



Saint Ignatius' College
RIVERVIEW

2024 Annual Report

EDUCATIONAL &
FINANCIAL REPORTING



Saint Ignatius' College
RIVERVIEW

Saint Ignatius' College Riverview acknowledges the Cammaeraigal people who are the Traditional Custodians of this land upon which we are privileged to live and educate. We pay our respects to the Elders past and present and extend that respect to all First Nations people who dwell on this land.

First Nations people are respectfully advised that this publication may contain the words, names and images of people who have passed away.



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About the Annual Report

The Annual Report provides parents, staff and alumni of Saint Ignatius' College Riverview with an outline of the College's performance in the 2024 school year and identifies some priorities for 2025.

The information in this report is complemented by other College productions such as the College website (including the intranet site *Inside View*); the annual magazine, *The Ignatian*; the annual year book, *Our Alma Mater*; and the weekly newsletter *Viewpoint*.

This report is a legislative requirement under the *Education Amendment (Non-Government Schools) Act 2004* and the *Schools Assistance Act 2008 and Regulations (2010)*.



What we Believe

2.1 MISSION STATEMENT

Our mission is to provide a holistic Catholic education for boys that inspires them to a life-long development of their faith. Informed by the spirit of Saint Ignatius of Loyola and grounded in the Gospel values of justice, service, discernment, conscience and compassion, the College aims to produce young men who are cognisant of and responsive to global citizenship in a rapidly changing world.

2.2 OUR MOTTO

Quantum Potes Tantum Aude

As much as you can do, so much dare to do

The motto may be translated to 'dare to do, as much as you can' or to 'strive your hardest'. It takes up themes central to Jesuit teaching and stresses the traditions of Riverview and the qualities expected of every student who passes through its doors.

2.3 VALUES

- / **Justice:** A commitment to equity for individuals less fortunate than ourselves
- / **Service:** A commitment to selflessly work towards a better world for all
- / **Discernment:** Being moved by reflection from a knowledge of facts to enacting a faith-filled understanding
- / **Conscience:** Steadfastly holding to truth, based on that discernment
- / **Courage:** A commitment to dare to act with a faith that does justice



Who We Are

3.1 HISTORY OF THE COLLEGE

Since its foundation in 1880, Saint Ignatius' College Riverview has been owned and operated by the Society of Jesus.

While the founder of the school in the real sense was Father Joseph Dalton SJ, the school also has two other founders: Archbishop Roger Bede Vaughan, who invited the Jesuits to Sydney on condition that they establish a boys' boarding school, and Father John Joseph Therry, who, on his death in 1864, left the greater part of his estate to the Society of Jesus.

After Archbishop Vaughan asked the Jesuits to open a day school in Sydney (St Kilda House, later to become St Aloysius' College) and a boarding college on the North Shore, Father Joseph Dalton SJ purchased the Riverview Estate on behalf of the Society of Jesus on 28 June 1878. Eighteen months later Father Dalton was appointed founding Rector of Saint Ignatius' College.

An advertisement was placed in the Catholic newspaper, *The Express*, stating that boys aged between eight and 12 would be received at Riverview "as soon as possible after the Christmas holidays". Classes commenced in a cottage - later known as Riverview Cottage - in February 1880.

The cottage soon became very cramped as more boys arrived and in order to provide better accommodation, St Michael's House was built. The building was designed by William Wardell and opened on the feast of Saint Michael, 29 September 1880. Further building took place at the College in 1882 with the construction of a wooden boatshed, and in 1883 the infirmary was built. In its early years, the College offered "Classical and Modern Languages, History, Mathematics, the Natural Sciences and all other branches required for the Civil Service, the Junior, Senior and Matriculation Examinations." It was advertised that the curriculum also included a modern side: mercantile subjects.

By December 1882, with an enrolment of only 70 students, the College extended the curriculum to include English Composition, Writing, Music, Singing, Drawing, Painting, Irish History and Oral Latin.

The main building of the College was constructed in three stages between 1885-1930 and the foundation stone was laid by Cardinal Moran, Archbishop of Sydney on 15 December 1885. As originally designed by the architectural firm of Gilbert, Dennihey and Tappin, of Ballarat, the building was to be a huge square, representing four identical fronts, but only the South front was completed according to plan.

Although the first day boys were not officially admitted until 1923, there was a small group of pupils who were permitted to attend the College as day boys. In fact, up until the 1960s, day boys remained relatively small in number and Riverview was mainly for boarders.

3.2 LOCATION

Please click [HERE](#) to be redirected to the College website to view the College Map.

3.3 GOVERNANCE

In October 2017, the Society of Jesus in Australia announced significant changes to the governance of Jesuit owned schools in Australia.

From 2 December 2017, Saint Ignatius' College, Riverview became an incorporated entity with a Board to be responsible for the local governance and management of the school. Saint Ignatius' College Riverview Limited (Ltd) is the legal entity that conducts the College and is the employer of all of the staff at the school.

At the same time as announcing the move to incorporating the Jesuit owned schools, the Provincial announced the establishment of a new incorporated entity called Jesuit Education Australasia (JEA). JEA is the sole member of Saint Ignatius' College Riverview Limited. In turn, the Society of Jesus in Australia is the sole member of JEA.

The purpose of JEA is to:

- / Advance and provide leadership in Catholic education in the Jesuit tradition;
- / Ensure, support and facilitate communication and collaboration between the Jesuit Colleges, Jesuit Companion Schools and other entities that operate to advance Catholic education in the Jesuit tradition as specified by the Provincial;
- / Ensure that each college is conducted as a Catholic school in the Jesuit tradition of such character as may from time to time be specified by the Province;
- / Carry on or assist in the carrying on and promotion of the charitable activities of the Province in connection with education;
- / Ensure that the Jesuit Colleges and Jesuit Companion schools give authentic witness to the Ignatian vision and Jesuit mission of education; and
- / Do all other things necessary for, or ancillary to, the fulfilment of the purposes listed above.

Under our governing constitution, the Chair, Deputy Chair and Directors of the College Board are appointed by JEA, taking into account nominations from the Chair of the Board and/or the Provincial. The Board is a non-representative body. However, in making appointments to the Board, JEA must ensure that there are Directors with an appropriate range of skills, experience, and expertise including the ability to understand and competently deal with current and emerging issues in connection with Jesuit education. Before JEA appoints a Chair, Deputy Chair and/or Director to the College Board, it must seek the prior approval of the Provincial. Directors are usually appointed for an initial 3-year term.

The Saint Ignatius' College Riverview Limited Board approves strategic futures, policy and financial affairs as they relate to the school. Directorship of the Board carries with it significant responsibilities to identify with the long-term vision of Saint Ignatius' College Riverview and

a desire to embrace the Ignatian charism and the global directions of the Jesuit educational ministry that has informed the school's educational program since its foundation in 1880.

The Directors of Saint Ignatius' College Riverview Limited for 2024 were as follows:

- | | |
|--------------------------|-------------------------|
| / Mr Greg Mackay (Chair) | / Mrs Geraldine Magarey |
| / Mrs Angela Bull | / Mrs Rosalie Nott |
| / Ms Michelene Collopy | / Mr Richard Pegum |
| / Br Ian Cribb SJ | / Mrs Diona Rae |
| / Ms Sarah Dunn | / Ms Miriam Stiel |
| / Mr David Hurford | / Mr Daniel Street |
| / Mr Tim Jarvis | |

The major activities and approvals of the Board for 2024 are listed as follows:

- / Approval of the appointment of a new member to the ICT Committee.
- / Approval of the Principal's appointment of Saint Ignatius' College Riverview Limited commencing 1 January 2025.
- / Approval of the appointment of a new member to the Boarding Committee.
- / Approval of the audited Financial Statements of Saint Ignatius' College Riverview Limited for the year ended 31 December 2023.
- / Endorsements of the audited Financial Statements of Mirrabrook Early Learning Centre Limited and Riverview College Foundation for the year ended 31 December 2023.
- / Approval of the appointment of a new member to the Finance Committee.
- / Approval for DataScene be appointed as the AV Supplier for Wingaru.
- / Approval for the College to enter into the ASD Cyber Security Program partnership.
- / Approval of the 2023 Board Annual Report.
- / Approval for the execution of a new contract for the supply of electricity.
- / Approval of the naming of the Agriculture Precinct to be formally known as the 'Faber Farm and Agricultural Precinct'.
- / Approval of the Enrolment Review for 2028 and beyond.
- / Approval of the nominations for two new members to be appointed to the Education Committee.
- / Approval of the amendments to the ICT Committee Charter.
- / Approval of the appointments of a member to act as Chair to the ICT Committee and a new member of the ICT Committee.

- / Approval for a recommendation to JEA for appointment of a new Director of Saint Ignatius' College Riverview Limited.
- / Approval of the Board and Sub-committee meeting dates for 2025.
- / Recommendation to JEA for the 2025 College Operating Budget and the 2025 Capital Expenditure Budget and Program be adopted.
- / Recommendation for a salary increase over the next 3 years to be offered to staff as per the 2025 Budget and LTFM.
- / Recommendation to JEA for the appointment of a new Director as a Director of Saint Ignatius' College Riverview Limited for a term commencing on 1 December 2024 and concluding on 31 December 2027.
- / Recommendation to JEA for the reappointment of a Director of Saint Ignatius' College Riverview Limited for a further 2 years to conclude on 31 December 2026.
- / Recommendation to JEA for the reappointment of a Director of Saint Ignatius' College Riverview Limited for a further 12 months to conclude on 31 December 2025.
- / Approval of the 2025 Mirrabrook Budget.
- / Approval of the amended Staff School Fee Subsidy Policy.
- / Approval of the Advancement Committee Charter.
- / Approval of the Travel Policy.
- / Approval of the 2025 School Goals.
- / Approval for Quayclean Australia Pty Ltd be awarded the cleaning services contract for a 3 year term.
- / Approval for the modification to the Risk Appetite Statement.

In 2024, the Board received presentations on the following matters at Board meetings:

- / 2023 HSC Results
- / English Faculty Presentation
- / Regis Strategy Proposal
- / Mathematics Faculty re: HSC Results
- / Masterplan / Building Updates
- / ICT Update
- / Principal Transition Plan
- / Outgoing 2023/2024 Student Leaders
- / Immersion and Year 10 Service Week Updated
- / Risk and Compliance Updated
- / Incoming 2024/2025 Student Leaders
- / Meet and greet the new Deputy Principal Teaching & Learning

3.4 PRINCIPAL, RECTOR & EXECUTIVE

The responsibility for day-to-day management and administration of the College is delegated to the Principal by the Board. While the Principal is the Chief Executive Officer of the College, the position shares the day-to-day leadership of the College with the Rector.

The Rector must be a member of the Society of Jesus and is appointed directly by the Provincial. The Rector has the overall responsibility for the preservation and promotion of the Ignatian ethos and Jesuit identity of the College. He also has a special care and responsibility for the faith formation of the College including leadership in the liturgical, spiritual and service life of the College.

The College Executive is the senior operational team of the College and is a decision-making body that also forms strategy and manages projects aligned to the College's mission and strategic direction.

In 2024, the College Executive was comprised of:

- / Principal: Dr Paul Hine
- / Rector: Fr Thomas Renshaw SJ
- / Deputy Principal Teaching & Learning: Mr Russell Newman (January-April)
 - Mrs Jo Keeling-Lowe (April-November)
 - Mr Lloyd Walker (November-December)
- / Deputy Principal Students: Mr Patrick Lowe
- / Director of Religious Formation: Mr John Gilles
- / Director of Regis: Mrs Caitlin Remeus
- / Director of Boarding: Mr Anthony Begg
- / Chief Operating Officer | Chief Financial Officer: Mr Philip Dean
- / Chief Advancement Officer: Ms Phoebe Loneragan
- / Chief People Officer: Ms Erin Hetherington
- / Chief Risk Officer: Ms Sally Gates
- / Chief Information Officer: Mr Brett Houghton

3.5 STUDENT LEADERSHIP GROUP

The Student Leadership Group (SLG) is elected by students and staff and is given responsibility for all forms of student leadership, including running House meetings, administering and operating inter-House events, coordinating House activities and College representation at various external events such as the Ignatian Interschools Forum.

The SLG is comprised of three College Captains, House Captains and House Vice Captains. The Group meets regularly, working collaboratively with the Deputy Principal Students and Dean of Students to facilitate dialogue between the students and the College administration on decisions of significant impact to the student body. This encourages

students to have input into formulating College policies and to provide feedback on issues impacting upon students. The meetings expose student leaders to negotiation and planning skills necessary to plan and run a successful event, as well as vital communications skills as they relay information between their peers and the College administration.

Election to the SLG is a rigorous process that involves application, election by students and staff, and Executive ratification. Given the importance of being a 'man for and with others' it is incumbent on Student Leaders to not only be leaders among their cohort, but also to have successfully completed their Ignatian Service Program. Indeed, many of the SLG in 2024 have exceeded the minimum hourly requirement for Ignatian Service.

The SLG is tasked with deciding on a student motto that best reflects their cohort. The 2024 motto was 'My Flame, Our Fire'. The 2024 College Captain stated, "The flame is our actions. In the Bible the flame is mentioned 427 times, and in every instance, the flame is the Holy Spirit. A fire has the capability to burn and destroy; yet it can also heal, provide warmth, kindness, and allow us to be filled with the Holy Spirit. We decide which flame we are going to ignite and which fires we are going to spread."

Additionally, the SLG invests much effort into raising funds through events during the year. The purpose is two-fold:

- / Following the ethos of the school, skills for engagement in charitable works and help for those in need are developed.
- / The coordinated events provide diversity and entertainment for the student body during lunchtimes. In 2024, the SLG raised funds though the frequency of these events.

Throughout 2024, student representatives continued to demonstrate servant leadership, initiative and teamwork, while having developed a greater understanding of the role of service.

3.6 CONTEXTUAL INFORMATION & CHARACTERISTICS OF THE STUDENT BODY

3.6.1 STUDENT BACKGROUND

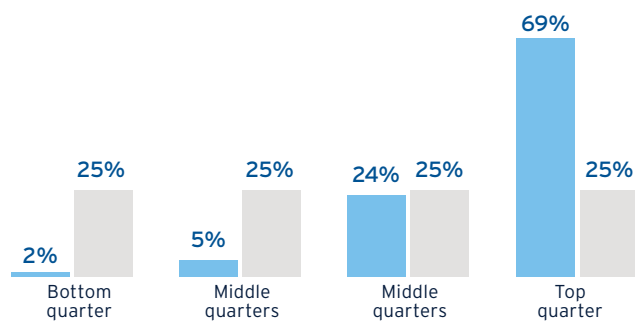
(source: ACARA)

STUDENT BACKGROUND

Index of Community Socio-Educational Advantage (ICSEA)

| | |
|---------------------|------|
| Social ICSEA value | 1162 |
| Average ICSEA value | 1000 |
| School ICSEA | 97 |

Distribution of Socio-Education Advantage (SEA)



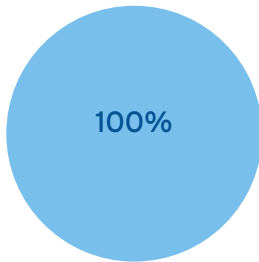
- School Distribution
- Australian Distribution

Percentages are rounded and may not add up to 100

STUDENTS

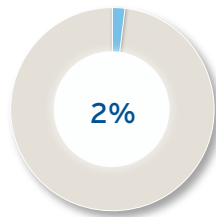
Total enrolments:
1600

- Boys 1600
- Girls 0



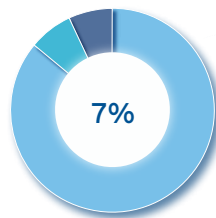
Full-time equivalent enrolments:
1599.3

Indigenous Students



Language background other than English

- YES (7%)
- NO (86%)
- Not Stated (7%)



College Mission & Religious Life

4.1 INTRODUCTION

2024 saw the Ignatian Centre move closer to achieving a number of goals which seek to build on the goals of the preceding years.

We undertook a review of the programs offered under the auspices of the Ignatian Centre as a recommendation of the Ethos and Identity Review conducted by JEA in 2023. This was a confirming experience that underlined the importance of each of the areas of the Ignatian Centre integrating as much as possible with the others, so that our offerings can tell the story of the Mission in a comprehensive and compelling manner.

Two goals have demanded integration into the IT infrastructure of the College. Ignis Begins has been integrated into the onboarding process of the College and will be the first formal introduction to Mission and Charism for incoming staff. Additionally, the College's Environmental Dashboard is accessed through *InsideView*, with the hope of better understanding by the community of the decisions that are made in this area.

The Cambodia and Cape York Immersions were undertaken successfully, and we are grateful to the staff who take on the responsibility of leading these formation experiences and join with them in the sense of purpose and humble admiration of the students who seem to belie their age by plumbing the depths of the experience both in writing and articulated reflection. In all, 75 students undertook Immersions in 2024, with 16 staff accompanying them. Clara Manio, the Immersions Administrative Assistant continues to grow in her role, particularly having accompanied students to Cambodia for the first time.



4.2 LITURGICAL LIFE OF THE COLLEGE

This year saw a continued positive trend in active and meaningful participation in the many Eucharistic celebrations presided by Fr Tom Renshaw SJ and Fr Joe Dooley SJ. In response to the Society of Jesus' four Universal Apostolic Preferences, our whole school Opening School Mass was consciously themed "Creating a Hope-Filled Future". Lenten and Easter liturgies were enriched by our Ignatian Choir, made up of student musicians under the musical leadership of Ms Moriarty and Mr Hume. The specialness of the Feast of Sacred Heart was again marked by the presence of members of Cana Communities, enabling a mutual sharing of stories, gifts and graces which flow into the College service program. Our Marian devotion was celebrated in a beautiful Mass for the Assumption of Mary, where the congregation was pointed to her model of faith and acceptance.

A passionate liturgy group with an increasing membership, led by two outstanding senior Liturgy Captains, helped to coordinate Student Masses in the Dalton Chapel. Masses for peace and creation were particularly well supported by students from all year groups, demonstrating the place of these masses as cherished time for prayer and stillness. House Masses were celebrated throughout Terms 1 and 2 offering Houses the opportunity to come together in worship and companionship. Saint Ignatius' Day began in prayer as a faith community, during which a student-led reflection reminded everyone of the purpose of commencing this traditional day of service and outreach with the Eucharist. The sending forth from this Mass truly called all present to be witness to the ministry of Christ in living the Gospel.

The number of Year 11 students seeking training and roles as Eucharistic Ministers continues to soar, with a record 70 students named at the Leadership Assembly. This appears to mirror the increased interest in more prayerful retreat opportunities and the desire for Kairos leadership. The Eucharistic Ministers engaged in a morning of reflection at Cova Cottage and lunchtime practical sessions in Dalton Chapel to prepare them for their faith leadership. Their training also comprised student leadership of the Examen, fostering an increasingly regular student voice of prayer in the College community. The outgoing Year 12 Eucharistic Ministers were thanked and farewelled at a Student Mass for Gratitude where newly elected Liturgy Captains articulated their thanks to a model cohort who have left an enduring legacy with their passion for liturgical singing. The Year 12 Valet Mass signalled an end to the learning and spiritual formation of a most impressive cohort with students proudly participating in all elements of Mass with their families, singing of the greater glory of God as they exited Ramsay Hall.



4.3 IGNATIAN SERVICE

“Students, in the course of their formation, must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering and engage it constructively”

Former Fr General Hans Peter Kolvenbach SJ

The Ignatian Service Program at Saint Ignatius' College Riverview invites all students to follow Ignatius' desire to model Jesus by being at the service of others. In doing so aims to provide a transformative experience that will deepen students' awareness of injustice and foster a call to action. The program enables two-way service learning. The students serve those in need, but also encounter the beauty, richness and diversity of others, often gaining more than they give. Students participate in service not because it is mandatory, but because it is the core or the heart of who we are here at Riverview, and they do so for the greater glory of God.

The Ignatian Service Program is designed to progress students from years 5 to 11 from 'people for others' to 'people for and with others'. It is about a faith that does justice.

4.4 HIGHLIGHTS OF THE 2024 IGNATIAN SERVICE PROGRAM

4.4.1 REGIS

Year 6 worked tilling the soil at Cana Farm alongside people who are trying to rebuild their lives. Years 5 and 6 also participated in several Regis-organised service activities including Lights for Poverty Solar Buddy Program, Mirrabrook Community and Vinnies Snack Packs.

Our Year 6s have worked alongside people rebuilding their lives after incarceration or addiction at Cana Farm. Our Year 5 and 6s walked to support those facing violence and persecution in Myanmar, raising over \$35,000 for Jesuit Mission. Regis boys have donated money from Return & Give to the Lights For Poverty Solar Buddy program, prepared hampers for Redfern Jarjum College families, supported indigenous literacy, and planked for inclusive play spaces during Planktober. In total Regis has participated in almost 10 service activities and fundraised over \$50,000.

4.4.2 YEAR 7 - ONE ACTIVITY - GARATE

Br Francisco Garate SJ was known for his small acts of kindness. This year all of Year 7 completed Garate Service, supporting those living rough on Sydney's streets by preparing over 2,000 snack packs and toiletry packs for the Vinnies night patrol van.

4.4.3 YEARS 8 AND 9 - TWO SERVICE ACTIVITIES FROM A RANGE ON OFFER

Years 8 and 9 have cared for our common home by participating in Clean Up Australia and Return and Give. They have helped marginalised children learn to read via the Smith Family reading program, reading online for 30 minutes twice a week for 18 weeks. They have been companions to those in aged care for three half-days during their holidays, playing games and engaging in conversation. Students have donated over 500 bags of groceries to the JRS food bank and the Ignite food store at

Emerton, to help those most impacted by the rising cost of living. They have participated in the Balmoral Swim for Cancer, St Canice's Winter Backyard Sleepout and Planktober to support inclusion, raising over \$56,000 for these organisations.

4.4.4 YEAR 9 CHALLENGE IGNATIAN SERVICE DAY

In 2023 we introduced an Ignatian Service Day to The Year 9 Challenge, with four House groups participating across 4 days of service. The morning is spent cooking meals (145 in total) for those experiencing homelessness. In the afternoon, students visit The Rough Edges organisation for an Urban Walk, hearing from people who themselves have lived on the streets and many who have struggled with addiction. Following this day, parents were emailed to encourage them have a conversation with their sons about the experience. Many parents responded email—all very positively. Below are a few quotes from parents.

He said it completely changed his ideas on homeless people and opened his eyes to drugs and how things can go so wrong... What a wonderful raw and real thing to experience.

Sounded like an excellent day of serving the community combined with some great real-world realisations... Very supportive of the school doing these types of educational activities.

We spoke about it last night and I think he learnt a huge amount from both experiences. He enjoyed being able to do something practical to help those in need... It opened his eyes (and mine too, when listening to him). Thank you for organising the service day and enabling him to have these experiences.

I did get a text from him asking to go to mass on Sunday so it obviously had an impact on him.

4.4.5 YEAR 10 - SERVICE WEEK

Year 10 is the turning point where students experience face-to-face service with those in marginalised communities for the first time.

All of Year 10 served in 45 different community organisations and schools during the Year 10 Service Week, across Sydney, rural and regional NSW and remote communities in the Northern Territory: some as close as Luz All Abilities in Lane Cove and others as far afield as Bathurst Island in the Timor Sea. Sixty-seven students went on a Country Placement, accompanied by 14 staff, 20 boarders chose to serve in their own hometowns and rural communities, while 149 participated in a city placement in 19 organisations or disability schools. 12 students were absent from all or part of Service Week, but all have now made up their missed service.

Then 40 Year 10 students chose to do more and go deeper, living the *magis* by completing 'Service Plus'. This is an optional program for those who wish to do more. Three (3) Service Plus options were available: Cambodian Virtual Immersion for four weeks, three days as an aged care companion, or at St Canice's Kitchen.

Following Service Week, Year 10 students attended a Morning of Reflection and completed an online evaluation asking both quantitative and qualitative questions, reflecting on their service week placements. Overwhelmingly the students felt their Service Week experience made a

difference to those they served. 97.5% of students felt the experience took them out of their comfort zone.

After my frankly overwhelming and evocative experience of the world from my country placement to Mt Druitt... the only thing that has been on my mind for the past month, is where to go next – Student serving in Mt Druitt.

Overwhelmingly, the Year 10 students were grateful for the experience of Ignatian Service Week and many commented that it was transformative or life changing.

I can't even describe it in words! This service placement was the best thing that has ever happened to me at this school and I want to do more of it. This placement has inspired me to do more service as I love the feeling of helping others and that is exactly what we did at B-Island – First Nations student, Bathurst Island Country Placement.

The top 10 words students used to describe their Service Week experience were:

Eye-opening, Fun, Gratitude, Insightful, Enjoyable, Rewarding, Challenging, Confronting, Inspiring and Engaging.

The feedback we had from the schools and agencies the students served at was very positive. They included comments such as: *The students showed initiative, compassion and empathy towards our residents. It was wonderful to have them here for their community service. A credit to your College – Estia Willoughby.*

4.4.6 YEAR 11 - SERVANT LEADERS

Our Year 11s have prepped and served over 3,800 hot meals for the marginalised with Cardoner, Loaves and Fishes and St Canice's Kitchen. They have accompanied those living with disabilities and, alongside Year 10s, have tutored students living in the slums of Cambodia via the Virtual Immersion Program (raising \$12,500).

4.4.7 OTHER SERVICE ACTIVITIES

Senior Rugby took time out of their training camps for service, providing a fun morning of games at the College for children with disabilities. Senior cricket participated in a training session with Dream Cricket, an organisation dedicated to teaching cricket skills to children with disabilities. Following on from this, senior cricket invited Luz to Riverview during the October holidays for a morning of cricket games and lunch.

Inclusion Students

During 2024 all students in the College Inclusion Program completed service. Some service activities were modified to suit Inclusion students' abilities, while some Inclusion students' participated alongside their cohort in the program set for their year group.

Ignatian Children's Holiday Camp

Over 40 2023 Year 12 students from Riverview, Loreto Kirribilli and Monte Sant' Angelo volunteered to be 'Companions' at the Ignatian Children's Holiday Camp in December 2023, caring for a child with a disability for four days and three nights, providing them with a fun camp experience while their parents/carers got some needed respite. This year we had almost 120 applicants and, after the interview process, selected 60

students from Year 12 students at Riverview, Loreto Kirribilli and Monte to be Companions at the camp in early December.

Ignatian Service Assembly

The 2024 Ignatian Service Assembly held on 6 November was a formal recognition of the service accomplishments of the year as well as an opportunity for all students to reflect on their experience of Ignatian Service throughout the year. Additionally, the Patrick Rodgers Memorial Award was awarded. This year's recipient was Henri King (OR2014), a remarkable young old boy who chose to work initially as an Indigenous Disability Support Worker and is now a teacher on Bathurst Island, off the coast of Darwin in the Timor Sea.

After the Assembly, which included a powerful speech by Henri, students returned to Mini-House Meetings where House Captains facilitated a panel discussion. Students were asked the deeper questions: *How have your service experiences helped to shape you? How have they shaped your thoughts, your words, your actions?*

Conclusion

The 2024 Ignatian Service Program was a wonderful opportunity for our students to enter into solidarity with and accompany those living on the margins. For many it provided a transformative experience, with students expressing a deeper awareness of injustice, empathy and understanding of others' situations and culture. On top of the meaningful service, the generosity of the Riverview community was again demonstrated with over \$120,000 being raised by the Service Program for causes and charities.

The 2024 program built on previous years, expanding with a pilot option for Year 10 students to do Service Plus after Service Week. 2024 also included a wider range of aged care options. In 2025 the Ignatian Service will continue with a similar program, however, we are adding Landcare, to incorporate more *Care for Our Common Home* service options. We are also in discussion with Redfern Jarjum College to include a Readathon as a service for Year 8 and 9 students.

2024 Ignatian Service Program Summary Table

| | | |
|---|---|---|
| Cana Farm | Catholic Care Solidarity Program | Cardoner network Brownies and Burritos program |
| St Vincent de Paul Patrol | Touched By Olivia Foundation Planktober | Bill Crews Foundation Loaves and Fishes Program |
| Clean Up Australia Day | Jesuit Mission Bazaar Cleanup | Luz All Abilities |
| Balmoral Swim for Children's Cancer Institute | Mary's House | Mates Abroad Cambodian Virtual Immersion |
| JRS Foodbank | Smith Family Reading Program | Jesuit Social Services Ignite Store |
| St Canice's Kitchen | Return & Earn | Jarjum College Hampers |
| Dream Cricket | | |

| CITY PLACEMENT ORGANISATIONS | |
|------------------------------------|------------------------|
| St Gabriel's School | Redfern Jarjum College |
| Cromehurst School | Luz All Abilities |
| St Lucy's | Catholic Care |
| Arranounbai School | Inala Vacluse |
| Together2 Rozelle | Inala Castle Hill |
| Cana Communities Inc | Estia Manly Vale |
| Salvos Sydney Street level Mission | Estia Eppling |
| The Rev Bill Crews Foundation | Estia Willoughby |
| Cerebral Palsy Alliance | St Edmund's College |
| Bupa Age Care Willoughby | |

Year 10 Service Week - 18 City Placements

17 different schools and organisations were served by Year 10 students in six Country Placements and 20 boarders completed service in their hometown in 18 organisations for Boarder Home Placement.

4.5 STUDENT RETREATS

The Student Retreat program facilitates unique and meaningful opportunities for participants to step out of the busyness of daily life, providing space and time to connect with their inner lives and relationships with others and God. In 2024, students enjoyed days of pause and conversation, pilgrimage and prayer, all seeking to foster self-awareness, prayerful discernment and a closer relationship with God. Key features of the Years 5-12 Retreat program include small group conversation, stillness and prayer, and House-based activities. Year 10-12 students were trained as Peer Ministers to co-facilitate Days of Reflection with pastoral House leaders. Such peer-to-peer ministry is a most memorable element of these days, with many retreatants attesting to the enduring impact of powerful and positive interactions with student faith leaders.

Year 11 were the first beneficiaries of the peer ministry model of faith formation, enjoying Days of Reflection in Term 1 at Peter Canisius House, Pymble, with Year 12 peer leaders. This program explores the dignity

and worth of all people through the insights of the First Principle and Foundation of Saint Ignatius. The Year 12 Retreat program closed out a busy Term One, offering 8 diverse means and locations for faith formation throughout the week. Some students elected walking coastal or bush pilgrimages in the spirit of the early Companions, others undertook prayerful and contemplative retreats in the Southern Highlands or service and action-oriented experiences with the Cana Farm community and amongst the Holy Family Parish at Emerton.

A deeper, more relational understanding of Ignatian companionship and lived experience of active faith and prayer life were offered through four Kairos Retreats. These retreats encourage students to embrace their faith and loving relationships with a new-found openness and gratitude to others and God, preparing them for the transition into adulthood with a solid foundation in spiritual and emotional growth. In June this year, the College piloted a co-educational Kairos at Pymble with a small Year 11 and 12 cohort from Loreto Normanhurst. Staff from both schools worked collaboratively for many months in the planning phase of this special retreat to ensure a successful and memorable experience for all retreatants. Both schools are hopeful that this historic and extremely

well-reviewed opportunity for co-educational faith formation may become a regular event.

Year 9 engaged in a program on Companionship in a pilgrimage-style Day of Reflection held across five parks. Year 11 Peer Ministers co-facilitated the day with Heads of House, meaningfully exemplifying the model of companionship through their conversations around vulnerability, authenticity and faith during challenging times. External presenters were invited to address Year 8 on their Day of Reflection, encouraging student thought and action about maintaining dignity in relationships. Year 10 participated in a Morning of Reflection and prayer to consolidate the learnings of empathy and compassion from their respective Service Week experiences.

Year 5 and 6 Mornings of Reflection were held at Regis in Term 3 to explain some of the foundational elements of Ignatian spirituality. Students reported a developing awareness of our shared pillars of conscience, compassion, commitment and competence and enjoyed the hypothetical scenario activities which brought these traits of human excellence to life.

Early in Term 1, Year 7 attended formation sessions at their Camp in Narrabeen, developing a knowledge both of College history and the legacy of House patrons, whose lives, lived for and with others, shape the journey and story of this cohort. The Year 7 program on Finding God in All Things was held in the second term and, supported by Year 10 Peer Ministers, brought students into a deeper awareness of the comfort to be gained in seeking and meeting God in daily interactions and experiences.

4.6 RELIGIOUS EDUCATION

Religious Education lies at the heart of the educational apostolate of the Society of Jesus. At Saint Ignatius' College Riverview, our teaching and learning programs are designed to invite students into a faith experience that is both Christ-centred and grounded in an Ignatian worldview and pedagogy. We aim to engage students intellectually and spiritually, nurturing a deeper understanding of the Catholic faith, a clearer sense of self, and a meaningful connection with the world around—and beyond—them.

Our ultimate goal is to accompany students on a journey toward human excellence, guided by the teachings and actions of Jesus Christ, and to form young men who live with and for others.

In **Stages 4 and 5**, our curriculum is largely aligned with the Archdiocese of Sydney syllabus. The content is structured around four key strands:

- / Jesus & Scripture
- / Catholic Identity & Ignatian Charism
- / Prayer, Liturgy & Sacraments
- / Ethics & Justice

Each unit embeds a Jesuit perspective, incorporating insights from the Ignatian Pedagogical Paradigm (IPP) and the Universal Apostolic Preferences (UAPs), ensuring that our distinctive Jesuit mission shapes the learning experience.

In **Stage 6**, students follow the NESAs-developed Studies of Religion I & II courses, as well as the NESAs-endorsed Studies in Catholic Thought I. For

those who complete Studies of Religion I in a compacted Year 11 program, we offer Studies in Ignatian Spirituality in Year 12, allowing for continued faith formation through a uniquely Ignatian lens.

In 2024, we implemented key curriculum proposals from the 2023 JACSA Conference, including:

- / An examination of the relationship between faith and reason in Year 12
- / The exploration of suffering and evil in Year 9
- / An explicit study of the historicity of Jesus in Year 7

We also adopted The Bookends Project, an integrated learning initiative that strengthens the link between faith and justice. This program reinforces the Jesuit commitment to First Nations justice and the plight of refugees and asylum seekers.

Aligned with the College-wide Teaching & Learning Goal to enhance student literacy, we integrated explicit strategies into our programs to support the development of coherent and cohesive writing skills.

Religious Education is an integral component of the Ignatian Centre, therefore, RE teachers actively accompanied students on Year 12 retreats and Year 10 during their Service Week experiences.

As part of our reflective and evaluative practice, RE staff undertook a detailed HSC analysis, reviewing the 2023 HSC outcomes and identifying opportunities for growth in Stage 6 teaching and learning. Notably, 59% of students in Studies of Religion I achieved Bands 5 and 6, and 57% achieved the same in Studies of Religion II.

4.7 ADULT IGNATIAN FORMATION

Staff formation experiences have occurred at all levels of the College in 2024.

Whole school - all staff have engaged in a range of staff meetings, prayer experiences, liturgies and formation elements incorporated into Professional Learning.

Group Formation for new staff - the Capstone Program is designed to give new teachers and professional and operational staff an introduction to the Ignatian Ethos in their first 4 years of employment.

Year 1 - The Person of Ignatius: 32 participants in 2024

Year 2 - Ignatian Pedagogy: 6 participants (only teaching staff)

Year 3 - The Characteristics of Jesuit Education: 23 participants

Year 4 - Human Excellence: 29 participants

These days are held in non-term time and designed to equip staff with essential knowledge to understand the 'why' of a Jesuit Education. They follow staff induction and a new staff mentor program which is embedded into Professional Learning.

Group Formation (Days of Reflection) - 16 Days of Reflection have taken place for the following groups: Middle Leaders, Administration Staff, Professional and Operational Staff, Advancement and People and Engagement, Sports Program Coordinators, Regis and the Ignatian Centre Team. 145 staff participated in total.

JEA and JISA

Ignis Begins - 42 staff

Ignis Inside - 36 staff

Seminars in Ignatian Leadership - 3 staff

Colloquium on the Ministry of Teaching - 2 staff

Parent Formation

Every effort is made to integrate some element of formation into events where parents attend the College. This includes the New Parent Dinner as well as parent information evenings. Prayer resource links have been circulated to parents via *ViewPoint* each week, including a link to the Examen students prayed the previous week.

Plans are underway to investigate additional ways of sharing resources with parents and making new material available, eg. podcasts.



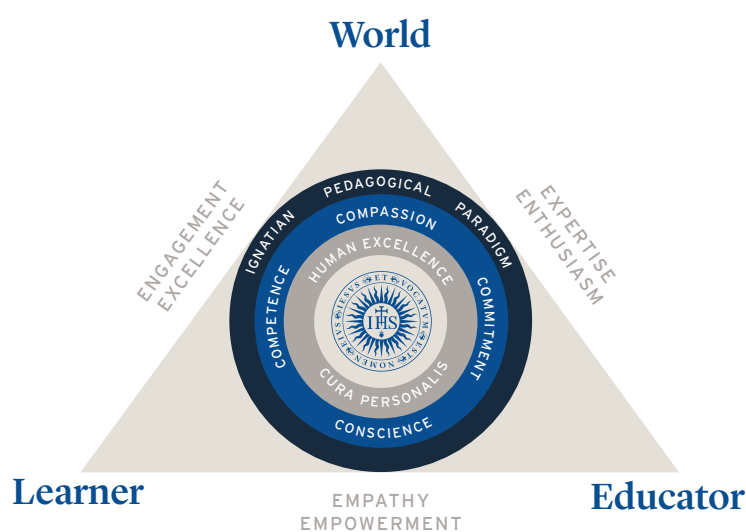
Teaching & Learning

5.1 OVERARCHING 2024 STRATEGIC GOALS

Throughout the 2024 academic year, the College has demonstrated significant progress towards achieving our strategic teaching and learning goals.

A key pillar of work was the continual refinement, and subsequent completion, of our Teaching & Learning Framework (TALF) which is a strategic piece of work that has been developed over a number of recent years, requiring input from many different stakeholders. The purpose of the Teaching & Learning Framework is to continue to inform a contemporary vision of teaching & learning that can effectively help promote the Ignatian worldview and values that we seek to share with our students. To accommodate the diverse needs of our learners, the framework has been designed with a learner-centred approach that supports the teaching and learning needs of all. It allows the College to deliver quality teaching and learning through programs that promote the spiritual, intellectual, physical, cultural and artistic formation of learners.

The framework is designed using the Ignatian Pedagogical Paradigm (IPP) as the foundation, reimagined by Learning by Refraction, authored by Fr Johnny Go SJ, which is a 21st-century interpretation of Ignatian Pedagogy. 'Refraction' is defined as a combination of 'reflection' and 'action' whereby learners are led to positive real-life action in the world. Learning by Refraction can be explored through three important relationships: the world and the educator, the educator and the learner, the learner and the world. A practical way to strengthen these relationships is through the '6Es' of Refractive Learning: Expertise, Enthusiasm, Empathy, Empowerment, Engagement, Excellence.



Our framework prompts students to actively engage with the learning material, using their senses and imagination, hands-on experiences, service learning and other applications (to experience). They are also encouraged to think deeply about their experiences, beliefs and values, to encourage them to gain insight into themselves and the world around them (to reflect). And finally, to harness their knowledge, understanding, and values with a solution-focused approach that empowers them to actively address real-world problems and issues, particularly those pertaining to social justice and the common good (to act). We will launch this framework in 2025 and continue to embed it into our everyday practices via our professional learning agenda for the next few years.

Another key teaching and learning objective for 2024 was to allow faculties time to develop new assessment schedules, scope and sequence documents and units of work aligned to the new inbound NESA syllabus documents. The transition to the new NSW curriculum reforms was managed with rigour and professionalism. Teaching programs have been comprehensively revised to meet the updated requirements and were effectively brought to life in classrooms in alignment with the NESA implementation schedule. Ongoing professional learning ensured that teacher practice was consistently informed by the new curriculum standards.

A further piece of work was to review the way that we were using our Learning Management System, Canvas, to ensure that we were leveraging this powerful learning technology as effectively as possible. The review has resulted in a more consistent and effective use across Faculties, in particular a focus on universalising the look and feel of each page for a more consistent user experience across all courses. The integration of Canvas with our Data Dashboard has enabled clearer tracking of attendance, engagement, and achievement. Staff now have improved access to intervention data and assessment criteria, fostering a more cohesive and supportive learning environment.

5.2 REGIS CAMPUS

5.2.1 ICAS COMPETITIONS

At Regis ICAS is an optional academic experience for our students. Our students can participate in English, Writing, Mathematics, Digital Technology and Science. In the ICAS competition a “strong result” is generally considered to be a Credit or better. Those who achieve a distinction (top 10%) or High Distinction (top 1%) and the top of the region receive an ICAS medal. Medals are awarded to those who achieve the highest score in their region and are deemed sufficiently meritorious.

Regis ICAS Results

Writing: 5 Distinctions; 8 Credits, 4 Merits

English: 6 Distinctions; 14 Credits, 7 Merits

Science & Technology: 1 ICAS Medal, 2 High Distinctions, 5 Distinctions, 24 Credits, 4 Merits

Mathematics: 2 High Distinctions; 1 Distinction; 15 Credits; 3 merits

Regis is thrilled to acknowledge one Year 5 student was awarded an ICAS Medal for a 100% grade in the Science & Technology paper. ICAS results provide valuable insights into a student’s strengths and areas for improvement. Regis staff analyse how students performed compared to the national average and by examining specific questions, parents and educators identified areas where the student excels and areas that require more attention.

5.2.2 REGIS MATHEMATICS

2024 has been another great year of mathematics at Regis. Our students have a great love for mathematics which is reflected in their application and dedication to the subject. One of the key features of our maths learning is its variety of structure and tasks which not only cater to our wide range of learning styles but also enhance the learning for every single student. We challenge boys to apply their understanding through practical problem-solving tasks. We ask a wide variety of questions and encourage the boys to ask them too, and we develop speed, accuracy and automaticity through a range of structured learning activities.

The students in the Year 6 Maths Extension classes undertook the Computational and Algorithmic Thinking (CAT) program. This gave students the opportunity to develop their problem-solving skills through algorithmic thinking. The competition

at the end incorporated unique ‘three-stage tasks’ that encourage students to develop informal algorithms and apply them to test data of increasing size or complexity. 22 students competed and Regis received one Certificate of Excellence (Perfect Score), one High Distinction, four Distinctions and seven Credits.

In addition, Regis Maths Extension Classes competed in the Australian Mathematics Competition and Australia Maths Trust Challenge.

AUSTRALIAN MATHEMATICS COMPETITION



AUSTRALIAN MATHS TRUST CHALLENGE



Additionally, our greatest display of working mathematically comes in our STEM program. Our students choose 2 STEM units per semester. They work on problem-solving real-world issues in co-mingled inquiry groups to resolve and grapple with real world problems. The students are able to apply their mathematical understanding to measure sporting skills, estimate bridge capacities and lengths and calculate how many seconds they have left to create that perfect 5 minutes of movie making brilliance. Without this context our mathematics doesn't have the deep meaning which makes the practice, repetition and automaticity all worthwhile.

5.2.3 REGIS STEAM EXPO

This year Regis hosted the bi-annual STEAM Expo where each student displayed artworks and modelled their STEAM inquiry projects. The event included performances from the Regis concert band, percussion ensemble and a display of Ukulele playing by our 6.2 class, reflecting the depth of music engagement across the Campus. This event was well attended by the community with over 400 attendees who marvelled at the excellence and quality of learning on display. It reflected our dedicated staff's commitment to providing engaging and positive tasks in a trans-disciplinary environment.

5.2.4 REGIS MUSIC

Not wanting to miss a single opportunity to take to the stage, our Regis Concert Band and Regis Choir performed at the IPSHA Performing Arts Festival at the Sydney Town Hall in September. Presenting a soloist performance on the piano and a combined performance of 'High Hopes' by Panic! At the Disco.

The Regis Music Activities Concert was another highlight with all Regis students performing, from our violin, cello and double bass string groups to our flute, clarinet and French horn players, each boy took great pride in showing off just how much they have learnt in such a short period of time. The ensembles were also a highlight, and we were blessed to have so many - string, percussion, liturgy, rock band, Year 5 and Year 6 Advanced Music Activities ensembles. Compulsory practice and refined efforts from the boys really shone in the students who performed with confidence and competence. It is no surprise that many of our music students also performed well in the Riverview Junior Musical *Aladdin Jr* where 20 members of Regis sang, danced and acted their way into our hearts. This wonderful performance was beyond entertaining.

5.2.5 REGIS DEBATING

Regis students participated in the Debating program. In the first term, the Year 6 teams took part in a range of distinguished competitions, including the ISDA, SSDC, and various internal debates. Our students, many of whom were debating for the first time, showed remarkable growth and improvement over the course of the season. The Year 6 Primary A and B teams delivered outstanding performances in the SDN competition, with both teams advancing into the final few rounds. While the Primary A team was narrowly outperformed by a skilled Wenona team in the Semi Final, their efforts were commendable and showcased their development as debaters.

5.2.6 THE REGIS ECO-GARDEN: GROWING MORE THAN JUST VEGGIES!

The Regis Eco-Garden has continued to thrive despite an exceptionally wet winter. This fabulous space is utilised by both our Paddock to Plate STEM students and our weekly Gardening Club. This year we planted many citrus plants and continued to have success with cultivating our strawberry and spinach patches.

Our Steam Expo and Regis open mornings gave us the chance to showcase our learning in our garden where water infusions with lemon/lime and rosemary were sampled and the boys also served our crunchy noodle wombok salad for our guests to try. Overall, the Eco Garden remains sustainable creating a thriving balanced ecosystem with minimal negative impact. The students have maintained and preserved the eco garden, emphasising the natural resources, conservation, waste reduction and biodiversity, whilst fostering a connection between the garden and its surrounding environment whilst spreading a strong message to proactively care for our common home.



5.3 SENIOR SCHOOL

5.3.1 NAPLAN

In 2023, ACARA introduced new proficiency standards for NAPLAN reporting. These replaced the previous numerical reporting bands and national minimum standards.

Proficiency standards provide simple and clear information on student achievement in literacy and numeracy as assessed by NAPLAN. They represent a challenging but reasonable expectation of what students at each assessed year level know and can do at the time of NAPLAN testing.

Students' results are measured against 4 levels of proficiency:

- / exceeding
- / strong
- / developing
- / needs additional support.

A summary of our 2024 NAPLAN Results relative to State performance are presented below for Years 5, 7 and 9.

| YEAR 5 - 2024 | SAINT IGNATIUS' COLLEGE RIVERVIEW | | | | STATE | | | |
|-----------------------|-----------------------------------|------------|----------------|------------------------------|---------------|------------|----------------|------------------------------|
| COMPONENT | Exceeding (%) | Strong (%) | Developing (%) | Needs additional Support (%) | Exceeding (%) | Strong (%) | Developing (%) | Needs additional Support (%) |
| GRAMMAR & PUNCTUATION | 14.3 | 67.6 | 16.2 | 1.9 | 18.1 | 49 | 21.9 | 9.4 |
| NUMERACY | 31.4 | 62.9 | 4.8 | 1 | 16.3 | 53.3 | 21.1 | 7.8 |
| READING | 39 | 48.6 | 9.5 | 2.9 | 24.7 | 48.1 | 16.8 | 8.8 |
| SPELLING | 23.8 | 54.3 | 18.1 | 3.8 | 25.2 | 46.3 | 18.5 | 8.4 |
| WRITING | 21.9 | 65.7 | 9.5 | 2.9 | 15.3 | 57.4 | 18.5 | 7.3 |

| YEAR 7 - 2024 | SAINT IGNATIUS' COLLEGE RIVERVIEW | | | | STATE | | | |
|-----------------------|-----------------------------------|------------|----------------|------------------------------|---------------|------------|----------------|------------------------------|
| Component | Exceeding (%) | Strong (%) | Developing (%) | Needs additional Support (%) | Exceeding (%) | Strong (%) | Developing (%) | Needs additional Support (%) |
| GRAMMAR & PUNCTUATION | 29.8 | 52.9 | 13.5 | 3.8 | 20 | 43.9 | 23.4 | 11.1 |
| NUMERACY | 29.3 | 63.9 | 5.8 | 1 | 17.7 | 52.7 | 20.4 | 7.6 |
| READING | 29.3 | 54.3 | 11.5 | 4.8 | 24.3 | 46.3 | 18.4 | 9.5 |
| SPELLING | 28.4 | 60.1 | 8.7 | 2.9 | 26.9 | 49.5 | 15.3 | 6.7 |
| WRITING | 23.1 | 63.9 | 10.6 | 2.4 | 17.8 | 51 | 22.1 | 7.6 |

| YEAR 9 - 2024 | SAINT IGNATIUS' COLLEGE RIVERVIEW | | | | STATE | | | |
|-----------------------|-----------------------------------|------------|----------------|------------------------------|---------------|------------|----------------|------------------------------|
| Component | Exceeding (%) | Strong (%) | Developing (%) | Needs additional Support (%) | Exceeding (%) | Strong (%) | Developing (%) | Needs additional Support (%) |
| GRAMMAR & PUNCTUATION | 23.9 | 55.5 | 17 | 3.6 | 19.4 | 39.1 | 27.1 | 12.5 |
| NUMERACY | 23.6 | 68.3 | 7.3 | 0.8 | 12.7 | 54.8 | 22.1 | 8.5 |
| READING | 29.7 | 55.4 | 13.3 | 1.6 | 21.6 | 44.6 | 21.9 | 10.1 |
| SPELLING | 23.9 | 61.9 | 11.7 | 2.4 | 19.9 | 56.5 | 15.4 | 6.3 |
| WRITING | 28.9 | 52.6 | 17.3 | 1.2 | 22.6 | 42.2 | 25.3 | 8.1 |

5.3.2 NESA MINIMUM STANDARDS TESTING

NESA is continuing to implement the Stronger HSC Standards reforms. One of the key reforms requires NSW students to demonstrate a minimum standard of literacy and numeracy to be eligible to receive the HSC credential.

The minimum standard is set at a functional level of literacy and numeracy for success in day-to-day life. In 2024 all Year 10 students participated in the NESA Minimum Standards Testing.

5.3.3 RECORD OF SCHOOL ACHIEVEMENT (ROSA)

In 2024, no students required the issuance of a Record of School Achievement.

5.3.4 ACADEMIC AND NON-ACADEMIC PATHWAYS

All Senior students have the option to take a pathway that will lead to an ATAR, with this leading to an offer of a place in university. Some students, however, have no desire to move into tertiary education at university, and prefer to enrol at TAFE with a private provider or go directly into employment post-HSC. These students may not choose subjects that will lead to an ATAR but provide a knowledge base and skills relevant to their career aspirations. In 2024, ten students decided to pursue a non-ATAR pathway by selecting a pattern of study which did not qualify for an ATAR.

5.3.5 HIGHER SCHOOL CERTIFICATE

Please click [HERE](#) to be redirected to the College website for the Class of 2024 HSC Report.



6. Cura Personalis - Pastoral Care

6.1 REGIS CAMPUS

In 2024 Regis enhanced the pastoral care and wellbeing programs were enhanced through the implementation of a learning plan which focused on achieving human excellence by explicitly teaching the boys the social and emotional skills which help them to interact and engage with others positively. Working in our mentor/House groups we started with the 4Cs, which staff unpacked into 12 pillars of kindness:

- / CONSCIENCE - Trust, Gratitude, Mindfulness
- / COMMITMENT - Humility, Collaboration, Perspective
- / COMPASSION - Empathy, Compassion, Humour
- / COMPETENCE - Self-Acceptance, Positivity, Honesty

These pillars were based on our successful involvement with 'The Kindness Curriculum' where Regis was a pilot school in partnership with Kaplan Education and Kath Koschel from the Kindness Factory.

These focused mentor lessons enabled our boys to apply their social skills in a practical and engaging way, where they could experience these pillars in a positive manner. In addition, the Regis staff led and supported their mentor groups to participate in fun inter-school lunchtime competitions which were created in a knock-out format and saw boys vie for basketball, football and chess champions of Regis lunchtimes. This program was woven across the entire year with staff and students discerning it as an excellent model for us to continue with, as we constantly strive for excellence and build the boys Emotional Intelligence (EQ) skills.

6.1.1 STUDENT LEADERSHIP

Our Year 6 students completed the leadership training course with Character Builders. Our Year 6 students completed the leadership training course with Character Builders, as has been the case in the previous 2 years. The boys, like in previous years, thoroughly enjoyed it. The focus is on recognising each boy's unique character traits. The boys learn to introduce themselves and focus on building each other up and completing challenges where everyone's contributions are valued and necessary. Our Year 6 students reflected on the day and struggled to find any faults. The Big Ups affirming each other, beating the previous year's boot camp scores and the Amazing Race were highlights for many.

Our Student Leaders attended the Ignatian Youth Conference Adelaide in August. We joined St Ignatius' Adelaide, Xavier College Melbourne, Sacre Coeur Melbourne and St Aloysius' College Milson's Point to bond and form new friendships whilst also challenging ourselves to unpack what makes a good leader and how we can go back to our individual schools and lead by example with an Ignatian focus.

Regis Swap IT Program, Earn and Give and Service Initiative

Regis Care for our Common Home Program promotes sustainability and good health. Student leaders enthusiastically promote The SWAP IT Program and our Earn and Give ministry. Weekly, our Year 6 students lead Regis assemblies promoting environmental ethics where the Regis campus is challenged to connect to the ethical foundations of caring as well as environmental sustainability. Each day the students reflect on how our small actions and choices at Regis can have an impact at a global level. Our Earn & Give service initiative raised enough revenue to purchase 135 solar light kits which the Year 6 students constructed with their friends from Loreto Normanhurst. In addition to assembling the solar lights, the Year 6 students wrote letters of hope for the recipients of the solar lights who don't have the gift of light to do their homework. Additionally, through reflection, action and care, our students committed to creating healthier lunch boxes with limited packaging. Both our SWAP IT lunch box program and Return & Give environment ministry make a difference fostering deep connections with our environmental and food choices whilst also serving others and bringing light to those living in light poverty.

6.1.2 WELLBEING INITIATIVES

We are excited to note our Year 5 students connected with the girls from Pymble Ladies College to host a science day of innovation, design and action. During Term 2 week 6, Regis Year 5 students along with 138 primary girls from PLC worked collaboratively and cooperatively to build and design a billy cart. After completing the carts and designing their logo image the students took to the courses prepared to test their teamwork and harness some deep and critical thinking with reference to how to survive the tight turns of velocity and drive at the Regis Grand Prix.

6.2 SENIOR SCHOOL - THE HOUSE SYSTEM

As in previous years, the College has experienced a comprehensive and rewarding period in the area of pastoral care. The foundation of our

pastoral care system remains our 16 Houses, each with their own patron, characteristics and way of proceeding. Each House is administered by a Head of House and an Assistant Head of House and further divided into 6 mentor groups, each led by a Mentor(s). Our Mentors continue to serve a vital role in the care of our students, meeting with them regularly and providing both their presence and a friendly ear.

The vertical system lends itself well to a number of pastoral initiatives, the most significant of which are House Masses, St Ignatius' Day and the Jesuit Mission Bazaar.

House Masses

Each House held their annual Mass and Supper. These events are an opportunity for the House to gather together for Mass, with particular ceremony around Year 12 students who begin to contemplate the first of their 'lasts'. We are grateful for the support of our Jesuit priests and the Ignatian Centre for being so willing to plan and celebrate Mass for each of our Houses.

Saint Ignatius' Day

Saint Ignatius' Day is a wonderful day of celebration for the College. Following Mass, each House participates in a service activity that includes students from Year 7 to Year 12. Activities included working with students from Redfern Jarjum College, fundraising through walkathons, bush care and working with Jesuit Mission and Loaves and Fishes. A day away from normal routines whilst engaged in service activities is a fitting and fun way to celebrate our patron's Feast Day.

Jesuit Mission Bazaar

The Jesuit Mission Bazaar is well supported through the House system. Each House assumes responsibility for coordinating an activity to be held during the day. Activities include car washing, Erg Machine challenges, the Dunk Machine and the famous 'Things in a Jar' stall run by Smith House. This year the Bazaar was successfully relocated to the western side of the Campus with Gorman Field essentially becoming a fun park filled with food, rides and farm animals. This event serves as another opportunity for our College community to be women and men for and with others by fundraising for Jesuit Mission.

6.2.1 YEAR GROUP ENGAGEMENT & INITIATIVES

Notwithstanding the vertical structure of our House system encompassing Years 7 to 12, each year group has actively participated in a wide range of activities as a cohesive unit.

Year 7

Our Year 7 students were first introduced to one another during the Orientation Day held in November 2024, providing many with their initial opportunity to connect with each other. It also allowed Year 7 boarders to enjoy their first overnight stay in the Boarding House.

In March, Year 7 attended a camp at the Sydney Academy of Sport and Recreation in Narrabeen where they participated in water and land-based activities as House groups to forge new friendships and to solidify existing ones. The Year 7 Camp remains an enjoyable experience notwithstanding some students needing to confront being away from home for the first time and others simply enjoying more time and space with their peers.

Year 8

Our Year 8 students were treated to a magnificent breakfast presentation delivered by Alex Noble (OR2020). Alex was a sixteen-year-old rugby star with a promising sporting career ahead of him when an on-field accident left him fighting for his life in a four-day coma in the ICU. Diagnosed with C4 quadriplegia, Alex was not expected to have any movement from the neck down. Defying the odds, Alex has gone from learning to breathe again to travelling the world, starting his own business, going skydiving, and much, much more. His recent book, *I Fight, You Fight*, reflects on his time as a student at Riverview, and served as a launchpad for conversation between our Year 8 students and their accompanying adult.

Year 9

The highlight for our Year 9 students will undoubtedly be the Year 9 Challenge. The Year 9 Challenge is held over a period of almost 4 weeks where students are involved in a myriad of activities such as: Cook 4 Good, where students prepare meals for those sleeping rough; an Indigenous Cultural Day, where our First Nations Coordinator, Kaleb Taylor, shares his knowledge of Indigenous weapons and important cultural sites; and a Community Awareness Day where students had the opportunity to play Goalball, a team sport designed for athletes with vision impairment. Bush week was also central to the Year 9 Challenge, with students overcoming the physical and mental challenge of hiking, canoeing and mountain bike riding at Glenworth Valley.

Year 10

For the first time in 2024, Year 10 engaged with the Sprint Program. Sprint was conducted jointly with students from Loreto Normanhurst, involving the following steps:

1. Real-world problems are proposed and refined by a partner organisation;
2. Students are allocated to small groups, receive a problem and are given time to conduct research
3. Students develop a solution
4. Students pitch their solutions to their partner

Organisations from the College Community were incredibly generous in volunteering to be a partner organisation and working with our students, resulting in valuable and creative solutions to their real-world problems. By working with Loreto Normanhurst the College was also able to deliver authentic coeducational learning experiences supporting the development of respectful relationships.

Year 11

Year 11 were reminded of the importance of good choices by Melissa McGuinness. Melissa is a passionate advocate of road safety and her message linking choices and consequences was both heartbreaking and inspirational. This follows on from the RYDA Road Safety program year 11 students attended last year and reminds students to form safe habits when operating vehicles.

Year 12

One of the legacies of our graduating class of 2024 is 'Marathon for a Cause'. 'Marathon for a Cause' is a Year 12 initiative where Year 12 students ran a marathon around the College, commencing at the start of a school day, continuing at lunch and through the night, before finishing early the next morning. By taking part in this initiative, the College Community raised funds for Fight MND and the Black Dog Institute. Not only were there more than 70 students running the Marathon, but they were also joined by more than 25 staff (including the Rector, Father Renshaw and the Principal, Dr Hine) who ran, cheered and accompanied the Year 12 students as they pushed through 42 kilometres of running.





6.2.2 INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The College has continued to promote its relationship with other Ignatian schools in Sydney.

This has included working with Loreto Normanhurst, Loreto Kirribilli and St Aloysius' College in participating in the Ignatian Interschools Forum. The Forum is conducted four times per year, with each school hosting a forum where students gather and work collaboratively. In 2024 the theme used by senior leaders when hosting the Forum was The Power of Language and Diversity: Finding the Extraordinary in the Ordinary, with a particular focus on sharing the diversity provided by the Inclusion Program.

In 2024 there was an increase in programs conducted with Loreto Normanhurst. This was manifested in two new programs which included a Sports Gala Day as part of the Year 9 Challenge and the Sprint Program for Year 10.

The Sports Gala Day provided a valuable opportunity for students from both schools to engage with one another in an exciting and enjoyable setting. Groups were involved in netball, touch football, an inflatable obstacle course and dragon boat racing to experience new activities and new friendships.

The Sprint Program was conducted jointly with students from Loreto Normanhurst, involving the following steps:

1. Real-world problems are proposed and refined by a partner organisation;
2. Students are allocated to small groups, receive a problem and are given time to conduct research
3. Students develop a solution
4. Students pitch their solutions to their partner

Organisations from the College Community were incredibly generous in volunteering to be a partner organisation and working with our students, resulting in valuable and creative solutions to their real-world problems.

By working with Loreto Normanhurst in both the Year 9 Challenge and the Sprint Program, the College was also able to deliver authentic co-educational learning experiences supporting the development of respectful relationships. These programs were in addition to other respectful relationships programs run at the College, including Elephant Ed running programs on the topics 'Sex and Social Media' with Year 8 and 'Inclusivity' with Year 10.

7. Boarding

7.1 EXECUTIVE SUMMARY

Boarding at Saint Ignatius' College Riverview remains a vibrant, values-driven pillar of College life, supporting 321 boys from across metropolitan, regional, national and international backgrounds. In 2024, the Boarding Program continued to uphold our commitment to *cura personalis*—care for the individual—through enhanced wellbeing structures, a reinvigorated Recreation Program, strong academic support, a dedicated Health Centre, and a stable and experienced staff team.

7.2 BOARDING PHILOSOPHY

Boarding at Riverview is formation, not just accommodation. Grounded in Jesuit values and the tradition of *cura personalis*, our approach seeks to form young men of character — intellectually competent, emotionally aware, socially responsible, and spiritually grounded. In a diverse and inclusive environment, boys are supported to grow into 'men for and with others'. Their boarding journey is marked by reflection, relationships, leadership, and meaningful experiences that shape them for life.

7.3 2024 BOARDING PROFILE

Students

| CATEGORY | TOTAL |
|----------------|-------|
| Metropolitan | 84 |
| Regional | 213 |
| National | 13 |
| International | 11 |
| Total Boarders | 321 |

Staff

| CATEGORY | TOTAL |
|----------------------|-------|
| Total Boarding Staff | 68 |
| Resident Staff | 30 |
| Teaching Staff | 48 |
| Non-Teaching Staff | 20 |
| Male Staff | 53 |
| Female Staff | 15 |
| Retention Rate | 91% |



7.4 ACADEMIC SUPPORT IN BOARDING

Academic development remains a core element of boarding life. Every Boarding House provides structured evening study sessions supervised by Boarding staff, many of whom are experienced teachers or university graduates. These supervised sessions offer:

- / A quiet, consistent study environment
- / One-on-one or small group academic assistance where appropriate
- / Support with organisation, homework, and assessment preparation
- / Encouragement of independent learning and study routines

Senior boarders are also encouraged to act as peer mentors, fostering a collaborative learning culture within each House. The consistency of in-House academic support ensures students have timely assistance and reinforces the partnership between Boarding and Teaching staff in supporting student success.

7.5 PASTORAL CARE, WELLBEING, & FORMATION IN BOARDING

At Saint Ignatius' College Riverview, pastoral care and wellbeing are at the heart of our Boarding experience. Grounded in Ignatian values and the principle of *cura personalis* — care for the whole person — we offer a holistic support model that nurtures the emotional, spiritual, and social development of each boarder.

Pastoral care is delivered through a layered approach involving Heads of Division, Boarding Co-ordinators, and day school Mentors. This structure ensures that:

- / Every boarder is known personally and supported in their unique formation journey
- / Pastoral themes are consistently reinforced across both day and boarding life
- / Information-sharing allows for proactive intervention and integrated care
- / Students have access to counselling, mentoring, and guided reflection

In 2024, our Boarding Wellbeing and Recreation Program continued to embed a formation model aligned with the Jesuit Four Cs: Competence, Conscience, Compassion, and Commitment. Each year group engages in tailored wellbeing themes, delivered through workshops, mentoring, and age-appropriate activities:

- / Year 7 – *Belonging & Foundations* (Compassion): Identity, emotional literacy, gratitude
- / Year 8 – *Relationships & Respect* (Conscience): Empathy, relationships, sustainability
- / Year 9 – *Men of Honour* (Commitment): Healthy masculinity, self-regulation
- / Year 10 – *Life Readiness* (Competence): Mental fitness, values-driven choices
- / Year 11 – *True North* (Conscience & Commitment): Strengths, purpose, aspiration
- / Year 12 – *Legacy & Leadership* (All Four Cs): Life skills, transition, servant leadership

Together, these programs form the backbone of a boarding experience designed to shape reflective, resilient and responsible young men.



7.6 BOARDING RECREATION PROGRAM SUMMARY

The 2024 Boarding Recreation Program offered over 50 structured activities across the year. Grounded in Jesuit values and the principle of *cura personalis*, the program supported the holistic development of boys from Years 7 to 12.

This year marked the introduction of a full-time Recreation Officer, a pivotal role that ensured each weekend featured engaging, age-appropriate activities. The Recreation Officer brought structure, consistency, and pastoral presence to the program, working closely with Heads of House to foster community and wellbeing.

Key themes included:

Adventure and Exploration: activities such as Tree Tops, Dragon Boating, Paintball, and Ninja Warrior helped students build courage, resilience, and teamwork.

Connection to Nature and Place: surfing at Manly, bushwalks at Tambourine Bay, and beach days at Balmoral, Coogee and Manly allowed boys to unwind and enjoy Sydney's natural environment.

Community and Belonging: events like BBQs, Trivia Nights, Movie Nights, and Socials with Loreto Normanhurst, Pymble Ladies' College and the Ascham School nurtured friendships and strengthened house spirit.

Skill Development and Life Readiness: RSA certification, Barista Training, Strength & Conditioning, and Golf Driving Range sessions equipped boys with confidence and practical skills.

Leadership and Service: senior students led events such as trivia and sports events both internally and for visiting schools.

7.7 STUDENT LEADERSHIP IN BOARDING

Student leadership is foundational to the formation of young men at Riverview. Each year, boarders are appointed to key leadership positions that foster responsibility, service and the development of voice and agency. These include:

- / Boarding Captain (also a College Vice-Captain)
 - Beadle (Boarding Vice-Captain)
- / House Captains and Vice-Captains
- / Boarding Prefects / Proctors and Sacristan

Leadership roles involve setting the tone for respectful behaviour, welcoming new students, leading activities and working in partnership with staff. Leadership is supported through mentoring, reflection, and opportunities to represent the Boarding community at College events.

7.8 HEALTH & MEDICAL SUPPORT

The wellbeing of boarders at Riverview is supported by a nationally recognised Health Centre, operating 24/7 during term time. Staffed by Registered Nurses and visited daily by a General Practitioner, the Health Centre provides comprehensive, responsive care for the medical, emotional and physical health needs of over 300 boarders

Services Provided:

- / Primary healthcare and first aid
- / Medication management and storage
- / Emergency response and ambulance access
- / Support for chronic illness, injuries, and post-operative recovery
- / School-based vaccination programs and travel-related immunisations
- / Access to allied health professionals including:
 - Physiotherapists (on-site twice weekly)
 - Dentists and orthodontists (local partnerships)
 - Psychologists and counsellors via referral
 - Dietitians and mental health professionals as needed

7.9 LOOKING AHEAD

In 2025, the Boarding team will continue to:

- / Embed structured mentoring across all Houses
- / Expand leadership opportunities for senior boarders
- / Introduce the Principal to our Boarding community and strengthen parent engagement across regional, metropolitan and international communities
- / Enhance our residential curriculum aligned to the Jesuit mission
- / Evaluate boarding facilities to meet future needs

8. Student Attendance, Retention Rates & Post School Destinations

8.1 STUDENT ATTENDANCE

On average 95% of students attended school on a typical school day in 2024. This was a decrease in attendance compared to 2023 data (96%) where Years 5 and 8 decreased by more than 2%.

Attendance rate by year group:

- / Year 5 – 94%
- / Year 6 – 94%
- / Year 7 – 95%
- / Year 8 – 93%
- / Year 9 – 94%
- / Year 10 – 94%
- / Year 11 – 96%
- / Year 12 – 96%

Policies relating to student attendance and the management of absences are included on the College Portal (InsideView). The process for non-attendance is for the parent/guardian to contact the Student Office by phone or via email in the morning to register their son's absence. If reported by phone, the absence is formally confirmed by the parent/guardian sending an email outlining the absence details to the student's Head of House. If the College receives no notification of absence, an SMS is sent to the parent/guardian notifying them of the student's absence. Student attendance is also recorded throughout the day by a Student's teacher in each class. Daily attendance rolls and data are retained in soft copy and archived.

8.2 RETENTION RATES

94% of those students in Year 10, 2022, completed Year 12 in 2024 at the College. This is a decrease of 2% compared to 2024. Of the 12 students who left the College in Year 10 or 11, the majority left at their parents' request and chose to continue formal education in another school.

8.3 POST SCHOOL DESTINATIONS

The Class of 2024 had a cohort of 235 students.

Early Entry

164 students received an early offer to university with one student receiving 7 offers. UTS was the most popular university for early entry applications with 156 students applying for early entry and 133 students receiving an offer (85%). Early offers were also received from Macquarie (64), ANU (32), Newcastle (24), UNE (10), Wollongong (6), UNSW (4), Notre Dame (3), ACU (3) and Charles Sturt (2).

Gap Year

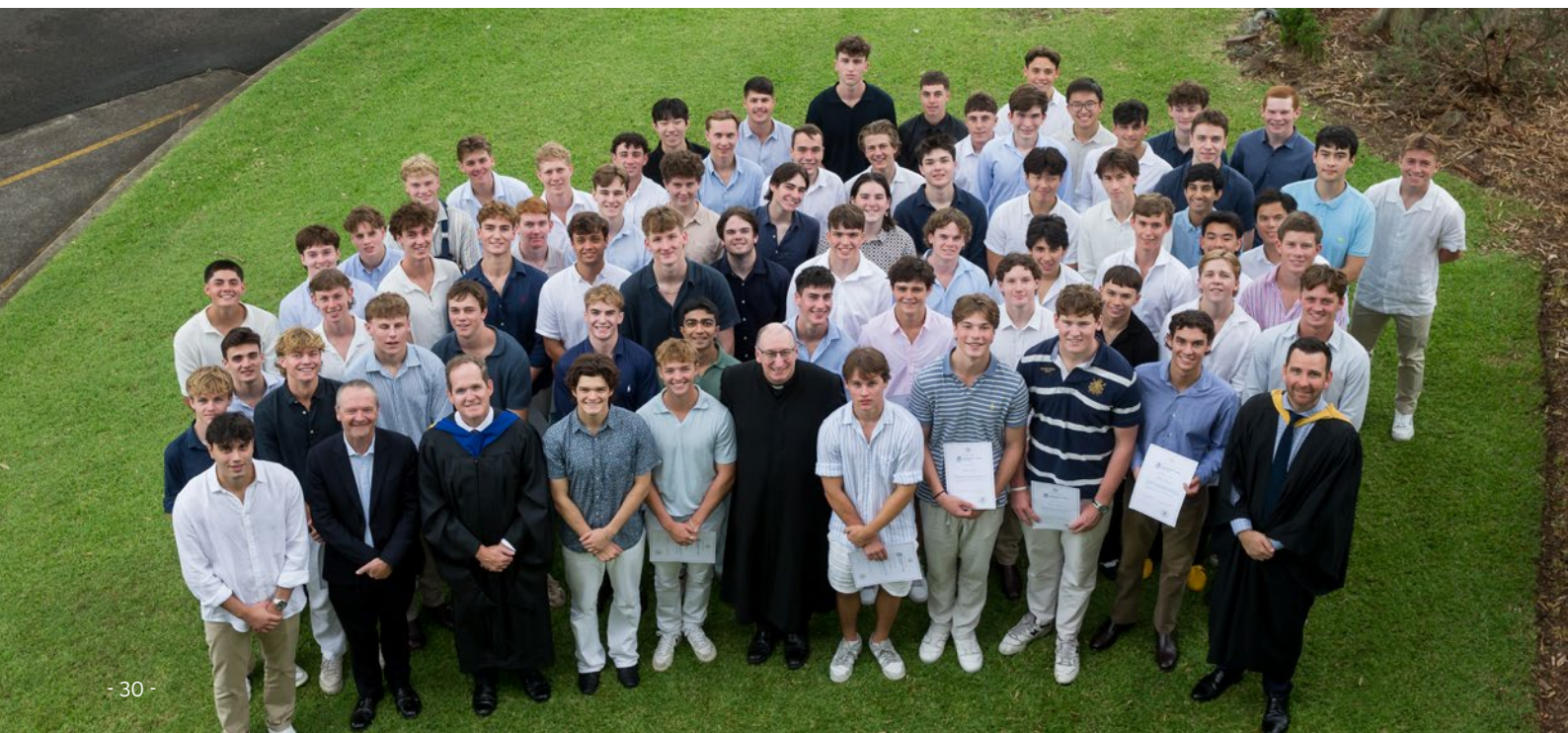
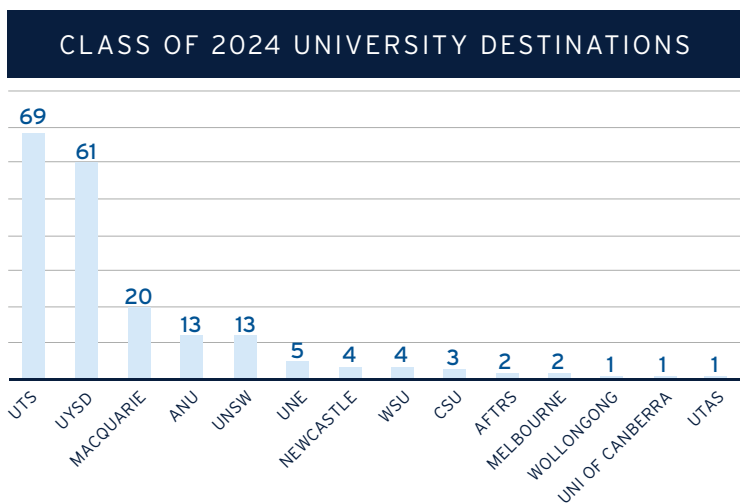
12 students advised they were taking a Gap Year with the majority taking up opportunities to work in UK schools.

Scholarships

The Class of 2024 was successful in receiving several prestigious scholarships, including one student receiving the highly competitive ANU Tuckwell Scholarship. One student was offered at place to study at the esteemed Berklee College of Music in Boston, USA. Four students were recognised as Dalyell Scholars, an invitation only program offered to very high achieving students at the University of Sydney and another four were offered Merit Scholarships at their respective universities.

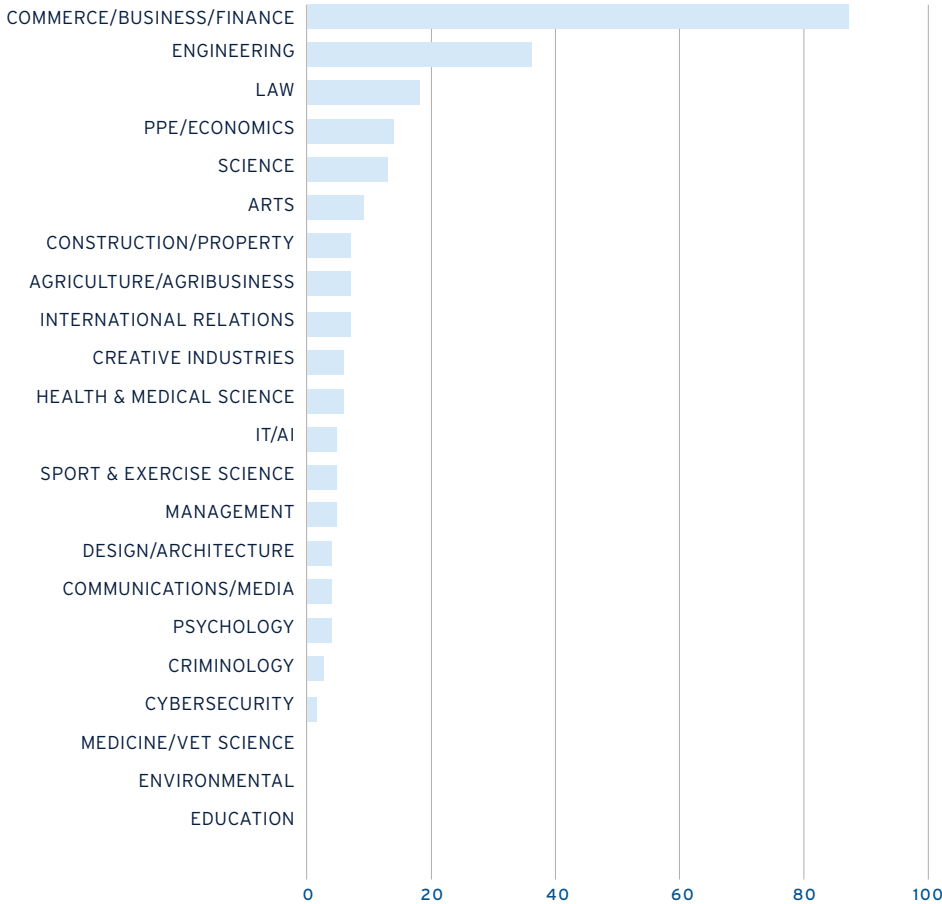
Destinations

The most popular university for Riverview students was UTS, followed by the University of Sydney and Macquarie University.

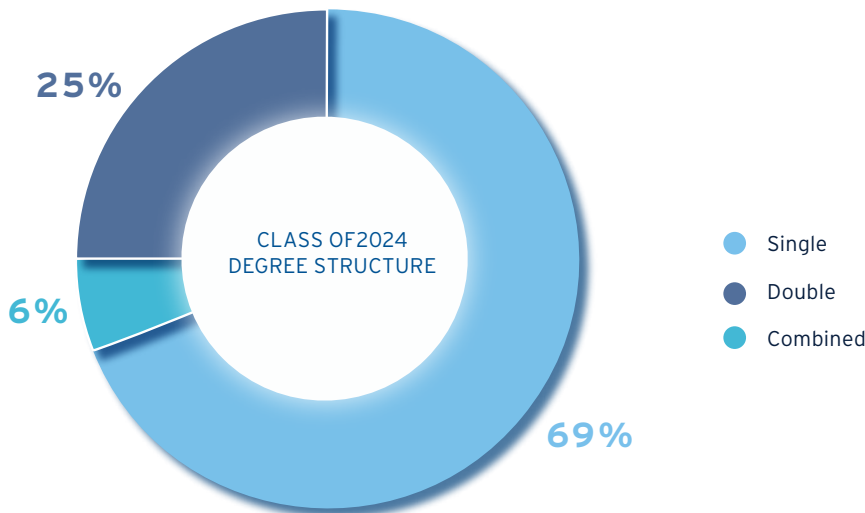


The most popular field of study for Riverview students was Commerce/ Business/Finance, followed by Engineering and Law. The most popular degree was a Bachelor of Commerce at the University of Sydney with 30 students enrolling in this course.

CLASS OF 2024 | FIELDS OF STUDY



Most students enrolled in a single degree.



9. Co-Curriculum

9.1 CONTEXTUAL INFORMATION

In 2024, the co-curricular program Saint Ignatius' College Riverview remained a vital expression of the Ignatian vision of holistic education—*cura personalis*. The program is broad, inclusive, and designed to develop students beyond the academic classroom, focusing on formation in leadership and personal excellence.

Riverview's programs span sport, music, drama, debating, public speaking, STEM, social justice, service, and leadership development. Emphasis is placed on participation, with opportunities for all students to be involved, regardless of skill level. In our context, boys strive for the *magis* at all levels and excellence is a key component. In 2024, greater emphasis was placed on student wellbeing, cultural awareness, and ecological justice, with co-curricular activities designed to support these values. Co-curricular involvement connects students to the broader Jesuit school network; through Jesuit carnivals and international tours which occur throughout the year.

9.2 THE CO-CURRICULUM REPORT

Basketball is the most popular summer sport based on the number of teams and student participation. Riverview basketball is very strong across all age groups and is creating a robust culture, with great success. However, in terms of success, the Riverview Rowing program continues to be the jewel in the crown and in 2024 the College won the senior and junior pennant trophies, which reflects the strength of all junior and senior crews across the GPS schools; one can conclude that Riverview's success on the river will continue for the foreseeable future.

Winter sport commenced towards the end of Term 1 with selections and gained momentum in Term 2. The Riverview community — students, staff, and parents — should be congratulated for their perseverance in adverse conditions. Firstly, we battled through another very wet autumn and winter. Secondly, the 4th Field renovation was not ready for winter, and we were down a major venue for weekly practices and fixtures, causing overuse issues on the grounds.

The Riverview Rugby program showed great improvement compared to the previous year. Our programs continue to grow and flourish, with fantastic results, especially in the Year 9 and 10 age groups, which augurs well for the future. There is always great anticipation for the annual Joeys vs. Riverview Rugby game. For the last three seasons, this fixture has been held at Leichhardt Oval, which offers a superior playing surface and can comfortably accommodate the large crowd it attracts. Unfortunately, the 1st XV could not regain the Alex Noble Shield this year.

The football program is thriving and runs seamlessly thanks to Pat Ferrara, Branko Cullina, and the dedicated staff. In July, Riverview hosted the Jesuit Carnival, with games played at Blackman Oval in Lane Cove, a synthetic surface that allowed for meaningful games despite the persistent rain.

The 1st XVIII AFL began their season with an interstate trip to Melbourne and, by the end of the season, won the Sydney Independent Schools Championship. AFL is a very strong sport in the school, continuing a tradition that dates to the earliest days of the College.

A large team of over 50 students competed under the Riverview banner at the Snowsports Regional Championships in July, with over 20 qualifying for the State Championships. This allowed another 10 to compete for Riverview at the National Snowsports Championships at Perisher Valley.

Term 3 culminated in the Annual GPS Track and Field Championships at Homebush. There were some credible results across the age groups, and Riverview Athletics is emerging strongly after the COVID interruption.

SUMMER & WINTER

| SUMMER SPORT | | WINTER SPORT | |
|-----------------------|-----|---------------------------------|-----|
| Basketball | 572 | Australian Rules Football | 152 |
| Cricket | 230 | Cross Country Running | 18 |
| Fencing | 18 | Fencing | 15 |
| Golf | 20 | Football | 625 |
| Martial Arts | 17 | Martial Arts | 15 |
| Mountain Bike Cycling | 35 | Rugby | 770 |
| Rowing | 182 | Volleyball | 68 |
| Sailing | 60 | | |
| Summer Athletics | 42 | | |
| Swimming | 88 | | |
| Table Tennis | 18 | | |
| Tennis | 172 | Exempt (elite, injury, Year 12) | 55 |
| Touch Football | 136 | | |
| Water Polo | 47 | | |

NOTES: Student sport choices over the summer are subject to Caps.

We have a maximum number of students in Golf and Sailing, due to equipment and venue availability.

This year, Touch football numbers have grown exponentially and needed to be capped due to lack of opposition schools.

Water polo numbers dropped in the COVID years and are beginning to recover.

Student participation in the three winter football codes - AFL, Football and Rugby - has again stabilised, and Riverview fields approximately the same number of teams across these three codes.

9.4 RESULTS - TEAM & INDIVIDUAL HONOURS

Teams

- / 2nds Basketball: GPS Premiers and winners of the Yeend Shield
- / 1st and 2nd IV Rowing: Winners at the Head of the River
- / Senior and Junior AAGPS Rowing: Pennant winners (Aggregate scores from all Regattas throughout the season)
- / 1st VIII Rowing won Bronze (3rd place) and 2nd VIII 6th place at the Rowing National Championships (same race)
- / 1st XVIII AFL: Winners of the Independent School Cup and then the NSW/ACT Championships crowning them the best independent school in NSW/ACT

Individuals

- / Alex Lee-Young (Year 12) was selected in the Australia U19 cricket team that toured India in September and October. He performed admirably as wicket Keeper and scored 66 in the 2nd Test match.
- / Ambrose Hennessy (Year 12) and Henry Burton (Year 11) travelled to Canada to row in a coxed IV at the Junior world Championships. Their crew won the Gold Medal for Australia.
- / Tom Hartman (Year 12) was selected to the Australian U18 Rugby squad but did not make the final team due to injury. However, in December was selected for the Australian U18 Sevens Rugby team which won a tournament in New Zealand.
- / Angus Grover (Year 11) was selected to play in the Australian U18 Rugby Team, which travelled to New Zealand and defeated the Junior All Blacks for the first time in several years. Angus, at halfback, was one of the best players on the field that day.
- / Healy Ryan (Year 10) won the 2024 NSW/ACT Youth Sailor of the Year award after an amazing year of sailing and winning events within Australia and overseas.
- / Sebastian Atra (Year 9) continued his pathway and dream to be an Olympian, winning Gold in alpine events at the National Snowsports Championships. Unfortunately, we bid farewell to Sebastian as he pursues his dreams at a school in the USA that specialises in snowsports.

9.5 TOURS

The College sent multiple tours overseas in 2024:

- / In April, 44 boys and staff went to Spain and UK for a 2-week Football Tour playing Jesuit schools in both countries.
- / In December, 42 boys and staff went to California, USA for a combined Basketball and Track and Field Tour. The tour involved multiple games with Xavier Prep in Palm Desert and the 50th Fr Barry SJ Basketball Tournament at Jesuit High in Sacramento; an all-Jesuit school's tournament where our boys attended a whole school Mass in their 3 day visit. The Athletes ran in meets in San Diego and Reno.
- / In December, 28 boys and staff travelled to New Zealand for a Rowing Camp/Regatta on Lake Karapiro.
- / In December, Xavier College hosted the Bi-Annual Jesuit Cricket Carnival, which was won by the Riverview 1st XI.



9.6 PERFORMING ARTS

9.6.1 DEBATING AND PUBLIC SPEAKING

Overview

The 2024 academic year marked a significant milestone for the Debating and Public Speaking program at the College. Over 200 students participated across multiple competitions and platforms — our largest engagement to date — representing approximately one in eight students from the College. The scale and success of the program this year reinforce its value as a key co-curricular offering that develops critical thinking, ethical reasoning, and public communication.

Strategic Outcomes and Student Achievement

Riverview students achieved success across all major debating competitions, including ISDA, FED, SDN, GPS, SDC, and the Jesuit Carnival.

Highlights included:

- / ISDA: Riverview topped the overall schools' tally for the first time in recent history. All teams reached the finals, with the Senior B team winning their division for a second consecutive year.
- / FED: Riverview secured its first-ever FED premiership. The Year 10 team (comprising some Year 9 students) and Year 7 teams also advanced deep into the finals, indicating a robust talent pipeline.
- / SDC: With 24 teams entered and 232 debates completed, the online platform allowed for broad student participation and foundational skill development. Multiple primary and secondary teams placed in the top tiers.
- / GPS: Riverview placed third overall. Notably, the 8A and 8B teams placed equal first, and the Firsts team handed the only defeat to the eventual GPS champions.

- / SDN: Riverview placed second on the overall tally, with six of eight teams making finals and a Senior B premiership win.

Additionally, students achieved individual honours, including selection to GPS representative teams and Isaac Ford's win at the prestigious Lawrence Campbell Oratory Competition.

Program Development and Culture

These results reflect a program that prioritises student growth, resilience, and leadership. Senior students demonstrated exemplary leadership, with Year 12 debaters contributing not only through performance but through mentoring and modelling dedication for younger peers.

The calibre of coaching was a decisive factor in this year's outcomes. We gratefully acknowledge the contributions of staff and Old Ignatians who supported the program, particularly in coordinating competitions and mentoring teams. Notably, crowd support has returned to pre-COVID levels, reinforcing community interest and pride in the program.

Forward Focus

Looking ahead, the continued expansion of participation and consistent achievement across age groups provide a strong foundation for future years. With strategic investment in training resources, enhanced pathways for junior debaters, and targeted development for representative-level students, the program is well-positioned to sustain excellence.

9.6.2 DRAMA

2024 marked one of the most inspiring and remarkable years for Drama at Riverview. We are blessed at the College with such an abundance of talent and passion amongst our Drama students, who continue to produce inspiring and sophisticated performance work in all Elective Drama courses from Years 8 through to Year 12. Our Drama students have thrived with opportunities to view professional new theatre productions and opportunities to extend their acting skills with professional theatre



directors and practitioners at the College with workshops in specialised skills for all Elective Drama students.

We began the year with the thrilling news of the outstanding HSC Drama results from our 2023 Drama students at Riverview with most students having achieved a Band 6. This placed our boys well above the state average. We also celebrated the largest number of nominations ever received at the College for the NESAs showcase of exemplary work OnSTAGE. The College received 19 nominations with almost all students in the cohort receiving a nomination for their Group and Individual Performances.

Viewing live theatre productions is an intrinsic element of our Drama syllabus and is always reflected in the high standard of performance work at the College. In Term One, students in Year 12 Drama attended OnSTAGE, to view exemplary 2023 HSC Drama projects and performances at the Seymour Centre. Years 8 and 9 Drama viewed the highly theatrical Gothic Theatre production of *Women in Black* at the Theatre Royal and Year 10 Drama enjoyed the incredibly powerful production at Belvoir St Theatre of *The Curious Incident of the Dog in the Night*. Year 11 Drama were extremely fortunate to preview the beautiful production of *Yuleda* by the First Nations Bangarra Theatre Company to complete our wonderful year of Sydney Theatre viewing.

Our Drama students were given opportunities to perform in numerous productions in the O'Kelly Theatre directed by Drama staff throughout the year beginning with the Year 12 Vaudeville Play, *DO (NOT) PUSH!* In Term Two our Year 8 play *The Iron Man*, written by Ted Hughes performed to a full house; in September our Year 9 Drama students performed *Pygmalion* by George Bernard Shaw and in Term 4 the Year 11 students tackled *Venetian Twins* by Nick Enright and Terence Clarke. The year concluded with the Year 10 performance of *Black Comedy* by Peter Schaffer. 2024 also showcased a new addition under Performing Arts at Riverview with two Dance performances in the O'Kelly Theatre directed and choreographed by Ms Alanna Elliott.

The 2024 Intermediate and Senior Theatresports Competition showcased the exceptional talent and creativity of an abundance of enthusiastic Year 9 to 12 students. The Junior Theatresports competition in the O'Kelly Theatre, featured 13 teams from Years 7 and 8.

The Elective Drama Showcase was our final Showcase of the year that presented a selection of exemplary work from Years 8 -11 Elective Drama students. The students thrilled audiences with a wide range of performance styles learnt through our Elective Drama courses from wonderful moments of comedy from Years 9 and 10 inspired by their dedicated clowning workshops, highly theatrical Gothic Theatre scenes from Year 8 and concluding with more sophisticated work from Year 11 with monologues and scripted text scenes.

9.6.3 MUSIC

2024 has been a year of outstanding achievement, collaboration and celebration in the Co-Curricular Music Program at Saint Ignatius' College Riverview. With 19 ensembles spanning orchestral, choral, jazz, contemporary, and liturgical traditions, the program continues to enrich the cultural and spiritual life of the College.

The Woods Music Centre remained the heart of musical activity, with early morning rehearsals, afternoon tuition, and ensemble sessions supporting the development of confident and connected musicians. Major College events such as Riverview in Concert, the Jesuit Mission Bazaar, Music Gala Evening, and Regis in Concert showcased the full scope of our ensembles, including: Riverview Orchestra, Chamber Strings, Intermediate String Ensemble, Symphonic Wind Band, Intermediate Concert Band, Riverview Big Band, Intermediate Stage Band, Saxophone Quartet, Emmanuel Guitar Ensemble, Regis Concert Band, Regis Guitar Ensemble, Regis Percussion Ensemble, Regis Rock Band, Ignatian Choir, The Bluenotes, Regis Choir, Regis Liturgy Ensemble, Riverview Drumline, and Choral liturgical groups.



Our co-curricular ensembles were featured in school and community events, including the Donor Thanksgiving Mass and Reception, Assemblies, Valets, Liturgies and Masses. The Regis Concert Band, Intermediate Concert Band and the Riverview Big Band performed at The Canopy in Lane Cove, where they engaged local audiences in a celebration of student talent.

Public performances were a highlight of 2024. The Ignatian Choir and Regis Choir performed alongside Jael Wena at the Stand Tall event at ICC Sydney before an audience of over 5,000, delivering a moving arrangement of Hero. Tenors and basses from the Ignatian Choir also performed This Is Me, and the Riverview Drumline opened the event with a thrilling and high-impact performance.

At the Australian School Band and Orchestra Festival (ASBOF), Riverview ensembles received exceptional recognition. The Intermediate Concert Band and Symphonic Wind Band were each awarded Silver, The Regis Concert Band received Bronze, and the Big Band earned a prestigious Gold Award in the Don Burrows Event, praised by adjudicator John Morrison for their cohesion and energy. The Drumline capped off the year with national acclaim, being named Division B Champion and winning Best Test Piece at the National Percussion Eisteddfod.

The Private Music Tuition Program supported students across 18 instruments, voice, and Speech and Drama, with 28 tutors offering one-on-one tuition. Students engaged in AMEB exams, solo recitals, and ensemble performances, with personalised instruction building musical confidence and independence. The program also contributed strongly to ensemble participation and broader College performances.

As the year concludes, we offer sincere thanks to our graduating musicians for their leadership, and to our ensemble directors and tutors for their vision and dedication. We look forward to building on this year's success with renewed energy and creativity in 2025.

9.6.4 MUSICALS

In June 2024, Saint Ignatius' College Riverview, in collaboration with Monte Sant' Angelo Mercy College, Loreto Kirribilli, and St Michael's Primary School Lane Cove, staged a memorable production of *Aladdin Jr.* 76 students embarked on a six-month journey of rehearsals and preparation, culminating in three outstanding performances, to almost 1700 people, on 20–22 June.

Based on the beloved Disney animated film, *Aladdin Jr.* tells the story of a resourceful young man who, with the help of a magical lamp, pursues his dreams and discovers his true self. Bede Mercer portrayed Aladdin with warmth and sincerity, capturing the character's evolution from humble beginnings to confident hero. Chanelle Wilson delivered a compelling performance as Princess Jasmine, highlighting the character's strength and independence.

Oliver Schmid's energetic portrayal of the Genie, along with standout musical numbers such as Friend Like Me and Prince Ali, brought vibrancy to the stage. Matteo Maiorana's performance as Jafar added depth and tension, supported by Chester Johnson's witty portrayal of Iago.

The Agrabah and Palace ensembles created a dynamic and authentic atmosphere, enhanced by vibrant choreography, detailed costuming, and innovative staging - including a memorable flying carpet sequence.

The production was a testament to the dedication, creativity, and collaborative spirit of the students, staff, and broader community, providing a celebration of the performing arts at the College. The program now looks forward to 2025, for the Senior Musical, Disney's *Newsies*.



10. Professional Learning & Teacher Qualifications

10.1 PROFESSIONAL LEARNING

Throughout 2024, the school coordinated professional learning and development across 10 Staff Days and nine Staff Meetings. With the ongoing rollout of new syllabi across multiple faculties, it was strategically important to provide Heads of Faculty and teaching staff with ample time for subject-specific planning. To support this, 4.5 Staff Days were dedicated to faculty-based priorities.

As in previous years, Term 1 Staff Days focused on Child Safeguarding training, delivered by Risk & Compliance, along with additional compliance training such as First Aid and CPR. An external presentation on Respectful Working Relationships was delivered by Ben Tallboys from Russell Kennedy lawyers as part of our compliance around bullying, harassment and discrimination legislation. Teaching staff also received updates on the recently launched Teaching & Learning Framework.

Professional learning highlights in Terms 2 and 3 included a selection of workshops on First Nations, student wellbeing and student behaviour. Additional sessions included masterclasses on the Ignatian Pedagogical Paradigm, new staff mentor groups and a Literacy Working group.

Staff Day 7 was allocated to faculty planning and First Aid/CPR renewal.

Despite the effort to host most of the professional development internally and at minimal cost, there was an increase in professional development expenditure to approximately \$84,000 in 2024. This was largely undertaken by teaching staff due to curriculum changes.

10.2 TEACHER ACCREDITATION SUPPORT PROGRAM

In 2024, our Proficient Teacher Coordinator provided dedicated support to several teachers who were either new to the profession or new to teaching in NSW, guiding them through the Proficient Teacher accreditation process. This cohort included two conditional teachers and nine provisional teachers. The coordinator facilitated regular meetings with the group, as well as individual sessions to provide targeted support.

Our Experienced Teacher Coordinator worked with eight teachers undertaking the Experienced Teacher accreditation throughout 2024. Support included classroom observations, personalised feedback sessions, and workshops, all designed to strengthen teaching practice in alignment with the Australian Professional Standards for Teachers.

10.3 WORKFORCE COMPOSITION

In 2024, the College employed 324 full-time and part-time staff members. A breakdown of teaching and non-teaching employees is listed below.

| SALARY GROUP | COUNT OF STAFF | FTE |
|--------------------|----------------|------------|
| Teaching Staff | 184 | 171.9 |
| Non-Teaching Staff | 140 | 118.1 |
| Total | 324 | 290 |

The College does not currently make it mandatory for staff to disclose if they are Aboriginal or Torres Strait Islander. It is voluntary and at this stage, four employees have identified themselves as being Aboriginal or from the Torres Strait.

11. Enrolment Policy

This year, the College Board approved the following changes to Enrolments:

- / The College moved onto an online platform, EnrolHQ, to execute the enrolment process and manage all future enrolments;
- / The College brought forward the enrolment process for day school enrolments (Years 5 and 7) by one year - enrolments now completed three years before commencement date;
- / The Year 5 cohort increased from 4 to 5 classes; and
- / The Enrolment fee has increased to \$5,000.

All other enrolment processes remain unchanged from the previous year and can be found on the [College website](#).



12. School Policies

Summary of College's Goals & Objectives for Policies

As a Catholic boys' boarding school in the Jesuit tradition, Saint Ignatius' College Riverview seeks to promote the spiritual, academic, social, physical and experiential growth of members of the community. The educational program at the College is dedicated to the integral formation of the human person. It aims to enable all to reach their full potential, immersed in an environment that aspires to Human Excellence and the promotion of a faith that does justice.

The purpose of the College policies and procedures is to provide a framework which ensures that the safety, individual care (*cura personalis*) and wellbeing of each person is paramount.

The College is required to report on 4 policies as part of the Annual Reporting Process:

- / Student welfare
- / Anti-bullying
- / Student discipline
- / Reporting complaints and grievances
- / Guidelines for Child Protection (covered under Student Welfare)

12.1 STUDENT WELFARE

The College has a range of policies focussed on the welfare and safeguarding of students. Many are staff-facing documents that outline supervision requirements, duty of care and WHS obligations, hazard and incident reporting, and attendance and roll marking. The two major student welfare policies are:

1. Child Safeguarding Policy
2. Student Code of Conduct
3. Staff Code of Conduct

CHILD SAFEGUARDING POLICY

Saint Ignatius' College Riverview (the College) is committed to child safety and wellbeing through all levels of the organisation. The College undertakes to create conditions that reduce the likelihood of children being harmed and increase the likelihood of harm being identified and reported. The College's commitment to being a child safe organisation is founded on the following principles:

- / The dignity of the human person is fundamental to Catholic teaching.

- / Children have the right to be safe and feel safe.
- / Children's development is dependent on the quality of care provided by the significant adults in their lives.
- / The family is recognised as being the unit primarily responsible for the care and protection of the child.
- / Where families are not providing the care consistent with their obligations or where a child's welfare is at risk, or suspected to be at risk, intervention on behalf of the child is obligatory.
- / Saint Ignatius' College Riverview must be a place where children feel safe. Child safety, wellbeing and protection is a community responsibility.
- / The prevention and treatment of child abuse requires a multi-disciplinary response which is sensitive to cultural diversity and special needs.
- / Cultural or other reasons, notwithstanding, Saint Ignatius' Riverview personnel must intervene on behalf of children.
- / Co-operation with Government Departments and human service organisations in the community is essential in child safeguarding.
- / People who are involved in situations where abuse occurs or is suspected are treated with sensitivity, dignity and respect.

Changes to Child Safeguarding Policy in 2024

The policy was updated in 2024 to amend the Responsible and Contact Officers.

Access to full text of the Child Safeguarding Policy

The full text of the Child Safeguarding Policy can be accessed by request to the Principal and is also available on the College public website and College intranet for current parents.

STUDENT CODE OF CONDUCT

Cura personalis (concern for the individual person) is a basic characteristic of Jesuit education which underpins all aspects of life at Saint Ignatius' College Riverview. The College is committed to being a child-safe organisation. Protecting the welfare and promoting wellbeing of all students are the highest priorities of the College. Child safety is a shared responsibility across the College community. As members of this community, students are expected to uphold the highest standards of care and concern for each other, the staff and visitors to the College. This Student Code of Conduct, like the Community Code and the Staff Code of Conduct set clear expectations and behavioural standards.

The College rests on the traditional lands of the Cammeraiagal people, who lived in harmony with their environment for thousands of years. Current and future generations must acknowledge and respect this tradition and must do all that they can to protect the local environment and live in a sustainable manner.

The *Student Code of Conduct* contains explicit directions for students to follow as well as consequences for deliberately breaching the Code. These consequences exist to:

- / Assist in the formation of young people as they grow in maturity,
- / Maintain safe order and efficiency on a site with a large community of people.

However, the discipline of greatest significance is that which the individual imposes on himself. Therefore, the Code places an obligation on all students to take responsibility for their own conduct and to work with staff and other students cooperatively. Such self-discipline can be measured against our values of; justice, service, discernment, conscience and courage.

Changes to the Student Code of Conduct in 2024

The policy was updated in 2024:

- / Updated the Principles
- / Updated the 4Cs of Human Excellence

The online Student Code of Conduct Course was updated to reflect these changes.

Access to full text of the Student Code of Conduct

The full text of the Student Code of Conduct can be accessed by request to the Principal and is also available on the College public website and College intranet for current parents.

STAFF CODE OF CONDUCT

Staff who are appointed to Saint Ignatius' College Riverview, whether in a part-time, casual, contract or permanent position are required to:

- / Respect the teachings and values of the Catholic Church
- / Support the philosophy, spirituality and pedagogical style of the Society of Jesus, and conduct themselves in a way which is consistent with these ideals
- / Acknowledge the requirements of the Australian Province of the Society of Jesus Code of Conduct Be aspirational and strive for excellence in all aspects of their professional life. Contribute to an educational environment based upon inclusiveness, safety and scholarship
- / Acknowledge their responsibility to develop professionally to best serve the students of the College
- / Uphold the legal requirements associated with Child Protection, Workplace Health and Safety (WHS), Duty of Care, Privacy and other statutory requirements as they relate to employment and child safeguarding
- / Place the safety and welfare of the student above all other professional/organisation responsibilities in attitude, behaviour and practice
- / Support and observe all policies as they relate to Saint Ignatius' College Riverview

- / Uphold a code of high professional standards consistent with the tradition of the College.

Changes to the Staff Code of Conduct in 2024

The policy was updated in 2024:

- / Updated Contact and Responsible Officers

Access to full text of the Staff Code of Conduct

The full text of the Staff Code of Conduct can be accessed by request to the Principal and is also available on the College public website and College intranet for current parents.

12.2 ANTI-BULLYING

STUDENT BULLYING, HARASSMENT AND DISCRIMINATION POLICY

Saint Ignatius' College Riverview (the College) is committed to the principle of *cura personalis* - the care and well-being of each and every member of the community. All have a right to feel safe and a responsibility to contribute to a welcoming, inclusive and supportive environment. We encourage our students and staff to enjoy diversity and differences in the way we have been made, and to care for one another as fellow image bearers of God. Difference should never be a cause of offence or attack.

The College recognises its responsibility to provide a safe and nurturing environment for students.

Everyone who studies, works or volunteers at the College has the legal obligation not to bully or harass for any unlawful reason, or discriminate against any student, parent, employee, agent, contractor, supplier, volunteer or visitor.

The College strives to cultivate and provide an environment that is physically, emotionally and intellectually safe for all students. The following principles shape and inform decisions and practice at the College:

- / Students have a right to learn in safety. Where students are not safe, their capacity to learn is affected.
- / The College values diversity and tolerance. Despite differences of ability, gender, race, appearance or background, it is important that all commit to learn and work together in a mutually supportive way.

This Policy advises students and the College community how to identify and address issues of bullying or harassment. The statement applies to students of the College and applies to behaviour:

- / In the College environment, including outside normal study hours and, for the sake of clarity, in the boarding house, and
- / While undertaking school related activities including travelling away from the College (e.g. school excursions, immersions and sport).

This Policy relates specifically to students bullying, harassing or discriminating against other students.

Should a student demonstrate such behaviour toward a staff member, or other member of the College community, the Pastoral Care and Behaviour Management Policy shall apply.

Should a student feel that they are being bullied, harassed or discriminated against by a staff member, or other member of the College community, the Complaints Handling Policy will apply.

Changes to the Student Bullying, Harassment and Discrimination Policy in 2024

There were no changes to the Policy in 2024.

Access to full text of the Student Bullying, Harassment and Discrimination Policy

The full text of the Student Bullying, Harassment and Discrimination Policy can be accessed by request to the Principal and is also available on the College public website and College intranet for current parents.

12.3 STUDENT DISCIPLINE

PASTORAL CARE AND BEHAVIOUR MANAGEMENT POLICY

The pastoral care of students at Saint Ignatius' College, Riverview (the College) is based upon the principle of *cura personalis*, meaning care for the individual. *Cura personalis* is a constitutive element of Ignatian Education and serves as the pivot of Ignatian Education.

The exercise of *cura personalis* envisages the integral formation of the person for responsible life in human society, worked towards through a holistic education based on a personalised pedagogy. In accordance with this principle, every student at the College should be known, be valued and feel safe at the College. They should experience a positive learning environment free from bullying and intimidation and be treated with justice and dignity.

It is important for educators to grasp that their example brings more to the formation of students than do their words.

The College strives to provide a holistic education that inspires a life-long development of faith. An education which equips each student to seek understanding, strive for justice and commit to the service of others with discernment, conscience and courage. From this foundation students are responsible for courageously daring to do as much as they can do, participating fully in College life, and being respectful to the College, staff, fellow students and themselves.

This policy sets the framework through which the College manages the pastoral care and behaviour of students.

In addition to providing clear expectations for behaviour and guidelines for addressing unacceptable conduct, this policy also addresses the College expectations with regards to Corporal Punishment, Suspension and Expulsion Practice.

It is the College policy that:

- / Corporal punishment is prohibited at the College. The College does not support or sanction the use of corporal punishment by parents/guardians to enforce discipline.
- / All behaviour management actions are based on procedural fairness. Parents are involved in the processes of procedural

fairness when sanctions result in suspension and expulsion of a student. Disciplinary actions do not include exclusion.

Changes to the Pastoral Care and Behaviour Management Policy in 2024

The policy was updated in 2024:

- / Updated Principles
- / Updated Disciplinary consequences
- / Updated Record Keeping

Access to full text of the Pastoral Care and Behaviour Management Policy

The full text of the Pastoral Care and Behaviour Management Policy can be accessed by request to the Principal and is also available on the College public website and College intranet for current parents.

12.4 REPORTING COMPLAINTS & GRIEVANCES

COMPLAINTS HANDLING POLICY

Saint Ignatius' College Riverview (the College) aims to create a working and educational environment where all students, staff, parents, volunteers, contractors, visitors and the community are treated with dignity, courtesy and respect.

The College is committed to providing an effective procedure for handling complaints based on the principles of procedural fairness and natural justice and supported by the Executive of the College.

All members of the College community are strongly encouraged to maintain respectful and collaborative working relationships and quickly address any misunderstandings should they arise. However, a person may feel aggrieved in the course of their engagement with the College or feel that a situation cannot be addressed quickly and believe that the situation is serious enough to warrant formal intervention to remedy the issue.

Complaints will be dealt with in a fair, transparent and consistent manner.

Changes in 2024

There were no changes to the Policy in 2024.

Access to full text

The full text of the Complaints Handling Policy can be accessed by request to the Principal and is also available on the College public website and College intranet for current parents.

13. School Determined Improvement Targets

13.1 ACHIEVEMENT OF PRIORITIES IDENTIFIED IN 2023

| AREA | 2023 IDENTIFIED PRIORITIES | ACHIEVED IN 2024 |
|---|---|---|
| FAITH FORMATION & IGNATIAN SPIRITUALITY | Implementation of recommendations from Ethos and Identity Review. | The Ignatian Teams responsible for Students and Adults reviewed the respective programs at the beginning of the year, as per the recommendation of the Ethos and Identity Review. As a result, the programs were consolidated throughout the year as against having significant changes made. |
| | Resumption of the International Immersion program to India and Nepal. | Following significant preparations throughout 2024, Immersions to Nepal and India will be conducted over the summer break. The outcomes of these immersions will be reported on in January 2025 and this represents the final rebuild of the immersion programs in the aftermath of COVID. |
| | Implementation of Ignis Begins. | The Ignis Begins course has been located on the Canvas page with other onboarding modules, and those who need to complete the module will do so within the allocated time to conform with compliance commitments. |
| | Collect and share data on the College's environmental footprint through the dashboard. | This has progressed significantly, with a number of faculties integrating the use of the dashboard into curricula. Findings have been communicated with staff and students at Staff Meetings and Student Assemblies. The use of electronic noticeboards around the College, particularly in House areas, has raised awareness of recycling issues with data being kept on a disaggregated House basis that allows profiles to be made visible and compared. |
| | Delivery of the Daily Spiritual Experience Scale Instrument (DSES). | All Year 10 students have completed the instrument, which gives an initial understanding of the capacity of the instrument as well as data which can be used to in-service those groups who will consider the implications of the findings (Heads of House, Ignatian Teams). There is more work to be done on this as it is the first iteration of the instrument from which longitudinal profiles can be developed over the years ahead. |
| TEACHING & LEARNING | Improve student literacy by focusing on student ability to write accurately, clearly and succinctly. | The literacy continuum has been developed in conjunction with the Literacy team and HoFs. Given the priority and significance of literacy within the College, the role of the Literacy Coordinator has evolved into a leadership role to encompass innovation, particularly to embrace AI on strategic level with a focus on research and improvement of learning outcomes. |
| | Continue to implement and refine the College Teaching and Learning Framework, using the IPP and Learning by Refraction. | This was completed during the first half of the year after considerable work over the last 18 months. A decision was made to delay the implementation of the framework in the aftermath of the departure of the Deputy Principal - Teaching & Learning. This will be the object of school-wide development over the next 12 months in the aftermath of the appointment of the new Deputy Principal. |
| | Improve teacher practice through the Implementation of the new NSW syllabus reform: Years 5 to 12. | The English faculty are driving this in context of curriculum renewal and are doing so in accord with the Teaching & Learning Framework. Other faculties will undertake the same process as their syllabus documents are released, new programs are written and implemented. |
| | Ensure optimum delivery of the new NSW syllabus reform: Years 5 to 12. | This has progressed in accordance with expectations as time was allocated from staff meetings and in-service days to modifying curriculum in accord with new syllabus requirements. As NESA releases new frameworks these are adopted and developed on a faculty basis and this will continue over the next two years. |

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| | Review and modify the use of Canvas as a learning tool to develop and incorporate LMS policy and framework in conjunction with the data dashboard. | The new Canvas Policy has been developed and is in use in Years 7-12. Audits have shown that there is much greater engagement and interaction with Canvas across all areas of the College Community – staff, students and parents. |
| CURA PERSONALIS | Empower the educator as the primary delivery point of student pastoral management within the context of <i>cura personalis</i> . | A significant review of the merit and demerit system was conducted, the findings of which were information distributed to staff, parents and students. A major calibration of the merit system has seen a much greater uptake from teaching staff, reinforcing positive behaviours as well as acknowledging behaviours that constitute demerits. |
| | Ensure all College policies and procedures remain consistent with the child-safe framework. Explore opportunities for external education experiences to broaden each student's social, cultural and geographical awareness. Progress the co-curriculum programme review to ensure all processes and experiences meet the sporting and cultural needs of students and their families. | All policies and procedures were reviewed to ensure that they remain consistent with child-safe framework. Students were surveyed about the efficacy of educational experiences related to respect, pastoral well-being and pro-social behaviour, with particular reference to Elephant Ed, Katrina Marsen, Brent Sanders, et al. More work needs to be done on the co-curricular program on both campuses, as indicated by the MMG surveys conducted in Year 6 and Year 12. These were brought to the attention of the College Board in October and December, respectively. |
| | Child Safeguarding and Record Keeping | Pastoral care tab has been implemented but difficult to use. Staff have requested a more simplified way to record merits and demerits. Option to develop an online form, however this has resource implications. In addition, the MRG Report was piloted in Term 3 with information sent to key staff involved: Counselling, DP Students, Director Regis. Whole staff inservice has seen this implemented and widely used in the latter stages of the year. |
| | Consolidation of partnership with PLC in context of programs. Leadership Review Process to be undertaken. Redevelop and strengthen the Year 9 Challenge to include outcomes previously included in the Vision Valley Pilots. | Existing programs with PLC including The Billycart Program (Year 5) and The Solar Lights Challenge (Year 6) were undertaken and brought positive outcomes. New options were explored with Loreto Normanhurst, who were involved in one section of the Year 9 Challenge while all Year 10 students from both schools participated in the Sprint Program. The latter was particularly successful and will be built upon in 2025. |
| | Employee Performance Appraisal Process to be reviewed. Leadership Development Program implemented. Employee Wellbeing Strategy to be developed. Professional Development Framework for Boarding Staff to be developed and implemented. | A new Leadership Review Process was developed throughout the year and is being implemented over the next three years. This was launching with pilot group with initial findings being positively received. In addition, a 360 Executive survey was implemented with outcomes superior to the previous appraisal process conducted via AHISA. |
| COMMUNITY | Automation of enrolment process in preparation for the 2026 enrolment cycle. | Enrol HQ is the chosen product after significant assessment was conducted and this has been introduced for the next enrolment cycle. This is a very positive development for it has already centrally recorded and automated all enrolments for intake in 2027 and 2028. This will form the basis of the shortlisting and selection process over the coming year. |

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| | Best practice communication that supports audience constituencies with constructive and cohesive community engagement. | In January the Advancement Department issued correspondence to all staff outlining the editing and proofing service for all outward-facing extensive parent communication. In the aftermath of the Communications Audit much work was done to review comms processes, highlight the Advancement editing services, and to utilize Viewpoint as the key storytelling/information avenue. This has been further supported by the implementation of the Clipboard App which rolled out in Term 2 for all sports. The implementation of Digistorm took place in July and early August with final testing in late August/early Sept. The App has progressively rolled out during Term 4 in readiness for 2025. |
| | Strengthen the philanthropic identity and culture which supports the evolution of educational environments and learning opportunities for members of marginalised communities. | The 2024 Philanthropic Plan was delivered to the College Board in February 2024 and Wingaru Public campaign initiatives were implemented. The Advancement Department are awaiting the confirmed framework for future major capital projects before commencing work on the silent fundraising phase for this campaign. Initial works will require a confirmation of the College's vision, architectural vision, renders etc. It is worth noting that the Ignis Project has successfully registered just over \$6 million in donations and pledges, with approximately \$2 million remaining to be raised as part of the initial target. |
| | Implementation of a regional and metropolitan visitation program (roadshow), supported by a traditional and digital regional and metro marketing plan, engaging prospective families. | All regions identified in the visitation program (including Lord Howe Island) have been undertaken and yielded important outcomes. A creative agency has been appointed to review the College's identity and branding (marketing assets) and prepare a revitalised campaign. Workshops commenced at the beginning of Term 4 with the Chair, Exec and Advancement. The renewed campaign will roll out with the 2025 roadshow marketing plan. |
| | Engage and welcome the community to the College through unique event experiences. | An agency has been appointed and initial workshops have been held with the Chair of the Board and the Executive to review the College's brand and identity. The work that was begun in Term 4 will continue with the rollout in 2025. The CIO & CAO have procured 3 website redevelopment proposals for the College's consideration: CI Marketing, Digistorm Web and Elcom. The CIO & CAO have a preferred supplier and navigation recommendation for Executive presentation however we will await the direction/outcome of the above brand/identity asset discussions before proceeding in 2025. |
| | Development of a Strategic plan for Boarding | A draft Strategic Plan for Boarding has been completed and is in the process of being reviewed by the Boarding Sub-Committee. There will need to be a resource provision for the some of the recommendations to be realised given capital works programs that need to be entered into to ensure that key goals and ambitions are realised. |
| RESOURCE, ENVIRONMENT & ADMINISTRATION | Complete recruitment and induction of new Principal. | Appointment and induction progress are fully in accord with the intended program. |
| | Strategic and Macro Operational Risk Register | The Risk and Compliance Committee have modified the Strategic Risk register and have developed a Risk Appetite Statement. These are in the final stages of being approved by the College Board and implemented in 2025. |
| | Review current Governance Risk and Compliance Software (Ideagen) and other available GRC options. | The Province and JEA have agreed on a sitewide license for Complispace which will enable better reporting between entities and JEA/Province. It will also allow for better collaboration between schools, however further discussion with JEA is required before implementation is to occur in 2025. |
| | Critical Incident and Business Continuity Plan to be formalised. | All Emergency Plans were reviewed and updated to conform to the new Campus Wide Alert System, which was implemented in Term 3. The Business Continuity Plan was reviewed by the Executive and Risk and Compliance Committee in November 2024 before being circulated to the Property and Buildings Committee for further review. This is in the final stages of approval. |

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| | Construction of Wingaru Building | This is an ongoing project that is expected to be completed in August of 2025. Significant progress has been registered throughout the entirety of 2024. |
| | Target 6: Development and launch of new Community Point program. | Completed in February 2024. |
| | Digitisation of all Employee hardcopy personnel files. Digital Transformation. ICT Security reviewed and modified. Systems Replacement. | This was completed in the first half of 2024. |

13.2 PRIORITIES IDENTIFIED IN 2024

| AREA | PRIORITIES IDENTIFIED IN 2024 FOR 2025 IMPLEMENTATION |
|---|---|
| FAITH FORMATION & IGNATIAN SPIRITUALITY | <ul style="list-style-type: none"> / Consolidation of the International Immersion Program / Widen the implementation of the Daily Spiritual Experience Scale (DSES) amongst the student body / Collaborate with Pastoral Care in the delivery of a combined reflection day focused on Consent and Sex Education / Expansion of the Ignatian Service Program via 'Service Plus' / Ongoing implementation of recommendations from Ethos and Identity Review |
| TEACHING & LEARNING | <ul style="list-style-type: none"> / Curriculum renewal in context of NESA requirements. DPT&L to complete the schedule as determined by NESA / To effectively integrate the Teaching & Learning Framework (TALF) into all classroom practices by educating staff on its principles and application, thereby enhancing the quality of teaching and fostering a consistent approach to student learning across the school. / To improve writing skills across all year levels by implementing Literacy Continuum, evidence-based practices, analysing NAPLAN results, and integrating data from the school's dashboard. / To enhance literacy outcomes across the school by cultivating a data-informed culture, empowering staff to utilise data effectively in their teaching practices. Develop a culture of continuous improvement through data-informed decision-making. Increase staff capacity to use data effectively to enhance student learning outcomes. / Utilise AI technologies to augment curriculum design and delivery. Selective use of AI technologies to be applied to designated subject domains at particular year levels |

| | |
|---|---|
| <p><i>CURA PERSONALIS</i></p> | <ul style="list-style-type: none"> / Streamline the child safeguarding reporting and audit / Modify learning tools to ensure a priority on student learning and wellbeing / Broaden and embed relationships with partner schools to enable respectful relationships. / Review and develop the Year 7-12 pastoral initiative program to reflect the wellbeing needs of the student body / Develop greater interface with incoming students and their families to employ a data informed approach to house and class allocation under the renewed 'best start initiative' / Enhanced leadership opportunities for Year 12 students that promote a culture of age-appropriate interactions and inclusion / Strategic response to co-curricular data in targeted areas at Senior and Regis Campuses |
| <p>COMMUNITY</p> | <ul style="list-style-type: none"> / Staff Formation, Wellbeing and Development / Implementation of a regional and metropolitan visitation program (roadshow), supported by a traditional and digital regional and metro marketing plan, engaging prospective families. The primary focus of the 2025 roadshows is to introduce the new Principal to our Boarding community. / Enhance our philanthropic identity and culture to actively support the advancement of educational environments and learning opportunities for marginalised communities. / Enhance the College's branding and visual presence by updating our identity assets based on insights from the preliminary review, while implementing best practice communication strategies to foster constructive and cohesive community engagement. |
| <p>RESOURCE, ENVIRONMENT & ADMINISTRATION</p> | <ul style="list-style-type: none"> / Induction and orientation of the new Principal to each domain of school life. Completion of the Principal Transition and Onboarding Framework (as presented to the College Board August 2024) / Successful completion and occupancy of the Wingaru Building, in accordance with the schedule of works and fit out / Finalisation of Risk Appetite Statement and enhancement of Risk Reporting / Completion of Sustainability Policy and Gender Diversity Guideline / Improve and streamline the policy management and quality assurance processes / Review and enhancement of induction and compliance training for staff, coaches, volunteers, and contractors. / Completion of Emergency Management Plan and testing of the Business Continuity Plan / Digital Transformation / ICT Security / Strategic Improvement Plan of Boarding Facilities |

14. Parent, Student & Teacher Satisfaction

As part of the College's continuous review and improvement process, annual parent and student satisfaction reviews are conducted covering the most key aspects of education. The anonymous surveys, conducted by MMG Education, provide views on such areas as meeting expectations, satisfaction, Religious Formation, academic performance, pastoral care, co-curricular, sport, key learning areas, teaching, boarding, communication, administration and leadership, facilities and resources. Scores of 80%+ indicate a "Very High" level of agreement or satisfaction.

14.1 PARENT SATISFACTION

| STATEMENT | YEAR 7 | YEAR 12 |
|--|--------|---------|
| Overall satisfaction with education at College | 86% | 88% |
| Agree that the College provides a 'safe and caring' environment | 90% | 96% |
| Overall satisfaction with the management and leadership of the College | 79% | 85% |

14.2 STUDENT SATISFACTION

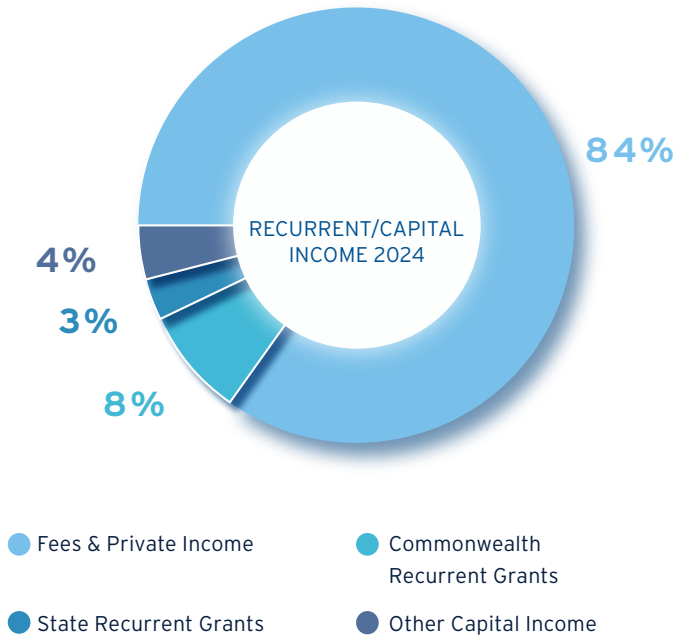
| STATEMENT | YEAR 7 | YEAR 12 |
|--|--------|---------|
| Overall satisfaction with education at College | 84% | 83% |
| Agree that the College provides a 'safe and caring' environment | 91% | 91% |
| Overall satisfaction with the management and leadership of the College | 78% | 72% |

14.3 TEACHER SATISFACTION

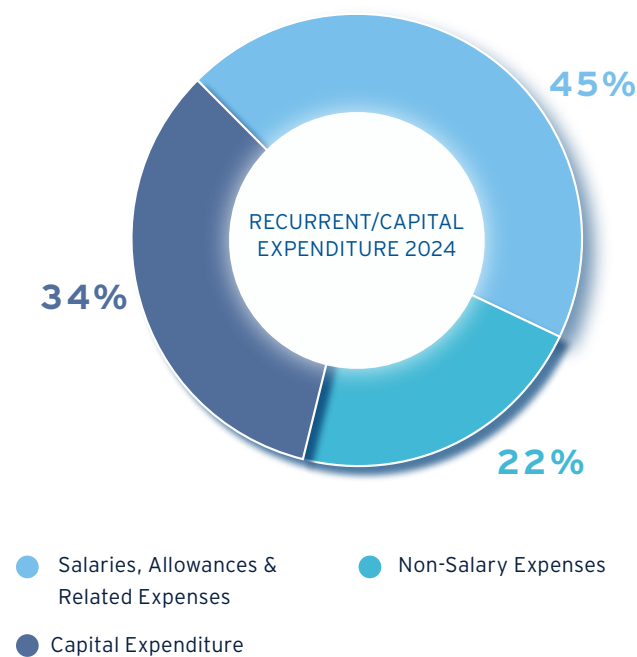
Overall, there is a high level of teacher satisfaction at the College. Academic staff continue to rank their commitment to the Mission of the College and the challenge of making a difference to the students as very high. An employee engagement survey will be conducted in 2025.

15. Summary Financial Information

15.1 COLLEGE INCOME



15.2 COLLEGE EXPENDITURE







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RIVERVIEW

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