

JIGSAW

AUTUMN 2023

INSIDE

WE ALL
FLOURISH

CONNECTED
COMMUNITY

IGS IN
NATURE

GRATITUDE
IN FOCUS



INTERNATIONAL
GRAMMAR SCHOOL



FROM THE PRINCIPAL

WE ALL FLOURISH



The capacity of children never ceases to amaze me. It shines out in the most surprising and delightful ways during their journey through school.

When I first saw Isabella Matthews' portrait of Luella Prasad that graces the cover of this edition of *Jigsaw*, it stopped me in my tracks. The rich colour palette of reds and golds. The gentle smile which I recognised immediately. Luella's dark eyes looking straight into mine. The chopsticks held above the bowl. The noodles. I imagined the spicy aroma wafting from the scene.

An everyday moment in time, captured for eternity.

Remarkably, the portrait was created by Issy when she was in Year 8. Such astonishing talent.

This artwork has travelled far and wide over the last few months. Issy was a finalist in the Young Archie competition at the NSW Art Gallery. Now the portrait is in Luella's home, a gift from Issy that will surely become a precious family heirloom over the years to come.

You can read about the story of friendship that lies behind the portrait in the pages that follow.

This edition of *Jigsaw* is brimming with stories like this one of students striving and flourishing. There are tales of courage, creativity and perseverance. You'll see students making leaps and bounds in their learning, guided with warmth and a shared understanding of the power of education by their dedicated teachers.

You'll also see our parents bringing so much of themselves to make IGS a place where dreams can come true. February's Lunar New Year Festival was staged with creative energy and generosity by the IGS Parents, Teachers and Friends Association. Kelly Street was joyously transformed and the street party that followed for more than 5,000 visitors was a welcome to the new year like we have never seen before.

In this edition, you'll also read about some exciting new developments for our School. In January we settled on The Retreat, Kangaroo Valley, a rural property, just over two hours from Sydney. Our Strategic Plan envisioned this historical acquisition. We called this initiative IGS in Nature. In the depths of pandemic lockdowns, we dreamed that our students might be able to breathe in the fresh air of a peaceful rural campus as a counterpoint to our city campus that we love so much. We have now achieved this, far sooner than we thought we might and this year we are establishing The Retreat as part of what it means to be educated at IGS for our students today and for the generations to come.

The traditional owners of this beautiful part of the world are the Wodi Wodi, Gundungurra, Yuin and Wallaga Lake groups of the Dharawal Nation and many believe that Kangaroo Valley is a spiritual place of great energy and healing. We look forward to learning more and to connecting with First Nations Peoples of the Shoalhaven while walking lightly on the land we are fortunate to look after at this time in its long history.

I hope you enjoy this edition!

Shauna Colnan
IGS Principal

Photos:

1. Celebrating the School's 39th anniversary

Cover Image: Portrait of Luella Prasad by Issy Matthews

FROM THE CHAIR OF THE IGS BOARD

As the 2023 academic year progresses, it is gratifying that this *Jigsaw* reports not just on impressive HSC results, high community satisfaction rates with the School and the recommencement of many learning programs affected in recent years by the pandemic, but also on progress made in the most recent *IGS Strategic Plan Into the World 2022-2026*.

The latest blueprint details 10 initiatives under the strategic aspirations of deeper learning, students striving and flourishing, and a strong and sustainable school.

In January of this year, the Board conducted a strategic review, which covered a wide range of topics including Artificial Intelligence, Cyber Risk, and the future of independent schools. Additionally, the review evaluated progress against the Strategic Plan, which I'm delighted to report is both steady and strong.

Indeed, as Ms Colnan announced at Speech Night 2022, the initiative to expand the IGS campus to encompass an experiential learning centre, in nature and on Country, within two hours of Sydney, is now a reality.

Newly acquired, The Retreat, Kangaroo Valley, will offer an environmental education centre, a wellness retreat and a resource for professional learning and community engagement. We are excited about the versatility and educational value of this extraordinary acquisition. It offers day and overnight accommodation, wide open spaces and undercover ones for individual and team activities, and is surrounded by an abundance of nature and fresh air.

Closer to home, another key initiative which has already seen substantial progress is the IGS Renaissance Centre. Aided by generous support from our community during the 2022 Giving Day, the centre will be a welcome addition to our Mountain Street Campus.

Another initiative which has seen progress is Aboriginal Languages. Working with Wiradjuri artist Bianca Caldwell, Early Learning students embedded First Nations perspectives with original new artworks.

Yet another initiative, Creative internships in the Pymont Peninsula and beyond, embeds the school more deeply into the thriving 24/7 global Innovation Corridor in Ultimo. More than 40 workplaces within the parent and alumni community



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have already participated. This gave Year 10 students the chance to participate in a professional work shadowing program with customized learning opportunities that suit their unique talents and interests.

It gives me great pleasure to report on progress on another initiative, IGS Connect, which came to life late last year with Year 9 students volunteering with not-for-profit organisations and causes, learning more about the experiences of others and giving back, out in the community.

This program in altruism will grow further this year. IGS is not just about learning about the culture, languages and lives of others. We aim to grow courageous, altruistic and adaptable individuals.

Dr Marie Leech
Board Chair

Photo:

1. Board Chair Dr Marie Leech (centre) with Principal Shauna Colnan and City of Sydney Councillor Robert Kok at the recent IGS Lunar New Year celebrations (see story on page 54)

THE ART OF FRIENDSHIP



A portrait of Luella Prasad created by fellow IGS student Issy Matthews was selected as a finalist in the 2022 Young Archie competition.

IGS student Isabella (Issy) Matthews has always enjoyed picking up a pencil or paintbrush as a way to relax and reflect. “I mostly draw and paint for fun,” Issy said. “I enjoy it because it’s something I can be proud of.”

Issy decided she would like to draw a portrait of one of her classmates and best friends, Luella, to give to her as a gift. “She has been a massive role model and an inspirational and supportive friend, especially throughout my first year of high school. I wanted to thank her by creating this drawing.

“She has given me motivation and support during my highs and lows.”

When Issy realised that The Young Archies was coming up, an art prize for young people that runs alongside the Archibald, she asked Luella for her permission to enter the portrait into the competition before she gave it to her.

Luella, who is depicted in the portrait enjoying a steaming bowl of noodles, said she felt deeply honoured by the request and agreed immediately. In October the girls were notified that the portrait had been selected as a finalist among thousands of works.

“It really does feel like a big achievement,” said Issy. “I’m really happy and amazed at how far my drawing skills have come.” Issy was pleased to share the excitement with her friend. “I couldn’t ask for a better person to share this with.” The portrait was exhibited at the Art Gallery of NSW before it was proudly passed over to Luella to display in her home.



Photos:

- 2. Portrait of Luella Prasad by Issy Matthews
- 3. Luella and Issy

NEW DEVELOPMENTS

KANGAROO VALLEY: THE JOURNEY BEGINS



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At Speech Night, IGS Principal Shauna Colnan made the historical announcement that IGS will expand to encompass an outdoor education centre set in the heart of Kangaroo Valley.

As outlined in the strategic plan, in a bold move at this point in the School's history, IGS is expanding to encompass an outdoor education centre, in nature and on Country, for our students and for our school community.

Within two hours' drive of Sydney, 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.

Language immersion camps, field studies, family picnics, astronomy, teambuilding, leadership camps, outdoor education, exhibitions of learning, music camps, writers' retreats, art en plein air and study camps are already envisaged.

Embracing the natural world will expand our students' sense of connectedness and belonging.

It will be a place for deeper learning and students striving and flourishing, where memories are made for students during their formative years at school.



THE RETREAT
KANGAROO VALLEY

Ms Colnan said, "We anticipate that this rural campus will become a treasured part of the educational journey of each and every child and young person at IGS next year and for generations to come.

"We have appointed a property manager, lodged a DA to have the use changed to an educational facility, and our architects BVN have recently visited the site. Day trips for 2023 for our students are being planned as is a historic visit in Term 2 for all staff. Progress is starting as we spend the year establishing the property".

The property is located on the traditional lands of the Wodi Wodi people and we look forward to learning more about the history and cultures of First Nations peoples in Kangaroo Valley.

Photos:

1. Early morning at The Retreat, Kangaroo Valley
2. The day of settlement

A CELEBRATION OF CULTURE



IGS Early Learning educators and teachers shared their deeper learning journey of embedding First Nations perspectives into their Language for Belonging Project.

“Knowing where and with whom you belong is integral to human existence,” IGS Head of School Early Learning Sarah Herbert told all IGS colleagues at a Professional Development day ahead of Term 4. “Children belong first to a family, a cultural group, a neighbourhood and a wider community.”

During 2021, Early Learning began on a deeper journey to embed First Nations perspectives with authenticity in Early Learning.

With the recent ELC restructuring of classes came an opportunity to create totems for each class. The children, educators and teachers explored meaningful connections with the Gadigal land on which IGS stands and considered the current IGS House groups.

Working from the House names, colours and meanings, and with Aboriginal artist Bianca Caldwell, they developed their fresh Early Learning totems of Burruga (koala), Garrawan (currawong), Bundaluk (crimson rosella) and Jungaa (octopus).

They explored the concepts deeply, including creating music for their totems with IGS composer in residence Harry Sdraulig.

The children were deeply engaged in their innovative, authentic learning and the results are set to become part of IGS traditions for the future

After five weeks of collaboration with the Early Learning children, Wiradjuri Artist Bianca Caldwell added the finishing touches to their class totems.

The children watched intently as “Aunty B” carefully painted small symbols on the Garrawan (currawong) totem and explained their significance.

“This is the meeting place, here at the School, and all these circles and dots are the families and children coming together,” said Aunty B.

Ashwin remembered adding his fingerprint to the Burruga (koala) artwork. He said “All of us are around here. I think this is my fingerprint!”



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“Aunty B explained that each child belongs to this totem group and they are all coming together to yarn in a circle,” said Deputy Head of School Early Learning Victoria Kirkwood.

“The fifth artwork is for the Ngurang spaces, the shared spaces on the Ground Floor and Level 1. The children mixed sand and paint to add to the canvas. Aunty B engraved concentric circles in the sandy base to create the meeting place symbol. Children practised drawing these symbols in sand trays.”

Bianca said the children were very involved in the whole process, from deciding on the designs to choosing the colours and details.

Photos:

1. Bianca Caldwell works with students to create class totems 2. Ngurang (meeting place) 3. Burruga (koala) 4. Garrawan (currawong)
5. Jungaa (octopus) 6. Bundaluk (crimson rosella)



LANGUAGE LEARNING THAT TINGLES THE SENSES!

Early Learning Italian students experienced food with their senses; seeing, feeling, tasting and smelling!

Sensory experiences are closely connected with memory and encourage the development of language. At the end of last term, the Early Learning students learning Italian experience food with their senses; seeing, feeling, tasting and smelling. The children were ecstatic and eager to join in!

“Using their senses of touch, sight, smell and taste of a variety of fruit and vegetables, the children had the opportunity to explore and share their likes and dislikes using their Italian words and structures,” said Italian teacher Elena Palmitessa.

Students spoke about their experiences.

“Non mi piace il Pomodoro!”
(I don't like the Pomodoro)

“Pi piace la carota” (I like carrot)

“Non mi piace il fungo”
(I don't like the mushroom)

“Buonissimo” (Very good)

IGS HOSTS ‘RICH AND ROBUST’ EARLY LEARNING EVENT

The IGS Early Learning Centre recently hosted the Reggio Emilia Information Exchange Australia (REAIE) Network Meeting.

Twenty people attended in person with others joining via Zoom. Attendees included educators from a variety of Early Childhood Services as well as the Tertiary Education profession, and Early Childhood Consultants.

We were also joined by a representative from the independent national authority that assists governments in administering the National Quality Framework (NQF) for children's education and care, the Australian Children's Education and Care Quality Authority (ACECQA).

“It was wonderful to showcase the Language for Belonging project where we renamed our ELC classrooms and researched Indigenous totems in depth,” said Acting Deputy Head of School Early Learning – Educational Leader Victoria Kirkwood.

“The project spanned 18 months including working with Wiradjuri Artist in Residence Bianca Caldwell to create totem artworks and IGS Composer in Residence Harry Sdraulig to create an original composition.

“We focussed on growing our cultural competence and explored pushing of boundaries, personally, professionally and organisationally, as we continually learn and unlearn.

“It was a fantastic evening with rich, deep pedagogical discussion and admiration for the authenticity of the project embedding First Nations knowledge, cultures and languages.



The collegial feedback was overwhelmingly positive. “The group acknowledged the personal and professional boundaries we take when engaging in challenging projects and learning about First Nations peoples. The conversation was rich and robust.

“Our team was brave sharing their personal reflections during the discussions. What an amazing example of critical reflection! Each of us are at different stages of our understanding of the Reggio Emilia philosophy and at our own level of First Nations cultural competence. Key themes emerged including placing relationships first, being brave, understanding cultural protocols and including Aboriginal and Torres Strait Islander Peoples in active decision making.

“I am very proud of the learning journey we are all on together as we strive to embed Aboriginal and Torres Strait Islander languages and culture authentically and meaningfully in our service.”

DANCING IN SHADOWS

Using light, shadow and movement, children in the Early Learning Centre stepped into an imaginary world full of possibilities.

During the Term 1 break, Early Learning Music Teacher Amelia Scarf set up a simple, open-ended provocation using just a blank white sheet and an overhead projector that became a blank canvas to observe how the children would respond and interact with their shadows. The children in the Early Learning Centre watched with wide-eyed wonder as the movement of their bodies reflected back at them.

The exercise was a playful but illuminating activity. "I was curious to see how children would engage with their shadows," said Amelia, who observed the way the exercise allowed the students to take on new identities. "The children moved differently, they talked differently, they walked around with a different physicality, they sang, they existed differently when faced with their shadow."

The exercise prompted not only creative play and movement from the children but curiosity about the science of light and shadow, encouraging them to ask questions and make estimations about the shadows they were seeing.

"How do shadows move?" asked one student, with another sweetly (and accurately) responding, "well, I think that the way shadows move is because the light moving in between the big object can't pass through. It makes shadows because the big object is in front of the light!"

Learning about shadows can introduce many lessons, concepts and activities for children in the early years. "It is almost as if their shadow projection was an invitation to step into an entirely different imaginary world," Amelia said. "It invited music, movement, singing, secrets, and exploring shapes and sizes... with the space remaining empty, the children gradually filled it with a world of endless possibilities."



EARLY LEARNERS LIGHT UP THE STAGE

The Early Learning end-of-year concert was a rousing success, witnessed by proud parents, teachers and friends.

Unity Through Diversity erupted in song, dance and costume when IGS Early Learners gave their end-of-year concerts during the final weeks of Term 4. Parents, carers, staff and classmates loved their performances, presented in Italian, German, Japanese, French and Chinese.

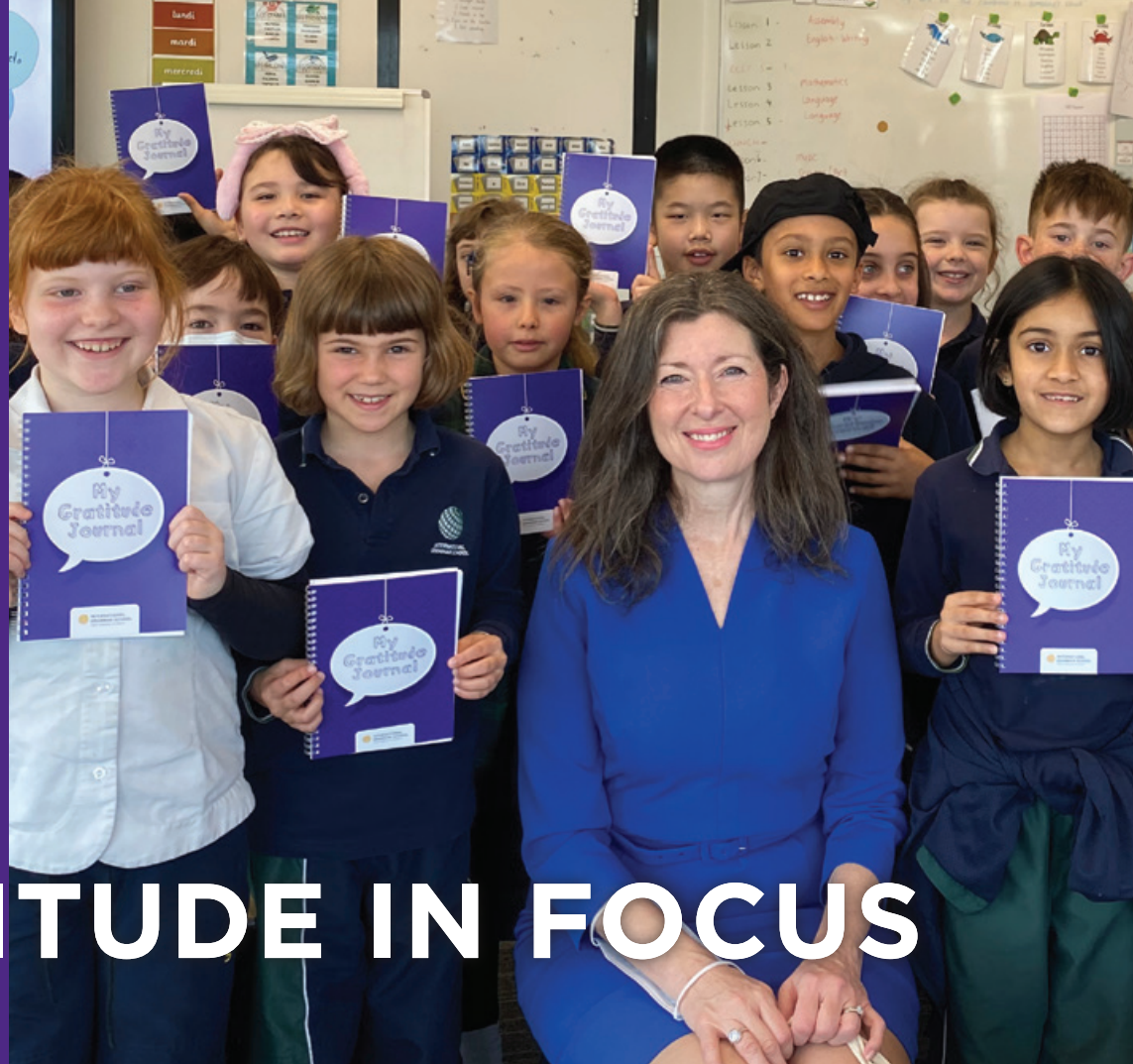
"What a special week for our Early Learning community, celebrating the year together with parents, extended family members, friends and staff from our IGS community at the concerts on Tuesday and Friday," said Head of School Early Learning Sarah Herbert.

"The concert was a celebration of children learning this past year. The children took great delight in sharing favourite songs of their class group, and songs in various languages.

"Creativity, confidence and performance start early at IGS!"

Earlier this year, as part of the School's Language for Belonging project that has spanned the past 18 months, children worked alongside music teacher Amelia Scarf, and IGS Music Composer in Residence Harry Sdraulig, to further research and explore soundscapes linked to the habitat of their class totems. Composed for violin, cello, piano and tape, the work is in four movements, each named after one of the totems of the ELC: Bundaluk (crimson rosella), Garrawan (currawong), Jungaa (octopus), and Burruga (koala).

"It was wonderful to welcome parents, grandparents, family members and friends to join us in celebration of the children's learning," says Sarah, explaining, "It's been some time since we've been able to do this with our Early Learning community and it's an additional cause for celebration as the year draws to a close."



GRATITUDE IN FOCUS

IGS Principal Shauna Colnan has given each Primary School student a Gratitude Journal as we continue to enhance the health and wellness of each child and young person at IGS.

At the beginning of Term 4, in Primary Assembly, Ms Colnan spoke of the importance of gratitude, and later visited classes to personally give the children their own Gratitude Journal.

“In developing this initiative, I’m inspired by the pioneering work of author and teacher Dr Tal Ben-Shahar who makes a compelling evidence-based case about the benefits for children’s health and wellbeing when they learn to exercise mindfulness and are given opportunities each day to express gratitude in age-appropriate ways,” she said.

“Be kind and care for each other and for the planet. Together, we can help shape a wonderful future.”

“Our Strategic Plan *Into The World 2022-2026* with its area of action to nurture the health and wellness of our students drives us to look for ways each day to do exactly that.”

Ms Colnan told students that as individuals, we can choose to take action and participate in the world around us. “When we have so much, surely this is precisely what we should do.

“Kindness and gratitude matter a great deal to us at IGS.”

“Have you noticed that when you say thank you, it makes the other person smile and it also makes you feel happier?”

“I hope that this book, The IGS Gratitude Journal, will help you capture those happy moments in your day.

“If you do this every day, you’ll have a special record of all the good things that have happened to you, while also helping to make the world a kinder, healthier, happier place, today and tomorrow. It will be a keepsake to look back on over the years.”

The children were excited to receive their journals and we’re hoping that families might also join in.



TEDDY BEAR TRADITION

IGS Principal Shauna Colnan congratulated Kindergarten students on the completion of their first year of school at the annual Teddy Bears' Picnic.



In December, as the school community prepared for end-of-year festivities and the summer holidays, there was one group of students who were excitedly awaiting a very special end-of-year tradition at IGS.

Kindergarten students were congratulated on the completion of their first year of big school at the annual Teddy Bears' Picnic, among the cuddliest of IGS traditions. The School's smallest students beamed with pride and excitement as they were welcomed into the Biblioth que and strains of Henry Hall's 1932 classic tune of the same name played out.

At the picnic, each student was presented with an IGS teddy bear and a copy of *My IGS Teddy Bear*, a new picture book written by the Principal and illustrated by former Director of Art and Design Drew Bickford. Students listened with delight as Ms Colnan read the story to them.

With one hand clutching their new IGS teddy bears and the other raised high in the air, Kindergarten students were eager to share their favourite moments from their first year of school. Highlights included the Kindergarten to Year 2 swimming carnival, the Kindergarten and Year 12 trip to Taronga Zoo, and the excitement of new knowledge gained and friendships formed.

YEAR 6 ARTISTS RECKON WITH RECONCILIATION



Congratulations to four IGS Year 6 students who were named finalists in the 2022 NSW Schools Reconciliation Challenge.

Year 6 students entered the Schools Reconciliation Challenge facilitated by Reconciliation NSW. The Schools Reconciliation Challenge is an annual writing and art program for students to learn about Aboriginal and Torres Strait Islander Australia and contribute positively to Australian society.

“Year 6 teacher Amanda Klahn initiated an Aboriginal art workshop with Wiradjuri artist Bianca Caldwell before the challenge,” said Head of Indigenous Education and Stage 6 Aboriginal Studies Teacher Jade Carr.

Bianca’s art and the skills she taught our students inspired their submissions with the theme From River to Sea - Our Island Home. The theme emerged from the devastating floods that ravaged NSW and Queensland in 2022, highlighting the need for us all to understand and learn from Indigenous land management practices and relationships to water.

Four Year 6 students were selected as finalists with their work displayed at the Australian Museum launch event on Monday 28 November. Their work was included in the Schools Reconciliation 2022 Catalogue and exhibited in various locations around the state, including International Towers, Barangaroo and NSW Parliament House, before joining the National Trust Regional Tour.



Head of Primary Colin Bird said having four finalists is “absolutely fantastic. It is so great to have our students represented in a nationwide art tour.”

Photos:

1. Ace, “Our colourful culture”
2. Maia, “From the river to sea turtle”
3. Aria, “The Rainbow Land”
4. Jakov, “When the river meets the sea”



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My artwork *When the river meets the sea* relates to the topic of river to sea our island home because it shows a whale, which is a creature from the ocean, and a river turtle, which is from rivers, connecting. My artwork is about how everything connects to each other, even rivers and oceans. The patterns in the animals show how everything is beautiful, especially nature, and this shows how important it is to protect it. The coral and fish also show beauty and life. My artwork also shows that rivers are very important in Australia, being a water supply for most Australians. I show this by using the Indigenous symbol of long journey, to represent the river's long journey across Australia

Reconciliation is a very important thing in Australia, and it means many things. It is about celebrating Indigenous cultures and practices, and celebrating Australia's diversity.

But it also means remembering the old times, and healing Country together. It's about learning about Country, the language and remembering. It's about remembering the journey and the amazing things the First Nation's people fought for including their rights, for Australia and to change the constitution.

Healing Country is not actually about fixing it, but about learning about the languages, people, plants and animals. The goal of reconciliation is to make everybody equal. This means removing racism, giving Aboriginal children and communities the education they need, and learning about their culture and language. To achieve these things, we will need determination and strength.

Jakov, Year 6



THRILLER NIGHT

The 2022 Primary School disco, hosted by Parents, Teachers and Friends Association (PTF) was the biggest in IGS history with a theme that delighted students from preschool to Year 6.

Squeals of delight could be heard from the Hall on a Friday afternoon in Term 2 as children from Early Learning to Year 6 had a chance to sing, dance and dress up for the annual primary disco. After two years of having to postpone the popular annual event due to COVID safety restrictions, students were ready to dress up and party under the “spooky” theme.

A bubbling cauldron, giant spiders, Egyptian mummies and eerie shadows created a memorable backdrop for face painting, hair spray, crazy tattoos, photo sessions and dance moves to remember. “The activities that were organised were very fun and there was great food, with hot dogs, watermelon and grapes,” said Jerry from Year 5.

Children were supervised by PTF volunteers, parents and carers and High School volunteers who transformed the Hall into a Tim Burton-esque wonderland for the children and ran activities to ensure a great time was had by all. One student even commented that the Hall wasn’t recognisable after the volunteers had finished with it, with one half set aside for activities and the other for dancing.

The top song of the afternoon was Rick Astley’s 1987 hit *Never Gonna Give You Up*, with the whole hall dancing and singing along to the hit track.

“More than 540 kids from Early Learning to Year 6 had a wonderful afternoon of dancing and laughter at our long-awaited Spooky PTF Primary School Disco,” said PTF President Hayley Dean.

“This year’s dance marked the biggest disco in IGS history! It was incredibly wonderful to see the connectedness and community return to IGS.”



SUARA DANCING

Year 6 students have been learning traditional Indonesian dances.

Artistic director Alfira and choreographer Murtala of Suara Indonesia Dance taught students an energetic mix of dance, body percussion and song.

Students learnt several steps before donning galembong pants, which are used to create rhythmical patterns.

Students were excited to try on the galembong pants and were amazed by the drum-like noises they could create.

MUSIC ENSEMBLES CONCERT

The Music Department welcomed the School Community to a special Music Ensemble Concert in September, held in the School Hall.

The concert featured students in our Choral Program, who due to COVID restrictions, had not yet had the opportunity to perform. As part of our Music Program of repertoire, we welcomed guest performer Justine Clark, who presented an original Australian work titled *Words Make The World Go Round*, in conjunction with our Years 3 to 6 Choir.

Groups performing included Kindergarten to Year 2 Choir, Year 3 to 6 Choir, Senior Vocal Ensemble, Combined Voices Kindergarten to Year 12, Junior Orchestra and Guitar Ensemble.



KINDNESS CONVENTION

In June, eight passionate and excited Year 5 students attended the first-ever Children's Kindness Convention at PLC.

The conference brought together 100 Year 5 students to share ideas and think critically and creatively about initiatives they could lead in their school and local communities to promote positive change and kindness.

PRIMARY SCHOOL



SETTING THE PACE

Primary Students tested their endurance at the annual Cross Country Competition in Term 2.

The sun shone down on our Primary School students as they descended on Wentworth Park for the annual long-distance running event dressed in their house colours. The students had been training for the event all term in their PE classes, focusing on how to prepare and warm up for the event, how to pace themselves during the race, and when to push themselves.

For some, it was a chance to put their training and skills to the test, with many students achieving personal best times and a chance to compete at the All Suburbs Independent School Sports Association (ASISSA) Cross Country Competition. For others, it was simply a chance to get outdoors and enjoy a pleasant jog around the park with friends or cheer on their friends and classmates.

A team of 64 students went on to represent IGS at ASISSA with 10 students placing in the top 10 of their age group and qualifying for the Combined Independent Schools (CIS) Cross Country to represent ASISSA.

A special mention for achieving first place at ASISSA for our 10-year-old runner Sienna and our 11-year-olds Lucy and Blake.



YEAR 2 ITALIAN LEARN STORYTELLING

Year 2 Italian students can tick “publishing a storybook” off their bucket list.

As part of their end of Term 2 activities, they enjoyed incorporating the vocabulary learnt from Semester 1 to produce their own special text.

Reinforcing this vocabulary was easy with the game *Guess Who?* and students incorporated vocabulary from the topics Transport and the Body, to write dialogues for their invented characters.

The end result was a beautifully published book that will be used in class and displayed in the school library.

The students also learnt about the Mona Lisa and then created their own version of the famous artwork. These texts were used to share their creativity with their peers in the form of a presentation.

IPSHA DEBATING SUCCESS

“Over Terms 2 and 3, IGS has hosted and been the visitors to Mosman Prep, Loreto, and St Aloysius to name a few in our Independent Primary Schools Heads of Australia (IPSHA) Debating Competition,” said Year 4 teacher Catherine Swinton.

“The team have certainly honed their ability to define, argue and speak with confidence and success! We have won more debates than lost and many have commented on the quality of content and clever presentation skills that have many audience members and adjudicators sold on the IGS case.

“Another great thing about debating is the opportunity to meet other kids and be in different schools. Mr Bennett and I have been so very proud, witnessing our debaters approaching the opposition with a handshake, smile and complement for their efforts. Of course, the teams would agree that perhaps the best thing about debating is sharing afternoon tea with fellow debaters. Hands down... our offerings could be judged as the best when we host thanks to Patty’s canteen options.”

Congratulations to Year 5 debaters, Flinte, Serge, Thomas and Gen, and to Year 6 debaters, Olivia, Asher and Claire.



THE IGS MUSICAL



A GOLDEN TICKET





After months of rehearsals the 2022 IGS musical company dazzled audiences with their performances of *Charlie and the Chocolate Factory*.

In August the IGS Hall was transformed into the magical world of Willy Wonka's famous chocolate factory as cast and crew presented *Charlie and the Chocolate Factory*, a fun-filled feel-good musical based on the whimsical novel by Roald Dahl.

Audiences were treated to outstanding singing, dancing and acting by all performers and musicians as they brought this show to life, in a performance that tingled the senses of attendees using colourful set designs, LED animations, bubble machines and sensory chocolate and bubblegum scents that wafted into the stalls.

Congratulations to everyone who helped make the production a success. We can't wait to see what *The Addams Family* will bring to IGS this year.



INTO THE WILD

The 2022 Music Showcase “Into the Wild” celebrated the talents and teamwork of more than 200 musicians across the Primary School and High School.



The concert represented the resilience of students who worked with immense determination despite various impacts on their music-making during the pandemic.

Alongside a selection of soloists and invited performers, the Music Ensembles included Kelly Street Band, Paganini Players, Primary String Quartet, Sarasate Strings, Senior Jazz Ensemble, Senior Orchestra, Senior Strings, Senior Vocal Ensemble, Years 3 to 6 Choir and Wind Orchestra.

The concert repertoire was based on magical and fantastical themes; exploring music through nature and many other incredible sounds as part of our universe.

The event also premiered commissioned works for IGS, by IGS composer in residence Harry Sdraulig (2022) and Ella Macens (2021), with these wonderful pieces performed by students and staff in collaborative performance contexts.



‘FREEDOM AND FURY’ IN SHAKESPEARE’S *TWELFTH NIGHT*

“What a joyous experience it has been to witness the superb performances and growth in confidence of our senior cast and the student crew,” said Director of Dramatic Arts Rita Morabito.

“In what has been a relatively short rehearsal period, students in Years 10 and 11 have worked hard to capture the pathos, humour and longing in Shakespeare’s *Twelfth Night*.

“Under Damien Ryan’s masterful directorial vision, we heard music and sounds from the sixties, felt the freedom and fury of the beach and watched characters come to life.”



JUNIOR THEATRESPORTS

Congratulations to our Junior Highschool Theatresports Team.

The hard work and dedication of Margot Morton, Year 8, Gretel Deutsch, Year 8, Zainab Moloobhoy, Year 8, Claudine Griffith, Year 7 and Matilda Benedictus, Year 7 throughout 2022 saw the team clinch second place at a competition, allowing them to proceed to the next round.

The team’s coach and former Head Boy Lukian Adams said “Despite a rocky start in Round 1, where they were picked as the first team to get up on stage, they managed to improve on their scores in every round, getting the highest score of the night in the final round. They showed resilience, teamwork, and most importantly dramatic flair”. The students met weekly to work on their improvisation skills. “They should all be extremely proud of their achievements,” said Director of Dramatic Arts Rita Morabito.

BLAME IT ON THE BOOGIE



The music, magic and mystique of ArtsFest returned to IGS after pandemic restrictions.

Ask any IGS Alum for their favourite memory of High School and most likely they will name ArtsFest.

The day, among the most anticipated on the High School calendar, celebrates the incredible creative talent we have at IGS, with students submitting jaw-dropping artworks, taking part in theatresports competitions, performing original compositions and devising and staging whole house performances, all in the name of scoring enough points for their house to be awarded the winning shield at the end of the day.

Students and teachers dressed up in their best rock and disco garb with big hair, sequins and flares all on display.

The atmosphere in the Hall was electric.



While there was a healthy dose of competitive house spirit on show, with students erupting into chants between performances, many staff members commented how moving it was to see every student getting involved and how enthusiastically students from every house supported each other, cheering loudly for their peers.

The School's senior students and leaders played a key role, organising rehearsals in the lead-up to the event, helping to run the large-scale event on the day, and encouraging the junior students to take part in as many activities as possible, to get to know their older peers and showcase their many talents.



Photos:

1. Senior students dress for the occasion
2. Principal Shauna Colnan and Head of High School Anthony Dennehy return to the 1970s
3. Christian Grasso and Madiba Doyle-Lambert
4. A dinosaur roaming the stairs

GLOBAL EXCHANGE PROGRAM



In 2022, IGS resumed the Global Language Exchange Program with our partner schools across Europe.

After the disruption of the pandemic, the Exchange Programs again provided students the opportunities for immersion language learning and personal growth.

From late June to early August, several IGS students in Years 10 and 11 welcomed a total of 29 from Italy, France, Spain, and Germany into their homes to give them an insight into how we live our lives in Australia, our history, and our language. Our international visitors were shown around Sydney, with some venturing beyond New South Wales. By the end of the six week exchange, strong friendships had formed with each and every one of these students.

“From getting lost in the middle of the city, to watching them fight over who has the better recipes, there was never a dull moment.

“We are both very grateful for the time that we have spent with our new friends and for the unforgettable memories that we have made,” said senior students Nell Brennan and Annabel Johnson.

“Partaking in Exchange allowed us to broaden our understanding of languages and how lifestyles can differ across the globe.

“We encourage all students to partake in the exchange no matter how experienced you are in the language.”

At the end of the year, many IGS students returned their visit to the exchange partners.





“It was really fun and we got along with my exchange partner very well. She helped me to improve my French and taught me lots of things about French culture. It was good to show her around Sydney.” Amy Manning



“My exchange partner and I became extremely close and I am certain we will be lifelong friends. I know that if I live in France, I will stay with her to say hello and she learnt a lot about Australian culture.” Milla Katis



“It was so much fun having a new friend living with us. It was like having a twin sister and we had a great time hanging out and watching movies together.”

Audrey Storer





THE SAGE PROGRAM

Late last year, the unique IGS Middle Years program returned to IGS in an explosion of light, sound, creativity, teamwork and real-world learning.

Introduced by IGS Principal Shauna Colnan in 2015, the unique IGS SAGE program offers students a full week outside the classroom to enjoy real-world challenges and experiences and create original responses.

SHAKESPEARE BOOTCAMP

Students from Years 7 and 8 lived and breathed Shakespeare with professional guidance from award-winning theatre company Sport for Jove directors and actors. The Bootcamp allowed students to go deeper with their understanding of the words, ideas and emotions of Shakespeare's characters, resulting in intense, imaginative, funny and moving performances by the entire cohort.





OPERA ON KELLY STREET

Year 9 students worked in teams, guided by Australian musicians, composers and opera singers, and explored what makes opera compelling. This thorough understanding of the art form meant that when it came time for students to devise their own characters, storylines and songs inspired by their plots and predicaments, they were able to create sophisticated and exhilarating work, brought to life with a good dose of humour and courage.



TASMANIA: WRITING THE ISLAND

Years 10 and 11 students and staff set off for the adventure of a lifetime, boarding flights to Tasmania where they were immersed in the island's natural beauty and rich history as they took part in a series of activities including hiking, kayaking and visiting cultural sites.

Some students wrote poetry, others created art installations from natural materials, wrote detailed diaries as they trekked through the wilderness, or created short films in various genres. A number of groups also walked the pristine landscapes learning on Country with First Nations guides.

HIGH SCHOOL



STUDENTS TOUCH RED EARTH

A number of students participated in an IGS Red Earth adventure to Central Australia in 2022.

“Students learnt so much about First Nations Cultures, Histories and Languages while being out on Country in some of the most spectacular and magical places, while privileging First Nations perspectives,” said IGS teacher Megan Sampson. The students were all phenomenal ambassadors for our School community. We are so grateful to our Arrernte and Anangu hosts who shared so much with us.

“The Traditional Owners of Rodna and Kurku generously shared stories with us about their Country on their Country, which was a truly profound privilege definitely not lost on any of us.

“I felt incredibly proud to be Aboriginal but also to be a teacher of IGS students, who so thoughtfully and respectfully engaged with our wonderful hosts, their culture and country.”

Year 9 students experienced “an absolutely incredible 10 days of on Country learning”, said IGS Coordinator of Indigenous Partnerships Lucy Howard-Shibuya.

“The Traditional Owners in the homelands we visited were so generous in their sharing of language, culture and knowledge. Students made their own clapping sticks, hunted for and ate maku (witchetty grubs), and made traditional damper.

“They learnt some Pitjantjatjara language and also some Northern Arrernte language. They made bush medicine from plants sourced on Country and painted a Dreaming story.

“Incredibly, they were given skin names, including roles and responsibilities by the women of Ampwerre Homeland and then had the opportunity to work on helping to clean up sacred sites.

“Our students were, as always, wonderful willing participants and have had a life-changing and rich experience.”



A WARM WELCOME IN GOODOOGA

In June 2022, students and staff participating in the cultural immersion program with Goodooga Central School had “life-changing experiences”.

“We were privileged to learn language and take part in ceremonies and beautiful on Country learning,” said IGS Coordinator of Indigenous Partnerships Lucy Howard-Shibuya. “We had a fantastic day by the Bokhara River yabbing, eating Johnny cakes and listening to the stories generously shared by our hosts, Yuwaalaraay women Mindy Gibbs and Lavinia Williams.”



CREATIVE INTERNSHIPS INSPIRE

Students from Years 9 and 10 recently took part in a fresh IGS program celebrating real-world learning out in the field.

Creative Internships in the Pyrmont Peninsula and Beyond involves partnership with the IGS community, neighbours and alumni, aligned with students' interests.

IGS is fortunate to be located in Sydney's Pyrmont and Bays Precincts and Innovation Corridor, with neighbours including universities, the Powerhouse Museum, Atlassian, the new Fish Markets, and many creative tech industries.

The work shadowing program offers students valuable experience as they select HSC courses and consider potential future careers.

In one recent partnership, 10 IGS students visited UTS, its new library, a DNA inspired spiral staircase, rooftop greenhouses, and robotics labs.

Students relished the opportunity to question UTS Robotics Institute Research Director Associate Professor Vidal Calleja about a Boston Dynamics "dog" and robots used in factories.

"We are immensely grateful to the IGS community for sharing their expertise and support for the benefit of our students," said IGS Deputy Principal Wellbeing Mary Duma.

POSITIVE ACTION FOR GOOD CAUSES

In keeping with our Strategic Plan *Into the World 2022-2026*, IGS is nurturing altruism for our Primary School in our Middle School students.

The Year 9 Connect Program includes 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.

Year 9 IGS students participated in a Service Learning Program that supports the creation of the next generation of generosity through the school curriculum.

Students were able to “give back” through The Kids Giving Back program which provided a meaningful session of educating, acting and reflecting on the significance of helping those in need.

Students learnt about homelessness and vulnerability while challenging the stigmas and stereotypes surrounding homelessness.

Students then participated in the act of giving back by creating various items that contribute towards Helpful Hampers.



HIGH SCHOOL

ART IMITATING LIFE

STREET ART BRIGHTENS ROOFTOP

Senior student Myles Donnelly recently shared his wonderful painting skills to create a bright new graffiti-style mural on the Level 5 Basketball court.

Myles spent six months designing and planning for this original work not to mention waiting for a sunny day. The seven-metre painting took two days to complete and was built up carefully, layer upon layer.

Myles uses the dynamic imagery of contemporary street art and he meshes references to popular culture in his immersive murals. This explosion of colour and movement brings some new life to our rooftop for everyone's enjoyment.



FIELDS OF COLOUR

Year 7 began their foray into the world of Visual Arts with an exciting exploration of colour and shape.

Contrasting organic and geometric pattern was the starting point for this foundational exercise, with students creating original and irregular tessellations.

Colour palettes of cool or warm tones were then overlaid to create fragmented, undulating landscapes of harmonious colours.

A similar exercise was undertaken with organic shapes that provided a direct contrast in hue and form.

Year 7 Visual Arts students are beginning their adventure in creativity with these stunning foundational experiments; each one the first step towards a future in fine art!



YEAR 7 STILL LIFE SENSATIONS

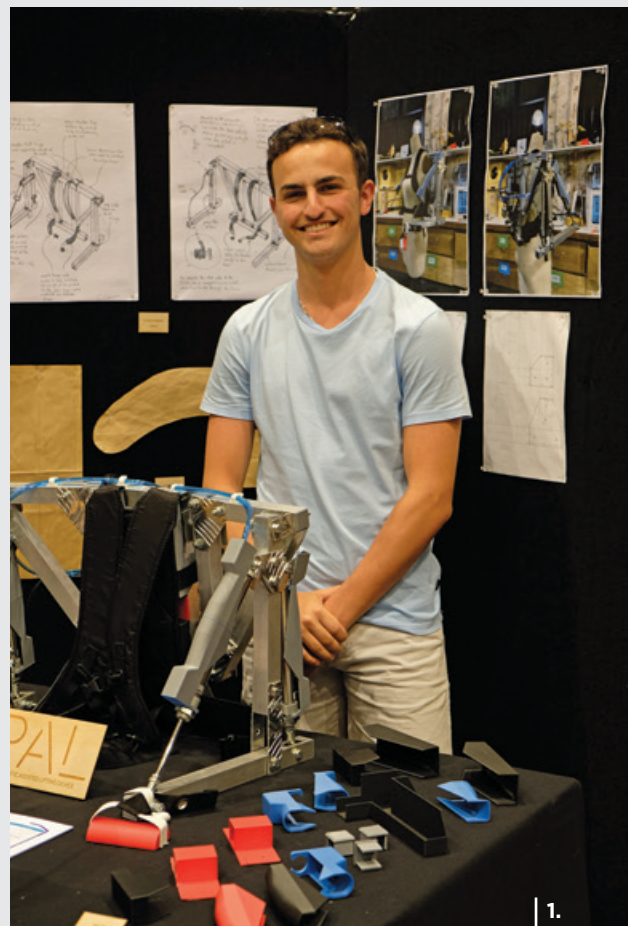
Our IGS artists have produced a body of works that would make Cézanne proud, their teachers say.

Visual Arts students in Year 7 have been very busy creating amazing interpretations of the classic tradition of Still Life. Under the guidance of Ms Lampert and Ms Robinson, students have been working in a spectrum of beautiful natural colours.

Each perfectly composed image of fruit has been captured in rich details and with stunning tonal realism.

Still Life is a foundational unit that hones the observational skills of our young artists.

Requiring significant concentration and technical skill, each student's thoughtful compositions captures texture, shape and light sources with great care and beauty.



DESIGNING WAYS

Great designers are driven by the desire to innovate and improve. They see a problem as an opportunity, using thorough research to understand their target market, reveal their underlying needs and create something that will ultimately improve the lives of others. Creative Class of 2022 Design and Technology students investigated important issues, designing projects that aimed to improve in simple but substantial ways the lives of some of the most vulnerable members of our community.

Oliver Evans crafted a mental health campaign aimed to help people living in elderly homes battling mental health conditions.

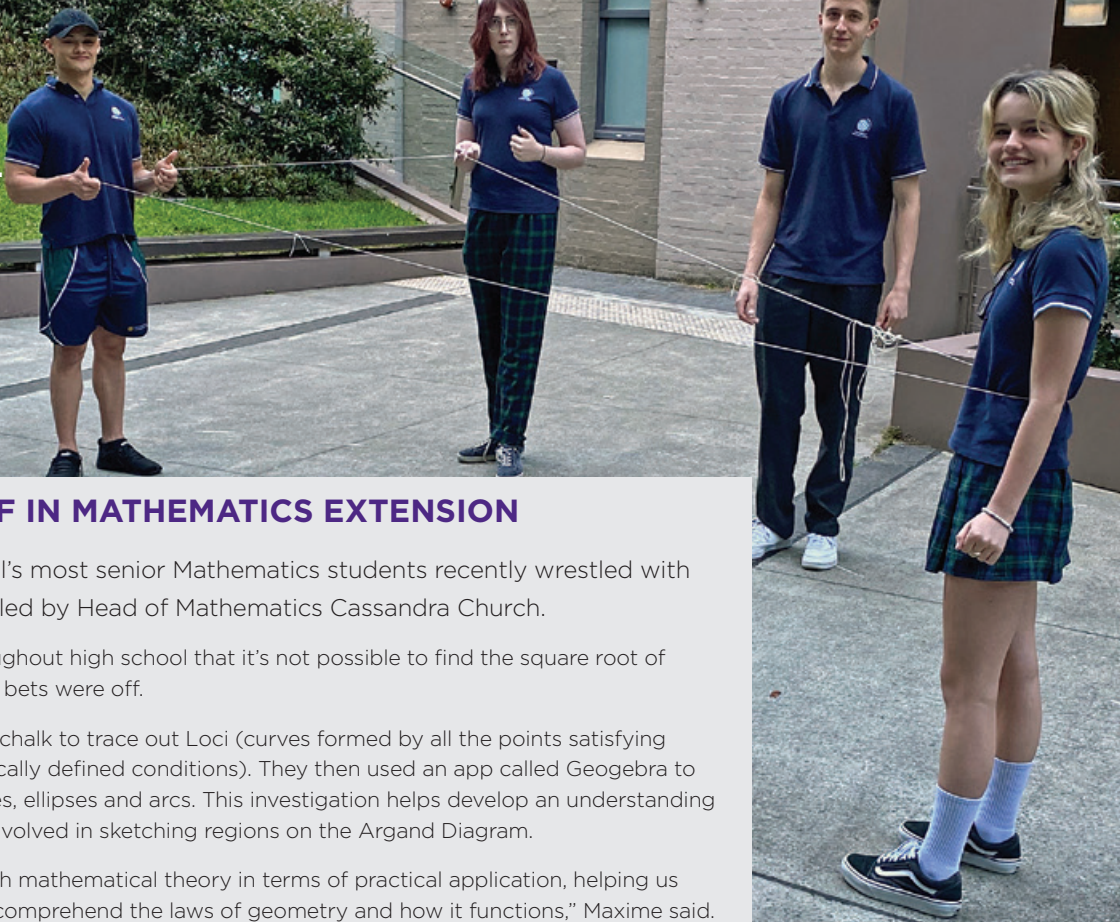
“Mental health issues such as depression have considerably increased for elderly people,” said Oliver. “I believe that connecting them to various easy-to-use digital mental health services will improve their long-term wellbeing and provide a sense of community.”

In a similar vein, Oliver's classmate Marco Fernandez-Soncini crafted a backpack for people who have been forced to flee their homes due to circumstances outside of their control, including war, persecution or natural disasters. “I wanted to make a product that was cost-effective and can help people on the move with the necessities required to live,” said Marco. “My backpack converts into a chair that provides these people with stability, flexibility and comfort and additional storage for improving their quality of life during this period of transition.”

Photo:

1. Christian Grasso with PAL, a Pneumatic Assisted Lifting Device.

HIGH SCHOOL



ALL BETS OFF IN MATHEMATICS EXTENSION

Some of the School's most senior Mathematics students recently wrestled with complex numbers, led by Head of Mathematics Cassandra Church.

After being told throughout high school that it's not possible to find the square root of negative numbers, all bets were off.

They used string and chalk to trace out Loci (curves formed by all the points satisfying particular mathematically defined conditions). They then used an app called Geogebra to trace out loci of circles, ellipses and arcs. This investigation helps develop an understanding of the Mathematics involved in sketching regions on the Argand Diagram.

"Ms Church helps teach mathematical theory in terms of practical application, helping us visualise and further comprehend the laws of geometry and how it functions," Maxime said. "As a visual learner, it has been much easier to understand the complex world of Mathematics by applying our theory to visual applications."



YEAR 7 SPACE EXPO OUT OF THIS WORLD

During Term 4, Year 7 invited Year 4 students to reach for the stars.

Space telescopes, rockets and rovers have allowed humankind to understand more about our universe, and Mr Creedy's Year 7 Science class imagined what it would be like if we could use some of that technology to explore space during the upcoming holidays.

To help answer this question, Year 7 staged a space expo where their creative ideas and amazing group work was on display.

The class proudly invited Year 4 students to attend the expo to share with them some of the discoveries they had made.

Year 4 students were in awe of the Year 9 students' projects, and the two groups discussed potential trips to planets in our solar system. Year 4 even had the chance to "buy" tickets for their intergalactic travel. To infinity and beyond!





HSC ART AND DESIGN SHOWCASE

The Hall was recently abuzz with chatter and excitement as students posed proudly alongside their major works during the HSC Art and Design major works showcase, a night to celebrate the achievements of our senior students who spent the better part of a year on their masterpieces.

The works represented a broad range of subject matter, approaches, styles and media including painting, photo media, drawing, printmaking and film. Many students expressed their joy at being able to show their works, and those of their peers, to their parents, carers, friends and teachers.



NEW GREEN CLUB GROWS UNDERSTANDING

The new IGS Djurali Club means “growth” in Gadigal language and it will further the School’s sustainability ambitions.

Congratulations to senior student Nyree Davison whose interests and passions created the new club.

Nyree is a proud young Gadigal woman who wanted to share her knowledge and interests of Aboriginal Care of Country, native Australian plants and gardening with other students at IGS.

Nyree hopes that the club will involve “growing plants and growing our understanding”.

“The club will further the progress of recognising and celebrating Aboriginal and Torres Strait Islander histories, cultures and



contributions at IGS as well as our sustainability ambitions,” said Head of Sustainability Carmelo Fedele.

“High School students are encouraged to contact Head of Indigenous Education Jade Carr or me if they are interested in joining Nyree at lunch on Tuesdays.”



HIGHLIGHTS FROM SPEECH NIGHT

The 2022 IGS Speech Night at the State Theatre was a joyous celebration of everything IGS, from music and drama performances to language presentations in Japanese and Spanish.

Sitting on each chair when guests arrived was a copy of the IGS 2022 Global Scholar's prize-winning essay on the war in Ukraine by Year 11 student Ruari Foster and the evening began with a performance of *Danse Macabre* by the IGS Senior Orchestra followed by an extraordinary Welcome to Country from Uncle Brendan Kerin, a cultural representative of the Metropolitan Aboriginal Land Council.

Students from Year 3 to Year 12 were applauded as they took the stage to accept awards in the form of books supplied by the generous IGS PTF.

The evening was full of exciting moments, including the announcement of our 2023 Head Boy and Head Girl. Sami Lightfoot and Charlotte Waley received loud cheers from their families, friends, teachers and peers as they took the stage and were congratulated with a handshake and a hug by outgoing Head Boy and Head Girl Madiba Doyle-Lambert and Zahra Moloobhoy.

Photos:

1. Deputy Principal Wellbeing Mary Duma and Deputy Principal Academic Thom Marchbank with IGS Global Scholar prize-winner Ruari Foster (centre)
2. Principal Shauna Colnan with Isabell St Leon
3. Charlotte Waley and Sami Lightfoot are congratulated on their new positions as Head Girl and Head Boy by Principal Shauna Colnan

Read the IGS 2022 Global Scholar's prize-winning essay by Ruari Foster [here](#)



2022 HEAD STUDENTS



SUCCESS AND RESPONSIBILITY

Our 2022 Head Girl and Boy had some words of wisdom and advice as they addressed the annual Speech Night at the State Theatre in December 2022.

Zahra: 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.

To our parents, you have succeeded. Here we are – not just ticking a box on our way to somewhere better, but happy, thriving, confident, and full of wonderful qualities you instilled in us. Your priority was our happiness and we have years of happiness, joy and laughter at IGS to look back on. To my Mum and Dad, to my grandparents who are probably on facetime, to my sister, to my best friend Sofia, thank you for being the reason for my happiness.

To IGS, thank you for being my home for the past 15 years, and instilling in me not just a love for learning, but passion and empathy and love. Thank you for the greatest privilege of being your Head Girl, and Madiba, thank you for being alongside me the whole way.

(This is an excerpt from Zahra Moloobhoy's Speech Night Address. Scan the QR Code to view her full speech.)



Madiba: With all that's going on out in the world, it can 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...

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

(This is an excerpt from Madiba Doyle-Lambert's Speech Night address. Scan the QR Code to view his full speech.)



SOME HSC HIGHLIGHTS

CELEBRATING THE CLASS OF 2022



During 2022 our HSC students worked with drive and determination. Under the guidance of their experienced and dedicated teachers, and with the strong support and encouragement of family and friends, they have achieved so much. Congratulations and well done, Year 12!

HSC HIGHLIGHTS

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. Congratulations to **Jonas Meyer** and **Isabella Robaina**. Jonas topped the State in German Extension, achieving full marks at 50 out of 50, and Isabella 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. **Jonas Meyer** achieved third place in Spanish Continuers as well as first in German Extension. This

follows Jonas'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. Jonas is also one of the NSW All-round Achievers with at least 10 units in the highest band possible. **Felix Weninger** 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. Congratulations to: **Madiba Doyle-Lambert, Holly Matthews, Jonas Meyer, Grace Mercer, Felix Weninger** and **Indigo Wills**.

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.

One hundred 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, in French Continuers, German Continuers, Italian Continuers and Japanese

Continuers. These students achieved a mean of 83 per cent. The highest result, of 93 per cent, was achieved by **Iris McKinley**, for French Continuers, followed by **Maxime Laurans-Wall** with 92 per cent for French Continuers and **Charlotte Waley** with 92 per cent for Italian Continuers.

ACCELERATION IN MATHEMATICS

Eight Year 11 students accelerated in Mathematics Advanced, achieving an average of 81 per cent. The highest result was earned by **Maxime Laurans-Wall** with 96 per cent, followed by **Samuel Lightfoot** with 93 per cent.

ACCELERATION IN DANCE

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

Jonathan's 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 next year, 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, of 95 per cent, was achieved by **Katelyn Clarke**, followed by **Madison Travis** and **Charlotte Waley**, both with results of 93 per cent.

EARLY UNIVERSITY OFFERS

IGS students received 118 early offers to courses in the following areas of study; Society and Culture, Creative Arts, Management and Commerce, Architecture and Building, Health, Engineering and related Technologies, and Natural and Physical Sciences. Congratulations to these students.

SOME HSC HIGHLIGHTS



HONOUR ROLL OF DISTINGUISHED ACHIEVERS BY COURSE

Aboriginal Studies	Katelyn Clarke Sophie Cotton Oli Goodrum Lara McCorquodale Amelia Munn Carmela Reznik Harriet Ryder Madison Travis Eleni Vlahos Charlotte Waley	English Extension 1	Madiba Doyle-Lambert Aisling Matthews Grace Mercer Saskia Misko Eleanor Sharwood	Mathematics Extension 1	Declan Hazard Pranav Jairam Masa Lurie Jonas Meyer Jake Trevelyan James Walker Felix Weninger
Ancient History	Jake Hardiman Edward Woodcock	English Extension 2	Madiba Doyle-Lambert Jake Hardiman Aisling Matthews Grace Mercer Eleanor Sharwood	Mathematics Extension 2	Declan Hazard Jake Trevelyan
Biology	Sofia Eroglu Pranav Jairam Grace Mercer Felix Weninger Indigo Wills	French Beginners	Felix Gardan Massimiliano McAuliffe Saskia Pollack	Mathematics Standard 2	Amelia Stamford
Chemistry	Declan Hazard Pranav Jairam Masa Lurie Jake Trevelyan Felix Weninger	French Continuers	Maxime Laurans-Wall Iris McKinley	Modern History	Aisling Matthews Frederique Sims James Walker
Chinese Continuers	Ruby Dragicevic	Geography	James Walker	Music 2	Madiba Doyle-Lambert Jake Mahemoff Carmela Reznik Edward Woodcock
Drama	Madiba Doyle-Lambert Jake Hardiman Saskia Misko Carmela Reznik Eleanor Sharwood Deniz Sivrioglu Zoe Trenbath Eleni Vlahos	German Beginners	Thomas Baker Elke Krasso Henry Staiger	Music Extension	Jake Mahemoff Carmela Reznik
Economics	Jake Hardiman Aisling Matthews Jonas Meyer Jake Trevelyan	German Continuers	Oscar Babeck Samuel Lightfoot	Physics	Pranav Jairam
English Advanced	Madiba Doyle-Lambert Kaija Du Jake Hardiman Holly Matthews Grace Mercer Eleanor Sharwood Indigo Wills	German Extension	Max Braun Jonas Meyer	Spanish Beginners	Indigo Wills
		Italian Beginners	Evelyn Paipetis	Spanish Continuers	Amelia Maresh Jonas Meyer Isabella Robaina
		Italian Continuers	Nell Brennan Charlotte Waley	Textiles and Design	Holly Matthews Felix Weninger
		Japanese Continuers	Olivia Stewart	Visual Arts	Sofia Eroglu Francesca Harrison Elke Krasso Doon Maclean Amelia Maresh Phoebe Martin Holly Matthews Grace Mercer Amelia Stamford Bryn Thomas Indigo Wills
		Legal Studies	Kaija Du Grace Mercer Zoe Trenbath		
		Mathematics Advanced	Archie Dell Hugo Deutch Pranav Jairam Maxime Laurans-Wall Samuel Lightfoot Holly Matthews Eleanor Sharwood Felix Weninger Edward Woodcock		

HSC SHOWCASES & EXHIBITIONS

We are proud that IGS students received 22 nominations and 3 selections for HSC showcases for exemplary Major Projects in Dance, Drama, Music Composition, Textiles and Design, Music Performance and Visual Arts.

NOMINATED FOR ARTEXPRESS

- William Smith: *IFIFEELSHFEELSWITHME* (film)
- Bryn Thomas: *The trials of the Avers*

SELECTED FOR ARTEXPRESS

- William Smith: *IFIFEELSHFEELSWITHME* (film)

NOMINATED FOR CALLBACK CORE PERFORMANCE (DANCE)

- Jonathan Riesel (Year 11 accelerant): *The Rope is Tied* (contemporary dance)

NOMINATED FOR CALLBACK MAJOR STUDY PERFORMANCE (DANCE)

- Jonathan Riesel (Year 11 accelerant): *Trapped in the Dark Web* (contemporary dance)

NOMINATED FOR ENCORE MUSIC COMPOSITION AND PERFORMANCE

- Madiba Doyle-Lambert: *Hinchinbrook* composed by Groves and Moore; *Synergy* composed by Madiba-Doyle-Lambert; *Reminiscence* composed by Madiba-Doyle-Lambert
- Jake Mahemoff: *Moth hunt* composed by Grenfell; *Transcendia* composed by Jake Mahemoff; *The shady road* composed by Jake Mahemoff

NOMINATED FOR ONSTAGE GROUP PERFORMANCES

- Madiba Doyle-Lambert: *Rat Redemption*
- Jake Hardiman: *The Knights of Oedipus*
- Zara Jules: *The Knights of Oedipus*
- Saskia Misko: *Rat Redemption*
- Oliver Parry: *Rat Redemption*
- Amelie Power: *The Knights of Oedipus*
- Deniz Sivrioglu: *The Knights of Oedipus*
- Zoe Trenbath: *Rat Redemption*
- Nathan Turner: *Rat Redemption*

NOMINATED FOR ONSTAGE INDIVIDUAL PERFORMANCE

- Zoe Trenbath: *Gortex* jacket inspired by the novel *The Rosie Project* by Graeme Simsion (monologue)
- Eleanor Sharwood: *Jana from Superheroes* by Mark Rogers (monologue)
- Deniz Sivrioglu: *Pozzo from Waiting for Godot* by Samuel Beckett (monologue)



SELECTED FOR ONSTAGE INDIVIDUAL PROJECT

- Madiba Doyle-Lambert: *Ennui* (film)

NOMINATED FOR SHAPE AND TEXTSTYLE

- Holly Matthews: *Bound*

SELECTED FOR TEXTSTYLE

- Holly Matthews: *Bound*

ABOUT THE HSC SHOWCASES

ARTEXPRESS is the annual exhibition of exemplary artworks created by students for the HSC in Visual Arts.

CALLBACK is a showcase of exemplary performances and compositions by HSC students of Dance.

ENCORE is a showcase of performances and compositions by HSC Music students.

OnSTAGE is a showcase of performances and projects by HSC Drama students. **Shape** is an exhibition featuring a selection of students' exemplary HSC major projects from Design and Technology, Industrial Technology and Textiles and Design.

Textstyle is an exhibition of a selection of exemplary Textiles and Design projects from the HSC.

Photo:
1. *Rat Redemption*

SURVEYS

STRONG RESULTS FROM COMMUNITY SURVEY

IGS thanks students, parents, carers, teachers and support staff for completing the latest satisfaction survey.

The annual survey was carried out in 2022 and once again indicated that the school community is satisfied with the School, with a slight improvement in satisfaction levels from 2021.

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.

3.84 **↑** Up from 2021 GLA **3.76**
2022 GLA

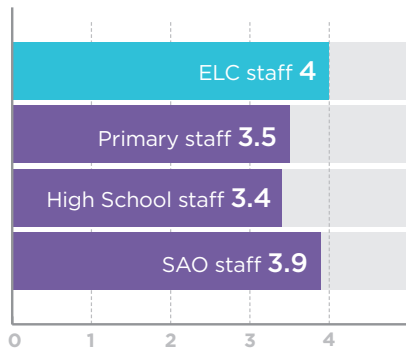
The **1,054 respondents** rated most highly the School's respect for diversity, students and staff feeling safe, and teachers expecting students to do their best.

 **1,054**
respondents rated most highly

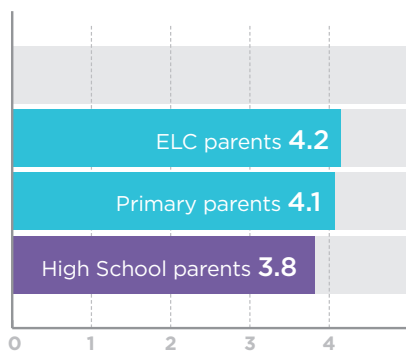
The **management of student behaviour** was once again the area which appears to **require greatest improvement** even though the responses on this item improved on the **2021 rating and are now in the "satisfied" range**.

There were 1054 respondents. Average scores across respondent groups:

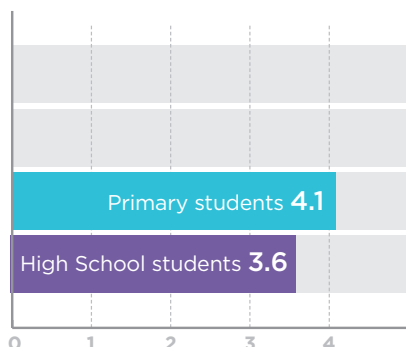
Staff



Parents and Carers



Students



Satisfaction scale

- Over 3 is satisfied
- Below 3 is dissatisfied
- 5 is very satisfied
- 4 is satisfied
- 3 is neutral
- 2 is dissatisfied
- 1 is very dissatisfied

The number of Early Learning (ELC) parent and carer respondents increased in 2022 to 35 from 24 in 2021.

ELC parents indicated the highest levels of satisfaction of any parent groups in the school as has been the case in the past, with an average overall satisfaction rating of 4.2 out of 5. This was a slight decline from 4.3 in 2021, but still sits in the highly satisfied category.

ELC parents indicated high levels of satisfaction regarding ELC staff being friendly and helpful (4.4) and respecting family culture, values and beliefs (4.5).

Areas that indicated improved levels of satisfaction in 2022 when compared with 2021 included ELC new billing methods (3.7 from 3.5) and opportunities for communication with ELC staff (4.4 from 4.3).

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).

Given the complex challenges especially for ELC the School managed a third year of the COVID pandemic, this strong improvement in staff satisfaction is a particularly positive development.

The number of Primary School parents completing the survey increased to 217 in comparison to 106 in 2021. Primary School parents indicated an average overall level of satisfaction of 4.1, which was a slight decline from 4.2 in 2021 but still in the highly satisfied category.

Primary School parents indicated their highest levels of satisfaction with their child feeling safe at school, their child enjoying being at school (4.5), and being able to talk to teachers about concerns (4.4), areas which also rated highly in 2021.

The lowest level of satisfaction for Primary School parents was with behaviour management, although this has improved from 2021 (3.8 from 3.6) and is in the "satisfied" level of over 3.

Primary School students indicated an average overall level of satisfaction of 4.1, and their responses largely aligned those of their parents.

Primary School students indicated that their highest levels of satisfaction were with teachers having high expectations of them (4.6) and also with the school giving them opportunities to do interesting things (4.4). Primary school students also indicated they felt safe at school (4.2) and that their teachers motivated them to learn (4.2).

The lowest level of satisfaction for Primary School students was in relation to behaviour management (3.5), still satisfied but an area which is an ongoing focus.

Primary School teacher levels of satisfaction showed a noticeable level of improvement in comparison to data from 2021 (3.5 from 2.8).

The number of High School parents completing the survey increased to 198 from 148 in 2021. High School parents indicated an average overall level of satisfaction of 3.8, which was unchanged from 2021.

High School parents indicated their highest levels of satisfaction with their child feeling safe at school (4.2), teacher expectations of students (4.1), students enjoying being at school (4.1), and their children feeling safe at school (4.2)

High School students indicated an average overall level of satisfaction of 3.6 which was unchanged from 2021. Survey results for High School students were largely aligned with those of their parents.

High School students indicated their highest levels of satisfaction with teachers having high expectations (4.3), feeling safe at school (4.1), and having the opportunity to do interesting things (4.2), possibly reflecting the School's efforts to provide the full suite of programs in person and on campus later in 2022 when COVID restrictions eased.

Leadership Team members are developing action plans in response to the survey results.

SURVEYS

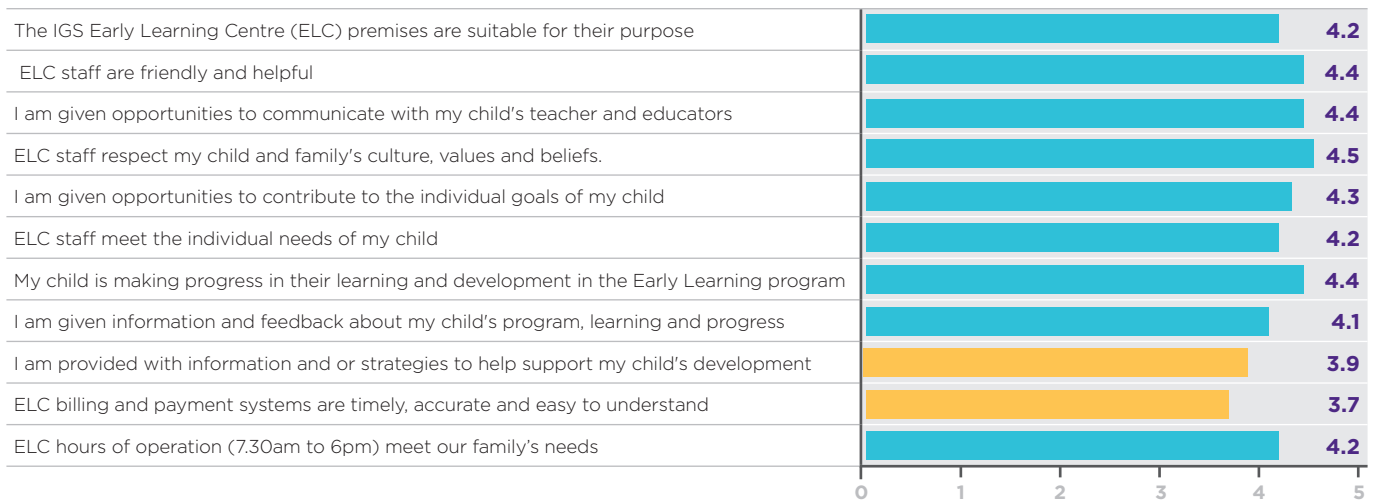
2022 SCHOOL OPINION SURVEY

Graphs representing School Satisfaction Survey result data.

The survey results have been summarised to report on satisfaction levels of parents, students and staff to NESA through our Annual Report.

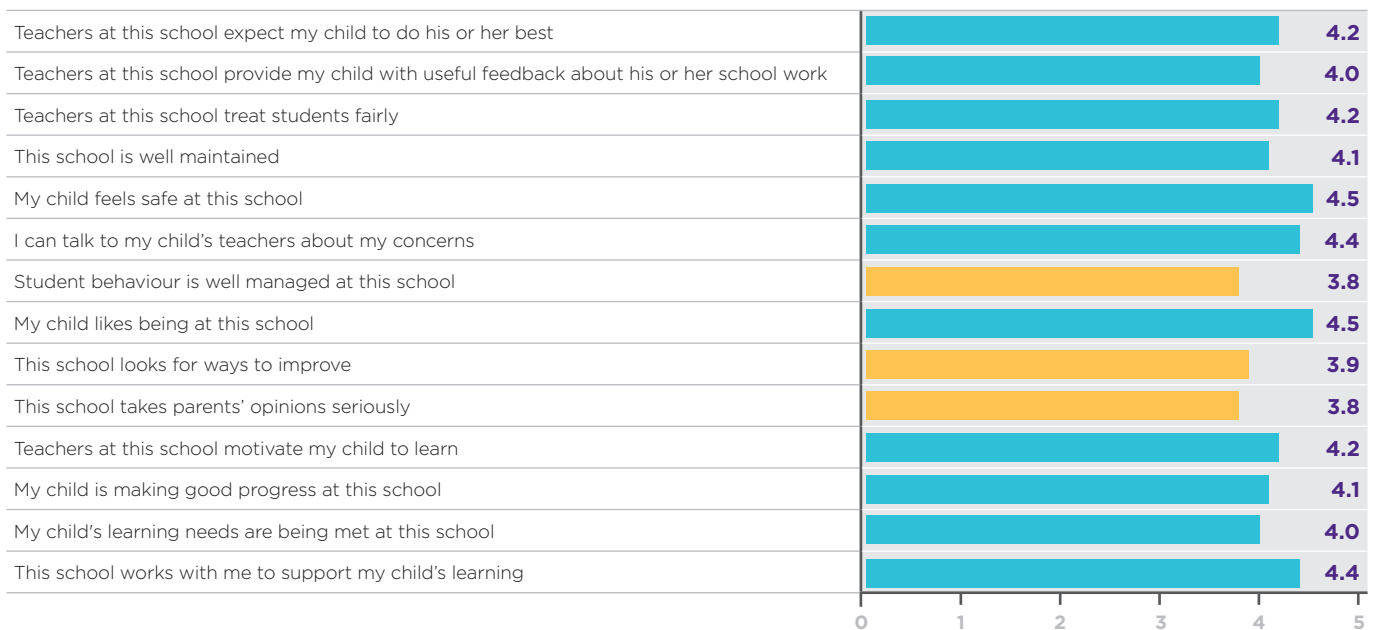
EARLY LEARNING CENTRE PARENTS

Number of responses: 35



PRIMARY SCHOOL PARENTS

Number of responses: 217

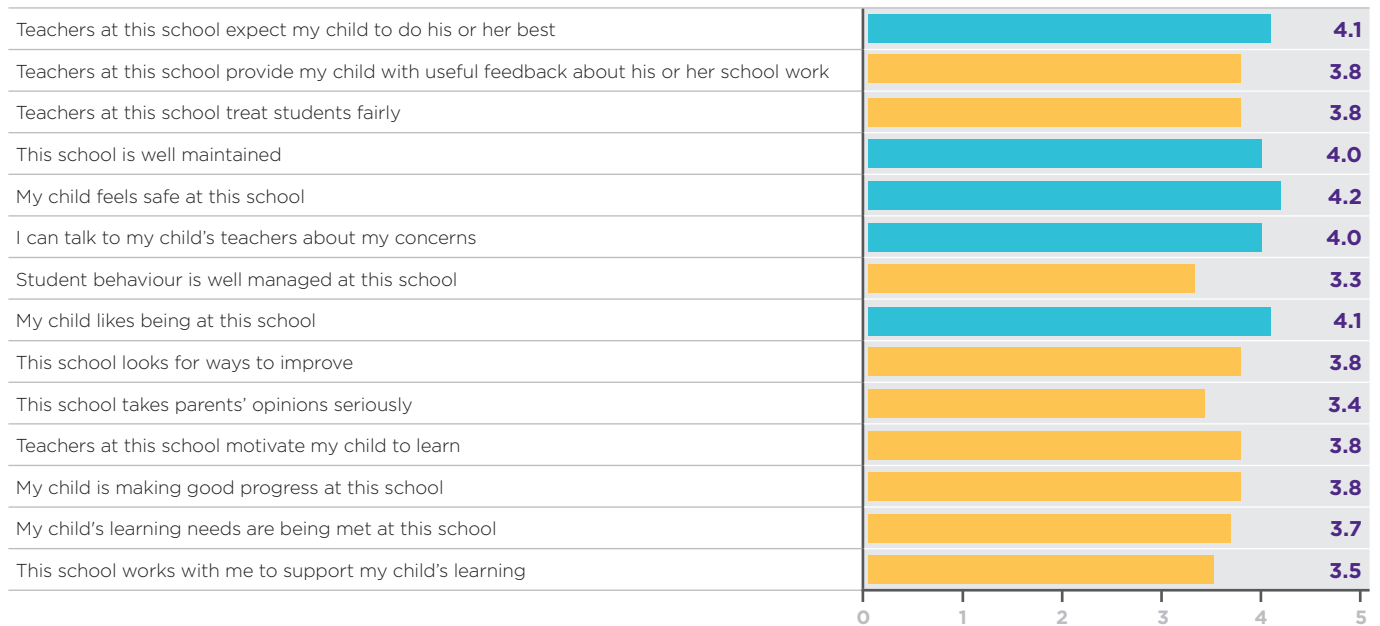


Satisfaction scale

■ 5 Strongly agree
 ■ 4 Agree
 ■ 3 Neither agree nor disagree
 ■ 2 Disagree
 ■ 1 Strongly disagree

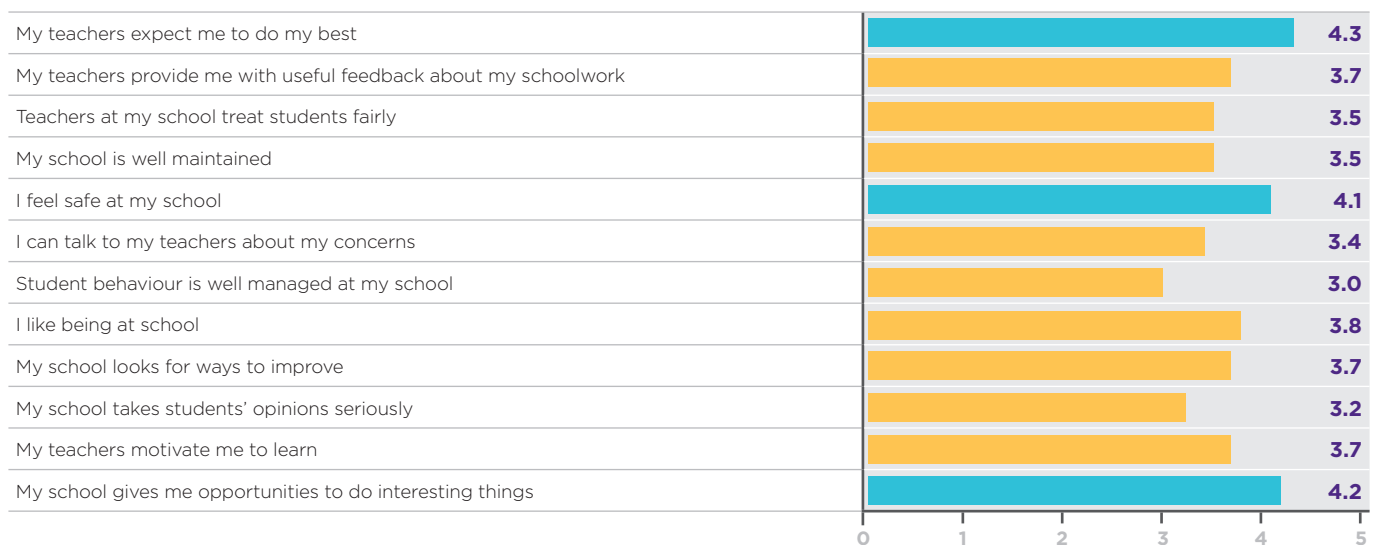
HIGH SCHOOL PARENTS

Number of responses: 198



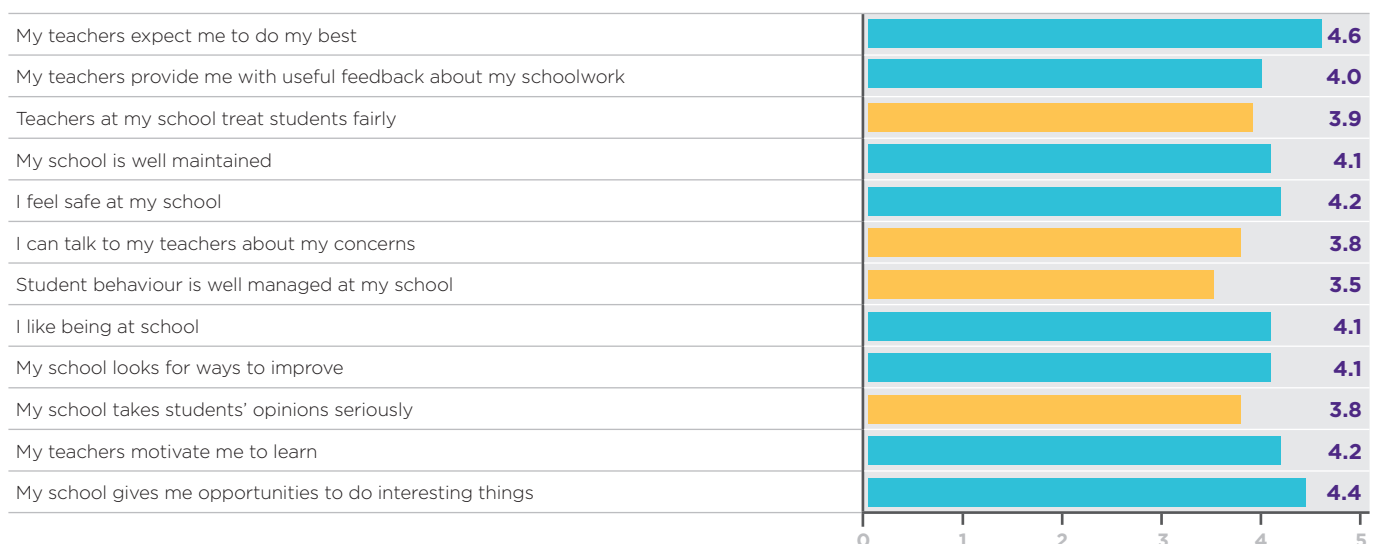
HIGH SCHOOL STUDENTS

Number of responses: 344



PRIMARY SCHOOL STUDENTS

Number of responses: 183





LESSONS FROM LISTENING

Director of Advancement Paul Galea reflects on what he learnt from interviewing IGS Alums this year.

Paul Galea has spent the past 30 years getting to know IGS students, as their PDHPE or History teacher, as Head of After Care and Vacation Care, Director of Student Activities, or Deputy Head of High School.

In 2022, in his new role as Director of Advancement, Paul had the pleasure of sitting down with more than 20 IGS Alums to reminisce on their school days, find out what they are up to and share their wisdom with the IGS community via his column in *A Few Minutes With Paul Galea* (released weekly as part of the *InFocus* newsletter).

“The Alums that I interviewed ranged greatly in the years that they left and in what they did after they left IGS,” said Paul, who found it extremely interesting and also gratifying, that a number of happy commonalities emerged from the interviews. “Not all the Alums had all the same stories, of course, but certain themes soon became apparent to me.”

Here Paul reflects on the five things he learnt from our Alumni in 2022:

The first thing I noticed was that all these young people (well, young to me, I guess) were good people. They spoke articulately, sometimes with great passion, often with great wisdom and always with a pleasing humility about their post-IGS lives. They had well-developed social consciences, a concern for their fellow human beings, and a willingness to try to make the world a better place. In many ways, this was the most important thing I learnt. Teaching and looking after young people is an inexact science at the best of times. As members of a school community, we do the best we can but, to be honest, it is very difficult to know how ‘the finished product’ will turn out. In conducting these interviews with ex-students from a wide variety of year groups, I was in the privileged position to see what type of person they had become. Without exception, I felt that, as a school, we had ‘got it right’ with the Alums I interviewed.

The second thing that stood out to me was that nearly all of the interviewees had had long, varied and interesting journeys to arrive at where they were at. It seemed to me that many of them changed university courses, directions, jobs and careers often and that they regarded that journey as being extremely important to their development. This theme probably has great

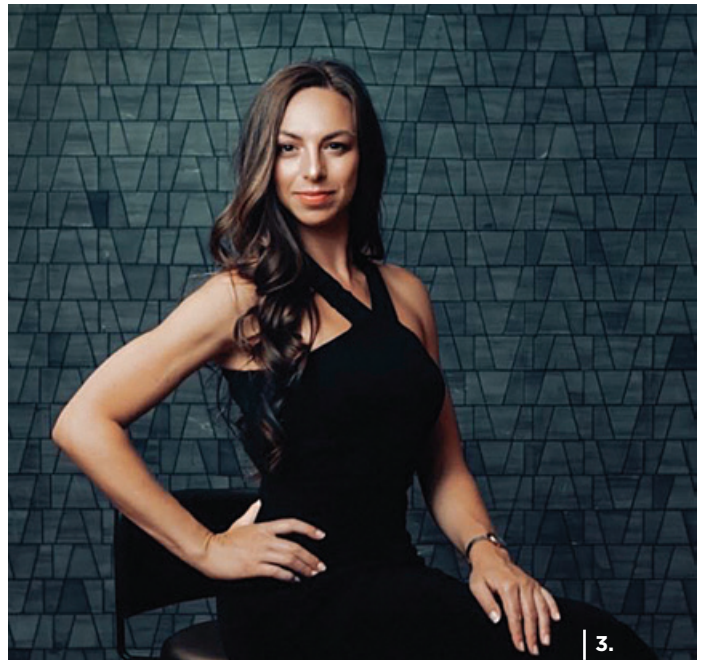


value to our Year 11 and 12 students as they face the HSC and life after school. That can be a difficult time for a lot of us and I think that knowing it is OK to not have a definite, detailed pathway would be comforting for many.

Another commonality was that many of the Alums found that travel overseas was hugely beneficial to them and that combined with the learning of languages at IGS, they gained different perspectives, ideas and ideals. Most felt that living and/or travelling in other countries broadened their outlook and made them better people. Often they referred to being able to speak another language as one of their most important life skills.

I was also happy but not surprised to hear that most of these ex-students recalled their time at IGS fondly. Not many recalled too much about, say Year 9 Maths or Year 10 English but all loved the events and things outside the classroom that make IGS, well, IGS. International Day, ArtsFest, Swimming and Athletics Carnivals, Language Camps, Outdoor Education Camps, overnight and day excursions, musicals, plays, Clubs and Primary discos were all mentioned by more than one Alum. It just reinforced the idea that a school is a community within itself, not just a series of lessons in classrooms.

Speaking of classrooms, another theme that resonated was the relationship that students had with their teachers, especially as they got older. Many spoke of being treated as an equal, and of being given guidance, respect and wisdom by their various teachers. Again, this was fantastic to hear as it affirms many of the deeply held values of the school.



ALUM INTERVIEWS

During 2023 Paul interviewed the following Alums:

- Anna Klauzner (2002)
- Anthony Moore (2002)
- Dina Vassilevska (2009)
- Gabe McCauley (2010)
- Georgia Christian (2009)
- Grace Truman (2021)
- Ilana Orlievsky (2003)
- Jessica Gutknecht (2013)
- Jordan King-Lacroix (2006)
- Joshua Maxwell (2013)
- Julia Glass (2003)
- Justin King-Lacroix (2003)
- Laura Hobbs (2016)
- Laurie "Lozza" Horesh (2006)
- Liam Rowe (2009)
- Rebekah Hawkins (2010)
- Robert (Robbie) Jones (2006)
- Steven Russo (2008)
- Tully Rubin Afif (2019)
- Zoe Rawlinson (2015)
- Plus, Eddi Jones (former acting Principal) and the IGS Teddy Bear!

Thank you to all the Alums who so graciously agreed to be interviewed.

Scan the QR code to listen to their stories.



Photos:

1. Paul Galea with 203 Head Boy Sami Lightfoot and 2023 Head Boy Madiba Doyle-Lambert
2. Zoe Rawlinson
3. Ilana Orlievsky

INAUGURAL IGS ALUM OF THE YEAR



IGS has been producing outstanding human beings for nearly 40 years.

During 2022, the School decided to recognise the contribution that some of our ex-students have made to the greater community with the introduction of the IGS Alum of the Year award.

The inaugural award was given to Nicholas Jordan (2006), a multi-talented freelance journalist and researcher whose work has been published or broadcast in *The Sydney Morning Herald*, *The Australian*, the ABC, 2SER and *Time Out*. Nick is also a performer and deviser who has worked on performance art pieces for *Underbelly*, *Verge Arts Festival*, *Electrofringe* and independent theatre groups. Nick is passionate about uplifting others using his creative talents, spending much of his time volunteering to run community outreach programs including dance programs.

An individual trophy and a perpetual trophy were awarded to Nick at Speech Night at the State Theatre.

“When I asked if he could attend to accept his award, he told me apologetically that he could not as he ran a community dance group on Monday nights,” said IGS Director of Advancement Paul Galea.

“When I (selfishly) complained, ‘Couldn’t you miss one night of dance?’ Nick replied, ‘I’m the only one who takes it and if I’m not there, they will miss out.’”



Nick’s nominations included comments such as:

“I know Nick through UNSW Student Media (Blitz)... We didn’t know we both went to IGS for over a year after we first met. Nick was always there: he would come early, stay late, offer advice, and always had time for a chat. Considering how well we got along, it wasn’t a surprise when I found out he was an Alum of IGS. He is working on a startup that helps people find community-rated restaurants focusing on diversity called *Have You Eaten*. Sometimes the small things that make the biggest difference.”

“Nick is the most community-oriented and connected person in my life. He is engaged with diverse groups and is committed to elevating the voices of others... and as publications coordinator at UNSW Arc he supports student editors of university publications. He has taught ethics to primary school students, and taught us all about the art of friendship and community!”

Congratulations, Nick! It is extremely pleasing to have an inaugural Alum of the Year who is so dedicated to giving back to his community!



LIKE NO TIME HAD PASSED: CLASS OF 2002 REUNION

“Outside it’s cold, it’s windy and its raining, They’ve got each other, neither one’s complaining.”

IGS Director of Advancement Paul Galea explains:

The old Rod Stewart classic being sung by Aaron and Damiano had a whole lot of random youngsters invading our Karaoke room at Goros in Surry Hills at our 20-Year Reunion.

Aaron and Damiano aced and led the singing but everyone had a go and we all had a fantastic time catching up, telling stories, reliving old memories and creating some new ones. It was as though 20 minutes had passed, rather than 20 years.

Out of a class of only 41 students, Beth, Baden, Colin, Anna, Alex M, Alex RG, Jorja, Nicky, Anthony, Aaron, Ivan, Damiano, Lenny, Sheridan, and Matteo together with Director of Advancement Paul Galea enjoyed the Japanese food and drink as well as the company of each other.

Meeting these young people 20 years down the track reassures me that we were definitely doing something right!

What was particularly gratifying, was to see what great people they had become. Teaching and education is an inexact science and it is sometimes hard to tell if your school is having a positive impact on those who go through the place.

Meeting these young people 20 years down the track reassures me that we were definitely doing something right!

Alums are warmly invited to keep in touch via the IGS Alumni social media or to email paulg@igssyd.nsw.edu.au to share their news.

WHERE ARE THEY NOW?



LIAM ROWE (2009)

After Liam Rowe graduated from IGS in 2009, he split his time between completing a Business degree at The University of Technology Sydney and working for the PDHPE department at IGS, coaching students in AFL, basketball and cricket.

When it finally came time for Liam to graduate from university he quickly landed a prestigious internship with leading global financial services firm J.P. Morgan. Liam rose quickly through the ranks at J.P. Morgan, also completing an MBA at UNSW and Harvard University during this time, and was eventually appointed Vice President of corporate development, a role that saw him relocate to New York City in 2019.

Liam's success in the finance industry comes as no surprise to those who knew him during his school days when he was the highest-earning salesperson at his casual job at Rebel Sports in Broadway. "I think the biggest thing IGS gave me was having a really open mind. It's made me comfortable dealing with people from lots of different backgrounds. It's those softer skills that stick out the most."



LAURANCE HORESH (2006)

When Laurie Horesh returned to Australia after working at a summer camp in the US he was unsure of the direction his life would take. He had just graduated from The University of Sydney with an Arts Degree majoring in Japanese Studies and International Relations but his unwavering love of sports, a passion he had discovered during his primary school days at IGS running around the park with Mrs Whitaker and Mr Galea, motivated him to look into a career in sports journalism.

After having "a thousand coffees" with different contacts Laurie landed a job doing graveyard shifts in the newsroom at Fox Sports in the lead-up to the London Olympics. In the decade since, Laurie has turned that opportunity into a successful career in sports media, carving out a niche for himself in digital media, cross-platform storytelling and NFL content for international audiences.

Today Laurie is a father and works at ESPN as a producer-editor and is often credited as an NFL Expert on various panels. "Thinking a little differently and not being afraid to throw a different idea out there is something you pick up at IGS, and it's a skill that never leaves you," reflected Laurie on his education at IGS.



JOSHUA MAXWELL (2013)

Joshua Maxwell had always loved school, so when he arrived at Sydney University for his first semester of a Bachelor of Science he was surprised to be lacking the passion for learning he had always had.

Josh thought about changing degrees but decided to take a semester off to go traveling around Europe instead.

During his travels, Josh met many interesting characters, some of whom were doing PhDs. This experience reinvigorated his resolve to study science, so much so that he went on to complete his Bachelor of Science with First Class Honours and be awarded the University Medal.

Josh is currently completing his PhD under the supervision of Richard Payne at the University of Sydney.

His research focuses on the application of novel biologics toward the treatment of immunological disorders, specifically through the development of vaccines.



ANNA KLAUZNER (2002)

While studying Media and Communications at the University of Sydney Anna Klauzner started volunteering at a youth organisation called Vibewire, a cutting-edge digital-first publication, during a time when most people were still trying to figure out what the internet was.

Anna commissioned her friends to write stories, cutting her teeth as an editor while working in the news library at Channel 10. When Anna saw a job advert looking for a digital producer for a new ABC show called *Q+A*, she applied immediately and got the job. After carving out a successful career at *Q+A*, a program that became one of the ABC's top performers, Anna took a career break in 2012. She then went to New York where she lived for a year working in the newsroom at *Al Jazeera* covering stories including the Iran nuclear deal.

After returning to Australia Anna landed another job at the ABC, working as a producer on *Media Watch* and has worked on various programs across the network ever since. Reflecting on her time at IGS the mother-of-two says "IGS was a place where there was genuine care. I still call the people that I went to school with my best friends, and I love them more than anything. To have that is more valuable than anything else."



REBEKAH HAWKINS (2010)

Rebekah Hawkins is the ultimate outdoorswoman and adventurer, spending the weekdays working as a heritage advisor in Aboriginal archaeology and heritage management in paddocks, construction sites and National Parks and the weekends running marathons and hiking.

A keen history student in school, Rebekah was inspired to study Archeology when she ran into an IGS classmate who had graduated a few years above her and had just completed a degree in the same subject. Today Rebekah has a combined Bachelor of Arts and Bachelor of Science degree, with majors in archaeology, geology and anatomy, and first-class honours in archaeology, specialising in lithic analysis.

Rebekah has worked throughout NSW on Aboriginal and historical archaeological excavations.

"Being able to go to France, New Caledonia, Spain, India and Vietnam in a learning environment was pretty cool," said Rebekah of the overseas trips she participated in during her time at IGS.

"I remember, particularly, on Antips, the hike that we did along the Singalila Ridge. Seeing Everest, also known as Chomolungma, for the first time was a moment I'll never forget."



DINA VASSILEVSKA (2009)

Even after graduating from IGS with top marks, Dina Vassilevska didn't have the sky-high ATAR she needed to get straight into a medical degree at the University of Sydney.

Never one to give up easily, Dina continued to pursue her dream of becoming a doctor, completing a Bachelor of Medical Science before she was accepted into Medicine at The University of Wollongong.

During her studies, Dina completed several rural placements, which led her to her passion for working in the remote health and indigenous health sphere.

Dina is now based in Darwin, a place she cannot see herself leaving anytime soon.

Looking back on her days at IGS Dina reflects, "IGS was a place where I really grew into who I am now. It really fostered my love for social justice and equipped me with the right tools to be confident in my adult life."

LUNAR NEW YEAR ON KELLY STREET



Kelly Street was transformed into a vibrant green oasis on Saturday 4 February, with bobbing red lanterns, crisp white umbrellas, colourful seating, delicious food and stirring performances.

Thanks to PTF President Hayley Dean and her hardworking team, IGS welcomed some 5,000 happy visitors including students, parents, carers, neighbours and newcomers as we celebrated the Lunar New Year.

Full of joy, goodwill, community energy and the excitement of learning about diverse cultures, together, the event was everything IGS!

City of Sydney Councillor Robert Kok kindly attended on behalf of Lord Mayor of Sydney Councillor Clover Moore, and IGS Principal Shauna Colnan, Head Students Sami Lightfoot and Charlotte Waley and Board Chair Dr Marie Leech took part in the ancient lion eye dotting tradition, said to promote protection, good luck, health, and prosperity.

Photos:

1. Principal Shauna Colnan, Board Chair Dr Marie Leech, City of Sydney Councillor Robert Kok and PTF President Hayley Dean participate in the Eye-Dotting Ceremony
2. PTF President Hayley Dean (right) with some of her team
3. Dragon time
4. Director of Languages Luisa Navaneri with Board Chair Dr Marie Leech
5. Lunar New Year fun for everyone
6. Head Students Sami Lightfoot and Charlotte Waley





R U OK?

In September the IGS community came together to combat the stigma that surrounds asking for help when you might be struggling.

We all go through life's ups and downs and often the first people to spot the signs someone might be struggling, are the people closest to them. That's why IGS participated in a national day of action to empower students to identify the signs that someone might not be okay and offer guidance on how to listen and also how to help. The theme of R U OK? Day was "no qualifications needed".

"Personal conversations with other people can be difficult, particularly when they are going through a crisis, or experiencing some big feelings. It can be hard to know 'the right thing to say,'" noted IGS Director of Counselling Services Joseph (Joe) Degeling. Joe says it's normal in these situations to feel like we have to have all the answers or be able to solve all of that person's problems and difficulties. But Joe hoped the focus of this day, including the resources shared and activities run, reminded our students and staff that, "we just need to be able to listen, and we don't need any qualifications for that."

The day started at the school gates, with our student leaders inviting parents, teachers and students to write an "R U OK? Day" message in chalk on the pavement at Kelly Street. By the time the school bell sounded at 8.30am the sidewalk was a colourful mural full of inspirational messages from our school community.



It was great to see so many of our community supporting this initiative and joining in to create inspirational messaging in front of the School.

The day was a pertinent reminder to our school community that we all have a responsibility to look out for one another, and that every day is a good day to start a meaningful conversation with someone who may be struggling.

PURPLE PRIDE

Principal Shauna Colnan introduced Wear it Purple Day to IGS in 2016 and we've celebrated the day each year since.

Students and staff "wore it purple" to celebrate diversity and show support for and solidarity with our Rainbow Families and community. At IGS we have many days where we celebrate diversity, including Harmony Day and International Day.

That's because we are proud that IGS is not only a place where our differences are respected but celebrated as the thing that makes us unique and who we are. After all, our school motto is *Unity Through Diversity* and our values are authenticity, vibrancy, connectedness, personal achievement and diversity.

Wear it Purple Day began in 2010, after a global response to news stories of bullying and harassment and its impact on LGBTQIA+ teenagers.

At IGS, teachers and students once again broke into their wardrobes and donned their brightest and loudest purple get-up in the name of celebrating and supporting young LGBTQIA+ people, and challenging societal attitudes to help shape a better world for us all to live in.



Some students and teachers wore the official Wear It Purple Day shirt for 2022, designed by IGS Alum, artist, author and activist Sam Leighton Dore, which gave us another reason to be proud of our wonderful school community on such an important day.



Photo:

1. Wearing it purple for the first time 2016, Principal Shauna Colnan, Head Boy Maxim Adams and Head Girl Zelda Winestock

COMMUNITY

LUCY A POPULAR VISITOR!

Meet Lucy, one of the therapy dogs which regularly visits IGS to connect with IGS students.

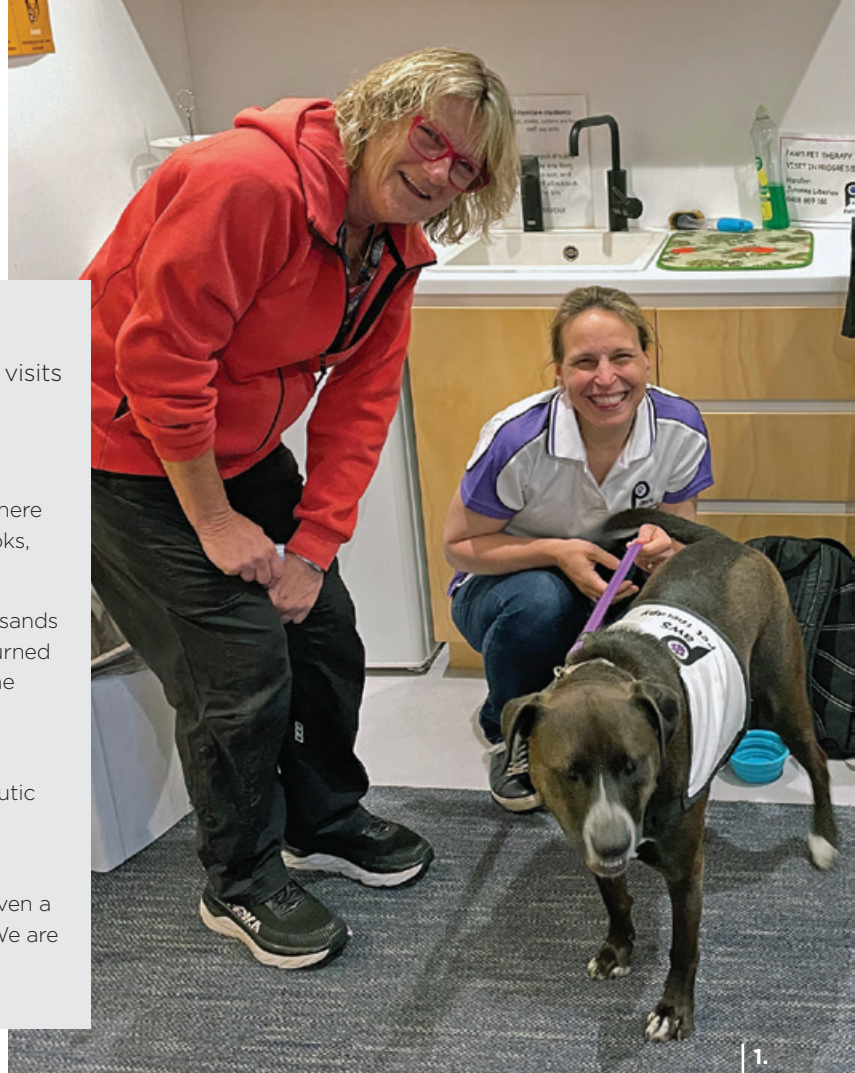
Johanna has had Lucy for the past two and a half years.

While Johanna is not sure what breed Lucy is, she thinks there may be a little bit of Labrador in there, both due to her looks, but also her interest in food!

“Dogs and humans have a bond that goes back many thousands of years but it is only relatively recently that science has turned its eye to studying the positive effects of the human-canine connection,” said IGS Director of Counselling Services and Registered Psychologist Joseph Degeling.

“There is a strong evidence base that supports the therapeutic effects of spending time with dogs on our physiological, emotional, social and psychological wellbeing.

“Both Johanna and Lucy have gone through training and even a final exam to help prepare them for this important work. We are hoping Lucy will continue to visit each week into 2023.”



1.



IGS parent Tim Bishop and with First Nations musician Matthew Doyle performed a powerful smoking ceremony at Wentworth Park in June to create space to allow for grief at the loss of our beloved former student Jai Wright.

The Colour Run added a memorable explosion of joy and colour to the end of Semester 1 as we celebrated Jai's life and the contribution he made to our School.

Photos:

1. School Nurse Pek Wood with Joanna and dog Lucy
2. IGS senior students and Deputy Principal Mary Duma warmly welcomed Australian Human Rights Commissioner Lorraine Finlay who addressed the question "What difference can one person make?"



HUMAN RIGHTS WATCH

In September our students welcomed Australian Human Rights Commissioner Lorraine Finlay to IGS to explore a pressing question.

‘What difference can one person make?’ was the theme addressed at an informative afternoon at IGS when 2022 IGS Head Boy Madiba Doyle- Lambert and Head Girl Zahra Moloobhoy welcomed Australian Human Rights Commissioner Lorraine Finlay to the School.

Lorraine, who started her term as commissioner in November 2021, has spent many years working as a lawyer and academic specialising in human rights and public law. Lorraine used the opportunity to share her experiences with our senior students, speaking about Human Rights in Australia and the challenges facing refugees and Indigenous people.

“Human Rights are based on principles of dignity, equality and mutual respect, which are shared across cultures, religions and philosophies,” said Deputy Principal Wellbeing Mary Duma. “The meeting reminded us about the inherent value of each person, regardless of background, where we live, what we look like, what we think or what we believe.”

‘What difference can one person make?’

At the end of the talk, students were given the opportunity to ask Lorraine questions about her job, the human rights commission, human rights policies in Australia and the impact Australia can have on current events such as the war in Ukraine.

“It was a special opportunity for our students and we thank the Commissioner very much for her visit.”



STUDENTS AND STAFF GO HALFCUT FOR SUSTAINABILITY

The IGS Sustainable Futures completed the HalfCut fundraiser to help save the Daintree rainforest.

Students and staff celebrated the end of the fundraiser with a public shave, raising in excess of \$4,000.

2022 Sustainability Leader Harriet Ryder and teacher Carmelo Fedele removed half their hair.



IGS SUPPORTS LOU'S PLACE

2022 IGS Head Girl Zahra Moloobhoy and Head Boy Madiba Doyle-Lambert visited Lou's Place, a resources centre for women's refuges based in Redfern, to deliver boxes of donations from the IGS community.

COMMUNITY

LETTING THE LIGHT IN

As part of its commitment to the motto Unity Through Diversity and a wonderful way to learn, IGS celebrates a host of festivals from different cultures throughout the year.

Light, colour, music and dance greeted IGS students at the gate on a gloomy Monday morning in October as members of the school community brought the magic of Diwali to Kelly Street.

Often referred to as the festival of lights, (or Deepavali in south India), Diwali is India's biggest and most important holiday of the year. The festival gets its name from the row (avali) of clay lamps (deepa) that Indians light outside their homes to symbolise the inner light that protects them from spiritual darkness.

As the rain hammered down, the celebration prompted smiles and calls of "happy Diwali" and a number of students joined in, learning the dance.

"It's a celebration of good over evil, or, as I like to think of it, of enlightenment over ignorance," said IGS parent Ranjeeta Gangawani.

"I think it's really important to spread awareness, to ensure that children understand what it means to be inclusive, to encourage diversity and give our children a voice to show our culture is really cool and we have a lot to share," said fellow IGS parent, Samantha Panda Shah.

IGS PTF President Hayley Dean thanked the IGS families for decorating the front of the School and sharing tealights and bookmarks for children to colour in. "A massive thank you to all the IGS families who put this together," Hayley said. "It was wonderful to be able to learn and celebrate in such a vibrant and colourful way."



ORIGAMI FUN IN JAPANESE

IGS students celebrated Japanese Children's Day "Kodomo no hi" during a school holidays workshop.

During the school holidays, Japanese Teacher Noriko Yamanaka ran a Japanese cultural workshop.

The theme was a Japanese spring event called "Kodomo no hi" Children's Day Celebration, held on 5 May.

"It is a Japanese tradition to put carp streamer 'Koinobori' こいのぼり up on the roof. 'Koi' is the motif of this event and celebrates the health and growth of young children," Noriko said.

Children enjoyed learning about how Japanese children celebrate 'Kodomo no hi' in Japan and create Koinobori and Kabuto (Warrior hats).

Then children learned the 'Koinobori' song and sung using instruments and movement using simple 'ostinato' which is repeated pattern in Japanese with body percussion.

SWAPPING STORIES

The IGS Bibliothèque recently hosted The Great Book Swap to support the Indigenous Literacy Foundation and its community-based literacy programs.

On the morning of The Great Book Swap, the Bibliothèque was alive with the sound of children excitedly sharing with their friends the books they had brought in to participate in the day. Our Indigenous scholars and students of all ages loved welcoming our Indigenous Literacy Foundation and NITV visitors, and couldn't wait to donate their gold coins and swap books. "We are thrilled to host the Great Book Swap in our Bibliothèque," said IGS Principal Ms Colnan as she looked on at the scene, a smile on the face of everyone there.

The Great Book Swap is a one-day event that celebrates reading, promotes indigenous languages and culture and is a way of re-housing preloved books. The charity was started to combat the fact that many Indigenous children struggle with reading when they start school because they simply haven't had access to books, a library or even things like street signs in the far-flung communities where they grow up.

Among the visitors were ILF ambassador and Wiradjuri astrophysicist and science communicator Kirsten Banks, who addressed the children during the event. "For me, reading books opens up the universe," said Kirsten, "to see that same love and appreciation in the kids today is the special part for me."

"For me, reading books opens up the universe," said Kirsten.



Kirsten swapped a book with our Year 5 students called *Hello Hello*. "Hello Hello was written by a young indigenous mob and is a beautiful story about finding out about the world around you, on a much smaller scale to what I do, but it really connected to me because of how I'm unveiling the universe to not only myself but the rest of the world," Kirsten said.

"We'll be adding *Hello Hello* to our growing collection of First Nations literature," noted Ms Colnan excitedly.

In 2022 the ILF aimed to raise \$150,000 to gift 15,000 new books to remote communities. A big thank you to our IGS students and parents who donated to the cause on the day and assisted in making it such a wonderful and impactful event.

GRAZIE E BUONA FORTUNA PROF GENUA

In November IGS hosted a special Assembly to farewell our former Director of Languages Rosalba Genua-Petrovic after 33 years of service to the School and to celebrate her languages legacy at IGS.

"My passion for languages blossomed in my preschool Italian class, and as I grew up, I fell in love with not only the Italian language but how learning languages at IGS interconnects us with each other and the world," reflected Year 12 Language Leader and newly appointed 2023 Head Girl Charlotte Waley as she welcomed everyone to the assembly.

"I remember being in Prof Genua's Italian class in Year 6 and being inspired by her fervent passion for languages and teaching, I wouldn't be the student I am today if it weren't for her. On behalf of everyone, I would like to thank Prof Genua for all she has done for IGS and recognise that she has left an indelible mark on the school community."

Principal Shauna Colnan thanked Rosalba, who joined IGS in 1989 as a young Italian teacher, for the legacy she leaves behind at IGS.

"Rosalba is leaving us at the very top of her game, with a large flourishing department, extraordinary academic results, the Global Learning Centre for the Teaching and Learning of Languages up and running, an amazing global language

exchange program and most importantly, with the abiding love and appreciation of languages running deep and wide at IGS!"



When Rosalba joined IGS the growing School was just five years old and was based in the Elizabeth Arden cosmetics factory in Surry Hills. "It looked like a school in a factory, but it felt like something was really germinating, quite exciting, a genome of something big to come," Rosalba said.

As the School grew, Rosalba took on more and more responsibilities, becoming a coordinator of High School languages, then Head of Department, then Director of Languages, 14 years ago. "I feel privileged to have been part of a school that has allowed students to excel in languages and take with them the gift of being plurilingual. It's been immensely rewarding and fulfilling," said Rosalba.

We thank Rosalba for her dedicated service.

COMMUNITY

THANK YOU FOR SUPPORTING OUR GIVING DAY

A message from IGS Director of Advancement Paul Galea.

The sun was shining in that beautiful blue sky that we have all seen too little of in the past eight months!

This was a positive sign and the positive vibes just kept on coming. From the smiling, charismatic High School student leaders to the looks of satisfaction on the faces of small Primary School children as they dropped their gold coin donation with a satisfying “clang” into the bright silver bucket, this was a really “feel good” start to Giving Day. Some parents were a little confused (but happily so!), as they dropped gold notes instead of gold coins into the buckets!

Community is everything and Giving Day 2022 showed that at IGS we have truckloads of it.

All up the Mufti Day raised nearly \$1,400 for Giving Day and just as importantly it raised awareness and gave the day a really nice “feel”. So thank you to all who contributed there. Hearty thanks, too, of course, to those who donated online. Your generosity and kindness are much appreciated and never taken for granted.

Photos:

1. and 2. Paul Galea and Year 12 student leaders greet students as they arrive at School on Giving Day

I need to give out a very special shoutout to our Matching Donors. Without these incredible people, this type of day just cannot happen.

They are the engines that drive the day. Many wish to remain anonymous and that is fine but I just want to publicly acknowledge the tremendous influence of their sharing.

I would also give a huge vote of thanks to Professor Allan Snyder and Family, who made a surprise and magnificent donation of \$50,000! That level of generosity and sharing is almost unbelievable.

We exceeded our target of \$90,000 and in fact raised over \$140,000.



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