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Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

02/05/2023

NOTE: The School's financial performance information has 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

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

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 1384 students, delivering challenging and innovative programs where students can engage both intellectually and spiritually and to pursue excellence in all facets.

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

Sporting participation in a wide range of traditional sports is emphasised, with increasing standards of competition available on the interschool level.

Extracurricular activities range from 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

Goals & Intended Outcomes

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

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

Intended Outcome: Improve staff collaboration to achieve best teaching and learning practice by focusing on how students learn to learn.

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

Intended Outcome: Maximising the use of CANVAS.

Intended Outcome: To develop a shared and consistent understanding of effective learning and teaching practices.

Goal: To develop a whole school Data Plan and approach to the collection, analysis and implementation of data.

Intended Outcome: Use data for improvement in pedagogical practice. Enable effective measurement and intervention to improve wellbeing and learning outcomes for all students.

Goal: To improve parent engagement in student learning and wellbeing programs.

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

Achievements

Learning and Teaching at Saint Ignatius College focuses on the learning of all students and staff. Staff Professional learning is critical in any improvement in teaching practices for student outcomes. This professional learning needs to be strategic, regular, intentional, evidence based and provide opportunities for teacher collaboration and building of the collective efficacy of staff. Some of the achievements listed are a result of this collective learning and implementing best practice for our context.

- Implementation of the new Student Effective Learning Formation (SELF) framework to identify excellent learning practices
- Implementation of SELF Capabilities to report against once a semester
- Yr 12 Learning Conversation program between teachers and students to assist with student goal development and strategies
- VCE and VCAL data improvement plans for all students in VCE and VCAL subjects
- VCE student text panels

- VCAL programs such as colour run, mothers day stall
- VCAL student expo
- VCAL micro credentialing programs
- VET programs
- Introduction to pickleball, Biomechanics session
- Excursions including Indonesia Zoo excursion, Sovereign Hill camp, Old Melbourne Gaol, the Shrine, Government House, Italian Centre, Barwon Bluff, wildlife sanctuaries, Top Arts, National Gallery, ACMI,
- Incursions including medieval day, visiting authors, pop up photography,
- Year 7 Music Showcase, VCE Soiree, Year 10 Music Concert
- Year 12 Theatre Studies Performance
- Implementation of Year 7 and 8 Cura Personalis program
- Civic and Citizenship Pilot program
- National School Constitutional Convention
- Queenscliff Art Prize exhibition
- Geelong Future Leaders of Industry program
- Year 10 Work Experience
- Careers night
- Cape York Indigenous Immersions
- Academic Awards Assembly
- Business Boss program
- ILC lunchtime activities including Dr Seuss Day, House competitions, Harmony Week, Book Club
- Tournament of Minds
- Australian Maths Competition
- Introduction of Year 11 Ministry
- Development of four new roles to support teacher pedagogical practice and teamwork
- Implementation of stage one timetable review with an increase on teacher and student contact
- VCE Data Team analysis meetings

STUDENT LEARNING OUTCOMES

The 2022 Year 7 cohort performed better than the 2021 Year 7 cohort across all areas, particularly in the areas of Grammar and Punctuation, Writing and Spelling. The 2022 and 2021 cohort had similar performances in Reading and Numeracy. At Year 7, there has been a gradual change in the Year 7 Maths and English curriculum. In Maths, there has been more emphasis on application of numeracy skills and in English there has been more focus on the explicit teaching of language.

The 2022 Year 9 cohort did not perform as strongly as the 2021 Year 9 cohort in all areas, especially in the area of Grammar and Punctuation. We have identified the 2023 Year 10 cohort as requiring more intensive literacy and language support and are enacting this through the Government Tutor program.

In 2022, we commenced a major review of the Year 7 and 8 curriculum to provide a more connected, contemporary and intentional curriculum moving forward to support our students. In 2022, we have also implemented a new Student Effective Learning Formation Framework focusing on six pillars to support students setting goals for their learning and wellbeing. Our Learning Diversity Department works with teachers, students and parents to support students at risk through personal learning plans and support in classes, excursions and camps.

MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	565.2
Year 9 Numeracy	589.5
Year 9 Reading	585.9
Year 9 Spelling	576.8
Year 9 Writing	572.9

STUDENT LEARNING OUTCOMES

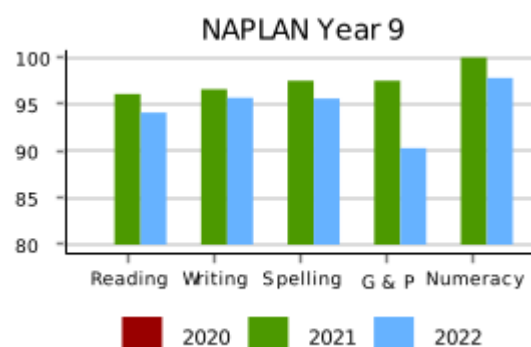
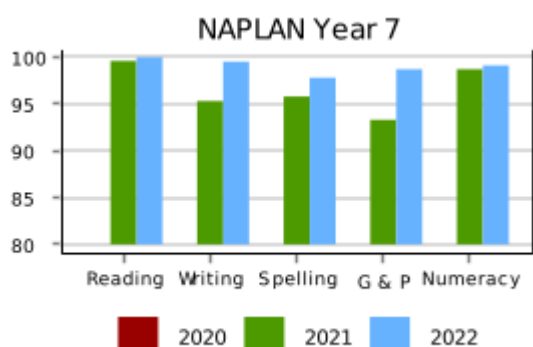
The 2022 Year 7 cohort performed better than the 2021 Year 7 cohort across all areas, particularly in the areas of Grammar and Punctuation, Writing and Spelling. The 2022 and 2021 cohort had similar performances in Reading and Numeracy. At Year 7, there has been a

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	93.3	-	98.7	5.4
YR 07 Numeracy	-	98.7	-	99.1	0.4
YR 07 Reading	-	99.6	-	100.0	0.4
YR 07 Spelling	-	95.8	-	97.8	2.0
YR 07 Writing	-	95.3	-	99.5	4.2
YR 09 Grammar & Punctuation	-	97.5	-	90.3	-7.2
YR 09 Numeracy	-	100.0	-	97.8	-2.2
YR 09 Reading	-	96.1	-	94.1	-2.0
YR 09 Spelling	-	97.5	-	95.6	-1.9
YR 09 Writing	-	96.6	-	95.7	-0.9

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

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

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

Goal: To improve parent engagement in student learning and wellbeing programs.

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

Achievements

There have been some significant achievements in the area of Student Wellbeing in 2022. Some of these include:

- Completed and implemented recommendations of the Pastoral Structure Review, this included trialling a Mentor Time across the school to further establish the important connections and relationships between the staff and students. Commencement of the planning of a Vertical House system at the Senior levels. This included changing the current House names to ones that are focused on our Ignatian and Catholic charism
- Implemented new POL positions to further support our students in the area of Pastoral Care
- Revised a number of policies to further support our students and College community
- Our College participated in the Geelong Kokoda Youth Program, further supporting our students at risk and building their appropriate leadership skills
- Initiated the ACER Wellbeing survey across the whole College to assist in gathering important data to measure our students' wellbeing
- Ensured there was a significant student voice through an active SRC
- Provided professional development to staff in the areas of: relationship building and how to be an effective Mentor Teacher
- Continued programs across the College to ensure we are responding to current wellbeing needs of our students.

VALUE ADDED

WHOLE SCHOOL EVENTS

Year 10 Wellbeing Day

Year 11 Wellbeing Day

Year 12 Retreat Wellbeing presentations

Student Leader Conference Wellbeing Session

Bullying NO Way Day

R U Ok Day

Mental Health Week activities

Movember

Mens Health Week

Parent Information evenings on Wellbeing topics. E.g. Justin Coulson

INDIVIDUAL & GROUP SUPPORT

Empower Program: small group session dealing with anxiety

Student Welfare Action Group meetings: monitor at risk students

Extra member of our Student Wellbeing Office Team

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

Our student satisfaction was above the MACS average. Students specifically feel that our College provides a safe and respectful environment. Students also feel that the social and learning climate of the school are positive. Staff generally respect them and demonstrate this in the interactions that occur.

Two areas that produced slightly lower results were:

- the level that teachers hold the students accountable for high expectations, effort and understanding; and
- students' sense of belonging to the College, specifically around the middle school.

To address the issue around sense of belonging, the College will adopt a new pastoral structure in 2023. This new system will provide the necessary structures for the important relationships to be established between staff and students. We have also provided professional development for our staff on the importance of establishing professional relationships with our students.

In 2023 we will also alter the current House system to provide a more inclusive program that is supportive of all students. This will further support the development of the students' connectedness and belonging to the College.

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 Homeroom an automated text is sent to the families informing them of their child's absence. If the families still do not respond, the office staff follow up each individual student absence with a phone call home. The daily monitoring of student attendance is managed by the Office Manager and also overseen by the Deputy Principal - Students. If the student missed more than three classes the Homeroom 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

83.3%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	86.7%
Y08	83.8%
Y09	82.0%
Y10	81.4%
Overall average attendance	83.5%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	30.0
VCE Completion Rate	99.0%
VCAL Completion Rate	98.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
Tertiary Study	61.0%
TAFE / VET	8.0%
Apprenticeship / Traineeship	9.0%
Deferred	5.0%
Employment	13.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	3.0%

Child Safe Standards

Goals & Intended Outcomes

To further embed the Child Safe Standards into the College by ensuring all staff and students are aware of their importance and role.

To provide an environment that allows all students and staff to feel safe and supported.

Achievements

Implementation of Ministerial Order 1359 and the new 11 Child Safe Standards

The use of a staff Mandatory Reporting module log. This allows staff to be monitored when they have to renew their Mandatory Reporting module.

The embedding of policies and commitments into every day practice.

The continual improvement of the Child Safety CANVAS tile. This page provides numerous documents and information for our students, including: A Child Safety student friendly policy; The College's commitment statement; The College's Child Safe Committee.

The annual and ongoing review of the College's Child Safety Risk Register.

The consolidation of the Child Safety Committee.

The continual development of the College's SRC to ensure Student Voice is a significant component of our College.

The development of special days throughout the year which highlights those groups on the margins.

The ongoing inclusion of child safety questions when completing a referee check for future employees of the College.

The completion of staff PD to ensure there is a thorough understanding of the PROTECT procedure utilised in schools.

Leadership

Goals & Intended Outcomes

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

Intended Outcome: All middle leaders will better contribute to change through strong, effective and collegial leadership via a range of professional learning strategies, with an emphasis on mentoring, coaching and feedback.

Intended Outcome: Create a POL structure that more effectively builds leadership capacity.

Achievements

Key achievements

With the term of appointment for current Positions of Leadership (POL) concluding at the end of this year, a review of the POL structure was undertaken. As a result, a new structure was devised to support the priorities of the School Improvement Plan. The positions were then advertised, and appointments were made. There were many applicants for most positions. This change will energise and support the leadership and management needed to continue improving student faith development, wellbeing and learning outcomes.

The Pastoral Structure Review was completed with the acceptance of the recommendation to adopt a House-based vertical Years 10 to 12 pastoral organisation with Mentor Teachers and their Mentor Groups replacing Homerooms from Years 7 to 12, to commence in 2023. We trialled a change to Mentor Group times that replaced afternoon Homeroom periods with one weekly Mentor Group time on a Tuesday. This was deemed successful and will be implemented next year.

The Timetable Structure Review was also completed, with many recommendations accepted and to be implemented over the next few years. This year we changed from weekly to fortnightly class timetables and maximised subject class contact time by organising single periods where possible across the weeks.

To improve staff collaboration to achieve the best teaching and learning practice by focusing on how students learn to learn, we further embedded in the staff meeting schedule Learning Focus Team (LFT) and Professional Learning Time (PLT) meetings.

We continued to manage the impact of the COVID-19 pandemic, with the Management Team continuing to monitor the situation and make decisions about applying the CECV Guidelines to our context.

A new position, Risk and Compliance Manager commenced this year. This was to further enhance our meeting of the requirements for and management of ensuring Health, Safety and Compliance.

Our building program continued with the finalisation of plans for the construction of the MacKillop Senior Centre (MSC), the selection of a builder resulting from the Tender process and the commencement of construction. The first step was the removal of the relocatable rooms that had served as our Administration Centre for many, many years to clear the space for the MSC. We have relocated two of the rooms on-site to provide an additional band rehearsal room near the Performing Arts Centre. The other relocatable rooms went to other schools.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

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

Intended Outcome: To develop a shared and consistent understanding of effective learning and teaching practices.

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

Intended Outcome: To develop a shared and consistent understanding of effective learning and teaching practices.

In 2022, we continued with our overarching theme of 'Helping students learn to a higher level,' through nurturing a culture of shared vision, collaborative and consistent practices and teamwork, that promotes academic excellence and student belonging. This was achieved in a number of ways:

- At a whole school level, we ran four successful Professional Learning days, integrating faith, wellbeing and learning. These sessions were facilitated by our staff and met our goal
- We continued with our Professional Learning Cycle and during PLT time we focused on improving teacher practices Learning Area teams focused on one goal and members of the Learning Area were supported during professional learning time by their Companion Mentor
- We used the evidence based HITS to develop collaborative and consistent practices.
- The outcomes of PLT time formed the Annual Review process and teachers' learning was celebrated at our inaugural ShowCACE (celebrate, acknowledge, collaborate and engage).
- The Learning Focus Teams continued to meet in their allocated year level subject and team meeting. This time provided teachers a further opportunity to work together and drill down on curriculum development, their teaching practice and to use data to inform their shared practices.
- VCE teachers also met to moderate and benchmark school assessment coursework.

The College continued to support staff in accessing external professional learning (PL) opportunities. These covered the areas of faith, wellbeing, learning and accreditation to support teachers. Some of the opportunities taken up are listed below:

Catholic and Ignatian PL:

- Graduate Certificate in Catholic Studies
- ACU Spiritus Program
- Jesuit Colloquium on the Ministry of Teaching
- Oceania Evangelisation Leaders Program
- Formation for new Religious Education Teachers
- Circle of Mercy: Richard Leonard
- Province Introduction to Ignatian Spirituality and Mission (Ignis 1 and 2)
- CSYMA Workshops
- Footsteps 1 (SICG Ignatian Formation Program)
- Common Home Jesuit Schools Sustainability Network
- Ignatian Leadership Course
- JACSA Networking Sessions

Wellbeing PL:

- Navigating Difficult Conversations

- Resilience Project Teacher Seminar
- Understanding the impact of trauma on learning
- Recognising Personality Disorders and Managing Difficult Behaviours
- Strategies that support Positive Behaviour Management
- Suicide risk and assessment prevention
- Acceptance and Commitment Therapy
- School Refusal: By Hook or by Crook
- Student Wellbeing Leaders Secondary Forum - Western Region
- Teens -From Anxiety to Resilience

Learning and Teaching PL

- VCAA Assessing days
- VCE Subject Conferences, Webinars and Masterclasses
- VCE Revised Study Design seminars
- WRO Learning Diversity Connect
- Jacaranda VCE Expo
- Metacognition and neuroscience: classroom practice
- VCAA -Vocational Pathways
- EduTech Conference
- Administering & Analysing York Assessment of Reading for Comprehension (YARC) – Secondary Profession
- Online Teach Meet - Future-focused STEM
- VCE VM AND VPC Applied Learning Workshops
- Indigenous Education in Design & Technologies
- Secondary Disciplinary Literacy Project
- VCSSDPA Annual Conference
- Strategically designing learning and supporting students to experience success in Languages workshop
- OH&S in the Technology Classroom
- Remote Area First Aid
- Timetabling Solutions
- First Aid Training
- Graduate Certificate in Career Development Practice

- Certificate IV Workplace Training & Assessment
- ASLA May Webinar- Creating Internal Wide Reading Challenges
- National Education Summit - Capacity building school libraries

Number of teachers who participated in PL in 2022	108
Average expenditure per teacher for PL	\$3352

TEACHER SATISFACTION

According to the 2022 MACSSIS survey, the percentage of teachers who positively endorsed the overall school experience was lower than the previous year. This was not surprising considering the challenges faced during the year, such as returning to full-time on-site work, supporting students with full-time on-site learning and socialising, and the negotiations around the next enterprise agreement with a focus on teacher workload. Despite these challenges, our teachers remained dedicated and professional, working hard to re-establish routines and programs impacted by the pandemic. Their efforts helped improve the well-being and learning outcomes of our students.

Following the impact of the pandemic in 2020 and 2021, the College prioritised supporting teachers so they could continue providing quality education. Actions taken included:

- Additional Casual Relief Teachers were engaged to cover classes.
- Extended Long Service Leave requests were approved.
- Monitoring the impact of the number of activities on the teaching and learning programs and adjusting the calendar accordingly.
- Parent, Student & Teacher Conferences were conducted online.
- The meeting schedule was adjusted to include opportunities for professional learning and collaboration.
- Implementation of Staffroom ‘honour boards to recognize staff service ‘milestones.’
- The inaugural “1491 staff recognition awards” were introduced to acknowledge and affirm staff achievements as voted by their peers.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.2%

ALL STAFF RETENTION RATE	
Staff Retention Rate	89.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	25.5%
Graduate	48.0%
Graduate Certificate	16.7%
Bachelor Degree	90.2%
Advanced Diploma	12.7%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	117.0
Teaching Staff (FTE)	109.7
Non-Teaching Staff (Headcount)	59.0
Non-Teaching Staff (FTE)	53.2
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goal: To improve parent engagement in student learning and wellbeing programs.

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

Achievements

Engagement with Alumni

- 42 Alumni supported our Yrs 9-12 Careers Panel Evening
- We launched "Alumnly", a new online platform for our alumni to connect with each other and the College.

Community engagement programs

- International Women's Day Evening with Moira Kelly (sold out)
- Time and Space evening programs for Yrs 7-9 students and their parents (sold out)
- We launched "Men's Health Week" Community evening for the first time with guest speaker Wayne Schwass
- Recommended the annual Mosaic College community awards and celebration evening at Costa Hall which was highly attended.

Parents and Friends Association (PFA)

- Several very successful raffles - Mega raffle (Term 3) and Fees raffle (Term 4)
- Two successful Village Cinema fundraising screenings of films
- Adventure Park Christmas Lights evening
- A parent social evening at "The Range, Curlewis"
- Provided donations to support the inaugural Staff 1491 Awards
- Sponsor a piano key fundraiser for a new College piano
- Bunnings Sausage Sizzle fundraiser.

College promotion

- High demand for places at Yr 7 for 2023
- Three very successful Open Afternoons
- Updated our online platforms such as LinkedIn, Google and Social Media
- Produced and published a book celebrating 15 years of Saint Ignatius College Geelong
- An inaugural, very well attended, VCE lecture series during the Term 3 holidays.

VALUE ADDED

Companions Ladder Program

- Time & Space Evenings for Yrs 7 & 8 students and their parents
- Achieving success in the face of adversity Yrs 7-12 students and their parents evening

Community Engagement Program

- International Women's Day Evening
- Men's Health Evening
- Golf Day
- Mosaic Evening
- Alumni Careers Panel Evening
- Inspirational Guest Speaker, Dr Sujit (Indian Mother and Child Org.)
- Literary Evening with three authors
- Series of Open Afternoons for prospective families and interested community members
- VCE lecture series during Term 3 holidays.

Communications

- "Magis" annual magazine
- Celebrating 15 years book
- Update and upgrade of website
- Enhancement and expansion of social media platforms including "Alumnly", a social media platform for our former students.

PARENT SATISFACTION

Parent engagement

The 2022 MACS survey of parents again indicated a slightly better parent overall school positive endorsement compared to the MACS average.

The survey results indicated that an area for improvement is "Family Engagement: The degree to which families are partners with their child's school". The College's School Improvement Plan identifies growth in this partnership as a priority. Consequently, we have identified a number of actions to enhance the sense of partnership.

The number of parent respondents to the MACS survey was low and points to the need to better promote the value of the survey and to keep the low response rate in mind when considering the results.

Examples of above average parent endorsement were: approachability of staff, communication processes, information about engagement opportunities and welcoming of families.

The College offers many events at which parents can attend. These include the very well attended Yr 7 Welcome Evening, Mosaic and Yr 12 Graduation Events (Valete Assembly, Mass and Valedictory Dinner.)