



**Saint Ignatius' College**  
RIVERVIEW

**2016 ANNUAL REPORT**

**Educational and Financial Reporting**

# EDUCATIONAL AND FINANCIAL REPORTING

## POLICY

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

## PROCEDURES

### *Annual Report*

Procedures for implementing the policy include:

- identification of the position title(s) of the staff member(s) responsible for coordinating the final preparation and distribution of the annual report to the Board of Studies, Teaching and Educational Standards (BOSTES) and other stakeholders as required
- for each reporting area, identification of the position title(s) of the staff member(s) responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report
- determination of the specific content to be included in each section of the report and revision of this each year to ensure ongoing compliance, relevance and usefulness
- preparation of the report in an appropriate form to send to the BOSTES through *RANGS Online*
- setting the annual schedule for:
  - delivery of information for each reporting area to the person(s) coordinating the report
  - preparation and publication of the report
  - providing the report in electronic form to the BOSTES on *RANGS Online* by 30 June 2017
  - 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.

# Table of Contents

<b>Area 1: Messages From Key School Bodies .....</b>	<b>1</b>
1.1 The College Council .....	1
1.2 The Representative Student Council .....	3
<b>Area 2: Contextual Information and Characteristics of the Student Body .....</b>	<b>4</b>
2.1 College Statement .....	4
2.2 Co-curriculum Report .....	4
<b>Area 3: Student Outcomes in Standardised National Literacy and Numeracy Testing .....</b>	<b>7</b>
<b>Area 4: Senior Secondary Outcomes .....</b>	<b>9</b>
4.1 Record of School Achievement .....	9
4.2 Academic and Non-Academic Pathways .....	9
4.3 The Higher School Certificate 2016 .....	9
<b>Area 5: Professional Learning and Teacher Qualifications .....</b>	<b>13</b>
5.1 Professional Learning .....	13
5.2 Teacher Accreditation Support Program .....	14
5.3 Teacher Standards .....	15
5.4 Complaints and Grievances Procedures .....	15
<b>Area 6: Workforce Composition .....</b>	<b>16</b>
<b>Area 7: Student Attendance, Retention Rates and Post-school Destinations .....</b>	<b>17</b>
7.1 Student Attendance .....	17
7.2 Retention Rates .....	17
7.3 Post-school Destinations .....	17
<b>Area 8: Enrolment Policy .....</b>	<b>18</b>
<b>Area 9: School Policies .....</b>	<b>19</b>
9.1 Student Welfare .....	19
9.2 Anti-bullying .....	19
9.3 Student Discipline .....	19
9.4 Reporting Complaints and Resolving Grievances .....	20
<b>Area 10: School Determined Improvement Targets .....</b>	<b>21</b>
10.1 Achievement of Priorities Identified in 2015 .....	21
10.2 Priorities Identified in 2016 .....	25
<b>Area 11: Initiatives Promoting Respect and Responsibility .....</b>	<b>26</b>
<b>Area 12: Parent, Student and Teacher Satisfaction .....</b>	<b>28</b>
12.1 Parent Satisfaction .....	28
12.2 Student Satisfaction .....	28
12.3 Teacher satisfaction .....	28
<b>Area 13: Summary Financial Information .....</b>	<b>29</b>
13.1 College Income .....	29
13.2 College Expenditure .....	30
<b>Appendix A - Enrolment Policy .....</b>	<b>32</b>
<b>Appendix B – Enrolment Contract .....</b>	<b>37</b>

# Area 1

## Messages From Key School Bodies

### 1.1 THE COLLEGE COUNCIL

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

Members of the School Council for 2016 were as follows:

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

The major activities of the College Council for 2016 are listed as follows:

- a) Policy formation and implementation. Because of the need to update policy, both in format and content, the following policies were approved by Council:

Responsible Persons Policy  
Delegated Authority Policy  
Risk Management Policy  
Conflicts of Interest Policy  
Related Party Transactions Policy  
College Premises and Buildings Policy  
Expenses Claim Policy  
Petty Cash Policy  
Staff Travel Expenses Policy  
Instrument of Delegation  
Credit Card Policy  
Program and Practices Reviews for Continuous Improvement Policy  
Premises and Building Maintenance Policy  
Excursions and Tours Policy  
Immersion and Country Placements Policy  
Holding Fee Policy

- b) Approval of the school finances including fees, loans, debtors, repayment schedules, billing procedures and financial modelling.
- c) The oversight of the Strategic Directions Document (2015-2020), including specific 2016 School Goals.
- d) Support for students from Indigenous and refugee backgrounds as well as support for students with an intellectual disability.
- e) Traffic management, both vehicle and pedestrian, in hazard areas such as Riverview Street.
- f) Continued inroads into the management of residential housing at the College.
- g) Through various sub-committees of Council, oversight of developments in Teaching and Learning, Risk Management and Information Technology.
- h) Ethos and Identity as it affects an authentic and contemporary expression of Jesuit spirituality
- i) Oversight of professional standards issues as they relate to historical episodes of child abuse and current child protection measures, including a Remembering Survivors service which was a service of acknowledgment and dedication.
- j) Mandated governance training to accord with BOSTES compliance under a new regulatory environment.
- k) The appointment of a new printing contract for the College, with a new provider/supplier being selected as the preferred supplier.
- l) Review of the current cleaning services contract for the College and the continuation of a further 3 year contract with the current suppliers.
- m) The approval of the Ignis Project/Master Plan, including the appointment of a building construction contractor and the initiation of the Capital Gifts Program (silent phase).
- n) Continuing oversight of child protection compliance, including constant review of the documentation, programs and strategies the College has in place.
- o) Commenced planning for the Incorporation of the College.
- p) The appointment of new Auditors for the College.
- q) Approval of the operational review of the Learning Enrichment Program.

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

- a) An operational review of Mirrabook Early Learning Centre and its activities, with formal recommendations for implementation into the future.
- b) Review of the College Excursions, Tours, Immersions and Country Placement processes which resulted in the implementation of policies and procedures for best practice across a range of activities and trips both in Australia and overseas.
- c) A review of the enrolment process for the way it accommodates students with learning needs.

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 three College Captains meet once a term with the Principal and Rector to discuss issues pertinent to the student body and work collaboratively with the College leadership.

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 twice a term and are coordinated by the Deputy Principal Students, 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:

- 1. Following the ethos of the school, skills for engagement in charitable works and help for those in need are developed.
- 2. The coordinated events provide diversity and entertainment for the student body during lunchtimes.
- 

In 2016, the RSC raised funds for a variety of Ignatian charities through social and awareness-raising events and dances.

Throughout 2016, student representatives continued to demonstrate leadership, initiative and teamwork, while having developed a greater understanding of the role of service.

*Mr Patrick Lowe*  
*Deputy Principal Students*

# Area 2

## Contextual Information and Characteristics of the Student Body

### 2.1 COLLEGE STATEMENT

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

### 2.2 CO-CURRICULUM REPORT

In 2016 Co Curriculum continued to flourish as part of the overall rounded education that a student at Saint Ignatius' College receives.

Co Curriculum at Riverview strives to give students a breadth of opportunities to deliver positive outcomes in their education. Examples include; how a student shows a positive and constructive attitude in their respective teams, demonstrates that commitment and effort are linked to development of skill and self, shows an ability to respond to adversity and pressure in a positive way, can adapt unique strategies to overcome challenges, displays supportive behaviours to their team and coaching staff, acknowledges the skills and efforts of their opposition, display humility in defeat and victory, and shows respect for decisions made by coaches, referees and officials. Our students put these principals into practice every week whilst practicing and participating in competition.

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 three main codes of Rugby, Football and AFL continued to show the countries 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**

<b>Winter Sport</b>	<b>Numbers</b>	<b>Summer Sport</b>	<b>Numbers</b>
Australian Rules Football	100	Baseball	38
Cross Country Running	18	Basketball	450
Fencing	10	Fencing	10
Football	372	Golf	14
Martial Arts	19	Martial Arts	15
Mountain Bike Cycling	17	Mountain Bike Cycling	44
Rugby	660	Rowing	160
Volleyball	52	Sailing	30
Winter tennis	34	Summer Athletics	18
Exempt (elite, injury, y12)	78	Surf Life Saving	63
		Table Tennis	9
		Tennis	126
		Touch Football	22
		Water Polo	92
		Exempt (elite, injury, y12)	49

Riverview teams continued to strive for the ‘Magis’ and were rewarded with great success. We were successful in winning the 1<sup>st</sup> XI cricket premiership for the first time in 10 years and then won the NSW Schools Cricket Championship in December, a feat not recorded since 1992. During Winter our 1<sup>st</sup> AFL team won the inaugural NSW Independent Schools AFL Competition and the 2<sup>nd</sup> XI Football won the GPS Premiership. Our 1<sup>st</sup> and 2<sup>nd</sup> XV Rugby teams both finished 2<sup>nd</sup> place in the GPS Rugby Premiership. In Jesuit schools Championships held we came 2<sup>nd</sup> to Xavier College in the Cricket Carnival in December. Individual students made Australian sides and represented their country in sports such as Track and Field, Water polo, Fencing, skiing and Sumo Wrestling during 2016.

Performing Arts continues to flourish at the College in 2016. As per the Jesuit tradition there was a play practiced and performed by all year groups from year 7 through to Year 12. Theatresports, which is in its infancy has continued to gain popularity and our senior team won the state final in 2016 held at the Enmore Theatre. In 2016 it was the younger students turn to perform in a musical. Over 140 students across years 5-8 performed the Lion King to sell-out crowds over four nights. The expertise on display was evident in these younger students.



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. In April 2016 over 50 boys and staff undertook a music tour of Italy playing in a variety of settings to very high acclaim.

Interstate and international tours are engrained in our Co-curriculum calendar and provide opportunities for boys to compete and experience life in our diverse world. In April 2016, 30 staff and students visited Spain and Great Britain for a Football Tour. The tour 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, no students achieved below the National Minimum Standard (NMS) in Reading, Spelling, Grammar and Punctuation, and Numeracy, while 1% of students achieved below the NMS in Writing. In Year 7, no students achieved below the NMS in Spelling and Grammar and Punctuation, while 1% of students achieved below the NMS in Reading, 2% below in Writing and 1% below in Numeracy. In Year 9, no students achieved below the NMS in Numeracy, while 1% of the students achieved below the NMS in Reading, 6% below in Writing, 3% below in Spelling and 4% below in Grammar and Punctuation.

TABLE 2. NAPLAN: YEAR 5 AND YEAR 7

2016	Year 5		Year 7	
	Percentage of students at or above national minimum standard		Percentage of students at or above national minimum standard	
NAPLAN Test	School	State-wide	School	State-wide
Reading	100	94	99	95
Writing	99	95	98	92
Spelling	100	96	100	95
Grammar and Punctuation	100	92	100	95
Numeracy	100	96	99	97

**TABLE 3. NAPLAN: YEAR 9**

2016	Year 9		Year 9	
NAPLAN Test	Percentage of students at or above national minimum standard		Average test scores	
	School	State-wide	School	State-wide
Reading	99	94	622	584
Writing	94	84	576	547
Spelling	97	91	611	587
Grammar and Punctuation	96	90	593	572
Numeracy	100	98	648	595

# Area 4

## Senior Secondary Outcomes

### 4.1 RECORD OF SCHOOL ACHIEVEMENT

In 2016, 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 not lead to an ATAR but provide a knowledge base and skills relevant to their career aspirations. In 2016, 6 students (2.5%) accessed VET/TVET courses external to the College in Automotive, Construction and Screen and Media, with all students attaining a VET qualification in addition to their HSC qualification. Also in 2016, 5 students opted out of the ATAR pathway by selecting English Studies (non ATAR) for their HSC year.

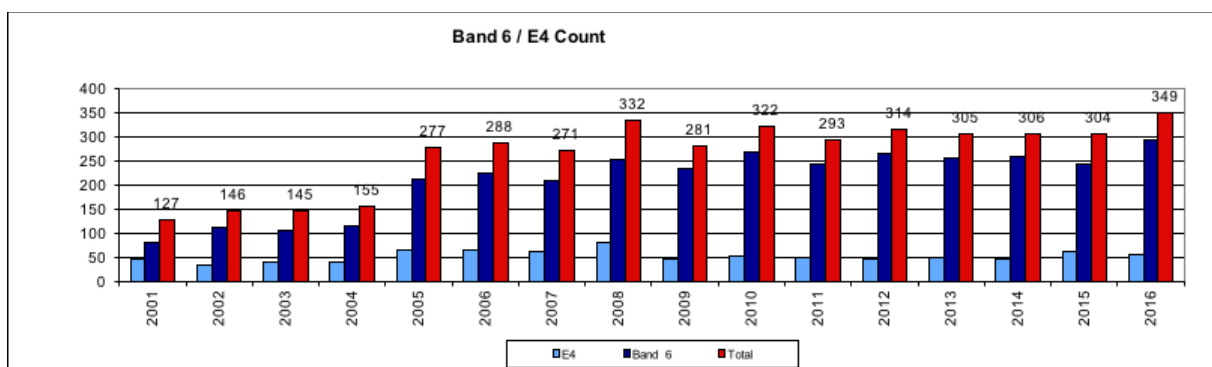
### 4.3 THE HIGHER SCHOOL CERTIFICATE 2016

307 Riverview students sat the HSC in 2016, 237 were Year 12 students with another 70 Year 11 students accelerating in Studies of Religion 1 Unit, Mathematics, Information Processes and Technology and Engineering Studies.

#### DISTINGUISHED ACHIEVERS.

The 2016 students gained 294 Band 6 results, and 55 Band E4, giving 349 in total.

**Graph 1. HSC E4 and Band 6 Results**



The 2016 HSC Band 6/E4 achievement is the highest result ever achieved.

### **PREMIER'S ALL-ROUNDER AWARDS**

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

### **TOP ACHIEVERS**

Riverview students earned high placings across the state in a number of subjects. Riverview students achieved first place in the state in Classical Greek Extension, fourth place in the state in Chinese Extension, fourth place in the state in Business Studies, fifth place in the state in History and seventeenth place in the state in PDHPE.

### **ATAR STATISTICS**

The highest ATAR for Riverview in 2016 was 99.95. In addition, 17 students achieved an ATAR above 98 and 42% of eligible students achieved an ATAR above 90.

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

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

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

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

<b>Course Name</b>	<b>No. of Students</b>	<b>Riverview % Band 6 or E4</b>	<b>Riverview % Band 5 or E3</b>	<b>Riverview % Bands 5 &amp; 6 E3 &amp; E4</b>
Aboriginal Studies	12	0	50	50(+)
Agriculture	12	8.33	33.33	41.66(-)
Ancient History	24	12.25	29.16	41.41(+)
Biology	56	14.28	48.21	62.49(+)
Business Studies	98	47.95	37.75	85.7(+)
Chemistry	45	15.55	42.22	57.77(+)
Chinese Continuers	7	42.85	57.14	100(+)
Chinese Extension	7	100	0	100(=)
Classical Greek Continuers	2	50	50	0100(+)
Classical Greek Extension	2	100	0	100(=)
Drama	15	26.66	73.33	100(+)
Economics	52	44.23	38.46	82.69(+)
Engineering Studies	28	14.28	42.85	57.13(-)
English Advanced	190	24.73	57.89	82.62(+)
English Standard	41	0	4.87	4.87(-)
English Extension 1	18	55.55	44.44	100(=)
English Extension 2	6	33.33	66.66	100(+)
French Continuers	7	57.14	28.57	85.71(+)
French Extension	5	20	80	100(=)
Geography	24	8.33	50	58.33(-)
History Extension	20	15	60	75(-)
Industrial Technology	18	11.11	22.22	33.33(-)
Info Processes Technology	14	14.28	57.14	71.42(+)
Italian Continuers	2	50	50	100(=)
Italian Extension	2	100	0	100(=)
Latin Continuers	11	18.18	45.45	63.63(-)
Latin Extension	8	62.5	37.5	100(+)
Mathematics 2 unit	104	47.11	36.53	83.64(-)
Mathematics General	124	17.74	38.7	56.44(-)

<b>Course Name</b>	<b>No. of Students</b>	<b>Riverview % Band 6 or E4</b>	<b>Riverview % Band 5 or E3</b>	<b>Riverview % Bands 5 &amp; 6 E3 &amp; E4</b>
Mathematics Extension 1	60	28.33	48.33	76.66(-)
Mathematics Extension 2	17	29.41	70.58	100(=)
Modern History	61	19.67	59.01	78.68(+)
Music Extension	1	100	0	100(=)
Music 2	1	100	0	100(=)
Music 1	5	40	60	100(=)
PDHPE	48	27.08	20.83	47.91(-)
Physics	31	3.22	29.03	32.25(-)
Primary Industries (exam)	4	0	25	25(-)
Senior Science	18	5.55	11.11	16.66(-)
Studies of Religion 1 unit	99	13.13	38.38	51.51(-)
Studies of Religion 2 unit	82	14.63	52.43	67.06(-)
Visual Arts	28	31.81	50	81.81(+)

(+) indicates greater than 2015

(=) indicates equal to 2015 result

(-) indicates lower than 2015

# Area 5

## Professional Learning and Teacher Qualifications

### 5.1 PROFESSIONAL LEARNING

During 2016 the College continued to support the professional learning of all staff members. The Teacher Review and Development Program and Proficient Teacher Accreditation Program moved into their second year of implementation and feedback continued to demonstrate high levels of satisfaction from those involved. Faculties were supported to refine teaching and learning programs for updated Syllabus documents through networking, professional development days and collaborative planning opportunities.

After the success of the 2014 *Aspiring Leaders Program*, which was developed and run at the College in conjunction with the AISNSW, 2016 saw the program broadened to include four staff from Saint Aloysius College. This year long program supported a group of fifteen teachers along their leadership growth and development continuum. The program involved academic readings, collaborative face to face sessions and an action research project, the outcomes of which were presented to the Executive teams of both Riverview and Saint Aloysius. The quality of the projects and in depth reflections of the participant's leadership journeys highlighted the value of such a program and the opportunity for leaders to make a direct impact on improving student outcomes.

Once again a number of staff from the College travelled to Japan to facilitate the *Advanced Ignatian Teaching Program* which involved teachers from Jesuit Schools across East Asia. The program provides an opportunity to strengthen our network with other Jesuit schools across the East Asia region through reflection and conversation on the Ignatian Pedagogical Paradigm, innovation in education and contemporary learning practices.

The *Review and Development Program for Teachers* underwent a number of changes based on the success of the program in 2015 and feedback from staff on ways to further improve the process. The Companion's team took the opportunity to meet more regularly and share the progress and challenges being faced by the teachers they were coaching through the program. Members of the Executive and Heads of Faculty team participated in the *Through the Eyes' of a Student Program* which involved shadowing a student for the entire school day in order to gain a deeper understanding of the experiences and challenges our students face on a daily basis.

During the year nine staff 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.

Riverview accommodated twenty-four pre-service teacher placements across thirteen faculties and also saw the commencement of the *Teacher Education Scholarship Program* to further support the development of quality teacher training and develop closer ties to Tertiary institutions. Three scholarships were offered to talented students from UNSW, Sydney University and the Australian Catholic University in the areas of Science, Mathematics and Geography.

During 2016, staff attended more than 312 individual professional in-services to supplement the embedded professional learning experiences at the College. This reflects the strong commitment of staff towards their own professional learning and the commitment of the College to support staff in this area of their growth. A number of staff attended education conferences, sharing their experiences with colleagues through staff meetings, faculty workshops and professional learning days. These key conferences include Wired for Wonder, AIS STEM, GTA NSW – Sustainable Futures, teacher accreditation support sessions, ICT Management & Leadership and Women in Leadership.

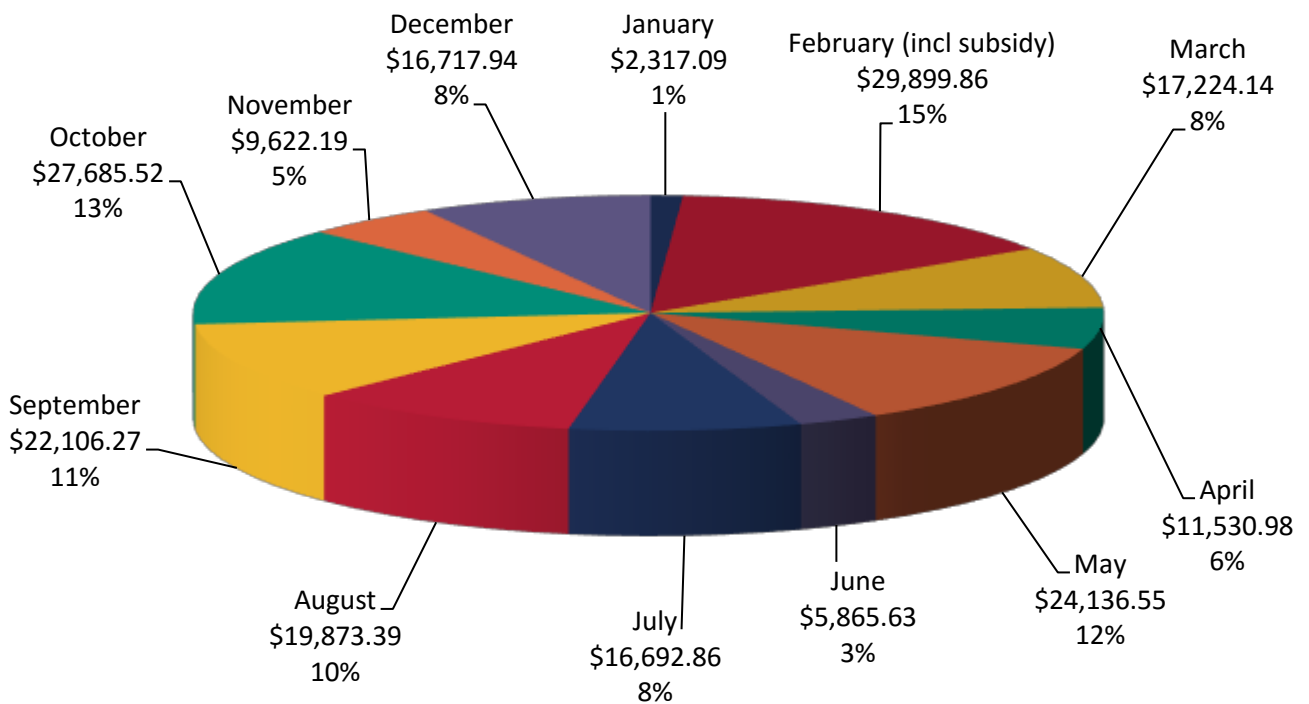


**Graph 2. Staff Professional Development Expenditure**

### Staff Professional Development - 2016

**Total spend for 2016 \$203,672**

Average per staff member \$686



### 5.2 TEACHER ACCREDITATION SUPPORT PROGRAM

A total of twelve teachers successfully completed either Proficient Teacher Level Accreditation through NESA or Experienced Teacher Accreditation through the Standards Based pathway with Independent Schools Teacher Accreditation Authority (ISTAA). The Proficient Teacher Accreditation Program was implemented in 2016 and feedback from staff found it to be highly effective in supporting early career teachers through their first year of teaching as well as meeting the requirements for Proficient Teacher Accreditation through NESA. During 2016 the College underwent Registration and Accreditation and all of our Teacher Accreditation Authority (TAA) policy and procedure documents were reviewed and approved by the NESA. Through the support of the Head of Professional Learning three staff successfully gained accreditation at Experienced Teacher Level which is externally assessed by ISTAA.

### **5.3 TEACHER STANDARDS**

There are 190 teachers 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 an 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 and are updated as required and are accessed on-line in 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 2016. However those that were received were successfully resolved through mediation or other established practices.

*Sally Tranter*  
*Deputy Principal Staff*

# Area 6

## Workforce Composition

In 2016 Saint Ignatius' College employed 441 full-time, part-time, contract and casual staff. Of these, 190 were full-time or part-time teachers with a total composition of 51% male and 49% 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 95.28% of teaching days. Leave days included sick leave, family leave, funeral leave, compassionate leave, special leave with pay, special leave without pay and workers compensation leave. The proportion of teachers retained from the previous reporting year was 89%.

# Area 7

## Student Attendance, Retention Rates and Post-school Destinations

### 7.1 STUDENT ATTENDANCE

On average, 96% of students attended school on a typical school day in 2016. This was similar to the attendance rate in 2015 and there are no significant trends or features to report.

#### ATTENDANCE RATE BY YEAR GROUP

Year 5 – 96%  
Year 6 – 94%  
Year 7 – 97%  
Year 8 – 95%  
Year 9 – 96%  
Year 10 – 95%  
Year 11 – 97%  
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

94% of those students in Year 10, 2014 completed Year 12, 2016 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 239 Year 12, 2016 graduates, 8 joined the year group in Years 11 & 12. The overwhelming majority of graduates continued on to university at the completion of their school education – with most attending universities in the Sydney area. Some graduates chose to defer their university place for a year and accept a 'gap year' position at schools overseas – primarily in the UK and Ireland. A small minority of graduates chose to pursue full-time employment.

# Area 8

## Enrolment Policy

The full texts of the College's Enrolment Policy and Enrolment Contract are attached as Appendices A and B. There were no changes in 2016.

# 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 2016.

### 9.2 ANTI-BULLYING

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

The full text of the Statement is available on the College internal portal, accessible to staff. There were no changes to this policy in 2016.

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 2016.

### 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 2016.

## **9.4 REPORTING COMPLAINTS AND RESOLVING GRIEVANCES**

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

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

The full policy is available on the College website. There were no changes to this policy in 2016.

# Area 10

## School Determined Improvement Targets

### 10.1 ACHIEVEMENT OF PRIORITIES IDENTIFIED IN 2015

AREA	2015 PRIORITIES	ACHIEVED IN 2016
Teaching and Learning	Use of SMART Data to inform Teaching and Learning	<p>Teaching staff have completed training to access and use SMART Data profiles.</p> <p>Faculty analysis of SMART Data profiles completed.</p> <p>Recognised areas of need were targeted with reading, comprehension and writing. Faculties now working on literacy strategies.</p>
	Undertake Registration and Accreditation	Formal inspection on the 9th August 2015 resulted in the College achieving registration and accreditation until 31 December 2021, at which time the College will be audited once more.
	Continue to modify curriculum and to accommodate students' needs	<p>Implementation of Legal Studies and Catholic Studies.</p> <p>Design of a new media course (non-ATAR for Year 11, 2017).</p>
	Respond to innovative and cross-curricular initiatives	Experimentation taking place in integrated learning programs were devised for trial implementation in Term 4 and implementation into STEM integration in 2017.
Student Achievements	Increase the number of students accessing advanced pathway entry into undergraduate university courses	<p>New pathway implemented for Notre Dame.</p> <p>7 students undertook advanced university pathways.</p>
	Provide out of school hours tutorials to all day students to enhance their learning	<p>Implementation of the after school supervised study program – ReView.</p> <p>ReView has been highly successful and a trial was run in Regis in Term 4 for full implementation in 2017.</p>



AREA	2015 PRIORITIES	ACHIEVED IN 2016
Environment	Work progressively towards Stage 1 of Master Plan (including compliance, safety, quality controls and sustainability targets)	<p>Sustainability Master Plan Stage 1 adopted and integrated into design.</p> <p>Building and construction tender finalised and construction commenced in the end of year break.</p> <p>Successful transition of staff and classroom from Therry.</p>
	Further develop networks with other schools, community and like-minded organisations	<p>Continuation of the Jesuit and Companion Schools Australia network, involving collaboration of multiple schools across the country.</p> <p>Partnerships developed with Sydney University to commence quantitative and qualitative destinations research into past first nations graduates.</p> <p>Integration of Norther Curriculum Network to collaborate with schools in the region about contemporary practice in teaching and learning.</p>
Community Involvement	Engage students in a Country Placement experience to Jabiru in the Northern Territory	Program established. Will be consolidated in 2017.
	Continue the association with Life for Koori Kids through charity events and the donation of Christmas presents	This was undertaken through the House system.
	Improve links with other Jesuit agencies and works, with particular regard to interschool links with St Aloysius College	<p>Contribution to Province gatherings particularly Jesuit Mission/Indian Bazaar, Jesuit Refugee Service and Cardoner.</p> <p>Cardoner meet regularly with year 12 and have also presented to the whole school at a school assembly in 2015.</p> <p>Event held to celebrate the Sesquicentennial Anniversary of Fr Dalton's arrival in Australia.</p> <p>Proposal to hold a joint play between Saint Ignatius' College and St Aloysius College.</p>

AREA	2015 PRIORITIES	ACHIEVED IN 2016
Student Welfare	Look to form a pastoral focus on each term that is implemented at a community, staff and student level	Student and parent Colloquium Forums held, one per term, on the areas of Resilience, Cyber Safety, Mental Health and Wellbeing, and Drug and Alcohol Awareness.
Staff Development	Continue the implementation of the leadership continuum to build leadership capability for current and aspirant leaders.	In 2016 the Aspiring Leaders Program was broadened to include four staff from Saint Aloysius College. This year long program supported a group of fifteen teachers along their leadership growth and development continuum. The quality of the projects and in depth reflections of the participant's leadership journeys highlighted the value of such a program and the opportunity for leaders to make a direct impact on improving student outcomes.
	Implement a Companion Team structure to support the Teacher Review and Development process.	Undertaken and assessed for the efficacy that it provides to professional development and review.
	Develop the current human resource system to support an online professional learning application process and update Chris21 in preparation for transitioning to an iCloud environment.	In 2016 the online professional learning application system was launched to streamline the approval process. The College continued to develop its online HR system to prepare for an iCloud environment.
	Build the capability of College leaders and build a culture of high performance through the implementation of an effective leadership review and development program.	Executive staff formation days undertaken. Extension of the 'Quality Leadership Profile for Schools' program delivered through AHISA. Leaders participate in the Leadership review process <i>Aligning Leadership, Ignatian Spirituality and College Goals</i> .
	Expand the College's Scope of Endorsement through BOSTES to support teachers to maintain their accreditation at the level of Proficient teacher.	The College application to expand their scope of endorsement was prepared in preparation for submission in 2017 due to the NESAs review.

AREA	2015 PRIORITIES	ACHIEVED IN 2016
Facilities and Resources	Conduct operational reviews of Mirrabrook Early Learning Centre and Licona Shop.	<p>The College Council through the Finance Committee established a working party to undertake an operational review of Mirrabrook Early Learning Centre to provide recommendations and strategy options for consideration for the future of the Centre. This review was completed in May 2016.</p> <p>The review of Licona is pending after targeted areas of review.</p>
	Ensure appropriate design, approvals, funding and resources are in place to start <i>Stage 1–Therry</i> of Masterplan.	Jesuit approval, including funding and resource recommendations, received from Rome for the Master Plan Stage 1.
	Complete significant major maintenance works scheduled in Stage 3 of Major Maintenance Plan	Undertaken and completed under the supervision of the Plant and Fabric Committee.

## 10.2 PRIORITIES IDENTIFIED IN 2016

AREA	PRIORITIES IDENTIFIED IN 2016 FOR 2017 IMPLEMENTATION
Faith Formation and Ignatian Spirituality	<p>Facilitate the Ethos and Identity Review.</p> <p>Develop and implement a Strategic Plan for the Ignatian Centre.</p> <p>Review and update structure and content for Years 7 and 8 Days of Reflection.</p> <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> <p>Design a leadership program for leaders in Jesuit and partner schools across Australia.</p>
Teaching and Learning	<p>Formal introduction of the SELT program.</p> <p>Data measurement capacity, including NAPLAN, Canvas, iWise, 'r', Z score profiles for analysis.</p> <p>Implement integrated learning modules for Year 7 students.</p> <p>Develop a student and parent communication and training strategy for CANVAS.</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>
Pastoral Care	<p>Design and implement a professional learning program for all teachers that supports the pastoral care of students.</p> <p>Review and implement Grievance and Anti-Bullying and Harassment Policies.</p> <p>Deliver student and parent Colloquium Forums - Digital Citizenship Mental Health / Healthy Male Identity / Healthy Habits</p> <p>Broaden student engagement with a Cultural Audit and assess findings.</p> <p>Introduce the Australian Childhood Foundation Program in accord with Province requirements.</p>
Community Participation	<p>Strengthen links between P&amp;F, OIU and Past Parents Association.</p> <p>Launch the Capital Gifts Program.</p> <p>Promote boarding via visitation to rural areas.</p> <p>Strengthen links with other Jesuit agencies.</p> <p>Manage Professional Standards issues as they arise.</p>
Resource, Environment and Risk Management	<p>Deliver Stage 1 – Therry Building.</p> <p>Complete Asset Management System and introduce a Document Management System.</p> <p>Undertake Ongoing Improvement Reviews for targeted operation areas and implement review recommendations.</p> <p>Formalise risks through the Compliance Officer with meliorating strategies that address priority risks.</p> <p>Establish GPS Environmental Network.</p>

# Area 11

## Initiatives Promoting Respect and Responsibility

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

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

These surveys were again undertaken in 2016 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.

A direct response to the 2015 review process was a more rigorous induction programme for incoming Year 7 students into a vertical pastoral system. The aim was to ensure students felt welcome to the College, could identify as a Year group and feel connected to the House system. The measure put in place to achieve this was Year 12 student leaders coordinating lunch activities for the first week of school. Activities included table tennis, basketball, touch football, chess, a concert and a Bar-B-Que. Then aim of this was to help the students identify each other in a recreational context and to facilitate friendships. The Year 7 group were also taken on a camp to enhance interactions and foster connectedness. They also participated in House activities, met regularly with their assistant Head of House who to address any pastoral needs that may emerge. The College also joined Peer Support Australia and trained the Year 10 students to be Peer Support Mentors. Every two weeks in Term One and Term Two the Year 10 student leaders led, under the supervision of their Head of House, a prescribed programme centred around peer support to ensure the Year 7 students felt well equipped to manage social demands in a positive way.

Two key initiatives that were undertaken in 2016 involved a holistic approach to the pastoral needs of adolescents and their families. The College sought to work in collaboration with students and their families so they felt well equipped to meet the developmental challenges associated with adolescent development. The first initiative was the development of the Colloquium series. Each term the College hosted a Colloquium and invited all parents to attend. Each evening was also live streamed so families who could not be in attendance were able to view the presentation and pose questions through the interactive forum. The four topics covered over the course of the Year were, 'Developing a Resilient Adolescent, Adolescent Mental Health and Well-Being, The Responsible Digital Citizen and Healthy Habits- Drug and Alcohol Awareness'. As this series was dedicated to informing parents the College sought to mirror these forums at a school level to ensure students had a clear understanding of these topics. Throughout the year parents were given a presentation by the Head of Information and Technology Mr. Brett Houghton on Cyber Safety. Mr Brent Sanders spoke to Year 9 and 12 about their rights and responsibilities as citizens in society. Mr Paul Dillon addressed all students and staff on safe behaviour habits with regard to drugs and alcohol. Mr Ben Moffatt, College Counsellor addressed students in Year 7-9 about identifying bullying and how to form positive relationships and report bullying when it occurs. College Counsellors Mr Ben Moffatt and Ms Sarah Buchanan implemented the Resourceful Adolescent Program to all Year 7 students through the course of the first two terms as part of their induction.

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

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

The College continued to build on a *Bullying Awareness* momentum with the annual *Friends Listen* assembly. 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. The students were also responsible for the content of the assembly as they were surveyed prior to the day asking for examples of when they had been a good friend or when someone had been a good friend to them. The survey results led to ten key examples that there were then performed by the Theatresports Team so students could witness a dramatic recreation of moments in their lives that contribute to the wellness of others. The aim was to celebrate positive behaviour.

In all programs, there is a common thread of 'service for others' that promotes respect for difference, leadership and responsibility for one's own behaviours and decisions. One such program is the *Hot Potato Shop*, a student-run forum which invites a range of persons of interest and note to address students on a regular basis and encourages them to challenge existing and traditional thinking and norms. The *Arrupe Academy* invites senior boys to work on developing leadership skills while the College also runs the *Lonergan Courtney Murray Centre* which looks to promote creative enquiry, excellence of thought and depth of character in those students participating.

The College actively promotes and demonstrates environmentally sustainable emphases through a variety of forums. An Earth Hour breakfast involved approximately 200 students from over 20 schools in and around Sydney in 2016 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 2016, the House system in the Senior School entered its second year with continued aim of strengthening 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	86%	86%
Agree that the College provides a 'safe and caring' environment	87%	87%
Overall satisfaction with the management and leadership of the College	82%	73%

### 12.2 STUDENT SATISFACTION

Statement	Year 7	Year 12
Overall satisfaction with education at College	85%	87%
Agree that the College provides a 'safe and caring' environment	81%	76%
Overall satisfaction with the management and leadership of the College	82%	64%

### 12.3 TEACHER SATISFACTION

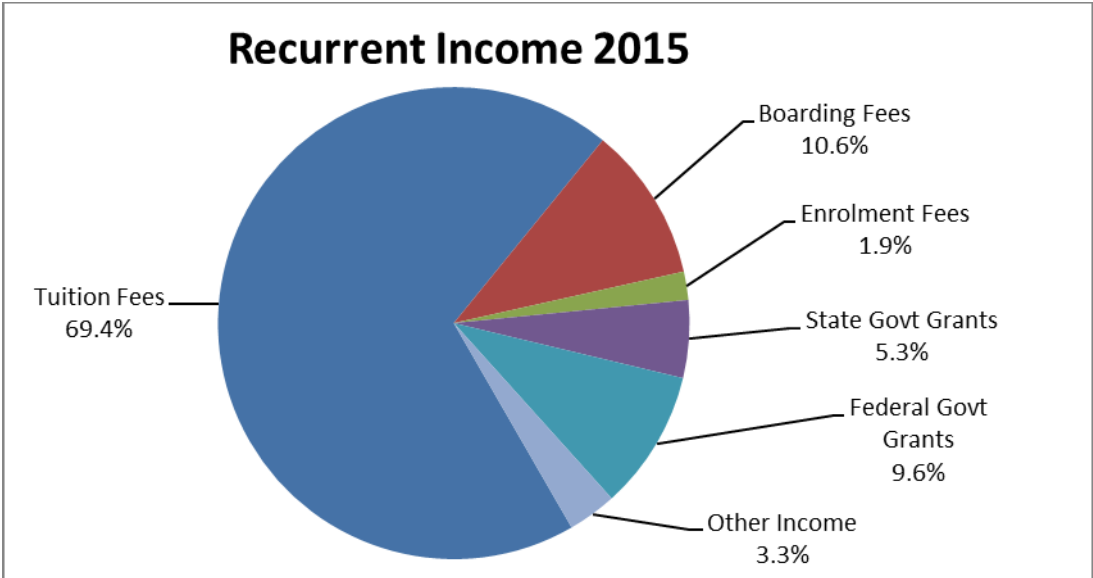
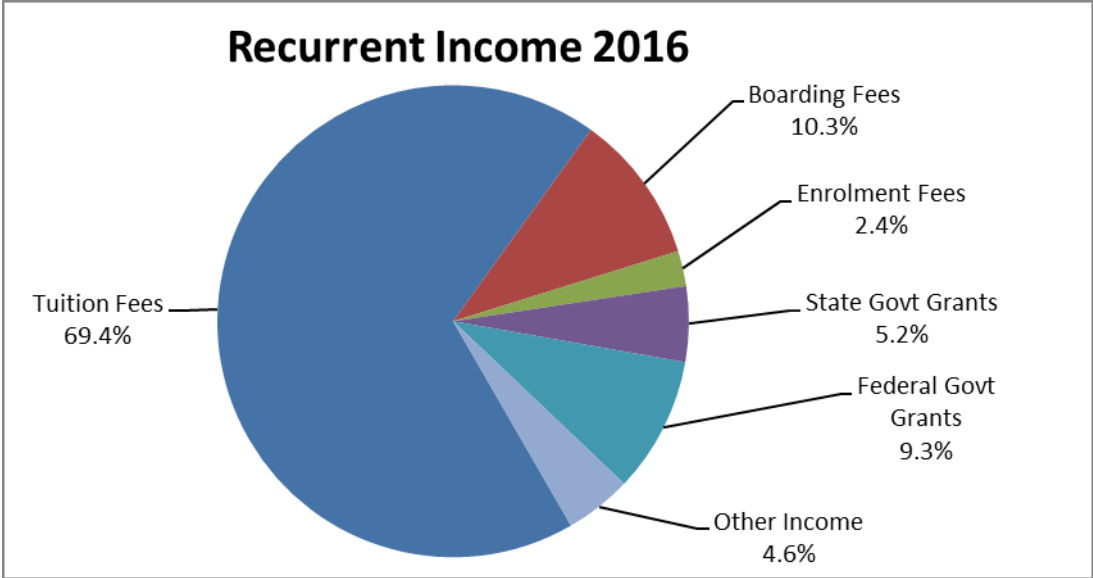
Overall there is a high level of teacher satisfaction at the College. Academic staff continue to rank their commitment to the Mission of the College and the challenge of making a difference to the students as very high. Staff were surveyed in regard to professional learning opportunities and they value 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 2016 by source is compared with 2015 below:

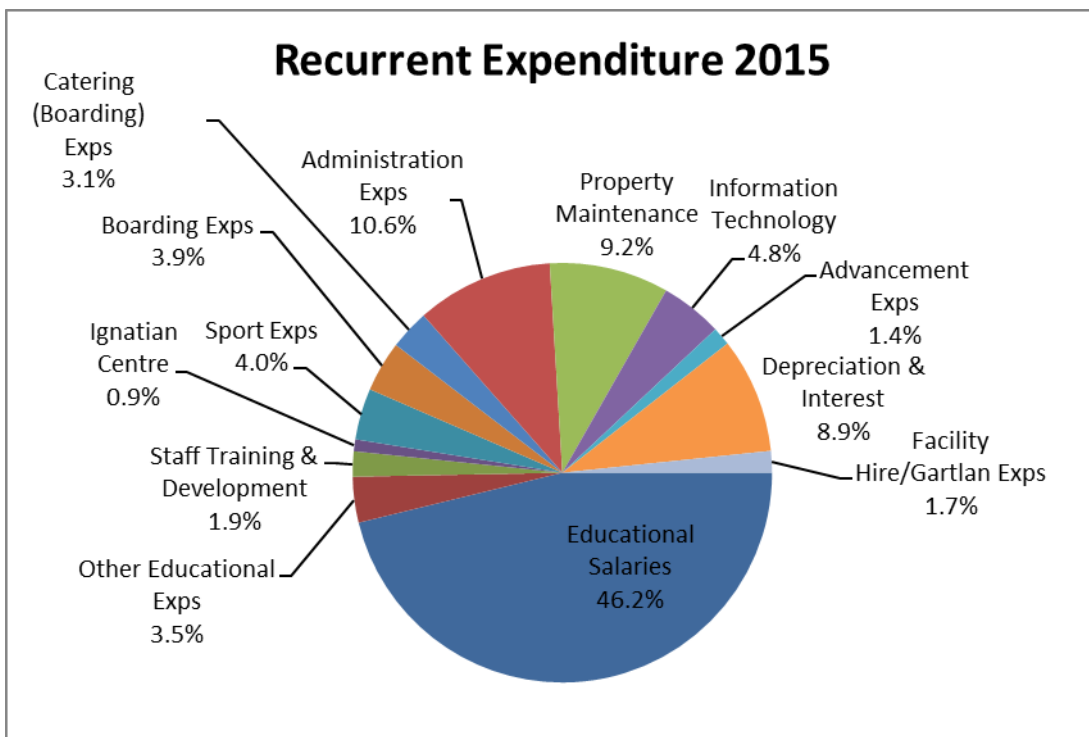
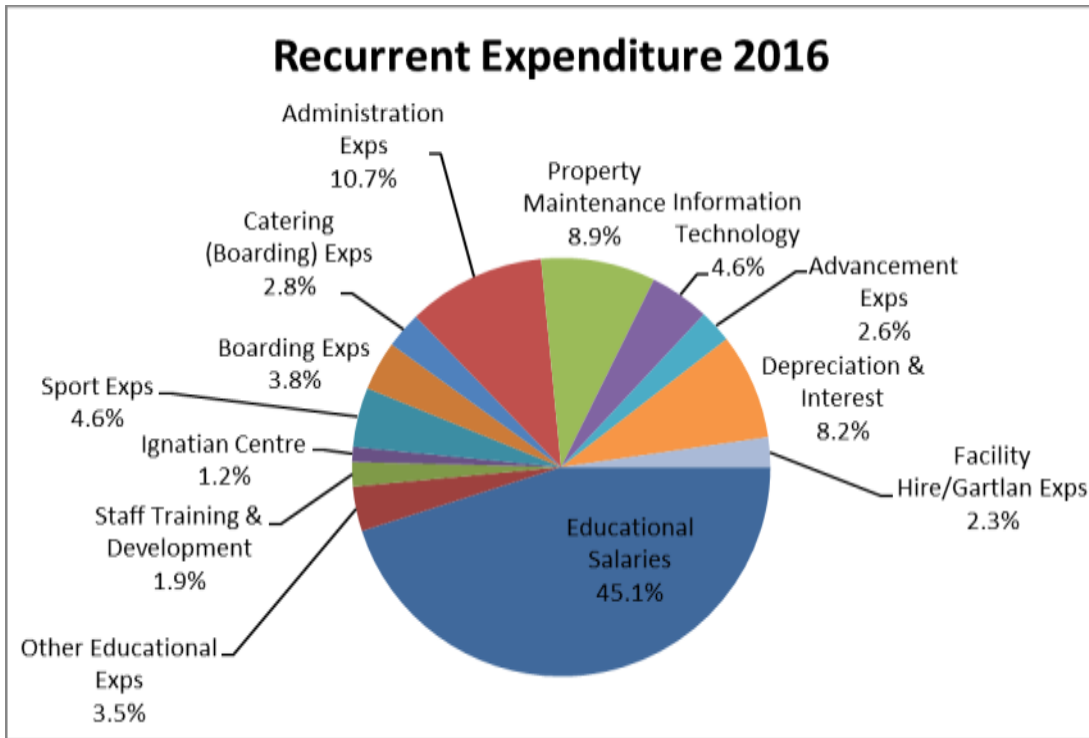


Recurrent Income increased in 2016 by 6.9%. Major changes in income for the year related to scheduled annual increases in Tuition Fees and Boarding Fees for 2016 of 4.75% and 4% respectively and a small increase in student numbers. Changes to the on-charging of catering to 3<sup>rd</sup> party hirers and the introduction in 2016 of an Afternoon Study Program for students also resulted in additional other income compared to 2015



## 13.2 COLLEGE EXPENDITURE

An analysis of the College recurrent expenditure during 2016 by expense category is compared with 2015 below:



Recurrent Expenditure rose by 7.9% during 2016. Major changes in expenditure outside expected inflationary increases included:

- Educational salaries increased by 5.3%, primarily due to enterprise agreement salary increases of 2.25%, staff achieving progression to the next proficiency band and new teaching positions;
- Co-Curriculum Sport expenses increased due to further investment in additional coaching resources;
- Ignatian Centre expenses increased due to an expanded student retreat program for senior students as well as additional resourcing for staff and parent formation programs;
- The College invested additional resources in its Advancement Office resulting in improvements to the College's marketing and communications, alumni and community relations and fundraising activities.
- Administration expenses increased due to increases in insurance premiums, new support staff positions, and additional resourcing in the areas of risk and compliance and governance;
- Facilities Hire expenses increased due to changes in the on-charging of catering to 3<sup>rd</sup> party hirers (this was offset by the corresponding rise in income as noted above).

There were no major special Capital Works undertaken in 2016, however a number of significant major maintenance projects were undertaken, including: rectification works on the historic Dalton Chapel; roof rectification works and plant and equipment upgrades for the Gartlan Sports Centre; fire alarm system and smoke detector upgrades in Kevin Fagan Senior Boarding House and Charles Fraser Junior Boarding House; and replacement of carpets in Charles Fraser Junior Boarding House and "The Woods" Music centre.

The College continued its "one to one" computer device program for all students at the College.

During 2016, the College obtained State Significant Development Approval from the NSW Department of Planning for the College Masterplan and the Stage 1 Therry Building redevelopment. Work commenced on the Stage 1 Therry Building redevelopment in mid December 2016 and will continue throughout 2017.

***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 affected, including the College, its staff and other students;
- e) the costs and benefits of taking the particular measure or action.

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

- a) the nature of the benefit of detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the College, the boy, the family of the boy, and the College community); and
- b) the effect of the disability of the boy; and
- c) the College's financial circumstances and the estimated amount of expenditure required to be made by the College; and
- d) the availability of financial and other assistance to the College.

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

# Appendix B – Enrolment Contract

## ENROLMENT CONTRACT

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

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

IT IS AGREED:

### 1. STUDENT ENROLMENT

- 1.1 The parties agree that the person described in Item 2 of the Schedule to this Enrolment Contract ("**Student**") shall be enrolled at the College, subject to and in accordance with, the terms and conditions of this Enrolment Contract.
- 1.2 The student type (Day Boy or Boarder) of the Student is described in Item 3 of the Schedule to this Enrolment Contract ("**Student Type**").
- 1.3 The Year Level of the Student on commencement of the Enrolment is described in Item 4 of the Schedule to this Enrolment Contract.
- 1.4 The Commencement Date, being the date of enrolment of the Student, is described in Item 5 of the Schedule to this Enrolment Contract.
- 1.5 The amount payable by the Parents/Guardians in consideration of the College agreeing to enrol the Student at the College shall be as described in Item 6 of the Schedule to this Enrolment Contract ("**Enrolment Fee**").

### 2. THE EDUCATIONAL PROGRAM AND SCHOOL EXPECTATIONS

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

- 2.1 to support the mission and values of the College and acknowledge your mutual responsibility to assist in the education and formation of the Student;
- 2.2 to accept the need for the Student to achieve his personal best for the courses and subjects in which he is enrolled;
- 2.3 with the College's requirements in relation to home study, uniform, personal presentation and attendance;
- 2.4 that all communications between students, parents, visitors and staff members are required to be courteous and respectful;
- 2.5 that the College may determine which courses and activities are offered and/or provided at any time and which of these are compulsory;
- 2.6 that participation in and/or attendance by the Student at the following is compulsory:
  - a) College masses, retreats and assemblies; co-curricular activities;
  - b) College sport program;
  - c) Head of the River, athletics and swimming carnivals, social justice events and other designated activities as determined by the Principal;
  - d) camps and excursions that occur from time to time that are integral to the educational program;



- 2.7 that in relation to clause 2.6, membership of and participation in school sporting teams and activities by the Student shall take priority over other sporting interests or competitions. The Student is required to represent the College when selected;
- 2.8 that requests for leave from College activities, including academic and co-curricular programs, and for early departure at the end of a day, or term, or late return from breaks will only be considered in the most extreme cases and must be applied for in writing to the College in advance;
- 2.9 to support the administration of the College's discipline policy, as amended from time to time;
- 2.10 to support all College policies with particular reference to bullying, harassment, cyber-safety and others as amended from time to time; and
- 2.11 to be actively involved in the College through attendance at parent-teacher interviews and parent forums, to participate in courses offered by the College relevant to the Student's education and to assist the College in a voluntary capacity from time to time.

### **3. DISCIPLINE/SUSPENSION**

- 3.1 You agree and accept that the Principal may, in his absolute discretion, but subject to affording the Student procedural fairness:
  - (a) suspend the Student from the College for breaches of rules or discipline for any length of time to be determined by the Principal;
  - (b) suspend the Student from the College for a failure, either by the Student or by the Parents/Guardians (jointly or severally), to comply with the terms and conditions of this Enrolment Contract, for any length of time to be determined by the Principal;
  - (c) suspend the Student from the College if the College discovers that the Student had engaged in conduct before commencing at the College where such conduct would warrant suspension or dismissal had the conduct occurred after the Student had commenced; and
  - (d) where the Student Type is described as "Boarder" in Item 3 of the Schedule to this Enrolment Contract, suspend or dismiss the Student from Boarding for breaches of rules or discipline, that is, the Principal may, in his absolute discretion, require the Student Type of the Student be changed to "Day Boy" for any length of time to be determined by the Principal (suspension from Boarding) or permanently (dismissal from Boarding) in which case the Student must attend the College as a "Day Boy" in accordance with the rules and obligations of that Student Type.
- 3.2 A decision by the Principal pursuant to clause 3.1 to suspend the Student does not constitute a waiver of the College's rights to dismiss the Student or terminate this Enrolment Contract pursuant to clause 11.
- 3.3 During any period of time in which the Student is suspended pursuant to clause 3.1, you agree to continue paying the Fees and Charges when they fall due in accordance with the terms of this Enrolment Contract.

### **4. DOCUMENTATION**

You agree and warrant that:

- 4.1 all documents in relation to Court Orders related to the Student, be they of the Family Court or other relevant Order, have been provided to the College;
- 4.2 all documents in relation to any Special Needs of the Student (being any diagnosed social, emotional, intellectual or learning needs which have the potential to prevent the Student from taking full advantage of the programs offered at the College, whether the Student has attended any specialist agencies, special schools, units or centres, any special needs or considerations, any requirement for special provisions to be made by the College or any infectious diseases) have been provided to the College; and
- 4.3 you undertake to provide the College with any further documentation of the type described in clauses 4.1 and 4.2 which come into your possession at any time during the Student's enrolment at the College, as soon as possible after the documents are received.

## **5. FEES**

You accept and agree:

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

## **6. PAYMENT OF FEES BY DIRECT DEBIT**

You accept and agree:

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

## **7. PAYMENT OF ENROLMENT FEE**

You accept and agree that:

- 7.1 the enrolment of the Student at the College shall not proceed unless and until the Enrolment Fee, as described in Item 6 of the Schedule to this Enrolment Contract, has been paid to the College in full;
- 7.2 the Enrolment Fee is non-refundable and will not be applied to offset any Fees and Charges payable by you pursuant to this Enrolment Contract;
- 7.3 you are required to provide an appropriate Direct Debit Authority to the College at the same time as this Enrolment Contract is made;
- 7.4 the Enrolment Fee shall be paid by way of the College direct debiting the Enrolment Fee from your nominated account or credit/debit card as per the Direct Debit Authority given to the College by you; and
- 7.5 in addition to the Enrolment Fee, a Payment Processing Fee may be charged in accordance with clauses 6.5 and 6.6.

## **8. BOARDING STUDENT ENROLMENT**

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

## **9. WITHDRAWAL**

You accept and agree that:

- 9.1 a full school term's notice must be given in writing to the Principal or his nominee before the withdrawal of the Student from the College; and
- 9.2 where a full school term's notice of withdrawal is not given in accordance with clause 9.1, a full school term's fees will be due and payable.

## **10. PRIVACY**

You acknowledge and accept that:

- 10.1 you have read and understood the Privacy Collection Notice issued by the College and annexed to this Enrolment Contract as Annexure A which is to be read in conjunction with the College's Privacy Policy;
- 10.2 the Privacy Collection Notice and the College's Privacy Policy may change from time to time to time in accordance with the College's requirements and the College will use reasonable endeavours to bring to your attention details of amendments to these documents; and
- 10.3 the College may seek the express consent from you for the collection or use of certain personal information of the Student from time to time.

## **11. TERMINATION**

- 11.1 You acknowledge and accept that the Principal may, in his absolute discretion, subject to affording the Student procedural fairness:
  - (a) dismiss the Student from the College for breaches of rules or discipline;
  - (b) dismiss the Student from the College for a failure, either by the Student or by the Parents/Guardians (jointly or severally), to comply with the terms and conditions of this Enrolment Contract;
  - (c) terminate the Student's enrolment if the Student has not yet commenced attendance at the College or otherwise dismiss the Student from the College if the College discovers that the Student had engaged in conduct before commencing at the College where such conduct would warrant suspension or dismissal had the conduct occurred after the Student had commenced;

- (d) dismiss the Student from the College if the Student engages in conduct which is contrary to the College's values and/or when the conduct impugns the name of the College in the public domain; or
- (e) by giving you two months written notice, dismiss the Student from the College when the mutually beneficial relationship of trust and co-operation between you and the College has broken down to the extent that it adversely impacts on the relationship; and
- (f) by giving you reasonable notice, require that the Student be withdrawn from the College at the end of a school year where the Student has, in the Principal's opinion, failed to meet the requirements of the New South Wales Board of Studies or has otherwise failed to make satisfactory progress in his academic work.

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

- (a) the Student must permanently cease attendance at the College at the date determined by the Principal; and
- (b) you must continue to pay the Fees and Charges as they fall due for the remainder of the school term in which the Student was dismissed.

## 12. RETURN OF EQUIPMENT

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

## 13. GENERAL PROVISIONS

13.1 Entire agreement

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

13.2 Governing law and jurisdiction

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

13.3 Counterparts

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

13.4 Waiver

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

13.5 Parties

- (a) If the Parents/Guardians named in this Enrolment Contract is made up of more than one person, or a term is used in this agreement to more than one party:
  - i. an obligation of those persons is joint and several (including without limitation each payment obligation) ;
  - ii. a right of those persons is held by each of them severally;
  - iii. unless otherwise specified, any other reference to those parties of that term is a reference to each of those persons separately; and
  - iv. a reference to "you", "your" or "Parents/Guardians" is a reference to each Parent/Guardian.