SAINT IGNATIUS’ COLLEGE
EDUCATING THE WHOLE PERSON

School Performance Report 2015
SAINT IGNATIUS’ COLLEGE
SCHOOL PERFORMANCE REPORT 2015

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 2015.

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 2015, there were a total of 1,369 students, 826 at the Senior School and 543 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.
STUDENT ATTENDANCE

At the Senior School the average student attendance was 95.7% and at the Junior School student attendance was 95.5% in 2015.

Overall attendance within each year level was as follows:

- Reception: 95.5%
- Year 1: 95.5%
- Year 2: 95.7%
- Year 3: 94.4%
- Year 4: 95.4%
- Year 5: 95.8%
- Year 6: 95.8%
- Year 7: 95.7%
- Year 8: 96.6%
- Year 9: 95.9%
- Year 10: 95.2%
- Year 11: 95.4%
- Year 12: 95.3%

The attendance roll is taken at the start of the day. Parents/guardians are expected to telephone/email 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 for more than three days may be granted by the Head of Senior School or Junior School following a written request from the parents/guardians of students.

Where a student has extended unapproved non-attendance, an interview is arranged with College 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>Year</th>
<th>SIC</th>
<th>State</th>
<th>SIC</th>
<th>State</th>
<th>SIC</th>
<th>State</th>
<th>SIC</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>480</td>
<td>416</td>
<td>551.3</td>
<td>487.9</td>
<td>579.7</td>
<td>541.1</td>
<td>623.1</td>
<td>574.2</td>
</tr>
<tr>
<td>Writing</td>
<td>433</td>
<td>398.9</td>
<td>521.3</td>
<td>463.4</td>
<td>560.7</td>
<td>509.3</td>
<td>606.6</td>
<td>540.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>431</td>
<td>401.8</td>
<td>523.3</td>
<td>489.6</td>
<td>575.3</td>
<td>540.8</td>
<td>624.2</td>
<td>574.9</td>
</tr>
<tr>
<td>Grammar/Punctuation</td>
<td>474.5</td>
<td>416.3</td>
<td>544.3</td>
<td>491.5</td>
<td>581.9</td>
<td>534.6</td>
<td>624.9</td>
<td>562.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>424</td>
<td>382.8</td>
<td>528.6</td>
<td>477.7</td>
<td>583.1</td>
<td>532.9</td>
<td>627</td>
<td>578.5</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 Year 5 where all students met the National Minimum Standards in all of the aspects of testing. At Year 3 all students achieved the benchmark in Reading, Writing and Spelling and Grammar and Punctuation with 99% reaching benchmark in Spelling and 97% reaching benchmark in Numeracy.

At Year 7 all students achieved the benchmark in Reading, one percent of the year group were below the benchmark in Numeracy and 3% were below the benchmark in Writing, Spelling and Grammar and Punctuation. In comparison to this cohort’s testing at Year 5 in 2013, the results show an improvement in the percentage of students reaching the benchmark in Numeracy and Writing.

At Year 9 the National Minimum Standards were met by all students in Numeracy but this was not the case in the other 3 testing areas with one percent of the cohort below the National Minimum Standards in Reading and two percent below the benchmark in Writing, Spelling and 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, 2014 and 2015 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 mean scores from previous years, the 2015 Reading result was an improvement, resulting in the highest mean Reading score since 2011. The 2015 Writing and Numeracy mean scores are consistent with previous years and while the Grammar and Punctuation result is below 2014 it is in the second highest mean since 20011. However, the mean score for Spelling is below previous years and will need to be monitored over future testing.

In regards to the number of students reaching the benchmark the results are similar across Writing and Grammar and Punctuation but there is an increase in the number of students not reaching the benchmark in Spelling and Numeracy, which was expected based on the knowledge of the cohort.

<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 that all students, across all aspects of the testing, achieved the benchmark and in regards to mean scores the 2015 results show an improvement across a number of aspects. The 2015 mean score for Writing was the highest since 2011 while the 2015 Reading and Numeracy means have only been surpassed once since 2011.
The 2015 results at Year 7 show that the Reading mean was the second lowest since 2011 but all students reached the benchmark. 99% of students achieved the benchmark in Numeracy and three percent of students did not reach the benchmark in Writing, Spelling and Grammar and Punctuation.

While the Spelling means score was the lowest since 2011 it was in line with results of previous testing at Year 5. Equally disappointing was the cohort’s result in Grammar and Punctuation, second lowest mean since 2011. The Writing and Numeracy results are mid-range in comparison to previous years.

At Year 9, At Year 9, the 2015 group scored below the previous year in all of the 5 aspects of testing. One may be concerned that the 2015 results across all aspects are the second lowest mean scores since 2011 but apart from Grammar and Punctuation, the results are a slight improvement on previous testing as Year 7 students in 2013. Consequently, it could be concluded that this group is not as ‘strong’ as other years.

Teachers at both the Junior and Senior Schools have used the data from this testing in conjunction with other student performance data to offer the required support and learning programs at the various year levels.
SECONDARY SCHOOL OUTCOMES

Our Year 12 2015 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 of the Year 12 students gained their South Australian Certificate of Education.
- Ten students, 8% of our eligible cohort, achieved an ATAR of 99 or above, i.e., in the top 1% of the State. Thirty-five students (27%) achieved an ATAR of 95 or above, in the top 5% of the State. Fifty-five students (43%) achieved an ATAR of 90 or above, in the top 10% of the State.
- Our students gained 49 A+ grades, including 32 Merits, 156 A’s and 173 A-’s – a total of 378 grades in the A band. This equates to a little over forty-six percent of the total grades.
- Highest ATAR achieved was 99.9 (1 student).
- The average ATAR was 83.6 and the median score was 86.9.
- Twenty one students achieved 29 Merits in 13 subjects involving 20 teachers. In addition, three students achieved a Merit studying a subject externally.
- One student was a recipient of a Governor of South Australia Commendation Award. The award not only recognises outstanding academic performance but also exemplary service to the wider community in one or more of the SACE Capabilities. The student was one of only twenty eight students in the state to receive this prestigious award.
- Of the 128 students who received a first round offer at a tertiary institution, 88% received their first or second preference and 96% received their first, second or third preference. Five students were accepted into teaching, six into Engineering courses, eight into various Business degrees, and a further twelve into Commerce, and thirteen 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 (READI) Inc.

A total of 9 students were enrolled in a Certificate II Aquaculture with 7 of these completing the full certificate. As part of our membership of READI, two students were enrolled, one from Heathfield High School and the other from Pembroke.

One student completed a full Certificate III in Early Childhood Education and Care and one completed a full Cert III in Health Administration at TAFE. One student also completed a part Cert III in Aged Care through Equals International.

One student completed a Cert II in Driver’s Competence and another student completed a full Cert III Information and Media Technology through AEI. Another student completed a full Cert II in Retail Makeup and Skincare through Media Makeup.

During the course of the year, 77 students studied a Cert II in Creative Media with 76
completing the full certificate. This was offered as part of the College’s curriculum.

A total of 92 students studied VET in 2015, with 13 of these being special needs.

**POST-SCHOOL DESTINATIONS**

Of 132 students who made an application through SATAC for 2016, 130 were offered a place at tertiary level. One hundred and nine students (84%) received an offer for their first SATAC preference, a further six received their second preference (5%) and eleven received their third preference (8%). Three students received an offer on their fourth preference (2%) and one for their sixth preference. Overall, two students did not receive an offer at all.

Of the 130 students who were offered a place at tertiary level, again the majority of the cohort (60 students, 46%) obtained a place at The University of Adelaide. Fifty students (38%) applied to The University of South Australia. Flinders University rose in popularity from 5 students in 2015 to twelve students (9%). Interestingly, one student accepted an offer as an external student at Charles Darwin University, four students accepted offers at TAFE in the areas of commercial cooking, nursing, finance and surveying. The range of courses that students applied to was broad; Law was very popular, attracting 16 students (14 of whom are doing a double degrees) second in popularity was Commerce (14), Media (7) and Architectural Studies (5). Also popular was a variety of careers in the Allied Health area; with Physiotherapy (4), Paramedic Science (2), Occupational Therapy, Nutrition, Medical Radiation and Podiatry also featuring. In keeping with national trends, only 5% of our graduates entered a course which will lead to a STEM career.

**STAFF PROFILE**

**TEACHER STANDARDS AND QUALIFICATIONS**

In 2015, at the Senior School, we had sixty-one teachers with a minimum of a Degree and Diploma, twelve with Double Degrees, nine with Honours, thirteen with Masters and three with Doctorates.

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

All teaching staff had approved teaching status.

**WORKFORCE COMPOSITION**

Saint Ignatius’ College employs 199 permanent staff, 123 at the Senior School and 76 at the Junior School. At the Senior School, 41% are males and 58% 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 45% 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. These reviews continued in 2015.

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.

The 2015 review allowed parents and students who participated in the surveys to provide 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:

- 93% of parents’ expectations were met or exceeded in relation to the focus on student wellbeing
- 90% of parents’ expectations were met or exceeded in relation to quality of teaching
- 98% of parents’ expectations were met or exceeded in relation to academic standards
- 96% of parents’ expectations were met or exceeded in relation to balanced challenging education
- 88% of parents’ expectations were met or exceeded in relation to well qualified, impressive staff
Students
A selection of the student top level findings are detailed below:
• 85% of students expectations were met or exceeded in relation to quality of teaching
• 97% of students expectations were met or exceeded in relation to academic standards
• 83% of students expectations were met or exceeded in relation to focus on student wellbeing
• 81% of students expectations were met or exceeded in relation to well qualified, impressive staff
• 80% of students expectations were met or exceeded in relation to good education at reasonable expense

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>2015 SIC Adelaide Year 12 Parents</th>
<th>2015 SIC Adelaide Year 12 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of strong belonging to an inclusive, supportive community</td>
<td>Long lasting friendships with other students</td>
</tr>
<tr>
<td>Student’s development of a strong sense of social justice</td>
<td>Friendships with teachers</td>
</tr>
<tr>
<td>Effective inculation of the College’s values and ethos</td>
<td>The sense of belonging to an inclusive and supportive community</td>
</tr>
<tr>
<td>Observing students’ development into fine young men &amp; women</td>
<td>Opportunities to grow as young men and women in all aspects of life</td>
</tr>
<tr>
<td>Excellent, passionate teachers</td>
<td>Being provided with opportunities to do as well as one can</td>
</tr>
</tbody>
</table>
Year 12 Parents Quotes on what they value about Saint Ignatius’ College:

The school has been the best thing for my son. He has grown as a person, gained confidence in himself and excelled academically. He has really found himself at the school. He is accepted for who he is. I can’t thank the school enough for what it has done to our son. I am sad that he is at the end of his time at the school. All the teachers have been wonderful and Father Davoren is a caring wonderful man. He makes the school what it is. The school will always have a special place in my heart as it will my son. Thank you

The sense of being part of great community and hopefully, the network of friends and people my son will encounter in the future will be of benefit to him.

That my daughter has been happy and has made strong friendship bonds, That she has a sense of social justice and what is right and wrong. That she is aware of the needs of others and treats people fairly and kindly. That she is non-judgemental Friendships made with other families. Involvement in co-curricular especially the rowing programme

That our children are attending a solid, well founded, non-elitist college that instils the right values of justice and compassion.

The fact that the school and students are very welcoming to newcomers. The fact that the teachers at the school are genuinely concerned for the welfare of the students while they are at the school and afterwards. The accessibility of staff when one wants to discuss a matter.

The love and dedication my children have for their College. The platform provided for my eldest child to move into the next chapter of his life, to support his sense of who he is and what he can achieve is strong & unwavering.

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

The most valuable aspect of College life within the past three year would certainly be the bonds created between my peers and teacher, as well as the memories shared with them through various College events. In my previous school, the majority of my friendships were unauthentic and the teachers were not caring of their students. However, by being immersed in a Jesuit education and environment, I can confidently say that I will be able to treasure these bonds with my peers in the future. Nevertheless, I can definitely say that being a part of this Catholic community has made me feel more confident in both expressing my spirituality towards others and fulfilling and developing my talents to the best of my ability.

I value the real friendships I have made with students as well as some teachers. I also value my religion and faith which I believe has been formed through the College.

The sense of community evident in all College activities. I enjoy coming to school every day and think that it is a very good atmosphere to succeed in year 12. I value the opportunities given to me by the college academically, in sport and also through spiritual activities such as Journeys of the Heart which have been very
important for my personal growth. I think some of the teachers at the college are as good as a student could hope in terms of enthusiasm and knowledge.

I value the qualities, experiences and some of the inspirational staff members that I have encountered during my time at the College. The College has pushed me academically to achieve the highest grades that I am capable of and this is what I will value the most.

The values and morals that I have developed, that are unique and special to the College. The desire that has been established in me to do good and leave a positive mark on the world is very important to me and makes me proud to be an Ignatian graduate. The sense of community felt by everyone associated with the College is irreplaceable and has instilled good social values in 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.

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**SCHOOL INCOME**

In 2015, income for the school’s educational program was derived from the following sources.

**Recurrent Income**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Income</td>
<td>$17,393,135</td>
</tr>
<tr>
<td>Sundry Income</td>
<td>$1,234,467</td>
</tr>
<tr>
<td>Australian Govt. Recurrent Grants</td>
<td>$7,050,888</td>
</tr>
<tr>
<td>State Govt Recurrent Grants</td>
<td>$1,960,026</td>
</tr>
<tr>
<td><strong>TOTAL RECURRENT INCOME</strong></td>
<td><strong>$27,638,516</strong></td>
</tr>
</tbody>
</table>

**Capital Income**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Income</td>
<td>$1,466,105</td>
</tr>
<tr>
<td>Australian Govt. Capital Income</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL CAPITAL INCOME</strong></td>
<td><strong>$1,466,105</strong></td>
</tr>
</tbody>
</table>
SCHOOL IMPROVEMENT

Self-Assessment Process
During 2015, the College continued to undertake a self-assessment process that further developed the School Improvement Plan, based in the domains specified in the Continuous Improvement framework for Catholic School (CESA).

The College focused on the following areas of the continuous improvement framework.

High Quality Teaching and Learning
In order to ensure the delivery of quality teaching and learning opportunities 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 (that is, offer a three year course in two) resulted in some changes to timetable structures. The number of subjects offered in the senior years was also reviewed.

Orderly and Safe Learning Environments
A number of key pastoral and curriculum leaders continued 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. Research into best practice with regards to learning environments, both internal and external was carried out by a number of interested parties. This resulted into some changes to classroom configuration and furniture as well as the construction of some outdoor learning places utilizing the creek environment running through the school grounds.

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. Significant development of the school’s internal learning management system has occurred with the aim of improving communication and services to students and families. Development of the student and parent portal to parts of the College network to allow secure delivery of information such as student reports, database information and accounts has been undertaken with the aim of a staged rollout of services over the next two years.

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.

2015 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 four 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 (prepared by a class on a rotation basis), 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 School has a Faulty Director supported by two Curriculum Coordinators, one for Middle Years and one for Senior Years 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 Strategic Plan is currently undergoing review and when released will be used to give direction to how the College grows and develops. 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.

**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. VET options are becoming increasingly popular, both as standalone options and also embedded within subjects.

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 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 2014 goals

During 2015 the College made significant progress towards achieving the goals set in 2014. The recently developed College leadership structure was acknowledged as a very effective and efficient way of managing the College.

Following this restructure, the Junior School management was reviewed and streamlined such that the new model has the Head of Junior School supported by one Deputy Head, who in turn has a Junior Primary Coordinator and Primary Coordinator reporting to him.

As part of ongoing review and reflection, the management of curriculum in the Senior School was also reviewed during 2015. The previous model of Deputy Head – Curriculum supported by an Assistant Deputy Head and two Prefects of Studies managing a large group of Department Heads was seen as having some inefficiencies due to the large number of people involved in the decision making process. The Heads of Department group was restructured to have seven Faculty Directors who reported directly to the Deputy Head – Curriculum. This resulted in the main decision making group responsible for curriculum decreasing in size from over twenty people to a group of eleven. Each Faculty Director has responsibility of two curriculum areas (such as Commerce and Mathematics or Science and Technology). They are supported by a number of Curriculum Coordinators. The Faculty Directors main responsibilities include administration and big picture thinking of curriculum trends whereas the Curriculum Coordinators’ main responsibility is developing innovative and engaging curriculum programs with teachers.

During 2015 significant time was spent planning a new student and staff services building to better provide services to students, parents and staff. Approval has been granted to name the building the Caroline Chisholm Building which is a highly appropriate name given the role of service that Caroline Chisholm performed and also recognizes that our Year 11 Community Service program is named the Caroline Chisholm Program. One of the aims of the new building is to bring together, in one location, the services most readily accessed by students and parents in particular as well as update services for staff members. Previously, many of these services were spread across the whole campus. These services include access to the school counsellor, careers counsellor, infirmary, curriculum and pastoral leaders, two new reception areas, the Finance Department and Development Office as well as a new staff room. There is also one floor of teaching space which has been designed to corporate a range of flexible learning areas. Approval for the new building was received in 2015 and the site prepared at the end of 2015 ready for the construction phase in 2016 with the proposed completion date being December 2016.