



2019 Annual Report to the School Community

Saint Ignatius College Geelong

27 Peninsula Drive, Drysdale. 3222

RSB 0548

A Jesuit Partner School

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Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006* (Vic) and the *Education and Training Reform Regulations 2017* (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.
- Australian Government accountability requirements related to the 2019 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth).
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

June 24th 2020



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Our College 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 that is learning centered and supportive, in the Ignatian tradition. 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.

Striving for the Magis

In his writings, Ignatius calls us to strive for the *Magis*. The *Magis* is a key to making choices among competing values.

The entire life of Ignatius Loyola was a search for the *Magis* - that is, the more universal good, the more effective means, the more generous service of others and the ever greater glory of God. *Magis* energises us for action.

Therefore, at Saint Ignatius College we will:

- Provide opportunities for students, staff, parents and alumni to experience a sense of belonging to a faith-filled Christian community and to commit themselves to being of service to others.
- Respect the role of parents as the primary educators of their children.
- Be enthusiastic in imparting knowledge of Catholic faith and traditions, enabling students to accept truth freely and develop a Christian moral conscience.
- Promote growth and improvement in learning and living for the greater glory of God in the Ignatian way.
- Support students in striving for their personal best - *the Magis* - in all their endeavours.

College Overview

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

A Jesuit Partner School of 1305 students, delivering challenging and innovative programs where students can engage both intellectually and spiritually and to 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, VET and VCAL Studies and 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 on the interschool level.

Reflecting the rural and coastal environment, additional outdoor activities include golf, surfing, canoeing and bush walking.

Extracurricular activities range from Social Justice activities, to debating, orchestra, and individual music lessons. Popular programs include the School Production, Winter Sleepout, Soup Kitchen and recent community projects overseas in East Timor and India.

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, the Year 9 Centre and MacKillop Centre (Years 10 - 12.)

Christian values are an important part of the school philosophy and a Social Justice student group is active on local and wider issues.

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

Report Overview

Saint Ignatius College fosters a journey of development of the whole student - academically, physically, socially, culturally and spiritually all within a challenging, motivating and supportive environment.

Our college is committed to regularly sharing information with parents and the broader community about school programs, activities, plans and achievements. This information is made available in a variety of ways and includes the weekly newsletter, College annual magazine "Magis", reports to both the Board and Parents and Friends' Association, Parent Information Evenings, Student Reports, Parent-Teacher-Student meetings, the College website and College assemblies.

In recent years, both Federal and State Governments have required all Catholic schools to report on school performance information to parents.

With this expectation in mind, this Annual Report has been written to cover the specific areas of school life that we must report to the community. So this report provides only part of the overall picture of the achievement by individuals and groups within our college community.

Our college continues to be committed to both fulfilling its Vision and Mission Statements and an attitude of continuous improvement.

During 2016 a formal review of the College was conducted and consequently the next School Improvement Plan (2017-2020) was produced.

All parents, students and teachers were invited to complete a survey in August by an external company ("Insight SRC") to provide valuable data for the College Executive Team to monitor the School Improvement Process.

This report covers two areas:

Professional Engagement

and

Key Student Outcomes.

The College welcomes feedback from parents, students and staff at any time. Comments in response to this report are invited.



School Improvement Plan (2017-2020)

Statement of Strategic Intent

At Saint Ignatius College we intend to further develop:

- A culture of high academic achievement and servant leadership in the Ignatian way.
- A focus on staff collegiality and professional learning leading to powerful learning outcomes for students.
- A strong and supportive community that embraces the connection between wellbeing and learning.

Sphere 1: Education and faith

Goal:

To strengthen the college as a faith filled community grounded in Catholic scripture and tradition and guided by the Ignatian charism.

Intended outcomes:

1. That understanding and appreciation of being part of our Catholic and Ignatian school is owned and deepened in all members of the community.
2. That students will make connections with their Catholic identity and Ignatian tradition, living out their faith in the active and generous service of others and the pursuit of personal excellence.

Sphere 2: Learning and Teaching

Goal:

To develop a whole school learning and teaching culture that promotes stimulating and dynamic teaching and learning, high personal achievement, and which encourages and enables students to assume responsibility for their personal learning and growth.

Intended outcomes:

1. That students will become lifelong learners who have developed a deep conceptual

understanding of how best they learn and how to extract the greatest benefit from their learning.

2. That teaching staff model passion, innovation, self-reflection and continuous improvement in ways that inspire, challenge and guide student learners.

Sphere 3: Student Wellbeing

Goal:

To further develop a culture exemplifying the College commitment to *'the education of the whole person'* at Saint Ignatius College Geelong.

Intended outcomes:

1. That students are supported in striving for their personal best and strengthening their wellbeing.
2. That all staff share common understanding of and responsibility for the wellbeing of all students.

Sphere 4: Leadership and Management

Goal:

Inspired by the College vision, to build and sustain a vibrant and accountable professional learning community with high quality leadership and management at all levels.

Intended outcomes:

1. That all members of staff will embrace and commit to the vision of the College, and understand their role in the development of *'young adults of competence, conscience and compassion'*.
2. That there will be an improvement in the leadership capacity of all staff in leadership positions, and all teachers as leaders of learning.

Sphere 5: School Community

Goals:

1. To be a community that works together to educate and develop the whole person / each student.
2. To continue to build a college culture that fosters appropriate and supportive partnerships with parents and the wider community.

Intended outcomes:

1. That participation and involvement with parents and community will grow to benefit student learning outcomes.
2. That the profile of the college in the community will develop and strengthen.





Board Chairperson's Report

Mr Tony Frizza, Chairman of the College Board, with (left to right) College Vice Captain Heidi Bakker, Fr James Puppady, President of the Canonical Administrators, local MP, Ms Lisa Neville (Minister of Police & Emergency Services, Minister of Water), College Vice Captain William Palmer and Mr Michael Exton, College Principal at the unveiling of the Multi-Purpose Centre 'Blessing and Opening' plaque.

The Saint Ignatius College Board contributes to the governance of the College, under delegation from the Association of Canonical Administrators in accordance with its Constitution which is approved by the Archbishop.

The Board is advisory to the Principal of the College and the Association of the Canonical Administrators.

For most of 2019, the Saint Ignatius College Board consisted of 16 members, with another added in October. Two Board members have resigned during this past year. Peter Cooper, who had been Xavier College's representative on our Board, resigned his position at Xavier, while Toby O'Connor relocated to Canberra.

Fr Gerry Healey has been appointed as the Acting Rector of Riverview College, Sydney, for 2020 and so has taken leave of absence from the Board for this year, meaning that for this school year we do not have a Jesuit representative on the Board.

Gail Lambert, long-time Coordinator of the Board, and member of the College staff, retired at the end of 2019.

Nine Board meetings have been held over the past 12 months and the average attendance for these meetings was 13. College Canonical Administrators, Fr James Puppady, St Thomas Parish, Drysdale, and Chairman of the Canonical Administrators, Fr Jim Clarke, St Mary's, Geelong and Fr Darien Sticklen, Holy Trinity Parish, were regular attendees at Board meetings. Members of the Saint Ignatius College Board met with the Board members of the other four Geelong Catholic Secondary Colleges at our annual Combined Boards' Dinner in November, 2019. At this Combined Boards' Dinner Meeting we learn of significant events that have taken place in each of the Geelong Catholic Colleges during the current school year.

Part of two of the Board meetings were devoted to Ignatian formation activities for Board members.

Fr Gerard Healy led these activities at the April meeting and staff member, Alicia Deak, Ignatian and Justice and Service Coordinator, led an Ignatian formation session for the Board at its July meeting.

Standing agenda items for all meetings include attention to Child Safe policies and procedures and Conflict of Interest declarations from Board members, should any exist.

Bernard Lewis joined the Board as the representative of the Parents and Friends' Association in October, 2019. The College Board appreciates the receipt of reports from the PFA, and acknowledges the outstanding contribution of these parents to the life of the college.

At each of its meetings, the Board received a report from each of our College leaders - the Principal; Deputy Principal - Staff, Identity & Operations; Deputy Principal - Teaching and Learning; Deputy Principal - Students. These reports enable members of the Board to become familiar with school operations, developments and issues of concern.

At each meeting, the Board also received a Financial Report from the College Business Manager which detailed the current financial status of the College and allowed members to become aware of longer term trends and predictions.

A Finance sub-committee of the Board regularly met with the Business Manager.

One of the major governance responsibilities of the Board is to give final approval to the risk management assessments of all camps, interstate and overseas excursions and immersions.

During the past year, new trips added to the school calendar included the Kokoda Trail, Cape York immersion and an intended Environmental Science and Biology excursion to Fiji.

College policies reviewed during the past year, and approved by the Board, included Staff Long Service Leave Policy, Conflict of Interest Policy, Parent-College Relationship Code of Conduct and Laptops for Staff Policy.

The completion of the Year 9 Centre and the new Multi-purpose Gymnasium brought to finalisation two projects that were almost five years in the making with these projects involving the purchase of the land upon which these buildings are located.

The Board has been involved in planning for our next major building projects, the Loyola Administration Centre (construction now commenced) and the Senior Centre and used a 10-year financial plan as the basis for giving approval for the construction of the Administration Centre.

Along with most non-Government Colleges, the Saint Ignatius College Geelong Board will need to reconsider infrastructure developments in the light of a possible COVID 19 impact on financial predictions. The College building masterplan has been updated to account for developments in recent years. Because of the flammable nature of the materials, the cladding above the Food Technology building has been set for replacement around the middle of this year.

A major discussion point during the past year has been the future provision of buses for student transport to and from school. The opening of the new Catholic Co-educational College at Charlemont has altered the eligibility of many of our families to receive the Government conveyance allowance for travel to Saint Ignatius College Geelong.

As the Regional Catholic College serving the parishes of the Geelong Deanery and Lara, the Board has undertaken the responsibility of pressing the case for continued travel assistance for our students and continuing some bus provision. Our goal is to continue to provide charter bus services for most areas in the Geelong region at minimal financial detriment to the College. As a result, it is now necessary to plan for some user-contribution for these buses.

At the end of 2019, the College Board established Bursary Funds to provide assistance for up to four worthy students where the family has difficulties in meeting College fees.

Early in 2019, the issue of the future Governance of Catholic Schools in the Melbourne Archdiocese was brought to the attention of the Board. A period of consultation was established (but has not include College Boards to this point). The intention is that, as from 2021, all Regional Colleges would be owned by Melbourne Archdiocese Catholic Schools Limited.

The Archbishop will appoint a governing board for all schools in the Melbourne Archdiocese and this Board replaces the Board of Canonical Administrators (our Parish Priests) as the governing body of the College. CEM will be the operations management body for this structure.

Regional Colleges would then be supported at the local level by a Regional Advisory Committee (Board). The details, yet to be clarified, will determine the impact at the local level.

My thanks to our Parish Priests, the College Leadership team and to all members of Board for their very conscientious and wise governing of Saint Ignatius College Geelong during the past twelve months.

Thank you to Kim Abbott for her very efficient co-ordination of all Board matters.

Mr Tony Frizza
Board Chairperson



Principal's Report

This year at Saint Ignatius, we have continued to build our College in many significant ways.

I will mention three examples.

Firstly, the completion of our \$14M Year 9 and Multi-Purpose Centres Project constructed by Commercial Industrial Construction Group.

Both of these imposing buildings (designed by Architects, Clarke, Hopkins, Clarke) enhance the aesthetics and amenity of our College campus as well as significantly improving the facilities supporting our teaching and learning programs for our students. We are grateful to the Australian Government for a \$2.1M grant towards the funding of the Year 9 Centre and the Victorian Government for providing \$2M towards the cost of the Multi-purpose Centre.

On November 15, Bishop Mark Edwards (Auxiliary Bishop, Melbourne Archdiocese) blessed, and Local MP, Ms Lisa Neville (Minister for Police & Emergency Services, Minister for Water) opened the Multi-purpose Centre. We will hold the official blessing and opening of the Year 9 Centre next year.

With the Year 9 students moving into their fantastic new learning precinct, we removed the old Year 9 relocatable classrooms to clear the location for our next building project – the Loyola Centre.

We look forward to construction commencing at the beginning of next year. This Centre will be another significant landmark and a central hub. It will be an impressive three-storey building that contains student services (including, counselling, IT support, leadership, careers, sickbay); staff offices and meeting rooms, staff lounge and ample multi-purpose space.

Secondly, we have been building a more effective learning management system using the interactive online “Canvas” platform. This year teachers have been implementing Canvas and students at all levels have become increasingly familiar with it. In term four, we conducted a technical trial amongst our Year 7 parents, and this was very positively received.

From the beginning of 2020, all classes will use this new learning management system, and parents will have access to Canvas through the parent portal.

This access will enable parents to see course overviews, assessment tasks, student results and associated feedback. Consequently, using Canvas will change the way we report to parents.

This new learning management system will be a vital improvement to ongoing parent engagement with their daughter or son's learning program and progress next year and beyond.



And thirdly, our most important building project was to continue to support parents in building our student's knowledge, understanding, skills, attitudes and values.

Our building involves building an influential culture that supports high levels of student achievement, engagement and wellbeing.

To do this, we continually strive to build excellence in teaching and learning. We aim to foster a positive climate for learning that enhances school pride and belonging, supports wellbeing, encourages intellectual engagement and student involvement in school activities.

We have high expectations for our students.

We build the leadership capacity of our students.

We build a strong school community that has an outward focus.

An effective school has a strong school community behind it. I am very grateful for the support of parents. Thank you for your support of the College for another year.

I want to express my gratitude on behalf of the school community to our dedicated Board members.

Mr Tony Frizza (*Chairperson*)
Fr James Puppady
(*President of Canonical Administrators*)
Mr Peter Cooper (*Xavier College Rep.*)
Fr Jim Clarke (*Canonical Administrator*)
Rev Fr Gerard Healy SJ (*Jesuit Rep.*)
Fr Darien Sticklen (*Canonical Administrator*)
Ms Lisa Bell (*PFA Rep.*)
Ms Jo-Anne Britt
Ms Marie Emmitt

Mr Steve Gibbs
Mr Darren Henry
Mrs Fran Kealey
Mr Toby O'Connor
Mr Michael Exton (*Principal*)
Mr David Fitzgerald (*Business Manager*)
Mrs Annette Chidzey (*Deputy Principal*)
Mr Paul Lewis (*Deputy Principal*)
Mr Michael Timms (*Deputy Principal*)
Mrs Kim Abbott (*Board Coordinator*)

The Parents and Friends' Association comprises a very generous and hardworking team of parents.

Their work improves our College for all students.

We also rely on many, many parent volunteers to provide valuable services to enhance our College – canteen helpers, uniform shop, Time and Space programs and school event helpers, to mention a few. Thank you to them all.

Mrs Rebecca Hay (*President*)
Ms Cathy Dykes (*Secretary*)
Ms Sandi Clark (*Treasurer*)

Another essential ingredient of an effective school is a professional, dedicated and hardworking staff, and this is indeed the case at Saint Ignatius.

I congratulate my colleagues on their contribution to our students' learning for another year. As well as in the classroom, they provide opportunities for students in sport, performing and creative arts, social justice, faith, community service, public speaking and debating, to mention some examples.

An area I would like to acknowledge as a growing one with very positive developments is our immersion trips and in particular, the new Cape York Immersion trip being such a success.

I am very grateful to be supported by a dedicated and committed Executive Team focused on providing the best teaching and learning environment for our school community.

Mrs Kim Abbott (Principal's PA)
Mrs Annette Chidzey
(Deputy Principal - Learning & Teaching)
Mr Michael Exton (Principal)
Mr David Fitzgerald (Business Manager)
Mr Paul Lewis
(Deputy Principal - Staff, Identity & Operations)
Mr Bernie Lowes
(Director of Infrastructure & Operation)
Mr Michael Timms (Deputy Principal - Students)

Three staff members will be retiring at the end of this year - Ms Gail Lambert, Mr Richard Moody and Mr Peter Martin. I thank them for their dedicated contribution to our school, congratulate them on their service to education and wish them a rewarding time in their retirement.

On behalf of our school community I would like to also congratulate our College Captains Maddeliene Crothers and Samuel Salisbury. Maddeliene and Samuel have been tremendous role models, and I wish them every blessing for their futures. And thank you and well done to the other senior captains and leaders.

I congratulate the VCE Class of 2019. I am happy to report that overall our VCE results are very pleasing and again above the state averages. Reflecting on our students' achievements, they reinforce that the key to success is consistent effort and persistence.

I acknowledge the importance of the positive partnerships between parents, teachers and students that have supported our students over the years to develop the skills and attitudes that underpin successful VCE achievement.

And I recognise the dedication and efforts of the Year 12 teachers.

As well as coping with the demands of Year 12, many students were actively involved in the College's co-curricular program. Examples include Leadership, Sport, Music, the Production, Community Service and Social Justice. This has contributed to developing well-rounded young women and men.

Many of our students achieved outstanding results, and I congratulate them. Some noteworthy achievements are as follows:

Dux of the 2019 Class was Ruby Mangelsdorf with a very impressive Australian Tertiary Admission Rank (ATAR) of 99.2. Well done, Ruby!

Ruby was a tremendous role model as Academic Captain this year.

The following students (in alphabetical order by surname) received an ATAR in the top 10% of the State:

Jack Brassington
Miranda Frie
Emily Gordon
Montana Holdsworth
Ruby Mangelsdorf
Chandler McEwen
Erin Skene
Sophie Skuza
Rachel Spadoni
Natalia Wilcox

Two key statistics were:

6% of study scores were over 40.

The median study score was 30.

Many students received an ATAR in the high eighties. There were three perfect scores of 50 and many other very impressive results. I congratulate the students who achieved at such a high level and their teachers.

I would also like to congratulate our VCAL students on completion of their VCAL certificates. At the last staff meeting of the year, Ms Kirsty Allan (VCAL Coordinator) shared with staff the variety of pathways of these students. Many have secured fulltime apprenticeships, others will be undertaking further education and, some have obtained employment. I wish them all the best for their futures.

Finally, as the year draws to a close, on behalf of the staff at Saint Ignatius College, I would like to wish you a holy and happy Christmas and a restful break.

We look forward to 2020 with hope and optimism as the College continues to grow and develop in providing an outstanding education that builds competent and compassionate young women and men of good conscience to love and to serve.

Thank you and best wishes,

Mr Michael Exton
Principal



Professional Engagement

Professional Engagement

Staff Attendance

The staff attendance figures in the table below include staff on extended leave such as:

- Long service leave
- Long term sickness
- Leave without pay
- Parental leave

As the College in 2019 had a number of staff on extended leave - for example, parental leave, long service leave, extended sick leave and leave without pay - the figures need to be understood in that context.

The average attendance rate per staff member: 88.80%

Staff	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Teaching	82.19%	92.31%	91.88%	86.50%	89.20%	88.30%	88.25%	89.41%	90.00%	88.80%

Staff Retention

The proportion of teaching staff retained from 2018 to 2019 was 92%.

2009 to 2010	87%
2010 to 2011	93%
2011 to 2012	89%
2012 to 2013	96%
2013 to 2014	91%
2014 to 2015	90%
2015 to 2016	96%
2016 to 2017	92%
2017 to 2018	87%
2018 to 2019	92%

The staff retention figure reflects circumstances such as:

- staff not retained as they had been employed to take the place of teachers who returned to teaching duties in 2019
- retirement of teachers during the year
- staff taking leave such as parental leave, long service leave or leave without pay.

Teacher Qualifications

Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Degree - Doctorate	1%	1%	2%	1%	0%	0%	0%	0%	0%	0%
Degree - Masters	10%	10%	9%	15%	10%	11%	11%	14%	19.4%	22.5%
Diploma - Graduate	49%	49%	48%	43%	46%	44%	44%	48%	48.5%	48.0%
Certificate - Graduate	13%	13%	13%	6%	13%	11%	11%	9%	10.7%	14.7%
Degree - Bachelor	80%	80%	85%	79%	87%	86%	86%	90%	88.3%	89.2%
Diploma - Advanced	24%	24%	24%	21%	22%	20%	20%	18%	17.5%	15.7%
No qualification listed	4%	4%	2%	12%	1%	0%	0%	0%	1.0%	0%

Expenditure & Teacher Participation in Professional Learning

Staff at Saint Ignatius College are encouraged to see themselves as 'lifelong learners' and so participate in professional learning on a regular basis. All staff members - teaching and non-teaching - undertook some form of professional development last year.

For 2019 the College expenditure on such activities was **\$235,388**. This represents an average expenditure of **\$2,480** per teacher on professional learning.

In 2019 there were 102 teaching staff (**94.9 FTE**). So the total number of teachers who took part in professional learning for 2019 was 102.

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Number of Teaching Staff	57	67	70	78	81	83	90	92	96	102
FTE (Teachers)	53.4	63.2	67.2	72.6	75.6	79.3	86	87.3	90.8	94.9
Expenditure	\$134,365	\$145,481	\$132,250	\$142,945	\$152,876	\$138,527	\$162,110	\$185,364	\$191,472	\$235,388
Average Expenditure per Teacher	\$2,516	\$2,302	\$1,968	\$2,030	\$2,022	\$1,669	\$1,878	\$2,123	\$2,109	\$2,480

Professional Engagement

Professional Development

Professional Development (PD) supports improved learning outcomes and highlights the commitment of teachers to the growth of their own professional learning and practice. All teaching staff at Saint Ignatius College participate in a range of professional learning activities. These activities are many and varied and include:

- The Principal and Deputy Principals participated in a structured Senior Leadership Development program conducted by an external agency, Keen Edge.
- Several staff attended the July JEA and JACSA Education Conference in Adelaide.
- POL holders participated in a series of workshops each term focused on a range of management issues designed to build leadership capacity including addressing school goals and intentions, constructing effective professional conversations and preparing budgets.
- Scheduled after-school meetings to discuss teaching practice and to plan curriculum as well as to meet and discuss student needs.
- Formal and informal meetings between smaller teams of staff responsible for particular subjects that include cross-marking of student work, planning of particular teaching tasks and discussion and review of best practice in the particular context of specific subjects at specific levels.
- Whole school professional learning – Four professional practice days were provided in 2019 for teachers to engage in activities that enabled them to better meet learning and teaching objectives in the school. In addition to these designated professional practice days, the College conducted structured workshops to support the implementation of the CANVAS Learning Management System across the school from the start of 2020.
- Access to online webinars via the Teacher Learning Network and ACSA has been provided for teachers related to a variety of teaching and learning initiatives.
- Continued numbers of current Year 12 teachers took advantage of the ongoing invitation to undertake VCAA assessor training and end of year exam marking within specific subject areas.
- Acceptance and placement of a significant number of pre-service teachers at the College from a range of tertiary institutions that gave our teachers the opportunity to further develop their own teaching knowledge and expertise.
- After school on site PD with a strong focus on E-Learning has been provided across all four terms.
- Specific access to PD to assist teachers seeking accreditation to teach in a Catholic school and then to teach RE in a Catholic school.
- Support for a number of teachers to undertake further tertiary study in their own time.
- Opportunity to attend external PD sessions and share that acquired knowledge/expertise with a designated group upon return to the school - e.g. Learning Area; Year level team.
- Participation in professional learning networks provided by organisations such as Catholic Education Melbourne [CEM] to further develop teaching expertise in specific contexts.

Staff Composition

Year	2014	2015	2016	2017	2018	2019
Teaching Staff						
Principal	1	1	1	1	1	1
Deputy Principal	2	2	3	3	3	3
Teaching Staff FT (HC)	63	67	72	74	76	77
Teaching Staff PT (HC) A	14	12	13	13	15	20
Indigenous Teaching Staff (FT)	1	1	1	1	1	1
Total Teaching Staff HC B	81	83	90	92	96	102
FTE PT Staff C	8.6	8.3	9	8.3	9.8	12.9
FTE Teaching Staff (B-A+C)	75.6	79.3	86	87.3	90.8	94.9
Non Teaching Staff						
Non Teaching FT (HC)	15	17	19	20	22	20
Non Teaching PT (HC) A	16	14	12	14	15	20
Indigenous Non Teaching (PT)	1	1	1	0	0	0
Total Non Teaching Staff HC B	32	32	32	34	37	40
FTE PT Staff C	10.1	8.1	7.2	8	8.3	11.1
FTE Non Teaching Staff (B-A+C)	26.1	26.1	27.2	28	30.3	31.1
Total Head Count Staff	113	115	122	126	133	142
Total FTE STAFF	101.7	105.4	113.2	115.3	121.1	126
Total Indigenous Staff	2	2	2	1	1	1

Source August Census



Key Student Outcomes

Student Attendance

The average number of days absent per student in 2019 was 18 (2018 was 21.)

This equates to an average daily attendance rate across the College for the year of 90% (88% for 2018.)

As this figure includes students who experienced long-term illness and others who were on extended holidays etc, most students were in fact present for a higher proportion of days than the average figure indicates.

Year	Average No. of days absent per student	Average Attendance Rate
2010	12	93%
2011	12	93%
2012	11	94%
2013	11	94%
2014	12	93%
2015	18	90%
2016	18	90%
2017	16	91%
2018	21	88%
2019	18	90%

Year Level	Average Attendance Rate for 2014	Average Attendance Rate for 2015	Average Attendance Rate for 2016	Average Attendance Rate for 2017	Average Attendance Rate for 2018	Average Attendance Rate for 2019
7	93.43%	91.65%	91.00%	93.62%	90.2%	92.2%
8	91.63%	90.40%	89.04%	90.19%	87.4%	90.5%
9	90.27%	89.88%	91.61%	91.26%	88.5%	88.8%
10	91.34%	88.69%	88.49%	89.07%	84.1%	89.9%
Overall average attendance	92.42%	90.16%	90.04%	91.04%	87.5%	90.4%

In 2019 Saint Ignatius College has continued to ensure that all students have a comprehensive and accurate record of their attendance. The College has ensured that the current Attendance Policy and Procedure documents are made available online, therefore allowing our families and the SICG community access to the appropriate expectations and procedures to follow in regards to student attendance.

To further improve our attendance, the College has implemented a Positive Affirmation system.

The incorporation of the Affirmation system increases student's self-efficacy, which further enhances their sense of belonging to the College. It has been widely documented that students who are connected to their college and feel that sense of belonging, have a higher attendance rate at school.

The College adjusted our roll marking procedure, by identifying students who had attended school but were not in class due to co-curricular or extra-curricular activities. For example, if a student was participating in inter-school sport they were now marked present, this did not occur in 2018. This has allowed the College to gain a more accurate and comprehensive record of our students' daily attendance. Furthermore, it also assisted in identifying students who were regularly absent from school.

Key Student Outcomes

Teachers have been regularly encouraged to keep accurate rolls for their classes, through briefing announcements and individual emails. This has reduced the amount of unmarked classes which has assisted in the College maintaining a thorough and accurate roll marking system.

The College has continued to utilise the SMS messaging system, if a student's absence is unexplained parents/guardians will receive notification to ensure the students whereabouts is located and a reason is recorded for their absence. In 2019 the College continued to implement the State Government's recommendation of following up with a phone call to the parents/guardians to ensure all students are accounted for and the accuracy of our school rolls is maintained at the highest possible level.

Attendance rolls at SICG are marked during Homeroom in the morning and the afternoon. It is also a requirement that each subject teacher takes a roll for every one of his or her classes. It is also in the procedure that the Homeroom teacher follows up any student who has been absent for two consecutive days by contacting home.

Proportion of Students Meeting National Benchmarks

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Year 7 Reading	98.8%	100%	97.9%	100%	99.5%	98.6%	100%	97.79%	98.2%	98.6%
Year 7 Writing	95.8%	98%	96.4%	97.5%	98.6%	94.5%	99.5%	96.3%	98.6%	99.6%
Year 7 Spelling	97.1%	97%	95.9%	99.5%	98.6%	96.8%	99.1%	96.3%	98.6%	100%
Year 7 Grammar & Punctuation	95.9%	98.5%	94.8%	95.4%	97.2%	97.3%	99.1%	95.9%	98.2%	97.4%
Year 7 Numeracy	98.3%	97%	98.9%	98.4%	99.1%	99.5%	100%	100%	97.2%	97.9%

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Year 9 Reading	97.2%	97.6%	98.8%	97.8%	97.3%	97.9%	97.2%	95.9%	95.7%	96.1%
Year 9 Writing	90.3%	91.7%	91.7%	93%	89.3%	92.3%	97.2%	93.6%	87.1%	100%
Year 9 Spelling	88.9%	94.7%	97%	97.3%	93%	95.9%	94.4%	95.4%	96.2%	96.0%
Year 9 Grammar & Punctuation	95.1%	94.7%	98.2%	92%	93.6%	93.8%	94.4%	92.2%	93.8%	97.5%
Year 9 Numeracy	98.6%	98.8%	99.4%	97.2%	99.5%	98.4%	99.1%	100%	99.5%	93.1%

An explanation of the trend over the three-year period, 2017 - 2019

Literacy: Though there has been fluctuation in individual literacy results from 2017-2019, the trend for writing is pleasing. 2019 results are impressive for Reading with 100% of Year 7 students meeting the national benchmark. Writing seems to present the biggest challenge over the 2017-2019 period.

Standardised results do not indicate that there is a concern with the vast majority of students, but may indicate that specific interventions need to be implemented to assist those students at the very low end.

Numeracy: This area remains consistently high. All areas are higher than for the 2019 group than in 2017 and 2018. In Year 9, 100% of students were meeting the national benchmark, just as they did when they were in Year 7.

All areas across Numeracy and Literacy for both Year levels are higher for the 2019 groups than for the 2018 groups.

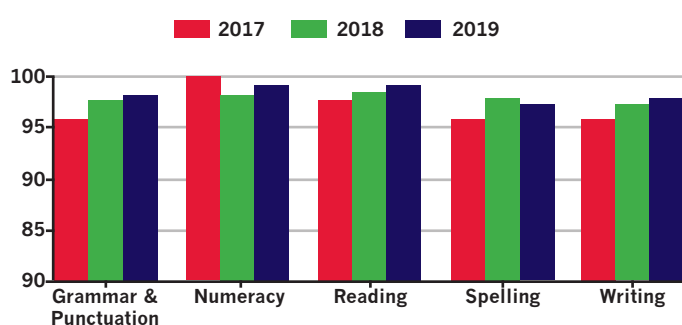
Changes in Benchmark Results from the Previous Year

The percentage (%) change listed in the table below compares the proportion of students at the College who met the national literacy and numeracy benchmarks, as assessed by the National Assessment Program - Literacy and Numeracy (NAPLAN), in comparison to the previous year.

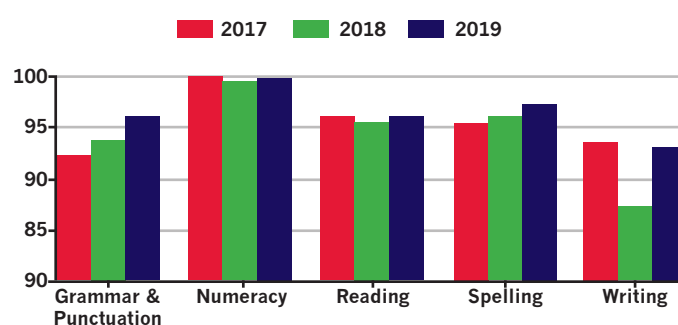
It is a comparison therefore between two different groups of students.

Proportion of Students meeting the minimum standards					
NAPLAN TESTS	2017	2018	2017 - 2018 Changes	2019	2018 - 2019 Changes
	%	%	%	%	%
YR 07 Grammar & Punctuation	95.9	99.1	2.3	98.3	0.1
YR 07 Numeracy	100.0	100.0	-1.4	99.6	1.0
YR 07 Reading	97.7	100.0	0.9	100.0	1.4
YR 07 Spelling	96.3	99.1	1.9	97.4	-0.8
YR 07 Writing	96.3	99.5	0.9	97.9	0.7
YR 09 Grammar & Punctuation	92.2	94.4	1.6	96.1	2.3
YR 09 Numeracy	100	99.1	-0.5	100.0	0.5
YR 09 Reading	95.9	97.2	-0.2	96.0	0.3
YR 09 Spelling	95.4	94.4	0.8	97.5	1.3
YR 09 Writing	93.6	97.2	-6.5	93.1	6.0

NAPLAN Year 7



NAPLAN Year 9



The vast majority of Saint Ignatius students met the minimum national standards.

At Year 7, our percentages were relatively stable between 2017 and 2019.

Year 9 writing showed a 6% increase (approx. 14 students) in students meeting the national benchmark from 2018 to 2019, although, we must remember that these are different cohorts of students.

Writing shows the most fluctuation, whilst all others are relatively stable. While our ability to impact greatly at Year 7 is limited given the time of testing, interventions in reading and writing are being introduced to address potential issues at Year 9.

Key Student Outcomes

Median NAPLAN results at Year 9

The table below gives the median score achieved by Year 9 students in Reading, Writing, Spelling and Mathematics statewide tests as assessed by the NAPLAN from 2013.

The median score is the middle score obtained by Year 9 students at the College, i.e. when all the scores are ranked from highest to lowest, half the scores will be above and the other half will be below the median.

	Grammar & Punctuation	Numeracy	Reading	Spelling	Writing
2013	577.9	585.2	599.8	588	570.3
2014	580.7	587.8	589.8	590.7	558
2015	568.1	598	589.9	583.7	570.3
2016	561.50	591.50	590.70	575.60	560.3
2017	571.50	589.70	590.00	579.30	570.30
2018	583.2	588.7	591.7	589.9	558.0
2019	579.7	600.7	591.4	581.7	560.2

The National Assessment Program scale maps student outcomes onto a ten-band continuum.

Students in Year 9 who are working at the national minimum standard would be placed between 478 and 530 that correlates with Band 6.

Whilst numbers cannot be compared across the year for individual test results, they have remained stable.

Numeracy has had a slight improvement over time.

Writing for 2019 has declined and shows greater variation over recent years than other testing results.

There is opportunity to develop specific strategies to assist the lowest achieving students as part of future targeted intervention.

Senior Secondary Outcomes

The table below provides the following information:

- A. The median score of Year 12 Victorian Certificate of Education (VCE) results from 2010 to 2019.

The median student score is the middle score when all the study scores obtained by students of the school are ranked from highest to lowest, i.e. half the study scores will be above and the other half will be below the median study score.

- B. The VCE completion rate. This reflects the number of students at the school who satisfactorily completed their VCE last year as a percentage of those enrolled in the VCE, in the same year, who were eligible to complete the qualification.

- C. The Victorian Certificate of Applied Learning (VCAL) completion rate.

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
VCE Median Score	29	30	30	31	31	31	30	32	31	30
VCE Completion	98%	98%	100%	100%	100%	98%	100%	100%	100%	99%
VCAL Completion	90%	94%	71%	94%	88%	95%	98%	91%	98%	99%

VCAL

The VCAL completion rate has fluctuated in recent years. This trend reflects students who having started this learning pathway entered the workforce via employment-based offers or apprenticeships prior to the end of that year.

VCE

The VCE completion rate has been consistently high over time. The median of 30 in 2019 was slightly lower than in 2018. This may in part be explained by a broader cohort of students undertaking examinations, rather than adopting a plan to obtain the VCE without an ATAR.

Year 11 students undertaking a Unit 3&4 sequence continue to have a higher median study score than for the Year 12s. Unit 3&4 studies in Outdoor and Environmental Studies and Theatre Studies at Year 11 as part of the College requirement to undertake these subjects at that level rather than Year 12 may also be a contributing factor.

It is important to note that median scores here are not scaled and therefore do not indicate the variation in students undertaking 'scaled up' subjects, such as Languages, Chemistry and some Mathematics studies.

Key Student Outcomes

Destinations of all exiting VCAL Students during the year

Destination	Number of Students 2016	Number of Students 2017	Number of Students 2018	Number of Students 2019
Apprenticeship – Carpentry	3	-	5	8
Gordon TAFE Cert IV	-	1	-	-
Apprenticeship - Hairdressing	2	2	1	-
Apprenticeship – Electrical	1	1	3	2
Apprenticeship – Automotive	1	-	-	1
Cert. III Fitness (Vic. Fitness Academy)	1	-	-	1
Apprenticeship Plumbing	-	-	-	4
Cert III Children's Services	-	-	-	-
GTECH	-	-	-	-
Gordon TAFE - Diploma	3	5	3	1
SEDA	-	-	-	-
Apprenticeship Tiling	-	-	-	1
Apprenticeship Baking	-	-	-	1
TAFE CERT III	7	4	-	1
Elly Lucas – Melbourne	2	-	-	-
ACU - Diploma of Nursing	-	-	1	-
Apprenticeship - Chef	-	-	1	1
Diversitat Cert III Disability Services	-	-	1	-
Navy	1	-	-	-
Working full time	-	9	2	6
Working part time	1	1	5	4
Unknown	-	-	1	-

Year 9 - Year 12 Apparent Retention

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Year 9	113	115	122	148	174	174	195	198	200	218
Year 12	69	84	84	96	129	140	156	165	183	191
Proportion of Year 9 students retained	61%	73%	69%	65%	74%	81%	80%	83%	91.5%	85.7%

Current students have a confidence in the school and the senior pathways it offers. Students who were identified by their parents and staff as wishing to pursue a vocational pathway have been assisted to make the transition from education into employment, apprenticeships and other training programs.

In 2012 the College implemented the Victorian Certificate of Applied Learning, which provides a pathway through to Year 12 for those wishing to pursue a vocational pathway, whilst remaining at the College.

Prior to this time the College was only able to offer a modified VCAL program to a small number of students for one year. The retention rate has increased gradually over the past ten years. This could be due to the well-developed VCAL program and employers wanting young people to have completed their VCE or Senior VCAL certificate. I would suggest the retention rate will continue to increase over the next few years as students become increasingly aware of the importance of completing either the VCE and VCAL certificate to provide a pathway to either further study or work.

Post School Destinations

The College's education provision facilitates students' pathways to further learning at either University or TAFE level, traineeships and apprenticeships and employment. Over the years the College has been successful in facilitating student progress in these pathways. In 2019, 69% of VCE students applied to VTAC for a university place. Of these 94% received an offer.

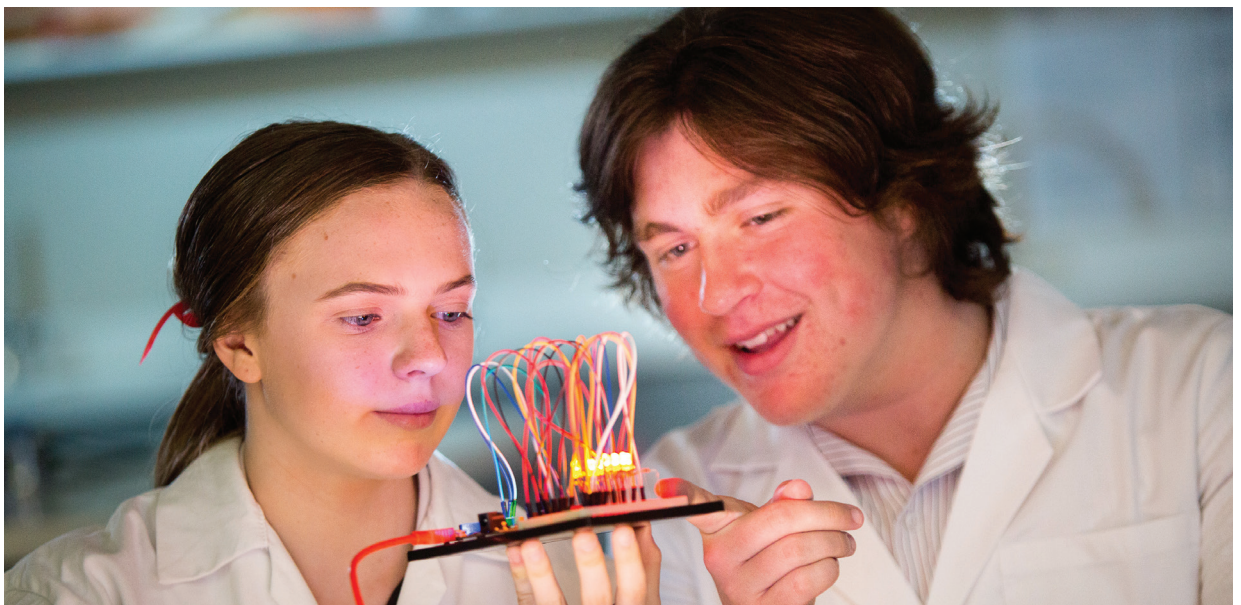
The On Track Survey data (below) relates to the exit students at the end of 2010 through to 2019. The information demonstrates that students are moving forward from the College to opportunities of further learning or employment.

In Education and Training	April 2010	April 2011	April 2012	April 2013	April 2014	April 2015	April 2016	April 2017	April 2018	April 2019
University Enrolled %	45	27	25	46	53	50	51	39	53.5	50
TAFE / VET Enrolled %	12	14	24	21	14	14	12	18	14	10
Apprentice / Trainee %	9	23	7	6	15	8	9	7	3.5	8

Not in Education and Training	April 2010	April 2011	April 2012	April 2013	April 2014	April 2015	April 2016	April 2017	April 2018	April 2019
Employed %	14	16	19	10	11	7	18	15	15.1	18
Looking for Work / Other %	2	5	2	3	1	7	0	0	4.7	2
Deferred %	19	16	24	6	5	13	10	20	9.3	11

The College has in place an excellent program to ensure that all students exit the College into a pathway that suits their skills, talents and aspirations. Students who wish to pursue further education and training are assisted to select and enroll in a variety of courses offered at Universities, Institutes of Technical and Further Education (TAFE) or Apprenticeships/Traineeships.

The On Track Survey Data demonstrates that students move into a range of opportunities.



Parent, Student, Teacher Satisfaction

Saint Ignatius College receives feedback on a regular basis from parents, students and teachers in regard to their satisfaction with the College. The College has been through considerable growth and development over the last ten or so years. In general, currently there is a high degree of satisfaction with the College and where it is developing for the future. Applications for Year 7 for 2019 far exceeded places available.

We have received feedback in the following ways (both formally and informally):

- Parent Information evenings, highly attended
- Parent – Teacher – Student Interviews
- Student Representative Council
- Social functions (Year 12 Graduation)
- Open Days (Evaluation forms provided to visitors)
- Parents and Friends' Association
- Musical and drama performance evenings
- Board
- Staff meetings
- Staff Consultative Committee
- Staff Social Club
- Feast Day
- Surveys - Open Day, Mosaic
- School Improvement Framework - Staff, Student and Parent Opinion Surveys
- Student Leadership Group
- College facebook page

The results of the 2019 School Improvement Surveys (CEMSIS) of Parents, Students and Staff indicated overall very high satisfaction and support of the College.



Value Added

There are many aspects of life at Saint Ignatius College that are impossible to “measure” and yet they form a part of the ethos of the College, a part of who we are.

These include such things as:

- Debating
- Catholicity – spirituality programs, celebrations, retreat programs
- Daily Prayer
- College Masses and liturgies
- Students Leadership opportunities
- Social Skills programs
- Social Justice Group
- College Assemblies
- Sport (membership of GISSA)
- Work Experience
- Year 12 Valedictory evening
- Choir
- Orchestra
- Social Activities
- Health and fitness programs
- Community Service Program
- Mission Team
- Years 7 - 12 Elevate Education
- Well-being program (Cyberbullying, Red Frogs, RACV Driver Safety, Fit to Drive, brainstorm, Blue Earth)
- Learning Enhancement Achievement Program (LEAP)
- ACE Program for Year 12 students
- World Challenge expedition to India
- JACSA East Timor Immersion Trip
- Cape York Indigenous Immersion Trip
- Wollangarra
- Targeted Assistance Program (TAP)
- Maths and Literacy help lunchtime classes
- Year 10 Ignatian Learning Period
- Open Day
- Year 9 & 10 Pathway Planning
- ‘See the College at Work’ Tours
- Personalised guided tours
- Creative and Performing Arts
- Mosaic Awards evening
- Fortnightly Newsletter
- Professional Learning opportunities
- School camps and excursions
- Use of information and communications technology (ICT)
- Music programs
- Public Speaking
- Dance Group
- East Timor Immersion Trip
- Year 7 2019 Student Orientation Day
- Year 7 2019 – Singles Day
- Year 7 2019 Parent Orientation session
- Soup Kitchen
- Maytime Fair
- Refugee Holiday Program
- Winter Sleep out
- Time & Space Program
- Year 9 Thyme & Plates Program
- Senior School Expo

There have been many highlights of 2019. Some of these include:

- Academic Awards Assembly
- A number of performing arts evenings
- The work of the Social Justice Committee that includes the Winter Sleepout, Christ Church meals program and many other fund and awareness raisers
- The camping program at various year levels and the Faith Development Seminars and Retreats
- Feast Day
- Numerous sporting activities that include our Swimming, Athletics and Cross Country Carnivals and students performing to a very high standard in many different sports
- The Year 11 Jesuit Schools’ East Timor Immersion Trip
- The Years 10 & 11 East Timor Immersion Trip

Child Safe Standards

Intended outcomes

- The Child Safe Standards are embedded into the College community.
- Saint Ignatius College Geelong is a child safe and child friendly environment where children are free to enjoy life to the full without any concern for their safety.
- The wellbeing of students in our care is our priority.

Achievements

- The implementation of a detailed Wellbeing Program across all year levels ensures students have a voice, feel valued and understand their rights in relation to Child Safety.
- The continued integration of the seven child safe standards into the relevant policies and procedures.
- The staff can easily access the policies and procedures related to the Child Safe Standards on the College's intranet site.
- The onsite procedure of visitors to the College has been consolidated this year. The Office staff ensure any visitor to the College provides their WWC number while present on site.
- Updated reporting processes and procedures that align with the PROTECT protocol which is utilised to identify and respond to all forms of abuse in Victorian Schools.
- Ongoing information and training to support staff compliance with the Child Safe Standards was provided at staff meetings and through circulars and e-modules.
- Within the student planner it is clearly outlined our commitment to the students and parents / guardians of the College that Saint Ignatius College is committed to the safety and wellbeing of all students. This commitment highlights specific components that the College feels empowers our students/parents to feel safe and nurtured within our school environment. It is also outlined in the communication protocols that a student/parent can take if they are concerned about any form of child abuse that is occurring within our College community.
- The College has appointed a Child Safety Officer and a Child Safety Team who work in conjunction with the Student Wellbeing Team and the business department to ensure we are not only offering the safest possible environment for our young people but are compliant with the Ministerial Order 870.
- Child Safe Standards are addressed at the College monthly Board meeting to update members on the changes and developments within this order and to the College's compliance.
- The College's Child safety risk management process is completed annually to ensure we are addressing the current needs and practices in response to the Child Safe Standards.
- The College completed a survey outlining how we were going in relation to fulfilling the Child Safe Standards. The survey was part of a Victorian Government initiative to review to assist organisations to ensure they are compliant. Saint Ignatius College has signed up to receive ongoing updates from the Victorian Government Department of Health and Human Services, to remain updated with the latest information in regards to the Child Safe Standards.



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