



**Saint Ignatius' College**  
RIVERVIEW

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# **2023 Annual Report**

EDUCATIONAL AND FINANCIAL REPORTING

# EDUCATIONAL AND FINANCIAL REPORTING

## POLICY

Saint Ignatius' College Riverview has procedures in place to maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and the Australian Government Department of Education. This reporting includes participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the College and requirements related to the provision of data to the Minister that is relevant to the Minister's annual report to Parliament on the effectiveness of schooling in the state or data that may be requested by the Minister from time to time.

## PROCEDURES

### *Annual Report*

Procedures for implementing the policy include:

- / Identification of the position title(s) of the staff member(s) responsible for coordinating the final preparation and distribution of the annual report to the NSW Education Standards Australia (NESA) and other stakeholders as required;
  - / For each reporting THEME, identification of the position title(s) of the staff member(s) responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report;
  - / Determination of the specific content to be included in each section of the report and revision of this each year to ensure ongoing compliance, relevance and usefulness;
- Preparation of the report in an appropriate form to send to NESA through RANGS Online;
- / Setting the annual schedule for:
    - delivery of information for each reporting THEME to the person(s) coordinating the report.
    - preparation and publication of the report.
    - providing the report in electronic form to NESA on RANGS Online by 30 June each year.
    - public disclosure of the report within six months of the end of a year by making it available on the College website and available on request by a person who is responsible for a student, but is unable to access the internet.

### *Requests for additional data*

From time to time the Australian Government, through the Minister for Education and Training, and the NSW Government, through the Minister for Education, may request additional information. To ensure that such requests are dealt with appropriately, the Office of the Principal will identify the position title(s) of the staff member(s)/person(s) responsible for the collection of the relevant data/information, coordinating the College's response, and for ensuring provision of data/information requested by Minister(s) through the specified authority in an online or appropriate electronic format by the due date.

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# THEME 1

## Messages From Key School Bodies

### 1.1 THE COLLEGE BOARD

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 that has informed the school's educational programme since its foundation in 1880.

The Directors of Saint Ignatius' College Riverview Limited for 2022 were as follows:

/ Mr Greg Mackay (Chair)	/ Mrs Geraldine Magarey
/ Ms Michelene Collopy	/ Dr Elisabeth Murphy
/ Br Ian Cribb SJ	/ Mrs Rosalie Nott
/ Mr Harvey Gaynor	/ Mr Richard Pegum
/ Mr David Hurford	/ Mrs Diona Rae
/ Mr Tim Jarvis	/ Ms Miriam Stiel

The major activities of the Board for 2023 are listed as follows:

- / Approval of the nominations to appoint two new members to the Boarding Committee.
- / Approval that all new committee members of the College complete a Conflict of Interest Declaration before they are formally appointed.
- / Approval for the Board meeting on 17 May be a short online meeting to cover any approvals and in focus items. The Board approved to cover the essentials at the Board Strategy Day on 19 May.
- / Approval for the Riverview vs Joeys Game be played at Leichhardt Oval on 3 June 2023.
- / Approval for an extra intake for Year 5 2025.
- / Approval of the Audited Financial Statements of Saint Ignatius' College Riverview Limited for the year ended 31 December 2022.
- / Endorsement of the audited Financial Statements of Mirrabrook Early Learning Centre Limited and the Riverview College Foundation for the year ended 31 December 2022.
- / Approval of the revised Education Committee Charter
- / Recommendation that a Director be reappointed to the Saint Ignatius' College Riverview Limited Board for a further term to conclude on 31 December 2025.
- / Approval of the 2022 Board Annual Report.
- / Endorsement that the Chair of the Investment Sub-Committee be made Director of the Riverview College Foundation.
- / Approval to not proceed with the Year 9 Residential Program, however, to continue with the Year 5 Billycart and Year 6 Social Justice Programs with Pymble Ladies College.
- / Approval for the appointment of a new member to the Boarding Committee.
- / Approval for two senior staff to be added as additional bank signatories for Saint Ignatius' College Riverview Limited.
- / Recommendation to JEA that a current Director be extended to the end of the Year.

- / Approval for the College to increase the school fees to 8.5% for 2024 and to increase staff salaries for 2024 by 8% in line with industry standards.
- / Approval for the Caring for our Common Home Strategy Plan.
- / Approval for Juniper (MIST) be awarded the contract to replace the wireless system and infrastructure at the College for Stage 1 and for the approved estimated cost for all 3 Stages.
- / Approval for ATCO be awarded the Principal Contract for the Ag Precinct Modular Buildings.
- / Approval of the 2023 School Goals.
- / That the 2024 College Operating Budget and the 2024 Capital Expenditure Budget and Program be adopted, and that these budgets, as adopted, be recommended to Jesuit Education Australia for approval.
- / Approval for the College to go ahead with tender to select the architects for the First Field Concept Proposal.
- / Recommendation that the Principal Application Booklet be sent to JEA and the Province for approval.
- / Recommendation that two new Directors be appointed to the Saint Ignatius' College Riverview Limited Board for a term commencing on 27 October 2023 and concluding on 31 December 2026.
- / Approval of the 2024 School Goals.
- / Approval of the 2024 Mirrabrook Budget
- / Approval of a 12 month extension to the existing Cleaning Contract with BRASV Group.
- / Approval of a 12 month extension to the Grounds Contract for 2024 with a College option to extend for a further 12 months for 2025.
- / Approval of the amendments to the Debtors Committee Charter.
- / Approval of the amendments to the Long Service Leave Policy
- / Recommendation that a current Director be extended to 31 December 2024.
- / Recommendation that a new Director be appointed to the Saint Ignatius' College Riverview Limited Board for a term commencing on 1 January 2024 and concluding on 31 December 2026.
- / Approval for a Director to be appointed as Chair of the Boarding Committee as from 1 January 2024.
- / Approval for an Executive member to be appointed to the Finance Committee
- / Through various sub-committees of the Board, oversight of developments in Teaching and Learning, Pastoral Care, Information Technology, Risk Management and Advancement.
- / Oversight of professional standards issues as they relate to historical episodes of child abuse and current child protection measures.
- / The Board were presented to at their 2023 meetings on the following matters:
  - 2022 HSC Results
  - Advancement Presentation
  - Ag Program Presentation
  - Immersion Update
  - Meet and greet the new Chief People Officer
  - ICT Presentation
  - Communications Audit Presentation
  - ABSA Review of Boarding
  - Outgoing 2022/2023 Student Leaders

- Incoming 2023/2024 Student Leaders
- Communication Audit: Key Recommendations Presentation
- Learning Support Presentation
- Ethos and Identity Review
- Safeguarding Oversight, Governance and Operations
- Strategic Risk Register

Saint Ignatius' College Riverview is fortunate to have the commitment, expertise and insight of Directors who work to ensure that the College will continue to forge its place as one of the premier schools in the nation. Sincere thanks are extended to the Directors for their time, wisdom and commitment to the affairs of the College.



Mr Greg Mackay  
**Chair**



Dr Paul Hine  
**Principal**

## 1.2 THE 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 Inter Schools Forum.

The SLG is comprised of the 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 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 2023 have exceeded the minimum hourly requirement for Ignatian Service.

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 2023, the SLG raised funds through the frequency of these events.

Throughout 2023, student representatives continued to demonstrate servant leadership, initiative and teamwork, while having developed a greater understanding of the role of service.

**Mr Patrick Lowe**  
*Deputy Principal Students*



# THEME 2

## Contextual Information and Characteristics of the Student Body

### 2.1 COLLEGE STATEMENT

Please refer to the *MySchool* website: <http://www.myschool.edu.au>

### 2.2 THE CO-CURRICULUM REPORT

In 2023 Co-curriculum provided many opportunities for Riverview students to extend themselves outside of the classroom and continues to be a significant contributor to the holistic education that is delivered. Co-Curriculum is significant for enriching students on an emotional, cognitive, physical, and social level. This can often be seen in the hidden curriculum (unwritten, unofficial, and often unintended but beneficial lessons, values, and perspectives that students learn).

Co-curricular activities during the 2023 year were not disrupted by the rain of the previous year, in fact the winter season prevailed in near perfect conditions week to week. After a few years of planning and consultation, the First Field upgrade project commenced in October 2023, which plans to deliver a renewed Fourth Field; the field will have an extensive sand base and drainage which will allow games to be played in a safer environment after rainfall, it will also have a new irrigation system which will allow watering in a more targeted manner.

Students continued to participate in large numbers across the wide offering of sports. In summer, most boys participated in Basketball, Cricket and Rowing which have been offered at the school for many decades. A surge in success in recent years in Rowing has increased interest amongst students for this summer sport. In the winter, the three main codes of Rugby, Football and AFL continued to show the students love of 'football' codes. For those students who did not fit this mould, a large variety of sports catered for their interests with very little variation in numbers from the last 5 years.

TABLE 1. SPORTS PARTICIPATION TABLES

SUMMER SPORT		WINTER SPORT	
Basketball	620	Australian Rules Football	152
Cricket	220	Cross Country Running	18
Fencing	15	Fencing	15
Golf	20	Football	625
Martial Arts	18	Martial Arts	15
Mountain Bike Cycling	40	Rugby	770
Rowing	195	Volleyball	68
Sailing	60		
Summer athletics	30		
Swimming	90		
Table Tennis	10		
		Exempt (Elite, Injury, Year 12)	55

All Riverview teaching staff are involved in Co-curriculum in some form through the staff points system, on top of which many external coaches work across over 20 sports and other non-sporting activities. In the last few years, as the number non-teaching staff numbers rise across the sporting programs offered at the College, we continue to commit to coaching education across our sporting landscape mostly run by our expert team of sport program coordinators. After the review of co-curricular points system, in 2023 teaching staff reduced their load to a 6-point system. A typical staff member can coach a single sport team in summer or winter and fulfil their requirements under the system. Staff wanting higher level teams or bigger commitments are now remunerated on a scale that acknowledges the hours they commit to Co-curriculum.

## SUMMER

During the summer, teams who participated in competitions were again highly successful:

- / **ROWING:** The AAGPS Head of the River returned to SIRC Penrith and Riverview enjoyed its most successful Regatta in the College's history, winning 1<sup>st</sup> VIII, 2<sup>nd</sup> VIII, 1<sup>st</sup> IV, 3<sup>rd</sup> IV and 4<sup>th</sup> IV (the 2<sup>nd</sup> IV finished second by 0.7 second). The 1<sup>st</sup> VIII then travelled to Perth and won the Schoolboy VIII national championship for the first time in college history.
- / **GOLF:** The 1<sup>st</sup> won the Interschools' Competition

## WINTER

During the winter, teams who participated in competitions were again highly successful:

- / **AFL:** The 1<sup>st</sup> XVIII AFL team reached the Grand final of the Independent Schools' competition going down to Newington College, whilst the 2<sup>nd</sup> XVIII won the competition.
- / **RUGBY:** The College played the annual Riverview v St Joseph's Rugby game off campus at Leichhardt Oval for the second time. It was a free ticketed event and approximately 12,000 supporters turned up for five games. The 1<sup>st</sup> XV finished second in the GPS Competition to The Kings School.

## INDIVIDUAL HONOURS

At the Valette Assembly in June, four senior students were awarded College Blues for outstanding performance at Australian individual or team level. The breadth of talent was significant due to the range of sports involved, these being Gymnastics, Hockey, Rowing and Snowsports.

## PERFORMING ARTS

Performing Arts continued to reignite in 2023. Year based plays and Theatresports continue to be highly popular amongst our students and our students competed with much success in Theatresports. At the end of Term Two the Senior School Musical "School of Rock" played over four nights of large audiences and a culmination of 6 months of preparation and dedication for students across a wide spectrum of the College.

## DEBATING AND PUBLIC SPEAKING

Debating and Public Speaking have been traditionally very successful in the College. In 2023, we entered students across ISDA, FED and SDC competitions in Terms One and Two and GPS, SDN and SDC competitions in Terms Three and Four. The ISDA Senior B Team were successful in winning this prestigious competition.

## **TOURS**

Interstate sporting tours continued in 2023. Senior Basketball and Volleyball both attended National Championships tournaments in Queensland with varying success. Jesuit carnivals in Football were held in Adelaide and Basketball in Melbourne. The planning for the return of Riverview to the sporting international stage has commenced and it is planned that in 2024 Football and Basketball will tour Europe and USA respectively

2023 will be looked back in the history books as a year where Riverview performed outstandingly in a range of co-curricular activities and the clouds of the COVID-19 pandemic are a distant memory.

**Mr Andrew Szabo**  
*Head of Co Curriculum*

# THEME 3

## Student Outcomes in Standardised National Literacy and Numeracy Testing

Please refer to the *MySchool* Website: <https://www.myschool.edu.au/school/43668>

**Mr Russell Newman**  
*Deputy Principal Teaching & Learning*

# THEME 4

## Senior Secondary Outcomes

### 4.1 RECORD OF SCHOOL ACHIEVEMENT

In 2023, no students required the issuance of a Record of School Achievement.

### 4.2 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 2023, two Year 12 students accessed TVET courses external to the College in Automotive and Construction, with both students attaining a Certificate II in addition to their HSC qualification. Also, in 2023, eight students opted out of the ATAR pathway by selecting a pattern of study which did not qualify for an ATAR result.

### 4.3 THE HIGHER SCHOOL CERTIFICATE 2023

In 2023, 342 students completed examinations for the Higher School Certificate. 233 of these were Year 12 students in addition to 109 Year 11 students who accelerated in one or more of the following courses: Engineering Studies, Mathematics Advanced and Studies of Religion 1 Unit.

### DISTINGUISHED ACHIEVERS

The 2023 students gained a total of 299 Band 6 and Band E4 results.

TABLE 1. HSC E4 AND BAND 6 RESULTS

Measure	2023	2022	2021	2020	2019	2018
Rank	69	47	64	44	58	61
Band 6s	299	360	324	403	346	313
Entries	1379	1337	1449	1453	1359	1421
Band 6 Rate	21.7%	26.9%	22.4%	27.7%	25.5%	22.0%

## PREMIER'S ALL-ROUNDER AWARDS

Six students were recognised as All-Rounders (with ten or more units in Band 6, or a mark over 90%).

## TOP ACHIEVERS

Riverview students earned high placings across the state in three courses. Riverview students achieved:

- / 1<sup>st</sup> place in NSW in Mathematics Standard 2
- / 6<sup>th</sup> place in NSW in Engineering Studies (accelerating student)
- / 19<sup>th</sup> place in NSW in Mathematics Standard 2

## ATAR STATISTICS

One student achieved the highest ATAR of 99.70 for Riverview in 2023. In addition, four students achieved an ATAR above 99 and 73 students achieved an ATAR of 90 and above.

## PERCENTAGES OF STUDENTS ACHIEVING BANDS 5 & 6 (E3 &4)

**In the following courses, 100% of students achieved a Band 5 or 6:**

Chinese Continuers, Chinese Extension, English Extension 1, History Extension, Italian Continuers, Italian Extension, Latin Extension, Music 1, Music 2 and Music Extension 1.

**In the following five courses, students achieved 10% or more above the NSW state mean:**

Aboriginal Studies, Agriculture, Economics, Industrial Technology and Mathematics Standard 2.

**TABLE 2. PERCENTAGES OF STUDENTS ACHIEVING BANDS 5&6 (E3&E4)**

Course name	No. of Students	Riverview % Band 6 or E4	Riverview % Band 5 or E3	Riverview % Bands 5 & 6 E3 & E4
Aboriginal Studies	8 (+)	25.00 (+)	50.00 (+)	75.00 (+)
Agriculture	25 (+)	16.00 (-)	52.00(+)	68.00 (+)
Ancient History	6 (-)	0.00 (-)	0.00 (-)	0.00 (-)
Biology	47 (+)	17.02 (+)	36.17 (+)	53.19 (+)
Business Studies	104 (=)	32.69 (-)	35.57 (-)	68.26 (-)
Chemistry	41 (+)	9.75 (+)	34.14 (+)	43.89 (+)
Chinese Continuers	10 (+)	60.00 (+)	40.00 (+)	100 (+)
Chinese Extension	4 (+)	50.00 (-)	50.00 (+)	100 (=)
Design & Technology	14 (+)	35.71 (+)	42.85 (-)	78.56 (+)
Drama	19 (-)	36.84 (-)	57.89 (+)	94.73 (-)
Economics	35 (-)	37.14 (+)	51.42 (+)	88.56 (+)
Engineering Studies	27 (-)	33.33 (-)	33.33 (+)	66.66 (-)
English Advanced	154 (-)	15.58 (-)	66.88 (+)	82.46 (-)
English Standard	75 (+)	4.00 (-)	14.66 (-)	18.66 (-)
English Extension 1	17 (+)	58.82 (-)	41.18 (+)	100 (=)
English Extension 2	5 (+)	20.00 (-)	40.00 (-)	60.00 (-)
Geography	34 (-)	5.88 (+)	50.00 (-)	55.88 (-)
History Extension	2 (-)	50.00 (+)	50.00 (-)	100 (+)
Industrial Technology	26 (+)	30.76 (+)	23.07 (-)	53.83 (-)
Information Processes & Technology	12 (+)	8.33 (-)	33.33 (-)	41.66 (-)
Italian Continuers	3 (+)	0.00 (=)	100 (=)	100 (=)
Italian Extension	2 (+)	50.00 (+)	50.00 (-)	100 (=)
Latin Continuers	2 (-)	0.00 (-)	50.00 (+)	50.00 (+)
Latin Extension	2 (-)	50.00 (-)	50.00 (+)	100 (+)
Legal Studies	29 (+)	31.03 (+)	44.82 (-)	75.85 (-)
Mathematics 2 Unit	123 (-)	33.33 (-)	38.21 (+)	71.54 (-)
Mathematics Standard 1 (Exam)	12 (+)	8.33 (+)	16.66 (-)	24.99 (-)
Mathematics Standard 2	93 (+)	26.88 (+)	40.86 (-)	67.74 (-)

Mathematics Extension 1	61 (-)	36.06 (-)	40.98 (-)	77.04 (-)
Mathematics Extension 2	28 (-)	46.42 (+)	53.58 (-)	100 (=)
Modern History	40 (-)	15.00 (-)	47.50 (+)	62.50 (+)
Music 1	6 (=)	50.00 (-)	50.00 (+)	100 (+)
Music 2	2 (-)	0.00 (=)	100 (=)	100 (=)
Music Extension 1 Unit	1 (=)	100 (=)	0.00 (=)	100 (=)
PDHPE	57 (+)	14.03 (-)	40.35 (-)	54.38 (-)
Physics	36 (+)	16.66 (-)	33.33 (-)	49.99 (-)
Primary Industries (Exam)	6 (-)	0.00 (=)	50.00 (=)	50.00 (=)
Science Extension	4 (+)	0.00 (=)	75.00 (-)	75.00 (-)
Studies of Religion 1 Unit	134 (+)	8.2 (-)	50.74 (+)	58.94 (-)
Studies of Religion 2 Unit	56 (-)	7.14 (-)	50.00 (-)	57.14 (-)
Visual Arts	17 (+)	17.64 (-)	64.70 (+)	82.34 (+)

(+) indicates greater than 2022 result

(-) indicates lower than 2022 result

(=) indicates equal to 2022 result

**Mr Russell Newman**  
*Deputy Principal Teaching & Learning*



# THEME 5

## Professional Learning and Teacher Qualifications

### 5.1 PROFESSIONAL LEARNING

Professional learning and development coordinated by the College was held over 10 Staff Days and nine Staff Meetings across 2023. Given the number of new syllabi being introduced across a range of KLAs, it was strategically important to give Heads of Faculty and teaching staff sufficient planning time. Four Staff Days were driven by Heads of Faculty to focus on subject-specific priorities.

In Term One, Staff Days focused on Child Protection, with whole-staff training delivered by Halloran Morrissey. Additionally, staff received updates on risk and compliance, as well as relevant updates on disability legislation (NCCD). Updates were also provided on the Teaching & Learning Framework and Data Dashboard.

Professional learning highlights from Terms Two and Three included whole-school IT upskilling, where a range of different workshops were offered to staff based on their individual training needs, ranging from artificial intelligence to coding. Furthermore, additional training on managing complex behaviours and the link between teacher motivation and student engagement was presented by a visiting university professor to teaching staff. Finally, the Literacy Coordinator, supported by members of the Literacy Working Group, delivered whole teaching staff training on how to best promote writing with cohesion.

Staff Days in Term Four focused on faculty priorities and First Aid/CPR renewal.

The table below highlights some notable professional learning initiatives in 2023 that aligned with the strategic goals of the college. Initiatives were undertaken during Staff Meetings, lunchtimes, and out of school hours professional learning sessions.

Highlights	Content
Train the Trainer	Eight members of staff attended 'Train the Trainer' a 4-day intensive workshop held in Melbourne and Adelaide on how to strategically apply the principles of the Ignatian Pedagogical Paradigm (IPP) in classroom instruction.
Relationships, Sexuality, Consent and Bystander Behaviour.	Whole staff presentation, Staff Meeting Katrina's presentation aligned with the vision of promoting a culture of respect, that human life is sacred, and the dignity of the human person is the foundation of a moral vision for society.

Personalised Learning Plan (PLP).	2023, included the successful rollout of a revised PLP to promote Ignatian pedagogy, teacher innovation and reduce administrative burden. Teaching staff were given a substantive amount of time in staff meetings to focus on both their personal and the goal of the faculty. Teachers were supported by the Companions and Heads of Faculty.
Promoting Positive Behaviour	Driven by the Companions, In Term Three, on a fortnightly basis, research-based behaviour management training was provided to staff at lunchtimes. The training was mostly attended by interns, new teachers and practicum students.

In 2023, a total of 344 courses were attended by staff. This is an increase of 69 courses since 2022.

Employment category	No. of courses attended
Executive	27
Teachers	226
Support & Operations	91

2023 saw an increase in professional development expenditure by approximately \$55,000. This was largely a result of the new curriculum changes.

## 5.2 TEACHER ACCREDITATION SUPPORT PROGRAM

Our Proficient Teacher Coordinator supported several teachers either new to the profession or to NSW teaching through the Proficient Teacher accreditation. Within this group there were two conditional teachers and 12 provisional teachers. Teachers met with the coordinator regularly in both a group setting and individually.

Our Experienced Teacher Coordinator supported seven teachers through their Experienced Teacher accreditation in 2023. Lesson observations, one-on-one feedback sessions and workshops were held to support the teachers in the development of their classroom practice aligned to the Australian Professional Standards for Teachers.

## **5.4 COMPLAINTS AND GRIEVANCES PROCEDURES**

The College has a comprehensive Code of Conduct which outlines the College's expectations regarding professional behaviour. It also has well established policies and procedures for dealing with a range of complaints and grievances including, but not limited to bullying, harassment, discrimination, and inappropriate use of technology. The Complaints Handling policy will be updated in 2024 to be more streamlined and clearly articulating roles, responsibilities and processes for internal and external complaints.

Each year the College requires staff to undergo extensive compliance training related to behaviour in the workplace.

**Ms Erin Hetherington**  
*Chief People Officer*

# THEME 6

## Workforce Composition

In 2023, the College employed 339 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	192	179.0
Non-Teaching Staff	147	120.7
Total	339	299.7

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 a Torres Strait Islander.

**Ms Erin Hetherington**  
*Chief People Officer*

# THEME 7

## Student Attendance, Retention Rates and Post-school Destinations

### 7.1 STUDENT ATTENDANCE

On average 96% of students attended school on a typical school day in 2023. This was slightly more than the attendance rate in 2022 (94.14%) and there are no significant trends or features to report.

#### Attendance rate by year group:

- / Year 5 – 96%
- / Year 6 – 95%
- / Year 7 – 97%
- / Year 8 – 96%
- / Year 9 – 96%
- / Year 10 – 95%
- / Year 11 – 96%
- / Year 12 – 97%

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.

### 7.2 RETENTION RATES

96% of those students in Year 10, 2021 completed Year 12, 2023 at the College. This the same retention rate as that of 2022.

### 7.3 POST SCHOOL DESTINATIONS

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.

Of the 234 Year 12, 2023 graduates, three joined the year group in Year 11. No new students joined the Year 12 cohort in 2023. The overwhelming majority of graduates continued on to university at the completion of their school education – with most attending universities in Sydney. A small minority of graduates chose to pursue full-time employment.

**Mr Brett Houghton**  
*Chief Information Officer*

# **THEME 8**

## **Enrolment Policy**

There were no changes to the College's Enrolment Policy or the Enrolment Contract in 2023.

**Mrs Bronwyn O'Brien**  
*Registrar*

# THEME 9

## School Policies

### SUMMARY OF THE COLLEGE'S GOALS AND 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

### 9.1 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

#### **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 2023**

The policy was updated in 2023 to amend the Opening Principles; update the reporting procedures for Reports to Communities and Justice; and to update the Mandatory Reporting procedures.

### **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, sets clear expectations and behavioural standards.

The College rests on the traditional lands of the Cammeraygal 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 requirements 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 2023**

The policy was updated in 2023:

- / Added section on Professional Boundaries
- / Edited Opening Principles
- / Edited Your Safety First
- / Added reference to the Complaints Handling Procedure
- / Added the Classroom Routines

### **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.

## **9.2 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 members 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 2023**

There were no changes to the Policy in 2023.

### **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.

## **9.3 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 of 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.

<p>/ 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.</p>
<p><b>Changes to the Pastoral Care and Behaviour Management Policy in 2023</b> There were no changes to the Policy in 2023.</p>
<p><b>Access to full text of the Pastoral Care and Behaviour Management Policy</b> 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.</p>

## 9.4 REPORTING COMPLAINTS AND RESOLVING GRIEVANCES

<p><b>Complaints Handling Policy</b> 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.</p> <p>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.</p> <p>Complaints will be dealt with in a fair, transparent and consistent manner.</p>
<p><b>Changes in 2023</b> The policy was updated to change reference from Child Protection to Child Safeguarding.</p>
<p><b>Access to full text</b> 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.</p>

**Ms Sally Gates**  
*Chief Risk Officer*

# THEME 10

## School Determined Improvement Targets

### 10.1 ACHIEVEMENT OF PRIORITIES IDENTIFIED IN 2022

AREA	2022 IDENTIFIED PRIORITIES	ACHIEVED IN 2023
Faith Formation and Ignatian Spirituality	Resume the International Immersion Program	Cambodia and Timor L’Este Immersions were very successful. A formal debrief and evaluation was undertaken upon return. Principal interviewed students to gain an appreciation of the outcomes of immersions. Immersions planned for 2024/25 were completed.
	Delivery of the Daily Spiritual Experience Scale Instrument (DSES)	Moving forward slowly. More likely that this will be held over until 2024.
	Deliver the True North Program to an invitational pilot group of Year 11 and Year 12 Boarders	A pilot group of 30 boarders began a True North Program in Term Three. Year 11 presentation and expressions of interest collected end of Term Two. 30 students expressed interest in being involved in the program which commenced in Term Four, In Week 5, three staff were also involved.
	Assist with change of facilitation of the Seminars in Ignatian Leadership from Saint Ignatius’ College (SIC) to Jesuit Education Australia (JEA)	Completed. Much was learned from the April Seminar which will assist with the November Seminar.
	Induction and formation of the new Faith in Service Coordinator	A complete program of induction and formation was undertaken which produced much efficiency for the individual and the College.
	Contribution to the administration of the Ethos and Identity Review in 2023	The Self-study was completed, and the visiting team delivered initial feedback. A full report was delivered to the College on November 9

	<p>Continue with the revitalisation of the spiritual and liturgical life of the College</p>	<p>This progressed well particularly the student led morning prayer.</p> <p>Friday Exams through the loudspeakers progressed well also.</p> <p>Daily Regis prayer remains a successful way to begin the day – lead by Year 6 each morning (rotating Year 6 classes lead assembly each term) Examen prayers @ Regis focus on – self-awareness, gratitude and self-reflection. All homeroom and specialists’ teachers conducted the examen daily before lunch. This year also added ‘Caring for our Common Home’ as a theme for cultivating action and a sense of gratitude.</p> <p>Behaviour has been observed as reverent and extends to Boarding Liturgies.</p> <p>All Regis students are encouraged and reminded before mass of behaviour expectations.</p> <p>Additional whole school singing and mass practice has generated a greater response to liturgical celebrations.</p> <p>Students were given reminders before whole school masses to ensure they do not disrupt the tranquillity. Students and parents are expected enter church silently, acknowledging the sanctity of the space. Reminders@ the beginning of Mass are provided to the congregation about how to receive the eucharist, refraining from talking during communion and turning all electronic devices off. This allows all to be fully present in Mass, fostering a sense of unity.</p>
	<p>Further collaboration with the Cardoner Network (TCN) AND Jesuit Refugee Services</p>	<p>This continued to progress with a lukewarm response from the student body with respect to TCN.</p>
<p>Teaching and Learning</p>	<p>Improve student literacy by focusing on student ability to write accurately, clearly and succinctly.</p>	<p>Appointment of Literacy Coordinator. Literacy reps from various faculties were created.</p> <p>Regular after school/lunchtime meetings of the Ignite Reading Group were conducted.</p> <p>The Literacy Coordinator’s presentation on SD5 occurred on Day 1 of Term Three. This was well received by staff.</p> <p>Literacy tab was applied on every Junior Canvas page with teacher and student resources for cohesive</p>

		<p>writing...often tailored to the individual faculty and/or course.</p> <p>Intervention strategies were introduced for targeted students including changes made to the Stage 5 elective course 'English Literacy Enhancement' for students requiring literacy support.</p> <p>Stage based weekly planning sessions were conducted in English using literacy activities and samples of work whole staff focus on cohesive modelling and teaching.</p> <p>Typing, quick writes were utilised to enhance students thinking processes, expand vocabulary and have fostered a sense of fluency and confidence/ improvement in writing.</p>
	<p>Complete and implement the College Data Dashboard and improve data literacy of staff.</p>	<p>Launched in January but the developing company issued updates which have caused disruption to the dashboard. These were pursued throughout the year.</p> <p>Guest presenter and expert on the use of data in schools, Selina Fisk, provided a full staff training session in Term One.</p> <p>There were some issues with the integrity of achievement data and the subsequent visualisation.</p> <p>This goal continues to be developed.</p>
	<p>Implement with staff and students, the College Teaching and Learning Framework (LBR), using the IPP and Learning by Refraction.</p>	<p>Still ongoing but delayed due to the pressure of other priorities with whole school staff development.</p> <p>Many staff were provided with additional online and face-to-face training in the IPP reinvention known as 'Learning by Refraction'.</p> <p>A team of educators joined others from JACSA schools in Adelaide and Melbourne to review LBR with Johnny Go SJ and to determine a timeline for rollout to all staff.</p> <p>Staff day 7 and 8 (Terms 3 and 4, 2023 utilised to take staff through the elements of the Learning Framework.</p> <p>Re-draft of the framework was presented to the LF working group for final edits.</p> <p>The Advancement team and IT began development of the 'launchable product' of the learning framework for January 2024.</p>

		<p>Regis staff focused on IPP and learning by refraction. This year's focus- using IPP to enhance insights and marking of students work. Regis will continue to use the IPP with Reflection becoming 2024 focus.</p>
	<p>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.</p>	<p>Canvas guidelines were developed in consultation with key staff and used as a trial for Semester One, 2023.</p> <p>A further audit of all Year 7 and 8 Canvas pages revealed some minor inconsistencies which have been addressed by Heads of Faculty.</p> <p>2024 will see the consistent framework adopted across all classes.</p> <p>The impact of changes to Canvas guidelines, together with changes to the College Student Management process has led to a review of other related guidelines such as 'Home Learning'. These will be reviewed in line with Canvas guidelines.</p>
Pastoral Care	<p>Pymble Residential Program</p> <p>Review and assess the second residential program with Pymble to be conducted</p>	<p>Completed. Review conducted and assessment still underway.</p>
	<p>Transition to using REACH for Boarding record keeping. Communication log, Academic, Behaviour and Pastoral</p>	<p>Great progress made in Semester 1.</p> <p>All Positive and Negative points are now being entered into Reach.</p> <p>Positive points aligned to 4 C's and Negatives aligned to a common behaviour support system.</p> <p>Semester 2 focused on logging of Parent interactions on Reach and completely transitioning to roll keeping in Reach.</p>
	<p>Review behaviour support policy and procedures.</p>	<p>Behaviour Working Group has been established and progressed this task. To be launched at the start of 2024 with students and staff to include:</p> <ul style="list-style-type: none"> <li>• Human Excellence and 4Cs to be used as the "language" of behaviour expectations at the College</li> <li>• Transparent record keeping</li> <li>• Revised behaviour flow chart and expectations</li> <li>• Support for classroom teachers</li> </ul>



	<ul style="list-style-type: none"> <li>• Positive Behaviour reinforcement with student led initiatives</li> </ul> <p>Regis Executive were included in BWG. Regis continue to use Positive Behaviour for Learning matrix to support students with good success.</p>
Professional Development Framework for Boarding Staff	<p>Post ABSA review was conducted in Term Three. Looking at best practice and rolling out a framework at Riverview. HOPL and CPO post review to map out the 'Riverview Standard'</p>
Mature ChildSafe framework / Implement student centred campaigns to develop and refine understanding of Riverview mission and school culture, and to raise awareness of safe and respectful learning, relationships and conduct.	<p>To date there is no Pastoral Handbook for Mentors for 2023. The presentation of the framework and guideline was considered for a Term Four promotion.</p> <p>Identified staff attended the AISNSW course for Problematic and Harmful Sexualised Behaviours on 28 August.</p> <p>Parent Colloquium on Consent conducted in October.</p> <p>Respectful and Professional Boundaries, and methods of reporting concerns were inserted into Student Code of Conduct and New Student Guidebooks.</p> <p>Finalising online tool for mandatory reports and record keeping</p> <p>WHS and Your Safety First was included in all Heads of House/Student Leaders meetings and Boarders/DOB meetings.</p> <p>Completed December 2023</p>
Increase use of data to inform pastoral intervention strategies and identify correlations with well-being markers and academic growth.	<p>Under review in context relating to Teaching and Learning Targets 2, 2a and 2b.</p> <p>Workshops commenced in Term Three and were reviewed in Term Four.</p>
To draw all students to being respectful of and for staff, each other, and the broader community.	<p>Completed. Work completed:</p> <ul style="list-style-type: none"> <li>• Review of Behaviour Management Policy</li> <li>• Middle Leaders Forum</li> <li>• Classroom strategies</li> </ul> <p>Discussion around playground supervision strategies to be undertaken in 2024.</p>

	Further development of mental well-being as a holistic interplay of healthy habits, technology use and familial context.	Completed with parents from the Head of Psychological Services. Ongoing. Renewed plan for 2024 in place
	Enhance experience of all students in co-curricular pursuits as part of a balanced educational experience.	Completed. In consultation with key executive leaders before moving to a January 2024 launch.
	Introduce Isolated Boarders Transition Program Pilot	Regis facilitated the program and the Director of Boarding attended the ICPA National Conference to highlight the success of the program. Meetings need to take place regarding 2024 program plus assess potential for year 6 boarders.  Pricing needs to be assessed for a 2024 program.
Community Participation	Best practice communication that supports audience constituencies with constructive and cohesive community engagement.	Quantitative phase of the project completed. Qualitative phase to be undertaken in 2024.
	Strengthen the philanthropic identity and culture which supports the evolution of educational environments and learning opportunities for members of marginalised communities.	Ongoing. \$4.8M contributed to Capital Gifts.  Document will be developed before it goes to the Bursary Committee.
	Create awareness of the College's unique educational offering to prospective day and boarding families, encouraging enrolments.	Ongoing. Planning for 2024 to take place end of Term Three.
	Review and renew the College's brand identity	Ongoing.

	assets, style guide and tone of voice	
	Enhancement of College Staff LinkedIn profiles to demonstrate corporate camaraderie and professionalism and appeal to high-calibre prospective staff.	Not completed.
	Engage and welcome the community to the College through unique event experiences.	Completed
Resource, Environment and Risk Management	Upgrade to grounds and associated facilities	<ul style="list-style-type: none"> <li>• Playing Fields in Fourth Field undertaken in Term Four.</li> <li>• Regis Fence completed.</li> <li>• New scoreboards for Gartlan installed.</li> <li>• Frist Field toilets for winter season installed.</li> <li>• 5th 6th Fields to be reviewed in context of cost of 4th Field. (2024)</li> <li>• Undertaken in Term Two and Term Three.</li> <li>• Communication strategy delivered.</li> <li>• Ongoing Upgrades under review by Building and Property Committee</li> </ul>
	Long term future and profile of Regis campus to be determined	Did not occur due to the interruption to the Board Strategy Session.
	Insurance assessment and alignment in accord with risk framework	Still under review in conjunction with JEA.
	Completion of Strategic and Operational Risk Register	<p>Draft Strategic Risk Register complete. Further refinement required from Board Sub-committees. Have received responses from R&amp;C, Finance, Education.</p> <p>Operational Register updated to include:</p> <ul style="list-style-type: none"> <li>• Psychosocial hazards register</li> <li>• New child safeguarding considerations</li> </ul>
	Upgrade Staff Compliance Training, record keeping and reporting for coaches,	<p>New systems were implemented.</p> <p>Consideration needs to be given to the resources required to monitor the compliance. Ongoing discussion with CRO and CPO</p>

<p>contractors and volunteers.</p> <p>Review of updated Sport coach's induction, compliance and risk mitigation regarding supervision, engagement with and implementation of policies</p> <p>Implement new induction, record keeping and reporting for contractors and volunteers</p>	
<p>Assessment and report associated with long term future of Staff Services provision at the College</p>	<p>Excellent progress made.</p> <ul style="list-style-type: none"> <li>• Restructure of Department</li> <li>• Staffing of Department</li> </ul>
<p>New governance structure for Mirrabrook</p>	<p>Exploration of Mirrabrook being managed by an external company is progressing.</p>
<p>Online implementation of student data with automated workflows</p>	<ul style="list-style-type: none"> <li>• Medical Forms being completed by families.</li> <li>• Student Data Forms completed.</li> <li>• Move to excursion forms in 2024.</li> </ul>
<p>Implementation of Information Security</p> <p>Document Management System</p>	<p>Audit 8 conducted. Changes to be implemented from that audit.</p> <p>KnowBe4 Security Awareness program purchased for staff and students, to be rolled out in 2024.</p> <p>RMS solutions were presented to ICT Committee Term Four.</p>
<p>Sustain environmental program as a response to the UAP's and the Rio Action Statement.</p>	<p>Caring For Our Common Home Strategy was endorsed by the Executive prior to going to the Board for approval.</p>
<p>Undertake construction of Stage 2 Wingaru Building</p>	<p>Progressing.</p>

## 10.2 PRIORITIES IDENTIFIED IN 2023

AREA	PRIORITIES IDENTIFIED IN 2023 FOR 2024 IMPLEMENTATION
Ignatian Spirituality and Faith Formation	Implementation of recommendations from Ethos and Identity Review
	Resumption of the International Immersion program to India and Nepal
	Implementation of Ignis Begins
	Collect and share data on the College's environmental footprint through the dashboard
	Delivery of the Daily Spiritual Experience Scale Instrument (DSES)
Teaching and Learning	Improve student literacy by focusing on student ability to write accurately, clearly and succinctly.
	Continue to implement and refine the College Teaching and Learning Framework, using the IPP and Learning by Refraction.
	Improve teacher practice through the Implementation of the new NSW syllabus reform: Years 5 to 12.
	Ensure optimum delivery of the new NSW syllabus reform: Years 5 to 12
	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.
Pastoral Care	Empower the educator as the primary delivery point of student pastoral management within the context of ' <i>cura personalis</i> .'
	Ensure all College policies and procedures remain consistent with the childsafe 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.
	Child Safeguarding and Record Keeping
	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.
	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.
Community	Automation of enrolment process in preparation for the 2026 enrolment cycle.
	Best practice communication that supports audience constituencies with constructive and cohesive community engagement.
	Strengthen the philanthropic identity and culture which supports the evolution of educational environments and learning opportunities for members of marginalised communities.
	Implementation of a regional and metropolitan visitation program (roadshow), supported by a traditional and digital regional and metro marketing plan, engaging prospective families.
	Engage and welcome the community to the College through unique event experiences
	Development of a Strategic plan for Boarding
Resource, Environment and Risk Management	Complete recruitment and induction of new Principal
	Strategic and Macro Operational Risk Register
	Review current Governance Risk and Compliance Software (Ideagen) and other available GRC options
	Critical Incident and Business Continuity Plan to be formalised.
	Construction of Wingaru Building
	Development and launch of new Community Point program
	Digitisation of all Employee hardcopy personnel files
	Digital Transformation
	ICT Security reviewed and modified.
	Systems Replacement

**Dr Paul Hine**  
*Principal*

# THEME 11

## Initiatives Promoting Respect and Responsibility

The College aims to work closely with the student leaders as part of the pastoral program. In 2023 the student led motto, 'Banded in Spirit' encapsulated the tenets inherent to human excellence. Students were reminded that 'we are only as strong as we are united, as weak as we are divided'. Paying homage to the seven bands on the College Crest, 'Banded in Spirit' means we are banded together in the spirit of Ignatius as we strive to do more, to be more, giving to and serving our communities.

The House mentor program allows a vertical pastoral care model to be delivered to all students. In 2023 addressed topics such as healthy study habits, goal setting, dangers of vaping, respectful relationships, safe online behaviour, importance of a safe school environment and where to go for help in the College. The mentor groups also discussed what they saw and heard in the assemblies included but not restricted to 'Friends Listen', 'Environment', 'Reconciliation', 'Service' and 'Leadership'. It is incumbent upon the Senior students in each mentor group to lead discussion and guide junior students into what they see as an Ignatian perspective on issues pertinent to contemporary society.

The College engaged with external groups to deliver workshops on the dignity of the human person, including issues of respectful relationships, consent and male stereotypes. These presenters included, Melissa McGuiness, Stand Tall, Backflips Against Bullying, Brent Sanders and Katrina Marson as a staff consultant.

The College strives to ensure that two key elements of a holistic education at Riverview encompass two essential elements: '*Cura Personalis*', or care for the individual, and 'Service above Self'. Through consistent emphasis on Ignatian principles in curricular and co-curricular activities and through the Ignatian Service Programs, as well as the ever-present role models provided by teachers, support staff and members of the Jesuit community, the boys learn the true meaning of these values and how to apply them in their lives. It has been encouraging to see that the College is moving back to the Immersion program in 2023.

**Mr Patrick Lowe**  
*Deputy Principal Students*

# THEME 12

## Parent, Student and Teacher Satisfaction

As part of the College's continuous review and improvement process, annual parent and student satisfaction reviews are conducted covering 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.

### 12.1 PARENT SATISFACTION

Statement	Year 7	Year 12
Overall satisfaction with education at College	88%	88%
Agree that the College provides a 'safe and caring' environment	90%	87%
Overall satisfaction with the management and leadership of the College	89%	85%

### 12.2 STUDENT SATISFACTION

Statement	Year 7	Year 12
Overall satisfaction with education at College	81%	85%
Agree that the College provides a 'safe and caring' environment	79%	81%
Overall satisfaction with the management and leadership of the College	77%	72%

### 12.3 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. Staff were surveyed in regard to professional learning opportunities, and they value the investment the College makes in their professional learning to improve their professional practice.

**Dr Paul Hine**  
*Principal*

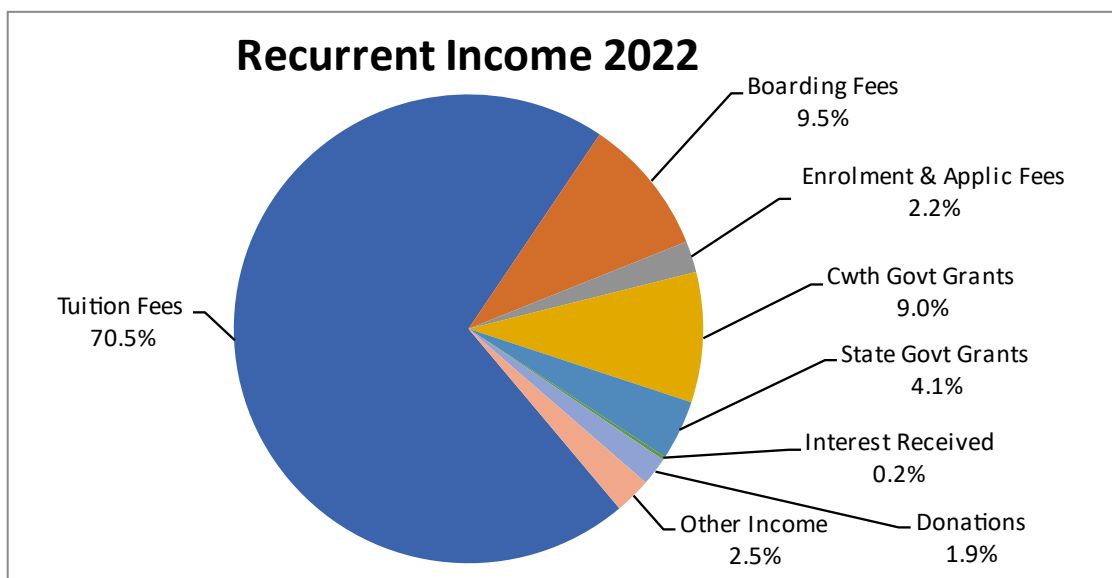
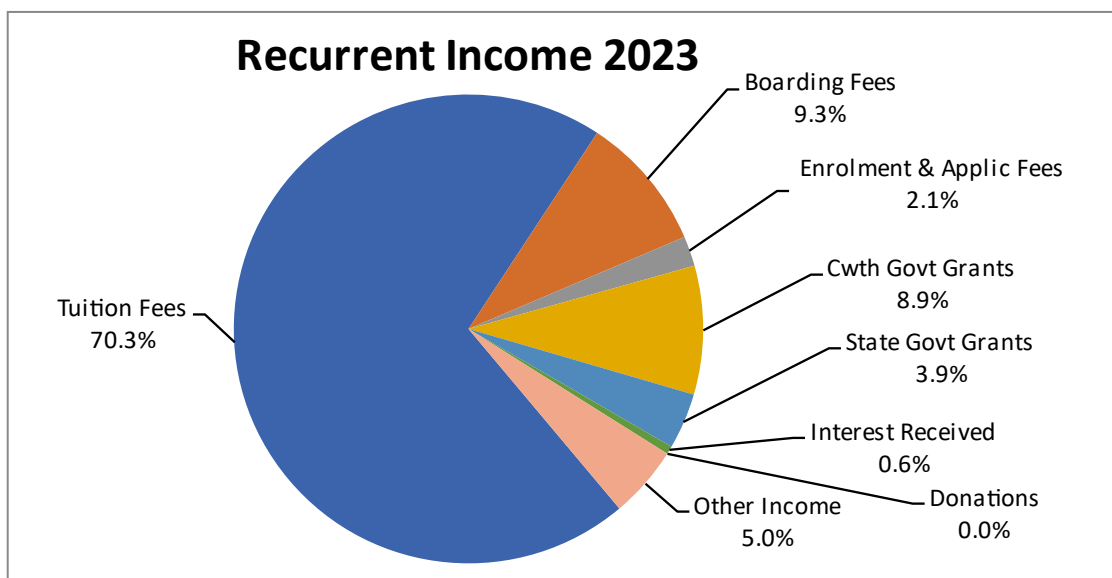


# THEME 13

## Summary Financial Information

### 13.1 COLLEGE INCOME

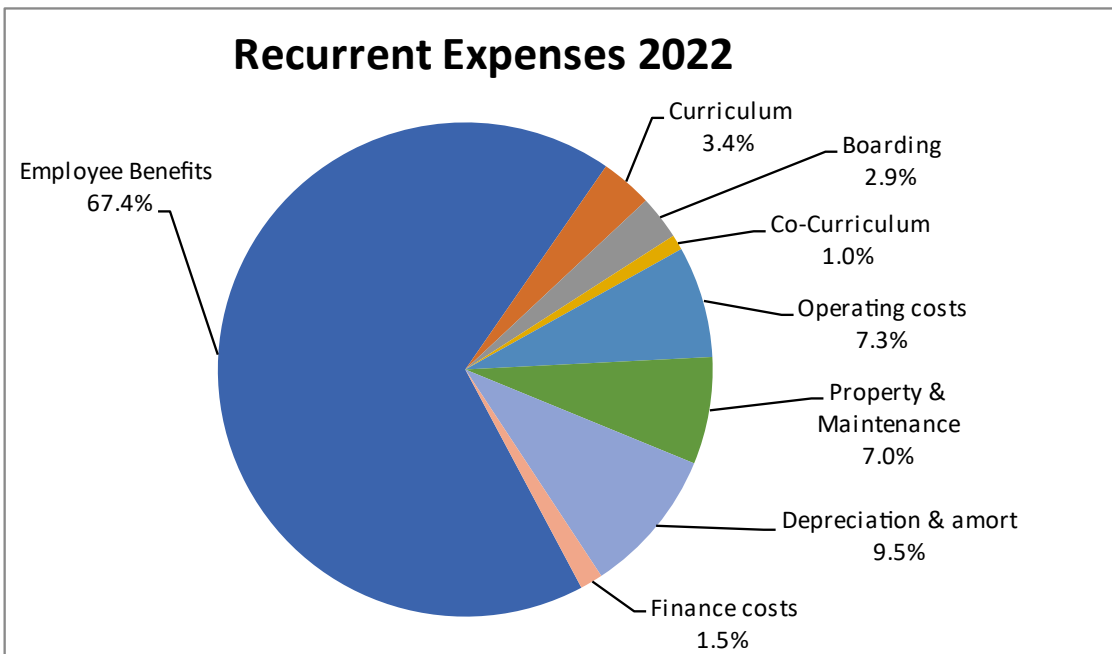
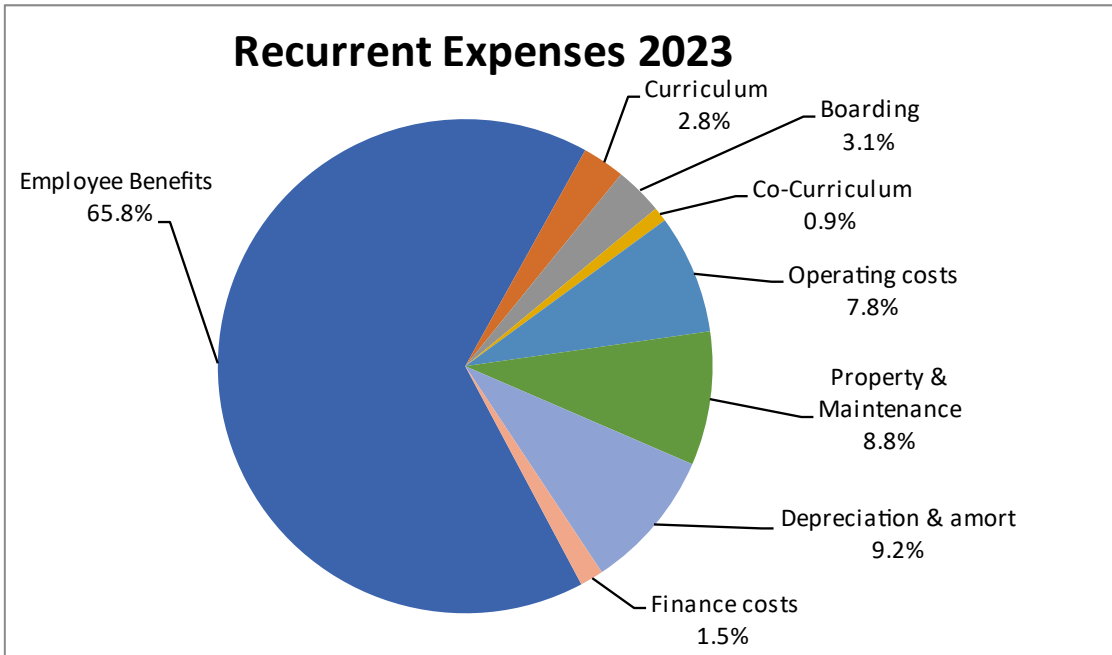
An analysis of the College recurrent income during 2023 by source is compared with 2022 below:



Recurrent Income increased by 5.4% in 2023. Whilst scheduled annual increases in Tuition Fees and Boarding Fees were 4.75%, fluctuations in student numbers saw total Tuition Fees income increased by 5.1% compared to 2022 and Boarding Fees income increased by 3.7%. State Government Grants fell by 1.5% in accordance with current funding arrangements. There were no donations to the College from the Riverview College Foundation in 2023. Other Income was higher than 2022 because of a one-off additional amount received relating to the settlement of an insurance claim, but otherwise Other Income was consistent with 2022.

## 13.2 COLLEGE EXPENDITURE

An analysis of the College recurrent expenditure during 2023 by expense category is compared with 2022 below:



Recurrent Expenditure in 2023 increased by 7.2% compared to 2022. Major changes in expenditure included:

- Salaries for most staff increased by 3.0% in accordance with arrangements under the multi-enterprise agreements, whilst the Modern Award (applicable to co-curriculum staff) increased by 5.75% from 1 July 2023. Overall, Employee Benefits expenses increased by 4.7% compared to 2022.
- Education expenses increased by 4.1% and Co-curriculum expenses increased by 1.7%.
- Boarding expenses increased by 17.2% driven by increased boarding staff costs and increased food costs under the catering contract.
- Operating expenses increased by 14.5%, driven predominantly by a 50% increase in insurance premiums and additional recruitment expenses.
- Property and maintenance expenses increased by 33.8%, driven by a range of factors including electricity (106% increase), laundry (30% increase), grounds (32% increase) and general repairs and maintenance (47% increase).
- Depreciation and amortisation increased by 3.4% and Finance costs increased by 10.5%.

The College is undertaking the staged redevelopment of the College in accordance with the College Master Plan approved by the NSW Department of Planning, Industry & Environment (DPIE) in 2016. Stage 1 of the Masterplan (Therry Building) was completed in 2018. Stage 2, the Wingaru building, will be a new building for Science, Technological and Applied Studies, Engineering, Mathematics and PDHPE (STEMP). The College received SSDA approval for Stage 2 from the DPIE in October 2021. Construction of the Stage 2 Wingaru project commenced at the beginning of 2023. Completion of Stage 2 Wingaru is expected by the end of 2025.

In addition to the Masterplan project, other capital works projects were undertaken in 2023, including:

- classroom and library alterations at Regis;
- completion of stage 1 of the Regis Perimeter Fence project;
- completion of the replacement of the Wallace Wing building roof and rectification of the Admin building roof;
- installation of new fire detection systems (fire indicator panel and detectors) in the Wallace Wing building and Cova Cottage;
- commencement of the refurbishment and upgrade of Fourth Field, including the installation of new irrigation and drainage systems;
- commencement of the refit and refurbishment of the green storage shed as the new Maintenance Workshop facility, replacing the previous Maintenance Workshop destroyed in a fire.
- alterations and improvements to boarding staff residences;
- upgrade of pedestrian walkways around campus, including the installation of solar lighting.

The College continued its “one to one” computer device program for all students at the College as well as continuing to invest in ICT hardware and network infrastructure.

**Mr Philip Dean**  
*Chief Operating Officer / Chief Financial Officer*