SAINT IGNATIUS’ COLLEGE
SCHOOL PERFORMANCE REPORT 2014

Under the Schools Assistance Act, all schools are required to report School Performance Information annually to their communities. The following information relates to Saint Ignatius’ College, Adelaide, for 2014.

COLLEGE FEATURES

Saint Ignatius’ College is an independent, Catholic, co-educational school. The Junior School for Early Years and Reception to Year 6 students is located at Norwood. The Senior School, comprising Years 7 to 12, is located at Athelstone, approximately 15 minutes away from both the CBD and the Junior School.

In 2014, there were a total of 1,374 students, 828 at the Senior School and 546 at the Junior School. At the Senior School 55% were males and 45% females with 55% males and 45% females also at the Junior School. Currently there are no enrolments of students of Indigenous background and all students are enrolled as full-time.

The College is one of four Australian Jesuit Colleges which form part of the network of over 1,000 international Jesuit educational communities throughout the world which began with the visionary Saint Ignatius Loyola some 460 years ago. A Jesuit education is based on Christian Humanism and emphasizes the development of ‘the whole person’ – spirit, mind, heart, body, will. It embraces the intellectual and the affective, the spiritual and the physical dimensions of the human person, fostering the imagination and the ability to evaluate critically.

In traditional Jesuit terminology, our cura personalis approach involves our caring for and treating students as unique and gifted young people. The ideal for our Ignatian graduates is to become ‘young men and women of competence, conscience, compassion and commitment’ with a concern for excellence in all fields of endeavour.

Since education is a life-long process, it is our aim to instil in our students a desire to keep on learning and a delight in what is learnt which will remain with all of them beyond their College days. The formation of our young men and women is such that we hope that our world will be a better place for their presence in it.

During the course of 2014 work was completed on the College’s new Music and Drama Centre with the conclusion of the project occurring in August of 2014. This enabled temporary facilities to be removed.

The College hopes that our obvious commitment to our performing arts, as evidenced through this state-of-the-art facility will further encourage our students and their families to appreciate the Ignatian view of the world which states that

‘The glory of God is revealed in man and woman fully alive!’
STUDENT ATTENDANCE

At the Senior School the average student attendance was 95.1% and at the Junior School student attendance was 95.5% in 2014.

Overall attendance within each year level was as follows:

- Reception: 95.7%
- Year 1: 95.2%
- Year 2: 95.3%
- Year 3: 95.2%
- Year 4: 96.1%
- Year 5: 95.8%
- Year 6: 95.5%
- Year 7: 94.9%
- Year 8: 95.6%
- Year 9: 95.5%
- Year 10: 94.4%
- Year 11: 94.8%
- Year 12: 95.1%

The attendance roll is taken at the start of the day. Parents/guardians are expected to telephone the College before 9.30am on the day of the student’s absence. If parent/guardian contact has not been made and a student is listed as absent, reception staff contact the family to determine the student’s whereabouts.

Approved leave during the school term may be granted by the Head of Junior School or Head of Senior School following a written request from the parents/guardians of students.

At the Senior School, where a student has extended, unapproved, non-attendance, an interview is arranged with senior staff and the family to determine the best course of action.

In the Junior School, where a student has extended, unapproved, non-attendance, a letter highlighting absences is sent to parents and an interview is arranged to discuss the best course of action. In the case of a significant number of late arrivals contact is made by formal letter to parents and if no apparent improvement to punctuality is seen, an interview is arranged to discuss the best course of action.
STUDENT LEARNING OUTCOMES

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

The table below reports the mean scores for Saint Ignatius’ College and South Australia for each aspect of the NAPLAN testing:

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th></th>
<th>Year 5</th>
<th></th>
<th>Year 7</th>
<th></th>
<th>Year 9</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SIC</td>
<td>State</td>
<td>SIC</td>
<td>State</td>
<td>SIC</td>
<td>State</td>
<td>SIC</td>
<td>State</td>
</tr>
<tr>
<td>Reading</td>
<td>473.7</td>
<td>407.9</td>
<td>541.1</td>
<td>489.2</td>
<td>588.5</td>
<td>541.2</td>
<td>624.2</td>
<td>573</td>
</tr>
<tr>
<td>Writing</td>
<td>434</td>
<td>384.7</td>
<td>517.1</td>
<td>455.5</td>
<td>570.3</td>
<td>509.1</td>
<td>616.9</td>
<td>545.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>461.5</td>
<td>401.4</td>
<td>529.5</td>
<td>488</td>
<td>580.7</td>
<td>539.6</td>
<td>625.8</td>
<td>575.2</td>
</tr>
<tr>
<td>Grammar/ Punctuation</td>
<td>486.1</td>
<td>407.2</td>
<td>551.4</td>
<td>491.4</td>
<td>599.6</td>
<td>538.5</td>
<td>629.3</td>
<td>568.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>432.7</td>
<td>385.1</td>
<td>534</td>
<td>470.5</td>
<td>576.4</td>
<td>534.1</td>
<td>627.4</td>
<td>573.3</td>
</tr>
</tbody>
</table>

It is pleasing to report that once again in all aspects at all year levels Saint Ignatius’ students achieved above the state mean scores. In regarding to students meeting the National Minimum Standards the data represented in the tables below show that our students achieved reasonably well with the best results being achieved at Years 3 and 5. In both year levels all students met the National Minimum Standards in 4 of the 5 testing areas. In Year 3 one percent of the year group were below in Numeracy and for Year 5 it was the same for Reading. In Year 7 the National Minimum Standards were achieved by all students in Spelling and Grammar and Punctuation with one percent falling below the National Minimum Standards in Reading, Writing and Numeracy. At Year 9 the National Minimum Standards were met by all students in Reading and Numeracy but this was not the case in the other 3 testing areas with three percent of the cohort below the National Minimum Standards in Writing, two percent in Spelling and one percent in Grammar and Punctuation.

MEAN SCORES

Student achievement scores are calculated on the number of items the student answered correctly and the difficulty of those items. The mean score is the average of the student scores. As the Saint Ignatius’ cohort is of sufficient size, we do not expect it to be affected by a few high or low scores. However, mean scores obscure real differences, so an analysis should include an examination of the percentage of students achieving at each level.
A comparison between the 2011, 2012, 2013 and 2014 NAPLAN results is provided below for each year level. These tables basically represent the characteristics of each cohort, as indicated in the different mean scores.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Mean Score</th>
<th>Mean Scores as Proficiency Band</th>
<th>% of students who achieved the National Minimum Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>452</td>
<td>452</td>
<td>460.6</td>
</tr>
<tr>
<td>Writing</td>
<td>434</td>
<td>434</td>
<td>465.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>440</td>
<td>440</td>
<td>446</td>
</tr>
<tr>
<td>Grammar/ Punctuation</td>
<td>456</td>
<td>456</td>
<td>472.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>423</td>
<td>423</td>
<td>425</td>
</tr>
</tbody>
</table>

**National Minimum Standard Band 1**

At Year 3, based on the difference in mean scores from 2011 to 2014 there has been improvement in Reading, Spelling, Grammar and Punctuation. Numeracy is slightly up from previous years while Writing is down to 2011/12 level. Further analysis is necessary to determine if the changes are due to individual student differences or school programs.

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Mean Score</th>
<th>Mean Scores as Proficiency Band</th>
<th>% of students who achieved the National Minimum Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>544</td>
<td>543</td>
<td>558.6</td>
</tr>
<tr>
<td>Writing</td>
<td>536</td>
<td>509</td>
<td>504.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>513</td>
<td>526</td>
<td>515.9</td>
</tr>
<tr>
<td>Grammar/ Punctuation</td>
<td>542</td>
<td>529</td>
<td>547.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>521</td>
<td>517</td>
<td>521.5</td>
</tr>
</tbody>
</table>

**National Minimum Standard Band 3**

Year 5 results show a slight improvement in most areas from the previous year or two but not as strong as in 2011. The Reading score has dropped significantly from 2013. Most pleasing is the percentage of students reaching the National Minimum Standard with 100% reaching the standard in 4 of the 5 aspects.
Year 7

<table>
<thead>
<tr>
<th>Subject</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>% of students who achieved the National Minimum Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>586</td>
<td>583.9</td>
<td>578.9</td>
<td>588.5</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>100 99 100 99</td>
</tr>
<tr>
<td>Writing</td>
<td>619</td>
<td>557</td>
<td>560</td>
<td>570.3</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>100 98 100 99</td>
</tr>
<tr>
<td>Spelling</td>
<td>579</td>
<td>577.9</td>
<td>584.5</td>
<td>580.7</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>100 98 98 100</td>
</tr>
<tr>
<td>Grammar/ Punctuation</td>
<td>596</td>
<td>588.1</td>
<td>576.6</td>
<td>599.6</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>100 100 100 100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>598</td>
<td>585.3</td>
<td>578</td>
<td>576.4</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>100 99 100 99</td>
</tr>
</tbody>
</table>

National Minimum Standard Band 5

While the 2014 results at Year 7 are marginally down in 2 of the 5 aspects from the previous year’s results the Reading and Grammar results were the second highest of all previous testing (NAPLAN commenced in 2008), Writing and Spelling results were third highest of all previous, while numeracy was lowest result. Note, while the percentage of students performing below the benchmark is minimal, there is a number performing at the benchmark at Years 7 and 9.

Year 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>% of students who achieved the National Minimum Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>637</td>
<td>616.8</td>
<td>636.3</td>
<td>624.2</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>100 99 99 100</td>
</tr>
<tr>
<td>Writing</td>
<td>659</td>
<td>603.5</td>
<td>621.4</td>
<td>616.9</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>100 96 99 97</td>
</tr>
<tr>
<td>Spelling</td>
<td>639</td>
<td>619.2</td>
<td>626.2</td>
<td>625.8</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>100 98 99 98</td>
</tr>
<tr>
<td>Grammar/ Punctuation</td>
<td>637</td>
<td>620.8</td>
<td>648.3</td>
<td>629.3</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>100 100 99 99</td>
</tr>
<tr>
<td>Numeracy</td>
<td>642</td>
<td>625.5</td>
<td>658.3</td>
<td>627.4</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>100 100 99 100</td>
</tr>
</tbody>
</table>

National Minimum Standard Band 7

At Year 9, the 2014 group scored below the previous year in all of the 5 aspects of testing. One may be concerned with the 2014 Reading results which was the third lowest of all previous years, Writing, Numeracy and Grammar results being second lowest and Spelling fourth lowest of all cohorts at Year 9. However, this group has scored lowly at all previous testing. For example their score at Year 7 in 2012, they recorded lowest recorded mean score in Writing, second lowest in Reading and Numeracy and third lowest in Spelling. While their Year 5 mean scores were lowest of any year in Spelling, second lowest in Reading, Writing and Numeracy and third lowest in Spelling. Consequently, it could be concluded that this group is not as ‘strong’ as other years.
SECONDARY SCHOOL OUTCOMES

Our Year 12 2014 results have been reported via the January circular from the Head of Senior School, as well as on the College website and via a brochure available from the College Registrar.

To briefly summarize:

- All 144 Year 12 students gained their South Australian Certificate of Education.
- Nine students, 6.3% of our eligible cohort, achieved an ATAR of 99 or above, i.e., in the top 1% of the State. Forty six students (32.2%) achieved an ATAR of 95 or above, in the top 5% of the State. Sixty two students (43.4%) achieved an ATAR of 90 or above, in the top 10% of the State.
- Our students gained 45 A+ grades, including 27 Merits, 172 A’s and 176 A-’s – a total of 393 grades in the A band. This equates to a little over forty-eight percent of the total grades.
- Highest ATAR achieved was 99.9 (1 student).
- The average ATAR was 83.2 and the median score was 88.4.
- Twenty one students achieved 27 Merits in 15 subjects involving 16 teachers.
- One of our students of Italian was the recipient of the Co-ordinating Italian Committee Prize for being first in the state in the subject.
- Of the 135 students who received an offer at a tertiary institution, 91% received their first or second preference and 97% received their first, second or third preference. Four students gained entry into Medicine, eleven chose courses in Teaching, thirteen were accepted into Commerce, thirteen into various Health Science degrees, and sixteen students gained entry into Law courses.

Our students are provided opportunities to engage and complete competencies in a number of Vocational Education and Training (VET) courses both at the College and externally through our membership of Regional Eastern Adelaide Development Initiatives Inc.

During the course of the year, one student commenced her studies in Certificate III in Early Childhood Education and Care at Charles Campbell College and two students completed their studies in Certificate III in Children Services at Charles Campbell College (where one was signed up under a TGSS).
One student completed Certificate I in Building Construction through Building Links. Two students also completed a Certificate III in Sports and Recreation.

In addition there were seventy eight students enrolled in Certificate II Creative Media where seventy six completed the full certificate. This was delivered internally at the College.

Three students were enrolled in Certificate II in Aquaculture where two of these were from outside the College. This course is delivered internally. The two external students managed to complete the full certificate.

POST-SCHOOL DESTINATIONS
Of 144 graduates for 2014, 132 were offered a place at tertiary level. Ninety-five students (66%) received an offer for their first SATAC preference, a further twenty-four received their second preference (17%) and nine received their third preference (6%). Two students received their fourth preference (1.3%) and another two students (1.3%) were offered their fifth preference. Overall, nine students did not receive an offer at all, whilst three students did not submit a SATAC application (of these three, one joined the ADF, and one was aiming for SACE completion, not an ATAR).

Of the 132 students who were offered a place at tertiary level, the majority of the cohort (74 students, 51%) obtained a place at The University of Adelaide. Fifty-two students applied to The University of South Australia (36%) and seven students to Flinders University (5%). Two students accepted offers at TAFE. The range of courses offered was broad; Law was very popular, attracting 16 students (14 of whom are doing a double degrees) second in popularity was Health Science (13). Next was Education (12) followed by Commerce and Media (10). Also popular was Psychology (9) Engineering, Information Technology and Human Movement.

STAFF PROFILE
TEACHER STANDARDS AND QUALIFICATIONS
In 2014, at the Senior School, we had fifty-eight teachers with a minimum of a Degree and Diploma, eleven with Double Degrees, nine with Honours, thirteen with Masters and three with Doctorates.

At the Junior School, forty-two had a minimum of a Degree and Diploma, two with Double Degrees, one with Honours, nine with Masters and one with Doctorate.

All teaching staff had approved teaching status.

WORKFORCE COMPOSITION
Saint Ignatius’ College employs 200 permanent staff, 123 at the Senior School and 77 at the Junior School. At the Senior School, 41% are males and 59% are females, with 16% males and 84% females at the Junior School. At the Senior School, 26% of staff are employed on a part-time basis, with 46% at the Junior School being part-time.

Currently, our records indicate that there are no staff members of Indigenous background.
SCHOOL SATISFACTION

In 2014, as part of the College’s continuous review and improvement process, the Rector commissioned parent and student satisfaction reviews, covering most key aspects of education at Saint Ignatius College.

The feedback from these surveys greatly assisted the College with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

For the 2014 review, parents and students participated in the surveys and provided views on such areas as academic performance, pastoral care, co-curricular, sport, communications, reputation and facilities.

From the results, we have identified some areas where further improvement can be made and the College Council will be using this input for their future plans.

Parents

A selection of the parent top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their child:

- 95% of parents’ expectations were met or exceeded with the focus on student wellbeing
- 89% of parents’ expectations were met or exceeded with the quality of teaching
- 88% of parents’ expectations were met or exceeded with the well qualified, impressive staff
- 95% of parents’ expectations were met or exceeded with the academic standards
- 92% of parents’ expectations were met or exceeded with a balanced challenging education

2014 SIC Adelaide Yr 12 Parents - Expectations Met/Exceeded - Top 10 (n=104)
Students

A selection of the student top level findings are detailed below, ranked in order of the importance the students placed on reasons for choosing a school:

- 85% of students expectations were met or exceeded with the focus on student wellbeing
- 83% of students expectations were met or exceeded with the quality of teaching
- 83% of students expectations were met or exceeded with the well qualified, impressive staff
- 98% of students expectations were met or exceeded with the academic standards
- 81% of students expectations were met or exceeded with a balanced challenging education

Parents and students were asked to provide open responses to the most valued aspects of Saint Ignatius’ College. The most frequently nominated aspects are:

<table>
<thead>
<tr>
<th>2014 SIC Adelaide Year 12 Parents</th>
<th>2014 SIC Adelaide Year 12 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring community environment</td>
<td>Friendships made</td>
</tr>
<tr>
<td>Connections and friendships</td>
<td>The friendly, caring community</td>
</tr>
<tr>
<td>Friendly, caring staff</td>
<td>The staff - support, relationship, respect</td>
</tr>
<tr>
<td>Child’s friendships</td>
<td>Opportunities provided to me by the College</td>
</tr>
<tr>
<td>The College values</td>
<td>Pride in my achievements</td>
</tr>
</tbody>
</table>
Year 12 Parents Quotes on what they value about Saint Ignatius’ College:

‘Having met many nice families who have similar values to ours. The many friendships that we and our children have made’.

‘The school community and the parents have been great. My children have very strong bonds with other students and the team environment is a great one at the school. They are a credit to the school.

‘The school has a great community atmosphere and there is a lot of support for the school. The pastoral care for families experiencing difficulty is great and there is an atmosphere of care and concern for the students, amongst the staff. Cura personalis and developing students with conscience, competence and compassion are much valued beliefs which are strongly fostered throughout the school.

‘The strong sense of community and its pastoral care. At the end of the day, I know my children will graduate with great study habits (the school does not spoon feed their students and hence prepares them exceptionally well for university life) and a level of care and compassion towards others that you would not see elsewhere. I think they come away with an attitude that says “what can I do for my community”.

‘The relationships my child have developed with members of the college which hopefully will be lifetime relationships and an education that will helped them to live a life where they contribute to the common good’

‘The level of professionalism and teaching ability of the teachers the interest the college takes in each family the friendships the opportunities provided for our daughter both academic and sport/activities. The positive interactions between staff and students’.

Year 12 Students Quotes on what they value about Saint Ignatius’ College:

‘Friendship, relationships with teachers, spirituality’

‘I value all of the things that I have learned here, the friends that I have made, and the amities that I have developed with my teachers’.

‘I value the community and the relationships I have formed with students and the occasional teacher. I also value the safety of the environment in which to learn as well as the opportunities such as the Europe trip that are provided’.

‘I value the friendships I’ve made, the knowledge I have gained and the good morals and beliefs have been enforced to me’.
‘The loving community and friendships- sense of community within the music department- the central focus on God’s love- campus ministry (ie: Kairos)- Journeys of the Heart (Indian Immersion)’. 

‘The ability to leave the College as a wholly-educated person. I feel as if I have learned a lot about myself, a lot about others, and a lot about God. People often say most of the things you learn at school you don’t use in life - but most of what we learn at Ignatius is definitely relevant to our lives beyond school, and I will definitely draw on the experiences learned at Ignatius. My friends have been the most important aspect of my College life as well, as I have made many friendships that will definitely not end once I finish school’. 

‘I have a great sense of pride that stems from the morality I have formed as a result of attending SIC. I have also become a more spiritual and religious person, as well as formed many friendships with peers and staff’.

‘That the school has always been so great to me with my external co-curricular and has allowed me to have many great experiences because of this. They are always willing to help me with my workload because of my sport and have been very supportive of me’.

Parents who enrol via our Early Years are regularly consulted and their opinions sought regarding the Quality Improvement Plan for the Centre. Parent satisfaction levels are very high. The main area of challenge identified is being able to provide places for all applicants who seek them.

Our Junior School Out of School Hours Care service also regularly conducts parent surveys and seeks feedback in regard to each of the Quality Areas for that service. This is a major component of the regular audits of this service and informs many aspects of its program. Parent satisfaction is seen to be very high across all quality areas. An area of challenge is that some views have been expressed seeking an expansion of the service beyond the times already available.

Various working parties have been established by the College to allow staff members to contribute to the decision making processes and provide feedback to initiatives. Groups such as the Staff Appraisal Working Party the Consultative Committee, the Ignatian Ethos Committee continue to seek feedback from staff via participation and membership. These groups provide a conduit between staff members (both teaching and administration) and the College Executive.

Student attendance and retention rates reflects a high level of satisfaction and enjoyment attending the College. Although co-curricular activities are compulsory the high proportion of students who are involved in more than the basics requirements indicates a significant willingness to be involved in school based activities beyond the classroom.
SCHOOL INCOME

In 2014, income for the school’s educational program was derived from the following sources.

**Recurrent Income**

- Private Income: $16,610,590
- Sundry Income: $850,167
- Australian Govt. Recurrent Grants: $7,046,015
- State Govt Recurrent Grants: $1,825,851

**TOTAL RECURRENT INCOME** $26,332,623

**Capital Income**

- Private Income: $1,539,750
- Australian Govt. Capital Income: $0

**TOTAL CAPITAL INCOME** $1,539,750

SCHOOL IMPROVEMENT

**Self-Assessment Process**

During 2014, the College engaged in a self-assessment process that led to the development of a School Improvement Plan, based in the domains specified in the Continuous Improvement framework for Catholic Schools (CESA).

Specifically, the College focused on the following areas of the continuous improvement framework which were deemed to be rated as “developing”.

**High Quality Teaching and Learning**

In order to ensure the delivery of quality teaching and learning opportunities and in response to developments in the Australian Curriculum and the changes to calculations for ATARs in the SACE, there were a number of reviews of curriculum offerings at the Senior School. A review of the electives offered in Years 7 to 10 and the time allocation for those subjects was carried out. Alternative models for offering Stage 2 subjects to students at Stage 1 and the opportunity to compact some subjects (in particular Languages) resulted in some changes to timetable structures. There was also a review of some of the co-curricular offerings at the College, in particular rowing as well as the establishment of the Saint Ignatius Information Technology group (STIGIT) and the Leaders in Environmental Awareness and Protection Group (LEAP).

**Orderly and Safe Learning Environments**

A number of key pastoral and curriculum leaders have engaged in ongoing professional development in the area of positive psychology. While there are a number of similarities and parallels between the theory and practice of positive psychology and the Ignatian ethos, it was deemed important to further investigate how best practices from positive psychology could be incorporated in the pastoral and curriculum structures at the College.

**Effective Use of Data/Focused Vision and Goals**

The areas of “consultation and communication”
and “use of data” were reviewed in terms of communication strategies adopted by the College. After considerable planning a new website was launched to improve communication with parents as access to digital communication becomes increasingly prevalent. The developers of the new website have also developed an app for use on smart phones and other devices. Currently this is only available on Apple products, but after a trial period this will be rolled out to other platforms.

Feedback from parents and students has also been sourced through an exit survey commissioned by the school using an external provider. The quality of the data collected is very high and will provide useful immediate feedback as well as long term longitudinal data to inform future strategic planning. This data may be used, with other data sources, in reviewing the current strategic plan when developing a future strategic plan.

2014 School Improvement Plan

Catholic Identity
The College places a high value on its Catholic identity and Jesuit heritage. We are extremely fortunate to have a strong Jesuit presence in the College with three Jesuits actively engaged on staff at the Senior School. At the Senior School significant feast days are celebrated each term with whole school masses. These masses are augmented by voluntary mass, offered fortnightly. The College Chapel has morning mass two days a week which staff and students are able to attend. Prayer is practiced regularly including at the start of the day and before each lesson. A Jesuit reflective practice, the Examen, is said every Wednesday at midday. The Junior School is adjacent to Saint Ignatius Church at Norwood, where students regularly attend services including weekly liturgies, school masses and sacramental instruction.

From a structural point of view the College is headed by the College Rector, a Jesuit who has oversight of the entire College and its Jesuit identity. He is supported by a Director of Ignatian Identity and Ethos at both the Junior School and Senior School. The Junior School also has a Religious Education Coordinator. The Senior Campus has a Head of Department, supported by a Middle Years Curriculum Coordinator to develop and manage the Religious Education curriculum. There is also a Youth Minister who supports and engages students in liturgies, days of reflection and retreats. The College is committed to maintaining these support structures.
The College offers students the opportunity to engage in a number of community service activities across all year levels. A particular focus is given to community service in Years 9 to 11 where students are increasingly expected to engage in community service activities, culminating in Year 11 when students spend four school days working with groups representing and serving the marginalized in our community. These students are also expected to do another 15 hours (minimum) in their own time. There is a College Vice-Captain who has a focus on Social Justice as well as a number of interest groups at both campuses.

**Focused Vision and Goals**

The vision for Saint Ignatius’ College is strongly focused by the ethos of all Jesuit educational institutions, finding God in all things and developing men and women for others. The governance structure has a Council made up of community members who contribute particular talents, experience and enthusiasm. In particular, current members bring experience in education, finance, the law, business and ICT. There are also five Jesuit priests on Council. The council developed and launched the most recent Strategic Plan in 2010. As a working document it is used to give direction to how the College grows and develops. It is due for a major review in the second half of 2015. The College aims to provide a high quality education of an academic nature to a broad range of students. The profile of our graduates at graduation would be that they are open to growth, loving, religious, intellectually competent and committed to justice. At the centre of all strategic decisions are the students in our care.

Communication with the community takes on a number of forms including circulars, website, internal learning management systems, newsletters, quarterly magazine and a school annual. Increasingly digital technologies are being embraced with the use of SMS and some social media platforms. The College has also released an app to make access to the website more effective and efficient.

**Strong Leadership**

The College has invested heavily in developing a leadership structure that provides direction as well as support to all in the community. The College Executive, responsible to the College Council and responsible for the day to day running of the College comprises the Rector, Head of Senior School, Head of Junior School and Head of Business Operations. At each school, leadership teams comprising both curriculum and pastoral care staff develop plans to deliver high quality curriculum and care to students.
Professional development opportunities are provided to staff in leadership roles to ensure best practices are used at the College. All leaders in the College are expected to undergo training in Ignatian ethos including a number of workshops, seminars and retreats. These professional development opportunities are also available to all members of staff.

**High Expectations of All**
The Jesuit ethos of “finding God in all things” and “being men and women for others” reinforces the expectation that all members of the College community continually strive for excellence in all they do.

Education is seen as a shared responsibility between families and the College. This is discussed openly with families to ensure all in the community are working towards a common goal. This occurs at parent information evening, parent teacher interviews and welcome functions.

**High Quality Teaching and Learning**
The College offers a wide ranging curriculum. The Jesuit tradition of a Christian Humanism curriculum forms the basis of subject offerings, mindful of the need to offer engaging and relevant curriculum that will enable students to realise their potential and develop their own gifts and talents. At Year 12 over 35 subjects are offered including five languages, Creative Arts, Sciences, Technology, English, Mathematics, Commerce, Histories and Religious Education.

All teaching staff are encouraged and supported to attend professional development activities in their curriculum areas or general teaching practices. In the senior years, many teachers are engaged in assessment activities with the SACE Board.

Student engagement in learning can be identified in a number of ways. The very high attendance rate reflects the students’ willingness to engage in their education. This is also reflected in the extraordinarily high level of participation in a whole range of school activities outside the traditional learning space of the classroom. Many co-curricular activities are offered by the College which enable students to continue their learning in a range of settings including sports, Drama, Music, Debating, Public Speaking, Social Justice initiatives, Chess, Tournament of Minds and Future Problem Solving.

The College has a Professional Learning committee which oversees the learning needs of staff members. This can range from individual needs to whole school initiatives. Individual staff are encouraged and supported to attend professional development activities ranging from one day seminars and workshops to interstate and international conferences.

**Effective Use of Data**
At the Junior School written reports are sent to parents twice a year. These are supported with parent teacher interviews at the start year and as required. At the Senior School there are four written reports each year as well as parent teacher interviews.

At the Senior School, after each reporting cycle all grades for all students are reviewed by a panel to identify students at risk and those who are
demonstrating personal excellence and growth. This data, in conjunction with other sources of data such as NAPLAN, competition results or surveys (PISA, TIMMS, Cancer Council, etc) are used to monitor student progress and inform teaching program redevelopment.

**Orderly and Safe Learning Environments**

The pastoral care structures at the College have been developed to ensure all students have a significant adult at the College with whom they can develop a safe, professional relationship.

Members of the College pastoral care leadership teams have invested significant time investigating current research into positive psychology to determine how best to incorporate it into our environment.

At the Senior School Pastoral care structures start with Home Group Teachers who have immediate care for students in their class. These Home Group Teachers are supported by Year Level Directors and then Deans of Students for Middle Years and Senior Years. Year groups meet regularly to monitor the progress of students in their care. This is supported by regular meetings of all teachers of a particular year level to gain feedback from all teachers about the students. In the Junior School class teachers assume the primary role of care for students in their class. Teachers in each year level meet regularly to share information about both curriculum and pastoral matters. Both schools have counsellors available for students.

**Strong Home/School/Community Engagement**

Engagement with families is supported through the extensive co-curricular program and an active Parents and Friends Association.

**Progress towards achieving 2013 goals**

The College made significant progress towards achieving our 2013 goals.

A new leadership structure was established at the College at the end of that year, comprising the Rector, Head of Senior School, Head of Junior School and Head of Business Operations. New capital works were concluded at the Junior School and commenced at the Senior School during 2013.

The College’s Strategic Plan continued to provide the focus for these goals, although CESA’s Continuous Improvement Framework, released in 2014 will also underpin annual plans going forward.

During 2013 significant work was also commenced on staff formation and appraisal programs which continues at the College. Policies in a range of areas, including enrolment, information technology and curriculum extension were reviewed.

2013 marks the half way point in our current strategic plan and so discussion regarding the future planning for the College also commenced.