



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



**Saint Ignatius
College Geelong**

Saint Ignatius College Geelong

27 Peninsula Drive, DRYSDALE 3222

Principal: Michael Exton

Web: www.ignatius.vic.edu.au

Registration: 548, E Number: E1359

Principal's Attestation

I, Michael Exton, attest that Saint Ignatius College Geelong is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 16 May 2025

About this report

Saint Ignatius College Geelong is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our Vision

At Saint Ignatius College our purpose is to form young people of competence, conscience and compassion.

Mission Statement

Saint Ignatius College is a Catholic community in the Ignatian tradition, that is learning-centred and supportive. The College is committed to the education of the whole person and the development of young adults of competence, conscience and compassion who will be of service in the community. We strive to recognise God's presence in all things, to celebrate the pursuit of personal excellence and to live with hope and respect for all creation.

College Overview

College Overview

Saint Ignatius College, located in a beautiful rural Bellarine landscape, is proud of its unique position in the Geelong region as the first Catholic Co-educational Secondary College where young men and women can work together in a vibrant faith and learning community.

A Jesuit Companion School of 1424 students, delivering challenging and innovative programs where students can engage both intellectually and spiritually and pursue excellence in all facets.

A broad innovative curriculum and an established pastoral care program strongly enhances student outcomes. The College offers an extensive range of VCE, VCE VM & VET studies. The languages offered from year 7 are Indonesian and Italian.

Sporting participation in a wide range of traditional sports is emphasised, with increasing standards of competition available at the inter-school level. Other extracurricular activities range from the Performing Arts, to Social Justice activities, to debating, to orchestra, and to individual music lessons.

The country grounds of the College are divided into areas where students of all levels mingle together, and other areas where they can mix with friends of their own age group. There are three distinct precincts, Year 7 and 8 Xavier Centre, Year 9 Centre and MacKillop Centre (Years 10 - 12.)

The school develops leadership through the Student Council, Ignatian Leaders, College Leaders, House Leaders, Sport & Debating Teams and Community Service Leaders (Arrupe Leaders.)

The College offers a Student Leadership Development Program.

Our Strategic Intent

Excellence in Ignatian teaching and learning by:

- Identifying and promoting effective learning behaviours
- Enabling all students to realise their potential in terms of academic attainment and progress
- Teaching in a way that students find engaging, relevant and inspiring within the context of the IPP
- Ensuring literacy skills are developed in all years and subjects

- Accompanying students to progress through impactful assessment feedback, tracking and academic support

The well-rounded personal development of all students (within the context of *cura personalis*) by:

- Promoting the personal qualities of respect, independence, service, gratefulness, reflection, motivation, hard work, high expectations and resilience
- Ensuring students feel they are known, belong and are proud of the school and their own achievements
- Sharing educational experiences and leadership opportunities in a co-education school, students learn to understand, respect and appreciate each other
- Providing a diversity of extra-curricular opportunities, clubs, trips, immersions, justice and service opportunities and leadership experiences
- Supporting and encouraging the faith development of our students

Build a stronger sense of our Catholic and Ignatian Identity by:

- Promoting a greater understanding of our school's part in the Church's mission
- Building a stronger understanding and practice of Ignatian spirituality
- Creating more meaningful opportunities for community and personal prayer
- Promoting a stronger Catholic and Jesuit view of our responsibilities as global citizens
- Building a stronger awareness and understanding of our Catholic and Ignatian ethos that underpins our outreach activities

Positive, supportive and challenging leadership and management at all levels by:

- Providing leadership that gives all staff the direction, support and training to sustain high quality actions and performance
- Empowering leaders through training, sharper evaluation and accountability to make a difference
- Strengthening parental involvement to support student learning

Strong engagement with and connection to the College Community by:

- building the Old Ignatians Association
- ensuring continuing connection with SPOCA
- building connection with the Old Companions
- providing programs to develop and enhance the three-way partnership between school, parents and students
- promoting the College to the wider community
- recognising and celebrating student and staff achievements

High quality resources, facilities and environment by:

- Providing inspiring facilities and resources for high quality learning
- Using the latest methods and digital technologies to enhance learning
- Maintaining a safe, positive and healthy working environment

Principal's Report

Building community for better learning

We continued with our 2023 school improvement theme this year:

“Building community for better learning – belonging, connection & learning.”

Our three improvement pillars were belonging, connection and learning.

With the post-COVID need to focus on supporting well-being, the increased number of staff due to the College's growth and the new Agreement's decrease in teacher scheduled class time and the need to better engage parents, focusing our improvement actions on the three pillars was our overarching way to achieve better learning and well-being outcomes for our students.

We welcomed 1424 students and 192 staff members to our community to begin the year.

In response to the demand for places in Catholic schools, we commenced with 260 Year 7 students, up from 250 in previous years.

Connection & Belonging Weeks

We commenced 2024 with a new “Connection Week” program designed to support our students' return to school. This program established a solid foundation for the new academic year and encouraged them to make the most of the available opportunities. It “connected” students back to school and each other.

We also implemented a new Belonging week for the final week of term two. As the name suggests, the students participated in various activities to improve their sense of belonging.

Coaching program

We have provided a coaching program to build the capacity of middle leaders and leadership teams at all levels. This was crucial to implementing our school improvement plan effectively, and we have received very positive feedback about this initiative.

Managing staff is a challenge, and the coaching program identified this as an area where leaders need support. So, in addition, introducing and implementing an enhanced Human Resources Management position and programs has been valuable.

Connected Learning Program

We commenced the implementation of our new Connected Learning Program in Year 7.

This exciting and innovative program will revitalise, re-energise and improve our approach to implementing the Victorian Curriculum since our last Curriculum Review over ten years ago.

This new approach is based on the latest evidence-based research and builds on many of the good programs and practices already in place. Students will experience a more coherent, coordinated, and consistent approach and will be taught using an explicit teaching model informed by the latest Science of learning theory.

This program delivers the Victorian Curriculum and the MACS Religious Education Curriculum Framework through an 'Explicit Teaching' approach underpinned by the 'Science of Learning'. It is based on the College's Student Effective Learning Framework, or SELF, which supports our aim of providing a holistic education for our students.

As part of the new program, Year 7 students have engaged with a Learning to Learn program designed to explicitly teach and reinforce the knowledge and skill of learning on a daily basis.

SNAP Program

This year, we introduced an intervention program called the SNAP Program (Students Needing Additional Practice). Our literacy and numeracy assessment data for Years 7 and 8 indicated an increased number of students whose skills in these areas needed improvement.

The SNAP Numeracy program focuses on core skills aligned with the current course curriculum. The students attend four sessions a fortnight, coming from four of their Maths periods. The initial data indicates most are making good progress, which is very pleasing.

And students involved in the SNAP Literacy program attend MacqLit sessions rather than their Language class.

Ultimately, the SNAP Program will support those students most needing to improve their literacy and numeracy skills, enhancing their potential to engage more confidently and at a deeper level with our Connected Learning Program.

Mobile Phone Pouch

We changed our Student Use of Mobile Phone Policy this year. We have implemented a Mobile Phone Pouch Program. Students must store their mobile phones in a secure pouch during school hours. The school has provided a commercially available pouch to each student that they store in their locker.

This change has been well supported across our school community. It has meant that students haven't had access to their phones during school time, making it easier for staff to enforce this. We have received positive feedback about this change from students, staff and parents. No longer do we see students sitting around on their phones during breaks.

New MacKillop Senior Centre

We commenced classes in our tremendous new MacKillop Centre at the beginning of term two. This three-storey, split-level building comprises a 330-seat lecture theatre, a gallery, 16 classrooms, breakout spaces, and student and staff amenities was our most ambitious and largest building project, costing about \$25.5 million.

We are grateful to the State Government for a grant of one million dollars to help fund this project.

The MacKillop Centre is a state-of-the-art facility designed to provide our senior students and staff with a contemporary and inspiring learning environment.

Administration & Reception Review

The College Executive initiated this review to ensure efficient and effective systems and processes are in place, we meet the various authorities' compliance requirements, and the Administrative Assistants Team operates coherently and collegially, with clear roles and manageable workloads. The review provided many recommendations, which we have accepted and commenced implementation.

School Review - 2024 VRQA & School Improvement Plan (2025 – 2028)

The Victorian Registration and Qualifications Authority (VRQA) review was very successful.

The School Improvement review went very well. The reviewers were very positive about the school's leadership and management. Their recommendations can be summarised as many positive improvement initiatives are underway. And rather than introducing too many new improvements, we should focus more on embedding our initiatives for the next School Improvement Plan (2025 – 2028.)

Thank you to two finishing Deputy Principals (DP) & retirement of the Business Manager

This was the final contract year for two DP positions:

Identity and Co-curriculum – Mr Paul Lewis

Staffing and Operations – Mr Joe McLean

On behalf of our school community, I would like to thank Mr. Lewis and Mr. McLean for their dedication and commitment to their roles.

Mr Lewis retired at the end of the year after over 40 years of dedicated service to Catholic Education. He began at Saint Ignatius in 2012 as Deputy Principal and since then has been a key leader in the faith and mission area and in building our sense of school community.

Mr David Fitzgerald has been a dedicated member of our staff for 32 years. We thank him for his long-standing service as Business Manager to our school and Catholic education in the Geelong region. He retired mid-year.

Ad Majorem Dei Gloriam (for the greater glory of God), AMDG

We are grateful for the past year's accomplishments and experiences and look forward to next year with hope and optimism as we continue to build our school community to provide better student belonging, connection, and learning.

Yours faithfully,

Mr Michael Exton

Principal

Saint Ignatius College Geelong

Catholic Identity and Mission

Goals & Intended Outcomes

Our ongoing focus in 2024 has been to refresh and deepen our sense of Catholic Identity through the lens of our Ignatian charism. We aim to foster a greater understanding of our College's role within the Church's mission and create engaging, relevant and accessible prayer experiences for youth and the broader community. Furthermore, we intend to cultivate a deeper awareness of the Catholic and Ignatian ethos that informs our social justice and outreach initiatives.

In 2024 the College aimed to build a stronger sense of our Catholic and Ignatian Identity by:

- Promoting a greater understanding of our school's part in the Church's mission
- Building a stronger understanding and practice of Ignatian spirituality
- Creating more meaningful opportunities for community and personal prayer
- Promoting a stronger Catholic and Jesuit view of our responsibilities as global citizens
- Building a stronger awareness and understanding of our Catholic and Ignatian ethos that underpins our outreach activities

These goals emerge from the School Improvement Plan encompassing 2024 which includes the targets of:

- An increase in the number of students involved in the Community Service Program
- An increase in the number of opportunities for the Examen to be utilised for reflection and prayer
- An area for a sacred space has been identified and set up

Achievements

- Yr 11 Religion Academy students attended the CSYMI & ACU La Salle Academy Equipping School formation event in March 2024
- Student retreats were conducted for Yrs 10, 11 and 12, incorporating Sacraments of Eucharist and Reconciliation
- Many liturgical celebrations were conducted including: Beginning of Year College Mass, House Masses, Feast Day Mass, Year Level liturgies, Year 12 Valete Mass and End of Year Staff Mass
- The weekly Examen is disseminated to the entire student body via PA broadcast each Friday morning and frequently incorporates themes of social justice

- CSYMI Journey Program sees Youth Ministry at the College now well established with elective classes running at Yrs, 9, 10, 11 and 12
- Youth Ministry Experiences were conducted for Yrs 7 & 8 during the College's first week of the year, known as 'Connection Week' and the last day of Semester One, known as 'Belonging Week'
- The Youth Ministry team facilitated the Easter Liturgy and Belonging Week Youth Ministry Experiences
- The Yr 9 Religious Education curriculum incorporated a service component where each class volunteered at a local community driven food relief and rescue program known as Feed Me Bellarine
- Consolidation of pastoral structure as Senior House areas were finalised in 2024 with the opening of the Senior MacKillop Centre
- In 2024, each House celebrated the identity and achievements of its patron with a House Mass followed by catered lunch for all senior students
- A number of student leaders attended Jesuit Maytime Fair at Xavier College Kew on Saturday May 4th and sold local produce from the Bellarine Peninsula to raise money for Jesuit Mission
- Yrs 7&8 hosted the Loyola Markets in October, running activities and stalls during lunch time. The markets are a student-led initiative that this year raised funds for Jesuit Mission programs in Timor Leste
- The College held an Easter Hamper raffle in support of Caritas Project Compassion.
- Yrs 7, 8 and 9 each conduct an end of year liturgy celebrating their achievements and expressing gratitude for their subject teachers, mentors and Year Level Coordinators
- Saint Ignatius Feast Day was celebrated with a whole school liturgy attended by local priest, Fr Darien J Sticklen

Value Added

- Two-day 'Spirit Retreat' conducted offsite for the Yr 11 Religion Academy class
- Two-day 'Inspire Retreat' conducted offsite for the Yr 12 Religion Academy class
- Year 11 Ministry Academy Outcomes where students were awarded:
 - A Certificate of Ministry from the ACU La Salle Academy
 - 5 Bonus ATAR points for application to any course at any ACU campus in Australia
- College, House and Year Level Masses and Liturgies
- Staff Ignatian formation and professional development programs
- Jesuit and Companion Schools network
- Formation at each School Advisory Council meeting
- Two staff in senior leadership positions concluded a two year Jesuit Study Program - "Australian Seminars in Ignatian Leadership"

Learning and Teaching

Goals & Intended Outcomes

Promote Academic Excellence and Student Belonging

- Foster a culture of shared vision, teamwork, and consistent practices

Deliver a High-Quality Teaching and Learning Program

- Ensure curriculum is viable, contemporary, engaging, sequential, and rigorous

Enhance Collaboration to Improve Teaching

- Focus on how students learn to support best practices

Strengthen Integration Across All School Programs

- Align faith, learning, wellbeing, and co-curricular elements for holistic student engagement

Improve Senior Academic Outcomes

- Increase VCE median study scores and percentage of scores above 40

Achievements

Teacher Support and Development

- Regular professional development and curriculum writing time
- Structures Mentor Program for new staff induction
- Weekly Learning Area Meetings and Direct Collaboration Time
- Engagement with Professional reading and evidence-based strategies

Curriculum Teaching Practices

- Launched the Connected Curriculum in Year 7 for interdisciplinary learning
- Implemented Explicit Teaching sequence supported by The Science of Learning research
- Developed consistent curriculum documentation across subjects
- Created high-impact lessons focused on structured teaching

Supporting Diverse Student Needs

- Programs for students at risk: PSG meetings, Learning Support Team, Year 10 Literacy
- Intervention, SNAP Literacy and MAQLIT (Years 7–8)
- Explicit Teaching approach used in all intervention strategies
- Extension opportunities and in-class challenges for high-ability learners
- Enrichment programs like Debating and Tournament of Minds to promote creativity and critical thinking

Assessment and Monitoring

- Biannual ACER testing (Years 7–10) for instructional adjustments
- Semester reporting ensures progress transparency and links to wellbeing
- VCE Readiness and Success
- Literacy intervention and structured curriculum underpin VCE preparation
- Acceleration and extension programs support academic excellence

Student Learning Outcomes

NAPLAN Performance

- Overall results in line with national/state averages
- Strong Year 7 Writing outcomes; steady Year 9 Numeracy
- Year 7 Reading above average; stable Year 9 Writing with growth potential
- Continued emphasis needed on extending higher-performing students in Numeracy

Intervention Growth (SNAP Program)

- Numeracy: 61.8% of 238 students showed growth; average scaled growth score: 0.62
- Literacy/Numeracy (SNAP students): 72.7% of 66 students showed growth; average score: 0.73
- Reading: Over two-thirds of students demonstrated measurable growth, supporting current strategies

Post-School Destinations (2024)

- Bachelor Degrees: 35.1% (up from 31.3% in 2023) – below regional and state averages
- Certificates/Diplomas: 10.5% – aligns with regional/state trends
- Apprenticeships/Traineeships: 19.3% – significantly higher than regional/state averages
- Employment: 35.1% (mostly part-time); similar full-time employment rates to state average
- Not in Education or Training: 35.1% – slightly above regional and state figures

- Looking for Work/Deferred/Unknown: 0% – clear student pathways post-school
- Key Insights
 - Strong vocational outcomes and structured pathways
 - No students were unaccounted for post-school
 - Academic and applied pathways are well-supported and balanced

| NAPLAN - Proportion of students meeting the proficient standards | | | |
|---|-------------------|-------------------------|-------------------|
| Domain | Year level | Mean Scale score | Proficient |
| Grammar & Punctuation | Year 7 | 543 | 65% |
| | Year 9 | 571 | 63% |
| Numeracy | Year 7 | 549 | 74% |
| | Year 9 | 573 | 71% |
| Reading | Year 7 | 554 | 79% |
| | Year 9 | 583 | 75% |
| Spelling | Year 7 | 531 | 71% |
| | Year 9 | 572 | 81% |
| Writing | Year 7 | 553 | 71% |
| | Year 9 | 594 | 76% |

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

| Senior Secondary Outcomes | |
|----------------------------------|------|
| VCE Median Score | 30 |
| VCE Completion Rate | 100% |
| VCE VM Completion Rate | 100% |
| VPC Completion Rate | * |

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

| Post-School Destinations as at 2024 | |
|--|---|
| Tertiary Study | * |
| TAFE / VET | * |
| Apprenticeship / Traineeship | * |
| Deferred | * |
| Employment | * |
| Other - The category of Other includes both students Looking for Work and those classed as Other | * |

Student Wellbeing

Goals & Intended Outcomes

GOAL

- To nurture a culture of shared vision, collaborative and consistent practices and teamwork, that promotes academic excellence and student belonging

INTENDED OUTCOMES

- Enhance student engagement and performance by understanding and strengthening the connections between all the programs in the school; faith, learning, wellbeing and co-curricular
- Students experience a safe, ordered and positive learning environment

KEY IMPROVEMENT STRATEGIES

- Implementation of some of the Pastoral Structure Review recommendations, and in particular, to build a culture of belonging and connection to each House
- Consistent high expectations for student behaviour

Achievements

- Consolidation and introduction of further House activities that have further developed the House spirit amongst the students
- Further developed and refined the student award system to further develop their intrinsic motivation and create a sense of connectedness amongst the students
- Embedded further programs into the Mentor period, including the Rights, Resilience and Respectful Relationships program
- Incorporated the wellbeing platform WELLIO in the Senior Mentor period, to ensure we are covering all dimensions of wellbeing
- Ensured staff were aware and clear about expectations of implementing and enforcing student management policies and in particular for 2024, the introduction and implementation of the revised mobile phone policy
- The ongoing implementation and review of child safe strategies resulting in outstanding results in the VRQA School Review
- Ensuring Student Voice is at the forefront of everything we do by incorporating the SRC in a number of the decisions that impact students and involving them directly in staff PD

Value Added

- Staff Youth Mental Health First Aid program - delivered to a further 15 staff in 2024. This will continue to be rolled out to all staff over the coming years and currently sits at 37 staff have completed the course
- Year 12 Retreat Wellbeing presentations
- Student Leader Conference Wellbeing Session
- Bullying NO Way Day
- R U Ok Day
- Mental Health Week activities
- Mens Health Week - including guest presenter to families
- Parent Information evenings on Wellbeing topics
- Year 7 Additional Transition Support and Orientation Day
- The Wellbeing Team attending the Year 7 Camp to provide additional support to our students

ManCave & Flourish Girl

The wellbeing team contributed towards the VCE-VM ManCave and Flourish Girl workshops which were delivered by external providers to improve the overall wellbeing of the students.

Empower

EMPOWER is a five week program run by the wellbeing team that targets SEL capabilities, and aligns with the eXcel framework, with an underlying emphasis on self-management and relationship building through help-seeking.

Bloom

The wellbeing team ran this group program for the second time, following the successful launch in 2023. The program ran as a one day workshop with 9 female students made up of Yr 7 and 8 students.

Student Satisfaction

The 2024 Enabling Safety data for Saint Ignatius College indicated a generally positive perception of safety among students, with several indicators exceeding the MACS average. Notably, the data shows high agreement with statements related to feeling secure and supported within the college environment. The trend suggests that students perceive the college as a safe space, with consistent confidence in staff and infrastructure.

Students' perceptions of safety are particularly strong in areas related to staff responsiveness and infrastructure safety.

There is minimal variation across different student groups, indicating a uniform positive outlook.

The data suggests effective safety protocols and a supportive environment that fosters student confidence.

The 2024 School Belonging data for Saint Ignatius College reveals mixed trends. While there is a small improvement in students' perception of adult support (rising from 49% to 51%), most other indicators have slightly declined or remained the same. Notably, only 35% of students feel they matter to others at school, and just 44% report a strong sense of belonging —both areas below the MACS average. These results suggest that while some progress has been made, there is a clear need to strengthen peer relationships and student engagement to foster a more inclusive and supportive school environment.

Student Attendance

During normal schooling, parents/guardians are requested to contact the office to inform them of their child's absence prior to 10.00am. If a student is absent from Mentor an automated text is sent to the families informing them of their child's absence. If the families still do not respond, the office staff follow up each individual student absence with a phone call home. The daily monitoring of student attendance is managed by the Office Manager and also overseen by the Deputy Principal - Students. If the student missed more than three days the Mentor teacher would contact home to follow up on their absence. For any continual absences the Year Level Coordinator would follow up.

| Years 9 - 12 Student Retention Rate | |
|--------------------------------------|------|
| Years 9 to 12 Student Retention Rate | 87.5 |

| Average Student Attendance Rate by Year Level | |
|---|------|
| Y07 | 87.3 |
| Y08 | 85.4 |
| Y09 | 83.5 |
| Y10 | 84.6 |
| Overall average attendance | 85.2 |

Leadership

Goals & Intended Outcomes

To build the capacity of leaders and leadership teams at all levels.

Achievements

- Reviewed the Position of Leadership (POL) feedback process and implemented the recommendations
- Continued the Coaching Program for Middle Leaders
- Reviewed the Coaching Program for Middle Leaders
- Built the capacity of the Heads of House to develop their Mentor teams further
- Built the capacity of the Year Level Coordinators (YLC) to develop their mentor team further to support their students
- Introduced Assistant YLCs at years 7, 8 & 9
- Built the capacity of the Assistant YLCs to support their year level team and students
- Introduced and implemented an enhanced Human Resources (HR) Management position and programs
- Communicated and further refined the HR role, policies, and procedures
- Conducted a Summative Review of the Principal
- Successfully underwent the four-yearly Victorian registration and Qualifications Authority (VRQA) Review
- Underwent the four-yearly Melbourne Archdiocese Catholic Schools (MACS) School Review, which resulted in the production of a new School Improvement Plan (2025 – 2028)
- Reviewed the roles of two of the Deputy Principals who were finishing their contracts, which resulted in the following changes for 2025:
 - Staff & Operations amended to Operations & Co-curriculum
 - Identity & Co-curriculum amended to Faith & Mission
- A review of the Administrative Services was undertaken
 - An Administration Manager position was created

Professional Learning

Overview

In 2024, Saint Ignatius College Geelong cultivated an exceptional culture of professional learning and capacity-building across all teaching and support staff. Guided by our mission of "building community to become better learners," we witnessed a transformation in both individual and collective teaching practices across learning areas.

Key areas of growth included:

- Embedding the SICG Teacher Practice Principles
- Deepening understanding of the Science of Learning
- Implementing Explicit Teaching Routines
- Strengthening collaborative learning cultures
- Enhancing the efficacy and leadership capacity of Middle Leaders

Notable outcomes were evident in:

- The teaching and development of the Year 7 Connected Curriculum and planning for Year 8 in 2025
- Literacy intervention and cross-curricular literacy discussions
- Increased VCE academic rigour
- VM program enrichment
- Planning for a Behaviour Curriculum implementation in 2025

We trained over 30 staff members in instructional coaching, expanded leadership coaching with Dr. Bern Nicholls, and launched an Emerging Leaders program. Staff engaged in internal and external professional learning, led workshops in AI, literacy, and networking, and supported six early career teachers through successful VIT registration progression. Many of these initiatives aligned with the MACS Flourishing Learners: Vision for Instruction, which was launched in February 2024.

| Expenditure And Teacher Participation in Professional Learning |
|--|
| List Professional Learning undertaken in 2024 |
| <p>Professional Learning Summary (As aligned with 2024 APP Goals)</p> <p>Teaching & Learning</p> <ul style="list-style-type: none"> • 930.25 hours of PL <p>Targeting AAP 2024 Priority 2 Goal: To nurture a culture of shared vision, collaborative and consistent practices and teamwork, that promotes academic excellence and student belonging.</p> <p>Targeting AAP 2024 Priority 3 Goal: To ensure we have a strategic approach to the use of ICT to meet the current, emerging and evolving digital technology applications to maximise student learning.</p> <p>Support Staff</p> <ul style="list-style-type: none"> • 84 hours completed in Library, Lab Tech, Careers <p>Targeting AAP 2024 Priority 3 Goal: To ensure we have a strategic approach to the use of ICT to meet the current, emerging and evolving digital technology applications to maximise student learning.</p> <p>Addressing AAP 2024 Priority 4 Goal: To build stronger engagement with and connection to the College community.</p> <p>Catholic Ethos & Identity</p> <ul style="list-style-type: none"> • 300 hours of PL <p>Addressing AAP 2024 Priority 4 Goal: To build stronger engagement with and connection to the College community.</p> <p>Human Resources</p> <ul style="list-style-type: none"> • 20.75 hours of PL <p>Addressing AAP 2024 Priority 4 Goal: To build stronger engagement with and connection to the College community.</p> <p>Leadership (inc. Corporate Services)</p> |

| Expenditure And Teacher Participation in Professional Learning |
|--|
| <ul style="list-style-type: none">• 280.5 hours of leadership training <p>Targeting AAP 2024 Priority 1 Goal: To build the capacity of leaders and leadership teams at all levels.</p> <p>Student Wellbeing</p> <ul style="list-style-type: none">• 152.75 hours completed <p>Targeting AAP 2024 Priority 2 Goal: To nurture a culture of shared vision, collaborative and consistent practices and teamwork, that promotes academic excellence and student belonging.</p> <p>Whole Staff Professional Learning Days</p> <p>15 April 2024 - Professional Learning Cycle Launch</p> <ul style="list-style-type: none">• Introduction to PLC structure and goals• Alignment with College AAP and Learning Area Goals• VIT, LSO, ATSI, Relationships & Curriculum workshops <p>30 August 2024 - Behaviour Curriculum & Staff Wellbeing</p> <ul style="list-style-type: none">• Introduction to Behaviour Curriculum design• Staff session with Meg Durham (Open Mind Education) <p>Key Ongoing PL Initiatives</p> |

Expenditure And Teacher Participation in Professional Learning

- The Science of Learning (5 March 2024)
- MACS Vision for Instruction
- Addressing myths and implementation strategies
- Instructional Coaching
- Steplab training for 31 staff
- Focused on coaching and feedback culture
- Middle & Aspiring Leaders Coaching
- 8 sessions per year with Dr. Bern Nicholls
- New Emerging Leaders program launched
- Opt-in Workshops
- Writing Masterclass (Dr. Nathaniel Swain)
- AI in Education (Rachel Plummer)
- LinkedIn PD Sessions

Accreditation & Faith Formation

- Ignatian Formation Sessions (PL Days + Half-day)
- Mary Mackillop Heritage Centre PL (Oct 29–30)
- Ignis Begins & Ignis Inside/Grows modules
- JACSA Conference Presentations (3 staff)

End of Year Staff PL Program (December)

- Planning & Assessment Day (Dec 6)
- Targeted Collaboration Sessions (Dec 9–12)
- CC reflection, VM, Tech, New Staff Induction
- First Aid, Youth Mental Health, CPR/Asthma Training

Curriculum Leadership & External Contributions

VCAA Involvement

- 11 staff involved as assessors or developers across multiple VCE subjects

Further Studies Completed

- Qualifications in Counselling, Catholic Studies, Literacy, and Safety Compliance

Conference Presenters

| Expenditure And Teacher Participation in Professional Learning | |
|--|-----------|
| <ul style="list-style-type: none"> • Staff led workshops and held leadership positions at key education conferences <p>VIT Registration Progression</p> <ul style="list-style-type: none"> • 6 teachers successfully progressed to Proficient status <p>Emerging Strategic Focus Areas</p> <ul style="list-style-type: none"> • Respectful Relationships • Curriculum implementation & staff leadership • Intercultural Perspectives • Supporting ATSI teaching in Catholic contexts • Formation of an Intercultural Perspectives Committee • Ongoing Communication • Weekly newsletter Insight sharing readings, podcast recommendations, and PL opportunities related to the Science of Learning, Instructional Coaching, and Behaviour Curriculum <p>Conclusion</p> <p>2024 has been a year of momentum, depth, and collective growth. Through structured leadership, intentional collaboration, and a clear strategic vision, Saint Ignatius College continues to nurture professional excellence and empower its educators to deliver meaningful and effective learning for all students.</p> | |
| Number of teachers who participated in PL in 2024 | 130 |
| Average expenditure per teacher for PL | \$1170.00 |

Teacher Satisfaction

According to the 2024 MACSSIS Survey, the percentage of teachers who positively endorsed the overall school experience increased compared to the previous year. Overall, they indicated a very positive level of satisfaction.

Specific areas that indicated improvement in satisfaction included:

- School climate
- Instructional leadership
- School leadership

- Professional learning
- Support for teams
- Collective efficacy

| Teacher Qualifications | |
|--------------------------|-----|
| Doctorate | 0 |
| Masters | 47 |
| Graduate | 53 |
| Graduate Certificate | 16 |
| Bachelor Degree | 117 |
| Advanced Diploma | 10 |
| No Qualifications Listed | 5 |

| Staff Composition | |
|---------------------------------------|--------|
| Principal Class (Headcount) | 7 |
| Teaching Staff (Headcount) | 138 |
| Teaching Staff (FTE) | 127.98 |
| Non-Teaching Staff (Headcount) | 66 |
| Non-Teaching Staff (FTE) | 54.62 |
| Indigenous Teaching Staff (Headcount) | 0 |

Community Engagement

Goals & Intended Outcomes

Goal

- To build stronger engagement with and connection to the College community

Intended Outcome

- Enhanced engagement and connection of staff, families, Alumni and the wider community with the College
- An increase in the number of students involved in the Community Service Program
- An increase in the number of opportunities for the Examen to be utilised for reflection and prayer
- An area for a sacred space will be identified and set up
- A proposal for student voice and agency will be developed
- Development of a Communication Plan

Achievements

Achievements relating to goals and intended outcomes as noted on the 2024 AAP

- Further develop the Student Community Service Program. Improved student engagement with the Community Service Program
- Provide regular opportunities for community members to participate in prayer and liturgies. Provide more opportunities throughout the College for the Examen to be utilised for a time for reflection and prayer
- Further develop student voice and agency
- Ensure effective and efficient communication between College community members. Provision of a communication plan

Family and Community Engagement at Saint Ignatius College – 2024

In 2024, Saint Ignatius College Geelong demonstrated a strong and growing commitment to fostering meaningful connections between the College, families, alumni, and the wider community. The year was marked by a range of initiatives and events designed to deepen companionship between students and parents/carers, increase alumni engagement, and build strategic partnerships with community organisations.

Parent/Carer Engagement Through Onsite Events

The College hosted a variety of well-attended community events that brought students and their families together on campus. Highlights included:

- International Women's Day Community Evening and Men's Health Week, featuring high-profile guest speakers such as Nicole Livingstone and Kieren Perkins
- The ANZAC Eve Companion Evening, a new initiative that included a wreath-making workshop and personal reflections from RSL representatives, fostering intergenerational understanding and service
- Long-standing traditions such as the Saint Ignatius College Geelong Easter Egg Hunt, which continued to be a beloved event for families

Active Alumni Involvement

The College's alumni (Old Ignatians) played an increasingly active role through:

- The Career Panel Evening, held in the MacKillop Senior Centre, with record attendance.
Presentations across curriculum areas and leadership events
- Continued growth of the 'Alumnly' platform, supporting networking, job applications, and engagement with school history
- New initiatives like 'The SICG Wolf Pack' alumni basketball team to maintain peer connections post-graduation
- Reunions, including the 5-year celebration for the Class of 2019

Parents and Friends Association (PFA)

The PFA remained central to the College's community life through:

- Monthly meetings, social events, and support for College activities such as Year 7 welcome gifts and program funding
- Their involvement in the 1491 Staff Awards, recognising outstanding staff contributions to the College's values and culture

Community Partnerships

The College extended its community impact by strengthening partnerships with:

- The Salvation Army – Bellarine Peninsula (support through Outreach Van and presentations)
- The Rotary Club of North Bellarine, including termly dinners and the 'To Love and To Serve' student awards
- The Lions Club, supporting student recognition for service hours through formal awards

Celebrating Achievements and Community Spirit

- Events Including Mosaic, the College's annual evening of celebration, brought together students, families, and staff to recognise achievement, service, and the values that define the Saint Ignatius College community

Volunteerism and Parent Support

A strong culture of parent and student volunteerism was evident in events such as the VCE Lecture Series, where a record number of speakers and attendees were supported by a dedicated team of helpers

Communication and Information Sharing

- The College publishes a fortnightly newsletter, The Ignatian, which keeps families informed of important dates, student achievements, key initiatives, and College updates
- Families are regularly updated through the College's digital platforms, including Xuno for attendance, wellbeing, and administration, and Canvas, our dedicated Learning Management System that provides access to course materials, assessment tasks, and feedback
- The College maintains a strong social media presence on Facebook, Instagram, and LinkedIn, celebrating student successes, community events, and College initiatives.
- Parent Information Sessions
- To ensure families are well-informed and feel supported at every stage of their child's educational journey, we offer a series of tailored Parent Information Sessions throughout the year. These include dedicated evenings for Years 7, 8, 9, and Senior School, where parents and carers receive curriculum insights, wellbeing strategies, and key academic expectations

Welcoming New Families

- Our Whole School Connection Week provides incoming students with a structured and supportive transition into secondary school life. This includes community-building activities and dedicated time to settle into the College culture
- Parent information and social evening for Yr 7 parents was very well attended early in the year

Student Showcases and Community Events

- The Year 7 Open Learning Afternoon is a key engagement event where students showcase their work to families and staff. In preparation, students complete a series of structured lessons to reflect on their learning and compile a portfolio that highlights their personal growth and academic achievements

- Time and Space Evenings are another unique offering that promote deep, reflective conversations between students and their parents/carers. These events are powerful opportunities for connection and the development of mutual understanding
- The College hosts a rich array of Performing Arts and Music events, which bring the community together to celebrate the talents and creativity of our students. These events also strengthen student confidence and showcase our commitment to co-curricular excellence

Conclusion

2024 was a standout year for deepening engagement between the College, its families, alumni, and local community partners. Through a blend of meaningful events, service initiatives, and shared celebrations, Saint Ignatius College has strengthened its identity as a community that lives out its mission to “Strive for the Magis” — not only academically, but through love, service, and enduring connection.

Parent Satisfaction

The 2024 MCSSIS Survey of Parents indicates an overall positive school endorsement at the MAC average.

The number of respondents to the survey was low, which again points to the need to promote the value of the survey better. It is important to consider the low response rate when considering the results.

The College offers many events for the parents to attend. These include the very well-attended Year Seven 'Welcome Evening, the annual 'Mosaic' celebration evening, The International Women's Day Evening, and the Year 12 graduation events (Valete Assembly and Mass, and the Valedictory Dinner).

Examples of above-average parent endorsements were:

- The level of parent communication with teachers
- The level of participation in conversations with the College about their child's learning or wellbeing
- The extent their child feels they belong at the College
- Frequency of positive discussions with other parents about the College
- Annual School Report to the Community 2023
- Communication processes with the College
- Understanding of the school's goals

- How motivating the classroom learning experiences are for their child
- How much respect their child has for school staff
- How suitable is the physical environment at their child's school
- The extent the Catholic mission is emphasised at their child's school
- The extent the Catholic religious practices are emphasised at their child's school

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.ignatius.vic.edu.au