



St Ignatius College Geelong Drysdale

2020

Annual Report to the School Community



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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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

18/06/2021

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

Our College Vision

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

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 learning community.

A Jesuit Companion School of 1321 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 emphasized, 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, our newly opened 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.)

School Improvement Plan (2017 - 2020)

Statement of Strategic Intent

At SICG we intend to further develop:

A culture of high academic achievement and servant leadership in the Ignatian way.

A focus on staff collegiality and professional learning leading to powerful learning outcomes for students.

A strong and supportive community that embraces the connection between wellbeing and learning.

Goals

Sphere 1 - Education in Faith - To strengthen the college as a faith filled community grounded in Catholic scripture and tradition and guided by the Ignatian charism.

Sphere 2 - Learning and Teaching - To develop a whole school learning and teaching culture that promotes stimulating and dynamic teaching and learning, high personal achievement, and which encourages and enables students to assume responsibility for their personal learning and growth.

Sphere 3 - Student Wellbeing - To further develop a culture exemplifying the college commitment to 'the education of the whole person' at SICG.

Sphere 4 - Leadership & Management - Inspired by the College vision, to build and sustain a vibrant and accountable professional learning community with high quality leadership and management at all levels.

Sphere 5 - School Community - To be a community that works together to educate and develop the whole person/ each student.

To continue to build a college culture that fosters appropriate and supportive partnerships with parents and the wider community.

Principal's Report

A challenging year

2020 has been a very challenging year for everyone in our community. We could not have anticipated the year ahead when we finished up last year. Despite the uncertainties and difficulties, there have been many examples of care, compassion and resilience. I commend our school community for the way we have together managed during the States of Emergency and Disaster declared by the Victorian Government due to the Coronavirus pandemic. I applaud all students and staff members for the way they have pivoted, to mention a much-used word this year, from onsite to remote learning and then again to and from remote learning. As we look back on 2020, may we take strength from the knowledge of what we have accomplished from working together and in particular, our students' learning continuity, and that this will put us in good stead for managing future challenges.

The College Executive Team based its response to the Coronavirus pandemic during the year on the advice provided by the Catholic Education Commission of Victoria Ltd (CECV). As a result, many of the College's usual programs, trips, activities and excursions were either adjusted or cancelled. This is reflected in the reduced amount and variety of content in this year's "Magis." Our primary focus this year was on ensuring learning continuity, health and wellbeing.

The College Executive has worked incredibly hard this year and in particular, managing the College's response to the Coronavirus pandemic as well as the school review. At last count, there have been 54 Critical Incident Management Team meetings as well as 17 ordinary meetings of the Executive this year. On behalf of the College community, I express my gratitude to my dedicated Executive colleagues: Mrs Annette Chidzey, Mr David Fitzgerald, Mr Paul Lewis, Mr Bernie Lowes, Mr Joe McLean, Mr Michael Timms and Ms Kim Abbott and Ms Andrea Nickels (minutes.)

School Review

2020 was our four-yearly school review year. Term four was a busy time for the review process with the two independent reviewers spending four days in meetings with many school personnel, student leaders and some parents. The first day involved checking that the College is compliant with the Victorian Registration and Qualifications Authority (VRQA) and state and federal governments requirements. I am pleased that we met the compliance requirements and as a result, our school registration has been renewed.

The second phase of the review involved analysing the College's performance over the last four years and then using this to inform the development of our school improvement plan for the next four years.

Building project update

The College landscape changed dramatically during the year as the new three-level Loyola Administration Centre started to take shape. Located centrally, where the Yr 9 relocatables had

been, this new centre will be a striking feature at our grounds. It is scheduled to be finished around August next year.

Change of governance

On behalf of our College community, I express my appreciation of and gratitude to the Parish Priests of the Geelong Region who have served as Canonical Administrators of the College and in particular, the President of the Canonical Administrators, our local Parish Priest, Fr James Puppady, for their support over many years. From January 1, the current governance and operational arrangements for Saint Ignatius will change. Our College, along with 292 Catholic schools in the Archdiocese of Melbourne, will be governed and operated by Melbourne Archdiocese Catholic Schools Ltd (MACS). MACS will employ all staff, and there will be adjustments to the role and function of the College Board. While the role of the Priests will be different, they will still have a welcome and significant involvement in the life of the College community as faith leaders.

College Board

I want to express my gratitude on behalf of the school community to our dedicated Board members for their commitments and support of our College for another year.

In particular, thank you to the President of the Canonical Administrators, Fr James Puppady and our Board Chairperson Mr Tony Frizza, for their commitment to the College and their leadership. Thank you to:

Mr Tony Frizza (Chairperson), Fr James Puppady (President), Fr Jim Clarke, Fr Darien Sticklen, Fr Gerard Healy SJ, Ms Lisa Bell, Ms Jo-Anne Britt, Mrs Annette Chidzey, Ms Marie Emmitt, Mr David Fitzgerald, Mr Steve Gibbs, Mr Darren Henry, Ms Fran Kealey, Mr Bernard Lewis, Mr Paul Lewis, Mr Michael Timms, and Ms Kim Abbott (Board Coordinator).

Parents and Friends Association (PFA)

The PFA comprises a very generous and hardworking team of parents. Their work improves our College for all students. We also rely on many, many parent volunteers to provide valuable services to enhance our College. Thank you to them all.

PFA Officeholders	2020
President	Sandi Clark
Secretary	Cathy Dykes
Treasurer	Peter McInerney
Board Rep.	Bernard Lewis
Uniform Shop Coord.	Sandi Clark

Staff members

We have a very talented and hardworking staff, and I thank them for their contribution to our students' learning for another year.

Four relatively long-serving staff members will be finishing at the end of this year. Three will be retiring, and one will be finishing her teaching. Their professional lives have indeed been "for and with others." Each of them, in their own way, has made a very significant contribution to the development of our College and the learning outcomes for our students:

Ms Penny King, Ms Freda Gray, Ms Norma Ellis and Deputy Principal (Teaching & Learning) Mrs Annette Chidzey.

Student Leaders

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

Parent & Carers

I want to express my gratitude to all parents for your ongoing support of the College community throughout what has indeed been a challenging and uncertain year. Through maintaining a strong parent-school partnership, we have been able to support our student's learning continuity through the ups and downs, twists and turns and restrictions due to the impact of the pandemic on our society. I am aware of the challenges on many different levels that families have faced maintaining health and wellbeing, coping with the restrictions and in some cases, loss of employment or reduction in income. I hope there have been some positives in this as you reflect on the year. I know it has reinforced for me that the little things are really the big things in life. I hope family relations have strengthened, and resilience has been built.

Best wishes

We look forward to 2021 with hope and optimism as the College continues to grow and develop in providing an outstanding education for our young women and men,

Amare et Servire, to love and to serve.

Thank you,

Michael Exton | Principal

College Board Report

Annual Report, St Ignatius College Board (May 2020-April 2021)

Throughout 2020, the Board was updated on the proposed changes to the governance of schools in the Melbourne Archdiocese with the establishment of MACS (Melbourne Archdiocese Catholic Schools) as the governing body of schools, replacing the local parish priests. The change to governance has become effective from the commencement of 2021, and during this year we should increasingly see the transfer of responsibilities to MACS with Saint Ignatius College Board becoming an Advisory Council--a body of information and advice to the College Principal and school leadership, not a decision-making authority.

The Board has met on 9 occasions over this past year, with two of those meetings as face-to-face meetings and the others conducted via zoom. With a membership of 16, the average attendance at meetings for the year was 13.5. Fr. Sang, parish priest of St Bernard's Belmont, joined the Board's Finance Committee as from July, 2020.

At each of its meetings, the Board received a report from each of our College leaders—the principal; deputy principal—staff, identity, operations; deputy principal—teaching and learning; deputy principal—student wellbeing and the Business Manager. These reports enable members of the Board to become familiar with school operations, developments and issues of concern. A Finance sub-committee of the Board met with the Business Manager, usually just prior to a scheduled Board meeting.

College policies reviewed during the past year, and approved by the Board, included Child Safe Policy; Charter of Delegations; Credit Card Policy; Purchasing Policy; Disability Discrimination Policy; External Education Provider Policy; Medical Records (Student) Policy; Medication Administration Policy; Restraint of Students Policy; Complaints Handling Policy; Prohibited Agreement or Arrangement Policy.

Careful consideration of a 10-year financial plan was used by the Canonical Administrators and the College Board as the basis for giving approval for the construction of the College's next major project, the Senior Student Centre. This 10-year financial plan is very much a "live" document that will be adjusted from time to time in line with unexpected occurrences or new information. The College Board continues to update and revise its building masterplan in the light of recent developments and future possibilities.

For a number of years now, the College Board has grappled with the issue of the future provision of buses for student transport to, and from, school. Our responsibilities in providing education for the youngsters of all of the Geelong parishes means that the cost to the College of providing bus travel is becoming too great an impost on the College budget. Regrettably, as from the commencement of 2022, there will have to be some charge for the use of the College buses.

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

months. While the parish priests now find many of their governance responsibilities will be undertaken by MACS, they will continue to play a crucial role in the pastoral responsibility for faith development at the College. Thank you to Kim Abbott for her very efficient co-ordination of all Board matters.

Tony Frizza

Education in Faith

Goals & Intended Outcomes

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

Achievements

No CEMSIS conducted in 2020.

53 % of teachers have accreditation to teach in a Catholic School

Retreats reviewed: Yrs 11 and 12

Retreats Program organised for Yrs 7, 8, 9 and 10

Ethos and Identity Framework plan was developed and published.

Response to the Nov 2019 ECSI Report was developed.

Yr 9 RE Journey Unit was offered and students selected it for 2021

Every Retreat, Immersion and Trip now has a Reflective Journal, including Ignatian concepts and Examens.

VALUE ADDED

- Catholic and Jesuit Formation programs - Staff and Students
- Catholicity - spirituality programs, celebrations, retreat programs
- Daily Prayer
- College Masses and liturgies
- Students Leadership opportunities | Social Skills programs
- Year 12 Retreat
- Year 8 Catch the Wave Retreat
- Social Justice Activities
- College Assemblies
- Year 12 Valedictory evening
- Community Service Program
- Ethos and identity Team

- Year 10 Ignatian Learning Period
- Mosaic Awards event
- Winter Sleep out
- Care packs - home delivered to staff and students during COVID lockdown
- Staff Journals for staff during COVID lockdown along with weekly emails of Ignatian reflections
- Mental health and Wellbeing resources provided online to staff and students during COVID lockdown
- Personal wellbeing contact of staff (by Executive members) and students (by the school Wellbeing Team) during COVID lockdown

Learning & Teaching

Goals & Intended Outcomes

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

Achievements

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

These include such things as:

- Remote and Flexible Learning Program
- Whole school implementation of Canvas (Learning Management System)
- Academic Awards Assembly
- Performing arts evenings
- Work Experience
- Maths and Literacy help lunchtime classes
- Creative and Performing Arts performances
- Mosaic Awards evening
- Fortnightly Newsletter
- School camps and excursions
- RACV Driver Safety, Fit to Drive,
- Brainstorm, Blue Earth
- Elevate Education: ACE Program for Year 12 students
- Year 7 2019 Parent Orientation session
- Time & Space Program
- Year 9 Thyme & Plates Program
- Year 7 Transition Program
- Year 7 Welcome Mass
- Tournament of Minds
- Simulated Laboratory experiments
- Online Assessment
- Inaugural Saint Ignatius College Indigenous Recognition Day
- College's Sorry Day ceremony

- NAIDOC Week, creation of Indigenous crosses that told stories of Aboriginal and Torres Strait Islander war veterans
- Remembrance Day that acknowledged our fallen Indigenous soldiers
- Fire Carriers
- Companions Ladder Program
- Online Arts Competition 'Project Ignite'
- Clean up Australia Day
- Education Perfect Championships
- International Womens Day
- Career Voyager
- RUOK day
- VCAL micro credentialling programs
- Structured Workplace Learning
- Disability awareness Day
- VET programs
- WIRED
- Author visits, guest speakers
- Mangahigh
- Instrumental and Public Speaking lessons
- Virtual Year 12 Art Exhibition

STUDENT LEARNING OUTCOMES

Year 7 to 10 Secondary Outcomes

In 2020, NAPLAN testing did not occur but tracking of student outcomes occurred throughout the year. In Semester One, the College continued to implement Online Demand Testing at Year 7, 8 and 9 and the data was available to all teachers. The new initiative of online reporting provided timely and regular feedback on reportable assessment tasks.

Senior Secondary Outcomes

The table below provides the following information:

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

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

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

	2012	2013	2014	2015	2016	2017	2018	2019	2020
VCE Median Score	30	31	31	31	30	32	31	30	30
VCE Completion	100%	100%	100%	98%	100%	100%	100%	99%	99%
VCAL Completion	71%	94%	88%	95%	98%	91%	98%	99%	100%

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

Post School Destinations

The College's education provision facilitates students' pathways to further learning at either University or TAFE level, traineeships and apprenticeships and employment. Over the years the College has been successful in facilitating student progress in these pathways. In 2020, 69% of VCE students applied to VTAC for a university place. Of these 94% received an offer.

The On Track Survey data (below) relates to the exit students at the end of 2012 through to 2020. The information demonstrates that students are moving forward from the College to opportunities of further learning or employment.

In Education and Training	2012	2013	2014	2015	2016	2017	2018	2019	2020
University Enrolled %	25	46	53	50	51	39	54	50	46
TAFE/VET Enrolled %	24	21	14	14	12	18	14	10	9
Apprentice/Traineeship %	7	6	15	8	9	7	4	8	10

Not in Education or Training	2012	2013	2014	2015	2016	2017	2018	2019	2020
Employed %	19	10	11	7	18	15	15	18	15
Looking for Work/ Other %	2	3	1	7	0	0	5	2	7
Deferred %	24	6	5	13	10	20	9	11	13

Destination of VCAL students

Destination	No. of Students		
	2018	2019	2020
Apprenticeship – Carpentry	5	8	1
Gordon TAFE Cert IV	-	-	2
Apprenticeship - Hairdressing	1	-	1
Apprenticeship – Electrical	3	2	1
Apprenticeship - Landscaping	-	-	1
Apprenticeship Plumbing	-	4	-
Apprenticeship Flooring	-	-	1
Gordon TAFE - Diploma	3	1	3
Melbourne Polytechnic Cert IV	-	-	1
ACU - Diploma of Nursing	1	-	2
Further study VFA Cert IV	-	-	1
Deakin Uni – Assoc. Degree Primary Education	-	-	2
Working full time	2	6	2
Working part time	5	4	3
Unknown	1	-	3

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

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

MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

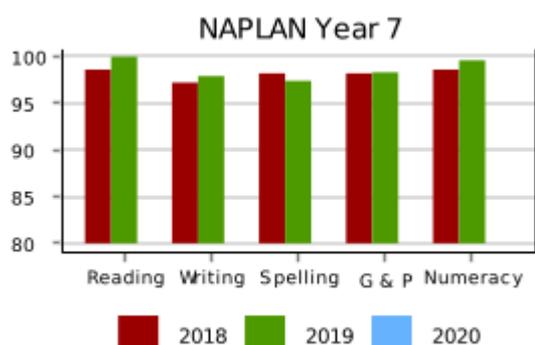
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	98.2	98.3	0.1		
YR 07 Numeracy	98.6	99.6	1.0		
YR 07 Reading	98.6	100.0	1.4		
YR 07 Spelling	98.2	97.4	-0.8		
YR 07 Writing	97.2	97.9	0.7		
YR 09 Grammar & Punctuation	93.8	96.1	2.3		
YR 09 Numeracy	99.5	100.0	0.5		
YR 09 Reading	95.7	96.0	0.3		
YR 09 Spelling	96.2	97.5	1.3		
YR 09 Writing	87.1	93.1	6.0		

* 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

To further develop a culture exemplifying the College commitment to 'the education of the whole person' at SICG.

Achievements

- Covid restrictions assisted the College in looking at different ways we could engage our families in the Companion Ladder Program. Although the regular Time and Space evenings were held online, the inclusion of Dr. Justin Coulson's webinar was a great addition to our program. This webinar highlighted the three key elements to a happy family and gave a great insight into specific tools and concepts to develop these important family relationships.
- The staff and students were very active in raising awareness of the issues that face our Indigenous people. This resulted in the Inaugural SICG Indigenous Recognition Day and significant student involvement in the College's Sorry Day ceremony. It was further highlighted during NAIDOC Week, with a special service on Remembrance Day that acknowledged our fallen Indigenous soldiers.
- Student Wellbeing is central to everything we do at Saint Ignatius College and the Wellbeing team have worked tirelessly to support our students during a difficult year. The regular wellbeing tips, short clips with wellbeing messages and the further establishment of the Wellbeing Canvas tile, which offers several tips and advice for the community of SICG, was a great support to our College community.
- The continuation of one on one support during COVID restrictions from our Wellbeing Officers. This ensured the safety and wellbeing of our students was kept at a high level.

VALUE ADDED

- Year 12 Retreat
- Student Leaders Investiture
- Year 11 Wellbeing Day
- Year 9 Risk, Regret and consequence Workshop
- Bullying No Way Week
- Senior School Parent Expo
- Intra and Inter school sports program
- Intra school debating

STUDENT SATISFACTION

The students of SICG completed the University of Melbourne Wellbeing Profiler which provided a thorough analysis of the students' wellbeing during 2020. This data indicated a consistent level of wellbeing with no 'areas of immediate concern'. The Student Wellbeing Team will continue to plan and deliver programs in alignment with the College's existing Wellbeing Framework and current practices. A continued focus on the risk domain of Emotion and Strengths will continue with specific focuses on rumination, suppression, anxiety and stress.

Anecdotally, students at Saint Ignatius College have a strong connection and satisfaction with the school. Students feel welcomed and connected to their teachers and staff of the College. 2020 provided challenges in numerous areas, however, students felt they were cared for and provided numerous opportunities to feel connected and that important sense of belonging to the College.

STUDENT ATTENDANCE

During COVID parents/guardians of students were asked to email the office by 10.00am to report a student's absence from online learning that day. If students were absent from a class a notification was automatically sent home from the subject teacher to alert the parents/guardians that their child was not online. 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.

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 the Director of Infrastructure and also overseen by the Deputy Principal - Students.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate 82.1%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	94.0%
Y08	93.0%
Y09	91.0%
Y10	91.4%
Overall average attendance	92.3%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	30.0
VCE Completion Rate	99.0%
VCAL Completion Rate	100.0%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	45.0%
TAFE / VET	10.0%
Apprenticeship / Traineeship	13.0%
Deferred	9.0%
Employment	15.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	2.0%

Child Safe Standards

Goals & Intended Outcomes

At Saint Ignatius College we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sacredness of each human person at the heart of the gospel.

The College achieves this by providing a safe, supportive and nurturing environment where each student can express themselves without the fear of criticism or humiliation.

Students are informed of their rights and responsibilities in relation to Child Safety.

Achievements

- The establishment of a 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 ongoing review of the College's Child Safety Risk Register
- The establishment of the Child Safety Committee
- The further 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 & Management

Goals & Intended Outcomes

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

Achievements

As has been mentioned already in this report, a significant focus for the leadership and management of the College was responding to the impact of the pandemic. As a result, many planned activities and events had to be modified, postponed or cancelled. In addition, a 'CovidSafe' plan had to be developed and implemented to ensure the health and safety of the school. And the transitions to and from remote working and learning needed to be managed.

A Critical Incident Management Team (CIMT) was established. This team met very frequently. This team aimed to ensure student learning continuity and wellbeing and the health and wellbeing of staff members.

The online video conference platform "Zoom" was implemented to support remote learning, teaching and working. The use of 'Zoom' became a vital tool for online classes and meetings.

To improve compliance, management of policies and procedures and communication and training, we commenced implementing the online platform, "Complispace". This was very valuable to ensure we had the required documents in place for the school review.

2020 was our four-yearly school review year. Term four was a busy time for the review process, with the two independent reviewers spending four days in meetings with many school personnel, student leaders and some parents. The first day involved checking that the College is compliant with the Victorian Registration and Qualifications Authority (VRQA) and state and federal governments requirements. I am pleased that we met the compliance requirements, and as a result, our school registration has been renewed.

The second phase of the review involved analysing the College's performance over the last four years and then using this to inform the development of our school improvement plan for the next four years.

The College landscape changed dramatically during the year as the new three-level Loyola Administration Centre started to take shape. Located centrally, where the Year 9 relocatables had been, this new centre will be a striking feature at our grounds. It is scheduled to be finished around August next year.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

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

- In 2020 the College focus for all staff was "Practices for Excellence in Teaching in the Ignatian Way". There were 3 focus areas:
 1. Learning through reflection and actions (IPP Lens)
 2. Effective feedback - via CANVAS
 3. Developing students to learn at a high level

- A Teacher Development Framework was established, that comprised of a tiered approach to mentor staff:
 1. Professional Engagement
 2. Professional Knowledge
 3. 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 formulate and achieve their professional goal. This goal, strategy and evidence was presented as part of the Annual Review Meeting (ARM)
 1. Companion Leaders - Executive team
 2. Companion Mentors - POL 2 Holders
 3. 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.

- 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 - "Effective Feedback". Online 2hour course that all teachers completed during remote learning.

- COVID 19 provided many challenges and opportunities for professional development.

- Access to online webinars via the Teacher Learning Networks provided for teachers related to a variety of teaching and learning initiatives for online learning.
- Opportunity for a number of current Year 12 teachers to undertake VCAA assessor training and exam marking within specific subject areas.
- Acceptance and placement of a significant number of pre-service teachers at the College from a range of tertiary institutions that gave our teachers the opportunity to further develop their own teaching knowledge and expertise.
- Online PD with a strong focus on E-Learning has been provided. Focus on CANVAS, ZOOM and Online tools to support teachers during remote learning.
- 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.

Number of teachers who participated in PL in 2020	100
Average expenditure per teacher for PL	\$1653

TEACHER SATISFACTION

Very positive feedback from staff, parents and students on the College's response to Remote and Flexible Learning and it was a very positive year. The College received a number of emails from both teachers, parents and students on how we managed RFL.

CIMT sought feedback throughout the year and adjusted timetable accordingly and this was received well by teachers.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	88.6%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	23.1%
Graduate	47.1%
Graduate Certificate	14.4%
Bachelor Degree	89.4%
Advanced Diploma	16.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	107.0
Teaching Staff (FTE)	97.8
Non-Teaching Staff (Headcount)	43.0
Non-Teaching Staff (FTE)	36.7
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

1. That the College's standing in the local and broader community will be enhanced.
2. To increase parent involvement in the school and their child's education.
3. That participation and involvement with parents and community will grow to benefit student learning outcomes.
4. That the profile of the College in the community will develop and strengthen.

Achievements

As has already been mentioned in this report, the pandemic had a significant effect on our school community, as it has done across the wider and global communities. However, our school community is to be commended for the way we supported each other and, in particular, doing our best to support our students' learning continuity and wellbeing.

The usual Sunday Open Day was cancelled, and we employed a variety of online means to promote the College. We were delighted that enrolment applications were very high again and of the same number as previous years. We enrolled 250 students for Year 7 again.

Many of our regular community events had to be amended, postponed or cancelled due to government pandemic restrictions.

The usual parent information evenings and Parent/Student/Teacher conferences were provided by live-streaming or pre-recorded videos.

The Parents and Friends Association (PFA) comprises a very generous and hardworking team of parents. Their work improves our College for all students. We also rely on many, many parent volunteers to provide valuable services to enhance our College. Thank you to them all.

PFA Officeholders	2020
President	Sandi Clark
Secretary	Cathy Dykes
Treasurer	Peter McInerney
Board Rep.	Bernard Lewis
Uniform Shop Coord.	Sandi Clark

A sample of other achievements by our school community includes:

- Adjusted "Time and Space" program
- Social justice activities changed to remote
- Modified Year 12 graduation ceremony

- Livestreamed Year 12 Mass
- Subject selection information online
- Management of changes to camps/trip/immersion programs
- Fee relief for Covid affected families
- Care/meal packages for families
- "Give where you live" fundraiser undertaken
- Xmas hampers provided
- Barwon Health Foundation support
- Social club supporting local businesses with vouchers instead of running an end-of-year function
- Annual Mosaic school community event went online
- Cross country was run remotely, with students submitting their times electronically

VALUE ADDED

Many community events were still conducted despite COVID. These were done online e.g. Parent Information Evenings; Parent-Student-Teacher Interviews; Social Justice activities.

PARENT SATISFACTION

The school received a significant amount of feedback from parents in the form of emails and phone calls to express their gratitude for the way we adjusted for and managed the remote and flexible learning programs in the COVID year.