



Ipswich Grammar School

COMMONWEALTH & STATE REPORTING REQUIREMENTS based on 2012 data

School Sector

Independent Member of the Great Public Schools' Association

School's Address

Darling Street, Ipswich Qld 4305

Total Enrolments

1034 as at end-2012
1079 as at 24/06/2013

Year Levels Offered

Prep to Year 12

Co-educational or Single Sex

Single Sex Boys

Boarding available

School Contact

Mr Mike Connors – Deputy Headmaster

Distinctive Curriculum Offerings

- One to One Learning Program
- Excellence in Sports Programs
- University Subjects in Years 11 & 12
- Partnerships with Industry – School-based Traineeships/ Apprenticeships Program
- Year Level specific Lifeskills Program
- 42 Extra-curricular activities on offer
- Student Support Services Department – for Learning Support programs and Extension classes.
- Programs for parents in raising boys
- “Specialist” in boys’ education – evenings, workshops etc.
- Career Education Program
- Instrumental Programs
- Laptop program Years 4 – 12
- Articulated academic programs in Senior Years
 - Strand A – Focus on further tertiary study
 - Strand B – Focus on further tertiary study or work-related pathways
 - Strand C – Focus on traineeships/apprenticeships or world of work.
- Utilization of Trade Training Centre for Automotive Studies
- Partnership with Bremer TAFE for Hospitality Studies
- Emphasis on literacy and numeracy development
- Integrated studies approach to curriculum in the Middle Years
- Reading Excellence Programs
- EconoMan Program in Accounting/ Economics spheres
- Agriculture/Horticulture programs linking with local councils

Extra-Curricular Activities

Ipswich Grammar School prides itself on its success in a range of extra-curricular activities and this is due mainly to the dedicated and highly qualified teachers and the high participation rate of students.

Ipswich Grammar School provides a multi-tiered sporting and activities infrastructure, accommodating every level of ability. Because of this emphasis on acknowledging all different levels, IGS has a high participation rate for sports and activities, consistently above 95%.

Sports and Activities offered by IGS:-

Basketball	Mountain Biking	Water Polo	Tournament of Minds
Chess	Public Speaking	Futsal	Mooting
Rugby League	Cricket	Rugby Union	Weight training
Cross Country	Rowing	Debating	Squash
Soccer	Duke of Edinburgh	Swimming	Orienteering
Tennis	Hockey	Touch football	Scuba diving
Track and Field	Musicals	Runners club	Ski Tour
Triathlons	Lawn Bowls	Orchestra/Bands	Volleyball

Students at IGS have the opportunity to also participate in a number of other extra-curricular activities related to “The Arts”, which encompass the areas of Visual Arts, Music and Drama.

A diverse range of Art experiences are offered – including Stage Band, Concert Band, Orchestra Choir, Jazz Band, the Art Club, Arts Week, Musicals, Pink Week, Ensembles and Choir Evenings.

Parental Involvement

Ipswich Grammar School values strong partnerships between home and school and encourages involvement via the following bodies or committees:-

- Parents & Friends Association
- Junior School Parents & Friends Association
- Parent Teacher Interviews
- Weekly publication of the school newsletter “The Grammar Word”, “Junior School Bulletin”.
- Support Groups – academic and extra-curricular
- Classroom parent assistance – literacy programs
- Ipswich Grammar School Old Boys’ Association
- Mothers and sons mornings
- Grandparents Day
- Museum Committee

Characteristics of Student Body

- International Students – 25
- Indigenous Students – 35
- Day Students - 1034
- Boarding Students - 98

Social Climate of the School

IGS is a leader in boys’ education and has developed programs to assist all boys in their intellectual, social, emotional and physical aspects of their life.

A successful Life Skills program is part of the school curriculum from Years 1 – 12 and covers topics such as self-esteem, self-organisation, gender issues, conflict resolution, the role of families, stress and time management, mental health, drug education and the transition from secondary to tertiary education.

A strong sense of values and a sense of occasion permeates the climate of the school. Good character, good sportsmanship, respect, truth and integrity are promoted widely in all experiences at the school.

Underpinning all activities of the school are the values of Excellence, Integrity, Leadership and Community.

The school has a “zero tolerance” of bullying and strategies are put in place to deter any form of bullying. Structured Life Skills programs address the issues of bullying/ cyber-bullying.

The school is very proactive in developing closer links with the community. Students participate in voluntary community projects offering time and effort into worthy causes such as – Lifeline, Community BBQs in Queen’s Park, the Ipswich Hospice, Bluecare and Meals on Wheels to name but a few.

Staffing Information

Ipswich Grammar School has a highly professional staff, with a mix from graduates to staff with 3 – 5 years experience to long established staff.

Staff Breakdown

Headmaster/CEO	-	1
Deputy Headmasters	-	3
Head of Middle School	-	1
Asst Head of Middle School	-	1
Head of Junior School	-	1
Heads of Year Levels	-	5
Total teaching staff	-	93
HOD/TiCs	-	22
HOD/TiC (male)	-	12
HOD/TiC (female)	-	10
Primary staff	-	22
Secondary staff	-	71
Learning Support	-	2
ESL	-	1
Counsellors	-	2
Teacher/Librarians	-	2
Teacher Aides	-	14 (including 1 Indigenous Liaison Officer)
Before & After School Care	-	8
Boarding Staff Tutors	-	19

All staff are registered with the College of Teachers and all non-teaching staff hold a current suitability card for working with children.

Staff Development Priorities

Ipswich Grammar School employs highly professional staff who are caring towards boys, understand their learning styles and continually undertake professional development. Excellence in teaching and the development of pedagogy are major priorities. Staff are involved in school-based professional development/ in-service days throughout the year and as well, participate in subject specific workshops via QSA, ISQ, MYSA and other educational associations and affiliations.

Significant expenditure has been spent on the implementation of our 21st Century Learning and Teaching strategy. The extension of My.IpswichGrammar.com and the inclusion of further learning objectives to extend Learning Education offerings, has formed the basis of quality professional development.

Professional Development

All staff are registered with the College of Teachers and all non-teaching staff hold a current suitability card for working with children.

Over the past year, the school has prioritized professional development of all staff to effectively deliver its educational program. In total, approximately \$22,500 was spent on either in-house in-service, professional development seminars, conferences or workshops during 2012.

A major focus of professional development during 2012, has been in regards to technology 1:1 laptop programs for students. With a huge investment by the school in providing new technologies, it was an imperative for staff to be upskilled and provided with training in on-line approaches, blackboard systems, myipswichgrammar and other information technology resources.

Also, being a "specialist in boys' education," obtaining skills, knowledge and training in pedagogical practices for boys was also an imperative.

Staff have been involved in school-based professional development/ in-service days during the year as well as attending a variety of subject specific workshops via QSA, ISQ, MYSA, English Teachers' Association, universities and other educational associations and affiliations.

Major Professional Development sessions were as follows:-

- Australian Curriculum – ACARA, roll out of English, Maths, Science and History
- Women Educators in Boys Schools
- Technology in Maths/ Science Workshops
- ANZEALA – teachers and the law/ child protection legislation
- Understanding and Supporting Students with Depression
- Safetalk – suicide awareness/ detection
- Blackboard Summit – technology
- ETAQ – Annual State Conference
- Meanjin Conference – English/ Literature Development
- International Boys' School Conference
- Special Education and Support Services – aspergers, assessment, mental health
- Senior Schooling
- Values Education
- Graphics Software Training
- Literacy/QCS – Writing Task/ Short Response
- NIDA – directing and productions
- Academic and Pastoral Care Tracking
- ISQ Mentoring Program
- ISQ Self-Improving Schools Project

The school's Senior Management Team is committed to the continuance of a rewarding and useful professional development program.

List of Staff & Qualifications

Doctorate	-	3
Masters-	5	
Bachelor	-	78
Diploma	-	7
Certificate	-	1

Average Staff Attendance 2012

No. of Staff	Total Days Staff Absent	Average Staff attendance rate
93	411	97.6%

Proportion of Teaching Staff retained from previous year - From the end of 2011, 97% of staff returned for the entire 2012 school year.

Key Student Outcomes

Average Student Attendance Rate, as a percentage, was 93% in 2012 (Years P - 12).
Average Student Attendance Rate for each Year Level:-

	2011 data %	2012 data%
Prep	99	96
Year 1	97	96
Year 2	97	97
Year 3	96	97
Year 4	95	96
Year 5	94	96
Year 6	94	94
Year 7	95	95
Year 8	94	94
Year 9	91	93
Year 10	92	90
Year 11	91	90
Year 12	91	91

Management of Attendance/ Non-Attendance

Student attendance rolls are marked each morning 8.30 to 8.40 during Form Class. Secretaries to the various Year Masters make the necessary phone calls/contact with parents/guardians to verify non-attendance. Each lesson, class rolls are marked and updated electronically. Year Masters do follow-ups and monitor closely continued or lengthy absences by students. Electronic version of attendance/non-attendance are available to all staff for every teaching period throughout the day.

Year 3, 5, 7 NAPLAN RESULTS

Refer to MySchool website – www.myschool.edu.au

READING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2012)	459	420	100
Year 5 (2012)	511	494	91
Year 7 (2012)	532	542	96
Year 9 (2012)	589	575	98

WRITING

Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2012)	442	416	100
Year 5 (2012)	469	477	99
Year 7 (2012)	508	518	94
Year 9 (2012)	561	554	87

SPELLING

Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2012)	446	414	100
Year 5 (2012)	490	495	98
Year 7 (2012)	538	543	94
Year 9 (2012)	590	577	95

GRAMMAR & PUNCTUATION

Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2012)	466	424	100
Year 5 (2012)	526	491	99
Year 7 (2012)	545	546	98
Year 9 (2012)	592	573	98

NUMERACY

Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2012)	443	396	100
Year 5 (2012)	492	489	93
Year 7 (2012)	553	538	100
Year 9 (2012)	622	584	100

Apparent Retention Rates

This information is based on data collected by Department of Education, Science & Training (DEST) as part of the National Schools Statistics Collection.

2012 – 166 (Year 10)

161 (Year 12)

Apparent retention rate – 97%

Over the past two years, the school has implemented a number of VET school-based traineeship programs with a number of students leaving prior to the completion of Year 12 to take on full-time apprenticeship/traineeships or enter full-time employment.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORT 2012

Number of students awarded a QCE	134
Number of students awarded a Qld Cert of Individual Achievement	0
Number of students awarded an OP	119
Students completing/ completed a SAT	25
Students receiving a VET qualification	38
% of students who received an OP 1-15 or an IBD*	85%
% of student completing/ completed a SAT, QCE, IBD, VET	97%
% of QTAC applications receiving an offer	98%
Other	
VET Certificate I	2
VET Certificate II	5
VET Certificate III/ IV	34

Destination Survey

In 2013, 80.5% of young people who completed Year 12 at Ipswich Grammar School in 2012 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (64.7%). The combined VET study destinations accounted for 15.8% of respondents, including 6.8% in campus-based VET programs, with 3% of Year 12 completers entering programs at Certificate IV level or higher.

9% commenced employment-based training, either as an apprentice (7.5%) or trainee (1.5%).

In addition to the above study destinations, a further 3.8% of respondents from this school deferred a tertiary offer in 2013.

19.5% did not enter post-school education or training, and were either employed (12%) or seeking work (7.5%).

Post-school institutions of Year 12 completers (numbers)

Institution	No.
University of Queensland	42
Griffith University	15
Queensland University of Technology	13
University of Southern Queensland	11
Other Private Training Colleges	3
The Bremer Institute of TAFE	3
Secondary School	3
Bond University	2
Australian Catholic University	2
SkillsTech Australia	2
Southbank Institute of TAFE	1
Southern Qld Institute of TAFE	1
Armed Forces	1

Metropolitan South Institute of TAFE	1
Careers Australia	1
Interstate Universities	1
Other/unspecified uni	1
Other/Unspecified Qld TAFE	1
Other	1
Total	105

Value Added

Ipswich Grammar School is a “specialist” school in boys’ education. The values of Excellence, Integrity, Leadership and Community underpin the life of the school. The Prep – Year 12 academic program has been designed to be intellectually challenging, authentic and also flexible. With a supportive and safe environment, students benefit from a strong emphasis on scholarship, learning, achievement and leadership.

Complementing the academic program is an Arts Program (Visual and Performing) which enhance students learning and empowers them to explore their own identities and inter-personal skills. A Lifeskills/ Outdoor Education curriculum provides challenging opportunities to develop self-worth and confidence in a safe environment.

Significant highlights which have value added during 2012:-

- Development of a tracking system both Academic and Pastoral to achieve better outcomes for students.
- The importance of Benchmarking.
- New timetable structures to increase teacher-student learning contact time.
- Champion school in Tournament of Minds.
- The development of 3 distinct academic/subject pathways in the Senior School
- Expansion of links to industry, increased numbers of students participating in apprenticeships/ traineeships and work placements.
- International Student’s Program
- Further development of the BMW Reading Excellence Awards in the Junior School.
- ISQ Staff Mentoring Program

For other Value Added activities refer to link:-

www.ipswichgrammar.com -> about IGS -> 2012 Yearbook (see pages 27–55, 86–91)

Parent, Student, Teacher Satisfaction

During 2012, the school held a number of information evenings for parents as well as special days for grandparents, parents and friends of the school.

With four evenings set aside for parent-teacher interviews, as well as specific evenings on the QCE, QTAC, Men’s Health/Nutrition and Year Level Information Evenings, parental participation and attendance was very favourable.

The Junior School, and in particular the P – 3 sector, has developed strong affiliations with the parent body.

Nights like Speech Night, The Evening of Music, The Valedictory Dinner and The Final Assembly for Year 12 all proved very successful, showing the strong support and high levels of satisfaction from parents and the wider community.

Feedback from parents about the school's tone, achievements in academics, the arts, sport and cultural pursuits has been most positive in 2012.

School Income/ Funding Source

Please refer to the MySchool website <http://www.myschool.edu.au/>

Future Goals

During 2012, the school undertook a cyclical review process for the Office of Non-State Schools. This process is a most beneficial evaluative measure for the school. With this and also the school's Strategic Plan, a number of key goals were identified for 2013-2015:-

- Development of the Australian Curriculum
- Evaluation of the Academic and Pastoral Tracking system
- Review of curriculum pathways in the Senior School
- Investigation of further partnerships/ associations for the development of traineeships/ apprenticeships
- Reviewing academic reports to parents
- Development of Parent Lounge, Student Cafe and other ICT suites for parents/ community to aid communication
- Refurbishment of the Science Block
- Further professional development in use of Blackboard, ICTs
- One-to-one computer learning
- Increased usage of the Trade Training Centre
- Investigate avenues to bring about increased enrolments
- Development of the International Students' market
- Investigate the feasibility of pre-prep school
- Improvements in NAPLAN results
- Quality assurance processes are undertaken with all policies and procedures
- Improved educational outcomes for all
- Upgrades of gymnasium
- Refurbishment of The Great Hall
- Development of a range of activities to celebrate 150 years

**For further information about Ipswich Grammar School
please go to the I.G.S. Home Page**