



Saint Ignatius' College
RIVERVIEW

2018 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

In October 2017, Fr Brian McCoy SJ, the Provincial of the Society of Jesus in Australia, announced significant changes to the governance of Jesuit owned schools in Australia. From 2 December 2017, Saint Ignatius' College, Riverview became an incorporated entity with a board that is responsible for the local governance and management of the school. Saint Ignatius' College Riverview Limited is the legal entity that conducts the College and is the employer of all of the staff at the school.

At the same time as announcing the move to incorporating the Jesuit owned schools, the Provincial announced the establishment of a new incorporated entity called Jesuit Education Australia (JEA). JEA is the member of the entity that operates Saint Ignatius' College, Riverview. In turn, the Society of Jesus in Victoria, which is a legal entity of the Australian Province of the Society of Jesus, is the member of JEA. The Principal reports to the board of the school which in turn reports to the Province through its member, JEA.

The Saint Ignatius' College Riverview Limited Board approves strategic futures, policy and financial affairs as they relate to the school. Directorship of the Board 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.

The Directors of Saint Ignatius' College Riverview Limited for 2018 were as follows:

- / Mr John Wilcox (Chair)
- / Ms Michelene Collopy
- / Br Ian Cribb SJ
- / Mr Harvey Gaynor
- / Fr Peter L'Estrange SJ
- / Mr Greg MacKay
- / Dr Elisabeth Murphy
- / Mrs Rosalie Nott
- / Mr Richard Pegum
- / Ms Miriam Stiel

The major activities of the Board for 2018 are listed as follows:

- / Approval of the school finances including fees, loans, debtors, repayment schedules, billing procedures and financial modelling.
- / Oversight of the management of the Indigenous Sites on the College grounds.
- / Engagement of an external consultant to conduct a Security Risk Review.
- / Reviewing of insurance for the new entity.
- / Engagement of McGrathNichol to conduct a Forensic Review Audit of the Advancement Office and its practices and procedures.

- / The completion and opening of the Therry building.
- / The oversight of the School Goals as part of the Strategic Directions Document (2015-2020).
- / Support for students from Indigenous and refugee backgrounds as well as support for students with intellectual disability.
- / A College-specific day of strategic alignment.
- / Through various sub-committees of the Board, oversight of developments in Teaching and Learning, Pastoral Care, Information Technology, Risk Management and Advancement.
- / Ethos and Identity as it affects an authentic and contemporary expression of Jesuit spirituality, including the implementation of Ethos and Identity through a review of five different lenses relating to College policies, practices and procedures.
- / Oversight of professional standards issues as they relate to historical episodes of child abuse and current child protection measures.
- / Policy formation and implementation. Because of the need to update policy, both in format and content, the following policies were approved by Board;
 - Student Eligibility Policy for Overseas/Domestic Tours, Immersions and Country Placements
 - Enrolment Policy
 - Privacy
 - Long Service Leave
 - Financial Assistance for School Fees
 - Alcohol and Illicit Drugs

Saint Ignatius' College Riverview is fortunate to have the commitment, expertise and insight of Directors 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 Directors 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 2018, the RSC raised funds for a variety of Ignatian charities through social and awareness-raising events and dances.

Throughout 2018, 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 2018 Co Curriculum provided many opportunities for Riverview students to extend themselves outside of the classroom and continues to be a significant contributor to the holistic 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-curricular activities, opportunities for the students to show leadership, sharing of ideas, community spirit and tolerance is evident. For those students who experience stresses in the classroom, the Co Curriculum program offers an escape and a chance to de-stress; it also gives them opportunities to form long lasting friendship relationships.

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 country's love of 'football' codes. For those students who didn't fit this mold, a large variety of sports catered for their interests with very little variation in numbers from the last five years.

TABLE 1. SPORTS PARTICIPATION TABLES

Winter Sport	Numbers	Summer Sport	Numbers
Australian Rules Football	140	Baseball	35
Cross Country Running	13	Basketball	510
Fencing	15	Fencing	12
Football	410	Golf	20
Martial Arts	18	Martial Arts	16
Mountain Bike Cycling	20	Mountain Bike Cycling	64

Rugby	630	Rowing	187
Volleyball	55	Sailing	46
Winter tennis	28	Summer Athletics	45
Exempt (elite, injury, Year 12)	72	Surf Life Saving	49
		Table Tennis	12
		Tennis	115
		Touch Football	42
		Water Polo	90
		Exempt (elite, injury, Year 12)	58

Riverview teams continued to strive for the *magis* and were rewarded with great success. During the Summer, teams who participated in competitions had almost unrivalled success. The 1st VIII won the head of the River for the first time in 43 years, on the same day the 2nd and 4th IV won trophies. We had not won a single race at the AAGPS Head of the River since 2006. The 1st XI cricket won an undefeated premiership, the 2nd V Basketball side won the GPS Premiership for a second year in a row, the 1st Golf team won the interschools competition, Baseball won their club competition and the Mountain Bike Team took home the crown of Best School in Australia at the Thredbo National Championships. In December 2018, the 1st Basketball travelled to Melbourne to participate in the Schools National Championships and walked away with the Division 1 trophy after a week of tense competition and 7 games.

During winter the 1st XVIII AFL team won the NSW Independent Schools AFL Competition for the third season in a row and the 1st XI Football side won the GPS Premiership. Our 1st and 2nd XV Rugby teams both finished 4th place in the GPS Rugby Premiership.

At the Jesuit Schools Championships we finished 2nd in the Cricket Carnival hosted by St Aloysius' in December and the Football Carnival hosted by Loyola, Mount Druitt in July. Individual students made Australian sides and represented their country in sports such as Water Polo, Track and Field and Skiing during 2018.

Performing Arts continues to flourish at the College in 2018. As per the Jesuit tradition, a play was 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 2018 held at the Enmore Theatre. In 2018, it was the Middle school students turn to perform in a musical. Over 150 students across Years 5-8 performed the classic *Mary Poppins* to sellout crowds over three nights. The talent on display was evident in our young boys and the girls who participated from various girls' schools.

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.

Debating and Public Speaking have been traditionally very successful to the College. In 2018 our 1st Debating Team won the prestigious ISDA competition and our Senior Mock Trial team was successful

in winning the State Championship which involved a knock-out competition starting with over 100 entries from across NSW.

Interstate and international sporting and Co-curriculum tours are engrained in our Co-curriculum calendar and provide opportunities for boys to compete and experience life in our diverse world. 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.

TABLE 2. NAPLAN % OF STUDENTS IN TOP 2 BANDS

2018 NAPLAN Test	Year 5		Year 7		Year 9	
	School	State	School	State	School	State
Reading	69%	40%	53%	31%	42%	25%
Writing	21%	17%	23%	19%	20%	15%
Spelling	61%	38%	58%	36%	34%	27%
Grammar and Punctuation	68%	38%	50%	31%	35%	27%
Numeracy	58%	33%	66%	32%	67%	30%

Area 4

Senior Secondary Outcomes

4.1 RECORD OF SCHOOL ACHIEVEMENT

In 2018, 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 2018, seven students (2.9%) accessed VET/TVET courses external to the College in Construction, Hospitality and Electro Technology, with five students attaining a VET qualification in addition to their HSC qualification. Also, in 2018, six students opted out of the ATAR pathway by selecting a pattern of study which did not qualify for an ATAR result.

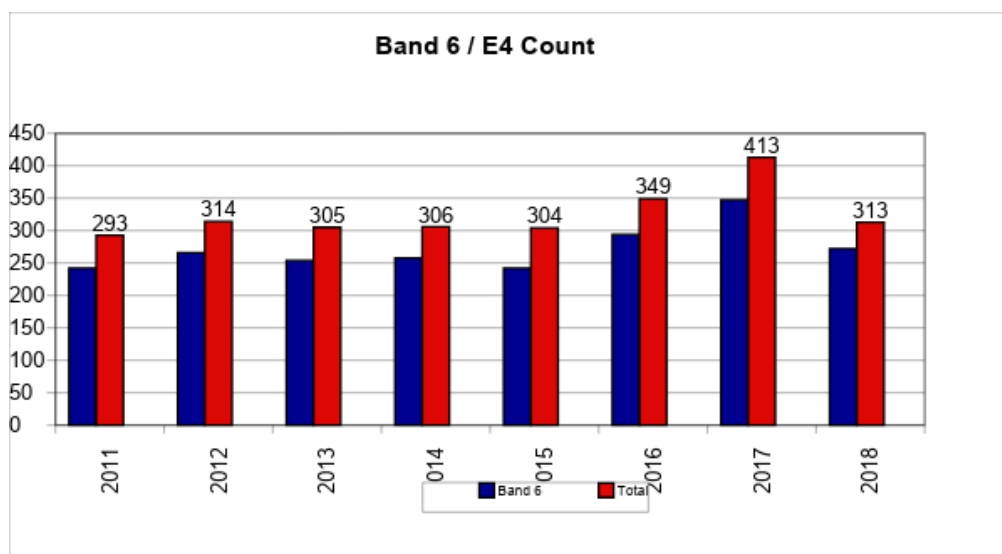
4.3 THE HIGHER SCHOOL CERTIFICATE 2018

In 2018, 309 students completed examinations for the Higher School Certificate. 241 of these were Year 12 students in addition to 67 Year 11 students and one Year 8 student who accelerated in one or more of the following subjects: *Studies of Religion 1 unit, Mathematics, Engineering Studies and Information Processes and Technology.*

DISTINGUISHED ACHIEVERS

The 2018 students gained a total of 313 Band 6 and Band E4 results.

Graph 1. HSC E4 and Band 6 Results



PREMIER'S ALL-ROUNDER AWARDS

11 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 2nd place in the State in Chinese Continuers, 4th place in the State in Economics, 5th place in the State in Studies of Religion I, 8th place in the State in Studies of Religion I, 9th place in the State in Engineering Studies, 10th place in the State in Mathematics Extension 1, 20th place in the State in PDHPE.

ATAR STATISTICS

The highest ATAR for Riverview in 2018 was 99.95. In addition, 7 students achieved an ATAR above 99 and 84 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, Italian Continuers, Italian Extension, Latin Extension, Mathematics Extension 2, Music 1, Music 2 and Music Extension.

In the following 19 subjects, students achieved 5% or more above the NSW state mean: Agriculture, Ancient History, Business Studies, Chemistry, Drama, Economics, Engineering Studies, English Extension 2, Geography, Industrial Technology, IPT, Italian Continuers, Legal Studies, Mathematics General, Mathematics, Modern History, Music 1, PDHPE, and Senior Science.

TABLE 4. 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	21(+)	9.52(+)	47.61(+)	57.13(+)
Ancient History	17(-)	0(-)	82.35(+)	82.35(+)
Biology	34(-)	5.88(-)	38.23(+)	44.11(-)
Business Studies	112(+)	24.10(-)	47.32(+)	71.42(-)
Chemistry	28(-)	7.14(-)	57.14(+)	64.28(-)
Chinese Continuers	9(-)	77.77(+)	22.22(-)	100(=)
Chinese Extension	8(+)	37.50(-)	62.50(+)	100(=)
Classical Greek Continuers	1(-)	0(-)	100(+)	100(=)
Classical Greek Extension	1(-)	0(-)	100(+)	100(=)
Drama	24(+)	45.83(+)	50.00(+)	95.83(+)
Economics	67(-)	43.28(+)	37.31(-)	80.59(-)
Engineering Studies	29(-)	24.13(-)	50.00(+)	75.00(+)
English Advanced	195(-)	20.00(-)	57.43(+)	77.43(-)
English Standard	47(+)	0(=)	8.51(-)	8.51(-)
English Extension 1	17(=)	52.94(-)	47.05(+)	100(=)
English Extension 2	2(-)	0(-)	100(+)	100(=)
French Continuers	6(-)	16.66(+)	66.66(+)	83.32(+)
French Extension	3(-)	0(-)	66.66(=)	66.66(=)
Geography	22(-)	9.09(+)	54.54(-)	63.63(-)
History Extension	11(-)	27.27(-)	54.54(-)	81.81(-)
Industrial Technology	23(+)	0(-)	39.13(+)	39.13(+)
Info Processes Technology	15(+)	6.66(-)	60.00(+)	66.69(+)
Italian Continuers	4(+)	50.00(=)	50.00(=)	100(=)

Italian Extension	2(=)	50.00(+)	50.00(-)	100(=)
Latin Continuers	4(-)	50.00(+)	50.00(-)	100(+)
Latin Extension	4(=)	100(+)	0(-)	100(=)
Legal Studies	19(+)	26.31(-)	63.15(+)	89.46(+)
Mathematics 2 unit	111(+)	47.74(-)	35.13(+)	82.87(-)
Mathematics General 2	122(+)	47.74(-)	35.13(+)	71.54(-)
Mathematics Extension 1	62(-)	32.25(-)	53.22(+)	85.47(-)
Mathematics Extension 2	22(-)	27.27(-)	72.72(-)	100(+)
Modern History	48(-)	12.50(+)	56.25(-)	68.75(+)
Music Extension	1(=)	0(-)	100(+)	100(=)
Music 2	2(=)	0(-)	100(+)	100(=)
Music 1	7(-)	42.85(-)	57.14(+)	100(=)
PDHPE	67(+)	23.88(-)	26.86(-)	50.74(=)
Physics	36(-)	5.55(-)	27.77(-)	33.32(-)
Primary Industries (exam)	7(+)	0(=)	0(-)	0(-)
Senior Science	10(-)	20.00(+)	20.00(-)	40.00(+)
Studies of Religion 1unit	101(+)	6.93(-)	36.63(-)	43.56(-)
Studies of Religion 2 unit	71(-)	5.63(-)	46.47(-)	52.10(-)
Visual Arts	28(=)	10.71(-)	71.42(+)	82.13(-)

(+) indicates greater than 2017

(=) indicates equal to 2017 result

(-) indicates lower than 2017

Area 5

Professional Learning and Teacher Qualifications

5.1 PROFESSIONAL LEARNING

In 2018 the College supported a range of professional learning experiences for staff aligned to the College Strategic Directions, College Goals, and individual professional goals. Highlights of the Professional Learning Program in 2018 included a focus on new Stage 6 Syllabus implementation, the use of evidence-based teaching strategies, integrated learning and inclusive practices in addition to Ignatian Spirituality, staff and student wellbeing. The College complemented the use of internal expertise by engaging a range of external providers to deliver these professional learning experiences. As an Endorsed Provider of Professional Development through NESAs, the College was able to offer teachers at the Proficient Teacher level over 10 hours of Registered professional development across the year.

In addition to the vast range of individual professional development opportunities the College facilitated tailored experiences for specific groups of staff, including experiences such as the English, Science, Maths and History faculties exploring a range of external professional development activities to update knowledge around changes to Stage 6 Syllabus documents. This was then supported back at the College with time for faculties to collaborate and plan. To support best practice within Boarding, the College hosted the Duty of Care workshop delivered by the Australian Boarding Schools Association (ABSA) and supported 12 staff to attend. During Term 4 the College was fortunate to host Thom Markham from PBL Global and Dr Debra Talbot from The University of Sydney as they advised and supported our Magis Integrated Learning staff on project-based learning and curriculum integration.

The Teacher Review and Development process ran effectively for the fourth year and involved 55 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). Whilst the core elements of the review and development process remained unchanged, several improvements were implemented in 2018. These included the process moving to a timeline of three terms and the focus on a single standard descriptor from the Australian Professional Standards for Teachers. The process evolved with the creation of professional learning communities and the provision of time during regular staff meetings for these PLC groups to meet and collaborate. Feedback from teachers and Heads of Faculty strongly supported the changes made and continued to highlight the benefits from cross-faculty collaboration, lesson observations and increased discussion to improve student outcomes.

26 educators from the Philippines, Hong Kong, Macau and Indonesia were hosted by the College for the Ignatian Teacher Program workshop which was held from November 11 to 17. The focus of the workshop was Ignatian Conversation and Companionship and the idea first emerged in Kamakura, Japan, where a team from Saint Ignatius' College Riverview conducted the Ignatian Teachers Program. "The group agreed that a module on coaching and mentoring based on the Ignatian ministry of holy conversations would respond to an important need among educators in our Asia Pacific schools, and so here we are!" shared JCAP Education Secretary Fr Johnny Go SJ. What better way to

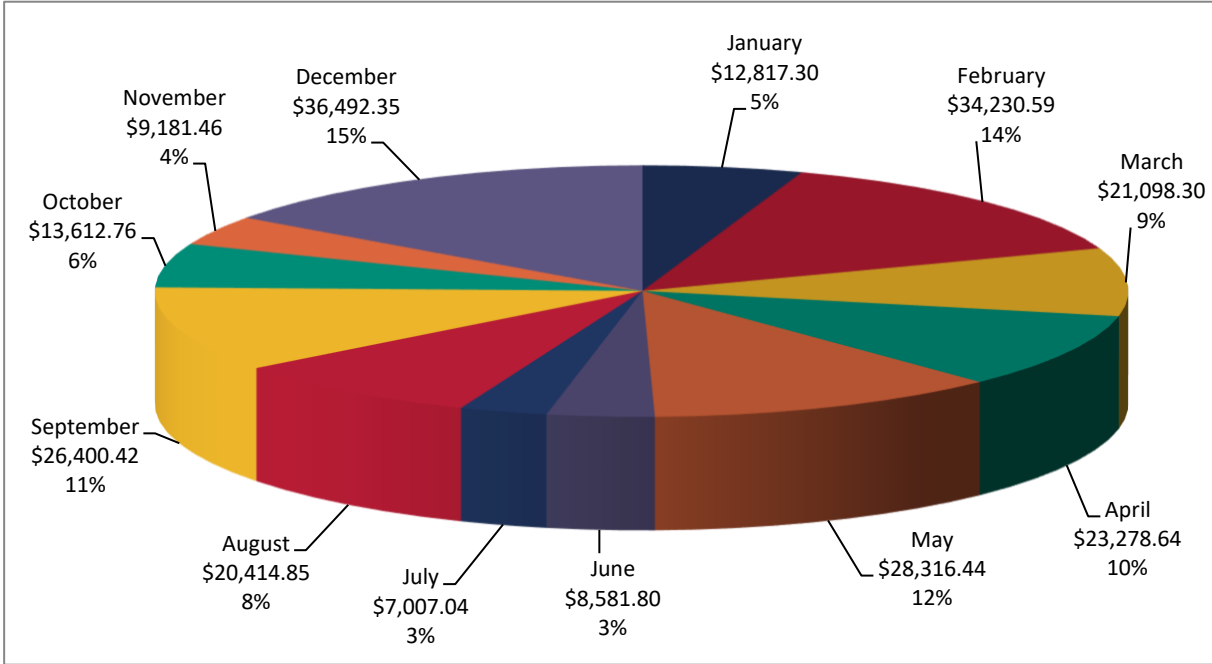
practice *cura personalis* than to use an approach to Growth Coaching that is based on ‘listening to the self, to others, to creation and to God’?

Fr Ross Jones SJ, Rector of St Aloysius and former Rector at Riverview, set the tone by talking about Saint Ignatius of Loyola’s ministry of holy conversation. Bill Hobbes drew from his vast experience working with the former Jesuit Secondary Education Association in the United States to help the participants grow in self-awareness and understand the dynamics within organisations. The participants were also joined by ‘Companions’ from Riverview who helped to model what coaching based on Ignatian conversation is like. The participants’ first-hand encounter with these expert practitioners proved to be a powerful learning experience.

The highly successful Aspiring Leaders Program ran throughout 2018 in conjunction with the AISNSW to support a group of eight aspiring leaders from both Saint Ignatius’ and Saint Aloysius’ College 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 journey highlighted the value of such a program and the opportunity for leaders to make a direct impact on improving student outcomes.

During 2018, 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 2018



Total spend for 2018 = \$241,431.95.
Including travel, accommodation and post graduate subsidy of \$29,384.08
Average per staff member (336) = \$718.55

5.2 TEACHER ACCREDITATION SUPPORT PROGRAM

The College continued to formally support both Proficient Teacher and Experienced Teacher Accreditation in 2018.

The Proficient Teacher program involved a group of 15 graduate 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, 12 were successful in completing their accreditation at Proficient Teacher Level before the end of 2018.

Experienced Teacher Accreditation is a voluntary level of accreditation through the Independent Schools Teacher Accreditation Authority (ISTAA) and Riverview supported seven staff members in 2018 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.

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

5.3 TEACHER STANDARDS

There are 206 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 and are updated as required and are accessed online 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 NSW.

The College had very few formal complaints or grievances during 2018. However, those that were received were successfully resolved through mediation or other established practices.

Sally Tranter
Deputy Principal Staff

Area 6

Workforce Composition

In 2018 Saint Ignatius' College Riverview employed 486 full-time, part-time, contract and casual staff. Of these, 207 were full-time or part-time teachers with a total composition of 53% male and 47% 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 93.92% of teaching days. Leave days included personal leave, carers leave, funeral leave, compassionate leave, special leave with pay, leave without pay and workers compensation leave. The proportion of teachers retained from the previous reporting year was 87%.

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 2018. This was similar to the attendance rate in 2017 (95.5%) and there are no significant trends or features to report.

ATTENDANCE RATE BY YEAR GROUP

Year 5 – 97%

Year 6 – 96%

Year 7 – 96%

Year 8 – 96%

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 College Portal (Insideview). 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 student's Head of House. If no notification of absence is received by the College, an SMS is sent to the parent/guardian notifying them of the Student's absence. Student attendance is also recorded throughout the day by a Student's teacher in each of his classes. Daily attendance rolls and data are retained in soft copy and archived.

7.2 RETENTION RATES

94% of those students in Year 10, 2016 completed Year 12, 2018 at the College. This is just 1% less than 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.

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

There were no changes to the College's Enrolment Policy or Enrolment Contract in 2018.

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 2018.

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, 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 2018.

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 2018.

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 2018.

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 2018.

Area 10

School Determined Improvement Targets

10.1 ACHIEVEMENT OF PRIORITIES IDENTIFIED IN 2016

AREA	2017 IDENTIFIED PRIORITIES	ACHIEVED IN 2018
Faith Formation and Ignatian Spirituality	Design and develop an Ignatian leadership program - Seminars in Ignatian Leadership	This has been undertaken. The program is aimed at Executive, Middle Leaders and Leadership Team staff, with the first residential component being held in Mittagong in November. The second stage of the process will be held in Sevenhill in April 2019.
	Map the next 3 years of Staff Formation Experiences	A questionnaire has been devised and developed in consultation with staff. The analysis of this is underway. Possible recommendations/responses will go through Ignatian Teams and the IEFEC in Semester 2.
	Identify and isolate challenges to staff participation in Student Formation Experiences	A questionnaire has been devised and developed in consultation with staff. The analysis of this is underway. Possible recommendations/responses will go through Ignatian Teams and the IEFEC in Semester 2.
	Review the practice of the daily Examen and work with teachers to integrate this activity into the daily rhythm of school life (as per Ethos and Identity Review)	The filming of a range of teachers leading the Examen has occurred, as has the recording of audio files of a range of students leading the prayer. Fr Joe has visited Regis classrooms to support them through Examen. Further work needs to be undertaken in this area, particularly with new teaching staff.
	Review how staff are introduced into Ignatian Pedagogy and consider ways in which it can be further integrated into teaching and learning at the College (as per Ethos and Identity Review)	This needs to be the object of further consideration and planning to develop a whole school approach over the next triennium.
Teaching and Learning	Establish innovative Evidence-Based Teaching Practices	A significant amount of time has been invested in this, from the various methodologies that have been employed on a faculty basis through to the development of the SELT Initiative. The complex business of data analytics has also been pursued, in conjunction with other schools (Churchie, Brisbane Grammar) which are highly developed in this area. Russell Newman is working closely with UTS on seconding a Masters student in data analysis work with the College to deliver on the project of a Data Dashboard and a budget allocation has been secured for 2019 to continue the analysis of student data. In addition, each of the Heads of Faculty who have

	undertaken Review and Development in 2018 have used data as the basis of the action-research projects.
Develop integration of curriculum in Stage 4	This has occurred and the College was highly commended by Sydney University for its work in this area over the last 12 months through the USYD Stem Academy. Further development of modules in preparation for introduction into Year 9 is underway as well as evaluation of Year 8 modules for greater clarity of delivery.
Address concerns raised by external data sources in relation to teaching and learning in designated areas	Data has been distributed to Heads of Faculty and the interventions that have been made across the year will be assessed in context of the data profiles that are elicited for 2018.
Develop a school-wide understanding of the Disability Standards for Education and responsibilities for implementation (recommendation from review of the LEC)	Following the review of the Learning Enrichment Centre, this became a priority target for 2018. There have been a number of forums where disability standards based upon inclusion have been addressed, from whole staff meetings to selected presentations on differentiated curriculum and assessment at faculty level. A register of programs to indicate that staff are using adjustments in classrooms and assessments has been produced and is available should NESA require immediate verification of such. Staff are using programs to illustrate the nature of delivery adjustments for all kinds of learners.
Pastoral Care	
Enhance the interpersonal capacity of all students through the endorsement, promotion and education of healthy relational habits	This has occurred through the development of a Pastoral Care program. This began with goal setting in the early weeks of the year and at strategic points evaluated the effectiveness of student progress and well-being. Week 7 and 8 of Term 3 focussed on use of the mobile phones at the College and this coincided with the Yr 11 Leadership Program. This initiative was given to the new student leaders to initiate with a shift to zero tolerance. A parent colloquium reinforced the rationale and the anticipated outcomes of the initiative.
Develop the behaviour and acquiescence of students as learners in the classroom	Empirical evidence has shown the efficacy of this initiative. For example, as the beginning of the cycle there were 24 Year 12 students who carried a disproportionate number of D grades for attitude and behaviour but that had reduced to 6 by the end of Term 3. A similar profile was demonstrated at all year levels in the secondary school.
Increase staff awareness of contemporary adolescent issues and models of best practice	An externally facilitated, Professional Development Day with presentations on adolescent social media use, sleep habits and the effect of poor diet on behaviour habits was undertaken. Key elements of this were extracted and became the object of focus on a House basis. The net effect of this is likely to be seen in student engagement surveys, which are being developed by the College in conjunction with a Canadian-based consortium.
Increase the management capacity of Head and Assistant Head of House pastoral team	This is not designed to be undertaken until the staff in-service to conclude 2018.

	Enhance awareness in the parent community of major issues as they affect adolescent health and well-being.	Colloquia were run across each term on topics advised by the P&F associated with risks to adolescent health and well-being. Three of the four have been well attended.
Community Participation	Support the transition of President of the OIU and strengthen complementary links with the P&F and Past Parents Association	This resulted in preliminary discussions with Charlie Pidcock and engagement with the OIU Strategic Planning process. Two meetings were held between the OIU, P&F and PP to share goals and work across community forums to achieve them. The combined Fire & Ice function in September was a resounding success
	Move beyond the silent gifts phase and launch the capital gifts program in the school community	This was not achieved as a result of the unexpected departure of the Director of Advancement, Aleks Duric. The latter stages of the year were spent on assessing the review conducted by McGrathNicol into the checks and balances associated with funds management, modification to the role description, recruitment and realignment of targets and priorities.
	Broaden visitation to rural areas of NSW to increase boarding numbers	In all, 16 country towns and regions of NSW were visited throughout the year. Towns and regions were strategically chosen on the basis of their current and future representation of numbers in boarding. This was a resource intensive exercise and the net efficacy is still being assessed.
	Strengthen links with other Jesuit agencies with particular reference to Jesuit schools in Sydney and Jesuit organisations in the United States and Ireland	Fr Jack and I both travelled to Ireland, England and the United States over a period of three weeks to strengthen links with other Jesuit schools, to speak to endowed alumni about Capital Gifts and bursaries, to the cultivate the relationship with Old Boys and to promote the cause of boarding internationally. Please note: Since March 2015, there has been a concerted attempt to respond to the many demands associated with historical child abuse matters. The criminal case involving Victor Higgs occupied considerable bandwidth in October and has brought to a close this distressing issue for the College over the last 3 years.
Resource, Environment and Risk Management	Complete Ignis Project Stage 1 (Therry) to meet design specifications, budget and stakeholder expectations	The Therry Building was issued with the final and unfettered occupation certificate in August. The project, despite the delays associated with rectification works to the slab in early 2017, was completed as per amended building schedule, and within budget. The removal of the handball courts was a real bonus as part of the final landscaping works associated with the project.
	Finalise concept and sequencing plans for future Teaching and Learning stages of the Ignis Project	The work goes on! Under the direction of Matt Gordon of the Building and Property Committee, the determination to proceed to the next stage of the Ignis Project continues. A significant re-visioning of the project in light of the lived experience of the Therry Building, is likely to reduce the building footprint by over 1,300 square metres.
	Develop the financial management skills of all staff with responsibility for a section of the College budget	Gary Au-Yeung, Business Manager, worked closely with cost-centre owners and Heads of Faculty to provide training in budget management. Much work has been undertaken on improving the budget template and reconciliation processes, including pre-population and pre-issue of existing budgets to

	facilitate review and change.
Develop a strategic plan for the on-going and future provision of Residential Housing at the College	Much progress was achieved in this area. After 26 years, Bob Marsh moved from his residence at the Gate House and plans have been submitted for two major upgrades: firstly, to the Year 11 Head of Division residence, and, the Director of Boarding residence. Both of these are part of the long-term provision that will see boarding accommodation centralised and made more flexible than what it has been over many years. Longer term thinking and planning has been applied to the Jesuit residence, which has fallen into disrepair over recent years and is in need of upgrade. Given the paucity of Jesuits and changed needs, Mark White's current residence has been tagged as the most likely place for the Jesuits to live, which will provide new options for what was formerly the Infirmary.
Undertake improvement reviews for the Licona Uniform Shop and Facilities Hire and develop Implementation Strategies with designated accountability	The Licona review is well underway and the co-curricular review is in its early stages. The completion of both of these remain priorities for the coming year.
Undertake an audit of security risks with meliorating strategies that addresses the key risks	This has been completed by external consultant David Neal and the report is being assessed by the Risk Committee for the major risks that need redress over 2019.

10.2 PRIORITIES IDENTIFIED IN 2018

AREA	PRIORITIES IDENTIFIED IN 2018 FOR 2019 IMPLEMENTATION	
Ignatian Spirituality and Faith Formation	Implementation of the 2018-2020 Seminars in Ignatian Leadership (Manresa session April 2019, Paris session November 2019).	
	Development of the 2019/2020 Seminars in Ignatian Leadership.	
	Expand the number of staff willing and able to facilitate days of formation and reflection.	
	Undertake the recommendations of the Ethos and Identity Review that relate to the Ignatian Centre.	
Teaching and Learning	Develop Evidence-Based Teaching Practices	
	Further enhance inclusive practices in the curriculum.	
	Continue to develop integration of curriculum in Stages 4 and 5.	
	Improve satisfaction survey results related to the category Teacher Quality	
Pastoral Care	Enhance all staff in their awareness of adolescent health and well-being needs and the legal protocols associated with it.	
	Using report data to inform practices aimed at encouraging students to develop behavioural profiles that emulate excellent habits of learning whilst emulating College values of respect, selflessness and accountability.	
Community	revised vertical and pastoral programmes to meet the pastoral needs of students and to enhance the accessibility of relevant health and wellbeing information for students and staff.	
	Consolidate relationships between OIU, P&F and BPA, with a focus on continuing support for rural families affected by the drought. Launch Capital Gifts Program. Strengthen visitation program to Boarding and Alumni communities Renewed links with key personnel in First Nations Program and articulation with OIU Mentoring Program. Strengthen links with Jesuit schools and agencies across the world, with a focus on Jesuit Universities in the United States.	
Resource, Environment and Risk Management		Complete design and costing structures as they relate to stages 2 & 3 of Ignis Project (see Teaching and Learning Goal 1).
		Progress the next two stages of the Residential building upgrade as it affects boarding.
		Continue improvement reviews with school operations and implementation of existing recommendations.
		Implementation of Risk Management priorities as identified by Risk Committee.
	Expand the compliance function of the College by creating an internal audit review function as part of risk and compliance.	
	Saint Ignatius College to become accredited as a Child Safe Organisation.	
	Recycling and waste management as they relate to the Therry Building and site expansion; and the Refectory and Canteen, to be documented and approved.	

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. This is 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, 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 2018 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 'Many Wolves, One Pack'. The Student Leadership Group drove initiatives that aimed at ensuring all students felt included and were given opportunities to express themselves in 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*' (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, NightPatrol, 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, and 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 2018, 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 2018, 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, St Vincent's 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	84%	90%
Agree that the College provides a 'safe and caring' environment	91%	89%
Overall satisfaction with the management and leadership of the College	83%	84%

12.2 STUDENT SATISFACTION

Statement	Year 7	Year 12
Overall satisfaction with education at College	81%	87%
Agree that the College provides a 'safe and caring' environment	77%	78%
Overall satisfaction with the management and leadership of the College	81%	74%

12.3 TEACHER SATISFACTION

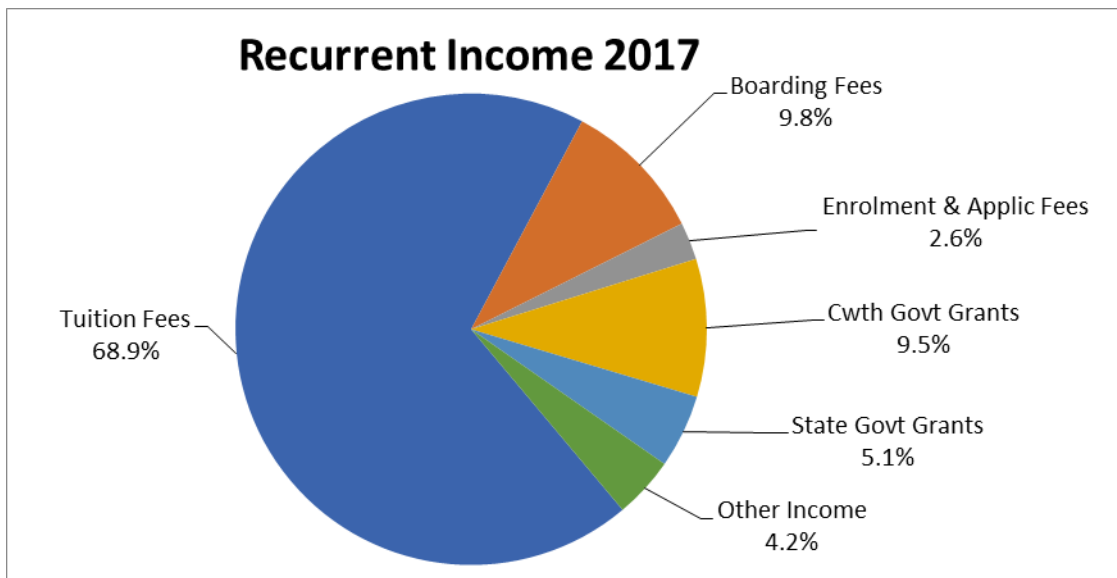
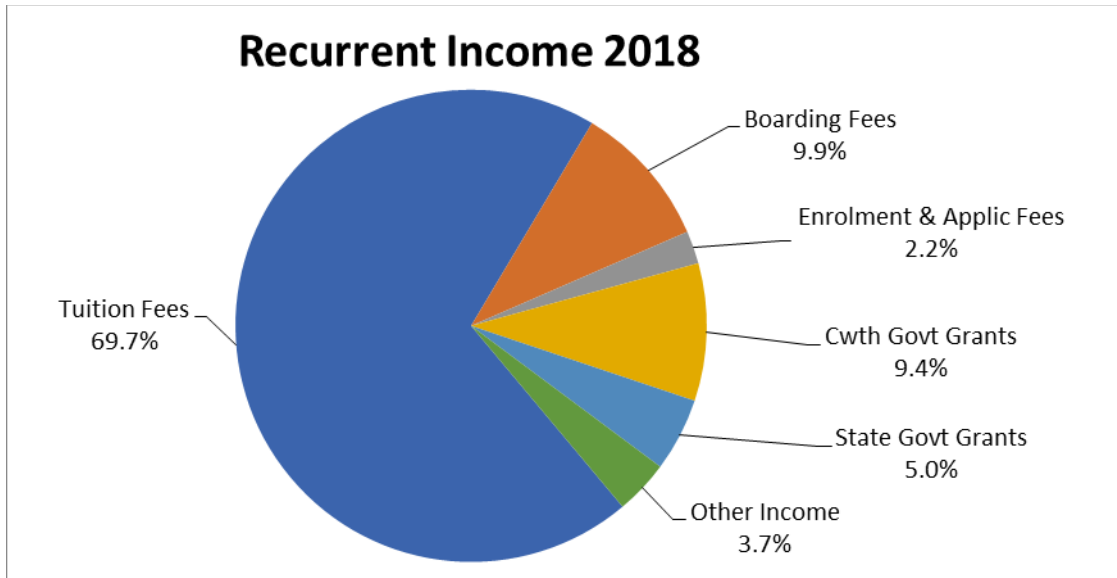
Overall there is a high level of teacher satisfaction at the College. Academic staff continue to rank their commitment to the Mission of the College and the challenge of making a difference to the students as very high. Staff were surveyed in regard to professional learning opportunities and they value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

Area 13

Summary Financial Information

13.1 COLLEGE INCOME

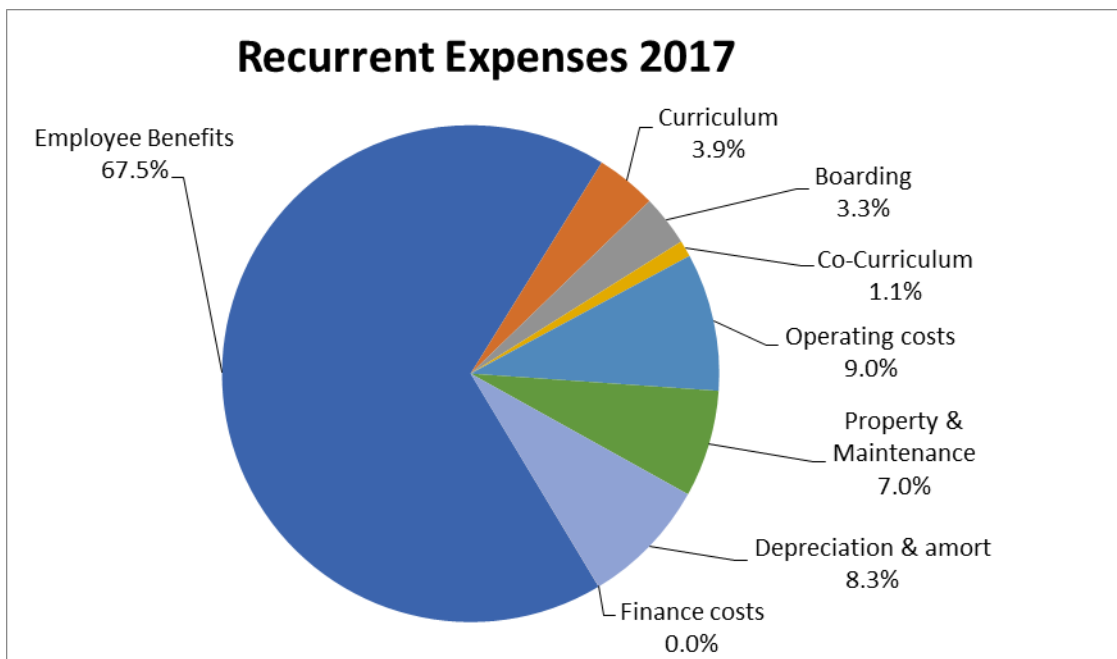
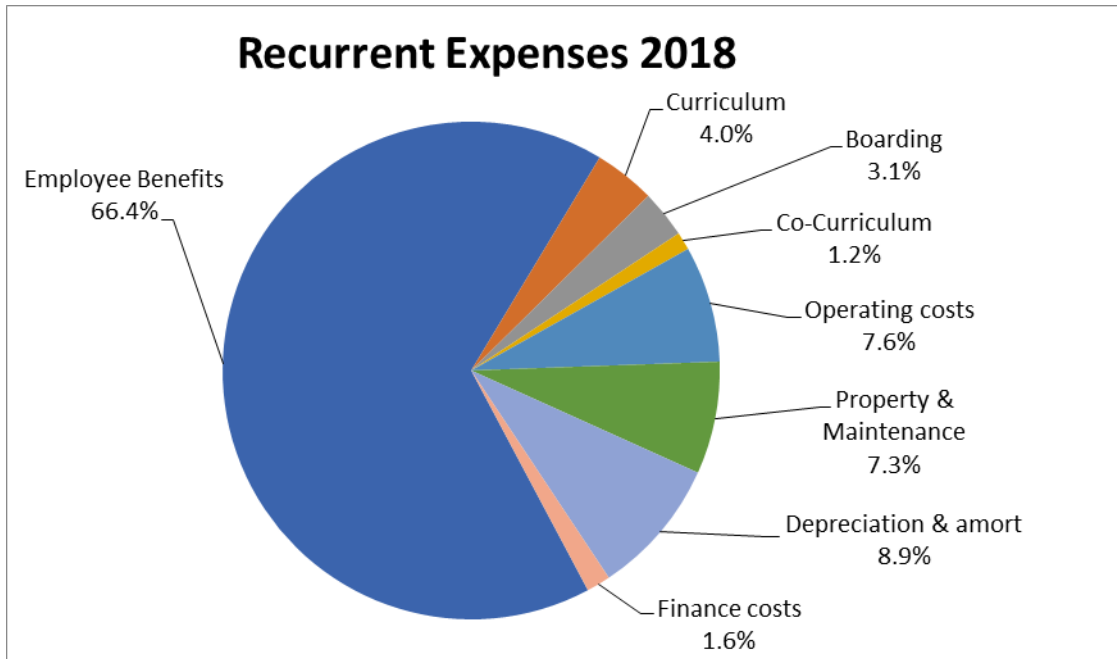
An analysis of the College recurrent income during 2018 by source is compared with 2017 below:



Recurrent Income increased in 2018 by 3.8%. Major changes in income for the year related to scheduled annual increases in Tuition Fees and Boarding Fees for 2018 of 4.75% and 4% respectively. Enrolment and Application Fees were down by 9.4% while Other Income was down by 8.3%.

13.2 COLLEGE EXPENDITURE

An analysis of the College recurrent expenditure during 2018 by expense category is compared with 2017 below:



Recurrent Expenditure rose by 4.3% during 2018. Major changes in expenditure outside expected inflationary increases included:

- / Employee Benefits expenses increased by 2.8% despite there being no significant changes in staffing levels due to the 2.5% salary increase for staff in accordance with the multi-enterprise agreements, a 3.5% increase to the Modern Award (applicable to co-curriculum staff) and staff achieving progression to the next proficiency band.
- / Curriculum and other education expenses increased by 5.1% and Co-Curriculum expenses increased by 13.9% (both excluding employee benefits expenses).

- / Property and maintenance expenses increased by 9.3% due to the increased cost of electricity, cleaning, painting and other general repairs and maintenance.
- / Depreciation and amortisation expenses increased by 12.0% due to the increased depreciation associated with the completion of the \$20mill Therry Building project and the amortisation cost of the College's new site lease.
- / Finance costs increased from nil in 2017 to almost \$1 mill due to the interest implicit in the College's new site lease and new borrowings that were required to complete the Therry Building project.

The College's Ignis Project is the staged redevelopment of the College in accordance with the College Master Plan approved by the NSW Department of Planning & Environment in 2016. Work commenced on the first stage of the Ignis Project, being the \$20 million redevelopment of the Therry Building, in late 2016 and continued throughout 2017 before being completed midway through 2018. The new Therry Building and associated landscaping was progressively occupied by the College during Term 2, 2018, and was fully operational by the start of Term 3, 2018.

In addition to the Ignis Project, other capital works projects were undertaken in 2018 including:

- / completion of the upgrade of the TAS faculty area;
- / upgrades to equipment in the main (boarding) kitchen;
- / a new Covered Outdoor Learning Area for the Agriculture faculty;
- / upgrades to the bathrooms in Kevin Fagan House and Charles Fraser House (boarding);
- / upgrade of the fire detectors in the Vaughan and O'Neil buildings (teaching & learning).

The College continued its 'one to one' computer device program for all students at the College as well as continuing to invest in ICT hardware and network infrastructure.

Mr Philip Dean
Director of Operations