



Annual Report  
2017

International  
Football & Tennis  
School  
(IFTTS)

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## 1. Message from the Chair - Matthew Spindler

2017 was a milestone year for IFTS with the school officially becoming a full K – 12 school with over 400 students. With the initial strategic goal of becoming a K – 12 school accomplished it also meant that 2017 was a transitional year for the school with renewed stakeholder engagement, management changes, the beginning of a new strategic plan, the evolution of the School's corporate governance framework and the implementation of a Board succession plan. To borrow a well-used analogy, 2017 was the year for IFTS to emerge from its cocoon. IFTS was no longer a “start-up” organisation and like all areas of life change is the only definite. It is imperative to embrace the change, let go and adapt.

A key step in the process, which I understand was a shock to many, was for me to resign my post as founding Chairperson and make way for new board members with the skill sets to help IFTS evolve through the next stage of its life cycle. While in an ideal world these transitions would be handled gradually & slowly, sometimes we need a catalyst to spark change. Looking back now, 9 months on from my resignation, I know I made the right decision for IFTS. Several high quality Board members have been appointed and I know the school is in strong, capable hands.

I will be forever grateful for the opportunity to get involved with IFTS and the trust Paul & the IFTS community placed in me. I am also grateful for the help & support of the Board members I had the pleasure of working with in my time with IFTS.

Our original aim when starting the school was to change the face of education and junior sports development. A lofty ambition and one that we won't be able to assess as successful until some point in the distant future. Personally, I wanted to give back something to the community by creating an environment that served the children. We created a benchmark upon which all staff & Board decisions, actions and conversations must pass. That benchmark is “does it serve the children?” for that is our sole purpose as a School. If I achieved nothing else in my time with IFTS but creating that benchmark I am content.

I'd like to take this opportunity to wish Paul, the IFTS team, IFTS students and parents the best of luck & happiness for the future.

## **2. Message from the CEO and Principal - Paul Chapman**

It gives me pleasure to present the 2017 International Football and Tennis School Annual Report. This year we welcomed new staff, new Board members, made staff appointments, improved our facilities, have a strategic plan in development to guide us and have been building relationships and partnerships that will have a positive impact for our School.

The School's Management Team continued to work with Leading Teams, a respected professional development company that assists organisations to become the best they can be.

During Term three the School engaged an organisation called Choices to Growth who completed a whole school survey designed to glean a better understanding of what our parents, students and staff felt were important factors when choosing a school. The results of this survey formed the basis of our strategic planning process which we are looking to finalise during 2018.

We were delighted to see IFTS become a full K-12 school following the addition of Stage 1 (years 1 and 2). Also, our third Year 12 class consisting of 25 students successfully finished their academic program by completing the Higher School Certificate.

IFTS enjoyed a number of successes in the sporting arena for both our football and tennis students. We shared many of these highlights via our social media platform throughout the year, some of which may still be viewed by visiting the IFTS facebook page.

2017 also saw the retirement from our Board of our founding Chairperson Matt Spindler. Matt has made a great contribution to the School since its inception and we wish him well.

I would like to take this opportunity to acknowledge my appreciation for the effort of the Management Team and the Board of Directors.

This report reflects the work and achievements of our School, staff and students. I certify that the information in this report is the result of a school self-evaluation process and is a balanced and genuine account of the School's achievements and areas for development.

### 3. Contextual Information About the School

International Football & Tennis School combines students' passion for sport with an engaging education program. Skills are developed in collaboration, communication and critical thinking. We provide a unique school culture where students have a shared passion and attitude toward their learning and training.

Our student body comes from a range of different locations with students travelling from as far north as Newcastle through to the base of the Blue Mountains in Sydney. A high percentage of families value sport and this drives enrolments at our School.

A typical school day for our students includes: -

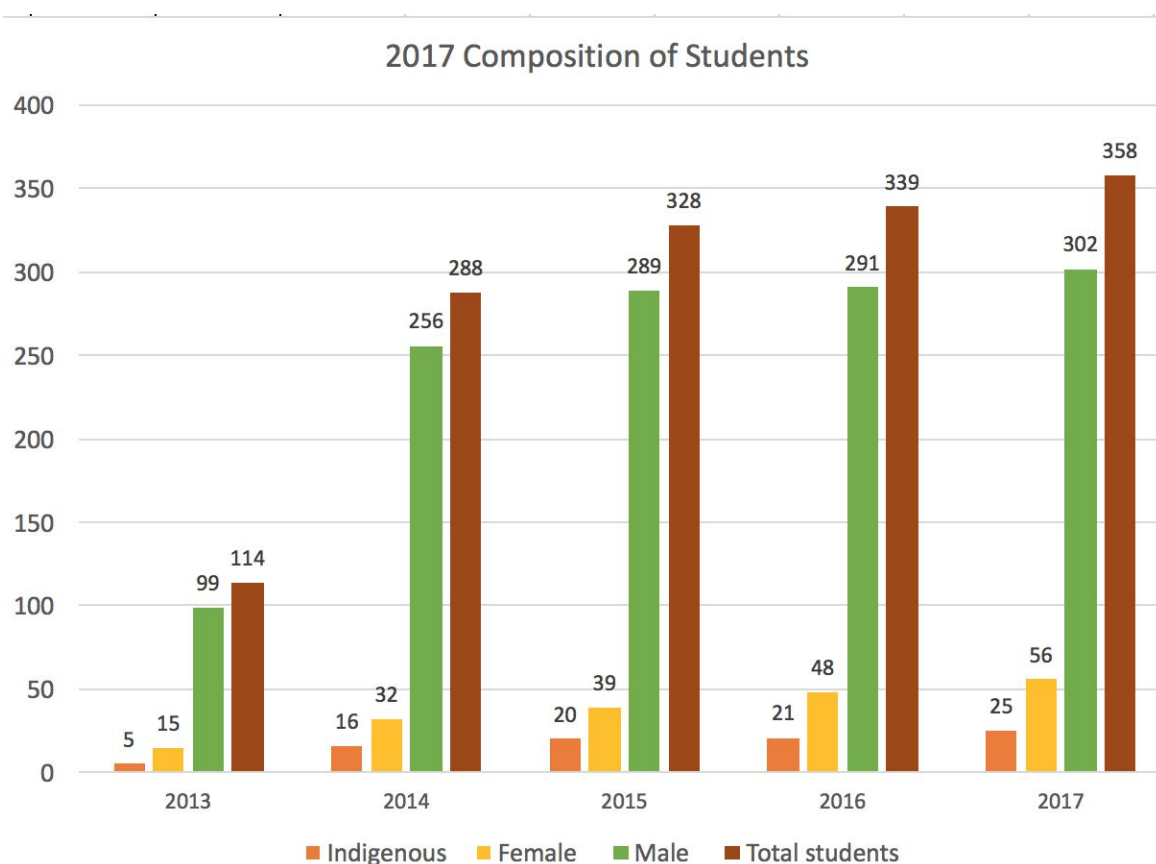
- Participation in a 2-hour training development program in either football (soccer) or tennis, with Kindergarten participating in a variety of physical activities for up to 2 hours a day, each day.
- Participation in 4 hours of teaching and learning every day.
- Learning in stage groups in flexible and open learning spaces.

The mandatory curriculum as outlined by the NSW Education Standards Authority (NESA) is taught throughout K-10. For years 11/12, students complete the HSC via the compressed model, which means students complete 3 HSC subjects per year over the two years.

With continued student growth, strategies to improve literacy and numeracy skills continue to be a focus. Strategies in 2017 included:

- Continuation of Stage Teams to ensure consistency in the delivery of content and skills.
- Every teacher is responsible for literacy and numeracy across all key learning areas.
- A full review of the academic program in Term 4 to inform some changes in 2018.

Composition of Students	2013	2014	2015	2016	2017
Indigenous	5	16	20	21	25
Female	15	32	39	48	56
Male	99	256	289	291	302
<b>Total students</b>	<b>114</b>	<b>288</b>	<b>328</b>	<b>339</b>	<b>358</b>



Further information about the International Football & Tennis School can be found:  
on the school's website: <http://ifts.nsw.edu.au>

By visiting International Football & Tennis School at the My School website:  
<http://www.myschool.edu.au>

## **4. Student Outcomes in Standardised Literacy and Numeracy Testing**

### **PAT tests**

IFTS Students from years 3 -10 sat the ACER Progressive Achievement (PAT) Tests. These tests were used at the discretion of the Key Learning Area specialist in each area of the Junior and High schools. The PAT tests are an Australian, nationally normed series of tests designed to provide objective, norm-referenced information to teachers about their students' skills and understanding in a range of reading comprehension, writing and mathematics. At the centre of each PAT test is a described proficiency scale providing both quantitative and qualitative data on student performance. This makes the PAT tests ideal for understanding students' current strengths and weaknesses, thereby informing our teachers in regard to their teaching and learning programs along with monitoring progress over a school year.

### **NAPLAN**

There are various ways to visualise NAPLAN data and the following data has been summarised to show student progression over a 2 year period for these tests. This data is representative of the period from 2015 through to end of 2017.

Student gain shows the average change in results for students who have taken consecutive NAPLAN tests at the same school. This is measured by identifying those students who undertook NAPLAN tests either in both years (for example, in Year 3 in 2015 and again in Year 5 in 2017) at the same school. No other students are included in this calculation.

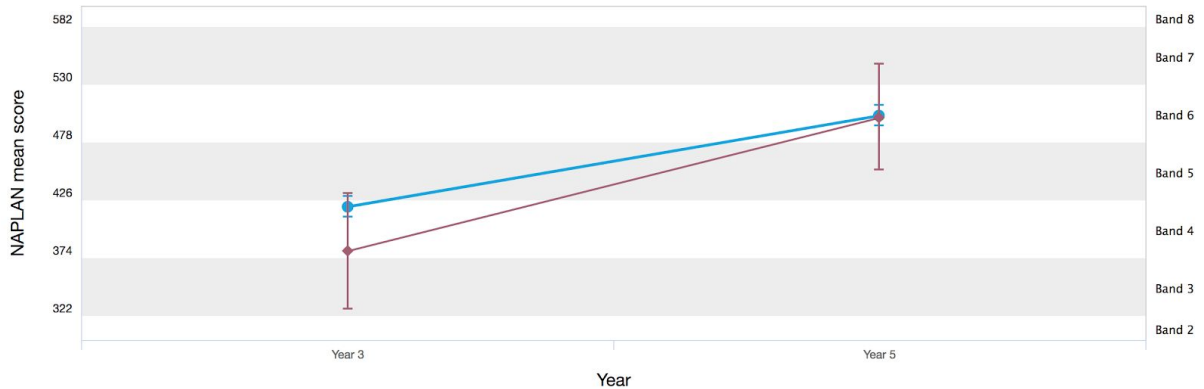
Student gain is also a way to measure the impact the school has had on student progress. That is, when the background of students is similar across schools, it is more likely that any differences in gain made by schools are related to the teaching and learning capabilities of the school.



The Bands indicate a common scale which is also divided into 10 achievement bands (bands 1–10), with six bands reported for each year level. This is because each year group cohort is specifically tested for the range of six bands appropriate to the year level. For Year 3, the proportion of students in each of bands 1–6 are reported. For Year 5 students, bands 3–8 are reported; for Year 7, bands 4–9; and for Year 9, bands 5–10.

When looking at the data over time we should be seeing the red line showing a steady increase. This line is relative to the age of the cohort along with the appropriate band for the year level.

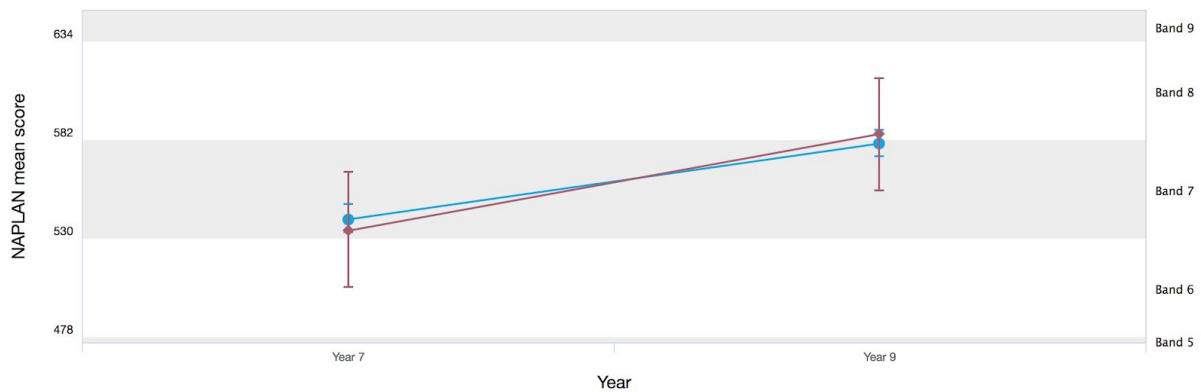
## READING



### Years 3 - 5 Reading Student Gain (2015-2017)



-  Average or Median achievement of students in the selected school and margin of error at 90% level of confidence
-  Average or Median achievement of students in schools with similar students and margin of error at 90% level of confidence

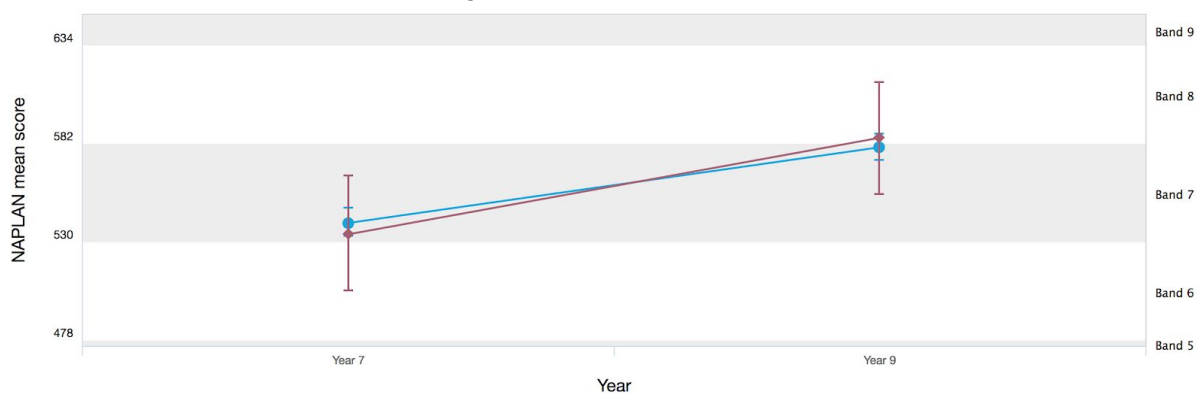
### Years 5 - 7 Reading Student Gain (2015-2017)





-  Average or Median achievement of students in the selected school and margin of error at 90% level of confidence
-  Average or Median achievement of students in schools with similar students and margin of error at 90% level of confidence



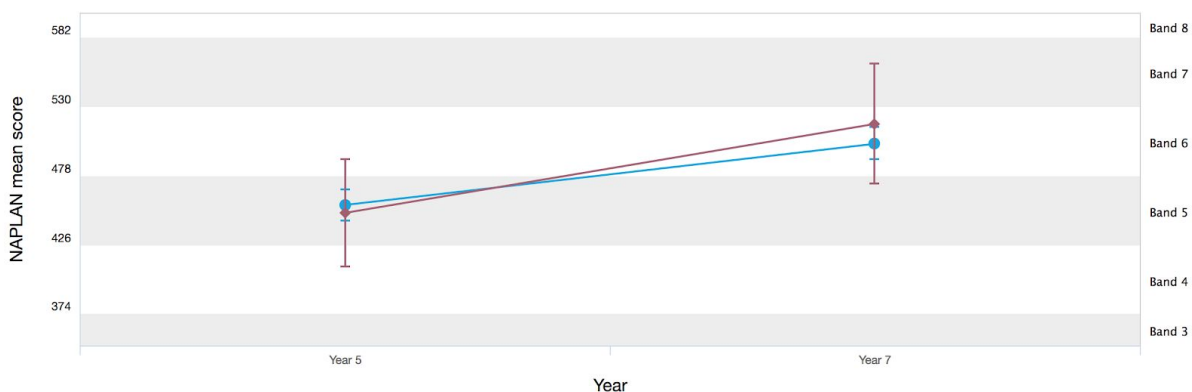
### Years 7 - 9 Reading Student Gain (2015-2017)



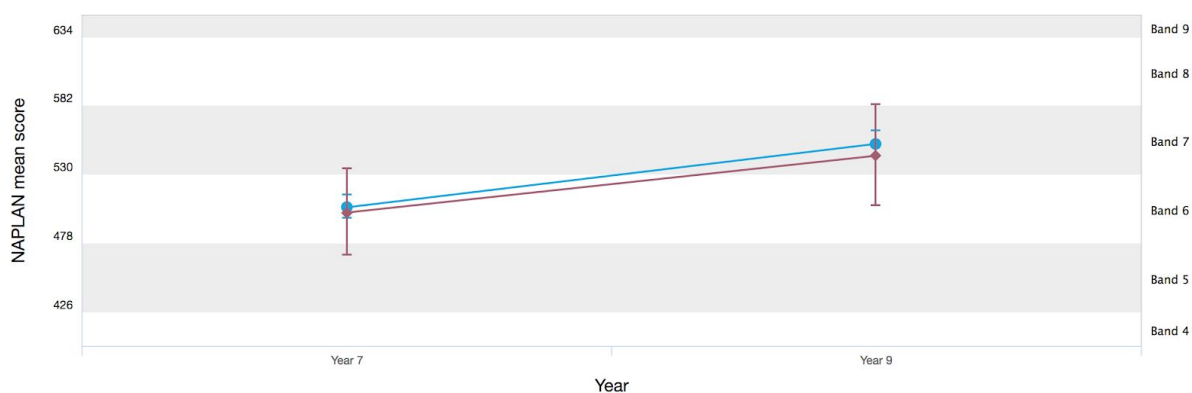
 Average or Median achievement of students in the selected school and margin of error at 90% level of confidence  
 Average or Median achievement of students in schools with similar students and margin of error at 90% level of confidence

## WRITING

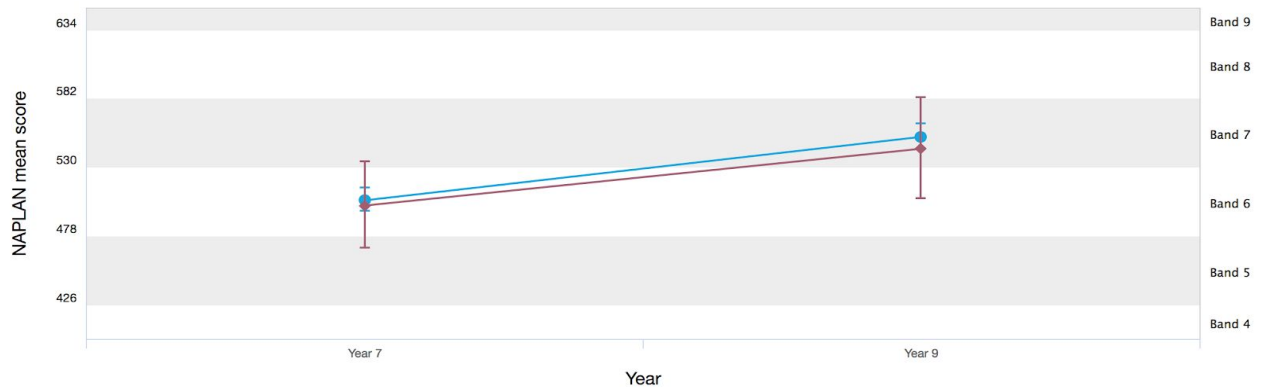
### Years 3 - 5 Writing Student Gain (2015-2017)



### Years 5 - 7 Writing Student Gain (2015-2017)

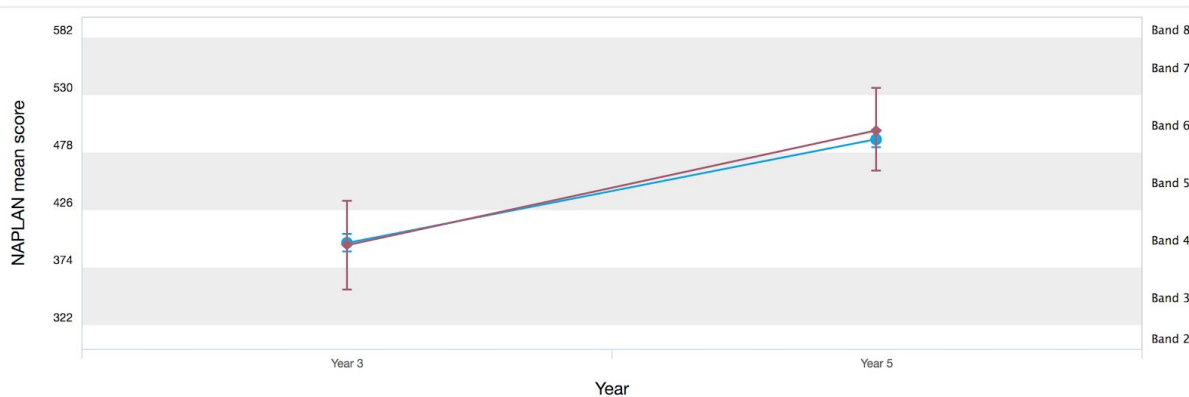




### Years 7 - 9 Writing Student Gain (2015-2017)



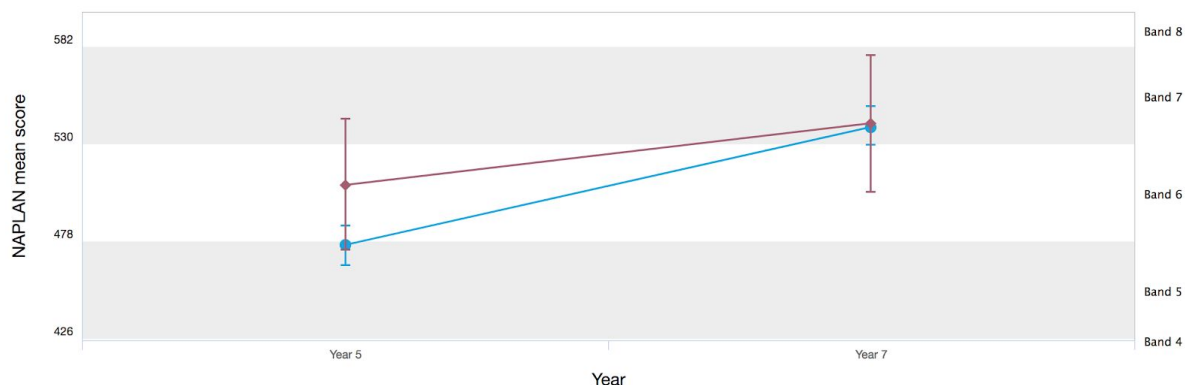
## NUMERACY



### Years 3 - 5 Numeracy Student Gain (2015-2017)



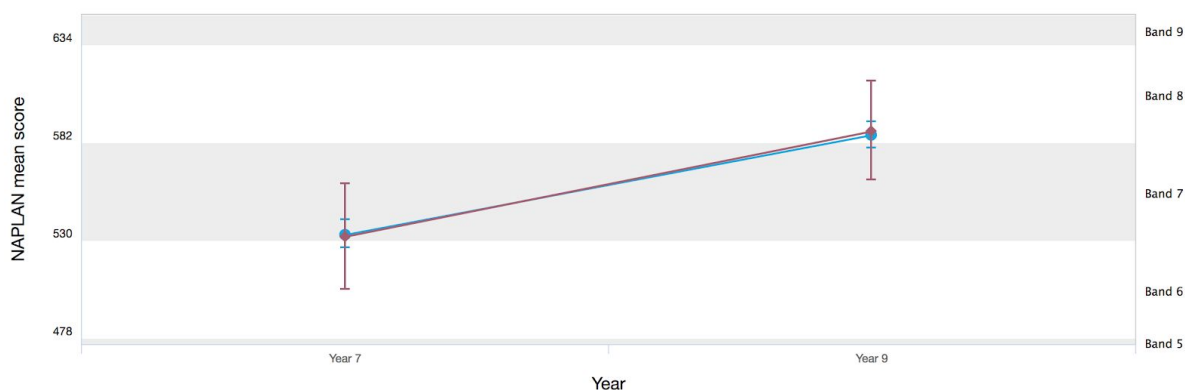
-  Average or Median achievement of students in the selected school and margin of error at 90% level of confidence
-  Average or Median achievement of students in schools with similar students and margin of error at 90% level of confidence



### Years 5 - 7 Numeracy Student Gain (2015-2017)



 Average or Median achievement of students in the selected school and margin of error at 90% level of confidence  
 Average or Median achievement of students in schools with similar students and margin of error at 90% level of confidence

### Years 7 - 9 Numeracy Student Gain (2015-2017)



 Average or Median achievement of students in the selected school and margin of error at 90% level of confidence  
 Average or Median achievement of students in schools with similar students and margin of error at 90% level of confidence

Further information about NAPLAN and International Football & Tennis School can be found by visiting International Football & Tennis School at the My School website: <http://www.myschool.edu.au>

## 5. SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

### Granting of RoSA Yr10

In 2017:

37 enrolled of which 100% achieved Yr 10 RoSA.

23 students (67%) continued their education into year 11.

#### 2017 Stage 5 (Year 10) School vs State Grading Pattern Comparison

International Football and Tennis School (78048)

Hunter Area



7 June 2018

Course Name	Students		School Pattern (%)							State Pattern (%)						
	in School	in State	A	B	C	D	E	N		A	B	C	D	E	N	
English 200 hours	35	85187	14	49	20	9	9			12	28	37	16	6	1	
Mathematics 200 hours	35	85285	3	11	57	23	6			15	23	31	22	7	1	
Science 200 hours	35	85169	9	29	51	11				13	24	37	18	6	1	
Australian Geography 100 hours	35	84896	6	26	46	9	14			13	26	37	17	6	1	
History 100 hours	35	85138	6	46	29	14	6			14	27	36	17	6	1	
Personal Development, Health and P.E. 200 hours	35	59297	3	40	34	11	11			13	33	37	12	4	1	

With English, the comparison between state see IFTS attaining 2% higher in A grade and 21% higher in B grade. There are less students who achieved a grade C and D compared to the state.

Mathematics sees a large disparity between A and B grades with the majority of our students achieving a C grade for RoSA. We are comparable to those achieving grades D and E.

With the majority of our students achieving grades B and C in Science we are above that of other schools in the state. Again, in Geography most of our students have achieved above that of other state wide schools in grades B and C with the highest number of students attaining C in this subject. History shows that our students have gained above the state pattern in grade B.

## Granting of RoSA Yr12

Students studied the following subjects in 2017:

Business Studies, Earth & Environmental Science, Mathematics General, English Standard, SLR, Sports Coaching Cert II

25 students in Year 11 undertook courses contributing to their HSC

25 students in Year 12 undertook courses to complete their HSC of which

23 students completed the qualification for the Higher School Certificate and

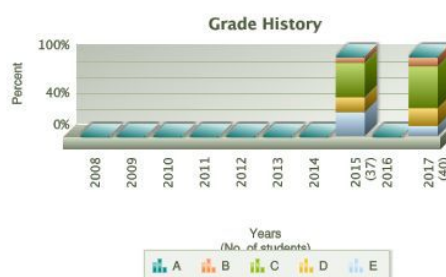
2 Students were awarded the RoSA

## HSC Results and comparisons 2015 and 2017

### Business Studies

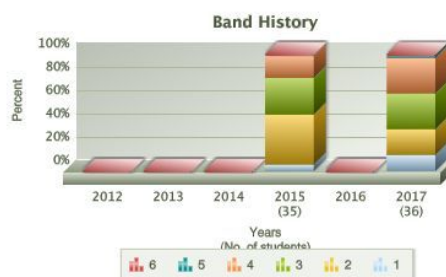
#### Grade

	A	B	C	D	E	N
2008	<a href="#">remove</a>					
2009	<a href="#">remove</a>					
2010	<a href="#">remove</a>					
2011	<a href="#">remove</a>					
2012	<a href="#">remove</a>					
2013	<a href="#">remove</a>					
2014	<a href="#">remove</a>					
2015	<a href="#">remove</a>	8.10	43.24	18.91	29.72	
2016	<a href="#">remove</a>					
2017	<a href="#">remove</a>	12.50	52.50	22.50	12.50	



#### Band

	6	5	4	3	2	1
2012	<a href="#">remove</a>					
2013	<a href="#">remove</a>					
2014	<a href="#">remove</a>					
2015	<a href="#">remove</a>		20.00	31.42	42.85	5.71
2016	<a href="#">remove</a>					
2017	<a href="#">remove</a>	2.77	30.55	30.55	22.22	13.88

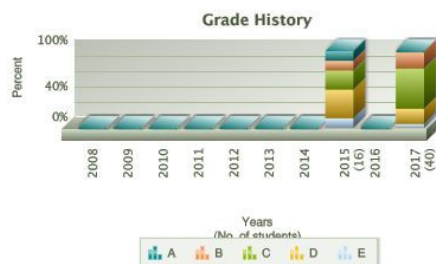


There are overall improvements in Business studies from 2015 to 2017 with the majority of students attaining a band 3 or 4. In 2017 results show that band 5 has been reached which is a positive outcome for this subject.

## Earth & Environmental Science

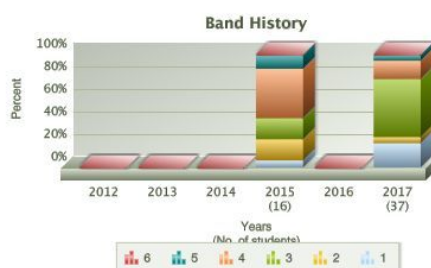
### Grade

		A	B	C	D	E	N
2008	<a href="#">remove</a>						
2009	<a href="#">remove</a>						
2010	<a href="#">remove</a>						
2011	<a href="#">remove</a>						
2012	<a href="#">remove</a>						
2013	<a href="#">remove</a>						
2014	<a href="#">remove</a>						
2015	<a href="#">remove</a>	12.50	12.50	25.00	37.50	12.50	
2016	<a href="#">remove</a>						
2017	<a href="#">remove</a>		22.50	52.50	20.00	5.00	



### Band

		6	5	4	3	2	1
2012	<a href="#">remove</a>						
2013	<a href="#">remove</a>						
2014	<a href="#">remove</a>						
2015	<a href="#">remove</a>	12.50	43.75	18.75	18.75	6.25	
2016	<a href="#">remove</a>						
2017	<a href="#">remove</a>	5.40	16.21	51.35	5.40	21.62	

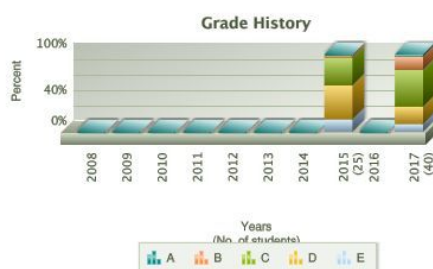


The majority of students achieved a band 3 in 2017, an increase on 2015 statistics although there are fewer band 4 students in this year also.

## Mathematics General

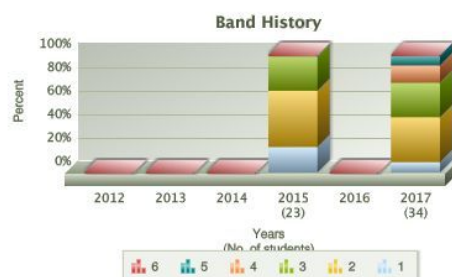
### Grade

		A	B	C	D	E	N
2008	<a href="#">remove</a>						
2009	<a href="#">remove</a>						
2010	<a href="#">remove</a>						
2011	<a href="#">remove</a>						
2012	<a href="#">remove</a>						
2013	<a href="#">remove</a>						
2014	<a href="#">remove</a>						
2015	<a href="#">remove</a>	4.00	36.00	44.00	16.00		
2016	<a href="#">remove</a>						
2017	<a href="#">remove</a>	2.50	17.50	47.50	22.50	10.00	



### Band

		6	5	4	3	2	1
2012	<a href="#">remove</a>						
2013	<a href="#">remove</a>						
2014	<a href="#">remove</a>						
2015	<a href="#">remove</a>				30.43	47.82	21.73
2016	<a href="#">remove</a>						
2017	<a href="#">remove</a>	8.82	14.70	29.41	38.23	8.82	

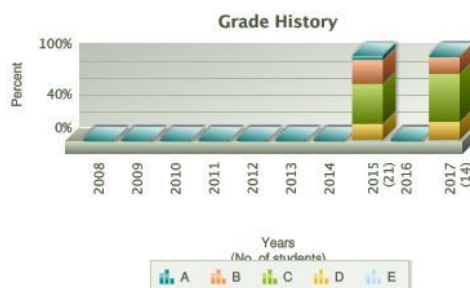


There has been a significant shift from 2015 where the majority of students achieved band 2. There is also a spread from band 1 to 5 which was not evident in 2015. Students achieving band 3 is comparable in 2015 and 2017. It is encouraging to see both band 4 and 5 being reached in 2017.

## SLR Grade

		A	B	C	D	E	N
2008	<a href="#">remove</a>						
2009	<a href="#">remove</a>						
2010	<a href="#">remove</a>						
2011	<a href="#">remove</a>						
2012	<a href="#">remove</a>						
2013	<a href="#">remove</a>						
2014	<a href="#">remove</a>						
2015	<a href="#">remove</a>	4.76	28.57	47.61	19.04		
2016	<a href="#">remove</a>						
2017	<a href="#">remove</a>		21.42	57.14	21.42		

equi data ext



There are more students in 2017 reaching grade C than in 2015 by about 10%.

## 2017 Higher School Certificate School Group Statistics Report



7 June 2018

### International Football and Tennis School (78048)

Course Number	Course Name	Students Included	Students Omitted	M.A. Mean	M.A. S.D.	Assessment Mean	Assessment S.D.	E.M. Mean	E.M. S.D.	State E.M. Mean	State E.M. S.D.	School vs State Variation
15040	Business Studies 2 unit	36	0	63.35	9.75	52.47	15.49	61.28	12.88	73.17	13.33	11.89-
15100	Earth and Environmental Science 2 unit	37	1	60.47	16.72	61.54	19.31	59.15	17.05	74.60	11.82	15.45-
15235	Mathematics General 2 2 unit	34	1	62.04	10.65	50.59	15.35	59.90	14.90	68.51	15.12	8.61-

## 6. TEACHER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

Category	Number of Teachers
Teachers who have teaching qualifications from a higher educational institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	20
Teachers who have qualifications as a graduate from a higher education institute within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

### Professional Development

IFTS staff participated in a range of professional learning throughout the year which continues to help inform them about how to bring world's best practice to our students. Some of the external professional development our staff undertook were delivered by the AIS NSW including: -

- Supporting School Improvement Workshops
- Governance Online Modules
- InspireED: Leveraging Technology Education for 21st Century Students
- NESA Registration & Accreditation Briefing
- Diving into Sport
- Strategies for Managing Parental Complaints
- Planning and Programming the Revised Year 11 Standard/Advanced English
- The Medium is the Message
- Child Protection Investigation
- Child Protection Legislation: Reportable Conduct and Allegations Against Employees Online Module
- Bridging the Gap: Policy to Practice
- The AIS Governance Symposium
- Senior Executives Program
- The Business of Social Media in Schools
- Managing Employee Absences



## 7. Workforce Composition 2017

CEO/Principal: 1

Chief Operating Officer: 1

Chief Financial Officer: 1

Heads of Sports/Technical Directors: 2

Head of Community & Marketing: 1

Male Teachers: 10                      Female Teachers: 12

Administration/Support Staff Full Time: 8

Part Time Administration/Support Staff: 8

Football Staff Full Time: 8

Tennis Staff Full Time: 3

Football Staff Part Time: 2

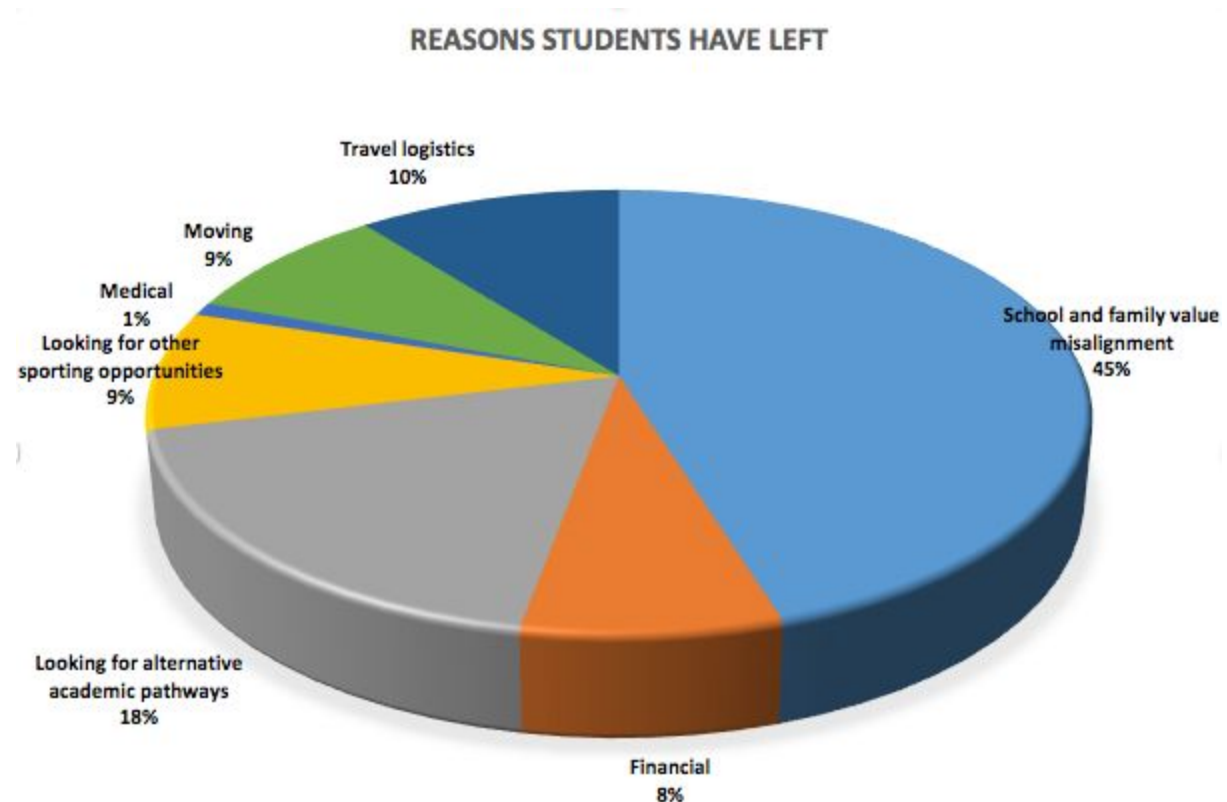
Tennis Staff Part Time: 1

In 2017 the average daily staff attendance rate was 98%. This figure does not include staff members who were absent on approved leave (including family or long-service leave), those attending professional development courses or on excursions with students.

## 8. Student Attendance, Retention Rates and Post School Destinations in Secondary Schools

### *Student Retention Rates*

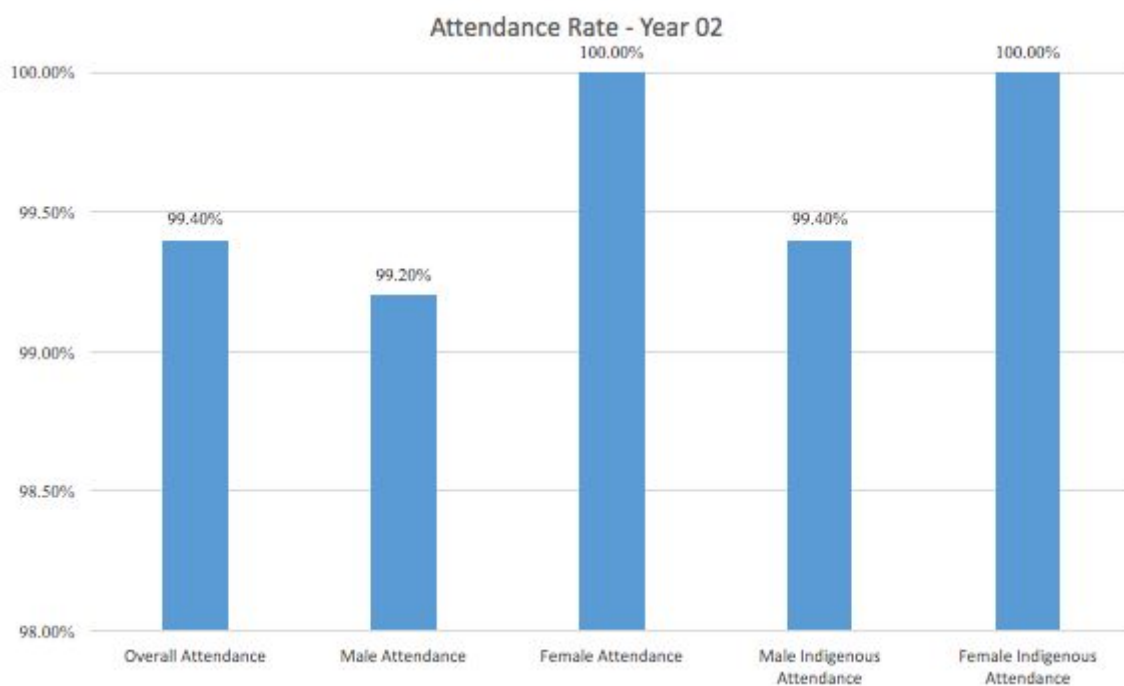
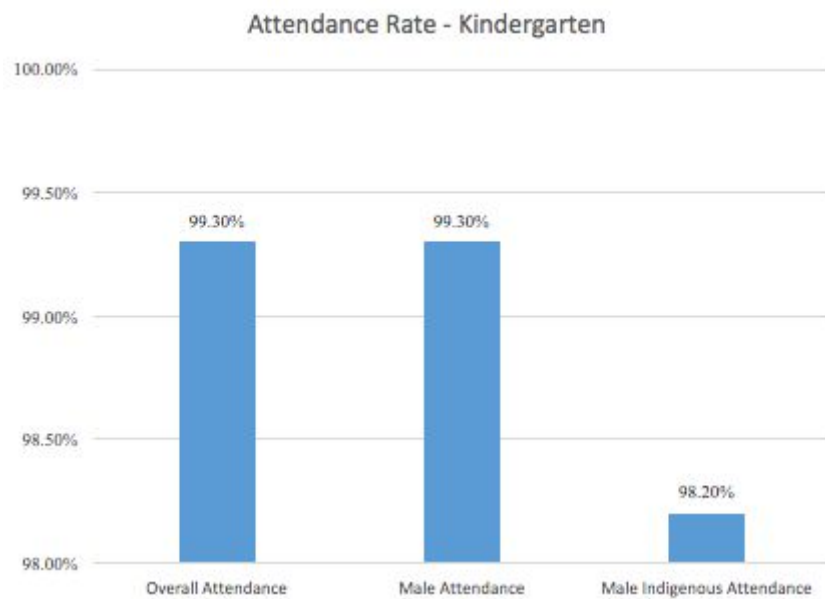
The retention rate of students moving into the senior years of schooling is fluid due to a range of personal circumstances. Reasons for leaving IFTTS include; family movement, students seeking traineeships, employment and also students seeking a school that has a greater choice in HSC subjects. IFTTS were successful in retaining 86% of our year 10 students, choosing to complete their HSC studies at IFTTS in 2017. A table of reasons for leaving IFTTS can be found below, data for which was derived from exit interviews and withdrawal applications.

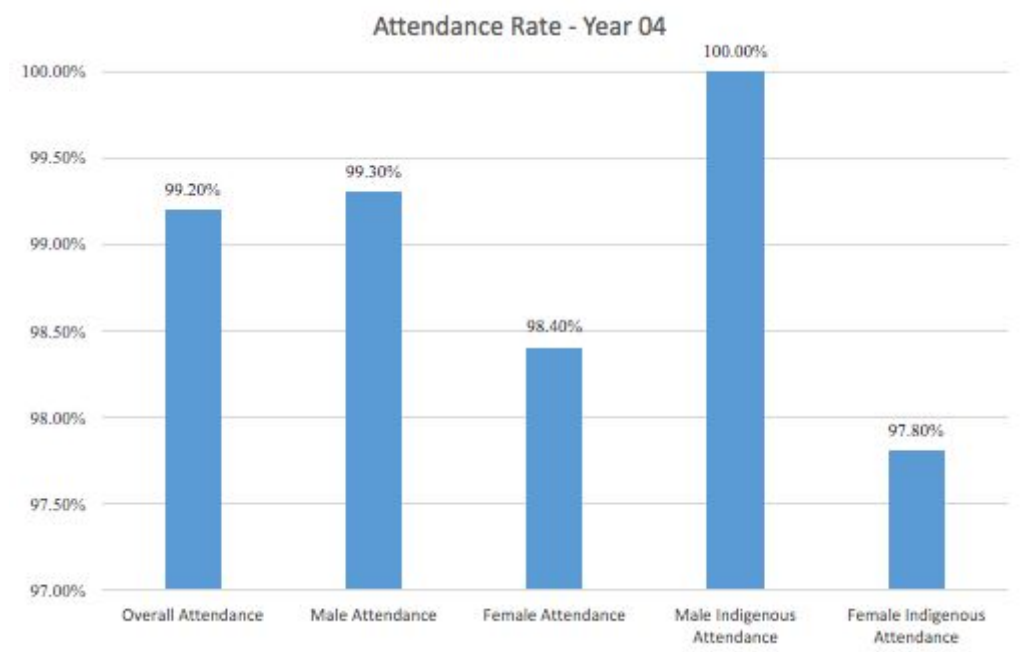
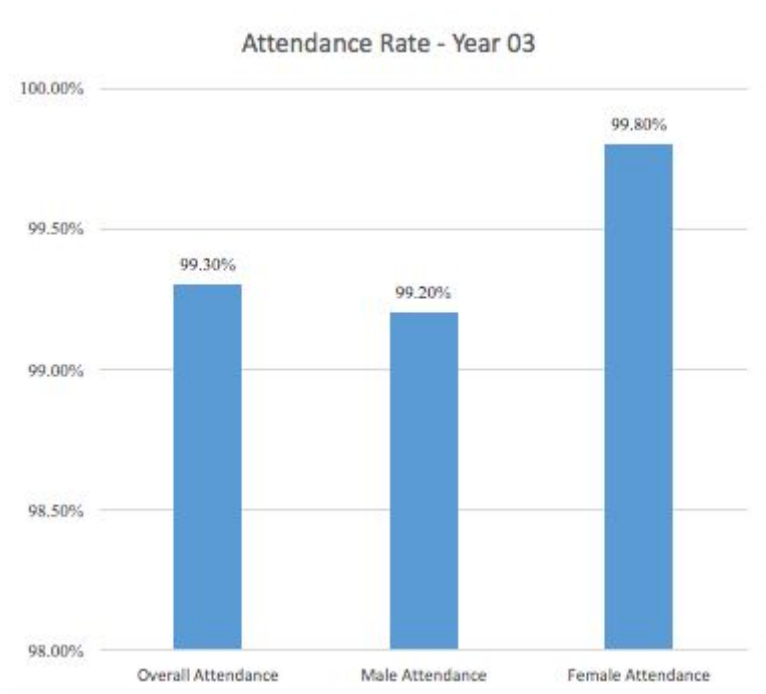


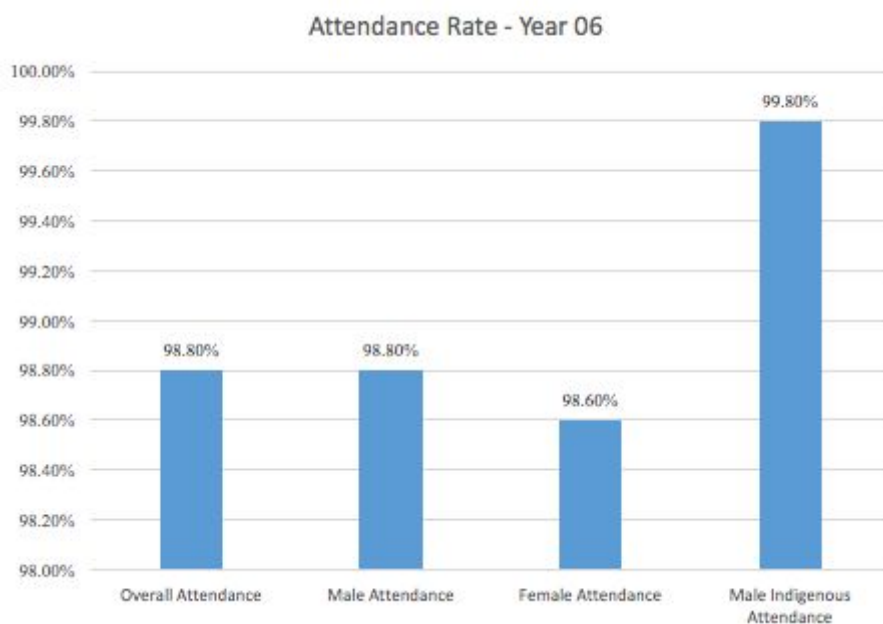
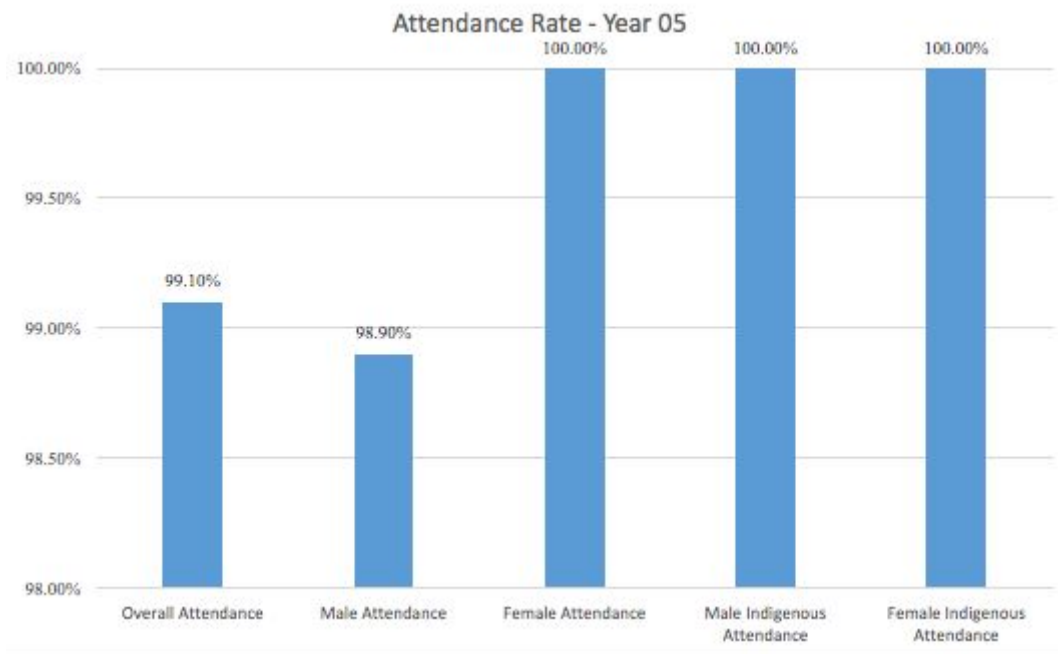
### *Post School Destinations*

28 students in Years 9-12 moved to other study (TAFE) or a different local school. 100% of our year 12 graduates from 2017 were gainfully employed or enrolled in further study within 3 months of graduating from Year 12.

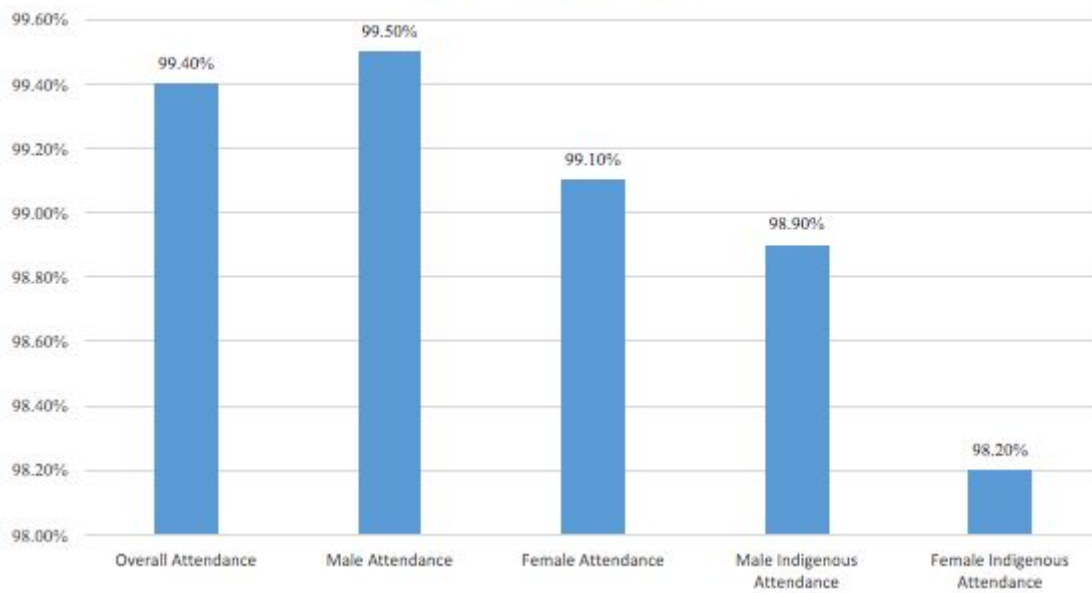
## Student Attendance



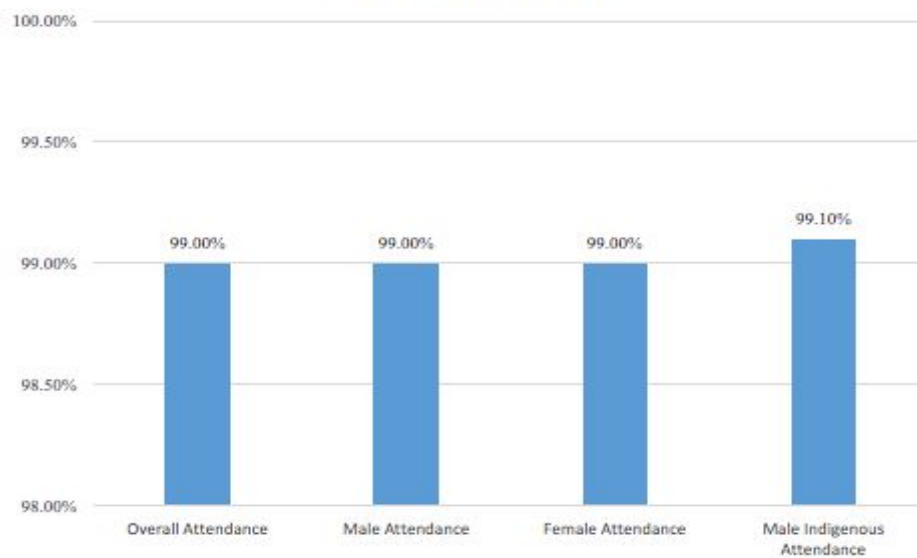




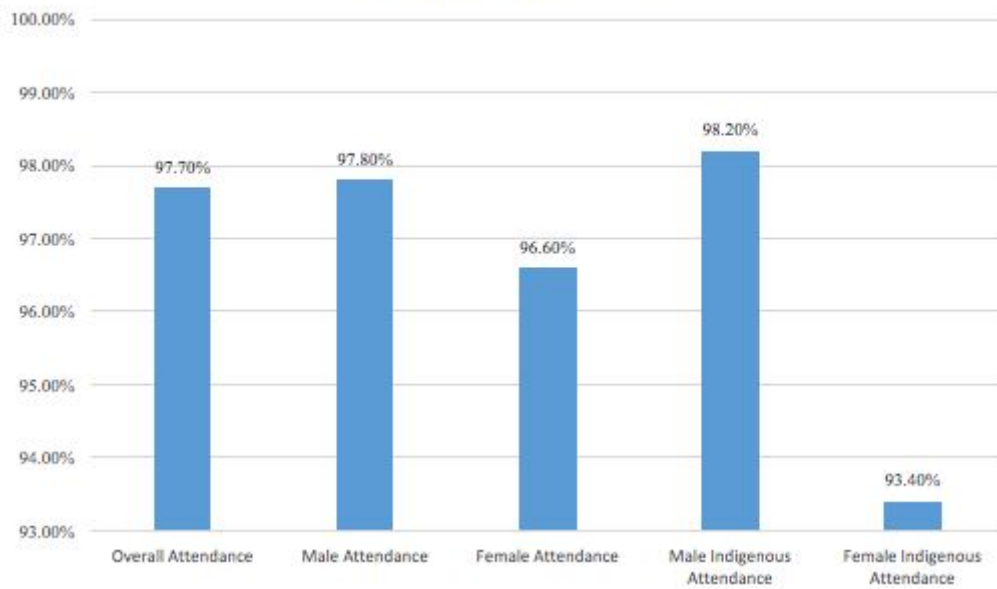
Attendance Rate - Year 07



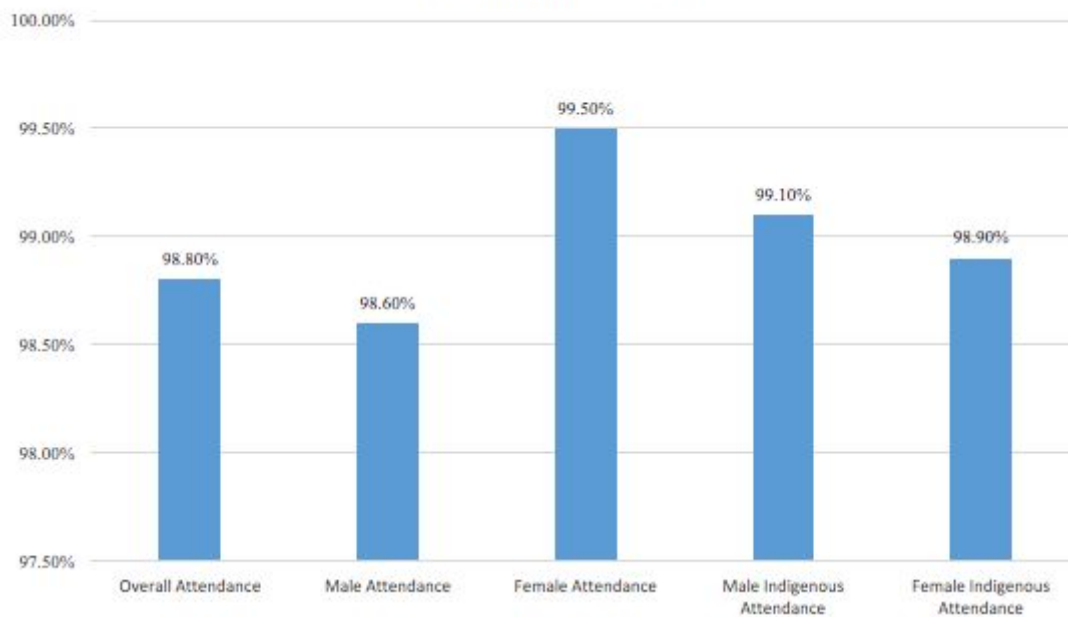
Attendance Rate - Year 08



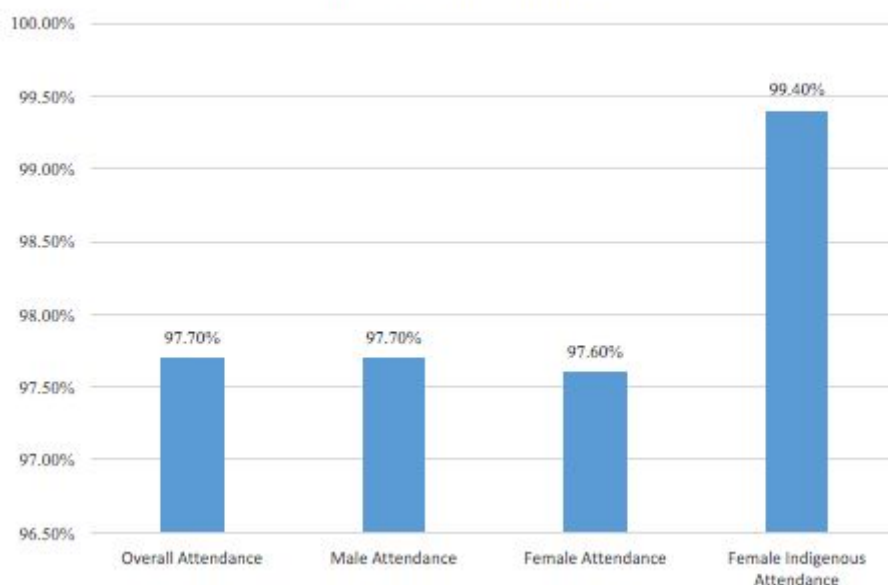
Attendance Rate - Year 09



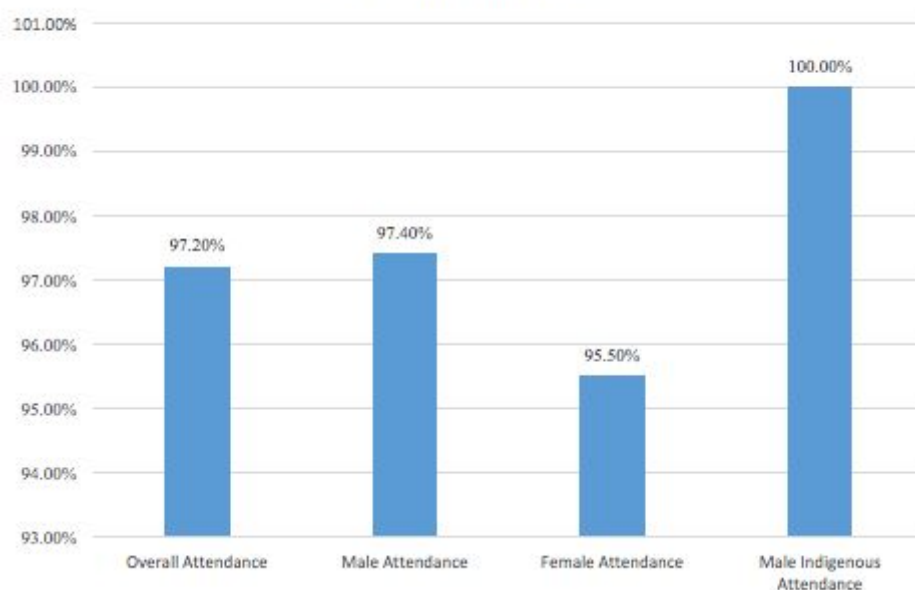
Attendance Rate - Year 10



Attendance Rate - Year 11



Attendance Rate - Year 12



### How the school manages student non-attendance

Parents of students who are absent receive a SMS notifying them of their child's absence from school. This is an automated service provided by the School on a daily basis.

Parents are required to notify the School if their child is absent for three or more consecutive days. The Office Administration staff will contact parents of children who are absent after three consecutive days to seek explanation of absence. A student who is absent for three consecutive days or displays a pattern of irregular attendance is reported by the Admin Team to the Principal and teaching staff.



## 9. Enrolment Policy

A current copy of the School's Enrolment Policy can be found here:

[https://docs.google.com/document/d/1nI9PluFMdjBFHYoZ51sNBAZwkZCKfy8caWa\\_5JttWQo/edit?usp=sharing](https://docs.google.com/document/d/1nI9PluFMdjBFHYoZ51sNBAZwkZCKfy8caWa_5JttWQo/edit?usp=sharing)

Upon enrolment to our School, parents must complete and sign our Enrolment Contract, a current copy of this can be found on the school website.

<https://ifts.nsw.edu.au/enrolment/enrolment-procedure/>

## 10. Other School Policies

The School has a series of policies which cover the general operations of the School and informs both the school community and staff on how situations should be dealt with. A copy of policy documents that are important for our school community to access can be found on our school website

(<https://ifts.nsw.edu.au/parent-resources/policy-documents/>).

A list of these published policies are:

- a) Complaints and Grievance Policy
- b) Child Protection Policy
- c) Anti-Bullying Policy
- d) Code of Conduct for Parents and Visitors
- e) Homework Policy
- f) Medical Care Policy
- h) Privacy Policy
- i) Behaviour Management Policy
- j) Cyber Safety Policy
- k) Student Code of Conduct
- l) Emergency Management Plan
- m) Student Care Welfare Policy
- n) Sport Representation Policy
- o) Suspension and Expulsion Policy
- p) Withdrawal of Enrolment Policy
- q) Supervision Policy

## 11. School Determined Areas for Improvement

The School, through internal reviews and the implementation of our strategic plan, determined the following targets for improvement over the coming twelve months:

- Implementation of individualised learning platforms (academic)
- Improvements to our wellbeing offerings
- Improvements to engaging with our school community
- Improvements to our governance and management

## 12. Initiatives Promoting Respect and Responsibility

The delivery of learnings from our Leading Teams professional sessions has lead to a number of initiatives to promote respect and responsibility including:

- Behaviour agreements between staff and students.
- Trial of a mentoring system utilising our coaching and teaching staff.
- The ongoing implementation of culturally sensitive curriculum within the classroom.

## 13. Parent, Student and Teacher Satisfaction

In 2017 the school engaged Vennli, a highly recommended company to complete an extensive survey of the parent, student and staff body to determine their satisfaction with the school and our programs. 377 surveys were completed.

### *Parent Satisfaction*

- 71% of parents felt the school provided a safe and supportive environment
- 84% of parents feel that all staff are highly qualified and passionate
- 84% of parents are satisfied with the school's focus on wellbeing and health

Parents would like more regular communication on student performance as well as teaching methods that cater for individual needs, i.e. accelerated learning or special needs.

### *Student Satisfaction*

- 72% of students were satisfied with the School's focus on wellbeing and health
- 75% of students felt that all staff are highly qualified and passionate

- 62% of students felt the school provided a safe and supportive environment

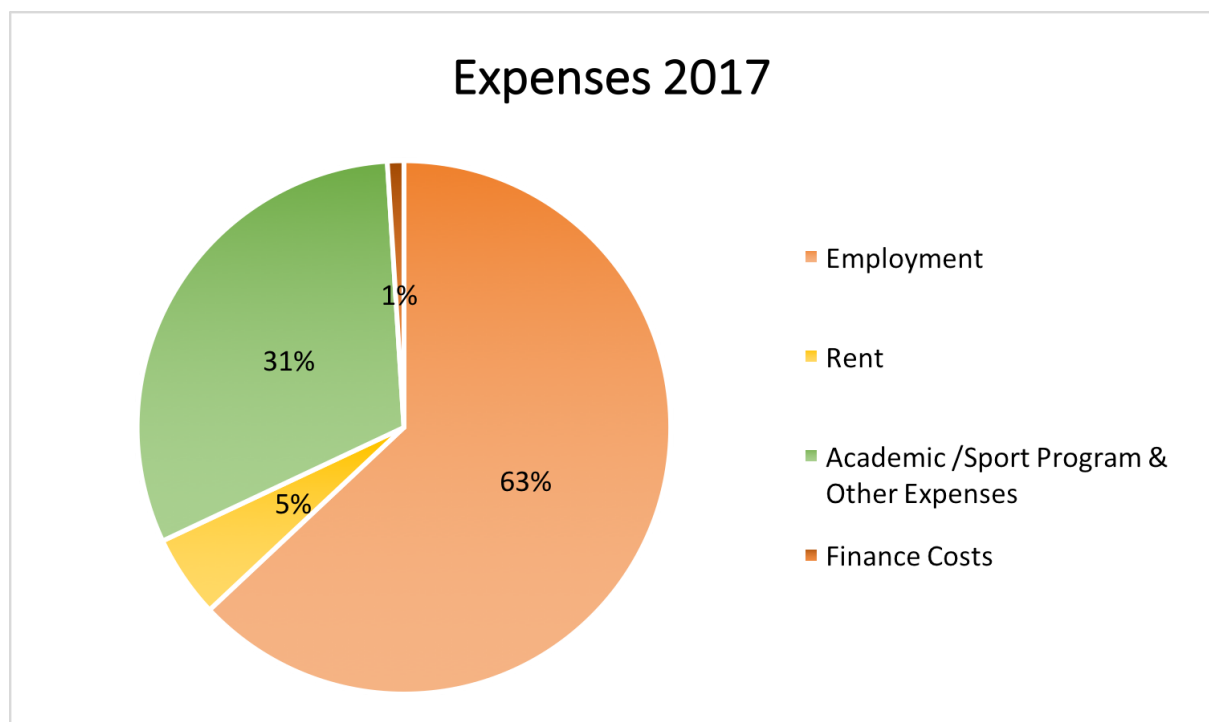
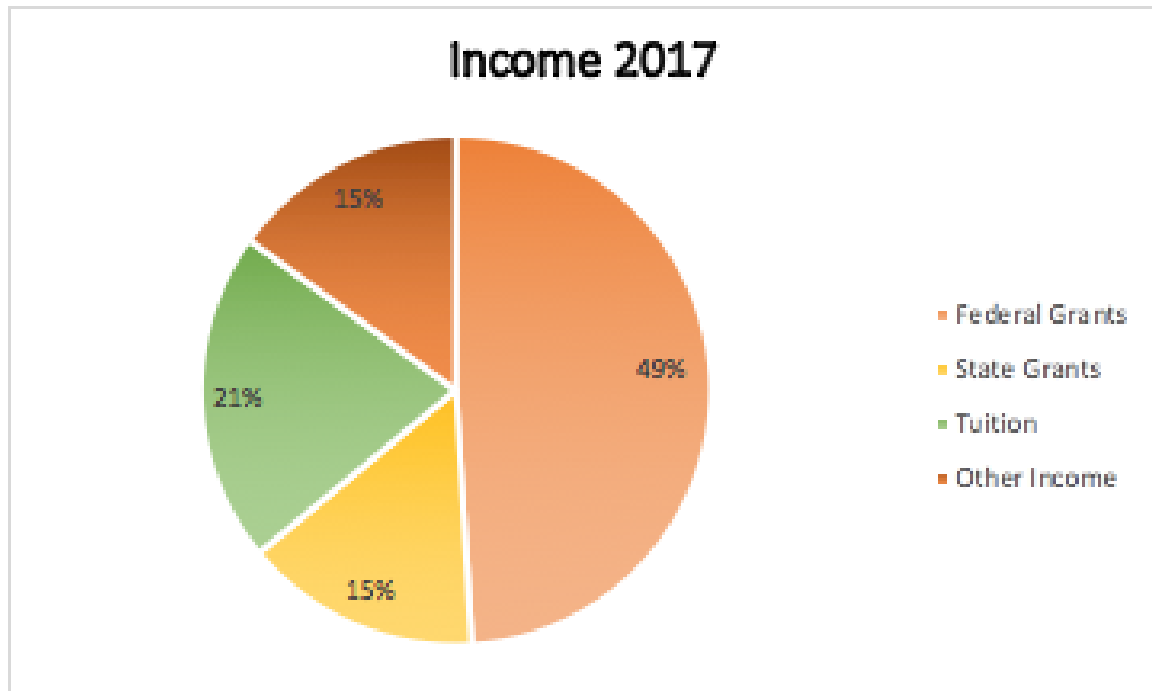
Student feedback about coming to school was positive. A focus on improving facilities was requested and a more extensive range of classroom subjects.

#### *Teacher Satisfaction*

- 93% of staff feel safe and supported in their workplace
- 88% of staff feel they are improving in either their teaching or coaching skills
- 92% of staff feel that behaviour is managed well

Teacher feedback focused on the improving the connection between management and certain areas of the School. Some examples of how this could be improved included the roll out of revised policies, lack of management presence in classrooms/pitch/court, and the need for a consistent approach across the academic and development programs.

## 14. Summary Financial Information



## 15. Publication Requirements

### **Current School Policy - Provision of data for the Minister's Annual Report**

The requirements for the 2017 Annual Report are: -

- To be published by 30 June 2018.
- To be made available to NESA online through their RANGS website.
- To be published on the school website.
- To provide a hard copy of the report to anyone upon request.

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