



Saint Ignatius' College

RIVERVIEW

2017 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 NSW Education Standards Australia (NESA) 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 NESA 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 NESA on *RANGS Online* by 30 June 2018
 - 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 BOARD

The Saint Ignatius' College Board 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 and pastoral program since its foundation in 1880.

Members of the School Council for 2017 were as follows:

Mr John Wilcox (Chair)
Mrs Jennie Hickey
Fr Ross Jones SJ (Rector)
Fr Peter L'Estrange SJ
Fr Jack McLain SJ
Prof Anne Cummins (until May 2017)
Mr Harvey Gaynor
Mr Greg MacKay
Ms Anne McDonald (until May 2017)
Mr Tim Morse (until November 2017)
Dr Elisabeth Murphy
Mr Richard Pegum
Ms Miriam Stiel

The major activities of the College Council for 2017 are listed as follows:

- a) Policy formation and implementation. Because of the need to update policy, both in format and content, the following policy was approved by Council:
 - a. Enrolment Policy
- b) Approval of the school finances including fees, loans, debtors, repayment schedules, billing procedures and financial modelling.
- c) The oversight of all elements of the College master planning including costing, design, environmental sustainability and construction schedule.
- d) The oversight of the School Goals as part of the Strategic Directions Document (2015-2020) which was released at the beginning of 2016.
- e) Support for students from Indigenous and refugee backgrounds as well as support for students with intellectual disability.
- f) The introduction of the ReView Supervised Study Program at the Regis Campus.
- g) Continued inroads into the management of residential housing at the College.
- h) Participation in the Combined College Council Retreat and a College specific day of strategic alignment.

- i) Through various sub-committees of Council, oversight of developments in Teaching and Learning, Pastoral Care, Information Technology, Risk Management and Advancement.
- j) Ethos and Identity as it affects an authentic and contemporary expression of Jesuit spirituality, including a review of Ethos and Identity through five different lenses relating to College policies, practices and procedures.
- k) The oversight of Incorporation of the College.
- l) Oversight of professional standards issues as they relate to historical episodes of child abuse and current child protection measures.
- m) The review and approval of Committee Charters to formalise the operation of sub committees.
- n) Ensuring sustainability at enrolment, students with additional learning needs review and approval of a Disability Action Plan.
- o) Commenced a partnership with the Indigenous Youth Leadership Program.
- p) Engaged an external consultation to conduct a review of Staff Services.

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 2017, the RSC raised funds for a variety of Ignatian charities through social and awareness-raising events and dances.

Throughout 2017, 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 THE CO-CURRICULUM REPORT

In 2017 co-curriculum program provided many opportunities for Riverview students to extend themselves outside of the classroom and continued to be an important part of the overall rounded education that is delivered.

The connection between co-curriculum and classroom progress was evident again in the excellent HSC results. We saw that the majority of our top students excelled on the sporting field, music room or theatre stage. Their involvement in sport builds stamina, discipline and determination to achieve a goal. Within this framework, students learn the power of reasoning, mental development and to some extent specialisation in a sporting field. In all our co-curriculum activities, opportunities for the students to show leadership, sharing of ideas, community spirit and tolerance are evident. For those students who experience challenges in the classroom, the co-curriculum program offers physical and practical outlets as well as providing opportunities to form long lasting friendships.

Our students continued to participate in large numbers across the wide offering of sports. In summer, the majority of boys participated in Basketball, Cricket and Rowing which have been offered at the school for many decades. In the winter, the 3 main codes of Rugby, Football and AFL continued to reflect the country's love of 'football' codes. For those students who didn't fit this mould, a large variety of sports catered for their interests with very little variation in numbers from the last five years.

TABLE 1. NUMBER OF STUDENTS BY SPORT

Winter Sport	Numbers	Summer Sport	Numbers
Australian Rules Football	120	Baseball	35
Cross Country Running	15	Basketball	495
Fencing	18	Fencing	12
Football	394	Golf	22
Martial Arts	21	Martial Arts	14
Mountain Bike Cycling	19	Mountain Bike Cycling	64
Rugby	650	Rowing	180
Volleyball	52	Sailing	36
Winter tennis	31	Summer Athletics	42
Exempt (elite, injury, Yr12)	75	Surf Life Saving	61
		Table Tennis	14
		Tennis	110
		Touch Football	25
		Water Polo	95
		Exempt (elite, injury, Yr12)	52

Riverview teams continued to strive for the ‘Magis’ and were rewarded with great success. During the summer, the 2nd V Basketball side won the GPS Premiership and our Intermediate (U15/16s) swimming team won the the GPS Premiership. During winter, our 1st AFL team won their second NSW Independent Schools AFL Competition and the 1st and 2nd XI Football sides won the GPS Premiership. Our 1st XI Football side also went on to win the NSW CIS Football knockout title and then went on to the NSW Schools Championships where they finished 2nd. Our 1st and 2nd XV Rugby teams both finished 4th place in the GPS Rugby Premiership. In the Jesuit Schools’ Championships, we came 3rd in the Basketball Carnival hosted by Xavier College in Melbourne and the Tennis Carnival hosted by St Aloysius’ in December. Individual students made Australian sides and represented their country in sports such as Water polo, Fencing, Skiing and Sumo Wrestling during 2017.

Performing Arts has continued to flourish at the College in 2017. As per the Jesuit tradition, there was a play practised and performed by all year groups from Year 7 through to Year 12. Theatresports has continued to grow in popularity and our Senior Team made it to the state final in 2017 held at the Enmore Theatre. In 2017 it was the senior students' turn to perform in a musical. Over 150 students across Years 9-12 performed *The Wiz* to sell-out crowds over four nights. The expertise on display was evident in our boys and the girls' schools that participated.

400 boys play musical instruments at the College in over 15 musical ensembles. Most of the ensembles competed in eisteddfods and gained placings and honorable mentions. At the end of 2017 we said farewell to Mr Dev Gopalsamy, our Head of Performing Arts for more than a decade.

Interstate and international tours are ingrained in our co-curriculum calendar and provide opportunities for boys to compete and experience life in our diverse world. In April 2017, 40 staff and students visited the east coast of the USA for a Rugby Tour. A similar itinerary was followed by 24 boys and 5 staff on a Basketball Tour of the east coast of the USA. These Tours recorded great success on the field of play, but more importantly, lasting friendships were formed with the students and families who hosted them.

Andrew Szabo
Head of Co-curriculum

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, 1% of students achieved below the NMS in Reading, 1% in Spelling and 0% in Numeracy, while 3% of students achieved below the NMS in Writing and 3% in Grammar and Punctuation. In Year 7, no students achieved below the NMS in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. In Year 9, no students achieved below the NMS in Reading, 2% in Spelling and 0% in Numeracy, while 5% of the students achieved below the NMS in Writing.

TABLE 2. NAPLAN % OF STUDENTS IN TOP 2 BANDS

2017	Year 5		Year 7		Year 9	
NAPAN Test	School	State	School	State	School	State
Reading	63%	40%	56%	31%	43%	25%
Writing	14%	18%	28%	21%	19%	18%
Spelling	48%	38%	61%	41%	39%	31%
Grammar and Punctuation	54%	36%	46%	30%	26%	25%
Numeracy	56%	33%	64%	35%	58%	30%

Area 4

Senior Secondary Outcomes

4.1 RECORD OF SCHOOL ACHIEVEMENT

In 2017, no students 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 lead to an ATAR but provide a knowledge base and skills relevant to their career aspirations. In 2017, six students (2.5%) accessed VET/TVET courses external to the College in Automotive, Construction, Plumbing, Hospitality and Software Design & Development, with five students attaining a VET qualification in addition to their HSC qualification. Also, in 2017, one student opted out of the ATAR pathway by selecting English Studies (non ATAR) for his HSC year.

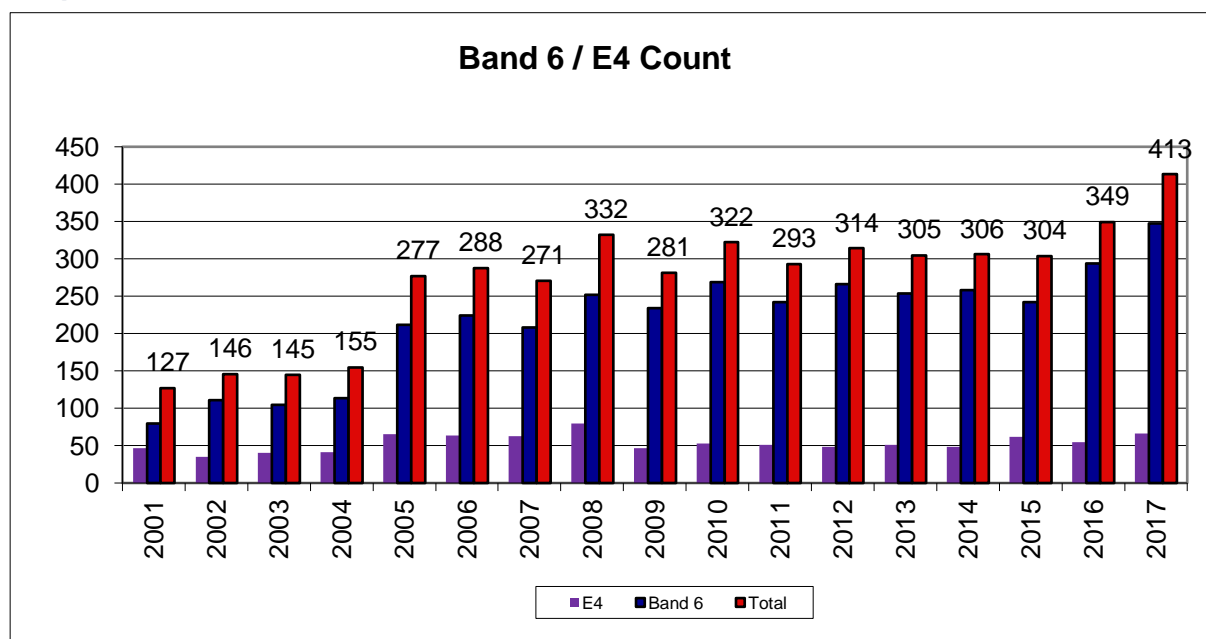
4.3 THE HIGHER SCHOOL CERTIFICATE 2017

311 Riverview students sat the HSC in 2017; 239 were Year 12 students with another 72 Year 11 students accelerating in Studies of Religion 1 Unit, Mathematics, Information Processes and Technology and Engineering Studies.

DISTINGUISHED ACHIEVERS

The 2017 students gained 347 Band 6 results and 66 Band E4, giving 413 in total.

Graph 1. HSC E4 and Band 6 Results



The 2017 HSC Band 6/E4 achievement is the highest result ever achieved.

PREMIER'S ALL-ROUNDER AWARDS

13 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 1st place in the state in Chinese Continuers, 2nd place in the state in Chinese Extension, 4th place in the state in English Extension One, 4th place in the state in Mathematics General 2, 4th place in the state in Engineering Studies, and 5th place in the state in Chinese Continuers.

ATAR STATISTICS

The highest ATAR for Riverview in 2017 was 99.95. In addition, 19 students achieved an ATAR above 98 and 44% of eligible students achieved an ATAR of 90 and above.

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

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

In the following subjects, students achieved 5% or more above the NSW state mean: Agriculture, Ancient History, Biology, Business Studies, Chemistry, Chinese Continuers, Drama, Economics, Engineering Studies, English Standard, Geography, IPT, Legal Studies, Mathematics General, Mathematics, Mathematics Extension1, Modern History, Music 1, PDHPE, Physics, Primary Industries and Senior Science.

TABLE 3. PERCENTAGES OF STUDENTS ACHIEVING BANDS 5&6 (E3&E4)

Course Name	No. of Students	Riverview % Band 6 or E4	Riverview % Band 5 or E3	Riverview % Bands 5 & 6 E3 & E4
Agriculture	12(=)	0(-)	33.33(+)	33.33(-)
Ancient History	24(=)	25(+)	29.16(=)	54.16(+)
Biology	41(-)	26.82(+)	34.14(-)	60.96(-)
Business Studies	103(+)	37.86(-)	42.71(+)	80.57(-)
Chemistry	30(-)	16.66(+)	53.33(+)	69.99(+)
Chinese Continuers	12(+)	58.33(+)	41.66(-)	100(=)
Chinese Extension	7(=)	57.14(-)	42.85(+)	100(=)
Classical Greek Continuers	3(+)	100(+)	0(-)	100(=)
Classical Greek Extension	3(+)	100(=)	0(=)	100(=)
Drama	18(+)	27.77(+)	44.44(-)	72.21(-)
Economics	79(+)	41.77(-)	43.05(+)	84.82(+)
Engineering Studies	32(+)	25(+)	50(+)	75(+)
English Advanced	197(+)	24.36(-)	53.29(-)	77.65(-)
English Standard	42(+)	0(=)	26.19(+)	26.19(+)
English Second Language	2	0	50	50
English Extension 1	17(-)	58.82(+)	41.17(-)	100(=)
English Extension 2	3(-)	33.33(=)	66.66(=)	100(=)
French Continuers	11(+)	9.09(-)	54.54(+)	63.63(-)
French Extension	6(+)	33.33(+)	66.66(-)	100(=)
Geography	32(+)	6.25(-)	62.5(+)	68.75(+)

History Extension	23(+)	21.73(+)	73.91(+)	95.64(+)
Industrial Technology	14(-)	0(-)	7.14(-)	7.14(-)
Info Processes Technology	12(-)	8.33(-)	50(-)	58.33(-)
Italian Continuers	2(=)	50(=)	50(=)	100(=)
Italian Extension	2(=)	0(-)	100(+)	100(=)
Latin Continuers	12(+)	25(+)	33.33(-)	58.33(-)
Latin Extension	4(-)	75(+)	25(-)	100(=)
Legal Studies	14	42.85	42.85	85.7
Mathematics 2 unit	102(-)	60.78(+)	26.47(-)	87.25(+)
Mathematics General 2	116(-)	31.89(+)	39.65(+)	71.54(+)
Mathematics Extension 1	64(+)	48.43(+)	50(+)	98.43(+)
Mathematics Extension 2	24(+)	29.16(-)	66.66(-)	95.84(-)
Modern History	75(+)	6.66(-)	61.33(+)	67.99(-)
Music Extension	1(=)	0(-)	100(+)	100(=)
Music 2	2(+)	0(-)	100(+)	100(=)
Music 1	10(+)	90(+)	10(-)	100(=)
PDHPE	32(-)	28.12(+)	37.5(+)	65.62(+)
Physics	38(+)	13.15(+)	36.84(+)	49.99(+)
Primary Industries (exam)	4(=)	0(=)	100(+)	100(+)
Senior Science	14(-)	7.14(+)	21.42(+)	28.56(+)
Studies of Religion 1unit	96(-)	15.62(+)	39.58(+)	55.2(+)
Studies of Religion 2 unit	73(-)	10.95(-)	50.68(-)	61.63(-)
Visual Arts	28(=)	21.42(-)	64.28(+)	85.7(+)

(+) indicates greater than 2016

(=) indicates equal to 2016 result

(-) indicates lower than 2016

Area 5

Professional Learning and Teacher Qualifications

5.1 PROFESSIONAL LEARNING

Highlights of the Professional Learning Program in 2017 included a particular focus on Ignatian pedagogy and spirituality, staff and student wellbeing and innovation in the key ministry of teaching. Experiences included the sharing of life stories, a whole staff drumming circle, keynote speakers on the importance of sleep for performance, current neuroscience research and reflection by College leadership on the *Through the Eyes of a Student* program. During the *Ignite your Teaching* Staff Day at the beginning of Term Two, teachers were also participants in nine workshops delivered by 10 of our own internal talents. Topics covered by these workshops included; adaptive leadership, visible thinking, the question formulation technique, teaching adolescent boys, active learning strategies, project based learning, Socratic circle discussions, and using ICT to create greater opportunity for student voice in the classroom. The Companion and Executive team also facilitated eight *learning circle* discussions regarding behaviour management, assessment as learning, feedback, data, Ignatian pedagogy, effective student talk and new learning environments at the College.

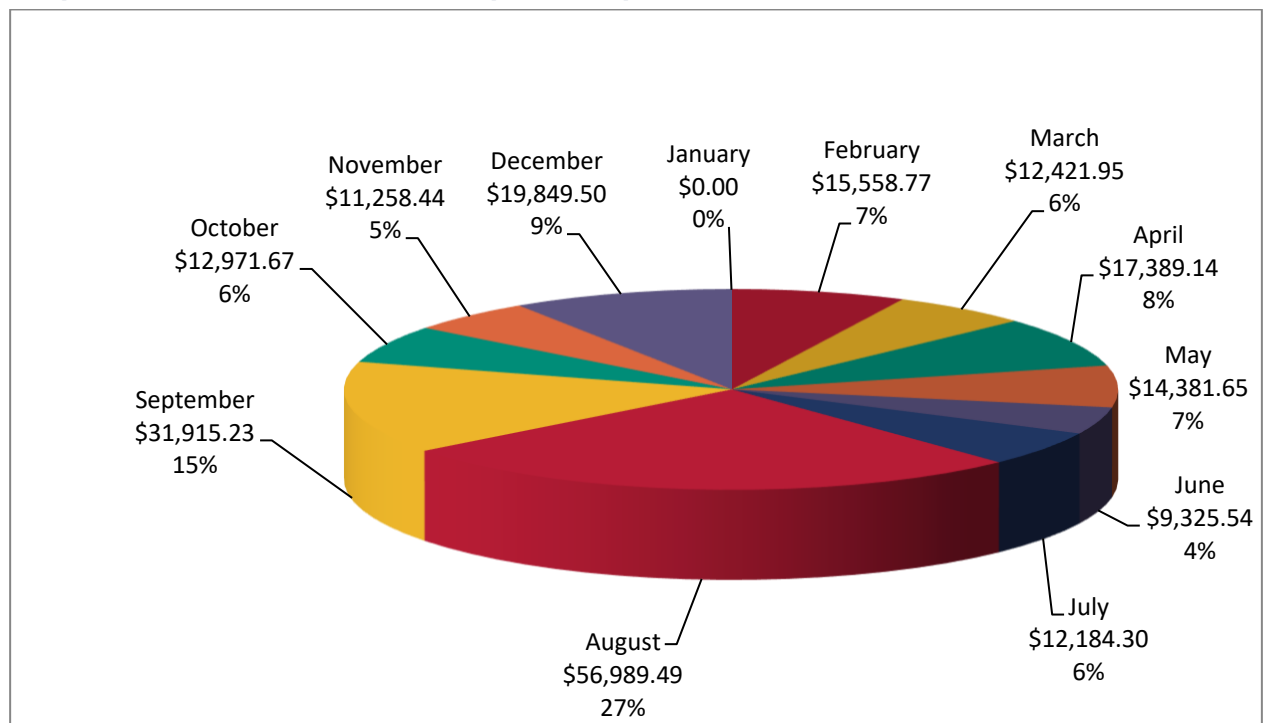
The Teacher Review and Development program ran effectively for the third year in a row and involved 54 teachers, 11 leaders and a team of 10 companions (as well as the Head of Professional Learning, one consultant and one teacher accredited at Highly Accomplished Teacher level) to support the program. Participants set goals relating to areas of practice such as differentiation, assessment for learning, literacy, feedback, reflection, questioning, resource creation, ICT integration and data use. Feedback from teachers and Heads of Faculty highlighted continued benefits from cross-faculty collaboration, lesson observations and increased discussion to improve student outcomes. One area for improvement in 2018 is the timing of the program to allow equal opportunity for feedback and recognition between the Semester One and Semester Two cohorts as well as developing a stronger link between school and teacher goals.

In November 2017, Riverview hosted 26 delegates from Jesuit schools around the Asia-Pacific region for the *Ignatian Teacher Program* (formally AITP). The week-long conference provided opportunities for delegates to participate in instructional rounds and lesson observations in both the Regis and Senior Campuses and to strengthen our network across the East Asia region through reflection and conversation about Ignatian pedagogy. A proposal was made for Riverview to develop a further program specifically focused on the importance of *Holy Conversations* and companionship in the professional development of staff in our Jesuit network.

Riverview accommodated seven pre-service teacher placements across faculties such as History, TAS, Science, Languages, Business studies and PD/Health/PE as well as supporting two University student observations in SEIP and the library. The Teacher Education Scholarship Program continued in partnership with the University of Sydney and the University of New South Wales to provide two internship placements across the faculty areas of History, Languages and Business Studies.

During 2017, 16 leaders in the College participated in the Leadership review process *Aligning Leadership, Ignatian Spirituality and College Goals* which involved personal reflection, consultation and action planning. From this process, leaders developed their Review Action Plan and identified professional learning opportunities to support their continuous professional and spiritual development.

Graph 2. Staff Professional Development Expenditure for 2017



Total spend for 2017 = \$214,245.68.

Including travel, accommodation and post graduate subsidies of \$35,140.42

Average per staff member (315) = \$680.15

5.2 TEACHER ACCREDITATION SUPPORT PROGRAM

The College continued to formally support both Proficient Teacher and Experienced Teacher Accreditation in 2017.

The Proficient Teacher program involved a group of ten graduate, intern or early career teachers, meeting every fortnight throughout the year. Middle leadership and experienced staff members volunteered personal tips and perspectives on topics such as managing classroom behaviour, Ignatian pedagogy, differentiation, writing programs and creative pedagogies, preparing for parent teacher interviews, lesson observations and planning for quality professional learning. From this cohort, six were successful in completing their accreditation at Proficient Teacher Level before the end of 2017.

Experienced Teacher Accreditation is a voluntary level of accreditation through the Independent Schools Teacher Accreditation Authority (ISTAA) and Riverview supported four of its staff members towards their successful completion of this rigorous and externally assessed accreditation level. Support included fortnightly lunchtime meetings and extensive one-on-one sessions with the Head of Professional Learning. From this cohort, three teachers chose the Standards Pathway while one chose the Action Research Pathway (the first ever to do so at the College) and was recognised by the Australian Independent Schools Association with a distinction for their report on using technology to create differentiated learning spaces in a classroom. Their work was also shadowed by a PhD student from Sydney University.

The College also supported two Highly Accomplished staff to attend the first Highly Accomplished/Lead Teacher (HALT) Summit in March.

5.3 TEACHER STANDARDS

There are 198 teachers at the College who have teaching qualifications from higher education institutions within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines.

One teacher has qualifications as a graduate from a higher education institution within Australia or one recognised within the AEINOOSR guidelines but lacks 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, updated as required and accessed on-line through the College intranet.

The College provides biennial information sessions to all staff on harassment and bullying in the workplace. These sessions are conducted by a senior lawyer from the Catholic Commission for Employment Relations or the Association of Independent Schools.

The College had very few formal complaints or grievances during 2017. However, those that were received were successfully resolved through mediation or other established practices.

Sally Tranter
Deputy Principal Staff

Area 6

Workforce Composition

In 2017, Saint Ignatius' College employed 487 full-time, part-time, contract and casual staff. Of these, 199 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 95.56% 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 93%.

Area 7

Student Attendance, Retention Rates and Post-school Destinations

7.1 STUDENT ATTENDANCE

On average, 95.5% of students attended school on a typical school day in 2017. This was similar to the attendance rate in 2016 and there are no significant trends or features to report.

ATTENDANCE RATE BY YEAR GROUP

Year 5 – 96%
Year 6 – 95%
Year 7 – 93%
Year 8 – 97%
Year 9 – 95%
Year 10 – 95%
Year 11 – 96%
Year 12 – 97%

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

95% of those students in Year 10, 2015 completed Year 12, 2017 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 245 Year 12, 2017 graduates, 12 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. The following changes were made to the College Enrolment Contract (Appendix B) in 2017:

- 'College Council was changed to 'College Board'
- The College ABN was amended

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 2017.

9.2 ANTI-BULLYING

The College policy on anti-bullying is reflected in the Statement, *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 2017.

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 2017.

9.3 STUDENT CODE OF CONDUCT

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 2017.

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 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 may perceive that he has received an unfair or inappropriate response to a behavioural issue or an academic result that 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 principles 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; and 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 2017.

Area 10

School Determined Improvement Targets

10.1 ACHIEVEMENT OF PRIORITIES IDENTIFIED IN 2016

AREA	2016 IDENTIFIED PRIORITIES	ACHIEVED IN 2017
Faith Formation and Ignatian Spirituality	Facilitate the Ethos and Identity Review.	<p>Completed.</p> <p>A strong affirmation of the religious and spiritual dimension of College life has been forthcoming as a result of the review.</p> <p>Some areas of growth and improvement have been identified and these will be progressively factored into perennial goals over the next three years.</p> <p>The full report of the Review was presented at Council by Fr Tom Renshaw SJ at the September meeting.</p>
	Develop and implement a Strategic Plan for the Ignatian Centre.	<p>Strategic Directions for the Ignatian Centre 2018-2020 has been developed and implementation will begin in 2018.</p> <p>The document centers around Staff and Student Formation areas.</p> <p>Data from the Review of the Ignatian Centre, staff feedback to Days of Formation and the report from the Ethos and Identity Review has been collated and considered by both the Student and Adult Ignatian Teams in the development of the Strategic Directions document.</p>
	Review and update structure and content for Years 7 and 8 Days of Reflection.	<p>The Year 8 Day of Reflection has taken place for all year 8 students, focusing on relationships and positive masculine image in a Christian context.</p> <p>There is still a need to develop a Year 7 Day of Reflection. There is a need to place this day in the context of either the House System or the RE program.</p> <p>The efficacy of this will be monitored through seeking student feedback over the next three years to compare and contrast the key elements of each respective program.</p>
	Empower a Student Consult to provide guidance to staff and take ownership of a range of the programs that are run through the Ignatian Centre through reflection, review and advice.	<p>A Student Consult of Year 11 students was convened in conjunction with the changeover of student leadership. A range of feedback was noted from this group with respect to the Year 12 Retreat, 2018.</p> <p>Further development will include expanding this group to other year groups within the College.</p>
	Design a leadership program for leaders in Jesuit and partner schools across Australia.	<p>This has been the object of significant work throughout the year.</p> <p>In March, Bill Hobbs from Washington visited Riverview and worked intensively with John Gilles and Sally Tranter on an Australian leadership program, which will be available to all Jesuit schools in the Province.</p>

Teaching and Learning		<p>✓ Later in the year, Sally travelled to the US to monitor the delivery of the program and to calibrate the units that would form part of the Australian leadership program.</p> <p>✓ This will be the first of its kind in Australia and will be ready for delivery in 2018. Jesuit and Ignatian schools across Australia will have delegates participating.</p>
	Formal introduction of the SELT program.	<p>✓ The first introduction of the SELT program occurred late in Semester 1 and the extensive preparations undertaken through Explorance software, the Australian Catholic University and Curtin University yielded positive results.</p> <p>✓ All core faculties were covered across Years 7, 9 and 10 and the results formed the basis of professional review between teachers and Heads of Faculty.</p> <p>✓ As part of the preparations, Heads of Faculty received two days of coaching/training in advance of discussions that were held with subject teachers.</p> <p>✓ Factor loadings of the instrument have been tested and four of the six scales have shown reliability and internal coherence in context of the AITSL teaching standards from which they have been developed.</p> <p>✓ Modification to the instrument has occurred and the second iteration will be undertaken prior to the end of the year, in accord with AITSL standards.</p> <p>✓ I presented a short paper on this at the Association of Heads of Independent Schools of Australia (AHISA) in New Zealand and it was well-received.</p>
	Data measurement capacity, including NAPLAN, Canvas, iWise, 'r', Z score profiles for analysis.	<p>✓ This continues to be the object of intensive investigation and pursuit.</p> <p>✓ For the second year in succession, a small delegation travelled interstate to spend time with staff at Brisbane Grammar to cross reference software systems, indices and strategic developments in the field.</p> <p>✓ Data that is loaded onto CANVAS has been made compatible with the software analytics that are increasingly being applied across academic and pastoral fields. The software company that we are pursuing in light of capacity, cost and references is AYRA.</p> <p>✓ It is envisaged that an appointment will be made to the position of Analytics Coordinator in 2018 as budget provision for the role has been made.</p> <p>✓ In addition, software licences based upon usage are being formalised for Heads of Faculty and Heads of House only to this point, given the expense of full access to system.</p>
	Implement integrated learning modules for Year 7 students.	<p>✓ Completed. The Year 7 'Magis' program combined faculties of Maths, Science and Technology and the projects were STEM focused. The degree to which students have found the modules engaging and worthwhile is being evaluated in the final weeks of the year.</p> <p>✓ New modules are being developed for implementation in Year 8 in 2018 with a Humanities focus with the collaboration of the faculties of PDHPE, Geography and Religious Education.</p> <p>✓ An 'Integrated Learning Coordinator' has been appointed to lead the Magis Program from 2018.</p>

	<p>Develop a student and parent communication and training strategy for CANVAS.</p>	<p>✓ The use of CANVAS among parents has increased from 30% to over 50%. This is 10% short of the anticipated benchmark but it is pleasing to see a 60% increase from 2016.</p> <p>✓ Two CANVAS workshops were conducted for parents on the Regis campus and the Senior Campus, respectively, both of which were well attended.</p> <p>✓ The aim for 2018 is to increase overall parent use to 75%, acknowledging that we are dealing with an established parent clientele in the senior secondary who are either reluctant or unlikely to make the foray into the software so late in their boys' education.</p>
	<p>Continue with the implementation of the Teacher Review and Development process and support teachers to make effective use of available data to improve learning outcomes for students.</p>	<p>✓ This has continued unabated.</p> <p>✓ Teacher Review & Development in 2017 has directly involved a total of 80 teachers.</p> <p>This number included:</p> <ul style="list-style-type: none"> • 56 teachers who were 'Companioned' every fortnight, by 10 additional staff (and a Highly Accredited Teacher). These teachers set goals against the Australian Professional Standards for Teachers (APST), had lesson observations and a final report involving 14 HOFs (NOT included in the total number) • 16 people from the cohort (plus two ICT staff members – Brett Houghton and Chris Beckett - not included in the total) shadowed 17 students for a day (approx. 64 different classes) in the 'Through the Eyes of a Student' experience • Sharon McLean facilitated 4 Observational Rounds at Regis Campus involving 16 staff and visiting 3 or more homerooms during various times of the day • Of the total staff involved in Review & Development this year - 11 were from leadership positions (including four Executive members) • One teacher did not complete the R & D process in 2016 and was carried over to 2017 and has since completed it in Semester 1 • One teacher was given an extension of time to complete the process due to the nature of their part-time load at Regis <p>✓ Alongside the Review & Development process were 9 teachers working towards Proficient Teacher Accreditation and 4 teachers towards Experienced Teacher Accreditation. These processes involved 9 HOFs observing approximately 26 lessons.</p>
<p>Pastoral Care</p>	<p>Design and implement a professional learning program for all teachers that supports the pastoral care of students.</p>	<p>✓ A scope and sequence pastoral program has been presented and accepted by the Executive. It will roll out in two forms in 2018. The horizontal program will be administered in Mentor Groups with the Head and Assistant Head of House responsible for a standardised implementation. A vertical pastoral program is also in place whereby year groups will be given presentations each term on topics appropriate to their age.</p>

	Review and implement Grievance and Anti-Bullying and Harassment Policies.	Documents remain under review for implementation in 2018.
	Deliver student and parent Colloquium Forums - Digital Citizenship; Mental Health, Healthy Male Identity and Healthy Habits	Completed. In each instance the colloquia were well attended, be that in a physical sense in Ramsay Hall or through the live streaming that beamed the seminars throughout Australia and across the world. A 'live', online audience generally hovered between 80-110 parents while the physical audience ranged from 170-300 depending on the topic and speaker. An in-principle decision was made not to survey parents at the end of each workshop in response to feedback that the College (along with many other organisations and institutions) places significant demands on their constituents to complete various surveys and questionnaires.
	Broaden student engagement with a Cultural Audit and assess findings.	Because of the work done on the SELT program, particularly with the number of student surveys in the second half of 2017, it was believed best to carry this over to 2018 and avoid survey fatigue. The necessary arrangements have been formalised with Curtin University for the WHITS survey instrument and a budget provision has been made for the external assessment and report of the findings.
	Introduce the Australian Childhood Foundation Program in accord with Province requirements.	As a result of the sequence of the schools across Australia to undertake this accreditation, it has been deferred until April 2018. It was at the request of the Province that this be deferred as all measures had been taken in advance internally to facilitate this program.
	Strengthen links between P&F, Old Ignatians' Union (OIU) and Past Parents' Association.	Planning and review meetings were held between each of the respective associations early and late in 2017, as occurred for the first time in 2016. There was an acknowledgement of common goals and how each could work for the greater good of the other. In the area of fundraising there was mutual support for the targets and priorities of each, which Aleks Duric (Director of Advancement) was responsive to throughout the course of the year. One particular feature of 2017 was the attendance of the President of the OIU at each and every boarding and overseas function that aimed to promote the cause of community and capital gifts be that in country New South Wales, interstate, or the extended visit to Asia in October/November.
	Launch the Capital Gifts Program.	Eight Capital Gifts Dinners were held, two of which were in the home of Richard Pegum, four in the home of the Principal and two in the homes of current parents (Grainne Meehan and Paul Henry). While the functions were enjoyable they were also
Community Participation		

	<p>financially productive.</p> <p>A full report of the affairs of the Development Office in context of the Capital Gifts program will be presented via Aleks Duric.</p>
Promote boarding via visitation to rural areas.	<p>A concerted effort was made to build relationships with the rural and overseas communities who support boarding at the College.</p> <p>A 10-day travelling roadshow visited a number of the towns that have supported boarding at the College including Dubbo, Bathurst, Warren, Young, Orange, Newcastle, Cowra, Mudgee and Tumut, as well as regions in Asia including Singapore, Hong Kong and Shanghai.</p> <p>Independent reports have been submitted to Council that outline the strengths and futures of such visits.</p> <p>Note: Over the past two years there has been a noticeable increase in boarding enrolments in junior secondary. Numbers have risen from 23 in 2015 to 36 in 2017 and 32 are enrolled for 2018. At this stage, 2019 is very strong and looking to be 36. Total numbers of boarders have fallen, largely due to the introduction of ReView. This was anticipated in advance but is a highly regarded program that is serving the needs of many of the local families in the city.</p>
Strengthen links with other Jesuit agencies.	<p>The annual visit to Clongowes Wood in Ireland yielded appreciable gains for boys who were part of the exchange.</p> <p>The Rugby Tour in 2017 was, for the first time, aligned with Jesuit schools in the United States where a mutual exchange of ideas, ethos and programs occurred.</p> <p>The Italian Tour spent time in the Gesu in Rome, the headquarters of the Society of Jesus in the world.</p> <p>Another staff and student exchange is calendared for Boston College and Fordham Prep for 2018. Final preparations are being entered into over the coming weeks for the boys from the US to visit in June with a reciprocal visit in September.</p> <p>The Ignatian Leadership Program (as outlined in Section 1 of this report) spawned new links with the United States that will be developed throughout the course of 2018.</p>
Manage Professional Standards issues as they arise.	<p>As is always the case, this is a particularly demanding and time consuming area.</p> <p>One major criminal matter has loomed throughout 2017 and there has been much follow up in the aftermath of the Royal Commission. The College has responded to each of its compliance obligations in this area and has gone well beyond to fulfil its pastoral obligations to former victims of abuse.</p> <p>All historical cases of child abuse have been entered into Polonious and been reconciled with school records. This has been a colossal task over the last 18 months but has now come to completion. In addition, any current matters that relate to mandated notification as it affects sexual abuse has also been entered into Polonious, whether it affects past or present staff and/or past or present students.</p>

Resource, Environment and Risk Management		/	To complete the promise that was made in July of 2016 to survivors, the artwork that has been commissioned for the Memorial section of the Rose Garden has now been installed. Survivors will be invited at their leisure to visit and spend time in the area should they wish.
	Deliver Stage 1 – Therry Building.	/	Despite the structural problems detected with the original slab and the delamination of concrete that needed remediation, the rest of the building has gone according to plan.
		/	Estimated time of occupancy is the beginning of Term 2 2018, with the Furniture, Fit Out and Equipment to be installed from April 11th to allow for a smooth transition over the break.
		/	The Plant and Fabric Committee and the Finance Committee have worked intensively to keep this project to time and cost estimates that were entered into 12 months ago. Both deserve acknowledgment and thanks from Council.
	Complete Asset Management System and introduce a Document Management System.	/	Work is continuing on the implementation of a comprehensive Asset Management System for the College's property, building and plant and equipment assets. Integration issues between the College's financial Asset Register in Synergetic and the Asset Management System have not been resolved, delaying the full implementation. Work will continue on this project during 2018.
		/	The College has identified that further scoping work is required to fully understand the College's needs and requirements of a Document Management System before a preferred solution can be identified and implemented. Given the complexity in this area, the College will be engaging a consultant in 2018 to assist the College with this scoping work, conducting business process analysis and identifying the right solution for the College's Document Management needs. It is expected the introduction of a Document Management System across the entire College will be at least a three-year project.
	Undertake Ongoing Improvement Reviews for targeted operation areas and implement review recommendations.	/	Reviews conducted prior to 2017 are still responding to the implementation strategies that were developed at the time. This is specifically in the area of the First Nations Program, the Ignatian Centre and Mirrabrook. In the case of the latter, there are specific implications for the College Council with regard to long term futures.
		/	Following a review of policy and practice associated with Learning Enrichment at Council, a formal review of the Learning Enrichment Centre has been conducted by Greg Conlon. The report is due to be tabled in early 2018.
		/	The terms of reference of the Co-curricular Review have been completed and the preliminary steps towards this will be undertaken early in 2018.

<p>Formalise risks through the Compliance Officer with meliorating strategies that address priority risks.</p>	<p>Major work has been conducted and reports have been supplied to Council on a regular basis.</p> <p>David Neal has been contracted to undertake a review of major security and infrastructure risks. David has committed to send a consolidated list of risks through by early January 2018 together with strategies to address key risks across 2018 and beyond.</p> <p>Given some of the historical arrangements that the College has entered into over decades, there is a need to be constantly mindful of existing arrangements (eg Indian Bazaar) that need to be the object of close scrutiny for the way that they identify and manage risks into the future.</p> <p>The risk register is reviewed on an ongoing basis and reported on quarterly.</p>
<p>Establish GPS Environmental Network.</p>	<p>This has begun with 5 GPS schools joining the network but there is much work ahead. Riverview is driving this initiative but other schools are slow to come on board.</p> <p>The Environmental Watch Breakfast at Riverview hosted 18 schools in the region to profile the cause of environmentalism and ecological sustainability.</p>

10.2 PRIORITIES IDENTIFIED IN 2017

AREA	PRIORITIES IDENTIFIED IN 2017 FOR 2018 IMPLEMENTATION
Faith Formation and Ignatian Spirituality	Review the practice of the daily Examen and work with teachers to integrate this activity into the daily rhythm of school life.
	Review the Ignatian Pedagogical Paradigm (IPP) and implement ways in which it can be further integrated into the teaching and learning of the College.
	Design and develop an Ignatian leadership program - Seminars in Ignatian Leadership.
Teaching and Learning	Establish innovative Evidence-Based Teaching Practices.
	Respond to concerns identified by external data sources in relation to teaching and learning in designated areas.
	Develop a school-wide understanding of the Disability Standards for Education and responsibilities for implementation.
Pastoral Care	Enhance the interpersonal capacity of all students through the endorsement, promotion and education of healthy relational habits.
	Develop the behaviour and acquiescence of students as learners in the classroom.
	Increase staff awareness of contemporary adolescent issues and models of best practice.
Community Participation	Support the transition of the President of the OIU and strengthen complementary links with the P&F and Past Parents Association.
	Strengthen links with other Jesuit agencies with particular reference to Jesuit schools in Sydney and Jesuit organisations in the United States and Ireland.
	Broaden visitation to rural areas of NSW to increase boarding numbers.
Resource, Environment and Risk Management	Complete Ignis Project Stage 1 (Therry) to meet design specifications, budget and stakeholder expectations.
	Finalise concept and sequencing plans for future Teaching and Learning stages of the Ignis Project.
	Undertake an audit of security risks with meliorating strategies that address priority risks.

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 2017 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 were undertaken under the banner of the student motto 'My Brother's Keeper'. The Student Leadership Group drove initiatives that aimed at ensuring all students felt included and were given opportunities to express themselves in a pastoral, sporting or cultural contexts. Over 50 lunchtimes were used to hold student led activities where all students could represent their pastoral House. The lunch activities included chess, concerts, impromptu oratory, football, cricket, touch football, basketball and netball. The diversity of the activities gave witness to the aim of the Student Leadership Group to provide a context whereby all students felt they had an opportunity to thrive and feel part of something bigger than themselves. At each event, there were fundraising barbecues ensuring the Student Leadership Group were able to make a contribution to the Jesuit charities. The student leaders also led the annual 'Friends Listen' Assembly where they spoke strongly to supporting those with mental health and wellbeing needs.

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 marginalisation, 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 encourage 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 2017, 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 2017, 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

Statement	Year 7	Year 12
Overall satisfaction with education at College	83%	84%
Agree that the College provides a 'safe and caring' environment	84%	85%
Overall satisfaction with the management and leadership of the College	83%	80%

12.2 STUDENT SATISFACTION

Statement	Year 7	Year 12
Overall satisfaction with education at College	82%	86%
Agree that the College provides a 'safe and caring' environment	78%	79%
Overall satisfaction with the management and leadership of the College	78%	74%

12.3 TEACHER SATISFACTION

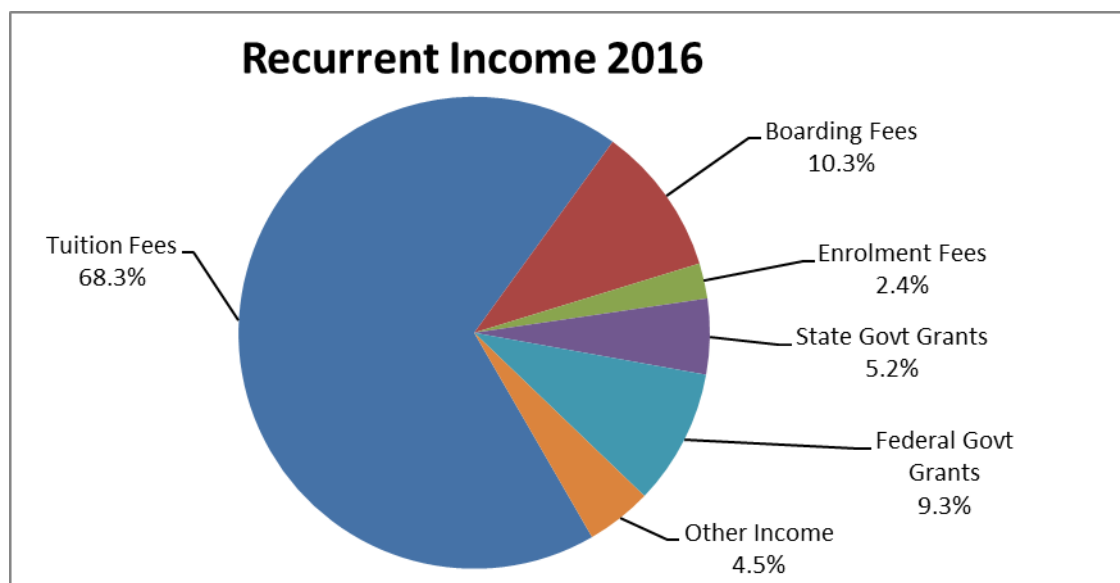
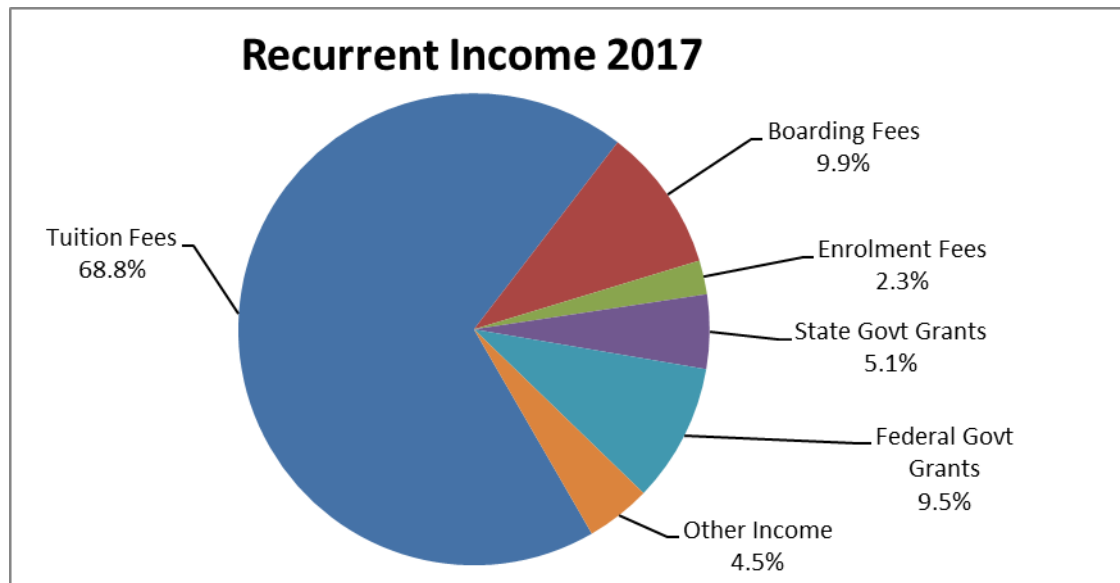
Overall there is a high level of teacher satisfaction at the College. Academic staff continue to rank their commitment to the Mission of the College and the challenge of making a difference to the students as very high. Staff were surveyed in regard to professional learning opportunities, and they value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

Area 13

Summary Financial Information

13.1 COLLEGE INCOME

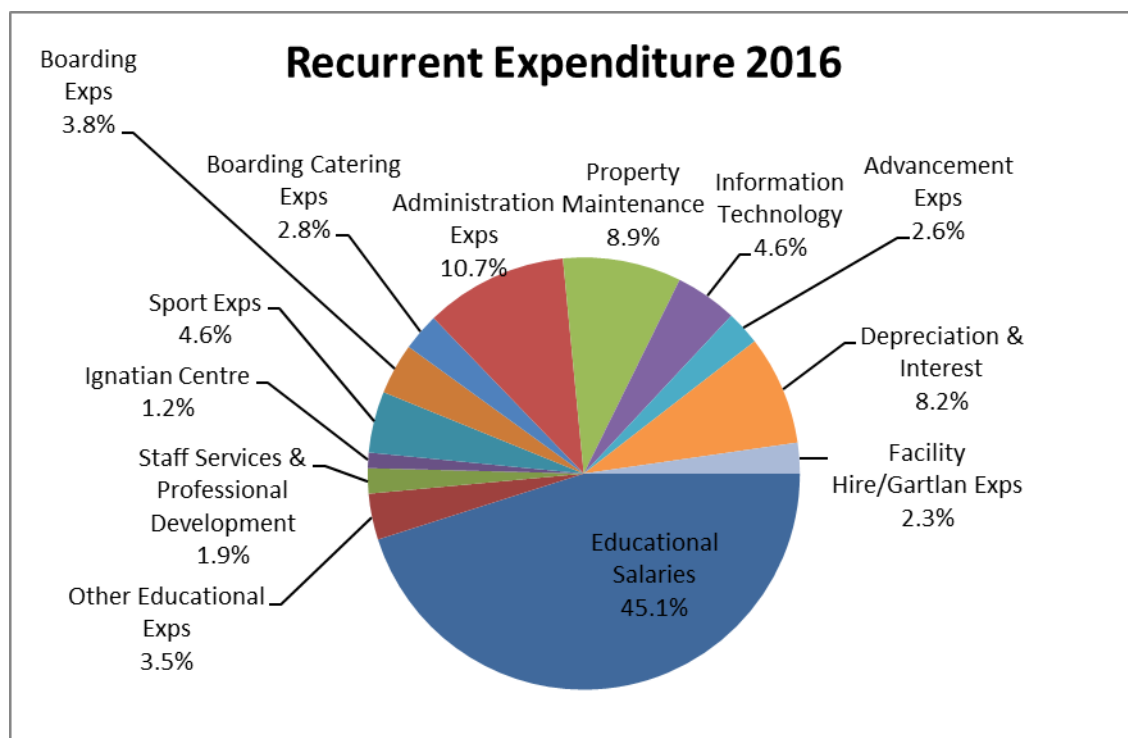
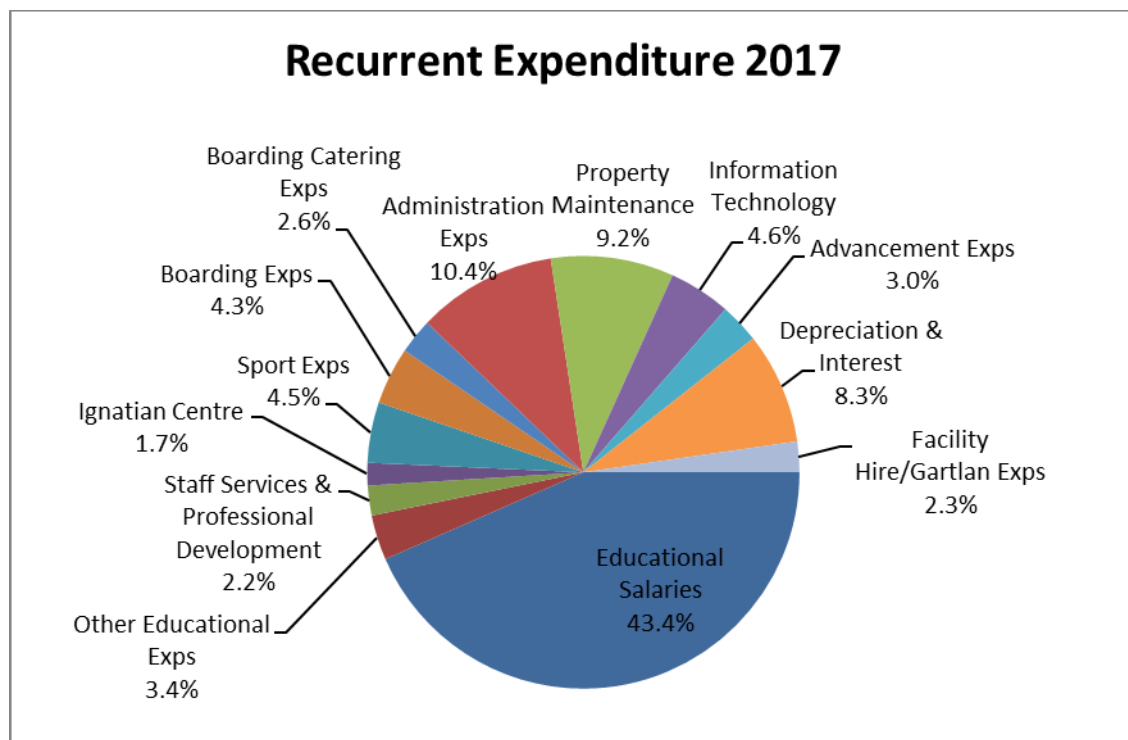
An analysis of the College recurrent income during 2017 by source is compared with 2016 below:



Recurrent Income increased in 2017 by 4.7%. Major changes in income for the year related to scheduled annual increases in Tuition Fees and Boarding Fees for 2017 of 4.75% and 4% respectively and a small increase in student numbers. The College also received an additional Federal Government Grant in relation to improving outcomes for Indigenous students.

13.2 COLLEGE EXPENDITURE

An analysis of the College recurrent expenditure during 2017 by expense category is compared with 2016 below:



Recurrent Expenditure rose by 3.2% during 2017. Major changes in expenditure outside expected inflationary increases included:

- Educational salaries remained in line with 2016 despite a 2.5% salary increase for teaching staff in accordance with the multi-enterprise agreement and staff achieving progression to the next proficiency band, due to a reduction in the use of casual staff and some changes to staffing levels in the Library;

- Boarding expenses increased due to changes to staffing, particularly overnight duties, and changes to shift allowances and penalties as a result of the new multi-enterprise agreement;
- Ignatian Centre expenses increased due to further increases in the student retreat program for senior students as well as additional resourcing for staff and parent formation programs;
- The College continued to invest additional resources in its Advancement Office resulting in improvements to the College's marketing and communications, alumni and community relations and fundraising activities.
- Staff Services and Professional Development expenses increased due to additional resourcing around risk and compliance, and teacher professional learning and accreditation;

The College's Ignis Project is the staged redevelopment of the College in accordance with the College Masterplan approved by the NSW Department of Planning & Environment in 2016. Work commenced on the first stage of the Ignis Project, being the redevelopment of the Therry Building, in mid December 2016 and continued throughout 2017. Ignis Project Stage 1 (Therry Building) is due for completion in mid 2018.

In addition to the Ignis Project, other capital works projects were undertaken in 2017 including: a refurbishment of the main kitchen and refectory; an upgrade of the TAS faculty area including refurbished teaching spaces, new machinery and a new dust extraction system; an upgrade of the lighting for drama productions in the O'Kelly Theatre and completion of the rectification works on the historic Dalton Chapel. The College continued its 'one to one' computer device program for all students at the College.

Mr Philip Dean
Director of 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 or 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 SAINT IGNATIUS' COLLEGE RIVERVIEW LIMITED (ABN: 68 621 312 990) 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. Subject to and in accordance with the terms of this Enrolment Contract, it is expected that the Student will remain enrolled at the College until the completion of Year 12.
- 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 shall determine, in its absolute discretion, which courses and activities are offered and/or provided at any time (or no longer offered or provided as the case may be) by the College and which of these are compulsory;
- 2.6 that the College shall determine, in its absolute discretion, the staffing of all courses and activities offered and/or provided at any time by the College;
- 2.7 that participation in and/or attendance by the Student at the following is compulsory:
 - (a) Ignatian Service program;
 - (b) College masses, retreats and assemblies;
 - (c) co-curricular activities;
 - (d) College sport program;
 - (e) Head of the River, athletics and swimming carnivals, social justice events and other designated activities as determined by the Principal;
 - (f) camps and excursions that occur from time to time that are integral to the educational program;

- 2.8 that in relation to clause 2.7, 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;
- 2.9 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;
- 2.10 to support the administration of the College's discipline policy, as amended from time to time;
- 2.11 to support all College policies with particular reference to bullying, harassment, cyber-safety and others as amended from time to time; and
- 2.12 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, or for failure, either by the Student or by the Parents/Guardians (jointly or severally), to comply with the terms and conditions of this Enrolment Contract, 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. STUDENT INFORMATION AND DOCUMENTATION

You agree and warrant that:

- 4.1 you have provided the College with all information of which you are aware in relation to any special circumstances, needs, considerations or requirements of the Student, whether or not they have been formally diagnosed and/or documented, including:
 - (a) any social, emotional, intellectual, behavioural, learning, physical or health matters that:
 - i. may impact or affect the Student's ability to access or be benefitted by the programs offered at the College; or
 - ii. may pose a risk of any type to the Student, other students, or staff at the College.
 - (b) whether the Student has ever been referred to, or attended, any specialist agencies, therapists, special schools, units or centres; and
 - (c) any requirement for special provisions to be made by the College;

- 4.2 you have provided the College with a copy of all documents that exist in relation to any of the matters referred to in clause 4.1;
- 4.3 you have provided the College with a copy of all documents in relation to Court Orders related to the Student, be they of the Family Court or any other relevant Order;
- 4.4 you undertake to provide the College with any further information or documentation of the type described in clauses 4.1, 4.2 and 4.3 which comes to your knowledge or into your possession at any time during the Student's enrolment at the College, as soon as possible after the information or documents are received;
- 4.5 each of the warranties and undertakings given in clauses 4.1, 4.2, 4.3 and 4.4 shall be deemed to be repeated each time the Student attends the College for a new school term;
- 4.6 you have provided the College with an Immunisation History Statement, issued by the Australian Childhood Immunisation Register (ACIR), showing that the Student is up to date with their scheduled vaccinations or that the Student has an approved medical exemption to one or more vaccines as stated on the Student's ACIR Immunisation History Statement;
- 4.7 the College must be provided with a signed consent form before additional adolescent vaccinations can occur and you acknowledge that it is the firm expectation of the College that such consent will be provided by you and that the Student will receive those vaccinations unless the College is provided with an exemption signed by a registered medical practitioner stating that the Student is unable to receive the vaccines due to a severe allergy or illness.
- 4.8 you consent to the use by the College of any information or documentation provided to the College in accordance with clauses 4.1, 4.2, 4.3, 4.4 and 4.6, and otherwise in accordance with the College's Privacy Policy, to support the Student whilst at the College;
- 4.9 you understand and acknowledge that if any of the information or documentation as described in clauses 4.1, 4.2, 4.3, 4.4 and 4.6 is not provided to the College as required then that failure shall constitute a breach of this Enrolment Contract which may result in termination of the Student's enrolment or dismissal of the Student from the College in accordance with clause 11.

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, subjects, private tuition, insurances, study programs, excursions, activities, co- curriculum, camps, tours and the supply of goods and services to the Student ("**Fees and Charges**") are determined by the Board of Saint Ignatius' College Riverview Limited 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 and that should there be more than one person described in Item 1 of the Schedule to this Enrolment Contract, each party must ensure that all Fees and Charges are promptly paid when they become due and payable, regardless of whether the other party is able or willing to contribute to payment of Fees and Charges;
- 5.3 that each of the parties described in Item 1 of the Schedule to this Enrolment Contract warrants that:
 - (a) they have the capacity to pay to the College all Fees and Charges in respect of the Student;
 - (b) they intend to so pay the Fees and Charges to the College as and when they become due and payable; and
 - (c) they will use best endeavours to ensure that the Fees and Charges are promptly paid when they fall due.
- 5.4 that the warranty given in clause 5.3 shall be deemed to be repeated by each of the parties described in Item 1 of the Schedule to this Enrolment Contract each time the Student attends the College for a new school term;

- 5.5 that each of the parties described in Item 1 of the Schedule to this Enrolment Contract remain jointly and severally liable for the payment of the College of all Fees and Charges in respect of the Students until such times as one party and the College (at the College's absolute discretion) agree in writing to release the other party from their obligations to pay the Fees and Charges at which time this Enrolment Contract will terminate and the party/parties that agrees to be responsible for the Fees and Charges will enter into a new Enrolment Contract with the College in relation to the remainder of the Student's enrolment at the College;
- 5.6 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;
- 5.7 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;
- 5.8 that should the Student be required to leave or permanently ceases to attend 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;
- 5.9 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;
- 5.10 to pay medical and ambulance expenses incurred on behalf of the Student that are not covered by College insurance; and
- 5.11 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 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 a valid 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 in respect of the Student and any other amounts payable by you to the College (including fees and charges payable by you in respect of your other son or sons enrolled at the College from time to time) 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 in your nominated account 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, and the Student cannot commence attendance at the College, 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 a valid 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; and
- 7.6 if the Enrolment Fee is not paid by the date specified in Item 7 of the Schedule to this Enrolment Contract, or such later date as may be agreed by the College in its absolute discretion, then this Enrolment Contract shall terminate and the College will be under no obligation to make a new offer of enrolment, or otherwise enter into a new enrolment contract, in respect of the Student

8. BOARDING STUDENT ENROLMENT

You accept and agree that where the student type of the Student, as described in Item 3 of the Schedule to this Enrolment Contract, is Boarder, 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

Should you wish to withdraw the Student from the College, you accept and agree that:

- 9.1 written notice of no less than a full school term must be given to the Principal (if there is more than one Parent/Guardian, the notice to withdraw the child must be signed by all Parents/Guardians) (**Withdrawal Notice**);
- 9.2 the Withdrawal Notice must stipulate the date from which the Student will cease to attend the College;
- 9.3 you must continue doing all things, and pay all Fees and Charges promptly when they fall due, as stipulated in this Enrolment Contract up to and including the last day that the Student attends the College;
- 9.4 In the circumstances where the requirements of the Withdrawal Notice stipulated in clause 9.1 have not been complied with:
 - (a) should the notice period in the Withdrawal Notice be less than a school term, a full school term's Fees and Charges will be charged in addition to any outstanding moneys payable to the College; and
 - (b) if there is more than one party described in Item 1 of the Schedule to this Enrolment Contract, the Withdrawal Notice must contain the written consent and signature of each party for the withdrawal to be considered valid by the College. If the College does not receive a compliant Withdrawal Notice, the Student will not be considered validly withdrawn from the College and this Enrolment Contract will remain in force and binding upon the parties.

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 express consent from you for the collection or use of certain personal information of the Student or you 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) 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 information or documentation as described in clause 4 has not been provided to the College in accordance with that clause;
 - (e) 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
 - (f) 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
 - (g) 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.
- 11.3 You acknowledge and accept that if the Student is absent from the College for a continuous period greater than 6 weeks during a school term (excluding any leaves of absence approved by the College), this Enrolment Contract will be deemed to be terminated. Should the Enrolment Contract be terminated pursuant to this clause:
 - (a) the Student is considered to be no longer be enrolled at the College and he must permanently cease attendance at the College; and
 - (b) a full school term's Fees and Charges will be due and payable by you; and
 - (c) you will remain liable to pay for any other outstanding Fees and Charges that are unpaid pursuant to the terms of this Enrolment Contract.

12. RETURN OF EQUIPMENT

You accept and agree that:

- 12.1 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**) will be returned to the College within 7 days following the dismissal or termination; and
- 12.2 should any College Property not be returned, or if it is returned damaged, broken or non-functional, you will 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 in accordance with clause 5.

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 and any notices issued in accordance with 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 is to apply 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.

13.6 Severance

If any part of this Enrolment Contract is invalid or unenforceable, this Enrolment Contract does not include it. The remainder of this Enrolment Contract continues in full force.

13.7 Survival

The representations, warranties, the requirements of clause 6 and the requirements for you to pay Fees and Charges and any other moneys that are due and payable in accordance with this Enrolment Contract shall survive the termination of this Enrolment Contract. Any other provision by its nature intended to survive expiry or termination of this document survives expiry or termination of this document.

Signed by _____)
(Parent/Guardian I) in the presence of _____)

Date _____

Signed by _____)
(Parent/Guardian 2) in the presence of _____)

Signed for and on behalf of Saint Ignatius' College) Riverview
Limited (ABN 68 621 312 990) (**College**)) by the Principal in the
presence of)

Name of Witness (print)

ANNEXURE A

PRIVACY COLLECTION NOTICE

(Please also refer to the College's Privacy Policy on the College website at www.riverview.nsw.edu.au)

The Australian Privacy Principles ("APPs") contained in the Privacy Act 1988 (Cth) ("Act") came into effect on 12 March 2014. The Act and the APPs regulates the way private sector organisations collect, use, keep, secure and disclose personal information. The following Information Collection Notice relates to the purposes for collection of personal information:

1. The College collects personal information, including sensitive information about students and parents or guardians before and during the course of a student's enrolment at the College. This may be in writing or in the course of conversations. The primary purpose of collecting this information is to enable the College to provide schooling for your son and to enable your son to take part in all the activities of the College.
2. In situations where parents are separated, it is the policy of the College to release school reports to the mother and father of the student upon request. It is also the policy to allow both mother and father to attend parent/teacher interviews upon request. However, the College will abide by any court orders which prevent the release of such information.
3. Some of the information collected is to satisfy the College's legal obligations, particularly to enable the College to discharge its duty of care.
4. Laws governing or relating to the operation of schools require that certain information is to be collected and disclosed. These include relevant Education Acts, Public Health and Child Protection laws.
5. Health information about students is sensitive information within the terms of the APPs under the Act. We ask that you provide medical reports about students from time to time.
6. The College from time to time discloses and/or exchanges personal and sensitive information to others for administrative and educational purposes and/or for the care of students as prescribed by relevant legislation, including to facilitate the transfer of a student to another school. This includes to other schools, government departments, Catholic Education Offices, the Catholic Education Commission, the local diocese and parish, medical practitioners, and people providing services to the College, including specialist visiting teachers, sports coaches, counsellors and volunteers.
7. In addition to the agencies and purposes cited above personal information relating to students and parents may also be made available, in accordance with Australian Government requirements, to ACARA for the purpose of publishing certain school information relating to the circumstances of parents and students on the MySchool website.
8. If we do not obtain the information referred to above, we may not be able to enrol or continue the enrolment of your son.
9. The College may store personal information in the "cloud" which may mean that it resides on servers which are situated outside Australia.
10. The College's Privacy Policy also sets out how you may complain about a breach of privacy and how the College will deal with such a complaint.
11. In the event of default of payment of fees, the College may refer the default to a debt collection agency. If this occurs, personal information will be disclosed to the agency and parents/guardians will be responsible for the collection costs.
12. Personal information collected from students is regularly disclosed to their parents or guardians.
13. On occasions information such as academic and sporting achievements, student activities and other news is published in College newsletters, magazines and on our website: www.riverview.nsw.edu.au. Photographs of student activities such as sporting events, school camps and school excursions may be taken for publication in College newsletters and magazines, our website and on our intranet.
14. We may include students' and students' parents' contact details in a class list and College directory.
15. From time to time, the College is required to disclose personal and sensitive information in order to comply with the law or to report matters to the relevant persons or authorities.
16. The College's Privacy Policy sets out how students, parents or guardians may seek access to personal information collected about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the College's duty of care to the student, or where students have provided information in confidence.
17. The College from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organisations that assist in the College's fundraising activities solely for that purpose. We will not disclose your personal information to third parties for their own marketing purposes without your consent.
18. If you provide the College with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing this information to the College and why. They can access that information if they wish and the College does not usually disclose the information to third parties.

SCHEDULE		
Item 1	<p><u>Parent/Guardian 1</u></p> <p>Name:</p> <p>Address:</p> <p>Contact Number:</p> <p>Email Address:</p> <p><u>Parent/Guardian 2</u></p> <p>Name:</p> <p>Address:</p> <p>Contact Number:</p> <p>Email Address:</p>	
Item 2	Student	Student Number: / Family Number:
Item 3	Student Type	
Item 4	Year Level on commencement	Year
Item 5	Commencement Date	Beginning of school year in
Item 6	Enrolment Fee	\$4,500
Item 7	Enrolment Fee Due Date	