



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



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 2025 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 14 May 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

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 1442 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 College offers a Student Leadership Development Program.

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

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

As we reflect on 2025, we give thanks for another year of faith, learning and community at Saint Ignatius College. This year has been one of growth and achievement, and another important step in our ongoing journey of intentional formation, shaping young people to lead lives of faith, purpose and service in a complex and changing world.

A Growing Community

We began the year by welcoming 260 Year 7 students and 14 students in other year levels. With 1442 students enrolled our College continues to thrive as a vibrant and faith-filled learning community.

We also welcomed a number of new staff members who bring experience, passion and generosity to our shared mission of forming young people with competence, conscience and compassion.

Our 2025 School Improvement Plan theme provided a clear focus for the year: "Building community for better learning - belonging, connection and learning."

We know that authentic learning flourishes where students feel known, valued and connected. Every initiative this year, academic, pastoral, spiritual and co-curricular, has been aligned to this conviction.

Beginning the Year with Purpose

The year commenced with our Connection Week Program, designed to help students settle in, form friendships and strengthen their sense of belonging.

Soon after, we gathered for our Beginning of the Year Mass, celebrating the Jubilee theme "Pilgrims of Hope." This was a meaningful opportunity to pray together and set our intentions for the year ahead.

At our Academic Assembly, we celebrated student achievement with acknowledgement of high-performing students from 2024, and the College Captains and Vice-Captains launched our 2025 student leadership theme: "Dream. Discover. Do."

During this assembly, we officially named our new multi-purpose facility the Companions Centre, a fitting title reflecting our Ignatian identity and our shared journey as companions in faith and learning.

Building on the success of previous programs, we also held Belonging Week at the end of Term Two, strengthening inclusion and connection across the College.

Faith and Formation

Faith and service remain at the heart of College life.

A special highlight was the celebration of the Feast of St Ignatius of Loyola on 31 July. The day began with Mass and continued with community activities that embodied our Ignatian spirit of joy, service and gratitude.

Throughout the year, retreats, reflection days and social justice initiatives invited students to live their faith in action and to recognise Christ in others.

This year also marked a significant moment in the life of the Church as we farewelled Pope Francis and welcomed Pope Leo XIV.

Learning and Wellbeing

In alignment with our School Improvement Plan, we launched the ACE Program (Academic Coaching and Enhancement) to better support senior VCE students. Through structured study, mentoring and skill development, ACE replaces some traditional study periods with guided learning to strengthen motivation, discipline and academic performance.

We continued implementing our Positive Behaviours for Learning (PBL) framework. By explicitly teaching and reinforcing positive behaviours, we are building safe, supportive and engaging learning environments where every student feels valued and supported.

After a very successful implementation at Year 7 in 2024, we extended our Connected Learning program to our Year 8 students. This program is based on the Science of Learning and explicit teaching practices.

Congratulations to Deputy Principal (Teaching & Learning) Bernadette Donnelly, who received the ACEL Victoria Fellowship Award in recognition of her outstanding contribution to educational leadership.

Camps, Carnivals and Key Events

The College calendar has been rich with opportunities for connection and growth:

- House Swimming Carnival - 14 February, North Bellarine Aquatic Centre
- House Athletics Carnival - 4 April, Landy Field, South Geelong
- House Cross Country Carnival - 15 May, College grounds
- Careers Panel and Expo - 26 May for Years 10-12 students and parents.

The final week of Term One was particularly rewarding, highlighted by:

- Year 9 "Camp Inigo" in the Grampians/Gariwerd National Park
- The College Athletics Carnival.

Our Year 7 Anglesea Camp provided valuable opportunities for teamwork, reflection and connection in early Term 2.

Our annual International Women's Day Celebration, organised by the Community Engagement & Development Team, featured keynote speaker Dr Kylie Moore-Gilbert, whose message of courage, hope and faith deeply inspired those present.

During Men's Health Week in June, we welcomed former Geelong AFL player Tom Hawkins, who spoke with our community about wellbeing and resilience.

Our Student TEDx Event, hosted by former student and Channel 9 presenter Nathan Currie, provided Years 7–10 students with a powerful platform to share their ideas and insights.

Sport

2025 marked an exciting milestone in College sport.

Our Senior Boys AFL team competed for the first time in Division 1 of the Herald Sun Shield, reaching the semi-finals in an outstanding debut season.

Congratulations also to our Year 9/10 Boys AFL team, who finished runners-up in the Division 2 Grand Final, falling just three points short in a thrilling match.

The strength of sport at the College is also demonstrated by the 13 GISSA Championships achieved in 2025.

These achievements reflect not only skill and determination, but teamwork, resilience and College pride.

Performing Arts

The Performing Arts continue to flourish as a vibrant and integral part of College life. The highlight of the year was our outstanding production of *Les Misérables*, staged onsite in the Companions Centre for the first time. More than ninety students participated as performers, musicians, crew and backstage assistants.

Months of preparation culminated in four exceptional performances. While there were many impressive individual contributions, the true strength of the production lay in the teamwork, dedication and spirit shown by all involved.

Immersion Experiences

During the Term Three holidays, students participated in two transformative immersion experiences:

- Cape York Indigenous Immersion, in partnership with Red Earth.
- Timor-Leste Immersion, our first international immersion since the pandemic, in partnership with Destination Dreaming.

Both programs provided invaluable opportunities for intercultural learning, reflection and growth. We are grateful that all students and staff returned safely and were enriched by their experiences.

School Advisory Council

We are very grateful to our School Advisory Council members for their wisdom, generosity and commitment to the College.

Parents and Friends Association (PFA)

I also sincerely thank our PFA members for their enthusiasm and generosity in strengthening community life and for their very successful fundraising efforts.

Farewell

I would like to acknowledge the seven staff members retiring after 10 or more years of service to Saint Ignatius College. Each has significantly contributed to the life of our community, shaping the experiences of students, families, and colleagues.

- Mr Joe Pannuzzo has been a valued member of our teaching staff for 10 years.
- Ms. Patricia McKay retires after 10 years of dedicated service in Human Resources and Payroll.
- Ms. Trish Langmaid, our welcoming front-of-house presence for 18 years, has been the friendly voice and warm smile greeting students, staff, and visitors.
- For 21 years, Mr Bruce Connor has guided students toward meaningful pathways as Work and Further Education Coordinator.
- Mr Andrew Smith concluded 25 years of teaching at the College and 27 years in Catholic Education.
- Ms. Jane Alexander, whose 40 years in Catholic Education, including 24 with us, span teaching and leadership roles in English, Religious Education, Literacy, and Healing the Earth.
- Finally, we acknowledged Mrs Linda Pape, whose remarkable 47 years in Catholic Education and 37 years at the College have shaped the musical heart of our school.

We thank each of these staff members for their service, dedication, and the lasting impact they leave on our community. We wish them every blessing in their retirement.

Gratitude and Looking Ahead

I extend my heartfelt thanks to our dedicated staff for their professionalism and pastoral care, to our families for their trust and partnership, and to our students for the energy, kindness and commitment they bring to College life each day.

As we look ahead, we do so with confidence and faith, inspired by the Gospel and the Ignatian tradition, committed to nurturing a community where every young person can grow in faith, achieve their best, and make a positive difference in the world.

Mr Michael Exton

Principal

Saint Ignatius College Geelong

Catholic Identity and Mission

Goals & Intended Outcomes

Our ongoing focus in 2025 has been to 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 faith experiences for our young people.

In 2025 the College aimed to:

- Further engage our students in their faith and justice development through our Religious Education program by implementing a revised Year 12 School-based Religious Education program, inclusive of a service day and Ignatian formation sessions
- Promote a greater understanding of our school's part in the Church's mission
- Create meaningful opportunities for staff formation
- Enhance the prayer life of the College
- Strengthen our connection to Catholic, Jesuit and Jesuit and Companion Schools Australasia (JACSA) organisations and programs.
- Lead students and staff to take action reflective of our responsibilities as global citizens.

These goals emerge from the School Improvement Plan encompassing 2025 which includes the targets of:

- Improved religious growth of school community members
- An increase in the number of students involved in the Community Service Program
- Developing an Ignatian Formation program with increased levels of staff participation
- Implementing the Kairos Retreat program for Senior students
- Increasing the number of staff engaged with Accredited Professional Learning and Formation activities.

Achievements

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.

The 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 Year 9 Religious Education curriculum was developed to include a unit on Homelessness aimed at increasing understanding of the issue and reducing misconceptions. Subsequently this cohort participated in the Christmas Vinnies Drive by donating toiletries and hygiene products.

In 2025, each House celebrated the identity and achievements of its patron with a House Mass followed by a catered lunch for all senior students.

A number of student leaders attended the Jesuit Maytime Fair at Xavier College Kew on Saturday May 3rd selling local produce from the Bellarine Peninsula and Geelong region to raise money for Jesuit Mission.

Years 7 & 8 students ran the annual Loyola Market in November, 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 raffle and a Hot Cross bun Drive to raise funds for Caritas through the Project Compassion period of Lent.

Years 7, 8 and 9 each students engaged in an end of year liturgy celebrating their achievements and expressing gratitude for their subject teachers, mentors and Year Level Coordinators.

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.

Value Added

Some students and staff participated in the Australian Catholic Youth Festival held in Melbourne in December. In preparation for the event, small groups attended pre-festival events held at ACU.

A four-day Kairos Retreat was held for the first time with our JACSA Companion school, Loyola College Watsonia at Anglesea.

Feast Day celebrations were inclusive of the 'One Foot Raised' walk raising money for Jesuit Mission and the 'Casa de Talento' performances raising House spirit.

The introduction of a Year 12 Religious Education Service Day to increase the opportunity for students to serve others and embed a culture of service within the College.

Participating in the Jesuit Education Australia's (JEA) Ethos & Identity review enabled documenting, reflecting and acknowledging achievements and growth areas.

Staff Ignatian formation and professional development programs.

Ongoing participation in the JACSA network.

Ongoing formation of the School Advisory Council.

Deputy Principal Faith and Mission commenced the JEA two year Formation Program, 'Australian Seminars in Ignatian Leadership'.

Deputy Principal (Students) and Deputy Principal (Learning and Teaching) concluding the two-year JEA formation program 'Leadership for Mission'.

Learning and Teaching

Goals & Intended Outcomes

Promoting Excellence, Engagement, and Belonging

Cultivate a culture where academic excellence and student belonging are mutually reinforcing, ensuring every student is known, supported, and challenged to achieve their personal best.

Strengthening a Shared Vision for Teaching and Learning

Build collective efficacy through a clear, consistent, and evidence-informed approach to teaching, underpinned by the Science of Learning and aligned to the MACS Vision for Instruction.

Delivering a Coherent and High-Quality Curriculum

Ensure all curriculum is deliberately designed to be knowledge-rich, sequential, and aligned across year levels, with clarity in learning intentions, success criteria, and assessment practices.

Embedding Effective Teaching Practices

Strengthen the consistent use of explicit teaching, including clear modelling, guided practice, and regular checks for understanding, to improve student participation and learning outcomes.

Enhancing Professional Collaboration

Leverage Learning Area teams as the core driver of improvement, using structured collaboration to refine curriculum, share practice, and evaluate impact on student learning.

Focusing on How Students Learn

Embed practices that reflect how students learn best, including cognitive load management, retrieval practice, and formative assessment, to maximise engagement and retention.

Strengthening Connected and Holistic Learning

Ensure alignment across curriculum, wellbeing, faith formation, and co-curricular opportunities to support the development of the whole person and deepen student engagement.

Improving Senior Learning Outcomes

Strengthen VCE outcomes through consistent curriculum delivery, aligned assessment practices, and a focus on academic rigour, with the aim of increasing median study scores and the proportion of high-achieving results.

Achievements

Teacher Support and Development

Strengthening of teacher capability through a structured professional learning model aligned to the Science of Learning and MACS Vision for Instruction.

Use of Learning Area meetings as PLCs to embed effective practice through cycles of modelling, implementation, and reflection.

The provision of dedicated time for curriculum development and support early career teachers through a structured mentoring program.

Curriculum and Teaching Practices

Completion of the implementation of the Connected Curriculum in Years 7 and 8, establishing a strong foundation in knowledge-rich, sequential learning.

The shift of focus to Years 9 and 10, ensuring curriculum alignment, rigour, and clear progression into senior pathways.

Embed consistent explicit teaching practices, supported by high-quality, shared curriculum documentation.

Supporting Diverse Student Needs

Implement a tiered approach to support, with targeted intervention and coordinated structures such as PSGs and Learning Support Teams.

Embed explicit teaching in all intervention strategies.

Provide extension and enrichment opportunities to challenge and engage all learners.

Assessment and Monitoring

Use data strategically, including ACER testing, to inform teaching and monitor growth.

Strengthen formative assessment through checks for understanding and feedback.

Ensure consistent, transparent assessment and reporting practices.

Senior Pathways and Achievement

Strengthen Years 9 and 10 as preparation for VCE through a rigorous, aligned curriculum.

Embed literacy and explicit teaching as key drivers of success.

Maintain a strong focus on improving VCE outcomes through consistency, high expectations, and targeted support.

Student Learning Outcomes

NAPLAN Performance

Overall performance is broadly in line with state averages, with results sitting above national benchmarks across most domains.

Strong Writing outcomes across both Year 7 and Year 9, with Year 9 demonstrating continued growth and performance above state averages.

Reading is consistent, with Year 7 performing at state level and Year 9 remaining steady, though with a need to accelerate growth.

Numeracy performance is stable across both cohorts, sitting close to state averages, with some variation between student groups.

Spelling and Grammar & Punctuation remain key areas for improvement, with results below state averages—particularly a significant gap in Year 9 Grammar & Punctuation.

A continued focus is required on extending higher-performing students, with fewer students achieving in the “Exceeding” band compared to state benchmarks.

Intervention Growth (SNAP Program)

Numeracy: 61% of students demonstrated positive growth (11 of 18), with an average growth of approximately +2.3%; however, results remain variable, with 39% of students showing minimal or negative growth, including one significant outlier.

Literacy (overall): Approximately 70–75% of students demonstrated positive growth across domains, with strongest gains in Grammar (avg ~+8–10%) and Spelling (avg ~+7–9%), moderate growth in Reading (avg ~+5–7%), and more variable outcomes in Writing.

Reading: 73% of students showed positive growth, with an average growth of approximately +5.5%; however, a small group (27%) demonstrated limited or negative growth.

Writing: 64% of students demonstrated positive growth, with an average growth of approximately +4–6%; however, over one-third of students showed limited or negative growth, including some significant declines.

Spelling & Grammar:

Grammar & Punctuation: ~82% of students showed positive growth, with an average growth of approximately +9–10%

Spelling: ~73% of students showed positive growth, with an average growth of approximately +7–8% These represent the strongest areas of growth across the cohort.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	540	67%	542	66%
	Year 9	563	63%	567	63%
Numeracy	Year 7	552	75%	551	75%
	Year 9	578	76%	576	74%
Reading	Year 7	548	77%	551	78%
	Year 9	575	76%	579	76%
Spelling	Year 7	527	65%	529	68%
	Year 9	566	73%	569	77%
Writing	Year 7	555	73%	554	72%
	Year 9	596	75%	595	76%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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	98.60%
VCE VM Completion Rate	83%
VPC Completion Rate	*

*Data not reported for 2025 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 2025	
Tertiary Study	[ASR_PostSchoolDestinations.tertiary]
TAFE / VET	[ASR_PostSchoolDestinations.tafevet]
Apprenticeship / Traineeship	[ASR_PostSchoolDestinations.apprenticeship]
Deferred	[ASR_PostSchoolDestinations.deferred]
Employment	[ASR_PostSchoolDestinations.employment]
Other - The category of Other includes both students Looking for Work and those classed as Other	[ASR_PostSchoolDestinations.other]

Student Wellbeing

Goals & Intended Outcomes

GOAL

- To continue to improve students' sense of connection and belonging to the College.

INTENDED OUTCOMES

- To implement a Behaviour Curriculum across the College, to further support students by creating a safe and supportive learning environment, and further increase their sense of belonging and connection to the College.

KEY IMPROVEMENT STRATEGIES

- Conduct staff training on the consistent implementation of behaviour expectations.
- Conduct student training on the consistent implementation of behaviour expectations.
- Introduce three Behaviour Routines that will be presented and taught to the Years 7 & 8 students during Connection week.
- Create a clear Behaviour Expectation and Responsibilities Framework outlining expected behaviours, values, and responsibilities.
- Analyse student behavioural data through XUNO to monitor student behaviour trends and adapt or implement alternative routines as necessary.

Achievements

- Embedded and further developed the Rights, Resilience and Respectful Relationships program across the College.
- In support of our ongoing commitment to a positive and consistent Behaviour Curriculum, two key initiatives were introduced across the College in Term 3: the Re-set / Re-engage Procedure and the Positive Behaviours for Learning (PBL) Notice.
- Staff Professional Development – Behaviour Framework: At the beginning of the Term 3, staff participated in a professional development day focused on our Behaviour Framework. The session explored key elements of the framework and provided practical strategies for supporting some of our more challenging students. Staff were also introduced to two new initiatives within the framework, aligned with our Positive Behaviours for Learning approach: PBL Improvement Notices and the Reset and Re-engage Procedure.
Following the presentation, staff collaborated in groups with our Middle Leaders in the Student Wellbeing team to work through a series of real-world scenarios. These

discussions focused on identifying and applying the most appropriate procedures for managing challenging student behaviours.

- Student Voice / Agency continues to be at the forefront of all our decision making at the College. The SRC plays a vital part in assisting the College with important decisions that have a direct impact on the student body.
- Mens Health Week: The College held an evening featuring former Geelong Cats champion Tom Hawkins, which drew a strong crowd of students, staff, and families. Tom spoke candidly about his own journey—both on and off the field—sharing valuable insights into how he managed pressure, setbacks, and the expectations of elite sport.
- The Resilience Project – Connected Parenting webinar. This evidence-based session focused on equipping parents and caregivers with practical strategies to strengthen their connection with their children, support emotional regulation, and foster resilience at home.

Value Added

- The Shake program, run by Shake Counselling in Geelong, is a movement-based counselling initiative for boys aged 14–17. In response to increased stress, anxiety, and peer issues identified in our Year 8 wellbeing data, the College sent four groups of Year 8 boys to the program in 2025. The goal is to proactively improve emotional regulation, resilience, and behaviour, in line with our Positive Behaviours for Learning framework.
- Staff Youth Mental Health First Aid program - delivered to a further 13 staff in 2025. This will continue to be rolled out to all staff over the coming years and currently sits at 50 staff have completed the course
- Anti-Vaping education for all Year 7, 8 and 9 students.
- Our Year 11 students attended the RYDA (Rotary Youth Driver Awareness) program at Deakin University. RYDA is a nationally recognised road safety education initiative aimed at equipping young drivers and passengers with the skills, strategies, and mindset needed to stay safe on the road.
- Pippin Girl, presented by Emma. Emma delivered an engaging and inspiring session to all our Year 8 and 9 girls. The presentation encouraged students to reflect on self-confidence, resilience, and the importance of positive mindset, sparking meaningful discussions among participants.
- Daniel Principe delivered engaging and thought-provoking sessions to all Year 8 and Year 9 boys this term. His presentations explored themes such as self-respect, empathy, consent, and the influence of media on attitudes and behaviour, providing students with practical strategies to navigate adolescence with integrity and respect for others.
- 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.

Student Satisfaction

The 2025 student domain MACSSIS snapshot data indicates a broadly stable but slightly declining trend in overall positive endorsement, sitting at 43%, marginally below both 2023 and 2024 and the MACS average (45%). Strengths are evident in rigorous expectations and student safety, where results remain comparatively high, particularly in Year 7, suggesting a strong foundation for students entering the school. However, there is a noticeable decline as cohorts progress, especially in Years 8–9, where multiple domains dip below both earlier year levels and system averages.

Areas of concern include school engagement (25%) and student voice (41%), highlighting that many students feel insufficiently invested in their learning or empowered within the school environment. Similarly, teacher-student relationships and school belonging show moderate but inconsistent results, with a clear middle-years dip that may indicate challenges in sustaining connection and engagement beyond the initial transition phase.

The data suggests that while structures are supporting a positive start (particularly in Year 7), there is a need for targeted strategies in the middle years to maintain engagement, strengthen relationships, and amplify student voice. A consistent, longitudinal approach to wellbeing and connection will be critical in improving overall student experience and lifting endorsement levels across all domains.

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 a student misses three consecutive days the Mentor teacher will contact home to follow up on their absence.

For any continual absences the Year Level Coordinator or Head of House will follow up.

These students will be added to our SWAG (Student Welfare Action Group) list and monitored by the Deputy Principal - Students, Director of Senior School and Wellbeing Office Coordinator.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	86.78

Average Student Attendance Rate by Year Level	
Y07	87.26
Y08	85.39
Y09	83.46
Y10	84.57
Overall average attendance	85.17

Leadership

Goals & Intended Outcomes

To continue to enhance middle and senior leadership capacity.

Achievements

Achievements in Leadership and Professional Learning

- Reviewed the College organisational model for Positions of Leadership, including the development of the 2026 to 2028 structure and associated appointments.
- Continued the Coaching Program for Middle Leaders
- Reviewed the Coaching Program for Middle Leaders resulting in 2026 Ascend Leadership Program Framework.
- Delivered more than 4,800 hours of individual professional learning across the College, aligned to the 2025 Annual Action Plan and the commencement of the new four-year School Improvement Plan.
- Strengthened teacher capacity through targeted professional learning in the Science of Learning, explicit instruction, instructional coaching, assessment practice, literacy, AI, VCAA processes and subject-specific development.
- Delivered four whole-staff professional learning days focused on explicit instruction, student engagement, behaviour curriculum, AI in education, IntelliSchool, curriculum development and collaborative planning.
- Advanced the College's implementation of the MACS Vision for Instruction and Vision for Engagement, with continued planning for the Vision for Leadership.
- Embedded instructional coaching through the Steplab platform, including approximately 80 coaching conversations to support feedback, reflection and continuous improvement.
- Invested in Catholic identity and faith formation through 489 hours of individual formation activities, including Ignatian formation, accreditation studies, pilgrimage experiences, JACSA participation and MACS formation opportunities.
- Strengthened student wellbeing and engagement through professional learning in Youth Mental Health First Aid, Respectful Relationships, wellbeing programs and positive behaviour processes.

- Supported Education Support staff through targeted learning in inclusion, disability, learning diversity, NCCD, library services, laboratory practice, careers and professional supervision for wellbeing staff.
- Built leadership capacity through Executive Leadership professional learning, Women in Leadership programs, MACS school improvement networks, communities of practice and the Middle Leaders Coaching Program.
- Supported compliance and accredited training across the College, including First Aid, CPR, asthma training, lifesaving qualifications, safety training, emergency response training, VET accreditation and Certificate IV training.
- Recognised staff leadership beyond the College, including 10 staff involved in VCAA assessment or development roles, with two serving as Assistant Chief Assessors or Exam Development Panel Chair.
- Celebrated further professional study, including completion of Catholic Studies, Career Development Practice, Certificate IV in Training and Assessment, and the Flourishing Learners TeachWell Masterclass Series.
- Highlighted staff contribution to the wider education sector through conference presentations, leadership roles and workshop facilitation in Australia and overseas.
- Supported early-career teacher development, with three teachers successfully progressing to Proficient registration.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2025

Professional Learning Summary as aligned with 2025 AAP Goals

Teaching & Learning

- 659.5 hours of individual PL
- Approximately 40 hours of instructional coaching, including 80 coaching conversations

Targeting AAP 2025 Goal 1: To improve the learning growth for students identified in the lower bands for Years 7-10 Literacy and Years 7 and 8 Numeracy.

Targeting AAP 2025 Goal 2: To improve the overall VCE results of the College.

Targeting AAP 2025 Goal 3: To further implement an explicit teaching model which enhances engagement, knowledge and skills of our students.

Targeting AAP 2025 Goal 4: To further engage our students in their faith and justice development through our Religious Education program.

Targeting SIP Priority 2 Goal: To implement and embed a culture of Instructional Coaching and provide professional learning about the explicit teaching approach.

PL included VCAA Exam Assessor Training, VCAA-related work, subject and learning area conferences, association workshops, VIT Mentoring Training, literacy, testing, AI, instructional practice PL and the Steplab Instructional Coaching subscription.

Catholic Ethos & Identity

- 489.25 hours of PL

Targeting AAP 2025 Goal 4: To further engage our students in their faith and justice development through our Religious Education program.

Targeting SIP Priority 1 Goal: Improved religious growth of school community members.

PL included individual formation activities through Ignis, JACSA, MACS, Youth Ministry training, accreditation studies and pilgrimage experiences.

Student Wellbeing

- 98.25 hours of PL

Expenditure And Teacher Participation in Professional Learning

Targeting AAP 2025 Goal 5: To continue to improve students' sense of connection and belonging to the College.

Targeting SIP Priority 2 Goal: To implement and embed a Behaviour Curriculum, and to implement and embed consistent and effective student management processes.

PL included Youth Mental Health First Aid, Respectful Relationships and broader student wellbeing professional learning.

Careers & Pathways

- Approximately 16-24 hours of PL

Targeting SIP Priority 3 Goal: The College is known as the leading school in the Geelong area for its Student Pathways Program.

PL included participation in the VCE and Careers Expo, recorded within Teaching and Learning hours.

Education Support Staff

- 43.5 hours of PL

Targeting AAP 2025 Goal 1: To improve the learning growth for students identified in the lower bands for Years 7-10 Literacy and Years 7 and 8 Numeracy.

PL included inclusion, disability, learning diversity, NCCD, library, laboratory technician and careers-related professional learning.

Wellbeing Support Staff

- Approximately 31.5 hours of professional supervision

Targeting AAP 2025 Goal 5: To continue to improve students' sense of connection and belonging to the College.

This supported wellbeing staff through professional supervision, reflective practice and capability development.

Corporate Services

- 8 hours of PL

Targeting SIP Priority 2 Goal: To continue to enhance middle and senior leadership capacity.

Expenditure And Teacher Participation in Professional Learning

PL included LawSense professional learning.

Human Resources

- 32.25 hours of PL

Targeting SIP Priority 2 Goal: To continue to enhance middle and senior leadership capacity.

PL included HR-specific professional learning.

Leadership

- 486 hours of leadership development

Targeting SIP Priority 2 Goal: To continue to enhance middle and senior leadership capacity.

This included:

86 hours through VCDPSSA Rural Women in Leadership Dinner and Conference, and VCDPSSA Women in Leadership Dinners.

160 hours through School Improvement Networks, including the MACS Secondary School Improvement Network, Literacy Leaders Network, Community of Practice and system/network days.

240 hours through the Middle Leaders Coaching Program.

Compliance

Targeted compliance and safety training

PL included HSR Safety Courses, lifesaving requalifications, IEU Training, Critical Incident Response Training, Emergency Response Training and Teaching Staff First Aid.

Accredited Training

- 142.75 hours of individual PL

PL included First Aid, lifesaving, Bronze Medallion, Certificate IV Training and Assessment, TAE Assessor training and VET accreditation.

Expenditure And Teacher Participation in Professional Learning

Summary

The 2025 Professional Learning program reflected a strong commitment to building staff capability across teaching and learning, Catholic identity, student wellbeing, education support, leadership, compliance and accredited training. The program was closely aligned to the College's 2025 AAP Goals and 2025-2028 SIP priorities, with a clear focus on improving student learning growth, strengthening VCE outcomes, embedding explicit teaching, enhancing faith and justice development, improving student belonging and building leadership capacity across the College.

Number of teachers who participated in PL in 2025	136
Average expenditure per teacher for PL	\$1369.00

Teacher Satisfaction

According to the 2025 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	38
Graduate	50
Graduate Certificate	15
Bachelor Degree	102
Advanced Diploma	7
No Qualifications Listed	14

Staff Composition	
Principal Class (Headcount)	7
Teaching Staff (Headcount)	140
Teaching Staff (FTE)	133.91
Non-Teaching Staff (Headcount)	77
Non-Teaching Staff (FTE)	62.06
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal

- The connection and engagement of alumni, parents and wider community to the College will have improved.
- The Catholic culture of the school community will have been improved by providing opportunities for shared growth and deeper connection.
- The College is known as the leading school in the Geelong area for its Student Pathways Program.

Intended Outcome

- An increased involvement of alumni, parents and wider community in College life.
- An increase in the number of parents completing the MACSSIS survey.
- The Student Pathways Program has been enhanced with greater connections to community organisations, employers and institutions.

Achievements

Achievements relating to goals and intended outcomes as noted on the 2025 AAP

In 2025, 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

In 2025 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 Dr. Kylie Moore-Gilbert and AFL great, and Hall of Famer Tom Hawkins.
- The ANZAC Eve Companion Evening that included a wreath-making workshop and personal reflections from RSL representatives, fostering intergenerational understanding and service. 2025 saw wreaths planted at 12 services across the Bellarine Peninsula.

- Long-standing traditions such as the Saint Ignatius College Geelong Easter Egg Hunt, which continued to be a beloved event for families. This event saw the drawing of the 2025 PFA Car Raffle, a new and profitable initiative of the College Parents and Friends Association.

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

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 and programs such as Year 12 ACE Presentations, and Daniel Principe.
- Their involvement in the 1491 Staff Awards, recognising outstanding staff contributions to the College's values and culture.
- On the ground support of events such as the annual Cross Country Program, acting as check point support.
- New raffle initiatives, including the highly successful '2025 PFA Car Raffle.'
- Sponsorship of the 2025 Production of Les Miserables.

Community Partnerships

The College extended its community impact by strengthening partnerships with:

- The Salvation Army – Bellarine Peninsula (support through Outreach Van and presentations) The Outreach Program was attended by staff and students in 2025.
- 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.
- Events such as the Feast Day Afternoon Tea were a chance to celebrate staff service to the College.

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.
- The College continued to grow the Alumni platform 'Alumly,' introduced in 2022 to over 700 users. This platform ensured Alumni received timely communication from the College.
- 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 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, Men's Health Week Companion Evening, and the Year 12 graduation events (Valete Assembly and Mass, and the Valedictory Dinner).

- 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 cocurricular excellence. In 2025 the College hosted the production of Les Miserable. A sold out event held on site in the College's Companion Centre.

Conclusion

2025 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 2025 MCSSIS Survey of Parents indicates an overall positive school endorsement at the MACS average.

Although the number of respondents in 2025 to the survey was low, it is slightly higher than in 2024. This low level of survey engagement, 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.

Examples of above-average parent endorsements through MACSSIS data results were:

- The school fit, perception of how well a school matters to their child's developmental needs.
- The avenues of transportation to and from the College, and getting to the school safely.
- The welcoming of families.
- Communication with people of culture.
- The sense of belonging to their child's community.
- How involved parents/carers felt with their child's school.
- The level of contribution to the learning experience, event of initiative at the child's school.

- The level and participation of conversation that the parent/carer has had with the child's school about their learning and wellbeing.
- How well the family understands the school's processes and procedures.
- How well the parent/carer understands the school's goals.
- The level of engagement by parent/carer with the school's online portals.

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