Our Values Framework

- Each child is unique and should feel safe and secure at school
- Difference is accepted
- Respect for self and others defines relationships
- A high level of personal responsibility produces harmonious community
- Challenge and risk-taking in an environment that is safe, nurturing and caring is essential for growth of spirit and leads to high self-esteem
- Honesty is essential in trusting relationships
- A passion for learning is essential in a quality learning community
- Participation in the variety of school life engages children with the community and supports their healthy growth and holistic development
- Learning happens in different ways and at different times for each child. The program of learning must be designed to meet the child’s specific developmental level and learning style
- Learning is best packaged within the framework of traditional disciplines
- Learning is strengthened when cross-curricular areas are explored
- Children learn best when they are responsible for their own learning and are encouraged to think independently and to make judgements for themselves.

Key Wellbeing Staff

Principal
Shauna Colnan
Deputy Principal
Mary Duma

School Psychologists:
Director of Counselling Services
Joseph Degeling
Psychologist
Dr Tamara Kezelman

Early Learning
Rebecca Jensen-Waud

Head of Early Learning

Primary School:
Assistant Principal, Head of Primary School
Colin Bird
Head of Wellbeing – Primary
Jason Reitmans

High School:
Assistant Principal, Head of High School:
Anthony Dennehy
Head of Wellbeing – High School
Lucy Howard-Shibuya

Head of House—Gura
Juliette Bates
Head of House—Baado
Sophie Jones
Head of House—Bamal
Thom Marchbank
Head of House—Kuyal
Stephen Pace
Student Care at IGS

Student Care (SC) at IGS is a multi-layered system of care that supports the wellbeing and learning of all students enrolled at the School. At the core of the student care system is the belief that good teaching and learning can only occur when students feel safe, secure, supported and valued. This occurs primarily through the relationships and connections that students share with their teachers and tutors. But it also occurs through broader layers of care within the School that enable staff to identify, monitor and intervene when students experience greater difficulties. This system acknowledges the fundamental importance of early identification and intervention, as well as collaboration between students, parents, teachers and school psychologists as a primary means of maximising wellbeing and academic achievement.

Layers of Care at IGS

A network of specialist tertiary referral and support services, such as the Brain and Mind Research Institute at Sydney University, as well as other public and private medical/mental health clinicians.

The school psychologists work pro-actively across the whole school and provide specialist information, psychological therapy, intervention and referral to students, parents and teachers.

These teams meet regularly to monitor and address wellbeing issues arising in year groups, as well as plan interventions for individual students at risk.

The Head of House (HoH) works to maximise the wellbeing of individual students as well as monitoring the wellbeing of students in their House.

Tutors, Home Class and Early Learning teachers develop close relationships with parents and students and are the first point of contact for students experiencing difficulty.

All staff members have a role in making students feel safe, secure, supported and valued. Positive relationships are the basic element of wellbeing.