



Saint Ignatius' College

RIVERVIEW

2015 ANNUAL REPORT

Educational and Financial Reporting

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 revision of 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 2016
 - 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 Training, 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 requested by Minister(s) through the specified authority in an online or appropriate electronic format by the due date.

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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 school's educational programme since its foundation in 1880.

Members of the School Council for 2015 were as follows:

- /// Mr John Wilcox (Chair)
- /// Fr Chris Gleeson SJ
- /// Fr Ross Jones SJ (Rector)
- /// Fr Peter L'Estrange SJ
- /// Fr Jack McLain SJ
- /// Fr Michael Ryan SJ
- /// Prof Anne Cummins
- /// Mr Harvey Gaynor
- /// Mr Greg MacKay
- /// Ms Anne McDonald
- /// Mr Tim Morse
- /// Dr Elisabeth Murphy
- /// Mr Richard Pegum
- /// Ms Miriam Stiel

The major activities of the College Council for 2015 are listed as follows:

- a) Policy formation and implementation. Because of the need to update policy, both in format and content, the following policies were approved by Council:
 - /// Fee Subsidy for Staff
 - /// Homework Policy
 - /// Procurement Policy
- b) Approval of the school finances including fees, loans, debtors, repayment schedules, billing procedures and financial modelling.
- c) The oversight of the implementation of the Strategic Directions Document (2015-2020) released at the beginning of 2015.
- d) Support for students from Indigenous and refugee backgrounds as well as support for students with an intellectual disability.
- e) Traffic management, both vehicle and pedestrian, in hazard areas such as Riverview Street.
- f) Oversight of the consolidation of the Year 7 – 12 House system in the secondary school.
- g) Continued inroads into the management of residential housing at the College.
- h) The oversight of a new website and the portal as a key medium of communication with the College community and the wider community.
- i) Through various sub-committees of Council, oversight of developments in Teaching and Learning and Information Technology.
- j) Ethos and Identity as it affects an authentic and contemporary expression of Jesuit spirituality.

- k) The formalisation of the Risk Management Committee and identification of key risks and exposures at the College.
- l) The appointment of the Director of Advancement and the formation of the Advancement Sub-Committee.
- m) Oversight of professional standards issues as they relate to historical episodes of child abuse and current child protection measures.
- n) The development of Committee Charters to formalise the operation of sub-committees.
- o) Mandated governance training to accord with BOSTES compliance under a new regulatory environment.
- p) The appointment of a new catering contract after 31 years of service from Catering Industries and the decision to pursue new auditors for 2017.

In addition to specific activities and designated priorities of Council, a significant review of School operations was facilitated by Council. These include:

- a) A concurrent review of the Ignatian Centre and its activities, with formal recommendations for implementation into the future.
- b) An external review of the First Nations Programme by David McRae, acting under advice from the Provincial, Fr Brian McCoy SJ.
- c) An internal review of the GAP Programme to best provide for the continuing formation of young men from Jesuit Schools in Ireland and England while in the service of Saint Ignatius' College in Australia.

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. Sincere thanks are extended to the members of Council for their time, wisdom and commitment to the affairs of the College.

Mr John Wilcox
Chair

Dr Paul Hine
Principal

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 on 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: one student per year group per house is appointed to the position of student representative. Meetings occur fortnightly 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 2015, the RSC raised funds for a variety of Ignatian charities through social and awareness-raising events and dances.

Throughout 2015, student representatives 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

The endeavour to provide a deep and enriching environment and to cater for the needs of each individual through Co-curriculum has continued at Saint Ignatius' College Riverview in 2015. With the philosophy of providing “cura personalis”, an abundance of opportunities continued to grow within this encompassing philosophy.

In the book “Youth, Sport and Spirituality”, Fr Patrick Kelly SJ discusses a quote from Pope John Paul II who described sporting activities as “a gymnastics of the body and spirit”. Athletic ability, in fact, highlights not only the person’s valuable physical abilities, but also his intellectual and spiritual capacities. It is not just physical strength and muscular efficiency, it also has a soul and must show its complete face. Our students learn about themselves on the field of play; they also learn about their teammates, coaches and opponents. They discover a moral code and learn what they stand for. Sporting competition teaches lifelong lessons that are often difficult to acquire in the classroom but are reinforced not only on the playing field, but also after competition in learning to handle both winning and losing.

Our students continued their high levels of participation in the traditional GPS sports of Basketball, Cricket and Rowing in the summer while in winter there were high levels of participation in Rugby, Football and AFL. Volleyball expanded its competition to a fully-fledged GPS/CAS competition in 2015 and continued to grow amongst our students in popularity against the traditional football codes. Our participation numbers in the table below reflect the breadth of sports offered (24), one that very few schools across Australia would be able to match.

Our teams competed with distinction across a range of GPS sporting competitions and in 2015 retained the GPS Senior Swimming Championship. In Non-GPS competition, we successfully won the State Schools Sailing Title, and our Football team won the High Energy Youth Tournament on the Gold Coast in July. In Jesuit Schools carnivals we were successful in winning Basketball, Debating and Tennis in 2015. Saint Ignatius' students competed as individuals across the country winning national titles in Acrobatic Gymnastics, Fencing, Snowsports, Mountain Biking and Track and Field; some students represented Australia overseas in international competitions.

Our Performing Arts flourished in 2015 with the relatively young activity of Theatresports becoming a favourite amongst our actors. For the second consecutive year, our Senior boys succeeded in winning the Theatresports State Championship. The College Musical, “Grease”, played to sold out audiences for 4 nights in March and involved approximately 150 students and staff working cooperatively to produce an end product of the highest quality. Along with plays across each year level, Drama continues to thrive.

Four hundred boys are involved directly in music each week, playing in a variety of ensembles that represent the College at eisteddfods throughout the year. In 2015, the College hosted the National Drumline Championships, where our boys finished in 2nd place.

Interstate and international tours are engrained in our Co-curriculum calendar and provide opportunities for boys to compete and experience life in our diverse world. In September 2015, 30 staff and students visited Spain for Water Polo, while in December the Senior Cricket squad of 15 staff and students toured New Zealand. Both tours recorded great success on the field of play, but more importantly, lasting friendships were formed with the students and families who hosted them.

SPORTS PARTICIPATION

TABLE 1.NUMBER OF STUDENTS BY SPORT

<i>GPS Summer</i>	<i>Non-GPS Summer</i>	<i>GPS Winter</i>	<i>Non-GPS Winter</i>
Basketball – 650	Athletics - 30	Cross Country – 25	AFL – 110
Cricket – 230	Baseball - 60	Football – 420	Fencing – 16
Rowing – 210	Fencing – 16	Rugby – 780	Martial Arts - 18
Swimming – 45	Futsal – 60	Track & Field - 80	Mountain Biking – 28
Tennis – 125	Golf – 15	Volleyball – 60	Winter Tennis - 28
Water Polo – 60	Martial Arts – 18		
	Mountain Biking – 28		
	Sailing - 32		
	Surf Life Saving - 75		
	Table Tennis - 15		
	Touch Football - 40		

Area 3

Student Outcomes in Standardised National Literacy and Numeracy Testing

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, no students achieved below the National Minimum Standard (NMS) in Reading, Writing or Spelling while 1% of students achieved below the NMS in Grammar and Punctuation and Numeracy. In Year 7, 1% of students achieved below the NMS in Reading, 3% below in Writing, 4% below in Spelling, 2% below the NMS in Grammar and Punctuation and 1% below in Numeracy. In Year 9, 2% of the students achieved below the NMS in Reading, 5% below in Writing and Spelling, 4% below in Grammar and Punctuation, and 2% below in Numeracy.

TABLE 2. NAPLAN: YEAR 5 AND YEAR 7

2015	Year 5		Year 7	
NAPLAN Test	Percentage of students at or above national minimum standard		Percentage of students at or above national minimum standard	
	School	State-wide	School	State-wide
Reading	100	94	99	96
Writing	100	93	97	88
Spelling	100	94	96	92
Grammar and Punctuation	99	92	98	91
Numeracy	99	95	99	97

TABLE 3. NAPLAN: YEAR 9

2015	Year 9		Year 9	
NAPLAN Test	Percentage of students at or above national minimum standard		Average test scores	
	School	State-wide	School	State-wide
Reading	98	92	620	597
Writing	95	78	597	545
Spelling	95	90	613	592
Grammar and Punctuation	96	88	596	572
Numeracy	98	96	649	600

Area 4

Senior Secondary Outcomes

4.1 RECORD OF SCHOOL ACHIEVEMENT

In 2015, one student 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 2015, 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. Also in 2015, 8 students opted out of the ATAR pathway by selecting English Studies (non ATAR) for their HSC year.

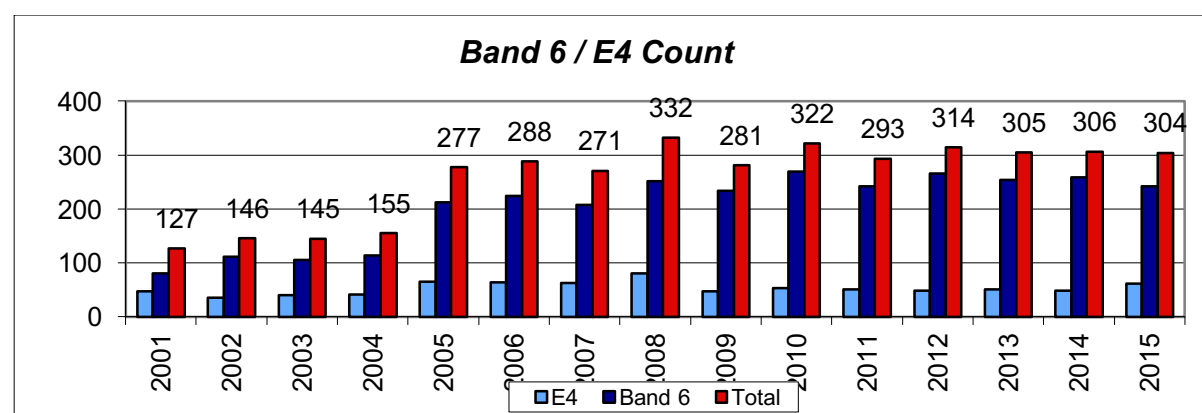
4.3 THE HIGHER SCHOOL CERTIFICATE 2015

309 Riverview students sat the HSC in 2015, 233 were Year 12 students with another 76 Year 11 students accelerating in Studies of Religion 1 Unit, Mathematics, Information Processes and Technology. One Year 11 student accelerated in Mathematics Extension 1 and Mathematics Extension 2.

DISTINGUISHED ACHIEVERS.

The 2015 students gained 242 Band 6 results, and 62 Band E4, giving 304 in total.

Graph 1. HSC E4 and Band 6 Results



The 2015 HSC Band 6/E4 achievement is consistent with results over the last three years.

PREMIER'S ALL-ROUNDER AWARDS

Seventeen 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 placings across the state in a number of subjects. Riverview students achieved first place in the state in Chinese Continuers, second and fourth places in the state in Extension Chinese, third place in the state in Studies of Religion 1 Unit and tenth place in the state in Business Studies.

ATAR STATISTICS

The highest ATAR for Riverview in 2015 was 99.85. In addition, 10 students achieved an ATAR above 99 and 37% of eligible students achieved an ATAR above 90.

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

In the following subjects, 100% of students achieved a Band 5 or 6: Chinese Extension, Classical Greek Extension, English Extension, French Extension, History Extension, Italian Continuers, Italian Extension, Mathematics Extension 2, Music 1, Music 2 and Music Extension.

In the following subjects, students achieved 5% or more above the NSW state mean: Aboriginal Studies, Business Studies, Drama, Economics, Engineering Studies, Geography, Industrial Technology, IPT, Mathematics General, Mathematics 2 unit, Modern History, Music 1, PDHPE and Italian Continuers.

TABLE 4. PERCENTAGES OF STUDENTS ACHIEVING BANDS 5&6 (E3&E4)

Subject	Percentage of students in Bands 5 and 6 (i.e. an HSC mark over 80%)					
	SIC 2011	SIC 2012	SIC 2013	SIC 2014	SIC 2015	NSW 2015
Aboriginal Studies	75	44	70	22	33	23
Agriculture	20	0	40	33	35	28
Ancient History	61	53	62	57	20	33
Biology	37	37	55	23	35	28
Business Studies	57	81	73	75	75	36
Chemistry	47	61	64	68	56	41
Chinese Continuers	100	100	100	100	86	69
Chinese Ext (Bands E3 and E4)	100	100	100	100	100	100
Classical Greek Continuers	100	-	-	100	-	93
Classical Greek Extension	-	-	-	-	100	100
Drama	87	100	75	93	74	42
Economics	74	74	63	64	80	46
Engineering Studies	69	60	63	64	86	37
English Standard	13	0	5	2	9	8
English Advanced	73	69	77	75	72	58
English Ext 1 (Bands E3 and E4)	100	97	100	100	100	95
English Ext 2 (Bands E3 and E4)	100	92	100	100	88	82
French Continuers	57	75	88	87	55	67
French Ext (Bands E3 and E4)	75	100	100	78	100	91
Geography	68	71	61	60	64	41
History Ext (Bands E3 and E4)	100	92	92	72	100	78
Industrial Technology	59	70	68	56	39	27
Information Processes and Technology	75	88	82	50	50	32
Italian Continuers	80	83	100	67	100	54
Italian Ext (Bands E3 and E4)	100	-	100	100	100	84
Latin Continuers	64	17	67	64	67	82
Latin Ext (Bands E3 and E4)	100	100	100	100	75	97
Mathematics General	65	63	52	66	58	26
Mathematics 2 Unit	91	87	87	66	85	52
Mathematics Ext 1 (Bands E3 and E4)	96	89	98	82	86	84
Mathematics Ext 2 (Bands E3 and E4)	100	100	100	100	100	86
Modern History	66	66	78	64	68	44
Music 1	100	100	100	95	100	62
Music 2	100	100	100	100	100	88
Music Extension	100	-	100	100	100	93
PDHPE	44	52	44	42	52	30
Physics	52	45	49	41	40	29
Primary Industries	38	75	-	0	67	25
Senior Science	60	61	30	33	36	29
Studies of Religion 1Unit	65	58	53	50	53	51
Studies of Religion 2Unit	81	50	59	51	72	40
Visual Arts	68	93	67	78	75	54

Area 5

Professional Learning and Teacher Qualifications

5.1 PROFESSIONAL LEARNING

During 2015 a number of key programs were implemented to support the professional learning of staff at the College across a range of different areas. The Teacher Review and Development Program commenced, the first National Ignatian Middle Leaders Program was developed in partnership with the AISNSW and hosted at the College, and a new Proficient Teacher Accreditation Program was implemented. In addition to these programs, Mark Church ran a session for selected staff on Visible Thinking in the classroom; and to support the pastoral care program, Heads of House and Assistant Heads of House participated in Mental Health First Aid for Teachers. Women in Leadership, ICT, STEM and curriculum-specific professional learning activities for teachers were other areas supported by the College across 2015.

To support the professional development of our leaders in 2015, the College developed and hosted the National Ignatian Middle Leaders Program in partnership with the AISNSW. 27 Middle Leaders from Jesuit Schools, and Jesuit partner schools, across Australia gathered to deepen their knowledge, understanding and expectations of their leadership role in the context of the Ignatian charism. The program allowed leaders from different schools to network and share their experiences with like-minded and similarly inspired colleagues.

To continue to develop leaders in Jesuit schools across East Asia, Saint Ignatius College Riverview hosted the Advanced Ignatian Teaching Program. This program brought together leaders from Jesuit schools in Japan, the Philippines, Hong Kong, Macau, Indonesia, Australia and Taiwan to provide opportunities for reflection and conversation on leading the practical application of the Ignatian Pedagogical Paradigm, innovation in education and sharing contemporary teaching and learning practices in the region.

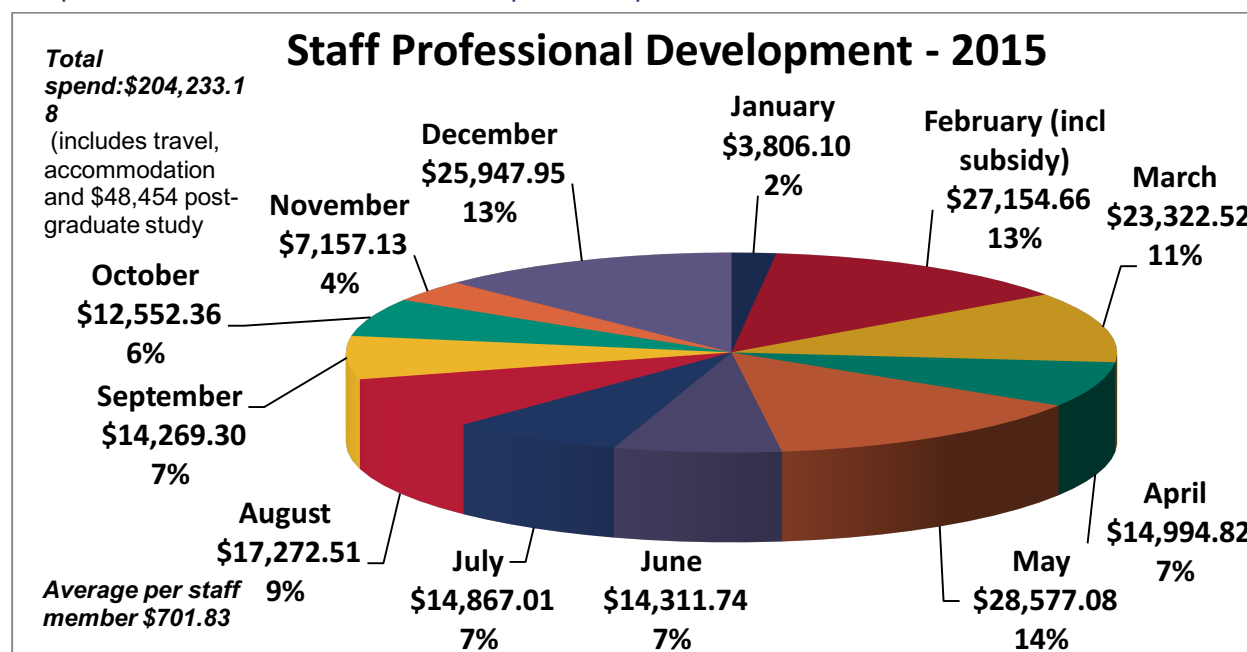
The College rolled-out a teacher Review and Development process for one hundred and thirty-seven teaching staff. This process involved the partnering of teachers with a nominated peer (Companion) so that regular mentoring and coaching conversations and formative evaluation of teaching practice could take place. The Review and Development program grew the pool of staff engaging with the Australian Professional Standards for Teachers in preparation for changes in 2018. The program was evaluated as highly successful through a number of surveys during the year, and one of the greatest benefits identified was the opening up of new opportunities for collaboration and classroom observation across the College.

A total of eighteen teachers successfully completed either Proficient Teacher Level Accreditation through BOSTES or Experienced Teacher Accreditation through the Standards Based pathway with ISTAA. Discussion arose around developing a specific support program for early career teachers undergoing Proficient Teacher Accreditation as these encompassed the majority of accreditation candidates. A panel of stakeholders was established and gave recommendations for a specific program for early career teachers to be launched in 2016. This program's directive was to ensure that governance and compliance of accreditation matters was in accord with BOSTES regulations but also that early career teachers would have opportunities for rich and relevant professional growth. The support role of Proficient Teacher Accreditation Coordinator was created to grow the program during 2016.

Riverview accommodated twenty pre-service teacher placements in 2015 under the supervision and guidance of twenty-seven College staff across a variety of faculty areas. To further support the development of quality teacher training and develop closer ties to Tertiary institutions, Riverview established an internship program to commerce in 2016 for outstanding students in their final year of teacher training. Three scholarships were offered to talented students from UNSW, Sydney University and the Australian Catholic College.

In 2015, staff attended more than 258 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 and the commitment of the College to support staff in this area of their growth. A number of staff attended education conferences, sharing their experiences with colleagues through staff meetings, faculty workshops and professional learning days. These key conferences include Wired for Wonder, AIS STEM, GTA NSW – Sustainable Futures, teacher accreditation support sessions, ICT Management & Leadership and Women in Leadership.

Graph 2. Teacher Professional Development Expenditure



5.2 TEACHER ACCREDITATION SUPPORT PROGRAM

The College continued to support teachers undergoing various levels of Accreditation through BOSTES and ISTAA in 2015. Teachers supervising beginning and early career teachers were provided training and those leading these programs attended professional development and networking sessions to ensure its continued quality. A consultative group discussed future directions for Proficient Teacher Accreditation and as a result a new program was developed for implementation in 2016. This program was designed to continue to meet BOSTES requirements whilst focusing on teacher reflection and growth. All of the policy and procedure documents related to Proficient Teacher Accreditation were reviewed and refined throughout 2015.

5.3 TEACHER STANDARDS

There are 186 teachers who have teaching qualifications from higher education institutions within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines.

Two teachers have qualifications as a graduate from an 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 AND 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, and inappropriate use of technology. These policies and procedures are published and are updated as required and are accessed on-line in the Staff Handbook and 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 2015. 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 2015 Saint Ignatius' College employed 413 full-time, part-time, contract and casual staff. Of these, 188 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, but two have identified themselves as being Aboriginal or TSI.

On average, teachers at the College attended 94.51% 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 90%.

Area 7

Student Attendance, Retention Rates and Post-school Destinations

7.1 STUDENT ATTENDANCE

On average, 96% of students attended school on a typical school day in 2015. This was similar to the attendance rate in 2014 and there are no significant trends or features to report.

ATTENDANCE RATE BY YEAR GROUP

Year 5 – 96%
Year 6 – 95%
Year 7 – 96%
Year 8 – 96%
Year 9 – 96%
Year 10 – 97%
Year 11 – 97%
Year 12 – 98%

Policies relating to student attendance and the management of absences are included on the Student Portal. 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

94% of those students in Year 10, 2013 completed Year 12, 2015 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 233 Year 12, 2015 graduates, 10 joined the year group in Years 11 & 12. The overwhelming majority of graduates continued on to university at the completion of their school education – with most attending universities in the Sydney area. Some graduates chose 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 chose to pursue full-time employment.

Area 8

Enrolment Policy

The full texts of the College's Enrolment Policy and Enrolment Contract are attached as Appendices A and B. There were no changes in 2015.

Area 9

School Policies

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. 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. There were no changes to this policy in 2015.

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. There were no changes to this policy in 2015.

An anti-bullying policy for students outlines separate student expectations and responsibilities. The full text is available in the Student Handbook and on the College internal portal, accessible by staff, students and parents. No changes were made in 2015.

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 2015.

9.4 REPORTING COMPLAINTS AND 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. There were no changes to this policy in 2015.

Area 10

School Determined Improvement Targets

10.1 ACHIEVEMENT OF PRIORITIES IDENTIFIED IN 2014

AREA	2014 PRIORITIES	ACHIEVED IN 2015
Teaching and Learning	Enhanced Literacy standards in Years 5-9 particularly in areas of reading comprehension, vocabulary acquisition and persuasive writing.	Implementation of 'literacy blocks' in years 5 and 6 together with Stars and Cars program in years 7 and 8. Literacy initiatives across all KLAS.
	Tracking of student literacy and performance data from Years 5 – 12.	Data tracking using PAT Math and Reading Tests in Years 5 and 6. Increased focus on NAPLAN Smart Data use by staff. Stars and Cars comprehension data tracking Years 7 – 9. Synergetic used to store performance data 5-12.
	Enhanced collaboration between faculties on curriculum delivery and assessment.	Problem Based Learning projects across various KLAS in Years 9 and 10. Developments in collaboration between STEM faculties to create opportunities for students.
	Further networking with other schools and universities to enhance learning outcomes.	University Advanced Pathways programs enhanced with Macquarie University. Internships for teachers investigated. Northern Curriculum Network of schools established for faculty groups in Geography, History and English.
	Review assessment and reporting structures.	Consultations with parents led to modifications to Years 5 & 6 reports. Consultations to continue with senior school parents. Assessment loads for Years 7 and 8 were reviewed.
	Enhance the delivery of study skills Yrs 10–12.	Three study skills sessions were conducted in Years 11 and 12 using Elevate Education. Year 10 study skills were in development in 2015.
Student Achievements	Increase the percentage of students at proficiency in Years 7 and 9 NAPLAN Literacy and Numeracy.	Increases were experienced in Year 7 Reading and Grammar and Punctuation. Numeracy and Writing remained steady. There were no increases in Year 9 results.

AREA	2014 PRIORITIES	ACHIEVED IN 2015
	Increase the percentage of students achieving in the top bands for Years 7 and 9 NAPLAN Reading and Writing.	In Year 7 there was a 16% increase in students scoring in the top 2 bands and an increase of 1% in the number of students scoring in the top 3 bands of Writing.
	Increase the range of subjects offered to students in a non-ATAR pathway.	In 2015, English Studies and Mathematics General 1 were introduced as non-ATAR options.
	Improve the number of subjects achieving above the NSW mean in the HSC examinations.	In 2014, 32 subjects achieved above NSW means. In 2015 this number increased to 36 subjects out of the total of 42 subjects offered.
Environment	Develop our networks with other schools, community and like-minded organisations.	Events were held with Sustainable Schools Network, local Bushcare Society and Sydney Landcare Network. Assisted with development of the Jesuit Sustainability Officers course and new Earthkeepers course. Co-ordinated and participated in AWAKE Sustainability Culture Survey across Jesuit partnership schools.
	Investigate opportunities for efficient use of resources and sustainable purchasing & investment practises.	Drafted a College-wide Sustainability Masterplan.
Community Involvement	Increase participation of boarders in Mass at St. Michael's Church, possibly through the music program.	Due to the resignation of the teacher who had an interest in this expression of involvement, this goal was not met.
	Continue the boarders' involvement in the Red Shield Appeal and Clean Up Australia Day.	Boarders were heavily involved in the annual Red Shield Appeal throughout the Lane Cove area, and Clean Up Australia Day at the College.
	Arrange Ignatian Service opportunities at <i>Loaves and Fishes</i> free restaurant.	Through the <i>Faith in Service</i> program, boarders have served at the <i>Loaves and Fishes</i> restaurant one weekend per month throughout the year.
	Expand the number of College-organised Ignatian Service activities by establishing relationships with a wider number of agencies.	Through the <i>Faith in Service</i> program, the number of College-organised Ignatian Service activities has grown by over 25%.
	Deepen the engagement with Indigenous communities, including the Borroloola community, especially through the <i>Country Placement</i> program.	Through the <i>Country Placement</i> program, an investigative visit was made to Jabiru with a view to adding it to the program in 2016.
	Facilitate a conference for Ignatian Educators from around the East Asian Assistancy	29 educators from the Asia Pacific Assistancy of the Society of Jesus attended a conference at the College.

AREA	2014 PRIORITIES	ACHIEVED IN 2015
Student Welfare	Merge the Middle School into the Senior School.	All students were enrolled in a 7 -12 vertical pastoral system and the Dean of Pastoral Care position was developed.
	Increase the House system from 12 to 16 Houses.	The House system was successfully increased from 12 to 16 Houses through the addition of Fernando, Romero, Smith and Teresa Houses. Students in existing Houses in Years 9-12 were offered the opportunity to be inaugural members of the new houses.
Staff Development	Implement a leadership continuum to provide a range of professional learning opportunities for emerging to transitioning leaders with a focus on middle leaders.	The Ignatian Middle Leaders program was implemented with 27 participants from nine different schools across the country coming together to deepen their understanding of their role as a middle leader in the context of the Ignatian charism.
	Implement a Teacher Review and Development process.	A Teacher Review and Development process was implemented across the College with a focus on professional learning and reflection on practice to create a culture to support student achievement and school performance. All teachers were supported through the process with a Companion.
	Build the capacity of teachers through mentoring and Companion programs.	Teachers at the College undertaking the Review and Development process are supported by a Companion who walks alongside the teacher in a professional capacity. New staff are allocated a mentor/buddy within their faculty or area, and staff undertaking an accreditation process are supported by a coordinator.
	Review the current Human Resource system and processes.	The HR system Chris21 was reviewed and updated, and a new E-recruitment module implemented, providing a more professional interface with staff and new applicants.
	Develop an online Staff Services presence on the Riverview portal.	Staff Services online service centre relocated to InsideView on the Riverview Portal. Information contained within the centre was consolidated into eight key areas including: staff policies and procedures, professional learning and development and the Staff Handbook.

AREA	2014 PRIORITIES	ACHIEVED IN 2015
Facilities and Resources	Improve sporting area facilities, including: shower connection at 4 th Field; upgrade the Fr Mac viewing area; swimming blocks review; net on 2 nd Field; upgrade seating/ undercover area at tennis courts.	Completed 2 nd stage of 3-stage Major Maintenance Plan including major rectification work at the Gartlan Sports Centre.
	Facilitate approval of College Masterplan and the next stages of consultation and launch to the community.	Masterplan completed to concept stage, approved by College Council, and launched to the community.
	Progress development of schematic design and documentation of Masterplan and Stage 1 for Development Application process and approval.	Lodgement of Masterplan Concept and <i>Stage 1–Therry</i> Development Application with State Planning Department.
	Implement a new, comprehensive, integrated Asset Management software system at the College.	Asset Management software system implemented and operational.
	Implement an integrated budgeting, forecasting, reporting and financial analysis software system.	An integrated Budgeting and Reporting System was developed and rolled-out through the College.
	Appoint a Head of Risk & Compliance and develop an integrated framework around Risk & Compliance at the College.	The Head of Risk & Compliance was appointed and a Risk & Compliance Framework was developed and implemented.

10.2 PRIORITIES IDENTIFIED IN 2015

AREA	PRIORITIES IDENTIFIED IN 2015 FOR 2016 IMPLEMENTATION
Teaching & Learning	<p>Use SMART data to inform teaching and learning.</p> <p>Undertake Registration and Accreditation.</p> <p>Continue to modify curriculum to accommodate student needs.</p> <p>Respond to innovative and cross-curricula initiatives to prepare for future learning spaces.</p>
Student Achievements	<p>Increase the number of students accessing advanced pathway entry into undergraduate university courses.</p> <p>Provide out of school hours tutorials to all day students to enhance their learning.</p>
Environment	<p>Ensure <i>Stage1–Therry</i> Design & Building Project achieves 4 Green Star rating in meeting Sustainability Masterplan targets, and enable the showcase of sustainable design features to students.</p> <p>Further develop our networks with other schools, community and like-minded organisations.</p>
Community Involvement	<p>Engage students in a <i>Country Placement</i> experience to Jabiru in the Northern Territory.</p> <p>Continue the association with Life for Koori Kids through charity events and the donation of Christmas presents.</p> <p>Continue to improve links with the Jesuit Educational and Social Ministries, with a particular emphasis on formal and structured links with St. Aloysius' College.</p>
Student Welfare	<p>Looking to form a pastoral focus on each term that is implemented at a community, staff and student level.</p>
Staff Development	<p>Continue the implementation of the leadership continuum to build leadership capability for current and aspirant leaders.</p> <p>Implement a Companion Team structure to support the Teacher Review and Development process.</p> <p>Develop the current human resource system to support an online professional learning application process and update Chris21 in preparation for transitioning to an iCloud environment.</p> <p>Build the capability of College leaders and build a culture of high performance through the implementation of an effective leadership review and development program.</p> <p>Expand the College's Scope of Endorsement through BOSTES to support teachers to maintain their accreditation at the level of Proficient teacher.</p>
Facilities and Resources	<p>Conduct operational reviews of Mirrabrook Early Learning Centre and Licona Shop.</p> <p>Ensure appropriate design, approvals, funding and resources are in place to start <i>Stage 1–Therry</i> of Masterplan.</p> <p>Complete significant major maintenance works scheduled in Stage 3 of Major Maintenance Plan</p>

Area 11

Initiatives Promoting Respect and 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 2015 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 interprets the responses with a view to seeking opportunities to incorporate feedback into future directions.

Two key initiatives that were undertaken in 2015 involved mental health and domestic violence. In the case of the former, the College Captain, Xavier Eales, addressed the entire school community about his depression which he has struggled with for many years. The aim behind this statement was to encourage boys with depression and anxiety disorders to seek help and support. This was followed up on a pastoral level by teachers in Mentor Groups. The second initiative was an address by Australian of the Year, Rosie Batty, about the scourge of domestic violence and how it needs to be combatted at all levels. Both statements had a profound effect on the student body.

The College strives to ensure that two key elements of a 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. In this way, the boys develop a deep sense of global citizenship and the responsibility that they have to support the disenfranchised in the Third 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 marginalization, homelessness and disability.

A new initiative that was introduced over recent years 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 *Loneragan 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 emphases through a variety of forums. An Earth Hour breakfast involved approximately 200 students from over 20 schools in and around Sydney in 2015 with guest presenters on sustainable living. The Environment Awareness Group undertook a range of activities to promote recycling initiatives and the College conducted two separate e-waste collections that netted over 100 cubic meters of e-waste materials.

Through the Homeroom system operating in Years 5-6, and the House and Mentor group systems operating in Years 7-12, there is a focus on peer support that provides all students with the support of older boys and significant adults. In 2015, the House system in the Senior School was extended to the junior secondary to strengthen the delivery of pastoral care and to broaden mentoring opportunities for students. 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 Mentor 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 Sant' Angelo Mercy College, St Aloysius' College and Saint Ignatius' College Riverview meeting on a term basis to address social issues that promote responsible decision making and healthy living.

Area 12

Parent, Student and 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

<i>Statement</i>	<i>Year 7</i>	<i>Year 12</i>
Overall satisfaction with education at College	84%	85%
Overall satisfaction with available subjects	81%	80%
Agree that the College provides a 'safe and caring' environment	85%	86%
Overall satisfaction with the management and leadership of the College	77%	75%

12.2 STUDENT SATISFACTION

<i>Statement</i>	<i>Year 7</i>	<i>Year 12</i>
Overall satisfaction with education at College	83%	84%
Overall satisfaction with available subjects	78%	77%
Agree that the College provides a 'safe and caring' environment	81%	74%
Overall satisfaction with the management and leadership of the College	78%	69%

12.3 TEACHER SATISFACTION

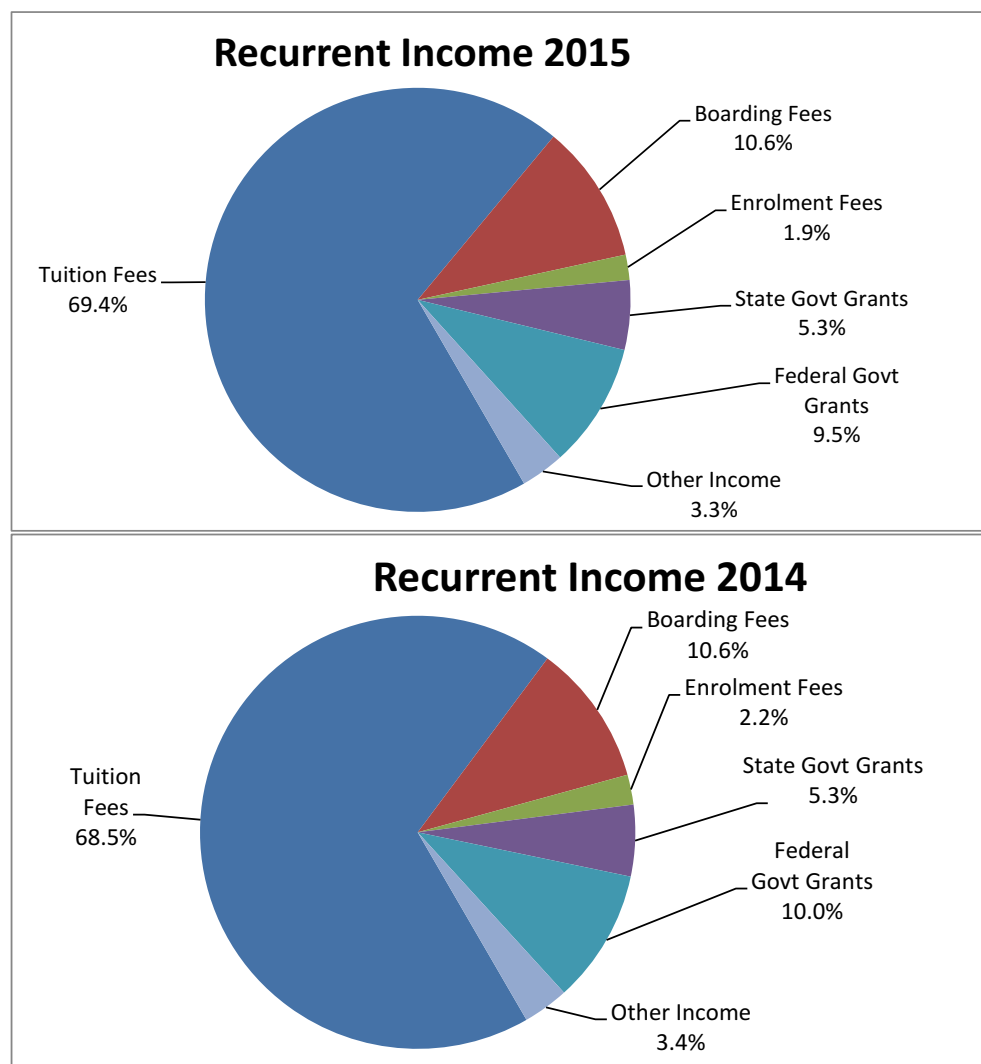
Overall there is a high level of teacher satisfaction at the College. Academic staff continue to rank their commitment to the Mission of the College and the challenge of making a difference to the students as very high. Staff were surveyed in regard to professional learning opportunities and they value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

Area 13

Summary Financial Information

13.1 COLLEGE INCOME

An analysis of the College recurrent income during 2015 by source is compared with 2014 results in the pie chart graphs below:



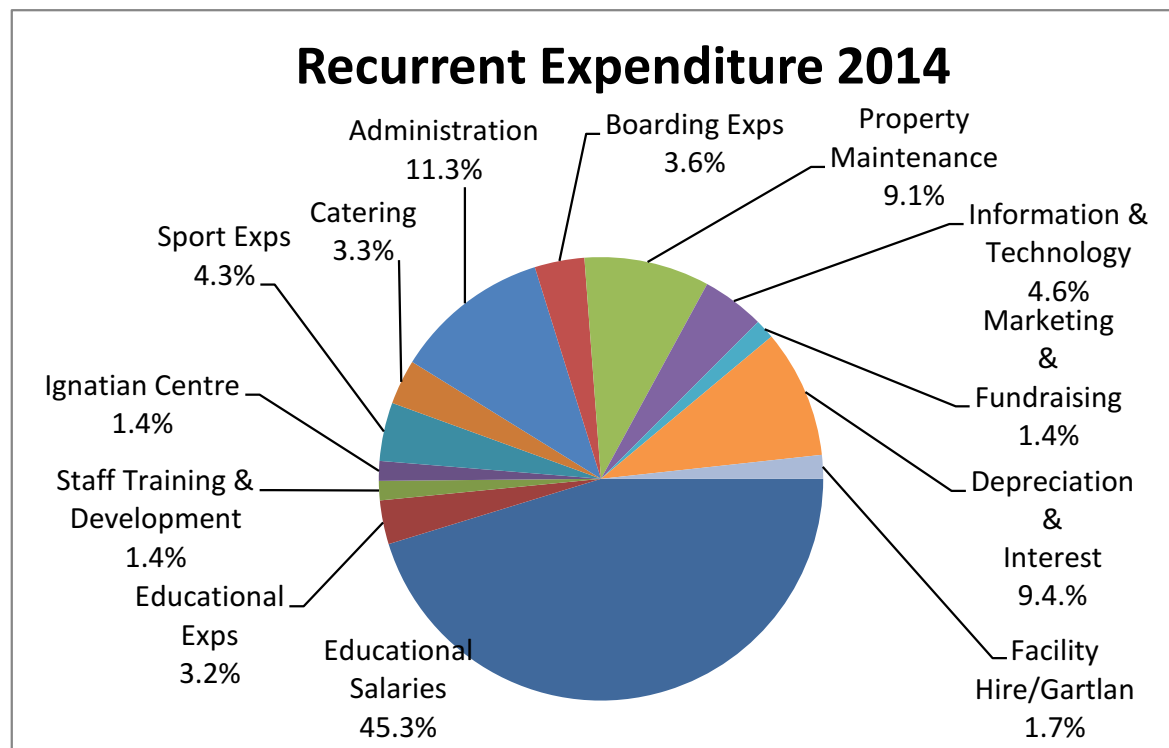
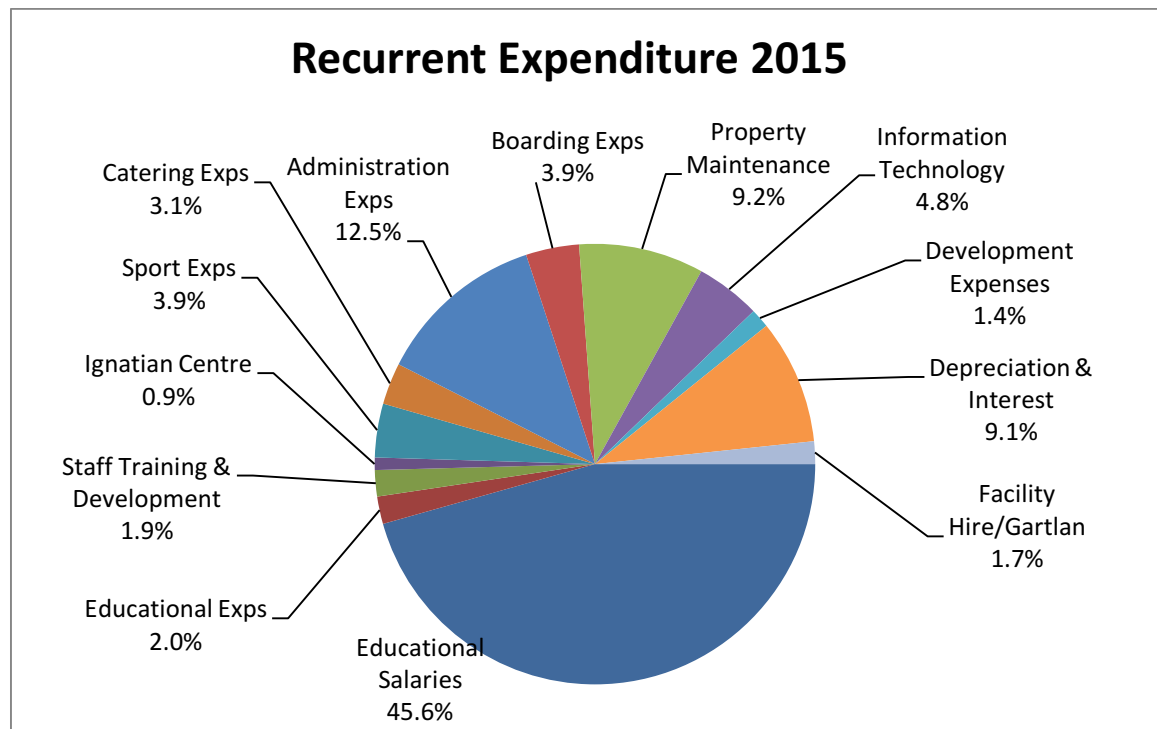
Tuition fees in the pie charts above include those relating to both Day & Boarding Students.

Recurrent Income before Federal Government Capital Grants increased in the year by 4.2% (7.5% in 2014).

Major changes in income for the year related to scheduled annual increases in Tuition Fees and Boarding Fees for 2015 of 4.75% and 4% respectively.

13.2 COLLEGE EXPENDITURE

An analysis of the College recurrent expenditure during 2015 by expense category is compared with 2014 in the graphs below:



Expense categories above are based on the Commonwealth Government's Educational Reporting guidelines.

Recurrent Expenditure rose by 4.8% during 2015.

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

- Educational salaries which increased by 5.7%, primarily due to enterprise agreement salary increases of 2.25% and new teaching and administration positions;
- Educational expenses, staff training and development, Ignatian Centre expenses, Co-Curriculum and Administration expenses increased by 2.8%, in total, marginally above the general inflation rate;
- Boarding and catering expenses, which rose by 5.8% due to increases in boarding supervision and salaries and increased food costs associated with improvements made to boarder meals;
- Information technology expenses which rose by 9.5% due to enterprise agreement salary increases of 2.5%, new IT positions, and increases in software maintenance contracts and support.

There were no major special Capital Works undertaken in 2015, however a number of significant major maintenance projects were undertaken, including: rectification works on the historic St. Michael's House and the Dalton Chapel; rectification works and plant and equipment upgrades for the Gartlan Sports Centre; upgrades to Maintenance Workshop; and replacement of carpets in Kevin Fagan Senior Boarding House and Ramsay Hall. There was also major maintenance done to the Main Building to replace part of the roof and repaint and re-varnish major stairwells and Main Boarders' Refectory.

The College continued with its rollout of "one to one" computer devices for all students at the College.

The College also rolled-out its new portal and website in 2015 and undertook the development of management software, including budget and forecasting software, property maintenance software and risk & compliance software.

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 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.