EDUCATIONAL AND FINANCIAL REPORTING

Policy
Saint Ignatius’ College, Riverview has procedures in place to maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and the Australian Government Department of Education. This reporting includes participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the College and requirements related to the provision of data to the Minister that is relevant to the Minister’s annual report to Parliament on the effectiveness of schooling in the State or data that may be requested by the Minister from time to time.

Procedures
Annual Report
Procedures for implementing the policy include:

- identification of the position title(s) of the staff member(s) responsible for coordinating the final preparation and distribution of the annual report to the Board of Studies, Teaching and Educational Standards (BOSTES) and other stakeholders as required
- for each reporting area, identification of the position title(s) of the staff member(s) responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report
- determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness
- preparation of the report in an appropriate form to send to the BOSTES through RANGS Online
- setting the annual schedule for:
  - delivery of information for each reporting area to the person(s) coordinating the report
  - preparation and publication of the report
  - providing the report in electronic form to the BOSTES on RANGS Online by 30 June 2015
  - public disclosure of the report within six months of the end of a year by making it available on the College website and on request in a form accessible by a person who is responsible for a student, but is unable to access the internet.

Requests for additional data
From time to time the Australian Government, through the Minister for Education, and the NSW Government, through the Minister for Education, may request additional information. To ensure that such requests are dealt with appropriately, the Office of the Principal will identify the position title(s) of the staff member(s)/person(s) responsible for the collection of the relevant data/information, coordinating the College’s response, and for ensuring provision of data/information, coordinating the College’s response, and for ensuring provision of data/information requested by Minister(s) through the specified authority in an online or appropriate electronic format by the due date.
Table of Contents

Area 1 .......................................................................................................................... 1
  Messages From Key School Bodies ........................................................................... 1
    1.1 The College Council ......................................................................................... 1
    1.2 The Representative student Council ............................................................... 3

Area 2 ............................................................................................................................ 4
  Contextual Information and Characteristics of the Student Body ............................ 4
    2.1 College Statement ............................................................................................. 4
    2.2 Co-curriculum Report ...................................................................................... 4

Area 3 ............................................................................................................................ 6
  Student Outcomes in Standardised National Literacy and Numeracy Testing ......... 6
    3. NAPLAN Results .............................................................................................. 6

Area 4 ............................................................................................................................ 8
  Senior Secondary Outcomes .................................................................................... 8
    4.1 Record of School Achievement ....................................................................... 8
    4.2 Academic and Non-Academic Pathways ......................................................... 8
    4.3 The Higher School Certificate ......................................................................... 8

Area 5 ............................................................................................................................ 11
  Professional Learning & Teacher Standards ................................................................. 11
    5.1 Professional Learning ...................................................................................... 11
    5.2 Teacher Accreditation Support Program ...................................................... 12
    5.3 Teacher Standards ......................................................................................... 12
    5.4 Complaints & Grievances Procedures ......................................................... 12

Area 6 ............................................................................................................................ 14
  Workforce Composition ............................................................................................ 14

Area 7 ............................................................................................................................ 15
  Student Attendance, Retention Rates and Post-school Destinations ...................... 15
    7.1 Student Attendance ......................................................................................... 15
    7.2 Retention Rates ............................................................................................. 15
    7.3 Post-school Destinations ................................................................................ 15

Area 8 ............................................................................................................................ 16
  Enrolment Policy .................................................................................................... 16

Area 9 ............................................................................................................................ 17
  School Policies ......................................................................................................... 17
    9.1 Student Welfare ............................................................................................... 17
    9.2 Anti-bullying ................................................................................................... 17
    9.3 Student Discipline ......................................................................................... 17
    9.4 Reporting Complaints & Resolving Grievances ........................................... 17

Area 10 .......................................................................................................................... 19
  School Determined Improvement Targets .................................................................. 19
    10.1 Achievement of Priorities Identified in 2013 ............................................... 19
    10.2 Priorities Identified in 2014 .......................................................................... 23

Area 11 .......................................................................................................................... 25
  Initiatives Promoting Respect & Responsibility ...................................................... 25
Area 12  

Parent, Student & Teacher Satisfaction

12.1 Parent Satisfaction
12.2 Student Satisfaction
12.3 Teacher satisfaction

Area 13  

Summary Financial Information

13.1 College Income
13.2 College Expenditure

Appendix A - Enrolment Policy

Appendix B – Enrolment Contract
Area 1

Messages From Key School Bodies

1.1 THE COLLEGE COUNCIL

The Saint Ignatius’ College Council acts as a Board of Directors for the College on behalf of the Society of Jesus. It approves strategic futures, policy and financial affairs as they relate to the school. Membership of the Council carries with it significant responsibilities to identify with the long term vision of Saint Ignatius’ College, Riverview and a desire to embrace the Ignatian charism that has informed the educational program since its foundation in 1880.

Members of the School Council for 2014 were as follows:

Mr John Wilcox (Chair)
Fr Chris Gleeson SJ
Fr Tom Renshaw SJ (January-June)
Mr Harvey Gaynor (June-December)
Fr Jack McLain SJ
Fr Michael Ryan SJ
Fr Ross Jones SJ (Rector)
Prof Anne Cummins
Ms Anne McDonald
Mr Greg McKay
Mr Tim Morse
Mr Michael Payten (January-June)
Mr Michael Traill AM
Ms Gabrielle Trainor

It is noted that Ms Gabrielle Trainor and Mr Michael Traill concluded their term of appointment after serving eight years and four years respectively. Thanks are extended to both Gabrielle and Michael for their significant service as members of Council.

The major activities of the College Council for 2014 are listed as follows:

1. Policy formation and implementation. Because of the need to update policy, both in format and content, the following policies were approved by Council through 2014 for full implementation in 2015:
   a. Debtors Policy
   b. Privacy Policy
   c. Financial Assistance for School Fees Policy
   d. Critical Incident Policy
   e. Student Dress and Presentation Policy
   f. Enrolment Policy
   g. Staff Fee Subsidy Policy
   h. Asset Management Policy
   i. Student Grievance Policy
   j. Student ICT Acceptable Use Policy
2. Approval of the school finances including fees, loans, repayment schedules, billing procedures and financial modelling.
3. The appointment of PMDL to lead the Master Planning process over a 12 month period.
4. The development of the Strategic Directions Document (2015-2020) which is due for release at the beginning of 2015.
5. Support for students from Indigenous and refugee backgrounds as well as support for students with intellectual disability.
6. Traffic management, both vehicle and pedestrian, in hazard areas such as Riverview Street.
7. Approval of the expansion of the House system in the secondary school.
8. Building projects with particular reference to major upgrades to the Gartlan Centre.
9. Oversight of the structure to manage residential housing at the College.
10. Ongoing development of the visual identity of the College, which has been standardised and made contemporary through the consultancy of Equilibrium.
11. The oversight of a new website as a key medium of communication with the College community and the wider community.
12. Formalisation of the reporting framework to monitor Workplace Health and Safety (WH&S) in the College.
13. Through various sub-committees of Council, oversight of developments in Teaching and Learning, and Information Technology.
14. Ethos and Identity as it affects an authentic and contemporary expression of Jesuit spirituality.

Saint Ignatius’ College, Riverview is fortunate to have the commitment, expertise and insight of members of Council who work to ensure that the College will continue to forge its place as one of the premier schools in the nation. With a new Strategic Directions Document (2015-2020), Master Plan and a new website ready for release, the College looks forward with great confidence to the year ahead.

Mr John Wilcox
Chair
1.2 THE REPRESENTATIVE STUDENT COUNCIL

The Representative Student Council (RSC) is a student-elected body within the College, charged with facilitating dialogue between the students and the College administration on decisions of significant impact to the student body. This encourages students to play a role in formulating College policies and provide feedback on issues impacting students. In this capacity, it works collaboratively with the Student Leadership Group, comprised of the three College Captains, House Captains and Prefects.

The Representative Student Council is elected by students from their respective years: four students each from Years 11 and 12 and two each from Years 8, 9 and 10. Meetings occur weekly and are coordinated by a member of staff, in close conjunction with the College Captain and Vice-Captains. The meetings expose student representatives to negotiation and planning skills necessary to plan and run a successful event, as well as vital communications skills as they relay information between their peers and the College administration.

Additionally, the RSC invests much effort into the co-ordination of several charitable fundraising events throughout the year. The purpose is two-fold:

- Following the ethos of the school, skills for engagement in charitable works and help for those in need are developed.
- The coordinated events provide diversity and entertainment for the student body during lunchtimes. In 2014, the RSC raised funds for a variety of Ignatian charities through social and awareness raising events, dances and the Year 11 Semi-Formal.

By the conclusion of 2014, student representatives have continued to demonstrate leadership, initiative and teamwork, while having developed a greater understanding of the role of service.

Mr Patrick Lowe
Deputy Principal Students
Area 2

Contextual Information and Characteristics of the Student Body

2.1 COLLEGE STATEMENT

Please refer to the My School website: http://www.myschool.edu.au

2.2 CO-CURRICULUM REPORT

Paragraph 31 of “The Characteristics of Jesuit Education”, states that: “education of the whole person implies physical development in harmony with other aspects of the educational process. Jesuit education, therefore, includes a well-developed program of sports and physical education.” At Saint Ignatius’ College, this holistic model of education can and is proudly displayed throughout every directorate across the School. From academia to service and from Boarding to the extended community, the educational emphasis on the whole person can be readily visible in the Co-Curriculum program.

The endeavour to provide a deep and enriching environment and to also cater for the needs of each individual has and will continue to promote Saint Ignatius’ College as a school with a distinctive and integrated educational program. We have continued with these efforts in 2014, and with the philosophy of providing “cura personalis”, a plethora of opportunities will continue to grow within this encompassing philosophy.

To this end, a greater range of opportunities has been introduced to cater for the interests of the students. In 2014 Baseball was introduced for the first time at the College. The North Ryde Baseball competition catered for four Riverview teams, whereby over 50 students enjoyed a season of baseball. The feedback has been extremely positive, indicating the likelihood of entering even a larger number of students and teams for the coming season. Additionally, the introduction of Touch Football in term four saw a similar response. It is important to note, however, that the balance between expansion and consolidation is not an easy task. Ultimately, stretched resources - both finances and staffing - often determine the validity of introducing such new concepts to the College programs.

Opportunities for expansion are explored in all areas of the Co-Curriculum program at the College. This has been evidenced by growing numbers of students involved in the Drama plays and Middle School Musical in 2014. The Theatre Sports program has not only seen success in competitions, but more importantly has allowed for the less developed Drama student to explore their interests in this field, enabling the confidence needed to pursue their dreams.

2014 also saw the largest contingent of Debating students trial for the numerous competitions we enter. The ISDA, CSDA, SDN and GPS competitions are supplemented by other external competitions such as Rotary, MUNA, Mock Trial and Mooting. Additionally, the Glenn King Cup has enabled budding debaters and Public Speakers to practice their oratory skills in an internal competition on Friday Nights.

The success of the International Sporting Tours has seen an unprecedented level of interest and enthusiasm. In December 2014, the Basketball Tour travelled to the United States and the Rugby Tour travelled to the U.K. Both Tours were mixed with our traditional Jesuit flavours and enabled important cultural learning experiences for both groups of students. This will grow even further in 2015, with a Cricket Tour of New Zealand and a Waterpolo Tour of Spain in planning. This is essential to the overall learning opportunities that can be garnered in the Co-Curriculum environment, keeping in line with the important element of holistic education espoused by the Jesuit tradition.
## Table 1. Number of Students by Sport

<table>
<thead>
<tr>
<th>Sport</th>
<th>GPS Summer</th>
<th>Non-GPS Summer</th>
<th>GPS Winter</th>
<th>Non-GPS Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>– 46</td>
<td>Baseball - 48</td>
<td>Cross Country – 27</td>
<td>AFL – 120</td>
</tr>
<tr>
<td>Basketball</td>
<td>605</td>
<td>Fencing – 24</td>
<td>Football – 425</td>
<td>Fencing – 26</td>
</tr>
<tr>
<td>Cricket</td>
<td>215</td>
<td>Futsal – 60</td>
<td>Rugby – 800</td>
<td>Mountain Biking – 25</td>
</tr>
<tr>
<td>Rowing</td>
<td>200</td>
<td>Golf – 11</td>
<td>Track &amp; Field - 82</td>
<td>Tae Kwon Do – 20</td>
</tr>
<tr>
<td>Swimming</td>
<td>43</td>
<td>Martial Arts – 21</td>
<td>Volleyball – 45</td>
<td>Tennis 50</td>
</tr>
<tr>
<td>Tennis</td>
<td>116</td>
<td>Mountain Biking – 48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water polo</td>
<td>58</td>
<td>Sailing -31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surf Life Saving</td>
<td>– 64</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Touch Football</td>
<td>– 40</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Area 3

Student Outcomes in Standardised National Literacy and Numeracy Testing

3. NAPLAN RESULTS

2008 saw the introduction of the National Assessment Program - Literacy and Numeracy (NAPLAN). Under this program all students across Australia in Year 3, Year 5, Year 7 and Year 9 sit a series of tests that give data on student performance and achievement.

In Year 5, 1% of the students achieved below the National Minimum Standard (NMS) in Reading, Writing and Spelling while no students achieved below the NMS in Grammar and Punctuation and Numeracy. In Year 7, 2% of students achieved below the NMS in Reading, 3% below in Writing and Spelling, 4% below the NMS in Grammar and Punctuation and 1% below in Numeracy. In Year 9, 1% of the students achieved below the NMS in Reading, Spelling and Grammar and Punctuation, 3% below the NMS in Writing, and none were below the NMS in Numeracy.

TABLE 2. NAPLAN: YEAR 5 AND YEAR 7

<table>
<thead>
<tr>
<th>2014</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN Test</td>
<td>Percentage of students at or above national minimum standard</td>
<td>Percentage of students at or above national minimum standard</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>State-wide</td>
</tr>
<tr>
<td>Reading</td>
<td>99</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>99</td>
<td>91</td>
</tr>
<tr>
<td>Spelling</td>
<td>99</td>
<td>93</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>93</td>
</tr>
</tbody>
</table>
TABLE 3. NAPLAN: YEAR 9

<table>
<thead>
<tr>
<th>NAPLAN Test</th>
<th>2014</th>
<th>Year 9</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>State-wide</td>
<td>School</td>
</tr>
<tr>
<td>Reading</td>
<td>99</td>
<td>91</td>
<td>633</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
<td>80</td>
<td>602</td>
</tr>
<tr>
<td>Spelling</td>
<td>99</td>
<td>91</td>
<td>616</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>99</td>
<td>88</td>
<td>619</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>96</td>
<td>656</td>
</tr>
</tbody>
</table>
Area 4

Senior Secondary Outcomes

4.1 RECORD OF SCHOOL ACHIEVEMENT

In 2014, the school did not have any students that required the issuance of a Record of School Achievement.

4.2 ACADEMIC AND NON-ACADEMIC PATHWAYS

All senior boys have the option to take a pathway that will lead to an ATAR with this leading to an offer of a place in university. Some students however, have no desire to move into tertiary education at university, and prefer to enrol at TAFE, with a private provider or go directly into employment post HSC. These students choose subjects that will not lead to an ATAR but provide a knowledge base and skills relevant to their career aspirations. In 2014, 8 students (2.5%) accessed VET/TVET courses external to the College in Automotive, Construction, Electro-technology, Hospitality and Information and Digital Technology with all students attaining a VET qualification in addition to their HSC qualification.

4.3 THE HIGHER SCHOOL CERTIFICATE 2013

325 Riverview students sat the HSC in 2014, 256 were Year 12 students with another 69 Year 11 students accelerating in Studies of Religion 1 Unit, Mathematics, Information Processes and Technology and one Year 11 student who accelerated in Mathematics Extension 1 and Mathematics Extension 2.

DISTINGUISHED ACHIEVERS.

The 2014 students gained 258 Band 6 results, and 48 Band E4 (the highest band for extension subjects), giving 306 in total.

Graph 1. HSC E4 and Band 6 Results

The 2014 HSC Band 6/E4 achievement is consistent with results over the last three years.
PREMIER’S ALL-ROUNDER AWARDS

Ten students were recognised as All-Rounders (with ten or more units in Band 6, or a mark over 90%).

TOP ACHIEVERS

Riverview students earned high placing across the State in a number of subjects. Riverview students achieved first, second, third, fourth and fifth places, in the State, in Extension Chinese, fourth in Chinese Continuers and second in the State in Studies of Religion 1 Unit.

ATAR STATISTICS

The highest ATAR for Riverview in 2014 was 99.65. In addition, 7 students achieved an ATAR above 99 and 41 students achieved ATARs above 95. One hundred percent of students attained an HSC qualification.

PERCENTAGES OF STUDENTS ACHIEVING BANDS 5 & 6 (E3 &4)

The following table indicates consistent achievement of the top two bands in each subject over the last 4 years. In 2014, 81% of subjects achieved better than the state in the top two bands. 52% of subjects achieved greater numbers of students scoring in the top two bands compared to 2013.
## TABLE 4. PERCENTAGES OF STUDENTS ACHIEVING BANDS 5&6 (E3&E4)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of students in Bands 5 and 6 (ie. an HSC mark over 80%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SIC 2011</td>
</tr>
<tr>
<td>Aboriginal Studies</td>
<td>75</td>
</tr>
<tr>
<td>Agriculture</td>
<td>20</td>
</tr>
<tr>
<td>Ancient History</td>
<td>61</td>
</tr>
<tr>
<td>Biology</td>
<td>37</td>
</tr>
<tr>
<td>Business Studies</td>
<td>57</td>
</tr>
<tr>
<td>Chemistry</td>
<td>47</td>
</tr>
<tr>
<td>Chinese Continuers</td>
<td>100</td>
</tr>
<tr>
<td>Chinese Ext (Bands E3 and E4)</td>
<td>100</td>
</tr>
<tr>
<td>Classical Greek Continuers</td>
<td>100</td>
</tr>
<tr>
<td>Drama</td>
<td>87</td>
</tr>
<tr>
<td>Economics</td>
<td>74</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>69</td>
</tr>
<tr>
<td>English Standard</td>
<td>13</td>
</tr>
<tr>
<td>English Advanced</td>
<td>73</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>-</td>
</tr>
<tr>
<td>English Ext 1 (Bands E3 and E4)</td>
<td>100</td>
</tr>
<tr>
<td>English Ext 2 (Bands E3 and E4)</td>
<td>100</td>
</tr>
<tr>
<td>French Continuers</td>
<td>57</td>
</tr>
<tr>
<td>French Ext (Bands E3 and E4)</td>
<td>75</td>
</tr>
<tr>
<td>Geography</td>
<td>68</td>
</tr>
<tr>
<td>History Ext (Bands E3 and E4)</td>
<td>100</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>59</td>
</tr>
<tr>
<td>Information Processes and Technology</td>
<td>75</td>
</tr>
<tr>
<td>Italian Continuers</td>
<td>80</td>
</tr>
<tr>
<td>Italian Ext (Bands E3 and E4)</td>
<td>100</td>
</tr>
<tr>
<td>Latin Continuers</td>
<td>64</td>
</tr>
<tr>
<td>Latin Ext (Bands E3 and E4)</td>
<td>100</td>
</tr>
<tr>
<td>Mathematics General</td>
<td>65</td>
</tr>
<tr>
<td>Mathematics 2 Unit</td>
<td>91</td>
</tr>
<tr>
<td>Mathematics Ext 1 (Bands E3 and E4)</td>
<td>96</td>
</tr>
<tr>
<td>Mathematics Ext 2 (Bands E3 and E4)</td>
<td>100</td>
</tr>
<tr>
<td>Modern History</td>
<td>66</td>
</tr>
<tr>
<td>Music 1</td>
<td>100</td>
</tr>
<tr>
<td>Music 2</td>
<td>100</td>
</tr>
<tr>
<td>Music Extension</td>
<td>100</td>
</tr>
<tr>
<td>PDHPE</td>
<td>44</td>
</tr>
<tr>
<td>Physics</td>
<td>52</td>
</tr>
<tr>
<td>Primary Industries</td>
<td>38</td>
</tr>
<tr>
<td>Senior Science</td>
<td>60</td>
</tr>
<tr>
<td>Studies of Religion 1Unit</td>
<td>65</td>
</tr>
<tr>
<td>Studies of Religion 2Unit</td>
<td>81</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>68</td>
</tr>
</tbody>
</table>
Area 5
Professional Learning & Teacher Standards

5.1 PROFESSIONAL LEARNING

During 2014 the professional learning program focussed on a number of key areas. History, English, Maths and Science faculties continued to implement the NSW Syllabuses for the Australian Curriculum and were supported with professional learning and time release to develop high quality, engaging units of work. In order to support quality teaching and learning throughout the College the Mentoring and Companion’s Programs, respectively, were implemented in 2014. Teachers attended both internal and external professional learning opportunities in this area to assist in the strengthening of a collaborative, supportive and collegial faculty. 2014 also saw support and development in the area of leadership, emerging to executive, strengthened with the development of the Leadership Continuum. To complement staff participation in professional development opportunities a number of staff were recognised for their experience and expertise within the education field and shared this with other educators at conferences around the country and internationally.

The College implemented a professional learning framework to encourage teachers to grow and develop in their capacity as classroom teachers and leaders. The Framework was underpinned by two distinct elements of professional learning, learning theory and application. The implementation of a teacher review and development process focussed on the formative evaluation of teaching practice and supported the two professional learning streams of learning theory and application.

A Leadership Continuum was developed focusing on leadership learning and development across stages of experience and seniority from emerging leaders to executive leaders and to those transitioning. In 2014 the focus was aspiring leaders (those who do not hold formal leadership positions) and a year-long Aspiring Leaders Program was developed and implemented with twelve staff members undertaking a very successful program. As well, a large number of existing leaders undertook a range of professional learning including two female middle managers who took part in a Women in Leadership program.

A partnership was established with the University of Sydney to strengthen the College’s approach to pre-service teacher supervision. Riverview accommodated 22 Masters of Teaching placements in 2014 including four final year internships. The University of Sydney also provided a range of professional learning services including training in effective mentoring and support for the Instructional Rounds observation process. Additionally, the University of Sydney tertiary mentor provided individualised support to a number of teachers accessed through the partnership arrangement.

An effective framework of support for teachers at all levels through mentoring and companioning was implemented in 2014. The role of the mentor and companion was to enhance the quality of teaching at the College and to lead where applicable, research in the area of effective pedagogy. Mentors and companions were trained to undertake the role and time was allocated to allow them to support teaching across the College.

The peer observation program gained great momentum during 2014. Increased numbers of teachers opened their classrooms to their peers and other educational stakeholders for observation and areas of best practice were shared with all the staff. This resulted in the sharing of excellent practice in teaching and learning across the College.

In 2014, staff attended more than 333 individual professional in-services to supplement the embedded professional learning experiences at the College. This reflects the strong commitment of staff towards their own professional learning. Additionally, a number of teachers attended education conferences, sharing their experiences with colleagues through staff meetings, faculty workshops and professional learning days. Some of the key conferences attended in 2014 include: coaching and mentoring for good teaching, successful learning; leading whole school transformation; AITP Conference – Japan; AIS Aboriginal and Torres Strait Islander Conference.
5.2 TEACHER ACCREDITATION SUPPORT PROGRAM

Teachers undergoing various levels of Accreditation through BOSTES and ISTAA continued to be supported throughout 2014. Training was also provided for teachers supervising beginning and early career teachers through the Proficient Teacher accreditation process. This grew the pool of staff with experience in evidence collation and annotation and provided new opportunities for classroom observation. Additionally, some of the administrative processes associated with accreditation submission were improved including the selection of sample evidence for BOSTES.

5.3 TEACHER STANDARDS

There are 177 teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines.

Four teachers have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEINOOSR guidelines but lack formal teacher education qualifications.

There are no teachers without the qualifications described above.

5.4 COMPLAINTS & GRIEVANCES PROCEDURES

The College has well established policies and procedures for dealing with a range of complaints and grievances including, but not limited to; workplace bullying, harassment, inappropriate use of information technology. These policies and procedures are published and are updated as required and are accessed on-line in the Staff Handbook, they are also accessible through the College intranet. These policies were reviewed and updated in 2013.
The College provides biennial information sessions to all staff on sexual harassment in the workplace. These sessions are conducted by a senior lawyer from the Catholic Commission for Employment Relations and the Association of Independent Schools.

The College had very few formal complaints or grievances during 2014. However those that were received were successfully resolved through mediation or other established practices.

Sally Tranter  
Director of Staff Services
Area 6

Workforce Composition

In 2014 Saint Ignatius’ College employed 407 full-time, part-time, contract and casual staff. Of these, 181 were full-time or part-time teachers with a total composition of 52% male and 48% female. The application process allows for prospective employees to identify themselves as Aboriginal or TSI. The field is not mandatory due to the Privacy Act.

On average, teachers at the College attended 94.80% of teaching days. Leave days included sick leave, family leave, funeral leave, compassionate leave, special leave with pay, special leave without pay and workers compensation leave. The proportion of teachers retained from the previous reporting year was 89.07%.
Area 7

Student Attendance, Retention Rates and Post-school Destinations

7.1 STUDENT ATTENDANCE

On average, 95% of students attended school on a typical school day in 2014. This was similar to the attendance rate in 2013 and there are no significant trends or features to report.

ATTENDANCE RATE BY YEAR GROUP

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5</td>
<td>95%</td>
</tr>
<tr>
<td>Year 6</td>
<td>96%</td>
</tr>
<tr>
<td>Year 7</td>
<td>92%</td>
</tr>
<tr>
<td>Year 8</td>
<td>94%</td>
</tr>
<tr>
<td>Year 9</td>
<td>94%</td>
</tr>
<tr>
<td>Year 10</td>
<td>96%</td>
</tr>
<tr>
<td>Year 11</td>
<td>94%</td>
</tr>
<tr>
<td>Year 12</td>
<td>97%</td>
</tr>
</tbody>
</table>

Policies relating to student attendance and the management of absences are included in the College Diary. The process for non-attendance is for the parent/guardian to contact the Student Office by phone or via email in the morning to register their son’s absence. If reported by phone, the absence is then formally confirmed by the parent/guardian sending an email outlining the details of the absence to the Head of House. Daily attendance rolls and data are retained in soft copy and archived, then entered on Semester reports on student roll lists.

7.2 RETENTION RATES

98% of those students in Year 10, 2012 completed Year 12, 2014 at the College. This is similar to the retention rate of previous years and there are no significant trends or features to report.

7.3 POST-SCHOOL DESTINATIONS

Of the students who left the College in Year 10 or 11, the majority left due to family circumstances and chose to continue formal education in another school. A small minority chose to enter the workforce or attend vocational training.

Of the 256 Year 12, 2014 graduates, 7 joined the year group in Years 11 & 12. The overwhelming majority of graduates continue on to university at the completion of their school education – with most attending universities in the Sydney area. Some graduates choose to defer their university place for a year and accept a ‘gap year’ position at schools overseas – primarily in the UK and Ireland. A small minority of graduates choose to pursue full-time employment.
Area 8

Enrolment Policy

In late 2013 and early 2014, the College Council approved a revised Enrolment Policy for implementation in 2014. A significant change in the policy document from 2013 is the creation of a separate Enrolment Contract.

The full texts of the College’s Enrolment Policy and Enrolment Contract are attached as Appendices A and B.
Area 9

School Policies

In 2013, the College began a review of policies and procedures and established a Policy Framework leading to the on-going revision of numerous school policies. Revised policies implemented in 2014 are indicated below.

9.1 STUDENT WELFARE

The safety, protection and well-being of all students is of fundamental importance to the College. The Child Protection Policy outlines the key concepts and definitions under the relevant legislation, including mandatory reporters, reportable conduct, and risk management. In particular, the Child Protection Policy sets out expected standards of behaviour in relation to employees and contractors and their relationships with students. Additionally, having a large residential boarding school community, the College is acutely aware of its additional duty of care for all boarding students outside normal class teaching hours and, accordingly, has instituted practices and procedures to accommodate this significant residential component in the College.

The full text is available on the College website. This is a new policy in 2014.

9.2 ANTI-BULLYING

The College policy on anti-bullying is reflected in the Discrimination, harassment and bullying statement for employees, contractors and volunteers. The purpose of this Statement is to provide direction to staff regarding their obligations with respect to complying with the relevant law on unlawful discrimination, harassment and bullying as it pertains to the workplace. Everyone at Saint Ignatius’ College, Riverview has the legal obligation not to discriminate against, or harass for any unlawful reason, or bully for any reason any employee, agent, contractor, supplier, volunteer, parent, student or visitor. The College expects all staff members to treat each other and other people with whom they come into contact as representatives of the College with respect and courtesy.

The full text of the Statement is available on the College internal portal, accessible to staff. This is a new policy in 2014.

An anti-bullying policy for students outlines separate student expectations and responsibilities. The full text is available in the Student Handbook and on College internal portal, accessible by staff, students and parents. No changes were made in 2014.

9.3 STUDENT DISCIPLINE

Our way of proceeding has been developed over many years at Riverview. Rules exist for two purposes: firstly, because of the formative value for students growing into manhood; secondly, simply for the efficient and safe administration of a large community of people. At Riverview, students are required to abide by certain rules of conduct and to follow the directions of teachers and others with authority delegated by the College. Where disciplinary action is required, decisions will vary according to the nature of the breach and a student’s previous behaviour. Student discipline policies are based on principles of procedural fairness and disciplinary action that may result in student suspension, expulsion or exclusion, will involve parents in the processes of procedural fairness. Corporal punishment is not permitted under any circumstances and the College does not sanction corporal punishment of students by non-school persons.

The full text is available on the College internal portal, accessible by staff, students and parents. There were no changes in 2014.

9.4 REPORTING COMPLAINTS & RESOLVING GRIEVANCES

Saint Ignatius’ College, Riverview is committed to resolving all grievances through effective, fair and impartial procedures. While members of staff are professional educators, whose aim it is to promote the learning and personal development of all students and help them achieve their personal best, it is acknowledged that there may be occasions when a student perceives that: he has received an unfair or inappropriate response to a behavioural issue; or an academic result does not correspond to the level of effort and/or ability put into a task.

One of the key aims of this Policy is to maintain good pastoral relations between all parties. This Grievance Policy provides a process by which grievances can be resolved. It is based on the principle and procedures of Due Process, which includes among other things: informing the community about the working of the Policy; providing all parties with a fair and complete hearing; enacting consequences which are consistent, fair and commensurate with the seriousness of
the matter; having in place a system of appeal. In the first instance, students and parents are encouraged to discuss any concerns with their Head of House.

The full policy is available on the College website. This is a new policy in 2014.
## School Determined Improvement Targets

### 10.1 ACHIEVEMENT OF PRIORITIES IDENTIFIED IN 2013

<table>
<thead>
<tr>
<th>AREA</th>
<th>2013 PRIORITIES</th>
<th>ACHIEVED IN 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching and Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete ‘Visible Thinking’ course for all Middle School staff.</td>
<td>Staff underwent in-service training throughout 2014 provided by external facilitator</td>
</tr>
<tr>
<td></td>
<td>Implement a new reporting structure in Years 5-8.</td>
<td>Reporting structures were reviewed and recommendations implemented at the end of 2014.</td>
</tr>
<tr>
<td></td>
<td>Expand Middle School Curriculum Coordinator role to oversee years 5-8.</td>
<td>This was undertaken at the beginning of 2014 but then reviewed subsequently due to a school restructure to remove the middle school.</td>
</tr>
<tr>
<td></td>
<td>Focus on Literacy components of the 2012+ Action Plan.</td>
<td>Implemented the appointment of the Literacy Coordinator.</td>
</tr>
<tr>
<td></td>
<td>Enhance academic tracking of students.</td>
<td>Academic Tracking is a targeted area for 2015. It began with the implementation of iWise in 2014 which is in the process of further development.</td>
</tr>
<tr>
<td></td>
<td>Further utilise NAPLAN data to inform support of student learning.</td>
<td>Staff were given logins to SMART data to improve their data literacy. The Literacy Coordinator, examined and reported on the data, creating data profiles to enhance learning and further staff development.</td>
</tr>
<tr>
<td><strong>Student Achievements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implement overseas sporting and cultural tours to expose students to improved training opportunities and learning experiences.</td>
<td>In December we had two overseas tours: Rugby to the U.K. and Basketball to the U.S. Two additional overseas tours have been approved for 2015.</td>
</tr>
<tr>
<td></td>
<td>Maintain academic results in the HSC examinations.</td>
<td>HSC trend data indicated a maintained level of academic achievement (306 Band 6s/E4s).</td>
</tr>
<tr>
<td></td>
<td>Provide greater opportunities for students to accelerate studies in subjects.</td>
<td>Engineering was added to the accelerated program.</td>
</tr>
<tr>
<td><strong>Environment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Further engage student leadership and student participation in environment/sustainability issues at the College.</td>
<td>Appointed Environment Leaders to each House. Leaders undertook Sustainability Challenge between Houses and led student Environment events, activities and networking.</td>
</tr>
<tr>
<td></td>
<td>Work towards a future “Centre for Sustainability” at Riverview.</td>
<td>Established an Environmental Classroom in the College as a start towards a future “Centre For Sustainability”</td>
</tr>
<tr>
<td></td>
<td>Develop closer relationships between the Environment Group and: the Ignatian Centre and its programs; and the Curriculum and Learning team.</td>
<td>Worked with the Ignatian Centre to help create a best practice “Environmental Ethics” course in our Religious Education Curriculum.</td>
</tr>
<tr>
<td>AREA</td>
<td>2013 PRIORITIES</td>
<td>ACHIEVED IN 2014</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Community Involvement</td>
<td>Expand holiday sporting/activity camps.</td>
<td>These camps include Rugby, Track and Field, AFL, Tennis, Cricket, Football, Basketball, and an ever increasing student interest in our Duke of Ed programs.</td>
</tr>
<tr>
<td></td>
<td>Remove rural disadvantage by offering city-based experiences to Boarders.</td>
<td>Sunday trips to cultural events/sites such as Sculpture by the Sea in Bondi.</td>
</tr>
<tr>
<td></td>
<td>Promote the College by participation in community activities.</td>
<td>Boarders participated in a number of community initiatives including Clean Up Australia Day and Red Shield Appeal.</td>
</tr>
<tr>
<td>Student Welfare</td>
<td>Continue the growth of specialised coaching coordinators across sporting/activity levels.</td>
<td>This has progressed partly due to the limited number of suitable staff members employed by the College. In 2014, specialist Tennis coaches were employed the development coaching roles were expanded in Rugby and Football.</td>
</tr>
<tr>
<td></td>
<td>Increase the visibility of the Director of Middle Schooling.</td>
<td>Director spent time proportionately between Regis and Therry Campuses; regular attendance at faculty pastoral meetings; and one-to-one meetings with homeroom teachers.</td>
</tr>
<tr>
<td></td>
<td>Restructure of Middle School House activities.</td>
<td>Allocation of Middle School House Leaders who worked in unison with year co-ordinator and homeroom teachers to organise lunchtime activities based on House groups.</td>
</tr>
<tr>
<td></td>
<td>In-service of all staff in RAP program and timetable RAP program into all Year 7 Homerooms</td>
<td>Middle School staff participated in training by the College’s Counselling Team.</td>
</tr>
<tr>
<td></td>
<td>Assist students to develop to their maximum potential as Boarders.</td>
<td>Students had regular conversations with their Tutors and Division Masters and were guided in goal-setting.</td>
</tr>
<tr>
<td></td>
<td>Promote opportunities for student formation, development of character and resilience.</td>
<td>Boarders were encouraged to assume leadership roles within the boarding community and to participate in activities promoting reflection and discernment.</td>
</tr>
<tr>
<td>Staff Development</td>
<td>Implement a College-wide Professional Learning Framework.</td>
<td>The College implemented a professional learning framework to encourage teachers to grow and develop in their capacity as classroom teachers and leaders. The Framework was underpinned by two distinct elements of professional learning, learning theory and application.</td>
</tr>
<tr>
<td></td>
<td>Develop and implement a Leadership Continuum to provide a range of professional learning opportunities for emerging to transitioning leaders.</td>
<td>A leadership continuum was developed focusing on leadership learning and development across stages of experience and seniority from emerging leaders to executive leaders and to those transitioning. In 2014 the focus was aspiring leaders (those who do not hold formal leadership positions) and a yearlong Aspiring Leaders Program was developed and implemented with twelve staff members undertaking a very successful program.</td>
</tr>
<tr>
<td>AREA</td>
<td>2013 PRIORITIES</td>
<td>ACHIEVED IN 2014</td>
</tr>
<tr>
<td>------</td>
<td>----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Develop the University of Sydney partnership to open communication between academic staff at Riverview and academic staff at the University of Sydney.</td>
<td>A partnership was established with the University of Sydney to strengthen the College’s approach to pre-service teacher supervision. Riverview accommodated 22 Masters of Teaching placements in 2014. The University of Sydney also provided a range of professional learning services and individualised support to a number of teachers accessed through the partnership arrangement.</td>
<td></td>
</tr>
<tr>
<td>Refine the process for administering and supporting teachers through accreditation, including training supervisors in effective observation and accreditation report writing.</td>
<td>Training was provided for teachers supervising beginning and early career teachers through the Proficient Teacher accreditation process. This grew the pool of staff with experience in evidence collation and annotation and provided new opportunities for classroom observation.</td>
<td></td>
</tr>
<tr>
<td>Develop a framework for mentoring at the College, including providing training to mentors or new teachers, pre-service teachers and Companions in the Review and Development process.</td>
<td>An effective framework of support for teachers at all levels through mentoring and companioning was implemented in 2014. The role of the mentor and companion was to enhance the quality of teaching at the College and to lead, where applicable, research in the area of effective pedagogy.</td>
<td></td>
</tr>
<tr>
<td>Support the effective implementation of the Australian Curriculum by providing relevant professional development to staff in the History, Science, English and Mathematics faculties.</td>
<td>Staff members in the faculties of History, Science, English and Mathematics were a priority for professional learning funding to enable them to focus on the implementation of the Australian curriculum. All staff in these faculties engaged in professional learning in 2014.</td>
<td></td>
</tr>
<tr>
<td>Continue to build a culture of peer observation among teaching staff.</td>
<td>The peer observation program gained great momentum during 2014. Increased numbers of teachers opened their classrooms to their peers and other educational stakeholders for observation and areas of best practice were shared with all the staff.</td>
<td></td>
</tr>
<tr>
<td>Facilities and Resources</td>
<td>Implement an online reporting system of sporting accidents and injuries.</td>
<td>Implementation has occurred in conjunction with the Health Centre so that the majority of reports are now completed online.</td>
</tr>
<tr>
<td>Redevelop and promote the web presence of the College, including the College Portal.</td>
<td>The College Portal and College Website were redeveloped during 2014 and scheduled for April 2015 launch.</td>
<td></td>
</tr>
<tr>
<td>Installation and use of Video Conferencing facilities to enhance learning, professional development and administrative activities.</td>
<td>The College installed a Video Conferencing Unit in the Christopher Brennan Library. This was used by staff and students for a number of small Video Conferencing sessions.</td>
<td></td>
</tr>
<tr>
<td>Expand ICT capacity, upgrade College-wide wireless network and double the 2013 internet bandwidth.</td>
<td>An upgrade of the College’s wireless network was started in January 2014 and was completed in July. The College migrated internet service from a Point to Point wireless solution to an in the ground fibre service, increased its bandwidth to 400mbs</td>
<td></td>
</tr>
<tr>
<td>AREA</td>
<td>2013 PRIORITIES</td>
<td>ACHIEVED IN 2014</td>
</tr>
<tr>
<td>------</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>and connected to the Australian Academic Research Network (AARNET).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development of a Master Building Plan for the whole College and a Strategic Plan: 2015-2020</td>
<td>Strategic Directions 2015-2020 Document has been ratified by College Council to be launched to Riverview Community in 2015. Master Building Plan developed and in the final stages of consideration and approval.</td>
</tr>
<tr>
<td></td>
<td>Build on the use of the new Cova Cottage and Boatshed facilities.</td>
<td>Both facilities have been operating for 12 months and usage has gradually grown. Developing Marketing Plan and material to increase use.</td>
</tr>
<tr>
<td></td>
<td>Further develop online facilities to simplify payments to the College and improve expenditure control.</td>
<td>Introduced online Fee statements and Direct Debit payment option, compulsory for new parents from 2015. Purchased and rolling out new specialised software to improve budgeting and financial reporting.</td>
</tr>
</tbody>
</table>
## 10.2 PRIORITIES IDENTIFIED IN 2014

<table>
<thead>
<tr>
<th>AREA</th>
<th>PRIORITIES IDENTIFIED IN 2014 FOR 2015 IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; Learning</td>
<td>Enhanced Literacy standards in Years 5-9 particularly in areas of reading comprehension, vocabulary acquisition and persuasive writing.</td>
</tr>
<tr>
<td></td>
<td>Tracking of student literacy and performance data from Years 5 – 12.</td>
</tr>
<tr>
<td></td>
<td>Enhanced collaboration between faculties on curriculum delivery and assessment.</td>
</tr>
<tr>
<td></td>
<td>Further networking with other schools and universities to enhance learning outcomes.</td>
</tr>
<tr>
<td></td>
<td>Review assessment and reporting structures.</td>
</tr>
<tr>
<td></td>
<td>Enhance the delivery of study skills Years 10 – 12.</td>
</tr>
<tr>
<td>Student Achievements</td>
<td>Increase the percentage of students at proficiency in Years 7 and 9 NAPLAN Literacy and Numeracy.</td>
</tr>
<tr>
<td></td>
<td>Increase the percentage of students achieving in the top bands for Years 7 and 9 NAPLAN reading and writing.</td>
</tr>
<tr>
<td></td>
<td>Increase the range of subjects offered to students in a non-ATAR pathway.</td>
</tr>
<tr>
<td></td>
<td>Improve the number of subjects achieving above NSW mean in the HSC examinations.</td>
</tr>
<tr>
<td>Environment</td>
<td>Develop our networks with other schools, community and like-minded organisations</td>
</tr>
<tr>
<td></td>
<td>Investigate opportunities for efficient use of resources and sustainable purchasing &amp; investment practises.</td>
</tr>
<tr>
<td>Community Involvement</td>
<td>Increase participation of boarders in Mass at St. Michael’s Church, possibly through the music program.</td>
</tr>
<tr>
<td></td>
<td>Continue the boarders’ involvement in the Red Shield Appeal and Clean Up Australia Day.</td>
</tr>
<tr>
<td></td>
<td>Arrange Ignatian Service opportunities at Loaves and Fishes free restaurant.</td>
</tr>
<tr>
<td></td>
<td>Expand the number of College organised Ignatian Service activities by establishing relationships with a wider number of agencies</td>
</tr>
<tr>
<td></td>
<td>Deepen the engagement with Indigenous communities, including the Borroloola community, especially through the Country Placement program.</td>
</tr>
<tr>
<td></td>
<td>Facilitate a conference for Ignatian Educators from around the East Asian Assistancy</td>
</tr>
<tr>
<td>Student Welfare</td>
<td>Merge the Middle School into the Senior School.</td>
</tr>
<tr>
<td></td>
<td>Increase the House system from 12 to 16 Houses.</td>
</tr>
<tr>
<td>Staff Development</td>
<td>Implement a leadership continuum to provide a range of professional learning opportunities for emerging to transitioning leaders with a focus on middle leaders.</td>
</tr>
<tr>
<td></td>
<td>Implement a Teacher Review and Development process.</td>
</tr>
<tr>
<td></td>
<td>Build the capacity of teachers through mentoring and companion programs.</td>
</tr>
<tr>
<td></td>
<td>Review the current human resource system and processes.</td>
</tr>
<tr>
<td></td>
<td>Develop an online staff services presence on the Riverview portal.</td>
</tr>
<tr>
<td>AREA</td>
<td>PRIORITIES IDENTIFIED IN 2014 FOR 2015 IMPLEMENTATION</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Facilities and Resources</td>
<td>Improve sporting area facilities, including: shower connection at 4th Field; upgrade the Fra Mac viewing area; swimming blocks review; net on 2nd Field; upgrade seating/undercover area at tennis courts.</td>
</tr>
<tr>
<td></td>
<td>Facilitate approval of College Masterplan and the next stages of consultation and launch to the Community.</td>
</tr>
<tr>
<td></td>
<td>Progress development of schematic design and documentation of Masterplan and Stage 1 for Development Application process and approval.</td>
</tr>
<tr>
<td></td>
<td>Implement a new, comprehensive integrated Asset Management software system at the College.</td>
</tr>
<tr>
<td></td>
<td>Implement an integrated budgeting, forecasting, reporting and financial analysis software system.</td>
</tr>
<tr>
<td></td>
<td>Appoint a Head of Risk &amp; Compliance and development of an integrated framework around Risk &amp; Compliance at the College.</td>
</tr>
</tbody>
</table>
Area 11

Initiatives Promoting Respect & Responsibility

As part of the College’s continuous review and improvement process, the Principal commissions annual parent and student satisfaction reviews which cover key aspects of the educational program, as part of a commitment to continually review and improve the formation and education of young men who attend the College.

The feedback provides key information on the views of parents and students and assists with its operational and strategic planning and its determination to continually improve its value proposition and educational experience for the students.

These surveys were again undertaken in 2014 and included feedback on the five key values which students, staff and parents believe reflect the Ignatian/Jesuit education a boy receives at Riverview: Justice, Service, Discernment, Conscience and Courage. In particular, responses are sought on expectations, satisfaction, religious formation, academic performance, pastoral care, co-curricular, sport, key learning areas, teaching, boarding, communication, administration and leadership, facilities and resources. Following the analysis of each year’s survey by an independent consultant, the College Executive analyses the responses with a view to seeking opportunities to incorporate feedback into future directions.

The College strives to ensure that two key elements of an holistic education at Riverview encompass two essential elements: ‘Cura Personalis’, or care for the individual, and ‘Service above Self’. Through consistent emphasis on Ignatian principles in curricular and co-curricular activities and through the Ignatian Service and Immersion Programs, as well as the ever-present role models provided by teachers, support staff and members of the Jesuit community, the boys learn the true meaning of these values and how to apply them in their lives. Of particular note at Riverview is the number of student Immersions to various corners of the globe – Nepal, Cambodia, India, the Philippines, Timor and Micronesia. Students spend three weeks rendering service to disadvantaged communities and develop an enormous appreciation of the responsibility that they have to redress the hardship of others throughout the world.

Service programs are also aimed to support local communities and charities. All boys are required to undertake service with many local organisations being the beneficiaries including St Vincent de Paul, St Canice’s Soup Kitchen, Night Patrol, St Bakhita’s and numerous agencies around Sydney. Major outreach programs such as the Ignatian Children’s Holiday Camp (for disabled children) and the Cana Camp (for homeless people) are conducted at the College for those who suffer marginalisation and disability.

A new initiative that was introduced in 2013 and consolidated in 2104 to address bullying at the College, was a Bullying Awareness Day. Through a school-wide presentation at Assembly, each boy was asked to wear a shirt that profiled an activity that they were passionate about. Many chose sport, but others chose music or a shirt that profiled another activity (e.g. life-saving). Each student was asked to bring a gold coin donation to support charity and every student was asked to take a pledge to eliminate bullying at Riverview.

In all programs, there is a common thread of ‘service for others’ that promotes respect for difference, leadership and responsibility for one’s own behaviours and decisions. One such program is the Hot Potato Shop, a student-run forum which invites a range of persons of interest and note to address students on a regular basis and encourages them to challenge existing and traditional thinking and norms. The Arrupe Academy invites senior boys to work on developing leadership skills while the College also runs the Lonergan Courtney Murray Centre which looks to promote creative enquiry, excellence of thought and depth of character in those students participating.
The College actively promotes and demonstrates environmentally sustainable approaches to school activity through the Earth Hour breakfast. This involved approximately 200 students from over 20 schools in and around Sydney in 2014 with guest presenters on sustainable living.

Through the Homeroom system operating in Years 5-8, and the House and Tutor group systems operating in Years 9-12, there is a focus on peer support that provides all students with the support of older boys and significant adults. All staff are required to undertake formation studies which are designed to not only assist them in understanding and living Ignatian values, but are also designed to assist them to work effectively as coaches and mentors through the House and Tutor group system.

Student leadership forums promote the importance of respect and pro-social living. One particular program includes students from Loreto Kirribilli, Loreto Normanhurst, Monte St Angelo College, St Aloysius' College and Saint Ignatius' College meeting on a term basis to address social issues that promote responsible decision making and healthy living.
Area 12

Parent, Student & Teacher Satisfaction

As part of the College’s continuous review and improvement process, annual parent and student satisfaction reviews are conducted covering most key aspects of education. The anonymous surveys, conducted by MMG Education, provide views on such areas as meeting expectations, satisfaction, Religious Formation, academic performance, pastoral care, co-curricular, sport, key learning areas, teaching, boarding, communication, administration and leadership, facilities and resources. Scores of 80%+ indicate a “Very High” level of agreement or satisfaction.

12.1 PARENT SATISFACTION

<table>
<thead>
<tr>
<th>Statement</th>
<th>Year 7</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall satisfaction with education at College</td>
<td>83%</td>
<td>81%</td>
</tr>
<tr>
<td>Overall satisfaction with available subjects</td>
<td>81%</td>
<td>80%</td>
</tr>
<tr>
<td>Agree that the College provides a ‘safe and caring’ environment</td>
<td>84%</td>
<td>83%</td>
</tr>
<tr>
<td>Overall satisfaction with the management and leadership of the College</td>
<td>78%</td>
<td>76%</td>
</tr>
</tbody>
</table>

12.2 STUDENT SATISFACTION

<table>
<thead>
<tr>
<th>Statement</th>
<th>Year 7</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall satisfaction with education at College</td>
<td>87%</td>
<td>86%</td>
</tr>
<tr>
<td>Overall satisfaction with available subjects</td>
<td>82%</td>
<td>75%</td>
</tr>
<tr>
<td>Agree that the College provides a ‘safe and caring’ environment</td>
<td>83%</td>
<td>76%</td>
</tr>
<tr>
<td>Overall satisfaction with the management and leadership of the College</td>
<td>78%</td>
<td>70%</td>
</tr>
</tbody>
</table>

12.3 TEACHER SATISFACTION

Overall there is a high level of teacher satisfaction at the College. Academic staff continue to rank their commitment to the Mission of the College and the challenge of making a difference to the students as very high. Staff were surveyed in regard to professional learning opportunities and they value the investment the College makes in their professional learning to improve their professional practice.
13.1 COLLEGE INCOME

An analysis of the College recurrent income during 2014 by source is compared with 2013 results in the pie chart graphs below:

Tuition fees in the pie charts above include those relating to both Day & Boarding Students.
Recurrent Income before Federal Government Capital Grants increased in the year by 7.5% (5.8% in 2013).

Major changes in income for the year related to:

- Scheduled annual increase in Tuition Fees and Boarding Fees for 2014 of 4.75% and 4% respectively.
- An increase in Federal Government Recurrent Grants of 11.3% to approx. $3,274 per student due primarily to new funding arrangements for the College’s students with disabilities and for its indigenous students,
- Tuition fee income and the Government Grants increased marginally, in part due to a small increase in student numbers by 6 to 1,564.
- Boarding fee income decreased in part due to a decrease in boarding numbers by 13 to 329.

13.2 COLLEGE EXPENDITURE

An analysis of the College recurrent expenditure during 2014 by expense category is compared with 2013 in the graphs below:
Recurrent Expenditure rose by 4.9% during 2014.

Expenses were generally kept in line with expected inflationary increases except for:

- educational salaries which increased by 5.2% due primarily to enterprise agreement salary increases of 3.8%.
- support staff salaries which increased by 13.2%, due to both enterprise agreement salary increases of 3.8% and new positions added during the year,
- boarding and catering expenses which rose by 9.9%, due to increase in boarding supervision and salaries and due to increased food costs associated with improvements made in boarder meals, and
- information technology expenses which rose by 7.3%.

These expense increases were partly offset by:

- a decrease in fundraising costs associated with savings achieved in a year where no major fundraising projects were targeted,
- lower costs in property service and maintenance,
- decreases in both depreciation and interest costs.

There were no major Capital Works undertaken during 2014, however a number of significant major maintenance projects were commenced including rectification works on the historic St Michael’s Building and the Dalton Chapel and major plant and equipment replacement in the Gartlan Sports Centre. Numerous office changes were also undertaken as part of the restructure of the “Pastoral Care” functions at the College and the amalgamation of the middle school years into the senior campus. In addition, the College continued to roll over its significant investment in “one to one” computer devices for all students at the College.

Mr. Greg Conlon  
Director of Business Operations
Appendix A - Enrolment Policy

CONTEXT:

The mission of Saint Ignatius’ College, Riverview is to provide a holistic Catholic education for boys that inspires them to a life-long development of their faith. Informed by the spirit of Saint Ignatius’ of Loyola and grounded in Gospel values of justice, service, discernment, conscience and compassion, the College aims to produce young men who are cognizant of and responsive to global citizenship in a rapidly changing world.

PRINCIPLES:

Key principles underpin enrolment at Saint Ignatius’ College, Riverview. These include:

I. A process that enables the integrity of each enrolment to be judged on its own merits, in accord with the criteria outlined in this document

II. A willingness for parents to accept and support:

a. The mission, and values of the College and the Catholic principles in which the school is grounded

b. Shared responsibility for the formation and development of the boys

c. The conditions of enrolment and policies which govern the educational program

d. The stance of the school in relation to digital citizenship, illicit drugs, co-curricular participation and other established policies and practices

III. Withdrawal of a student enrolment will reside with the Principal and be in response to a clear violation of the established expectations and values of the school

PRIORITY CRITERIA FOR ENROLMENT:

When considering making offers of a place, preferential consideration is given to:

a) Boys who have been baptised into the Catholic faith (exemptions may apply in Boarding only)

b) Active Membership of a parish community

c) Families whose values are congruent with those of the College

d) Brothers of current or past students of the College

e) Sons of Old Boys

f) Boys who are already enrolled in Jesuit schools interstate or overseas and whose families are transferring, subject to availability.

It is the responsibility of the Rector, Principal and delegated senior administrators to enrol students at the College and apply these criteria. Discretionary judgement is necessarily used when making a final decision.
STUDENTS WITH DISABILITIES

Catering for a broad range of abilities, Saint Ignatius’ College, Riverview accepts boys that have special needs and disability. The SEIP unit is specifically designed to assist boys with needs, however, the resources of the unit and the College are finite and a formal assessment of each student’s application (See Appendix 1) needs to be made in context of school capacity. Notwithstanding this, all students have equal access to the education opportunities provided by the College.

COLLEGE RESERVED RIGHTS

The College reserves the right not to offer any boy a place at the College or to defer the offer of a place in its discretion, particularly when the parents, having been aware of their son’s specific educational needs, decline to declare those needs or to withhold information pertinent to their application.

The College also reserves the right to terminate an enrolment where there are not sufficient resources to adequately deal with a boy’s needs and/or where the parents have withheld knowledge or information pertinent to these needs.

ENROLMENT PROCEDURES:

Points of Entry – Day Boys

Entrance to the College is in Year 5 and Year 7 for Day Boys.

Day Boy applications for Year 5 and Year 7 are accepted at any time from birth to approximately two years before the respective year of entry. For Year 5, applications close at the end of September when the boy is in Year 2. For Year 7, applications close at the end of September when the boy is in Year 4.

Points of Entry - Boarders

Boarder applications are given preference in Years 6-11 and are accepted at any time dependent on availability in Boarding at that time.

Initial Application for Admission

To lodge an Initial Application for Admission onto the Waiting List, the following is required:

a) Application for Admission

b) A copy of the Birth Certificate

c) Application Fee is payable

A non-refundable Application Fee is payable when the Initial Application for Admission is lodged.

Application for Enrolment

Approximately two years before the requested year of entry, parents will be asked to forward further documents to the College, to enable the Enrolments Committee to assess all applications in light of the Enrolment Policy.

Documents that may be required by the College include:

a) a copy of the Birth Certificate

b) a copy of the Baptism and other sacramental certificates
c) a copy of the school reports and all NAPLAN tests

d) a completed ‘Reference for an Applicant by a Priest’

e) the completed ‘Confirmation of Enrolment’ form

f) documentation of learning difficulties that need to be accommodated

Interview

The College may in its discretion invite the parents of a boy on the list of applicants to attend an interview at the College with the Principal or a member of staff appointed by the Principal. Interviews will be conducted in April, approximately 18 months prior to commencement.

Not all applicants will receive an offer of an interview and not all families interviewed will necessarily receive an offer of a place.

Offer

At the conclusion of the enrolment assessment process, the College may make an offer in writing to the parents to enrol the boy. To accept the offer, the parents must within 2 weeks of receiving it forward to the College by the required date:

a) the Enrolment Contract which includes acceptance by the parents of the then current Terms and Conditions of Enrolment; and

b) the non-refundable Enrolment Fee.

Failure to reply within the required time may result in the position being re-offered where other boys are waiting for entry to the College.

Conditional Offers of a Place

The Principal may offer a place to a boy at the College conditional on the boy or the parents completing certain stipulated requirements before the boy is due to start at the College. Failure to respond to these things will terminate the enrolment. Where this occurs, any fees paid to that point will not be refunded.

Enrolment Fee

The Enrolment Fee confirms and secures the enrolment at the College. It also makes a valuable contribution to debt-financing, rebuilding and maintenance. The Enrolment Fee is additional to tuition and other fees. The Enrolment Fee is non-refundable, and is neither tax deductible nor deductible from any future fees payable.

Deferral of Commencement

An offer of enrolment is for the year of application only. If a place is offered or accepted for a specific year and there is a need to defer commencement, the student is required to go onto the waiting list and back into the enrolment process for the year in which the student wishes to commence.
Appendix 1

Disability

Where a boy has declared education support needs or a disability or other information has come to light indicating a possible need for education support services or for some measures or actions to assist the boy to participate in the College’s courses or programs or to use the College’s facilities or services, the College will make an initial assessment of the boy’s needs. This will include consultation with the boy and the boy’s parents. In addition, the Principal may:

a) require the parents to provide medical, psychological or other reports from specialists outside the College.

b) obtain an independent assessment of the boy.

Where information obtained by the College indicates that the boy has a disability, the Principal will seek to identify the exact nature of the boy’s needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the boy, if enrolled, would require some measure or actions to assist the boy to participate in the College’s courses or programs or to use the College’s facilities or services that are not required by boys who do not have the boy’s disability. Where the Principal determines that the boy would require some such measures or actions, the Principal will seek to identify whether those measures or actions required are reasonable in that they balance the interests of all parties affected. In assessing whether a particular measure or action for a particular boy is reasonable, the Principal will have regard to all the relevant circumstances and interests, including:

a) the boy’s disability;

b) the views of the boy or the boy’s parents about:

i. whether the particular measure or action is reasonable;

ii. the extent to which the particular measure or action would ensure that the boy was able to participate in the College’s courses or programs or to use the College’s facilities or services on the same basis as a boy without the disability;

c) the effect of the adjustment on the boy, including the effect on the boy’s:

i. ability to achieve learning outcomes; and

ii. ability to participate in courses or programs; and

iii. independence;

d) the effect of the particular measure or action on anyone else effected, including the College, its staff and other students;

e) the costs and benefits of taking the particular measure or action.
The College will take measures and actions that are reasonable but will not necessarily take measures or actions that are unreasonable or that would impose unjustifiable hardship on the College. In determining whether taking the required measures or actions, even though they are reasonable, would impose unjustifiable hardship on the College, the Principal will take into account all relevant circumstances of the case, including:

a) the nature of the benefit of detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the College, the boy, the family of the boy, and the College community); and

b) the effect of the disability of the boy; and

c) the College’s financial circumstances and the estimated amount of expenditure required to be made by the College; and

d) the availability of financial and other assistance to the College.

Where the Principal determines that the enrolment of the boy would require the College to take unreasonable measures or actions to ensure that the boy is able to participate in the College’s courses or programs, or to use the College’s facilities and services, on the same basis as a student without a disability, or would cause unjustifiable hardship, the Principal may decline the offer of a position or defer the offer.
Appendix B – Enrolment Contract

ENROLMENT CONTRACT

BETWEEN

TRUSTEES OF THE JESUIT FATHERS TRADING AS SAINT IGNATIUS’ COLLEGE,
RIVERVIEW (ABN: 54 448 559 588) of Tambourine Bay Road, LANE COVE NSW 2066
(the “College”).

AND

each of the parties described in Item 1 of the Schedule to this Enrolment Contract (each
“Parent/Guardian” and collectively “Parents/Guardians” or “You” or “Your”).

IT IS AGREED:

1. STUDENT ENROLMENT

1.1 The parties agree that the person described in Item 2 of the Schedule to this Enrolment Contract (“Student”) shall be
enrolled at the College, subject to and in accordance with, the terms and conditions of this Enrolment Contract.

1.2 The student type (Day Boy or Boarder) of the Student is described in Item 3 of the Schedule to this Enrolment Contract
(“Student Type”).

1.3 The Year Level of the Student on commencement of the Enrolment is described in Item 4 of the Schedule to this
Enrolment Contract.

1.4 The Commencement Date, being the date of enrolment of the Student, is described in Item 5 of the Schedule to this
Enrolment Contract.

1.5 The amount payable by the Parents/Guardians in consideration of the College agreeing to enrol the Student at the
College shall be as described in Item 6 of the Schedule to this Enrolment Contract (“Enrolment Fee”).

2. THE EDUCATIONAL PROGRAM AND SCHOOL EXPECTATIONS

In consideration of the College agreeing to the enrolment of the Student at the College, from the Commencement Date, you
accept and agree:

2.1 to support the mission and values of the College and acknowledge your mutual responsibility to assist in the education
and formation of the Student;

2.2 to accept the need for the Student to achieve his personal best for the courses and subjects in which he is
enrolled;

2.3 with the College’s requirements in relation to home study, uniform, personal presentation and attendance;

2.4 that all communications between students, parents, visitors and staff members are required to be courteous and
respectful;

2.5 that the College may determine which courses and activities are offered and/or provided at any time and which of these
are compulsory;

2.6 that participation in and/or attendance by the Student at the following is compulsory:

   a) College masses, retreats and assemblies; co-curricular activities;

   b) College sport program;

   c) Head of the River, athletics and swimming carnivals, social justice events and other designated activities as
determined by the Principal;

   d) camps and excursions that occur from time to time that are integral to the educational program;
2.7 that in relation to clause 2.6, membership of and participation in school sporting teams and activities by the Student shall take priority over other sporting interests or competitions. The Student is required to represent the College when selected;

2.8 that requests for leave from College activities, including academic and co-curricular programs, and for early departure at the end of a day, or term, or late return from breaks will only be considered in the most extreme cases and must be applied for in writing to the College in advance;

2.9 to support the administration of the College’s discipline policy, as amended from time to time;

2.10 to support all College policies with particular reference to bullying, harassment, cyber-safety and others as amended from time to time; and

2.11 to be actively involved in the College through attendance at parent-teacher interviews and parent forums, to participate in courses offered by the College relevant to the Student’s education and to assist the College in a voluntary capacity from time to time.

3. DISCIPLINE/SUSPENSION

3.1 You agree and accept that the Principal may, in his absolute discretion, but subject to affording the Student procedural fairness:

(a) suspend the Student from the College for breaches of rules or discipline for any length of time to be determined by the Principal;

(b) suspend the Student from the College for a failure, either by the Student or by the Parents/Guardians (jointly or severally), to comply with the terms and conditions of this Enrolment Contract, for any length of time to be determined by the Principal;

(c) suspend the Student from the College if the College discovers that the Student had engaged in conduct before commencing at the College where such conduct would warrant suspension or dismissal had the conduct occurred after the Student had commenced; and

(d) where the Student Type is described as “Boarder” in Item 3 of the Schedule to this Enrolment Contract, suspend or dismiss the Student from Boarding for breaches of rules or discipline, that is, the Principal may, in his absolute discretion, require the Student Type of the Student be changed to “Day Boy” for any length of time to be determined by the Principal (suspension from Boarding) or permanently (dismissal from Boarding) in which case the Student must attend the College as a “Day Boy” in accordance with the rules and obligations of that Student Type.

3.2 A decision by the Principal pursuant to clause 3.1 to suspend the Student does not constitute a waiver of the College’s rights to dismiss the Student or terminate this Enrolment Contract pursuant to clause 11.

3.3 During any period of time in which the Student is suspended pursuant to clause 3.1, you agree to continue paying the Fees and Charges when they fall due in accordance with the terms of this Enrolment Contract.

4. DOCUMENTATION

You agree and warrant that:

4.1 all documents in relation to Court Orders related to the Student, be they of the Family Court or other relevant Order, have been provided to the College;

4.2 all documents in relation to any Special Needs of the Student (being any diagnosed social, emotional, intellectual or learning needs which have the potential to prevent the Student from taking full advantage of the programs offered at the College, whether the Student has attended any specialist agencies, special schools, units or centres, any special needs or considerations, any requirement for special provisions to be made by the College or any infectious diseases) have been provided to the College; and

4.3 you undertake to provide the College with any further documentation of the type described in clauses 4.1 and 4.2 which come into your possession at any time during the Student’s enrolment at the College, as soon as possible after the documents are received.
5. FEES

You accept and agree:
5.1 that from the Commencement Date, the fees and charges payable by you to the College, including but without limitation, for tuition, boarding, extra subjects, private tuition, excursions, activities, co-curriculum, camps, tours and the supply of goods and services to the Student (“Fees and Charges”) are determined by the College Council of Saint Ignatius’ College, Riverview and that the Fees and Charges may be amended from time to time;
5.2 that each of the parties described in Item 1 of the Schedule to this Enrolment Contract is joint and severally liable for the payment to the College of all Fees and Charges in respect of the Student;
5.3 that failure to pay an invoice/statement for Fees and Charges by the due date will incur an administration fee as determined from time to time. The administration fee is a genuine pre-estimate by the College of the loss that it would suffer if an invoice/statement is not paid by the due date;
5.4 that no remission of Fees and Charges, either in whole or in part, will be made if the Student is absent due to illness, leave or suspension, unless such remission is approved by the Principal in his absolute discretion;
5.5 that should the Student be required to leave the College for any reason, there will be no remission of Fees and Charges, either in whole or in part, for the current school term, unless such remission is approved by the Principal in his absolute discretion;
5.6 that should the Student be dismissed or suspended from the College for any of the reasons set out in clauses 3 or 11, or if this Enrolment Contract is terminated by the College pursuant to any of the reasons set out in clause 11, there will be no remission of Fees and Charges, either in whole or in part, for the current school term, unless such remission is approved by the Principal in his absolute discretion;
5.7 to pay medical and ambulance expenses incurred on behalf of the Student that are not covered by College insurance; and
5.8 that in addition to the Fees and Charges, the College shall be reimbursed for and recover from you all costs and expenses incurred by the College as a result of your failure to comply with any condition of this Enrolment Contract, including but not limited to the costs incurred by the College in seeking to collect debts, including without the limitation, the costs of any collection agents and legal costs.

6. PAYMENT OF FEES BY DIRECT DEBIT

You accept and agree:
6.1 to maintain at all times an appropriate Direct Debit Authority with the College authorising the College (and/or its Payment Gateway Service Provider) to initiate the direct debit of the Fees and Charges payable by you from an Australian bank account, credit card or debit card nominated by you;
6.2 that direct debits will be initiated in accordance with the College’s payment schedule as specified from time to time;
6.3 to ensure there are sufficient funds available to meet any direct debit initiated by the College (and/or its Payment Gateway Service Provider);
6.4 to pay an administration fee to the College (and/or its Payment Gateway Service Provider) for any direct debit that fails or is dishonoured or is otherwise not paid to the College. The administration fee is a genuine pre-estimate by the College (and/or its Payment Gateway Service Provider) of the loss that it would suffer if a direct debit fails or is dishonoured or is otherwise not paid to the College;
6.5 to pay by direct debit an additional Payment Processing Fee for each payment that is direct debited from your nominated account or credit/debit card. The Payment Processing Fee amount will be calculated as a percentage of the direct debit amount, with the percentage rate that will apply to be determined by the type of account or credit card/debit card used. The applicable percentage rate for each type of account or credit/debit card will be as amended from time to time; and
6.6 that the Payment Processing Fee may be charged by, and payable to, either the College or the College’s Payment Gateway Service Provider.
7. PAYMENT OF ENROLMENT FEE

You accept and agree that:

7.1 the enrolment of the Student at the College shall not proceed unless and until the Enrolment Fee, as described in Item 6 of the Schedule to this Enrolment Contract, has been paid to the College in full;

7.2 the Enrolment Fee is non-refundable and will not be applied to offset any Fees and Charges payable by you pursuant to this Enrolment Contract;

7.3 you are required to provide an appropriate Direct Debit Authority to the College at the same time as this Enrolment Contract is made;

7.4 the Enrolment Fee shall be paid by way of the College direct debiting the Enrolment Fee from your nominated account or credit/debit card as per the Direct Debit Authority given to the College by you; and

7.5 in addition to the Enrolment Fee, a Payment Processing Fee may be charged in accordance with clauses 6.5 and 6.6.

8. BOARDING STUDENT ENROLMENT

Where the student type of the Student, as described in Item 3 of the Schedule to this Enrolment Contract, is Boarder, you accept and agree that, subject to clauses 3 and 11, the student type of the Student shall remain as Boarder for the entire period of secondary schooling.

9. WITHDRAWAL

You accept and agree that:

9.1 a full school term’s notice must be given in writing to the Principal or his nominee before the withdrawal of the Student from the College; and

9.2 where a full school term’s notice of withdrawal is not given in accordance with clause 9.1, a full school term’s fees will be due and payable.

10. PRIVACY

You acknowledge and accept that:

10.1 you have read and understood the Privacy Collection Notice issued by the College and annexed to this Enrolment Contract as Annexure A which is to be read in conjunction with the College’s Privacy Policy;

10.2 the Privacy Collection Notice and the College’s Privacy Policy may change from time to time in accordance with the College’s requirements and the College will use reasonable endeavours to bring to your attention details of amendments to these documents; and

10.3 the College may seek the express consent from you for the collection or use of certain personal information of the Student from time to time.

11. TERMINATION

11.1 You acknowledge and accept that the Principal may, in his absolute discretion, subject to affording the Student procedural fairness:

(a) dismiss the Student from the College for breaches of rules or discipline;

(b) dismiss the Student from the College for a failure, either by the Student or by the Parents/Guardians (jointly or severally), to comply with the terms and conditions of this Enrolment Contract;

(c) terminate the Student’s enrolment if the Student has not yet commenced attendance at the College or otherwise dismiss the Student from the College if the College discovers that the Student had engaged in conduct before commencing at the College where such conduct would warrant suspension or dismissal had the conduct occurred after the Student had commenced;
(d) dismiss the Student from the College if the Student engages in conduct which is contrary to the College’s values and/or when the conduct impugns the name of the College in the public domain; or

(e) by giving you two months written notice, dismiss the Student from the College when the mutually beneficial relationship of trust and co-operation between you and the College has broken down to the extent that it adversely impacts on the relationship; and

(f) by giving you reasonable notice, require that the Student be withdrawn from the College at the end of a school year where the Student has, in the Principal’s opinion, failed to meet the requirements of the New South Wales Board of Studies or has otherwise failed to make satisfactory progress in his academic work.

11.2 Should the Student be dismissed for any reason described in clause 11.1:

(a) the Student must permanently cease attendance at the College at the date determined by the Principal; and

(b) you must continue to pay the Fees and Charges as they fall due for the remainder of the school term in which the Student was dismissed.

12. RETURN OF EQUIPMENT

Should the Student permanently cease attendance at the College for any reason (including if the Student has graduated, if the Student is withdrawn or if the Student is dismissed), any College-owned device (including but not limited to any laptop computers or electronic tablets) and any other College property that had been given to the Student (College Property) must be returned to the College within 7 days following the dismissal or termination. Should any College Property not be returned, or if they are returned damaged, broken or non-functional, you must reimburse the College for the reasonable cost of the College in replacing the item and such costs will become part of the Fees and Charges payable by you.

13. GENERAL PROVISIONS

13.1 Entire agreement

This Enrolment Contract constitutes the entire agreement between the parties regarding the matters set out in it and supersedes any prior representations, understandings or arrangements made between the parties, whether orally or in writing.

13.2 Governing law and jurisdiction

a) The laws applicable in New South Wales govern this Enrolment Contract.

b) The parties submit to the non-exclusive jurisdiction of the courts of New South Wales and any courts competent to hear appeals from those courts and waive any right to object to any proceeding being brought in those courts.

13.3 Counterparts

This Enrolment Contract may be executed in any number of counterparts. All counterparts taken together constitute one instrument.

13.4 Waiver

A failure or delay in exercise or partial exercise of a right arising from a breach of any provision of this Enrolment Contract is not to be regarded as a waiver of that right and cannot be relied upon as a waiver of that right.

13.5 Parties

(a) If the Parents/Guardians named in this Enrolment Contract is made up of more than one person, or a term is used in this agreement to more than one party:

i. an obligation of those persons is joint and several (including without limitation each payment obligation); 

ii. a right of those persons is held by each of them severally;
iii. unless otherwise specified, any other reference to those parties of that term is a reference to each of those persons separately; and
iv. a reference to “you”, “your” or “Parents/Guardians” is a reference to each Parent/Guardian.