

**Saint Ignatius' College**  
RIVERVIEW

---

# **2019 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 each year
  - public disclosure of the report within six months of the end of a year by making it available on the College website and available on request 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>4</b>
1.1 The College Board	4
1.2 The Representative Student Council	6
<b>Area 2: Contextual Information and Characteristics of the Student Body</b>	<b>7</b>
2.1 College Statement	7
2.2 The Co-curriculum Report	7
<b>Area 3: Student Outcomes in Standardised National Literacy and Numeracy Testing</b>	<b>10</b>
<b>Area 4: Senior Secondary Outcomes</b>	<b>11</b>
4.1 Record of School Achievement	11
4.2 Academic and Non-Academic Pathways	11
4.3 The Higher School Certificate 2019	11
<b>Area 5: Professional Learning and Teacher Qualifications</b>	<b>15</b>
5.1 Professional Learning	15
5.2 Teacher Accreditation Support Program	16
5.3 Teacher Standards	17
5.4 Complaints and Grievances Procedures	17
<b>Area 6: Workforce Composition</b>	<b>18</b>
<b>Area 7: Student Attendance, Retention Rates and Post-school Destinations</b>	<b>19</b>
7.1 Student Attendance	19
7.2 Retention rates	19
7.3 Post school destinations	19
<b>Area 8: Enrolment Policy</b>	<b>21</b>
<b>Area 9: School Policies</b>	<b>22</b>
9.1 Student Welfare	22
9.2 Anti-bullying	22
9.3 Student Code of Conduct	22
9.4 Reporting Complaints and Resolving Grievances	23
<b>Area 10: School Determined Improvement Targets</b>	<b>24</b>
10.1 Achievement of Priorities Identified in 2019	24
10.2 Priorities Identified in 2019	30
<b>Area 11: Initiatives Promoting Respect and Responsibility</b>	<b>32</b>
<b>Area 12: Parent, Student and Teacher Satisfaction</b>	<b>34</b>
12.1 Parent Satisfaction	34
12.2 Student Satisfaction	34
12.3 Teacher satisfaction	34
<b>Area 13: Summary Financial Information</b>	<b>35</b>
13.1 College Income	35
13.2 College Expenditure	36

# 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 its 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 2019 were as follows:

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

The major activities of the Board for 2019 are listed as follows:

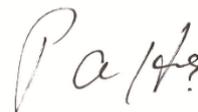
- / Approval of the school finances including fees, loans, debtors, repayment schedules, billing procedures and financial modelling.
- / Discernment of the structure and delivery offerings of the Regis Campus.
- / Appointment of a Project Manager and Architect for Stage 2 of the Ignis Project.
- / Commenced discussions regarding the naming of Stage 2 of the Ignis Project.

- / Establishment of two Committees of the Board – Education Committee and the Ignatian Ethos, People and Culture Committee.
- / Reviewing and updating of the Mirrabrook Licence Deed.
- / The oversight of the School Goals as part of the Strategic Directions Document (2015-2020).
- / A College-specific day of strategic alignment and a 2-day Combined Board Retreat.
- / Through various sub-committees of the Board, oversight of developments in Teaching and Learning, Pastoral Care, Information Technology, Risk Management and Advancement.
- / Review of the College Enrolment policy and procedures.
- / A review of Stage 6 Curriculum and a review of Licona.
- / 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;
  - Immunisation
  - Therapy Dog
  - Community Code of Conduct
  - Procurement
  - Long Service Leave
  - Holding Fee
  - Schedule of Delegations

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 Proctors.

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 2019, the RSC raised funds for a variety of Ignatian charities through social and awareness-raising events and dances.

Throughout 2019, 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 2019 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. Co-Curriculum is significant for enriching students on an emotional, cognitive, physical, and social level. This can often be seen in the hidden curriculum (unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn). Co-curricular activities have also acted as a catalyst for the promotion of national integration, co-existence, cultural values, and general health and well-being for all our students.

Students continued to participate in large numbers across the wide offering of sports. In summer the majority of boys participated in Basketball, Cricket and Rowing which have been offered at the school for many decades. In the winter the 3 main codes of Rugby, Football and AFL continued to 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 5 years.

TABLE 1. SPORTS PARTICIPATION TABLES

WINTER SPORT	NUMBERS	SUMMER SPORT	NUMBERS
Australian Rules Football	130	Baseball	35
Cross Country Running	13	Basketball	540
Fencing	15	Fencing	12
Football	420	Golf	20
Martial Arts	15	Martial Arts	16
Mountain Bike Cycling	20	Mountain Bike Cycling	68
Rugby	635	Rowing	195
Volleyball	58	Sailing	48
Winter tennis	25	Summer athletics	35
Exempt (elite, injury, Year 12)	71	Surf Life Saving	42
		Table Tennis	18
		Tennis	115
		Touch football	52
		Water polo	90
		Exempt (elite, injury, Year 12)	58

All Riverview teaching staff are involved in Co-curriculum in some form through the staff points system, on top of this a large number of external coaches work across over 20 sports and other non-sporting activities. In the last few years, as non-teaching staff numbers rise, it has become vitally important to have ongoing coaching education across our sporting landscape. To this end, we continue to expand our number of coaching coordinators, whose roles involve observing and offering feedback and coaching materials. We will continue to strive to give all students at all levels the best opportunities to learn and grow in their sporting endeavours.

Riverview teams continued to strive for the *magis* and were rewarded with great success.

## SUMMER

During the summer, teams who participated in competitions were again highly successful:

- / **ROWING:** At the Head of the River, the 1<sup>st</sup> and 2<sup>nd</sup> IV won trophies.
- / **BASKETBALL:** 1<sup>st</sup> Basketball won an undefeated premiership for the first time in 41 years, then went onto win the CIS and NSW Championships for the first time in the College's history. The 2<sup>nd</sup> V Basketball side won the GPS Premiership for a third year in a row.
- / **GOLF:** 1<sup>st</sup> Golf won the Interschools competition.
- / **MOUNT BIKING:** The Riverview Mountain Bike team took home the crown of Best School in Australia at the Thredbo National Championships for the second year in a row.

In December, 30 senior Basketballers travelled to Melbourne to participate in the Schools National Championships. Our GPS and NSW Champion Team had the honour of participating in the Championship Division and finished a creditable 7<sup>th</sup> Place in the country.

## WINTER

- / **AFL:** 1<sup>st</sup> XVIII AFL team finished second in the NSW Independent Schools AFL Competition.
- / **FOOTBALL:** 1<sup>st</sup> XI Football side won the GPS Premiership for the 2<sup>nd</sup> year in a row.
- / **RUGBY:** Our 1<sup>st</sup> and 2<sup>nd</sup> XV Rugby teams both finished 4<sup>th</sup> place in the GPS Rugby Premiership.

In Jesuit Schools' Championships, we won the Jesuit Basketball carnival in Adelaide in September. Individual students made Australian sides and won national titles in sports such as Water polo, Track and Field and Skiing during 2019.

## PERFORMING ARTS

Performing Arts continued to flourish at the College in 2019. As per the Jesuit tradition, a theatrical play was practised and performed by all year groups from Year 7 through to Year 12. Theatresports has continued to grow in popularity with numbers of boys participating swelling to nearly 200. In 2019 it was the Senior school students' turn to perform in a musical. Over 150 students across Years 9-12 performed the classic *The Adams Family* to sell-out crowds over four nights. The expertise on display was evident in the boys and the girls' schools who participated.

400 boys play musical instruments at the College in over 15 musical ensembles. Most of the ensembles competed in eisteddfods and gained placings and honourable mentions.

## DEBATING AND PUBLIC SPEAKING

Debating and Public Speaking have been traditionally very successful in the College. In 2019, College Dux Sebastian Braham won the highly prestigious **Lawrence Campbell Oratory Competition**, bring the trophy back to Riverview for the first time in 25 years.

## TOURS

Interstate and international sporting and Co-curriculum tours are ingrained 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.

Finally, during 2019 a comprehensive review of Co-curriculum was undertaken at the College. It resulted in a list of recommendations that will form the basis of improvements that will be integrated into our programs in coming years.

**Mr 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

2019	YEAR 5		YEAR 7		YEAR 9	
NAPLAN Test	School	State	School	State	School	State
Reading	70%	37%	52%	30%	42%	24%
Writing	44%	16%	32%	15%	24%	10%
Spelling	52%	38%	48%	33%	35%	23%
Grammar and Punctuation	62%	37%	42%	29%	31%	19%
Numeracy	60%	36%	63%	41%	65%	32%

Mr Russell Newman  
*Deputy Principal Teaching & Learning*

# Area 4

## Senior Secondary Outcomes

### 4.1 RECORD OF SCHOOL ACHIEVEMENT

In 2019, two 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 may not choose subjects that will lead to an ATAR but provide a knowledge base and skills relevant to their career aspirations. In 2019, seven students (3.04%) accessed VET/TVET courses external to the College in Construction, Automotive, Entertainment, Horticulture and Hospitality, with five students attaining a VET qualification in addition to their HSC qualification. Two of these students achieved 'Skills for Work' TVET qualifications. Also, in 2019, nine students opted out of the ATAR pathway by selecting a pattern of study which did not qualify for an ATAR result.

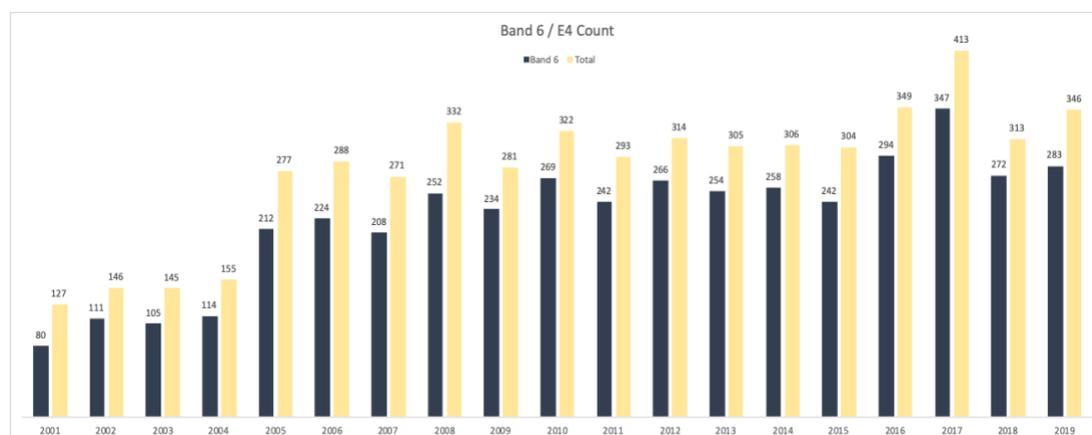
### 4.3 THE HIGHER SCHOOL CERTIFICATE 2019

In 2019, 307 students completed examinations for the Higher School Certificate. 230 of these were Year 12 students, in addition to 76 Year 11 students and one Year 9 student who accelerated in one or more of the following subjects: *Studies of Religion 1 unit, Mathematics, Mathematics Extension 1, Mathematics Extension 2, Engineering Studies and Information Processes and Technology.*

## DISTINGUISHED ACHIEVERS

The 2019 students gained a total of 346 Band 6 and Band E4 results.

Graph 1. HSC E4 and Band 6 Results



## PREMIER'S ALL-ROUNDER AWARDS

15 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:

- / 1<sup>st</sup> place in NSW in Classical Greek Continuers
- / 1<sup>st</sup> place in NSW in Classical Greek Extension
- / 3<sup>rd</sup> place in NSW in English Standard
- / 5<sup>th</sup> place in NSW in Engineering Studies (Year 11 Accelerant)
- / 15<sup>th</sup> place in NSW in Business Studies

## ATAR STATISTICS

The highest ATAR for Riverview in 2019 was 99.95. In addition, 11 students achieved an ATAR above 99 and 93 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 Extension, Classical Greek Continuers, Classical Greek Extension, French Extension, History Extension, Italian Continuers, Italian Extension, Latin Continuers, Latin Extension, Music 1, Music 2 and Music Extension.

**In the following 21 subjects, students achieved 5% or more above the NSW state mean:**

Agriculture, Ancient History, Business Studies, Chemistry, Classical Greek Continuers, Drama, Economics, Engineering Studies, English Studies, English Standard, English EAL/D, Industrial Technology, IPT, Italian Continuers, Legal Studies, Mathematics Standard 2, Mathematics, Modern History, Music 1, PDHPE, and Physics.

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

COURSE NAME	NO. OF STUDENTS	RIVERVIEW % BAND 6 OR E4	RIVERVIEW % BAND 5 OR E3	RIVERVIEW % BANDS 5 & 6 E3 & E4
Agriculture	17(-)	11.76(+)	52.94(+)	64.70(+)
Ancient History	8(-)	25.00(+)	62.50(-)	87.50(+)
Biology	44(+)	0(-)	31.81(-)	31.81(-)
Business Studies	112(+)	30.35(+)	40.17(-)	70.52(-)
Chemistry	27(-)	18.51(+)	70.37(+)	88.88(+)
Chinese Continuers	8(-)	50.00(-)	37.50(+)	87.50(-)
Chinese Extension	4(-)	75.00(+)	25.00(-)	100(=)
Classical Greek Continuers	1(=)	100(+)	0(-)	100(=)
Classical Greek Extension	1(=)	100(+)	0(-)	100(=)
Drama	16(-)	18.75(-)	68.75(+)	87.50(-)
Economics	79(+)	32.91(-)	54.43(+)	87.34(+)
Engineering Studies	18(-)	22.22(-)	33.33(-)	55.55(-)
English Studies (Exam)	1	0	0	0
English Advanced	176(-)	26.70(+)	60.22(+)	82.92(+)
English Standard	45(-)	4.44(+)	26.66(+)	31.10(+)
English EAL/D	1	0	0	0
English Extension 1	24(+)	58.33(+)	33.33(-)	91.66(-)
English Extension 2	7(+)	71.42(+)	14.28(-)	85.70(-)
French Continuers	4(-)	50.00(+)	25.00(-)	75.00(-)
French Extension	3(=)	0(-)	100(+)	100(+)
Geography	26(+)	7.69(-)	57.69(+)	65.38(+)
History Extension	9(-)	66.66(+)	33.33(-)	100(+)
Industrial Technology	21(-)	0(=)	33.33(-)	33.33(-)
Info Processes Technology	11(-)	27.27(+)	36.36(-)	63.63(-)
Italian Continuers	2(+)	0(-)	100(+)	100(=)
Italian Extension	1(-)	100(+)	0(-)	100(=)
Latin Continuers	5(+)	40.00(-)	60.00(+)	100(=)
Latin Extension	2(-)	100(+)	0(-)	100(=)
Legal Studies	23(+)	30.43(+)	43.47(-)	73.90(-)
Mathematics 2 unit	126(+)	40.47(-)	32.53(-)	73.00(-)
Mathematics Standard 1 (Exam)	4	0	0	0
Mathematics Standard 2	97	12.37	43.29	55.66
Mathematics Extension 1	61(-)	42.62(+)	52.45(-)	95.07(+)
Mathematics Extension 2	24(+)	33.33(+)	54.16(-)	87.49(-)
Modern History	37(-)	18.91(+)	62.116(+)	81.07(+)
Music Extension	1(=)	100(+)	0(-)	100(=)
Music 2	5(+)	20.00(+)	80.00(-)	100(=)
Music 1	14(+)	57.14(+)	42.85(-)	100(=)
PDHPE	63(-)	7.93(-)	52.38(+)	60.31(+)
Physics	18(-)	33.33(+)	33.33(+)	66.66(+)
Primary Industries (Exam)	8(-)	0(=)	12.50(+)	12.50(+)

Studies of Religion 1 unit	115(+)	19.13(+)	44.34(+)	63.47(+)
Studies of Religion 2 unit	64(-)	18.75(+)	40.62(-)	59.37(+)
Visual Arts	22(-)	36.36(+)	50.00(-)	86.36(+)

(+) indicates greater than 2018

(=) indicates equal to 2087 result

(-) indicates lower than 2018

**Mr Russell Newman**  
*Deputy Principal Teaching & Learning*

# Area 5

## Professional Learning and Teacher Qualifications

### 5.1 PROFESSIONAL LEARNING

In 2019, 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 2019 included a renewed focus on differentiation and inclusive practices to support the implementation of structures needed to meet legislative requirements for the Nationally Consistent Collection of Data (NCCD) for teaching and learning at all stages. The new Stage 6 Syllabus implementation, the use of evidence-based teaching strategies and integrated learning in addition to Ignatian Spirituality, staff and student wellbeing were all focus points again across the year. The College complemented the use of internal expertise by engaging a number of external providers to deliver a range of 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 12 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. 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 whilst being supported back at the College with time for faculties to collaborate and plan. As part of the staff Wellbeing Day, we invited author and presenter of the 'Walker Connection Model', Dr Ali Walker from the University of New South Wales, and Gillian Coutts from The Potential Project, to present their models of wellbeing around relationship connectedness and mindfulness training.

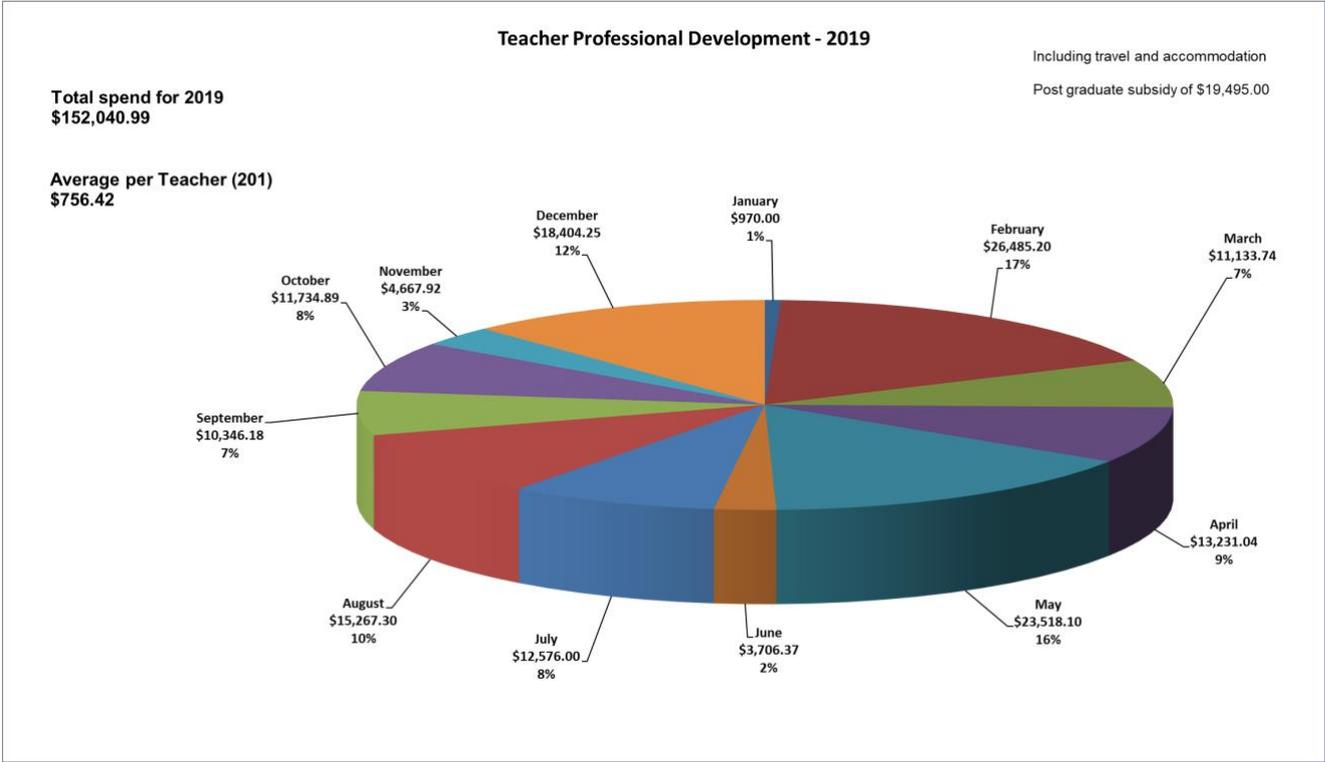
The Review and Development process for teachers ran effectively for the fifth year and involved 53 teachers, 6 leaders and a team of 9 Companions (as well as the Head of Professional Learning, one consultant and one teacher accredited at Highly Accomplished Teacher level). Whilst the core elements of the review and development process remained unchanged, several elements trialled in 2018 were implemented throughout 2019. The process evolved with the creation of cross-faculty professional learning communities (PLC) and the provision of time during regular staff meetings for these PLC groups to meet and collaborate, under the facilitation of the Companion team. The PDHPE Faculty trialled their own PLC, being facilitated by their Companion, where they focussed on a bespoke Faculty goal to improve student outcomes. This was driven by a series of developmental reflection and evaluative focus areas, which will be mirrored into the future. 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.

Nineteen educators from the Philippines, Hong Kong, Japan and Indonesia were hosted by Saint Ignatius' College Riverview for the Ignatian Teacher Program workshop which was held from November 10 to 15. The focus of the workshop was on the Ignatian Pedagogical Paradigm and teachers

as companions walking ‘Through the Eyes of Student’. The international guests were immersed in the context of the College, as they shared a day with a Year 11 student, moving with them from class to class, doing the work and gaining an understanding of the culture of learning through the Ignatian Pedagogical Paradigm (IPP). Delegates shared their contexts, and ways that the IPP shapes the culture of learning and formation within their schools, as well as being fully immersed in the culture of the College and Sydney itself; the sharing, conversation and deliberate immersion into the day of the boys was very powerful.

During 2019 nine 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 2019**



**5.2 TEACHER ACCREDITATION SUPPORT PROGRAM**

The College continued to formally support both Proficient Teacher and Experienced Teacher Accreditation in 2019. The College in its capacity as the Teacher Accreditation Authority (TAA) for Mirrabrook Early Learning Centre supported teachers to achieve their accreditation at Proficient Teacher level.

The Proficient Teacher program consequently involved a group of 20 graduate or early career teachers across Mirrabrook Early Learning Centre, Regis and the Senior School. Organised by the coordinator of accreditation, fortnightly sessions on managing classroom behaviour, Ignatian pedagogy, differentiation, writing programs and creative pedagogies, preparing for parent teacher interviews, lesson observations and planning for quality professional learning were offered by experienced teachers within the College. For Mirrabrook, the focus for teachers was on the 21<sup>st</sup> century early education pedagogy. For 7 of those teachers, those in their second year of the program or teachers who had come from overseas, an individualised course, working with the coordinator of accreditation one-on-one was scheduled to allow for flexibility and individualised timelines. From this cohort, 13 were successful in completing their accreditation at Proficient Teacher Level before the end of 2019.

Experienced Teacher Accreditation is a voluntary level of accreditation through the Independent Schools Teacher Accreditation Authority (ISTAA) and Riverview supported 5 staff members in 2019 towards their successful completion of this rigorous and externally assessed accreditation level. The accreditation also included external professional learning through the AIS and was supported from within which included regular lunchtime meetings and extensive one-on-one sessions.

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 201 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 on-line in through the College intranet.

During 2019 the College provided a professional learning session for all staff on Bullying, Discrimination and Harassment in the workplace. This session was facilitated by an Employment Relations Advisor/Solicitor from the Association of Independent Schools NSW.

The College had very few formal complaints or grievances during 2019. However, those that were received were successfully resolved through mediation or other established practices.

**Mrs Sally Tranter**  
*Deputy Principal Staff*

# Area 6

## Workforce Composition

In 2019, Saint Ignatius' College Riverview employed 452 full-time, part-time, contract and casual staff. Of these, 201 were full-time or part-time teachers with a total composition of 52% male and 48% female. The application process allows for prospective employees to identify themselves as Aboriginal or TSI. The field is not mandatory due to the Privacy Act, but two have identified themselves as being Aboriginal or TSI.

On average, teachers at the College attended 93.29% 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 82%.

**Mrs Sally Tranter**  
*Deputy Principal Staff*

# Area 7

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

### 7.1 STUDENT ATTENDANCE

On average 95.75% of students attended school on a typical school day in 2019. This was slightly less than the attendance rate in 2018 (96.25%) 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 – 94%
- / Year 9 – 95%
- / Year 10 – 95%
- / Year 11 – 96%
- / Year 12 – 97%

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

95% of those students in Year 10, 2017 completed Year 12, 2019 at the College. This is one percent better same as than the retention rate from 2016.

### 7.3 POST SCHOOL DESTINATIONS

Of the 11 students who left the College in Year 10 or 11, the majority left at their parents' request and chose to continue formal education in another school.

Of the 233 Year 12, 2019 graduates, nine joined the year group in Year 11. No new students joined the Year 12 cohort in 2019. 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.

**Mr Brett Houghton**  
*Head of Technology & Innovation*

# Area 8

## Enrolment Policy

There were no changes to the College's Enrolment Policy or the Enrolment Contract in 2019.

**Mrs Kim Clarke**  
*Registrar*

# 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 2019.

### 9.2 ANTI-BULLYING

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

The full text of the Statement is available on the College internal portal, accessible to staff. There were no changes to this policy in 2019.

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 2019.

### 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 2019.

## **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 2019.

**Mr Patrick Lowe**  
*Deputy Principal Students*

# Area 10

## School Determined Improvement Targets

### 10.1 ACHIEVEMENT OF PRIORITIES IDENTIFIED IN 2019

AREA	2018 IDENTIFIED PRIORITIES	ACHIEVED IN 2019
<b>Faith Formation and Ignatian Spirituality</b>	Implementation of Loyola (first session) and Manresa (second session) cohorts of the Seminars in Ignatian Leadership.	/ Successful implementation of Manresa and Paris Seminars in Ignatian Leadership. / A second series of Seminars are planned to begin in April 2020.
	Expand the number of staff willing and able to facilitate days of formation and reflection.	/ We have expanded our facilitators for the days of formation and reflection by four additional staff members.
	Undertake the recommendations of the Ethos and Identity Review that relate to the Ignatian Centre.	/ The role descriptions of the Lay Chaplain, Ignatian Coordinator and the Spiritual Director have all been rewritten and implemented. / Item 3 speaks to developing the practice of the Examen as an ongoing target. After a number of school wide digital and face to face interventions, the average participation rate has moved to 71.72% in 2019.
<b>Teaching and Learning</b>	Develop Evidence-Based Teaching Practices	/ 1.5 Staff Development Days were dedicated to identifying various forms of evidence available to staff and developing intervention strategies aligned to improving outcomes for all students. / Heads of Faculty (x6) undertook data-related projects with their faculties as their Professional Review and Development process and these were presented back to all staff during Staff Development Day sessions and staff meetings. The data projects ranged in scope and application. / A representative group of Heads of Faculty formed a 'Program Reference Group' to review best practice and to create templates for each faculty to assist with their design of Canvas pages which would accurately flow through to InsideView dashboards. / InsideView was updated to include 'Academic Progress' for students, staff and parents to access. This now includes a 'To Do' tab which identifies upcoming tasks, a 'Results' tab which calculates each students' cumulative total score in each course, a 'Feedback' tab which brings in the latest task-related feedback from Canvas and a 'Reports' tab for students to readily access all pdf reports.

		<ul style="list-style-type: none"> <li>/ AYRA continues to develop the dashboard which will provide the above information but in a more visual way.</li> <li>/ SELT surveys were conducted in Term 2 and results were presented to staff and Heads of Faculty. Heads have engaged with each of their staff in professional ‘open to learning’ conversations with the SELT information as a reference.</li> <li>/ Staff PRD and Companion work has been focused on the use of data for the entire year. Teachers are now much more familiar with how to use data in the classroom to improve their practice.</li> <li>/ SCOUT training was conducted by the AIS for key members of staff in November.</li> <li>/ The Regis Campus continued to use diagnostic information to align staff development opportunities and to enhance the learning of students in Stage 3.</li> <li>/ Heads of Faculty have been reviewing the capabilities outlined in the Grad at Grad to review profile grades. Profile Grades are also being rationalised so as to become more consistent and relevant to our College Mission and context.</li> </ul>
	<p>Further enhance inclusive practices in the curriculum.</p>	<ul style="list-style-type: none"> <li>/ A Strong awareness of inclusive practices across the College was encouraged through Target One. Staff Development Days (0.8 in total) also provided opportunities to explore our practices in order to include access for all students.</li> <li>/ The College had a full census audit on its disability and inclusive practices through the NCCD process. This provided key personnel with clear directions and a context for reviewing all practices. Information was shared with Heads of Faculty and then all staff in order to develop a universal understanding of the requirements for adjustment and differentiation.</li> <li>/ A representative group of Heads of Faculty formed a ‘Program Reference Group’ to investigate ways to represent differentiated instruction and adjustments to assessments on programs and registers. NESAs now requires all teaching programs to be annotated with all adjustments. The team established protocols and developed templates for dissemination among the faculties.</li> <li>/ The Learning Enrichment team continued to upskill teachers and faculties in the development of adjusted assessments which allow all students to access tasks.</li> <li>/ A number of students were identified for ‘above-stage-acceleration’ in a number of subjects including maths, languages, English and Engineering.</li> <li>/ Students identified as requiring additional assistance as a result of long-term absence due to illness have been provided with individualised programs including one-to-one tutorials with staff as well as robotic access to classrooms.</li> </ul>

	Continue to develop integration of curriculum in Stages 4 and 5.	<ul style="list-style-type: none"> <li>/ Magis Program for 7 and 8 review conducted and changes made to existing programs as a result of the evaluation.</li> <li>/ Year 9 Magis program developed with the Heads of English, RE and History including assessments and adjustments.</li> <li>/ Completed a review of the Stage 6 Curriculum and recommendations implemented for Year 10 students choosing subjects this year. These changes will result in increased face to face teaching time for students in the senior years and will be rolled out over the next two years.</li> </ul>
	Continue to address concerns raised by stakeholders in relation to the perception of teaching quality in some areas.	<ul style="list-style-type: none"> <li>/ The 2018 MMG Satisfaction Surveys noted a significant improvement in this area in Year 7 and Year 12. This has been most encouraging given the volume of work that has been undertaken over recent years. Particular areas of focus include homework, student feedback (via assessment) and the general tone of the academic program. The SELT program has confirmed that there has been a sustained improvement across all levels of the College, as judged by the student perceptions of the learning environment.</li> <li>/ The College 'Complaints handling' policy was reviewed so that complaints and feedback are better recorded and dealt with by staff in a manner in which all staff may learn from the experience.</li> <li>/ The College website was updated to remove individual staff contact details which was replaced with generic contact/feedback form.</li> <li>/ Heads of Faculty met to review the MMG survey data for outgoing Year 12s and their parents as well as Year 7s. Heads chose one or two of the elements of the surveys to address with their teams over the year.</li> </ul>
<b>Pastoral Care</b>	Enhance all staff in their awareness of adolescent health and well-being needs and the legal protocols associated with it.	<ul style="list-style-type: none"> <li>/ Head of House as presenters in the horizontal pastoral programme.</li> <li>/ Mentor induction for new staff.</li> <li>/ MRG induction for new and existing staff.</li> </ul>
	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.	<ul style="list-style-type: none"> <li>/ Data analysis to include prevalence of C grades along with continued monitoring of D profile grades with appropriate intervention strategies.</li> <li>/ Diminished incidents of D tracking profile.</li> </ul>
	Revised vertical and pastoral programmes to	<ul style="list-style-type: none"> <li>/ Full implementation of boarding pastoral programme to run alongside mentor programme.</li> </ul>

	meet the pastoral needs of students and to enhance the accessibility of relevant health and wellbeing information for students and staff.	/ Revised management of Year 12 in Term Three with a Year 12 based colloquium for students and their parents to assist families in accessing NESAs information, clarity around schedules and deadlines and a clear understanding of the College expectations around farewells the embody the values of gratitude. / Dean of Pastoral care to lead a review of the Year 9 Challenge to measure how effective the programme is broadening Year 9 students sense of autonomy, leadership, worldliness and adaptability. / Vertical Pastoral programme updated online.
	Parents	Interactive pastoral care space whereby parents can engage with talks, videos, tip sheets and data to assist them in the support of their sons.
<b>Community Participation</b>	Consolidate relationships between OIU, P&F, BPA and PPA, with a focus on continuing support for rural families affected by the drought.	/ This goal has been achieved as a result of formal meetings between the College, the OIU, the P&F and the BPA. This occurs twice each year: early in the year to formalise the key objectives and priorities of each and then late in the year to assess the efficacy of outcomes and plan for the following year.
	Launch Capital Gifts Program.	/ This was not achieved due the difficulty associated with the search for the recruitment of the Director of Advancement. The matter remains in abeyance until a new Director of Advancement is employed.
	Undertake a visitation program to Boarding and Alumni communities.	/ The visitation program to boarding and overseas communities has been expansive with visits to the following locations: Newcastle / Dubbo / Warren / Nyngan / Bourke / Louth / Coonabarabran / Darwin / Mudgee / Tamworth / Young / Gunnedah / Singapore / Hong Kong / Beijing / Shanghai / Manilla / Orange / Forbes / Hillston / Griffith / Temora / Goulburn / A very successful Riverview in Asia late in the year was able to continue to build the network of community in Asia, particularly in Singapore and Hong Kong. The profile of the College continues to grow in these cities, with Hong Kong now the single most prolific place of origin for boarders. Major expos were held in Singapore and Hong Kong which were well attended, resulting in enrolments over the immediate and long-term future.
	Renewed links with key personnel in First Nations Program and articulation with OIU Mentoring Program.	/ With the departure of the former Co-Ordinator of the First Nations Program in mid-2018, a new structure has been required to coordinate the delivery of the First Nations Program. Over recent years increasing the profile of the program both internally and externally have been very pleasing. Part of the success lies in the strong cultural links that have been forged with the communities and the expansion of the Association of Independent Schools (AIS) Special Funding program that has calibrated the assessment and intake of First Nations boys. This is one area that needs constant

		<p>vigilance and very sensitive management. A significant promotion of the First Nations Program appeared as an editorial in the Sydney Morning Herald on October 12th.</p>
	<p>Strengthen links with Jesuit schools and agencies across the world, with a focus on Jesuit Universities in the United States.</p>	<p>/ The College continues its collaboration with the US Jesuit Schools Network in the ongoing development and implementation of the Seminars in Ignatian Leadership. The program has now been advertised to invite a second cohort commencing March 2020.</p> <p>/ Each year the College hosts the annual JCAP Ignatian Teacher Program. Educators from Indonesia, the Philippines, Pakistan, East Timor and Hong Kong Macau will take part in a week-long program at Riverview from 11 – 15 November 2019. This is a time of deep learning, conversation, formation, companionship and sharing with educators in Jesuit schools in the Asia Pacific region.</p> <p>/ The perennial exchange with Clongowes Wood in Ireland reaped appreciable results. In contrast, the seminal exchanges with Fordham Prep and Boston College have not had the same degree of support from Riverview families.</p>
<p><b>Resource, Environment and Risk Management</b></p>	<p>Complete design and costing structures as they relate to stages 2 &amp; 3 of Ignis Project (see Teaching and Learning Goal 1).</p>	<p>/ It was always intended that the design and costing structures of the next stage of the Ignis Project would relate to Stage 2. There has been an inordinate amount of work undertaken throughout the year by the Property and Building Committee and the Finance Committee, which has been reported to the Board on a progressive basis.</p> <p>/ It is intended that the key design and costing elements will be finalised by April 2020, in time to form a consolidated submission to JEA as per Province requirements.</p>
	<p>Progress the next two stages of the Residential building upgrade as it affects boarding.</p>	<p>/ The upgrade to the Head of Division (Yr 11) residence has been completed – on time and within budget. The Gate House project has been unnecessarily delayed by Development Approvals associated with trees and the Lane Cove Council. The integrity of the project has not been compromised but the time frames will not see this completed until later in 2020.</p> <p>/ The strategic intention to align all of the boarding residences in the same precinct remains unchanged, and to ensure greater equity associated with the quality and provision of the housing.</p>
	<p>Continue improvement reviews with school operations and implementation of existing recommendations.</p>	<p>/ The recommendations associated with the Licona Review have been implemented and these have been well-received by the community. In sum, the operations of the Licona facility were strongly endorsed with changes recommended in the area of opening times and an on-line service. The former has been altered on two different occasions and the latter has not been popular,</p>

		<p>largely associated with the nature of Licona as a clothing facility.</p> <p>/ The Co-curricular Review is a complex and multi-faceted process. The formal review of the program continues, in context of the data which has been analysed over recent years from the MMG Satisfaction Surveys. As these have had interventions on a recurrent basis, there has been a significant improvement in the student and parent response over the last three years, as attested to by MMG data. This accepted, there is still more work to be done. A further report associated with the next stage of the review will be presented to the Board by the end of the year. One remaining and complex area of this review is the staff expectation and emoluments, which will be a matter to pursue in its own right as we come into 2020.</p>
	Implementation of Risk Management priorities as identified by Risk Committee.	<p>/ The 'Final Report' associated with key exposures resulting in risk management priorities is still pending. The Risk and Compliance Committee has been waiting for this for many months and while subsequent drafts and updates of the report have been forthcoming, the Final Report is yet to arrive. Subsequent to that, key risks and melioration strategies will form the basis of response as priorities for 2020 are identified.</p>
	Expand the compliance function of the College by creating an internal audit review function as part of risk and compliance.	<p>/ The College has delayed the creation of an internal audit review function until 2020 and will re-advertise the internal audit position in 2020. The College is in the process of engaging a contractor to perform room audits and an accounts payable audit during term 4. The Head of Technology and Innovation has conducted a security audit of Office 365 and the report will be presented to the ICT Committee.</p>
	Saint Ignatius College to become accredited as a Child Safe Organisation.	<p>/ There has been extensive work undertaken in this area. On-line staff training for all substantive and contract staff was completed early in the year, while the Province status of volunteer staff remains unclear at this point. Policy formation has occurred within the context established by the Province and the school's response has been in accord with Province expectations. This includes student and parent focus groups as consultation mechanisms in the area of policy and practice.</p> <p>/ Over the course of 2019 there has been three meetings per term to ensure that the momentum associated with ACF accreditation is maintained. There is no perceived impediment to the College securing the ACF accreditation requirements by the end of 2020, as has been signalled over the last 2 years.</p> <p>/ Since May 2018, major steps have been taken towards gaining Child Safe Organisation accreditation. Underpinned by the principle that adopting explicitly stated Standards gives organisations practical and effective steps to protect children and young people, the</p>

		<p>College is guided by the Seven Standards that form the core of the Safeguarding Children Program. To date, and by methodically working through these Standards, the College is currently able to;</p> <ul style="list-style-type: none"> <li>○ demonstrate a clear commitment to Safeguarding Children in an official Statement</li> <li>○ clearly outline the appropriate safeguarding practices and expected behaviours of all personnel and the wider College community members</li> <li>○ provide a recruitment and screening process</li> <li>○ invite the children and young people in our College to partake in the decision-making process that directly affects them.</li> </ul>
	<p>Recycling and waste management as they relate to the Therry Building and site expansion; and the Refectory and Canteen, to be documented and approved.</p>	<p>/ Held over, given the secondment of the current incumbent to another catholic agency earlier in the year.</p>

## 10.2 PRIORITIES IDENTIFIED IN 2019

AREA	PRIORITIES IDENTIFIED IN 2019 FOR 2020 IMPLEMENTATION
<b>Ignatian Spirituality and Faith Formation</b>	Modification to the model for Staff Formation Delivery.
	To deliver a Leadership for Mission workshop.
	Year 11 Day of Reflection.
	Provincial IPP Workshops to further enhance awareness and understanding of the IPP in order to embed the paradigm in a more sustainable manner.
	Continue development of the Seminars in Ignatian Leadership Program.
<b>Teaching and Learning</b>	Refine faculty approaches to application grades within the context of the 'Graduate@Graduation'.
	Implement a community-wide data dashboard and review complementary reporting practices.
	Formulate a whole of College 'Teaching and learning Framework' in line with a 'Professional Learning Framework'.
	Develop inter-disciplinary Magis program for Year 10.
	Improved use of SELT data to respond to learning needs of students.
	Evaluate and develop the Teacher Review and Development Process to build a culture of high-quality teaching and learning across the College.

<b>Pastoral Care</b>	Respond to the ever-fluctuating challenges of adolescent health and well-being needs and the legal protocols associated with it while ensuring staff remain cognisant of staff sustaining personal well-being thus allowing for a healthy experience of their vocation.
	Use of report and 'YourView' survey data to inform staff on the importance of valuing processes of learning while streamlining processes associated with identifying students who are possibly at risk.
	Revised vertical and pastoral programs to meet the pastoral needs of students and to enhance the accessibility of relevant health and wellbeing information for students and staff including a greater focus on Stage Six pastoral initiatives associated with transitioning out of the College.
	Acknowledge that holistic adolescent development includes an awareness by all students of Environmental issues and for all members of the community to sustain habits that respond to Environmental needs.
	Continued formal training of Boarding Staff.
<b>Community</b>	Saint Ignatius College to become accredited as a Child Safe Organisation.
	Combined planning of complementary events via the OIU, P&F and SIC.
	Maintain domestic and international country visitation program to strategically promote boarding.
	Strategic Planning consultations with constituent members of the school community.
<b>Resource, Environment and Risk Management</b>	Strategic Planning process (2021-2025) to be undertaken and completed.
	Complete design and costings associated with Stage 2 of the Ignis Project.
	Update and implement Risk Management priorities as identified by Risk and Compliance Committee.
	Review environmental program for the way it responds to the UAP and the Province's Rio Action Statement.
	Prepare College for NESAs Registration and Accreditation 2021.
	Develop a centralised governance framework for the College.
	Property and Capital Works Projects.

**Dr Paul Hine**  
*Principal*

# 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 together with its determination to continually improve its value proposition and educational experience for the students.

These surveys were again undertaken in 2019 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 '*Not For Ourselves Alone*'. The Student Leadership Group drove initiatives that aimed at ensuring all students felt included and were given opportunities to express themselves in a pastoral, sporting or cultural contexts. A number of lunchtimes were used to hold student led activities where all students could represent their pastoral House. The lunch activities included chess, concerts, impromptu oratory, football, cricket, touch football, basketball and netball. The diversity of the activities gave witness to the aim of the Student Leadership Group to provide a context whereby all students felt they had an opportunity to thrive and feel part of something bigger than themselves. At each event, there were fundraising barbecues ensuring the Student Leadership Group were able to make a contribution to the Jesuit charities. The student leaders also led the annual 'Friends Listen' Assembly where they spoke strongly to supporting those with mental health and wellbeing needs.

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

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

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

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

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 2019, 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.

**Mr Patrick Lowe**  
*Deputy Principal Students*

# 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	85%	86%
Agree that the College provides a ‘safe and caring’ environment	87%	87%
Overall satisfaction with the management and leadership of the College	87%	85%

### 12.2 STUDENT SATISFACTION

STATEMENT	YEAR 7	YEAR 12
Overall satisfaction with education at College	83%	87%
Agree that the College provides a ‘safe and caring’ environment	76%	80%
Overall satisfaction with the management and leadership of the College	79%	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.

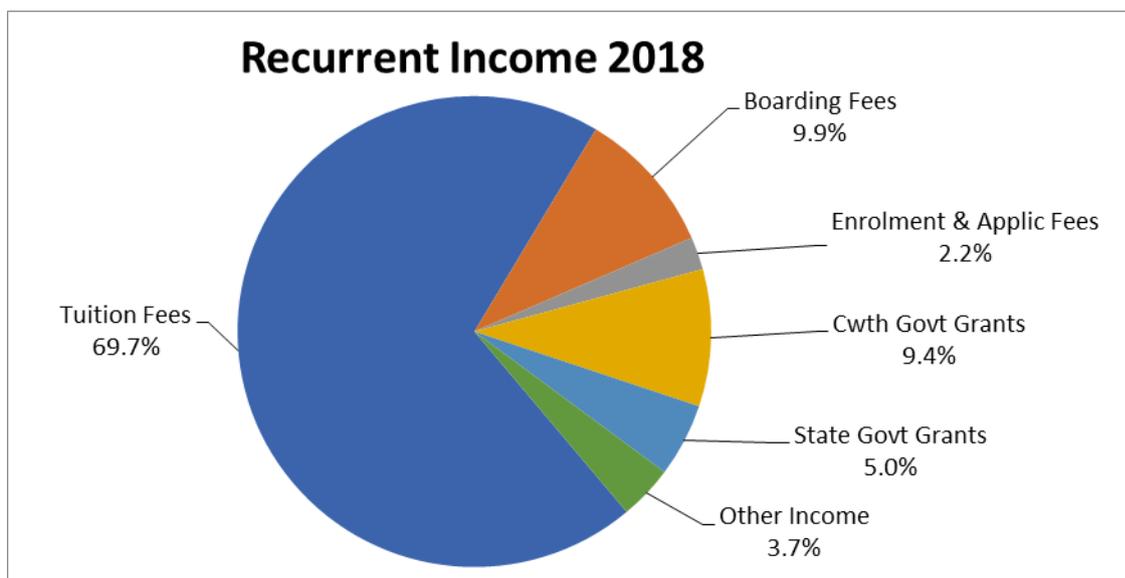
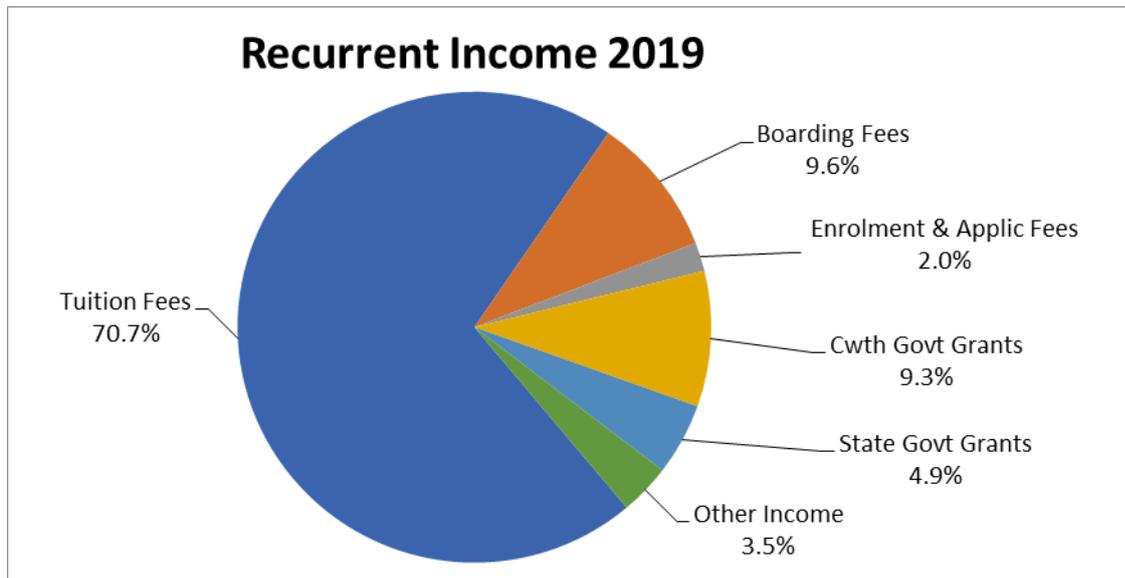
**Dr Paul Hine**  
*Principal*

# Area 13

## Summary Financial Information

### 13.1 COLLEGE INCOME

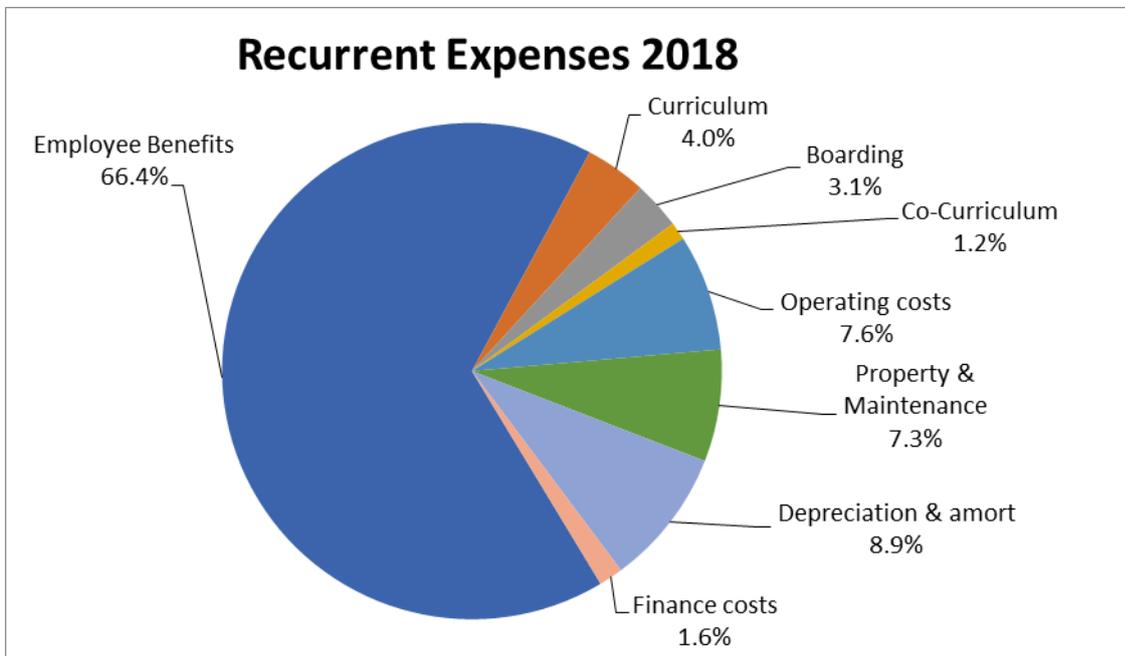
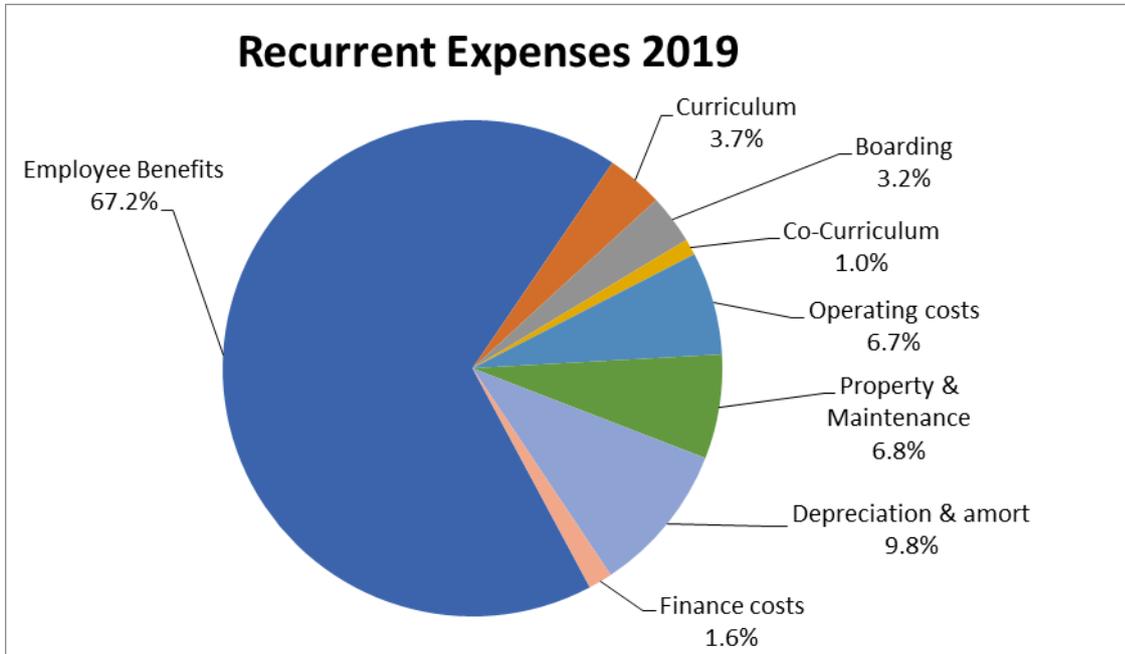
An analysis of the College recurrent income during 2019 by source is compared with 2018 below:



Recurrent Income increased in 2019 by 3.1%. Major changes in income for the year related to scheduled annual increases in Tuition Fees and Boarding Fees for 2019 of 4.75% and 4.0% respectively. Enrolment and Application Fees were down by 9.7% while Other Income was down by 3.1%.

### 13.2 COLLEGE EXPENDITURE

An analysis of the College recurrent expenditure during 2019 by expense category is compared with 2018 below:



Recurrent Expenditure rose by 2.2% during 2019. Major changes in expenditure outside expected inflationary increases included:

- / Employee Benefits expenses increased by 3.5% 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 3.0% increase to the Modern Award (applicable to co-curriculum staff) and staff achieving progression to the next proficiency band.
- / Boarding expenses increased by 6.1%, primarily due to an expanded and improved catering provision.
- / Depreciation and amortisation expenses increased by 11.9% due to there being a full year of depreciation in 2019 of the Therry Building that was completed in mid 2018.

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. Ignis Project Stage 1 (Therry Building) was completed in 2018. In 2019, the College commenced preliminary design work for Ignis Project Stage 2 which will be a new building for Science, Technological and Applied Studies, Engineering, Mathematics and PDHPE (STEMP). Subject to approvals, Ignis Project Stage 2 is scheduled to commence construction in late 2021, with an expected completion in 2023.

In addition to the Ignis Project, other capital works projects were undertaken in 2019 including:

- / replacement of the fire system (fire indicator panel and detectors) in Ramsay Hall and the O'Kelly Theatre;
- / installation of new air-conditioning on the Regis Campus;
- / new glass study areas and the completion of the bathroom upgrades in Kevin Fagan House (boarding);
- / upgrades to equipment in the main (boarding) kitchen;
- / alterations and additions to boarding staff residences;
- / replacement of the floor and upgrade of equipment in the Gartlan Centre weights room.

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*