

Saint Ignatius' College
RIVERVIEW

2020 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.

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Area 1

Messages From Key School Bodies

1.1 THE COLLEGE BOARD

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 2020 were as follows:

/ Mr Greg Mackay (Chair)	/ Dr Elisabeth Murphy
/ Ms Michelene Collopy	/ Mrs Rosalie Nott
/ Br Ian Cribb SJ	/ Mr Richard Pegum
/ Mr Harvey Gaynor	/ Mrs Diona Rae (from May)
/ Mr Tim Jarvis	/ Ms Miriam Stiel

The major activities of the Board for 2020 are listed as follows:

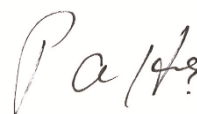
- / Three extraordinary Board meetings were held to approve the transition to the virtual learning environment, the safe return to school (face-to-face classes) and the financial assistance model for families who have lost their income due to COVID related matters.
- / Approval of the submission to the JEA Board and the Province (and ultimately Rome), seeking approval for an Ignis Stage 2 Project Budget of \$48.0M and borrowings of \$31.0M.
- / Approval of the Strategic Directions 2020 – 2025 document.
- / Approval of the school finances including fees, loans, debtors, repayment schedules, billing procedures and financial modelling.
- / Appointment of new members to the Finance, ICT, Risk and Compliance and Education Committee.
- / Review of Concussion Management processes and procedures at the College.
- / Continued discussions regarding the naming of Stage 2 of the Ignis Project.
- / Oversight of the Cultural Mapping and SSSA submission for Stage 2 of the Ignis Project.
- / Executed the Internet Service Provider contract for the College.
- / Undertook a Board review, resulting in specific priorities for 2021.
- / Participated in the Province Year 2 Formation Program.
- / Met (virtually) with both the outgoing and incoming College Student Leaders.

- / Through various sub-committees of the Board, oversight of developments in Teaching and Learning, Pastoral Care, Information Technology, Risk Management and Advancement.
- / Oversight of professional standards issues as they relate to historical episodes of child abuse and current child protection measures.
- / The Board were presented to at their 2020 meetings on the following matters:
 - 2019 HSC Results - Mr Russell Newman, Deputy Principal Teaching and Learning.
 - Ignis Stage 2 – PMDL and Mr Matt Gordan, Chair of the Property and Building Committee.
 - COVID-19 Confirmed Case Learnings - Mrs Sally Gates, Head of Risk and Compliance and Mr Adrian Byrne, Director of Boarding.
 - Regis Campus - Mrs Caitlin Remeus, Head of Regis.
 - Reflection from the Outgoing 2019/2020 Student Leaders - Archie Cornell, College Captain, Andrew Spring, College Vice Captain Day Boy and James Weston, College Vice Captain Boarders.
 - ICT - Mr Brett Houghton, Chief Information Officer.
 - Building Panelling and Concrete Cancer Works - Mr Matt Gordan, Chair of the Property and Building Committee.
 - Incoming 2020/2021 Student Leaders - William Martyr, College Captain, Thomas Hamer, College Vice Captain Day Boy and Toby Smith, College Vice Captain Boarders.
 - Pastoral Care – Mr Patrick Lowe, Deputy Principal Students and Mr Russell Kam, Dean of Students
- / Policy formation and implementation. Because of the need to update policy, both in format and content, the following policies were approved by Board;
 - Volunteer Recruitment and Registration
 - Fraud and Corruption Prevention
 - Policy Review
 - Work Health and Safety
 - Child Protection
 - Privacy

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 Greg Mackay
Chair



Dr Paul Hine
Principal

1.2 THE STUDENT LEADERSHIP GROUP

The Student Leadership Group (SLG) is elected by students and staff and is given responsibility for all forms of student leadership, including running House meetings, administering and operating inter-house events, coordinating House activities and College representation at various external events such as the Ignatian Inter Schools Forum.

The SLG is comprised of the three College Captains, House Captains, House Vice Captains and Prefects. The Group meets regularly, working collaboratively with the Deputy Principal Students and Dean of Pastoral Care to facilitate dialogue between the students and the College administration on decisions of significant impact to the student body. This encourages students to have input into formulating College policies and to provide feedback on issues impacting upon students. The meetings expose student leaders 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.

Election to the Student Leadership Group is a rigorous process that involves application, election by students and staff and Executive ratification. Given the importance of being a “Man for Others” it is incumbent on Student Leaders to not only be leaders among their cohort, but also to have successfully completed their Ignatian Service program. Indeed, many of the SLG in 2020 have exceeded the minimum hourly requirement for Ignatian Service.

Additionally, the SLG invests much effort into raising funds through events during 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 2020, the SLG raised funds for a variety of Ignatian charities through interhouse events and barbeques.

Throughout 2020, 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 2020 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 during the 2020 year were severely hampered by the COVID-19 pandemic, seasons were adjusted due to lockdowns, spectators were not allowed for the whole athletics and GPS winter season and safety protocols were put in place to protect the spread of the virus amongst students. The summer sport of Surf Life Saving was cancelled due to the inability to control health measure in a large community setting. Whilst our very strong Mountain Biking Team were unable to compete in the Thredbo National interschools competition which was cancelled.

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 did not 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	203	Basketball	490
Cross Country Running	17	Cricket	181
Fencing	22	Fencing	4
Football	420	Golf	16
Martial Arts	17	Martial Arts	10
Rugby	735	Mountain Bike Cycling	68
Volleyball	85	Rowing	195
Exempt (elite, injury, Year 12)	71	Sailing	18
		Summer athletics	20
		Swimming	50
		Table Tennis	14
		Tennis	143
		Touch football	72
		Water polo	60
		Exempt (elite, injury, Year 12)	60

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 co-ordinators, 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 2nd VIII, 2nd and 3rd IV won trophies.
- / **CRICKET:** The 1st XI won the GPS Premiership in a 3-way tie with Scots and Shore. In the 100-year history of the competition, this has only happened once before
- / **GOLF:** 1st Golf won the Interschools competition.

WINTER

- / **AFL:** 1st XVIII AFL team went undefeated against only a handful of GPS Schools who were allowed to participate
- / **FOOTBALL:** 1st XI Football side won the GPS Premiership for the 3rd year in a row.
- / **RUGBY:** Our 1st and 2nd XV Rugby teams both finished 4th and 2nd place respectively in the GPS Rugby Premiership.

National Carnivals that Riverview students regularly participate in – Jesuit carnivals, National Basketball and Volleyball were all cancelled in 2020 due to COVID and our students were not able to trial for national programs.

PERFORMING ARTS

Performing Arts continued at the College in 2020 in a much-reduced capacity, due to very strict social distancing requirements. There were musical ensembles that were able to connect with each other over the Zoom platform but were unable to practice in the same room in large numbers, as restrictions eased towards the end of 2020 musical groups recommenced activity. There were no Choirs until Term 4, even then under very strict rules. The middle school musical was unfortunately cancelled. On the stage, the Year 10 play was still prepared and performed in front of a camera and Zoomed to audiences, most other year group plays were cancelled.

DEBATING AND PUBLIC SPEAKING

Debating and Public Speaking have been traditionally very successful in the College. In 2020, the majority of Debating competitions went completely online. Our senior GPS Debating team won the prestigious GPS shield for the first time in 11 years.

TOURS

Interstate and international sporting tours were all cancelled due to the pandemic with the hopes of domestic (Jesuit) carnivals returning in 2021

Finally, 2020 will be looked back in the history books as a year where everyone's lives were disturbed by a global pandemic. Riverview students, however, were able to make the most of the situation and participate in a diverse range of co-curricular activities with remarkable success and resilience. Our senior students will look back and feel a sense of achievement that they were able to resume a near normal selection of activities which form the fabric of a holistic education

Mr Andrew Szabo
Head of Co Curriculum

Area 3

Student Outcomes in Standardised National Literacy and Numeracy Testing

Due to the cancellation of NAPLAN testing in 2020, information on student outcomes in standardised national literacy and numeracy testing is not required to be reported in annual reports for the 2020 school year.

Mr Russell Newman
Deputy Principal Teaching & Learning

Area 4

Senior Secondary Outcomes

4.1 RECORD OF SCHOOL ACHIEVEMENT

In 2020, one non-HSC candidate received 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 2020, seven Year 12 students accessed VET/TVET courses external to the College in Construction, Business Services and Automotive-Vehicle Mechanical, with seven students attaining a VET qualification in addition to their HSC qualification. Two of these students achieved 'Skills for Work' TVET qualifications. Also, in 2020, two 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 2020

In 2020, 336 students completed examinations for the Higher School Certificate. 243 of these were Year 12 students in addition to 92 Year 11 students and one Year 10 student who accelerated in one or more of the following courses: Mathematics Extension 1, Mathematics Extension 2, Physics and English Advanced.

DISTINGUISHED ACHIEVERS

The 2020 students gained a total of 403 Band 6 and Band E4 results.

TABLE 1. HSC E4 AND BAND 6 RESULTS

MEASURE	2020	2019	2018	2017	2016	2015
Rank	44	58	61	46	47	57
Band 6s	403	346	313	402	351	304
Entries	1453	1359	1421	1442	1403	1381
Band 6 Rate	27.7%	25.5%	22.0%	27.9%	25.0%	22.0%

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 courses. Riverview students achieved:

- / 1st place in NSW in Chinese Continuers
- / 1st place in NSW in Chinese Extension
- / 2nd place in NSW in Chinese Extension
- / 2nd place in NSW in English Extension 1
- / 2nd in NSW in Business Studies
- / 2nd in NSW in Studies of Religion 1
- / 3rd place in NSW in Chinese Continuers
- / 3rd place in NSW in PDHPE
- / 3rd in NSW in Classical Greek Continuers
- / 3rd in NSW in Classical Greek Extension
- / 4th in NSW in Geography
- / 5th place in NSW in Chinese Extension.

ATAR STATISTICS

Two students achieved the highest ATAR of 99.95 for Riverview in 2020. In addition, nine students achieved an ATAR above 99 and 96 students achieved an ATAR of 90 and above.

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

In the following courses, 100% of students achieved a Band 5 or 6:

Chinese Continuers, Chinese Extension, Classical Greek Continuers, Classical Greek Extension, English Studies, English Extension 2, Latin Extension, Music 1, Music 2 and Music Extension.

In the following eight courses, students achieved 10% or more above the NSW state mean:

Ancient History, Business Studies, Chinese Continuers, Engineering Studies, English Studies, Industrial Technology Timber, Legal Studies and Music 1.

TABLE 2. 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
Aboriginal Studies	5	0	60.00	60.00
Agriculture	17 (=)	17.64 (+)	41.17 (-)	58.81 (-)
Biology	46 (+)	8.69 (+)	39.13 (+)	47.82 (+)
Business Studies	102 (-)	42.15 (+)	32.35 (-)	74.50 (+)
Chemistry	28 (+)	28.57 (+)	39.28 (-)	67.85 (-)
Design & Technology	4	0.00	25.00	25.00
Chinese Continuers	6 (-)	83.33 (+)	16.67 (-)	100 (+)
Chinese Extension	6 (+)	83.33 (+)	16.67 (-)	100 (=)
Classical Greek Continuers	1 (=)	100 (=)	0 (=)	100 (=)
Classical Greek Extension	1 (=)	100 (=)	0 (=)	100 (=)
Drama	20 (+)	45.00 (+)	20.00 (-)	65.00 (-)
Economics	76 (-)	30.26 (-)	51.31 (-)	81.57 (-)
Engineering Studies	18 (=)	66.66 (+)	16.66 (-)	83.32 (+)
English Studies (Exam)	1 (=)	100 (+)	0 (-)	100 (+)
English Advanced	150 (-)	34.66 (+)	54.00 (-)	88.66 (+)
English Standard	87 (+)	0 (-)	24.13 (-)	24.13 (-)
English Extension 1	18 (-)	88.88 (+)	5.55 (-)	94.43 (+)
English Extension 2	4 (-)	100 (+)	0(-)	100 (+)
French Continuers	9 (+)	11.11 (-)	44.44 (+)	55.55 (-)
French Extension	3 (=)	0 (=)	0 (-)	0 (-)
Geography	33 (=)	12.12 (+)	33.33 (-)	45.45 (-)
History Extension	8 (-)	12.50 (-)	62.50 (+)	75.00 (-)
Industrial Technology	21 (=)	19.04 (+)	38.09 (+)	57.13 (+)
Information Processes & Technology	18 (+)	11.11 (-)	50.00 (+)	66.66 (-)
Italian Continuers	8 (+)	12.50 (+)	37.50 (-)	50.00 (-)
Italian Extension	6 (+)	16.66 (-)	50.00 (+)	66.66 (-)
Latin Continuers	6 (+)	33.33 (-)	33.33 (-)	66.66 (-)
Latin Extension	3 (+)	66.67 (-)	33.33 (+)	100 (=)
Legal Studies	25 (+)	52.00 (+)	32.00 (-)	84.00 (+)
Mathematics 2 Unit	132 (+)	53.03 (+)	27.27 (-)	80.30 (+)

Mathematics Standard 1 (Exam)	5 (+)	20.00 (+)	0 (=)	20.00 (+)
Mathematics Standard 2	107 (+)	8.41 (-)	44.85 (+)	53.26 (-)
Mathematics Extension 1	68 (+)	44.11 (+)	36.76 (-)	80.87 (-)
Mathematics Extension 2	30 (+)	36.66 (+)	60.00 (+)	96.66 (+)
Modern History	54 (+)	18.51 (-)	60.00 (-)	68.51 (-)
Music 1	7 (-)	71.42 (+)	28.58 (-)	100 (=)
Music 2	4 (-)	50.00 (+)	50.00 (-)	100 (=)
Music Extension	3 (+)	33.33 (-)	66.67 (+)	100 (=)
PDHPE	61 (-)	24.59 (+)	29.50 (-)	54.09 (-)
Physics	25 (+)	8.00 (-)	24.00 (-)	32.00 (-)
Primary Industries (Exam)	9 (+)	0 (=)	44.44 (+)	44.44 (+)
Studies of Religion 1 Unit	117 (+)	14.52 (-)	38.46 (-)	52.98 (-)
Studies of Religion 2 Unit	73 (+)	9.58 (-)	36.98 (-)	41.56 (-)
Visual Arts	17 (-)	23.52 (-)	64.70 (+)	88.22 (+)

(+) indicates greater than 2019 result

(-) indicates lower than 2019 result

(=) indicates equal to 2019 result

Mr Russell Newman
Deputy Principal Teaching & Learning

Area 5

Professional Learning and Teacher Qualifications

5.1 PROFESSIONAL LEARNING

2020 saw the College support a range of professional learning experiences for staff across the year, and throughout March-May, over the COVID ‘lock down’ experiences. Over the course of the year 162 Professional Development courses were attended, 104 of these were online and 58 were face to face. Teaching staff were supported through Professional Learning to work collaboratively alongside the IT Faculty in order to build competence and confidence in a newly devised “Virtual Timetable Mode” (VTM), once the COVID pandemic response became a reality. It is a credit to our professional teaching staff that individual professional development continued throughout the year, through the Review and Development program, to align teaching practices to the College Strategic Directions, College Goals and Faculty Goals.

A group of 10 College leaders met at Canisius House for four days in February to learn about the reimagined Ignatian Pedagogical Paradigm (IPP) and how to reignite passion for the IPP and implement teaching and learning strategies with up-to-date educational research. Members of the Executive, Leadership, Ignatian team and Professional Learning gathered with leaders of learning from a range of Ignatian and Jesuit schools across Australia to collaborate and discuss ways to re-engage schools and teachers in the IPP in a contemporary context, as a basis for teaching and learning in schools, with the student at the heart.

It is a testament to the professionalism and dedication of teachers that they were able to be flexible and adapt to the VTM, which was supported by Staff Days and Meetings through the auspices of Professional Learning and Development. The Staff Day in March, mooted to be a ‘Wellbeing Day’ was changed to allow all staff time to adjust to what would become the VTM: teachers were able to work together to develop content, strategies and skills for the online environment. Staff Meetings in Term 2 were held through the virtual platform, where staff were on campus or working from home: starting with a webinar from the Principal and messages from the Executive, teaching Faculties and Support/Operational staff were divided into working teams, led by a Companion or a nominated peer Facilitator to share learning and collaborate on strategies to ensure continuation of learning, or of developing ways of working. Feedback was sought on how teachers were developing strategies and adapting to student learning through the VTM, and Support and Operational staff were involved in discussions of what went well and what could be improved. The staff meetings used this format into Term 3, to engage staff in professional discussions and forming a community of learning.

In June, the whole staff came together for a Professional Learning Day which concluded with the Walking in Solidarity fundraiser. The Professional Development aspect was developed out of Ignatian Pedagogy as a reflection day. Staff were gathered in small groups either on campus or via Zoom, where facilitators from teaching groups and Support and Operational gathered and were led through three elements of Reflection derived from Learning by Refraction. Professional Reflection as a tool for learning and development of skills professionally was researched and at the heart of the day and in the Reflection Journal staff were asked to utilise. This was also further used by teachers who were working with their Companion through

their Professional Review and Development professional learning process. The Staff Day on October 12 engaged teaching and learning staff back on campus to delve deeply into Learning by Refraction, introducing the elements of the newly reimaged IPP in a webinar designed for the staff at Riverview. Workshops were led by the Companion team and interactively encouraged discussion in order to break down the elements researched and discussed at the heart of good teaching practice and moving forward into working on the Teaching and Learning framework. Teachers were engaged for the remainder of staff meetings for the year on collaborating with each other across Faculty in how the tenets of student-centred learning can be utilised to develop quality teaching and learning at the College.

Highlights of the Professional Learning Program in 2020 included a defined focus on learning how to utilise asynchronous and synchronistic virtual classroom practices to support the learning of students through a range of contexts. The implementation of 'Zoom Rooms' across the College meant that a dual platform was also used, and Professional Development and learning in how to traverse both structures was needed for all stages. Initial training came from our IT Department, where all teachers attended bespoke session on how to use Zoom, utilise Canvas and other IT structures to develop the online learning platform as the VTM became a reality. Additionally, 'Digital liaisons' from Faculty met to learn about best practices in training meetings held by the Head of Professional Learning and the Head of Information Services supported by College ICT team. Research into current practices of online learning, including protocols for managing classrooms online, developing group work and student-centred experiences were shared and teachers took on a collaborative learning approach in sharing practices across Faculties.

An outcome of Staff Services' wellbeing surveys found that all staff were missing the community and collegiality of day-to-day life, including ways to have professional conversations about practice. The virtual Staff Lounge created in response to that had a dedicated Professional Learning page, as a platform to share online PD, webinars, highlights of staff practice and articles on ways to develop skills were available on a weekly basis. Free PD from platforms such as NESAs, The Learning Network and ASCD was also advertised via InsideView and teachers took opportunities to find ways of trialling new techniques and strategies.

In Term 4, a Staff Gathering model was trialled, to bring all staff together as a community once again, something missing since the onset of COVID. Messages from the Executive alongside celebrations and thank you messages for staff going over and above. A possibility to keep moving forward is the notion of the weekly staff gathering or briefing to regularly inform staff of important information in a face-to-face venue, alongside emails and the intranet, InsideView.

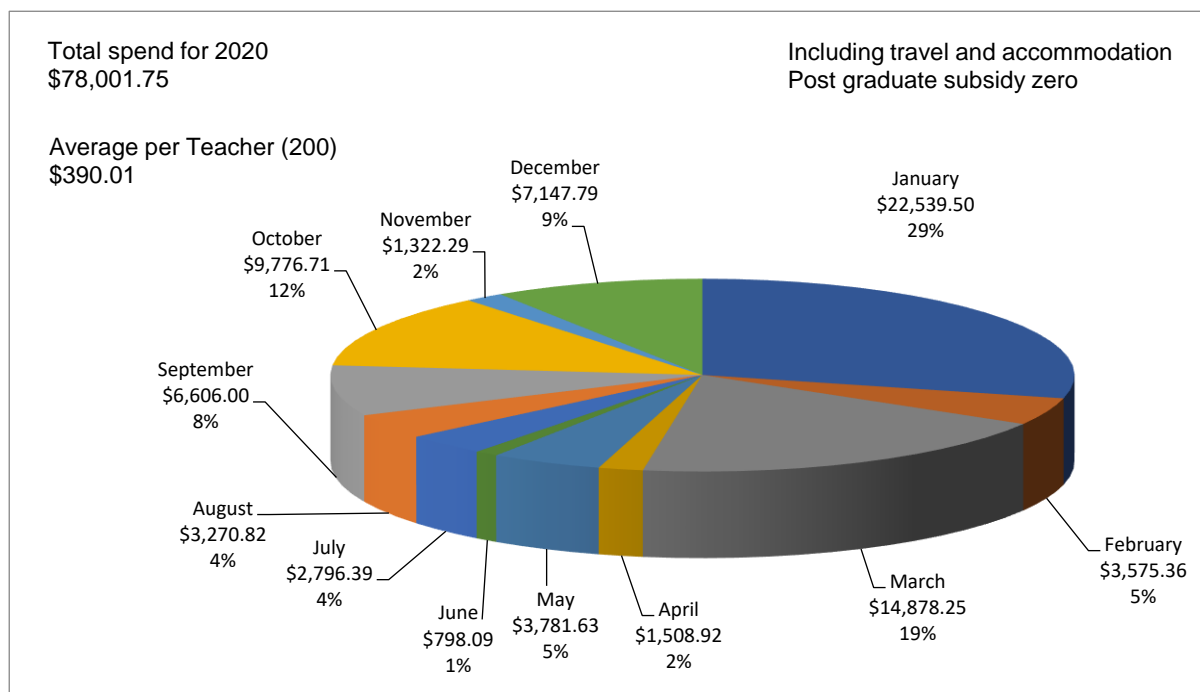
Despite this disrupted year, the Review and Development process for teachers still managed to run effectively for the sixth year and involved 61 teachers including leaders and members of the executive team alongside a team of 10 Companions. The group of Companions consists of teachers across Faculties including the Head of Professional Learning, one consultant who worked with the Heads of Faculty and one teacher accredited at Highly Accomplished Teacher level. At the onset of the VTM, many teachers changed their goals to focus in on the development of ICT skills and the way to manage the classroom in this environment, meaning that there was a deliberate focus on building capacity and skills across the College. PDHPE Faculty continued to utilise the PLC format, being facilitated by their in-Faculty Companion, where they focussed on formative tasks, feedback and learning intentions/success criteria in both practical lessons to build syllabus-based skills in a focussed way. The Faculty also engaged in peer observations as a way of building collaboration and teacher efficacy in a culture of learning.

In Semester Two, a range of Riverview teachers from Faculties, as well as Regis, generously mentored and supervised 22 pre-service teachers from a range of universities, even during the year of COVID when many schools were cancelling placements. The reciprocity of learning ensures that current teachers have a glance

of current educational theory and continues our commitment to lifelong learning of our community and beyond. Of particular note is one Pre-service teacher whose supervising teacher was unable to physically be on campus due to COVID, and we structured the on-line lessons and supervision so that the student teacher was still able to complete her work. Students from UTS, Macquarie, USyd, ACU, Notre Dame, CSE and UNE completed a professional placement in Math, Science, English, History, Commerce/Economics, RE, Languages and TAS as part of their Bachelors or Masters of Education. The ongoing relationship with universities and the ongoing mentoring teachers are engaged in when developing pre-service teachers means that there is scope for the College to have excellent teachers knowledgeable about the values and Mission of the College applying for roles when they are available.

During 2020 a range of leaders in the College participated in the Leadership review process *Aligning Leadership, Ignatian Spirituality and College Goals* with an outside provider, 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 1. Staff Professional Development Expenditure for 2020



5.2 TEACHER ACCREDITATION SUPPORT PROGRAM

Throughout 2020, the College continued to formally support teachers undergoing Proficient Teacher accreditation. The College, in its capacity as the Teacher Accreditation Authority (TAA) for Mirrabrook Early Learning Centre and both Regis and Senior School teachers, supports teachers to achieve their accreditation at Proficient Teacher level through support offered by the College.

Organised by the coordinator of Proficient Teacher 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, and, during the VTM, some of this occurred over Zoom. The Proficient Teacher program had in its cohort one graduate or early career teacher, as well as teachers who were continuing their journey of collecting evidence and achieving accreditation outside the program. For those six teachers - in their second year of the program or teachers who had come from overseas, engaging in an individualised course, working with the coordinator of accreditation one-on-one was scheduled to allow for flexibility and individualised timelines. NESA helpfully extended the deadlines of accreditation for all teachers and the program continued where teachers were able to seek valuable assistance from their supervisor and the coordinator via Zoom or in person where appropriate. From this cohort, one teacher from the Senior school and one from Mirrabrook Early Learning Centre was successful in completing their accreditation at Proficient Teacher Level before the end of 2020.

This year, our Experienced Teacher Accreditation co-ordinator supported two teachers on their journey of accreditation. This involved both external professional learning through the AIS and is also supported from

within through regular lunchtime meetings, including Zoom meetings and extensive one-on-one sessions. This voluntary accreditation, through the Independent Schools Teacher Accreditation Authority (ISTAA) and Riverview, is undertaken over a two-year period and during 2020, seven teachers also ‘signed up’ to undergo accreditation, to be finalised in 2021.

The College also has two Highly Accomplished teachers on staff now, who are able to act as mentors to those who are interested in being accredited at this level. Our teachers do their HA accreditation through AISNSW – Professional Excellence – and we are excited to support those interested into 2021 and beyond.

5.3 TEACHER STANDARDS

There are 200 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 (AEINOORSR) guidelines.

One teacher has qualifications as a graduate from a higher education institution within Australia or one recognised within AEINOORSR 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; Complaints Handling Policy, Staff Bullying, Harassment and Discrimination Policy, and Staff Acceptable Use of Technology Policy. These policies and procedures are published and are updated as required and are accessed on-line in through the College intranet.

During 2020 the College provided a professional learning session for all staff on CPR, Anaphylaxis, Asthma Compliance Training as well as Mandatory Child Protection Training

The College had very few formal complaints or grievances during 2020. However, those that were received were successfully resolved through our complaints handling procedures.

Mrs Sally Tranter
Deputy Principal Staff

Area 6

Workforce Composition

In 2020, Saint Ignatius' Riverview employed 430 full-time, part-time contract and casual staff. Of these 200 were full time or part time teachers with a total; composition of 52.6% female and 43.8% male.

The application process allows for prospective employees to identify themselves as Aboriginal and TSI. The field is not mandatory due to the Privacy Act, but two have identified themselves as being Aboriginal and TSI.

On average teachers at the College attended 90.78% of teaching days. Leave days included personal leave, carers leave, funeral leave, compassionate leave special leave without pay, leave without pay, workers compensation leave. The proportion of teachers retained from the previous reporting year was 87.5%.

Mrs Sally Tranter
Deputy Principal Staff

Area 7

Student Attendance, Retention Rates and Post-school Destinations

7.1 STUDENT ATTENDANCE

Despite the Challenges posed by COVID19 and the necessity for Students to Attend classes via remote learning, student Attendance was maintained. On average 96.62% of students attended classes each day in 2020.

Attendance rate by year group:

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

When students were ‘Learning from Home’ during 2020, student absences were recorded by the College Student Office when a parent notified their son was not well enough to join online classes. Staff recorded when a student did not attend their scheduled online classes.

Policies relating to student attendance and the management of absences are included on the College Portal (InsideView). The usual process, in non-COVID 19 time, 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

93% of those students in Year 10, 2018 completed Year 12, 2020 at the College. This is two percent less than the retention rate from 2017.

7.3 POST SCHOOL DESTINATIONS

Of the 17 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 241 Year 12, 2020 graduates, eleven joined the year group in Year 11. No new students joined the Year 12 cohort in 2020. The overwhelming majority of graduates continued on to university at the completion of their school education – with most attending universities in the Sydney area. 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 2020.

Mrs Bronwyn O'Brien
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 2020.

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 2020.

An anti-bullying policy for students outlines separate student expectations and responsibilities. The full text is available on the College internal portal, accessible by staff, students and parents. No changes were made in 2020.

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 2020.

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 2020.

Mr Patrick Lowe
Deputy Principal Students

Area 10

School Determined Improvement Targets

10.1 ACHIEVEMENT OF PRIORITIES IDENTIFIED IN 2019

AREA	2019 IDENTIFIED PRIORITIES	ACHIEVED IN 2020
Faith Formation and Ignatian Spirituality	Modification to the model for Staff Formation Delivery.	/ This was unable to be implemented in the COVID-19 environment. A Learning by Refraction Framework was implemented as outlined in Target 4.
	To deliver a Leadership for Mission workshop.	/ The Leadership for Mission workshop was developed and made available to staff. A small number undertook the opportunity with some staff expected to enrol in 2021.
	Year 11 Day of Reflection.	/ This was completed early in Term 1. It will provide the ongoing structure of the Year 11 Day of Reflection, depending on COVID-19 restrictions 2021.
	Provincial IPP Workshops to further enhance awareness and understanding of the IPP in order to embed the paradigm in a more sustainable manner.	/ The IPP workshop, which was to be developed and delivered by Riverview in Chang Mai was cancelled due to COVID-19. / The workshop with Fr Johnny Go was successfully completed with 10 Heads of Faculty. A full staff day was delivered on October 12th with Johnny Go facilitating the Learning by Refraction program via Zoom. In light of this, there is a three-year plan to implement this element of the IPP as part of a strategic initiative.
	Continue development of the Seminars in Ignatian Leadership Program.	/ Group 1 - Rome session (final) in June 2020 was cancelled due to COVID-19. / Group 2 – Sessions 1 and 2 cancelled for 2020 due to COVID-19.
Teaching and Learning	Refine faculty approaches to application grades within the context of the 'Graduate@Graduation'	/ This was placed on hold in 2020. The greater priority was to maintain the continuities of teaching and learning across all year levels, with a specific regard for Year 12. In the case of the latter, the switching of campus operations in the latter part of Term 3 to enable the Trial HSC Examinations to proceed unhindered was a remarkable feat – one of the many that called for creativity and agility in response to the dictates of COVID-19.
	Implement a community-wide data	/ The development of the dashboard was put on hold as energies were devoted towards managing the

	dashboard and review complementary reporting practices.	portal interface in the online environment. As a result of the latter, students and parents can now access grades and feedback on InsideView. The appointment of a Data Manager (who also possesses coding capacities) as part of the IT team will assist in the rapid development of dashboards into 2021.
	Formulate a whole of College 'Teaching and Learning Framework' in line with a 'Professional Learning Framework'.	/ Initial research has been undertaken as a preliminary step in the design and development of the professional learning framework with alignment (for teachers) to the Teaching and Learning Framework. / The Head of Professional Learning met with personnel from Sydney University in July. The framework needs further development and will include a raft of ICT tools and skills following the construction of the dual platform late in Term 3. The framework is being carried over into 2021.
	Develop inter-disciplinary Magis programme for Year 10.	/ The interdisciplinary units encountered exponential difficulty in delivery due to the virtual platform across Terms 1 and 2 and was suspended. The very nature of the collaborative process was impeded. As a consequence, it is planned to delay the development of the Year 10 program until 2022.
	Improved use of SELT data to respond to learning needs of students.	/ The SELT program was not conducted in Semester 1 as it would have presented asymmetrical data against longitudinal profiles due to the implementation of the virtual timetable. Extensive survey feedback associated with the online environment was undertaken at strategic points across the year, and any further quantitative data collection was believed to lead to survey fatigue and compromise the integrity of any findings.
	Evaluate and develop the Teacher Review and Development Process to build a culture of high-quality teaching and learning across the College.	/ This was completed in December 2019. Planned focus groups for 2020 were not held due to COVID-19 restrictions. / An unprecedented amount of professional collaboration has occurred across all departments through the introduction of the virtual timetable mode. Curriculum units had to be refashioned at short notice and faculty-based planning was required at the most intense levels not only to sustain curriculum delivery, but to manage staffing shortages associated with illness and the age demographic associated with COVID-19.
Pastoral Care	Acknowledge the ever-fluctuating challenges of adolescent health and well-being needs and the legal protocols associated with this	/ In response to the growth of vaping in schools, an e-cigarette colloquium was held across the virtual platform for all students and parents. Other planned colloquiums were placed on hold due to COVID-19 restrictions. / Mental Health First Aid Training plus refresher

	<p>while ensuring staff remain cognisant of staff sustaining personal well-being, thus allowing for a healthy experience of their vocation.</p>	<p>courses have been held this year. In all, 57 members of staff have completed this training (and an additional 18 completing a ‘refresher’ course) which has seen significant results through interventions in the pastoral care system.</p> <p>/ The Pastoral Care professional development day was not held as this day was ‘gifted’ to staff as a day off to thank them for their hard work in moving into the virtual timetable and managing the many demands associated with the COVID-19 requirements.</p>
	<p>Using 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.</p>	<p>/ Due to the disruption of the virtual timetable mode, D grade data had to be followed up on a House level.</p> <p>/ Assure is a valuable tool for network filtering although the College is currently looking at a different model. The common request from parents is for help around internet filtering at home and what strategies we have in place to guide them. A system is being investigated that can be piloted for Yr 5 and potentially Yr 7. This uses VPN tunnelling technologies. And will take the form of a parent opt in as cost is involved - \$150/yr per student. Testing was conducted over the mid-year break with four families piloting the program over the latter months of 2020.</p>
	<p>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.</p>	<p>/ Boarder pastoral care program is in development, however due to COVID-19 planning and restrictions it is envisioned to work towards this goal into 2021. Other measures include:</p> <ul style="list-style-type: none"> • Discussions are currently being held with the OIU who have proposed to cover half of the cost of the Banksia program. • E-cigarettes and the detrimental health effects of vaping have been added to the Pastoral Handbook. • Identified staff members to be presenters in the horizontal pastoral programme on hold due to COVID-19.
	<p>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.</p>	<p>/ This was placed on hold due to COVID-19 requirements that necessitated new methods of food distribution and disposable container use to avoid risk of infection. This ultimately saw all students and staff eating out of pre-packaged food containers.</p>

	Continued formal training of Boarding Staff.	/ ABSA's work in this area had to be curtailed due to the priorities associated with COVID-19. The boarding staff had their own significant adjustments to residential living requirements which were monitored closely across Terms 2, 3 and 4. Investigation is being conducted to move to online training module due to COVID-19 restrictions, which will be more cost effective.
Community Participation	Saint Ignatius College to become accredited as a Child Safe Organisation.	/ The newly appointed Head of Risk and Compliance has taken responsibility for the overall management of the process of accreditation of the College by Australian Childhood Foundation as a Child Safe Organisation. / WWCC has been completed by all staff and volunteers. Any new members of staff are required to complete online training and satisfy referee checks, all in accord with Province policies.
	Combined planning of complementary events via the OIU, P&F and SIC.	/ Goals abandoned as functions could not be held. / Strategic Directions 2020-2025 consultations were conducted during Term 3 and responses were tabled at the Board meeting in advance of the presentation to Jesuit Education Australia (JEA).
	Maintain domestic and international country visitation program to strategically promote boarding.	/ Visitation to key rural areas, inter-regional transport and overseas travel were prohibited due to COVID-19.
	Strategic Planning consultations with constituent members of the school community.	/ Targeted consultations and focus group sessions were held with Staff, OIU, P&F and BPA. Data inputs to the document were detailed, with particular reference to Satisfaction Surveys and MMG data.
Resource, Environment and Risk Management	Strategic Planning process (2021-2025) to be undertaken and completed.	/ Strategic Plan 2020-2025 developed and approved by the Board and Jesuit Education Australia (JEA).
	Complete design and costings associated with Stage 2 of the Ignis Project.	/ Ignis Stage 2 proceeded and the SSDA application was lodged at the end of August. / Other elements of the Project include: <ul style="list-style-type: none"> • Planned works on Third Yard to be completed in the Dec 2020/Jan 2021 holidays. • Cultural mapping to occur, led by the local Elder. This is to inform the design of the facade of the new building and design elements of the internal function of the building. • Ultimately, the suggestion of a name, which will go through to the Province for approval in

		<p>relation to the traditional story of the site is intended by the end of the year.</p> <ul style="list-style-type: none"> Also, consideration of a name for the senior campus. May be able to identify an appropriate name out of this process.
Update and implement Risk Management priorities as identified by Risk and Compliance Committee.	/	<p>The appointment of the new Head of Risk and Compliance has resulted in a changed focus based on the needs of the College. The main areas are:</p> <ul style="list-style-type: none"> Policy Framework Data Accuracy, Storage and Protection Excursion Planning and Approval Incident Reporting Boarding Accreditation under ABSA Standards <p>/</p> <p>The appointment of a Compliance Officer was made in October. A reallocation of risk and compliance responsibilities to relevant departments is currently being reviewed.</p>
Review environmental program for the way it responds to the UAP and the Province's Rio Action Statement.	/	<p>The JEA Strategic Plan has captured some key directions from the UAP's. The enactment of those has been made particularly difficult by the COVID-19 regime where environmental concerns have been abandoned to the priority of maintaining infection control.</p>
Prepare College for NESAs Registration and Accreditation 2021.	/	<p>All accreditation requirements associated with NESAs were in abeyance in 2020 due to the priority of building online environments and virtual timetables. There is now a backlog of inspections of schools due to COVID-19 requirements. The College has developed a program for documentation and review and this will be managed by the Head of Risk and Compliance.</p>
Develop a centralised governance framework for the College.	/	<p>The re-invigorated Risk and Compliance Committee will give oversight to this over the coming year. As part of the lead in, governance, risk and compliance training was completed by the Executive and this will be rolled out into policy formation over the latter stages of 2020 and into 2021.</p>
Property and Capital Works Projects.	/	<p>The Gatehouse rebuild is on track for completion within the constraints of both time and budget. This will see the Director of Boarding move into the residence that is strategically placed amid the boarding precinct and will also see Number 68 Riverview Street made available for rental.</p> <p>/</p> <p>Charles Fraser House: the ambitions exceeded the budget for this project. A decision was made to defer for 12 months, to review the original proposal and to determine the best provision for boarding over the next 10 years. A working group was established</p>

		<p>under the direction of a member of the College Board delegated to undertake this work with a view to it becoming a special capital works project to be managed by a project manager. The aim is to commence work in Nov 2021.</p> <p>/ A campus wide Services Master Plan has been completed for all areas bar security. School operations are currently working through implementation, particularly in fire services such as the updating of fire panels. This includes a campus wide security platform that will integrate keys and cameras and have a centrally managed network-based system. This will be rolled out with the new Ignis building and would be a progressive roll-out across campus.</p>
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Summary

The School Goals for 2020 have seen significant and sustained interruption throughout 2020. They were conceived and developed at a time when ‘normal’ operations would have seen many of them carried out but the demands of the pandemic have seen many rendered secondary to maintaining the centrality of teaching and learning while concurrently re-tooling teachers to undertake their craft in a virtual classroom. We have been very fortunate to have the technical expertise from the IT Department to be successful in this area and to have a dedicated and flexible staff who have responded to the challenges associated with it.

We have developed a new understanding of the risk environment that we need to respond to in a way that has not been identified before or pursued as aggressively. This is a major priority over the coming years.

10.2 PRIORITIES IDENTIFIED IN 2020

AREA	PRIORITIES IDENTIFIED IN 2020 FOR 2021 IMPLEMENTATION
Ignatian Spirituality and Faith Formation	Resume implementation of the Seminars in Ignatian Leadership Program.
	Embed Year 2 of Learning by Refraction at the College.
	Continue to develop the place of Peer Ministry within the Student Retreat Program.
	Integrate the learnings of 2020 into the Ignatian Service Program for 2021.
Teaching and Learning	To improve student literacy with a College-wide reading focus on inferential reading strategies.
	Refine College-wide application grades defined by attributes 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'.
	Further develop the Teacher Review and Development Process building on culture of high-quality teaching and learning across the College.
	Re-instate the SELT Program.
Pastoral Care	Inclusion of key elements of the Childsafe framework to be delivered.
	Using a student-centered approach to enhance awareness of what a 'safe learner' looks and sounds like in the classroom.
	In consultation with the First Nations Coordinator, analysis of First Nations students' perceptions of key factors in allowing them to flourish as learners with the aim of presenting these reflections to key teaching staff.
	Develop a community approach to awareness of effective mental health and well-being strategies and management.
	Review environmental program for the way that it responds to the UAP's and the Rio Action Statement.
	Broadening the pastoral wellbeing model in boarding.
	Continuous improvement review of the co-curricular program.
Community	Visitation to boarding communities to strengthen relationships in the aftermath of COVID-19 restrictions and to promote boarding strategically.
	Combined P&F, OIU and School Executive meeting.

	Digital delivery of Enrolment Information Tour with live streaming for interactive purposes to online environment.
	Strategic profile of Capital Gifts Program via consolidated donor base to be developed.
	Promotion of Australian Childhood Foundation accreditation and implementation strategies associated with designated priorities.
Resource, Environment and Risk Management	Stage 2 of Ignis Project approved ready for construction in November.
	Document Management System.
	Update and implement Strategic and Macro Operational Risk Management priorities as identified by the Risk and Compliance Committee.
	Major Property & Capital Works Projects.
	Consolidation of Advancement Office with strategic priorities identified.
	NESA Registration and Accreditation.
	Board response to 2020 review.

Dr Paul Hine
Principal

Area 11

Initiatives Promoting Respect and Responsibility

Due to the disruptive nature of 2020 the College did not engage 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. However, with the College called to deliver a dual platform of care through face to face and remote models a Pastoral Care webpage and House pages were constructed. This enabled a student centered approach to a respectful care for self and others.

The College aims to again engage with these surveys in 2021 to gather 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.

Two key initiatives were undertaken under the banner of the student motto '*One Food Raised*'. 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. Whilst the students were not in a position to hold mass gatherings they led through webinar presentations, mentor group initiatives and speeches delivered in smaller House settings. The diversity of topics addressed was healthy study habits, dangers of vaping, importance of a safe school environment and where to go for help in the College. The student leaders also led the annual 'Friends Listen' Assembly in a different form where a pre-recorded interview with a senior student was presented across the College as webinar.

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 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. Unfortunately, given the global pandemic, the normal student Immersions to various corners of the globe – Nepal, Cambodia, India, the Philippines, Timor and Micronesia were prevented. The College is examining virtual immersions and other ways that a safe engagement with the marginalised can occur.

As part of the Safe Schools initiative the College launched 'Your Safety First' Program that sought to enlighten all students that they should feel safe, should never be hit, yelled at, made fun of or made to feel unsafe and that there were several areas in the College where they could go to report any issues.

Mr Patrick Lowe
Deputy Principal Students

Area 12

Parent, Student and Teacher Satisfaction

2020 was a year like no other in recent memory. The impact of the pandemic affected all aspects of school life – teaching and learning, pastoral care, co-curriculum activities, community events, and the like.

The annual MMG survey program was not undertaken due to the atypical nature of the year and the invalidity of any longitudinal analysis that could have been undertaken through it.

A series of surveys were conducted that assessed parent, teacher and student responses to the online platform and other aspects of the education program. Results are listed below.

12.1 PARENT SATISFACTION

Statement	%
Satisfaction with the implementation of virtual Parent Teacher Interviews (PTIs) conducted via Zoom relative to the traditional method of conducting face to face PTIs	96%
In the future, I would like PTIs to continue to be delivered via Zoom	81%

12.2 STUDENT SATISFACTION

Statement	%
Percentage of students who are feeling either ‘great’ or ‘very good’ about the virtual timetable	74%
Percentage of students who reported that their teachers gave clear instructions via the virtual timetable	86%

12.3 TEACHER SATISFACTION

Statement	%
Satisfaction with the implementation of virtual Parent Teacher Interviews (PTIs) conducted via Zoom relative to the traditional method of conducting face to face PTIs	95%
In the future, I would like PTIs to continue to be delivered via Zoom	81%

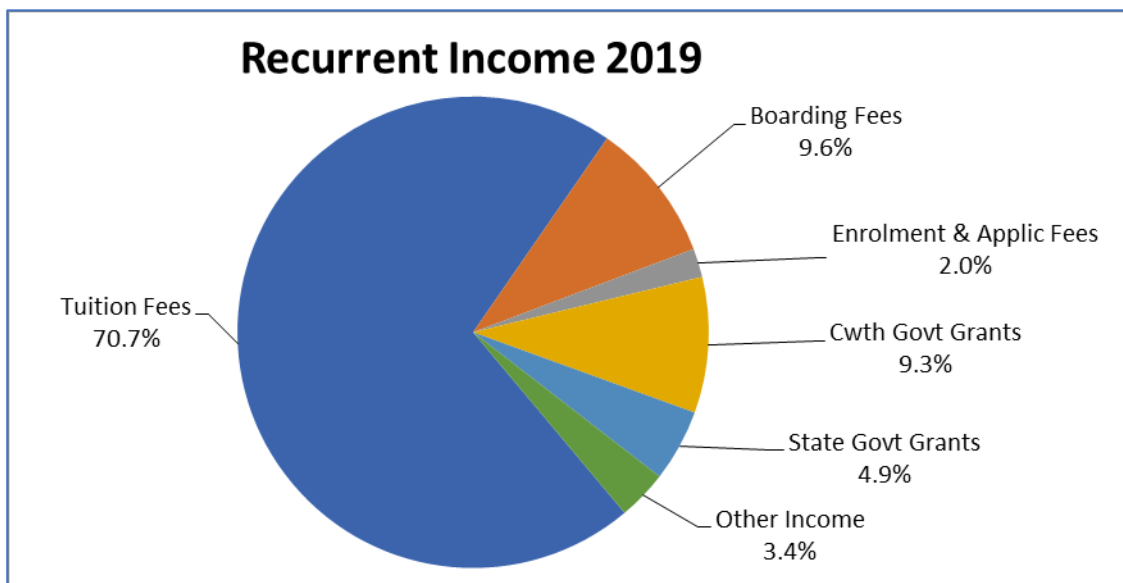
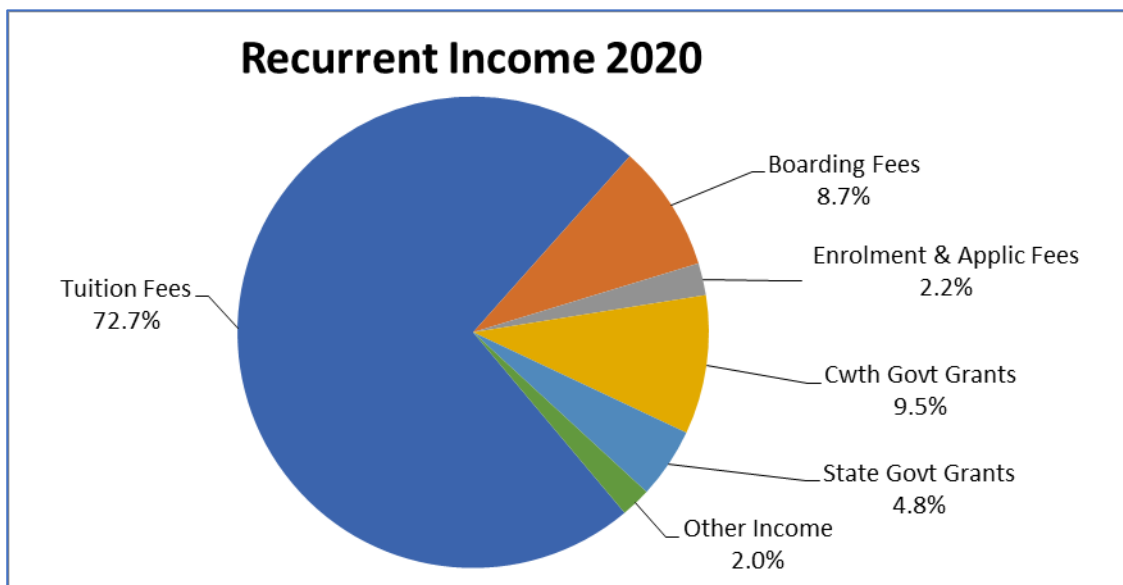
Dr Paul Hine
Principal

Area 13

Summary Financial Information

13.1 COLLEGE INCOME

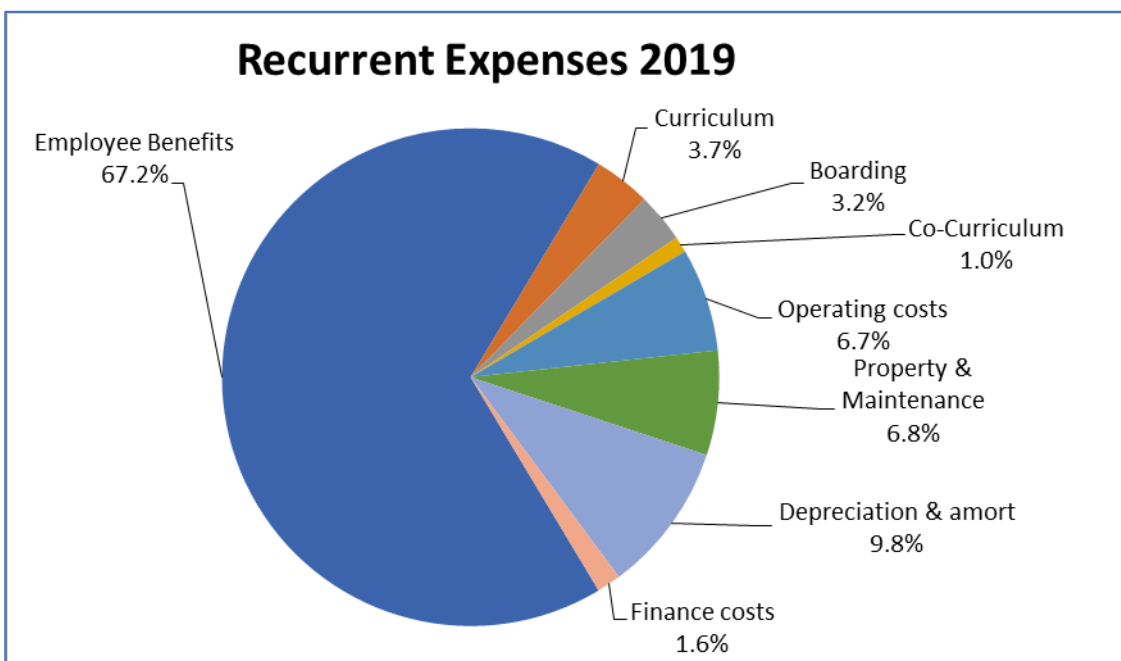
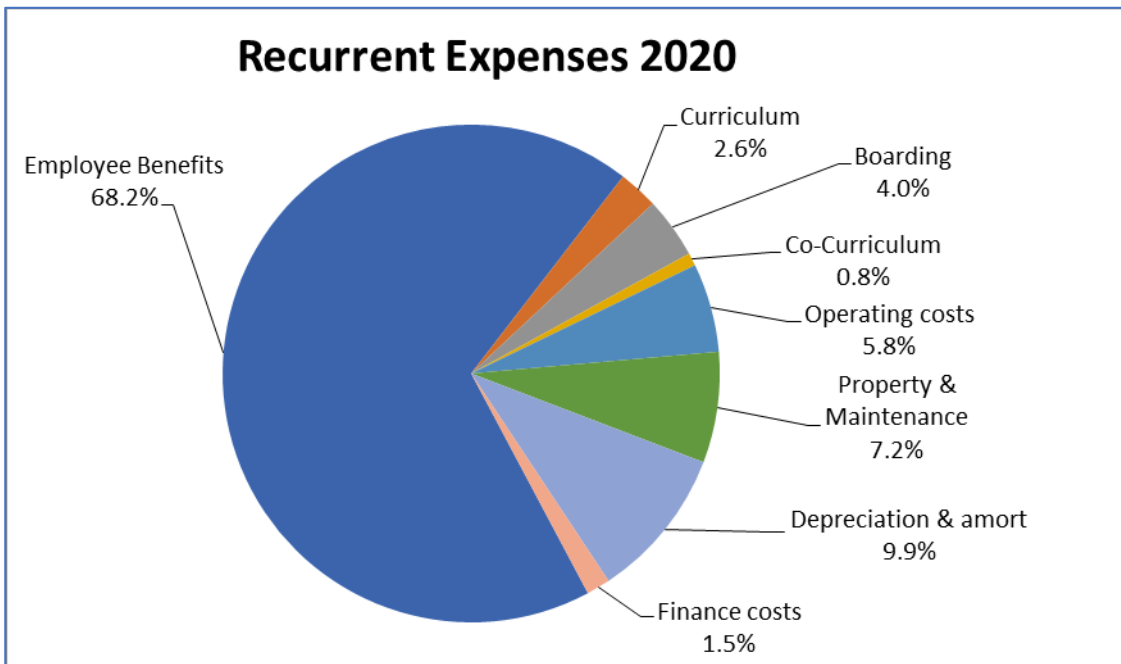
An analysis of the College recurrent income during 2020 by source is compared with 2019 below:



Recurrent Income increased by only 0.8% in 2020, largely due to the impact of COVID-19. Whilst the scheduled annual increases in Tuition Fees (4.75%) and Boarding Fees (4.0%) were applied, Boarding Fees income was overall down 8.9% compared to 2019. The reduction in Boarding Fees income was as a result of COVID-19 impacts, including short term Boarding House closures, travel restrictions on overseas-based Boarders and the temporary transfer of some Boarders to attending as Day Students. Other Income, which relates to the uniform shop, canteen and the hire of College facilities by external groups, was also significantly impacted by COVID-19 restrictions, being down 39.4% compared to 2019.

13.2 COLLEGE EXPENDITURE

An analysis of the College recurrent expenditure during 2020 by expense category is compared with 2019 below:



Recurrent Expenditure in 2020 remained at similar levels to that in 2019. Major changes in expenditure outside expected inflationary increases included:

- Salaries for most staff increased by 2.75% in accordance with arrangements under the multi-enterprise agreements, whilst the Modern Award (applicable to co-curriculum staff) increased by 1.75%. However, offsetting these salary increases was a reduction in labour usage in some areas of the College as a result of COVID-19. The net result was that Employee Benefits expenses increased by only 1.5% compared to 2019.
- Boarding expenses increased by 23.2%, primarily due to a significant increase in catering costs as a result of service changes required to meet COVID-19 restrictions and hygiene requirements.
- Education expenses decreased by 29.8% as a result of COVID-19 restricting many activities and excursions.
- Property and Maintenance expenses increased by 6.1%, primarily due to increased cleaning and security costs as a result of COVID-19.

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, Industry & Environment in 2016. Ignis Project Stage 1 (Therry Building) was completed in 2018. Ignis Project Stage 2 will be a new building for Science, Technological and Applied Studies, Engineering, Mathematics and PDHPE (STEMP). Preliminary design work for Ignis Stage 2 commenced in 2019 and continued in 2020, culminating in a State Significant Development Application (SSDA) for the project being lodged with the Department of Planning, Industry and Environment in late 2020. Subject to approvals, Ignis Project Stage 2 is scheduled to commence construction in 2022, with an expected completion in early 2024.

In addition to the Ignis Project, other capital works projects were undertaken in 2020 including:

- replacement of the fire system (fire indicator panel and detectors) in the Arrupe, Doyle and Administration buildings;
- development of new outdoor learning areas on the Regis Campus;
- upgrades to roof access safety systems on the Arrupe Building and Kevin Fagan House;
- upgrades to the windows in Kevin Fagan House (boarding);
- upgrades to equipment in the main (boarding) kitchen;
- alterations and additions to boarding staff residences;

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