



Melbourne Archdiocese
Catholic Schools

2023

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 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 14 May 2024

About this report

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

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our Vision

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

Mission Statement

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

College Overview

College Overview

Saint Ignatius College, located in a beautiful rural Bellarine landscape and 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 1397 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, VCE VM & VET 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. Extracurricular activities range from the Performing Arts, to Social Justice activities, to debating, to orchestra, and to individual music lessons.

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

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

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

The 2023 school year marked a significant chapter in the College's history, characterised by transformative initiatives aimed at enhancing the overall educational experience and outcomes for our students. Our overarching theme encapsulating our improvement drive was “Building community to become a better learner.” Our Annual Action Plan focused on building better connections, belonging, and learning.

In early December last year, our School Captains, Matilda Steptoe, Ross de Lange, Amy Thompson and Zac Dwyer, attended the national Jesuit and Jesuit Companion Schools Student Leaders Conference hosted by Xavier College, Kew. One outcome of this conference was the choice of our College theme for 2023 – “Lean into the wind.”

New House and Mentor system

We introduced a new House and Mentor system that aims to enhance student connections and belonging in order to improve their learning and wellbeing outcomes. The primary goal of this holistic approach is to foster a supportive community within the school, creating a sense of belonging. Every student is now a part of a new House (Glowery, MacKillop, Ricci or Xavier), promoting camaraderie and healthy competition among them. Moreover, the Mentor system provides guidance, ensuring that students have a dedicated support system to navigate academic and personal challenges. This approach aims to cultivate an improved sense of belonging, connection and support for our students to enhance their learning and social experiences and better prepare them for their future.

Building program update

One of the key highlights was the remarkable progress in the building program, a testament to the school's commitment to providing state-of-the-art facilities. The construction of the new MacKillop Senior Centre continued according to the schedule, with an anticipated completion date in February 2024. It has been exciting to watch the progress of the build as the new facility takes shape, becoming a striking feature on the school grounds.

On May 10, we celebrated a milestone for the construction when we held a “Top out” ceremony that marked the completion of laying the top floor concrete of this three-storey building.

This large \$25 million project would not be possible without the support of the Catholic Development Fund. Most of the funding for the project will come from a CDF loan, and we express our gratitude to the CDF for making this possible for us. I also thank the State Government for contributing \$1 million towards its funding. We look forward to the Blessing and Opening Ceremonies next year.

Opening and blessing ceremonies for our Year 9 Centre

This year, we conducted belated opening and blessing ceremonies for our fantastic Year 9 Centre on Tuesday 6th June 2023 with the Yr 9 students, College Captains and guests. Due to the COVID-19 pandemic restrictions and being unable to find a suitable date between the College and the availability of a government representative, we had to delay this event for quite some time. The Yr 9 Centre has been in use since 2020.

Gratitude was a predominant theme throughout the ceremony. We acknowledged with thanks:

- Past and present members of our school community. (It has taken many years of saving to raise the funds needed);
- The Australian Government for providing a grant of \$2.1M towards the overall cost of \$5.5M;
- The architects – Clarke, Hopkins, Clarke;
- The builders – CICG (Commercial Industrial Construction Group);
- Our previous Yr 9 Coordinator, Mr Joe Pannuzzo and his team for steering the transition from the 'old' to the 'new' Yr 9 Centre;
- Our College School Advisory Council (previously the College Board – and Chairperson, Mr Tony Frizza); and
- The College's Canonical Administrators.

Our students were encouraged to show their gratitude for this wonderful building by:

- Applying themselves to their learning;
- Looking after the building;
- Looking after each other with acts of kindness, thoughtfulness and respect; and
- Working with our staff team to build our school community.

An exciting improvement to our Yr 7 program for 2024

After two years of development, we look forward to significantly improving our Yr 7 teaching and learning program next year. In 2024, our Year 7 students will experience a more contemporary and intentional curriculum that reinforces the knowledge, skills, and characteristics of a Year 7 Ignatian Learner. Our exciting new Year 7 "Connected Learning Program" (CLP) will differ in many ways from traditional school programs. I commend our CLP working group for their work to prepare for the implementation of CLP next year.

Introduced in 2021, our College's Student Effective Learning Formation framework, or SELF, continues to guide us in building student learning practices. The CLP has been designed to provide ample time and opportunities for our Yr 7 learners to develop their knowledge, skills and capabilities through SELF.

In the early years of secondary school, students often encounter new challenges that can lead to stress, anxiety, and a sense of disconnect. Recognising the importance of prioritising the needs of learners, we aim to develop their skills in learning, leading to greater self-confidence and a stronger sense of self. Our approach will be based on the 'Science of Learning' research and evidence, utilising a sequenced approach to help students learn how to learn. This approach will be integrated throughout the Year 7 curriculum, resulting in a markedly different approach than what we currently employ.

Our new CLP aims to provide students with intentional and connected learning experiences. Through our audit and mapping process, we have identified overlaps and gaps in teaching the Victorian Curriculum's Capabilities and Cross Curriculum Priorities due to teachers working in their own subject areas. We are concerned that the crowded curriculum prevents students from transferring their learning or making connections between subjects. To address this, the 2024 curriculum will take a more intentional and connected approach across appropriate subject domains, allowing learners to build on their knowledge and skills over time. We have also identified the available time for student learning and have been writing a curriculum to fit the available class time. And, Year 7 students will have fewer classes that run for only four periods per fortnight and will not lose continuity of learning through missed double periods.

In Year 7, our CLP assessments will not follow the traditional method of testing students after each topic in each subject. Instead, there will be a greater emphasis on student growth and learning than just their assessment scores. This means there will be more formative assessments and feedback opportunities, which will help students improve their learning. In 2024, we will further develop the follow on Yr 8 CLP with full implementation in 2025.

Middle Leaders Coaching program

To fortify the School Improvement Plan, we implemented a Middle Leaders Coaching program. This initiative empowered our newly appointed middle leaders to foster a culture of collaboration and continuous improvement. By investing in the professional development of our middle leaders, the school aimed to enhance the quality of teaching and learning across all disciplines, aligning with the broader objectives outlined in the School Improvement Plan.

Staff changes

Following a review of the senior leadership structure of the College, Deputy Principal Mr Paul Lewis' portfolio was changed from "Staff, Operations and Identity" to "Co-curriculum and Identity." Consequently, an Acting Deputy Principal position with the portfolios of "Staff and Operations" was created. Our Director of Teacher Development, Mr Joe McLean was appointed to this position.

I thank Mr Lewis for his many dedicated years managing his portfolios. With the growth of the College and the many developments and challenges of the times, it was time for the Staff & Operations area to be managed separately. I wish Mr McLean a very professionally

rewarding time in his new position. These changes are in alignment with our School Improvement Plan (2021 – 2024), which aims to build the capacity of our College Leadership Team to improve our leadership and management of our growing and large secondary school.

College Production of “Anastasia”

We certainly finished Term Three on a high note with the excellent performances of the College’s production of “Anastasia” at the Geelong Arts Centre. I am sure I speak on behalf of our school community in saying how proud I was of our students. Well done!

There were over seventy students involved in various roles, including actors, singers, and stagehands. They performed brilliantly and entertained their audiences very well, judging by the audiences’ reactions and the amount of positive and affirming feedback we received.

I thank the many staff and volunteers, including the crew, backstage helpers, hair and make-up and musicians who supported our students in this endeavour. I also acknowledge the Geelong Arts Centre and its staff for their work and support. And the music was sensational, I thank and congratulate the members of the orchestra.

While there were many very impressive individual performances on stage, it was the teamwork and the many different teams behind the scenes that combined to bring the shows to fruition that underpinned the success of the shows. We know that there were many, many months of preparation, and this time was a very important part of the journey. The students had the opportunity to develop many skills, qualities and friendships. Undoubtedly there have been challenges, and I am sure there has been a lot of fun along the way.

At Saint Ignatius we value our extra-curricular programs and in particular, the performing arts as we strive to be better and become well-rounded people.

Congratulations to all involved in the production!

School Advisory Council

I would like to express my gratitude on behalf of the school community to our dedicated College Advisory Council members:

- Mr Steve Gibbs Chairperson & past parent - Sustainability Manager (National)
- Fr Jim Clarke - President of the Canonical Administrators, Parish Priest Geelong
- Fr Darien Sticklen - Parish Priest Queenscliff
- Rev Fr Gerard Healy - Jesuit Provincial Delegate
- Mrs Jo-Anne Britt - Parent & past PFA President, Teacher & Lecturer
- Emeritus Professor Marie Emmitt - Emeritus Professor Australian Catholic University
- Mrs Fran Kealey - Former Director of Teacher Development at Saint Ignatius College Geelong
- Mr Bernard Lewis - Parent & Catholic Schools Parents Association Rep.
- Mrs Jenny Peters - Parent, Accountant, previous staff member

- Ms Bernadette Donnelly - Deputy Principal (Teaching and Learning)
- Mr Michael Exton - Principal
- Mr David Fitzgerald - Business Manager
- Mr Paul Lewis - Deputy Principal (Staff, Identity and Operations)
- Mr Michael Timms - Deputy Principal (Students)
- Ms Kim Abbott - Executive Assistant & School Advisory Council Coordinator

Parents and Friends Association

The Parents and Friends Association comprises a very generous and hardworking team of parents. Their work improves our College for all students.

I want to recognise the generous and valuable contribution parents can and do make to our school community through membership in this group. Thank you to all members of this group and this year's office bearers:

- Ms Leanne Dunn - President
- Ms Melissa Cartledge - Secretary
- Ms Julie Castle - Treasurer
- Ms Julie Penfold - Fundraising

Staff Members

Another essential ingredient of an effective school is a professional, dedicated and hardworking staff, which is indeed the case at Saint Ignatius. I congratulate my colleagues on contributing to our students' learning for another year. As well as in the classroom, they provide opportunities for students in sports, performing and creative arts, social justice, faith, community service, camps and immersions.

We have very talented and hardworking Executive Team members who have provided dedicated and generous service to our College throughout the year. Thank you to my colleagues, Ms Bernadette Donnelly, Mr Paul Lewis, Mr Michael Timms, Mr David Fitzgerald, Mr Joe McLean and Ms Kim Abbott (EA).

Finally, thank you to all members of our school community for your dedication and contributions that have fostered a stronger sense of belonging and connectivity among our students, enriched their learning experiences, and supported the well-being of our students during 2023.

Michael Exton
Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Enhanced student engagement and performance by understanding and strengthening the connections between all the programs in the school: faith, learning, wellbeing and co-curricular.

Each teacher will be able to define academic excellence and the development of the whole person within the Ignatian framework.

Create a shared understanding of academic excellence and the development of the whole person (Cura Personalis).

An increase in the College's data for post-critical belief, Recontextualisation & Dialogue School indicators.

Improve RE teacher knowledge, understanding & appreciation of the ECSI Project.

Achievements

Continued to implement the SELF Framework

Student retreats were conducted for Yrs 7, 8, 10 and 12

Many liturgical celebrations were conducted: Beginning of Year College Mass, House Masses, Year Level

Masses, Feast Day Mass and activities, Year 12 Valete Mass, Staff Beginning and End of Year

Masses

Continually revising the production of the weekly Examen

Expansion of the "Journey Program": additional Yr 10 classes and a new Yr 11 class

Feed me Bellarine - Year 9 program

Incorporation of Saints in House System

Patron House Saint Day Masses

Value Added

Year 10 and Year 11 CSYMA "Journey" Program

Year 12 "Journey" program offered for the first time

Two day retreat conducted offsite for the Yr 11 Journey class

College, House and and Year Level Masses and Liturgies

Staff formation and professional development programs

Year Level Retreats

- Year 7 - Organised and led by the Yr 11 Journey Class/Ministry Team
- Year 8 - Organised and led by the Yr 10 Journey Class

Social Justice Activities

Jesuit and Companion Schools network

School Advisory Council Retreat

The decision to incorporate formation into each School Advisory Council meeting

Two staff in senior leadership positions started a two year Jesuit Study Program - "Australian Seminars in Ignatian Leadership"

Year 11 Ministry Academy Outcomes

Students were awarded:

- A Certificate of Ministry from the ACU La Salle Academy and
- 5 Bonus ATAR points for application to any course at any ACU campus in Australia

Learning and Teaching

Goals & Intended Outcomes

A guaranteed, viable, contemporary, engaging, sequential and rigorous teaching and learning program.

Implement a revised Year 7 & 8 curriculum structure in 2024.

All teachers continue to participate in Learning Focus teams and Professional Learning Time to enhance teaching and learning.

A shared and consistent understanding of effective learning and teaching practices

Achievements

- Consistent use of CANVAS across all Learning Areas and subjects.
- Improved staff collaboration to achieve best teaching and learning practice by focusing on how students learn to learn.
- Writing of the 8 Breadth Subjects
- Writing of the Year 7 Connected Learning Program for Semester 1 2024
- Introduced Learning Focus Teams
- Implementation of three new Pedagogy roles (Literacy, Curriculum and Assessment & Reporting)
- Continuation of Numeracy & Literacy Tutors
- Development of Assessment and Reporting Guidelines
- Introduction of Learning Mentor Coordinator
- Expansion of LSO's
- Formation of Teacher Development Team with a focus on pedagogical support of teachers
- Year 12 Learning conversations
- Implementation of the new VCE Vocational Major Pathway
- VCE and VM data improvement plans for all students in VCE and VM subjects
- VM micro credentialing programs, RSA / White Card / Safe Food Handling
- VM Cyber Safety & Security / Disability Awareness
- VET programs
- Accredited CPR training
- Time Management with Elevate Ed and Study Skills with Success Integrated
- Unit 3/4 Revision Lectures
- Excursions include Indonesia Zoo excursion, Sovereign Hill camp, Old Melbourne Gaol, the Shrine, Melbourne Holocaust Museum, Magistrates' and Supreme Courts,

Government House, Immigration Museum, Indonesian Embassy in Canberra, Year 9 Food Tour Melbourne

- Model United Nations
- Refurb of 18 ovens in Food Studies
- Incursions including The Outsiders Day, Science Week: 'Innovation - Powering Future Industries', Medieval day, visiting authors, pop up photography
- Careers Evening
- College Production, Year 7 Music Showcase, VCE Soiree, Year 10 Music Concert, Combined Bands Workshop, Woodwind & Brass Instrumental Music Soiree, Year 9 Drama Performance
- Senior Theatre Studies Performance
- Year 7 and 8 Cura Personalis program
- National School Constitutional Convention
- MACS STEM MAD Showcase
- Top Screens, Top Arts and Top Designs excursion
- Geelong Future Leaders of Industry program
- Girls Leading Advanced Manufacturing (GLAM) Program
- School-based Apprenticeships/Traineeships (SbATs)
- Year 10 Work Experience
- Cape York Indigenous Immersions
- Academic Awards Assembly
- Business Boss program
- ILC lunchtime activities including Dr Seuss Day, House competitions, Lego Building, Chess Club, Gaming, Book Club, Winter Book Fair
- 'Read on' during Year 7 and 8 English classes
- Tournament of Minds
- Australian Maths, Science, History and Geography Competition

Student Learning Outcomes

Analysis of the Year 7 NAPLAN results reveals that the students performed at or above the state and national averages for the Strong and Exceeding proficiency levels for Reading (66% & 21%), Writing (58.3% & 18.6%) and Spelling (55.3% & 22.4%) tests. While the students also achieved higher than the state and national average for the Strong proficiency level for Grammar and Punctuation (61.2%) and Numeracy (67.4%) tests, the number of students achieving the Exceeding proficiency level was lower. Overall, the students results are slightly above or at the Victorian standard.

The Reading results showed a strong performance with 87% of the cohort are at (strong) or above (exceeding) standard, compared to the Victorian results of 72.3% and the national results of 68.5%. While the national results indicate that females out performed males in the literacy categories, our results have indicated the male students are above or equal to the achievement of the female students. A notable difference between the male and female

achievement is in Numeracy. With our male students achieving significantly higher than our female students. While this trend was also seen in the Victorian and national Year 7 Numeracy results, our male data was higher in comparison to these averages.

With the increase in the benchmark standards for students to achieve at (Strong) or above (Exceeding) the standards, it is pleasing to note that the Year 7 cohort demonstrated a higher percentage of students achieving at this level than the Victorian and National averages across all five tests. Whilst the lowest achieving test was Grammar and Punctuation, this is consistent with the state and national trends

Analysis of the Year 9 NAPLAN results reveals that the students performed at or above the state and national averages for the Strong and Exceeding proficiency levels for Reading (51.3% & 19.1%) and Grammar and Punctuation (46.4% & 14%) tests. While the students also achieved higher than the state and national average for the Strong proficiency level for Writing (54.2%), Spelling (60.9%) and Numeracy (63.2) tests, the number of students achieving the Exceeding proficiency level was lower. Overall, our student's results are above or at the Victorian standard.

With the change to the NAPLAN proficiency bands being introduced in 2023, the growth analysis data for the Year 9 2023 students was not available.

From the NAPLAN results, students who achieved a 'needs additional support' for any of the tests were identified. The Learning Diversity Leader worked with these students' teachers and learning support officers to ensure additional support was provided. Additional support was further increased in 2024 with the creation of new roles within the College of Literacy Intervention Teacher and Numeracy Intervention Teacher. For the intervention programs, students were identified from the NAPLAN 2023 data and from the ACER PAT Reading and Numeracy Adaptive tests. These students are provided with additional support following the MacqLit Program for literacy and QuickSmart resources for numeracy.

The Mathematics and English Learning Leaders assessed the NAPLAN results to identify areas which the students were performing well in and the areas which needed attention. From this information, the curriculum was reviewed, and specific teaching strategies to improve in identified areas were investigated.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	545	72%
	Year 9	565	60%
Numeracy	Year 7	547	77%
	Year 9	578	73%
Reading	Year 7	558	87%
	Year 9	581	70%
Spelling	Year 7	542	78%
	Year 9	569	76%
Writing	Year 7	560	77%
	Year 9	582	71%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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 (includes VCE VM completions)	100.00%
VCAL Completion Rate (VCAL Intermediate)	*

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Post-School Destinations as at 2023	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Data is based on On Track Year 12 completer survey 2023 for Post School Destinations of Year 12 or equivalent completers in 2022.

* indicates no data reported for schools with any of the following:

- (i) less than 10 Year 12 completers,
- (ii) less than 10 On Track respondents,
- (iii) less than 50% consent rate,
- (iv) less than 50% response rate or
- (v) less than 20% of the Year 12 cohort participating in the survey.

Student Wellbeing

Goals & Intended Outcomes

Enhanced student engagement and performance by understanding and strengthening the connections between all the programs in the school; faith, learning, wellbeing and co-curricular.

Each staff member will further understand the new Child Safe Standards.

Implementation of some of the Pastoral Structure Review recommendations to increase and strengthens student's sense of engagement.

The enhancement of the three-way partnership between student, family and school.

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

Enhance student engagement and performance by understanding and strengthening the connections between all the programs in the school; faith, learning, wellbeing and co-curricular.

Achievements

There have been some significant achievements in the area of Student Wellbeing in 2023. Some of these include:

Implementation of a new Vertical House system at Years 10,11 and 12.

Began researching, providing professional development and introducing the Rights, Resilience and Respectful Relationships program.

Re-introduction of Digital Tattoo presented by Leigh Bartlett from BATforce.

Implemented staff PD that will further enhance staff understanding and requirements of the new Child Safe Standards.

Reforming and PD of the SICG Child Safe Committee.

Continued to implement the SELF Framework.

Introduction of new House activities to create an inclusive House competition.

Continued to provide staff Professional Development to further enhance staff/student relationships.

Our College participated in the Geelong Kokoda Youth Program, further supporting our students at risk and building their appropriate leadership skills

Strengthened the student voice at the College by implementing and responding to several initiatives of the Student Representative Council (SRC).

Introduced year level based information sessions specifically related to student learning and wellbeing.

Continued and implemented parent programs that foster relationship-building.

Value Added

WHOLE SCHOOL EVENTS

Mullet's for Mental Health

Year 12 Retreat Wellbeing presentations

Student Leader Conference Wellbeing Session

Bullying NO Way Day

R U Ok Day

Mental Health Week activities

Mens Health Week - including guest presenter to families

Parent Information evenings on Wellbeing topics delivered by Student Wellbeing Office Coordinator Olivia Hall.

INDIVIDUAL & GROUP SUPPORT

Empower Program: small group session dealing with anxiety

Student Welfare Action Group meetings: monitor at risk students

Re-introduction of Digital Tattoo presentation by Leigh Bartlett from BATforce to Year 8's and families

Bloom: body image and self-esteem program for Years 8 and 9

WiseEd: VM program aimed at minimising risk-taking behaviours

She Breathes: Pilot program for staff for potential implementation for students in 2024

Man Cave & Flourish Girl: VM program around stereotypes and healthy emotions and relationship building.

CURRICULUM BASED - Through Mentor Time

Character Strengths

Help-seeking Behaviours

How to form friendships

Practising gratitude Mindfulness

Emotional Regulation

Digital Citizenship

Respectful Relationships

Conflict Resolution

Communication Skills

Mental Health Self-Talk

Student Satisfaction

Through a comprehensive examination of the MACSSIS data, it is evident that Saint Ignatius College prioritises student well-being, academic growth, and overall satisfaction.

One significant positive indicator of student satisfaction is the implementation of rigorous academic expectations. By maintaining high standards and challenging curriculum, students are consistently motivated to strive for excellence. This fosters a culture of academic achievement and personal growth, ensuring that students are adequately prepared for their future endeavours.

Additionally, our commitment to amplifying student voice plays a pivotal role in enhancing satisfaction levels. Through regular feedback mechanisms such as surveys, focus groups, and student representation in decision-making processes, students feel empowered and valued. This engagement cultivates a sense of ownership over their educational experience, leading to increased satisfaction and a stronger sense of belonging within the college community.

Furthermore, our emphasis on creating a connected and safe environment is paramount. By fostering a supportive and inclusive campus culture, students feel a sense of belonging and security, enabling them to thrive both academically and personally.

Lastly, nurturing a positive learning disposition among students contributes significantly to their satisfaction. By promoting a growth mindset, resilience, and a passion for lifelong learning, students develop the skills and mindset necessary to navigate challenges and seize opportunities with confidence.

In conclusion, Saint Ignatius College's dedication to rigorous expectations, amplifying student voice, fostering a connected and safe environment, and promoting a positive learning disposition collectively contribute to high levels of student satisfaction and fulfillment. Moving forward, we remain committed to continuously enhancing the student experience and ensuring that every student feels supported, valued, and empowered to achieve their full potential.

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 Senior Reception staff and also overseen by the Deputy Principal - Students. If the student missed more than three days the Mentor teacher would contact home to follow up on their absence. For any continual absences the Year Level Coordinator would follow up.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	83.1%

Average Student Attendance Rate by Year Level	
Y07	88.7%
Y08	87.7%
Y09	83.3%
Y10	84.7%
Overall average attendance	86.1%

Leadership

Goals & Intended Outcomes

That all middle leaders will better contribute to change through strong, effective, and collegial leadership to improve middle leadership capacity and deliver the School Improvement Plan.

Achievements

Implementation of a Coaching/Mentoring Program.

Approval of new position of leadership – Director of Learning.

Implementation of revised POL Structure.

Formative reviews of the Deputy Principal (Teaching & Learning) and Deputy Principal (Students) position holders.

Change to the senior leadership structure by amending the portfolio areas of the Deputy Principal (Staff, Identity & Operations) to Identity & Co-curriculum and adding a fourth deputy whose areas included Staff & Operations.

A review of our Canteen operations was undertaken.

Project management for the construction of MacKillop Centre.

The first year of a three year POL cycle began with many staff taking on new roles.

Review of one of the Deputy Principal's roles leading to a restructure whereby the DP Staff, Identity and Operations became two roles:

- DP Staff and Operations
- DP Identity and Co-Curriculum.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Staff development supports improved learning outcomes and highlights the commitment of staff to the growth of their own professional learning and practice. All staff at Saint Ignatius College participate in a range of professional learning activities. These activities are many and varied.

In 2023 the College focus for all staff was “Building community to become a better learning”. To build upon this theme for our college the following professional learning was established.

- **Middle Leaders Coaching Program**
As professionals the ongoing lifelong learning we model to students and the school community is a crucial part of what we do as educators. As such, the College designed a Middle Leaders Coaching Program as our approach to supporting the professional development of educators. This program was designed in line with the College vision and mission statements and supported by an external coach in Dr. Bernadette Nicholls. All POL 1, 2, 3 & 4 Leaders participated in the four ‘Whole Group Workshops’ scheduled once per term. For the ‘Individual Coaching’ sessions, twenty positions were made available. For 2023, all Learning Area, Pedagogy, Year Level and House Leaders participated in the Individual Workshops. As this is a 3 year program, there will be opportunity for other Middle Leaders to partake in this program.
- **A Teacher Development Framework** was established, that comprised of a tiered approach to mentor staff:
 - Professional Engagement
 - Professional Knowledge
 - Professional Practice
- Opportunity to meet with school-based mentors and/or reviewers to support all teachers as part of our Professional Development Framework program in place at the College. This process allowed Professional Learning Time for teachers to formalise and achieve their professional goal. This goal, strategy and evidence was presented as part of the Annual Review Meeting (ARM)
 - Companion Leaders – Executive team
 - Companion Mentors – POL 2 Holders
 - Companion - staff
- **Scheduled after-school meetings** to discuss teaching practice and to plan curriculum as well as to meet and discuss student needs were developed.

Expenditure And Teacher Participation in Professional Learning

- **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 Days:**
 - March (whole day program) – “Building a climate for Wellbeing for Learning”
 - April (whole day program) – Ignatian Conversations & Child Safe Professional Learning.
 - June (2 Day Program) – Preparing Learning & Developing Mind and Heart
 - August (whole day program) – Respectful Relationships
 - October (whole day program) – Preparing for Assessment and Reporting
 - December (whole day program) - ShowCACE
- Opportunity for a number of current Year 12 teachers to undertake VCAA assessor training and exam marking within specific subject areas.
- **3L Literacy Program:** A key strategy was to provide a targeted professional learning program to develop a shared and consistent understanding of effective learning and teaching practices. In this instance, developing a shared language to discuss language and plan effective teaching and learning was the focus. 3L Literacy for Learning Program supported the developed of individuals and team capacities for the explicit teaching of language.
- **Ignatian Conversation:** The introduction and process for staff to form Ignatian Conversations. A clear and supportive environment was establish in providing direction and reflections on Ignatian conversations. Clear prompts and listening techniques were establish and exercised through this professional learning workshop.
- **Science of Learning:** As part of the new Year 7 and 8 Connected Learning Curriculum, staff were involved in a number of specific informational workshops internally and externally through ResearchED. This was aimed to support the development of explicit teaching and curriculum design for the planning of the 7 & 8 Connected Curriculum.
- **Ignatian Formation:** Many Ignatian formation and Jesuit Education workshops were conducted. These were provided and supported via our Ethos and Identity team. Seminars in Ignatian Leadership, JACSA Wellbeing and Learning workshops and continuous formation of staff through Ignis 1 and Ignis 2 programs were some of the professional learning offered to staff.
- **Victorian Academy of Teaching and Leadership:** We were able to support two staff members who were successful in being selected to complete the Teaching Excellence Program.
- 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.

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • 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. Continued use and recording of professional development with the use of the EMS 360 program. • Mental Health First Aid: The opportunity for staff to be trained and participate in mental health first aid. 	
Number of teachers who participated in PL in 2023	126
Average expenditure per teacher for PL	\$2938.00

Teacher Satisfaction

According to the 2023 MACSSIS Survey, there was an increase in the percentage of teachers who positively endorsed the overall school experience compared to the previous year.

Specific areas of improvement in satisfaction included:

- staff-leadership relationships
- provision of feedback
- perceptions of staff safety
- perceptions of the quality and coherence of professional learning opportunities
- faith leadership
- how well teachers work together in teams to improve teaching and learning.

Teacher Qualifications	
Doctorate	0.0%
Masters	15.1%
Graduate	23.6%
Graduate Certificate	8.0%
Bachelor Degree	45.8%
Advanced Diploma	6.1%
No Qualifications Listed	1.4%

Staff Composition	
Principal Class (Headcount)	7
Teaching Staff (Headcount)	136
Teaching Staff (FTE)	126.8
Non-Teaching Staff (Headcount)	59
Non-Teaching Staff (FTE)	50.5
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To enhance the three-way partnership between student, family and school.

To build stronger engagement with and connection to the College Community.

To achieve enhanced engagement and connection between staff, families, alumni, and the wider community with the College.

Achievements

Enhanced engagement with the college community has been achieved in the following ways.

The introduction of the online alumni platform 'Alumnly' focuses on a greater connection between our college and our alumni body, as well as with themselves. The platform has seen an increase in followers by 451 alumni. This platform enables the team to send a Term newsletter each term inviting alumni to events and programs at the College.

Reunions have resumed post COVID-19 Pandemic. These reunions have been supported by College staff.

Community Partnerships have been established with two organisations: The Salvation Army Bellarine and Lions Club Drysdale. These partnerships have enabled guest speakers to our students, staff, and the wider community.

The College Newsletter has been reimagined and retitled to 'The Ignatian.'

The Parents and Friends Group is now extended to include a 'student report.'

Online social media has increased in followers and also platforms. Staff and their achievements have been celebrated on 'LinkedIn.'

Engagement at College events has increased post-pandemic across all scheduled programs and across all year levels.

New enrolment information has been revised and updated for incoming families.

Students and their parents/carers (Years 8-12) are now invited into the College for their own Orientation (with Heads of House and Year Level Coordinators) in December.

A group titled 'Old Companions' was established in 2021, and the membership continues to grow. This group of former staff members is sent an email once a term inviting them to events and programs and advising them of college growth and VCE data.

A new evening titled 'Men's Health Week' was introduced in 2022 in response to the loss of young people across the Geelong region post-pandemic. This is a Companion Evening for the College, and the uptake has been high.

The introduction of a community Easter celebration in 2023.

Parent Satisfaction

The 2023 MACSSIS Survey of Parents indicates an overall positive school endorsement at the MACS average.

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

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

Examples of above-average parent endorsements were:

The level of parent communication with teachers;

The level of participation in conversations with the College about their child's learning or wellbeing;

The extent their child feels they belong at the College;

how comfortable their child is in asking for help from school adults;

How motivating the classroom learning experiences are for their child;

How much respect their child has for school staff;

How suitable is the physical environment at their child's school; and

The extent the Catholic mission is emphasised at their child's school.

Financial Performance

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

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