



INTERNATIONAL  
GRAMMAR SCHOOL

**EQUIPPING OUR STUDENTS  
TO BE WORLD READY**



# OUR VALUES

IGS IS A SCHOOL BUILT ON FIVE STRONG CORE VALUES WHICH UNDERPIN OUR ACTIVITIES, ACTIONS AND BEHAVIOURS:

DIVERSITY | PERSONAL ACHIEVEMENT | AUTHENTICITY  
CONNECTEDNESS | VIBRANCY

## INTO THE WORLD

## OUR STRATEGIC GOALS 2016–2020





# SYDNEY'S LOCAL SCHOOL WITH A GLOBAL OUTLOOK



# A MESSAGE FROM THE PRINCIPAL





# WHY INTERNATIONAL GRAMMAR SCHOOL?

**International Grammar School opened its doors in 1984 with a unique vision to provide its students with a globally-focused bilingual education, rich in the study of music and the arts.**



Today, this pioneering spirit continues.

IGS is a vibrant school with a warm and inclusive community. Our campus is located near the heart of the city, in Ultimo, just a short stroll from the University of Sydney, UTS and the creative hubs of Glebe and Chippendale.

We are an independent, secular, P-12 co-educational school. In the preschool and primary years our students are immersed in a flagship bilingual program. They then go on to study at least one language in Years 7 to 10 and a choice of languages for the Higher School Certificate.

At IGS, we offer a broad liberal education. We believe that the teacher's role is to honour and nurture childhood while drawing out the innate gifts of the child. We take our students on an educational journey that empowers them to explore their gifts, find their voices and become their best selves as they move with growing confidence and independence towards adulthood.

Unity through Diversity is our motto and our five core values – diversity, personal achievement, connectedness, vibrancy and authenticity – are at the heart of who we are and what we do.

My colleagues and I are committed to providing a unique educational experience that gives our students views of the world from every classroom and learning space. At IGS, learning happens in and beyond the classroom – on the stage, in the orchestra, on the sporting field, in the vast array of after school clubs, and while abroad on international exchange. We are a passionate learning community – a local school with a global outlook and we are equipping our students to be world ready.

I invite you to experience our school in action. Our students are our greatest ambassadors. They are in the moment: happy, warm, open-minded, curious, kind and respectful. Speak to them and they will tell you what makes IGS a great school!

We look forward to meeting you.

Shauna Colnan

BA, Dip Ed, MA, MBA, GAICD, MACEL, AIMM





# WHAT SETS US APART

## LIVING LANGUAGES AT IGS





**IGS places the learning of languages at the centre of its curriculum and its inclusive culture, offering students the opportunity to engage with second language learning from Early Learning to Year 12. We believe our languages program best prepares and equips our students to become active bilingual or multilingual lifelong language learners. Bilingualism is an enduring gift and a learning entitlement of students at IGS.**

Contemporary research tells us that bilingual students cognitively outstrip their monolingual counterparts. The benefits of learning a language are therefore as much about enhancing learning as about being able to communicate with others.

Research and practice have also established a clear link between the learning of languages and improved literacy skills for both background speakers and second language learners. Benefits include students' increased understanding of English grammar and heightened communication skills.

At IGS, the incidental acquisition of language is reinforced by structured language development.

Six languages are taught at the School. French, German, Italian, Japanese and Chinese are available as the mandatory second language for Preschool–Year 10, and a third language – Chinese or Spanish – is mandatory in Years 7 and 8. All languages can be studied to Year 12 and many students sit for the HSC in Languages early through an acceleration program.

In the early years of Preschool, children are exposed to their second language through play, songs, poetry and games. In our Primary School, as part of our partial immersion program, we use regular school subject content carefully selected and supported by appropriate materials to be taught directly in the target language.

In the High School, we draw on themes relevant to students' lives to allow them to enter into meaningful discussions and dialogues.

**RÉUSSITE PERSONNELLE  
LOGROS PERSONALES  
自己最高記錄**

**SUCCESSO PERSONALE  
PERSÖNLICHE ZIELE  
我的成就**

**PERSONAL  
ACHIEVEMENT**



## CHASING LEARNING OUT OF THE CLASSROOM

# SAGE FOR THE MIDDLE YEARS

**SAGE is a project in limitless learning, a unique curriculum offering for students in Year 7–10. SAGE cuts across disciplines and gives students inspirational real world project-based learning experiences. Through SAGE students will build critical and creative thinking skills, the depth of their understanding and engagement, their ability to work with others and their love of learning.**





## SAGE STANDS FOR:

- STUDENT CHOICE
- AUTHENTIC LEARNING EXPERIENCES
- GLOBAL RELEVANCE
- EXHIBITIONS AND CELEBRATIONS OF LEARNING

**The innovative program immerses students in a fun, hands-on, challenging learning experience that takes them out of the classroom for one week, once a year.**

### SHAKESPEARE BOOT CAMP

Year 7 students spend a week immersed in the world of Shakespeare with actors from award-winning theatre company Sport for Jove. Learning from industry professionals, students form their own theatre companies and study some of Shakespeare's finest works in an engaging and creative environment. At the end of the week, the students stage their own performances of moments from plays such as *Macbeth*, *The Tempest*, *Romeo and Juliet* and *King Lear*.

### OPERA ON KELLY

Year 9 students explore the world of opera in a hands-on, collaborative learning experience. Under the direction of singers, composers, musicians and actors from Opera Express, students take on a range of roles as writers, composers, set designers and performers to devise three short operas. Their work culminates in Opera on Kelly, performed for the school community at the end of the week.

### THE ROCKS QUEST

Year 8 students spend a week in the Merchant's House at The Rocks, exploring and discovering the stories of this unique precinct. They document their findings through writing, film and photography, with presentations to peers and parents at the end of the week. The project reflects cross-curricular learning in history, literature, art and archaeology. Students become investigators working in teams with archaeologists. This project has been recognised for excellence by the National Trust with a 2016 Heritage Award.

### WRITING THE ISLAND

Year 10 travels to Tasmania on a writing project. They will explore the Island, its beauty and its stories accompanied by Australian writers and poets. They will create a new publication that captures this unique learning experience.



# EARLY LEARNING

**IGS RECOGNISES EARLY CHILDHOOD  
AS A UNIQUE AND MEANINGFUL  
PERIOD IN LIFE.**



**At IGS we believe in the kingdom of childhood and the notion that childhood is a precious time that should be protected and prolonged.**

Our Early Learning (Preschool and Transition) children are seen as unique individuals who are respected for their input and contribution to the learning environment. Children are recognised for their many skills and abilities and are actively involved in their own learning. They work and play with each other to build their own experiences, knowledge and understanding of the world around them.

The educational program for Early Learning is based on a broad, contemporary curriculum adapted from a variety of theories related to early childhood learning and development. These include Reggio Emilia, Montessori and Orff Schulwerk. The National Early Years Learning Framework is interwoven into the School's focus on learning languages and music. In addition, there is emphasis on the social relationships and the role they play in facilitating the overall development of the child.

Every child has lessons in one of four languages (French, German, Italian, Japanese or from 2017, a fifth option, Chinese), a music lesson, an opportunity for inside and outdoor play – and is exposed to the concepts of literacy on a daily basis. The daily program is based around the understanding that children learn best in an environment that has a delicate balance between play-based discoveries and intentional teaching.

Parents and families are seen as valuable contributors to Early Learning. The experience and knowledge parents bring regarding their own child are crucial to the process of learning that our children engage in every day.



# TEACHING AND LEARNING K-12

## VIEWS OF THE WORLD FROM EVERY CLASSROOM

**AT THE CORE OF OUR PEDAGOGICAL APPROACH  
IS THE STUDENT AS THE LIFELONG LEARNER.**

Literacy and numeracy skills are of paramount importance across all aspects of the curriculum. Such capabilities are extended through a range of traditional, contextual and digital media.

Academic programs in all years are differentiated to meet the needs of individual students. Programs facilitate independent learning, building of core skills and are contextual in design.





## PRIMARY SCHOOL

In the Primary School, the Languages program, with its immersion and integration of outcomes across a range of key learning areas, provides a rich learning experience. All children from Years 1–6 study their second language for 80 minutes every day.

Students in the primary years study integrated units of work through inquiry-based research

projects. Projects are designed so that they are flexible and engage students through their own topic choices.

Our Directors of Art and Design, Music and Drama ensure that students engage in the Arts with specialist teachers throughout their time in Primary School.



## HIGH SCHOOL

An interdisciplinary approach to programming extends across Years 7–10. This approach – combined with a rigorous focus on the core skills of literacy, numeracy, research and inquiry – enables a strong platform for the senior years of study.

Languages are an integral part of the High School curriculum. Students in Years 7–10 continue to study their second language. Beginner language classes are available for students new to the School in Year 7. In addition, all students in Years 7 and 8 study a third language.

All students study Drama in Year 7.

In Years 11 and 12, IGS offers a wide range of NSW Board Developed Courses for the Higher School Certificate.

All courses are taught to the highest level offered, including Extension courses.

The individual needs of students, in each year, are met at all levels through various learning support and enrichment programs. Specialist teachers provide support for development in literacy and numeracy. Opportunities for further enrichment exist in Mathematics, English Literature, Visual Arts, Drama and Science.

To enhance learning and to target specific student needs, mathematics and languages classes are streamed according to student achievement levels. Students have access to accelerated academic programs in Mathematics and Languages for early completion of the ITSC in these courses.





# BYOT

IGS students in Years 7–12 select a personal technological device (e.g. laptop, tablet) to match their learning needs under the School's Bring Your Own Technology (BYOT) program.

## CYBER SAFETY

IGS students officially assist the Australian Communications and Media Authority (ACMA) by trialling cyber safety programs. Student representatives have also travelled to Canberra to participate in a youth advisory council meeting on cyber-smart initiatives. We have three Digital Innovators who support students and staff in building their technology skills.



# LEARNING ENRICHMENT

A specialist teacher facilitates enrichment classes and activities in Primary and High School including Tournaments of the Minds, the Da Vinci Challenge and other interschool competitions. There is a robust Debating and Mock Trial program and IGS boasts a wide range of extra curricular activities through our Clubs Program (see more on page 28).

A dedicated Year 12 Study Centre enhances our HSC students' motivation and collaboration.



# INDIGENOUS JOURNEY

Located on the land of the Gadigal people of the Eora Nation, IGS has a long and proud tradition of educating young Indigenous students.

The School's commitment to Indigenous students' education extends beyond our Indigenous Scholarship program with the School's first Reconciliation Action Plan (RAP) formed in 2016.

The School is introducing Aboriginal Studies on campus as an HSC subject in 2017 and with the support of academics from the University of Sydney, we intend to engage with Aboriginal languages in the near future.





# THE ARTS AT IGS

## MUSIC – OUR OTHER LANGUAGE

MUSIC PLAYS A SIGNIFICANT AND INTEGRAL PART IN THE EDUCATION OFFERED AT IGS. OUR AIM IS TO PROVIDE STUDENTS WITH A HIGH QUALITY MUSIC EDUCATION IN AN ENERGETIC AND CREATIVE ENVIRONMENT.







**Based on the principles of Orff Schulwerk, music is taught sequentially with skills acquired through directed listening, vocal/instrumental performance and composing. Students are encouraged to experience and appreciate the diversity of musical traditions and styles.**

Music classes begin in Preschool with a strong emphasis on singing. In Years 4 and 5, the IGS Instrumental program is integrated into the classroom program. Students have the opportunity to start learning a new instrument and participate in the Year 4 and Year 5 concert bands.

Music continues through to Year 8, at which point it becomes an elective to HSC level. Private vocal and instrumental studies are offered at IGS.

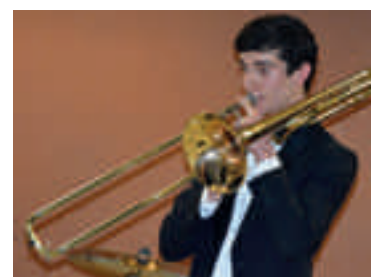
Students are encouraged to participate in the School's various ensembles including a symphony orchestra, three string orchestras, junior orchestra, four concert bands, jazz bands, four choirs and a variety of chamber groups.

The IGS annual concert program ensures that all groups have performance opportunities across a

variety of school and community events. IGS music ensembles perform regularly at evening concerts, assemblies, school functions, community festivals and eisteddfods.

The talents of our young musicians are fostered through solo performances at lunchtime concerts, showcase evenings, weekend workshops, participation in Heads of Independent Co-educational Schools (HICES) music festivals and concerts, regular visits to and from inspirational professional musicians and ensembles, tutorials with the IGS composer-in-residence, participation in the Song Writing Club and the chance to perform on an overseas music tour or on our Red Earth Unplugged Tour.

HSC students' works are regularly nominated or selected for ENCORE.





# CREATIVE EDGE

## ART & DESIGN

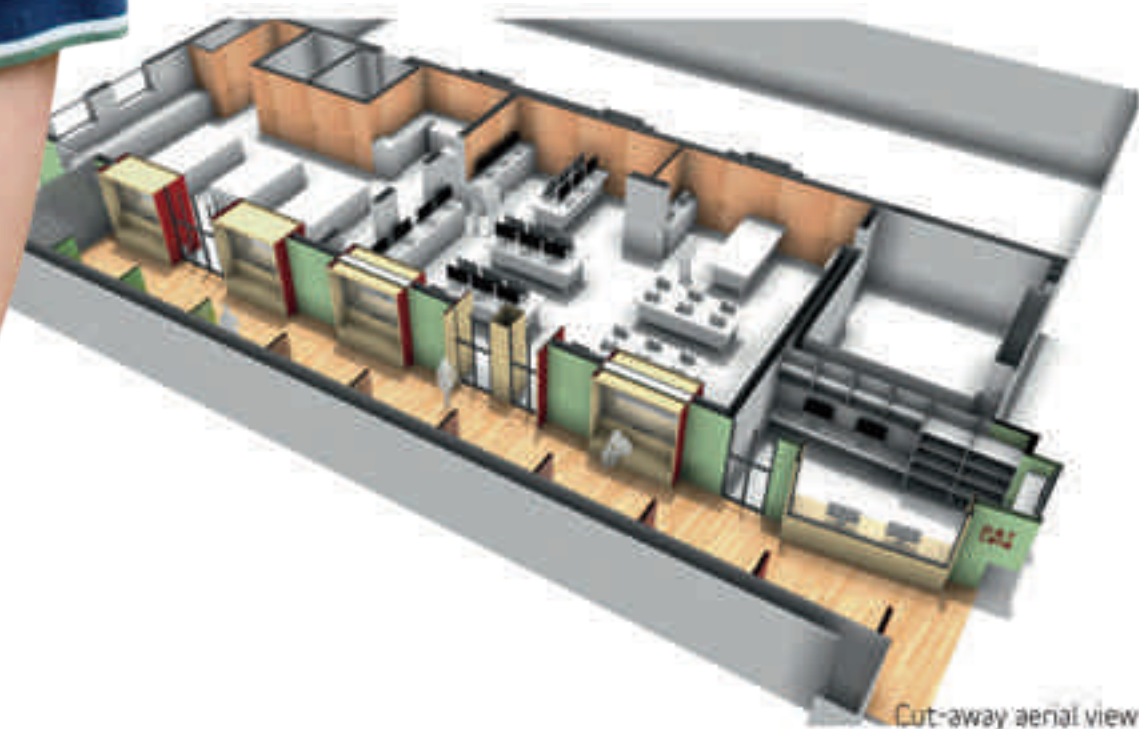
IGS is a Mac school. Our teaching and learning facilities are at the cutting edge for Design and Technology (D&T). The labs boast a 3-D printer, laser cutters and on-site Apple Computers with CAD. The School has a Director of Art & Design from Preschool to Year 12 and a robust STEAM program with the appointment of a dedicated STEAM Innovator, the first in Australian schools. *See page 21.*

Our students enter their emerging world of technology with a keen regard for sustainability.

A new Design Centre with open, flexible learning spaces and the latest technology will open at IGS in 2017.

SUSTAINABILITY | PERFORMANCE | DARING | DESIGN | ART





Cut-away aerial view.



# VISUAL ARTS

**OUR SENIOR VISUAL  
ARTS STUDENTS'  
WORKS ARE OFTEN  
REPRESENTED IN  
ARTEXPRESS.**



# DRAMATIC ARTS

## IGS APPLAUDS STUDENTS' SELF-EXPRESSION THROUGH VISUAL ARTS, DRAMATIC ARTS, FILM AND DESIGN

IGS teaches Drama from Year 7 and the School's HSC Drama students' works are regularly represented in state-wide showcases including ONSTAGE and ONSCREEN. Several students have won prestigious prizes such as the Robin Anderson Award for film and many of our alumni are successfully established in theatre and on screen. Drama companies (e.g. Theatresports) regularly compete with other schools.





# FULL STEAM AHEAD

**A STEAM PROJECT IS A PROJECT IN  
IMAGINATION — ELEGANT PATTERNS,  
NEW WAYS OF THINKING ABOUT HOW THINGS  
WORK, TEAMS SHARING NEW TECHNOLOGIES  
AND APPLYING THEM IN NOVEL SITUATIONS**

**- PRINCIPAL SHAUNA COLNAN**



## STEAM

**IGS is leading the way with its push into the STEAM space: Science, Technology, Engineering, the Arts and Mathematics, i.e. STEM plus the Arts. Immersing students in STEAM projects at a young age can spark their curiosity, engage them creatively, push them intellectually, build their appetite for innovation, enhance their capacity to think flexibly and inspire them.**

**Some projects that have taken place under the energy of STEAM include:**

### **WINTER WONDERLAMP**

NSW's first STEAM Innovator Melissa Silk and our Head of Mathematics, Jane Martin, collaborated to create a workshop called Winter Wonderlamp that was presented at New York's Museum of Mathematics. They presented a similar workshop for VIVID Sydney.

### **TANABATA**

IGS also collaborated with UTS's Kathryn Hunyor and Kimberley Pressick-Kilborn and IGS Languages and Mathematics departments to create a special Tanabata Festival. The day saw traditional Japanese crafts (origami, kyorigami) meld with maths and design.

### **PRIMORDIAL HUM**

A project that melded the talents of STEAM Innovator Melissa Silk and the Music Department, Primordial Hum was a rich aural and visual experience. Year 8 Music, Year 9 and 10 Visual Arts and a variety of interested technologists collaborated on the project to create interpretations of tribal body adornment with significant cultural reference to the New Guinea Asaro Mudmen. The "happening" was the inaugural exhibition of technology-driven access to content because the soundscapes were only able to be heard via Augmented Reality using a smart device.



# A GLOBAL NETWORK OF SCHOOLS IN EUROPE AND ASIA

**IGS offers an extensive, reciprocal exchange program to our partner schools in China, France, Germany, Italy, Japan, Spain and New Caledonia.**

Through intercultural language teaching and learning at IGS, we allow students to not only know about another culture but to learn about it from within, that is, through the language and not as a separate unit or subject.

Intercultural learning also encourages critical reflection and analysis in our students of their own culture. The satisfaction of engaging with the study of languages and developing communication skills in a second or third language will contribute to a student's intellectual enrichment.

Students are provided with as many 'out of school' experiences as possible in the target language, such as yearly language camps, shows, excursions, restaurant visits and involvement in various cultural festivities and competitions. In the Primary School, students prepare and perform items in their second language at their fortnightly assemblies.

Year 5 and senior students travel abroad and participate in our global exchange program.



## INTERCULTURAL LEARNING AND SOCIAL JUSTICE

Many IGS students participate in social justice experiences through our partnerships with Antipodeans Abroad and Red Earth Connections. Destinations include India, Cambodia and Central Australia.









# SPORT AND OUTDOOR ACTIVITIES

**IGS students participate in a full and broad co-curricular sports and physical education program. This leads to a well-rounded school life.**

Our Primary students participate in swimming, athletics and cross-country. Students also represent the School in soccer, netball and other sports at the ASSISA (regional) carnivals. They can progress through to the state-wide CIS and NSWPSA carnivals.

High School sport is compulsory for Years 7 and 8 and takes place on Tuesday afternoons. Options include competition and recreational alternatives. Popular choices include surfing, skating, soccer, netball, racquet sports, indoor climbing, various martial arts, basketball and general fitness.

Years 7–12 students gain representation in athletics, swimming, cross-country at the regional

CDSSA or AICES gatherings or the state-wide CIS and NSW All Schools competitions. IGS also participates in Championship Days in netball, basketball, touch football and soccer.

Years 5 and 6 participate in an overnight outdoor education camp. The Outdoor Education Program continues for Years 7, 8 and 9 providing a progression of increasingly challenging camps. Students participate in activities that encourage perseverance and physical fitness, giving all students an opportunity to step outside their comfort zones.

We have also introduced PASS (Physical Activity And Sports Studies) as a popular elective in Years 9 and 10.





# THE NEW GYM



The new gymnasium on the Ground Floor of the Kerrie Murphy Building is popular with all year groups. The gym is fitted out with modern exercise equipment and fitness apparatus, as well as a climbing wall.







# UNIQUE OPPORTUNITIES

**The Clubs Program allows each student to pursue their passions.**

IGS offers a wide range of challenging co-curricular activities through our extensive Clubs Program. A phenomenal 70 clubs are currently on offer for both Primary and High School students. Activities include drama companies, debating, photography, gardening and martial arts. They take place during lunchtimes and before and after school.

The most recent additions are the Makerspace and Robotics Clubs.

Our whole school musical productions involve all Years.



# LEADING EDGE

**IGS fosters students' leadership qualities through the School's core values and social justice initiatives.**

Students have the opportunity to become leaders in both Years 6 and 12. Student leaders are encouraged to develop strong skills in peer guidance and build the confidence to represent other students and the School throughout each year.

The School has an active Duke of Edinburgh Scheme with several students attaining Bronze, Silver and Gold levels each year.



IGS embraces social justice initiatives such as the Houses' ONE projects for charity, 40-Hour Famine and the High Resolves program.

Our Head Girl and Head Boy play significant leadership roles in and beyond the School as we equip our students to be world ready.



**BAMAL  
GURA  
KUYAL  
BAADO**

# HOUSES BUILD SUPPORT AND SPIRIT

## HOUSE SYSTEM

Houses provide a small, inclusive substructure within the School. Interpersonal relationships and co-operation are encouraged to flourish within the four Houses: Kuyal, Baado, Bamal and Gura.

With the support of the School's Student Care Team, the Houses facilitate a sense of belonging as well as providing

a vehicle to empower and involve all students. The Head of House has responsibility for overseeing the wellbeing program for students within the House.

Each High School Tutor Group is part of a House and students meet with their vertical-crossage tutor group each morning before lessons begin.



# STUDENT WELLBEING

**Students at International Grammar School are supported by a comprehensive student care program. We focus on the development of trust, respect, responsibility and acceptance. Codes of conduct provide opportunities for students to learn the importance of the values and attitudes we foster.**

In recognition of the importance of our students' wellbeing, IGS provides a multi-level system of support. The Primary School Home Class teacher develops a thorough knowledge of each student, and especially of their needs. Similarly, the Head of Student Wellbeing –

High School works closely with the Heads of House and tutors to note concerns and arrange support. Their positions are supported by the Director of Counselling Services and a school counsellor who are available to all students and parents.

## HOME CLASS FOR PRIMARY SCHOOL

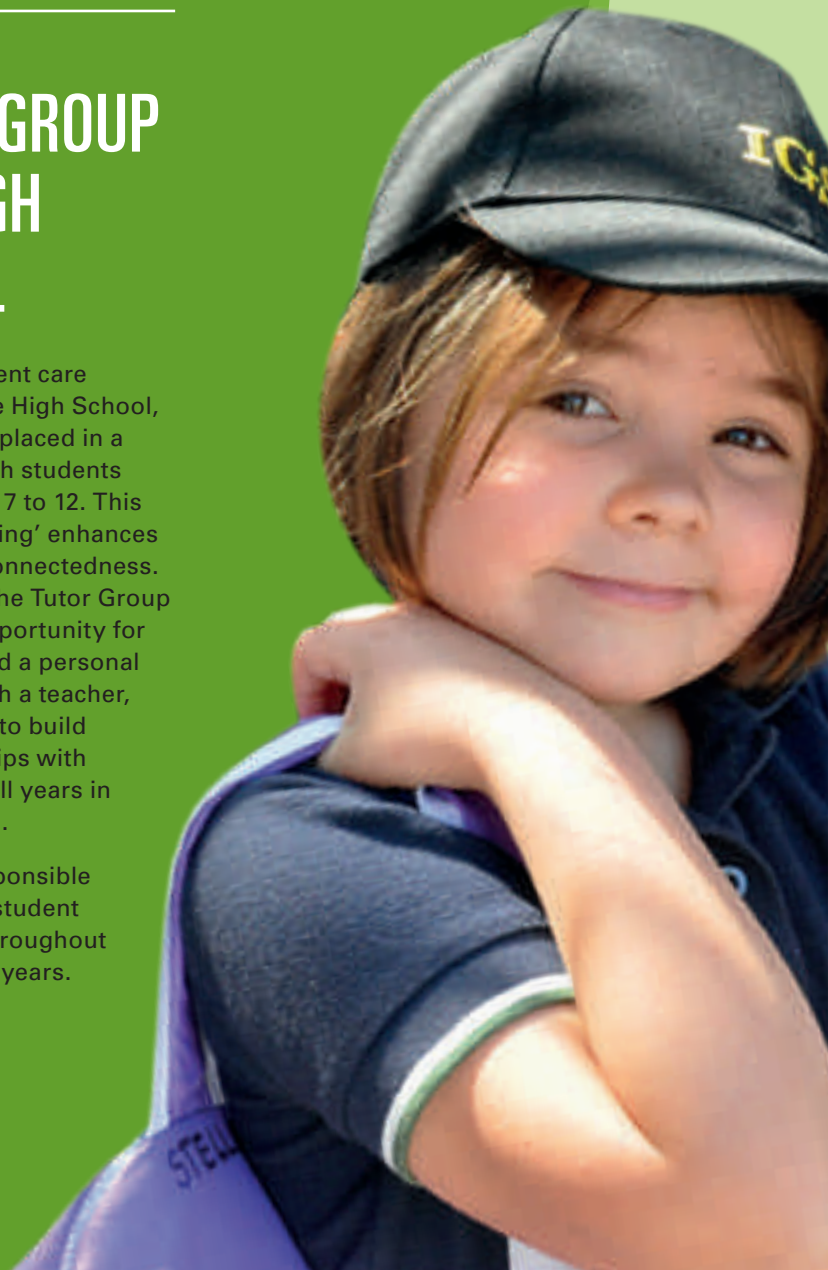
The Home Class System in Kindergarten to Year 6 provides students with a room that they can call their own. The Home Class teacher is responsible for the academic and social welfare of each child in the class and provides the first point of contact with the School for parents.

The Home Class teachers work closely together as a cohesive team to ensure a consistent approach toward all students in a year group. At the end of the school year, the Home Class teacher provides an accurate picture of the progress of every student in their care to each child's next teacher.

## TUTOR GROUP FOR HIGH SCHOOL

Within the student care structure for the High School, each student is placed in a Tutor Group with students across all Years 7 to 12. This 'vertical streaming' enhances our students' connectedness. Meeting daily, the Tutor Group provides the opportunity for students to build a personal relationship with a teacher, and the chance to build solid relationships with students from all years in the High School.

The tutor is responsible for overseeing student development throughout the high school years.







## IGS IS A LIGHTHOUSE SCHOOL

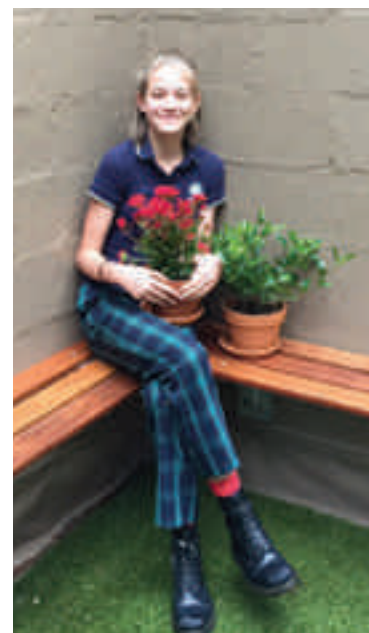
**IGS is a lighthouse school in supporting the needs of our students.**

A Memorandum of Understanding between International Grammar School and the University of Sydney's Brain and Mind Research Institute (BMRI) was forged in 2011. The BMRI guides IGS in its development as a lighthouse school in good mental health practices by facilitating e-health clinics, parent forums, staff professional development days and student workshops.

IGS is recognised as a Gold Mental Health First Aid Skilled Workplace by Mental Health First Aid Australia. This recognises the high proportion of IGS staff members who have undertaken and completed training in Youth Mental Health First Aid.

## THE PEACE GARDEN

**The School has welcomed a beautiful new space for learning, reflection and relaxation - the Peace Garden, on Level 1 of the Wright Building.**





# International

# Grammar School

4

## THE SCHOOL'S HISTORY AND FACILITIES

International Grammar School opened in 1984 with the unique educational objective of providing bilingual education from Preschool to Year 12.



**Today's IGS is part of a unique educational setting, with the University of Sydney, UTS and the University of Notre Dame all within easy walking distance.**

### **THE REG ST LEON BUILDING (KELLY STREET)**

In 1997, the School's main building relocated to the historical site of the Dalgety Wool Store in Kelly Street, Ultimo on a campus designed to provide for a Preschool to Year 12 education on one site. This enables some separation of Primary and High School but also allows students from across the age ranges to mix in a comfortable environment. The building is named after founding Principal, Professor Reg St Leon.

### **THE MOUNTAIN STREET CAMPUS**

In 2005, the School opened the Senior Annexe in a converted warehouse building in Mountain Street. The new learning spaces that were created allow senior students to study in a comfortable university-style environment and to sit their examinations in rooms that are conducive to senior study. The campus also holds some administration areas.

### **77-79 BAY STREET**

This property was acquired in 2015 and will be adapted for future campus development.

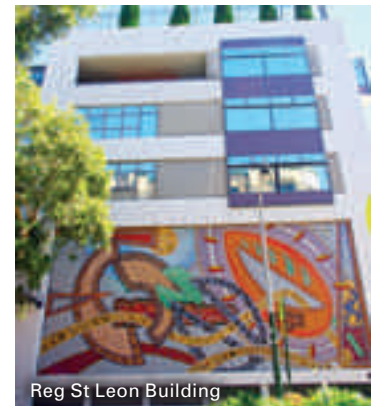
### **THE KERRIE MURPHY BUILDING (KMB)**

The Federal Government's Building the Educational Revolution (BER) program facilitated the construction of a new building for IGS, adjacent to the Wright Building in Bay Street. The KMB is a purpose-built facility that includes a library, indoor play areas including a new gym, all-purpose hall, professional development space for staff and some administration areas. The KMB was officially opened in August 2011 and is named after Mrs Kerrie Murphy, Principal of IGS from 2001-2010.

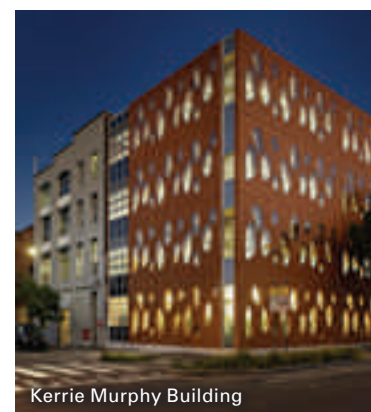
### **THE WRIGHT BUILDING**

The Wright Building (opened in 2000) adjoins the main building and houses primary school classes, counselling rooms, Drama Space, IT facilities, a Peace Garden and the new Design Centre. The building is named after Dr David HM Wright to commend his contribution to the School throughout his seven years as Principal (1994-2000).

There is a substantial rooftop play area including a basketball court – and the nearby Wentworth Park and the Ian Thorpe Aquatic Centre are both regularly accessed for sport and recreation.



Reg St Leon Building



Kerrie Murphy Building



Mountain Street Senior Annexe



77-79 Bay Street



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