



Saint
Ignatius'
College

Early Years to Year 12

2023

School Performance Report

Go, set the world alight.

SAINT IGNATIUS' COLLEGE SCHOOL PERFORMANCE REPORT 2023

Under the Australian Education Act, all schools are required to report School Performance Information annually to their communities. The following information relates to Saint Ignatius' College, Adelaide, for 2023.

COLLEGE FEATURES

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

In 2023, there were a total of 1,397 students – 862 at the Senior School and 535 at the Junior School. At the Senior School, 52% were males and 48% females. These percentages were 58% boys and 42% girls at the Junior School. In 2023, there were four enrolments of students of indigenous background, and all students were enrolled as full-time students.

The College is one of five Australian Jesuit colleges that form part of the network of over 1,000 international Jesuit educational communities throughout the world that began with the visionary St Ignatius Loyola some 460 years ago. There are also a number of 'Companion Schools' in Australia and New Zealand who have a Memorandum of Understanding with the Jesuits to espouse the ethos of Jesuit education in their own schools while remaining independent in governance. These schools, along with the five Jesuit colleges, form JACSA – the Jesuit and Companion Schools Australasia. Collaboration between these schools occurs at all levels, from regular meetings of principals and rectors as well as pastoral care and curriculum leaders through to inter-school sporting carnivals. A Jesuit education

is based on Christian humanism and emphasises the development of 'the whole person' – spirit, mind, heart, body, will. It embraces the intellectual and the affective, the spiritual and the physical dimensions of the human person, fostering the imagination and the ability to evaluate critically.

In traditional Jesuit terminology, our cura personalis approach involves our caring for and treatment of students as unique and gifted young people. Our ideal graduates display characteristics of being open to growth, intellectually competent, faith-filled, loving, and committed to doing justice.

Since education is a lifelong process, it is our aim to instill in our students a desire to continue learning and to delight in what is learnt, which will remain with them beyond their College days. The formation of our students is such that we hope that our world will be a better place for their presence in it. Our aim is to instill in our graduates the virtues of being:

- loving and generous
- just and courageous
- curious and wise
- reflective and discerning
- grateful and joyful
- faith-filled and hopeful.



STUDENT ATTENDANCE 2023

At the Senior School, the average student attendance was 90.9 %, and at the Junior School, student attendance was 92.8% in 2023.

Overall attendance in each year level was as follows.

Reception	91.9%
Year 1	91.6%
Year 2	93.2%
Year 3	94.3%
Year 4	92.8%
Year 5	92.8%
Year 6	92.9%
Year 7	93.3%
Year 8	92.9%
Year 9	91.5%
Year 10	91.6%
Year 11	88.5%
Year 12	87.6%

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

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

Where a student has extended unapproved non-attendance, an interview is arranged with College staff and the family to determine the best course of action.

In the case of a significant number of late arrivals, contact is made by formal letter to parents/caregivers, and if no apparent improvement to punctuality is seen, an interview is arranged to discuss the best course of action.

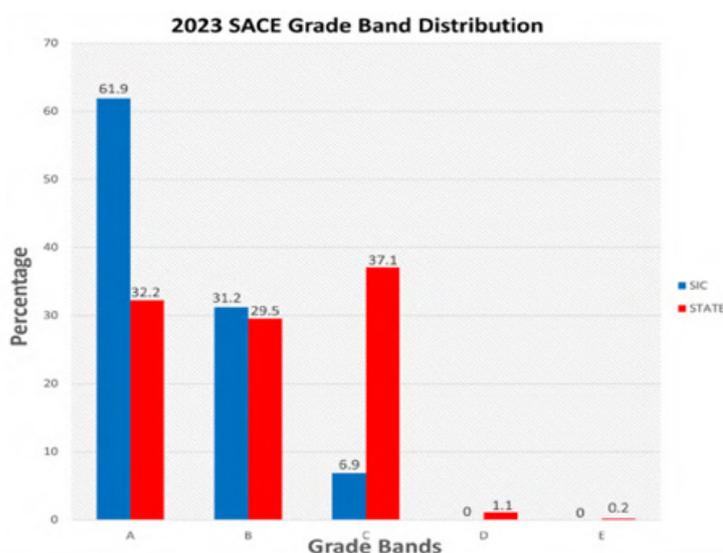


SECONDARY SCHOOL OUTCOMES

Our 2023 SACE Stage 2 results have been reported via the College Welcome Circular, distributed to families at the start of the year, as well as on the College website and via an insert in the College's prospectus available from the College Registrar.

Some key aspects of the results achieved are listed below.

- All of our Year 12 students gained their South Australian Certificate of Education (SACE).
- Our students gained 126 A+ grades, including 48 Merits, 213 A grades, and 209 A- grades – a total of 548 (61.9%) grades in the A band. (See the graph below for the percentages of the other grade bands and how the College compared with the rest of the state.)



- The average ATAR was 87 and the median score was 89.9.
- One student achieved our highest ATAR score (99.9).
- Thirty-six students achieved 48 Merits. This included five Year 11s and one Year 10.
- Merits were achieved in 14 subjects involving 24 teachers.
- Eight students studied a university subject for either a semester or a full year. These students achieved exceptional grades (an even spread of High Distinctions and Distinctions).
- Ten students (6.9% of the cohort) achieved an ATAR of 99 or above, placing them in the top 1% of the state.

- Forty-eight students (33.3% of the cohort) achieved an ATAR of 95 or above, placing them in the top 5% of the state.
- Seventy-one students (49.3% of the cohort) achieved an ATAR of 90 or above, placing them in the top 10% of the state.

Special Achievements:

- One student achieved the prestigious Governor of South Australia Commendation Excellence Award. They were one of only 40 students in the state to receive this award, which recognises their outstanding academic achievement in their final SACE year, along with exemplary service to the wider community in one or more of the SACE Capabilities. They were commended for their passion and commitment to promoting cancer awareness and fundraising initiatives.
- Another student was awarded a Commendation for the 2024 Award for Leadership in Languages and Culture by the Australia Day Council of South Australia. They were selected for their commitment to the study of languages and being a leader in the community.
- A Visual Arts – Art student had their work selected to be displayed in the 2024 SACE Art Show.





POST-SCHOOL DESTINATIONS

The majority of the Class of 2023 followed a university pathway, with 92% of the students receiving their first or second preference in a tertiary institution. Students were accepted into a range of courses (further details indicated below). Three students gained entry into Medicine, as well as three students being admitted to the renowned Elder Conservatorium of Music. In addition, two students gained apprenticeships, one in plumbing and the other in bricklaying. Six students opted to take a break from study and complete service work with the Jesuit volunteer organisation, Cardoner Network.

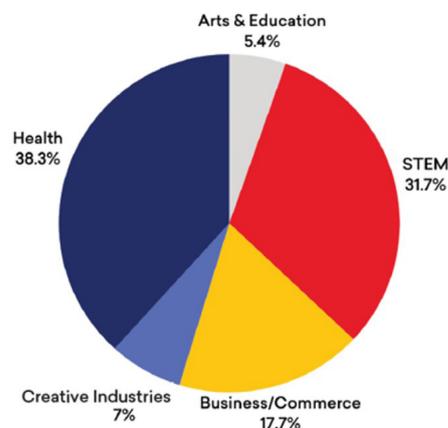
VOCATIONAL EDUCATION AND TRAINING (VET)

In 2023, VET courses continued to be a popular choice for our students, particularly at the Certificate III level. In many cases, students choose a course that has an intrinsic link to their future study or to assist them in gaining part-time work while studying at university. Others use it to provide Stage 2 credits, which sees benefits such as a 'safety net' subject, or to realise an ATAR boost. Our school-based Certificate III in Screen and Media continued to grow in numbers, with 105 students in total being resulted in 2023. The external Certificate III in Business experienced a drop in numbers. This data reflected a shift towards students and parents wanting to complete VET internally, rather than externally, perhaps due to cost and inconvenience, but it was very pleasing for our courses and has shaped planning for internal VET offerings for 2024. The College has explored the introduction of a school-

UNIVERSITY COURSE DESTINATIONS

Top 6 degree choices

Engineering	18
Occupational Therapy	13
Law	11
Business	9
Physiotherapy	7
Health and Medical Science	7



based Certificate II in Cookery at Year 11 to be run in Semester 1, which can be 'upgraded' in Semester 2 to a Certificate III in Hospitality. The College has also continued to encourage Year 10 students to complete 'tasters' and 'white card' days, with students attending childcare, construction, and retail cosmetics centres. There has been an increased need for students in Year 9 to access 'tasters', with a view to a Certificate II in Year 10. Of the two Year 11 students who completed their Certificate II in Electrotechnology, one signed a School Based Apprenticeship Traineeship for 2024 while completing his SACE in Year 12. Another completed a Certificate II in Retail Cosmetics. In addition, two VET students from Year 12 signed apprenticeships, one in plumbing and the other in bricklaying.

NAPLAN RESULTS

The College's students performed very well in 2023 NAPLAN tests. It was these students who previously did not sit NAPLAN due to the initial COVID-19 outbreak thwarting the safe delivery of the nationwide tests.

A meaningful measure of student growth has been made difficult for these students due to the absence of longitudinal data. It is likely temporal comparisons into the future will remain difficult as the reporting of NAPLAN bands changes into the future.

The NAPLAN tests are now more interactive. Not all students sit the same test: rather, the questions that a student progressively answers through the tests alter depending on how well they have answered previous questions, allowing a more finetuned gauge of student ability across the spectrum to be made.

Compared with Saint Ignatius' past results, the almost 300 senior campus students tested were well on par with previous performances.

In addition, our comparison with the national average is very favourable, with over 80% of Ignatian students achieving higher than the national average in almost all test domains, as shown in the table below.



A comparison of 2023 Saint Ignatius' College students' NAPLAN scaled scores with national averages across all test domains.

Test	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
Year 3	449 434 - 465		454 441 - 467		458 444 - 472		461 445 - 477		467 454 - 481	
	SIM 453	ALL 405	SIM 455	ALL 416	SIM 466	ALL 404	SIM 460	ALL 411	SIM 451	ALL 407
Year 5	542 529 - 555		529 516 - 542		535 523 - 547		548 533 - 562		548 535 - 561	
	SIM 540	ALL 496	SIM 521	ALL 483	SIM 525	ALL 489	SIM 541	ALL 497	SIM 532	ALL 488
Year 7	582 571 - 592		585 573 - 597		584 573 - 595		587 575 - 599		580 570 - 591	
	SIM 589	ALL 536	SIM 582	ALL 534	SIM 579	ALL 539	SIM 590	ALL 539	SIM 594	ALL 538
Year 9	606 596 - 617		624 610 - 637		603 592 - 614		609 597 - 621		620 610 - 630	
	SIM 617	ALL 564	SIM 621	ALL 567	SIM 604	ALL 568	SIM 615	ALL 557	SIM 626	ALL 568



POST-SCHOOL DESTINATIONS

Tertiary Entry

Of the 2023 cohort, four students have travelled interstate to study – three at the University of Melbourne and one at James Cook University, QLD. Of the three students who did not apply to SATAC, one is doing Year 13 to try to apply to Dentistry, another is working, and the other is applying to TAFE. Two students started apprenticeships in bricklaying and plumbing. Thirty-five students received offers in health-related courses. Occupational Therapy was the most popular, with 13 students; next was Physiotherapy with seven, and three in Medicine at the University of Adelaide. Speech Therapy was also popular, with six students accepting offers. One student received an offer for Dentistry at James Cook University in QLD. STEM was very popular; in fact, Engineering was the most popular course, with 18 students choosing a variety of forms of Engineering, mostly Mechanical, but also Pathways and Computer Science. Six students chose Psychological Science. Applications to Law and Business remained steady, with 12 students accepting offers in Law and nine in a variety of Business degrees. Nine students entered a variety of Creative Industries courses, ranging from Musical Theatre/Music to Film and Television.

STAFF PROFILE

Teaching Standards and Qualifications

In 2023, at the Senior School, we had 79 teachers with a minimum of a Degree and/or Diploma, 19 with Double Degrees, 14 with Honours, 28 with Masters, and three with Doctorates.

At the Ignatius Early Years and Junior School, 44 had a minimum of a Degree and/or Diploma, 12 with Double Degrees, and six with a Masters.

All teaching staff had approved teaching status.

Workforce Composition

Saint Ignatius' College employs 218 permanent staff members – 144 at the Senior School and 74 at the Junior School. At the Senior School, 41% are males and 59% are females, with 15% males and 85% females at the Junior School. At the Senior School, 34% of staff are employed on a part-time basis, with 51% at the Junior School being part-time.

Our records indicate that currently there is one staff member of indigenous background.

COLLEGE SATISFACTION

Saint Ignatius' College is committed to listening to the views and expectations of key stakeholders. As part of the strategic plan information-gathering processes, staff, students, and families were invited to provide feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the College with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students. A large group of parents, staff, and students were consulted in person via Dreaming Nights and through online surveys. These opportunities provided a great deal of data that was sifted through by the Strategic Plan working group. Feedback from the various stakeholders identified some consistent themes that were discussed at length and absorbed within the new Strategic Plan.

PARENTS

Feedback from parents indicated what they valued about the College, and responses included those listed below.

- Teaching staff
- Sense of community
- Holistic approach to education
- Social responsibility focus
- Catholic values
- Nurturing environment
- Subject and co-curricular offerings





STUDENTS

Similarly, feedback from students indicated what they valued about the College, and responses included those listed below.

- The College is welcoming
- Students at our College are encouraged to make a positive difference to the world
- Academic standards are high, and there is importance placed on a holistic approach to education.
- Our strong sense of community – students are proud to be Ignatian.
- Broad range of co-curricular offerings
- Amazing grounds
- Incredible teachers
- Catholic values

STAFF

Staff feedback indicated what they valued about the College, and responses included those listed below.

- Our wonderful, strong community
- Jesuit traditions and Ignatian spirituality
- Fun social events
- Amazing students, lovely families
- Working in a space that inspires students
- Christ-centred
- Sense of belonging
- Connection with Sevenhill
- Intelligent, talented staff
- Strong reputation
- Morning meetings – we can get to know and hear from different staff



COLLEGE SATISFACTION

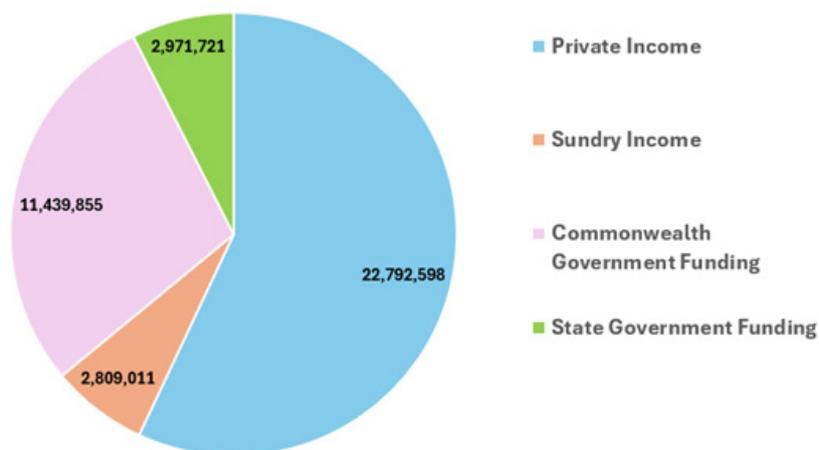
Other ways feedback is sought from families include those listed below.

- Parents who enrol via our Early Years are regularly consulted, and their opinions are sought regarding the Quality Improvement Plan for the centre. Parent satisfaction levels are very high. The main area of challenge identified is being able to provide places for all applicants who seek them.
- Our Junior School Out of School Hours Care service also regularly conducts parent surveys and seeks feedback regarding each of the Quality Areas for that service. This is a major component of the regular

audits of this service and informs many aspects of its program. Parent satisfaction is seen to be very high across all Quality Areas.

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

COLLEGE INCOME



COLLEGE IMPROVEMENT

Self-Assessment Process

The most significant process used to undergo self-assessment is the College Strategic Plan 2019–2023.

The key priorities of the Strategic Plan include:

- care of students
- human excellence
- faith in practice
- Ignatian ethos
- stewardship and sustainability.

Key to the effectiveness of this self-assessment process was the feedback to the College Executive who maintained oversight, either directly or via delegation of key personnel, of any final decision-making.

The development of an Annual Improvement Plan based on the Strategic Plan is also based on the five key priorities. It is reviewed and updated quarterly to be presented to the College Board who maintain overall governance of the College.

For the purposes of this report, the Annual Improvement Plan is cross-referenced with the domains (*Catholic Identity, Focused Vision and Goals, Strong Leadership, High Expectations of All, High-Quality Teaching*

and Learning, Effective Use of Data, Orderly and Safe Learning Environments, Strong Home/School/Community Engagement) specified in the Continuous Improvement Framework for Catholic Schools (CESA).

The process of reviewing and renewing the College's Strategic Plan began at the start of 2023 so that the new plan for 2024 – 2028 would be ready for implementation in 2024. This involved oversight by the College leadership team as feedback was sought from staff, students, families, old scholars, and the College Board, who would give final approval of the plan. Surveys, interviews, 'Dreaming Nights', and questionnaires were used to gain ideas, insights, and feedback on the current Strategic Plan and formulate the new Strategic Plan.

Care of Students

(Catholic Identity, High Expectations for All, Orderly and Safe Learning Environments)

A significant focus in the articulation of the College's care of students has been the implementation of a new pastoral care structure based on a House system at the Senior School. The structure was implemented in 2022, and so 2023 was a year to review and make minor adjustments to programs run in Mentor Groups following feedback from staff and students in 2022. This new system allows for 30 minutes each day for Mentor Teachers to meet with their Mentor Groups, which



are limited in size to 18 students. This time and group size allows for students to be known and affirmed by a significant adult who is able to monitor wellbeing and growth of students in their care.

The use of external expert providers in areas such as health and wellbeing (both physical and mental) supplemented programs run by teachers and counsellors at all three campuses. These included programs such as gender inclusivity workshops, anti-bullying programs, the Friendology program at the Junior School, 'buddy' programs at both the Junior and Senior Schools, student-developed bullying plays by our Year 11 Drama students, Blue Week activities, R U OK Day, Dr Tessa Opie's presentation on Consent, the Power to End Violence against Women and the Empowered program (both run by the Port Adelaide Football Club), and Wear it Purple Day, which help to support a range of needs of students in our community.

Human Excellence

(Focused Vision and Goals, Strong Leadership, High Expectations for All, High-Quality Teaching and Learning)

The College offers a wide-ranging curriculum. The Jesuit tradition of a Christian Humanism curriculum forms the basis of subject offerings. The College is mindful of the need to offer an engaging and relevant curriculum that will enable students to realise their potential and develop their own gifts and talents. At Stage 2, over 35 subjects are offered, including five languages, Creative Arts, Sciences, Physical Education, Technology, English, Mathematics, Commerce, Histories, and Religious Education. VET options continue to be popular, both as stand-alone options and embedded within subjects.

All teaching staff continued to be encouraged and supported to attend professional development activities in their curriculum areas or general teaching practices. Many teachers of senior classes engaged in assessment activities as setters, markers, and/or moderators with the SACE Board.

Students' engagement in learning and nurturing their own human excellence by developing their particular gifts and talents was reflected in the extraordinarily high level of participation in a wide range of College activities outside the traditional learning space of the classroom. Many co-curricular activities offered by the College allowed students to continue their learning in a range of settings including sports, drama, music, debating, public speaking, social justice initiatives, chess, Brain Bee Challenge, Ethics Olympiad, and Future Problem Solving.





The College has a Professional Learning Committee that oversees the learning needs of all staff members. This can range from individual needs to whole-school initiatives. The Head of Studies and Innovation continued to be responsible for many of the new projects developed at the College focused on ensuring that the educational experience of students at Saint Ignatius' College is characterised by a seamless progression to each new learning stage.

The Learning and Teaching Framework continued to be the key document used by teaching staff to develop quality educational experiences for students. It provides a clear articulation of what it means to learn and teach at Saint Ignatius' College. It is based on Jesuit documentation including the Ignatian Pedagogical Paradigm and the Characteristics of Jesuit Education.

Faith in Practice

(Catholic Identity, Strong Home/School/Community Engagement)

The College places high value on its Catholic identity and Jesuit heritage. We are extremely fortunate to have a strong Jesuit presence in the College, with Jesuits actively engaged full-time on staff as well as regular visits by other Jesuits. Normally at the Senior School, significant feast days are celebrated each term with whole-school masses. Prayer is practised regularly, including at the start of the day and before each lesson. A Jesuit reflective practice, the Examen, was expanded to be conducted each day.

Alternative ways of providing a service to the marginalised were investigated and included preparation of meals to deliver to facilities such as Moore Street Centre supporting the homeless in Adelaide and increased donations to providers such as Caritas Australia and St Vincent de Paul.

At the Senior School, each year level participates in a Day of Reflection at least once during the year. The opportunities for students in Years 11 and 12 to participate in four-day residential retreats were re-introduced, and there were four retreats offered. At the Junior School, there were similar opportunities to participate in reflective practices designed to be age-appropriate.

After a number of years of being unable to travel overseas, the decision was made to re-invite students in Year 11 to participate in immersions, or Journeys of the Heart, overseas in Vietnam and Cambodia, and Timor-Leste. Year 10 students also had the opportunity to travel on an intrastate experience – Ikara, Flinders Ranges – where they were able to experience an eight-day immersion working with First Nations peoples to discover more about the history, geography, and ecology of the Flinders Ranges.

Ignatian Ethos

(Catholic Identity, Focused Vision and Goals, Strong Home/School/Community Engagement)

The vision for Saint Ignatius' College – 'Finding God in All Things' – is strongly influenced by the ethos of all Jesuit educational institutions. The College aims to provide high-quality education of an academic nature to

a broad range of students. The profile of our graduates at graduation is that they are open to growth, intellectually competent, loving, faith-filled, and committed to justice. At the centre of all strategic decisions are the students in our care.

One of the key leadership roles in the College is that of the Rector, a Jesuit who has oversight of the College and its Jesuit identity. He is supported by the Director of Faith Formation and Director of Mission at the Senior School and the Director of Faith and Service at the Junior School. Together they support faith formation, community service, immersions, retreats, liturgies, sacramental, social justice, sustainability and reconciliation activities throughout the College.

Religious Education is offered at each year level across the College. The development and management of the Religious Education pedagogy and curriculum are supported by the Religious Education coordinator in the Junior School and by the Leader of Learning: Religious Education in the Senior School.

There is also a youth minister who supports and engages students in liturgies, chapel services, days of reflection, and retreats. The College is committed to maintaining these support structures.

Stewardship and Sustainability

(Catholic Identity, Strong Leadership, Orderly and Safe Learning Environments, Effective Use of Data)

The governance structure has a board made up of community members who contribute talents, experience, and enthusiasm. Current members bring particular experience in education, finance, law, business, and ICT. The board-developed Strategic Plan is a working document that is used to give direction on how the College grows and develops.

The College has invested heavily in developing a leadership structure that provides direction as well as support to all in the community. The College Executive, responsible to the College Board and responsible for the day-to-day running of the College, comprises the Principal, the Rector, Head of Senior School, Head of Junior School, Head of I.E.Y., Head of Co-Curricular, Head of Studies and Innovation, and Head of Business.

In 2022, planning for a new art, design, and technology centre at the Senior School was undertaken, and work continued during 2023, with access to the new building planned for early 2024. Part of the planning for the new building included green spaces around the building, sympathetic to the natural flora of the local environment. The design of the new building also reduces the amount of artificial lighting and air conditioning needed.



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world *alight*.**

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