



Saint Ignatius' College
RIVERVIEW

2021 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 2021 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
/ Mr Tim Jarvis	/ Ms Miriam Stiel

The major activities of the Board for 2021 are listed as follows:

- / One extraordinary Board meeting was held to review the transition from the virtual learning environment to the safe return to school (face-to-face classes) post Sydney Lockdown.
- / Endorsement of the name of Stage 2 of the Ignis Project building to be WINGARU.
- / Endorsement of the naming of the Drama Studio to the Blessed Miguel Pro Drama Studio.
- / Approval of the school finances including fees, loans, debtors, repayment schedules, billing procedures and financial modelling.
- / Appointment of a new member to the Education Committee.
- / Meet and greet with the new Provincial, Fr Quyen Vu SJ, and Chair of JEA, Ms Beth McConnell and Executive Director of JEA, Ms Nicki Patten.
- / Adoption of a pastoral response, outside of any civil legal settlement, to respond to historical episodes of child abuse, in the context of an application for enrolment of any member of the immediate family is received from a Survivor.
- / Approval of the enclosure of the senior campus school grounds, in the form of a hedge, to increase safety and strengthen child protection while students are at school.
- / Approval of the refurbishment of Charles Fraser House.
- / Approval of the 3rd Yard Amenities and Shade Structure Project.
- / 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 received presentations at their 2021 meetings on the following matters:
 - 2020 HSC Results
 - Building Cladding Replacement Works
 - Risk and Compliance, including child safety
 - Integrated Communication and Foundation Philanthropy Plan
 - Co-Curriculum
 - Staff Wellbeing Survey Results and 2020-2021 Workplace Gender Equity Act Report
 - Incoming 2021/2022 Student Leaders

- / Policy formation and implementation. Because of the need to update policy, both in format and content, the following policies were approved by Board;
 - Privacy

- / Participated in the Province Module 5 Governance Session Workshop.

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 and House Vice Captains. 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 SLG 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 2021 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 2021, the RSC raised funds though the frequency of these events were limited by the Covid shutdown throughout term3.

Throughout 2021, student representatives continued to demonstrate servant 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 2021 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 2021 year were again severely hindered by the COVID-19 pandemic, as we returned to competitive sport in term 1, COVID restrictions on athletes and spectators remained in place, especially for indoor sports. As term 2 emerged these restrictions were tapered back, and winter sport began in earnest with much anticipation. Unfortunately, at the end of term 2, NSW went into a prolonged lockdown and the remainder of the winter season was cancelled and no GPS trophies were awarded. This followed with the cancellation of the complete GPS Track and Field season and by the time school returned in Term 4, summer sports commenced pre-season training but there was no interschool trials held.

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	162	Basketball	640
Cross Country Running	12	Cricket	230
Fencing	18	Fencing	6
Football	438	Golf	17
Martial Arts	15	Martial Arts	20
Rugby	810	Mountain Bike Cycling	63
Volleyball	65	Rowing	165
Exempt (elite, injury, Year 12)	35	Sailing	28
		Summer athletics	28
		Swimming	90
		Table Tennis	10
		Tennis	162
		Touch football	67
		Water polo	65
		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.

In May 2021, a presentation on the state of co-curriculum was made to the College Board by the Head of Co-curriculum, Deputy Principal, pastoral care and Sportsmaster. The major topics discussed included: Coaching, breadth of sports and state of college facilities. Arising from this meeting members of the Co-curriculum team were invited to become part of a grounds sub-committee formed to investigate the upgrading of the schools' co-curricular facilities with particular emphasis on the poor state of the playing surfaces and the amenities offered to students and spectators. These committees met during term 3 and recommendations presented by the end of 2021.

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 and 3rd IV won trophies.
- / **SWIMMING:** The Senior swimming team finished 2nd place

WINTER

During the winter there were no GPS trophies awarded for the first time since World War 2

- / **AFL:** 1st XVIII AFL team went undefeated in a small number of trial fixtures
- / **FOOTBALL:** 1st XI Football side lost only 1 game in the pre-season
- / **RUGBY:** Our 1st and 2nd XV Rugby teams enjoyed a highly successful pre-season, the 1st XV losing only 1 game and 15 boys were selected in combined GPS representative teams

National Carnivals that Riverview students regularly participate in – Jesuit carnivals, National Basketball and Volleyball were all cancelled in 2021 due to COVID and our students were not able to trial for national programs.

PERFORMING ARTS

Performing Arts continued at the College in 2021 in a much-reduced capacity, due to very strict social distancing requirements. However, by the end of term 2 the College Musical “Shrek” played over four (4) nights to large audiences in what was to be the last Drama or music performance for 2021

DEBATING AND PUBLIC SPEAKING

Debating and Public Speaking have been traditionally very successful in the College. In 2021, the majority of Debating competitions went completely online.

TOURS

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

Finally, 2021 will be looked back in the history books as a year where everyone's lives were disturbed once again 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 success and resilience. Unfortunately, the record books will record for the first time since World War 2 that competitions and performances were cancelled, and our senior year 12 students basically spent 6 months of the year off campus.

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

2021 NAPLAN Test	YEAR 5		YEAR 7		YEAR 9	
	School	State	School	State	School	State
Reading	59%	43%	43%	32%	37%	25%
Writing	23%	26%	27%	26%	22%	15%
Spelling	50%	46%	46%	36%	27%	25%
Grammar and Punctuation	52%	39%	48%	32%	34%	24%
Numeracy	59%	34%	65%	37%	60%	26%

Mr Russell Newman
Deputy Principal Teaching & Learning

Area 4

Senior Secondary Outcomes

4.1 RECORD OF SCHOOL ACHIEVEMENT

In 2021, no students required the issuance of a Record of School Achievement.

4.2 ACADEMIC AND NON-ACADEMIC PATHWAYS

All Senior students 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 2021, six Year 12 students accessed VET/TVET courses external to the College in Automotive, Business Services and Maritime Operations, with all students attaining a VET qualification in addition to their HSC qualification. Two of these students achieved 'Skills for Work' TVET qualifications. Also, in 2021, six students opted out of the ATAR pathway by selecting a pattern of study which did not qualify for an ATAR result.

4.3 THE HIGHER SCHOOL CERTIFICATE 2021

In 2021, 363 students completed examinations for the Higher School Certificate. 237 of these were Year 12 students in addition to 126 Year 11 students who accelerated in one or more of the following courses: Engineering Studies, French Continuers, Mathematics Advanced, Studies of Religion 1 Unit and Science Extension.

DISTINGUISHED ACHIEVERS

The 2021 students gained a total of 324 Band 6 and Band E4 results.

TABLE 1. HSC E4 AND BAND 6 RESULTS

MEASURE	2021	2020	2019	2018	2017	2016
Rank	64	44	58	61	46	47
Band 6s	324	403	346	313	402	351
Entries	1449	1453	1359	1421	1442	1403
Band 6 Rate	22.4%	27.7%	25.5%	22.0%	27.9%	25.0%

PREMIER'S ALL-ROUNDER AWARDS

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

TOP ACHIEVERS

Riverview students earned high placings across the state in three courses. Riverview students achieved:

- / 3rd place in NSW in Chinese Continuers
- / 5th place in NSW in Classical Greek Extension
- / 6th place in NSW in English Advanced

ATAR STATISTICS

One student achieved the highest ATAR of 99.95 for Riverview in 2021. In addition, nine students achieved an ATAR above 99 and 88 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 Extension 1, English Extension 2, French Continuers, Italian Continuers, Italian Extension and Science Extension.

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

Ancient History, Engineering Studies, Industrial Technology, Chinese Continuers and Latin Continuers.

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	7 (+)	0.00	57.14 (-)	47.14 (-)
Agriculture	19 (+)	14.78 (-)	31.57 (+)	47.35 (-)
Ancient History	9	0.00	55.55	55.55
Biology	41 (-)	7.31 (-)	34.14 (-)	41.45 (-)
Business Studies	104 (+)	32.69 (-)	37.50 (+)	70.19 (-)
Chemistry	36 (+)	13.88 (-)	44.44 (+)	58.32 (-)
Chinese Continuers	5 (-)	100 (+)	0.00 (-)	100 (=)
Chinese Extension	2 (-)	100 (+)	0.00 (-)	100 (=)
Classical Greek Continuers	2 (+)	100 (=)	0 (=)	100 (=)
Classical Greek Extension	2 (+)	100 (=)	0 (=)	100 (=)
Design & Technology	9 (+)	55.55 (+)	11.11 (-)	66.66 (+)
Drama	17 (-)	29.41 (-)	52.94 (+)	82.35 (+)
Economics	67 (-)	20.89 (-)	50.74 (-)	71.63 (-)
Engineering Studies	23 (+)	52.17 (-)	30.43 (+)	82.60 (-)
English Advanced	160 (+)	25.00 (-)	59.37 (+)	84.37 (-)
English Standard	77 (-)	0 (=)	44.15 (+)	44/15 (+)
English Extension 1	15 (-)	66.66 (-)	33.33 (+)	100 (+)
English Extension 2	3 (-)	100 (=)	0 (=)	100 (=)
French Continuers	4 (-)	0.00 (-)	100 (+)	100 (+)
French Extension	2 (-)	0 (=)	0 (-)	0 (=)
Geography	47 (+)	2.12 (-)	38.29 (+)	40.41 (-)
History Extension	15 (+)	0.00 (-)	46.66 (-)	46.66 (-)
Industrial Technology	21 (=)	9.52 (-)	47.61 (+)	57.13 (=)
Information Processes & Technology	6 (-)	0.00 (-)	16.66 (-)	16.66 (-)
Italian Continuers	1 (-)	0.00 (-)	100 (+)	100 (+)
Italian Extension	1 (-)	0.00 (-)	100 (+)	100 (+)
Latin Continuers	5 (-)	0.00 (-)	40.00 (+)	40.00 (-)
Latin Extension	4 (+)	0.00 (-)	75.00 (+)	75.00 (-)
Legal Studies	20 (-)	25.00 (-)	50.00 (+)	75.00 (-)
Mathematics 2 Unit	126 (-)	42.06 (-)	41.26 (+)	83.32 (+)
Mathematics Standard 1 (Exam)	8 (+)	12.50 (-)	12.50 (+)	25.00 (+)

Mathematics Standard 2	105 (-)	13.33 (+)	35.23 (-)	48.56 (-)
Mathematics Extension 1	64 (-)	40.62 (-)	46.87 (+)	87.49 (+)
Mathematics Extension 2	33 (+)	48.88 (+)	48.88 (-)	97.76 (+)
Modern History	43 (-)	23.25 (+)	37.20 (-)	60.45 (-)
Music 1	12 (+)	58.33 (-)	33.33 (+)	91.66 (-)
Music 2	2 (-)	0.00 (-)	50.00 (=)	50.00 (-)
PDHPE	58 (-)	13.79 (-)	29.31 (-)	43.10 (-)
Physics	21 (-)	33.33 (+)	33.33 (+)	66.66 (+)
Primary Industries (Exam)	8 (-)	0 (=)	50.00 (+)	50.00 (+)
Science Extension	2	50.00	50.00	100
Studies of Religion 1 Unit	166	12.04 (-)	38.55 (+)	50.59 (-)
Studies of Religion 2 Unit	60 (-)	11.66 (+)	41.66 (+)	53.32 (+)
Visual Arts	19 (+)	31.57 (+)	57.89 (-)	89.46 (+)

(+) indicates greater than 2020 result

(-) indicates lower than 2020 result

(=) indicates equal to 2020 result

Mr Russell Newman
Deputy Principal Teaching & Learning

Area 5

Professional Learning and Teacher Qualifications

5.1 PROFESSIONAL LEARNING

College-led Professional Learning and development found expression through Staff Days and 9 Staff Meetings throughout the year. The lead in Staff Days were held both online and at the Gartlan Centre, to ensure physical distancing and by Staff Day 4, in April we worked collaboratively together in Ramsay Hall. Staff Days and Staff Meetings were initially used to develop a greater understanding of teaching and learning through the IPP/Learning by Refraction [LbR], led by members of the Executive and those leaders who had undergone LbR training. All staff were given a LbR text to use – which updated the IPP with evidence-based research and practices by Fr Johnny Go SJ.

The April staff day, at the end of Term 1, furthered this focus on LbR as the re-revised and re-revised IPP focus for Teaching and Learning from the first three staff meetings. Staff enjoyed the workshops on ‘Walking in the shoes of students’, which finished at 1pm as a way of paying staff back for their online compliance expected from Staff Day 2 in January. At the June 18 Staff Day, punctuating Term 2, Fr Tom Renshaw lead us through our College’s Catholic Identity. Six days after this event, NSW went into lockdown, and Staff Days and Meetings were held online for the remainder of the year. Staff Meetings were held as 40-minute webinars to ensure the ‘black out periods’ on the timetable for students were kept. These sessions were vital as a connection tool, and provided collaborative discussion and reflection on teaching practice, as teachers continued their Professional Reflection on Development as guided by their Companions, and aspirational teaching and learning leaders guided colleagues through conversation and sharing of remote teaching and learning practices.

After reviewing the requirements of NESA’s expectations of teacher quality through the Review and Development processes, teacher and Head of Faculty feedback on Riverview’s PRD procedures over 2019-2020, changes to the PRD package came into effect in 2021. Teachers new to the College were invited to have a Companion, and all teachers were asked to have a teacher practice goal, in line with expectations from AITSL. After reviewing Hattie’s (2019) research showing collective teacher efficacy as being the largest impact on student learning, this further encouraged the ‘all teachers, every year’ vision and teachers working together in cross-Faculty collaborative groups (Professional Learning Teams). The 2021 Reflection on Development process ensured:

1. Teacher individual goals based on Faculty goals, as supporting the strategic direction / targets of the College (i.e. T+L = Inferential reading)
2. 50% Teaching staff worked with a Companion, who facilitated:
 - a. small groups (Professional Learning Teams) to create collaboration and sharing of practice
 - b. being guided through and created their Professional Learning Plan based around the IPP
 - c. had feedback on their practice from their Companion, and two peers

3. Companions facilitated ongoing PLT conversation, with individual self-evaluations of feedback and an individual reflection in Term 4.

Nine Companions took 91 teachers, including Heads of Faculty and members of the Executive through the Review and Development process, renamed and revitalised to be “Reflection on Development” so it is more in line with our Ignatian Pedagogical Paradigm. The Companion group heralded four new members from new Faculties of TAS and Languages, which meant there is a greater spread of pedagogies and teaching practices. Based on evidence-based and researched coaching practices, the Companion team presented themselves as having an area of expertise for teachers to choose from. The autonomy to choose a coach, and then also freedom to develop their own individual teacher practice goal based on the Faculty-led area of development means that teachers have some modicum of control and inspired interest in developing their practice to ensure student improvement. During Term 3 remote learning, teachers continued to meet with each other where possible, and were able to give feedback based on live or pre-recorded Zoom lessons. This is the start of opening doors and practice to initiate collaboration and shared practices for all student outcomes. Teachers practice development and reflection requires teachers to work together in free lessons with their Companion, and after some organisation, Staff Meetings in Term 1 were allocated to Companions to meet teams and engage teachers in further developing their goals and PLPs.

In 2021, Riverview supported Head of Professional Learning, Jennifer Jackson joined NESAs Teacher Expert Network group through the AISNSW and as the College’s delegate. The TENS group have been engaged as part of the consultation process for the development and implementation of the new Curriculum, based on agreed reform measures from NESAs. Across 2021, the K-2 syllabuses for English and Maths have been presented, leaving time for Heads of Faculty to see the way the reforms have had some action. Through the TENS connection, the College has been kept abreast of the issues, changes and feedback opportunities through conferences, professional learning about supporting cultural change and opportunities back in the College for deliberate and focussed feedback on NESAs Curriculum reforms. The Reform agenda continues into 2022, when 7-10 draft syllabuses will be available for user-testing and Professional Development on new outcomes, resources and the digital syllabus will become available.

During Term 3 remote teaching and learning, Staff Services conducted a wellbeing survey into Term 3 and staff reported that once again they were missing the community and collegiality of day to day life, including ways to have professional conversations about practice. Thanks to a fast-moving Advancement Team, InsideView became the portal for the “Virtual TKC”: which had a dedicated Professional Learning space. Included was a section for online ‘PD Hacks’ where Companions contributed presentations, readings and reviews of online PD and resources. The team also used the platform to share online highlights of staff practice and articles on ways to develop skills which 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 were encouraged to take up opportunities to find ways of trialling new techniques and strategies.

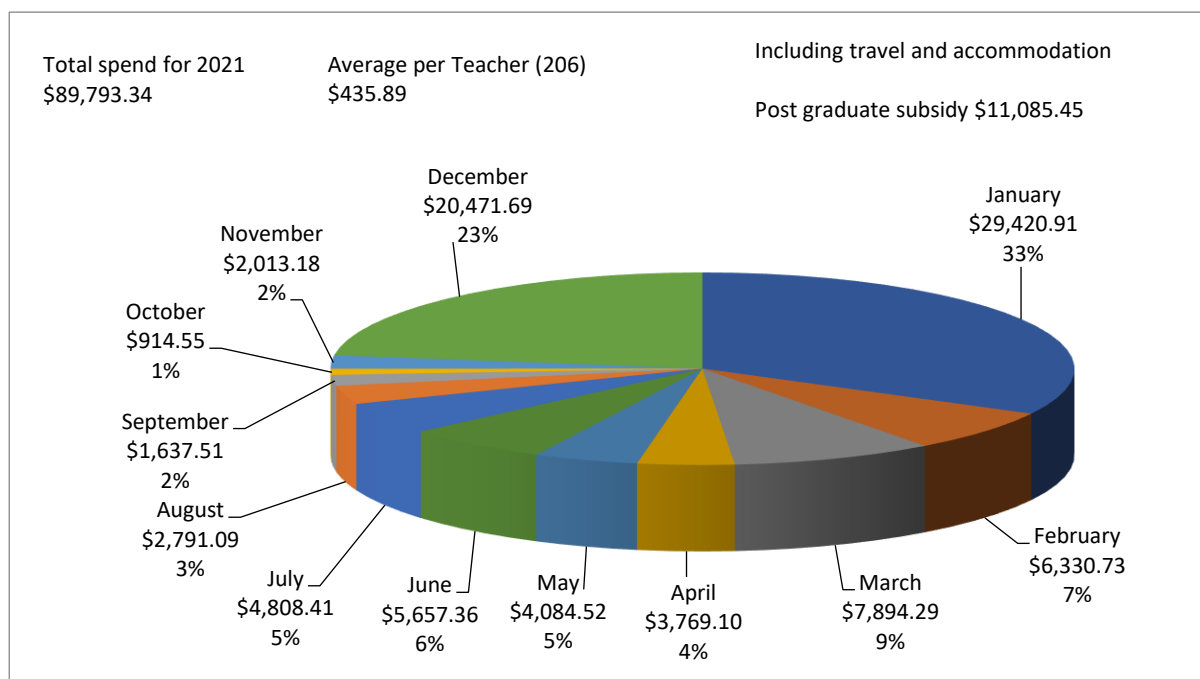
Throughout the year, the Staff Gathering model continued, bringing all staff together as a community every Friday, proving vital during Term 3 remote working. At the June Staff Day, Dean of Staff Billie Trkulja launched the ‘Gratitude Card’ concept, which was quickly turned into a Gratitude Wall message via InsideView, an inspiration from Billie, Jennifer, Tim Abbott from Advancement Team and Alex Mai: the team working together to make it easy for staff to nominate a colleague through the daily ‘sign on’ form. At the Friday online Staff Gathering, gratitude nominations were put into a ‘Wheel of Names’ app, which was quickly renamed the ‘Gratitude Wheel’ and the College sponsored winners a \$50 Uber Eats voucher. At this event, over 100 staff per week gathered via zoom to share community prayer and messages from the Executive alongside celebrations and the ‘Gratitude Wheel’. The staff gathering continued online into Term 4 through COVID safe measures.

Saint Ignatius' College continued a relationship with the University of Sydney started in 2018, taking on 3 scholarship interns in 2021. The interns undergo a recruitment and interview process, chosen initially by the university from the Masters and Bachelors of Education cohort, and must have a continued GPA of 7. The College entered an enterprise, paying each intern a scholarship of \$12,000 paid over two instalments through the year. The interns, for their part, do one day per week of 'work experience', and engage in the longer intern placement at the end of their study, taking on at least 50% of their own teaching load. Two candidates in the secondary sector – Music and English - successfully completed their internship and the Early Childhood intern, at Mirrabrook, was deemed unable to finish due to COVID-related complications. The ongoing nature of 1 day per week for the senior school placements allowed the students capacity to become fully immersed in the College, including involvement in the College musical, the Literacy Group, co-curricular coaching and leading to employment for one of the students. Both interns in the senior secondary continued to work with their supervising teacher and students during Term 3 lockdown, gaining much experience in the remote learning space. We have since employed one intern as a Learning Enrichment teacher.

In terms of the supervision of other per-service teachers, Riverview teachers from a range of Faculties in the senior school and Regis, generously mentored and supervised just 3 pre-service teachers from both the University of Sydney and Charles Sturt University, in Term 4. Three other interns had requested placement, but their respective universities cancelled placements.

The College supported teaching and support staff in their Leadership review process *Aligning Leadership, Ignatian Spirituality and College Goals*, which involved personal reflection, consultation and action planning. From this process leaders develop their Review Action Plan and identify professional learning opportunities to support their continuous professional

Graph 1. Staff Professional Development Expenditure for 2021



5.2 TEACHER ACCREDITATION SUPPORT PROGRAM

Our teachers new to the profession, or new to NSW teaching, undertook their accreditation at Proficient Teacher level, supported by our Proficient Teacher coordinator. The Orientation program continued online during Term 3 and the College continued to support teachers to either gain Proficient Teacher accreditation or maintain their accreditation at this level, as their Teacher Accreditation Authority (TAA). The College had two Highly Accomplished members of staff, both of whom acted in Companion roles, developing teaching quality and practices.

The co-ordinator of Proficient Teacher Accreditation, Bronwyn Lobsey, organised both face and face and online fortnightly sessions for designed to engage teachers in enhancing their understanding of the craft of content and pedagogy; engendering quality teaching skills and development professional teacher attributes in a supportive and high quality environment. Workshops on managing classroom behaviour, Ignatian pedagogy, 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. Of particular note were two online presentations on “Differentiation in the online /remote learning environment” led by Elin Michelsons from Learning Enrichment and “First Nations Education and Culturally Responsive Pedagogies” presented by Joe Boneham, First Nations teacher with Learning Enrichment and Kaleb Taylor, First Nations Co-ordinator. Both sessions were open to all staff and over 30 attended at both lunch time sessions. Kaleb and Joe’s presentation was then made available to all teachers at the December 6 Staff Day, through Faculty Professional development, also online.

Over 2021, six teachers developed their practice and were supported through this Proficient Teacher orientation fortnightly program. Five teachers continued to work outside the program towards their proficiency, choosing to focus on developing their practice in Faculty under the guidance of their Head of Faculty: overall, six teachers gained their Proficiency. The College also supported one teacher on a contract to receive immediate accreditation due to having had NSW accreditation status earlier, but who had been out of teaching for more than five years. Five teachers from Mirrabrook Early Childhood Centre worked with coordinator of Proficient Teachers Bronwyn Lobsey and in Term 4, Nancy Flynn: one teacher achieved Proficiency as part of a pilot programme for Early Childhood teachers. Once again, NESAs 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.

25 teachers were required to submit required admin to maintain their accreditation, and were supported in attaining 100 hours of Professional Development hours over 5 years, having feedback on their practice and developing quality teacher practice through the College’s Review and Development Program.

Throughout 2021, both in person and during remote learning, our Experienced Teacher Accreditation co-ordinator, Nancy Flynn, supported seven teachers through their Experienced Teacher Accreditation with AISNSW’s Independent Schools Teacher Accreditation Authority (ISTAA), moving from Band 2 to Band 3. This involved both external professional learning through the AIS as well as being supported from within through regular lunchtime meetings, including Zoom meetings and extensive one-on-one sessions.

The College utilised the two Highly Accomplished teachers in the Companion team, acting as Pedagogical Coaches to their Professional Learning Teams. They have acted as mentors to those who are interested in being accredited at this level – a process which is in a state of development through NESAs. Our recommendation is teachers put their HALT accreditation on hold until NESAs makes decisions about their processes. One of the Highly Accomplished teachers has undergone HALT assessor training and will bring this superior knowledge and skills-based into fruition over 2022.

5.3 TEACHER STANDARDS

There are 205 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

During 2021 the College provided professional learning opportunities for all staff on Anaphylaxis, Concussion and Mandatory Child protection training through the Australian Childhood Foundation course. These modules were built as a customised package for all Riverview staff on the Canvas learning management system. First Aid and CPR courses were also offered to relevant staff including coaching staff by external providers.

The College had very few formal complaints or grievances during 2021. However, those that were received were successfully resolved through our complaints handling procedures.

Mrs Sally Tranter
Deputy Principal Staff

Area 6

Workforce Composition

In 2021, Saint Ignatius' College Riverview employed 420 full-time, part-time contract and casual staff. Of these 206 were full time or part time teachers with a total; composition of 49.5% female and 50.5% 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 95.15% 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 90%.

Mrs Sally Tranter
Deputy Principal Staff

Area 7

Student Attendance, Retention Rates and Post-school Destinations

7.1 STUDENT ATTENDANCE

COVID-19 restrictions made it necessary for students to attend classes via remote learning during the whole of Term Three. On average 96.18% of students attended classes each day in 2021 which is only slightly less than 96.62% in 2020.

Attendance rate by year group:

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

The above attendance percentages do not include Term Three where students were ‘Learning from Home’ as the recording of absences depended upon Parents notifying the College if their son was not well enough to join online classes and staff recording when a student did not attend their scheduled online. Despite best efforts, absences were not recorded to the level anticipated.

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

94% of those students in Year 10, 2019 completed Year 12, 2021 at the College. This is two percent less than the retention rate from 2018.

7.3 POST SCHOOL DESTINATIONS

Of the 16 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 248 Year 12, 2021 graduates, eight joined the year group in Year 11. One new student joined the Year 12 cohort in 2021. 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
Chief Information Officer

Area 8

Enrolment Policy

There were no changes to the College's Enrolment Policy or the Enrolment Contract in 2021.

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 updated changes to this policy in 2021.

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 2021.

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 2021.

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 2021.

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 2021.

Mr Patrick Lowe
Deputy Principal Students

Area 10

School Determined Improvement Targets

10.1 ACHIEVEMENT OF PRIORITIES IDENTIFIED IN 2020

AREA	2020 IDENTIFIED PRIORITIES	ACHIEVED IN 2021
Faith Formation and Ignatian Spirituality	Resume implementation of the Seminars in Ignatian Leadership Program.	/ The Seminars In Ignatian Leadership did not run throughout 2021, as we had hoped. Instead, a second bridging experience of La Storta was developed to ensure continuity and community amongst participants and facilitators, as we await the opportunity to complete the Rome Seminar, the last for this group. This program of reflection, prayer and spiritual conversation was very well received by participants. It is hoped that face-to-face seminars resume in 2022, and that a second cohort of participants undertakes the Loyola Seminar.
	Embed Year 2 of Learning by Refraction at the College	/ The disruptions caused by the lockdown has meant that the development of the Teaching and Learning Framework has been significantly delayed. Once the place of Learning by Refraction in the wider context of the whole school Teaching and Learning Framework becomes clear, the extent to which staff will need the Professional Learning associated will also become clear. Teachers on the Regis Campus undertook the three Masterclass in 21st Century Ignatian Pedagogy modules, delivered asynchronously through the Educate Magis platform. It is hoped that a less interrupted 2022 will see the formulation of the College wide Teaching and Learning Framework, and that the associated Professional Learning matrix sees Learning by Refraction as a key element. This has been incorporated into the Schools Goals for 2022.
	Continue to develop the place of Peer Ministry within the Student Retreat Program.	/ The move towards increased Peer Ministry continued with the Year 11 Day of Reflection which occurred in February of this year, albeit in a different manner that what was envisaged last year. To avoid the prospect of cohort intermingling, a number of young old boys were

		<p>specifically trained to deliver elements of the day to Year 11 students. This delivery placed the older students in a position of self-vulnerability and faith leadership. Feedback suggested that the role they played was both powerful and instructive for younger students.</p> <p>/ The Year 9 cohort was led in their Day of Reflection by Year 11 students, in conjunction with Heads and Assistant Heads of House.</p> <p>/ It is hoped that further development is made in this area, as it is clear from the literature in this area that Peer Ministry is a very effective strategy in the area of faith formation.</p>
	<p>Integrate the learnings of 2020 into the Ignatian Service Program for 2021.</p>	<p>/ The response of the community to the invitation of the Ignatian Service Program continues to be one of great consolation. Integrating the learnings of the 2020 experience enabled the program to pivot in such a way that we were able to be of support in the most basic of ways to those most in need, most notable Redfern Jarjum College, Jesuit Refugee Service, Jesuit Social Services and the Saint Vincent de Paul Society. The several thousands of bags of groceries were a real testament to this, many of these delivered to the College at the height of the lockdown when the needs to those most in need were most acute. The efforts across Term 3 when the school was in the online learning environment were particularly noteworthy.</p>
<p>Teaching and Learning</p>	<p>To improve student literacy with a College-wide reading focus on inferential reading strategies.</p>	<p>/ A Literacy Coordinator was appointed in 2021 and presented to Heads of Faculty in May and it was well received. He has been working closely with the Heads of Faculty and the goal for 2022 has evolved to focus on an improvement in student literacy with a College-wide comprehension focus on responding to questions – directive verbs and understanding inference. This change in focus has occurred due to feedback from HoFs who are looking for ways to improve extended response writing at HSC level. The new focus will be to ensure that NESA terminology associated with directive verbs is applied in a universal manner across the College to ensure that students enjoy a consistent approach to responding to these key terms. There is also the potential for an audit of the different extended response types present at Stage 6 level and then engaging in a conversation about</p>

		<p>what best practice looks like when constructing paragraph structures and scaffolding response types. The Literacy Coordinator delivered the substance of his findings to the Education Committee at the final meeting for Term 4.</p>
	<p>Refine College-wide application grades defined by attributes of the 'Graduate@Graduation'</p>	<p>/ This goal has taken a different direction as a result of some of the data dashboard work. It became clear that the College needed to develop universally applied effort/application grades across all faculties, so that these can be tracked for effort/application longitudinally across courses and as year groups of students progress through the College. The HoFs have agreed on a framework and from 2022, Semester 1 reports for 7-10 will be implementing these universal grades in formal reports. Some of the graduate@graduation attributes are very difficult to measure in typical classroom interactions so the HoFs have agreed to take those high-level graduate@graduation outcomes and make them more relevant to the classroom context. (i.e instead of measuring "loving", a grade might read "shows respect and consideration to other learners in the classroom").</p>
	<p>Implement a community-wide data dashboard and review complementary reporting practices.</p>	<p>/ Some good progress in this area has occurred despite remote learning. The project has identified three key areas of focus in 2022. Firstly, measuring and tracking academic progress will occur via z-score comparison across years and courses over time. This historical data is available in synergetic, so once launched, students should have a wealth of data to access at the outset. The second area is measuring effort and application via the new universal grading system. There are 5 areas which receive a score from 1-5 and then generate an average result in each semester reporting cycle for each course. Lastly, this aims to target attendance data to generate meaningful visualisation of student absenteeism by course and day, over time. The dashboard prototype was presented to staff at the last professional learning day prior to lockdown. Feedback was overwhelmingly positive, but there are concerns about who gets to see this data and ensure that the data isn't misinterpreted by novice users.</p>
	<p>Formulate a whole of College 'Teaching and</p>	<p>/ The Education Committee has met to discuss steps to lead teaching staff through a process of reflection on current practice with a view to</p>

	learning Framework' in line with a 'Professional Learning Framework'.	<p>developing a College-wide framework, articulating the specific elements of pedagogy which identify Riverview as leading Jesuit School in the future.</p> <p>/ During Staff Day professional development, the College secured feedback on what staff value in teaching practice to engage all students in a learning culture of excellence. The next step is to work on creating a vision for teaching and learning as underpinned by Ignatian Pedagogy and Catholic Identity.</p> <p>/ Regis have used transition data to inform teaching and learning and will continue to explore and review the framework. All staff have read and acknowledged the teaching and learning expectations within the Regis Handbook.</p>
	Further develop the Teacher Review and Development Process building on culture of high-quality teaching and learning across the College.	<p>/ Work is currently being undertaken to augment the Teacher Review and Development process. Staff meetings have included a Professional Learning Team session between 8.40-9.20am, involving collaboration in cross-Faculty groups in professional conversations about evidence-based teaching strategies and sharing practice.</p> <ul style="list-style-type: none"> • Teachers in PLTs with Companion>98 • Teachers in PLTs with peer Facilitators>71 <p>/ While effective, these will be consolidated in 2022 by teachers gathering in the physical space to capitalise on collaborative practice.</p>
	Re-instate the SELT Program.	<p>/ It was agreed that we would not undertake a SELT review this year due to the remote learning. As this is the 2nd year we have missed this survey, and the pricing associated with this service is rather expensive, we will review the marketplace in 2022 to see if we will use another provider or look internally to our newly hired employees who have skills in this areas. There will be no SELT in 2022.</p>
Pastoral Care	Inclusion of key elements of the Childsafe framework to be delivered.	<p>/ Awareness was raised through the Riverview focused framework poster that was devised and student assemblies have been postponed until 2022.</p>
	Using a student-centred approach to enhance	<p>/ The profile of the insecure learner has been refined down to a minimal number of students. The aim is</p>

awareness of what a ‘safe learner’ looks and sounds like in the classroom.	to now embrace their voice to empower teachers to adopt best practice.
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.	/ This has not occurred.
Develop a community approach to awareness of effective mental health and well-being strategies and management.	<p>/ The broadened strategic approach to include parents has seen a high number of people engage with the program.</p> <p>/ The College’s mental health program came to the fore during the remote learning period to advocate the importance of the wellbeing of our student and staff community. Initiatives included the development of:</p> <ul style="list-style-type: none"> • Online Learning Hub wellbeing and support portal (including direct digital access to College Counsellors and support information). • Student and Parent wellbeing webinars. • ‘Wellbeing Wednesday’ dedicated social media nurturing the importance of mindfulness, exercise, sleep, communication and sharing of mental health stories. • These measures were extremely successful during the early stages of the lockdown but the nature of the initiatives, particularly the Mates Supporting Mates program, lost a little impetus over time in the online platform.
Review environmental program for the way that it responds to the UAP’s and the Rio Action Statement.	/ We successfully completed the zero waste day however the students did not adopt sustainable behaviours. We look forward to reducing waste ongoing. This is being embraced in a much more holistic and integrated sense into the School Goals for 2022 across a range of different domains.

	Broadening the pastoral wellbeing model in boarding.	/ Water Safety Training has been conducted for staff, as has First Aid. Professional Development opportunities have been developed through ABSA Webinars. This program will expand in 2022 with the staff who are yet complete certain modules but this will be the most comprehensive staff development that has taken place in this area.
	Continuous improvement review of the co-curricular program.	/ A Board presentation has occurred with key areas identified as maintenance of facilities, supporting emerging sports and building on the programs in place to enhance a child safe environment. Other salient elements of that include: <ul style="list-style-type: none"> • Continuation of the implementation of the 2019 Co-curriculum Review recommendations in particular staffing and the emolument system as well as the role of the teaching staff in Co-curriculum moving forward. • The Jaro database has continued development and expansion into the non-sport co-curricular areas for 2022. Injury /concussion reporting and analysis through the Jaro system has improved significantly. Further work exists with IT to more fully integrate Jaro and synergetic data to expand capabilities of the system. • Strength and conditioning management has moved from the Gartlan Centre to Co-Curricular during Term 1. The next phase involves a restructure of the staffing and new design of the implementation of strength and conditioning. • A formal review of the grounds/fields is being conducted by the Property and Building Committee that will produce recommendations to improve the state of the playing surfaces and the facilities of the College grounds.
Community Participation	Visitation to boarding communities to strengthen relationships in the aftermath of COVID-19 restrictions and to promote boarding strategically.	/ The College engaged with prospective boarding families by visiting regional communities and partaking in a regional roadshow which included; Young, Bathurst, Dubbo, Warren, Griffith, Wagga Wagga and Canberra. The roadshow was supported by a comprehensive marketing & communication campaign which resulted in 1.7m impressions, 309 attendees to Riverview hospitality events, a myriad of community nurturing conversations at expos, and 53

	<p>prospective new family connections.</p> <p>/ It is not without importance that boarding enrolments increased from 285 to just over 300 during lockdown. This is testament to the impact of the visitation program and the digital assets that were produced during COVID.</p>
<p>Combined P&F, OIU and School Executive meeting.</p>	<p>/ A joint meeting is held with the College, P&F and OIU at the beginning and end of each year. In each and every year, the Principal – and more recently the Rector, attends a number of Committee meetings and the AGM of both. As encouraging development in the latter months of 2021 is the desire to revive the Past Parents Association.</p>
<p>Digital delivery of Enrolment Information Tour with live streaming for interactive purposes to online environment.</p>	<p>/ A physical Information & Tour Day was held at the College on 8 June for 2024 Year 5 & 7 prospective families. 167 families attended for Year 5 placements and 118 families for Year 7 placements. The launch of a digital virtual tour featuring 11 College locations, also coincided with this event to further showcase the Dalton Chapel, Senior & Regis teaching and learning environments, boarding spaces, co-curricular spaces and College grounds. The digital tour capability has been particularly valuable from an engagement perspective especially amidst the COVID-19 lockdown period when on-site tours have not been permitted due to Public Health Orders. To date the digital tour has had over 10,000 views globally.</p>
<p>Strategic profile of Capital Gifts Program via consolidated donor base to be developed.</p>	<p>/ A strategic fundraising and branding consultancy have been engaged to work with the Advancement department to develop a strategic roadmap for philanthropy at Riverview. The roadmap considered the role of community support to the school and how activating philanthropy can positively impact our mission and the 2021-2025 Strategic Directions of the College. The roadmap provided a series of strategic identity and branding recommendations which will be finalised in Term 4 to ensure the College is ready to embark on the silent (donor cultivation) phase from the beginning of Term 1 2022. A three-year projection of the capital gifts program has been developed and was presented to the Finance committee in Term 4.</p>

	<p>Promotion of Australian Childhood Foundation (ACF) accreditation and implementation strategies associated with designated priorities.</p>	<p>/ All College documents have been updated to reflect the ACF requirements. ACF will undertake a document audit in Term 1, 2022 with the face-to-face interviews and onsite audit to occur in Term 2, 2022. Policy documents have been updated on InsideView and these will be reviewed by staff heading into the accreditation process.</p> <p>/ All permanent and part time contracted staff will undertake the online ACF Child Protection Training in January 2022.</p>
<p>Resource, Environment and Risk Management</p>	<p>Stage 2 of Ignis Project approved ready for construction in November.</p>	<p>/ Following approval from Rome, the Ignis Stage 2 SSDA 10424 was approved on 25-Oct-21 by the Department of Planning Industry & Environment.</p> <p>/ The Detailed Design phase will commence before Christmas. Tender, contract award and construction and finance procurement will commence in 2022.</p> <p>/ Initial works including asphalt resurfacing of 3rd Yard and temporary line marking occurred prior to the commencement of the 2021 school year. The application of the acrylic court surface and construction of Shade Structure completed over Dec21-Jan22.</p>
	<p>Document Management System.</p>	<p>/ Funding has been allocated to this project in 2022, as due to lockdown this project has been moved to 2022. There are a number of elements of this project that are underway with more work to be accomplished as outlined in the School Goals for the coming year:</p> <ul style="list-style-type: none"> • Forms Development and Centralisation of data collection: 17 Online forms have been created and deployed at moves the College towards centralising data collection and reporting. 2 New Types of reports have been introduced to the College to improve our ability to visualise report data. • Consolidate Staff Data: ICT Team has just restarted this project with the aim of completing it in 1st Qtr 2022. • Cleanse Student Data: ICT Team has completed the collection components of this process but has delayed asking parents to complete the forms due to lockdown and the health centre focusing on COVID response. Excursions forms are in development and due

		to be deployed Term 1 – 2022.
Update and implement Strategic and Macro Operational Risk Management priorities as identified by the Risk and Compliance Committee.	/	<p>The Macro Operational Risk Register is 50% completed with the remainder to be completed in Term 1 2022. All tasks will be set up in Assurance to allow for automated reporting.</p> <p>The Strategic Risk Register will be developed in conjunction with the Board during the first half of 2022.</p>
Major Property & Capital Works Projects.	/	<p>Cladding remediation project for Cova is complete and certification provided to support completion. The project to replace the cladding on Therry and Vaughan has commenced with Vaughan expected to be completed by Feb 22 and Therry expected to be completed by May22 (works being undertaken in School Holidays only).</p> <p>Design and specification for the works has been completed. The tender process is completed and the Principal Contractor has been appointed. Work completed 28 January 2022.</p> <p>Arrupe building concrete beams remediation works were completed on time and in budget.</p>
Consolidation of Advancement Office with strategic priorities identified.	/	<p>The Advancement department presented a plan of strategic priorities within a 2022 plan which was presented to the College leadership in Term 3 2021 and was synchronised with the College's 2022 goals and Strategic Directions. The plan highlights 3 key priorities with SMART (specific, measurable, achievable, relevant, and timed) goals developed for each priority:</p> <ul style="list-style-type: none"> • Delivering best practice communication that supports our audience constituencies with constructive and cohesive community engagement initiatives. • Creation of a philanthropic identity and culture which supports the evolution of educational environments and learning opportunities for members of marginalised communities. • Future-proofing Boarding at the College.
NESA Registration and Accreditation.	/	The College received full NESA Registration and Accreditation for the next 5 years.

10.2 PRIORITIES IDENTIFIED IN 2021

AREA	PRIORITIES IDENTIFIED IN 2021 FOR 2022 IMPLEMENTATION
Ignatian Spirituality and Faith Formation	Resume implementation of the Seminars in Ignatian Leadership Program.
	Commence the Seminars in Ignatian Leadership Program for Group 2. Delivery of the program is dependent on Covid protocols.
	Re-establish the routine of praying the Examen.
	UAP 4 - Care for the Common Home: To provide experiences and resources that lead to ecological conversion.
	Establish and execute a program of Formation for facilitators of the Capstone Program.
	Implementation of the revised PREF (Post Review Experience of Formation) Program.
	Reimagining the Philosophy and delivery of the Arrupe Academy for Year 11 Students.
	Integrate the learnings of 2021 into the Ignatian Service Program for 2022.
	Reengage student body with Liturgical life of the College.
Teaching and Learning	To improve student literacy with a College-wide comprehension focus on responding to questions – directive verbs and understanding inference.
	User-Testing the New NSW/Australian Curriculum.
	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’.
	Further develop the Teacher Review and Development Process building on culture of high-quality teaching and learning across the College.
	Develop a Professional Learning Framework in line with the College Teaching and Learning Framework.
Pastoral Care	Reinforce Childsafe framework / Implement student centred campaigns to develop and refine understanding of Riverview mission and school culture, and to raise awareness of safe and respectful learning, relationships and conduct.
	Mature the Childsafe framework across the organisation.
	Striving to achieve an environment where all students feel known and secure as learners.

	<p>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.</p> <p>Develop and implement College-based Reconciliation Action Plan with emphasis on action and long-term commitment.</p> <p>To enhance student awareness of the importance of respecting and dignifying their peers, friends and broader community.</p> <p>Continue to Develop a community approach to awareness of effective mental health and well-being strategies and management.</p> <p>Refining the pastoral wellbeing model in boarding.</p> <p>Increased utilisation of Reach Boarding Software Program.</p> <p>Promotion of Australian Childhood Foundation accreditation and implementation strategies associated with designated priorities.</p>
Community	<p>Deliver best practice communication that supports audience constituencies with constructive and cohesive community engagement initiatives.</p> <p>Creation of a philanthropic identity and culture which supports the evolution of educational environments and learning opportunities for members of marginalised communities.</p> <p>Future-proof Boarding at the College.</p> <p>Pursuit of the initiative with Pymble Ladies College associated with integrated learning experiences associated with pro-social living and respect.</p>
Resource, Environment and Risk Management	<p>Ignis Stage 2.</p> <p>Response to Laudato Si' and Care For Our Common Home.</p> <p>Conduct a review of 2020 School Environmental Management Plan.</p> <p>Refine and implement Strategic and Macro Operational Risk Management priorities and as identified by the Risk and Compliance Committee.</p> <p>Ongoing and active management of key risks leading to increased levels of compliance across the school.</p> <p>Document Management System.</p> <p>Digital transformation, system review and security.</p> <p>WHS Committee.</p> <p>Mirrabrook.</p>

Dr Paul Hine
Principal

Area 11

Initiatives Promoting Respect and Responsibility

Due to the disruptive nature of 2021 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 2022 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 '*With Infinite Arms*'. 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

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	91%	86%
Agree that the College provides a ‘safe and caring’ environment	91%	89%
Overall satisfaction with the management and leadership of the College	88%	85%

12.2 STUDENT SATISFACTION

Statement	Year 7	Year 12
Overall satisfaction with education at College	82%	85%
Agree that the College provides a ‘safe and caring’ environment	79%	76%
Overall satisfaction with the management and leadership of the College	78%	70%

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.

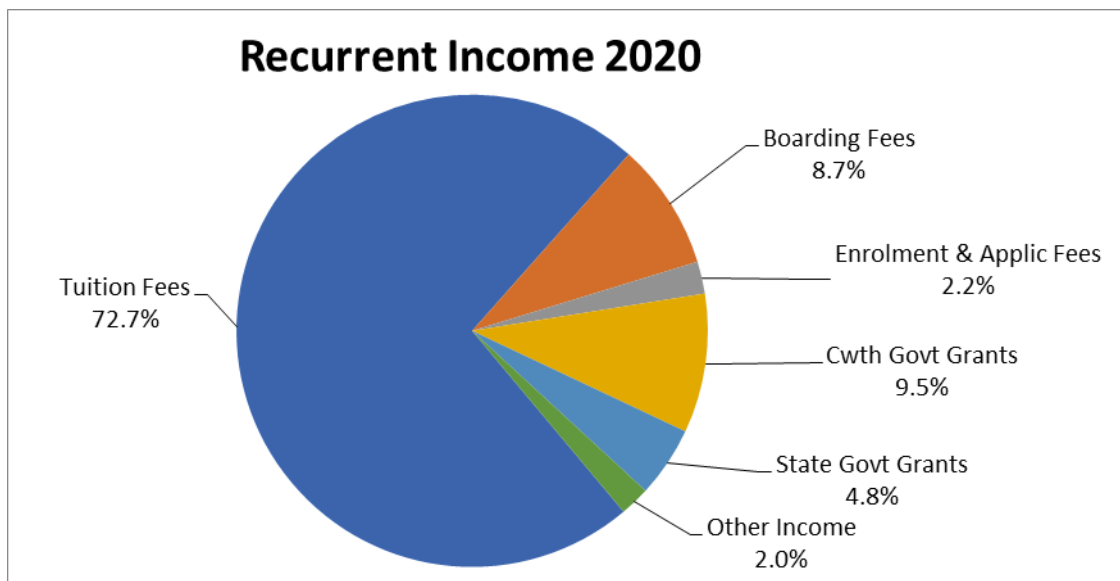
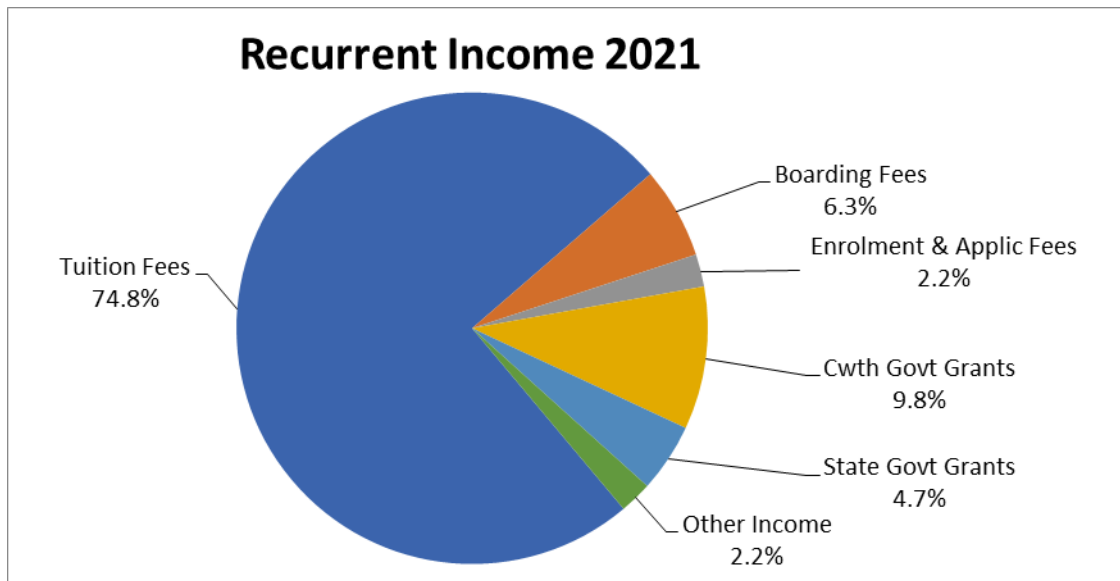
Dr Paul Hine
Principal

Area 13

Summary Financial Information

13.1 COLLEGE INCOME

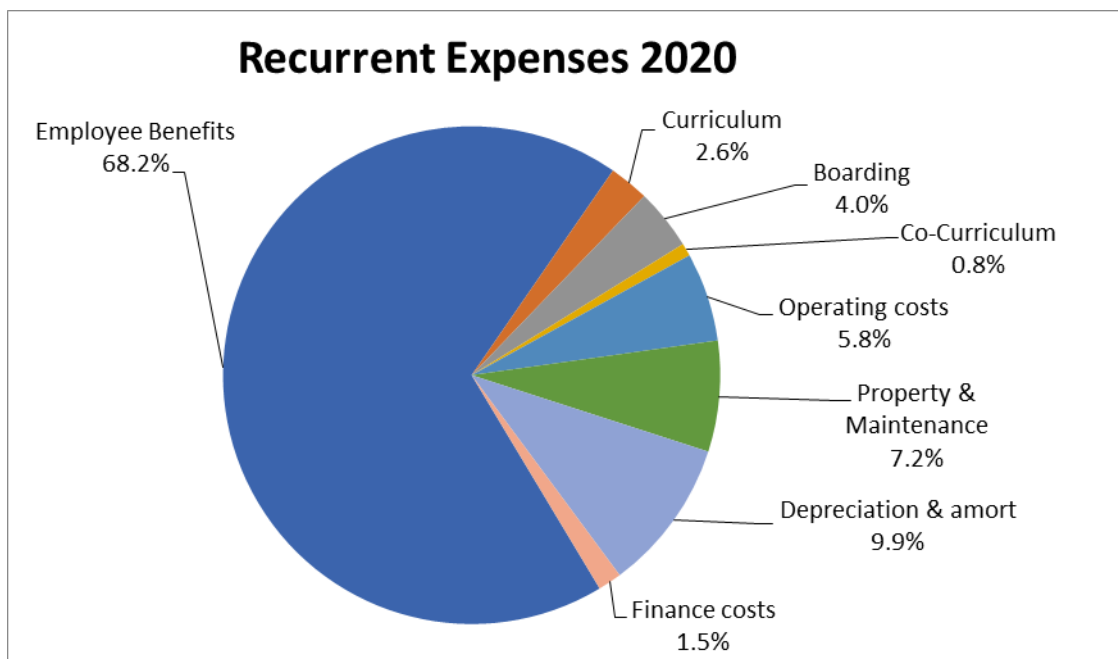
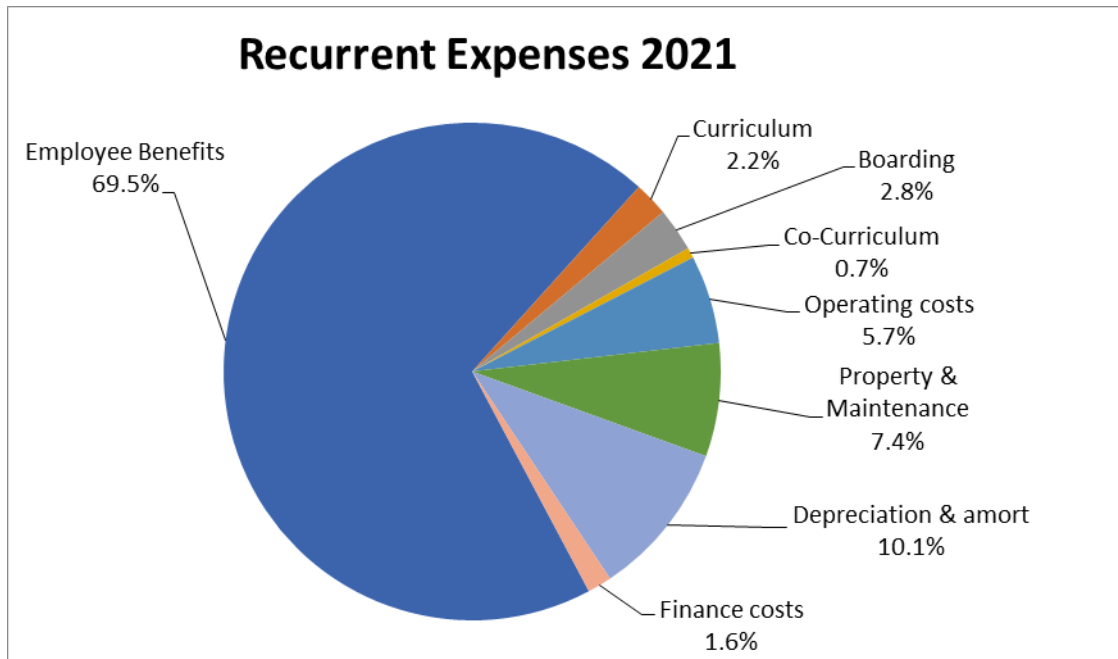
An analysis of the College recurrent income during 2021 by source is compared with 2020 below:



Recurrent Income decreased by 0.8% in 2021, largely due to the impact of COVID-19. Whilst the scheduled annual increases in Tuition Fees and Boarding Fees (3.0%) were applied, Boarding Fees income was down 28.3% compared to 2020. The reduction in Boarding Fees income was as a result of COVID-19 lockdowns with the Boarding House being closed, and no Boarding Fees being charged, during all of Term 3 and part of Term 4. State Government Grants fell by 3.2% in accordance with current funding arrangements. Other Income, which relates to the uniform shop, canteen and the hire of College facilities by external groups improved by 7.5% compared to 2020.

13.2 COLLEGE EXPENDITURE

An analysis of the College recurrent expenditure during 2021 by expense category is compared with 2020 below:



Recurrent Expenditure in 2021 remained at similar levels to that in 2020. Major changes in expenditure outside expected inflationary increases included:

- Salaries for most staff increased by 1.75% in accordance with arrangements under the multi-enterprise agreements, whilst the Modern Award (applicable to co-curriculum staff) increased by 2.5%. The net result was that Employee Benefits expenses increased by 2.1% compared to 2020.
- As a result of COVID-19 lockdowns and the Boarding House being closed during all of Term 3 and part of Term 4, Boarding expenses decreased by 28.4%, primarily in areas such as catering.
- Education expenses decreased by 13.3% as a result of COVID-19 lockdowns restricting many activities and excursions.
- Co-curriculum expenses decreased by 19.9% as a result of the Winter season being cancelled due to COVID-19 lockdowns.

The College is undertaking the staged redevelopment of the College in accordance with the College Master Plan approved by the NSW Department of Planning, Industry & Environment (DPIE) in 2016. Stage 1 of the Masterplan (Therry Building) was completed in 2018. Stage 2 will be a new building for Science, Technological and Applied Studies, Engineering, Mathematics and PDHPE (STEMP). Preliminary design work for Stage 2 commenced in 2019 and continued during 2020, culminating in a State Significant Development Application (SSDA) for the project being lodged with the DPIE in late 2020. The College received SSDA approval for Stage 2 from the DPIE in October 2021. Stage 2 is scheduled to commence construction at the end of 2022, with an expected completion in late 2024.

In addition to the Masterplan project, other capital works projects were undertaken in 2021 including:

- upgrades to the Visual Arts faculty and the TAS Faculty;
- replacement of structural concrete beams in the 130 year old Arrupe building;
- new paving in the Quadrangle and St Michaels House terrace;
- installation of a new fire system (fire indicator panel and detectors) in St Michaels House;
- upgrades to equipment in the main (boarding) kitchen;

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
Chief Operating Officer / Chief Financial Officer