

Annual Report

INTERNATIONAL
GRAMMAR SCHOOL
2022



to the NSW Educational
Standards Authority (NESA)



INTERNATIONAL
GRAMMAR SCHOOL

Acknowledgement of Country

At IGS, we acknowledge the First Nations Peoples of Australia as the strong, resilient and resourceful custodians who have passed on their cultures, stories and songs for generations, always connected to Country and nurturing the land, waters and skies.

We pay our respects to the Gadigal on whose lands IGS stands and where we strive to value the perspectives of the oldest surviving cultures in the world.

This land was, is, and always will be Aboriginal Land.





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A Message from the Chair

I am delighted to present my 2022 report on behalf of the IGS Board.

It was gratifying to witness the gradual return to ‘normal’ as the effects of the COVID-19 pandemic receded throughout the year.

I give thanks to the dedication and professionalism of IGS Principal Shauna Colnan, her Leadership Team, and staff, as well as the care taken by the whole of the IGS community to minimise exposure to the virus. Opportunities prohibited during the pandemic were resumed as safely as possible and with gusto.

How grateful we are that extraordinary opportunities were once again made available to IGS students! The global exchange program was reactivated, along with the unique and remarkable SAGE program. Conceptualised by Principal Shauna Colnan to challenge High School students in their middle years, we saw the program successfully implemented by the dedicated teaching staff at IGS. SAGE has now become part of the fabric of an IGS education.

In 2022, students once again relished the opportunity to take on Shakespeare Bootcamp, The Rocks Quest, Opera on Kelly Street, and Tasmania: Writing the Island. All exciting week-long events outside the classroom, that students now eagerly anticipate as rites of passage as they progress through the School.

I was deeply inspired by Board discussions and determinations on implementation of the School’s Strategic Plan *Into the World 2022–2026*. Significant progress was made with the purchase of The Retreat, Kangaroo Valley, a rural campus that will become a unique teaching and learning resource for every student’s benefit. Development of the IGS Renaissance Centre began, and opportunities for students were expanded with programs such as IGS Connect, a program in altruism for Primary School and Middle School students.

I wish to thank my fellow Directors for so generously giving their expertise, knowledge, and time to the effective governance of our wonderful school.

Creative Internships in the Pyrmont Peninsula and beyond also began, a work shadowing program linking students with technology startups and other new and existing industries in the Innovation Corridor in which IGS is centred. Following two years of postponements and online meetings, the resumption of performances and celebrations with live audiences culminated in a glorious Speech Night at the State Theatre. Families once again attended in person, their applause louder than ever.

Speech Night 2022 saw the inaugural Alum of the Year Award presented to former student Nicholas Jordan (2006) for his community work and commitment to elevating the voices of others. We congratulate the incredibly impressive nominees — the IGS community is proud of you all.

As IGS matures and successive year groups leave the School’s gates and make their way in the world, we are grateful that a number are beginning to give back by enrolling their children at the School and supporting IGS Giving Day.

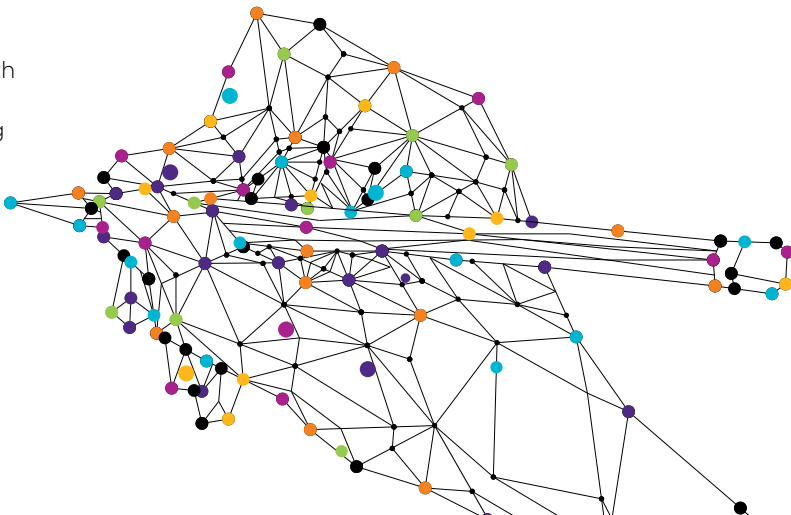
As always, it is a great pleasure to report on the sound financial position of IGS. Working capital remained strong as the School progressed its plans for addressing risks while undertaking careful growth.

Despite the disruptions caused by the pandemic over two years, HSC results were as impressive as ever. I take this opportunity to congratulate the School’s Class of 2022 on their achievements which included two students topping their courses in NSW, both in languages. Please see pages 20 to 23 for other IGS HSC highlights.

As IGS approaches its 40th Anniversary in 2024, we are fortunate to see the vibrant vision of the School’s late founder Professor Reg St Leon OAM continue to grow from strength to strength. The Board remains committed to ensuring IGS thrives and flourishes based on the inclusive philosophies and values of its founder.

Warmest thanks and congratulations to every student, caregiver, member of staff, and member of the Board on such a positive year of resilience and growth.

Dr Marie Leech
IGS School Board Chair 2022



Mr Jim Meynink, Deputy Chair



Ms Rita Finn*



Ms Elizabeth Grady



Professor Lesley Harbon



Mr Michael Heenan



Ms Dyranda Hortle



Mr Vince Tropiano



Ms Judith Waldock

Board committee meetings (in person or via Zoom) and attendance 2022

Board	Eligible to attend	Attended
Marie Leech ¹	5	4
Jim Meynink ²	5	4
Rita Fin	5	4
Elizabeth Grady	5	4
Lesley Harbon	5	4
Michael Heenan	5	4
Dyranda Hortle	5	4
Vince Tropiano	5	4
Judith Waldock	5	5

BASEC	Eligible to attend	Attended
Elizabeth Grady ³	2	2
Dyranda Hortle ³	2	2
Marie Leech	2	2

BFSC	Eligible to attend	Attended
Michael Heenan ¹	5	5
Marie Leech	5	5
Jim Meynink	5	5
Vince Tropiano	5	5

Risk Committee	Eligible to attend	Attended
Judith Waldock ¹	4	3
Rita Fin	4	4
Lesley Harbon	4	4
Dyranda Hortle	4	3
Marie Leech	4	4

RNGC	Eligible to attend	Attended
Vince Tropiano ¹	5	5
Elizabeth Grady	5	5
Marie Leech	5	5
Judith Waldock	5	5

KEY:
1. Chair 2. Deputy Chair 3. Co-Chair
BASEC: Board Advancement and Stakeholder Engagement Committee
BFSC: Building, Finance and Strategy Committee
RNGC: Remuneration, Nomination and Governance Committee

* resigned 24 November 2022



A Message from the Principal

2022 was a year of remarkable progress. We began with determination. Our goal was to go deep and produce something great.

The pandemic taught us that there is no going back; there's only going forward. And so, a breath of fresh air blew across the campus as we worked together to revisit, revitalise, and renew. Students and staff quickly embraced this shared goal and, before we knew it, the campus transformed into a busy, productive, and celebratory learning hub. We saw the return of ArtsFest, the disco, carnivals, swimming lessons, assemblies, tutor group, exhibitions of learning, and the outdoor education program. It felt truly uplifting to be back.

Life changing experiences

The spectacular production of *Charlie and the Chocolate Factory* would not have been out place on the Broadway stage. Stars were born and we stood in awe at the talents of our students and our teachers. Our senior students performed *Twelfth Night*, under the brilliant artistic direction of Damien Ryan and the guiding hand of Director of Dramatic Arts Rita Morabito. And then there was the return of the SAGE program. Years 7 and 8 participated in a Shakespeare Bootcamp and Year 9 enjoyed Opera on Kelly Street, while Years 10 and 11 experienced the most ambitious project of all, Tasmania: Writing the Island. Director Simon Board led over 200 students on an expedition to write the island. This was a huge logistical undertaking and a labour of love for my colleagues and me, as we didn't want Year 11 to miss out on this vital experience. Our teachers and support staff have been magnificent, I thank them for their endless hard work and passion.

In a beautiful testament to IGS values, Year 8 student Luella Prasad's arresting portrait, skilfully crafted by her talented friend Issy Matthews was chosen as a finalist in the prestigious 2022 Young Archie Competition.

Global exchange

The Global Exchange Program returned in 2022 as we welcomed 30 European students to our school. Thank you to the host families and our School community who gave the students such memorable experiences in Sydney and beyond. They had a great time and forged wonderful friendships.

Twenty six of our senior students participated in exchanges in Europe and Japan; living with families abroad and attending schools, travelling, and soaking up all that the exchange offers and deepening their understanding and fluency in the languages they are studying. Our current partner schools are in Japan, Italy, Germany, Spain, and France. For the first time this year, we partnered with a school in the ancient region of Normandy, just an hour's drive from Paris and a day trip from the battlefields of the Western Front and the Australian Remembrance Trail.

Language exchange is an enriching and profound experience that transcends mere visits, fleeting encounters, and finite exchanges. Our bilingual students go far deeper: they inhabit and embody culture, settle in, dwell, and forge deep connections.

New initiatives

At IGS we embrace the new, always, and so there were many new successful initiatives this year.

Two proud Wiradjuri women delivered deeper learning to our students and teachers this year about Aboriginal ways of knowing: Astrophysicist Kirsten Banks and Artist in residence Bianca Caldwell. Bianca introduced the yarnning circle to our youngest children in Early Learning and helped forge an astonishing project with Head of School Sarah Herbert, staff, and children, sharing her knowledge and wisdom, through creative expression and with such a generous and open heart.

Our Silver Medal winning students excelled during The Ethics Olympiad. In a world of social media takedowns and adversarial parliamentary shouting matches, this program encourages civilised debate, listening to differing perspectives, and humility. The best part, according to Gareth Douse, who led the project, was seeing students apply their knowledge of Philosophy and engage in a community of inquiry where all opinions are respected, and ideas are broken down and built upon. We will join teams from Hong Kong, Singapore, New Zealand and other Australian states and territories at the International Middle School Ethics Olympiad Final on 23 February.

In partnership with our parent body and our alumni community, we pioneered a professional work shadowing program for Year 10 in our vibrant neighbourhood. Deputy Principal Mary Duma placed our students into 42 workplaces in fields as diverse as law, engineering, medicine, the arts, finance, and hospitality. Thank you to those who gave our students these experiences.

The Sustainable Futures Group under Head of Sustainability Mr Carmelo Fedele began planning our involvement in Earthshot, a global movement of young people with audacious goals for the decade ahead: To protect and restore nature. To clean our air. To revive our oceans. To build a waste free world. To fix our climate.

Our students continue to adapt and to learn in this changing world and we're incredibly proud of them.

IGS embracing nature

In accordance with our strategic plan, we have worked to expand our campus to encompass an outdoor education centre, in nature and on Country. In 2023 this work will come to fruition with International Grammar School, The Retreat, Kangaroo Valley. Near the historic Kangaroo Valley village, this outdoor education centre, wellness retreat, and place for professional learning and community engagement will offer a beautiful and peaceful learning continuum for our students. It will host language immersion camps, geography, science, and sustainability field trips, permaculture, astronomy, outdoor education programs, Shakespeare in the Glade, music camps, writers' weekends, art en plein air, leadership programs, HSC study camps, and so much more. Our vision for The Retreat is *every child, every year*.

An inspiring end to 2022

Speech Night celebrated the unity and diversity of our School community, showcasing exceptional musical, dramatic, and language performances, while also honoring students' accomplishments in sports, academics, and cocurricular activities.

Speech night also honoured our Class of 2022 as they prepared for the next stage in their lives. Our School has thrived under the remarkable leadership of our Head Boy, Madiba Doyle Lambert, and Head Girl, Zahra Moolhoooy. I have been particularly appreciative of their orientation for action, kindness, and positivity. On behalf of our School community, I wish our Class of 2022 all the very best for in their next steps.

Looking forward to 2023

We look with excitement towards next year and to all it holds. In 2023 a cast and crew of over 100 students will take part in the 2023 IGS Musical: *The Addams Family*. A new initiative for the primary school will be introduced: IGS Choral Fest: Our Music, Our Song. Every student from Kindergarten to Year 6 will work in their classes and with their teachers towards a big end of year production.

We look toward the opening of The Renaissance Centre, with its lecture theatre and dance studio and, of course, inaugural student visits to The Retreat in Kangaroo Valley.

I look forward to leading our extraordinary School into the future!

Shauna Colnan
Principal





Reflections from 2022 Head Boy

Madiba Doyle-Lambert

I remember so vividly the first Speech Night I attended. First witnessing the dangerous opulence of these chandeliers, grand hanging lights which perpetually threaten to drop and murder us all.

Most importantly I remember the 2017 Head Boy Jamie Heath's speech. It wasn't just what he said that was impactful, but also how he said it. He spoke passionately of how IGS only ever asked him to be his authentic self and the empowerment he felt from that freedom. In that moment, in this theatre, something sparked inside the unsure Year 7 that I was. I began to imagine what it might be like to stand where he was. It wasn't that I wanted to be him, but I wanted to learn to be me. His words assured me that I was at the right place to make that happen.

The world can be very quick to tell us who we 'should' be and what we 'should' do with our lives. With all that's going on out in the world, it can even feel dangerous to be yourself, but at IGS it has felt exciting and adventurous.

We have been given space to safely fall so we could learn to get back up. We have been given the security to fail so that we can know the opportunity that gives us room to grow. We have been given assurance to explore our multitudes and become any and all of the many things we might be, free from judgement.

Throughout my life I have been in situations where I was afraid to be myself, but none of those times were at IGS. In essence, we've been empowered to be the best WE can be. IGS handed us a mould — not to fit into, but to break.

What is more remarkable though is how this pursuit of self-creation actually results in a stronger and deeper sense of community. How we're all made better by each others self-defined excellence. As lucky as I am to stand here on stage tonight, proud of who I am, it would be hubris to suggest that I've done it on my own. I wouldn't be wholly me if, for example, my best friend Ned wasn't Ned. If my co-captain Zahra wasn't Zahra. If Mr Marchbank wasn't Mr Marchbank. And if every single one of you weren't who you are. Even as we go our separate ways I'll always be grateful for the parts of you which have formed vital parts of me.

A person who has been a constant source of inspiration throughout my life is Nelson Mandela, who I am named after — Madiba being one of his clan names. Now I am not Kanye West, I am not claiming to be the next Nelson Mandela, I'm just saying that I have always admired him and bearing his name has exerted some level of subliminal influence and aspiration for me to embody his integrity and courage.

Mandela is often quoted as saying "As we let our own light shine, we unconsciously give other people permission to do the same." Whilst It turns out he didn't actually say that, it was Marianne Williamson, he did quote her and lived by that philosophy. The philosophy which is central to IGS's belief system. About education, he said: "A good head and good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special."

The education we have received at IGS — that our parents worked hard to afford us and that our teachers worked tirelessly to give us — is something very special.

I am beyond grateful for every opportunity I have had to simultaneously explore my place in the world and to discover the world within myself.

Everyone in this theatre here tonight has privilege to some extent. The question each of us must ask ourselves as we stand on this threshold, is what do we do with it?

The world we're graduating into is riddled with more complex problems than history has ever known. We're being asked where we will fit in. What gaps we will fill to meet the current demands. It will be hard not to doubt ourselves when we're outside the comfort of this community because our School hasn't prepared us to fit into this world.

Our School community has done something more magnificent than that — they've empowered us to change it. To look at the world with a critical eye, a compassionate heart and to bring unique perspectives to unprecedented circumstances. We have the capacity to adapt, the courage to act and the heart to inspire others. It's incumbent upon us to use our privilege to be the change we wish to see in the world. When we do that, we create ourselves a future to hope for.

Mandela also said that "Education is the most powerful weapon which you can use to change the world." And who are any of us not to wield it? To bring less than all that we have to give in service of a world which requires us to be all that we can be? If we can do that, if we can even begin to do that, imagine how spectacular and grand that would be.

Like this chandelier ... to quote the big man one more time: "There is nothing like returning to a place that remains unchanged (like this theatre) to find the ways in which you yourself have altered." It occurs to me that in this chandelier that once seemed so precarious and daunting, which hasn't changed in all our Speech nights, I now see something else.

I see a spectacular and complex structure made up of hundreds of individual crystals — each multi-faceted and beautiful in its own right and equally necessary to make the whole. I see that it can dare to risk its fragility in mid-air because it is so strongly supported. And these crystals don't face in to conceal the light, they face out to reflect and refract it in every direction and vanquish the darkness in the most glorious way possible.

Simple lights would do the job but a space like this deserves better, and a world like ours deserves our best. It's not enough to shine when we're capable of so much more.

This has been the School's gift to me and a legacy we must all perpetuate and propel into the throes of a future yet to unfurl.

The greatest of all my privileges has been to serve as your Head Boy but I'm going to give the last word to my namesake:

"What counts in life is not the mere fact that we have lived. It is what difference we have made to the lives of others."

Year 12, teachers, family and friends, you have made all the difference to my life. Thank you.

Text extracted from Madiba's address at Speech Night 2022 in the State Theatre.





Reflections from 2022 Head Girl

Zahra Molooobhoy

Success: I've been thinking about it a lot over the past year. How do we define success? How do we achieve it? Everyone in this theatre is chasing success — and has at one time or another held the keys to it — only to find that the lock has been changed.

So, what is success? Success is about living life while demonstrating beautiful values. Values such as compassion, patience, fortitude, strength, and courage in the face of difficulties. Success is not a destination. Rather, it is a journey filled with moments of excitement. So, my wonderful cohort — the Class of 2022 — what about our journey so far?

We have lived through a global pandemic, online schooling, floods, drought, climate change, what feels like 20 prime ministers and much more.

We've survived the challenges and adventures of our school years and, as we are about to face our futures, let's pause to appreciate the vital role that IGS has had in shaping who we are both personally and academically.

To our teachers who truly embraced us as their own, while pushing us hard and working tirelessly to make sure we were prepared for this next chapter in our lives. The primary teachers whose classrooms felt like home, the high school teachers who felt like friends. Thank you for being the reason we graduate with compassion, empathy and kindness.

To the staff and administrators, to Ms Colnan, Ms Duma and Mr Dennehy, who went above and beyond to ensure that our high school experience wasn't just memorable, but a journey to appreciate our own individualities, and each others', thank you.

For us, success has meant different things at different times in our lives. We cheered each other on in Year 3 after performing at lunchtime music concerts, then we smiled and screamed at our first ArtsFest dances in Year 7, then applauded each other as we walked out of our final HSC exams. Throughout our time at IGS, while our definitions of success were quickly changing, what never changed were our smiles, our cheers and our support for each other.



IGS not only fostered my passion for education but moulded me into who I am today. A better person (or so I'd like to think). IGS is family.

From my very first day in preschool, to this, my last, I have always felt a flutter of excitement and joy at the end of holidays, as in returning to school I was returning to my second family.

In the words of Michael J Fox, "family is not an important thing. It is everything." And yes — Dad — I know who he is. But to my fellow students... you can Google him.

My cohort, as we move on to university, to our first job, our first love or to somewhere we never thought we'd end up, remember, success is what we make it.

For me, religion, culture, and family are what matter most. As I move through life, I hope to empower people from all walks of life. I hope to live a life of kindness, laughter, and compassion. I hope that I can tune out negativity and step out of my comfort zone.

Like in Year 4 when I wore my hijab to school for the first time, acutely aware that I would be the only one wearing hijab during a time when Islamophobia seemed to be the norm. It took courage. The same courage so many of you have shown when you've stood for justice, attended protests, and accepted yourself in spite of what others may think.

Courage is another form of success. And often, we're surprised with the amount of love, respect, and acceptance we're shown once we courageously show the world who we are.

IGS taught me that treating others with dignity is an attitude that starts with our mentors, in this case, parents, teachers, and even each other. An attitude that I was inspired to embrace and reciprocate, so that some of the love I felt from all of you that first day I wore hijab transferred onto others. An attitude that arguably flows through IGS like in no other school. And an attitude that shows us that making an impact matters — big or small. And all of us can make an impact.

So — whether working on your PhD, directing a horror movie, playing violin at the Opera House, training for a marathon or raising a family — remember that life is about the small stuff. The sometimes mundane, small victories that go unnoticed. The little smiles, the laughs, the happy memories. Be open, start conversations, never stop learning, never question yourself. And never let anyone define success for you.

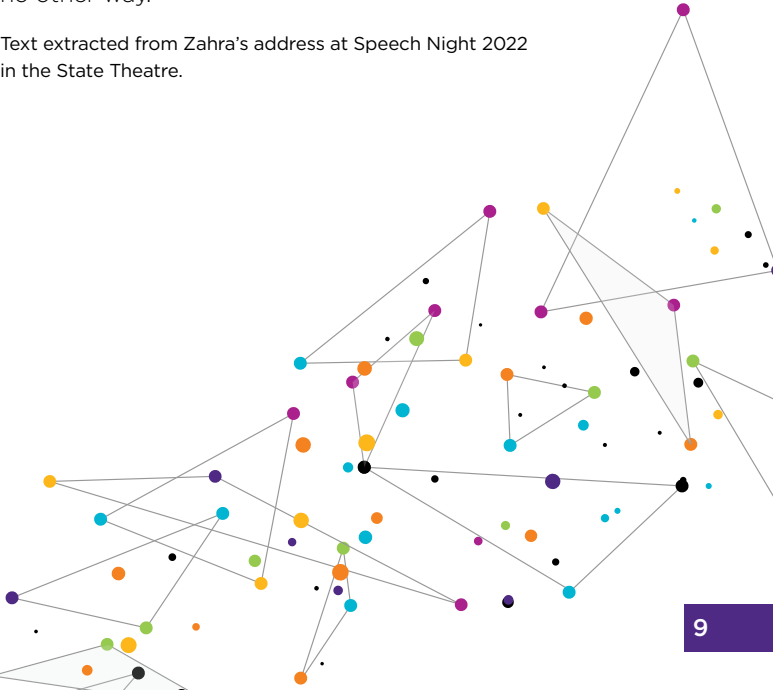
And finally, I would like to share something very personal with you. In my religion, it isn't adequate to just be a believer or a leader, but to strive towards being what's called a mo'min, a classical Arabic word that can be loosely translated as 'one who provides security to others, in faith, in friendship, and in times of need'. I can, therefore, authentically say that at several points in the last 14 years, IGS has been my religion, as much as Islam.

And so, as we, Class of 2022, move onto the next chapter in our lives, I believe that each of us agree that it is simply not adequate for us to look back on our time at IGS as something in our past. Having benefited from its embrace, it is our duty to strive, as life-long ambassadors for IGS, to live and spread the incredible values of IGS, and to ensure that all our community members experience some of the beauty that we have experienced here. That is the true measure of our success.

We are a mighty generation facing supernova size challenges. When we were born, Pluto was a planet (poor Pluto). During our schooling, a car was launched into space. As we graduate, the Earth needs our help. No one knows what will happen by the time we retire. But we know this much, the sky isn't our limit. Our limit is of our own making. And in our own unique ways we will always be successful.

Why, you might ask? Because IGS would have it no other way.

Text extracted from Zahra's address at Speech Night 2022 in the State Theatre.





Message from the PTF President

Deeply inspired by the School’s recently launched Strategic Plan *Into the World, 2022* saw the PTF focus on community connections, First Nations cultural competency, and IGS in Nature.

Coming back after two years of COVID disruptions, we began by refreshing the PTF governance and procedures. Working with the Board and School managers, the PTF has spent the past 18 months examining how the PTF can best add value to the IGS community and the School itself. This process has involved the support of IGS parent Lisa Ogle and past PTF Committee members. In the coming months, the PTF will vote on becoming incorporated, and a new constitution and governing policies will be drafted and presented to the community.

Community connections

In 2022, more than eighty PTF Class Reps organised countless catch ups, park parties, and gift giving. Our PTF Class Reps play an important role in helping our community stay connected.

Our biggest ever Primary School Disco was held on Friday 13 May, with 540 students from Early Learning through to Year 6, and 120 parent volunteers in attendance. Cressida Pollack and Kim Thomas passionately led the team and did an outstanding job of ensuring the event’s success.

On Saturday 21 May, we held our Democracy Sausage Sizzle as IGS was an official Federal Election polling station. Highlights included showing off our new PTF bunting, kindly made from all the old tea towels by three IGS mums; Lisa Kwok, Melissa Wroniak, and Erika Teo.

The PTF International Film Festival was back on, showing German, Japanese, Italian, French, Spanish, and Indigenous Films at Palace Cinemas Leichhardt. In June, we supported the Colour Run in memory of student Jai Wright.

Thank you to the army of volunteers who helped at each successful Rue Kelly second hand uniform sale. The Committee would like to acknowledge Lisa Kwok who has volunteered countless hours to sort through all the donations. In October we celebrated Diwali and thank Samantha Panda-Shah and all the families who helped to make this possible. This event demonstrated true IGS community spirit.

Sofia Zeritis has been remarkable in her efforts to raise awareness of the traffic congestion on Kelly Street with the local council. Thanks to her, we are pleased to see

changes being made. In April 2022, the City of Sydney changed the street signage in Mountain Street to 15min parking on both sides to allow for a safe kiss and drop zone for the School.

As we concluded the year, the PTF was hard at work, planning for our very first Lunar New Year Festival to be held on 4 February 2023. The team driving the preparations for this celebration includes Lisa Kwok, Natasha Lai Butler, Jessie Chung, Sofia Zeritis, Melissa Wroniak, Anna Rostosky, and Jenny Qin.

First Nations Coordinator

During 2022 we introduced the role of First Nations Coordinator. Lucy Mendelssohn accepted this role and has worked passionately to build First Nations cultural competency and capabilities to assist us to listen, respect, and learn alongside our children.

Our International Film Festival closed with a very special screening of The Drover’s Wife with Indigenous actor, writer, director, producer Leah Purcell and husband Bain joining for a Q&A session. The film has a strong connection with several IGS Alums and their families. On concluding the event, the PTF gifted the School with a signed poster.

IGS in Nature

Karen Roberts, Lucy Mendelson, and I have commenced working with Head of Sustainability Carmelo Fedele on developing a rooftop garden that will intertwine with the On Country learnings set to happen at the School’s new outdoor learning education centre and wellbeing retreat in Kangaroo Valley.

Many thanks to Barbara Karakassidis for leading the end-of-year gift giving project and Afsoon Kisirwani and Sam Panda Shah for managing the commemorative tea towel project. Thank you also to Ellen Tonkin, Lisa Ogle, Kelli Haynes, Penny Arfanis, and Lynda Hale, who always, always lend a hand whenever an extra one is needed.

The PTF Committee acknowledges the work of the IGS Media and Communications team and the support of Head of Campus Administration Brittney Wedd (and her team) and, of course, always IGS Vice Principle Mrs Mary Duma.

I am very proud of the work the PTF has done to contribute to the School community during 2022. We have achieved so much this year, and, while this report covers the major highlights, there have been so many other activities that it is impossible to list them all here. Thank you to everyone who has contributed to the ongoing success of the PTF and our fantastic School community.

We look forward to creating more magical IGS moments in 2023.

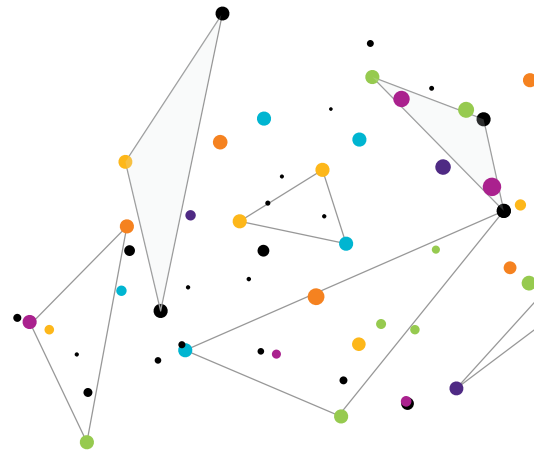
Hayley Dean
PTF President 2022

PTF Committee

The PTF Committee held nine formal meetings in 2022. The following members were elected during the AGM held on 31 March and in the following weeks;

Hayley Dean	President
Bern Foley	Vice President High School
Sofia Zeritis	Vice President Primary
Melissa Wroniak	Secretary
Lisa Story	Treasurer
Daniel Douma	Assistant Treasurer
Anuja Sawant	Representative Coordinator Early Learning
Kim Thomas	Representative Coordinator Primary (K-2)
Virginie Vernin	Representative Coordinator Primary (3-6)
Julian Oppen	Representative Coordinator High School
Julian Oppen and Sofia Zeritis	Traffic and Drive-by Safety
Adeline Truong	Community Service
Lucy Mendelssohn	First Nations Coordinator
Natasha Lai Butler	Sustainability Coordinator

General Reps
Patty Anthony
Eve Villari
Kylie Gwynne
Samantha Panda Shah
Svetlana Jovanovic
Afsoon Kirirwani
Cressida Pollack
Anna Rostosky
Camilia Windfeld
Lisa Kwok



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 in 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 1,307 students from Preschool to Year 12 in 2022.

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 previous strategic plan *Into the World, 2016-2020* 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.

In 2021 IGS made the exciting announcement that the school would be expanding further, with the acquisition of additional space within the Fusion Building on Mountain Street. This will become the Renaissance Centre and will enhance the School facilities and provide much needed additional space for our staff and students to flourish. The centre will house the School's first academic lecture theatre, seminar and meeting rooms, along with the Manuela Bachmann Dance Studio, paving the way for us to introduce Dance for the HSC, expanding our offerings in the Performing Arts.

At Speech Night in December 2022, IGS Principal Shauna Colnan announced the news that the School would soon expand further afield with the acquisition a 40 acre rural property in Kangaroo Valley.

Student population

At the end of Term 4 2022, there were 1,307.6 full time enrolments comprising 649 Senior (high) School students; 561 Junior (primary) School students; and 97.6 full time equivalent enrolments in Early Learning, comprising 142 three to five year olds.

Thirty-one Indigenous students (2.4% of the school population) were enrolled across the school in 2022.

45.6% of the student population was female and 54.2% male. Students who identify as non-binary made up 0.2% of the student cohort.

Of all students from Early Learning to Year 12, 21% 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 2022

Campus, curriculum and community enhancements

The School’s campus continued to evolve during 2022.

Bringing to reality *IGS in Nature*, articulated in the Strategic Plan *Into the World 2022-2026*, IGS Principal Shauna Colnan announced at Speech Night in December 2022 the imminent exchange of contracts to purchase a 40 acre rural property at 145 Jacks Corner Road, Kangaroo Valley — just over two hours drive from the School’s Ultimo campus.

The Retreat, Kangaroo Valley, will encompass an experiential learning centre, environmental education centre, wellness space and place for professional learning and community engagement and includes a house, a pavilion of bedrooms and ensuites, a classroom, a yurt, three small dams, paddocks, gardens, native plants and wildlife.

Over time, this new campus will host language immersion camps, geography, science and sustainability field studies, outdoor education, Shakespeare in the Glade, music camps, writers’ retreats, art en plein air, leadership programs, HSC study camps and so much more.

Also during 2022, in keeping with the School’s strategic area of action ‘to reimagine and redesign the IGS campus’, works commenced on the new IGS Renaissance Centre adjacent to our Mountain Street campus.

Designed by architects BVN and built by Rohrig (the team responsible for recent IGS building projects such as the Bibliothèque, the Centre for the Dramatic Arts, and the Year 6 Centre), The Renaissance Centre will house a dance studio, seminar room, and lecture theatre (with capacity for 122 seats and three wheelchair spaces) plus changerooms and offices.

Our Primary School students benefited from an upgrade of furniture and furnishings across our primary classrooms.

Relationships and connections beyond the School

Languages remain a key component of an IGS education. In our Early Learning Centre, the *Language for Belonging Project* recognised the importance of Indigenous culture. This project saw children, their families, and teachers work with Wiradjuri artist Bianca Caldwell and IGS Composer in Residence Harry Sdraulig to develop beautiful artworks and an original music composition representing the class totems and children’s knowledge of Aboriginal culture, language and ways of being.

Year 6 students and staff participated in our cultural immersion program with Goodooga Central School in Northwestern NSW, learning language and taking part in traditional activities and listening to stories generously shared by the women of the Yuwaalaraay.

The School continued its engagement with Koori Club and local Indigenous elders who were invited to participate in many School events during the year.

During 2022 we were pleased to resume our international exchange program with the lifting of COVID restrictions on international travel. Our exchange program with schools in Spain, Japan, Germany, Italy and France continued and we were pleased to develop a new relationship with a second school in Normandy, France. Twenty four senior students travelled to Europe after exchange students from our sister schools visited in June/July. IGS students will also travel to Japan early in 2023.

The School continued to celebrate the various languages taught at IGS through intercultural and academic experiences such as a Year 12 Spanish Speaking Day and Years 7 and 8 Japanese Immersion Day.

Observance of special days such as R U OK Day?, Harmony Day, Wear it Purple Day, and B Kinder 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

The School staged captivating performances of *Twelfth Night* to live audiences in the IGS Commedia Playhouse and *Charlie and the Chocolate Factory* in the School Hall.

Primary School

Our Primary School students developed meaningful relations beyond the School through participation in exciting events, including:

- Sydney Chess Interschools Competition
- Year 4 and Michael Mobbs Sustainable House in Chippendale.

Our older Primary School students participated in cultural activities, including:

- Year 5 Suara Indonesian Dance performance/presentation
- Year 6 Taiko Japanese cultural incursion.

External Sporting Competitions

- One student was selected in ASISSA Basketball
- Two students were selected for CIS AFL placing first in the NSWPSA AFL Championship
- One CIS and NSWPSA representative swimmer
- Seventeen students represented ASISSA at CIS Swimming
- Three Students placed first at ASISSA cross country with 10 students selected to represent ASISSA at CIS Cross Country
- Twelve students were selected for the ASISSA athletics team to represent ASISSA at CIS Athletics
- One student was selected in the ASISSA Netball Team to represent ASISSA at the CIS Netball Championship
- Involvement in NSW Futsal Competition, Paul Kelly Cup, ASISSA Football Trials, ASISSA Tennis Trials, CIS Rugby League Trials, Emanuel School Basketball competition Year 6
- Swimming Program K-6 returning completed in Term 4.





Co-curricular and other Primary School activities

- IGS Primary Students celebrated Book Week by dressing up as a book character and participating in on-site activities such as a book parade. Students took part in the Principal's Reading Challenge.
- Wellness activities through drama for Kindergarten to Year 2.
- Principal's Wellness Journal.
- The Beginning to Belonging Transition to Kindergarten Program.
- Year 5 and 6 Outdoor Education Camps.
- Y4 – 6 Language Camps at new venues.
- Year 3 and 4 3D design and printing.
- Busking for Change - a Combined School's Choir Performance during Indigenous Literacy Day celebrations at the Opera House.
- Students from across our Primary School Instrumental and Choral Programs showcased their achievements across four Primary Music Assemblies and two evening Concerts (featuring Primary Ensembles) throughout 2022.
- The many diverse talents of our Year 6 cohort were showcased at the Year 6 Farewell. Both solo and small group performances were featured, along with a wonderful rendition of Roar by Katy Perry, performed by the entire year group.

A large contingent of students from Years 5 and 6 participated in the School production of *Charlie and the Chocolate Factory*.

Kindergarten performed *So Long Farewell* at the Year 12 Farewell Assembly.



High School

- The HS Swimming, Cross Country and Athletics carnivals took place once again, along with ArtsFest, although under some COVID restrictions.
- The Year 12 Graduation Dinner and Graduation Ceremony took place with families involved once again.
- Year 10 and Year 11 both experienced Tasmania – Writing the Island, as part of the SAGE program.
- Year 7- 8 students enjoyed SAGE Shakespeare Bootcamp.
- Year 9 enjoyed *Opera on Kelly* for SAGE week.
- A high school student created a spectacular mural on our rooftop.
- The Mock Trial team won three of their four trials.
- Year 10 Commerce students received a guest speaker from the University of Technology who discussed the steps in establishing a business.
- Year 9 Commerce students took part in Young Enterprise Day.
- Year 10 Elective Geography students as part of their study on Oceanography went snorkelling at Balmoral to investigate the abundance and diversity of sea urchins and the presence of kelp forests within Sydney Harbour.
- Year 11 Geography students investigated the effects of erosion on the coastal walk from Bondi to Coogee.
- Year 12 Geography students undertook a field study of the changes to the ecosystem of the wetlands at Homebush Bay, from the time when the land was managed by Aboriginal peoples through to the present day.
- The major projects for Year 12 History Extension students went on display.

- *HSC in the Holidays* programs, lessons were conducted during the Term 3 break in Ancient History, Aboriginal Studies, Geography, Economics and Legal Studies.
- Students competed in various competitions, including: Year 9 Elective Geography's participation in the Australian Geography Competition, and Years 8 and 10 History students in the Australian History Competition.

Co-curricular and other opportunities

We were able to resume exhibitions and showcases with the easing of COVID restrictions and HSC Major Work exhibitions allowed students to showcase their work.

The Aboriginal Studies' Major Works Exhibition went on display. One senior student's research paper on missing and murdered First Nations women and children, and the media bias and misrepresentation of this grim reality, was submitted to the Senate Inquiry investigating this phenomenon.

Other exhibitions showcased the work English Extension 2, Visual Arts, Design and Technology and Drama, and more.

Students participated in more than 100 lunchtime and after school clubs from Robotics, Science, Sewing, Drawing and Girls Maths, as well as activities in sport and music.

Our students enjoyed participating in External Academic Competitions such as the Ethics Olympiad (introduced to the School during 2022), the NESA Write On Competition, Maths Olympiad, Bebras Digital Challenge, UNSW ICAS, Gateways, Mindquest, and more.

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 2022

28 January	Orientation Day for Year 7
	Orientation for new Year 8 to 12 students
1 February	Music Auditions Charlie and the Chocolate Factory
7 February	HICES Debating begins
8 February	'All my own work modules' Years 10 and 11
	Year 7 vaccinations
9 February	Year 7 Camp Crosslands
9 March	1-2-3 Magic and Emotion Coaching for IGS Parents
16 March	1-2-3 Magic and Emotion Coaching for IGS Parents
17 March	National Close the Gap Day
18 March	National Day of Action Against Bullying and Violence
21 to 24 March	Year 9 Duke of Edinburgh Bronze Kangaroo Valley
21 to 23 March	Year 9 Camp Tallong
22 March	Ride to School Day
23 March	1-2-3 Magic and Emotion Coaching for IGS Parents
29 March	Year 10 Profiling Careers
30 March to 1 April	Years 4 to 6 Language Camp
	IGS Piano Competition
8 April	Last day of Term 1
10 April	Red Earth Indigenous Immersion Program (10 to 19 April)
14 April	Red Earth Indigenous Immersion Program (14 to 23 April)
27 to 29 April	Year 8 Camp Tallong
27 April	First Day Term 2
	Years 5-6 Anzac Day Celebrations
28 April	Years 7 to 12 Commemoration and Years 3 to 4 Anzac Day Celebration
	R U OK Day
2 May	Year 8 Anzac Day Commemoration
3 to 6 May	Book Week
10 to 22 May	NAPLAN
17 May	Youth Mental Health First Aid for IGS Parents
18 to 20 May	Year 6 Canberra Camp
17 May	High School Photo Day
19 May	National Simultaneous Storytime
23 May	Primary School Photo Day
24 May	Youth Mental Health First Aid for IGS Parents

25 May	Music Ensemble Concert #1
26 May	National Sorry Day
30 May to 3 June	National Reconciliation Week
30 May to 2 June	Year 10 Career Meetings
31 May	Youth Mental Health First Aid for IGS Parents
3 June	MABO Day
7 June	Early Learning Photos 'Happy Pics Tuesday'
7 to 13 June	Schools Walking Together Program IGS students go to Goodooga
9 June	Early Learning Photos
10 June	Artsfest
13 June	Queen's Birthday (PH)
15 June	IGS Instrumental Competition
20 June	Careers Expo
21 June	European Exchange Students arrive at IGS
	ELC Virtual Information Session
	Music and Special Group Photo Day
22 June	B Kinder Day
	HS HSC Scholars Assembly
	IGS Rock Band Competition
23 June	HS Athletics Carnival
24 June	Last Day Term 2
	NAIDOC Week Tribute to J Wright (Colour Run)
	High School End of Term Assembly
27 June to 17 July	Term 2 Break
27 June	Vacation Care Commences
	Year 12 Drama Holiday Workshop
28 June	ELC Virtual Information Session
29 June	ELC Lockdown Drill
1 to 10 July	Red Earth Indigenous Immersion Program
3 to 12 July	Red Earth Indigenous Immersion Program
4 to 8 July	NAIDOC Week
15 July	Modern Languages Teachers Association (MLTA) Conference
18 July	All Staff Professional Development Day
19 July	First Day Term 3
21 to 22 July	Drama HSC Trial Day
25 to 29 July	Musical Production Week
25 July	HSC Music Rehearsal Day
29 July	Junior Science Olympiad Years 8 to 10 on-line

30 July	International Day of Friendship
1 August	HSC Trial Examinations Commence
	Years 8 to 10 Subject Selections
	Year 7 Sticks and Stones
2 August	Year 10 vaccinations
	Years 8 to 10 Sticks and Stones
4 August	National Aboriginal Children's Day
	PS Athletics Carnival Years 2 to Year 6
6 August	2022 HSC Oral Language Exams
9 August	International Day of the World's Indigenous Peoples
11 August	Kindy and Year 1 Novelty Athletics Carnival
13 August	2022 HSC Oral Language Exams
15 August	HSC Rehearsal Drama Prep Day
16 August	Year 7 vaccinations
	1-2-3 Magic and Emotion Coaching for IGS Parents
18 August	ASISSA Athletics Carnival
20 August	2022 HSC Oral Language Exams
22 August	CBCA Book Week Dreaming with Eyes Open
	HSC Drama Practical Examination
23 August	Early Learning Virtual Information Session
	1-2-3 Magic and Emotion Coaching for IGS Parents
24 August	Music Ensembles Concert #2
25 August	IGS Runway Show Glam Gala
26 August	Wear it Purple Day
	Principal's Reading Challenge
	Year 12 HSC Music Showcase
27 August	2022 HSC Oral Language Exams
31 August	IGS Instrumental Competitions
1 September	Grand Final HICES Debating
2 September	Student Leader Afternoon Tea
3 September	IGS HSC Oral Languages Exams
	NESA HSC Oral Languages Exams
	ACER (STAT) Testing
5 to 16 September	Year 11 Assessments
7 September	Giving Day
	Indigenous Literacy Day
9 September to 14 October	Years 7 to 10 Assessments
	2022 IEU Environment Conference
10 September	2022 HSC Oral Language Exams

14 September	Anniversary of the UN Declaration on the Rights of Indigenous Peoples
	Australia Reading Hour
14 September	STEAM 'Moon Viewing'
	AISNSW Compass Training for All Staff
	Music Ensemble Concert #2
15 September	Ignite Gateways Incursion Years 1 to 6
	ELC Parent Tour
	ELC Virtual Information Session
19 to 23 September	Year 11 Writing the Island Tasmania
20 September	CIS Athletics
	Year 12 Graduation Dinner
	Year 12 Kindy Zoo Excursion
	ELC Parent Tour
23 September	Last Day Term 3
	Year 12 Farewell Assembly with parents
	Year 12 Concert
10 October	All Staff Professional Development Day
11 October	First Day Term 4
12 October to 7 November	HSC Exams
12 October	HS Assembly Leaders Induction
	IGS Vocal Competition
14 October	Kindergarten 2022 and 2023 Virtual Information Session
19 October	Looking for Alibrandi Years 9 and 10 Drama excursion
	IGS Composition Competition
24 to 28 October	Children's Week
31 October	Board Committee Meetings
2 November	Year 5 Outdoor Ed Camp Stanwell Tops
	ELC Orientation and Information Session for 2023 enrolments
4 November	Kindergarten 2022 Virtual Orientation Information Session
8 November	ELC Information Session
9 November	Year 7 Unleashing Personal Potential Workshops
	Year 6 Outdoor Ed Camp Canonleigh
11 November	Remembrance Day
14 to 18 November	SAGE Week Years 7 to 10
22 November	End of Year Early Learning Concert
24 November	Young Enterprise Day Years 7 to 12
	Board Meeting



Record of School Achievement (RoSA)

In 2022, 102 students in Year 10 were awarded the Record of School Achievement (RoSA), with 36 of these students accelerating in Year 11 Mathematics and/or Languages. 107 students were awarded their Preliminary Higher School Certificate with 32 of these students accelerating in Year 12 HSC Mathematics and/or Languages and ten students completing the Year 12 HSC Aboriginal Studies Course by compressed delivery.

Higher School Certificate (HSC)

HSC first in course

Placing first in an HSC course is an enormous achievement. Students from across NSW who topped the State in a course were announced at an awards ceremony by NSW Education Minister Sarah Mitchell on Wednesday 14 December. Two of those students were from IGS.

One IGS student topped the State in German Extension, achieving full marks at 50 out of 50, while another IGS student topped the State in Spanish Continuers with 96 per cent.

NSW top achievers

The following students achieved one of the State's highest places in an HSC course and also achieved a result in the highest band.

One IGS student achieved third place in Spanish Continuers as well as first in German Extension, a result which followed this student's exceptional results achieved through acceleration when he was in Year 11, when he came third in the State in German Continuers, while also topping IGS in Mathematics Advanced with a result of 98 per cent.

Another student achieved third place in Biology and seventh place in Design and Technology.



NSW all-round achievers

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 six IGS students gained such an honour.

Distinguished achievers

- There were 56 Distinguished Achievers. These students were awarded 90 per cent or above in at least one course.

Honourable mentions

- IGS students received 118 Honourable Mentions for the distinguished achievement of 90 per cent or above in a course.
- For the second year in a row, an IGS student has topped the State in Spanish Continuers.
- 100 per cent of students studying the following courses achieved in the top two bands: Chinese Continuers, Design and Technology, German Beginners, German Extension, History Extension, Japanese Extension, Music 2, Music Extension, Science Extension, Spanish Extension.
- Our students performed above the State in 68 per cent of courses.
- In German Beginners our students performed 15.04 per cent above the State mean.
- In Aboriginal Studies our students performed at 14.84 per cent above the State mean.
- In French Beginners our results were 10.03 per cent above the State mean.

Outstanding HSC results for Year 11 students

Students may complete HSC courses early via acceleration or compression. We congratulate 37 IGS Year 11 students who completed HSC courses this year.

This is the highest number of Year 11 students that IGS has presented for the HSC a year early. Of these students, 11 achieved results above 90 per cent, with three students achieving 90 per cent in more than one HSC course.

Acceleration in languages

A total of 27 of our Year 11 students accelerated in Languages. Students accelerated across four languages: French Continuers, German Continuers, Italian Continuers and Japanese Continuers.

These students achieved a mean of 83 per cent. The highest result was 93 per cent, followed by two results of 92 per cent.

Acceleration in Mathematics

Eight Year 11 students accelerated in Mathematics Advanced, achieving an average of 81 per cent.

The highest result was 96 per cent, followed by 93 per cent.

Acceleration in Dance

For the first time, an IGS student accelerated in HSC Dance. This student studied the course with an Outside Tutor.

His Core Performance and Major Study Performance were both nominated for inclusion in the 2022 HSC Showcases as part of Callback. Callback is a selection of outstanding performances and projects from HSC Dance students.

From 2023, HSC Dance will be taught at IGS in the new Renaissance Centre.

Aboriginal Studies via compression

A group of ten Year 11 students completed both the Year 11 and Year 12 Aboriginal Studies courses in one year. Their average result was 89 per cent.

The highest result was 95 per cent, followed by two results of 93 per cent.

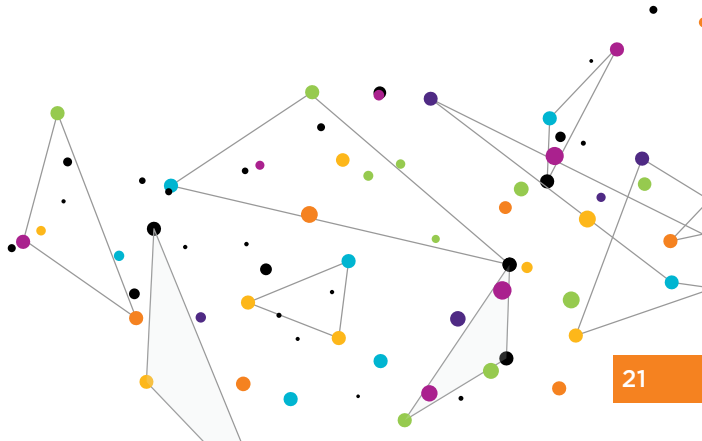
HSC showcases

Following two years of disruptions in learning from the pandemic, we are proud that IGS students received 22 showcase nominations for their exemplary HSC major works and performances and selections for HSC showcases for exemplary Major Projects in Dance, Drama, Music Composition, Textiles and Design, Music Performance and Visual Arts.

We congratulate our Class of 2022 students on their achievements.

NAPLAN

In 2022, 98 per cent of our students participated in NAPLAN. Student performance on NAPLAN for 2022 was published on the My School website in February 2023. Our NAPLAN results can be viewed [here](#).



Higher School Certificate results —2022

Course (2 units)	No. of Students	Band 6 (top)		Band 5		Band 4	
		%IGS	%State	%IGS	%State	%IGS	%State
Aboriginal Studies	20	50	15	40	20	5	24
Ancient History	12	17	9	33	25	33	30
Biology	31	16	6	26	20	16	27
Chemistry	13	38	9	8	24	23	31
Chinese Continuers	1	100	41	0	34	0	18
Design and Technology	6	0	13	100	34	0	35
Drama	18	44	21	44	38	11	29
Economics	28	14	15	32	35	36	26
English Advanced	80	9	15	53	53	34	26
English Standard	36	0	1	6	15	50	40
French Beginners	4	75	23	0	20	0	21
French Continuers	19	11	26	26	32	58	27
Geography	22	5	11	55	31	27	31
German Beginners	3	100	33	0	25	0	13
German Continuers	7	29	27	29	30	29	28
Italian Beginners	4	25	23	50	23	0	26
Italian Continuers	10	20	21	30	34	50	35
Japanese Beginners	3	0	10	0	22	100	24
Japanese Continuers	10	10	24	30	34	40	23
Legal Studies	22	14	15	32	26	32	25
Mathematics Standard 2	44	2	7	30	22	27	25
Mathematics Advanced	54	17	23	22	26	26	27
Modern History	30	10	10	17	25	43	33
Music 1	8	0	22	88	48	13	20
Music 2	6	67	34	33	52	0	13
Personal Development, Health and Physical Education	15	0	5	40	21	40	24
Physics	16	6	12	38	29	19	27
Spanish Beginners	3	33	24	33	27	0	30
Spanish Continuers	9	33	15	33	43	11	27
Textiles and Design	9	22	17	22	37	56	25
Visual Arts	30	37	16	43	49	20	26

Course (1 unit)	No. of Students	Band E4 (top)		Band E3	
		%IGS	%State	%IGS	%State
English Extension 1	18	28	40	67	53
English Extension 2	13	38	29	46	56
German Extension	2	100	62	0	35
History Extension	6	0	25	100	58
Japanese Extension	1	0	45	100	45
Mathematics Extension 1	24	29	35	38	39
Mathematics Extension 2	8	25	40	50	46
Music Extension	2	100	76	0	21
Science Extension	2	0	8	100	71
Spanish Extension	1	0	56	100	34



Professional learning, teaching standards, attendance and retention rates

The Professional Learning culture at IGS focuses strongly on our commitment to the role of education in the life of our students in developing each child’s confidence and capacity in areas which have an immediate, positive impact on student learning and growth.

During 2022 the professional learning landscape at IGS was organised around a variety of approaches with school based professional learning sessions, collaborative planning sessions in work teams and staff seeking external opportunities to expose staff to fresh thinking, new ideas, emerging research and expertise beyond the school.

The 2022 academic year commenced with a whole staff conference based around the professional goal for the year ahead. In 2022, this goal was to *Go Deep and Produce Something Great*. Staff set goals based on the whole school goal for the year, as well as personalised goals aiming to improve practice in targeted areas through school based professional learning and working with similarly interested colleagues on a range of collaborative and independent projects. The School Leadership Team, incorporating the Deputy Principals, Heads of School as well as Heads of Learning Areas and Managers worked with their respective staff to embed their professional learning within their day-to-day work with the desired outcome to *Go Deep and Produce Something Great*.

The internal professional learning opportunities presented to staff during 2022 included the following areas: teaching and learning, research and innovation, accreditation, wellbeing, and compliance. The description of the range of professional learning opportunities for 2022 is represented in the table provided.

Collaborative planning was a key focus during 2022 with an emphasis on improving practice and responding to new curriculum requirements and designing for rigor in learning and assessment, faculty and year based teams to work together in designing units of work.

Staff participating in external professional learning opportunities were invited to share their learnings with staff in their respective teams and, where relevant, at whole school staff professional learning opportunities. A number of staff also had the privilege of being able to lead professional learning sessions in external forums. The School also benefited from partnerships with external experts across varying fields, inviting these experts to IGS to work with the staff.



Description of professional learning activity	Number of staff participating
General professional learning on pedagogy	
Workshop on Best Practice	2
Training on connecting MAP Growth scores to student learning	1
Classroom management workshop	1
Course on differentiation and teaching and learning in the Secondary School	2
Implementation of the new English and Mathematics K-2 Syllabus	3
Positive Teaching and Learning training	1
Marking and Assessment workshop	1
HSC Standards Setting Research Project	1
Symposium on education practice and policy	2
Sharing Best Practice in teaching Philosophy	2
Workshop on using powerful routines in Mathematics K-6	1
Writing Workshop	1
Professional learning on teaching standards	
Becoming Accredited at Experienced Teacher	2
Course 3 on Experienced Teacher Inquiry	1
National Highly Accomplished and Lead Teacher (HALT) Assessor Training	2
National Highly Accomplished and Lead Teacher (HALT) Summit	2
Introduction to Experienced Teacher Webinar	3
Supporting Teachers through Experienced Teacher Accreditation	2
Student care	
Seminar on Behaviour Management	1
Course on building respectful relationships and empowering young people	1
School refusal workshop	1
Students with special needs	
Gifted and Talented meeting - Myths in Gifted Education	1
Workshop on managing student disability	2
Workshop on a sensory processing approach to challenges associated with Autism	1
Technology Training	
ITILv4 Foundation Certificate in IT Service Management	2
Timetabling Training	2
Indigenous and Intercultural Understanding	
Workshop on Indigenous perspectives and knowledge	1
Course on developing an Aboriginal Curriculum	1
Course on introducing Aboriginal Language Programs	3
Workshop on Personalised Learning Processes for Aboriginal Students	1
Workshop on understanding the ongoing impact of trauma in Aboriginal communities	5

Description of professional learning activity	Number of staff participating
English	
Workshop on the Craft of Writing for English Standard and Advanced courses	1
Science	
Science Heads of Department Conference	1
Science Education Conference	1
Workshop on experiments for HSC Physics Teachers	1
Webinar on Stage 6 Science	1
Literacy in Science workshop	1
Course on preparing for the HSC Science Extension exam	1
Mathematics	
HSC Mathematics Advanced course	1
HSC Mathematics Extension 2 Course	1
HSC Mathematics Extension 1 Course	1
Mathematics Heads of Department Day	1
Humanities	
Geography Conference	1
Course on reforming the discipline of History	1
Course on deepening the learning in Commerce	1
Economics Teachers Conference	1
Course on Geographies of Impact	1
Environment Conference	1
Legal Studies Workshop	1
History Extension Symposium	1

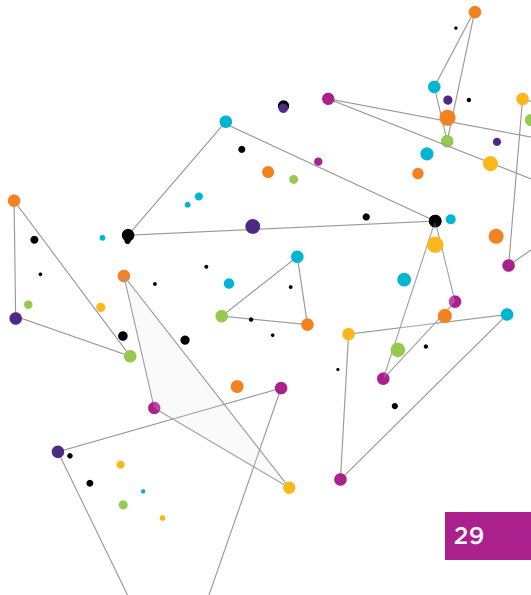
Description of professional learning activity	Number of staff participating
Languages	
Chinese Language Teachers Annual Conference	2
Japanese Teachers' Conference	2
Languages and Cultures Network for Australian Universities Conference	1
Modern Language Teachers Association Annual Conference	2
National Conference for German Teachers	1
National Symposium on Japanese Language Education	1
German Teachers' Conference	2
Purposeful programming and assessment for Languages	5
Art and Design	
Training on Technology Mandatory	1
Zart Conference	1
Music	
Inaugural Research Conference: Informing Choral best practice	1
Australian Kodaly Certificate - Level 1	1
Training on the benefits of music learning in schools	1
Orff Course - Level 4	1
PDHPE	
PDHPE Conference	1
Workshop on incorporating a Game Sense approach into PDHPE	1
Dance	
Programming Stage 6 Dance	2
Screen Writing workshop	1



Description of professional learning activity	Number of staff participating
Early Learning	
Inclusion support in Early Learning	1
Early Childhood Australia National Conference	1
Early Childhood Australia Reconciliation Symposium	1
Workshop on fundamental movement skills through dance	1
Course on making art and craft activities in Early Learning more meaningful	1
Music Workshop in the ELC	22
Reggio Emilia Australia Information Exchange Symposium	1
Library and Careers	
Teacher Librarian Conference	1
Refresher training on cataloguing basics	1
Genres in Schools Catalogue Information Service (SCIS)	3
IPSHA Teaching Librarians Group Meeting	2
Course on enriching outcomes through Pathways and Partnerships	2
Careers Advisor Day	1
Literacy	
Workshop on early literacy preparation	2
Educational Leadership	
Conference on Curriculum Leadership	6
Masterclass on Leading Flourishing Schools	1
Workshop on empowering and engaging the team	1
Middle Leaders Conference	1
Senior Leaders course on effective leadership of schools	1
Women in Leadership Conference	1



Description of professional learning activity	Number of staff participating
Compliance and safety	
Wellbeing Conference	1
Anaphylaxis training for School Nurses	1
Childcare First Aid training including CPR	76
Wellbeing Framework Meeting	15
Training on conflict resolution	1
CPR Recertification	13
First Aid Training	1
Child Protection Training	2
Law for School Nurses	1
School Employment Law	1
Webinar on managing stress and building resilience	25
MEA Interpretation Workshops	3
First Aid Training	1
Risk Assessment and Management in Schools	1
School wellbeing training	1
Food Handling Certification	1
Evacuation and lockdown training	26
WHS Responsibilities refresher training	135
Other	
Workshop on the balanced scorecard, wellbeing and behaviour management and sustainable practices	36
Workshop on dealing with difficult parents	2
Webinar on ergonomics and working from home	24
NAPLAN Coordinator Training	2
Social Media Advertising and Website Optimisation Course	1
Support and Operational Staff Leave Protocol briefing	30
Information session on transitioning to school	1



WORKFORCE COMPOSITION

Our workforce composition

Across the School's workforce in both teaching and non-teaching roles, it is estimated, 25 languages other than English are spoken at home. Approximately 35 per cent of our staff were born outside of Australia. In 2022, 1% of our teaching staff were Indigenous Australians.

Attendance and retention rates for teaching staff	
Attendance Rate 2022	89.67%
Retention Rate 2022	81.82%

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	143
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 2022

School Year	Attendance record %
Year 1	89.80%
Year 2	89.84%
Year 3	91.30%
Year 4	90.21%
Year 5	90.73%
Year 6	90.34%
Year 7	89.04%
Year 8	89.76%
Year 9	88.14%
Year 10	87.19%
Year 11	87.25%
Year 12	90.10%

At the end of Term 4 2022, there were 1,307.6 full time enrolments comprising 649 Senior (high) School students; 561 Junior (primary) School students; and 97.6 full time equivalent enrolments in Early Learning, comprising 142 three to five year olds.

Thirty-one Indigenous students (2.4% of the school population) were enrolled across the school in 2022.

45.6% of the student population was female and 54.2% male. Students who identify as non-binary made up 0.2% of the student cohort.

Of all students from Early Learning to Year 12, 21% 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.



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
2020/2022	123	116	103	94	84

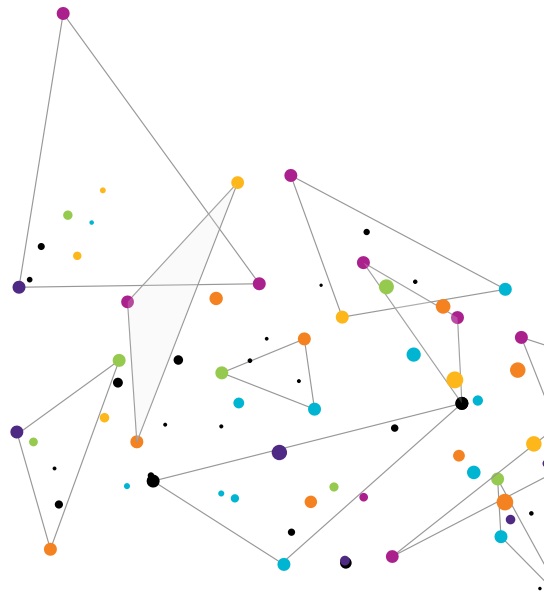
Travel

Families are encouraged to travel during school holidays. If travel during school term is necessary, an Application for Extended Leave needs to be completed and submitted to the Deputy Principal Wellbeing, if the leave is for 5 or more days. Absences relating to travel will be marked as leave on the roll and therefore contribute to a child's total absences for the year.

Leave requests

Applications for leave from school for five days or more must be made in writing to the Deputy Principal Wellbeing by sending an email to maryd@igssyd.nsw.edu.au.

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.

View our Compulsory School Attendance Policy [here](#).

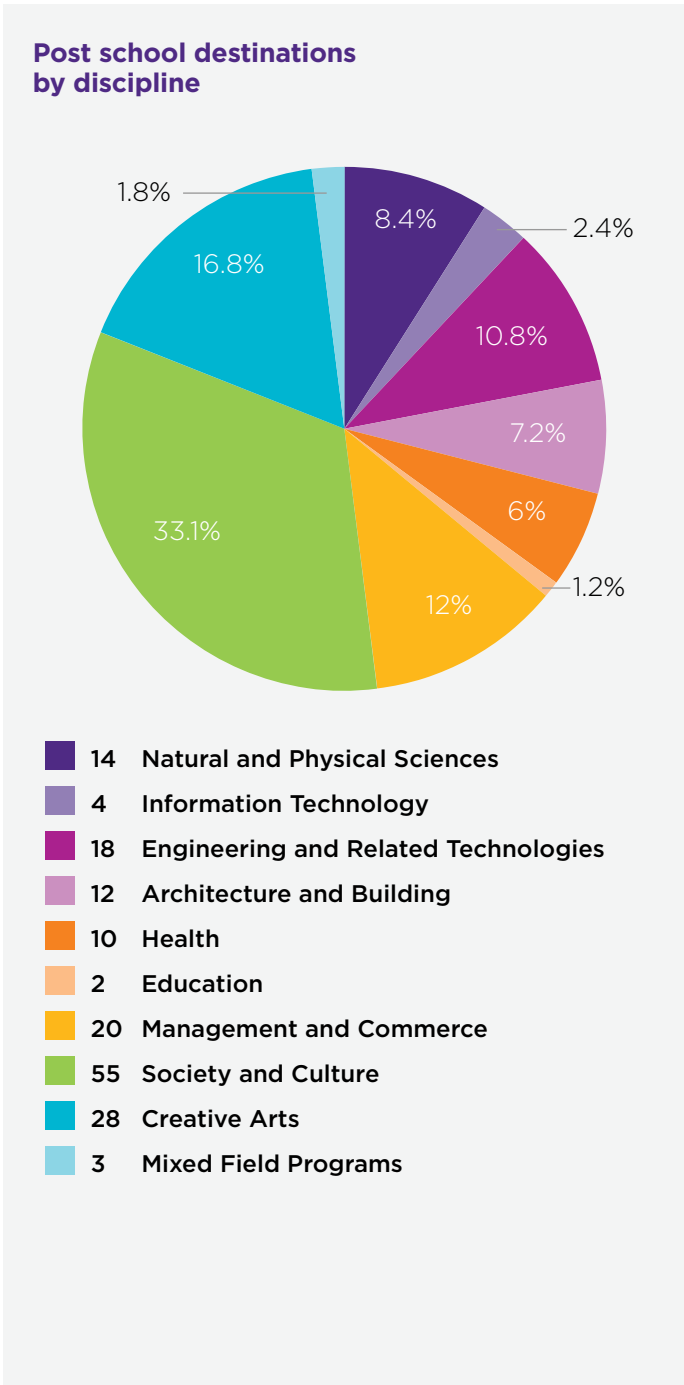
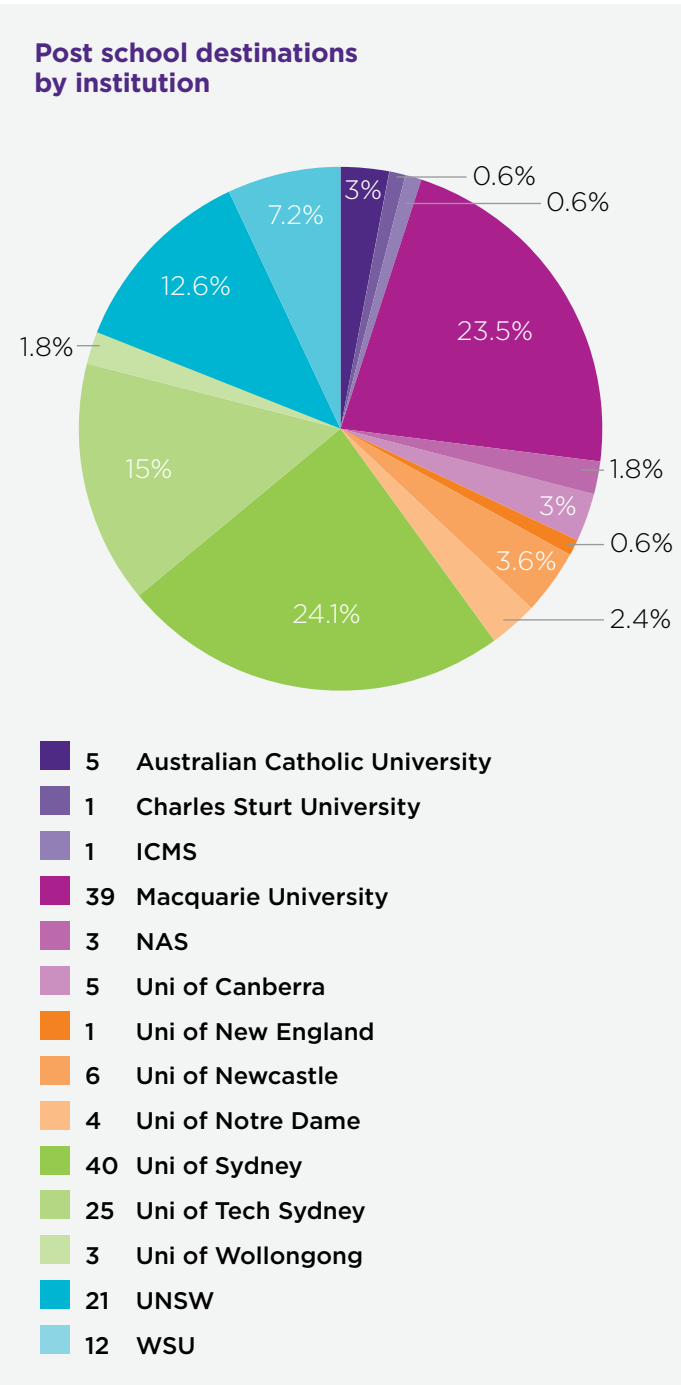


Post school destinations

A total of 118 IGS students were awarded an HSC in 2022. Of those, well over 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 2022 based on available responses. Please note that many alumni are working and studying at the same time.



Enrolment Policy and Procedures

Entry points

In 2022 the main years of entry to International Grammar were Early Learning, Kindergarten, Year 5. We also completed smaller intakes into Year 7 and Year 11.

Early Learning students with regular attendance receive priority for entry into Kindergarten and are made an offer for Kindergarten enrolment when age-appropriate.

All Year 6 students are provided a place in Year 7 if they wish to stay, and remaining places are offered to students on the waitlist. In 2022 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 on-line application form and information about the steps to enrolment are available on the School's website.

In line with the IGS enrolment policy, enrolment offers are made in order of the receipt of applications whilst taking into account any existing family relationship with the school (for example, siblings of current students/graduates or children of IGS graduates).

- Consideration is also 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
 - The student's reports from previous schools, and background information sought from those schools
 - 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 leadership team). In the Primary School the interview is conducted by the Head of Primary School (or a Deputy Principal). 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. Ongoing enrolment depends on achieving satisfactory academic progress and consistent attendance.

Characteristics of the Student Body

In 2022, there were 31 Indigenous students (2.4%) enrolled from Early Learning to Year 12.

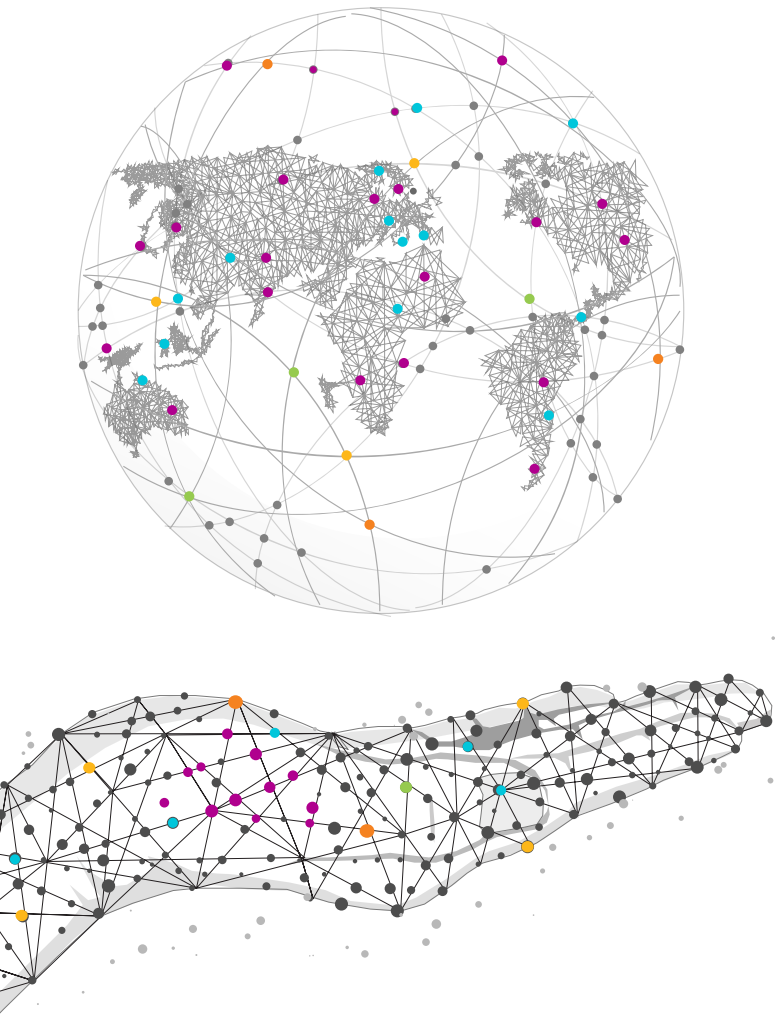
General breakdown of composition of the student population was 45.6% female, 54.2% male along with 3 students (0.2%) who formally identify, and are recorded, as non-binary.

Twenty-one percent of students lived in households where more than one language is spoken and school families nominated thirty-six different languages as their first or home language. See following Table.

Composition of student population according to language background*

Home/first language	Total
Arabic	4
Armenian	1
Cantonese	16
Catalan	2
Chinese	27
Czech	1
Danish	2
Dutch	5
English	1001
Farsi	3
Finnish	2
French	27
Gaelic	3
German	49
Greek	16
Hindi	9
Indonesian	3
Italian	11
Japanese	5
Khmer	1
Korean	1
Lao	1
Mandarin	27
Nepali	1
Persian	2
Polish	1
Portuguese	8
Russian	4
Sinhalese	1
Spanish	16
Tamil	1
Thai	3
Turkish	2
Ukrainian	2
Urdu	1
Vietnamese	3
Total	1,262

* 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.

View our policies [here](#).

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 2022

New IGS policies

- Footwear Policy
- NCCD Program Policies and Procedures
- Privacy Policy
- Psychosocial Hazard Policy
- Staff Parking Policy
- Student Use of Mobile Phones
- Sustainable Procurement of Goods and Services Policy
- Media and External Communications Policy
- Vaccination Policy

Updated IGS policies

- Asthma Management
- Complaint and Grievance Procedures for the School Community
- Explosives Management Policy
- Leave Protocol
- Medical Appointments
- Scholarship Policy
- Staff Tuition Discount Fee Policy
- Sustainability Framework
- Teaching Staff Experience, Qualifications and Curriculum policies
- Workplace Health and Safety Consultation
- Workplace Health and Safety Statement

New Early Learning Centre policies

- ELC - Fee Policy & Procedure
- ELC - Feedback and Complaints Policy & Procedure
- ELC - Nutrition, Food and Beverages & Dietary Requirements
- ELC - Providing a Child Safe Environment Policy
- ELC - Safe Storage of Dangerous Goods Policy & Procedure
- ELC - Nappy Change, Toileting and Bathing Policy & Procedure
- ELC & OSHC - Governance and Management of the ELC & OSHC
- ELC - Determining the Responsible Person
- ELC - Water Safety
- ELC - Acceptance & Refusals of Authorisations
- ELC - Supervision
- ELC - New Staff Probationary Procedure

Updated Early Learning Centre policies

- ELC - Delivery and Collection of Children Policy and Procedure

New Out of School Hours Care (OSHC) policies

- OSHC - Staffing - Participation of Students and Volunteers
- OSHC - Tobacco, Drugs and Alcohol

Updated Out of School Hours Care (OSHC) policies

- OSHC - Administration of First Aid
- OSHC - Child Protection
- OSHC - Delivery and Collection of Children
- OSHC - Educators’ Interactions with Children
- OSHC - Enrolment and Orientation
- OSHC - Excursions
- OSHC - Fees
- OSHC - Management of Incident, Injuries, Trauma and Illnesses
- OSHC - Medical Conditions and Medication Administration
- OSHC - Nutrition, Food and Beverages and Dietary Requirements
- OSHC - Providing a Child Safe Environment

IGS Board Policies (reviewed and updated by Company Secretary)

- Board Governance Policy
- Board Member Responsibilities and Obligations
- Code of Conduct for Board Members

Updates from 2022-23 Governance review are not included and will be included on the 2023 Annual Report.

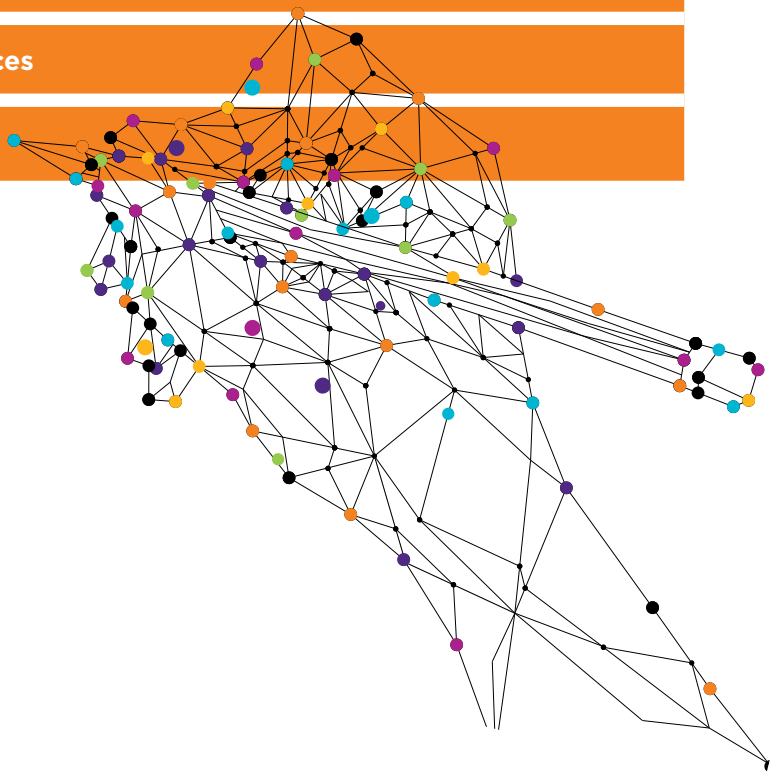


Priority areas for improvement based on the Strategic Plan *Into the World, 2022–2026*

The School’s new Strategic Plan *Into the World, 2022–2026*, outlines a vision for our School, a clear and compelling direction for the next five years, and eight areas of action that will define and shape our School Improvement Program over the next five years.

It builds upon the strong foundations of the School’s cherished history and continues our exciting progress. It reaffirms the fundamental importance of our values of diversity, personal achievement, connectedness, authenticity and vibrancy.

- Drive excellence in teaching and learning
- Curate expansive opportunities for students in the Pyrmont Peninsula and beyond
- Transform Early Childhood Education
- Grow courageous, altruistic and adaptable individuals
- Nurture the health and wellness of students and staff
- Optimise our systems and technologies
- Broaden our implementation of sustainable practices
- Secure, improve and expand the campus



Drive excellence in teaching and learning

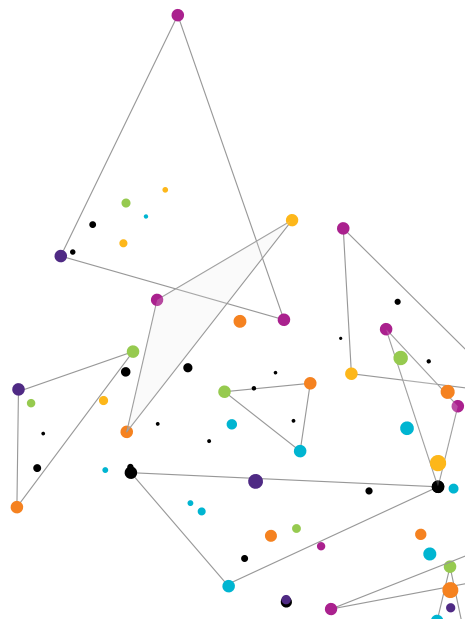
Curriculum expansion

We will continue to expand and deepen curriculum offerings at our School by introducing HSC Dance, Studies of Religion, Software Design and Development, and Community and Family Studies. We will develop more vocational education opportunities for students through TAFE, along with more diverse and tailored pathways into the workforce, into university, and into other further training, building on our long tradition of impressive graduate outcomes. We will also open more pathways for students to accelerate and sit for HSC courses early as well as participating in university courses while still at school.



Aboriginal languages

Building on our unique and extraordinary languages program as well as our popular and exceptionally successful HSC Aboriginal Studies program, introduced in 2018, we will contribute to the revitalisation 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.





Deeper learning timetable

We will reimagine and redesign the school day with a more flexible timetable, conducive to personal achievement and deeper learning.

We will also build upon the life-changing learning experiences that all students at IGS currently enjoy. Our award winning SAGE Program remains our benchmark for excellence in curriculum design. All students in the High School will continue to be enriched by The Shakespeare Bootcamp in Year 7, The Rocks Quest in Year 8, Opera on Kelly Street in Year 9, and in the boldest project of them all, Year 10, Tasmania: Writing the Island. The four elements of SAGE — student choice, authentic learning experiences, global relevance and exhibitions of learning — will underpin all of our strategic initiatives over the next five years.



Curate expansive opportunities for students in the Pyrmont Peninsula and beyond

Creative internships in the Pyrmont Peninsula and beyond

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, 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. We will link our students into custom learning opportunities at the University of Sydney, UTS, Notre Dame, the Powerhouse Museum, Atlassian, the new Fish Markets, local start-ups and other creative tech industries evolving all around us. We will forge real-world learning opportunities out in the field for our students who have a particular passion for Science, Technology, Engineering, the Arts and Mathematics (STEAM).



Transform Early Childhood Education

A new Reggio Emilia inspired Early Learning Centre, Piazza and school entry

This is a landmark project of the IGS Master Plan. It will provide flexible learning, through play-based experiences suited to young children's interests and developmental stage, maximising learning through exploration, inquiry and problem solving. There will be an atelier and an atelierista who will explore and document the children's learning, an inspiring musical playground on Level 1, and a kitchen and dining room for our children who will enjoy a cooked lunch each day. The Piazza will include a larger recreational playground for all students on the ground floor of the Reg St Leon building, modelled on the concept of the European town square. We will introduce an IGS café and a fresh, greener entrance to our School.

The Kindergarten Centre

In The Wright Building, incorporating Levels 1 and 2 and The Peace Garden, we will create an enchanting, safe and nurturing learning environment for our children's first year of school. This is another project of the IGS Master Plan and will facilitate the exciting transformation of Early Childhood Education at IGS.



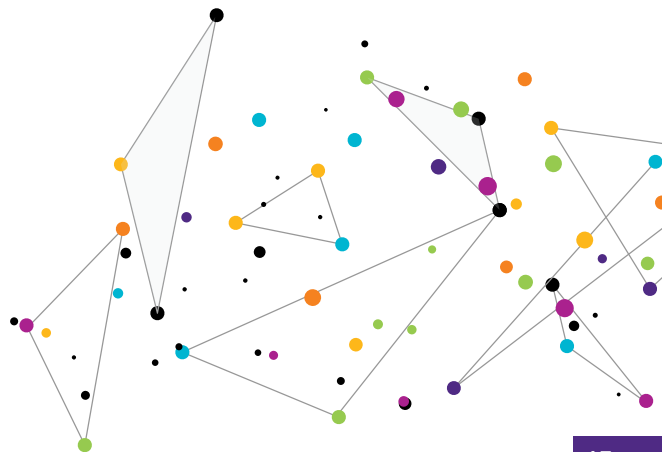
Grow courageous, altruistic and adaptable individuals

IGS Connect

We will launch a program in altruism for our Primary School and Middle School students. Building upon the Year 9 Connect Program, it will include volunteering with Not-for-Profit Organisations and causes, as our students learn more about the experiences of others and give back, out in the community.

IGS Gap Year

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





Nurture the health and wellness of students and staff

The health and wellness of students and staff continues to be a priority.

In partnership with the Association of Independent Schools NSW (AISNSW) we intend to identify and implement evidence-based, whole-school, proactive wellbeing approaches that foster safe, supportive and respectful environments so that wellbeing outcomes are enhanced for our students and our staff now and in the future. All staff, including teaching and support and operational staff, have completed the AISNSW Compass Wellbeing Foundations Course as a foundation in progressing the nurturing of the health and wellness of students and staff.



IGS in nature

Finally, in an exciting move at this point in the School's history, we will expand our campus to encompass an experiential learning centre, in nature and on Country, for our students of all ages, and for our community, within two hours of Sydney. This environmental education centre, wellness retreat and place for professional learning and community engagement will offer a beautiful and peaceful learning continuum for students.

It will host language immersion camps, geography, science and sustainability field studies, outdoor education, Shakespeare in the Glade, music camps, writers' retreats, art en plein air, leadership programs and HSC study camps and so much more. Embracing the natural world, it will expand our sense of connectedness and belonging. It will be a place where memories are made for the next generation of IGS students during their formative years.



Broaden our implementation of sustainable practices

The School's Sustainability Framework provides a touchpoint for promoting effective, enduring and ethical practices. The Sustainability Club will focus on promoting and raising greater awareness around recycling, and the IGS Sustainability Roundtable foundation will work toward deeper action to achieve a more sustainable School. Early discussions around a solar initiative are underway. IGS will grow our meaningful collaboration with Connecting Communities Australia, as we develop a community schools program to bring students from the Goolooga Central School to IGS.

The PTF will continue their great work in delivering eco-conscious Rue Kelly second hand uniform, textbook, and instrument sales.



Secure, improve and expand the campus

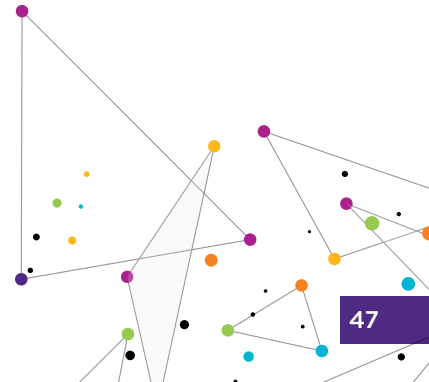
The Renaissance Centre

IGS will expand into the corner of Mountain Street and Smail Street, beside our Fusion Building Classrooms. This centre will house our School's first academic lecture theatre, seminar and meeting rooms, along with the Manuela Bachmann Dance Studio, paving the way for us to introduce Dance for the HSC, expanding our offerings in the Performing Arts.

Optimise our systems and technologies

Improve information communication technology

We will continue to build on the successful transition to teaching and learning with enhanced technology, adopted by students and staff for remote-learning during the COVID pandemic. Remote access workflows that enabled Support and Operational staff to work from home to enhance COVID safety will be further enhanced for operational excellence.



Strategy Wheel

Vision 2026

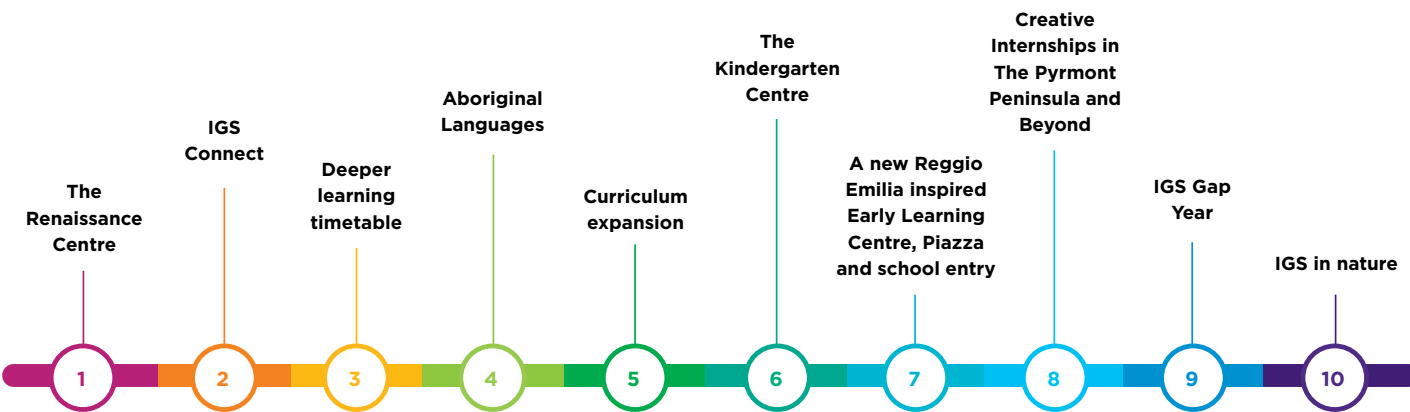


Commitment to Action

FIVE YEARS | 10 STRATEGIC INITIATIVES

We will implement 10 initiatives over five years to fulfil our strategic aspirations for:

- Deeper learning
- Students striving and flourishing
- A strong and sustainable school



Actions undertaken by the School to promote respect and responsibility

Home Class groups, tutor groups, 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, NAIDOC Week activities, Mabo Day, Children's Week, World Teachers' Day, Wear it Purple Day, Remembrance Day and National Close the Gap Day.

Primary School

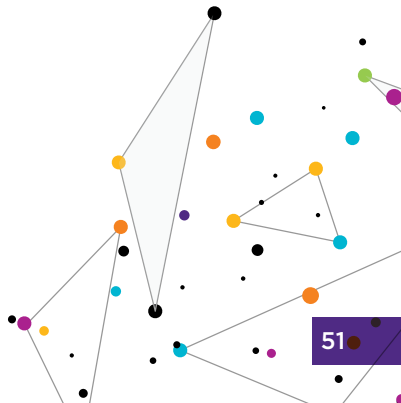
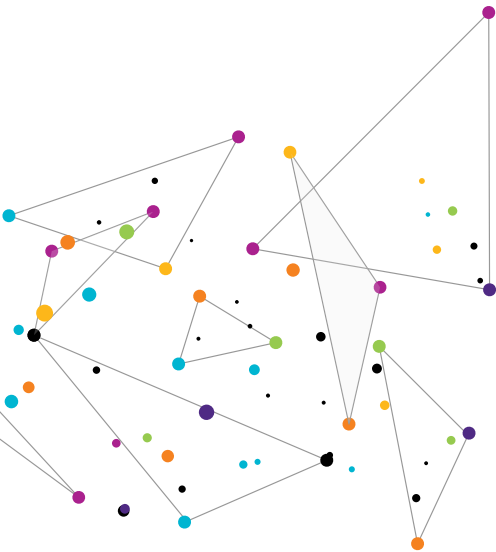
The Primary School ran various fundraisers and initiatives to raise awareness and funds for a range of causes. With dedicated digital coordinators in Primary School, cyber safety and good digital citizenship training took place to develop students' awareness, respect for others and a sense of responsibility in the online world.

- Year 5 and 6 Interrelate program
- Year 6 visit to the Jewish Museum
- Year 5 Respectful Relationships collaboration with Newington College Lindfield
- IPSHA Interschool Debating
- Expanded student leadership portfolios
- Colour Run
- RU OK? Day
- B Kinder Day
- K-6 Life Education Program.

High School

In addition to learning in all subject areas inside and outside High School classrooms, on and off campus, and during activities, respect and responsibility was fostered through the following activities;

- The IGS Colour Run was held on the last day of Term 2 to great delight from staff, students and parents.
- Our Indigenous journey continued as Red Earth cultural immersions took place again with Year 9, Year 10 and Year 11 students, (after having been postponed in 2020 and 2021). Two groups visited Arnhem Land and two groups visited the APY Lands in Central Australia.
- Year 12 once again took Kindergarten to the Zoo as their final school activity before graduation.
- Year 11 also experienced a week of activities in Term 4 to prepare them for their HSC year, including working with the Model UN program facilitators.
- The Seniors and Teens Empathy Program, (STEP) continued with approximately 24 Year 10 students 'visiting' residents of the OPAL, Annandale Aged Care facility throughout terms 1-3.
- Year 9 students participated in the IGS Connect program, assisting organisations to provide essential items and food for homeless people.
- Year 10 students took part in a work experience day with organisations and local businesses including the Wedge Cafe, Nestle and Qantas.
- Students visited the Chris O'Brien Lifehouse to meet and provide support for patients undergoing cancer treatments.
- Year groups came together in the Bibliothèque to commemorate ANZAC Day in April.
- In November the school community marked the end of WWI in 1918 by holding Remembrance Day services in tutor groups. Remembrance Day was commemorated with activities and a minute of silence.
- Year 11 and 12 Aboriginal Studies students heard from speakers who presented an Indigenous perspective on issues such as health and criminal justice.



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 2022, 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” (4.5) followed by “Are friendly and helpful”, “I am given opportunities to communicate with my child’s teacher and educators”, and “My child is making progress in their learning and development in the Early Learning program” (all 4.4). The lowest levels were related to “ELC billing and payment systems are timely, accurate and easy to understand” (3.7) a slight improvement on the previous year’s rating for this item.

Primary School parents expressed the highest levels of satisfaction in response to “My child feels safe at this school” (4.5) with “I can talk to my child’s teachers about my concerns” and “This school works with me to support my child’s learning” following closely behind at 4.4, and the lowest level in response to the items “This school takes parents’ opinions seriously” and “student behaviour is well managed at this school”, both rating 3.8 which is still at “satisfied”. The response to “student behaviour is well managed at this school” improved in 2022 from the previous 2021 rating of 3.6.

High School parents expressed the highest levels of satisfaction in response to “My child feels safe at School” (4.2) 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.

Student responses

Students expressed the highest levels of satisfaction with the items “My teachers expect me to do my best” (4.3 in High School and 4.6 in Primary School) and the lowest levels of satisfaction with the management of student behaviour (3.0 for High School and 3.5 for Primary School) – an improvement on the 2021 response (2.9).

While the management of student behaviour remains a concern, this improved metric reflects actions undertaken by the School to better manage student behaviour including the 2022 appointment of Deputy Head of High School Fabian Mandrini who joined IGS with a brief to work with the Head of High School, staff and students to address and improve this area of concern. This is an area of ongoing focus.

Staff responses

ELC staff expressed levels of satisfaction that improved significantly in 2022, including the School being well maintained (4.1 from 2.8), opportunities for professional development (4.3 from 3.6) and participation in the strategic development of the School (4.3 from 3.5).

Overall Staff Satisfaction ratings were high: ELC Staff (4), Primary Staff (3.5) High School Staff (3.4) Support and Operational Staff (3.9). Primary School teacher levels of satisfaction showed a noticeable level of improvement in comparison to data from 2021 (3.5 from 2.8).

This strong improvement in staff satisfaction is a particularly pleasing and positive development as the School – and the ELC – faced complex challenges during a third year of the COVID pandemic.

Overall results

The survey responses for 2022 again indicated that the school community is satisfied with the School with a slight improvement in satisfaction levels from those of 2021.

The management of student behaviour was once again the area which appears to require greatest improvement even though the responses on this item improved on the 2021 rating and are now in the “satisfied” range.

The 2022 Grand School Average (GLA) for satisfaction was 3.84 (satisfied), up from the 2021 GLA which was 3.76 (satisfied). This newly developed metric is the average satisfaction score for all survey items across all respondent groups.

The School’s respect for diversity, students and staff feeling safe and teachers expecting students to do their best were rated highest.

Exit surveys

Exit surveys are sent to every family upon notice of the withdrawal of their child/ren. Aside from the completion of schooling, the most common reasons for exit in 2022 (according to information supplied by families either via the Exit Survey or other communication) were:

- Deciding on another school or alternative course of study (34%)
- Relocation, overseas posting or travel (24.5%)
- Children finishing Early Learning (22%)

Twenty nine per cent (44 out of 151) of all students who withdrew from IGS in 2022 requested to be waitlisted for future re-entry.

2021 Year 12 student satisfaction survey

The annual exit survey of Higher School Certificate (HSC) students provided a range of insights about students’ experiences at IGS. The overall results show a high level of student satisfaction which is consistent with previous years. The data shows a small decrease in overall satisfaction from 4.3 in 2021 to 3.9 in the following year. Despite this slight drop, the enthusiasm of teachers remained high, scoring 4.1, down just 0.1 point from the previous year. Similarly, the perception of the school as a safe place remained stable with a score of 4.2. The quality of teachers, while experiencing a slight decrease, remained strong with a score of 3.9.

The area of academic encouragement saw a slight decrease from 4.3 to 3.9. However, it is encouraging to note that students felt more supported by the school in 2022, with the score increasing from 4.0 to 4.1. The perception of how well the school equipped students for the future also experienced a small increase, from 3.8 to 3.9. The provision of feedback from teachers experienced a decrease, moving from 4.2 to 3.7, and similarly, the score for learning needs being met and the physical environment of the school both declined marginally from 3.8 to 3.7.

Despite the slight fluctuations in specific areas, the overall average remained strong, with scores of 4.1 and 4.0 in 2021 and 2022 respectively. This indicates a consistent level of overall satisfaction amongst students. These trends, while helpful in identifying areas of improvement, also demonstrate the school’s ability to maintain high standards in many key areas. The survey results, therefore, offer a valuable opportunity for the school to focus on maintaining its strengths while also addressing areas for further development and enhancement.

Comparison with 2021 Responses

	2021	2022	Increase/decrease
Overall satisfaction	4.3	3.9	- .4
Enthusiasm of Teachers	4.2	4.1	- .1
School as a safe place	4.2	4.2	
Quality of Teachers	4.1	3.9	- .3
Academic encouragement	4.3	3.9	- .4
Support from School	4.0	4.1	+1
Equipped me for the future	3.8	3.9	+1
Feedback from Teachers	4.2	3.7	-.5
Learning needs met	3.8	3.7	- .1
School physical environment	3.8	3.7	-.1
Average	4.1	4.0	-0.1

Sample of the comments from students:

“I feel that IGS supported me in many ways and that overall the staff and teachers encouraged me to achieve my very best, which I’m grateful for.”

“Spaces like the Year 12 study space, Max Meyer reading room and the library pods were mostly good, but were often really messy...”

“I would have targeted the end of school events to have been scheduled not as close to the HSC.”

“Best school I’ve ever been to, the community has made me feel welcome and I have been able to learn and grow immensely.”

Year 5 reflections:

“I started earlier in bio so I got a good start... I included a fair amount of info.”

“I felt I did my best. My presentation had great tone and movement, so I’m happy with my result.”

“I think I was OK with my volume and information.”

“I think I could have done better but I am pretty happy with it.”

“I think I could have talked a bit louder.”

“I thought I tried really hard and I think I did pretty well with the results.”

“ I think I did pretty well. I did go out of character a little bit. I was very nervous.”

“I worked really hard on this project and the biography and the results I got I’m really happy with.”



Summary of financial information

Enrolments have continued to grow and reached 1,310 in 2022 as the School seeks to steadily grow enrolments in line with the growth strategy.

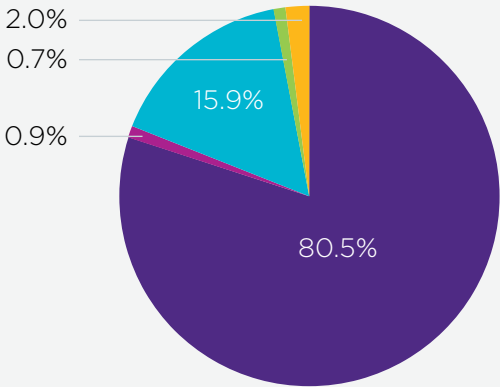
Tuition fees made up 80.5% of the School's revenue in 2022 and \$6.219m was received in Commonwealth and State funding. There was an increase in donations received with the success of the IGS Giving Day in Term 4.

Work on the new Renaissance Centre commenced in 2022 and the Lecture Theatre and Dance Studio will be ready for use in mid 2023. The School also purchased a strata unit on the ground floor of the Fusion complex adjacent to the Renaissance Centre.

The charts on the following page show details of reported Income and Expenditure for 2021 and 2022.

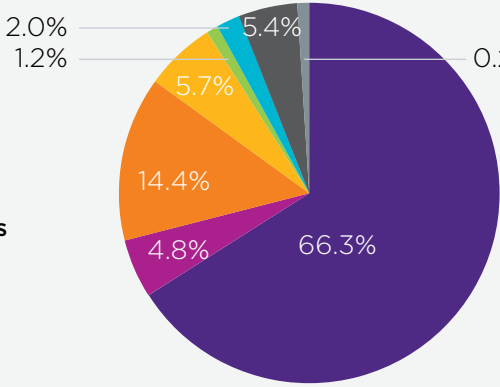
INCOME – 2022

- 80.5 Tuition Fees
- 0.9 Other Fees & Income
- 15.9 Federal/State Govt Grants
- 0.7 Donations (PTF & Building Fund)
- 2.0 Net Other Income



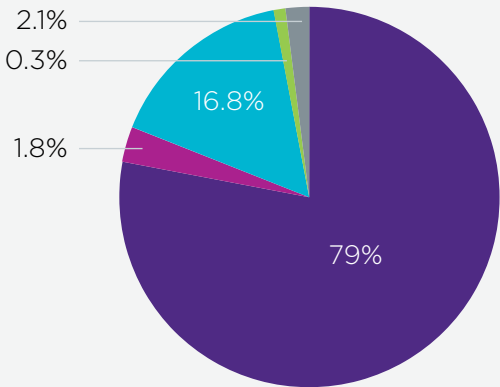
EXPENDITURE – 2022

- 66.3 Salaries & On Costs
- 4.8 Teaching & Learning Costs
- 14.4 Occupancy Costs
- 5.7 Administration Costs
- 1.2 Admissions, Community Engagement & Communications
- 2.0 Scholarships
- 5.4 Depreciation & Provisions
- 0.2 Interest



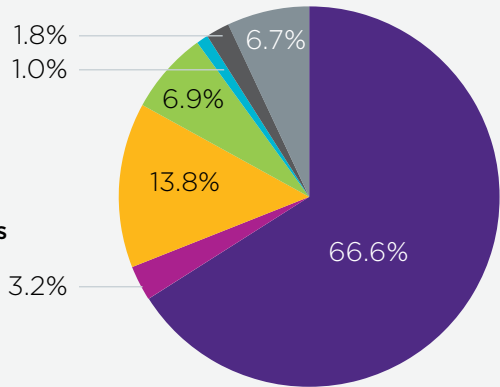
INCOME – 2021

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



EXPENDITURE – 2021

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



2023 IGS 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 student and the parent/carer(s) before offering a place
 5. IGS has an 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.



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,
- a. 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. Further considerations

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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INTERNATIONAL
GRAMMAR SCHOOL