

2018
Annual Report
to the School
Community

Saint Ignatius College Geelong

27 Peninsula Drive, Drysdale. 3222

RSB 0548

A Jesuit Partner School

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Minimum Standards Attestation

I, Michael Exton attest that Saint Ignatius College Geelong is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth).

May 23rd 2019

Michael Exton

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Our College Vision

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

Mission Statement

Saint Ignatius College is a Catholic community that is learning centred and supportive, in the Ignatian tradition. The College is committed to the education of the whole person and the development of young adults of competence, conscience and compassion who will be of service in the community.

We strive to recognise God's presence in all things, to celebrate the pursuit of personal excellence and to live with hope and respect for all creation.

Striving for the Magis

In his writings, Ignatius calls us to strive for the *Magis*. The *Magis* is a key to making choices among competing values.

The entire life of Ignatius Loyola was a search for the *Magis* - that is, the more universal good, the more effective means, the more generous service of others and the ever greater glory of God. *Magis* energises us for action.

Therefore, at Saint Ignatius College we will:

- Provide opportunities for students, staff, parents and alumni to experience a sense of belonging to a faith-filled Christian community and to commit themselves to being of service to others.
- Respect the role of parents as the primary educators of their children.
- Be enthusiastic in imparting knowledge of Catholic faith and traditions, enabling students to accept truth freely and develop a Christian moral conscience.
- Promote growth and improvement in learning and living for the greater glory of God in the Ignatian way.
- Support students in striving for their personal best - *the Magis* - in all their endeavours.

College Overview

Saint Ignatius College, located in a beautiful rural Bellarine landscape and is proud of its unique position in the Geelong region as the only Catholic Co-educational Secondary College where young men and women can work together in a vibrant learning community.

A Jesuit Partner School of 1282 students, delivering challenging and innovative programs where students can engage both intellectually and spiritually and to pursue excellence in all facets.

A broad innovative curriculum and an established pastoral care program strongly enhances student outcomes. The College offers an extensive range of VCE, VET and VCAL Studies and languages offered from Year 7 are Indonesian and Italian.

Sporting participation in a wide range of traditional sports is emphasized, with increasing standards of competition available on the interschool level.

Reflecting the rural and coastal environment, additional outdoor activities include golf, surfing, canoeing and bush walking.

Extracurricular activities range from Social Justice activities, to debating, to orchestra, and to individual music lessons. Popular programs include the School Production, Winter Sleepout, Soup Kitchen, recent community projects overseas in East Timor and China.

The country grounds of the College are divided into areas where students of all levels mingle together, and other areas where they can mix with friends of their own age group. There are three distinct precincts, Year 7 and 8 Xavier Centre, Year 9 Centre and MacKillop Centre (Years 10 - 12.)

Christian values are an important part of the school philosophy and a Social Justice student group is active on local and wider issues.

The school develops leadership through the Student Council, Ignatian Leaders, College Leaders, House Leaders, Sports Team and Community Service Leaders (Arrupe Leaders.)

Report Overview

Saint Ignatius College fosters a journey of development of the whole student - academically, physically, socially, culturally and spiritually all within a challenging, motivating and supportive environment.

Our college is committed to regularly sharing information with parents and the broader community about school programs, activities, plans and achievements. This information is made available in a variety of ways and includes the weekly newsletter, College annual magazine "Magis", reports to both the Board and Parents and Friends' Association, Parent Information Evenings, Student Reports, Parent-Teacher-Student meetings, the College website and College assemblies.

In recent years, both Federal and State Governments have required all Catholic schools to report on school performance information to parents.

With this expectation in mind this Annual Report has been written to cover the specific areas of school life that we must report to the community.

So this report provides only part of the overall picture of the achievement by individuals and groups within our college community.

Our college continues to be committed to both fulfilling its Vision and Mission Statements and an attitude of continuous improvement.

During 2016 a formal review of the College was conducted and consequently the next School Improvement Plan (2017-2020) was produced.

All parents, students and teachers were invited to complete a survey in August by an external company ("Insight SRC") to provide valuable data for the College Leadership Team to monitor the School Improvement Process.

This report covers two areas:

Professional Engagement

and

Key Student Outcomes.

The College welcomes feedback from parents, students and staff at any time. Comments in response to this report are invited.



Statement of Strategic Intent

At Saint Ignatius College we intend to further develop:

- A culture of high academic achievement and servant leadership in the Ignatian way.
- A focus on staff collegiality and professional learning leading to powerful learning outcomes for students.
- A strong and supportive community that embraces the connection between wellbeing and learning.

Sphere 1: Education and faith

Goal:

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

Intended outcomes:

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

Sphere 2: Learning and Teaching

Goal:

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

Intended outcomes:

1. That students will become lifelong learners who have developed a deep conceptual

understanding of how best they learn and how to extract the greatest benefit from their learning.

2. That teaching staff model passion, innovation, self-reflection and continuous improvement in ways that inspire, challenge and guide student learners.

Sphere 3: Student Wellbeing

Goal:

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

Intended outcomes:

1. That students are supported in striving for their personal best and strengthening their wellbeing.
2. That all staff share common understanding of and responsibility for the wellbeing of all students.

Sphere 4: Leadership and Management

Goal:

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

Intended outcomes:

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

Sphere 5: School Community

Goals:

1. To be a community that works together to educate and develop the whole person / each student.
2. To continue to build a college culture that fosters appropriate and supportive partnerships with parents and the wider community.

Intended outcomes:

1. That participation and involvement with parents and community will grow to benefit student learning outcomes.
2. That the profile of the college in the community will develop and strengthen.





Principal's Report

Great news in 2018, our building program recommenced.

Exciting changes to the school landscape started to take shape.

Our students returned to the new school year to discover a new and prominent landmark had been installed over the break – a tall communication mast.

While this structure was very noticeable, less obvious but essential for our educational programs and operations, this facility has significantly increased internet connectivity allowing improved running of computer applications and access to a large number of excellent educational programs we would not have otherwise been able to use.

The College extends our gratitude to Deakin University for its support to make this possible.

With an excellent computer and internet infrastructure in place, we are constantly challenged to ensure we are using ICT to improve learning outcomes for students. Over the last few years, we have been implementing 'Xuno' as our Student Management System, and alongside this, we have added 'Caremonkey' to improve our school to home to school communication particularly concerning excursions.

In term four, we commenced an upgrade of the Learning Management System with the staged introduction of a new platform called 'Canvas.'

It promises to be easier and has many more features than our current platform that will improve student engagement with their learning programs and enhance the ability of teachers to plan, deliver, assess and report on their subject courses.

As the year progressed, our most significant building project started to take shape to the extent that one's eye is now drawn to the imposing frames of the Multipurpose Hall and Year 9 Centre rather than the communications mast.

The new Hall will be a significant landmark on the site, visible from most approaches to the College and the Drysdale Bypass when it is opened. We plan to access these great new buildings from mid-term three next year.

To support the expansion of the College, the front carpark was extended during the summer break.

2018 has been another year of growth and development in many other ways at Saint Ignatius.

Our Year 9 students spent the first five days of term four away on an 'Outdoor Education Group' run camp at either the Grampians, the Murray River or Lake Eildon.



This new initiative replaced the three day Melbourne experience camp. We decided the Melbourne experience had run its course and wanted a more challenging personal and Year 9 community development experience to strengthen our educational program by building student resilience, independence, resourcefulness, leadership, teamwork and self-esteem.

All reports indicate students and staff well received this new camp experience and we look forward to continuing our involvement with the 'Outdoor Education Group.'

We have developed a Student Wellbeing Framework as a response to our commitment to ensuring we are fostering students who are well rounded, resilient and understanding of others. To implement this framework we are using the State Government's 'Healthy Achievement Program,' to certify that our College is adhering to state, national and international wellbeing standards.

This highlights Saint Ignatius' commitment to becoming a leader in student wellbeing within our local area. Furthermore, the continual development of Wellbeing Days, pastoral support programs and data-driven activities are further testament to our pledge to improve the overall wellbeing of our students.

Developing students who are empathetic to those less fortunate is essential to our Catholic faith and Ignatian Charism – a faith doing justice. Many of our students have been involved in social justice activities, community service, awareness and fundraisers such as 'Project Compassion,' Year 8 Market Day, East Timor support, the 'Share the Dignity' appeal, 'Bricks4kids' appeal and the 'Geelong Mums' charity.

This demonstrates the values set out in our mission and vision statement, developing students of competence, conscience and compassion, women and men for others.

One of our College mantras is, "*St Ignatius – inspiring me to be a leader.*" This year we have continued to grow our Student leadership development program.

We witnessed part of this development at the term four Leaders Investiture where our first student and staff leaders were commissioned in the position of '*FIRE Carriers - Friends Igniting Reconciliation through Education.*'

This was an example of our commitment to and the importance the College places on reconciliation.

I want to acknowledge the tremendous job our senior students who hold formal leadership have done.

College Captain	Kerry Kingsbury
College Captain	Dean O'Brien
Academic Captain	Mackinley Collins
Arts Captain	Catherine Exton
Environment Captain	Isabella Borley
Justice Captain	Alexander Henry
Liturgy Captain	Sophie Thorley
Sports Captain	Riley Hayden
Wellbeing Captain	Hannah Power

The Ignatian Leaders and House Captains.

We held our first major school event, the 'Academic Assembly', at Costa Hall in Geelong. This assembly was a new initiative to reinforce a culture that demonstrates diligent participation in the academic and co-curricular programs, the pursuit of personal excellence and belonging to the school community.

The 2017 high academic achievers from each year level were recognised on stage. This included the Unit 3/4 VCE and VCAL top performers. Special awards were made to the 2017 Dux, Darbi Moody, the University of Melbourne Kwong Lee Dow Scholars, Ruby Mangelsdorf and Sean Neylan, the winner of the Cate Slattery RE Award, Holly Milsome and VCAL High Achiever Lisa Quinlivan.

I congratulate the Class of 2018 on their achievements. I thank them for their contribution to our school community. Their education has provided them with a solid foundation for their future success and contribution to building a better world.

I look forward to hearing about their successes, adventures and contributions to our society in the future. Each of them has many gifts and talents, and I encourage them to go forward "to love and to serve" and make the most of the excellent opportunities awaiting them.

I am happy to report that overall our VCE results are again very impressive. Many students achieved excellent results. Their perseverance, knowledge, skills and effort resulted in an achievement that met or exceeded their expectations.

In particular, I congratulate the 2018 College Dux, Callum McWaters with an impressive ATAR of 97.5.

Some key statistics about the 2018 VCE results are:

11.2% of our students who applied for an ATAR received a rank above 90

31 was the median study score

6% of our students received study scores of 40 or more.



Congratulations to the following students who received an ATAR of above 90:

Lara Barnes
Leah Bensted
Isabella Borley
Matthew Clark
Mackinley Collins
Rachel Deane-Teggelove
Keira Ford
Chloe Hayes
Ronan Healy
Olivia Hewitt
Annabel Hooper
Dominic Randall
Madison Smith
Bridget Waring
Matson Waring

Geelong's new state-of-the-art Tech School at the city campus of the Gordon was completed this year.

Geelong's secondary schools will be able to access this state of the art facility to support their Science, Technology, Engineering and Mathematics (STEM) teaching and learning programs.

Like nearly every other Geelong secondary school, Saint Ignatius College Geelong is a 'partner school', and we look forward to our involvement with this new facility. In particular, we commenced using the Tech School to support our Years 7 and 8 Digital Technology program.

Our Board members play a significant leadership role. The Board has a valuable advisory role.

Members are appointed by the President of the Canonical Administrators to ensure strong governance of the College.

They contribute a variety of skills and knowledge to the decision-making processes, seek to enhance their stewardship of the school, work in partnership with the College Executive and ensure the College is focused on and fostering its Vision, Mission and Values.

The Board members for 2018 were as follows:

Mr Tony Frizza (*Chairperson*)
Fr James Puppady
(*President of Canonical Administrators*)
Mr Peter Cooper (*Xavier College representative*)
Fr Jim Clarke (*Canonical Administrator*)
Rev Fr. Gerard Healy SJ (*Jesuit representative*)
Ms Lisa Bell (*PFA Representative*)
Mr Darren Henry
Mr Steve Gibbs
Mr Toby O'Connor
Ms Fran Kealey
Prof. Marie Emmitt
Ms Jo-Anne Britt
Mr Michael Exton (*Principal*)

Mr David Fitzgerald (*Business Manager*)
Mr Paul Lewis
(*Deputy Principal: Staff, Identity and Operations*)
Ms Annette Chidzey
(*Deputy Principal: Teaching & Learning*)
Mr Michael Timms (*Deputy Principal: Students*)

Among the many matters the Board deals with, topics that have been on this year's agenda include the College Masterplan, purchase of additional land, building program, review of various policies, and Overseas Learning Experience (Trips) Program.

The Parents and Friends' Association (PFA) is a very positive and vital support group for our community.

I want to express our community's gratitude for the generous and valuable contribution many parents have made to our school community throughout the year. In particular, thank you to the PFA office bearers:

Ms Rebecca Hay	President
Ms Cathy Dykes	Secretary
Ms Sandi Clark	Treasurer
Ms Lisa Bell	Board Representative

I congratulate all students who have tried their best throughout the year and those who are lifting our school community by their acts of kindness and goodness, developing character traits and leadership that we aspire for our graduates.

We look forward to 2019 with hope and optimism as the College continues to grow and develop in providing an outstanding education for our young women and men.

Amare et Servire, to love and to serve.

Mr Michael Exton
Principal



Professional Engagement

Staff Attendance

The staff attendance figures in the table below include staff on extended leave such as:

- Long service leave
- Long term sickness
- Leave without pay
- Parental leave

As the College in 2018 had a number of staff on extended leave - for example, parental leave, long service leave, extended sick leave and leave without pay - the figures need to be understood in that context.

The average attendance rate per staff member: 90%

Staff	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Teaching	82.19%	82.19%	92.31%	91.88%	86.50%	89.20%	88.30%	88.25%	89.41%	90.00%

Staff Retention

The proportion of teaching staff retained from 2017 to 2018 was 87%.

2008 to 2009	86%
2009 to 2010	87%
2010 to 2011	93%
2011 to 2012	89%
2012 to 2013	96%
2013 to 2014	91%
2014 to 2015	90%
2015 to 2016	96%
2016 to 2017	92%
2017 to 2018	87%

The staff retention figure reflects circumstances such as:

- staff not retained as they had been employed to take the place of teachers who returned to teaching duties in 2018
- retirement of teachers during the year
- staff taking leave such as parental leave, long service leave or leave without pay.

Professional Engagement

Teacher Qualifications

Level	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Degree - Doctorate	2%	1%	1%	2%	1%	0%	0%	0%	0%	0%
Degree - Masters	9%	10%	10%	9%	15%	10%	11%	11%	14%	19.4%
Diploma - Graduate	43%	49%	49%	48%	43%	46%	44%	44%	48%	48.5%
Certificate - Graduate	14%	13%	13%	13%	6%	13%	11%	11%	9%	10.7%
Degree - Bachelor	80%	80%	80%	85%	79%	87%	86%	86%	90%	88.3%
Diploma- Advanced	20%	24%	24%	24%	21%	22%	20%	20%	18%	17.5%
No qualification listed	N/A	4%	4%	2%	12%	1%	0%	0%	0%	1.0%

Expenditure & Teacher Participation in Professional Learning

Staff at Saint Ignatius College are encouraged to see themselves as 'lifelong learners' and so participate in professional learning on a regular basis. All staff members - teaching and non-teaching - undertook some form of professional development last year.

For 2018 the College expenditure on such activities was **\$191,472**. This represents an average expenditure of **\$2,109** per teacher on professional learning.

In 2018 there were 96 teaching staff (**90.8 FTE**). So the total number of teachers who took part in professional learning for 2018 was 96.

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Number of Teaching Staff	56	57	67	70	78	81	83	90	92	96
FTE (Teachers)	52.4	53.4	63.2	67.2	72.6	75.6	79.3	86	87.3	90.8
Expenditure	\$111,057	\$134,365	\$145,481	\$132,250	\$142,945	\$152,876	\$138,527	\$162,110	\$185,364	\$191,472
Average Expenditure per Teacher	\$2,130	\$2,516	\$2,302	\$1,968	\$2,030	\$2,022	\$1,669	\$1,878	\$2,123	\$2,109

Professional Development

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

- Scheduled after-school meetings to discuss teaching practice and to plan curriculum as well as to meet and discuss student needs.
- Formal and informal meetings between smaller teams of staff responsible for particular subjects that include cross-marking of student work, planning of particular teaching tasks and discussion and review of best practice in the particular context of specific subjects at specific levels.
- Whole school professional learning – Four professional practice days were provided in 2018 for teachers to engage in activities that enabled them to better meet learning and teaching objectives in the school. These days ranged to address first-aid training, mandatory reporting and Child Safe Standards amongst other areas of focus. In addition to these professional practice days, the College conducted preliminary training days related to the introduction of a new learning management system, CANVAS, in 2019.
- Participation in the Combined Catholic Secondary Schools Professional Learning Network formed to deliver a regional in-service day to teachers from these schools. This PD introduced teachers in the region to an understanding of Learning Sprints as a tool for gathering data to strive for continuous improvements in student learning and achievement. Back at the College, these trials were planned and implemented as one of our school's professional development goals for 2019.
- Access to online webinars via the Teacher Learning Network and ACSA have been provided for teachers related to a variety of teaching and learning initiatives.
- Opportunity for a number of current Year 12 teachers to undertake VCAA assessor training and exam marking within specific subject areas.
- Acceptance and placement of a significant number of pre-service teachers at the College from a range of tertiary institutions that gave our teachers the opportunity to further develop their own teaching knowledge and expertise.
- After school on site PD with a strong focus on E-Learning has been provided across all four terms.
- Specific access to PD to assist teachers seeking accreditation to teach in a Catholic school and then to teach RE in a Catholic school.
- Support for a number of teachers to undertake further tertiary study in their own time
- Opportunity to meet with school-based mentors and/or reviewers to support all teachers as part of our Growth Development Portfolio [GDP] program in place at the College.
- Opportunity to attend external PD sessions and share that acquired knowledge/expertise with a designated group upon return to the school - eg. Learning Area; Year level team.
- Participation in professional learning networks provided by organisations such as Catholic Education Melbourne [CEM] including 'Putting Faces on the Data' and the CEM VCE English Community to develop teaching expertise in specific contexts.

Professional Engagement

Staff Composition

Year	2013	2014	2015	2016	2017	2018
Teaching Staff						
Principal	1	1	1	1	1	1
Deputy Principal	2	2	2	3	3	3
Teaching Staff FT (HC)	60	63	67	72	74	76
Teaching Staff PT (HC) A	14	14	12	13	13	15
Indigenous Teaching Staff (FT)	1	1	1	1	1	1
Total Teaching Staff HC B	78	81	83	90	92	96
FTE PT Staff C	8.6	8.6	8.3	9	8.3	9.8
FTE Teaching Staff (B-A+C)	72.6	75.6	79.3	86	87.3	90.8
Non Teaching Staff						
Non Teaching FT (HC)	16	15	17	19	20	22
Non Teaching PT (HC) A	16	16	14	12	14	15
Indigenous Non Teaching (PT)	1	1	1	1	0	0
Total Non Teaching Staff HC B	33	32	32	32	34	37
FTE PT Staff C	10.2	10.1	8.1	7.2	8	8.3
FTE Non Teaching Staff (B-A+C)	27.2	26.1	26.1	27.2	28	30.3
Total Head Count Staff	111	113	115	122	126	133
Total FTE STAFF	99.8	101.7	105.4	113.2	115.3	121.1
Total Indigenous Staff	2	2	2	2	1	1

Source August Census



Key Student Outcomes

Key Student Outcomes

Student Attendance

The average number of days absent per student in 2018 was 21 (2017 was 16.)

This equates to an average daily attendance rate across the College for the year of 88% (91% for 2017.)

As this figure includes students who experienced long-term illness and others who were on extended holidays etc, most students were in fact present for a higher proportion of days than the average figure indicates.

Year	Average No. of days absent per student	Average Attendance Rate
2009	14	92%
2010	12	93%
2011	12	93%
2012	11	94%
2013	11	94%
2014	12	93%
2015	18	90%
2016	18	90%
2017	16	91%
2018	21	88%

Year Level	Average Attendance Rate for 2013	Average Attendance Rate for 2014	Average Attendance Rate for 2015	Average Attendance Rate for 2016	Average Attendance Rate for 2017	Average Attendance Rate for 2018
7	95.05%	93.43%	91.65%	91.00%	93.62%	90.2%
8	92.56%	91.63%	90.40%	89.04%	90.19%	87.4%
9	92.65%	90.27%	89.88%	91.61%	91.26%	88.5%
10	94.59%	91.34%	88.69%	88.49%	89.07%	84.1%
Overall average attendance	93.71%	92.42%	90.16%	90.04%	91.04%	87.5%

In 2018 Saint Ignatius College has continued to ensure that all students have a comprehensive and accurate record of their attendance. The College has ensured that the current Attendance Policy and Procedure documents are made available online, therefore allowing our families and the SICG community access to the appropriate expectations and procedures to follow in regards to student attendance.

The level of accountability of staff has been increased to ensure every student is marked for every class throughout the day. There is a follow up system that ensures staff have to complete the rolls and are followed up if this has not occurred.

The College has continued to utilise the SMS messaging system, if a student's absence is unexplained parents/guardians will receive notification to ensure the students whereabouts is located and a reason is recorded for their absence.

Key Student Outcomes

In 2018 the College has also implemented the State Government's recommendation of following up with a phone call to the parents/guardians to ensure all students are accounted for and the accuracy of our school rolls is maintained at the highest possible level.

Attendance rolls at Saint Ignatius College are marked during Homeroom in the morning and the afternoon.

It is also a requirement that each subject teacher takes a roll for every one of his or her classes. It is also in the procedure that the Homeroom teacher follows up any student who has been absent for two consecutive days by contacting home.

Proportion of Students Meeting National Benchmarks

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Year 7 Reading	97.7%	98.8%	100%	97.9%	100%	99.5%	98.6%	100%	97.79%	98.6%
Year 7 Writing	96.5%	95.8%	98%	96.4%	97.5%	98.6%	94.5%	99.5%	96.3%	97.2%
Year 7 Spelling	95.4%	97.1%	97%	95.9%	99.5%	98.6%	96.8%	99.1%	96.3%	98.2%
Year 7 Grammar & Punctuation	96.6%	95.9%	98.5%	94.8%	95.4%	97.2%	97.3%	99.1%	95.9%	98.2%
Year 7 Numeracy	100%	98.3%	97%	98.9%	98.4%	99.1%	99.5%	100%	100%	98.6%

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Year 9 Reading	98.3%	97.2%	97.6%	98.8%	97.8%	97.3%	97.9%	97.2%	95.9%	95.7%
Year 9 Writing	95.7%	90.3%	91.7%	91.7%	93%	89.3%	92.3%	97.2%	93.6%	87.1%
Year 9 Spelling	94.9%	88.9%	94.7%	97%	97.3%	93%	95.9%	94.4%	95.4%	96.2%
Year 9 Grammar & Punctuation	94.9%	95.1%	94.7%	98.2%	92%	93.6%	93.8%	94.4%	92.2%	93.8%
Year 9 Numeracy	98.3%	98.6%	98.8%	99.4%	97.2%	99.5%	98.4%	99.1%	100%	99.5%

An explanation of the trend over the three-year period, 2016 - 2019

Literacy:

Though there has been fluctuation in individual literacy results from 2016 - 2018, the 2016 - 2018 trend for writing is an unusual result especially when compared to the previous 2014 - 2016 and 2015 - 2017 trends.

Standardised results do not indicate that there is a concern with the median but may indicate that specific interventions need to be implemented to assist those students at the very low end in writing in particular.

Numeracy:

The numeracy trend for 2016 - 2018 is very consistent with a marginal decline over that period.

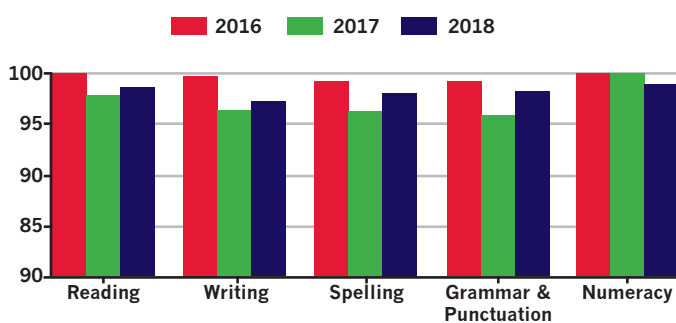
Key Student Outcomes

Changes in Benchmark Results from the Previous Year

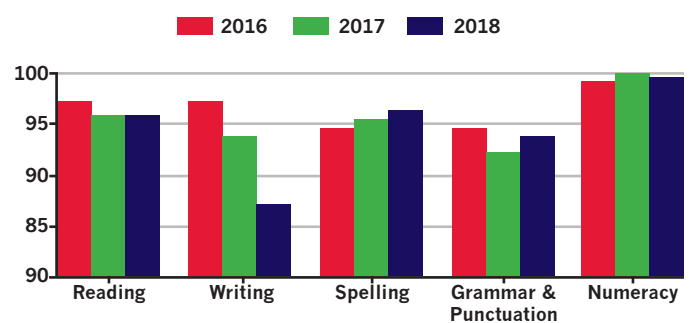
The percentage (%) change listed in the table below compares the proportion of students at the College who met the national literacy and numeracy benchmarks, as assessed by the National Assessment Program - Literacy and Numeracy (NAPLAN), in comparison to the previous year. It is a comparison therefore between two different groups of students.

Proportion of Students meeting the minimum standards					
NAPLAN TESTS	2016	2017	2016 - 2017 Changes	2018	2017-2018 Changes
	%	%	%	%	%
YR 07 Grammar & Punctuation	99.1	95.9	-3.2	99.1	2.3
YR 07 Numeracy	100.0	100.0	0.0	100.0	-1.4
YR 07 Reading	100.0	97.7	-2.3	100.0	0.9
YR 07 Spelling	99.1	96.3	-2.8	99.1	1.9
YR 07 Writing	99.5	96.3	-3.2	99.5	0.9
YR 09 Grammar & Punctuation	94.4	92.2	-2.2	94.4	1.6
YR 09 Numeracy	99.1	100	0.9	99.1	-0.5
YR 09 Reading	97.2	95.9	-1.3	97.2	-0.2
YR 09 Spelling	94.4	95.4	1.0	94.4	0.8
YR 09 Writing	97.2	93.6	-3.6	97.2	-6.5

NAPLAN Year 7



NAPLAN Year 9



The vast majority of Saint Ignatius students met the minimum national standards.

At Year 7, our percentages were relatively stable between 2016 and 2018. The decline in 2016 - 2017 literacy results had recovered in 2018. For 2018, all literacy areas at this level placed in between the 2016 and 2017 results. Year 7 Numeracy, which had a 100% result for 2016 and 2017 fell slightly in 2018.

At Year 9, grammar and punctuation and numeracy were relatively stable over this period while there was an improvement in spelling. The decline in writing is noted and may in part be due to the variation in writing genres now part of the testing process.

Reading has also fallen slightly and in turn impacts on writing proficiency.

While our ability to impact greatly at Year 7 is limited given the time of testing, interventions in reading and writing are being introduced to address potential issues at Year 9.

There have been many highlights of 2018. Some of these include:

- Academic Awards Assembly
- A number of performing arts evenings
- The work of the Social Justice Committee that includes the Winter Sleepout, Christ Church meals program and many other fund and awareness raisers
- The camping program at various year levels and the Faith Development Seminars and Retreats
- Feast Day
- Numerous sporting activities that include our Swimming, Athletics and Cross Country Carnivals and students performing to a very high standard in many different sports
- The Year 11 Jesuit Schools' East Timor Immersion Trip
- The Years 10 and 11 East Timor Immersion Trip

Median NAPLAN results at Year 9

The table below gives the median score achieved by Year 9 students in Reading, Writing, Spelling and Mathematics statewide tests as assessed by the NAPLAN from 2012.

The median score is the middle score obtained by Year 9 students at the College, i.e. when all the scores are ranked from highest to lowest, half the scores will be above and the other half will be below the median.

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
2012	591.8	582.5	583.8	585.4	591.4
2013	599.8	570.3	588	577.9	585.2
2014	589.8	558	590.7	580.7	587.8
2015	589.9	570.3	583.7	568.1	598
2016	590.70	560.3	575.60	561.50	591.50
2017	590.00	570.30	579.30	571.50	589.70
2018	591.7	558.0	589.9	583.2	588.7

The National Assessment Program scale maps student outcomes onto a ten-band continuum. Students in Year 9 who are working at the national minimum standard would be placed between 478 and 530 that correlates with Band 6.

Whilst numbers cannot be compared across the year for individual test results, grammar and punctuation and spelling have remained stable. Reading has been consistent with a slight improvement in 2018.

Whilst numeracy has declined since 2015, it has been relatively stable over the last seven years.

Writing for 2018 has declined and shows greater variation over recent years than other testing results.

In 2018, writing was above the State mean. However, there is opportunity to develop specific strategies to assist the lowest achieving students as part of future targeted intervention.

Key Student Outcomes

Senior Secondary Outcomes

The table below provides the following information:

- A. The median score of Year 12 Victorian Certificate of Education (VCE) results from 2009 to 2018. The median student score is the middle score when all the study scores obtained by students of the school are ranked from highest to lowest, i.e. half the study scores will be above and the other half will be below the median study score.
- B. The VCE completion rate. This reflects the number of students at the school who satisfactorily completed their VCE last year as a percentage of those enrolled in the VCE, in the same year, who were eligible to complete the qualification.
- C. The Victorian Certificate of Applied Learning (VCAL) completion rate.

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
VCE Median Score	31	29	30	30	31	31	31	30	32	31
VCE Completion	99%	98%	98%	100%	100%	100%	98%	100%	100%	100%
VCAL Completion	92%	90%	94%	71%	94%	88%	95%	98%	91%	98%

VCAL

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

VCE

The VCE completion rate has been consistent at 100% since 2016. The median of 31 in 2018 was slightly lower than in 2017. This may in part be explained by a broader cohort of students undertaking Unit 3/4 studies in Outdoor and Environmental Studies and Theatre Studies at Year 11 as part of the College requirement to undertake these subjects at that level rather than Year 12.

It is also important to note that median scores here are not scaled and therefore do not indicate the variation in students undertaking 'scaled up' subjects from year to year.

Destinations of all exiting VCAL Students during the year

Destination	Number of Students 2015	Number of Students 2016	Number of Students 2017	Number of Students 2018
Apprenticeship – Carpentry	1	3	-	5
Gordon TAFE Cert IV	-	-	1	-
Apprenticeship - Hairdressing	-	2	2	1
Apprenticeship – Electrical	-	1	1	3
Apprenticeship – Automotive	-	1	-	-
Cert. III Fitness (Vic. Fitness Academy)	-	1	-	-
Apprenticeship Plumbing	1	-	-	-
Cert III Children’s’ Services	1	-	-	-
GTECH	-	-	-	-
Gordon TAFE - Diploma	1	3	5	3
SEDA	1	-	-	-
Apprenticeship Tiling	1	-	-	-
Apprenticeship Baking	1	-	-	-
TAFE CERT III	1	7	4	-
Elly Lucas – Melbourne	-	2	-	-
ACU - Diploma of Nursing	-	-	-	1
Apprenticeship - Chef	-	-	-	1
Diversitat Cert III Disability Services	-	-	-	1
Navy	-	1	-	-
Working full time	-	-	9	2
Working part time	-	1	1	5
Unknown	-	-	-	1

Year 9 - Year 12 Apparent Retention

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Year 9	121	113	115	122	148	174	174	195	198	200
Year 12	77	69	84	84	96	129	140	156	165	183
Proportion of Year 9 students retained	62%	61%	73%	69%	65%	74%	81%	80%	83%	91.5%

Current students have a confidence in the school and the senior pathways it offers. Students who were identified by their parents and staff as wishing to pursue a vocational pathway have been assisted to make the transition from education into employment, apprenticeships and other training programs.

In 2012 the College implemented the Victorian Certificate of Applied Learning, which provides a pathway through to Year 12 for those wishing to pursue a vocational pathway, whilst remaining at the College.

Prior to this time the College was only able to offer a modified VCAL program to a small number of students for one year. The retention rate has increased gradually over the past ten years with a strong increase for this year’s cohort. This could be due to the well-developed VCAL program and employers wanting young people to have completed their VCE or Senior VCAL certificate. I would suggest the retention rate will continue to increase over the next few years as students become increasingly aware of the importance of completing either the VCE and VCAL certificate to provide a pathway to either further study or work.

Key Student Outcomes

Post School Destinations

The College's education provision facilitates students' pathways to further learning at either University or TAFE level, traineeships and apprenticeships and employment. Over the years the College has been successful in facilitating student progress in these pathways. In 2018, 71% of VCE students applied to VTAC for a university place. Of these 90% received an offer.

The On Track Survey data (below) relates to the exit students at the end of 2009 through to 2018. The information demonstrates that students are moving forward from the College to opportunities of further learning or employment.

In Education and Training	April 2009	April 2010	April 2011	April 2012	April 2013	April 2014	April 2015	April 2016	April 2017	April 2018
University Enrolled %	33	45	27	25	46	53	50	51	39	53.5
TAFE / VET Enrolled %	18	12	14	24	21	14	14	12	18	14
Apprentice / Trainee %	9	9	23	7	6	15	8	9	7	3.5

Not in Education and Training	April 2009	April 2010	April 2011	April 2012	April 2013	April 2014	April 2015	April 2016	April 2017	April 2018
Employed %	24	14	16	19	10	11	7	18	15	15.1
Looking for Work / Other %	4	2	5	2	3	1	7	0	0	4.7
Deferred %	11	19	16	24	6	5	13	10	20	9.3

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

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



Parent, Student, Teacher Satisfaction

Saint Ignatius College receives feedback on a regular basis from parents, students and teachers in regard to their satisfaction with the College. The College has been through considerable growth and development over the last few years. In general currently there is a high degree of satisfaction with the College and where it is developing for the future. Applications for Year 7 for 2018 far exceeded places available.

We have received feedback in the following ways (both formally and informally):

- Parent Information evenings, highly attended
- Parent – Teacher – Student Interviews
- Student Representative Council
- Social functions (Year 12 Graduation)
- Open Days (Evaluation forms provided to visitors)
- Parents and Friends' Association
- Musical and drama performance evenings
- Board
- Staff meetings
- Staff Consultative Committee
- Staff Social Club
- Feast Day
- Surveys - Open Day, Mosaic
- School Improvement Framework - Staff, Student and Parent Opinion Surveys
- Student Leadership Group
- College facebook page

The results of the 2018 School Improvement Surveys of Parents, Students and Staff indicated overall very high satisfaction and support of the College.



Key Student Outcomes

Value Added

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

These include such things as:

- Debating
- Catholicity – spirituality programs, celebrations, retreat programs
- Daily Prayer
- College Masses and liturgies
- Students Leadership opportunities
- Social Skills programs
- Social Justice Group
- College Assemblies
- Sport (membership of GISSA)
- Work Experience
- Year 12 Valedictory evening
- Choir
- Orchestra
- Health and fitness programs
- Community Service Program
- Mission Team
- Years 7 - 12 Elevate Education
- Well-being program (Cyberbullying, Red Frogs, RACV Driver Safety, Fit to Drive, brainstorm, Blue Earth)
- Learning Enhancement Achievement Program (LEAP)
- ACE Program for Year 12 students
- Targeted Assistance Program (TAP)
- Maths and Literacy help lunchtime classes
- Year 10 Ignatian Learning Period
- Open Day
- Year 9 & 10 Pathway Planning
- ‘See the College at Work’ Tours
- Personalised guided tours
- Social Events
- Creative and Performing Arts
- Mosaic Awards evening
- Fortnightly Newsletter
- Professional Learning opportunities
- School camps and excursions
- Use of information and communications technology (ICT)
- Music programs
- Public Speaking
- Dance Group
- East Timor Immersion Trip
- Year 7 2018 Student Orientation Day
- Year 7 2018 – Singles Day
- Year 7 2018 Parent Orientation session
- Soup Kitchen
- Maytime Fair
- Refugee Holiday Program
- Winter Sleep out
- Time & Space Program
- Year 9 Thyme & Plates Program
- Senior School Expo



Child Safe Standards

Intended outcomes

- The Child Safe Standards are embedded into the College community.
- Saint Ignatius College Geelong is a child safe and child friendly environment where children are free to enjoy life to the full without any concern for their safety.
- The wellbeing of students in our care is our priority.

Achievements

- The integration of the seven child safe standards into the relevant policies and procedures.
- The staff can easily access the policies and procedures related to the Child Safe Standards on the College's intranet site.
- Incorporated a new volunteer recording system which ensures all volunteers are screened and aware of the College policies that relate to child safety. A data base has been established which records all volunteers' Working with Children (WWC) numbers to ensure we are compliant.
- Office staff have been trained to ensure any visitor the College has to provide their WWC number while present on site.
- Updated reporting processes and procedures that align with the PROTECT protocol which is utilised to identify and respond to all forms of abuse in Victorian Schools.
- Information and training to support staff compliance with the Child Safe Standards was provided at staff meetings and through circulars and e-modules.
- Within the student planner it is clearly outlined our commitment to the students and parents / guardians of the College that Saint Ignatius College is committed to the safety and wellbeing of all students. This commitment highlights specific components that the College feels empowers our students/parents to feel safe and nurtured within our school environment. It is also outlined in the communication protocols that a student/parent can take if they are concerned about any form of child abuse that is occurring within our College community.
- The College has appointed a child safety officer who works in conjunction with the Student Wellbeing Team and the business department to ensure we are not only offering the safest possible environment for our young people but are compliant with the Ministerial Order 870.
- Child Safe Standards are addressed at the College monthly Board meeting to update members on the changes and developments within this order and to the College's compliance.
- The College's Child safety risk management process is completed annually to ensure we are addressing the current needs and practices in response to the Child Safe Standards.



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