workshop	1
Mental health and wellbeing symposium	1
Student wellbeing workshop	1
Course on responding to trauma	1
Students with special needs	
Workshop on teaching students with ASD	1
Indigenous and intercultural understanding	
Wingara Education Conference	1
Aboriginal and Torres Strait Islander Conference	1
Early Learning	
Workshop on communication strategies for Early Learning	3
Early Childhood Australia (ECA) National Conference	6
Inclusion in Early Learning	1
Workshop on rhythm and movement for self-regulation	1
Music	
Orff Level 3 Training	3
Orff Conference	1
Library and careers	
Careers advisors conference	1



Description of professional learning activity	Number of participants
Educational Leadership	
Director of Studies Conference	1
ICT conference	1
Compliance and Safety	
Child Protection Training for mandatory reporters	77
Law for School Counsellors	1
School Law	3
Note taking and record keeping in schools	1
First Aid and CPR Training	3
First Aid Training	2
Chief Fire Warden Training	12
Law for School Nurse	1
First Aid and CPR training	4
Webinar on vaccinations, flexible work and staff mental health	2
Risk Management Training	190
Other	
Managing Workplace Conflict	2
Producing and directing	2
Network meeting, implementation and support	1



Workforce composition

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

Attendance and retention rates for teaching staff	
Attendance Rate 2021:	97.29 per cent
Retention Rate 2021:	81.58 per cent

Category	Number of teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	138
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications; or	0
Teachers not having qualifications as described in (i) and (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to “teach” in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and worked as a “teacher” during the last five (5) years in a permanent, casual or temporary capacity	0





Student attendance and retention rate

Student attendance

School Attendance, 28/01/2021 to 07/12/2021	Attendance Record %
Kindergarten	88.93%
Year 1	95.34%
Year 2	96.81%
Year 3	96.27%
Year 4	96.79%
Year 5	96.06%
Year 6	96.25%
Year 7	96.02%
Year 8	94.90%
Year 9	94.58%
Year 10	94.20%
Year 11	93.25%
Year 12	95.03%

At the end of Term 4 2021, there were 1,300.6 full time enrolments comprising 651 Senior (High School) students; 558 Junior (Primary School) students; and 91.6 full time equivalent enrolments in Early Learning, comprising 134 three- to five-year-olds.

Twenty-five Indigenous students (1.9 per cent of the school population) were enrolled across the school.

The proportion of female students was 45 per cent, and male, 55 per cent.

Of all students from Early Learning to Year 12, 22 per cent lived in households where English is not the first or home language and where more than one language is spoken.

Management of non-attendance

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

Student attendance and retention rate

Years Compared	Year 10 Total enrolment on census date ¹	Year 12 Total enrolment on census date	Year 10 Enrolment at census date remaining in Year 12 on census date	Apparent retention rate	Actual retention rate
2015/2017	107	95	87	89	81
2016/2018	112	105	99	94	88
2017/2019	98	101	91	103	93
2018/2020	100	101	93	101	93
2019/2021	98	100	89	102	91

Holidays

As part of the implementation of the National Standards, holidays taken by students outside of school vacation periods will now be included as absences. A Certificate of Exemption can no longer be granted for this purpose.

Families are encouraged to holiday or travel during school vacations.

Leave requests

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

Parents and caregivers are subsequently required to complete an application form for the period of absence.

Leave requests must be signed by both of the student's parents or caregivers. A Certificate of Extended Leave – Travel is then issued by the Deputy Principal in accordance with legislative requirements.

Attendance protocols at IGS

Lateness

Students need to be at school on time. All students attend Home Class or Tutor Group when the bell rings at 8.35am. Students who arrive late are required to report to Student Reception to obtain a late note that must be given to the teacher.

While the School understands that lateness is sometimes unavoidable, it is important to develop in students the value of being punctual. Late arrival to school can disrupt the learning of the individual and others. Consequently, unexplained lateness to school may require High School students to make up this time.

Leaving school early

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

Short term student absence

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

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

Habitual absence

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

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

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

Please visit <https://bit.ly/3JTirAB> to view our Compulsory School Attendance Policy.

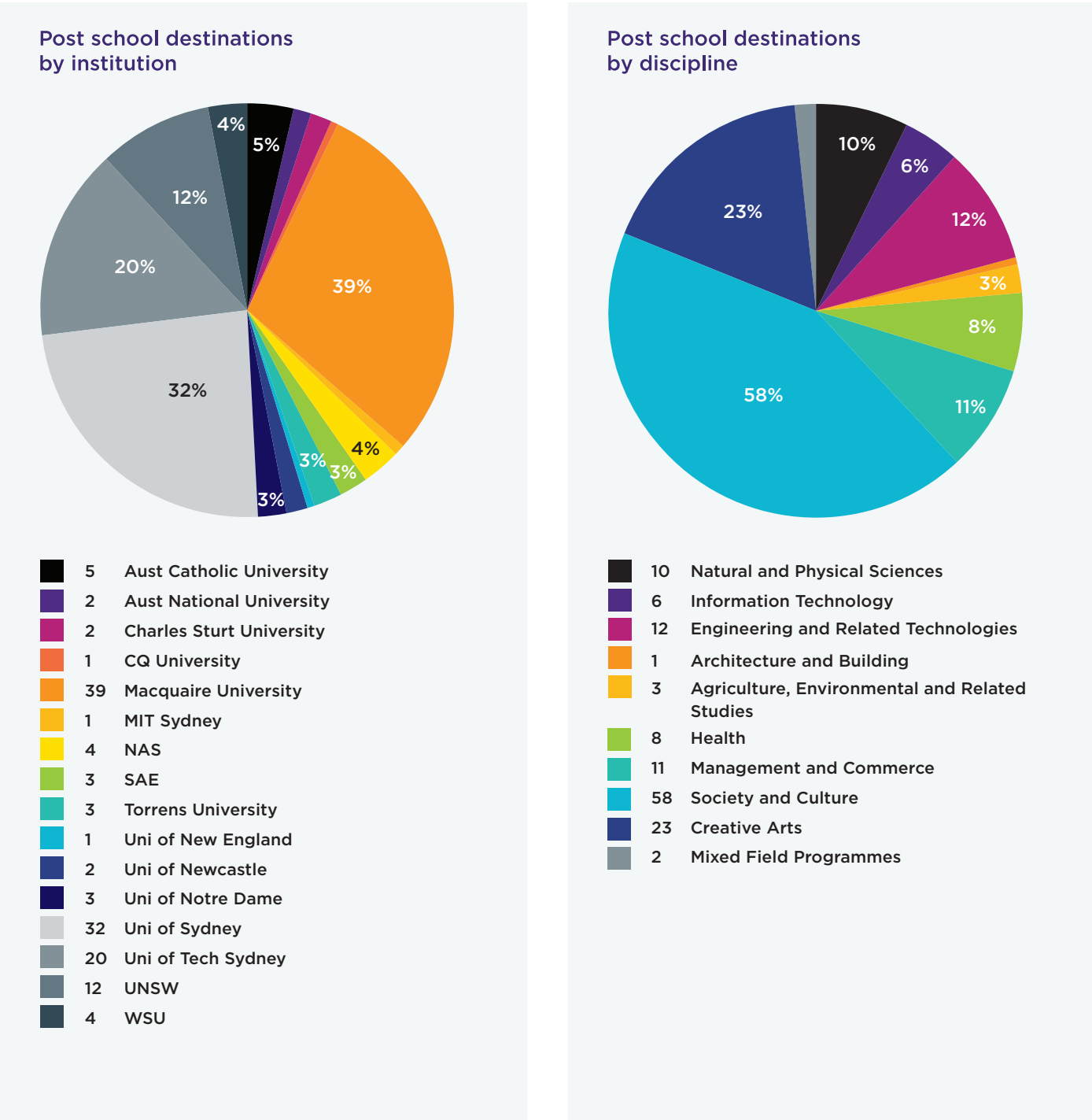


Post school destinations

A total of 100 IGS students were awarded an HSC in 2021. Of those, almost half received main round university offers within the Universities Admission Centre (UAC) area of administration.

Past trends indicate that more students will have received offers in later rounds and some will have taken offers for institutions outside of the UAC such as private institutions within Australia or overseas.

The infographic gives an indicative snapshot of activities and plans of the Class of 2021 based on available responses. Please note that many alumni are working and studying at the same time.



Enrolment policy and procedures

Entry points

In 2021 the main years of entry to International Grammar were Preschool (age 3), Kindergarten, Year 5 and Year 7.

Year 5 was a new intake year for the school starting in 2018 and the school added Kindergarten as an intake year in 2020.

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

All Year 6 students are guaranteed a place in Year 7 and remaining places are offered to students on the waitlist.

In 2021 this resulted in a Year 7 cohort made up of 82 per cent continuing students and 18 per cent new students.

Applications

Application fees, the online application form and information about the steps to enrolments are available on the School's website.

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

Consideration will also be given to the following matters:

- The family's support of the School's core commitments, values, ethical framework and educational activities
- The contribution that the student may make to the school, including their co-curricular activities
- Total class numbers in each of the School's second language programs, as the School cannot guarantee the availability of a specific language
- The educational, social and emotional needs of all students in a year group and
- Other criteria determined by the School from time to time.

Enrolment offers are made at the discretion of the Principal and following an interview. In the High School entry interviews are conducted by the Head of High School (or another member of the senior leadership team). In the Junior School the interview is conducted by the Head of Junior School (or his Deputy). Families seeking Early Learning entry must complete and submit an enrolment survey prior to an offer being made.

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

Characteristics of the student body

In 2021, twenty-five Indigenous students (1.9 per cent of the school population) were enrolled across the school.

In the student population, 45 per cent were female and 55 per cent, male.

Of all students from Early Learning to Year 12, 22 per cent lived in households where English is not the first or home language and where more than one language is spoken.



TABLE: Composition of student population according to language background*

First Language	Total
Arabic	4
Armenian	1
Cantonese	15
Catalan	2
Chinese	21
Croatian	2
Czech	1
Dutch	4
English	976
Farsi	4
Finnish	2
French	36
Gaelic (Scotland)	4
German	47
Greek	16
Gujarati	1
Hindi	8
Indonesian	5
Italian	13
Japanese	6
Korean	1
Laos	1
Mandarin	21
Nepali	1
Persian	3
Polish	2
Portuguese	8
Romanian	2
Russian	3
Serbian	1
Sinhalese	1
Spanish	24
Tamil	1
Thai	4
Turkish	3
Ukrainian	2
Urdu	1
Vietnamese	5
Total	1,252

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



Our policies

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

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

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

A. Policies for student welfare

- The School seeks to provide a safe and supportive environment which:
- minimises risk of harm and ensures students feel secure
 - supports the physical, social, academic, spiritual and emotional development of students
 - provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

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

B. Policies for student discipline

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

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

Procedural fairness

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

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

C. Policies for complaints and grievances resolution

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

Policy on bullying

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

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

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

A safe, secure community requires all members to be sensitive to others.

Policy, procedure or statement changes in 2021

Several policies were amended during an internal review. The following policies/procedures were added/amended in 2021:

- Accident Management
- Allergy Awareness
- Child Protection Policy
- Complaints and Grievance Policy
- Explosives Management
- Gift Registry Protocol
- Homework Policy
- IGS Pandemic Protocol
- IGS Student Attendance Protocol
- Infectious Diseases (student)
- Illness and Disease (staff)
- Manual Handling
- Medication Administration
- Mobile Phone
- TAA Policies and Procedures
- Work Health and Safety Consultation (2021/2022)
- Work Health and Safety Statement (2021/2022).

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

The School’s Strategic Plan *Into the World 2016-2020* was extended into 2021 due to the effects of COVID on planning and implementation.

In 2021, IGS realised the following improvements and achievements in the key areas.

1. Limitless Learning

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

Limitless Learning was reflected in:

- **Weekly Aboriginal Education** workshops were held in the High School.
- **The IGS Global Scholar’s Award** to provide students with an opportunity to conduct research and write about COVID-19.
- **Curriculum Expansion Program** to provide students with a richer educational journey with more choice.
- A compressed **Aboriginal Studies** course was introduced in 2021.
- COVID restrictions permitting, students enjoyed co-curricular choices such as Debating, Mock Trial, Theatresports and Duke of Edinburgh Award teams – as well as more than 100 special interest student clubs such as the skateboarding, IGS Robotics Club and Women’s Robotics Club.
- A **virtual International Day** offered students a rich smorgasbord of activities in other languages.

The School’s strong social justice program included:

- International Women’s Day; NAIDOC Week; and myriad special charity and community awareness days throughout the year.
- Continued effective use of data to inform teaching and learning.
- Amnesty International and Girl Up! clubs.
- Professional Development for teachers.

2. Empowered students

- **Grow tenacious and confident individuals**

There were countless 2021 highlights for empowering our students. Initiatives included:

- Many Primary and High School students took part in **virtual exchanges** with our global partner schools.
- Drama students used the professional new spaces of the **Centre for the Dramatic Arts** for creative expression and assessment tasks, **performing online** when necessary due to COVID.
- Students raised funds and awareness for many causes, including the **Red Cross**.
- High School students participated in a unique intergenerational program called the **Seniors and Teens Empathy program (STEP)**.
- Select **Year 12 students** accepted **new Portfolio Leadership** positions.
- The IGS community donated resources to **women’s refuges** and for **refugees**.
- Many **incursions across all age groups** had a wellbeing focus.

3. Sustainable future

- The **PTF held virtual** and COVID safe Rue Kelly secondhand uniform, textbook and instrument sales.
- The School’s recently introduced **Sustainability Framework** provided a touchpoint for promoting effective, enduring and ethical practices.
- The **Sustainability Club** promoted recycling and raised awareness, and the IGS Sustainability Roundtable created a foundation to begin deeper action towards a more sustainable School.
- IGS collaborated **Connecting Communities Australia**, to develop a community schools program that brought students from the **Goodooga Central School** to IGS.

Improve the School’s information communication technology

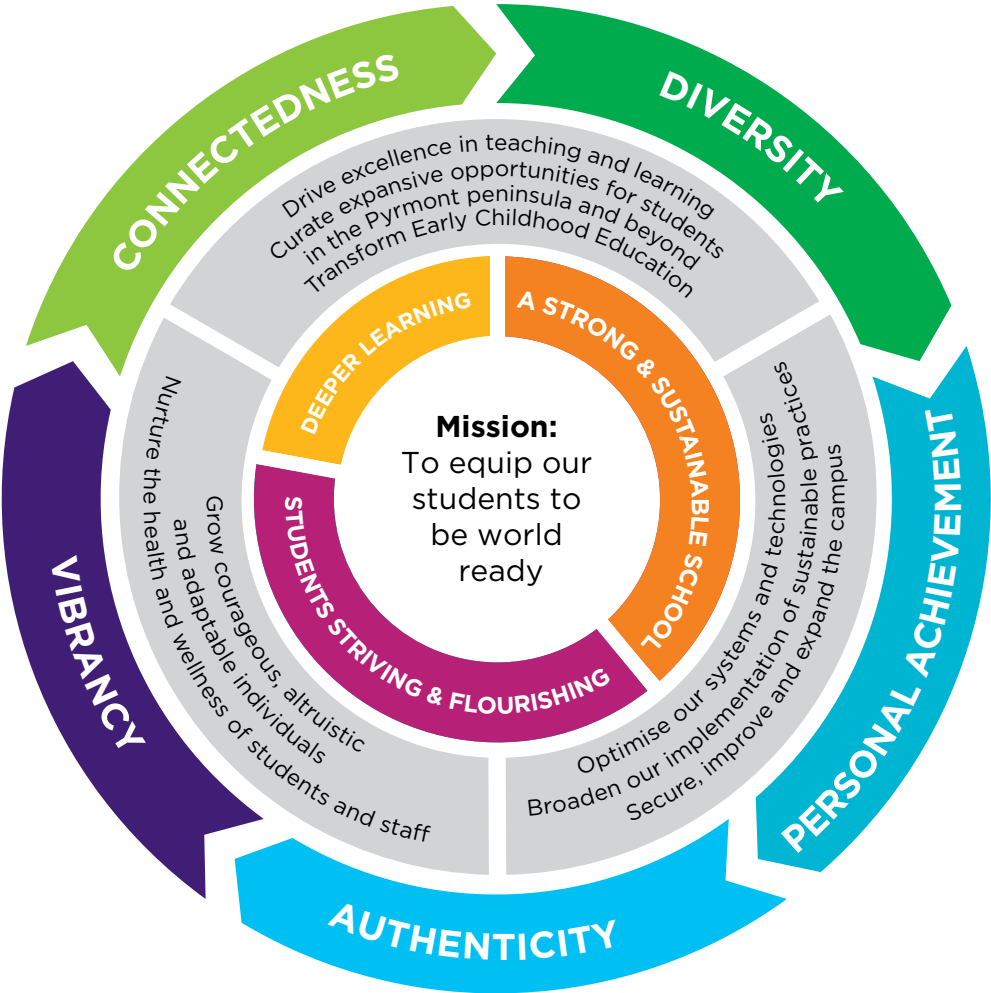
- Students and staff transitioned to teaching and learning from home when required during the COVID pandemic.
- **Remote access workflows** enabled Support and Operational staff to work from home to enhance COVID safety.

Secure, reimagine and redesign the campus

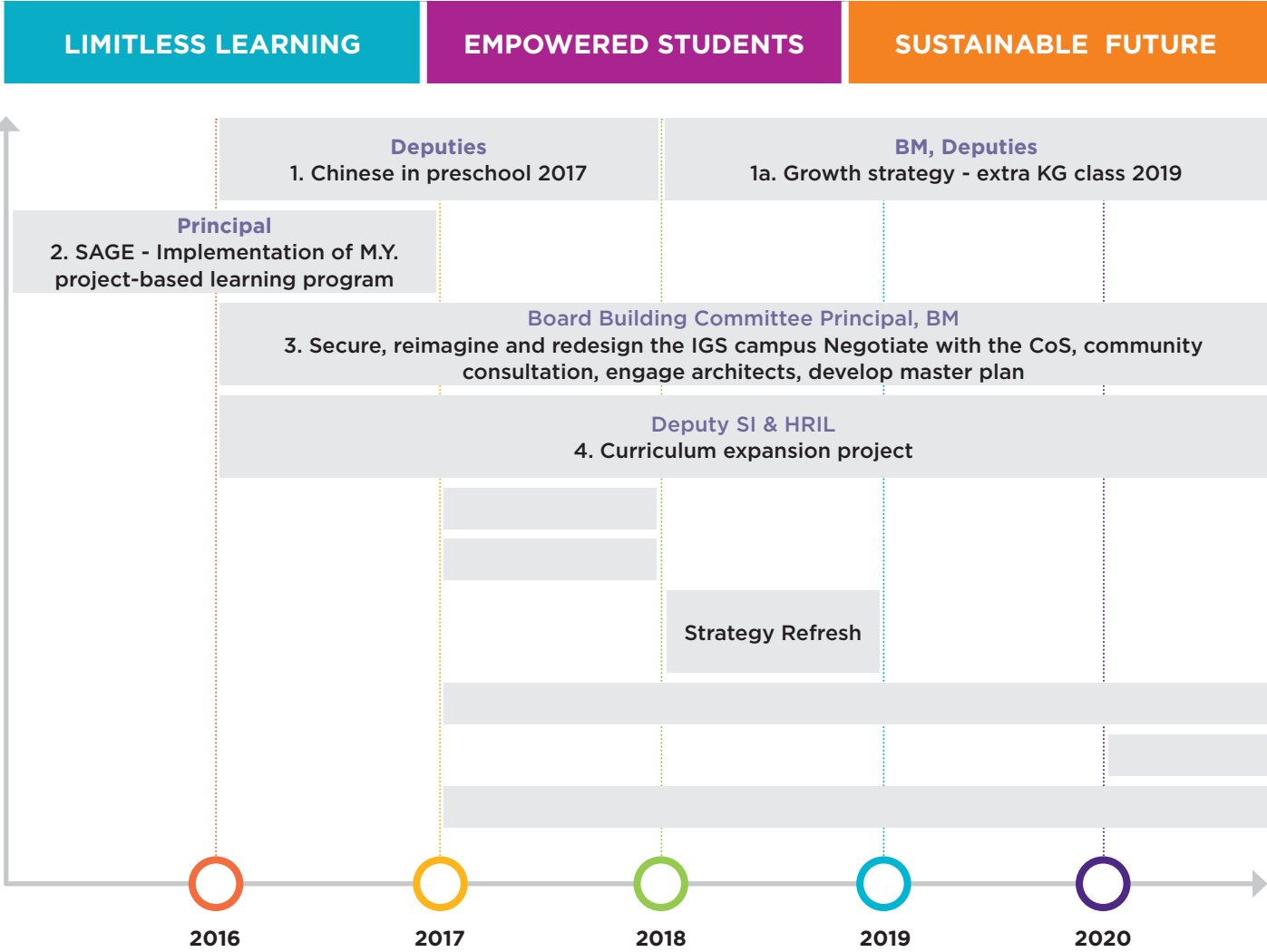
- Work was completed on the **Year 6 and After School Centre**.



Strategy Wheel Vision 2026



Development of Strategic Initiatives 2016-2020



IGS Strategy Map

STRATEGIC ASPIRATION	LIMITLESS LEARNING	EMPOWERED STUDENTS	SUSTAINABLE FUTURE		
STUDENTS	DPSI, Heads of School K-12 LL3. Incite passionate and creative learning	DPSCS, Heads of School ES2. Grow tenacious and confident individuals			
LEARNING & GROWTH	Deputies, BM LL1. Boost innovation and collaboration	Deputies ES1. Inspire meaningful engagement with local, national and global communities	<div>MISSION</div> <div>To equip our students to be world ready</div>		
INTERNAL PROCESSES	HRIL LL2. Champion excellence				
		BM SF2. Improve the School's information communication technology			
FINANCIAL			BM SF1. Promote effective, enduring and ethical practices		
		Board Building Committee, Principal, BM SF3. Secure, reimagine and redesign the campus			
VALUES	DIVERSITY	PERSONAL ACHIEVEMENT	AUTHENTICITY	CONNECTEDNESS	VIBRANCY

Key Terms

STRATEGY MAP

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

BALANCED SCORECARD

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

15 Measures of the Balanced Scorecard – a summary

- Staff goals, action plans, projects
- Student academic results
- Satisfaction surveys
- Student learning outcomes in middle years program
- Teacher impact in the classroom
- Quality of learning opportunities for students locally, nationally and globally
- and for staff
- Student effort
- Student hope, engagement, wellbeing, faith entrepreneurial spirit
- Financial performance measures
- Enrolment targets & measures
- Advancement targets & measures
- ICT targets & measures
- Acquisition strategy
- Projects of the Master Plan Framework

Aspiration 1 - Limitless Learning
 Balanced Scorecard

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

Aspiration 2 – Empowered Students Balanced Scorecard

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

Aspiration 3 – Sustainable Future Balanced Scorecard

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

Reporting Schedule

What is the reporting schedule?	IGS recognised as equipping students to be ready for the world
<p>TERM 1</p> <p>Spoken reports by leadership team members at final leadership team meeting of term</p> <p>TERM 2</p> <p>Briefing papers and presentations by leadership team members at Semester 1 leadership team conference</p> <p>TERM 3</p> <p>Spoken reports at final leadership team meeting of term</p> <p>TERM 4</p> <p>Briefing papers and presentations at Semester 1 leadership team conference The Principal reports on strategic initiatives at each Board meeting.</p>	<p>Categories of excellence</p> <ul style="list-style-type: none"> • Excellence in educational innovation • Outstanding HSC results • Excellence in project-based learning programs: Heads of School • Excellence in local, national and/or global learning opportunities: Deputies • Excellence in school design: Principal and architecture audiences • School-based publications: <i>InFocus</i>, <i>Yearbook</i>, <i>Jigsaw</i>, social media platforms, professional development, <i>A great start - Early Learning at International Grammar School</i>, and <i>A unique languages program at International Grammar School</i> • External conference presentations • Local, national and international media coverage • Academic research papers • Educational awards and prizes.



Actions undertaken by the School to promote respect and responsibility

The School’s Strategic Plan *Into the World 2016-2020* was extended into 2021 due to a range of factors caused by COVID.

Home Class groups, tutor groups (in COVID-safe Year-group cohorts) and Houses provided a solid basis for fostering peer group support and camaraderie, both on and off campus.

The whole school participated in observing ANZAC Day, R U OK? Day, National Apology Day, NAIDOC Week activities, Mabo Day, Children’s Week, World Teachers’ Day, Wear it Purple Day, National Child Protection Week, Remembrance Day, Walk for a Kinder World Kinder World Day and National Close the Gap Day.

Primary School

The Primary School ran various fundraisers and initiatives to raise awareness and funds for a range of causes.

With dedicated digital coordinators in Primary School, cyber safety and good digital citizenship training took place to develop students’ awareness, respect for others and a sense of responsibility in the online world.

Other activities included:

- Kindergarten Life Education: My body matters, health and safety
- Incursion, providing hands on, sustainable and active experiences which promote understanding of Indigenous history and culture.
- National Aboriginal Children’s Day
- Kindergarten to Year 6 Harmony Day
- Kindergarten to Year 6 National Reconciliation Week activities
- Kindergarten to Year 6 National Day of Action Against Bullying and Violence
- Year 1 Life Education: Ready, Steady, Go, on health and safety
- Year 2 Life Education: Growing Good Friends
- Year 3 Life Education: All Systems Go, on keeping the body healthy, managing peer pressure, and healthy food
- Year 4: My Green Home project with visiting architects (virtual)
- Year 6 Life Education: Think Twice, on alcohol.

High School

In addition to learning in all subject areas inside and outside High School classrooms, on and off campus, and during activities which could go ahead despite COVID restrictions, respect and responsibility was fostered through:

- Sustainable Futures club activities
- Study skills workshops
- The Student Representative Council met regularly and developed plans for 2022 and beyond around use of physical spaces and ways of improving student experiences.
- Indigenous Literacy Day
- IGS Environment Conference
- Years 7 to 12 R U OK? Mufti Day
- Years 7 to 12 National Day of Action Against Bullying and Violence
- Years 7 to 12 Harmony Day
- Years 7 to 12 National Reconciliation Week
- Year 10 virtual visits to Opal Aged Care Annandale (virtual)
- Years 10 to 12 Paul Dillon Presentation on the dangers of drug and alcohol (virtual)
- ArtsFest
- Year 11 Young UN activities
- Year 11 Model UN.



School Satisfaction Survey

Using the Australian Curriculum Assessment and Reporting Authority (ACARA) feedback tool to gather and analyse school satisfaction information from parents and students, in 2021, IGS conducted surveys of parents, students and staff.

Parent survey results

ELC parents indicated very high levels of satisfaction. The highest levels were related to the item “ELC staff respect my child and family’s culture, values and beliefs” and “Are friendly and helpful” (4.8). The lowest levels were related to “ELC billing and payment systems are timely, accurate and easy to understand”. At 3.6, there is still overall satisfaction with this item, but the School has since changed the billing system to make it clearer for families.

Primary School parents expressed the highest levels of satisfaction in response to “My child likes being at this school” (4.5 out of 5) and “I can talk to my child’s teachers about my concerns” (4.5), and the lowest level in response to the item “student behaviour is well managed at this school”, though this was still at “satisfied”, with a rating of 3.6 (under 3 is considered “dissatisfied”).

High School parents expressed the highest levels of satisfaction in response to “My child feels safe at School” (4.4) and the lowest level in response to the item “student behaviour is well managed at this school”, though this was still at “satisfied” with a rating of 3.3.

Please see the School’s response to this finding on opposite page.

Student responses

Students expressed the highest levels of satisfaction with the items “My teachers expect me to do my best” (4.3) and the lowest levels of satisfaction with the management of student behaviour (2.9).

Staff responses

Primary, High School and Support Staff expressed high levels of satisfaction. The highest rating was for the item “IGS respects the diversity of staff” (4.2). The lowest levels of satisfaction were for the items “Staff are treated fairly at IGS” but this was still in the satisfied range, at 3.1.

ELC staff expressed high levels of satisfaction for the item “The School gives staff opportunities to grow professionally” (4) and lower levels for “The School is well maintained” (2.8).

The School’s plans for a new Reggio Emilia inspired Early Learning Centre, Piazza and school entry are articulated in the new IGS Strategic Plan *Into the World 2022-2026*, launched by Principal Shauna Colnan on Speech Night 2021.

Overall results

Overall, IGS parent, student and staff respondents were satisfied with the School (mean of 3 or above out of 5).

Exit surveys

Exit surveys were sent to every family upon notice of the withdrawal of their child/ren. Aside from the completion of schooling, the most common reasons for exit in 2021 (according to information supplied by families either via the Exit Survey or other communication) were:

- Deciding on another school or course of study (30 per cent)
- Relocation/overseas posting or travel (28.5 per cent)
- Changes in family circumstances/financial stress/ill health (18 per cent).

29 per cent of all students who withdrew from IGS in 2021 requested to be waitlisted for future re-entry.

2021 Year 12 student satisfaction survey

The 2021 Year 12 Satisfaction Survey, carried out at the end of their final week of schooling at IGS, compared results with 2020 satisfaction results. Students were given two weeks to complete their responses, ranking satisfaction levels from zero to five stars.

Of a cohort of 100 students, 63 students participated in the survey in 2021.

Results showed a high overall level of satisfaction expressed across survey group respondents, with an overall mean of 4.07 across all fields. The level of overall satisfaction in the survey responses for both 2020 and 2021 were very similar. In 2020, the overall mean for satisfaction across all fields was 4.09.

Comparison with 2020 Responses

	2020	2021	Increase/decrease
Overall satisfaction	4.4	4.3	-.1
Enthusiasm of Teachers	4.3	4.2	-.1
School as a safe place	4.3	4.2	-.1
Quality of Teachers	4.2	4.1	-.1
Academic encouragement	4.1	4.3	+2
Support from School	4.0	4.0	
Equipped me for the future	4.0	3.8	-.2
Feedback from Teachers	3.9	4.2	+3
Learning needs met	3.9	3.8	-.1
School physical environment	3.8	3.8	
Median	4.05	4.01	-.04
Average	4.09	4.07	-.02

Results were shared with teaching and support staff to explore and act upon areas for potential improvement.

Sample of the comments from students:

“It’s been a great experience, I don’t regret my choice to move here from my old school. I’m going to miss IGS.”

“Some teachers ... were supportive and happy to receive practise papers and were incredible. [Others were] unsupportive and too busy to mark practise questions.”

“I ♥ IGS”

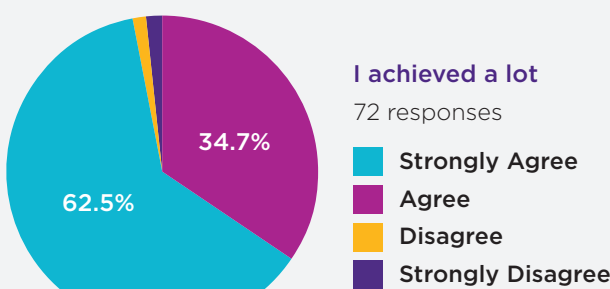
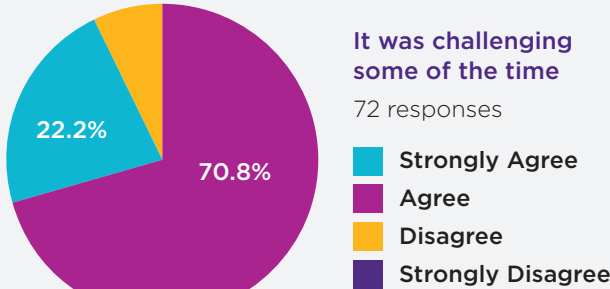
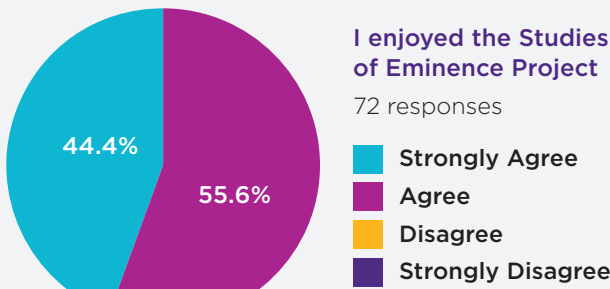
“Thank you for being such a welcoming school! :)”

“IGS is an amazing and very supportive school, I am more than lucky and grateful to have spent the majority of my education here. It will always be a special place to me.”

“If referring to past years spent at school, my physical environment has been a 5”

“In terms of room allocations Year 12s need to take priority.”

Year 5 reflections





Summary of financial information

Enrolments are growing steadily and reached a high of 1,308 in 2021.

Based on our Federal Government Capacity to Contribute (CTC) of 122, IGS received \$4.612 million of 2021 Federal funding. The 2021 State Government funding received was \$1.499 million.

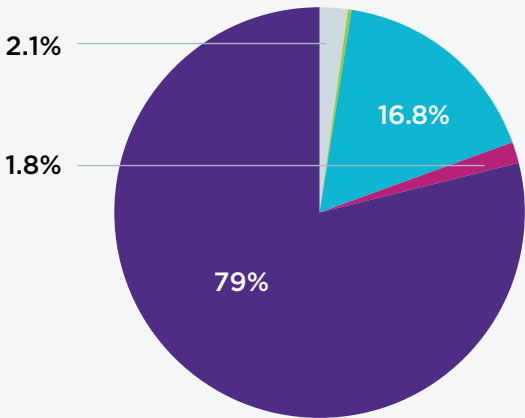
The Early Learning Centre received “Early Childhood Education and Care Relief Package-Exceptional Circumstance Supplementary Payments” for the period that early learning centres were not able to charge gap fees due to the impact of COVID-19.

2021 saw the completion of the Year 6 Centre in keeping with the IGS Master Plan.

The charts on the following page show details of reported Income and Expenditure for 2020 and 2021.

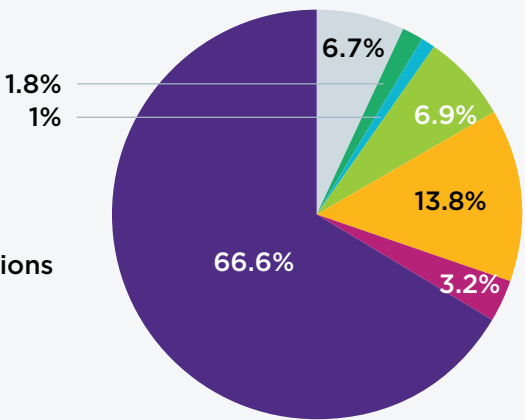
INCOME - 2021

- 79 Tuition Fees
- 1.8 Other Fees & Income
- 16.8 Federal/State Govt Grants
- 0.3 Donations (PTF & Building Fund)
- 2.1 Other Net Income



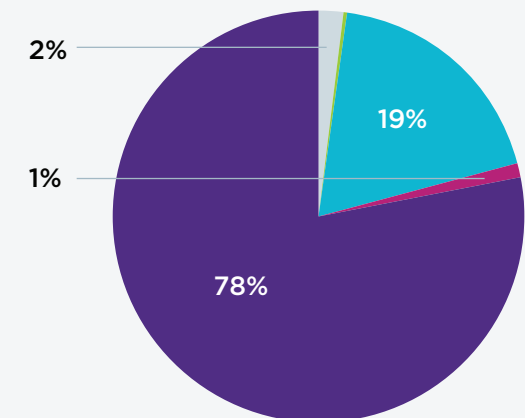
EXPENDITURE - 2021

- 66.6 Salaries & On Costs
- 3.2 Teaching & Learning Costs
- 13.8 Occupancy Costs
- 6.9 Administration Costs
- 1 Admissions, Community Engagement & Communications
- 1.8 Scholarships
- 6.7 Depreciation & Provisions



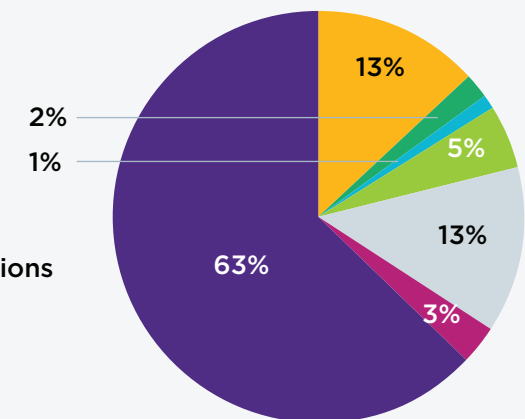
INCOME - 2020

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



EXPENDITURE - 2020

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





Enrolment Policy

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

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

- 1. Applications for enrolment may be made at any time by the parent/carer(s) of students to commence at IGS.
- 2. Students enrolling in Early Learning must turn three years of age by 31 May. Kindergarten students will be five years of age on or before 31 May.
- 3. IGS will base any decision about offering a place to a student on:

Family relationship with IGS:

- sibling of a current or ex-student
- either of the parents graduated from the School
- the child of a permanent member of the School staff
- they hold attitudes, values and priorities that are compatible with the School's ethos.

The student:

- the contribution that the student may make to the school, including the cocurricular activities
- The student's reports from previous schools.

The school:

- ability to meet the special needs or abilities of the student.

Other considerations:

- Order of receipt: when the application to enrol is received by IGS
- Year 6 students continuing their education at IGS into Year 7
- Early Learning children continuing on to Kindergarten entry.
- 4. IGS will meet with the student and the parent/carer(s) before offering a place.
- 5. The Principal has absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.
- 6. Continued enrolment at IGS is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct and other requirements of IGS which are applicable from time to time.

Waiting lists

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

Student entry into Early Learning

The Policy for children entering Early Learning is as follows:

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

Discrimination, Harassment and Bullying Protocols for Members of the IGS Community

Everyone at International Grammar School has the legal obligation not to discriminate against, or harass for any unlawful reason, or bully for any reason any employee, agent, contractor, supplier, volunteer, parent, student or visitor.

1. Introduction

The School expects all staff members, students and parents to treat each other and other people with whom they come into contact as representatives of the School with respect and courtesy.

The purpose of the School's Discrimination, Harassment and Bullying Statement is to make you aware of:

- a) what 'unlawful discrimination', 'harassment' and 'bullying' mean;
- b) the procedures the School has in place to deal with complaints relating to discrimination, harassment and bullying; and
- c) who you can talk to at the School if you wish to make a complaint.

2. Who does this protocol apply to?

This Statement applies to all employees, students, parents, contractors and volunteers (the school community) engaged by the School and applies to behaviour:

- a) at School, including outside normal school hours;
- b) while undertaking school activities including interaction with parents or other third parties and while away from the School (e.g. school trips or sport activities); and
- c) at school-related events e.g. conferences and social functions.

3. What is unlawful discrimination?

3.1 Defining unlawful discrimination

Discrimination is treating one person or group less favourably than another or causing them disadvantage. Unlawful discrimination is discrimination which law has defined as unacceptable.

There are a number of Federal and State laws which presently make discrimination unlawful on a variety of grounds (unlawful reasons) including:

- a) sex, marital or relationship status, pregnancy, breastfeeding or family responsibilities;
- b) sexuality or sexual preference;
- c) race, colour, descent, nationality, national origin, ethnicity or ethno- religious origin;
- d) religious belief or activity;
- e) political belief or activity;
- f) trade union activity;
- g) disability or impairment;

- h) transgender status or gender identity;
- i) age;
- j) responsibilities as a carer; or
- k) service in the voluntary defence forces.

The School will comply with these laws and expects all members of the school community to also comply.

3.2 How can unlawful discrimination occur?

Discrimination can occur in the recruitment process, during the course of employment or upon termination of employment. Discrimination can also occur in the provision of goods or services and student to student relationships. No member of the school community should discriminate against co-workers, contractors, volunteers, parents and students.

Discrimination can be direct or indirect.

Direct discrimination occurs where someone is treated less favourably because of their sex, age, racial group etc. An example of direct discrimination is when an employee misses out on an internal promotion because they are considered too old for the job.

Indirect discrimination occurs where everyone is treated on the same terms according to a rule, policy or directive but which has the effect of being less favourable to people of a particular sex, age group, race, religion etc and which is not reasonable in all the circumstances. An example of indirect discrimination would be a school policy stating that – only female staff can supervise children in small groups in Early Learning – this would impact on males who wish to work in Early Learning as supervision of small groups is essential to the role and such a restriction would be unreasonable.

There are exceptions from anti-discrimination law which may apply in some situations – for example, because of the requirements of a particular job, for example requiring staff of different genders to accompany students on overnight excursions.

4. What is unlawful harassment?

4.1 Defining unlawful harassment

Unlawful harassment is a type of unlawful discrimination. In general, unlawful harassment is any form of conduct or behaviour which affects a person that:

- a) is unwelcome (not wanted) or uninvited (not asked for); and
- b) is based on one of the unlawful reasons; and
- c) a reasonable person would have anticipated might humiliate, offend or intimidate the person exposed to the conduct.

4.2 What are the types of unlawful harassment?

Types of unlawful harassment include, but are not limited to:

- a) sexual harassment;
- b) verbal abuse or comments that degrade or stereotype people because of their race, sex, sexuality, pregnancy, disability, etc;
- c) jokes based on race, sex, sexuality, pregnancy, disability etc;
- d) mimicking someone's accent, or the habits of someone with a disability;
- e) offensive gestures based on race, sex, sexuality, pregnancy, disability, etc;
- f) bullying a person because of their race, sex, sexuality, pregnancy, disability, etc;
- g) ignoring or isolating a person or group because of their race, sex, sexuality, pregnancy, disability, etc; or
- h) display or circulation of racist, pornographic or other offensive material (including in electronic format).

Harassment might not be unlawful, if it is not based on one of the unlawful reasons.

However, the School expects its staff, students, parents, contractors and volunteers (the school community) to treat each other and other people with whom they come into contact as representatives of the School with respect and courtesy.

In some cases a single action or incident can create unlawful harassment. In other cases there may need to be a persistent pattern of behaviour before unlawful harassment has occurred.

4.3 What is unlawful sexual harassment?

Unlawful sexual harassment is one form of harassment which the law does not allow. A person sexually harasses another person if:

- a) the person makes an unwelcome sexual advance, or an unwelcome request for sexual favours, to the person; or
- b) engages in other unwelcome conduct of a sexual nature in relation to the person; in circumstances in which a reasonable person, having regard to all the circumstances, would have anticipated the possibility that the person exposed to the conduct would be offended, humiliated or intimidated.

Unlawful sexual harassment includes, but is not limited to:

- a) pressure or demands for dates or sexual favours;
- b) unnecessary familiarity – for example, deliberately brushing against a person or constantly staring at a person;
- c) unwanted physical contact – for example, touching or fondling;

- d) sexual jokes or innuendo;
- e) offensive telephone calls;
- f) offensive sexual gestures;
- g) unwelcome comments or questions about a person's sex life;
- h) display, circulation of sexual material, including magazines, posters or pictures (including in electronic format);
- i) sending email or text messages which contain sexual content or tone; or
- j) sexual assault.

It is important to understand that some of these forms of sexual harassment are also criminal behaviour and may be treated as a criminal offence.

You should take great care before engaging in conduct you believe to be welcome. Always remember that some people may not feel comfortable telling you that your behaviour is offending them and is not welcome. This may be because of their personality or may be because they are too worried about the possible impact on their employment if they complain. It is your responsibility to ensure that you do not engage in conduct which is not welcome. Similarly it is your responsibility to tell someone if you do not feel comfortable with their behaviour, or at least to raise the issue with your manager or supervisor/teachers or some other appropriate person.

You should also remember that even conduct which is welcome may not be appropriate at School. If you are unsure whether conduct is appropriate, you should speak to a member of the Leadership Team.

Further, any personal friendships that develop should not adversely impact on the School, your responsibilities to do your work or on the performance or productivity of your co-workers or students.

5. Bullying

5.1 What is bullying?

Bullying is repeated, unreasonable behaviour directed toward a member of the school community, or group that may cause harm, including risks to health and safety.

Unreasonable behaviour means behaviour that a reasonable person having regard to all the circumstances would expect to humiliate, intimidate or threaten another person. Such behaviour can include an individual's or group's actions or practices which humiliate, intimidate or threaten another person.

Bullying may also amount to unlawful discrimination or harassment.

5.2 What are examples of bullying?

The following types of behaviour, particularly if directed towards an individual repeatedly, may amount to bullying:

- a) demeaning language
- b) threats
- c) verbal abuse
- d) outbursts of anger or aggression
- e) physical or verbal intimidation
- f) excluding or isolating; and
- g) ganging up.

Other types of behaviour may also constitute bullying.

Performance management and directions in relation to the performance of work or conduct required by the school are not bullying or harassment.

6. What are your obligations?

Everyone at the School has the legal obligation not to discriminate against, or harass for any unlawful reason, or bully for any reason any member of the school community.

You must always consider how your behaviour will be viewed by the person or people you are dealing with. You might unlawfully harass someone, bully someone or unlawfully discriminate against someone even if you do not mean to do or say anything offensive. It is not a legally acceptable defence to say that you did not mean or intend to humiliate, offend or intimidate somebody else.

It is sometimes difficult to know whether someone will find your behaviour acceptable. What is offensive to one person may not be offensive to another. You should be careful not to risk being misunderstood and, as a result, becoming the subject of a complaint.

7. Victimisation

You must not victimise a person because they have made or propose to make a complaint of unlawful discrimination, harassment or bullying or because they have provided information in relation to a complaint. Victimisation means subjecting a person to some detriment, for example, ostracising an employee or excluding them from an opportunity or activity.

8. What can you do if you feel you are being unlawfully harassed or discriminated against or bullied?

If you feel that you are being unlawfully harassed, discriminated against or bullied, there is action which you can take that may resolve the problem, such as:

- a) do not ignore circumstances where you feel you are being unlawfully discriminated against, harassed or bullied, thinking it will go away. Ignoring the behaviour could be taken as tacit approval by the person causing the harassment, discrimination or bullying;

- b) where you feel comfortable ask the person to stop, or make it clear that you find the behaviour offensive or unwelcome. Maybe the alleged discriminator/harasser/bully is not aware that his/her behaviour is intimidating or unwelcome and will stop once they are told. It may be useful to speak with your supervisor or Deputy Principal in the first instance to seek guidance on how to do this; and/or raise the issue as a grievance.

Grievance procedures are outlined in a separate document.

If you feel that you are being victimised because you have made or propose to make a complaint of unlawful discrimination, harassment or bullying or because you have provided information in relation to a complaint you should raise the issue as soon as possible with either the Deputy Principal or Principal.

If your issue is about the Principal then you should raise it as a grievance with the Chair or Deputy Chair of the School Board, contact details for whom are available from the Deputy Principal.

9. Although you may feel the need to tell a trusted friend or work colleague about the matter, you should be careful. Accusations of unlawful discrimination/harassment can harm the reputation of those involved and could lead to legal action for defamation. Matters of this kind must be dealt with confidentially on a need to know basis. Do not discuss this matter generally with colleagues or members of the school community. It is in everyone's best interests if rumours are not allowed to spread.

9.1 What will the School do if you have a complaint?

All complaints will be treated seriously and in accordance with this protocol. The School will determine the most appropriate method of dealing with the grievance. This could include (among other things):

- a) requesting further information from you
- b) requesting information from other co-workers or third parties
- c) meeting with you or others involved in the grievance
- d) reviewing and responding to the grievance or arranging for an appropriate person to review and respond to the grievance or
- e) facilitating a meeting between you and the person(s) that the grievance is about.

On receipt of a grievance the School will generally take the following steps:

- a) determine the best method of handling the grievance;
- b) advise you of the likely steps that will be undertaken by the School in relation to the grievance
- c) advise the person(s) what the grievance is about, the nature of the grievance and seek their response
- d) collect any additional information the School considers necessary to properly review the grievance; and

- e) advise both you and the person(s) what the grievance is about and the School's response to the grievance and if appropriate, any proposed action to be taken.

However, there may be circumstances in which some of the steps outlined above are not appropriate and the School will determine, in its absolute discretion, on a case by case basis the most appropriate method of handling the grievance.

The School will take whatever action it considers appropriate if there has been unlawful discrimination or harassment or bullying, including disciplining or dismissing offenders.

You should also be aware that if you lie about or exaggerate a complaint, the School will view this as a very serious matter, and you may be disciplined or dismissed.

10. General

This Statement summarises some of the rights and obligations which are created by the legislation. The Statement is not intended to go beyond the legislation. This Statement is not a term of any contract, including any contract of employment. This Statement may be varied from time to time.





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