



Ipswich Grammar School

COMMONWEALTH & STATE REPORTING REQUIREMENTS based on 2009 data

School Sector Independent Member of the Great Public Schools' Association

School's Address Darling Street, Ipswich Qld 4305

Total Enrolments 1168 at census 07/08/2009
1173 (currently)

Year Levels Offered Prep to Year 12

**Co-educational or
Single Sex** Single Sex Boys
- *Boarding available*

Distinctive Curriculum Offerings

- Centre for Specialization in Boys' Education
- Excellence in Sports Programs
- Gateway School in Aerospace Studies Project
- University Subjects in Years 11 & 12
- Partnerships with Industry – School-based Traineeships/Apprenticeships Program
- Year Level specific Lifeskills Program
- Joint Campus Arrangements – study of Music Extension, Chinese
- 42 Extra-curricular activities on offer
- Student Support Services Department – for Learning Support programs and Gifted & Talented.
- Programs for parents in raising boys
- "Specialist" in boys' education – evenings, workshops etc.
- Lifeskills and Pastoral Care Programs P - 12

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

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, Dixieland Band, the Art Club, Arts Week, Musicals, Improvisational Gladiators and the Ipswich Institute of Dramatic Arts.

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"
- Support Groups – academic and extra-curricular
- Classroom parent assistance – literacy programs

Characteristics of Student Body

- International Students – 40
- Indigenous Students – 36
- Day Students - 1072
- Boarding Students - 96

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 every student's weekly timetable 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.

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
Heads of Year Levels	- 5
Total teaching staff	- 90
Total teaching (males)	- 58
Total teaching (females)	- 32
HOD/TiCs	- 23
HOD/TiC (male)	- 13
HOD/TiC (female)	- 10
Primary staff	- 19
Secondary staff	- 71
Learning Support	- 2
ESL	- 2
Counsellors	- 2
Teacher/Librarians	- 1
Teacher Aides	- 14 (including 1 Indigenous Liaison Officer)

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

To ensure that the school has a staff profile capable of effectively delivering its educational program, a significant amount of money has been spent on professional development over the past twelve months. In total approximately \$100,000 has been spent on either in-house in-service, professional development, seminars, conferences or workshops during 2008.

Funding aligned to professional development over the past two years, mirrored the school's specialist in boys' education agenda. With the adoption of the "Centre for Specialization in Boys' Education", a high percentage of the professional development of staff over the last three years centred on developing best practice in educating boys.

To further develop this imperative, the Headmaster set aside funding for staff to undertake studies in boys' education at the University of Newcastle.

List Staff and Qualifications

At the end of 2009, 90 teaching staff had a Bachelor Degree or higher award, with three having Doctorates.

Doctorate/Post	-	3
Masters	-	5
Bachelor Degrees	-	78
Diploma	-	7
Certificate	-	1

Staff Development Priorities

Ipswich Grammar School employs highly professional staff who are caring towards boys, understand their learning styles and who are continually undertaking professional development. Excellence in teaching and the development of pedagogy are major priorities. Staff are involved in ten 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.

Major Professional Development initiatives were as follows: -

- Aspects of Boys' Education – learning styles, behaviour management, multiple intelligences
- The Differentiated Curriculum
- Middle Years of Schooling
- Development of Integrated Studies
- Literacy Across the Curriculum
- Values Education
- Child Safety
- Workplace Health & Safety
- ICTs
- Life Coaching for Teachers
- Reading Comprehension across the Curriculum
- Learning Connections
- EAP Levels 1 & 2 training
- Aspects of Literacy and Numeracy

- Healthy Lifestyles
- Gifted and Talented
- QSA Conferences
- QCAR
- P-12/ National Curriculum
- Boys and Mens Mental Health
- One to One Learning
- Blackboard

Major Professional Development initiatives during 2009 were as follows: -

Attendance at –

- Boys' Education Conferences – International Boys' Conference
- Queensland Society for Information Technologies
- Special Education and Support Services – aspergers, assessment, mental health
- Literacy
- Middle Years of Schooling
- Senior Schooling – QSA conferences
- NIDA – directing and productions
- Gifted and Talented Programs
- Learning Connections
- Functional Grammar
- Graphics software training
- Rock and Water Program
- Cyber Bullying
- ICT's
- Blackboard

During the 2009 year, approximately \$100,000 was spent on professional development for staff. Staff attended a range of conferences both in Australia and overseas, as well as seminars at other tertiary institutions and educational facilities. All staff participated in professional development to assist with their classroom pedagogy behaviour management and also subject-specific knowledge and skills.

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

Average Staff Attendance (2009)

No. of Staff	Total Days Staff Absent	Average Staff attendance rate
90	434	98%

Proportion of Teaching Staff retained from previous year

From the end of 2008, 97% of staff returned for the entire 2009 school year.

Key Student Outcomes

Average Student Attendance Rate, as a percentage, was 94% in 2009 (Years 1- 10).

Average Student Attendance Rate for each Year Level: -

Year 1	96%
Year 2	96%
Year 3	89%
Year 4	95%
Year 5	97%
Year 6	87%
Year 7	94%
Year 8	90%
Year 9	93%
Year 10	94%

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 electronically. Printouts are available for morning sessions and whole day absences. Year Masters do follow-ups and monitor closely continued or lengthy absences by students.

Year 3, 5, 7 NAPLAN RESULTS

	*	IGS	State	Boys State	Girls State
Year 3					
Grammar & Punctuation	87	369	394	401	425
Reading	89	373	386	383	398
Spelling	98	385	376	372	389
Writing	96	383	395	386	409
Numeracy	100	395	372	376	372
Year 5					
Grammar & Punctuation	96	512	486	491	511
Reading	96	499	478	471	485
Spelling	93	477	466	461	477
Writing	100	516	466	457	480
Numeracy	100	505	470	477	468
Year 7					
Grammar & Punctuation	99	553	534	539	557
Reading	96	539	533	528	543
Spelling	95	527	533	527	545
Writing	98	538	525	513	541
Numeracy	98	551	539	547	538
Year 9					
Grammar & Punctuation	95	592	569	571	588
Reading	95	598	570	568	585
Spelling	94	586	569	567	587
Writing	90	572	558	543	580
Numeracy	99	630	579	588	582

* % of students at or above the national minimum standard

Percentage of students in the current and previous year above the national benchmark:

Year	% on or above benchmark - Reading			
	2006	2007	2008	2009
3	-	96	89.2	89
5	86	79	93.2	96
7	94	96	98	96
9	n/a	n/a	97	95

Year	% on or above benchmark - Writing			
	2006	2007	2008	2009
3	-	96	100	96
5	-	96	92	100
7	98	100	92	98
9	n/a	n/a	87	90

Year	% on or above benchmark - Numeracy			
	2006	2007	2008	2009
3	-	92	94	100
5	94	89	96	100
7	96	88	99	98
9	n/a	n/a	99	99

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.

Year 10		Year 12		Year 10 - 12 Apparent Retention Rate
Year	Enrol	Year	Enrol	
2004	133	2006	129	97.0%
2005	149	2007	142	95.3%
2006	157	2008	153	97.5%
2007	153	2009	142	92.8%

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 2009

Senior Statement	138
VET Qualifications	28
School Based Apprenticeships/ Traineeships	13
QCE	120
OP	118
Not Receiving OP/QCE/QCIA/IBD or VET	3
% with OP/IBD	82%
% with a SAT, QCE, IBD or VET	91%
% QTAC applicants with a tertiary offer	94%
OPs 1- 10	59%

Destination Survey

Response Rate of 2009 Graduations:

Number of respondents – 121

Number of students who completed Year 12 - 142

Response rate – 85.2%

Summary of findings

In 2010, 77.7% of students who completed Year 12 at Ipswich Grammar School in 2009 continued in some recognised for of education and training in the year after they left school.

University study	-	53.7%
Combined VET study	-	24%
Employment based training	-	14%
Deferred study	-	7.4%
Working full time	-	7.4%
Working part time	-	10.7%

Post School Institutions

University of Qld	-	31
Qld University of Technology	-	19
Griffith University	-	10
Bremer TAFE	-	8
Sunnybank TAFE	-	5
Central Qld University	-	2
Bond University	-	2
University of Sthn Qld	-	1
Skills Tech Australia	-	4
Private Training Colleges	-	1
Metropolitan Sth Inst of TAFE	-	1
Brisbane North Inst of TAFE	-	1
Armed Forced	-	1
Other	-	3

Fields of Study

Engineering/ Related technologies	-	21
Architecture/ Building	-	16
Society/ Culture	-	12
Natural/ Physical Sciences	-	8
Health	-	7
Creative Arts	-	7
Double Field of Study	-	6
Management/ Commerce	-	5
Information Technology	-	4
Education	-	1
Defence	-	1
Other	-	1

Earnings – Major Occupational Groups

Sales Assistants	-	20
Food handlers	-	8
Building & Construction	-	7
Child Care/Education and related workers	-	7
Food, Hospitality & Tourism	-	4
Waiters	-	4
Health, Fitness, Hair & Beauty workers	-	4

Value Added

Ipswich Grammar School is a “specialist” school in boys’ education. The P-12 academic program has been designed to be intellectually challenging, authentic and also flexible. With a supportive environment, students benefit from a strong emphasis on scholarship, learning, achievement and leadership.

Complimenting the academic program is a Creative Arts program of subjects which enhance students’ learning and empowers them to explore their own identifies and inter-personal skills. The Lifeskills/Outdoor Education curriculum provides challenging opportunities and avenues to develop self-worth and confidence in a safe environment.

Significant highlights which have value added during 2009: -

- 22 High Distinctions, 6 Distinctions, 8 Credits in the Year 12 University of Qld/Qld Economics Teachers Association Competition.
- 2 High Distinctions, 10 Distinctions, 2 Credits in the Year 11 University of Qld/Qld Economics Teachers’ Association Competition.
- Moot Team winners in The Darling Downs regional rounds of the Bond University High Schools’ Mooting Competitions.
- Student participation in the Bond University/Minter Ellison Legal Studies Competition, Year 12 – 1 High Distinction, 1 Distinction, 3 Credits.
- Australian Mathematics Competition:- 9 High Distinctions, 87 Distinctions (92% of entrants received a Credit or higher).
- First place in Mathematics Challenge Competition by the Year 8 and Year 9 team. Winners for the second consecutive year.
- Years 7 and 8 competed in the UNSW English Competition:- 1 High Distinction, 15 Distinctions, 49 Credits.
- Winning school in Public Speaking Competitions – Annual Ashes Debate, Rostrum, A.B. Patterson Speaking Competition.

- National Qualifying Exams for the Science Olympiad – 1 Distinction, 7 Credits (Year 11 students only).
- Australian Science Competition – 10 High Distinctions (top 1% of competing students in Qld), 68 Distinctions, 119 Credits.
- RACI National Chemistry Quiz (Years 11 & 12) – 13 High Distinctions, 11 Distinctions, 11 Credits. Two students, Jon McCullough and Brett Currie received Awards of Excellence.
- German ACER Certificate I Language Competence Exam – 1 High Distinction, 4 Credits (Year 9 only).
- German ACER Certificate II Listening and Reading Exam – 1 Distinction, 5 Credits (Year 10 only).

Parent, Student, Teacher Satisfaction

During 2009, 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 2009.

Information Technology

All boys study Information Technology as part of the core curriculum in Years 8 and 9. Information Technology is a popular elective in Year 10.

The School accomplished all objectives of the 2006 – 2008 Strategic Plan for Information Technology. The Year 8 to Year 10 curriculum emphasises design tasks, including image processing and manipulation and programming. Robotics has been well resourced and is popular with students. The sole Microsoft Office application is *Excel*, retained to support the general school curriculum. However, it is not the standard business-oriented version of *Excel*; our emphases are information generation (formulas and functions) and visual communication (charts, but exploring the chart format most suitable to achieve the goal of communication).

All students learn selected *Creative Suite 4* applications. Almost all assessment tasks are projects, usually open-ended.

During 2009-2011, the Information Technology curriculum will incorporate as many of the *Creative Suite 4* applications as are necessary to develop a short film/mockumentary topic. Information Technology teachers will develop their competencies so they can exploit the potential of *Blackboard*, making substantial progress towards the long-term goal of an online curriculum.

Future Goals

The school has just successfully completed the cycle of strategic planning for 2009 – 2011 with the key areas being: -

- Studies and Curriculum
- Students
- Human Resource Management/ Administration
- Facilities
- Financial Management

With the recent introduction of the Years Prep to Year 3, the future development of facilities and also human and physical resources are recognized and strategic planning will be undertaken to ensure sustainable development.

Aspects of the Strategic Plan

- Further Development of P – 3 teaching facilities
- Development of P – 3 playground, covered sports/ assembly area
- Building of Junior School Library/ Resource Centre
- Improvements to bus area and car park
- Refurbishment of the Science Block
- Expansion of the IT Facilities and Technology Hardware
- Curriculum Review and Development in light of the National Curriculum agenda
- Further professional development of staff in ICTs
- Roll out of Blackboard facilities
- One-to-one computer learning
- Development of Trade Training Centre

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